

**THE
FUNDAMENTALS
OF
AMHARIC**

C. H. DAWKINS

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DEDICATION

**To all who seek to learn the Amharic language
for the furtherance of Christ's Kingdom in
Ethiopia this book is affectionately and
prayerfully dedicated.**

C. H. D.

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C. H. D.

INTRODUCTION: HOW TO LEARN AMHARIC

First Principles The only way to master a language is by constant intercourse with those who speak that language. This is how a child assimilates his own mother tongue. It is the natural method; and although school-work and study have their place, they are no substitute for it. The only way therefore that you will ever learn Amharic is by living in close contact with Ethiopians.

It is well to remember, however, that in the matter of learning a language, as in other respects, an adult and a young child are not exactly the same. The adult, indeed, is at a serious disadvantage. Not only is it well nigh impossible for him to live with the people of a foreign country in that same close and intimate relationship which, as a child, he enjoyed with his own people; but, also, his mind is no longer virgin soil; he has, in particular, acquired a strong subconscious bias in favour of the sounds and constructions of his own language, which makes it very difficult for him to assimilate with accuracy those of any other. As a child the assimilation of his mother tongue went on concurrently with the development of his mind. It was therefore a very gradual process, but in the long run extremely thorough and accurate. Now, as an adult, when he tries to learn a foreign language, his mind, being already developed, may enable him to attain more quickly to speech, but this speech will not only tend to be very limited in scope but will also be liable to grave inaccuracy, which once he has accustomed himself to, he may never after be able to throw off. The advantage then weighs heavily on the side of the child.

But the adult (at least the educated adult) possesses one compensatory faculty, and this he must not fail to call to his aid. It is his ability to reason -- to think things out. If he tries to learn a foreign language simply by "picking it up by ear", as he did his mother tongue, the results are likely to be of a very poor quality. His ear is no longer capable of doing the work without some support from his reason. Certainly it is still only through his ear -- by hearing the national speak -- that he can really absorb and assimilate the language into his innermost being, yet unless at the same time he uses his reason to systematise what he hears, his own speech will tend to be more or less of the "pidgin" variety. Unlike the small child, he needs in a measure to rationalize the underlying principles. To avoid inaccuracy he needs to supplement his now imperfect ear with a knowledge of the rules. And this is especially so in the case of a grammatically complex language like Amharic.

Make no mistake about it; you will never learn Amharic properly unless you live in close and constant contact with Ethiopians. It is only thus that you can be continuously receiving, through your ear, the materials necessary for building your linguistic edifice. But this edifice will be in danger of turning out cracked and formless unless, at the same time, your reason, by discovering some system in the language, is able to provide you with a foundation to build on and a design to follow. Hence the necessity of study. Besides just listening and trying to talk, you will have to search out the why and the wherefore; you will need to have things explained. It is to help you here that this book has been written. It represents an attempt to systematise Amharic for you; to supply you with the explanations.

The Use of an Informant As already explained, the bulk of your learning must be done through intercourse with Ethiopians. You should therefore contrive to spend a good proportion of your day talking or working with them. But besides this you will need the regular (preferably daily) help of an educated Ethiopian informant (he should be English speaking, at least while you are a beginner). You can use him to question and to practise on; he can correct your mistakes, tell you new words and help you with pronunciation, spelling, etc. Once you have learnt the main grammatical constructions you can start reading books and newspapers with him. But remember, he, like everyone else, speaks his native language by instinct, not by knowing the rules; and even though he has been taught grammar at school, he has never had to analyse his own speech or work out its constructions as the foreign student needs to do. While, therefore, he can be very helpful as your informant, you should not expect him to take the initiative as though he were your teacher. He will tell you if something is right or wrong, but often he cannot tell you why; and if you press him to give you an explanation, in trying to help he may only mislead you. His usefulness will depend on how you use him.

Building up a Vocabulary Though the words used in the examples are sufficient in number to supply you with the basis of a vocabulary, lists of words to be learnt are not a feature of this book. New words are best learnt not from lists but direct from the Ethiopians (or at a later stage by reading books, etc.). If, especially, they are first met with during conversation, the association with their proper context will help you both to understand them aright and to remember them. You should, however, write down such new words, as and when they occur (as well as phrases, idioms, etc.) in a list of your own, for which purpose you should carry about a special note book. Your Ethiopian informant must

help you in the compilation and checking of this list. If in conversation, for instance, you fail to understand an apparently important word, or, conversely, if you are unable to express yourself for want of some word, you can make a note of it and ask him about it later. From this ever lengthening list you should keep refreshing your memory until the new words, etc. are assimilated.

Do not rely too much on the dictionary. Meanings given without a context can be very misleading.

The Use of This Book This book is designed for use both by the beginner and the more advanced student. It is not arranged as a graded course of study, but each subject is treated separately and as a whole under its own heading. This arrangement should present no difficulty to the more advanced student, who will, rather, find it convenient for purposes of reference. But the beginner, unable by himself to select the best order of study, or to discriminate between the elementary and the advanced, will need to be guided through the mass of information which confronts him. For this purpose a suggested course of study is outlined in the following pages. In this outline the order of study is indicated by the sectional numbers (i. e. the numbers which appear in the margin throughout the Grammar. As an extra help all sections of the Grammar included thus in the course are marked by a vertical line at the side of the page. In the case of any footnotes which belong to these sections, but which for the time-being may be ignored, this vertical line is omitted, just as it is for other portions of the Grammar not included in the course.

The period required to complete this "Beginner's Course" will naturally depend on the ability of the student and on how many hours per day he is free for language work. But a missionary who has no other assignment may reasonably expect to get through in three or four months. Having done so, however, he must on no account imagine that he has now covered all the ground that is of any practical importance, and that he can henceforth abandon his grammatical studies. This is very far from the case, for several very important items have not yet been touched upon. His position, rather, is that he has now a sufficient grounding in the elements to be able to find his own way through the rest of the book, the order of study being no longer a matter of major importance. On completion of the "Beginner's Course", therefore, he should go straight on with "Changed Stem Derived Forms", "Compounds of አለ ", "Reported Speech" and the many other items so far untouched. He should also again go over the subjects already studied filling in the gaps, i. e. those portions, both in the text and in the footnotes, which, having been omitted from the "Beginner's Course", are not marked with a vertical line.

Beginners will find it helpful to adopt the following procedure (where applicable):

- (a) Study the sections in the order shown in the "Beginner's Course" (as many as convenient at one time), checking on the pronunciation of all Amharic words and sentences with your informant.
- (b) Learn by heart all the Amharic examples given (you will in this way develop a feeling for Amharic constructions and ways of expression). Get your informant to hear you on them; as also on all verb conjugations, etc.
- (c) Taking the examples which you have learnt as patterns, make up other sentences on the same lines by substituting other words.
- (d) Go out among the people and use what you have learnt.

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PART ONE: ORTHOGRAPHY and PHONOLOGY

The Characters

1. Modern Amharic has inherited its system of writing from ancient Arabic by way of the language of the old kingdom of Axum, Ge'ez, which is still the classical and ecclesiastical language of Ethiopia. The roots, then, of Amharic orthography, like those of the language itself, are Semitic; the characters being designed to express the typically Semitic sounds used in the speech of those ancestors of the Ethiopians who, in ancient times, came across the Red Sea from south-west Arabia.¹ But while Hebrew, Arabic and other members of the Semitic family (including Ge'ez²) are notable for the profusion of their difficult guttural sounds, Amharic, being a Semitic dialect superimposed on a substantially Hamitic population, has lost these. The alphabet, therefore, contains a number of characters which originally represented Semitic gutturals but which are no longer pronounced as such. This is why there are four different characters which today are all used alike for the consonant *h*, and are largely interchangeable in spelling (*ሀ ሐ ገ* and *ኸ*³). Similarly, there are two characters which today are used alike as consonantless letters (*አ* and *ዐ*), two which are used alike for *s* (*ሰ* and *ሆ*), and two for the "explosive" *ʃ* (*ሻ* and *ዐ*).

While, fortunately for the European student, the typically Semitic gutturals have been lost, Amharic possesses a set of "explosive" consonants which are equally "foreign" to him (*ቀ ጠ ጨ አ ጸ* and *ዐ*). These must be practised until mastered. It is not good enough just to fall back on the corresponding non-explosive sounds.

Naturally, during the long course of history various changes and additions have been made to the alphabet, the most important of these being the imposition of seven vowel forms on to its original system of consonantal characters.⁴ As it now stands, then, it possesses 33 primary characters, each representing a consonant (except for the two consonantless characters mentioned above), and each having 7 variations in form to indicate the vowel which follows the consonant. These 33 sets of 7 forms are the "ordinary characters"; but besides them there are also a number of "diphthong characters", each representing a consonant and a following vowel with a *w* sound (or, in one case, a *y* sound) interposed between them. There are differences of opinion amongst Ethiopians as to how many of these "diphthong characters" are really permissible. In writing, none of them is indispensable because the same sounds can always be represented by combinations of the ordinary characters. But many of them are in common use and, on the whole, they cannot be ignored.

2. When learning the Amharic alphabet notice that while there is no recognised system of "continuous", or "flowing", handwriting, such as that used by Europeans, yet in some cases the form of a character as commonly written is not identical with its printed form. The writing, then, must be learned from an educated Ethiopian, chosen, if possible, for his good, clear "hand". Suffice it here to say that in order to retain something of the traditional character of Ethiopian calligraphy the following rules should be observed:-
- (1) Make your letters with heavy downward strokes, light connecting cross strokes and no upward strokes at all (except incidentally, when bringing your pen into position for the next downward stroke).
 - (2) In making a letter, move progressively from left to right (i.e. complete first the left hand part, then the middle and lastly the right; do not "hop about" backwards and forwards).
3. The Amharic characters are set out in the table below, together with the transliterations used to represent their sounds in this book. But the actual sounds must be learned from an Ethiopian.

Notice first, however, the following points regarding the vowels of the 7 forms:-

The 1st form vowel, transliterated *ä*, normally has the sound of *e* in "her" (or French "le"); but if affected by the "saturation" of a consonant⁵ it becomes more like the vowel of a 5th form.

1. It can be demonstrated that, still further back, these characters must have sprung from the same stem as other ancient alphabetical systems, such as the Greek and Latin. But this is beside our present point.
2. Also its more direct modern descendants, Tigrinya and Tigre.
3. The 1st of the 7 vowel forms is used to designate the character as a whole, without any particular vowel being specified.
4. In Semitic languages generally the consonants are all-important. They are the permanent framework of a word, while the vowels filling the intervening spaces are subject to variation.
5. See Sections 11 and 12 re "Saturation".

The 1st forms of ሀ ሐ ገ አ and ዐ¹ are irregular in having the 4th form vowel sound (transliterated a). But ከ, the remaining "h", is regular.

The 2nd form vowel, transliterated u, has the sound of oo as in "mood", sometimes shortened to the sound of oo in "wood".

The 3rd form vowel, transliterated i', has the sound of ea as in "seat", sometimes shortened to the sound of i as in "sit".

The 4th form vowel, transliterated a, has the sound "ah", as in bath², car; sometimes shortened to the sound of u as in "but".³

The 5th form vowel, transliterated e, resembles the sound of a as in "late" (a little "flatter"), but is sometimes shortened to the sound of e as in "let". It is commonly pronounced with a slight y preceding; but do not overdo this.

The 6th form vowel, transliterated ነ, is like the short i in "sit", but a little "flatter". Note, however, that an Ethiopian, when demonstrating the theoretical pronunciation of this vowel is accustomed to make it much "flatter" than it usually is in speech.

The 6th form alone can drop its vowel and is, therefore, the form to be used whenever a consonant is required by itself.

The 7th form vowel, transliterated o, lies between the vowel sounds in "coat" and "caught" but is nearer to the latter.⁴ It is pronounced short in some words, but not as short as the o in "cot". Sometimes a slight w sound is pronounced before it.

Punctuation:

4. The following signs are used, some indigenous and some borrowed from European orthography:-

<u>Amharic Sign</u>	<u>European Equivalent</u>
·	Indicates the end of a word (it is omitted in much modern printing, but not in writing.)
፡	;
።	.
፥	Indicates the end of a paragraph (used in old manuscripts etc.)
? (or ፤, in old manuscripts etc., but rare)	?
!	!
« »	" "
()	()

Apart from · and ።, none of these signs is used with much consistency, Amharic punctuation being in practice very loose.

A word which is unfinished at the end of one line is continued without any connecting sign at the beginning of the next. The absence of · at the end of the line (at least when this sign is being used) is sufficient to show that the word is not yet complete.

1. See Section 1 re Semitic gutturals.
2. British, not American, pronunciation.
3. Those whose native language is English often show a strong tendency to neutralise a final a, i.e. to pronounce it like ህ, as is done in English words, especially names whose final vowel is a (e.g. America). In Amharic a, final or otherwise, must be given its full value, e.g. አሜሪካ is pronounced Americah.
4. It is very commonly mispronounced by those whose native language is English and who therefore confuse it with the English long o, as in "pole". Actually it is much closer to the French au, as in "Paul".

The Characters (Amharic ረዳ)

ORDINARY CHARACTERS													DIPHTHONG CHARACTERS		
Form	1st	2nd	3rd	4th	5th	6th	7th	1st	3rd	4th	5th	6th	4th		
Ge'ez Name	ግዕዝ	ከዕብ	ሣልብ	ራብዕ	ኃምብ	ሳድብ	ሳብዕ	ግዕዝ	ሣልብ	ራብዕ	ኃምብ	ሳድብ	ራብዕ		
Vowel Translit.	ä	u	i	a	e	i	o	we	wi	wa	we	wi	ya		
Cons. Translit.h	ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ								
l	ለ	ሉ	ሊ	ላ	ሌ	ሎ	ሎ			ሊ					
h	ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሐ								
m	መ	ሙ	ሚ	ማ	ሚ	ሞ	ሞ			ሚ					
s	ሠ	ሡ	ሢ	ሣ	ሤ	ሥ	ሥ								
r ¹	ረ	ሩ	ሪ	ራ	ሪ	ሮ	ሮ			ረሩ			ረ		
s	ሰ	ሱ	ሲ	ሳ	ሴ	ሶ	ሶ			ሲ					
sh	ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሽ			ሺ					
k	ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ	ቂ	ቆ	ቂ	ቆ	ቆ	ቆ		
b ²	በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ			ቢ					
t	ተ	ቱ	ቲ	ታ	ቲ	ቶ	ቶ			ቲ					
ch	ቸ	ቹ	ቺ	ቻ	ቼ	ች	ች			ቺ					
h	ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ	ኀ	ኄ	ኂ	ኄ	ኂ	ኀ		
n	ነ	ኑ	ኒ	ና	ኔ	ኑ	ኑ			ኒ					
n̄	ኘ	ኙ	ኚ	ኛ	ኜ	ኝ	ኞ			ኚ					
none	አ ³	ኡ	ኢ	ኣ	ኤ	ኦ	ኦ								
k	ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ	ከ	ኮ	ኪ	ኮ	ኮ	ኮ		
h	ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ			ኺ					
w	ወ	ዐ	ዑ	ዓ	ዒ	ዐ	ዑ								
none	ዐ	ዑ	ዒ	ዓ	ዒ	ዐ	ዑ								
z	ዘ	ዐ	ዘ	ዐ	ዘ	ዐ	ዘ			ዘ					
zh ⁴	ዝ	ዝ	ዝ	ዝ	ዝ	ዝ	ዝ			ዝ					
y	የ	የ	የ	የ	የ	የ	የ								
d	ደ	ደ	ደ	ደ	ደ	ደ	ደ			ደ					
j	ገ	ገ	ገ	ገ	ገ	ገ	ገ			ገ					
g	ገ	ገ	ገ	ገ	ገ	ገ	ገ	ገ	ገ	ገ	ገ	ገ	ገ		
t	ጠ	ጠ	ጠ	ጠ	ጠ	ጠ	ጠ			ጠ					
ch	ጠ	ጠ	ጠ	ጠ	ጠ	ጠ	ጠ			ጠ					
p	አ	አ	አ	አ	አ	አ	አ								
s ⁵	አ	አ	አ	አ	አ	አ	አ			አ					
s ⁶	ፀ	ፀ	ፀ	ፀ	ፀ	ፀ	ፀ								
f	ፈ	ፈ	ፈ	ፈ	ፈ	ፈ	ፈ			ፈ					
p	ፕ	ፕ	ፕ	ፕ	ፕ	ፕ	ፕ								

1. When this consonant is doubled it is rolled like a Scotch r . Otherwise a flip of the tongue is enough.
2. The consonant of ጠ , when not doubled or initial, is apt to be pronounced very softly, the lips not quite meeting, almost like a v (listen to the b sounds in አዲስ አበባ). This is, in fact, the character which is used, with a stroke over it, to transliterate the letter v in foreign words, e.g. ሶቭየት : Soviet.
3. Since both the consonantless characters in their 1st forms (አ and ዐ) are pronounced as a , the alphabet offers no means of expressing a consonantless ጸ . A "concocted" letter, ኘ is sometimes used, but this is not needed for any true Amharic word (except ejaculations like ኘረ ! on the rare occasions when they are written down - see Section 269 on Interjections).
4. This is like the s in "measure", or the soft French g as in "garage".
5. The transliteration "ts", commonly used for this consonant is misleading. The sound is rather an "explosive" s. If at first you find it hard to "explode", the addition of a t may help, but try later to eliminate this.

Some Principles of Phonology

6. A detailed and exhaustive description of Amharic sounds and their behaviour is not attempted in this book, for correct pronunciation can only be gained by intercourse with Ethiopians. Nor, therefore, has any attempt been made at an exact phonetic transliteration. Where transliteration into Latin characters has seemed necessary, for purposes of grammatical explanation, the spellings given in the table of characters¹ are used. But such spellings make no claim to represent the subtle variations to which sounds are liable in different combinations and contexts; and, apart from this occasional explanatory use, transliterations are not given at all. From the beginning, the sound of every Amharic character, every new word, every example and every verbal form met with in the course of study should be carefully learned with the help of an Ethiopian. This method will give far better results than the most elaborate system of phonetics.

There are, however, a few principles which the student must grasp; firstly, that he may know what to listen for in the Ethiopian's speech and, secondly, because they are fundamental to a right understanding of the grammatical structure of the language:-

The Doubling of Consonants

7. This is of primary importance. Amharic consonants are often pronounced, but not written, double. This contrasts with the English, in which consonants are often written double but still pronounced single (e.g. the t sound in "ditty" is no more double than it is in "pity"). The Amharic doubled consonant is not pronounced as two unconnected single ones, but as one unbroken consonant of double length.² In English even, consonants are pronounced double in this way when the final consonant of one word is the same as the initial consonant of the next: e.g. this song, run now, top peg (compare with the corresponding single consonant sounds in: this is, runner, topic, hot egg).

In Amharic this doubling is often done with emphasis. It should even be exaggerated by the learner (who at any rate must speak with deliberation at first), in order that his ear may grow accustomed to feel the necessity for it in the right places. He must ascertain for every new word that he learns whether there are any doubled consonants in it. If he neglects to do this (as experience has shown to be the usual tendency) it is hardly too much to say that his Amharic will never be good. It is essential, then, for purposes of learning, to adopt some sign to indicate doubling, and always to use it when new words are written down to be learnt. In this book the sign " " is used.³

In spite of the fact that the Amharic orthography itself has no sign for it, the doubling of a consonant often completely changes the meaning of a word:

e.g.	አለ (al) he said	አላ (al-1) he is present, there is
	ገና (gäna) still, yet	ገኛ (gän-na) Christmas
	ሰፊ (säfi) tailor	ሰፊ (säf-fi) wide

The first of these examples (አለ and አላ) also serves to illustrate the fact that the doubling of a consonant often causes the preceding vowel to be pronounced short.⁴ Listen to an Ethiopian saying these two words, and compare the two pronunciations of አ

8. As a general rule a doubled consonant, in order to be properly pronounced double, needs a vowel on both sides of it. Thus many words end with a consonant (i.e. a 6th form) which, though theoretically double, actually remains single until some added suffix supplies the vowel needed to enable it to be pronounced double. Such consonants are called "potentially double", our sign for which is (·) e.g. ወገኑ (brother), ወገኑ (my brother).

1. For which see Section 4.

2. i.e. It is dwelt on, but the term "double" as here used is not mathematical; sometimes a "doubled" consonant is more pronouncedly "double" (i.e. dwelt on longer) than at other times.

3. But it must be remembered that this is no part of Amharic orthography and is meaningless to Ethiopians. Moreover, as the latter pronounce their doubled consonants entirely by instinct, when questioned as to whether a consonant is doubled or not, their opinion is frequently unreliable. It is better to listen to them saying a word than to question them about it.

4. For the vowel sounds see Section 3.

Other words end with a doubled 6th form whose doubling is heard even without a suffix, a slight **ɪ** being pronounced after the consonant, e. g. **ለክ ነው** (it is correct) is pronounced **lɪkkɪ nəw**.¹ Or if the following word begins with a vowel the two words are simply run together in pronunciation, e. g. **ለክ አይደለም** (it is not correct) is pronounced **lɪk-kaydəlləm**.

9. Certain consonants have a special tendency to be dwelt on, and are sometimes pronounced more or less double in cases where, grammatically, one would expect them to be single. These are the consonants of **ኘ** **የ** and **ጫ**.

10. When two identical consonants are adjacent with no vowel between them it is normal for them to fuse into one double consonant in pronunciation (and sometimes also in writing, especially in verb forms²): **ምን ነው?** (What is it?) is pronounced, and may be written, **ምንው?**

The Saturation of Consonants:

11. Certain consonants have the power on certain occasions³ to absorb the vowel **i**, or the similar vowel **e**, when either of these follows them. This "absorption" changes their nature and they become "saturated" consonants (i. e. consonants saturated with the absorbed vowel). Thus, for instance, if (on such an occasion) the consonant **s** is followed by the vowel **i**, the latter is "absorbed" by the former, which is thereby transformed into the "saturated" consonant **sh**; i. e. **ሲ** becomes **ሺ**.

The corresponding "Absorbent" and "Saturated" letters are as follows:-⁵

<u>Absorbent</u>	<u>Saturated</u>
ሰ (ሆ)	ሸ
ተ	ቸ
ኘ	ኞ
ደ	ዶ
ዘ	ኞ
ጠ (ጸ ፀ)	ጫ
ለ	የ

12. But whether or not a "saturated" consonant owes its "saturation" on any particular occasion to the process of "absorption" described above, it is, at any rate, a consonant which seems to contain the vowel **i** within it. Furthermore this vowel sometimes "seeps out" into an adjacent vowel, either changing it into a diphthong or giving it a "lighter" tone.

The "saturated" letters **ኘ** **ቸ** and **የ**, especially, are liable to affect a preceding vowel in this way. For instance, **ገብኝ** (I understand), though its transliteration, letter by letter, would be **gəbbaiñ**, is actually pronounced **gəbbaiñ**; i. e. the saturated consonant **ñ** has changed the preceding vowel into a diphthong. Or again, **ነኝ** (I am), though its two letters transliterate into **nəñ**, is actually pronounced more like **neñ**; i. e. the saturated consonant **ñ** has "lightened" the tone of the preceding vowel. But perhaps the commonest example of a saturated consonant affecting the preceding vowel is in the plural suffix **ዮች**. This is pronounced **oich**, e. g. **ወምብሮች** (chairs), though its transliteration is **wəmbäroch**, is pronounced **wəmbär oich**.⁷

1. Similarly, in the case of a word ending in two consonants **ɪ** is often pronounced between them and the initial consonant of the next word, e. g. **ሶስት ናቸው** (they are three) is pronounced **sostɪ nachchəw**

2. See Sections 115 and 116 on the Union of like Consonants in Verbs.

3. Namely, in the conjugation of verbs and the formation of some of the verbal nouns.

4. What, for the sake of illustration, we call "Absorbent" and "Saturated" consonants are in more technical language, "Apical" and "Palatal" consonants respectively. By bringing the tongue into position to pronounce the vowel **ɪ**, one transforms the Apical consonants into the corresponding Palatal consonants. The latter, then, being sounded with the tongue set as for **i**, seem to be "saturated" with that vowel.

5. For convenience they are given in the 1st form.

6. Notice that the pair **ከ** and **ኸ** do not, in spite of appearances, belong to this Absorbent-Saturated class.

7. This plural suffix is badly mispronounced by many whose native language is English; not because they cannot make the sound, but because their mental picture of a long "o" (English type), followed by **ች**, predisposes their ear against "hearing" the Ethiopians' pronunciation. Thus, in missionary circles, one constantly hears the last syllable, say, of **ወምብሮች** pronounced like that of "approach". Furthermore one foreigner will imitate another foreigner in the matter. It is better to imitate the Ethiopian!

As following vowels,¹ only *ä* and *ɨ* are liable to be affected in this way. The effect produced is, again, a "lightening" in tone, the *ä* in the direction of an *e*, and the *ɨ* in the direction of an *i*. Of all the saturated consonants, this is most noticeable with *ʔ*. This affects its own *ä* so strongly that the 1st form *ʔ* is often pronounced as the 5th form *ʔ*⁵; and it affects its own *ɨ* so strongly that the 6th form *ʔ* is often pronounced as the 3rd form *ʔ*^{2,3}.

The Contraction of Adjacent Vowels.

13. When two vowels meet they are often contracted into one. This may happen in two ways:-

(a) By assimilation, i. e. the "swallowing" of the weaker vowel by the stronger.

This process involves chiefly the vowels *ɨ*, *ä* and *a*. The first of these is the weakest of all vowels and liable to be assimilated ("swallowed") by any other. The second weakest is *ä*, which, while strong enough to assimilate *ɨ*, is itself assimilated by others, especially *a*:

e. g. *ʔ* + *ʔä* (*lʔä + ɨne*; to me) commonly contracts to *ʔä* (*lʔäne*).

ʔ + *ʔɨ* (*lʔä + antʔ*; to you, masculine) commonly contracts to *ʔɨ* (*lantʔ*).⁴

(b) By union, i. e. the "marriage" of two vowels of like kind:

e. g. *ʔ* + *ʔɨ* (*lɨ + ɨmʔa*; let me come) contracts to *ʔɨ* (*lɨmʔa*).

ʔä + *ʔä* (*ɨʔsʔäma + a*; he hears) contracts to *ʔä* (*ɨʔsʔäma*).

The Assimilation of a Preceding by a Following Consonant.

14. With some combinations of adjacent consonants, in pronunciation but not always in spelling, the second assimilates ("swallows") the first (i. e. the assimilation is retrogressive), thereby becoming doubled.

e. g. *ʔä* (*awwäkkʔ*) I knew, is pronounced *awwäkkʔ*⁵

ʔä (*fällʔäkkʔ*) you (m) looked for, is pronounced *fällʔäkkʔ*(*ɨ*)⁵

ʔ (*yazsh*) you (f) took hold, is pronounced *yazsh*(*ɨ*)

ʔ (*ɨrsʔ*) he, it, is often pronounced, and written, *ʔ* *ɨssu*

ʔ (*mɨndɨr nʔw*) What is it? is generally pronounced, and often written, *ʔ* (*mɨndɨnnʔw*)

ʔä (*alrʔädam*) he did not help, is often pronounced, and may be written, *ʔä* (*arrʔädam*)⁶

Consonantal Vowels.

15. The "consonants" of *ʔ* and *ʔ* are really vowels acting as consonants, as are their English equivalents *w* and *y* (e. g. *wet* = *uet*, *yet* = *iet*). Hence their 6th forms, *ʔ* and *ʔ* whenever the 6th form vowel *ɨ* is dropped, are themselves pronounced as the vowels *u* and *i* respectively:

e. g. *ʔ* he is, it is, is pronounced *nʔu*

ʔ come (f) is pronounced *nʔi*

1. The vowel following a consonant is, of course, its own vowel, i. e. the one expressed by the form of the character.

2. A vowel can be affected thus by the proximity of a "saturated" consonant, even when another consonant stands between them. Listen, for instance to the 1st *ä* in *ʔ* (it is not), or the 2nd *ä* in *ʔ* (Foreigner).

3. Just as the consonant of *ʔ* (which is actually a consonantal vowel - see Section 15) is "saturated" with the vowel *i* and tends to "lighten" the tone of other vowels in proximity to it, so the consonant of *ʔ* (which is also a consonantal vowel) is, in effect, saturated with the vowel *u*, and sometimes "darkens" the tone of another vowel in proximity to it, e. g. the *ɨ* of *ʔ* (*water*) approaches *u* in pronunciation. This is really because the lips are now in position to make the vowel *u*, just as, with the "saturated" palatals, the tongue was in position to make the vowel *i*. But since a different vowel is involved we do not class *ʔ* with the "saturated" letters.

4. There are some instances of a strong vowel assimilating another equally strong vowel. In such cases the assimilation is retrogressive, i. e. the second vowel assimilates the first.

5. This assimilation takes place with the 1st sing. and 2nd masculine singular Simple Perfect of all verbs whose last radical is *ʔ* or *ʔ*.

6. This assimilation of *l* by *r* may take place in the negative of any verb beginning with the radical *ʔ*.

These consonantal vowels are frequently used in the spelling of combinations of two vowels:

- e.g. ጊአ (gia) may also be spelt ጊያ ግያ
 ጊአ (gea) may also be spelt ጊያ ግያ
 ጉአ (gua) may also be spelt ጉዋ ግዋ (or with the diphthong ጉ)
 ጎአ (goa) may also be ጎዋ ግዋ (or with the diphthong ጎ)

Interchangeable Sounds.

16. Certain pairs of sounds are sometimes interchangeable:-

- (a) h and k: e.g. ሀያ or ካያ (twenty)
- (b) ጥ and ጭ: e.g. ግልጥ or ግልጭ (clear)
- (c) n and m (before b): e.g. ወንበር or ወምበር (chair)
- (d) a and ha (at the beginning of a word): e.g. አምሳ or ሀምሳ (fifty)
- (e) j and zh: e.g. ጅብ or ጎብ (hyena)

The Pronunciation of ሃ before an Initial r.

17. The vowel ሃ is sometimes pronounced (and written) before an initial r, without affecting the sense of the word: e.g. ረጅም or ላረጅም (long).

This tendency is especially marked in the case of an initial ፍ when, in effect, the vowel ሃ is transposed from its position after to a position before the consonant:

- e.g. ፍግብ (rጎጎጎb; dove) generally becomes ላፍግብ (ጎጎጎb).
 ፍዳ (rጎጎda; help, masculine) generally becomes ላፍዳ (ጎጎጎda).

The Transposition of Consonants.

18. In colloquial Amharic, especially amongst the less educated, there is a tendency to reverse the order of consonants:

- e.g. ደገፈ (it supported) may become ገጅፈ
 አግዚአብሔር (God) may become አገዚአብሔር
 መጥረቢያ (axe) may become መርጠቢያ

Accent or Syllabic Stress.

19. In Amharic words the stress is fairly evenly distributed among the syllables, without, usually, a strong accent on any. There is, indeed, some accentuation, but, as with the pronunciation generally, its subtleties can only be mastered through intercourse with the Ethiopian. Suffice it here to remark that:-

- (a) There is often a slight accent on the first syllable of a word.
- (b) A doubled consonant is liable to cause the accentuation both of the preceding and of the following syllables, but especially of the former.

PART TWO: THE VERB

The Verb: General Principles .

20. The "root" of an Amharic verb consists in a number of "root letters", or "radicals" (most commonly three). To indicate person, tense, mood, etc. the forms of these radicals can change; prefixes and suffixes also can be attached; but the radicals themselves remain, and so identify the verb for us. For instance the verb ነገረ (tell) has three radicals; n, g, r. Taking one of its parts, ትነገረህህህ (you (f) will tell), we find that the 2nd radical has assumed the 6th form (ገ), and the 3rd radical the 3rd form (ረ); also that ት is prefixed and ህህ is suffixed. But, with all these changes and additions, the three radicals, n, g, and r, are still present to tell us what verb we have.

21. The simplest part of a verb is its 3rd masculine singular Simple Perfect Tense: e.g. ነገረ he told. This part, which we call the "Root Form", is used to name the verb as a whole, just as the Infinitive is used to name an English verb. Thus we say that the verb "to tell" is ነገረ .

22. The conjugation of an Amharic verb divides into three "Moods": the Indicative Mood (stating), the Imperative Mood (ordering) and the Infinitive Mood (verbal nouns).

The Indicative Mood.

23. The Indicative Mood consists in Tenses and Participles. While the tense schemes of European languages divide up primarily on the basis of time (Past, Present and Future), in the Amharic tense scheme, though time divisions are not without importance, the great dividing line runs, rather, between "Perfect Action" and "Imperfect Action". "Perfect Action" is action viewed as completed, or as one complete whole (and therefore, sometimes, momentary). "Imperfect Action" is action viewed as uncompleted, hence continuing or continuous. Naturally, Perfect Action, being something completed, most commonly coincides with Past Time (e.g. I wrote, I have written, I had written); but sometimes this is not so (e.g. I shall have written). Likewise Imperfect Action, being something uncompleted, most commonly coincides with Present or Future Time (e.g. I write, I am writing, I shall write); but again not invariably so (e.g. I was writing).

24. THE INDICATIVE MOOD: TENSE SCHEME

(Using ሰበረ, break, as a Pattern Verb)

		PERFECT ACTION	IMPERFECT ACTION
SIMPLE	TENSE	Simple Perfect Tense ሰበረ he broke	Simple Imperfect Tense (Contingent) ይሰበር he breaks Only used when verb is negative or dependent.
	PARTICIPLE	Perfect Participle (Gerund) ሰበሮ he --- broken (used with auxiliary verb) he having broken (used alone)	Imperfect Participle (Contingent) ይሰበር he --- breaking (used with auxiliary verb) Not used alone
COMPOUND	PRESENT TIME WITH AUXILIARY VERB ለአ	Present Perfect Tense (Perfect Participle + Aux. Verb ለአ) ሰበሮአ he has broken	Present Imperfect Tense (Imperfect Participle + Aux. Verb ለአ) ይሰበራል he is breaking he will break Also acts for Simple Imperfect Tense (he breaks) when an affirmative main verb.
	PAST TIME WITH AUXILIARY VERB ነገረ	Past Perfect Tense (Perfect Participle + Aux. Verb ነገረ) ሰበሮ ነገረ he had broken	Past Imperfect Tense (Imperfect Participle + Aux. Verb ነገረ) ይሰበሮ ነገረ he was breaking

Notes on the above Chart.

The meanings given in this chart are only an approximation. For instance while the translation of the Simple Perfect Tense is given as the English Past Tense (he broke), it is actually a general Perfect Tense, and might equally well be translated by the English Perfect Tense (he has broken), and sometimes even, when it is a dependent verb, by the English Pluperfect (he had broken) or Future Perfect (he will have broken).

There are two simple parts on the Perfect side of the chart: the Simple Perfect Tense and the Perfect Participle, commonly called the Gerund. These are the two Perfect "elements" of the verb. But on the Imperfect side there is only one simple part, which means that the verb has only one Imperfect "element". This, known as the Contingent, is used both as an Imperfect Participle (with auxiliary verbs) and also, when the verb is negative or dependent, as a Simple Imperfect Tense (i. e. without an auxiliary verb). Its meaning, thus, is contingent on its use, hence the name.

The Gerund¹ as a Perfect Participle, corresponds roughly to the English Past Participle (though since it indicates complete rather than past action it is sometimes better translated by an English Present Participle). Like the English Past Participle it is used either with an auxiliary verb to form a compound tense (ሰብሮአል he has broken; ሰብሮ ነበር he had broken), or as itself the verb of a dependent clause: e. g. ቁልፉን ሰብሮ ገቢ = Having broken the lock, he went in.

The Contingent, as an Imperfect Participle, corresponds roughly to the English Present Participle. But, unlike the latter, it is not used alone as the verb of a dependent clause, but only with auxiliary verbs to form compound tenses (ይሰብራል he is breaking, ይሰብራ ነበር he was breaking).

Notice that in the formation of compound tenses the auxiliary verb አለ (shortened here to አል) is suffixed to the participle to form with it a single word (ሰብሮአል , ይሰብራል); while the auxiliary verb ነበረ (shortened here to ነበር stands as a separate word after the participle (ሰብሮ ነበር , ይሰብራ ነበር).²

Notice that the Present Perfect Tense, though it speaks of action already past, is, in fact, a Present Tense, because its reference is to present time; it indicates action now complete (now = present; complete = perfect; hence the name: Present Perfect): e. g. ቁልፉን ሰብሮአል , he has broken the lock, means that the lock is now broken.

The Present Imperfect Tense likewise has reference to present time, for it indicates action at present not yet completed (i. e. present and imperfect). But that which at present is not yet completed is actually continuing into the future. Future Time therefore is included in the range of this tense: ይሰብራል he is breaking, or, he will break.

The two auxiliary verbs, አለ and ነበረ , both have a use as ordinary, independent verbs, the former meaning "he is present" and the latter meaning "he was". For their conjugation see Section 102 (2 and 3), under Irregular Verbs.

1. For convenience the Gerund is included as part of the Indicative Mood; to which, indeed, it most frequently belongs. Nevertheless as it commonly shares the mood of the verb on which it depends, it can also be Imperative or Infinitive in mood (see Section 132 under Uses of the Gerund).

2. As in English, an auxiliary verb may serve more than one participle: e. g. አሁን እንደርኛ በኋላ እንመለስን = We will go now and return later.

25. The Tense Scheme is more limited for Negative, Relative and Subordinate Verbs:--1

The Indicative Mood: Limited Tense Scheme
(Using ሰበረ , break, as a Pattern Verb)

		PERFECT ACTION	IMPERFECT ACTION
S I M P L E	T E N S E S	Simple Perfect Tense ሰበረ he broke. Also acts for Present Perfect Tense; he has broken Can act for all Perfect Tenses of Relative and Subordinate Verbs.	Simple Imperfect Tense (Contingent) ያሰር he breaks Also acts for Present Imperfect Tense: he is breaking, he will break. Can act for all Imperfect Tenses of Relative and Subordinate Verbs.
	PARTI- CIPLES	↑	↑
C O M P O U N D	PRESENT TIME with Auxiliary Verb አለ	↑	↑
	PAST TIME with Auxiliary Verb ነበረ	Past Perfect Tense (Perfect Participle + Auxiliary Verb ነበረ) ለብር ነበር he had broken (In the Negative the Simple Perfect acts for the Perfect Participle: አልሰበረም ነበር he had not broken)	Past Imperfect Tense (Imperfect Participle + Auxiliary Verb ነበረ) ያለብር ነበር he was breaking

Note: The arrows indicate that instead of the Compound Present Tenses the corresponding Simple Tenses must be used.

The Imperative Mood.

26. This has two tenses: the Jussive Tense and the Imperative Tense.

The Jussive corresponds to the kind of English Imperative which employs the auxiliary "let" (let me break, let him break, etc.). This applies only to the 1st and 3rd persons in English, but the Amharic Jussive is a complete tense with all persons.²

The Imperative Tense corresponds to the English 2nd person Imperative (break!). It is an incomplete tense, possessing only the 2nd persons (masculine singular, feminine singular and plural). It is derived from the Jussive by dropping the 2nd person prefix of the latter: e.g. 2nd masculine Jussive: ትሰር , Imperative; ሰር (break!).

The Infinitive Mood.

27. This consists of three verbal nouns:--

- 1) The Infinitive (the name of the action): መሰር , to break, breaking.
- 2) The Agent (the name of the performer of the action): ሰሪ , a breaker.
- 3) The Instrument (the name of the instrument, means or place used to perform the action). This is derived from the Infinitive by the addition of the suffix ia : መሰሪያ , an instrument, means or place used for breaking.

1. The term Subordinate Verb is used in this book for the verb of a dependent clause introduced by a subordinating conjunction.

2. The 2nd persons, however, are only used in the negative.

The Principal Parts of a Verb.

28. From the above description of the three moods it can be seen that a verb possesses certain primary, or "principal," parts; and that any other part of its conjugation is derived from one or other of these:--

MOOD	PRINCIPAL PART	DERIVED PARTS
Indicative	Simple Perfect Tense Contingent Gerund	Negative Past Perfect Tense Present Imperfect and Past Imperfect Tenses Present Perfect and Past Perfect Tenses
Imperative	Jussive Tense	Imperative Tense
Infinitive	Infinitive Agent	Instrument (Product) ¹

In the tables of Principal Parts in this book all "personal" parts (i. e. those of the Indicative and Imperative Moods) are given in the 3rd person masculine singular.

The Basic Verb Groups

29. As already remarked, the most common kind of Amharic verb has three radicals (e.g. ሰበረ break). In the 3rd person masculine singular of the Simple Perfect Tense (the "Root Form") of such verbs all three radicals are in the 1st form. But there are many verbs with other formations -- with different numbers of radicals and with radicals having different forms -- and these manifest differences in conjugation. Hence the necessity to classify the verbs according to the number and the forms of their radicals. Classified thus, we find that they fall into five basic Groups, most of which are subdivided. We further find that there are a number of "Derived Forms" -- derivatives of the basic groups (which are dealt with later). The scheme then has its complications; but it is some comfort to know that once its principles have been mastered extremely little irregularity will be encountered.

30. Some of the different verb formations can be accounted for by "contraction". This means that at some time during the evolution of the language the stem has contracted, one of its radicals being lost (as a separate radical) by union with the preceding radical: e.g. ሰሎ has contracted to ሰሎ (hear).²

31. Unless changed in this way by contraction the radicals of the Root Form of any verb are regularly all in the 1st form. Sometimes, however, a 7th form radical is found; but this is because the 7th form, owing to the similarity in sound is habitually treated as the equivalent of the 1st form diphthong: e.g. ቀረጠ = ቀረጠ (cut).^{3,4}

32. A most important element in a verb is its penultimate (i. e. last but one) radical. This is like the pivot of the verbal stem. Except in some contracted verbs from which it has been lost (i. e. Group III), it always doubles in the Simple Perfect Tense.⁵ In other parts of the conjugation it may or may not double, according to the "type" of the verb. We use the word "type", as distinct from "group" with reference to this doubling of the penultimate radical.

1. Derived from the Agent of some verbs is another verbal noun, the "Product". This is the name of what is produced by the action, and might be included in the Infinitive Mood if it were found more often and constructed with greater regularity in relation to the verb conjugations (see Section 161 under Noun Forms).

2. Contraction sometimes accounts for verbs with the same basic form being quite unrelated in meaning: e.g. ጠረ have mercy on (a contraction of ጠረ), and ተጠረ learn (basic form ጠረ, a contraction of ጠረ).

3. Group III-3 verbs, only, have a radical which is regularly 7th form, not 1st form. But this is a result of contraction. A 7th form radical in any other kind of verb is simply the equivalent of a 1st form diphthong (even when the character concerned does not possess a true 1st form diphthong; e.g. ጥላ, fill).

4. Likewise in those parts of the verb which require the radical concerned to be in the 6th form, it is the 2nd form which, through similarity of sound, is treated as the equivalent of the 6th form diphthong: e.g. ቀረጥ = ቀረጥ (cut!).

5. The very rare cases of verbs having ስ as their penultimate radical are also exceptional, since the consonant ስ cannot properly be doubled: e.g. ተጠሶ (become one).

In verbs of Type A the penultimate radical doubles only in the Simple Perfect.
 In verbs of Type B the penultimate radical doubles throughout the conjugation.
 In verbs of Type C the penultimate radical doubles in the Simple Perfect and the Contingent.

Thus, of the five basic Groups, we find that Groups I and II are both subdivided into Type A and Type B; Group III, having lost its penultimate radical has no "type"; while all verbs of Groups IV and V belong to Type C.

Group I

33. Definition: Uncontracted Three-Radical Verbs.¹
 Subdivisions: Type A and Type B.
 Pattern Verbs: I-A ሰበረ , break; I-B ፈለገ , want, seek.

PRINCIPAL PARTS	I-A	I-B
Simple Perfect	ሰበረ	ፈለገ
Contingent	ይሰበር	ይፈልግ
Gerund	ሰበሮ	ፈለጎ
Jussive	ይሰበር	ይፈልግ
Infinitive	መሰበር	መፈለግ
Agent	ሰበሪ	ፈለገ.

Notice that the stems of these verbs end in consonants (as they do with all verbs except those of Groups II and V). This means that the last radical is always a vowelless 6th form, except when some other form is required to supply the vowel of a suffix. For instance in the Root Form, ሰበረ , the actual stem is ሰበር ; the added vowel ጸ is simply the 3rd masculine singular personal suffix, standing for "he", "it". Likewise the vowels which appear at the end of the Gerund and Agent are simply suffixes.

The Indicative Mood.

34. Notice that in the Indicative Mood there is no difference between Type A and Type B verbs, apart from the doubling of the penultimate radical.

35. The Simple Perfect Tense

I-A. Stem: ሰበር		I-B. Stem: ፈለገ	
ሰበርሁ (ሰበርኩ) ²	I broke ³	ፈለግሁ (ፈለግኩ) ⁴	I wanted, sought
ሰበርህ (ሰበርክ)	you (m) broke	ፈለግህ (ፈለግክ) ⁴	you (m) wanted, sought
ሰበርሽ	you (f) broke	ፈለግሽ	you (f) wanted, sought
ሰበረ	he, it broke	ፈለገ	he, it wanted, sought
ሰበረች	she broke	ፈለገች	she wanted, sought
ሰበርን (ሰበርን)	we broke	ፈለግን (ፈለግን)	we wanted, sought
ሰበራችሁ	you (pl) broke	ፈለግችሁ	you (pl) wanted, sought
ሰበሩ	they broke	ፈለጉ	they wanted, sought

1. The definitions given in this book for the different kinds of verbs must be understood only as convenient generalizations; since verbs which have the same formation and conjugation today can, for practical purposes, be grouped together, though in some cases their origins may actually have been widely different. The definitions, then, are aimed at helping the student to understand the structure and behaviour of the verb form as it now is, rather than at historical accuracy as to the evolution of every individual verb.

2. Colloquially the suffix ኝ is often added to the 1st singular suffix, ሁ or ኩ without effect to the meaning (this is really the object suffix, "me"; see Section 196 on Object Suffixes); e.g. ሰበርሁኝ or ሰበርኩኝ , I broke.

3. Also, "I have broken", etc. See Sections 24 and 25 on the Tenses.

4. See Section 14 on the Assimilation of a Preceding by a Following Consonant.

Notes on the above:--

The 1st singular and 2nd singular personal suffixes are, respectively, *u* and *u* or *h* and *h*.¹ The former we call the "h suffixes" and the latter the "k suffixes". The "h suffixes" are regarded as more correct, but the "k suffixes" are commoner in speech.

The 1st singular suffix, *u* or *h*, is commonly "breathed" or whispered rather than spoken; and in the case of *u* the *h* is aspirated concurrently with and after the *u*, instead of before it, the resulting sound being something like our exclamation of disgust, "ugh!" The treatment of the final *u* of the 2nd person plural suffix *aw* is similar, resulting in a sound rather like a sneeze.^{2,3}

The alternative 1st plural suffix, *u*, is found especially in literary Amharic.

The 3rd plural form, in this or any other tense, serves also for the 2nd and 3rd polite singular: e.g., *ah* means not only "they broke", but also "you (polite, singular) broke" and "he, she (polite, singular) broke".⁴

36.

The Contingent

I-A. Stem: *ah*

<i>ah</i>	I -- breaking ⁵
<i>ah</i>	you (m) -- breaking
<i>ah</i>	you (f) -- breaking
<i>ah</i>	he, it -- breaking
<i>ah</i>	she -- breaking
<i>ah</i>	we -- breaking
<i>ah</i>	you (pl) -- breaking
<i>ah</i>	they -- breaking

I-B. Stem: *ah*

<i>ah</i>	I -- wanting, seeking
<i>ah</i>	you (m) -- wanting, seeking
<i>ah</i>	you (f) -- wanting, seeking
<i>ah</i>	he, it -- wanting, seeking
<i>ah</i>	she -- wanting, seeking
<i>ah</i>	we -- wanting, seeking
<i>ah</i>	you (pl) -- wanting, seeking
<i>ah</i>	they -- wanting, seeking

37. In the 2nd feminine singular of verbs⁶ whose final radical is absorbent⁷ the suffix *i* is absorbed. The final radical, thereby, becoming saturated, should logically take a 6th form, but in practice it often remains 3rd. Either form is permissible, both in writing and pronunciation. Thus, using *ah*, take (I-A), as our pattern verb, we find that *ah* becomes *ah* or *ah*.

38. With verbs⁶ whose first radical is *h* or *o*⁸ the *h* of the personal prefixes is assimilated⁹ by the stronger vowel *a*. Thus, using *ah*, wash (I-A), as our pattern verb, we have the following Contingent forms:--

<i>ah</i>	I -- washing
<i>ah</i>	you (m) -- washing
<i>ah</i>	you (f) -- washing
<i>ah</i>	he, it -- washing
<i>ah</i>	she -- washing
<i>ah</i>	we -- washing
<i>ah</i>	you (pl) -- washing
<i>ah</i>	they -- washing

1. See Section 16 on Interchangeable Sounds.

2. These peculiarities of pronunciation largely disappear when the suffix concerned is followed by another suffix (such as an object suffix).

3. The pronunciation of these suffixes must, as usual, be learned from the Ethiopian. The latter, however, when asked to demonstrate, is apt to give a theoretically correct pronunciation, which accords with the spelling rather than with his ordinary speech. But the student must persuade him to speak as he would in conversation.

4. See Section 210 on Polite Forms.

5. For the sake of brevity the meaning of the Contingent is given in these conjugations as that of the Imperfect Participle only (I -- breaking, etc.). But it must not be forgotten that, when the verb is negative, relative or subordinate the Contingent is not a participle but a tense: I break, etc. (See Sections 24 and 25, Tense Scheme Charts).

6. This applies to verbs of all groups.

7. See Section 11 on the Saturation of Consonants.

8. The same applies to Causative verbs, which have the prefixes *h* and *ah*.

9. See Section 13 (a) under the Contraction of Adjacent Vowels.

The Present Imperfect Tense

(Contingent + Auxiliary Verb አለ)

39.	I-A	አሰብር + አላሁ = አሰብራላሁ	I am breaking, shall break, break
		ትሰብር + አለህ = ትሰብራለህ	you (m) are breaking, will break, break
		ትሰብሪ + አለሽ = ትሰብሪአለሽ ¹	you (f) are breaking, will break, break
		ይሰብር + አሽ = ይሰብራል ²	he, it is breaking, will break, breaks
		ትሰብር + አለች = ትሰብራለች	she is breaking, will break, breaks
		እኝሰብር + አለን = እኝሰብራለን	we are breaking, shall break, break
		ትሰብሩ + አላችሁ = ትሰብራላችሁ ³	you (pl) are breaking, will break, break
		ይሰብሩ + አሉ = ይሰብራሉ ³	they are breaking, will break, break
	I-B	እፈልግ + አላሁ = እፈልጋለሁ	I am wanting, shall want, want ⁴
		ትፈልግ + አለህ = ትፈልጋለህ	you (m) are wanting, will want, want
		ትፈልገህ + አለሽ = ትፈልገህአለሽ ¹	you (f) are wanting, will want, want
		ይፈልግ + አሽ = ይፈልጋል ²	he, it is wanting, will want, wants
		ትፈልግ + አለች = ትፈልጋለች	she is wanting, will want, wants
		እኝፈልግ + አለን = እኝፈልጋለን	we are wanting, shall want, want
		ትፈልጉ + አላችሁ = ትፈልጋላችሁ ³	you (pl) are wanting, will want, want
		ይፈልጉ + አሉ = ይፈልጋሉ ³	they are wanting, will want, want

40. The 2nd feminine singular Contingent of verbs whose final radical is absorbent unites with the auxiliary verb thus:

$$\left. \begin{array}{l} \text{ትወስኛ} \\ \text{ትወስኛ} \end{array} \right\} + \text{አለሽ} = \text{ትወስኛለሽ}^1$$

The Past Imperfect Tense

41. (Contingent + Auxiliary Verb ነበረ)

I-A	አሰብር ነበር (ነበርሁ) ⁵	I was breaking
	ትሰብር ነበር (ነበርህ)	you (m) were breaking
	ትሰብሪ ነበር (ነበርሽ)	you (f) were breaking
	ይሰብር ነበር (ነበረ)	he, it was breaking
	ትሰብር ነበር (ነበረች)	she was breaking
	እኝሰብር ነበር (ነበርን)	we were breaking
	ትሰብሩ ነበር (ነበረችሁ)	you (pl) were breaking
	ይሰብሩ ነበር (ነበሩ)	they were breaking
I-B	እፈልግ ነበር (ነበርሁ) ⁵	I was wanting, seeking
	ትፈልግ ነበር (ነበርህ)	you (m) were wanting, seeking
	ትፈልገህ ነበር (ነበርሽ)	you (f) were wanting, seeking
	ይፈልግ ነበር (ነበረ)	he, it was wanting, seeking
	ትፈልግ ነበር (ነበረች)	she was wanting, seeking
	እኝፈልግ ነበር (ነበርን)	we were wanting, seeking
	ትፈልጉ ነበር (ነበረችሁ)	you (pl) were wanting, seeking
	ይፈልጉ ነበር (ነበሩ)	they were wanting, seeking

1. Other possible spellings of these 2nd feminine singular forms are:--

ትሰብሪያለሽ ትሰብርያለሽ ትፈልገያለሽ ትፈልግያለሽ ትወስኛአለሽ ትወስኛያለሽ ትወስኛያለሽ

2. Notice the final *u* of the auxiliary verb አለ is dropped. Amharic generally avoids leaving a weak vowel (*u* or *y*) at the end of a word without a following connection. When the suffix *u* is required to indicate the personal pronoun "he" or "it", it cannot be dropped, but in this compound tense "he" or "it" is already indicated by the personal prefix of the Contingent, *ይ*. The *u* then is redundant and disappears.

3. Notice that the Contingent suffix *u* disappears. This is a case of the retrogressive assimilation of one strong vowel by another. See Section 13 (a) footnote, on Retrogressive Assimilation.

4. Or I am seeking, shall seek, seek, etc.

5. The alternative forms of personal suffix (described in Section 35 under The Simple Perfect Tense) are permissible with the auxiliary verb ነበረ as with other Simple Perfect Forms.

Note that, since the person is already indicated by the participle (in this case the Imperfect Participle or Contingent), the auxiliary verb, ነበረ is most commonly impersonal, i. e. without any personal suffixes at all (ነበረ), or, occasionally, retaining the 3rd masculine singular form (ነበረ) for all persons.¹ The personal forms (as given in the brackets above) can, however, be used, and are found especially in literary Amharic.

42.

The Gerund

I-A. Stem: ሰብረ

ሰብረ	I having broken ²
ሰብረህ	you (m) having broken
ሰብረሽ	you (f) having broken
ሰብሮ	he, it having broken
ሰብራ	she having broken
ሰብረን	we having broken
ሰብረችሁ	you (pl) having broken
ሰብረው	they having broken

I-B. Stem: ፈልጎ

ፈልጎ	I having wanted, sought
ፈልጎህ	you (m) having wanted, sought
ፈልጎሽ	you (f) having wanted, sought
ፈልጎ	he, it having wanted, sought
ፈልጎ	she having wanted, sought
ፈልጎን	we having wanted, sought
ፈልጎችሁ	you (pl) having wanted, sought
ፈልጎው	they having wanted, sought

Notes on the above:--

In the 1st singular of the Gerund, and nowhere else in the conjugation, the last radical doubles.³

Notice that the 2nd masculine and feminine singular, the 1st plural and the 3rd plural suffixes are the same as the corresponding suffixes of the Simple Perfect, except that they now all commence with ጸ. Only the 2nd plural suffix is exactly the same here as it is in the Simple Perfect.

43. In the 1st singular Gerund of verbs³ whose final radical is absorbent this radical becomes saturated by the absorption of the e suffix. It remains, nevertheless, in the 5th form⁴ except when followed by an a (see below under Present Perfect Tense). Thus ወስዷ becomes ወስጄ (I having taken).

44.

The Present Perfect Tense
(Gerund + Auxiliary Verb አላ)

I-A.

ሰብረ	+ አላ	= ሰብረአላ ⁵	I have broken
ሰብረህ	+ አላህ	= ሰብረሃላ	you (m) have broken
ሰብረሽ	+ አላሽ	= ሰብረሻላ	you (f) have broken
ሰብሮ	+ አላ	= ሰብሮአላ ⁶	he, it has broken
ሰብራ	+ አላ	= ሰብራላ	she has broken
ሰብረን	+ አላን	= ሰብረናላ	we have broken
ሰብረችሁ	+ አላችሁ	= ሰብረችሁአላ ⁷	you (pl) have broken
ሰብረው	+ አላ	= ሰብረዋላ	they have broken

1. This is not a common form, as the personal suffix ጸ serves no useful purpose and is therefore more likely to be dropped. See Section 39 on the Present Imperfect Tense (footnote).

2. For the sake of brevity only one meaning is given in these Conjugations for the gerund. But it must not be forgotten that there are other possible translations; ሰብረ for instance, could also mean, "I -- broken" (with auxiliary verb) or "I breaking" (see Section 24 on Tense Scheme).

3. This applies to verbs of all groups.

4. On rare occasions spelt with a 1st form. See Section 12 on Effects of Saturation.

5. Other possible spellings of these 1st singular forms are:

ሰብረያላ ሰብሮያላ ፈልጎያላ ፈልጎያላ ወስጄአላ

6. Other possible spellings of these 3rd masculine forms are:

ሰብረላ ሰብሮዋላ ሰብሮዋላ ፈልጎላ ፈልጎዋላ ፈልጎዋላ

7. Other possible spellings of these 2nd plural forms are:

ሰብረችሁላ ሰብሮችሁዋላ ሰብሮችሁዋላ ፈልጎችሁላ ፈልጎችሁዋላ ፈልጎችሁዋላ

I-B.

ፈልጎኝ	+ አሰሁ	= ፈልጎኝአሰሁ ¹	I have wanted, sought
ፈልገህ	+ አሰህ	= ፈልገህአሰህ	you (m) have wanted, sought
ፈልገሽ	+ አሰሽ	= ፈልገሽአሰሽ	you (f) have wanted, sought
ፈልጎ	+ አሰ	= ፈልጎአሰ ²	he, it has wanted, sought
ፈልጋ	+ አሰች	= ፈልጋአሰች	she has wanted, sought
ፈልገን	+ አሰን	= ፈልገናል	we have wanted, sought
ፈልጋችሁ	+ አሰችሁ	= ፈልጋችሁአሰችሁ ³	you (pl) have wanted, sought
ፈልገው	+ አሰ	= ፈልገዋል	they have wanted, sought

Notice that, as the person is already expressed by the suffix of the Gerund, the auxiliary verb, አሰ , drops its personal suffix for every person except "I" and "she".

45. The 1st singular Gerund of verbs whose final radical is absorbent unites with the auxiliary verb thus:
 ወስኜ + አሰሁ = ወስኜአሰሁ¹

The Past Perfect Tense

(Gerund + Auxiliary Verb ነበረ)

46.

<u>I-A.</u>	ሰብረ ነበር	(ነበርሁ) ⁴	I had broken
	ሰብረህ ነበር	(ነበርህ)	you (m) had broken
	ሰብረሽ ነበር	(ነበርሽ)	you (f) had broken
	ሰብረ ነበር	(ነበረ)	he, it had broken
	ሰብረ ነበር	(ነበረች)	she had broken
	ሰብረን ነበር	(ነበርን)	we had broken
	ሰብረችሁ ነበር	(ነበረችሁ)	you (pl) had broken
	ሰብረው ነበር	(ነበሩ)	they had broken

<u>I-B.</u>	ፈልጎ ነበር	(ነበርሁ) ⁴	I had wanted, sought
	ፈልገህ ነበር	(ነበርህ)	you (m) had wanted, sought
	ፈልገሽ ነበር	(ነበርሽ)	you (f) had wanted, sought
	ፈልጎ ነበር	(ነበረ)	he, it had wanted, sought
	ፈልጋ ነበር	(ነበረች)	she had wanted, sought
	ፈልገን ነበር	(ነበርን)	we had wanted, sought
	ፈልጋችሁ ነበር	(ነበረችሁ)	you (pl) had wanted, sought
	ፈልገው ነበር	(ነበሩ)	they had wanted, sought ⁵

The Imperative Mood.

47. In this mood, unlike the Indicative, there is a difference between the stem formations of the Type A and Type B verbs, over and above the usual difference of doubling.

I-A. Stem: ስበር

Jussive Tense

Imperative Tense

እስበር (ለስበር)	let me break	
ትስበር		ስበር break (m)
ትስበሪ		ስበሪ break (f)
ይስበር	let him, it break	
ትስበር	let her break	
እኛስበር	let us break	
ትስበሩ		ስበሩ break (pl)
ይስበሩ	let them break	

1. See footnote number 5, page 19.

2. See footnote number 6, page 19.

3. See footnote number 7, page 19.

4. The remarks made about the auxiliary verb ነበረ as used in the Past Imperfect Tense (Section 41) apply also to its use in the Past Perfect Tense.

5. Sometimes ኖሯል (the 3rd masculine singular Present Perfect of ኖረ , live) is used impersonally as an auxiliary instead of ነበር , e.g. ኖን ሰብረህ ኖሯል? What had you (m) broken? Its use commonly indicates surprise: e.g. ይህን ሁሉ ሰብረህ ኖሯል = You (m) had really broken all this!

I-B. Stem: ለሏግ

	<u>Jussive Tense</u>	<u>Imperative Tense</u>
አሌሏግ (ለሌሏግ)	let me seek 1	
ተሌሏግ		ሌሏግ seek (m)
ተሌሏጊ		ሌሏጊ seek (f)
ይሌሏግ	let him, it seek	
ተሌሏግ	let her seek	
እኝሌሏግ	let us seek	
ተሌሏጉ		ሌሏጉ seek (pl)
ይሌሏጉ	let them seek	

Notes on the above:--

Notice that the Jussive of the Type B verb is identical with its Contingent. This is the case with all Type B verbs, of whatever Group.

The 1st singular Jussive is given in its simple (theoretical) form, but in practice it is always used with the conjunction ለ, "to", prefixed (as shown in the bracket),² which, however, has no effect on the sense.

For the 2nd persons (masculine, feminine and plural) the Imperative, not the Jussive, forms are used in all affirmative commands. The 2nd persons of the Jussive, therefore, are only required for the negative, there being no negative of the Imperative forms.

The 2nd and 3rd persons polite as usual borrow the 3rd plural form, which in this Mood is limited to the Jussive. The 2nd polite Imperative is therefore correctly supplied by the 3rd plural Jussive; but sometimes the 2nd plural Imperative is used instead: e.g. "Break" (polite) can be ይስበሩ or ስበሩ .

48. In the Jussive of any verb whose first radical is አ or ዐ contraction takes place between the vowel of the personal prefixes and the first radical, as in the Contingent. In the Type B verb the resulting Jussive forms are, again, identical with those of the Contingent; but the forms of the Type A verb (Jussive and Imperative) are as follows:

I-A. Stem: አጠብ

	<u>Jussive Tense</u>	<u>Imperative Tense</u>
አጠብ (ለጠብ)	let me wash	
ተጠብ		አጠብ wash (m)
ተጠቢ		አጠቢ wash (f)
ይጠብ	let him, it wash	
ተጠብ	let her wash	
እኝጠብ	let us wash	
ተጠቡ		አጠቡ wash (pl)
ይጠቡ	let them wash	

49. The Jussive is used not only for giving commands but also for asking questions which require a command for their answer.³ e.g. ይስበር? Shall he break? ለሌሏግ? Shall I seek?⁴

1. Only "seek" is given here as a translation, because it is very unlikely that in the Imperative Mood the verb would have the sense of "want".

2. Except in the negative, when, instead it takes a negative prefix.

3. It is actually just as natural to use the Imperative Mood for asking questions which require a command for their answer as it is to use the Indicative Mood for asking questions which require a statement for their answer, which, of course, we do in English.

4. It would be wrong in such cases to attempt a literal translation of the English by using the Present Imperfect Tense.

The Infinitive Mood.

50. Again in this mood, except for the Agent, there is a difference between the Type A and Type B stem formations, over and above the usual difference of doubling.

	<u>I-A</u>		<u>I-B</u>	
Infinitive:	መስበር	to break, breaking	መፈለግ	to want, wanting, to seek, seeking
Agent:	ሰበሪ	breaker	ፈለገ	wanter, seeker
Instrument:	መስበሪያ	instrument, etc. for breaking	መፈለጊያ	instrument, etc. for seeking ¹

51. With verbs whose final radical is absorbent² absorption takes place in both the Agent and the Instrument, thus:--

Agent: **ወሳኒ** becomes **ወሳጅ** or **ወሳኝ** ³

Instrument: **መውሰኒያ** becomes **መውሰኝ** ⁴

52. In verbs whose first radical is **አ** or **ዐ**² the Infinitive prefix **መ** always unites with the first radical to become **ማ**. This is the case even with Type A verbs, whose first radical is otherwise a 6th form in the Infinitive. With these verbs, therefore, there is no difference in stem formation, apart from the doubling, between the Type A and Type B Infinitives (as there is with other verbs); thus:--

አሸበ wash (I-A), has Infinitive **ማጠብ** (Instrument **ማጠቢያ**)

አሸበ think (I-B), has Infinitive **ማሸብ** (Instrument **ማሸቢያ**)

53. In the interest of accurate speech it is of primary importance for the student to know whether a verb belongs to Type A or Type B.⁵ If, when he meets a new verb, he learns only its Root Form, he will be ignorant on this point, for there is no distinction between Types A and B in the Simple Perfect Tense. He must therefore learn some other part of the verb as well. In all other parts there is the difference in the matter of doubling; but since this is not indicated in writing, and is easily missed by the untrained ear, it does not afford a very solid basis for distinction. As we have already seen, the parts of the verb which more clearly distinguish between the two types are the Jussive (with its derivative, the Imperative) and the Infinitive (with its derivative, the Instrument), in both of which a 6th form first radical indicates Type A and a 1st form first radical indicates Type B. Of these the Infinitive, especially, is useful for distinguishing not only between the Types but also between the Groups, and it is therefore recommended that this be regularly learnt "in one breath" with the Root Form. Thus, for instance, the verb "to say" should not be learnt as "**ነገረ**" but as "**ነገረ መገኖር**" (showing that it is Type A) and the verb "to want" not as "**ፈለገ**" but as "**ፈለገ መፈለግ**" (showing that it is Type B). Only with verbs whose 1st radical is **አ** or **ዐ** is the Imperative recommended for this purpose rather than the Infinitive, since with these, as already shown, the Type A and Type B Infinitives manifest a difference only in the matter of doubling. Thus, for instance, the verb "to wash" should be learnt as "**አሸበ አጠብ**" (showing that it is Type A), and the verb "to think" as "**አሸበ አሸብ**" (showing that it is Type B). If the student assiduously follows these recommendations from the start he will later be saved much doubt in his mind and much inaccuracy in his speech.⁶

1. Only the one meaning is given, as an "instrument" or "means for wanting" is not likely.
2. This applies to verbs of any group.
3. The following Agent forms are irregular:--

አናጢ carpenter, from **አነጠ** construct (I-B)

ነጃጁ merchant, from **ነጃዶ** trade (I-B)

But these are occupational nouns rather than ordinary Agent forms. In both cases the verb also makes a regular Agent: **አናጥ** + **ነጃጅ**

4. In both Agent and Instrument forms (especially the latter) a final "1" sometimes fails to absorb the *i* of the suffix: e.g. **መሸለ** liken, make a picture (I-B), has as its Agent **መሸዶ** or **መሸለ**.
ከጸለ divide, pay (I-A) has as its Instrument **መከረያ** or **መከረሊያ**

5. This distinction applies to the two very important Groups, I and II (with their subdivisions).

6. For the sake of brevity verbs are given in their Root Form only in this book. The student should, nevertheless, add their Infinitive or Imperative, as recommended, when learning them.

54. The meaning of a verb offers no indication as to its type; except that if it has intransitive or stative sense it is not so likely to be Type B, since Type B verbs are generally transitive. These are, moreover, far fewer in number than Type A.

55. There are a few verbs which are sometimes treated as Type A and sometimes as Type B, without change of meaning: e.g. ገኘህ , put on shroud. In some cases the Type A and Type B forms may have different, but related meanings: e.g. መሰለ I-A, resemble, seem; መሰለ I-B, liken, make a picture. In other cases, again, the verb form is found in both Types, but with quite unrelated meanings: e.g. ጠበቀ I-A, become tight; ጠበቀ I-B, watch, wait for.

56. The following is a selection of common Group I verbs, for use in practicing the conjugation:--

I-A	I-B
ለጎረቤት grow accustomed to	ለጎረቤት request, beg
መረጠ choose	ለህጠ change (trans.)
ሰረቀ steal	መለሰ return (trans.), answer
ቁረጠ cut	ጥከረ try
ነገረ tell	ቀቅለ boil, i.e. cook in water (trans.)
አሾኘ believe	ቁሸሸ become dirty
አወቀ know	ጥኩለ hurry
ከረተ open (trans.)	አክመ treat (medically)
ከረለ divide, pay	ደመረ begin (trans.)
ወረደ descend	ጠየቀ ask, visit
ወደቀ fall	ጨመረ add, put more on
ዘነበ rain	ጨረሰ finish (trans.)
ደረሰ reach, arrive	ጸለየ ¹ pray
ደረቀ become dry	
ገደለ kill	
ጠረገ sweep, clean	
ጠሰሰ fry	
ፈቅደ wish, permit	

Group II

57.

Definition: Contracted Three-Radical Verbs with a vowel instead of the last radical.

Subdivisions:

II-1. (Types A and B): The final vowel is a, representing the lost radical ሀ ሐ ገ አ or ዐ
e.g. ሰመዐ → ሰማ , hear.

II-2. (Types A and B): The final vowel is ä, representing the radical የ or ወ e.g. ሰሰወ → ሰሰ , give.

Pattern Verbs: II-1-A ሰማ , hear; II-1-B: ለካ , measure; II-2-A: ሰሰ , give; II-2-B: ለየ , separate (trans.).

Notice that the consonant of what now stands as the final radical is in reality the penultimate radical. Hence its doubling.

Principal Parts	II-1-A	II-1-B	II-2-A	II-2-B
Simple Perfect	ሰማ	ለካ	ሰሰ	ለየ
Contingent	ደሰማ	ደለካ	ደሰጥ	ደለይ ³
Gerund	ሰምቶ	ለክቶ	ሰጥቶ	ለይቶ
Jussive	ደሰማ	ደለካ	ደሰጥ	ደለይ ³
Infinitive	መስማት	መለክት	መስጠት	መለየት
Agent	ሰሚ	ለኪ	ሰጭ (ሰጪ) ²	ለዩ (ለይ) ^{3,4}

1. When the final radical of a verb is a saturated letter, it is usual for no distinction to be made between it and an absorbent radical, in those parts of the verb where the latter becomes saturated by the absorption of a suffix vowel: e.g. ጸለየ pray (I-B) has 2nd (f) Present Imperfect ትጸልያለሽ
መሰለ liken (I-B) has 2nd (f) Present Imperfect ትመሰያለሽ

2. The usual vowel absorption takes place whenever the radical standing last is absorbent, even though, through the contraction of the verb, it is not the true last radical.

3. When there is no following vowel the doubling of the penultimate radical can only be potential (for Potential Doubling see Sec. 8).

4. See Sec. 56 (footnote) on verbs with final radical saturated.

Notice that the final vowel of a Group II verb represents a lost last radical and is therefore part of the stem. Only verbs of Groups II and V have stems which end, thus, with vowels (the stems of all other verbs end with consonants). Since, then, the final vowel is not a suffix¹ but belongs to the stem, it cannot be removed except in the following cases:--

- (a) When assimilated by a following vowel.²
- (b) When replaced by the substitute radical ተ (this replacement is only in the Gerund; in the Infinitive the vowel and the substitute radical stand together.)
- (c) In the Contingent, Jussive and Imperative of Group II-2 verbs, where, as a weak vowel without any contribution to make to the meaning, it is allowed to "drop off the end".³

It is especially important to remember that the stem ends in a vowel in the case of a Group II-2 Simple Perfect (which should be carefully compared with the Simple Perfect of a Group I verb).

Notice that the 1st singular and 2nd masculine singular "k suffixes" of the Simple Perfect cannot be used when the stem ends with a vowel.

The Indicative Mood.

58.

The Simple Perfect Tense

<p><u>II-1-A.</u> Stem: ሰማ</p> <p>ሰማሁ I heard</p> <p>ሰማህ you (m) heard</p> <p>ሰማሽ you (f) heard</p> <p>ሰማ he, it heard</p> <p>ሰማች she heard</p> <p>ሰማን (ሰማን) we heard</p> <p>ሰማችሁ you (pl) heard</p> <p>ሰሙ they heard</p>	<p><u>II-1-B.</u> Stem: ለኸ</p> <p>ለኸሁ I measured</p> <p>ለኸህ you (m) measured</p> <p>ለኸሽ you (f) measured</p> <p>ለኸ he, it measured</p> <p>ለኸች she measured</p> <p>ለኸን (ለኸን) we measured</p> <p>ለኸችሁ you (pl) measured</p> <p>ለኹ they measured</p>
<p><u>II-2-A.</u> Stem: ሰሸ</p> <p>ሰሸሁ I gave</p> <p>ሰሸህ you (m) gave</p> <p>ሰሸሽ you (f) gave</p> <p>ሰሸ he, it gave</p> <p>ሰሸች she gave</p> <p>ሰሸን (ሰሸን) we gave</p> <p>ሰሸችሁ you (pl) gave</p> <p>ሰሹ they gave</p>	<p><u>II-2-B.</u> Stem: ለቾ</p> <p>ለቾሁ I separated</p> <p>ለቾህ you (m) separated</p> <p>ለቾሽ you (f) separated</p> <p>ለቾ he, it separated</p> <p>ለቾች she separated</p> <p>ለቾን (ለቾን) we separated</p> <p>ለቾችሁ you (pl) separated</p> <p>ለቹ they separated</p>

59.

The Contingent

<p><u>II-1-A.</u> Stem: ሰማ</p> <p>አሰማ I -- hearing</p> <p>ትሰማ you (m) -- hearing</p> <p>ትሰማ you (f) -- hearing</p> <p>ይሰማ he, it -- hearing</p> <p>ትሰማ she -- hearing</p> <p>እንሰማ we -- hearing</p> <p>ትሰሙ you (pl) -- hearing</p> <p>ይሰሙ they -- hearing</p>	<p><u>II-1-B.</u> Stem: ለኸ</p> <p>አለኸ I -- measuring</p> <p>ትለኸ you (m) -- measuring</p> <p>ትለኸ you (f) -- measuring</p> <p>ይለኸ he, it -- measuring</p> <p>ትለኸ she -- measuring</p> <p>እንለኸ we -- measuring</p> <p>ትለኹ you (pl) -- measuring</p> <p>ይለኹ they -- measuring</p>
--	--

1. Though in the Root Form, and elsewhere, it assimilates or unites with the suffix. (See Sec. 13 on the Contraction of Adjacent Vowels).

2. See Sec. 13 (a) under The Contraction of Adjacent Vowels (including the footnote on Retrogressive Assimilation).

3. As mentioned elsewhere (Sec. 39, footnote) Amharic generally avoids leaving a weak vowel at the end of a word with nothing following to "support" it.

II-2-A. Stem: ሰጥ

አሰጥ	I -- giving
ትሰጥ	you (m) -- giving
ትሰጥ (ትሰጫ)	you (f) -- giving
ይሰጥ	he, it -- giving
ትሰጥ	she -- giving
እኛሰጥ	we -- giving
ትሰጡ	you (pl) -- giving
ይሰጡ	they -- giving

II-2-B.

Stem: ለጅ

አለጅ ^(ፊ)	I -- separating
ትለጅ	you (m) -- separating
ትለጅ (ትለጅ)	you (f) -- separating
ይለጅ	he, it -- separating
ትለጅ	she -- separating
እኛለጅ	we -- separating
ትለጁ	you (pl) -- separating
ይለጁ	they -- separating

60.

The Present Imperfect Tense

II-1-A.

አሰማለሁ	I am hearing ¹
ትሰማለህ	you (m) are hearing
ትሰማለህ ²	you (f) are hearing
ይሰማል	he, it is hearing
ትሰማለች	she is hearing
እኛሰማለን	we are hearing
ትሰማላችሁ	you (pl) are hearing
ይሰማሉ	they are hearing

II-1-B.

አለክለሁ	I am measuring ¹
ትለክለህ	you (m) are measuring
ትለክለህ ²	you (f) are measuring
ይለክል	he, it is measuring
ትለክለች	she is measuring
እኛለክለን	we are measuring
ትለክላችሁ	you (pl) are measuring
ይለክሉ	they are measuring

II-2-A.

አሰጣለሁ	I am giving ¹
ትሰጣለህ	you (m) are giving
ትሰጣለህ ²	you (f) are giving
ይሰጣል	he, it is giving
ትሰጣለች	she is giving
እኛሰጣለን	we are giving
ትሰጣላችሁ	you (pl) are giving
ይሰጣሉ	they are giving

II-2-B.

አለያለሁ	I am separating ¹
ትለያለህ	you (m) are separating
ትለያለህ ²	you (f) are separating
ይለያል	he, it is separating
ትለያለች	she is separating
እኛለያለን	we are separating
ትለያላችሁ	you (pl) are separating
ይለያሉ	they are separating

61.

The Past Imperfect Tense

II-1-A.

አሰማ ነበር (ነበርሁ)	I was hearing
etc.	

II-1-B.

አለክ ነበር (ነበርሁ)	I was measuring
etc.	

II-2-A.

አሰጥ ነበር (ነበርሁ)	I was giving
etc.	

II-2-B.

አለጅ ነበር (ነበርሁ)	I was separating
etc.	

62.

The Gerund

II-1-A.

Stem: ሰምት

ሰምኛ	I having heard
ሰምተህ	you (m) having heard
ሰምተህ	you (f) having heard
ሰምቶ	he, it having heard
ሰምታ	she having heard
ሰምተን	we having heard
ሰምታችሁ	you (pl) having heard
ሰምተው	they having heard

II-1-B.

Stem: ለክት

ለክኛ	I having measured
ለክተህ	you (m) having measured
ለክተህ	you (f) having measured
ለክቶ	he, it having measured
ለክታ	she having measured
ለክተን	we having measured
ለክታችሁ	you (pl) having measured
ለክተው	they having measured

1. Or the other regular meanings of the Present Imperfect Tense (as given in Sec. 24 on the Tense Scheme, and also in Sec. 39 under Group I).

2. There are other possible spellings, as noted under Group I (see Sec. 39, footnote).

<u>II-2-A.</u>	<u>Stem: ሰጥት</u>	
	ሰጥኛ	I having given
	ሰጥተህ ¹	you (m) having given
	ሰጥተሽ	you (f) having given
	ሰጥቶ	he, it having given
	ሰጥታ	she having given
	ሰጥተን	we having given
	ሰጥታችሁ	you (pl) having given
	ሰጥተው	they having given

<u>II-2-B.</u>	<u>Stem: ለይት</u>	
	ለይኛ	I having separated
	ለይተህ	you (m) having separated
	ለይተሽ	you (f) having separated
	ለይቶ	he, it having separated
	ለይታ	she having separated
	ለይተን	we having separated
	ለይታችሁ	you (pl) having separated
	ለይተው	they having separated

63. The Present Perfect Tense

<u>II-1-A.</u>	<u>II-1-B.</u>
ሰምቻለሁ ²	I have heard
ሰምተሃል	you (m) have heard
ሰምተሻል	you (f) have heard
ሰምቶአል ²	he, it has heard
ሰምታለች	she has heard
ሰምተናል	we have heard
ሰምታችሁአል ²	you (pl) have heard
ሰምተዋል	they have heard

ለክቻለሁ ²	I have measured
ለክተሃል	you (m) have measured
ለክተሻል	you (f) have measured
ለክቶአል ²	he, it has measured
ለክታለች	she has measured
ለክተናል	we have measured
ለክታችሁአል ²	you (pl) have measured
ለክተዋል	they have measured

<u>II-2-A.</u>	<u>II-2-B.</u>
ሰጥቻለሁ ²	I have given
ሰጥተሃል	you (m) have given
ሰጥተሻል	you (f) have given
ሰጥቶአል ²	he, it has given
ሰጥታለች	she has given
ሰጥተናል	we have given
ሰጥታችሁአል ²	you (pl) have given
ሰጥተዋል	they have given

ለይቻለሁ ²	I have separated
ለይተሃል	you (m) have separated
ለይተሻል	you (f) have separated
ለይቶአል ²	he, it has separated
ለይታለች	she has separated
ለይተናል	we have separated
ለይታችሁአል ²	you (pl) have separated
ለይተዋል	they have separated

64. The Past Perfect Tense

<u>II-1-A.</u>	<u>II-1-B.</u>
ሰምኛ ነበር (ነበርሁ)	I had heard
etc.	

ለክኛ ነበር (ነበርሁ)	I had measured
etc.	

<u>II-2-A.</u>	<u>II-2-B.</u>
ሰጥኛ ነበር (ነበርሁ)	I had given
etc.	

ለይኛ ነበር (ነበርሁ)	I had separated
etc.	

The Imperative Mood.

65. <u>II-1-A.</u>	<u>Stem: ሰማ</u>	
	<u>Jussive Tense</u>	
እሰማ (ልሰማ)	let me hear	
ትሰማ		
ትሰማ		
ይሰማ	let him, it hear	
ትሰማ	let her hear	
እኛሰማ	let us hear	
ትሰሙ		
ይሰሙ	let them hear	

	<u>Imperative Tense</u>
ሰማ	hear (m)
ሰማ	hear (f)
ሰሙ	hear (pl)

1. See Sec. 115, footnote, on consonantal union in the Gerund of Group II verbs whose penultimate radical is ጠ or ጂ .

2. There are other possible spellings, as noted under Group I (Sec. 44, footnotes).

II-1-B.

Stem: ለኸ

<u>Jussive Tense</u>		<u>Imperative Tense</u>	
እለኸ (ለለኸ)	let me measure		
ትለኸ		ለኸ	measure (m)
ትለኸ		ለኸ	measure (f)
ይለኸ	let him, it measure		
ትለኸ	let her measure		
እኝለኸ	let us measure		
ትለኸ		ለኸ	measure (pl)
ይለኸ	let them measure		

II-2-A.

Stem: ሰጥ

<u>Jussive Tense</u>		<u>Imperative Tense</u>	
እሰጥ (ለሰጥ)	let me give		
ትሰጥ		ሰጥ	give (m)
ትሰጥ (ትሰጧ)		ሰጥ (ሰጧ)	give (f)
ይሰጥ	let him, it give		
ትሰጥ	let her give		
እኝሰጥ	let us give		
ትሰጡ		ሰጡ	give (pl)
ይሰጡ	let them give		

II-2-B.

Stem: ለጀ

<u>Jussive Tense</u>		<u>Imperative Tense</u>	
እለጀ (ለለጀ)	let me separate		
ትለጀ		ለጀ	separate (m)
ትለጀ (ትለጀ)		ለጀ (ለጀ)	separate (f)
ይለጀ	let him separate		
ትለጀ	let her separate		
እኝለጀ	let us separate		
ትለጀ		ለጀ	separate (pl)
ይለጀ	let them separate		

66. The Infinitive Mood.

<u>II-1-A</u>		<u>II-1-B</u>	
Infinitive:	መስማት to hear, hearing	መለኸት	to measure, measuring
Agent:	ሰግ hearer	ለኸ	measurer
Instrument:	መስግያ instrument, etc. for hearing	መለኸያ	instrument, etc. for measuring

<u>II-2-A</u>		<u>II-2-B</u>	
Infinitive:	መስጠት to give, giving	መለገት	to separate, separating
Agent:	ሰጥ (ሰጧ) giver	ለጀ (ለጀ)	separator
Instrument:	መስጫ instrument, etc. for giving	መለገ	instrument, etc. for separating

Notice that in verbs whose stem ends with a vowel,¹ the suffixes of both the Agent and Instrument are attached directly to the penultimate radical consonant.²

67. The following is a selection of common Group II verbs, for use in practicing the conjugation:--

<u>II-1-A</u>		<u>II-1-B</u>	
ጥላ ³ fill	አላ ⁶ lack	ቀላ ⁷ rob	
መቻ hit	ወላ go out, come out, ascend	ቀላ ⁷ paint, spread on, anoint	
መላ ⁴ come	ዘቻ shut	ተቻ lie down, go to sleep	
ሠሯ work, make	ገላ enter	ተከ replace	
ረላ ⁵ forget	ገላ buy, rule	ጠላ drink	
ረቻ ⁵ help	ገሯ push		
በላ eat	ጠሯ call, become pure		
በቻ suffice	ረላ boil (intrans.)		
	<u>II-2-A</u>	<u>II-2-B</u>	
	መላ ⁸ become late (evening)	ሸላ accompany, escort	
	ረላ sprinkle (liquid)	ቀቻ (ቁቻ) wait, await, remain	
	ቀሯ remain (without) ⁸		
	አሸ rub		
	አቻ see		
	ረላ grind		

Notice that (with the important exception of ሰላ, ቀሯ and the defective verb አላ⁹) in nearly all (II-2 verbs the penultimate radical is saturated.¹⁰

1. i. e. Verbs of Groups II and V.
2. The vowel which represents the last radical is assimilated, and, in the case of the Infinitive, the substitute radical, ገ, disappears with it. The last radical, therefore, is without representation in those two forms.
3. For the use of this verb see Sec. 337 (a).
4. Has an irregular Imperative: ገ (m), ነቻ (f), ገ (pl); though the Jussive is regular.
5. See Sec. 17 on the Pronunciation of ገ before an initial r.
6. For the use of this verb see Sec. 335 (b).
7. Used as a Type A verb in northern or classical Amharic.
6. For the meaning of this verb see Sec. 335 (a).
7. Also the irregular negative verbs የላላ, and አይላላ, for which, with አላ, see Sec. 102 (3, 4, 5), under Irregular Verbs.
10. This is because the lost last radical was, in most cases, ገ; whose consonant ገ, being the consonantal equivalent of i (see Sec. 15 on Consonantal Vowels) has suffered absorption: e. g. መላገ → መላ

Group III

68. Definition: Contracted Three-Radical Verbs, with a vowel instead of the penultimate radical.

Subdivisions:

III-1: The middle vowel is a, representing the lost radical *u, h, ʾ, k, o*
e.g. ለአከ → ላከ send

III-2: The middle vowel is e or ä, representing the lost radical *ʾ*,
e.g. ጠቆሰ → ጠሰ (ጠቆሰ)¹ smoke
ሰየጠ → ሸጠ¹ sell

III-3: The middle vowel is o, representing the lost radical *o*
e.g. ሸሾጠ → ሸጠ set in authority

Pattern Verbs: III-1: ላከ, send; III-2 (with e): ጠሰ, smoke; (with ä): ሸጠ, sell; III-3: ሸጠ, set in authority

Principal Parts	III-1	III-2		III-3
		with e	with ä	
Simple Perfect	ላከ	ጠሰ	ሸጠ	ሸጠ ⁵
Contingent	ይልከ	ይጠሰ	ይሸጥ	ይሸጥ
Gerund	ልከ	ጠሰ (north)	ሸጠ ⁴ (north)	ሸጥ (north)
		ጠሰ (south)	ሸጠ (south)	ሸጥ (south)
Jussive	ይላከ	ይጠሰ	ይሸጥ ⁵	ይሸጥ
Infinitive	መላከ	መጠሰ	መሸጥ	መሸጥ
Agent	ላከ.	ጠያሽ (ጠያሽ) ³	ሸጥ (ሸጠ) ³	ሸጥ ³

Notes on the above:--

Group III verbs, having no penultimate radical, belong to no "type". But their middle vowel changes in certain parts, (reflecting thereby the form-changes of the radicals of the original uncontracted verb), and it is these vowel changes which must be learnt.⁶ Notice that they occur in the same parts for Groups III-2 and III-3; while Group III-1 is somewhat different.⁷

1. In such cases the consonant *y* of the lost radical *ʾ*, being equivalent to *i* has suffered absorption by the first radical, which has thereby become saturated.

2. The Agent, a noun, is, of all the Principal Parts, the least verbal. This fact is reflected in the forms of III-2 and III-3 Agents, in that they generally retain the consonantal sound of the radical which is lost from the verb itself. It is, in fact, typical for nouns and adjectives related to contracted verb forms to retain the radical which the verb has lost (though this is not always the case): e.g. መጽሐፍ, book, and ጽሕፈት, writing, are both related to the III-1 verb ጻፈ, write, which has lost the radical *h*.

3. The very few verbs belonging to Group III-2 manifest little uniformity in their Agents: e.g. ሄደ (go) has ሄያድ ሀያድ and ሀድ (ሄ, of course, being alternative to ድ, as usual).

4. A 3rd form ሸ is sometimes found instead of the 6th form ሸ.

5. As mentioned in Sec. 31 (footnote), only verbs of Group III-3 have a radical which is regularly and necessarily 7th form. In any other kind of verb a 7th form radical is simply the equivalent of a 1st form diphthong.

6. In both the Basic and the Derived Forms (i.e. Causatives etc.), these vowel changes suggest that the original uncontracted verbs were all Type A. This is especially clear in III-1 verbs, whose middle vowel is *a* whenever the penultimate radical of a I-A verb would be 1st or 4th form (e.g. Jussive: ይልከክ → ይላከ; Agent ለአከ → ላከ.), but becomes *ä* whenever the penultimate radical of a I-A verb would be 6th form (e.g. Contingent: ይልከክ → ይልከ).

It is not so clear in III-2 and III-3 verbs: but, obviously, had their original uncontracted form been Type B, the penultimate radical, being doubled throughout, would not so readily have become lost. Thus, while, for instance, ጠቆሰ has contracted to ጠሰ, the similar verb ጠቆቶ (ask), being Type B, has remained uncontracted. Conversely, therefore, it can be assumed that any Group I verb with a penultimate *ʾ* or *o* which has survived intact (e.g. ሰየጠ, name; ሰሸረ, hide) is a Type B verb (unless the first radical is *k* or *o*, as አሰቆ, know, I-A).

7. Groups III-2 and III-3 are always parallel in their behaviour, in the Derived as well as the Basic forms. This is because it is the two very similar consonantal-vowel letters, *ʾ* and *o*, which their middle vowels respectively represent; whereas the middle vowel of a III-1 verb represents quite a different kind of letter.

A peculiarity of Groups III-2 and III-3 is that they possess two forms of Gerund. The form most generally used in the spoken language of the capital is the southern; the northern being the more literary or classical form.

A Group III verb resembles a Group II verb in that they are both biliteral; yet the stem of the Group III verb, not having lost its last radical, does not end in a vowel; nor does it require the substitute last radical, ʔ in its Gerund and Infinitive. This latter fact, apart from all other differences, enables immediate differentiation between the two Groups, provided that the Infinitive is always learnt together with the Root Form, as previously advocated.¹

e.g. Contrast ḥm ḥmḥ, give (II-2-A) with ḥm ḥmḥ sell (III-2)
 ḥp ḥpḥ, wait (II-2-B) with ḥp ḥpḥ stand (III-3)²

Since the Group III stem ends with a consonant, the attachment of prefixes, suffixes and auxiliary verbs is in every respect as for Group I. The complete conjugation, therefore, follows automatically from the above Principal Parts.

69. The following is a selection of common Group III verbs, for use in practicing the conjugation:

III-1	III-2	III-3
ʔh paint, draw	ʔr go	ʔh become, be, happen
ʔp laugh, smile		ʔp become hot
ʔh cough, sharpen		ʔt die
ʔm kiss		ʔm run
ʔh be able		ʔp stand, stop
ʔh pass the day		ʔl live, dwell
ʔm swallow		ʔl turn (intrans)
ʔh take hold of		ʔm (ʔm) ³ fast
ʔh be saved, get well		ʔh ⁴ shout, make noise
ʔh throw down, away		
ʔl write		

Notice that III-2 verbs are extremely few in number. Apart from ʔr ḥh ḥm and the irregular verb ḥp (leave)⁵ there are no common Basic III-2 verbs.

Notice also that III-3 is a substantially intransitive Group.

1. There are two exceptions whose Infinitives are entirely misleading on this point. They are: (a) the II-2-A verb ḥh, flee, which has an irregular Infinitive ḥhḥ (like Group III); and (b) the irregular III-1 verb ḥh, say, whose Infinitive is ḥhḥ (like Group II). See Secs. 104 (1) and 105 (2) under Irregular Verbs.

2. A further means of distinguishing between the two Groups lies in the fact that in Group II-2 the final radical (actually the penultimate) is nearly always saturated, while this appears never to be the case with the last radical of a Group III verb.

Group II-1 verbs, of course, always end with a and are not, therefore, so liable to be confused with Group III verbs.

3. See Sec. 16 on Interchangeable Sounds.

4. When one of the radicals of a verb (other than the penultimate) is h, since this consonant cannot be doubled there is a tendency to substitute the consonant k for it in those formations where doubling would normally be required: e.g. the 1st singular Gerund of ḥh is commonly pronounced ḥhḥ (see Sec. 16 on Interchangeable Sounds).

5. For its conjugation see Sec. 104 (2) under Irregular Verbs.

Group IV

70. Definition: Uncontracted Four-Radical Verbs.
 Subdivisions: None; all verbs of this Group belong to Type C.¹
 Pattern Verb: መረመረ , examine.

Principal Parts	IV
Simple Perfect	መረመረ
Contingent	ይመረምር
Gerund	መርምር
Jussive	ይመርምር
Infinitive	መመርመር
Agent	መርማሪ

Notice that:--

The first radical is 1st form throughout.

The second (or ante-penultimate²) radical is 1st form when the penultimate radical is doubled; otherwise 6th form.

The penultimate radical takes the same forms as that of a I-B verb (like ፈለገ).

The last radical, as in any verb whose stem ends with a consonant, is always a 6th form, except when some other form is required to supply the vowel of a suffix.

In using these verbs it is some help to remember that, owing to the behaviour of the second radical, described above, the stem has three syllables in those parts of the verb in which the penultimate radical doubles (i. e. the Simple Perfect and Contingent); otherwise only two.

71. The following is a selection of Group IV verbs, for use in practicing the conjugation:--

ለመለመ	ሰነሰቀ	ወረወረ
መነዘረ	ተረገጦ	ደነገጠ
መሰኸረ	ተነገሰ	ገለበጠ
ሰለሰነ	አነሰሰ	ጉመዘዘ
ሰበሰበ	ከለኸለ	ጠረሰረ
ሰነሰተ	ጠለወለ	ጠቀለለ
become verdant	crack, split (trans.)	throw
change (money)	translate, interpret	be startled
testify	breathe	turn over, copy
become skillful, civilized	limp	taste sour
gather, collect (trans.)	prevent, forbid	doubt, suspect
pass a while	wipe	wrap up

Group V

72. Definition: Contracted Four-Radical Verbs, with a vowel instead of the last radical.
 Subdivisions: All verbs of this Group belong to Type C.

V-1: The final vowel is 'a', representing the lost radical ሀ, ሐ, ኅ, ከ or ዐ
 e.g. ዘነገአ → ዘነኃ forget

V-2: The final vowel is 'ä', representing the lost radical የ .
 e.g. ጉበኘየ → ጉበኝ visit

Pattern Verbs: V-1: ዘነኃ , forget; V-2: ጉበኝ , visit.

Principal Parts	V-1	V-2
Simple Perfect	ዘነኃ	ጉበኝ
Contingent	ይዘነኝ	ይጉበኝ
Gerund	ዘነገቶ	ጉበኝቶ
Jussive	ይዘነጋ	ይጉበኝ
Infinitive	መዘነጋት	መጉበኝት
Agent	ዘነገ.	ጉበኝ (ጉበኝ)

1. For definition of Type C see Sec. 32.

2. Since the penultimate radical is the "pivot" of the verb stem, the position of another radical in relation to the penultimate radical is of greater significance than its position in relation to the first radical. Hence the value of the term "ante-penultimate".

Notice that no new elements appear in the Group V Principal Parts; for these verbs are contracted Group IV verbs, and conjugate as Group IV, except in their contracted end, where they are identical with Group II, (their stem, of course, ending with a vowel).

73. The following is a selection of Group V verbs, for use in practicing the conjugation:--

<u>V-1</u>		<u>V-2</u>	
በረቻ	become strong	መገጨ	spring (water)
ከንቆ	measure (with forearm)	ሰለቸ ¹	grow weary (of)
ዘረቻ	stretch out, spread out	ዘገቸ ¹	delay, be late
ገነባ	build in stone etc.	ደኸቸ ¹	become poor
ረነቆ	burst	ገበቸ ¹	go to market

Both Groups V-1 and V-2 are small, possessing very few common verbs.

Group V-2 verbs are liable to be confused with Group I verbs. But learning the Infinitive together with the Root Form will, as usual, make the distinction clear.²

Notice that nearly all verbs of Group V-2, like those of Group II-2, have a saturated penultimate radical.³

The Derived Forms of Verb

74. From the five Basic verb forms other forms are regularly derived. These "Derived Forms" can be classified as:--

- A. "Unchanged Stem" Derived Forms [Direct Causative
Indirect Causative
Passive
- B. "Changed Stem" Derived Forms (Simple, Direct and Indirect Causative, Passive).
- A. "Unchanged Stem" Derived Forms of Verb.

Direct and Indirect Causative Forms

75. **አ** is prefixed to a Basic form to express direct causation (abbreviation: D.C.).
አስ is prefixed to a Basic form to express indirect causation (abbreviation: I.C.).

- e.g. II-1-A. መሻ come
D.C. II-1-A. አመሻ bring (i.e. cause to come by direct handling)
I.C. II-1-A. አስመሻ⁴ cause to come, have brought

Notice that the Direct Causative form must not be confused with verbs whose first radical is **አ** (such as አሸሸ, wash; አየ, see).

1. Colloquially the Jussive and Infinitive of V-2 verbs ending in **የ** are sometimes treated irregularly, in that the ante-penultimate radical is left in the 1st form: e.g. The Jussive of ዘገቸ may be ደዘገቸ instead of ደዘገቸ; and the Infinitive መዘገቸ instead of መዘገቸ.

2. A nearly infallible indication as to the Group also lies in the fact that the penultimate radical (which stands last) of a Group V-2 verb is almost invariably saturated, while the last radical of a Group I verb very rarely is. Important exceptions to this are the two I-B verbs ጸለየ pray, and ሠረየ remit (sin).

3. In Group V-2, unlike Group II-2, there are no common exceptions to this.

4. If the 1st radical of the verb is **ሰ** or **ሸ**, it assimilates the **ስ** of the I.C. prefix, thereby becoming doubled: e.g. አስሸሸ^መ becomes አሸሸ^መ, cause to carry, cause to be carried (I.C., I-B).

76. A Direct Causative form often serves as the transitive equivalent of an intransitive Basic form:
 e.g. ወጋው ፈላ The water boiled (intrans.).
 ወጋውን አፈላ He boiled the water (trans.; = He caused the water to boil by direct action on it).

77. The Indirect Causative of a Basic form which is transitive may convey either active or passive sense, whichever suits the direct object used with it. Thus, with the Indirect Causative of the transitive verb ጨረሰ, finish.

(I-B):--

ልጄን አስጨርሳለሁ I will make the boy finish (= I will cause the boy to finish).
 ሥራውን አስጨርሳለሁ I will have the work finished (= I will cause the work to be finished).

An Indirect Causative can, indeed, take both objects at once:
 ልጄን ሥራውን አስጨርሳለሁ I will get the boy to finish the work.

78. Indirect Causative forms may give permissive as well as causative sense, especially in the negative:
 e.g. ጩኸቱ አያስተኛም (I.C. of ተኛ, go to sleep; II-1-B) The noise does not permit to go to sleep
 (i.e. The noise stops one sleeping).

79. The distinction between direct and indirect causation is not always clearly defined. Many verbs do not possess both forms (the one which is most commonly lacking being the Direct Causative). In such cases the existing form often has to serve for the missing form. Thus, for example: አስቀመጠ (I.C., I-B) may either express true indirect causation: "cause to sit", or, since the verb has no Direct Causative form, it may also express direct causation: "put down" (the latter being in this case the commoner use).

80. Many Direct Causative forms have an active but not causative sense, the Basic forms from which they are derived not being in use: e.g. አደረገ, do (D.C., I-A), derived from ደረገ which is now found only in its derived forms.

The Conjugation of Causative Forms.

81. The addition of a causative prefix, አ or አስ, to a Basic form may or may not affect the stem formations in conjugating. Actually, as the following tables show, it is only verbs of Type A and of Group III (which are contracted Type A verbs 2) whose Causative conjugations differ in their stem formations from the Basic.

82. Conjugation of Causatives (other than Group III)

	Type A Verbs	Types B and C Verbs
D.C. in አ	Remain Type A verbs, but 1st form radicals in Gerund; Jussive and Agent become 6th form.	Conjugate as Basic
I.C. in አስ	Conjugate as Type B Verbs.	Conjugate as Basic.

e.g. Type B: አጠኝ, water (D.C., II-1-B), conjugates as its Basic ጠኝ, drink.
 Type C: አስመረመረ, cause to examine (I.C., IV), conjugates as its Basic መረመረ, examine.
 But Type A: አስመኝ, cause to come (I.C., II-1-A), does not conjugate like its Basic, መኝ (II-1-A) but like ለኝ (II-1-B) -- its Infinitive is ማስመኝት .

1. An I.C. form is the normal means of rendering "have" in this sense (to "have" something done).
2. As in the Basic so in the Causative forms, the variations of the middle vowel of a Group III verb reflect the form-changes of the radicals of the original uncontracted verb.

Compare the following principal parts of D.C. Type A verbs (አደረገ do; አመሰገን bring; አገኝ find, get) with those of Basic forms:

Principal Parts	D.C. I-A	D.C. II-1-A	D.C. II-2-A
Simple Perfect	አደረገ ¹	አመሰገን	አገኝ
Contingent	ያደርግ	ያመጣ	ያገኛል ³
Gerund	አድርጎ	አምጥቶ	አግኝቶ
Jussive	ያደርግ	ያምጣ	ያግኝ
Infinitive	ማድረግ	ማምጣት	ማግኘት
Agent	አድራጊ ²	አምጭ (አምጪ)	አግኝ (አግኚ)

83.

Conjugation of Group III Causatives

	III-1 Verbs	III-2 and III-3 Verbs
D.C. in አ and I.C. in አስ	Conjugate as Basic except that the 4th form becomes 6th form in the Jussive.	Conjugate as Basic except that the middle vowel of the Gerund is normally as in Basic northern form.

e.g. III-1: ዳኝ, be saved (Basic), has Jussive ይዳኝ (Imperative ዳኝ), but አዳኝ, save (D.C.) has Jussive ያዳኝ (Imperative አዳኝ).

III-2: ሄደ, go (Basic), has Gerund ሄዶ (northern) or ሄዶ (southern), but አስሄደ, let pass (I.C.), has Gerund አስሄዶ.

III-3: ጥቀ, become hot (Basic), has Gerund ሙቆ (northern) or ጥቆ (southern), but አጥቀ, heat (D.C.), has Gerund አሙቆ.

Passive Forms

84. A transitive verb is rendered passive by the addition of the prefix ተ ---
 e.g. ሰበረ break (I-A)
 ተሰበረ be broken (P., I-A)

Notice that this Passive form must not be confused with verbs whose first radical is ተ (such as ተሸለ, plant; ተኝ lie down, go to sleep).⁴

If the active verb is a Causative form, to render it passive the causative prefix must first be removed.^{5,6}

- e.g. አደረገ do (D.C., I-A)
 ተደረገ be done (P., I-A)

85. In some cases the Passive form is used to give reflexive, as well as passive, sense:
 e.g. አሸሸ wash (I-A)
 ተሸሸ be washed (passive sense): wash one's self (reflexive sense).

1. This very common verb, አደረገ, is often shortened to አረገ in speech.
2. D.C., I-A verbs conjugate exactly like Basic Group IV verbs whose first radical is አ (e.g. አነሸሰ limp; አነሸሰ, sneeze), except that the latter, being Type C, double their penultimate radical in the Contingent.
 D.C., II-A verbs would be equally close to Basic Group V verbs with 1st radical አ but apparently no such Group V verbs exist.
3. Although this verb belongs to Type A, its penultimate radical tends to be slightly "dwelt on" in the Contingent. See Sec. 9 on consonants which have a special tendency to be "dwelt on".
4. This presents little difficulty to those who have a good grasp of the Basic forms. The most misleading are the few Group IV verbs (Basic) whose first radical is ተ (e.g. ተረኝ-መ, translate: ተነረሰ, breathe), for in the Simple Perfect they are exactly like Passive Group I verbs. But a knowledge of the Infinitive will dispel all doubt.
5. This applies more especially to D.C. forms, as I.C. forms are not often made passive.
6. In certain rare cases of I.C. forms being made passive only the አ is removed from the I.C. prefix, the ስ being retained. See Sec. 98 (footnote).

86. A Passive form often serves as the intransitive equivalent of a transitive Basic form:
 e.g.

[ብርቁቶውን ሰበረ ።	He broke the glass (trans.).
	ብርቁቶው ተሰበረ ።	The glass broke (intrans.; = The glass was broken).
	ስብሰባውን በአራት ሰዓት ጀመሩ ።	They started the meeting at ten o'clock (trans.).
	ስብሰባው በአራት ሰዓት ተጀመረ ።	The meeting started at ten o'clock (intrans.; The meeting was started at ten o'clock).
87. That the passive, reflexive and intransitive senses are closely related can be seen from the following examples:
 ብሶራን መለሰ ። He returned my pen (active and transitive).
 ብሶራ ተመለሰ ። My pen was returned (passive).
 ወደ ሱቱ ተመለሰ ። He returned to the shop (intransitive); = He took himself back to the shop (reflexive).
88. There are many verbs which are passive in form but active in meaning: e.g. ተሸከመ , carry (P., I-B); ተቀበለ , receive (P., I-B). As a second passive prefix cannot be added it is impossible to give passive sense to such verbs. Thus, for example, "The loads were carried by porters", must be expressed actively: "Porters carried the loads".

89. The Conjugation of Passive Forms.

Rule 1. Those Principal Parts of the verb which have no prefixes (Simple Perfect, Gerund and Agent) simply add the passive prefix ተ , but in other respects are identical with the Basic form.

Rule 2. In those Principal Parts of the verb which have prefixes (Contingent, Jussive and Infinitive) the following takes place:--

- (a) The Passive prefix ተ is assimilated by the first radical, which thereby becomes doubled.
- (b) The first and penultimate radicals remain in the 1st form throughout. The forms of the other radicals are as in the Basic verb.
- (c) The penultimate radical doubles according to Type C (irrespective of the Type of the Basic form).¹

Since the Imperative is a derivative of the Jussive, its formation, like that of the Jussive, is governed by Rule 2. But since it lacks the personal prefixes of the Jussive, its passive prefix ተ is not assimilated by the first radical, which therefore, does not double.

In verbs whose first radical is አ or ዐ the passive prefix and the first radical unite to form ታ . This ታ is retained throughout the conjugation, and in those Principal Parts which are governed by Rule 2 it doubles as the first radical.

Note: The above rules are followed in their entirety by uncontracted verbs (Groups I and IV). Contracted verbs (Groups II, III and V) follow them in so far as their contractions permit.²

1. This means, in effect, that of the parts governed by Rule 2 the Contingent, only, doubles its penultimate radical.
 2. Verbs of Group III are especially handicapped here, in that they have no penultimate radical and can therefore belong to no "type". Nevertheless, their middle vowel reflects, as usual, the forms of the first two radicals as they would have been, had the penultimate radical not been lost. Under Rule 2 these would both have remained constant in the 1st form, with the result that, in those parts governed by Rule 2, there is now no variation in the middle vowel.

90. Principal Parts of Passive Forms

(Compare these with the corresponding active forms, which are given as pattern verbs for the Basic Groups).

Governed by	Principal Parts	P. I-A	P. I-B	P. II-1-A	P. II-1-B	P. II-2-A	P. II-2-B
Rule 1	Simple Perfect Gerund Agent	ተሰበረ ተሰበሮ ተሰበሪ	ተፈለገ ተፈለገ ተፈለገ	ተሰማ ተሰምቶ ተሰማ	ተለከ ተለከቶ ተለከ	ተሰሸ ተሰጥቶ ተሰጥቶ (ተሰጧ)	ተለዩ ተለዩቶ ተለዩ (ተለዩ)
Rule 2	Contingent Jussive (Imperative 1 Infinitive	ይሰበር ይሰበር ተሰበር መሰበር	ይፈለግ ይፈለግ ተፈለግ 2 መፈለግ	ይሰማ ይሰማ ተሰማ መሰማት	ይለክ ይለክ ተለክ 2 መለክት	ይሰጥ ይሰጥ ተሰጥ መሰጠት	ይለዩ ይለዩ ተለዩ 2 መለዩት

Governed by	Principal Parts	P. III-1	P. III-2	P. III-3	P. IV	P. V-1	P. V-2
Rule 1	Simple Perfect Gerund Agent	ተላከ	ተሸጠ ተሸጠ ** ተሸጠ*	ተሾመ ተሾሞ* ተሾሞ**	ተመረመረ ተመርምሮ ተመርማሪ	ተዘነኝ ተዘንግቶ ተዘንገረ	ተገብኝ ተገብኝቶ ተገብኝ (ተገብኝ)
Rule 2	Contingent Jussive (Imperative 1 Infinitive	ይላክ ይላክ ተላክ መላክ	ይሸጥ ይሸጥ ተሸጥ መሸጥ	ይሾም ይሾም ተሾም መሾም	ይመረመር ይመርመር ተመርመር መመርመር	ይዘነኝ ይዘንጋ ተዘንጋ መዘንጋት	ይገብኝ ይገብኝ ተገብኝ) መገብኝት

Notice that the Infinitive, being itself Type C (except for Group III), is no longer of any value for indicating the Type of the Basic form. Indeed, none of the Principle Parts of a Passive form distinguishes, in writing, between Types A and B. Only the spoken Gerund and Agent reveal a difference, in the matter of doubling. Thus with Passive verbs of Groups I and II, in cases when the Basic or Direct Causative form is not known, it is good to memorize the Gerund, instead of the Infinitive, together with the Root form.

In comparing the Passive Principal Parts with the corresponding Basic forms, notice how in many cases (especially in the contracted verbs) all that there is to distinguish the passive from the active is the doubling of the first radical. This, then, must on no account be neglected.

91. The I.C. prefix ለሰ is sometimes attached to Passive forms (especially those whose first radical is ለ or ፀ): e.g. ለሰታወቀ, make known (from the I-A verb አወቀ, know); ለሰተማረ, teach (from the P., III-1 verb ተማረ learn). But these are active verbs and are conjugated as Indirect Causative,³ not as Passive, forms (the passive ተ however, remaining throughout, as though it were the first radical⁴).

*(North) **(South)

1. The Imperative is not one of the Principal Parts, but because of its peculiar treatment in the Passive verb (mentioned under Rule 2, above), it is included here, in brackets, below its parent form, the Jussive.
2. The penultimate radicals of all Passive Imperatives should, according to Rule 2, be single. In the case of Passive verbs whose Basic form is Type B, however, the penultimate radical is, in practice, often pronounced double: e.g. for "Sit down (m)" ተቀሰጥ is frequently heard instead of ተቀመጥ (from the P., I-B verb, ተቀሰጠ).
3. I.C., P. forms of verbs whose first radical is ለ or ፀ, like ለሰታወቀ, are conjugated as I.C. Changed Stem forms. But this is dealt with under Changed Stem Derived Forms (Sec. 98).
4. This treatment of the passive ተ as the first radical will, in effect, turn a Group I verb into a Group IV verb: e.g. the I.C., P. I-B verb, ለሰተወረደ (cause to be forgiven), is conjugated as an I.C. IV verb.

B. "Changed Stem" Derived Forms of Verb.

92. While the Derived Forms of Verb so far dealt with (Causatives and Passives) are derived from Basic forms by the addition of prefixes, there are others which are derived by the process of changing the stem of the Basic form, various modifications being thereby given to the sense of the latter. These "Changed Stem" forms may, further, have a Causative or Passive prefix added.¹ Causative and Passive Changed Stem forms, in fact, are commoner than the "simple" Changed Stem forms.

93. There are three ways in which the Basic stem of a verb can, thus, be changed:--

1) The Primary Internal Change (abbreviation: ¹Int.C.S.); in which the ante-penultimate radical is changed into the 4th form: ²e.g. אָרָץ , rise (dust etc.; I-A), makes the ¹Int.C.S. form אָרָץ , rise with a start (from sleep, etc.).

אָרָץ , shine (II-1-A), makes the D.C. ¹Int.C.S. form אָרָץ , become clear (after rain).

2) The Secondary Internal Change (abbreviation: ²Int.C.S.); in which the letter of the penultimate radical is inserted in the 4th form before the penultimate radical:

e.g. אָרָץ , break (I-A), makes the ²Int.C.S. form אָרָץ , shatter.

אָרָץ , overturn (IV), makes the P. ²Int.C.S. form אָרָץ , be completely upset.

3) The External Change (abbreviation: Ext.C.S.); in which a 6th form (most commonly ש) is attached to the beginning of the stem, invariably preceded by a Direct Causative or Passive prefix.³ This change is only made to verbs of Type C (i.e. those belonging to Groups IV and V, and also Int.C.S. verbs of other groups ⁴), ⁵:

e.g. אָרָץ , beat repeatedly (IV), makes the P.Ext.C.S. forms אָרָץ , tremble, shiver; and the D.C. Ext.C.S. form אָרָץ , cause to tremble, shiver.

אָרָץ , precede (I-A), makes the P. ²Int.C.S. form אָרָץ , seek precedence, rival; and thence the P. Ext. ²Int.C.S. form אָרָץ , race.

94. In Indirect Causatives of Internally Changed Stem verbs the א of the prefix אָרָץ is nearly always assimilated by the first radical, which thereby becomes doubled. In writing, therefore, there is no difference between the D.C. and I.C. forms (e.g. אָרָץ , pick, I-A, makes the D.C. ²Int.C.S. אָרָץ , cause to pick a little, and the I.C. ²Int.C.S. form אָרָץ , help to pick).

But Direct Causatives of Internally Changed Stem verbs are relatively rare, so that when א is prefixed the first radical is generally found to be double as well (showing that it is an Indirect Causative form).⁶

1. Or both together: אָרָץ .

2. As previously mentioned, definitions of the different verb forms given in this book are only convenient generalizations; for the extremely intricate evolution of the Semitic verb is a study quite beyond our present scope. Thus there are many "Changed Stem" verbs which do not, actually, owe their form to any of the "changes" here described; but, since they are now identical both in formation and conjugation with verbs whose stems have undergone these "changes", they may for practical purposes be classed with them. The "simple" ¹Int.C.S. forms, in fact, are largely of this kind. For example, the verb אָרָץ (have pity) is actually a contraction of an old four radical stem אָרָץ , but its present form and behaviour are those of an ¹Int. C.S. II-1 verb -- apparently derived from a Basic II-1 stem, אָרָץ , which does not exist.

3. This means that Ext. C.S. verbs are never "simple" or Indirect Causative.

4. Since these also belong to Type C; see Sec. 99 on the Conjugation of Changed Stem Forms (Rule 1).

5. Under the heading of Ext.C.S. verbs we include, for purposes of practical convenience, what is really another quite distinct derived form: the Frequentative. Verbs of this class, which are identical in form with Ext.C.S. IV (i.e. four-radical) verbs, are actually contractions of five-radical verbs not now found; which in their turn were derived from three radical verbs by the process of repeating the last two radicals, in order to introduce frequentative sense. The following is an example of this evolutionary process:--

Original noun: אָרָץ , dove (a fluttering bird) → 3 radical verb stem: אָרָץ , flutter, wave about, be loose → 5 radical frequentative verb stem: אָרָץ (not now found)

→ P. Ext. C.S. IV form: אָרָץ keep fluttering, waving (intrans.)

[D.C. Ext. C.S. IV form: אָרָץ keep fluttering, waving (trans.)

6. An example of an I.C. Int.C.S. verb which retains the prefix אָרָץ in full is אָרָץ , intimidate (I.C. ²Int.C.S. form of אָרָץ , fear, II-1-A). Others which do not lose the א are the I.C., P.Int.C.S. forms (i.e. those which prefix אָרָץ).

95. Variations, mostly slight, of the above scheme of stem changes are found with certain classes of verbs:--
 1) Group III verbs, having no penultimate radical can make no ¹ Int. "change", except by reverting to their uncontracted Group I form. This is done by a few III-3 verbs: e.g. ቀሰመ (the uncontracted form of ቆመ stand) makes ተቃሰመ, stand against, oppose.

Group III verbs cannot, for the same reason, make the 2 Int. "change" in the normal manner. They do it, however, by reduplicating the letter of the first radical instead of that of the penultimate radical.

e.g. ጻፈ write (III-1) makes ²Int.C.S. form ጻጻፈ, write hurriedly, scribble.

ሄደ go (III-2) makes I.C. ²Int.C.S. form አከሄደ ¹ manage (cause to go, "run").

ቆመ stand (III-3) makes P. ²Int.C.S. form ተቆቆመ ² be established.

2) Verbs of Groups I and II whose first radical is አ or ፀ do not make the 1 Int. "change" (for the obvious reason that the 4th forms of these letters are pronounced the same as their 1st forms). But some of them make a P. ² Int.C.S. form, in which the sound a of the first radical is lost (apparently by confusion with the a of the added 4th form letter); and also an Indirect Causative of this Passive form: e.g. አሰቀ, know (I-A) makes P. ² Int.C.S. form ተዋሰቀ, ³ know each other; and I.C., P. ² Int.C.S. form አስተዋሰቀ, cause to know each other, introduce.

3) The 2 Int.C.S. form of some II-1 verbs tends to reduce its first radical to a 6th form after a Passive or Causative prefix; thereby producing, in effect, an Ext.C.S. form.

e.g. ሰማ, hear (II-1-A), makes P. ² Int.C.S. form ተሰማማ or ተሰማማ, agree;

ጸኛ, become firm, strong (II-1-A), makes I.C. ² Int.C.S. form አጸኛኛ or አጸኛኛ, ⁴ encourage, comfort.

96. It will be appreciated that, with all the possible combinations of prefixes and stem changes, the number of possible Derived Forms is considerable. But no one Basic Form possesses all of them. A typical example is ነኝ, tell (I-A), which, though it does not make an External "change", is found in the following forms:--

Basic	ነኝ	tell	I.C. ¹ Int.C.S.	አኛኝ	cause to speak
P.	ተነኝ	be told	I.C., P. ¹ Int.C.S.	አስተኛኝ	cause to talk much
I.C.	አስነኝ	cause to tell, cause to be told	P. ² Int.C.S.	ተነጋኝ	talk, converse
P. ¹ Int.C.S.	ተኛኝ	speak, talk	P. ² Int.C.S.	አነጋኝ	speak to, address

97. It is clear from the examples already given that the "changing" of a basic stem results in a modification of the sense; but it is not so easy to trace any system in that modification. A uniform system, indeed, there is none, for the same "change" in two different verbs does not necessarily modify their meaning in the same way. Moreover many Changed Stem verbs have no apparent sense relationship at all with any Basic form. Certain tendencies in sense modification, however, are obvious 5:--

1) Int.C.S. forms, both primary and secondary, very commonly have reciprocal sense (in which case they are called Reciprocal Verbs):

e.g. ጠጅደ, love (I-A); ተዋጅደ, love each other (P. ¹ Int.C.S.); አቅጅደ, cause to love each other (I.C. ¹ Int.C.S.)

ጠቻ, hit (II-1-A); ተማቻ, hit each other (P. ¹ Int.C.S.); አማቻ, cause to hit each other (I.C. ¹ Int.C.S.)

ጻፈ, write (III-1); ተጻጻፈ, correspond (P. ² Int.C.S.); አጻጻፈ, cause to correspond (I.C. ² Int.C.S.).

1. ከ is used instead of ሃ because the I.C. prefix requires a doubled first radical (see Sec. 69 footnote); but, even in the Basic form, ከደ is often used instead of ሄደ (see Sec. 16 on Interchangeable sounds).

2. ² Int.C.S. III-3 forms show the widest divergence from the normal. By making the original first radical a 4th form (diphthong) they become, in effect, III-1 verbs, and conjugate as such.

3. In such verbs the passive prefix ተ is retained throughout the conjugation, as it is in the "Unchanged Stem" Passives of verbs whose first radical is አ or ፀ : e.g. The Infinitive of ተዋሰቀ is ጠቻዋወቀ.

4. This has now become, in effect, a D.C. form, but without affecting the meaning.

5. The meanings given with the following examples are ones which illustrate the particular tendency under consideration and are, on the whole, common. Changed Stem verbs, however, frequently have several possible meanings.

ቀረበ , approach (I-A); ተቀራረበ , approach each other (P. 2 Int. C.S.); አቅራቢ , cause to approach each other (I.C. 2 Int. C.S.).
 አወቀ , know (I-A); ተዋወቀ , know each other (P. 2 Int. C.S.); አስተዋወቀ , introduce to each other (I.C., P. 2 Int. C.S.).

An Int. C.S. form may act as the Reciprocal of a Causative form: e. g. አገኝ , find (D.C. II-2-A); ተገናኝ¹ , meet, i.e. find each other (P. 2 Int. C.S.) አገናኝ , cause to meet (I.C. 2 Int. C.S.).

Or a 2 Int. C.S. form may act as the reciprocal of a 1 Int. C.S. form:
 ሰነሰተ , pass a while (IV); ተሰናሰተ , say good-bye to (P. 1 Int. C.S.); ተሰነሰተ , say good-bye to each other (P. 2 Int. C.S.).

2) Int. C.S. forms also tend to give figurative sense:

e.g. ነጀደ , burn, catch a light (I-A); ተናጀደ , become angry (P. 1 Int. C.S.); አናጀደ , anger (I.C. 1 Int. C.S.).
 ቆመ , stand (III-3); አቋቋመ , establish (I.C. 2 Int. C.S.); ተቋቋመ , be established (P. 2 Int. C.S.).

3) I.C. Int. C.S. forms sometimes, also, give the sense of "help to. . .", "incite to. . .", "join in. . .":
 e.g. ገለበጠ , turn over (IV); አጎላበጠ , help to turn over (I.C. 1 Int. C.S.).
 ፈለገ , look for (I-B); አፈላለገ , help to look for (I.C. 2 Int. C.S.).

4) P. 1 Int. C.S. forms sometimes indicate nature, habit (the tendency to the action rather than a single act): e. g. ውሻው ይነካላል = The dog will bite (from Basic ነከሰ I-A); but ውሻው ይናከላል = The dog bites, i.e. is a biter (from P. 1 Int. C.S. form, ተናከሰ).

5) 2 Int. C.S. forms commonly indicate slightness. This sometimes results in a distributive sense--the idea of a little here and there, or a little for each. It may also result in a sense of gradualness.

e.g. ረሸበ , become wet (I-A); ረጣሸበ , become a little damp (2 Int. C.S.).
 ረሻ , forget (II-1-A); ረሻሻ , forget slightly (2 Int. C.S.).
 ለቆመ , pick (I-A); ለቃቆመ , pick a little here and there (2 Int. C.S.).
 ከፈለ , divide (I-A); ከፈላለ , divide out (I.C. 1 Int. C.S.); ከፈላፈለ divide out a little to each. (I.C. 2 Int. C.S.).
 ጠቅረ , become black (I-A); ጠቋቅረ , get gradually darker (2 Int. C.S.).
 ጥቀ , become hot (III-3); ተግግቀ , gradually heat up (P. 2 Int. C.S.).

6) 2 Int. C.S. forms may also indicate intensity; and thence, sometimes, reiterated action.
 e.g. ሰበረ , break (I-A); ሰበሰበረ , shatter (2 Int. C.S.); ተሰበሰበረ , be shattered (P. 2 Int. C.S.).
 ገለበጠ , turn over (IV); ገለበጠጠ , completely upset, turn over and over (2 Int. C.S.).
 ቆረጠ , cut (I-A); ተቆረጠ , keep cutting (2 Int. C.S.).
 መለሰ , return (trans.; I-B); ተመለሰ , go back (P. I-B); ተመላለሰ , go back and forth (P. 2 Int. C.S.).

7) Ext. C.S. forms (both with and without an Int. C.S.) are often onomatopoeic (i.e. the meaning of the word is suggested by the sound), and are thus used especially to indicate movements and noises. In such cases they are probably forms which came into being for the sake of their imitative sounds, without actually being derived from Basic verbs; and even where corresponding Basic verbs exist there may be no sense relationship with them, but only one of form.

e.g. ቀጀመ , precede (I-A); ተሸቀቀጀመ , race (P. Ext. 2 Int. C.S.) - a clear sense relationship.
 ከረፈ , foam (I-A); አንኳረፈ , snore (D.C. Ext. 1 Int. C.S.) - a possible sense relationship.
 ሸተተ , smell (intrans.; I-A); ተንሸተተ , slide (P. Ext. 1 Int. C.S.) - no apparent sense relationship.
 ተንኳኳ , clatter, knock (intrans.; P. Ext. 1 Int. C.S. II-1); አንኳኳ , clatter, knock (trans., D.C. Ext. 1 Int. C.S. II-1).

ተንከባለለ , roll (intrans.; P. Ext. 1 Int. C.S. IV); አንከባለለ , roll (trans.: D.C. Ext. 1 Int. C.S. IV).
 አጉረመረመ , rumble, grumble, growl (D.C. Ext. C.S. IV).
 አብለጩለጩ , shine brightly, glitter (D.C. Ext. C.S. IV).
 አሸከሸ , cluck (D.C. Ext. 1 Int. C.S. II-1).
 ተንሾኳሾኳ , whisper (P. Ext. 1 Int. C.S. IV).

1. See Sec. 105 (6) under Slightly Irregular Verbs.

98. A class of verbs which might be designated pseudo 1 Int. C.S. forms are the Indirect Causatives of Passives of Group I verbs whose first radical is *h* or *o* : e.g. አስታውቀ , make known (from አውቀ , know; I-A). አስታውከ , cause to vomit (from አውከ , disturb; I-B). These, having a 4th form before the penultimate radical, resemble 1 Int. C.S. forms, and are conjugated as such.¹

99. The Conjugation of Changed Stem Forms.

In spite of the great diversity of Changed Stem forms, they are all governed by two simple rules for their conjugation:--

Rule 1. These verbs conjugate as Group IV (active and passive) in so far as they can. They therefore belong to Type C, irrespective of the Type of their Basic form.

Rule 2. The new element² introduced in the changing of the stem remains, without further change of form, throughout the conjugation.

These rules jointly have the effect that in Int. C.S. verbs (but not Ext. C.S.) all radicals before the penultimate radical are constant in form throughout the conjugation.

100.

The following tables, containing a selection of Changed Stem verbs in their Principal Parts, illustrate the working out of the principles embodied in the above rules. If these simple principles are grasped there is no need to think of the very wide range of C.S. forms as so many new conjugations. They are all in the same class.

Active (i.e. Simple, D.C. and I.C.) Changed Stem Forms

Principal Parts	1 Int. C.S. I	1 Int. C.S. II-1	1 Int. C.S. II-2	1 Int. C.S. IV	I. C. 1 Int. C.S.
Simple Perfect	bless በረኸ	become loose ለኸ	tell a lie ዋኸ	mix ደባለቀ	burn (trans.) አቃሸለ
Contingent	ይባርክ	ይለኸ	ይዋኸ	ይደባለቅ	ያቃጥል
Gerund	ባርኮ	ለልቶ	ዋኸቶ	ደባለቆ	አቃጥሎ
Jussive	ይባርክ	ይለኸ	ይዋኸ	ይደባለቅ	ያቃጥል
Infinitive	መባርክ	መለለት	መዋኸት	መደባለቅ	ማቃጠል
Agent	ባራኪ	ለይ (ለይ)	ዋኸ (ዋኸ)	ደባለቂ	አቃጣይ (አቃጣይ)

Principal Parts	D. C. 1 Int. C.S. II-1	I. C. 1 Int. C.S. IV	I. C. 1 Int. C.S. V-1	2 Int. C.S. I	2 Int. C.S. II-2
Simple Perfect	become clear አባረ	dismiss አሸናሸተ	prepare አሸናጃ	shatter ሰባሸረ	completely destroy ፈጃጅ
Contingent	ያባረ	ያሸናሸት	ያሸናጃ	ይሰባሸር	ይፈጃጅ
Gerund	አባርቶ	አሸናሸቶ	አሸናጅቶ	ሰባሸር	ፈጃጅቶ
Jussive	ያባረ	ያሸናሸት	ያሸናጃ	ይሰባሸር	ይፈጃጅ
Infinitive	ማባራት	ማሸናሸት	ማሸናጃት	መሰባሸር	መፈጃጅት
Agent	አባሪ	አሸናሻ (አሸናሻ)	አሸናጅ (አሸናጅ)	ሰባሸሪ	ፈጃጅ (ፈጃጅ)

1. There is another small class of verbs which, somewhat similarly, can be regarded as pseudo Ext. C.S. forms. These are P., I.C., P. forms; they are built up as follows:

ተማረ learn (P. III-1)

አስተማረ teach (I.C., P. III-1)

ተስተማረ be taught (P., I.C., P. III-1) - used in much the same way as ተማረ , but not very common.

ተካሸለ be even, straight (P. 2 Int. C.S. form of አሸለ , be equal; I-B).

አስተካሸለ make even, straighten (I.C., P. 2 Int. C.S. I-B)

ተስተካሸለ be made even, straightened (P., I. C., P. 2 Int. C.S. I-B).

Notice that the additional passive prefix causes the disappearance of *h* from the I.C. prefix. The remaining *h* then has the appearance of the added 6th form of an Ext. C.S. The formation is, in fact, the same as that of a rare Ext. C.S. form in which the added 6th form is placed before a passive prefix: e.g. ተገተረሰ , pillow oneself (P. Ext. C.S., P. III-1).

2. This means the 4th form ante-penultimate in internally changed stems, and the initial 6th form in externally changed stems.

Principal Parts	2 Int. C.S. IV	I. C. 2 Int. C.S. I	I. C. 2 Int. C.S. II-1	I. C. 2 Int. C.S. III-2	I. C. 2 Int. C.S. III-3
Simple Perfect	completely upset	speak to	excite	manage	establish
Contingent	ገለባበጠ	አነጋገረ	አነቃቃ	አከሂደ	አቋቋመ
Gerund	ይገለባበጥ	ያነጋግር	ያነቃቃ	ያከሂድ	ያቋቋም
Jussive	ገለባበጠ	አነጋግር	አነቃቃቶ	አከሂድ	አቋቋሞ
Infinitive	ይገለባበጥ	ያነጋግር	ያነቃቃ	ያከሂድ	ያቋቋም
Agent	መገለባበጥ	ማነጋገር	ማነቃቃት	ማከሂድ	ማቋቋም
	ተገለባበጥ	አነጋጋሪ	አነቃቂ	አከሂያጅ	አቋቋሚ
	(ተገለባበጪ)			(አከሂያጅ)	

Principal Parts	I. C. 2 Int. C.S. V-1	I. C., P. 2 Int. C.S. I	D. C. Ext. C.S. IV	D. C. Ext. C.S. IV	D. C. Ext. 1 Int. C.S. II-1
	encourage	introduce	cause to tremble	glitter	knock
Simple Perfect	አሸረታቻ	አስተዋወቀ	አንቀጠቅጠ	አብለጨለጨ	አንኳኳ
Contingent	ያሸረታቻ	ያስተዋወቅ	ያንቀጠቅጥ	ያብለጨለጨ	ያንኳኳ
Gerund	አሸረታቻቶ 1	አስተዋውቆ	አንቀጥቅጦ	አብለጭለጭ	አንኳኳቶ
Jussive	ያሸረታታ	ያስተዋውቅ	ያንቀጥቅጥ	ያብለጭለጭ	ያንኳኳ
Infinitive	ማሸረታታት	ማስተዋወቅ	ማንቀጥቀጥ	ማብለጭለጭ	ማንኳኳት
Agent	አሸርታቻ	አስተዋዋቂ	አንቀጥቃጭ	አብለጭላጭ	አንኳኳተ
	(አሸርታቻ)		(አንቀጥቃጪ)	(አብለጭላጪ)	

Notes on the above Principal Parts:--

Notice how, in accordance with Rule 1, each radical takes the form of the corresponding radical of a Group IV verb (i. e. first radical follows Group IV first radical; penultimate radical follows Group IV penultimate radical, etc.), except where, under Rule 2, it cannot change its form. 2 Int. C.S. IV verbs present a complication here, since they have one more radical than a Basic IV verb. To conjugate them correctly the positions of the radicals must be reckoned not from the first radical but from the penultimate radical.² Thus the second radical will not correspond to the Basic IV second radical, but, being two places back from the penultimate radical, to the Basic IV first radical. The first radical, then, having nothing else to follow, will also follow the Basic IV first radical. This means that the first two radicals, both following the Basic IV first radical, are both 1st form throughout. The ante-penultimate radical, being the added one, is (under Rule 2) constant at any rate, so that in these 2 Int. C.S. IV verbs, as in all Int. C.S. verbs, no radical before the penultimate radical can change its form.

Naturally 1 Int. C.S. II verbs, with the "changed" radical constant (under Rule 2), and the final vowel standing as usual for the lost radical, can follow Group IV in practically nothing except in becoming Type C.

Group III verbs are, once again, handicapped; having no penultimate radical, they cannot become Type C. The added initial letter of the 2 Int. C.S. is constant in form (under Rule 2), but the vowel of the second syllable (i. e. the Basic stem) reflects, as usual, the forms of the first two radicals as they would have been had the penultimate radical not been lost; and we find that it so works out that this vowel in a simple C.S. form is the same as in the Basic form, in a C.S. Causative the same as in the ordinary Causative, and in a C.S. Passive the same as in the ordinary Passive. The curious 2 Int. III-3 form, as already mentioned, by changing its original vowel to an *a* becomes, in effect, a 2 Int. III-1 verb, and conjugates as such.

Notice that the addition of a causative prefix to a Changed Stem form does not effect its conjugation; which, indeed, is always the case with Type C verbs.³

1. Normally pronounced, and likely also to be written, አሸረታቶ ; see Sec. 115 under Union of Like Consonants in Verbs (especially footnote on verbs of Groups IV and V).

2. See Sec. 70 (footnote) on position of radicals in relation to penultimate radical.

3. See Sec. 82, under Causative Forms.

Passive Changed Stem Forms

Principal Parts	P. 1 Int. C.S. I	P. 1 Int. C.S. II-1	P. 1 Int. C.S. V-2	P. 2 Int. C.S. I	P. 2 Int. C.S. II-2
	cross over	get married	get ready (intrans.)	approach each other	be separated from each other
Simple Perfect	ተሻሻረ	ተጋሽ	ተዘጋጀ	ተቀራጸበ	ተለያየ
Gerund	ተሻሻር	ተጋሽቶ	ተዘጋጅቶ	ተቀራርቦ	ተለያይቶ
Agent	ተሻጋሪ	ተጋሺ	ተዘጋጅ (ተዘጋጅ)	ተቀራራቢ	ተለያዩ (ተለያይ)
Contingent	ይሻገር	ይጋሽ	ይሸጋጅ	ይቅራረብ	ይለያይ
Jussive	ይሻገር	ይጋሽ	ይሸጋጅ	ይቅራረብ	ይለያይ
Infinitive	መሻገር	መጋሽት	መሸጋጅት	መቅራረብ	መለያየት
Principal Parts	P. 2 Int. C.S. III-1	P. 2 Int. C.S. IV	P. Ext C.S. IV	P. Ext. 2 Int. C.S. I	P. Ext 1 Int C.S. IV
	correspond	say good-bye to each other	kneel	race	whisper
Simple Perfect	ተጻጸፈ	ተሰነበሰተ	ተምበረሸከ ¹	ተሸቀዳጀመ	ተንሾኳሾከ
Gerund	ተጻጸፎ	ተሰነበሰቶ	ተምበርከኮ	ተሸቀዳድሞ	ተንሾኳሾኩ
Agent	ተጻጸፊ	ተሰነበሰኛ (ተሰነበሰኛ)	ተምበርከኩ	ተሸቀዳዳሚ	ተንሾኳሾኩ ²
Contingent	ይጻጻፍ	ይሰነበሰት	ይምበረሸክ	ይሸቀዳጀም	ይንሾኳሾክ
Jussive	ይጻጻፍ	ይሰነበሰት	ይምበርከክ	ይሸቀዳደም	ይንሾኳሾክ
Infinitive	መጻጻፍ	መሰነበሰት	መምበርከክ	መሸቀዳደም	መንሾኳሾክ

Notes on the above Principal Parts:--

It is, of course, the Passive Group IV conjugation that must be followed (under Rule 1) by Passive C.S. verbs.

Passive Ext. C.S. verbs are the only Passive forms whose first radical does not have to double in those parts where the prefix ተ is assimilated. The added 6th form and the first radical, without any vowel between them, together have the value of a doubled radical, so there is no need for further doubling.

1. Or ተንበረከከ . See Sec. 16 on Interchangeable Sounds.

2. Notice that although there is no 1st form diphthong of ሾ, yet (as explained in Sec. 31, on the forms of the radicals) the 7th form ሾ is its equivalent; and this is demonstrated by the fact that the 7th form penultimate radical becomes a 4th form diphthong in the Agent.

Irregular Verbs

101. There are very few irregular verbs in Amharic, for nearly every verb in the language fits into the scheme of Basic Groups and Derived Forms already outlined. Even the few verbs which manifest some irregularity have (with the sole exception of ነው) obvious affinities with one or other of the Basic Groups or Derived Forms.

Common Defective Verbs.

102. 1) ነው

This is not a true verb form at all, and hence it is the only verb which cannot be classed in a Group. It consists in the syllable ነ + the Object Suffixes.¹

ነኝ	I am
ነህ	you (m) are
ነሽ	you (f) are
ነዎት 2	you (pol) are
ነው	he, it is 3
ናት 4	she is
ነን 5	we are
ናችሁ	you (pl) are
ናችው	they are; he, she (pol) is

2) ነሸረ 6

The one tense which this verb possesses is a regular Group I Simple Perfect. It acts as the Past Tense both of ነው (above) and of አለ (below).⁷

ነሸረሁ (ነሸረኩ) ⁸	I was, was present
ነሸረህ (ነሸረክ)	you (m) were, were present
ነሸረሽ	you (f) were, were present
ነሸረኝ ⁹	he, it, was, was present; there was
ነሸረች	she was, was present; there was
ነሸረን (ነሸረን)	we were, were present
ነሸረችሁ	you (pl) were, were present
ነሸረው	they ¹⁰ were, were present; there were

1. Since these are objective pronouns (me, you, him, etc.), ነ may originally have had some interjectory meaning, like "Behold". Thus, for instance, አጅ ነው = would mean "Behold him a boy"; hence "He is a boy".

2. The 2nd singular (pol) object suffix is alternatively ዎ or ዎት.

3. For the English "It is I", etc., Amharic requires agreement between the verb "to be" and the predicative pronoun:

e.g. It is I. እኔ ነኝ (lit. I am I.).
Is it you (m)? አንተ ነህ? (lit. Are you you?).
It is he. አርሱ ነው = (lit. He is he.).

4. Alternative form, ነች, is often used colloquially -- the result of confusion with the personal suffix of the Simple Perfect.

5. Or ነኝ, an alternative form of the object suffix being ኝ.

6. In its historical derivation this is the same verb as ኖረ, live (III-3).

7. Unlike the Simple Perfect Tense of other verbs, ነሸረ always has a Past Tense meaning (except when used conditionally: "It would be" etc., see Sec. 285. B 1 a, footnote).

8. See notes on the personal suffixes of the Simple Perfect Tense; Sec. 35.

9. The 3rd masculine singular form ነሸረ is often shortened to ነሸረ, both when used as an auxiliary verb and otherwise.

10. As with all true verb forms the 3rd plural is also used for the polite "you", "he" and "she"; see Sec. 210 on Polite Forms.

3) አላ

The one tense which this verb possesses is a regular Group II-2 Simple Perfect form, which, however, has a Present Tense meaning.

አላሁ	I am present
አላህ	you (m) are present
አላሽ	you (f) are present
አላ	he, it is present; there is
አላች	she is present; there is
አላን (አላነ)	we are present
አላችሁ	you (pl) are present
አላ	they are present; there are

4) የላም

This is the negative of አላ (above).

የላሁም	I am not present
የላህም	you (m) are not present
የላሽም	you (f) are not present
የላም	he, it is not present; there is not
የላችም	she is not present; there is not
የላንም (የላነም)	we are not present
የላችሁም	you (pl) are not present
የላም	they are not present; there are not

5) አይደላም 1

This serves as the negative of ነው (above), unlike which, however, it is a true verb form.

አይደላሁም	I am not
አይደላህም	you (m) are not
አይደላሽም	you (f) are not
አይደላም	he, it, is not
አይደላችም	she is not
አይደላንም (አይደላነም)	we are not
አይደላችሁም	you (pl) are not
አይደላም	they are not

The above three verbs አላ, የላም and አይደላም display the following special features:--

- (a) They are all defective in possessing only one tense, which is a Group II-2 Simple Perfect form.
- (b) They are all irregular in that their Simple Perfect form has a Present Tense meaning.
- (c) የላም and አይደላም are further irregular as negative forms: የላም because it lacks a negative prefix, and አይደላም because it has an irregular negative prefix አይ instead of the normal አል.
- (d) የላም is still further irregular in that, when it is a dependent verb, its stem changes from የላ to ሌላ (e.g. ስለ ሌላች, because she is not present; የሌላው, he who is not present).²

103. The above defective verbs are used to render various parts of the following English verbs:--

1) The verb "to be"

This is made up as follows:--

Present Tense: ነው (negative አይደላም)

Past Tense: ነበረ

All other parts are supplied by ሆነ, become (III-3).³

1. Sometimes አይደላም.

2. The disappearance of the negative suffix ም is regular, as this is at any rate not used with dependent verbs (see Sec. 117, Rule 1).

3. Since ነው is neither a Contingent nor a Simple Perfect Form, it cannot take a subordinating conjunction or a relative pronoun, and is therefore only used as a main verb. ሆነ then has to substitute for it as a dependent verb:

e.g. ጥሩ ነው = it is good; but ጥሩ ስለ ሆነ because it is good.

ክፉ ሰው ነው = he is a bad man; but ክፉ ሰው የሆነው he who is a bad man.

The negative of ሆነ is even preferred to አይደላ as a dependent verb, although the latter, being a Simple Perfect form, can be used as such. Thus, for "because it is not good", ጥሩ ስላልሆነ is more likely than ጥሩ ስላይደላ. But both are correct.

2) The verb "to be present", "there is"

This is made up as follows:--

Present Tense: አለ (negative: የለም)

Past Tense: ነበረ

All other parts are supplied by ኖረ, live (III-3).

3) The verb "to have"

There is no true verb "to have" in Amharic, but the thought can be expressed in various ways, as suited to the context. The most general method is to use the 3rd persons of the verb "to be present" (አለ etc.; see above) with the object suffixes:

- e.g. ወንድ ልጅ አለኝ = I have a son (lit. A son is present to me).
- ሌት ልጅ አለችህ = You (m) have a daughter (lit. a daughter is present to you).²
- ልጆች አሉን = We have children (lit. Children are present to us).
- ሴትየዋ ልጅ የላትም = The woman has no child (lit. The woman, a child is not present to her).
- ሰውየው ልጆች ነበሩት = The man had children (lit. The man, children were present to him).
- አንቺ ልጆች ይኖሩሻል = You (f) will have children (lit. You (f) children will be present to you).⁴

Very Irregular Verbs.

104. These are:--

1) አለ say⁵

This is an irregular Group III-1 verb. Its Passive is ተባለ, a regular P. III-1 verb; which shows that አለ is really a mutilated form of ባለ. Not only has it lost the initial consonant b from a number of its parts, but it also displays other irregularities in its Jussive and Infinitive, the latter, ግለት, having the Group II-2 formation (like, for instance ግየት, the Infinitive of አየ, see; II-1-A). It is essentially a Group III verb, however, with a stem ending with a consonant.⁶ Its principal parts may be compared with those of ላከ (Sec. 68).

1. The negative Past Tense, then, is correctly the negative of ነበረ - አልነበረም. But in colloquial Amharic a compound tense, የለም ነበር, is often used.

2. Sometimes in colloquial Amharic the masculine form of አለ, is used with a feminine noun: e.g. ግለት አለው = He has a wife.

3. This is an "Introductory Nominative", i.e. a noun or pronoun used in the nominative case because it is the logical, though not the grammatical, subject of the sentence.

4. Some other ways of translating "have" (as suited to various contexts) are as follows:--

With ከ-ጋር (with) and verb "to be":

ቁልፉ ከንቺ ጋር ነው? Have you (f) the key? (lit. Is it with you, the key?)

With ባለ (possessor of) and verb "to be":

ሰውየው ባለ ርከት ነው = The man has (lit. is possessor of) an inheritance.

With ያዘ (take hold of: III-1):

ገንዘብ አልያዝኩም = I have no money with me (lit. I have not taken hold of money).

With አላ (lack: II-1-A)

ብዕር አጥቼ በእርሳስ ጻፍኩ = Having no (lit. lacking) pen, I wrote with a pencil.

With አገኘ (get: D.C. II-2-A):

ደህና ደግሞዝ ታገኛለች = She will have (lit. get) a good wage.

With አለ + infixed በ (to the disadvantage of):

ትልቅ እዳ አለህ = You (m) have a big debt (lit. A big debt is present against you).

5. Apart from its normal meaning, "say", አለ, has a wide range of uses:--

(a) With names etc. it renders "call"; especially in the passive ("be called"):

e.g. ግሞ ይሉታል = They call him "Little Boy".

ይኸ ምን ይባላል? What is this called?

(b) It is the verbal form used in making compound verbs (see Secs. 106-114 on Compounds of አለ).

(c) It is the essential element in the Direct Speech construction (see Secs. 279-282, under Reported Speech).

(d) It is used with እንዲህ or እንደከህ ("like this") to describe an action:

e.g. እንዲህ ይላል = It goes like this (said while demonstrating the action).

(e) Its Imperative has an interjectory use: "Come on!", "Go on!" (See Sec. 269 (19) under Interjections).

6. In contrast to that of አለ; e.g. አለሁ or አለኩ, I said; አለሁ I am present.

<u>Principal Parts</u>	<u>Irreg. III-1</u>	
Simple Perfect	አለ	
Contingent	ይል	
Gerund	ብሎ	(regular)
Jussive	ይበል	
Infinitive	ማለት	
Agent	ባይ	(regular)

2) ተወ leave

This is an irregular III-2 verb. Its Principal Parts may be compared with those of the regular ቸጠ, sell (Sec. 68).

<u>Principal Parts</u>	<u>Irreg. III-2</u>	
Simple Perfect	ተወ	(regular)
Contingent	ይተወ	(2nd f. ትተይ)
Gerund	ተቶ	
Jussive	ይተወ	(2nd f. ትተይ)
Infinitive	መተወ	(regular)
Agent	ተዩ	(or ተይ)

3) ሻ want, seek

This is the only one-letter verb in the language. It has the formation and conjugation of a II-1-A verb less the 1st radical (and hence also the doubling of the penultimate radical). It is synonymous with ፈለገ, (I-B), the latter being used, rather, in modern speech.

<u>Principal Parts</u>	<u>II-1-A less first rad.</u>
Simple Perfect	ሻ
Contingent	ይሻ
Gerund	ሻቶ
Jussive	ይሻ
Infinitive	መሻት
Agent	—

A "euphonic" ለ is sometimes added before the consonant, sh, in the Simple Perfect and the Imperative, but this has no grammatical significance.

Slightly Irregular Verbs.

105. A few verbs, which are substantially regular, are found to display some slight irregularity, or to possess perhaps one irregular part. The following list, while not exhaustive, includes the most important:--

- 1) መሻ come (II-1-A), has irregular Imperative (but not Jussive): ና (m), ነይ (f), ኑ (pl).
- 2) ሸሸ flee (II-2-A), has irregular Infinitive: መሸሸ (like III-2).
- 3) አበቺ make, repair (D.C. II-2-B), has irregular Jussive: ያብቺ (and Imperative: አብቺ).
- 4) አማረ be pleasing, beautiful (D.C. III-1), is confused with an unused Basic I-A form, አመረ, whose Jussive, ይመር, it uses. This I-A form also appears in the Indirect Causative አሳመረ, make pleasing, beautiful.
- 5) አሻቆ tilt upwards (D.C. 1 Int. C.S. I), follows Type B instead of Type C (as other Changed Stem verbs), doubling its penultimate radical throughout.
- 6) The unused II-2-A Basic form ገኘ (its D.C. is አገኘ, find) makes the P. 2 Int. C.S. form ተገናኘ (more usually than the regular ተገኘኝ), meet.

Cases of irregular Agents and Instruments are mentioned in Sec. 51, footnotes.

Compounds of አለ
(" አለ Verbs")

106. Many compound verbs are constructed by placing some word before the verb አለ (hence " አለ Verbs").

Since አለ means "say" it is probably that the original verbs of this kind were simply expressions describing real or imaginary speech, such as are still very common.

e.g. መዝጊያው አለብኛልትም አለ = 1 The door said "I won't open" (i.e. The door would not open).
በኃይል ብገፋው እምቢ አለ = 2 When I pushed it hard it said, "I won't!" (i.e. It refused).

Thus we have a verb እምቢ አለ , refuse

ብመታውም ኳኳ አለ = And when I hit it it said "Kwakwa" (i.e. It rattled).

Thus we have a verb ኳኳ አለ , rattle, clatter, knock.

This last is an example of a verb which describes an action by imitating its sound--the most direct form of onomatopoeism. A great many " አለ Verbs" do this (further examples are: እቶ አለ , blow, puff; ኩብ አለ , rustle; ጠብ አለ , drip; እፎ አለ , sigh). In such cases, although no real speech is described, አለ still has some sense of "saying".

But today the majority of " አለ Verbs" do not imitate speech or sound, the verb አለ being used in them simply as the operative word (i.e. with its persons, tenses etc. to supply a means of conjugating), but without any sense of "saying": e.g. ቁጥጥ ብላለች = She has sat down (from ቁጥ አለ , sit down); ከቶ ይላል = It is high (from ከቶ አለ , be high). This does not mean, however, that onomatopoeism is no longer present, for even in cases where the " አለ Verb" does not imitate a sound, its own sound is often, nevertheless expressive of the action: e.g. ብላጭ አለ , flash; ዱብ አለ , land suddenly on the ground; ሙሉላላላላ አለ , be slippery; ብቆ አለ , appear suddenly, "turn up".³ The whole system of " አለ Verbs" is, in fact, bound up with onomatopoeism, and thereby furnishes the Ethiopian with a favorite and extremely vivid means of expression.

107. Some of the words compounded with አለ have, in the first place an independent use of their own, their special use with አለ being purely secondary:

e.g. እምቢ I won't!, which gives us እምቢ አለ , refuse.

እሺ All right!, which gives us እሺ አለ , agree.

ይቅር let it be cancelled (Jussive of ቀረ II-2-A), which gives us ይቅር አለ , forgive.

ቶሎ quickly, which gives us ቶሎ አለ, found chiefly in Imperative: ቶሎ በል be quick!

ወዲህ hither, which gives us the Imperative form ወዲህ በል bring (it) here.

108. But most words compounded with አለ are forms which properly belong to the " አለ Verb" and have no independent use.⁴ Such forms most commonly end with a consonant, which is doubled and in pronunciation links up with the first letter of አለ (a device which greatly increases the expressiveness of the phrase; for the more the doubling is emphasized the more forcefully is the sense expressed); e.g. ዝቶ አለች (she stayed quiet, said nothing) is pronounced "zīm-maläch". But this doubling is less prominent, or even omitted, before parts of አለ beginning with a consonant: e.g. Stay quiet (m)! may be ዝም በል = as well as ዝቶ በል =

1. This combination, a negative 1st person Simple Imperfect followed by the verb አለ actually forms a special class of አለ verb indicating refusal:

e.g. አልነኝም አለች = She refused to rise (lit. She said "I won't rise").

እንተውም ይላሉ = They refuse to stop (lit. They say "We won't stop").

These frequently drop the negative suffix ም

e.g. ምስግሩ አልነቅል አለኝ = The nail refused (to me) to come out (lit. The nail said to me "I won't come out").

A curious feature, which sometimes appears when the negative ም is thus omitted, is that the object suffix attached to the negative verb is not in the person appropriate to the point of view of the subject of that verb but of the subject of አለ .

e.g. አላገኝኝ አለች = She refused to help me (lit. She said "I won't help me").

አለብኛልትኝ አለ = It refused to open for me (lit. It said "I won't open for me").

But when the negative ም is not dropped the object suffix will be in the logical person:

አላገኘህም አለች = She refused to help me (lit. She said "I won't help you").

አለብኛልትህም አለ = It refused to open for me (lit. It said "I won't open for you", f).

2. For እምቢ see Sec. 269 on the Interjections.

3. Tastes and smells are similarly, if not onomatopoeically, described: e.g. ጩጩ ይላል = It tastes salty (lit. It says "Salt salt").

4. Except, sometimes, an interjectory use, when the Imperative of አለ can still be understood:

e.g. ቀሽ በል! (Go slow!) can be reduced to ቀሽ! (Slow!)

109. The word preceding **ለለ** is sometimes reduplicated, the purpose being to indicate repetition, continuity or progression.

e.g. **ጠብ ለለ** , drip (once); **ጠብ ጠብ ለለ** , keep dripping (repetition).
ፈጠኝ ለለ , hurry **ፈጠኝ ፈጠኝ ለለ** , hurry along (continuity).
ዝቅ ለለ , be low **ዝቅ ዝቅ ለለ** , get lower and lower (progression).

The same device may also be employed to indicate reciprocity:
e.g. **ጠጋ ለለ** , go close up; **ጠጋ ጠጋ ለለ** , go close together.¹

110. There are two main divisions of "**ለለ** Verbs", which can be designated (1) Primitives, and (2) Derivatives:

1) Primitives.

These are themselves original verbs and not just forms based on other verbs.² The following are typical examples:--

ቀሽ ለለ	go slow, be careful, quiet	ቁጥቅ ለለ	sit down
ዝቃ ለለ	be silent, say nothing	ጸቕ ለለ	be, become calm
ከኛ ለለ	be, become high	እኛ ለለ	blow, puff
ዝቅ ለለ	be, become low	ጥፈ (ጥላ) ለለ	not care about, neglect
ብድግ ለለ	come up, rise	ደሰ ለለ	be pleased (impersonal) ³
ወገግ ለለ	start getting light	ቅሮ ለለ	be displeased (impersonal) ³
ብቅ ለለ	appear, "turn up"	ትኸ ለለ	occur to, remember (impersonal) ⁴

2) Derivatives.

In these the words compounded with **ለለ** are derived from ordinary verbs. There are two standard patterns on which they are fairly regularly formed:--

a) The "Weak" Form; in which the 1st and penultimate radicals are both 1st forms, except as affected by contraction in the basic verb. This is used to introduce an element of "slightness" into the sense of the original verb.⁵ The following are typical examples:

ቀረብ ለለ	approach a little,	from	ቀረበ	approach (I-A).
ለለኛ ለለ	pass on a little,	from	ለለረ	pass (I-A).
ጠቁሮ ለለ	become, be dark	from	ጠቁረ	become, be black (I-A).
ለወቅ ለለ	change a little (intrans.),	from	ተለወጠ ⁶	change (intrans.; I-B).
ነጣ ለለ	become, be light (in colour),	from	ነጣ	become, be white (II-1-A).
መቸጥ ለለ	become a little late (evening),	from	መቸጥ	become late (evening) (II-2-A).
ሣቅ ለለ	smile, laugh slightly,	from	ሣቀ	laugh (III-1).
ሄድ ለለ	go a short way,	from	ሄደ	go (III-2).
ጥቅ ለለ	become, be rather warm,	from	ጥቀ	become hot (III-3).
ጉጉበሰ ለለ	stoop a little,	from	አጉጉበሰ	stoop (D.C. IV).
በርታ ለለ	get a little stronger,	from	በረታ	get strong (V-1).
ሰለቸጥ ለለ	get slightly bored, weary of,	from	ሰለቸ	get bored, weary of (V-2).

b) The "Strong" Form, in which the 1st and penultimate radicals are both 6th forms. In Group I and II stems the penultimate radical is generally, but not invariably, doubled. This form is used to introduce

1. The verb from which **ጠጋ ለለ** is derived is **ተጠጋ** go right up against, take shelter (P. II-1-B), the reciprocal form of which, **ተጠጋኝ** , means the same, only stronger, as **ጠጋ ጠጋ ለለ** (see Sec. 97 (1) on Reciprocal Verbs).

2. This does not mean that they are never related to other verbs; but, where they are, it is probably the ordinary verb which is derived from the "**ለለ** Verb" rather than the reverse: e.g. **ካካ ለለ** (rattle, knock) gives us the P. Ext. 1 Int. C.S. II-1 verb **ተጎካካ** (same meaning); **ጠብ ጠብ ለለ** (keep dripping) gives us the P. Ext. 1 Int. C.S. IV verb **ተጎጠብጠብ** (same meaning).

3. See Sec. 146 under Impersonal Verbs.

4. See Sec. 142 under Impersonal Verbs.

5. With which, however, in colloquial Amharic it is often practically synonymous.

6. The Passive form is given as the parent verb in cases where the "**ለለ** Verb" corresponds in the meaning to the Passive rather than to the Basic form.

an element of intensity into the sense of the original verb.¹ The following are typical examples:--

ገርኞ አለ	be amazing,	from	ገረመ	be wonderful (I-A).
ብቸሽ አለ	snap (intrans.),	from	ተበሽሰ ²	be broken, torn (P. I-B).
ብኝኝ አለ	start up violently (from sleep),	from	ብኝኝ	start up (from sleep) (I Int. C.S. I).
ፍልቸ አለ	boil quickly (intrans.),	from	ፈሻ	boil (intrans.) (II-1-A).
ቅርቸ አለ	completely stop coming,	from	ቀረ	remain away. ³ (II-2-A).
ብሰብሰ አለ	become completely rotten, soaked,	from	በሰበሰ	rot, get soaked (IV).
ፍንጽቸ አለ	burst suddenly,	from	ፈነኝ	burst (V-1).
ብልቸቸ አለ	get very bored, weary of,	from	ብለቸ	get bored, weary of (V-2).

111. In the above examples (both "Weak" and "Strong" Forms) the sense of the original verb is modified in a regular and predictable manner. But there are some Derivative "አለ Verbs" whose sense modification is not so regular and predictable:

e.g. መለሰ አለ, from ተመለሰ, return (intrans.; P. I-B), is not only used for "return a little way" (regular), but also for "turn round", "face about".

ዘሮ አለ, from ዘረ, turn (intrans.; II-3), is not only used for "turn a little" (regular), but also for "make way", "get out of the way".

መጠቸ አለ, from መጠጠ, suck up (I-A), is used for "become dryer".

አልፎ አለ, from አላፈ, pass (I-A), though a "Strong" Form, is used for move along a little, move over.⁴

In extreme cases of divergence from the original sense the "አለ Verb" may as well be regarded as Primitive:

e.g. ከተፋ አለ, suddenly appear

from (?) ከቸፈ, slice (I-A).

እልጾ አለ, vanish,

from (?) አሰመ, dream (I-B).

112. Sometimes the sense of slightness or intensity is further increased by the reduplication of the last two radicals, on the pattern of a Frequentative Verb.^{5 6}

e.g. ጨለመ, get dark (I-B), makes the following "አለ Verbs":--

"Weak" Form

ጨለም አለ get rather dark

ጨለምለም አለ get just a little dark

"Strong" Form

ጥልጥም አለ get very dark

ጥልጥምልጥም አለ get extremely dark

ተደባለቀ, become mixed (P.¹ Int. IV), makes the following "አለ Verbs":--

"Weak" Form

ደብለቅ አለ become rather mixed

ደብለቅለቅ አለ become just a little mixed

"Strong" Form

ድብልቅ አለ become very mixed

ድብልቅልቅ አለ become extremely mixed

1. In introducing an element of slightness or intensity into the meaning, these Derivative "አለ Verbs" are very similar to the 2 Int. C.S. derived forms (see Sec. 97. 5, 6). But while the 2 Int. C.S. verb is liable to give either sense, the "አለ Verb", with its two distinct forms, is more explicit.

2. See footnote 6, page 57.

3. This, of course, is only one of the possible meanings of ተረ; see Sec. 335 (a).

4. = ፈቀቸ አለ

5. For Frequentative Verbs see Sec. 93 (3) footnote.

6. This reduplication of the last two radicals may also indicate repetition or reiteration, in the same way as the reduplication of the word itself (see Sec. 109 above).

e.g. አብለጨለጨ glitter (D.C. Ext. C.S. IV -- a Frequentative Verb), has:--

ብልጥ አለ	flash;] አለ keep flashing
ብልጥ ብልጥ		

Causatives of "አለ Verbs"

113. "አለ Verbs" are rendered Direct Causative by the substitution of አደረገ , do (D.C. I-A), for አለ . They are made Indirect Causative by the substitution of አሰኘ , nominate (i.e. cause to be called or "said"; I.C. II-2-B) for አለ .

- e.g. ከኛ አደረገውት ። I put it higher (from ከኛ አለ , be high).
 ዝቻ አሰኘንት ። I made them stay quiet (from ዝቻ አለ , be quiet).
 አልኛ አደርገው ። Move it along.] (from አልኛ አለ , move along).
 አልኛ አሰኘው ። Make him move along.]

Nouns formed from "አለ Verb" Stems.

114. As previously mentioned, the words compounded with አለ generally have no independent use; but nouns are formed from many of them by the addition of the suffix ታ ; for which see Sec. 166, under Nouns.

The Union of Like Consonants in Verbs.

115. The principle of the union of like consonants when adjacent plays an important part in the conjugations of some verbs.¹ These are verbs which have their penultimate and last radicals alike (e.g. በረረ , fly). All that is required for the union of such radicals is that both be single (which rules out Type B verbs), and that there should be no vowel between them--the first of the two, then, must be in the 6th form.²

Parts of a I-A verb in which these conditions are fulfilled are:

- The Contingent: ይበርር → ይበር
 The Gerund: በርር → በር (but 1st singular is በርረ)

In a Group II (Type A) verb whose penultimate radical is ተ (e.g. መታ , hit) the conditions are fulfilled in the Gerund መታቶ → መቶ (but 1st singular is መታቶ).³

In a 1 Int.C.S. I verb (e.g. ዳሰሰ , touch with hand, stroke) the conditions are fulfilled in:--

- The Gerund: ዳሰሰ → ዳሰ
 The Jussive: ዳሰሰ → ዳሰ

In D.C. I-A verbs (e.g. አነበበ , read) the conditions are fulfilled in the Contingent at any rate; but in the Gerund and Jussive, since two 6th form radicals stand together and they cannot both be vowelless, the fulfilment of the conditions depends on whether one elects to give a vowel to the first or the second 6th form (either way being permissible):--

- The Contingent: ያነብብ → ያነብ
 But the Gerund can be either አነብቦ (pronounced anbībo) or አነቦ ; and the Jussive can be either ያነብብ (pronounced yanbīb) or ያነብ .⁴

1. This principle, that two adjacent single consonants of the same kind unite to form one double consonant, is dealt with in Sec. 10, under the Doubling of Consonants.

2. Although such union is practically invariable in speech, the two radicals are still sometimes written separately.

3. In spoken (but not written) Amharic such union also commonly takes place in the Gerund of Group II verbs whose penultimate radical is ጠ or ደ ; but this is really a case of the assimilation of the preceding by a following consonant, for which see Sec. 14.

e.g. The Gerund of መገኘ (come) is መገገቶ , but is commonly pronounced mät-to.

The Gerund of ሰጠ (give) is ሰጠቶ , but is commonly pronounced sät-to.

The Gerund of ነገገ (drive) is ነገገቶ , but is commonly pronounced nät-to.

But when, as in the last case, the combination is dt , it is sometimes pronounced as rt instead of as a double tt : e.g. ነገገቶ may be pronounced närtō .

4. The same might be expected to apply to the Gerund and Jussive of Group IV verbs whose last two radicals are alike (e.g. ጠመዘዘ , twist), and to the Gerund of Group V verbs whose penultimate radical is ተ (e.g. በረረቶ , become strong). But in these cases the 6th form vowel, ፊ , is regularly pronounced between the two like consonants, and so prevents their union: e.g. the Gerunds ጠጠጠጠ and በርርቶ are pronounced respectively tämzīzo and bärčito .

In Int.C.S. derived forms of these Groups, however, the union of the consonants is liable to take place (see Sec. 100, footnote on Gerund of አሰረታቶ).

116. When the two uniting radicals are absorbent the absorption of the 2nd feminine suffix *i*, results in the saturation of both of them together, except sometimes in the case of Λ

e.g.	ወደደ (love) has 2nd feminine Contingent	ትወደ or ትወደ
	ከሰሰ (accuse) has 2nd feminine Contingent	ትከሰ or ትከሰ
	አዘዘ (order) has 2nd feminine Contingent	ታዘዘ or ታዘዘ
But	አለለ (jump) has 2nd feminine Contingent	ትዘይ or ትዘይ ትዘልይ or ትዘልይ

The Formation of Negatives

117.

Rule 1. A verb is made negative by the prefixing of **አል** (or, for the Infinitive, **አለ**). The suffix **ም** is also normally added, provided that the verb is both a main verb and in the Indicative Mood.²

Rule 2. When the negative prefix **አል** comes in contact with the personal prefixes of the Contingent or Jussive, contraction takes place, as follows:--

አል + አረሻግ	=	አልረሻግ
አል + ትረሻግ	=	አቸረሻግ
አል + ይረሻግ	=	አይረሻግ
አል + እንረሻግ	=	አንረሻግ

(These four examples cover all the personal prefixes.)

Rule 3. The Gerund, the auxiliary verb **አለ**, the Imperative Tense, the Agent³ and the Instrument have no place in the negative conjugation.⁴ The parts of the verb, therefore which can be made negative by the application of Rules 1 and 2 are:--⁵

(a) The Simple Perfect

e.g.	አልሰበርሁም =	[I did not break (Simple Perfect).
	አልሰበርሁም ነበር = ⁶	[I have not broken (acting for Present Perfect).
		[I had not broken (Past Perfect).

(b) The Simple Imperfect (Contingent)

e.g.	አይሰሙም	[They do not hear (Simple Imperfect).
	አይሰሙም ነበር =	[They are not hearing, will not hear (acting for Present Imperfect).
		[They were not hearing (Past Imperfect).

(c) The Jussive

e.g.	አልሂድ	Let me not go. Shall I not go?
	አትምግ ⁷	Do not come (m).
	አንቀም	Let us not stand. Shall we not stand?
	አይግቡ	Let them not come in. Shall they not come in?

(d) The Infinitive⁸

e.g.	አለመጠጣት	not to drink, not drinking.
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1. Or **ት**
2. i.e. Dependent verbs do not take the negative suffix **ም**, nor main verbs in the Imperative Mood.
3. Exception: **አለዋቂ** a non-knower, i.e. an ignorant person.
4. In some northern dialects a negative Gerund is found. But the student can ignore this.
5. For the Indicative tenses, when negative, refer also to the Limited Tense Scheme chart (Sec. 25).
6. As the Gerund is ruled out of the negative conjugation its place is taken in negative compound formations by the Simple Perfect (which is the only other Perfect element that the verb possesses).
7. Since there is no negative of the Imperative Tense, the Jussive is used for the 2nd persons.
8. Only Substantial Infinitives which clearly have the character of nouns are made negative (see Sec. 126 under Uses of the Infinitive):

e.g. **ቅቤ ባለመጠጣት ከሰሁ** = By my not eating butter I became thin.

The following further examples (Simple Perfect, Simple Imperfect and Jussive) will serve to illustrate more fully the application of the above rules:-- 1

Negative Simple Perfect.

አልጨረሰሁም	or	አልጨረስኩም	I did not finish, have not finished
አልወለጃለሁም	or	አልወለጃለኩም	you (m) did not wipe, have not wiped
አልጣልኸም			you (f) did not throw away, have not thrown away
አላየም			he did not see, has not seen
አልጠፋችኛም			she did not get lost, has not gotten lost
አልተቀበልንም	or	አልተቀበልንም	we did not receive, have not received
አላደረጋችሁም			you (pl) did not do, have not done
አልሰለፏችኛም			they did not get bored, have not gotten bored

Negative Simple Imperfect.

አላውቅም		I do not, shall not know; am not knowing	
አትገኝም		you (m) do not, will not find; are not finding	
አትሄድም	or	አትሄዷልም	you (f) do not, will not go; are not going
አያስፈልግም		it is not, will not be necessary	
አትሀነኝም		she does not, will not forget; is not forgetting	
አንኖርም		we do not, shall not live; are not living	
አትሰጡም		you (pl) do not, will not give; are not giving	
አይሰበሩም		they do not, will not, get broken; are not being broken	

Negative Jussive.

አልያዝ	let me not hold; shall I not hold?
አትቆሙ	do not sit down (m)
አትጠቢ	do not wash (f)
አይሁን	let him not become, be; shall he not become, be?
አትንጣ	let her not pick up; shall she not pick up?
አንመርምር	let us not examine; shall we not examine?
አትሳልፉ	do not let pass (pl)
አይፈልጉ	let them not seek; shall they not seek?

118. The negative suffix ም is sometimes transferred to the preceding word, the negation being thereby shown to apply specifically to this word: e.g. አግርኛም አያውቅ? Doesn't he know Amharic? Similarly if ም, used as an Indefinite suffix,² or as a conjunction meaning "and", "even" etc.,³ is attached to one of the words preceding the negative verb, the negative suffix ም is sometimes dropped (as though the other ም were acting for it):

e.g. የጉም አላሄድ = I am not going anywhere
 ሰጉጉንም አይፈልግ = He does not even want the watch.

Special Negative Construction.

119. There is another negative construction (quite distinct from the regular negative conjugation outlined above) which is used for asking negative questions which expect an affirmative answer:-- 4

The participle (Gerund or Contingent) is followed by the auxiliary verb in the negative (written as a separate word, and generally impersonal, i.e. in the 3rd masculine singular for all persons):

e.g.	ጨረሰህ የለም?	You (m) have finished, haven't you?
	ወጥታ አልነበረም?	She had gone out, hadn't she?
	ትመለህ የለም?	You (f) are coming back, aren't you?
	ይፈሩ አልነበረም?	They were afraid, weren't they?

1. All these examples, like the former ones given under Rule 3, are assumed to be main verbs; the suffix ም is therefore added where the mood is Indicative (see Rule 1 above).
2. See Sec. 219, on Indefinite Pronouns.
3. See Sec. 260 (2), under Conjunctions.
4. As with the French "n'est-ce pas?", or the German "nicht wahr?".

Verbs of "Becoming"
("Become Verbs")

120. A feature which has an important effect on the practical application of the Amharic tense scheme is that verbs which are used to describe a state¹ commonly do so by indicating, not the state itself, but the initial entry into the state. Thus, while English would say "He is sitting", i.e. "He is in the state of sitting", Amharic says "He has sat down", i.e. "He has entered into the state of sitting" or "He has become seated". The English verb, then, has the sense of "being" ("He is sitting") but the Amharic verb has the sense of "becoming" ("He has become seated"). The result is that where English, in describing state, would use an Imperfect tense or participle, Amharic uses the corresponding Perfect tense or participle:² e.g. "He is sitting" (Present Imperfect Tense) is rendered ተቀምጦአል "He has become seated" (Present Perfect Tense).³

"He was sitting" (Past Imperfect Tense) is rendered ተቀምጦ ነበር "He had become seated" (Past Perfect Tense).

"He works sitting" (Imperfect Participle) is rendered ተቀምጦ ይሠራል "He works having become seated" (Perfect Participle).

On the occasions when Amharic, in describing state, uses an Imperfect tense, it means that the entry into that state (the "becoming") is not yet completed, and, therefore, that the "being" in that state is still future: e.g. ይቆራል (Present Imperfect Tense) renders "He will sit" (Future Tense).

When, however, these "Become Verbs" are employed to describe action rather than state, their sense of "becoming" is lost and they use the tenses in the normal manner:

e.g.	በደንገት ተቀምጦ =	He suddenly sat down (a single act).	
	ሙሉ ቀን ተቀምጦ =	He sat the whole day.	
	ሙሉ ቀን ይቆራል ነበር =	He was sitting the whole day.] (continuous action).
	ሁል ጊዜ ይቆራል =	He always sits (habitual action).	

Uses of the Infinitive

121. The Infinitive is a verb-noun, as it partakes of the nature both of a verb and of a noun. In that it describes an action it is verbal, and in that it is the name of that action it is substantival (i.e. a noun). Since it is verbal it can be the verb of a clause, but it can never be the main verb of a sentence.⁴

English possesses two verb-nouns: the Infinitive (e.g. to eat) and the Verb-noun in "ing" (e.g. eating)⁵ Both of these are translated by the Amharic Infinitive.

122. The preposition ለ is very often prefixed to the Infinitive (corresponding closely to the "to" of the English Infinitive). This combination, i.e. ለ + Infinitive, is really an adverbial phrase of purpose (e.g. ለግባት ተነሳ = He got up to see; lit. he got up for seeing). But it is used so frequently without specific reference to purpose that it must be regarded as itself a form of Infinitive. We will call it then the "Adverbial Infinitive", as opposed to the plain Infinitive without ለ, which we will call the "Substantival Infinitive".

There is some difference between these two forms of Infinitive in use. The Substantival Infinitive is naturally the one employed when the sense is more definitely substantival (i.e. when the noun character is prominent), and in such cases it corresponds to the English Verb-noun in "ing" rather than to the English Infinitive. Conversely it will probably be the Adverbial Infinitive which is employed when the sense is more

1. This includes quality, size etc. See also on Adjectival Verbs (Sec. 184).

2. In terms of our Tense Scheme chart (Sec. 24), one has to cross over from the right hand side to the corresponding space on the left hand side.

3. The Simple Perfect can be used as an alternative to the Present Perfect, and is in fact especially favoured by some "Become Verbs"; e.g. በታች ነገር ለገባል (lit. It became enough); ጠቅላይ ገባል (lit. It became lost). But the Present Perfect, as its name suggests, has more specific reference to present state, and is therefore generally preferable.

4. See Sec. 274, under Compound Sentences.

5. The same form as the Present Participle, but with quite a different use.

definitely adverbial, i. e. when the function of the Infinitive is to qualify another verb; and in this the use of the Adverbial Infinitive is seen to be very close to that of the English Infinitive. There is, nevertheless, considerable overlapping, and the two forms are very often interchangeable. Their respective spheres of use may be summarized as follows:--

- (a) To express purpose, the Adverbial Infinitive must be used:
 - e.g. ቁርስ ለመብላት ገብቷል ። He has gone in to eat breakfast.
 - እህል ለመሸመት ትሄዳለች ። She is going to buy grain.
- (b) To complete the sense for another verb, either form can be used:
 - (ለ) ማረፍ እፈልጋለሁ ። I want to rest.
 - ይህንን (ለ) ማንበብ ትችላለህ ። You (m) can read this.
 - (ለ) መናገር ጀመረች ። She started speaking (or She started to speak).
- (c) In all other cases the Substantival Infinitive must be used:
 - e.g. ጥያቄ መጠየቅ መጥፎ አይደለም ። Asking questions is not bad (or It is not bad to ask questions).
 - መርጥህን አየሁ ። I saw your running.
 - ከመተኛት ሥራ ትወዳለች ። She likes work better than sleeping.
 - ገመዱን በመያዝ ዳንኩ ። I was saved by my holding onto the rope.
 - አዲስ በመሆኑ ዋጋው ብዙ ነው ። Being (lit. By its being) new its price is high.

123. As the above examples illustrate, the Infinitive, like an ordinary verb, can take an object or an attribute (but not an object suffix); while in its more substantival use it is also just like an ordinary noun in acting as the subject or object of another verb, prefixing prepositions, suffixing the definite article or the possessive suffixes, etc.

124. An Amharic Infinitive is often best rendered in English by an abstract noun of action, but unlike the latter it distinguishes between the active and the passive sense:

- ከብታችንን በመስረቱ ምክንያት ታሰረ ። He was imprisoned because of his theft of (lit. stealing) our cattle.
- የከብታችን መሰረቅ በጣም አሳሽነን ። The theft (lit. being stolen) of our cattle made us very sad.
- እዳዬን በመክፈል አዳንሽኝ ። By payment of (lit. paying) my debt you (m) saved me.
- መሸፈሉ መዳኔ ነበረ ። Its payment (lit. being paid) was my salvation (lit. being saved).

125. The Infinitive (more especially the Adverbial Infinitive) has an equivalent in **A** + Contingent. These two forms are largely interchangeable; but the latter must be employed whenever it is necessary to add an object suffix (even in the more substantival use), since the Infinitive itself cannot take one. As dependent verbs both of these forms generally have the same subject as the verb on which they depend.¹ With English Infinitives this is often not so, but in such cases Amharic prefers to use **እንድ** + Contingent.²

126. Substantival Infinitives are made negative by the addition of the prefix **አለ** ³

- e.g. አለመቆጣታቸው ያስገርግዳል ። His (pol) not getting angry is extraordinary.
- ሕጉን ባለመጠበቅ ተከሰሰ ። He was accused of (lit. with) not keeping the law.

But Infinitives expressing purpose or completing the sense for another verb (whether Adverbial or Substantival) are not found in the negative.⁴

127. The Infinitive as the subject of **ነው** is used colloquially to indicate what has to be done:

- e.g. ምን ሥራ አለ አሁን? What work is there now?
- ቤቱን መጥረግ ነው ። The house must be swept.
- መጥረጊያው ግን አልቋል ። But the broom is worn out (lit. finished).
- አዲስ መግዛት ነዋ ። 5 Why then, we must buy a new one.⁶

1. If the two subjects are not the same grammatically, then, at least, they are likely to be so logically; as, for instance, when the verb is impersonal (for which see Sec. 138).

2. The points mentioned in this paragraph are dealt with in Sec. 265 (4 and 5) on the conjunctions **A** and **እንድ**.

3. See also Sec. 117, Rule 3 (d) footnote, under the Formation of Negatives.

4. **A** + Contingent, also is very rarely used in the negative. But there are a number of other devices which can be employed instead:

- e.g. ለመመለስ አይፈቅድም ። He wishes not to return (lit. He does not wish to return).
- አለመጠባት ይሻለኛል ። I prefer not to drink (lit. Not drinking is better for me).
- እንዳትወድቅ ተጠንቅቅ ። Take care not to fall (lit. Take care that you should not fall).
- ለማንም አልነግርም ብላ ተስፋ ሰጠችኝ ። She promised me not to tell anyone (lit. She promised me saying "I will not tell anyone").
- የሳያውቅ ይመስላል ። He seems not to know (lit. It seems that he does not know).

5. ነዋ = ነው + suffix **a**, the latter meaning "Why then" etc. (see Sec. 269 (23) under Interjections).

6. For the use of the Infinitive to express Imminence see Sec. 298 (b), under the Idiom.

Uses of the Gerund

128. The Gerund is a Perfect Participle, corresponding most nearly to the English Past Participle, like which it can be used either in connection with an auxiliary verb to form a compound tense,¹ or itself as the verb of a dependent clause.²

In the latter use, it is most normally translated by an English Past Participle:

e.g. ልብሳቸውን ለብሰው እውጭ ወሱ = Having put on their clothes they went outside.³

But since it denotes complete action rather than past time it is sometimes better rendered with an English Present Participle:

e.g. አልጨረሰኩም ብላ መልስ ሰጠች = She gave answer saying "I have not finished".⁴

129. The type of dependent clause which has a Gerund as its verb is adverbial; and since a clause may well consist solely of the verb form, the Gerund is often a complete clause in itself, and therefore, in effect, an adverb:

e.g. ፈርታ ጮኸች = She cried out in fear (lit. fearing).

ቁስሎ ወደቀ = He fell wounded.

ተመልሼ መጣሁ = I have come back (lit. I have come returning).⁵

130. The Gerund and the verb on which it depends have the same subject (if not grammatically, at least logically, as illustrated by the second example below).^{6 7}

e.g. ገረዱ የኔ ነው ብላ ወሰደችው = The maid took it thinking it was hers (lit. saying "It is mine").

ገረዱ የርሷ መስሎአት ወሰደችው = The maid took it thinking it was hers (lit. it seeming hers to her).

Provided, thus, that its subject is the same as that of the other verb, a Gerund may be used to render "after":

e.g. እራት በልቺ እተዳለሁ = After I have eaten supper I go to bed.

But እራት ከሰላሁ በኋላ አሸከረ ሰላጭን ያነጣል = After I have eaten supper, my servant clears away the dishes.⁸

131. While English nearly always co-ordinates two actions performed by the same person, with the conjunction "and" or some equivalent, Amharic very frequently subordinates one to the other by expressing the first with a Gerund (though it is perhaps of no less importance).^{9 10}

e.g. ወንዙን ተሻግሯ ወደ መንደሩ ደረሰኩ = I crossed the river and arrived at the village.

When more than two actions are performed a succession of Gerunds can be used, without any co-ordinating "and";

e.g. ዳቦ በልተን ወተት ጠተን ጠግበን ተንዝነ = Having eaten bread and drunk milk we set out satisfied.

132. Sharing its subject, the Gerund is apt to be very closely associated with the verb on which it depends, especially when, as an adverb, it is coupled together with that verb.¹¹ In this close association it partakes not only of the latter's time sense (i. e. past, present or future; as the above examples show) but also of its

1. See Sec. 24 on The Tense Scheme.

2. See Sec. 274 under Compound Sentences.

3. ስ + Contingent of እቆመ or አበቃ is sometimes added after the Gerund without especially changing the sense. Thus a variation of the above example might be ልብሳቸውን ለብሰው ሲያቆሙ (ሲያበቃ) እውጭ ወሱ =

4. This is especially the case (a) when the Gerund of አለ is used in reporting speech (as in this example); and (b) when a Gerund is used as an adverb (i. e. a one-word adverbial clause; see next paragraph).

5. See Sec. 257 under Adverbs.

6. Though this can be taken as a rule, in practice there is some looseness in the matter.

7. An exception is when a Gerund is used before a verb of perception (such as አየ, see; አገኘ, find) to describe the state, not of the subject but of the object of that verb:

e.g. ዘበኛው ተሻቶ አገኘሁት = I found the watchman asleep.

8. For the use of the conjunction ከ በኋላ see Sec. 264 (8).

9. "Go and --", "Come and --", however, are usually expressed with two co-ordinated Imperatives, as in English: e.g. ሂድኛ አምጣው = (rather than ሂደህ አምጣው =) Go and fetch it.

10. Similarly, by using the subordinating conjunctions እየ and ስ, both of which give the sense of an Imperfect participle; see Secs. 264 (9) and 265 (2) under Conjunctions.

11. The second example in Sec. 131 (above) illustrates this; compare ጠግበን (the Gerund which is coupled together with the main verb) with the other Gerunds.

mood (Indicative, Imperative or Infinitive):

- e.g. አሱቱ ገብቼ አየሁ ። I went into the shop and saw -- Indicative Mood.
- አሱቱ ገብተህ አይ ። Go into the shop and see -- Imperative Mood.
- ገብተው ለግዩት ይረገጡ ። They want to go in and see -- Infinitive Mood.

It can even partake of its negation:

- e.g. ገብተሽ አላየሽውም ። You (f) did not go in and see it.

133. When the Gerund and the verb on which it depends have the same pronoun object, a single object suffix attached to the latter verb will express it for both of them:

- e.g. አንሥታ አመሳኝው ። She picked it up and brought it.

But when the pronoun object is not common to both verbs the Gerund takes its own object suffix.

- e.g. አንሥታው ሄደች ። She picked it up and went.

Abnormal Uses of the Contingent

134. The normal uses of the Contingent, whether as a participle or a tense, are covered in the sections on Verbs, Relative Pronouns, Subordinating Conjunctions etc. A few abnormal uses, however, must also be mentioned:--

135. There are two 3rd masculine singular Contingent forms which have a special use as adverbs of comparison:¹

- ይልቅ (from ላቀ , be pre-eminent; III-1) more, rather
- ይበልጥ (from በሰጠ , be greater; I-A) more

These are both compounded with ከ (than) in the Comparative construction, for which see Sec. 290. But their use is not confined to comparative sentences:

- e.g. እኛቷን ይልቅ ለግዩት ትመኝ ነሽር ። She was longing rather (or, more especially) to see her mother.

From ይልቅ comes the idiomatic expression ይልቅንም , an adverbial accusative form meaning "and especially", "moreover":

- e.g. ይልቅንም እኛቷን ለግዩት ነው የሄደች ። And especially it was to see her mother that she went.

136. Another 3rd masculine singular Contingent form which has a special use is ያህል (from አከለ , be equal to; I-B²), which may be translated "amounting to", "as much as"^{1,3} It is common in such expressions as:--

- ምን ያህል how much? (lit. amounting to what?)
- ይህን ያህል this much (lit. amounting to this)
- ምንም ያህል however much

It is also used with relative phrases, thus:

- የጠየቁትን ያህል ነው ። It is the amount they asked for.
- የሚያላኝን ያህል እንሰጡ ። I shall read as much as possible (lit. as is possible to me).

ያህል can also indicate approximation:

- e.g. መቶ ያህል about a hundred (lit. amounting to a hundred).⁴

137. Apart from its use with ordinary auxiliary verbs (in the regular tense formations etc.), the Contingent is sometimes found with የመረ (start: I-B) acting as the auxiliary verb. When የመረ is employed in this way, like the auxiliary verb ነሽረ it drops its personal suffixes.

- e.g. ያጠኑ የመረ ። They started to study.⁵

1. These Contingent forms with special uses (Secs. 135 and 136) appear, actually, to be relative forms which have dropped the relative የኃ .

2. For the interchangeability of h and k see Sec. 16; also Sec. 32 (footnote) on h as a penultimate radical.

3. As can be seen from the examples, ያህል is still sufficiently verbal to take a direct object.

4. See Sec. 295 (c), under How to Express Approximation.

5. It is not obligatory to use የመረ in this way. It can equally well be used as an ordinary verb, taking an Infinitive or A + Contingent: ግጥናት የመረ ። or ለጊጠኑ የመረ ። They started to study.

Impersonal Verbs

138. Impersonal Verbs are verbs which are used in the 3rd person singular ("it") while the "logical subject" of the sentence (generally a living being) is treated as the object.

In the sentence "I feel pain when I walk" the verb is personal, having as its subject the 1st person singular pronoun "I", which is quite logically the subject of the sentence. But in "It pains me to walk" the verb is impersonal, because although the sense is unchanged and the "logical subject" therefore the same as before, the "grammatical subject" is now the 3rd person singular pronoun "It", while the "logical subject" is treated as the direct object, "me".

Amharic Impersonal Verbs are of two kinds: (1) "Real Subject" Impersonals, and (2) "Unreal Subject" Impersonals.¹

1) "Real Subject" Impersonals.

139. There are verbs which have a real subject of their own, apart from the logical subject of the sentence. They are in fact ordinary verbs which happen, commonly, to be used in the 3rd person singular, simply because their meaning is such as commonly to demand something inanimate as the subject--often an action.² Since it is just the same in English, this can be illustrated from the English example above (Sec. 138), "It pains me to walk". In this example it is the action, "to walk" which "pains me". This action therefore, represented by the pronoun "it", is a real subject to the verb "pains"; though, as we have seen, it is not the "logical subject" of the sentence.

Amongst Amharic impersonal verbs are some whose meaning requires the "logical subject" to be treated as a direct object, and some whose meaning requires it to be treated as an indirect object. But in so far as the plain object suffix can stand for either direct or indirect object,³ there is no need to distinguish between the two, unless the object is expressed as a separate word.

e.g. አቃተ , defeat (of an attempted action), commonly takes a direct object:

(a) With an object suffix only: ሥራው አቃተኝ = The work defeated me (i.e. I could not manage it).

(b) With the object expressed as a separate word:⁴ እርሱን አላቃተውም = It did not defeat him (i.e. He could manage it). But ተቻለ , be possible, commonly takes an indirect object:

(a) With an object suffix only: ለመሄድ አልተቻለኝም = It was not possible for me to go.

(b) With the object expressed as a separate word:⁴ ለእህቴ ተቻላት = It was possible for my sister.⁵

140 As the above examples show, a "logical subject", as the object of an impersonal verb, can, when standing as a separate word, take the suffix ን or the prefix ለ in the usual manner. Actually, however, it often takes neither, but is treated as the true subject. In such cases, standing in grammatical isolation from the verb, it is known as an Introductory Nominative.⁶

e.g. እርሱ አላቃተውም = It did not defeat him (lit. He, it did not defeat him).

እህቴ ተቻላት = It was possible for my sister (lit. My sister, it was possible for her).

1. The dividing line between them is not always very distinct. Some verbs are used in both ways.

2. Being ordinary verbs, however, there is no objection to their being used with some other subject where the context requires it:

e.g. ለመሄድ ያስቸግረኛል = It will be difficult for me to go (Impersonal use).

ታስቸግረህ = You (m) are being difficult (ordinary Personal use).

3. This is not always the case, as some "Real Subject" Impersonals take an infixed preposition before the object suffix:

e.g. ለመጨረስ ሆነልኝ = I succeeded in finishing.

መቆየት አለብን = We must wait.

4. The object suffix will probably be retained as well.

5. With many of these verbs the "logical subject" can be treated either as the direct or indirect object:

e.g. አኝን ጠቅመን = It profited us (direct object).

or ለኝ ጠቅመን = It was useful to us (indirect object).

አንተን ተመቻህ = It suited you (m) (direct object).

or ላንተ ተመቻህ = It was convenient to you (m) (indirect object).

6. This Introductory Nominative is a common feature of Amharic, and not confined to use with impersonal verbs: e.g. ያ ሰውን ቤቱ ተቃጥሏል = That man, his house has been burned.

See also Sec. 103 on the Verb "to have" (footnote).

141. The subject of these verbs commonly being an action, the question arises whether to express that action with a Substantival or an Adverbial Infinitive.¹ English offers a choice in the matter: e.g. It pains me to walk ("to walk" is like the Amharic Adverbial Infinitive). Walking pains me ("Walking" is like the Amharic Substantival Infinitive).

With Amharic the question amounts to whether or not to use Λ before the Infinitive. The answer is that several of these verbs can be used either way; but while it is never wrong to use the Substantival Infinitive (i.e. without Λ), with many verbs the Adverbial Infinitive (i.e. with Λ) must be avoided:

e.g. አስቸገረ (be difficult) can take either:
 አግርኝ ለመማር ያስቸገራቸዋል = It is difficult for them to learn Amharic.
 አግርኝ መማር ያስቸገራቸዋል = Learning Amharic is difficult for them.

or ተገባ (behave, be fitting) only a Substantival Infinitive should be used:
 መቸጣት ይገባል = Being punished is fitting for you, i.e. you ought, deserve, to be punished.

When either Λ or አንድ + the Contingent is substituted for the Infinitive (as is necessary if an object suffix has to be added²) the distinction between Substantival and Adverbial no longer holds, as the prefixed Λ or አንድ must in any case be retained:

e.g. ለቀጣው ይገባል = To punish him behoves me; i.e. I ought to, must punish him.
 አንድንወስዳቸው ያስፈልገናል = That we should take them is necessary to us; i.e. We need to take them.

142 The following is a selection of verbs commonly used as "Real Subject" Impersonals, together with some indications as to their use:--

Verb	Group	Translated literally by equivalent pers. verb		Logical Subject ³ treated as:	Infinitive
ተቻለ	P.III-1	be possible	be able, can	Indirect Object	With or without Λ
አቃተ	D.C.III-1	defeat (of attempted action)	not manage, fail	Direct Object	With or without Λ
ተላኝ	P.III-1	be beyond (ones power)	not be able to manage	Direct Object	With or without Λ
ተመቻ	P.II-2-B	suit, be convenient		Direct or Indirect Object	With or without Λ
አስቸገረ	L.C. I-B	cause difficulty, be difficult		Direct or Indirect Object	With or without Λ
አስፈለገ	L.C. I-B	be necessary	need	Indirect Object	With or without Λ
ተገባ	P. II-1-A	behave, be fitting	ought, deserve	Indirect Object	Without Λ
መቻመ	L-A	profit, be useful		Direct or Indirect Object	Without Λ
ተሰማ	P. II-1-A	be felt	feel	Direct or Indirect Object	Without Λ
ትዥ አለ	"አለ Verb"	occur (of memory)	remember	Direct Object	Without Λ
ሆነ	III-3	become, happen	(with infixed Λ) succeed	Indirect Object (infix Λ)	With or without Λ
አለ ⁴	Defect II-2	be (present)	(with infixed Π) must ⁵	Indirect Object (infix Π)	Without Λ
መሰለ	I-A	seem, resemble	think	Indirect Object	Without Λ

1. The Infinitive alone is Substantival; with Λ prefixed it is Adverbial; as explained in Sec. 122, under the Uses of the Infinitive.

2. See Sec. 125 under The Uses of the Infinitive; see Sec. 265 (4 and 5) under Conjunctions.

3. As already mentioned with many of these verbs the "logical subject" can be treated either as the direct or indirect object. There is, in fact, such "looseness" in this that the indications given are in several cases, not so much rules as recommendations.

4. As a "Real Subject" Impersonal, without the infixed Π , አለ is used for "have". But this is dealt with in Sec. 103 (3), under Irregular Verbs.

5. See Sec. 250 (1, b) under Infix Prepositions.

The following examples further illustrate the use of these verbs:--

- ለመናገር እንኳን ይሳዩዋል ። He cannot even manage to speak (lit. It is beyond him even to speak).
- ብርዱ በጣም ይሰማኛል ። We feel the cold very much (lit. The cold is felt very much to us).
- መጥፋቱ ትኩረት አለኝ ። I remembered that it was lost (lit. Its being lost occurred to me).
- አሁን መጨረሻው ይመስለኛል ። I think it is the end now (lit. Now it seems to me the end).

2) "Unreal Subject" Impersonals.

143 These are verbs which have no real subject of their own, apart from the "logical subject" of the sentence. In their meaning they have to do with feelings or sensations, both physical and emotional.

With a "Real Subject" Impersonal, as we have seen, the pronoun, "it", stands for something which really fulfills the function of a subject. But with an "Unreal Subject" Impersonal, though the pronoun is still there (inherent in the Amharic verb form), and is therefore, in respect of grammatical form, the subject, yet it does not stand for any true performer of the action, and, in fact, has no meaning apart from the meaning of the verb itself. It is therefore an unreal subject.

Though such verbs are not a typical feature of English as they are of Amharic, yet some English verbs are occasionally used in this way. We can say, for instance "It pains me in my leg" without any reference to, and possibly in ignorance of, the cause of the pain. We are thinking only of the action of "paining" and not of what is performing that action. In this case "it" stands for nothing outside the sense of the verb itself. It might be argued that "it" stands for the "pain" which "pains me", but this "pain" is at any rate implicit in the sense of the verb. ¹ "It" therefore, is not a real subject.

The two kinds of impersonal verbs show a marked contrast in their use, for what would be the subject of a "Real Subject" Impersonal must, with an "Unreal Subject" Impersonal be expressed adverbially:

- e.g. ውጭ መሥራት ተቻለኝ ። It was possible for me to work outside (a "Real Subject" Impersonal; ውጭ መሥራት being the subject).
- But ውጭ በመሥራት ጠማኝ ። I became thirsty (lit. It "thirsted" me) by working outside (an "Unreal Subject" Impersonal; ውጭ በመሥራት being an adverbial phrase).
- Or again, ሆዴ ያስጥጋኛል ። My stomach is troubling me (a "Real Subject" Impersonal; ሆዴ being the subject).
- But ሆዴን አጥኛል ። I feel ill (lit. It has "ached" me) in my stomach (an "Unreal Subject" Impersonal; ሆዴን being an adverbial accusative form²).

Another point of contrast is that, while most "Real Subject" Impersonals are not exclusively impersonal, and, as ordinary verbs, are often used without object suffixes (e.g. ዛሬ ይቻላል ። It is possible today), "Unreal Subject" Impersonals, being more truly impersonal, are rarely found without them.³

Further, unlike "Real Subject" Impersonals, "Unreal Subject" Impersonals are commonly treated as "Become Verbs":⁴

- e.g. ርሰኛል I am hungry (lit. It has "hungered" me).⁵

Again, in contrast to "Real Subject" Impersonals, which are frequently causative or passive in form, the typical "Unreal Subject" Impersonal is a Basic form.⁶

1. In Amharic the corresponding noun is sometimes used in this way as the subject of an "Unreal Subject" Impersonal verb. But it adds nothing to the meaning (except perhaps emphasis) and so is hardly a real subject: e.g. ራብኝ (lit. It "hungered" me)] I became hungry.
 ራብ ራብኝ (lit. Hunger "hungered" me)

2. For adverbial accusatives see Sec. 256, under Adverbs.
 3. Except in expressions like ደስ ይላል! It makes (one) happy!, ይገርግል! It is amazing! But in such cases the verbs are hardly being used as "Unreal Subject" Impersonals.
 4. For "Become Verbs" see Sec. 120.
 5. But this is not always so, for instance "I am glad" can just as well be rendered ደስ ይለኛል (Present Imperfect) as ደስ ብሎኛል (Present Perfect) or ደስ አለኝ (Simple Perfect).
 6. Verbs used to express physical reactions, which are commonly causative in form, are "borderline cases", being sometimes "Real Subject" and sometimes "Unreal Subject" Impersonals:
 e.g. አሻለኝ It made me cough, or, I coughed (አሻለ ; I.C., III-1).
 አከኛው It made him yawn, or, He yawned (አከኛ ; I.C. ¹Int.C.S. II-1-A).
 ያንቀጠቅጠኛል It makes me shiver, or, I shiver (አንቀጠቅጠ ; D.C. Ext.C.S. IV).
 ያተኩሳታል She is feverish (lit. It "burns" her አተኩሳ ; D.C. I-B).
 አነሸሰህ You sneezed (lit. It "sneezed" you አነሸሰ IV).

144 With "Unreal Subject" Impersonals, the "logical subject" is treated as the direct object:

e.g. **ልጆቹን ደከግኛቸዋል** = The children are tired (lit. It has tired the children).
እኔን ቸር አለኝ = I am displeased (lit. It displeased me).

It is, however, very common to express the "logical subject", when a separate word, as an Introductory Nominative:1

e.g. **ልጆቹ ደከግኛቸዋል** = The children are tired (lit. The children, it has tired them).
እኔ ቸር አለኝ = I am displeased (lit. I, it displeased me).

145 The typical "Unreal Subject" Impersonal is one of a trio of related verb forms. These three forms are:--

(a) The "Unreal Subject" Impersonal Verb.

In form it is Basic (e.g. **ራብ ደከመ**); in meaning it has reference to feeling; it is generally used as a "Become Verb".

e.g. **ባለመብላቷ ርባታል** = She is (feels) hungry through her not eating.
ብዙ በመሥራት ደከመኝ = I am (feel) tired from working much.

(b) The Intransitive Personal Verb.

In form it is Passive (e.g. **ተራብ**) or Basic (e.g. **ደከመ**); its meaning is as (a), but with the emphasis on fact rather than feeling; as (a) it is generally used as a "Become Verb".

e.g. **ባለመብላቷ ተርባለች** = She is hungry (i.e. undernourished) through her not eating.
ብዙ በመሥራት ደከምኩ = I am tired (i.e. worn out, weak) from working much.2

(c) The Transitive Personal Verb (which may be used as a "Real Subject" Impersonal).

In form it is Causative (e.g. **አስራብ** , **አደከመ**); it is not used as a "Become Verb"; if used as a "Real Subject" Impersonal it treats the "logical subject" as a direct rather than an indirect object; and its subject, when an Infinitive, is generally without 'A'.

e.g. **አለመብላቷ አስርባለች** = Her not eating has made her hungry.
ብዙ መሥራት አደከመኝ = Working much tired me.

146 The following is a selection of common "Unreal Subject" Impersonals, together with their corresponding Personal forms:--

"Unreal Subject" Impersonal Verbs	Group	Translation (equivalent English Personal Form)	Intransitive Personal Verb	Transitive Personal Verb
አመመ	I-A	become, be ill, feel pain	ታመመ	አሳመመ
ራብ	III-1	become, be hungry	ተራብ	አስራብ
ጠጭ	II-1-A	become, be thirsty	ተጠጭ	አስጠጥኝ
ጥገረ	I-B	get into, be in difficulty	ተጥገረ	አስጥገረ
ጫኝቀ	I-A	get into, be in distress	ተጫኝቀ	አስጫኝቀ
ገረመ	I-A	become, be amazed	ተገረመ	አስገረመ
ደከመ	I-A	become, be tired	ደከመ	አደከመ
በረደ	I-A	become, be cold	በረደ	አበረደ
ሰለቸ	V-2	become, be weary, bored	ሰለቸ	አሰለቸ
ደከ አለ	" አለ Verb"	become, be glad	ደከ ተሰኘ	ደከ አሰኘ
ቅሮ አለ	" አለ Verb"	become, be displeased	ቅሮ ተሰኘ	ቅሮ አሰኘ

1. For the Introductory Nominative see Sec. 140.

2. A comparison of these examples under (b) with those under (a) above (the English) will reveal the subtle difference in meaning between the two kinds of verb. This difference is so slight as often to be imperceptible. The sense, however, of the Intransitive Personal Verb, with its reference to fact, is apt to be stronger than that of the "Unreal Subject" Impersonal Verbs, with its reference to feeling. The following examples further illustrate the distinction: **ራብን አጥታል** = He feels ill (has pain) in his head; **ራብን ታግሏል** = He has become ill in the head. **በረደኝ** = I feel cold; **ውሃው በረደ** = The water became cold.

PART THREE: THE NON-VERBAL PARTS OF SPEECH

The Noun

Gender

147 Amharic has two genders: masculine and feminine. Males are, of course, of masculine gender, and females of feminine gender (whether persons or animals).

The masculine gender also serves, generally, for the neuter. This means that inanimate objects, which in English would be spoken of as "it", are in Amharic generally spoken of as "he".

But, occasionally inanimate objects are treated as feminine, i.e. spoken of as "she". In practice there are no rigid rules as to when this should be, for the same word may sometimes be made masculine and sometimes feminine, according to the fancy of the speaker.¹ But, for the guidance of the student, it can be said that while an inanimate object can always, if desired, be treated as masculine, there are certain things, or certain kinds of things, which tend to be treated as feminine (rather as in English we have a tendency to speak of a country or a ship as "she", although it would not be wrong to say "it"). In this way, we find that the sun and moon, the earth, countries, abstract qualities and intangible things (like the soul) are commonly made feminine; and likewise mules and motor-cars.

There is also a special "diminutive use" of the feminine gender, by which nouns, normally masculine, are treated as feminine in order to introduce the idea of littleness: e.g. ይህ መጽሐፍ , this book (ይህ masculine "this"); ይች መጽሐፍ , this little book, this booklet (ይች feminine "this"). Similarly small animals, when there is no reference to their sex, are often treated as feminine: e.g. አይጥዋ (ጥ is the feminine definite article) is generally used for "the rat", the actual sex being unknown.²

148. The gender of an Amharic noun is not indicated by its own form,³ but by that of the verb of which it is the subject, or of an article or pronoun in agreement with it:

e.g.	ልጅ ነው	He is a child (boy).	ልጅ ናት	She is a child (girl).
	ሐኪም	the (masculine) doctor	ሐኪምዋ	the (feminine) doctor
	ያ አስተማሪ	that (masculine) teacher	ያች አስተማሪ	that (feminine) teacher

Where necessary, however, the sex of living beings can be indicated by either ወንድ , male, or ልት , female, being placed before the noun:

e.g.	ወንድ ልጅ	boy, son	ልት ልጅ	girl, daughter
	ወንድ በግ	ram (i.e. male sheep) ⁴	ልት ውሻ	bitch (i.e. female dog) ⁵

Plurals.

149. Nouns are made plural by the addition of the suffix ^{ፊት} ፊት
e.g. ደመት ነው = It is a cat. ደመቶች ናቸው = They are cats.

If the noun ends with a vowel there is the option of retaining or omitting this vowel in the plural.⁶ When it is retained the plural suffix is spelt ፊት e.g. ውሻ , dog; ውሻዎች or ውሻች , dogs.

A final ያ may likewise be omitted in the plural: e.g. ባርያ , slave; ባርያዎች^{ፊት} or ባርያች^{ፊት} , slaves.

1. The Ge'ez grammarians may claim that certain words must be feminine. But Amharic, after all, is not Ge'ez, and in the normal Amharic usage there is great elasticity.

2. Feminine forms are often used even for small boys. This is a way of expressing affection.

3. Exceptions are certain Ge'ez nouns (and adjectives likewise) which have survived in Amharic. The typical Ge'ez feminine ends with ት . e.g. ንጉሥ king; ንግሥት queen.

4. With ዶሮ , fowl, the word አውራ is used to specify the male -- አውራ ዶሮ , cock. But አውራ really means "chief", not "male": e.g. አውራ ጉዳና , main road; የንቦች አውራ , queen bee (lit. chief of the bees).

5. For grammatical gender the Ge'ez words ተባቦት masculine, and አንስት , feminine, are used.

6. Except with one syllable nouns, the loss of whose only vowel would change them almost beyond recognition: e.g. ፍሬ , fruit; ፍሬዎች , fruits.

7. Or sometimes after i or e, የች : e.g. ተማሪ , scholar; ተማሪዎች or ተማሪች (also ተማሪች) , scholars.

150 Some words inherited from Ge'ez still use the Ge'ez plural forms. These are found especially in religious and literary language:--

- 1st type adds suffix **ጻን** e.g. መምህር , teacher; መምህራን , teachers.
- 2nd type adds suffix **ጻት** e.g. ታምር , miracle; ታምራት , miracles.
- 3rd type "breaks" the stem and adds **ት**: e.g. መልአክ , angel; መልአክት , angels.

In ordinary colloquial Amharic, however, it is rarely necessary to use Ge'ez plurals. For instance, ከከብ (star) has a Ge'ez plural ከከብብት (3rd type), but it is quite normal in speech to use the ordinary Amharic plural form, ከከቦች. Sometimes the two forms are combined, the Amharic plural suffix being added to the Ge'ez plural form: ከከብብቶች ፤ .

151 When English would use a plural, Amharic very frequently uses the "Collective Singular". This use of the singular is not unknown in English: e.g. He has black hair (meaning "black hairs"). Amharic, however, goes much further, tending to use singular instead of plural forms whenever a collection, mass or kind--as distinct from separate individuals--is in view. This is more likely with things or animals than with persons, as the latter are more naturally viewed as individuals.² But even with persons it is not uncommon. After ብዙ (many), ስንት (how many) and the numerals, it is especially common, since these are by themselves sufficient to indicate plurality.

- | | | |
|------|-------------------|--|
| e.g. | መምበር አምጣ ። | Bring some chairs (lit. Bring chair). ³ |
| | ሶስት ሹክ ውሰድ ። | Take three forks (lit. Take three fork). |
| | ብዙ እንቅጣል እፈልጋለሁ ። | I want many eggs (lit. I want much egg). |
| | ለልጅ ብቻ ነው ። | It is only for children (lit. It is only for child). |
| | ሎሚ አልፈልግም ። | I don't want lemons (lit. I don't want lemon). ³ |
| | ስንት ሰው መጣ ? | How many people came? (lit. How many person came). ⁴ |
| | ሰሐኑ ሁሉ ታሸበ ። | All the dishes have been washed (lit. All the dish has been washed). |
| | አበባና አታክልት አሏ ። | There are flowers and vegetables (lit. There is flower and vegetable). |

The Definite Article.

152 The definite article ("the") as used for masculine singular nouns, and both masculine and feminine plural nouns, is the suffix **ሀ**:

- | | | | | |
|------|-----|---------|-----|-------------|
| e.g. | ቤት | house; | ቤቱ | the house. |
| | ቤቶች | houses; | ቤቶቹ | the houses. |
| | ሴቶች | women; | ሴቶቹ | the women. |

When the noun ends with a vowel this suffix is spelt **ው**

- | | | | | |
|------|---|------|----|----------|
| e.g. | ሲ | cup; | ሲው | the cup. |
|------|---|------|----|----------|

The definite article as used for feminine singular nouns is also a suffix, but it has three alternative forms:--

- | | | |
|--|----|--|
| | ገቱ |] (the more classical and literary form) |
| | ግ | |
| | ገቷ | (common colloquial forms) |

- | | | | | |
|------|-----|-----|-----|------------------------|
| e.g. | ላሚቱ | ላምግ | ላሚቷ | the cow |
| | ሴቲቱ | ሴቲቷ | | the woman ⁵ |
| | ልጇቱ | ልጇቷ | | the girl ⁵ |

When the noun ends with a vowel, the **i** of **ገቱ** and **ገቷ** is spelt **ይ**

- | | | | | |
|------|----|---------------------|------|----------|
| e.g. | ዶሮ | fowl (cock or hen); | ዶሮይቱ | the hen. |
|------|----|---------------------|------|----------|

1. Special plural forms are made for the nouns ወንድም, brother, and አህት, sister when the sense is reciprocal. They are: ወንድማማች brothers (to each other), አህትማማች sisters (to each other)

- | | | |
|------|------------------|--|
| e.g. | ልጆቹ ወንድማማች ናቸው ። | The boys are brothers (to each other). |
| | የልጅቷ ወንድሞች ናቸው ። | They are the girls' brothers. |

2. Thus, when inanimate objects are coordinated with a conjunction ("and") it is normal for the verb to be singular: e.g. ሰሐኑና ሲው ወደቀ ። The dish and the cup fell. But not so with living persons: e.g. ልጇና አህቱ ወደቀ ። The boy and his sister fell.

3. Whether singular or plural sense is understood depends, in such a case, on the context.

4. The use of the Collective Singular may result in loss of concord between different parts of speech in the matter of singular and plural. Thus, in this example, while the noun is singular the verb might be plural: ስንት ሰው መጡ? Amharic usage with regard to number (i.e. singular and plural) is, indeed, very loose.

5. The article **ግ** is not generally used with the two words ሴት and ልጅ, except when they are adjectival: ሴቲግ the female one; ልጅግ the young one (f).

153 In Amharic the use of the definite article is more an optional matter than in English, for it is often omitted, or left unexpressed, though its sense is understood from the context.¹
 e.g. ሰንጠ. የት ነው? እዚህ አይደለም። Where is the pocket-knife? It is not here.
 This is especially the case in adverbial phrases of place (where even English shows the tendency to some extent):

e.g. በመሬት ላይ። They were on the ground.
 ከወጥ ቤት መሻ። He came from the kitchen.
 ወደ ከተማ ሄደች። She went to town.
 በጠረጴዛ ላይ አለ። There is (some) on the table.
 በቤት ውስጥ የለም። There is none inside the house.^{2 3}

Special Colloquial Form of Personal Nouns.

154 The nouns ሰው (when it means "man", not "person") and ሴት (when it means "woman", not "female"), as well as several common nouns of relationship, in colloquial Amharic often add the suffixes ነፍ (or ነፍ), masculine, and ነፍ , feminine -- but only when used with reference to one person, not collectively or in the plurals. The definite articles ወ (m) and ዋ (f) are further added (though not necessarily in the case of the two nouns already mentioned).

e.g. ሰው-ኛ man ሰው-ኛ-ው the man
 ሴት-ኛ woman ሴት-ኛ-ዋ the woman⁴
 አባት-ኛ-ው the father
 አዳት-ኛ-ዋ the mother
 ባለ-ኛ-ው the husband
 ሚስት-ኛ-ዋ the wife

Such forms are purely optional; with the exception of ሰው-ኛ-ው , which is the regular way of saying "the man"⁵

The Indefinite Article.

155 It is never essential to use an indefinite article ("a", "an"), but when, for the sake of clarity, the desirability of one is felt, the numeral አንድ (one) is made to serve the purpose. This is often the case when the possibility of a singular noun being understood as a Collective Singular might otherwise result in ambiguity:⁶

e.g. ወምበር አምጣ። could mean either "Bring a chair" (ordinary singular) or "Bring some chairs" (collective singular).

But አንድ ወምበር አምጣ። can only refer to one chair -- "Bring a chair".

In sentences like

ወምበር አልፈልግም።	I don't want a chair,	the sense is clear without አንድ
ጥሩ ወምበር ነው።	It is a good chair	

The Accusative Suffix.

156 A noun is shown to be in the accusative case, i.e. the direct object of a verb⁷ by the addition of the suffix ን . But in spoken (as opposed to literary) Amharic this is generally omitted except when the noun is definite. Definite nouns are those which denote something defined, or distinguished from others of the same kind. As a practical guide we can classify them as follows:--

1. Just as, for instance, in English we often omit the conjunction "that": e.g. "He said he was coming" instead of "He said that he was coming".
2. Apart from such phrases, indiscriminate omission of the definite article is not to be recommended for beginners.
3. As in English one definite article is sometimes made to serve for more than one noun:
 e.g. መደሻ መጋዘኛ ጉጠቱን አምጣ። Bring the hammer, saw and pliers.
4. Thus "the woman" can be rendered in a variety of ways: ሴተኛ , ሴተ፣ , ሴት-ኛ-ዋ . Colloquially the last is the commonest.
5. The ordinary form, ሰው , however, is used when the sense is collective or generic.
6. It is also the case in possessive constructions where, in spite of the absence of a definite article, the sense will probably be understood as definite unless an indefinite article is added: e.g. የሹመ-ቤት , the house of the chief; but አንድ የሹመ-ቤት , a house of the chief; or የአንድ ሹም-ቤት , the house of a chief. (see Sec. 241 (4)). Likewise also with relative constructions (see Sec. 234).
7. The object of a preposition does not take the accusative case, as it does in English.

- (a) Nouns which have a definite article suffixed.
- (b) Nouns which have a possessive pronoun suffixed,¹
- (c) Proper nouns, i. e. names.²

Since both the definite article and the possessive pronoun are suffixes, in practice one becomes accustomed to using the accusative ʔ whenever the objective noun offers one of these two suffixes for it to be attached to. Otherwise, except with names, one customarily leaves it out.³

e.g.	ፍንጃሉን ውሰድ =	Take (m) the cup.
	ፍንጃሎቼን አንግ	Pick up (m) the cups.
	ፍንጃሌን ሰበርኩ =	I broke my cup.
	የሐንሰን ጥራ = ⁴	Call (m) John.
But	አንድ ቢሳዋ አምጣ =	Bring (m) a knife.
	ብዙ ሰዎች ጠየቅሁ =	I asked many people.

Derived Noun Forms.

157. Nouns are commonly derived from verbs, as well as from other parts of speech, according to more or less standard patterns.⁵ A knowledge of these patterns, or forms, is often a great help towards understanding the meaning of a noun. The following are important:--

The Infinitive.

158. This is dealt with in sections on the Verb and Uses of the Infinitive.^{6 7}

The Agent.

159. Its formation is dealt with in sections on the Verb (see tables of Principal Parts, etc.).

It denotes the performer of the action of the verb, and is equivalent to the English agent form in "er": e.g. ጻፊ , writer; ተናጋሪ , speaker.⁸ But while in English the form in "er" is also used for the instrument (e.g. typewriter, opener), in the Amharic the Agent and Instrument forms are quite distinct.

As a verbal noun the Agent retains sufficient of the verbal character to be able to take an object: e.g. አውነት(ን) ለሳጊ ነው = , He is a seeker (for) truth.

An Agent can be adjectival as well as substantival: e.g. ሰጫ ጆሮ , a hearing ear; ፈሪ ወቻጅር , a cowardly (fearing) soldier.

The Agent is sometimes used to express what is planned or arranged for the future: e.g. እኔ ቀሪ ነኝ = I shall be remaining behind (lit. I am a remainer).
ያ ቤት ፈራሽ ነው = That house is to come down (lit. That house is a "tumbler-down").

The Instrument.

160. Its formation is dealt with in sections on the Verb.

1. For the suffixed possessive pronouns see Sec. 194.
2. We do not here include nouns which are modified by a demonstrative pronoun or an independent possessive pronoun, since with them it is the pronoun, not the noun, which takes the accusative suffix.
3. The object suffix on a relative verb, acting as it does for the definite article, is another suffix which invites the attachment of the accusative ʔ (see Sec. 234 under Relatives).
4. When the word to which it is attached ends with a consonant (i. e. a 6th form) the suffix ʔ is usually preceded by a slight I, የሐንሰን is, thus, pronounced yohannisin
5. In many cases, the process of derivation has been the reverse, i. e. the verb, etc. has been derived from the noun. But it will serve no useful purpose to make this distinction.
6. For the uses of the Infinitive see Secs. 121-127.
7. For the use of an Infinitive as the object of some other part of the same verb see Sec. 163 (foot-note).
8. The agent of a verb with passive meaning must be rendered in English by a relative or an adjectival past participle: e.g. ተፈላጊ , he who (that which) is wanted, the wanted one.

It denotes the instrument, means, or place employed for performing the action of the verb. It has the following uses:--

- (a) Alone: e.g. መጥረጊያ ያስፈልጋል = A broom is necessary.
 የውኃ ግፍሊያ አያጣጥ = Fetch the kettle (lit. boiler of water).
 የአውቶቦብ መቆሚያ የት ነው? Where is the 'bus-stop'?
- (b) With *f* prefixed (to it or preceding word) to make it adjectival:
 e.g. የመጻፊያ ወረቀት አፈጃጋህ = I want some writing paper.
 የልብስ ግጠቢያ ሰሐን ያፈሳል = The clothes washing basin leaks.
- (c) With *h* prefixed (to it or preceding word) to express purpose or use:
 e.g. ለመጠጫ አገኛለሁት = We will take it for drinking out of.
 ለልጆች መቆሚያ ገዛሁት = I bought it for the children to sit on.
 ከሩን ለመጫወቻ ሰጣት = He gave her the thread to play with.

The Product Form.

161 This denotes what is produced by the action of the verb.¹ Its formation is based on that of the Agent,² as follows:--

The 1st form first radical of the Agent becomes 6th form (this is the main distinction between the two).

The penultimate radical generally doubles, irrespective of the Type of the parent verb.³

The *i* suffix of the Agent tends to become *e*: but there is confusion between these two vowels when final, and so this is not invariable. At any rate either vowel is liable to disappear by absorption. The following examples illustrate these points:--

ፈረሰ	, tumble down (house etc.) (I-A),	has Agent ፈረሰ	, and Product ፈረሰ	, ruin.
ጠየቀ	, ask (I-B),	has Agent ጠየቀ	, and Product ጠየቀ	, question.
ጠረጎ	, call, invite (II-1-A),	has Agent ጠረጎ	, and Product ጠረጎ	, call, invitation.
ቀዳ	, draw out, extract (II-1-A),	has Agent ቀዳ	, and Product ቀዳ	, extract.
ሸጠ	, sell (III-2),	has Agent ሸጠ	, and Product ሸጠ	, sale.
ተረጎሙ	, translate (IV),	has Agent ተረጎሙ	, and Product ተረጎሙ	, translation.
መገዛረ	, change (money; IV),	has Agent መገዛረ	, and Product መገዛረ	, small change. ⁴

The Manner Form.⁵

162 This denotes the manner in which the action of the verb is performed. Its normal construction is that of the "root form" of the I.C.² Int.C.S. derived form of the verb,⁶ but with the penultimate radical single and the final vowel dropped:

e.g. ሰጠ	, preach (I-A),	has ሰጠ	, manner of preaching. ⁷
ሠራ	, work (II-1-A),	has ሠራ	, manner of working.
ሰጠ	, give (II-2-A),	has ሰጠ	, manner of giving.
ጻፈ	, write (III-1),	has ጻፈ	, manner of writing.
ሄደ	, go (III-2),	has ላካላድ	, manner of going.
ኖረ	, live (III-3),	has አኖረ	, manner of living.
መሰጠጠ	, testify (IV),	has አሰጠከር	, manner of testifying.
ፈነዳ	, burst (V-1),	has አፈነዳድ	, manner of bursting.

1. For the use of the Product Form as an object for its own verb see Sec. 163 (footnote).

2. But it is not a regular part of the verb conjugation like the Agent. Only a relatively small number are found.

3. But not always: e.g. ፍሬ , fruit; ተረጎሜ , translation. Sometimes in Group IV examples a slight 'i' pronounced before the penultimate radical suggests a doubling which is hardly perceptible in the consonant itself: e.g. ገልበጥ , pronounced gilib(b)ach (b)a ch (see Sec. 8 under The Doubling of Consonants).

4. It appears that Product Forms are never constructed from Derived, but only from Basic Verb forms. Thus, for instance, the D.C. verb ስፈራ (bear fruit; D.C. II-1-A), while it makes a normal D.C. Agent, አፍራ , has the Product Form ፍሬ (fruit), which is made from the Basic, not the D.C. stem.

5. While it is not treated as a regular part of the verb conjugation, like the Agent and Instrument, yet it exists for a large proportion of the Basic verb forms.

6. For which see Secs. 93 (2) and 94, under Changed Stem Forms.

7. When the verb is transitive, the sense may also be passive: e.g. "manner of being preached", etc.

Sometimes in meaning it acts for a Derived form of verb rather than for the Basic form (which may not even be in use):

- e.g. ተቀበለ , receive (P. I-B), has አቸባበል , manner of receiving.
 ናረቀ , long for (¹Int. C. S. I), has አንተረቀ , manner of longing for.
 ተናገረ , speak (P. ¹Int. C. S. I), has አንገረ , manner of speaking.

Some variations on the normal formation are found:--

(a) The ¹Int. C. S. form is sometimes used instead of the ²Int. C. S. form. This is chiefly with Group IV verbs; in fact it is the normal with those Group IV verbs whose stem consists of a twice repeated pair of radicals:

- e.g. መረመረ , examine, has አመረመር , manner of examining.
 ሰበሰበ , collect, has አሰበሰበ , manner of collecting.

(b) Verbs whose first radical is አ or ያ generally use the I. C. P. ²Int. C. S. form:

- e.g. አገኛ , know (I-A), has አስተዋወቀ , manner of knowing.
 አሸበ , think (I-B), has አስተሳሰበ , manner of thinking.

But Group IV verbs of this kind, and some others, are irregular in treating the first radical as the causative prefix:

- e.g. አነሰ , limp (IV), has አንካከሰ , manner of limping.
 አሰሰ , milk (I-A), has አላላሰ¹ , manner of milking.

(c) Many verbs of Groups II-2 and V-2 whose final consonant is saturated add ት , as in the Infinitive:

- e.g. አየ , see (II-2-A), has አስተየየት , manner of seeing.
 አገኘ , find (D. C. II-2-A), has አገኘኘት , manner of finding.
 አዘጋጀ , make ready (I. C. ¹Int. C. S. V-2), has አዘገገጀት , manner of making ready.

But not all add this ት :

- e.g. አየ , separate (II-2-B), has አለየደ , manner of separating.

(d) In some cases the added 6th form of an Ext. C. S. form is retained, together with the D. C. prefix:

- e.g. አንጠለጠለ , hang (D. C. Ext. C. S. IV), has ክንጠላጠል , manner of hanging.

Forms with a final ት .

63. These are commonly abstracts, the names of actions etc., and therefore have much the same force as the substantival Infinitive, or sometimes as the Product Form.²

- e.g. ርዝመት length, related to the verb ረዘመ , become long (I-A).
 ጸሎት prayer, related to the verb ጸለየ , pray (I-B).
 ትዕግሥት patience, related to the verb ታገሠ , be patient (P. I-B).
 ትጋት diligence, related to the verb ተገኝ , be diligent (II-1-A).
 ውጢት outcome, related to the verb ወጢ , come out (II-1-A).
 ውሸት lie, related to the verb ዋሸ , tell a lie (¹Int. C. S. II-2).
 ትምህርት learning, related to the verb ተማረ , learn (P. III-1).
 ጭቀት heat, related to the verb ጥቀ , become hot (III-3).
 ብርታት strength, related to the verb በረታ , become strong (V-1).

1. Such forms as this appear to result from a confusion with Group III-1; e.g. አጸጸፍ from ጸጸ , write.

2. Amharic, unlike English, has no aversion to using the related verb and noun together. On the contrary verbal nouns such as (a) the Infinitive, (b) the Product Form, (c) the Form with final ት , and (d) the Form consisting only of 6th forms, tend to be used as the direct objects of their corresponding verbs (especially b and d):

- e.g. (a) ታላቅ መፍራት ፈረ። } He feared a great fear.
 (c) ታላቅ ፍርሃት ፈረ። }
 (b) መልካም ትርጓሜ ተረጎሙት። } She made (lit. translated) a good translation.
 (d) መልካም ትርጉም ተረጎሙት። }
 (a) ከተ ማሸብ ያሸባል። } He thinks bad thoughts (lit. thinking).
 (b) አንድ ጥያቄ ጠየቁ። } They asked a question.
 (c) ጸሎት እንጸልይ። } Let us pray (prayer).
 (d) ልብሰህን ልበስ። } Put on (m) your clothes.
 (d) ብዙ ትርፍ አተረፈ። } He made much profit (lit. He caused much excess to be in excess

Forms consisting only of 6th form.

164. These are similar in sense to the above (Forms with a final ት), but are often concrete rather than abstract, being closer to the Product Form than to the Infinitive.¹

e.g.	ልብስ	clothing, related to the verb ለብሰ , put on clothing (I-A).
	ተርፍ	excess, profit, related to the verb ተረፈ , be in excess (I-A).
	ፍርድ	judgement, related to the verb ፈረደ , judge (I-A).
	ከምር	pile, related to the verb ከመረ , pile up (I-B).
	ሥዕል	picture, related to the verb ግለ , draw, paint (III-1).
	ምስክር	witness, testimony, related to the verb መስከረ , testify (IV).
	ክርክር	dispute, related to the verb ተከረከረ , dispute (P. ¹ Int. C.S. IV).
	ምንጭ	spring (water), related to the verb መገጠ , spring (V-2). ²

Forms with the suffix ታ.

165. These, like the Forms with a final ት, are generally abstract verbal nouns similar in sense to Substantival Infinitives. The suffix ታ has the force of the English "-ness".

e.g.	አሜታ	slander,	from the verb አማ , slander (II-1-A).
	ከጦታ	gift,	from the verb ሰጠ , give (II-2-A).
	ሁኔታ	state,	from the verb ሆነ , become, be (III-3).
	ዝንጋታ	forgetfulness,	from the verb ዘነጋ , forget (V-1).

166. This suffix is used especially to make noun forms from words compounded with the verb አለ:³

e.g.	ዝም አለ	be silent, say nothing,	gives ዝምታ	silence, saying nothing.
	ደስ አለ (ግ)	be glad (impers.),	gives ደስታ	or ደስታ gladness.
	ቀስ አለ	be slow, quiet,	gives ቀስታ	slowness, quietness.
	ከፍ አለ	be high,	gives ከፍታ	height.
	ይቅር አለ	forgive,	gives ይቅርታ	forgiveness, pardon.
	ብልጭ አለ	flash,	gives ብልጭታ	flashing.
	እጥ አለ	be calm	gives እጥታ	calmness.
	ዋይ ዋይ አለ	lament,	gives ዋይታ	lamentation.

Forms with the suffix -ጎ ጎ.

167. This suffix, attached generally to nouns, produces nouns (and adjectives) which are similar in sense to Agents, indicating occupations, habits and qualities.⁴ Sometimes (especially after the vowel a) it becomes ተጎጎ

e.g.	መንገድጎ	traveller,	from the noun መንገድ	road.
	ግምብጎ	builder in stone,	from the noun ግምብ	stone structure.
	ኩራተጎ	proud person,	from the noun ኩራት	pride.
	ሠራተጎ	workman,	from the noun ሥራ	work, or the verb ሠራ , work.
	ሕመምተጎ	sick person,	from the noun ሕመም	sickness, pain. ⁵

When this suffix is attached to a noun formed with the suffix ታ, the final a of the latter is dropped:

e.g.	ዝምተጎ	silent person,	from the noun ዝምታ	silence, saying nothing.
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1. See footnote no. 2, page 83.
 2. Such forms are sometimes adjectives rather than nouns, e.g. ድንቅ , marvelous, from ደነቅ , be marvelous (I-A); ወድ , dear, from ወደደ , love (I-A); ከአክላ , forbidden, from ከአክላ , prevent, forbid (IV).
 3. For Compounds of አለ see Secs. 106-114.
 4. It is also used to form ordinal numbers. See Sec. 186 under The Numerals.
 5. These forms can largely be used as adjectives as well as nouns. Some indeed are adjectives rather than nouns:

e.g.	ኃይለጎ	powerful,	from the noun ኃይል	power.
	እውነተጎ	true,	from the noun እውነት	truth.

168. A variation of the suffix ኣኻ is $-\text{ኻ}$. This is used in the names of languages:
 e.g. አግርኛ Amharic; ጋላኛ Galla; እንግሊዝኛ English.¹

Forms with the suffix ኻት .

169. This suffix is attached to nouns and adjectives to make nouns denoting attributes, qualities and occupations. It has the force of the English "-ness", "-hood" or "-ship".²

e.g. ልጅኻት childhood, from the noun ልጅ child.
 ልዩኻት difference, from the adjective ልዩ different.
 ደካኻት goodness, kindness, from the adjective ደካ good, kind.

A final *a* often disappears before this suffix:

e.g. ሌብኻት thiefhood, from ሌብ thief.

But not always:

e.g. ፈረሰኛኻት horsemanship, from ፈረሰኛ horseman.

Ge'ez Compound Forms.

170. There are several compound nouns, survivals from the Ge'ez, which consist of two nouns linked together by an *ä*, suffixed to the first, which gives the sense of "of":

e.g. ቤተ ክርስቲያን church (lit. house of Christian).
 ንጉሠ ነገሥት Emperor (lit. King of Kings).
 ቤተ መንግሥት palace (lit. house of government).

This compound form is especially common in names:

e.g. ገብረ ክርስቲስ Slave of Christ. ወልደ ጊዮርጊስ Son of George.
 ኃይለ ግርግም Power of Mary. ደብረ ብርሃን Mountain of Light.
 ሀገረ ግርግም Land of Mary.

In some cases the sense order of the two nouns is reversed:

e.g. ቤተ ሰብ (or ቤተ ሰው) family (lit. person of house).
 አገረ መንገድህንጠጅቶን Visit (m) us on the way (lit. your road of foot).

171. The word most commonly found in this construction is ባለ , an old Semitic word meaning "lord" (the O. T. Baal). In modern Amharic, when used by itself, ባለ means "husband"; but the form ባለ (as it becomes when compounded with other nouns) has the sense of "owner of", "possessor of", and is frequently employed both for persons (of either sex) and for things:

e.g. ባለ መኪና ነው He has a car (lit. He is owner of a car).⁴
 ባለ ሦስት ልጆች ናት She has three children (lit. She is possessor of three children).⁴
 ባለ መያዣውን አረጋጅሏሁ I want the one with a handle (lit. the possessor of a handle).
 ባለ ሁለት ብር ይህ ነው This is the one costing two dollars (i.e. possessing the price of two dollars).

Though generally written as a separate word, ባለ is, in effect, a prefix, like a preposition. This is shown by its union with a Demonstrative: e.g. ባለዚህ ግን ነው? Who is the owner of this?⁵

The Ge'ez compound form ባለቤት , while its original sense was obviously "owner of the house", in modern usage either means "owner" (of anything) or is employed for polite reference to husband or wife:

e.g. የመኪናው ባለቤት ነው He is the owner of the car.
 ባለቤትዎ ደህና ናችው? Is your (pol)

husband
wife

 well?

1. Both forms ኣኻ and $-\text{ኻ}$ are also used in adjectival expressions of position:

e.g. ይህኛው this one here የወጊህኛው the nearer
 ያኛው that one there የወዳያኛው the farther
 የፊትኛው the front one, first የላይኛው the upper one
 የኋለኛው the rear one, last የታችኛው the lower one

2. A form with the suffix ኛ has similar force, but is much less common:

e.g. ቅዱስኛ holiness, from the adjective ቅዱስ holy.
 ሕክምናኛ medical treatment, from the noun ሕክም physician, or the verb አከመ treat medically (I-B).

3. The suffixed ን of this example is for the Adverbial Accusative (Sec. 256).

4. See Sec. 103 (3), footnote, on ways of translating the verb "have".

5. See Sec. 212, under Demonstratives.

THE ADJECTIVE

172. An adjective precedes the noun which it modifies:¹ e.g. አርጌ ልብስ ነው። It is old clothing.² It attracts the definite article from the noun:³

e.g. ልብስ the clothing
አርጌው ልብስ the old clothing.

If there is more than one adjective, the first will take the definite article:
e.g. አርጌው ነጭ ልብስ the old white clothing.

The possessive suffix, unlike the definite article, is not attracted to the adjective but remains attached to the noun. This difference often helps in distinguishing between the definite article -u (masculine "the") and the possessive suffix -u ("his"); and, again, between the definite article ዋ (feminine "the") and the possessive suffix ዋ ("her"):

e.g. ልብስ the clothing, his clothing ፍቸልጥ the female goat, her goat
አርጌው ልብስ the old clothing ትልቅጥ ፍቸል the big female goat
አርጌ ልብሱ his old clothing ትልቅ ፍቸልጥ her big goat

When a noun is preceded by an adjective, then, there is actually place for both a definite article and a possessive suffix, and so it is not uncommon for them to be used together.

e.g. አርጌው ልብሱ the old clothing of mine ትልቅ ልጅጥ the big boy of hers.
ትልቅጥ ልጅ the big girl of his

When a noun, preceded thus by an adjective, is the direct object of a verb, the accusative ን is attached to whichever of these two suffixes is there to accommodate it. If both are present, then the ን is attached to both.⁴

e.g. አርጌውን ልብስ ሸጠ። He sold the old clothing.
አርጌ ልብሱን ሸጠ። He sold his old clothing.
አርጌውን ልብሱን ገዘ። He bought the old clothing of mine.

173. The adjective sometimes takes the plural suffix ዐቸ in agreement with its noun; but this is only essential when it also has to carry a definite article:

e.g. አጂስ አርሳሶች (አጂሶች አርሳሶች) new pencils;
but አጂሶቹ አርሳሶች the new pencils.

174. Some common adjectives, by reduplicating one of their letters, make a special "reduplicated form", which is used, optionally, to give plural or "collective singular" force:

e.g. ትልቅ , big, makes ትላልቅ ረጅም , long, makes ረጅምም
ትንሽ , little, makes ትንሽሽ አቅር , short, makes አጭር
ታላቅ , great, elder, makes ታላቅቅ ጥቁር , black, makes ጥቁርጥር
ታናሽ , small, younger, makes ታናሽሽ ነጭ , white, makes ነጭም
አጂስ , new, makes አጃጂስ ቀይ , red, makes ቀይይ

e.g. በጥላ ዓለም ትንሽሽ አውራጃች ይገኛሉ። (Plural)
በጥላ ዓለም ትንሽሽ አውራ ይገኛል። (Collective Singular)

Small animals are found all over the world.

1. Only ሁሉ (all, the whole) appears as an exception, as it generally follows. But this is actually because it is itself a noun (ሁሉ), and in such cases is standing in apposition to the other noun. As a noun it can take a definite article or a possessive suffix: e.g. ወታደሮች ሁሉ, all the soldiers (lit. the soldiers, the all); ቤቱ ሁሉ, the whole house (lit. the house, the whole); ሁላችን, all of us. However, it is sometimes used adjectivally as well: e.g. ሁሉንም, always; ሁሉ ቀን, every day.

2. Of course, the adjective comes later when it is part of the predicate:

e.g. ልብሱ አርጌ ነው። His clothing is old.

3. Except in cases when adjective and noun are so closely associated as to form a compound noun:

e.g. ጠቅላይ ሚኒስትሩ the prime-(lit. general) minister.

4. ሁሉ is exceptional here, for while it takes ን when standing alone (e.g. ሁሉን ወሰኑ። They took all), it is commonly used without it when following another noun (e.g. ዕቃዩን ሁሉ ወሰኑ። They took all my things).

Like other adjectives, these forms can take the plural suffix $-o\ddot{t}$ in agreement with a plural noun, but are forced to do so only when they have to carry a definite article:

e.g. $\begin{matrix} \text{ረጅኞቻችን ዛሬት እንቆርጣለን} \\ \text{ረጅኞሙን ዛሬ እንቆርጣለን} \end{matrix}$ (Plural) (Collective Singular)] We will cut down the tall trees.

175. Distributive or selective sense is conveyed by reduplicating the complete adjectives:

e.g. $\begin{matrix} \text{ትልቅ ትልቅ እንቀጣል ለፈልግ} \\ \text{ቆንጆ ቆንጆ አበባ ልቀም} \end{matrix}$ Shall I look for big eggs (i. e. big ones distributed among the others)?
Pick some beautiful flowers (i. e. Select beautiful ones from among the flowers).

176. Adjectives may be used by themselves as nouns. In this case the word "one", which is generally added in the English, does not have to be translated:

e.g. ወፍረሙን መረጥን We chose the thick one.
When an adjective used as a noun is in the plural, it must, of course, take the plural suffix $-o\ddot{t}$:
e.g. $\begin{matrix} \text{ደጎት ጥቂት ናቸው} \\ \text{አጫቅሮች ይቆጣሉ} \end{matrix}$ Kind (people) are few.
Short ones will stand.

177. The normal method of rendering a noun adjectival is to prefix the preposition የ (of):

e.g. $\begin{matrix} \text{የእንጨት አልጋ} \\ \text{የኢትዮጵያ ሰዎች} \end{matrix}$ a wooden bed (lit. a bed of wood).
Ethiopians (lit. people of Ethiopia)¹

Derived Adjective Forms.

178. Some of the derived forms described under Nouns (as mentioned there) can also be adjectives.² But there are others which are more typically adjectives than nouns;³ such as the following:

Forms with the suffix -a ዊ

179. This suffix, which is attached to nouns, has the sense of "appertaining to". One of its uses is to indicate nationality.

e.g. $\begin{matrix} \text{ወንጌላዊ} & , \text{evangelical, evangelist} & \text{from the noun} & \text{ወንጌል} & , \text{gospel} \\ \text{መንፈሳዊ} & , \text{spiritual} & \text{from the noun} & \text{መንፈስ} & , \text{spirit} \\ \text{ሜዳዊ} & , \text{external} & \text{from the noun} & \text{ሜዳ} & , \text{plain, field (i. e. outside)} \\ \text{ኢትዮጵያዊ} & , \text{Ethiopian} & \text{from the noun} & \text{ኢትዮጵያ} & , \text{Ethiopia} \end{matrix}$

Forms with the suffix -a ም

180. This suffix approximates to the English "-ous":

e.g. $\begin{matrix} \text{ሆዳም} & , \text{gluttonous,} & \text{from the noun} & \text{ሆድ} & , \text{belly.} \\ \text{ሽቦታም} & , \text{grey, white haired,} & \text{from the noun} & \text{ሽቦት} & , \text{grey, white hair.} \\ \text{መልካም} & , \text{good, nice,} & \text{from the noun} & \text{መልክ} & , \text{appearance.} \\ \text{ወፍረም} & , \text{thick, fat,} & \text{from the verb} & \text{ወረረ} & , \text{become thick, fat (I-B).} \\ \text{ሰብረም} & , \text{drunkard,} & \text{from the verb} & \text{ሰበረ} & , \text{get drunk (I-A).} \end{matrix}$

Forms with the suffix -a ማ

181. This suffix has similar force to the last, and approximates to the English "-ful" or "-y".

e.g. $\begin{matrix} \text{ፍሬያማ} & , \text{fruitful,} & \text{from the noun} & \text{ፍሬ} & , \text{fruit.} \\ \text{ጭቃማ} & , \text{muddy,} & \text{from the noun} & \text{ጭቃ} & , \text{mud.} \\ \text{ወርቃማ} & , \text{gold coloured,} & \text{from the noun} & \text{ወርቅ} & , \text{gold.} \\ \text{ጤናማ} & , \text{healthy,} & \text{from the noun} & \text{ጤና} & , \text{health.} \end{matrix}$

1. This የ is sometimes even placed before adjectives, especially foreign adjectives imported into Amharic, adjectives of nationality, etc.

e.g. $\begin{matrix} \text{የኢንተርናሽናል ባንክ} & \text{the International Bank} \\ \text{የእንግሊዝ ቋንቋ} & \text{the English language.} \end{matrix}$

2. Especially the Agent, the Form consisting only of 6th forms and the Form with suffix $-ጻኛ$ (or $-ገኛ$) (Sections 159, 164, 167, 168).

3. Although, like all adjectives, they can be used as nouns.

Forms ending with two 4th forms.

182. These forms, for which there are generally corresponding verbs, describe qualities and shapes:

e.g.	ቆሻሻ	, dirty,	related to the verb	ቆሻሻ	, become dirty (I-B).
	ጠጭጭ	, crooked, twisted,	related to the verb	ጠጭጭ	, become crooked, twisted (I-A).
	ሸሸረ	, rough,	related to the verb	ሸሸረ	, become rough (Int. C. S. I).
	ለሰለሰ	, soft, smooth,	related to the verb	ለሰለሰ	, become soft, smooth (IV).
	ጠፍጠፍ	, flat,	related to the verb	ጠፍጠፍ	, flatten out (IV).
	ጠንከረ	, hard,	related to the verb	ጠንከረ	, become hard (IV).
	ጉለጭሰ	, vigorous, virile,	related to the verb	ጉለጭሰ	, become vigorous, virile (IV).

Reduplicated Noun Forms.

183. These consist of twice repeated nouns, the two words being linked together by "a" which is suffixed to the first. This construction gives the sense of "having the nature of. . . .":

ብረታ ብረት	metal, metallic (i. e. having the nature of iron)
ሴታ ሴት	effeminate (i. e. having the nature of a woman)
ቆጠላ ቆጠላ	leafy, leaf-like (of vegetables). ¹

Adjectival Verbs

184. Where English would use an adjective together with the verb "to be", Amharic frequently expresses the complete thought with a verb alone. Such verbs we call Adjectival Verbs, because the sense of an adjective is inherent in them.

These verbs tend to be treated as "Become Verbs";² which means that although we may use the verb "to be" in translating them into English, their actual meaning is that of an adjective plus the verb "to become". Thus, the Amharic verb is used in a Perfect tense where the English verb "to be" would be in an Imperfect tense: e.g. the Simple Perfect form: ከሸደ , lit. "it became heavy", renders the English "it is heavy".

But sometimes Adjectival Verbs are used with the sense of the verb "to be" rather than that of the verb "to become"; so that "it is heavy" can also be rendered, literally, by the Present Imperfect form ይከብዳል.³

For most common adjectives corresponding Adjectival Verbs exist:

e.g.	ከሸደ	, heavy	has	ከሸደ	, become, be heavy (I-A).
	ከፋ	, bad,	has	ከፋ	, become, be bad (II-1-A).
	አጭር	, short,	has	አጭረ	, become, be short (I-A).
	ጥቁር	, black,	has	ጠፎረ	, become, be black (I-A).
	ብዙ	, much, many,	has	በዛ	, become, be much, many (II-1-A). ⁴

In some cases, however, there has been a divergence in sense between the adjective and the verb: e.g. the verb corresponding in form to ጥፋ , good, is ጠፎ , become, be pure, clear (II-1-A).

1. This form is also used for nouns:
e.g. ጌጣ ጌጥ , ornaments, from ጌጥ , decoration.

2. For which see Section 120.

3. This is especially the case when it is not just a present or momentary (i. e. Perfect) state that is in view, but rather a normal and continuous (i. e. Imperfect) attribute. Thus, while ከሸደ means "it is heavy" in the sense that "it is felt to be heavy now; heaviness is its state at the moment", ይከብዳል means "it is heavy" in the sense that "it is a heavy object, now and always; heaviness is its normal attribute".

This explains why the two important adjectival verbs of comparison, በሸጠ (I-A), and ተሻለ (P. III-1) are generally used with the sense of "to be" rather than "to become": e.g. ይበልጣል , it is greater; ይሻላል , it is better. So likewise with አነሰ (I-A) when it is comparative: e.g. ያንሳል , it is smaller; but when it means "to be insufficient" it is more likely to be treated as a "Become Verb": ገንዘብ አነሰኝ = I have not enough money (literally, Money became insufficient for me).

There is a tendency to treat an Adjectival Verb as a "Become Verb" when it is relative, even if it is one which is otherwise generally not so:

e.g. ትበልጣለች , she is bigger; የበሽጠች , she who is bigger (but የቻቸበልጥ is equally good).

4. Other examples may be found alongside their corresponding adjectives in Sections 180 and 182, under Derived Adjective Forms.

The Numerals

The Cardinal Numbers.

185.	አንድ ¹	1	አሥራ አንድ ²	11	የ መቶ ⁶	100
	ሁለት	2	ሀያ ³	20	የሁለቸ መቶ	200
	ሦስት	3	ሀያ አንድ ²	21	የ 7 ሺ 8	1,000
	አራት	4	ሠላሳ	30	የ 9 አሥር ሺ 10	10,000
	አምስት	5	አርባ	40	የ 11 ሺሊዮን	1,000,000
	ስድስት	6	ሀምሳ ⁴	50		
	ሰባት	7	ስልሳ ⁵	60		
	ስምንት	8	ጸባ	70		
	ዘጠኝ	9	ሰማያ	80		
	አሥር	10	ዘጠና	90		

Compound numbers are put together thus: **ጸያጸባ ስድስት መቶ ሠላሳ አራት** 634
(አንድ)ሺ ዘጠኝ መቶ አርባ ስምንት 1948

Since the Ethiopian figures, like Roman figures, are not suitable for arithmetic, the European figures are now very widely known and used. But the Ethiopian figures are still found in places where no arithmetic is involved (in the dating of letters, numbering of pages etc.), and it is therefore important to know them.

Notice that the sign ፣ used to indicate the end of a word is not used after figures.

The Ordinal Numbers.

186. These are formed from the Cardinal Numbers by the addition of the suffix (ä) ኛ

e.g.	አንድኛ	(አኛ)	1st ¹²
	ሁለተኛ	(ሁኛ)	2nd ¹³
	ሶስተኛ	(ሶኛ)	3rd
	አሥረኛ	(አኛ)	10th
	አሥራ አምስተኛ	(አኛ)	15th
	ሀያኛ	(ሀኛ)	20th
	መቶኛ	(ሾኛ)	100th
	ሁለት መቶ ሀምሳ ስድስተኛ	(ሁኛ)	256th

1. For the feminine the Ge'ez form አንዲት is sometimes used.
2. In the compound numbers 11, 21, 31 etc. አንድ frequently becomes ሀንድ .
3. Colloquially often ከያ
4. Or አምሳ
5. Or ስድሳ
6. Or አንድ መቶ
7. The letter, ሺ, is often used instead of the figure.
8. Or ሺሀ
9. Or ሺሺ
10. Old, or Bible, Amharic: አልፍ
11. Ethiopian figures are not likely to be used for such high numbers.
12. Other words for "first" are:--

(a) መጀመሪያ This is really the Instrument of the verb ጀመረ , begin (I-B). When it is used adjectively, የ is, optionally, prefixed: e.g. (የ) መጀመሪያው ቀን " , the first day. It is the opposite of መጨረሻ last (the Instrument of ጨረሰ , finish; I-B), which can also take the prefixed የ .

(b) ፊተኛ. This is an adjective formed from ፊት (face, front, before) and therefore means "foremost", "former". It is the opposite of ጳለኛ which means "hindermost", "last". Both are liable to prefix የ .

(c) ቀዳማዊ This is an adjective formed from the verb ቀደመ , precede (I-A). It is used in the titles of monarchs: e.g. ቀዳማዊ ኃይለ ሥላሴ , Haile Sellassie I.

13. In the titles of monarchs "the second" is rendered ዳግማዊ (from the verb ደካመ , repeat, I-A) e.g. ዳግማዊ ምኒልክ Menelik II.

Fractions.

187. These are made, as in English, by placing a cardinal number before an ordinal number (but the ordinal is not in the plural as it is in English):

e.g. ሶስት አምስተኛ three-fifths
 ሰባት አሥረኛ seven-tenths

The following special fractional words are also used:--

ግማሽ¹ እኩል² (a) half³
 ሲሶ (a) third
 ፋብ (a) quarter

But in arithmetic it is usual to use the regular forms:

አንድ ሁለተኛ, አንድ ሶስተኛ, አንድ አራተኛ.

Fractions are linked to the whole number with ከ, or its alternative ተ

e.g. ሁለት ሙሉ ከአንድ ስድስተኛ two (whole) and a sixth
 አራት ተኩል four and a half
 አሥራ አንድ ተሶስት ፋብ eleven and three quarters.

188. The word እጅ⁽⁶⁾ (hand) is used in colloquial idiom to indicate a proportion or a fraction:

e.g. ከከብቱ ሶስት እጅ ጠፋ = Three parts (out of four) of his cattle are lost.
 ከሶስት ሁለት እጅ ሰጠኝ = He gave me two thirds.

Multiples ("Times" etc.).

189. The English "times" is rendered by ጊዜ time (in the singular).

አንድ ጊዜ once
 ሁለት ጊዜ twice
 ሶስት ጊዜ three times
 አራት ጊዜ four times⁴ etc.

e.g. አራት ጊዜ አምስት ስንት ይመጣል? How many does four times five come to?
 ሁለት ጊዜ ይበልጠኛል He is twice as big as me.

190. The two nouns እጅ⁽⁶⁾ (lit. hand) and እጥፍ⁽⁵⁾ ("fold") are used in a manner somewhat similar to ጊዜ. Preceded by the appropriate numeral, they both give the sense of "--fold", "--times as much", "--times as many", "--times as big".

e.g. አምስት እጅ (አምስት እጥፍ) እመገልገላለሁ = I shall give back five-fold.
 ይህ የዚያኛው ሶስት እጅ (ሶስት እጥፍ) ነው = This is three times as big as that one there.

Without a numeral እጥፍ means "double" and can be used as a noun or adjective: but as a noun it may be preceded by ሁለት just as by the other numerals:

e.g. (ሁለት) እጥፍ ጨምራለች = She has added double (a noun).
 እጥፍ ዋጋ አስከፈሉኝ = They made me pay double price (an adjective).

"Of" with Numerals.

191. "Of" is rendered by ከ or ተ (lit. from); the numeral, at the same time, taking the definite article:

e.g. ከሰራተኞቹ ሶስቱ ሰነዮች ናቸው = Three of the workmen are idlers.

Even when the noun with the prefixed ከ (or ተ) is not expressed, the definite article suffixed to the numeral will still convey the sense of "of them" (or "of us", "of you" -- as the context demands):

ሶስቱ ሰነዮች ናቸው = Three of them are idle.

1. Or ግግስ

2. Or እኩል This is more definitely a noun.

3. While ግማሽ, which can be a noun or an adjective, is used both numerically and quantitatively, እኩል, when it means "half", is generally a noun and its use is chiefly with numbers. As an adjective it normally means "equal".

4. When designating a number of literal "times" or "occasions", ጊዜ is often reduced to the suffix -e:

e.g. አራት ጠራሁ = I called four times.
 አንዳንድ ይላኩኛል = They sometimes fight.
 ይኸንኔ አይገኝም = It is not obtainable at this time.
 ያኔ ገና አልተወለድኩም ነበር = At that time I was not yet born.

5. The verb "to fold" is አሸፈ (I-A).

Instead of this definite article a possessive suffix may be used:

- e.g. (ከነርሱ) አንድ¹ ይቆጥራል። = (ከነርሱ) አንዳቸው¹ ይቆጥራል። One of them is digging.
- (ከኛ) አንድ¹ ይሾማል። = (ከኛ) አንዳችን¹ ይሾማል። One of us will be made chief.²

Distributive Numerals ("Apiece", "Each").

192. A numeral is rendered distributive by being reduplicated--as is also the numeric interrogative ስንት :

- e.g. Q. ስንት ስንት ልስጣቸው? A. ሁለት ሁለት ስጣቸው።
How many each shall I give them? Give them two apiece.³

1. አንድ^ጎ can be used instead of አንድ in these constructions: አንድ^ጎው , አንድ^ጎቸው , etc.

2. These two suffixes (the definite article and possessive suffix) can be attached, with the same effect, to the plural forms of such words as ሰዎች , ጥቂት , አንዳንድ .

e.g. ሰዎቻቸው many of them
 ከኛንተ ጥቂቶቹ a few of you
 አንዳንድቻችን some of us

3. See also Sec. 227 on Distributive and Inclusive Pronouns.

THE PRONOUN

Personal Pronouns.

193. As the subject of a verb, the personal pronoun is inherent in the verb form, and is therefore dealt with in the sections on Verbs. Other forms of personal pronouns are: (A) Possessive Suffixes, (B) Object Suffixes and (C) Independent Personal Pronouns.

A. The Possessive Suffixes.

194 These, which are equivalent to the English possessive pronouns, are suffixed to the nouns which they modify. They are as follows:--

-e my	ፍ ⁵ her
-(I) ህ ¹ ለ ² your (m)	-a ገን our
-(I) ስ ¹ ለ ¹ your (f)	-a ገሁ your (pl)
ፆ ³ your (pol)	-a ገው their (his, her pol)
-ሀ ⁴ his, its	

195 These suffixes are attached to their nouns as follows (notice the modifications in spelling when the noun ends with a vowel:--

አባት father	ጌታ master
አባቱ my father	ጌታዬ my master
አባትህ your (m) father	ጌታህ your (m) master
አባትሽ your (f) father	ጌታሽ your (f) master
አባትዎ your (pol) father	ጌታዎ your (pol) master
አባቱ his, its father	ጌታው his, its master
አባትፍ ⁶ her father	ጌታዋ her master
አባታችን our father	ጌታችን our master
አባታችሁ your (pl) father	ጌታችሁ your (pl) master
አባታችው their (his, her pol) father	ጌታችው their (his, her pol) master
ዶፍ fowl	ስጊ cup
ዶፍዬ my fowl	ስጊዬ my cup
ዶፍህ your (m) fowl	ስጊህ your (m) cup
ዶፍሽ your (f) fowl	ስጊሽ your (f) cup
ዶፍዎ your (pol) fowl	ስጊዎ your (pol) cup
ዶፍው his, its fowl	ስጊው his, its cup
ዶፍዋ her fowl	ስጊዋ her cup
ዶፍአችን ⁷ our fowl	ስጊአችን ¹⁰ our cup
ዶፍአችሁ ⁸ your (pl) fowl	ስጊአችሁ ¹¹ your (pl) cup
ዶፍአችው ⁹ their (his, her pol) fowl	ስጊአችው ¹² their (his, her pol) cup

1. The *i*, shown in a bracket, is heard when the noun ends with a consonant: e.g. አባትህ, your (m) father, pronounced abbatīh; አባትሽ, your (f) father, pronounced abbatīsh. This shows a contrast with the corresponding suffixes of the Simple Perfect tense, which are pronounced with little or no *i* before them: e.g. ሰበርህ, you (m) broke, pronounced säbbärh; ሰበርሽ, you (f) broke, pronounced säbbärsh.
2. *h* is sometimes substituted for *u* before an accusative ገ, in which case it is not preceded by *i*. e.g. አባትክን, your (m) father (accusative), pronounced abbatkīn.
3. In this, as well as in other 2nd person polite suffixes, the consonant *w* is hardly perceptible: e.g. አባትዎ, your (pol) father, is pronounced abbat(u)o.
4. This is identical in form with the masculine definite article.
5. This is identical in form with the feminine definite article, ፍ.
6. When the noun ends with a consonant the 4th form diphthong, if it exists for that letter, can be used: አባቷ her father. For the diphthongs see the chart of Characters (Sec. 4).
7. Other spellings are: ዶፍዋችን, ዶጊችን.
8. Other spellings are: ዶፍዋችሁ, ዶጊችሁ.
9. Other spellings are: ዶፍዋችው, ዶጊችው.
10. Other spellings are: ስጊያችን, ስጊያችን.
11. Other spellings are: ስጊያችሁ, ስጊያችሁ.
12. Other spellings are: ስጊያችው, ስጊያችው.

Notice that all plural nouns end with a consonant, and so attach the possessive suffixes as shown for አባት; e.g. ሲኒቶቼ my cups.

B. The Object Suffixes.

196 These are the equivalent of the English objective personal pronouns, and are suffixed to the verbs of which they are the object (direct or indirect). They are as follows:--

ሆኝ	me	-a -ት	her
-ሀ	you (m)	ኝ (-ኝ)	us
-ሽ	you (f)	-a ቸሁ	you (pl)
-ዎ -ዎት	you (pol)	-a ቸው	them (him, her pol)
-ው -ት after u or o	him, it		

197 If the verb form ends with a vowel these suffixes are attached without complication (apart from the usual union of like vowels and assimilation of the weaker vowel by the stronger ¹):

e.g. ፈሰገ	he wanted	ነገሩ	they told
ፈሰገኝ	he wanted me	ነገሩኝ	they told me
ፈሰገህ	he wanted you (m)	ነገሩህ	they told you (m)
ፈሰገሽ	he wanted you (f)	ነገሩሽ	they told you (f)
ፈሰገዎ (ት)	he wanted you (pol)	ነገሩዎ (ት)	they told you (pol)
ፈሰገው	he wanted him, it	ነገሩት	they told him, it
ፈሰገች	he wanted her	ነገሩአት ²	they told her
ፈሰገንኝ (ፈሰገኝ)	he wanted us	ነገሩንኝ (ነገሩኝ)	they told us
ፈሰገችሁ ³	he wanted you (pl)	ነገሩአችሁ ³	they told you (pl)
ፈሰገቸው	he wanted them	ነገሩአቸው	they told them (him, her pol)
	(him, her pol)		

ሰምቶ	he having heard	ጠይቂ	ask (f)
ሰምቶኝ	he having heard me	ጠይቂኝ	ask me
ሰምቶህ	he having heard you (m)		
ሰምቶሽ	he having heard you (f)		
ሰምቶዎ (ት)	he having heard you (pol)		
ሰምቶት	he having heard him, it	ጠይቂው	ask him, it
ሰምቶአት ⁴	he having heard her	ጠይቂአት ⁷	ask her
ሰምቶንኝ (-ኝ) ⁵	he having heard us	ጠይቂንኝ (-ኝ)	ask us
ሰምቶአችሁ ⁵	he having heard you (pl)		
ሰምቶአቸው ⁶	he having heard them	ጠይቂአቸው ⁸	ask them (him, her pol)
	(him, her pol)		

198 If the verb form ends with a consonant (i.e. a 6th form) a "cushion vowel" must be inserted between it and the initial consonant of an object suffix. ⁹ This "cushion vowel" is ä, except before the object suffixes -ሀ and -ሽ when it is i. ¹⁰

1. For which see Sec. 13 on The Contraction of Adjacent Vowels.
2. Other spellings are: ነገሩዎት, ነገርዎት, ነገረት
3. Other spellings are: ነገሩዎችሁ, ነገርዎችሁ, ነገረችሁ.
4. Other spellings are: ሰምትዎት, ሰምቷት
5. Other spellings are: ሰምትዎችሁ, ሰምቷችሁ.
6. Other spellings are: ሰምትዎቸው, ሰምቷቸው.
7. Other spellings are: ጠይቂያት, ጠይቅያት.
8. Other spellings are: ጠይቂያቸው, ጠይቅያቸው.

9. i.e. No "cushion vowel" is needed when the initial sound of the object suffix is, itself, a vowel. The object suffix ው, although it sounds like a vowel, u, is technically a consonant, w; and so requires a "cushion vowel". But the object suffix -ዎ (ት) which is pronounced very close to -o (ት) with less consistency, is sometimes given a "cushion vowel" and sometimes not.

10. But -ሀ sometimes takes the cushion vowel ä.

This means, in effect, that a final 6th form is changed to a 1st form before the object suffixes ^(u) ህ, ሙ, ን and (optionally) ም (ት);² while before ህ and ን it remains 6th form but is pronounced with its vowel (i). The other object suffixes all begin with a vowel (a), and therefore require no "cushion vowel" before them.

e.g.	ይጠይቅ	let him ask	ጠየቅን	we asked	
	ይጠይቅኝ	let him ask me			
	ይጠይቅህ ¹	let him ask you (m)	ጠየቅንህ ¹	we asked you (m)	
	ይጠይቅሽ	let him ask you (f)	ጠየቅንሽ	we asked you (f)	
	ይጠይቅም (ት)	(ይጠይቅም (ት)) let him ask you (pol)	ጠየቅንም (ት)	(ጠየቅንም (ት)) we asked you (pol)	
	ይጠይቅው	let him ask him, it	ጠየቅንው	we asked him, it	
	ይጠይቅት	let him ask her	ጠየቅናት	we asked her	
	ይጠይቅንኝ (ኝ)	let him ask us			
	ይጠይቅንችሁ	let him ask you (pl)	ጠየቅናችሁ	we asked you (pl)	
	ይጠይቅታችሁ	let him ask them	ጠየቅናችሁ	we asked them (him, her, pol)	
		(him, her, pol)		pol)	

199 The personal verb endings ን (for 2nd feminine in the Simple Perfect and Gerund) and ት (for 3rd feminine in the Simple Perfect), being saturated consonants, are treated as having their own vowel, and do not, therefore, require a "cushion vowel" after them like other consonantal verb endings:
e.g. ጠየቅሽው you (f) asked him ጠየቅችኝ she asked me

The same applies to an absorbent consonant which has become saturated by absorbing a suffixed i :
e.g. ውሰድው, take (f) it (from ወሰደ). But, inconsistently, it does not apply to a final radical which is saturated at any rate: e.g. አብኛው, repair (m) it (from አብኛ³)--but አብኛው or አብኛው, repair (f) it.

200 With compound tenses the object suffix is attached to the participle (the Gerund or the Contingent) and not to the auxiliary verb (አለ or ነበረ). Those which are formed with ነበረ (the Past Perfect and the Past Imperfect) present no complications because the auxiliary verb is written as a separate word: e.g. ለከውት ነበር they had sent him. ይጠብቅኝ ነበር he was waiting for me. But in the tenses formed with አለ (the Present Perfect and the Present Imperfect) the participle and the auxiliary verb are knit together as one word (and in some cases, even, the final vowel of the former is "overlapped" by the initial vowel of the latter; e.g. ትረጎሙ + አላችሁ = ትረጎሙላችሁ⁴). Thus to allow room for an object suffix they have to be disengaged. The object suffix is then inserted between them (with a "cushion vowel" as required), and the whole compound formation is again "sealed up" and treated as one word.

e.g. ወስኛለሁ I have taken (1st singular Present Perfect of ወሰደ, I-A).
ወስኛ - ህ - አለሁ → ወስኛህለሁ I have taken you (m)

ትወስኛለህ You (m) will take (2nd masculine singular Present Imperfect).
ትወስኛ - ኝ - አለህ → ትወስኛኝለህ You (m) will take me.

ረስተዋል They have forgotten (3rd plural Present Perfect of ረሳ, II-1-A).
ረስተው - ት - አል → ረስተውታል They have forgotten him.

ትረሳላችሁ You (pl) forget (2nd plural Present Imperfect).
ትረሱ - አቶው - አላችሁ → ትረሱቸዋላችሁ You (pl) forget them.

All persons of the two tenses formed with አለ take the object suffixes in this manner. But there is one irregularity: in the 3rd plural Present Imperfect the suffix (u) of the auxiliary verb is dropped when an object suffix is inserted:

e.g. ይልከሉ They will send (3rd plural Present Imperfect of ላከ, III-1)
ይልኩ - ኝ - አሉ → ይልኩኛል They will send us.⁵

1. But -ህ sometimes takes the "cushion vowel" ህ.
2. When this final 6th form is ህ (in the 2nd masculine Simple Perfect and Gerund), in order to supply the right vowel sound (ä) for the "cushion vowel", it must be changed not to ህ but to ን e.g. ጠየቅህ you (m) asked, but ጠየቅኝ you (m) asked us.
3. See Sec. 105 on Slightly Irregular Verbs.
4. Though elsewhere we have called this "assimilation", we speak here of "overlapping", because the vowel which had disappeared reappears as soon as the two words are disengaged.
5. Obviously since the suffixed u of the Contingent has now reappeared, a second suffixed u on the auxiliary verb is felt to be redundant.

The following are further examples of the use of object suffixes with these two tenses:--

Present Perfect Tense

Present Imperfect Tense

ጽፏዋለሁ I have written it.
 መርምረሃታል You (m) have examined her.
 ነገረሽኛል You (f) have told us.
 መርጧችንን He has chosen you (pl).
 ሸጣቸዋለች She has sold them.
 ጠርተንሃል We have called you (m).
 ስግጥሁኛል You (pl) have kissed me.
 ቀዳተውሻል They have robbed you (f).

እለምነምታላሁ I beg you (pol).
 ትሸኛቸዋለህ You (m) escort them.
 ትይዣታለሽ You (f) will hold her.
 ይከሸሽልሽ He will forbid you (f).
 ትመታሃለች She will hit you (m).
 እንሰበሰባቸዋለን We are gathering them.
 ታዩኛላችሁ You (pl) see me.
 ይዘገቡታል They forget it.

201 The suffix ም, whether used as a negative suffix or as a conjunction, is placed after an object suffix:
 e.g. አልሰጠንም¹ he did not give us አይገድላቸውም they will not kill them
 ጫረሁትም and I finished it

202 An object suffix can be used even when the object has already been expressed as a noun or independent pronoun, provided that that object is definite. In such cases the object suffix is quite redundant, adding nothing to the sense, and yet the use is very common.

e.g. አንድ አሮጊት አየን = We saw an old woman (an indefinite direct object).
 But አሮጊቷን አየን = } We saw the old woman (a definite direct object).
 አሮጊቷን አየናት }
 ለኔ ንገር = } Tell me (a definite indirect object -- personal pronouns are always definite).
 ለኔ ንገረኝ = }

203 Although either a direct or an indirect object can be expressed as an object suffix they cannot both be suffixed at once. Most commonly an object suffix is a direct object; but some verbs which tend to take both a direct and an indirect object (e.g. ሰጠ, give; ነገረ, tell) generally use the object suffix for the indirect object, preferring even to use it redundantly for the indirect object, and to leave the direct object unexpressed, rather than to use it for the latter:

e.g. ለሠራተኞቹ ስጣቸው = Give (it) to the workmen (lit. Give to them to the workmen).

204 With some verbs the objective sense of the object suffix is so indirect as to require the preposition "for" in translation: e.g. ቆየኝ, wait (m) for me; ከሸዳት, it was heavy for her; እንሰው it was small for him.²

205 For the infixing of the prepositions በ and ለ between the verb and the object suffix see Secs. 248-251 under Prepositions.

C. The Independent Personal Pronouns.

206 Although, as we have seen, the personal pronouns are inherent in the verb forms, or attached to nouns and verbs as suffixes, yet there are occasions when they need to be expressed independently, i.e. as separate words. The Independent Personal Pronouns, then, are as follows:--

እኔ	I	እርሷ ³	she
አንተ	you (m)	እርሳቸው ^{3,4}	he, she (pol)
አንቺ	you (f)	እኛ	we
እርሶ ³	you (pol)	እኛንተ ^{5,6}	you (pl)
እርሱ ³	he, it	እነርሱ ^{3,5}	they ⁷

1. Notice that there is no difference in spelling between this and አልሰጠንም, we did not give. The object suffix, ን, however, is doubled. This is not the only case where there may be confusion between an object suffix and the personal suffix of a verb form.

2. With በሰለጠኝ, be greater (I-A), it requires the preposition "than": e.g. ይበልጠኛል he is greater than I.

3. The C is often omitted, in which case the adjacent s is doubled in compensation; see Sec. 14 on The Assimilation of a Preceding by a Following Consonant.

4. This is really an old 3rd person plural form (see footnote on "they").

5. እኝ is a plural prefix used with some pronouns. An alternative (literary) form is እሽ.

6 Or እኛንተ

7 In classical Amharic እርሳቸው and እነርሳቸው are also found.

207 These pronouns are used especially for emphasis and contrast: e.g. እጥከራለሁ = I shall try.
 but እኔ እጥከራለሁ = I shall try.

When the direct object of a verb they take the accusative ን

e.g. እርሱን አረጃጋለሁ ፤ አንተን አልረጃግም = I want him; I don't want you.

208 They are also the form of personal pronoun used with prepositions:¹

e.g. ለእኔ or እኔ to, for me
 ወደ አንተ or ወዳንተ to you (m)
 ከእርሱ ጋራ or ከርሱ ጋራ with him

209 Prefixing the preposition የ (of) results in an Independent Possessive Pronoun:

e.g. ሳጥኔ my box
 የኔ ሳጥን my box
 ሳጥኑ የኔ ነው = The box is mine.

This Independent Possessive Pronoun takes the accusative ን whether it stands before a noun or by itself:

e.g. የርስዋን ገንዘብ ወሰድኩ = I took her money.
 የርሱን መሸከኩ = I returned his.

It is sometimes given a definite article for emphasis

e.g. የኔው የት ነው? Where is mine?

"Polite Forms"

210 These are the personal forms of the verb and the pronouns which are used in addressing someone (i. e. a 2nd person), or with reference to someone (i. e. a 3rd person), whose age or standing warrants respectful treatment. Though they are largely borrowed from the 3rd person plural they are exclusively singular in meaning, there being no special "polite forms" for plural use. They are summarized in the following table 2:--

Polite Form of:	2nd Person Singular	3rd Person Singular
Verb ³	borrowed 3rd person plural forms	borrowed 3rd person plural forms
Pronoun Possessive Suffix	has its own form ዎ	borrowed 3rd pers. plur. form: ላኛው
Object Suffix	has its own form ዎ(ት)	borrowed 3rd pers. plur. form: ላኛው
Indep. Pers. Pronoun	has its own form እርሱዎ	borrowed 3rd pers. plur. form: እርሳቸው

1. Except when the prepositions በ and ለ are infixes before object suffixes (see Secs. 248-250).
 2. We do not here include the polite forms of the Demonstrative, for which see Sec. 211.
 3. Not including ነው, which is not a true verb form and uses the object suffixes for its persons.

Demonstrative Pronouns.

211

		<u>Masculine</u>		<u>Feminine</u>		<u>Polite</u>
<u>This.</u>	Nominative	ይህ ¹	or ይኸ ^{2,3}	ይህች ¹	or ይች ^{2,5}	እኚህ ⁶
	Accusative	ይህን ¹	or ይኸንን ^{2,4}	ይህችን ¹	or ይችን ²	እኚህን ⁶
<u>That.</u>	Nominative	ያ		ያች ¹⁰		እኚያ ^{6,11}
	Accusative	ያን	or ያንን ⁹	ያችን		እኚያን ^{6,12}
	<u>These.</u>	Nominative	እኚህ ¹	or	እኚህ ^{2,7}	
		Accusative	እኚህን ¹	or	እኚህን ^{2,8}	
	<u>Those.</u>	Nominative	እኚያ ¹	or	እኚያ ^{2,13}	
		Accusative	እኚያን ¹	or	እኚያን ^{2,14}	

212 After prefixes (and this includes all prepositions) the masculine and feminine singular demonstratives become:--

		ከህ	this (m)
		ከች	this (f)
		ከያ	that (m)
		ከያች	that (f)
e.g.	ስለከህ ¹⁵		because of this, therefore
	እንደከች		like this one (f)
	ለከያ ሰው		for that man
	ከከያች ልጅ ጋር		with that girl

This construction supplies the words for "here" and "there":--

በከህ	or	እከህ	here (lit. at this)
በከያ	or	እከያ	there (lit. at that) ¹⁶

When the prefixed preposition is ወደ (to) or እንደ (like) the resultant form is sometimes shortened, thus:--

ወደከህ	becomes	ወዲህ	(to this, hither)
ወደከያ	becomes	ወዲያ	(to that, thither)
እንደከህ	becomes	እንዲህ	(like this)
እንደከያ	becomes	እንዲያ	(like that)

1. The standard and more literary form.
2. Common in colloquial Amharic.
3. Generally pronounced yihe.
4. Other variations are: ይህንን , ይህን , ይኸንን .
5. Generally pronounced yichchi.
6. These "Polite" forms were originally plurals. They are used with reference to those whose age or standing warrants especially respectful treatment: e.g. እኚህ ሽግግሌ this old gentleman.
7. Other variations are: እኚህ , እኚህ , እኚህ .
8. Other variations are: እኚህን , እኚህን , እኚህን .
9. Or ያንን .
10. Generally pronounced yachchi.
11. Or እኚያ
12. Or እኚያን
13. Other variations are: እኚያ , እኚያ , እኚያ , እኚያ .
14. Other variations are: እኚያን , እኚያን , እኚያን , እኚያን .
15. Notice that prepositional prefixes of more than one letter are not now written as separate words.
16. እከህ and እከያ are used much more commonly for "here" and "there", respectively, than በከህ and በከያ . But the latter pair are often used instrumentally for "by this (way)" and "by that (way)":
e.g. በከህ እንሂድ Let us go this way.

But these shorter forms are not used when the demonstrative is adjectival (i.e. before a noun):

e.g. እንደዚህ ነው ። or እንዲህ ነው ። It is like this
 But እንደዚህ አገር ነው ። It is like this country.

213 A definite article is often suffixed to a demonstrative; like the English word "same" it makes backward reference to what has just been spoken of. The form of definite article used with all demonstratives, whether masculine, feminine or plural, is -u.

e.g. ይኸው ልጅ ዛሬ ትልቅ ሰው ነው ። This same boy is to-day a great man.
 ይችው ሌት ሚስቱ ሆነች ። This same woman became his wife.
 ሂድኛ እንደዚህ አድርግ ። Go and do likewise (lit. like this same).
 ያው ነው ። It is the same thing (lit. that same).
 እነዚህ ናቸው ። They are the same ones (lit. these same).¹

214. A demonstrative with the definite article attached is also used to point out something (or someone) that has been asked for or whose whereabouts has been under question.² In this use an object suffix³ often takes the place of the definite article for the feminine singular demonstratives.

e.g. ይኸው Here it (he) is!
 ያችው or ያችያት There she is!
 እነዚህ } Here they are"
 እነኚህ }

To these combined forms one can further add the infixed preposition ለ with its attached object suffix:³

e.g. ይኸውልህ Here it is for you (m)!
 ያችያትልክ Here she is for you (f)!

Interrogative Pronouns.

215.

		Singular		Plural	
		Nominative	Accusative	Nominative	Accusative
What	ፎን	ፎን	ፎን	ፎን	ፎን
Who ⁴	ማን ⁵	ማን	ማንን	እነማን	እነማንን

Notice that while the ን of ፎን is single, the ን of ማን is potentially double.

Notice also that while ፎን remains uninflected, ማን takes the suffix ን in the accusative and the prefix እነ in the plural.

A plural form ፎንኛ however, is sometimes used for ፎን. Also plural force can be given for both ፎን and ማን by reduplicating the singular form (alone or with ኛ, and):

ፎን ፎን or ፎንኛ ፎን what (pl)
 ማን ማን or ማንኛ ማን who (pl)

These reduplicate forms ask for a detailed or itemized answer:

e.g. እነማን መጡ? ለስት ተማሪዎች መጡ ። Who (pl) came? Three school-children came.
 ማንኛ ማን ነበሩ ። ወርቁ ፣ በቮንኛ ስነሰች ነበሩ ። Who were they? They were Werku, Bayyene and Zennebech.

1. This construction has an idiomatic use in the case of እንዲሁ and እንዲያው both of which frequently mean "for nothing", "just": e.g. እንዲያው ሰጠኝ He gave it to me for nothing; He just gave it to me.
2. Like the French "Voici" or "Voilà".
3. As otherwise used with verbs.
4. Or "What" with reference to names: e.g. ስምሽ ማን ነው? What is your (f) name? የከተማው ስም ማን ነው? What is the name of the town?
5. In colloquial Amharic ማን is often shortened to ማ.

216. Another form for "what" is ምንጅር¹, but this is only used with parts of the present tense of the verb "to be":

e.g. ምንጅር ነው? What is it?² ምንጅር ናቸው? What are they?

The **ር** of ምንጅር is generally dropped in which case the initial **n** of the verb doubles in compensation and the two words are treated as one:

e.g. ምንጅር ነው? What is it?
አንድ ምንጅር ነፃት? How are you (pol)? (lit. like what are you?)³

217. Both the masculine definite article and the possessive suffixes are sometimes found attached to ምን:
e.g. ምንህን ትፈልጋለህ? What of yours are you (m) looking for?

218. Other Interrogative Pronouns are:

የቲ (masc)	የቲ (fem)	የቶቹ (plur)	} Which
የትኛው (masc)	የትኛይቱ or የትኛዋ (fem)	የትኞቹ (plur)	
ማንኛው (masc)	ማንኛይቱ or ማንኛዋ (fem)		
	ማንኛቸው (masculine and feminine singular)		
	ማንኛችው (masculine and feminine singular)		

ስንት how many⁴ ምንያህል how much

Indefinite Pronouns.

219. A sense of comprehensiveness, and thence indefiniteness, is imparted by the suffix-ም (sometimes-ም),⁵ which, used to form indefinite pronouns, corresponds to the English "any-" or "-ever":

e.g.	ምን what	ምንም anything, whatever
	ማን who	ማንም anybody, whoever
	የት where	የትም anywhere, wherever
	ምን ጊዜ what time	ምን ጊዜም anytime, whenever
	አንድ one	አንድም one at all, a single one

These indefinite pronouns are used chiefly with (a) negative verbs and (b) conditional verbs:

e.g. (a)	ምንም አልፈልግም =	I don't want anything (= I want nothing). ⁶
	ማንንም አላየንም =	We did not see anybody (= I saw nobody). ⁶
	የትም አልሄድኩም =	I did not go anywhere (= I went nowhere). ⁶
	አንድም የለም =	There is not a single one.
(b)	ማንም ቢመጣ =	Whoever comes (lit. if anyone comes).
	ምንም ቢሆን	Whatever it is; at any rate (lit. if it is anything).

220. Other indefinite pronouns with similar use are:--

ማንኛውም (masc.)	ማንኛይቱም or ማንኛዋም (fem.)	ማንኛቸውም	any whatever
	አንዳች (fem)	አንዳችም	any (anything) at all
	ማንኛቸውም		any of them
	ምናምን		anything (at all); something or other.

221. When, in English, an indefinite pronoun is used with inclusive sense, Amharic often uses a relative construction followed by ሁሉ (all):

e.g.	የምትሰማውን ሁሉ ንገረኝ =	Tell (m) me whatever (anything) you hear (lit. Tell me all that you hear).
	በሚሄዱበት ሁሉ ይሰብኩ =	They preach wherever they go (lit. They preach in all to which they go).

1. This is probably a contraction of ምን ነገር = , what thing.
2. "What is it?" can also be ምን ነው. But this shorter form has come to be used more when the sense is "What's the matter?" "What's wrong?" etc.
3. See Sec. 14 on the Assimilation of a Preceding by a Following Consonant.
4. ስንት is often used for "how much" in asking prices.
5. Used with ሁሉ, and numerals with the definite article, the sense is comprehensive rather than indefinite.

e.g. ሁሉን ወሰዱ = They took it all; ሁሉንም ወሰዱ = They took everything.
ሁለቱ ልጆች ሄዱ = The two boys went; ሁለቱም ሄዱ = They both went.

6. Amharic possesses no negative pronouns (nobody, nothing, nowhere etc.). These must, therefore, be rendered with an affirmative pronoun and a negative verb, as illustrated by these examples.

Impersonal Pronouns.

222. The impersonal "someone", "anyone" is rendered by (አንድ) ሰው (lit. a person).

The impersonal "something", "anything" is rendered by አንድ ነገር (lit. a thing).
e.g. አንድ ሰው በሩን ይመታል ። Somebody is knocking (at) the door.
ሰው አለ እቤት? Is anyone at home?
በኪሱ ውስጥ አንድ ነገር አገኙ ። They found something in his pocket.¹

223. The impersonal "one", "you", also, is rendered by አንድ ሰው or ሰው ; or sometimes by using the verb in the 3rd person plural ("they"):

e.g. አንድ ሰው ሲታመም ሰውነቱ ይደክማል ። When one falls ill one's body gets weak.
በቆሻ ስስ ልብስ ይለብሳሉ ። In the lowlands one (lit. they) wears thin clothing.

224. Other impersonal pronouns are:--

እግሌ or እክሌ (masc.)	እግሊት or እክሊት	(fem.) so-and-so
	እንትን	what's-its-name
	እንትና	what's-his (her)-name

The Emphatic and Reflexive Pronoun.

225. The English "self", in both emphatic and reflexive² uses, is rendered by ራስ (lit. head). The appropriate object suffix is attached, and, in reflexive use, the accusative ን is added.

e.g. እኔ ራሴ እሸከመዋለሁ ። I myself will carry it (emphatic use).
ራሷን ገደለች She killed herself (reflexive use).

In the emphatic use, ራስ with the preposition የ prefixed renders "own":
e.g. የራሳችን አገር ነው ። It is our own country.³

The Reciprocal Pronoun.

226. The English "each other" is rendered by እርስ በርስ + Possessive Suffix. This is generally used together with a reciprocal verb.⁴

e.g. እርስ በርሳችን እንቆይዳለን ። We love each other.
እርስ በስርሳቸው ተሰዳጁሱ ። They abused each other.

But as the reciprocal verb is quite adequate by itself to give reciprocal sense, the reciprocal pronoun, እርስ በርስ is not very commonly used in speech.

Distributive and Inclusive Pronouns.

227. The English "each" and "every" are rendered (a) by the device of repetition,⁵ and (b) by prefixing እኛ and suffixing (generally, except with numbers) the definite article or a possessive suffix. In (a) the emphasis is more distributive, as it is with "each" while with (b) the emphasis is more inclusive, as it is with "every". But this distinction cannot always be made.

e.g. (a) (በ) ቀን በቀን አታክልት ያመጣል ። He brings vegetables each day (= day by day).
በሰለት በሰለት ቀን ገንዘቡን ይቆበላል ። He receives his money every three days.
ወ.ት ወ.ት እንነሻለን ። We rise each morning (= morning by morning).

1. The word "else", used with an impersonal pronoun etc., is rendered by ሌላ (other):
e.g. ሌላ ሰው ገብቷል ። Someone else has gone in.
ሌላ ነገር አይሆንም ። Nothing else will do.

But notice that the possessive "someone else's" is often rendered የሰው alone:
e.g. የኔ አይደለም ፣ የሰው ነው ። It is not mine; it is someone else's.

2. With some verbs reflexive sense is conveyed by the Passive form, see Sec. 85.
3. Another way of rendering "own" is an idiomatic use of the relative of the verb ገዛ (rule, buy): e.g.
በገዛ እጄ ሠራሁት ። I made it with my own hands. The two constructions are also found in combination:
e.g. የገዛ ራሴ ነው ። It is my own.

4. For reciprocal verbs see Sec. 97 (1) under Changed Stem Forms.
5. See also Sec. 192 on Distributive Numerals. This device of repetition, or reduplication, is further employed to give a sense of continuity, like the English "along":
e.g. ዳር ዳሩ along the edge መንገድ ለመንገድ along the road.

- (a) and (b) combined: **እየንጻንጻ** each one (lit. each one one).
እየንጻንጻችን each (one) of us.
 (b) **በየቀኑ አታክልት ያመጣል** He brings vegetables every day.
በየሶስት ቀን ገንዘቡን ይቀበላል He receives his money every three days.
ወደየቤታቸው ተመለሱ They returned each to his house (lit. to each of their houses).^{1, 2}

Except with **አንጻንጻ** (**እየንጻንጻ** etc.), **እየ** is rarely used without a preposition being prefixed, and this preposition assimilates the **አ** (see examples above).

The Relative Pronoun.

228. The relative pronoun (who, which, that) is the prefix **የ**, which must be attached either to a Simple Perfect or to a Contingent form.

The tenses used by relative verbs are indicated in the Limited Tense Scheme chart, which should be studied (Sec. 25). From this chart it will be seen that there is a range of four possible tenses (the Simple Perfect, the Simple Imperfect, the Past Perfect and the Past Imperfect); but that the Simple Perfect can act for all Perfect tenses, and the Simple Imperfect for all Imperfect tenses. In practice it is, in fact, these two simple tenses which are generally employed--except occasionally when one of the compound tenses is required for the sake of greater exactness.

(a) The relative pronoun with the Simple Perfect (using the verb **ሮጦ**, III-3, as a pattern).

የሮጥሁ	(ከ)	I who ran, have run, etc.
የሮጥህ	(ከ)	you (m) who ran, have run, etc.
የሮጥሽ		you (f) who ran, have run, etc.
የሮጠረ		he who, it which ran, has run, etc.
የሮጠች		she who ran, has run, etc.
የሮጥን	(ነ)	we who ran, have run, etc.
የሮጣችሁ		you (pl) who ran, have run, etc.
የሮጡ		they who, which, ran, have run, etc.

(b) The relative pronoun with the Simple Imperfect or Contingent (using the verb **ጸለየ**, I-B, as a pattern).

When the relative pronoun **የ** is prefixed to a Contingent a "buffer" consonant **ሾ** is placed between it and the personal prefixes. Notice how this **ሾ** unites with the latter.

e.g.

የሾጸልዩ	I who pray, am praying etc.
የሾችጸልዩ	you (m) who pray, are praying etc.
የሾትጸልዩ	you (f) who pray, are praying etc.
የሾጸልዩ	he who prays, is praying etc.
የሾትጸልዩ	she who prays, is praying etc.
የሾንጸልዩ	we who pray, are praying etc.
የሾችጸልዩ	you (pl) who pray, are praying etc.
የሾጸልዩ	they who pray, are praying etc.

Since the two simple tenses act as well for the compound tenses, it is usually the main verb, with its wider range of tenses which indicates the time (past, present, future); failing which the general context should make it clear:

e.g.

የቀዘቀዘ መብል አቀረበች	She brought (near) food which had got cold.
የቀዘቀዘ መብል አንገራልግም	We do not want food which has got cold.
የሻጊያነሱ ልጆች አየሁ	I saw children who were reading.
የሻጊያነሱ ልጆች አሉ?	Are there any children who read?

1. **እየ** can also be used with relative verbs; in which case, like a preposition, it assimilates the relative pronoun **የ**.

e.g.

በየምሥራቅሰት	wherever I go -- lit. in every (place) to which I go.
በየላሰት	everywhere -- lit. in every (place) in which it is.

2. A pair of useful idioms are: **ለብቻ ለብቻ** (a) and **ለየብቻ (ው)** (b). They both mean "separately", "each" by itself" etc.:

e.g.

ለብቻ ለብቻ ተቀሰሙ] They sat down separately, each by himself.
ለየብቻቸው ተቀሰሙ	

On the occasions when the compound tenses are used, the relative pronoun must be prefixed to the auxiliary verb ነበረ (a Simple Perfect form), never to the participle:¹
 e.g. ጥተው የነበሩ they who had died (Past Perfect)
 ታዘን የነበርክ you (m) who were sorrowing (Past Imperfect).

229. In the negative, relative verbs, not being main verbs, do not take the suffix ም². The relative pronoun የ and, with the Contingent, the "buffer" ም precede the negative prefix አል, and unite with it, as shown by the following examples:

(a) The relative pronoun with the negative Simple Perfect.

ያልጥሁ	(ኩ)	I who did not run, have not run, etc.
ያልጥህ	(ከ)	you (m) who did not run, have not run, etc.
ያልጥሽ		you (f) who did not run, have not run, etc.
ያልጣ		he who, it which, did not run, has not run, etc.
ያልጣች		she who did not run, has not run, etc.
ያልጥን	(ነ)	we who did not run, have not run, etc.
ያልጣችሁ		you (pl) who did not run, have not run, etc.
ያልጡ		they who, which, did not run, have not run, etc.

(b) The relative pronoun with the negative Simple Imperfect (or Contingent).

የማለአልዩ	I who do not pray, am not praying, etc.
የማትአልዩ	you (m) who do not pray, are not praying, etc.
የማትአልዩ	you (f) who do not pray, are not praying, etc.
የማይአልዩ	he who does not pray, is not praying, etc.
የማትአልዩ	she who does not pray, is not praying, etc.
የማትአልዩ	we who do not pray, are not praying, etc.
የማትአልዩ	you (pl) who do not pray, are not praying, etc.
የማይአልዩ	they who do not pray, are not praying, etc.

230. A relative clause is adjectival. It therefore occupies the position of an adjective, i. e. immediately before the noun which it modifies³ (notice that this is the reverse of the English order):

e.g. ትልቅ ሰዎች great men (a noun modified by an ordinary adjective).
 የሚጻፉ ሰዎች men who write (a noun modified by a relative clause).

Like an ordinary adjective, also, a relative clause can stand alone and act as a noun:

e.g. ትልቶች great ones (an ordinary adjective standing as a noun).
 የሚጻፉ ones who write (a relative clause standing as a noun).

231. Like an ordinary adjective, again, a relative clause can take a definite article, and attracts it from the noun which it modifies. But here is a difference: the definite article used with relatives is identical in form, whether masculine, feminine or plural, with the 3rd person masculine singular object suffix (complete with its "cushion vowel"), i. e. or ት⁴ (after u and o).⁵

e.g. የሮጠው ሰው the man who ran, has run, etc.
 የሮጠችው ሴት⁶ the woman who ran, has run, etc.
 ያልጥነው we (the ones) who did not run, have not run, etc.
 የሚጻፉው he (the one) who prays, is praying, etc.
 የማይጻፉት ልጆች the children who do not pray, are not praying, etc.

When the compound tenses are used, as it is the auxiliary verb (ነበረ) which takes the relative pronoun, so also it is the auxiliary verb which takes the definite article: e.g. ታነሽ የነበረችው ልጃገረድ , the girl who was reading. But it is, as usual, the participle which takes an object suffix: e.g. አንድ ታነሽው የነበረች ልጃገረድ a girl who was reading it.⁷

1. In this construction the auxiliary ነበረ does not so often drop its personal suffixes as at other times.
2. See Sec. 117 (Rule 1) under The Formation of Negatives.
3. But, like an ordinary adjective, it follows an independent pronoun to which it stands in apposition:
 e.g. እኔ ከፋው I the bad one. እኔ የማጠፋው I the one who does wrong.
4. Occasionally ቱ is used instead of ት : e.g. የገቡት or የገቡቱ , they who entered.
5. For the object suffixes and their "cushion vowels" see Secs. 196-199.
6. የሮጠችዋ ሴት is also possible, since an ordinary feminine definite article is sometimes heard with relative verbs.
7. An exception is the occasional suffixing of ስት to the auxiliary verb instead of to the participle:
 e.g. እኛምራ የነበርንበት ቤት = as an alternative to እኛምራሰት የነበርን ቤት = (a house in which we were working).

Naturally when a relative verb has, thus, a definite article suffixed, it will also take the accusative 3 if the following noun, or the relative clause itself, is the direct object of another verb:

- e.g. የጊደላየውን ልጅ ይረዳል = He will help the boy who prays.
 የማይደላዩትን አይረዳም = He will not help the ones who do not pray.

232. Again like an ordinary adjective, a relative takes the preposition governing its following noun. In this case, however, the relative pronoun የ is assimilated by the preposition (just as the possessive የ is assimilated by another preposition). This disappearance of የ is not so serious when the verb is a Contingent, because the "buffer" ም is still present to reveal a relative construction; but with the Simple Perfect it results in a "hidden relative", i.e. one whose presence can only be understood from the context or the general structure of the sentence.

- e.g. ለየሚሞቱት ወታደሮች → ለሚሞቱት ወታደሮች for the soldiers who will die
 ከሞቱት ወታደሮች ጋር → ከሞቱት ወታደሮች ጋር with the soldiers who have died (a "hidden relative").¹

In cases when the relative clause contains more than just the relative verb (with its prefixes and suffixes), the preposition is, inconsistently, still prefixed to the relative verb and not placed at the beginning of the clause, in spite of the fact that the "adjective" consists in the whole clause.²

- e.g. በከሬያ ጦርነት ስለሞቱት ወታደሮች about the soldiers who died in the Korean war.

233. The relative pronoun, የ , remains the same (i.e. is uninflected) whatever its case. While this makes for simplicity, it does not always make for clarity; because, with no inflexion to tell him whether የ is in the nominative, accusative, dative etc., the student may have difficulty in finding the right translation for it. Its meaning, in fact, can only be discovered from the wording of the sentence or from the context as a whole. This is illustrated in the following examples, which show how the one uninflected የ must be translated in various different ways according as its context demands (in this case without even the verb form to which it is prefixed changing):--

- (i) ወሬውን የነገራት ልጅ the boy³ who told her the news (the relative pronoun "who" is the subject of the relative verb, i.e. in the nominative case).
- (ii) ልጁ የነገራት ወሬ the news³ which the boy told her (the relative pronoun "which" is the object of the relative verb, i.e. in the accusative case).
- (iii) ወሬውን የነገራት ሴት the woman³ to whom he told the news (the relative pronoun "whom" is the indirect object of the relative verb, i.e. in the dative case).
- (iv) ልጁ የነገራት ሴት the woman³ whose child told her (the relative pronoun "whose" is possessive, i.e. in the genitive case).

234. Notice that, in the translations of the above examples, the definite article "the" appears each time, although in the Amharic the relative verb does not have a definite article but an object suffix (ላት). The fact is that, except with the compound tenses, there is no room for both object suffix and definite article together;⁴ so that when the former is present the sense of the latter, if required by the context, just has to be

1. Before the Simple Perfect prepositional prefixes of more than one letter tend, as usual, to be written as separate words; before the Contingent this is less common. Either way, however, they behave as prefixes and assimilate the relative የ .

- e.g. ስለ የሞቱት → ስለ ሞቱት (about those who died).

2. An exception is found in the common idiomatic phrases አንደት ያለ , what kind of, and አንደሺህ ያለ , one like this. The following question and answer illustrate their use:

- Q. በንደት ያለ ጠር ትጽፋለህ? A. በአንደሺህ ያለ =
 With what kind of pen do you write? With one like this.

Another exception is when the relative verb is preceded by a numeral:

- e.g. ስለ ሶስት የጠፉ ነገር ተናገረ = He spoke about three things which had been lost.

3. Since the Amharic order of relative and noun is the reverse of the English order, a great help towards finding the right translation is to take the noun which, in Amharic, follows the relative verb, and place it at the beginning in the English.

4. Actually they are sometimes used together in the northern dialects:

- e.g. የነገራቱ ልጅ the boy who told her
 የምናሄድበት መንገድ the road by which we shall go.

But the student should not regard such uses as normal.

understood. A definite sense can, indeed, generally be assumed from the presence of an object suffix; and if, on the contrary, a specifically indefinite sense needs to be expressed, the indefinite article (አንድ), or some other word indicating indefiniteness, will probably be added:

e.g. አንድ ወረውን የነገራት ልጅ a boy who told her the news.

Notice, further, in example (iii), that while the English has a definite article (with "woman") where the Amharic has none, the Amharic has the object suffix *a ጎ* where the English does not have the equivalent "her". In other words the Amharic object suffix *a ጎ* is, apparently, standing for the English definite article "the". This seeming confusion between the object suffix and the definite article is quite a feature of the Amharic relative construction. It is natural enough that there should be confusion when the object suffix is the 3rd masculine singular, as its form is then identical with that of the definite article (e.g. የጻፉት ሰዎች might mean "people who wrote it" or "the people who wrote"). But we find that the other 3rd person object suffixes (feminine and plural) also are frequently used in place of the definite article. Whenever, in fact, the relative verb has a definite object, direct or indirect, it is normal, if not obligatory, to use an object suffix instead of a definite article:

e.g. የምትፈልገው ሴት the woman who is seeking (there is no object and so an object suffix cannot be used; *ው* is the definite article).

But ልጃገረዱን የምትፈልጋት ሴት the woman who is looking for the girl ("the girl" is the direct object; the object suffix *a ጎ* therefore is used).

የምንወዳቸው ዘመዶቻችን our friends whom we love ("whom" is the direct object; the object suffix *a ጎ*, therefore is used).

የነገርሃት ሴት the woman whom you told ("whom" is the direct object; the object suffix *a ጎ* therefore, is used).

An object suffix, when the sense is definite, takes the accusative *ን* just like the definite article:
e.g. የነገራትን ልጅ ጠራሁት = I called the child who told her.

235. When, in English, the relative pronoun is governed by a preposition (e.g. to whom, with which, etc.) in Amharic the preposition is not prefixed to the relative pronoun itself, but to a corresponding personal pronoun. If the prepositional sense is such as can be supplied by either of the infixed prepositions, *ቨ* or *ኢ*,¹ this personal pronoun can be the object suffix:

e.g. ቀጧስ የገዛንላት ገረድ ይህች ናት = This is the servant girl for whom we bought a dress.
የገቡበት ቀን ሰኞ ነበረ = The day on which they arrived was Monday.
የምተኛበትን ክፍል አሸከራ ጠርጎታል = My servant has swept the room in which I sleep.
የምትገቡበት አገር ሰማይ ይባላል = The country to which you (pl) are journeying is called Heaven.
የተናገሩበትን ጉዳይ አላውቅም = I don't know the matter about which he (pol) spoke.

But if a preposition other than the infixed *ቨ* or *ኢ* is needed instead of the object suffix the independent personal pronoun is used; or, alternatively, the appropriate possessive suffix can be attached to the noun corresponding to the preposition.²

e.g. በርቧ አጠገብ የተቀመጥኩ ሴት እሁቱ ናት = } The woman beside whom I sat is my sister.
(በ) አጠገቧ የተቀመጥኩ ሴት እሁቱ ናት = }

The possessive suffix is also commonly employed to supply the sense of the preposition "of", i.e. when the relative pronoun is in the genitive case--"of which", "of whom", "whose" (this is actually the same construction as in the last example):

e.g. መስተዋቱ የተሰበረው መስኮት ይህ ነው = This is the window a pane of which was broken.³

But frequently an infixed *ለ* or *በ* is also used, adding to the possessive sense a sense of advantage or disadvantage:

e.g. ልጃቸው የሞተሰቸው ሰዎች ድሆች ናቸው = The people whose child died (to their disadvantage) are poor.

236. In many sentences containing relative clauses we find that there are two prepositions, and as the English and Amharic constructions are no different, the process of translating from English into Amharic is

1. For the meanings of the infixed *ቨ* and *ኢ* see Sec. 250, under Prepositions.

2. Where such a noun exists this is preferable. For these nouns see Secs. 246 (under Prepositions) and 254 (under Adverbs).

3. See also example (iv) in Sec. 233 (above).

apt to be confusing. However, one must simply bear in mind that the preposition which governs the noun has to be prefixed to the relative verb, as described in Sec. 232; while the one which in English governs the relative pronoun has to be treated as in Sec. 235 (above), and is, in fact, most commonly rendered by the infixed Π or Λ before an object suffix:

e.g. He (pol) expelled them from the land on which they were living.

ከሚቆሙበት መሬት ለስንሷቸው ።

Let us go to-day to the place to which we did not go yesterday.

ትላንት ወዳሄድንበት ቦታ ዛሬ እንሄድ ።

I cannot wait until the hour at which you (pl) eat lunch.

ምሳ እስከምትበሉበት ሰዓት ድረስ ለመቆየት አልችልም ።

I have not heard anything about the prisoners for whom I wrote.

በለ ጻፍኩላቸው እሥረኞች ምንም አልሰማሁም ።

She is not seen with her neighbors amongst whom she lives.

በመሀከላቸው (በነርሱ መሀከል) ከምትኖረው ጉረቤቶችዋ ጋራ አትታይም ።

237. In colloquial Amharic it is very common to place an emphasised word or phrase before the verb "to be" and to add a relative after it.¹ In quick speech the የም of a relative contingent is generally reduced to እም on such occasions.

e.g.	በለ ገንዘቡ ነቨር የጠየቀኝ ።	It was about his money that he asked me.
	ምንድን ነው የምትገዛ? (እምትገዛ?)	What is it that you are going to buy?
	ወንድሞቼ ናቸው የላኩት ።	It is (lit. they are) my brothers who sent it.
	የት ነው ያለው?	Where is it that it is? (i.e. Where is it?)
	ወይት ነው የምትሄዱ? (እምትሄዱ?)	Where is it that you (pl) are going?
	ማንን ነው የሚፈልጉት? (እሚፈልጉት?)	Who (lit. Whom) is it that you (pol) want?

238. The relative clause is a favourite in Amharic speech and is often used where English would prefer a simpler construction (as in the case of some of the above examples). The relative pronoun and verb must never be neglected or dropped out, as so frequently they are in English:

e.g.	የምፈለገው ዓይነት ነጭ ነው ።	The kind (which) I want is white.
	በአልጋ ላይ ያለውን ቦርሳ አምጣ ።	Bring (m) the bag (which is) on the bed.

239. The relative clause, being adjectival, is often used where English would employ an ordinary adjective or an adjectival past participle:

e.g.	የበሰበሰ አንጨት	rotten wood (lit. wood which has rotted)
	የበሰሰ ፍሬ	ripe fruit (lit. fruit which has ripened)
	የተቀደደ መኃረብ	a torn handkerchief (lit. a handkerchief which has been torn)
	የጠጁ በጎች	lost sheep (lit. sheep which have got lost)

240. Owing to the assimilation of the relative pronoun የ by the preceding preposition, a relative construction is sometimes, in itself, indistinguishable from a subordinating conjunction construction. But the rest of the sentence will normally make the meaning plain:

e.g.	በለ ገደለው አንበሳ ሰምተሃል ወይ?	Have you (m) heard about the lion which he killed? (a preposition with a relative construction).
	አንበሳውን በለ ገደለው በጣም ኩሯ ።	He was very proud because he had killed the lion (a subordinating conjunction construction).

1. See Sec. 273, with footnote, under Sentence Order.

THE PREPOSITION

A. Simple Prepositions.

241. These all end with \ddot{a} (with the exception of λ). They are prefixed to nouns, pronouns and adjectives. If the word to which they are prefixed begins with the vowel a the \ddot{a} of the preposition may be assimilated by the stronger vowel. Similarly if the word begins with the vowel i this may be assimilated by the stronger i . But these contractions are optional.¹

e.g. $\Lambda\lambda\ddot{a}\ddot{t}$ or $\Lambda\ddot{a}\ddot{t}$ for his father
 $h\lambda\ddot{t}$ or $h\ddot{t}$ from his mother

Prepositions having more than one letter (e.g. $\omega\ddot{r}$; $\lambda\ddot{r}$ like) are commonly written as separate words.² But this is just a spelling preference and does not alter the fact that they have the nature of prefixes just like the shorter prepositions, as is shown by their contraction with following words:

e.g. $\lambda\ddot{r}$ $\lambda\ddot{a}\ddot{t}$ or $\lambda\ddot{r}\lambda\ddot{a}\ddot{t}$ like his father.

Notice that the word governed by a preposition retains its nominative form, unlike the English where it becomes accusative: e.g. Λ (λ) \ddot{z} for me.

The Simple Prepositions are:--

1. Ω This has two fundamental senses:

(a) As the sign of the Locative Case it indicates "place where", also "time when"; and is translated: at, on, in.^{3,4}

When used of "place" (but not "time") it has an alternative λ .

e.g. $\Omega\ddot{z}\ddot{a}\ddot{y}$ $t+\phi\ddot{a}\ddot{m}$ = He stayed at Jimma.
 $\ddot{z}\ddot{r}\ddot{z}\ddot{a}$ $\Omega\omega\ddot{z}$ $\lambda\ddot{h}\phi\ddot{z}\ddot{t}$ = Put (m) the sack on the ground.
 $\lambda\ddot{h}\ddot{t}$ $\phi\ddot{a}\ddot{z}$ = It is not in the house.
 $\lambda\ddot{h}\ddot{v}$ $i\ddot{a}$ = It is here (lit. at this).
 $\Omega\ddot{h}\ddot{a}$ \ddot{t} $\ddot{r}\ddot{h}\ddot{z}$ = We got in at night.

(b) As the sign of the Instrumental Case it indicates the instrument, means, or way; and is translated: with, by, by means of, through.

e.g. $\Omega\lambda\ddot{c}\ddot{a}\ddot{h}$ $\ddot{z}\phi\ddot{h}$ = I wrote with a pencil.
 $\Omega\omega\ddot{h}\ddot{c}$ $\ddot{z}\phi$ = They went by car.
 $\Omega\ddot{h}\ddot{v}$ $\omega\ddot{z}\ddot{r}\ddot{z}$ $\omega\ddot{h}\ddot{z}$ = We came by another road.
 $\Omega\lambda\ddot{h}\ddot{t}\ddot{c}\ddot{z}\ddot{a}$ $\ddot{z}\ddot{a}\ddot{h}\ddot{a}$ = He preaches through (by means of) an interpreter.
 $\Omega\omega\ddot{h}\ddot{t}$ $\ddot{r}\ddot{h}\ddot{z}$ = He came in through (by) the window.

In regard to the preposition used, Amharic does not distinguish between an instrument and an agent. The Instrumental Ω , therefore, is also used to indicate an agent:

e.g. $\Omega\ddot{z}\ddot{r}\ddot{a}$ $t\ddot{z}\ddot{z}$ = It was written by the king.

2. Λ This is the sign of the Dative Case (i.e. it indicates the indirect object of the verb), and is translated: to (of the indirect object), for.

e.g. $\omega\ddot{z}\ddot{a}$ $\Omega\omega\ddot{z}\ddot{r}\ddot{z}$ $\ddot{r}\ddot{h}\ddot{z}$ = She told the news to her brother.
 $\Lambda\ddot{z}\ddot{t}$ $\lambda\omega\ddot{z}\ddot{h}\ddot{v}$ = I will work for you.

3. h (or t). This is the sign of the Ablative Case, and is translated: from, of (when synonymous with "from").

e.g. $h\lambda\ddot{z}$ $\omega\ddot{h}\ddot{v}$ = I have come from my country.
 $h\ddot{z}$ $\omega\ddot{z}$ $\ddot{z}\phi\ddot{z}\ddot{a}$? = Who of (= from) us will go?
 $t\ddot{h}\ddot{z}$ $t\omega\ddot{c}\ddot{t}\ddot{z}$ = It is made (lit. has been made) of (= from) iron.

1. See Sec. 13 (a) under the Contraction of Adjacent Vowels.

2. Except $\Omega\ddot{h}\ddot{t}$ $\ddot{h}\ddot{z}$ and $\lambda\ddot{h}\ddot{z}$.

3. Ω is often omitted with place names etc., and regularly so with the names of the days of the week:

e.g. $\Omega\ddot{z}\ddot{r}\ddot{z}$ $\ddot{z}\phi\ddot{z}\ddot{h}$ = or $\ddot{z}\ddot{r}\ddot{z}$ $\ddot{z}\phi\ddot{z}\ddot{h}$ = They live at Gonder;
 $\ddot{c}\ddot{h}$ $\ddot{z}\phi\ddot{z}\ddot{h}$ = They will start on Wednesday.

4. When indicating "place where", "on" and "in" are more usually rendered by the compound prepositions Ω - $\Lambda\ddot{z}$ and Ω - $\omega\ddot{h}\ddot{t}$ respectively.

It is also the preposition of comparison: than.

e.g. ሰፈው ከጠባቡ ይሻላል ። The wide one is better than the narrow one.

In literary Amharic it also has a locative use identical with that of በ (for "place where" but not for "time when"):

e.g. ከጠባብ ስጦት ስጦት ። It is in the bedroom.¹

4. የ This is the sign of the Genitive (or Possessive) Case, and is translated: of, ----'s.

e.g. የአሽከሩ ግሥት
 { the wife of the servant
 { the servant's wife

Notice that the combination of የ + the noun to which it is prefixed (የአሽከሩ) forms an adjectival phrase governing the second noun (ግሥት), which it therefore precedes.^{2,3}

5. ወደ This indicates direction, and is translated: to, towards.⁴

እ is sometimes substituted for ወደ (but not so commonly as it is for በ ; see above).

e.g. ወደ ትምህርት ቤት ርጠ ። He ran to school.
 ወደ ተራሮች ተመለከቱ ። They looked towards the mountains.
 ወደዚህ (እዚህ) ና ። Come (m) here (lit. to this).

6. ስለ This has two fundamental senses:

(a) It indicates cause, and is translated: for the sake of, because of.

e.g. መከራዬ ሁሉ ስለኛቴ ነው ። All my trouble is for the sake of my mother.
 ስለ ዝናቡ ጃንጥላ ያስፈልጋል ። Because of the rain an umbrella will be necessary.⁵

(b) It indicates subject matter, and is translated: about, concerning, on the subject of.

e.g. ስለ ጦርነት ጻፈች ። She wrote about the war.
 ስለ እምነት ተናገሩ ። He (pol) spoke on the subject of Faith.

7. እንደ This indicates similarity or accord, and is translated: like, according to.

e.g. እንደ ሽግግሌ ይሄዳል ። He walks like an old man.
 እንደ ወሬው ነገ ይገባሉ ። According to the rumor they are arriving tomorrow.

1. A further use of ከ is to render "in" when division into two or more parts is described:

e.g. ከሁለቱ ተቋቋረ ። It was torn in two.

2. This is as the second of the two English translations given above (the servant's wife); with which the Amharic further agrees in dropping the definite article from the second noun (ግሥት) and retaining only the one with the possessive noun (አሽከሩ). This is not a case of the usual transference of the definite article from the noun to a preceding adjective, for the definite article truly belongs to አሽከር and not to ግሥት (as is clear in this case from its being masculine). The second noun ግሥት, then, has simply lost its definite article, though the definite sense is still understood; and this is the normal when የ is used. In some cases, however, when the possessive noun has no definite article of its own, it does take the definite article belonging to the second noun:

e.g. የዛሬው ጋዜጣ the newspaper of to-day (i. e. to-day's newspaper);
 የጎጃም ሴት the woman of Gojjam.

3. As with ordinary adjectives, if the following noun is the direct object of a verb the accusative ግ is suffixed where there is a definite article or a possessive suffix:

e.g. የአሽከሩን ግሥት ጠረሁ ። I called the servant's wife.
 የአሽከሩን ግሥት ጠረሁ ። I called my servant's wife.
 የአሁኑ ልብሴን ለበሰሁ ። I put on my Sunday clothes.

4. ወደ like the locative በ, is apt to be omitted before place names etc.:

e.g. (ወደ) ጁቡቲ እንወርዳለን ። We shall go down to Jibuti.
 (ወደ) ከተማ ሄዳለች ። She has gone to town.

5. Notice that ስለ is not so often used to mean "because of" when looking backward to a past cause (except in the common phrase ስለዚህ, because of this). In such cases one of the compound prepositions, ከ-የተነሣ (as a result of) or በ-ምክንያት (by reason of), will probably be preferable:

e.g. ከዝናቡ የተነሣ መገንዶ ሁሉ ጭቃ ሆኗል ። Because of the rain the whole road has become mud.

8. ያለ (or አለ) This indicates negation,¹ and is translated: without, except.
 e.g. ሻይ ያለ ሱኬር አልረገግም = I do not want tea without sugar.
 አለ አሁን ሁሉ ቀን እንሠራለን = We work every day except Sunday.

9. እስከ (or እስተ), optionally compounded with ድረስ This is used (a) of Time, and (b) of Distance:

(a) For Time it is translated: until, up to, by.
 e.g. እስከ ግታ ድረስ ጠቨቀን = We waited until evening.
 እስተ ስጅስት ሰዓት ይጨርሳሉ = They will finish by twelve o'clock.

(b) For Distance it is translated: as far as, up to, to.
 e.g. እስከ መንገዱ ሸንጎኝ = He accompanied me as far as the road.
 እስተ ቀጥር አሥር ድረስ አነባለሁ = I will read to verse ten.

Figuratively it can also mean "including":

e.g. ሁሉም መጡ እስከ ልጆቹ = All came, including the children.

10. በስተ This is generally used with nouns of direction, and is translated: on the ---- side.

e.g. በስተፊት on the front side
 በስተኋላ on the rear side
 በስተቀኝ on the right hand side
 በስተገራ on the left hand side

11. ከኝ (or ተኝ), እስከኝ (or እስተኝ), with a possessive suffix or definite article attached to the noun. These forms are really ከ (ተ) and እስከ (እስተ) joined to the plural prefix እኝ . They therefore indicate plurality (i.e. something added to something else), and are translated: along with, together with.

እስከኝ (እስተኝ) can also be translated: including.
 e.g. ከኝሀፃንዋ ገሻች = She went in together with her infant.
 መሬቱን እስከነዛፎቹ ገዝተናል = We have bought the land along with (i.e. including) the trees.

B. Compound Prepositions.

242. These consist of one of the simple prepositions, generally በ² or ከ³, and another word following the noun (or pronoun). The following selection includes the most common:

1. በ-ውስጥ	inside	12. በ (ከ)-መሀከል	7	among, between ⁸
2. ከ-ውጭ	outside	13. በ-ፊንታ	9	instead of
3. በ-ላይ	upon, on top of ⁴	14. ከ-በቀር		except
4. ከ-በላይ	above	15. በ-ዙሪያ		around
5. ከ-በታች	below	16. በ-ስር		at the bottom of, under
6. ከ-ፊት	in front of	17. ከ-ወዲህ		on this side of, since
7. ከ-ኋላ	behind	18. ከ-ወዲያ		beyond, after
8. ከ-በፊት	before	19. በ (ከ)-ፊት ገ ለፊት		facing, opposite
9. ከ-በኋላ	after	20. ከ-ማያ		on the far side of
10. ከ-ጋራ (ጋር)	with ⁵	21. በ-ዘንድ		with, among ⁵
11. በ-አጠገብ	beside, next to ⁶	22. በ-በኩል		by way of, through ¹⁰

1. For the use of አለ with the Infinitive see Sec. 117 under the Formation of Negatives.
2. እ can still replace በ when "place where" is indicated.
3. In some compound prepositions በ and ከ are more or less interchangeable. But, generally, their fundamental meanings afford some guide as to which should be used; while the locative በ indicates location, and therefore proximity or contact, with ከ (from) there is an inherent sense of separation.
4. Occasionally "against".
5. While ከ-ጋራ (ጋር) is "with" of association generally, በ-ዘንድ , is "with" of association in a more specifically locative sense. Thus, for example, while ከኝርሱ ጋራ means "with them" without, necessarily, any reference to location, በኝርሱ ዘንድ means "with them" in the sense of "located with them". But neither of these two prepositions must be used for the instrumental "with", which is በ ; see Sec. 241 (1.b).
6. This preposition is sometimes loosely used for "near".
7. Or መካከል (see Sec. 16 on Interchangeable Sounds).
8. More literally "in the middle of": e.g. በመንገዱ መሀከል , in the middle of the road.
9. Sometimes also በስተቀር or በተቀር .
10. More literally "on the --- side", "in the --- direction": e.g. ቤታችው በግቢ በኩል ነው = Their house is on the Palace side, in the Palace direction.

23. በ—ጊዜ	at the time of	25. ከ—የተነሳ	as a result of
24. በ—ምክንያት	by reason of	26. ከ—ጀምሮ	1 ever since, since, for 2
e.g. በላጥት ውስጥ	inside the box	e.g. በገበያችን ዙሪያ	around our compound
እጠረጴዛው ላይ	upon the table	ከዚያ ወዲህ	since that
ከዛሬኛ በላይ	above the trees	ከመገንጠያው ፊት ለፊት	opposite the door
ከመጋረጃው ፊት	in front of the curtain	ከወንዙ ግንብ	on the far side of the river
ከዘመዶቼ ጋር	with my relatives	በገበያ በክፍል ተመለሱ	They returned by way of
በኛቷ አጠገብ	beside her mother	(= through) the market,	
በጉድጓዳዬ በአጥፋ መሀከል	between the pit and the fence	ከልጅነቴ ጀምሯል	I knew him since my childhood.
		አሕቅሁት	
		ከሁለቱ ወር ጀምሮ እከፊህ	She has worked here for two months.
በኛ ፈንታ ሞተ	He died instead of us.	ሠርታለች	

243. In order to indicate "motion to" or direction, the locative በ of a compound preposition may be replaced by ወደ . Likewise to indicate "motion from" it may be replaced by ከ .

e.g. ወደ ቁም ሳጥን ላይ ወሻሁ	It was on top of the cupboard.
ከቁም ሳጥን ላይ ወረድኩ	I got up on top of the cupboard.
	I got down from on top of the cupboard. ³

244. When one prepositional prefix is placed before another it is apt to assimilate ("swallow") it:⁴

e.g. ለአሥር ሰዓት ሩብ ጉዳይ	quarter to four
But በለአሥር ሰዓት ሩብ ጉዳይ	→ በአሥር ሰዓት ሩብ ጉዳይ = at quarter to four.

The preposition which is most usually assimilated is the possessive የ , since other prepositions frequently have to be added before possessive phrases. This has the result that when another preposition appears alone before a noun (or pronoun), the sentence will often make no sense unless an invisible (i.e. assimilated) የ is understood as well: e.g. ወደ ነጋዴው ሱቅ ሄድን = must be understood as ወደ የነጋዴው ሱቅ ሄድን = (We went to the shop of the merchant). It is quite normal, even for one የ to be assimilated by another የ ; and in this way more than one የ may disappear in the same sentence:

e.g. የነጋዴው ሱቅ	the shop of the merchant	
የየነጋዴው ሱቅ በር	→ የነጋዴው ሱቅ በር	the gate of the shop of the merchant
ወደ የነጋዴው ሱቅ በር	→ ወደ ነጋዴው ሱቅ በር	to the gate of the shop of the merchant

245. The assimilation of የ by another preposition explains the construction of most of the compound prepositions:

e.g. የጦርነቱ ጊዜ	the time of the war	
በየጦርነቱ ጊዜ	→ በጦርነቱ ጊዜ	at the time of the war

Thus we arrive at a compound preposition: በ—ጊዜ , at the time of.

246. In this way we find that the majority of words used with በ or ከ to form compound prepositions have an independent use as nouns. Most important amongst them are a group of noun-adverbs denoting position (for which see Sec. 254). These may be given personal force by means of possessive suffixes, the resulting form being the equivalent of the corresponding preposition with a personal pronoun:

e.g. በአጠገብዋ ተቀመጥኩ	(በርሷ አጠገብ ተቀመጥኩ)	I sat down beside her.
በመሀከላችን በሽተኛ የለም	(በኛ መሀከል በሽተኛ የለም)	There is no sick person among us.
ከበላይ ወደቀ		It fell from above me.

247. A prepositional prefix (i.e. a simple preposition or the prefixed part of a compound preposition) needs to be repeated for each of the nouns or pronouns to which it applies, when these stand in apposition to each other:

e.g. ለወዳጄ ለዋኛ ጸሐፊው ለአቶ በሸመ ጽሩቆያሊህ	I have written to my friend the chief clerk, Ato Belette.
ከኔ ከዘመዱ ጋር አይናገርም	He does not talk with me, his relative.

1. ጀምሮ is the Gerund of ጀመረ , start (I-B), and takes the appropriate personal forms (see examples).
2. "For" with reference to past time only (see example).
3. These substitutions of ወደ and ከ for በ may be regarded as cases of the assimilation of one preposition by another; for which see next paragraph (Sec. 244).
4. But not always; ከ , for instance, often stands before በ or ወደ without assimilating it:

e.g. ከበፊቱ አሁን ይሻላል	It is better now than before.
ከወደኋላ ብቻ አለች	She appeared from behind.

Infixed Prepositions.

248. While, in English, any appropriate preposition may be placed between a verb and the following objective pronoun (e.g. he worked for me, with me, against me, above me, beside me, etc.), in Amharic the only two prepositions which can be treated thus, i.e. placed between a verb and the object suffix, are Ω and Λ . Since verb and object suffix are treated as one word these prepositions are inserted as infixes between them. In this position their consonant is always doubled, and they combine with the object suffixes to form the following units:--

ሰኝ	on, etc., me	አኝ	to, etc., me
ሰህ	on, etc., you (m)	አህ	to, etc., you (m)
ሰሽ	on, etc., you (f)	አሽ	to, etc., you (f)
ሰዎ (ጎ)	on, etc., you (pl)	አዎ (ጎ)	to, etc., you (pl)
ሰት	on, etc., him, it	አት	to, etc., him, it
ሰት	on, etc., her	አት	to, etc., her
ሰሱ	on, etc., us	አሱ	to, etc., us
ሰሱ	on, etc., you (pl)	አሱ	to, etc., you (pl)
ሰሱ	on, etc., them (him, her, pol.)	አሱ	to, etc., them (him, her, pol.)

These combined units are attached to their verbs in the same way as simple object suffixes, except that their "cushion vowel" is always i :

e.g. ይሠራዋል	he makes it;	ይሠራሽኛል	he works with it.
ንገረኝ	tell me;	ንገርኝኛ	tell for me.

249. Since only Ω and Λ can be used with object suffixes, for other prepositions one must resort to the independent personal pronoun, even when no emphasis is required:

e.g. ይሠራልኝል he works for me; but ከኔ ጋር ይሠራል he works with me.

This, however, is not necessary as often as might be imagined, because the infixes Ω and Λ between them cover a remarkably wide range of meanings. Ω , especially, has a much wider scope when infixes than it has as an ordinary prefixed preposition.

250. Possible meanings of the infixes Ω and Λ may be summarized as follows:--

1. Ω
 - (a) The usual meanings of the ordinary prefixed preposition:--
Locative: at, on, in.
Instrumental: with, by, by means of, through.

e.g. ቆምንበቸው = We stood on them.
ጻፍኩበት = I wrote with it.

- (b) Against, to the disadvantage of.

This use of Ω often has no equivalent in normal English (see second example below).

e.g. ጻፈው ፈረደበት = The judge gave judgement against her.
ልጁን ሞተብን = Our child has died (to our disadvantage).

It can generally be assumed that some such sense is intended when the object of the preposition is a living person--the other uses being more for "things":

e.g. ተነሳበት = [He arose against him (a living person).
[He got up on it, or by means of it (a "thing").

Akin to this idea of disadvantage is the sense of obligation which is often expressed by the infixes Ω when used with the verbs አለ and ነበረ :

e.g. መክፈል አለብህ = You must pay.
መሳብ ነበረብኝ = I had to pull.¹

(c) Ω , when infixes, acts for a number of other prepositions which themselves cannot be infixes. These are its own compounds Ω -ውስጥ, inside, and Ω -ላይ, upon;² and also -- but chiefly with relative verbs -- ስለ, about;³ ወደ, to; and ከ, from (this last only with relative verbs).

1. This, in fact, is the ordinary way of translating "must" and "had to".
2. The simple preposition Ω at any rate includes "in" and "on" amongst its meanings.
3. But not ስለ, for the sake of, because of.

- e.g. ብዙ ወርቅ ተገኝቦት ። Much gold was found inside it. (ብ = ብ-ውስጥ)
 ሌላ ወምርቦት ። Add another on top of it. (ብ = ብ-ላይ)
 አሰብሽት ። Think about it. (ብ = ስለ)
 የምንሄድበት አውራጃ ሩቅ ነው ። The province to which we are going is far. (ብ = ወደ)
 የመጣችበትን ከተማ አላየሁም ። I have not seen the town from which she came. (ብ = ከ)

Notice that it is the context, and more particularly, the sense of the verb, which determines the correct translation of ብ .

2. ለ

(a) The usual meanings of the ordinary prefixed preposition:--
 to (of the indirect object), for.

- e.g. ሰንደላቸው ። He bowed down to them.
 አምጣልን ። Bring for us.

(b) In favour of, to the advantage of.

This use of ለ often has no equivalent in normal English (see second example below).

- e.g. ዳኛው ፈረዳለት ። The judge gave judgement in his favour.
 ልጆቸው ዳኅላቸው ። Their child has recovered (to their advantage).

251. ለ , as the sign of the dative case, is always used before the indirect object of a verb, when this is a noun or an independent pronoun. But, when the indirect object is an object suffix, confusion may arise; for, while with some verbs ለ must still be used (infix), with many others the object suffix alone will carry the dative sense.¹

- e.g. ለሌትኩዋ ምን መለሰ? What did he reply to the woman? (ለ used with a noun).
 ምን መለሰች? What did he reply to her? (infix ለ used with object suffix).

- [ለአሁኑ ገንዘብ አሸደረ ። He lent money to his sister (ለ used with a noun).
 ገንዘብ አሸደረት ። He lent money to her (object suffix alone).

Most verbs which habitually take an indirect object tend to use an object suffix alone for it (i.e. without the infix ለ). Such are: ሰጠ , give (II-2-A); ነገረ , tell (I-A); አለ , say (Irreg. III-1); መሰለ , seem (I-A); ቀሸ , tell a lie (¹ Int. C. S. II-2); አዋሰ , lend (D. C. III-1); አበደረ , lend (money etc. - D. C. I-B); ተቻለ , be possible (P. III-1); አስፈለገ , be necessary (I. C. I-B); ተገባ , be fitting (P. II-1-A); ከፈለ , pay (I-A).

If the infix ለ is ever used with such verbs as these it will probably mean "for" rather than "to":

- e.g. ከፈለኝ he paid (to) me; ከፈለኛኝ he paid for me.

Amongst the verbs which normally use the infix ለ for their indirect object are: መለሰ , return, reply (I-B); ጻፈ , write (III-1); ፈቅደ , permit (I-A).²

1. Rather similarly in English some verbs must have "to" before the objective pronoun, while others can use the objective pronoun alone: e.g. "he spoke to me", "he told me".

2. Since it also means "for", it might appear that ለ is infix to express the dative "to" only with those verbs whose sense implies some advantage to the indirect object. But while it is true that verbs whose sense involves no advantage at all do not generally infix ለ for their dative (e.g. ቀሸ , መሰለ), there are other verbs whose sense does imply advantage which are also used without ለ (e.g. ሰጠ , ተቻለ).

The Adverb

A. Ordinary Adverbs

Primitive Forms

252. The following are common:--

ቶሎ	1	quickly	አሁን	5, 6	now
ገና		still, yet	ብቻ		only
ዛሬ	3	to-day	መኛ		when?
ነገ	3	tomorrow	የት	7	where?
ትላንትኛ	3, 4	yesterday			

Compounded Forms

253. Most of these are combinations of a preposition and some other word, and are really, therefore, short adverbial phrases. The following are common:--

እኪህ	8	here	ስለኪህ	15	therefore
እኪያ	9	there	ለብቻው	16	by himself
እንደገና		again	ወደት		where? whither?
ሁልጊዜ		always	እንዴት	17	how? 18
አንዳንድ ጊዜ	12	sometimes	እንደምን		
በሁለም ስፍራ	13	everywhere	ለምን		why?
በአንድ ቦታ	13	somewhere	ስለምን		

Noun-Adverbs of Position

254. These are words which are used both as nouns and adverbs to describe place or time:¹⁹

ውስጥ	inside	ፊት	before
ውጭ	outside	ኋላ	after
ላይ	above, on top	አጠገብ	beside
ታች	below	ዙሪያ	around
	መሀከል	21	middle

1. Or ቦታሎ
2. "Not yet" when standing by itself as the answer to a question is ገና ነው (lit. it is still). But the verb ነው, often takes one of the other personal forms, as appropriate to its context:
e.g. Q. ጨርሷልች? A. ገና ናት። Has she finished? Not yet.
3. Words denoting days are used both as nouns and adverbs. See also the names of the days of the week (Sec. 354)
4. Or ትላንት, ትኛንትና and ትናንት are also found.
5. This follows the noun or the pronoun to which it applies:
e.g. ሴቶቹ ብቻ ተቀሙ። Only the women sat.
6. Like the English "only", ብቻ also has a more or less conjunctival use:
e.g. እጠይቃችኋለሁ፣ ብቻ ለጊዜው አልችልም። I will visit you, only I can't for the moment.
7. Also spelt ዩት It must sometimes be translated "what"; e.g. በየት በከፊል On what side?
8. Less commonly በኪህ (see Sec. 212 under Demonstratives).
9. Less commonly በኪያ (see Sec. 212 under Demonstratives).
10. Other translations of "again" are ሁለትኛ (especially with negative verbs) and ደግሞ (Sec. 258).
11. Other translations of "always" are በጊዜው, ዘወትር.
12. Often shortened to አንዳንድ.
13. In such phrases the words ቦታ and ስፍራ (both meaning "place") are interchangeable.
14. Other translations of "everywhere" are: በያለበት, በየቦታው, በየትም.
15. The appropriate possessive suffix is used: ለብቻዬ, by myself, etc.
16. This is a contraction of ወደ የት.
17. This is a contraction of እንደ የት.
18. When the reference is to an action rather than to a state, እንዴት and እንደምን are frequently compounded with the Gerund of አድርጎ, do (D.C. I-A):
e.g. እንዴት አድርገህ አገኘኸው? How (lit. Doing how) did you (m) find it?
But እንዴት መጥር ነው? How is he bad?
19. They are also used to form compound prepositions; see Sec. 242 and 246.
20. As a noun ፊት means "face".
21. Or መካከል, see Sec. 16 on Interchangeable Sounds.

Even though these can function by themselves as adverbs, since they are also nouns they often have the locative η prefixed when used adverbially.

e.g.	ውስጡ ቀይ ነው።	The inside is red] (ውስጥ is here used as a noun).
	ወደ ውስጥ ገቢ።	He went into the inside	
	ከውስጥ ወሻ።	He came out from inside	
(η)	ውስጥ ይሠራል።	He works inside	(ውስጥ is here used adverbially).

B. The Adverbial Use of other Parts of Speech.

Nouns and Adjectives with the Instrumental η prefixed.

255. The standard method of rendering a noun or adjective adverbial is to prefix the instrumental η ; the resulting form being, actually, a short adverbial phrase:

e.g.	በኃይል ምታ።	Hit (pl) hard.	(ኃይል = power).
	በደስታ ረዳሁ።	I gladly helped.	(ደስታ = joy).
	በድፍረት ጉመሰክራሏች።	She witnesses boldly.	(ድፍረት = courage).
	በፍጹም አልቋል።	It is completely finished.	(ፍጹም = complete).
(η)	ደህና ገቡ።	They arrived safely.	(ደህና = well, safe).

The Adverbial Accusative

256. A noun in the accusative case may act as an adverb with "specifying" sense. This "adverbial accusative" construction is bound up with the fact that some Amharic verbs take two direct objects: e.g. **ልጄን ልብሱን አለበሰሁ።** I dressed my child in his clothes. In this example both **ልጄን** and **ልብሱን** are direct objects of the verb **አለበሰሁ**, for either could be used by itself: **ልጄን አለበሰሁ።** I dressed my child; or **ልብሱን አለበሰሁ።** I put his clothes on. They therefore both take the accusative ? . But the latter has adverbial force, as it specifies how the child was dressed (the English "in his clothes" is an adverbial phrase). It can, therefore, also be called an "adverbial accusative". In cases where similar accusative forms are used with intransitive verbs it is more logical to call them adverbial accusatives than direct objects.²

e.g.	እጅዋን ታሸበች።	She washed herself on her hands (i.e. She washed her hands).
	ልብዋን ታሰመች።	She became ill in her heart.
	ሆዷን አግታለች።	She has pain in her abdomen.
	እግርዋን ተገዳች።	She was injured in her leg.
	ያን ጊዜ ላይ አየችው።	She saw him at that time.
	ብቻዋን ተመለሰች።	She returned by herself. ⁴

As with ordinary direct objects, where the noun is indefinite the accusative ? is commonly omitted:

e.g.	ፍንጃሉን ውሃ ሞላሁት።	I filled the cup with water.
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Gerunds Used as Adverbs

257. It is a normal function of the Gerund (Perfect Participle) to act as the verb of an adverbial clause: e.g. **ተግባራን ጨርሼ ወደ ቤት ተመለስሁ።** Having finished my task I returned home. But since a clause may contain nothing more than its verb form, the Gerund is often a complete adverbial clause in itself: e.g. **ጨርሼ ወደ ቤት ተመለስሁ።** Having finished I returned home.⁵ If, when used thus alone, it stands immediately before the verb, it is apt to be more of an adverb than a clause, and as an adverb it tends to have the time sense of the English Present Participle rather than of the Past Participle.⁶

e.g.	ጨርሼ አጠፋሁት።	I completely (lit. finishing) destroyed it.
	አጥብቆ ከለበሰኝ።	He strictly (lit. tightening) forbade me.

1. Although **ደህና** is an adjective, the preposition η is so frequently omitted in the adverbial use that it can practically be regarded as an adverb as well. This is especially noticeable in greetings etc.; see Sec. 342 (b).

2. This use is common with passive, reflexive and impersonal verbs: see examples.

3. **በዚያን ጊዜ** is also used, though having both the preposition η and the accusative suffix ? (either of which would be sufficient to give adverbial force) it is an illogical form.

4. The adverbial accusative construction is also used with the verb "to be":

e.g.	ብቻዬን ነኝ	I am by myself.
	ራቁቴን ነበረ	He was naked (= in his nakedness).

5. See also Sec. 129 under Uses of the Gerund.

6. Except when it is a "Become Verb"; see the last example.

ዝም ብላ ተቀመጠች ።
 አብረን እንሂድ ።
 ደስ ብሎኝ አሺ አልቡ ።
 ተቀምጠን እንሠራሰን ።

She silently (lit. staying quiet) sat down.
 Let us go together (lit. associating).
 I gladly (lit. being glad) agreed.
 We work sitting (lit. having sat down).

258. There are a few Gerunds which have come to be treated as pure adverbs. Having lost their verbal character they are used impersonally, i.e. in the 3rd masculine singular form throughout. Thus, for example, ደግሞ, the Gerund of ደገመ (repeat; I-A) has come to mean "also", "again": e.g. ደግሞ ትንሽ ትቤ ገዛች ። She also bought a little butter (or Again she bought a little butter). But, where the sense requires it, such Gerunds may still function personally as ordinary verbal participles: e.g. እሎትዋን ደግማ ተቸች ። Having repeated her prayer she lay down. Other important adverbial Gerunds of this kind are:

ቀደሞ formerly (from ቀደመ, precede; I-A).
 ከቶ fully; with a negative verb: never, not at all (from ከተተ, assemble, concentrate: I-A).

259. Adverbial Gerunds are sometimes used before the verb "to be" with explanatory force, a following relative being understood if not expressed:

e.g. Q. በምን ገንዘብ ገዛኸው?
 A. ተበድኛ ነው ።

With what money did you buy it?
 With borrowed money (ተበድኛ ነው የገዛውት ። It is having
 borrowed money that I bought it).

The Conjunction

A. Co-ordinating Conjunctions.

260. These are used to co-ordinate words, phrases, clauses and sentences. The following are important:--

1. ለ¹ and, for.

In its primary meaning, "and", its function is to link 2 elements together, connecting that to which it is suffixed with that which follows:

e.g. ባለኛ ሚስት ናችው ። They are husband and wife.

It is when suffixed to a verb that it sometimes gives the sense of "for" rather than "and", referring back to that which has preceded it:

e.g. ዛሬ አንደርስም ስንገዳ ሩቅ ነውኛ ። We shall not arrive to-day, for the way is far.

That these two uses are not as unrelated as at first appears is shown by the following example:

ትንሽ ህፃን ነውኛ ደክሟል ።
[He is a little child and he is tired.
He is tired, for he is a little child.]

2. -ም² and, too, also, even either.

This connects that to which it is suffixed with that which has gone before. Rather, therefore, than just linking two elements together, it adds, or attaches, a new element to one which is already present:

e.g. ሰውቱ ደገ፣ ሚስቱም ስጋዎችም ። The man appeared, his wife too, and his children.

When it is a phrase or a clause which is added (as opposed to a single word), the ም is suffixed to the first or some other suitable word in it:

e.g. ብዙ ተነጋግርን ስንገዳውም በኋላ ሄደ ። We talked much; and afterwards the visitor left.³

It is especially in conditionals that ም gives the sense of "even";
e.g. ብንደገውም ሌባ አይከለክልም ። Even if we lock it, it will not stop thieves.

It is with negative verbs that ም gives the sense of "either":
e.g. እኛንም አልጠየቁንም ። They did not ask us either.

Even the first of two or more co-ordinated words can take ም in which case it resembles the English "both":

e.g. እኔም ባለቤቴም አንብብነው ። Both I and my wife read it.

3. The interrogative equivalent of ም is ስ²:

e.g. Q. እኔ እሄዳለሁ አንተስ? I shall go; and you?
A. እኔም እሄዳለሁ ። I shall go too.⁴

4. The pair ማ and ከ are stronger versions of ም and ስ ; ማ being rather like the English "As for--", and ከ like the English, "What about--":

e.g. Q. እኔ እሄዳለሁ ስንገዳለህ? I shall go; and what about you?
A. እኔማ ሥራ በዝቶብኛል ። Well, as for me, I have too much work.

1. Often pronounced, and sometimes written, as a separate word: እኛ ።

2. Sometimes doubled when the following word begins with a vowel.

3. When attached to a verb in the Present Perfect or Present Imperfect ም can be infixed like an object suffix (in which case it is doubled). But, unlike the object suffix, it may also be placed after the auxiliary verb:

e.g. አድገኛል or (አድገልም) and he has grown
ያሸቡኛል or (ያሸቡኛም) and they will blossom

4. ስ is sometimes used with reference to some question just raised, like the English phrase "As to--":

e.g. አልሰጥም ። As to going, you can (go); but I shall not give you the fare.

5. The co-ordination of more than two nouns can be achieved in a variety of ways (as in English). The following can be recommended:--

- (a) Placing ና between the last two nouns (as is done with "and" in English):
 e.g. ብርቱካን ሎጂ. ሙገኛ ዘይቱን ተተክሏል = Oranges, lemons, bananas and guavas have been planted.
- (b) Suffixing ም to each noun, except or including the first:
 e.g. በየጎይነቱ ይገኛል ፡ አንበሳ ዝሆንም ተቆይሞ ገሽፎ = Every kind is found--lions, elephants, giraffes, buffaloes.
- (c) When there are three nouns only, suffixing ና to the first and ም to the last:
 e.g. ሥጋኛ ደጎች ዘይትም ያስፈልገናል = We need meat, potatoes and oil.

6. ግን ነገር ግን¹ but, however.

While ነገር ግን, like the English "but", always stands between the two co-ordinated sentences, ግን, like the English "however", is commonly inserted in the middle of the second sentence.
 e.g. ባሏ ታቆ ነበር ነገር ግን አሁን ድኗል = } [Her husband was ill, but he has now recovered.
 ባሏ ታቆ ነበር አሁን ግን ድኗል = } [Her husband was ill, now, however, he has recovered.

7. ወይም² (or ወይንም) or.
 e.g. ነገ ይሆናል ወይም ተነገ ወዲያ = It will be tomorrow or the day after.

ወይም--ወይም renders "either --- or"
 e.g. ወይም ቫይ ወይም ቡኛ አረጋጋሽሁ = I want either tea or coffee.

The interrogative equivalent of ወይም (ወይንም) is ወይስ (ወይንስ)
 e.g. ቫይ ይረጋጋሱ ወይስ ቡኛ? Do you (pol) want tea or coffee?

8. እንጂ but, on the contrary.

እንጂ has a sense of protest or contradiction. It ends its clause, being placed after the verb.
 e.g. እንሂድ እንጂ = But let us go! (i.e. Why are you keeping me waiting?)
 ነው እንጂ = But it is! (i.e. I don't agree with you that it is not).

It is used after the affirmative clause when an affirmative and a negative clause stand together in contrast:³
 e.g. ፀሐይ ነው እንጂ ፣ አሁን አይዘንብም = It will not rain now; (on the contrary)⁴ it is sunny.

When the two clauses have the same verb (affirmative and negative) the presence of እንጂ enables it to be left out of the affirmative clause if desired (as in English with "but"):
 e.g. ነገ (እንጨርሳለን) እንጂ ዛሬ አንጨርስም = We shall not finish to-day, but (we shall finish) tomorrow.

9. እንግዲህ well then, then, so, therefore.⁵
 e.g. እንግዲህ እንጀምር = [Well then, let us start.
 [Let us start then.
 [So let us start.
 [Let us, therefore, start.

10. ሙገም after all, then.
 e.g. እኔ ሙገም የውጥ አገር ሰው ነኝ = I, after all, am a foreigner.

When a question is expressed or in mind ሙገስ may be used instead:
 e.g. ምን ይጀረግ ሙገስ? What then (or, after all) can one do (lit. shall be done)?

- 1. Less commonly ዳሩ ግን .
- 2. Colloquially ወይ is also used.
- 3. It is preferable, but not essential, to put the affirmative clause first. In the English it is often the reverse.
- 4. In English, the sense of "on the contrary", though understood; is not generally expressed. እንጂ, therefore, is often best left untranslated.
- 5. እንግዲህ can also mean "henceforth", but the phrase ከእንግዲህ ወዲህ is more usual for this.

11. ምክንያቱ¹ (the reason) and ስለምን (why) are both used as co-ordinating conjunctions with the sense of "the reason being", "because"; especially in cases where the use of the subordinating conjunction ስለ (because) would be awkward:

e.g. ለጊዜው አይቻልም ምክንያቱ (ስለምን) በከረምት ብንሠራው ዝናብ መቸት ይሸላሻል ።

It is not possible for the time being; because if we make it in the Rains it will get rain on it and be spoiled.

12. A number of idiomatic phrases made with the verb ሆነ (become) have conjunctive force:

ሆኖም ቢሆንም የሆነ ሆኖም	even so, nevertheless.
ምንም ቢሆን ያም ሆነ ያም ሆኖ	at any rate, whatever happens.
ሆነ	whether -- or -- :

e.g. መንድ ሆነ ሌት ፣ እንግዳ አያስገቡም ። They won't let strangers in, whether men or women.

B. Subordinating Conjunctions.

261. A subordinating conjunction introduces a subordinate clause, subordinating it to the principal clause of the sentence.² The verb of a subordinate clause is a subordinate verb, and its tense scheme is, in principle, as shown in the Limited Tense Scheme Chart, to which reference should, again, be made (Sec. 25). From this chart it will be seen that subordinate verbs, like relative verbs, are used in four tenses (the Simple Perfect, the Simple Imperfect, the Past Perfect and the Past Imperfect), but that the Simple Perfect can act for all the Perfect tenses and the Simple Imperfect for all Imperfect tenses. This means that the two compound Past tenses are largely ruled out, and that choice is made between the two simple tenses, according to whether the action is Perfect or Imperfect.

However, while this is the principle, we find that in practice most of the subordinating conjunctions do not even offer this small choice; because their use, to-day, is limited to the one or the other of the two simple tenses. In other words, in most cases, when a particular conjunction is required, there is no option but to use it with the particular tense to which it is bound; irrespective of the action being Perfect or Imperfect, or the time Past, Present or Future. As used to-day, only two of the subordinating conjunctions (ስለ , because; እንደ , as) really offer a free choice between the Simple Perfect and the Simple Imperfect tenses; and the choice must be made, as with the relative pronoun, according as the action is Perfect or Imperfect. These two conjunctions can also be used with the two compound Past tenses, but this is not generally necessary, except, occasionally, for the sake of clarity.

We see then that some of these conjunctions are used with the Simple Perfect and some with the Simple Imperfect, while two of them can be used with both. But a further complication lies in the fact that, of those used with the Simple Imperfect (i.e. the Contingent), some are prefixed to the plain Contingent form, while others require the insertion before it of the "buffer" -ኛ of the relative construction.³ We can, therefore, classify the Subordinating Conjunctions as follows:--

I. Conjunctions used with the Simple Perfect.

II. Conjunctions used with the Simple Imperfect:

- (a) with the plain Contingent form,
- (b) with the "buffer" -ኛ before the Contingent form.

These conjunctions are often the same words as corresponding prepositions;⁴ and, just as the prepositions are prefixed to nouns and pronouns, so the conjunctions are prefixed⁵ to verbs. In the examples given below, notice that the conjunctions used with the Simple Perfect (I) and those used with -ኛ before the Contingent (II-B) are like the prepositions in that they (or, in compound conjunctions, their prefixed parts) end with a 1st form. But those used with the plain Contingent (II-A), though they may otherwise be the same words, end with a 6th form. Notice how these 6th forms, like the "buffer"-ኛ, unite with the personal prefixes of the Contingent.

- 1. Or ምክንያቱም , "and the reason".
- 2. Or to another dependent clause.
- 3. For which see Sec. 228 (b), under the Relative Pronoun.
- 4. This is the same in English; for instance in "after the holidays", "after" is a preposition ("holidays" being a noun), but in "after they go" it is a conjunction ("go" being a verb).
- 5. With the exception of ገንድ (to, that), which follows its verb and has no prefixed part.

I. A conjunction used with the Simple Perfect.

(Conjunction: ከ- በኋላ , after. Verb: ወረደ , descend; I-A).

ከወረደሁ 1 በኋላ	after I descended, descend, have descended, etc.
ከወረደህ በኋላ	after you (m) descended, descend, have descended, etc.
ከወረደህ በኋላ	after you (f) descended, descend, have descended, etc.
ከወረደ በኋላ	after he, it, descended, descends, has descended, etc.
ከወረደች በኋላ	after she descended, descends, has descended, etc.
ከወረደን በኋላ	after we descended, descend, have descended, etc.
ከወረደችሁ በኋላ	after you (pl) descended, descend, have descended, etc.
ከወረዱ በኋላ	after they descended, descend, have descended, etc.

Conjunctions of more than one letter used with the Simple Perfect, like the corresponding prepositions, tend to be written as separate words.² But this does not alter the fact that they are essentially prefixes, just like the shorter conjunctions.

e.g. ከከ ወረደሁ because I descended, etc.

II. a. A conjunction used with the plain Contingent

(Conjunction: ብ , if. Verb: ሠራ , work; II-1-A).

ብሠራ	if I work, worked, am working, etc.
ብችሠራ	if you (m) work, worked, are working, etc.
ብችሠራ	if you (f) work, worked, are working, etc.
ብሠራ	if he, it, works, worked, is working, etc.
ብችሠራ	if she works, worked, is working, etc.
ብችሠራ	if we work, worked, are working, etc.
ብችሠሩ	if you (pl) work, worked, are working, etc.
ብሠሩ	if they work, worked, are working, etc.

II. b. A conjunction used with ም before the Contingent

(Conjunction: ከለ , because. Verbs: ጻፈ , write; III-1).

ከለምጻፍ	because I write, am writing, was writing, etc.
ከለምችጻፍ	because you (m) write, are writing, were writing, etc.
ከለምችጻፍ	because you (f) write, are writing, were writing, etc.
ከለሚጻፍ	because he, it, writes, is writing, was writing, etc.
ከለምችጻፍ	because she writes, is writing, was writing, etc.
ከለምችጻፍ	because we write, are writing, were writing, etc.
ከለምችጻፉ	because you (pl) write, are writing, were writing, etc.
ከለሚጻፉ	because they write, are writing, were writing, etc.

262. Naturally, when a conjunction is prefixed before a negative prefix, or a verb whose first radical is ኣ or ዐ , the usual contraction of vowels takes place (though for the Simple Perfect this is optional):

e.g.	ከለ ኣልወረደሁ or ከላልወረደሁ ³	because I did not descend, etc.
	ከኣውቅህ በኋላ or ከወቅህ በኋላ	after you (m) knew, etc.
	ብ + ኣችሠራ = ብችሠራ	if you (f) do not work, etc.
	ከለም + ኣይጻፍ = ከለማይጻፍ	because he does not write, etc.

263. In the examples given with the following synopsis notice how it is often the main verb, with its wider range of tenses, which supplies the time sense of the subordinate verb.

1. The usual alternative personal suffixes found with this tense are, of course, permissible.
 2. Except ኣቶ .
 3. A verb introduced by a subordinating conjunction, not being a main verb, does not take the negative suffix ም (see Sec. 117, Rule 1, under the Formation of Negatives).

I. Conjunctions used with the Simple Perfect.¹

264. 1. በ if. This has a special, and not very common, use, which is dealt with under Conditionals (Sec. 285, B. 2, c). Though in form it is the equivalent of ብ, with the Contingent, in use it is not so.]
2. በ-ጊዜ when (used chiefly when the action is perfect, but not necessarily past).
 e.g. በመጡ ጊዜ በሩን ከፈትኩ = When they came I opened the door.
 በመጡ ጊዜ በሩን ከፈት = When (i. e. at the moment when) they come, open (m) the door.
3. በ-ቀጥር as often as
 e.g. በተገባ ቀጥር እንቅልፍ ይወስደዋል = As often as he lies down he goes to sleep.
4. ከ (i) since (of time), (ii) since (of cause), (iii) if.
 e.g. (i) ወደ ኢትዮጵያ ከመጣሁ በኋላ ግመት ነው = It is many years since I came to Ethiopia.
 (ii) ትንሽ ልጅ ከሆነች በጅ አቸጠሻም = Since she is a small child she does not drink coffee.
 (iii) ከልገፋን መኪናዋ አትነሳም = If we don't push the car will not start.
5. ከ (negative) በቀር² unless. Since "unless" means the same as "if" with a negative, ከ (if) with a negative gives the same meaning as ከ-በቀር (which at any rate takes a negative). በቀር, therefore, is redundant, except for extra emphasis.
 e.g. ይህንን ክልጠሻ (በቀር) አትድንም = Unless you (m) drink this you will not get well.
6. ከ-ወዲህ since. This is more specifically for time than ከ alone. It serves to bring out contrast with former state.
 e.g. ልጅዋን ከወለደች ወዲህ ጤና የላትም = Since she had her baby she is in poor health (lit. she has no health).
7. ከ-ጀምሮ since, ever since. ጀምሮ is the Gerund of ጀመረ, start (I-B) (and takes the appropriate personal forms). This "since", therefore, has the sense of "starting from".
 e.g. ወንጌሉን ከሰማች ጀምሮ ጸልየላች = She has prayed (ever) since she heard the Gospel.
8. ከ-በኋላ after.
 e.g. አባታቸው ከሞቱ በኋላ ቤቱን ሸጡ = After their father had died (pol) they sold the house.
9. እየ Although this can only be used with the Simple Perfect tense its function is to supply an Imperfect Participle, the imperfect equivalent of the Gerund (Perfect Participle) when used as the verb of a dependent clause.³ Its subject, like that of the Gerund, is normally the same as that of the verb on which it depends.⁴
 e.g. ቅርሱን በልቶ ወደ ትምህርት ቤት ይሄዳል = He goes to school having eaten his breakfast (Perfect Participle).
 ቅርሱን እየበላ ወደ ትምህርት ቤት ይሄዳል = He goes to school eating his breakfast⁵ (Imperfect Participle⁶).

እየ, then, is used to indicate a continuous, or continuously repeated, action performed concurrently with another, probably more important, action, and normally by the same person.

1. Throughout the following synopsis of Subordinating Conjunctions, wherever the meanings are numbered the numbers indicate the corresponding examples.
2. Also በስተቀር or (በተቀር).
3. See Sec. 128 under Uses of the Gerund.
4. Though there is not invariably grammatical identity of subjects, there is normally at least a logical concord (see Sec. 130 under Uses of the Gerund).
5. This sentence can also be translated using the English conjunction "while": "While he goes to school he eats his breakfast". But "while" is not the exact equivalent of እየ, because "while" goes with the principal action ("he goes to school"), whereas እየ goes with the incidental action ("he eats").
6. Though these two participle forms are otherwise so similar in use, there is a difference when two or more of either of them are used in one sentence. Two or more Gerunds do not require co-ordination (see Sec. 131 under the Uses of the Gerund), but two or more verbs with እየ are normally linked with a co-ordinating conjunction ("and"):
 e.g. በልቶ ጠጥቶ ተነሳ = He arose, having eaten and drunk.
 እየበላ እየጠጣም ይጫወታል = He converses eating and drinking.

አየተመለሰ ይሳራል =

An example of its use for continuously repeated action is:
He learns going to and fro (i. e. He goes daily to school--he is a day-student).

10. (እስከ until.

In theory this conjunction is one which can be used with the Simple Perfect; but in practice this is rarely heard, as እስከ with the Contingent is used for Past as well as for Present and Future time.)

11. ስለ * because.¹

e.g. ሃረ ጠዋት ስለ ከጎበ አሁን ብዙ ጥቃ አላ = Because it rained this morning there is much mud now.

12. እንደ * (i) as (of similarity), (ii) as (of accord), (iii) as (of momentary time), (iv) that (of Indirect Speech).²

e.g. (i) አርሲ እንደ ሰገችው እኔ አልችልም = I cannot (sew it) as she sewed it.
(ii) እንደ ሰማሁ ሁለቶች አይመጡም = As (= According to what) I have heard, they are not coming again.
(iii) መዝጊያውን እንደ ከጀትክ ድሕቷ ወሰነች = As (= at the moment) you (m) opened the door, out went the cat.
(iv) እኛቱ እንደ ጥተች ትላንትኛ ሰማች = Yesterday he heard that his mother had died.³

* These are the only conjunctions which offer an open choice between the Simple Perfect and Simple Imperfect tenses.⁴ Notice, then, that in all the examples given here, the use of the Simple Perfect is determined by the action being perfect.

These two conjunctions, as previously mentioned, can also be used with the Past Perfect and Past Imperfect tenses. In such cases it is the auxiliary verb, ነበረ, itself a Simple Perfect form, which takes the conjunction. Thus, example (iv) under እንደ might alternatively (and with greater exactness) be rendered: እኛቱ ጥቃ እንደ ነበር ትላንትኛ ሰማች =

II. Conjunctions used with the Simple Imperfect.

(a) Those used with the plain Contingent form.

265.

1. ብ (i) if, (ii) when (in narration).

e.g. (i) አክትህ ቢጠራ ቶሎ ሩጥ =
(ii) ወንድምዋንም ብቸጠይት አላውቅም አለ =

If your (m) father calls, run quickly.
And when she asked her brother he said, "I don't know".

2. ስ when. This is used for both (i) perfect, and (ii) imperfect action. When the latter it can also be translated "while" or "as". It also serves to supply (iii) an Imperfect Participle, like እየ; but does not stress the continuity or repeatedness of the action so much. It is used in preference to እየ when (iv) the subject of its verb (i. e. of the Imperfect Participle) is different from that of the verb on which it depends, which may happen when the latter is a verb of perception.

e.g. (i) ወደ ገበያ ስንሄድ ብዙ ሰቃ ገኝን =
(ii) ወደ ገበያ ስንሄድ በመንገድ ላይ ተጫዕንን =
(iii) ቁርሱን ሲበላ አነበጠው =
(iv) ቁርሱን ሲበላ እየሁት =

When we went to market we bought many things.
When (While, As) we were going to market we talked on the way.
He read it eating his breakfast.⁵
I saw him eating his breakfast.⁶

1. The conjunction ስለ, unlike the preposition ስለ, when it means "because of", has no objection to looking backward to a past cause; see Sec. 241 (6), footnote.

2. እንደ is also used in titles, captions etc., as the equivalent of "How":
e.g. ላዊት ጎሊያድን እንደ ገደለው = How David killed Goliath.

3. Contrast with example no. (iii) in Sec. 266 (5).

4. Though እንደ has a wider use with the Simple Perfect than it has with the Simple Imperfect (i. e. with ጥ before the Contingent) -- see meanings given under these two headings.

5. ስ + Contingent not only serves as an Imperfect Participle of the kind which is the verb of a dependent clause (like እየ + Simple Perfect), but also, sometimes, as the equivalent of the Imperfect Participle (i. e. the plain Contingent) in the formation of the Past Imperfect tense:

e.g. ስንሠራ ነበር = እንሠራ ነበር = We were working.

6. Compare the last two examples with the examples given under እየ; Sec. 264 (9).

3. ስ (negative): (i) without, (ii) before (for the latter meaning በፊት is sometimes added after the verb).
 e.g. (i) አራቱን ሳይበላ ተኝ = He went to bed without eating his supper.
 (ii) አራትህን ሳትበላ (በፊት) ይኸንን መድኃኒት ጥጥ = Swallow (m) this medicine before you eat your supper.

4. ል to. (i) ል + Contingent is the equivalent of the Infinitive. The two constructions are interchangeable; except that (ii) the former must be used when there is an object suffix, as this can never be attached to an Infinitive.¹ The subject of either is usually the same as that of the verb on which it depends.^{2, 3}
 e.g. (i) ተግራውን ልችረዳ (ለመርዳት) ትፈልጋለች = She wants to help the student.
 (ii) ልችረዳው ትፈልጋለች = She wants to help him.

5. እንድ⁴ that, in order that, so that, etc. This indicates (i) purpose, (ii) desire, and (iii) result (with negative verbs). It is very close in meaning to ል (above), and is used (iv) to translate an English Infinitive whose subject is different from that of the verb on which it depends.
 e.g. (i) ለግዳችን እንዳይገቡ በሩን ዘኝ = They shut the gate in order that beggars should not come in.
 (ii) ይህን እንድታስቡ አፈቅዳለሁ = I desire that you (pl) should consider this.
 (iii) ዛሬ እንዳይመጣ ሥራ ይዞል = He is busy (lit. He has hold of work), so (i.e. with the result that) he will not come to-day.
 (iv) ተግራውን እንድችረዳ ትፈልጋለች = She wants us to help the student. 5, 6, 7, 8

6. እስከ— (ድረስ is, optionally, added after the verb) (i) until (ii) by the time that. It can also give the sense of (iii) so much that, such -- that.
 e.g. (i) እስከንጦርስ (ድረስ) ጠብቁ = Wait (pl) until we have finished.
 (ii) ልብሳችሁን እስከትሰብሱ (ድረስ) ቀርስ ይደርሳል = By the time that you (pl) have dressed breakfast will be ready.
 (iii) ተስፋ እስከቆርጡ (ድረስ) ይቸገሩ ነበር = They were in such difficulty that they despaired (lit. cut hope).

7. —ዘንድ to, that. This, the only co-ordinating conjunction without a prefix, is found in literary and Bible Amharic, but is rarely heard in speech. It has the same uses as ል and እንድ (above).
 e.g. ትረዳን ዘንድ (እንድችረዳን) እንለምንገለግን = We beseech Thee to help us.

(b) Those used with ም before the Contingent.

266.
 1. እስከ (ድረስ is optionally added after the verb). This has the same meanings as እስከ with the plain Contingent (above). The latter is commoner, except with negatives, when this form with ም must be used.
 e.g. ግዩት እስከኝ ይቻላኝ ድረስ አለቀስኩ = I wept until it was impossible for me to see.

1. But it should also be noted that while ል is very rarely used with a negative, the Infinitive, at least in its substantival use is quite commonly made negative (see Sec. 126, with footnotes, under Uses of the Infinitive).
2. When this is not the case it is preferable to use እንድ + Contingent; Sec. 265 (5).
3. See also Sec. 125 under Uses of the Infinitive.
4. Though, in form, this corresponds to the እንድ used with the Simple Perfect, in meaning it is not this እንድ, with the plain Contingent, but እንድ with ም before the Contingent, which does so. It must be mentioned, however, that Bible Amharic often fails to make this distinction between the two Contingent forms and uses እንድ where ordinary spoken Amharic would use እንድም
5. Compare this example with the examples given under ል, where the two subjects are the same.
6. Notice that, in the English, what is really the subject of the Infinitive is expressed as the object of the main verb ("us"). This is an illogical anglicism and must not be carried over into Amharic. The sense is not that "She wants us", but that "She wants that we help", which is how Amharic expresses it.
7. እንድ + Contingent is often used (with some appropriate main verb implied but not expressed) to give the sense of an Imperative or Jussive, but stronger:
 e.g. ነገ ና Come tomorrow; but ነገ እንድችመጣ = Make sure to come tomorrow!
 ይግባ Let him come in; but እንድገባ = See to it that he comes in! He is to come in!
8. When ስለከለ, prevent, forbid (IV), or ፈረ, fear (II-1-A), is the main verb, እንድ is used with a negative:
 e.g. እንዳንገባ ስለከለን = They prevented us entering. They forbade us to enter.
 እንዳይመለስ አፈረሰሁ = I fear lest he should return.

2. ከ¹ (ይልቅ is occasionally added after the verb), than (that), rather than (that).
 e.g. ቆንጆ ልብስ ከሚያጡ (ይልቅ) ይሰርቃሉ = Rather than (that they should) lack fine clothes, they steal.
3. ከ—በፊት before. This gives the same sense as ስ + negative Contingent (the more normal translation of "before").
 e.g. ያንን ከምትጠላው በፊት አሳየኝ = Before you (m) throw that away show (it) to me.
4. ስለ * because.
 e.g. ያን ጊዜ በሐረር ስለሚኖሩ አልተገናኘንም = We did not meet because they were living at Harar at that time.
5. እንደ * (i) as (of similarity), (ii) as (of accord), (iii) that (of Indirect Speech).
 e.g. (i) ወርቅ እንደሚዘምሩ ትዘምራለች = She sings as the birds sing.
 (ii) በጋዜጣው እንደሚጽፉ ዝናብ በጣም ያስፈልጋል = As (= according to what) they write in the newspaper, rain is very necessary.
 (iii) አኛቱ እንደምትሞት ትላንትኛ ሰኞ = Yesterday he heard that his mother was dying.²

* As previously noted, these are the two conjunctions which offer an open choice between the Simple Perfect and Simple Imperfect tenses. Notice, then, that in all the examples given here the use of the Simple Imperfect is determined by the action being imperfect.

As these two conjunctions can also be used with the two compound Past tenses, we might, for instance, substitute for example (iii) under እንደ — እናቱ ትሞት እንደ ነበር ትላንትኛ ሰኞ =

267. The assimilation of the relative pronoun የ by a preposition³ probably explains the origin of some of the co-ordinating conjunctions. Thus, for instance, the subordinate clause በደረሱ ጊዜ (when they arrived) means substantially the same as the relative construction በደረሱ (ሰኞ) ጊዜ (at the time on which they arrived). Or, again, the subordinate clause እንደሚነግረኝ (as he tells me) not only means the same but also has exactly the same form as the relative construction እንደሚነግረኝ (according to that which he tells me). It is, in fact, very hard to draw a line of distinction between these two constructions.⁴

268. The irregular verb ነው (i.e. the Present Tense of the verb "to be"), being neither a Simple Perfect nor a Contingent form, cannot be used with subordinating conjunctions. Whenever the verb is subordinate the appropriate part of ሆነ (become) must be substituted (see Sec. 103 (1) under Irregular Verbs).

The three irregular verbs አለ, የሸም and አይደለም⁵, however, are Simple Perfect forms, and therefore can take those conjunctions proper to the Simple Perfect, but not those whose use is confined to the Contingent. The one exception is that አለ is allowed to take ስ (which is otherwise peculiar to the Contingent).^{6,7}

- e.g. እኪያ ብዙ ሰንደ እንዳለ ሰምቻለሁ = I have heard that there is much wheat there.
 እኛታችን ከሌለች እንችልም = We can't if our mother is not here.
 ሞኞች ስላይደሉ ነው = It is because they are not fools.
 ሹማቸው ሳለ አይሰንፉም = They are not lazy while their chief is present.

1. Though in form this is the same as ከ used with the Simple Perfect, the two do not correspond in meaning.
2. Contrast with example no. (iv) in Sec. 264 (12).
3. See Sec. 232, under the Relative Pronoun.
4. But they do not always have the same meaning when identical in form; see Sec. 240 under the Relative Pronoun.
5. See Sec. 102 (3, 4, 5) under Irregular Verbs.
6. አለ also takes እስከ (until), but እስከ is theoretically permissible with any Simple Perfect (see Sec. 264 (10)) used with አለ it gives the sense of "as long as":
 e.g. በአይደወት እስክላሁ አልረሳም = I will not forget as long as I live (lit. am present in life).
7. ስ + አለ is often used after ስ + Contingent of another verb (or after a Gerund if it is a "Become Verb") to describe the state of a person at the time when something happens:
 e.g. ልብሳችንን ስንለብስ ሳለን ጠኛን = While we were (in the state of) dressing they called us.
 እኪያ ቆሜ ሳለሁ አውቶቡሱ አለፈ = While I was (in the state of) standing there, the bus passed.

The Interjection

269. Amharic has many words and expressions whose use is more or less interjectory. These sometimes stand alone and are sometimes inserted or "slipped" into a sentence. Exact English equivalents are not always easy to find for them, and their subtler shades of meaning can only be grasped by hearing them in use. The following are common:--

1. አሺ All right! An expression of willingness and agreement.¹
2. አምቢ I won't! An expression of unwillingness and blunt refusal.²
3. ግድ የለም Never mind; It doesn't matter.
4. እንቺ Don't know!
5. ጎሽ Well done! Thanks!
6. አይዘ³ (with the 2nd person object suffixes: ህ, ሽ, ም (ት), ለጎሁ) Take comfort! Cheer up!
7. እንካ Take it (used when handing something to somebody).
8. እንደታ Of course!
9. አረ An expression of protest and incredulity.^{4,5}
10. አይ Oh! An expression of protest, regret etc.
11. እንደ⁶ What?! An expression of surprise and protest.
12. ለከ Well I never! An expression of surprise.
13. ወደ ጉድ (ወይ ጉድ) An expression of wonder (lit. Oh, wonderful!).⁸
14. ሞይ An expression of surprise or lamentation (mourning).
15. ወደ⁹ Alas!
16. ወይኔ Woe is me! (lit. Oh, me!).⁸
17. አሰይ An expression of joy.
18. እስተ Used to soften the abruptness of command; hence a casual "please":
e.g. ግሉ ግሉ እስተ Just come (m) would you; Just come please.
19. በል Come on! Go on!
e.g. በል እንሂድ = Come on, let's go! በል ግፋ = Go on, push (m)!
20. ሆይ Oh! (in formal address): e.g. ንጉሥ ሆይ! Oh, King!
21. ታደያ (ስ)¹¹ Well then? Well, what about it? (Used in protest, complaint or "answering back"):
e.g. ለምን አልተመለስክም ታደያ? Well then, why didn't you (m) come back?
22. አሸ But of course! Quite so! Don't you see? (used to protest that something is obvious).
e.g. Q. እንዲህ ግለት ነው? A. አሸ!
You mean like this? But of course!
23. -a Why of course--! Why--! (Like አሸ it is used to protest that something is obvious):
e.g. Q. ዛሬ ስለምን አልመለሱም? A. እሱድ አይሠሩማ!
Why haven't they come today? Why, they don't work on Sunday!

1. Also used for a casual "Thank you" (See Sec. 349 (d) on how to say "Thank you").

2. አምቢ is the opposite of አሺ, but its use is generally rude or rebellious.

3. This probably originated as the Imperative of the verb ከነ (touch; II-1-A). Its feminine form is እንቺ and its polite form እንካ.

4. Frequently used in conjunction with አባከህ (please) to express protest -- አረባከህ, አረባከሽ! etc. Also commonly placed before the Imperative of ተው (leave; Irreg. III-2) -- አረ ተው = Stop it won't you (m)!

5. If አረ is used to express incredulity the answer will probably be: ሙት (die, masc.), ሙች (die, fem.) or ይሙት (let him die); i.e. May you die, or May he (the Emperor) die, if I am lying.

6. A shortening of እንደት, how.

7. Or ወይ ግፋም Both ጉድ and ግፋም mean "wonderful".

8. Placed before another word (the object of wonder) ወይ renders "Oh!"

e.g. ወይ ዝናብ! Oh, the rain!

9. This is best used with the infixed ለ and an object suffix:

e.g. ወደ-ላችው Woe unto them!

10. This is the Imperative of አለ (say), and can be used in any of its personal forms. It is often used to introduce ጤና ይስጥልኝ when one feels that it is time to say good-bye (the plural በሉ is, then, generally used for the polite:

e.g. በሉ ጤና ይስጥልኝ = Well then, good-bye (pol).

11. A contraction of ተዚያ ወዲያ (ስ), (And) beyond that? Another expression which is very similarly used is ኋላስ, And afterwards?

PART FOUR: THE SENTENCE

Sentence Order

A. Simple Sentences.

270. These are sentences containing only one verb, and therefore consisting of only one clause; which is of course, a "principal clause".

Since the personal inflexion of a verb expresses a pronoun subject, a verb form standing alone is a complete sentence, consisting of subject and verb: e.g. ረሻሁ I forgot. By the addition of an object suffix this one word becomes a sentence consisting of subject, verb and object: e.g. ረሻሁት I forgot it. If, however, an adjectival verb¹ is used the verb form alone is a complete sentence consisting of subject, verb and attribute: e.g. ሰፋ. It is wide. ታሰመች She became ill.

271. When subject, object or attribute are independent of the verb form, the normal, but not invariable, order is as follows:--

1. Subject
2. Object or Attribute
3. Verb

The order of the different kinds of adverbs² and their position in relation to the other parts of the sentence is far from rigid; but the following may be taken as a rough guide:--

<p>(a) Adverbs of Time (Answering question "when?")</p>	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 10px;"> Commonly precede Object, or even Subject. </div>	Precede Attribute.
<p>(b) Adverbs of Cause (Answering question "why?")</p>		
<p>(c) Adverbs of Manner (Answering question "how?")</p>	<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 10px;"> Commonly follow Object. </div>	
<p>(d) Adverbs of Place (Answering question "where?")</p>		

The numbers and letters given with the following examples designate the parts of the sentence as shown above.

(i) Sentence with Object:

(a) ትላንት (1) አሽቲ (b) ስለ ዝናቡ (2) አንድ ጃንጥላ (c) በአሥር ብር (d) ከገበያ (3) ገዥ ።
Yesterday, because of the rain, my father bought an umbrella from the market for ten dollars.

(ii) Sentence with Attribute:

(1) ደሀ ተማሪ (a) አምና (c) በእንግሊዝኛ (2) አንደኛ (3) ነበረ ።
Last year this school-boy was first in English.

272. A device which may disrupt the normal order, as shown above is to give the place before the verb³ to the emphasized word or phrase, i.e. that on which the interest of the sentence hinges.

e.g. (i) Normal order:

ሠራተኞቹ ዛሬ መንገዳችንን በድንጋይ ያበጁሉ ።

To-day the workmen will repair our road with stone.

(ii) When the point of interest is what the workmen are to repair with the stone:

ሠራተኞቹ በድንጋይ መንገዳችንን ያበጁሉ ።

The workmen will repair our road with the stone.

1. For adjectival verbs see Sec. 184.

2. The term "adverb" is used here to include adverbial phrases.

3. In an attributive sentence it is the place before the attribute; since attribute and verb are practically inseparable: ስለዚህ አሁን ባለ ጸኝ ሆኗል ። Now, because of this, he has become rich.

- (iii) When the point of interest is when they will repair our road:
 ሠራተኞቹ መንገዳችንን ዛሬ ያበጁሉ። The workmen will repair our road to-day.
- (iv) When the point of interest is the material to be used:
 ሠራተኞቹ መንገዳችንን በድንጋይ ያበጁሉ። The workmen will repair our road with stone.

An interrogative word or phrase, since the whole interest of the question hinges on it, is generally given this pivotal place:

- e.g.
- | | |
|-------------------------|--|
| መንገዳችንን ማን ያበጁል? | Who will repair our road? |
| ሠራተኞቹ በድንጋይ ምን ያበጁሉ? | What will the workmen repair with the stone? |
| ሠራተኞቹ መንገዳችንን መቼ ያበጁሉ? | When will the workmen repair our road? |
| ሠራተኞቹ መንገዳችንን በምን ያበጁሉ? | With what will the workmen repair our road? |

273. Another device, which is very common colloquially (and not unknown in English) is to begin with the word or phrase on which the interest chiefly hinges; this is followed by the verb (unless it is itself the verb), after which the rest of the sentence is added like an explanatory after thought.

- e.g.
- | | |
|----------------|--|
| እሱ ነው ሌባው። | It's he, the thief (i. e. <u>He</u> is the thief). |
| ውሰደው ገንዘቡን። | Take it, the money. |
| ቆንጾ ነሽረች አክሱቴ። | She was beautiful, my aunt. |
| ተመልሰዋል ከአገራቸው? | Have they returned, from their country? |
| የት ነው ቤትህ? | Where is it, your house? ¹ |

B. Compound Sentences.

274. These are sentences containing a principal clause and one or more dependent clauses; the verb of the principal clause being the main verb of the sentence.

The verb of a dependent clause must be one of the following:--

- (a) An Infinitive -- see Secs. 121-127 on the Uses of the Infinitive.
- (b) A Gerund -- see Secs. 128-133 on the Uses of the Gerund.
- (c) A relative Verb -- see Secs. 228-240 on the Relative Pronoun.
- (d) A Subordinate Verb ² -- see Secs. 261-268 on the Subordinating Conjunctions.

275. Each dependent clause is a compact unit, following within itself the same order as the Simple Sentence; its verb, therefore, coming last.³ But as all dependent clauses are either substantival, adverbial or adjectival, they occupy the places of nouns, adverbs and adjectives respectively in the order of the principal clause, whose own verb comes last of all.

One of the examples given under Simple Sentences, above, was:
 አምና ይህ ተማሪ በአንግሊዘኛ አንደኛ ነሽረ። Last year this school-boy was first in English.

We can convert this into a compound sentence by, for instance, replacing its adverb of time (አምና) with an adverbial clause of time, and its adjective (አንደኛ) with an adjectival clause:

ከርምት ሳይገባ ይህ ተማሪ በአንግሊዘኛ ከሌሎች ሁሉ የበለጠ ነሽረ።
 Before the rains started this school-boy was the one who surpassed all others in English.

276. But the structure of a compound sentence may be further complicated by a dependent clause itself being compound. To demonstrate this we will start with:

ሌባው ዘበኛውን አይቶ ሸሸ። The thief, seeing the watchman, fled.

- 1. This device is very frequently employed with a relative construction following the verb "to be"; Sec. 237 under the Relative Pronoun.
- 2. We use the term "Subordinate Verb" for the kind of dependent verb which is introduced by a subordinating conjunction.
- 3. Except, obviously, where followed by a suffix or the second word of a compound conjunction or preposition: e.g. ወደ ቤት በተመለሱ ጊዜ። (When they returned home), in which the verb is followed by ጊዜ.

In this sentence we have an adverbial clause, **ዘበኛውን አይቶ**, whose verb, **አይቶ**, is dependent on the main verb **ሸሸ**. This adverbial clause we will now make compound by the addition of another adverbial clause, **በችኩላ ሲጀምር** (while he was hurriedly starting), whose verb **ሲጀምር** will be dependent on **አይቶ** :--
ሌባው በችኩላ ሲጀምር ዘበኛውን አይቶ ሸሸ = The thief, while he was hurriedly starting, seeing the watchman, fled.

Again, we will add a substantival clause, **ሻንጣዬን መክፈት** (to open my trunk) to be the object of **ሲጀምር** :
ሌባው ሻንጣዬን መክፈት በችኩላ ሲጀምር ዘበኛውን አይቶ ሸሸ =
 The thief, while he was hurriedly starting to open my trunk, seeing the watchman fled.

In this sentence we find that the order of dependence moves backwards from the main verb: **አይቶ** is dependent on **ሸሸ**, **ሲጀምር** on **አይቶ** and **ለመክፈት** on **ሲጀምር**. Such retrogressive dependence is, in fact, a typical feature of Amharic compound sentences.¹

Again, in the above example we see that the subject of the sentence (**ሌባው**), since it precedes all the dependent clauses, is very far removed from its main verb. But, actually, it could have been given a later position in the sentence if preferred: e.g. **ሻንጣዬን መክፈት በችኩላ ሲጀምር ሌባው ዘበኛውን አይቶ ሸሸ =**
 It is especially desirable to treat the subject of the sentence thus if the first dependent clause has a different subject. It is best, in fact, to place the subject of the sentence either at the head of its own principal clause at the end, or at the head of a dependent clause of which it is also the subject (i.e. not at the head of a clause which has a different subject):

e.g. **ዘበኛው ሲመህ ሰምተው ስለ ደነገጡ ጎረቤቶቹ በሩጫ ደረሱ =**
ዘበኛው ሲመኸ ጎረቤቶቹ ሰምተው ስለ ደነገጡ በሩጫ ደረሱ =
 The neighbours, because they were startled, hearing the watchman shouting, arrived at a run.²

Questions

277. There are two kinds of questions:--

1. Questions whose interrogative sense is conveyed by an inherently interrogative pronoun or adverb. The most important of these interrogative words are:--

<u>Pronouns</u> ³		<u>Adverbs</u> ⁴	
ምን	what	መቼ	when
ማን	who	የት (ወዴት)	where
የቱ (የትኛው)	which	አንዴት (አንደምን)	how
ስንት	how many	ለምን (ስለምን)	why

e.g. **ምን ሰረቅ?** What did they steal?
ምን ዓይነት አቃ ነው? What kind of thing (article) is it?⁵
ማን ይጠይቃል? Who will ask?
ማንን መረጣችሁ? Whom did you (pl) choose?

1. Because of this, when translating Amharic compound sentences into English, it is often the best procedure, having first found the subject, to go straight to the main verb at the end, and then move backwards clause by clause.

2. In cases when a Gerund or an Imperfect Participle formed with **እየ** stands alone with nothing else in its clause, it is normally treated as an adverb and not as a separate clause, the subject of the following verb, therefore, being placed before, not after it;

e.g. **ሌባው ተነሥቶ ሸሸ =** The thief, getting up, fled.
ሌባው እየሮኸ ሸሸ = The thief fled crying out.
 But **ሌባው ዘበኛውን አይቶ ሸሸ =** Seeing the watchman the thief fled.
ዘበኛውን አይቶ ሌባው ሸሸ =
ሌባው በፍርሃት እየሮኸ ሸሸ = The thief fled crying out in fear.
በፍርሃት እየሮኸ ሌባው ሸሸ =

3. For fuller treatment see Secs. 215-218, under the Pronouns.
4. For fuller treatment see Secs. 252, 253 under Adverbs.
5. Notice that "of" in "What kind of . . ." is not translated into Amharic.

የቱን ለውሰድ?	Which shall I take?
ስንት ነበሩ?	How many were they?
በስንት ሰዓት እንጠናቅቃለን?	At what time shall we finish?
መቼ ደረሱ?	When did he (pol) arrive?
የት ይጸልያሉ?	Where do they pray?
እንደት ጀመርክ?	How did you (m) start?
ነሬ ለምን ጥኩለኝ?	Why did she hurry to-day? ¹

2. Questions which contain no inherently interrogative pronoun or adverb. ² In these the interrogative sense is conveyed in three ways:--³

- (a) Simply by raising the vocal tone on the last syllable (the commonest method in speech).
- (b) By adding ወይ; also with raised tone (fairly common in speech).⁴
- (c) By suffixing - ነን pronounced (i) nī; also with raised tone (the more literary form).

e.g. ሰው-የው አለ? (with raised tone on the final ä)] Is the man present?
 ሰው-የው አለ ወይ? (with raised tone on ወይ)
 ሰው-የው አለን? (with raised tone on the final nī)

Reported Speech

278. Notice that the grammatical term, Reported Speech, includes much more than true (i.e. literally spoken) speech. The following English examples, for instance, all contain the identical "reported speech" construction, but only in the first is it true speech that is reported:--

- He tells me that he will do it (true "spoken" speech).
- She has written that he will do it (reported writing).
- They think that he will do it (reported thought).
- I know that they will do it (reported knowledge).

Amharic, like English, can report speech "directly" and "indirectly". The uses of the two constructions overlap (i.e. one often has a choice between them); but in Amharic, while the Direct Speech construction is generally preferred for reporting what has been actually spoken or has been thought, verbs which have to do with perception rather than with speech or thought (see, find, know etc.) only use the Indirect Speech construction.

A. The Direct Speech Construction.

279. In this construction the "speech" is always reported by some part of the verb አለ, say (including its derived forms: ተባለ, be said; ተባለለ, say to each other). The "speech" is the direct object of this verb, which it therefore immediately precedes. አለ can itself be the main verb, but when some other verb (tell, ask, write, etc.) is the main verb, አለ becomes a dependent verb. As such it is most often a Gerund, giving the sense of "saying"; but አየ + Simple Perfect and ስ + Contingent are, in this construction, practically interchangeable with the Gerund.

e.g. ዘንድሮ እሀል ውጅ ነው ይላሉ = They say that grain is dear this year.⁵
 አያቲ ስንት ሰዓት ነው ብላ ጠየቀችኝ = My grandmother asked me what time it was.
 ገመዱ ተበቆሷል ሲል አስታወቀኝ = He informed me that the rope was broken.
 በየሳምንቱ እንጠይቃችኋለን ብለን ተስፋ ሰጠናችው = We promised to visit them every week.
 ምናልባት አልመጣም ስላለ አልጠበቅሁትም = Because he had said that he might not come I did not wait for him.

1. See, further, on the position of these interrogative words, in Sec. 272.
2. These are the kind of questions which are answered with "yes" or "no".
3. In English and other European languages the interrogative sense of such questions is conveyed by a reversal of the order of pronoun and verb: e.g. "You have" (statement); "Have you?" (question). Amharic does not employ this device.
4. This ወይ following the 2nd persons of the Simple Perfect of ሰማ (hear) serves as a means of attracting attention to what one wishes to say: e.g. ሰማህ ወይ Listen (m)! Listen here!
5. Literally "They say 'Grain is dear this year'". While Amharic prefers Direct Speech in reporting "true speech" and thought, Indirect Speech is the more normal in English. For most of these Direct Speech examples, therefore, the English translation is given in Indirect Speech.

ንስሐ ገብታችሁ ክርስቶስን ተቀበሉ እያሉ ሰሸኩ = He (pol) preached saying "Repent and receive Christ".
 ደግ ሰው ርቶው ይሻላል = It is said that he (pol) is a kind man.
 ምድሩ በእሳት ይጠፋል ተብሎ ተጽፏል = ¹ It is written that the earth will be destroyed by fire.

እለ may also be used in the Infinitive in this construction:

e.g. ድልድዩ ፈርሷል በማለት አስደንገጠኝ = He startled me by saying that the bridge was broken down.
 የዛሬ ሰምንት ትልቅ በዓል ነው ማለትን ሰምቻለሁ = I have heard that a week from to-day is a big feast.²

280. As the Direct Speech construction is commonly used to report thought, the verb እለ often renders "think" or "intend" rather than "say":

e.g. ዛሬ ትምህርት የለም ብሎ ቀርቷል = He has stayed away thinking that there is no lesson to-day.
 አጂስ ቀጣይ እገዛለሁ ስትል ወደ ሱቁ ገባች = She entered the shop intending to buy a new dress.³

281. In questions ምን (what) takes the place of the reported speech before እለ

e.g. ምን ብቼ ልመልስላቸው? What shall I answer them?

282. The sending of messages logically requires a double Direct Speech construction, using the verb እለ twice.

e.g. ከሰዓት በኋላ አግኝቻለሁ ብሏል በላት = Tell (m) her that I will help her in the afternoon (lit. Say to her "He has said, I will help you in the afternoon").
 ከሰዓት በኋላ አግኝቻለሁ ብላት = (lit. Say to her "I will help you in the afternoon").

B. The Indirect Speech Construction.

283. "Indirect Speech" is always constructed as a subordinate clause introduced by the subordinating conjunction እንደ; for which see Secs. 264 (12) and 266 (5).

Indirect Speech subdivides into (1) Indirect Statements, and (2) Indirect Questions:

1. Indirect Statements.

There is little to add to what has been said about the use of the conjunction እንደ ("that" of Indirect Speech) in the sections on subordinating conjunctions. The following further examples will suffice here:

ገመዱ እንደተበሰሰ አስታወቀኝ = He informed me that the rope was broken.⁴
 ብዙ ችግር እንደሚያገኛት አውቃለሁ = I know (that⁵) she will get into much difficulty. (lit. I know that much difficulty will get her).

2. Indirect Questions.

The conjunction እንደ is used for Indirect Questions as well as for Indirect Statements (as already mentioned. All "Indirect Speech" requires it). It thus contrasts with its English counterpart "that", which is used only for Indirect Statements and not for Indirect Questions. The absence of "that", in fact, renders the English Indirect Question difficult to recognize as Indirect Speech, and so leads to confusion in translating.

1. Notice that since the main verb is passive, the Gerund used in reporting the "speech" is also passive.

2. This Infinitive ማለት, used with the verb "to be", supplies the normal translation of the English verb "mean"; i.e. "it means" is rendered "it is to say":

e.g. Q. ክርስቲያን ምን ማለት ነው? A. የክርስቶስ ሰው ማለት ነው = What does "Christian" mean? It means "a man of Christ".
 Q. ክርስቲያን ነው ማለት ምን ማለት ነው? A. የክርስቶስ ሰው ሆኗል ማለት ነው = What does it mean (to say) that he is a Christian? It means that he has become a man of Christ.
 Sometimes the verb ነው is omitted, in which case ማለት gives the sense of "that means", "that is to say":
 e.g. ክርስቲያን ሆኗል ፣ ማለት ክርስቶስን ተቀብሏል = He has become a Christian; that is to say he has received Christ.

3. እለ is also used to express intention with ለ + Infinitive, ለ + Contingent or እንደ + Contingent, instead of with Direct Speech; although each of these three constructions can express intention by itself:
 e.g. አጂስ ቀጣይ ለመግዛት ስትል ወደ ሱቁ ገባች = (synonymous with the above example).

4. See the same expressed with Direct Speech, above (Sec. 279).

5. Notice that the Amharic እንደ cannot be dropped as can the English "that".

Just as there are two kinds of ordinary question: (a) those containing inherently interrogative words (pronouns and adverbs), and (b) those without them¹; so, when these two kinds are reported and become "Indirect Speech", they appear as two kinds of Indirect Question: (a) those which are introduced by inherently interrogative words, and (b) those which are not -- but which, in English, are introduced by "if" or "whether".

(a) Indirect Questions introduced by inherently interrogative words.

The interrogative word (ምን, ግን, ሰንት, መቼ, የት, እንዴት, ለምን etc.), or an interrogative phrase containing such a word, is placed immediately before the conjunction እንደ.

- e.g. ደምዶ ምን እንደሆነ አልጠየቅንም = We did not ask what the sound was.
- መቼ እንደሚገቡ ሰምተሃል ወይ? = Have you (m) heard when they are getting married?
- መርፈው የት እንደተገኘ ንገሪው = Tell (f) him where the needle was found.
- እራት በሰንት ሰዓት እንደምትበሉ ለላውትም = I don't know at what time you (pl) eat supper.

(b) Indirect Questions which, in English, are introduced by "if" or "whether".

The conjunction እንደ is prefixed to an auxiliary verb ሆነ (generally uninflected for persons, and often shortened to ሆን), which, for Perfect action, follows a Gerund, and, for Imperfect action, follows a Contingent:

- e.g. ልጄቷ ገብታ እንደሆነ አልሰማኝም = I have not heard whether the girl has arrived.
- ይመሰክሩልን እንደሆነ ጠይቃቸው = Ask (m) them if they will witness for us.

The verb አለ and ሆነ itself can be used without the auxiliary; in which case the construction is identical with that of an Indirect Statement:

- e.g. የሚበቃ ውሃ እንዳለ አይ = See (m) if there is enough water.
- ቁስ እንደሆነ አልጻፈችም = She did not write if he (pol) was a priest.

C. Alternative Constructions used for Reported Speech.

284. The following constructions are frequently used instead of the Direct or Indirect Speech constructions:--

1. An Infinitive with a possessive suffix as the direct object of the verb.
 - e.g. መምጣቴን ንገራቸው = Tell (m) them that I have come.
 - መታመምን አልሰማኝም = I did not hear that you (pol) were ill.
2. A Relative Clause as the direct object of the verb (= an Indirect Question).
 - e.g. እራት የምትበሉሰትን ሰዓት አላውቅም = I don't know at what time you (pl) eat supper.²
 - የሚማሩበትን አላጆን = They showed us where³ they have their lessons (lit. learn).
 - አውስጥ ያለውን አላየኝም = I did not see what was inside.
3. With the verb መሰለ, seem, a Relative Clause is commonly used instead of an Indirect Statement.⁴
 - e.g. የምትሞት ይመስላል = It seems that she is going to die.
 - በጣም ያደጉ ይመስለኛል = It seems to me that they have grown very much.
4. The English double Indirect Question constructed, with "whether, if. . . or not" after some negative verb like "I don't know", can be translated in a variety of ways:--⁵
 - e.g. "I don't know whether they have gone or not" (Perfect Action) can be:--
 - ሄደው እንደሆነ ወይም አልሄዱ ለእንደሆነ አላውቅም = (a true Indirect Question construction).
 - መሄድ አለመሄዳቸውን አላውቅም = (using two Infinitives and a possessive suffix).
 - ይሄዱ አይሄዱ አላውቅም = (using two Jussives).

1. See Sec. 277 on Questions.
2. See the same expressed as a true Indirect Question above; Sec. 283 (2a).
3. "Where" = "the place in which". But in this construction "place" is often left out and simply has to be understood.
4. It is safest always to use the Relative construction, though the Indirect Speech construction is sometimes met with.
5. Those illustrated here are recommended, but they are not the only possibilities.
6. Notice that a negative Gerund is supplied, as always, by the negative Simple Perfect (without ም since it is not a main verb); see Sec. 117 (Rule 3 (a), footnote).

"I don't know whether they are going or not" (Imperfect Action) can be:--

ይሂዱ አይሂዱ እንደሆነ አላውቅም።

(a true Indirect Question construction).

መሂድ አለመሂዳቸውን አላውቅም።

(using two Infinitives and a possessive suffix).

ይሂዱ አይሂዱ አላውቅም።

(using two Jussives).

When it is the verb "to be" which follows "whether" or "if" Amharic commonly uses the Jussive ይሁን:

e.g. ተልቅ ይሁን ትንሽ አልሰኘንም።

[We have not heard whether it is big or small.
We did not hear whether it was big or small.

Conditional Sentences

285. A Conditional Sentence consists of a principal clause (the Apodosis) and a subordinate clause (the Pro-tasis) introduced by the conjunction "if". Two ways of rendering this "if" are explained under Subordinating Conjunctions; they are **h** + Simple Perfect (Sec. 264 (4)) and **ብ** + Contingent (Sec. 265 (1)). But there are other ways besides these; and, indeed, Amharic offers a confusingly large variety of possibilities in the expression of conditional thought. The following, then, is a summary of conjunctions and verb forms used for the purpose, which, if not exhaustive, includes all that the student will need.

A. Open Conditionals.

	Subordinate Clause	Principal Clause
1.	Present or Future Time	
a.	ብ + Contingent ¹ e.g. በሩን በያንኳኳ If he knocks at the door	Any appropriate tense ወዲያው ንገረኝ ። tell (m) me at once.
b.	ከ + Simple Perfect e.g. ዛሬ ከልዘኛ ። If it does not rain to-day	ditto መገንዱ እስከ ግታ ይደርቃል ። the road will dry by the evening.
c.	እንደሆነ (or እንደሆን ^{2,3}) following a Relative Simple Perfect, a Relative Contingent or a plain Contingent. e.g. እከተግ የተገናኘሁት እንደሆነ ⁴ If I meet him in town አንተ የምትሄድ እንደሆን ⁵ If you (m) are going ይከለክሉኝ እንደሆነ If they prevent me	ditto እጠይቀላለሁ ። I will ask him. እባክህ ይህንን ውሰድኛ ። please take this for me. በከንቱ ለኛሁ ። I have taken the trouble in vain.
2.	Past Time	
a.	ብ + Contingent e.g. አዲስ አበባ ትላንት ብትገባ If she arrived in Addis Ababa yesterday	Any appropriate tense ዛሬ ሳትጠይቅን አትቀርም ። she is sure to visit us to-day.
b.	ከ + Simple Perfect e.g. ያንን ከጨረሱ If they finished that one	ditto እስከሁን ሌላ ደምረዋል ። they will have started another by now.
c.	እንደሆነ (or እንደሆን) following a Gerund e.g. መድኃኒቱን ጠጥታ እንደሆነ If she drank the medicine ⁶	ditto ለምን አልዳነችም ? why didn't she get well?

1. **ብ** + Contingent is the most general way of rendering an "if" clause. It can be used for all kinds of Conditionals, and, as will be seen, heads every sub-division in this summary.

2. This use of **እንደሆነ** to give the sense of "if" is probably borrowed from the Indirect Question (see Sec. 283 (2b)) with which, because it too expresses uncertainty, the Conditional construction is easily confused (in English also there is liable to be confusion, both constructions using "if").

3. In Conditionals, as in Indirect Questions (see Sec. 283 (2b)), **እንደሆነ** can also be used by itself (with personal inflexions):

e.g. ጥሩ ልጅ እንደሆነች አትቆሻም ። If she is a good girl she will not be punished.
Likewise እንዳሉ ----e.g. እንዳሉ ጥሪአቸው ። If they are there call (f) them.

4. The relative Simple Perfect + **እንደሆነ** (**እንደሆን**) also renders "in case", especially if preceded by **ምናልባት** (perhaps):

e.g. (ምናልባት) የመሱ እንደሆነ ከሩላቸውን እናዘጋጃለን ። In case they should come-we will get their room ready.

5. Notice that, the relative form being a contingent, the translation is "If you are going" rather than "If you go".

6. The negative Simple Perfect will, as usual, serve for the negative Gerund (see Sec. 117, Rule 3 (a), footnote). Not now being a main verb it will not take the suffix **ም**.

e.g. መድኃኒቱን አልጠሻች እንደሆነ ለምን ዳነች? If she did not drink the medicine why did she get well?

B. Improbable and Impossible Conditionals

	Subordinate Clause	Principal Clause
1.	Present or Future Time a. ብ + Contingent e.g. እውነቱን ቢነገረን If he told us the truth	Past Imperfect Tense ¹ እንረዳው ነበር = 2 we should help him.
2.	Past Time a. ብ + Contingent (+ ኖር) ³ e.g. እውነቱን ቢነገረን (ኖር) If he had told us the truth	Past Imperfect Tense ¹ እንረዳው ነበር = 4 we should have helped him.
	b. ቢሆን (ኖር) ³ following a Gerund e.g. ገብተህ ቢሆን (ኖር) If you (m) had gone in	Past Perfect Tense ^{1,5} አገኝተኸው ነበር = you would have found him
	c. ⁶ ብ + Simple Perfect (+ ኖር) e.g. በጠየቀች (ኖር) If she had asked	ብ + Simple Perfect (+ ነበር) ⁵ በነገርኋት (ነበር =) I would have told her.

286. Sometimes one of the two clauses of a conditional sentence is used alone, the other being understood but not expressed:

- e.g. ደስ ይለኝ ነበር = I should be glad! (the subordinate clause is unexpressed).
 ቢሰሩኩኝ? And (what) if they do insult me? (the principal clause is unexpressed).

Comparatives and Superlatives

287. In Amharic there is no comparison of adjectives and adverbs as there is in English, but the simple form serves for the comparative and superlative forms as well. Thus, for example, the simple form ረጅም has to serve not only for "long", but also for "longer" and "longest"; or again, the simple form ብዙ has to serve not only for "much", but also for "more" and "most"; or again, the simple form ቀጣይ has to serve not only for "quickly", but also for "more quickly" and "most quickly". Since, then, the word itself remains uninflected some other means must be adopted to show when it has comparative or superlative force.

Besides the ordinary adjectives and adverbs, however, adjectival verbs ^{7,8} are extensively used in comparative and superlative constructions; and in comparatives, are generally preferable to their corresponding adjectives. Thus, for instance, while "it is longer" is quite correctly rendered ረጅም ነው, a more likely rendering would be ረጅመህ or ይረዝማል = Again, these adjectival verbs are often made relative, so that a further possibility would be የረጅመ ነው =

1. Or ብ + Simple Perfect (+ ነበር), as for 2.c below.
2. For the verb "to be" ነበረ is used alone:
 e.g. እውነቱን ቢነገረን ጥሩ ነበረ = If he told us the truth it would be good.
3. ኖር (the Gerund of the verb ኖረ, live) is shown in a bracket as being optional. It emphasizes the impossibility, or great improbability, of the condition being fulfilled. It can even be used for present or future time (though this is not common and is therefore not indicated in the chart); thus: እውነቱን ቢነገረን ኖር እንረዳው ነበር = would mean "if he did tell us the truth--but it is not likely that he will--we should help him" (compare with example under 1a above).
4. Notice that this example, when ኖር is omitted, is identical with the example given for 1a, above. As so often when subordinating conjunctions are used, it is the context which determines the time sense of the verbs.
5. Or Past Imperfect Tense, as for 1a and 2a above.
6. This is the special use of ብ + Simple Perfect mentioned in Sec. 264 (1) under Subordinating Conjunctions. It is a unique use in that ብ is prefixed not only to the subordinate verb but also to the main verb.
7. For Adjectival Verbs see Sec. 184.
8. These include adjectival " ለላ Verbs"; see Secs. 110-112.

Comparatives.

288. Comparative sense is conveyed by the preposition ከ (or ተ), than:

- e.g. (i) አልጋዩ ከገድግዳው ረዥም ነው።
 (ii) አልጋዩ ከገድግዳው ረዥም = 1
 (iii) አልጋዩ ከገድግዳው የረዥመ ነው። = 2
- (i) ተልጆቹ ሁሉ አባታቸው ወፍረም ነው።
 (ii) ተልጆቹ ሁሉ አባታቸው ይወፍራል = 3
 (iii) ተልጆቹ ሁሉ አባታቸው የወጀረ ነው። = 4
- ከዛሬ ትላንትኛ ቶሎ ተመሸስከ =

My bed is longer than the wall (ii and iii are preferable to i).
 Their father is fatter than all the children (ii and iii are preferable to i).
 You (m) returned more quickly yesterday than to-day.

But the comparative sense may still be there when ከ (ተ) and its following noun or pronoun are no longer expressed:

- e.g. Q. አልጋዩ ከገድግዳው ረዥም ወይ? Is my bed longer than the wall?
 A. አዎን አልጋህ ረዥም። Yes, your (m) bed is longer.

289. While most adjectival verbs, like their corresponding adjectives, are truly comparative only when the preposition ከ (ተ) is present or understood (i.e. ረዥም by itself means "it is long", not "it is longer"),⁵ there are three which have an inherently comparative sense:--⁶

- በለጠ surpass, be bigger, greater (I-A)
 አነሰ be less, smaller (I-A)
 ተሻለ be better (P. III-1)

- e.g. አጂስ አበበ ከደሴ ይበልጣል። Addis Ababa is bigger than Dessie.^{7, 8}
 ያች ጉጆ ታንሳሽች። That hut (lit. nest) is smaller.⁹
 ይህ መንገድ ይሻላል። This road is better.

290. There are two 3rd masculine singular Contingent forms which in Comparatives are often compounded with the comparative preposition ከ (or ተ). They are ይልቅ (from ላቀ, be preeminent; III-1), which gives the sense of "more", "rather", and ይበልጥ (from በለጠ be greater, I-A), which gives the sense of "more".¹⁰ The 3rd masculine singular relative form የበለጠ, and the Gerund አብልጦ (in the appropriate personal form) are similarly used, both giving the sense of "more". These four words are found more in adverbial than in adjectival Comparatives.

- e.g. ከባቱ ይልቅ አኖቱን ይወዳል። He loves his mother more than his father.
 ተትላንት ይበልጥ ዛሬ ብዙ መረት ቁቶረናል። We have dug more ground to-day than yesterday.
 ከኛ የበለጠ እነርሱ በግልጽ ይናገራሉ። They speak more plainly than we do.
 ተገደኞቿ አብልጦ ታጠናሽች። She studies more than her comrades.

1. Or ረዥም ይላል = , from the adjectival " አለ Verb" ረዥም አለ
2. Or ረዥም ያለ
3. Or ወጀረ ይላል = , from the adjectival " አለ Verb" ወጀረ አለ
4. Or ወጀረ ያለ

5. Except that when a verb is used as a "become verb" (as adjectival verbs frequently are) it is liable to imply comparison with a former state. For example, if ረዥም is used to mean "it has become long", the implication is that "it is now longer than it was before". In this way, then, any adjectival verb has a stronger tendency to comparative sense than its corresponding adjective.

6. A fourth, ላቀ, be preeminent (III-1), might be added to this list, but in modern Amharic it is hardly ever heard, except, in the language of prayer, for "to be magnified" (e.g. ስምህ ይላቅ Thy Name be magnified!); and also in the special use of its Contingent; for which see Sec. 135 and 290.

7. With the help of an adverbial phrase, በለጠ can supply a comparative for other adjectives; while አነሰ, in the same manner, is used to give the opposite sense:

- e.g. በዕድሜ ይበልጣል፤ በእውቀት ግን ያንሳል። He is older but knows less (lit. In age he is greater but in knowledge he is smaller).

8. A comparative adverb may be produced by prefixing በ to the relative (i.e. adjectival) form of በለጠ (as per Sec. 255):

- e.g. ትምህርትሽን በበለጠ ግጥናት አላሻሻል። You (f) must study your lessons more.

9. አነሰ can also mean "to be insufficient", i.e. "to be less than required":

- e.g. ጻሕ እነሰ There is not enough bread.

10. See Sec. 135, under Abnormal Uses of the Contingent.

Superlatives.

291. Superlative sense is conveyed by the use of the definite article:

e.g. ወፍራሙ እርሱ ነው። He is the fattest (lit. the fat one).¹ The "of" of an English Superlative is, when required, rendered by ከ (ተ).²

e.g. ከልጆቻችን ወፍራሙ እርሱ ነው። He is the fattest of our children.

Appropriate words like ሁሉ , በጣም etc. can be added to strengthen the superlative sense, but they are not an essential part of the superlative construction.

e.g. ከልጆቻችን ሁሉ ወፍራሙ እርሱ ነው። He is the fattest of all our children.

ከልጆቻችን በጣም ወፍራሙ እርሱ ነው። Of all our children he is the very fat one.

292. When an adjectival verb is used, the definite sense will be clear from the context, though an actual definite article cannot be suffixed unless the verb is a relative:

e.g. ከሶስቱ ይህ ይከብዳል። This is the heaviest of the three.

በጣም የተሸነው ያ ነው። That is the thinnest (lit. That is the one which is very thin).

In an adverbial Superlative, likewise, it is only by using a relative verb that the definite article can be accommodated:

e.g. በፍጥነት የነሳሁት እኔ ነኝ። I drove the fastest (lit. I am the one who drove fast).

293. No distinction is made, as it is in English, between true Superlatives and those Comparatives which are, like Superlatives, expressed with a definite article:

e.g. አጅግ ነው። He is the shortest (of three or more).

አጅግ ነው። He is the shorter (of two).

This means that, whenever the English has "the", the Amharic construction will be as for a Superlative.

1. In this superlative use, as elsewhere (see Sec. 153), the definite article is liable to omission, the definite sense simply being understood from the context. Thus, without affecting its meaning, this example might be changed to: ወፍራም እርሱ ነው።

2. See Sec. 241 (3) under Prepositions.

PART FIVE: IDIOM AND USAGE
The Idiom

294. A knowledge of words and grammatical constructions will not alone enable the student to speak good Amharic. He must also learn the Amharic idiom -- the "way of putting things" -- which is so different from that of the European language. Unless he starts doing that at an early stage he will naturally tend to translate everything word for word from his own language; and the danger then is that his ear, in course of time, will have grown so accustomed to his own ways of expression that it will fail to distinguish between them and those of the Ethiopian. Apart from this, also, he will sometimes find that Amharic possesses no exact equivalent of the word which he wishes to translate from his own language; and then, unless he discovers the idiomatic "way round" he will have no means at all of expressing himself.

The following pages offer a selection of these peculiarly Amharic uses -- ways of saying things which the student will find he needs to say. A mastery of such idioms will enable him to express himself in cases when direct translation from the English is out of the question.¹

295. How to express Approximation.

(a) By using ይሆናል' or (pl) ይሆናሉ (lit. it will be, they will be).

e.g. የተሰበሰቡት ሰዎች ሆያ ይሆናሉ = The people who gathered were about twenty.

(b) By using አንድ (lit. one).

e.g. የተሰበሰቡት ሰዎች አንድ ሆያ ነበሩ = The people who gathered were about twenty.

(c) By using ያህል (lit. amounting to).²

e.g. የተሰበሰቡት ሰዎች ሆያ ያህል ነበሩ = The people who gathered were about twenty.

Any or all of the above may be used together:

e.g. የተሰበሰቡት ሰዎች አንድ ሆይ ይሆናሉ = The people who gathered were about twenty.

(d) By using ወደ (lit. to). This is especially used for time. For wider approximation ግድም (around) may be added.

e.g. ወደ አራት ሰዓት ጀመርን = We started at about four (= ten) o'clock.
ወደ ሆምሳ ግድም ጥቱ = Around fifty died.

(e) By using ና (lit. and) or ወይም (or):

e.g. በአምስትና በስድስት ቀን ውስጥ እንጨርሳለን = We shall finish in about
በአምስት ወይም በስድስት ቀን ውስጥ እንጨርሳለን = five or six days.

296. How to express Probability.

(a) By using ይሆናል (lit. it will be) as an uninflected auxiliary verb following a participle (Gerund or Contingent); or alone, with personal inflexions.

e.g. እስከሁን ጀምራ ይሆናል = She has probably started by now.
ነገ ትመለስ ይሆናል = She will probably return tomorrow.
ዛሬ ግታ አይወጡም ይሆናል = They will probably not go out this evening.
ወቻደሮች ይሆናሉ = They are probably soldiers.

In questions ይሆናል is often shortened to ይሆን

e.g. Q. ዛሬ ይዘንብ ይሆን?
Is it likely to rain today?
A. አዎን ይሆናል =
Yes, it probably will.

(b) By using ስ + negative Contingent followed by negative Contingent of ቀረ (remain).³
This denotes greater probability or near certainty.

e.g. ሳያመልጡ አይቀሩም = They will most probably escape (or They are sure to escape; lit. They will not remain without escaping).

1. Many such idiomatic uses have already been dealt with in the course of the grammar.
2. See Sec. 136, under Abnormal uses of the Contingent.
3. For the meaning of this verb see Sec. 335 (a).

297. How to express Fixed Arrangement.

(a) By using A + Contingent followed by ነው or ነበር (sometimes personally inflected).
e.g. በሕዳር ወር ለሰኞች ለሰኞች ነው። (ናቸው።) They are to set out next week.
በግንባታ ለሰኞች ነበር። (ነበርን።) We were to return the next day.

(b) By using an Agent with the verb "to be". See Sec. 159 on The Agent.

298. How to express Imminence.

(a) By using A + Contingent followed by ነው or ነበር (sometimes personally inflected).

e.g. ለሄድ ነው። (ነኝ።) I am about to go.
ሊጠሩ ነበር። (ነበሩ።) He (pol) was about to call.

In the case of a subordinate clause introduced by ስ (when), the verb አለ (personally inflected) commonly takes the place of ነው or ነበር :

e.g. ለሰኞች ስለ ለንድ ለንግዳ መሻሻላችኋል። When I was about to set off a visitor arrived (to my disadvantage).¹

(b) By using the Infinitive መ + Possessive Suffix followed by ነው or ነበር (uninflected). This construction gives a stronger sense of imminence.

e.g. መሄድ ነው። I am about to go.
መጀመራቸው ነበር። They were about to start.

The sense of imminence may further be emphasized by placing ይኸው² at the beginning:

e.g. ይኸው መሄድ ነው። I am just about to go.

299. How to express Progressive Development. Gradual Change etc.

(a) By using እየ + Simple Perfect followed by the verb ሄደ (go, III-2).

e.g. እየበዛ ይሄዳል። It is getting more (and more).
እየጀገገች ሄዳለች። She has been growing.

በሽታው እየበሰሰች ሄዷል። His illness has been getting worse (to his disadvantage).

(b) By using እየጀረ (with personal inflexions) followed by the appropriate verb.

e.g. እየጀሩ ወጀሩ። They gradually grew fatter.
እየጀረች ጎረቤቶቿን። She is getting used to it by degrees.

300. How to express Constant and Customary Action.

By using ስ + Contingent followed by the verb ኖረ (live, III-3).

e.g. የጥንት ሰዎች ስዎች ለጣቦት ሲሰጡ ይኖሩ ነበር። People of ancient times used to worship idols.

301. How to express Future Perfect Action.

By using እስከ (Preposition) or እስከ (Conjunction).

e.g. እስከ ቅዳሜ ድረስ ይገባሉ። They will have arrived by Saturday.
እኛ እስከሚመጡ ሁሉን ይበላዋል። He will have eaten everything by the time we arrive.

The perfect sense can be emphasized by using a Gerund before the verb ቆየ in the Present Imperfect Tense:

e.g. እስከ ቅዳሜ ድረስ የገባው ይቆያሉ። They will have arrived (easily) by Saturday.

When the sense of the main verb entails the idea of something being finished, to add emphasis the Gerund of ጨረሰ may be placed before it:

e.g. እኛ እስከሚመጡ ሁሉን ጨረሰ ይበላዋል። He will have eaten everything by the time we arrive.

302. How to say " in the act of "

By using በ—ላይ with an Infinitive or other verbal noun.

e.g. ስንባ በመሸጨት ላይ ነበረ። When I went in he was in the act of shaving.
አሁን አይመችም በሥራ ላይ ናቸው። It is not convenient now; she (pol) is working (i. e. in the act of work).

1. This is the construction used to express intention (see Sec. 280 under Direct Speech). Thus ለሰኞች ስለ could also be translated "When I was intending to set off."
2. See Sec. 214, under Demonstratives.

303. How to say "almost", "nearly".

(a) By using either one of the constructions given for expressing Imminence, (Sec. 298, above).

- e.g. $\left. \begin{array}{l} \text{ልገጫርቱ ነው} = (\text{ናገሁ} =) \\ \text{መጨረሻቱ ነው} = \\ \text{ልገደርስ ነው} = (\text{ነን} =) \\ \text{መደረሳችን ነው} = \\ \text{ስድስት ሰዓት ሊሆን ነው} = \\ \text{ስድስት ሰዓት መሆኑ ነው} = \\ \text{ሊያልቅ ሲል አጂስ ገዘሁ} = \end{array} \right\} \begin{array}{l} \text{You (pl) have almost finished (you are about to finish).} \\ \text{We are nearly there (= We are about to arrive).} \\ \text{It is nearly six (= twelve) o'clock.} \\ \text{When it was almost finished I bought a new one.} \end{array}$

(b) By using the verb ቀረ (remain, II-2-A)¹

- e.g. $\left. \begin{array}{l} \text{ልገጫርቱ ትንሽ ብቻ ቀርቷል} = \\ \text{ሰዓቱ ሊደርስ ትንሽ ብቻ ቀርቷል} = \end{array} \right\} \begin{array}{l} \text{You (pl) have almost finished (lit. There remains to you} \\ \text{only a little for you to finish).} \\ \text{It is nearly time (lit. Only a little remains to the hour).} \end{array}$

(c) By using the verb ተቃረበ (draw near, P² Int. C. S. I-A)²

- e.g. $\left. \begin{array}{l} \text{ለመጨረስ ተቃርባችኋል} = \end{array} \right\} \begin{array}{l} \text{You (pl) have almost finished (lit. You have drawn near} \\ \text{to the end).} \end{array}$

304. How to say "through"

(a) By using the preposition በ (by).

- e.g. $\left. \begin{array}{l} \text{በመስኮት ገሰ} = \end{array} \right\} \begin{array}{l} \text{He got in through the window.} \end{array}$

(b) By using the preposition በ—በኩል (by way of).

- e.g. $\left. \begin{array}{l} \text{በገበያ በኩል ወደ ቤት ተመለስኩ} = \\ \text{በዋናው ጸሐፊ በኩል ጉዳዩን አስፈጽማለሁ} = \end{array} \right\} \begin{array}{l} \text{I returned home through the market.} \\ \text{I will get my matter finished through the chief secretary.} \end{array}$

(c) By using the preposition በ—መሀከል (among, between).

- e.g. $\left. \begin{array}{l} \text{በተራሮች መሀከል ተጓዙ} = \end{array} \right\} \begin{array}{l} \text{They journeyed through the mountains.} \end{array}$

(d) By using the preposition በ—ውስጥ (inside).

- e.g. $\left. \begin{array}{l} \text{በሳር ውስጥ ይንጁቅቃሉ} = \end{array} \right\} \begin{array}{l} \text{They crawl through the grass.} \end{array}$

(e) By using the verb አለፈ (pass; I-A).

- e.g. $\left. \begin{array}{l} \text{በበረሃው አለፍን} = \end{array} \right\} \begin{array}{l} \text{We went through the desert.} \end{array}$

(f) By using the verb ዘለቀ (get through; I-A).

- e.g. $\left. \begin{array}{l} \text{ፈተናውን ዘለቀ} = \end{array} \right\} \begin{array}{l} \text{He got through his examination.} \end{array}$

(g) By using the verb በሰ (pierce; II-I-A).

- e.g. $\left. \begin{array}{l} \text{ምስግር ጉሳውን በሰቶ ነሸ} = \end{array} \right\} \begin{array}{l} \text{A nail had gone through the tyre.} \end{array}$

(h) By using the verb ሸለከ (creep through; I-A).

- e.g. $\left. \begin{array}{l} \text{አጥፍን ሸለከ ገዘች} = \end{array} \right\} \begin{array}{l} \text{She got in through the fence.} \end{array}$

(i) By using the verb ፈሰሰ (flow down, out; I-A), or its Direct Causative form አፈሰሰ

- e.g. $\left. \begin{array}{l} \text{ጣራው የፈሰሰ} = \end{array} \right\} \begin{array}{l} \text{The rain comes through the roof (= The roof leaks).} \end{array}$

305. How to say "too", "too much".

(a) By using a plain adjective or adjectival verb (with the appropriate emphasis).³

1. For the meaning of this verb see Sec. 335 (a).

2. It is possible to use the basic form, ቀረ in the same way.

3. Of the two the adjectival verb brings out the sense of "too" more clearly and is, therefore, generally preferable.

e.g. ሱረው አጅር ነው ። The trousers are too short.
 ሱረው አጠረ ።
 ብዙ ነው ። It is too much.
 በዛ ።

(b) By using በጣም or እጅግ (lit. very) before an adjective or adjectival verb.

e.g. ሱረው በጣም አጅር ነው ። The trousers are too short.
 ሱረው በጣም አጠረ ።

(c) By using an adjectival verb with the infixed preposition በ ("to the disadvantage of") and an object suffix.

e.g. ሱረው አጠረኝ ። The trousers are too short for me.

(d) By using እንደ + negative Contingent with an adjective or adjectival verb.

e.g. እንዳልለብሰው ሱረው አጅር ነው ። The trousers are too short for me to wear
 እንዳልለብሰው ሱረው አጠረ (ኝ) ። (lit. that I should not wear them).

306. How to say "ever", "never".

(a) For past time, "ever" is rendered by a Gerund followed by the verb አወቀ (know; I-A) in the Present Imperfect Tense, and "never" by the same construction but with the verb አወቀ in the negative.

e.g. ወደ ጉንደር ሄደህ ታውቃለህ? Have you ever been to Gondar?
 የለም ሄጄ አላውቅም ። No, I have never been.

(b) For present or future time "ever" can be rendered እንዳንድ ጊዜ or እንዳንድ (lit. sometimes).
 e.g. እንዳንድ ጊዜ ትጠይቅታለህ? Do you (f) ever visit her?

(c) For past, present or future time "never" can be rendered by በፍጹም በጥራት or ከቶ¹ (all meaning "completely") with a negative verb.

e.g. በፍጹም አትጠይቅኝም ። She never visits me.
 For extra emphasis this construction can be combined with the construction given under (a) above.
 e.g. ከቶ አይተሻት አታውቂም? Have you (f) never seen her?

307. How to say "although", "even if".

(a) By using እንኳን እንኳ or ስንኳ², all of which mean "even".
 e.g. ቢከለክሉኝ እንኳን አልተውም ። Although (= Even if) they forbid me I shall not stop.

(b) By using ምንም (lit. anything), either alone or in conjunction with (a).
 e.g. ምንም ቢከለክሉኝ አልተውም ። Although (= Even if) they forbid me I shall not stop.
 ምንም እንኳን ቢከለክሉኝ አልተውም ። Even if they do forbid me I shall not stop.

(c) By using the suffixed conjunction ም³.
 e.g. ባለቤቴም ቢከለክለኝ አልተውም ። Even if the owner forbids me I shall not stop.

308. How to say "whether... or".

(a) When there are two nouns, by placing between them.⁴
 e.g. ሻይ ሆነ ቡኛ አጠባብሁ ። Whether it is tea or coffee I will drink (it).

(b) When an affirmative and a negative are in contrast, by placing an affirmative and a negative contingent side by side with each other, each with ብ (if) prefixed and, frequently, -ም (and) suffixed.
 e.g. ቢፈልግም ቢይፈልግም ይሻከል ። Whether he wants or not he will be sent.

(c) In an Indirect Question, as described in Sec. 284 (4) under Reported Speech.

1. For the grammatical form of ከቶ see Sec. 258 under Gerunds used as Adverbs. With an affirmative verb ከቶ sometimes gives the sense of the English suffix "--ever": e.g.
 ከቶ ምን ሆነች የችልጅ? Whatever has happened to that girl?
 2. ስንኳ is a more literary or classical form.
 3. For which see Sec. 260 (2).
 4. See also Sec. 260 (12), under Conjunctions.

309. How to say "early".

(a) By using (በ)ግለጻ (early in the morning).

e.g. (በ)ግለጻ ተነሥቶ ይሄዳል = He will get up and leave early.¹

(b) By using the Gerund of ቀደም አለ (be a little earlier).

e.g. ነገ ቀደም ብለህ ና = Come (m) early (= a little earlier) tomorrow.

(c) By using በጊዜ (in time).

e.g. በጊዜ ገብን = We got in early.²

(d) By using ሰዓቱ አልደረሰም = (the hour has not arrived), etc.

e.g. የሰብሰባ ሰዓት ገና አልደረሰም ነበር = It was (too) early for the meeting.
 ሰዓቱ ሳይደርስ ጀመሩ = They started (too) early.

(e) By using ሳይመሽ (before evening, night, draws on), etc.

e.g. ዛሬ ሳይመሽ እንተገኛለን = Today we will go to bed early.

310. How to say "late".

(a) By using the verb ቆየ (wait; II-2-B) or ዘገየ (delay; V-2).

e.g. ቆይተን ገብን = We arrived late.
 ዘገይተን ገብን =

አትቆይ = Don't be late (m).
 አትዘገይ =

(b) By using the verbs ረጀደ (draw on, morning; I-A) and መሸ (draw on, evening, night; II-2-A) or their Direct Causative forms.

e.g. ረጀደ = It is late (morning).
 መሸ = It is late (evening or night).
 በጣም አምሽተው ተመሸሱ = They returned very late (in the evening or at night).

(c) By using ሰዓቱ አሸፈ = (the hour passed), ሰዓቱን አሸሸፈ = (he passed the hour), etc.

e.g. አሁን ሰዓቱ አልድል = It is (too) late now.
 ሰዓቱን አሸሸፈ መጣች = She came late.

(d) By using (በ)ሌሊት (at night).

e.g. በሌሊት ገቡ = They got in late (at night).

311. How to say "ago".

(a) By using ከ—በፊት (before).

e.g. ከሶስት ወር በፊት ተገናኝን = We met three months ago.

(b) By using የዛሬ (lit. of today).

e.g. የዛሬ አሥራ አምስት ቀን ተወለዱ = They were born a fortnight ago.

312. How to say "in" (of time).

(a) By using ከ—በኋላ (after).

e.g. ከጥቂት ቀን በኋላ ተመሸሰ = Come back (m) in a few days.

(b) By using የዛሬ (lit. of today).

e.g. የዛሬ ሳምንት እንደገና እንሰበሰባለን = We will meet (= gather) again in a week's time.

(c) By using the Gerund of ቆየ (wait; II-2-B).

e.g. አምስት ደቂቃ ቆይተን እንጀምራለን = We will start in five minutes.

(d) When "in" means "within", not "after", በ—ውስጥ is used.

e.g. በአንድ ወር ውስጥ በፍጹም ይድናል = He will get completely well in a month.

313. How to say "before" when specifying a time period preceding an event. By using ል + Contingent, or ል + a noun, followed by the time period and ሊቀር (frequently, but not invariably, with an object suffix).

1. ጧት (morning), spoken with emphasis, or በጣም ጧት = gives the same sense as (በ)ግለጻ

2. This is often, but not always, used with the sense of "before dark."

e.g. ልጆሽሜ አራት ቀን ሲቀረጅ ተከቼው ነበር = I had planted it four days before I fell ill.
 ለበዓሉ አንድ ሳምንት ሲቀረው ማዶ ተሻገርን = We crossed over to the far side a week before the feast.

There are various other possibilities, for instance:--

ከመቻመሜ በፊት or ሳልቻመም instead of ልጆሽሜ
 ከአራት ቀን በፊት instead of አራት ቀን ሲቀረጅ
 ከበዓሉ አንድ ሳምንት ቀደም ብቺ instead of ለበዓሉ አንድ ሳምንት ሲቀረው =

314. How to say "after" when specifying a time period following an event.

By using:

<p>በ + Simple Perfect</p> <p>h— በኋላ + Simple Perfect or a Noun.</p>	before	<p>በ + time period with a possessive suffix.</p> <p>በ + time period expressed with an ordinal number.</p>
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e.g. ወደ አዲስ አበባ በመጣች በሁለት ወርዋ አገኝች = Two months after she came to Addis Ababa she got married.

ከጋብቻቸው በኋላ አንድ ዓመት ተመንፈቅ ቆይተው ተፋቹ = A year and a half after their wedding they got divorced.
 ልደት በዋለ በስድስተኛው ቀን ተሰነባበትን = Six days after Christmas we bade each other farewell.

315. How to say "since" when specifying a time period following an event.

By using ከ + Simple Perfect followed by the time period with a possessive suffix or the verb ሆነ with an object suffix.

e.g. ከተፈቱ አምስት ወራቸው ነው = It is five months since they were released.
 አገሬን ከተውኳት ሁለት ዓመት ሆኖኛል = It is two years since I left my country.

316. How to say "How often?"

(a) By using በስንት በስንት followed by an appropriate noun of time.¹

e.g. እንጆራ በስንት በስንት ቀን ትጋግራለች? How often does she bake injera?
 በስንት በስንት ዓመት ወደ አገራቸው ይመለሳሉ? How often does he (pol) return to his country?

(b) By using በየስንት followed by an appropriate noun of time.²

e.g. እንጆራ በየስንት ቀን ትጋግራለች? How often does she bake injera?
 በየስንት ዓመት ወደ አገራቸው ይመለሳሉ? How often does he (pol) return to his country?

(c) When an inclusive time period is named, by using ስንት ጊዜ

e.g. በሳምንት ስንት ጊዜ ታየዋለህ? How often do you (m) see him in a week?

317. How to say "some".

(a) By leaving it untranslated.

e.g. ወተት ጠጣን = We drank some milk.

(b) By using ጥቂት (a little, a few) -- when a small quantity or number is referred to (for quantity ትንሽ can also be used).

e.g. ጥቂት (ትንሽ) ጨው ጨቅር = Add (m) some salt.
 ጥቂት ሰዎች እደጅ ቆመዋል = Some people are standing outside (lit. at the door).

(c) By using አንዳንድ (lit. one one) -- when a smaller number are distributed amongst a larger number (i. e. one here and one there amongst many).

e.g. ከተማሪዎቹ አንዳንድ አዲስ ደብተር ገዙታል = Some of the pupils have bought new note-books.
 አንዳንድ ልጃገረዶች የፈረንጅ ልብስ ለብሰው = Some girls (i. e. some of the girls) were wearing European clothes.³
 በበጋ እንኳን አንዳንድ ቀን ይዘንባል = Even in the dry season it rains on some days.

(d) By using ግማሽ (lit. half) when a considerable proportion of the whole is referred to.

e.g. ግማሹን በልዩ የቀረውን ለኔ ሰጠኝ = He ate some and gave the rest to me.

1. On the analogy of the distributive pronoun construction, for which see Sec. 227 (a).
 2. On the analogy of the distributive pronoun construction, for which see Sec. 227 (b).
 3. Notice that አንዳንድ is a singular construction; but since Amharic is not strict about concord in number its noun or verb may be plural (as in this example). It can even take a plural suffix itself:
 e.g. አንዳንዶቹ ያለቅሱ ነበር = Some of them were weeping.

318. How to say "fast" and "slow" of clocks and watches. As shown in the following examples:--

ሰዓቲ ቀደም ይላል ።
 ሰዓቲ ወደ ኋላ ቀርቷል ።
 ሰዓቲ ይፈጥናል ።
 ሰዓቲ ይቀድማል ።
 ሰዓቲ ወደ ኋላ ይቀራል ።

My watch is fast (ቀደም አለ, be a little early).
 My watch is slow (ቀረ, remain; II-2-A).
 My watch goes fast (ፈጠነ, hasten; I-A ቀደመ
 precede; I-A).
 My watch goes slow.

319. How to say "prefer".

(a) By using the verb ተሻለ (be better; P. III-1).

e.g. ዛሬ ማታ መጨረስ ይሻለኛል ። I prefer to finish this evening.

(b) By using the verb ወጀደ (love; I-A).

e.g. ታላቁን ነው የወጀደው ። It is the elder which he prefers.

(c) By using the verb መረጠ (chose; I-A).

e.g. ጌታቸውን ከመከድ ሞትን መረጡ ። They preferred death to denying their Master.

320. How to say "use" (verb).

(a) By using the verb ሠራ (work; II-1-A).

e.g. ሁል ጊዜ እንጠቅምበታለን ። We always use it (lit. work with it).
 ገና አልተሠራበትም ። It has not yet been used (lit. worked with).

(b) By using the verb አደረገ (do; D. C. I-A) following ለ + appropriate noun (often an Instrument. See Sec. 160 (c)).

e.g. ለጽሕፈት አደረግሁት ። I used it for writing.
 ለመጻፊያ አደረግሁት ። I used it for writing with (or, writing on).

(c) By using the verb ጠቅመ (be useful; I-A) or its Passive form ተጠቅመ (be profited).

e.g. ለብዙ ነገር ይጠቅመኛል ። We use it for many things.
 ሁል ጊዜ እንጠቅምበታለን ። We always use it.
 ለጽሕፈት ተጠቅምኩበት ። I used it for writing.

321. How to say "feel".

(a) By using the verb ተሰማ (be felt; P. II-1-A) as a "Real Subject" Impersonal Verb.¹

e.g. ሙቀቱ ይሰማኛል ። I feel the heat.
 ሀዘን ተሰማቸው ። They felt sorrow.

(b) By using the verb ጻሸሰ (feel with the hand; Int.¹ C. S. I), or, sometimes, ጻሸሰ (touch lightly with the hand; Int. C. S. I).

e.g. በጨለማ እየጻሸሰች ዜረች ። She went about feeling (her way) in the dark.
 ሐኪሙ ደረቲን ጻሸው ነሰር ። The doctor had felt (pol) my chest.

(c) With the appropriate "Unreal Subject" Impersonal Verb.²

e.g. አሻኛል ። I feel ill.
 ደክሞታል ። He feels tired.

322. How to say "hurt" (verb).

(a) When referring to the sensation of pain, by using the verb አሳመ (pain, ache; I-A), or its Indirect Causative form, አሳመመ (cause pain to).

e.g. እከሀ ላይ ያሳመኛል ። It hurts (me) here.
 አታሳምማት ። Don't (m) hurt her.

(b) When referring to injury or harm done, by using ጉዳ (damage, harm; II-1-A), or its Passive form ተጉዳ

e.g. በአደጋው አንድም ሰው አልተጉዳም ። Not one person was hurt in the accident.

1. See Sec. 142 under Impersonal Verbs.

2. See Secs. 143-146 under Impersonal Verbs.

323. How to say "stop".

(a) By using the verb ቆመ (stand, come to a standstill; III-3), or its Direct Causative form, አቆመ (bring to a standstill).

- e.g. መኪናዋ ቆመች = The car stopped.
- እከህ አቆም = Stop (m) here (car etc.).
- ጩኸቱ አቆመ = The noise stopped.

(b) By using the verb ተወ (leave; irreg. III-2).

- e.g. የጎን ጫወታ አሁን ተወጉ = Stop (pl) that game now.

(c) By using the verb ከለከለ (prevent; IV).

- e.g. እንዳልወጣ በረኛው ይከለከላል = The door-keeper will stop me going out.

(d) By using the verb አቋረጠ (cut short; I.C. ¹ Int. C.S. I-A).

- e.g. ቀኑን ሙሉ ሳያቋርጡ ይጨቃጨቃሉ = They quarrel the whole day without stopping.

324. How to say "hope" (verb).

By using the noun ተስፋ (hope), either with the verb "to have" (አለው etc.), or with the verb አደረገ (do; D. C. I-A).

- e.g. ለማሸነፍ ተስፋ አላችው =] They hope to win.
- ለማሸነፍ ተስፋ ያደርጋሉ =]
- ፈተናውን እንዲያልፍ ተስፋ ነበረኝ =] I was hoping that he would pass his examination.
- ፈተናውን እንዲያልፍ ተስፋ አደርግ ነበር =]

The Direct Speech construction is sometimes used (chiefly with ተስፋ አደረገ) ¹.

- e.g. እናሸነፋለን ብለው ተስፋ ያደርጋሉ = They hope to win.
- ፈተናውን ያልፋል ብዬ ተስፋ አደርግ ነበር = I was hoping that he would pass his examination.

325. How to say "promise" (verb).

By using the noun ተስፋ (hope) with the verb ሰጠ (give; II-2-A). That which is promised can be expressed with either the Direct or the Indirect Speech construction.

- e.g. ቅዳሜ ቁርጡን አስታፅቅቃለሁ ብላ ተስፋ ሰጠችኝ =] She promised me to (= that she would) let me know de-
- ቅዳሜ ቁርጡን እንደቃጠታው ተስፋ ሰጠችኝ =] finitely on Saturday.

Since "giving hope" is not necessarily the same as promising, it is sometimes best to add ሙሉ (full) before ተስፋ e.g. ሙሉ ተስፋ አልሰጠኝም = He did not (absolutely) promise me.

326. How to say "keep a promise".

By using the noun ቃል (word) with a possessive suffix as the object of any one of the verbs ፈጸመ (complete, fulfill; I-B), ጠበቀ (guard, keep; I-B), አከበረ (honour; D. C. I-A).

- e.g. ቃሏን ፈጸመች = She kept her promise.
- ቃላቸውን ጠበቀዋል = They have kept their promise.
- ቃሉን የሚያከብር ነው = He is one who keeps his promise.

327. How to say "break a promise".

(a) By using the negative of any of the constructions given above for "keep a promise".

- e.g. ቃልህን አላከበርህም = You (m) have broken your promise.

(b) By using the verb አበላላ (I-A) or its noun እብላት These imply deliberate deceit or denial of the promise.

- e.g. አበላላ =]
- እብላትህ ነው =] You (m) have broken your promise (i. e. You have cheated).

328. How to say "pretend".

By using the verb መሰለ (resemble, seem; I-A) or its Indirect Causative form አስመሰለ (cause to resemble, seem).

- e.g. የምትሰሉኝ ምሳሌ = Pretend (pl) to be quarrelling.
- እንዳላየችኝ መሰለ አለፈች = She passed by pretending not to see me.
- ህክምና የሚያውቅ ያስመሰላል = He pretends that he knows medicine (doctoring).

1. For the Direct Speech construction see Sec. 279.

When the pretense is deceitful the verb አታላለ (deceive; I. C. 1 Int. C. S. 1) can also be introduced; likewise the verb ቀለዶ (joke, have fun; I-B) when the pretense is in play.

- e. g. ሀኪም መስሎ ያታላላ = He pretends (deceitfully) to be a doctor.
 ሀኪም መስሎ ይቀልዳል = He pretends (in play) to be a doctor.

329. How to say "think".

(a) When referring to the mental process, by using the verb አሰበ (think, consider; I-B).

- e. g. ዘወትር ስለናንተ እናስባለን = We constantly think about you (pl).
 ያኝን አስቡት = Think (pl) about that.
 ደግሞን አጫጭርላታለሁ ብዬ አስብኩ = I thought I would increase his wage (for him).
 ልናሰናብተው አሰበን ነበር = We had thought to dismiss him.

(b) When referring to an impression received, by using the verb መሰለ (seem; I-A).

- e. g. ይመስለኛል = I think so.
 አይመስለኝም = I don't think so.
 ክረምት ያለቀ ይመስላታል = She thinks that the rains are over.¹
 የሚቻላቸውን አይመስለንም = We don't think that they will oppose us.¹
 እራት ደርሷል መሰለኝ = Supper is ready, I think.

330. How to say "lose".

(a) By using the verb ጠፋ (get lost, disappear; II-1-A).²

- e. g. ደግሞ ጠፋ = The pick-axe is lost.
 ዘንድር ብዙ ሺ ብር ጠፍቶባቸዋል = This year they have lost many thousands of dollars.

(b) By using the verb ጣለ (throw down; III-1) -- when an object has been carelessly dropped or left somewhere.

- e. g. ዝናብ ልብሴን በአንድ ቦታ ጥፎ ነበር = I had lost my rain-coat somewhere.
 የት ነው የጣልኸው? = Where is it that you (m) lost it?

331. How to say "drop" (trans.).

(a) By using the verb ወደቀ (fall; I-A) with the infix ሰ and an object suffix.

- e. g. ጭቃው አድጦኝ ሁለም ወደቀኝ = The mud made me slip and I dropped it all.

(b) By using the verb ጣለ (throw down; III-1). This implies an element of carelessness.

- e. g. እንዳትጥለው = Don't drop it!

332. How to say "happen".

(a) By using the verb ሆነ (become; III-3).

- e. g. ምን ሆነ? = What has happened?
 የሆነውን አላውቅም = I don't know what has happened.
 ምን ሆነ? = What has happened to them?

(b) By using the verb ተደረገ (be done; P. I-A).

- e. g. ነገ ምን ይደረጋል? = What is happening tomorrow?

333. How to say "decide", "make up mind".

By using the verb ቁረጠ (cut; I-A), with or without the noun አሻብ (thought).

- e. g. አሻባቸውን ገና አልቁረጠም = He (pol) has not yet decided.
 ቤት ለማሰራት ቁርጫለሁ = I have made up my mind to have a house built.

334. How to say "guess".

(a) By using the verb መሰለ (seem; I-A).

- e. g. ይኸ ምን ይመስልሃል? = Guess (m) what this is (= What do you think this is?)

(b) By using the verb ገመተ (estimate; I-B), or its noun ግምት (estimation).

- e. g. እርግጠኛ ባትሆን አንኳን መገመት ትችላለች = Even if she is not certain she can guess.

A combination of (a) and (b) can also be used:

- e. g. በግምት ስንት ይመስላችኋል? = Guess (pl) how many.
 በግምት ማን የመሰለ ይመስልሃል? = Guess (f) who has come?¹

1. For the use of a relative construction with መሰለ see Sec. 284 (3) under Reported Speech.
 2. The Direct Causative form አጠፋ is used for "destroy" rather than "lose".

335. Inherently Negative Verbs.

There are two common verbs whose sense is inherently negative and for which there are no exact equivalents in English. They are: --

(a) ቀረ (II-2-A). This means "remain"; but with the implication that some action is not performed or something remains undone. In different contexts, therefore, it may be translated: "remain without--", "be left undone", "not to--", "fail to--", "be cancelled", etc.

e. g. እርሷ ብቻ ቀረች She alone remained behind (i. e. did not go).
 ሌሎቹ ሁሉ ሲመጡ እርሱ ለምን ይቀራል? When all the rest come why doesn't he?
 መልስ ሳይልኩልኝ ቀሩ። They failed to send me an answer.

Q. የምላ ጊዜ ደርሷል ወይ? Is it lunch time yet?
 A. ገና ነው፣ ሩብ ሰዓት ቀርቷል። Not yet, there is still a quarter of an hour to go.

አምና የግታ ትምህርት ነበረ አሁን ግን ቀርቷል። Last year there was evening teaching; but it is discontinued now.

ፈት ያልኩት ይቅር፤ ሌላ ሥራ አለ። Don't do what I said before; there is some other work.

From the sense of cancellation, which is found in the last two examples, it is not far to the idea of pardon or forgiveness. Hence ይቅር አለ።, (lit. he said "let it be cancelled") is an "አለ Verb" meaning "pardon" "forgive"; and from this is derived ይቅርታ a noun meaning "pardon", "forgiveness".¹

(b) አሻ (II-1-A). This means "lack", "be without", hence "not to have", "fail to find" etc.

e. g. ደሀና ምግብ በግግት በግም ከስታሊች። Through lack of decent food she has become very thin.
 ምንዘሪ ስላሻ በዱቤ ሰጠኝ። Because he had ² no small change he gave (it) me on credit.
 ፈልጌ ፈልጌ አሻሁት። I looked and looked but could not find it.

336. Idiomatic uses of the Verb ያዘ , hold, take hold of (III-1).

(a) While the verbs አመሻ (D.C. II-1-A) and መሰደ (I-A) are, respectively, the normal translations of "bring" and "take", if the action of "bringing" or "taking" is only incidental to "coming" or "going" it is common to use instead the Gerund of ያዘ before መሻ ሂደ or some other appropriate verb.

e. g. አከፋውን አምጣ። Bring (m) the spade.
 but መንጥፊን ይዘህ ና። Bring my glasses with you.
 መሻዬን ወደ መሻ ሰፈ ቤት እወስዳለሁ። I shall take my shoes to the shoemaker's.
 but ጃንጥላ ይገዢ እሂዳለሁ። I shall take an umbrella with me.

Similarly, ያዘ by itself gives the sense of "to have with one".²
 e. g. ቁልፉን ይዘሻል? Have you (f) the key with you?

(b) While English speaks of a person "catching" a cold, Amharic more reasonably speaks of a cold, or other sickness, catching the person:

e. g. ጉንፋን ይዘኛል። I have caught a cold.³

337. Uses of the verb ሞላ።, fill (II-1-A).⁴

(a) ሞላ። is more loosely used than most Amharic verbs, as it can be both transitive and intransitive, and can take as its subject either the person, the substance or the vessel (container etc.) involved in the act of filling. It can also take either the substance or the vessel as its direct object.

e. g. ሰው-ቹው ውሃ በባልደው ሞላ።] The man filled the bucket with water.
 ሰው-ቹው በባልደው-ን ውሃ 5 ሞላው።]
 ውሃ በባልደው ሞላ።] Water filled the bucket.
 ውሃ በባልደው-ን ሞላው።]
 ባልደው ውሃ ሞላ።] The bucket became full of water.⁶

1. For the derivation of nouns from "አለ Verbs" see Sec. 114, under Compounds of አለ
 2. See also Sec. 103 (3), footnote, on ways of translating "have".
 3. See also Sec. 340.
 4. Another form of the verb is መላ። (also II-1-A).
 5. This is an adverbial accusative; see Sec. 256.
 6. Very similar sense can be conveyed by a use of the passive verb: ባልደው በውሃ ተሞላ።
 The bucket was filled with water.

(b) This verb is often used with reference to numbers, money, time, etc. to indicate completion:
 e. g. መቶ አልሞላም = That is not a complete hundred.
 ሰዓቱ ሲሞላ ቀስቅሳኝ = Awaken (m) me when the hour is up.

(c) The 3rd masc. sing. of the Present Perfect, ሞልቷል is used idiomatically for "There is plenty";
 e. g. ወረቀት ሞልቷል = There is plenty of paper.

338. Verbs which are used to translate "burn" etc.

(a) አቃሽሎ = (I. C. ¹ Int. C. S. I) burn (trans.)
 ተቃሽሎ (P. ¹ Int. C. S. I) be burned
 e. g. ቆሻሻውን ሁሉ አቃሽሎ = Burn (m) all the rubbish,
 መዝገባችን ተቃሽሎብናል = Our register (= account book) has been burned to our disadvantage.

(b) ነጀደ (I-A) burn (intrans.), catch a light
 አነጀደ (D. C. I-A) light (fire)
 e. g. ምድጃው ብላሽ ነው፤ እሳቱ አይነጀም = The stove is no good; the fire won't burn.
 እሳቱን አነጀድ = Light (f) the fire.
 እሳት ገና አልተነጀደም = The fire has not yet been lit.

(c) ፈጀ (II-2-A) burn (trans.) (especially of sensation); burn up (figuratively; often used for time or money).
 ተፈጀ (P. ¹ Int. C. S. II-2-A) burn (i. e. be burning by nature ¹).

e. g. ድብቱን ዳሸሰኩትኛ ፈጀኝ I felt the saucepan and it burned me.
 ብዙ ጊዜ ይፈጃል = It takes (lit. burns up) much time.
 በርባሬ ሊባዛ ወጡ ይፋጃል = When there is too much red pepper the food ² burns.

(d) ተከሰ (I-B) apply heat in some way, burn with hot iron etc., hence: iron (clothes), brand, cauterize, shoot.

አተከሰ (D. C. I-B) be feverish (impersonal ³)
 ተተከሰ (P. I-B) be ironed, branded, etc.

e. g. እባክሽ ሸሚዜን ተከሰሻኝ = Please (f) iron my shirt for me.
 ምልክቱን በጀርባቸው ላይ ይተከሳል = He burns (brands) his sign on their backs.
 ጠመንጃቸውን ደግነው ተከሰብን = They aimed their rifles and shot at us.
 በጣም ያተከሰኛል = I have a burning fever.

339. Adverbial Expressions of Time derived from the verb ቀደሞ (precede: I-A).

ቀደሞ (an uninflecting Gerund) ⁴ formerly, in the old days. ⁵
 በቀደም recently, the other day (approx. within the last week).
 ቅድም just now, ⁶ a short while ago (within the last hour or so).
 እስከቀደም (Gerund of the I. C. form; it inflects for persons) first (of two or more actions):

e. g. ስለ ጉዳዩ ሳንማክር አስቀድመን እንጸልይ = Before we discuss the matter let us first pray.
 ቀደም ብሎ (Gerund of the Weak Form " አለ Verb"; it inflects for persons) a little earlier, ⁷
 ከዚህ ቀደም before now, previous to this.

1. See Sec. 97 (4) under Changed Stem derived forms of Verb.
 2. There is no translation for the Ethiopian food ወጥ "Sauce" hardly gives the true sense.
 3. See Sec. 144, footnote, on verbs used to express physical reactions.
 4. See Sec. 258 under Adverbs.
 5. ቀደም has much the same use as ድሮ (or ጻሮ). Both refer commonly, but not invariably to time long past.
 6. "Just now" in a still more immediate sense is translated አሁን (now).
 7. See Sec. 309 (b) on How to Say "Early".

340. Some further Idiomatic Phrases etc.

1. Idiomatic uses of እንቅልፍ, sleep.¹

እንቅልፍ ወሰደኝ =

እንቅልፍ ያዘኝ =

I went to sleep (lit. Sleep took me).²

I became sleepy (lit. Sleep gripped me).

2. "Let alone", "Not only".

(a) እንኳን በሁለት በአምስት ብር አልሠራውም =

I won't do it for five dollars, let alone two.

(b) ማንበብ ይቅርኛ (ቀርቶ) ፈደሉን ገና አያውቅም =

He does not yet know the alphabet, let alone to read.

(c) ቋንቋውን መናገር ብቻ ሳይሆን ጽሑፍንም ትችላለች =

Not only can she speak the language (or, Let alone speaking the language), she can write it as well.

3. "What has that to do with you?" etc.

(a) አንተን ምን አገባህ?

What has that to do with you (m)?

እርሱን ምን አገባው?

What has that to do with him?

(b) ላንተ ምን ነው?

What has that to do with you (m)?

እርሱ ምን ነው?

What has that to do with him?

4. "For nothing".

(a) When it means "free".

በነጻ ይገኛሉ = (correct)

በብላሽ ይገኛሉ = colloquial

እንዲያው (እንዲሁ) ነበር =

They are to be had for nothing.

It was for nothing.³

(b) When it means "in vain".

በከንቱ ለፋን =

We went to the trouble for nothing.

5. አውቀህ (አስበህ) ገፋኝኝ =

You pushed me on purpose.

አውቆ ተከፈተ =

It came open by itself (i. e. of its own accord).

6. ዝግ እንደሆነ ይቅር =

Let it stay shut.

ከፍት እንደሆነ ተይው =

Leave (f) it open.

7. ባህር ዛፋችን አልፎ አልፎ ይቆረጣል =

Our eucalyptus trees are being cut, one here and one there.

8. ስምንት ብር መሆኑ ነው =

It comes to eight dollars.

9. ⁴ አውነትክ ነው =

That is true what you (f) say.

⁴ ውሸታቸው ነው =

They are lying.

10. ⁴ እጅሌ ነው = I am fortunate.]

(lit. "It is my fortune" -- good or bad as indicated by the context).⁵

⁴ ምን ትገረኝ?] All right, I don't mind!

⁴ ምን ከፋኝ =]

11. ግጅ የለኝም = ⁶

It doesn't matter to me.

ምን አለ(ሽት)?

What does it matter? What of it?

1. The verb corresponding to this noun is እንቀላፋ፣ (D. C. Ext.¹ Int. C. S. V-1) which means "doze off".

2. To avoid ambiguity it is sometimes necessary to use this idiom rather than the verb ተፋ፣ (II-1-B), since the latter can mean either "go to sleep", "sleep" or "lie down".

3. See Sec. 213 (footnote) under Demonstratives.

4. The appropriate possessive suffix is used.

5. "Fortunate" can also be rendered እጅላኝ or የታደላ

6. The appropriate object suffix is used.

	ማንም አይልም ¹	It won't matter; It will make no difference; It will be all right.
13.	በቅርብ ጊዜ ። በቅርቡ ። በዚህ ሰኞን ። ከሶሌታት አንድ ቀን ።	recently, soon. during this week. one day, once upon a time.
14.	ቢያንስ (ቢያንስ ቢያንስ) ቢበልጥ (ቢበልጥ ቢበልጥ) ቢበዛ (ቢበዛ ቢበዛ)	at least at most
15.	አብዛኛው በተለይ (በተለይ) ይልቁንም 2	especially, mostly. especially, particularly. and especially; and what's more; moreover.
16.	ብዙው የሚበዛው አብዛኛው	most of it.
	ብዙዎቹ የሚበዙት አብዛኛቹ	most of them.
17.	ለመሆኑ በነገርህ 3 ላይ	After all this -- ; By the way, --. Oh, by the way, -- !
18.	ወዲያኛ ወዲህ በተራ በተራ	to and fro; back and forth. in turn.
19.	አንድተለመደው አንድ ልማዱ በጠቅላላው	usually, generally. in general.
20.	አይጠፋም	There is sure to be one; There is sure to be some (lit. It will not be lost.

MISCELLANEOUS USAGES, etc.

Greetings and Farewells.

341. ጤና ይስጥኝ ።⁴ (lit. May He give health on my behalf) is the most general expression both of greeting and farewell. It can be used at any time of day, alone or to preface other expressions of greeting or farewell (such as those given below). Of all these expressions it is the only one which remains the same whatever person is addressed.

342. The following further expressions of greeting and farewell must be inflected according to the person addressed i. e. they must be given the appropriate 2nd person form (masc., fem., pol. or plur.) but for convenience they are all shown here in the 2nd person polite form.

(a) For use at any time.

On meeting:	አንደኛን (አንደኛንድር) ነዎ(ት)?	How are you?
	ደህና ነዎ(ት)?	Are you well?
	ብርቱ ነዎ(ት)?	Are you strong?
	አንደት (አንደኛን) ይሆናሉ?	How may you be?

1. This can also be used with an object suffix: e.g. ማንም አይልህም ። It won't hurt you (m); You'll be all right.

2. See Sec. 135, under Abnormal Uses of the Contingent.

3. The appropriate possessive suffix is used.

4. Generally contracted in speech by the omission of ይ ጤና (ይ) ስጥኝ ።

On parting: ደሀና ይሁኑ።

Be well!

(b) For use at particular times.

One of the following verbs is chosen, as appropriate to the time and occasion:--

አደረ
ዋለ
አረጋጊዶ
አመቨ
ሰነሰተ
ካገረ

pass the night (I-A).
pass the day (III-1).
pass the morning (D. C. I-A).
pass the evening (D. C. II-2-A).
pass a few days or weeks (IV).
pass a few months, or longer (lit. pass the rains; I-A).

These are used as follows (taking አደረ as an example):--

On meeting in the morning

[አንደኛን (አንደኛውን) አደረ? ¹
(ሰ) ደሀና አደረ?

How have you passed the night?
Have you passed the night well?

On parting at night: (ሰ) ደሀና ይደሩ።

Pass the night well! ²

343. When, in greeting, some such question as those given above is asked (How are you? How have you spent the night? etc.), the standard response is እግዚአብሔር ይሕደስኝ። ³ May God be praised! This may either be used by itself or to preface a real answer to the question:

e.g. Q. አንደኛን ነዎት?

How are you?

A. [እግዚአብሔር ይሕደስኝ።

May God be praised!

[እግዚአብሔር ይሕደስኝ ደሀና ነኝ።

May God be praised, I am well.

After this a counter question may be asked:

e.g. እርስዎስ እንደኛን ነዎት?

And you, how are you?

344. Greetings for Special Occasions.

These are generally prefaced with እንኳን, which in this use is an expression of felicitation. ⁴ The following are a selection of the more useful, together with their approximate English equivalents and the standard answers employed: -- ⁵

Greetings

Answers

እንኳን ደስ አለዎት።
Congratulations! My felicitations!

እንኳን አብር ደስ ያለን። or አግን።

እንኳን በደሀና ገቡ።
Congratulations on your safe arrival! Welcome!

እንኳን በደሀና የቆዩኝ። or አግን።

እግዚአብሔር ይግርዎት።
May the Lord make you well!

አግን።

እንኳን እግዚአብሔር ለሺህ ያበቃዎት።
Congratulations on your recovery!

አግን።

እግዚአብሔር ያጽናዎት።
May the Lord comfort you!

አግን።

እንኳን ለብርሃን ልደቱ ያደረሰዎት።
A happy Christmas!

እንኳን አብር ያደረሰን።

A happy Easter!

እንኳን ለብርሃን ትንሣዔው ያደረሰዎት።

እንኳን አብር ያደረሰን።

1. The Present Perfect may be used instead of the Simple Perfect: አንደኛን አደረዋል
2. This is the ordinary way of saying "Good-night". For the other 2nd persons it will be: (m), (ሰ)ደሀና አደሩ። (f), (ሰ)ደሀና አደረ (pl). (ሰ)ደሀና አደሩ
3. Often contracted in speech, but in different ways: e.g. by the omission of አብ እግዚአብሔር ይሕደስኝ።
4. Though otherwise it means "even", እንኳን, as an expression of felicitation, has no English equivalent and practically defies translation.
5. For convenience, again, the 2nd person polite forms are used. The other 2nd person forms must, of course, be substituted as appropriate.

እንኳን ወደ አዲሱ ዘመን ያደረሰዎ(ት)።
 እንኳን ከዘመን ዘመን ያሸጋገረዎ(ት)።
 እንኳን ከዘመን ግጥም ወደ ዘመን ግርጭ ያሸጋገረዎ(ት)። 1

እንኳን አብር ያደረሰን።
 እንኳን አብር ያሸጋገረን።
 እንኳን አብር ያሸጋገረን።

A happy New Year!

345. How to send greetings.

The word for "greeting" is
 ሠላምታዩን ንገርልኝ።
 ሠላምታዩን አቅርብልኝ።
 ለሁላችሁ ሠላምታቸውን ላኩ።
 ለሁላችሁ ሠላምታቸውን አቀረቡ።
 ለልጆቼ ሠላምታችንን አቅርብልን አሉኝ።

ሠላምታ ; the following are examples of its use: --
Give (m) my greetings.

They sent their greetings to all of you.

They asked me to give their greetings to the children.

How to say "Yes" and "No".

346. "Yes".

- (a) When answering a question, "Yes" is rendered አዎን (often shortened in speech to አው).
- (b) As a reply to a call, "Yes" is rendered: --
 - (i) አቤት : - lit. "Lord"; used for a male person, superior or equal.
 - (ii) አሜት : - lit. "Madam"; used for a female person, superior or equal.
 - (iii) ወይ : - familiar and casual.

347. "No".

- There are three ways of rendering "No": --
- (a) የሌለም (lit. There is not).
 - (b) አይደለም (lit. It is not). This is used chiefly in answering questions of which the verb is ነው (this use actually comes under (c) below). But it can also be used in answering other kinds of questions; it is then somewhat stronger than የሌለም.
 - (c) The verb of the question is put into the appropriate negative form. የሌለም or አይደለም may be used at the same time.
- e.g. Q. ደርቶል ወይ? Has it dried?
- A. [አልደረገም።
የሌለም አልደረገም።
አይደለም አልደረገም።] No it has not.
- Q. ጥሩ ነው? Is it good?
- A. አይደለም ገጠጥኖቹ ነው። No, it is bad.

How to say "Please" and "Thank you".

348. "Please".

- (a) The ordinary word for "please" is እባክሽ -- followed by the appropriate 2nd person possessive suffix: -- እባክህ እባክሽ እባክሆ እባክችሁ 2
- (b) A more casual "please" can be rendered by አለ፣ for the meaning of which see Sec. 269 (18) on Interjections.

1. The appropriate names must be used, as explained in Sec. 358.
 2. The accusative ን is sometimes added: e.g. እባክሆን

349. "Thank you".
- (a) አግዚአብሔር ይስጥልኝ።^{1,2} Lit. May God give on my behalf (i. e. May God repay you for me). This is a serious and formal expression of gratitude.³
- (b) አመሰግናለሁ።⁴ Lit. I thank (or I praise). This is also a serious expression of gratitude.
- (c) ጎሽ! Lit. Well done! This is used as an informal expression of appreciation of some service rendered, say, by a servant or a child.
- (d) አሺ። Lit. All right. This is commonly used as an informal acknowledgement of something received.

Another way of expressing gratitude is to bow, without necessarily saying anything. When a gift is given respectful gratitude may be shown by bowing while receiving it with both hands.

How to ask Pardon, etc.

350. The following expressions are given as for the 2nd person polite (except the first, which is a noun and therefore impersonal). The appropriate changes must of course be made for the other second persons.
- (a) ይቅርታ። Pardon!
- (b) ይቅርታዎን (አለጃኝናለሁ።) I beg your pardon.
- (c) ይቅርታ ያደርጉልኝ። Excuse me.
- (d) ይቅር ይበሉኝ። Forgive me.
- (e) ይግሩኝ። Forgive me (= Grant me mercy).

Notice the Passive forms for (c), (d) and (e): --

- (c) ይቅርታ ተደረገልኝ። I was excused.
- (d) ይቅር ተባለሁ። I was forgiven.
- (e) ተግርሁ። I was forgiven (= Mercy was granted me).

Telling the Time.

351. There is six hours' difference between Ethiopian and European time reckoning: mid-day or midnight is therefore Ethiopian six o'clock. The terms used in telling the time are: --
- | | | |
|---------------------|--|--|
| ሰዓት | (lit. hour) | o'clock |
| ደቂቃ | | minute (s) |
| ከ or ተ | (lit. and ⁵) | past (after) |
| ለ | ጉዳይ (lit. to --- lacking) ⁶ | to (before) |
| e. g. አራት ሰዓት | | four o'clock (European 10:00). |
| ሁለት ሰዓት ከአምስት ደቂቃ | | five minutes past two (European 8:05). |
| ዘጠኝ ሰዓት ተሩብ | | a quarter past nine (European 3:15). |
| አሥራ አንድ ሰዓት ተኹል | | half past eleven (European 5:30). |
| ለአንድ ሰዓት ሀያ ደቂቃ ጉዳይ | | twenty minutes to one (European 6:40). |
| ለሰዓት ሰዓት ሩብ ጉዳይ። | | a quarter to three (European 8:45). |
- In speech both ሰዓት and ደቂቃ are often omitted, especially the latter:
- e. g. አሁን ዘጠኝ ከሀያ አምስት ነው። It is now 9:25 (European 3:25).

- Often contracted in speech, but in different ways; e. g. by the omission of ብሔ
- አግዚአ(ብሔ)ር ይስጥልኝ።
- The standard response to this is either አረን or አብር ይስጥልኝ።
- Alternative but less common expressions are: --
አግዚአብሔር ይስጥዎ(ት)። May God give you (the appropriate 2nd person object suffix must, of course, be used).
ያስገብጥልኝ May He grant long life (lit. cause to remain) on my behalf.
- The appropriate 2nd person object suffix can be added: e. g. አመሰግናለሁ። I thank you (polite).
- See Sec. 187, under Fractions.
- ጉዳይ is the Product Form (see Sec. 161) of the verb ጉደለ, be lacking (I-A). Apart, however, from this special use in telling the time, it is generally used today with the sense of "affair", "matter".

352. While there are no exact equivalents of our a. m. and p. m., where necessary the part of the day in which the hour falls can be specified: --
 e. g. ግ.ት በአሥራ ሁለት ሰዓት at twelve o'clock in the morning (European 6:00 a. m.).
 ከምሽቱ አንድ ሰዓት one o'clock in the evening (lit. one hour from sundown -- European 7:00 p. m.).
 ማታ በሰዓት ሰዓት ተኩል = at half past three in the evening (European 9:30 p. m.).
 ከሌሊቱ ዘጠኝ ሰዓት at nine o'clock in the night (European 3:00 a. m.).

353. Further important terms are: --
 ከጅስት ሰዓት (እኩል ቀን) noon, mid-day.¹
 ከሌሊቱ ስጅስት ሰዓት midnight. (እኩል ሌሊት)
 ከሰዓት በኋላ 2, 3 in the afternoon.⁴

The Days of the Week.

354. These are: --
 አሁድ Sunday ሐሙስ Thursday
 ሰኞ Monday ናርብ Friday
 ማክሰኞ Tuesday ቅዳሜ Saturday
 ሮብ 5 Wednesday

These names are employed adverbially without the preposition በ (on),⁶ e. g. ሰኞ ትገባለህ። She will go to market on Monday. But they are also used as adjectives before ቀን or ሰዓት (both meaning "day"):

e. g. ሮብ ቀን ይጠማሉ። They fast on Wednesday.
 ሰኞ ሰዓት ገባለች። She had gone to market on Monday.

The Months.

355. The Ethiopian year has 12 months of 30 days each and one miniature month of 5 days (6 days in leap year) added to make up the full year: --

<u>Ethiopian Month</u>	<u>Nearest English Equivalent</u>
መስከረም	September
ጥቅምት	October
ነዳር	November
ታኅሣሥ	December
ጥር	January
ፀክረት	February
መጋቢት	March
ሚያዝያ	April
ግንቦት	May
ሰኔ	June
ሐምሌ	July
ነሐሴ	August
ኢትዮጵያ (ቋጣሜ)	The Miniature Month

The Seasons.

356. In common usage the year is divided into two main seasons: --
 በጋ, the Dry Season (approximately from end September to mid June).
 ከረምት, the Big Rains (approximately from mid June to end September).

- "Noon" or "mid-day" may also be translated ቀትር, but this means "the middle of the day" (i. e. when the sun is around its highest) rather than exactly 12:00 o'clock.
- This is a contraction of ከሰዓት ሰዓት በኋላ
- Or ከሰዓት በላይ
- Similarly, "in the forenoon" is sometimes, though less commonly, rendered ከሰዓት በፊት
- The more classical (i. e. Ge'ez) form used on calendars is ረቡዕ
- See Sec. 241 (1a), footnote on the omission of በ
- When ሰዓት is used in this way the reference is generally to past time.

But two other seasons are sometimes spoken of (periods which are otherwise reckoned as part of በጋ): --
 ጸደይ, the time of flowers after the Big Rains (approximately October-December).
 በልግ, the time of the Small Rains (approximately February-April).

The Years.

357. The Ethiopian Calendar is approximately 7 years, 8 months behind the European, the first month of the year being መስከረም
358. The years run in cycles of four, each named after one of the four Evangelists:
- | | | | | | |
|------|----------|-------|-----------------------|----------|--|
| | ማቴዎስ | ማርቆስ | ሉቃስ | ዮሐንስ | |
| e.g. | The year | ፲፱፻፵፱ | (European 1956-57) is | ዘመነ ማቴዎስ | |
| | The year | ፲፱፻፶፱ | (European 1957-58) is | ዘመነ ማርቆስ | |
| | The year | ፲፱፻፶፩ | (European 1958-59) is | ዘመነ ሉቃስ | |
| | The year | ፲፱፻፶፪ | (European 1959-60) is | ዘመነ ዮሐንስ | |

Dating.

359. In dating, the name of the month comes first, followed by the day and then the year. The equivalent of A. D. is ዓ ም (= ዓመተ ምህረት , year of grace).
 e.g. ጥር ሰባት ቀን ፲፱፻፵፭ ዓ ም 2 7th Tir 1945 A. D.

Terms of Polite Address.

360. There are three degrees of polite address (or polite reference): --
- (a) ግርማዊ (feminine ግርማዊት) Majesty (adjectival form).
 This is used for monarchs and their consorts.
- | | | | | |
|------|------------|--------------------------|-----------|--------------------------|
| e.g. | ግርማዊ ሆይ | Oh, Majesty! | | |
| | ግርማዊነትዎ | Your (m or f) Majesty; | ግርማዊነታችሁ | His (Her) |
| | | Majesty. | | |
| | ግርማዊ ጃን ሆይ | His Majesty the Emperor; | ግርማዊት እቴጌ | Her Majesty the Empress. |
- (b) ልዑል (feminine ልዕልት)³ Highness (adjectival form).
 This is used for members of royal families, and often renders "Prince" or "Princess".
- | | | | | |
|------|----------|-------------------------|----------|---------------------|
| e.g. | ልዑል ሆይ = | Oh, Highness! | | |
| | ልዑልነትዎ | Your (m or f) Highness; | ልዑልነታችሁ | His (Her) Highness. |
| | ልዑል መኩንን | Prince Makonnen; | ልዕልት ፀሐይ | Princess Tsahai. |
- (c) ከቡር (feminine ከቡርት)⁴ Honourable.
 This is used for any rank below royalty, including commoners.
- | | | | | |
|------|----------|---------------------|---------|--------------------------------|
| e.g. | ከቡር ሆይ = | Oh, Honourable Sir! | | |
| | ከቡርነትዎ | Your Honour; | ከቡርነታችሁ | His (Her) Honour. ⁵ |

Letter Writing

361. One of the terms of polite address given in Sec. 360 (nearly always the third, of course) is used both in addressing the envelope and at the beginning of the letter. The date is written as described in Sec. 359 at the head or foot of the sheet.

1. In writing ቀን is often shortened to ቀ
2. Or ፵፮; the first three figures are often omitted.
3. A Ge'ez plural form is used: ልዑላን (m).
4. A Ge'ez plural form is used: ከቡራን (m).
5. A form of address similar to the above is used for bishops: ብፁዕ
 Blessed (plural ብፁዕን); ብፁዕነትዎ Your Beatitude; ብፁዕነታችሁ His Beatitude.

The following specimens will give an idea of the general form of an Amharic letter: --

1) A letter to a male friend.

የባላምባራስ ጣሰው ግቢ ፡
የፖስታ ሳጥን ቁጥር 2035 ፡

አዲስ አበባ ፡

ሐምሌ ፳ ቀን ፵፮ ዓ. ም. ።

ለከቡር ውድ ለሆነኸው ወንድሜ ከልጅ ጽጌ ተሰማ ፤
ከተለያዩበት ቀንና ሰዓት ጀምሮ ለጤናህ እጅ
ጉን እንደምን ሰንብተሃል ። እኔ ለቸርነቴ ወሰን የሌለው
አምላክ ይከበር ይመስገን ደሀና ነኝ ።

የጻፋችሁልኝ ደብዳቤ ደርሶኝ በአክብሮት አንብ
ቤዋለሁ ። እግዚአብሔር ፈቃዱ ቢሆን መስከረም ሲጠባ
እመጣለሁ ። መቼም ነገር ቢበዛ በአሀያ አይጫንምና
ሁሉንም በዓይነ ሥጋ ስንገናኝ እንዋያያለን ።

በፍጹም ናፋቂ ወንድምህ ።
በቀለ ተክለ ማርያም ።

2) A letter to a lady.

የፖስታ ሳጥን ቁ. 1948

አዲስ አበባ

ነሐሴ ፳ ቀን ፵፱ ዓ. ም. ።

ለተከበሩ ወይዘሮ አቻምየለሽ ፤

ባለ ሙሉ ጤና እንደሆኑ በመተማመን ያክብሮት
ሰላምታዬን አቀርባለሁ ።

የጤንነትዎን ልክ ከወጭው ከወራጅው በመጠ
የቅ ስላገኘሁ በጣም ደስ ብሎኛል ። ሌተ ስብ ሁሉ ደሀና
ነው ወይ? ከርስዎ ናፍቆት በስተቀር እኔ ለጤንነቴ ደሀና
ነኝ ። ከጉረቤታችን አንዲት ሴት አሉ በተጣሩ ቁጥር
የርሰዎ ድምጽ እየመሰለኝ «እሜቱ ጠሩኝ» በማለት
ሁልጊዜ እደነግጣለሁ ። ምንም እንኳን እርስዎን ባላይዎ
ድምፅዎ ከጉረቤቱ በመሆኑ ደስ ይለኛል ።

ልጆች በጣም ይናፍቁኛል ። መቼም አልተገና
ኘንም እናንተም እየራቃችሁ ሂዳችሁ ፤ ምንው አዲስ
አበባን ብቅ ብላችሁ ብታዩት?

ደረረችኝ አይበሉና እባክዎን ልጃቼን ይሳሙ
ልኝ ለቤተሰቡ በሙሉ ሰላምታ ያቅርቡልኝ ።

በዓይነ ሥጋ ለመገናኘት ያብቃን ።

አክባሪና ናፋቂ

ትርሲት ከበደ ።

3) A short note to a business acquaintance.

ሚያዝያ ፲ ቀን ፲፱፻፵፯ ዓ. ም. =
 ለክቡር አቶ ላቀው ፣
 እንደምን ውለው አድረጋል። እኔ እግአዚብሔር
 ይመስገን ደህና ነኝ።
 ክቡር ወንድሜ ሆይ ለዚያ ጉዳይ መጥቼ አጣሁ
 ምት አሁንም ከሆነልኝ ነገ ከበርዎ እመጣለሁ ያለዚያም
 በአሥራ አንድ ሰዓት ላይ እቤትዎ እገኛለሁ።
 አክባሪ ወንድምዎ
 ተስፋዬ ዘለቀ።

4) An application to the Municipality.

ሰኔ ፲፫ ቀን ፲፱፻፵፯ ዓ. ም.
 ለክቡር የአዲስ አበባ ማዘጋጃ ቤት
 የርስት የውልና የግብር ዋና ዲሬክተር
 አዲስ አበባ
 ክቡር ሆይ ፡
 በሾላ ከሚገኘው ካባቲ በውርስ ካገኘሁት ርስቲ
 በካርታ ቁጥር 1589 ከተነሣው ውስጥ አሥራ አምስት
 ሺህ ካሪ ሜትር ቀንሼ ላቶ ኃይሌ ወልደ ሕይወት፣ ካሪ
 ሜትሩን በ፯ ብር ሂሳብ ስለሸጥሁላቸው ይኸው ውል
 በማዘጋጃ ቤት ርስትና ውል ክፍል እንዲገባና በሰማቸው
 እንዲመዘገብላቸው ያደርጉልኝ ዘንድ እየለመንኩ ፤ የተዋ
 ዋልንበትን እንድ ገጽ ከዚህ ጋር አያይዥ በማክበር
 አቀርባለሁ።
 አመልካች
 አቶ ኪዳኔ ወልደ ጊዮርጊስ።

5) An invitation to a prayer meeting.

ሁሉም ባንድ ለጸሎት ተጸምደው ነበሩ። የሐዋ. ፩፡፲፱
ሁሉም መንፈስ ቅዱስ መላባቸው። የሐዋ. ፱፡፱
ለክብር አቶ በቀሉ ደስታ፤

«በጸሎት የምትሹትን ሁሉ፤ በኃይማኖት ጭታለ
ምትታገኛላችሁ» የግላውን የውንጌል ቃል ተስፋ በግ
ድረግ እኛ ወጣቶች በሰዎች ውስጥ ሁለት ጊዜ ሰዎች
ሐሙስ ከሰዓት በኋላ፤ ከ፲ ሰዓት እስከ ፲፩ ሰዓት በውንጌ
ላዊት ቤተ ክርስቲያን ገቢ ለጸሎት ለመሰበሰብ አስበ
ናል። ሰባዜያች በመንፈስ ተመርተው ቢሰብኩና አድ
ግጦችም በእግዚአብሔር መንፈስ ተዘጋጅተው ቢያዳ
ምጡ፤ የእግዚአብሔር መንፈስና ቃል ለሁላችን ሊደር
ሰን ይችላል።

በክርስቶስ ወንድሞችና
እህቶች።

6) An invitation to His Highness Ras _____, to a School sports day.

አዲ ፋሲል ትምህርት ቤት
የፖስታ ሳጥን ቁ. 7015
አዲስ አበባ፤
ሰኔ ፯ ቀን ፵፱ ዓ. ም.።

ለወ-ል ራስ እገሌ ፤
ለወ-ል ሆይ ፤

የግክበር ሰዎቻችን እያቀረበ አዲ ፋሲል ትም
ህርት ቤት፤ ለወ-ልነትምን በዚሁ ትምህርት ቤት መገኘ
ትና የልጆቹን የስፖርት እርምጃ ለመመልከትና ለተወዳ
ዳሪዎቹ ሽልግትን የመስጠት ደስታና ዕድል እንዲያገኙ
ይለምናል።

የአገራችን ወጣቶች ለእስክርነት ግደባ ለሰ
ውነታቸውም ግቀልጠሪያ እስፖርት እንደግንባራጋ
ቸው በግስተዋል ትምህርት ቤቱ በታላቅ ትጋት ሥራ
ውን ደገፍታል፤ የለወ-ልነትም መገኘት በታላቅ ናፍቆ
ትና ጉጉት ይጠበቃል።

ሰኔ ፲፮ ቀን ፵፱ ዓ. ም. በ፱ ሰዓት የግጥም ጠቅ
ላላ የስፖርት ውድድር ስለግደረግ ለወ-ልነትም በዚሁ
ቀን እንዲገኙልን በግክበር እንለምናለን።

የትምህርት ቤቱ ሥራ መፈ፤
አሰፋ ከበደ።

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* denotes footnote

(ii)