

READING AND WRITING BAKA

MÍÓLO TARA BAKÁ KÍ MĪÉKÉ A

Gbre moko
Second Edition

Baka Language Association



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Mbófo éyí zí Ádìwedì Kasiráni Agusitíno e kí Tító Tabáni Matatíya e gí ro bì yéme owú búkù ba ní.

Contact Address:

Baka Translation and Literacy Project, P.O. Box 64, Juba, South Sudan

Email: Baka_project@sil.org

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KÓTRỤ RO GÌ RO MOKO 'BÌ TARA BAKÁ

Table of Contents

Introduction	4
Lesson 1: letters that are pronounced the same as in English	5
Lesson 2: marking high tone	9
Lesson 3: sounds that are in both English and Baka, but are written differently	14
Lesson 4: six sounds found in Baka, but not in English ..	18
Lesson 5: weak vowels; hidden vowels; direct object pronouns; possessive suffixes; possessive pronouns; the plural marker ga	22
Lesson 6: six more sounds found in Baka, but not in English; participles of intransitive verbs and of transitive verbs	29
Lesson 7: the glottal stop; questions; exclamations; quoted speech	36
Lesson 8: compound verbs; contractions; hyphens; clan and tribe names; subject emphasis pronouns..	41
Lesson 9: reading practice	48
Lesson 10: reading practice	53
Answers to the exercises	59
Names of the letters	64

Introduction

This booklet is for speakers of the Baka language who do not yet read Baka but do read English. If you are such a person, and you use this book, you should find that learning to read Baka is much easier than learning to read English.

In English, some letters (or letter combinations) always represent the same sound every time they occur. However, other letters (or letter combinations) can represent a variety of sounds, depending on the word; for example, the letter A represents three different sounds in the words *fat*, *fate*, and *father*.

Also in English, some sounds are always written with the same letter (or letter combination). However, other sounds can be written with a variety of letters (or letter combinations); for example, the vowel sound is the same in the words *all*, *haul*, and *saw*, but it is written in three different ways (a, au, and aw).

Such irregularity in spelling makes written English difficult. But the spelling of Baka is much more regular. For the most part, each sound is always represented by the same letter, and each letter always represents the same sound. Exceptions to this rule have a good reason and are explained in this book.

We hope you will enjoy this book. After you have learned how to read and write Baka, find another speaker of Baka who wants to learn to read and write the language and help him to learn too.

Lesson One

1.1. Many Baka letters and letter combinations represent the same sound in Baka as they do in English. They are:

b d f h k l m n p t v w
mb nd nv

Reading these letters should give you no problem in Baka. Just read them the way you read them in English. Notice that some of the letters consist of two symbols, but are still considered to be one letter. The names of the letters are given at the end of this book.

1.2. As mentioned in the introduction, some letters and letter combinations in English can represent a variety of sounds, depending on the word. Some of those are:

a e g i o s u y ng ny

In Baka, these letters represent only one of the possible pronunciations found in English. They are pronounced as follows:

a	as in “father”
e	as in “bed”
g	as in “girl”
i	as in “sit”
o	as in “pot” (or as the ‘aw’ in “saw”)
s	as in “sell”
u	as in “put” (and as the ‘oo’ in “good”)
y	as in “yes” (it is a consonant, not a vowel)
ng	as in “hunger” (not as in “hanging”)
ny	as in “canyon”

1.3. The ‘r’ in Baka is pronounced differently than the ‘r’ in standard English, but even so, there should be no confusion. ‘dr’ ‘ndr’ and ‘tr’ should also cause no confusion.

1.4. Exercise 1: *Read the following words. (The marks above the vowels will be explained in Lesson 2.)*

bulúndu	grandfather
dúlú	colobus monkey
fúndú	shoulder, wing
ewu	the cut of a knife
kása	to send
líko	chameleon
maku	knife
noko	uncle
papáyi	papaya (pawpaw)
teme	ground squirrel
vaka	the sound of a falling branch
wóko	cane rat
mbílí	Ear, leaf
ndéré	to go
nvánva	to smash
ánya	crocodile
eso	four
gála	jackal
ína	goat
ota	three
sigé	rat
umbu	death, corpse
yáká	garden

ngonyo	mud
nyára	plain
ráfá	hoof
drá	clean
ndrúgu	serval
trandri	guinea fowl

1.5. Exercise 2: *Match each Baka word with the correct English word.* [Answers are on page 59.]

- | | |
|------------------|----------------------------|
| 1. íli | A. skin |
| 2. rere | B. stone |
| 3. náná | C. snake |
| 4. saná | D. to want |
| 5. tánga | E. locust |
| 6. súwú | F. to wait for |
| 7. kámá | G. to bite |
| 8. wará | H. crab |
| 9. mbíra | I. to count |
| 10. sóngó | K. small wingless termites |
| 11. tutú | L. shoe |
| 12. kírá | M. grass |

1.6. Exercise 3: *Write the correct Baka word or words next to the English word.* [Answers are on page 59.]

1. altar _____
2. he has stolen it _____
3. razor blade _____
4. tail _____
5. he has died _____
6. sand _____
7. star _____
8. sun _____
9. work _____
10. sky _____
11. chicken _____
12. he has divided it _____
13. python _____
14. aardvark _____
15. garden boundary _____
16. beads _____
17. maggot _____

Lesson Two

2.1. In Lesson 1, you probably noticed the mark that is sometimes written above a vowel. This particular mark is called an “acute accent”. It is used to indicate “high tone” in Baka. Tone is a feature of most African languages. It is the voice pitch of the syllable. Some languages have two tone levels, some have three, and a few even have four tone levels. Baka has only two tone levels: **high tone** and **low tone**. Low tone is not marked in Baka.

Each vowel of every word carries at least one tone. Some vowels carry more. Here are some examples of how words differ by tone:

sáka	mat	sáká	to help
mókó	yam	moko	work
ngono	chicken	ngónó	ngono tree
bangá	animal	bángá	bachelor
éfé	moon	efé	firesticks
kéré	arrow	kére	durra (sorghum)
gáma	kite	gámá	walking around
ndéré go	you have gone	nderé go	he has gone
úgú go	you have bought it	ugú go	he has bought it
úgu go	you have stolen it	ugu go	he has stolen it
lófó go	you have split it	lofó go	he has split it
lófo go	you have torn it	lofo go	he has torn it

2.2. Exercise 4: *Read the following:*

Moko emesá.	Work is good.
Mókó emesá.	Yam is good.
Ba sáka.	This is a mat.
Ídí sáká wo.	Please help him.
Máílí go ánu kubayi.	I want to eat sweet potato.
Lofó wáraga go.	He has torn the paper.
Lofó kágá go.	He has split the wood.
Mamá ugú gali go.	Mama has bought beads.
Ambí ugu bongó amá ne?	Who has stolen my clothes?
Babá ufu kámá go.	Papa has killed a snake.
Ngono eré eré bú.	A chicken fears an eagle.
Ndotó eké wáraga go.	Ndotó has written a letter.
Nadí nderé karana yáká.	Nadi went to the garden
Sigé naná ngono.	A rat bit the chicken.
Noko anu ama bú.	Uncle eats python.

2.3. Usually, there is only one tone on a vowel, but sometimes there are more than one. If there are two tones on one vowel, we double the vowel letter in order to show both tones. For example, if the vowel E has a high tone followed by a low tone, then we write it like this: **éé**. If it has a low tone followed by a high tone, we write it like this: **eé**. Here are some examples:

máa	“me”	fáa	“spread widely”
kenée	“like that”	née	“that” or “him”
yáa	“over here”	kóo	“before today”
sée	“you (plural)”	feé	“smoothly going”

aá	rude “yes”	yée	“them”
síí	“silent”	gáa	“earlier today”
sáa	“clock / watch”	laá	“once / irregularly”
foó	sound of tearing off a layer of something		
naá	polite “yes” (to a mother)		
lée	wide surface of water		
óo	jeering: a sign of dissatisfaction		
koó	broken and hanging loose		
góo	just sitting around, waiting		

2.4. Exercise 5: *Read the following:*

Née bangá amá.	That is my animal.
Saká sée go.	She has helped you.
Sáká máa go.	You have helped me.
Uku yaá née ufu kámá go.	He said he had killed a snake.
Ugú gáa awandí go.	He already bought peanuts today.
Uku kóo kenée.	He said so.
Ndotó londo yée go.	Ndotó deceived them.
Urúzé do iní lée.	We saw a wide surface of water.
Ófo sókó kágá foó.	Tear the bark of a tree.
Áyí aka ba fú góo ona?	Are you still just hanging around.
Lefe kére fáa do sáka.	She spread the durra on the mat.
Teté nderé gara lá laá laá.	Grandma goes to town once in a
Óo, Née ba yée?	Hmph, You mean these are the
Naá, Mamá, Mááyí ba.	Yes, Mama, I’m here.

2.5. Exercise 6: *Write the acute accent where there is a high tone.* [Answers are on page 59.]

- | | |
|-----------------------------------|-------------------------------------|
| 1. sama | leprosy |
| 2. samama | my blood |
| 3. sama ama | my bow |
| 4. Soko tutu go. | He has removed the stone. |
| 5. Maayi go ewe ini . | I'm drinking water. |
| 6. Ngono ene uyu go. | His chicken has died. |
| 7. Kamssa oyo rone bu. | The snake moves itself. |
| 8. Ndoto ndere gaa yaka. | Ndoto went to the garden today. |
| 9. Luru dulu komo kamba. | He saw monkeys in the sausage tree. |
| 10. Maliga kamba bongo go. | Maliga has wrung the clothes. |
| 11. Mama ndere lugu bongo. | Mama went to wash clothes. |
| 12. Baba anu ama bu. | Papa eats python. |
| 13. See, ase go eke ledre. | You, you are writing. |
| 14. Uru maa go. | You have woken me up. |
| 15. Uru go. | He has woken up. |
| 16. kara nee | that woman |

- | | | |
|-----|-------------------------|-------------|
| 17. | karanee | future |
| 18. | kara ga gere nee | those women |
| 19. | mbira | net |
| 20. | mbira | locust |

Lesson Three

3.1. There are certain sounds in Baka which are also in English, but they are written differently:

c	sounds like ‘ch’ in “church” or ‘ts’ in “cats”
i	sounds like ‘i’ in “machine” and ‘ee’ in “see”
u	sounds like ‘u’ in “rude” and ‘oo’ in “too”
z	sounds like ‘z’ in “zip” or ‘j’ in “jump” or ‘ds’ in “pads”
ph	sounds like ‘f’ in “fire” or ‘p’ in “pot”
ng	sounds like ‘ng’ in “hanging”
nz	sounds like ‘nz’ in “enzyme” or ‘nj’ in “enjoy”

Notice that ‘ph’ can be pronounced either like ‘f’ or like ‘p’, depending on the individual. It is used in words like **phala** “spear” and **phútrụ** “to pierce”, where both pronunciations are heard.

3.2. Exercise 7: *Read the following:*

cụcụ	caterpillar
cayi	ineptness
líci	to fry
inyị	five
irị	a name; a bat
sílí	a hand
tụdụ	flour
ụdụ	to attack
ụkụ	soup, sauce, broth
zángá	to miss

zée	us
úzu	to try, to test
phéphé	to nail
phiyí	morning
mángánga	open-bill stork
ngongó	a fly, a remainder/remnant
uṅgú	a wound
nzánza	to smash
onzó	pumpkin
nzoó	cold
nzoli	a frog

3.3. Exercise 8: *Write the following words in Baka. Be careful in writing the tones.* [Answers are on page 59.]

1. sausage tree _____
2. beads _____
3. a crocodile _____
4. a bow (for arrows) _____
5. a mountain _____
6. a hoe _____
7. cloth _____
8. a garden _____
9. grass _____
10. spear _____
11. fish _____
12. yard, compound _____
13. tortoise _____
14. snore _____

- | | |
|------------------|-------|
| 15. bird | _____ |
| 16. door | _____ |
| 17. brother | _____ |
| 18. ear | _____ |
| 19. arrow | _____ |
| 20. laughter | _____ |
| 21. bottle gourd | _____ |
| 22. water | _____ |

3.4. Exercise 9: *Fill in the blanks with the correct letters (and accents where necessary).* [Answers are on page 60.]

- | | |
|------------|----------------------|
| 1. ___írá | a net |
| 2. có__ó | a bone |
| 3. mak_ | a knife |
| 4. ba_a | forest |
| 5. _úmú | a hare, a rabbit |
| 6. k_le | a star |
| 7. k_tì | a chair |
| 8. go__o | an axe |
| 9. _lù | to swallow |
| 10. so_ù | a bird |
| 11. unğ_ | a winged termite |
| 12. _ika | smoke |
| 13. a_andí | peanuts (groundnuts) |
| 14. te_ì | honey |
| 15. ko_o | eye |

- | | | |
|-----|-------|---------------|
| 16. | sá_a | outside |
| 17 | __úgú | to bathe |
| 18. | zu_áa | a leather bag |
| 19. | __óo | a weaver bird |
| 20. | L_mo | God |

Lesson Four

4.1. There are 12 sounds in Baka that are not in English. Six of them are listed below. The other six will be taught in Lesson 6.

'b	'be “home”, lí'ba “beehive”
'd	'dúku “termite mound”, kó'do “calabash”
i	kacíma “my footprints”, zíze “for us”
'y	'yi “person”, ndu'yú “question”
ɾ	ɾanga “a lie”, mboɾo “baboon”
ɣ	ɣénye “to roll up (sleeves or cuffs)”

4.2. Exercise 10: *Read the following:*

Me'beyí 'di'bi 'bi esé go ndéré kíe 'be.	Your wife has taken yours home.
Owú 'bi amá i'dí tezi gi simi lí'ba amá.	My child harvested honey from my beehive.
Uṅga e kí kundu e ndişiní simi 'dúku.	Both winged and wingless termites live in a termite mound.
Ewézé iní gi simi 'dawú kí kó'do.	We drank water from the well with a calabash.
Simi bi otoní bangá goó simi erí ní, do lódú kacía.	When the animal is rounded up, they follow its footprints.
Me'be Noko i'bí búu zíze kí ezemá.	Uncle's wife gave my friend and me a banana.

'Yì éwé le'yí ní 'yì só-so'di kací lafúne e.	One who drinks alcohol always provokes others.
Kára née ogụ ona ndú'yú 'yì bì ocó owú 'bì ené ní.	That woman came here to ask the one who hit her son.
Wotía uku ɾanga gí zí ngírì.	His son told a lie because of fear.
'Yì mīrifo ndìşì gámá kí ngírá.	A mad person goes about naked.
Yénye şindì bongó eyí 'dága gí zí monyó née.	Roll up the legs of your trousers because of that mud.
Owúo'do née sembí kó'dú 'yì ugu yóó kí sogo maséte.	That boy slapped the thief's chest with a machete.

4.3. Exercise 11: *Match the English word with the Baka word.*

[Answers are on page 60.]

- | | |
|------------|--------------------------|
| 1. 'bú | A. a warthog |
| 2. 'do'dó | B. madness |
| 3. ìì | C. to spread |
| 4. á'ya | D. hunger |
| 5. ríkí | E. a type, a kind |
| 6. tóyí | F. heavy beating sound |
| 7. su'bú | G. mortar |
| 8. wo'dú | H. to become wet, rattle |
| 9. misi'di | I. suffering |

10. 'yá'yá

J. oil

11. ɾifo

K. yes

12. v̄i

L. a road

4.4. Exercise 12: *Write the correct Baka word.* [Answers are on page 60.]

1. a mortar _____
2. to fold _____
3. beer _____
4. yes _____
5. to breathe _____
6. to delay _____
7. dust _____
8. to point _____
9. to bend _____
10. an elephant _____
11. to rub _____
12. August _____

4.5. Exercise 13: *Read the following passage:*

Bicayi 'yi ndaá

Moko emesá. 'Yi ga bi do ngaráze ní, owoní kací méngi moko e m̄ngúngúcuá bú. Wo bi owo kací méngi ngíti moko phé ní, owo ené kací méngi ngítia bilámáne wá.

'Yi ndaá 'bi ené íri bi yaá owo kací méngi kémbí éyí wá ní wá. Ledre máa dụ́ cayi ndịsị sínýi 'yi e ne.

Bi goó kenée ní, ili go zí 'yi e óto komoyé kíngaya lá ro éyí bi owoní kací méngi a bú bilámáne ní. Zíye méngi a kí lámáne kíngaya zí ìrìyè ówùne doa, zíye kpá ánu tarayé doa kí óto 'be roa.

Lesson Five

5.1. In many languages, unstressed vowels sometimes become weakened and shortened so that they are not pronounced distinctly. But when putting a language into writing, it is best to write the root form (the underlying form), in order to maintain uniform word shapes. This allows for easier word recognition, and hence more fluent reading.

Look at the English words *metal* and *symbol*, for example. In these two words, the first syllable is stressed and the vowel is strong and clear: **ME**•tal, **SYM**•bol. The second syllable is unstressed, and the vowel is weak and unclear. The *-al* and the *-ol* both sound the same. But if you add the suffix *-ic*, the stress shifts to the second syllable, and the vowels become strong and are heard clearly to be different: me•**TA**•lic, sym•**BO**•lic. That is why we write them differently even when they are weak and sound the same. We write the root form.

We write the underlying form in Baka, too. For example, in “**Málágá kágá go**”, the prefix **má-** is unstressed and sounds more like **mí**, but since it is derived from the pronoun **máa**, we write it with **a**, not **i**. And in “**Azé go ndéré 'be**”, the suffix **-zé** is unstressed and sounds more like **zí**, but since it is derived from the pronoun **zée**, we write it with **e**, not **i**.

The word **do** “head, on” is sometimes stressed and sometimes unstressed. When it is unstressed, the vowel **o** is no longer distinct, but we always write the root form. Compare:

STRESSED		UNSTRESSED	
domá	my head	do Badí	Badi's head
do'yi	one's head	do 'yi	a person's head
doné	his head		

Also behaving like **do** are the words **so** “tooth”, **ro** “self, body”, **go** “neck”, and **ko** “inner mouth”.

5.2. Notice that when two vowels come together, the first one often loses its own sound and takes on the sound of the following one, although its tone remains there. Thus, in “**Máíli go ndá'ba 'be**”, the **a** of the prefix **má-** sounds like **i**; and in “**Zíma ótoómo a**”, the final **o** sounds like **a**. When this happens, we still write the root form. Sometimes the hidden vowel affects the pronunciation of the second vowel. Be on the look-out for hidden vowels, as in the following examples:

Oṅgo kóo esì née **káe** 'di?

'Di'bi maku **zía** óṅgo **a** **kíe**.

Ánuóto nyangu ngówu née **tríé** do bi **kéríá**.

Bungá i'bionzó kobì lá kí kéré **kíé**'do.

Ndá ínyì **gì** ore wá, '**búó** togú **mándá'**baógu go.

Kíraká 'bì ené ngoru mánga '**duo** kí sókóne mbá.

Ndá ótoómo owú ísì née gámáne faa wá, abára ni ndére
útúónzó a.

Komo ngono née 'dütü **gì** **zía** bì **kámá** udru súrúne komoa
ne ní.

Mázángá tezi gi **zía** bi mboṛo e ɪtrɪonzóní lí'ba amá bi ní.
 Mááráligá e kí 'yì 'bì 'be 'bì ené e ndisɪnɪ ndísì eyé tríé
 do bi kéréja simi bɪ ayíní go gi ro íni ini zí Lomo
 ní.

5.3. In “**Zí 'bua ótoómo a**”, the first **a** is a suffix, but the last **a** is a separate word. Notice the difference in meaning. The suffix **-a** means “his, her, its”, and belongs to a set of possessive suffixes. The word **a** means “him, her, it”, and belongs to a set of direct object pronouns. These two different sets are illustrated on the next page:

Direct object pronouns:

máa	Zía ótoómo máa 'be.
yíí	Zía ótoómo yíí 'be.
a	Zía ótoómo a 'be.
wo	Zía ótoómo wo 'be.
zée	Zía ótoómo zée 'be.
sée	Zía ótoómo sée 'be.
yée	Zía ótoómo yée 'be.

Possessive suffixes:

-ma / -má	nokomá	sílíma
-yì / -yí	nokoyí	sílíyì
-a	nokoa	sílía
-ga	nokoga	sílíga
-ne / -né	nokoné	sílíne
-'yì	noko'yì	sílí'yì

-ze / -zé	noko zé	síl íze
-se / -sé	noko sé	síl íse
-ye / -yé	noko yé	síl íye

Notice how the tone of some of the possessive suffixes changes, depending on the final tone of the word they are attached to.

Notice also the difference between the possessive suffix **-ga** and the word **ga** which means plural:

Komog**a** 'dütuní go gi zí ngoko.

Odu 'yi ógụ lúru wo lá dụú lémi**ga**.

Owú **ga** gére née, bilámá owú e.

Póolo eké wáraga zí 'yi 'bi Lomo **ga** simi Róma ní.

Sumug**a ga** bi 'dáa ní, sakáofofuní wo go.

Not all of the possessives are suffixes. Some are full words; these we call possessive pronouns:

amá	bongó amá	owú 'bi amá
eyí	bongó eyí	owú 'bi eyí
ené	bongó ené	owú 'bi ené
ezé	bongó ezé	owú 'bi ezé
esé	bongó esé	owú 'bi esé
eyé	bongó eyé	owú 'bi eyé

5.4. Exercise 14. *Write the following in Baka.* [Answers are on page 60.]

1. my hand _____
2. your (sg.) father _____
3. his relatives _____
4. our ears _____
5. your (pl.) door _____
6. their garden _____
7. his bow _____
8. her house _____
9. someone's sister _____
10. our God _____

5.5. Exercise 15. *Add the correct possessive form, paying attention to whether it is a suffix (attached) or a pronoun (a separate word).* [Answers are on page 60.]

1. Mándíki owú née máa; née owú 'bì.
2. Ndá éşì wará née wá; née ndaá 'bì wá.
3. Áyí ánu 'bì kubayi; mááyí ánu 'bì gbánda.

4. Mamá i'bí sáka née go zíse; née nda goó
 'bí .
5. Lúndu Mamá ni zíma noko .
6. Ídí índi mbílí bilámáne zíyì úwú ledre.
7. Eré ótuúrú ndonyo éyí wá, 'birogo 'dütü gu somo go.
8. Yakóbo ngasá gí zí Isáwu 'be 'bí noko .
9. Owú o'do bi Mamá ndikiogu wo née ní, ni zíze lúndu
 .
10. Ndásé ndéndeke kí ɾaɾíyá wá, ni útú komo .
11. Kará e ndịsịnị ímbí ndokoiní do .
12. Kí'di ndịsị 'dí'bi éyí kí kánané. Kánaa ni zía kpá káa
 zí sílí ní.
13. Wo'dụ naná 'decị mbírá kí so .
14. Ndásé ési sílise ko pho'dụ wá; pho'dụ ní óngbó sílí .
15. Málérí e ndịsịnị lágáphùtrụ simi umbu kí'di kí sókó
 tara .

5.6. Exercise 16. *Write the following in Baka, with special attention to the direct object pronouns.* [Answers are on page 60 & 61.]

1. My children are good; don't beat **them**.
2. If you don't come early, the car will leave all of **you** behind.
3. We lock our door so that the lion will not eat **us**.

4. Did you leave **him** at home alone?
5. That food has spoiled; don't eat **it**.
6. The one who broke the calabash was **you**.
7. Mosquitoes bit **me** last night.
8. The honey bees will sting **you** if you shake the hive.
9. That cloth is dirty; don't wear **it**.
10. It was a leopard that killed **him** in the forest.

5.7. Exercise 17: *Read the following passage:*

Misi'di ówo késí

Togú 'yi ni kí késí zíne, ni ídí kí éyí ené ga bi ili yée ní za mbá. Ni ndísi bilámá ndísi, zía ndísiné simi bilámá 'be, zía ési bilámá bongó, zía kpá ndísi ánu 'duo bilámá éyí miánu. Bi kenée ní, ni ídí kí bilámá simi sanáne zía ndísi mbófo Lomo.

Tú'dú misi'di e niyí bo 'bi owo késí. Yée ga bi oloní sùkùlù go ní, mengíní 'bi eyé moko simi mákitabu, zíye ówo késí do odu éfé. Yée ga bi oloní sùkùlù wá ní, o'doní 'bi eyé éyí zíye úgúóyó a zí yée ga bi mengíní 'bi eyé ngíti géyí moko e ní.

Ledre máa toro go lá mbá ro moko. Togú ilizé késí, idízé ótoómo cayi kí ngìdri, zíze méngi moko kíngaya.

Lesson Six

6.1. In Lesson 4, you learned how to write six of the 12 Baka sounds that are not in English. The remaining six are listed below, along with examples.

gb **gbánda** “cassava”, **gbagba** “granary”

kp **kpá** “also”, **rokpo** “lizard”

ngb **ngbíkpí** “bush pig”, **ngbangú** “okra”

gbr **gbre** “two”, **gbri** “kneeling”

kpr **kpráka** “breaking into a run”, **kpreé** a snapping sound

ngbr **ngbrúó** a falling sound, **ngbra ngbra ngbra** motion of bees around a hive

6.2. Exercise 18: *Read the following:*

'Yì gére oguní gí gbála. Those people came a long distance.

Gboṛu sama abitúru owúofu go. The sound of a gun is very loud.

Bakpóru ní bilámá kénzé. Tilapia is a good fish.

Ìnyì 'duo akpa kí phiyí. He woke up very early in the morning.

Teté ndiṣi 'dókó roné kí ngbángbá.	Grandmother supports herself with a walking stick.
Maku oṅgo sílía go ngbú.	A knife has cut his hand deeply.
'Déwe aka kágá née gbraá.	Please break that stick.
Mboṛo iṛiṛonzóní lí'ba amá goó gbruó bi.	Baboons have pushed down my beehive.
Ocooyó bété bi komoné goó kpraa 'dá'ba.	He pulled out some of his eyelashes.
Sindí gbá'dá 'dewe goó kpreé mi'déwe.	A leg of the stool has broken.
'Yi e uḍuní gi zía ngbríi mbá ngásá.	Everyone ran away from him.
Onzó sindíne ngbruó simi gu miguḡúyi.	His leg broke through into a hole below the surface of the ground.

6.3. Exercise 19: *Match the English word with the Baka word.*

[Answers are on page 61.]

- | | |
|------------------------|----------------------|
| 1. gbú'du | A. footprints |
| 2. solú | B. mosquito |
| 3. kpurú | C. scattered at once |
| 4. ngbingbíliri | D. two |

- | | |
|----------------|---------------------|
| 5. sùlú | E. August |
| 6. ngbùtù | F. through |
| 7. Ỳenyí | G. poverty |
| 8. gbre | H. sign of deafness |
| 9. Kproó kproó | I. short |
| 10. esi | J. bird |
| 11. ngbríí | K. across |
| 12. lerí | L. meat |

6.4. Exercise 20: *Write the correct Baka word.* [Answers are on page 61.]

- | | |
|------------------------|-------|
| 1. her daughters | _____ |
| 2. across | _____ |
| 3. ours | _____ |
| 4. kneeling | _____ |
| 5. your (pl) teeth | _____ |
| 6. snapping sound | _____ |
| 7. their skin | _____ |
| 8. totally dark | _____ |
| 9. its shadow | _____ |
| 10. always / every day | _____ |

11. its blood _____
12. bamboo _____

6.5. Exercise 21: *Fill in the blanks with the missing letters to make the correct Baka word corresponding to the meaning given in English.* [Answers on page 61.]

1. ____ényì a trap for rats
2. á__á to immunize
3. lo__ó a thigh or leg of an animal
4. círì__í to wind (cloth) around
5. __ácu filled to the brim
6. kǐ__í a drum
7. lí__í to open
8. ró__ó to force
9. __aá along
10. lì__í gossip
11. ____ángba to extend
12. lá__á the mounted collection of harvested durra

6.6. In lesson 5, we noted the difference between the possessive suffix **-a** and the direct object pronoun **a**. It is easy to remember that the pronoun **a** follows a verb, whereas the suffix **-a** follows a noun (and is attached to it). However, you may need to think more carefully about which one to write following a participle.

In Baka, the participle is formed by adding the prefix **mi-** to the infinitive form of a verb. For example:

INFINITIVE	PARTICIPLE
ógu to come	miógu coming
lúru to see	milúru seeing

The participle of a verb is always formed in this way, whether the verb is transitive (can have an object) or intransitive (cannot have an object). However, although the participle of a transitive verb behaves like a verb, the participle of an intransitive verb behaves like a noun. It is therefore the direct object pronouns that follow participles of transitive verbs, but it is the possessive suffixes that follow participles of intransitive verbs. For example:

WITH PARTICIPLES OF TRANSITIVE VERBS

Ba mizefi milúru yée zíma.	This is my first time seeing them .
Ba mizefi milúru a zíma.	This is my first time seeing him .

Mióguyé ni bilámáne. Their coming was good.

Miógua ni bilámáne. His coming was good.

6.7. Exercise 22: Add a direct object pronoun or a suffix to the underlined participle, paying attention to whether it is from a transitive or an intransitive verb. [Answers are on page 61.]

1. Ndá ótóomo ágele eyí zíma wá, mingásá eme kíe ngú.
2. Máówóofu go, miímbísíkpi gi bi yí ené ledre.
3. Bì ngára ngásáenzi royí kpá wá ní, miútú'dí'bi gáa kírí née kpá éyí
4. Togú áyí kí 'bú, mikóyó gi zí le'yí 'duo gbóo.
5. Gi zía bi ulúní owú 'bi eyé kí bilámá éyí miánu ní, mingbóro lu'bú wá.
6. Ngasázé mu, abú azé tǔ'dú ndotó, miánu ndaá zí kémbí kemi née éyí wá.
7. Esizé ezé wará wá, mindéré eme kíe ngú.
8. Ídísé ìnyíoyó rosé gi do bi née 'dá'ba, mindísi ore ni 'dí'biógu ledre.
9. Ugúní kótí kí tǔ'dú késí gi zía bi miíci umbúofu go ní.
10. Mílúgu umbú karaba wá gi zía bi ndékésé ndeke simi 'buru wá ní.
11. Togú 'díyí mbómú eyí e kací mocoyé, miútú ni í'dí 'duo kí lámáne.
12. 'Dí'biógu lá tǔ'dú ísi e ní, miúlú umbú zíyí wá?

6.8. Exercise 23: *Read the following passage:*

Gara ezé, Marídi

Simi Marídi, toso komo bi e niyí ndumu kí ìmì. Kí ndumu, iní ndịsị é'dị kíngaya simi éfé 'bi Ỳenyí (8). Zí ngonyo ídì 'bi ené, bárá bi gámá ndaá. Áyí aka ỳenye sịndí bongó kí, zíyí 'dí'bi wará do sílíyí; áyí fú ndéré do mịsì'di. Zí súwú 'dùtụ mịsì'di mbá. Wo née ki'di eré óyo roné simia dụú ne. Yée ga bi nderéní goó do bi le'yí ní, togú lu'búní go íri, iní nì ócò komoyé kí ndá'ba.

Bi kenée ní, bárá bi ó'do éyí ndaá kpá wá. Tí lá simi bi áyí aka oḡu yáká g'ò'du royí ro moko káa ní, iní oḡu go. Zí kángá nda ídine do so lógo káa zí ko'dó ní, órọ́oyó má. Áyí aka fú ỳenyí, ỳenyí ógo monyó gị do so lógo ní, kadra nì go ndéré, kacíyí ndaá aka fú wá.

Nda go kí ìmì 'dáa ní, síli oḡu ndambú 'bi ené go kí 'bụrụ. Zí 'birogo útúne do 'yí e gị zí 'bụrụ bi ndịsịnì 'dówú a simi doyé née. Ngíti géyí yaá kágáa ngoru mbílí gbánda útru a simi tóyí do sùsù a simi do'yí do lála ndonyoa somo'yí, 'yí nì fú ómo.

Ì, ku'duoguní née bété ledre ga ba simi Marídi ní. Iní e'di kpá do ngíti géyí bi e bú ndotó, ndaá lakú káa zí 'bi Marídi ba wá. Ili go zí 'yí e méngi moko kíngaya gị ro do yéme mịsì'di e kí zélete do gámá'yí doa kí aribíya. Ili go kpá do tónó ó'do éyí kí terékitere; ndaá lolu fú lá kí kombí kí mangiroko wá. Marídi idí ngbóro kpá káa zí ngíti géyí gara e ní. Kágáa dụú moko kíngaya.

Lesson Seven

7.1. One word that we have not yet seen is the word **f'i** “no”. It deserves special attention because it has a rare sound that we call a *glottal stop* in the middle, separating the two vowels. This glottal stop is written with an apostrophe. Notice that the word **ii** “yes” does not have the glottal stop.

7.2. Do not confuse sentence intonation with vowel tone. When a question is asked that can be answered with **ii** ‘yes’ or **f'i** ‘no’ (called a yes/no question), the words are the same as in a statement, but the voice pitch of the sentence changes so that people know a question is being asked. A question intonation is used instead of a statement intonation. Compare the statement intonation of “**Ndịsị ánu ndụkụ**” with the question intonation of “**Ndịsị ánu ndụkụ?**” Do you hear the difference between the statement intonation and the question intonation? With the question intonation, the voice pitch of the sentence is higher than it is with the statement intonation, and it rises even higher at the end. The question intonation is used with yes/no questions. Compare also “**Utú goó simi iní?**” with “**ii, utú goó simi iní.**” Since the intonation starts at the beginning of the yes/no question, we write a question mark at the beginning as well as at the end, so that the reader knows to start the intonation at the beginning.

This intonation is not used with questions that use a question word and are not answered with ‘yes’ or ‘no’, so we write a question mark only at the end of these questions (called ‘content

questions’): **Gálama eyí ní 'da?** One does not answer **í** or **í'í**, but with other information, such as: **Gálama amá ní ba.** Other content questions are:

Ánu gáa 'di?

Ambí 'di'bi maséte amá ne?

Ugúní kí ndu?

Ógụ ká be 'di?

A special intonation also accompanies exclamations. Here again, the intonation starts at the beginning of the exclamation, so we write an exclamation mark at the beginning as well as at the end; for example:

Áyi, Ndịsị 'dú'dusó'do 'di? Ínyịógụ mu 'dága.

7.3. In Baka we make the same distinction between direct quotations and indirect quotations that we make in English. When what a person says is quoted directly (using his own words), his words are enclosed with quotation marks. But when what he says is quoted indirectly, no quotation marks are used. For example:

A. DIRECT	B. INDIRECT
Ádama yaá, “Ngịrị mengị zée ne.”	Ádama yaá, ngịrị mengị yée ne.
Áwa ya kídí, “Kámá londo máa ne.”	Áwa ya kídí, kámá londo née ne.

In these examples, the words which Adam and Eve quote in the A column are direct quotations, so quotation marks are used. But in the B column, they are indirect quotations, so no quotation marks are used.

When a direct quotation spans more than one paragraph, each paragraph is opened with quotation marks, but only the final paragraph of the quotation is closed with quotation marks.

When a direct quotation is given within a larger direct quotation, the larger quotation is indicated with double quotation marks, and the smaller quotation is indicated with single quotation marks.

7.4. Exercise 24: Read the following passage, paying attention to the question, exclamation and quotation marks:

Ángá éyí

Sìmì bì kóo mááyí aka símì Maríḍì ní, ndìṣìzè kóo méngì bangá e. Kí lìmì ndìṣìzè ndéré óngbó rìndì gbála, kí ndumu, ndìṣìzè lá ángá éyí símì erì dangá 'be.

Do ngonyo togú otoní bangá goó símì erì, do tónó ímí ngírí fóo fóo fóo gí do bì zí 'yì e úwú a. Gírí togú uwúní go yá: “A, Dìbìlì owù ba 'be wéyí? Ûnzùsé mbírá mu zíze ndéze írí.”

Sìmì bì onzóní mbírá goó kací moco erì gí 'dí kerí, bì bì ngará mbírá ogú doa wá ní do óto owù e doa zíye ndìsí ángá éyí: “Gbroó, gbroó,” gí zí bangá kí ngásáóguné doyé.

Karanée togú 'yì lódù bangá máa, zíma ólúma símì erì ndíṣì lódù kací bangá ma'dáa kí gbúrógbó: “Kacía gí yáa ba, kproó ba...!du'du goó ba...gí yáa ba.” Zíma ndéré kée fú kenée, kenée, mááyí ídí kée ní, vuyù bangá ụdù go. Née ní, zíma nda ótrú ledre: “Ákó ya'dá e, gí yáa dosé.” Sími bì ngasáutú go kí mbírà ní, zí ya'dá e lé'béóguyé ndíṣì ícì a: “Babá obé, sílìma née bì yá?”

Bì umbu bangá nì nda goó bì ní, ngítì géyì zíyè ndambú tónó ófù eyé: “Ufuní bangá ba símì mbírà amá, zíma ícìtùtù a kpá máa, ambaga ndaá zíyì wá.” Okó 'bié kpá gbóo.

Togú nyórù 'yì nì ore, zía ódroné símì ledre máa née: “Ledre bì máúku go máyá, ‘kenée wá ní’ úwúsé wá? Née bangá 'bì wéyì, oduá née. Máílì tù'dù ledre wá.”

Nda gí ore do óngò sílì 'bì mǐngí erì, zí 'yì e nda báayé ndá'balúgu royé 'be kí esì.

7.5. Exercise 25: Put question, exclamation and quotation marks where needed in the sentences below. [Answers are on pages 61 & 62.]

1. Mááyí ba 'bùsé, togú úwúsé ledre amá wá ní, asé úwú ledre 'bì ambi? Née kóo kúrú Babá zíze.
2. 'Di'diya ógóoyó aka ngono née, nì go ánuónzo kífú awandí amá.
3. Ngítì ezemá nì kóo bo togú 'bì wóko goó zía ndíṣì lóbùne: Súra sílìma née bì yá?
4. Mááyí aka ndú'yú yíì, kúrúma bì gáa zíyì: ndéré ógù kí ínì zíma ní, lìgì yíì goó

5. Pheré nde'dé gi do teté útúlóko roné gbura
6. Áyí ógụ lúru zée kí be 'di
7. Ówo o'do bangá bî ndịsị ini ini nyáwú, nyáwú ní bú
8. Lìkpì gáa zíze ona: bî gáa mááyí 'be 'bî ngére 'dáa ní, lorụ ené gáa: ídísé íci musuturáa dangá 'be.
9. Owú gére ndịsíní ánu éyí 'da
10. Mááyí aka lá ánga sama ro wo'dụ káa ní, mándíki ní, gbraá , sama 'dewe yí ené go.

Lesson Eight

8.1. Compound verbs are written as one word. For example:

nda'baogu go. This is different from a succession of two verbs, as in: **Togu ili ogu yana ya, idi ogu klonodo, and Miyaka nderé ugu kofu**. Below are some examples of compound verbs.

nda'baogu	'di'bioyo	oyolo'bo	'diyoto
nderéogu	gamaso'do	lurundi	utuolu
ongo'deci	anuonzo	otoomo	nderéokpo

mánda'baogu go	nda'baogu go	nda'baogu go
nda'baoguzé go	nda'baogusé go	nda'baoguni go

8.2. The hyphen is used when two words that are alike are joined together because the last part of the first word drops out. This does not happen with words that begin with vowels. Notice:

ilini ili go	ili ili go	ni go ili ili
ininí ini go	ini ini go	ni go iní ini
indí	indí indí	

But it does happen with words that begin with consonants. For example, instead of **ndolo ndoló go**, we have **ndo-ndoló go**.

Similarly,

instead of:

ni go ndólo ndóló
ni go kúgú kugú
kugú kugú go
kíé'do kíé'do
cúku'dée cúku'dée

we have:

ni go **ndó-ndóló**
ni go **kú-kugú**
ku-kugú go
kíé-kíé'do
cú-cúku'dée

We call these forms “contractions”.

The hyphen is also used to join two halves of a word that is broken because the whole word won't fit at the end of a line. The break is always made so that the first half of the word ends with a vowel (followed by the hyphen), and the second half of the word begins with a consonant, as in the following two examples:

Zí do sogo kángá kízíné mi- kízi gi zí bangá e kí rokinyi.	Simi bí úkuní ledre née ke- née ní, zíye....
---	---

8.3. When a personal name is the direct object of the verb, you can hear that it is pronounced with an extra high-low tone combination; for example:

Lomo kasa kóo **Músa** .

Ngíti 'yi ní kóo bo kí ìríné **Máárákaya** .

We do not write this high-low tone, because we don't want the shape of the name to change, and the context usually tells the

reader whether to add the tone or not. However, it may be that the reader comes across a name that is new to him, and he doesn't know whether the name is of a person or of a clan or tribe. To avoid confusion, we write personal names with an initial upper case letter, and clan and tribal names with initial lower case letter:

Mááyí Mandulu	I'm Mandulu
Nì Isiréle	He's Israel
Mááyí Ébere	I'm Eber
Mááyí baká	I'm a Baka
Nì isiréle	He's an Israelite
Mááyí ébere	I'm a Hebrew

8.4. In lesson 5 we looked at the direct object pronouns. There is another set of pronouns called the *subject emphasis* pronouns:

máa	ze
yíì	se
ne	ye

Notice that although **máa** and **yíì** have the same form as the direct object pronouns, the others have a different form. These pronouns are used to emphasize the subject of a verb:

Máméngìónzó moko née mbá **máa**.

Éré lá ngirì ní, áyí gáa í'dí tezi ma'dáa **yíì**?

Babá olo domá **ne**.

Ùbúzá kenísa née **ze**.

Gì zía bì ógusé gí dilelìà ní, asé nda ó'doónzó ngíti súwú née **se**.

Áyí eyí nda ndú'yúsó'do 'di, bî owú 'bî eyí e lokoní
pheré eyí **ye** ní.

8.5. Exercise 26: *Give the correct Baka compound verbs for the following English words* [Answers are on page 62]:

1. rub away _____
2. postpone _____
3. bring _____
4. pull out _____
5. dig a hole through _____
6. eat and leave remainder _____
7. overtake _____
8. eat enough _____
9. kill secretly _____
10. beat to death _____
11. to raise up _____
12. step on and smash _____
13. to deny _____
14. to drop and smash _____

8.6. Exercise 27: *Use a hyphen to make contractions where necessary* [Answers are on page 62]:

- | | |
|----------------|-------------------|
| 1. líkpí likpí | 8. íni ini |
| 2. gósú gosú | 9. ndáda ndada |
| 3. ánu anu | 10. akpa akpa |
| 4. kólu kolu | 11. ngólu ngólu |
| 5. ránga ranga | 12. lanyá lanyá |
| 6. ndéke ndeke | 13. ngbutú ngbutú |
| 7. só'do so'di | 14. turé turé |

8.7. Exercise 28: *Fill in the blanks with the Baka pronouns that emphasize the subject of the verb* [Answers are on page 63]:

1. Akúma yeme misi'di née _____.
2. Owù 'bi amá e ụbúní 'díjí domá _____.
3. Máúfu kóo kámá née _____.
4. Ásé lá ánu búu ma'dáa ní, 'díyísé kóo _____?
5. Símí kadra née, nderézé kóo mbófo Lomo lá dụú _____.
6. 'Dí'bi wará amá gị sí ịrangba gị ona _____?
7. Ábuwá ndịsíní eyé kúkugú ba _____
8. Bulúndu nì goó ngoko 'yị, nì ánu ama lá dụú _____.
9. 'Défị gáa awandí máa _____?
10. Lokoze ezé pheré née _____wá.
11. Soyí ndaá, í'bí esị née zíma ánu a _____.
12. Gị zía bi í'dísé tezi ma'dáa _____ ní ogusé mu ndéne a.

8.7. Exercise 29: *Read the following passage:*

Ngongó tezi

Ngongó tezi e ndişiní ónzóogu tezi ye. Ndişiní ónzó a simi lí'ba, ngíti géyi yá, onzóní yí eyé kpá lá gbóo simi 'bówó kágá bi kenée ní.

Sí do ngongó tezi e niyí bo gbre: ngbayíwá e kí ngbiriri e. Ngbayíwá e 'bi eyé yée ga bi lá nzéré, ambúye lá gberé okó; i'biní 'bi eyé 'yi ngbiya geré kí sáma, zí ro'yí ńrúne kpá geré miúrú ní. Olúní 'bi eyé simi lí'ba bi gbála do mbírímbící kágá 'dága ní, zíye ndíşí ériyè 'duo kíé-kíé'do. Simi ledre máa née ní, su'búye ofu 'bi ené go.

Ngíti sído ngongó tezi máa ge 'bi eyé ngbiriri e. Yée née olúní 'bi eyé gbóo simi lí'ba ga bi ndende ní. Niyí 'bi eyé mbá mingburokoyé, zíye ndíşí é'be 'bi eyé tara lí'ba tí ngbra ngbra ngbra kenée. I'biní eyé 'bi eyé 'yi cú káa zí 'bi ngbayíwá e wá; zí su'búye ídí 'bi ené ca gí zí 'bi ngbayíwá e.

Abú 'yi ówo ledre gí ro tezi e ukuní ya ngbiriri e i'biní 'yi kíngaya wá, gbékpí 'yi e erení 'bi eyé gí zíye mbá ngiri. Née ledre bi ndişiní ndéré óto lí'ba gí zía gbála simi súwú ní. Togú otoní lí'ba dangá 'be zí ngbayíwá e ógu olúlúyú royé simi a yá, mongú ledre ogu yí ené go. Simi bi gú giri kadra ni súwu ní, niyí ógu ógóbáyi 'yi e gí 'be ngríi 'dá'ba. Ówo bú? Sídí ngongó tezi bi ndíşí í'bi 'yi kíe ní, yí ené lá kíé'do. Togú i'bi 'yi go kíe, zía ndé'déógu ené; ngíti a olúogu ené wá. Abú kenée ndotó, gbékpí ríri ngongó tezi née ni 'bi ené ógu ndíşí útru dangá doyi, zíyi 'bi eyí sómú a yá kídí

sì'dia ni aka bo, zíyì ési sìnǵíyì kpraka simi ngásá, ngásá'déwe sìnǵíyì simi gu miǵugúyì.

Gì zía bì tezi máa ngbetéofu go ní, 'yì eréní 'bì eyé rará 'bì ngonǵó tezi e née wá, niyí 'bì eyé fú ícì okó kíye gí ro sù'búye.

Lesson Nine

9.1. Exercise 30: *Read the following story and answer the questions:*

Íṣì nì yí ené kóo ngére

'Yì éké a: Léví Tabáni

Ngítì o'do bangá nì kóna bo, ìrĩa Íṣì. Nì yí ené kóo ngére 'bì bangásúwú e mbá. Gì zía bì komoa enziṣá ní, ndìṣì ódro mbá bìlámá ledre, zí bangá e úwú ledre mbá gì taraa.

Bì kóo kenée ní, kúrú Íṣì nì yí ené kóo káa zí kúrú Kemì ní. Togú Íṣì ili go kótrụ bangá e, nì ndólo 'yì e kí m̀ngburoko kúrúne, zí bangá e óguyé ka sídoyé za mbá úwú ledre gì tara Íṣì.

Sìmi sílì kíé'do, zí Íṣì sómú ledre gì ro úcụómo bangá ga bì ndìṣìní ánu lafúye ní. Zía úku ledre ya kídí, “Éyì bì mbì mbì bangá e ndìṣìní ánu royé dengbìye gì roa ní 'bié 'di?”

Zí Íṣì ndólo bangá e kacì sídoyé mbá, zíye óguyé, zí Kemì ási kí ógu dùú ne. Bì bangá e kotrụogúnì royé ní, zí Íṣì ndúndu'yú, “Bangá e ogunì go kacì sídoyé kíé-kíé'do mbá?” Zí bangá e ngúngu a, “Ee; lá Kemì ogu wá ne.” Íṣì yaá, “Kemì ogu wá gì zí 'di?”

Bangá e yaá, “Owozé wá.”

Zí Íṣì tóroné cii, zía ócò sononé, zía ndìṣìné do bindìṣì ené 'bì ngére. Zí Íṣì kpá tóroné 'dága, zía síkpì kúrúne kí ledre 'dága kídí, “Yìì bangá bì ndìṣì ánu ezeyì bangá ní, ídì síkpì sílìyì 'dága.”

Zí Ísì síkpi sílìne fì ne zí Lùbogù e, Kérí e, Mbírawú e kí ngíti géyì o'do bangá e mbá síkpi sílìye. Zí Ísì úku ledre kídí, “Ótolúgusé sílìse mu.”

Zí Ísì úku ledre kídí, “Ledre kíé'do idízá ótoómo ledre 'bì ánu lafúze karaba, ndaá kpá kílónzó wá.”

Zí Kérí úku ledre kídí, “Ídi aka nda 'dódo éyí bì mbí mbí azé ánu a ní.”

Zí Ísì úkulúgu ledre kídí, “Úku ba zaá ledre, Kérí? Sómú 'bì eyí yá, bangá ga bì ndìsìzè ánu yée ba ní, ndìsìní ánu 'dì? Idízá ánu mbílí kágá e kí miáná kágá e kí mbílí súwú e. Sókó sílìze nì kpá bo gí ro gírágá éyí ga bì káa zí otró, ngebe, mburè kí ngíti géyì bílámá sí kágá e ní kíe. Éyí bì nì rómo zée ní 'dì?” Zí Kérí e kí ngíti géyì o'do bangá e ngúngu a tí lá gbu kenée.

Zí Kobì ndúndu'yú gí ro bangá ráfá e ya kídí, “Bì úkuyémesé ledre go mbá ba ní, 'yì ánu zée bì gí ro Kemì ba uku 'bì ené yaá 'dì?”

Zí Ísì úkulúgu a zía ya kídí, “Ndásé éré ngírì wá, ledre ga gére nì úkú mbá karaba. Ezegámá Kemì ona náambi?”

Zí 'Bùsúmú úku ledre kídí, “Mándá ezegámá Kemì wá, éyí bì nì bo ní máódro kí Kemì bú.”

Zí Ísì úku a zí 'Bùsúmú yaá, “Ndéré úku a zí Kemì yaá, ngére nì ndólo a.”

Bì Kemì ogù ní, zía úwú ledre bì bangá e odroní kí ngére ní, zí Kemì kíyì káláne yowu yowu, zía ndísi náná do soné 'duo kirí kirí

kirí zía úku a zí Ísì ya kídí, “Togú ìlì zíma ótoómo kí ánu bangá e, ídí óto máa ngére, zíyí í'bí m̀ngburoko kúrúyì née zíma.”

Zí Ísì óto Kemì ngére. Zía í'bí m̀ngburoko kúrúne zí Kemì. Zí Ísì 'dí'bi 'bì ené ógbù 'bì Kemì. Zí Kemì trútru sìmì kúrúne, zí do bangá e ídíye 'd̀o ngb̀ì.

Zí Kemì úku a zí Ísì ya, “Mbófo éyí zíyí g̀ ro mongú ledre bi m̀ng̀ karaba zíma ba. Mááyí éré go d̀yù ỳì g̀ ngará bangá e mbá.”

Zí Kemì ndósoné gbóo dangá Kobi, zía ndú'yú Ísì yaá, “Bì gáa ndólo bangá e mbá ní, ndólo gáa bangá bì kí ìrìné 'Bú ní goó?”

Zí Ísì úku a yaá, “Mándólo wo wá.”

Zí Kemì lúru bi 'd̀o nzewú m̀'dí zí Kobi, zía gbírógbóne 'dága kídí, “Ísì, lúyú ledre go, áyí gáa ndólo 'Bú, zíyí úku ledre zía, g̀ ro zía ótoómo kí úfu zée. Nd̀sìzé ánu lafúze bangá e ba g̀ zí 'Bú bi nd̀sì úfu zée ní, kpá káa zí bì ni úfu ỳì ní. Símìyí ni g̀ zía ng̀ng̀lówù née ní. Kobi. Ógù yáa, zíma ánu ỳì.”

Zí Kemì lé'béne óngbo Kobi, óngbóónzó a fí umbu, zí ngíti géyì o'do bangá e úfu minzéré bangá e g̀ ro ánu yée, zí bangá e úd̀yè mbá ngásáye.

Zí Ísì lúru a má, zía kpá úfu 'bì ené Dóngbó g̀ ro zíne ndéré ḱe zí 'yì yéme bi g̀ roné. Tí ma'dí, zí 'bù nd̀sì sìmì súwú nzúlúne do Ísì, zía lála Dóngbó ógù ḱe gbóo dangá 'be, zía ótoécì a. Zía nd̀kí ya'dá ngíti a, zía úku ledre g̀ roné mbá zía. Zí ya'dá ba ówo Dóngbó ené g̀ zí Ísì, zía 'dí'bi a fí zíne 'be, zía nd̀sì lúru bi kacá a. Ísì ogù nda ỳì ené goó bilámá ezegámá 'yìma'dí e.

Bì Ísì owo nda ezegámáne go ní, zía úku a zía ya kídí, “Máílí kóo méngì bìlámá ledre zí bangá 'bì súwú e. Gí zía bì iliní wá ní, mááyí nda ógù méngì bìlámá ledre zíyì ona. Mááyí ndìsì úfu bangá ógù kíe zíyì, zíma ndìsì lúró bì kací 'be 'bì eyí gí zí 'yì ugu e kí ndulù cé. Zí bì émené ro mǐngí 'be gí zí Ísì.

Née ledre bì Ísì lanyá kací 'yìma'dí gí roa fí karaba ní.

Yíyì bì ndìsì sómù 'bì eyí fú lá bìlámá ledre ní, bìlámá ledre ní yómo yíyì káa zí bìlámá ledre yomo Ísì gí zí Kemì, zí Ísì kpá ómoné do 'yìma'dí gí zí bìlámá ledre ní.

Mbófo éyí, lúndu e kí lémi e, ndazé sógó rozé kí eze 'be 'bì eze e wá. Gí zía, bìlámá misómù ledre ndìsì 'dí'biógu rokinyi.

Ndu'yú e:

1. Úkuógu sí ledre e ota, bì kóo bangá súwú e ndìsìní úwú ledre gí tara Ísì gí roa ní.
2. Kúrú Ísì ní kóo 'desí 'dádá káa be 'dì?
3. Ledre bì kóo Ísì ili yéme a do ngará bangá e ní 'dì?
4. Bì kóo Ísì ndoogù bangá e ní, bangá kóo ógù wá ní wo be 'dì?

5. Bì kóo Íṣì ili zí bangá e ánu lafúye wá ní, idíní kóo nda ánu 'di?
6. Kobì ndu'yú kóo ndu'yú yaá 'di?
7. Kemì ogù kóo ídí ngére 'bì bangá e káe 'di?
8. Bì kóo otoní Kemì ngére ní, ñṅṅu kóo go kí dí bangá e ndaní ánu royé dengbíye wá? Ówo káe 'di?
9. Do kací ledre gére mbá Íṣì mengì nda kóo 'di?
10. Togù áyí kóo ngére káa zí Íṣì ní, áyí kóo méngì símì bì Kemì yaá idíní óto nées káa do ngére do í'bí mǐgbiroko kúrú zíne kí ní 'di?

Lesson Ten

10.1. Exercise 31: *Read the following story and answer the questions:*

Cíka gi ro 'Bụsúmú e kí Kírógbódoíṣi

'Yì éké a: Rícedi Rúbene

'Bụsúmú e niyí kóo yí eyé kí Kírógbódoíṣi do lúndu. Otoní kóo 'be 'bi eyé mbá do bi kíé'do. 'Bụsúmú ni 'bi ené kóo kí me'bené. Me'be Kírógbódoíṣi ndaá 'bi ené kóo wá. Kírógbódoíṣi ndiṣi kóo ánu 'bi ené ngongó ndukú fú lá 'be 'bi 'Bụsúmú.

Kadra kíé'do, zí Kírógbódoíṣi ndéréne ngburu gi ro íngi iní miéwé.

Simi bi Kírógbódoíṣi oḡu nda do 'dawú ní, zía íngi iní kí kó'do, zía léfe a simi pheré, zía ínyiné ónzóoto kó'do do iní, zía ndiṣiné lúgu simi pheré ené.

Simi bi luguonzó nda simi pheré go mbá ní, ni nda lúru bi do iní káa ní, kó'do bi gáa onzóoto do iní ba ní ndaá 'bi ené lolu wá, zí Kírógbódoíṣi nda ndiṣiné sómú siminé gi ro kó'do ené ba kídí, “Áyí, Kó'do amá bi gáa máonzóoto do iní ona ba ní, ni nda goó 'da?” Ábuwá Nzagba 'di'biokpó yí ené kó'do kací Kírógbódoíṣi goó 'be 'bi ené.

Nda née ní, zí ngíti sómúledre óḡuné simi do Kírógbódoíṣi kpá geré 'diya kídí, “Togú kenée yá, máílí ba go ndítí simi 'dawú ona gi ro gámásó'do kó'do amá.”

Gi do kací bi Kírógbódoísi somú ledre kenée ní, zía ìnyìné ótoómo phéré ené cìkì do 'dawú ore, zía geré ndítíne sìmì 'dawú, tónó ndéréne, zía ndéréoguné gi 'be 'bi Nzagba.

Sìmì bi Nzagba e kí me'bené lurúndikiní Kírógbódoísi kí ógu ní, zíye émbéye 'duo ngbárara, ngbárara. Zíye nda óguyé 'dí'bi Kírógbódoísi do sùmu. Zíye í'bí mandá zí Kírógbódoísi kídí, “Kírógbódoísi, áyí bo?” Kírógbódoísi ya kídí zíye ní, “È, mááyí bo.” Zíye í'bí bi ndísi zí Kírógbódoísi, zí Ama ólúoguné gi 'dí'cì kírókú roné kpere do bi ndísi ba, zí Kírógbódoísi ógu ndísiné 'duo có do Ama ba.

Nda née ní, zí bi ùlùne, zí Nzagba nda yéme bi'dú'du zí Kírógbódoísi gi sìmì fírágá tezi, zí Kírógbódoísi 'dú'duné doa, zía 'dú'duráyi bi.

Nda go kí phiyí, zí Nzagba ìnyìné úku ledre zí Kírógbódoísi kídí, “Ndéré mu íci mókó amá bi ro kágá 'dáa ba. Togú áyí go íci a yá, ndá 'déwe a yana wá; ndá kpá ícì unú roa wá.” Zí Kírógbódoísi méngi a tí káa zí bi Nzagba uku zía ní.

Sìmì bi Kírógbódoísi ogu kí mókó ní, zí Nzagba úku ledre zía kídí, “Ídí mu óngbó mókó ma'dáa née ní. Bi áyí go óngbó a ní, ndaá mbútru wá; ndaá kpá léfí wá.” Zí Kírógbódoísi méngi a tí káa zí bi Nzagba uku zía ní. Zí Kírógbódoísi óguné kí mióngbó mókó ba zí Nzagba, zí Nzagba ánuónzó a mbá.

Sìmì bi Nzagba anuonzó mókó go mbá ní, zía ìnyìné úku ledre zí Kírógbódoísi kídí, “Kírógbódoísi, ndéré mu íngi iní bi kí bangáiní sìmíné ní zíma, gi ro zíma éwé a kací mókó bi máanu ba.” Nda née ní, zí Kírógbódoísi kpá ndéréne íngi iní bi kí

bangáiní siminé ní, ógù ḱé źí Nzagba. Źí Nzagba éwé a mbá, źía ndídíné goruṣ.

Gì do kacía née ní, źí Nzagba nda úku ledre źí Ḱírógbódoíṣì kídí, “Ḱírógbódoíṣì, ídí ékí komo Ngu'du, źíyì 'dècì miáná kúkú e gírì ìnyì, źíyì ndítíogù yì ḱé bi yáa.” Źí Ḱírógbódoíṣì méngì a kpá kenée.

Źí Nzagba ìnyìné úku ledre źí Ḱírógbódoíṣì kídí, “Ḱírógbódoíṣì, ídí ndéré ḱí miáná kúkú ga gére née ní óngbolóko yée do landa.” Źí Ḱírógbódoíṣì méngì a kpá kenée.

Simì bì Ḱírógbódoíṣì ogù do landa ní, źía 'dí'bi mizefì kúkú, źía óngbo a kpunýá do landa. Źí mongù mizambá kára 'duo r̀erèkpe kenée ógùnè tóroné sogo a. Źí Ḱírógbódoíṣì óngboónzó miáná kúkú ga bì ìnyì ba mbá, źí nyí Nzagba e óguyé kpá ìnyì, ídíye mbá káa do me'be Ḱírógbódoíṣì. Źí Ḱírógbódoíṣì nda ìnyìné 'dí'bi me'bené ga bì ìnyì ba do ndá'ba ḱíye mbá 'be.

Simì bì Ḱírógbódoíṣì ogù nda go ḱí me'bené e ní, źí 'B̀usùmù lúrú kará ga ba ní, źí ledreyé tónó ówoné roa. Źía ndú'yú Ḱírógbódoíṣì kídí, “Ḱírógbódoíṣì. Ndíki 'bì eyì bilámá kará ma'dáa ga ba g̀ì 'da?”

Źí Ḱírógbódoíṣì úkulúgu ledre źía ya kídí, “Máogù ḱíye g̀ì 'be 'bì Nzagba.”

Źí 'B̀usùmù kpá ndú'yúlógù Ḱírógbódoíṣì kídí, “Ógù 'be 'bì Nzagba íri káe 'dì?”

Źí Ḱírógbódoíṣì úkulúgu ledre źí 'B̀usùmù kídí, “'Dí'bi lá kó'do źíyì ndéréyì ḱé ónzóoto a do 'dawú. Togù kó'do olúokpó goó s̀ì ìní

yá, zíyì ndítílódú kací a sìmì 'dawú írì; áyí geré ógù 'be 'bì Nzagba.”

Sìmì bì 'Bùsùmù uwú nda ledre ma'dáa ba kenée ní, zía ìnyìné geré ógóoyó me'bené gí 'be 'dá'ba. Zía geré 'dí'bi sorù kó'do kací Mbámeyé, ndéréne kíe, ndéré ónzóoto a do 'dawú. Sìmì bì onzóoto kó'do do 'dawú ní, zí kó'do olúókópone sìmì 'dawú.

Sìmì bì sorù kó'do olúokpó nda sìmì 'dawú ní, zí 'Bùsùmù kpá geré ndítíne sìmì 'dawú, tónó ndéréne, ndéréóguné gí 'be 'bì Nzagba.

Lá bì Nzagba e kí me'bené niyí lúrúndíki 'Bùsùmù kí ógù ní, zíye kpá tónóye émbéye. Sìmì bì Nzagba e niyí ndísi émbé ní, 'Bùsùmù nì yí ené go ndísi ngásá kí mbùmbúdú ené gí zí Nzagba e. Nda née ní, zí Nzagba e ótoómo kí émbéye, zíye nda óguyé 'dí'bi 'Bùsùmù do sùmù.

Zí Nzagba nda í'bí bindísi zí 'Bùsùmù, zí Ama olúóguné gí 'díjí kírókù roné do bindísi ba. Sìmì bì 'Bùsùmù lurúndiki Ama kí kírókù roné do bindísi ní, zía ìnyìné úku ledre kídí, “Mándísi amá do bindísi née wá gí zí Ama kí náná máa.” Nda née ní, zí Ama kpá ndá'balúgu yí ené roné 'díjí.

Nda go kí ndùlu, do yéme bi'dú'du zí 'Bùsùmù gí sìmì fíragá tezi. Sìmì bì 'Bùsùmù nderé nda do bi 'dú'du ní, zía ndísiné ánu fíragá tezi ba ní, ánuónzó a za mbá.

Zí bì áráne. Sìmì bì Nzagba nderé nda kí phiyí gí ro kírókúoto bi'dú'du kací 'Bùsùmù ní, ogundiki lolù fíragá tezi wá. Bì kenée ní, Nzagba uku ené kpá ledre wá.

Zí Nzagba nda tóroné úku ledre mókó zí 'Bṣúmú, zí 'Bṣúmú ndéré 'bì ené ícì mókó ba 'dṣo kí 'déwe a kpá kí ícì unction e roa. Símì bì ogṣ kṣe gṣ ro óngbó a ní, zí mókó ndṣṣ lṣfṣ ne 'dṣo káa zí ngberṣ lṣfṣe ní, zṣa mbútrúne 'dṣo kṣkṣewu káa ní. Zí 'Bṣúmú ógṣné kṣe zí Nzagba. Nzagba ya zṣa ní, anu yṣ ené mu. Zí 'Bṣúmú ndṣṣṣné ro mṣmbútrú mókó ba ánuónzó a mbá.

Nda née ní, zí Nzagba úku ledre iní bì kí bangáiní sṣmṣné ní zṣ 'Bṣúmú. 'Bṣúmú ya zṣ Nzagba ní, “Mándéré amá íngi iní née wá, gṣ zṣ bangáiní kí 'dí'bi máa.”

Zí Nzagba kpá tóroné úku ledre zí 'Bṣúmú kídí, “Ndéré mu ékṣ komo Ngu'du bì 'dáa née ní, zṣyṣ 'dṣcṣ mṣáná kúkú e girṣ ìnyṣ, zṣyṣ ndṣtṣógṣyṣ kṣye zṣma bì yána.”

Zí 'Bṣúmú úkulúgu ledre zí Nzagba kídí, “Máékṣ amá komo Ngu'du wá, gṣ zṣ Ngu'du kí úgṣ máa.” Zí 'Bṣúmú ndéréne 'dṣcṣ lá ngorṣ mṣáná kúkú ga bì gbóo nde nde tara káṣgá ní, ógṣné kṣye zṣ Nzagba. Nzagba ya kídí zṣa ní, “Idí ndéré kí kúkú ga gṣe née óngbolóko yṣe do landa.”

Zí 'Bṣúmú ìnyṣné ndéréne kí ngorṣ mṣáná kúkú ga bì ìnyṣ ba. 'Dá'dá zṣa kí ógṣné do landa, zṣa ógṣndṣkṣ lá mongú 'dṣkṣ, zṣa úku ledre kídí, “Mándéré amá gbála do landa 'dáa wá, mááyṣ ba go óngbolóko kúkú ga ba tṣ lá ro 'dṣkṣ ba ona.”

Símì bì 'Bṣúmú 'dí'bi nda kúkú zṣa óngbo a ro 'dṣkṣ ní, ñí ídí kṣe ní, mongú mbó'dó le'béogṣ nda yṣ ené goó ne tóroné cigṣ a. Zí 'Bṣúmú úku ledre kídí, “Máógṣ gáa ona ba gṣ royṣ? Bì máíli yṣ amá ba bilámá kará ga bì káa zṣ 'bì Kṣrógbódoṣṣ ní.”

Zí 'Bùsùmù óngbolóko ngorù miáná kúkú ga bi do sílíne ba mbá, mbó'dó e le'béoguní yí eyé nda fú lá yée. Zí 'Bùsùmù ìnyìné gí ore ndá'balúgu roné 'be 'bi ené lá gbékpíne, kará e ndaní lolù zía wá.

Owù 'bi Mamá e, 'dódo ledre ni gí simi cíka ba ní gbre.

Mizefi a ni káa zí ba: “Áyí 'dó'dó mi'dó'dó do sogo kángá ona kí, áyí fú ndíki éyí bi íli wo ní. Kírógbódoísi 'do'dó kóo kíngaya, nda simi odu, zía ówo mizambá kará e ìnyí.”

Gbre 'dódo ledre ni gí simi a káa: “Ndá ógóoyó me'beyí bi 'be ní gí ro ngíti mikánda kára wá, gí zíyí kí ídíyí simi lerí. Bi kóo 'Bùsùmù ogóoyó Mbámeyé gí ro ndéré 'dí'bi ngíti kára ní, nda'balugu kóo roné simi mongú lerí.”

Mbófo éyí zí 'yí ólo a.

Ndu'yú e:

1. Sí ledre bi Kírógbódoísi nderé gí zía 'be Nzagba ní 'di?
2. 'Bùsùmù ogóoyó me'bené gí 'be gí ro 'di?
3. Éyí 'bié kóo do ngará 'Bùsùmù e kí Kírógbódoísi 'di?

Answers to the exercises

Lesson One

Exercise 2 1: D 2: K 3: G 4: A 5: I 6: M 7: C 8: L 9: E 10: F
11: B 12: H

Exercise 3 1: **mbayi** or **tuka** 2: **ugu go** 3: **lifa** 4: **sono** 5: **uyu go**
6: **sayi** 7: **kele** 8: **kadra** 9: **moko** 10: **ere** 11: **ngono** 12: **ifi go**
13: **ama** 14: **nduwu** 15: **mama** 16: **gali** 17: **kidri**

Lesson Two

Exercise 6 1: **sámá** 2: **sámamá** 3: **sama amá** 4: **Soko tutú go**.
5: **Mááyí go éwé iní**. 6: **Ngono ené uyu go**. 7: **Kámá oyó roné bú**.
8: **Ndotó nderé gáa yáká**. 9: **Lurú dúlú komo kamba**. 10: **Maligá**
kambá bongó go. 11: **Mamá nderé lúgu bongó**. 12: **Babá anu ama**
bú. 13: **Sée, ásé go éké ledre**. 14: **Úru máa go**. 15: **Urú go**.
16: **kára née** 17: **karanée** 18: **kará ga gére née** 19: **mbírá** 20: **mbíra**

Lesson Three

Exercise 8 1: **kamba** 2: **gali** 3: **ánya** 4: **sama** 5: **landa** 6: **lógo**
7: **bongó** 8: **yáká** 9: **súwú** 10: **phala** 11: **kénzé** 12: **ligá** 13: **siko**
14: **(ngó-)ngonụ** 15: **solụ** 16: **mbotụ** 17: **lúndu** 18: **mbílí** 19: **kéré**
20: **kugú** 21: **kúkú** 22: **iní**

Exercise 9 1: mbírá 2: cóngó 3: maku 4: baba 5: sùmú 6: kele
7: kítì 8: gongo 9: ùlù 10: solù 11: uṅga 12: cika 13: awandí
14: tezi 15: komo 16: sága 17: ndúgú 18: zuráa 19: nzóo 20: Lomo

Lesson Four

Exercise 11 1: D. 2: I. 3: K. 4: C. 5: E. 6: G. 7: J. 8: A. 9: L.
10: H. 11: B. 12: F.

Exercise 12 1: tóyí 2: kúrókú 3: le'yí 4: ì 5: 'dówú 6: lú'bú
7: 'bùrù 8: kú'dù/kùrù 9: gó'dù 10: ki'di 11: óró 12: Venyí

Lesson Five

Exercise 14 1: sílíma 2: 'buyí 3: sùmuḡa 4: mbílíze 5: mbotù esé
6: yáká eyé 7: sama ené 8: 'dící ené 9: lémi 'yi 10: Lomo ezé

Exercise 15 1: owú 'bi amá 2: 'bi eyí 3: 'bi eyí, 'bi amá 4: 'bi esé
5: nokomá 6: mbílíyí 7: somoa 8: nokoné 9: lúnduzé 10: komosé
11: doyé 12: sílía 13: soné 14: sílíse 15: tarayé

Exercise 16 1: Owú 'bi amá e niyí bilámá owú e; ndá ócò **yée** wá.
2: Togú ogusé akpa wá, aribíya ni ótoómo **sée** mbá 'dá'ba.
3: 'Dutuzé mbotù ezé gi zí kemí kí ánu **zée**. 4: Ótoómo **wo** 'be kí
ngúcuné? 5: Nduku née sinyí go, ndá anu **a** wá. 6: 'Yí bi loko
kó'do née **yíj**. 7: Sulú e anuní **máa** karana kí ndulú. 8: Ngongó tezi

niyí í'bí **yí** togú kízì lí'ba née go. 9: Bongó née ụlụ go, ndá ési **a** wá. 10: Kerí ufu **wo** ne simi baba.

Lesson Six

Exercise 19 1: I. 2: J. 3: F. 4: K. 5: B. 6: H. 7: E. 8: D. 9: A.
10: L. 11: C. 12: G.

Exercise 20 1: nyíga 2: ngbingbíliri 3: 'bi ezé 4: gbri 5: sosé
6: kpreé 7: sanáye 8: ngbuú 9: lílía 10: gbuú 11: sámaa 12: gbóru

Exercise 21 1: **ngbényí** 2: **ágbá** 3: **lokpó** 4: **círíngbí** 5: **gbácu**
6: **kídrí** 7: **líkpí** 8: **rókpó** 9: **kpaá** 10: **líkpí** 11: **ngbángba** 12: **lángbá**

Exercise 22 1. mīngásá**ma** 2. miím**bi**síkpí **máa** 3. miútú'dí'bi **yí** 4.
mikóyó**yí** 5. mīngbó**roa** 6. miánu **zée** 7. mīndéré**ze** 8. mīndísí**sé** 9.
miíci **a** 10. miílúgu **sée** 11. miútuyé 12. miúlú **yée**

Lesson Seven

Exercise 25

1. “Mááyí ba 'bùsé, togú úwúsé ledre amá wá ní, asé úwú ledre 'bi ambi?” Née kóo kúrú Babá zíze.
2. 'Di'diya, ógóóyó aka ngononée, ni go ánuónzo kífú awandí amá.

3. Ngítí ezemá ní kóo bo toǵú i'bi wóko goó zía ndịsị lóbúne:
“Súra, sílíma née bi yá?”
4. Mááyí aka ndú'yú yí, kúrúma bì gáa zíyí: “ndéré ógụ kí íní zíma ní,” lìgì yí goó?
5. Pheré nde'dé gị do teté útúlóko roné gbura.
6. Áyí ógụ lúru zée kí be 'di?
7. Ówo o'do bangá bì ndịsị íni ini “nyáwú, nyáwú” ní bú?
8. Lìkpì gáa zíze ona: “bì gáa mááyí 'be 'bì ngére 'dáa ní, lorụ ené gáa: <ídísé íci musuturáa dangá 'be>.”
9. Owú ga gére ndịsịní ánu éyí 'da?
10. Mááyí aka lá ánga sama ro wo'dú káa ní, mándíkí ní, gbraá, sama 'dewe yí ené go.

Lesson Eight

Exercise 26 1: lùlúoyó 2: úcụómo 3: 'dí'biógu 4: lálaógu

5: ícìphùtrụ gu 6: ánuómo 7: ngásáómo 8: ánuásá 9: úfuúgu

10: ócónzó 11: ímbísìkpì 12: 'dítíkányá 13: ícìngèrì 14: ónzókányá

Exercise 27 1: lí-lìkpì 2: gó-gosú 3: ánu anu 4: kó-kolụ 5: rá-

rangá 6: ndé-ndeke 7: só-so'di 8: íni ini 9: ndá-ndada 10: akpa

akpa 11: ngó-ngólụ 12: la-lanyá 13: ngbù-ngbutù 14: tu-turé

Exercise 28 1: ne 2: ye 3: máa 4: se 5: ze 6: yíi 7: ye 8: ne 9: yíi
10: ze 11: máa 12: se

Lesson Nine

Exercise 30 Look for the answers in the story.

Lesson Ten

Exercise 31 Look for the answers in the story.

Irí létera e

A	álufa
B	bírávo
C	cárflí
D	délíta
E	éko
F	fókisi
G	gólífi
I	índiya
K	kílo
L	líma
M	máyiki
N	novémba
O	ósika
P	pápa
R	rómiyo
S	siyéra
T	tángo
U	únifomu
V	víkita
W	wísiki
Y	yángi
Z	zúlụ

Á	álufa kǎ ákǎsendi doa
'B	bírávo kǎ apósitrofi
'D	délíta kǎ apósitrofi
É	éko kǎ ákǎsendi doa
Í	índiya kǎ ákǎsendi doa
I	índiya kǎ dóti síne
Ī	índiya kǎ dóti síne kǎ ákǎsendi doa
I	mi'décĭ índiya
Ī	mi'décĭ índiya kǎ ákǎsendi doa
N	novémba kǎ dóti síne
Ó	ósika kǎ ákǎsendi doa
R	rómiyo kǎ dóti síne
Ú	únĭfomụ kǎ ákǎsendi doa
U	únĭfomụ kǎ dóti síne
Ū	únĭfomụ kǎ dóti síne kǎ ákǎsendi doa
V	víkita kǎ dóti síne
'Y	yángĭ kǎ apósitrofi