

Nchee Bə Mbieŋ Naami

REVISED RW BOOK IN NAAMI

Ndifinkwe Lawrence Guda
Jibbo Bernard Kande
Nfali Samuel Dodi
Mansoh Solomom Mbanteh

Naami Language Committee
Misaje Sub-Division
Misaje Sub-Division
Donga-Mantung Division
North West Region, Cameroon

2017

Language: Naami, as spoken in Bebe area, Misaje Sub-Division,
Donga-Mantung Division, North West Region, Republic of
Cameroon
ISO language code: 369—3 Code Bzv

Title in English: *Reading and Writing the Naami Language*

Genre: *Transition Primer*

Illustrations: Mbanji Bawe Ernest © 2009 SIL

© 2012 SIL

Table of Contents

Introduction.....	4
Importance of mother tongue literacy.....	5
Teaching mother tongue alphabet.....	6
Alphabet chart.....	7
Lesson 1 Familiar consonants.....	8
Lesson 2 Familiar Vowels.....	11
Lesson 3 New letter ‘ɔ’	13
Lesson 4 new letter ‘ɛ’	17
Lesson 5 New letter ‘ɨ’	19
Lesson 6 New letter ‘ə’	22
Lesson 7 Prenasalization	25
Lesson 8 New letter ‘i’	29
Lesson 9 New letter ‘ch’	33
Lesson 10 New letter ‘sh’	35
Lesson 11 long Vowels	38
Lesson 12 New letter ‘kp’	41
Lesson 13 New letter ‘gb’	44
Lesson 14 New letter ‘ny’	46
Lesson 15 New letter ‘hl’	49
Lesson 16 Singular and Plurals	52
Lesson 17 Minimalpairs	56
Long reading Exercise	60
Answers key and English Translation	65

Introduction

This book is written for the Bebe people of Misaje Sub Division, Donga-Mantung Division, North West Region, Cameroon who speak Naami. Its purpose is that it will be used in classes to help speakers of this language, who already read and write English, to learn to read and write in Naami.

The teacher and the student should follow all the instructions in each lesson, working through the lessons in the order in which they occur in the book, from lesson one to the last lesson. When you are unsure of a word in Naami, use the English translation to help you. An answer key and English translations are available at the end of the book to help the teacher and student in their learning and evaluation processes.

Technical assistance came from Kay Smoes and Cindy Lux all of SIL. Much thanks goes also to Ntani Elijah Fale for revising and formatting the book.

Importance of mother tongue literacy.

Before doing anything, you need to know the importance of doing what you are doing. And that will course you to have more interest in what you are doing below are some of the importance of a literacy class or of reading and writing in the mother tongue.

Preservation: When you know how to read and write your language, it will help to preserve the language. Many languages have died out we need to write our language so that the young generation coming will be able to read what was already written.

Develop the language. There are things in our languages which have three to four names. So in the course of reading and writing the language, we will be able to develop the language.

Promote the language. When we read and write the language, many people will read, see and hear your language in other parts of the world. So your language will not only remain around you.

Mastering of pronunciation. It is also proven that when you know how to read and write your language, you will learn other languages faster. Because you have study your mother tongue.

For identification: Your language is your identity, when you speak, write and read your language it real identify who you are.

Reading and writing the language helps for secrecy: The are many things which needs to be communicated secretly even though not being bad things, but needs only particular people to hear, do and see them.

TEACHING MOTHER TONGUE LITERACY ALPHABETS, To teach mother tongue literacy Alphabets, you need to first of all present the English alphabets, then present the mother tongue Alphabets. And ask the learners to look at the letters carefully and list out letters that are found in the mother tongue alphabets but are not found in the English Alphabets. Then take time and teach the sounds of this letters carefully with clear examples.

Lesson One: Introduction of the alphabet

English Alphabets

A a, B b, Cc, D d, E e, F f, G g, H h, I i, J j, K k, Ll, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

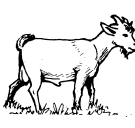
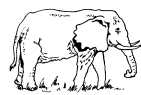
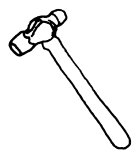
Naami Alphabets

A a, Bb, Ch ch, Dd, Ee, Eε, Əə, Ff, Gg, Gb gb, Hh, HL hl, Ii, Ii, Jj, Kk, Kp kp, Ll, Mm, Nn, Ny ny, Iŋŋ, Oo, Pp, Ɔɔ, Sh sh, Tt, Uu, Ww, Yy.

You can see that the Naami Alphabet is made up of 31 letters.

Now write down all the letters found in Naami alphabet, which are not in the English alphabets. Those letters are called New or unfamiliar letters. Ask learners to underline, tick or list the new or unfamiliar letters.

Now teach the sounds of these letters one after the other. With clear examples.

Aa  nyaa	Bb  bi	Ch ch  chɔɔ	Dd  dii	Ee  bee	Ɛ ɛ  jɛ
Ɔɔ  kəŋ	Ff  tu	Gg  gəŋ	Gb  gbi	Hh  kingɔɔ	Ii  ɩwɩ
Ɔi  giŋ	Jj  jii	Kk  kije	Kp kp  kpɛ	Ll  mɔɔ	Mm  mɔɔ
Nn  nimɔ	Ny ny  nyo	Ɔŋ  ŋɛkɛ	Oo  bo	Ɔɔ  jəŋ	Pp  pwaa
Hl hl  hlo	Sh sh  shi	Tt  taa	Uu  kunɔ	Ww  wunɔ	Yy  yo

Lesson Two: Familiar Consonants

Familiar consonants are those that are the same in Naami as in the English alphabet. They are pronounced in the same way.

Bb, Dd, Ff, Gg, Hh, Jj, Kk, Ll, Mm, Nn, Tt, Ww, Yy

Below are the familiar consonants and Naami words showing how they are pronounced, along with the meaning of the words in English. Use the English to help you with any words that you find difficult to read in Naami.

Exercise 1

Read the following words aloud:

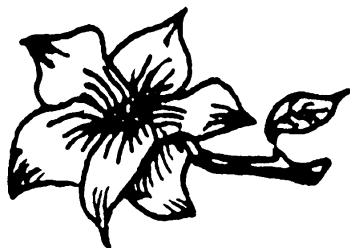
Consonant	Naami	English	Naami	English
Bb	baa	‘leaf’	be	‘we’
Dd	di	‘eat’	dia	‘rubber’
Ff	fa	‘count’	fia	‘roof’
Gg	gi	‘ropes’	ge	‘eggs’
Hh	həmə	‘there’	hətə	‘bottom’ (in water)
Jj	je	‘path’	jwa	‘cook’
Kk	kaa	‘finish’	kata	‘hat’
Ll	leki	‘like’	luu	‘flour’
Mm	mbaa	‘frog (in water)’		
	mbeete	‘selfish’		
Nn	naa	‘chew’		
	nu	‘knee’		
Pp	pia	‘traditional dress’		
	pwaa	‘your wife’		
Tt	te	‘abdomen’ (external)		
	ta	‘sting’		
Ww	wu	‘he’ or ‘her’		
	wii	‘cease/stop’		
Yy	yaa	‘chin’		
	yii	‘song’		



Exercise 2

Draw a line from the English to the Naami word that has the same meaning.

- | | |
|-----------|---------|
| 1. chew | a. yaa |
| 2. rubber | b. yii |
| 3. chin | c. naa |
| 4. sting | d. leki |
| 5. leaf | e. fa |
| 6. love | f. je |
| 7. count | g. dia |
| 8. song | h. baa |
| 9. path | i. ta |



Exercise 3.

Fill in the blanks with the correct word from the list of Naami words. (fia, mbaa, ge, te, di, kata.)

1. _____ yu kiini njɔ
2. Yige kəla ki _____ fi.
3. Shi wooma ə _____ bəŋ.
4. Kwebe taa _____ chəŋ giŋ ni sho.
5. Bwo kkə _____ fiŋ yi kaŋnə.
6. Kpɛ _____ yu gəŋ ə chəŋ nche.

Exercise 4.

Read the following sentences in Naami and write the English translation of the underline words.

1. Ni dia kwaanə ntie. _____
2. Yu kɔɔ yaa yi bə limwi. _____
3. Choo ki nahla la lə ə kaa na bəŋ. _____
4. Mah Ndeki jwaa mwiŋbee. _____
5. Tahla gbee buu ə tə bəŋ. _____
6. Bwɔni bie bá chee kiŋwaati chəŋ. _____

Exercise 5.

Translate the following English words in to Naami.

1. there _____
2. cook _____
3. sting _____
4. song _____
5. count _____
6. path _____
7. chew _____
8. flour _____
9. finish _____
- 10.ropes _____

Exercise 6.

Read the following Naami proverbs and translate it in to english. Write the meaning of the proverb on the second line.

Finyini dii jaŋ, jaŋ kwuŋ fi.

Translation. _____

Meaning _____

Lesson Three: Familiar Vowels

Familiar vowels are those that are the same in Naami as in English. It should be noted that, unlike English where the pronunciation of these letters sometimes changes, in Naami they each have only one pronunciation.

Aa, Ee, Ii, Oo, Uu

Exercise 1

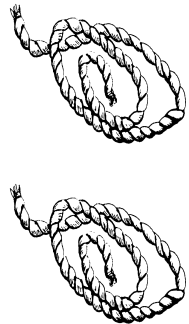
Read the following Naami words aloud to learn the pronunciation of each vowel.

Aa	jafa	‘rise’
	Ga	‘divide’
Ee	ge	‘termite’
	ke	‘wait’
Ii	kwi	‘clap’
	libi	‘lake’
Oo	to	‘insult’
	wo	‘hear’
Uu	tu	‘carry’
	Kintutu	‘caterpillar’

Exercise 2

Read the following Naami words aloud and listen to how the vowels sound.

1. ba ‘marry, marriage’
2. ntata ‘hard’
3. bee ‘cane rat’
4. bwee ‘give birth’
5. gi ‘ropes’
6. buuli ‘sky’



Exercise 3

Fill in the blanks with the correct word from the list of Naami words. (**ba, tata, bee, bwee, gi, buuli**)

1. Fwa _____ ka fwooli.
2. Fibeeka fie má _____ fi bu kpe.
3. _____ kpee ə Laacha sho.
4. _____ li daŋ liŋ, le linwaa gbaaŋ.
5. Kpɛ nu gəŋna _____.
6. Ndaa yu tâa _____.

Exercise 4

Fill in the missing vowel (s) in the following words. Choose from “a”, “e”, “i”, “o”, “u.”

1. jaf_____ ‘rise’ **Mbii**
2. l_____b_____ ‘lake’
3. t_____ ‘carry’
4. t_____ ‘insult’
5. k_____ ‘wait’
6. k_____ntut_____ ‘caterpillar’ **Mbii**
7. bw— — ‘give birth’
8. nt_____ta ‘hard’
9. kw_____ ‘clap’



Exercise 5

Read the story and answer the questions that follow.

Bwi Buyi

Fikaachu má duŋ bæ bwi yi, bó chêe yi læ kumbu. Bwi ye yí buyi woo. Ə chu læ Nchwaani la sho she wulə yə, i chu bwo bwi Fikaachu ye hə bwoo kpee ŋwi kaa ge ŋie mu chəŋ kiɛkie, maa mwe nakə shee kə.

Mbii

1. Yii li bwi Fikaachu ye má duŋ læ laha læ? _____
2. Bwi ye má ŋwi laha læ? _____

Lesson Four: New letter – ɔ ɔ

The vowel ‘ɔ’ is not in the English alphabet but is frequently found in Naami. This letter is pronounced almost like the ‘o’ in the English word ‘pot’, only a little farther back in the mouth.

chɔɔ ‘squirrel’



Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds “ɔ” and “o.”

<u>ɔ</u>		<u>o</u>	
1. fwɔɔ	‘borrow’	fo	‘there’
2. tɔɔ	‘anus’	too	‘tradition’
3. nɔ	‘ocean’	no	‘leave’ (place)
4. wɔɔ	‘liver’	wo	‘hear’
5. lɔ	‘flee’	lo	‘angry’

Exercise 2

Read the following words aloud, taking note of the sound “ɔ.”

1. kɔ ‘juju’
2. kikɔkɔlɔ ‘cock’
3. dɔkɔ ‘crocodile’
4. bwɔɔ ‘time’
5. bwɔɔ ko ‘old time’
6. gɔhɔ ‘crush’
7. dɔhɔ ‘place’
8. biko ‘baboons’
9. kɔnɔ ‘hill’
10. kitɔtɔ ‘goiter’

Exercise 3

Write the letters ‘Ɔ’ and ‘ɔ’ ten times on the lines below.

Ɔ _____

ɔ _____

Exercise 4

Fill in the blanks with the correct word from the list of words.

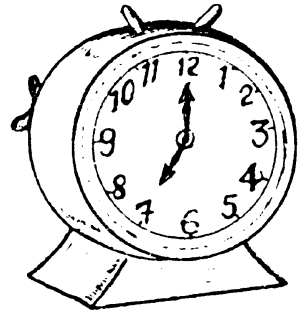
(bwɔɔ, bikɔ, kikɔkɔɔ, dɔkɔ, kitɔtɔ, kɔnɔ.)

1. _____ tɔɔna lə butuu woo.
2. Ndɔɔ laa kɔɔ ɔ _____ ki Jatɔ go.
3. Mɔɔ, _____ ma diee mi wɛɛh kɛkɛ.
4. Kpɛɛ ŋkwu ŋkɛɔ mɔ dɔɔ bɔ _____ ɔ mɛɛ go.
5. _____ lə nyɔɔ ni i dɔɔ nɔɔ.
6. _____ kaa bɔndi biɛɔ fidɛɛ.

Exercise 5

Translate the following English words into Naami.

1. borrow _____
2. liver _____
3. time _____
4. juju _____
5. anus _____
6. descent _____
7. plant (v) _____
8. ocean _____
9. baboons _____
10. old time _____

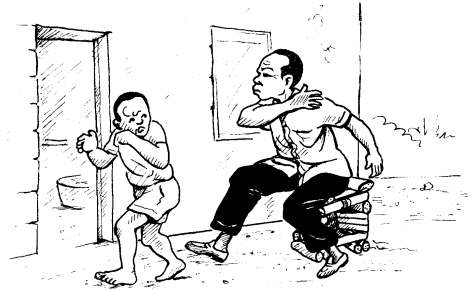


Exercise 6.

Fill in the missing letter (s) in the following Naami words, using either

“ɔ” or “o.”

- | | |
|----------------|-------------|
| 1. kit__t__ | ‘goiter’ |
| 2. bik__ | ‘baboons’ |
| 3. d__hɔ | ‘place’ |
| 4. bw__k__ | ‘old time’ |
| 5. dɔk__ | ‘crocodile’ |
| 6. kik__k__l__ | ‘cock’ |
| 7. w__ | ‘hear’ |
| 8. fw__ | ‘borrow’ |
| 9. l__ | ‘angry’ |
| 10. l__ | ‘flee’ |



Exercise 7

Read the story and answer the questions that follow.

Yii linwaa

Ŋwatala yu gɔ giŋ ə niɛ bəŋ, i yɔ ə kiko kii mə. I bwô i nyii giŋ ɲie ɲə bian I hlə gɔ chichii. Bwɔɔ nu i gɔ, i tēe yii linwaa lidi. Yii le fə wu i gɔ kə fiŋnə kə. Bwɔɔ nu i gɔ kaa, I shəkɛɛ. I nwan ɓuniɛŋ kichəŋ kii di joo fwe.

Mbii

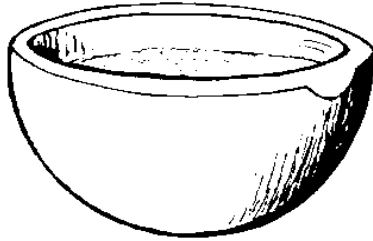
1. Ə fə laha lə Ŋwatala gɔ kə fiŋnə kə lə?

2. Ŋwatala nyii giŋ yulaha lə?

3. Niɛ ə yi bənahɓala mə duŋ lə laha lə?

Lesson Five: New Letter - Ɛ ɛ

The vowel 'ɛ' is not in the English alphabet but is frequently found in Naami. It is pronounced like the 'e' in the English word 'met'.



kɛ 'bowl'

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds 'ɛ' and 'e.'

ɛ		e	
1. jɛ	'porcupine'	je	'footpath'
2. bɛ	'calabash'	bee	'cane rat'
3. tɛ	'toads' Mayokila	te	'stomach'
4. gɛ	'slice'	ge	'eggs'

Exercise 2

1 kifɛ	akanwa soup
2 mɛ	carry on the back
3 lɛ	lick
4 wɛ	open
5 nchɛ	capet grass
6 chɛni	egusi

Exercise 3

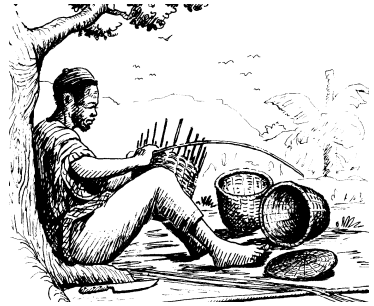
Write the letters 'Ɛ' and 'ɛ' ten times on the lines below.

Ɛ _____
ɛ _____

Exercise 4

Fill in the vowel ϵ or e in the naami language the English words will guide you.

1. bowl k _____
2. basket kij _____
3. fetch ki _____
4. roots g _____
5. wind fw _____
6. clear nose f _____
7. arrange bw _____
8. river k _____ b _____



Exercise 5

Read the following sentences, then translate the underlined word into English.

1. Mbuge yu gε biko bii. _____
2. Daku yu fεε bwii sho. _____
3. Jε ye yi dī cheni. _____
4. Kibee ki Tooli yiila. _____
5. Ŋkwebe yu tāa buu. _____

Exercise 6

Fill in the blanks by looking at the English translation and deciding what words are missing in Naami.

1. Kkə _____ bibaa bi bilika.
Let us look for pawpaw leaves.
2. Ŋwucha _____ chi kibwa ə chəŋ go.
The father has hung a bag in the house.
3. Mi n'yu ndi kitu ki biko ə _____ mə.
I am eating pounded cocoyam in a bowl.

4. _____ kie yiila.

The river is full.

5. _____ leki nyini njɔ.

Toads like playing in water.

6. Fwee kie ki fɛɛ bwii we _____

The wind is blowing the fire.

Exercise 7

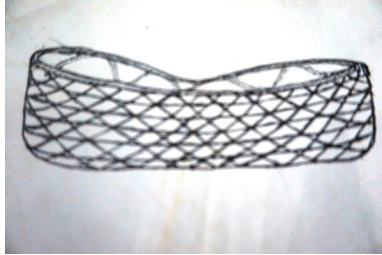
Translate the following proverbs and give their meaning on the second line provided.

1. Fwee kaŋ kə kaa, bɛ kə yɔɔlə jə

2. Ndi kɛ mə, wə di kwe.

Lesson Six: New Letter – Դ Դ

The letter ‘դ’ has the same sound as the English ‘ng’, like in the words ‘sing’ and ‘wing’.



N. A .NAFI

Դկեդ-kenja

Exercise 1

Read the following pairs of words aloud from left to right.
Note the difference between the sounds “դ” and “ն.”

դ

1. դադ ‘vomit’
2. դոօ ‘smell’
3. դադ ‘many’
4. դիադ ‘child’

ն

1. նադ ‘bamboos’
2. նօ ‘sea’
3. նադ ‘cow’
4. նօդ ‘sleep’

Exercise 2

Read the following words aloud, taking note of the sound “դ.”

1. դճոնի ‘breathe’
2. դեկե ‘praying mantis’
3. դցօդ ‘blood’
4. դկօդ ‘dance’
5. դւսհսդ ‘heal’
6. դւի ‘drink’
7. դկօւ ‘box’
8. դգադա ‘proverb’
9. դւիդ ‘sun’



Exercise 3

Write the letters ‘ŋ’ and ‘ɲ’ ten times on the lines below.

ŋ _____

ɲ _____

Exercise 4

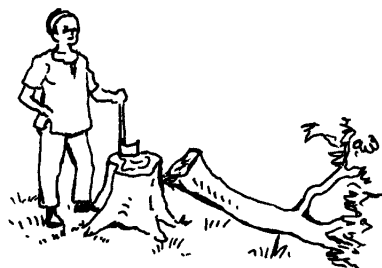
Fill in the blanks with the correct word from the list of Naami words. (ŋgaŋga, ŋkɔŋ, ŋgɔŋ, ŋkɔɔ, ŋwee.)

1. _____ teela kwe daŋ.
2. ŋgwoŋ kpɛ _____ shaŋ nwaa ye.
3. Mbunda lə _____ Bəwu shaŋ.
4. _____ yidi keeh bəne bufe.
5. Bindu bwo bie ə _____ mə.

Exercise 5

Translate the following English words into Naami.

1. lizard _____
2. sun _____
3. box _____
4. shave _____
5. horse _____
6. wake up _____
7. rest _____



Exercise 6

Fill in the missing letter (s) in the following words, using “ŋ” or “n.”

- | | |
|----------------|------------|
| 1. gɔ_____ | ‘spear’ |
| 2. gɔɔ____ə | ‘plantain’ |
| 3. ja_____ | ‘rain’ |
| 4. ____gɔ_____ | ‘drum’ |
| 5. ____u | ‘knee’ |
| 6. ____aŋ | ‘vomit’ |

7. ____kuulə

‘drakes’

8. ____gooli

‘fishing hock’

Exercise 7

Read the story and answer the questions that follow.

Kichəŋ Ki Ŋkɔɔbi

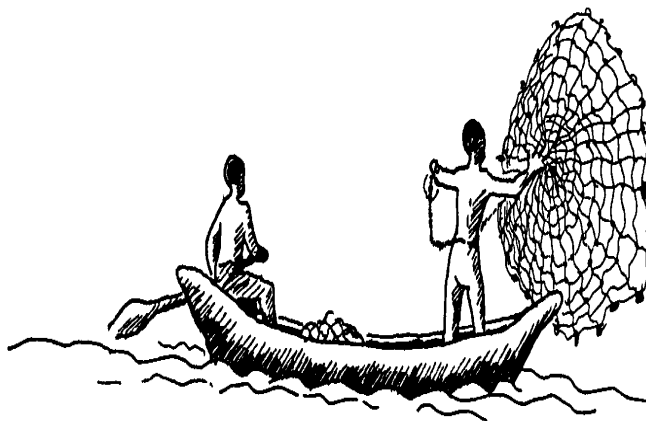
Ŋkɔɔbi bəə kpɛɛ Ndaŋ, bə ŋiaŋ bə Kikpɛɛli niŋ gbaaŋ. Bə bie bə wɛɛh ki biko kiŋkuntaŋ. Bwɔɔ nu bə taa biko bie, bə bənə kpo kiŋaankə. Bə má wɛɛla chəŋ nwaa, hluŋ dəŋ ŋiaŋ bə wo kiŋwaati, i yo ə bənahla kwuŋ.

Mbi

1. Kichəŋ ki Ŋkɔɔbi kie niŋ laha lə?

2. Kichəŋ ki Ŋkɔɔbi kie duŋ bəne bəmwɛhiŋ lə?

3. Kichəŋ ki Ŋkɔɔbi taa laha bə hlə bənə kpo lə?



Lesson Seven: New Letter – Ɔ ɔ

The vowel ‘ɔ’ is not in the English alphabet but is frequently found in Naami. It is pronounced like the ‘u’ in the English word ‘shut’.



wunə ‘feather’

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds “ɔ” and “e”.

ɔ		e	
1. bɔ	‘they’	bee	‘cane rat’
2. bɔŋ	‘shout’	be	‘we, us’
3. kəbɔ	‘kicubine’	de	‘cry’
4. jɔŋ	‘sickness’	je	‘road’
5. kə	‘slap, beat’	ke	‘wait’

Exercise 2

Read the following words aloud, taking note of the sound ‘ɔ’.

1. kə ‘slap’
2. yəə ‘push’
3. wə ‘you’
4. tə ‘shine’
5. ŋkələ ‘knowledge’
6. chələ ‘eye brow’
7. nəh ‘mother’

Exercise 3

Write the letters ‘Ɔ’ and ‘ɔ’ ten times on the lines below.

Ɔ _____

ɔ _____

Exercise 4

Fill in the blanks with the correct word from the list of Naami words. (təə, wunə, ŋkələ, yəəŋ, kəŋ)

1. Wə gəŋ kiŋwaati yu _____ bufe.
2. ŋwiŋ we _____ daŋ ka bəŋ.
3. Fəhiŋ _____ wə bweeni, ki wunə.
4. _____ lifo bwo ə likii go.
5. Bwəni laa _____ yaa kpa.

Exercise 5

Match the following Naami words with the correct English meaning as in the example below.

- | | | |
|-----------|---------------|-----------|
| 1. yə | a. run | |
| 2. nəh | b. forget | |
| 3. mənələ | c. knowledge | |
| 4. wunə | d. open | |
| 5. lələ | e. intestines | A picture |
| 6. laamə | f. feather | |
| 7. ŋkələ | g. palm front | |
| 8. baanə | h. Mother | |

Exercise 6

Translate the following English words into Naami.

- | | |
|---------------|-------|
| 1. run | _____ |
| 2. palm front | _____ |
| 3. knowledge | _____ |
| 4. forget | _____ |
| 5. right | _____ |
| 6. eye brow | _____ |
| 7. mother | _____ |
| 8. slap | _____ |

Exercise 7

Read the story and answer the questions that follow.

Mbeṅ Wunə Lifo

Ḥashi duṅ ḡwuṅ bushɔ ə Bəwu kwuṅ kiekie. I la ə butuu maa ə bushi. I malə bwii wii la wi ka kwe kə. Bwɔɔ nu i kwələ bəne tu bəntie bii maa bəne bətiṅ. Lə i la butuu budi, i gəṅ jii kiyaa. Ə chu la i kwələ, bə fə chɔnɔ kii, Mfwɔṅ binaṅ beṅ wu liwunə lifo. Do wu yii la ḡkiṅ bushɔ.

Mbii

1. Ə wə nakə cheelə Ḥashi la ḡkiṅ bushɔ, ə wə chee wu la nyəhə lə?

2. Tɔ fieṅ fimwi ffiṅ fi fə bə beṅ mbɛɛ liwunə yu fi?

3. Ə wə la jii kiyaa, ə bə fə wə laha lə?

lesson Eight.

Prenaslization or letter combination with m, n, ŋ.

Exercise 1:

What is prenaslization?

Read the following words and take note of the nasal

‘m’

mbien	‘writing’
mbaŋ	‘fence’
mbɔŋ	‘bush jackass’
Mbiŋ	wine
Mbwaa	tommorow
Mbɔŋje	palm tree
Mbanchi	gathering
Mbɔŋ	line (of people)

ηkwoonə	‘lizard
ηkwu	cobra
ηkiη	‘Chief or Fon’
ηkuntəη	big
ηgə	trouble
ηgɔη	‘drum’
ηkəənə	eye brows
ηkwu	late
ηɔɔninə	breathe

n	
ηjɔη	‘young cock’
nleki	‘like’
ηjɔ	‘in water’
ndɔmbu	‘banana’
ndəη	‘cry’
nɛ	‘inside’
ηjəənɔ	‘sweet’
ηje	‘urine’
nche	‘medicine’
nchwa	‘bowl’

Exercise 2:

Fill in the blanks spaces with the right nasal using (m, n, ŋ)

- | | |
|----------------------|----------------------------|
| 1. ___dəŋ cry | 6. ___che medicine |
| 2. ___kwu late | 7. ___banchi gathering |
| 3. ___je urine | 8. ___bəŋ |
| 4. ___baŋ fance | 9. ___kiŋ chief |
| 5. ___bieŋ write | 10. ___gɔŋ drum |

Exercise 3:

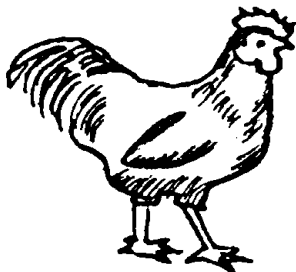
Fill in the missing words to complete the following sentences chosen from the list of Naami words below.

(ŋkwu, ŋgə, mbaŋ, ndəŋ, ŋgwoŋ, mbəŋ)

1. Bənaŋ bwuŋna _____ buu wo.
2. _____ ŋkaŋka má duŋ mbweŋ tɔŋ.
3. Ə wə yi fiŋ fi mbɛɛ ə wə lɛɛ _____
4. Kigbəŋ kie ki fû ə _____ bəŋ.
5. _____ duŋ kwaa mwi.
6. I dee hləŋ hləŋ, _____ baala fu kə.

Lesson Nine: New Letter – ɪ

The vowel 'ɪ' is not in the English alphabet but is frequently found in Naami. The sound of this letter is also unknown in English, so the student will learn the sound through the examples and contrasts below.



Shi nyiɪ 'cock'

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds "ɪ" and "i."

ɪ
giɪ 'corn'
jiɪ 'diminish'
ntiɪ 'saliva'

i
gi 'ropes'
ji 'jump'
ntii 'straight'

Exercise 2

Match the following Naami words with the correct English meaning.

- | | |
|-----------|----------------------------|
| 1. kichəɪ | a. herd (of cattle, sheep) |
| 2. kikiɪ | b. dry season |
| 3. kiɪ | c. chief |
| 4. niɪ | d. bite |
| 5. nyiɪ | e. python |
| 6. tiɪ | f. guinea fowl |
| 7. ŋkiɪ | g. dig |

Exercise 3

Write the letters ‘f’ and ‘i’ ten times on the lines below.

f _____
i _____

Exercise 4

Fill in the missing letter (s) in the following Naami words, using either “i” or “i.”

1. g__η ‘corn’
2. k__k__η ‘herd’ (cattle, sheep)
3. nt__η ‘saliva’
4. j__η ‘jump’
5. g__ ‘ropes’
6. ηk__η ‘chief’
7. k__chəη ‘guinea fowl’

Exercise 5

Fill in the blanks with the correct word from the list of Naami words. (nyij, ηkij, ntij, jijnə, giη, tiηna, kiη)

1. Wə lələ gbaaη _____ ka wə jə.
2. _____ kwoo wu mēη.
3. Bəwu gbaa kaa _____ bisho.
4. _____ bəwu laa kpuuni ə Bəlemi kuη.
5. Bəbicha kwoo Nchu bə bwa wi _____.
6. _____ wu bidɔhɔ ηimi.
7. Bənəə bie _____ kaa joo kie.

Exercise 6

Translate the following Naami sentences into English.

1. ηkij ya lə fəη kə. _____
2. Feka ma gbaa giη gbaaη. _____
3. Yɔ ma tiηna ηiaη nyo sho. _____
4. Wə leki ntu ntij gbaaη ə wə chəη. _____

5. Ta yo bə kikin ki bənaŋ. _____

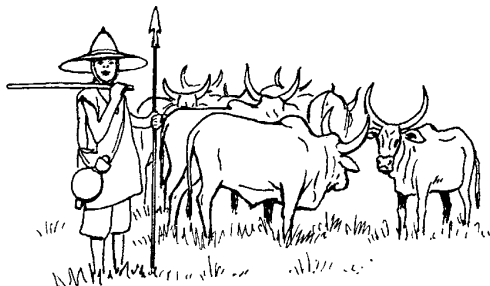
Exercise 7

Read the following naami proverb and translate it in to English.
Then also write the meaning.

Shi nyin tən ə yi kwuŋ.

Exercise 8

Read the story and answer the questions that follow.



Kikin Ki Jato

Kikin ki Jato má biha wəh ki Jabe. Jabe gəŋ kəh yəw ə ŋkin kwuŋ. Ə chulə bə la mə sho, kin gba wu ə te go. Ŋkin jii kin ye, wo bwa we, tin bwəw dii finjeli fie mə.

Mbii

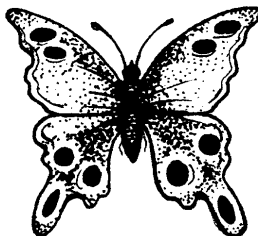
1. Kikin ki Jato má bihi laha fi Jabe lə?

2. Ŋkin má jii kin ye fəhin lə?

3. Ŋkin má chi finjeli fi kin ye fəhin lə?

Lesson Ten: New Letter - Ch ch

This is almost a familiar consonant because it is already used in English words. In Naami, this pair of letters represents one sound and is considered as one consonant. It sounds like 'ch' in the English word 'chair'.



Chocho buterfly

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds 'ch' and 'sh'.

ch

chəŋ 'cooking pot'
choo 'sand'
chaa 'fill'
chi 'put'

sh

shu 'savon'
shoo 'pour'
shaa 'laugh'
shi 'chicken'

Exercise 2

Read the following words aloud, taking note of the sound 'ch'.

1. chocho 'butterfly
2. chwa 'pound'
3. chəŋ 'cooking pot'
4. nche 'medicine'
5. chohi shake
6. chee 'smell'
7. chu yihi 'devil'
8. chi 'put'

Exercise 3

Fill in the blanks with the correct word from the list of Naami words. (**chee, chwaŋ, Chu, chəŋ, chocho, choo**)

1. Kpɛ te yu gəŋ ə _____ nche.
2. Nyaŋ _____ nwaa ndi.
3. _____ yu tiɛŋ bu.
4. Məŋ mwo mie fu _____ nwaa gbaaŋ.
5. _____ le ŋkiŋ.
6. ŋge tiŋna _____ nduŋkə.

Exercise 4

Translate the following Naami words into English.

1. chwaani _____
2. cho _____
3. chuŋnə _____
4. chɔnɔ _____
5. choo _____
6. chuŋ _____

Exercise 5

Read the story and answer the questions that follow

ŋwuŋ nya

Mbɛɛ ju má duŋ bə chee wu lə Nchuunə. I má fuŋna wɛɛh ki bəkɛɛ bəfwe ə Chiini mə. I dɔ kaa ki kiɛkiɛ kwələ bwo ba bweenə, hleŋ hleŋ biləə bie bwo ta, i yáa la mə sho kə. Bwɔɔ nu i má la lə i gəŋ shwa giŋ ŋie, i chu gəŋ chwán diee wɛɛh kie kinhliŋ maa giŋ mwe, i nakə bənə kə. I tu kwán fi bə ndəŋ. I de i gəŋ kwələ ə kwaŋ.

Mbii

1. Nchuunə máa i de laha lə?

2. Ə má bihi laha giŋ ŋii lə?

3. Bó chee kisho kie lə laha lə?

4. Biŋgɔɔ bbiŋ Bəwu niŋ duŋ laha lə?

Exercise 6

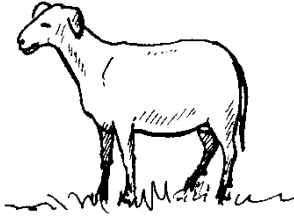
Translate the following English invitation to a community work day into Naami.

The head of the Bebe community is inviting the general public to come out massively on ‘Bunte’ to carry sand for the construction of a new latrine at the chief’s palace. The sand shall be put in Pa Ndaa’s house. There shall be a big celebration when the work is completed.

Thank you for participating.

Lesson Eleven: New Letter – Sh sh

This is almost a familiar consonant because it is already used in English words. In Naami, this pair of letters represents one sound and is considered as one consonant. It sounds like “sh” in the word ‘shoe’.



shɔŋ ‘sheep’

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds “sh” and “ch.”

sh

shɔŋ ‘sheep’
shánj ‘fruits’
shɛŋ ‘log’
shaa ‘laugh’

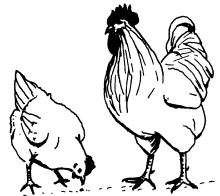
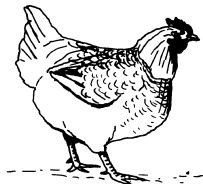
ch

chɔŋ ‘thigh’
cha ‘story’
chɛŋ ‘house’
chaa ‘fill’

Exercise 2

Read the following words aloud, taking note of the sound “sh.”

1. shi ‘chicken’
2. sheeni ‘split’
3. shɔŋ ‘news’
4. shaali ‘sprinkle’
5. shwaŋ ‘tear’
6. shiɪŋ ‘calm’ (oneself)
7. sho ‘farm’



Exercise 3

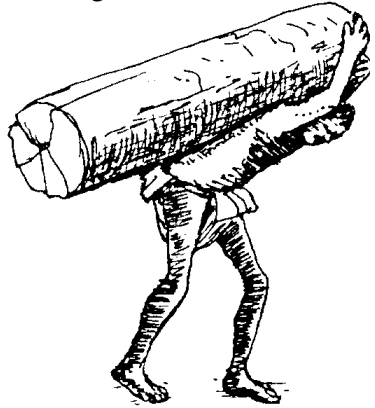
Fill in the blanks with the correct word from the list of Naami words. (**shi kwɛ**, **she**, **shaani**, **shwaanə**, **shii**, **shwaali**.)

1. _____ yi ge kənə cha waha.
2. Wə laama _____ tahla wa wo.
3. _____ wooma ə ge bəŋ.
4. Alewa _____ bindu gbaaŋ.
5. ŋkiŋ yu gəŋ _____ ju we daŋ.
6. Ba nyo, fo wə _____ həkwe.

Exercise 4

Translate the following Naami words into English.

1. shoo _____
2. shi kwɛ _____
3. shwanə _____
4. shwaali _____
5. shaŋ _____
6. shwaŋ _____
7. shon _____
8. shaa _____



Exercise 5

Translate the following English sentences into Naami.

1. My friend helps to split that wood.

-
2. That children are eating rice.

-
3. Tear that paper in two halves.

-
4. Jama has carried a log of wood.

-
5. The black ants sting so much.
-

Exercise 6

Read the following Naami letter aloud and see how the words fit together.

Ŋiaa,

Bwifo bbuŋ bu ma kah bwe mma ŋwoo hliŋ wa ki kpo wi jamishoŋ wa. Ke mi ə bəfo bəŋ bəfwē. Mi nlə nchiini shoŋ, ə gəŋ ntaa yi ə shibəŋ, ə bwifo bbuŋ bu bwo buŋ mə. Nchee lə Chu fə biēŋ binhliŋ gəŋ yəəŋ.

Ə mi chwa.

Exercise 7

Read the story and answer the questions that follow.

Shoŋ kimfili ki nyan

Jə má duŋ bə shi, Ŋgumba bə shoŋ. Bá má kiēēlə bə chii fo bá yá bənə kiŋaankə. Ə chu butuu budi, ə duŋ butuu, kishəshə bwo kwo shi ye. Ə chulə shi ye yee i dā, bə lələ gəŋ. Nyan ye tukwan ə shi ye go.

Butuu budi dəŋ ə butuu tuntunu bwo kwo shoŋ ŋgumba ye, yan shoŋ delə jə, bá nakə kələ lə fiēŋ fidi fəə yi. Lə bá fu ŋəŋ ŋgəŋ bá hlə kələ lə tuntunu hə kwoo yi.

Mbii

1. Shi ye má kənə nyəhə lə?

2. Ə laha ffiŋ fi má fə lə nyan ye kə jiilə shi ye lə?

3. Ə nyan mwihēŋ yyiŋ wə wo yan cha ni mə lə?

4. Ə bwəwə nwehēŋ nu tuntunu má kwo shoŋ ye lə?

Ə duŋ ə wə fə ləhiŋ bəmfwoŋ shoŋ wa yu nyan waha lə?

Pause here

Lesson Twelve: Long Vowels

By long vowels, we mean those whose sound is longer than that of normal vowels. Doubling a vowel in a Naami word has the effect of lengthening the vowel, or making it to be pronounced longer than if it were a single vowel. For this reason we call them long vowels. This is unlike English where the doubling of the same vowel will change its sound.

aa, ee, əə, ɛɛ, ii, ïi, uu, oo, ɔɔ

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the short vowel sounds and the long vowel sounds.

single vowel

1. cho ‘tailless animal’
2. di ‘eat’
3. gɔ ‘grind’
4. ke ‘wait’
5. ya ‘back’
6. wu ‘legs’
7. bɛ ‘calabash’
8. kə ‘beat’

Long vowel

- choo ‘latrine’
- dii ‘eye’
- gɔɔ ‘break’
- kee ‘look at’
- yaa ‘chin’
- wuu ‘burn’
- bɛɛ ‘weak’
- kəə ‘cover’

Exercise 2

Read the following words aloud, taking note of the long vowel sounds.

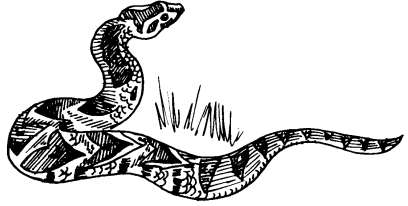
1. tii ‘black’
2. wɔɔ ‘liver’
3. waanə ‘yawn’
4. tuu ‘pound’
5. waa ‘open’
6. kwɛɛ ‘cough’
7. kwee ‘jaws’
8. keeh ‘teach’
9. yəə ‘push’
10. fwoo ‘bee hive’



Exercise 3

Fill in the missing letter (s) in the following Naami words, using either long or short vowels.

- | | |
|---------------|----------------|
| 1. belch | kp_____ |
| 2. wheels | k_____ |
| 3. God | Ch_____ |
| 4. axe | f_____ |
| 5. air | f_____ |
| 6. leg | gb_____ |
| 7. rub | l_____ |
| 8. beginning | nch_____ |
| 9. touch | t_____ |
| 10. black | t_____ |
| 11. yawn | w_____nə |
| 12. snake | y_____ |
| 13. name | y_____ |
| 14. iron | ch_____ |
| 15. butterfly | ch_____ch_____ |



Exercise 4

Write your own sentences using the following Naami words with long vowels. Your teacher will correct you.

1. waanə 'yawn'

-
2. kwee 'jaws'

-
3. tuu 'pound'

-
4. wɔɔ 'liver'

-
5. tii 'black'
-

Exercise 5

Read the following story. Translate the underlined Naami words into English in the spaces provided below.

Ye bá jwa meŋ mə bían

Wə fwoo bían ye ə bifaalə biə go, wə hlə fwoo chələ ye ə bían ye mə. Wə yii bían ye ə ka mə jwa. Yi be kahiŋ ye bətaŋ bəbwəwə bəto lə. Bwəwə nu yi be, wə chuu yii ə hlə mə. Bá chwa bə bite, yi be. Bá wii fwoo biwuunə bə chu ye. Bə kəwələ jə Mbiani wo yaŋ bəŋ yii ə ka mə jwa hətaŋ. Bwəwə nu mbiani wo be, maa ye bətaŋ bəbwəwə bəfwe lə, meŋ mie biŋ yaŋ bəŋ. ŋgwiŋ mie bwə hətə. Wə baa kəwələ jə ŋgwiŋ mənde, diɛɛ. Wə hlə yee wə kəwələ meŋ mie bə nchwa, wə yîi ə fiəŋ mə. Bwəwə nu mə də, wə hlə yee wə kəwələ bə nchwa wə chāa ə sho mə.

Lesson Thirteen: New Letter - Kp kp

The consonant ‘kp’ is one of the letters in Naami that is not in the English alphabet. The letters “k” and “p” come together to represent a single sound in Naami. They function as one letter and are considered as one consonant.



Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds “kp” and “k.”

<u>kp</u>		<u>k</u>	
1. kpaa	‘wheel’	kaa	‘wheels’
2. kpaŋ	‘plan’	kaŋ	‘fry’
3. kpe	‘death’	ke	‘wait’
4. kpiini	‘line’	kiini	‘swim’

Exercise 2

Read the following words aloud, taking note of the sound “kp.”

1. kpa ‘drag’
2. kpɔŋ ‘wood’
3. kpuŋ ‘handle’ (hoe)
4. kpənənə ‘querrell’
5. ŋkpiini ‘chameleon’
6. kikpa ‘packet’
7. kpɛ ‘woman’
8. bikpa ‘shoes’

Exercise 3

Translate the following English sentences into Naami.

1. Mbwu is planing a plank.

2. The child has broken the globe.

3. The new moon has appeared today.

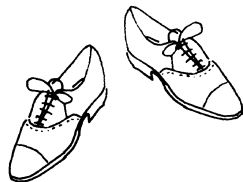
4. Lɔ is dragging his goat to the market.

5. The bicycle's tyre is leaking.

Exercise 4

Translate the following English words into Naami.

- | | |
|---------------|-------|
| 1. line | _____ |
| 2. shoes | _____ |
| 3. soup | _____ |
| 4. hoe handle | _____ |
| 5. querrel | _____ |
| 6. death | _____ |
| 7. menses | _____ |
| 8. woman | _____ |



Exercise 5

Fill in the blanks with the correct word. Use your own mind to think of the missing word.

1. Bebe fəə _____ bə mwiŋgbɛŋgbe.
2. Choo lələ ə _____ bəŋ.
3. Kpɛ nu yu kənə _____ wi jii.
4. Nyo leela _____.
5. _____ ma fwoo bee kwuŋ fogbu.
6. Kande bə Ndaŋgɔ bie bá _____ gbi.

Exercise 6

Read the story and answer the questions that follow.

Ŋiaŋ mbeete

Kɔlɔ máa che kpo. I kânə bəkwɛɛ, bə bwɔni, maa bə bien kiŋaŋkə. Ŋiaani nu fwii máa Tɔfian. Tili má yɔɔla bə wu lə, “Ə mi yá ŋkpe, wə ga bien biŋ biŋ bə bəmwaa”.

Ə chulə tili wo kpee lə bigoŋ kaa bifwe, Tɔfian di bien bi tili bie kiekie nakə nə maani ju kə. Lə i di kaa kpo we bə bəkɛɛ, i chu jâa i nŋoŋ kpo bə bəne ə kwan.

Mbii

1. Yii li che kpo wo lə nyehə lə?

2. Kpo we má ka ə Tɔfian kwan ə laha go lə?

3. Timə kkiŋ tili má nə má duŋ lə ləhiŋ lə?

4. Kpo lə laha yi bənahhlala mə lə?

5. Ə duŋ wə Tɔfian ə wə fə ləhiŋ lə?



Lesson Fourteen: New Letter – Gb gb

The consonant ‘gb’ is one of the letters in Naami that is not in the English alphabet. The letters “g” and “b” come together to represent a single sound in Naami. They function as one letter and are considered as one consonant.



gbi ‘rope’

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds ‘gb’ and ‘g’.

gb		g	
1. gba	‘cut’	ga	‘separate’
2. gbɛŋ	‘root’	gɛŋ	‘roots’
3. gbi	‘rope’	gi	‘ropes’
4. gbɔɔŋkɔ	‘widen’	gɔhɔ	‘crush’

Exercise 2

Read the following words aloud, taking note of the sound ‘gb’.

1. gbaali	‘cut with a blade’
2. gbeni	‘in-law’
3. gbaaŋ	‘plenty’
4. gbaŋkpɔ	‘black fly’
5. gbɔɔŋ	‘wide’
6. gbɔmbu	‘barren’

Exercise 3

Fill in the blanks with the correct word. Choose from the two Naami words at the end of each sentence.

1. Ba libə le má kaa, b́ _____ bien. (**gba, ga**)
2. Njunu kwaala bala _____. (**gi, gbi**)
3. Njan kpe _____ ə fian bəŋ. (**gbee, ge**)
4. Mah Kabɔ yu k̄aalə _____ ŋə bəmbonda. (**gben, gen**)
5. _____ li Fawe bwuna. (**gbo, gɔŋ**)

Exercise 4

Fill in the blanks with the correct word from the list of Naami words. (**gbaan, gben, gbu, gbɔɔŋ, gbeni**)

1. Yɔ má tiŋna Kimayi ə _____ go.
2. _____ ŋgwəŋ taa giŋ bwɔɔ mənhiŋ.
3. Buuli duŋ _____ .
4. Bəkwɛɛ bə Bəwu niŋ mwiŋgbee _____ .
5. _____ wi biaa we fwoɔ bweenə.

Exercise 5

Translate the following English sentences into Naami.

1. My leg is swollen.

2. Jo is cutting a tree with an axe.

3. Nditə is cutting his child's foot with a blade.

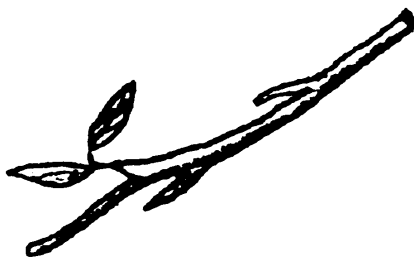
4. Maŋkpaŋ is tying his load with a rope.

Exercise 6

In the space provided, write a short story about gbi (rope). Make sure to give your story a title. Your teacher will correct your work.

Lesson Fifteen: New Letter – Ny ny

The consonant ‘ny’ is one of the letters in Naami that is not in the English alphabet. The letters “n” and “y” come together to represent a single sound in Naami. They function as one letter and are considered as one consonant.



nyan ‘branch

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds “ny” and “n.”

Ny		<u>n</u>	
1. nyan	‘branch’	nan	‘bamboos’
2. nyo	‘man’	no	‘ocean’
3. nyón	‘bees’	non	‘beg’
4. nyimə	‘husband’	nimə	‘bat’

Exercise 2

Read the following words aloud, taking note of the sound ‘ny’.

1. nyon ‘grass’
2. nian nyo ‘boy’
3. finyini ‘bird’
4. nyin ‘dry season’
5. nyieenə ‘eye broom’
6. nyeni ‘parrot’

Exercise 3

Fill in the blanks with the correct word from the list of Naami words. (nyɛɛkə, nyiee ge, che nyimi, mbweenya, naŋ niɛ)

1. Chɔnɔ ki bá _____ ya be bwe.
2. Kikiŋ ki Tafiyo kie duŋ bənaŋ _____.
3. _____ di kpo ka naŋ kwe.
4. Chuyɛ ŋwa Bəkaŋ laa naŋ je _____.
5. Kiŋ ye _____ wa bwɔɔ mə.

Exercise 4

Translate the following English words into Naami.

1. pimple _____
2. seven _____
3. eighteen _____
4. game _____
5. show _____
6. branch _____

Exercise 5

Translate the following English sentences into Naami.

1. My daughter has delivered a male child.

2. Most of the people in my village are stubborn.

3. Birds fly in the sky.

4. It is not good to fight.

Exercise 6

Read the story and answer the questions that follow.

Ndo yii li ɲiaŋ

Gando kpe, mə nɔŋ butuu fu wu bé dii. Bənəə gəŋ hənɔ bwo kwələ, bəkwee gəŋ chuu dəŋ. ɲkwələ bé hənɔ má chu duŋ hliŋ fwoo lə Nyɛ ɲwa Nji Gando bweela ɲiaŋ nyo. Kikanyehɛŋ yɔɔ bə Ladi mah Nyɛ lə Gando kwələ. Bəkwee bie bənhliŋ má duŋna bə kintɪŋ. Ə chulə bé kwələ, bé chu gəŋ Kibilə doo Hlanda diŋ mahni.

Mbii

1. Ə má fə laha lə bé kə doo Gando lə?

2. Yii lliŋ bé má do ɲiaŋ wo máa nyəhə lə?

3. Ə Chwa kpe dəŋ, ə pwaa bwee ɲiaŋ nyo, ə wə do nyəhə lə?

Exercise 7

Read the following song and practice singing it.

Ta má dəŋna chi munyi həwi kiŋaŋkə. Kpe di wu nəni bwɔɔ wi kaŋ kə wunə. Ta Chu, (bəmfə kpe) (2*)

Kpe di wu nəni, bwɔɔ wii kaŋ kə wunə. Kkə bələ Chu kichɛɛŋ nu bu. Ta má koŋna, li koŋ duŋ biɛŋ bi mbiŋ nu, kpe di wu nəni, bwɔɔ wi kaŋ kə wunə. Ta Chu, (bəmfə kpe). (2*)

Lesson Sixteen: New Letter – Hl hl

The consonant ‘hl’ is one of the letters in Naami that is not in the English alphabet. The letters “h” and “l” come together to represent a single sound in Naami. They function as one letter and are considered as one consonant.



hle ‘think’

Exercise 1

Read the following pairs of words aloud from left to right. Note the difference between the sounds ‘hl’ and ‘l’.

<u>hl</u>		<u>l</u>	
hlaa	‘judge’	la	‘lost’
hlahi	‘scatter’	laha	‘what’
hle	‘think’	lee	‘wear’
hlo	‘arrow’	lo	‘run away’

Exercise 2

Read the following words aloud, taking note of the sound ‘hl’.

1. hlɔmbwaa ‘donkey’
2. hlaaŋ ‘wet’
3. hlɔoli ‘untie’
4. hlo ‘cutlass’
5. hlili ‘go down on a ladder’
6. hlɔŋ ‘young’

Exercise 3. Fill in the missing letter (s) in the following Naami words, using either ‘hl’ or ‘l’.

- | | |
|--------------------|----------------|
| 1. ___ aŋ | ‘wet’ |
| 2. ___ ε ___ iŋ | ‘repair, mend’ |
| 3. ki ___ ___ ə | ‘man’s gown’ |
| 4. fin ___ ε ___ ε | ‘flute’ |
| 5. bin ___ aŋ | ‘backs’ |
| 6. bi ___ ɔ | ‘arrows’ |

Exercise 4

Match the following Naami words with the correct English meaning as in the example below.

- | | |
|--------------|---------------|
| 1. hlooli | a. gizzard |
| 2. hliŋ | b. think |
| 3. hlεε | c. 12:00 noon |
| 4. hle | d. scatter |
| 5. hliŋbushi | e. untie |
| 6. hlahi | f. chisel |
| 7. hlɔŋ | g. message |
| 8. hliŋ | h. donkey |
| 9. hlɔmbwaa | i. arrow |
| 10. hlo | j. Young |

Exercise 5

Translate the following English sentences into Naami.

1. A donkey is an animal that carries loads.

-
2. The rain has soaked all his dresses.

-
3. Send him a message to come tomorrow.

-
4. We will be arriving in Dumbu by 12:00 noon.

5. A giraffe is an animal with a long neck.

6. A hunter has shot an elephant with an arrow.

Exercise 6

Read the following Naami proverbs and translate them into English. Write down their meaning on the second line.

1. Bə hlɔmbwaa bə Chibɔ bwiila.

2. Jooli ni i mɛŋ i fwɔ ba həmə.

Exercise 7

Translate the following letter into Naami.

My dear friend,

Greetings. I got news about the death of your young son and was very sorry for you and your family. Please, I want you to know that I am thinking about coming to condole with you on the next country Sunday around 12:00 noon. May God give you strength.

Your Friend

Lesson Seventeen: Singular and Plural

In English, the difference between one noun/thing (singular) and more than one (plural) is shown in a few different ways. Most of the time an 's' is added, as in 'road' becomes 'roads'. Sometimes an 'es' is added, as in 'box' becomes 'boxes'. And there are a few words that show the difference in other ways such as in 'mouse' becomes 'mice'.

In the Naami language, we have a number of different ways of showing the difference between singular and plural. As you read through the list in exercise 1, you will also be able to think of many other words that show the difference in the same way as the words given. Each word is an example of a group of words that show the difference in the same way.

Exercise 1

Read the following pairs of words aloud from left to right. Note the differences between the form of the singular and the form of the plural.

<u>singular</u>		<u>plural</u>	
1. bɛ	'calabash'	bibi	'calabashes'
2. kpaa	'shoe'	bikpa	'shoes'
3. bushi	'face'	mənshi	'faces'
4. ntɔntɔ	'throat'	bəntɔntɔ	'throats'
5. mbɛɛ	'human being'	bəne	'people'
6. kijee	'basket'	bijee	'baskets'
7. fileŋgbe	'needle'	mulɛŋgbe	'needles'
8. ŋgumi	'leopard'	bəŋgumi	'leopards'
9. ŋiaŋ	'child'	bwɔni	'children'
10. shaŋ	'drink'	kishaŋ	'drinks'

The Naami language has one group of nouns that shows the difference between singular and plural simply by the tone or pitch of the words. So, all the letters of the word are the same, whether in singular or plural form. In order to show the difference in the words on paper, we will indicate the plural form with a mark that slants upward ‘ ’ above the first vowel in the word, as you can see in the exercises that follow.



chəŋ ‘house’



chə́ŋ ‘houses’

Exercise 2

Read the following pairs of words aloud from left to right. Note the differences in sound and spelling between the form of the singular and the form of the plural.

Singular

1. yaa ‘chin’
2. bi ‘goat’
3. shəŋ ‘sheep’
4. chwaŋ ‘monkey’
5. hlu ‘giraffe’

plural

- yáa ‘chins’
- bí ‘goats’
- shóŋ ‘sheep’
- chwáŋ ‘monkeys’
- hlú ‘giraffes’

Exercise 3

Give the plural form of the following words.

- | | | |
|----------|------------|-------|
| 1. shi | 'fowl' | _____ |
| 2. juŋ | 'antelope' | _____ |
| 3. nyan | 'animal' | _____ |
| 4. dia | 'rubber' | _____ |
| 5. jooli | 'mushroom' | _____ |

Exercise 4

Match the following Naami words with the correct English meaning.

- | | |
|----------------|-----------|
| 1. chests | a. shán |
| 2. palm nuts | b. bigəə |
| 3. trees | c. fíɛ |
| 4. crickets | d. bite |
| 5. lice | e. bəkəŋ |
| 6. bats | f. bəfaŋ |
| 7. fruits | g. binimi |
| 8. cockroaches | h. bían |
| 9. eagles | i. jóŋ |
| 10. teeth | j. Jóo |



Exercise 5

Write the following Naami sentences again, but this time change the underlined word into the plural form.

1. Chwan biŋna fa ə tiɛɛ go. _____
2. Bwɔni bie kwoo bi ə sho. _____
3. ŋkiki tiŋna nyan ni nji. _____
4. Bwo bwa jooli ni fəŋ. _____
5. Kula kwoo di shəŋ ŋkiŋ. _____

Exercise 6

Read the following conversation looking for words that appear in both the singular and plural, where the only difference between them is the upward slanting mark and underline them.

Ə che nyəhə bə kpo gbaaŋ lə?

Yah: Ta kənə chəŋ ŋkuŋtaŋ biəŋ bi taanə.

Nchu: Ta chəə duŋ chicha. I kənə ntuntu bə chón fie.

Yah: Butuu bbuŋ nya njə batii ŋgwəŋ, nya yi nə fada kikəkɔlɔ.

Nchu: Kikəkɔlɔ mwe kwaa kkiŋ wə yá nə bə fada wa lə?
Chiini yaŋ ŋkeŋ mə, mi nyiila bikəkɔlɔ bifwe bbiŋ nyá
nə fada ŋgwəŋ dəŋ.

Yah: Shəŋ ta ma bweela ŋwa nshəŋ kwe fogbu fo.

Nchu: Shəŋ ta ma bweela bwɔni bə tɔ fogbu fo, kkə bie bə
shón yuufi fidieɛ. Kkə yá taa shón ye ə kkə bənə kpo
kiŋaŋkə, wwuŋ kkə yá wɛɛ chón mu.

Yah: Wə baafɛɛ gbaaŋ, chɛɛŋ chɛɛŋ chwa yo bə kpó ka ta.
Kkə she.

Nchu: Wə baafɛɛ dəŋ. Kkə she mbwaa bə wə.



Lesson Eighteen MINIMAL PAIRS

Minimal pairs are words that have the same sounds, but are pronounced with a different melody. In Naami, sometimes one of the words is spelled in a different way to avoid confusion. The following is a list of minimal pairs in Naami where the words are the same except for the tone on the words.

Exercise 1.

Read the following pairs of words aloud and then note their different form of writing.

kiŋ	this	kkiŋ	which
fiŋ	this	ffiŋ	Which
biŋ	these	bbiŋ	which
kə	not	kkə	us
yiŋ	these	yyiŋ	which
bəŋ	these	ŋŋəŋ	which
biŋŋ	mine	biŋ	dance

Exercise 2.

Fill in the missing letter (s) in the following Naami words using either bb, k, yy, ŋŋ, or f.

1. This _ iŋ
2. Not _ ə
3. These _ iŋ
4. Which _ _ iŋ
5. Mine bi _ _

Exercise 3

Write your own sentences using the following Naami words.

1. biŋ
2. biŋŋ
3. ffiŋ
4. fiŋ
5. kkə
6. bəŋ
7. bbəŋ

Exercise 4

Translate the underline words in to English

1. Kiŋwaati kiŋŋ kie ma shwaana.
2. Kiŋkaa kiŋ bwuna kpɔɔ mwe.
3. Kkə kələ kwaa lə Chu duŋ ŋkiŋ.
4. Fieŋ ffiŋ fi kənə chəŋ lə biləə.
5. Bəŋ bəne lə bəwoo.
6. Bəne bbəŋ bó duŋ bəmbwo lə be.

Exercise 5

Fill in the blanks with corect words from the list of Naami words.

(kkə, kə, fiŋ, ffiŋ, bəŋ, bbəŋ)

1. Kkə bie ____ŋwi mbiŋ.
2. ____fieŋ kaa be bəŋ.
3. Bəne____ bó nîŋ mə sho lə bəntaabə.
4. Fieŋ____ bó kpê ə fi bəŋ lə kpo.
5. Wə____ bwoo bəŋgə fəŋ kə.
6. Bəŋgə diŋ ____ka lə kə.

Exercise 6

Read the story and answer the question that follow.

KWAA BƏ JAŇ

Kwaa bə JaŇ má duŇ həmə bə ɲwun bə dɔɔ wi. Bwɔɔ nu kwaa la lə ki gəŋ kie bilə ə mfwɔɔnə mə, JaŇ bwo, i tu no bə ki gəŋ lə tələ ə mfwɔɔnə kidi mə. Kwaa kie bwo ki ju hləŋ hləŋ ki chu chɔɔ ki yɔɔ lə, “Fieŋ ffiŋ JaŇ fə fiŋ bə mi yaa nwaa kə. Nyá yi yɔɔ bə JaŇ” Ə bwo chu butuu budi, Kwaa chee JaŇ yɔɔ bə yi lə, “Wə duŇ ɲwun ɲkuntəŋ gbaaŋ. Ə wə waalə wə yu bwô, wə dimi jə, kəə mbɛɛ mənɬliŋ lə kələ lə ɲwun ɲkuntəŋ yu bwô.” Ə chu lə JaŇ waalə i yu bwo, i dimi jə, Kwaa wo fu mə mfwɔɔnə kie mə. Fiee fieŋ ffiŋ JaŇ waa fie lə i yu bwô, kəə mə lə hlaa dimi ba je.

Mbii

1. Dɔɔ Kwaa máa nyəhə lə?
2. JaŇ bwo i dími jə yu laha lə?
3. Kwaa máa ki lâ laha ə mfwɔɔnə kie mə lə?

Excercie 7

Read this proverb below and translate it in to English, also write the meaning of the proverb.

Mbɛɛ nu i nələ yiwaha yii kolə ə kinduŋ kii mə kə, kwaalə mbɛɛ nu i yɔɔ yiwaha yii, duŇ Chu kwo hliŋ bə wu. (1 Jəŋ 1:9)

Translation

Meaning

Stop here with editing 12/ 05/ 2017

Reading Practice

Cha Bəwu Bə Bimbwa

Be naami duŋ Bəwu bə Bimbwa. Bəwu kənə Doŋ, bə Kinfon hətiŋ bə Bətimə. Kibalaki kibə fidie duŋ ə Doŋ. Bimbwaa kənə bə Mayəkila, Bəjama kwuŋ bə Bimbwaa kwuŋ nte. Kibalaki kibə fidie duŋ ə Mayəkila. Be Naami gā ju bə Bəshwa, Bəlemi, Bəbwəkun, Bəfuuni, bə Biwa. Naami má bwo ə Tikali bə lə ntimə bwə Njama wo. Bə bwo yee bə dūŋ ə Kiŋkaa go. Ə chulə ntimə wo ka, bə bwo chu ki hətiŋ bə chē lə Nyiŋmə. Bəwu bə Bimbwa má duŋ dɔhɔ mwe ə gā ŋgwiŋ bə hənte.

Ŋkiŋ Bəwu maa kraŋhleŋ. Ŋkiŋ Bimbwaa duŋ Ntuŋ. Bə má duŋna ŋgə hləŋ bwə bəŋ gbaaŋ ye bə ŋwuŋ bə maani. Ə bwo chu ə bwə ju bəŋ, Bəwu yee bə bələ bəkwē bə Bimbwaa. Bəkwē bə Bimbwa má leka bənə bə bəwu bie gbaaŋ. Bənə bə Bimbwaa má duŋna bə lo gbaaŋ, hləŋ hləŋ ntimə gbe.

Ye ntimə wo má gbe lə, lo má duŋna bə hənte. Bəwu no gəŋ chu ə Ntimə. Bwə mbini wo Bəwu duŋ ə kwāŋ ŋə ŋkiŋ Fiabɔ mə. Bimbwa no gəŋ chu ə fifiango ə duŋ bwə ŋkiŋ Hlili. Hləŋ hləŋ bwii daŋ, Bimbwaa kəna bəŋkiŋ yuufi ə nchə bəfwe, Bəwu kəna bəŋkiŋ fumayuufi. Bəwu bə Bimbwaa yə Naami mwe.



More reading practice

Ŋwun Busho Hla

Bwɔɔ ju má dun, Nfali bá kpɛɛ Ndinya, bá bweela bwɔni bɛnwaa. Nu fwii wo má dun kapinta. Nu i má baɲ wo mu kɛ bɛnaɲ. Juwo dun ŋwun busho. Nu diɲ wo ba bweenə bá bá tili bá mahni. Ŋwun busho wo maa Bintu. Bintu ja bweenə butuu budi kə la busho ə Kitɪɲ kidi kuɲ. Bá chɛɛ lə Ndakagbala. I chili kpɛ cha ju ŋkimə wuh i gəɲ to ŋgwiɲ. Bintu chinə wu bənto wu ŋgwiɲ mie, mɛ wo həya, gəɲ kwələ chi wu bweenə. Bintu bu ba həmə bá kpɛ cha wo, i lâ busho bwii, i kwô nyán bá di.

Butuu budi Bintu kwela ə busho nte fu shii fwi. Bwɔni bəkwe buhlə yee bá ka gəɲ hənɔ bəngəɲ to ŋgwiɲ. Bintu nyii maahni wo ɲiaɲ kpɛ gebwaɲ wo lə i leka wo gbaaɲ. Mahni ŋkimə kwan wo yɔɔ bá ɲiaani lə kkə kənə kibɛɛ kiɲkuntaɲ kkiɲ nyaninɔ dun mə. Kigoɲ bwo taa gbaaɲ bá nə nyanɲinɔ ye ɲiaɲkpɛ.

Ŋiaɲkpɛ nu bá má nəə wu bá nyanɲinɔ. Wə kə fihɪɲ gbo wo. Bintu yɔɔ bá mahni cha wo lə, ‘Mi lə je ba ɲiaɲkpɛ wo’. Ŋiaɲnyo wo dii ɲiaɲkpɛ wo, yɔɔ bá wu lə, ‘Mi leka wə’. Ŋiaɲkpɛ wo jə ndəɲ. I yɔɔ bá ɲiaɲnyo wo lə, ‘Bá ma nəə mi bá nyanɲinɔ’. Joo ka fwe ə bá gəɲ chi ɲiaɲkpɛ wo ə fichɛni fiɲ nyanɲinɔ ye lə bwo jə di ɲiaɲkpɛ wo. Mahni wo yɔɔ bá ɲiaani wo lə, ‘Bá gəɲna gəɲ nə ɲiaɲkpɛ wo daɲ’.

Bintu gəɲ taɲ gɔɲ kiba kimbiɲ. I too kə bwii. Kɔɔ ɲiaɲkpɛ wo wulə. Ŋiaɲkpɛ wo bii lə ə nyəhə lə? I yɔɔ lə ə mi Bintu. Ŋiaɲkpɛ wo ja wɛ wulə kie. Ŋiaɲnyo wo lɛɛ. Ŋiaɲkpɛ wo bii bá wu lə, ‘wə kiɛɛlə nyaɲ ye jii be bənhliɲ lə?’. Ŋiaɲnyo wo yɔɔlə wə kə lɔɔ kə. Baɲ wa kkə nɔɲ həkwɛ. Bá nɔɲ bənhliɲ. Bwɔɔ bwii bitaɲ fumayuufi. Nyanɲinɔ ye chɔɔ bá nəhiɲ ŋgwiɲ mie. Mbɛɛ mənɪliɲ kələ lə nyaɲ ye yi bwo di ɲiaɲkpɛ wo. Ŋiaɲnyo wo ja fa jə bwii yee i kɛ. Ə chulə nyaɲ ye wɛ wulə, mə tiɲ, nyaɲ ye gəɲ gbe chu mə nɔɔ. Lə nyaɲ ye baa fu bwo, Bintu baa tiɲ bá bwii wii wɛ maa chá nya. Nyaɲ ye fu bwo kpe yaɲ kpa. Bintu gəɲ kalə jə kɔɔlə, bá ɲwini bá gəə.

Mə bwo yəw bə ɲaŋkpe wo lə i jiila nyan ye. ɲaŋkpe wo noo. Bintu nyii wo bieŋ bi nyan ye. ɲaŋkpe wo bemi. Bə kəə wulə nən fibə həkwe. Lə ə bwo chu bitaŋ bitin mə yəw bə ɲaŋkpe wo lə, ə mbɛɛ lə bwo fəŋ bwo bii, wə kə yəwlə jə. I fu gəŋ ə bə mahni kuŋ. Butuu bwe wu, bəne kiɛ-kiɛ fu bwo. Bə bwo ɲəŋ ɲaŋkpe wo ə fiçəni fie mə. Bə bii, i na je kə yəwlə. Ə chulə bə chiini həmə həkpa bə ɲəŋ nyanɲinjo ye kpee. Mbɛɛ mənɲliŋ má duŋna bə kintin yu nyan ni i di ye bəne kpee.

ɲkin kitin wo yəwlə, ‘Mi nlə ɲkələ mbɛɛ nu i jii wo nyan ni njo ni kibɛɛ. Ə nnə wu kinka ki muŋkin kin.’ Bəne bə bushə fu bə ɲini, bə bikəwələ, bə bigəə bwo fehin. Bieŋ bi bə bie nakə wunə. Bə fəŋ mbɛɛ, gəŋ jə bwo bə Bintu. Ə chulə i fehin bii bie bieŋ wunə mu nyanɲinjo ye go. ɲkin kitin wo bwa muŋkin mwe nə Bintu. ɲkin kitin wo chu duŋ ɲi ə Bintu diŋ. Bintu gəŋ jə bəne bii bwo chu həmə ə kwili le mə.

Nyo Fwə Wi Waha

Mbɛɛ ju má duŋ bə chee wu lə lə. Lə nu má duŋ bə bəkwɛɛ bəfwe. Ə chu bwəw ju bəkwɛɛ bə lə bəŋ jə te cha mi. Lə má duŋna bə kintin gbaan i yəw lə I yu gəŋ gbəŋ, i ya chu kwələ bəkwɛɛ bie bweela bwəni bəkwɛ.

Lə má yəwlə lə kpe nu mə yá bwee ɲiaŋnyo, ə I ya kuhin kpe wo maa ɲiaani wo kiɛkiɛ. Lə yəw lə mə too gbəŋ wii, mə gəŋ duŋ mə kpuuni we nte wo lə bəkwɛɛ bii bweela. Kpe nu fwii wo bwee ɲiaŋnyo, kpe nu diŋ wo bwee ɲiaŋkpe.

Lə too mə kpuuni we nte bwo kwələ, lə I bwii bweenə kpe nu diŋ wo fu ə wu chəŋ bə ɲiaani gəŋ nyii nyimi. Kpe nu fwii wo ba chəŋ bə wi wo. Yu ə maa ɲiaŋnyo. Nyimi ke kpe nu fwii wo hləŋ hləŋ, i gəŋ ə wu kwaŋ gəŋ ɲəŋ kpe wu bə ɲiaŋnyo. Lə yəw lə kpeɛ gəŋ lɛɛ tələ ɲiaŋ wo njo, ləkə I baa duŋ kpeɛ kə. Kpe nu jə nyanɲi gəŋ bə wu ɲgwɪŋ həkpeli lə i gəŋ nələ ə waanə mə. Ə **chulə yee i gəŋ, mbɛɛ ju fu bwo wu fwi bə chɛɛ wu lə Chambu. Chambu bii bə wu lə, ‘Ə laha ffin fi fə wə lə?’** Kpe wo yəw Chambu fieŋ ffin nyimi fəə bə wu. Chambu jə kpe nu bəə ɲiaani wo gəŋ kwələ ə wu kuŋ. Lə bə bwii Chambu yəw bə kpe nu lə, wə lə yee wə bwə nə nwa nu biŋ fəŋ ə mi kuŋ hləŋ hləŋ ye mə ya ta. Butuu wu, kpe nu bwo gəŋ nə ɲiaŋ biŋ i kwələ, bwəw kitaŋ i bwo gəŋ nə ɲiaŋ biŋ i kwələ hləŋ hləŋ nyan wu ta. Ə chu butuu budi Chambu fəŋ ɲiaŋ wo bə bənaŋ lə i jaa bə bə. I laanə wu yii li di llin ɲiaŋ wo ləə i tɛɛ i chɛɛ yii li tili mə nte. ɲiaŋ wo lâ bə bənaŋ bie, i tɛɛ yii le, i chee yii li tili le.

Tili wo wələ lə ə nwa nyəhə nu i tēe yii i tâ yii liŋ lə? I jə tələ yee i kûŋ ŋiaŋ wo bə ki. Ŋiaŋ wo lələ gəŋ yɔɔ bə Chambu lə tili kuŋna wo lə i teela yii ta yii lii mə nte.

Ŋiaŋ wo la bə bənaŋ bie hləŋ hləŋ ŋiaŋ wo ta bwi biguŋ yuufi ə nchə nyaan. Chambu gəŋ wɛɛ chəŋ ə che ŋiaŋ wo Lɔ kuŋ. Taŋ kpe taŋ bikwa bə bien chəŋ baa hlə jə ŋiaŋnyo nu gəŋ yii chi mu chəŋ ye mə.

Bwɔɔ nu tili Lɔ má ŋəŋ ŋiaani nu go i nakə kələ wu. Chambu chee Lɔ che ŋiaŋ wo yɔɔ bə wu lə, ŋəŋ, wə kələ ŋiaŋ nu lə? Nu ŋiaŋ nu wə má kuhiŋ wo bəə mahni wə yɔɔlə, mahni bweela wu nyo lə wə leki lə bwɔni bəniɛ. Lɔ bəŋ nuh kwe yee i kwê kwáŋ i dē ndəŋ ə Chambu bə ŋiaani fwi. Chambu yɔɔ bə ŋiaani wu lə, nu chwa wə kə niŋnə wu. Yiwaha yii tɔɔ wu ə mbiŋ nu nte. Ŋiaani ma jəə wu bə kpeɛ maa mahni chi bə ə kwili lliŋ Chambu má wɛɛ le nə wu mə.

3. Nyeni má china nyán yidi

Bwɔɔ ju má duŋ bə juŋ má duŋ kinwaakə bə kpeɛ fianta. Ə bwo chu butuu budi juŋ yɔɔ bə kpeɛ lə mə lə di nyaŋ yu jəbulə yi wu wu.

Juŋ kwo shi kwɛ jii fwoo bulə bwe nɔŋ buyə chi ə tə lii bəŋ hlə yɔɔ bə kpeɛ lə i fu yɔɔ lə nyimi kpee. Kpeɛ fianta fu jə fiŋgɔŋ yee i kwî i shêeni, i gêemə bu gbaan lə nyimi juŋ kpee. Nyán yinhliŋ yaŋ mbiŋ nte lələ bwo kiekie, maa munyini mmuŋ mu tieŋ bu má bwo kiekie. Nyán ye bwo ŋəŋ Juŋ həmə ta i kpee, bulə fwoo bweenə. Bwɔɔ nu nyán ye bə munyini mwe máa mu shêeni, nyeni ŋəŋ ye Juŋ miali bə mwindi. Nyeni yɔɔ bə nyán ye maa munyini mwe lə Juŋ yu miali, i yaa kpe kə.

Nyán yidi ye fie fie, kpe bə nyo yyiŋ yi má ŋəŋ ye Juŋ ye i miali lɔ fu maa nyeni. Juŋ ja həmə ta baŋ nyán yyiŋ yi má she ye mu chəŋ. Hlə kə jii yi du. Juŋ bəə kpe wuu nyán ye kiekie bwo tənə bichiŋ bie chi yee bə dî bəə kpeɛ. Nyán yyiŋ yi má duŋ ye bə hla kwələ kə bwee bə maani kiŋaŋkə.

Lesson

What are minimal pairs?

Minimal pairs are words that have the same sounds, but are pronounced with a different melody. In Naami, sometimes one of the words is spelled in a different way to avoid confusion.

The following is a list of minimal pairs in Naami where the words are the same except for the tone on the words. The words are listed first as a minimal pair, followed by their tone pattern and then in the bold type is the current used spelling for each word and finally the

Lesson 1

1. c
6. d

Exercise 2

- | | | | |
|------|------|------|------|
| 2. g | 3. a | 4. i | 5. h |
| 7. e | 8. b | 9. f | |

Exercise 3

- | | | | | |
|----------|----------|-------|--------|-------|
| 1. mbaa. | 2. kata. | 3. ge | 4. fia | 5. di |
|----------|----------|-------|--------|-------|

6. te

1. A frog is swimming in the stream.
2. Yige is wearing a hat on his head.
3. The hen is sitting on the eggs.
4. Kwebe has waved a tatch roof in the farm.
5. Come and lets eat fried fish.
6. The pregnant woman is going to the health centre.

Exercise 4

- | | | | | |
|-----------|---------|----------|---------|---------|
| 1. rubber | 2. chin | 3. wheel | 4. cook | 5. dish |
|-----------|---------|----------|---------|---------|
6. children

Exercise 5.

- | | | | | |
|---------|--------|--------|--------|--------|
| 1. həmə | 2. jwa | 3. ta | 4. yii | 5. fa |
| 6. je | 7. naa | 8. luu | 9. kaa | 10. gi |

Exercise 6

‘A bird that calls for rain will also be beaten by the rain.’

He who creats problems will always find him/ herself in problems.

Losson 2.**Exercise 3**

- | | | | | |
|---------|---------|--------|----------|-------|
| 1. tata | 2. bwee | 3. bee | 4. buuli | 5. ba |
| 6. gi | | | | |

Exercise 4

- | | | | | |
|---------|---------|------|------|------|
| 1. a | 2. i, i | 3. u | 4. o | 5. e |
| 6. i, u | 7. e, e | 8. a | 9. i | |

- Exercise 5** 1. Kumbo 2. ge

Lesson 3**Exercise 4**

- | | | | |
|------------|---------|---------|----------|
| 1. kikəkɔɓ | 2. kɔnɔ | 3. bikɔ | 4. kitɔɓ |
| 5. dɔkɔ | 6. bwɔɔ | | |

Exercise 5

- | | | | | |
|------------|--------|---------|-----------|--------|
| 1. fwɔɔ | 2. woo | 3. bwɔɔ | 4. fiŋkoŋ | 5. tɔɔ |
| 6. bwɔ | 7. dɔ | 8. nɔ | 9. bikɔ | |
| 10. bwɔɔko | | | | |

Exercise 6

- | | | | | |
|----------|---------|---------|----------|-------|
| 1. ɔ, ɔ | 2. ɔ | 3. ɔ | 4. ɔɔ, o | 5. ɔ |
| 6. ɔ,ɔ,ɔ | 7. o, o | 8. ɔ, ɔ | 9. o | 10. ɔ |

Exercise 7

1. Yii lliṅ I sheeni le
2. giṅ
3. grinding stone

Lesson 4.

Exercise 4.

- | | | | | | |
|---------|--------|------------|------|---------|---------|
| 1. ε | 2. ee. | 3. ε, ε | 4. ε | 5. e, e | 6. ε, ε |
| 7. ε, ε | | 8. I, e, e | | | |

Exercise 5.

- | | | | | |
|----------|---------|----------|----------|------------|
| 1. slice | 2. blow | 3. egusi | 4. river | 5. selling |
|----------|---------|----------|----------|------------|

Exercise 6.

- | | | | | |
|---------|----------|------|----------|-------|
| 1. kiεε | 2. tiεε. | ṅke. | 4. kibee | 5. jé |
| 6. fεε | | | | |

Exercise 7.

1. If the wind does not blow, a bowl will not make noise.
Meaning: If something does not happen, people will not talk.

2. I eat in a bowl while you eat on the ground.
Meaning: I am married while you are still a bachelor.

Lesson Five.

Exercise 4.

- | | | | | |
|---------|---------|---------|-----------|----------|
| 1. ṅgɔṅ | 2. ṅwie | 3. ṅkɔṅ | 4. ṅgaṅga | 5. ṅkɔlɔ |
|---------|---------|---------|-----------|----------|

Exercise 5.

- | | | | | |
|-----------|----------|----------|----------|----|
| 1. kimbaṅ | 2. ṅwiṅ | 3. ṅkɔlɔ | 4. ṅfwee | 5. |
| kikuṅ | | | | |
| 6. jafa | 7. ṅɔɔni | | | |

Exercise 6.

- | | | | | |
|------|------|------|---------|------|
| 1. ŋ | 2. n | 3. ŋ | 4. ŋ, ŋ | 5. n |
| 6. ŋ | 7. ŋ | 8. ŋ | | |

Exercise 7

1. Bó niŋ sho
2. Bó duŋ bəto
3. Bó taa biko

Lesson Six.

Exercise 4

- | | | | | |
|----------|--------|---------|---------|--------|
| 1. ŋkələ | 2. təə | 3. yəəŋ | 4. wunə | 5. kəŋ |
|----------|--------|---------|---------|--------|

Exercise 5.

- | | | | | |
|------|------|------|------|------|
| 1. d | 2. h | 3. e | 4. f | 5. a |
| 6. b | 7. c | 8. g | | |

Exercise 6.

- | | | | |
|---------|----------|----------|----------|
| 1. lələ | 2. baanə | 3. ŋkələ | 4. laamə |
| 5. yəəŋ | 6. chələ | 7. nə | 8. kə |

Exercise 7

1. Takatuŋ
2. I ma jiila kiyaa
3. Ə bə fə chɔnɔ

Lesson Seven

Exercise 4

- | | | | | |
|------|---------|------|------|------|
| 1. i | 2. i, i | 3. i | 4. i | 5. i |
| 6. i | 7. i, | | | |

Exercise 5

- | | | | | |
|---------|----------|--------|---------|--------|
| 1. ntɪŋ | 2. jɪŋnə | 3. gɪŋ | 4. ŋkɪŋ | 5. kɪŋ |
| 6. tɪŋ | | | | |

Exercise 6

1. Our Fon is not here
2. Fika has harvested much maize.
3. A child was bitten by a snake in the farm.
4. You like spitting too much in your house.
5. My father has a herd of cattle.

Exercise 7

A cook crows in it compound

Every person has authority in his or her compound

Exercise 8

1. Bənaŋ má bihi giŋ ŋə Jabi.
2. Ə Jabi sho.
3. I má tiŋ bwəə yii finjeli fie mə.

Lesson Eight.

Exercise 3

- | | | | | |
|---------|----------|-----------|---------|--------|
| 1. chəŋ | 2. chwaŋ | 3. chocho | 4. chee | 5. Chu |
| 6. choo | | | | |

Exercise 4

- | | | |
|-----------|-----------|------------|
| 1. monkey | 2. house | 3. Nchuunə |
| 4. feast | 5. toilet | 6. prize |

Exercise 5

1. Lə chwán diee kaa gín ńii
2. Ə máa chwan.
3. Kisho ki chiinimə
4. Bəwu nín gín gbaan

Lesson Nine

Exercise 3

- | | | | |
|-----------|---------|--------|------------|
| 1. Shaani | 2. she | 3. shi | 4. shwaali |
| 5. shwanə | 6. shii | | |

Exercise 4.

- | | | | |
|---------|---------|----------|-----------|
| 1. pour | 2. hen | 3. share | 4. sew |
| 5. seed | 6. tear | 7. sheep | 8. select |

Exercise 5.

1. Mbweŋ ba bənchinə sheeni kpɔŋ we.
2. Bwɔni bie bá di shɪŋkəfa.
3. Shwan kiban kie wɛɛ fwe.
4. Jama too shɛŋ kpɔŋ.
5. Munyini munyi ta gbaan.

Exercise 7

1. Ə máa shi Jo
2. Yu shi ye má dee jə
3. Kishɔshɔ, shi, tuntunu bə shɔŋ
4. Butuu budi ə butuu.

Lesson 10

Exercise 3

- | | | | | |
|----------|---------|----------|----------|----------|
| 1. ε, ε | 2. a, a | 3. u | 4. u | 5. u, u |
| 6. u | 7. ɔ, ɔ | 8. ɔ, ɔ | 9. u, u | 10. i, i |
| 11. a, a | 12. ɔ | 13. i, i | 14. o, o | o, o |

Exercise 5

- | | | | |
|---------|-----------|-----------|--------|
| 1. cone | 2. remove | 3. chaffs | 4. put |
|---------|-----------|-----------|--------|

Lesson 11

Exercise. 3

1. Mbo yu kpaŋ wama
2. ŋiaŋ wo kpeela gebi li laŋ.
3. Kpii wi fwɔ fwoo daŋ.
4. Lɔ yo kpa i gəŋ bə bi shibəŋ.
5. Fwoo we wi fu ə kpaa wi fiaŋ we mə.

Exercise 4

- | | | | |
|------------|----------|-----------|---------|
| 1. Kpiini | 2. bikpa | 3. bichiŋ | 4. kpuŋ |
| 5. kpənənə | 6. kpe | 7. bikpaŋ | 8. kpɛ |

Exercise 5

- | | | | | |
|-----------|--------|---------|----------|--------|
| 1. bichiŋ | 2. kaa | 3. kpuŋ | 4. bikpa | 5. kpe |
| 6. kpa | | | | |

Exercise 6

- | | |
|-----------------------------------|---------------------------------|
| 1. Yii lii le lə Tɔfiaŋ. | 2. I má di kaa kpo we bə bəkwɛɛ |
| 3. Lə i ga bishələ bii bə bəmaani | 4. money. |

Lesson 12

Exercise 3

1. ga
2. gbi
3. gbee
4. gɛɲ
5. gɔɲ

Exercise 4

1. gbu
2. gbeni
3. gbɔɔɲ
4. gbaaɲ
5. gbɛɲ

Exercise 5

1. Gbu mwela mi.
2. Jo yu gba tiɛɛ bə fu.
3. Nditə yu gbaali gbu wi ɲiaani bə limwi.
4. Bata yu kwaa ntie wi bə gbi.

Lesson 13

Exercise 3

1. che nyimi
2. mbweenya
3. naɲnie
4. nyɛkə
5. nyee ge

Exercise.4

1. finieɛ
2. fumanyaɲ
3. yuufi ə nchɔ nyaɲ
4. nyeeɲ
5. nyii
6. nyaɲ

Exercise 5

1. ɲiaa kpɛ bweela nyaɲnyo.
2. Duka bəne bə bee kuɲ ta bikuu
3. Munyini tieɲ bu
4. Fi nwaalə bəɲju nyimə

Exercise 6

1. Ndo yii li ta
2. Bə má do Hlanda
3. Ə máa bwɔɔ Kibilə bəndo yii

Lesson 14

Exercise 3

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. hl | 2. lh | 3. hl | 4. ll | 5. hl |
| 6. hl | | | | |

Exercise 4

- | | | | | |
|-------|------|------|------|-------|
| 1. e. | 2. g | 3. a | 4. b | 5. c |
| 6. d | 7. j | 8. f | 9. h | 10. I |

Exercise 5

1. Hlombwaa læ nyan ni I tu bəntiɛ.
2. Jan diɛla bindu bii duka.
3. Faŋ hliŋ I bwo mbwaa.
4. Kkə læ bwii Wa ə bitaŋ bəŋ yuufi ə ncho bifwe.
5. Hlu læ nyan ni I kənə mɛɛ kindiɛɛ.
6. ŋwuŋ bushə tiŋna kije bə hlo.

Exercise 6

1. Chibo's donkeys has arrived
- B. Chibo's carriers has arrived
2. Mushrooms that came out get rotten and remained there
- B. Those who grow and remained in their places without going out of their homes.

Lesson 15

Exercise 3

- | | | | | |
|--------|--------|---------|--------|----------|
| 1. shí | 2. júŋ | 3. nyán | 4. díá | 5. jóoli |
|--------|--------|---------|--------|----------|

Exercise 4

- | | | | | |
|------|------|------|-------|-------|
| 1. e | 2. h | 3. d | 4. I | 5. j |
| 6. g | 7. a | 8. c | 9. f. | 10. b |

Exercise 5

- | | | | | |
|----------|-------|---------|----------|---------|
| 1. chwán | 2. bí | 3. nyán | 4. jóoli | 5. shón |
|----------|-------|---------|----------|---------|

Englsih Translations

Lesson 1

Exercise 3

1. A frog is swimming.
2. Yige is washing a hat.
3. The dog is eating chaff
4. Kwebe has waved a tatch roof.
5. Bunte is planting beans.
6. Lami is labouring at the farm.

Exercise 6

‘A bird that calls for rain will also be beaten by the rain.’

Lesson two

Exercise 3.

1. Eroko is stronger than the tree that has black friuts.
2. The cat deleverd and died.
3. Cane rat has died at lacha’s farm.
4. The sky is bright today.
5. The weather of today is dull.
6. Nda is selling roots.

Lesson 3

Exercise 7

Ŋwatala is grinding corn on the grinding stone. She is under her hut. Before she starts grinding she would fry grains in order to make them soft. This makes her grind faster.

When grinding she sings a nice song. This song makes her not to get tired. After grinding she will sift and cook fufu which her family eats for two days.

Questions

1. What makes Ŋwatala not to get tired when grinding?
2. What is she grinding?
3. What is the word ‘nyie’ in English?

Exercise 7

Ἰkḗbi's Family

Ἰkḗbi, his wife, Ndan, and his son, Kikpeli, are hard working. They have a very large coco yam farm. After harvesting, they sell and have much money. They have built a nice house and have also educated their son who is now abroad.

Questions

1. Where does Ἰkḗbi's family work?
2. How many members are in Ἰkḗbi's family?
3. What do they do to get money?

Lesson 6

The Award Of A Red Feather

Ἰjashi was the greatest hunter in the whole of Bebe clan. He hunts at night and also during the day without being tired. He shoots without missing. When coming back from hunting people will transport about five bags of meat. He went one day and killed a buffalo. A great celebration was organized in which the chief awarded him with a red feather and named him a hero.

Questions

1. What is another way to call a hero?
2. Say one thing why somebody is given a red feather?
3. What happens to someone who has killed a buffalo?

Lesson seven

Exercise 8

'Jato's Herd of Cattle'

Jato's cattle destroyed Jabi's maize farm. Jabi went and reported at the fon's palace. As they were at the farm a python bit him on the stomach. The chief killed the python, skinned it, dug a hole and buried the bile.

Questions

1. What did Jato's cattle do at Jabi's farm?
2. Where did the chief kill the python?
3. Where did the chief put the bile?

Lesson 8

Exercise 5

'Nchuna good for nothing person'

There once lived a man called Nchunə. He had cleared a large farm that could be divided to two women at a certain place called Kichinimə. He planted the whole farm but went and remained at home until the maize was ready, but he has not gone to check the farm in the meantime. One day a large group of mokeys visited this farm and ate all the corn. When he went to harvest the corn he discovered there was not one grain left. He started crying with his hands put on his head.

Questions

1. Why was Nchunə crying?
2. What destroyed the maize?
3. What is the name of the farm?
4. Name the food crops cultivated by the Naami people?

Lesson 9

Exercise 6

My child,

Last Country Sunday I got your news concerning the fees you need for the coming examinations. Please wait for two weeks since I will need to select and sell a sheep at the market on the next Country Sunday. Pray all goes well.

I am your father

Exercise 7

Animals That Eat Others

Jɔ has a fowl while Peter had a sheep. They bought these animals to rear. One day at night a wild animal came and caught the fowl. As it started to cry, people came out and rescued it. On another day at night a lion came and caught the sheep. It did not cry. Since it could not cry they did not notice something had happened to it. Until the next day, in the morning, they discovered blood and knew that it was caught by the lion.

Questions

1. Who had the fowl?
2. Why did the animal not kill the fowl?
3. Name the wild animals mentioned in the story?
4. At what time did the lion caught the sheep?

Lesson10 Exercise 5

How to Prepare Palm Oil

Pick out the palm nut from the cum. Remove the bad nuts from the good ones. Put the good nuts in a drum and put it on a fire and allow it to boil for more than three hours. When the nuts are ready, put them in the pounding pit and pound them using sticks. When the nuts are pounded pour water in it and wash to remove the chaffs and the nuts. Use a calabash to remove the oil that has settled up, put in a big pot and boil for about two hours. When the oil is ready, remove the settled oil with a bowl and put in a container.

Lesson 11 Exercise 8

The selfish boy

Kolo was a rich man. He had many wives, children and properties. His first son was called Tofiang. The father Kolo had once told him that ‘if I die you should share all my properties equally among your brothers and sisters.’ After saying this the father later died. Tofiang took all his father’s wealth and squandered it alone with prostitutes. Since there was nothing for him to eat, he became a begger.

Questions

1. What is the rich man’s name?
2. How did Tofiang become poor?
3. What was the will given by Tofiang’s father?
4. How is Kpo called in English?

Lesson 12 Exercise

1. My father has decoreacted many pots as his God.

2. He died when it was not yet time.

We should only waship the true God in Heaven.

Lesson 13 Exercise 6

Naming a Child

Nji Gandɔ died and the next day he was buried. The men had come back from the stream. The women also went and were coming back. Before reaching the burial ground, the news had spread that Nji Gandɔ’s daughter had given birth to a male child. Kikabula ran and told Nyɛ’s mother Ladi. All the women were jumping with gladness that Nji Gandɔ had come back as the child was named. When they came back home Kibilɔ, Nyɛ’s husband, had named the child Hlanda.

Questions

1. If you give birth to a male child on the day your father died, what name would you give?
2. What name was given to the child?
3. Why was the child not named Gando?

Lesson 14 Exercise 5

1. The monkey has climbed up the tree.
2. The children have caught a goat at the farm.
3. Ŋkiki has shot a wild animal.
4. Come and remove this mushroom here.
5. A hyena has caught the chief's sheep.

Lesson 15. Exercise 6

Whose Father is Wealthier?

Ya: My father has a big shop.

Wakwe: My own father is a teacher. He has a grinding mill and two houses.

Ya: On the day of my baptism I shall offer one cock to my Reverend Father.

Wakwe: You will give just one cock to your Reverend Father? See inside this kenja I have put two cocks to give to my Reverend Father on the day of baptism.

Ya: Oh, my father's sheep delivered a calf yesterday.

Wakwe: Only one? My own father's sheep delivered three calves and now we have ten sheep. We shall sell and have much money to build our houses.

Ya: Thank you very much. It is true your father is wealthier than mine. Good bye.

Wakwe: Good bye also and see you tomorrow.

TORTOISE AND RAIN

The once live the Tortoise and the Rain. When the Tortoise leaved to go and look for food in the guiter, the Rain will come and carry away the Tortoise from one guiter to another. The Tortoise will struggled until and said that, what the Rain have done is not good, and promise to talk to the Rain.

One day, the Tortoise told the Rain that you are a very big person. If you want to come, you should make a noise so that people will know that a big person is coming.

That is why when the Rain is about to come, it will make a noise.

A Brief History of the Bebe People

The Bebe people are made up of two communities, Bebejato and Bebekette. The Bebejato community is made up of three quarters as follow: Sabongida, Mayofon and Bebejato. Their head quarter is Sabongida; while the Bebekette community is made up of Mayokila, Bebejama and Bebekete. Their head is Mayokila. The two communities speak a language called Naami.

The Bebe people share their common boundaries with the following villages: Bessa, Mbembe, Ndaka, Abafum, The Mashi people and Dumbu. The Bebe people migrated from Tikari in the ancient time and settled on the highest hill in this area called Kijka Hill.

After the war, they came and settled down on a valley called Nyijme. They started together divided by just a small stream. The Bebejato community at that time was ruled by chief Kbanghläng, while the Bebekette community was ruled by chief Ntung. They lived long together as brothers with no problems. After some time the Bebejato began to go after the women of Bebekette because of their handsomeness; this bad behaviour of the Bebejato caused them to fight. In the cause of their fighting, hatred came amongst these two communities. They both saw that it was no longer proper to stay together. The Bebejato left and went to Ntimə under chief Fiabo while the Bebekette left to Fiango under chief Hlili.

From that time to this time twelve chieives have ruled Bebekette, while nine chieives have ruled Bebejato.

The Fortunate Hunter Man

There once lived a man called Nfali and his wife Ndinya. They had four children. The first one was a carpenter. The second child was a shepherd. The third one was a hunter called Bintu, and the last one decided to remain at home with his parents.

One day Bintu left home for hunting and went to a certain village called Ndakagbala. There he met a leper woman who was going to fetch water. Bintu carried this old woman on his shoulder to her house. Bintu decided to stay with this mother while doing his hunting. One day he came back from hunting and sat in front of the door. He saw six girls going to fetch water and fell in love with the one who was light in complexion. He then told the mother that he will marry her. The mother then told him that they have a big river and every year a young girl is given as a sacrifice to the animal that lives in this river. This particular girl has already been given as a sacrifice. Don't bother yourself.

This young man went to this girl and told him of his plan of marriage for her. This girl told him, 'I have been given⁷⁹ as a sacrifice and it is not long before I will be killed.' As she said this, she started crying. The young man

told her not to cry. Two days later this girl was kept in a small house near the stream for this animal to come and take. When he came back the mother told him, 'Your wife was taken today to be sacrificed. She has been kept in a small house near the river. Today at night she will be eaten by the animal.'

Bintu went and bought a packet of cartridges. At night, at about 7:00 PM, he knocked at the door calling. When this girl heard his voice, she came, opening the door and crying, 'Do you want this animal to kill both of us?' Bintu told her not to be worried and asked her to go to bed. They both slept together on that bed. At 9:00 PM the animal started shaking the water and everybody knew that it was time for this animal to eat the girl. The animal, after shaking the water, came out to eat the girl. Bintu shot it and it went back to the river as it was trying to come out. The young man gave it four shots. This animal came and died out of the river. This hunter went and cut the legs, the tail, and one tooth. He came and told the girl that the animal was dead. She did not believe what he said. He brought out these things and this girl saw it was a true story.

They both went back and slept. When it was 5:00 AM, he told her not to tell anybody who had killed the animal and left to his own village.

In the morning, people came and discovered that she was still there. When asked what happened and why she is still there, she said nothing. Just as somebody was going towards the river he saw the animal dead and told the people. Everybody was jumping with a lot of gladness.

The fon then called all his people to ask who had killed the animal so he could hand power over to him. People who were hunters of that village went and brought legs, tails, and teeth of all kinds of animals and measured them on this animal, but they did not fit. The fon sent somebody to call Bintu right at his home because someone mentioned his name. When he came and measured his own things, they fit. The fon removed his cap and handed over his power to him. He became the first Nji, while Bintu became the fon of Ndakapala. Bintu went and brought all his family to this village.

The Wicked Husband

There once lived a man called Lɔ. This man had two wives. The first woman was called Ndeki and the second one Jala.

One day these two women of Lɔ discovered that they were both pregnant and told their husband. The husband was very happy and said to his wives that he will be going out for a long journey and that he only wanted them to deliver female children. He said that if any woman among them delivers a male child, he will abandon the woman and the child. He said this and left for his journey.

While he was still there, he got information that both of his wives have delivered. The first woman, Ndeki, delivered a baby boy while the second

woman, Jala, delivered a baby girl and was happy. This man came back from his journey and sat in his own house, resting. The second woman ran with her baby daughter to her husband and told her husband of the baby boy that Ndeki had given birth to. The husband waited for Ndeki to bring her child so that he may see it. Ndeki was calculating what she could do. She went and found a rope and tied her son's penis to the back so that her husband could not see. Later, her husband went in and took his child. As he was trying to look at the child as he was told by the other woman, the rope loosened and the penis came back to its position. The man saw it and said to his wife that she will no longer be with him as his wife unless she carries the child and throws him into the river. This woman, Ndeki, took her son beside a stream to hide him there.

Fortunately, there was a person coming from that direction who saw Ndeki trying to hide her child. The man called 'What are you doing? What do you want to do with that child?' Ndeki wept and told the man all that had happened. This man's name was Chambu. This man took Ndeki and her son to his house and told Ndeki that he will stay with her child until he is big enough. He told her that she should come to the house every morning and evening to breast feed the child. Ndeki fed her child until he was big enough.

When the child was big enough, Chambu sent him to graze with cattle on a certain mountain. He taught the child a song which the boy will sing when he reaches that mountain. When he sings this song, he will mention his father's name in the song. The boy sang the song while he was on the mountain. His father, Lɔ, came out of his house and was listening to the boy sing the song. The father ran out with a stick to beat the child. The child ran to Mr. Chambu and told him what had happened. The child continued to graze with the cattle until he was about 18 years old. Chambu married a woman and gave this child a plot he bought beside Lɔ's compound, and built the child's compound with all equipments. The father, Lɔ, did not understand Chambu to be anything to him and why he was building this compound. Mr. Chambu took this child with his wife and all his properties to the new compound he had build for the child. When the father of the child, Mr. Lɔ, saw his son, he did not recognize him. Chambu called Lɔ and said to him, 'Mr. Lɔ, look, this child is the son you abandoned and told his mother to throw him into the river. Today I have brought him to you.' Lɔ fell to the ground, on his knees, and was crying, begging Chambu and his son for all that he did. Lɔ's son took his father and the two wives to live with him in his new compound built by Chambu, a helper.

Once upon a time, there lived an antelope and his wife, Fianta. They both lived happily, he with his wife. One day the antelope was hungry and wanted to eat meat. It pretended that it was dead. It killed a chicken and as he layed down on his bed, the intestine of the chicken was put on his stomach. He then told his wife to take a drum out, beating, shouting and crying aloud that her husband was dead. In doing this, all the animals came in and saw that his intestines were out. They all believed that truly he was dead.

While the animals were singing and crying in the house, another bird, called Nyeni, saw the antelope shaking his eyelids. The bird knew that he was not dead. It told some of the animals and birds. Two animals and two birds of every kind jumped out and were saved. The antelope jumped up, ran and closed the door with the rest of the animals inside. The antelope and his wife had all the rest of the animals killed. They roasted all and dried them for their family food. The fortunate ones went back and bore many animals of their kinds.

