

Búkū Īrī Rī
Ngá Lāngára Ūnīzú
Kēlīkó Tị Sī

Keliko Primer Book Two

Búkū Ímbápi ě drī koópi rī

Teacher's Guide

1st Edition

ONEBOOK 

SIL

Búkū nōri 'bá Kēlīkó tì sī'bá rī pi sīkí nī, kōpivé rú 'dī: Nāfātālī H. Gálē, Ēzēkíyā Dādá Ēlísā Ā. Kósīmāsi, Sámson D. Mūkā, Mósēs T. Pítā sī. SIL sē kōpi ní úmī búkū rī sīzú rī nī.

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This Teacher's Guide accompanies Keliko Primer 2, First Edition, 2015. The purpose of Primer 2 is to continue where Primer 1 left off, teaching the recognition of speech sounds, and letters that represent them, with lessons designed to teach reading and writing fluency. This primer focuses more on digraphs (two letters written together with one sound) and rising and falling tones on vowels. The stories are also longer than in primer 1.

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Introduction to the Teacher's Guide (Búkũ ímbápi ě drĩ koópi rĩ vé tã ã ũlũngará)

This Teacher's Guide accompanies the Keliko Primer 2 student's book.

Overview of Primer lesson patterns and literacy methodology

The lessons of the primer cover the sounds of Keliko and teach reading and writing in a systematic way using the same methods as Primer 1. Each lesson in the primer introduces a new letter via keywords and a story. Keliko is a tonal language so when a vowel is taught, associated tone patterns, marked as a diacritic above the vowel, are also taught. The teaching pattern for all these lessons is the same with slight differences between a consonant and a vowel lesson. The teaching pattern for revision lessons is also similar except no new letter or keywords are taught. Some sections of a revision lesson differ from a normal lesson. Further instructions for these given in the following pages.

Every lesson encompasses reading, writing, listening and speaking and contains a number of different sections. Each section follows either a 'top down' or a 'bottom up' approach to teaching literacy. Bottom up approaches emphasise accuracy and correctness, and focus on parts of language e.g. letters, syllables and words. Top down approaches emphasise meaning, creativity and communication. They focus on whole texts, e.g. stories. Top down approaches are also referred to as 'whole language' approaches. Both approaches are important for developing good literacy skills.

It should be noted that some parts of a lesson (story writing and student experience writing) have no material in the student book. However, they are important for developing rounded literacy and language skills and should not be omitted by the teacher. Instructions for these sections are given in this guide.

Contents of this Guide

This guide starts by giving detailed but generalized teaching instructions for the different kinds of lessons, including the revision lessons.

After this, a suggested scheme of work is given for how to fit one lesson into the periods of the school time table.

After this, an outline of instructions is given for each lesson. This is to remind the teacher of the structure of the lesson and also to provide the teacher with specific information relevant only to that lesson. This specific information includes:

- revision sentences
- words that the students should already be able to read
- words for dictation

Instructions for Different Kinds of Lessons (Lẹ̀ti ímbátá àndí àndí rĩ pi ímbázú rĩ)

How to teach vowel and consonant lessons (Ímbátá ọ̀'ḍúkọ̀ 'i seépi sese, àzini ọ̀'ḍúkọ̀ ẹ̀líná rĩ vé ímbángará)

Revision sentences (Ẹ̀nditá)

Note, these are given only in the Teachers' Guide.

Objectives:

a) To practice reading sentences with known words.

1. Write the first sentence on the board.
2. Ask if someone would like to read it.
3. If the pupil reads it correctly, ask him or her a simple question about the sentence to check he or she has understood the meaning of the sentence.
4. If someone struggles to read it, ask if anyone else would like to try.
5. Ask a simple question about the sentence.
6. Then read it yourself, following the words on the board with a stick.
7. Now ask the whole class to read it together.
8. Repeat this with the other revision sentences.

Story (Ú'ḍógú'ḍógú)

Objectives:

- a) To show the pupils how to read a story fluently from left to right.
- b) To show that reading is meaningful.
- c) To help pupils have better language comprehension skills.
- d) To help pupils learn to read fluently.

On the first day, write the story clearly and neatly on the blackboard. Then follow the **step-by-step reading process**:

1. Read the story 2-4 times while the children listen.
2. Ask the questions about the story from the Teachers' Guide.
3. Everybody reads together 2-4 times.
4. Ask different individual pupils to read it with you.
5. Ask individual pupils to come and read a sentence while they point to the words on the blackboard. Praise the pupils for their efforts.
6. Everybody reads together again 2-4 times.

On the other day of the same lesson, read the story from the book using the steps above. Get pupils to point to where they are reading with their finger.

If the story is **too long** to write on the board then **both days** of reading the story the steps above should be followed **reading only from the book**. Get pupils to point to where they are reading with their finger. Since this primer is more advanced than primer 1, this will be true of most of the stories.

****If a pupil gets embarrassed or ashamed, ask the whole class to read together.**

****Give the pupils a lot of encouragement and praise!**

****If a pupil reads a word incorrectly but says a word that makes sense in that sentence, you don't need to correct them.**

Teaching keyword(s), keyletter(s) and word building (Ímbángará tǎfífí ú'dí rĩ pi vé rĩ ãzi ni tǎfí ú'dí rĩ pi be)

Objectives:

a) To learn to read the keywords.

b) To introduce a new letter (key letter) via the keyword(s).

c) To learn how to build and break words which only have known letters.

Keywords (Tǎfífí ú'dí rĩ pi)

1. Point to the picture in the book and ask the pupils to look at it too. Ask them what it is or what the person is doing. You want the answer to be the keyword. Talk about the picture with them.
2. Then write the keyword on the board and say, **“This says ‘__’. What does this say?”**
3. Write the word in a different place on the board and ask the pupils to read it. Do this 3-4 times.
4. Make a word list to compare the keyword with the other old words given in the Teacher's Guide. To do this, write the keyword and any of the old words on the board in any order and ask the pupils to read them. You can write the same word more than once.

For example, if **na** is the keyword:

na
ri
na
íjǎ
na
Kǎákĩ
na

5. Ask if anyone can come and point to a particular word. Ask them to read the word as they point to it. Do the same with other words.

6. Ask the pupils to read the whole list. Then point to different words in any order and ask the pupils to read them. This means they don't just memorise the whole list.
7. If it is a vowel lesson, clean the blackboard and repeat steps 1-6 with the other 2 keywords.

Boxes – (Sõndúkū)

Boxes in a vowel lesson (Learning the new vowel and tones)

Part 1

Some boxes have 2 things in them:

la
a

Some boxes have 3 things:

ceke
ce
e

1. Write the **word** and tell the pupils what it says. Then ask, "What does it say?" The pupils say it.
2. Write the **syllable or letter** underneath and tell them, "This part of the word says "ce" (for example). Then ask, "What does it say?" The pupils say it.
3. If there is a third line, write the **letter** and tell them what it says. Then ask, "What does it say?" The pupils say it.
4. When you have written everything that is in the box, draw a box around it. Read the box together.
5. Repeat this with all 3 boxes so that you have drawn all the boxes like they are in the book.

Part 2

1. Write the 3 words underneath each other and ask the pupils to read each word as you go along. Line them up so that the 3 vowels you are teaching are underneath each other and point out the differences between them.
2. Circle the different vowels to show the difference.

l	a	j	á
á	l	ã	p
ã	l	ã	p

Part 3

a	a	a	a	a	a	a	a	a
---	---	---	---	---	---	---	---	---

1. Ask the pupils to point to each letter in the first box in their book and say the sound of each letter together.
2. Do the same for the next 2 boxes.
3. Write the fourth box on the board and ask them to read it with you as you point to each letter.
4. Point to the letters with different tones in a random order and ask the pupils to say the sounds together.

Ask the pupils to read the whole page on the board and then in their books.

Boxes (Sõndúkũ)

Boxes in a consonant lesson (learning the new consonant and building words)

Part 1

Some boxes have 2 things:

tũ
t

Some boxes have 3 things:

kũlĩkũlĩ
kũ
k

1. Write the **word** and tell the pupils what it says. Then ask, "What does it say?" The pupils say it.
2. Write the **syllable or letter** underneath and tell them, "This is the part of the word that says "t" (for example). Then ask, "What does it say?" The pupils say it.
3. If there is a third line, write the **letter** and tell them what it says. Then ask, "What does it say?" The pupils say it.
4. When you have written everything that is in the box, draw a box around it. Read the box together.
5. Repeat this with all 3 boxes so that you have drawn all the boxes like they are in the book.

Part 2

t
i
ti

1. Write the first box on the blackboard.
2. Tell the pupils that the new letter plus the vowel they already know makes the word below, e.g. "t plus i makes ti". Ask the pupils to read the consonant, vowel and the word too. Do the same for all the boxes.

ãgátá
ã gá tá
ãgátá

Part 3

1. Write the word in the box. Ask a pupil to try and read the word on the first line.
2. Break it into syllables and read each syllable, saying, "This is the part of the word that says "ã"...this is the part that says "gá".....", and then put the word back together.
3. Ask the pupils to read it with you. Draw a box around the words.

Part 4 (not all lessons have these boxes)

tã
gã

1. Draw each box and ask the pupils to read it.
2. Explain that if we change one letter we get a completely different word.

3. Read the page together.

Part 5

ti	tĩ	tĩ	tĩ	ti	tĩ	ti	tĩ
----	----	----	----	----	----	----	----

1. Write the syllables on the blackboard and ask the pupils to read each one as soon as you have written it.
2. Point to the syllables in any order and ask the pupils to read them together.
3. Ask the pupils to read the whole page on the board and then read it in their books.

Words with the same sound (Mí ímbá ú'dúkó 'ù'bá trù rĩ pi)

1. Tell the pupils to listen to some words with the same sound.
2. Read the list in the Teachers' Guide. Try to emphasise the new letter in each word so that they can hear it clearly.
Ask the pupils if they can think of any other words that have that sound.
3. You don't have to read the whole list, but if the pupils don't think of them all you can finish reading the list yourself.
4. If it is a vowel lesson, do this for all 3 tones.

Writing practice (Ngá sīngára ùnīngára) - writing the keyletter and words

Objectives:

- a) To learn to write the new letter, revise its sound, and learn it's name.
 - b) To practice writing words/sentences with known letters.
 - d) To improve handwriting skills.
 - c) To help the students build strong spelling skills.
1. Write the new letter on the board and describe what you are doing. Say the name and sound of the letter. (You can talk about capital letters and small letters as "big brother" and "small brother". Remind the pupils where big letters are used (at beginning of sentences and names of people of places.)
 2. Demonstrate how to write the letter in the air and ask the pupils to copy you.
 3. Ask the pupils to write the letters in the air, on the ground, on the table, on the palm of their hands, on the back of another pupil, etc with their finger.
 4. Write the letters on the board again slowly and describe the movements of your hand so the pupils can see what you are doing.
 5. Tell the pupils to write the letters in their exercise books if they have them.
 6. Ask them to copy the letters, words or sentences that are in the writing section into their exercise books. Do not write the words in the air.
 7. Dictate the words in the Teacher's Guide if there are some for that lesson and see if the pupils can write them. Give the correct answers on the board and get the pupils to write the correct word if they have made a mistake.

Reading sentences (Tāvúgúná lāngárá)

Objectives:

- a) To practice reading independently and silently.
- b) To practice reading sentences with known words.

1. Tell the children to read the sentences in their books for themselves.
2. Ask if anyone would like to read a sentence aloud to the class.
3. Do not write the sentences on the board.

Students' experience story – Story written together (Ú'dógú'dógú sǐ trú ni)

Objectives:

- a) To encourage students in thinking of and telling a story; oral language development.
- b) To show by example how to write a story.
- c) To show by example how to read a story fluently.
- d) To show that reading and writing is meaningful.
- e) To learn to read sight words in context.
 1. Get the students really thinking about the key word (choose only one) and somehow actively involved so they can think up a good story. For example, go outside and experience the key word, or do a drama, or have a big discussion, or bring the key word inside the class to touch or eat. (You don't need to do an experience when revising the experience story on the following day(s).)
 2. After the experience, the students need to think up a good story together (e.g. about the experience) and tell it to the teacher who writes the students' story on the board, saying each word as it is written.
 3. The stories should be 3-7 sentences.
 4. Follow the 'step by step reading process' (same as for the lesson story) and learn to read the story.
 5. Now play word games with the story in order to learn sight words (example games are explained below):

Hide-a-word game: Erase any word in the story. Put an underline where the word was. Read the story again together and let the students say what word is missing. Write the missing word in its place again on the line. Learn the word as a sight word. Erase and learn several more long and short words. Point to all the underlined words in different order to drill them until the students know how to read them at first glance. Try to make sure one of the words is the keyword for the day.

Matching game: The teacher writes any 3-5 words from the story on flash cards. Let individual students come to the front and match the word cards with the same word in the story. Gently correct as necessary. Everybody should look at the card and read the word together. Drill the words in different order. Learn the card words as sight words.

Story writing (Ú'dógú'dógú sīngárá)

Objectives:

- a) To encourage individuals to think of stories and write them in any way they can, as best they can.
- b) To allow individuals to practice reading their own stories.

1. Tell the students to think up a story of their very own about the key word (choose one keyword from the lesson). They can draw a picture and write the story on their own. Encourage the children to NOT copy the stories on the board. (NOTE: If adult students are ashamed or not willing to write their own story, let them copy part of the story in the book or experience story from the board.).
2. After students are finished, the teacher should go around and ask individual students to point to and read what they have written. Praise the students for writing such good stories. (The teacher does not need to correct the children's stories. Only correct adults if they feel they need it.)
3. Choose a few students to come to the front and hold up their stories so everybody can see. The student should point to his or her story and read it with a loud voice so the other students can hear. Really praise the students who do this.

General rules for all sections:

1. Only read a word for the children first if it contains one or more letters that they don't yet know. If they have learnt all the letters, let them try and read it before you tell them what it says. If you tell learners what they already know they will get bored!
2. When you are teaching a word, do not keep pointing to the same word and saying 'again, again, again'. Point to different words in a random order.

The teacher uses the pointer for reading from the board and the children use their fingers (to point to the text) when reading from their books.

How to teach revision lessons (Ímbátá ẹ̀ndìtā vé rĩ ẽ ímbángará)

The structure of a revision lesson similar to a normal lesson except no new letter or key word is taught:

Revision sentences (Ẹ̀ndìtā)

Do the same as in other lessons.

Story (Ú'dógú'dógú)

Do the same as in other lessons.

Revision of letters, words and word building (Ẹ̀ndìtā tǎfí rĩ pi vé rĩ āzi ni tǎfí rĩ pi be)

Boxes (Sõndúkù)

The pupils should be able to read everything in all the boxes for themselves, because they know the letters and how to join them into words. **Do not read the boxes for them!**

Apart from the first box (big box of letters), go through the boxes in the same way as in other lesson.

Each lesson begins with a **big box of letters**. E.g. **Lesson 31** has:

1	ĩ	ì	dr	ãá	ụ	b
	â	î	v	'd	ẹ	ng

Use this in the following way:

As the teacher points to the letters in the boxes, the students call out the sounds (NOT names) of the letters. Read down first and then across. Then jump around and read the letters in a random way.

Explain to the pupils that they can choose letters from the box to make a word. Give an example so they understand what to do.

Ask pupils to come and write a word on the blackboard and read it. Ask the class to read it.

At the end, ask the class to read all the words that have been made.

Word list (Í lã tãfíí ĩ ní sī rĩ pi búkũ rĩ agá)

Write the first word on the board and ask if anyone can read it. Repeat with the other words in the first column.

Ask the class to read the first column together. Then ask individuals to come and point to particular words.

Do the same with all the columns, leaving the words on the board.

When you have gone through all the words, point to a word and ask someone to read it.

Ask pupils to come and point to particular words.

Missing word activity (Í sī tãfíí adri'bée 'dãáyo rĩ pi)

Write the sentence on the blackboard and the suggested words underneath it.

Ask the pupils which word to write in the gap to make a good sentence.

Write the word they suggest in the gap and read the sentence aloud. Ask if it is a good sentence.

If the word is wrong, ask the pupils which other word is the right one. Write the word they suggest in the gap and read the sentence aloud. Ask if it is a good sentence.

If the word is correct, praise the pupils for getting it right.

Ask the class to read the whole sentence together again.

Writing practice (Ngá sīngára ũnīngára)

Do the same as in other lessons (the focus though is on practicing words not letters)

Reading sentences (Tãvúgúŋá lãngára)

Do the same as in other lessons.

Students' experience story – Story written together (Ú'dógú'dógú sī trú ni)

Do the same as in other lessons choosing a theme from the story.

Story writing (Ú'dógú'dógú sīngára)

Do the same as in the other lessons choosing a theme from the story.

Scheme of Work to Complete One Primer Lesson

Below are suggestions for how to spread one lesson over periods of the school timetable. The assumption is that each period is about 30 minutes. The scheme below is given as an approximate guide but it is important that the teacher goes at the speed which allows most learners to keep up with and learn the lesson. Some lessons may take longer and some may be shorter. Vowel lessons usually take a bit longer than consonant lessons.

Ideally there should be 2 periods a day devoted to teaching of Keliko. In this case, one lesson will take about 3 days to cover.

Vowel and consonant lesson (Ímbátá ú'dúkó 'i seépi sese, āzini ú'dúkó ẹ́líná rĩ vé rĩ)

Period	Activity/ Section of Lesson	Ẹ́zì ímbátá rĩ vé rĩ
1	Revision sentences Reading of the story from the board or from the book if too long	Ẹ̀ndìtā 'Í lā ú'dógú'dógú rĩ gó'bóró rú'bá gá 'dǎá
2	Reading the story from the book Keywords Boxes from the board	'Í lā ú'dógú'dógú rĩ búkū rĩ agá Tǎfífí ú'dí rĩ pi Mí ímbá ngá sǎndúkū agá rĩ pi gó'bóró rú'bá gá 'dǎá
3	Boxes from the book Words with the same sound Writing practice Reading sentences	Mí ímbá ngá sǎndúkū agá rĩ búkū rĩ agá Mí ímbá ú'dúkó 'ù'bá trù rĩ pi Ngá sǎngára ùnǎngára Tǎvúgúná lǎngára
4	Students' Experience Story – Story written together	Ú'dógú'dógú sǐ trù ni
5		
6	Story writing	Ú'dógú'dógú sǎngára

Revision lesson (Ímbátá ẹ̀ndìtā vé rī)

The revision lesson is similar to the other lessons, but no new letters or keywords are learnt:

Period	Activity/ Section of Lesson	Ẹ̀zì ímbátá rī vé rī
1	Revision sentences Reading of the story from the board	Ẹ̀ndìtā 'Í lā ú'dógú'dógú rī gó'bóró rú'bá gá 'dǎá
2	Reading the story from the book Big box and other boxes from the board Reading list of words from the board	'Í lā ú'dógú'dógú rī búkū rī agá Mí ímbá ngá sọ̀ndúkū āmbúgú rī agá, āzini sọ̀ndúkū ọ̀rúkọ'bée agá rī pi gó'bóró rú'bá gá 'dǎá 'Í lā tǎfífí ĩ ní sǐ rī pi búkū rī agá
3	Boxes from the book Reading list of words from the book Missing word activity Writing practice Reading sentences	Mí ímbá ngá sọ̀ndúkū agá rī búkū rī agá 'Í lā tǎfífí ĩ ní sǐ rī pi búkū rī agá 'Í sǐ tǎfífí adri'bée 'dǎáyo rī pi Ngá sǐngára ẹ̀nǐngára Tǎvúgúnjǎ lǎngára
4	Students' Experience Story – Story written together	Ú'dógú'dógú sǐ trù ni
5		
6	Story writing	Ú'dógú'dógú sǐngára

Instructions for Each Lesson (Létj ímbátá ãlu ãlu ímbázú rĩ)

Ímbátá 32 rĩ: pá (p)

Ẹnditā

1. Ẹlĩ vé kũlúkú ọnyú be agá.
2. Údrógú nya Bígá vé ọnyú céré.
3. Údrúkúdrú ní fizú úrízú ẹrí agá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'lĩ zịtā 'dĩ'bépi sī.

1. Bígá ní mụzú ọnyú ù'bāzú rĩ gé ísú ā'di?
2. Ā'di ri ùjógú nĩ?
3. Vātā ùdrō Bígá āpá āsī?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **pá** ri.
Mí ùnĩ ĩri tǎfífí 'dĩ'bée sī: **údrógú, vu**
2. Mí ímbá ngá sōndúkù agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

p: pála, pālāzā, lúpá, lāpáju, pārá, pĩrĩ, pánga

Mí zị anji tǎ ùnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ùnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará **p, P**
2. Mí ímbá anji tǎ ùnĩ'bá rĩpi tǎvúgúná rĩ vé sīngará sī. Kọpi ā sīkí:
'Í tu pá sī āsī?
3. Mí lā tǎvúgúná 'dĩri anji tǎ ùnĩ'bá rĩpi ní ā sīkí drĩ sī:
Bígá ga pẹti rĩ rá?
4. Anji tǎ ùnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lāngará

Mí lū anji tǎ ùnĩ'bá rĩpi ā ùnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 33 rĩ: nyányáku (ny)

Ẹnditā

1. Ásėru ní Vātā ri bīzú.
2. Bígá kīnī údrógú nya ọnyú rĩ gí.
3. Ẫjógú rĩ ní ĩri ā pá ũdrōzú bōngó bāájá ule ni sī.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bėpi sī.

1. Ẫ'di mụ ọnyú coó nĩ?
2. Ngá fií pi ọnyú rĩ agá rĩ ā'di?
3. Ẫ'di 'dị Nyányáku rĩ nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **nyányáku** ri.
Mí ụnĩ ĩri tǎfífí 'dĩ'bėe sī: **pá, údrógú**
2. Mí ímbá ngá sōndúkù agá 'dĩ'bėe.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

ny: ǎnyá, nyámáta, ányí, nyo, nyíbjí, nyōzólókù, nyĩnyĩ

Mí zị anji tǎ ụnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnīngará

1. Mí ímbá tǎfí rĩ vé sīngará **ny, Ny**
2. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
nyányáku nyírí
3. Mí lā tǎvúgúná 'dĩri anji tǎ ụnĩ'bá rĩpi ní ā sīkí drị sī:
Kǎákí ri ǎnyá rĩ.
4. Anji tǎ ụnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lėlé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ụnĩ'bá rĩpi ā ụnĩkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 34 rĩ: dā (d)

Ẹnditā

1. Nyányáku úfú Áséru ri.
2. Kǎákĩ bĩ íjá gaá.
3. Vātā ní nyányáku rĩ 'dizú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ǽ'di ri pála sī bóró tịgé nĩ?
2. Vātā zị ǎcí ǎ'di 'ozú?
3. Vātā ku tábā rá ǎsī?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ ǎzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí dā ri.
Mí ụnĩ ĩri kọpi tǎfífí 'dĩ'bée sī: **nyányáku, pá**
2. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

d: dǎká, mǎdǎ, dīrị, de, ádá, dōngí, du

Mí zị anji tǎ ụnĩ'bá rĩpi ǎ lūkí míní tǎfífí á'ú pi trụ 'dĩri be ni.

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará **d, D**
2. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎvúgúná 'dĩri vé sīngará sī. Kọpi ǎ sīkí: **Kǎákĩ kīnĩ, “Íbĩ dōngí rĩ dīj.”**
3. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ụnĩ'bá rĩpi ní ǎ sīkí drị sī:
dē bē pē pị dị 'dị 'bị
4. Anji tǎ ụnĩ'bá rĩpi ǎ sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ụnĩ'bá rĩpi ǎ ụnĩkí tǎ ǎ vúgú rĩ lǎá.

Ú'dógú'dógú sī trụ ni

Ú'dógú'dógú sīngará

Ímbátá 35 rĩ (Ẹnditā)

Ẹnditā

1. Ásérú ní cālā nyazú pīzú ānì.
2. Bígá ku cālā tábā ā tā sī.
3. Vātā kīnī mī 'bā ūjọ ídrízú rĩ ācì gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zītā 'dī'bépi sī.

1. Ā'di mụ jọkọnī gé nī?
2. Tī'bā zì 'bá rīpi Vātā ri ūdrōó ā'di ātā sī?
3. Ūdrōkí Vātā ri 'bāá ngūgá?

Ẹnditā tāfí rĩ pi vé rĩ āzi tāfífí rĩ pi be

1. Anji tā ūnī'bá rīpi ā 'okí ímbátá 35 rĩ.
2. Mí lā tāfífí ú'dí 'dī'bée, ūnī'bá rīpi ā ẹndíkí lāá trú mí vú sī. Īmi gōkí ẹndí kọpi be trú ālu.
3. Mí sē ūnī'bá rīpi ā úsúkí tāfífí fi'bá tāvúgúná 'dī'bée agá 'dọ ni pi vūrā mgbọ rīpi agá sī.

Ngá sīngará ūnīngará

1. Mí ímbá anji tā ūnī'bá rīpi tāvúgúná 'dīri vé sīngará sī. Kọpi ā sīkí:
Ōcógú nya ẹlī zāá rĩ gí.
2. Mí lā tāvúgúná 'dīri anji tā ūnī'bá rīpi ní ā sīkí drī sī:
Údrógú nya ĩpá ĩtā sī.
3. Anji tā ūnī'bá rīpi ā sīkí tāfífí, dōku tāvúgúná kọpi ní lēlé sīlé rĩ.

Tāvúgúná lāngará

Mí lū anji tā ūnī'bá rīpi ā ūnīkí tā ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 36 rĩ: fũ (f)

Ẹnditā

1. Ẫjógú rĩ sē ũjó 'bá rĩpi ní.
2. Ásēru dā yĩ! Vātā pá gá.
3. Vātā ri pála sī bóró tịgé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ẫ'di ísú pẹtị fũ be ni nĩ?
2. Vātā gā Tĩ'bā ní ũjó sēgá sī āsī?
3. A'di 'o Tĩ'bā ā drị nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí fũ ri.
Mí ũnĩ ĩri kọpi tǎfífí 'dĩ'bée sī: **dā, nyányáku**
2. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

f: **fā, fí, gārāfā, fụ, fô, fūkũ, nyāáfe**

Mí zị anji tǎ ũnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trụ 'dĩri be ni.

Ngá sīngará ũnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará **f, F**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
fē fāá fũ
3. Mí lā tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩpi ní ā sīkí drị sī:
fi ti Tĩ'bā dōngí dōngĩ
4. Anji tǎ ũnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tāvúgúná lāngará

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trụ ni

Ú'dógú'dógú sīngará

Ímbátá 37 rĩ: ọfụ (ọ), ọngú (ọ), ọnyúfí (ọ)

Ẹnditā

1. Tí'bā ní ọnyúfí rĩ zāzú ācí sī.
2. Tí'bā ícé fū ọnyúfí be.
3. Ākáyó mvi mángā bíí 'bětí.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Vātā pi mụkí ọnyú gé ā'di be?
2. Kọpi ní mụzú rĩ gé 'dụkí ā'di?
3. Vātā ká í'dó pẹtị rĩ gaá ā'di í'dé kọpi drịgé nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí ọfụ, ọngú, ọnyúfí rĩpi.
Mí ụnị kọpi tǎfífí 'dĩ'bée sī: fū, dā
2. Mí ímbá ngá sọndúkù agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dírú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

ọ: ọvụ, mgbọ, ngọ, ngọ'dọ, ngọlọ, ọyụ

ọ: gbólọ, édigọ, kẹmĩrọ, kọ'bí, mvọpi, nyóluná

ọ: ọjọgọ, ọjú, sọndúkù, ọzù, ọlú, ẹllyọ

Mí zị anji tǎ ụnị'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnịngará

1. Mí ímbá tǎfí rĩpi vé sīngará ọ, Ọ, ọ, Ọ, ọ, Ọ
2. Mí ímbá anji tǎ ụnị'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā síkí:
 ọnyúfí **ọngú**
3. Mí lā tǎvúgúná 'dĩri anji tǎ ụnị'bá rĩpi ní ā síkí drị sī:
 Ọnyú rĩ ụtú gé.
4. Anji tǎ ụnị'bá rĩpi ā síkí tǎfífí, dọku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ụnị'bá rĩpi ā ụnịkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 38 rĩ: wāndé (w)

Ẹnditā

1. Vātā nju ọngú sī.
2. Kūlúkú ọfọ írā drĩgé.
3. Bígá kīnī mâ nju ọnyú rĩ rá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Tĩ'bā vé ọmvú íngūgá?
2. Ā'di ri Tĩ'bā vé wāndé nya nĩ?
3. Ā'di ísú 'bá wāndé nya'bá rĩpi nĩ?
4. Ā'di ímú ívé ũnjĩkānyā lūú Tĩ'bā ní nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí wāndé ri.
Mí ũnĩ ĩri kọpi tǎfífí 'dĩ'bée sī: **ọnyúfí, ọngú, ọfọ**
2. Mí ímbá ngá sọndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

w: wā, wū, wíríwírí, káwā, lẹwū, ĩwá, úwá

Mí zị anji tǎ ũnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ũnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará **w, W**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎvúgúná rĩ vé sīngará sī. Kọpi ā sīkí:
Wārú mụ wátá gálé sī.
3. Mí lā tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩpi ní ā sīkí drĩ sī:
ọfọ ọyọ ọgọ we
4. Anji tǎ ũnĩ'bá rĩpi ā sīkí tǎfífí, dọku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lāngará

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 39 rĩ: yéré (y)

Ẹnditā

1. Vātā pi ápákí ọnyúfí sī.
2. Áséru ícé fū.
3. 'Bá rīpi Tī'bā vé wāndé unje fūkūrú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dī'bépi sī.

1. Tī'bā ũkúni ārú ā'di 'i?
2. Tī'bā ũkúni ísú yéré rĩ ngūgá?
3. Tī'bā 'dị yéré rĩ kuyé āsī?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **yéré** ri.
Mí ụnị ịri kọpi tǎfífí 'dī'bée sī: **wāndé, ọngú, ọfụ**
2. Mí ímbá ngá sọndúkụ agá 'dī'bée.
3. Mí ímbá á'úngará tǎfí ú'dīrú rīpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rīpi:

y: **ya, yụ, yī, yi, kuyé**

Mí zị anji tǎ ụnị'bá rīpi ā lūkí míní tǎfífí á'ú pi trú 'dīri be ni.

Ngá sīngará ụnịngará

1. Mí ímbá tǎfí rĩ vé sīngará **y, Y**
2. Mí ímbá anji tǎ ụnị'bá rīpi tǎvúgúná ri vé sīngará sī. Kọpi ā sīkí:
Dō yéré rĩ sī, ma la ásé agá.
3. Mí lā tǎvúgúná 'dīri anji tǎ ụnị'bá rīpi ní ā sīkí drị sī:
Búde kīnī, “Ngá rĩ ā'di?”
4. Anji tǎ ụnị'bá rīpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lāngará

Mí lū anji tǎ ụnị'bá rīpi ā ụnịkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 40 rĩ (Ẹnditā)

Ẹnditā

1. 'Bígá pi ngakí ọngú gé Áséro be.
2. 'Bá kárákara ápákí yéré sī.
3. Bígá pi zíkí 'bá rĩpi nĩ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zítā 'dĩ'bépi sī.

1. Ā'di ísú yéré rĩpi nĩ?
2. Yéré rĩpi ápákí mọú ngólê rú?
3. Tĩ'bā ũ'bā bāá kárákara ā'di 'ozú ānĩ?
4. Ā'di dro yéré rĩ ā'yíí bāá gá nĩ?
5. Tĩ'bā ca ísú yéré rĩ 'o ā'di?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfíí rĩ pi be

1. Anji tǎ ũnĩ'bá rĩpi ā 'oki ímbátá 40 rĩ.
2. Mí lǎ tǎfíí 'dí 'dĩ'bée, ũm'bá rĩpi ā ẹndíkí lǎá trú mí vú sī. Īmi gókí ẹndíí kọpi be trú ālu.
3. Mí sē ũnĩ'bá rĩpi ā úsúkí tǎfíí fi'bá tǎvúgúná 'dĩ'bée agá 'dọ ni pi vūrā mgbọ rĩpi agá sī.

Ngá sīngára ũnīngára

1. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfíí rĩpi vé sīngára sī. Kọpi ā sīkí:
Ọrógù rĩ ā ọrukọ ngǎá?
2. Mí lǎ tǎfíí 'dĩ'bée anji tǎ ũnĩ'bá rĩpi ní ā sīkí drĩ sī:
yéré sírí'bá 'a ọnyú létì
3. Anji tǎ ũnĩ'bá rĩpi ā sīkí tǎfíí, dọku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngára

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnīkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngára

Ímbátá 41 rĩ: ze (z)

Ẹnditā

1. 'Bá kárákara rĩpi ápa kí rá.
2. Tĩ'bā ícá gōó gí.
3. Vātā pi zíkí 'Búḍe ri nĩ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zītā 'dĩ'bépi sī.

1. Ā'di ri kú lúpánjá drĩ gé pẹtì āndúgé nĩ?
2. Kǎákí kǎ lěé mụú jòkọnĩ gé Tĩ'bā kīnĩ ĩri ní íngóni?
3. Tĩ'bā í'dé tūsú be tìgé āsĩ?
4. 'Búḍe ídrí Tĩ'bā ri āsĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí ze ri.
Mí ũnĩ ĩri kọpi tǎfífí 'dĩ'bée sī: **yéré, wǎndé**
2. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

z: iza, zǎá, ũzi, ízó, zũ, ǎzó, zĩ

Mí zì anji tǎ ũnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ũnīngará

1. Mí ímbá tǎfí rĩ vé sīngará **z, Z**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎvúgúnjá 'dĩri vé sīngará sī. Kọpi ā sīkí: **Zǎáru ní aya rĩ 'bezú.**
3. Mí lǎ tǎvúgúnjá 'dĩri anji tǎ ũnĩ'bá rĩpi ní ā sīkí drĩ sī: **Tĩ'bā kīnĩ, “Ọrógũ fǎ rĩ ngǎá?”**
4. Anji tǎ ũnĩ'bá rĩpi ā sīkí tǎfífí, dọku tǎvúgúnjá kọpi ní lělé sīlé rĩ.

Tǎvúgúnjá lǎngará

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 42 rĩ: ímbá (mb)

Ẹnditā

1. Yéré ā'yĩ gí ọnyúfí ní Tĩ'bā ri ọlúzú āní.
2. Tĩ'bā mụ wāndé fūkū rú rĩ ndreeé.
3. Kọpi ísúkí bāá ũ'bāá rĩpi.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zitā 'dĩ'bépi sī.

1. Ú'dú ālu ílí sī, 'bá rĩpi mụkí ngōlé?
2. 'Bá mụbá ā'á gá rĩpi jíkí ā'di ĩndĩ?
3. Tĩ'bā nga sī ọngú drĩgé āsī?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí ímbá ri.
Mí ụnĩ ĩri kọpi tǎfífí 'dĩ'bée sī: **ze, yéré**
2. Mí ímbá ngá sōndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

mb: mbe, mbĩ, ũmbā, kēmbē, mbérémbéré, ímbápi, úmbā

Mí zị anji tǎ ụnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará **mb, Mb**
2. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
ímbá mbēlē kuyé
3. Mí lā tǎfífí 'dĩ'bée anji tǎ ụnĩ'bá rĩpi ní ā sīkí drĩ sī:
fā fāá ngāá ngá nĩ nĩ ní
4. Anji tǎ ụnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lēlé sīlé rĩ.

Tāvúgúná lāngará

Mí lū anji tǎ ụnĩ'bá rĩpi ā ụnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 43 rĩ: jó (j)

Ẹnditā

1. Tĩ'bā mụ ọmvú úndré.
2. Bígá kīnĩ yéré úlákí kárákara.
3. Ọcógú ngū yéré rĩ ẹjĩ kuyé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Bígá mụ bāá sī ã'di 'ozú?
2. Ku ã'di ívé jó gá?
3. Bígá ísú ã'di pẹtị sí gé?
4. Bígá ká ísú ívé jó ve gí, gō mụú adrií ã'di vú?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí jó ri.
Mí ụnĩ rĩri tǎfífí 'dĩ'bée sī: **ímbá, ze**
2. Mí ímbá ngá sōndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

j: jēlēgú, jó'bē, jóróvū, ja, rájā, jama, jābā

Mí zị anji tǎ ụnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará **j, J**
2. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎvúgúná 'dĩri vé sīngará sī. Kọpi ā sīkí:
Ímú jọkọnĩ gé.
3. Mí lā tǎvúgúná 'dĩri anji tǎ ụnĩ'bá rĩpi ní ā sīkí drị sī:
Āyíma ní páni 'dizú.
4. Anji tǎ ụnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lēlé sīlé rĩ.

Tǎvúgúná lāngará

Mí lū anji tǎ ụnĩ'bá rĩpi ā ụnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 44 rĩ: yĩí (ĩí), sĩí (ĩí), sịí (ií)

Ẹnditā

1. Ẹlĩ ci Bígá ā drĩ.
2. Bígá nju ọnyú 'bǎá kũlúkú agá.
3. Tĩ'bǎ kǎ ǎ'á rĩ ndreé, nga ọngú gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. ǎ'di pi ulakí pẹtị ǎndú gé yĩí ǎtā sī nĩ?
2. Yéré zị ǎ'á rĩpi mụú ǎ'di 'oó?
3. ǎ'di aru yéré ri nĩ?
4. ǎ'di ísú yĩí rĩ ǎ vūrā nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ ǎzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfí **ĩí** pi **íí** be sū **yĩí** dōku tǎvúgú 'Vǎtā pi sịí jó' agá rĩ tĩnĩ.
Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: **jó, ímbá ***
2. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

ĩí: dǎí, zǎí, pǎí, drǎí, ĩnjǎí, nǎí, ĩwǎí

íí: jǎí, i'dǎí, lǎí, trǎí, vǎí, nǎí, zǎí

Mí zị anji tǎ ụnĩ'bá rĩpi ǎ lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sǎngará ụnĩngará

1. Mí ímbá tǎfí rĩpi vé sǎngará **ĩí, ĩí**
2. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎfífí rĩpi vé sǎngará sī. Kọpi ǎ sǎkí:
yĩígó Jeku mụ ĩbǎbǎ sĩí.
3. Mí lǎ tǎvúgúná 'dĩri anji tǎ ụnĩ'bá rĩpi ní ǎ sǎkí drĩ sī:
Kǎákĩ ájǎ íjǎ jó gá.
4. Anji tǎ ụnĩ'bá rĩpi ǎ sǎkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sǎlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ụnĩ'bá rĩpi ǎ ụnĩkí tǎ ǎ vúgú rĩ lǎá.

Ú'dógú'dógú sĩí trú ni

Ú'dógú'dógú sǎngará

Ímbátá 45 rĩ (Ẹnditā)

Ẹnditā

1. Ǽ'á rĩpi mụkí yĩí mvụú.
2. Ẫtógó ndre yĩí rĩ ǻ vūrā nĩ.
3. Vātā ga yĩí ǻ'á rĩpi ní.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sĩ.

1. Vātā zị 'bá rĩpi mụú ǻ'di 'oó?
2. Anji rĩpi ĩvé ngá yĩí vé rĩ ũ'bā ngūgá?
3. Áséro mụ Vātā vúgá 'dǻá ǻ'di 'oó?
4. Vātā vu Áséro ní síríba ǻsĩ?

Ẹnditā tǻfí rĩ pi vé rĩ ǻzi tǻfífí rĩ pi be

1. Anji tǻ ũnĩ'bá rĩpi ǻ 'oki ímbátá 45 rĩ.
2. Mí lǻ tǻfífí ú'dí 'dĩ'bée, ũm'bá rĩpi ǻ ẹnđíkí lǻá trụ mí vú sĩ. Ẫmi gőkí ẹnđí kọpi be trụ ǻlu.
3. Mí sē ũnĩ'bá rĩpi ǻ úsúkí tǻfífí fi'bá tǻvúgúná 'dĩ'bée agá 'dọ ni pi vūrā mgbọ rĩpi agá sĩ.

Ngá sĩngará ũnĩngará

1. Mí ímbá anji tǻ ũnĩ'bá rĩpi tǻfífí rĩpi vé sĩngará sĩ. Kọpi ǻ sĩkí:
'dǻáyo lúpáná ǻ'á jēlēgú
2. Mí lǻ tǻfífí 'dĩ'bée anji tǻ ũnĩ'bá rĩpi ní ǻ sĩkí drị sĩ:
íjị ílị ílị ẹjị sịjị sịjị
3. Anji tǻ ũnĩ'bá rĩpi ǻ sĩkí tǻfífí, dọku tǻvúgúná kọpi ní lélé sīlé rĩ.

Tǻvúgúná lǻngará

Mí lū anji tǻ ũnĩ'bá rĩpi ǻ ũnĩkí tǻ ǻ vúgú rĩ lǻá.

Ú'dógú'dógú sī trụ ni

Ú'dógú'dógú sĩngará

Ímbátá 46 rĩ: ũndógó (nd)

Ẹnditā

1. Anji ụrụkọ ũnjí.
2. Vātā adri ābé únyá.
3. Áséro ra ọngụ kọpi rụgé sī.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ndāngū ri ā'di?
2. Ndāngū ri ívé ngá dị rīpi sē je rá āsī?
3. Ndāngū nga sī ọngụ gé āsī?

Ímbángará tāfífí ú'dí rĩ pi vé rĩ āzi ni tāfí ú'dí rĩ pi be

1. Mí ímbá tāfífí ũndógó ri.
Mí ụnị ịri tāfífí 'dĩ'bée sī: **yīí, sīí, jó**
2. Mí ímbá ngá sọndúkụ agá 'dĩ'bée.
3. Mí ímbá á'úngará tāfí ú'dírú rīpi vé rĩ. Mí lā tāfífí adri'bá tāfí be rīpi:

nd: **ũndú, ndēndēngá, ndūrū, ịndēréfí, ịndí, andị, ndālākāngá**

Mí zị anji tā ụnị'bá rīpi ā lūkí míní tāfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnịngará

1. Mí ímbá tāfí rĩ vé sīngará **nd, Nd**
2. Mí ímbá anji tā ụnị'bá rīpi tāvúgúngá 'dĩri vé sīngará sī. Kọpi ā sīkí:
Ndāngū ri ũndógó.
3. Mí lā tāvúgúngá 'dĩri anji tā ụnị'bá rīpi ní ā sīkí drị sī:
Mí jị lúpá rĩ ịndĩ.
4. Anji tā ụnị'bá rīpi ā sīkí tāfífí, dọku tāvúgúngá kọpi ní lélé sīlé rĩ.

Tāvúgúngá lāngará

Mí lū anji tā ụnị'bá rīpi ā ụnịkí tā ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 47 rĩ: ngũú (ũú), tųú (ųú)

Ęnditā

1. Ndāngũ ũkúni ri ílĩ ākó.
2. Ũndógó í'dé íwá sĩ umvu gārāgá.
3. Ā'di uce ímbá rĩ létĩ gé sĩ nĩ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zĩ 'ĩ zĩtā 'dĩ'bépi sĩ.

1. Ā'di vé ōcógú ísú ũdrú rĩ ā vú drĩ nĩ?
2. Ndāngũ wa tųú ũrĩ sĩ ā'di sĩ gé?
3. Ā'di 'dĩ ũdrú rĩ drāá nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfí ũú pi ųú be sũ ngũú dōku tāvúgú 'Ndāngũ írĩ pětĩ tųú.' agá rĩ tĩnĩ.
Mí ũnĩ kōpi tǎfífí 'dĩ'bée sĩ: **ũndógó, yĩfĩ, sĩfĩ**
2. Mí ímbá ngá sōndúkũ agá 'dĩ'bée.
3. Mí ímbá á'ųngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

ũú: wũú, kũú, angũú, ũzũú, ũgũú, ōcũú, lũú

ųú: rųú, trųú, ọfųú, mųú, mvųú, kųú, 'dųú

Mí zĩ anji tǎ ũnĩ'bá rĩpi ā lũkĩ mínĩ tǎfífí á'ų pi trų 'dĩri be ni.

Ngá sǐngará ũnĩngará

1. Mí ímbá tǎfí rĩpi vé sǐngará **ũú, ųú**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tāvúgúgá 'dĩri vé sǐngará sĩ. Kōpi ā sĩkĩ:
Ndānĩ kĩnĩ, "Ōcógú rĩ ímú ā'á rĩ ngũú rá?"
3. Mí lā tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩpi ní ā sĩkĩ drĩ sĩ:
rųú lũú ũndógó
4. Anji tǎ ũnĩ'bá rĩpi ā sĩkĩ tǎfífí, dōku tāvúgúgá kōpi ní lēlé sīlé rĩ.

Tāvúgúgá lāngará

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkĩ tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sĩ trų ni

Ú'dógú'dógú sǐngará

Ímbátá 48 rĩ: úyáná (ŋ)

Ẹnditā

1. Ẫdrú íbígó rĩ ngũ ȳcógú ẹjĩ.
2. Ndāngũ 'du ȳjú mụzú ásé agá.
3. Bígá tu pẹti ũcé be ni sígé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Íyíńá zị ā'di ri mụú ívéāngá?
2. Úyáná kā ícá yĩ rĩ tị gé tu ā'di ā úgóró gá?
3. Íyíńá lě úyáná ā mụ ívéāngá ā'di'óó?
4. Íyíńá kā 'yoó ívé anji pi ri ńúlunúlu nya úyáná 'yo ĩri ní íngóni?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí úyáná ri.
Mí ũnĩ ĩri tǎfífí 'dĩ'bée sī: **ngũú, tųú, ũndógó**
2. Mí ímbá ngá sȳndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

ŋ: ńánjá, āńá, ńa, ńárunáru, mǎdǎńá, āńáru, ívúná

Mí zị anji tǎ ũnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sǎngará ũnĩngará

1. Mí ímbá tǎfí rĩ vé sǎngará **ŋ, ń**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfífí rĩpi vé sǎngará sī. Kȳpi ā sǎkí:
ńúlunúlu íyíńá kokoná
3. Mí lǎ tǎvúgúná 'dĩri anji tǎ ũnĩ'bá rĩpi ní ā sǎkí drĩ sī:
Ica jȳkónĩ gé rá?
4. Anji tǎ ũnĩ'bá rĩpi ā sǎkí tǎfífí, dȳku tǎvúgúná kȳpi ní lělé sǎlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sǎ trú ni

Ú'dógú'dógú sǎngará

Ímbátá 49 rĩ: (mv)

Ẹnditā

1. Íyíńǎ mụ ùjógú ùkùkù vúgá.
2. Ȫcógú rĩ adri ā'á ẹjĩ ngũú.
3. Ȫndógó Ndāngũ jì ímbá jeé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. Úyánǎ ri ẹcǐ ā'di vé wāndé nya?
2. Ndāngũ 'o ā'di, úyánǎ ní ĩri vé wāndé nyaá rĩ sī?
3. Ndāngũ vu drǐ ā'di 'ozú?
4. Ā'di 'bu úyánǎ ágágá rĩ nĩ?

Ímbángárá tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **mvánǎ** ri.
Mí ùnĩ ĩri tǎfífí 'dĩ'bée sī: **úyánǎ, ngũú, tųú**
 2. Mí ímbá ngá sōndúkù agá 'dĩ'bée.
 3. Mí ímbá á'úngárá tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:
mv: mve, mvā, amvi, ámvúpi, mvùpĩ, ĩmvánǎ, pámvú
- Mí zì anji tǎ ùnĩ'bá rĩpi ā lùkí míní tǎfífí á'ú pi trų 'dĩri be ni.

Ngá sīngárá ùnĩngárá

1. Mí ímbá tǎfí rĩ vé sīngárá **mv, Mv**
2. Mí ímbá anji tǎ ùnĩ'bá rĩpi tǎvúgúnǎ 'dĩri vé sīngárá sī. Kọpi ā sīkí:
Āńǎ kīnĩ, “Ma mvánǎ be.”
3. Mí lǎ tǎvúgúnǎ 'dĩri anji tǎ ùnĩ'bá rĩpi ní ā sīkí drǐ sī:
Āńǎ pi ímvíkí 'bẹtǐ gí.
4. Anji tǎ ùnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúnǎ kọpi ní lélé sīlé rĩ.

Tǎvúgúnǎ lǎngárá

Mí lū anji tǎ ùnĩ'bá rĩpi ā ùnĩkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trų ni

Ú'dógú'dógú sīngárá

Ímbátá 50 rĩ (Ẹnditā)

Ẹnditā

1. Ndāngū ri ẹ́cì úgóró sī.
2. Úyáṅá áwí peṭì sí gé.
3. Bígá ra mụú tẹú úyáṅá vú sī.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'lĩ zìtā 'dĩ'bépi sī.

1. Tĩ'bā mụ jó sị ngūgá?
2. Tĩ'bā ní mụzú ímbá úndrészú rĩ gé, ísú ā'di?
3. Anji rĩpi kâ rií zāá rĩ wú, ā'di ĩwũ 'i íkpú ani gé sī nĩ?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfífí rĩ pi be

1. Anji tǎ ũnĩ'bá rĩpi ā 'oki ímbátá 50 rĩ.
2. Mí lǎ tǎfífí 'dĩ'bée, ũm'bá rĩpi ā ẹndíkí lǎá trú mí vú sī. Īmi gǎkí ẹndí kọpi be trú ālu.
3. Mí sē ũnĩ'bá rĩpi ā úsúkí tǎfífí fi'bá tǎvúgúná 'dĩ'bée agá 'dọ ni pi vūrā mgbọ rĩpi agá sī.

Ngá sīngára ũnĩngára

1. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfífí rĩpi vé sīngára sī. Kọpi ā sīkí:
Mváyo ri mbúsuná dro.
2. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩpi ní ā sīkí drĩ sī:
úyáṅá íyíṅá mvụ Ndāngū tẹú tẹ tuú
3. Anji tǎ ũnĩ'bá rĩpi ā sīkí tǎfífí, dọku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngára

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngára

Ímbátá 51 rĩ: ndrĩí (ndr)

Ẹnditā

1. Ẹbẹngí ní 'iwũú íkpúzú yéré rĩ agá sī.
2. Ẹ'á tré Tĩ'bā vé jó gārāgá.
3. Tĩ'bā ínjé yéré rĩ vé ńjùlńjùlù 'bāá ngũú drĩ gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ndrĩí mvá pi ọ́cógú be ǎ'di?
2. Ndrĩí pi ísúkí ọ́cógú be ǎ'di?
3. Ọ́cógú tų fũú ámvé ngóningóni rú?
4. Ẹ'di ínjé ndrĩí ri ífũú yĩ rĩ agá sī nĩ?
5. Ndrĩí kǎ ítú ífũú, mụ ǎ'di vú?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ ǎzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí ndrĩí ri.
Mí ụnĩ ịri tǎfífí 'dĩ'bée sī: **mvánjá, úyánjá**
2. Mí ímbá ngá sọ́ndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

ndr: ǎndrũ, ndrũ, ndrǎ, ndrĩndrĩ, ndrị, ndrí, ẹndrĩ

Mí zị anji tǎ ụnĩ'bá rĩpi ǎ lũkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ vé sīngará ndr, Ndr
2. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎvúgúná 'dĩri vé sīngará sī. Kọpi ǎ síkí: **Ndrĩí rĩ mǎdǎjá.**
3. Mí lǎ tǎvúgúná 'dĩri anji tǎ ụnĩ'bá rĩpi ní ǎ síkí drĩ sī: **Ú'dú ǎlu, Vǎtǎ nya mǎvé mǎngǎ.**
4. Anji tǎ ụnĩ'bá rĩpi ǎ síkí tǎfífí, dọku tǎvúgúná kọpi ní lélé sǐlé rĩ.

Tǎvúgúná lǎngará

Mí lũ anji tǎ ụnĩ'bá rĩpi ǎ ụnĩkí tǎ ǎ vúgú rĩ lǎá.

Ú'dógú'dógú sǐ trú ni

Ú'dógú'dógú sīngará

Ímbátá 52 rĩ: (ěé), (eé), (ê)

Ěnditā

1. Őcógú ndre ěbėngí ónyú fūkŭrú rĩ gé.
2. Ŭkŭkŭ kā ĩfŭú ísú ndrĩĩ mādāŋá rĩ.
3. Īyĩŋá ítú ĩfŭú yĩĩ gé 'dāá sĩ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zĩ 'ĩ zĩtā 'dĩ'bėpi sĩ.

1. Álúma mụ 'ĩ ũndĩ vú ā'di 'ó?
2. Ísú 'ĩ ũndĩ adri íngŭgá?
3. Ŭgŭ'bá rĩpi 'bá rĩpi tē ŭgŭ íngŭgá?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfí **ěé** pi **eé** be **ê** sĩ sũ **rěé** dōku **jeé** dōku tāvúgú 'Ěbėngí rĩ ũlêrú.'
agá rĩ tĩnĩ.
Mí ũnĩ kōpi tǎfífí 'dĩ'bėe sĩ: **ndrĩĩ, mvánjá**
2. Mí ímbá ngá sōndŭkŭ agá 'dĩ'bėe.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

ěé: děé, fěé, běé, lěé, sěé, těé, ũděé

eé: veé, seé, mbeé, jeé, ceé, teé, deé

ê: lê

Mí zĩ anji tǎ ũnĩ'bá rĩpi ā lŭkí míní tǎfífí á'ú pi trŭ 'dĩri be ni.

Ngá sĩngará ũnĩngará

1. Mí ímbá tǎfí rĩpi vé sĩngará **ěé, eé, ê**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfífí rĩpi vé sĩngará sĩ. Kōpi ā sĩkí:
jeé ũlêrú
3. Mí lā tǎfífí 'dĩ'bėe anji tǎ ũnĩ'bá rĩpi ní ā sĩkí drĩ sĩ:
ndre ndreé fŭú fŭ ĩfŭngará
4. Anji tǎ ũnĩ'bá rĩpi ā sĩkí tǎfífí, dōku tāvúgúŋá kōpi ní lėlé sĩlé rĩ.

Tāvúgúŋá lāngará

Mí lŭ anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sĩ trŭ ni

Ú'dógú'dógú sĩngará

Ímbátá 53 rĩ: trútrúná (tr)

Ẹnditā

1. Bígá mụ ỳgú'bá rĩpi tēé.
2. Ỗgú'bá rĩpi lēkí wāndé ỳgūú.
3. Álúma lē drī rēé pẹtj āndú gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zj 'ĩ zjtā 'dĩ'bépi sī.

1. Álúma mụ ẹcị íngūgá, ísú ā'di?
2. Álúma kīnī ũndógó rĩ ā 'o íní ā'di?
3. Ngá Álúma ní sōó ílị sī koro rĩ ā'di?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **trútrúná** rĩ.
Mí ỳnī ĩri tǎfífí 'dĩ'bée sī: **rēé, jeé, ũlêrú**
2. Mí ímbá ngá sōndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

tr: **tro, tre, átrá, ỳtrẹtrẹ, tra, trúngāngā, trōtrō**

Mí zj anji tǎ ỳnī'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ỳnīngará

1. Mí ímbá tǎfí rĩ vé sīngará **tr, Tr**
2. Mí ímbá anji tǎ ỳnī'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
Trútrúná rĩ ani gé. mẹnīgó
3. Mí lā tǎvúgúná 'dĩri anji tǎ ỳnī'bá rĩpi ní ā sīkí drī sī:
Ānǎru trj drī ānyá rĩ kuyé.
4. Anji tǎ ỳnī'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ỳnī'bá rĩpi ā ỳnīkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 54 rĩ: nje (nj)

Ẹnditā

1. Álúma mụ trútrúńá jeé.
2. Īnĩ fi Álúma ní trútrúńá agá.
3. Mvńńá rĩ jì ndrĩĩ 'yĩí ásé agá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zítā 'dĩ'bépi sī.

1. Álúma pi sakí wńndé ũkúni be ā'di 'ozú?
2. Álúma ũgũ wńndé rĩ ā'di 'ozú?
3. Ānúru sē Álúma ní ínyá cālā sī āsī?
4. Álúma pi jekí ndrĩĩ rĩ rá?

Ímbńńgńńrńń tńńfĩfĩ ú'dĩ rĩ pi vé rĩ āzi ni tńńfĩ ú'dĩ rĩ pi be

1. Mí ímbá tńńfĩfĩ nje ri.
Mí ũnĩ ĩri tńńfĩfĩ 'dĩ'bée sī: **trútrúńá, jeé, ũlêrú**
2. Mí ímbá ngá sōndúkũ agá 'dĩ'bée.
3. Mí ímbá á'ńńgńńrńń tńńfĩ ú'dĩrũ rĩpi vé rĩ. Mí lā tńńfĩfĩ adri'bá tńńfĩ be rĩpi:

nj: njo, ínjí, ũnjĩ, njúrũńá, nja, njĩ, njĩĩ

Mí zì anji tńń ũnĩ'bá rĩpi ā lũkĩ mĩnĩ tńńfĩfĩ á'ńń pi trũ 'dĩri be ni.

Ngá sĩngńńrńń ũnĩngńńrńń

1. Mí ímbá tńńfĩ rĩ vé sĩngńńrńń **nj, Nj**
2. Mí ímbá anji tńń ũnĩ'bá rĩpi tńńvũgũńń 'dĩri vé sĩngńńrńń sī. Kōpi ā sĩkĩ:
Ōnyũfĩ njũ ōnyũ sũ rĩ nĩ.
3. Mí lā tńńvũgũńń 'dĩri anji tńń ũnĩ'bá rĩpi ní ā sĩkĩ drĩ sī:
Anji rĩpi rũkĩ ũgũ'bá.
4. Anji tńń ũnĩ'bá rĩpi ā sĩkĩ tńńfĩfĩ, dōku tńńvũgũńń kōpi ní lēlé sīlé rĩ.

Tńńvũgũńń lńńgńńrńń

Mí lũ anji tńń ũnĩ'bá rĩpi ā ũnĩkĩ tńń ā vũgũ rĩ lāá.

Ú'dógú'dógú sĩ trũ ni

Ú'dógú'dógú sĩngńńrńń

Ímbátá 55 rĩ: gbándā (gb)

Ẹnditā

1. Álúma pi ri wāndé nje ũkúni be.
2. Ānúru je zāá.
3. Ānúru nje wāndé cālā á'dízú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ā'di ri Álúma vé gbándā nje nĩ?
2. Álúma kā ndreé ũgú'bá ri ívé gbándā ũgū, 'o ā'di?
3. Álúma kā ũgú'bá ri rụú 'yo íngóni?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **gbándā** ri.
Mí ũnĩ ĩri tǎfífí 'dĩ'bée sī: **nje, trútrúná, ũlêrú**
2. Mí ímbá ngá sōndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

gb: ígbí, gbị, rụgbú, gbāngú, gbārākā, gbādrí, gba

Mí zị anji tǎ ũnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ũnīngará

1. Mí ímbá tǎfí rĩ vé sīngará **gb, Gb**
2. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
gbándā nje tré treé ndrị
3. Mí lā tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩpi ní ā sīkí drị sī:
ũlêrú mváná ndrịjé jeé trútrúná mējēngó
4. Anji tǎ ũnĩ'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lāngará

Mí lū anji tǎ ũnĩ'bá rĩpi ā ũnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 56 rĩ (Ẹnditā)

Ẹnditā

1. Ānúru gā Álúma ri gí.
2. Ānúru adri ómvú coó.
3. Ẹgú'bá gbándā ẹgú'pi rĩ ũkú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zítā 'dĩ'bépi sī.

1. Ā'di ẹgú Álúma vé ndrĩí nĩ?
2. Álúma mụ ndrĩí rĩ átā lūú ā'di ní?
3. Tĩ'bā kā gāá mụgá mákātā gá sī, ngá 'i 'oó pi ĩri ní rĩ ā'di?
4. Tĩ'bā 'bá drĩ ídrĩ gé āsī?

Ẹnditā tāfí rĩ pi vé rĩ āzi tāfífí rĩ pi be

1. Anji tā ẹnĩ'bá rĩpi ā 'oki ímbátá 56 rĩ.
2. Mí lā tāfífí 'dĩ'bée, ũm'bá rĩpi ā ẹndíkí lāá trú mí vú sī. Īmi gōkí ẹndí kọpi be trú ālu.
3. Mí sē ẹnĩ'bá rĩpi ā úsúkí tāfífí fi'bá tāvúgúná 'dĩ'bée agá 'dọ ni pi vūrā mgbọ rĩpi agá sī.

Ngá sīngará ẹnĩngará

1. Mí ímbá anji tā ẹnĩ'bá rĩpi tāfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
Gbéyo nje mākū ũtrētrē agá rĩ.
2. Mí lā tāfífí 'dĩ'bée anji tā ẹnĩ'bá rĩpi ní ā sīkí drĩ sī:
ínjé gbándā tré treé úndré ayúú
3. Anji tā ẹnĩ'bá rĩpi ā sīkí tāfífí, dōku tāvúgúná kọpi ní lélé sīlé rĩ.

Tāvúgúná lāngará

Mí lū anji tā ẹnĩ'bá rĩpi ā ẹnĩkí tā ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 57 rĩ: lḡmvú (ḡḡ), kḡpi (ḡ)

Ẹnditā

1. Álúma pi vé úpí ùkùkù 'i.
2. Úpí kīnī Tī' bā yì tã kù.
3. Álúma vé ndrīí ãlu ùgùú gí.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zītā 'dī'bépi sī.

1. Ānúru pē ā'di ri mụú yīí ĩbēé lḡmvú sī nī?
2. Lēku kã ícá kēētílé gá ā'di 'o pá ni nī?
3. Ānúru ọfụ ùdrí āzi rĩ íngóni?
4. Ānúru kã ùdrí āzi rĩ ọfụú gō 'yoó ngóni?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfí ḡḡ pi ḡ be sū lḡmvú dōku tǎvúgú 'Kḡpi ícá rá.' agá rĩ tǐnì.
Mí ùnī kḡpi tǎfífí 'dī'béé sī: **gbándā, nje**
2. Mí ímbá ngá sḡndúkù agá 'dī'béé.
3. Mí ímbá á'úngará tǎfí ú'dīrú rĩpi vé rĩ. Mí lā tǎfífí adri' bā tǎfí be rĩpi:

ḡḡ: kḡḡ, nyḡḡkù, kpḡḡ, nyḡḡrú

ḡ: tǐḡcḡ

Mí zì anji tã ùnī' bā rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dīri be ni.

Ngá sīngará ùnīngará

1. Mí ímbá anji tã ùnī' bā rĩpi tǎfífí rĩpi vé sīngará sī. Kḡpi ā sīkí:
ḡḡ ḡ Kḡpi jíkí āríná rĩ ĩvéāngá.
2. Mí lā tǎvúgúná 'dīri anji tã ùnī' bā rĩpi ní ā sīkí drī sī:
Kḡpi ní 'ĩ drí suzú ọrụ.
3. Anji tã ùnī' bā rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kḡpi ní lēlé sīlé rĩ.

Tǎvúgúná lāngará

Mí lū anji tã ùnī' bā rĩpi ā ùnīkí tã ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 58 rĩ: 'ly ('ly)

Ẹnditā

1. Lēku vé lḡmvú ofu céré.
2. Māmá mụ yĩ ịbēé.
3. Ānúru ọvụ kẹtịlẹ gá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zītā 'dĩ'bépi sī.

1. Álúma yị ā'di ātā?
2. Álúma kīnī ūkúni ā 'o ínī ā'di?
3. Úpí vu jēlégú ā'di 'ozú?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí 'yĩ ri.
Mí ụnĩ ịri tǎfífí 'dĩ'bée sī: lḡmvú, kḡpi, gbándā
2. Mí ímbá ngá sḡndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lā tǎfífí adri'bá tǎfí be rĩpi:

'y: ā'yā, ā'yī, 'yo, 'yólụ, 'yī, 'yéngá, nǎ'yā

Mí zị anji tǎ ụnĩ'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnīngará

1. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kḡpi ā sīkí:
'y 'Y 'yī lḡmvú kẹtịlẹ 'yéngá ú'yú
2. Mí lā tǎfífí 'dĩ'bée anji tǎ ụnĩ'bá rĩpi ní ā sīkí drī sī:
'yī yī 'yí jí ngá 'dípá.
3. Anji tǎ ụnĩ'bá rĩpi ā sīkí tǎfífí, dḡku tāvúgúná kḡpi ní lēlé sīlé rĩ.

Tāvúgúná lǎngará

Mí lū anji tǎ ụnĩ'bá rĩpi ā ụnĩkí tǎ ā vúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 59 rĩ: kpákí (kp)

Ẹnditā

1. Kǎákí 'yì fúndru 'bǎá ùvú agá.
2. Úmbí 'de 'yéńá úpí véǎngá.
3. Álúma pi mụkí úmbi rụngárágá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. ǎ'di 'bu yéré nĩ?
2. Tĩ'bǎ 'o ǎ'di zǎá ri 'dụzú ǎní?
3. Kǎ adrí ú'dú mǎdǎńǎ ǎ vúdrĩ gé Álúma 'o ǎ'di?
4. Álúma pi 'bǎkí ǎgátá Tĩ'bǎ be ǎsĩ?
5. Tĩ'bǎ nga mụ mákātā gá ǎ'di vú?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ ǎzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **kpákí** ri.
Mí ùnĩ ńri tǎfífí 'dĩ'bée sī: **'yĩ, lḡmḡvú, kḡpi**
2. Mí ímbá ngá sḡndúkũ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

kp: ũkpḡ, kpũkú, kpǎkpǎ, íkpḡ, kpũnũkũ, kpǎkú, kperee

Mí zì anji tǎ ùnĩ'bá rĩpi ǎ lũkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ùnĩngará

1. Mí ímbá anji tǎ ùnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kḡpi ǎ sīkí:
kp Kp Údé kpákí rĩ gbĩĩ sī.
2. Mí lǎ tǎvúgúnǎ 'dĩri anji tǎ ùnĩ'bá rĩpi ní ǎ sīkí drĩ sī:
Ḡkḡ áwí lḡmḡvú rĩ be ni.
3. Anji tǎ ùnĩ'bá rĩpi ǎ sīkí tǎfífí, dḡku tǎvúgúnǎ kḡpi ní lélé sīlé rĩ.

Tǎvúgúnǎ lǎngará

Mí lũ anji tǎ ùnĩ'bá rĩpi ǎ ùnĩkí tǎ ǎ vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 60 rĩ: mgbáyá (mgb)

Ẹnditā

1. Álúma ĩpē kpákí ālu drĩdrĩ.
2. Lēku ri zāá á'dí kọ́ọ́ gé.
3. Ānúru pi ímvíkí 'bẹ̀tí ǎyĩkō sī.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ā'di ri Álúma vé mgbáyá nya nĩ?
2. Ānúru 'du lọ́ọ́mvú mú yĩ'í bēé ǎní íngūgá?
3. Álúma 'du ǎ'di sā ĩri ní mụú mgbáyá ndreé rĩ ge?
4. Ngá Álúma ní jị suú yĩ'í ũtrētrē rú rĩ gé rĩ ǎ'di?
5. Álúma pē ǎ'di ri mú mgbáyá vūgá rĩpi jị'í 'yĩ'í fúndru rú nĩ?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ ǎzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí **mgbáyá** ri.
Mí ũnĩ'iri tǎfífí 'dĩ'bée sī: **kpákí, 'yĩ**
2. Mí ímbá ngá sōndúkū agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

mgb: mgbōlōhá, mgbinji, mgbé, rímgbí, mgbūmgbū, mgbímgbí, mgbāmgbā

Mí zị anji tǎ ũnĩ'bá rĩpi ǎ lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ũnīngará

1. Mí ímbá anji tǎ ũnĩ'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ǎ sīkí:
mgb Mgb Mgbáyá rĩ ka mgbāmgbā gí.
2. Mí lǎ tǎvúgúná 'dĩri anji tǎ ũnĩ'bá rĩpi ní ǎ sīkí drĩ sī:
Á'yĩ kpákí kẹ̀tílé gá.
3. Anji tǎ ũnĩ'bá rĩpi ǎ sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ũnĩ'bá rĩpi ǎ ũnĩkí tǎ ǎ vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 61 rĩ: sǒó (ǒó), coó (oó), fô (ô)

Ẹnditā

1. Ānúru ísù hwēlē gbándā gá.
2. Álúma ní ācí 'yūú kazú mgbāā.
3. Mgbūwá nya mgbáyá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dī'bépi sī.

1. Ẹ'bùtì Ānúru fū mụú ā'di 'oó?
2. Ānúru kǎ ọvūú ọmvù rĩ coó, ā'di 'o ĩri nĩ?
3. Kẹmĩrọ rĩ fi laá ú'dú koó ngūgá?
4. Kẹmĩrọ rĩ lě Ānúru ri nyaá āsĩ?
5. Kẹmĩrọ rĩ kǎ 'î tì zǐjì, Ānúru 'o ā'di?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfí **ǒó** pi **oó** be **fô** sī sū **sǒó** dǒku **coó** dǒku tǎvúgú '**ísě mání fúndru fô.**' agá rĩ tǐnì.
Mí ụnì kọpi tǎfífí 'dī'bée sī: **mgbáyá, kpákí**
2. Mí ímbá ngá sǒndúkù agá 'dī'bée.
3. Mí ímbá á'úngará tǎfí ú'dírú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

ǒó: **ṅǒó, āgǒó, tǒó, gǒó, ānjǒó, ụsǒó, nǒó**

oó: **koó, 'yoó, zoó, 'oó, ungoó, troó, roó**

ô: **fô, kô, kodô, hô, kpô**

Mí zì anji tǎ ụnì'bá rĩpi ā lūkí míní tǎfífí á'ú pi trù 'dīri be ni.

Ngá sǐngará ụnìngará

1. Mí ímbá anji tǎ ụnì'bá rĩpi tǎfífí rĩpi vé sǐngará sī. Kọpi ā sǐkí:
sǒó coó fô hwēlē kẹmĩrọ káyì ẹbírí
2. Mí lǎ tǎvúgúná 'dīri anji tǎ ụnì'bá rĩpi ní ā sǐkí drì sī:
Álúma sa mgbáyá rĩ nĩ.
3. Anji tǎ ụnì'bá rĩpi ā sǐkí tǎfífí, dǒku tǎvúgúná kọpi ní lélé sǐlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ụnì'bá rĩpi ā ụnìkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sǐ trù ni

Ú'dógú'dógú sǐngará

Ímbátá 62 rĩ (Ẹnditā)

Ẹnditā

1. Ānúru mụ ọmvú coó āndězú káyĩ.
2. Kẹmĩrọ rĩ ẹbírí rú fô.
3. Kẹmĩrọ ní íkpúzú sǎó ĩri 'yéná mị gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zítā 'dĩ'bépi sī.

1. Ā'di zị ā'á ārē vú céré ụmụti gé nĩ?
2. Ẹbẹngí 'yo ngóni?
3. Ā'di pi mụkí ari'ba rĩpi vé vūrā ísú nĩ?
4. Ari'ba rĩpi ká íkpú ísúkí Kẹmĩrọ pi 'okí ā'di?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfífí rĩ pi be

1. Anji tǎ ụnĩ'bá rĩpi ā 'oki ímbátá 62 rĩ.
2. Mí lǎ tǎfífí 'dĩ'bée, ụm'bá rĩpi ā ẹndíkí lǎá trú mí vú sī. Īmi gǎkí ẹndíí kọpi be trú ālu.
3. Mí sē ụnĩ'bá rĩpi ā úsúkí tǎfífí fi'bá tǎvúgúná 'dĩ'bée agá 'dọ ni pi vūrā mgbọ rĩpi agá sī.

Ngá sǐngára ụnĩngára

1. Mí ímbá anji tǎ ụnĩ'bá rĩpi tǎfífí rĩpi vé sǐngára sī. Kọpi ā sǐkí:
Mgbūwá rĩ ní íkpúzú sǎó ĩri 'yọlụ.
2. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ụnĩ'bá rĩpi ní ā sǐkí drị sī:
coó koó kọpi kpákí mgbāmgbā
3. Anji tǎ ụnĩ'bá rĩpi ā sǐkí tǎfífí, dǎku tǎvúgúná kọpi ní lélé sǐlé rĩ.

Tǎvúgúná lǎngára

Mí lū anji tǎ ụnĩ'bá rĩpi ā ụnĩkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sǐ trú ni

Ú'dógú'dógú sǐngára

Ímbátá 63 rĩ: 'wi ('w)

Ẹnditā

1. Arí'ba rĩpi kukí ã'á rĩpi ãnyangará kuyé.
2. ã'á ãrēvú मुखी céré kēmīrọ véāngá ùmūtī gé.
3. Mgbārā ápá tųú pẹtj sị gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Bígá ã ọmvú vūrā ngóni ni gé?
2. Sa ã'di ọmvú rĩ agá?
3. Bígá ísú ã'di pi ívé mgbáyá nya nĩ?
4. ã'di 'o Bígá ã pá nĩ?
5. Bígá ká ngá mgbáyá nya'ba rĩpi ú'dj, kīnī Áséro ã 'o ã'di?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí 'wi ri.
Mí ùnī ĩri tǎfífí 'dĩ'bée sī: **sóó, coó, fô**
2. Mí ímbá ngá sǎndúkù agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'ba tǎfí be rĩpi:

'w: 'were, ã'wí, 'wērē, 'wīnjā, 'wīrī, 'wi'wi, 'wārāngālā

Mí zị anji tǎ ùnī'ba rĩpi ã lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ùnīngará

1. Mí ímbá anji tǎ ùnī'ba rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ã sīkí:
'w 'W ã'wí kīnī, "Mgbūwá rĩ nō fô!"
2. Mí lǎ tǎvúgúnjǎ 'dĩri anji tǎ ùnī'ba rĩpi ní ã sīkí drj sī:
ǎkáyó kīnī, "Káyī, 'í yj kuyé!"
3. Anji tǎ ùnī'ba rĩpi ã sīkí tǎfífí, dōku tǎvúgúnjǎ kọpi ní lélé sīlé rĩ.

Tǎvúgúnjǎ lǎngará

Mí lū anji tǎ ùnī'ba rĩpi ã ùnīkí tǎ ã vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 64 rĩ: hụlụhụlụ (h)

Ẹnditā

1. Ágó āzi sa mgbáyá ũlĩ 'bẹtí.
2. Áséru újá 'i gǒo ọẹtì ùdǎé.
3. Ọẹtì rĩpi ní 'wizú ọmvú agá sī céré gí.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zítā 'dĩ'bépi sī.

1. Ā'di vé mvá āzó be nĩ?
2. Ụkụkụ kīnī ā sēkí mvá rĩ ní ā'di nyaá?
3. Hụlụhụlụ pi mụkí hūwáhūwá be ā'di vé ọmvú coó?
4. Hūwáhūwá pi ní mụzú hụlụhụlụ vé āngá rĩ gé, hūwáhūwá jì ā'di ìndĩ?
5. Hūwáhūwá vu hwēlě sā ngōri gé?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Mí ímbá tǎfífí hụlụhụlụ ri.
Mí ụnī 'iri tǎfífí 'dĩ'bée sī: 'wi, sǒó, coó
2. Mí ímbá ngá sǒndúkụ agá 'dĩ'bée.
3. Mí ímbá á'úngará tǎfí ú'dĩrú rĩpi vé rĩ. Mí lǎ tǎfífí adri'bá tǎfí be rĩpi:

h: hura, háa, helewu, hée, hĩj, hō

Mí zì anjì tǎ ụnī'bá rĩpi ā lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnīngará

1. Mí ímbá anjì tǎ ụnī'bá rĩpi tǎfífí rĩpi vé sīngará sī. Kọpi ā sīkí:
h H hūwáhūwá 'wi'wi
Hụlụhụlụ rĩ ágbó.
2. Mí lǎ tǎvúgúná 'dĩri anjì tǎ ụnī'bá rĩpi ní ā sīkí drĩ sī:
Bígá vé mgbáyá 'wi gí.
3. Anjì tǎ ụnī'bá rĩpi ā sīkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anjì tǎ ụnī'bá rĩpi ā ụnīkí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 65 rĩ (Ẹndịtā)

Ẹndịtā

1. Áséro ísú ājē ŋma céré.
2. Íje zāá ā'wí 'dĩri áyu.
3. Ndāngū ndre tị̄nc̄o t̄owú j̄ok̄on̄i l̄etị ḡe.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ndāngū pi fikí ásé gá ā'á ndāá ā'di be?
2. Sā Ndāngū ní mụú íjá ndāá rĩ gé, ndre ā'di?
3. Ā'di ú'bú tị̄nc̄o nĩ?
4. Zāá Ndāngū pi ní 'bāá á'dí rĩ ā'di ni?
5. Álúma mụ ẹcị be ngūgá?

Ímbángará tǎfífí ú'dí rĩ pi vé rĩ āzi ni tǎfí ú'dí rĩ pi be

1. Anji tǎ ũn̄i'bá rĩpi ā 'oki ímbátá 65 rĩ.
2. Mí lǎ tǎfífí ú'dí 'dĩ'bée, ũm'bá rĩpi ā ẹndikí lǎá trụ mí vú sī. Īmi gōkí ẹndị k̄opi be trụ ālu.
3. Mí sē ũn̄i'bá rĩpi ā úsúkí tǎfífí fi'bá tǎvúgúná 'dĩ'bée agá 'd̄o ni pi vūrā mgb̄o rĩpi agá sī.

Ngá sīngára ũn̄ingára

1. Mí ímbá anji tǎ ũn̄i'bá rĩpi tǎfífí rĩpi vé sīngára sī. K̄opi ā sīkí:
Ngá í'dé pi k̄umgb̄u 'dĩri ā'di?
2. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ũn̄i'bá rĩpi ní ā sīkí drị sī:
hága t̄owú ājē áje ā'wí ā'yí í'wí íwí
3. Anji tǎ ũn̄i'bá rĩpi ā sīkí tǎfífí, d̄oku tǎvúgúná k̄opi ní l̄élé s̄ilé rĩ.

Tǎvúgúná lǎngára

Mí lū anji tǎ ũn̄i'bá rĩpi ā ũn̄ikí tǎ ā vúgú rĩ lǎá.

Ú'dógú'dógú sī trụ ni

Ú'dógú'dógú sīngára