

Búkũ Ālu Rĩ
Ngá Lāngárá Ụnịzú
Kẹlịkọ Tị Sị

Keliko Primer Book One

Búkũ Ímbápi ẽ drị koópi rĩ

Teacher's Guide

1st Edition

ONEBOOK 

SIL

Búkū nōri 'bá Kēlīkọ tị sī'bá rī pi sīkí nī, kōpivé rú 'dī: Nāfātálī 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 1, First Edition, 2013. The purpose of Primer 1 is to begin teaching the recognition of speech sounds, and letters that represent them, with lessons designed to teach reading and writing fluency.

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1 st Edition	September 2013
Trial Edition Revised	2006
Trial Edition	2000

Publisher: SIL
Place of Publication: Juba, South Sudan

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

This Teacher's Guide accompanies the Keliko Primer 1 student's book.

Overview of Primer lesson patterns and literacy methodology

The first pages of the student book review the story 'Akayo Builds a House' which should have been covered earlier with the class through reading a 'big book' version of it. Through this story, the students learn words as 'sight words'. The review of this story is important, as the words are re-used in the stories of the lessons that follow it.

After the review of the 'Akayo' big book story, the lessons of the primer cover the sounds of Keliko and teach reading and writing in a systematic way. 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 (Létì ímbátá ãndí ãndí rĩ pi ímbázú rĩ)

How to teach vowel and consonant lessons (Ímbátá ú'dúkò 'i seépi sese, ãzini ú'dúkò ẹlíná rĩ vé ímbángará)

Revision sentences (Ẹnditā)

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'dógú'dógú)

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 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		á	
	ã	l	ã	p
			ã	p
				ã

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.

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

Part 5

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 trú 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 sǐngára ũnǐngára) - writing the keyletter and words

Objectives:

- a) To learn to write the new letter, revise its sound, and learn its 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 or 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 (Tǎvúgúnǎ lǎngára)

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. NOTE: Especially for lessons 1-20, stories should not be longer than 3-4 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.

Lessons up to lesson 10:

1. Tell the students to think up a story of their very own about the key word (choose one keyword). Let them draw a picture about their story. Some adults may prefer not to draw pictures. If so they should still think of a story in their head.
2. Choose a few students to come to the front and hold up their pictures so everybody can see. The student can then say what their picture (story) is about. Adults who do not like drawing can simply tell their story. Really praise the students who share their stories.

Lessons after lesson 10:

1. Tell the students to think up a story of their very own about the key word (choose one keyword, if possible one with all the letters already taught). 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.
3. 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 ẹ̀ndìtǎ 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 (Ẹ̀ndìtǎ)

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 (Ẹ̀ndìtǎ tǎfí rĩ pi vé rĩ ǎzi ni tǎfí rĩ pi be)

Boxes (Sõndúkũ)

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	ǎá	ụ	b
	â	î	v	'd	ẹ	ng

Use this in the following way:

1. 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.
2. 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 lā tāfíí ĩ ní sī rī pi búkū rī agá)

1. Write the first word on the board and ask if anyone can read it. Repeat with the other words in the first column.
2. Ask the class to read the first column together. Then ask individuals to come and point to particular words.
3. Do the same with all the columns, leaving the words on the board.
4. When you have gone through all the words, point to a word and ask someone to read it.
5. Ask pupils to come and point to particular words.

Missing word activity (Í sī tāfíí adri'béé 'dāáyo rī pi)

1. Write the sentence on the blackboard and the suggested words underneath it.
2. Ask the pupils which word to write in the gap to make a good sentence.
3. Write the word they suggest in the gap and read the sentence aloud. Ask if it is a good sentence.
4. 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.
5. If the word is correct, praise the pupils for getting it right.
6. Ask the class to read the whole sentence together again.

Writing practice (Ngá sīngára ũñgára)

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

Reading sentences (Tāvúgúńá lāngára)

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	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 'ú'bá trú rĩ pi Ngá sǎngára ụ̀nǎngára Tǎvúgúná lǎngára
4	Students' Experience Story – Story written together	Ú'dógú'dógú sǐ trú 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 sòndúkū āmbúgú rī agá, āzini sòndúkū 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 sòndúkū 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 ẹ̀nṅgára 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)

Ú'dógú'dógú: Ākáyó sị jó (pg 4)

1. Mí sī ú'dógú'dógú ú'dí rī gó'bóró drīgé drīdrī ísúzú 'bá rī pi fikí drī kīlāsī agá kuyé.
2. Mí lū 'bá rī pi ā zīkí búkū rī ịbịbịdrī pịrị rī gé.
3. Mí i'da ịndrịlịkí ịbịbịdrī gé rī 'bá kīlāsī agá 'dī ní. Mí lū kọpi ní tāvúgúná gó'bóró drīgé rī āfífí, ịndrịlịkí rī be.
4. Mí sī tāvúgúná rī:

Ākáyó ga pẹti jó sịzú ni.

5. Mí lā ịri 'bá rī pi ní, kúru ịmi lākí 'bá rī pi be trụ. Mí zị 'bá āzi ā nga lāá. Mí ũlū táfífí rī pi ālu ālu drị sī dōku pẹti sī. Mí lā ịri dị.
6. Mí ímbá táfífí 'dịri: **Ākáyó.**

Mí ụnị ịri: **ga, pẹti, jó, sịzú, ni**

7. Ịmi lākí ú'dógú'dógú rī trụ dị. Mí ũlū táfífí āndīāndí drị sī. Mí zị 'bá rī pi ālākí táfífí míní rí lūú rī cīngbá míní táfífí rī pi ũlūzú céré.
8. Kúru kọpi ālākí ịbịbịdrī búkū rī gé rī.

Ú'dógú'dógú: Ākáyó sị jó (pg 5)

1. Mí sī ú'dógú'dógú ú'dí rī gó'bóló drīgé drīdrī ísúzú 'bá rī pi fikí drī kílásī agá kuyé.
2. Mí lū 'bá rī pi ā zīkí bükū rī ṣb́b́drī pìrì rī gé.
3. Mí i'da índrìlìkí ṣb́b́drī gé rī 'bá kílásī agá 'dī ní. Mí ùlū kòpi ní tāvúgúná gó'bóló drīgé rī āfífí, índrìlìkí rī be.
4. Mí sī tāvúgúná rī:

Ìri ní pẹ̀tì rī dozú drī sī.

5. Mí lā ìri 'bá rī pi ní, kúru ìmi lākí 'bá rī pi be trú. Mí zì 'bá āzi ā nga lāá.
6. Mí ùlū tǎfífí rī pi ālu ālu drī sī dōku pẹ̀tì sī. Mí lā ìri dǐ.
7. Mí ímbá tǎfífí 'dīri: **Ìri.**

Mí ùnṣ́ ìri: **jó, ga, ni.**

8. Mí ímbá tǎfífí 'dīri: **ní.**

Mí ùnṣ́ ìri: **ga, pẹ̀tì, Ākáyó.**

9. Mí ímbá tǎfífí 'dīri: **rī.**

Mí ùnṣ́ ìri: **ní, ga, pẹ̀tì.**

10. Mí ímbá tǎfífí 'dīri: **drī.**

Mí ùnṣ́ ìri: **dozú, rī, Ākáyó.**

11. Mí ímbá tǎfífí 'dīri: **sī.**

Mí ùnṣ́ ìri: **drī, dozú, rī.**

12. Ìmi lākí ú'dógú'dógú rī trú dǐ. Mí ùlū tǎfífí āndíāndí drī sī. Mí zì 'bá rī pi ālākí tǎfífí míní rí lūú rī cīmgbá míní tǎfífí rī pi ùlūzú céré.

13. Mí zì anjì tǎ ùnṣ́ 'bá rīpi āzi āímú tǎfífí 'dī'bépi ùlūú:

Ākáyó, pẹ̀tì, dozú, Ìri, drī, ga, sī, rī.

14. Kúru kòpi ālākí ṣb́b́drī bükū rī gé rī.

Ú'dógú'dógú: Ākáyó sị jó (pg 6)

1. Mí sī ú'dógú'dógú ú'dí rī gó'bóró drīgé drīdrī ísúzú 'bá rī pi fikí drī kīlāsī agá kuyé.
2. Mí lū 'bá rī pi ā zīkí búkū rī ịbịbịdrī pịrị rī gé.
3. Mí i'da ịndrịlịkí ịbịbịdrī gé rī 'bá kīlāsī agá 'dī ní. Mí ūlū kọpi ní tāvúgúná gó'bóró drīgé rī āfífí, ịndrịlịkí rī be.
4. Mí sī tāvúgúná rī.

Īri ní mvizú.

5. Mí lā ĩri 'bá rī pi ní, kúru ĩmi lākí 'bá rī pi be trú. Mí zị 'bá āzi ā nga lāá. Mí ūlū tǎfífí rī pi ālu ālu drị sī dōku pẹtị sī. Mí lā ĩri dī.
6. Mí ímbá tǎfífí 'dīri: **mvizú.**

Mí ụnị ĩri: **ga, ĩri, dozú.**

7. ĩmi lākí ú'dógú'dógú rī trú dī. Mí ūlū tǎfífí āndīāndí drị sī. Mí zị 'bá rī pi ālākí tǎfífí míní rí lūú rī cīngbá míní tǎfífí rī pi ūlūzú céré.
8. Mí zị anjị tǎ ụnị'bá āzi āímú tǎfífí 'dī'bépi ūlūú:

pẹtị, sī, Īri, ga, mvizú, Ākáyó, ní, drī, dozú.

9. Kúru kọpi ālākí ịbịbịdrī búkū rī gé rī.

Ú'dógú'dógú: Ākáyó sị jó (pg 7)

1. Mí sī ú'dógú'dógú ú'dí rī gó'bóró drīgé drīdrī ísúzá 'bá rī pi fikí drī kílasī agá kuyé.
2. Mí lū 'bá rī pi ā zīkí búkū rī ịbịbịdrī pịrị rī gé.
3. Mí i'da ịndrịlịkí ịbịbịdrī gé rī 'bá kílasī agá 'dī ní. Mí ūlū kọpi ní tāvúgúná gó'bóró drīgé rī ǎfífí, ịndrịlịkí rī be.
4. Mí sī tāvúgúná rī.

Īri ní mvizú rī gé, ísú bǎá pẹtị rụ gé, ĩri ní sezú.

5. Mí lǎ ĩri 'bá rī pi ní. Kúru ĩmi lǎkí 'bá rī pi be trụ. Mí zị 'bá āzi ā nga lǎá. Mí ūlū tǎfífí rī pi ālu ālu drị sī dōku pẹtị sī. Mí lǎ ĩri dī.
6. Mí ímbá tǎfífí 'dīri: **ísú**.
Mí ụnị ĩri: **mvizú, ĩri, sī**.
7. Mí ímbá tǎfífí 'dīri: **bǎá**.
Mí ụnị ĩri: **ísú, ĩri, dozú**.
8. Mí ímbá tǎfífí 'dīri: **rụ**.
Mí ụnị ĩri: **bǎá, ísú, mvizú**.
9. Mí ímbá tǎfífí 'dīri: **gé**.
Mí ụnị ĩri: **pẹtị, rī, ísú**.
10. Mí ímbá tǎfífí 'dīri: **sezú**.
Mí ụnị ĩri: **ní, gé, bǎá**.
11. Īmi lǎkí ú'dógú'dógú rī trụ dī. Mí ūlū tǎfífí ǎndíǎndí drị sī. Mí zị 'bá rī pi ǎlǎkí tǎfífí míní rí lūú rī cīmgbá míní tǎfífí rī pi ūlūzú céré.
12. Mí zị anjị tǎ ụnị 'bá āzi ǎímú tǎfífí 'dī'bépi ūlūú:
Īri, mvizú, rī, pẹtị, ní, Ākáyó, drī, bǎá, ísú, ga.
13. Kúru kọpi ǎlǎkí ịbịbịdrī búkū rī gé rī.

Ú'dógú'dógú: Ākáyó sị jó (pg 8)

1. Mí sī ú'dógú'dógú ú'dí rī gó'bóró drīgé drīdrī ísúzú 'bá rī pi fikí drī kílásī agá kuyé.
2. Mí lū 'bá rī pi ā zīkí búkū rī ịbịbịdrī pịrị rī gé.
3. Mí i'da ịndrịlịkị ịbịbịdrī gé rī 'bá kílásī agá 'dī ní. Mí ūlū kọpi ní tāvúgúná gó'bóró drīgé rī ǎfífí, ịndrịlịkị rī be.
4. Mí sī tāvúgúná rī.

Ìri ní bǎá rī 'bǎzú pẹtị rī drīgé, ọ'dúzá 'bǎzú 'í drīgé. Ìri ní kúru mvizú 'bẹtị.

5. Mí lǎ ìri 'bá rī pi ní, kúru ìmi lǎkí 'bá rī pi be trú. Mí zị 'bá āzi ā nga lǎá. Mí ūlū tǎfífí rī pi ālu ālu drī sī dōku pẹtị sī. Mí lǎ ìri dī.

6. Mí ímbá tǎfífí 'dīri: **'bǎzú.**

Mí ụnị ìri: dozú, **bǎá, ísú**

7. Mí ímbá tǎfífí 'dīri: **drīgé**

Mí ụnị ìri: mvizú, pẹtị, rụ

8. Mí ímbá tǎfífí 'dīri: **ọ'dúzá**

Mí ụnị ìri: gé, bǎá, ìri

9. Mí ímbá tǎfífí 'dīri: **kúru**

Mí ụnị ìri: ní, sī, 'bǎzú

10. Mí ímbá tǎfífí 'dīri: **ì**

Mí ụnị ìri: mvizú, bǎá, ísú

11. Mí ímbá tǎfífí 'dīri: **'bẹtị**

Mí ụnị ìri: 'bǎzú, drīgé, ìri

12. Ìmi lǎkí ú'dógú'dógú rī trú dī. Mí ūlū tǎfífí ǎndíǎndí drī sī. Mí zị 'bá rī pi ǎlǎkí tǎfífí míní rí lūú rī cīmgbá míní tǎfífí rī pi ūlūzú céré.

13. Mí zị anjị tǎ ụnị 'bá āzi ǎmú tǎfífí 'dī'bépi ūlūú:

'bǎzú, mvizú, ní, rī, drī, pẹtị, Ākáyó, bǎá, ísú, ga.

14. Kúru kọpi ǎlǎkí ịbịbịdrī búkū rī gé rī.

Ú'dógú'dógú: Ākáyó sị jó (pg 9)

1. Mí sī ú'dógú'dógú ú'dí rī gó'bóró drīgé drīdrī ísúzá 'bá rī pi fikí drī kílásī agá kuyé.
2. Mí lū 'bá rī pi ā zīkí búkū rī ĩbĭbĭdrī pĭrĭ rī gé.
3. Mí i'da ĩndrĭlĭkĭ ĩbĭbĭdrī gé rī 'bá kílásī agá 'dī ní. Mí ũlū kōpi ní tāvúgúná gó'bóró drīgé rī āfífí, ĩndrĭlĭkĭ rī be.
4. Mí sī tāvúgúná rī.

Ākáyó ní bāá rī ájázú ũtú gé. Īri ní kúru jó rī sịzú.

5. Mí lā ĩri 'bá rī pi ní, kúru ĩmi lākí 'bá rī pi be trú. Mí zĭ 'bá āzi ā nga lāá. Mí ũlū tāfífí rī pi ālu ālu drĭ sī dōku pĕtĭ sī. Mí lā ĩri dĭí.
6. Mí ímbá tāfífí 'dĭri: **ájázú.**
Mí ũnĭ ĩri: **'bāzú, bāá, sịzú.**
7. Mí ímbá tāfífí 'dĭri: **ũtú.**
Mí ũnĭ ĩri: rụ, ísú, kúru
8. ĩmi lākí ú'dógú'dógú rī trú dĭí. Mí ũlū tāfífí āndĭāndĭ drĭ sī. Mí zĭ 'bá rī pi ālākí tāfífí míní rĭ lūú rī cĭmbá míní tāfífí rī pi ũlūzú céré.
9. Mí zĭ anjĭ tā ũnĭ 'bá āzi āímú tāfífí 'dĭ'bépi ũlūú:

ní, 'bĕtĭ, bāá, ímúzá, pĕtĭ, ga, Ākáyó, dozú, sī, drīgé, rī, ísú, Īri.

10. Kúru kōpi ālākí ĩbĭbĭdrī búkū rī gé rī.

Ímbátá 1 rĩ: la (a), ájá (á), ãlãpãpã (ã)

Ẹnditã

1. Ākáyó ri pẹ̀tì ga.
2. Ākáyó ní bǎá rĩ dozú.
3. Īri ní pẹ̀tì rĩ ọ́'dúzá drìgẹ́.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtã 'dĩ'bépi sī.

1. Ākáyó la vǔgá ã'di 'oó?
2. Ngá Kǎákĩ ní ríí 'oó rĩ ã'di?
3. Ā'di nga ríí Ākáyó drìgẹ́ nĩ?

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

1. Mí ímbá tǎfífí **la, ájá, ãlãpãpã** rĩ pi.
2. Mí ụ̀nĩ kọ̀pi tǎfífí 'dĩ'bée sī: **Ākáyó, ụ̀tú, 'bẹ̀tí.**
3. Mí ímbá ngá sọ̀ndúkù agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'úngará.
5. Mí lã tǎfífí adri'bá tǎfí rĩ be rĩ pi:

a: ma, na, ca, ra, ka, wa, ù'a

á: gá, 'bá, má, ágá, ícá, íká, írá

ã: ãrã, ãlu, ã'bú, 'bã, gã, tã, ãkã

Mí zì anjì tã ụ̀nĩ'bá rĩ pi ã lùkí míní tǎfífí á'ú pi trù 'dĩri be ni.

Ngá sīngará ụ̀nīngará

Mí ímbá tǎfí rĩ pi vé sīngará **a, A, á, Á, ã, Ā**

Tāvúgúná lāngará

Mí lū anjì tã ụ̀nĩ'bá rĩ pi ã ụ̀nĩkí tāvúgú rĩ lǎá.

Ú'dógú'dógú sī trù ni

Ú'dógú'dógú sīngará

Ímbátá 2 rĩ: ga (g)

Ẹnditā

1. Ākáyó ájá bǎá.
2. Ākáyó la pẹ̀tì drīgẹ̀.
3. Ākáyó ísù ǎlǎpǎpǎ pẹ̀tì drīgẹ̀.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dī'bépi sī.

1. Ā'di ri íjá ga nĩ?
2. Íjá rĩ kǎ árí ǎ'di íkpú kókó'bō ni gé sī nĩ?
3. Ākáyó kǎ ïnĩ rĩ ndreé 'o ǎ'di?

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

1. Mí ímbá tǎfífí **ga**.
2. Mí ùnĩ kọpi tǎfífí 'dī'bée sī: **la, ájá, ǎlǎpǎpǎ**
3. Mí ímbá ngá sọndúkù agá 'dī'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'úngará.
5. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:
g: gō, ǎgó, gōró, úgóró, gárá'bí, rágǎ, gūrǎ

Mí zì anji tǎ ùnĩ'bá rĩ pi ǎ lūkí míní tǎfífí á'ú pi trù 'dīri be ni.

Ngá sīngará ùnīngará

1. Mí ímbá tǎfí rĩ pi vé sīngará **g, G**
2. Mí ímbá anji tǎ ùnĩ'bá rĩ pi tǎfífí rĩ pi vé sīngará sī. Kọpi ǎ sīkí:
gá gǎ

Tǎvúgúná lǎngará

Mí lū anji tǎ ùnĩ'bá rĩ pi ǎ ùnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sī trù ni

Ú'dógú'dógú sīngará

Ímbátá 3 rĩ: ri (i), íjǎ (í), Kǎákĩ (ĩ)

Ẹnditǎ

1. Ǽkáyó ga pẹtì.
2. Ǽkáyó ní bǎá rĩ ájázú ỳtù gé.
3. Ǽkáyó ní mvizú 'bẹtì.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtǎ 'dĩ'bépi sǐ.

1. Ǽkáyó ri ǎ'di drĩgé?
2. Ǽ'di mụ íjǎ ñǒó nĩ?

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

1. Mí ímbá tǎfífí ri, íjǎ, Kǎákĩ rĩ pi.
2. Mí ỳnĩ kọpi tǎfífí 'dĩ'bée sǐ: **ga, la, ájǎ**
3. Mí ímbá ngá sǒndúkù agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará.
5. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:
i: **ika, imve, mi, ti, ri, si, ci**
í: **ísě, íní, ímbá, íwá, ǎcí, círo**
ĩ: **cĩrĩ, tĩrĩ, dīkárá, ĩwá, ǎdrĩ, dī**

Mí zì anji tǎ ỳnĩ'bá rĩ pi ǎ lūkí míní tǎfífí á'ù pi trù 'dĩri be ni.

Ngá sǐngará ỳnĩngará

Mí ímbá tǎfí rĩ pi vé sǐngará i, I, í, Í, ĩ, Ī

Tǎvúgúnǎ lǎngará

Mí lǔ anji tǎ ỳnĩ'bá rĩ pi ǎ ỳnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trù ni

Ú'dógú'dógú sǐngará

Ímbátá 4 rĩ: na (n)

Ẹnditā

1. Kǎákĩ ájá íjá rĩ 'bětí.
2. Kǎákĩ ri ùtù gé.
3. Ākáyó ri pẹtì drīgé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zītā 'dĩ'bépi sī.

1. Ākáyó mụ ásé gá ā'di 'oó?
2. Ākáyó jì òcógú ngōpí ógává rĩ ndāzú?
3. Ākáyó jì ógává rĩ mụzú ngōlé?

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

1. Mí ímbá tǎfífí **na** ri.
2. Mí ùnĩ kòpi tǎfífí 'dĩ'bée sī: **ri, íjá, Kǎákĩ**
3. Mí ímbá ngá sòndúkù agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'ùngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:
n: ìnĩ, nuna, āzini, kání, nì, ádani, áná

Mí zì anji tǎ ùnĩ'bá rĩ pi ā lūkí míní tǎfífí á'ù pi trù 'dĩri be ni.

Ngá sīngará ùnīngará

1. Mí ímbá tǎfí rĩ pi vé sīngará **n, N**
2. Mí ímbá anji tǎ ùnĩ'bá rĩ pi tǎfífí rĩ pi vé sīngará sī. Kòpi ā sīkí:
ní āná
3. Mí lǎ tǎfífí 'dĩri ùnĩ'bá rĩ pi ní ā sīkí drĩ sī:
na

Tāvúgúná lǎngará

Mí lǎ anji tǎ ùnĩ'bá rĩ pi ā ùnĩkí tāvúgú rĩ lǎá.

Ú'dógú'dógú sī trù ni

Ú'dógú'dógú sīngará

Ímbátá 5 rĩ: tų (t)

Ęnditā

1. Kǎákĩ ga pęti na.
2. Ākáyó ní bǎá rĩ dozú 'bęti.
3. Ālǎpǎpǎ nga Ākáyó drĩgę sĩ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zĩ 'ĩ ziti 'dĩ'bępi sĩ.

1. Tǎsĩgę kǎ tųú mángǎ sĩ gę 'dǎá ísú ǎ'di?
2. Ūrĩ sĩ Tǎsĩgę 'o ǎ'di?

Ímbángará tǎfĩfĩ ú'dĩ rĩ pi vé rĩ ǎzi ni tǎfĩ ú'dĩ rĩ pi be

1. Mí ímbá tǎfĩfĩ tų ri.
2. Mí ũnĩ kọpi tǎfĩfĩ 'dĩ'bęe sĩ: **na, ri, íjǎ**
3. Mí ímbá ngǎ sọndúkũ agǎ 'dĩ'bęe.
4. Mí ímbá tǎfĩ ú'dĩrú rĩ pi vé á'ųngǎrá. Mí lǎ tǎfĩfĩ adri'bǎ tǎfĩ rĩ be rĩ pi:

t: tǎ, tu, tǎbǎ, mbǎtǎ, tĩbĩ, Tĩ'bǎ, tĩ

Mí zĩ anji tǎ ũnĩ'bǎ rĩ pi ǎ lũkĩ mĩnĩ tǎfĩfĩ á'ų pi trų 'dĩri be ni.

Ngǎ sĩngǎrá ũnĩngǎrá

1. Mí ímbá tǎfĩ rĩ pi vé sĩngǎrá **t, T**
2. Mí ímbá anji tǎ ũnĩ'bǎ rĩ pi tǎfĩfĩ rĩ pi vé sĩngǎrá sĩ. Kọpi ǎ sĩkĩ:

tǎ tĩ

3. Mí lǎ tǎfĩfĩ 'dĩ'bęe anji tǎ ũnĩ'bǎ rĩ pi ní ǎ sĩkĩ drĩ sĩ:

ti tę té

Tǎvúgúǎ lǎngǎrá

Mí lũ anji tǎ ũnĩ'bǎ rĩ pi ǎ ũnĩkĩ tǎvúgú rĩ lǎá.

Ú'dógú'dógú sĩ trų ni

Ú'dógú'dógú sĩngǎrá

Ímbátá 6 rĩ (Ẹnditā)

Ẹnditā

1. Kǎákĩ tų pẹtį na rĩ drįgé.
2. Ākáyó ní ĩri vé íjǎ dozú.
3. Ākáyó ní bǎǎ rĩ sezú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zį ĩrį zįtǎ 'dĩ'bépi sǐ.

1. Ākáyó la ú'dú koó ngũgǎ?
2. Tǎsį gę 'o ǎ'di?

Ẹnditā tǎfį rĩ pi vé rĩ ǎzi tǎfįfį rĩ pi be

1. Anji tǎ ũnį'bǎ rĩ pi ǎ 'oki ímbátǎ 6 rĩ.

Ngǎ sǐngǎrá ũnįngǎrá

1. Mí ímbá ũnį'bǎ rĩ pi tǎfįfį rĩ pi vé sǐngǎrá sǐ. Kọpi ǎ sǐkį:

ǎgǎ **Ánǎ** **ǎti**

2. Mí lǎ tǎfįfį 'dĩ'bée anji tǎ ũnį'bǎ rĩ pi ní ǎ sǐkį drį sǐ:

gǎ **na** **tĩ**

Tǎvúgúnǎ lǎngǎrá

Mí lǎ anji tǎ ũnį'bǎ rĩ pi ǎ ũnįkį tǎvúgú rĩ lǎǎ.

Ú'dógú'dógú sǐ trų ni

Ú'dógú'dógú sǐngǎrá

Ímbátá 7 rĩ: do (o), ógává (ó), òcógú (õ)

Ẹndit̄

1. Tāsígé ísú Ākáyó rí 'bētí.
2. Ālāpāpā ní úrízú Ākáyó dr̄igé.
3. Kāákī tī mángā.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí z̄i 'ĩ z̄it̄ 'dĩ'bépi s̄i.

1. Bígá vé òcógú ĩs̄i 'ā'di droó r̄ú?
2. Ngá Bígá ní í'dú ógává rĩ tizú rĩ 'ā'di?
3. Bígá do ógává rĩ m̄uzú ngólé?

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

1. Mí ímbá tǎfífí **do, ógává, òcógú** rĩ pi.
2. Mí ũn̄i k̄opi tǎfífí 'dĩ'bée s̄i: **t̄u, na, r̄i**
3. Mí ímbá ngá s̄ondúk̄u agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'd̄irú rĩ pi vé á'úngará. Mí l̄ā tǎfífí adri'bá tǎfí rĩ be rĩ pi:

o: ko, co, so, ngo, zo, mo, 'dā́áyo

ó: āríkókó, bóró, āzó, í'dó, íníríkó

õ: ārõ, cõrõ, fõrõ, fõ, gõ'dõ, gõrõ

Mí anji t̄ā ũn̄i'bá rĩ pi ā l̄ukí míní tǎfífí á'ú pi tr̄ú 'd̄iri be ni.

Ngá s̄ingará ũn̄ingará

1. Mí ímbá tǎfí rĩ pi vé s̄ingará **o, O, ó, Ó, õ, Õ**
2. Mí l̄ā tǎfífí 'dĩ'bée anji t̄ā ũn̄i'bá rĩ pi ní ā s̄íkí dr̄i s̄i:
 ígá ĩgĩ

Tāvúgúná lāngará

Mí l̄ū anji t̄ā ũn̄i'bá rĩ pi ā ũn̄íkí tāvúgú rĩ l̄ā.

Ú'dógú'dógú s̄i tr̄ú ni

Ú'dógú'dógú s̄ingará

Ímbátá 8 rĩ: 'bá ('b)

Ẹnditā

1. Ākáyó do ógává rĩ drĩ sī.
2. Kǎákī ísù ȳcógú rĩ 'bětí.
3. Tāsígé nga sīí ọngú gé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ā'di í'dú búkū lǎá ũndré sī nĩ?
2. Tāsígé pi ímúkí ú'dógú'dógú rĩ ǎ yingárágá ǎ'di pi be?
3. Yíí'gọ rĩ kǎ í'dé, kọpi ápákí ngūgá?

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

1. Mí ímbá tǎfífí 'bá ri.
2. Mí ũnĩ kọpi tǎfífí 'dĩ'bée sī: **do, ógává, ȳcógú**
3. Mí ímbá ngá sọndúkú agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

'b: 'bǎgú, 'bǎpá, 'būrú, 'búkú, rú'bá, 'Búde, 'bọrú

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

Ngá sīngará ũnīngará

1. Mí ímbá tǎfí rĩ pi vé sīngará 'b, 'B
2. Mí ímbá anji tǎ ũnĩ'bá rĩ pi tǎfífí rĩ pi vé sīngará sī. Kọpi ǎ sīkí:
'bá ó'bo 'bó
3. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩ pi ní ǎ sīkí drĩ sī:
ǎti ga
4. Anji tǎ ũnĩ'bá rĩ pi ǎ sīkí tǎfífí, dọku tǎvúgúná kọpi ní lélé sīlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ũnĩ'bá rĩ pi ǎ ũnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sīí trú ni

Ú'dógú'dógú sīngará

Ímbátá 9 rĩ: umvu (u), úsú (ú), ùpě (ũ)

Ẹnditā

1. Ākáyó pí ní ímùzú Ándrúku be.
2. Tāsígé tĩ mángā 'bá rĩ pí ní.
3. 'Bá rĩ pí rí ápá yǐǐgò sī.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. Kāákĩ á'dí Ākáyó ní ā'di?
2. Ûpé 'o tri-tri-tri āsī?
3. Ûpé rĩ nga úrí ngūgá?

Ímbángará tǎfífí ú'dí rĩ pí vé rĩ āzi ní tǎfí ú'dí rĩ pí be

1. Mí ímbá tǎfífí **umvu, úsú, ùpé** rĩ pí.
2. Mí ùnĩ kòpi tǎfífí 'dĩ'bée sī: **'bá, do, ógává**
3. Mí ímbá ngá sòndúkù agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pí vé á'ùngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ pí be rĩ pí:

u: umbe, uka, ula, nju, ru, tu, vu

ú: kúbi, kúrā, kúkú'dĩ, lāmú'dā, múké, túngú, úbí

ũ: kũ, lũ, ā'bũ, vũ, 'bũ, 'yũ, gũké

Mí zì anjì tǎ ùnĩ'bá rĩ pí ā lǔkí míní tǎfífí á'ù pí trù 'dĩri be ní.

Ngá sīngará ùnĩngará

1. Mí ímbá tǎfí rĩ pí vé sīngará **u, U, ú, Ú, ù, Û**
2. Mí lǎ tǎfífí 'dĩ'bée anjì tǎ ùnĩ'bá rĩ pí ní ā sīkí drĩ sī:
'bí 'bó

Tāvúgúná lǎngará

Mí lǔ anjì tǎ ùnĩ'bá rĩ pí ā ùnĩkí tāvúgú rĩ lǎá.

Ú'dógú'dógú sī trù ní

Ú'dógú'dógú sīngará

Ímbátá 10 rĩ: kũlíkũlí (k)

Ẹnditā

1. Kǎákĩ ri úsú tĩ.
2. Ūpé nga úrí pẹti sígẹ.
3. Ākáyó vé ūpé ní umvu ndrezú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ītógó zị ā'di pi mụú ívé āngá ụmụ gé?
2. Ā'di áwí úsú tengárágá nĩ?
3. Kũlíkũlí kǎ agaá caá ĩtógó vé āngá 'dǎá úrí ngũgá?
4. Ītógó adri āyĩkō sī kuyé āsī?

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

1. Mí ímbá tǎfífí kũlíkũlí ri.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: **umvu, úsú, ūpé**
3. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'ųngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:
k: Kǎákĩ, kẹtj, búkũ, kúrǎ, kácíra, kẹmbě, kírí

Mí zị anji tǎ ụnĩ'bá rĩ pi ā lũkí míní tǎfífí á'ų pi trų 'dĩri be ni.

Ngá sǐngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sǐngará **k, K**
2. Mí ímbá anji tǎ ụnĩ'bá rĩ pi tǎfífí rĩ pi vé sǐngará sī. Kọpi ā sǐkí:
kũ ákó
3. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ụnĩ'bá rĩ pi ní ā sǐkí drĩ sī:
ko kó
4. Anji tǎ ụnĩ'bá rĩ pi ā sǐkí tǎfífí, dọku tǎvúgúná kọpi ní lélé sǐlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ụnĩ'bá rĩ pi ā ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trų ni

Ú'dógú'dógú sǐngará

Ímbátá 11 rĩ (Ẹnditā)

Ẹnditā

1. Kūlíkūlī nga mụzú ãtógó vé āngá.
2. Kūlíkūlī tē ũpé ri tí.
3. Ũpé ca úsú ísú ãri ní tezú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Álúma 'dụ pērēgú mụzú ngōlé?
2. Ngá Álúma ní ísú úsú nyangárágá rĩ ā'di?
3. Álúma kā ógává rĩ ndreé, 'o ā'di?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfífí rĩ pi be

1. Anji tǎ ũnĩ'bá rĩ pi ā 'okí ímbátā 11 rĩ.
2. Mí sē anji tǎ ũnĩ'bá rĩ pi ālākí tǎfífí ímbátā 11 rĩ pi.

Ngá sīngára ũnīngára

1. Mí ímbá anji tǎ ũnĩ'bá rĩ pi tǎfífí rĩ pi vé sīngára sī. Kòpi ā sīkí:

ūkú ā'bú ú'bú

2. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩ pi ní ā sīkí drĩ sī:

kū 'bú gō

Tāvúgúǎ lǎngára

Mí lū anji tǎ ũnĩ'bá rĩ pi ā ũnĩkí tāvúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngára

Ímbátá 12 rĩ: rágã (r)

Ẹnditã

1. Álúma ísú ógává ọmvú gé.
2. Ȯcógú rĩ tų pẹtị drĩgé.
3. Ógává rĩ ní Ȯcógú rĩ ndrezú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtã 'dĩ'bépi sĩ.

1. Álúma 'bu ã'di?
2. ã'di wa zãá rĩ 'duy nĩ?

Ímbángará tãfífí ú'dí rĩ pi vé rĩ ãzi ni tãfí ú'dí rĩ pi be

1. Mí ímbá tãfífí **rágã** ri.
2. Mí ụnĩ kọpi tãfífí 'dĩ'bée sĩ: **kũlĩkũlĩ, úsú, ùpé**
3. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
4. Mí ímbá tãfí ú'dĩrú rĩ pi vé á'ųngará. Mí lã tãfífí adri'bá tãfí rĩ be rĩ pi:

r: rágã, íré, bõró, ïnjĩrĩmã, bárabara, rụdú, rē

Mí zị anji tã ụnĩ'bá rĩ pi ã lũkí míní tãfífí á'ų pi trų 'dĩri be ni.

Ngá sĩngará ụnĩngará

1. Mí ímbá tãfí rĩ pi vé sĩngará **r, R**
2. Mí ímbá anji tã ụnĩ'bá rĩ pi tãfífí rĩ pi vé sĩngará sĩ. Kọpi ã sĩkí:
rágã ri
3. Mí lã tãfífí 'dĩ'bée anji tã ụnĩ'bá rĩ pi ní ã sĩkí drĩ sĩ:
rũ ra
4. Anji tã ụnĩ'bá rĩ pi ã sĩkí tãfífí, dõku tãvúgúná kọpi ní lélé sile rĩ.

Tãvúgúná lãngará

Mí lũ anji tã ụnĩ'bá rĩ pi ã ụnĩkí tãvúgú rĩ lãá.

Ú'dógú'dógú sĩ trų ni

Ú'dógú'dógú sĩngará

Ímbátá 13 rĩ: cẹkí (c)

Ẹnditā

1. Álúma nĩ rágã údézú.
2. Kǎákĩ ní mvizú 'bẹtị úsú rĩ be.
3. Álúma nĩ ãtógó rĩ 'buzú drĩgé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ílĩ sī 'bá rĩ pi mụkí ásé agá ã'di 'oó?
2. ã'di 'bu ãbā drǎá nĩ?
3. 'Bụtị zị cẹkí ã'di vú?
4. 'Bụtị api zǎá rĩ sī úyé ãsī?

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

1. Mí ímbá tǎfífí cẹkí ri.
2. Mí ụnị kọpi tǎfífí 'dĩ'bée sī: **rágã, kũlĩkũlĩ, umvu**
3. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

c: círo, ceke, cǎ, cǎrǎ, cĩkọ, cǎrǎ

Mí zị anji tǎ ụnị'bá rĩ pi ã lũkí míní tǎfífí á'ú pi trụ 'dĩri be ni.

Ngá sǐngará ụnịngará

1. Mí ímbá tǎfí rĩ pi vé sǐngará **c, C**
2. Mí ímbá anji tǎ ụnị'bá rĩ pi tǎfífí rĩ pi vé sǐngará sī. Kọpi ã sǐkí:
ca ci
3. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ụnị'bá rĩ pi ní ã sǐkí drĩ sī: **co cẹkí**

Tǎvúgúná lǎngará

Mí lǎ anji tǎ ụnị'bá rĩ pi ã ụnịkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trụ ni

Ú'dógú'dógú sǐngará

Ímbátá 14 rĩ: mángā (m)

Ẹnditā

1. Ākáyó ní rágā rĩ údézú.
2. Álúma pi Ākáyó be gakí zāá rĩ nĩ.
3. Kāákĩ ri úsú be drīgé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zītā 'dī'bépi sī.

1. Ándrúku mụ mángā tīí ã'di vú?
2. Kūlíkūlī nga ápá mụú úrí ngūgá?
3. Ā'di ápá mụú ásé agá nĩ?

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

1. Mí ímbá tāfífí **mángā** rĩ.
2. Mí ũnĩ kọpi tāfífí 'dī'bée sī: **cẹkí, rágā, kūlíkūlī**
3. Mí ímbá ngá sọndúkū agá 'dī'bée.
4. Mí ímbá tāfí ú'dīrú rĩ pi vé á'úngará. Mí lā tāfífí adri'bá tāfí rĩ be rĩ pi:
m: mūrā, mālā, mị, mẹnígẹ, mākū, mu

Mí zì anji tā ũnĩ'bá rĩ pi ā lūkí míní tāfífí á'ú pi trú 'dīri be ni.

Ngá sīngará ũnīngará

1. Mí ímbá tāfí rĩ pi vé sīngará **m, M**
2. Mí ímbá anji tā ũnĩ'bá rĩ pi tāfífí rĩ pi vé sīngará sī. Kọpi ā sīkí:
mu mángā
3. Mí lā tāfífí 'dī'bée anji tā ũnĩ'bá rĩ pi ní ā sīkí drī sī:
rágā ímí
4. Anji tā ũnĩ'bá rĩ pi ā sīkí tāfífí, dọku tāvúgúná kọpi ní lélé sīlé rĩ.

Tāvúgúná lāngará

Mí lū anji tā ũnĩ'bá rĩ pi ā ũnīkí tāvúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 15 rĩ: ceke (e), 'bé'bé (é), pērēgú (ē)

Ẹnditā

1. Kǎákĩ tĩ Ākáyó vé mángǎ.
2. Ógává ápá ásé agá.
3. Kūlǐkūlǐ úrí kú jó drĩgé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. Ākáyó 'dụ pērēgú mụzú ũ'bútị ngōlé?
2. Ākáyó kǎ rií ọmvú rĩ vǎá rĩ gé, ĩri vé ọcógú ngū ã'di ẹjĩ?
3. Ā'di 'bu Ākáyó vé ọcógú nĩ?
4. Ceke rĩ kǎ ápá, Ākáyó gō ã'di 'oó?

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

1. Mí ímbá tǎfífí **ceke, 'bé'bé, pērēgú** rĩ pi.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: **mángǎ, cẹkí, rágǎ**
3. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

e: ce, te, ve, ze, se, mbe

é: léré, nyékéré, ũcékúcé, cére, yéré, útré, úyé

ē: ǎlě, fě, rě dě, ĩdėkĩdė, kėrí, kėmbė

Mí zì anji tǎ ụnĩ'bá rĩ pi ã lūkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sīngará **e, E, é, É, ẹ, Ē**
2. Mí lǎ tǎvúgúnǎ 'dĩri anji tǎ ụnĩ'bá rĩ pi ní ã sīkí drĩ sī:
Ceke ga ọcógú.

Tǎvúgúnǎ lǎngará

Mí lū anji tǎ ụnĩ'bá rĩ pi ã ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 16 rĩ (Ẹnditā)

Ẹnditā

1. Kǎákĩ ní ásé rĩ dozú drĩgé.
2. Tǎsígé ísù rĩ ceke 'bé'bé drĩgé.
3. Ākáyó ní pĕrĕgú 'dùzú mụzú ásé agá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Álúma mụ ásé agá ā'di 'oó?
2. Álúma ísù ĩbā ri ngūgá?
3. Ōcógú rĩ kǎ ĩbā rĩ ndreé, 'o ā'di?
4. Ībā rĩ í'dé ngūgá?
5. Ā'di pi 'dụkí zāá rĩ mụzú 'bĕtí nĩ?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfífí rĩ pi be

1. Anji tǎ ũnĩ'bá rĩ pi ā 'okí ímbátā 16 rĩ.
2. Mí sĕ anji tǎ ũnĩ'bá rĩ pi ālākí tǎfífí ímbátá 16 rĩ pi.
3. Mí sĕ anji tǎ ũnĩ'bá rĩ pi ā úsúkí tǎfífí fi 'bá tǎvúgúnjá 'dĩ'bée agá 'dò ni pi vŭrā mgbọ rĩ pi agá sī.

Ngá sīngará ũnĩngará

1. Mí ímbá anji tǎ ũnĩ'bá rĩ pi tǎvúgúnjá rĩ vé sīngará sī. Kòpi ā sīkí:
Kǎákĩ ri mǎkū ga.
2. Mí lā tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩ pi ní ā sīkí drĩ sī:
ma mĩ cĩrĩ ú'bú māmá
3. Anji tǎ ũnĩ'bá rĩ pi ā sīkí tǎfífí, dōku tǎvúgúnjá kòpi ní lĕlé sīlé rĩ.

Tǎvúgúnjá lāngará

Mí lū anji tǎ ũnĩ'bá rĩ pi ā ũnĩkí tǎvúgú rĩ lāá.

Ú'dógú'dógú sī trų ni

Ú'dógú'dógú sīngará

Ímbátá 17 rĩ: lǎálǎ (I)

Ẹnditǎ

1. Álúma vé ȡcógú ápa ceke sĩ.
2. Tǎsígé vé pĕrĕgú jó gá.
3. 'Bútì ga pĕtì 'bé'bé 'bezú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtǎ 'dĩ'bĕpi sĩ.

1. Ándrúku 'du lǎálǎ mụzú ngǒlé?
2. Ándrúku ní ímvízú rĩ gé, ndre ǎ'di u'dogú drĩ gé?
3. Ngá Ándrúku ní 'dujú jíí 'bĕtì 'dǎá drĩdrĩ rĩ ǎ'di?

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

1. Mí ímbá tǎfífí **lǎálǎ** ri.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bĕe sĩ: **rágǎ, ceke, 'bébé**
3. Mí ímbá ngá sǒndúkù agá 'dĩ'bĕe.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'ųngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

I: lǎngá, lárú, pála, ụlúfẹ, ǎlu, ílĩka, ílĩ

Mí zì anji tǎ ụnĩ'bá rĩ pi ǎ lūkí míní tǎfífí á'ų pi trų 'dĩri be ni.

Ngá sǐngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sǐngará **I, L**
2. Mí ímbá anji tǎ ụnĩ'bá rĩ pi tǎfífí rĩ pi vé sǐngará sĩ. Kọpi ǎ sĩkí:
la kũlĩkũlĩ 'bé'bé
3. Mí lǎ tǎfífí 'dĩ'bĕe anji tǎ ụnĩ'bá rĩ pi ní ǎ sĩkí drĩ sĩ: **lé ílĩ**

Tǎvúgúnǎ lǎngará

Mí lū anji tǎ ụnĩ'bá rĩ pi ǎ ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sĩ trų ni

Ú'dógú'dógú sǐngará

Ímbátá 18 rĩ: ƒ (ƒ), úpésí (ú), ũkũkũ (ũ)

Ẹnditā

1. Kǎákĩ tĩ mángā rĩ lǎálǎ agá.
2. Ōcógú rĩ ní trezú 'yǎlílílí.
3. Ándrúku ní drĩkǎ rĩ njezú 'bǎzú lǎálǎ agá.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Ālúgú pi ƒkǐ 'ĩ ā'di be?
2. Ũkũkũ se 'i mụzú ngǒlé?
3. Ālúgú kǎ ũkũkũ ri ndreé, 'o ā'di?

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

1. Mí ímbá tǎfífí ƒ, úpésí, ũkũkũ rĩ pi.
2. Mí ũnĩ kǒpi tǎfífí 'dĩ'bée sī: ceke, 'bé'bé, pērēgú
3. Mí ímbá ngá sǒndúkũ agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

ƒ: ƒrú, tų, njų, kų, rų, 'dų

ú: úlélé, útú, úpílé, ú'dú, únyúnyú

ũ: ũbũgǒ, ũdú, ũjǐ, ũ'dú, ũmũ

Mí zị anji tǎ ũnĩ'bá rĩ pi ā lǔkǐ míní tǎfífí á'ú pi trų 'dĩri be ni.

Ngá sīngará ũnĩngará

1. Mí ímbá tǎfí rĩ pi vé sīngará ƒ, Ʀ, ú, Ʀ, ũ, Ʀ
2. Mí lǎ tǎfífí 'dĩ'bée anji tǎ ũnĩ'bá rĩ pi ní ā sǐkǐ drĩ sī:
kǔlǐkǔlǐ tų
3. Anji tǎ ũnĩ'bá rĩ pi ā sǐkǐ tǎfífí, dǒku tǎvúgúnǎ kǒpi ní lélé sǐlé rĩ.

Tǎvúgúnǎ lǎngará

Mí lǔ anji tǎ ũnĩ'bá rĩ pi ā ũnĩkǐ tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trų ni

Ú'dógú'dógú sīngará

Ímbátá 19 rĩ: sị (s)

Ẹnditā

1. Yííḡọ fụ Álúḡú ri ásé agá.
2. Ālúḡú ní 'Bútị ri a'bezú úpésị drīḡé.
3. Ūkūkū īḡū 'i í'dé kúḡḡúrū.

Ú'dóḡú'dóḡú

Mí ímbá ú'dóḡú'dóḡú rĩ.

Mí zị 'ĩ zịtā 'dī'bépi sī.

1. Kẹmĩrọ ca ísú úmbĩḡá la kuú ḡḡḡá?
2. Kā caá íḡí áḡáḡá, Kẹmĩrọ 'o ā'di?
3. Kẹmĩrọ ci 'ĩ sị lūú ā'di rụḡé?

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

1. Mí ímbá tǎfífí sị ri.
2. Mí ūḡḡ kọpi tǎfífí 'dī'bée sī: **fụ, úpésị, ūkūkū**
3. Mí ímbá ḡá sọḡḡkū agá 'dī'bée.
4. Mí ímbá tǎfí ú'dīrú rĩ pi vé á'ḡḡḡá. Mí lā tǎfífí adri'bá tǎfí rĩ be rĩ pi:

s: **sā, lása, sāḡā, sị, sē, só, sọlū**

Mí zị anji tǎ ūḡḡ'bá rĩ pi ā lūkí mĩnĩ tǎfífí á'ú pi trú 'dīri be ni.

ḡá sīḡḡá ūḡḡḡá

1. Mí ímbá tǎfí rĩ pi vé sīḡḡá **s, S**
2. Mí ímbá anji tǎ ūḡḡ'bá rĩ pi tǎfífí rĩ pi vé sīḡḡá sī. Kọpi ā sīkí:
sú ísú
3. Mí lā tǎfífí 'dī'bée anji tǎ ūḡḡ'bá rĩ pi ní ā sīkí drī sī:
lū lū sū sū

Tāvúḡḡá lāḡḡá

Mí lū anji tǎ ūḡḡ'bá rĩ pi ā ūḡḡkí tāvúḡḡ rĩ lāá.

Ú'dóḡú'dóḡú sī trú ni

Ú'dóḡú'dóḡú sīḡḡá

Ímbátá 20 rĩ: ìjì (ì), ìlì (ì), ìnì (ì)

Ènditā

1. Álúma gā zāá rĩ sī.
2. Kēmīrọ wa 'î sị cii lūú rwíí.
3. Ándrúku pi ri 'ĩ fụ ívé ūndĩ be.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dī'bépi sī.

1. Èjìyọ 'dụ ìlì ūvú be mụzú ngōlé?
2. Èjìyọ 'be ívé ìlì ūvú be 'í drí gé sī rá āsī?
3. Ā'di íjì Èjìyọ vé ngá pi ìgōó 'bētí nĩ?
4. Èjìyọ á'dí ínyá kúyé āsī?

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

1. Mí ímbá tǎfífí ìjì, ìlì, ìnì rĩ pi.
2. Mí ūnì kọpi tǎfífí 'dī'bée sī: sị, úpésị, ùkùkù
3. Mí ímbá ngá sōndúkù agá 'dī'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'úngará. Mí lā tǎfífí adri'bá tǎfí rĩ be rĩ pi:

ì: vj, 'dì, dì, étépi, ì'dì, lì, mịlétì

ì: bí, drí, èdrígó, èbírí, íní

ì: sī, cịcị, drí, èlì, ìbìgó, ìnjì

Mí zị anjì tǎ ūnì'bá rĩ pi ā lūkí míní tǎfífí á'ú pi trú 'dīri be ni.

Ngá sīngará ūnīngará

1. Mí ímbá tǎfí rĩ pi vé sīngará ì, Ì, í, Í, ì, Ī
2. Mí ímbá anjì tǎ ūnì'bá rĩ pi tǎfífí rĩ vé sīngará sī. Kọpi ā sīkí:
ìnì
3. Mí lā tǎfífí 'dī'bée anjì tǎ ūnì'bá rĩ pi ní ā sīkí drí sī:
tì sọ

Tāvúgúná lāngará

Mí lū anjì tǎ ūnì'bá rĩ pi ā ūnìkí tāvúgú rĩ lāá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 21 rĩ (Ẹnditā)

Ẹnditā

1. Ẹnĩ ri údrógú te.
2. Áséro fi ílì í'dù jó gá.
3. Álúma vé òcógú ìnì.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. Ngá ìtógó ní á'dí ùkùkù ní rĩ ã'di?
2. Ùkùkù ní mvizú rĩ gé, ísù ã'di ri létì gé?
3. Ógává nju mụ́ tẹ́ ã'di drìgé sī?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfífí rĩ pi be

1. Anji tǎ ùnĩ'bán rĩ pi ã 'okí ímbátā 21 rĩ.
2. Mí sē anji tǎ ùnĩ'bán rĩ pi ālākí tǎfífí ímbátá 21 rĩ pi.
3. Mí sē anji tǎ ùnĩ'bán rĩ pi ã úsúkí tǎfífí fi 'bá tǎvúgúná 'dĩ'bée agá 'dò ni pi vūrā mgbọ rĩ pi agá sī.

Ngá sīngára ùnīngára

1. Mí ímbá anji tǎ ùnĩ'bán rĩ pi ní tǎvúgúná rĩ vé sīngára, tǎfífí rĩ be.
Kòpi ã sīkí: Kǎákí lị ásé. sị
2. Mí lā tǎvúgúná 'dĩri anji tǎ ùnĩ'bán rĩ pi ní ã sīkí drĩ sī:
Ùkùkù mụ́ ásé agá.

Tǎvúgúná lǎngára

Mí lū anji tǎ ùnĩ'bán rĩ pi ã ùnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sī trù ni

Ú'dógú'dógú sīngára

Ímbátá 22 rĩ: sâ (â), mbãá (ãá), Adri peṭi gaá (aá)

Ẹnditã

1. Ẫkũkũ gã úsúbí sĩ.
2. Kãákĩ ísú ãnĩ ísú ãri mọ yĩĩgé.
3. Ándrúku mọ ãlĩ bí Áséro vú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zĩ 'ĩ zĩtã 'dĩ'bépi sĩ.

1. Ẫ'di mọ ọnyú njuú ãnĩ sĩ nĩ?
2. Ngá Ẽbířígé ní'dụú mụzú be ọnyú gé rĩ pi ã'di?
3. Peṭi rĩ ári sâ ngöpi gé?
4. Ẽbířígé ní mvizú rĩ gé ísú ã'di?

Ímbángará tãfífí ú'dí rĩ pi vé rĩ ãzi ni tãfí ú'dí rĩ pi be

1. Mí ímbá tãfífí **sâ, mbãá, gaá** rĩ pi.
2. Mí ụnĩ kọpi tãfífí 'dĩ'bée sĩ: **ĩni, ãlĩ, ãnĩ**
3. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
4. Mí ímbá tãfí ú'dĩrú rĩ pi vé á'úngará. Mí lã tãfífí adri'bá tãfí rĩ be rĩ pi:

â: sâ, 'bâ, mâ, kâ, sâzi, ùbâwé, â

ãá: bãá, mbãá, vãá, lãá, zãá, yãá, mãá

aá: laá, gaá, faá, nyaá, naá

Mí zĩ anji tã ụnĩ'bá rĩ pi ã lükí míní tãfífí á'ú pi trú 'dĩri be ni.

Ngá sĩngará ụnĩngará

1. Mí ímbá tãfí rĩ pi vé sĩngará **â, Ẫ, ãá. Ẫá, aá, Aá**
2. Mí ímbá anji tã ụnĩ'bá rĩ pi tãfífí rĩ pi vé sĩngará sĩ. Kọpi ã sĩkí:
kãá 'bâ
3. Mí lã tãfífí 'dĩ'bée anji tã ụnĩ'bá rĩ pi ní ã sĩkí drĩ sĩ:
sâ gaá li lĩ

Tãvúgúná lãngará

Mí lũ anji tã ụnĩ'bá rĩ pi ã ụnĩkí tãvúgú rĩ lãá.

Ú'dógú'dógú sĩ trú ni

Ú'dógú'dógú sĩngará

Ímbátá 23 rĩ: bĩnĩgā (b)

Ẹnditā

1. Ẫtũ rĩ sā na.
2. Ībā tũ u'dogũ drĩgē.
3. Ẽbĩrĩgē mụ ọnyũ rĩ gaá ísũzũ mbāá rĩ 'de gí.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zĩ 'ĩ zĩtā 'dĩ'bépi sĩ.

1. Adima mụ ẹcĩ be ā'di véāngá?
2. Ásėru 'bā Adima ní vũrā úrĩzũ rĩ ngũgá?
3. Adima mvũ káwā rĩ kuyé āsĩ?

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

1. Mí ímbá tǎfífí **bĩnĩgā** ri.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sĩ: **sā, mbāá, ịnĩ**
3. Mí ímbá ngá sọndúkũ agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrũ rĩ pi vé á'úngará. Mí lā tǎfífí adri'bá tǎfí rĩ be rĩ pi:

b: Bĩgá, bā, búkũ, bānyā, bĩlésí, ĩbā

Mí zĩ anji tǎ ụnĩ'bá rĩ pi ā lũkí míní tǎfífí á'ú pi trũ 'dĩri be ni.

Ngá sĩngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sĩngará **b, B**
2. Mí ímbá anji tǎ ụnĩ'bá rĩ pi ní tǎfífí rĩ vé sĩngará, tǎvúgúná rĩ be.
Kọpi ā sĩkí:
búkũ Bābá ri ásé lĩ.
3. Mí lā tǎvúgúná 'dĩri anji tǎ ụnĩ'bá rĩ pi ní ā sĩkí drĩ sĩ:
Ánā ri lǎálā be.

Tǎvúgúná lǎngará

Mí lũ anji tǎ ụnĩ'bá rĩ pi ā ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sĩ trũ ni

Ú'dógú'dógú sĩngará

Ímbátá 24 rĩ: drĩkáká (ĩĩ), Áséru lĩ ĩ drĩ (ĩ), Bígá adri jó tíí (ií)

Ẹnditā

1. Áséru íjĩ káwā bĩnĩgā sī.
2. Ālúgú mvu káwā rĩ kuyé.
3. Pẹtĩ rĩ ní árízú ọlú drĩgé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zĩ 'ĩ zĩtā 'dĩ'bépi sī.

1. Áséru 'du lāálā mụzú ā'di 'ozú?
2. Ngá Áséru ní ísú lẹti gé rĩ ā'di?
3. Áséru 'bā drĩkáká rĩ kú ngūgá?
4. Ụkūkū 'o ā'di?

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

1. Mí ímbá tǎfífí **drĩka**, **ĩ**, **tíí** rĩ pi.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: **bĩnĩgā**, **sā**, **mbāá**
3. Mí ímbá ngá sọndúkū agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lā tǎfífí adri'bá tǎfí rĩ be rĩ pi:

ĩĩ: sīí, 'yĩí, bĩí, líí, ụjĩí, drĩí, nyĩí

ĩ: mĩ, lĩ, nĩ

ií: líí, cíí, wíí, mvií, pií

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

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sīngará **ĩ**, **ĩĩ**, **ĩĩ**, **ií**, **Íí**
2. Mí ímbá anji tǎ ụnĩ'bá rĩ pi tǎvúgúná rĩ vé sīngará sī. Kọpi ā sīkí:
Áséru mụ ícécéká bĩí.
3. Mí lā tǎfífí 'dĩ'bée anji tǎ ụnĩ'bá rĩ pi ní ā sīkí drĩ sī:
céré ụ'bútĩ

Tǎvúgúná lāngará

Mí lū anji tǎ ụnĩ'bá rĩ pi ā ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sīí trú ni

Ú'dógú'dógú sīngará

Ímbátá 25 rĩ: āngáfí (ng)

Ẹnditā

1. Bígá mụ 'î pẹtị gaá.
2. Ándrúgá zị Bígá ri jó tíí.
3. Ụkụkụ nya drííká rĩ céré gí.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Adima mụ 'ĩ'bí 'beé sâ ngõpí gé?
2. Ngá ĩri ní 'dụú mụzú rĩ pi ā'di?
3. 'Be céré 'ĩ'bí ngóni ni?
4. Adima kã ceke rĩ ndreé, 'o ā'di?

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

1. Mí ímbá tǎfífí āngáfí ri.
2. Mí ụnị kọpi tǎfífí 'dĩ'bée sī: **drííká, bñíngā, sâ**
3. Mí ímbá ngá sǎndúkụ agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

ng: úngó, ngá, ngũú, ngábí, ẹbéngí, āngũ

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

Ngá sǎngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sǎngará **ng, Ng**
2. Mí ímbá anji tǎ ụnị'bá rĩ pi tǎfífí rĩ pi vé sǎngará sī. Kọpi ā sǎkí:
mǎlǎngĩ ngábí
3. Mí ũlũ gǎdũ vé 'bangará drĩdrĩ. Mí lǎ tǎvúgúnǎ dĩri anji tǎ ụnị'bá rĩ pi ní ā sǎkí
drĩ sī:
Áséru mụ, ri ācí gǎrǎgá.

Tǎvúgúnǎ lǎngará

Mí lū anji tǎ ụnị'bá rĩ pi ā ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǎ trụ ni

Ú'dógú'dógú sǎngará

Ímbátá 26 rĩ (Ẹnditā)

Ẹnditā

1. Adima mụ ỹ'bí 'beé líbáńdu gé.
2. Líbáńdu ri āngáfí be.
3. Bígá 'be cére āngáfí.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. 'Búde ká ríí ásé rĩ ũdróó rĩ gé, ísú ā'di?
2. Ā'di do ásé rĩ jíí mụú 'bětí nĩ?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfí rĩ pi be

1. Anji tǎ ũnĩ'bá rĩ pi ā 'okí ímbátā 26 rĩ.
2. Mí sē anji tǎ ũnĩ'bá rĩ pi ālākí tǎfí ímbátā 26 rĩ pi.
3. Mí sē anji tǎ ũnĩ'bá rĩ pi ā úsúkí tǎfí fi 'bá tǎvúgúná 'dĩ'bée agá 'dò ni pi vūrā mgbọ rĩ pi agá sī.

Ngá sǐngará ũnĩngará

1. Mí ímbá anji tǎ ũnĩ'bá rĩ pi tǎfí rĩ pi vé sǐngará sī. Kọpi ā sǐkí:

gǎlǎká bĩnĩgǎ ú'bútị

2. Mí lǎ tǎfí 'dĩ'bée anji tǎ ũnĩ'bá rĩ pi ní ā sǐkí drĩ sī:

kũlũkũ lě le bĩ bí bí 'bā bǎá ngóni

3. Anji tǎ ũnĩ'bá rĩ pi ā sǐkí tǎfí, dọku tǎvúgúná kọpi ní lělé sǐlé rĩ.

Tǎvúgúná lǎngará

Mí lū anji tǎ ũnĩ'bá rĩ pi ā ũnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trụ ni

Ú'dógú'dógú sǐngará

Ímbátá 27 rĩ: 'dĩ ('d)

Ẹnditā

1. Bígá 'be āngáfí lǎálǎ agá tré.
2. 'Búḍe ri ínyá nya 'l'bí sī.
3. Kẹmĩrọ rĩ ní 'i njezú úmbĩíngá rĩ ruzú.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Kẹmĩrọ ínjé 'i ímú 'Bútị vé ndrĩí rụú sà ngõri gé?
2. Ndrĩí rĩ kǎ treé, 'Bútị 'o ã'di?
3. ã'di ápá 'Bútị vé ọjú be nĩ?

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

1. Mí ímbá tǎfífí 'dĩ ri.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: **āngáfí, drĩkǎ**
3. Mí ímbá ngá sọndúkú agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

'd: 'de, 'dụ, 'do, 'dĩpa, 'dĩ, 'da, 'dĩ

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

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sīngará 'd, 'D
2. Mí ímbá anji tǎ ụnĩ'bá rĩ pi tǎfífí rĩ pi vé sīngará sī. Kọpi ã sīkí:
'dịmị ú'dú ãlu
3. Mí lǎ tǎvúgúngá 'dĩri anji tǎ ụnĩ'bá rĩ pi ní ã sīkí drĩ sī:
Bígá nga ụrĩ sī.

Tǎvúgúngá lǎngará

Mí lū anji tǎ ụnĩ'bá rĩ pi ã ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará

Ímbátá 28 rĩ: ɸɸɸ (ɸ), ɸɸɸ (ɸ), ɸɸɸ (ɸ)

Ẹnditā

1. Kẹmĩrọ rĩ ápá gí.
2. Kẹmĩrọ rĩ ìgō ndrĩ rĩ ruú kuyé.
3. Bígá pi gakí ndrĩ zǎá rĩ áwá Álúma be.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. Ǽ'di mụ mgbáyá tēngárágá nĩ?
2. Áségá ní mụzú mgbáyá rĩ úndréngárágá rĩ gé, ísú Ǽ'di?
3. Ǽ'di pi nyakí ẹlĩ rĩ nĩ?

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

1. Mí ímbá tǎfífí **ɸɸɸ, ɸɸɸ, ɸɸɸ** rĩ pi.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: 'dĩ, ǎngáfí, sǎ
3. Mí ímbá ngá sōndúkù agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dĩrú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

ɸ: ɸndrɸɸ, gɸɸ, dɸɸ, ɸlɸ, ɸpɸ, ɸndɸ, ɸɸɸ

ɸ: ɸdrɸpɸ, ɸ'bɸpɸ, ɸlɸlɸ, ɸpɸ, ɸɸɸ, ɸyɸkɸ, ɸdɸgɸ

ɸ: ɸdrɸgɸ, ɸgúlɸjɸ, ɸrɸgɸgɸ, ɸndrɸ, sɸrɸnǎ, lɸyɸ, tɸgɸrɸ

Mí zì anjì tǎ ụnĩ'bá rĩ pi ǎ lúkí míní tǎfífí á'ú pi trú 'dĩri be ni.

Ngá sīngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sīngará **ɸ, ɸ, ɸ, ɸ, ɸ, ɸ**
2. Mí ímbá anjì tǎ ụnĩ'bá rĩ pi tǎfífí rĩ pi vé sīngará sī. Kọpi ǎ sǐkí:
ɸɸɸ ɸɸɸ
3. Mí lǎ tǎfífí 'dĩ'bée anjì tǎ ụnĩ'bá rĩ pi ní ǎ sǐkí drĩ sī:
'dĩ 'dǎri ɸbɸ
4. Anjì tǎ ụnĩ'bá rĩ pi ǎ sǐkí tǎfífí, dōku tǎvúgúná kọpi ní lélé sǐlé rĩ.

Tǎvúgúná lǎngará

Mí lǎ anjì tǎ ụnĩ'bá rĩ pi ǎ ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trú ni

Ú'dógú'dógú sīngará

Ímbátá 29 rĩ: vu (v)

Ẹnditā

1. Álúma 'dì ẹlĩ rĩ gí.
2. Ándrúgá ní úrízú ẹrĩ drĩgẹ.
3. Áségá tẹ pẹtì sí gẹ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zì 'ĩ zìtā 'dĩ'bépi sī.

1. Dǎdá mọ ásé agá ũndrósī ā'di 'oó?
2. Dǎdá vu jẹlẹgú ā'di 'ozú?
3. Ǽngū rĩ kǎ ọwú, 'bá rĩ pi 'okí ā'di?
4. Dǎdá ọ'dụ pá rĩ pi cére āsī?

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

1. Mí ímbá tǎfífí **vu** rì.
2. Mí ụnĩ kọpi tǎfífí 'dĩ'bée sī: **ẹrĩ, ẹlĩ, pẹtì**
3. Mí ímbá ngá sọndúkù agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

v: vi, úvánjá, ve, vū, vūrǎ, vǎ

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

Ngá sǐngará ụnĩngará

1. Mí ímbá tǎfí rĩ pi vé sǐngará **v, V**
2. Mí ímbá anjì tǎ ụnĩ'bá rĩ pi tǎvúgúnjá rĩ pi vé sǐngará sī. Kọpi ā sǐkí:
Vǎtā imi ẹrĩ.
3. Mí lǎ tǎfífí 'dĩ'bée anjì tǎ ụnĩ'bá rĩ pi ní ā sǐkí drĩ sī:
bĩnǐgǎ dǐmì nĩ ní ni

Tǎvúgúnjá lǎngará

Mí lū anjì tǎ ụnĩ'bá rĩ pi ā ụnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sǐ trú ni

Ú'dógú'dógú sǐngará

Ímbátá 30 rĩ: údrógú (dr)

Ẹnditā

1. Dǎdá vu jēlǎgú 'bá rĩ pi zizú.
2. Dǎdá u'du ijǎgó rĩ pi ā pá céré.
3. Āyĩkō fụ Áségá ri búkū rĩ sĩ káyĩ.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sĩ.

1. Ā'di ā ọmvú ọnyú vé ni nĩ?
2. Ọnyú rĩ kǎ kaá vǎtǎ kĩnĩ ũkúni ní ngóni?
3. Ũkú rĩ ũdrō ọnyú rĩ 'bǎá ngūgá?
4. Ā'di fi Vǎtǎ vé ọnyú nyaá céré nĩ?

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

1. Mí ímbá tǎfífí údrógú ri.
2. Mí ũnĩ kọpi tǎfífí 'dĩ'bée sĩ: **vu, ẹlĩ, pẹti**
3. Mí ímbá ngá sǎndúkū agá 'dĩ'bée.
4. Mí ímbá tǎfí ú'dírú rĩ pi vé á'úngará. Mí lǎ tǎfífí adri'bá tǎfí rĩ be rĩ pi:

dr: drǎ, dri, drĩ, drj, ǎdrō, drĩkǎ

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

Ngá sǎngará ũnǎngará

1. Mí ímbá tǎfí rĩ pi vé sǎngará **dr, Dr**
2. Mí ímbá anji tǎ ũnĩ'bá rĩ pi tǎfífí rĩ pi vé sǎngará sĩ. Kọpi ā sǎkí:
údrógú údrúkúdrú
3. Mí lǎ tǎvúgúnǎ 'dĩ'bée anji tǎ ũnĩ'bá rĩ pi ní ā sǎkí drj sĩ:
Dǎdá mụ ásé lịj.

Tǎvúgúnǎ lǎngará

Mí lū anji tǎ ũnĩ'bá rĩ pi ā ũnĩkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sĩ trú ni

Ú'dógú'dógú sǎngará

Ímbátá 31 rĩ (Ẹnditā)

Ẹnditā

1. Údrógú fi ẹrĩ agá.
2. Údrógú rĩ ápá fií 'bù gé.
3. Vātā ùkúni nya ọnyú rĩ céré kuyé.

Ú'dógú'dógú

Mí ímbá ú'dógú'dógú rĩ.

Mí zị 'ĩ zịtā 'dĩ'bépi sī.

1. Kùlìkùlì vé ùndĩ ã'di 'i?
2. Kùlìkùlì ca ùpé ri ísú ã'di 'ongárágá?
3. Kùlìkùlì úrí kú ngũgá?

Ẹnditā tǎfí rĩ pi vé rĩ āzi tǎfífí rĩ pi be

1. Anji tǎ ùnĩ'bá rĩ pi ā 'okí ímbátā 31 rĩ.
2. Mí sē anji tǎ ùnĩ'bá rĩ pi ālākí tǎfífí ímbátā 31 rĩ pi.
3. Mí sē anji tǎ ùnĩ'bá rĩ pi ā úsúkí tǎfífí fi 'bá tǎvúgúnjá 'dĩ'bée agá 'dò ni pi vūrā mgbọ rĩ pi agá sī.

Ngá sīngará ùnīngará

1. Mí ímbá anji tǎ ùnĩ'bá rĩ pi tǎvúgúnjá rĩ vé sīngará sī. Kọpi ā sīkí:
Ōcógú ùgũ ã'búgũ rĩ gí.
2. Mí lā tǎfífí 'dĩ'bée anji tǎ ùnĩ'bá rĩ pi ní ā sīkí drĩ sī:
írā drā 'dǎlé Vātā ẹrĩ ẹlĩ
3. Anji tǎ ùnĩ'bá rĩ pi ā sīkí tǎfífí, dọku tǎvúgúnjá kọpi ní lélé sīlé rĩ.

Tǎvúgúnjá lāngará

Mí lū anji tǎ ùnĩ'bá rĩ pi ā ùnīkí tǎvúgú rĩ lǎá.

Ú'dógú'dógú sī trú ni

Ú'dógú'dógú sīngará