

Kě̀lĩkọ̀ Tị Sĩngára Ụ̀nĩzụ̀ Vówēlĩ Pi

Ụ̀dụkọ̀ Be

Ímbápi Vé Búkũ

Learning to Write Kě̀lĩkọ̀

Vowels and Tones

Teacher's Book

2nd Trial Edition

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This book is an adaptation of the Mā'dí Tone and Vowel Teacher's Book developed by SIL, Nairobi, 1992.

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Note to the Teacher

This book contains lesson plans for teaching Kēlīkó tone and vowel quality marks to adults who already read English. The lesson plans are set up with lessons for each topic. You might find that some lessons take longer than 1 session. That is fine; you should teach the lessons at a pace that is comfortable for you and the students.

By the end of the lessons, the students should be very comfortable reading the tone marks. Learning to write the marks is more difficult. By the end of the lessons, the students should understand how to write the marks, but they will probably need more practice to become comfortable doing so.

The students should quickly see how the tone marks make reading much easier. Remind them that in order to have the benefit of reading with tones, they must be willing to put the effort into learning to write them!

There is a student book that goes along with the teacher's book. The student book only contains reading and writing exercises. It does not contain any explanation of the marks.

It is possible to teach the lessons without the student book, but the teacher will then have to write every example on a blackboard. If a blackboard is used instead of student books, do not write the English translation of the Keliko words on the board.

Please also note that the Tone and Grammar section of the lesson plans is not an exhaustive explanation of all of Kēlīkó grammar. It only covers a few areas of grammar to point out that tone changes according to grammatical constructions and that readers need to pay attention to these changes.

We would like to know any comments that you have. Please see the contact information on the copyright page.

Lesson 1: High Tone

Introduction

Explain that the new writing system makes 2 additions to the usual way of writing languages. This has been done so that written Kēlīkó accurately represents spoken Kēlīkó. According to the phonemic principle, every significant sound which makes a difference of meaning between one word and another, should be written. There is a dot below certain vowels to show ‘vowel quality’ and marks above vowels to show tone. The Tone marks are taught first.

Introduction to Tone

Explain that over one half of the world's languages are tonal languages. Kēlīkó is a tonal language, but English is not. In tonal languages, pitch alone can change the meaning of a word. Thus, in Kēlīkó you have words like **ĩnĩ** (snake), **ini** (black), and **íní** (make dirty) that differ only according to the pitch, or tone.

It is possible to add marks to show what tones a word has. Then you can know immediately how to read any word. Tones are connected to vowels, so tone marks are written above the vowels.

Kēlīkó has 4 tones: low, mid, high and falling. Falling tone is the least frequent. Low, mid and high are like the notes on the music scale: do, re, mi (**dō**, **rẹ**, **mí**). You can hear them in the words **fā** (bone), **fe** (tree), **fú** (to beat), or **ĩnĩ**, **ini**, **íní**.

You can hear tone clearly by whistling or humming words. Whistle **fā**, **fe**, **fú** and **ĩnĩ**, **ini**, **íní** so the students can hear the tone changes.

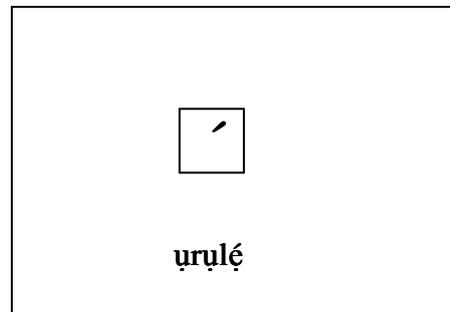
High Tone

1. Listening Exercise

a. Read the following words aloud. Tell the students to listen to these words, all having high tones. (Do not write the words on the blackboard.)

átá	(to talk)	útú	(pour down)
pá	(leg)	útú	(center, middle)
ínírókó	(skin)	údrúkúdrú	(frog)
íjá	(firewood)	tí	(cow)
íní	(sweet)	íní	(make dirty)
úrí	(to sit)	úrí	(sweat)
ílí	(dry season)	ílí	(knife)
úgú	(liver)	álálá	(predatory birds)
mváná	(child)		

b. Refer to the high tone wall placard:



c. Read the words again, having the students repeat each word after you.

d. Whistle the list of words, letting the students hear that all the words are whistled at the same high pitch.

2. Writing Exercise

a. Explain to the students that a high tone is shown by putting a high tone mark (á) over the vowel. The high tone mark looks like an arrow shooting high in the air. Write the following vowels on the blackboard and then have the students practice writing them in their exercise books. Tell the students that the high tone mark can occur on all the vowels of Keliko.

High tone on the light vowels **á, é, í, ó, ú.**

High tone on the heavy vowels **é, í, ó, ú.**

(Note: it is easier to write **í** without dotting the **i**, but just adding the high tone mark.)

b. Now write the above list of words from the Listening Exercise on the blackboard.

c. Have the students read the list aloud.

d. Have a volunteer whistle the words.

e. Have the students write the words in their exercise books to practice writing the high tone mark.

3. Key Word Exercise (ù'dùkó ámázú)

Tell the students that the **key word** for the **tí tí** tone pattern is **átá** (talk).

a. Each tone combination will have a key word the students should **memorize**. If they want to know what tones a word has, they can compare it to the key word. If two words are whistled the same, then they have the same tone.

b. Questions:

1. Is the word **mváná** high-high? Whistle **mváná** and then whistle **átá**. Because they are whistled the same, you know that **mváná** has high tones.

2. Is the word **òpí** high-high? Whistle **òpí** and then whistle **átá**. Because the two words are whistled differently, you know that **òpí** does not have high tones.

4. Reading Exercise

Have the students read from their student books page 5:

mváná	(child)	bóró	(compound)
lígí	(leopard)	nyékéré	(rope)
gó'dó	(bend)	gbé	(egg)

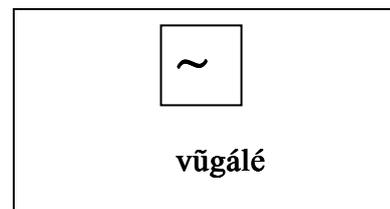
Lesson 2: Low Tone

1. Listening Exercise

a. Read the following words aloud. Tell the students to listen to these words all having low tones. (Do not write the words on the blackboard.)

ãrã	(python)	'bõrõ	(whole)
ĩtĩ	(to pick)	õnyã	(grasshopper)
ĩnĩ	(snake)	ũ'bũ	(worms)
ãndrũ	(today)	bêrê	(flag)
gõ'dõ	(sorghum)	ĩgã	(calabash)
õdũ	(wildcat)	ãtã	(problem)
ũkũkũ	(tortoise)		

b. Refer to the low tone wall placard:



c. Read the words again, having the students repeat each word after you.

d. Whistle the list of words, letting the students hear that all the words are whistled at the same low pitch.

2. Writing Exercise

a. Explain to the students that a low tone is shown by putting a low tone mark (ã) over the vowel. The low tone mark looks like a snake crawling low on the ground. Write the following vowels on the blackboard and then have the students practice writing them in their exercise books.

Low tone on the light vowels **ã, ě, ĭ, õ, ũ.**

Low tone on the heavy vowels **ẽ, ĩ, õ, ũ.**

(Its best not to dot an **ĩ**, when adding a tone mark to it.)

b. Now write the list of words from the Listening Exercise on the blackboard. Have the students read the list aloud.

c. Have a volunteer whistle the words.

d. Have the students write the words in their exercise books to practice writing the low tone mark.

3. Key Word Exercise (ù'dúkó ámázú)

a. Tell the students that the **key word** for **fã-fã** (low-low) tone pattern is **ĩnĩ**. The students should memorize that the tones for **ĩnĩ** are low-low.

b. Questions:

1. Is the word **ĩnjĩ** low-low? Whistle **ĩnjĩ** and then whistle **ĩnĩ**. Because they are whistled the same, you know that **ĩnjĩ** has low tones.

2. Is the word **ínírikó** low-low-low-low? Whistle **ínírikó** and then whistle **ĩnĩ**. Because the two words are whistled differently, you know that **ínírikó** does not have low tones. (It has high tones, because it is whistled like **átá**.)

4. Reading Exercise

Have the students read from their student book page 6:

bãlãlã (lake)

běě (flag)

dĩngbã (stool)

cãlã (vegetable source)

fã (bone)

gãrã (beside)

Lesson 3: Comparing Low-Low and High-High

1. Listening Exercise

Read aloud the following lists of words. Read the 1st column, telling the students that all these words are low-low. Then read the second column, telling the students that all these words are high-high.

low-low

kĩnĩ	(said)
ũ'dũ	(way of doing something)
ãndrũ	(today)
drĩ	(head)
ĩrĩ	(two)

high-high

kání	(fence)
ú'dú	(sleep)
ándrú	(ruin)
drí	(arm)
ílí	(knife)

2. Reading Exercise #1

Write the above words on the blackboard. Have the students read them aloud.

Whistle all the **low-low** words, then the **high-high** words. Have one or two volunteers whistle the two columns of words. Point out that all the low-low words are whistled the same and all the high-high words are whistled the same.

3. Reading Exercise #2 (St.Bk. p.6)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the tones and vowels. Have volunteers read each pair of sentences aloud with the class ready to correct.

- | | | |
|----|------------------|-----------------------------------|
| 1. | Kálúga mụ tẽ tí. | (Kálúga went and waited in vain.) |
| | Kálúga mụ té tí. | (Kálúga was unable to go.) |
- | | | |
|----|---------------------------|-----------------------------------|
| 2. | Drãgá kĩnĩ, "Mĩ drĩ use." | (Drãgá said, "Your head is big.") |
| | Drãgá kĩnĩ, "Mĩ drí use." | (Drãgá said, "Your arm is big.") |
- | | | |
|----|-------------------------|-----------------------------|
| 3. | Drãgá ri fi 'bụ agá rá. | (Drãgá can enter the hole.) |
| | Drãgá ri fi 'bũ agá rá. | (Drãgá can enter heaven.) |

4. Reading Exercise #3 (St.Bk. p.7)

Have individual students read the following words aloud. Tell them to **read carefully** using the tone marks to show them exactly which word it is. Other students should be ready to correct.

á'bú	(yearn)	ãndrũ	(today)	ónyá	(to smooth)
ãgã	(to crawl)	ãngũ	(place)	ányá	(graze)
ágá	(chest)	álí	(thorn tree)	ãngũ	(place)
ãgõ	(strength)	ãrã	(python)	'bũ	(sky)

5. Reading and Writing Exercise

(St.Bk. p.6)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **ãndrũ** **ádrú**

Tĩ'bã gõ _____. (ãndrũ)
(Tĩ'bã returned today.)

2. **ára** **ãrã**

Ãṅá 'di _____. (ãrã)
(Ãṅá killed a python.)

3. **tí** **tĩ**

Ãṅã _____ mǎngã kuyé. (tĩ)
(Ãṅã did not pick any mango.)

Lesson 4: Mid Tone

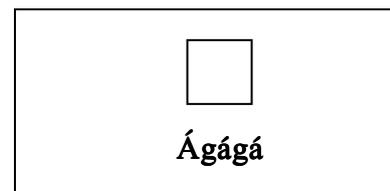
1. Listening Exercise

a. Read the following words aloud. Tell the students to listen to these words, all having mid tones. (Do not write the words on the blackboard.)

umbe	(neck)	ika	(red)
aya	(iron)	sa	(plant)
anji	(children)	ufu	(to change)
a'di	(to join)	uku	(silent)
imve	(white)	unju	(to heap)
aja	(to dry)	aga	(to divide)
vu	(blow)	ali	(to loot)

b. Refer to the mid tone wall placard:

Tell the students that mid tone is shown by having no mark above the vowel.



c. Whistle the list of words, letting the students hear that all the words are whistled at the same mid pitch.

2. Writing Exercise

a. Explain to the students that a mid tone does not have a special mark; it is left unmarked. Any vowel without a tone mark is mid tone. Write the following vowels on the blackboard and tell the students that all the vowels can be said with mid tone.

Mid tones on the light vowel: **a, e, i, o, u.**

Mid tone on the heavy vowel **ɛ, ɪ, ɔ, ʊ.**

b. Now write the above list of words from the Listening Exercise on the blackboard.

c. Have the students read the list aloud.

d. Have a volunteer whistle the words.

e. Have the students write the words in their exercise books to practice writing words with mid tone.

3. Key Word (ú'dúkó ámázú)

a. Tell the students that the **key word** for fe-fe (mid-mid) tone pattern is **umbe** (neck).

The students should memorize that the tones for **umbe** are mid-mid.

b. Questions:

1. Is the word **mváná** (child) mid-mid? Whistle **mváná** and then whistle **umbe**. Because the two words are whistled differently, you know that **mváná** does not have mid tones. (It's high-high because it is whistled like **átá**.)

2. Is the word **uce** (to break) mid-mid? Whistle **uce** and then whistle **umbe**. Because they are whistled the same, you know that **uce** does have mid tones.

4. Reading Exercise

Have the students read from their student book p.7:

ceke	(puff adder)	umbe	(neck)
igbegbe	(cold)	anji	(children)
cere	(pile)	fe	(tree)

Lesson 5: Comparing Mid-Mid and High-High

1. Listening Exercise

Read aloud the following lists of words. Read the left column first, telling the students that all these words are **mid-mid**. Then read the right column of words, telling the students that all these words are **high-high**.

mid-mid		high-high	
umbe	(neck)	átá	(talk)
a'di	(to join)	íjá	(firewood)
aga	(to divide)	ágá	(chest)
ceke	(puff adder)	ára	(to swell)
aco	(to divide out)	áyú	(to send)
ika	(red)	íká	(sugar)
ufu	(exchange)	úfú	(to weed)

2. Reading Exercise #1

a. Write the above words on the blackboard. (Do not write the English translation.) Have the students read aloud the two lists of words.

b. Have a volunteer whistle the words to hear the tone difference. Whistle in the following order: **umbe, átá, a'di, íjá**, etc...

3. Reading Exercise #2 (St.Bk. p.8)

Have the students look at the three pairs of sentences in the student book (and shown below). Point out that the only way to read each sentence correctly is to pay attention to the mid and high tones and vowel quality marks. Have the class read through the sentences silently. Have a volunteer read each pair of sentences aloud with the class ready to correct if the sentence is read incorrectly. (The English translation is not in the student book.)

- | | |
|----------------------------|--|
| Kāniã ri gō'dō íká rĩ òpě. | (Kāniã is selecting the sugary sorghum.) |
| Kāniã ri gō'dō ika rĩ òpě. | (Kāniã is selecting the red sorghum.) |
- | | |
|--------------------|----------------------------|
| Ándāma úfú mgbáyá. | (Ándāma weeded the maize.) |
| Ándāma ufu mgbáyá. | (Ándāma exchanged maize.) |
- | | |
|--------------|------------------------------|
| Ma aga ãndĩ. | (I will chop also with you.) |
| Ma ágá ãndĩ. | (I will pass by you also.) |

4. Reading Exercise #3 (St.Bk. p.8)

Have the students look at the following words in the student book, page 9 (and shown below). Have individual students read them aloud. Tell the students to **read carefully** using the tone and vowel quality marks to show them exactly which word it is. Other students should be ready to correct. (The English translation is not in the student book.)

ápá	(to run away)	ágá	(chest)	li	(to criticize)
á'bú	(yearn for)	aga	(to divide)	pá	(leg)
ru	(to fear)	ika	(red)	pa	(to snatch)
ti	(to thatch)	íká	(sugar cane)	ágó	(man)
tí	(slowly)	álí	(thorn tree)	úpí	(chief)

5. Reading and Writing Exercise (St.Bk. p.9)

Have students look at the next 3 sentences in the student book (and shown below). Have them read the sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **ika** **íká**

Kǎníã su bǒngó _____. (ika)
(Kǎníã put on a red cloth.)

2. **áci** **aci**

Ma ri _____ ti. (áci)
(I'm thatching the roof of the granary.)

3. **pa** **pá**

Kǎníã ã _____ ãzó ãzó. (pá)
(Kǎníã's leg is painful.)

6. Listening and Writing Exercise

a. Have students make two columns in their exercise books. At the top of one column, they should write **átá**; at the top of the second column they should write **umbe**. Have the students write the following words under the column with the same tones. Tell the students to make sure to put high tone marks on words having high tones and to mark all heavy vowels with dots.

When dictating words, it is good to use example sentences, so the students will be sure to hear the right word, e.g. **Írã mvá rĩ ika**. (This stone is red). Say the word first on its own and then give an example sentence.

ika (red), **íká** (sugar), **ti** (thatch), **á'bú** (yearn for), **ágó** (man), **íní** (sweet), **imve** (white), **ru** (to fear), **íjǎ** (firewood), **aga** (to divide)

b. Tell the students to check their work by whistling the words to themselves. All the words in each column should be whistled the same.

c. Now, write the column headings on the blackboard (**átá**, **umbe**). Ask students for the first word under **átá**, second word under **átá**, etc... Write the words under the heading as they give the answers. The teacher should make sure to write the all words with correct tone. Next, ask the students for the words under **umbe**. The final answers written on the blackboard should look like this:

átá	umbe
íká	ika
á'bú	ti
ágó	imve
íní	ru
íjǎ	aga

Lesson 6: Mid-High and High-Mid

1. Listening Exercise

Read aloud the following lists of words. Read the left column first, telling the students that all these words are **mid-high**. Then read the right column of words, telling the students that all these words are **high-mid**.

mid-high		high-mid	
mụdrí	(ten)	ádra	(tongue)
agá	(in)	ága	(I cut)
nyakí	(ate)	únya	(white ants)
mbekí	(licked)	ánga	(hill)
filé	(to enter)	áce	(I cut)
jekí	(bought)	'bóro	(viper)
'bekí	(threw)	úri	(seed)
ngokí	(sang)	pánga	(bread)

2. Key Word Exercise (ú'dúkọ ámázú)

Tell the students that the **key word** for mid-high is **mụdrí**.

Tell the students that the **key word** for high-mid is **ádra**.

Questions:

Is the word **agá** mid-high or high-mid? Whistle **agá** and then whistle **mụdrí** and **ádra**. Because **agá** is whistled the same as **mụdrí**, you know that it is mid-high.

Is the word **ófu** mid-high or high-mid? Whistle **ófu** and then whistle **mụdrí** and **ádra**. Because **ófu** is whistled the same as **ádra**, you know that it is high-mid.

3. Reading Exercise #1

Write the above words from Listening Exercise on the blackboard. (Do not write the English translation.) Have the students read aloud the two lists of words. Whistle all the **mid-high** words and then whistle all the **high-mid** words. Have one or two volunteers whistle the two columns of words. Point out that all the mid-high words are whistled the same and all the high-mid words are whistled the same.

4. Reading Exercise #2 (St.Bk. p.8)

Have the students look at the pairs of sentences in the student book (and shown below). Point out that the only way to read each sentence correctly is to pay attention to the mid and high tones and vowel quality marks. Have the class read through the sentences silently. Have a volunteer read each pair of sentences aloud with the class ready to correct if the sentence is read incorrectly. (The English translation is not in the student book.)

1. Kãníã ri ónya nya. (Kãníã is eating white ants.)
Kãníã ri ònyã nya. (Kãníã is eating grasshoppers.)
2. Drãgá lě mụú agá ku. (Drãgá didn't want to go in.)
Drãgá lě mụú aga ku. (Drãgá didn't want to go ahead.)

5. Reading Exercise #3 (St.Bk. p.9)

Have the students look at the following words in the student book (and shown below). Have individual students read them aloud. Tell the students to **read carefully** using the tone and vowel quality marks to show them exactly which word it is. Other students should be ready to correct.

úri	(seed)	ága	(I cut)	ũlí	(wind)
úrí	(to sit)	agá	(in)	arú	(awake)
úsú	(peas)	ũjí	(to wash)	újí	(be quiet)
áci	(I bite)	ónyá	(to smooth)	ónya	(white ants)
aga	(to divide)	á'dí	(to cook)	a'di	(to join)

6. Reading and Writing Exercise (St.Bk. p.9)

Have students look at the next 3 sentences in the student book (and shown on the next page). Have them read the sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **Úlí** **Ūlí**
 _____ ri vīvī. (ŭlí)
(The wind is blowing.)

2. **újí** **ŭjĩ**
 Álúma, _____ kírí. (újí)
(Álúma, keep quiet.)

3. **ága** **agá**
 Álúma fi ŭjĩ _____. (agá)
(Álúma went into a cave.)

7. Listening and Writing Exercise

a. Have students make four columns in their exercise books. At the top of one column, they should write **átá**; at the top of the second column they should write **umbe**, the third column should be **mụdrí**, and the fourth column **ádra**. Read the words below to the students and have them write the words under the correct column. Make sure that they put high tone marks on any vowel having a high tone and put dots under any heavy vowels. Tell the students that a word is not written correctly unless both tone and vowel quality marks are correct.

agá (inside), **áma** (I'm not satisfied), **mukí** (covered), **ika** (red), **ílí**(year), **'bóro** (viper), **ufu** (to change), **fikí** (entered), **unju** (to heap), **áci** (I bite), **imbá** (net), **ámví** (regrind)

b. Tell the students to check their work by whistling the words to themselves. All the words in each column should be whistled the same.

c. Now, write the column headings on the blackboard: **átá**, **umbe**, **mụdrí**, **ádra**. Ask students for the first word under **átá**, second word under **átá**, etc... Write the words under the heading as they give the answers. The teacher should make sure to write all the words with correct tone. Next, ask the students for the words under **umbe**, **mụdrí** and **ádra**. The final answers written on the blackboard should look like this:

átá	umbe	mụdrí	ádra
ílí	ika	agá	áma
imbá	ufu	mukí	'bóro
ámví	unju	fikí	áci

Lesson 7: Review of High, Mid and Low Tones

a. Write the following vowels on the blackboard. Have one or two volunteers read the vowels. Then have the entire class read the vowels aloud together. Make sure that they say the correct tone.

The light vowels **á, é, í, ó, ú,** heavy vowels **ẹ, ị, ọ, ụ**
The light vowels **a, e, i, o, u,** heavy vowels **ẹ, ị, ọ, ụ**
The light vowels **ã, ã, ã, õ, õ,** heavy vowels **ẽ, ĩ, õ, ũ.**

b. Ask the students what the key words are for **high-high, mid-mid, high-mid, mid-high and low-low.**

c. Have the students read silently the following sentences in the student book. Have a different volunteer read each one aloud, with the class ready to correct if it is read incorrectly. (St.Bk. p.10)

1. Drãgá lě mụụ agá ku. (Drãgá didn't want to go in.)
Drãgá lě mụụ aga ku. (Drãgá didn't want to go divide/ahead.)
2. Su 'bóro jó agá. (He pushed the viper into the house.)
Su 'bõrõ jó agá. (He pushed the whole thing into the house.)

Comparing Low-Low, Mid-Mid and High-High

1. Listening Exercise

Read aloud the following lists of words. Read the 1st column, telling the students that all these words are **low-low**. Then read the middle column, telling the students that all these words are **mid-mid**. Finally, read the last column, telling the students that all these words are **high-high**.

low-low	mid-mid	high-high
ĩnĩ (snake)	ịnị (black)	íní (to make dirty)
kĩnĩ (said)	ndre (see)	kání (fence)
ãgã (to crawl)	aga (to divide)	ágá (chest)
ãndrũ (today)	umbe (neck)	ándrú (ruin)
ũ'dũ (way of doing)	ule (clear)	íbí (came from)

2. Reading Exercise #1

Write the above words on the blackboard. Have the students read them aloud. Whistle all the **low-low, mid-mid** and **high-high** words. Have one or two volunteers whistle the two columns of words. Point out that all the word in each column are whistled the same.

3. Reading Exercise #2 (St.Bk. p.10)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the tones and vowels. Have volunteers read each pair of sentences aloud with the class ready to correct.

1. Kálúga tē ínáyá. (Kálúga waited for food.)
Kálúga te ínáyá. (Kálúga swallowed food.)
2. John nya ónya ku. (John did not eat white ants.)
John nya ònyã ku. (John did not eat grasshoppers.)
3. Drãgá ca ãrãkã gá gí. (Drãgá has reached old age.)
Drãgá ca áráká gá gí. (Drãgá has reached the basket.)

4. Reading Exercise #3 (St.Bk. p.10)

Have individual students read the following words aloud. Tell them to **read carefully** using the tone and vowel quality marks to show them exactly which word it is. Other students should be ready to correct.

á'bú (yearn for)	ãndrũ (today)	ónyá (to smooth)
ãgã (to crawl)	ãngũ (place)	ónya (white ants)
ánga (hill)	ágá (chest)	álí (thorn tree)
ãgõ (men, strength)	ãrã (python)	kácíra (wild berry)
kãcírí (start)	ika (red)	ile (to cause)

5. Reading and Writing Exercise (St.Bk. p.10)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **kĩrĩ** **kíri**

Anji nyírí 'dĩ újí _____ kãníšã agá 'dãá. (kíri)
(The small boys in the church are quiet.)

2. **ará** **ãrã**

Ãñá 'dì _____. (ãrã)
(Ãñá killed a python.)

3. Aga Āgā

_____aco ívé ámvú ĩrĩ. (Āgā)
(Āgā divided his field into two.)

6. Listening and Writing Exercise

Follow previous instructions for Listening and Writing Exercise using five columns with the following headings: **ĩnĩ**, **umbe**, **átá**, **mụdrí**, **ádra**.

ĩpě (choose), **kuyé** (not), **ónya** (white ants), **a'di** (to join), **ínyá** (food), **ócé** (to feed someone), **mukí** (they covered), **úfu** (tick), **kuce** (attentive, awake), **tĩrĩ** (number), **ũlũ** (teach), **ónyá** (to smooth), **óri** (seed), **cikí** (bite), **oce** (to break).

The final answers should be written on the blackboard and should look like this:

ĩnĩ	umbe	átá	mụdrí	ádra
ĩpě	a'di	ínyá	kuyé	ónya
tĩrĩ	kuce	ócé	mukí	úfu
ũlũ	oce	ónyá	cikí	óri

Lesson 8: Low-Mid and Low-High

1. Listening Exercise

Read aloud the following lists of words. Read the left column first, telling the students that all these words are **low-mid**. Then read the right column of words, telling the students that all these words are **low-high**.

low-mid		low-high	
ãco	(tall)	ãcí	(fire)
ũmvụ	(nose)	ãfú	(pride)
ã'di	(who?)	ũcé	(thorn)
ãbi	(wall)	ã'bú	(riches)
ũdu	(oil)	ãlí	(toad)
ĩri	(he/she)	ũjó	(herb)

2. Key Word Exercise (ũ'dụkọ ámázú)

Tell the students that the **key word** for low-mid is **ũmvụ**.

Tell the students that the **key word** for low-high is **ãcí**.

Questions:

1. Is the word **ãlu** (one) low-mid or low-high? Whistle **ãlu** and then

whistle **ũmvu** and **ãcí**. Because **ãlu** is whistled the same as **ũmvu**, you know that it is low-mid.

2. Is the word **ãnyá** (millet) low-mid or low-high? Whistle **ãnyá** and then whistle **ũmvu** and **ãcí**. Because **ãnyá** is whistled the same as **ãcí**, you know that it is low-high.

3. Reading Exercise #1

Write the **low-mid** and **low-high** words on the blackboard. Have the students read the two lists aloud. Whistle all the **low-mid** words, then all the **low-high** words. Have one or two volunteers whistle the two columns of words.

4. Reading and Writing Exercise #1 (St.Bk. p.11)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

- | | | | |
|----|----------------------|-------------|------------------------------|
| | bīlé | bīlé | |
| 1. | Drãgá ra búkũ _____. | (bīlé) | (Drãgá ran to bring a book.) |
| | úmvú | ũmvu | |
| 2. | Drãgá _____ ásé. | (úmvú) | (Drãgá collected the grass.) |
| | ãco | áco | |
| 3. | Drãgá kīnĩ mi _____. | (ãco) | (Drãgá said you are tall.) |

5. Reading Exercise #2 (St.Bk. p. 11)

Have individual students read the following words aloud. Tell them to **read carefully** using the tone and vowel quality marks to show them exactly which word it is. Other students should be ready to correct.

álí	(type of tree)	ĩmi	(you)	ímí	(warm water)
ãlí	(toad)	ũdrí	(pot)	ĩri	(he,she,it)
ãgõ	(men)	ĩpé	(light)	ãcí	(fire)
ágó	(man)	ãlu	(one)	ĩgá	(pig)
ãní	(because)	õcé	(thorns)	ítrí	(warning)
Drãde	(name of pr)	ãlí	(trouble)	ídri	(life)

6. Reading and Writing Exercise #2 (St.Bk. p. 11)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **Ãgõ** **Ágó**

_____ rĩ pi ámvú ã. (Ãgõ)
(Many men are digging in the field.)

2. **ãgo** **ágó**

Kãníã _____ ni ri ãlĩ. (ágó)
(Kãníã's husband is short.)

3. **ínyá** **ĩnyã**

Ĩri _____ á'dí mváṅá rĩ ní. (ínyá)
(She is cooking food for the baby.)

7. Listening and Writing Exercise

a. Have students make five columns in their exercise books: **ĩnĩ**, **ũmvu**, **ãcí**, **mụdrĩ**, **ádra**. Have the students write the following words under the correct column. Make sure they write all tone and vowel quality marks. Tell the students that a word is not written correctly unless both tone and vowel quality marks are correct.

ã'di (who), **ã'bú** (riches), **ãndrũ** (today), **ãnyá** (millet),
kána (nothing), **ãco** (tall), **wakí** (jumped), **ngokí** (they cried), **ũjũ** (make straight), **gõ'dõ** (sorghum), **kíri** (quiet), **ãdrĩ** (big), **filé** (to enter), **ãbé** (hoe handle), **á'di** (someone)

b. Tell the students to check their work by whistling the words to themselves. All the words in each column should be whistled the same. Tell the students to check that they have put a dot under every heavy vowel.

c. Now, write the column headings on the blackboard. Ask the students for the words under each column. The final answers written on the blackboard should look like this:

ĩnĩ	ũmvu	ãcí	mụdrĩ	ádra
ãndrũ	ã'di	ã'bú	wakí	kána
ũjũ	ãco	ãnyá	ngokí	kíri
gõ'dõ		ãbé	filé	á'di
ãdrĩ				

Lesson 9: Mid-Low and High-Low

1. Listening Exercise

Read aloud the following lists of words. Read the left column first, telling the students that all these words are **mid-low**. Then read the right column of words, telling the students that all these words are **high-low**.

mid-low

izã	(burning himself)
itrũ	(untie himself)
ivĩ	(scratch himself)
indã	(search himself)
ijĩ	(bathing himself)
igbã	(beating himself)
igã	(denying himself)

high-low

írã	(stone; hill)
úlẽ	(tunnel)
íbĩ	(you bring)
kórõ	(chorus)
mírẽ	(you cut)
íjĩ	(you wash)
ílã	(you read)

2. Key Word Exercise (ù'dúkò ámázú)

a. Tell the students that the **key word** for mid-low is **izã** (hiding himself).

(Note that these examples have an **i-** prefix meaning ‘himself’.)

b. Tell the students that the **key word** for high-low is **írã** (stone).

c. Questions:

1. Is the word **ivĩ** (scratching himself) mid-low or high-low? Whistle **ivĩ** and then whistle **izã and írã**. Because **ivĩ** is whistled the same as **izã**, you know that it is mid-low.

2. Is the word **úlẽ** (tunnel) mid-low or high-low? Whistle **úlẽ** and then whistle **izã and írã**. Because **úlẽ** is whistled the same as **írã**, you know that it is high-low.

3. Reading Exercise #1

Write the **mid-low** and **high-low** lists on the blackboard. Have the students read the two lists aloud. Whistle all the **mid-low** words then all the **high-low** words. Have one or two volunteers whistle the two columns of words.

4. Reading Exercise #2 (St.Bk. p. 12)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the tones. Have volunteers read each pair of sentences aloud with the class ready to correct.

- | | | |
|----|-------------------|-------------------------------------|
| 1. | Ìri pá ni ùbĩ rá. | (She/he can follow the footprints.) |
| | Ìri pá ni úbí rá. | (She/he can turn/return the leg.) |

- | | | |
|----|-------------------|------------------------|
| 2. | Sě kãbĩlõ Ñńá ní. | (He gave Ñńá a sheep.) |
|----|-------------------|------------------------|

- | | | |
|----|-------------------|-------------------------------------|
| | Se kãbĩlõ ãṅá ní. | (He pulled a sheep for ãṅá.) |
| 3. | ĩri ínyá ütẽ 'dã. | (She/he is waiting for food there.) |
| | ĩri ínyá úté 'dã. | (She/he is swallowing food there.) |

5. Reading Exercise #3 (St.Bk. p.12)

Have individual students read the following words aloud. Tell them to **read carefully** using the tone and vowel quality marks to show them exactly which word it is. Other students should be ready to correct.

ãco	(long)	a'bu	(cover itself)	a'di	(to join)
aco	(divide out)	á'bu	(yearn for)	á'dí	(to cook)
úrí	(demon, he sat)	ã'bu	(riches)	ã'di	(who?)
úri	(seed)	aga	(to divide)	ága	(I cut)
ũri	(seeds)	ãgã	(to crawl)	ágá	(chest)

6. Reading and Writing Exercise (St.Bk. p.12)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **Úrí** **Úri**

_____ írã drĩgé. (Úrí)
(He sat on the stone.)

2. **gõ** **gõó**

Úmbé 'i _____ sĩ. (gõ)
(He wore a belt.)

3. **ígã** **ĩgã**

'Búla ri ãnyá ũ'bĩ _____ sĩ. (ĩgã)
('Bula is measuring the grain with a calabash.)

7. Listening and Writing Exercise

a. Have students make five columns in their exercise books: **izã, ũmvu, ãcí, írá, umbe**. Have the students write the following words under the correct column. Make sure they write all tone and vowel quality marks. Tell the students that a word is not written correctly unless both tone and vowel quality marks are correct.

ivĩ (scratching himself), **ĩbĩ**, (you bring), **ãco** (long), **õ'dú** (leopard), **ũkú** (woman), **a'di** (join), **ã'di** (who?), **aja** (to spread), **úmĩ** (mind), **õri** (seeds), **indã**

(searching for himself), **āyú** (yam), **itrũ** (untie itself), **unju** (to heap), **ágã** (I crawled)

b. Tell the students to check their work by whistling the words to themselves. All the words in each column should be whistled the same. Tell the students to check that they have put a dot under every heavy vowel.

c. Now, write the column headings on the blackboard. Ask the students for the words under each column. The final answers written on the blackboard should look like this:

izã	ũmvu	ācí	írã	umbe
ivĩ	ãco	õ'dú	íbĩ	a'di
indã	ã'di	ũkú	úmĩ	aja
itrũ	õri	āyú	ágã	unju

Lesson 10: Light and Heavy Vowels u and u

Introduction to Light and Heavy Vowels

Explain that Kẹ̀lìkọ has 2 types of vowel quality. Some vowels are ‘light’ and some are ‘heavy’. There is a light **i** and a heavy **ĩ**; a light **e** and a heavy **ẹ**; a light **u** and a heavy **ũ**; a light **o** and a heavy **ọ**. The vowel **a** is always light--there are no words which differ because of a heavy **ạ**.

Have the students look at the following words in their student books. (St.Book p. 10)

Light		Heavy	
bí	(wound)	bĩ	(ear)
á'dí	(to cook)	'dĩ	(to kill)
ali	(to loot)	lĩ	(to slaughter)
úpí	(chief)	ọnyú	(simsim)
vu	(to blow)	vũ	(to sit on egg)
á'bú	(to yearn for)	á'bũ	(to cover)

Have the class read out loud the list of words with light vowels. Explain that these all have light vowels.

Have them read the list of words with heavy vowels. Explain that these all have heavy vowels.

Have them read one light word, one heavy, for example. **bí...bĩ; á'bú...á'bũ**.

Finally have them read out loud again all of the light words and then all of the heavy words.

Ask the class to describe the difference between the heavy and light vowels. Have them discuss the physical differences, that is, the movement of the tongue root in the

throat, i.e. the narrowing of the throat for light vowels and enlarging of the throat for heavy vowels.

Point out that in almost all words, the vowels within a word will either all be light or all be heavy. However, compound words sometimes have both. For example, **kěétì**, and verb forms have prefix and suffix that are always light. e.g. **izũ**, **mụkí**

After this general introduction, you can begin to teach the light and heavy vowels individually.

u and ụ

1. Listening Exercise

1. Read the following words out loud. Tell the students to listen to the light **u** sound. (Do not write these words on the blackboard.)

úmbí	(locust)	nju	(to run)
ũkú	(woman)	umbe	(neck)
úvájá	(duiker)	úgú	(liver)
úfúrágú	(ashes)	ũrú	(hump on animal)
ũbâwé	(jackal)	útú	(to stretch)
tu	(to dance)	su	(to wear)
ũbá	(a loner)	ú'bú	(hoe)

2. Read through the list a second time having the students listen and repeat each word after you.

3. Isolate just the **u** sound. Tell the students that the sound of light **u** is ___ (**ĩpé**). Have them repeat the sound of light **u** after you. (It is important that they not read the letter as in English, but say the Kě̀lìkò sound.)

4. Read aloud the next list of words. Have the students listen to the heavy **ụ** sound. (Do not write the words on the blackboard.)

útú	(to pour)	úyú	(mole)
ú'dú	(to sleep)	ụ'dụ	(to pick up)
údrúkúdrú	(frog)	ũdrú	(buffalo)
ũzụkụ	(porcupine)	ũzũ	(hidden)
ũmú	(visitor)	úmú	(unhatched)
sụ	(four)	sú	(soup)
tụ	(to climb)	ũgụ	(lower back)
ũtú	(sun)	ũgũ	(to steal)

5. Read through the list a second time having the students listen and repeat each word after you.

6. Isolate just the **ụ** sound. Tell the students that the sound of heavy **ụ** is ___ (**ěnjĩ**). Have them repeat the sound **ụ** after you.

2. Reading Exercise #1

Now write the above two lists of words on the blackboard. Explain that the heavy **u** is written with a dot underneath. A dot signals that the vowel is heavy. Have the class read the list with **u** and say what **u** sounds like. Have the class read the list with **u̇** and say what **u̇** sounds like.

3. Reading Exercise #2 (St.Bk. p.14)

Have the students look at the three pairs of sentences in the student book, page 12 (and shown below). Point out that the only way to read each sentence correctly is to pay attention to the light and heavy **u**'s. Have a volunteer read each pair of sentences out loud with the class ready to correct if the sentence is read incorrectly.

- | | | |
|----|-----------------|--------------------------------|
| 1. | ĩri úmú nyanya. | (He is eating unhatched eggs.) |
| | ĩri úmú nyanya. | (He gathers so that he eats.) |
- | | | |
|----|-----------------------------|-------------------------------|
| 2. | ĩri úngó tu mārākú be págá. | (He's dancing in his shoes.) |
| | ĩri peṭi tu mārākú be págá. | (He's climbing in his shoes.) |
- | | | |
|----|----------------|---------------------|
| 3. | ĩri á'bú á'bũ. | (He's yearning.) |
| | ĩri ã'bũ ã'bũ. | (He's growing fat.) |

4. Reading and Writing Exercise (St.Bk. p.13)

Have students look at the following sentences in the student book. Have them read the sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard. (The correct answer is in parentheses.)

- | | | | |
|----|----------------|-------|---------------------------|
| 1. | nju nju | | |
| | ĩri íká _____. | (nju) | (He's sucking sugarcane.) |
- | | | | |
|----|----------------------|------|-----------------------|
| 2. | mu mu | | |
| | Álúgú _____ Bũrã gá. | (mu) | (Alugu went to Bũrã.) |
- | | | | |
|----|------------------------|------|---------------------------|
| 3. | su su | | |
| | Dema ri anji be _____. | (su) | (Dema has four children.) |

5. Listening and Writing Exercise

Have students make two columns in their exercise books. At the top of one column, they should write **u**; at the top of the second column they should write **u̇**. Have the students write the following words under the correct column, making sure that they

put a dot under all heavy **u**'s. Dictate the words alone and in sentences. (e.g., **tụ** Ìri **tụ** Ìrã **drĩ** **gế**.)

tụ (to climb), **útú** (to stretch), **ũkú** (woman), **ũmú** (visitor), **nju** (to run), **sụ** (four), **útú** (to pour), **tu** (to dance),

Tell the students to check to make sure that all the **u**'s in the first column are light by reading down the column; then check that all the **u**'s in the second column are heavy by reading down that column.

Now, write the column headings on the blackboard (**u**, **ụ**). Ask students for the first word under **u**, second word under **u**, etc. Write the words under the heading as they give the answers. The teacher should make sure to write the words with the correct tones. Next, ask the students for the words under **ụ**. The final answers written on the blackboard should look like this:

u	ụ
útú	tụ
ũkú	ũmú
nju	sụ
tu	útú

Have students read aloud the list of **u** words & say what **u** sounds like.

Have students read aloud the list of **ụ** words & say what **ụ** sounds like.

Lesson 11: Light and Heavy Vowels i and í

1. Listening Exercise

1. Read the following words aloud. Tell the students to listen to the light **i** sound. (Do not write these words on the blackboard.)

íní	(sweet)	drĩí	(mushroom)
ílí	(dry season)	íjǎ	(firewood)
ĩri	(he/she/it)	ímbá	(net)
íci	(you bit)	ĩgá	(pig)
índre	(you saw)	drĩ	(still)
ǎlí	(trouble)	li	(to criticize)

2. Read through the list a second time having the students listen and repeat each word after you.

3. Isolate just the **i** sound. Tell the students that the sound of light **i** is ___ (**ĩpé**). Have them repeat the sound.

4. Read aloud the next list of words. Have the students listen to the heavy **ì** sound. (Do not write on the blackboard yet.)

ínì	(night, to rub)	ĩmĩ	(snake)
mì	(eye)	lǐ	(cobra)
ìlì	(knife)	pì	(to set a trap)
zì	(woman)	ĩrì	(bad smell)
ǎlì	(short)	lì	(to cut, slaughter)

5. Read through the list a second time having the students listen and repeat each word after you.

6. Isolate just the **ì** sound. Tell the students that the sound of heavy **ì** is ___ (**ẹnjĩ**). Have them repeat the sound.

2. Reading Exercise #1

Now write the above two lists of words on the blackboard. Explain that the heavy **ì** is written with a dot underneath. Have the class read the list with **i** words and say what **i** sounds like. Have the class read the list with **ì** words and say what **ì** sounds like.

3. Reading Exercise #2 (St.Bk. p.14)

Have the students look at the two pairs of sentences in the student book (and shown below). Point out that the only way to read each sentence correctly is to pay attention to the light and heavy **i**'s. Have a volunteer read each pair of sentences aloud with the class ready to correct if the sentence is read incorrectly.

- Mâ bí ãzó ãzó. (My wound is paining me.)
Mâ bí ãzó ãzó. (My ear is paining me.)
- 'Báde sǐ mgbáyá. ('Bade has harvested maize.)
'Báde sǐ mgbáyá. ('Bade has pounded maize.)
- Lì 'h ùndĩ ku. (He didn't cut his friend.)
Li 'h ùndĩ ku. (He didn't criticize his friend.)

4. Reading and Writing Exercise (St.Bk. p.14)

Have students look at the next 3 sentences in the student book (and shown below). Have them read the sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard. (The correct answer is in parentheses.)

- á'dí á'dí

Ándrúku _____ ã'ú. (á'dí) (Ándrúku cooked a chicken.)

2. **li** **lì**

Ìri zǎá _____. (lì) (He is cutting meat.)

3. **íní** **ínì**

Ǻnyu rĩ _____ ambamba. (ínì) (The honey is very sweet.)

5. Listening and Writing Exercise

Have students make two columns in their exercise books. At the top of one column, they should write **i**; at the top of the second column they should write **ì**. Have the students write the following words under the correct column, making sure that they put a dot under all heavy **ì**'s. (You might want to use the word in a sentence, but there is no need to give the English translation.)

lì (to slaughter), **ĩmi** (you), **ílí** (dry season), **inì** (black), **ímbá** (net), **mì** (eye), **íjǎ** (firewood), **ílì** (knife)

Tell the students to check their work, making sure that all the **i**'s in the first column are light and all the **ì**'s in the second column are heavy.

Now, write the column headings on the blackboard (**i**, **ì**). Ask students for the first word under **i**, second word under **i**, etc. Write the words under the heading as they give the answers. The teacher should make sure to write the words with the correct tones. Next, ask the students for the words under **ì**. The final answers written on the blackboard should look like this:

i	ì
ĩmi	lì
ílí	inì
ímbá	mì
íjǎ	ílì

Have students read aloud the list of **i** words and say what **i** sounds like.

Have students read aloud the list of **ì** words and say what **ì** sounds like.

Lesson 12: Light and Heavy Vowels e and ẹ

Review u, ụ and i, ì (St.Bk. p.15)

Have the students look at the following sentences in the student book. Have the class read them silently. Then, have a different volunteer read each one aloud, with the class ready to correct if it is read incorrectly.

1. Ìri á'bú á'bũ. (He is yearning.)
Ìri ã'bũ ã'bũ. (He's growing fat.)
2. Ìri úngó tu mārākù be págá. (He's dancing in his shoes.)
Ìri pẹ̀tì tẹ̀ mārākù be págá. (He's climbing in his shoes.)
3. Mâ bí ãzó ãzó. (My ear is paining me.)
Mâ bí ãzó ãzó. (My wound is paining me.)

Write the four letters **u, ụ, i, ì** on the blackboard. Have the class read aloud together the four vowel sounds. Go around the room having each student read the vowel sounds aloud.

e and ẹ

1. Listening Exercise

First read down the list of words with light **e**. Read the list again with the students reading after you. Isolate the **ẹ** sound. Do the same thing with the heavy vowel.

e	(light e)	ẹ	(heavy ẹ)
pē	(to sharpen)	ẹ́lì	(short)
gbé	(egg)	dẹ	(finish)
tē	(to wait)	ẹ̀sì	(heart)
fē	(to give)	ẹ̀cǐ	(to walk)
lé	(milk)	ẹ̀rí	(drum)

2. Reading Exercise #1

Write the above two lists on the blackboard. Explain that heavy ẹ is written with a dot underneath. Have the class read the list with **e** and say what **e** sounds like. Have the class read the list with **ẹ** and say what **ẹ** sounds like.

3. Reading Exercise #2 (St.Bk. p.15)

Point out that the only way to read each pair of sentences correctly is to pay attention to the light and heavy **e**'s. Have volunteers read each pair of sentences aloud with the class ready to correct.

- | | | |
|----|--|--|
| 1. | Ádē mí sī drīdrī.
Áḍe mí sī drīdrī. | (I became old before you.)
(I finished ahead of you.) |
| 2. | Ã'di ìḷe kò nĩ?
Ã'di ílé kò nĩ? | (Who caused the trouble with them?)
(Who dislodged them?) |
| 3. | Ĩri ẹcì tētē.
Ĩri ẹcì tētē. | (He/she is toddling.)
(He/she normally goes to waiting.) |

4. Reading and Writing Exercise (St.Bk. p.15)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

- | | | | |
|----|-----------------|------------------------------------|-------|
| 1. | 'be | dẹ | |
| | Ã'ú 'dĩri _____ | gbé rĩ nĩ. | ('be) |
| | | (This chicken laid the egg.) | |
| 2. | Sẹ | Sě | |
| | _____ gō 'ĩ | ũndĩ ní. | (Sě) |
| | | (He gave a belt to his friend.) | |
| 3. | tě | tẹ | |
| | Õ'dú _____ | ĩtógó ri. | (tě) |
| | | (The leopard waited for the hare.) | |

5. Listening and Writing Exercise

Have the students list the following words in two columns in their exercise books, using **e** and **ẹ**.

peṭi (tree), **lé** (milk), **réré** (to be ready), **úpílẹ** (waist), **ícécéká** (stalks), **tě** (to wait), **pě** (to sharpen)

The final answers written on the blackboard should look like this:

e	ẹ
lé	peṭi
réré	úpílẹ
ícécéká	ésí
pě	ẹrí

Lesson 13: Light and Heavy Vowels o and ɔ

1. Listening Exercise

First read down the list of words with light **o**. Read the list again with the students reading after you. Isolate the **ɔ** sound. Do the same thing with the heavy vowel.

o		ɔ	
orobí	(dream)	pórɔ̃sĩ	(mat)
ódrá	(wild cherry)	ɔgụ	(load)
'o	(do, act)	gbóló	(bed)
ōpé	(guinea fowl)	ɔjụ	(roof support)
dro	(chase)	ōzũ	(to cover)
ō'dú	(leopard)	ngɔ'dɔ	(deadfall trap)
so	(gather)	ōjù	(spear)
ko	(to sleep; hot)	mgbɔ	(open)
ngo	(to cry)	ngɔ	(firm)

2. Reading Exercise #1

Write the above two lists on the blackboard. Explain that heavy **ɔ** is written with a dot underneath. Have the class read the list with **o** and say what **o** sounds like. Have the class read the list with **ɔ** and say what **ɔ** sounds like.

3. Reading Exercise #2 (St.Bk. p.16)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the light and heavy **o**'s. Have volunteers read each pair of sentences aloud with the class ready to correct.

- 'Dụ ógú nĩ. (He took and bent it.)
'Dụ ɔgụ nĩ. (He took the burden.)
- Ãnyáku lē ínyá koó gá. (Ãnyáku likes hot food.)
Ãnyáku lē ínyá kōɔ gá. (Ãnyáku doesn't like food.)
- Tĩ'bã ópí pẹti rĩ nĩ. (Tĩ'bã is the one who twisted the poles.)
Tĩ'bã ɔpi pẹti rĩ nĩ. (Tĩ'bã is the one who stripped the trees.)

4. Reading and Writing Exercise (St.Bk. p16)

Have the students read the next three sentences to themselves. They should write the correct words in their exercise books. When everyone has finished, have volunteers write the correct answers on the blackboard.

1. **ú'dúkọ** **ú'dú ko**

Mvájá rĩ drĩ _____. (**ú'dú ko**)
(The child is still sleeping.)

2. **ngo** **ngọ**

Ágó rĩ tu pá _____. (**ngọ**)
(The man stood firm.)

3. **ngo** **ngọ**

Mvájá rĩ 'áá _____. (**ngọ**)
(The child is crying.)

5. Listening and Writing Exercise

Have the students list the following words in two columns in their exercise books, using **o** and **ọ**.

ópí (chief), **gbóló** (bed), **ọ́jú** (spear), **orobí** (dream),
gọ'dọ (to bend), **õmvo** (nose), **õ'dú** (leopard), **pọ́rọ́sĩ** (mat)

The final answers written on the blackboard should look like this:

o	ọ
ópí	gbóló
orobí	ọ́jú
õmvo	gọ'dọ
õ'dú	pọ́rọ́sĩ

Review e, ẹ, i, ì, o, ọ, u, ụ (St.Bk. p.16)

a. Have the students read the following sentences in the student book silently. Have a different volunteer read each one aloud, with the class ready to correct if it is read incorrectly.

1. Mâ bí ǎzó ǎzó. (My wound is paining me.)
 Mâ bí ǎzó ǎzó. (My ear is paining me.)
2. 'Báde sǐ mgbáyá. ('Bade has harvested maize.)
 'Báde sǐ mgbáyá. ('Bade has pounded maize.)

Lesson 14: Falling Tone

Review of Tones

Ask the students what the key words are for **high-high, mid-mid, high-mid, mid-high, low-low, low-mid, low-high, mid-low and high-low**.

Those key words are: **átá, umbe, ádra, mụdrí, ìnĩ, ùmvụ, ācǐ, izā and írā,**

Have the students read the following sentences in the student book (p.16) silently. Have a different volunteer read each one aloud, with the class ready to correct if it is read incorrectly.

- | | | |
|----|--|---|
| 1. | Ìri úri ãkó.
Ìri úrí ãkó. | (He doesn't have seeds.)
(He doesn't have demons.) |
| 2. | Lě síj ku.
Lě síf ku. | (He doesn't like to build it.)
(He doesn't want to bother himself.) |
| 3. | Úyá mụ ùdrōgō gá.
Úyá mụ ùdrógó gá. | (Úyá went to help his in-law's.)
(Úyá went to the place of his in-laws.) |

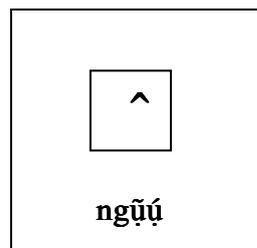
Read the following sentences to the class. Have them write them in their exercise books. Tell them to carefully mark tones and heavy vowels. After they've finished, have volunteers write the sentences on the blackboard, with the rest of the class ready to correct if they are written incorrectly.

- | | | |
|----|-------------------|-------------------------------|
| 1. | Ìri tų mụ 'bũ gé. | (He ascended into heaven.) |
| 2. | Útų 'bų agá. | (He poured it into the hole.) |
| 3. | Je fũ ùnjí rĩ. | (He bought a bad flower.) |
| 4. | Íjí ụ'dúkọ ùnjí. | (He brought a sad message.) |
| 5. | Je nĩ. | (He bought them.) |
| 6. | Újá kuyé. | (He didn't answer.) |

Falling Tone

The fourth type of tone in Kẹ̀lìkọ is the falling tone. Falling tones are tones that 'fall' from a higher tone to a lower tone. The falling tone mark looks like this: **â**.

Refer to the wall placard:



There are four types of falling tone sounds in Kēlīkó. We will look at each type separately.

Falling Tone Type 1

Some falling tones are part of a single word root. There are only a few such words.

1. Listening Exercise

Read aloud the following list of words. Tell the students that all of these words have a falling tone in them.

'bâ	(we)	ndrû	(lonely)
lû	(cover under tall grass) lê		(as for...)
kô	(they)	kâ	(when)
mî	(you)	fô	(please)

2. Reading Exercise #1

Write the above words on the blackboard. Have the students read them aloud. Tell them to listen to the sound of a falling tone. whistle all the words. Have one or two volunteers whistle the words.

3. Writing Exercise

Have the students write the above list of words in their exercise books.

Falling Tone Type 2

The Second type of falling tone occurs when certain suffixes are joined to stems, because the suffix contains an unattached low tone.

For example, when the word **rú** (like) is joined with a noun, the tone of the last syllable of the noun becomes falling: **kõmũrô + rú = Kõmũrô rú** (lion-like), This is because **rú** carries an unattached low tone which becomes attached to the tone of the preceding vowel, so high + low becomes falling. Therefore using “**rú**” with a word changes its pronunciation: **ágô rú** (man-like), **ũkũ rú** (woman-like), **mvánâ rú** (child-like); **ĩndrâ rú** (selfish)

-**pi** (plural) does the same: **ká + -pi** becomes **kâpi** (many **k**'s).

-**pi** (one who...) is different (see Rising Tones next).

Write the following on the blackboard and tell the students to note the differences between pronunciation and writing:

Ágô rú (man-like), **ũkũ rú** (woman-like), **mvánâ rú** (child-like); **ĩndrâ rú** (selfish)

Falling Tone Type 3

The third type of falling tone results from the addition of a low tone in place of the **ã** which means possession or the **ã-** which means subjunctive (e.g. 'weak' commands).

e.g. Kôpi **ã** (their) Kôpi **ã** bí **ã**zó **ã**zó. (Their ears are paining them.)

In the following examples, falling tone on the pronoun marks inalienable possession (body parts and closest kin):

mâ	(my)	Mâ bí ã zó ã zó.	(My wound is paining me.)
mî	(your)	Mî bí ã zó ã zó.	(Your ear is paining you.)
î	(his/her)	Î bí ã zó ã zó.	(His ear is paining him.)
'Bâ	(our)	'Bâ bí ã zó ã zó.	(Our ears are paining us.)
Îmî	(your)	Îmî bí ã zó ã zó.	(Your ears are paining you.)

The subjunctive **ã-** is used in weak commands.

Nãfátálî **ã**lû. (Let Nãfátálî tell.)

In weak commands with a first or second person pronoun subject **ã** is replaced by a falling tone on the pronoun. The third person pronoun subject keeps **ã**.

Mâ lû.	(Let me tell.)	'Bâ lûkí.	(Let's tell.)
Mî lû.	(Let you tell.)	Îmî lûkí.	(Let you'all tell.)
Ã lû.	(Let him tell.)	Kô ã lûkí	(Let them tell.)

Strong commands are different, e.g. **Îlû ãri ní!** (Tell him!)

1. Reading Exercise #1

Write the above lists on the blackboard for the students to read.

2. Reading Exercise #2 (St.Bk. p.17)

Point out that in order to read the following groups of sentences correctly, it is necessary to pay attention to the tones and vowels. Have volunteers read each group of sentences aloud with the class ready to correct.

- | | |
|-----------------------|------------------------------------|
| Íjî ínyá 'î étepi ní. | (She brought food to her father.) |
| Íjî ínyá ágó ní. | (She brought food to a man.) |
| Íjî ínyá ágó ni ní. | (She brought food to her husband.) |
- | | |
|---------------------------|-------------------------|
| Mî ímû mávé ã ngá. | (You come to my house.) |
| Îmû mávé ã ngá. | (He came to my house.) |

3. Ísù ùcógú gí. (He found a dog.)
 Ísù ívé ùcógú rĩ gí. (He found his dog.)
 Ísù ùcógú rĩ gí. (He found the dog.)

3. Reading Exercise #3 (St.Bk. p.18)

Have individual students read the following words aloud. Tell them to **read carefully** using the tone and vowel quality marks to show them exactly which word is intended. Other students should be ready to correct.

ndrû	(lonely)	ũbâwé	(jackal)
'bâ	(we)	'î	(his, let him)
ũlê rú	(covetous)	lê	(dull fire)
kôpi	(they)	kâ	(when)
ũmbâ rú	(quarrelsome)	mâ	(my, let me)

4. Writing Exercise

Have the students write the following in their exercise books.

- Mâ bí ãzó ãzó. (My wound is paining me.)
- 'Î bí ãzó ãzó. (His ear is paining him.)
- Íjĩ ínyá 'î étépĩ ní. (She brought food to her father.)
- Íjĩ ínyá ágó ní. (She brought food to a man.)
- Íjĩ ínyá 'î ágó ni ní. (She brought food to her husband.)
- Mí mụ mávé ãngá. (You go to my house.)
- Ímụ mávé ãngá. (He came to my house.)
- 'Bâ 'bâkí ùcógú rĩ ãmvé. (Let us put the dog outside.)
- Á'bã mávé ùcógú rĩ ãmvé gí. (I had put my dog outside.)
- Ûcógú rĩ rụ ùbâwé. (The dog caught a jackal.)

5. Writing Hint

When the falling tone (â) and low tone (ã) are printed on a typewriter, the two marks are easily distinguished. However, when handwritten quickly they may look alike. Be careful when writing them. Demonstrate on the blackboard.

Falling Tone Type 4

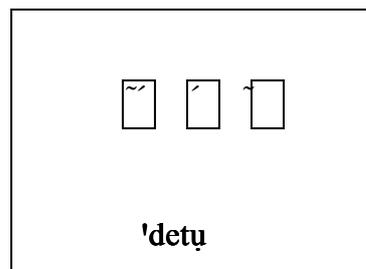
There is another kind of falling tone which is not written with the **ngũú** mark. It results from two vowels coming together in compounding, (**páãlu** ‘together’).

- | | |
|--------------------------|--|
| Anjĩná rĩpi úríkí páãlu. | (The small children sit together.) |
| 'Báãzi ri ímụ 'dã. | (Someone is coming.) |
| Kôpi mụ áwúpĩi vé ãngá. | (They are going to their aunt’s home.) |

The word **'dĩ'bée** “these” is also written with two vowels e.g.
 Tĩ 'dĩ'bée 'bávè ni. (These cows are ours.)

Lesson 15: Rising Tone

Another kind of tone in Kẹ̀lìkọ̀ is the rising tone ('**detu**'). Rising tones are tones that 'rise' from a lower tone to a higher tone. Double vowels are used in typing the rising tones. The following combinations are all possible: **ǎá, aá, ǎa.**



Rising Tone Type 1

Some rising tones are part of a single word root.

1. Listening Exercise

Read aloud the following list of words. Tell the students that all of these words have a rising tone in them. The first set has low-high rising tones.

dríí	(mushroom)	yóófé	(short broom)
gūú	(hollow)	yíí	(water)
bǎákú	(rope)	rěérěé	(active)
ndrǐí	(goat)	ú'būú	(stalk)
kẹ̀tẹ̀ti	(door)	'dǎá	(yonder)

Rising Tone Type 2

All of the examples above had double vowels in order to write the rising tone. However, the second type of rising tone actually has double vowels because a second vowel length is added when certain suffixes are joined to stems.

The first set results from adding a infinitive suffix, which copies the final vowel of the verb, and uses it with a high tone. It is said to be a short form of **-lé**, although it is not clear that **-lé** could occur in all the positions this extra -vowel does.

síí	(to write)	múú	(to go)
síí	(to build)	gǎó	(to go back)
dǎá	(to poured)	'deé	(to fall)

The second set probably results from adding the suffix **-pi** (one-who) to that infinitive form of the verb.

ã'yíí 'to believe'	+ -pi =	ã'yíípi	(believer)
ũlúú 'to preach'	+ -pi =	ũlúúpi	(preacher/teacher)
oó 'to do'	+ -pi =	oópi	(doer)
síí 'to build'	+ -pi =	síípi	(builder)
ímbáá 'to teach'	+ -pi =	ímbápi	(teacher) (á + á = á)

Review

1. Have volunteers explain the 4 types of falling tones (a. a falling tone that is part of a basic word, b. a falling tone that is the result of a suffix with an unattached low tone attaching to a stem, c. a falling tone marking possession or polite command, and d. falling over two vowels).

Have different volunteers give examples. If the students are unable to give examples, then provide examples from yesterday's lesson.

2. Have volunteers explain the 2 types of rising tones (a rising tone of a basic word, and a rising tone that is the result of a suffix).

Lesson 16: Introduction to Grammatical Tone on Pronouns and Nouns

Introduction (St.Bk. p.18)

We have already seen that different tones mark different meanings. We have also seen that some kinds of falling and rising tones are related to grammatical meanings. Now we will see how tone marks the grammar of whole sentences.

Tone on pronouns

Have the students look at the following sentences in the student book (p.18). Read them aloud to the students.

- | | |
|------------------|----------------------------|
| Ma mụ jòkòṅĩ gé. | (I'm going to the market.) |
| Mâ mụ jòkòṅĩ gé. | (Let me go to the market.) |
- | | |
|---------------------|----------------------------|
| 'Bá mụkí jòkòṅĩ gé. | (We went to the market.) |
| 'Bâ mụkí jòkòṅĩ gé. | (Let us go to the market.) |

Point out to the students that in the first 2 sentences, **ma** is written with 2 different tones. The tone on the pronouns used in polite commands is different from the tones used on the pronouns for past and present tense sentences.

Certain tone patterns in Kẹ̀lìkọ always reflect certain grammatical structures. Changing a single tone can change the grammatical structure, thus changing the meaning of a sentence. Understanding how tones change the grammar and which tones signal which grammatical structure will make both reading and writing easier.

1. Dictation Exercise

Dictate the following sentences to the students to write in their exercise books. Then have volunteers write the correct answers on the blackboard.

1. Má lì ã'ù. (I slaughtered a chicken.)
2. Mâ mụ ímbájó gá. (Let me go to school)
3. 'Bâ mụkí ùmũ gé. (Let's go for a visit.)
4. Mâ lì ã'ù. (Let me slaughter a chicken.)
5. Má mụ ímbájó gá. (I went to school.)
6. 'Bá mụkí ùmũ gé. (We went for a visit.)

2. Reading Exercise #1 (St.Bk. p.19)

The tone on the first and second person pronouns differs between present and past tenses when the main verb begins with a vowel. Point out that in order to read the following groups of sentences correctly, it is necessary to pay attention to the tones. Have volunteers read each group of sentences aloud with the class ready to correct.

1. 'Bá ímụkí trãá jőkõnĩ gélésĩ. (We came through the market.)
'Bâ ri ímụ trãá jőkõnĩ gélésĩ. (We're coming through the market.)
2. Mí ri ícá 'bětí. (You are arriving home.)
Mí ícá 'bětí gí. (You arrived home.)
3. 'Bá zíkí mvá ágó rĩ gí. (We called the boy.)
'Bâ ri ãri zì. (We are calling him.)

In the case of things you usually do, the tone on the pronoun may be the only difference between present tense and past tense.

4. Ma ímụ ú'dú céré. (I come every day.)
Má ímụ ú'dú céré. (I came every day.)

Grammatical tone on nouns

There is a tone difference between a certain type of person and the work he does. His work will have low tones. Have individual students read the following pairs of words (St.Bk. p.19)

3. Reading Exercise #2 (St.Bk. p.19)

- | | | | |
|--------|--------|------------------|-----------------------------|
| ũjógú | ũjõgũ, | (witch doctor | witchcraft) |
| úpí | ũpĩ | (chief | cheiftancy) |
| ũdrógó | ũdrõgõ | (Brother in law | work of the brother in law) |
| ũndógó | ũndõgõ | (skillful person | skillfulness) |
| ẽlẹpì | ẽlẹpĩ | (clever person | cleverness) |

ĩmvájá	ĩmvãjã	(orphan	state of being an orphan)
ízójá	ĩzõjã	(spinster	spinsterhood)
kêrĩjá	kêrĩjã	(teenager	teenagehood)

More Review

Ask each student to think of a word that can be changed into several different words if one changes the tones. A few examples are **ĩni** (ĩnĩ, ínĩ, ìnĩ, ñnĩ, ãnĩ), **ũrĩ** (úrĩ, ùrĩ, ũrĩ, úrĩ, ũrĩ), and **ògù** (ògù, ọgù, ógù).

Each student should pick only one word to work with. Encourage each one to think of his or her own word, but they are free to use the ones mentioned above if they can't think of another word. Have them write all of the different possibilities in their exercise books.

Have volunteers write their words on the blackboard. The class should then see if they can read all those words correctly.

Lesson 17: Grammatical Tone Contrasting Statements and Commands

Review

Break up the students into groups of 4. Ask them to pick a set of words from the previous exercise (ĩni, òrĩ, etc...) and write a short story using all of the different possible words. The story should be about 8-10 sentences long. The story should also include descriptive sentences (so that the students can practice the correct tones for pronouns in descriptive sentences).

Assign one person in each group to be the writer. Everyone in a group should work together to make sure the correct marks are added. As the students work on their stories, walk around the room to check their work.

When all groups are finished, have the groups exchange their stories to be read aloud by another group.

Tone on Pronouns in the Present Tense and Pronouns in Commands

1. Reading Exercise #1 (St.Bk. p.20)

Have the students look at the following two columns in the student book. Have a volunteer read the first column. Have another volunteer read the second column.

Present Progressive		Command	
Ma ri wawa.	(I'm jumping.)	Mâ wa.	(Let me jump.)
Mi ri wawa.	(You are jumping.)	Í wa.	(Jump!)
Ĩri ri wawa.	(He is jumping.)	Ã wa.	(Let him jump.)
'Bâ ri wawa.	(We are jumping.)	'Bâ wakí.	(Let us jump.)
Ĩmi ri wawa.	(You are jumping.)	Ĩ wakí.	(Jump!)
Kôpi ri wawa.	(They are jumping.)	Kôpi ãwakí.	(Let them jump.)

Past Tense**Commands**

	Strong	Weak
Á bĩ anji rĩpi gí.		Mâ bĩ anji rĩpi.
Má á'dí ínyá rĩ gí.		Mâ á'dí ínyá.
Mí bĩ anji rĩpi gí.	Íbĩ anji rĩpi.	Mî bĩ anji rĩpi.
Mí á'dí ínyá rĩ gí.	Mí á'dí ínyá rĩ.	Mî á'dí ínyá rĩ.
Bĩ anji rĩpi gí.		Ã bĩ anji rĩpi.
Á'dí ínyá rĩ gí.		Ã á'dí ínyá rĩ.
'Bá bĩkí anji rĩpi gí.	'Bá bĩkí anji rĩpi.	'Bâ bĩkí anji rĩpi.
'Bá á'díkí ínyá rĩ gí.	'Bá á'díkí ínyá rĩ.	'Bâ á'díkí ínyá rĩ.
Ìmi bĩkí anji rĩpi gí.	Ì bĩkí anji rĩpi.	Ì bĩkí anji rĩpi.
Ìmi á'díkí ínyá rĩ gí.	Ìmi á'díkí ínyá rĩ.	Ìmi á'díkí ínyá rĩ.
Kôpi bĩkí anji rĩpi gí.		Kôpi âbĩkí anji rĩpi.
Kôpi á'díkí ínyá rĩ gí.		Kôpi â á'díkí ínyá rĩ.

2. Reading Exercise #2 (St.Bk. p.22)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the tones and vowels. Have volunteers read each pair of sentences aloud with the class ready to correct.

- | | |
|---|---|
| 1. Ma ímù 'dĩ.
Mâ ímù. | (I'm coming.)
(Let me come.) |
| 2. Ìri ri amvi amvi
Ã ámví ámvî | (She's regrinding it.)
(Let her regrind.) |
| 3. Kôpi âziķí má ándrêpî ri.
Kôpi ri má ándrêpî ri zî. | (Let them call my mother.)
(They are calling my mother.) |

3. Dictation Exercise

Dictate the following sentences for the students to write in their exercise books. Afterwards call upon students to write them on the blackboard.

- | | |
|-----------------------|-------------------------------------|
| 1. Mi ri ânyá amvi. | (You are regrinding the grain.) |
| 2. Mi ri ânyá 'yî. | (You are grinding the grain.) |
| 3. Mí amvi ânyá rĩ. | (Regrind the grain!) |
| 4. Í 'yî ânyá rĩ. | (Grind the grain!) |
| 5. Ìri ri ímù 'bêtî. | (She is coming home.) |
| 6. Ã ímù 'bêtî. | (Let her come home.) |
| 7. Mí á'dí ã'ú rĩ. | (Cook the chicken!) |
| 8. Ìmi á'díkí ã'ú rĩ. | (Cook the chickens!) |
| 9. Ìmi ri ã'ú rĩ lî. | (You are slaughtering the chicken.) |
- (Notice that English usually drops the pronoun 'you' in commands, e.g. "Regrind the grain!" is normal. "You grind the grain!" adds contrastive emphasis to 'you'.)

4. Writing Exercise

Have each student write 6-8 sentences, practicing using descriptive phrases, present tense and commands. If possible, they should use the words (like *ini*, *ogú*) that they have practiced in previous writing exercises.

As the students do this, walk around checking to see that the sentences are being written correctly.

When everyone is finished, have the students pair up, exchange papers, read each other's aloud and correct each other's work.

Lesson 18: Pronoun Sets for Verbs Beginning with Consonants and Vowels

Review (St.Bk. p.22)

Have the students read the following sentences found in the student book. Have one volunteer read each pair aloud.

1. *Mí 'yì.* (Grind it!)
Mi ri 'yì'yì. (You are grinding it.)
2. *Ïri ri ùdròdrò.* (He is tying it.)
Ã ùdròdrò. (Let him tie it.)
3. *Mí ímbá anji rîpi.* (Teach the children!)
Mi ri anji rîpi ímbá. (You are teaching the children.)
4. *Ïri bõngó bãá be 'î kũmũcí gé.* (He has a bandage on his knee.)

Dictate the following sentences to the students. When finished, have volunteers write the correct answers on the blackboard.

1. *'Bâ ri mụ úngó tu.* (We are going to the dance.)
2. *Ímụ úngó tuú!* (Go to the dance.)
3. *Mâ mụ mâ ùtúpî vú gá.* (Let me go to my brother-in-law's.)
4. *Mi ri ímụmũ.* (You are coming.)
5. *Mí ímụ.* (Come!)
6. *Á yì ùlí rî marígó sî gé.* (I hear the wind in the mahogany tree.)

Past Tense in Verbs Beginning with Consonants

1. Reading Exercise #1 (St.Bk. p.23)

Have the students read the following lists of words in their student books. Have volunteers read them aloud, READING across (i.e., Ánju ángú, 'Bá njukí ángú, Ínju ángú...).

Má	'Bá	Mí	Ìmi
Ánju ángú.	'Bá njukí ángú.	Ínju ángú.	Ìnjukí ángú.
Áco kũ'dí.	'Bá cokí kũ'dí.	Íco kũ'dí.	Ìcokí kũ'dí.
Ámụ jòkòṅṅé gé.	'Bá mụkí jòkòṅṅé gé.	Ímụ jòkòṅṅé gé.	Ìmụkí jòkòṅṅé gé.
Á'yì ãnyá.	'Bá'yìkí ãnyá.	Í'yì ãnyá.	Ì'yìkí ãnyá.

Point out that the singular prefixes (**á-** and **í-**) are alternates for **má** and **mí** and have a high tone in the past tense. The plural prefix (**ì-**) is an alternate for **ìmi** and is marked with a low tone. The students should become familiar with these tones so they read and write them easily.

Write the following on the blackboard and have a volunteer read them aloud.

Nju ángú gí. (He)	Kòpi njukí ángú gí. (They)
Co kũ'dí rĩ gí.	Kòpi cokí kũ'dí rĩ gí.
Mụ jòkòṅṅé gé gí.	Kòpi mụkí jòkòṅṅé gé gí.
'Yì ãnyá rĩ gí.	Kòpi 'yìkí ãnyá rĩ gí.

Explain that the past tense 3rd person singular pronoun is (**Ø**). The plural pronoun is **kòpi** and the suffix **-kí** is added to the verb.

2. Reading Exercise #2 (St.Bk. p.23)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the tones and vowels. Have volunteers read each pair of sentences aloud with the class ready to correct.

- | | |
|---------------------|-------------------------------|
| Má á'dí ã'ù rĩ gí. | (I cooked the chicken.) |
| 'Bá lịkí ã'ù rĩ gí. | (We slaughtered the chicken.) |
| Á'dí ã'ù rĩ gí. | (She cooked the chicken.) |
- | | |
|-----------------|--------------------------|
| Ídị mà bí gí. | (You hit my ear.) |
| Ìdịkí mà bí gí. | (You (pl) hit my wound.) |
- | | |
|-------------------|-------------------------------|
| Álě ãlị ku. | (I didn't like crime.) |
| Ìlěkí ãlị ku . | (You (pl) didn't like crime.) |
| Kòpi lěkí ãlị ku. | (They didn't like crime.) |

3. Dictation Exercise

Dictate the following sentences for the students to write in their exercise books. Then have students write them on the blackboard.

- | | |
|------------------------------|---------------------------------|
| 1. Ímụ újí kú k̄iri. | (You went and kept quiet.) |
| 2. Ìmụkí újí kú k̄iri. | (You (pl) went and kept quiet.) |
| 3. Átra lánḡá r̄i gí. | (I rolled the papyrus mat.) |
| 4. Tra lánḡá r̄i gí. | (He rolled the papyrus mat.) |
| 5. 'Bá l̄ikí lánḡá r̄i gí | (We cut the papyrus mat.) |
| 6. K̄opi l̄ikí lánḡá r̄i gí. | (They cut the papyrus mat.) |

Past Tense in Verbs Beginning with Vowels

In past tense, verbs beginning with vowels cannot take past tense prefixes, such as **á-** in **átra** 'I rolled'. They require the full past tense pronoun, except for 3rd person, which does not need a pronoun. See the examples below.

1. Reading Exercise #1 (St.Bk. p.24)

Have the students look at the following in their student book. Have a volunteer read each column.

- | | |
|--------------------------|-----------------|
| Má aco z̄áá r̄i gí. | Má ímụ gí. |
| Mí aco z̄áá r̄i gí. | Mí ímụ gí. |
| Aco z̄áá r̄i gí. | Ímụ gí. |
| 'Bá acokí z̄áá r̄i gí. | 'Bá ímụkí gí. |
| Ìmi acokí z̄áá r̄i gí. | Ìmi ímụkí gí. |
| K̄opi acokí z̄áá r̄i gí. | K̄opi ímụkí gí. |

2. Dictation Exercise

Dictate the following sentences for the students to write in their exercise books. Then have students write them on the blackboard.

- | | |
|--------------------------|------------------------------|
| 1. Mí ri ãri amvi amvi. | (You are regrinding it.) |
| 2. Mí amvi ãri gí. | (You reground it.) |
| 3. Ímụ 'bávé ãḡá. | (She came to our house.) |
| 4. Ìri ri ímụ 'bávé ãḡá. | (She's coming to our house.) |
| 5. Ígbã anji ãḡõ r̄ipi. | (You beat the boys.) |

3. Review

Have the students give examples of command and past tense sentences, which only differ by tone, e.g.:

'Bâ zíkí anji ãgõ rĩpi.	(Let's call the boys.)
'Bá zíkí anji ãgõ rĩpi.	(We called the boys.)

After 5-10 minutes, have each group write four of their sentences on the blackboard for the rest of the class to read.

Lesson 19: Review of Gramatical Tones

Future Time

Ma mụ jōkōnī gé rá.	I will go to market
Ma ímụ drụ sī 'bētí rá.	I will come home tomorrow.
Ma ányú nje drụ sī rá.	I will pick sesame tomorrow.
Ma ímụ adri ímbápi rú rá.	I will become a teacher.
'Bâ mụ jōkōnī gé rá.	We will go to market
'Bâ ímụ drụ sī 'bētí rá.	We will come home tomorrow.
'Bâ ányú nje drụ sī rá.	We will pick sesame tomorrow.
'Bâ ímụ adri ímbá'ba rú rá.	We shall become teachers.

1. Reading Exercise #1a (St.Bk. p.24)

Have volunteers read the following contrasts between commands and future time.

1. Mâ zì anji ágò rĩpi.	(Let me call the boys.)
Ma anji ágò rĩpi zì ndõ.	(I shall call the boys later.)
Mâ amvi ãnyá rĩ.	(Let me regrind the grain.)
Ma ãnyá rĩ amvi rá.	(I shall regrind the grain.)
Mâ ícá.	(Let me arrive.)
Ma ícá rá.	(I shall arrive.)
'Bâ zíkí anji ágò rĩpi.	(Let's call the boys.)
'Bâ anji ágò rĩpi zì ndõ.	(We shall call the boys later.)
'Bâ amvikí ãnyá rĩ.	(Let's regrind the grain.)
'Bâ ãnyá rĩ amvi rá.	(We shall regrind the grain.)
'Bâ ícákí.	(Let's arrive.)
'Bâ ícá rá.	(We shall arrive.)

2. Reading Exercise #1b (St.Bk. p.25)

Now have volunteers read the following contrasts between future and past time.

- | | | |
|----|-----------------------------|--------------------------------|
| 1. | Kôpi zìkí anji ãgõ rîpi gí. | (They called the boys.) |
| | Kôpi anji ãgõ rîpi zì rá. | (They will call the boys.) |
| | Kôpi amvikí ãnyá rî gí. | (They reground the grain.) |
| | Kôpi ãnyá rî amvi rá. | (They will regrind the grain.) |
| | Kôpi ícákí gí. | (They arrived.) |
| | Kôpi ícá rá. | (They will arrive.) |

3. Reading Exercise #2 (St.Bk. p.25)

Point out that in order to read the following pairs of sentences correctly, it is necessary to pay attention to the tones and vowels. Have volunteers read each pair of sentences aloud with the class ready to correct.

- | | | |
|----|----------------------------|-------------------------------|
| 1. | 'Bá amvikí té ãnyá rî gí. | (We had reground the grain.) |
| | 'Bâ amvikí ãnyá rî. | (Let's regrind the grain.) |
| 2. | 'Bâ 'yìkí ãnyá rî. | (Let's grind the grain.) |
| | 'Bá 'yìkí té ãnyá rî gí. | (We had ground the grain.) |
| 3. | 'Bâ pîkí ùbõlõgú rî. | (Let's trap the dove.) |
| | 'Bá pîkí té ùbõlõgú rî gí. | (We had trapped the dove.) |
| 4. | 'Bá á'yìkí té ùmù rîpi gí. | (We had welcomed visitors.) |
| | 'Bâ á'yìkí ùmù rîpi. | (Let's welcome the visitors.) |

4. Dictation Exercise

Dictate the following sentences for the students to write in their exercise books. Then have students write them on the blackboard.

- | | | |
|----|----------------------------|---------------------------------|
| 1. | 'Bâ sîkí jó. | (Let's build a house.) |
| 2. | Kôpi sîkí jó gí. | (They built a house.) |
| 3. | Kôpi ãkí ámvù rî gí. | (They cultivated the garden.) |
| 4. | 'Bâ ãkí ámvù rî. | (Let's cultivate the garden.) |
| 5. | Kôpi ú'bîkí té ãnyá rî gí. | (They had winnowed the millet.) |
| 6. | 'Bâ ú'bîkí ãnyá rî. | (Let's winnow the millet.) |
| 7. | Kôpi ù'bîkí ãnyá rî gí. | (They measured the millet.) |
| 8. | 'Bâ ù'bîkí ãnyá rî. | (Let's measure the millet.) |

Reduplicated Verbs

As seen on page 39, verbs can be reduplicated to mark the Present Continuous aspect, e.g. **ra** ‘run’ becomes **rara** in **Ma ri rara** ‘I am running’.

In some cases reduplication causes a rising tone, e.g. **su** ‘put on’ becomes **suúsu** in **Ma ri bǒngó suúsu ni je**. ‘I’m buying a wearing dress/shirt.’

In other cases reduplication causes a falling tone, e.g. **ómbé** ‘tie’ becomes **ómbêmbê** ‘one who is tied’.

Mid tone change to High tone

When a one syllable verb with mid tone is prefixed, it changes to high tone, e.g. **mụ** ‘go’ becomes **ímụ** ‘come’, **ámụ** ‘I go’ but **ma ímụ** ‘I come’.

More Grammar

Note that there are still more grammatical forms that could be include here, such as indefinite agent: **Síkí jó gí**. (A house was built.) **Sakí gbándã rĩ ámvú rĩ agá gí**. (The cassava was planted in the garden.)

But as teachers gain experience in teaching the grammatical uses of vowel and tone changes, they can make their own lessons and make recommendations for changes and additions to those which are here.

Final Reading Exercise!! (St.Bk. p.25)

Go around the room having each student read one sentence aloud. Tell them to make sure to use the tone and vowel quality marks to help them read the passage correctly. If they use the marks, they will read their sentence correctly the first time. From this point it is good to have the students read and write many simple stories in order to keep improving.

Ú'dú ālu 'Búgé mụ ímbájó gá. 'Búgé kã caá ímbájó gá 'dālé, ísụ anji rīpi fíkí jó gá gí. Ímbápi ní ĩri gbāzú kělīñá ã 'a sụ. 'Búgé ní útrézú. Vúdrĩ ni gé, 'Búgé gō ríi ácí ímbájó gá 'dālé ínógósí.