

Reading and Writing 'Bëli

Book 2

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This book is used to teach how to read and write 'Bëli so that people can understand what is written.

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Introduction

All 'Bēli speakers understand each other when speaking together. But for some words, it is difficult to understand the meaning in writing. Words like **bi** 'hair' and **bī** 'place' sound the same except for tone. Tone is how High or Low the sound of the word is, or how the sound rises or falls. The word **bi** 'hair' has Low tone and the word **bī** 'place' has rising tone. It is easy to know which word is used when someone is speaking, because **bi** 'hair' and **bī** 'place' sound different.

But what about in writing? If both words were written **bi**, would readers always know the correct meaning? How would readers know when **bi** means 'hair' and when **bī** means 'place'? To help readers, we have decided to write these words differently. When the tone rises or falls, we use two letters (a long vowel) as in **bī** 'place'. When the tone does not rise or fall, we use one letter (a short vowel) as in **bi** 'hair'.

There are many other 'Bēli words that are the same except for tone. We have found ways to write these words differently also. This book shows how to write the words differently so that readers can more easily know the correct meaning. We will learn five spelling rules that help reading and writing, as well as all the sounds that join together to make words, and the various types of words such nouns, verbs, pronouns, preposition, and connectors. This book is for all 'Bēli readers. It is especially important for those writing books and translating Scripture to understand the lessons of this book.

Each of the 'Bēli words in this book are listed in the Alphabet Word List at the end of the book. If you need to check the correct spelling of a word or its tone, you can look for the word at the end of this book. The words are taken from 'Bēli stories. These stories are also at the end of this book. Most examples sentences in this book come from these stories.

There are English words in this book that may be new to you. Each new word is underlined and explained when it is first used. If you later see the word and forget what it means, you can also find it explained in the glossary at the back of the book. If you need help making the 'Bēli alphabet letters on the computer (keystrokes), there is explanation at the back of the book.

This book can be taught to participants in a workshop. A person can also use this book to teach himself/herself without a workshop or instructor. You should read each lesson and then immediately do the exercise following the lesson. The exercise will help you test your understanding of the lesson. The answers to the exercises are in the back of the book. After completing an exercise, immediately check your answers to see how well you have understood. For each of your incorrect answers, try to understand the correct answer. Ask other 'Bēli if you need help.

Contents

Introduction	3
Contents	4
'Běli Alphabet	5
Syllables	6
Consonants and Vowels	8
Consonants /ŋ/ and /ng/, /gb/ and /ŋb/	11
Heavy and Light Vowels	13
Nouns	16
Verbs	18
Long Vowels for Rising and Falling Tone	19
Adverbs with Long Vowels	23
Pronouns with Long Vowels	24
Underline the First Vowel in Verbs	26
Underline the First Root Vowel in Verbs	29
Prepositions	30
Relative Clause Connectors	33
Spelling Rules Reviewed	36
Alphabetical Word List	39
'Běli Stories	50
Glossary	65
Keystrokes for 'Běli Alphabet Letters	67
Answers to Exercises	68

'Bëli Alphabet

The first step in learning to read and write 'Bëli is learning the alphabet. The 'Bëli language has 38 letters, as shown in the following list of words.

<u>'Bëli Alphabet</u>		
A a	akora	<i>chicken</i>
Ä ä	mänyä	<i>antelope</i>
B b	binya	<i>goat</i>
'B 'b	'böti	<i>monkey</i>
C c	camanja	<i>comb</i>
D d	dɔ	<i>head</i>
'D 'd	'du	<i>food</i>
E e	hegbe	<i>rat</i>
Ë ë	cërë	<i>star</i>
G g	goŋa	<i>axe</i>
Gb gb	gbanda	<i>cassava</i>
H h	ha	<i>cow</i>
I i	ki'di	<i>elephant</i>
İ i	ki'di	<i>spoon</i>
J j	jï	<i>hand</i>
'J 'j	'jɔɔ	<i>redbud gazelle</i>
K k	kilïru	<i>giraffe</i>
Kp kp	kpa	<i>mouth</i>
L l	li'bö	<i>beehive</i>
M m	mɔɔ	<i>lion</i>
Mb mb	mbaga	<i>basket</i>
N n	nɔkɔ	<i>uncle</i>
Nd nd	ndi	<i>pot</i>
Ng ng	ngihi	<i>fish</i>
Nj nj	njɔɔ	<i>frog</i>
Ny ny	nyipɔ'dɔ	<i>frog</i>
Ŋ ŋ	ŋihi	<i>moon</i>
Ŋb ŋb	ŋbala	<i>arm</i>
Ŋm ŋm	ŋma	<i>termite</i>
O o	komo	<i>hare</i>
Ö ö	köŋbö	<i>canoe</i>
Ɔ ɔ	kɔ	<i>eye</i>
P p	pa'do	<i>fire</i>
R r	ru	<i>house, hut</i>
T t	timara	<i>crocodile</i>
U u	hu'bu	<i>oil</i>
W w	wari	<i>shoe</i>
Y y	yii	<i>snake</i>

The 'Bëli Word list at the end of this book has the same order as the list above.

Exercise 1

Write each of the words in the list above next to the letters below. Say each word as you write them. Listen to the sound each letter makes.

a	_____	ï	_____	ŋ	_____
ä	_____	j	_____	ŋb	_____
b	_____	'j	_____	ŋm	_____
'b	_____	k	_____	o	_____
c	_____	kp	_____	ö	_____
d	_____	l	_____	ɔ	_____
'd	_____	m	_____	p	_____
e	_____	mb	_____	r	_____
ë	_____	n	_____	t	_____
g	_____	nd	_____	u	_____
gb	_____	ng	_____	w	_____
h	_____	nj	_____	y	_____
i	_____	ny	_____		

Syllables

Now we learn how 'Bëli letters are joined together in words. Words can be divided into syllables, or beats. Each of the words below have three syllables. They can be divided into three separate beats as shown.

Three-syllable words

koloro	ko lo ro	<i>neck</i>
camanja	ca ma nja	<i>comb</i>
jëtëyi	jë të yi	<i>hyena</i>
akaca	a ka ca	<i>donkey</i>

Each of the words below have two syllables. They can be divided into two separate beats as shown.

Two-syllable words

dala	da la	<i>stone</i>
gomo	gɔ mo	<i>man</i>
ndoma	ndo ma	<i>grass</i>
njɔɔ	njɔ ɔ	<i>frog</i>
hegbe	he gbe	<i>rat</i>
lendo	le ndo	<i>brother</i>

Each of the words below have one syllable. They cannot be divided into more than one beat.

One-syllable words

ji	<i>hand</i>
ha	<i>cow</i>
gu	<i>arrow</i>
gbɔ	<i>fence</i>
kpa	<i>mouth</i>

Exercise 2

Say each word below and listen to the number of beats in each word. Write the number of syllables (1, 2, or 3) in the blank to the left of each word. Then divide the word into syllables in the blanks to the right of each word. Write one syllable on each blank. Do not fill more blanks than the number of syllables. The first one has been done as an example.

<u>number of syllables</u>	<u>divided into syllables</u>	
2 kagba	_ka_ _gba_ ___	<i>leopard</i>
___ kiliru	___ ___ ___	<i>giraffe</i>
___ gbe	___ ___ ___	<i>child</i>
___ goŋa	___ ___ ___	<i>axe</i>
___ kuru'bu	___ ___ ___	<i>dove</i>

—	wari	—	—	—	<i>shoe</i>
—	binya	—	—	—	<i>goat</i>
—	mba	—	—	—	<i>breast</i>
—	laweya	—	—	—	<i>short sorghum</i>
—	ndɔri	—	—	—	<i>night</i>
—	akora	—	—	—	<i>chicken</i>
—	konjo	—	—	—	<i>drum</i>
—	hu'bu	—	—	—	<i>oil</i>

Consonants and Vowels

Some letters are consonants and some letters are vowels. In the word **mājō** 'woman', the letters **m** and **ŋ** are consonants and **ä** and **ö** are vowels.

Consonants usually begin syllables. Vowels end syllables. In the syllable **mä**, the consonant **m** begins the syllable, and the vowel **ä** ends the syllable. In the syllable **ŋö**, the consonant **ö** begins the syllable, the vowel **ö** ends the syllable.

In a few words such as **akaca** 'donkey', the first vowel **a** is a syllable by itself. The vowel **a** can be a syllable by itself, but consonants cannot be syllables by themselves.

The following 28 letters are 'Bëli consonants:

<u>'Bëli consonants</u>			
b	h	mb	ŋb
'b	j	n	ŋm
c	'j	nd	p
d	k	ng	r
'd	kp	nj	t
g	l	ny	w
gb	m	ŋ	y

The following 10 letters are 'Bëli vowels:

<u>'Bëli vowels</u>				
a	e	i	ɔ	o
ä	ë	ï	ö	u

In this lesson, we learn about 'Bëli consonants. In a later lesson, we learn about 'Bëli vowels.

The list below has 'Bèli words with each of the consonants. Two words have the consonant at the beginning of the word, and two words have the consonant in the middle of the word.

	<u>Word beginning</u>		<u>Word middle</u>	
B b	b inya	<i>goat</i>	k b abi	<i>rope</i>
	b ongo	<i>cloth</i>	tär b ecä	<i>table</i>
'B 'b	'b iru	<i>bat</i>	hu 'b u	<i>oil</i>
	'b öri	<i>bush</i>	li 'b ö	<i>beehive</i>
C c	c amanja	<i>comb</i>	mac c a	<i>rhino</i>
	c ejë	<i>honey</i>	w c o	<i>wolf</i>
D d	d ala	<i>stone</i>	k d ada	<i>day</i>
	d ori	<i>year</i>	ki d idi	<i>tree fruit</i>
'D 'd	'd omonyo	<i>food</i>	ho 'd o	<i>husband</i>
	'd u	<i>food</i>	ki 'd i	<i>elephant</i>
G g	g irima	<i>eagle</i>	'g ogo	<i>thief</i>
	g omo	<i>man</i>	m g ëgi	<i>work</i>
Gb gb	g banda	<i>cassava</i>	he g be	<i>rat</i>
	g bo	<i>fence</i>	ka g ba	<i>leopard</i>
H h	h inya	<i>gun</i>	ng h i	<i>fish</i>
	h önji	<i>man</i>	m h oho	<i>bitter yam</i>
J j	j ëtëyi	<i>hyena</i>	c ejë	<i>honey</i>
	j o	<i>milet</i>	ma j angili	<i>bird type</i>
'J 'j	'j a	<i>wife</i>	ku 'j u	<i>water well</i>
	'j olo	<i>gazelle</i>	ko 'j a	<i>when, as (con)</i>
K k	k abi	<i>rope</i>	'b ok o	<i>bush rat</i>
	k iliya	<i>stick</i>	la k i	<i>hunt</i>
Kp kp	k pa	<i>mouth</i>	ny o k p o	<i>tree type</i>
	k paki	<i>stretcher</i>	ŋ b e k p e	<i>heart</i>
L l	l endo	<i>brother</i>	bi l a	<i>horn</i>
	l ëmï	<i>sister</i>	ho l o	<i>tree type</i>

M m	mäku mɔɔ	owl lion	gomo lämi	man sister
Mb mb	mbaga mbili	basket ear	kombili mömbu	finger nail dead body
N n	nəkɔ nɛngo	uncle is finished	'böni lano	owner uncle
Nd nd	ndɔɔ ndoma	tongue grass	gbanda lendo	cassava brother
Ng ng	ngəri ngɔɔ	tree hill	bongo kanga	clothe ostrich
Nj nj	nja njɔɔ	junction frog	konjo camanja	drum comb
Ny ny	nyaka nyɔɔ	field poison	binya hinyä	goat scorpion
Ŋ ŋ	ŋere ŋö	chief daughter	goŋa löŋi	axe law
Ŋb ŋb	ŋbala ŋbanda	arm whip	kiliŋba köŋbö	bone canoe
Ŋm ŋm	ŋma ŋmii	termites be sweet	moŋmango boŋmii	fighting healthy
P p	pa'do pɔli	fire cloud	nyipɔ'do möpɔii	frog sending
R r	reme ronga	squirrel forest	cərə hɔɔ	star spear
T t	timara togbe	crocodile gourd	gbeti kitɔ	child nut tree
W w	wara wɔɔ	cotton wolf	laweya lowa	sorghum woman
Y y	yangali yiti	potatoe young man	kɔyɔ höyi	bean guinea worm

Exercise 3

In each word below, circle each consonant. The first one has been done as an example.

(k) i (l) i (y) a	<i>stick</i>
gb e t i	<i>child</i>
j ɔ l ɔ	<i>dress</i>
k o kp a	<i>broom</i>
'b o g o	<i>thief</i>
d ɔ r i	<i>year</i>
c ë j ë	<i>honey</i>
y a ng a l i	<i>sweet potatoe</i>
b i ny a	<i>goat</i>
mb a y a	<i>wing</i>
nd o m a	<i>grass</i>
h i ny a	<i>gun</i>
nj ɔ l ɔ	<i>frog</i>

Consonants /ŋ/ and /ng/, /gb/ and /ɲb/

Some consonants sound similar. Sometimes it is difficult to hear the difference between **ŋihi** 'moon' and **ngihi** 'fish'. When we listen carefully, we hear the sound of /ŋ/ in **ŋihi** 'moon' is different than the sound of /ng/ in **ngihi** 'fish'. Say each of the words below. Listen carefully for the difference in sound between /ŋ/ and /ng/.

	ŋ ŋ		Ng ng
ŋihi	<i>moon</i>	ngihi	<i>fish</i>
ŋö	<i>girl</i>	ngo	<i>body</i>
ŋiti	<i>cat</i>	ngii	<i>at once</i>
ŋere	<i>chief</i>	ngëri	<i>tree</i>
ŋa	<i>praise (v)</i>	nga	<i>reject (v)</i>
ŋaŋi	<i>start (v)</i>	ngali	<i>put arm around (v)</i>
ŋɔ	<i>appreciates (v)</i>	ngɔlɔ	<i>hill</i>
kaŋi	<i>parable</i>	kangi	<i>spur of cock</i>
maŋa	<i>grave</i>	panga	<i>animal</i>

Sometimes it is difficult to hear the difference between **gbanda** 'cassava' and **ɲbanda** 'whip'. When we listen carefully, we hear the sound of /gb/ in **gbanda** 'cassava' is different than the sound of /ɲb/ in **ɲbanda** 'whip'. Say each of the words below. Listen

carefully for the difference in sound between /gb/ and /ɲb/.

Gb gb		ɲb ɲb	
gbanda	<i>cassava</i>	ɲbanda	<i>whip</i>
gba'da	<i>chair</i>	ɲbala	<i>arm</i>
gbagba	<i>stick instrument</i>	ɲbaki	<i>shoulder</i>
gbeti	<i>child</i>	ɲbekpe	<i>heart</i>
gbeji	<i>finger</i>	ɲbēɲi	<i>many</i>
gbaa	<i>pay (v)</i>	ɲba	<i>then, also (con)</i>
kagba	<i>leopard</i>	maɲba	<i>adultery</i>
hōgbi	<i>neck</i>	kōɲbö	<i>canoe</i>

Exercise 4

Carefully read and say the test words between the lines below. The **bold** consonant in the middle of each test word may or may not be written correctly. Test the sound of the bold consonant by comparing it with the consonant sound in the words on the left and right. If the sound for the bold consonant is as in the word on the left, write the word correctly with that consonant. If the sound for the bold consonant is as in the word on the right, write the word correctly with that consonant. The first one has been done as an example.

		<u>Test Word</u>				<u>Write correctly</u>
ɲihi	<i>moon</i>	ɲ o	<i>body</i>	ngihi	<i>fish</i>	<u>ngo</u>
ɲihi	<i>moon</i>	ng eri	<i>tree</i>	ngihi	<i>fish</i>	_____
ɲihi	<i>moon</i>	ɲ oli	<i>whistling</i>	ngihi	<i>fish</i>	_____
ɲihi	<i>moon</i>	ng ete	<i>near (adv)</i>	ngihi	<i>fish</i>	_____
ɲihi	<i>moon</i>	ɲ ulu	<i>deep place</i>	ngihi	<i>fish</i>	_____
ɲihi	<i>moon</i>	ɲ i'du	<i>blind person</i>	ngihi	<i>fish</i>	_____
ɲihi	<i>moon</i>	ng aa	<i>take, marry (v)</i>	ngihi	<i>fish</i>	_____
kaɲi	<i>parable</i>	ma ɲ ö	<i>woman</i>	kangi	<i>spur</i>	_____
kaɲi	<i>parable</i>	ka ɲ a	<i>ostrich</i>	kangi	<i>spur</i>	_____
gbanda	<i>cassava</i>	gb o	<i>fence</i>	ɲbanda	<i>whip</i>	_____
gbanda	<i>cassava</i>	gb ani	<i>many</i>	ɲbanda	<i>whip</i>	_____
gbanda	<i>cassava</i>	ɲ boko	<i>molar tooth</i>	ɲbanda	<i>whip</i>	_____
gbanda	<i>cassava</i>	ɲ bä	<i>guest</i>	ɲbanda	<i>whip</i>	_____
gbanda	<i>cassava</i>	gb ulu	<i>alive</i>	ɲbanda	<i>whip</i>	_____
kagba	<i>leopard</i>	kili gb a	<i>bone</i>	maɲba	<i>adultery</i>	_____
kagba	<i>leopard</i>	to gb e	<i>gourd</i>	maɲba	<i>adultery</i>	_____

Heavy and Light Vowels

The words **he** 'break' and **hë** 'return, open' have different vowel sounds. In **he** 'break', the vowel is light. In **hë** 'return, open', the vowel is heavy.

There are 10 vowels in 'Bëli, as shown in the list below. Most heavy vowels are marked with dots above the vowel. /u/ is the only heavy vowel without dots.

<u>Vowels</u>	
<u>Light</u>	<u>Heavy</u>
E e	Ë ë
I i	Ï ï
O o	Ö ö
O o	U u
A a	Ä ä

The following words have the vowel /e/ or /ë/. Say each of these words. Listen for the difference in sound between these vowels.

	E e		Ë ë
hegbe	<i>rat</i>		Hëgë <i>Lord, God</i>
ɲere	<i>chief</i>		cërë <i>star</i>
reme	<i>squirrel</i>		cějë <i>honey</i>
hë	<i>break (v)</i>		hë <i>return, open (v)</i>
'bë	<i>follow, move (v)</i>		'bë <i>give (v)</i>
të	<i>slaughter, cut (v)</i>		nyë <i>make bad (v)</i>
kë	<i>separate, divide (v)</i>		hë <i>return, open (vt)</i>
'dëe	<i>pull (v)</i>		cëë <i>spear (v)</i>
lëe	<i>be good (v)</i>		rëë <i>twist rope (v)</i>
'dë'de	<i>pull many times (v)</i>		tëgë <i>hear, listen (v)</i>

The following words have the vowel /i/ or /ï/.

	I i		Ï ï
'bi	<i>day</i>		bï <i>hair</i>
pïi	<i>bamboo</i>		kïï <i>stool</i>
yïi	<i>snake</i>		bïï <i>place</i>
ngïhi	<i>fish</i>		ɲbïli <i>ankle bracelet</i>
ki'di	<i>elephant</i>		ki'dï <i>spoon</i>
mini	<i>water</i>		kinyï <i>small insect</i>
ɲïhi	<i>moon</i>		ɲitï <i>cat</i>
titïi	<i>bird</i>		ki'likidï <i>tree fruit</i>
lï	<i>lock (v)</i>		lï <i>love, peel (v)</i>
kïi	<i>wait, delay (v)</i>		pïï <i>send (v)</i>

The following words have the vowel /ɔ/ or /ö/.

ɔ ɔ			Ö ö	
'bɔ	<i>footprint</i>		'bö	<i>father</i>
kɔ	<i>eye</i>		kö	<i>seed</i>
'dɔ	<i>thing</i>		'dö	<i>thigh</i>
jɔ	<i>speak, say</i>		yö	<i>death</i>
dɔ	<i>head</i>		'bö	<i>egg</i>
'bogo	<i>thief</i>		'böŋö	<i>wound</i>
mɔ	<i>pregnant woman</i>		ŋö	<i>daughter, girl</i>
dɔ	<i>lay (v)</i>		dö	<i>kill, beat (v)</i>
'dɔɔ	<i>cultivate (v)</i>		'döö	<i>lay down (v)</i>
jɔ	<i>say, tell (v)</i>		'jö	<i>braid hair (v)</i>

The following words have the vowel /o/ or /u/.

O o			U u	
go	<i>hole</i>		gu	<i>arrow</i>
jo	<i>millet</i>		'du	<i>food</i>
ngo	<i>body</i>		mu	<i>bush</i>
toro	<i>water pig</i>		kuru	<i>groundnut</i>
komo	<i>hare, story</i>		hu'bu	<i>oil</i>
'bolo	<i>money, dowry</i>		muku	<i>soup, broth</i>
koloro	<i>neck</i>		kuru'bu	<i>dove</i>
lɔ	<i>narrate, speak (v)</i>		lɔ	<i>feed, suck (v)</i>
dɔ	<i>chase (v)</i>		dɔ	<i>cry, want (v)</i>
'bɔo	<i>mend, repair (v)</i>		'dɔu	<i>spear (v)</i>
cɔ	<i>build (v)</i>		kɔ	<i>cover (v)</i>
wɔ	<i>carry (v)</i>		lɔ	<i>feed (v)</i>

The following words have the vowel /a/ or /ä/. The vowel /ä/ usually only comes in words with other heavy vowels.

A a			Ä ä	
dala	<i>stone</i>		mäŋö	<i>woman</i>
maca	<i>rhino</i>		mäku	<i>owl</i>
kagba	<i>leopard</i>		mätölö	<i>opposite (adv)</i>
ŋbanda	<i>whip</i>		'jenä	<i>today (adv)</i>
gbanda	<i>cassava</i>		munä	<i>old wine</i>
camanja	<i>comb</i>		liyötä	<i>there (adv)</i>

A few words with the vowel /a/ sound the same as other words with /a/ except for tone. Tone is how high or low the syllable sounds. For example, **mba** 'breast' has High tone and **mbä** 'wine' has Low tone. Both **mba** 'breast' and **mbä** 'wine' have the sound of the vowel /a/. But, we write **mbä** 'wine' with the vowel /ä/ to show it has Low tone. This way we know the difference between these words in writing. Other words below can

also be written with the vowel /ä/, for the same reason.

A a				Ä ä			
mba	H	[]	<i>breast</i>	mbä	L	[\]	<i>wine</i>
ma	H	[]	<i>I (pron)</i>	mä	L	[\]	<i>mother</i>
manya	H,M	[-]	<i>dura</i>	mänyä	L,L	[- \]	<i>gazelle</i>
ṅba	H	[]	<i>then (con)</i>	ṅbä	L	[\]	<i>guest, visitor</i>

Only the vowel /ä/ can be used to show Low tone. The other heavy vowels /ë/, /ĩ/, /ö/, /u/ are not used to show Low tone.

Light and heavy vowels are usually not mixed together in the same word. In the following words, only **light** vowels occur together.

Light vowels together in the same word

dari	<i>noise</i>
pa'do	<i>fire</i>
laweya	<i>sorghum type</i>
nyandōki	<i>sorghum type</i>
bila	<i>horn</i>
yibo	<i>elder</i>
kitō	<i>shea nut tree</i>
kileṅ	<i>tree</i>
dōri	<i>year</i>
gōmo	<i>man</i>
dōhayi	<i>land, world</i>
gbeti	<i>child</i>
telo	<i>seems</i>
lendo	<i>brother</i>
bowṵṵ	<i>distance</i>
togbe	<i>wild pumkin</i>
goṅa	<i>axe</i>
kombili	<i>finger</i>

In the following words, only **heavy** vowels occur together.

Heavy vowels together in the same word

māṅō	<i>woman</i>
māku	<i>owl</i>
tārābēcā	<i>table</i>
l'ḃō	<i>beehive</i>
'bīru	<i>bat</i>
hīnyē	<i>scorpion</i>
lōṅī	<i>law</i>
mōlu	<i>darkness</i>
lēmī	<i>sister</i>

Light & Heavy Vowel Rule: The vowels in the same word are usually all light (without dots) or all heavy (with dots unless /u/); light and heavy vowels are usually not mixed together in the same word.

Exercise 5

Carefully read and say the test words between the lines below. The **bold** vowel in the middle of each test word may or may not be written correctly. Test the sound of the bold vowel by comparing it with the vowel sound in the words on the left and right. If the sound for the bold vowel is light as in the word on the left, write the word correctly with a light vowel. If the sound for the bold vowel is heavy as in the word on the right, write the word correctly with a heavy vowel.

<u>Light</u>	<u>Test Word</u>	<u>Heavy</u>	<u>Write correctly</u>
ɲere <i>chief</i>	reme <i>squirrel</i>	cëre <i>star</i>	_____
ɲere <i>chief</i>	cějĕ <i>honey</i>	cëre <i>star</i>	_____
ɲere <i>chief</i>	hëgbĕ <i>rat</i>	cëre <i>star</i>	_____
ki'di <i>elephant</i>	pïi <i>bamboo</i>	ki'di <i>spoon</i>	_____
ki'di <i>elephant</i>	kii <i>stool</i>	ki'di <i>spoon</i>	_____
ki'di <i>elephant</i>	ɲi <i>dream</i>	ki'di <i>spoon</i>	_____
ki'di <i>elephant</i>	mïni <i>water</i>	ki'di <i>spoon</i>	_____
'bö <i>footprint</i>	dö <i>head</i>	'bö <i>egg</i>	_____
'bö <i>footprint</i>	ɲö <i>daughter</i>	'bö <i>egg</i>	_____
'bö <i>footprint</i>	hölö <i>tail</i>	'bö <i>egg</i>	_____
'bö <i>footprint</i>	hödö <i>husband</i>	'bö <i>egg</i>	_____
go <i>hole</i>	kumu <i>hare</i>	gu <i>arrow</i>	_____
go <i>hole</i>	kuru'bu <i>dove</i>	gu <i>arrow</i>	_____
go <i>hole</i>	'bolo <i>money</i>	gu <i>arrow</i>	_____
go <i>hole</i>	ho'bo <i>oil</i>	gu <i>arrow</i>	_____

Nouns

Before learning how to write words correctly, we need to understand the different types of 'Bëli words. 'Bëli has nouns, verbs, pronouns, prepositions, connectors, and other types of words. Each type of word has a different job or does something different in the sentence. In this lesson we learn about nouns. In other lessons, we learn about other types of words.

A noun can be a person, animal, place, thing, or idea. In *Panga 20*, **mərə** 'lion', **dari** 'noise' and **turë** 'dust' are all nouns.

(Panga 20)

Mərə tęgë **dari** ka **turë**. *Lion heard noise and dust*

In *Gomo 1*, **gomo** 'man', **lëmi** 'sister', **'böri** 'bush', and **panga** 'animals' are all nouns.

(Gomo 1)

Gomo tō ni-lëmi moo amaa ni *A certain man with his sister went*
 dinya-'böri laki 'bö-panga. *among the bush hunting for animals.*

The following are other examples of nouns:

<u>'Bëli Nouns</u>		
Persons	gomo	<i>man</i>
	lëmi	<i>sister</i>
	bali	<i>friend</i>
Animals	mərə	<i>lion</i>
	panga	<i>animals</i>
	'boti	<i>monkey</i>
Places	'böri	<i>bush</i>
	ngolo	<i>hill</i>
	nyaka	<i>field</i>
Things	turë	<i>dust</i>
	dari	<i>noise</i>
	cëjë	<i>honey</i>
Ideas	lönji	<i>law</i>
	lömï	<i>engagement</i>
	mopari	<i>appreciation</i>

Most nouns can be used instead of **gomo** 'man' in (1), (2), (3) or (4).

- (1) Anji **gomo** na ni. *They saw this man.*
- (2) **Gomo** ya 'dö. *There are men.*
- (3) **Gomo** ni ka 'bonda. *This man is there.*
- (4) Amaa ni-**gomo**. *He went with the man.*

Exercise 6

Underline all nouns in the sentences below. Do not underline any words that are not nouns. The first line is done as an example.

(Panga 3)

Ŋere maa 'bë biï ga-mene. *The chief went and gave a place to them.*

(Panga 5-6)

Naka moḡ mee ni-börö ka dö mee,
ko kḡ piya ni-lönji mee.

*Then they came out with a law
that could govern them.*

(Bii 4)

Ye gbeti n̄ere ya, ye pii 'dö 'bö-jëtëyi.

You sons of chiefs, send message for hyena.

(Mä 5)

Yikölu bonji agḡ yi ni-'bolo
ga-mäjö nda.

*Many people used to come with money
for that woman.*

(Mä 8)

Ḥö nda ḥba amaa mi-konjo liyötä.

That daughter also went to dancing place.

(Rombeki 14)

Atḡ, ko maa nji bii
'be ngolö Malenyi.

*He left and went and looked for a place
for a home in Malenyi's hill.*

(Zende 11)

Naka Jönö bo ḥañi monyoo törö
mini-ri ha ndiya te.

*Then those Dinka started singing songs
with the names of those cows.*

Verbs

A verb describes an action, motion, state, change, or can be used as an equal sign between words. In *Yikölu 1*, **atḡ** 'left', **maa** 'went' and **dö** 'killed' are all verbs. The verbs **atḡ** and **maa** are motions and **dö** is an action.

(Yikölu 1)

Yikölu gbörö tḡ **atḡ** laki moo,
ko **maa dö** panga.

*A certain man **left** for his hunting,
and **went** and **killed** an animal.*

In *Gomo 3-4*, **jḡ** 'said', **'dḡ** 'ask', **maa** 'went', **yi ni-** 'brought', and **ye** 'drank' are all verbs.

(Gomo 3-4)

Ka gomo nda **jḡ** ga-lëmi moo,
ka **'dḡ**, bonḡ ne **maa yi ni-**mini,
ka ne **ye**.

*And that man **said** to his sister,
and **asked** so that she **went** and **brought** water,
and he **drank** it.*

The following are other examples of verbs:

		<u>'Bëli Verbs</u>
Actions	dö	<i>kill</i>
	jḡ	<i>say</i>
	ye	<i>drink</i>
Motions	tḡ	<i>leave</i>
	maa	<i>go</i>
	bḡri	<i>loiter (move without purpose)</i>
Changes	kḡkḡ	<i>hatch</i>
	lëti	<i>grow</i>

	yöö	die
States	'bī	be quiet
	mɔɔ	be alive
	ndee	be old
Equal sign	kā	be, is

A verb can have more than one form. For example, **le** and **ale** have slightly different meaning, as shown in the sentences below. They are different forms of the same verb.

Verb forms

Ne kā **le** go. *He is **digging** a hole.*
Ale go. *He **dug** a hole.*

Most verbs can add the letters **mo-** or **a-** and be used instead of **-le** in (1) or (2).

(1) Kā mole go. *He **digs** (lit. be his **digging**).*
(2) **Ale**. *He **dug**.*

Exercise 7

In the following sentences, underline all verbs. Do not underline any words that are not verbs. The first line is done as an example.

(Panga 3)

Ŋere maa 'bē bīi ga-mene. *Chief went and gave a place to them.*

(Panga 22-23)

Na kā yīi, bo gaga mene pili, ka nene mɔɔ. *This was snake who bit all of them, and (only) he remained alive.*

(Bīi 12)

Amaa 'jaa bīi no äyöö. *He went and found that the dog died.*

(Gomo 11)

Naka mangirawa te, bo ledɔ ni-mohɔ, alɔ, . . . *Then lizard, who started talking, said*

(Mā 9)

Naka gomo tɔ, bo ŋanji ngo kā bola, *Then man, who started body be naked,*
ko yī ne mi-konjo. *came into the dancing place.*

(Rombeki 8)

Di-'bɔnda, awaa ni Beki kā yikölu mōri. *So, they knew Beki was rich person.*

(Zende 14)

Ko kɔkɔ dɔ watɔ ya ngo-dala, *They broke heads of some on rocks,*
ka ŋbala watɔ ya hēhengo. *arms of others were broken.*

Long Vowels for Rising and Falling Tone

Some words sound the same except for tone. We now learn how to write these words differently. Tone is how High or Low the sound of the syllable is, or how the sound rises or falls. In speaking, it is easy to know the difference between words like **bī** 'hair'

and **bii** 'place' because they sound differently. But if both words were written **bi**, how would readers know when **bi** means 'hair' and when **bi** means 'place'? To help readers, we have decided to write these words differently.

The nouns **bi** 'hair' and **bii** 'place' have different tones. In **bi** 'hair', the tone is level and Low. In **bii** 'place', the tone is rising from Low to Mid.

	<u>Level tone</u>			<u>Rising or Falling tone</u>		
Nouns	Low	L	bi <i>hair</i>	Low-Mid	LM	bii <i>place</i>
Verbs	High	H	ru <i>sew clothes (v)</i>	High-Low	HL	ruu <i>delay (v)</i>

The verbs **ru** 'sew' and **ruu** 'delay' also have different tones. In **ru** 'sew', the tone is level and High. In **ruu** 'delay', the tone is falling from High to Low.

Whenever the tone is level (not rising or falling) we write a *short* vowel such as in **bi** 'hair' and **ru** 'sew'. Whenever the tone is rising as in **bii** 'place' or falling as in **ruu** 'delay', we write a *long* (doubled) vowel.¹

There are many different tones in 'Beli words. The possible tones in one, two, and three-syllable words are shown below. The chart below has only nouns. Syllables with rising or falling tone have long vowels. These include **bii** 'dog', **pii** 'bamboo', and **daa** 'grandparent'.

Nouns		One-syllable words	Two-syllable words	Three-syllable words
High	H	[<u> </u>] da <i>meat</i>	[<u> </u>] nyoro <i>poison</i>	[<u> </u>] kuru'bu <i>dove</i>
Mid	M		[<u> </u>] cere <i>star</i>	
Low	L	[<u> </u>] ha <i>cow</i>	[<u> </u>] mbala <i>song</i>	[<u> </u>] timara <i>crocodile</i>
High-Low	HL	[<u> </u>] bii <i>dog</i>	[<u> </u>] gbanda <i>cassava</i>	[<u> </u>] kiliya <i>stick</i>
Mid-High	MH	[<u> </u>] pii <i>bamboo</i>	[<u> </u>] mbaya <i>wing</i>	[<u> </u>] kombili <i>finger</i>
Low-Mid	LM	[<u> </u>] daa <i>grandparent</i>	[<u> </u>] gbeti <i>child</i>	[<u> </u>] akaca <i>donkey</i>
Low-High	LH		[<u> </u>] kabi <i>rope</i>	[<u> </u>] dohayi <i>land</i>

A few other nouns with long vowels are shown below.

¹ Since there is no vowel length distinction in 'Beli (length is not phonemic), it is possible to write long vowels for rising or falling tone without confusing readers.

L,LM	[- ˊ]	madaa	<i>descendent</i>	MH,L	[ˊ ˋ]	laadi	<i>week</i>	MH,M	[ˊ -]	gbeenga	<i>young woman</i>
L,ML	[- ˋ]	matoo	<i>mother-in-law</i>	H,LM	[- ˊ]	yigee	<i>others</i>	H,MH	[- ˊ]	titii	<i>bird type</i>

The chart below has only verbs. Syllables with rising or falling tone have long vowels. These include **caa** 'put' and **jɔɔ** in **jɔɔlo** 'say'.

Verbs		One-syllable words	Two-syllable words
High	H	[] da <i>tie</i>	[- -] nengo <i>finish</i>
Mid	M	[-] co <i>build</i>	[- -] titi <i>ask</i>
High-Low	HL	[\] caa <i>put</i>	[- ˋ] koko <i>hatch</i>
Mid-High	MH		[- -] papa <i>clean repeatedly</i>
Low-High	LH		[- -] teri <i>be against</i>
High-Mid,High	HM,H		[ˋ -] jɔɔlo <i>say</i>

We have the following vowel rule for showing rising or falling tone.

Long Vowel Rule: When the tone of a syllable in a word said by itself is rising or falling, make the vowel long (doubled) in that syllable.

Sometimes the tone of a word in a sentence is different than when the word is said by itself. For example, when the verb **waa** 'know' is said by itself, it has High-Low tone. But when it is said in the sentence **Ma ka waa 'do.** 'I know something.' it has Low tone.

[\]
Waa! *Know!*
 [- ˋ - -]
 Ma ka **waa** 'do. *I know something.*

We should write each word the same way each time so that readers are not confused. We should write **waa** with a long vowel because it has falling tone when it is said by itself. We should write **waa** with long vowel even when it has level tone as in the sentence above.

How to test for a long or short vowel

Sometimes it is difficult to decide if a verb has a long or short vowel. This is how you decide: Say the command form of the verb, as when you order someone to do the action. Then compare its tone with the tone of **Maa** 'Go!', **Nji** 'Look!' and **Gɔ** 'Sit!'. Which is it most like? If it has the same tone as **Maa**, write it with a long vowel. If it has the same tone as **Nji** or **Gɔ**, write it with a short vowel.

Use these command verbs to test for a long or short vowel

HL	H	M
[\]	[̄]	[-]
Maa <i>Go!</i>	Nji <i>Look!</i>	Gɔ <i>Sit!</i>
Nyoo <i>Eat!</i>	Yɔ <i>Show!</i>	Wɔ <i>Carry!</i>
Guu <i>Write!</i>	Tɔ <i>Leave!</i>	'Bɛ <i>Give!</i>
Nɔɔ <i>Do!</i>	Ti <i>Answer!</i>	Tɛ <i>Depend on!</i>
Gaa <i>Cut!</i>	Ta <i>Meet!</i>	Ri <i>Defend!</i>

If the verb cannot be used as a command, say it before **ti** 'not'. Then compare its tone with the tone of **Yöö ti** 'not die', **Tu ti** 'not born' and **Nyɛ ti** 'not be bad'. Which is it most like? If it has the same tone as **Yöö ti**, write it with a long vowel. If it has the same tone as **Tu ti** or **Nyɛ ti**, write it with a short vowel.

Use these negative verbs to test for a long or short vowel

HL	H	M
[\ ̄]	[̄ ̄]	[- ̄]
Yöö ti. <i>Not die.</i>	Tu ti. <i>Not born.</i>	Nyɛ ti. <i>Not be bad.</i>
Waa ti. <i>Not know.</i>	Njɔ ti. <i>Not bleed.</i>	Ngɛ ti. <i>Not bend.</i>

Exercise 8

Carefully read and say each test word below. The vowel of each test word may or may not be written correctly. If the tone of the vowel is level, write the word correctly with a short vowel. If the tone of the vowel is rising or falling, write the word correctly with a long vowel.

Test Word	Write correctly	Test Word	Write correctly
bī <i>smoke something</i>	bīī	da <i>meat</i>	_____
bī <i>hair</i>	_____	dā <i>tie something</i>	_____
yī <i>come</i>	_____	jɔɔɔ <i>say</i>	_____
yi <i>snake</i>	_____	jɔɔɔ <i>a dress</i>	_____
mā <i>go, went</i>	_____	moo <i>his</i>	_____
ma <i>my, me</i>	_____	mo <i>I</i>	_____
dɔɔ <i>head</i>	_____	ka <i>and</i>	_____
dɔɔ <i>lay</i>	_____	kā <i>be, is, am</i>	_____

'döö	<i>lay down</i>		'jaa	<i>run</i>	
'döö	<i>thigh</i>		'jaa	<i>find, search</i>	
'dɔ	<i>thing</i>		ye	<i>drink something</i>	
'dɔ	<i>cultivate</i>		ye	<i>you all</i>	

Adverbs with Long Vowels

Some adverbs and pronouns have rising or falling tone, and are also written with a long vowel. In this lesson, we learn about adverbs. In the next lesson, we learn about pronouns.

An adverb tells about an action (verb). In *Bii* 8, the adverbs **börö** 'down' and **yelo** 'quickly' tell how the action **ku** 'cover' should be done.

(Bii 8)

Ye ku dɔ ma **börö yelo**. *You cover my head **down quickly**.*

All the following are also adverbs.

Place Adverbs

nete	[̄ \]	H,L	<i>near</i>
'böri	[̄ ̄]	H,H	<i>away</i>
börö	[- -]	M,M	<i>down</i>
piya	[̄ ̄]	H,H	<i>out</i>
'bɔra	[- -]	M,M	<i>around</i>
tɔɔ	[- \]	L,L	<i>up</i>
dihë	[- ̄]	M,H	<i>back</i>
'bɔna	[- \]	L,L	<i>here</i>
'bɔnda	[- -]	L,M	<i>there</i>
taa	[/]	MH	<i>there</i>
liyötä	[- ̄ -]	M,H,M	<i>there</i>

Time Adverbs

ngii	[\]	HL	<i>at once</i>
koto	[̄ -]	H,M	<i>again</i>
mbowa	[- \]	L,L	<i>recently, little</i>
ko'bɔɔ	[- /]	L,LH	<i>already</i>
kotimo	[- ̄ -]	M,H,M	<i>already</i>
cocona	[- - \]	L,L,L	<i>now</i>
po	[̄]	H	<i>long time</i>
kende	[- \]	L,L	<i>in time past</i>
tayi	[- \]	L,L	<i>through night until morning</i>
'jënë	[̄ -]	H,M	<i>today</i>
'ba'bayi	[- - -]	L,L,L	<i>everyday</i>

Other Adverbs

yelo	[^ˉ ^ˉ]	H,H	<i>quickly</i>
nduwë	[^ˉ ^ˉ]	H,H	<i>continually</i>
kpe	[˘]	L	<i>really, so, again</i>
kpee	[˘]	ML	<i>forever, long</i>
kulu	[^ˉ ^ˉ]	M,H	<i>shouting loudly</i>
ɲba	[^ˉ]	H	<i>also</i>
ti	[^ˉ]	H	<i>not</i>
lee	[˘]	ML	<i>slowly</i>

The adverbs **taa** 'there', **ngii** 'at once', **ko'bo** 'already', **kpee** 'forever', and **lee** 'slowly' have rising or falling tone and are written with a long vowel.

Most adverbs can be used instead of **yelo** 'quickly' in (1) or (2).

- (1) Amaa ni **yelo**. *They went quickly.*
(2) Anɔɔ 'do ni **yelo**. *They made something quickly.*

Exercise 9

In the sentences below, **taa** 'there', **ngii** 'at once', and **ko'bo** 'already' are not correct. When you find one of these adverbs written with short vowels, write it correctly on the left with a long vowel. The first one has been done as an example.

<u>ko'bo</u>	(Zende 10) Mo'do, na yikölu, 'do böro ko'bo, . . .	<i>When the people already fell asleep, . . .</i>
_____	(Bii 14-15) Gomo na ka bii na apii 'do 'bo-ma ka korã ngi.	<i>This man and this dog sent a message for me that is completely empty.</i>
_____	(Gomo 21-22) Tiwala ti ne lu je digobati-gi, 'bö lee no andee ko'bo?	<i>Who will feed us after you die, (since) your father is already old?</i>
_____	(Yikölu 6) Naka yikölu gböro, bo yi di-ta.	<i>Then a selfish person came from there.</i>

Pronouns with Long Vowels

A pronoun is used instead of a noun. In *Bii* 7-8, the prefix a- 'he' in **alɔ** 'he says' is a pronoun. It takes the place of the noun **bii** 'dog' in the line before.

(Bii 7-8)

Naka ngo **bii**, bo ledɔ ni-monjonjo, *Then the dog, who started shivering,*
alɔ, “Ye ku do **ma** böro yelo.” *he says, “You cover my head quickly.”*

Rather than saying **bii** every time we talk about **bii**, we can instead say the prefix **a-** on

verbs in place of **bii**. When **bii** is talking in the second line, **ma** 'my' takes the place of **bii**.

There are four types of pronouns in 'Bëli: subject completeive, subject incompleteive, object, and possessor.

Subject completeive pronouns do actions that have finished. Subject incompleteive pronouns do actions that have *not* finished. As you read each of the sentences below, look for differences in the pronouns in **bold**.

<u>Subject Completeive</u>			<u>Subject Incompleteive</u>		
Kidi	mo	'jaa 'dɔ,	ma	kə mbe.	<i>If I find something, I will fight.</i>
Kidi	yī	'jaa 'dɔ,	yī	kə mbe.	<i>If you(sg) find something, you will fight.</i>
Kidi	a'jaa	'dɔ,	ne	kə mbe.	<i>If (s)he finds something, he will fight.</i>
Kidi	je	'jaa 'dɔ,	je	kə mbe.	<i>If we find something, we will fight.</i>
Kidi	ye	'jaa 'dɔ,	ye	kə mbe.	<i>If you(pl) find something, you will fight.</i>
Kidi	a'jaa 'dɔ ni,	mene		kə mbe.	<i>If they find something, they will fight.</i>

In the first sentence above, **mo** 'I' does the completeive action **'jaa** 'find' and **ma** 'I' does the incompleteive action **kə mbe** 'will fight'. The action **'jaa** must be finished before the action **kə mbe** happens. So, **mo** 'I' comes before a completeive verb and **ma** 'I' comes before an incompleteive verb.

Object pronouns receive the action. In the first sentence below, **ma** 'me' receives the action **nji** 'saw'.

<u>Object</u>			<u>Possessor</u>		
Yikölu nji	ma.	<i>People saw me.</i>	Yikölu nji kɔ	ma.	<i>People saw my eyes.</i>
Yikölu nji	yī.	<i>People saw you(sg).</i>	Yikölu nji kɔ	gi.	<i>People saw your eyes.</i>
Yikölu nji	ne.	<i>People saw him/her.</i>	Yikölu nji kɔ	moo.	<i>People saw his eyes.</i>
Yikölu nji	je.	<i>People saw us.</i>	Yikölu nji kɔ	lee.	<i>People saw our eyes.</i>
Yikölu nji	ye.	<i>People saw you(pl).</i>	Yikölu nji kɔ	ge.	<i>People saw your eyes.</i>
Yikölu nji	mene.	<i>People saw them.</i>	Yikölu nji kɔ	mee.	<i>People saw their eyes.</i>

Possessor pronouns own or possess something. In the second sentence above, **ma** 'my' is the owner of **kɔ** 'eyes'.

<u>Subject completeive</u>			<u>Sub. incompleteive</u>			<u>Object</u>			<u>Possessor</u>		
[]			[]			[\]			[\]		
mo	H	<i>I</i>	ma	H	<i>I</i>	ma	L	<i>me</i>	ma	L	<i>my</i>
[]			[]			[\]			[\]		
yī	H	<i>you(sg)</i>	yī	H	<i>you</i>	yī	L	<i>you</i>	gi	L	<i>your</i>
[\]			[\]			[\]			[\]		
a-	L	<i>(s)he, it</i>	ne	L	<i>he</i>	ne	L	<i>him</i>	moo	HL	<i>his</i>
[\]			[\]			[\]			[\]		
je	L	<i>we</i>	je	L	<i>we</i>	je	L	<i>us</i>	lee	HL	<i>our</i>

[↘] ye L you(pl)	[↘] ye L you	[↘] ye L you	[↘] ge L your
[- ↘] a- . . ni L . . L they	[- ↘] mene L,L they	[- ↘] mene L,L them	[↘] mee HL their

The chart above compares the four types of pronouns. The pronouns are sometimes the same from one column to the next. Some possessor pronouns have falling tone, so their vowels are written long. These are **moo** 'his/her', **lee** 'our' and **mee** 'their'.

Exercise 10

In the sentences below, **moo** 'his/her', **lee** 'our' and **mee** 'their' are not correct. When you find one of these possessor pronouns written with a short vowel, write it correctly on the left with a long vowel. The first one has been done as an example.

<u>moo</u>	(Rombeki 11) Beki ŋba, ne mini-lendo mo.	<i>Beki had his brother.</i>
_____	(Bii 5) Ka 'ba d̄k̄ö le ni d̄öri ra.	<i>Why do they kill our descendents?</i>
_____	(Bii 17) Ko'jaa äȳö 'd̄o me ni-kut̄e me, . . .	<i>Finding he died alone (their thing with their alone) . . .</i>
_____	(Gomo 13) L̄emi mo te, bo h̄e mee te piya di-j̄i mo.	<i>His sister took the spear out of his hand.</i>
_____	(Gomo 22) 'B̄ö le no and̄e ko'b̄oo?	<i>Our father is already old.</i>
_____	(Panga 5-6) Nate amāa d̄oo d̄-me, naka moḡ me ni-b̄öro ka d̄ me, ko k̄ piya ni-l̄öŋi me.	<i>When they arrived to the settlement, then they came out with a law that could govern them.</i>
_____	(Mä 19) Ho'do mo d̄oo, ko t̄iti matoo mo al̄, . . .	<i>Her husband arrived and asked his mother-in-law, . . .</i>
_____	(Mä 22) Ka je t̄ 'be le.	<i>And we go to our home.</i>

Underline the First Vowel in Verbs

Some nouns and verbs are said the same except for tone. The noun **'be** 'home' has Low tone and the verb **'be** 'follow' has High tone. If both words were written **'be**, how would readers know when **'be** means 'home' and when **'be** means 'follow'?

Nouns			Verbs		
Low	L	[˨] 'be <i>home</i>	High	H	[˨] 'be <i>follow (v)</i>
Low-Mid	LM	[˨˨] bii <i>place</i>	High-Low	HL	[˨˨] bii <i>smoke (v)</i>

The noun **bii** 'place' has Low-Mid tone and the verb 'smoke (meat)' has High-Low tone. If both words were written **bii**, how would readers know when **bii** means 'place' and when **bii** means 'smoke'? To help readers, we have decided to write them differently.

We underline the first vowel of each verb. This way, readers can tell the difference between nouns and verbs even when they have the same tone. When readers see the underline as in **'be** 'follow' and **bii** 'smoke', they will know the correct meaning and read with the correct tone. If you need help knowing how to make underlined letters on the computer, there is explanation on page 61.

There are many 'Bēli words said the same except for tone. The list below shows some of them. Most of the words are written differently—by making a long vowel for syllables with rising or falling tone, or by underlining the first vowel of verbs.

L	[˨]	'be <i>home</i>	H	[˨]	'be <i>follow (v)</i>	HL	[˨˨]	'bee <i>shoots (v)</i>
L	[˨]	bī <i>hair</i>	LM	[˨˨]	bii <i>place</i>			
HL	[˨˨]	bii <i>dog</i>	HL	[˨˨]	bii <i>smoke (v)</i>			
H	[˨]	bo <i>who, which</i>	L	[˨]	bo <i>that</i>	H	[˨]	bo <i>important</i>
H	[˨]	co <i>drop (v)</i>	M	[˨]	co <i>build (v)</i>	HL	[˨˨]	coo <i>fill (v)</i>
L	[˨]	di- <i>from (prep)</i>	HL	[˨˨]	dii <i>like (adv)</i>			
L	[˨]	dɔ <i>head</i>	H	[˨]	dɔ <i>buy (v)</i>	M	[˨]	dɔ- <i>on (prep)</i>
H	[˨]	'dɔ <i>thing</i>	HL	[˨˨]	'dɔɔ <i>cultivate (v)</i>			
L	[˨]	'dō <i>thigh</i>	H	[˨]	'dō <i>exists (adv)</i>	HL	[˨˨]	'dōö <i>lay down (v)</i>
H	[˨]	'du <i>food</i>	HL	[˨˨]	'duu <i>spear (v)</i>			
M	[˨]	ga- <i>to (prep)</i>	HL	[˨˨]	gaa <i>bite, cut (v)</i>			
H	[˨]	gu <i>arrow</i>	HL	[˨˨]	guu <i>write (v)</i>			

H	[]	gbe marriage	L	[\]	gbe child	HL	[\]	gbee marry (v)
H	[]	gbɔ fence	HL	[\]	gbɔɔ gather (v)			
L	[\]	ha cow	H	[]	hɑ sift (grain)(v)	HL	[\]	hɑɑ push (v)
H	[]	jɔ say (v)	HL	[\]	jɔɔ compare (v)			
L	[- \]	jɔɔ dress	HM,H	[\]	jɔɔɔ say (v)			
L	[\]	'ja wife	H	[]	'jɑ run (v)			
HL	[\]	'jaa later (adv)	HL	[\]	'jɑɑ find (v)			
L	[\]	ka and (con)	H	[]	kɑ be (v)			
L	[\]	kɔ eye	HL	[\]	kɔɔ search (v)			
H	[]	le big pot)	H	[]	lɛ dig (v)	HL	[\]	lee be good (v)
ML	[\]	lee slowly	HL	[\]	lee our			
H	[]	ma I (pron imperf)	L	[\]	ma my (pron pos)	HL	[\]	maa go (v)
H	[]	mo I (pron perf)	HL	[\]	moo his (pron pos)	H	[-]	mɔ run out (v)
	[]	mɔ pregnant woman	H	[]	mɔ be pregnant (v)	HL	[\]	mɔɔ live (v)
H	[]	mba breast	M	[-]	mbɑ let (v)	HL	[\]	mbɑɑ squeeze (v)
H	[]	na who, which	M	[-]	na this (dem)			
M	[-]	na- before (prep)	H	[]	nɑ bare fruit (v)			
H	[]	ngo body	H	[]	ngo- at (prep)	HL	[\]	ngoo pull down (v)
H	[]	ru hut	HL	[\]	ruu delay (v)	H	[]	ru sew (v)
L	[\]	ya plural	H	[]	yɑ harvest (v)	HL	[\]	yɑɑ skin (v)
L	[\]	ye you (pron pl)	M	[-]	ye stretch (v)	H	[]	ye drink (v)
MH	[']	yii snake	H	[]	yi come (v)			

The third vowel rule is for showing verbs.

Underlined Vowel Rule: Underline the first root vowel of each verb.

Exercise 11

Carefully read and say each test word below. The vowel of each test word may or may not be written correctly. If the vowel is in a verb, write the word correctly by underlining the first vowel. The first one has been done as an example.

<u>Test Word</u>	<u>Write correctly</u>	<u>Test Word</u>	<u>Write correctly</u>
bīi <i>smoke something</i>	bīi	da <i>meat</i>	_____
bī <i>hair</i>	_____	da <i>tie something</i>	_____
yi <i>come</i>	_____	joolo <i>say</i>	_____
yīi <i>snake</i>	_____	jolo <i>a dress</i>	_____
māa <i>go, went</i>	_____	moo <i>his</i>	_____
ma <i>my, me</i>	_____	mo <i>I</i>	_____
do <i>head</i>	_____	ka <i>and</i>	_____
do <i>lay</i>	_____	ka <i>be, is, am</i>	_____
'döö <i>lay down</i>	_____	'ja <i>run</i>	_____
'dö <i>thigh</i>	_____	'jaa <i>find, search</i>	_____
'do <i>thing</i>	_____	ye <i>drink something</i>	_____
'doo <i>cultivate</i>	_____	ye <i>you all</i>	_____

Underline the First Root Vowel in Verbs

Some verb forms have prefixes. A prefix is the letters added to the beginnings of words. In the sentences below, the verb **ale** 'he dug' has the prefix **a-**. The verb **mole** 'digging' has the prefix **mo-**.

Verb forms

Ne ka **le** go.

He **digs** a hole./He **will dig** a hole.

Ale go.

He **dug** a hole.

Ka **mole** moo.

He **digs** (lit. be his **digging**).

The verb **le** without any prefix is called a root. A root is the original part of a word, or a word without any prefix. In the last lesson, we learned the following rule.

Underlined Vowel Rule: Underline () the first root vowel of each verb.

The 'first root vowel' means the first vowel that is not in the prefix, but in the root. In the verb ale 'he dug', the prefix vowel a- is not underlined, but only the root vowel e. In the verb mole 'digging', the prefix vowel mo- is not underlined, but only the root vowel e.

Exercise 12

In the following lines, verbs are not written correctly. Underline the first root vowel of each verb. Do not underline any vowels that are not in verbs. The first line is done as an example.

(Bii 1-10)

Bii ka jëtëyi agɔ 'bɛ ni kɔɔ,	<i>Dog and hyena went home and dog said,</i>
“Wayi ni-na, jëtëyi ka nyoo kö ma pili 'bɔra?”	“ <i>Why is hyena eating my descendents?</i> ”
Änyii tɔɔ, ko maa ga-ɲere alɔ,	<i>He went to the chief saying,</i>
“Ye gbeti ɲere ya, ye pii 'dɔ 'bɔ-jëtëyi.”	“ <i>You chiefs, send message for hyena.</i> ”
Ka ne maa yi yɔ 'dɔ na ne,	<i>And he went and asked him,</i>
“Ka 'ba dɔkö lee ni dörɔ ra.	“ <i>Why do they finish our descendents?</i> ”
Je pii 'dɔ 'bɔ-Jëtëyi.”	<i>We sent this message for hyena.</i> ”
Ka ne maa yi,	<i>When he (hyena) was coming,</i>
naka ngo bii, bo ledɔ ni-monjonjo,	<i>dog started shivering,</i>
alɔ, “Ye ku dɔ ma bɔrɔ yelo.”	<i>he asked, “You cover my head quickly.”</i>
Naka moku dɔ bii bɔrɔ,	<i>Then he covered dog’s head;</i>
di-'bɔnda naka, jëtëyi bo yi,	<i>from there the hyena came . . .</i>
ko yi titi 'dɔ alɔ,	<i>and asked about the message,</i>
“Ala kopii 'dɔ 'bɔ ma?”	“ <i>Who sent me a message?</i> ”

Prepositions


In this lesson, we learn that prepositions can sound the same as nouns except for tone. We learn how to write them correctly.


Prepositions introduce nouns and tell about an action. In (1), **ga-** 'to' is a preposition.

(1) Amaa **ga**-yikölu. *He went to the person.*

The preposition **ga-** introduces the noun **yikölu** 'person'. The words **ga-yikölu** tell the direction of the action **amaa** 'went'.

Some nouns can have the meaning of prepositions. There is different tone when they have the meaning of prepositions than when they have the meaning of nouns.

[- -  - - -]
 (2) A'jaa **do** yikölu. *He saw head of person.*

[- -  - - -]
 (3) A'jaa **do**-yikölu *He saw over person. (?)*

The noun **do** 'head' has Low tone. But when it means 'on', it has Mid tone. If both words were written **do**, how would readers know when **do** means 'head' and when **do** means 'on'? To help readers, we have decided to write them differently.

We write a hyphen (-) after these nouns when they have the meaning of prepositions. For example, when **do** means 'head', it is separate from the following word as in **do yikölu** 'head of person'. But when it means 'on', a hyphen (-) joins it to the following word as in **do-yikölu** 'on person'. The same for other examples below.

	<u>Nouns</u>	<u>Nouns used as Prepositions</u>
do yikölu	<i>head of person</i>	do -yikölu <i>on person</i>
kpa yikölu	<i>mouth of person</i>	kpa -be <i>to house</i>
'bo yikölu	<i>footprint of person</i>	'bo -yikölu <i>for person</i>
ko yikölu	<i>eye of person</i>	ko -pa'do <i>into fire</i>
ro yikölu	<i>back of person</i>	ro -yikölu <i>towards person</i>
mi yikölu	<i>stomach of person</i>	mi -yikölu <i>in person</i>
ngo yikölu	<i>body of person</i>	ngo -yikölu <i>at person</i>
holo yikölu	<i>buttock of person</i>	holo -yikölu <i>under person</i>
hogo yikölu	<i>back of person</i>	hogo -yikölu <i>behind person</i>
na yikölu	<i>center of hand</i>	na -yikölu <i>before person</i>

Read the list below from left to right. Compare the tone of each pair.

	<u>Nouns</u>	<u>Nouns used as Prepositions</u>
do	[\] L <i>head</i>	do [-] M <i>on, at, over</i>
kpa	[\] L <i>mouth</i>	kpa [-] M <i>at, to</i>
'bo	[\] L <i>footprint</i>	'bo [-] M <i>for</i>
ko	[\] L <i>eye</i>	ko [-] M <i>into</i>
ro	[\] L <i>back</i>	ro [-] M <i>towards, on</i>
mi	[\] L <i>stomach</i>	mi [-] M <i>in</i>

ngo	[]	H	body	ngo	[]	H	at
hɔɔ	[- \]	H,L	buttock	hɔɔ	[- -]	H,M	under
hɔɔ	[- \]	H,L	back	hɔɔ	[- -]	H,M (?)	behind
na			center (of hand)	na	[-]	M	before

The following rule shows when a noun has the meaning of a preposition.

Hyphen Rule: Put a hyphen (-) between all prepositions and following words.

There are several other prepositions. All the words below are prepositions that should be joined to the following word.

<u>Preposition</u>				<u>Preposition and following word</u>	
ɔɔ-	[-]	M	on	Amaɔ	ɔɔ-yikölu. <i>He went on person.</i>
kpa-	[-]	M	at	Amaɔ	kpa-'be. <i>He went to house.</i>
'bɔ-	[-]	M	for	Amaɔ	'bɔ-yikölu. <i>He went for person.</i>
kɔ-	[-]	M	between	Amaɔ	kɔ-pa'dɔ. <i>He went into fire.</i>
ro-	[-]	M	ahead	Amaɔ	ro-yikölu. <i>He went towards person.</i>
mi-	[-]	M	in	Amaɔ	mi-yikölu. <i>He went in person.</i>
ngo-	[]	H	at	Amaɔ	ngo-yikölu. <i>He went at person.</i>
hɔɔ-	[- -]	H,M	under	Amaɔ	hɔɔ-yikölu. <i>He went under person.</i>
hɔɔ-	[- -]	H,M	behind	Amaɔ	hɔɔ-yikölu. <i>He went behind person.</i>
gobati-	[- - -]	M,M,M	after	Amaɔ	gobati-yikölu. <i>He went after person.</i>
ga-	[-]	M	to	Amaɔ	ga-yikölu. <i>He went to person.</i>
di-	[\]	L	from	Amaɔ	di-'be. <i>He went from house.</i>
ni-	[]	H	with	Amaɔ	ni-yikölu. <i>He went with person.</i>
na-	[-]	M	before	Amaɔ	na-yikölu. <i>He went before person.</i>
ɔɔnyä-	[- -]	L,M	among	Amaɔ	ɔɔnyä-yikölu. <i>He went among person.</i>
mini-	[- -]	L,H	in with	Amaɔ	mini-yikölu. <i>He went in with person.</i>
niga-			with to	Amaɔ	niga-yikölu. <i>He went with to person.</i>
diga-	[- -]	L,M	from to	Amaɔ	diga-yikölu. <i>He went from to person.</i>
dingo-	[- -]	L,M	about	Amaɔ	dingo-yikölu. <i>He went about person.</i>
dimi-	[- -]	L,M	from with	Amaɔ	dimi-yikölu. <i>He went from with person.</i>
dikpa-			from at	Amaɔ	dikpa-mini. <i>He went from at water.</i>
di'bɔ-			from for	Amaɔ	di'bɔ-yikölu. <i>He went from for person.</i>
digobati-			from after	Amaɔ	digobati-yikölu. <i>He went from after person.</i>

Most prepositions can be used instead of **ɔɔ-** 'on' or **ni-** 'with' in (2) or (3).

(2) Amaɔ ni **ɔɔ-**'dɔ *They went **on** something.*

(3) Amaɔ ni-'dɔ. *He went **with** something.*

Exercise 13

In the sentences below, prepositions are written without hyphens. Put a hyphen (-) after each preposition. Do not put a hyphen after any word that is not a preposition. The first line has been done as an example.

(Gomo 1-2)

Gomo tɔ ni-lēmī moo
amaa ni dinya 'böri
laki 'bö panga,
ko maa gɔ ni kpa kara.

*A certain man with his sister
went into the middle of the bush
hunting for animals,
and they sat at the river side.*

(Gomo 5-6)

“Dɔ, na ka 'be mi ndoma,
ka ne ka yi ro lee.”

*“There is something moving in the grass
and it comes towards us.”*

(Gomo 9)

Ko kii na panga nda ne,
kambeti mangirawa.
Nate alɔ ne ka 'duu ni mee, naka . . .

*And he waited for the animal coming
but instead it was a lizard.
when he tried to spear it with spear, then . .*

(Panga 2-3)

Ko maa ni ga nere ka 'do,

na adu 'bö bi mogɔ ni.

*And they (lion, leopard, hyena, snake)
went to the chief for a thing,
which they want a place for settlement.*

(Panga 16)

Yi wala, na ka nyoo 'do di kpatuli na?

Who are you eating things from rubbish?

(Panga 19)

Naka molɔ mɔ piya mini-kori ga jetyi.

Then he went out ready to fight hyena.

(Panga 21)

Naka molɔ mɔ piya ga kori
ga jetyi ya ni kagba.

*Then he (lion) went out to fight
the hyena and leopard.*

(Panga 22)

Kana ka momaa tu mee ro yii.

And he stepped on the snake.

Relative Clause Connectors

In this lesson, we learn that relative clause connectors can sound the same as demonstratives except for tone. We learn how to write them correctly.

Demonstratives point to or show a noun. A demonstrative always follows the noun it points to. In (1), **na** 'this' is a demonstrative.

(1) Bii **na** boleɛ 'dö. *There is **this** good place.*

The demonstrative **na** shows which **bii** 'place' the speaker is talking about. Maybe the speaker is even pointing a finger at the place while saying the sentence.

A relative clause is a group of words with a verb that identifies or describes a noun. In (2), **na dɔhayi na ka Rombeki** 'that is a region called Rumbek' is a relative clause.

(Rombeki 20-21)

(2) Bii, **na** dɔhayi na kɔ Rombeki, *The place, **that** is a region called Rumbek,*
 tene ga-Jöñö no ne ndawa. *remains to the Dinkas.*

The relative clause **na dɔhayi na kɔ Rombeki** has the verb **kɔ** 'is'. This relative clause identifies the noun **bii** 'place' coming before it. The clause shows we are talking about the place called Rumbek and not any other place.

Relative clause connectors introduce relative clauses. In (2), **na** 'that' is a relative clause connector. The connector **na** begins the relative clause **na dɔhayi na kɔ Rombeki** 'that is a region called Rumbek'.

There are three demonstratives that are similar to relative clause connectors. They only differ by tone.

<u>Demonstrative</u>			<u>Relative Clause Connector</u>		
na	[˩]	L <i>this</i>	na	[˥]	H <i>who, that, which, where, of</i>
bo	[˩]	L <i>that</i>	bo	[˥]	H <i>who, that, which, where, of</i>
te	[˩]	L <i>that (mentioned before)</i>	te	[˥]	H <i>who, that, which, where, of</i>

The demonstrative **na** 'this' has Low tone, but the connector **na** 'who, that' has High tone. If both words were written **na**, how would readers know when **na** means 'this' and when **na** means 'who, that'? To help readers, we have decided to write them differently.

We write a comma (,) before relative clause connectors and at the end of relative clauses. This makes the meaning clear in writing. For example, there is no comma before the demonstrative **na** 'this' in the sentence **Bii na boleɛ 'dö**. 'There is this good place.' But we put a comma before the relative clause connector **na** 'that' in the sentence **Bii, na dɔhayi na kɔ Rombeki**, 'Place, that is this region called Rumbek . . .' There is also a comma at the end of this relative clause. Similarly for other examples below.

<u>Demonstrative</u>	<u>Relative Clause Connector</u>
[˩ ˩ ˩ ˩] Bii na boleɛ 'dö. <i>There is this good place.</i>	[˥ ˩ ˩ ˩] Bii, na dɔhayi na kɔ Rombeki, tene ga-Jöñö no ne ndawa. <i>Place, that is this region called Rumbek, remains to Dinkas.</i>
[˩ ˩ ˩ ˩] Yikölu bo kɔ yi. <i>That person is coming.</i>	[˥ ˩ ˩ ˩] Yikölu, bo mbe, kɔ yi. <i>A person, who is brave, is coming.</i>
[˩ ˩ ˩ ˩] 'Dö te kɔ yi. <i>That thing is coming.</i>	[˥ ˩ ˩ ˩] 'Dö, te mo gɔ ñiri te, ndawa. <i>The thing, that I hate, this is it.</i>

In these sentences, there is Low tone on the demonstratives **na, bo, te** 'this, that'. But there is High tone on the connectors **na, bo, te** 'who, that, which'. So, we use commas to show the difference in writing. The following rule tells where to put commas.

Comma Rule: Put a comma (,) or period (.) before every connector and at the end of each relative clause. In addition, if there is more than one connector together, put a comma after them.

There are several other connectors that can introduce a group of words with a verb. All the words below are connectors that should always have a comma or period before them.

ko	[\]	L	<i>and</i>
ka	[\]	L	<i>and, then</i>
naka	[-]	L,H	<i>then</i>
ɲba	[]	H	<i>then, as a result</i>
kambeti	[- -]	H,M,H	<i>instead, surprisingly</i>
ä'dö	[-]	L,H	<i>if had been</i>
kodi	[-]	M,H	<i>if, when</i>
kidi	[-]	L,H	<i>if, when</i>
nate	[]	H,H	<i>when</i>
'bōwayi	[- -]	M,H,M	<i>because</i>
bono	[\]	H,L	<i>so that, so, thus</i>
di-'bōnda	[- -]	L,L,M	<i>from there</i>

The connector **ka** 'and' often joins groups of words with a verb.

(Panga 11)

Ma ka yikölu bɔri, *I am a person who is ever moving*
ka mo gɔ 'be 'bɔ-kilɲba. ***and** looking for a bone.*

The group of words in the first line above has the verb **bɔri** 'moving'. The group of words in the second line has the verbs **gɔ 'be** 'continue look'. The connector **ka** 'and' joins these groups of words with a verb and must have a comma before it.

However, when **ka** 'and' joins groups of words without a verb, there is no need for a comma.

(Bii 14)

Gomo na **ka** bii na äpii 'dɔ *This man **and** this dog sent a message*

In the sentence above, **ka** joins **gomo na** 'this man' and **bii na** 'this dog'. There is no verb in either of these groups of words, so we don't put a comma before **ka**.

The comma rule above says, "If there is more than one connector together, put a comma after them." There are two connectors beginning the second line below.

(Bii 9)

Naka moku dɔ bii börö, ***Then** he covered dogs head,*
di-'bōnda naka, jëtëyi bo yi, . . . ***and then from there,** that hyena came, . . .*

The connectors in the second line are **di-'bɔnda naka** 'from there then'. We put a comma before these connectors, and we also put a comma *after* the connectors.

Exercise 14

In the sentences below, connectors and relative clauses do not have commas written correctly. Put a comma or period before each connector and at the end of each relative clause. The first line has been done as an example.

(Panga 12)

Mo bɛ yikölu tɔ, bo t̥iti ma, ti.

I don't want anyone who asks me.

(Panga 13-14)

Mo bɛ yikölu bo t̥u ro-ma ti

I don't want anyone who steps on me

kidi t̥u ro-ma

if anyone steps on me

ma k̥a g̥aa hutundunyu gi.

I will bite your ankle.

(Bii 7)

Ka ne m̥aa y̥i

And when he (hyena) was coming

naka ngo bii bo l̥ɛdɔ ni-monjonjo.

then the body of dog started shivering.

(Bii 13)

Yikölu te bo pii 'dɔ 'bɔ-gi te no

That person who sent the message for you

äyöö.

died.

(Mä 1-4)

Po kende ɲɔ tɔ na mä moo l̥u ne

Long ago there was lady whom mother fed her

nate äl̥ɛti

when she grew

mä moo bɛ k̥a ji gb̥ee ne ni-'bolo ti

her mother didn't want her married with dowry

ädu 'bɔra

she wanted

kidi yikölu na k̥a ɲaa ɲɔ nda moo

if anybody want to marry her daughter

ne m̥aa k̥e hu moo mi-konjo.

he go and open his anus in a dancing place.

(Mä 22)

Mo du 'bɔ-'ja ma ka je t̥ɔ 'be lee.

I want my wife and we go to our house.

(Panga 7)

Mo bɛ dari ka tur̥ɛ ti.

I don't want noise or dust.

(Gɔmo 17-18)

Di-'bɔnda naka mom̥aa t̥i dih̥ɛ 'be ni

From there then they came back home

nate adoo ni ɲete ngo-'be

and when they came near the home

ɲba ät̥ɛg̥ɛ k̥a d̥ɔ kulu ni.

they heard people crying at home.

(Gɔmo 19-20)

Mangirawa te je d̥ɔ te

The lizard that we killed

na an̥ɔ k̥a 'b̥ɔ lee y̥öö w̥aa.

I know that made our father die.

Spelling Rules Reviewed

In this book, we have learned five spelling rules that help reading and writing. We now

review these rules. There is one or more examples after each rule. The page number is shown where the rule is further explained.

Light & Heavy Vowel Rule (page 16): The vowels in the same word are usually all light (without dots) or all heavy (with dots unless /u/); light and heavy vowels are usually not mixed together in the same word.

<u>Light vowels</u>		<u>Heavy vowels</u>	
lendo	<i>brother</i>	lēmī	<i>sister</i>
dohayi	<i>land, world</i>	māṅö	<i>woman</i>
kombili	<i>finger</i>	'bīru	<i>bat</i>

Long Vowel Rule (page 21): When the tone of a syllable in a word said by itself is rising or falling, always write the vowel long (doubled) in that syllable.

<u>Level tone</u>		<u>Rising or Falling tone</u>	
[\]		[/]	
bī	L <i>hair</i>	bīī	LM <i>place</i>
[]		[\]	
ru	H <i>sew clothes (v)</i>	ruu	HL <i>delay (v)</i>

Write the vowel long even if the tone is not falling or rising when the word is said in a sentence.

[- \ -]
Ma ka **ruu** 'dö. *I delay something.*

Test for a long or short vowel in verbs by comparing with the following commands and negative verbs:

	HL	H	M
<u>Commands</u>	[\] Maa <i>Go!</i>	[] Nji <i>Look!</i>	[-] Gö <i>Sit!</i>
<u>Negatives</u>	[\] Yöö ti. <i>Not die.</i>	[-] Tu ti. <i>Not born.</i>	[-] Nyë ti. <i>Not be bad.</i>

Underlined Vowel Rule (page 29): Underline the first root vowel of each verb.

<u>Noun</u>	<u>Verb</u>
[\] 'be L <i>home</i>	[] 'be H <i>follow (v)</i>
	[-] ale M,H <i>he dug (v)</i>

A word is a verb if it can take the place of **le** 'dig' in (1).

(1) Kà mole moo. *He digs. (lit. Be his digging.)* |

Hyphen Rule (page 32): Put a hyphen (-) between all prepositions and following words.

<u>Noun</u>		<u>Preposition</u>
do yikölu <i>head of person</i>		do-yikölu <i>on person</i>

Comma Rule (page 35): Put a comma (,) or period (.) before every connector and at the end of each relative clause. In addition, if there is more than one connector together, put a comma after them.

<u>Demonstrative</u>		<u>Connector</u>
Yikölu bo ka yi. <i>That person is coming.</i>		Yikölu, bo mbe, ka yi. <i>A person, who is brave, is coming.</i>
		Di-'bonda naka, jëtëyi bo yi, . . . <i>Then from there, that hyena came, . . .</i>

Exercise 15

Write each line below correctly in the space given according to the above spelling rules. The first line is done as an example.

(Gomo 1-9)

Gomo tɔ ni lëmi mo ama ni dinyä 'böri *Certain man with sister went to bush*

Gomo tɔ ni-lëmi moo amaa ni dinyä-'böri

laki 'bɔ panga

to hunt for animals

ko ma gɔ ni kpa kara.

and they went to sit at river side.

Ka gomo nda jɔ ga lëmi mo

And that man said to his sister

ka 'dɔ bonɔ ne ma yini mini

and asked so that she brought water

ka ne ye.

and he drank.

Di 'bonda aco 'bi

From there he fell asleep

lëmi mo jɔ ge ne alɔ

his sister told him saying

“Dɔ na ka 'be mi ndoma

“There is thing moving in grass

ka ne ka yi ro le.”

and coming to us.”

Alphabetical Word List

The following list of words is in alphabetical order. There are nouns (n), verbs (vt, vi), pronouns (pron), prepositions (prep), adjectives (adj), quantity (quant), number (num), demonstratives (dem), adverbs (adv), connectors (con), relative connectors (rel), and question words (ques). The tone for each word is given with bars [– –] and letters (H,M,L).

n	=	noun
v	=	verb
vn	=	verbal noun (verb used as a noun)
pron	=	pronoun (takes the place of a noun)
prep	=	preposition (introduces a noun and tells about the action)
adj	=	adjective (describing nouns)
quant	=	quantity (describing nouns)
num	=	number
dem	=	demonstrative pronoun (pointing word)
adv	=	adverb (describing verbs)
con	=	connector (joins a clause to another clause)
rel	=	relative clause connector (introduces a relative clause)
ques	=	question word (asks a question)
pl	=	plural (more than one)
sg	=	singular (only one)
H	=	High tone
M	=	Mid tone
L	=	Low tone
.	=	a prefix or suffix

'Bèlì Word List

A a

a.	[\]	L	pron	<i>(s)he (prefix)</i>
a. . . ni	[– \]	L . . L	pron	<i>they (prefix)</i>
akaca	[– – –]	L,M,M	n	<i>donkey</i>
akora	[– – –]	L,L,M	n	<i>chicken</i>
ala	[̄ \]	H,L	ques	<i>who, whom, which</i>
aparaga	[– – – ̄]	L,L,L,H	n	<i>youth</i>

aranda	[- - \]	L,L,L	n	<i>in-law</i>
Ä ä				
ä'dö	[- ˘]	L,H	con	<i>if had been</i>
B b				
baci	[- \]	L,L	quant	<i>much, all, many (uncountable)</i>
bali	[˘ \]	H,L	n	<i>friend</i>
bɛ	[˘]	H	v	<i>love, want</i>
bila	[- \]	L,L	n	<i>horn</i>
binya	[˘ \]	H,L	n	<i>goat</i>
bī	[\]	L	n	<i>hair</i>
bīi	[/]	LM	n	<i>place</i>
bīi	[\]	HL	n	<i>dog</i>
bīi	[\]	HL	v	<i>smoke, dry</i>
bo	[\]	L	dem	<i>that</i>
bo	[˘]	H	rel	<i>who, which, where, of</i>
bo	[\]	L	v	<i>be big, important</i>
bobo	[- \]	L,L	adj	<i>be fāt, be old</i>
bola	[- -]	L,M	adj	<i>naked</i>
bonɔ	[˘ \]	H,L	con	<i>so that, in order to, so, thus</i>
bonɔ	[˘ \]	H,L	ques	<i>why</i>
bonji	[˘ \]	H,L	quant	<i>many (countable)</i>
bowɔɔ	[˘ \]	H,L	n	<i>distance</i>
bowɔɔ	[˘ \]	H,L	adj	<i>distant, far</i>
börö	[- -]	M,M	adv	<i>down</i>
bɔɔ	[\]	HL	v	<i>get engaged, be able</i>
bɔngɔ	[- ˘]	L,H	n	<i>cloth, garment</i>
bɔri	[˘ ˘]	H,H	v	<i>loiter, move without purpose</i>
'B 'b				
'ba	[˘]	H	v	<i>lose, make a pot</i>
'ba'bayi	[- - \]	L,L,L	adv	<i>everyday</i>
'bala	[˘ \]	H,L	ques	<i>where</i>
'be	[\]	L	n	<i>home</i>
'bɛ	[˘]	H	v	<i>go, follow, move, walk</i>
'bɛ	[-]	M	v	<i>give</i>
'bi	[˘]	H	n	<i>day</i>
'bī	[˘]	H	v	<i>be quiet</i>
'biru	[- \]	L,L	n	<i>bat</i>
'bɔo	[\]	HL	v	<i>mend, repair</i>
'bogo	[- \]	L,L	n	<i>thief</i>
'bolo	[- \]	L,L	n	<i>money, dowry</i>
'bö	[\]	L	n	<i>egg</i>
'bö	[\]	L	n	<i>father</i>
'böni	[- ˘]	M,H	n	<i>owner, parent</i>

'böri	[̄ ̄]	H,H	n	<i>bush</i>
'böri	[̄ ̄]	H,H	adv	<i>away</i>
'bö	[\]	L	n	<i>footprint</i>
'bö-	[-]	M	prep	<i>for</i>
'bökö	[̄ \]	H,L	n	<i>bush rat</i>
'böna	[- \]	L,L	adv	<i>here</i>
'bönda	[- -]	L,M	adv	<i>there</i>
'böra	[- -]	M,M	adv	<i>around</i>
'böti	[- ̄]	M,H	n	<i>monkey</i>
'böwayi	[- ̄ -]	M,H,M	con	<i>because</i>
'böwayi	[- ̄ -]	M,H,M	ques	<i>for what reason</i>

C c

caa	[\]	HL	v	<i>put</i>
caaca	[- ̄]	M,H	v	<i>put repeatedly or many things</i>
camanja	[- - \]	L,L,L	n	<i>comb</i>
cëë	[\]	HL	v	<i>spear</i>
cëjë	[- \]	L,L	n	<i>honey</i>
cërë	[- -]	M,M	n	<i>star</i>
cọ	[̄]	H	v	<i>fall, drop</i>
cọ	[-]	M	v	<i>build</i>
cocona	[- - \]	L,L,L	adv	<i>now</i>

D d

da	[̄]	H	n	<i>meat</i>
da	[̄]	H	v	<i>tie</i>
daa	[/]	LM	n	<i>grandparent</i>
dala	[- ̄]	L,H	n	<i>stone</i>
dari	[- ̄]	L,H	n	<i>noise</i>
di-	[\]	L	prep	<i>from</i>
dii	[\]	HL	adv	<i>like</i>
di'bö-			prep	<i>from for</i>
diga-	[- -]	L,M	prep	<i>from to</i>
digobati-			prep	<i>from after</i>
dikpa-			prep	<i>from at</i>
dimi-	[- -]	L,M	prep	<i>from with</i>
dina	[̄ -]	H,M	adv	<i>like this</i>
di-na	[- \]	L,L	adv	<i>with this</i>
diindo	[\ ̄]	HM,H	ques	<i>how</i>
dingo-	[- -]	L,M	prep	<i>about, from at</i>
dihê	[- ̄]	M,H	adv	<i>back</i>
dinyä-	[- -]	L,M	prep	<i>among</i>
dọo	[\]	HL	v	<i>arrive</i>
dö	[̄]	H	v	<i>kill, beat</i>
döri	[- \]	L,L	n	<i>desert</i>
dö	[\]	L	n	<i>head</i>

dɔ-	[-]	M	prep	<i>on</i>
dɔ	[ɔ]	H	v	<i>lay down, buy</i>
dɔhayi	[- ɔ ɔ]	L,H,H	n	<i>land, region (dɔ-hayi, head-land)</i>
dɔri	[- ɔ]	L,H	n	<i>year</i>
dɔ	[ɔ]	H	v	<i>cry, want</i>

'D 'd

'dee	[\]	HL	v	<i>pull</i>
'de'de	[- ɔ]	M,H	v	<i>pull repeatedly or many things</i>
'di	[ɔ]	H	v	<i>touch, arrive</i>
'dö	[ɔ]	H	adv	<i>there, there is, exists</i>
'dö	[\]	L	n	<i>thigh</i>
'döö	[\]	HL	v	<i>lay down</i>
'dɔ	[ɔ]	H	n	<i>thing</i>
'dɔɔ	[\]	HL	v	<i>dig, cultivate</i>
'dɔmonyɔ	[ɔ - ɔ]	H,L,M	n	<i>food ('dɔ-mo-nyɔ, thing-to-eat)</i>
'du	[ɔ]	H	n	<i>food, bread</i>
'duu	[\]	HL	v	<i>spear</i>

G g

ga-	[-]	M	prep	<i>to</i>
gaa	[\]	HL	v	<i>bite, cut</i>
gaga	[- ɔ]	M,H	v	<i>bite repeatedly or many things</i>
ge	[\]	L	pron	<i>your (pl)</i>
gi	[\]	L	pron	<i>your (sg)</i>
girima	[- ɔ \]	L,H,L	n	<i>eagle</i>
go	[\]	L	n	<i>hole</i>
gobati-	[- - -]	L,M,M	prep	<i>after</i>
goŋa	[ɔ \]	H,L	n	<i>axe</i>
gɔ	[-]	M	v	<i>remain, sit</i>
gɔmo	[- ɔ]	L,H	n	<i>man</i>
gu	[ɔ]	H	n	<i>arrow</i>
guu	[\]	HL	v	<i>write</i>

Gb gb

gbaa	[\]	HL	v	<i>pay</i>
gbanda	[ɔ \]	H,L	n	<i>cassava</i>
gbe	[ɔ]	H	n	<i>marriage</i>
gbe; gbeti	[-] [- -]	L; L,M	n	<i>child, son</i>
gbɛɛ	[\]	HL	v	<i>marry</i>
gbörö	[- ɔ]	M,H	adj	<i>selfish</i>
gbɔ	[ɔ]	H	n	<i>fence</i>
gbɔɔ	[\]	HL	v	<i>gather</i>

H h

ha	[\]	L	n	<i>cow</i>
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h _{aa}	[\]	HL	v	<i>push, build</i>
hegbe	[̄ ̄]	H,H	n	<i>rat</i>
h _ē	[̄]	H	v	<i>return, open (door)</i>
h _i	[-]	M	v	<i>push, advise</i>
hinya	[̄ \]	H,L	n	<i>gun</i>
hinyē	[- \]	L,L	n	<i>scorpion</i>
ho'do	[- \]	L,L	n	<i>husband</i>
holo	[- \]	L,L	n	<i>tree type</i>
hōŋi	[- ̄]	M,H	n	<i>man</i>
hōyi	[- ̄]	M,H	n	<i>guinea worm</i>
h _o	[\]	L	n	<i>nose</i>
h _o	[\]	L	num	<i>four</i>
h _o l _o	[̄ \]	H,L	n	<i>tail, buttock</i>
h _o l _o -	[̄ -]	H,M	prep	<i>under</i>
h _o r _o	[- ̄]	M,H	n	<i>fishing spear</i>
hu	[̄]	H	n	<i>anus, buttock</i>
hu'bu	[- ̄]	M,H	n	<i>oil</i>
hutundunyu	[̄ ̄ ̄ ̄ ̄ -]	H,H,H,H,M	n	<i>ankle</i>

J j

j _a	[-]	M	v	<i>light, lamp</i>
je	[\]	L	pron	<i>we, us</i>
jētēyi	[- - \]	L,L,L	n	<i>hyena</i>
j _i	[̄]	H	n	<i>hand</i>
jo	[̄]	H	n	<i>milet</i>
j _o	[\]	HL	v	<i>compare</i>
j _o	[̄]	H	v	<i>say, tell</i>
j _o l _o	[- \]	L,L	n	<i>dress</i>
j _o l _o	[\ ̄]	HMH	v	<i>say</i>

'J j

'j _a	[\]	L	n	<i>wife</i>
'j _a	[̄]	H	v	<i>run</i>
'j _{aa}	[\]	HL	v	<i>see, find</i>
'j _{en} a	[̄ -]	H,M	adv	<i>today</i>
'j _o	[̄]	H	v	<i>braid (hair)</i>
'j _o l _o	[- ̄]	M,H	n	<i>gazelle</i>

K k

ka	[\]	L	con	<i>and, then</i>
k _a	[̄]	H	v	<i>remain, be</i>
kabi	[- ̄]	L,H	n	<i>rope</i>
kada	[- \]	L,L	n	<i>day, sun</i>
kagba	[- \]	L,L	n	<i>leopard</i>
kambeti	[̄ - ̄]	H,M,H	con	<i>instead</i>
kanga	[- \]	L,L	n	<i>ostrich</i>

kara	[- \]	L,L	n	<i>pool, river</i>
ke	[]	H	v	<i>separate, divide</i>
kende	[- \]	L,L	adv	<i>in time past</i>
kii	[\]	HL	num	<i>ten</i>
kij	[\]	HL	v	<i>wait, delay</i>
kidi	[- ^]	L,H	con	<i>if, when</i>
ki'di	[- \]	L,L	n	<i>elephant</i>
kileŋ	[- -]	L,M	n	<i>tree</i>
kiliŋba	[- - ^]	M,H,H	n	<i>bone</i>
kiliya	[^ - \]	H,H,L	n	<i>stick</i>
kitɔ	[^ \]	H,L	n	<i>shea nut tree</i>
kii	[/]	MH	n	<i>stool</i>
ki'di	[^ \]	H,L	n	<i>spoon</i>
kilikidi	[^ - - ^]	H,H,H,H	n	<i>tree fruit</i>
kiliru	[- - \]	L,L,L	n	<i>giraffe</i>
kinyi	[^ ^]	H,H	n	<i>small insect type</i>
kinyö	[^ \]	H,L	n	<i>thorn</i>
ko	[\]	L	con	<i>and</i>
ko nda	[- ^]	M,H	adv	<i>and nothing</i>
ko'bɔɔ	[- /]	L,LH	adv	<i>already</i>
kokpa	[- \]	L,L	n	<i>broom</i>
kola	[^ \]	H,L	ques	<i>when</i>
koloro	[^ - ^]	M,H,H	n	<i>neck</i>
komo	[^ ^]	H,H	n	<i>story, hare, voice</i>
kombili	[- - ^]	M,H,H	n	<i>finger</i>
konjo	[^ \]	H,L	n	<i>drum, dancing place</i>
kora	[^ -]	H,M	adj	<i>empty</i>
kotimo	[- ^ -]	M,H,M	adv	<i>already</i>
koto	[^ -]	H,M	adv	<i>again</i>
kö	[]	H	n	<i>seed, descendent</i>
kɔ	[\]	L	n	<i>eye</i>
kɔ-	[-]	M	prep	<i>into</i>
kɔɔ	[\]	HL	v	<i>search, break, come out</i>
kɔki	[- \]	L,L	n	<i>bird type (egret)</i>
kɔkɔ	[^ \]	H,L	v	<i>hatch</i>
kɔngɔ	[- \]	L,L	n	<i>rooster</i>
kɔnyɔ	[- \]	L,L	n	<i>foot</i>
kɔtɔ	[- ^]	M,H	num	<i>one</i>
kɔyɔ	[^ \]	H,L	n	<i>bean</i>
kū	[-]	M	v	<i>cover</i>
kulu	[- ^]	M,H	adv	<i>shouting</i>
kuru	[^ \]	H,L	n	<i>groundnut</i>
kuru'bu	[^ - ^]	H,H,H	n	<i>dove</i>
kurukudu	[^ - - -]	H,H,H,M	n	<i>end</i>
kutëkutë	[^ - - -]	H,M,H,M	adj	<i>alone, different</i>

Kp kp

kpa	[\]	L	n	<i>mouth, language</i>
kpa-	[-]	M	prep	<i>at</i>
kpaki	[- -]	M,M	n	<i>stretcher, mat</i>
kpatëyi	[- -]	H,M,H	n	<i>door</i>
kpatulï	[- - \]	L,L,L	n	<i>rubbish, garden</i>
kpe	[\]	L	adv	<i>really, again</i>
kpe	[]	H	v	<i>dance</i>
kpee	[\]	ML	adv	<i>forever, long</i>
kpili	[-]	H,H	adj	<i>small</i>
kpito binya	[- - - \]	H,H H,L	n	<i>billy goat</i>

L l

la	[]	H	v	<i>hold</i>
laki	[-]	M,H	n	<i>hunt</i>
lano	[- \]	H,L	n	<i>uncle</i>
laweya	[- - \]	L,L,L	n	<i>short sorghum</i>
laa	[\]	HL	v	<i>crawl (like vine or water)</i>
le	[]	H	v	<i>dig</i>
lee	[\]	HL	pron	<i>our</i>
lee	[\]	HL	v	<i>be good</i>
ledo	[- \]	H,L	v	<i>start</i>
lendo	[- \]	H,L	n	<i>brother</i>
lëmi	[- \]	H,L	n	<i>sister</i>
lëti	[-]	M,H	v	<i>grow</i>
li'bö	[- \]	H,L	n	<i>beehive</i>
liyötä	[- - -]	M,H,M	adv	<i>there</i>
lowa	[- -]	L,M	n	<i>woman, wife</i>
löö	[\]	HL	v	<i>call, name</i>
lömï	[-]	M,H	n	<i>engagement</i>
löñi	[- \]	H,L	n	<i>law</i>
lɔ	[]	H	v	<i>say</i>
lɔɔ	[\]	HL	v	<i>wear, release, untie</i>
lu	[]	H	v	<i>feed</i>

M m

ma	[]	H	pron	<i>I (incompletive)</i>
ma	[\]	L	pron	<i>me, my</i>
māa	[\]	HL	v	<i>go, went</i>
maca	[-]	H,H	n	<i>rhino</i>
majangili	[- - -]	M,H,H,H	n	<i>bird type</i>
mangirawa	[- - - \]	M,L,L,L	n	<i>monitor lizard</i>
matoo	[- \]	L,HM	n	<i>mother-in-law</i>
mä	[\]	L	n	<i>mother</i>
mäku	[- \]	L,L	n	<i>owl</i>
mänyä	[- \]	L,L	n	<i>antelope</i>

mänjö	[- ˉ]	L,H	n	woman
mee	[ˈ]	MH	n	spear
mee	[\]	HL	pron	their
mene	[- \]	L,L	pron	they, them
mëgĩ	[ˉ ˉ]	H,H	n	work
mëri	[ˉ \]	H,L	n	hippopotamus
mi-	[-]	M	prep	in
mini	[- ˉ]	M,H	n	water
mini-	[- ˉ]	L,H	prep	in with
miniyo	[- ˉ \]	L,H,L	num	nine
mitərə	[- - -]	L,L,M	n	heaven (mi-tərə, in-up)
mĩ	[\]	L	n	stomach
minimutä	[- ˉ - \]	L,H,L,L	num	eight
mĩniu	[- ˉ]	L,H	num	seven
mo	[ˉ]	H	pron	I (completive)
moo	[\]	HL	pron	his
mọ piya	[- ˉ ˉ]	M H,H	v	run out
mopari	[- - ˉ]	L,L,H	vn	appreciation
mota	[- \]	L,L	num	three
mölu	[ˉ \]	H,L	n	darkness
mə	[ˉ]	H	n	pregnant woman
məɔ	[\]	HL	v	be alive, live
məri	[- \]	L,L	adj	rich
mərə	[ˉ \]	H,L	n	lion
mətə	[- ˉ]	M,H	n	yam
mu	[\]	L	n	bush
muku	[- ˉ]	M,H	n	soup, broth
munötö	[- ˉ ˉ]	L,H,H	num	six
muyi	[ˉ \]	H,L	num	five

Mb mb

mba	[ˉ]	H	n	breast
mbaa	[\]	HL	v	squeeze
mbaga	[ˉ \]	H,L	n	basket
mbala	[- \]	L,L	n	song
mbaya	[- ˉ]	M,H	n	wing
mbä	[\]	L	n	wine
mbɛ	[ˉ]	H	v	quarrel, fight, argue
mbili	[ˉ ˉ]	H,H	n	ear
mbowa	[- \]	L,L	adv	recently, little

N n

na-	[-]	M	prep	before, in front of
na	[-]	M	dem	this, these
na	[ˉ]	H	rel	who, which, where, of
naka	[- ˉ]	L,H	con	then

nate	[̄ ̄]	H,H	con	<i>when</i>
nawa			adv	<i>this is it, now (na this, waa know)</i>
ne	[\]	L	pron	<i>(s)he, him, her</i>
nengo	[̄ ̄]	H,H	v	<i>finish</i>
ni-	[̄]	H	prep	<i>with</i>
niga-			prep	<i>with to</i>
nɔɔ	[\]	HL	v	<i>make, do</i>
nɔkɔ	[- \]	L,L	n	<i>maternal uncle (brother of mother)</i>

Nd nd

nda	[-]	M	dem	<i>that, those</i>
nda	[̄]	H	v	<i>is not</i>
ndāa	[\]	HL	v	<i>beat</i>
ndawa			adv	<i>that is it (nda that, waa know)</i>
ndēe	[\]	HL	v	<i>be old</i>
ndiya	[- \]	M,L	dem	<i>plural</i>
ndī	[\]	L	n	<i>pot</i>
ndoma	[- ̄]	M,H	n	<i>grass</i>
ndöliyö	[- ̄ -]	M,H,M	dem	<i>that, those (far)</i>
ndɔɔ	[\]	HL	n	<i>tongue</i>
ndɔri	[̄ \]	H,L	n	<i>night</i>
nduwë	[̄ ̄]	H,H	adv	<i>continually</i>

Ng ng

nga	[̄]	H	v	<i>reject, take</i>
ngara	[- \]	L,L	n	<i>ivory tree</i>
ngëri	[̄ ̄]	H,H	n	<i>tree</i>
ngihi	[̄ ̄]	H,H	n	<i>fish</i>
ngii	[\]	HL	adv	<i>at once</i>
ngo	[̄]	H	n	<i>body</i>
ngo-	[̄]	H	prep	<i>at</i>
ngoo	[\]	HL	v	<i>pull down</i>
ngoli	[- -]	M,M	adj	<i>whistling</i>
ngolo	[- \]	L,L	n	<i>hill, mountain</i>

Nj nj

nja	[\]	L	n	<i>junction</i>
nji	[̄]	H	v	<i>look, see</i>
njɔɔ	[- \]	L,L	n	<i>frog</i>
njonjo	[̄ \]	H,L	v	<i>shiver, shake</i>

Ny ny

nyaka	[̄ ̄]	H,H	n	<i>field, farm</i>
nyandɔki	[- - \]	L,L,L	n	<i>sorghum</i>
nyë	[-]	M	v	<i>make bad</i>
nyip'do	[- ̄ ̄]	M,H,H	n	<i>frog</i>

nyīī	[\\]	HL	v	<i>migrate, get</i>
nyoo	[\\]	HL	v	<i>eat</i>
nyorɔ	[̄ ̄]	H,H	n	<i>poison</i>

ŋ ŋ

ŋaa	[\\]	HL	v	<i>take, marry</i>
ŋaŋi	[̄ ̄]	M,H	v	<i>start</i>
ŋere	[̄ ̄]	H,L	n	<i>chief</i>
ŋete	[̄ ̄]	H,L	adv	<i>near</i>
ŋihi	[̄ ̄]	H,H	n	<i>moon</i>
ŋiri	[̄ ̄]	M,H	v	<i>hate, be against</i>
ŋī	[̄]	H	v	<i>dream, have vision</i>
ŋö	[̄]	H	n	<i>daughter, girl</i>

ŋb ŋb

ŋba	[̄]	H	con	<i>then, as a result</i>
ŋba	[̄]	H	adv	<i>also</i>
ŋbala	[̄ ̄]	L,H	n	<i>arm</i>
ŋbanda	[̄ ̄]	M,L	n	<i>whip</i>
ŋbä	[̄]	L	n	<i>guest, visitor</i>

ŋm ŋm

ŋma	[̄]	L	n	<i>termite</i>
ŋmā	[̄]	H	v	<i>roast, burn</i>

P p

pa'do	[̄ ̄]	L,L	n	<i>fire</i>
panga	[̄ ̄]	H,H	n	<i>animal</i>
papa	[̄ ̄]	M,H	v	<i>clean repeatedly or many things</i>
pīi	[̄]	MH	n	<i>bamboo</i>
piri	[̄ ̄]	M,M	n	<i>word</i>
piya	[̄ ̄]	H,H	adv	<i>out</i>
pīī	[\\]	HL	v	<i>send</i>
po	[̄]	H	adv	<i>long time ago</i>
pöbī	[̄ ̄]	L,H	n	<i>leaf</i>
pöli	[̄ ̄]	L,L	n	<i>cloud</i>

R r

ra	[̄]	H	pron	<i>it</i>
rā	[̄]	H	v	<i>smear</i>
reme	[̄ ̄]	L,L	n	<i>squirrel</i>
rēē	[\\]	HL	v	<i>twist (rope)</i>
rī	[̄]	M	v	<i>hold tight, be confident or ready, defend</i>
rī	[̄]	L	n	<i>name</i>
ro	[̄]	L	n	<i>back</i>

ro-	[-]	M	prep	<i>towards</i>
ronga	[- \]	L,L	n	<i>bush, forest</i>
rɔɔ	[\]	HL	v	<i>stop, stand</i>
ru	[]	H	n	<i>house, hut</i>
rū	[]	H	v	<i>sew (clothing), roar</i>
rūu	[\]	HL	v	<i>delay</i>
T t				
taa	[']	MH	adv	<i>there</i>
tata	[] \]	H,L	n	<i>table</i>
tayi	[- \]	L,L	adv	<i>through night until morning</i>
tārābēcā			n	<i>table</i>
te	[\]	L	dem	<i>that, those (mentioned before)</i>
te	[]	H	rel	<i>who, which, where, of</i>
tē	[]	H	v	<i>slaughter, cut, remain</i>
telo	[- -]	L,M	con	<i>seems</i>
tēri	[- -]	L,H	v	<i>be against</i>
tēgē	[- -]	M,M	v	<i>hear, listen</i>
ti	[]	H	adv	<i>not</i>
ti	[]	H	adv	<i>will (future word)</i>
timara	[- - \]	L,L,L	n	<i>crocodile</i>
titii	[] /]	H,MH	n	<i>bird type</i>
tīti	[- -]	M,M	v	<i>ask</i>
tī	[]	H	v	<i>answer, reply, repeat</i>
tī dihē	[- - -]	H M,H	v	<i>refund, return</i>
tī hēē	[- \]	H HL	v	<i>refund, return</i>
togbe	[- -]	H,H	n	<i>gourd (wild pumpkin)</i>
toro	[- -]	H,H	n	<i>male water pig</i>
tō	[]	H	v	<i>escort (go with)</i>
tōō	[\]	HL	v	<i>press</i>
tɔ	[-]	M	indef	<i>certain, other</i>
tɔ	[]	H	v	<i>leave</i>
tɔɔ	[- \]	L,L	n	<i>dew</i>
tɔɔ	[- \]	L,L	n	<i>sky</i>
tɔɔ	[- \]	L,L	adv	<i>up</i>
tū	[]	H	v	<i>step</i>
turē, tulē	[- \]	L,L	n	<i>dust</i>
tutē moya	[- - -]	L,H L,M	n	<i>generation</i>
W w				
wāa	[\]	HL	v	<i>know</i>
wara	[- \]	L,L	n	<i>cotton</i>
wari	[- -]	M,H	n	<i>shoe, sandal</i>
wayi	[- \]	L,L	ques	<i>what</i>
wɔ	[-]	M	v	<i>carry</i>
wɔɔ	[- -]	M,H	n	<i>wolf</i>

Y y

ya	[˨]	L	pl	<i>plural marker (shows more than one)</i>
yaa	[˨]	HL	v	<i>skin</i>
yangali	[– – ˨]	L,L,H	n	<i>sweet potato</i>
ye	[˨]	L	pron	<i>you (pl)</i>
yē	[–]	M	v	<i>stretch</i>
yē	[˨]	H	v	<i>drink</i>
yelo	[˨ ˨]	H,H	adv	<i>quickly</i>
yibo	[˨ –]	H,M	n	<i>elder (yi people, bo big)</i>
yī	[˨]	H	v	<i>come</i>
yī ni	[˨] [˨]	H H	v	<i>bring, come with</i>
yii	[˨]	MH	n	<i>snake</i>
yiti	[– ˨]	M,H	n	<i>young man</i>
yī	[˨]	H	pron	<i>you (sg) subject</i>
yī	[˨]	L	pron	<i>you (sg) object</i>
yikölu	[– – ˨]	L,L,L	n	<i>person</i>
yo	[˨]	H	num	<i>two</i>
yöö	[˨]	L	v	<i>die</i>
yö	[˨]	L	n	<i>death</i>
yö	[˨]	H	v	<i>show, teach</i>

'Bëli Stories

The words on the previous pages are found in the following stories. Each story is introduced with some information. The abbreviations used in the stories are as follows:

VN = verbal noun (a verb used as a noun)

SB = subordinate (in a dependent clause)

PL = plural

CONT = continuous verb aspect

The title of each story is given in short form between parentheses (). This short form is how the story is referred to when giving examples in this book.

Komo panga (Panga)

Story animal

Animal story

Transcribed and glossed by By Deng Gideon Kol in March 2012; Author is Peter (a well-known story commonly told by elders at night around fire or father to sons; sometimes is longer in oral version)

1. Po te mərə, kagba, jëtëyi ka yii agə bii kətə ni,
long.time that lion leopard hyena and snake he.stay place one they
Long ago, lion, leopard, hyena and snake remained in one place.
2. nate amaa dɔo dɔ-mee, atɔ ni, ko maa ni ga-ɲere ka 'dɔ,
when went arrive on-their he.left they and went they to-chief be thing
When they decided to be in one place, they went to chief for a thing
3. na ädu 'bɔ-bii mogɔ ni, ɲere maa 'bɛ bii ga-mene,
which want for-place VN.stay they chief went give place to-them,
which they want a place for settlement, and the chief went and gave them a place,
4. ko gɔ ni 'dö. ɲere ndiya nda awaa mene ka yikölu teri ti.
and stay they exist chief those that he.know them be people threatening not
and they stayed there. Those chiefs didn't know the animals were enemies.
5. Nate amaa dɔo dɔ-mee, naka mogɔ mee ni-börö ka dɔ mee,
when went arrive on-their then VN.sit their with-down be head their
When they arrived to the settlement, then they came out with a law
6. ko kɔ piya ni-lönji mee.
and come out with-law their
that could govern them.
7. Mərə jɔɔɔ, “Mo bɛ dari ka turə ti.
Lion said I love noise and dust not.
Lion said, “I don't want noise and dust.
8. Kidi mo 'jaa 'dɔ ndiya na yo na, ko tɛ kɔ ma, ma mərə ma ka mbe.”
If I saw thing PL this two this and cut eye my, I lion I CONT fight
If I see these two things pass before me, I lion will fight.”
9. Kagba jɔɔɔ, “Mo bɛ monji kɔ ma ti.
Leopard said I love VN.see eye my not.
Leopard said, “I don't want anyone seeing my eyes.
10. Kidi ji nji kɔ ma, anengo ge-je ni-ye.”
if people look eye my, it.finish to-us with-you(pl)
If anyone sees my eyes, that will be the end of our life with you all.”
11. Jëtëyi jɔɔɔ, “Ma ka yikölu bɔri, ka mo gɔ 'bɛ 'bɔ-kiliɲba, ka kidi ma
hyena said, I CONT person moving and I stay move for-bone and if I
Hyena said, “I am a person who is ever moving and looking for a bone, and if

12. *ka nyoo kiliŋba ma mini-ndori, mo be yikölu tɔ, bo titi ma, ti.*
 CONT eat bone my at night I want people other that ask me not
 I am eating my bone at night, I don't want anybody to ask me (for it).”
13. *Yii jɔɔɔ, “Mo be yikölu, bo tu ro-ma, ti. Kidi tu ro-ma,*
 snake said I want people that step on-me not if step on-me,
 Snake said, “I don't want people to step on me. If (anyone) steps on me,
14. *ma ka gaa hutundunyu gi.*
 I CONT bite ankle your(sg)
 I will bite your ankle.”
15. *Di-'bɔnda na ka, jëtëyi bo tɔ 'böri, ko yi nyoo kiliŋba di-kpatuli.*
 from-there this and hyena that leave bush and come eat bone from-rubbish
 From there, hyena left the bush and came to eat bones from the rubbish.
16. *Kagba jɔɔɔ, “Yi wala, na ka nyoo 'dɔ di-kpatuli na?”*
 leopard said you(sg) who this be eat thing from-rubbish this
 Leopard asked, “Who are you eating things from the rubbish?”
17. *Di-'bɔnda, jëtëyi nji kɔ kagba,*
 from-there hyena look eye leopard
 At this point, hyena looked leopard in the eyes,
18. *naka kagba bo jɔɔɔ, “'Dɔ, te mo gɔ ɲiri te, ndawa.”*
 then leopard that said thing that I sit hate that it.is.that
 and then leopard said, “This is what I hate.”
19. *Naka molɔ mo piya mini-kori ga-jëtëyi.*
 then VNSay go out with-SB.defend to-hyena.
 Then he went out ready to fight the hyena,
20. *Di-'bɔnda no, mɔɔ tégè dari ka turè,*
 from-there that lion heard noise and dust
 From there, lion heard noise and dust.
21. *naka molɔ mo piya ga-kori ga-jëtëyi ya ni-kagba,*
 then VN.try went out to-fight to-hyena PL with-leopard,
 and then he also went out fighting hyena and leopard,
22. *kana ka momaa tu mee ro-yii, na*
 and be VNwent step their on-snake this
 and they stepped on snake,

23. *kā yii, bo gaga mene pili, ka ne ne mɔɔ.*
 be snake that bite them all and he he alive.
 and snake bite all of them and they died, and (only) he himself remain alive.
24. *Kurukudu komo ma ndawa.*
 End story my that.is.it
 This is the end of the story.

Bii ka Jētēyi (Bii)

dog and hyena

The Dog and Hyena

Transcribed and glossed by Peter in March 2012; Author is Elder Isaac Bochi (the behavior of the animals shows the behavior of humans)

1. *Bii ka jētēyi agɔ 'bɛ ni kɔɔ,*
 dog and hyena he.went move they together
 Dog and hyena went together (and dog said),
2. “*Wayi ni-na, jētēyi kā nyoo kō ma pili 'bɔra?*”
 why with-this hyena be eat descendent my all about
 “Why is it that hyena eating all of my descendents?”
3. *Änyii tɔɔ, ko maa ga-ɲere alɔ,*
 he.get up and went to-chief he.say
 He went to the chief (to open case against hyena) saying,
4. “*Ye gbeti ɲere ya, ye pii 'dɔ 'bɔ-jētēyi.*”
 you(pl) children chief PL you(pl) send thing for-hyena
 “You chiefs, send a message for hyena.”
5. *Ka ne maa yi yɔ 'dɔ na ne, “Ka 'bɑ dɔko lee ni dōri ra?*
 and he went come show thing this him be lose descendent our they reason it
 And he went and asked him, “For what reason do they finish our descendents?”
6. *Je pii 'dɔ 'bɔ-Jētēyi.*”
 we send thing for-hyena
 We sent this message for hyena.”
7. *Ka ne maa yi, naka ngo bii, bo lɛdɔ ni-monjɔnjo,*
 and he went come then body dog that start with-VN.shiver
 When he (hyena) was coming, then dog started shivering,

8. alɔ, “Ye ku dɔ ma bɔrɔ yelo.”
 he.say you(pl) cover head my down quickly
 and he (dog) ask (the chief), “You cover my head quickly.”
9. Naka moku dɔ bii bɔrɔ. Di-'bɔnda naka, jɛtɛyi bo yi,
 then VNcover head dog down from-there then hyena that come
 Then he covered dog’s head. From there the hyena came
10. ko yi titi 'dɔ alɔ, “Ala kɔpiii 'dɔ 'bɔ ma?”
 and come ask thing he.say who SBsent thing for me,
 and asked about the message, “Who sent me a message?”
11. ɲere ya jɔɔɔ, “Bii.” Ni-naka moŋaa 'dɔ piya
 chief PL said dog with-then VNTake thing out
 The chiefs said, “Dog.” Then he took off the cover
12. di-dɔ bii, amaɗa 'jaa bii no äyöö.
 from-head dog, he.went found dog that died.
 from dog’s head, and he found the dog dead.
13. ɲere ya jɔɔɔ, “Yikölu te, bo pii 'dɔ 'bɔ-gi te no, äyöö.”
 Chief PL said person that that sent thing for-you that that died
 The chief said, “That person who sent the message for you has died.”
14. Naka jɛtɛyi bo jɔɔɔ, “Gbeti ɲere, gɔmo na ka bii na äpii 'dɔ
 then hyena that said children chief man this and dog this sent thing
 Then that hyena said, “Chiefs, this man and this dog sent me a message
15. 'bɔ-ma ka kɔra ngii. Bii gɔ jɔɔɔ,
 for-me be empty at.once dog remain he.say
 for nothing. The dog says that
16. mo gɔ dö mene, telo mo gɔ 'jaa mene.
 I remain kill them seems I remain find them
 I still kill them, I still harm them.
17. Ko'jaa äyöö 'dɔ mee ni-kutë mee, mo gɔ dö mene tiya.”
 SB.find he.died thing their with-alone their I remain kill them not.
 Because he died alone, I do not still kill them.”
18. Kurukudu komo ma ndawa.
 ends story my that.is.it
 The story ends here.

Gomo to ni-lēmi moo (Gomo)
 Man other with-sister his
 Another man with hi sister

Transcribed and glossed by By Deng Gideon Kol in March 2012; ‘Beli think the story is true; it is told to each a lesson; told in the evening with children and adults around the fire.

1. Gomo to ni-lēmi moo amaa ni dīnyä-'böri
 Man other with-sister his he.went they middle-bush
 A certain man with his sister went into the middle of the bush
2. laki 'bö-panga, ko maa gɔ ni kpa-kara.
 hunt for-animal and went sit they at-pool
 for hunting animals, and they sat at the river side.
3. Ka gomo nda jɔ ga-lēmi moo, ka 'dɔ, bonɔ ne
 And man that told to-sister his and ask so.that she
 And that man sent his sister to bring
4. maa yi ni-mini, ka ne ye. Di-'bönda, aco 'bi,
 went bring with-water and he drink. From-there he.fell sleep,
 water and he drank. From there he fell sleep,
5. lēmi moo jɔ ge-ne, alɔ, “'Dɔ, na ka 'be mi-ndoma,
 sister his told to-him he.say thing this CONT move in-grass
 his sister told him that, “There is something moving in the grass
6. ka ne ka yi ro-lee.” Lendo moo te ka dɔ'bi nduwë,
 and it CONT come toward-us brother her that CONT lay.sleep continues
 coming to us.” Her brother continued to sleep,
7. naka lēmi moo te, bo maa dö kpa-hələ moo, ko jɔɔɔ, “Panga, na ka yi.”
 then sister his that that went beat at-buttock his and said animal this CONT come
 then his sister went and beat him, and said, “Animal is coming.”
8. Jɔ, “Nyii tərɔ, ka tēgē 'bɔra jɔ.” Nate lendo moo maa nyii tərɔ,
 say get up and listen around sound. When brother her go get up
 She said, “Get up and listen for the sound!” When her brother got up,
9. aṅaa mee moo, ko kji na-panga nda ne, kambeti mangirawa.
 he.take spear his and wait before-animal that he instead monitor.lizard
 he took his spear and waited for the animal coming, (but) instead it was a lizard.

10. Nate alɔ ne ka 'du ni-mee,
when he.try he CONT spear with-spear
When he tried to spear (the lizard) with spear
11. naka mangirawa te, bo leɔ ni-mohɔ, alɔ, “Kidi cɛɛ ma,
then lizard that that start with-VN.talk say if spear me
then the lizard began talking saying, “If you spear me,
12. 'bö gi ne yöö di-'be digobati-gi, ka kidi mba ma, yi ti yöö.”
father your he die at-home at.after-your and if leave me you will die.
your father will die at home; and if you leave me alone, you will die.”
13. Di-'bɔnda naka, lɛmi moo te, bo hɛ mee te piya di-ji moo,
From-there then sister his that that return spear that out from-hand his
At this point, his sister took the spear out of his hand,
14. “Dɔ, na ka lowa na, nyɛ kpe, ä'dö ka 'dɔ, na ma
thing which be woman this bad so if be thing which I
(and said), “To be a woman is so bad; If I were
15. ka höñi, ŋbaa ti mo cɛɛ mangirawa na.” Naka lendo moo, bo
be man suppose will I spear lizard this then brother her that
a man like you, I could have speared this lizard.” Then her brother
16. hɛ mee te piya di-ji moo, kana ka momaa cɛɛ moo mangirawa te.
take spear that out from-hand her then CONT VNwent spear his lizard that
took the spear from her, and went spearing the lizard
17. Di-'bɔnda naka, momaa ti dihɛ 'be ni,
from-there then VNwent back home they
From there, then they came back home,
18. nate adoo ni nete ngo-'be, ŋba ätɛgɛ ka dɔ kulu ni.
when he.reach they near at-home then he.hear be cry shouting they
and when they came near the home, they heard people crying at home.
19. Lendo moo te jɔ ga-lɛmi moo, alɔ “Mangirawa, te je dö te, na
Brother her that told to-sister his he.say lizard that we kill that that
Her brother said to his sister, “That lizard we killed
20. anɔɔ ka 'bö lee yöö, waa.” Lɛmi moo jɔ ge-ne,
make be father our died know sister his told to-him,
made our father die.” His sister told him,

21. alɔ, “Ä'dö ka 'dɔ, na yi yöö te, tiwala
 she.say if be thing this you die this FUT.who
 saying, “If you die, who will
22. ti ne lu je digobati-gi, 'bö lee no andee ko'boɔ?”
 will he feed us from.after-your father our that old already
 take care and feed us after you (die), (since) our father is already old?”
23. Kurukudu komo ma ndawa.
 ends story my that.is.it
 The end of story.

Komo dingo-ŋö, na mä ra lu (Mä)

Story about-lady this mother some feed
 Story about lady whom her mother feeds

Transcribed and glossed by By Deng Gideon Kol in March 2012; Author is Dafala Rajab Elder—an entertainer; told at a gathering of ‘Beli for all ages; true story.

1. Po kende ŋö tɔ, na mä moo lu ne.
 Long time lady other who mother her feed her
 Long ago, there was a lady whom the mother fed her.
2. Nate älëti, mä moo be ka ji gbëe ne ni-'bolo ti,
 when grow mother her want be people marry her with-money not
 When she grew, her mother didn't want her to be married with a dowry;
3. ädu 'bɔra, kidi yikölu, na ka ŋaa ŋö nda moo,
 want about if person this be take daughter that her,
 she wanted, if anybody want to marry her daughter,
4. ne maä ke hu moo mi-konjo.
 he go open anus his in-drum
 he would go and open his anus in a dancing place.
5. Di-'bönda, yikölu bonji agɔ yi ni-'bolo ga-mänö nda,
 from-there people many used.to come with-money to-woman that
 At that time, many people used to come with money for that woman
6. ka 'dɔ, bo gbëe ŋö nda ne, ko gɔ nga dingo-ra.
 and thing that marry daughter that it and keep reject about-some.
 so as to marry the daughter, and she kept refusing it.

7. 'Bi kɔtɔ tɔ, ji ka kpe mbala 'be tɔ ɲete ngo-'be mee,
day one other people CONT dance song home other near at-home their
One day, there was dancing near their home,
8. ɲö nda ɲba amãa mi-konjo liyötä,
daughter that also went in-drum there
the daughter also went to the dancing there,
9. naka gɔmo tɔ, bo ɲaɲi ngo ka bola, ko yi ne mi-konjo,
then man other that start body be naked and come he in-drum
then there was another man who started running naked, came into the dancing place,
10. modoo, na adoo mi-konjo, ake hu moo,
VN.arrive this he.arrive in-drum he.open anus his
When he arrive in the dancing place, he opened his anus
11. ko ti ke koto mi-hɔ, ka ɲö nda 'jaa, naka motɔ moo,
and repeat open again in-four and daughter that see then left her
and he repeated it four more times, and that daughter saw (him), then she left
12. ko mãa ga-mä moo, ko jɔ 'bɔra ka 'dɔ, na gɔmo tɔ, bo ke
and went to-mother her and tell about be thing this man other that open
and went to her mother and told her mother that there was a man
13. hu moo 'dö mi-konjo 'jënä.
anus his exist in-drum today
who opened his anus in a dancing place that day.
14. Mbowa ti gɔmo te doo, ko jɔɔɔ, “Mo yi 'bɔ-'ja ma.”
little it man that arrive and said I come for-wife my
After a little while, that man arrived and said, “I have come for my wife.”
15. Naka gɔmo nda, bo tɔ ni-'ja moo. Nate amãa dɔo ni 'be
then man that that left with-wife his When he.go arrive they home
Then the man left with his wife. When they reached home,
16. agɔ dö ɲö nda, naka ɲö bo 'ja, ko mãa ga-mä moo,
he.keep beat lady that then lady that run and go to-mother her
he started beating the lady, then she run back to her mother,
17. ko jɔɔɔ, “Maa, ädö ma baci.” Mä moo jɔ ge-ne aɔ,
and said mother he.beat me much mother her said to-her he.said
saying, “Mother, he beat me so much.” Then her mother told her, saying

18. “Gɔ̄ bȫrö 'bɔ̄na, ŋö ma, yī ti ŋaa gɔ̄mo na ti kpe.”
 sit down here daughter my you will take man this not again.
 “Sit down here my daughter. You will not be married to this man again.”
19. Mbowa, ho'do moo dɔ̄o, ko t̄iti matoo moo alɔ̄,
 little husband her arrive and ask mother-in-law his say
 A little while later, her husband arrived and asked his mother-in-law saying,
20. “'Ja ma yī 'bɔ̄na diindo?” Matoo moo jɔ̄ ge-ne dina alɔ̄,
 wife my come here how? mother-in-law his said to-him like.this saying
 “How did my wife come here?” His mother-in-law asked him like this saying,
21. “Yī d̄ö ne, na a'ja ko yī 'bɔ̄na ni.”
 you beat her this run and come here with.
 “You are the one beating her who ran and came here.”
22. Gɔ̄mo nda jɔ̄ɔ̄ɔ̄, “Mo d̄u 'bɔ̄-'ja ma, ka je tɔ̄ 'be lee.”
 man that said I want for-wife my and we leave home our
 The man said, “I want my wife so that we can go back to our home.”
23. Män̄ö nda jɔ̄ɔ̄ɔ̄, “ŋö ma ti maa nī-yī ti kpe,
 woman that said daughter my will go with-you not again,
 That woman said, “My daughter will not be married to you again,
24. 'bɔ̄wayi 'bolo tɔ̄, na gb̄ee ne, ne nda.”
 because money other which marry her it not
 because you did not pay a dowry.”
25. Gɔ̄mo nda jɔ̄ɔ̄ɔ̄, “Alee, yī ŋba, maa ke hu gi mi-konjo mi-mutä,
 man that said it.good you also go open anus your in-drum in-three,
 That man said, “It is good, you are also going to open your anus in a dancing place;
26. ŋba ŋö gi ne t̄e bȫrö ni-yī.” Män̄ö nda jɔ̄ɔ̄ɔ̄,
 then daughter your she remain down with-you woman that said
 then your daughter will remain with you.” That woman said,
27. “ŋö ma jɔ̄ɔ̄, ke nigi, ka mo nji jɔ̄ɔ̄.”
 daughter my compare open yours and I see compare
 “My daughter, you open yours so that I may compare (yours to mine).
28. Naka ŋö nda, bo ke hu moo ga-mä moo. Män̄ö nda jɔ̄ɔ̄ɔ̄,
 then lady that that open anus her to-mother her. Woman that said
 Then that lady opened her anus to her mother. That woman said,

29. “ŋö ma, kidi nigi, ko dina ka yi kpili na, ŋba nima ne diindo?
 daughter my if yours and like.this be you small this, then mine it how
 “My daughter, if yours is like this and you are still young, then how will mine be?”
30. Yi ye tɔ ni-ho'do gi.” Di-'bɔnda, atɔ ni-ho'do moo.
 you(sg) you(pl) left with-husband your from-there she.left with-husband her
 “You go with your husband.” Then she left with her husband.

Komo dingo-Rombeki (Rombeki)

Story about-Rumbek

The Story about Rumbek

Transcribed and glossed by By Deng Gideon Kol in March 2012

1. Rombeki ne ka dɔhayi Yi'bɛli po,
 Rumbek it be land peopleBeli long
 Long ago Rumbek was the land of Beli people,
2. ka mɛrɛ ka ronga Beki ka dɔhayi
 and mean be forest Beki be land
 meaning the Beki's forest and the land
3. Yigabi ka Yimu. Beki kodi yibo dɔ 'be nda,
 peopleGabi and peopleMu Beki owner big head home that
 belonging to Gabi and Mu people. Beki was the leader of all of them,
4. ka ne ŋba anɔɔ bali mini-Jɔŋɔ, bo lɔɔ ka Amonom.
 and he also he.had friend with-Dinka that call be Amonom
 and he also had a friendship with a Dinka man called Amonom.
5. Jɔŋɔ ndiya nda agɔ yi ni 'be Beki
 Dinka those that used.to come they home Beki
 Those Dinkas used to come to Beki's home
6. 'ba'bayi 'bɔ-mo'dɔ ra ka bali mee.
 every.day for-VN.be it be friend their
 every day because he was their friend.
7. Ka kidi adɔo ni 'be, agɔ nyɔo 'dɔmonyɔ ni pili diga-gbe'dɔŋgari.
 and if reach they home, used.to eat food they all from.to-children
 And if they arrived home, they used to eat all the food and (not give any) to children.
8. Di-'bɔnda, awaa ni Beki ka yikölu mɔri,
 from-there, know they Beki be person rich
 From this they knew Beki was a rich person,

9. naka mö'bë mee nõ, bo löö ka Akoni böyi, ga-Beki ni, bono ka 'do,
then VN.give their daughter that call be Akonboyi to-Beki they so be thing
and then they gave a girl called Akonboyi to Beki so that
10. na 'be Beki, ne 'dö ka 'do mee, 'bwayi Beki nga nõ mee.
this home Beki it happen be thing theirs, because Beki take daughter their
everything for Beki will be theirs, because Beki took their daughter (in marriage).
11. Beki nba, ne mini-lendo moo, bo löö ka Mbele.
Beki also he in.with-brother his that call be Mbele
Beki also had his brother called Mbele.
12. Nate Mbele ne nõ 'jaa Jönö, bo gõ 'dee
when Mbele he make see Dinka that keep pull
When Mbele looked into this issue of Dinkas
13. ga-mene ka biï 'domonyo nda ga-gbe'dongari,
to-them and place food that to-children
coming to them so that the children do not have food,
14. atõ, ko maã nji biï 'be ngolo Malenyi,
he.left and went look place home hill Maleny
he went and looked for a new place for settling in Malenyi's hill.
15. ne nba agõ maã biï 'be nda moo 'ba'bayi ga-mocõ ra.
he also keep go place home that his everyday to-build nearby
He went there every day to build a house.
16. Nate amã cõ pili, Mbele nyii, ko kaka 'dö,
when go build all, Mbele migrate and CONTremain exist
When all the building was finished, Mbele migrated and remained there,
17. na ji gõ löö cocona ka Makambele,
this people keep call now be makambele
where people now call it Makambele,
18. mërë ka maã kaka Mbele. Nate lendo moo Beki ne nõ nji 'do,
mean CONT go CONTremain Mbele when brother his Beki he make look thing
meaning remaining of Mbele. When his brother Beki looked into this matter,
19. piri Jönö, nbani aye ne, naka mönyii moo, ko mba Rombeki ga-Jönö.
word Dinka then stretched it then migrate his and leave Rumbek to-Dinkas.
the situation of Dinkas, then he was fed up and migrated, left Rumbek to Dinkas.

20. Ko'di mi-kada na 'jäna, bii, na dōhayi na ka Rombeki,
SBtouch in day this today place this land this be Rumbek
Up to today this land called Rumbek

21. tēne ga-Jōṅō no ne ndawa.
remain.it to-Dinka how it that.is.it
remains to Dinkas.

Komo Yikölu Gbörö (Yikölu)

Story person selfish

Story of a Selfish Person

Told by Nyonyo Köbi (young man who is a well-known singer and storyteller; the story teaches the lesson that it is important to hunt with others—if you hunt alone, you may be selfish; written from memory—not recorded), transcribed by Peter, glossed by Deng Gideon Kol in Mar 2012.

1. Yikölu gbörö tō atō laki moo, ko māa dō panga,
person selfish certain leave hunt his and went kill animal
A certain selfish man left for hunting, and killed an animal,
2. aya, ko leri, ko le tata 'dō,
skin and skin and dig table exist
skined it, and dug a table,
3. ko te pa'do holo-tata te, ko bii da moo,
and set fire under-table that and smoke meat his
and set a fire under the table, and smoked his meat,
4. ko ṅma, ko ndi ko'bōō, ko ṅa piya, ko caca dō-mbili pöbi.
and roast and gather already and take out and putRP on-ear leaf
and roasted (it), and gathered (it) and put on a leaf (to cool).
5. Naka mōō, bo yi wōwo da te 'böri.
then lion that come carryRP meat that away
Then a lion came and took that meat away.
6. Naka yikölu gbörö, bo yi di-taa, akō börö da te moo ni-anda.
then person selfish that come from-there search down meat this his with-not
Then selfish man who came from there, searched for the meat without (finding it),
7. Yikölu gbörö te agō ni-mokō 'böra.
person selfish that keep with-VNsearch around
the selfish man kept on searching.

8. Məɔ̄ äruu korī dɔ̄-ra, naka yikölu gbörö bo jɔ̄ɔ̄,
lion roar SBfight on-it then person selfish that said
The lion roared for fighting, then that selfish man said,
9. “Lenoma, kidi ne 'bɔ̄-gi, 'bɛ̄ ga-ma.
please if it for-you give to-me
“Please, if you have it, give it to me.
10. Kidi anda di'bɔ̄-gi, ma kɔ̄ 'bɔ̄ra ka māa 'jaa.”
if not with.for-you I search around be go find
If you don't have it, I will go look for it.”
11. Kurukudu komo ma ndawa.
end story my that.is.it
This is the end of my story.

Komo dingo-korī Mondo ka Yi'bēli (Zende)

Story about-war Zende and peopleBeli

Story about war between Zende and Beli peoples

Written by Mbio Nelson Moli, transcribed by By Deng Gideon Kol in March 2012; told be elders and passed down; true story.

1. Mondo kā yikölu, bo mbē, ka mene ni-ɲere, bo löö rī moo kā Gbuduwē.
Zende be people that brave and they with-king that call name his be Gbuduwe
Zende are the brave people and they have a king called Gbuduwe.
2. Aɲaɲi korī mini-Yi'bēli ni. 'Dɔ̄, na anɔ̄ɔ̄ korī, ne niga-Yi'bēli,
start SBwar with-peopleBeli they thing which make SBwar it with.to-people Beli
They started fighting Beli people. Thing they used to fight was against Beli people
3. ne kā bila panga ka hinya Yi'bēli.
it be horn animal and gun peopleBeli.
with horns of animal and bows and arrows.
4. Monɔ̄ɔ̄, na anɔ̄ɔ̄ korī, kodō Yi'bēli di-tungu ruwa,
VNmake which make SBwar SBchase peopleBeli from-side river
When they started fighting, they chased the Beli people from the side of the river,
5. ko 'dī dɔ̄hayi Jöñö kpa-mini böñbēñi, bo löö rī ra kā Nīli.
and reach land Dinka at-water big that call name it be Nile
and until they reached the Dinka land at the big water called the Nile river.

6. Mod_o, na Mondo, do Yi'bēli, ko 'dī dōhayi Jōṅō ya,
VNchase who Zende chase peopleBeli and reach land Dinka PL,
The chasing of Zende chased the Beli people and they reached the Dinka's land,
7. aṅṅa ha pili diga-Jōṅō. Di-'bōnda, Jōṅō māa yi ga-mene, ko jṳṳṳ,
take cow all from.to-Dinka from-there Dinka go come to-them and said
taking all the cows from the Dinka. From there those Dinkas came to them and said,
8. “Kidi ye k_a lṳ'bi bōrō mini-ndōri ya, ye gṳ jji kabi ha raa jī ge.
if you be sleep down in.with-night PL you keep tied rope cow many hand your
“If you are going to sleep at night, you tie the rope of the cows against your hand.”
9. Nate am_{aa} 'dī k_a ndōri, Mondo ndiya te aṅṳ ni di-bīi te ajṳ ne ga-mene.
When go reach be night Zende those that do they from-place that tell it to-them
When it reached night, those Zende did as it was told to them.
10. Mo'd_o, na yīkōlu, 'd_o bōrō ko'b_{oo},
VNsleep where people sleep down already
When they had all fallen asleep,
11. naka Jōṅō bo ṅaṅi monyoo törō mini-rī ha ndiya te.
then Dinka that start VNeat song with-name cow those that
then those Dinkas started singing a song with the names of their cows.
12. Nate ha ndiya te tēgē rī mee ṅba, naka moṅaṅi mondo kpe ni,
when cow those that hear name their also then VNstart VNrolling so they
When those cows heard their names, then they started jumping a lot,
13. ko hṳ ni-mo'd_e'de Mondo ndiya te bōrō,
and start with-VNpullRP Zende those that down
and pulling down those Zendes,
14. ko kṳkṳ d_o wat_o ya ngo-dala, ka ṅbala wat_o ya hēhengo,
and break head someone PL at-stone and arm someone PL broken
and broke the heads and arms of others against rocks,
15. ka Yi'bēli 'be'be nyata nima tōdī raa mini-hinya Yi'bēli.
and peopleBeli shoot remain one alive many with-gun peopleBeli
and the Beli people shot those who were still alive with arrow.
16. Bīi, na ji d_ari k_o-Mondo neno, ne nda diya w_{aa}.
place where people defeat between-Zende it.this it that like know
This was how Beli people defeated the Zende.

17. 'Dɔ, bo nɔngo 'ba'ba Yi'bēli ka Mondo, ndawa.
 thing that make.happen between peopleBeli and Zende be.like.that
 The thing that happened between Beli people and Zende was like this.

Glossary

Word	Example	Definition
syllable	ko lo ro in koloro 'neck'	The parts of a word that can be divided according to beats.
consonant	m ɲ in māṅö 'woman'	Letter sounds that begin syllables; a consonant cannot be a syllable by itself.
vowel	ä ö in māṅö 'woman'	Letter sounds that end a syllable; a vowel can be a syllable by itself.
heavy vowel	ë in hë 'return, open'	Vowel letters / ä, ë, i, ö / <i>with</i> dots (/u/ is also heavy).
light vowel	e in he 'break'	Vowel letters / a, e, i, o / <i>without</i> dots.
noun	mɔrɔ 'lion', dari 'noise'	A person, animal, place, thing, or idea.
verb	atɔ 'left', maa 'went'	An action, motion, change, state, or equal sign between words.
tone (pitch)	[ˉ ˘] H,L	How high or low a syllable sounds, or the rising or falling sound of a syllable.
rising tone	bii [˘] MH 'place'	The rising sound in a syllable.
falling tone	bii [ˉ] HL 'dog'	The falling sound in a syllable.
level tone	bi [˘] L 'hair'	Tone of a syllable that is High, Mid, or Low, but not rising or falling.
long (doubled) vowel	ii in bii 'place'	Two vowel letters used for rising or falling tone.
short (single) vowel	i in bi 'hair'	One vowel letter used for level tone.
adverb	börö yelo in Ye kɔ dɔ ma börö yelo . 'You cover my head down quickly.'	A word that tells how an action happens.
pronoun	a- on alɔ in Naka ngo bii, bo ledɔ ni- monjonjo, alɔ, . . . 'Then the dog, who started shivering, he says, . . .'	A word or prefix used instead of a noun.
subject completeive	mo in Kidi mo 'jaa 'dɔ,	A pronoun doing an action that has finished.

pronoun	ma <u>ka</u> mbe . <i>'If I find something, I will fight.'</i>	
subject incomplete pronoun	ma in Kidi mo 'jaa 'do, ma ka mbe. <i>'If I find something, I will fight.'</i>	A pronoun doing an action that has <i>not</i> finished.
object pronoun	ma in Yikölu nji ma. 'People saw me.'	A pronoun that receives the action.
possessor pronoun	ma in Yikölu nji ko ma. 'People saw my eyes.'	A pronoun that owns or possesses something.
prefix	a- in Ale go. 'He dug a hole.'	The letters added to the beginnings of words.
root	le in Ne ka le go. 'He digs a hole.'	The original part of a word, or a word without any prefix.
preposition	na- in Ama na-yikölu. <i>'He goes before the person.'</i>	A word that introduces nouns and tells about an action.
demonstrative	na in Yikölu na ka yi. <i>'This person is coming.'</i>	A word that points to or shows a noun; always follows the noun.
relative clause	na mbe in Yikölu, na mbe, ka yi. <i>'Person who is brave is coming.'</i>	A group of words with a verb that identifies or describes a noun.
relative clause connector	na in Yikölu, na mbe, ka yi. <i>'Person who is brave is coming.'</i>	A word that introduces a relative clause.
connector	ka in Ka mo go 'be 'bo-kiliŋba. <i>'And looking for a bone.'</i>	A word that introduces a group of words with a verb.

Keystrokes for 'Bëli Alphabet Letters

Those writing 'Bëli on the computer need to know how to make the 'Bëli letters. Keystrokes are the computers keys to press for making the letters.

Before making the letters, you must have *Tavultesoft Keyman* installed on your computer. You must also have the GE keyboard installed in *Tavulatesoft Keyman*, and this keyboard must be turned on.

To make some letters such as **a**, you only need to press one key. For others such as **ä** or **'b**, you need to press two or three keys.

To make **ä**, you first press ; then **a**. If it doesn't work, something may not be installed correctly on your computer.

To make **'b**, you first press ' twice, then **b**. To make **ŋ**, first press ; then **n**. To make **ɔ**, first press / then **]**.

To make vowels with underlines, first press _ then the letter. For example, to make **ä**, first press _ then ; then **a**. To make **ɔ**, first press _ then **]**.

The keystrokes for all the letters are listed below.

Letters	Keystrokes	Letters	Keystrokes	Letters	Keystrokes
a	a	A	A	a	_a
ä	;a	Ä	;A	ä	_;a
b	b	B	B		
'b	"b	'B	"B		
c	c	C	C		
d	d	D	D		
'd	"d	'D	"D		
e	e	E	E	e	_e
ë	;e	Ë	;E	ë	_;e
g	g	G	G		
gb	gb	Gb	Gb		
h	h	H	H		
i	i	I	I	i	_i
ï	;i	Ï	;I	ï	_;i
j	j	J	J		
'j	"j	'J	"J		
k	k	K	K		
kp	kp	Kp	Kp		
l	l	L	L		
m	m	M	M		
mb	mb	Mb	Mb		
n	n	N	N		

nd	nd	Nd	Nd		
ng	ng	Ng	Ng		
nj	nj	Nj	Nj		
ny	ny	Ny	Ny		
ŋ	;n	ŋ	;N		
ŋb	;nb	ŋb	;Nb		
ŋm	;nm	ŋm	;Nm		
o	o	O	O	o	_o
ö	;o	Ö	;O	ö	_;o
ɔ	/]	ɔ	/}	ɔ	_]
p	p	P	P		
r	r	R	R		
t	t	T	T		
u	u	U	U	u	_u
w	w	W	W		
y	y	Y	Y		

Answers to Exercises

Answers to the exercises of this book are given below.

Exercise 1

a	<u>akora</u>	ï	<u>kî'di</u>	ŋ	<u>ŋihi</u>
ä	<u>mänyä</u>	j	<u>jî</u>	ŋb	<u>ŋbala</u>
b	<u>binya</u>	'j	<u>'jɔɔ</u>	ŋm	<u>ŋma</u>
'b	<u>'bɔti</u>	k	<u>kiliru</u>	o	<u>komo</u>
c	<u>camanja</u>	kp	<u>kpa</u>	ö	<u>könbö</u>
d	<u>dɔ</u>	l	<u>li'bö</u>	ɔ	<u>kɔ</u>
'd	<u>'du</u>	m	<u>mɔɔ</u>	p	<u>pa'do</u>
e	<u>hegbe</u>	mb	<u>mbaga</u>	r	<u>ru</u>
ë	<u>cërë</u>	n	<u>nɔkɔ</u>	t	<u>timara</u>
g	<u>goŋa</u>	nd	<u>ndi</u>	u	<u>hu'bu</u>
gb	<u>gbanda</u>	ng	<u>ngihi</u>	w	<u>wari</u>
h	<u>ha</u>	nj	<u>njɔɔ</u>	y	<u>yii</u>
i	<u>ki'di</u>	ny	<u>nyipɔ'dɔ</u>		

Exercise 2

number of syllables	divided into syllables	
<u>_2_</u> kagba	<u>ka</u> <u>gba</u> <u>___</u>	leopard
<u>—</u> kiliru	<u>kî</u> <u>lî</u> <u>ru</u>	giraffe

—	gbe	<u>g</u> be	—	—	child
—	goŋa	<u>g</u> o	<u>ŋ</u> a	—	axe
—	kuru'bu	<u>k</u> u	<u>r</u> u	' <u>b</u> u	dove
—	wari	<u>w</u> a	<u>r</u> i	—	shoe
—	binya	<u>b</u> i	<u>n</u> ya	—	goat
—	mba	<u>m</u> ba	—	—	breast
—	laweya	<u>l</u> a	<u>w</u> e	<u>y</u> a	short sorghum
—	ndɔri	<u>n</u> ɔ	<u>r</u> i	—	night
—	akora	<u>a</u>	<u>k</u> o	<u>r</u> a	chicken
—	konjo	<u>k</u> o	<u>n</u> jo	—	drum
—	hu'bu	<u>h</u> u	' <u>b</u> u	—	oil

Exercise 3

Consonants have been underlined instead of circled.

<u>k</u> i l i y a	stick
<u>g</u> b e t i	child
j ɔ l ɔ	dress
<u>k</u> o <u>k</u> p a	broom
' <u>b</u> o g o	thief
<u>d</u> ɔ r i	year
<u>c</u> ë j ë	honey
y a <u>n</u> g a l i	sweet potatoe
<u>b</u> i <u>n</u> y a	goat
<u>m</u> b a y a	wing
<u>n</u> d o <u>m</u> a	grass
<u>h</u> i <u>n</u> y a	gun
<u>n</u> j ɔ l ɔ	frog

Exercise 4

		<u>Test Word</u>				<u>Write correctly</u>
ɲihi	<i>moon</i>	ɲo	<i>body</i>	ngihi	<i>fish</i>	ngo
ɲihi	<i>moon</i>	ngëri	<i>tree</i>	ngihi	<i>fish</i>	ngëri
ɲihi	<i>moon</i>	ɲoli	<i>whistling</i>	ngihi	<i>fish</i>	ngoli
ɲihi	<i>moon</i>	ngete	<i>near (adv)</i>	ngihi	<i>fish</i>	ɲete
ɲihi	<i>moon</i>	ɲulu	<i>deep place</i>	ngihi	<i>fish</i>	ngulu
ɲihi	<i>moon</i>	ɲi'du	<i>blind person</i>	ngihi	<i>fish</i>	ɲi'du
ɲihi	<i>moon</i>	ngaa	<i>take, marry (v)</i>	ngihi	<i>fish</i>	ɲaa
kaɲi	<i>parable</i>	mänjö	<i>woman</i>	kangi	<i>spur</i>	mänjö
kaɲi	<i>parable</i>	kaɲa	<i>ostrich</i>	kangi	<i>spur</i>	kanga
gbanda	<i>cassava</i>	gbo	<i>fence</i>	ɲbanda	<i>whip</i>	gbo
gbanda	<i>cassava</i>	gbani	<i>many</i>	ɲbanda	<i>whip</i>	ɲbani
gbanda	<i>cassava</i>	ɲboko	<i>molar tooth</i>	ɲbanda	<i>whip</i>	gboko
gbanda	<i>cassava</i>	ɲbä	<i>guest</i>	ɲbanda	<i>whip</i>	ɲbä
gbanda	<i>cassava</i>	gbulu	<i>alive</i>	ɲbanda	<i>whip</i>	gbulu
kagba	<i>leopard</i>	kiligba	<i>bone</i>	maɲba	<i>adultery</i>	kiliɲba
kagba	<i>leopard</i>	togbe	<i>gourd</i>	maɲba	<i>adultery</i>	togbe

Exercise 5

<u>Light</u>		<u>Test Word</u>		<u>Heavy</u>		<u>Write correctly</u>
ɲere	chief	reme	squirrel	cëre	star	reme
ɲere	chief	cëjë	honey	cëre	star	cëjë
ɲere	chief	hëgbë	rat	cëre	star	hegbe
ki'di	elephant	pïi	bamboo	ki'di	spoon	pïi
ki'di	elephant	kii	stool	ki'di	spoon	kïi
ki'di	elephant	ɲi	dream	ki'di	spoon	ɲi
ki'di	elephant	mïni	water	ki'di	spoon	mini
'bö	footprint	do	head	'bö	egg	do
'bö	footprint	ɲö	daughter	'bö	egg	ɲö
'bö	footprint	hɔɔ	tail	'bö	egg	hɔɔ
'bö	footprint	ho'do	husband	'bö	egg	ho'do
go	hole	kumu	hare	gu	arrow	komo
go	hole	kuru'bu	dove	gu	arrow	kuru'bu
go	hole	'bolo	money	gu	arrow	'bolo
go	hole	ho'bo	oil	gu	arrow	hu'bu

Exercise 6

(Panga 3)

Ŋere maa 'bë bii ga-mene.

The chief went and gave a place to them.

(Panga 5-6)

Naka mogō mee ni-börö ka dō mee,
ko kō piya ni-lōñi mee.

Then they came out with a law
that could govern them (their head).

(Bii 4)

Ye gbeti nere ya, ye pii 'dō 'bō-jētēyi.

You sons of chiefs, send message for hyena.

(Mä 5)

Yikölu bonji agō yi ni-'bolo
ga-mänjō nda.

Many people used to come with money
for that woman.

(Mä 8)

Ŋjō nda ŋba amaa mi-konjo liyötä.

That daughter also went to dancing place.

(Rombeki 14)

Atō, ko maa ŋji bii
'be ngolō Malenyi.

He left and went and looked for a place
for a home in Malenyi's hill.

(Zende 11)

Naka Jōñō bo ŋaŋi monyōo törō
mini-rī ha ndiya te.

Then those Dinka started singing songs
with the names of those cows.

Exercise 7

Verbs are in **bold** instead of underlined.

(Panga 3)

Ŋere maa 'bë bii ga-mene.

Chief **went** and **gave** a place to them.

(Panga 22-23)

Na ka yii, bo gaga mene pili, ka nene mōō.

This **was** snake who **bit** all of them,
and (only) he **remained alive**.

(Bii 12)

Amaa 'jaa bii no äyōō.

He **went** and **found** that the dog **died**.

(Gomo 11)

Naka mangirawa te, bo ledō ni-moho, alō, . .

Then lizard, who **started talking**, **said**

(Mä 9)

Naka gomo tō, bo ŋaŋi ngo ka bola,
ko yi ne mi-konjo.

Then man, who **started** body **be** naked,
came into the dancing place.

(Rombeki 8)

Di-'bōnda, awaa ni Beki ka yikölu mōri.

So, they **knew** Beki **was** rich person.

(Zende 14)

Ko kōkō dō watō ya ngo-dala,
ka ŋbala watō ya hehengo.

They **broke** heads of some on rocks,
and arms of others **were broken**.

Exercise 8

Test Word

| Write correctly |

Test Word

| Write correctly |

bī	<i>smoke something</i>	bīi		da	<i>meat</i>	da	
bī	<i>hair</i>	bī		da	<i>tie something</i>	da	
yī	<i>come</i>	yī		jɔɔlo	<i>say</i>	jɔɔlo	
yī	<i>snake</i>	yīi		jɔɔlo	<i>a dress</i>	jɔlo	
mā	<i>go, went</i>	māa		moo	<i>his</i>	moo	
ma	<i>my, me</i>	ma		mo	<i>I</i>	mo	
dɔɔ	<i>head</i>	dɔ		ka	<i>and</i>	ka	
dɔɔ	<i>lay</i>	dɔ		ka	<i>be, is, am</i>	ka	
'dɔɔ	<i>lay down</i>	'dɔɔ		'jaa	<i>run</i>	'ja	
'dɔɔ	<i>thigh</i>	'dɔ		'jaa	<i>find, search</i>	'jaa	
'dɔ	<i>thing</i>	'dɔ		yɛ	<i>drink something</i>	yɛ	
'dɔ	<i>cultivate</i>	'dɔɔ		ye	<i>you all</i>	ye	

Exercise 9

<u>ko'boɔ</u>	(Zende 10) Mo'do, na yīkōlu, 'dɔ bōrō ko'bo, . . . (Bīi 14-15)	<i>When the people already fell asleep, . . .</i>
<u>ngīi</u>	Gomo na ka bīi na āpīi 'dɔ 'bo-ma ka korā ngī. (Gomo 21-22)	<i>This man and this dog sent a message for me that is completely empty.</i>
<u>ko'boɔ</u>	Tiwala ti ne lū je digobati-gi, 'bö lee no andee ko'bo? (Yīkōlu 6)	<i>Who will feed us after you die, (since) your father is already old?</i>
<u>taa</u>	Naka yīkōlu gbōrō, bo yī di-ta.	<i>Then a selfish person came from there.</i>

Exercise 10

<u>moo</u>	(Rombeki 11) Beki ŋba, ne mini-lendo mo. (Bīi 5)	<i>Beki had his brother.</i>
<u>lee</u>	Ka 'ba dɔkō le ni dōrī ra. (Bīi 17)	<i>Why do they kill our descendents?</i>
<u>mee</u> <u>mee</u>	Ko'jaa āyōō 'dɔ me ni-kutē me, . . . (Gomo 13)	<i>Finding he died alone (their thing with their alone) . . .</i>
<u>moo</u> <u>moo</u>	Lēmī mo te, bo hē mee te piya di-jī mo. (Gomo 22)	<i>His sister took the spear out of his hand.</i>
<u>lee</u>	'Bō le no andee ko'boɔ? (Panga 5-6)	<i>Our father is already old.</i>
<u>mee</u> <u>mee</u>	Nate amāa dɔɔ dɔ-me, naka mogɔ me ni-bōrō	<i>When they arrived to their settlement, then their coming out</i>

mee ka dɔ me,
mee ko kɔ piya ni-lɔŋi me.
 (Mä 19)
moo Ho'do mo dɔɔ,
moo ko tɪti matoo mo alɔ, . . .
 (Mä 22)
lee Ka je tɔ 'be le.

be **their** head
 and come out with **their** law.

Her husband arrived
 and asked **his** mother-in-law, . . .

And we go to **our** home.

Exercise 11

Test Word	Write correctly	Test Word	Write correctly
bii smoke something	bii	da meat	da
bi hair	bi	da tie something	da
yi come	yi	jɔɔɔ say	jɔɔɔ
yii snake	yii	jɔɔ a dress	jɔɔ
maa go, went	maa	moo his	moo
ma my, me	ma	mo I	mo
dɔ head	dɔ	ka and	ka
dɔ lay	dɔ	ka be, is, am	ka
'dɔɔ lay down	'dɔɔ	'ja run	'ja
'dɔ thigh	'dɔ	'jaa find, search	'jaa
'dɔ thing	'dɔ	ye drink something	ye
'dɔɔ cultivate	'dɔɔ	ye you all	ye

Exercise 12

(Bii 1-10)

Bii ka jëtëyi ago 'be ni kɔɔ,
 “Wayi ni-na, jëtëyi ka nyoo kö ma pili 'bɔra?”
 Änyii tɔɔ, ko maa ga-ɲere alɔ,
 “Ye gbeti ɲere ya, ye pii 'dɔ 'bɔ-jëtëyi.”
 Ka ne maa yi yɔ 'dɔ na ne,
 “Ka 'ba dɔkɔ lee ni dörɔ ra.
 Je pii 'dɔ 'bɔ-Jëtëyi.”
 Ka ne maa yi,
 naka ngo bii, bo ledɔ ni-monjonjo,
 alɔ, “Ye ku dɔ ma bɔrɔ yelo.”
 Naka moku dɔ bii bɔrɔ,
 di-'bɔnda naka, jëtëyi bo yi,
 ko yi tɪti 'dɔ alɔ,
 “Ala köpii 'dɔ 'bɔ ma?”

Dog and hyena **went moved** together,
 “Why is hyena **eating** my descendents?”
 He **migrated** and **went** to chief **saying**,
 “You chiefs, **send** message for hyena.”
 And he **went came** and **asked** him,
 “Why do they **finish** our descendents?
 We **sent** this message for hyena.”
 When he (hyena) **went coming**,
 body of dog **started shivering**,
 he **asked**, “You **cover** my head quickly.”
 Then he **covered** dog’s head;
 from there the hyena **came** . . .
 and **came asked** about the message **said**,
 “Who **sent** me a message?”

Exercise 13

(Gomo 1-2)

Gomo tɔ **ni**-lēmī moo
amaa ni **dinyä**-'böri
lāki **'bo**-panga,
ko maa gɔ ni **kpa**-kara.

*A certain man **with** his sister
went **into the middle** of the bush
hunting **for** animals,
and they sat **at** the river side.*

(Gomo 5-6)

“Dɔ, na ka **'be** **mi**-ndoma,
ka ne ka yi **ro**-lee.”

*“There is something moving **in** the grass
and it comes **towards** us.”*

(Gomo 9)

Ko kii **na**-panga nda ne,
kambeti mangirawa.
Nate alɔ ne ka 'duu **ni**-mee, naka . . .

*And he waited **before** that animal
but instead it was a lizard.
when he tried to spear it **with** a spear, then . .*

(Panga 2-3)

Ko maa ni **ga**-ɲere ka 'dɔ,

*And they (lion, leopard, hyena, snake)
went **to** the chief for a thing,
which they want a place **for** settlement.*

na ädu **'bo**-bi mogɔ ni.

(Panga 16)

Yi wala, na ka nyoo 'dɔ **di**-kpatuli na?

*Who are you eating things **from** this rubbish?*

(Panga 19)

Naka molɔ mɔ piya **mini**-kori **ga**-jëtëyi.

*Then he went out ready **to** fight **to** the hyena.*

(Panga 21)

Naka molɔ mɔ piya **ga**-kori
ga-jëtëyi ya **ni**-kagba.

*Then he (lion) when out **to** fight
to the hyena and **with** leopard.*

(Panga 22)

Kana ka momaa tu mee **ro**-yii.

*And he stepped **on** the snake.*

Exercise 14

(Panga 12)

Mo be yikölu tɔ, **bo** titi ma, ti.

*I don't want anyone, **who** asks me.*

(Panga 13-14)

Mo be yikölu, **bo** tu ro-ma, ti.

*I don't want anyone, **who** steps on me.*

Kidi tu ro-ma,

***If** anyone steps on me*

ma ka gaa hutundunyu gi.”

I will bite your ankle.

(Bii 7)

Ka ne maa yi,
naka ngo bii, **bo** ledɔ ni-monjonjo.

***And** when he (hyena) was coming
then the body of dog, **that** started shivering.*

(Bii 13)

Yikölu te, **bo** pii 'dɔ 'bo-gi te no, äyöo.

*That person, **who** sent message for you, died.*

(Mä 1-4)

Po kende ɲɔ tɔ, **na** mä moo lu ne.

*Long ago was lady, **whom** mother fed her.*

Nate älëti,

***When** she grew*

mä moo be ka ji gbee ne ni-'bolo ti,

*her mother didn't want her married with dowry
she wanted,*

ädu 'bɔra,

***if** anybody, **that** want to marry her daughter*

kidi yikölu, **na** ka ɲaa ɲɔ nda moo,

ne māa ke hu moo mi-konjo.

(Mä 22)

Mo du 'bo-'ja ma, **ka** je to 'be lee.

(Panga 7)

Mo be dari **ka** turë ti.

(Gomo 17-18)

Di-'bonda naka, momaa ti dihë 'be ni,

nate adoo ni nete ngo-'be,

ɲba ätëgë ka do kulu ni.

(Gomo 19-20)

Mangirawa, **te** je do te,

na anoo ka 'bö lee yöo waa.

he go and open his anus in a dancing place.

*I want my wife, **and** we go to our house.*

*I don't want noise **or** dust.*

***From there then**, they came back home
and when they came near the home
then they heard people crying at home.*

*The lizard, **that** we killed,*

I know that made our father die.

Exercise 15

(Gomo 1-9)

Gomo to ni-lëmi moo amaa ni dinyä-'böri

laki 'bo-panga,

ko maa go ni kpa-kara.

Ka gomo nda jo ga-lëmi moo,

ka 'do, bono ne maa yi ni-mini,

ka ne ye.

Di-'bonda, aco 'bi,

lëmi moo jo ge-ne, al,

“Do, na ka 'be mi-ndoma,

ka ne ka yi ro-lee.”

*Certain man with sister went to bush
to hunt for animals,*

and they went to sit at river side.

And that man said to his sister,

*and asked so that she brought water
and he drank.*

From there, he fell asleep,

his sister told him, saying,

*“There is thing moving in grass
and coming to us.”*