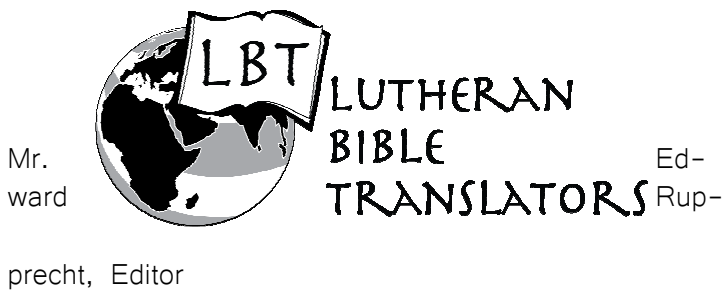


Ngū Iyī Wɔ̄ Yala
Teach yourself Yala

Second edition 2011

Chief Anthony Okache
Mr. Ron G. Merritt

Produced by:



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Introduction

The purpose of this self-teaching YALA book is to enable Yala speakers, who are literate in English, to teach themselves how to read and write Yala.

It is hoped that this self-teaching grammar will also be of benefit to those presently teaching in government schools and adult education classes.

Once an individual has completed the entire self-teaching grammar series of lessons, he or she can sit for an examination. A “pass” on this examination will entitle the individual to receive a certificate in the mother tongue.

Your comments, suggestions, and criticisms are encouraged in order that the authors of this grammar book may improve upon future editions.

We want to give much credit to Reverends Eugene Bunkowske and Allan Buckman and Mr. Ferdinand Ogar Orji, whose contributions as members of the Yala linguistic and evangelism teams have made this self-help book possible.

We also want to “thank” those individuals who have offered invaluable advise and suggestions in the formation of this self-teaching grammar.

The authors request that no portion of this book be reproduced without the express written permission from them. Please address any comments you may have to the authors:

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UNIT 1 Yala Vowels

Lesson 1 Yala Vowels “a” and “ε”

The Yala vowel “a”

There are seven (7) Yala vowel sounds. The English alphabet lists five (5) vowels-but in fact there are many more. In this lesson, you will only learn two Yala vowels.

Before proceeding on with the lesson let us remind ourselves that we are learning to read and write Yala. The letter chosen to represent the Yala sound may look like its English counterpart but in some instances will be pronounced differently.

Every person, no matter what language he speaks as a first language must be taught how to read and write his mother tongue. Everyone is not literate at the beginning of life. Remember that the ability to speak a language is NOT the same as having the ability to read and write it. No one is literate until he is able to read and write a language fluently-usually this language he learns to speak from his parents.

The first Yala vowel we will learn is the letter / a /.
The sound of this symbol is found in these Yala words:

- | | | | |
|--------|--------|-------------|------------------|
| 1. abā | master | 3. ádā | father |
| 2. átā | pepper | 4. akatáaka | a dancing group. |

You may have wondered what the marks are that appear above the vowels. At this time, I will simply tell you that there are tone marks. You will learn about tone later.

The Yala vowel sound / a/ is quite similar to the English vowel sound found in the word /father/.

In order to test yourself to see if you can write this vowel sound correctly, some English words are given. You are to write the Yala words which have the same meaning.

Exercise 1

Write the Yala words on the blank spaces below.

1. bell _____
2. master _____
3. onion _____
4. vomit _____

Check your answer on page 103

The Yala Vowel / ε /

Another important vowel sound in Yala is the letter /ε/. It is very important that you always write this symbol exactly as it appears here. This vowel sound is heard in the following Yala words:

1. yεje leopard
2. εjī boundary
3. εbe place
4. emiye mosquito

This vowel sound /ε/ is spoken and must be written the same way every time you see it in Yala. This vowel sound is also found in these English words: bεt, sεt, lεt, gεt, wεt, mεt.

Exercise 2

The English words are given below. You are to write the Yala word that has the same meaning on the blank spaces below.

1. meat _____
2. crayfish _____
3. person _____
4. flower/fruit _____
5. world _____
6. bird _____
7. hunger _____
8. master _____

Now that you have completed this exercise, check your answers and make corrections where necessary.

Lesson 2 Yala Vowels “i” and “o”

The Vowel / ɔ /

The sound of this symbol is found in the Yala word “Ogá” male name. This is the same sound as in the English words: all, ball, always, caught, hawk/. Pigeon English pronounces /or/ as the sound /ɔ/ as in /ornament/, /order/ and /ordain/. This sound is also found in the following Yala words:

- | | | |
|----|---------|---------------|
| 1. | ógódò | walking stick |
| 2. | orō | soup |
| 3. | ólóbahe | gun |
| 4. | ochwōlé | chief |

The /ɔ/ sound in Yala is similar to the sound found in these English words: awful, caught, sought.

You always write this symbol as it appears here.

Exercise 3

The English word is given below. You are to write the Yala word with the same meaning on the blank spaces below.

- | | | |
|----|------|-------|
| 1. | neck | _____ |
| 2. | hawk | _____ |
| 3. | sun | _____ |
| 4. | hole | _____ |

Now that you have completed this exercise, check your answers. Correct your mistakes where necessary. Practice writing other Yala words where this vowel /ɔ/ can be found.

The Yala Vowel / i /

The sound of this letter / i / is found in these Yala words.

ibi	jump
ichichi	tomorrow
ichi	to suffer
ihī	yam
iwi	ant

The /i/ sound in Yala is similar to the sound found in the English words: me, see, plea, eat and beat.

Exercise 4

The English word is given below.

You are to write the Yala word that has the same meaning on the blank spaces below.

1. market _____
2. back _____
3. jump / charcoal _____
4. tomorrow _____

Be certain to write the correct answers above any mistake.

Exercise 5

Practice writing words using the letters we have learned / i / and / o /:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Lesson 3 Review of Lessons 1 and 2

Exercise 6

You are to write the Yala word that has the same meaning as the English on the blank spaces . Remember to write the correct Yala letter with the appropriate sound.

1. round fish net _____
2. white melon seed _____
3. belly _____
4. fire place _____
5. fortune telling _____
6. elephant _____
7. elder _____
8. beak _____
9. fire _____
10. yam _____

Check your work and correct your mistakes .

Lesson 4 The Vowels /o/ and /ɔ/

The vowel /ɔ/ is different from the vowel /o/.
They are two different vowels.

The vowel “o” is found in these Yala words:

ogorigo	praying mantis
oromù	orange
oko	parrot
okpoo	money

The vowel “ɔ” is found in these words:

Example

wɔɔ
wɔbɔ
ɔkɔ
ɔba

Practice reading the contrast between “o” and “ɔ” in Yala.

ogo	calabash
ókɔ̄	neck
Okojo	man’s name
obījò	cane rat
ɔgɔdò	staff
ɔkpɔkpɔ	bamboo
obubu	dust
ɔchi	tree
Ɔwɔ	God
ɔɛ	evening

Exercise 7

The English words are given below. You are to write the Yala word that has the same meaning on the blank spaces below.

1. black _____
2. neck _____
3. namesake _____
4. basket _____
5. ear _____
6. fufu _____
7. tin _____
8. great _____
9. playground _____
10. gun powder _____
11. God _____
12. servant _____

Lesson 5 The Yala Vowel / e / and / ε /

The English language does not separate the sounds / e / and / ε /. Yala writes them separately to make it easier for them to be read. You must always remember to write them differently.

The sound of the vowel “e” is found in the following English words: say; way, day, gate, date, ate, crate; eight. This vowel /e / is always pronounced and written in one way in Yala. Thus you write the / e / as in eje” (beans).

This vowel “e” is found in these Yala words.

yēkpē	bottle
yejè	brukutu/bickity
Èdè	a male name
ehè	no

Here the contrasts of the vowel “e” and “ε” may be heard in these words. Practice reading the contrasts.

Ʒɛ	male name	eje	beans
yɛje	leopard	yeje	tears

Exercise 8

The English words are given below. You are to write the Yala word that has the same meaning on the blank spaces below. Be careful to write the /e/ and /ɛ/ seperately:

1. cow _____
2. water _____
3. meat _____
4. locust bean seed _____
5. frog _____
6. truth _____
7. land _____
8. dance _____
9. dew _____
10. goat _____

Check your answers and correct them where necessary.

Lesson 6 Review

Let us begin by rewriting the seven Yala vowels. Following is a list containing examples of each Yala vowel.

a	as in àbagalā	fishing net
i	as in ihī	yam
e	as in eje	beans
ε	as in Yεhe	Yala village
o	as in ogorigo	praying mantis
ɔ	as in wɔrɔ	ear
u	as in unu	fight

The capital letters are written / O / and / ɔ /. The / e / vowel sound is heard in the word “égèréege” (specific yam type). The / ε / sound is heard in the word “ébé” (meat). The capital letters are written “E” for / e / and “E” for / ε /.

Read the following sentences:

1. Oko bāla Okojo re leya.
Oko and Okojo are friends.
2. Oko bāla Okojo e ta iko.
Oko and Okojo are in a play.
3. Okojo de iko de Oko, o ka iko numa, ɔlɔ e ka ela gbaa.
Okojo hit Oko with his iko, Oko said that this iko was louder.
4. Oko ta iko bāla ikokoriiko yinu.
Oko played his ikokoriiko.

Exercise 9

The English words are given below:

You are to write in the Yala meaning for that very word on the blank spaces provided.

1. face/eye _____
2. matches _____
3. masquerade _____
4. fowl _____
5. cutting grass _____
6. drum _____
7. today _____
8. suffer _____
9. language _____
10. war _____
11. servant _____
12. shirt _____
13. liver _____
14. tse tse fly _____
15. pap _____

If you make a few mistakes in writing some of the vowels correctly, practice writing other Yala words with these vowels.

UNIT 2 Yala Consonants

Lesson 7 The Consonant ‘gb’

Please note that each consonant that is introduced will always have a vowel so that the full sound may be heard clearly.

There are seven Yala vowels.

There are twenty-three Yala consonants.

The Yala alphabet has thirty letters .

Let us examine the Yala consonant / gb /. This consonant looks like the English letter / g / and / b /. But in Yala they are written together. Yala also has the letters / g / and / b / written and pronounced separately too. The / g / appears in the word “Ɔgá” and the letter / b / in the word “Ɔbá”.

Note that the consonant / gb / is never written apart.

The following words contain the letters /g/, /b/ and /gb/.

1. gbɔlehi good morning
2. obijó cane rat
3. abā master
4. igbagba zinc
5. igbagri towel
6. wɔgɔ hawk
7. ɔga hare
8. igbarābā bean type
9. ɔgu line
10. igbâte guinea worm

Exercise: 10

Write the Yala word that has the same meaning as the English word; underline the “gb” whenever it occurs in the Yala word:

As in gblehi

1. namesake _____
2. red monkey _____
3. mai mai _____
4. cry _____
5. mat _____
6. think _____
7. banana _____
8. sorry _____
9. night watch _____
10. go there _____

Perhaps you make a few mistakes, if you keep trying and be sure to practice writing other Yala words with “gb” consonant sound every day.

Lesson 8 The Yala Consonant ‘ng’

These two letters together form a consonant “ng”, it is not “n” and “g”. It is always “ng” which is a sound of its own. This consonant can be found in these Yala words:

engù	bee
lēngū	musical instrument
lēngū	nose

It can also be found in English words like: ‘sing’ and ‘English’.

Exercise 11

The English word appears below. You are to write the Yala word which has the same meaning. Underline the “ng” in the Yala word you write.

1. Satan _____
2. bee _____
3. date palm _____
4. nose _____

Try and think of more Yala words having “ng”.

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 9 The two Consonants / l / and / r /

The Yala Consonant / l /

This / l / consonant is freely used by the two dialects in Yala.

Examples of words that have this letter “l” can be found.

gālā	seek
wəlḗ	home
ɔlā	fire
wōlā	sleep
lɛgō	axe

The Yala Consonant / r /

This is the only letter that is in contrast with the letter / l /. In the àdà/òkpame dialect, where / r / is used by the people of the East, the / r / is changed to / l / thus:

wɔrō	‘ear’ is changed to	wōlō
rà	‘buy’ is changed to	là
arī	‘palm oil’ is changed to	alī
rè	‘eat’ is changed to	lè

Need examples of contrast

rɛ	stand	lɛ
rà	buy	là
rɛ	to stand	lɛ
là	to seek	rà

Note:

Before writing Yala, all dialects agreed to use the Ɔkpoma dialect as a standard dialect for reading and writing Yala.

This is why the Ada dialect is not used in writing Yala.

It should be also noted that ALL dialects are good and should be used for communication.

Exercise 12

Write these words in Yala. Do not use Àdà or kpame Yala.

1. snail _____
2. bush mango _____
3. shirt _____
4. toad _____
5. seven _____

Thank you for your effort.

Lesson 10 The Yala consonants / f / and / h /

The Yala Consonant / f /.

The letter / f / appears frequently in the Yala language. Please read the following words:

afɾɔ	snore
fiyé	privately
lifiyē	left

The Yala Consonant / h /.

Read the following examples of words using the / h / letter:

ahuhu	breeze
igbihi	back
ihī	yam
ihu	mushroom

Exercise 13

You are now to write the following word in Yala.

1. root pepper _____
2. pray _____
3. blame _____
4. flute _____
5. a wall _____
6. swampy place _____

Lesson 11 The Yala Consonant “ngm”

The “ngm” sound is heard quite often in Yala.

Please read the following Yala words.

ngmātū	increase
ngmēēche	come out
ngmò	kill
āngmārāngmā	wheel

Please read the following contrasting words:

	ngm	m	ng
1.	wəngma	yamā	ongu
2.	wəngmē	ome	əngó
3.	əngmɔ	omu	əngájī

Exercise 14

Try to write the Yala word beside these words.

1. long, heavy drum _____
2. teach _____
3. clean/ fit _____
4. quick _____
5. kill _____
6. imitate _____
7. bicycle wheel _____
8. every day _____

Lesson 12. The Yala Consonant “ny”

Please review words with the letters ‘ny’ in the Yala language.

The “ny” sound:

Read the following Yala words that contain the consonant / ny /.

anyī

liver

anyā

women

yarinyānyā

cameleon

Exercise 15

Write the following words which contain the consonant “ny”

1. hoe _____
2. elephant _____
3. old person _____
4. sheep _____
5. iron trap _____
6. woman _____
7. night _____
8. salt _____
9. friend _____
10. elephant _____
11. to bury _____

Lesson 13 Review of the Yala Consonants

Yala Alphabet Chart:

Especially note some of the less familiar letters. When you read these letters make certain you read them correctly.

Here is the entire Yala alphabet:

1.	a	as in	ádā	father
2.	b	as in	abā	master
3.	ch	as in	ōchī	day
4.	d	as in	ádu	crowd
5.	e	as in	ehé	no
6.	ε	as in	yεhé	a village
7.	f	as in	ufiye	broom
8.	g	as in	igù	cotton tree
9.	gb	as in	igbe	follower
10.	h	as in	lihō	law
11.	i	as in	inya	ambush
12.	j	as in	ijiga	small mouse
13.	k	as in	okō	neck
14.	kp	as in	wokpá	shoe
15.	kw	as in	akwa	bridge
16.	l	as in	lemiye	hunger
17.	m	as in	omā	salt
18.	n	as in	ona	shout/notice
19.	ng	as in	ongrōo	man
20.	ngm	as in	Ángmóji	male name
21.	ny	as in	inyo	mirror/glass

22.	o	as in	ogorigo	praying mantis
23.	ɔ	as in	óbà	mat
24.	p	as in	ɔpá	cloth
25.	r	as in	erī	try
26.	sh	as in	shii	sound of driving a chicken
27.	t	as in	átā	pepper
28.	u	as in	ùcha	soap
29.	w	as in	wōchā	story
30.	y	as in	yeyī	blood

Note the following letters that are found in the Yala alphabet.

gb	as in	legbà	snail
ng	as in	angūu	teeth
kp	as in	ɔkpá	stream
l	as in	lehù	head
r	as in	àrù	mud
f	as in	afrɔ	snore
h	as in	ihī	yam
ngm	as in	lèngmè	kola-nut
ny	as in	yanyī	giant rat

Yala Fact:

NO consonant can come at the end of any word in Yala.

Every word must end in a vowel.

UNIT 3 **Tone**

Lesson 14 The three Yala Tones

Every word in Yala has tone. These tones are marked separately so that they can be read easily. A reader of Yala must master these to be able to read Yala fluently. Note, however that many Yala words have the same spelling but change their meaning because of tone, for example:

éné	mother
ene	four
enē	tree
ēnē	madam

To eliminate this problem, we mark the tones using three marks. All vowels without tone mark are low tone.

Tone in Yala can be written quite simply.

High tone is marked / ˘ /

Mid tone is marked / ā /

Low tone is marked / a /

We have high, mid, low. Tones are marked above vowels only.

éné high tone.

ēnē mid tone.

ene low tone.

In order to get the correct tone always, you must whistle the tone before marking.

Exercise 16

Now put the correct tone marks on these words in Yala.

1. ucha soap
2. wɔna fufu
3. lɛba hide.
4. lɛba marriage
5. wɔna dream

Exercise 16A

You have already been introduced to the vowels. Now spell these words in Yala and mark their correct tones.

1. night _____
2. woman _____
3. shirt _____
4. cold _____
5. pot _____
6. water _____
7. a fool _____
8. vomit _____

Well done.

Be sure to read the tones accurately in this short story.

Ógidi ga ogidi
Ó rá átūkpa bála atúkpa.
Ógidi wú ònyā la ɔcha.
Ónyā yī Ógidi cha la yeno yī ogidi.
Ógidi ga yerō bála ònyā yī nu.
Ógidi bī úkpāa la abō.
Ónyā yī Ógidi bī ònyá bála ónya.
Ónyá pla la ɔpá yī ònyā yī Ógidi.
Ógidi de ónya tū la útu yī ɔchi.
Ógidi jiya ónya la uhu yī ɔnē.

Thank you for your effort. You have to note that if you cannot master tones correctly, you cannot read Yala fluently. Try and practice reading stories written in Yala. The tone marks will guide you in reading fluently. Remember that tones are marked above vowels only.

High tone (')

Mid tone (`)

Low tone () NO mark!!!

Lesson 15 High – Mid Tones

In this lesson you will learn to contrast high tone and mid tone.

Your voice goes from high to mid tone in the word “átā”. The word “átā” has two syllables, high and mid tones.

Below are more words with high – mid tones.

átā	pepper
ádā	father
ágwā	swimming
lidō	lizard
árigō	insect
lipī	smell
likō	Tiv people
yádā	local mouth organ
Ágī	man’s name
Wónā	man’s name

More High – mid tones

Wónā	wógā
wòdā	itē
ídā	Èhī
Úgā	úrwā
ágárahī	átitā

You should whistle each word as you read along.

Exercise 17

Put the correct tone marks on these words. Whistle the tones on the words so that you can get the correct tone. Mark your tones above vowels only.

- | | | |
|-----|-------------|-------|
| 1. | swimming | agwa |
| 2. | palace | atε |
| 3. | branch | abɔ |
| 4. | stone | lεchɔ |
| 5. | axe | lεgɔ |
| 6. | woman | ɔnya |
| 7. | liver | anyi |
| 8. | calabash | ogo |
| 9. | father | ada |
| 10. | breast | amε |
| 11. | grasshopper | wɔga |
| 12. | rude talk | acha |
| 13. | hide | lεba |
| 14. | head | lεhu |

Write the words which have high – mid tone in this exercise.

Lesson 16 High – Low Tone.

We are learning the ability to read Yala fluently, so let us review the *high – mid* tones once more.

itē	sickly
ikpā	cane
èkpā	craw–craw
ádā	father

In Yala, there are a number of words that have both high and low tones in a single word such as ‘calabash’ or ‘ógo’. You can see how the voice drops rapidly from high to low. Whistle and see. Here are some examples:

today	iche
sea	lihu
color	èna
soap	ùcha
one	òhe

As you can see in all of these words, your voice drops rapidly from high to low in the second syllable.

Exercise 18

Write out these words on the spaces provided below in Yala. Underline all the words having high – low tones.

1. pot _____
2. thank _____
3. stone _____
4. crocodile _____

5. palace _____
6. hill/mountain _____
7. cold _____
8. bottle _____
9. milk _____
10. immoral act _____
11. madness _____
12. soap _____

End this lesson by reading the story below.

Ọgbājì kù obìjọ la ónya.

Ọgbūdù de ẹbẹ rà.

Ọgbājì wù okpoo rà ápu ogòdògòdò.

Ó de itàkpẹ yí ọpá gò che ápu.

Ó tū ápu ga yerò.

Ọyi yí Ọgbājì de inyẹrò kù la ọkọ.

Irògo yí ọnyà yí nū nī ó ye ànẹ.

Ẹchākà — ọnyà yí nū hō amu la wólẹ.

Ẹchākà yeẹ kwọgu yí alyerò.

Ọgbājì yeẹ gò irògo chíi mà, ó pīya hayāhò myènyè.

Ó hō mà chíi mà, Ichákà de chē ò.

Ọgbājì chē útu ngwóó ọpòpẹ.

Irògo ọgògò de yá re la ọgògò.

Ichákà hẹ Ọgbājì angūu la útu

Ó cha la ápiyò la ápiyò.

Lesson 17

High – Mid and Low Tones

Review

In our previous lesson, we discussed that high tone and low tone are not as close as mid tone and high tone.

For example /á dá/ and /ā dā/ are close. But /à dá/ and /ada/ are not close.

Try to whistle every vowel before reading.

Test your understanding of tone by putting the correct tones on these words below.

apɛ	pumpkin
wōgū	stammering
aru	mud
achi	grass
wōgō	hole
ogorigo	praying mantis
legba	cry
yebu	dew
lēbā	white ant
ubwɔ	mud bed

Let us review these tone marks

High	Mid	Low
é n é	ē n ē	ɛ n ɛ
á dá	ā dā	ada
ó g á	ō g ā	oga

Exercise 19

On the blank spaces below, write the correct word with its tone.

Remember to whistle the tones before writing.

1. soup _____
2. crayfish _____
3. door _____
4. matches _____
5. morning _____
6. child _____
7. house _____
8. country _____
9. charm _____
10. hole _____
11. pot _____
12. hawk _____

Let us end this lesson with the a short story that follow:

Ogeyī - Èné yī Okō ne.

Èné yī Okō nūmà ma ayi āche ene.

Ɔgà bàla Okō - angrōo àne.

Èhī bàla Èru - anyā ne.

Ogeyī bláa Ode onaa.

Ode wù anyā ene.

Ogeyī - Èné wóle àne.

Ode réeya tu Ɔgā.

Ɔgā tū ónya la útu yī ógá.

Ɔgā wù óga la útu yī ógá.

Ɔgā wù óga la ónya.

Ode tū Ɔgā oko yī óga.

Ɔgā de ebé rá okpoo ene.

Ó de okpoo oláa rá aje, hi yerō.

Ɔgā hi yerō yī nū la ókpó.

Read more of Yala stories in your spare time.

Lesson 18 Tone Glide —

High Falling and Mid Falling

This lesson introduces us to tones that move from a high tone to a lower tone. Thus a tone glide means when your voice rises from high and falls rapidly to low or mid tone as in the word “Òhudùu”. The syllable “dùu” starts from high and falls to low tone. Look at this word “ìgbīihu”.

The syllable “gbīi” starts at mid tone and falls from mid to low tone. Here are words having high-falling tone glides.

itóodo	ináahi
iréehi	otuturuungm̄
Ómáahi	ikriibi
igiigri	Ojúugu
Oróohu	ichóojiya

Here are words having mid – falling tone glides:

ìgbīihu	Igbēeku
Ogwīihi	Otūuji ododoblōodo

Note that tone glide always must have double vowels e.g. “ábóó”. The syllable “bóó” has double vowels.

Here are a few words with high — falling tones in contrast with words without tone glide.

ekpudu	airy	Ekpùudu	village
ijegu	sickness	Ijèegu	village
oko	yam	okóo	mouth
ogbu	namesake	Ogbúu	man’s name

Exercise 20

The English meaning is given below, you are to supply the Yala meaning.

1. pig _____
2. so that _____
3. to betray _____
4. devil _____
5. to fast (not eat) _____
6. dried okra _____
7. to spoil _____
8. back _____
9. porcupine _____
10. Igede language _____

Here is a short story:

Abahi de gbo ipaa arāapa.

Okwóoché wa ge rá émwō la úkpóori.

Otūuji bála anù de gwá cháchá.

Émwō wīyā Otūuji gbáá.

Ó ngmá gwāaje chē igbīihi.

Lesson 19

Review

In this review we are stressing the reading and writing of the three major tone marks in Yala.

Exercise 21

Put the correct tone marks on these words:

1. cha abuse
2. jε grow
3. wa tie
4. gɔ hoeing
5. bu dig
6. ma deliver
7. la seek

Here are some Yala words with their English meaning. You are to put on the correct tone marks.

1. ihu rat
2. ihu mushroom
3. olibobo a fool
4. yoo dog
5. yoo ashes
6. ohu cold
7. ohu twenty

Thank you for your effort.

Lesson 20

High — High Tone

We have already learned that there are three tone marks in Yala. We also learned that tones are marked above vowels only.

lá seek

lā keep

la at

Here are words with high — high tone.

áčhèwù dried wood

yèbù dew

àkplà palm frond

madness èlè

Exercise 22

a. Mark the correct tone on these words.

1. night otu

2. black one onobi

3. bottom utu

b. Write the Yala meaning beside these English words with their correct tone marks.

1. snail _____

2. pig _____

3. devil _____

4. dried okra _____

5. back _____

6. porcupine _____
7. comb _____
8. cold _____
9. head _____
10. cricket _____
11. snake _____
12. marriage _____
13. woman _____
14. load _____

Let us continue with this story.

Àkpa ga ọkpà la yeno yī Ākpākpā.

Ọnyā yī Àkpa réka Ojúugu.

Ojúugu – ọnyā yī Àkpa bū la Ogóoho.

Àkpa ye mà ē dē yenyi la Akpáakpa,

Okō klá Àkpa ọgu ye amu mē.

Ò ka anòlo ī gēē nāa yenyi ē che ọlo.

Okō bū la Ítégá Ekpúudu.

Okō de yenyi nāa che Àkpa mà, ó de abō nāa pī okòo.

Here are some words with high - high tones only.

ihó	refusal
ágágrò	bitter-cola
árú	mud
ágábá	strength
átútù	trouble starting

Let us end the lesson with this story.

Íchiche òhá, Ọgbéné, bála Ogeyí ga ewú.

Igbó nī é ye mà ē chē ewú chii mà, Agbó ngmá gwāaje.

Ó kū la okóòkú ọpọpē.

Ọgbéné bála Ogeyí kpákítí la anù hyāhō.

È jiya anù riyò-riyò-riyò.

Agbó bī tū eyī pee.

È hwabō hī ewú ochōchē.

È de Agbó bī cha wā la wólé.

Lesson 21

Mid — Mid Tone

In the last lesson, we were told that some Yala words can stand on only one level of tone even though that word has more than one syllable for example:

ògrìgbò	manger
imihù	sand
yáchichi	hare's wife

Exercise 23

Write these words in Yala with correct tone marks:

1. house _____
2. charm _____
3. madness _____
4. sorry _____

Break this word into syllables “angmarangma”

ā – ngmā – rā – ngmā. If you whistle each of the syllables, you will see that each syllable has only mid tone.

Here are some words that have mid tone only.

Please remember to whistle each word as you read along.

madam ēnē

pot	yēhī
dirt	līnyī
bottle	yēkpē
hole	lēgō
spoon	yēbū

Exercise 24

Here are more Yala words without tone marks. You are to mark the tone where appropriate.

1. udo navel
2. uku finger nail
3. orokpo red headed lizard
4. ipu leaf/book
5. inyero hoe
6. ewa age grade

Check your answers . Thank you for your effort.

Let us end this lesson with this short story.

Ɔchwɔ̄lé gblelā tāa Úkú.

È de bŭ la unu tāa iyī wā.

È nunu la ɔ̄nē. Ɔchwɔ̄lé de ūkū kú Úkú la eyī.

Úkú ka ɔ̄lo gé taa!

Úkú hé pla Ɔchwɔ̄lé ba ugū má.

Okō hō abóo ē tá ikpāyi la útu yī ɔchi.

Ó i nyō ganyō me ni klá leche ɔtótá.

Ó hō abóo ka éle gé pīyemā ge.

Ɔchwɔ̄lé bala Úkú i pò ni.

Úkú de abō bī Ɔchwɔ̄lé la amē.

Ɔchwɔ̄lé kóó la ohwée. Ó rīya ga aje dùmóó.

Úkú gbo klánū. Āche rē gbudugbudu wā gé de wá kpó kú.

Lesson 22 Low — Low Tone

In this lesson we want to drill the tones on all the levels with emphasis on the low tone.

Exercise 25

Underline all the words that are not mid tone.

You must mark all the tones first.

1. grass achi
2. cockroach apuple
3. table okpokolo
4. white ant lɛba
5. clock akarika
6. date palm wɔngu
7. trade ɔhi
8. talk lɛla
9. evening ɔne

Low tone alone can be found in many words in Yala, too. That is to say no other tone occurs in the word except low tone, even though there are many syllables on a word example “chain” /igbakɔbɔ/. You can see that in the above word with four syllables, all the tones are low, low.

Please remember that low tone is always unmarked.

Let us review more words having low, low tone. As you pronounce each word, try to whistle the tone.

ahiga	children game	imada	leprosy
akwa	bridge	atitra	specific bird
iflefle	whitlow	ahuhu	wind
ogugu	owl	yabubla	rat
ogbiji	specific snake	ehe	laughter

Exercise 26

Put the correct tone marks on these Yala words.

1. ori rope
2. abada crayfish
3. ihu mushroom
4. imako sugar cane
5. yakpa box
6. ihi beauty
7. ihi yam
8. ohi waist
9. ihi back
10. one evening

Let us now end this lesson by reading the story that follows:

Upu lā wólé ku Ogugu bála iju bála leja.

Upu - ɔlóhi nē.

Ó ē tóhi yī eje.

Upu tóhi yī eje ga ébe yī iju.

Iju ka oji nīi upu ólo bī má?

Upu ka anólo bī eje.

Iju hehe tū upu.

Ó ka de upu ka anólo i ē ré eje ē mē ni.

Anólo i tū ɔkó ni má, anólo géē ku ē ré la oji?

ejā ɔwōwa bála iga éle - ojōré yī anù áne.

Upu ólo gé gāā ga ébe yī ogugu la ólo.

Upu ga wólé yī ogugu, ogugu gbwólā.

Upu kwabō yī ɔpu yī ogugu.

Ogugu ka anólo gbwólā, ólo gé wā la otù.

Upu ólo gé ga ébe yī leja.

Ó ga ébe yī leja, leja ka ingingó.

Upu ka áche nūmá anólo i géē réeya ē tū éle ni.

Ó pīya gé réeya tu iju.

Wúchē yī réeya yī wā nīi upu bála iju ē ré ejā ɔdwōbi áne.

Please practice reading this story as often as possible.

Lesson 23

Review

Let us review the Yala tones.

Low — Low Words

igbagri	big towel
obuna	water yam
imada	leprosy
imeme	soldier ant
akri	small pox
abada	spear
og̃ori	female pant.

Mid — Mid Tone.

yēkpē	bottle
āngmārāngmā	wheel
ōnē	evening
yēbū	spoon
wōchā	story

High - High Tone Words.

yélé	madness
àchi	grass
ògbò	charm
yágigá	ant
yáblá	deer

Let us contrast between the three levels of tone.

Low — Low	Mid — Mid	High — High
enē — four	ēnē — madam	éné — mother
ɔga — hare	Ōgā — man's name	ógá — tree
ada — fruit	ādā — sir	Ádà — village

Exercise 27

Perhaps a little review test may help us. Let us put the correct tones on these words. Please always whistle the words before writing the correct level of tone to be used.

- | | | |
|----|------------------|---------|
| 1. | soap | ucha |
| 2. | climbing rope | akpaka |
| 3. | Okuku market day | Akpakpa |
| 4. | servants | ache |
| 5. | market | lihi |
| 6. | grass | achi |
| 7. | cassava | irogo |

Please correct your mistakes where necessary .

You cannot master tones as easily as in other lessons.

All that is needed to learn tone is constant practice in reading and writing of tones.

Keep on trying. Good luck.

Let us end the lesson by reading the following story.

Alo āchēeche géē yá kaná má?

Alobóchi olamu-olamu i hō ge ni.

Wórórà ē mwēbe;

yēgrāa nīi Ode kù iyē má, alo bī 5 ga ebe yī olobóchi ohá.

Ododréēnyā kée yá Ode áne.

Alo gbaje ga ebe yī olóchi béēnē má, ó má alo ɔpɔɔpē ma,
ó ka anóló le ɔchi.

Alo chāare mle ɔpɔɔpē.

A gé má Ode, ó tū ikprī yī okū kée.

N de Okō hērà ka, alo géē yá kaná má?

Ó ka aèle géē ga ebā.

Olobóchi de ɔchi jiya la ógo de ó.

ɔchi i yá ingwa ni ligbó-ligbó.

Lesson 24

Rising and Falling Tones

Let us at this point contrast low – rising tone with high – falling tone.

Low — High Rising

lòò camwood

yáá quail

óóné relatives

High — Low Falling

Òoda name

yáa split

chóò please

Please try to whistle each word as you read to see the contrast.

High --- Mid Falling

omòòmà the sour one

oyèērō garden

oyòōwī point of arrow

Mid — Low Falling

omarāatà eight

ochrōokóo to agree with

onēēhi a big one

Exercise 28

Put the correct tone on these words:

1. oyóò moon

2. yēē buffalo

3. yoo dog

4. igbiiji undried wood

5. Oyiije nail

6. ayiiju caterpillar

7. ootu pestle

8. lwaa wide

Let us end this lesson by reading the story that follows.

Óo Òwòlichò, Òwò yí u;

A de òhòleyí yí u wù ngmèeche kèé mè.

Yēgrāa nīi ūkpòtū gè tīya ami tū n ē bla ē tū wò, Ādā.

Òchā yí u ē wā la ikpò bá wò abòò la unù onēehēhi wò.

Āche nīi ē pā echiyeka má, elejā de mwanyí hī uhwa
onēehēhi yí wò.

Uhwa nīi hō la abò yí Òwò lichò má.

Ami má, n gēē bī ejē yí òkòkà pā wò.

N gēē yá wáá la òkò nīi a chokòo má.

Òhétà hō la abò yí Òwòlichò.

Lesson 25 High – High and Mid – Mid Tone

High – High

éńé

ókú

yébù

ógá

pá

wá

Mid – Mid

ēńē

ókū

yēbū

ōgā

pā

wā

Let us now contrast mid – tone words with low toned words.

Mid Tone

ābādā

Wōchā

ēńē

īdū

ādā

Ōgā

Low Tone

abada

wōcha

ene

idu

ada

oga

Please whistle every word as you read.

Here are some words that have high — falling tone.

ákriiku	fish
ákriigu	Yala carrot
iriidu	dried okra
Ōmáahi	female name
otriihi	tail

Here are also some mid — falling tones.

obrīihu drying pot

ikrīihu toad

ichēēhi truth

agbīihi back

ogwīihi last person

Exercise 29

These sentences have no tone marks.

You are to supply the missing tones where necessary.

1. Okō de oku ku oku la lēhu.
Oko put a comb on the head of corpse.
2. Agbo yeyē yeyē.
Agbo walk well.
3. Anya achē ēnē bi ayi la okwīihi.
Four women carried babies on their
backs.
4. Yēē wibi ku ga oe.
Buffalo jumped over to the other side.

Thank you for trying . The more you practice reading and writing Yala the more you will be able to read fluently.

Let us practice reading with this story.

A jé ɔjā nī ē yá ɔyi wɔ má?

Oji nē? Alá ka de u gɛ.

Yeyī i tū la ibīyē yī nū gɛ ni áne.

Yeyī ɔle kaná?

Anú nī ó i nyunyi ni áne?

Ó gēē nyunyi kaná nī yenyi mu ó ibīyē re abóo má;

Yenyi kēē tū la ibīyē yī nū áne.

N yá kaná? Alwɔhe kpó yenyi gé mu ɔyi yī u iyē má kēē

onūmá bū kaná? Ɔjāmojā yī alá rēka wɔhe.

Í wɔhe ɔjɔjā ni. Má u má, ó bū la ojōré oróóré.

Ojōré ūkpóhe ūkpóhe nī alá ē de ē de ayi má, ó i hwɔhi ni.

ɔchī — ihī, yeno — ihī, ɔnē — ihī.

Ibīyē yī alo āchēeche i chikpó yī ɔláā ni.

Hiyabō yī ojōré myēgrāa-myēgrāa.

Má; de eje , imiliki, aléehwó bala ebé oliyeyēyī de āāpē.

Alá gbāa he ipū yī irógo de wá kpāa.

Iyī ipū irógo gé iyi?

Ɔrɔ i hō ge ni kēē?

Here is a story on tone glide for your practice:

Úrègī bī ògene yī òhi.
Ògene yī úrègī ròohu bāa ogbū má.
Ò de ògene re la iyéèche.
Ojúugu wā gè rà ògene.
Ojúugu bī igiigri la ab̄.
Ò de owúugo ta ̄ la lipù.
Igiigri yī ojúugu tū yan̄.
Ojúugu tá úrègī okóo yī igiigri.
Úrègī ka òlo gè — ehée, an̄lo i ré igiigri ni o!
Ojúugu de igiigri ré cháchà.
Úrègī de ògene rà cháchà la iyéèche.

Thank you for reading.

Let us at this point have some contrast on mid — falling tones and high — falling tones.

Mid – Falling

obrīihu

angūu

ikrīihu

igbīihi

High – Falling

ugáaga

okóoba

ijéegu

igbiiji

Exercise 30

Here are some Yala words without tone marks.
You are to put the correct tone marks where necessary.

- | | |
|------------|------------|
| 1. igbīihu | 5. okwīihi |
| 2. ikriihu | 6. rēehi |
| 3. obriihu | 7. yerō |
| 4. araapa | 8. ichēehi |

Try and correct your mistakes before moving to the next lesson.

Here is a story for you to practice your reading skills.

Okwóche hiyerō la wōhā.
Abahi wà kàkà la yerō yī Okwóche.
Oróokpoo - onyā yī okwóche ne.
Oróokpoo ga abahi la otúchē.
Oróokpoo kpó abahi kū la útu yī okpóokpo.
È de abahi chiyatū la yerō.
Oróokpoo bī obrīihū na abahi la yerō cháchà.
Obrīihu nōnu la abahi.
Okwóche bála oróokpoo bī abahi bū la yerō.
Oróokpoo de obrīihu klá la līchō yī ihó yī nū.
Achewú yī igbīihu kplatū obrīihu la ɔp̄p̄.
Obrīihu lwā gé chiya la útu yī igbīihu olāā.
Otūuji cha la yerō yī nū chichi.
Ó ye wā ge kù okwóche bála onyā yī nū.
Otūuji bála okwóche rēeya lēchi-lēchi.

Otūuji de ábō yī igbīihu olāā pii chārē.
Ó nāa ihó bī tāa oróokpoo.
Otūuji yóbū bēēnē áne.
Ikrīihu rēenya hē wā la ɔpɔpū.
Otūuji ka éle gé kù chiyε óbū, ikrīihu ólo rēenya ye má.
Elā óhà ólo hō abóó óbū, nīi ikrīihu ólo ye má áne.
Ochichi ochichi, ɔgbaka ɔnēehi ku ikrīihu la útu áne.
Otūuji chē áchéwú yī igbīihu de ɔgbaka ngmó.
Ikrīihu gwéenya ɔjā yī nū kée.
Okwóóche ka ikrīihu ólo hīka ɔhóonyetá ólo lā la ɔpɔpū yī
ogblólóló. È cha la yerō olāā la otú.
Okwóóche de abahi olāā bī ga lihī.

UNIT 4 Grammatical Constructions (Part 1)

Lesson 26 The Possessive Particle “yī”

The possessive particle “yī” is a grammatical part of speech which is VERY important in Yala. Therefore, you need to learn how to recognize its presence and how to write it consistently every time. You also need to learn how to read it smoothly just as Yala is usually spoken.

Yala is always read just as it is usually spoken in every day conversation. The possessive particle “yī” is similar in some ways to the English possessive / 's /. Some English examples follow:

Ode's house. House belonging to Ode.

Ɔga's machete. Machete belonging to Ɔga.

Wɔna's hoe. Hoe of Wɔna.

The apostrophe / 's / in the English language shows that an object, such as bicycle, hoe etc, belongs to a certain person. It shows ownership or possession. The particle “yī” in the Yala language shows possession – or ownership, as in:

Written: Wɔlé yī Ɔgá Ɔgá's house.

Spoken: Wɔlé yōgá. Ɔga's house.

The important things for you to notice are: the mid tone on the “Ɔ” of “Ɔgá” and the sound of the letter “y” which has joined with the name “Ɔgá” in spoken Yala.

It is very important because these two factors indicate clearly that the possessive “yī” in Yala is really present. We see and hear the letter “y” clearly in this illustration.

You also can hear that the word “Ɔgà” normally having a low — high tone, has changed to mid – high tone. Fore Example “yōgà”. This evidence gives proof that the possessive particle “yī” in Yala has a letter “y” with a mid tone as in the example “yī”.

Here are some sentences with the possessive particle “yī”

Īpū yī ɔgà.	NOT	īpū yōgà.
Wɔlé yī Okō.	NOT	wɔlé yōokō.
Ihī yī ode nɛ.	NOT	Ihī yōode nɛ.

This “yī” must be written separately in all the sentences that the possessive particle occurs .

Please read the following sentences:

1. La okóo yī Yala.
2. Ɔnyā yī Ode bīma ànɛ.
3. Lihō ònīpīpē yī ɔwɔ hō má.
4. Wùchē yī Ɔgà n de kō dwō mé.
5. Wùchē lɔkɔ mīi ò de ànè.

Lesson 27 The Associative Particle “la”

The associative particle “la” is also very important in the Yala language. There is no one meaning that can be given to this particle. It can mean: into, on, in, under, through – to give you a few examples of its meaning.

An example: /Ode cha la yerō wā la wōlé./

In this example, the “la yerō” could be translated as “from the farm”. The second “la wōlé” could be translated “to the house”. In this sentence we see the important role the associative particle “la” plays in the Yala language. This particle has two different meanings in the sentence, “from” and “to”.

The associative particle “la” is always written separately from other words in the sentence.

See the example: /Ode cha la yerō./

This particle is always read as it is spoken in Yala:

Spoken Yala

Ode cha liyerō.

Ekō bū lokuku.

Iyāji cha lida.

Written Yala

Ode cha la yerō.

Ekō bū la Okuku.

Iyāji cha la ida.

Exercise: 31

Please write these sentences correctly pointing out the particle “la”.

1. Wónā gālā yanō lōnē.

2. Ābōyi bū lyabū.

3. Ìkòdò yī nū mōmu lojōrè.

4. Ó cha lógo wā lwólé lōnē.

5. Ó yε logbló labō bēēnē.

Lesson 28 The Yala Equational Marker (-)

This lesson helps us to recognize and write the equational marker (-) whenever it occurs.

It will be helpful to see some examples in English and Yala in order to understand the functions of this marker.

English	Yala
God is our father.	Ɔwɔ - Ádā yī alɔ nɛ.
Ijegu is Okpoma.	Ijegu - Ɔkpɔma nɛ.
Ɔngméena is for hunting.	Ɔngméena - ɔjā yī omùkpē nɛ.
Ɛgedé is for farming.	Ɛgedé - ɔjā yī yerō nɛ.

In the examples above, you should notice that one side of the sentence refers to the other. That is to say God and father are referring to one and the same person.

In this sense, we may say: God equals (=) father.

You must be careful not to confuse other sentences (such as the example below) as equational sentence.

English: Ogbene, the wife of Oko, has gone.

Yala: Ɔgbènè, ɔnyā yī Okō, pīya mɛ.

The above sentence is NOT an equational sentence.

See the contrast between the equational sentence and a simple sentence.

English

Yala

- | | |
|------------------------------|---------------------------|
| 1. Ogbene, the wife of Oko | Ɔgbɛ̀nɛ̀, ɔnyā yī Okō |
| 2. Ogbene is the wife of Oko | Ɔgbɛ̀nɛ̀ - ɔnyā yī Okō nɛ |

In the above sentences, the first sentence is NOT equational. Sentence two is equational. Let us see and contrast the equational sentence with the non equational.

Simple sentence

Equational

- | | |
|----------------------|----------------------|
| 1. Okō lɛ yerō. | Okō - ɔlyerō nɛ. |
| 2. Yēhī yī yenyi nɛ. | Yēhī - iyī yenyi nɛ. |
| 3. Ɔyi yī ɔnyɛ nɛ. | Ɔyi - iyī ɔnyɛ nɛ. |

Read these equational sentences.

Apriija - i ɔchīeche ni.

Ɔwɔ - Ɔgonyɛ nɛ.

Oluji - i Ɔwɔ ni.

Ogeyi - akpara nɛ.

Ɔgbɛ̀nɛ̀ - ɔlwɔhe nɛ.

Ɔgà - uwī nɛ.

Exercise 32

You are to write the Yala sentence which has approximately the same meaning.

1. Ofana is a rich man.

2. Ajima is the brother of Ote.

3. Omari, the friend of Otuji, is very old.

4. Oluohu is a farmer.

Exercise 33

Something is missing or not written correctly. You are to write these sentences correctly.

1. Aléwà ga yerō Àdōgā.

2. Aléwà yōgō àché yī Àdōgā nē.

3. Àdāyi oléwà ōgō nē.

4. Àdōgā bī ebé bū lāchi wā wolé.

Lesson 29 Yala ELISION

Elision

The word elision means that two words or grammatical items become one in conversational Yala. This is so because all Yala words end with a vowel and many words begin with a vowel or a consonant can be ‘swallowed’ or ‘elided’ by a previous vowel.

Let us see these examples:

English	Yala	Yala Written
Mary gave birth to a child.	Imeri məyi	Imeri ma ɔyi.
Ekor went to the stream.	Ekɔ ɡɔkpà.	Ekɔ ga ɔkpà.

These two sentences in Yala above are how we normally speak, but it is not how Yala is written.

To explain this, let us see the first sentence, “Imeri məyi”. We know the name Mary. However, is “məyi” one word? No. They are two words here. The verb “ma” and the noun “ɔyi” are joined together to sound “məyi”.

To separate them, the word should be written thus:

ma ɔyi.

These two words are joined to sound as one. It is the way you speak rapidly that made them join together in normal speech.

That is to say: “Elision has taken place”.

Sentence number two above should be written thus:

Ekɔ ga ɔkpà.

Let us see more words and their contrast.

Spoken Yala

Written Yala

- | | |
|----------------------|--------------------|
| 1. Ɔgbājī ngmóǒbìjò. | Ɔgbājī ngmó obìjò. |
| 2. Ode gyerō. | Ode ga yerō. |
| 3. Ɔnaà wūūgū. | Ɔnaà wà ugū. |

Note: We do not read Yala as it is written but as we speak in a normal way.

See these sentences again.

Spoken Yala

Written Yala

- | | |
|------------------------|-----------------------|
| 1. Iyàjì wūūgū. | Iyàjì wà ugū. |
| 2. Ādūmā hiyērō. | Ādūmā hi yerō. |
| 3. Yerō nādūmā hi àne. | Yerō nī Ādūmā hi àne. |

Exercise: 34

Write the verb and noun found in the following sentences separately. They are written as we normally speak Yala.

1. Ó bīhī gáchì.

2. Abā yābōyi wébè.

3. Ādāyi gyerō chichi.

4. Ajima wóōnyā.

Note: In order to find the correct verb in a word or sentence, put the word into “àné” type of sentence.

Note the sentence – “Okō gyerō”

To find the verb here, say,

/yerō nī Okō ye àné/.

You will quickly know that the verb “gyerō” is “ye”, in the sentence, “Iyáji moyi - oyi nī iyáji ma àné.” ‘ma’ is the verb so, “Iyáji ma oyi” is to be written.

Thank you for trying.

Here are more examples:

Spoken Yala

Ó mayi ahwétá dó.

Ó kanóló dóló obe yī úkúrò.
úkwò.

Ōnē nwónā gālayanō àné.

Written Yala

Ó ma ayi ahù etá de ó.

Ó ka anóló da óló obe yī

Ōnē nī wónā gālá yanō àné.

Exercise 35

The following short story is written **elided**. You are to first read aloud this story, then **rewrite it correctly without elision**.

Inyakā Bala ɔnyānū

Inyakā ɔhiyērō gbàà nɛ. Èru ɔnyā yī Inyakā nɛ.

È hō la ebe ùnyí. Inyakā bū gyerō, ɔnyā yī nū bīnyērō.

Inyakā bī olá linyaka yārī. Inyakā dolá wōwā bī labō nyáá.

Inyakā wónya láchi bī gyerō. Inyīnya re lyerō yīinyakā.

ɔnyā yīinyakā chīnyīnya lyerō.

See page 73 for the answers.

UNIT 5 Yala Grammar (Part 2)

Lesson 30 The Continuous Marker (ē).

Note that in the following sentence, the continuous marker / ē/ acts as the future and present tense. The first part is future the last part is present tense.

Here are more examples.

Iyáji ē yε kpáa.

Ólɔ gēē chá anù echá.

Ó ē de ē ré cháchá.

Āche ē bī ebè gé de ɔgabō.

Here are some sentences in contrast with the marker (ē).

Simple sentence

Àdōgā ga ipū.

Ɔchwōlé bī Ɛwù.

Àgbàana gwò ejē.

Ode wi uwī.

Continuous marker (ē) sentence

Àdōgā ē ga ipū.

Ɔchwōlé ē bī Ɛwù.

Àgbàana ē gwò ejē.

Ode ē wi uwī.

You have now seen the sentences in contrast. Always try to find the contrast between simple sentence and the continuous to perfection marker sentence.

Exercises: 36

Write the following sentences pointing out the continuous marker (ē).

1. Léchēē lā lèkékó

2. Anūū hō lèkékó.

3. Yebòo yēē yà la iyē yéyè.

4. Aà ache epepaā tyàaha yī onyā ūkpóhe.

Note that the continuous marker must always be written “ē” with a Mid tone. Thus. “Ó ō kū achālā la abō yī nū”.

This sentence is only spoken Yala, not written Yala.

The written Yala should be “Ó ē kū achālā la abō yī nū”.

Spoken Yala È ye gēē de upu ū kū ochwōlò.

Written Yala È ye gēē de upu ē kū ochwōlè.

Spoken Yala Ó ō tōtā yaha ā ganyō.

Written Yala Ó ē tōtā yaha ē ganyō.

Spoken Yala Ólò ó ùtu hō yà oji?

Written Yala Ólò ē ùtu hō yà oji?

Exercise 37

You are to rewrite the following sentences putting in the marker (ē) wherever it occurs.

1. Ó ō he ɔrō le wɔnye kpééji.

2. ūnōowu ū hwō Okō gbáá.

3. Àngmóji ī gwō angmō gbáá.

4. lèche ē nū, upū nū.

5. Ɔmári ī tóhi yī ugū.

Please try and rewrite the above sentences correctly, and always mark the continuous marker (ē) wherever it occurs.

Lesson 31 The Negative Marker (i)

A Yala person often indicates in his speech when he is making a negative sentence. The listener can usually tell immediately whether the answer is “YES” or “NO”. The Negative marker is always written / i / with a high tone. Take for example these sentences.

Spoken Yala Ìnàkuù gògbadā ni.

Written Yala Ìnàkuù i gā ògbadā ni.

Notice that the name ‘Inaku’ has a tone glide upwards in the negative sentence. We know that the tone in ‘Ìnàku’ is high – low. We can find the real tone of ‘Ìnàku’ by changing the sentence to a simple statement, for example:

Ìnàku ga Ògbadā.

Another example is:

Spoken Yala Ògabō ó wòḍnyā ni.

Written Yala Ògabō i wù ònyā ni.

Watch that every sentence that has “ni” at the end, must have a negative in it. The negative indicator is always “i”. You can notice some negatives in speech. But some sentences you cannot notice it in speech. Look at these sentences.

“Lètā i tū yeyī ni”. (Negative noticed).

“Ògá i wā ni”. (Negative not noticed) in speech.

But it must be written.

Exercise 38

You are to rewrite these sentences. Remember that you should always write the negative marker (ì) in a negative sentence even if you do not hear it in spoken Yala.

1. Àdāmédé tóóna ní.

2. Ɔgá gèē wā ní.

3. Ó ga ɔkpá.

4. Ɔmāgū ga ochubi ní.

5. Ihu bū la yerō ní.

Remember that Yala is always read as it is usually spoken.
Let us read this story.

Ɔngrɔɔ ɔhá p̄rīyī.

Ó réka Okō.

Ó i le ɔchɔche ni.

Ìchiche ɔhá lemiye i bī ɔ lehi ge ni.

Ó kū la ojōré la ɔgāla.

Ó ē ta wɔlɔlé ē tā gālā ojōré.

Ó gbaje ga wɔlé ɔhá má.

Okwiīyē ɔhá h̄ɔ abɔɔ la wɔlé ɔlāā pii.

Okwiīyē ɔlāā réka Ɔfana.

Ɔfana - ɔche ɔgbāngungu ne.

Ɔfana tá lā abɔɔ la iyéche lehéhā ē drēegba idīdū-idīdū.

È p̄iya ga ebe wáá hī ɔ.

Ojōré i h̄ɔ de ɔ ni.

Okō gbaje ga ebe nii Ɔfana h̄ɔ pii má, ɔ i jé ka ɔchɔche ɔlɔ
h̄ɔ abɔɔ ni.

Ó ye géē ngmá gbo ē klá Ɔfana.

Ɔfana ji yii hī ebe de ɔ.

Lesson 32 The Negative Marker / i / (Continued)

In the last lesson we saw how the negative can be noticed in a sentence at the middle of a sentence. “Ikrihi i j̄ej̄e me ni. Ɔwɔ i ch̄e oȳaré ni”. Here are some sentences where the negative marker is at the beginning of a sentence.

Spoken Yala	Written Yala
Àa mi ni.	Ì ami ni.
À rè ni, a kù ji.	Ì a rè ni, a kù ji.
Èɛbè ni.	Ì ɛbè ni.

All that you should know is that, every sentence that has / ni / at the end must be a negative sentence. Therefore, a negative sentence must have the negative marker / i /. It must always be shown in such sentences. The negative and the continuous marker / ē / can occur in a sentence together.

Orème i ē yē ni.

Āgājī i ch̄e ē yà ni.

Lètōkpà ka, anóló i ka obibi yī aje ni, aje òlò i ē bà anù la iyē ni.

Exercise 39

Rewrite these sentences correctly:

1. ùkpāā ni. _____
2. Àami ni. _____
3. Àaricha ka àni. _____
4. Ɔwɔ̀ gbwólā ni. _____

Exercise 40

Please practice writing this story correctly.

Ìhì yī Òfana bī mǎ àní?

Ìhì oláá - iiyī Òfana ní.

Òfana á hi yerō jé ní.

Ó gō iwù me jé ní.

Ójǎ kátá nīi ó ē yá mǎ - ejē kée ne.

Ó tū ongrōo ní.

Ó chí tū onyā ní.

Ógōgā bēbē - ojǎ yī nū àne.

Ógbla ami ochóo?

Éehlébi gbo ádá yī nū àní?

You should now read this story from Yala Primer 6.

Ìkréemiye gbo wáá jì la léyi òhá.

Ɔga i le ojòrè ni.

Ó i jé loko nìi ó gèè yà mà ni.

Ɔnyakù ɔnyā òhá le ojòrè kpèèji.

Ìkréemiye i gbo ga wólé yì nū ni.

Ɔga de ebe yì ɔnyā oláá pīyē mà, ó ē tótá yaha ē ganyō.

Ɔnyā oláá gè he ojòrè mà, ó i kō de ɔga ni.

Ɔga chí de eyì che ó wórà hō abò.

Ó ē de ē rē cháchá.

Lemiye i chí bī ɔga lehi ni.

Ó i jé loko nìi ó gèè yà mà ni.

Ìchiche òhá, ɔga ganyō.

Ɔnyā oláá he wonà re abò ē rē.

Abahi ohu yenyi mu ɔrō.

Ó ku wonà bī ye ga okóo mà,

ɔga kóo la wonà la abò yì nū.

Ó gwéenya la anù pīya.

UNIT 6 Yala Grammar (Part 3)

Lesson 33 The Hortative Marker / ā /

The hortative is a word that acts as a warning in speech. This marker must always be written as “ā” with a mid tone.

Look at these two sentences. The first sentence is a simple sentence while the second sentence is a hortative. Note that the hortative sentence must always end with the word “ni” as well as the negative sentence.

Negative sentence: Okoji i rá ākpō ni.

Hortative sentence: Okoji a ā rá ākpō ni.

Here are examples of hortative sentences.

A ā ka ge ni.

A ā gbɔwɔ lɛlā irē ni.

Imarēni, ā dē ge ni.

Apriija gamu, a ā ma Ɔwɔ má ni.

A ā cha la otù ni.

All of the examples above serve as warning. They are all hortative sentences.

Reading exercise:

Ādā, gbolehi. Gbolehi ɔ́nńú. Ādā, a hwɔhi gbɔ́ɔchī?
N hwɔhi ɔ́nńú. N wā gēē che wɔ ikpó, ka íchíná nī a gēē
de ihī yī u ē nyi de u má?

Libi yī wɔ wáá, chí yē amu ē nyi ihī mē mē.

Iyī wɔ má, a gēē hō gbō oló ɔ́nńá?

N ā pīya gaā gé nyi bēēnē ní?

A ā yá ni ligbó-ligbó.

A ka aóló ē nyi lēlánū, nī ihī i gbo ní.

A ā nyi ni ligbó-ligbó.

Ami bála awɔ gēē gānyō íche la onyōnyī.

N i gēē chabō hù wɔ óbū ní a ā nyī ní.

Iwú yī wɔ ólomá le bāa ɔbadabada má.

A ā gō ingóo ge ní.

Iwú ɔlebadabada, ihī yī nū i ē gbo yéyē ní.

Bí kpó ihī che la iwú ge. Okō, nyi ge nī n ā má.

A ā kū la yeno yī ɔ́nńē ní.

Kū pīya okwīihī tá yeno yī ɔ́nńē.

Ēē, ɔjā ongōngū, - ɔjā yī ɔlyélé ne.

A gé chēri, a de ē hētá la ɔme.

Nóbe yī úkwró.

Lesson 34 Elision and the Hortative Marker “ā”

Elision is the dropping away of some letters as we speak rapidly, for example:

N cha lotù. N cha la otù.

In the first sentence the elision has taken place making the “a” in “la” drop to “lotù”.

Remember that the way Yala is written is different from the way it is spoken. Let us now look closely at how elision works in a Hortative sentence. A Hortative sentence encourages someone to do something.

Spoken Yala

Ā kōka ni, n de rè mè.

Yá nīi má gε.

Written Yala.

A ā kōka ni, n de rè mè.

Yá nīi n má gε.

Exercises: 41

You are to write sentence with Hortative marker (ā) in these sentences.

1. A ku la útú gε ní.

2. A de ɔchi wólé ɔhálɔhá de ɔ ní.

3. A má ɔche la ɔpɔpu hehe tū ɔ ní.

4. A chē nīi ayi ehēhī gε tú blāa anù ní.

Reading exercise

Agbò, a ye gāa abá?

Ogbogbo wò i le gógó ni Ādā.

N ye gāa ebe yī ochi.

Ó ē yá ǝ kaná má?

Wónā piyémā, ò de jē u la iyē.

A i ē de abǝ ma ò ni?

Fiyel Ibiiyē yī nū chǝchē bāa olá má kóǝ.

Agbò ohū yá ǝ?

Ādā, ò ē hé bāa ǝkpákpá má.

Imi tū abǝ. Ikprīi de nū bāa okpiikpii bī aá.

Ó i má olá me ni. Wǝkǝ la otótú gēē ku ǝchī.

Ó ē chē nāa ojǝrē ē ré?

Ó i chē ré ǝjā ge ni ikikrǝ.

Wónā, má ǝ tāa ami ge/.

Agbò iwéwé ne.

Iwéwé? N yá kaná?

Abá nīi n gēē má emwǝ otá la eyī má?

Echa fijē má dǝda .

Agbò, a gēē yá oji la ejā elāa kūtū?

Bī ǝ pīya ga áhibútu ǝpǝpē.

Wónā, é ē nyiya la áhibútu ē me?

Agbò, úmaama nīi a gēē cha áne.

A ā de ǝjǝjā tá ǝ la eyī ni/.

A ā de ǝjǝjā ngmó ǝ la iyē ni.

Wónā, a ā kōka ge ni.

Iwèwé dwōbi tū aapē bāa ɔjāhá má.

Ó ē de ɔyi ē hukō. Ó ē de ɔyi du arō.

Ó ē de ɔyi yá otūyegō. Ó ē ngmó ayi yēmēmē.

A gé jóokū nī iwèwé wā la ɔyi má,

hlikpá bī ɔyi ga áhibútu.

N géē yá aapē yī u ehēhī kaná má Wónā?

A ā chē nī ayi ehēhī gé tú blāa anù ni.

A gé cha la ahibútu má, bī aapē ehēhī gé hé ɔgbátete ɔpōpē.

A ā de ɔchi wólé ɔhálɔhá de ó ni.

A gé ma ɔyi ɔpōpē má, bī ɔ pīya gé hé ɔgbátete yī iwèwé.

Lesson 35 The Expectation Marker “ée”

The best way to practice the use of the various markers is to actually read them. You will then be asked to find and identify them.

Please study these examples:

Èlè i gèè cha abābō ni. (Negative marker “i” is present)

Èlè gè èe cha abābō ni. (Expectation marker “ée”)

Look at these sentences for example.

Idāagù ka òlò èe yè amu ē hè owu wè.

Ògà ka òlò èe gèè wōwi wé.

In this example, the marker “ée” and the continuous marker “ē” both appear in the same sentence.

Example 1

Èlè i gè cha abābō ni. (negative marker “i”)

Èlè gè èe cha abābō ni. (expectation marker “ée”)

Example 2

Alà i gè pīya ē hēèbe òlāā ni. (negative marker “i”)

Alà èe pīya hēèbe òlāā ni. (expectation marker “ée”)

You should notice the slight difference in meaning between these sentences.

Let us end this lesson with this story.

Yeche pīyatá

Ɔgá bī Iyáji ga ebe yī Ɔchi.

Iyáji kù iyē gbáá. Otūyegō yá Iyáji gbáá.

Idáagù de Ɔchi yī otūyegō de Iyáji. Ɔchi i yá ingwa ni ligbó
-ligbó. Ɔchī Ɔmetá, iyē yī Iyáji de hwóbi dē lēchi-
lēchi. Iyáji kù la Ɔhóǎhé kóókù mé.

Ɔgá kù amu la legba la Ɔdǎdē tū Iyáji Ɔyi nù mé.

Ó ka anólo géē yá kaná má?

Alwóhé éle gé chùchùù! Éle gé de anù Ɔyi nāa ngmó ni.

Anólo ée ma Ɔyi nūmá má yeno. Ɔjā ũkpóhe nī Ɔwó ǎlo de
de anù má?

Lelā ǎlo i hǎ ni, ǎlo - Ɔwó ne.

Iyáji gbo amu é wù eyī hùù.

Ɔlɔchi ka Ɔgá ǎlo ée drēegba la wolé yī anù ni.

Ɔlo ée de liho yī echiyeka yī anù bīya ni.

Ɔgá ka Iyáji Ɔyi anù, ǎlo ée tū ikprīi abóó wé?

Idáagù ka ǎlo ée ye amu ē hóowu wé.

Ɔgá ka anólo géē bī ǎlo ē pīya wolé. Ɔlo ée yá anù ichi ni.

Ɔlo gé ye géē kù má, ǎlo gé kù ge.

Ɔgá de Iyáji nāa pīya ye gāa wolé béēnē.

Ó wā gé grāa Ínaku la Ɔpǎpū.

Ínaku nūmá - ichicha nē.

Ó ka Ɔgá ǎlo gé bī ǎlo pīya ga áhibútu pápá.

Ɔgá ka ǎlo ée géē wówi wé?

Ínaku ka ǎlo gé mamá óbū ji.

Ɔgá pīya la ɔyi ga áhibútu.
Aláhibútu krūkrurū de ɔchi de Iyáji.
Ɔchī etá, Iyáji de hé kwékwéré mé.
Iyáji ye amu ē kelā bāa ohwé má.
Ó ka ɔchi yī áhibútu ólo hwóhi áne.
Ɔchi wolé ólo i hwóhi ni.
Ɔgá - ádānū ka ólo ée ka ingóo ni.
Iyáji ka anólo géē ka ingóo ka.

Now that you have read the story,

1. Point out the Expectation Marker (number in the story)
 2. Point out the Negative Marker
 3. Point out the Continuous Marker
 4. Point out the Possessive Marker
- Note how many times each appears in the story?

Lesson 36 The Affirmation Marker (/) and the Exclamation Mark (!)

The Affirmation Marker “ / ” appears at the end of a Yala sentence and it is written just before a full stop “ . ”

The following examples should help us better understand the function or use of this marker.

N i jòókū ni. (a negative statement)

N i jòókū ni/. (negative sentence plus Affirmation Marker)

Wónā, mà ɔ̄ tāa ami gɛ. (a simple statement)

Wónā, mà ɔ̄ tāa ami gɛ/. (Affirmation Marker).

You should notice that the “Affirmation Marker” is written at the end of the sentences above.

Exercise 42.

You are to rewrite the following sentences with the affirmation marker (/).

1. Lɛlā yī Ɔgá ɔplabɔ̄ nɛ.
2. O i lɛ u wɔnyɛ ni.
3. Okróbiya de pīya ɔngrɔ̄ mɛ.
4. Iju ka ɔlɔ de yá anù otótù.

The Exclamation mark (!)

The Exclamation marker is used in English or Yala to indicate forceful speaking, or strong feeling.

Yala speakers or writers may want to have other people “feel” the strong feelings which they hold about a certain person or object. The exclamation point (!) at the end of a sentence will tell the reader how strongly the writer feels. Here are some Yala sentences which end with an exclamation mark.

Engù ka anòlò i ē rē igà ni o!

Ò ka òlò gè fiyē!

Ihù yī wàlè ka òlò gè ehè!

Exercise 43

You are to end the following sentences with an exclamation mark “!”. Rewrite these sentences.

1. Ó ka òlò lè wònyè chòò.
2. Upu i túbà gē ni o.
3. Ínàku ka òlò gè iwòò.
4. Yēche òlò gè choku lehù yī anù goo.
5. Ófana ka òlò gè éyē, ādā.

Reading practice.

Ó ka anóló kù éle okóòkù.

Ojòré yī echiyeka nīi éle de kpó àné?

Éle gé de de anù umaàma nēni anóló géē bī éle ē ga igbakòbò.

Okò bála Ɖfana ka ólò gé mléhá yī aá ji.

Lemiyé gbōò ólò chī tū aá tū àné.

Úgbada ka ólò gé enē la òkpá!

Anóló i chē ni.

Ōnyé nīi éle útu ē ka ojā oláā de ólò?

Anóló kù éle iyē oláā àné?

Okò bála Ɖfana ka ojòré mà aéle i géē de ē me ni/.

Úgbada ka echiyeka ólò géē kù éle/.

Okò bála Ɖfana ka aéle i tà ni.

Echiyeka ólò gé de aá ngmó.

Read the full story in the Yala primer.

UNIT 7 Yala parts of speech

Lesson 37 The Yala pronoun

The Yala person uses pronouns when he is being quite specific about the person or thing he is talking about.

The direct specific speech pronouns in Yala are:

Yala	English
ami	me/my
awɔ	you (singular)
anù	he/ she/ it
alɔ	we
alà	you (plural)
aà	they/ them

The following sentences in which these pronouns are used, will help you better understand how these are used in everyday speaking .

<u>Ami</u> gèē ga yerō ichē.	I will go to the farm today.
<u>Awɔ</u> gèē ye kpàa?	Will you go also?
<u>Anù</u> le òkū gbàà	He is very big.
<u>Alɔ</u> gèē ye ichichi	We will go tomorrow.
<u>Alà</u> gèē ye chichi?	Will you also go?
<u>Aà</u> gèē wā la ākpākpā.	They will come on Ākpākpā.

General subject pronouns

A Yala person may not want to focus or point out a specific subject in a sentence. In this case, he will simply choose to use the GENERAL set of subject pronouns, which are:

Yala	English
n	I
a	You (singular)
ò	He/ She/It
alɔ	We
alá	You (plural)
é	They

Here are examples of GENERAL pronouns used in everyday speech.

N jòòkū, Ādā.

A yá hwɔhi.

Ò ka kanà?

Alɔ cha la yerō.

Alá bŭ la abá?

È géē chōchā la Okuku.

Exercise 44

In the following sentences, you are to write GENERAL or specific beside the sentence in which the underlined pronoun appears, for example: Anù jyēēla gbàà (specific).

Write whether the underlined pronoun is General or Specific with the following sentences.

1. Ami gēē ye ànɛ. _____
2. Ō i ye mɛ ni. _____
3. A ka mɛ ni. _____
4. N yà ji. _____
5. Awɔ nɛ. _____
6. Alɔ cha la yerō. _____
7. Alà yēēlā wɔhòhù. _____
8. Anù i chē ni. _____
9. È yēēlā wɔhù. _____
10. Àà wàà chē. _____

Lesson 38 The Object Pronouns

The object pronouns follow the possessive particle (yī).
Please note the following examples:

The object pronouns that follow the verb are:

Yala	English
um or u	me
wɔ	you (singular)
Ó or ɔ̄	him/her/it
Alɔ	us
Alá	you (plural)
Wá or wā	them

Here are examples of the simple sentences in which object pronouns can be found.

Ó ka de u.

Ó hi um ɔtū.

Awɔ ye wā

Ēnēyi ka de ɔ̄ ge.

Wɔlé yi alɔ nē.

Alá bū la abá?

ɔgá má ɔ̄ la yerɔ̄.

Exercise 45

You are to underline only the object pronouns in the following sentences.

1. È de okpo de alo.
2. Alo hī alá erà.
3. Ó de yēhī de ó.
4. N gè ē ka de wɔ.
5. Alá wàà hi wà otū.
6. Āche epa hi um otū àne.

The object pronouns following the possessive particle / yī /.

/Wolè yī nū ne./

In this sentence the “nū” is the pronoun in the sentence which follow’s “yī”.

Here are the object pronouns

u	my /mine
wɔ	you/your (singular)
nū	his/her/its
alo	we/us/our
alá	you/your (plural).
wā	they/them/their

Some examples of these pronouns following the possessive particle (yī) are now given. The object pronouns are underlined in the sentences given below.

- Ādā yī u Okō , gbolēhi yī ōchī.
 Ogbogbo yī wɔ i le gógó ni, Ādā.
 Ibiyē yī nū chōchē ba òlá má kòò!
 Ibiyē yī alɔ gè le cháchá.
 Lelā yī alá de yá u yēmēmē.
 Íkòdò yī wā mōmu la ojōré.

Exercise 46

In this exercise, you are to underline the pronoun, which appears in the object position. i.e. Wónā, má ɔ tū ami gɛ/. In this example you can see the pronoun following the verb “tū”. The “ami” is in the object position. Remember that you are to underline these pronouns only.

1. Wɔkɔ yī nū de hīya anù mè.
2. Ɔcha nūmá òlò géē de aá ē klà mɛ/.
3. Í anù wù wòhɛ ē hī ojōré de alɔ àní?
4. N ye amu tāa awɔ.
5. Ɔbū nīi òlò chē tūlabɔ hī òlò de aá ànɛ.
6. Ɔ ka la okóo yī ɔcha yī wā tāa aá.

Reading exercises.

IFÈRO TÀ AHU TĀA ƆWO.

Imosīisi pīya dikpòbà Ɔwo bēēnē. Igbáa anóló hihiyó, ólo i chē ni. Kaná nīi Ɔwo ólo chōóchē yà ingóó má?

Ólo chōóchē tú ayi yī ólo tū ga ichi ɔdwɔbi ɔdwɔnyɛ?

Abō nīi anóló gaā dikpòbà Ifèro gé kelā oláā má, lelā ólo tóotu hwóbidē.

Ɔwo de Imósisi ka ólo gé hō kpóó.

Ólo géē má loko nīi anóló géē yà nīi Ifèro ólo géē chē túlabō hī éle má.

Ɔwo ka legba bála ūkpótū otáanyī yī Alisēreli abòó la Ijiipu, anóló pò mē.

Anóló géē hé éle ē tá ē hī lefiye oláā. Imosiisi gaā gé ka ingóó de Alisereēli,

otōwú i che nīi é plēēla yī Imosiisi ge ni.

Lesson 39 The Reported Speech Pronouns

Reported speech pronoun

The reported speech pronouns are similar to the English quotation in their function. The pronouns are NOT exactly the same but hopefully you can see some of the comparison which is intended to help you learn to read Yala quickly. The following illustration may be helpful for better understanding of what is being said here.

È ka amòlo i jè ipū ni.

A ka aòlo i wā ni.

Many times a quotation in Yala is preceded by the word “hīka”, for example:

Ó ka hīka, “Awò ejū nūmá, òchòche i gè ē de okóo
ē tū ikpō yī wò gèē gbó ē ge ni.”

È che ó ikpò hīka, “òche gè tá ònyā yī nū
má - liho nē?”

Now let us look at the reported speech pronouns. Notice that direct quotation marks are never used. The subject — Reported speech pronoun is underlined.

1. È ka amòlo i jè ipū ni.
2. Ó ka aòlo - òche òdwòbi nē.
3. Ólo gè ka de anù gē.
4. È ka aéle gè ye wā.
5. Alá ólo - áche ongmó áche nē.
6. Èle gèē de ihī onípípē bu rè óbū.

Please read this story below.

Iju i ɔjā ɔdwɔ̄bi ni.

Ó i gè de abɔ gwɔ ojɔrè ni, a ē rè?

Ādā, Iju - ɔjā ɔdwɔ̄bi nɛ.

Ó ē yá kana?

Awo nī ée ma má iniīnē má, awo géē ngū u lelā áne?

Omódmá má a má Iju jè.

A i gbeyichii ni ji, Ādā.

Pò gɛ kóò, Ādā.

Iju ē de abɔ gwɔ ɔjāmɔjā cháchá.

Olāā - ochichi nɛ.

Iga, lipi, ojɔrè bála ɔjā chēhī kpáa.

Ode, oná hɔ má nī n yēē rē ojɔrē kūtū.

Olāā - ingóo ochichi nɛ, Ādā.

Iju gè wā la ojɔrè má, ó ē ngū abɔ fiyè-fiyè-fiyè. Yenyi yī

igá olāā, ó ē de gba ē tū la ojɔrè de ɔche.

Appendix A: Answers to Exercises:

Exercise 1

Page 9

1. ata, 2. abā, 3. yaribacha, 4. agba.

Exercise 2

Page 10

1. ebe, 2. ābādā, 3. oche, 4. ukpo ochi,
5. yechē, 6. agbāna, 7. lemiye, 8. abā.

Exercise 3

Page 11

1. oko, 2. wogo, 3. yeno, 4. wogō.

Exercise 4

Page 12

1. rihī, 2. ihī, 3. ibi, 4. ichichi.

Exercise 5

Page 13

1. oblibli, 2. abahi, 3. lipù, 4. wogō, 5. ibi,
6. inyi, 7. onyākù, 8. okò, 9. ochī, 10. Owò.

Exercise 6

Page 14

1. ababal, 2. abahi, 3. lipù, 4. achò olà, 5. ebā,
6. inyi, 7. onyakù, 8. okò, 9. olà, 10. ihī.

Exercise 7

Page 16

1. obi, 2. oko, 3. ogbogbo, 4. oblibli, 5. worō 6. wonā, 7. okpòkpò,
8. okū, 9. ógra, 10. obi, 11. Owò, 12. óché.

Exercise 8

Page 18

1. egedebiya, 2. yenyī, 3. ebé, 4. okpéhé, 5. edu, 6. lēchi,
7. aje, 8. ējē, 9. yébū, 10. yewū.

Exercise 9

Page 20

1. eyī / ikprīyī, 2. oku, 3. yekū, 4. olībobo, 5. obijó,
6. uba, 7. ichē, 8. ichi, 9. ocha, 10. lewū, 11. óché, 12. arù,
13. anyī, 14. ohuduū, 15. akamu.

Exercise 10**Page 22**

1. og**bo**gbo, 2. obagu, 3. ligbo, 4. legba, 5. obà, 6. gberiyà,
7. wogbo, 8. gógó, 9. ogbòtù, 10. gebelà.

Exercise 11**Page 23**

1. Ongwēgā, 2. engù, 3. wōngū, 4. lengū.

Exercise 12**Page 25**

1. legbà, 2. ɔɔkpá, 3. arù, 4. iklihu, 5. arāapa.

Exercise 13**Page 26**

1. ihiyátà, 2. ohā, 3. lehiye, 4. ohle, 5. ɔgáhà, 6. wohā.

Exercise 14**Page 27**

1. angmō, 2. ngū, 3. ngmà, 4. ngrà, 5. ngmò, 6. gbla,
7. angmārangmā, 8. mōchīmōchī.

Exercise 15**Page 28**

1. inyērō, 2. inyi, 3. onyākù, 4. onyīyērō, 5. onya, 6. onyā,
7. otù, 8. oma, 9. oya, 10. inyi, 11. nyi.

Exercise 16 a**Page 32**

1. ùcha, 2. wonà, 3. legbā, 4. lebà, 5. wōnā.

Exercise 16 b

1. otù, 2. onyā, 3. arù, 4. ohū, 5. yēhī, 6. yenyi, 7. olibobo,
8. agba.

Exercise 17A**Page 35**

1. . ágwā, 2. atē, 3. ábō, 4. lechō, 5. legō, 6. onyā, 7. anyī,
8. ógo, 9. ádā, 10. amē, 11. wógā, 12. ácha, 13. lēba, 14. lehù,

Exercise 17b

1. ágwā, 3. ábō, 9. ádā, 14. wógā.

Exercise 18**Page 36-37**

yēhī, 2. òbe, 3. lēchō, 4. iku, 5. até, 6. yewu, 7. ohū, 8.
yēkpē, 9. amē, 10. yáchī, 11. yélé, 12. ùchā,

1. Exercise 19**Page 39**

orō, 2. ābādā, 3. opu, 4. òkù, 5. òchī, 6. oyi, 7. wólè, 8. òchā,
9. ògbò, 10. lēgō, 11. yēhī, 12. wəgə.

1. Exercise 20**Page 42**

1. okóoba, 2. hēbē, 3. chowe, 4. apriija, 5. chrēmiye, 6. iriidu,
7. biya, 8. okwihi, 9. itóodo, 10. okóo Igede.

Exercise 21**Page 43**

1. chá, 2. jē, 3. wā, 4. gō 5. bu, 6. ma, 7. là.

Exercise 22 (a)**Page 44-45**

1. otù, 2. onōbi, 3. útú.

Exercise 22 (b)

1. legbà, 2. okóoba, 3. apriija, 4. iriidu, 5. okwihi,
6. itóodo, 7. okù, 8. ohū, 9. lehù, 10. létā, 11. yēgwā,
12. lebà, 13. onyā, 14. ihò.

Exercise 23**Page 47**

1. unù, 2. ògbò, 3. yélé, 4. gògò.

Exercise 24**Page 48**

1. údō, 2. ūkū, 3. orōkpō, 4. ipū, 5. inyērō, 6. éwá.

Exercise 25**Page 49**

1. áchi, 2. apùplé 3. òkpòkòlò, 4. lebā, 5. ākārīkà 6. wōngū,
7. óhi, 8. lelā, 9. onē.

Exercise 26**Page 50**

1. orī,
2. ābādā,
3. ihu,
4. imāko,
5. yakpa,
6. ihi,
7. ihī,
8. ohi,
9. ihi,
10. ɔnē.

Exercise 27.**Page 53**

1. ucha,
2. ākpākā,
3. Akpakpa,
4. àchè,
5. lihī,
6. àchi,
7. irògo.

Exercise 28**Page 55**

1. ɔyóó,
2. yeē,
3. yōō,
4. igbiiji,
5. oyiije,
6. ayiiju,
7. oótū,
8. lwaá.

1. Exercise 29**Page 58**

1. Okō de okù ku okū la lèhù.
2. Agbò yeye yéyè.
3. Anyā àche ene bī ayá la okwiihi.
4. Yeē wibi ku ga oè.

Exercise 30**Page 61**

1. igbiihu,
2. ikriihu,
3. obrihu,
4. arāapa,
5. okwiihi,
6. irèehi,
7. yerō,
8. ichèehi.

Exercise 31**Page 66**

1. Wónā gālá yanō la ɔnē.
2. Ābōyi bū la yabū.
3. Íkodo yī nū mōmu la ojōrè.
4. Ó cha la ógo wā la wólé la ɔnē.
5. Ó ye la ogbló la abō bèēnē.

Exercise 32**Page 69**

1. Ɔfana - ɔlwɔdu ne.
2. Ajima - ɔɔné yī Oté ne.
3. Ɔmári ɔya yī Otūji - ɔnyāku gbàà ne.
4. Ɔlwɔhú - ɔlyerɔ ne.

Exercise 33**Page 69**

1. Aléwá ga yerɔ yī Ádɔgā.
2. Aléwá yī ɔgɔ - áché yī Ádɔgā ne.
3. Ádāyi - ɔléwá ɔgɔ ne.
4. Ádɔgā bī ebé bū la áchi wā la wɔlé.

Exercise 34**Page 71**

1. Ó bī ihī gá áchi.
2. Abā yī Ābɔyi wá ebé.
3. Ádāyi ga yerɔ chichi.
4. Ajima wú ɔnyā.

Exercise 35**Page 73****Inyakā Bála ɔnyā yī nū**

Inyakā ɔhiyērɔ gbàà ne.

Éru ɔnyā yī Inyakā ne.

È hɔ la ebe Ūnyi.

Inyakā bī olá la inyaka yī arī.

Inyakā de olá wɔwā bī la abɔ nyáá.

Inyakā wú ɔnya la áchi bī ga yerɔ.

Inyīnya re la yerɔ yī Inyakā.

Ɔnyā yī Inyakā chē inyīnya la yerɔ.

Exercise 36**Page 75**

1. Lèche ē lā lékékó.
2. Anù ē hō lékékó.
3. yebóo yē ē yála iyē yéyè.
4. Aá āche epepa ē tà yaha yī onyā ūkpóhe.

Exercise 37**Page 76**

1. Ó ē he orō le wonye kpééji.
2. ūnōowu ē hwō Okō gbáá.
3. Àngmóji ē gwō angmō gbáá.
4. Lèche ē nū, upūū nū.
5. Omári ē tóhi yī ugū.

Exercise 38**Page 78**

1. Adāmédé i tóna ni.
2. Ógá i gèē wā ni.
3. Ó i ga ókpa ni.
4. Omāgū i ga ochubi ni.
5. ihu i bū la yerō ni.

Exercise 39**Page 80**

1. i ūkpāā ni.
2. i ami ni.
3. i Aricha ka ani.
4. Ówó i gbwolā ni.

Exercise 40**Page 81**

i ihī yī Ɖfana bī má àni?

ihī oláā-i iyī Ɖfana ni.

Ɖfana i hī yerō jè ni.

Ó i gō iwù me jè ni.

Ɖjā kátá nī ó ē yá má-ejē.

Ó i tū ongrōo ni.

Ó i chí tū onyā ni.

Ɖgōgā bebé ē oja yī nū àne.

Ɖgbla ami chōo.

È ehlébi gbo ádá yī nū àni ?

Exercise 41**Page 85**

1. Ā i ku la útu ge ni.

2. Ā i de ochi wolé ohálohá de ō ni.

3. Ā i má ōche la ɔpɔpu hehe tū ō ni.

4. Ā i chē nī ayi ehēhī gé tū blāa anū ni.

Exercise 42**Page 91**

1. Lelā yī Ɖgá ɔplabō ne/.

2. O i le u wonye ni/.

3. Okróbiya de píya ongrōo mé/.

4. Iju ka ólo de yá anū otótú/.

Exercise 43**Page 92**

1. Ó ka ólo le wonye chōo!

2. Upu i túbá ge ni o!

3. Ináku ka ólo gé iwóo!

4. Yeche ólo gé choku lehú yī anū goo!

5. Ɖfana ka ólo gé éyē, ādá!

Exercise 44**Page 96**

Specific, 2. General, 3. General, 4. General,
5. Specific, 6. General, 7. General, 8. Specific,
9. General, 10. Specific.

Exercise 45**Page 98**

1. alɔ, 2. alà, 3. à, 4. wɔ, 5. wà, 6. um.

Exercise 46**Page 99**

1. anù, 2. aa, 3. anù, 4. awɔ, 5. aa, 6. aa.

