

MÀ'LÈ KAWI NI TÒŋƏ NSƏ NI TƆ

WEH READING AND WRITING BOOK

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PREFACE

This Weh reading and writing book is prepared for speakers of Weh in the Menchum Division of the Northwest Region of Cameroon. The main goal is to help Weh speakers who already read and write English to also learn to read and write their language.

The book is produced under the Cameroon Association For Bible Translation and Literacy (CABTAL) project as part of its program to develop the Weh language (Ghɔɔmə I Kəwi). CABTAL, The Weh Language Development Association (WELADA), the Cultural and Development Association (WECUDA) and the fon of Weh desire to see all Weh people know how to read and write their own language.

To improve the quality of this revised edition of the Weh reading and writing book, suggestions from learners will be highly appreciated by the Weh Language Development Association (WELADA).

My sincere thanks go to God for the knowledge, the strength and the good health he gave to the team to make this achievement. We cannot go ahead without expression our appreciation to Phil Davison, who embarked on working on the language in its virgin state and pointed out several aspects of the language that gave us a better understanding of it, and to Mr Asei Ferdinand who took much of his time to act as informant to Phil Davison and later on to Mr Julius A. EYOH. We hail the efforts of the local team members for their collaboration during the long period of Julius' literacy classes with them in Weh village. Besides I will call on all Weh churches, religious leaders, adult schools, formal schools, all the teachers and every other person in the community to acquire this knowledge with enthusiasm. We all have a duty to preserve and promote the Weh cultural heritage, our cultural heritage. To God be the glory.

H.R.H Bama Nazarius Kpu
Fon of Weh

SOME GUIDELINES

These are guidelines on how to use this book in order to facilitate the learning process.

The Weh reading and writing book is made up of 20 different lessons suitable for classroom learning and for private studies. Since these lessons are organised with some chronologically, the learner is advised to begin with the introduction, lesson 1, 2, 3, etc. and move on in that chronological order right to the last lesson, which is a revision lesson. Also try to faithfully respect the instructions given for each practice exercise. Learners should preferably write the answers to the practice exercises in a separate exercise book so as to preserve the reading and writing book for other users. All answers to the practice exercises are found in the answer key at the back of the book after the last lesson. Make sure you verify your answers after every lesson that you treat.

Learners are encouraged to read aloud and listen to the words in the practice exercises focusing their attention on the pronunciation of each letter taught. This will greatly enhance the learning process.

The meanings of some words are generalized, not covering the full range of meanings the words may have. So this book may not serve as a dictionary. Some day there would-be a provisional Weh-English English-Weh dictionary which will give more specific meanings to such words.

Julius A. EYOH

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Weh alphabet chart

LESSON1 THE WEH ALPHABET

It should be noted that Weh is a language like any other language that we have been reading and writing before. It therefore has an alphabet and writing and reading principles (orthography) like English and French. See the Weh alphabet below.

The Weh alphabet has a total of 29 letters with 22 consonants and 7 vowels with an alphabetical order as follows (Both capital and small letters):

Aa, Bb, Chch, Dd, Ee, Əə, Ff, Gg, Ghgh, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Ŋŋ, Oo, Ɔɔ, Pp, Rr, Ss, Tt, Uu, Vv, Ww, Yy, Zz, '.

Exercise 1A:

Look at some corresponding words to each letter of the alphabet.

<u>Letter</u>	<u>Word</u>	<u>Gloss</u>
Aa	aka	“egusi”
Bb	bày	“father”
Chch	uchəd	“problem”
Dd	idən	“old age”
Əə	kəbəghə	Tiger
Ee	iwey	“nose”
Ff	fəb	“co-wife”
Gg	gòw	“shoe”
Ghgh	fəghâm	“mat”
Hh	hayi	“no”
'	uka'	“mountain”
Ii	ibi	“locust”
Jj	jli	“road”
Kk	kab	“armpit”
Ll	logo	“cassava”
Mm	mò'	“one”
Nn	nàŋ	“tarantula”
Ŋŋ	ŋa'lə	“pinch”
Oo	kəghow	“shell (of groundnut)”
Ɔɔ	bòŋ	“find and pick”
Pp	Pita	“Peter”
Rr	kəgriba	“paw paw”
Ss	sə'	“bottle”
Tt	təghə	“three”
Uu	ukuu	“tail”
Vv	uvəd	“gun”

Ww	waa	“child”
Yy	kəbey	thigh
Zz	izû	“quarrel”

Exercise 1B

Write out all the letters of the alphabet and give examples.

Exercise 1C

Read out what you have written to the class or to a friend.

LESSON 2 FAMILIAR CONSONANTS

Familiar consonants are sounds that are pronounced in Weh exactly as in the English language. There are 18 familiar consonants in Weh as in the list below;

b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z.

Exercise 2A

Read the following words aloud, paying much attention to the consonants indicated. The English equivalence will help you to know the meanings of the words.

b	ibàm	“behind”	h	hayi	“no”	
	bày	“father”	j	ji	“goat”	
	kab	“armpit”		ji	“give birth”	
				ujim	“dream”	
k	ukây	“bed”	d	dàb	“long”	kam “thousand”
	dòw	“big”		ikaakaa	“grasshopper”	
	dî	“show”	l	lu	“full”	
f	fù	“hoe”		logo	“cassava”	
	fa	“here”		ila	“poverty”	
	ifow	“axe”	m	mu	“owner”	g logo “cassava”
		mbam “spitting cobra”				
	gòw	“shoe”		umwêy	“neck”	
	gòw	“crust”				

Exercise 2B

Select from among the following Weh words and fill the gaps below. Also fill the English missing words. Then read aloud: isum, isam, ukay, utey, fey, zèy, iwad.

n	này	“.....”	v	uvu’i	“.....”
	num	“.....”		uvûŋ	“.....”
			w	iwiwi	“.....”
r	kəgriba	“.....”		wù	“.....”
s	sày	“.....”			“cliff”

		“seed”	y		“charcoal”
		“farms”			“there”
			z	zu	“snake”
t	itam	“.....”			“begin”
		“medicine”		zaa	“.....”
	uti	“.....”			

Exercise 2C

Fill in the blank spaces with any of the consonants we have just seen, so that the words will make sense in the mother tongue and correspond to the English meaning.

- | | |
|---------------------|--------------------------|
| 1) __à y “father” | 9) __è y “begin” |
| 2) __a y i “no” | 10) __i “show” |
| 3) u __i “boundary” | 11) ka __ “armpit” |
| 4) __ò w “shoe” | 12) __i “goat” |
| 5) __à y “choose” | 13) u __à y “bed” |
| 6) __u “snake” | 14) i __i __i “mosquito” |
| 7) __u m “husband” | 15) __à y “mother” |
| 8) i __a “poverty” | 16) ika __ “charcoal” |

Exercise 2D

Select words from the list of Weh words below and match them with the following English words.

- | | |
|-------------------|----------------|
| 1) axe | 10) give birth |
| 2) farm | 11) here |
| 3) spitting cobra | 12) neck |
| 4) medicine | 13) full |
| 5) witches | 14) person |
| 6) big | 15) thousand |
| 7) cliff | 16) behind |
| 8) begin | 17) cassava |
| 9) groundnut farm | 18) paw paw |

mbam, dòw, umwêy, kam, kəgrìba, utey, ibàm, ifow, ji, isum, iwad, uvu’i, fa, uvùŋ, wù, logo, lu, zèy.

LESSON 3

FAMILIAR VOWELS : a, e, i, o, u

Just as noticed with the consonants, there are vowels sounds which exist in Weh that are pronounced exactly as in some English words. These vowels include:

A a, E e, I i, O o and U u.

Exercise 3A

Read the following taking note of the way the vowels are pronounced in the English words:

A a	E e	I i
bày “father”	wey “wife,”	chi “open”
nân “tarantula”	utey “medicine”	jì “goat”
kam “thousand”	fey “there”	mmbi’lə “larva (beetle)”
Ilay “laziness”	iwey “nose”	iwiwi “mosquito”
Isay “grave”	ukpey “boundary”	fənyi “knife”
O o	U u	
logo “cassava”	ibu’ “bundle”	
bō’ “break”	fù “hoe”	
ulo’ “gums”	usum “farm”	
Bow “to bark”	uko’ “ladder”	
Sow “horn cup”	fuŋ “buffalo”	

Exercise 3B

Fill the blank spaces with any of the vowels we have seen in exercise 3a above so that the words will make sense in mother tongue and correspond to their English counterparts.

- | | | | |
|------------|----------------|--------------|-------------|
| 1. ut__y | “medicine” | 12. kən__ŋ | “cocoyam” |
| 2. ik__ | “egusi” | 13. ng__y | “giraffe” |
| 3. b__w | “bark” | 14. t__w | “difficult” |
| 4. it__y | “peg” | 15. __mw...y | “neck” |
| 5. uw__ | “body” | 16. un__ŋ | “limestone” |
| 6. __fey | “there” | 17. sh__ | “go out” |
| 7. b__y | “father” | 18. iw__d | “valley” |
| 8. d__y | “cry” | 19. iw_w__ | “mosquito” |
| 9. b__’ | “break” | 20. t__m | “news” |
| 10. kəd__ŋ | “dumping site” | 21. kəb__ŋ | “palm nut” |
| 11. g__w | “shoe” | 22. f__ | “hoe” |

Exercise 3C

Draw linking lines to match the following Weh words with their English equivalence. Use a ruler.

nkum	masquerades	fənyi	knife
kəlum	onion	wifes	aghe

logo
LESSON 4

cassava

kəzənɲə

sugarcane

UNFAMILIAR VOWELS

The Letter Ɔ ɔ and the letter Ɔɔ

Among the vowel letters of the Weh alphabet is the letter /ɔ/ and the letter /ɔ/. These two letters are considered unfamiliar vowels because they are not found in the normal 26 letters of the English alphabet. In this lesson, we are going to treat each of them at a time.

Section 1; The letter Ɔɔ

Exercise A

Read the words aloud paying keen attention to the ɔ sound.

Ɔ

- | | |
|----------|--------------|
| 1) sɔ | “play” |
| 2) isɔ | “eye” |
| 3) iwɔn | “price” |
| 4) ibɔb | “bad” |
| 5) kɔfɔɔ | “dove” |
| 6) fɔ | “blaze/burn” |
| 7) kɔb | “store (up)” |
| 8) nɔb | “poison.” |

isɔ

Exercise B

Since this is an unfamiliar letter, it will be good for us to learn how to write it. Write the letter down in your exercise books several times.

Exercise C

Write down the following English words in Weh.

- | | |
|------------------|------------------|
| 1) heart _____ | 7) cricket _____ |
| 2) jigger _____ | 8) fish _____ |
| 3) stomach _____ | 9) bird _____ |
| 4) leprosy _____ | 10) ball _____ |
| 5) house _____ | 11) bag _____ |
| 6) soup _____ | 12) dress _____ |

Exercise D

Let us sing.

Ghəə a Kəzə

Bəəmə ney kə' ghəə a Kəzə ghən,
dii kaabə ndow tə mbi idzəm.
Nə tə ndaw ma, nə isum ma,
a lo' kə n bikiwən dii ndow.
Ghəjətsu nə mbi idzəm idzəm,
Nə i keeli ndow Yeso.
Bəəmə ney kə' ghəə a Kəzə ghən,
Dii kaabə ndow tə mbi idzəm.

Note

1. The short /e/ is always followed by /y/.
2. The long /ee/ is pronounced /ε/.
3. The short /o/ occurs most frequently after /'/.
4. Most vowels at the end of the word have the tendency to be long.

Exercise A;

Write out the following sentences in Weh;

1. Sei is saddling a child.
2. The goat has fallen into the valley.
3. Where are you going to?
4. How many wives does your father have?
5. Fan him.
6. Write your will.
7. My mother put to birth yesterday.
8. Leave the road!
9. Dig three holes here.
10. Buy me two matches.
11. Climb to the hill.
12. Clean the compound.
13. Tie the belt on your waist.
14. Sit on the chair.

LESSON 6

TONES

When writing Weh language, there are signs marked on some of the words just like in French language. These signs are called tones. Tones mark the differences that exist in words that are spelled the same.

There are three different tones that are used in Weh language; The high tone (á), the low tone (à) and the falling tone(â).

The high tone (á)

You get a high tone when the pitch of your voice goes up in a syllable or as you move from one syllable to the other. You can see this in the following examples;

Fə	“friend”	ibi	“locust”
Taw	“difficult”	kəfow	“rat”
Kəkaŋ	“dish”	kətey	“chopping board”

The high tones are not marked in Weh as you can see from the words above. The words are simply written without the tone.

The low tone (à)

When you pronounce a word such that your voice pitch is very low, you realize a low tone (à) as in the words below;

Bày	“father”	bàybày	“father’s father”	
Fù	“hoe”	zəələ	“slow”	
Mbàa	“fence”	kùm	“end”	
Njì	“sheep”	bàynày	“mother’s father”	naỳbày “father’s
mother”	nàynày	“mother’s mother”		

Any syllable that has the low tone must be marked with the tone as it is marked in the words above.

The falling tone (â).

The falling tone is a combination of the high and the low tone (â). This means that when you pronounce a syllable with a falling tone, the pitch of your voice rises and falls as in the following examples of words;

fəsâ	“piece”	isây	“grave”
ukây	“bed”	kələy	“date palm”

Exercise A;

Write five words for each of the three different tones in your exercise books.

Exercise B;

From the list of words provided below, write the meaning of the word in Weh language putting in the right tone where necessary.

1. Dry season
2. husband
3. beat(play drum)
4. pierce

5. masquerade

6. cutlass

Mwa'kazə

LESSON 7 THE UNFAMILIAR CONSONANT

In this lesson, we are going to learn about four consonant of the Weh alphabet that are not found in the English alphabet. They are the sounds /ch/, /gh/, /ŋ/, and /ʔ/. /Ch/ and /Gh/ are called diagraphs because they are sounds represented by two characters. /Ch/ in Weh is pronounced exactly as in some English words, e.g. church, chair, etc. The sound /gh/ is particular to the Weh language. It does not exist in English.

Exercise 7A

Read the following words paying attention to the sounds /ch/ and /gh/.

/Ch/	/Gh/
chim “sneeze”	fəgham “mat”
chi “open”	kəbəghə “tiger”
nchəŋji “groundnut”	ghaŋə “creep”
uchəd “trouble”	kəghii “grass”
nchəchəd “a type of itchy grass”	ighow “rain”

The letter /ŋ/

Then letter /ŋ/ is not written in the English alphabet. However, the sound exist in English. It is written as /ng/, as in “sing”. In Weh language, it can occur at the beginning, in the middle and at the end of a word.

Read the words below and pay attention to the letter /ŋ/.

kətuŋə “ear”	tsəŋ “steal”
ŋa’ “pinch”	ni nyəŋ “to suck”

mbəŋəɔlə' "cow"
ni təŋə "to read"

kəvun "witchcraft"
dzəŋ "hunger"

Exercise 7B

Write the letter /ŋ/ several times in your note books in order to familiarize yourself with it.

The sound /'/'

This sound is called the glottal stop. It looks like a raised comma or an apostrophe. It is called a glottal stop because in order to realise it in speech you have to stop air flow around your glottis. When you pronounce the word /zaa/ "vomit" or /kàa/ "castrate", there is a free flow of air at the end of the word. But when you pronounce /za'/ "to hit" and /ka'/ "begin" you block air flow at the end of the word.

Read aloud the following words

Do'o "to sit"	kəsa'i "a comb"
kəmbu'u "kite"	mwa'kaazə "butterfly"
fəba'a "a string"	nka' "firewood"
ntso' "salt"	idu'lə "happiness"
kənyo' "smoke"	kəzo' "mushroom"

Exercise 7C

Practice writing the letter /'/' several times in your note books in order to master it.

Lets sing a short song

Kəŋ mban

Mban zən lo' nə alo' igəŋə lo!

jii idəŋ lo' nə i niinu.

Kəŋ mban, wə i nyəllə.

LESSON 8

CONSONANT CLUSTERS

A consonant cluster is two or more consonants that occur together in a word. In the Weh language, we mainly have two consonants coming together as a cluster. Consonant clusters are very common in the Weh language. In this lesson, we will begin with the ts and the dz and continue with the others in subsequent lessons.

The clusters ts and dz;

Our main focus in this lesson, is to master the sound clusters /ts/ and /dz/ since they are not used in the English alphabet, as such.

We have often used them wrongly when writing our common names in the English. Where we are supposed to use the cluster /ts/, we often write but /ch/. E.g. Instead of writing Tsəghə, we write but Chəghə, and where we suppose to write /dz/, we have often written /j/, eg instead of Dzəm, we have

often written Jəm all as names. We shall in this lesson master the use of the cluster sounds in Weh.

Exercise 8A

Below are two groups of words illustrating the use of these clusters in Weh. Read them aloud carefully and master the difference.

Ts

Tsam “war”
Tsətsəghə “straight”
Tsow “contribution”
Tsum “bunch”
Fətsam “drum”
Utsam “toads”
Tso’ “quarter head”

dz

dzəm “back”
dzəŋ “hunger”
dzəŋ “cricket”
dzəb “good”
dzùu “river”
təndzo’ “seeds”
dzaw “share”

Exercise 8B

Use two words from each of the clusters above and construct two short sentences in Weh in your exercise books. Eg.

Ts– tsam lo’ Aghəm “there is war in Wum”

Dz– dzəm zhəllə mə “my back is itching me”

1.
2.

Exercise 8C

Fill-in the gaps with either ts, ch, dz, or j.

- | | |
|--------------------|-----------------------------|
| 1) —ùu “river | 11) u—ow “grasshoppers” |
| 2) —um “bunch” | 12) u—o’ “donkeys” |
| 3) —i “goat” | 13) tə—uu “rivers” |
| 4) —i “open” | 14) tə—um “bunches” |
| 5) u—im “dream” | 15) kə—əŋə “grinding stone” |
| 6) u—əd “problem” | 16) kə—ə—əə “fly” |
| 7) u—ə “dirt” | 17) fə—im “ wall gecko” |
| 8) — ə “sun light” | 18) fə—ŋji “groundnut” |
| 9) kə—a’ “mud” | 19) nn—im “bats” |
| 10) u—o’ “jaws” | 20) nn—î “urine” |

Exercise 8D

Write the following sentences in Weh.

1. There is a fly on the grinding stone.
2. My jaw has mud.
3. A bat is pouring out urine.
4. The gecko had a dream.
5. War music brings hunger.

LESSON 9

THE SOUND CLUSTER /Gb gb/ AND /Kp kp/

The sound cluster /gb/ and /kp/ are some of the sound clusters that are found only in Weh. They are not found in English. We can easily know from the examples below, how to pronounce them and when to use them in Weh words. For example; Read the following words aloud.

gb
kəgbòò “match”
kəmgbarj “peper”
təngbi “thorns”

kp
ukpu “hukklebery”
mkpəd “pimple”
kpey “homonymes”

NB.

The sound cluster /gb/ is not very comond in the language. Meanwhile the sound cluster /kp/ is found in many words.

EXERCISE 9A

Read the following aloud, paying more attention to the cluster sound /gb/ so as to master it and deferenciate it from other cluster sounds.

ni gbòò “to cut”
təngbi “thorns”
kəmgbarj “peper”

Continue raeding the words paying more attention to the cluster sound /kp/ so as to also master it and deferenciate it from other cluster sounds.

ukpey “boudary”
kpu “to die”
kpillə “to meet”

EXERCISE 9B

Give 3 examples of words with the cluster /gb/, and 3 examples of words with the cluster /kp/ in your exercise books.

EXERCISE 9C

Fill the gaps with the correct cluster sound in order to complete the words.

- a) i__i “arms”
- b) Kə__òò “match”
- c) Ghə__ey “homonyms”
- d) Təm__i “thorns”
- e) Kə__àla “prostitute”

EXERCISE 9D

Write down the folowing words in Weh.

- 1) _____ “match”
- 2) _____ “to dig”
- 3) _____ “to insult”
- 4) _____ “to die”
- 5) _____ “peper”
- 6) _____ “tapping hoe”
- 7) _____ “pimples”

EXERCISE 9E

Translate the following sentences into Weh.

- 1) The woodpecker is talking at the boundary.
- 2) The farm owner is insulting the woodpecker.
- 3) How can you be digging groundnuts and insulting the shells?
- 4) This girl is a prostitute.
- 5) To eat too much pepper is not good.

EXERCISE 9F

Read the sentences you have translated in Exercise 9E into Weh so that your neighbour will listen and appreciate.

LESSON 10

THE SOUND CLUSTERS /Sh/ & /Zh/

The clusters /Sh/ & /Zh/ are another cluster of sounds which we really need to know how to use them properly. The cluster /Sh/ is pronounced exactly as in English words e.g. Shoe, Shop, Short & Shoot. On the other hand, there is no English word that the cluster /Zh/ is used or pronounced in. It is used only in Weh as in; Təzhəm, Izhəm, kəzhi, Izhələ, etc.

EXERCISE (A): Read aloud and compare the following WEH words paying attention to the way the /Sh/ and /Zh/ sounds are used in different contexts.

/Sh/

Shi “go out”
Shiələ “remove”
Təshələ “fibers”
Shəd “near”

/Zh/

Izhəm “a song”
Izhələ “shelter”
Uzhi “weeds”
Təzhəm “songs”

EXERCISE (B)

Fill in the blank spaces with either /Sh/ or /Zh/

- 1) Fə__ə__ə “Maggi”
- 2) Tə__əm “Songs”
- 3) __iələ “Remove”
- 4) Kə__i “Weeds”
- 5) Tə__əllə “Fibers”
- 6) I__əd “to Itch”

EXERCISE (C):

Read the following English sentences and then translate them into Weh.

- 1) Father is making fiber out of Raffia palm fronds.
- 2) There is too much weeds in the farm.

- 3) Mother has not put maggi in this soup.
- 4) Take these two song books away.
- 5) Remove the money from your pocket.
- 6) Sing one more song.

EXERCISE (D):

Read the story below in Weh and then try to write it out in English.

Bay wuŋ ghi nāy wuŋ mɔ'lə nlə

Ntsu' fə lo' fə, bay wuŋ a dza i bəghə kəkparakparə. Tə n so' nyi tsu ndow n lə ghey n baa ndaw. Tsəɔ shi kɔ' bə tə tsə'ɔ fu ni bə sɔy shikɔ' təshɔɔlə tii. Tə n sɔy dāŋŋə kɔ sê alə a lo' ghè. Nghee tə shi kɔ bə nə n ndow, tə n ga' do'otsu n fu'u ndaw zey nyi ndow fwa'kə sɔykə tə shəllə kə. Su'fə nlə fey n lo' ten kə n sêkə wi. Tə n zhəm ndzaŋ I lo'zə, ndzaŋa ti n ngii məm nay wuŋ. Tə a suulə uzhi n khəə u kəbii. Sey tə n zəy ndow ni zhəm dzəŋi ghi bay wuŋ. Bay wuŋ n təŋŋə tsu nay wuŋ, shiələ kɔ' gwə wi, tsow shi bə nlə tii, mu' fu ndow nay wuŋ. Tə n kəm kuu kpwi shi i bə, fu ndow tə nay wuŋ, dza tə wi nə, "Mu' fu bə mə". Nay wuŋ n ghəŋŋə tsu so'o ighəllə. Bay wuŋ n dza tə nay wuŋ nə, "abə n ghəŋŋə nə sa alo' ni mɔ'lə tsu tsu' fey mə a nyi nə wə tii.

LESSON 11

THE CLUSTER Bv bv

Among the letters of the Weh alphabet is the cluster /bv/. It is not used in the English alphabet. We need to master it so as to use it properly in writing Weh. In the exercise below, try to master how the cluster /bv/ is pronounced.

Exercise 11A

Study the following words carefully as you read them aloud so as to master the cluster /bv/.

bvə	"dog"
mmbvə	"oil"
mbvə	"chicken"

Mbvən	“rural area”
kəmbvə	“musical horn”

Mbvə

Exercise 11B

Fill the gaps with either bv, f or v.

- | | | | |
|------------|-----------|-----------|-----------|
| 1) __ə | “friend” | 2) i__əb | “he-goat” |
| 3) __ə | “dog” | 4) __əə | “chewing” |
| 5) __ə | “chew” | 6) kə__ûŋ | “owl” |
| 7) i__ə | “death” | 8) ni__ə | “to chew” |
| 9) i__êd | “feather” | 10) u__əd | “gun” |
| 11) u__ələ | “fire” | 12) m__ə | “chicken” |

Exercise 11C

Translate the following sentences in English into Weh and read them aloud.

- 1) A dog is eating a bone.
- 2) A fowl is drinking oil.
- 3) Abia is blowing the pipe of a ndenge dance group.
- 4) The bone of a dog is difficult to eat.
- 5) I do not eat chickens.

Exercise 11D

Read the following story in Weh answer the questions the follow in Weh.

Mûkəbii Lan̄ tuu ni fə nyam bvə

Mûkəbii lan̄ â fwa’a tsə təngan̄. N̄ tsu’fə lo’fə, tə n̄ shi ndow ni ndow kəŋ tow ughii n̄ na’ ilo’ zey I do’o nay ndow nə n̄ mbvən. Tə n̄ ndow ko’ keeli nə ghê a mbvənə tə tiitə nyiəllə ndəmmə təbvə tənkey ghə a ləghə ni fəə bvətə. Ghə a ləghə ni fəə bvətə bo’ nə ghə â dza nə nyam bvə lo’ taw kə utey. Mûkəbii Lan̄ n̄ tuu nə tə tsəm way ni fə ko’ nyam bvə. Sey, ba’tum ə na’ I tiizə n̄ dza ghə wey təmbvə tə ghə ləghənə bo’ nə mbvətə a kəmmənu fu ti ina’. Ghə n̄ kwu ko’ num tə umwa’ təbəghə n̄ sən̄tə daabə tə nə aghow. Ghə n̄ nyo’ mbvətə tiitə, now dzəb tsu nə mmbvə, nan̄ja bə n̄ sêkə wi nsə baa kə səb a fəmmə ghə. Tə n̄ zə sa, ney ko’ so’o bəm ə nkhəə, kun̄jə tsu ndow fəzəə u ti tii wə ti.

1. What did Mr Lang discover about the people in the bush village?

2. What food was prepared for Mr Lang?
3. Which ingredients did they use in preparing his food.

Try to summarize the story in English .

Bvə itsəŋɔzə

LESSON 12

DOUBLE CONSONANTS: ll, mm, nn, ŋŋ, ww, yy

In Weh we can have double consonants like /ll/, /mm/, /nn/, /ŋŋ/, /ww/, /yy/ in the middle of words. It is a common thing that when a suffix like /-lə/ or just /-ə/ is added at the end of a verb and sometimes a noun, the preceding consonant is pronounced longer than a short one. In this case the consonant is written double. This means that words with long consonants always end with /-ə/. Let us examine them in the following exercise.

Exercise 12A

Read the following groups of words aloud paying attention to the long consonants so as to master when to use them.

Group mm

Group nn

nəmmə “growl”
kəkəmmə “chest”
ibəmmə “mold”

zənnə “swing”
dənnə “up root”
fənnə “stubborn”

Group ɲɲ

zàɲɲə “not heavy”
mbəɲɲə “bell”
sàɲɲə “scatter”
inyuɲɲə “maggot”

Group ll

zəllə “listen”
bwəllə “beating”
fwəllə “mixing”
məllə “deep”

Group ww

Zowwə “incubate”
sòwwə “watery”

Group yy

zàyyə “rest”
kweyyə “changing”
sàyyə “throwing”
zeyyə “filtering”

The one important observation we make from the above words is that a long consonant is always followed by the vowel /ə/. This does not mean that every time we have the vowel /ə/ at the end of a word, the preceding consonant will be long. We should therefore be very careful as we spell our words because some words are spelled with a single consonant whereas some are spelled with a long one.

Exercise 12B

Fill the gaps with either a long consonant or a short one to complete the following Weh words.

Here are the answers: ww, ɲɲ, nn, ɲ, yy, l, m, nn, n, nn, w, ll, mm, l,. Use the correct answers to fill the gaps.

- | | |
|---------------------------|----------------------------|
| 1.) ila__ə “prostitution” | 8.) zə__ə “swing” |
| 2.) isə__ə “truth” | 9.) fə__ən “bird” |
| 3.) ze__ə “filtering” | 10.) zə__ə “listen” |
| 4.) zə__ə “slow” | 11.) kəkə__ə “chest” |
| 5.) kəna__ə “gift” | 12.) ze__i “spend the day” |
| 6.) sò__ə “watery” | 13.) dè__ə “uproot” |
| 7.) __ən “birds” | 14.) i__ey “nose” |

Exercise 12C:

Fill the correct answers.

- | | |
|------------------------------|---------------------------|
| 1.) kəfə__fən “hippopotamus” | 8.) kələ__i “caterpillar” |
| 2.) kwe__ə “exchange” | 9.) inyu__ə “maggot” |
| 3.) kəbè__ə “mold” | 10.) mə__ə “deep” |
| 4.) fə__ə “stubborn” | 11.) uvə__ə “fire” |
| 5.) zo__ə “incubate” | 12.) zà__ə “rest” |

6.) sa' ____ə "scatter"

7.) ____bəm "fleas"

13.) i ____ən "price"

14.) ____bu' "banana"

Exercise 12D

Translate into Weh the following clauses;

1. six birds _____

2. your chest _____

3. many maggots _____

4. a deep hole _____

5. change the work _____

Nnən

LESSON 13

MORE CONSONANT CLUSTERS

There are more consonant clusters in Weh such as labialized & palatalized consonant clusters

1) Labialized consonant clusters ;

It is formed when a consonant is closely followed by a labial semi-vowel /w/ e.g
kweyyə , mwàa, kəmwə' etc.

2) palatalized consonant clusters;

They are formed when a consonant is closely followed by the semi-vowel /y/

eg Ityəm, kəkyə etc

EXERCISE 13(A):

Below are some examples of labialized and palatalized consonant clusters. Study the words and read aloud making sure you master how to write and pronounce them.

labialized

Tw	twəd “blunt”
	Twəli “expert”
Kw	kweyyə “changing”
	Fəkwəə “belt”
Bw	bwali “force open”
	Fəbwəd “cat”
Gw	Kəgwə “grinding mill”
	Gwa’lə “to collapse”
Ngw	ngwə “shell”
	Fəngwə “squirrel”
	Ngwa’ “young”
Fw	fway “decay”
	Kəfwa’ “work”
Zw	izwey “scale”
	Kəzwəd “itchy powder or grass”
Mw	mwàà “arrow”
	Kəmwə’ “cock”

Palatalized

Ty	ityəm “liver”
Ky	kəkyə “baboon”
Ny	kənyəm “tongue”
Ly	kəlyəm “comb of a cock”
Dy	idyad “to boast”
Ny	kənyo’ “smoke”
	Nyam “meat”
	Nyɔ’ “roast”
	Nyəm “grow”

EXERCISE 13(B)

Using two words from each of the group words above, construct short sentences in Weh.

LESSON 14

PUNCTUATION AND CAPITALIZATION

The punctuation marks and the rules that govern the Weh language are the same as those for English. The punctuation marks used for Weh are therefore as follows:

- 1) Full stop (.)
- 2) Question mark (?)
- 3) Exclamation mark (!)
- 4) Comma (,)
- 5) Colon (:)
- 6) Semicolon (;)
- 7) Quotation marks (“ ... ”) and (‘ ... ’)

A. Full Stop (.)

The full stop (.) in Weh marks the end of a declarative sentence.

Awən lo’ naamə kə wàà-wàà wuŋ.

This is a gift from my grandchild.

Ghey ghəəmə n ghəəmə zə ina’ i ghèy.

We are talking in our language.

Fətsa’

B. Question Mark (?)

The question mark (?) marks the end of an interrogative sentence.

Wə kpaalə mwà’kazə bò’ kèè?

Why are you insulting the butterfly?

Zəd zê I lo nə lo’ ndee?

What is your name?

C. Exclamation Mark (!)

The exclamation mark (!) is written at the end of a command, or it is placed following exclamatory words or phrases. It functions to express interjections, surprises, excitement, and forceful commands as well as simple commands as below.

nu!
Go!

Tə ngi ghəəmənū!
She talks a lot!

D. Comma (,)

Commas (,) are used to separate clauses or parallel words within a clause, as below:

Ghə a tsəŋə a dzəbə wày, ghə bəbənū.
Thieves are not kind, they are wicked.

Kum khə təmbvə tətəghə, təji təkàykə, bvə nsə nbwədmə nbəghə n ndàw wi.
Kum has three fowls, four goats, a dog and two cats in his house.

E. Quotation Marks (“ ... ”)

Quotation marks (“ ... ”) occur at the beginning and end of direct speech, as below:

Tə a dey ndow tə kumkə, dza, “təmitsu, təmitsu.”
She cried out to the juju, “Wait, wait.”

Tə a kii ndow waa wey, dza, “wə teeli khə ni tsəŋ ə?”
He shouted at the child, “Must you steal?”

Note: In English and Weh, other punctuation marks always precede quotation marks when they occur next to each other.

F. Capitalisation (A, B, C,...)

Capital letters (A, B, C, ...) are used at the beginning of sentences, for proper nouns, and after a colon.

First word in a sentence:

Ghə n so’ nə usum.
They have gone to the farm.

Mə i ndownu n bikiwən na.
I will go to the market today.

Proper nouns:

Ngəŋ a so' ni ndow sòy ghi Təm, Mow, Fə ghi Təghə
Ngəŋ went to tap with Tem, Mow, Fe and Tighe

After a colon:

Ghə i mò ilo' isəŋŋə: Tə way dzə n ndaw.
One thing is true: She is not in the house.

Exercise 14A

Write any Weh sentence of your choice to illustrate the use of

- 1) a full stop (.)
- 2) a question mark (?)
- 3) an exclamation mark (!)
- 4) a comma (,)
- 5) a colon (:)
- 6) a semicolon (;)
- 7) quotation marks (“ ... ”)

Tə tɔɔ kəmà'lə

LESSON 15

THE WEH NOUNS AND NOUN CLASSES

As in English, a Weh noun is a word that refers to a person, thing, quality or concept. Weh nouns are different from English nouns in that they function as noun classes. Below is a table of Weh nouns and their classes.

class	prefix	example	gloss
1	0	waa	“child”
2	a	awaa	“children”
3	u	usum	“farm”
4	i	isum	“farms”
5	i	ikaa	“egusi”
6	a	akaa	“egusi”
7	kə	kəkaŋ	“dish”
8	u	ukaŋ	“dishes”
9	0	ndaŋ	“chair”
13	tə	təndaŋ	“chairs”
19	fə	feka’	“tree”
6a	n	nka’	“trees”
7	kə	kəfuu	“leg”
4	i	ifuu	“legs”
5	i	isaŋa	“stickbroom”
13	tə	təsaŋa	“broom”
3	u	utey	“medicine”
6a	n	ntey	“medicine”

As we can see above, Weh nouns classes are differentiated by the noun prefix as seen in the second column above.

EXERCISE A:

Give examples of weh words according to their noun classes. Write them down in your books. The numbering in the data above follows that done by John R. Walters. The combination of the singular class and the plural class is called gender pairing.

Agreement in a noun phrase:

Weh nouns function on a system of agreement. All words in a noun phrase agree with the noun class of the head noun. These words are called modifiers. Eg.

Nyəŋ kuŋ kə baŋa key.

Car my – red that

That my red car.

Ndzə tə tələŋə tey.

Dress your black that

That your black dress.

Below is a table of agreement markers in the weh language.

Class	Noun Prefix	Possessive Pronoun	Agreement Prefix	Agreement Suffix	Proximal Dem./This	Distal Dem./That
1	—	wuŋ	u	wə	wən	wey
2	a	ghuŋ	a	ghə	ghən	ghey
3	u	wuŋ	u	wə	wən	wey
4	i	zuŋ	i	zə	zən	zey
5	i	zuŋ	i	zə	zən	zey
6	a	ghuŋ	a	ghə	ghən	ghey
7	kə	kuŋ	kə	kə	kən	key
8	u	wuŋ	u	wə	wən	wey
9	—	zuŋ	i	zə	zən	zey
13	tə	tuŋ	tə	tə	tən	tey
19	fə	fuŋ	fə	fə	fən	fey
6a	n	muŋ	n	mə	mən	mey

EXERCISE B:

Study the above table very carefully to master the different agreement markers.

Write down ten sentences in your books and underline the agreement markers in each sentence.

H

waa “child”
num “husband”
wey “wife”
fi “friend”
kam “thousand”

M

kaa “monkey”
fuŋ “boffalo”
nyey “bitter”
fəb “fellow-wife”
bom “bowl”

L

dàb “long”
nùm “dry season”
này “mother”
dàd “heavy”
mò’ “one”

H HL

Kəbêy “thigh”
kənûm “year”
idâb “length”
uchôd “problem”
fisâ “price”

H HM

ibey “cola nut”
fənən “bird”
ubaŋ “palm trees”
isəŋ “tooth”
uwuu “body”

Take note that only two tones are marked on Weh words: the low tone (à) and the highlow tone (â). All the other tones are left unmarked.

Exercise 9B.

Write either H, M, L, H H, H M, H L, H HL or H HM to describe the tone melodies of the corresponding words. The first one has been done for you.

- | | | | |
|-----|--------|-------|--------------------|
| 1) | kíza' | (H H) | "ram" |
| 2) | wò | () | "cup" |
| 3) | nì tu | () | "to refuse" |
| 4) | fə | () | "friend" |
| 5) | mba | () | "nail" |
| 6) | môw | () | "swelling" |
| 7) | kəzə | () | "God" |
| 8) | ndaw | () | "house" |
| 9) | kəbam | () | "back" |
| 10) | tum | () | "news" |
| 11) | nì shi | () | "to go out" |
| 12) | ibey | () | "cola nut" |
| 13) | ndəŋ | () | "horn" |
| 14) | unûŋ | () | "strength" |
| 15) | kəfən | () | "boat" |
| 16) | wey | () | "wife" |
| 17) | ujim | () | "dream" |
| 18) | isam | () | "seed" |
| 19) | bàybà | () | "grandfather" |
| 20) | fəsâ | () | "price (a little)" |
| 21) | gòw | () | "shoe" |
| 22) | ikâa | () | "scratch" |
| 23) | təmbà' | () | "cloud" |
| 24) | kəna | () | "rock" |
| 25) | nyàm | () | "meat" |

Exercise 9C

Write down the following words in Weh and mark the correct tones on them. Leave the word empty if it is a high or mid tone.

- | | | | |
|----------|-------------------|----------|---------|
| a) _____ | "father's father" | f) _____ | "waist" |
| b) _____ | "earthworm" | g) _____ | "why?" |
| c) _____ | "deaf person" | h) _____ | "sheep" |
| d) _____ | "there" | i) _____ | "hut" |
| e) _____ | "lemon" | j) _____ | "tail" |

Exercise 9D

Put the correct tones on these pairs of words because it is only the tone that will prove that the words are different:

- | | | | | |
|----------|---------------|-----|-------|---------|
| 1) isə | "eye" | and | isə | "game" |
| 2) kəku' | "deaf person" | and | kəku' | "waist" |

- | | | | | |
|---------|-----------|-----|------|--------------|
| 3) ukəŋ | “mortar” | and | ukəŋ | “trousers” |
| 4) mba | “fence” | and | mba | “nail” |
| 5) num | “husband” | and | num | “dry season” |

LESSON 10

WORD INITIAL DOUBLE CONSONANTS: mm, nn

The nasal consonants /m/ and /n/ may be repeated at the beginning of some nouns to indicate that the noun is plural. This is when the noun already had a nasal at the beginning. In this case the nasal consonant /m/ or /n/ is pronounced as a long syllabic nasal and the letter is written double /mm/ or /nn/. This can be illustrated with the plural nouns in the following exercise.

Exercise 10A

Read these words aloud taking note of the double nasals mm and nn.

Singular	Plural	Gloss
fəmbəm	<u>mm</u> bəm	flea/fleas
fəmbi'i	<u>mm</u> bi'i	piece/pieces
fəmbu'	<u>nn</u> mbu'	banana/bananas
Fəndəŋ	<u>nn</u> dəŋ	stool/stools
fənjəm	<u>nn</u> jəm	bat/bats
fənən	<u>nn</u> ən	bird/birds
fənyi	<u>nn</u> yi	knife/knives
fəngwə̀	<u>nn</u> gwə̀	palm rat/palm rats

Fənən

Liquids like water, oil and urine will be written in the same way:

<u>mm</u> bvi	oil
<u>nn</u> mu	water
<u>nn</u> dzi	urine

That is why we have double nasal consonants /mm/ and /nn/ at the beginning of some Weh words to mark plural.

Exercise 10 B

From the nasals you have learned so far especially the words above, fill the gaps in the following words with the correct letters.

- | | | | |
|-----------|-------------|------------|-----------|
| 1. __bi'i | “pieces” | 11. m__bu' | “bananas” |
| 2. __gwə̀ | “palm rats” | 12. __dzi | “urine” |
| 3. __mbəm | “flea” | 13. __njəm | “bats” |
| 4. __mu | “water” | 14. __nən | “bird” |

- | | | | |
|------------|----------|------------|------------|
| 5. __mbəm | “fleas” | 15. __ndàŋ | “stool” |
| 6. __mbi’i | “piece” | 16. __ən | “birds” |
| 7. __mbu’ | “banana” | 17. __nyi | “knife” |
| 8. __ndàŋ | “stools” | 18. __gwò | “palm rat” |
| 9. __nyi | “knives” | 19. __mbvə | “oil” |
| 10. __njəm | “bat” | 20. __àm | “meat” |

Exercise 10 C

Write down the following words in Weh. Each word must begin with either /m/ or /n/.

- | | | | | | |
|----------|-------------|----------|----------|----------|--------|
| 1. _____ | “bananas” | 6. _____ | “pieces” | 2. _____ | “bats” |
| 7. _____ | “palm rats” | | | | |
| 3. _____ | “knives” | 8. _____ | “nail” | | |
| 4. _____ | “birds” | 9. _____ | “water” | 5. _____ | |
| “meat” | 10. _____ | “stools” | | | |

Exercise 10 D

Translate the following Weh words into English.

- | | |
|------------|---------|
| 1. ŋkwô | “_____” |
| 2. ŋkâ’ | “_____” |
| 3. nnya’ | “_____” |
| 4. mmbù’ | “_____” |
| 5. nchəŋji | “_____” |

Exercise 10 E

Practise reading this text. Translate the text into English.

Njim fey mə â wey nə

Mə a dò’ n ndaŋ n fû u ndaw wuŋ, fəə nyam nə fə kəb. nnən mə n bəghə zəə mmbu’. njim mə n bə kwəolə bə ghə, ghə n ka’ ni bwət kəŋgət. ngwə mə n shibə ti n tsum kə fəmbu’, buu shitsu ndow n bu’ kə mmuu. Mə n təm ndow njim mey n mbaa, təm wey tsu kəmə’. zə n do’o kə’ so’o nyam ilo’zè tə mə ni fə.

LESSON 11

DOUBLE CONSONANTS: ll, mm, nn, ŋŋ, ww, yy

In Weh we can have double consonants like /ll/, /mm/, /nn/, /ŋŋ/, /ww/, /yy/ in the middle of words. It is a common thing that when a suffix like /-lə/ or just /-ə/ is added at the end of a verb and sometimes a noun, the preceding consonant is pronounced longer than a short one. In this case the consonant is written double. This means that words with long consonants always end with /-ə/. Let us examine them in the following exercise.

Exercise 11A

Read the following groups of words aloud paying attention to the long consonants so as to master when to use them.

Group mm

nəmmə	“growl”
kəkəmmə	“chest”
ibəmmə	“mold”

Group nn

zənnə	“swing”
dənnə	“up root”
fənnə	“stubborn”

Group ɲɲ

zàɲɲə	“not heavy”
mbəɲɲə	“bell”
sàɲɲə	“scatter”
inyuɲɲə	“maggot”

Group ll

zəllə	“listen”
bwəllə	“beating”
fwəllə	“mixing”
məllə	“deep”

Group ww

Zəwwə	“incubate”
səwwə	“watery”

Group yy

zàyyə	“rest”
kweyyə	“changing”
sàyyə	“throwing”
zeyyə	“filtering”

The one important observation we make from the above words is that a long consonant is always followed by the vowel /-ə/. This does not mean that every time we have the vowel /ə/ at the end of a word, the preceding consonant will be long. We should therefore be very careful as we spell our words because some words are spelled with a single consonants whereas some are spelled with a long one.

Exercise 11B

Fill the gaps with either a long consonant or a short one to complete the following Weh words.

Here are the answers: ww, ɲɲ, nn, ɲ, yy, l, m, nn, n, nn, w, ll, mm, l,. Use the correct answers to fill the gaps.

- | | | | |
|--------------|----------------|--------------|-----------------|
| 1.) ila__ə | “prostitution” | 8.) zə__ə | “swing” |
| 2.) isə__ə | “truth” | 9.) fə__ən | “bird” |
| 3.) ze__ə | “filtering” | 10.) zə__ə | “listen” |
| 4.) zə̀ə__İə | “slow” | 11.) kəkə__ə | “chest” |
| 5.) kəna__ə | “gift” | 12.) zə__i | “spend the day” |
| 6.) sə__ə | “watery” | 13.) dè__ə | “uproot” |
| 7.) __ən | “birds” | 14.) i__ey | “nose” |

Exercise 11C:

Fill the correct answers.

- | | |
|------------------------------|----------------------------|
| 1.) kəfə__fən “hippopotamus” | 8.) kələ__ey “caterpillar” |
| 2.) kwe__ə “exchange” | 9.) inyu__ə “maggot” |
| 3.) kəbà__ə “mold” | 10.) mə__ə “deep” |
| 4.) fà__ə “stubborn” | 11.) uvə__ə “fire” |
| 5.) zo__ə “incubate” | 12.) zà__ə “rest” |
| 6.) sa__ə “scatter” | 13.) i__ən “price” |
| 7.) __bəm “fleas” | 14.) __bu’ “banana” |

Exercise 11 D

Translate into Weh

- | | |
|--------------------|-------|
| 1. six birds | _____ |
| 2. your chest | _____ |
| 3. many maggots | _____ |
| 4. a deep hole | _____ |
| 5. change the work | _____ |

Nnən

LESSON 12

The Letters Gb gb and Gh gh

The letters /gb/ and /gh/ are some of those letters that are found only in Weh and not in English. We will easily know from common examples how to pronounce them and when to use them in Weh words. Example:

gb		gh	
Kəgbòò	“match”	aghee	“where?”
kəngbaŋ	“pepper”	fəghâm	“mat”
təngbi	“thorns”	kəbəghə	“tiger”

The letter /gb/ is not very common in the language. The letter gh is found in many words.

kəbəghə

Exercise 12A.

Read aloud the following words paying much attention to the letters /gb/ so as to master it and differentiate it from other letters.

ni gbòw	“to dig”
kəgbòò	“match”
təngbi	“thorns”
kəngbaŋ	“pepper”

Continue to read the words. This time focus is on the letter /gh/. Make sure you also

master its pronunciation.

ufəghə “plantain”	ighum	“egg”
aghee “where?”	fəghâm	“mat”
ighâw “wing”	ighon	“spear”
ighô’ “jealousy”	ighan	“root”
kəghôw “shell”	fəsəghə	“abscess”

Exercise 12B

Write down the following words in Weh.

- | | |
|-------------------------|---------------------------|
| 1) _____ “bags” | 7) _____ “thorn” |
| 2) _____ “soldier ants” | 8) _____ “mats” |
| 3) _____ “match” | 9) _____ “eggs” |
| 4) _____ “spears” | 10) _____ “pepper” |
| 5) _____ “where” | 11) _____ “skin of fruit” |
| 6) _____ “to dig” | 12) _____ “abscesses” |

Exercise 12C

Fill the gaps with the correct letter so that the words will be complete.

- | | |
|-----------|---------|
| a) i__an | “root” |
| b) kə__òò | “match” |
| c) a__um | “eggs” |
| d) a__ee | “where” |
| e) tən__i | “thorn” |
| f) i__ow | “rain” |

Exercise 12D

Select words from list A below and fill the gaps to complete the text.

..... a so’ nə ni ndow kpay ugban. Tə n təm ko’ so’o aləm. Tə ma kuu n fu’ i wi. A n do’o tsu nə ni zə. dzəŋ a ngii zabə mə , mə n maŋ zə tə alo’ Waa awə ghun ghən kwəkeeli ufəzə tə alo’ tə n gbi. Mə n bəb tsu nə, nyam zun ghee? Waazə wun n fu bə mə n ghaw i Mə n fə daŋə n ghəb u tiwə. N mo’ onə alo’ səghə fəy n fuu kun za ghəŋənə nə n zə sey. Mə a bəghə mə n ney zəətsu ghun zun bə dzəŋ zabə nə mə, mə n nū so’ ndow n wə a zūm ghə.

LIST A: fighâm, usum, fənən, Này ghey, fəghəwə, kəbəghə.

LESSON 13

THE LETTER Kp kp

One of the digraphs of the Weh alphabet not used in English is the /kp/. The letter /kp/ does not occur in so many words. It is pronounced in Weh as in the words below. Read the following words aloud.

kpèy	“homonyme”
Ghəkpèy	“homonymes”
kəkpì	“handle”
ukpì	“arms”
kəkpàlà	“prostitute”
Mkpəd	“pimples”
nì kpaalə	“insult”
nì kpu	“to die”
nì kpiilə	“to meet”
ukpuu	“huckle berry”

Təkpày

Exercise 13A

Write the letter kp several times on the space provided.

Kp _____
kp _____

Exercise 13B

Choose between /kp/, /gb/ and /gh/ and fill in the gaps with the correct letter.

- 1) u__ey “boundary”
- 2) nì__òw “to dig”
- 3) nì__òò “to cut”
- 4) i__aalə “insult”
- 5) __òw “shell (of groundnut)”
- 6) tí__ày “balafon”
- 7) nì__òòmə “to talk”
- 8) fí__ɔ’ “woodpecker”

Exercise 13C

Translate the following sentences into Weh.

- 1) The woodpecker is talking at the boundary
- 2) There are groundnut shells on the balafon.
- 3) The farm owner is insulting the woodpecker.
- 4) We are talking in our language.
- 5) The dancer is cutting a balafon.
- 6) How can you be digging groundnuts and insulting the shells?

Exercise 13D

Now read aloud the sentences you translated in Exercise 12c into Weh so that your neighbour will listen and appreciate.

LESSON 14

THE LETTERS Ts and Dz

Our main focus in this lesson is to master the digraphs /ts/ and /dz/ since they are not used in the English alphabet. We have often used them wrongly. When we write our local names, where we are suppose to use /ts/, we often write /ch/, where we are suppose to write dz, we have often written /j/. We shall endeavour to master then in this lesson.

Below are two groups of words illustrating the use of ts and dz in Weh. Study then carefully and master the difference:

ts		dz	
tsam	“war”	dzəm	“back”
tsətsəghə	“straight”	dzəŋ	“hunger”
tsow	“contribution”	dzəp	“good”
Tsùm	“bunch”	dzùù	“river”

Exercise 14A

Rewrite the above words in the spaces provided so as to master how to write the letters as well as master their differences as used in the words.

1.
2.
3.
4.

Exercise 14B

Read aloud the words paying much attention to how the letters /ts/ and /dz/ are pronounced so as never to confuse them.

tətsam	“wars”	tədzəm	“backs”
tsow	“contribution”	dzəp	“good”
tsətsəghə	“straight”	dzəŋ	“hunger”
tsùm	“bunch”	dzùù	“river”
tətsəŋ	“music”	təndzo'lə	“wrinkle”
tsam	“war”	dzəm	“back”
kítsa'	“mud”	udzəm	“all”
Utsam	“frogs”	kədzô'	“cheek”

Wù n kûŋ n dzuu

Exercise 14C

Fill the gaps with either ts, ch, dz or j.

- | | | | |
|-----------|-----------|--------------|------------------|
| 1) __ùù | “river” | 11) u__ow | “grasshoppers” |
| 2) __ùm | “bunch” | 12) u__o’ | “donkeys” |
| 3) __i | “goat” | 13) tí__uu | “rivers” |
| 4) __i | “open” | 14) tí__ùm | “bunches” |
| 5) u__im | “dream” | 15) kí__əŋə | “grinding stone” |
| 6) u__ôd | “problem” | 16) kî__ə__ə | “fly” |
| 7) u__ə | “soil” | 17) fə__im | “gecko” |
| 8) u__ə | “hammers” | 18) fə__ənji | “groundnut” |
| 9) n__a’ | “mud” | 19) nn__im | “bats” |
| 10) u__ô’ | “jaws” | 20) nn__î | “urine” |

Exercise 14D

Write the following sentences in Weh.

- 1) There is a fly on the grinding stone.
- 2) My jaw has mud.
- 3) A bat is pouring out urine.
- 4) The gecko had a dream.
- 5) War music brings hunger.

Exercise 14E

Read this story and answer the questions that follow:

Tsam

Tsam way dzə fəkədzûŋə kə. I lo’ ni ghəŋə wə wə bweeli nə kətsa’ n dzəŋ. I lo’ ni ghəŋə wə wə fə utsam. Wə lo’ ni muu təndzəŋə nə wə ka ko’ dzə tsùmə kəfəghə. Ghə a tsam a way dzə tsətsəghə. Wə lo’ ni daŋ təzuu səghə mbəghə nə wə sey tsia kə tsa. Dzo’ wə wi bo’ nyi ndow, ghəb wə wə i lo’ bii. Abə wə zuulə nə tsam, gow uwuu zə n ju’lə nə utum usə, dzəm zə n fəbə. Ghə a tsam adzəm a dzəbə dzə way.

- 1) Tow kə ighə i zəzə fən fə lo’ kee?
- 2) Zəzə fən fə dza nəŋgee bo’ tsam.?
- 3) Taŋŋə tɔtsu ghə ghey zəzə fən dzanə nə tsam lo’ nii ghəŋə

LESSON 15 THE LETTER Zh

The letter /zh/ is another digraph which we need to know how to use properly. It is better understood when compared to /sh/. The letter /sh/ is pronounced exactly as in the English words shoe, shop, short, shoot, and ship. On the other hand zh is not used in English. It is used only in Weh as in the words.

Zhəəmə	“singing”
kəzhi	“weeds”
ni zhəm	“to sing”
uzhi	“weeds”
izhəm	“song”
Təzhəm	“songs”

Ghə zhəm aghəə

Exercise 15A

Rewrite the following letters along the lines provided. One is the capital letter and the other is the small letter.

1.
2.
3.
4.

Exercise 15B

Read aloud the following Weh words paying attention to how the /zh/ is used in different context.

zhiimə	“singing”
kəzhi	“weeds”
ni zhim	“to sing”
uzhi	“weeds”
izhim	“song”
uzhim	“songs”

Exercise 15C

Fill the gaps with either /sh/ or /zh/.

1. ni __i “to go out”
2. ni __im “to sing”
3. u __i “weeds”
4. __iimə “singing”
5. __ələ “remove”
6. u __im “songs”

Exercise 15D

Read the following sentences. Translate them into Weh. Read the story in Weh and write it in English.

- 1) Go out and sing two songs.
- 2) There is too much weeds in the farm.
- 3) Carry two songbooks away.
- 4) Sing one more song so that we finish the weeds.

Read the following story

Zhi u mə ngii downu nə usum. A ma buu ni shuulə zhi u tiwəi, sey a n ka' ni zhim aghə. A u zhim kə ndzang imu', mə u shəələ bənə chənjimə n bəghə u təndzə wuŋ ka' ni fə. A u zhəm kə sa, shuulə may tsu nchənji n timə.

LESSON 16 THE LETTER Bv bv

Among the letters of the Weh alphabet is the digraphs /bv/. It is not used in the English alphabet. We need to master it so as to use it properly in writing Weh. In the exercise below, try to master how the digraphs /bv/ is pronounced.

Exercise 16A

Study the following words carefully as you read them aloud so as to master the digraphs /bv/.

bvə	“dog”
mmbvə	“oil”
mbvə	“chicken”
Mbvən	“rural area”
kəmbvə	“musical horn”

Mbvə

Exercise 16B

Fill the gaps with either bv, f or v.

- | | | | |
|------------|-----------|------------|-----------|
| 1) __ə | “friend” | 7) i __əb | “he-goat” |
| 2) __ə | “dog” | 8) __əə | “chewing” |
| 3) __ə | “chew” | 9) kə __uŋ | “owl” |
| 4) i __ə | “death” | 10) ni __ə | “to chew” |
| 5) i __əð | “feather” | 11) u __əd | “gun” |
| 6) u __ələ | “fire” | 12) m __ə | “chicken” |

Exercise 16C

Read the following sentences aloud. Translate them into English.

- 1) Bvə fəə kəghəb.
- 2) Mbvə məə mmbvə.
- 3) Wù mbvən təŋŋə kəmbvə.
- 4) Ghəb kə bvə kə taw ni fə.
- 5) N fəə way mbvətə.

Exercise 16D

Read the following story in Weh.

Ghəghey ghə muu nə nətəmbvənnə ghə ləghə ni fəə bvətə. Ghə dzaa tsə nə, nyàm bvə lo' utey. Ghə nyəələ ndəmmə təmbvə. Ghə a ləghə ni fə mbvə tə tiitə. Ghə ŋgi kuu tsə mbvə n fəzə u ghə. Abə ghə təŋŋə tsu bən I, ghə n təŋŋə təmbvə, təmmə mbvələ, fəə təmbvə. Ghə n kpəghə kə' uvələ u nii wə. Kûm n ghə n kə vâ təmbvə, mbvə kə ghə kə fūŋŋə tə alo' dzê kəŋgey. Ghə dzaanə bən i ghə i dzum abvətsə. Ghə kə ndəmə afə. N ləghə ni mu i ghə.

Try to summarise the story in English .

Bvə itsəŋzə

LESSON 17

PRENASALISED CONSONANTS

When a consonant is preceded by a nasal consonant like /m/, /n/ and /ŋ/ the result is a prenasalised consonant cluster.

Exercise 1

Read the following prenasalised consonants aloud:

mb	mba' "fence"	təmbò'	"shoulders"
nd	ndaw "house"	təndəŋ	"sweet potatoes"
ŋg	ngaw "antelope"	təngaw	"antelopes"
ŋgb	ngbi "thorn"	təngbi	"thorns"
mbv	mbvən "bush"	təmbvə	"chickens"
ndz	ndzəŋ "moon"	indzə	"cloth"
nj	nji "sheep"	tənji	"sheep"
nt	ntay "gravel"		
nk	nkəghə "beer"		
mb	mbu' "chimpanzees"		
nkp	nkpəd "pimple"		
nts	ntsô' "salt"		

nch	nchənji	“groundnuts”
nj	njim	“geckos”
mf	mfûŋ	“flour”
ns	nsa’	“needles”
nz	nzəzə	“praying mantises”
nl	nlê	“wine”

Ngaw

Double consonants:

Words belonging to class 12 have their singular prefix as [fə-] but the plural prefix is a nasal and when it adds to the nasal of the root word, the result is a long nasal at the beginning of the plural word. Hence, another form of consonant cluster. Read the following words aloud and try to master their spellings.

mmb	mmbəm	“fleas”
nnd	nndàŋ	“stools”
ŋŋgw	ŋŋgwò	“palm rats”
mmbv	mmbvə	“oil”
nndz	nndzì	“urine”
nnj	nnjim	“bats”
mm	mmu	“water”
nn	nnən	“birds”
nny	nnyi	“knives”

Write 5 other words of your choice that begin with prenasalised consonants as above.

Write 5 other words of your choice that have double consonants as in the examples you see above

LESSON 18 MORE CONSONANT CLUSTERS

Some Weh consonants are labialised, i.e they are followed by the labial semi-vowel /w/ and so we have labialised consonant clusters in Weh.

Exercise 18A

Read the following words aloud making sure you master how to write them.

tw	twòd	“blunt”		
kw	kweyyə	“changing”	fəkwə	“belt/whip”
bw	bwollə	“beating”	fəbwòd	“cat”
gw	gwavà	“guava”	nigwò	“grind”

ŋgw	ŋgwà'	"young man"	fəngwə	"palm rat"
fw	fwəllə	"mixing"	kəfwà'	"work"
zw	zwə̀̀lə	"itching"	izwə̀d	"itch"
mw	mwa	"arrow"	kímwa'	"cockerel"

Kəmwa'

Exercise 18B

Some consonants in Weh are palatalised. This means that they are followed by the palatal semi-vowel /y/ and so we have palatalised consonant clusters in Weh. Read the following words aloud and try to master how to spell each of them.

ty	ityim	"liver"
ky	kəkyə	"baboon"
ly	kəlyəm	"comb (of cockerel)"

Not Palatalised

bgh	bəghum	"hunting"	nibəghum	"hunt"
fgh	fəghum	tun "my gossip"	təfəghum	"gossip"

Exercise 18C

Double consonants occur when the same consonant is written double in a word because of its long quality or its role in the word.

There is a suffix /-lə/ or /-ə/ which often come at the end of some Weh words to give some other meaning to the word. Whenever this suffix comes in, the result is that the preceding consonant is lengthened and so we have another group of consonant clusters. Read them aloud.

mm	ninəmmə	"growl"
nn	nidənnə	"pluck"
ŋŋ	taŋŋə	"report"
ll	nizəllə	"listen"
ww	sowwə	"watery"
yy	nizayyə	"rest"

Write any other word of your choice corresponding to each of the following digraphs following the examples that have been given.

bv	bvə	"dog"	kp	kpèy	"homonym"
chi	chi	"open"	ny	nyə'	"roast"
dz	idzu	"mouth"	sh	shi	"go out"
gb	kəgbò	"match"	ts	tsə	"sunlight"
gh	fəghâm	"mat"	zh	kəzhi	"weeds"

Exercise 18D

Read the following story and mention four lessons that you have learned from the story. Say them in Weh

Tow kə kuum kə

Wù laa waykə wù wey mbəghə kə lo' kə zumkə. À lo' so'o wù wey tow kə lo' kə zumkə.

Tsu' isə, dəŋwey waa kə way mà'lə kə ghə â nyiə nan̄hə tsə waa ghə n tənnə ukàý, ghə n kee ntənnə waa ghə ukòd u ghə n ndaw tə umà'lə nə ghə dii ghə i bwəllə ghə nə tə kwòd. Waa ghə ukòd ghey ghə n dzəŋhəbə n ndəm u tɔb nə u tow. Waa ghə udəŋ ghə n dò'ò bə n ndaw, n tow u zum wə. Ni ndòw isə, waa ghə ukòd ghə n bə dò'ò wə u dəŋ bo' tɔb u ghə. Waa ghə udəŋ ghey ghə a kə way mà'lə kə ghə n do'o bə kəd.

N sa zo'lə ni təŋhə nsə ni tò ghəmmə i Kəwi kə tow kuŋ kə nə dò'ò kə zumkə. Sey, mə I bə do'o wù u niiwə n na' i Kəwi.

LESSON 19

PUNCTUATION AND CAPITALIZATION

The punctuation marks and the rules that govern the Weh language are the same as those for English. The punctuation marks used for Weh are therefore as follows:

- 1) Full stop (.)
- 2) Question mark (?)
- 3) Exclamation mark (!)
- 4) Comma (,)
- 5) Colon (:)
- 6) Semicolon (;)
- 7) Quotation marks (“ ... ”) and (‘ ... ’)

A. Full Stop (.)

The full stop (.) in Weh marks the end of a declarative sentence.

Awən lo' naamə kə waa-waa wuŋ.

This is a gift from my grandchild.

Ghey ghəmmə n ghəmmə ina' ighèy.

We are talking in our language.

Fətsa'

B. Question Mark (?)

The question mark (?) marks the end of an interrogative sentence.

Wə kpaalə mwà'kaazə bò'kèè?

Why are you insulting the butterfly?

Zəd zê I lo ndee?

What is your name?

Exclamation Mark (!)

The exclamation mark (!) is written at the end of a command, or it is placed following exclamatory words or phrases. It functions to express interjections, surprises, excitement, and forceful commands as well as simple commands as below.

nu!

Go!

Tə ngi ghəomənu!

She talks a lot!

D. Comma (,)

Commas (,) are used to separate clauses or parallel words within a clause, as below:

Ghətsəŋə a dzəbə wəy, ghə bəbənu.

Thieves are not kind, they are wicked.

Kum kə mbvə tətəghə, ji təkàykə, bvə nsə mbwədmə mbəghə n ndàw wi.

Kum has three fowls, four goats, a dog and two cats in his house.

E. Quotation Marks (“ ... ”)

Quotation marks (“ ... ”) occur at the beginning and end of direct speech, as below:

Tê a dey ndow tə kumkə, dza, “təmitsu, təmitsu.”

She cried out to the juju, “Wait, wait.”

Tê a kii ndow waa wey, dza, “wə teeli kə ni tsəŋ ə?”

He shouted at the child, “Must you steal?”

Note: In English and Weh, other punctuation marks always precede quotation marks when they occur next to each other.

F. Capitalisation (A, B, C,...)

Capital letters (A, B, C, ...) are used at the beginning of sentences, for proper nouns, and after a colon.

First word in a sentence:

Ghə n so’ nə usum.

They have gone to the farm.

Mə i ndownu n bikiwən na.

I will go to the market today.

Proper nouns:

Ngəŋ a so' ni ndow sòy ghi Təm, Mow, Fə ghi Təghə
Ngəŋ went to tap with Tem, Mow, Fe and Tighe

After a colon:

Ghə i mò ilo' isəŋə: Tə way dzə n ndaw.
One thing is true: She is not in the house.

Exercise 19 A

Write any Weh sentence of your choice to illustrate the use of

- 1) a full stop (.)
- 2) a question mark (?)
- 3) an exclamation mark (!)
- 4) a comma (,)
- 5) a colon (:)
- 6) a semicolon (;)
- 7) quotation marks (" ... ")

Tə tɔɔ kəma'lə

LESSON 20 REVISION AND CONCLUSION

Now, you have learned all the letters of the alphabet and you will soon be writing letters to friends and relatives. By the grace of God, you will also be faced with the Bible in your mother tongue. Try to avoid mistakes by learning again what you are not sure about. To refresh your memory on the alphabet as a whole, answer the following questions.

- 1) How many letters make up the Weh alphabet?
- 2) How many consonants are there in the alphabet?
- 3) How many vowels are there in the alphabet?
- 4) How many monographs are there?
- 5) How many digraphs?
- 6) What is a monographs?
- 7) What is a digraph?
- 8) What is a consonant cluster?
- 9) Why do we say these letters are peculiar to the Weh alphabet ə, ', ŋ, ɔ?
- 10) Which letters of the English alphabet are used only in borrowed words in Weh?
- 11) Which letters of the English alphabet are never used in Weh.
- 12) How many tones are marked in the Weh alphabet?

- 13) Which are the tones that are not marked?
 14) With the help of examples, try to give the differences between the following letters.

- | | |
|----------------|-----------------|
| i) s and z | xii) n and ŋ |
| ii) h and ’ | xiii) o and ɔ |
| iii) ts and dz | xiv) oo and ɔɔ |
| iv) ts and ch | xv) aw and ow |
| v) dz and j | xvi) ay and ey |
| vi) gb and gh | xvii) ə and i |
| vii) bv and pf | xviii) əə and ə |
| viii) n and ny | xix) ə and e |
| ix) ch and j | xx) l and ll |
| x) sh and zh | xxi) y and yy |
| xi) kp and gb | xxii) ŋ and ŋŋ |

You should be able to identify each of the following letters in words:

a, aa, b, bv, ch, d, dz, e, ee, f, g, gb, gh, i, ii, ə, əə, j, k, kp, l, ll, m, mm, n, nn, ny, ŋ, ŋŋ, o, oo, ɔ, ɔɔ, p, s, sh, t, ts, u, uu, v, w, ww, y, yy, z, zh, ’.

Can you write these 4 letters without difficulty?: ə, ’, ŋ, ɔ.

Practice writing then here several times:

If you answer yes to all the above questions, then congratulations. If you still have some problems, please go back and read and practice again until you master all.

17. Write a letter in the Weh language to your friend, telling him/her about a wedding feast that is planned to take place in your village Weh.

Now that you know how to read and write your own mother tongue, you should be proud of your cultural identity because you are no longer an illiterate of your own language. Do your best to teach other people of your community and help kick native illiteracy out of your community. God bless you.

ANSWER KEY

These are the answers to all the questions asked in the various exercises.

Exercise 2B: này=mother, num=husband, uvûŋ=witches, uvu’i=groundnut farms, nuu=go, iwiwi=mosquito, kəgriɓa=pawpaw, wù=person, sàɓ=choose, iwad=cliff, isam=seed, ikay=charcoal, isum=farms, afey=there, shi=go out, zu=snake, itam=fishhook, zèy=begin, utey=medicine, za=spread out, uthii=boundary.

Exercise 2C: 1=b, 2=h, 3=t, 4=g, 5=s, 6=z, 7=n, 8=l, 9=sh, 10=ch, 11=z, 12=d, 13=b, 14=j, 15=k, 16=w, 17=n, 18=y.

Exercise 2D: 1) chi “open” 2) ifow “axe” 3) isum “farm” 4) mbam “spitting cobra” 5) utey “medicine” 6)

uvûŋ “witches” 7) dòw “big” 8) lu “full” 9) ibam “behind” 10) ji “give birth” 11) zèy “begin” 12) afa “here” 13) umwêy “neck” 14) logo “cassava” 15) shi “go out” 16) wù “person” 17) kam “thousand” 18) iwad “cliff” 19) uvu’i “groundnut farm” 20) kígrîiba “paw paw”

Exercise 3C: 1=e, 2=a, 3=ò-èè, 4=ii, 5=uu, 6=a, 7=à, 8=aa, 9=êe, 10=a, 11=ee, 12=uu, 13=i, 14=aa, 15=ee, 16=uu, 17=shi, 18=aa, 19=i-i, 20=u, 21=èè, 22=ù.

Exercise 3D: uku=chairs, ukuu=tail, logo=cassava, jii=road, ikâa=scratch, ika=egusi, ji=goat, bò’kèè=why, aghee=where, kíboo=match.

Exercise 4C: 1=àà, 2=à, 3=i- í, 4= i-í, 5=à, 6=ii, 7=ə-ə, 8=əə-í, 9=i, 10=ùù-ə, 11=ii, 12=àí, 13=à-ə, 14=í-i, 15=i-i, 16=ə, 17=ə-aa-ə, 18=ii-ə, 19=ì, 20=əə-ə, 21=ə, 22=uu-ə.

Exercise 4D: 1=boil, 2=take away, 3=stand, 4=leprosy, 5=house, 6=soup, 7=what?, 8=hut/shelter, 9=ceiling, 10=road, 11=who?, 12=price.

Exercise 4E *Father has brought a sheep home and has tethered it in front of his hut. When he has poured libation, he will remove his knife and slaughter the sheep. He is fanning himself because it is too hot. He resembles his father, our grandfather. Whenever father has to pour libation, I am happy because it is always a feast day. We will have peace, abundance of corn, good health and progress. That is what father says is the reason for pouring libation. Pastor says father has told a lie. To pour libation does not help. All good things come from the Father of the world who is God. Prayer is above libation. He says we will know these things when we learn from the Bible in the Weh language.*

- Where has father tethered the sheep? *In front of his hut* (N fû u kəfəə.)
- What does he do before removing his knife to slaughter the sheep? *He pours libation* (ífəələ).
- What is he doing because places are too hot? *He is fanning himself* (Tə fəəbə wuu u wi).
- Who does he resemble? *his father our grandfather* (Tə fiilə bày wi, bàybà y sa u nyiamwə.).
- Give four reasons why father pours libation. *We will have peace, abundance of corn, good health and progress* (A i keeli ibuulə, ndəm asəb, a n taw dzəbə, nyimə).
- Who says father has told a lie? *Pastor* (Fəəngəli).
- From where do all good things come? *God who is father of the world* (Bay mbi təŋŋə Kəzə.).
- What is above libation? *Prayers* (igəŋŋə).
- How does pastor say we can know these thing? *When we read the Bible in the Weh language* (Tə dzàanə a i keeli mà y ghəə atiighə bə a zo’lə tsu Mà’lə Kəzə kə n ghəəmə i kəwi).

Exercise 5B:.

H	L	H H
fə=friend	wù=person	lami=orange
lu=full	nji=sheep	isay=gizzard
wey=wife	dòw=big	uti=boundary
kam=thousand	bà y=father	ifəb=he-goat
H HL	H L	L L
ikâa=scar	kəzay=spirit	kumkum=truly
idèy=mourning	kəfi=lock	bà ybà y=grandfather
izû=quarrel	uzə=god (fetish)	wùzə=mad person
kəkôw=forest	ukəm=leprosy	bò’kèè=why

Exercise 5C: kəfə=thing, kəfə=dove, kəfi=lock, kəfā=valley.

Exercise 5D: Translation into English

There are certain words in Weh which whenever I pronounce them, my voice goes down. Words like person, mother, grandfather, shoe, hoe, fence, sheep and grandmother. So when I am writing them, I will put a low tone on it. There are other words which when I pronounce them, my voice goes up like in friend, there, wife, child, tears, chairs, locust, etc. I put a high tone on them when writing. In some words, my voice will rise and fall. Words like cry, scar, quarrel, grave, life, bed, cutlass, etc. Since I know the high tone and the low tone, I will easily learn the rest and write Weh.

Exercise 6D: The answers are all the words in exercise 5c to be rewritten. Check the answers in exercise 5c.

Exercise 6E: Wu kghəə wə mə tsəb kəmə kə wi ka' ni zaa. Tə ma buu. Tə n bu' tsu bu' i lo' zə n wə kə wi, ko'tsu nyamə kəmbu'u i kuulə i, ney shwət nyi ndow n dzu i wi. Tə fo'lə ko' itsu nyam i ti zə n ka kpi n dzu i wi. Fə kə lo' kə n fuŋ tsu, tə n laalə ko' ndow nə uka', ko' ndow uza'. Tə n nun tsu nyam zey, fə kə lo' kə n tsu' tsu wi nə idzu tə alo' fəsa'. Tə n kəm ko' tsu nə alo ghəb i mbu'u key. Kə n fəəbə nay ndow wi sa, ləmə n tii tsu n sə a wi.

Exercise 7C: 1=o, 2=ò, 3=ə, 4=ò, 5=ə, 6=ə, 7=ə, 8=ə, 9=ə, 10=o, 11=ô, 12=ə.

Exercise 7D: 1=ni dò'òsə, 2=sò', 3=logo, 4=kə, 5=əíwə, 6=ni ngəwí, 7=ifow, 8=bò'kèè

Exercise 7E: climb=kó'ó, see=ko', só'ó, so'li, catarrh=kəzə', mushrooms=zó'.

Exercise 8C: 1=ŋ, 2=m, 3=n, 4=ny, 5=ŋ, 6=ny, 7=ŋ, 8=ny-ŋ, 9=n, 10=ŋ, 11=m, 12=ŋ, 13=ny, 14=ŋ.

Exercise 8D: Reading practice. Translation.

1. My tongue is bitter.
2. Mother is roasting meat
3. There is a hair in the bowl.
4. There is a caterpillar on the chief's ear.
5. The flour is bitter.

Exercise 8E: While I was sleeping, something pinched me on the ear. I thought it was a caterpillar that I would kill and throw into the rubbish. Again it pulled my hairs. I said "this is witchcraft and I must see the chief about this." I lit my lamp. Behold, it was a tarantula: thick hairs, brown hairs and as big as an egg-plant. Is it an animal? No. can I roast it and eat? No. Is it bitter? No one knows. Can it suck blood? How does its tongue look like? I wondered. I knelt down, poured kerosene on it, lit the fire and smoke came up. It was like roasted meat but I did not eat it because I don't like to die.

- 1.) fəkəlo'kə=Something
- 2) On the ear,
- 3) His hairs,
- 4) He suspected witchcraft and said he would see the chief about it.
- 5) He saw a tarantula with thick hairs, brown hairs and it was as big as an egg-plant.
- 6) He knelt down, poured kerosene on it, lit the fire and smoke came up.
- 7) It smelled like roasted meat 8) He did not eat it because he did not want to die.

Exercise 9B: 1=H H, 2=L, 3=H M, 4=H, 5=M, 6=HL, 7=H L, 8=M, 9=H HM, 10=H, 11=H M, 12=H HM, 13=M, 14=H HL, 15=H L, 16=H, 17=H HM, 18=H H, 19=, 20=H HL, 21=L, 22=H HL, 23=H L, 24=H H, 25=L.

Exercise 9C: a= bàybày, b=tòntòn, c=kəkù', d=afey, e=lami, f= kəkù', g= bò'kèè, h=njì, i= fəfəə, j=ukuu.

Exercise 9D: 1=isə/isî, 2=kəkù'/kəku', 3=ukəŋ/ukəŋ, 4=mbà/mba, 5=num/nùm, 6=fəmbu'/fəmbu'.

Exercise 10B: 1=mm, 2=nn, 3=fí, 4=m, 5=m, 6=fí, 7=fí, 8=n, 9=n, 10=fí, 11=m, 12=nn, 13=n, 14=fí, 15=fí, 16=nn, 17=fí, 18=fí, 19=m, 20=ny.

Exercise 10C: 1=məmbu', 2=nnjim, 3=nnyi, 4=nnən, 5=nyàm, 6=mmbi'i, 7=nngwò, 8=mba, 9=mmu, 10=nndàn.

Exercise 10D: 1=belts, 2=tree, 3=egg-plant, 4=chisel/tapper's knife, 5=groundnuts.

Exercise 10E: I sat on two stools in front of my house eating some meat with a knife. Birds were eating bananas and bats came and met them, they started fighting. Some palm rats left the banana bunch and fell into an hole of water. I threw a nail at the bats and killed one. That was another piece of meat for me to eat.

Exercise 11B: 1=ŋŋ, 2=ñ, 3=yy, 4=l, 5=m, 6=ww, 7=nn, 8=nn, 9=n, 10=ll, 11=mm, 12=l, 13=nn, 14=w.

Exercise 11C: 1=n, 2=yy, 3=mm, 4=nn, 5=ww, 6=ŋŋ, 7=mm, 8=ñ, 9=ŋŋ, 10=ll, 11=l, 12=yy, 13=w, 14=mòm.

Exercise 11D: 1) nnən tùùbà, 2) kəmmə kâ, 3) tənyuŋŋə , 4) nuummə sowəkə, 5) kweyə

Exercise 12B: 1=umbəghə, 2=kənənəghə, 3=kəgbòò, 4=aghəŋ, 5=aghee, 6=ni gbòw, 7=ngbi, 8=nghâm, 9=aghum, 10=kəmgbaŋ, 11=ighòw, 12=nsəghə

Exercise 12C: a=gh, b=gb, c=gh, d=gh, e=gb, f=gh

Exercise 13B: 1=kp, 2=gb, 3=gb, 4=kp, 5=gh, 6=kp, 7=gh, 8=kp.

Exercise 13C: 1. Nən fəkpə' fə fuŋŋə fey nə uti (2.) Ghow ghə nchəŋji u lo' fey nə təkpay (3.) Wù usum kpaalə nən fəkpə' (4.) Ghə ghəmmə n ghəmmə zə ina' i ghey (5.) Wù bənnə u kghəalə təkpay (6.) Wə təmə nchəŋji kām kpaalə ghòw uti wə bòò'kèè?

Exercise 14C: 1=dz, 2=ts, 3=j, 4=ch, 5=j, 6=ch, 7=dz, 8=ts, 9=ts, 10=dz, 11=ts, 12=dz, 13=dz, 14=ts, 15=ts, 16=dz, 17=j, 18=ch, 19=j, 20=dz.

Exercise 14D: 1. Dzədzə ulo' ni tay igwəoləzə 2. Dzo' kuŋ kə kə utsa' 3. Njim fə siillə ndzii 4. Njim fa kəli ujim 5. Zhim i tsam i bəghə idzəm.

Exercise 14E: War is not a good thing. It can cause you to sleep in mud with hunger. It can cause you to eat frogs. You can stay for months without seeing a bunch of plantains or without harvesting plums in a bunch. Nothing about war is straight. You can cross seven rivers running away from war. Your cheeks will dry up and bones will show. If you fight a war, wrinkles will develop on your face and your back will pain you. You will not enjoy love music. All about war is bad.

- 1) The story is talking about war which is written in Weh as tsam
- 2) The story says that war is not a good thing.
- 3) According to the story name five frustrating things which war can cause you to do.
 - a. War can cause you to sleep in mud with hunger.
 - b. War can cause you to eat frogs
 - c. War can cause you to stay for months without seeing a bunch of plantain.
 - d. War can cause you to stay for months without harvesting plums in a bunch.
 - e. War can cause you to cross seven rivers trying to run away.
 - f. War makes you not to enjoy love music.
- 4) From the story name two thing that can happen to your body when you fight a war.
 - a. When you fight a war, your cheeks will dry up and bones will show.
 - b. When you fight a war, wrinkles will develop on your face.
 - c. When you fight a war, your back will pain you.

Exercise15C: 1=sh, 2=zh, 3=zh, 4=zh, 5=sh, 6=zh.

Exercise 15D: 1. Shi ndòw zhim, zhimtə təbəghə 2. Zhi u ngilò' n usum 3. Nay nu mà'lə uzhim u bəghə 4. Zhim kpitsu tə sa mayyə kó' zhi wən.

5. Story: There was too much weeds in the farm. We were tired of weeding the weeds and we started singing. We sang one song and I removed some groundnuts from my pocket and ate. We sang many songs until we finished weeding the farm.

Exercise16C:

1. This is a gift from my grandchild.
2. Why are you insulting the butterfly?
3. I will meet you on the road.
4. Something has removed the termites.
5. I respect my language Weh.
6. We cut the intestines in the bush.
7. The huckle berry soup has poured round my body.
8. The birds and bats are eating egg-plants.
9. I want to crawl under the bells near the pool.
10. I am mixing the watery soup and dividing it to the slaves.
11. I will rest, strain the chaffs and listen to the birds sing.
12. Exchange the eggs which the birds have not incubated.

Exercise 16B: 1=f, 2=bv, 3=f, 4=bv, 5=bv, 6=v, 7=f, 8=f, 9=v, 10=f, 11=v, 12=bv.

Exercise 16C: Translation.

1.The dog is chewing a bone, 2. The fowl is drinking oil, 3. The bush man is blowing a trumpet, 4. A dog's bone is hard to chew, 5. I don't eat chickens.

Exercise 18D: A poor man is not one whose bag is empty but one whose head is empty. In the olden days, the illiterate chiefs hid their children under the bed and forced the children of their slaves to go to school so that the teacher will whip them with the cane. The slave children came back from school with their heads full of knowledge while the princes remained at home with empty heads. As time went on, the wise slaves became chiefs and the illiterate princes became slaves. I am learning to read and write Weh so that my head will not remain empty. I will become a great man in the Weh community.

LESSON 20

1 = 37 letters make up the Weh alphabet?

2 = 30 are in the alphabet?

3 = 7 vowels are in the alphabet?

4 = There are 27 monographs?

5 = 10 digraphs?

6 = It is a letter of the alphabet with a single symbol.

7 = A digraph is a letter of the alphabet that is composed of two symbols joint together.

8 = A consonant cluster is a combination of two or more consonant letters intended to build up a word.

9 = We say these letters (ə, ', ŋ, ɔ) are peculiar to the Weh alphabet because they are used only in Weh and not in the English alphabet.

10 = p and r are used only in borrowed words in Weh.

11 = c, q x are never used in Weh.

12 = Only 2 tones are marked in the Weh alphabet: low and highlow?

13 = high, mid, highmid, lowhigh are not marked.

Share what you have written with another person for corrections.

i) s and z

xii) n and ŋ

ii) h and '

xiii) o and ɔ

iii) ts and dz

xiv) oo and ɔɔ

iv) ts and ch

xv) aw and ow

v) dz and j

xvi) ay and ey

vi) gb and gh

xvii) ə and i

vii) bv and pf

xviii) əə and ə

viii) n and ny

xix) ə and e

ix) ch and j

xx) l and ll

x) sh and zh

xxi) y and yy

xi) kp and gb

xxii) ŋ and ŋŋ

If you know how to read and write a foreign language like English and French, you are **foreign literate** but if you cannot read and write your own native language, then you are a **native illiterate**. The real Cameroonian and African is the one who is not a slave to colonial mentality but one who upholds his/her Cameroonian and African Cultural Identity with no inferiority complex. He/she proudly takes his/her African qualities to the global market and finds a comfortable place there as an African who is conscious of his/her rights as a child of the Universe.