

Letir gi bii gi chibne 2

Les lettres de la langue chibne (soumraye) - Volume 2



Association pour le Développement de la Langue Chibne (A.D.L.C.) 2023

Soumraye



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Titre en français : Les lettres de la langue soumraye. En langue soumraye parlée dans le département de la Tandjilé-Est, sous-préfecture de Déressia.

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3e édition (en orthographe révisée) 2023: 30 exemplaires

Letir gi bii gi chibne 2

Les lettres de la langue chibne (soumraye) - Volume 2

Letir gi bii gi chibne 2

Soumraye
Tchad



Guide d'enseignement : Livret d'alphabet

Utiliser ce livret d'alphabet pour enseigner les aspects suivants :

- le nom et le son de chaque lettre de votre alphabet
- comment écrire et lire la minuscule et la majuscule de chaque lettre
- que le point final marque la fin d'une phrase
- que nous lisons de gauche à droite
- que chaque lettre a un son différent
- pratiquer l'écriture des lettres

Toujours commencer par une petite révision de la lettre de la veille, des mots-clé et de la phrase simple.

1. Activité des mots-images

1. Enseigner le nom et le son de chaque lettre. Écrire la lettre, par exemple A a, au tableau et demander aux apprenants de dire le nom et le son de chaque lettre.
2. Demander aux apprenants de regarder chaque image et de dire ce qu'ils voient.
3. Montrer le mot en bas de chaque image, lire les mots et demander aux apprenants de regarder et lire les mots avec vous.
4. Faire lire les mots par quelques apprenants.

5. Dire l'un des mots. Demander aux apprenants de chercher ce mot avec son image et de le lire.

6. Faire beaucoup de pratique de cette façon, jusqu'à ce que les apprenants arrivent à lire chaque mot.

7. Écrire les mots sur les petits cartons. Demander aux apprenants de faire correspondre le carton-mot avec le bon mot/ image sur l'abécédaire.

2. Activités avec la boîte à images

1. Demander aux apprenants de bien écouter pendant que vous dites chaque mot illustré dans la boîte à images. Prononcer chaque mot clairement et lentement.
2. Prononcer encore chaque mot. Demander aux apprenants de frapper les mains s'ils écoutent le son de la lettre du jour au début d'un mot.
3. Pour chaque image, demander aux apprenants si le mot commence par le son de la lettre du jour ou par un son différent.
4. Demander aux apprenants de montrer les images qui commencent avec le même son que la lettre du jour et de prononcer le mot. Vérifier que tous les apprenants arrivent à faire cette activité. Aider ceux qui ont des difficultés.

3. La phrase

1. Écrire la phrase au tableau. Lire la phrase aux apprenants deux fois. Montrer les mots en lisant.
2. Faire le plan de lecture du texte, étapes 2 à 5.
3. Chasse aux mots : Demander aux apprenants quels mots dans la phrase commencent avec le son de la lettre du jour. Montrer aux apprenants ces mots dans la phrase.
4. Majuscule : Expliquer/ rappeler aux apprenants que nous écrivons la grande lettre au début d'une phrase ou pour un nom important et que le reste des lettres sont petites. Montrer la majuscule.
5. Point final : Expliquer/ rappeler aux apprenants que le point final indique la fin d'une phrase. Montrer le point.
6. Chasse aux mots-clé : Demander aux apprenants de chercher le mot-clé (de l'activité des mots-images) qui figure dans la phrase, avec le carton-mot si possible
7. Lire le mot avec les apprenants.

4. L'écriture

1. Expliquer aux apprenants comment écrire la lettre du jour – minuscule et majuscule.
2. Demander aux apprenants de pratiquer en écrivant en l'air avec le doigt.
3. Demander aux apprenants de pratiquer dans leur cahier/ sur leur ardoise.
4. Les apprenants qui finissent vite peuvent essayer d'écrire l'un des mots-images.

Plan de lecture du texte

1. L'enseignant lit **tout le texte aux** apprenants.
2. L'enseignant lit le texte **ensemble avec tous** les apprenants.
3. L'enseignant lit le texte **avec quelques apprenants individuellement**, un à un.
4. Quelques apprenants lisent **individuellement seuls**, un à un.
5. L'enseignant lit le texte **ensemble avec tous** les apprenants.

Important à noter !

Aux **étapes 2, 3 et 5**, l'enseignant lit toujours **en même temps que** les apprenants. Les apprenants ne devraient **PAS répéter** après l'enseignant.

À **l'étape 4**, si un apprenant rencontre des difficultés, l'enseignant relit la phrase avec l'apprenant.

Aux **étapes 3 et 4**, il s'agit de **volontaires** parmi les apprenants, pas d'apprenants désignés par l'enseignant.

Birmə gaba gılə libri di alpabe :

Unə libri di alpabe di ka di dara gılə mani nə i ta di :

- Letir bá bá dinə alpabe ında sumdi me 'waga dıra me
- Letir bá bá da, gi jangi di dwe me di geche me man mo?
- Dibe gi dodə da, ba i 'yaᅇa giᅇə gwale mᅇn duwa.
- Ba də āsang i isay gi jele ha isay gi abe.
- Letir bá bá da, 'waga dıra nᅇm jiga.
- Gılə letir janga dıra

Bag da, ur i cwara gaba yara letir me mo kile me pras bani di də yaradi pii do.

1 Mani nəᅇə mo me mani dúndirəgi me day

1. Gılə letir bá bá sumdi me 'waga dıra me. Janga letir ya A a me tablowə me ur dine ba gunə letir bá bá sumdi me 'waga dıra me ca.
2. Ur dine ba yarna mani dundirəgi bá bá me, ba wayna mani nə cendi ba yər me ca.
3. Gilgi mo gi dodə dúndi giᅇndidi læ bá bá, āsi mo di daa me waygi dine di gi yarna me gi āsna mo di daa gandiᅇm mᅇn.
4. Kal dine nə yab āsna mo di.
5. Gu mo mᅇn sumiw daa. Ur dine di ba kaᅇjina mo gi ta di gi dúndi duwa ca me ba āsna daa me ca.
6. Àlna le dii giᅇrə bᅇraa dine di 'wacᅇana āsa gi mo bá bá do.

7. Jangi mo gi yab managi karton gi bani baniyə me waygi dine ba hana giᅇlnə mo gi kartonə di daa jaw gaba wudara gandiᅇw managi maktubu di idi dúndiyə di.

2 Mani nəᅇə dúndi day

1. Waygi dine di managi mə ina læ goo mo læ da, gi dwayna ladna le. Gu mo di angal me ladi le piᅇrang me ca.
2. Gu mo di bá bá dang. Waygi dine di managi gi dwayna letir di laba di ina læ dirᅇᅇ nə piiyə da, gi babna isiragi daa.
3. Mani dúndirəgi bá bá da, ur dine di ga mo duwa nᅇm i gi letir di laba di labaa nᅇm wun jiga mo.
4. Ur dine di gi giᅇlnə mani dúndirəgi nə 'waga day nᅇm bor gi letir di laba di me gi 'wagna mo di daa. Ijᅇm gi metir di àsi angal diᅇma yər kal dine di àlna mani nə ta di pad dayə. Woni 'wacna ladi bədə da, wagi læ.

3 Pras

1. Jangí pras daa tablowə. Āsgí dine pras di daa dii sír. Mə āsna da, gíl mani mo day bá bá.
2. Ðarí birmə gaba āsa mani ladí le, mani nə 2 ha 5.
3. Kanja gí letír: Ur dine di ba da: "I mo gí wey managí pras dwaré lə me u letír dı́ laba pii mo?" Gílgí dine mo gí ta di managí pras dwaré lə.
4. Letír dı́ geche: Waygí dine di ba da: "Letír dı́ geche da, gí jangı́dı́ diyə́ gí gını́n gınə pras dıra lə labaa gun sumıwə me cırı sumdı́ lə me ca. Letír dı́ wor pad da, gí jangı́ i dı́ dine." Gílgí letír dı́ geche janga dıra.
5. Ðı́bə gı́ dodə: Gílgí dine dara dı́bə gı́ dodə da, i 'yana gınə pras dıra. Gílgí dı́bə gı́ dodə di.
6. Kanja gı́ mo kle : Waygí dine gı́ kanjına mo kle gı́ managı́ mani dúndırəgı́ lə gı́ ina lə daa pras lə. Gı́ kanjına gı́ mo gı́ kartonə ta di.
7. Āsı mo di daa dan gı́ nə dine.

4 Giyə gı́ janga

1. Gílgı́ dine letír dırway daa gı́ jangı́ i man mo, letír dı́ dwe do me dı́ geche me sín.
2. Waygı́ dine di gı́ jangına letír di gı́ dúndırəgı́ daa pəgı́n.
3. Waygı́ dine di gı́ jangına kaye dayə me arduwas dayə me ca.
4. Dine nə jangına 'yanna da, gı́ gı́rsınə janga gı́ mo gı́ ta di.

Birmə gaba āsa mani

1. Metír āsgı́ dine maana daa pad. 2. Metír āsı́ maana daa day gı́ nə dine mın pad.
3. Metír āsı́ maana day gı́ nə dine nə yab daa mın mın.
4. Dine nə yab āsı́ mındagı́ mın mın.
5. Metír āsı́ maana daa day gı́ nə dine mın pad.

Gwale gı́ lade gaba gama dımə !

Managı́ nimı́ro gı́ 2, 3 me 5 me da, metír āsı́ i day gı́ nə dine mın mın. Kal dine āsna metír tarıwə bədə!
Managı́ nimı́ro gı́ 4 da, dwe gı́ 'ywana wamani da, metír āsı́ gandıw daa mın.
Nimı́ro gı́ 3 me 4 me da, i dwe gı́ dırəw ur do me āsı́ sín, metír bıyıw bədə.

K k

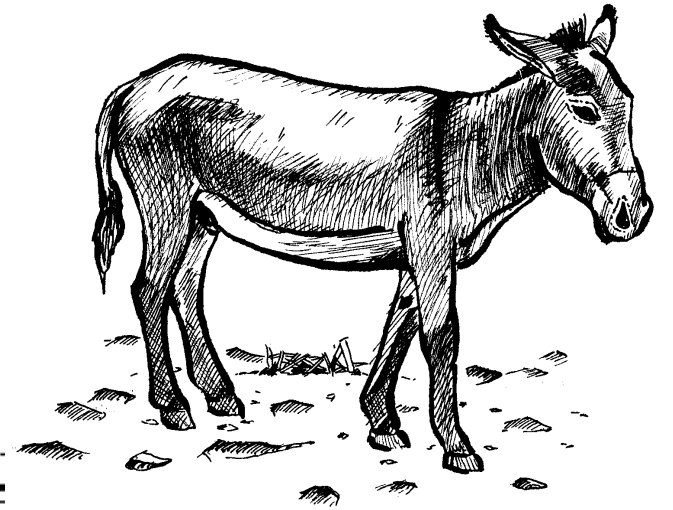


kogəl

kulu

kabni

K k



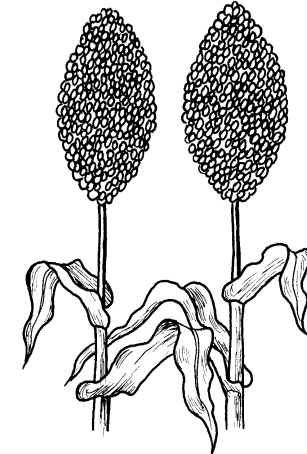
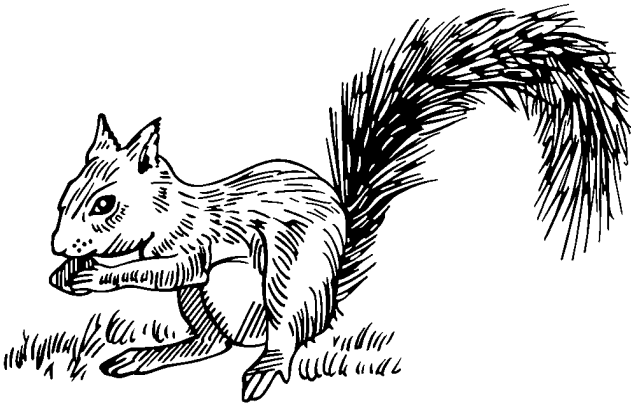
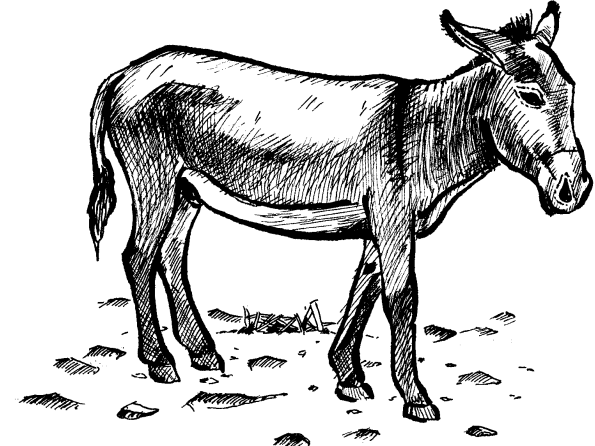
kay

kudîḡ

kura

K k

Mo gi wey me u letir «k»
diriņ nē piiyə mo ?

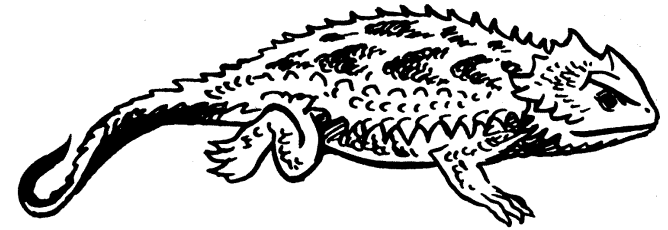
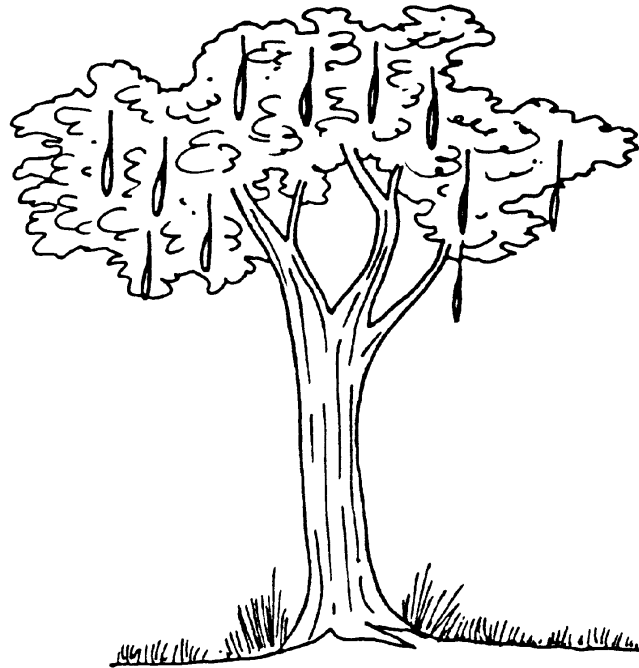
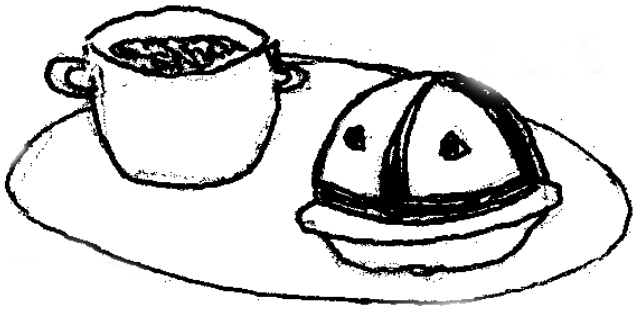


kilə, kili, kala, kalgi, Kalbam

Kalgi yi kogəl ha nim
kire nə Kalbamə. Anji
kundi kogəl bam.

K k kil kabni

H h

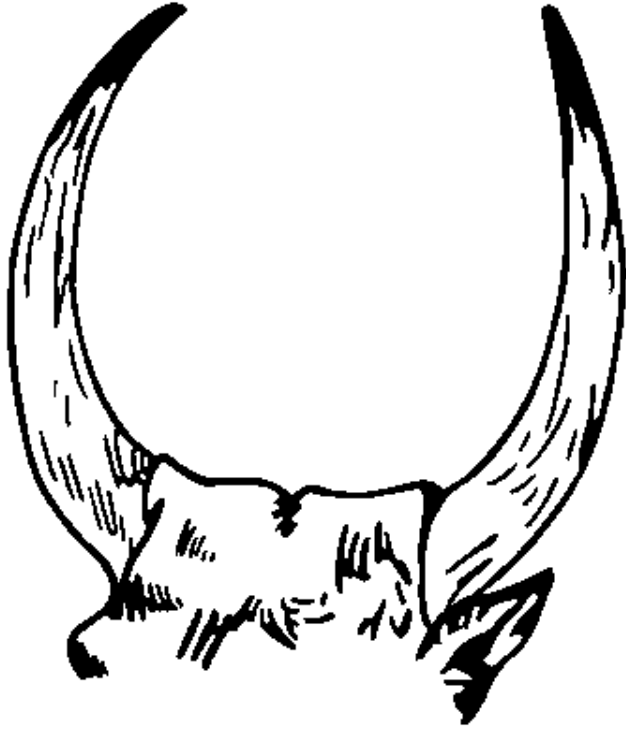


haye

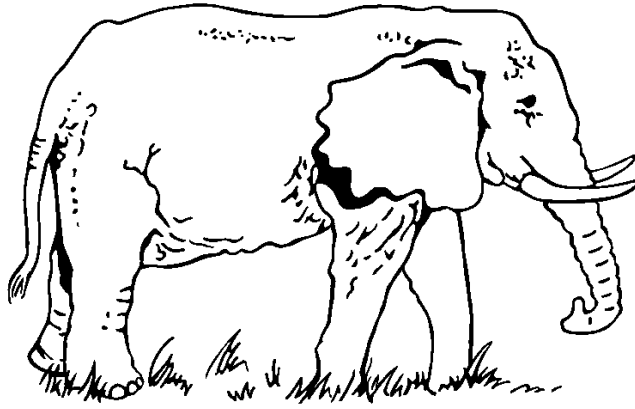
habda

hoy

H h



hugdi



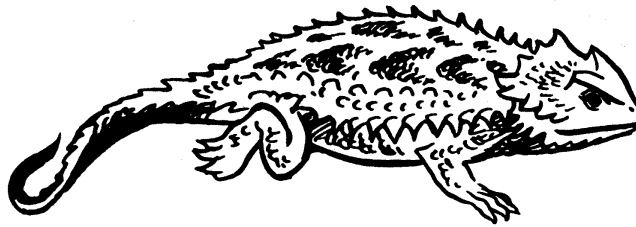
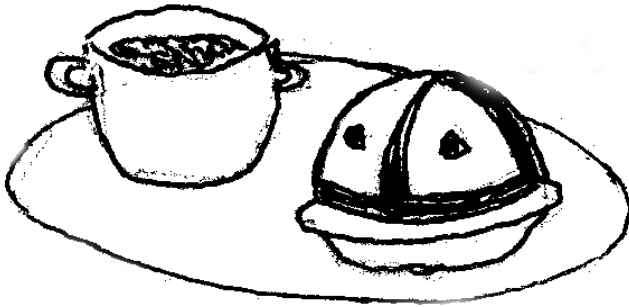
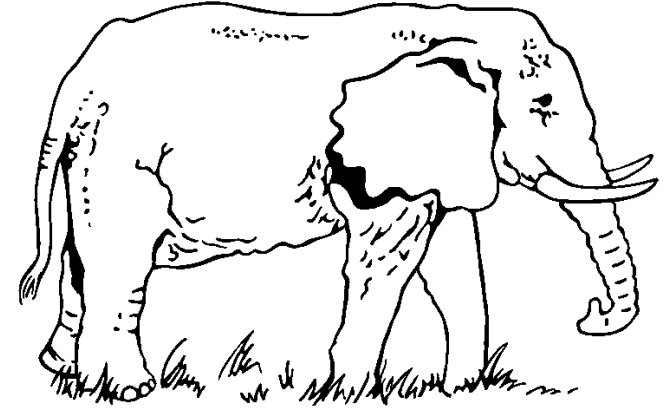
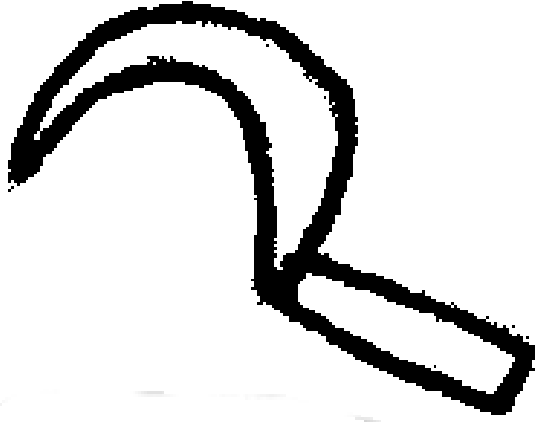
hāṛā



hogim

H h

Mo gi wey me u letir «h»
diriŋ nə piiyə mo ?



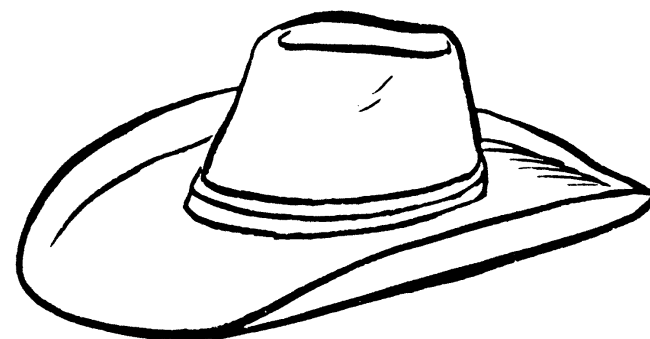
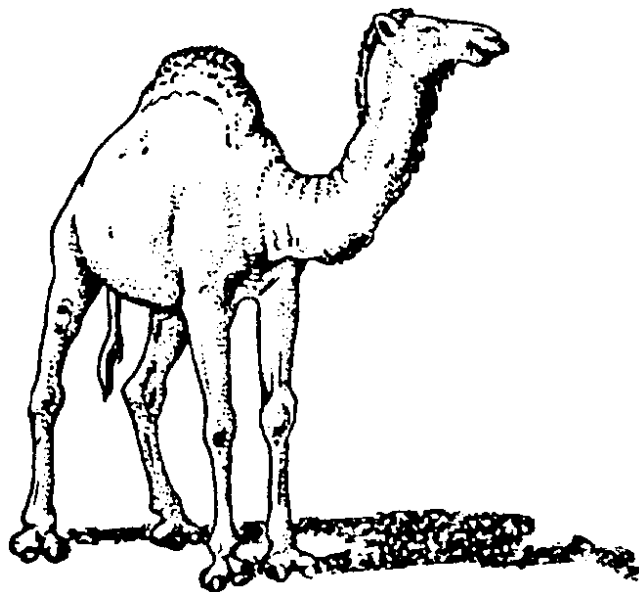
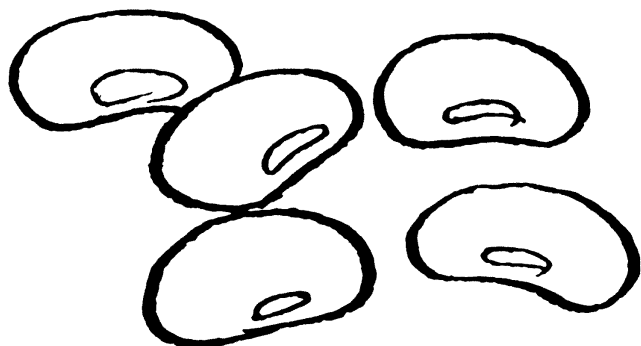
hura, haga, hılala, hibala, Hargi, Harbi

Hoy naga habda diwə.

Anji 'yo hogim.

Hh hura habda

J j

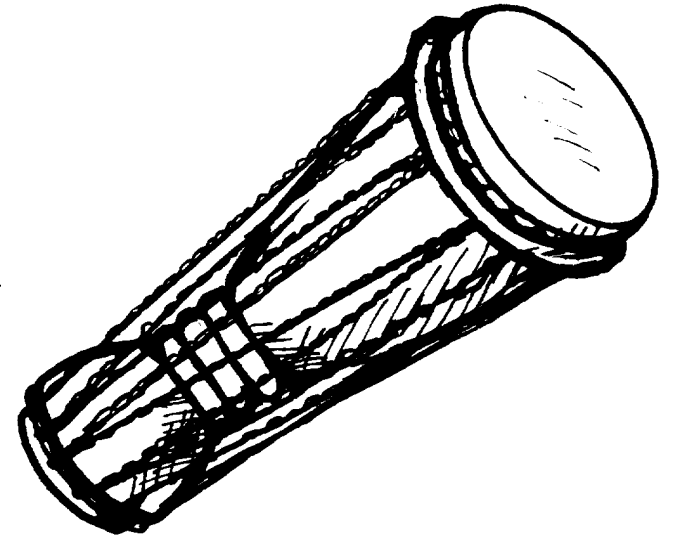
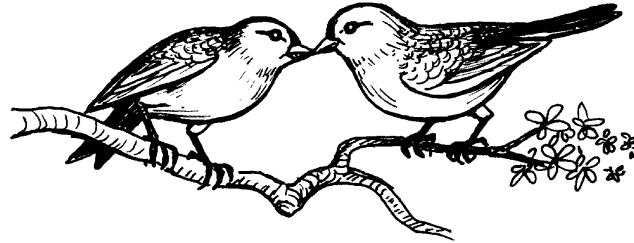
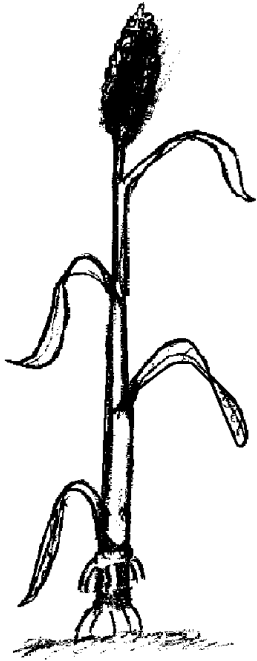


jiri

jambal

jagwa

J j



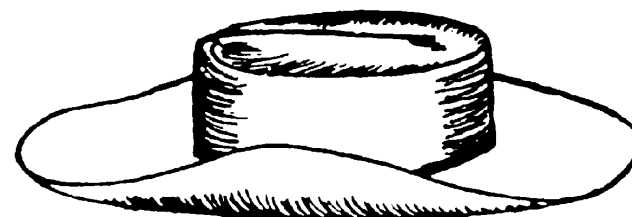
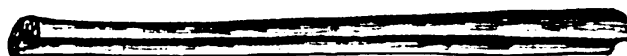
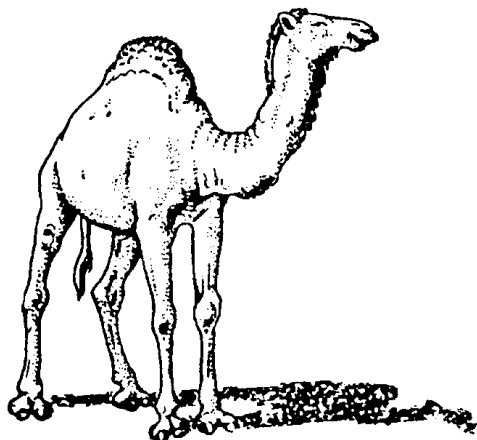
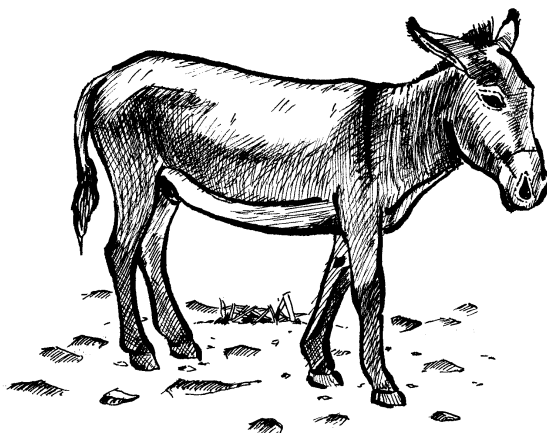
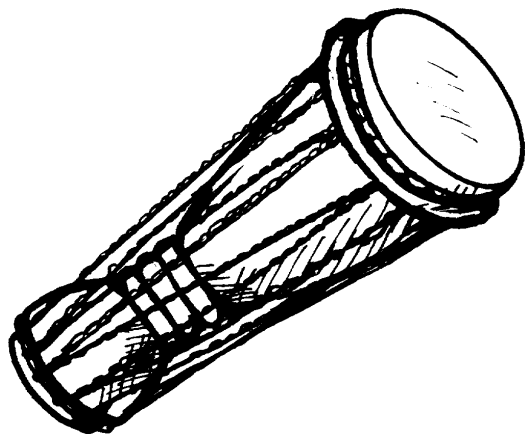
jele

jáw

banjil

J j

Mo gi wey me u letir «j»
diriṅ nə piiyə mo ?

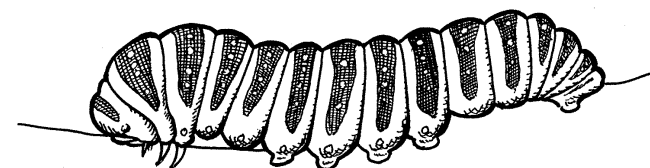
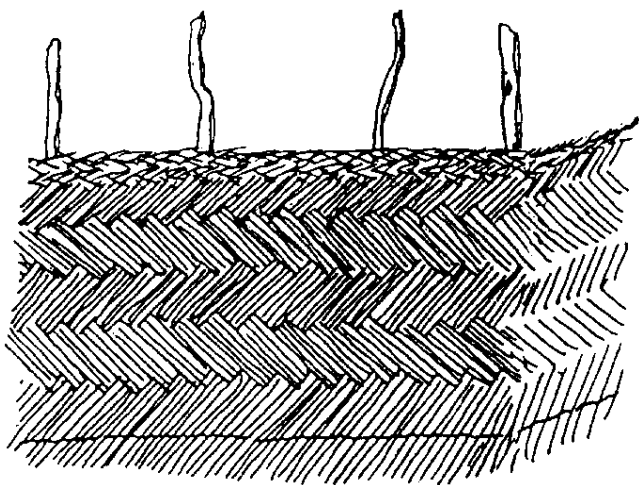


jǝrmə, jara, jawe, jarbe, Jajira

Jərəgə ha kilə jiri gi woni
jambal.

J j jele jər

N n

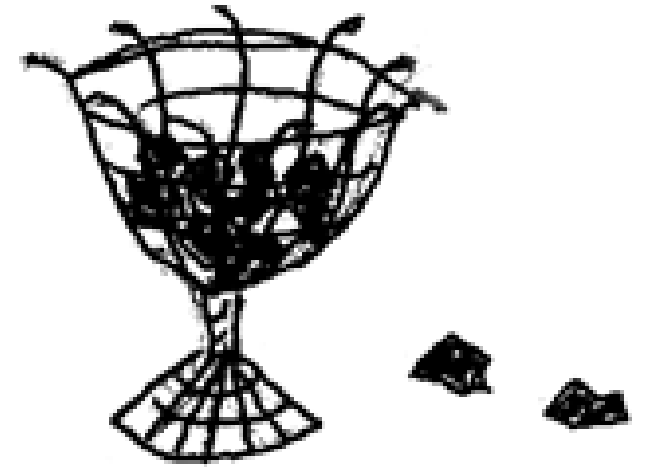
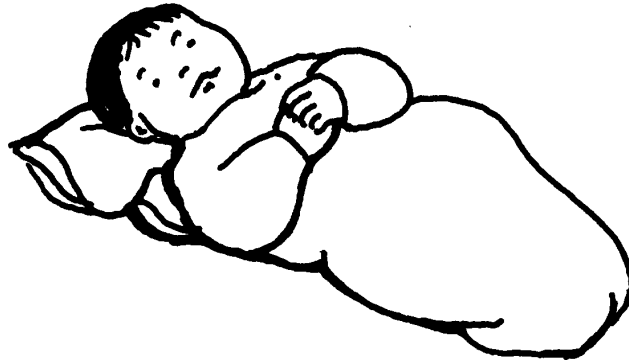
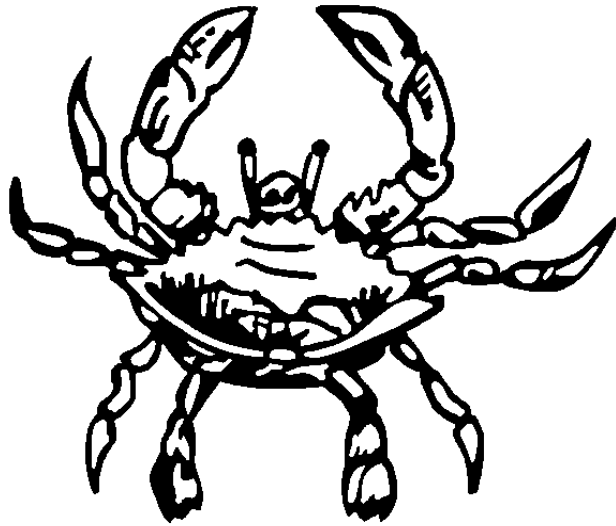


nul+ñ

kud+ñ

dañ

Ñ ñ



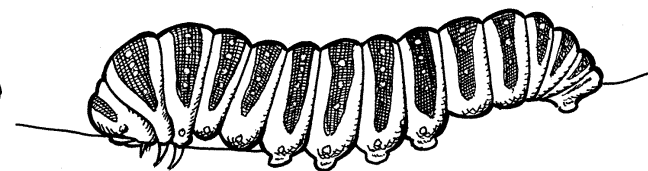
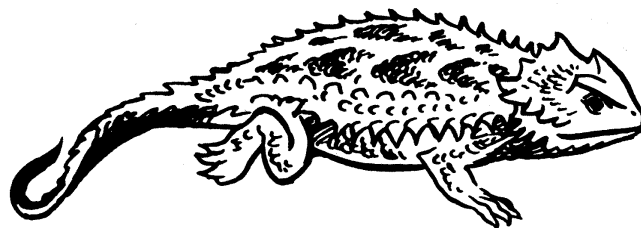
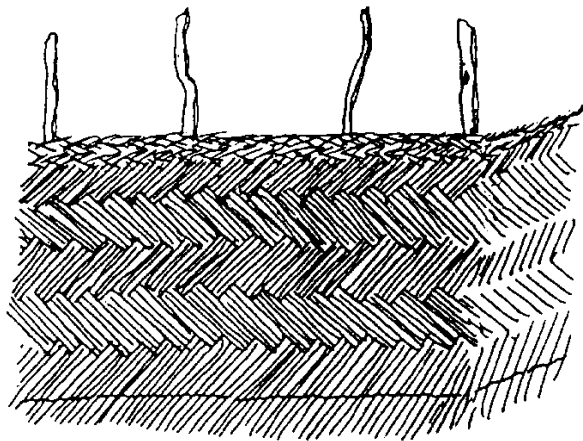
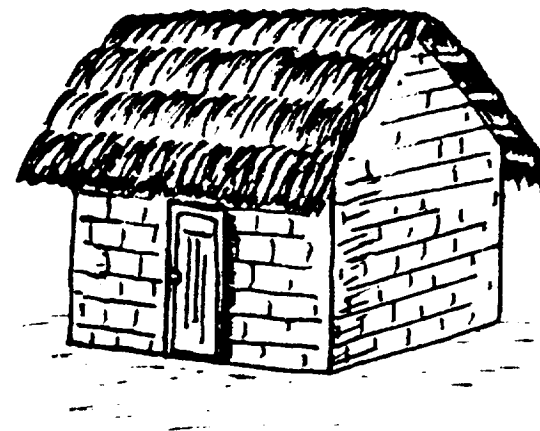
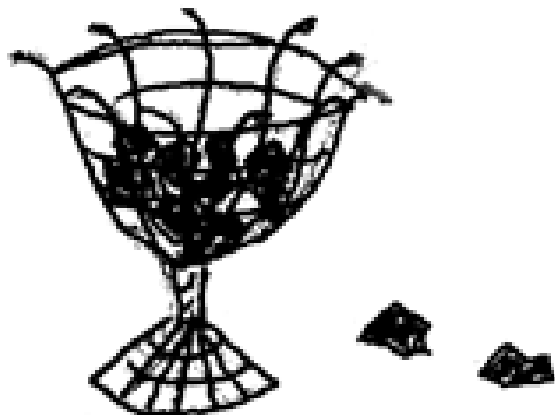
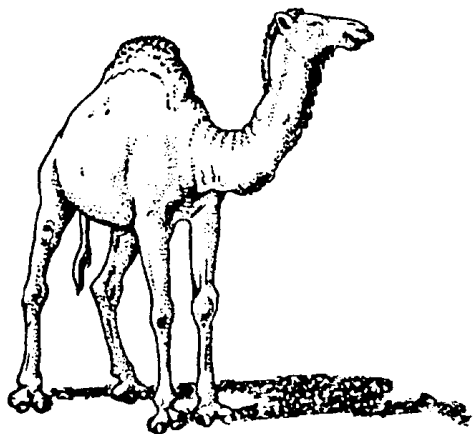
kaña

mañ

ñur+ñ

Ñ ñ

Mo gi wey me u letir «ñ» di mo ?

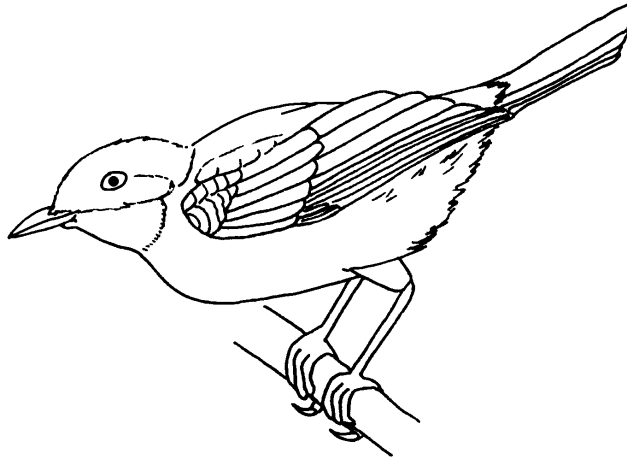
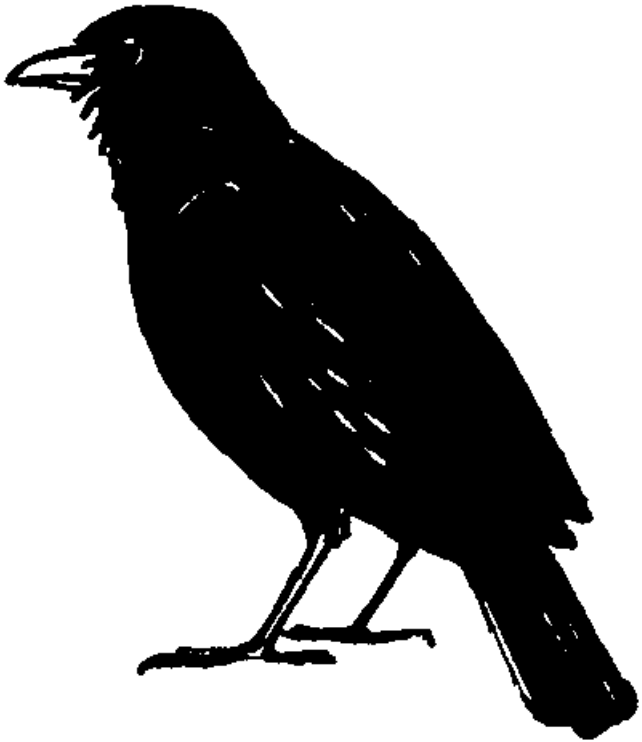


Namgi, ñilə, ñara, ñilanga, ñama, ñagini

Ṛamna wuṇṇi gi māṇ kulə
me Ṛamgi dam iche aw
ṇuliṇ.

Ṛ ṇ ṇuliṇ daṇ

T t

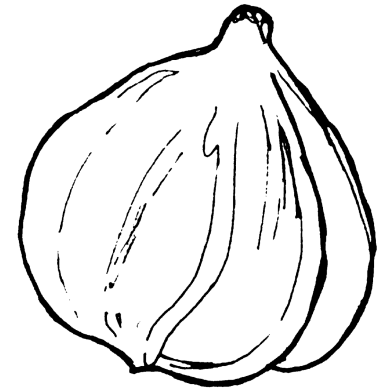
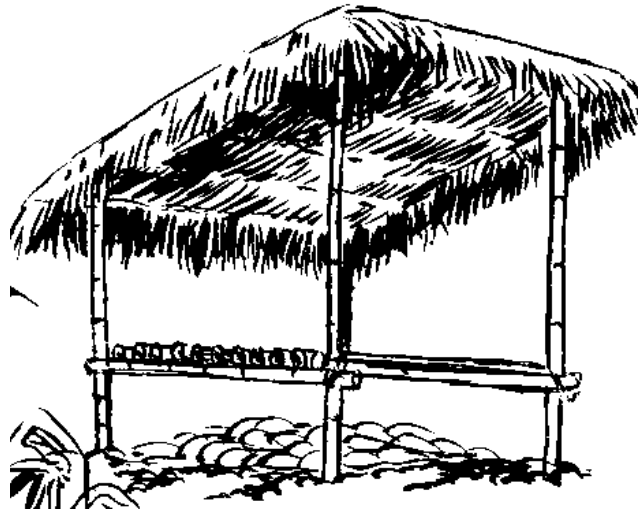
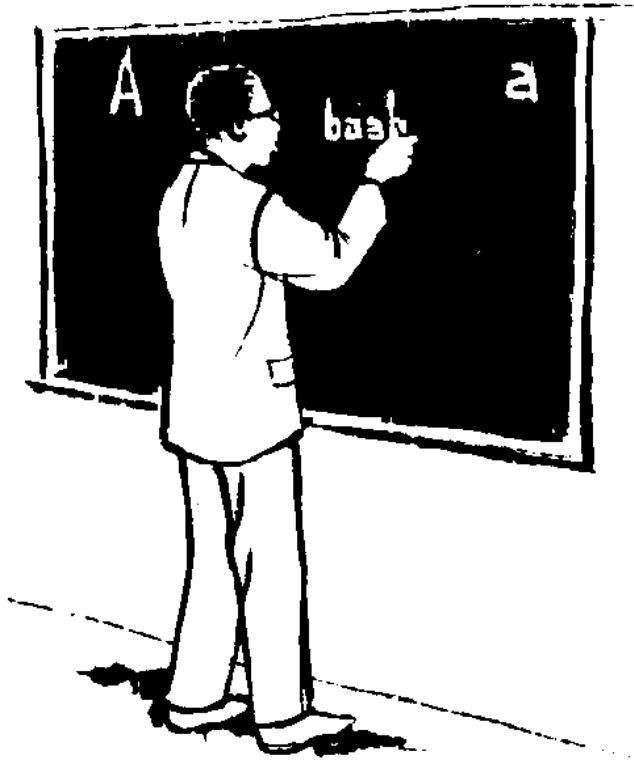


tender

tētē

timgili

T t



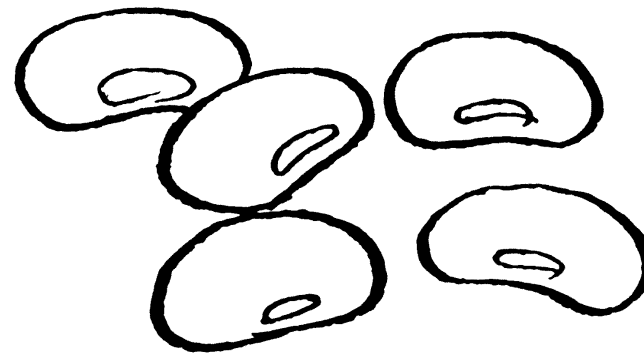
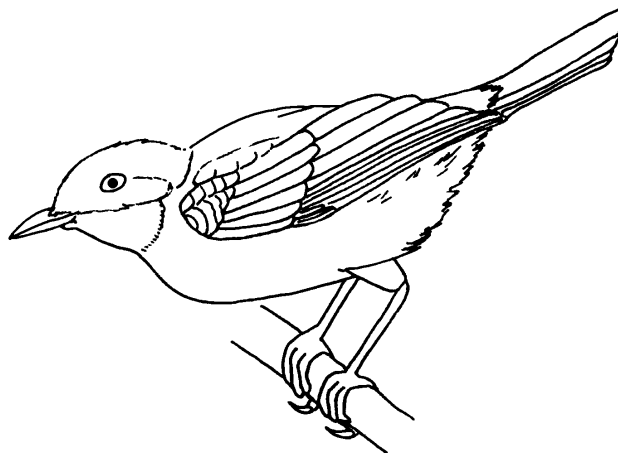
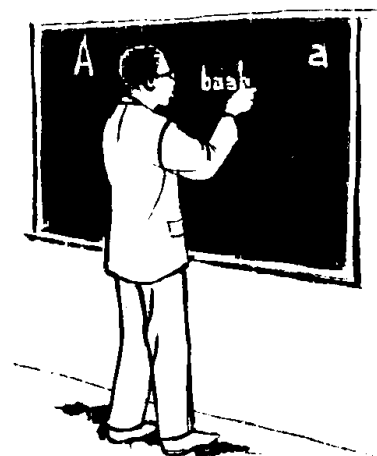
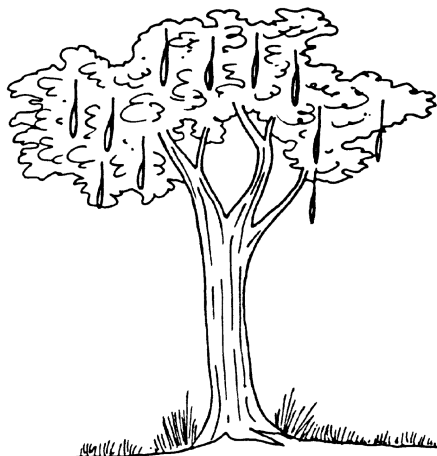
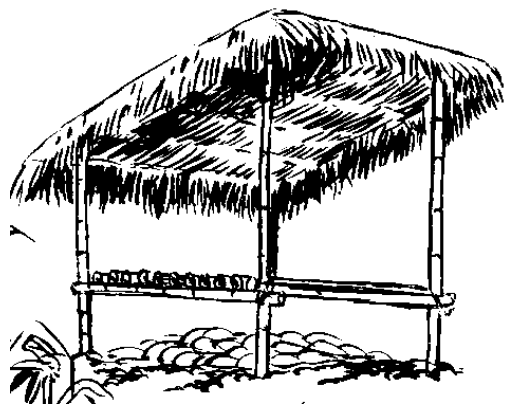
tablo

tibala

tum

T t

Mo gi wey me u letir «t»
diriņ nə piiyə mo ?



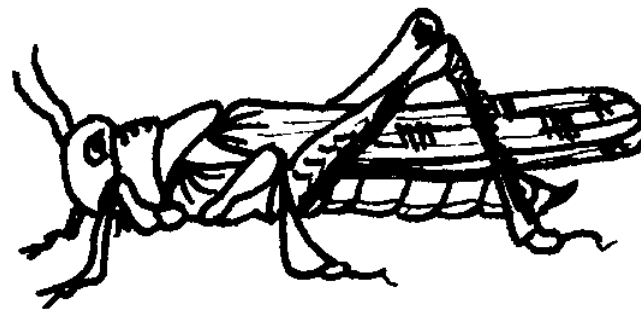
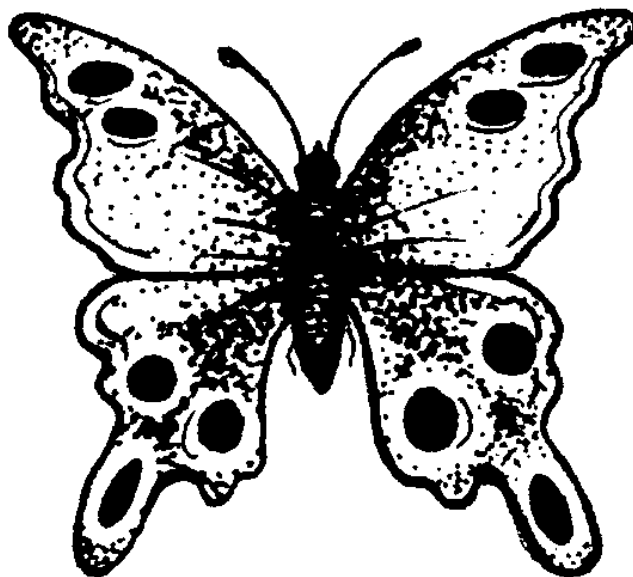
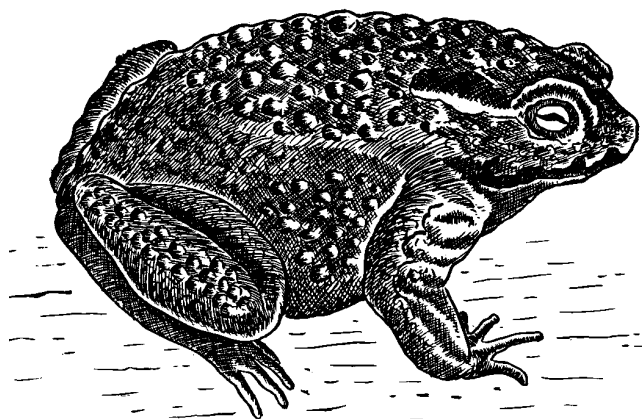
tamjar, tıba, timla, Terəgi, Tumgi

Tender dam tibala didə.

Timgili dam dira gubu lə.

T t tandi tulıŋ

P p

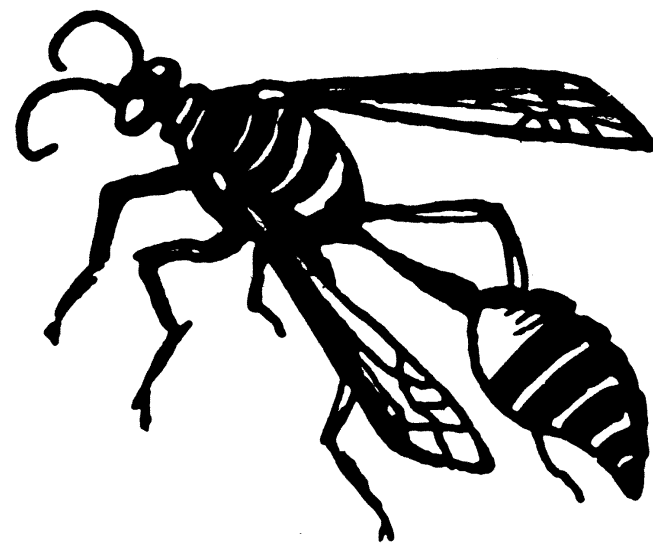
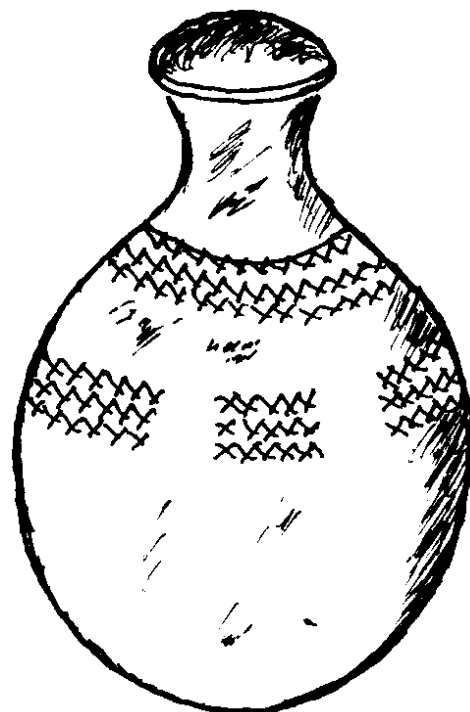
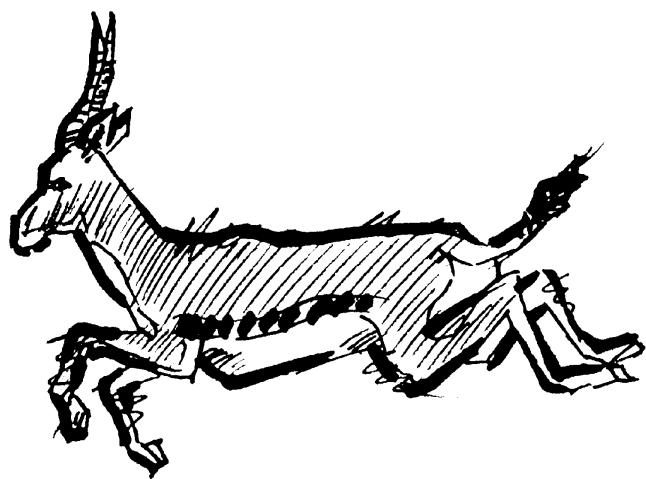


pwana gi
'wã

pena
pena

pimbiru

P p



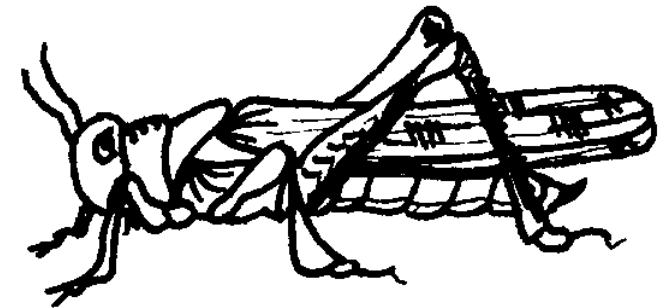
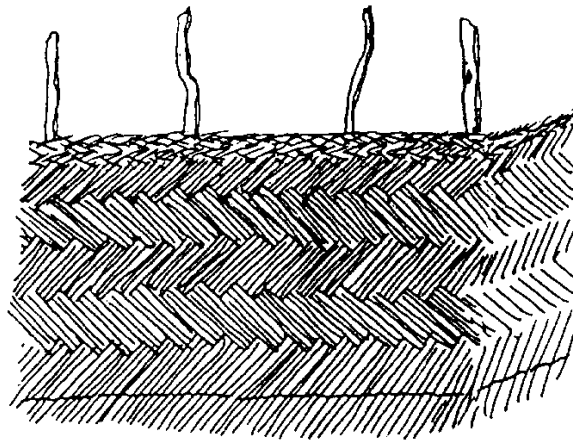
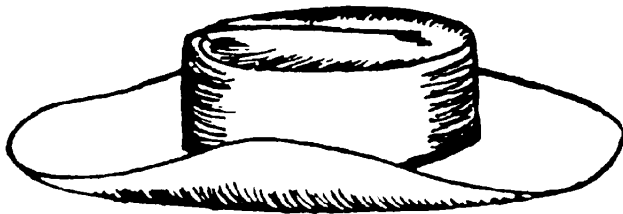
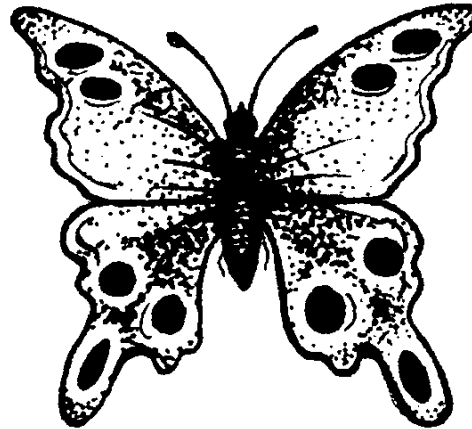
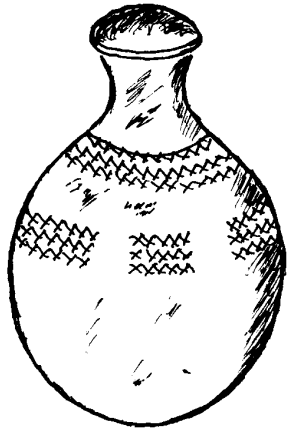
piranga

pirim

pibno

P p

Mo gi wey me u letir «p»
diriᅇ nə piiyə mo ?



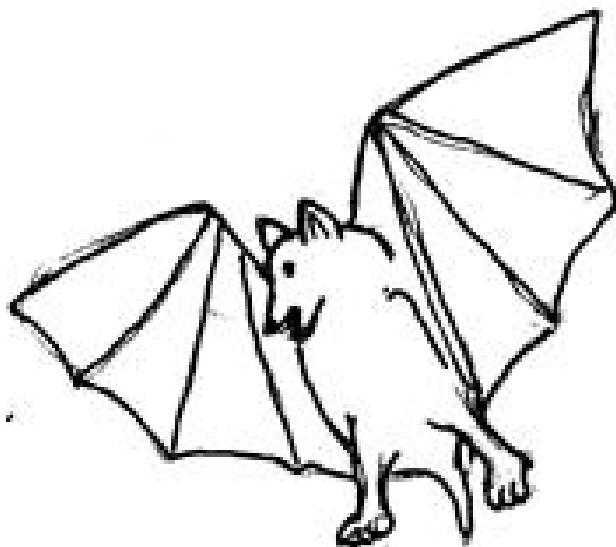
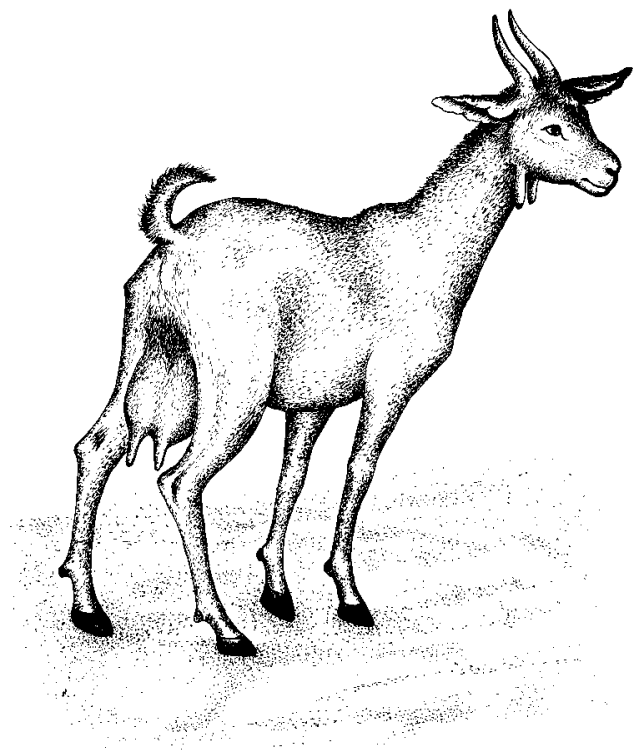
paga, Pamagi, pamgi, pəgiᅇ, para

Pibno po p̣iṛim dalawə.

Pimḅiru wom mongo bam.

P p par pol

C c

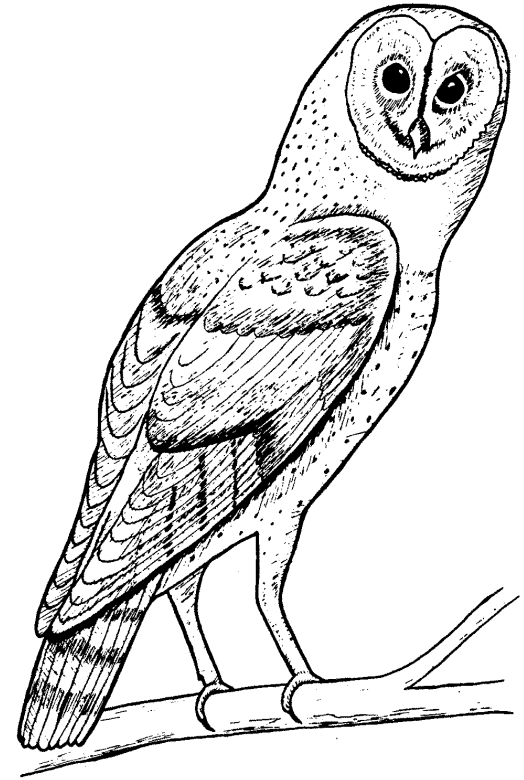
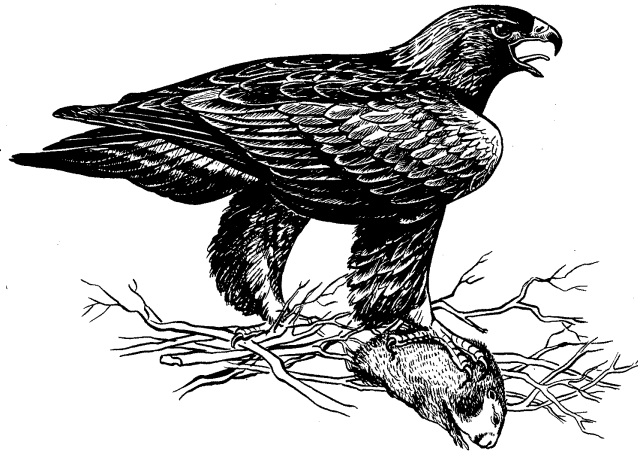


cange

cimba

cilang

C c



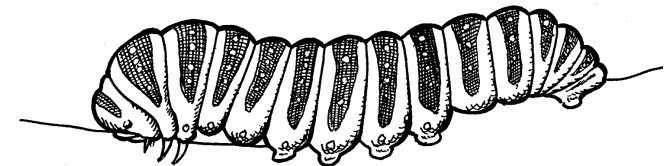
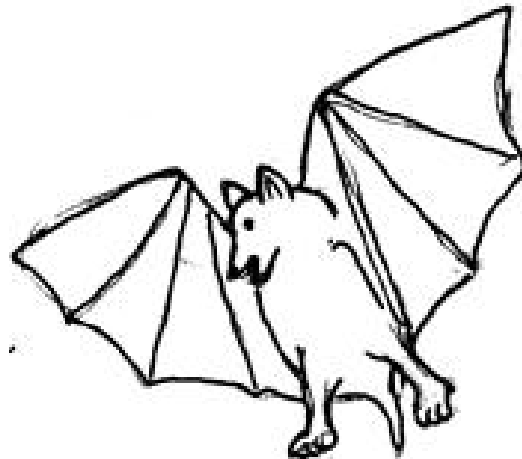
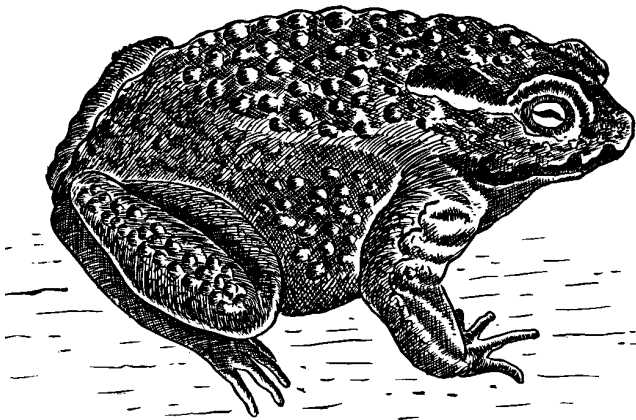
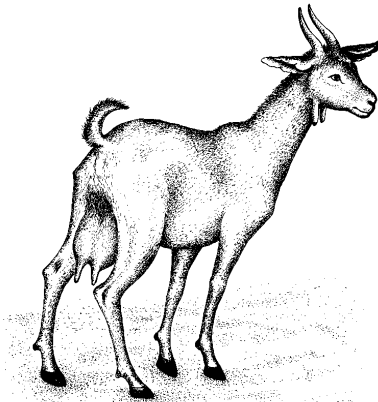
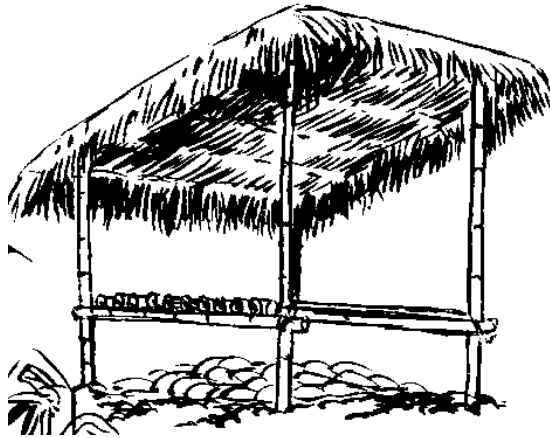
ciri

cá

curiṅ

C c

Mo gi wey me u letir «c»
diriņ nā piyā mo ?

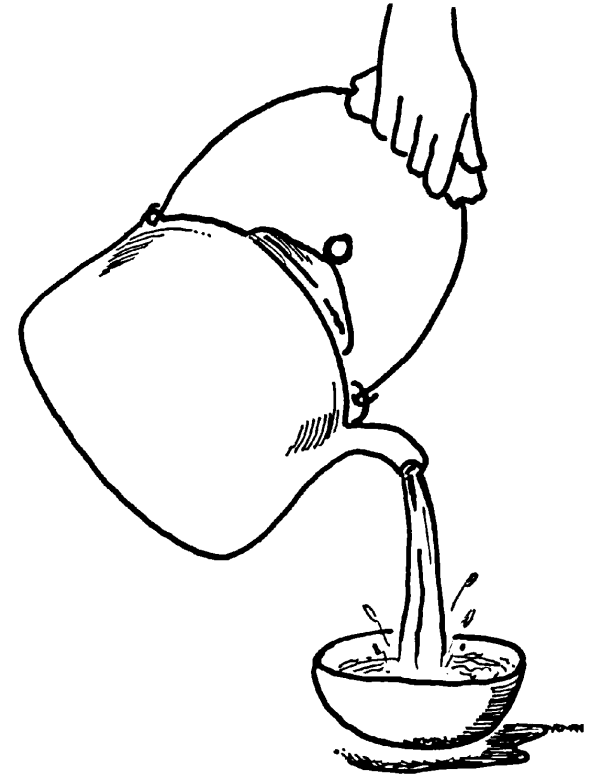
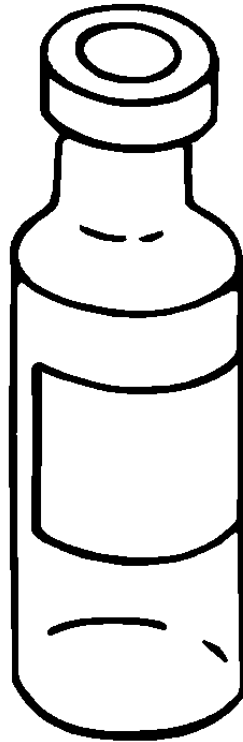
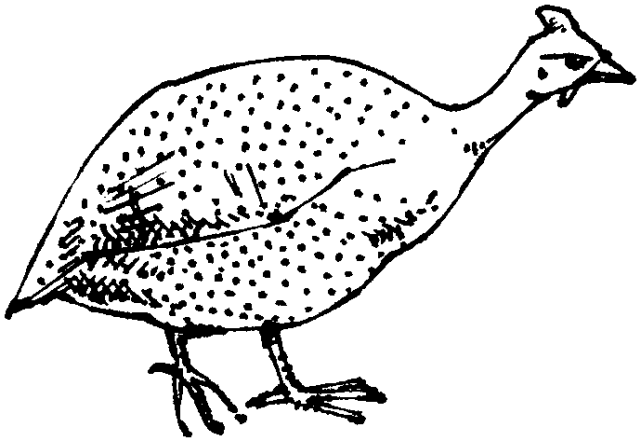


Cimģi, Cadna, Cajiragi, cagda, cā, cada

Cadban 'yor cange gi
c+lang. Tandi cor ciri
dwaṛi læ bi.

C c cimba ciri

Ch ch

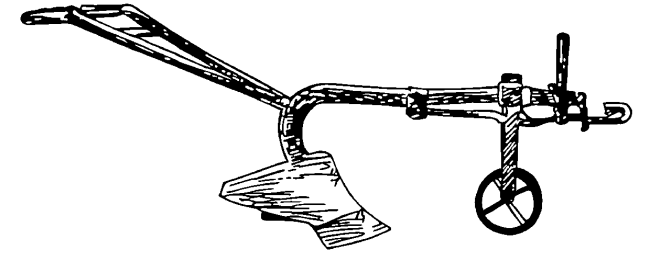


chibiri

charwa

chay

Ch ch



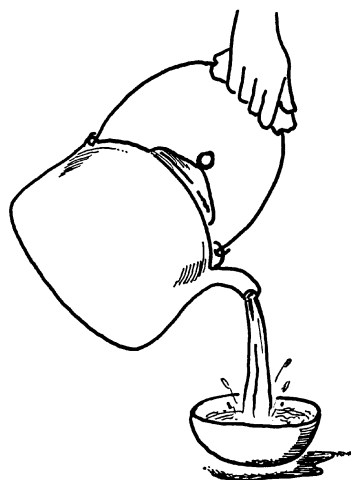
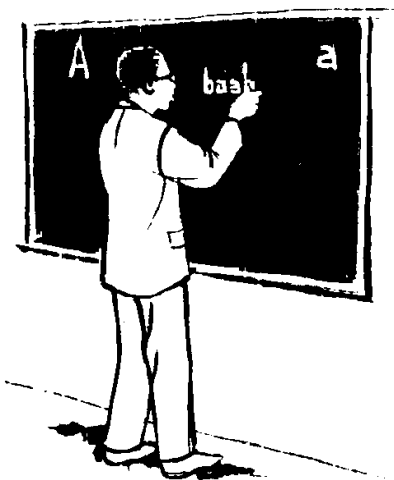
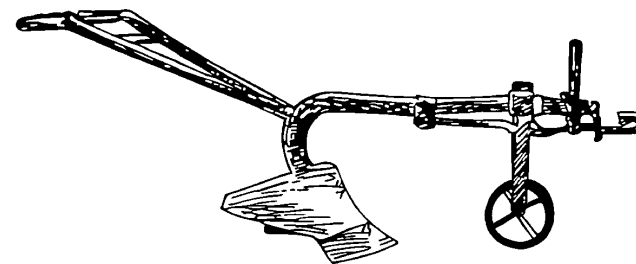
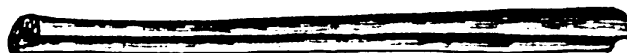
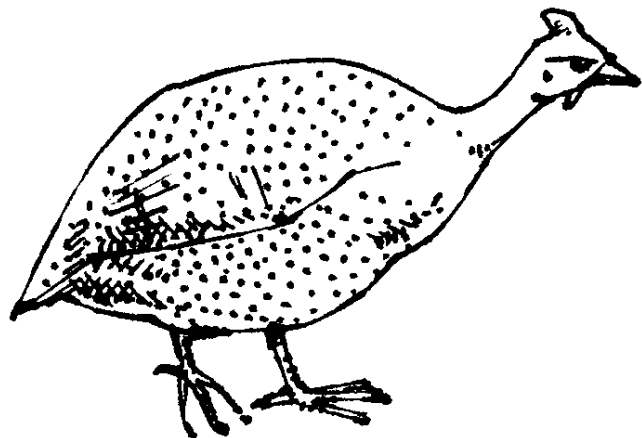
changire

chende

cheri

Ch ch

Mo gi wey me u letir «ch»
diriŋ nə piiyə mo ?



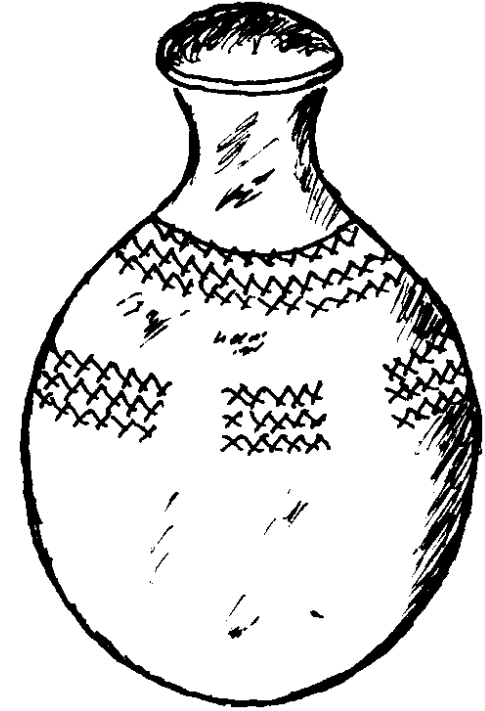
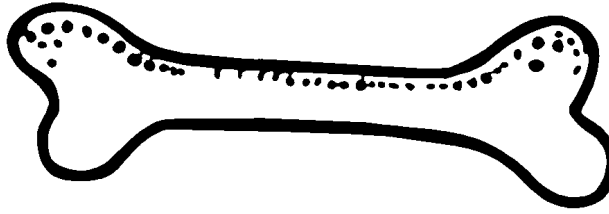
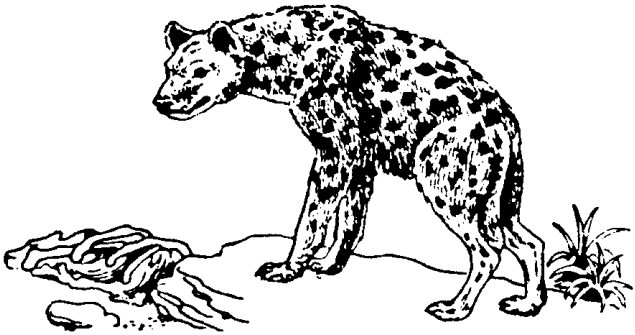
charwa, charni, changa, chichime

Amsi wá chibiri wom.

Anji ch̀e chay la diyə.

Ch ch machè

R r

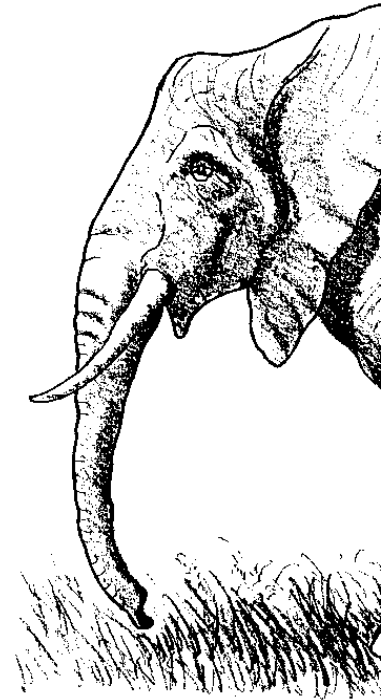
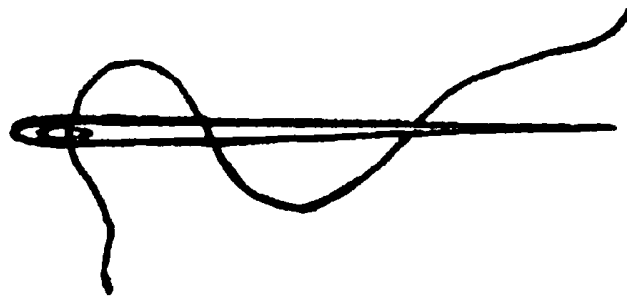
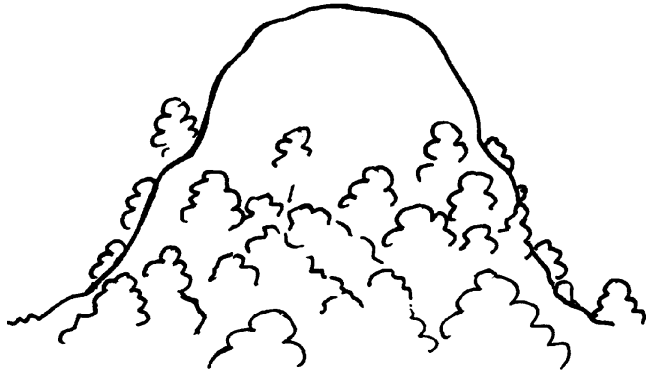


ṛigim

kuṛiṇ

piṛim

R r



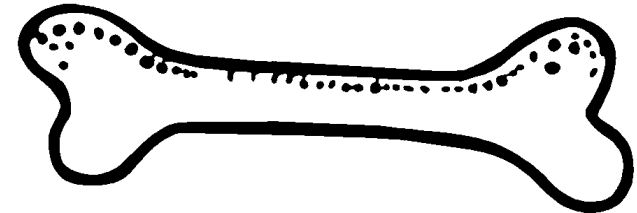
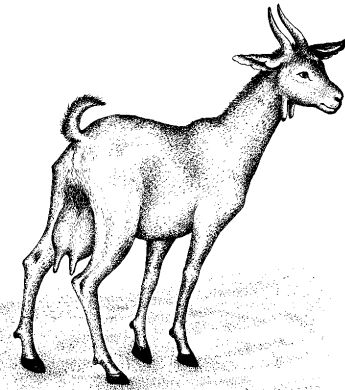
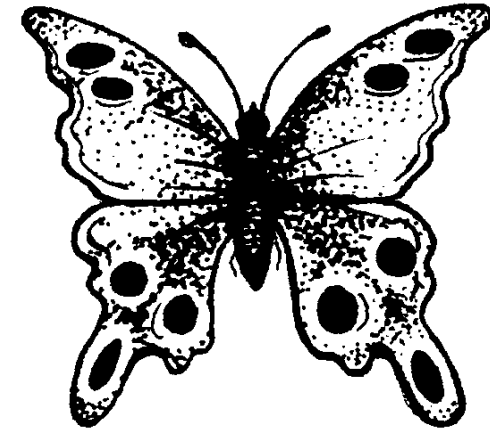
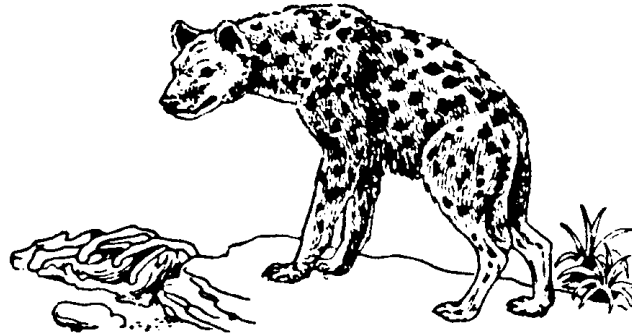
kuṛa

ṛedu

ṛongi

R r

Mo gi wey me u letər «r»
diriŋ nə piyə mo ?

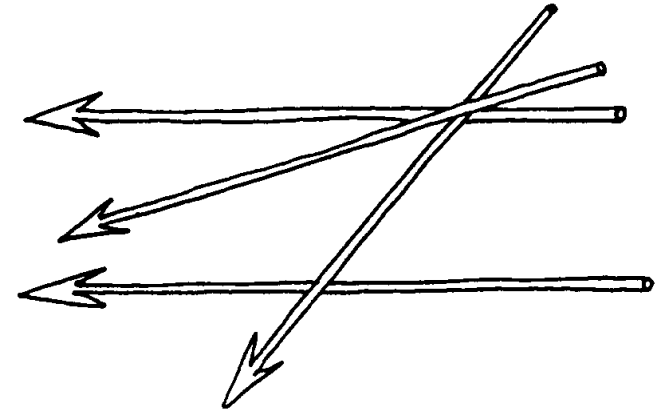
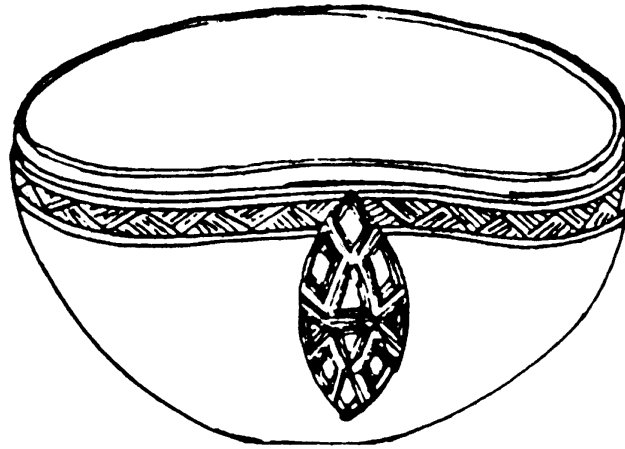
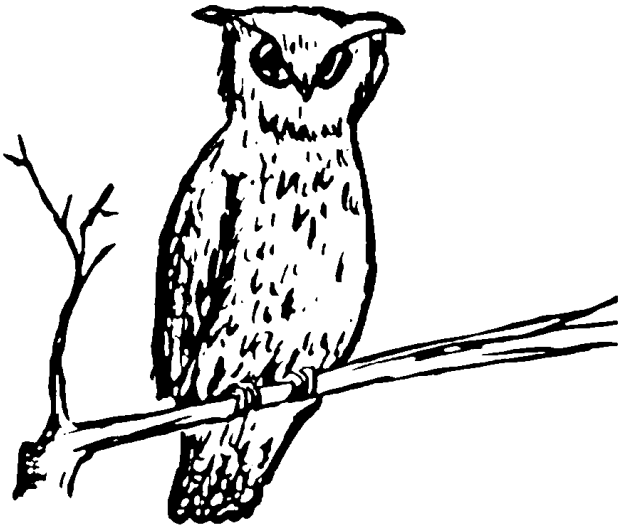


reya, regdu, reda, renda

R̃igim ỹidi p̃iranga me
dig̃ilaw mar r̃egdu.

R̃ r̃ r̃egdu kuṛa

D d

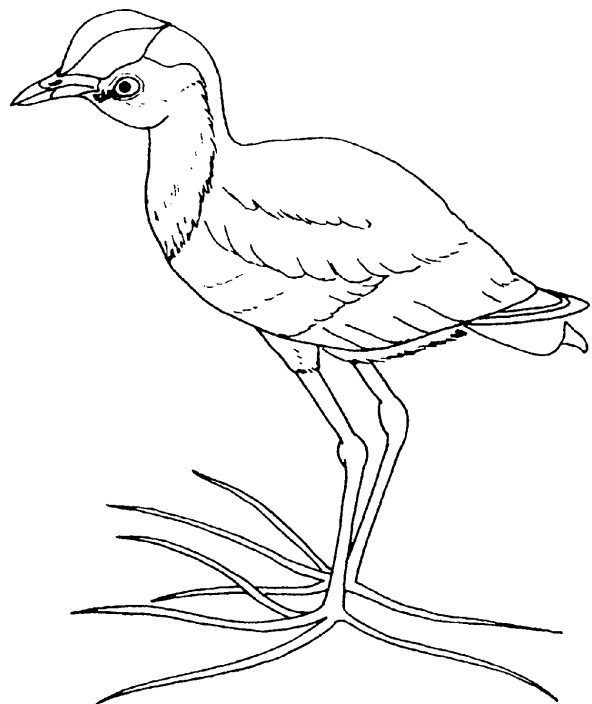


d+gaw

d+agna

d+eche

D d

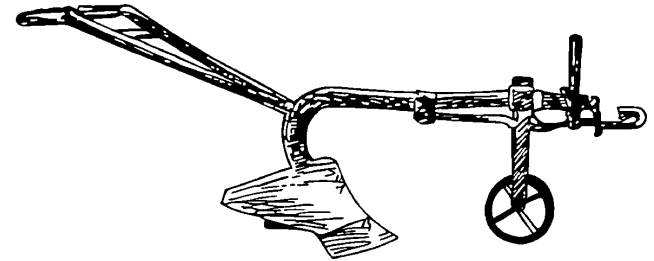
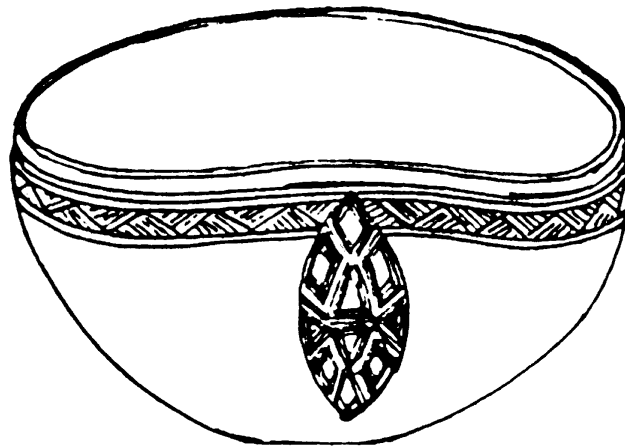
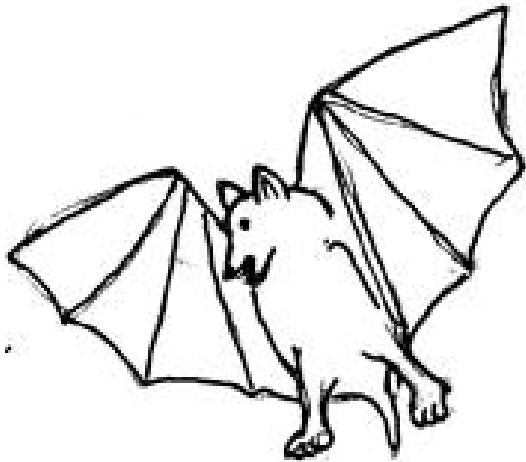
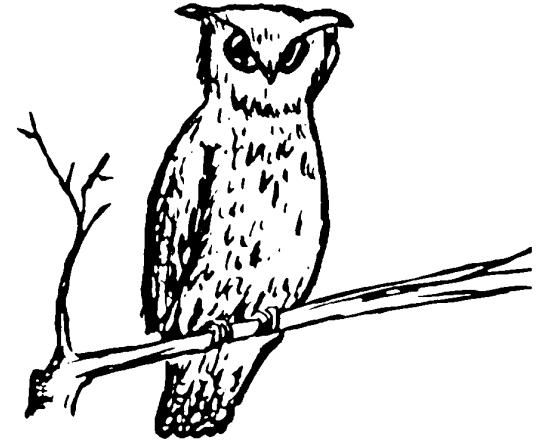
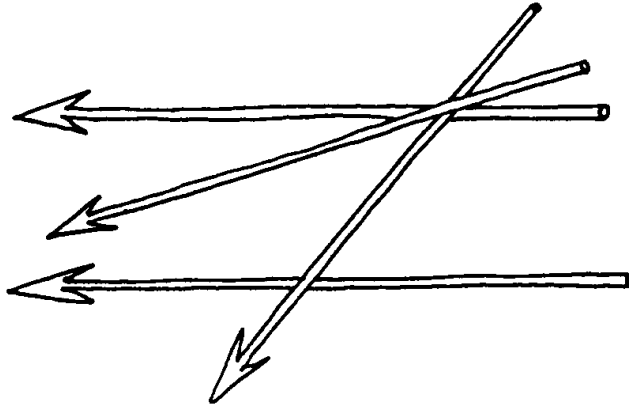


ḍiwa ḍiwa

ḍeṛu

D d

Mo gi wey me u letir «d»
diriṅ nə piiyə mo ?

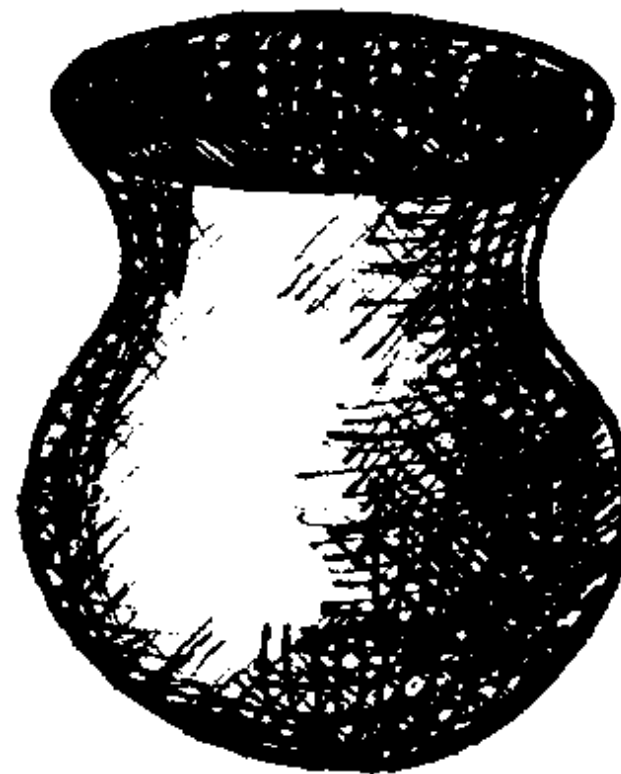
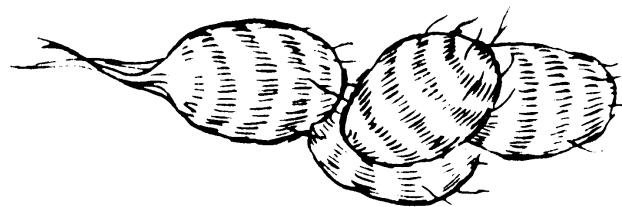
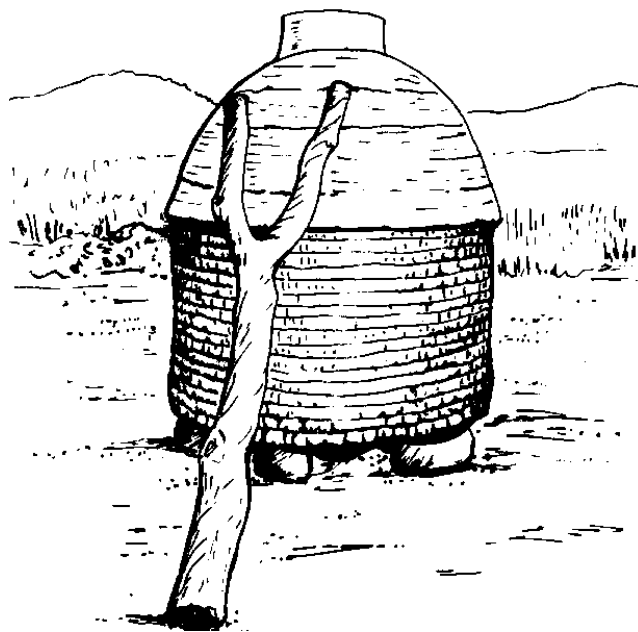


deyasa, deyangsa, Dange, Daṛigimana, daṛa

Dange busi dagna gi
sade. Sanga dagna di
ichara bam bi.

d D dang deche

ᐅ ᐆ

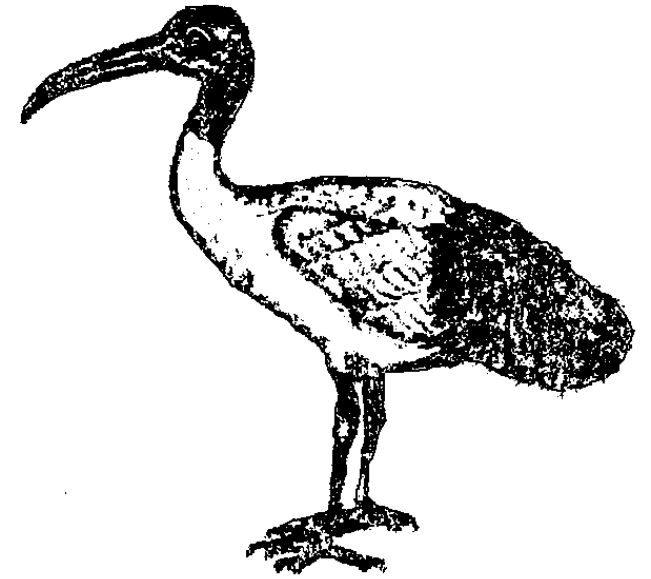
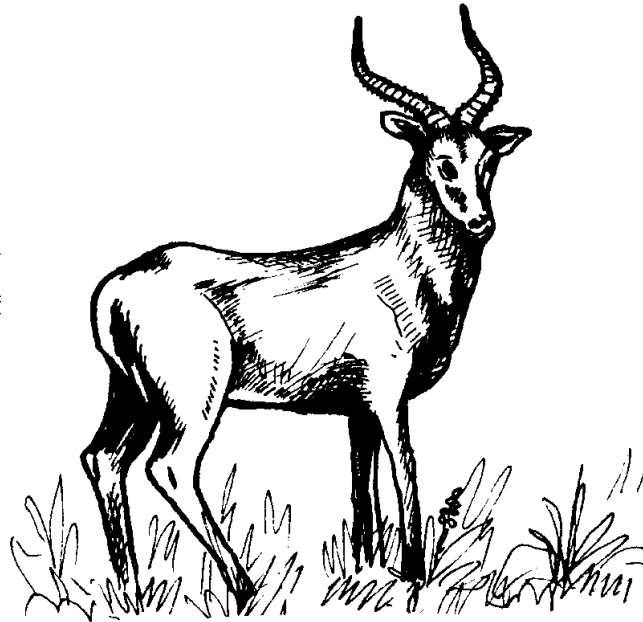
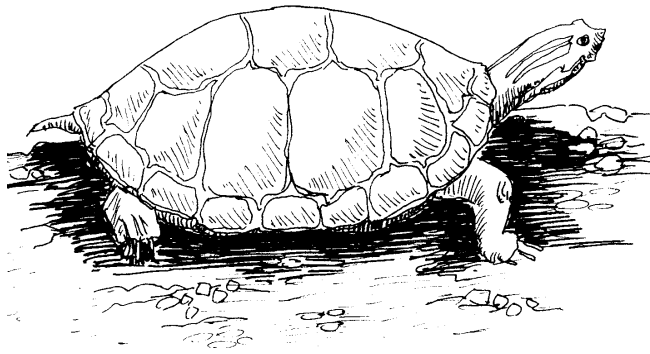


ᐅeche

ᐅogleᐅ

ᐅisa

ᐅ ᐆ



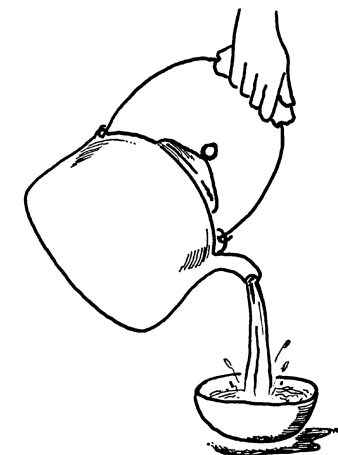
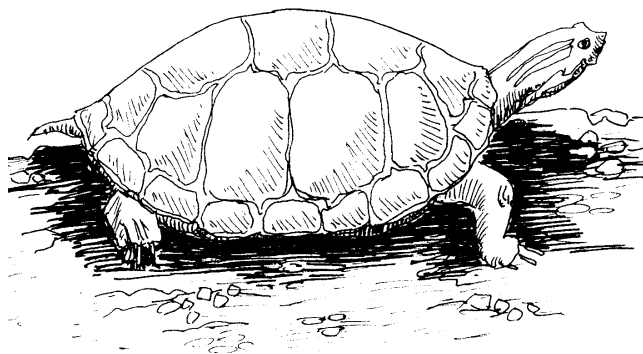
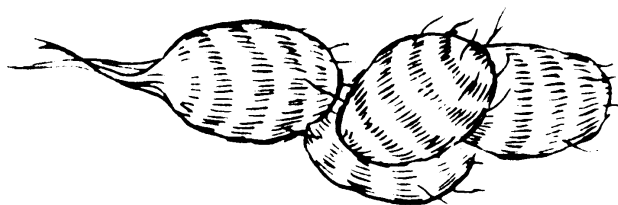
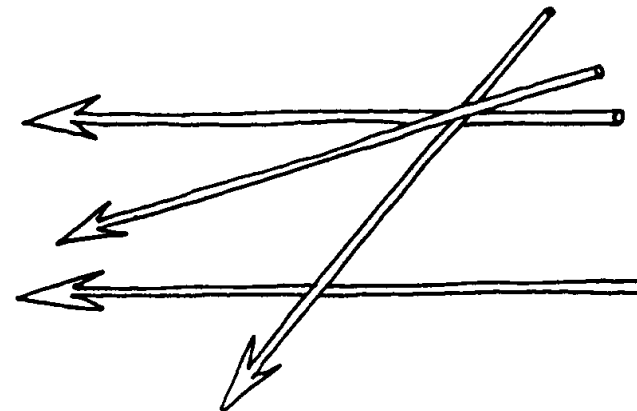
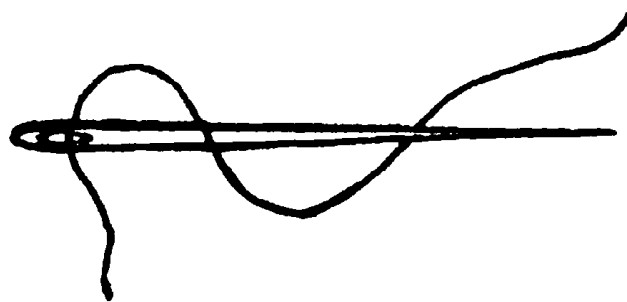
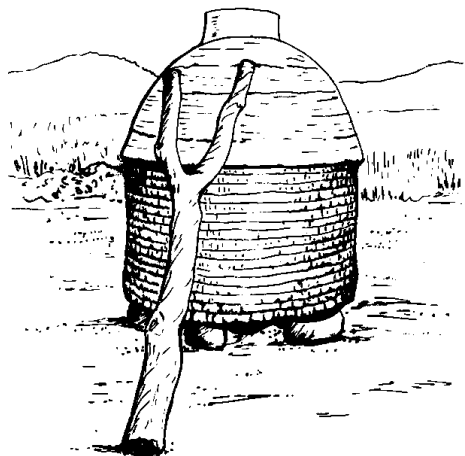
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В б

Mo gi wey me u letir «б»
diriŋ nə piyə mo ?

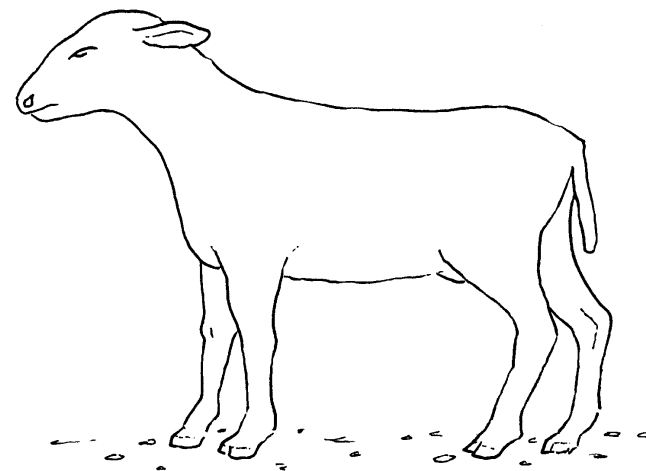
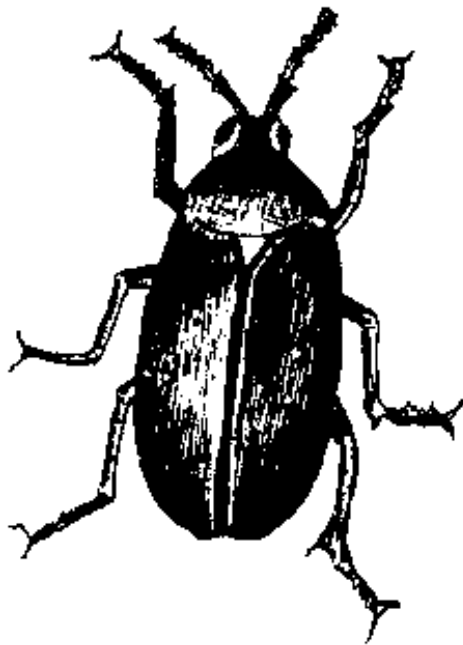
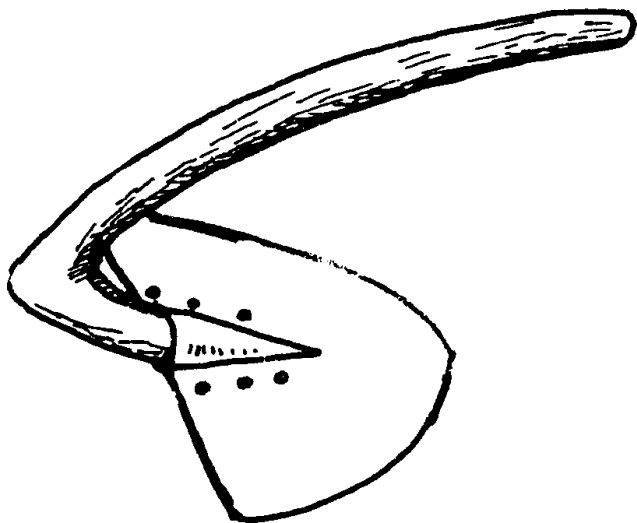


бама, Баdme, Bedimade, бeдi

Badme yigi boglə. Anji
hára bo b+sa lə.

b B bam b+sa

Ə ə

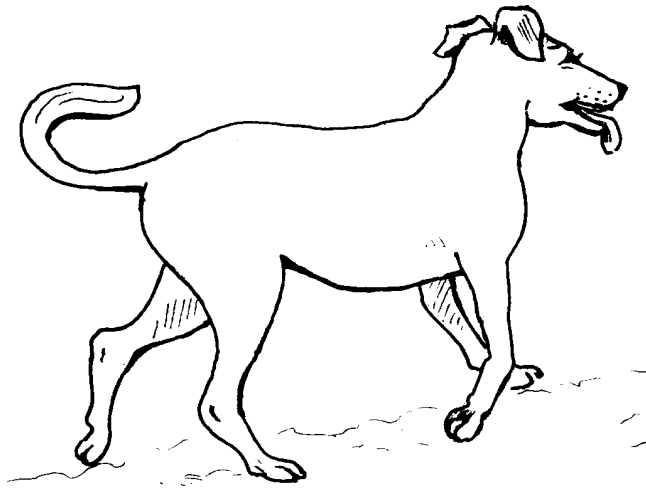


bidəm

bilmə

dimən

Ꭰ Ꭱ



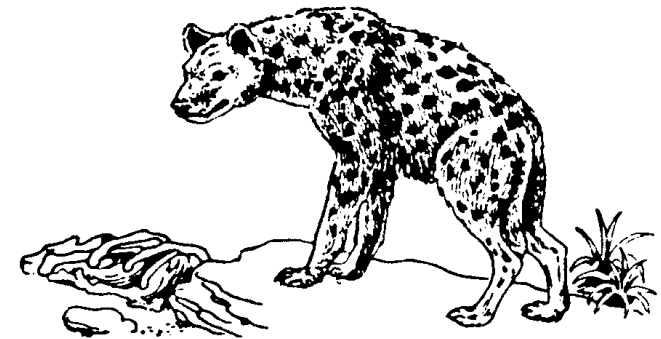
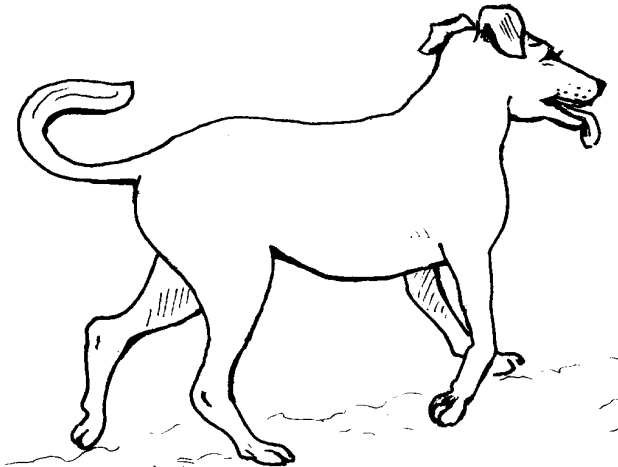
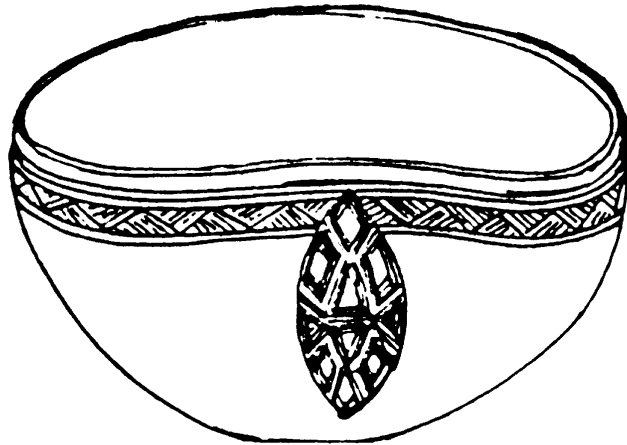
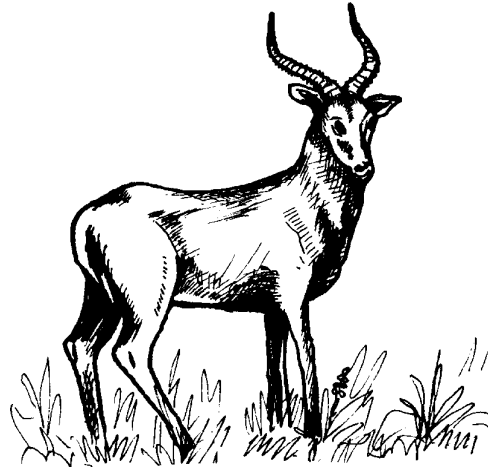
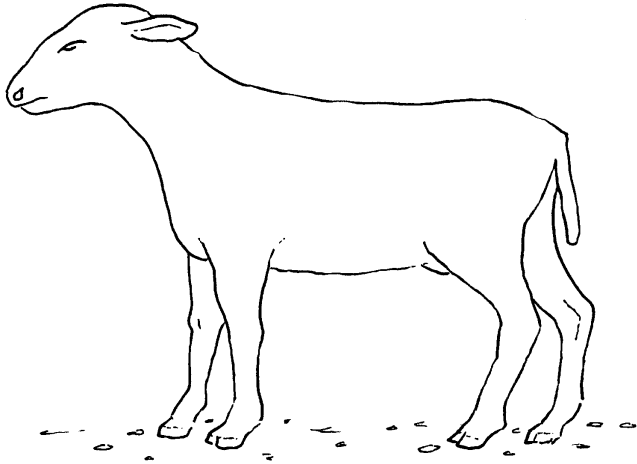
dogdᎠ

swagᎠ

aba busᎠ

Mo gi wey me u letir «ə» mo ?

Ə ə

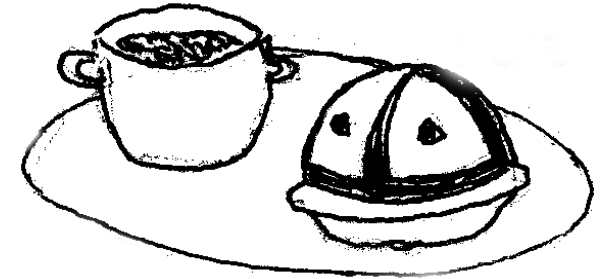


swagə, Garagə, Gamagə, bədə, dodə

Gamagə dam kulu
biwə. Swagə na bədə.

ə ə bədə kogəl

Y y

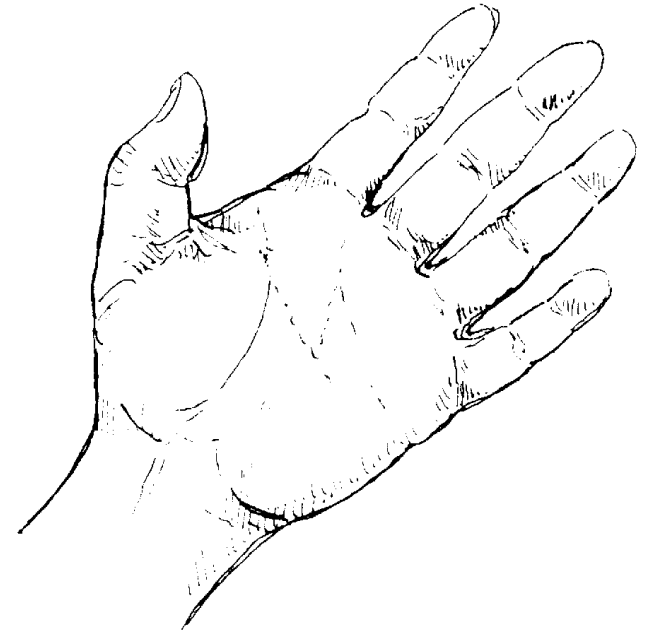
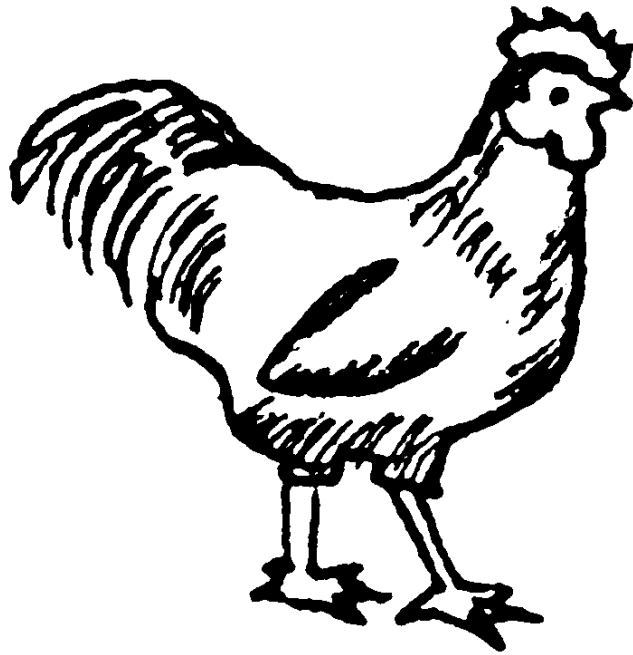
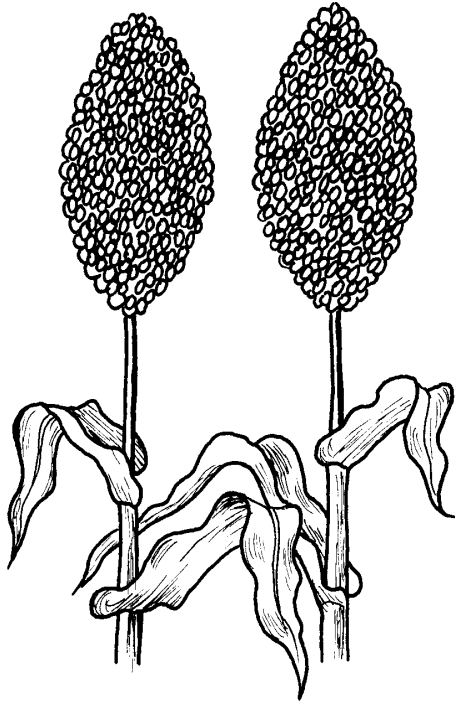


yiga

mongo
yàa duwa

haye

Y y



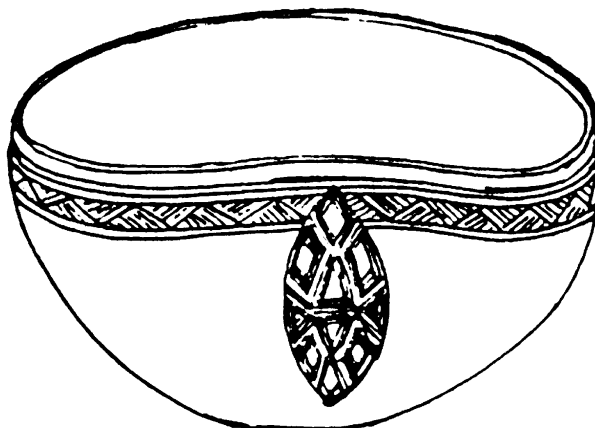
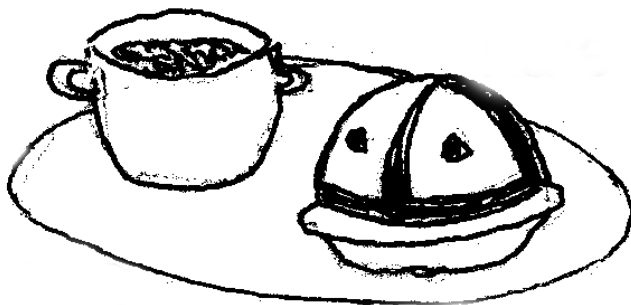
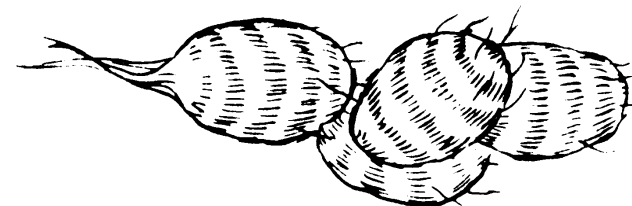
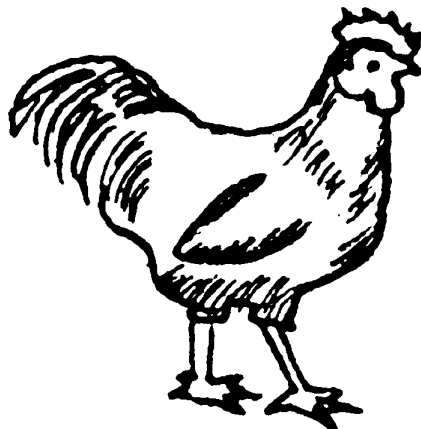
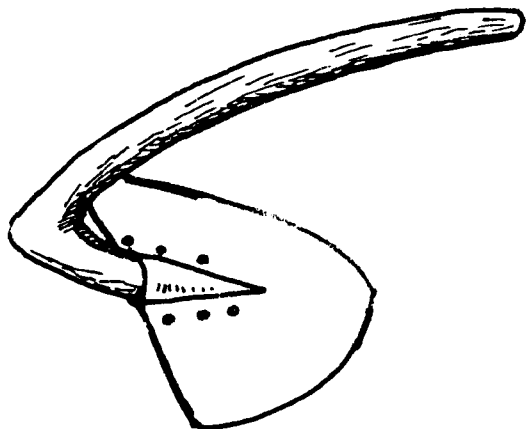
māy

giray

isay

Y y

Mo gi wey me u letir «y» mo ?

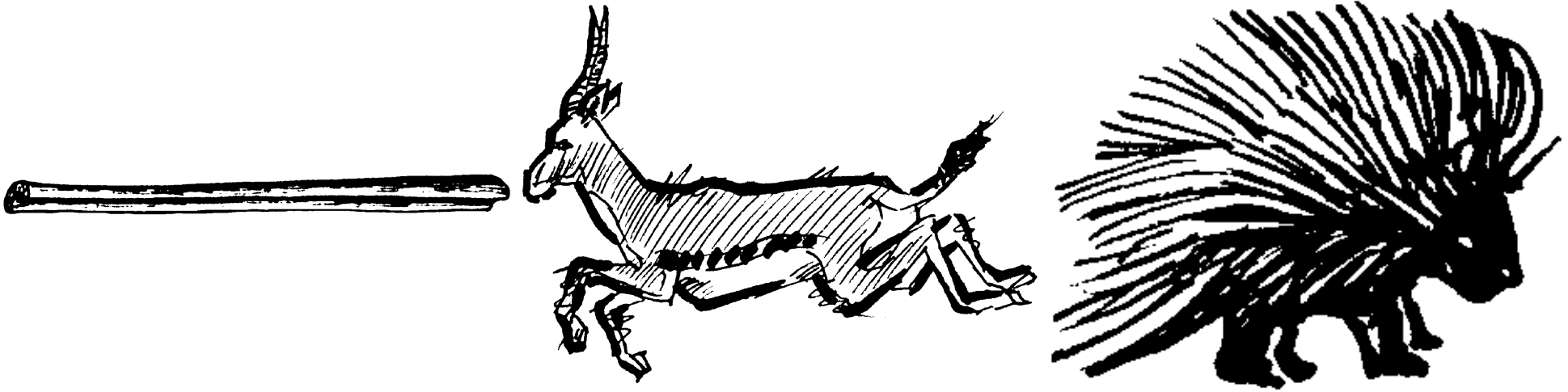


yìbè, yàa, Yəminaw, Yədiṁade, yara, Yarna

Yədiḡmade yigḡ māy. Anḡji
lay māy bo becheyə me
diyaməw ḡorbə haye.

y Y yiga yàa

Ng ng



cilang

piranga

meng

Ng ng

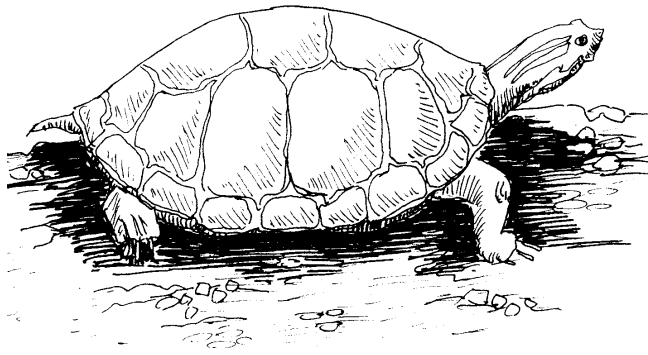
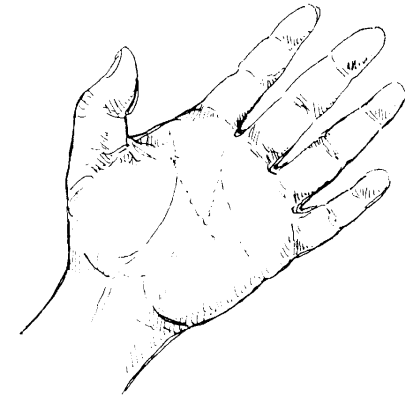
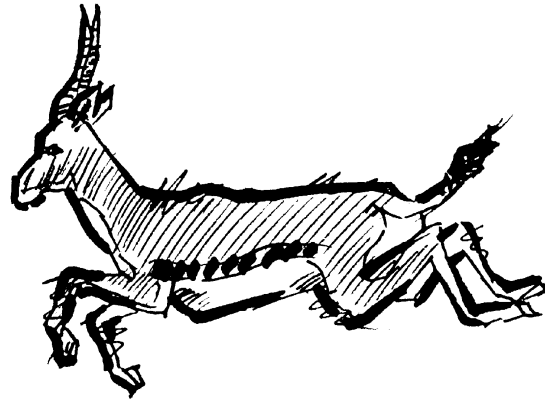


mongo

kuṅrang

Ng ng

Mo gi wey me u letir «ng» mo ?



kaláng, ngəru, ngāri, məng, sanga, tanga, changa

Kalang dor haye gi
changa. Sanga, tandi ha
kilə mongo.

ng Ng sanga

'Y 'y



'yara

'ywang

'ywang

dwe gi

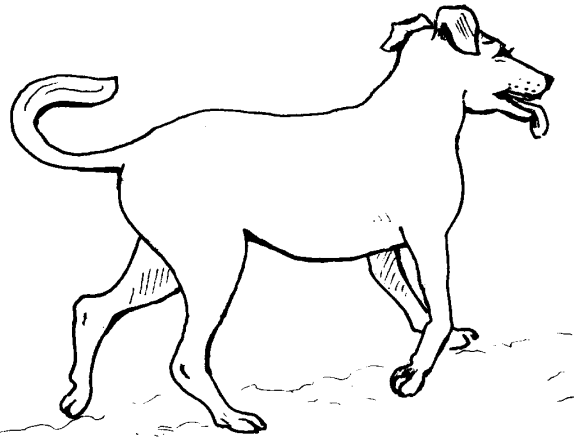
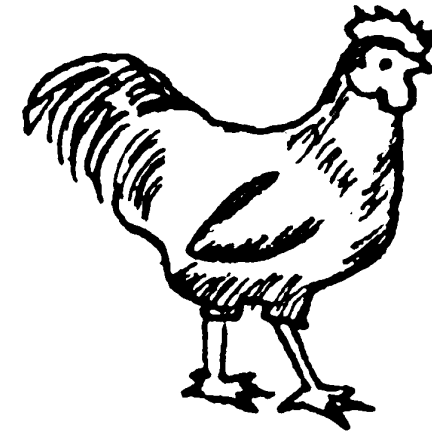
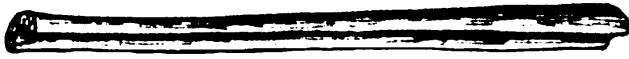
'yəng

I Y I y

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'Y 'y

Mo gi wey me u letir «'y»
diriṅ nə piiyə mo ?



'yaṅa, 'yarbara, 'Yəwe, 'Yəmīṅ, 'yàa

Dwe gi 'yəng yi dure.

An̄ji maɗi 'yara lə.

'y 'Y 'yàà 'yeŋ

