

How to Read and Write Illo-Busa



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1.0 Introduction

The way of writing a language must be based on sound principles. It should be accurate, consistent, convenient, standard, and acceptable. Let us look at these principles in relation to how we write Illo-Busa before we go into details.

1.1 Accurate. The writing system must agree with the sound system of the language being written. All sounds which make a difference to the meaning of words in a language by being interchanged should be written differently. For example the words

/de/ 'father' /dɛ/ 'kill'

are pronounced differently and therefore must be written differently or else there will be confusion and ambiguity for the reader of the language.

Minor differences in pronunciation which do not affect the meaning of words should not be written differently. Speakers may not be aware of such small differences and know automatically that they do not change the meaning of words. For example, the word /kẽ/ 'to tear' can be pronounced in two slightly different ways as /kẽ/ or /kyẽ/, but this does not change the meaning of the word and therefore should not be reflected in how we write it.

1.2 Consistent The same sound should always be written the same way. The English language often breaks this principle. For example the sound /f/ is written as: fresh, telephone, off, rough. The Illo-Busa language however, follows this principle, as the same sound is always written the same way.

1.3 Convenience Each sound should be written in the simplest possible way, so that it won't be difficult to type and will also be easy to read and write. The simplest possible way to write sounds is by using one of the letters of the Roman alphabet found on computers. This is done in Illo-Busa for 5 of the 7 oral vowels /a, e, i, o, u/ and for all but two of the consonants, /gb/ and /kp/ which are written with two characters.

1.4 Standardization The way of writing a particular sound should be the same from one language to another. Thus the sound /gb/ is written the same way in Yoruba and a host of other languages. This makes it easy for Nigerians to pronounce the names of fellow Nigerians and their places of origin correctly, even when they do not know the language where those names originate.

This cannot always be done. In Hausa there is no /gb/, /kp/, /ε/, /ɔ/ or nasal vowels, so Hausa does not have symbols for these. In Yoruba there is no /p/, but they use the /p/ symbol for the /kp/ sound. Boko, Bariba, Bokobaru and Bisã are all written in exactly the same way as Illo-Busa.

1.5 Acceptability A good writing system should be familiar and acceptable to the speakers of the language for whom it is intended. It is important to pay attention to people's feelings about the spelling of their language. It is also necessary for speakers who have such feelings to be open-minded and to examine the proposed system on its merits. This system has been used acceptably by the Boko in Benin Republic for many years and should prove to be an efficient way of writing Illo-Busa.

2.0 Vowels

There are 12 Illo-Busa vowels, 7 oral and 5 nasal:

i	e	ɛ	a	ɔ	o	u
ĩ		ẽ	ã	õ		ũ

Nasalisation of a vowel is shown by a tilde / ~ / written over the vowel. There are only five vowels in the English alphabet, so simple symbols cannot be found there for all Illo-Busa vowels. We have to look elsewhere for the two remaining oral vowels and also for a system of marking nasal vowels. The alternatives are:

2.1 To use the phonetic symbols /ɛ/ and /ɔ/

eg. /tɔ/ 'name' /ɛzɛ/ 'medicine' /fɛtɛ/ 'rise'

This is done for many African languages and is accurate and consistent, but as the letters /ɛ/ and /ɔ/ are not found on standard computers, it is not convenient. However these special letters are not difficult to write and can be found in many computer fonts.

2.2 To use a dot under another vowel as is done in Yoruba.

eg. /tɔ̣/ 'name' /ɛzɛ̣/ 'medicine' /fɛtɛ̣/ 'rise'

Nasalisation of the vowel and tone are very common in Illo-Busa. These both have to be shown by modifying the vowel as will be shown below. To add a third modification would be overloading the vowel, example /ɛ̣̃/, so we have chosen to use the phonetic symbols.

Five of the Illo-Busa vowels can be nasalized and these nasal vowels have to be differentiated from the oral vowels. This is done in some

languages by using a tilde /~/ or by adding /n/ after a vowel, as in Yoruba.

i	ε	a	ɔ	u
ĩ	ẽ	ã	õ	ũ
in	en	an	ɔn	un

The last line is not possible in Busa because of the common occurrence of the consonant and the syllabic nasal which are both represented by /n/. It would be an overloading of one symbol to use it for three different sounds. ie. as a nasal vowel, a nasal consonant and syllabic nasal. In terms of accuracy, the following way of writing the 12 Busa vowels is fully adequate.

oral	i	e	ε	a	ɔ	o	u
nasal	ĩ		ẽ	ã	õ		ũ

2.3 Pronunciation of oral vowels

/a/ has the same sound as /a/ in English word ‘pan’.

/bà/ ‘rope’ /pa/ ‘fill’ /kpa/ ‘give’

/i/ has the same sound as /ee/ in English word ‘peep’.

/si/ ‘accept’ /pipi/ ‘wash’ /mì/ ‘head’

/u/ has the same sound as /ou/ in English word ‘group’.

/su/ ‘return’ /pua/ ‘white’ /ku/ ‘live’

/ɔ/ has the same sound as /o/ in English word ‘sock’.

/bɔ̀/ ‘wound’ /kpɔ/ ‘fish’ /sɔkε/ ‘spear’

/o/ has the same sound as /or/ in English word ‘sort’.

/ko/ 'chicken' /do/ 'one' /poto/ 'untie'

/ɛ/ has the same sound as /e/ in English word 'pen'.

/lé/ 'mouth' /setɛ/ 'pick up' /kɛ/ 'do'

/e/ has the same sound as /i/ in English word 'pip'.

/e/ 'see, find' /bè/ 'goat' /kete/ 'small'

2.4 Pronunciation of nasal vowels

/ã/ is /a/ nasalised. It is not in English.

/ká/ 'feather' /wãa/ 'hot' /sãkã/ 'wool'

/ẽ/ is /ɛ/ nasalised. It is not in English.

/sẽ/ 'grass' /fẽna/ 'knife' /gẽ/ 'enter'

/õ/ is /ɔ/ nasalised. It is not in English.

/dõ/ 'know' /sõsõ/ 'insult' /gbõ/ 'excreta'

/ĩ/ is /i/ nasalised. It is not in English.

/zĩ/ 'work' /pãsi/ 'clever, wicked' /vĩ/ 'have'

/ũ/ is /u/ nasalised. It is not in English.

/gũma/ 'bedbug' /pũtã/ 'explode' /vũ/ 'flower'

If a word ends in /ũ/ it may be pronounced like /m/ or /n/.

/kũ/ 'catch' /gbakũ/ 'baboon' /bũu/ 'whole'

As there is no contrast between nasal and non-nasal vowels that follow directly after the consonants /m/ and /n/, the tilde / ~ / is not written.

/no/ 'wife' /mɛɛ/ 'snake' /né/ 'child'
/musu/ 'above' /mena/ 'patience' /maa/ 'good'

The vowels /e/ et /o/ are never nasalised and the consonant /l/ is never followed by a nasal vowel.

2.5 Long vowels

All the vowels can be lengthened and are written as two vowels and in some cases three.

/b ^é ε/ ‘alive’	/biɔɔ/ ‘frog’	/bεεna/ ‘honour’
/guu/ ‘chair’	/gbεε/ ‘release’	/gb ^á á/ ‘long’
/aak ^õ / ‘three’	/siik ^õ / ‘four’	/ ^ẽ nsuu/ ‘shrew’
/oo/ ‘pot’	/gii/ ‘empty’	/t ^ẽ ε/ ‘red’

2.6 Vowel Clusters

Vowels may occur together in any combination. Where nasal vowels follow each other, the tilde is written only on the first vowel.

/gb ^ã a/ ‘power’	/g ^ĩ a/ ‘yesterday’	/t ^ẽ a/ ‘red’
/k ^ã a/ ‘together’	/z ^õ ε/ ‘cut’	/s ^ĩ ana/ ‘truth’

This is also true when you add a suffix:

/s^ẽ, s^ẽu/ ‘grass, in grass’ /p^ã, p^ãε/ ‘useless, it’s useless’

In a group of vowels, when the vowels /i, e, o, u/ follow /ε, a, ɔ/, they tend to change the quality of the latter. Before /i/ and /e/ the pronunciation of /a/ approaches that of /ε/, /ε/ approaches /e/ and /ɔ/ approaches /o/.

/mae/ ‘father’	/weido/ ‘midnight’	/p ^{oi} ã/ ‘will’
/ai/ ‘anvil’	/sai/ ‘without’	/mai/ ‘hyena’
/v ^{ai} / ‘bad’	/kp ^{ai} / ‘thief’	/g ^ã ε/ ‘witch’

Before /u/ and /o/ the pronunciation of /a/ approaches /ɔ/ and the pronunciation of /ɔ/ approaches /o/.

/sɔo/ ‘five’	/dɔo/ ‘no more’	/zɔũ/ ‘in honey’
/ao/ ‘yes’	/nao/ ‘count’	/bao/ ‘twenty’
/au/ ‘blood’	/Baugu/ ‘Borgu’	/gauta/ ‘eggplant’

3.0 Consonants

There are 19 Illo-Busa consonants:

b	d	f	g	gb	h	k	kp	l	m
n	p	s	t	v	w	y	z	'	

/c, j, q, r, x/ do not exist in Illo-Busa. /b, d, f, k, l, m, n, p, t, v, w, z/ have the same sound as in English.

/búsu/ ‘raw’	/bua/ ‘farm’	/baa/ ‘skin’
/dada/ ‘learn’	/dikpe/ ‘holiday’	/do/ ‘one’
/fɔ̃/ ‘baobab’	/fete/ ‘rise’	/fɔ/ ‘greeting’
/kia/ ‘chief’	/kòto/ ‘throat’	/ke/ ‘do’
/lá/ ‘leaf’	/lete/ ‘fall’	/Lua/ ‘God’
/m̀/ ‘metal’	/mεε/ ‘snake’	/maa/ ‘good’
/né/ ‘child’	/nina/ ‘spirit’	/nisi/ ‘oil’
/pá/ ‘handle’	/pè/ mat	/pua/ ‘white’
/ta/ ‘plate’	/toekanna/ ‘hunter’	/taba/ ‘tobacco’
/vũ/ ‘wake’	/vĩ/ ‘milk’	/vĩa/ ‘fear’
/wá/ ‘bone’	/wé/ ‘eye’	/wisi/ ‘salt’
/zù/ ‘ox’	/z̀/ ‘slave’	/zĩ/ ‘work’

/gb/ and /kp/ are not found in English, but are common in African languages.

/kpɛ́/ ‘house’	/kpò/ ‘fish’	/kpaaka/ ‘quickly’
/gbá/ ‘leg’	/gbāsī/ ‘dirt’	/gbia/ ‘heavy’
/gbè/ ‘stone’	/gbõ/ ‘excreta’	/gbāke/ ‘shake’

/g/ sounds like the /g/ in ‘girl’, not like the /g/ in large.

/ga/ ‘die’	/dègedεε/ ‘loose’	/gifa/ ‘headscarf’
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/s/ sounds like the /s/ and the /c/ in sauce, but not like the /s/ in nose or the /c/ in can. Before the vowel /i/, the /s/ is sometimes pronounced as /sh/ but this is not written.

/soodo/ ‘six’	/nɔsɛ/ ‘marry’	/sāsā/ ‘forget’
/sī/ groundnut	/si/ receive	/sisi/ ‘call’

/y/ sounds like the /y/ in English before oral vowels, but before nasal vowels it is pronounced /ny/. Do not write /yã/ as /nyã/.

/yia/ ‘sell’	/yã/ ‘word’	/yõ/ ‘breast’
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When a plosive consonant is followed by a nasal vowel, the consonant is post-nasalised by some speakers. There is an extra nasal sound between the consonant and the vowel. This is not written.

/dá/ (d ⁿ á) ‘wait for’	/tè/ (t ⁿ è) ‘taboo’
/bã/ (b ^m ã) ‘bird’	/kpãi/ (kp ^m ãi) ‘thief’
/gbé/ (gb ^m é) ‘person’	/pã/ (p ^m ã) ‘useless’

/h/ only exists in loanwords or sound words:

/hetianake/ ‘sneeze’	/hũunake/ ‘growl’
/lehe/ ‘fan’	/hayase/ ‘hire’

3.1 The apostrophe / ’ /

This represents the glottal stop, a Busa consonant. It does not have a sound, but causes a break in the sound.

- | | |
|---------------------|------------------|
| /mɔ'oo/ 'metal pot' | /wɛ'i/ 'tears' |
| /gbɛ'a/ 'cassava' | /gu'e/ 'see' |
| /ɛ'ɛ/ 'break up' | /sa'a/ 'success' |
| /go'itɛpɔ/ 'boat' | /lɛ'i/ 'spit' |

The apostrophe / ' / is only used in the middle of a word to show a break in sound. There are many words which begin with a glottal stop, but it is never written in this position, so these words appear to begin with a vowel.

- | | | | |
|------------|---------------|-------------|-------------|
| /á/ 'yam' | /oo/ 'pot' | /ɛkɛ/ 'lie' | /í/ 'water' |
| /ɔ/ 'hand' | /ɔgɔ/ 'money' | /e/ 'see' | /ú/ 'food' |

It is only the pronouns which begin with a vowel. Take note of the difference in pronunciation in the following sentences. Sometimes there is a /y/ inserted between pronouns, but it is not written.

- ma á è /ma-á-è/ 'I received a yam'
- ma á é /ma yá-é/ 'I saw you'
- an an pɔ è /an yan pɔ è/ 'they found their own.'
- à a dè /à ya dè/ 'he killed him'

3.2 Consonant clusters

There are not many groups of consonants in Illo-Busa, but words with the following combinations exist and some of the words are very common.

gy	ky	
gw	kw	sw

- | | |
|------------------|------------------|
| /gyã/ 'sickness' | /gyaanɔ/ 'widow' |
|------------------|------------------|

/gyāmbɔ/ ‘abcess’	/gyaade/ ‘ghost’
/gwa/ ‘look at’	/gwāafi/ ‘night’
/kwi/ ‘ten’	/kyako/ ‘trap’
/kwɛɛna/ ‘shea nut’	/kyaukyau/ ‘exactly’
/swa/ ‘river’	/swá/ ‘ear’
/sweena/ ‘sorghum’	/swaakɔ̃/ ‘eight’

There are also some borrowed words with consonant clusters.

/flawa/ ‘flour’	/blɔkũkũna/ ‘building block’
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4.0 Syllabic nasal

The syllabic nasal is written as an /n/ like the consonant /n/, but it always has a tone, and occurs alone or as part of a word.

/ń, n, ñ/ ‘you/sg./’	/má yi ñ gɛ/ ‘I want you to go’
/n/ ‘your’	/ma gɛɛ n bɛwa/ ‘I went to your home’
/-n/ ‘Object marker’	/ma pɔn nu/ ‘that is mine’

These words begin with a syllabic nasal:

/nda/ ‘you will/’	/ńda/ ‘you are’
/ndi/ ‘you did not’	/ndí/ ‘then you will’
/ndì/ ‘you (Habitual)’	/mba/ ‘you not’
/nna/ ‘sweet’	/mm/ ‘yes’

There are many words with a syllabic nasal occurring before a consonant in the middle of a word. It is written as /m/ before /m, b, p/, /n/ before other consonants.

/yindi/ ‘love’	/ẽmbusu/ ‘porcupine’
/seempɛtɛ/ ‘squat’	/zĩinla/ ‘civet cat’
/wɛwẽnda/ ‘pity’	/ãnzue/ ‘inlaw’
/bũnsɛɛ/ ‘wet season’	/gãnguwa/ ‘shoulder blade’
/konkona/ ‘tin’	/bonkpede/ ‘traitor’

Some words have a syllabic nasal instead of a consonant. It is written as a double consonant:

/banna/ 'duiker' /konna/ 'low'
/ɔdamma/ 'help' /zãngua/ 'week'
/-mma 'to/on you' /-mmá/ 'to/on them'
/-nnɛ/ 'to/for you' /-nné/ 'to/for them'

When a word ends in /ũ/, it may sound like a syllabic nasal or an /m/, but it should not be written as such.

/kũ/ 'catch' Compare: /î kũo/ 'he didn't catch it'

The little word /ũ/ which means 'as' or 'equivalent to' should not be confused with a syllabic nasal.

/Busan ma ã/ 'I am Busa'
/wa è gè ã/ 'we found it dead'

The word for 'in' is /ũ/ with varying tone:

/à sàsãmaũ/ 'I forgot'
/ma sakàú/ 'I despised them'
/à çkàũ/ 'he put his hand in it'

4.1 Pronunciation of adjoining syllabic nasals and vowels

If a syllabic nasal is followed by a pronoun beginning with /a/, it is pronounced /nya/:

/Busan a ã/ (busanya ã) 'he is Busa'
/n a pɔ sè/ (nya pɔ sè) 'you took his'

If a syllabic nasal is followed by another syllabic nasal, it is pronounced as /nyan/:

/Busan n ã/ (busanyan ã) 'you are Busa'
/ñ n pɔ sɛ/ (nyan pɔ sɛ) 'take your own'

If a pronoun ending in /a/ is followed by another pronoun beginning with /a/, it is pronounced /aya/:

/à a pɔ sɛ/ (àya pɔ sɛ) ‘he took his own’

5.0 Tone

There are three tones in Illo-Busa, high, mid and low. Every syllable has a lexical tone, but it is only written in Illo-Busa when necessary to avoid ambiguity.

An acute accent is used to show high tone / ´ /

A grave accent is used to show low tone / ` /

Mid tone is not shown.

There are many one syllable words in Busa and some are only distinguished by tone. So tone is often indicated to distinguish these words that would otherwise be written the same.

/lé/	‘mouth’	/lè/	‘thorn’
/mɔ/	‘moon’	/mò/	‘iron’
/kà/	‘arrow’	/ká/	‘crab’
/nɔ/	‘woman’	/nò/	‘pregnancy’
/sà/	‘now’	/sá/	‘bow’
/zã/	‘bracelet’	/zǎ/	‘husband’
/zé/	‘road’	/zè/	‘termite mound’
/zò/	‘slave’	/zó/	‘bee/honey’
/kuu/	‘horn’	/kúu/	‘eagle’
/vĩa/	‘blind man’	/vía/	‘tail’

Tone in Busa may be grammatical which affects pronouns and verbs. The following sentences show the importance of differentiating some pronouns by writing tone.

/ma yã`ònnɛ/ ‘I spoke to you’

/ma yã'ònné/ 'I spoke to them'

Always write high tone on plural forms of Possessive and Object pronouns.

/ma á é/ 'I saw you' /má kpàmma/ 'I gave it to you'

/ma a è/ 'I saw him' /má kpàmmá/ 'I gave it to them'

The normal tone on verb roots is high or mid, but in Past tense it becomes low which should always be written.

/maa pɔbe/ 'I will eat' /ma pɔbè/ 'I ate'

/maa pita/ 'I will descend' /ma pità/ 'I descended'

/madá zĩke/ 'I am working' /ma zĩkè/ 'I worked'

To avoid ambiguity write tone on:

1. high tone pronouns (má, n, á, wá, mí, ní, í, wí)
2. low tone pronouns (mà, n, à, wà, ì, w, n)
3. tense markers (Present dá, Habitual di, Subsequent dí)
4. verbs in past tense (kè, kpà, bò)

6.0 Compound nouns

Many verbs take the following suffixes to form new words:

zĩke 'to work'

zĩke-na 'working' (participle)

zĩke-nna 'worker' (actor)

zĩke-gɔɔ 'work time'

zĩke-kii 'workplace'

Note that the actor suffix is always /-nna/.

Some nouns include a verb and a pronoun:

/yindi/ 'love'

/ĩadamma/ 'punishment'

/webondanne/ 'affliction'

/ledanamma/ 'counsel'

/denla/ 'superiority'

/yãdadanne/ 'teaching'

Some nouns are formed by a verb preceded and/or followed by a noun, especially when followed by /gɔɔ/ 'time', /kīi/ 'place' and /bɔ/ 'instrument' and /nna/ 'actor'.

/loɓisikpe/ 'mosque'	/zu'okīi/ 'bathroom'
/lakēbɔ/ 'pen'	/gīnadākpaɔ/ 'charm'
/gbɔ̄pakīi/ 'latrine'	/zukūba/ 'tether'
/wutekīi/ 'bed'	/gbēdɛna/ 'murder'
/esekēgɔɔ/ 'sorghum harvest'	

Some words are composed of two nouns of which the first qualifies the second rather than owning it.

/wekã/ 'eyelash'	/tɛli/ 'gun'	/fēnda/ 'sword'
/ɔ̄mida/ 'thumb'	/kosa/ 'cock'	/lɛbaa/ 'lip'
/mɛbaasi/ 'body'	/lɛ'i/ 'saliva'	/mikã/ 'hair'
/mɔsɔ̄/ 'bicycle'	/wɛ'i/ tears	/kunisi/ 'shea butter'
/lɛzī/ 'hem'	/ɔ̄zī/ 'in hand of'	/gbawɛ/ 'ankle bone'

All reduplicated words, whether nouns, verbs, adverbs or numbers are written as one word.

/gwagwa/ 'inspect'	/susu/ 'straight'
/dodo/ 'one by one'	/kitikiti/ 'calm'
/dasidasi/ 'very many'	/pã̄sĩpã̄sĩ/ 'very dangerous'
/sã̄sã̄/ 'be lost'	/kotikoti/ 'hornbill'

Other compound nouns are formed by adding /-na/ or /-de/ to other words or morphemes.

/yindide/ 'loved one'	/ɔ̄nɔ̄de/ 'wise person'
/zɔ̄kɔ̄de/ 'large one'	/swazɔ̄kɔ̄na/ 'hare'
/ɔ̄de/ 'rich man'	/bã̄titina/ 'finch'
/zude/ 'ox owner'	/fĩɔ̄na/ 'small'

A noun followed by an adjective is normally written as two words, but when an adjective follows a body part or /gu/ place, it is written as one word.

/pɔ̃nna/ 'joy'	/gupua/ 'light'
/ɔ̃gii/ 'empty handed'	/gupiki/ 'everywhere'
/ɔ̃nɛ/ 'finger'	/gusia/ 'darkness'
/swagbãa/ 'stubbornness'	/guwãa/ 'heat'

7.0 Compound verbs

A verb preceded by an object with a general sense is written as one word if the compound verb has a specific meaning.

/maa i'o/	'I will sleep'
/wáda faaibo/	'we are chatting'
/né tɔ̃kɔ̃na'ò/	'child coughed'
/né ma suabà/	'child saved me'
/ńda leyi yá/	'are you fasting?'

8.0 Suffixes

8.1 End of sentence suffixes

End of sentence suffixes beginning with a vowel are suffixed to the preceding word.

-a	question marker expressing belief
dì	Imperative emphasis marker
-ɛ	Clause emphasis/declarative mood marker
-i/-ni	interrogative word marker
-o	negation marker
-ó/yo	question marker expressing surprise
yá	yes/no question marker

Example sentences:

/ńda gé buaó/ ‘Are you going to the farm?’

/ńda gé bua yá/ ‘Are you going to the farm?’

/ńda gé buaa/ ‘Are you going to farm?’

/máa gé buao/ ‘I am not going to the farm.’

/máa gé buae/ ‘I am going to the farm.’

/dí mí dá gé buai/ ‘Who is going to the farm?’

8.2 Postposition suffixes

There are six short postpositions which are suffixed to the preceding word:

/-la/ ‘over’ /-le/ ‘in’

/-di/ ‘near’ /-do/ ‘with’

/-ne/ ‘to/for’ /-ũ/ ‘in’

/-wa/ ‘at/on’

/a de Biola/ ‘he's better than Bio’

/a yi ɔgɔdi/ ‘he loves money’

/à gè lakpeũ/ ‘he entered the bush’

/à kpà ma nawa/ ‘he gave it to my wife’

/ma ò ma gbẽnɔne/ ‘I told my people’

/wa da nenɔle zéũ/ ‘we met children on the road’

/ma gɛɛ ma nedo/ ‘I went with my child’

9.0 Sample text

Lua ãnua kena

A datena Lua musu kũ zĩtedo kè. Gu da pãɛ, aba kekenao, gusia mí da tekú musu, akũ Lua Nina dá lika í pila. Akũ Lua ò: Gu puakũ! Akũ gu puakũ. A è gupua pì maa, akũ à gupua kè kōwa kũ

gusiado. À tɔkpà gupuanɛ fāatē, gusia sɔ gwāafī. Gu sɪ, gu dɔ, a ɡɔɔ kaakun nu.

Akū Lua ò: Gu kū da inɔ zāngua, pɔ à í pinɔ kē kōwa. Akū à gu pì kè maka, à í pɔ ku guzāngua zīte kē kōwa kū í pɔ ku a musudo. Akū à tɔkpà gu pine luabe. Gu sɪ, gu dɔ, a ɡɔɔ piaden nu.

Akū Lua ò: Í pɔ ku zīte kakaa gudokūa, gu gii bo. Akū à kè maka. À tɔkpà gu gii pine tɔɔte, akū à tɔkpà í pɔ kàkaane tekū. Akū à è à kè maa. Akū Lua ò: Lanɔ bute tɔɔte kū sē wedenɔdo kū lí nedenɔdo, baapiki kū a buido. Akū à kè maka, lanɔ b̀ute tɔɔte kū sē wedenɔdo kū lí nedenɔdo, baapiki kū a buido. Akū Lua è à kè maa. Gu sɪ, gu dɔ, a ɡɔɔ aakōden nu.

Akū Lua ò: Pɔgupuakūnnanɔ kū ku musu, ankū fāatē kē kōwa kū gwāafido, ankū dikpenɔ kū ɡɔɔnɔdo kū wēnɔdo mɔnné. Ankū de pɔgupuakūnnanɔ ũ musu, pɔ ankū ānua pua kū. Akū à kè maka. À pɔgupuakūn zōkōnɔ kè men pia, a pɔ pɔ gbāa dikū kpatabe fāatē, a pɔ pɔ buse dikū kpatabe gwāafī. À saanannɔ kè dɔ. À an nana musu ankū ānua pua kū, ankū kpatabe fāatē kū gwāafido, ankū gupua kē kōwa kū gusiado. Akū à è à kè maa. Gu sɪ, gu dɔ, a ɡɔɔ siikōden nu.

Akū Lua ò: Pɔ undedenɔ í pa yōgōyōgō, bānɔ da gula musu, ankū fe guzānguaŭ. Akū à pɔ undede pɔ ku ite yōgōyōgōnɔ kè kū kpɔ gbētēnɔdo piki baapiki kū a buido. À bānɔ kè piki dɔ baapiki kū a buido. Akū à è à kè maa. À balikakāú à ò, ankū nē'i, andíkū kō, kpɔnɔ dí tekū pa, bānɔ dí kō tɔɔtewa. Gu sɪ, gu dɔ, a ɡɔɔ sɔoden nu.

Akū Lua ò: Pɔ undedenɔ kū ku tɔɔtewa, tibɔnɔ kū pɔnesegaatennanɔdo kū lakpe nɔbɔnɔdo baapiki kū a buido. Akū à kè maka. Lua lakpe nɔbɔnɔdo kè baapiki kū a buido. À tibɔnɔdo kè baapiki kū a buido. À pɔnesegaatennanɔdo kè baapiki kū a buido. Akū à è à kè maa.

Akū Lua ò: Wà gbñesinanɔ ke wá bii ũ, andíkū dewaba, andíkū iko vī kpɔnɔwa kū bānɔdo kū tibɔnɔdo kū lakpe nɔbɔnɔdo kū

pɔnɛsɛgaatennanɔdo piki. Akũ Lua gb̃ɛnɛsĩnanɔ kɛ a gĩna bii ũ. A gĩna bii an à an kɛ a ũ. À an kɛ nɔgɔna kũ nɔgb̃ɛdo. À balikakàú à ònné: Akũ nɛ'i, íkũ kɔ, í ãnua pa, íkũ kpatabewa. Akũ iko vĩ kɔnɔwa kũ b̃anɔdo kũ pɔ undede pɔ andi ta'o tɔtɛwanɔdo piki. Akũ Lua ò: Ma pɔ wenade pɔ ku tɔtɛwanɔ kpàwá á pɔbena ũ piki kũ lí nɛdenɔdo piki. Ma pɔbena pɔ ì bute tɔtɛwa kpà pɔ undedenɔwa piki an pɔbena ũ, nɔbɔnɔ kũ b̃anɔdo kũ pɔnɛsɛgaatennanɔdo piki. Akũ à kɛ maka. Lua pɔ pɔ à kènɔ è piki, à kɛ maa wasawasa. Gu s̃i, gu d̃ò, a gɔɔ soododen nu.

Maka Lua musu kũ zĩtɛdo kɛ kũ an pɔnɔdo piki. Ee a gɔɔ soopiade zĩ dakũ ka, zĩ pɔ ada kɛ p̃i làka. A gɔɔ soopiade p̃i zĩ à k̃amabò kũ zĩ pɔ à kèdo. Akũ à balikakà gɔɔ soopiade piũ à d̃i a pɔ ũ, pɔ zĩbeezi à k̃amabò kũ zĩ pɔ à kèdo piki yãdi.