

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.) 2025

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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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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 dı alpabe :

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

- Letir bá bá dınə alpabe ında sumdı me 'waga dıra me
- Letir bá bá da, gı jangı dı dwe me dı geche me man mo?
- Dıbə gı dodə da, ba i 'yaña gınə gwale mın duwa.
- Ba də āsang i isay gı jele ha isay gı abe.
- Letir bá bá da, 'waga dıra nım jiga.
- Gılə letir janga dıra

Bag da, ur i cwara gaba yara letir me mo kile me pıras bani dı də yaradı pii do.

1 Mani nənə mo me mani dúndırəgı me day

1. Gılgı dine letir bá bá sumdı me 'waga dıra me. Jangı letir ya *A a* me tablowə me ùr dine ba gunə letir bá bá sumdı me 'waga dıra me ca.
2. ùr dine ba yarna mani dundırəgı bá bá me, ba wayna mani nə cendi ba yər me ca.
3. Gılgı mo gı dodə dúndı gındıdı lə bá bá, āsı mo di daa me waygı dine di gı yarna me gı āsına mo di daa gandım mın.
4. Kal dine nə yab āsına mo di.
5. Gu mo mın sumıw daa. ùr dine di ba kanjına mo gı ta di gı dúndı duwa ca me ba āsına daa me ca.
6. Àlna le dii gırə bıraa dine di 'wacnana āsa gı mo bá bá do.

7. Jangı mo gı yab mana gı karton gı bani baniyə me waygı dine ba hana gılne mo gı kartonnə di daa jaw gaba wundara gandıw mana gı maktubu dı idi dúndiyə di.

2 Mani nənə dúndı day

1. Waygı dine di mana gı mə ina lə goo mo lə da, gı dwayna ladına le. Gu mo di angal me ladı le pırang me ca.
2. Gu mo di bá bá dıng. Waygı dine di mana gı gı dwayna letir dı laba di ina lə dırınə nə piyə da, gı babına isıragı daa.
3. Mani dúndırəgı bá bá da, ùr dine di gaa mo duwa nım i gı letir dı laba di labaa nım wun jiga mo.
4. ùr dine di gı gılne mani dúndırəgı nə 'waga day nım bor gı letir dı laba di me gı 'wagna mo di daa. İjım gı metir di àsı angal dıma yər kal dine di àlna mani nə ta di pad dayə. Woni 'wacna ladı bədə da, wagı lə.

3 P̄iras

1. Janḡi p̄iras daa tablowə. Āsḡi dine p̄iras di daa dii s̄ir. Mə ās̄ina da, ḡil mani mo day bá bá.
2. Ðar̄i b̄irmə gaba āsa mani lad̄i le, mani nə 2 ha 5.
3. Kan̄ja ḡi let̄ir: Ûr dine di ba da: "I mo ḡi we mana ḡi p̄iras dwaṝi læ me u let̄ir d̄i laba pii mo?" Ḡilḡi dine mo ḡi ta di mana ḡi p̄iras dwaṝi læ.
4. Let̄ir d̄i geche: Wayḡi dine di ba da: "Let̄ir d̄i geche da, ḡi janḡid̄i diyə ḡi ḡin̄iṅ ḡinə p̄iras d̄ira læ labaa gun sum̄iw̄wə me ciri sumd̄i læ me ca. Let̄ir d̄i wor pad da, ḡi janḡi i d̄i dine." Ḡilḡi let̄ir d̄i geche janga d̄ira.
5. Ðibə ḡi dodə: Ḡilḡi dine dara d̄ibə ḡi dodə da, i 'yaṅa ḡinə p̄iras d̄ira. Ḡilḡi d̄ibə ḡi dodə di.
6. Kan̄ja ḡi mo kle : Wayḡi dine ḡi kan̄jina mo kle ḡi mana ḡi mani dúnd̄irəḡi læ ḡi ina læ daa p̄iras læ. Ḡi kan̄jina ḡi mo ḡi kartonnə ta di.
7. Ās̄i mo di daa dan ḡi nə dine.

4 Giyə ḡi janga

1. Ḡilḡi dine let̄ir d̄irway daa ḡi janḡi i man mo, let̄ir d̄i dwe do me d̄i geche me s̄iṅ.
2. Wayḡi dine di ḡi janḡina let̄ir di ḡi dúnd̄irəḡi daa pəḡiṅ.
3. Wayḡi dine di ḡi janḡina kaye dayyə me arduwas dayyə me ca.
4. Dine nə janḡina 'yaṅina da, ḡi ḡirs̄inə janga ḡi mo ḡi ta di.

B̄irmə gaba āsa mani

1. Met̄ir ās̄iḡi dine maana daa pad. 2. Met̄ir ās̄i maana daa day ḡi nə dine m̄in pad.
3. Met̄ir ās̄i maana day ḡi nə dine nə yab daa m̄in m̄in.
4. Dine nə yab ās̄i m̄indaḡi m̄in m̄in.
5. Met̄ir ās̄i maana daa day ḡi nə dine m̄in pad.

Gwale ḡi lade gaba gama d̄imə !

Manaḡi nim̄iro ḡi 2, 3 me 5 me da, met̄ir ās̄i i day ḡi nə dine m̄in m̄in. Kal dine ās̄ina met̄ir tariwə bədə!
Mana ḡi nim̄iro ḡi 4 da, dwe ḡi 'ywana wamani da, met̄ir ās̄i gand̄iw daa m̄in.
Nim̄iro ḡi 3 me 4 me da, i dwe ḡi d̄irəw ùr do me ās̄i s̄iṅ, met̄ir biȳiw bədə.

K k

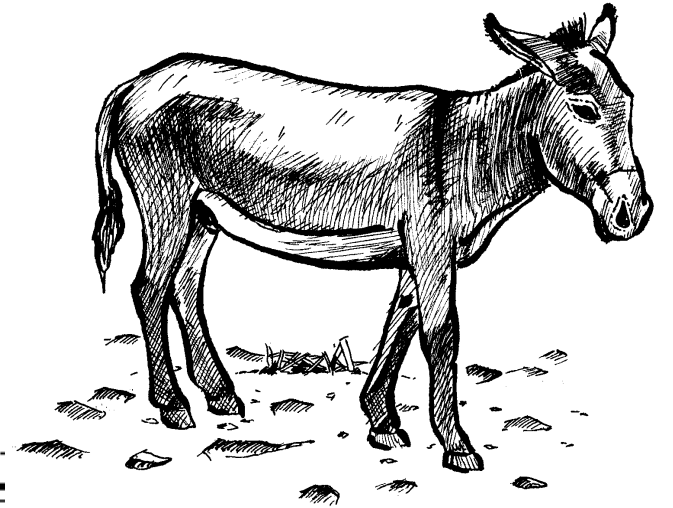


kogəl

kulu

kabni

K k



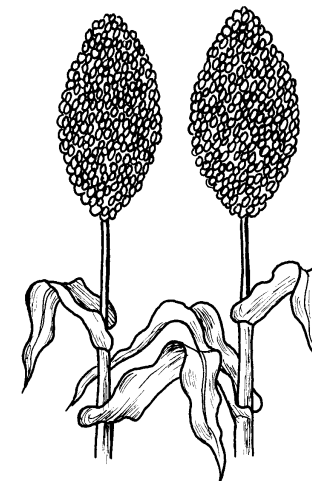
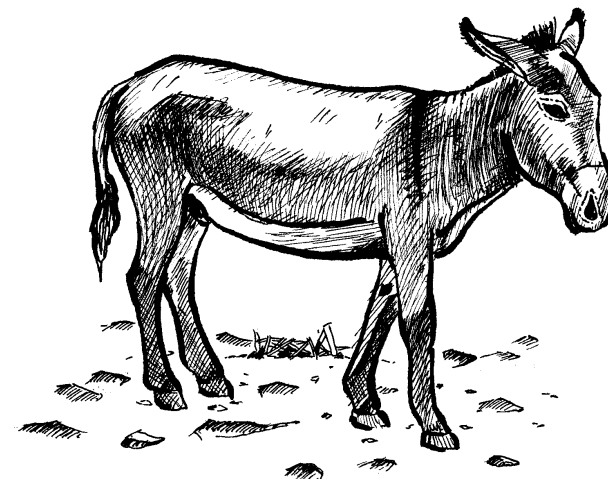
kay

kudîḡ

kura

K k

Mo gı we me u letir «k»
dirin̄ nə piyə mo ?

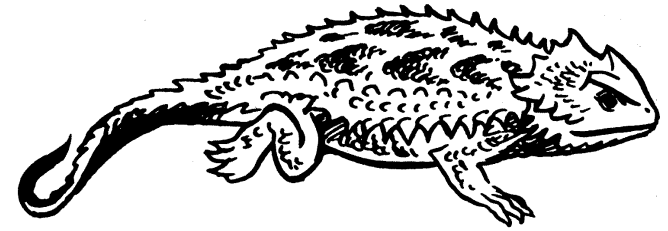
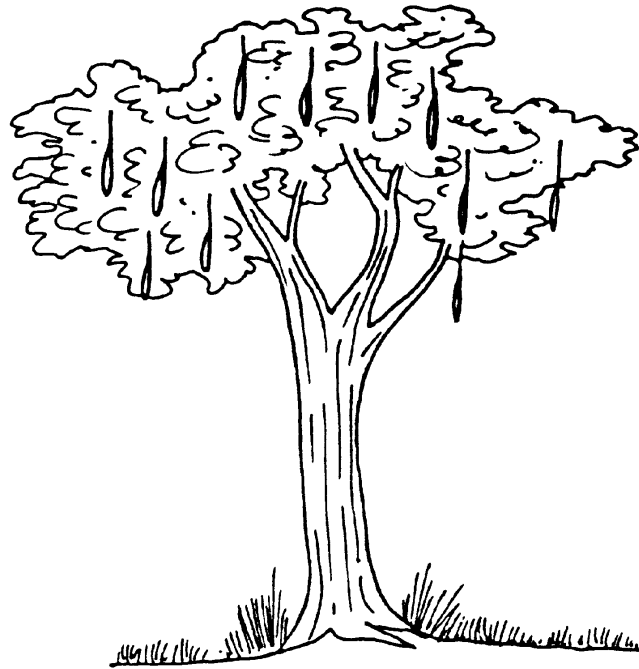
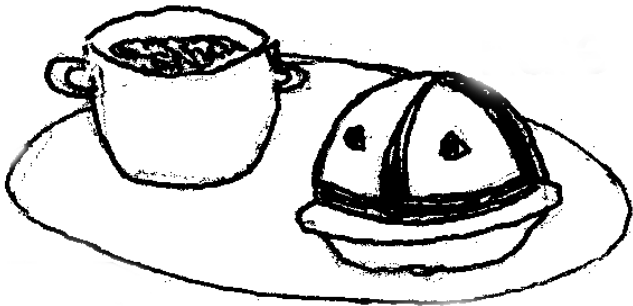


kilə, kili, kala, kalgı, Kalbam

Kalgi yi kogəl ha nim
kirə nə Kalbammə. Anji
kundi kogəl bam.

Kk kil kabni

H h

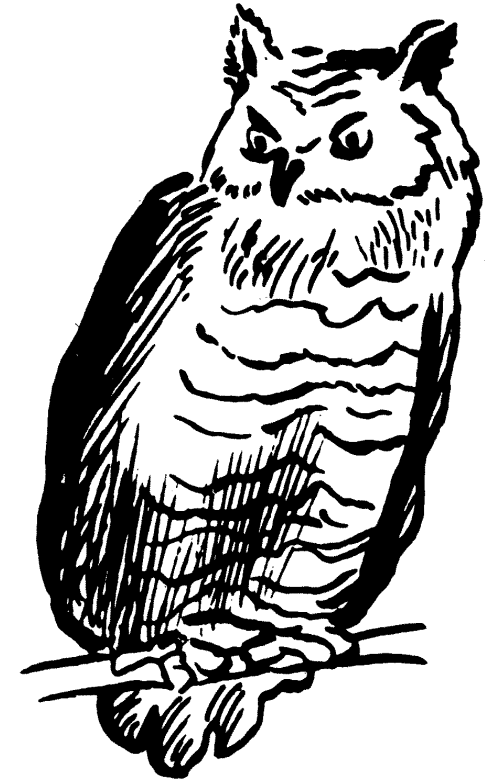
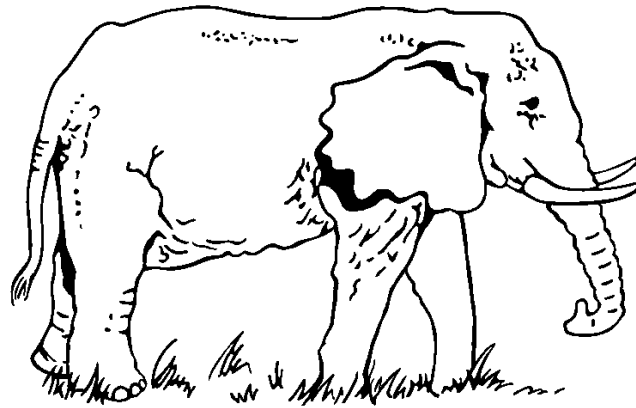
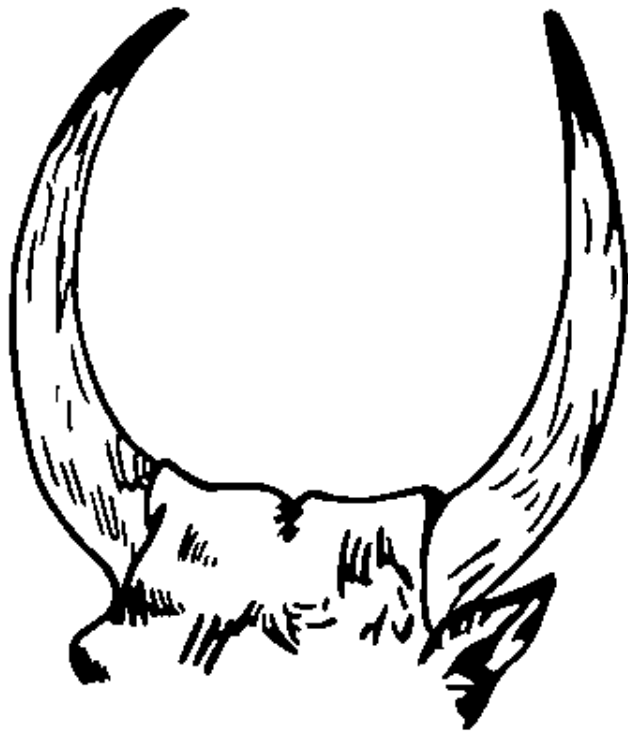


haye

habda

hoy

H h



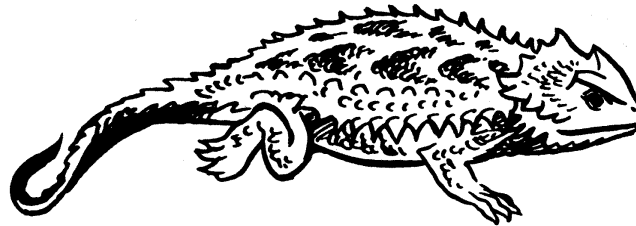
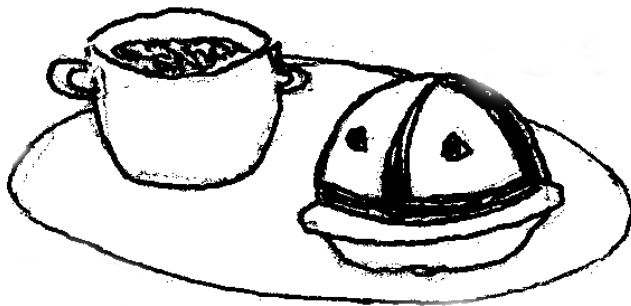
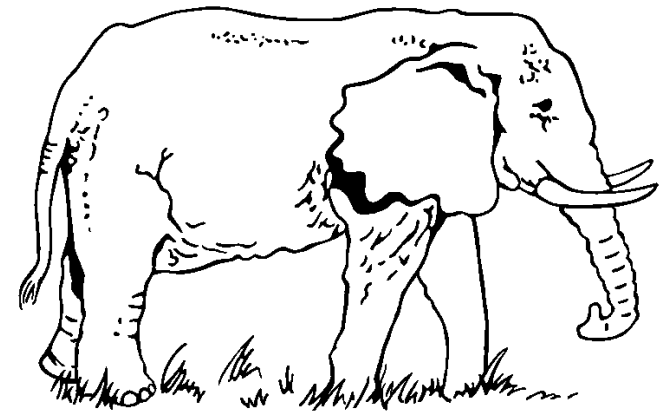
hugdi

hāṛā

hogim

H h

Mo gi we me u letir «h»
diriᅇ nə piiyə mo ?



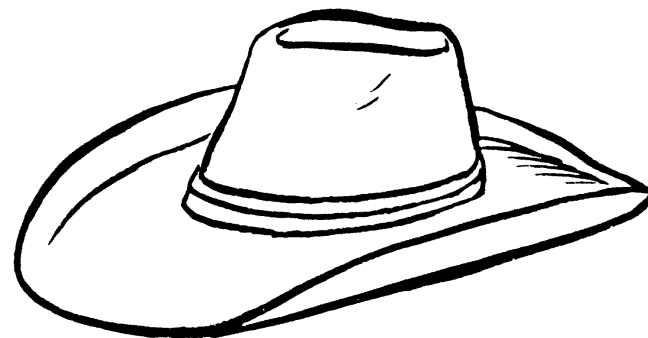
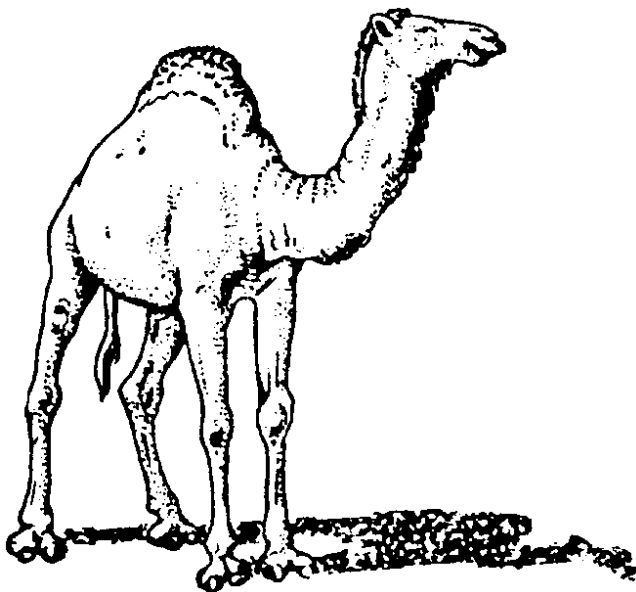
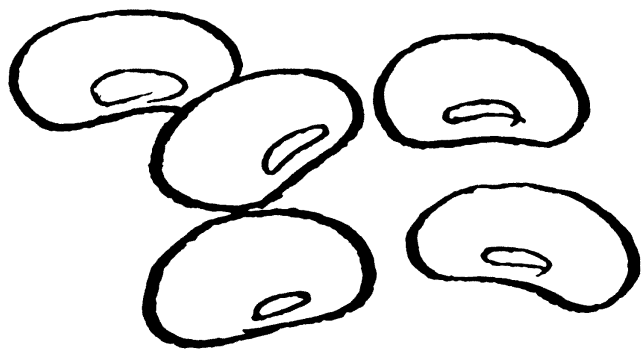
hura, haga, hılala, hıbala, Hargı, Harbı

Hoy naga habda diwwə.

Anji 'yo hogim.

Hh hura habda

J j

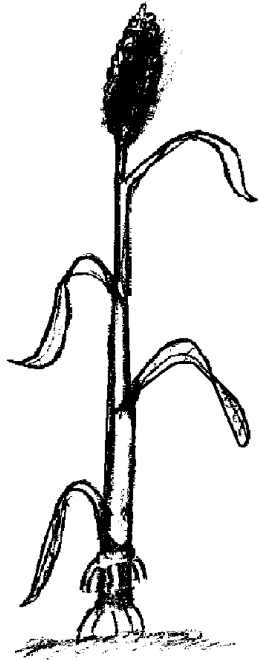


jiri

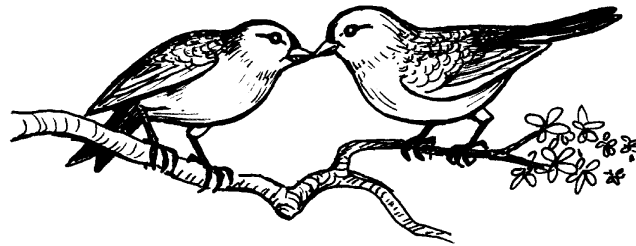
jambal

jagwa

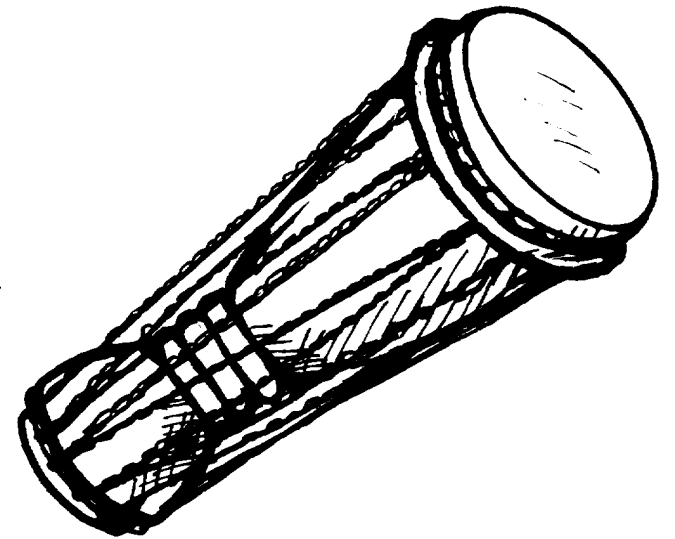
J j



jele



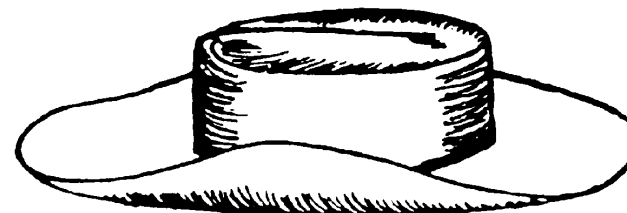
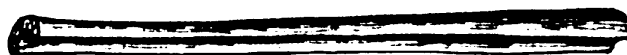
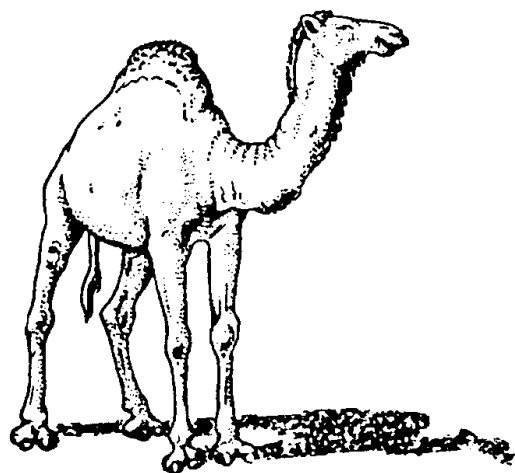
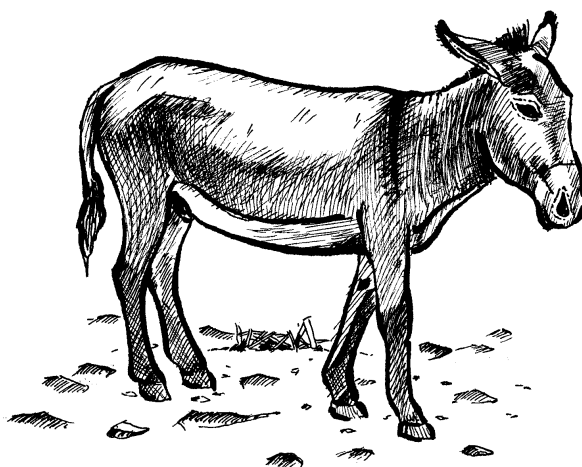
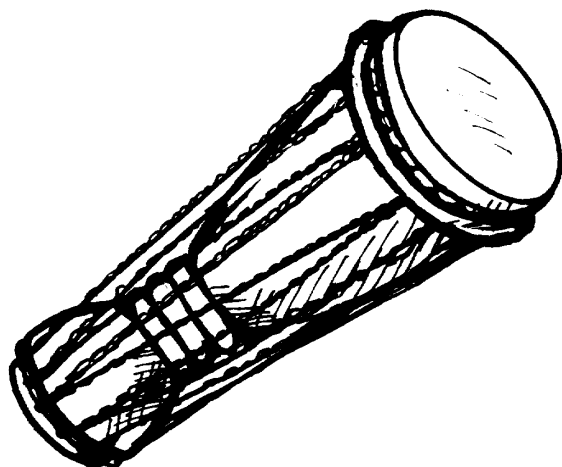
jáw



banjil

Jj

Mo gi we me u letir «j»
diriŋ nə piiyə mo ?

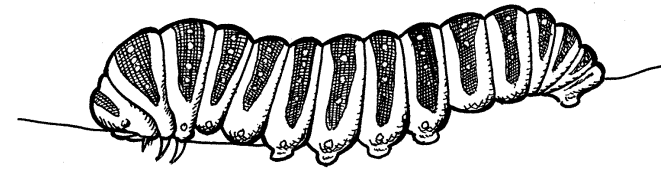
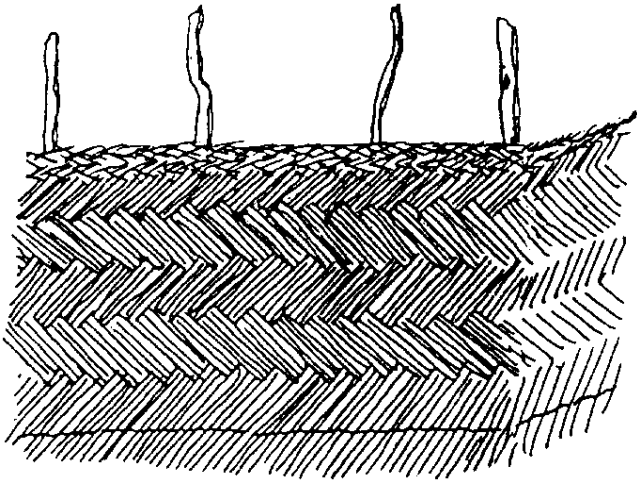


j+rmə, jara, jawe, jarbe, Jajira

Jərəgə ha kilə jiri gi woni
jambal.

J j jele jər

N n

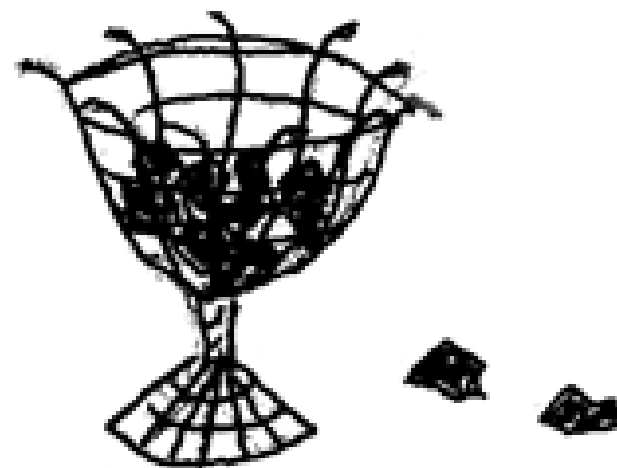
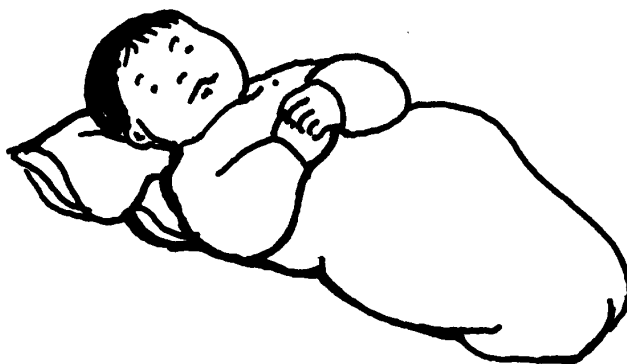
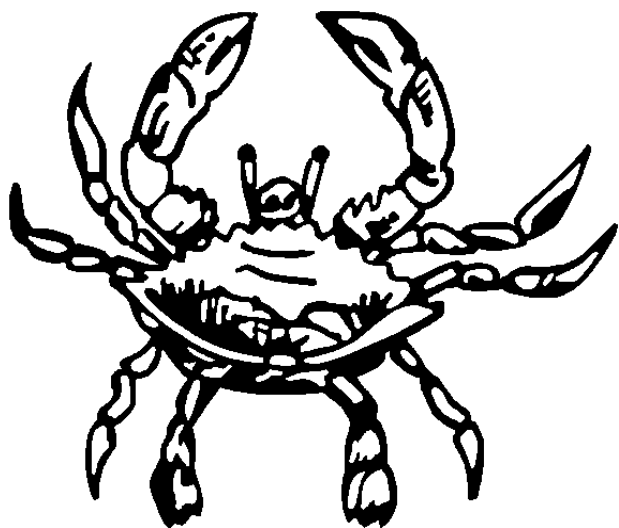


nulıñ

kudıñ

dañ

Ñ ñ



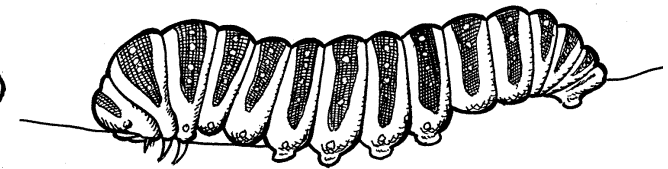
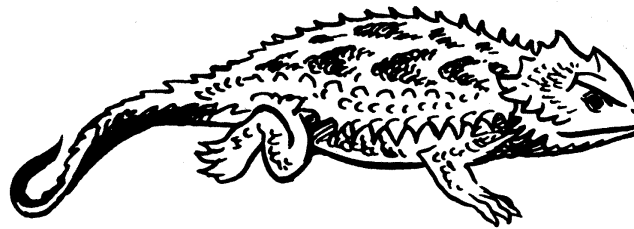
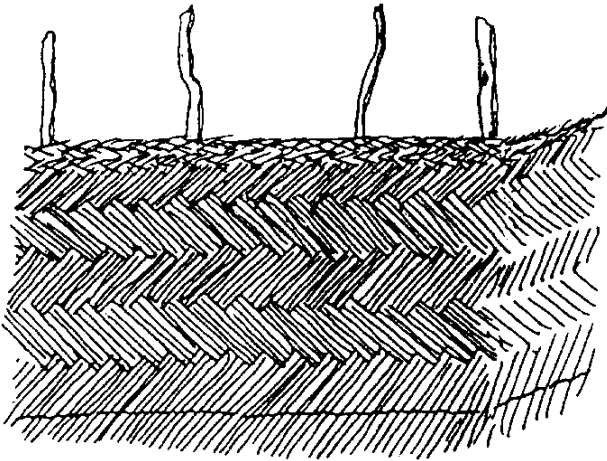
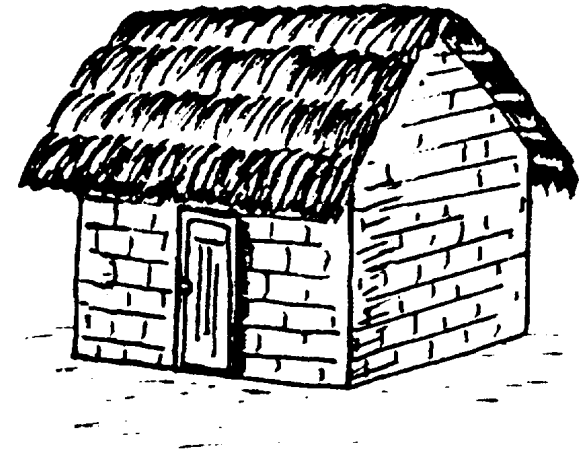
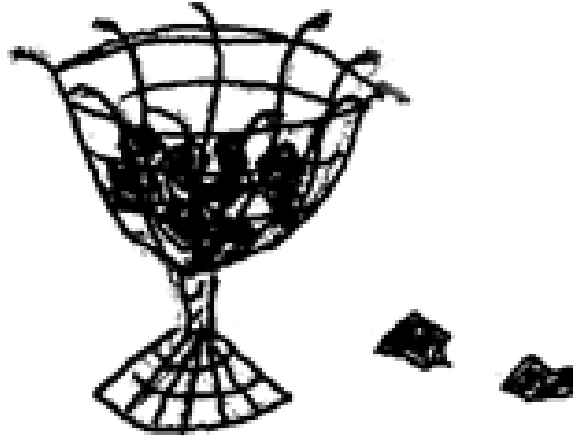
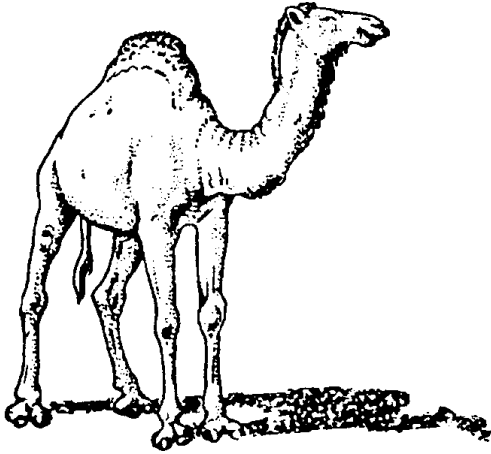
kaña

mañ

ñurñ

Ñ ñ

Mo gi we me u letir «ñ» di mo ?

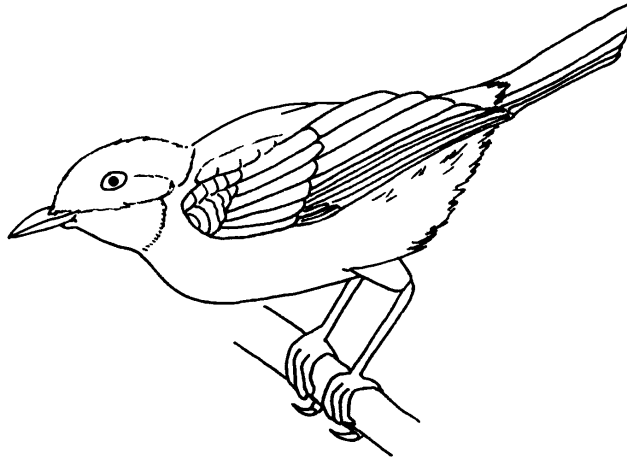
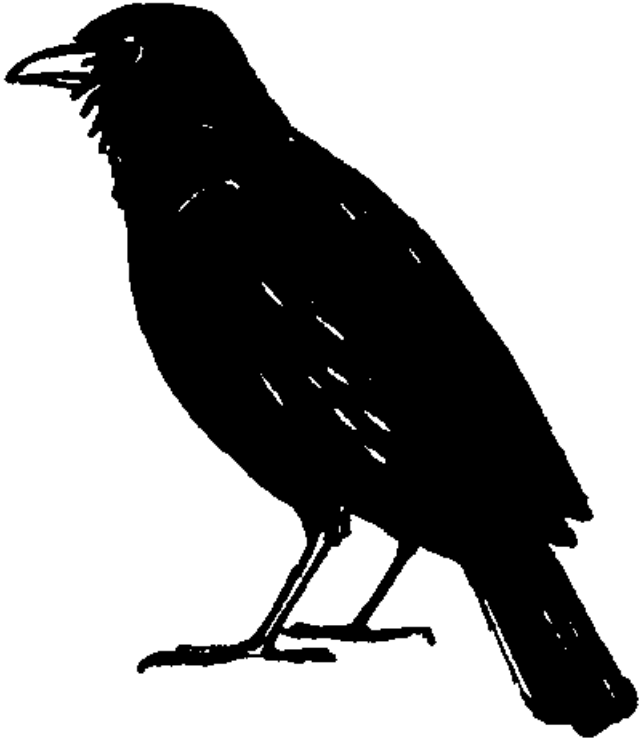


Namgi, ñilə, ñara, ñilanga, ñama, ñagini

Ṅamna wunṅi gi maṅ kulə
me, Ṅamgi dam iche aw
ṅulinṅ.

Ṅ ṅ ṅulinṅ daṅ

T t

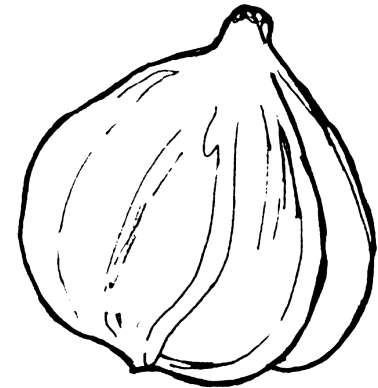
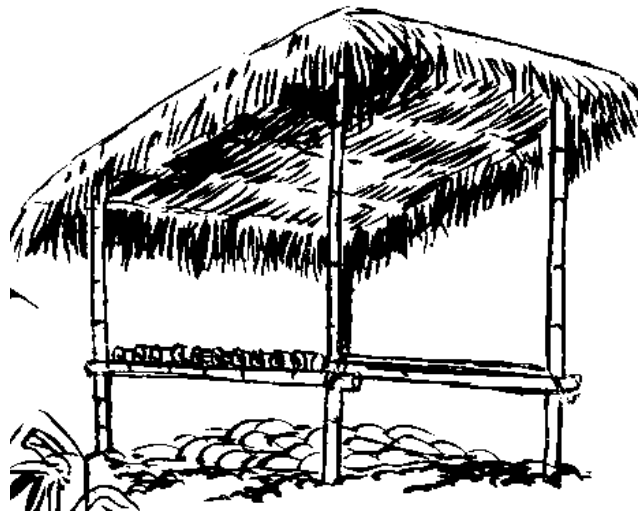
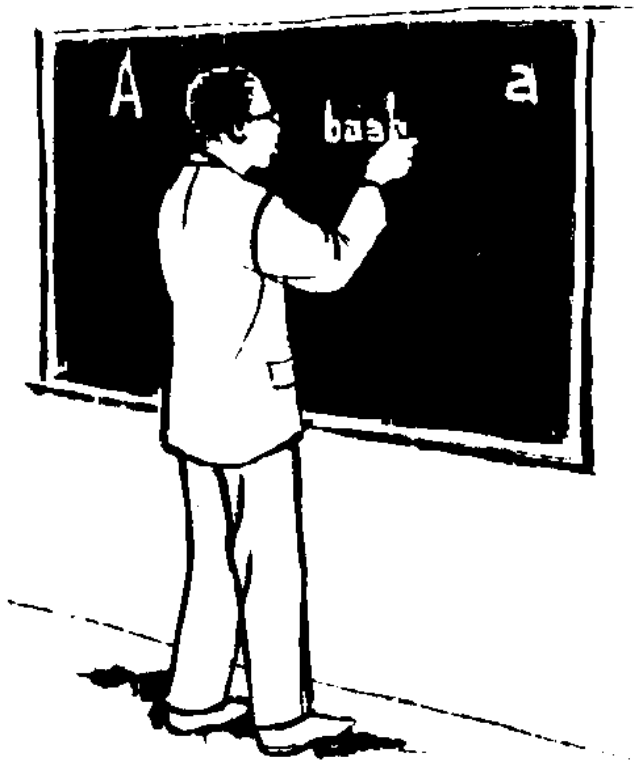


tender

tētē

timgili

T t



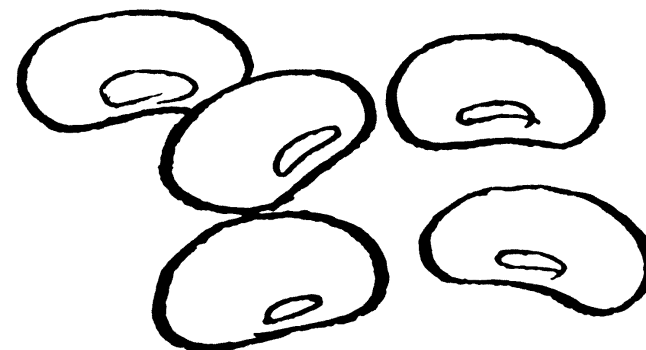
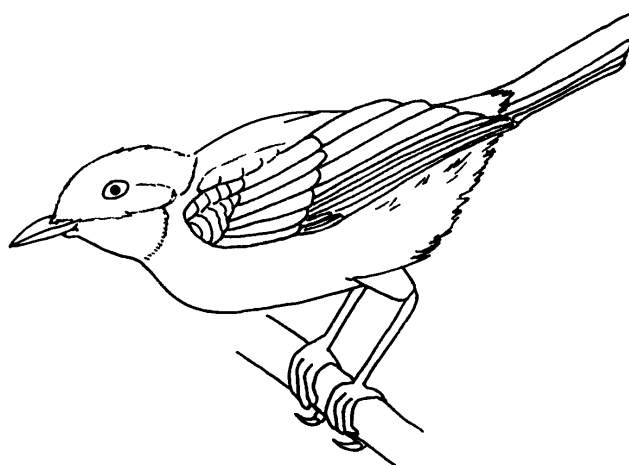
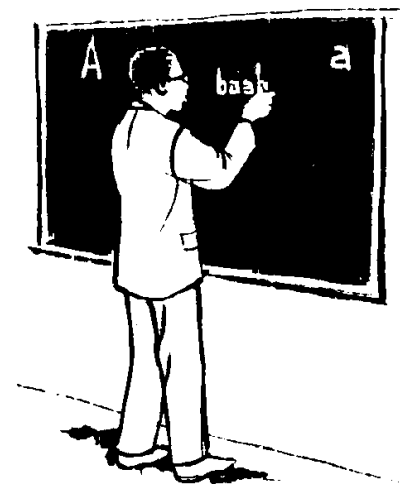
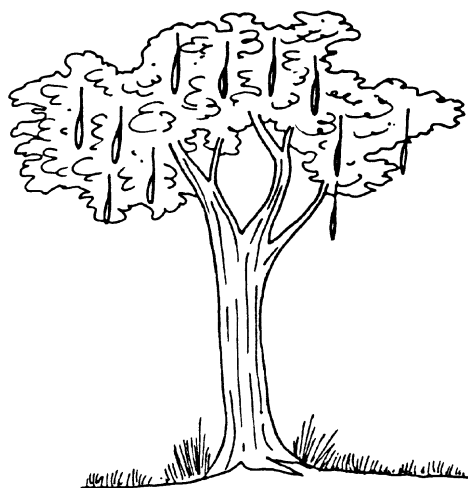
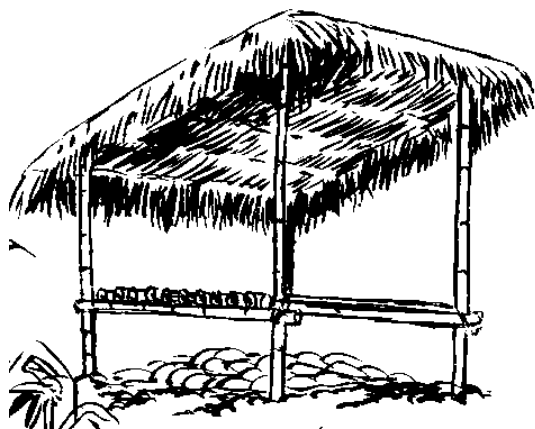
tablo

tibala

tum

T t

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



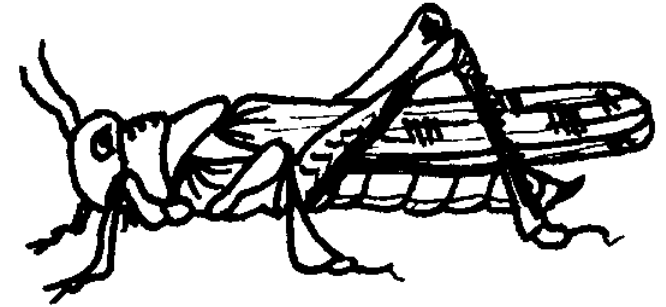
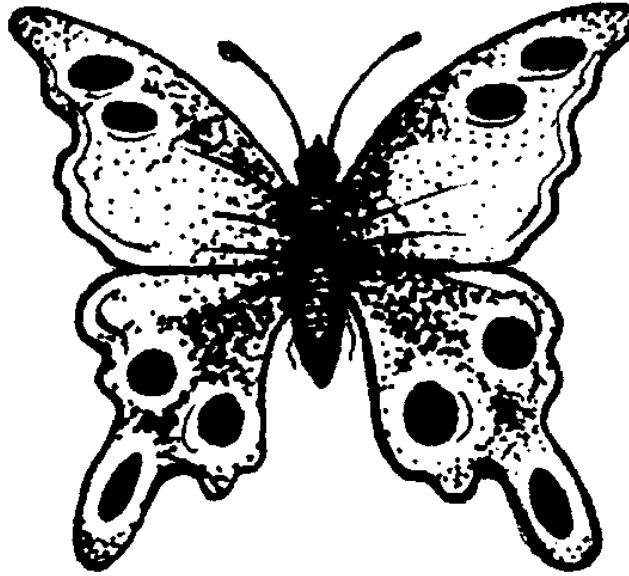
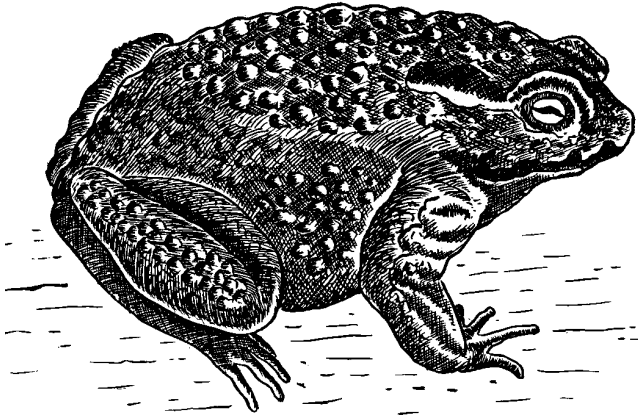
tamjar, tība, tīmīla, Terəgi, Tumgi

Tender dam tibala didə.

Timgili dam dira gúbu læ.

T t tandi tulinq

P p

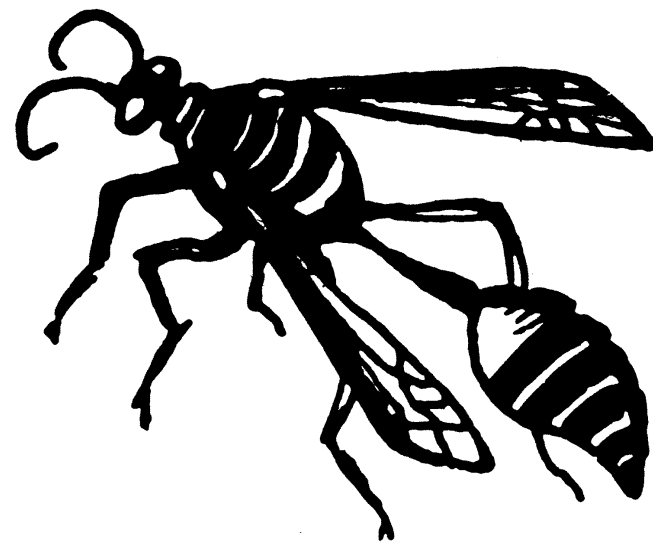
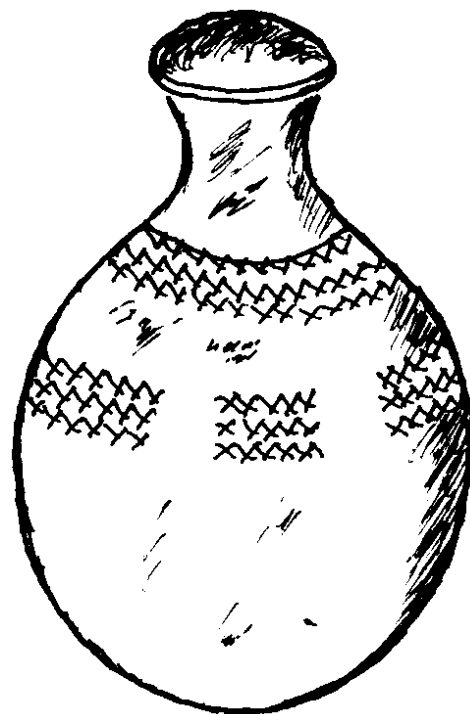


pwana
gi 'wã

pena
pena

pimbitru

P p



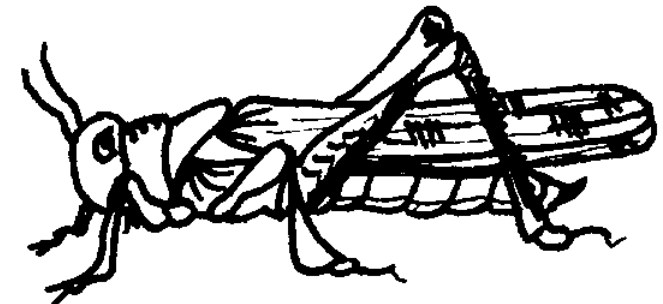
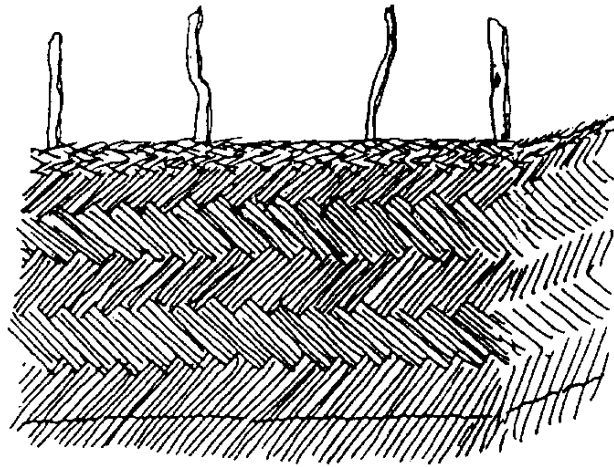
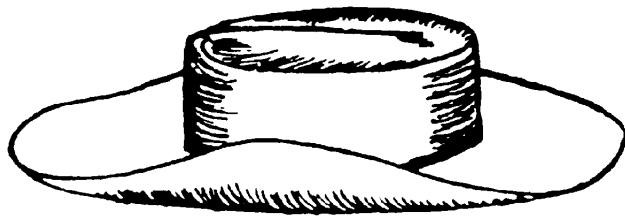
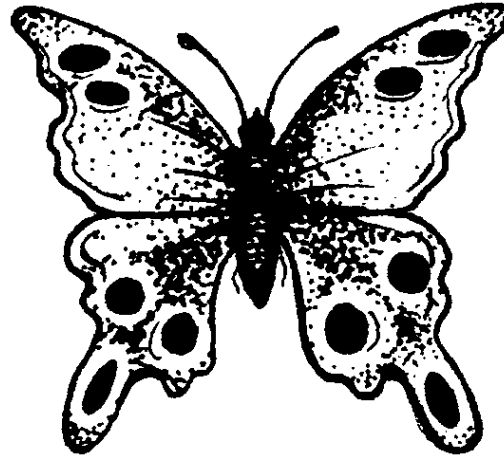
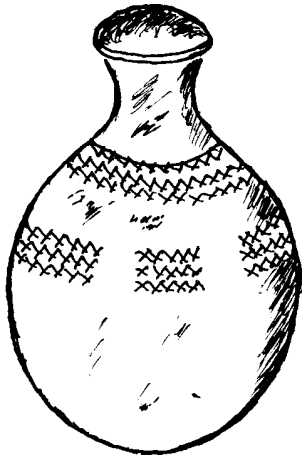
pir̥anga

pir̥im

pibnəw

P p

Mo gi we me u letir «p»
diriņ nē piiyē mo ?

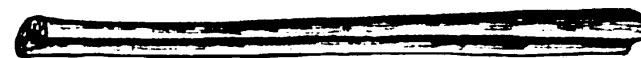
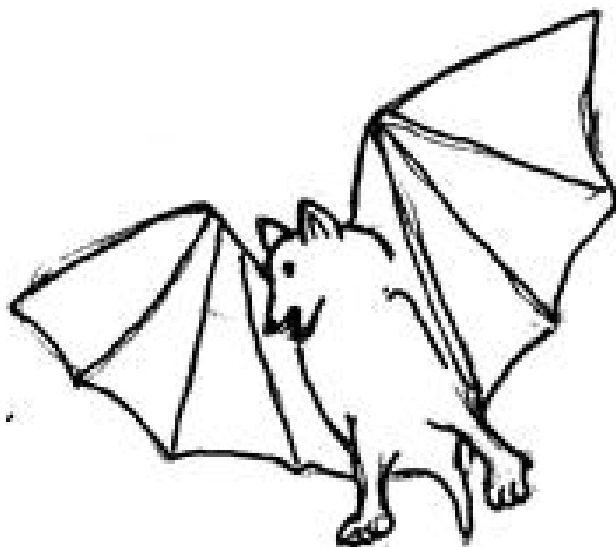
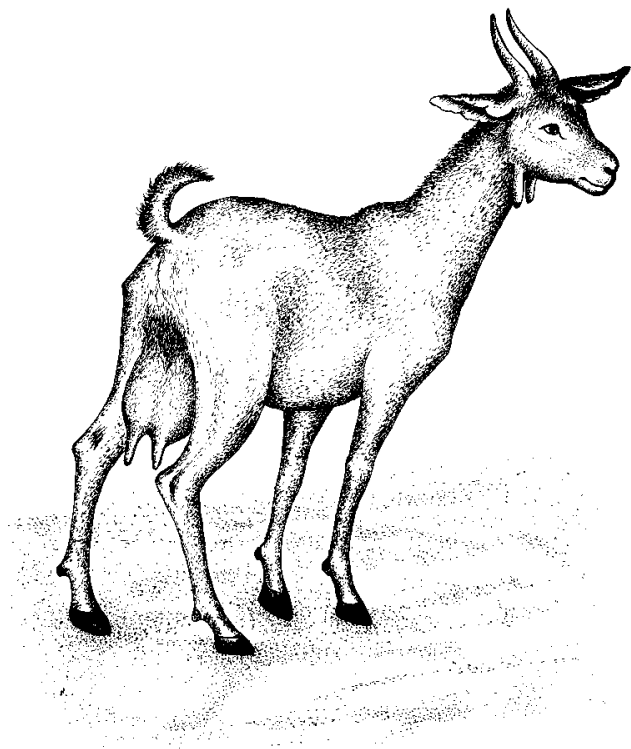


paga, Pamagi, pamgi, pēgiņ, pàra

Pibnəw po pɪrɪm
dalawwə. Pimbɪru wom
mongo bam.

P p par pol

C c

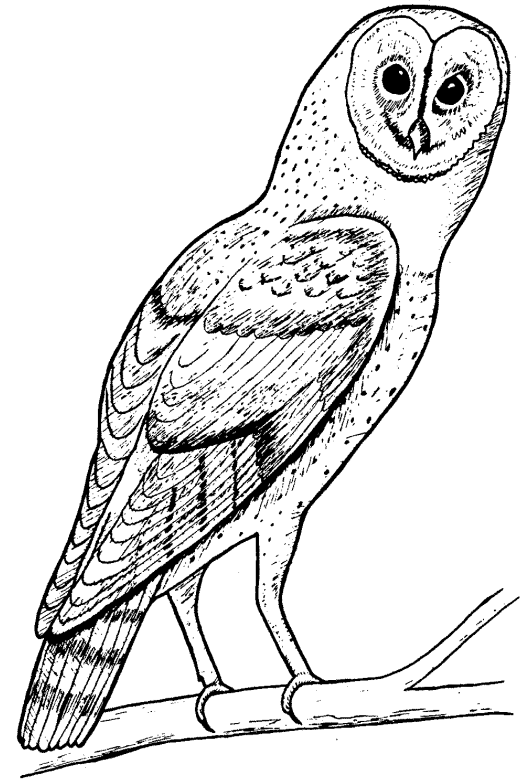
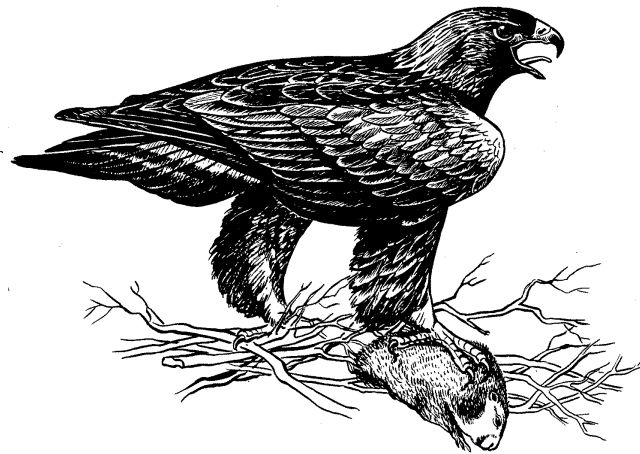


cange

cimba

cilang

C c



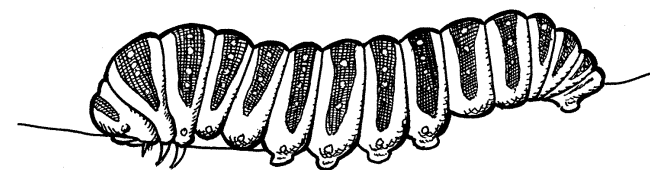
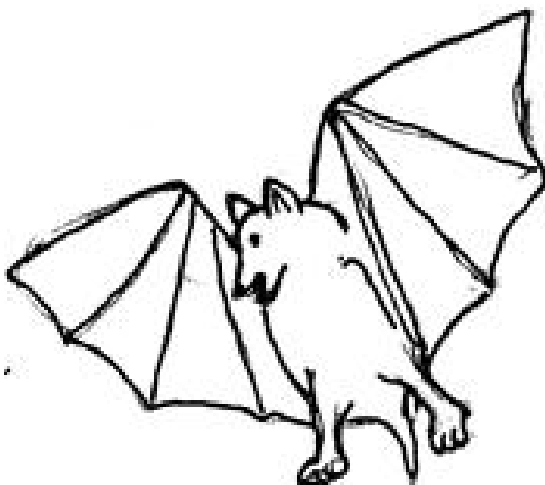
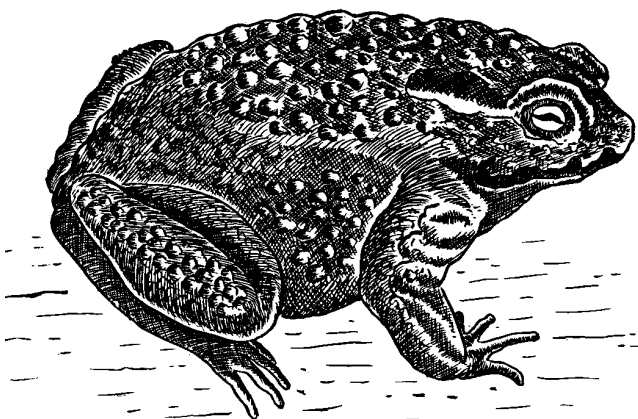
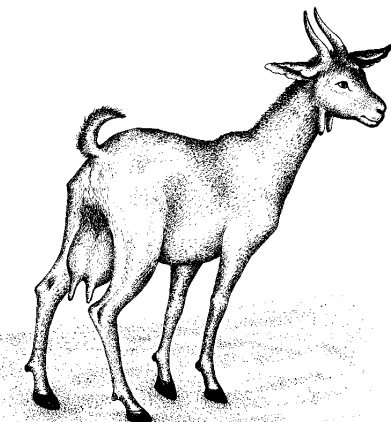
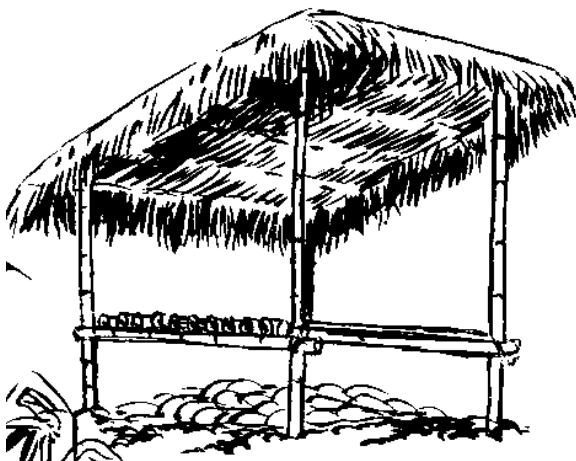
ciri

caa

curiη

C c

Mo gi we me u letir «c»
diriņ nē piiyē mo ?

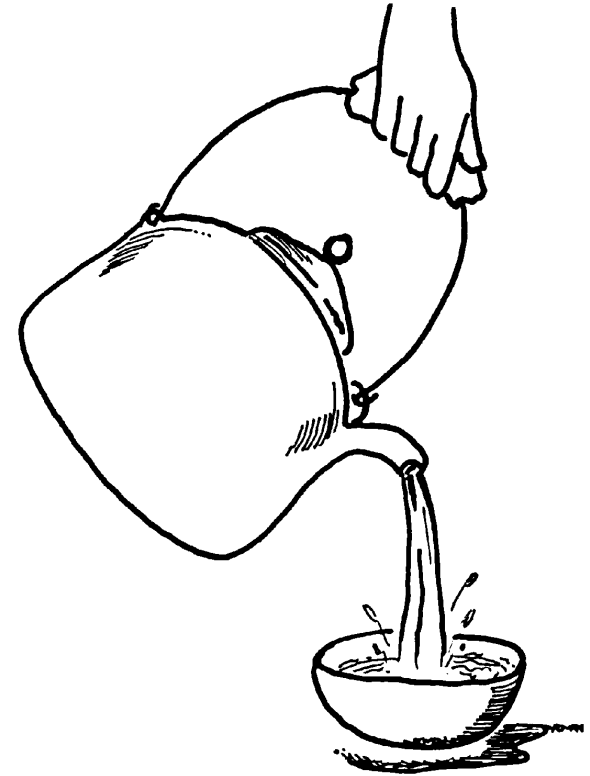
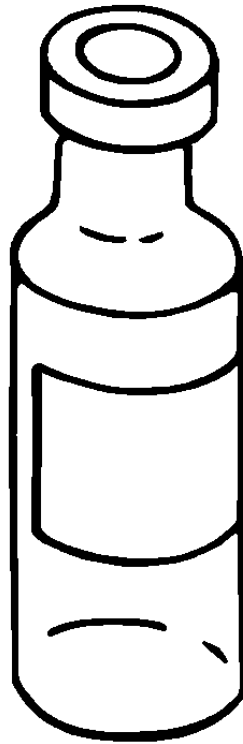
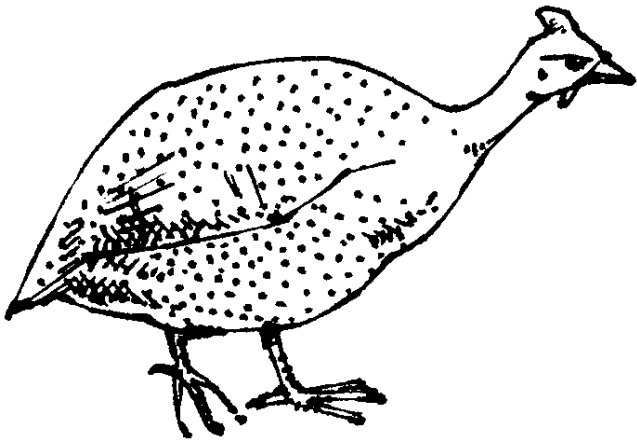


Cimģi, Cadīna, Cajīragi, cagda, cēā, cada

Cadibān 'yor cange gi
cilang. Tandi cor ciri
dwaṙi læ bi.

C c cimba ciri

Ch ch



chibiri

charwa

chay

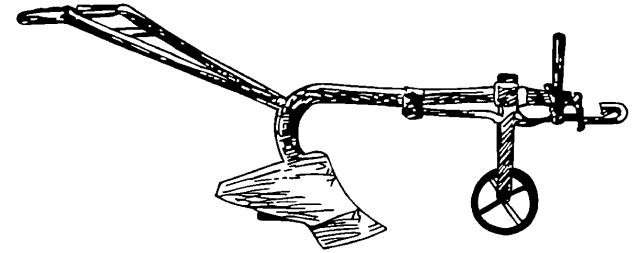
Ch ch



change



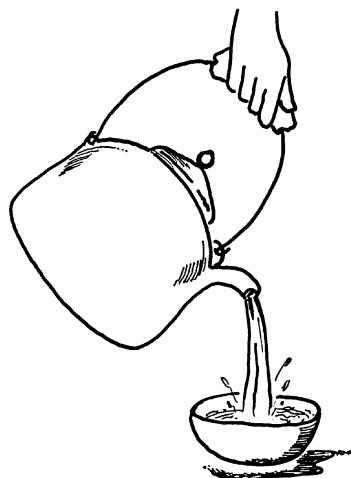
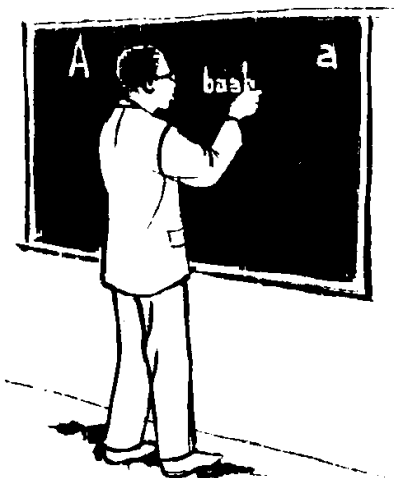
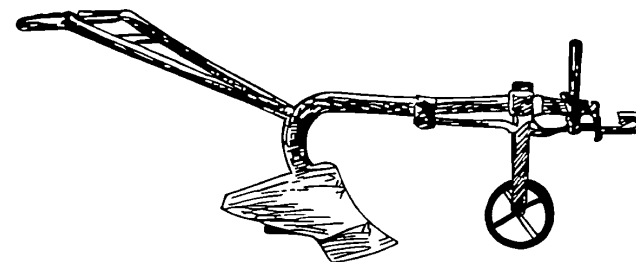
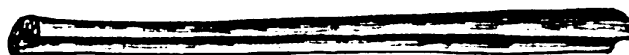
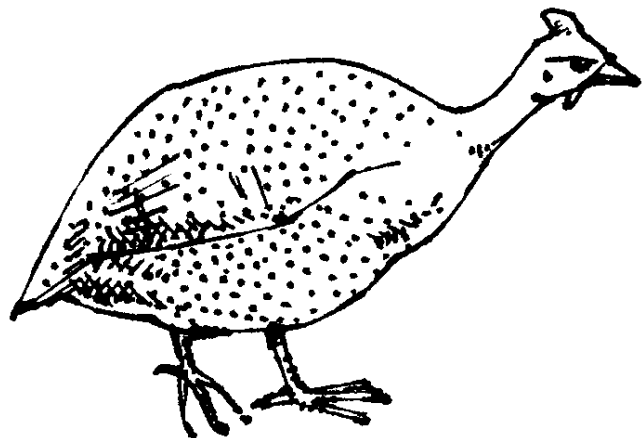
chende



cheri

Ch ch

Mo gi we me u letir «ch»
diriᅇ nə piiyə mo ?



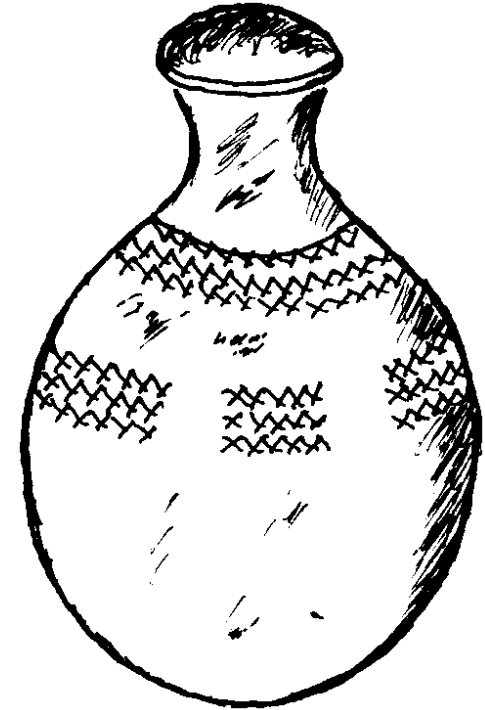
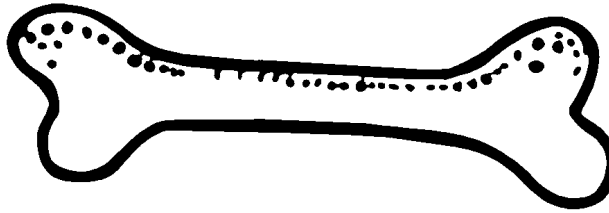
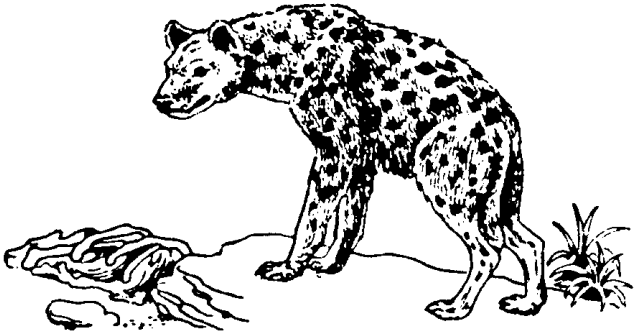
charwa, charni, changa, chichime

Amsi wá chibiṛi wom.

Anji ch̀è chay lə diiyə.

Ch ch machè

R r

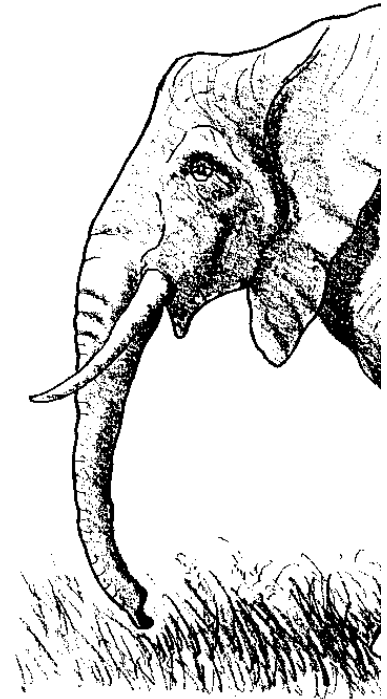
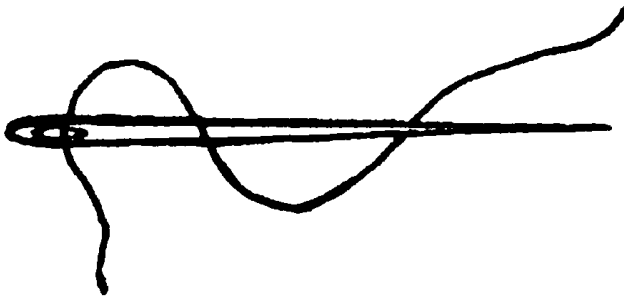
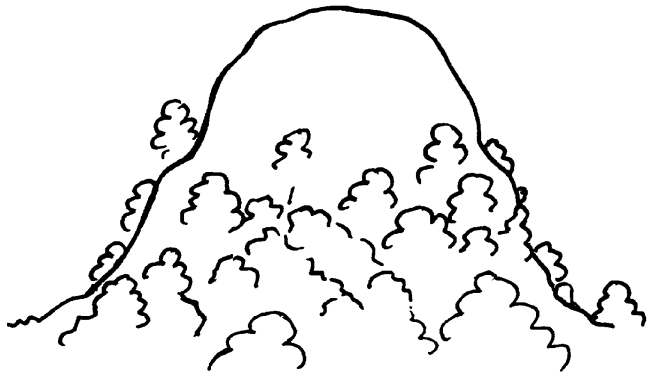


ṙigim

kuṙiṅ

piṙim

R r



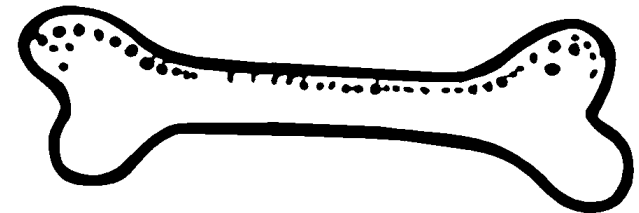
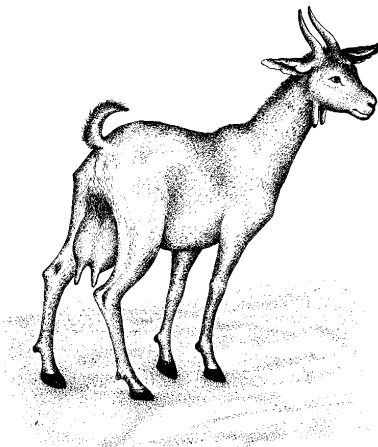
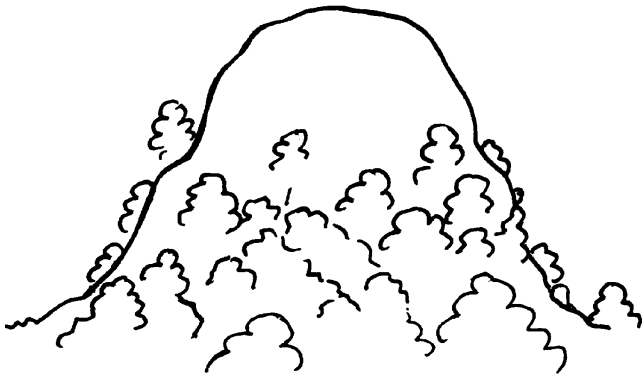
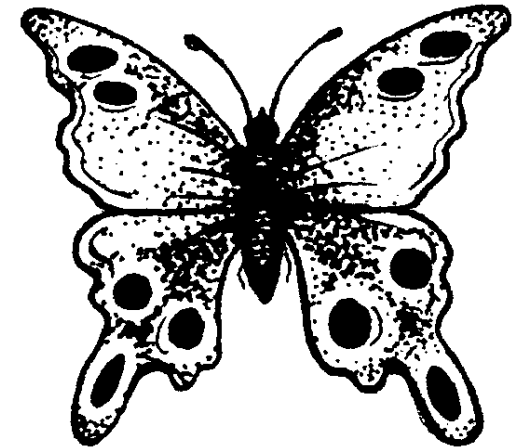
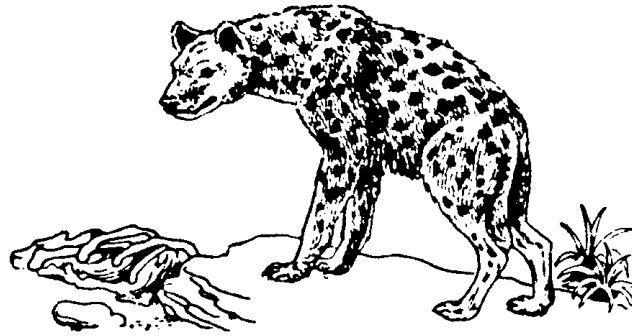
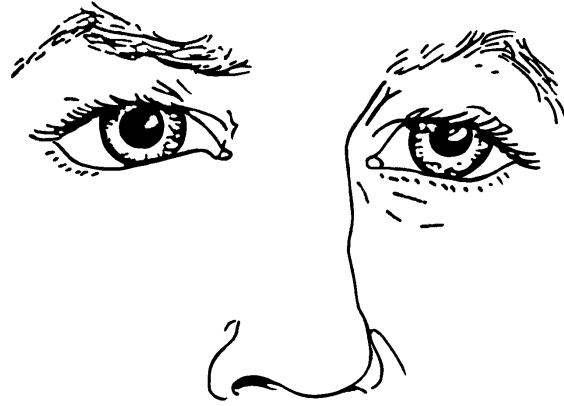
kuṛa

ṛedu

ṛongi

R r

Mo gi we me u letir «r»
diriᅇ nə piiyə mo ?

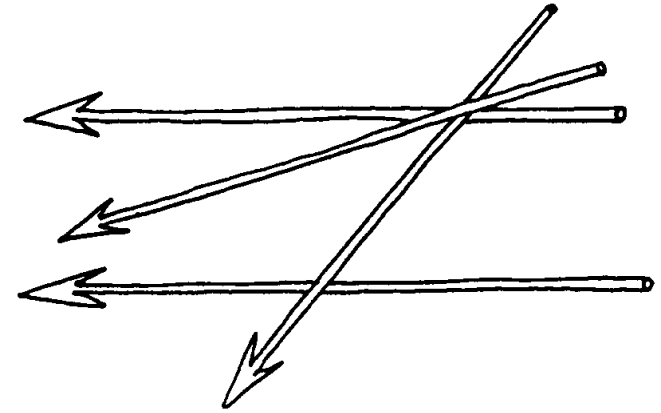
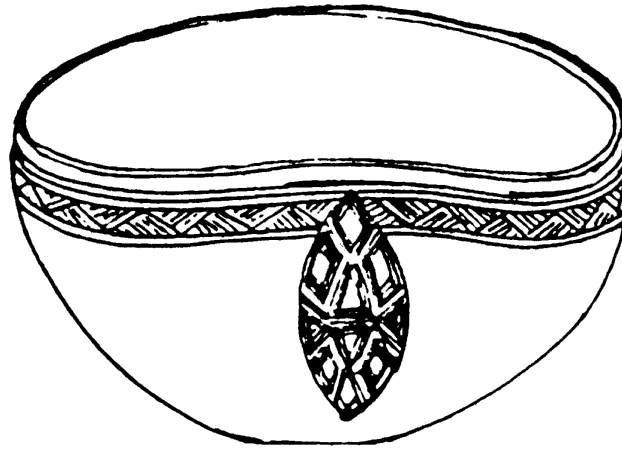
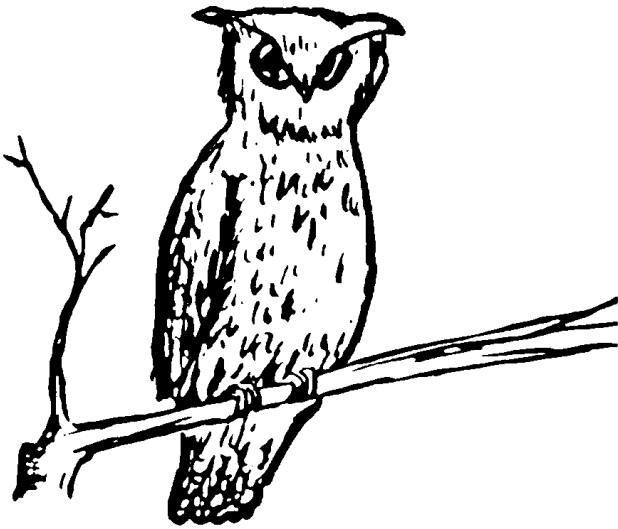


ryaa, regdu, ryada, ryanda

Rigim yidi piranga me
digilaw mar regdu.

R r regdu kuṛa

D d

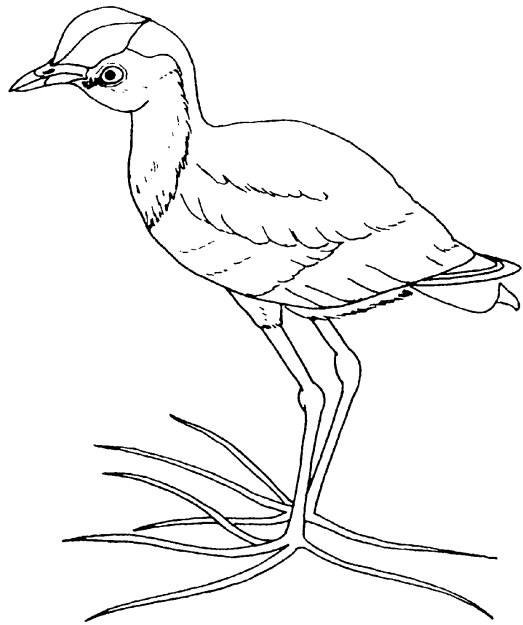


d+igaw

d+agina

d+eche

D d

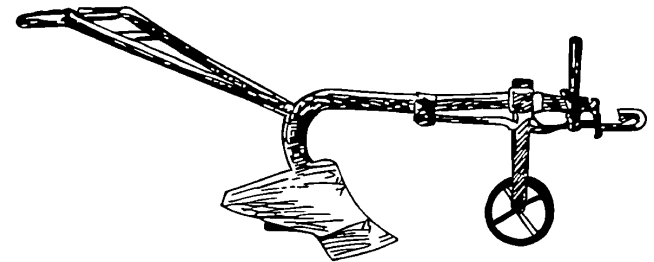
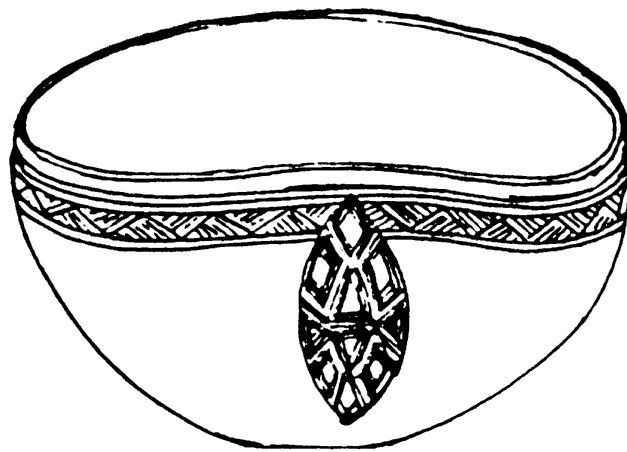
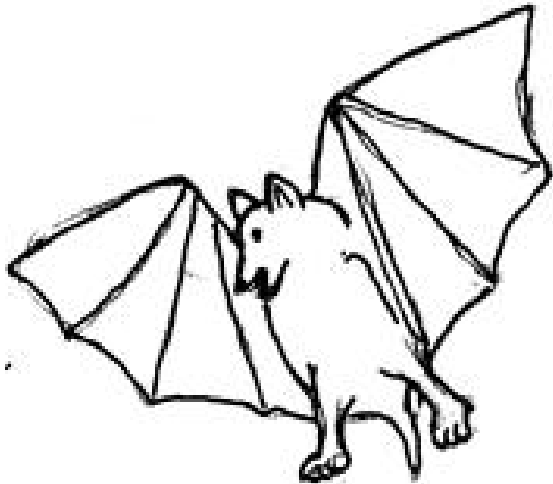
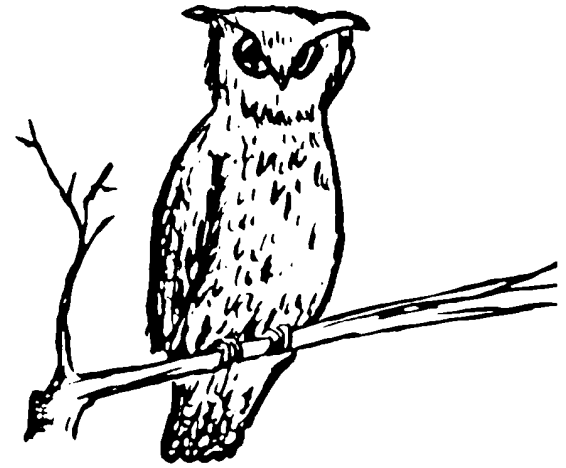
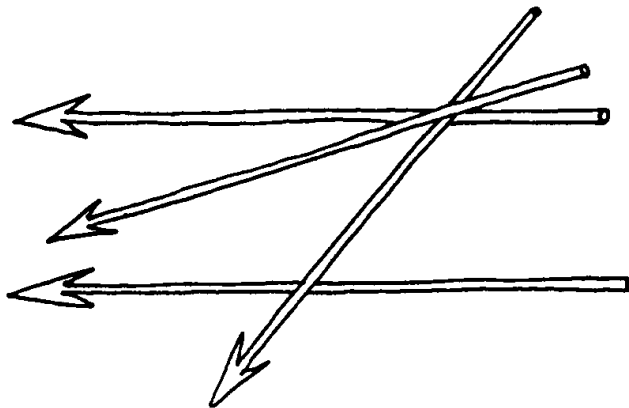
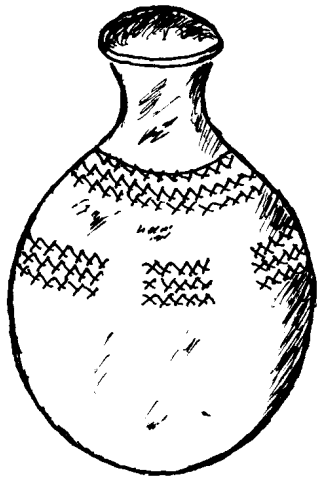


dyawa
dyawa

deru

D d

Mo gi we me u letir «d»
diriņ nə piiyə mo ?

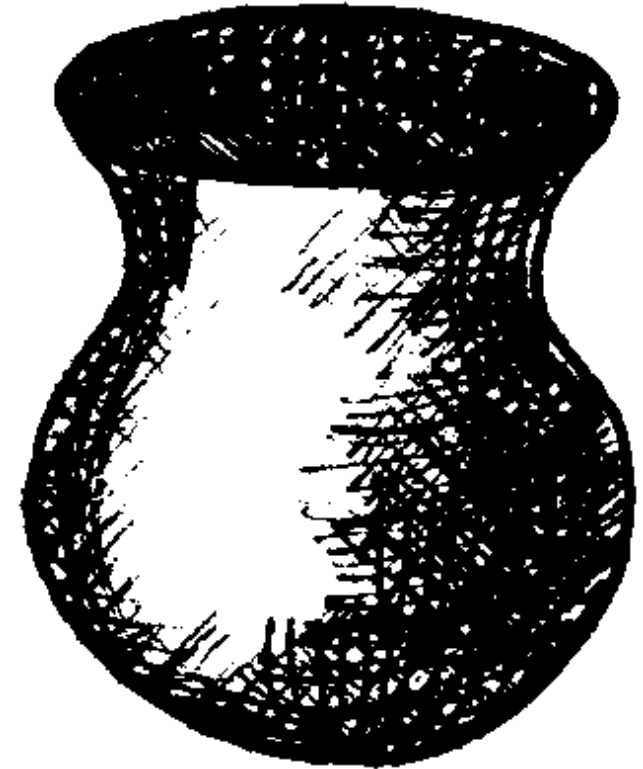
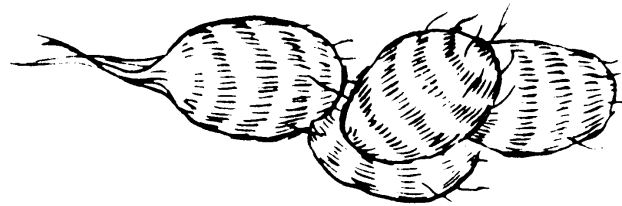
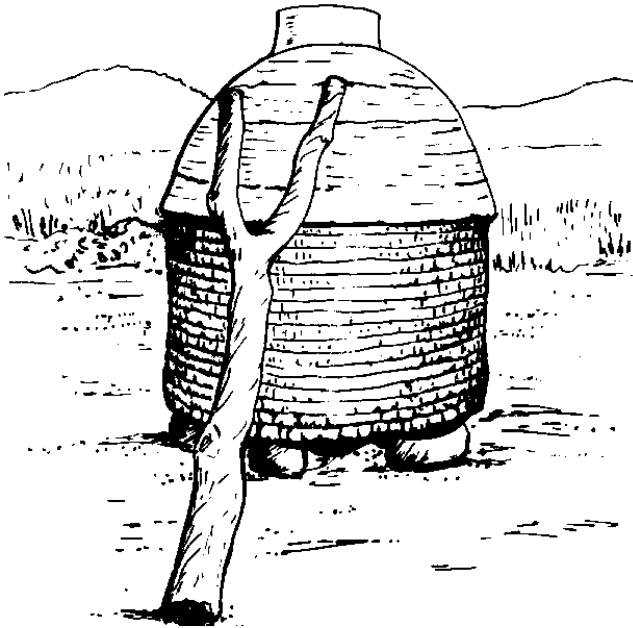


dyasa, dyangsa, Dange, Darigimana, dangra

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

d D dang deche

В в

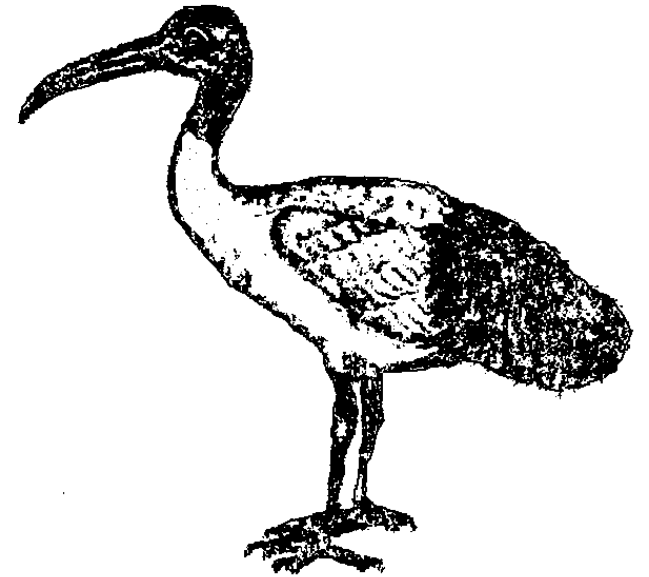
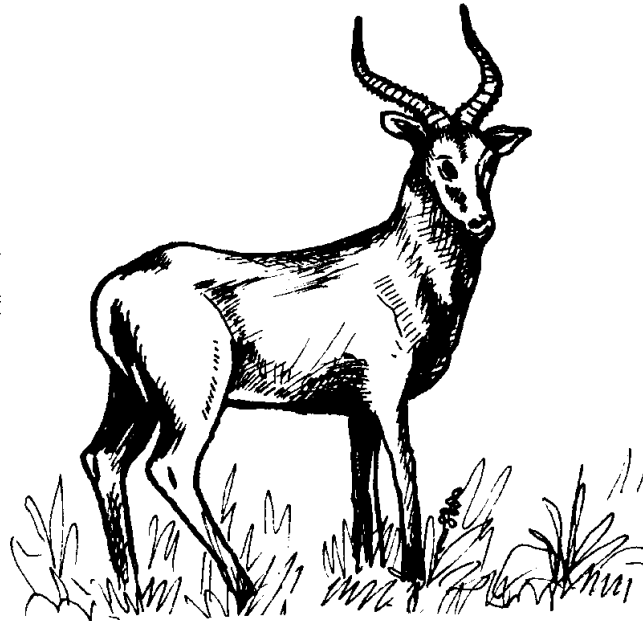
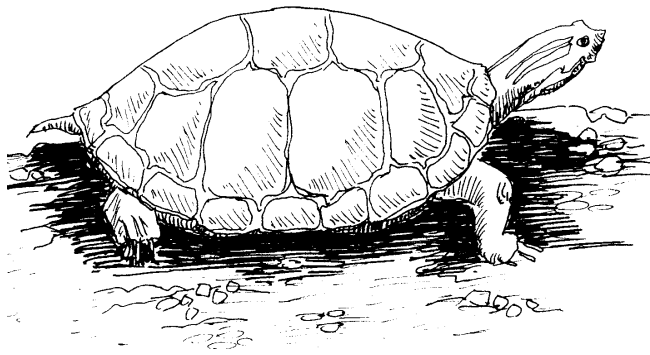


беche

богилә

биса

ᐅ ᐆ



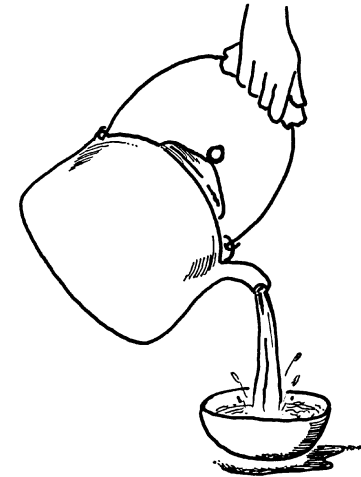
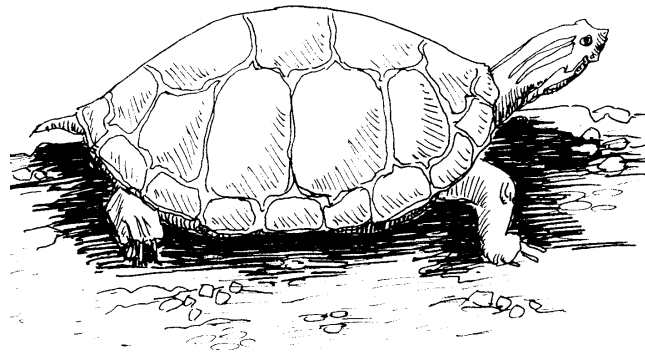
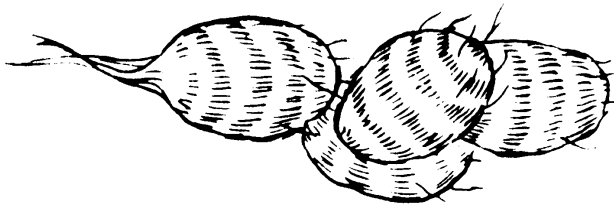
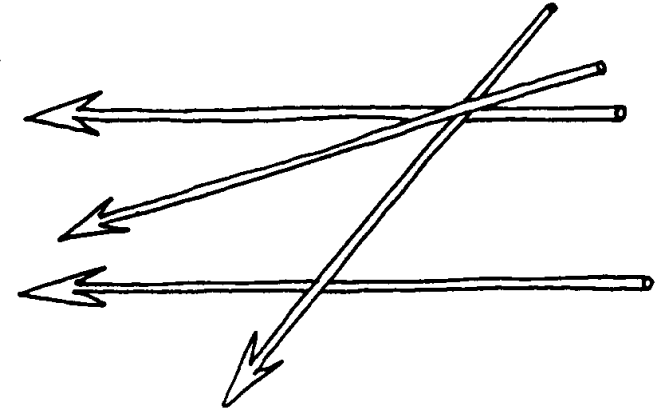
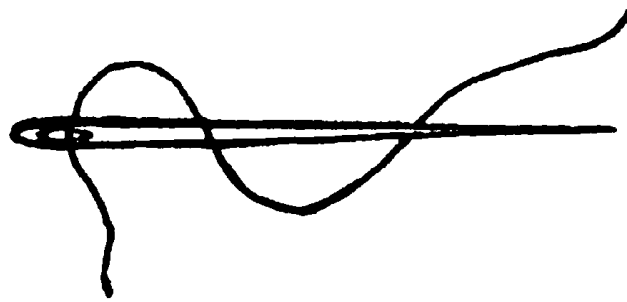
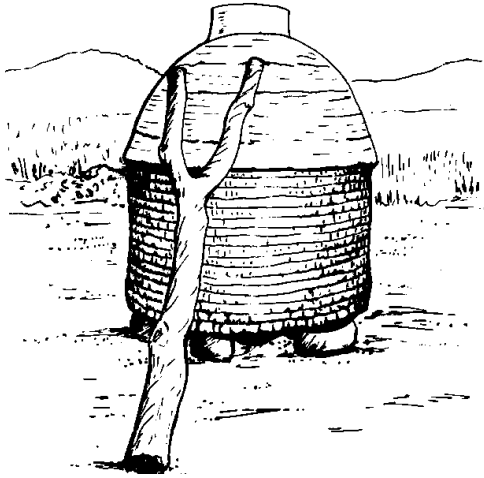
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В в

Mo gi we me u letir «в»
diriq̄ nə piiyə mo ?

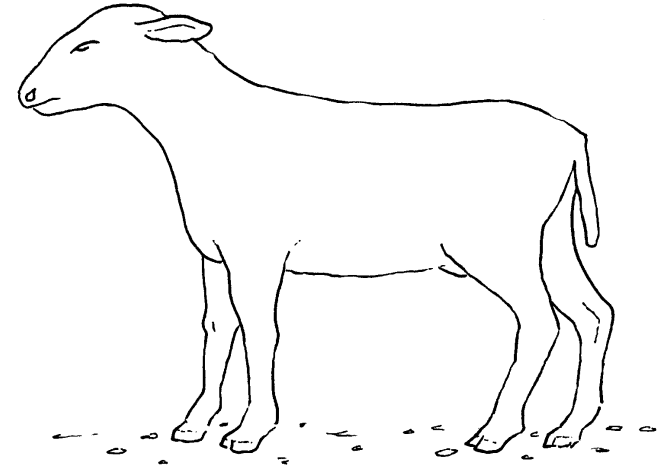
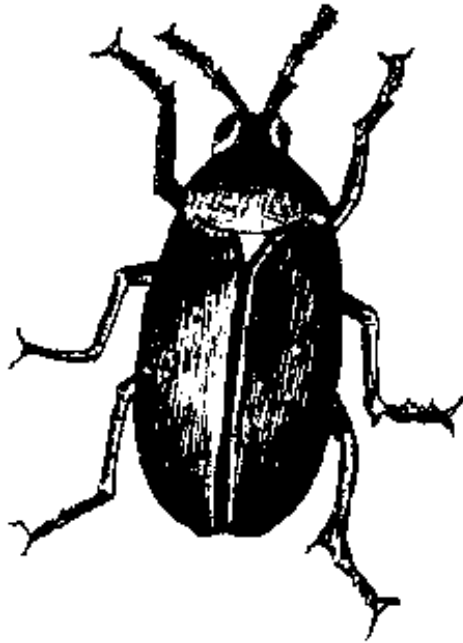
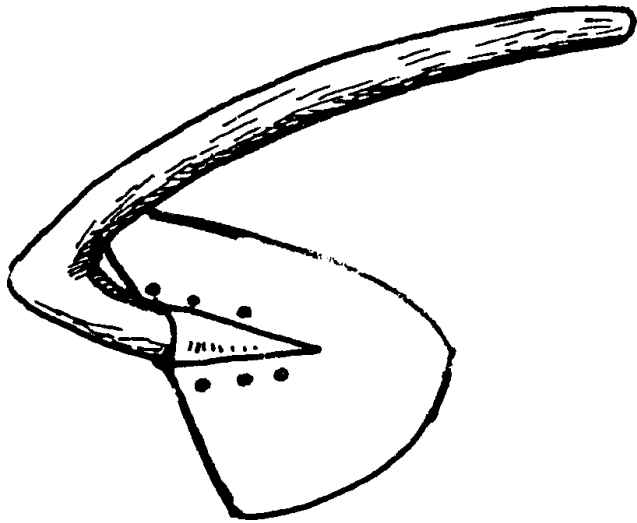


бана, 'Badime, 'Bedimade, беди

Badime yigi bogilə. Anji
hára bo bisa lə.

b B bam bisa

Ə ə

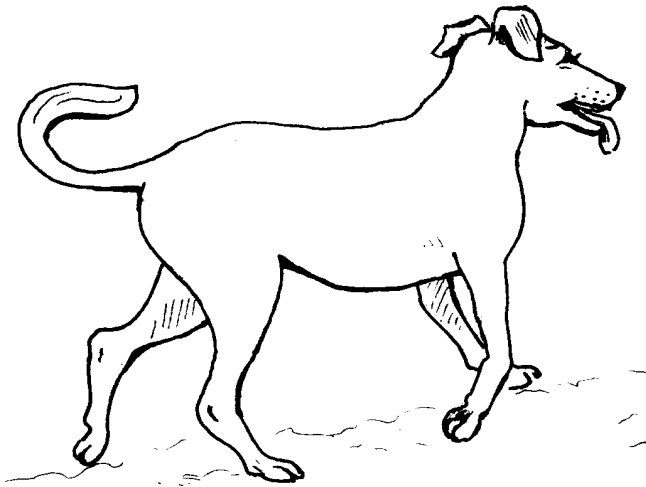


bidəm

bilmə

dimən

ᐃ ᐃ



dogdᐃ



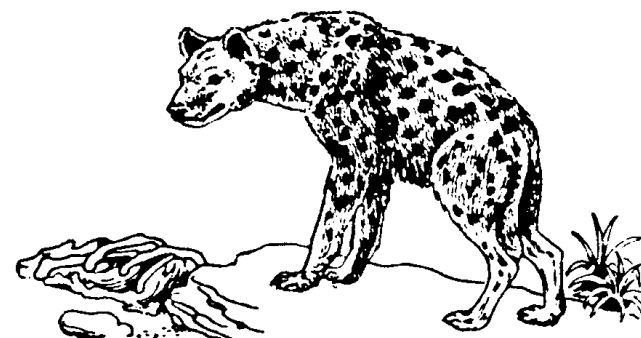
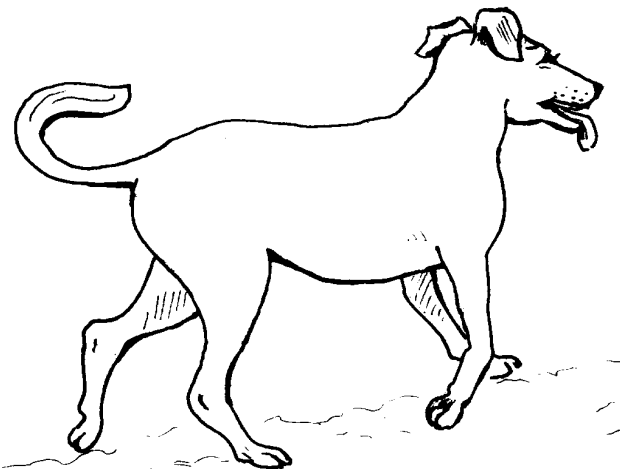
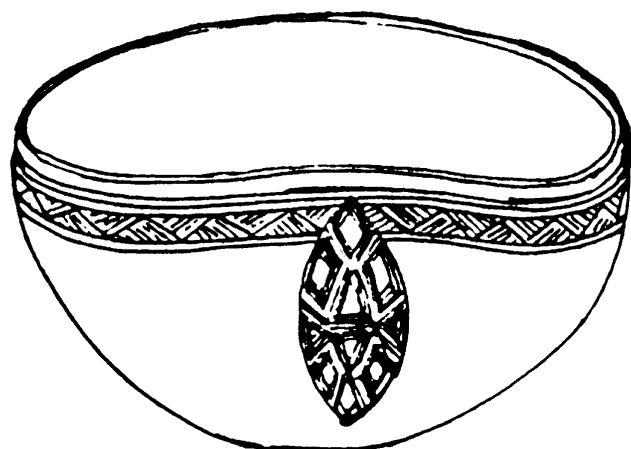
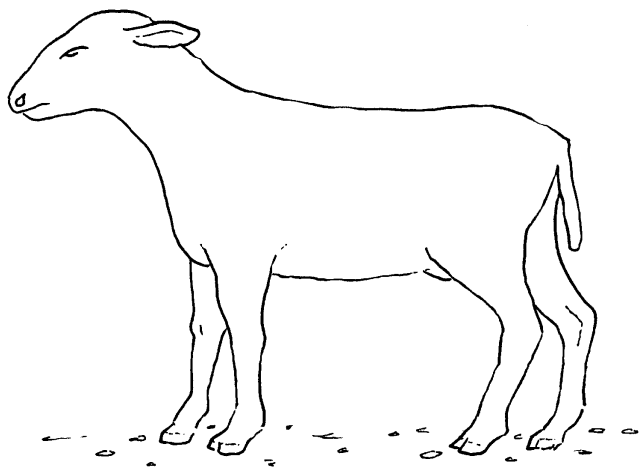
swagᐃ



aba busᐃ

Mo gi we me u letir «ə» mo ?

Ə ə

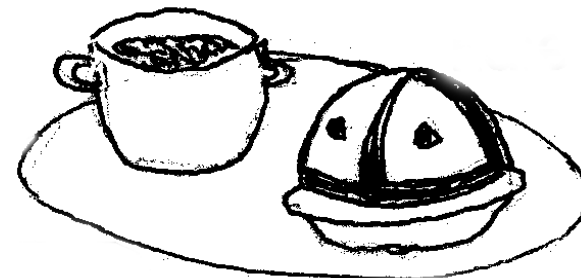


swagə, Gaɾagə, Gamagə, bədə, dodə

Gamagə dam kulu
biwwə. Swagə na bədə.

ə ə bədə kogəl

Y y

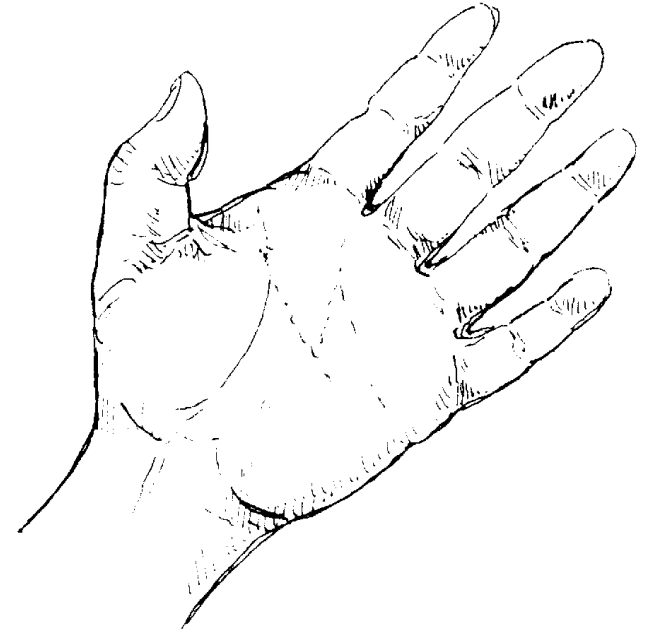
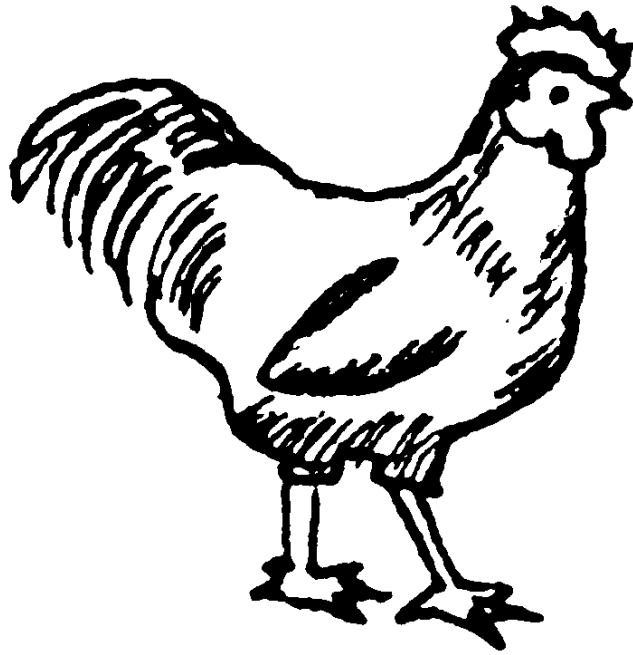
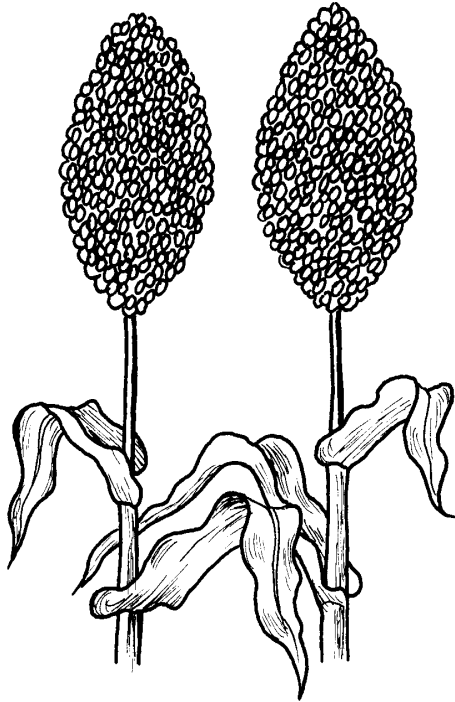


yiga

mongo
yàa duwa

haye

Y y



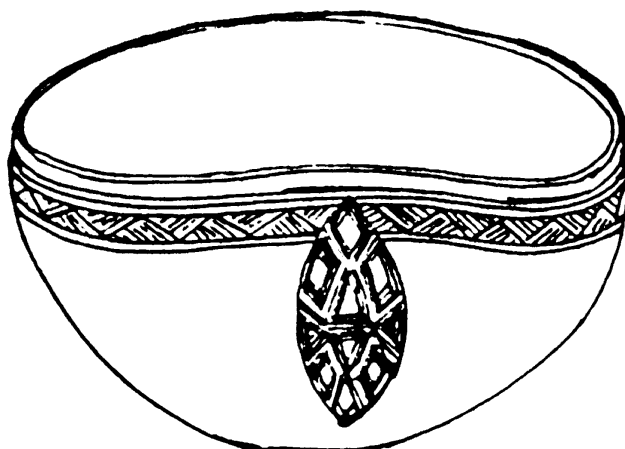
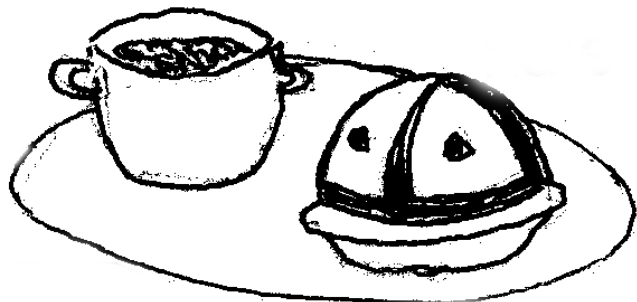
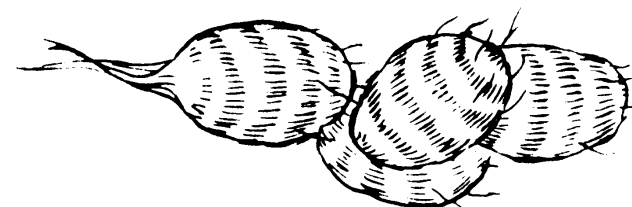
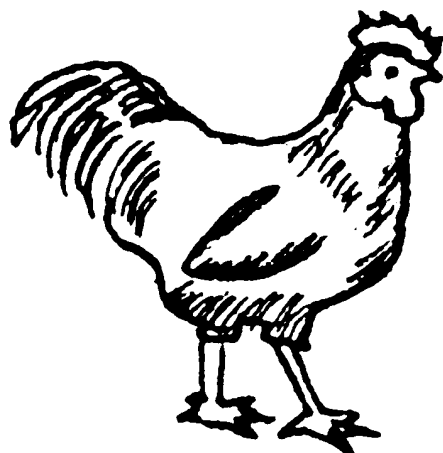
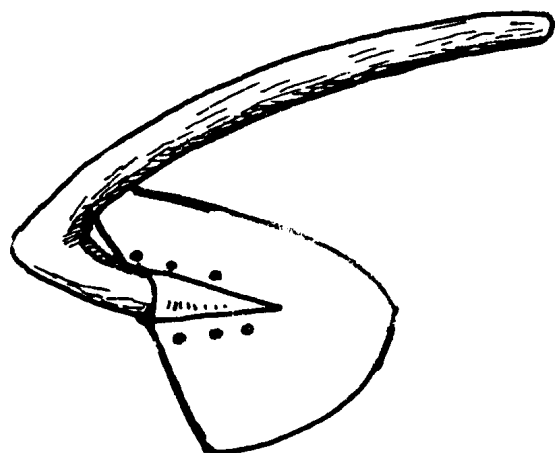
māy

giray

ısay

Y y

Mo gi we me u letir «y» mo ?



yibə, yàa, Yəminaw, Yədimade, yara, Yarna

Yədi made yigi māy. Anji
lay māy bo becheyə me,
dyaməw dorbi haye.

y Y yiga yàa

Ng ng

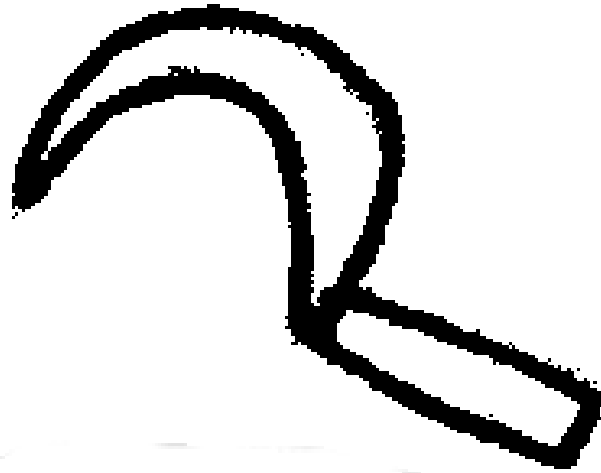


cilang

piranga

meng

Ng ng

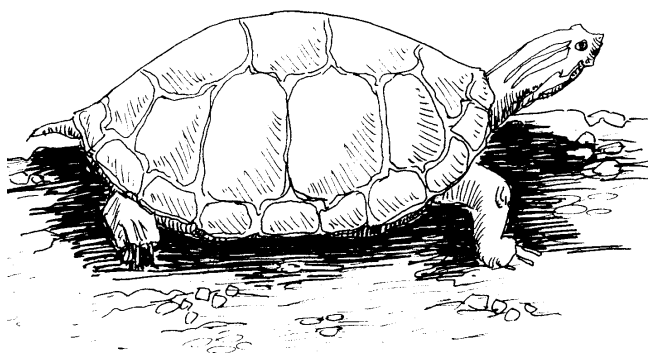
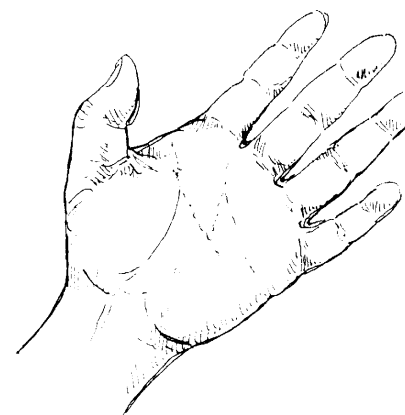


mongo

kuṅrang

Ng ng

Mo gi we me u letir «ng» mo ?



kaláng, ngəru, ngāī, məng, sanga, tanga, changa

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

ng Ng sanga

'Y 'y



'yara

'ywang
'ywang

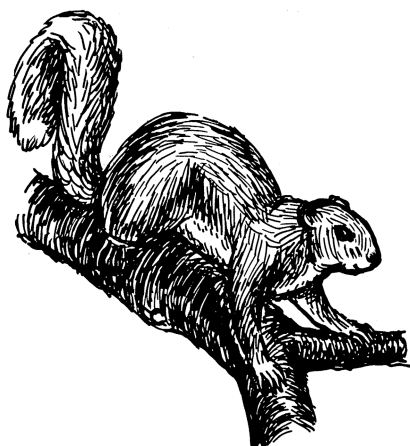
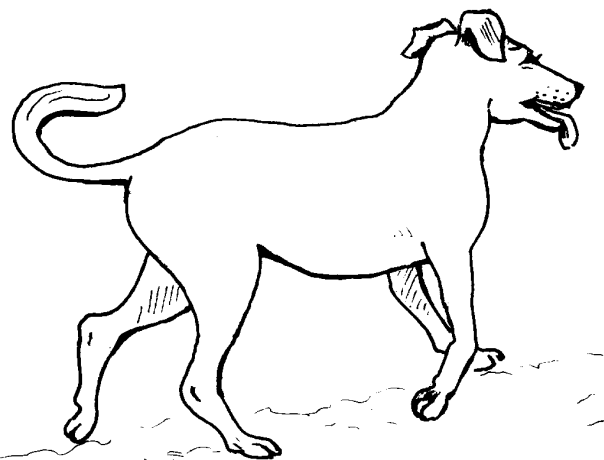
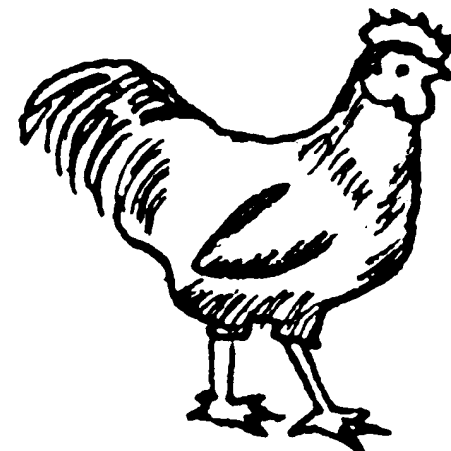
dwe gi
'yəng

Y y

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'Y 'y

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



'yaṅa, 'yarbara, 'Yəwwe, 'Yəmiṅ, 'yàa

Dwe gi 'yəng yi dure.

An̄ji maɗi 'yara lə.

'y 'Y 'yàà 'yeŋ

