



Basic Literacy Primer

**YAO**

*Teacher's Guide*

# Majiganyo gandanda ga acakulungwa M'ciyawo

Bible Society of Malawi ■ United Bible Societies



Literacy for Women in Africa

Malawi  
2023

## **Yao Basic Literacy Primer Teacher's Guide**

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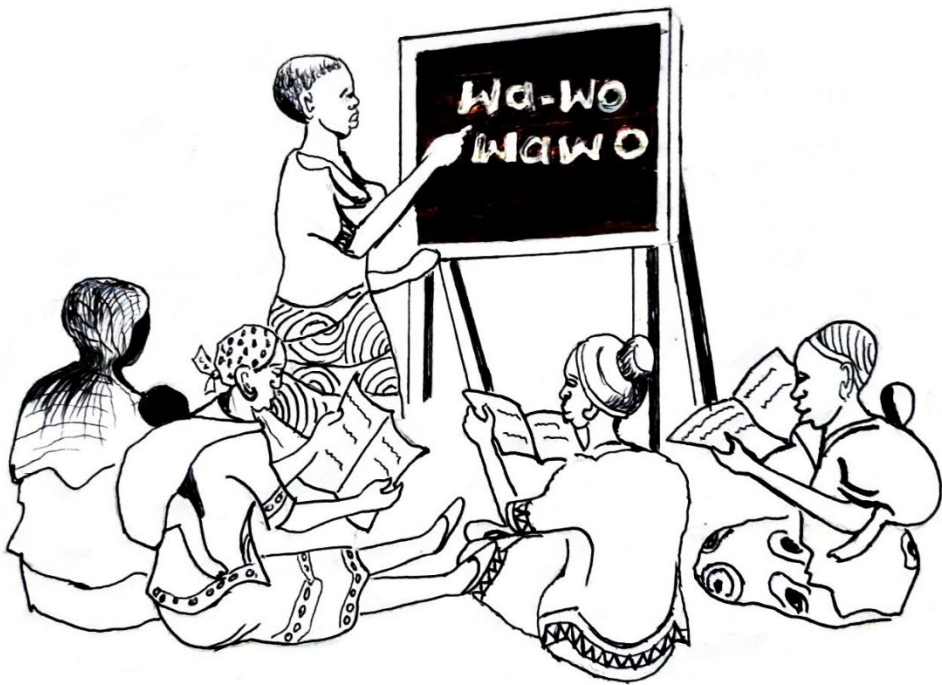
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## **Introduction**

The Ciyawo non-formal adult beginning reader primer addresses the five reading competencies and handwriting. The Teacher's Guide accompanies the initial teacher-training event and, afterwards, serves as a reminder of correct teaching practice. This Guide is not sufficient for those who have not attended the teacher training and is not intended for use without that training.

The Guide contains instructions for teaching the three types of lesson in the Ciyawo primer: the 35 main lessons, the 6 revision lessons and the number lesson at the beginning. The Guide does not repeat detailed instructions for each lesson. Instead, it provides a teaching pattern that can be used for each type of lesson. These follow a regular format and contain teacher-friendly content.

## *Approach and methodology*

### **The approach and methodology for the main lessons**

The methodology was chosen following a study of the learning environment for the reading program. This includes:

- the transparent Ciyawo writing system,
- the low levels of prior teaching experience and teacher familiarity with the writing system,
- the expected time availability of learners

These factors all demand a simple, clear, teacher-friendly approach that helps learners in two main ways: a) to link the sounds of their language to their written form (the alphabetic principle) and b) to read and understand text. A methodology focused mainly on phonics was chosen to address all of these factors. Several more global techniques are also regularly used, such as written name recognition and name writing. These are present from the first lessons.

### ***Description of the methodology***

To learn to read well learners need to master five skills.

1. To recognize consciously the **different sounds** in their language. (*Phonetic awareness*)
2. To **link** these sounds with their written form. (*The alphabetic principle*)
3. To understand an increasing amount of the **vocabulary** in their language.
4. To read with sufficient **fluency** or speed.

## *Approach and methodology*

### **5. To understand** what they read. (*Comprehension*)

They also learn....

### **6. To write** numbers, letters, words and text.

These skills are systematically presented in each new lesson, which always follows a brief review of the previous two lessons.

Lessons follow a careful structure intended to give learners confidence: from things they know or understand to things that are new; from simple to more complex; from what is heard to what is seen and read. Each of the 35 main lessons contains a small number of new elements so that learners can progress confidently.

Throughout the approach is ‘I Say, We Say, You Say.’

**I say:** The teacher offers a clear model that Learners listen to.

**We say:** The teacher and learners TOGETHER repeat the model.

**You say:** Individually, or in small groups, learners do the same activity but on their own.

.....



## *Approach and methodology*

### **Section 1: Recognizing the sound**      *(Phonetic awareness)*

Through the 35 main lessons, learners are taught to recognize the sounds and letters of their language: first with their ears, then with their eyes

After a review of the previous lessons, the first activity of each new lesson is to learn to recognize the **new sound** that is contained in a **key word**.

(Recognition of the new sound is developed using purely oral techniques not in the Learner's book, to make sure learners think about the sounds they need to read or write.

Techniques are explained in the Teacher's Guide.)

- a) The **key word**, with the new sound, is introduced through a riddle, story, visual aid, or a combination of these...but not in its written form. Once introduced, the key word is orally broken into syllables. Then learners identify the syllable containing the new sound/s before the teacher helps them identify the new sound/s.
- b) Learners move to an activity where they have to recognize which words contain the new sound. From a short list of words that the teacher has prepared in advance, learners raise their hand when the teacher says a word containing the new sound. Only half of the words will contain the new sound.
- c) Finally, learners suggest their own examples of words containing the new sound/s. When a learner suggests a

## *Approach and methodology*

word, other learners try to identify the syllable that contains the sound/s.

During all of these first activities, **nothing** is written since the focus is exclusively on the **sound**. (So examples can contain letters the group has not learned.)

### **Section 2: Linking the sound to its written form**

*(The alphabetic principle)*

Learners see the key word and the written form (letter) of the new sound. Activities help learners to...

- isolate the shape and sound of the new letter;
- combine the new letter with other known letters to form new syllables;
- say the new letter when it links with other known letters;
- recognize the differences between the new letter and other letters with a similar shape or pronunciation.

### **Section 3: Increasing vocabulary**

**Vocabulary** increases as syllables created in the previous activities are used to form new words. (Syllable cards could help individuals or groups to improve these skills.) These words are used in the reading story that follows and are explained, where necessary. The teacher should discuss these words in the context of the story to help learners improve their understanding and use of these words.

## *Approach and methodology*

### **Section 4: Read with fluency or speed** (*more ‘automatically’*)

**Fluent reading** develops with the story in each lesson.

- a) First, learners this silently.
- b) The teacher then helps understanding by asking some questions, most of which are in this Guide.
- c) Learners read aloud, reinforced by direct and indirect correction from other learners and the teacher.

Teachers are taught to recognize and respond to reading difficulties they notice. Learners are also encouraged to self-correct.

### **Section 5: Understanding written texts** (*Comprehension*)

Teachers helps learners to move beyond the ‘mechanical’ reading of words to uncover the meaning of the text. They help learners realize its meaning is not mysterious and can be discovered by simply reading groups of words together.

Teachers check that learners understand the written text **before** asking them to read aloud, to avoid learners simply listening to the text in order to understand it.

**Handwriting** is taught with techniques that begin with more familiar gross motor skills, passing gradually to finer motor skills and finishing with the writing on paper of letters, syllables, words, sentences and stories culturally appropriate to the program environment. Where possible, learners will also practice sending texts with mobile phones.

## *Preparing the Lesson*

Instructions to the teacher are given in normal sized print.

***Suggested script*** for the teacher is given in ***bold italics***.

### **Preparing the lesson**

#### ***Teacher responsibilities before coming to class***

1. Prepare a riddle, story, visual aid and/or other technique to introduce the key word to the learners.
2. Prepare a list of 6 words for the ‘recognizing the sound’ activity. Only 3 should contain the new sound/letter. For these three words with the new sound, choose one with the new sound at the beginning, another with the sound in the middle, and another with the sound at the end.
3. Read the comprehension questions for the story and think about the answers.
4. From about Lesson 20, think of questions to add and write them down.
5. Read, the story out loud so that you can read it fluently to the class. Do this two or three times.
6. Note the writing work you will give learners.
7. Correct learner books, with words or text from the last lesson. The books must be ready to give back at the beginning of the class.
8. Arrive early to prepare the blackboard.

## *Teaching the Lesson*

### **The lesson**

#### **A. Names**

For the first weeks, each lesson begins by learners choosing the card with their name prepared by the teacher. The teacher may need to help until learners can find their name themselves.

**After** the first weeks, but only when learners recognize their own name, the teacher can **slowly** develop this as follows:

- a) One person chooses their name and that of their partner.
- b) One person chooses their name and that of three others.
- c) One pair of learners gives out name labels to half the class.  
A second pair tries to do the rest.
- d) On arrival, learners write their name on the board.

#### **B. Review of previous lessons**

Review the two previous lessons as follows:

- a) Prepare the board by clearly writing the key words and the built words from the previous two lessons.
- b) Ask learners to read aloud each of these words.
- c) Erase the words and draw the lines for letter and word writing. Ask volunteers to come and write on the lines the letters and key words of the previous two lessons.

## *Teaching the Lesson*

Teachers can probably ask two learners to do this at the same time.

- d) Learners read the story from the last lesson. Each learner reads one sentence until all the text is read. Repeat this once or twice. Then select a learner to read the whole text. If it is long, another learner can help read part of the text.
- e) Finally, the teacher reads the entire text fluently.

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### **Section 1: Recognizing the sound**      (*Phonetic awareness*)

- a) Introduce the key word using a riddle, story, or visual aid. (If the lesson has two key words prepare an introduction for each word.)
- b) Tell the class the new sound is in the key word.
  - Break the key word into syllables by clapping the parts.
  - Tell the class which part of the key word contains the new sound.
  - Ask the class to break the key word into parts using the 'I Say, We Say, You Say' method.
- c) Pronounce the new sound.
  - Use 'I Say, We Say, You Say' so that learners repeat it. (Be careful to give the sound of the letter and not any name you may have learned.)

## *Teaching the Lesson*

- Ask learners if they hear the new sound at the beginning or end of the syllable.
- d) Explain that you will now say some words. Only some contain the new sound. Tell learners to raise their hand each time they hear the new sound in one of the words.
- Say the first word to the learners. Wait for them to respond. Correct them, if necessary.
  - If the word contains the new sound, ask where: at the beginning, middle or end?
  - Repeat for each word.
- e) Ask learners to suggest words that contain the new sound.
- Ask volunteers to say their word to the class.
  - Allow the class to decide if the sound is there or not.
  - If the word contains the new sound, ask learners where the sound is heard.
  - If the word does not contain the new sound, pronounce it carefully so that the class agrees. Then ask the same volunteer for another word.
  - Continue until learners give 4-5 words with the new sound.

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## **Section 2: Linking the sound to its written form**

*(The alphabetic principle)*

This section has several activities:

## *Teaching the Lesson*

Presenting the key word and new letter

Box 1. Breaking and building the key word;

Box 2. Building new syllables;

Box 3. Identifying/comparing the new letter;

Box 4. Contrasting the new letter with other similar letters;

### ***Presenting the key word and new letter***

- a) Write the new letter (small and capital) and key word on the board.
- b) Say and point to the key word. Tell learners this is the written form of the word from the 'listening' activity.
- c) Ask learners to read the key word (*makaka*) using the 'I Say, We Say, You Say' method.
- d) Break the key word by clapping its parts and show where the new letter is located in the key word.

***The word 'makaka' has three parts. The letter that makes the sound 'k' is in the middle part.***

Ask learners to break the key word into parts using 'I Say, We Say, You Say' and point to the parts as they respond.

- e) Ask two learners to come to the board and point to the new letter in the key word.



## Teaching the Lesson

### **Box 1: Word breaking and building**

Copy the table carefully. Here the letter ‘**k**’ is being taught.

makaka	k
ka	ka
k	makaka

- a) Show the key word in the box.
- b) Tell learners you are going to remove one or more parts of the sound of the key word. Ask them to listen carefully and say what sound is left.
- c) Cover up the sounds you are removing and show that this is what learners can see on Line 2.
- d) Point to this and say that this part of the key word, **/ka/** contains the new letter.  
Use ‘I Say, We Say, You Say’ to show learners the change from Line 1 to Line 2.
- e) Ask if the new letter is at the beginning or end of this part.
- f) Do the same with Line 3. Show that the box has isolated the new letter **/k/** and tell learners that the new letter is the part of the key word that gives the sound ‘**k**’ and shape of **/k/** in the key word.
- g) Show how to build the key word from the new sound in the right hand column of Box 1.  
Begin at the top of the column and show how the new letter combines with the known letter to form a small part

## Teaching the Lesson

of the key word in the next line.

Use 'I Say, We Say, You Say' to show learners the change from Line 1 to Line 2.

h) Do the same with Lines 2 and 3.

Say that Line 2 combines with parts to make the key word in Line 3. Ask the class and individual learners to read the key word.

### **Box 2: Making syllables**

a) Prepare the board.

a	e	i	o	u
ka	ke	ki	ko	ku

- b) Point to the letter in the top box of the first column and say it combines with the new letter to form a new syllable. "***a and k make ka***". In lessons 1 and 2, ask the class to repeat this with you using the 'I Say, We Say, You Say' method. In later lessons, do not read the second line for learners but ask them to read the syllables for themselves.
- c) Repeat this for each column.
- d) Ask the class to read the entire table as you point to each syllable, moving from top to bottom and then left to right.
- e) Ask two learners to read the entire table as you point to each syllable.

## Teaching the Lesson

- f) Finally ask two more learners to read as you point to any letter or syllable randomly.

### **Box 3: Identification (also called comparison)**

From now on in this section, do **not** use ‘I say or ‘We say.’ Nothing is new, so use only ‘You say’ and encourage learners.

- a) Prepare the board.

ka
ke
ki
ko
ku

- b) Do NOT read the table. Ask the group to read the syllables as you point to them from top to bottom.
- c) Ask some learners to read the syllables as you point to them. Explain: “***the letter k is always pronounced ‘k’ no matter which other letters it is with.***”
- d) Ask some learners to read the syllables as you point to them randomly.

## Teaching the Lesson

### Box 4: Contrast

Prepare the board. Do NOT read the syllables for the class.

ka	ke	ki	ko	ku
ta	te	ti	to	tu
ba	be	bi	bo	bu
ga	ge	gi	go	gu

a) Ask the class to read the first column as you point to the boxes from top to bottom.

Say ***“Notice how some of the letters look similar and sound similar but that they are each different.”***

b) Ask the class to read the rest of the columns from top to bottom.

c) Ask two learners to read the entire table.

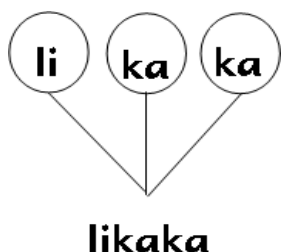
d) Ask two learners to read the syllables or letters as you point to them randomly.

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## Teaching the Lesson

### Section 3: Increasing vocabulary and word building

a) Prepare the board.



- b) Show the class that the bubbles contain syllables and that the bubbles combine to form a word underneath.
- c) Ask the class to read the syllables in the bubbles as you point to them from left to right. Show how the same syllables are part of the word underneath. Ask several learners to read the syllables and then the word underneath, as you point to them.
- d) If necessary help learners explain the meaning of the built words.
- e) Depending on the word, ask learners to give words...
- ... that mean the **same** as the built word.
  - ... that mean the **opposite** of the built word.
- f) Explain that these built words are in the story that follows and that they should now be easy to read.

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## *Teaching the Lesson*

### **Section 4: Comprehension**

- a) Help learners find the story in their primers. Do NOT read the story to the class.
- b) Ask learners to read the story silently.  
(Some may speak quietly to themselves as they read.)
- c) Ask the comprehension questions later in this Guide, starting with the ‘basic’ questions. If learners cannot answer, help them think and see where they can find the answer. Do NOT read the text to the learners. .
- d) After the ‘basic questions, ask the ‘imagination’ questions marked \*\*. Review the answers with other learners and accept any answer that make sense.

-----

### **Section 5: Fluency**

- a) Ask one learner to read the first sentence aloud.
- b) Explain new punctuation to learners or help them remember the purpose of ‘old’ punctuation.
- c) Ask other learners to read other sentences until the text is complete.
- d) Repeat at least once more with other learners.
- e) The teacher reads the entire story with expression and fluency.
- f) Ask as many learners as possible to read the entire story.

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## Teaching the Lesson

### **Section 6: Writing**

- a) Draw only the writing lines on the board. Draw them large. Next, write the letter in the lines, describing the motions of your hand as you draw them. ***“For the small letter, first I start on the middle line and draw a straight line down to the bottom line. Then I come back almost to the top of that line and draw a hook up to the middle line and then down to the bottom line.”***



- b) Turn your back to the learners and draw the small letter in the air. Make big movements and explain the movements as you make them. Do this again, asking learners to repeat after you the description of the movements.
- c) Erase the letter you drew in the lines, but do not erase the lines.
- d) Moisten a sponge or cloth with water and use it to draw the small letter in the lines, allowing the moisture to outline the form of the letter. Trace the letter a second time in the lines drawn on the board.
- e) Ask a volunteer to come to the board and trace the outline with the chalk. Ask them to describe their hand movements. Repeat with several other volunteers.

## *Teaching the Lesson*

- f) Ask learners to use a pen or pencil to trace the large, bold letters at the top of the first page of the lesson in their primers. Walk around the learners to help them locate the letters to trace.
- g) Give back learner notebooks and give them time to see your comments on their work from the last class.
- h) Ask learners to write two lines of the new letter and one line of the key word. When finished, collect the notebooks so that you can check the learners' work before the next class. Have the notebooks ready to give back to learners at the beginning of the next class.

### **Section 7: Helping learners with problems**

#### ***Reading individual words aloud (Review of last lesson)***

If a learner has difficulty...

- The teacher identifies the part of the word causing the problem and breaks that into its letters until the problem is clear.
- The teacher reminds the learner of the key word that introduced the letter causing problems.
- If the learner is confusing this with another letter, the teacher helps the learner understand the difference.



## *Teaching the Lesson*

### ***Fluency (Section 5)***

If a learner cannot read a word, help them break the word into parts and read each part.

If they cannot read a word part, break that part into letters and ask them to read the letters.

If they cannot read a letter, remind them of the key word used to introduce that letter. Show the learner the letter in question and pronounce it for them. Ask them to point to the letter and pronounce it. Ask them to read the part of the word from the story that they could not read before. Ask them to read the whole word that they could not read before. Ask them now to read the entire sentence.

## *Lesson 1: teaching numbers*

### **Lesson 1: teaching numbers**

(If learners can read and write numbers already, go directly to lesson 2.)

#### ***Counting and writing the numbers 0 to 9***

1. Bring groundnuts or other small objects to class.

**Ask** a learner who **can** count to come to the front and count 1 groundnut (or other object).

**Ask** another learner to come to count 2 groundnuts.

Continue until 9 groundnuts.

2. Give piles of groundnuts to the learners.

**Ask** them to count from 1 to 9 groundnuts.

**Go round** the class to check they are counting correctly.

3. **On the board**, draw a cell phone with the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 0.

4. Point to each number and read it, using the 'I Say, We Say, You Say' method.

5. Explain that the **number 0** means nothing, zero or no groundnuts. However, explain also that zero is a number that has a different meaning when it comes after another number.

6. Draw only the **writing lines** on the board. Draw them large.

*Lesson 1: teaching numbers*

7. **Write** the number ‘1’ in the lines, describing the **movements** of your hand as you draw.

*“For the number 1, I start on the top and draw a straight line down to the bottom of the cat’s belly.”*

8. **\*Turn your back** to the learners and draw the number ‘1’ in the air making large movements.  
**Explain** the movements as you make them.

9. **\*Repeat.**

Then **ask the learners** to make the same movements.

10. **\*Ask** a learner to come to the board and **trace** the ‘1’ you have written. Repeat this several times.

11. **\*Ask** learners to use a pencil to trace the hand-written number 1 in their primers.

**Go round the group** to help them find the number to trace.

12. **\*Ask** learners **write ‘1’ many times** in their exercise books.

***\*Repeat steps 8-12 for numbers: 2, 3, 4, 5, 6, 7, 8, and 9.***

*Lesson 1: teaching numbers*

***Practise dialing numbers on the phone***

If learners have cell phones, write your phone number on the board and ask them to call you.

If your phone rings, they have done it correctly.

They could also dial each others' numbers.

## Revision lessons

### Revision lessons

A revision lesson follows every fifth lesson. Games and activities reinforce and assess learner progress.

1. Copy the table of small and capital letters on the board as it appears in the primer. Ask a learner to come to the board and write in the missing small or capital letter in the first column. Repeat for each column. Learners may work in competing teams.

	y	s		
Ŵ			U	C

2. Some lessons have a matching activity to be done in the learner's book. Learners draw a line linking the picture of a key word to the word itself. Walk around the group to help and assess their work.
3. If the revision lesson has a syllable box draw it on the board.

Wa	Ŵa	U	ŵa	to	wa
u	ŵa	Ku	wu	ci	so
ya	So	na	ce	po	pa
Sa	si	ku	te	la	to
ma	Yi	Lu	tu	Ci	si
mi	yi	lu	ka	lo	wi

### Revision lessons

Ask a learner to circle any combination of syllables that make a word. Repeat to find many more words. Learners may work in competing teams.

4. On the blackboard, write the key words with blanks as in the primer. Ask a learner to come to the board and fill in the blank in one key word. Repeat until all the words are completed. Learners may work in competing teams.
5. Prepare the board for a wordsearch activity.

k	o	w	a	t	o	u
u	â	a	s	i	e	e
w	m	c	n	o	p	s
u	y	i	t	e	l	a
t	u	s	w	â	c	e
u	k	i	l	m	n	o
k	p	m	s	t	u	w
a	â	a	c	e	i	k

Ask a learner to come to the board and circle any string of letters from left to right or from top to bottom to form a word. Repeat until all the words are found. Learners may work in competing teams.

Teachers could use letter and syllable cards instead of writing the syllable box and wordsearch on the board.

## Vocabulary

### Vocabulary

Please use the spaces here to write your own notes.

English	Yao
apostrophe     ’	
blackboard	
book	
capital letter	
class	
colon             :	
comma            ,	
consonant	
dictation	
exclamation mark !	
exercise	
exercise book	
full stop         .	
key word	
lesson	
letter	
orthography	
page	
paragraph	

## Vocabulary

English	Yao
pen	
pencil	
primer	
question mark ?	
quotation marks “ ”	
read	
review	
rubber	
semicolon ;	
sentence	
small letter	
sound	
syllable	
text	
vowel	
word	
write	



## **Improving Literacy Classes**

### ***A. Review of previous class***

1. **T** asks **Ls** to divide into small groups (2-3) who recall the story quickly together.
2. **Ls** come together as a big group and retell the story.
3. **T** asks individual learners to read the story from their book.
4. **T** asks **Ls** who have done more work at home or written new stories read their stories to group.

### ***B. Reading***

1. **T** tells learners very briefly the subject of the new story and who wrote it.
2. **Ls** read the story (or part, if the story is long) silently.
3. **T** asks **Ls** if any words or sections are not clear. (**T** explains these at the end if they are still a problem but not now).
4. **T** asks **Ls** if any parts of the story have stood out by making them think, laugh, scared...
5. **T** asks some **basic** comprehension questions (see later); then 1-2 'imagination' questions.
6. In turn, **Ls** read the story out loud in small groups; one sentence, paragraph or page at a time. **T** moves from group to group, mainly to listen.

7. Back in one whole group, Ls again take turns to read the story out loud, one sentence, paragraph or page at a time. This time **T** encourages Ls to read with expression.
8. When one learner reads, others follow with their finger in their books.
9. When the story is finished, **T** reads the whole story with expression.

### ***C. Creative writing: Shared writing***

#### ➤ **Title (Mtwe wa ngani)**

1. **T** asks Ls to help create a simple (4-8 sentence) new story linked to today's story or subject.
2. **T** starts by writing (but not saying!) the title of a story on the blackboard.
3. **T** asks Ls to read the title out loud.

#### ➤ **Sentence 1 (Msela wandanda)**

*One group – Agree – Dictate – Read*

1. Ls to suggest a short sentence to begin the story. **T** gets the whole group to agree sentence.
2. Ls dictate the sentence to the **T** who writes it on the blackboard.
3. Ls read the sentence in small groups until all have read it.

➤ **Sentences 2-3 (Msela wawili ni watatu)**

*Groups – Agree – Dictate – Read*

1. **Ls** work in small groups to suggest the next 2 sentences. 1 person in each group writes the sentences out as best they can with the others helping. **T** does not help!
2. Each small group reads their sentences to the big group.
3. The big group decides which 2 sentences to accept.
4. The big group dictates the 2 sentences to the **T** who writes them on the board.
5. **Ls** read the sentences in small groups until all have read them.

➤ **Other sentences (Msela wambesi)**

*Groups – Agree – Dictate – Read*

1. Proceed as necessary, repeating Points in ‘Sentences 2-3’ until the story is complete.

➤ **Read whole (Ngani jojope)**

1. When the story is finished, **T** asks one learner to read the whole story aloud.
2. **T** asks other **Ls** to read the whole story aloud.
3. **T** reads the whole story and models good reading.

➤ **Write (Kulemba)**

1. **Ls** copy the story in their writing books.

.....

***Ideas for learner activities after the class....***

1. Read the story to family members including children.
2. Read the story to people in the community.
3. Individual Ls (or small groups) add to the ending of the story.
4. Individual Ls (or small groups) add more detail in the middle ('Zoom' stories)
5. Individual Ls (or small groups) write a new story about the same topic. (Advanced Ls re write a longer story and weaker ones write as much as they can.)
6. Fold a blank A4 sheet into four sections. Use the four panels on each sides to create a story with 8 panels. Perhaps add some illustrations in some panels.

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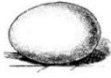

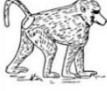
















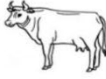

























***Basic questions (for answers clearly In the text)***

Cici?	Capi?	Cakaci?	Wani?	Ligongo cici?
Kwapi?	Uli?	Walingwa?	Sano?	Camtunduci?

**Other basic questions for many texts/stories  
(with answers IN the text)**

1. Ana nganiji jikuweceta/ jikwamba ya wani?  
*(Who is the story about?)*
2. Nganiji jikutendekwa kwapi?  
*(Where does the story take place?)*
3. Ana watendaga cici?  
*(What did he/she do?)*
4. Ana jwalakwejo/ jemanjajo cacitenda cici ?  
*(What did he/she/they do next?)*
5. Ana catendegwe cici kwa jemanjajo?  
*(What happened to them?)*
6. Ligongo cici jemanjajo wasimanigwe kweleko?  
*(Why were they found there?)*
7. Ana ligongo cici jwalakwejo jwatesile yeleyi?  
*(Why did he/she do this?)*
8. Ana yakuyicisya mpaka yiwe cici?  
*(What will happen now)*

# Alphabet poster

Mndandanda wa alufabeti ja Ciyawo	<b>A a</b>  mbata	<b>Aa aa</b>  mabaata	<b>B b</b>  buku	<b>C c</b>  come	<b>D d</b>  dokotala	<b>E e</b>  cembe	<b>Ee ee</b>  kusyeeeto	
<b>F f</b>  foni	<b>G g</b>  galimoto	<b>H h</b>  haci	<b>I i</b>  lidanda	<b>Ii ii</b>  ciiga	<b>J j</b>  lijani	<b>Jw jw</b>  jwamlewu	<b>K k</b>  kalunga	
<b>Kw kw</b>  kwaŵa	<b>L l</b>  ligombo	<b>Lw lw</b>  lwesi	<b>Ly ly</b>  lyuŵa	<b>M m</b>  membe	<b>Mb mb</b>  mbaŵala	<b>Mbw mbw</b>  mbwa	<b>Mp mp</b>  mpila	
<b>Mpw mpw</b>  mpwanga	<b>Mw mw</b>  mwanace	<b>My my</b>  myasi	<b>N n</b>  nalwiyi	<b>Nd nd</b>  ndembo	<b>Ng ng</b>  ngala	<b>Ng' ng'</b>  ng'ombe	<b>Ng'w ng'w</b>  ng'wasula	
<b>Nj nj</b>  njinga	<b>Nt nt</b>  tenti	<b>Ny ny</b>  nyumba	<b>O o</b>  ngondolo	<b>Oo oo</b>  soona	<b>P p</b>  poto	<b>Pw pw</b>  kupwa	<b>Py py</b>  cipyaji	
<b>S s</b>  singano	<b>Sw sw</b>  swala	<b>Sy sy</b>  lisyago	<b>T t</b>  tambala	<b>Tw tw</b>  kutwa	<b>Ty ty</b>  kutyaala	<b>U u</b>  ukweti	<b>Uu uu</b>  wuuli	
<b>W w</b>  wato	<b>Ŵ ŵ</b>  kuŵalanga	<b>Y y</b>  yisesi	   				 Literacy for Women in Africa	



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