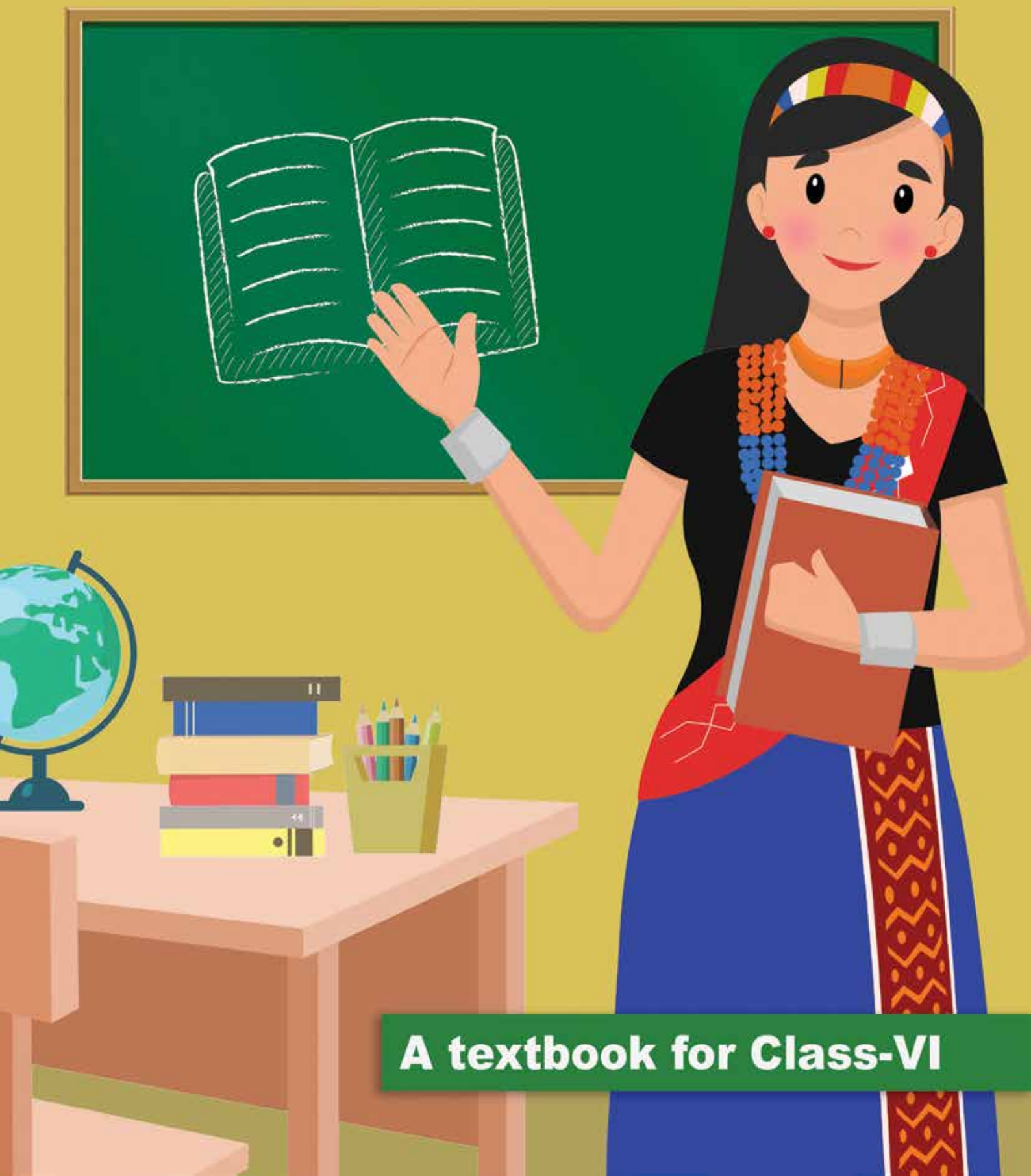


SEDAN BOOK Vol-I



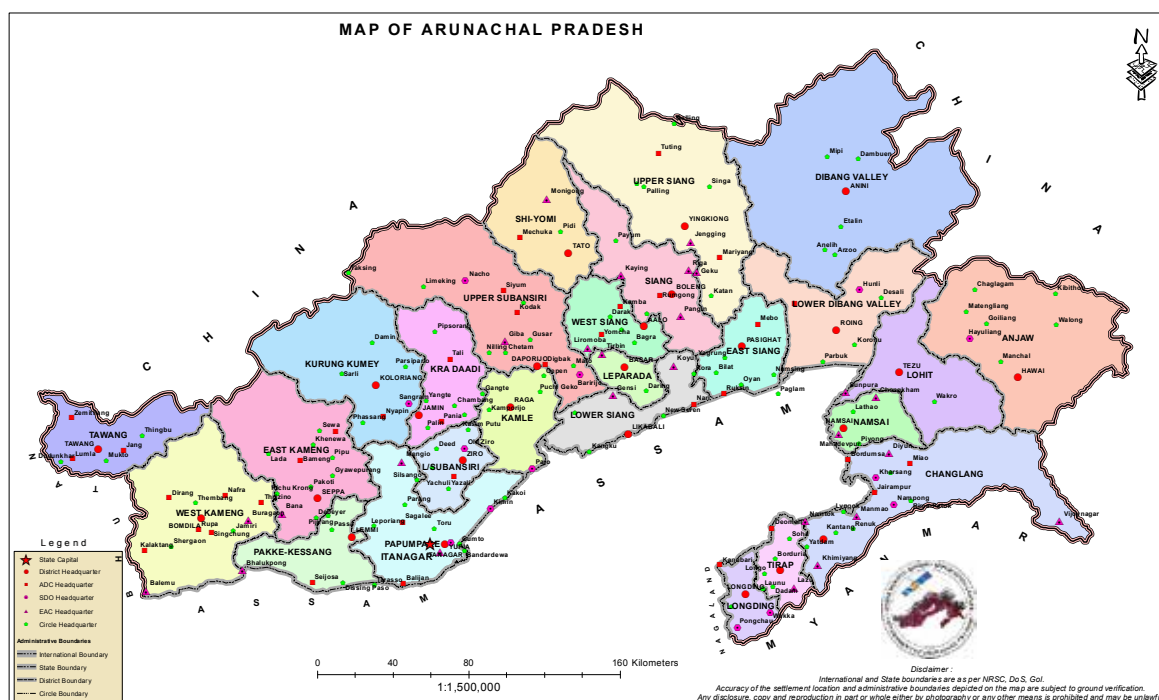
A textbook for Class-VI



JANA GANA MANA

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Punjaba-Sindhu-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-jaladhi-taranga
Tava shubha name jage,
tava shubha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, Jaya he, Jaya he,
Jaya jaya jaya, jaya he.

SEDAN BOOK, Vol-I
TEXT BOOK FOR WANCHO LANGUAGE
CLASS VI



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVERNMENT OF ARUNACHAL PRADESH
GOHPUR TINALI, VIDYA VIHAR
ITANAGAR**

First Edition

September, 2021

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and Training, 2021

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FOREWORD

The State Council of Educational Research and Training (SCERT), an Academic Authority of the state, has been entrusted with the task of improving the quality of education in the schools of Arunachal Pradesh. The National Education Policy (NEP) 2020 stresses on the use of mother tongue as a medium of instruction in the schools especially in the primary and upper primary stage.

Keeping in view the importance of third language, the Government of Arunachal Pradesh has decided to introduce third language books from Class VI to VIII in the state by collaborating with the Apex bodies of various tribes. In the first instance, the books of NYISHI, GALO, TAGIN, MISHMI (Idu), MISHMI (Kaman), MISHMI (Taraon), TANGSA and WANCHHO tribes are being introduced. These books will be taught in different schools of the tribes to which community they belong and will be introduced in the schools with a purpose to enhance their content knowledge so that the learners can understand things in a better way.

The introduction of third language Books aims at understanding of the contents in a better way. At the same time, it will help the learners in the development of skills and knowledge. This will inspire them to have close cultural ties with the tribe they belong to. In the recent years, it has been found that many children have been alienated from their mother tongue mainly due to the unavailability of third language in the Schools of the State.

With its introduction as the third language, it will improve teaching and learning of other subjects as well in the schools. This will also help in improving quality dimensions and will equip them with better and improved content-knowledge and pedagogical support while translating their goals in life.

Keeping in view the immediate need of it, the SCERT had been entrusted with the tasks of vetting and coordinating in the development of these books of third language. These books have been the outcomes of hard work by the Book Development Committee of different tribes as well as the Apex Body members of concerned tribes. The credit also goes to the Member Coordinators and the Editors who strived hard to give shape to the books as they are available before us now.

I am sure these books of third languages will meet the challenges in updating learners' ability and will prove immensely effective and helpful in transacting and learning the content. Additionally, SCERT welcomes all suggestions to improve the book for its further editions.

Niharika Rai, IAS
Commissioner (Education)-cum-Director, SCERT
Government of Arunachal Pradesh
Itanagar

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The State Council of Educational Research and Training (SCERT), Itanagar acknowledges the effort of the Textbook Development Committee of Wanchho Society for providing us the contents appropriate and suitable for the book for Third Language title “SEDAN” for Class VI to VIII. The SCERT acknowledges the contribution of Dr. Stephen Morey senior linguist from La Trobe University Australia, for providing linguistic support to Textbook Development Committee of Wanchho Language and getting it recognized by International Community as per International Standard (ISO 15924). And also Ms Liza Lomdak, Asstt. Prof. Rajiv Gandhi University, Doimukh, A.P. for encouragement to the trainees during the workshop.

This book is a collective effort of all the Wanchho Society, Village Elders, Elite Groups of the Wanchho. Special thanks go to the Executive Director Wanchho Literary Mission (WLM), Mr. Banwang Losu, the then Secretary Planning, Government of Arunachal Pradesh, Mr. Himanshu Gupta (IAS) for his incredible endeavors towards WLM, and the then Deputy Commissioner, Longding district, Smti. Cheshta Yadav (IAS) for her immense help during workshop. It shall be incomplete without thanking the Wanchho Language Teachers and Trainees, who made efforts during the one month workshop by contributing beautiful stories and illustrations which has helped the book attain its present shape.

SCERT also acknowledges Mr. Wangdan Wangpan for providing illustrations. Further, SCERT is also grateful to all the story contributors and members of Wanchho Literary Mission Team (Mr. Lapong Ponglaham, Mr. Changwang Wangsu, Mr. Jatwang Wangsa, Mr. Heewang Losu and Mr. Nokchak Apesam) for their tireless efforts rendered to complete the task of making this book.

Special thanks are also due to the Publication Team for its support during the publication of this book. Further, at the end the SCERT expresses its deep gratitude for all those who have been a very integral part for making this book a reality.

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የዘገየፍ -ገ

የዘገየፍ

ዘ	ዘ	ፂ	ፍ	ፄ
ፈ	ፈ	ፀ	ዋ	ፈ
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ፂ	ፈ	ፄ	ፈ	ዋ
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ፈ	ፈ	ፈ	ፈ	ፈ
ፈ	ፈ	ፈ	ፈ	ፈ

. .. ' ''
 ፈፈፈ ፈፈፈ

୩	୩	୩	୩	୩
୪	୪	୪	୪	୪
୫	୫	୫	୫	୫

୧	୨	୩	୪	୫
ଠ	୯	୮	୭	୬
୨	୩	୪	୫	୬
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୧୭	୧୮	୧୯	୨୦	୨୧
୨୨	୨୩	୨୪	୨୫	୨୬

CHAPTER 2: ALPHABETICAL CHART



दा



GRANDFATHER दादाजी



स्त



SLOTH स्लॉथ



आ



FIRE आग



बा
व्र



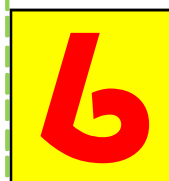
TIGER बाघ



ग



NECK गरदन



क
ख



GOAT बकरी



୧୮୩



MITHUN

ମିଥୁନ



୦୩୮



PHONE

ଫୋନ



୩୬୩



FROG

ମେଢକ



୮୩୩୪



NOSE

ନାକ



୮୬୧



SNAKE

ସାଁପ



୪୭
୬୭



BASKET

ଟୋକରୀ



ପ୍ରମ୍
 ଲମ୍
 ଖମ୍
 ଅମ୍



LEG

ଟାଙ୍ଗ



ଠାଁ
 ଠାଁ
 ଠାଁ

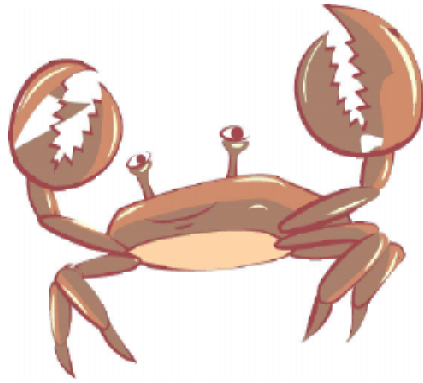


MAIZE

ମକ୍କା



ଝାଁ
 ଝାଁ



CRAB

କେକଡ଼ା



ଞାଁ

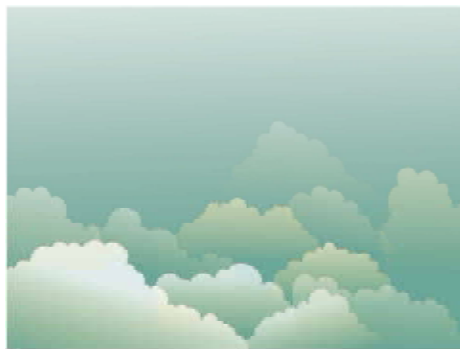


WATERFALL

ଞରନା



ଟାଁ
 ଟାଁ
 ଟାଁ



SKY

ଆକାଶ



ଡାଁ
 ଡାଁ
 ଡାଁ

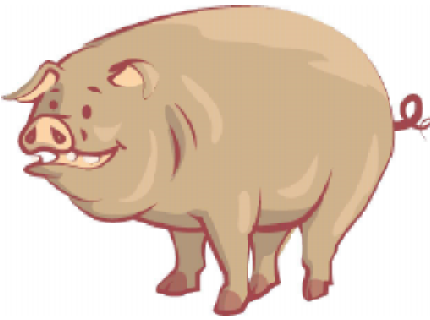


BONE

ହଡ଼ି

ଅ

ଅଞ୍ଜନ
ଢଞ୍ଜନ



PIG

ସୁଅର

ଫ

ଫଞ୍ଜଲ



GLASS

ଗିଲାସ

ନ

ନଟ୍
ନଟ୍



DOG

କୁତ୍ତା

କ

କ



Cock

ମୁର୍ଗା

କ

କି
କି
କି

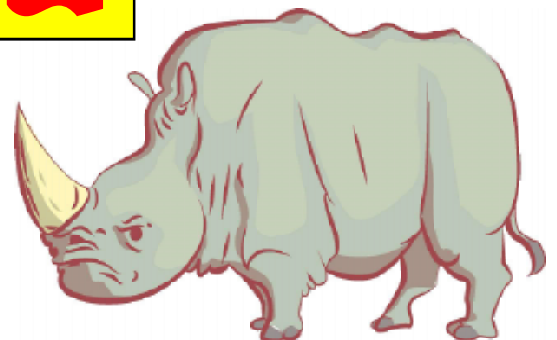


HEAD

ସିର

ଘ

ଘଞ୍ଜଲ



RHINO

ଗୈଢା



ଢ଼ହଡ଼ିଢ଼ି



DEER

हिरण



ଟାଟ/ଟାଟା



PLATE

थाली



ମାମ



MEDICINE

दवा



ମୁହଁ
ମୁଣ୍ଡ

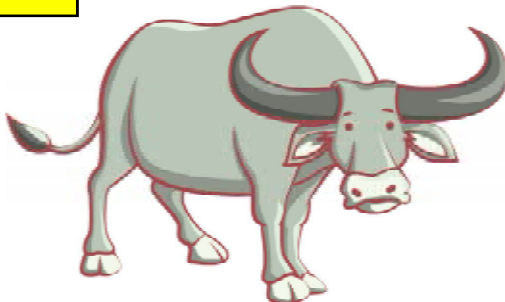


MOON

चंद्रमाँ



ଝାଝ

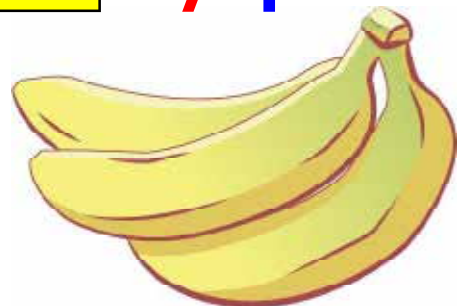


BUFFALO

भैंस



ଫାଫ
ଫୁଲ



BANANA

केला



ଓଲ୍ଲୁ



OWL

ଓଲ୍ଲୁ



ହାଥ



HAND

ହାଥ



ମଟକା



POT

ମଟକା



ଧାନ

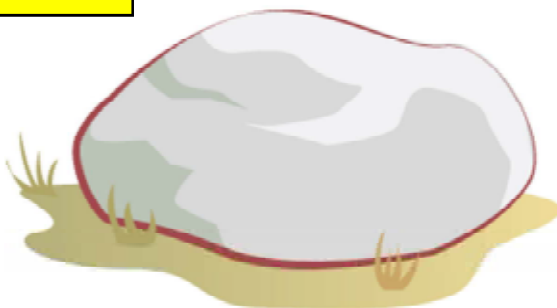


PADDY

ଧାନ



ପଥର



STONE

ପଥର



ତଳବାର



SWORD

ତଳବାର

୬

୬୬

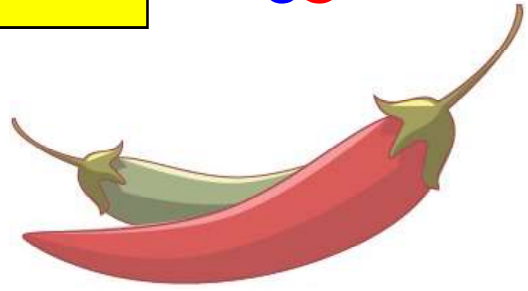


DEADBODY

ଲାସ

୭

୭୭



CHILLI

ମିର୍ଚ

୮

୮୮



RIVER

ନଦୀ

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BED

ପଲଙ୍ଗ

୧୦

୧୦

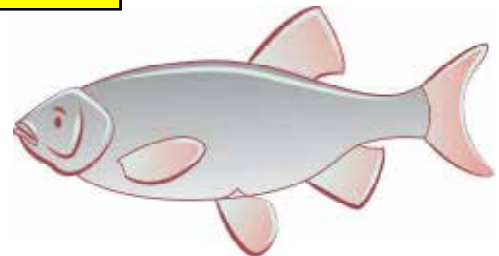


MILLET

ବାଜରା

୧୧

୧୧



FISH

ମଛଳୀ



𑖦𑖧𑖨

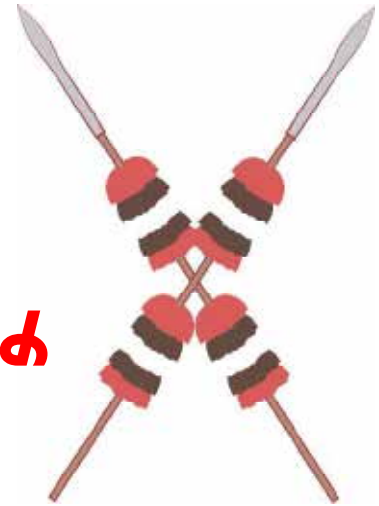


HORNBILL

हॉर्नबिल



𑖦𑖧𑖩



SPEAR

भाला

The following symbols are the tone markers “ ’ ” TUP & “ ””
TUPNI is use to identify the sound variations of the Lower-Wancho language
and (‘) KOI & (”) KONI is use to identify the sound variations of Upper-
Wancho. Koi is derived from Okoi “Feather”. The tone markers are important
to differentiate sounds and identify the meaning carried by word as per sound
intensity and variations.

Some examples are given below:

LOWER-WANCHO

𑖦𑖧𑖨	SIT
𑖦𑖧𑖩	BANANA
𑖦𑖧𑖪	TREE
𑖦𑖧𑖫	DESTROY
𑖦𑖧𑖬	RULE, REIGN
𑖦𑖧𑖭	ROAD
𑖦𑖧𑖮	SEARCH
𑖦𑖧𑖯	ROASTED UNDER FIRE
𑖦𑖧𑖰	SHIELD
𑖦𑖧𑖱	BAMBOO TUBE USE FOR CARRYING WATER
𑖦𑖧𑖲	DIE
𑖦𑖧𑖳	RUPEE

UPPER-WANCHO

𑖦𑖧𑖨	SIT IN FOLDED KNEE WITHOUT ANY SUPPORT
𑖦𑖧𑖩	BANANA
𑖦𑖧𑖪	TREE
𑖦𑖧𑖫	DESTROY
𑖦𑖧𑖬	RULE, REIGN
𑖦𑖧𑖭	ROAD
𑖦𑖧𑖮	SEARCH
𑖦𑖧𑖯	ROASTED UNDER FIRE
𑖦𑖧𑖰	SHIELD
𑖦𑖧𑖱	BAMBOO TUBE USE FOR CARRYING WATER (In Kha-clan)
𑖦𑖧𑖲	DIE
𑖦𑖧𑖳	RUPEE

The tuning of lower Wancho language was consulted by Mr. Wangpho Arangham S/o Apho, Rusa village.

CHAPTER- 3

CONVERSATION



I AM FINE.
ᐅᐃᐅ ᐅᐃᐅ ᐃᐃᐅ.

HI! HOW HOW ARE YOU?

ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ ᐃᐃ?



MAY I KNOW YOUR NAME PLEASE.

ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ?



YES, MY NAME IS PIMAN.

ᐃᐅ ᐅᐃᐅ ᐃᐅᐅ ᐃᐃᐅᐃᐅ.

WHERE ARE YOU FROM?

ᐅᐃᐅ ᐃᐅᐅ ᐅᐃᐅᐅ?

I AM FROM KANUBARI.

ᐃᐅ ᐃᐃᐅᐅᐅᐅᐅ ᐅᐃᐅᐅ.



NICE TO MEET YOU FRIEND.

ᐅᐃᐅᐅ ᐅᐃᐅ ᐅᐃᐅ ᐃᐅᐅ ᐃᐅ ᐃ.

I TOO FEEL GOOD TO SEE YOU.

ᐃᐅ ᐅᐅ ᐃᐅ ᐅᐃᐅ ᐃᐅ, ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ ᐅᐅ.

SHALL WE PLAY FOOTBALL?

ᐃᐅᐅ ᐃᐃᐅᐅ ᐃᐅᐅ ᐃᐅ ᐃᐅ?



OK; LET US PLAY.

ᐃᐃᐅᐅ ᐃᐅᐅ ᐅᐃᐅ.



CHAPTER - 4

स्नेहलक्ष्मी FRIENDSHIP दोस्ती



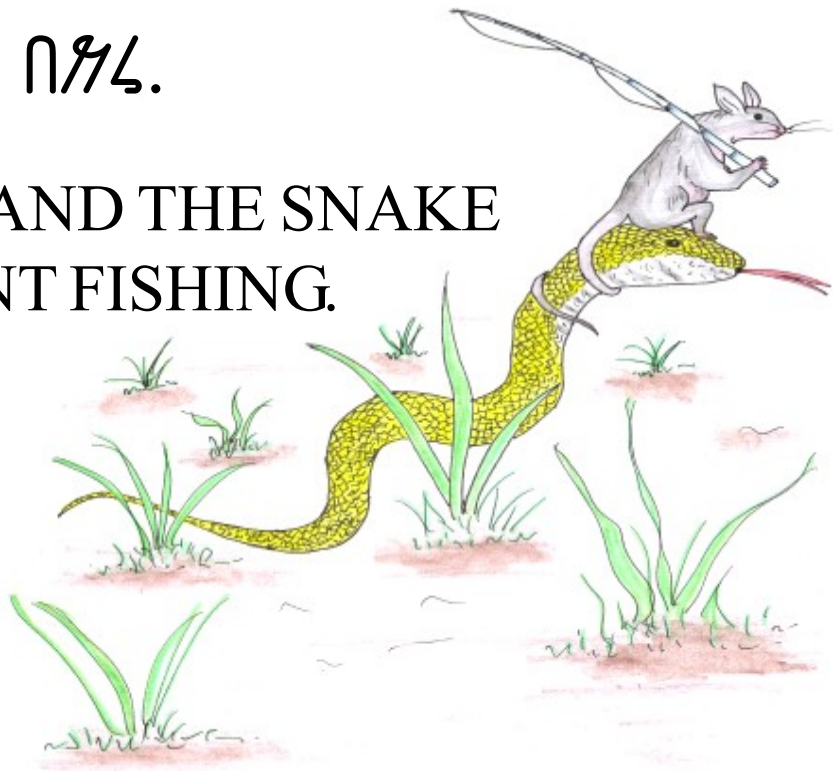
ለዕ ሥጽዕሩ ረገ
እዛሥ ገጽጽ ለዕ.

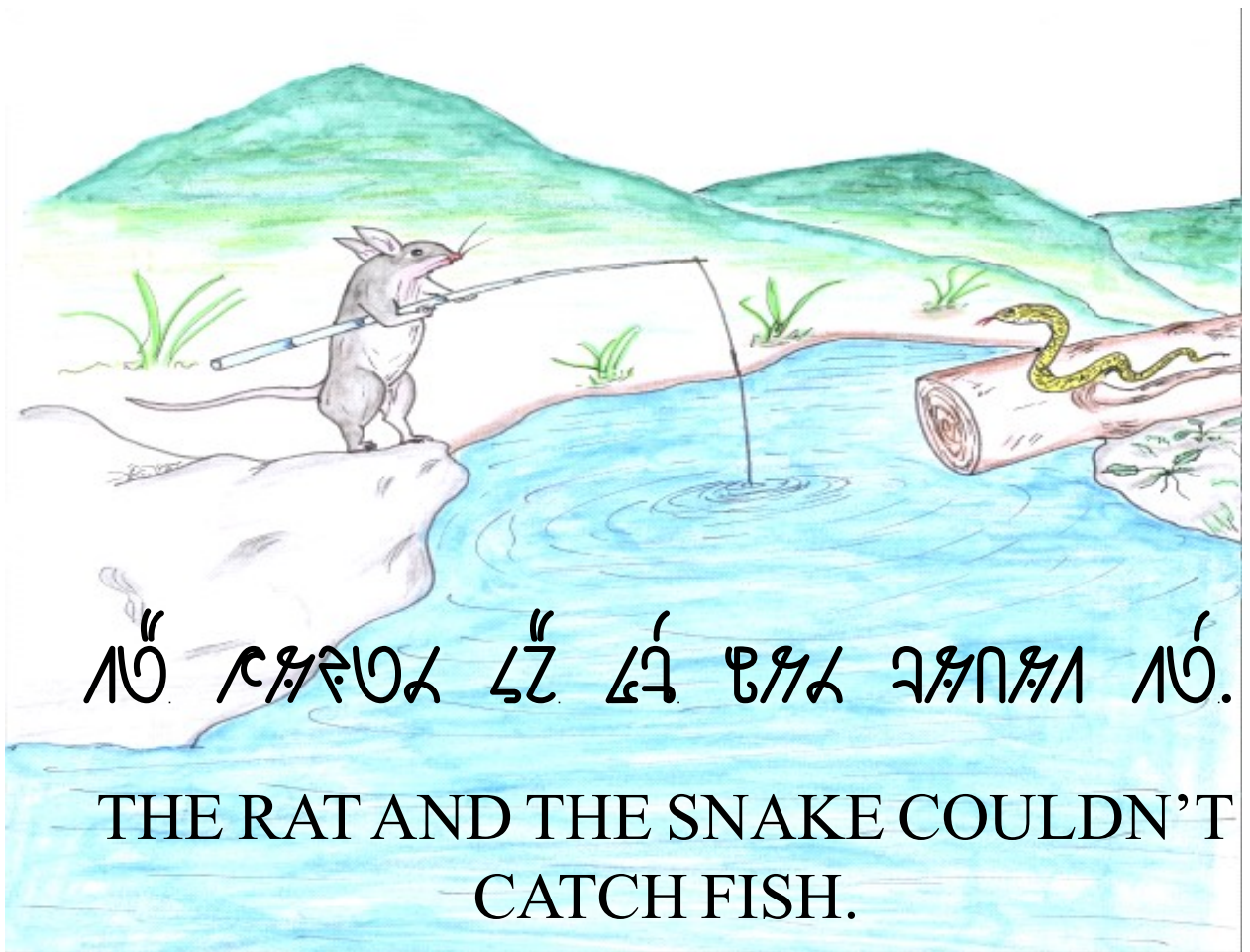
A RAT AND A SNAKE
LIVED IN A HOLE.



ለዕ ሥጽዕሩ ረገ ሆሐ ገጽጽ
በዓረ.

THE RAT AND THE SNAKE
WENT FISHING.



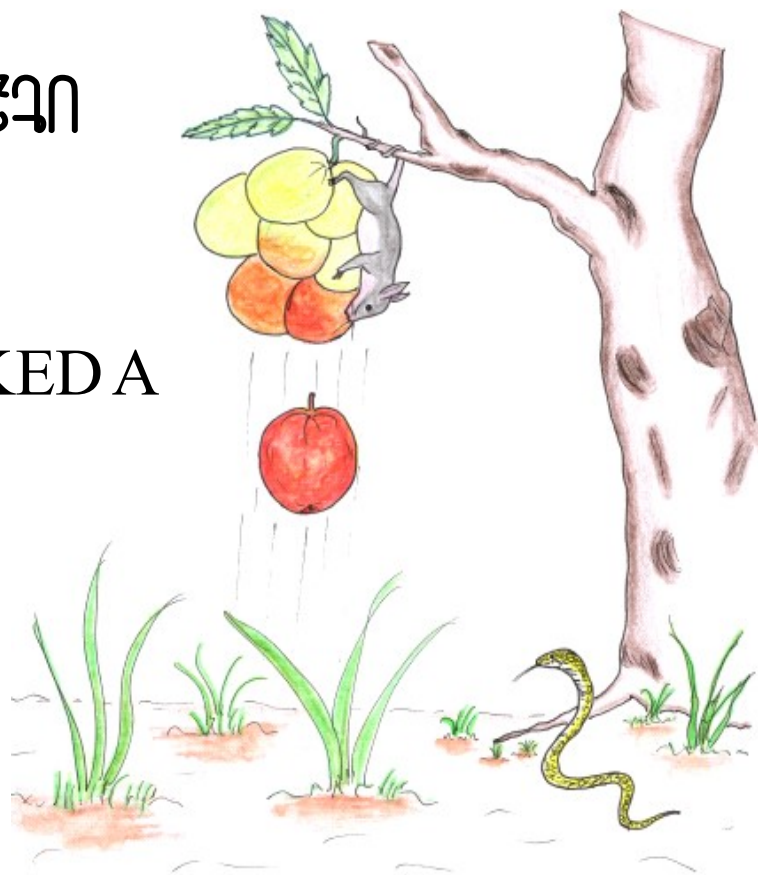


ለዕ ጽጽቶህ ረጅ ረጅ ሆኖ ጓዝበዳለ ለዕ.

THE RAT AND THE SNAKE COULDN'T
CATCH FISH.

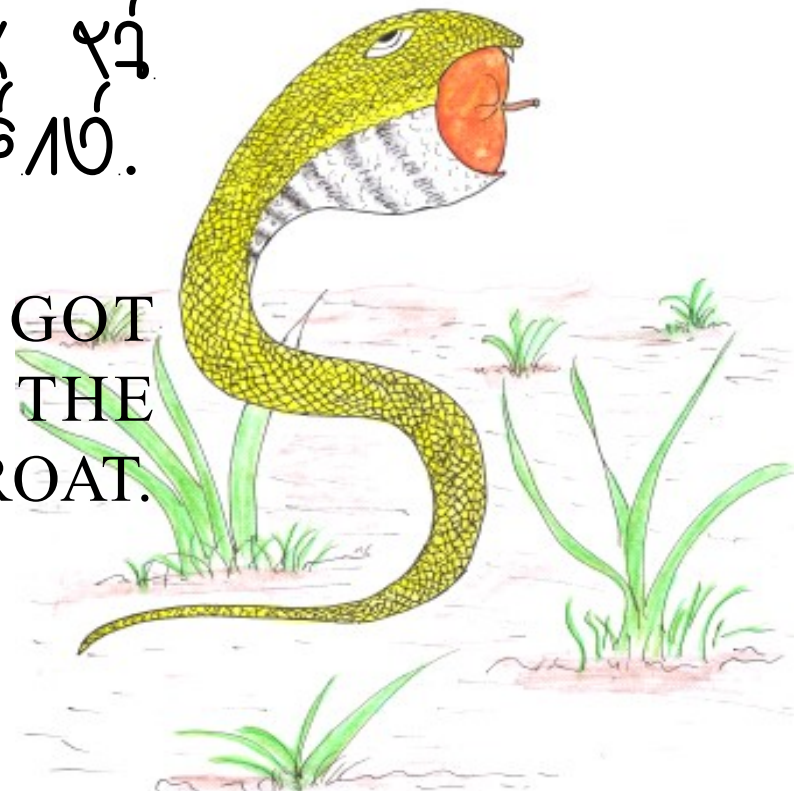
ቶህ ሰ ለጽጽቶህ
ጽጽቶህ.

THE RAT PLUCKED A
FRUIT.



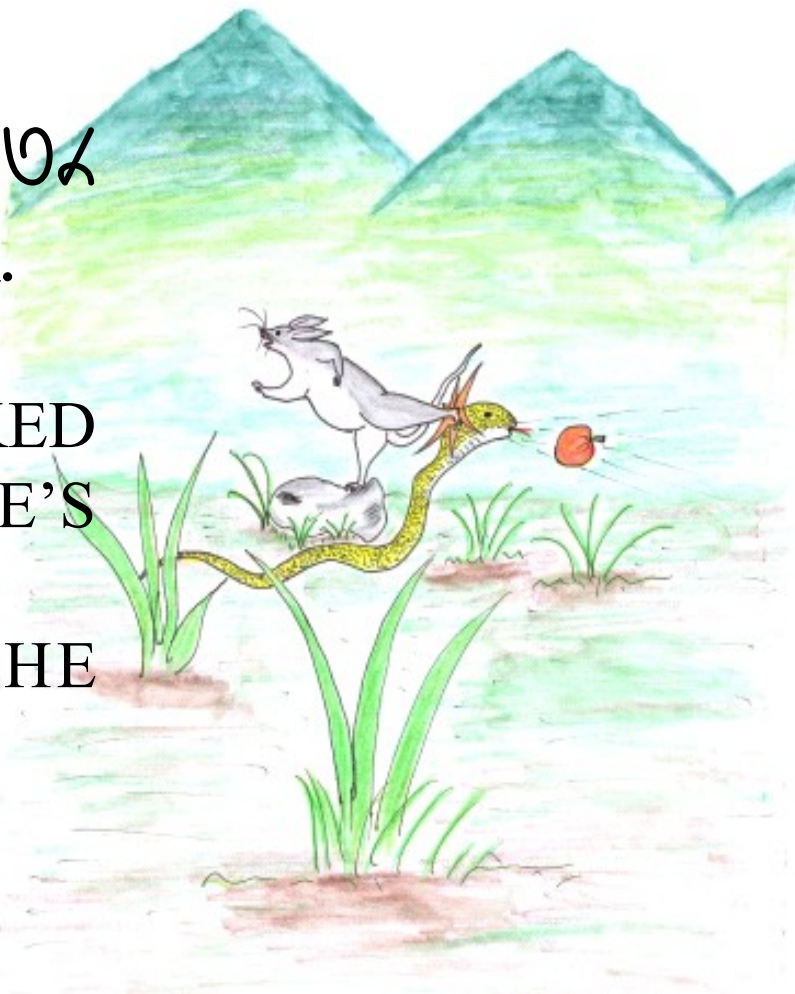
Աղւազնո՞ւն ըստէ՞լ չ՛գ
նո՞ւն չո՞ւն չեմք նո՞ւն.

THE FRUIT GOT
STUCK IN THE
SNAKE'S THROAT.



Աղւազնո՞ւն չեթո՞ւն
գ խո՞րհու՞ն նո՞ւն.

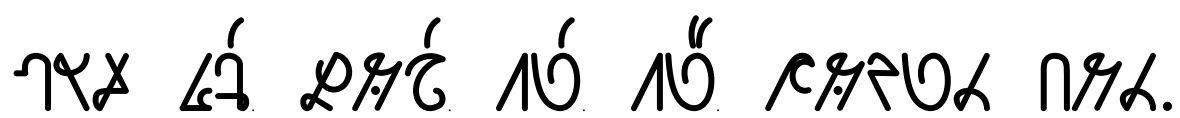
THE RAT KICKED
AT THE SNAKE'S
THROAT TO
REMOVE THE
FRUIT.





ገጽ ፩ ያገለግላል ሆኖ ጽሑፉን ፈጽሞ.

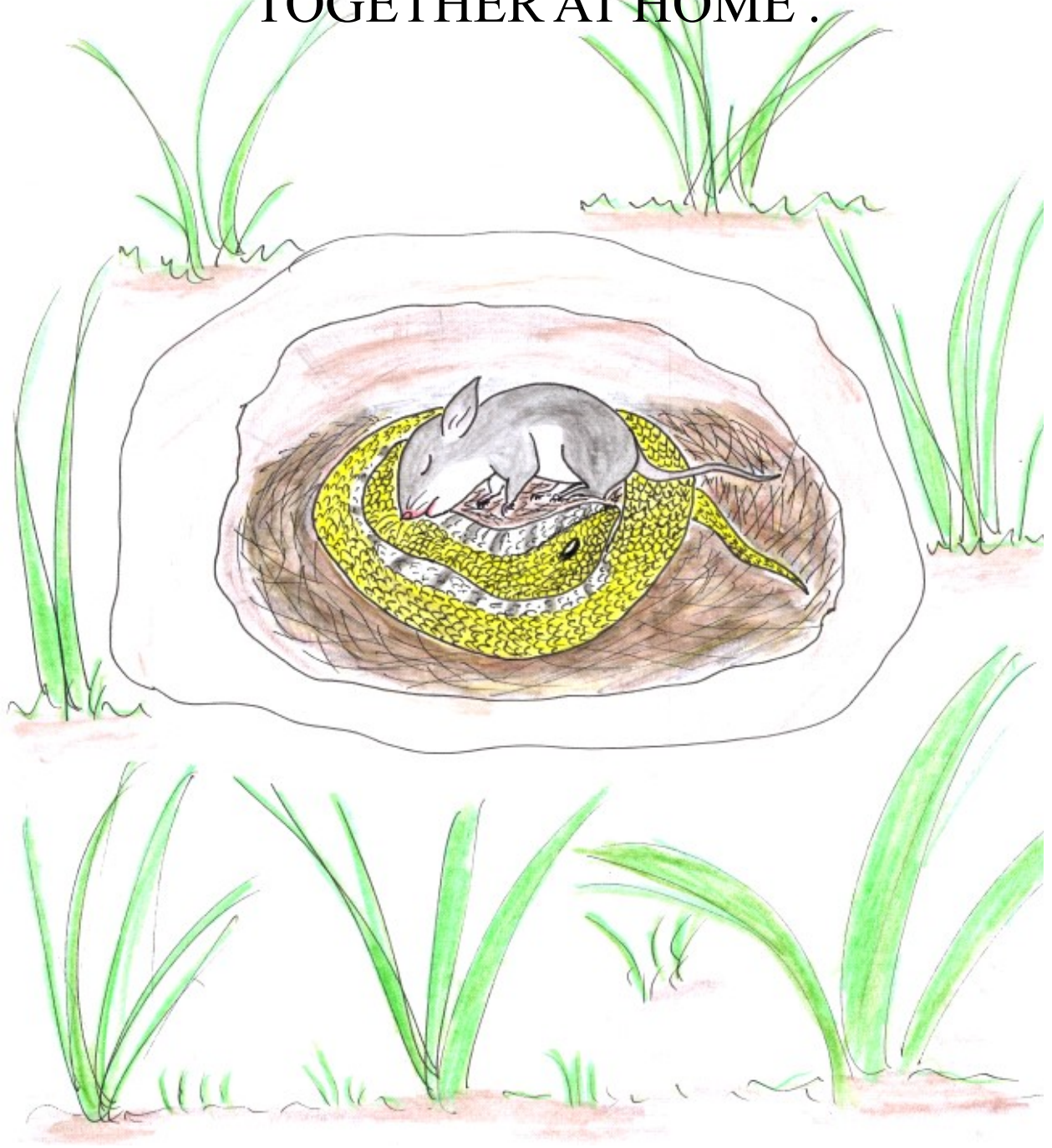
AN EAGLE SAW THE RAT AND THE
SNAKE.



SNAKE.

ገሰ ጽዳቅ ረገጥ በገጽ ገሰ ጽዳቅ
ጽዳቅ.

THE RAT AND THE SNAKE SLEPT
TOGETHER AT HOME .



CHAPTER - 5

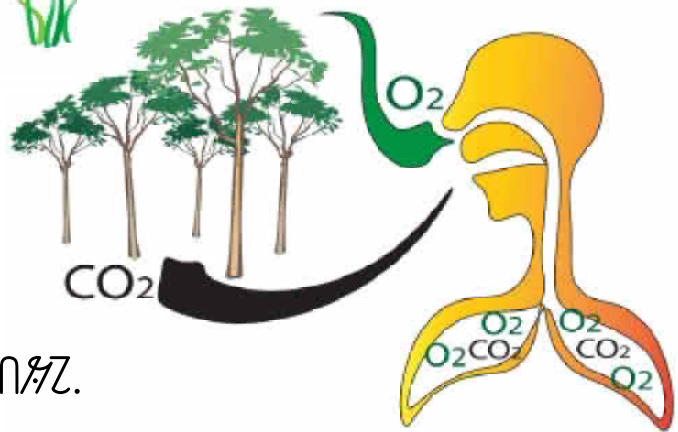
ԱՌԼ ՓՐՇ ՈՒՅՆ

Աղւաջրաճոխ, Աղւաջրաճոխ,



Աղւաջրաճոխ, Աղւաջրաճոխ,
ԲՆԼԻՑԻՆԵՐԻ Աղւաջրաճոխ.

Աղւաջրաճոխ, Աղւաջրաճոխ,
ԼԵՂԵՆԻ ԼԻՇԻՆԵՐԻ Աղւաջրաճոխ.



Աղւաջրաճոխ, Աղւաջրաճոխ,
ՇԽԼ ԼԻՇԻՆԵՐԻ Աղւաջրաճոխ.

Աղւաջրաճոխ, Աղւաջրաճոխ,
ՔԻՄԻ ԼԻՇԻՆԵՐԻ Աղւաջրաճոխ;
Աղւաջրաճոխ, Աղւաջրաճոխ;
ԲՆԻ ԼԻՇԻՆԵՐԻ Աղւաջրաճոխ.

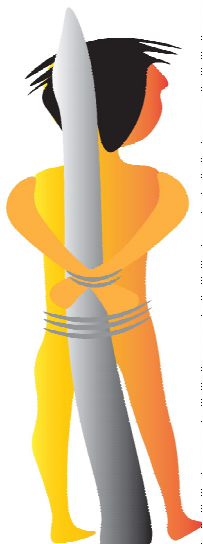


CHAPTER - 6 **ᐅᐃᐅ ᐱᐸ ᐱᐃᐅ ᐅᐃᐅᐃᐅ**

**ᐅᐃᐅᐅ ᐅᐅ ᐅᐃᐅ ᐅᐃᐅᐅ ᐃᐅᐅ,
ᐅᐃᐅ ᐱᐸ ᐱᐃᐅ ᐅᐃᐅᐃᐅ.
ᐅᐃᐅ ᐅᐃ ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ ᐅᐃᐅ,
ᐅᐃᐅ ᐱᐸ ᐱᐃᐅ ᐅᐃᐅᐃᐅ.**



**ᐅᐃᐅᐅᐅ ᐅᐃᐅᐅᐅ ᐅᐃᐅᐅ
ᐅᐃᐅᐅᐅᐅᐅᐅ,
ᐅᐃᐅ ᐱᐸ ᐱᐃᐅ ᐅᐃᐅᐃᐅ.**



**ᐃᐅᐅ ᐅᐃᐅ ᐃᐅ ᐅᐃᐅᐅ ᐅᐃᐅᐅᐅ,
ᐅᐃᐅ ᐱᐸ ᐱᐃᐅ ᐅᐃᐅᐃᐅ.**

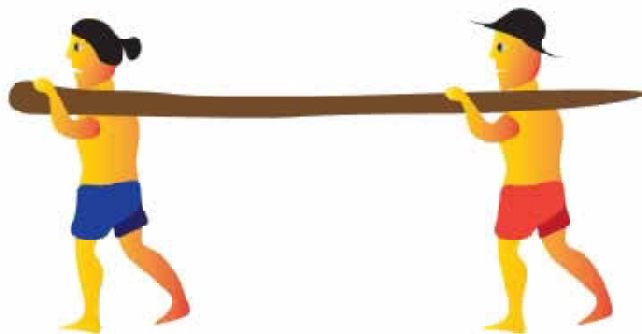
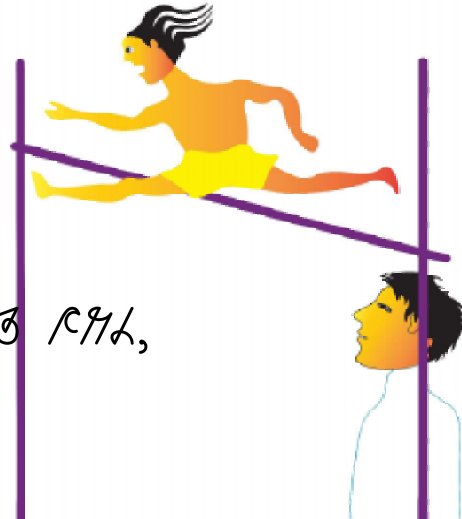
**ᐅᐃᐅᐅ ᐱᐃᐅᐅ ᐅᐃᐅᐅᐅᐅᐅᐅᐅᐅ,
ᐅᐃᐅ ᐱᐸ ᐱᐃᐅ ᐅᐃᐅᐃᐅ.**





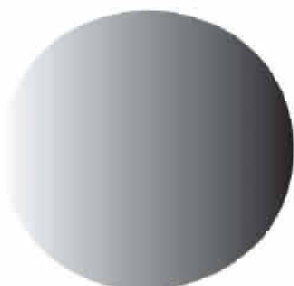
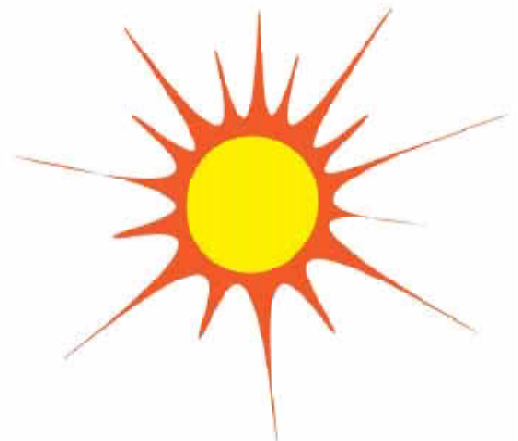
በግል ልማት ወገን ወገን,
ይህ ለሰ ሰጥ ይደረጋል።

ለገረ ለወ ይደረጋል ልማት ለወገን ለወገን,
ይህ ለሰ ሰጥ ይደረጋል።



ይደረግ ለወ ወገን ወገን ለወገን ለወገን
ገረ ወገን ወገን ወገን ለወገን,
ይህ ለሰ ሰጥ ይደረጋል።

ፍጥነት ለወገን ለወገን ለወገን,
ይህ ለሰ ሰጥ ይደረጋል።

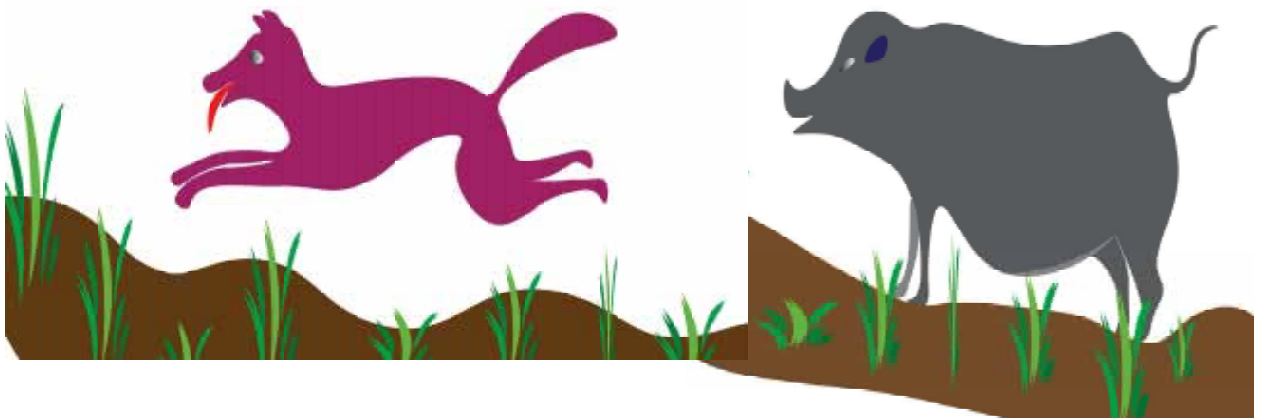


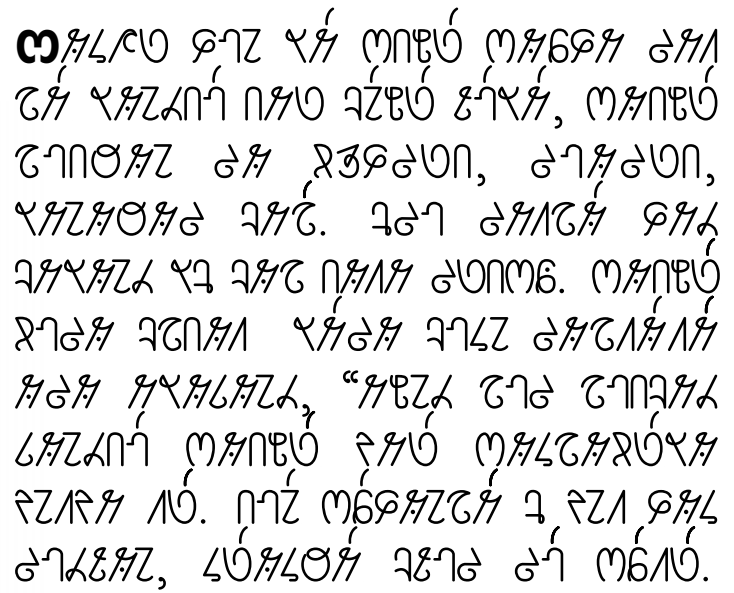
ဂီၤဒၢ် ပၢၤကၤဒၢ် နီၤနီၤ

Translated by Apoh Naham
in Longphong language

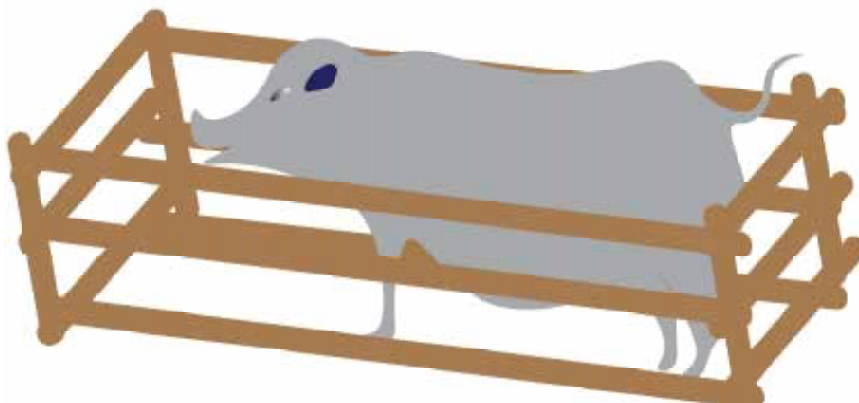
A stylized illustration of a forest landscape. In the background, there are three brown, rounded mountains covered with numerous green coniferous trees. In the foreground, a large green coniferous tree stands centrally. To its left, a purple animal, possibly a bear, is lying down. To its right, a dark grey animal, possibly a bear, is standing and looking towards the left. The ground is brown and dotted with small green plants. The sky is white.

ፊት ልማት ያለ ሃገር ጥቅም ላይ ላይ ለውጥ ማድረግ አለባት፡፡ ለዚህም ምሳሌ ሆኖ ለሚገኝ ሀገራችን፣ “ጥቅም ላይ ላይ ለውጥ ማድረግ አለባት” የሚለውን ጥያቄ ማሟላት አለባት፡፡ ለዚህም ምሳሌ ሆኖ ለሚገኝ ሀገራችን፣ “ጥቅም ላይ ላይ ለውጥ ማድረግ አለባት” የሚለውን ጥያቄ ማሟላት አለባት፡፡





A detailed illustration of a forest floor. On the left, a tall, dark green evergreen tree stands. The ground is covered with various green plants, including grasses and small leafy herbs. Numerous brown, oval-shaped objects, likely seeds or small stones, are scattered across the ground. Several insects are visible: a black spider in the bottom left, a blue beetle near the bottom center, and a yellow butterfly in the center. The background is a solid light blue color.





ԳՆՆԵՐ ԷՅ ԴԵՐ ԴՈՒ ՄԶ ԶԻՆՆԵՐ ԳՈՐԴ ԳՆՆԵՐ ԵՄ ԴԵՐ ԵՄՍ ԳՆՆԵՐ
 ԵՐԴ ԼՈՇՈՒՆ ԼՈՇՈՒՆ ԵՂԻ ԼՈՇՈՒՆ ԵՄՎԵ. ԼՎՄ ԿՄԵ ԼՄ ԺՄԼՎՄ ԳՆՆԵՐ
 ԷՅ ԳՐ ԺՄԼՎՄ ԵՐՄՈՒՆ ԳՆՆԵՐՄԻՆ Գ. ԼՈՇՈՒՆ ՄԶ ԴՈՒՄ, ԼՈՇՈՒՆ
 ԵՂԻ ԶԵ ԴՈՒՆ ԿՄԵՄ ԳՆՆ Դ ԵՄ ԵՂԻ ԵՄՍ ԳՈՒՐԴ ԵՐԴ ԵՂԻ ԼՈՇՈՒՆ
 ԶԵ. ԼՈՇՈՒՆ ԶՄԵ ՈՐԴ ԴՈՒՆ ԴՈՒՆ ԴՈՒՆ ԴՈՒՆ ԴՈՒՆ ԴՈՒՆ, ԶՄԼՎՎՄ
 ԿՆՎՆ ՈՐԴ ԶՈՒՆ.



CHAPTER - 8

MANCHONG HET ဖျံလွှဲသွား

မိုးလ် နေ့၊ လူမကမူလူဝ ညီမ လူ မကမူလူ နေ့ ညီမ
သမ္မာတေ လူမလူ သမ္မာ, လူမ လူ ညီ လူမလူ ညီမ
ဝမူဝ မူလ် လူမလူ သမ္မာ လူမလူ လူမလူ, မူမလူ
သ ညီမ လူ. လူမလူ ဝမူဝလူမလူ လူ သမ္မာ
သမ္မာ သမ္မာ လူ လူမလူ လူ သမ္မာ သမ္မာ
သမ္မာလူ လူ လူ. လူမလူ သမ္မာလူမလူ လူမလူ
လူမလူ လူမလူ. လူမ လူ လူမလူ လူမလူ လူ သ
သမ္မာ လူ လူမလူ လူမလူ လူ လူမလူ လူမလူ
လူမလူ. လူမလူလူမလူ, သမ္မာလူ လူမလူ
လူမလူ လူမလူ လူမလူ လူမလူ လူမလူ.

ဝမူဝလူ လူမလူ လူ လူမလူ လူမလူ လူမလူ
လူ လူမလူ လူမလူ လူမလူ လူ လူမလူ လူမလူ.
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူမလူ-လူမလူ လူမလူ လူမလူ လူ လူမလူ လူ
လူမလူ လူမလူ လူ လူမလူ လူ လူမလူ လူ
လူမလူ. လူမလူ လူမလူ လူမလူ လူ လူမလူ
လူမလူ. လူမလူ, လူမ လူမလူ လူ လူမလူ
လူ လူမလူ.

လူမလူ လူမလူ လူ လူမလူ, လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ.
လူမလူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ.
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ.
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ.

လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ
လူ လူမလူ လူ လူမလူ လူ လူမလူ လူ လူမလူ.
(လူမလူ- လူ လူ လူမလူ လူ လူမလူ လူ လူမလူ,
လူမလူ လူ လူမလူ လူ လူမလူ).



Story translated by Wangpho Arangham, P. Arangham and Lapong Ponglaham of Rusa village.



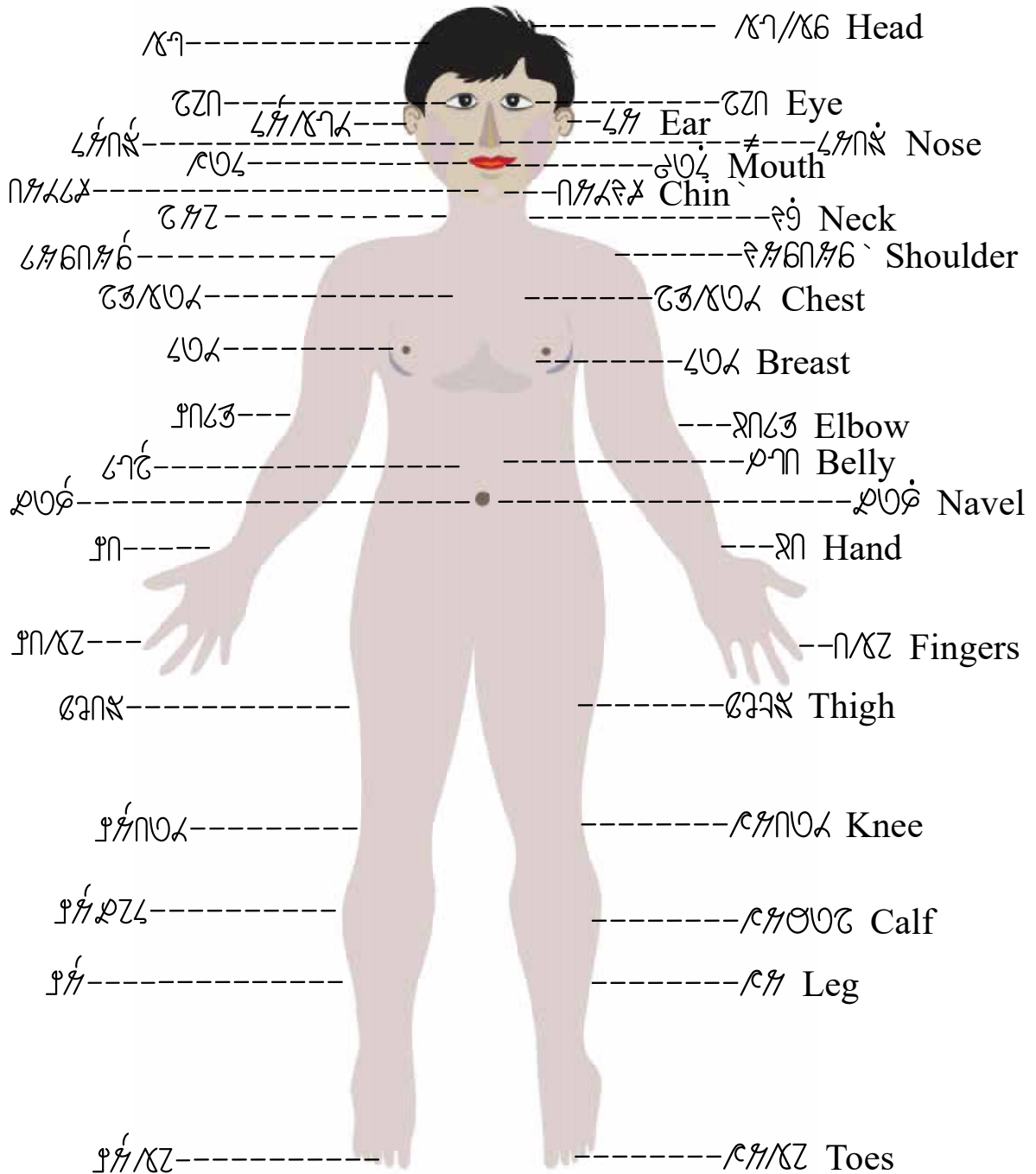
1. በገጽ 3 ረገጽ ግላዊ ልጅ ያለው ስጦታ በገጽ 3 ስጦታ.
2. ህጻናት ለገጽ 3 ለገጽ 3 ስጦታ ስጦታ.
3. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
4. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
5. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
6. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
7. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
8. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
9. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
10. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
11. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
12. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
13. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
14. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
15. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
16. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
17. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
18. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
19. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
20. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
21. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
22. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
23. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
24. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.
25. ስጦታ ስጦታ ስጦታ ስጦታ ስጦታ.

CHAPTER - 10

ፎፍፍን ገዳጊ

Upper Wancho

Lower Wancho



CHAPTER 11 COUNTING NUMBERS

ՀՀԴԴ

၂



ONE

69/9 69/9C9

g



TWO

147

2



THREE

အညာအငါး/အငါးအငါး/အငါးအငါး



FOUR

ᐃᕐᕐᕐ/ᐅᐃᕐᕐᕐ/ᐅᐃᕐᕐᕐ

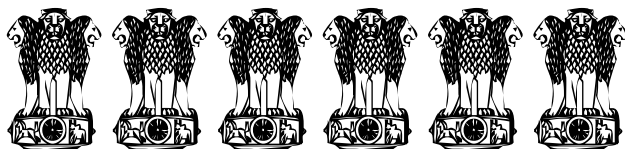
⌈



FIVE

१५१/१७१/१८१

?



SIX

ᄃᄂᄃ/ᄃᄃᄂᄃ/ᄃᄃᄃᄂᄃ

v



SEVEN

॥५॥



EIGHT

१२८/१५८

26



NINE

706

10



TEN

Q. 7. L

CHAPTER 12

TABLE

1 11 91 21 71 41 31 11 41 61

9 19 99 29 79 49 39 19 49 69

2 12 92 22 72 42 32 12 42 62

7 17 97 27 77 47 37 17 47 67

4 14 94 24 74 44 34 14 44 64

3 13 93 23 73 43 33 13 43 63

1 11 91 21 71 41 31 11 41 61

4 14 94 24 74 44 34 14 44 64

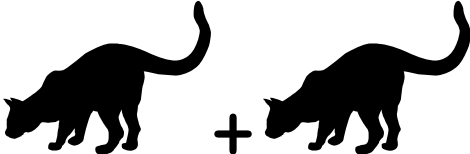
6 16 96 26 76 46 36 16 46 66

10 90 20 70 40 30 10 40 60 100

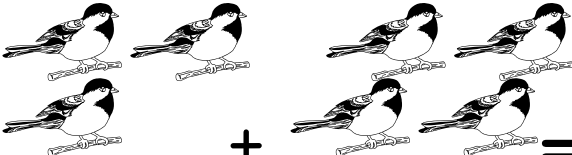
Operator syombols like +, -, x, ÷, etc. are same as Roman English

CHAPTER 13

ᐱᐃᐅ ᐱᐅ Addition



$$1 + 1 = 2$$



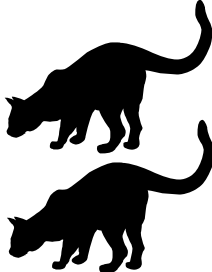
$$2 + 3 = 5$$



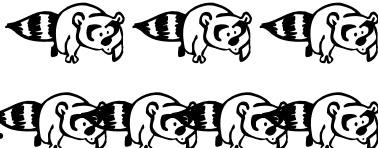
$$4 + 2 = 6$$



$$2 + 2 = 4$$



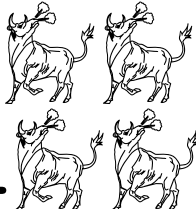
$$1 + 1 = 2$$



$$3 + 4 = 7$$



$$5 + 2 = 7$$



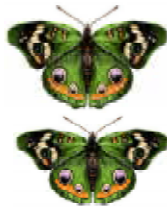
$$2 + 2 = 4$$

CHAPTER 14

Subtraction



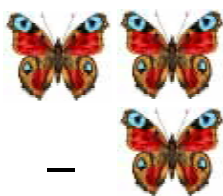
$$1 - 1 = 0$$



$$\begin{array}{r} 1 \\ - 1 \\ \hline 0 \end{array}$$



$$3 - 1 = 2$$



$$\begin{array}{r} 3 \\ - 1 \\ \hline 2 \end{array}$$



$$4 - 1 = 3$$



$$\begin{array}{r} 4 \\ - 1 \\ \hline 3 \end{array}$$



$$5 - 2 = 3$$

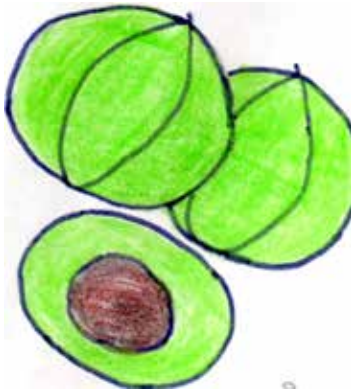


$$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$

የዝርዝር - 1

ለዕለ ገንዘብ

ጽጌርዝገንዝብ
ጽጌርዝገንዝብ
ፀፍ
ትፍ



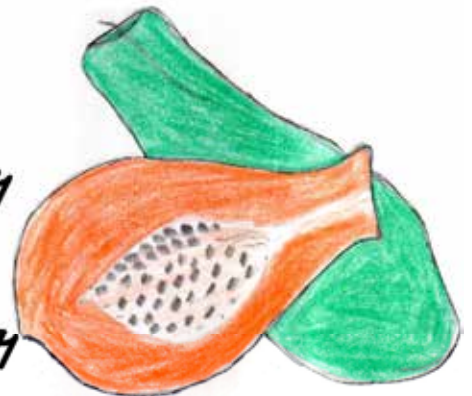
በዝግጥ ግንዛቤ



ዎዝገንዝብ
ዎዝዎዝ
ዎዝገንዝብ
ገንዝዎዝ



ዎዝ
ለዝገ
ገንዝዎዝ
ገንዝዎዝ
ገንዝዎዝ
ለዝገዝዎዝ



ገንዝገንዝ
ገንዝዎዝ
ገንዝዎዝ
ገንዝዎዝ
ገንዝዎዝ



ገንዝዎዝ
ገንዝዎዝ





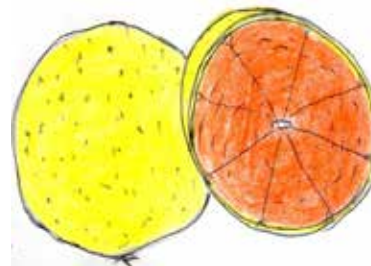
ለጥፋት
ለጥፋት
ጥፋት



ለጥፋት
ለጥፋት



በጥፋት
በጥፋት
በጥፋት
በጥፋት



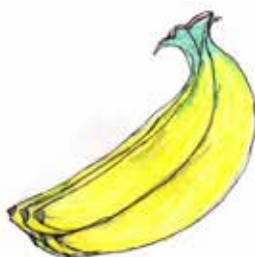
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ጥፋት
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ለጥፋት
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ለጥፋት



ጥፋት
ጥፋት



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ጥፋት

በጌዳጅ



በጌ
በጌሃገ
ገጌ
ጌጌጌ

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ጌጌጌጌ



ጌጌጌጌጌ

ዘ) ጋላፊዝ ርዝ ጋላ ሰጥ:-

- ገ. ዎክዎን የኋ ዎሽታት በአፈ ሮክ እፅ ሮክበ ለዐ.
- ፱. ንገጸፅ ለክሮክ ንገሪኒ ፊልሉ
- ሷ. አንገፈ የኋ ጋሯከ ለክ,
- ፻. ጓዐጓዐፈ ዐቶሯ ለክ ለክፈ ሮክ ጋሯከ ለክ.....,
- ሰ. ሮክበለክሮ የኋ ዎሽባዐፈ በአፈ ሮክ እፅ ሮክበ ለዐ.

9) 913 42 28074:-

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சு



ᐅᓇᕈᖃᕐ



1967



१३



6) $\frac{1}{x^2} = x^{-2}$ ከሆነ $\frac{d}{dx} x^{-2} = -2x^{-3} = -\frac{2}{x^3}$ ነው።

୧୭୪୧ - ୧୮

የህግ ምክር ቤት

[illegible]

ይኛ ዘራገጸኡን ሮጊረ ን ጣጣ ዘገጸረ
 ኣን ወዘረ ኣን በዓለ, ዘራገጸኡን ሮጊረ
 ንዘገገረ ኣን ርፅገጸረ. ገፍዘረ ሮጊረ ኣዘረ
 ወን ኣን ዘሮፅ ለገረረ ሮጊረ ኣዘረ ዘፍ
 ሮጊዋገ, ራገገ ያዘረ በገጸ ኣን ሮፍ ያዘረ
 ርዝ ሮጊረ ን ገገጸኡ ገረ ኣን ጸዘፅ
 ኣን ጣገ ዘራገጸኡን ይኛ ኣን በዓለ.



1. មនុស្ស ណាមួយ បង្កើន ជំនាញ របស់ខ្លួន?

- (1) ពេល អ្នក ឯង រៀន អំពី អ្វី មួយ ថ្មី?
- (2) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (3) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (4) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (5) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (6) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (7) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?

2. អ្នក ចង់ ធ្វើ អ្វី មួយ:

- (1) ពេល អ្នក ឯង រៀន អំពី អ្វី មួយ ថ្មី?
- (2) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (3) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (4) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (5) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (6) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?
- (7) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក?

3. អ្នក ចង់ ធ្វើ អ្វី មួយ:

- (1) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()
- (2) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()
- (3) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()
- (4) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()
- (5) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()
- (6) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()
- (7) គ្រូ របស់ អ្នក ឯង បង្រៀន អ្វី ថ្មី ឲ្យ អ្នក? ()

୧୫୪୧-୧୮

የጊዜ ልዩነት

ԿԶԳՆԴՈՒ ՄԶԳՆԴՈՒ ԼԵՆ ԼԻԼՆԻՉ,
 ԼԵՆ ԼԻԼՆԻՉ Զ ՈՆ ՇՅ ՆԻՉ,
 ԼԵՆ ԼԻԼՆԻՉ Զ ԲԻՍԿՍԿԻ ԿՆԻՉ.



ԿԶԳՆԿՈ ԿԶԳՆԿՈ ԼՅ՝ ԶԿԼՇԿԶ,
 ՅԳ՝ ԶԴ՝ ՇԴ՝ ԼՇ՝ ԼՇ՝ ԼՇ՝ ԼՇ՝
 ԼՇ՝ ԶԶ՝ ԴԿԿ՝ Զ՝ ԼՇ՝ ԼՇ՝ ԼՇ՝,
 ԶԴ՝ ԶԴ՝ ԶԿԼ՝ ԶԿԼ՝ ԼՇ՝ ԼՇ՝ ԶՇ՝.

ԿԶԳՆԴՈՒ ԿԶԳՆԴՈՒ ԼԵՆ ԶԻԼՇԻՉ,
 ՇԻՉՈՂ ԼԻԼ ՇԻ ՇԻՇ ԲՆ ՂԻՉ,
 ՈՆ Ձ ԼԵՆ ՇՂ ՇԻՇ ՂՆ ԴԵ,
 ՇԻՉՈՂ ԶԻԼՇԻՉ ԼԵՆ ԶԻԼՇԻՉ

[illegible]

ዘ) ጽጋባ በፊደል ጽጋ ላይ ማረጋገጥ:-

1. ረጅም ጽሑፍ ሆኖ ገጠኝ ረጅም ሆኖ ሊሆን ይችላል?
9. ረጅም ጽሑፍ ሆኖ ሊሆን ይችላል, ረጅም ገጠኝ ይሆን ይችላል?
2. ሆኖ ሊሆን ይችላል ሆኖ ገጠኝ ጽጋ ጽሑፍ ሆኖ ሊሆን ይችላል?
1. ጽሑፍ ጽሑፍ ሆኖ ገጠኝ ጽሑፍ ሆኖ ሊሆን ይችላል?
- ሐ. ጽሑፍ ገጠኝ ጽሑፍ ሆኖ ሊሆን ይችላል?

ዘ) ገጠኝ ሆኖ ጽሑፍ ሆኖ ሊሆን ይችላል:-

1. ረጅም ሆኖ..... ጽሑፍ ሆኖ ሊሆን ይችላል.
9. ረጅም ጽሑፍ ሆኖ ሊሆን ይችላል.
2. ሆኖ ሊሆን ይችላል ሆኖ ገጠኝ ሆኖ ሊሆን ይችላል.
1. ሆኖ ሊሆን ይችላል ሆኖ ረጅም ሆኖ ሊሆን ይችላል.
- ሐ. ሆኖ ሆኖ ሆኖ ሆኖ ሆኖ.
2. ሆኖ ሆኖ ሆኖ ሆኖ.

የዘገየፍ-ገፋ

ፊት በጓፍ ጸገረ

ጓጸጸዎዘረረህ ርክ ፊት ፊትሃፍ ፊትሃፍ ዘሮፅ ለክ ርፍለህ, ፊት ርክፊክ ሃፍ በጓፍ ገፍክ ርህ ርክረ ፍጎ ጸህዝበ ክረ, ዘረፍጸሃፍ ፊት ርክፊክ ሃፍ በጓፍ ፍ ፊት ርጓፍ ርህ ርክረ ርገበ ጸህዝበ ክረ. ጌፍ ጓጸጸ ርክ ርህ ፊት ሃክረ በገጸ ፊገጸ ጓጸዎዘፍ ጓጸሃፍ ርክረ ለህ. ፊት ርክፊክ ርክ በጓፍ ጓገገክ ርክ ፍክገ ርክረ ፊክረ ጌጓ, ፊት ፊክረ በገጸ ፊገጸ በጓፍ ጓጸጸዎዘረረህ ርክ ፍጎ ጸህዝበ ለህ.

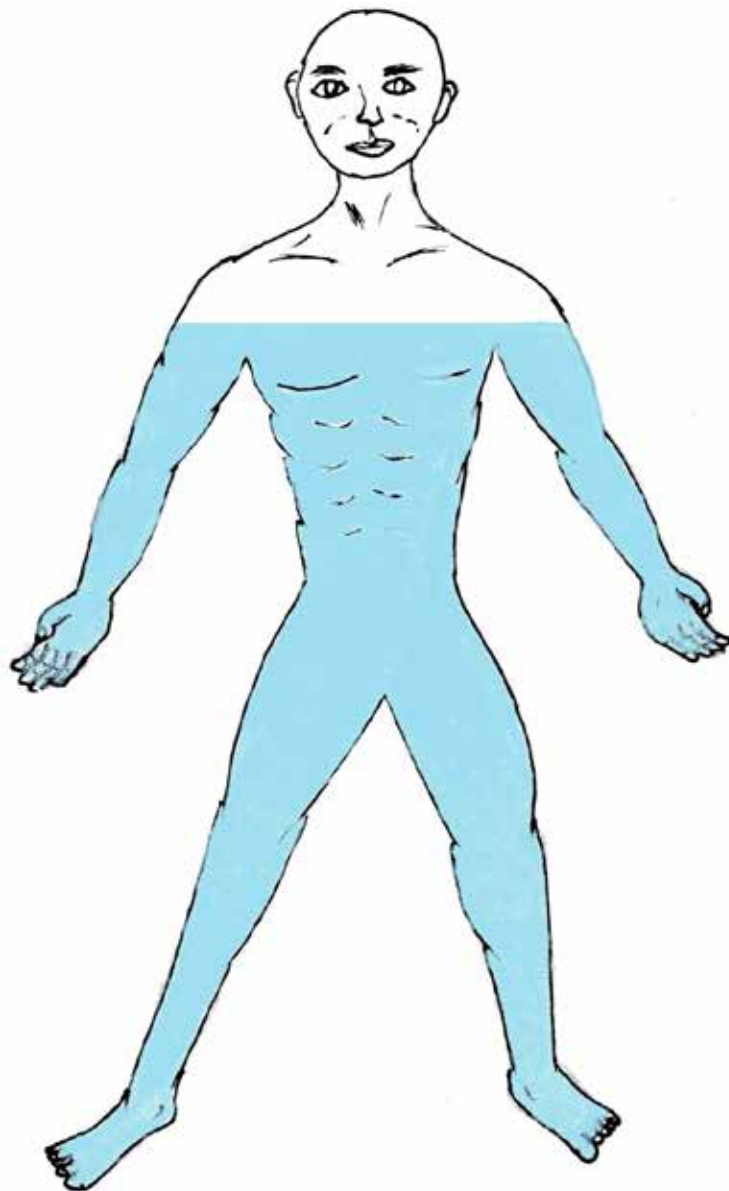
በጓፍ ፍ ፊት ርክጸፍ ፍ ጓጸዎዘፍ ጓጸሃፍ ዘፍፍፍ ለህ.



በጓፍ ርክረክበ ፍ ፊት ሃፍ ገክረህ, ገፍክ ፍገገ ገጎ ለገገ, ጌክ ፍገፍ ገክረ ርህጸ ክፍ ርህ ፊት ጌክ ሃክጸ ፊክረ ለህ. ገፍክ ሃፍ ፊት ዘ በጓፍ ጸገረ በጓፍ ጓጸጸዎዘፍ ርክ ገክገገ ሃፍ ዘሮፅ ለክ ርፍለህ.



በጓሮ ጸፈጸዝ ሮዝ ሮህ 10% (ጠጋዝሮ ፊዝፈ ጠዝጋዝፈ) ራፒ ራዝፒ ጠህ. በጓሮ ጸፈጸዝ ሮዝ ራፒ ፌ ጋፒ ጠዝጋ ሮዝ ሮዝሮዝ-ሮዝሮዝ ጓጠዝጠ ጓጠዝጠ ሮህ ጓዝፒ ጸህዝጠ ዝፒ, ራፒ ራዝፒ በጣፈ ራፒፈ በጓሮ ጸፈጸዝ ዝ ጸዝጋ ፒዝ ጸዝጠዝፒ ፒፒ ሂፒ ራዝፒ ጠህ. ጓፒፒዝፒ ሂፒ በጓሮ ጠፍ ፒ ፓዝፒ ራፒ ሂፒ ዝፍ በዝ ሮጣራ ሮፍ ጠህ.



Written by Miss Monglih Arangham, village of Mopakhat
Art by Mr. Phowang Losu

ዘ) ቅጽ ስር ስር ስር ስር ስር ስር:-

ሰርዘር .1. ስርዘርዘርዘር ስር ስርዘርዘር ስር ስር ስር?

ሰርዘር .9. ስር ስርዘር ስር ስር ስር ስር ስር?

ሰርዘር .2. ስር ስርዘር ስር ስር ስር ስር ስር ስር ስር?

ሰርዘር .7. ስር ስርዘር ስር ስር ስር ስር ስር ስር?

ሰርዘር .ቀ. ስር ስርዘር ስር ስር ስር ስር ስር ስር ስር?

ዘ) ቅጽ ስር ስርዘር:

1. ስርዘርዘርዘር ስር ስር ስር ስርዘርዘር ስር ስር.

9. ስር ስርዘር ስር ስር ስር ስር ስር ስር.....

2. ስር ስርዘር ስር ስር..... ስር ስር ስር ስር.

7. ስር ስር ስር ስር ስር ስር ስር ስር ስር.

ቀ. ስር ስር ስር ስር ስር ስር..... ስር.

6) ቅጽ ስር ስር ስር ስር:-

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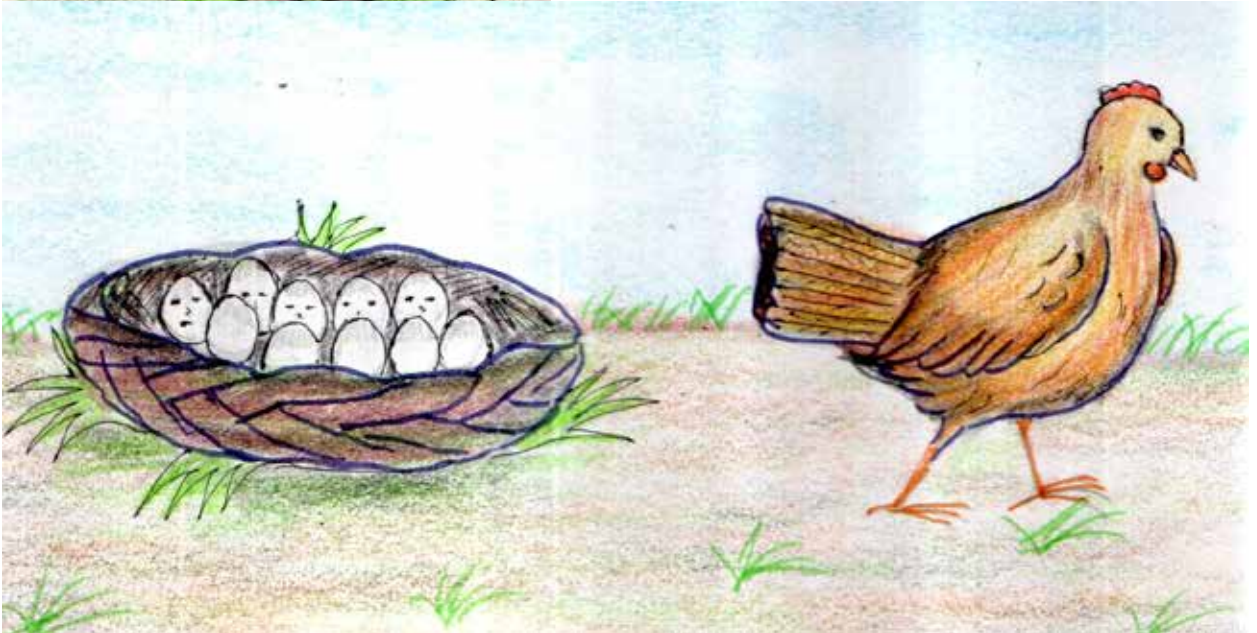
ዘር

ዘርዘር

հիւն ուտող



հիւն զ արուտող խիտ լինել Վի
քիտ Վի ԼԵ.



Վա Կոհա խիտն Որ զ քիտ Վիտ Խ Որ զ ԼԵ.

Եւ Եւ Եւ լի Խ ուտող Խ լի Խ
Որ խիտ Վիտ Վի Եւ, “Վա խի
Որ զ Խ խիտ Վի արուտող լի,
Լի Վիտ զ Խ լի, Վա զ
արուտող լի լի լի լի լի
զ Վի Որ խիտ լի.”

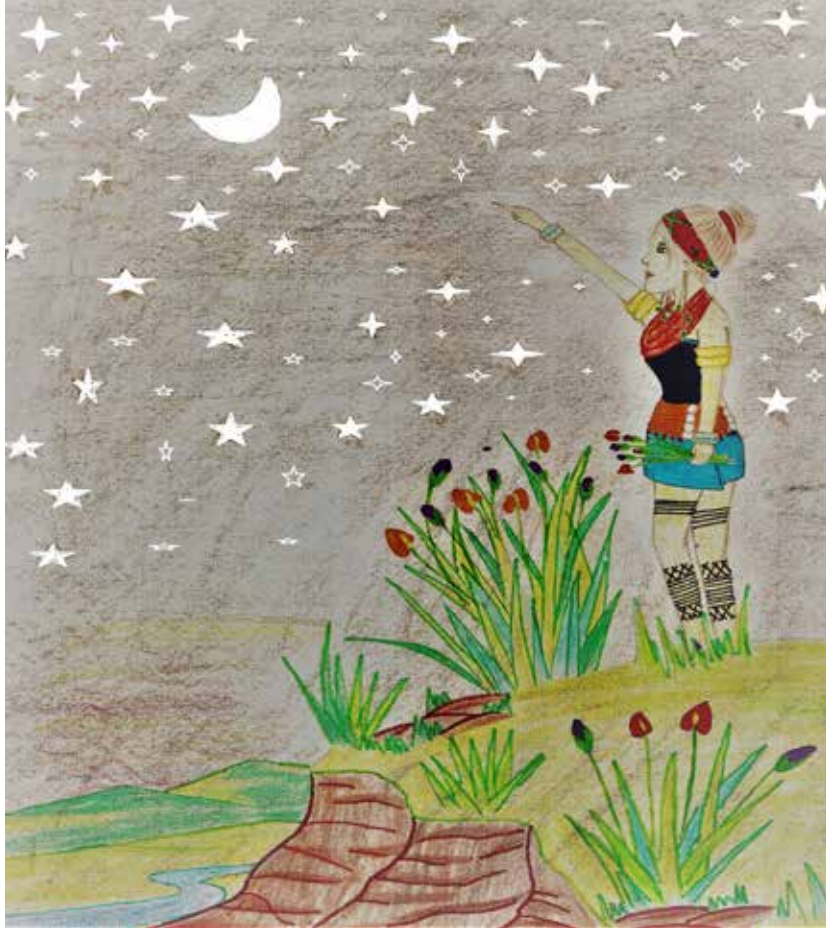


A cartoon illustration of a brown hen with a red comb and wattle, standing on a patch of ground with sparse green grass. To her left is a woven basket filled with ten white eggs, each featuring a small, simple face with a red beak and black eyes. The background is a light blue sky and a green horizon line.

A cartoon illustration of a brown hen with a red comb standing on a patch of green grass. To her left is a brown, woven nest containing several white eggs. Each egg has a simple face with a beak and eyes. The background is a textured green field.

Story told by: Mr. Matlong Sakkam, Pongchau village

\\H2\\6-90



\\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90
\\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90
\\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90
\\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90
\\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90
\\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90 \\H2\\6-90

1. *በገረጽ ፩*

- (၁) ဗုဒ္ဓဟုံ သာမန် အဖေ ဇနီး ၏ အသက် မည်မျှ?
- (၂) ဇနီးအဖွဲ့ ဘယ် ဘဝသားက ကိုယ်တိုင် ၏ နာမည်?
- (၃) ဇနီး အဘိုး ဖခင် အဖေ နာမည် မည်မျှ?

၄. အောက်ဖော်ပြပါ အချက်များကို ဖော်ပြပါ။

- [illegible]

ຂາໄທ

ຂາໄທ-ຂາໄທ ປະທັບ ພໍ່
ປະທັບ ນາ ພໍ່ ປະທັບ ພໍ່.

ນາໄທ ປະທັບ ປະທັບ ພໍ່
ປະທັບ ພໍ່ ພໍ່ ພໍ່ ປະທັບ
ພໍ່,
ນາ ພໍ່ ປະທັບ ປະທັບ ພໍ່.



ຂາໄທ-ຂາໄທ ປະທັບ ພໍ່
ປະທັບ ນາ ພໍ່ ປະທັບ ພໍ່.

ປະທັບ-ປະທັບ, ປະທັບ-ປະທັບ ພໍ່ ປະທັບ
ປະທັບ,
ນາໄທ ປະທັບ ປະທັບ ພໍ່ ພໍ່
ປະທັບ ປະທັບ.



ຂາໄທ-ຂາໄທ ປະທັບ ພໍ່
ປະທັບ ນາ ພໍ່ ປະທັບ ພໍ່.

ປະທັບ-ປະທັບ, ປະທັບ-ປະທັບ ປະທັບ ພໍ່,
ນາໄທ ປະທັບ ພໍ່,
ນາໄທ-ນາໄທ ພໍ່.



ຂາໄທ-ຂາໄທ ປະທັບ ພໍ່
ປະທັບ ນາ ພໍ່ ປະທັບ ພໍ່.

1. Թե Դու ունիս ուսման օր Կարող ես:

(1) Զգույն և Ես օգտագործում եմ Կարող եմ օգտագործել:

(2) Ես օգտագործում եմ Կարող եմ օգտագործել:

(3) Ես-Ես Կարող եմ օգտագործել Կարող եմ օգտագործել Կարող եմ օգտագործել:

(4) Կարող եմ օգտագործել Կարող եմ օգտագործել:

(5) Ես օգտագործում եմ Կարող եմ օգտագործել Կարող եմ օգտագործել:

2. Կարող եմ Ես Կարող եմ:

(1) Զգույն-Զգույն..... Կարող եմ:

(2)Ես օգտագործում եմ Կարող եմ:

(3) Ես-Ես Կարող եմ:

(4)Կարող եմ Կարող եմ Կարող եմ:

(5) Կարող եմ Կարող եմ.....Կարող եմ:

ᐃᐃᐱ ᐅᐅ ᐅᐱᐱ

ᐱᐱᐅ ᐃᐃᐱ ᐅᐃ ᐱᐅᐅ ᐱᐅ ᐱᐅ ᐅᐃᐱ ᐅᐅ ᐱ ᐃᐃᐱᐱ-
ᐅᐃᐅ ᐅᐅ ᐱᐅ ᐱ ᐱᐅ.

ᐱᐃᐅᐅᐅ ᐱᐅ ᐱ ᐅᐃᐅᐅᐅ ᐱ ᐅᐃᐅ ᐱᐃᐱ ᐱ,
ᐱᐱᐅ ᐅᐃᐅ ᐅᐃᐱ ᐅᐅ ᐅᐃᐅ ᐱᐃᐱ ᐱ

ᐅᐅᐅᐅ ᐱᐅ ᐱ ᐅᐅᐅᐅᐅᐅ ᐱ ᐅᐃᐅ ᐱᐃᐱ ᐱ,
ᐱᐱᐅ ᐅᐃᐅ ᐅᐃᐱ ᐅᐅ ᐅᐃᐅ ᐱᐃᐱ ᐱ.

ᐱᐃᐅᐅᐅ ᐱᐅ ᐱ ᐅᐅᐅ-ᐱ ᐱ ᐅᐃᐅ ᐱᐃᐱ ᐱ,
ᐱᐱᐅ ᐅᐃᐅ ᐅᐃᐱ ᐅᐅ ᐅᐃᐅ ᐱᐃᐱ ᐱ.

ᐃᐃᐱ ᐱᐅ ᐃᐅᐅ ᐱᐅ ᐅᐃᐅ-ᐅᐃᐅ ᐃᐃᐱ-ᐱ,
ᐅᐃᐱ ᐅᐃ ᐱᐃᐱ ᐱᐅᐅ ᐅᐃᐅ.....
ᐅᐅᐅᐅ ᐱᐅ ᐱᐅ ᐅᐃᐱ ᐃᐃᐅᐅᐅ,
ᐱᐱᐅ ᐃᐃᐱ ᐱᐅᐅᐅ ᐅᐅᐅᐅ ᐅᐅ ᐅᐃᐅ ᐅᐱᐅᐅᐅ,
ᐅᐱᐅᐅᐅᐅᐅᐅᐅ ᐅᐃᐅᐅ ᐅᐃᐅ ᐅᐱᐅᐅᐅᐅᐅ.



ᐱ. ᐱᕐᕈᕐᕈᕐ

- (ᐱ) ᕐᕈᕐᕈᕐ ᐱ ᕐᕈᕐ ᕐᕈᕐ ᐱ ᕐᕈᕐ?
- (ᑭ) ᕐᕈᕐᕈᕐ ᐱ ᕐᕈᕐ ᕐᕈᕐ ᐱ ᕐᕈᕐ?
- (ᐸ) ᕐᕈᕐᕈᕐ ᐱ ᕐᕈᕐ ᕐᕈᕐ ᐱ ᕐᕈᕐ?
- (ᑦ) ᐱᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ?

ᑭ. ᕐᕈᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᐱᕐᕈᕐ:

- (ᐱ)ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᐱ ᐱᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ.
- (ᑭ) ᐱᕐᕈᕐ ᕐᕈᕐᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᐱ.
- (ᐸ)ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ ᕐᕈᕐ.
- (ᑦ) ᕐᕈᕐ ᕐᕈᕐ ᐱ ᐱ ᕐᕈᕐ ᕐᕈᕐ ᐱ.

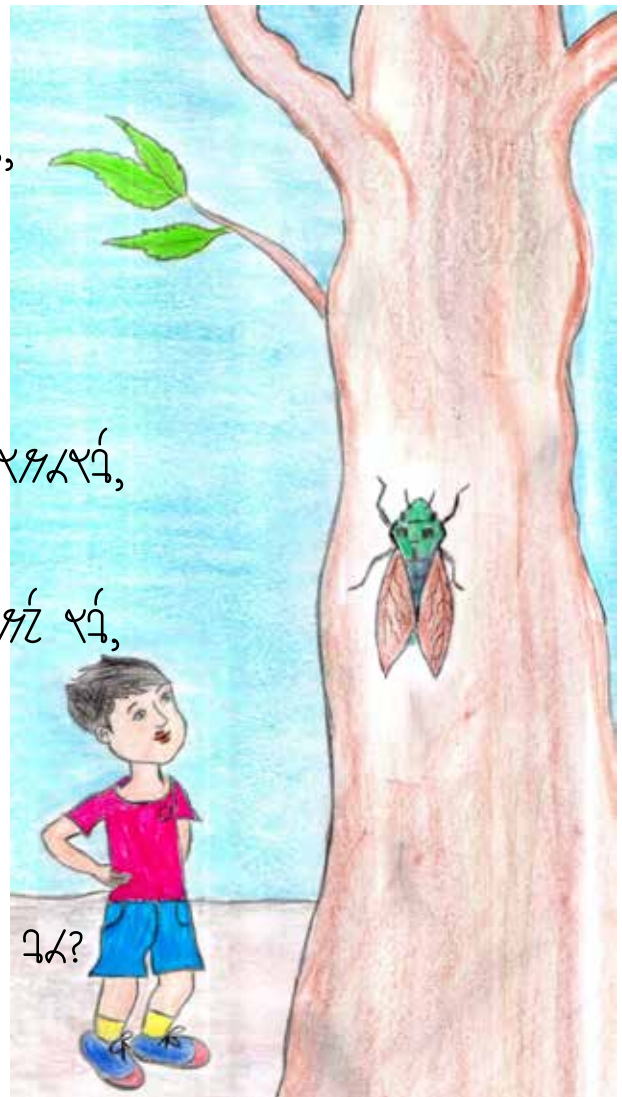
ᑕᑦᑭᑦ ᐱᑦᑭ ᐃᑦᑭᑦᑭᑦ

1. ᑭᑦᑭᑦᑭᑦ ᑦᑭ ᐃᑦᑭᑦ ᑦᑭ ᑭᑦᑭ ᐃᑦᑭᑦᑭᑦ.
9. ᑕᑦᑭᑦᑭᑦ ᑦᑭ ᑭᑦᑭ ᑕᑦᑭᑦ ᑭᑦᑭ ᐃᑦᑭᑦᑭᑦ.
2. ᑕᑦᑭᑦ ᑕᑦᑭᑦ ᑕᑦᑭ ᑭᑦᑭᑦ ᑭᑦᑭ ᐃᑦᑭᑦᑭᑦ.
7. ᑕᑦᑭᑦᑭᑦ-ᑕᑦᑭᑦᑭᑦ ᐃᑦᑭᑦ ᑕᑦᑭ ᑦᑭᑦ ᐃᑦᑭᑦ.
- ᑦ. ᑭᑦᑭᑦ ᑭᑦᑭᑦ ᑭᑦᑭ ᑕᑦᑭ ᑕᑦᑭᑦ ᑭᑦᑭᑦ ᐃᑦᑭᑦ.
7. ᑕᑦᑭ ᑦᑭ ᑕᑦᑭᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ, ᑕᑦᑭᑕᑦᑭᑦ ᑦᑭ ᑕᑦᑭ ᐃᑦᑭᑦ.
- V. ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᐃᑦᑭᑦ.
- ᑦ. ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᐃᑦᑭᑦ.
- ᑦ. ᑕᑦᑭᑦ, ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭᑦᑭᑦ ᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ.
10. ᑕᑦᑭ-ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭᑦ ᑕᑦᑭᑦ.
11. ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭᑦ ᑕᑦᑭᑦ ᑕᑦᑭᑦ.
19. ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ.
12. ᑕᑦᑭ ᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ.
17. ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ.
- 1ᑦ. ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ.
17. ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭᑦ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ ᑕᑦᑭ.

- Written by Miss Phepon Joham, village of Mopakhat*

ဧကမ

ဧကမ-ဧကမ! ဇာဇာ-ဇာဇာ နီ,
မံ ခံဇ နီ နီ နီ.
ဇာဇာ ခံဇဇာ ခံဇဇာ နီ နီ,
မံ နီ ခံဇ နီ နီ နီ?
မံ ဇာဇာ မံ နီ ခံဇ ခံဇ နီ,
ဇာဇာ ဇာဇာ နီ နီ.
ဧကမ-ဧကမ မံ နီ မံ ခံဇ ခံဇ နီ,
ဇာဇာ ဇာဇာ နီ နီ နီ.
ဇာဇာ မံဇာ, မံဇာ, မံဇာ ခံဇဇာ နီ,
မံ ခံဇ နီ နီ နီ နီ?
ဇာဇာ နီ နီ နီ နီ?
မံ နီ မံ နီ ခံဇ ခံဇ နီ,
ဇာဇာ-ဇာဇာ, ဇာဇာ-ဇာဇာ မံ ခံဇ နီ?
မံဇာ မံဇာ နီ-နီ နီ.



Written by Mr. Manhee Sungam, village of Bonia & Mr. Wangngam Wangsu of Ranglua

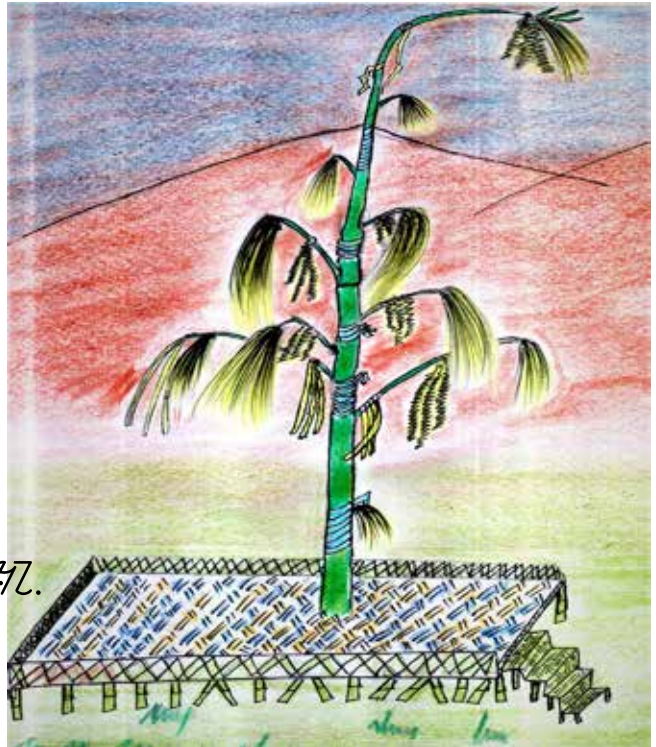
Art by : Miss Nomi Wangsa

හ) අනුප්පේද්‍යයක් ලෙස ආගමනය කරමින් පිළිගැනීම:-

1. ආරම්භක අනුප්පේද්‍යයක් ලෙස පිළිගැනීම?
2. ප්‍රධාන අංශයක් ලෙස පිළිගැනීම?
3. ප්‍රධාන අංශයක් ලෙස පිළිගැනීම?
4. ප්‍රධාන අංශයක් ලෙස පිළිගැනීම?

ቃህረ ልግ

ቃህረ ልግ ለፍ ሥግ ቃህረ ልግ,
ገረጸ ራገ ገረጸ ራግ ቃህረ ልግ,
ቃህረ ልግ ለፍ ሥግ ቃህረ ልግ,
ገረጸ ጠግረግጽ ራግ ልግ ሥ ቃህረ ልግ.



ቃህረ ልግ ለፍ ሥግ ቃህረ ልግ,
ገረጸ ገረጸ ራግ ልግ ሥ ቃህረ ልግ,
ቃህረ ልግ ለፍ ሥግ ቃህረ ልግ,
ገረጸ ሥግ ገረጸ ራገ ራግ ልግ ሥ ቃህረ ልግ.

ቃህረ ልግ ለፍ ሥግ ቃህረ ልግ,
ሥግ ሥግ ልግገግ ገረጸገግ ራግ ቃህረ ልግ,
ገረጸ ለግገግ ራግ ልግ ሥ ቃህረ ልግ,
ቃህረ ልግ ለፍ ሥግ ቃህረ ልግ.

Written by Mr. Tongam Wangham of Longphong village

Art by : Mr. Nokkai Monwangham, Niaunu village

፲. ፀፅ ያህል ፀዳ ለዳ በዳ ሂሳብ ሂሳብ ሂሳብ:

- (፲) ሪፖርት ሪፖርት ያህል ሂሳብ ሂሳብ ሂሳብ በዳ?
- (፱) በገጽ ጠቅላይነት ሂሳብ ያህል ሂሳብ ሂሳብ ሂሳብ ሂሳብ?
- (፳) በገጽ ስሪት ሂሳብ ያህል ሂሳብ ሂሳብ ሂሳብ ሂሳብ?
- (፳፻) ለሀገር ዲሞክራሲ ሂሳብ ያህል ሂሳብ ሂሳብ ሂሳብ ሂሳብ?

፱. ሂሳብ ሂሳብ ሂሳብ:

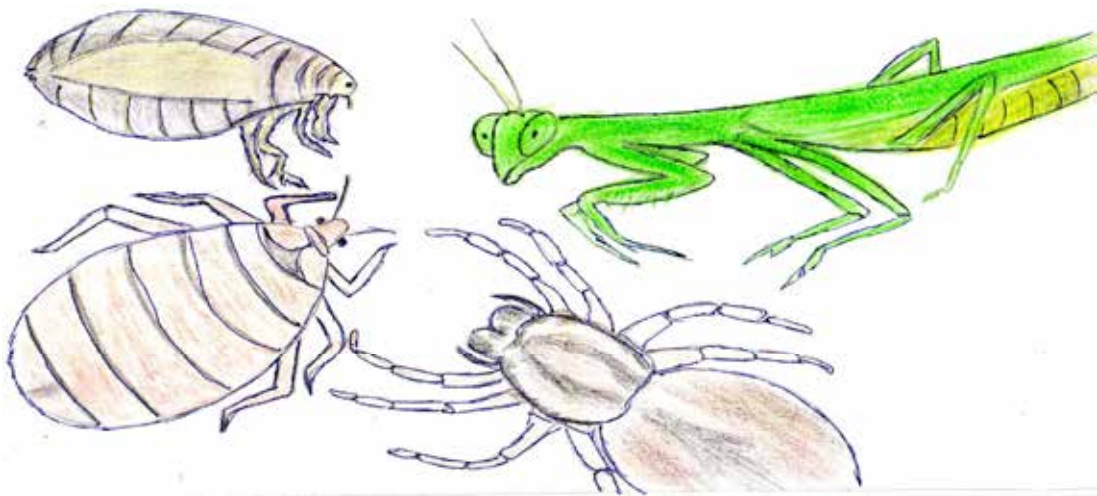
- (፲) ያህል ሂሳብ.....ያህል ሂሳብ, ሪፖርት.....ሪፖርት ያህል ሂሳብ. በገጽ.....ሂሳብ
ሂሳብ ያህል ሂሳብ. ሂሳብ..... ያህል ሂሳብ.በገጽ.....ሂሳብ
ሂሳብ ያህል ሂሳብ.

፳. ሂሳብ በዳ:

- (፲) ሪፖርት ሂሳብ ያህል ሂሳብ
- (፱) ለሀገር ዲሞክራሲ ሂሳብ
- (፳) ለሀገር ዲሞክራሲ ሂሳብ
- (፳፻) ለሀገር ዲሞክራሲ ሂሳብ

ԼՆԼՆ ԼԻԼ ՈՒՆԷ

Մի բա լի հեծն, Վառ, Ուրիշ Միտա Վ լիտա Վ, Ուր լի
լի Վ Ուն Լիլի Միտ Ու Ուրիշ ԼՆԼՆ ԼԻԼ լի Վ.



Միտ Ուր Ու Լի, Լիլ
Լիլ Վ Լի Մի լի Լիլ Ու,
Լի Լի Վ Ուր լի լի լի
Ուրիշ լի լի Վ Մի լի.

Միտ լի լի լի լի լի
Վ լի, Մի-Մ Վ լի լի
Լի լի լի լի լի լի, Ու Լի
Ուր լի լի լի լի լի լի լի
Վ լի լի լի լի լի լի.





၂၈၃၁ ပါး ခုတ် ပုဆိပ် လှီ. မေမေလ် ၊ အမေမေလ် ပါးလ် အမေမေလ်
 ခေမေမေလ် လှီ. ပါးမေမေလ်-မေ ပါးလ် ခေမေမေလ် လှီ ပါးမေမေလ်
 လှီ. ၂၈၃၁ မေမေလ် ခေမေမေလ် လှီ. မေမေလ် လှီ ၊
 မေမေလ်, “ပါး အမေမေလ်-ပါး မေမေလ် လှီ ပါးမေမေလ် လှီ, မေမေလ်
 ပါးမေမေလ်.”

၂၈၃၁ ပါးမေမေလ် လှီ, ၂၈၃၁ လှီ မေမေလ် ပါးမေမေလ်. မေမေလ် ပါးမေမေလ်
 လှီ, “ပါး မေမေလ် လှီ ပါးမေမေလ် လှီ မေမေလ် လှီ, မေမေလ် လှီ, ၂၈၃၁
 မေမေလ် လှီ” လှီ. ပါးမေမေလ် မေမေလ် အမေမေလ် မေမေလ် လှီ မေမေလ်
 မေမေလ် လှီ ပါးမေမေလ် လှီ. မေမေလ် ၊ ၂၈၃၁ မေမေလ် လှီ မေမေလ်
 ၂၈၃၁ မေမေလ် လှီ မေမေလ် လှီ မေမေလ် လှီ မေမေလ် လှီ မေမေလ်.

မေမေလ် မေမေလ် လှီ မေမေလ် လှီ မေမေလ် လှီ လှီ လှီ လှီ. လှီ
 လှီ လှီ မေမေလ် လှီ မေမေလ် လှီ. မေမေလ် ပါးမေမေလ် လှီ
 လှီ လှီ လှီ, လှီလှီလှီ လှီ လှီ လှီ. ၂၈၃၁ မေမေလ်-မေမေလ်
 လှီ, မေမေလ် လှီ လှီ လှီ လှီ-လှီ လှီ လှီ.



Story told by Mr. Wangchan Losu, Translated Miss Ngamlee Losu, village of Kamhua Noknu
 Art by : Miss Laingoi Wangsa

၁. ကာလ ဝဋ် ၃ ဝေလှ် ၊

2. በፋረ የፃፈ ጽሑፍ ጭነት ለኝ ሳ?

፩. ፔብሌም ለገሪ ዐፍ ያዘረ ረገ ያዘለህህ ፊት ገ?

V. በገበያ ሪያ ሪፖርትህ ላይ ለምን ያህል ጊዜ ይገኛል?

፡) በጋራ ለጽሑፍ ርዕስ ያዘለ ፡፡

[illegible][illegible][illegible]

ጋ. ለዘርፉ በገር ሥራ ለሚሰሩ ሰራተኛ ሰዎች ለሚከተሉት ጥያቄዎች ምላሽ ይጻፉ፡

1. Երբ չե՞նք հասնում, Կանգ, Ոհնիշտ քաղաքի և Շիրակի Կոնգրեսի Կոնգրեսի և Կոնգրեսի Կոնգրեսի:

ጋ. በባ ረዳ በቅደም ቅኝ ጽሑፍ ቦርሳዳሪ በባረ ያ ሂደት ጽሑፍ ጽሑፍ ጽሑፍ ጽሑፍ

[illegible]

ዎቃዬዛረ

ዎገሮ ሳ ዎቃዬዛረ ይኛ ለኛ ጓ,
ገዎዝ ተዐረዎዝ ለኛ-ለኛ ሂፊ.
ይኛ በፊዝ ዎቃዬዛረ ጓ ለፍራገ ዩዛረ,
ገጦፍ ዎቃዬዛረ ይኛ በፊዝ ጓ,
ዩዛረ ለዐ, በጓሮፊፅ በጓሮጓዝ ፊገ.



ፔረሰዝፍ ፔረረፅፅ ዎዝረዐዝኒ ፊገ,
ዎዝረ-ዎዝረ ሂዝሮ ዝፍ ዝረዐ ጓ,
ይዝሮ ዎቃፍ ሂፊ ፈዝሮ ጓዝሮፆኛ ፊገ.
ዩረረፍዐፅ ሂፊ ዩዛረ ዎቃረዐ ጓ,
በጓሮ ዎዝረ-ዎዝረ ረዐ ፈዝረ ተዝረ ጓዝረ.

ጓዝረረዐ ጓዝሮ ዝኒ ሂዝረ ሂፊ ጓኒ,
ፔዝረጸኒ ተፍጓዝረ ጓ ዩዛረ ሂፊ.
ዝረዝሰ ይኛ በፊዝ ዎቃረዐ ጓ,
ጓዝረ ፊገ ተፍፈዝሮ በዝሰ ዝረረዝ.



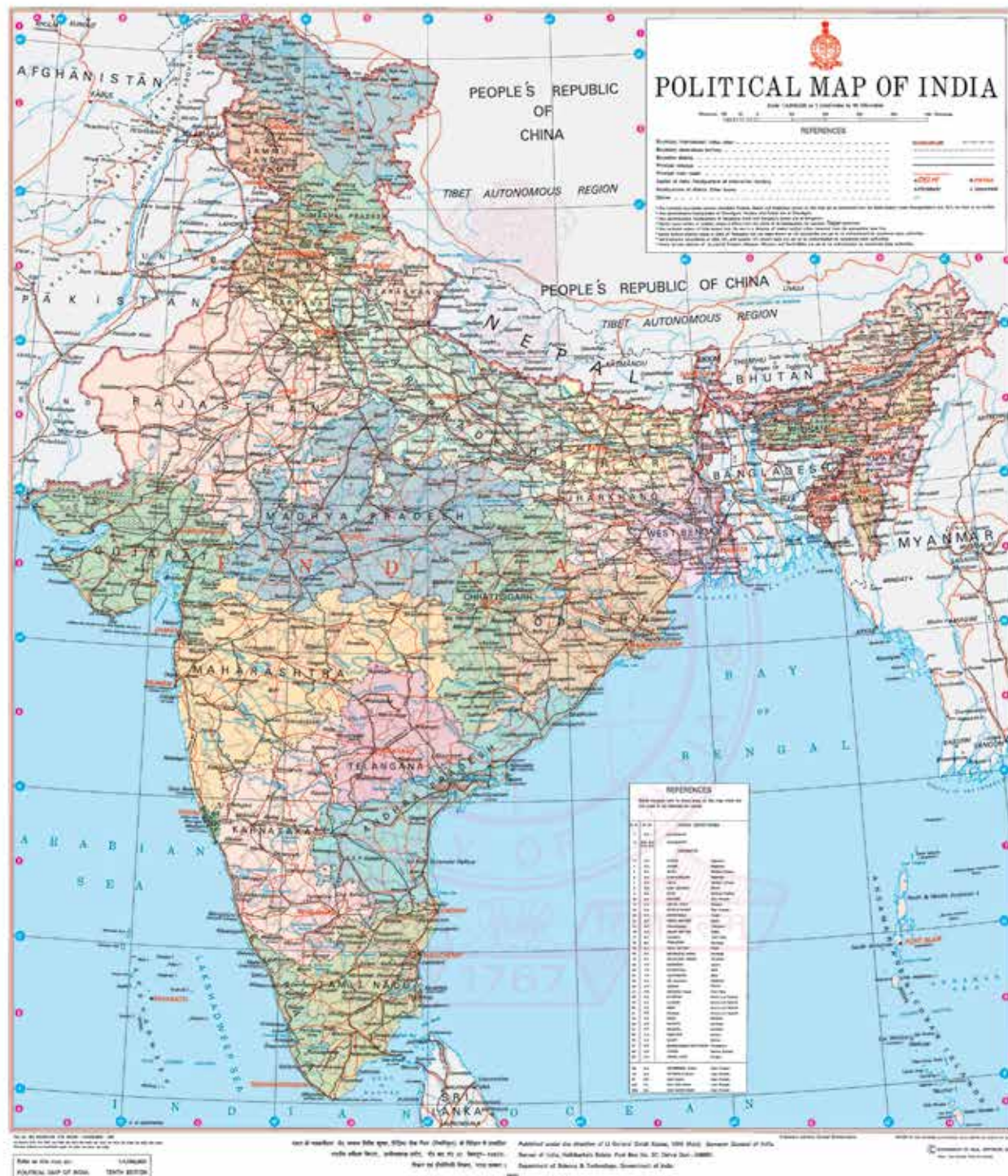
ተፍጓዝኒ ፈዝሰ ዝኒ ተፍ ፍዝረ ፊዝ,
በዐ ዝፍ ፔኛጓረበ ዝፊዝበ ሂፊ.
በጓሮ ጓዝኒ ገጦዝኒ ረፍ ዝ ፈኒ
ረዝፍ ሂፊ ገፊዝኒ ይኛ ዝኒ ጓፈረ?
ረዝፍ ሂፊ ገፊዝኒ ይኛ ዝኒ ጓፈረ?

ዘ) ሪፖርት በፊት ልጅ የሥራ ልማት:

- ገ. ልማት ይገልጻል ይህ በፊት ልጅ ልማት ይገልጻል?
- ዘ. ይህ ይህ ልማት ልጅ የሥራ ልማት?
- ሀ. ልማት/ልማት የሥራ ልማት ይገልጻል ይገልጻል?
- ለ. ልማት ይህ ልማት ይገልጻል ይገልጻል ይገልጻል?
- ሐ. ይህ ይህ ልማት ይገልጻል ይገልጻል?

ዘ) ይህ የሥራ ልማት:

- | | |
|----------------|----------|
| ገ. ልማት የሥራ ልማት | ይህ ይገልጻል |
| ዘ. የሥራ ልማት | ይህ ይገልጻል |
| ሀ. ልማት በሥራ | ይህ ይገልጻል |
| ለ. ልማት | ይህ ይገልጻል |
| ሐ. ይህ | ይህ ይገልጻል |





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