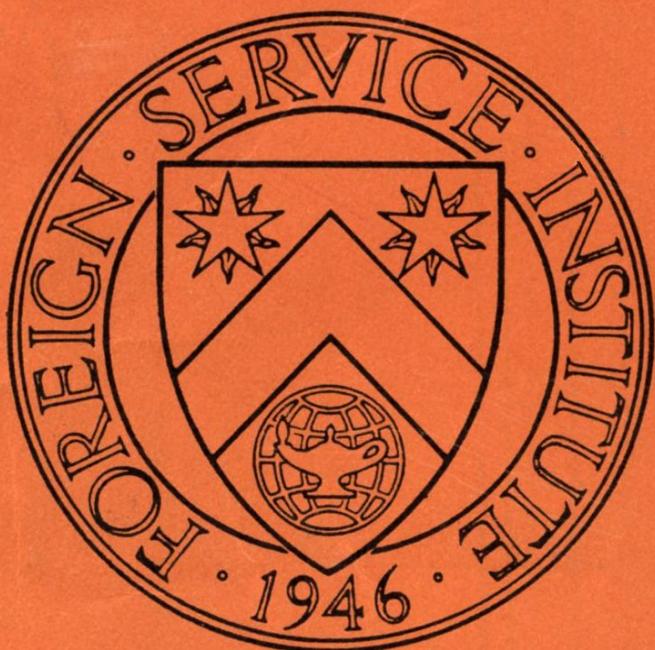


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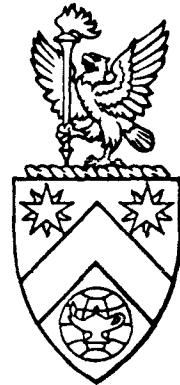
BASIC COURSE



DEPARTMENT OF STATE

LUGANDA

BASIC COURSE



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published with the support
of the Peace Corps.

FREDERICK KATABAZI KAMOGA
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FOREIGN SERVICE INSTITUTE

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Edited by

AUGUSTUS A. KOSKI

P R E F A C E

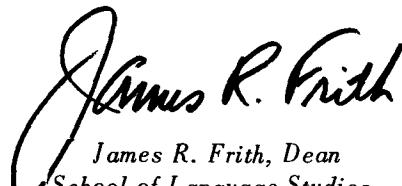
Luganda is a Bantu language which is spoken either as a first or as a second language by a large portion of the people of Uganda. In addition, it is closely related to some of its neighbors, including Lunyoro and Runyankole.

The Luganda material and its authenticity have been the responsibility of Frederick K. Kamoga of Makerere University, who also contributed the kinship charts; the tonal analysis is the work of Earl W. Stevick of the Foreign Service Institute; responsibility for all other matters has been shared by the authors. A number of specific suggestions, and certain supplementary materials, were contributed by George W. R. Kalule, who had directed a staff of teachers in use of a preliminary version at Columbia University. Rebecca Kiziri and John H. Kizito assisted in originating the dialogs.

*This is not a course in the usual sense. Rather, it is a collection of materials which can be useful in the interaction between teachers and learners. Although detailed suggestions are given for using these materials, much still depends on the initiative and judgment of the individuals involved in each class. A companion volume, the **Luganda Pretraining Program**, should be used in conjunction with the first twenty lessons.*

*The authors are indebted to their predecessors in the study and description of Luganda: J. D. Chesswas; Mrs. E. O. Ashton, E. M. K. Mulira, E. G. M. Ndawula; A. N. Tucker; D. T. Cole; A.E. Meeussen. Many of the grammatical notes in this book consist of references to appropriate parts of Ashton et al., **A Luganda Grammar**, and Chesswas, **The Essentials of Luganda**.*

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A Synopsis of The Use of Pitch and Duration in Luganda

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0. Introduction

1. A non-native speaker of Luganda will find that his Luganda is much more intelligible if he learns to handle pitch and length as integral parts of the language. 'Pitch' refers to height on a musical scale, and 'length' to duration in time. The surface units of duration are consonants and vowels, either of which may be single (short) or double (long). The surface units of pitch are three tones: high, low and drop. Learning to produce these units is relatively simple. What is not simple in this particular language is remembering when to use which tone. The purpose of this Synopsis is to pull together into one continuous whole all of the information that we have about pitch and duration. References back to the Synopsis are made at appropriate points throughout the Lessons themselves.

2. One way to describe the use of pitch and duration in Luganda would be to record the patterns used with each form of each verb and each noun, and with each sequence of two or more words, and then classify these patterns without attempting to state how they are related to one another. This kind of summary has in fact been done elsewhere, but the results have still been too complex to be of much immediate help to the ordinary learner. Our approach in this Synopsis will be to concentrate on the regularities that lie beneath the enormous complexity of the surface patterns.

1. Surface units

3. The basic unit of length will be called a 'mora'. A single consonant has no moras; a double consonant has one. A single vowel has one mora, and a double vowel has two. Single and double vowels and consonants may be illustrated quite simply: [òkùtā.] 'to let go' vs. [òkúttá] 'to kill'; [òkúlímá] 'to cultivate' vs. [òkúlíímá] 'to spy'.¹

4. Only two of the tones occur in all positions in the word. These are high level ['] and low level [`]: [àvá'] 'he comes from' vs. [bávà'] 'they come from'. The third tone occurs only at the end of a word. It has two variants. Fall [^] occurs at the end of a phrase with declarative intonation [àlyá']

¹It is suggested that the reader, at first reading of this Synopsis, ignore the underlining, accent marks, and all other symbols until their meanings have been explained.

'he eats'. Downstep ['] occurs after certain types of boundary: [bába' bákúngúlá ppámbá] 'they harvest cotton', the pitches of which are:



2. Underlying units

5. One can predict the pitches and durations of any Luganda sentence if one has four kinds of information about it: (a) the vowels and consonants in each of the smallest meaningful parts of each word, (b) whether each mora (length-unit) is 'marked' or not; (c) the grammatical constructions within the sentence, and (d) whether each pause is at the end of a statement, or at the end of a yes-no question, or at the end of some other kind of question, or is somewhere other than at the end of the sentence. As one moves from this information to the actual tones themselves, it is useful to think in terms of some intermediate units, called 'word boundary' (par. 11-17), five 'junctures' (par. 34-9) and three 'tone rules' (par. 45-7).

2.1 Duration

2.1.1 Units of duration

6. When a Luganda speaker pronounces a word a bit at a time, the breaks come after vowels: [báfùmbá] 'they took' is [ba fu mba], and not *[ba fum ba]. Similarly, [òkújjá] 'to come' is [o ku jja] and not *[o kuj ja]; [òkúliimá] 'to spy' is [o ku lii ma] and not *[o ku li i ma]. What we have represented by open space in these examples may appropriately be called 'natural syllaboid breaks'. These 'syllaboid breaks' do not coincide with what we may call 'analytical syllable boundaries'. These are drawn in such a way that a nasal is separated from a consonant that follows it: [m.bwâ] 'it is a dog', [èm.bwâ'] 'dog', [bá.fùm.bá] 'they cook'. Similarly, a double consonant is split in half: [ò kúj já'] 'to come'. Either type of consonant contributes one mora to the (analytical) syllable of which it is a part: 'they cook' is pronounced [bafuumba].

²In this tonetic notation, [°] stands for a voiceless long consonant, and [•] for a voiced long consonant.

7. A combination of any consonant plus [w] or [y] usually contributes an extra mora to the syllable of which it is a part: the third syllable of [ò kù lwà lá] has two moras. Phonetically, it is [lwáà].

8. Every word ends with a vowel. If the following word begins with a vowel or a syllabic nasal, then the result--even across word boundary--is a long vowel. If the syllabic that begins the second word is a vowel, then the resulting long vowel has the quality of the second: [àtéma] 'he cuts' plus [òmùtì.]³ 'tree' is [àtémoòmùtì.].

9. In this Synopsis, we adopt the convention that where a long vowel is written single because it is lengthened by an adjoining consonant, then any tone mark that pertains to a mora that has been so added, is written with the consonant that is responsible. Thus, what is phonetically [eddwáàliro] 'hospital' we will write [eddwáliro], and what is phonetically [agéénze] 'he has gone' we will write [agéñze].

10. There are two rules which limit the length of syllables. One is that no syllable may have more than two moras. Thus in [èggwángà] 'tribe' the analytical syllable [gwan] should have one mora from [a], one from [gw] and one from [n]; in fact it has only two. A corollary of this rule is that a vowel before a double consonant is always short.

11. The other rule is that a syllable immediately before word boundary (or at the end of a phrase) is pronounced with only one mora: in [àsòmyé.]³ 'he has read', the last syllable of the isolated word is short. Before an enclitic, however, it receives the expected two moras: [asomyeeko] 'he has read a little' (!!?).

12. There is apparently also a one-mora limit on word-initial syllables that begin with vowels, although the evidence for this is not so clear. One factor which helps to make analysis difficult at this point is the fact that even a single initial vowel is phonetically rather long--so long, in fact, that some people have been led to consider them tentatively to be double.

³The raised dot in this notation stands for a mora which is not written in the standard orthography.

2.1.2 Locating word boundaries

13. In general, word division in the official spelling system of Luganda reflects the phonological unit of 'word boundary' fairly well. In a few cases, however, data on vowel length show that no word boundary exists even though the orthography writes one. The following is a list of these cases:

14. (1) After the subject copula (par. 42), which consists of a concordial element plus [a]: what is spelled [abaana be basomesa] 'the children are the ones who teach' is pronounced [àbáànà/bèèbásómésà].

15. (2) After certain words and before personal possessives: what is written [enva zaffe] 'our relish' is pronounced [ènváázàffé]. (The way in which the dissimilation rule applies in this example provides tonal corroboration for this interpretation of personal possessive phrases.)

16. (3) After the same words and before certain interrogative particles, which are in fact enclitics: what is spelled [ova wa?] 'where are you (coming) from?' is pronounced [òvááwá]; what is spelled [obukiika ki?] 'which side?' is pronounced [òbùkííkáà+kí?].

17. (4) After certain words and before the locative enclitics: [m̄babúüzè] 'I have greeted them', [m̄babúüzéé-kô]. (Also, after connectives, as in par. 42).

2.2 Pitch

2.2.1 Units of pitch

18. Except for verb stems and a few noun stems, each word-component in Luganda has a constant underlying form as far as tone is concerned. In these underlying forms, each mora is either 'marked' or 'unmarked'. The details of locating marked syllables are discussed in par. 22-33.

19. In the tonal economy of Luganda, each vowel or consonant of an utterance is related to its neighbors by means of a 'juncture'. There are five of these junctures. 'Immediate' juncture, which occurs only within words, is usually symbolized simply by writing letters adjacent to one another, but the explicit symbol (.) will be used where needed. The junctures symbolized [-] and [+] occur usually between words but sometimes within them. The junctures [/] and [#] are found only between words.

20. The locations of the five junctures are predictable entirely in terms of the grammatical constructions involved. Occasionally, a juncture difference is the only difference between two constructions. For details about the junctures, see par. 34-9.

21. After the marked moras have been located and the junctures have been written, the surface tones may be arrived at by application of three 'tone rules': the 'unmarked sequence rule' (USR), the 'marked sequence rule', and the 'dissimilation rule' (DR). See par. 45-7.

2.2.2 Locating the units of pitch

2.2.2.1 Locating the marked moras in nouns

22. The marked moras in most nouns may be located simply by looking at the dictionary entry. Except in a very short list of nouns, prefixes are unmarked. The stem [.lwaliro]⁴ 'hospital' always has its first mora marked; the same is true of the stem [.buga] as in [ekibuga] 'town', or [embuga] 'place where chief lives'. The stem of [entamu'] 'pot' is marked on its next to last mora. The stems of [ekizannyiro] 'playing field' and [abantu] 'people' are never marked. (The foregoing part of this paragraph does not take account of the systematic changes in marking which accompany personal possessives.)

23. A few nouns are marked always on the third mora, so that the mark shifts according to the presence or absence of an initial vowel: [Àbagàndá]⁴ 'Baganda', but [Bàgáñdà] 'they are Baganda'. These nouns are followed in the glossary by the symbol (3!).

24. The changes in marking of noun stems under the influence of personal possessives are approximately as follows:

(1) Nouns that under other circumstances are unmarked come to be marked beginning with the third mora and continuing to the end of the word. It is important to note here that every noun has at least

⁴What is written [lwa] is realized phonetically as [lwáà]; similarly what is written [ganda] is realized phonetically as [gááñdà]. A mark on the second mora means that both moras have high tone; Luganda does not have rising tone *[àá] on either short or long syllables.

three moras, since the so-called monosyllabic stems all have two moras, and the prefix is one mora. It is also necessary to count initial [e] plus a nasal before a consonant as a single mora: [ènvùbù] and [ñvùbù] both have four moras. Examples of marking changes for unmarked nouns with personal possessives are: [ekitabo] 'book' becomes [ekitabo]; [kitabo] 'book, it is a book' becomes [kitabo]; [ekizannyiro] 'playing field' becomes [ekizannyiro]; with a monosyllabic stem, [enva[·]] 'relish' becomes [enva·].

25. Nouns that normally have a mark on one or more syllables must be subdivided into those whose last syllable is normally marked, and those whose last syllable is not.

(2) Marked nouns that normally have a mark on the last syllable come to have a mark on the very first of the normally marked moras, and on the very last mora of the word, and not elsewhere: [ekkomera[·]] 'prison' becomes [ekkomera·]: [ènsí+ki[?]] 'what country?' but [ènsí:yò] 'your country'.

26. (3) A marked noun that does not normally have a mark on its last syllable is unaffected by personal possessives: [abaana] 'children', [ekikompe] 'cup', [obugagga] 'wealth', [amapeesa] 'buttons' and [akatimba] 'net' are illustrations of this.

2.2.2.2 Locating the marked moras in verbs

27. Locating the marked moras in nouns is then fairly simple. Locating the marked moras in verbs is less simple, but no less systematic. The prefixial elements are easy to state. Those that are normally marked are: diphonic subject prefixes; all object prefixes in the infinitive and in near and far past tenses; the tense prefixes [a] (near past), [naa] (near future), [li] (general future), [kya] 'still', [ta] (negative relative). The tense prefix [a] of the far past and the negative [te] require a mark on the syllable that follows them. The prefixial elements that are normally unmarked are: monophonic subject prefixes; object prefixes in most tenses; the tense prefixes [nna] 'not yet', [aaka] 'just'. The prefix [andi] 'might' has not been studied sufficiently to establish its underlying tonal characteristics. The suffixial element [nga], for regular or habitual action, is unmarked.

28. The location of marked moras in stems is much more complicated. First of all, it is necessary to know that all verbs fall into one of two classes, the 'marked' class and the 'unmarked' class. In the glossaries of this course, members of the marked class have the first mora of the stem in the infinitive underlined.

There are six possible stem tone 'patterns':

(1) Pattern FF⁵. The first two moras of the stem of a verb of the 'marked' class are marked; all others are unmarked. Examples from the marked class are [àsítùlá] 'he departs' and [àlyâ·] 'he eats'. From the unmarked class are [àgéndá] 'he goes' and [àvá·] 'he comes from'.

29. (2) Pattern FM. The first mora (not syllable) of the stem is in its basic state--marked for verbs of the marked class and unmarked for verbs of the unmarked class. All remaining moras of the stem are marked. Examples from the marked class are [àtúùsè·] 'he has arrived', [àliiddè] 'he has eaten'. From the unmarked class are [àgénzè·] 'he has gone' and [àvúddè] 'he has left from'.

30. (3) Pattern MM. This is like FM, except that verbs of the unmarked class are treated as though they belonged to the marked class. In the marked class are [báátùùkà] 'they arrived' and [báályà·] 'they ate'. In the unmarked class are [báágéndà] 'they went' and [báávà·] 'they left from'.

31 (4) Pattern FX. The first mora has its basic state. For stems of the marked class, the very last mora is also marked. For verbs of the unmarked class, all of the moras except the first are marked. In this respect, for unmarked verbs, FX is exactly like FM. Examples from the marked class are: [àbályà·] 'those who eat', [àbálàbà] 'those who see', [àbáléétâ] 'those who bring', [àbáwúlirízábúlirízâ] 'those who keep listening'. In the unmarked class are [àbásâ·] 'those who grind', [àbásomâ] 'those who read'.

A further peculiarity of FX is that a stem of the unmarked class, in the affirmative relative, if it has an object prefix, and if the subject prefix is monophonic, has the tone pattern MM: [àgífúmbâ] 'he who cooks it'. NB [ya], in near past, consists of monophonic [y] plus the tense prefix. The combination counts as diphonic for the purposes of FX.

⁵In these two-letter symbols, F stands for 'fundamental', M for 'marked' and X for 'complex'.

32. (5) Pattern MX. This pattern is like FX except that verbs of the unmarked class are treated as though they belonged to the marked class: [tèbágéñzé'] 'they haven't gone' is of the unmarked class. Compare [tèbátúúsé'] 'they haven't arrived'.

(6) Pattern M. In this pattern, the final syllable is marked. All other components of the word, including roots of the marked class, and diphonic subject prefixes, are unmarked: [àgùlē] 'let him buy'; [bàtàndiké] 'let them begin'.

33. Marking of verbal enclitics. The locative enclitics [ko, mo, yo] are all marked. As the term 'enclitic' implies, they are not preceded by word boundary, so that the moras written [.] in our notation are realized as vowels. They are however preceded by junctures: [+] after negative verbs and after infinitives and imperatives, and [-] in all other instances: [ðkùkómà+wô] 'to come back', [bákómá-wô] 'they come back', [tèbákómá+wô] 'they don't come back'. Note the minimal contrast between [+] and [-] in: [mpáá-yô] 'I give' and [mpáà+yô] 'give me'. The stem is monosyllabic [pa'], with the extra mora being realized in the absence of word boundary.

2.2.3 Locating the junctures

34. The five kinds of juncture are distributed according to the following (incomplete) lists of environments:

(1) Immediate juncture [.] is found between consecutive phonemes of a single orthographic word, unless [+] or [-] is specified by one of the rules given below. As noted above (par. 15), immediate juncture also occurs between a noun and a personal possessive.

35. (2) Hyphen juncture [-] is found either within words or between them. Within words it is found in some stems, many or perhaps all of which are borrowed from other languages: [Á-mérèkà] 'America', [ènní-máàwà] 'lemon' (Port. limão), [Omúsí-ráàmù] 'Muslim'.

Some Bantu words that could be interpreted as having internal [-] are [mùgó-bâ'] 'driver' and [mùsí-kâ'] 'heir'. These can also be interpreted as respectively [mùgóbâ'] and [mùsíkâ'].

Hyphen juncture is found after the tense prefix [li] (general future) when the verb stem is of the unmarked class. Hyphen juncture is also found between finite affirmative verbs and the locative enclitics: [kyé kiséérà + àbántú + kyé bátándíkírá-mû...] 'that is the period in which people begin'.

Hyphen juncture is found between words except where some other juncture is specified.

36. Plus juncture, like hyphen juncture, is found either with or without simultaneous word boundary. In absence of word boundary it is found between negative verbs and locative enclitics, and between infinitives or imperatives and locative enclitics: [tèbákòmà+wô] 'they don't come back', [òkùkómà+wô] 'to come back', [ñpáà+yô] 'give me!'

Plus juncture is also found after the proclitic [nga] 'like, as': what is written [ng'olidde] 'how you've eaten!' is pronounced [ngó+òlidde]. The same particle may be used with nouns: [ngá+sùkáàlli] 'like sugar'.

37. The principal circumstances under which plus juncture is found together with word boundary are:

(1) When the second word in a construction has an initial vowel:

a) Between a verb and a noun object:

[báfùmbá + émméré] 'they are cooking emmere'.

b) Between verb and infinitive:

[báyágálá + ókúlyâ] 'they want to eat'

c) Between noun and adjective:

[àmàlワlírò + ámákúlù] 'large hospitals'

(2) After negative verbs:

[tèbálíná + mírimú + míngi] 'they don't have many jobs';

[tèbálíná + mití + míngi] 'they don't have many trees'.

(3) Between a noun and a relative verb: [àbántú + ábásíngá + òbúngi] 'most people' ('people who excel in number'); [èbibúgà + èbísíngá + òbúngi] 'most towns'; [tebifa + kù bántú + basinga + bungi] 'they don't concern most of the people'.

(4) In the object relative construction:

[èmmérè + gyè bályà'] 'the food that they eat'.

[èbijánjááló + byé báágúzé'] 'the beans that they bought'.

(5) When a locative phrase with [ku] or [mu] follows a noun:
 [àbántú + mú kíbúgà] 'people in the town'
 [èbibúgà + mù nsí'] 'towns in the country'

(6) In appositive constructions:

[mù kÿáló + Másíndì] 'in the village of Masindi';
 [mù kíbúgà + Kámpálâ] 'in the city of Kampala'.

(7) Between a noun and the associative [na], if the noun itself is unmarked:

[èbijánjááló + n' é-bínyóòbwá] 'the beans and the peanuts'

but [èbínyóòbwà / n' é-bijánjááló] 'the peanuts and the beans'.

(8) Between a noun and a demonstrative of the [li] series:
 [èbibúgà + bírì] 'those towns'
 [àbántú + bálì] 'those people'

38. Bar and double cross junctures are found only at word boundaries. The principal circumstances under which bar juncture is found are:

(1) Between the main verb (or copula, or self-standing noun) of a sentence and anything that directly precedes it.

(a) What precedes the verb or verb-substitute may be the subject of the sentence:

[àbàntù / bályà' + èmmérè] 'the people eat emmere'.

(b) It may be some other word:

[òlùvàñnyùmà / bályà' + èmmérè]
 'afterward, they eat emmere'.

(c) It may be a more complex expression:

[ngà àyàgàlà / èbljàñjàlò / àblgúlà]

'when he wants beans, he buys them'

[àbàñtù / mù býàlò / bákòlà + èmírimú]

'the people in the villages work'

Note that interword [+] after [ayagala] and [abantu] in these expressions (as predicted by par. 37 (1a) and 37 (5), above) is replaced by [/]. This is not true for [#]: as in [àbáñtú + mù býálò # èbyò / bákòlà + èmírimú]
'the people in those villages work'

(2) Between a noun and the associative [na] if the noun itself is marked. For an example, see par. 37-(7), above.

(3) Between a noun and a cardinal numeral or the adjective [ngi] 'many', if the adjective lacks an initial vowel, and if any preceding verb is affirmative:

[bálíná + èmírimù / míngi]

'they have many jobs'

[tèbálíná + mírimú + míngi]

'they do not have many jobs'

[ènkúbà / ñnyíngi] 'much rain'

[àbàñtù / bàsátù] 'three people'

(4) After [buli] 'each':

[buli / lùnákù] 'each, every day'

39. The principal circumstances under which double cross juncture is found are:

(1) At the end of a phrase with declarative [.] intonation:

[bályà + ènvá' #] 'they eat relish'

[ànáàgúlá + éntámû' #] 'he will buy a pot'

[bágéndá Wáñdègèyá #] 'they are going to Wandegeya'.

When it occurs together with terminal intonation, it will not ordinarily be written.

(2) Between a noun and a demonstrative of the [.no] series or the [.o] series:

[àbántú # bàno] 'these people'

[àbántú # àbó] 'the aforesaid people'

(3) Between a noun and [.on_na'] 'all':

[àbántú # bòhnā'] 'all people'

(4) Between a noun and [.kka'] 'alone':

[ðmúntú # yèkkā'] 'the person alone'

(5) Before [nga] 'when, if, as':

[báanyùmyá # ngà bályà] 'they talked as they ate'

or [bábáddé # bályà] 'they were eating'

(6) Before [nti] 'that':

[àgámbá # ñti...] 'he says that...'

2.2.4 Tonal behavior of certain particles

40. In the light of the foregoing discussion, it is possible to characterize the tonal behavior of some of the most important particles.

The connective [()a'-].⁶ This particle is written [()a] followed by word space in the standard orthography. When the noun that follows it has no initial vowel, the connective is unmarked, and is followed by [-] but not by word boundary: what is written [ntamu ya mulenzi] 'it is the boy's pot' is pronounced [ñtámú' yàà-mùléñzí].

When the noun that follows the connective has an initial vowel, then the vowel of the connective is assimilated to the quality of the initial vowel of the noun. The second mora of the resulting syllable is marked. The [-] stands immediately before the stem: what is written [ekkengele y'omulenzi] 'the boy's bell' is pronounced [èkkèngélé yóó-mùléñzí]. Compare [èntámú' yóó-mukázi] 'the woman's pot'.

41. The associative has two forms. If the noun that follows is has no initial vowel, then the associative is [na-]: [nà-mùléñzí] 'and the boy'; [nà-ñbwâ'] 'and the dog'.

⁶Here, () stands for a required concordial prefix.

When the noun that follows the associative has an initial vowel, then the vowel of the associative is assimilated to the quality of the initial vowel of the noun. The second mora of the resulting syllable is marked, exactly as for the connective. The [-] again stands immediately before the stem: what is written [emmeeza n'entebe] 'the table and the chairs' is pronounced [èmméézá / néñ-tébè].

42. The subject copula [()e:], since it takes the place of the main verb, is preceded by [/] (see par. 38(1)). The subject prefix of a relative verb that follows it is marked if it is diphonic, but unmarked if it is monophonic: what is written [y'atusomesa] 'is the one who teaches us' is pronounced [yààtùsómèsà], and the monophonic subject prefix [a] is unmarked; in [bèèbásómâ] 'are the ones who study', the diphonic subject prefix [ba] is marked.

43. The object copula [()e], since it takes the place of the main verb, is also preceded by [/]. It is followed by word boundary. The subject prefix of the relative verb that follows it is always unmarked, regardless of whether it is monophonic or diphonic: what is written [y'asomesa] 'is the one whom he teaches' is pronounced [yààsòmésà]; compare, with diphonic subject prefix [ba], [gyè báfúmbà] 'is what they are cooking'.

44. The object relative, unlike the copulas, does not take the place of the main verb of the sentence. Accordingly, it is preceded not by [/], but by [+]. It is followed by word boundary, and the subject prefix of the relative verb that follows it is marked, whether it is monophonic or diphonic: [ènsímbi + zé njágálà] 'the money that I want'; [èmmérè + gyè báfúmbà] 'the food that they are cooking'; [àmátóóké + gé báfúmbà] 'the bananas that they are cooking'.

2.2.5 Writing the tones

45. Once the marked moras, the word boundaries and the junctures are known, tones may be written by following three 'tone rules'. These rules are:

(1) The 'unmarked sequence rule' (USR).

In order for USR to operate, there must be a series of two or more unmarked moras in different syllables, uninterrupted by word boundary or by [- + / #], and these syllables must be at the end of a word, and the juncture that follows must be [- + #]. Or the first of the two or more

syllables may be a marked syllable that has already been lowered by the dissimilation rule (par. 46). After the operation of the rule, the first of these moras has low tone, and the rest have high tone: [àbáñtú], [èkitábó], [kítábó], [àmálwàliró].

The unmarked sequence rule, once set into operation as described in the preceding paragraph, extends across [-+] and up to [#], as long as the sequence of unmarked moras remains unbroken: [àyágálá + ókúlimá + ámátóóké] 'he wants to cultivate bananas'; [àyágálá + ókúlimá + mûwógò] 'he wants to cultivate cassava'; [àyágálá + ókúlyá + mûwógò] 'he want to eat cassava'; [àmátóóké # àgó # gòhnâ] 'all those bananas'.

46. (2) The 'dissimilation rule' (DR).

In order for DR to operate, there must be two or more marked moras with no intervening unmarked mora. DR has two slightly different forms.

(a) The first form of DR operates between words (i.e. in the presence of word boundary). If two marked moras are separated by [+ / #] and word boundary, then the second is noticeably lower in pitch than the first. The second still has high, and not low tone, however: [túbá· # tûgèndá...] [- - - - -]; [bálíná bálúgú· / mûngl] [- - - - -] 'they have many yams'; [tèbálíná + bálúgú· + mûngl] [- - - - -] 'they don't have many yams'.

(b) If two or more consecutive moras occur within a word, then the first has high tone and all the rest have low tone, except that before [#], the last of three or more consecutive marked moras is high: [Wañdèqèyá #] (a place); [bátàndlsé·#] 'they have begun'; [bátàndisè· + òkùkóla] 'they have begun to work'; [èbbáñqá#] 'period of time'; [bbáñgà + ggwáñvù] 'a long time'.

The surface vagaries of the personal possessives (par. 24-26) are seen to be completely regular in the light of DR if no word boundary is written between noun and possessive.

47. (3) The 'marked sequence rule' (MSR).

The marked sequence rule operates when two marked moras are separated from one another either by one or more unmarked moras, or by [-]. The result of the rule is that both of the marked moras, plus all of the intervening moras, have high tone. MSR operates after DR. Examples are [òmuséríkálè] 'policeman'; [Á-mérèkà] 'America'; [àmákómérâ·] 'prisons';

[àbámû'] 'one' (Class 2 concord); [bálímyê'] 'they have cultivated' (cf. [àlímŷe'] 'he...'); [túgèñdá mû lúgúúdô] 'we are going into the street'.

2.2.6 Terminal intonation contours

48. At the end of each pause group, the tones are subject to certain modifications, which we shall call 'intonation contours'. There are at least four different intonation contours, symbolized by [, . ? %].

(1) 'Period', or 'full stop' intonation [.] is found at the end of statements, and also at the end of cited forms. It is with this intonation that the falling variant [\] of the drop tone is found with final marked syllables that are preceded by unmarked moras (par.4).

(2) 'Comma' intonation [,] is found at the end of (at least some) pause groups that are not at the end of a sentence. It is characterized by an upglide of the pitch of the last syllable or two.

(3) 'Yes-no question' intonation [?] is found at the end of yes-no questions. If the last word has a high tone, then this intonation is realized as rise in pitch followed by fall in pitch, beginning with the last marked syllable. If the last marked mora happens to be in the final syllable, then this rise-fall is very rapid, but it is all there. If the final word has no marked moras, then the final syllable is extremely low in pitch.

(4) 'Other-question' intonation [%] is found at the end of questions that cannot be answered by yes or no. In these questions, a final marked syllable which with [.] intonation would have [~] is pronounced with high level pitch, phonetically identical with [']: [ðkólá-kí] [- - - -] 'what are you doing?'

Little attention has been paid in this Synopsis to intonational matters. Perhaps the most important thing to remember from the above remarks on the subject is the contrast between the pitches [\] before [.], [~] before [,], [\] before [?] and [-] before [%] as realizations of final marked syllables.

3.0 Examples of the application of the rules

In the following pages, a skeleton paradigm is given for the seven principal tenses. This will facilitate comparison with the work of other writers, at the same time extending the coverage by including monosyllabic stems, stems with CVVCV, and object prefixes.

The paradigms are organized according to the following pattern:

aff. indic. Cl. 1	neg. indic. Cl. 1
aff. indic. Cl. 2	neg. indic. Cl. 2
aff. rel. Cl. 1	neg. rel. Cl. 1
aff. rel. Cl. 2	neg. rel. Cl. 2

Each form without object prefix is followed by one with the object prefix [gu], the two words being separated by a comma. Starred forms are predictions that need to be checked.

Tones shown are those before [+], except that a final marked syllable preceded by an unmarked syllable is written with [^]. This means that our data will show final [``] where other writers showed [^] because they used citation forms before [#]. See par. 46 (b).

3.1 Verb paradigm

Far Past Tense [a_]: MM/FM

(i.e. MM for all without object prefix,
FM for all with object prefix)

CV	yàsā , yàgúsā baásà , baágúsā	téyàsā , téyàgúsā tèbaásà , tèbaágúsā
	èyàsā , èyàgúsā àbaásà , àbaágúsā	àtaásà , àtaágúsā àbataásà , àbataágúsā
CVC	yàlyà , yàgúlyà baályà , baágúlyà	téyàlyà , téyàgúlyà tèbaályà , tèbaágúlyà
	eyàalyà , eyagúlyà abaáalyà , abaagúlyà	ataaalyà , ataagúlyà abataaalyà , abataagúlyà
CVCV	yaǵula , yaǵugúla baágula , baágugúla	teyagula , teyagugúla tèbaagula , tèbaagugúla
	eyagúla , eyagugúla abaagúla , abaagugúla	ataagúla , ataagugúla abataagúla , abataagugúla

The stems used in these examples are [.sā] 'grind', [.lyā] 'eat', [.gula] 'buy', [.laba] 'see', [.kweka] 'hide', [.leeta] 'bring'.

	yála <u>ba</u> , yágúla <u>ba</u> baála <u>ba</u> , baágúla <u>ba</u>	teyála <u>ba</u> , teyágúla <u>ba</u> tebaála <u>ba</u> , tebaágúla <u>ba</u>
	eyála <u>ba</u> , eyágúla <u>ba</u> abaála <u>ba</u> , abaágúla <u>ba</u>	ataála <u>ba</u> , ataágúla <u>ba</u> abataála <u>ba</u> , abataágúla <u>ba</u>
CVV р	yak <u>weka</u> , yaguk <u>weka</u> baak <u>weka</u> , baaguk <u>weka</u>	teyak <u>weka</u> , teyaguk <u>weka</u> tebaak <u>weka</u> , tebaaguk <u>weka</u>
	eyak <u>weka</u> , eyaguk <u>weka</u> abaak <u>weka</u> , abaaguk <u>weka</u>	ataak <u>weka</u> , ataaqu <u>weka</u> abataak <u>weka</u> , abataa <u>quweka</u>
	yale <u>eta</u> , yagule <u>eta</u> baale <u>eta</u> , baagule <u>eta</u>	teyale <u>eta</u> , teyagule <u>eta</u> tebaale <u>eta</u> , tebaagule <u>eta</u>
	eyale <u>eta</u> , eyagule <u>eta</u> abaale <u>eta</u> , abaagule <u>eta</u>	ataale <u>eta</u> , ataa <u>guleta</u> abataale <u>eta</u> , abataa <u>guleta</u>

Near Past Tense [a ye']: FX | MM

(i.e. FX for all affirmative, MM for all negative)

CV'	yáséddé, yágúseddé baaseddé, baaquseddé	teyáséddé, teyágúseddé tebaaseddé, tebaaquseddé
	eyaseddé, eyaguseddé abaaseddé, abaaguseddé	ataaseddé, ataaguseddé abataaseddé, abataaguseddé

<p>yáliidde , yágulíidde <u>baalidde</u> , <u>baaqulidde</u></p> <hr/> <p>eyálidde , eyágulidde <u>abaalidde</u> , <u>abaaqulidde</u></p>	<p>teyálidde , teyágulidde <u>tebaalidde</u> , <u>tebaaqulidde</u></p> <hr/> <p>ataálidde , ataagulidde <u>abataalidde</u> , <u>abataaqulidde</u></p>
<p>CVCV yáguze· , yáguguze· <u>baaguze·</u> , <u>baaquguze·</u></p> <hr/> <p>eyáguze· , eyaquguze· <u>abaaguze·</u> , <u>abaaaguguze·</u></p>	<p>teyáquze· , teyaququze· <u>tebaaquze·</u> , <u>tebaaqquze·</u></p> <hr/> <p>ataaquze· , ataagquuze· <u>abataaguze·</u> , <u>abataaguguze·</u></p>
<p>yálabye· , yágulabye· <u>baalabye·</u> , <u>baaqulabye·</u></p> <hr/> <p>eyálabye· , eyaqulabye· <u>abaalabye·</u> , <u>abaaqulabye·</u></p>	<p>teyálabye· , teyaqulabye· <u>tebaalabye·</u> , <u>tebaaqulabye·</u></p> <hr/> <p>ataalabye· , ataagulabye· <u>abataalabye·</u> , <u>abataaqulabye·</u></p>
<p>CVV руаквесе· , yaqukwese· <u>baakwese·</u> , <u>baaqukwese·</u></p> <hr/> <p>eyakwese· , eyaqukwese· <u>abaakwese·</u> , <u>abaaqukwese·</u></p>	<p>teyakwese· , teyaqukwese· <u>tebaakwese·</u> , <u>tebaaqukwese·</u></p> <hr/> <p>ataakwese· , ataagukwese· <u>abataakwese·</u> , <u>abataaqukwese·</u></p>

yaleese' , yaquleese'
baaleese' , baaguleese'

eyaleese' , eyaquleese'
abaaleese' , abaaguleese'

teyaleese' , teyaquleese'
tebaaleese' , tebaaguleese'

ataaleese' , ataaguleese'
abataaleese' , abataaguleese'

Perfective Tense: [-ye'] { FX
FM
FX } MX

(i.e. in affirmative indicative, unmarked class is FX,
marked is FM)

CV asedde , agusedde
basedde , bagusedde

asedde , agusedde
abasedde , abagusedde

tasedde , tagusedde
tebasedde , tebagusedde

atasedde , atagusedde
abatasedde , abatagusedde

alidde , agulidde
balidde , bagulidde

alidde , agulidde
abalidde , abagulidde

talidde , tagulidde
tebalidde , tebagulidde

atalidde , atagulidde
abatalidde , abatagulidde

CVCV	<u>aguze</u> , <u>aguguze</u> <u>baguze</u> , <u>baguguze</u>	<u>taguze</u> , <u>taguguze</u> <u>tebaguze</u> , <u>tebaguguze</u>
	<u>aguze</u> , <u>aguguze</u> <u>abaguze</u> , <u>abaguguze</u>	<u>ataguze</u> , <u>ataguguze</u> <u>abataguze</u> , <u>abataguguze</u>
	<u>alabye</u> , <u>agulabye</u> <u>balabye</u> , <u>bagulabye</u>	<u>talabye</u> , <u>tagulabye</u> <u>tebalabye</u> , <u>tebagulabye</u>
	<u>alabye</u> , <u>agulabye</u> <u>abalabye</u> , <u>abagulabye</u>	<u>atalabye</u> , <u>atagulabye</u> <u>abatalabye</u> , <u>abatagulabye</u>
CVCCV	<u>akwese</u> , <u>agukwese</u> <u>bakwese</u> , <u>bagukwese</u>	<u>takwese</u> , <u>tagukwese</u> <u>tebakwese</u> , <u>tebagukwese</u>
	<u>akwese</u> , <u>agukwese</u> <u>abakwese</u> , <u>abagukwese</u>	<u>atakwese</u> , <u>atagukwese</u> <u>abatakwese</u> , <u>abatagukwese</u>
	<u>aleese</u> , <u>aguleese</u> <u>baleese</u> , <u>baguleese</u>	<u>taleese</u> , <u>taguleese</u> <u>tebaleese</u> , <u>tebaguleese</u>
	<u>aleese</u> , <u>aguleese</u> <u>abaleese</u> , <u>abaguleese</u>	<u>ataleese</u> , <u>ataguleese</u> <u>abataleese</u> , <u>abataguleese</u>

Present Tense: FF FM

(i.e. FF for affirmative indicative,
FX for affirmative relative,
FM for all negative)

CV `ása· , águsa·
 basa· , bagusa·

ása· , águsa·
ábasa· , abágusa·

alya· , agulya·
balya· , bagulya·

alya· , águlya·
ábalya· , abágulya·

CVCV ágúla , águgúla
 bagúla , bagugúla

ágúla , agugúla
ábagúla , abágugúla

álaba , águlaba
balaba , bagulaba

alaba , águlaba
abalaba , bagulaba

tasa· , tagusa·
tebasa· , tebagusa·

atasa· , atágusa·
abatasa· , abatagusa·

talya· , tagulya·
tebalya· , tebagulya·

atalya· , atagulya·
abatalya· , abatagulya·

tagúla , tagugúla
tebagúla , tebagugúla

atágúla , atagugúla
abatágúla , abatagugúla

talaba , tagulaba
tebalaba , tebagulaba

atalaba , atagulaba
abatalaba , abatagulaba

CVV р CVVCV	akweka, agukweka <u>bakweka</u> , <u>bagukweka</u>	takweka, tagukweka <u>tebakweka</u> , <u>tebagukweka</u>
	akweka, agukweka <u>abakweka</u> , <u>abagukweka</u>	atakweka, atagukweka <u>abatakweka</u> , <u>abatagukweka</u>
	aleeta, aguleeta <u>baleeta</u> , <u>baguleeta</u>	taleeta, taguleeta <u>tebaleeta</u> , <u>tebaguleeta</u>
	aleeta, aguleeta <u>abaleeta</u> , <u>abaguleeta</u>	ataleeta, ataguleeta <u>abataleeta</u> , <u>abataguleeta</u>

<u>basesema</u> + omugaati	'they vomit bread'
<u>batandika</u> + omulimu	'they begin work'
<u>balaba</u> + omugaati	'they see bread'
<u>abatasesema</u> + mugaati	'those who don't vomit bread'

Near Future Tense [naa a] FF FM (i.e. FM for all except affirmative indicative)

(In form, these negatives are negative subjunctive)

CV	<u>anaasa</u> , <u>anaagusa</u>	<u>taase</u> , <u>taaguse</u>
	<u>banaasa</u> , <u>banaagusa</u>	<u>tebaase</u> , <u>tebaaguse</u>
	<u>anaasa</u> , <u>anaagusa</u>	<u>ataase</u> , <u>ataaguse</u>
	<u>abanaasa</u> , <u>abanaagusa</u>	<u>abataase</u> , <u>abataaguse</u>
	<u>anaalya</u> , <u>anaagulya</u>	<u>taalye</u> , <u>taagulye</u>
	<u>banaalya</u> , <u>banaagulya</u>	<u>tebaalye</u> , <u>tebaagulye</u>
	<u>anaalya</u> , <u>anaagulya</u>	<u>ataalye</u> , <u>ataagulye</u>
	<u>abanaalya</u> , <u>abanaagulya</u>	<u>abataalye</u> , <u>abataagulye</u>
CVCV	<u>anaagula</u> , <u>anaagugula</u>	<u>taagule</u> , <u>taagugule</u>
	<u>banaagula</u> , <u>banaagugula</u>	<u>tebaagule</u> , <u>tebaagugule</u>
	<u>anaagula</u> , <u>anaagugula</u>	<u>ataagule</u> , <u>ataagugule</u>
	<u>abanaagula</u> , <u>abanaagugula</u>	<u>abataagule</u> , <u>abataagugule</u>
	<u>anaalaba</u> , <u>anaagulaba</u>	<u>taalabe</u> , <u>taagulabe</u>
	<u>banaalaba</u> , <u>banaagulaba</u>	<u>tebaalabe</u> , <u>tebaagulabe</u>
	<u>anaalaba</u> , <u>anaagulaba</u>	<u>ataalabe</u> , <u>ataagulabe</u>
	<u>abanaalaba</u> , <u>abanaagulaba</u>	<u>abataalabe</u> , <u>abataagulabe</u>

CVVCV	<u>anaakweka</u> , <u>anaagukweka</u>	<u>taakweke</u> , <u>taagukweke</u>
	<u>banaakweka</u> , <u>banaagukweka</u>	<u>tebaakweke</u> , <u>tebaagukweke</u>
	<u>anaakweka</u> , <u>anaagukweka</u>	<u>ataakweke</u> , <u>ataagukweke</u>
	<u>abanaakweka</u> , <u>abanaagukweka</u>	<u>abataakweke</u> , <u>abataagukweke</u>
	<u>anaaleeta</u> , <u>anaaguleeta</u>	<u>taaleete</u> , <u>taaguleete</u>
	<u>banaaleeta</u> , <u>banaaguleeta</u>	<u>tebaaleete</u> , <u>tebaaguleete</u>
	<u>anaaleeta</u> , <u>anaaguleeta</u>	<u>ataaleete</u> , <u>ataaguleete</u>
	<u>abanaaleeta</u> , <u>abanaaguleeta</u>	<u>abataaleete</u> , <u>abataaguleete</u>
General Future Tense [li]		-FF FF FX
(i.e. unmarked class has juncture but no word boundary in affirmative indicative and in all negative)		
CV:	<u>ali-sa'</u> , <u>ali-gusa'</u>	<u>tali-sa'</u> , <u>tali-gusa'</u>
	<u>bali-sa'</u> , <u>bali-gusa'</u>	<u>tebali-sa'</u> , <u>tebali-gusa'</u>
	<u>alisa'</u> , <u>aligusa'</u>	<u>atali-sa'</u> , <u>atali-gusa'</u>
	<u>abalisa'</u> , <u>abaligusa'</u>	<u>abatali-sa'</u> , <u>abatali-gusa'</u>
	<u>alirya'</u> , <u>aligulya'</u>	<u>talirya'</u> , <u>taligulya'</u>
	<u>balirya'</u> , <u>baligulya'</u>	<u>tebalirya'</u> , <u>tebaligulya'</u>
	<u>alirya'</u> , <u>aligulya'</u>	<u>at'alirya'</u> , <u>at'aligulya'</u>
	<u>abalirya'</u> , <u>abaligulya'</u>	<u>abatalirya'</u> , <u>abataligulya'</u>

CVCV: ali-gúla , ali-gugúla
báli-gúla , báli-gugúla

aligúla , aligugúla
abáligúla , abáligugúla

alíraba , alígulaba
balíraba , balígulaba

alíraba , alígulaba
abálíraba , abálígulaba

CVVCV: ali-kweka , ali-gukweka
báli-kweka , báli-gukweka
alíkweka alígukweka
abálikweka , abáligukweka

alíreeta , alíguleeta
balíreeta , balíguleeta
alíreeta , alíguleeta
abálíreeta , abáliguleeta

táli-gúla , táli-gugúla
tébáli-gúla , tébáli-gugúla

atalí-gúla , atáli-gugúla
abatalí-gúla , abatalí-gugúla

talíraba , talígulaba
tebalíraba , tebalígulaba

atalíraba , atáligulaba
abatalíraba , abatalígulaba

táli-kweka , táli-gukweka
tébáli-kweka , tébáli-gukweka
atáli-kweka , atáli-gukweka
abatalí-kweka , abatalí-gukweka

talíreeta , talíguleeta
tebalíreeta , tebalíguleeta
atalíreeta , atáliguleeta
abatalíreeta , abatalíguleeta

cf. longer stems:

abatalitandíka (neg. rel. marked class)

abálítandíka (aff. rel. marked class)

Subjunctive: [e] M/FM

(i.e final marked syllable for forms without object prefix; FM for forms with object prefix; all subject prefixes are unmarked)

CV àsē, àgusē

basē, bagusē

alyē, agulyē

balyē, bagulyē

agulē, agugulē

bagulē, bagugulē

alabē, agulabē

balabē, bagulabē

akwekē, agukwekē

bakwekē, bagukwekē

aleetē, aguleetē

baleetē, baguleetē

Comments by an instructor who had used these lessons:

If I met a foreigner, I would perhaps ask him his name and where he comes from. If he responded in a language which is unintelligible to me, I would let him know that I did not understand him. He might perhaps talk to me in another language which I might understand a little. I would let him know that I was not good at that language either, but that we should keep talking, using simple constructions. We might refer to our respective countries and cities and mention geographical directions and locations. We might even want to talk about the various types of greetings in that language. While we're talking, I might notice his beautiful watch and clean clothes. Our conversation then might shift to time, clothes and school.

If, after a while, I found my friend to be pleasant, and if he still had time, I might ask him to teach me some of that language. We could start off with the tenses, relatives, imperatives, passive and active voice and work down into the meat of the language, carefully watching the tender areas of prefixes, infixes and suffixes and noting how they affect meaning and concord.

My friend and I have actually been following the pattern of this book. To get the best results out of this book, one should not hurry through it. Instructors tend to get bored faster than the students during drilling time, and as a result, they cover more ground at a time than they should. Stay longer. Drill the exercise once or twice more. Be patient with the students and do not waste your time and theirs, trying to answer questions and explaining things. Act, stay alive and demand attention. Do not let the students murder the tones or pull you off the track. Many Baganda can comfortably carry on a conversation with minimal lip movement. The instructor should exaggerate the tones and the lip and tongue movements.

However, we can only advise the instructor and the student to do so much; the real decision is theirs. There is plenty of room for flexibility in this book. If both the instructor and the student make a good decision, they are in for excitement--the excitement of being able to communicate well in a common language which is really the beginning of sharing with each other and knowing and understanding each other.

LESSON 1

1. Say each of these aloud and demonstrate its meaning without using English.

nze

ggwe

ani?

When the students can understand these three words, and pronounce them well,

2. Point to yourself and give your own name.
3. Point to the students and give their names if you know them. If you don't know their names, try saying 'John? Peter? Edward?' or 'Mary? Susan? Alice?' until they give their own real names.
4. Point to yourself and say three or four times:

Erinnya lyange / nze # ____. (Use your own name.)

5. Have each student say:

Erinnya lyange / nze # ____.

Go around the class in this way three or four times. Be very strict about pronunciation. European students are likely to miss the double [nn], to say *[enze] instead of [nze], and to make their voices go up or down in the wrong places.

6. Ask one of the students:

Erinnya lyo / ggw'ani?

He will not understand the question at first. In fact, he may not even realize that it is a question. Repeat it two or three times, and then make him say the question aloud to you. When he does so, reply immediately with [Erinnya lyange / nze # ____] Then ask him the question again, and have him reply to it, using his own name.

(This technique can be used again and again:
Ask a student a question that he cannot understand. Have him repeat the question aloud, and answer him in a way that he can understand. In this way, he will become able to understand and use the question.)

- #. Continue asking the students their names.
8. Have the students ask you your name.
9. Have the students ask each other their names.

To the student: The phrase [Ggw'aniŋ] is a contraction of [Ggwe # aniŋ]. This accounts for its pitch pattern: [. \ -].

Summary

Erinnya_lyo / ggw'aniŋ
Erinnya_lyange / nze # _____.

In addition to the letters which spell the Luganda words and sentences, you will find a number of other symbols: diacritics [' ` ^], underlining, junctures [- + / #], and extra vowel length [.]. These symbols are explained and practiced in the Pretraining Program, and are discussed also in the Synopsis at the beginning of this book. For the time being, however, don't worry about them. Concentrate on sounding as much like the instructor as you can. Pay special attention to how his voice rises and falls. Notice also that some consonants like [nnny] last about twice as long as others. These are written double. Some vowels also last longer than others. For more information on pronunciation see Ashton, Chapter 1; Chesswas, Appendix 1.

Certain features of the glossary need explaining. An abbreviation such as LI-MA in () after a noun stands for the concordial class of the noun. The symbols [.] in [e.ri.nnya] stand for boundaries between various parts into which the word may be analyzed. These [.] have nothing to do with pronunciation. The symbol [.] as in [.lyo] means that the component [lyo] cannot stand by itself, but is pronounced as a part of the preceding word.

Glossary:

nze	I
ggwe	you (sg.)
e. <u>ri.</u> nnya (LI-MA)	name
ani <u>?</u>	who?
.(ly) <u>o</u>	your (sg.)
.(ly) <u>ange</u>	my

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

LESSON 2

1. Point to yourself and say [omuntu]. Point to each student and say [omuntu]. Have the students repeat it after you. Be very strict with their pronunciation. European students are likely to make the [o] at the beginning of the word too short. They may also make their voices go down on [ntu], when they should keep them up.
2. Put one student off by himself. Stand near the rest of the class, point to the student, and say [omuntu # ono]. Have the students say it after you. Again, be strict with their pronunciation.
3. For pronunciation practice, have the students repeat after you [ly'o-muntu # ono]. (Some of them may notice that the tone is different from the tone of [omuntu # ono].)
4. Point to one of the students and say:

Erinnya ly'o-muntu # ono / ye ____.

Have the students repeat it until they can all say it easily and correctly.

5. Ask the question:

Erinnya ly'o-muntu # ono / y'aniz

Have the students answer it. If they don't understand it at first, have one of them repeat the question aloud to you, and you answer it.

6. Have the students ask you the question about their fellow students. Answer them accurately and enthusiastically.
7. Have the students question and answer each other.
8. Speak to one of the students. Say:

Erinnya lyange / nze # ____.

Erinnya lyo / ggwe # ____.

Erinnya ly'o-muntu # ono / ye ____.

Have all the students do the same thing.

9. Speak to another student. Ask:

Erinnya lyange / nze # ani?

Erinnya lyo / ggw'ani?

Erinnya ly'o-muntu # ono / y'ani?

Have him answer you. Then have all the students do the same.

10. Teach the students to answer [Erinnya ly'o-muntu # ono / y'ani?] by saying simply [Erinnya lye / ye ____.]

Summary:

Erinnya ly'o-muntu # ono / y'ani?

Erinnya { ly'o-muntu # ono } / ye ____.
 lye

The juncture symbols were introduced in the Pretraining Program. The juncture [/] is used between the subject of the sentence and the subject copula [ye'], which takes the place of the verb. See Synopsis, par. 38. The Unmarked Sequence Rule (USR, Synopsis par. 45) does not operate before [/].

For more on the subject copula see Ashton, index under '-E particle as copula'; Chesswas, par. 33; Synopsis par. 42.

Concerning the series of pronouns that includes [nze] 'I, me', see Ashton, p. 101-3; Chesswas, par. 2.

Glossary:

o.no	this (person)
o.mu.ntu (MU-BA)	person
.(ly) <u>e</u>	his, her

LESSON 3

1. Have the students repeat after you [okuva]. They will wonder what it means, but don't go on to Step 2 until their pronunciation is excellent. European students will probably make the [o] too short, and cut off the [va] too soon.

2. Point to yourself and say:

Nze / nva· mu Uganda.

Say this several times, but don't have the students repeat it after you.

3. Sit down with the students, and pretend that you are one of them. Change your voice and say:

Nze / nva· mu (A-méreka).

(If the students are not Americans, you will of course use the name of their country.)

Have the students repeat after you:

Nze / nva· mu A-mereka.

4. Ask one student:

Ggwe / ova·wa%

Have him answer you. Repeat with each student.

5. Have the students ask this question of you and of each other.

6. Point to individual students. Ask:

Omuntu # ono / ava·wa%

Students may reply simply:

Ava· ____.

7. Do the same with:

Nva ·wa%

8. SUBSTITUTION-CORRELATION DRILL

(This is a mechanical exercise. Its purpose is to help the students get used to using [nva, ova, ava] in the right way.)

Say: [Nze / nva·waʔ] and have a student repeat it after you. Then say [ggwe]. The same student should now say [Ggwe/ ova·waʔ]. Then say [omuntu # ono]. The student should say [Omuntu # ono / ava·waʔ]. Repeat the process until the class begins to tire of it.

9. Reverse the drill of Step 8. Say [Ava·waʔ]. The student says [Omuntu # ono / ava·waʔ]. Say [Nva·waʔ]. The student says [Nze/nva·waʔ], and so on.

Summary:

(Ggwe) / ova·waʔ
(Nze) / nva· mu _____.
Omuntu # ono / ava·waʔ
Ye / ava· mu _____.
_____.
_____.

The subject prefixes, such as [n] in [nva·], see Ashton, index under 'subject prefix'; Chesswas, par. 5. The subject prefixes [n], [o], [a], [e] consist of one sound apiece, and are usually unmarked tonally (see Synopsis, par. 5.27), and all other subject prefixes are usually marked.

The vowel of the stem [va·] 'go or come from' is long before [waʔ] 'where?', but short elsewhere. This is because [waʔ] is pronounced as though it were part of the word that precedes it. The extra length written [.] is lost before a word boundary. See Synopsis, par. 11.

The word [A-mereka] is normally written without a hyphen. For the meaning of the hyphen in this word, see Synopsis, par. 35.

In the glossary, [.] in [.va·] means that [va·] is a word component which must have one or more prefixes before it. (.vudde) is the 'modified', or 'perfective' stem. You may ignore perfective stems for the time being.

Glossary:

<u>ye</u>	he, she
.va' (.vudde)	come or go from
<u>wa?</u>	where?
mu	in

NOTE: The personal prefixes [n-] 'I', [o-] 'you (sg.)' and [a-] 'he, she' stand for the subject of the verb.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

LESSON 4

0. Have each student bring one or two pictures of people to class. Each student knows the names of the people in his own pictures, but not the names of the people in other student's pictures. Also, bring to class a few newspaper pictures of well-known people.
1. Teach the students to pronounce [Simanyi.]
2. Take one of the pictures brought in by one of the students. Show it to another student and ask:

Erinnya ly'o-muntu # ono / y'ani?

Have him reply [Simanyi.]

Repeat this with each student. At this time, the students do not need to understand how this word is put together.

3. Ask each student the names of the people in his pictures.
4. Have the students ask and answer one another about the names of the people in the pictures.
5. Ask questions about where individual persons in the pictures are from. Have the students answer.
6. Have the students ask and answer one another about where the people in the pictures are from.
7. Use the newspaper pictures as in Steps 3-6.

For example: (using a picture that Student B brought):

Teacher (asks A): Erinnya ly'omuntu ono y'ani?

A : Simanyi. Erinnya lye y'ani?

Teacher (to A): Simanyi. (to B) Erinnya ly'omuntu ono y'ani?

B : Erinnya lye ye _____.

Teacher (to B): Omuntu ono ava wa?

B:: Ava mu _____.

Summary:

This lesson provides a review of what was in Lessons 1-3, and also introduces the useful expression:

Simanyi. 'I don't know.'

The prefix [si] is a negative subject prefix, for first person singular. Now is not the time, however, to explore the negative tenses.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaqa; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaqa; musanvu; munaana'; mwenda'; kkumi.

LESSON 5

1. Teach the students to pronounce:

Yee.

Nedda.

2. Ask one student if his name is _____. Use his right name.
Have him reply:

Yee.

Repeat the process with all students.

3. Ask one student if his name is _____. Use the wrong name.
Have him reply:

Nedda.

Repeat this with each student.

4. Proceed as in Steps 2 and 3. Sometimes use the right name, and sometimes the wrong name. Students must choose between [Yee.] and [Nedda.].

5. Teach the students to pronounce:

ssi.

6. Get the students to ask you whether your name is _____. As soon as someone asks the wrong name, reply:

Nedda, erinnya lyange / ssi + nze # _____.

Teach the students to pronounce this sentence.

7. Ask the students about their names. They should reply either:

Yee, erinnya lyange / nze # _____.

or: Nedda, erinnya lyange / ssi + nze _____.

Erinnya lyange / nze # _____.

8. Ask:

Erinnya lyange / nze # _____?

or: Erinnya ly'o-muntu # ono / ye _____?

Use both right and wrong names, so that the students will have to use both affirmative and negative answers.

9. Have the students question you and each other in the same ways.

Summary:

Erinnya <u>lyo</u> / ggwe _____?
{ Nedda, erinnya <u>lyange</u> / ssi + nze _____.
Yee, erinnya <u>lyange</u> / nze _____.
Erinnya ly' <u>o</u> -muntu # ono / ye _____?
{ Nedda, erinnya <u>lye</u> / ssi + ye _____.
Yee, erinnya <u>lye</u> / ye _____.

The trickiest part of this lesson is getting the yes-no questions to sound right. This was taken up in the Pretraining Program (Section G), and is also mentioned in the Synopsis, par. 48.

Glossary:

yee	yes
nedda	no
ssi +	(is or are) not

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaqa; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

LESSON 6

1. Teach the students to pronounce:

Wangi.

2. Get one of the students to call your name. When he does so, reply [Wangi.].
3. Call the names of the students. Each will reply with [Wangi.]
4. The students should call and reply to each other.
5. Go back to [Wangi.], and have the students repeat it after you.
6. Have one of the students ask you a question. Reply [Wangi.] and look as though you didn't understand. Make the same student ask the same question again. When he does so, answer it immediately.
7. Ask a familiar question, but very rapidly. Have a student reply [Wangi.]. Then repeat the same question slowly and clearly.
8. Ask a familiar question in unfamiliar words.

For example: [Omukazi ono wa mu nsi ki?]. When the student says [Wangi.], repeat the question in its familiar form: [Omuntu # ono / ava·wa?]

Summary:

This lesson teaches the single word:

Wangi.

both as the response to a call, and as a request to have something repeated.

There is some difference of opinion about when to use [wangi]. Your instructor may want to suggest other expressions for one or both of the uses of this word.

LESSON 7

1. Teach the students to pronounce:

Ntegedde.

2. Say just [N-] and have them reply with the whole word [Ntegedde.]. Be sure that their voices go up and down in the right places.

3. Teach the students to pronounce:

Sitegedde.

Notice that the melody of [Sitegedde.] is different from that of [Ntegedde.].

4. Say just [Si-] and have the students reply with the whole word [Sitegedde.]. Say just [N-] and have them reply [Ntegedde.]. Proceed like this, making sure that they can pronounce both words with the correct melodies.
5. Say something to a student that you are sure he understands. Immediately ask twice [Otegedde?]. Have him reply [Yee, ntegedde.] Repeat this with all students.
6. Say something to a student that he cannot possibly understand. Immediately ask twice [Otegedde?], and have him reply [Nedda, sitegedde.] Repeat this with all students.

Summary:

This lesson teaches the student to use the very practical expressions:

Ntegedde. I have understood.

Sitegedde. I have not understood.

and to respond to the question:

Otegedde? Have you understood?

The two words introduced in this lesson are examples of the affirmative and negative perfective tense. This is not the place to try to produce perfective tense forms other than these two. Notice, however, that they are different from one another in tone.

A more literal translation of these two words would be 'I have understood' and 'I have not understood'.

Glossary:

.tegeera (.tegedde) understand

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

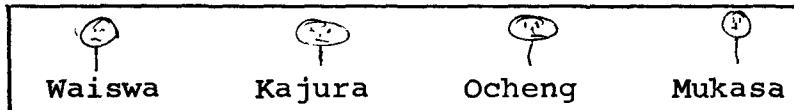
- A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

LESSON 8

1. Teach the students to pronounce:

Ooo! Bwe kiri?

2. If you have blackboard, draw four very rough pictures, and put the following names under them:



3. Have the students ask where the four men are from. Reply:

Waiswa / ava mu Busoga.

Kajura / ava mu Bunyoro.

Ocheng / ava mu Acholi.

Mukasa / ava mu Buganda.

After you make each statement, have the students reply [Ooo! Bwe kiri?], and you say [Yee, bwe kiri.] (The purpose of this is to have the student show that he knows you have made a statement, and not asked a question.)

4. Now, ask these four questions:

Waiswa / ava mu Busoga?

Kajura / ava mu Bunyoro?

Ocheng / ava mu Acholi?

Mukasa / ava mu Buganda?

Students should reply:

Yee, ava mu ____.

(The purpose of this is to have the students show that they know you have asked a question.)

5. Combine Steps 3 and 4. The student must recognize whether you are asking a question, or making a statement. If he thinks it is a question, he will reply [Yee.], but if he thinks it is a statement, he will reply [Ooo! Bwe kiri?], and you will say [Yee, bwe kiri.]

6. Teach the students to make the difference between statements and questions, using these four sentences.
7. Extend this kind of practice to include statements and questions about the names of the students and where they are from.

Ooo! Bwe kiri? Oh, is that so?

Here again, as in Lesson 5, the point to watch is the difference in intonation between statements and yes-no questions. Review Section of the Pretraining Program.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ittaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

LESSON 9

1. Spend a few minutes on revision of [Nva _____.]
2. Say several times: [Siva']. Then let the students repeat it after you.
3. Choose the name of a country that none of the students is from. Say:

Nva mu Uganda; siva' + mu Kkongo.

Have the students say it after you until they can say it right.

4. Ask: [Ova mu Kkongo?] Students should reply:
[Nedda, siva' + mu Kkongo.].
5. Say several times: [Tova']. Then let the students repeat it after you.
6. Have a student say [Nva mu Kkongo.] As soon as he does so, say [Nedda, tova' + mu Kkongo; ova mu _____.]
7. Ask: [Nva mu Kkongo?]. Students should reply:
[Nedda, tova' + mu Kkongo; ova mu Uganda.].
8. Say several times [Tava']. Then let the students say it after you.
9. Point to a student. Say to the rest of the students [ava mu Kkongo?] Have them repeat the question after you. Then you reply:
[Nedda, tava' + mu Kkongo; ava mu _____.]
10. Ask various questions that include [siva'], [tova'] or [tava']. Have the students reply either affirmatively or negatively.
11. Have the students ask questions of you and of each other.
12. Try to bring in the words [nze, ggwe, omuntu # ono] that were used in earlier lessons.

Summary:

This lesson introduces three negative present tense forms of [-va']:

<u>siva'</u>	I don't come from
<u>tova'</u>	you (sg.) don't come from
<u>tava'</u>	he/she doesn't come from

The negative tenses are described in Ashton p. 128 and elsewhere; Chesswas, par. 85-6; the tonal pattern is found in the Synopsis, par. 31, and in the paradigms that are included at the end of the Synopsis. Remember that a form like sivâ' has a short last vowel whenever it is followed by a word boundary.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amasereneta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

LESSON 10

1. Say several times [ekibuga]. Then have the students repeat it after you.
2. Do the same thing with [ensi'].
3. Say [Kampala / kibuga.], [New York / kibuga.]. Have the students repeat these after you.
4. Have the students ask you [Uganda / kibuga?]. Reply:
[Nedda, Uganda / ssi + kibuga; nsi'.]
5. Ask [____ kibuga?]. Students reply:
[Nedda, ____ ssi + kibuga; nsi'.]
Do this with the names of several cities.
6. Ask [____ nsi'?]. Students reply either:
[Yee, ____ nsi'.] or [Nedda, ssi + nsi'; kibuga.].
Do this with the names of several countries.
7. Use a simple map of Uganda. You may want to draw one on the blackboard if you have one. Point to the various cities and districts. As you point to each one, say [Bunyoro / nsi'.], [Soroti / kibuga.], etc. Have the students repeat these sentences after you.
8. Ask questions about the map: [Teso / kibuga?], [Mbarara / kibuga?], [Kampala / nsi'?]. etc. Have the students reply either affirmatively or negatively.
9. Have the students ask questions of you and of each other concerning the map of Uganda.
10. Use questions with [oba]: [Ankole / nsi', oba/ kibuga?], etc.

To the student: The place name [Teso] is pronounced [Tteeso], and [Mbarara] by ordinary Luganda spelling rules would be [Mbalala].

This lesson introduces nouns without initial vowels, in the sense of '_____ is a ____'. These nouns take the place of the main verb in the sentence. See Ashton, p. 37, and Section B in the Pretraining Program.

Glossary:

e.n.si'	(N)	country, district, territory
e.ki.buga	(KI-BI)	city, town
oba		or

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amasereneta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

Optional vocabulary:

In teaching these lessons, it is important to keep the new vocabulary and the new points of grammar in balance with one another. If the grammar comes too fast and there is only a little vocabulary, the student may feel that he is learning to say everything about nothing. If the vocabulary comes too fast and the grammar is not brought in systematically, the student will feel that he can say nothing about everything.

In the 'lessons' of this course, the emphasis is very much on the series of grammatical points that are introduced. In order to keep the lessons interesting, most teachers will want to introduce some extra vocabulary beyond what is in the 'lessons' themselves. In that case, we suggest that the teacher choose one or more 'situations', and present vocabulary that relates to those situations. Choose only enough situations to keep your class interested. Too much vocabulary at once may confuse them. At the same time, we strongly urge the teacher to stay within the grammatical points that have already been introduced in the 'lessons'.

SCHOOL: Names of actors:

Ani oyo? Who is that?

Using pictures, or assigning students to play imaginary roles, teach the vocabulary for other kinds of people that may be found at school.

Mukulu wa ssomero.	It's the headmaster.
Musomesa.	It's a teacher.
Mugenyi.	It's a visitor.
Muzadde.	It's a parent.
Muyizi.	It's a student.

Use these expressions in answering the question [Ani oyo?].

PUBLIC TRANSPORT: Names of Actors:

Teach the following answers to [Ani oyo?]:
Use pictures, or assign imaginary roles to students.
Have students sit or stand in front of the class in positions that fit these roles.

Muvuzi wa bbaasi.	He's a bus driver.
Mutunzi wa tikiti.	He's a ticket seller.
Musaabaze.	He's a passenger.
Kondakita.	He's a conductor.
Musirikale.	He's a policeman.
(Tani boyi.)	He's a tani boyi.

FOOD: Names of Actors:

Teach the following answers to [Ani oyo?].
Use pictures, or assign imaginary roles to students.
Have each student pantomime his role.

Mufumbi.	He's a cook (amateur or professional).
Mpisi.	He's a cook (professional).
Mugabuzi.	He/she is a waiter/waitress.
Mukinjaaje.	He's a butcher.
Muka nnyinimu.	She's a housewife.

¹Tani boyi is a man who rides on the bus and helps with loading and unloading luggage; he also helps with maintenance of the bus.

CLOTHING: Names of Actors.

Teach the following answers to [Ani oyo?].
Use pictures, or assign imaginary roles to students.
Have each student pantomime his role.

Musuubuzi.	He's a merchant.
Mutunzi wa ngoye.	He's a tailor.
Mwozi wa ngoye.	He's a laundryman.
Muguzi.	He's a customer / buyer.

HOSPITAL: Names of actors.

Teach the following answers to [Ani oyo?].
Use pictures, or assign imaginary roles to students.
Have each student pantomime his role.

Musawo.	He's a doctor.
Mujjanjabi.	He's a nurse.
Mulwadde.	He's a patient.
Musawo w'amannyao.	He's a dentist.

LESSON 11

1. Give the students practice in pronouncing:

mu maserengeta

mu mambuka

mu buvanjuba

mu bugwanjuba

2. Demonstrate the meanings by pointing to a map. Then have the students give the correct phrases as you point. Be sure their voices go up and down at the right times.

3. Have a student go to the map and point as he says the four phrases aloud. Let all students do this.

4. Give the students practice in pronouncing:

mu maserengeta ga Uganda

mu mambuka ga Uganda

mu buvanjuba bwa Uganda

mu bugwanjuba bwa Uganda

5. SUBSTITUTION-CORRELATION DRILL

(You give one of the directions ([mu mambuka]). The student replies [mu mambuka ga Uganda]. In this way, he gets used to using [ga] after [maserengeta] and [mambuka], and [bwa] after [buvanjuba] and [bugwanjuba].)

6. Let the students look at a simple map of Uganda. Point to the map and teach them to say:

Gulu / kiri mu mambuka ga Uganda.

Fort Portal / kiri mu bugwanjuba bwa Uganda.

Mbale / kiri mu buvanjuba bwa Uganda.

Masaka / kiri mu maserengeta ga Uganda.

Do the same with the towns Tororo, Jinja, Entebbe, Kampala, Masindi, Soroti, Lira, Kabale, and any others that you wish to add.

7. Teach the students to ask the question [Mbale kiri mu bukiika+ki obwa Uganda?]. This is a long question, so teach it in the following stages:

- a. obuki_{iika}
- b. buki_{iika}'+ki?
- c. mu buki_{iika}'+ki?
- d. mu buki_{iika}'+ ki + obwa Uganda?
- e. Kiri mu buki_{iika}'+ki + obwa Uganda?
- f. Mbale / kiri mu buki_{iika}'+ki + obwa Uganda?

8. Practice asking and answering questions like the one in Step 7.
9. When a student tells you where a particular city is, pretend you didn't understand him. Say [Mu buki_{iika}+ki?], and have him repeat the direction.

Summary:

(Mbarara) / kiri mu buki_{iika}'+ki + obwa Uganda?
 'What part ('direction') of Uganda is (Mbarara) in?'

Kiri mu (maserengeta) (g)a Uganda.
 'It is in the (south) of Uganda.'

This lesson illustrates concordial agreement: [ga] after [maserengeta], but [bwa] after [buwanjuba]. The connective element [a] in these two words is more or less possessive in meaning. More precisely, this element is [.ā]; that is, it is followed by [-], but not by word boundary, and is basically long. See Synopsis, par. 40 for the tonal details. For other matters relating to the connective, see Ashton, index under '-A of relationship'; Chesswas, par. 25 etc. and under 'possessive' in the folding chart at the end of the book.

Glossary:

a.mambuka	(MA)	north
a.ma.serengeta	(MA)	south
e.bu.va.njuba	(BU)	east
e.bu.gwa.njuba	(BU)	west
o.bu.kiika'	(BU)	side, direction
.a.		(linking element) of

Sample of free conversation:

A: Erinnya lyo ggw'ani? Ggwe
Kamya?

What's your name? Are you
Kamya?

B: Nedda ssi nze Kamya, nze
Mukasa.

No, I am not Kamya, I am
Mukasa.

A: Ova wa?

Where do you come from?

B: Nva Kkongo.

I come from the Congo.

A: Oli musomesa, muyizi, musawo
oba musirikale?

Are you a teacher, a student,
a doctor or a policeman?

B: Ndi musuubuzi.

I am a merchant.

A: Ooo, bwe kiri?

Is that so?

B: Yee, bwe kiri.

Yes, it is so.

LESSON 12

1. Teach the students to pronounce:

Buganda	Tteeso (Teso)
Bunyoro	Acholi
Busoga	Láñjó (Lango)
Bugisu	Ankole
Kigezi	Ttooro (Toro)

2. Have a student ask you [Bunyoro / kibuga?]

Reply: [Nedda, Bunyoro / ssi + kibuga; nsi'.]

3. Give the names of the districts of Uganda, such as Kigezi. Students should reply [Kigezi / nsí'.]

4. Give the names of cities and districts. In each case, the student must decide whether to say: [_____ nsi'.] or [_____ kibuga.]

5. Ask [_____ kibuga, oba / nsí'?).

6. Teach the students to say:

Kigezi / eri mu maserengeta ga Uganda.

Bugisu / eri mu buwanjuba bwa Uganda.

etc.

7. Give names of cities and districts. Students reply:

[_____ eri mu _____] or [_____ kiri mu _____], depending on whether you have named a district or a city.

8. Students take turns asking you and one another about the locations of towns and districts in Uganda.

9. Ask questions about the locations of towns. This time, the student's answer must be in two parts.

For example: Q. Masindi / kiri ludda+wa?

A. Masindi / kiri mu Bunyoro.

Bunyoro / eri mu bugwanjuba bwa Uganda.

Summary:

Mbarara / kibuga, oba / nsi?
'Is Mbarara a town, or a district?'

Kibuga.
'It is a town.'

Kiri-wa?
'Where is it?'

Kiri mu Ankole.
'It's in Ankole.'

Ankole / eri mu bukiika + ki + obwa Uganda?
'What part ('direction') of Uganda is Ankole in?'

Eri mu bugwanjuba.
'It's in the west.'

Two more of the concord classes are introduced here. Their subject prefixes are [ki] and [e]. Concerning concord classes, see Ashton, p. 23-4; On subject prefixes, see Ashton, p. 32 and corresponding parts of the chapters on other classes; Chesswas, par. 17 and corresponding parts of chapters on other classes; also the folding chart at the end of Chesswas.

If the class begins to get tired of what it is doing, take one or two minutes to teach them to recite one of the following groups of words. Do not try to teach the meanings of these words at this time.

- A. ebuvanjuba; ebugwanjuba; amambuka; amasereneta.
- B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
- C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.

Optional Vocabulary: THINGS

In the vocabulary supplement that followed Lesson 10, you chose one or more of the following situations: School, Public Transport, Food, Clothing, Health. You introduced the names of people who are active in those situations.

Here, you may introduce the names of things that one might see or use in the same situations that you treated after Lesson 10. The key question is [Kino kiki?] 'What is this?'

SCHOOL: Things

Teach the following answers to [Kino kiki?]. .

Use pictures or real objects.

Have the students point to or touch each object as they talk about it.

Kitabo.

It's a book.

Kkalaamu.

It's a pencil.

Mmeeza.

It's a table.

Lubaawo (oluwandiikibwako).

It's a blackboard.

Ntebe.

It's a chair.

etc.

Have the students question and answer one another, using the question [Kino kiki?]

PUBLIC TRANSPORT: Things

Teach the following answers to [Kino kiki?].

Use pictures or real objects.

Have the students point to or touch each object as they talk about it.

Bbaasi.

It's a bus.

Tikitii.

It's a ticket.

Ssanduuko.

It's a suitcase.

etc.

Have the students question and answer one another, using the question [Kino kiki?].

CLOTHING: Things

Teach the following answers to [Kino kiki?].

Use pictures or real objects.

Have the students point to or touch each object as they talk about it.

Lugoye.	It's cloth.
Kiteeteeyi.	It's a dress.
Kkooti.	It's a jacket.
Mpale mpanvu.	It's a pair of trousers.
Ssaati.	It's a shirt.
	etc.

Have the students question and answer one another, using the question [Kino kiki?].

HOSPITAL: Things

Teach the following answers to [Kino kiki?].

Use pictures or real objects.

Have the students point to or touch each object as they talk about it.

Ddagala.	It's medicine.
Ambulensi.	It's an ambulance.
Mpiso.	It's an injection.
Kitanda.	It's a bed.
	etc.

Have the students question and answer one another, using the question [Kino kiki?].

FOOD: Things

Teach the following answers to [Kino kiki?].

Use pictures or real objects.

Have the students point to or touch each object as they talk about it.

Mmere.	It's mmere (carbohydrate foods).
Nva.	It's nva (anything eaten with mmere).
Mazzi.	It's water.
Mata.	It's milk.
Munnyo.	It's salt.
Ssukaali.	It's sugar.
Kijiiko.	It's a spoon.
Kaso.	It's a knife.
Ssowaani.	It's a plate.
Wuuma.	It's a fork.
etc.	

Have the students question and answer one another, using the question [Kino kiki?].

LESSON 13

1. Have a student ask you [Kampala / kiri mu Bunyoro?].

Reply: [Nedda, Kampala / tekiri + mu Bunyoro, naye / kiri mu Buganda.].

Give a few more examples of this kind.

2. The sentence in Step 1 is long. Give pronunciation practice one step at a time:

- a. mu Buganda.
- b. Kiri mu Buganda.
- c. Naye / kiri mu Buganda.
- d. Teki-ri + mu Bunyoro, naye / kiri mu Buganda.
- e. Kampala / teki-ri + mu Bunyoro, naye / kiri mu Buganda.

3. Have a student ask you [Kigezi / eri mu Kkongo?]

Reply: [Nedda, Kigezi / te-ri mu Kkongo, naye / eri mu Uganda.]
Give a few more examples of this kind.

4. The sentence in Step 3 is long. Teach the students to pronounce it one part at a time, as you did in Step 2.

5. Ask questions like [Tororo / kiri mu maserengeta ga Uganda?]
Students should answer affirmatively or negatively, whichever is correct.

6. Students ask these questions of you and of each other.

NB Some speakers will prefer to omit [naye] in sentences of this kind.

Summary:

Masaka / kiri mu Busoga?
'Is Masaka in Busoga?'

Nedda, teki-ri + mu Busoga, naye / kiri mu Buganda.
'No, it isn't in Busoga, (but) it's in Buganda.'

Buganda / eri mu Kkongo?
'Is Buganda in the Congo?'

Nedda, te-ri+mu Kkongo, naye / eri mu Uganda.
'No, it isn't in the Congo, (but) it's in Uganda.'

This lesson illustrates use of subject prefixes for inanimate noun classes, affirmative and negative.

Glossary:

naye / 'but'

Optional Vocabulary: LOCATIONS

Here, in the same situations that you chose after Lessons 10 and 12, you may introduce expressions that stand for locations. The key question is [_____ ludda wa?] 'Where is the _____?'

SCHOOL: Locations.

Introduce answers to [Omusomesa ali ludda wa?]. 'Where is the teacher?'

Ali mu kisenge kye.	He's in his room.
Ali mu kibiina.	He's in class.
Ali mu ofiisi.	He's in the office.
Ali mu lukiiko.	He's at the meeting.

Ask the students [Nze ndi ludda wa?] 'where am I?' and [Ggwe oli ludda wa?] 'where are you?' Have them move from one location to another during this drill. Finally, have them question and answer each other.

Introduce answers to [Ekkalaamu eri ludda wa?] 'where is the pencil?'

Eri wano.

It's here.

Eri wali.

It's over there.

Eri ku mmeeza.

It's on the table.

Teach the students to answer this question, and then have them question and answer each other.

PUBLIC TRANSPORT: Locations.

Introduce answers to the question [Omusaabaze ali ludda wa?] 'where is the passenger?'

Ali mu bbaasi.

He's in the bus.

Ali ku kikondo kya bbaasi.

He's at the bus stop.

Ali ku sitensi ya bbaasi.

He's at the bus station.

Ali ku mulyango gwa bbaasi.

He's at the door of the bus.

Have the students demonstrate each location as they talk about it.

Introduce answers to [Essanduuko eri ludda wa?] 'where is the suitcase?'

Eri wano.

It's here.

Eri wali.

It's over there.

Eri mu bbaasi.

It's in the bus.

Ebuze.

It's lost.

Have the students point to locations in a picture as they answer this question.

FOOD: Locations

Introduce answers to the question [Omufumbi ali ludda wa?]
'where is the cook?'

Ali mu ffumbiro.	He's in the kitchen.
Ali mu katale.	He's at the market.
Ali bweru.	He's outside.
Ali mu dduuka.	He's at the store.

Through use of pictures or by some other means, have the students demonstrate the meanings of the answers as they give them.

Introduce answers to the question [Omunnyo guli ludda wa?]
'where is the salt?'

Guli ku mmeeza.	It's on the table.
Guli mu ffumbiro.	It's in the kitchen.
Guli wano.	It's here.
Guli wali.	It's over there.

Have the students point to the locations as they talk about them.

CLOTHING: Locations

Introduce answers to the question [Omutunzi w'engoye ali wa?]
'where is the tailor?'

Ali wano.	He's here.
Ali wali.	He's over there.
Ali ku dduuka.	He's at the store (shop).
Ali ku mulimu.	He's at work.

Have the students demonstrate these answers as they give them.

Talking about the locations of articles of clothing requires the use of possessives 'my, your' etc. This topic should therefore be put off until after Lesson 21.

HEALTH: Locations

Introduce answers to the question [Omusawo ali ludda wa?]
'where is the doctor?'

Ali mu ambulensi.	He's in the ambulance.
Ali mu ddwaliro.	He's in the hospital.
Ali mu balwadde.	He's among the patients.
Ali wano.	He's here.

Introduce answers to the question [Eddagala liri ludda wa?] 'where is the medicine?'

Liri wano.	It's here.
Liri wali.	It's over there.
Liri mu kikopo.	It's in the cup.
Liri mu cupa.	It's in the bottle.
Liri mu kamwa.	It's in the mouth.

LESSON 14

1. Say [Mmm.] as it is used in greetings. Say it several times, and teach the students to say it exactly as you do.
2. Teach the greeting sequence one line at a time:

A: Wasuze' otya+nno?

B: Nasuze' bulungi. or: Bulungi.

A: Mmm. or: Eee.

B: Wasuze' otya+nno?

A: Nasuze' bulungi. or: Bulungi.

B: Mmm.

A: Mmm.

3. Have the students practice greeting you and each other in this way.
4. Indicate by gesture that you are talking to two of the students, or to all of them. Have one of them act as spokesman for the group. Teach [Mwasuze mutyanno?] and [Twasuze bulungi.]

To the student: The literal meanings of the words in this set of greetings are:

wasuze' you passed the night (near past tense)

otya? you do how?

nno (no clear meaning, optional in this context)

nasuze' I passed the night (near past tense)

bulungi well

This set of greetings is appropriate for use in the morning. Concerning the effect of [?] on tones, see Synopsis, par. 48(4).

LESSON 15

1. Teach the following greetings one line at a time:

A: Osiibye: otya+nno?

B: Nsiibye: bulungi. or: Bulungi.

A: Mmm. or: Eee.

B: Osiibye: otya+nno?

A: Nsiibye: bulungi. or: Bulungi.

B: Mmm.

A: Mmm.

2. Go through the greetings again, adding [ssebo] or [nnyabo] where they are appropriate.
3. Greet the class as a whole, using [Musiibye: mutya+nno?] and [Tusiibye: bulungi.]
4. If possible, group the students by sex. Say [Musiibye: bulungi + bassebo?] or [Musiibye: bulungi + bannyabo?], whichever is appropriate.
5. Have the students greet you and one another as in Steps 2, 3 and 4.

To the student: The literal meanings of the words are:

osiibye: you have passed the day (perfective tense)
nsiibye: I have passed the day (perfective tense)

Glossary:

.siiba (.siibye')	to pass the day
<u>ssebo</u>	(pl. <u>bassebo</u>) terms of respect used in speaking to a man
<u>nnyabo</u>	(pl. <u>bannyabo</u>) term of respect used in speaking to a woman

LESSON 16

1. Continue the greeting sequence:

A: Agaffa' -yo?

B: Ekyáli nnúngi. or: Ekyálí.

A: Mmm. or: Eee.

B: Agaffa' -yo?

A: Ekyali nnungi. or: Ekyali.

B: Mmm.

A: Mmm.

2. Have the students go back to Lessons 14 and 15, and add [Agaffaayo?] etc. to those greetings.

3. Continue with the following sequence, one line at a time.

A: Weebale + emirimu.

B: Awo.

A: Mmm.

B: Naawe / weebale + emirimu.

A: Awo.

B: Mmm.

A: Mmm.

4. Have the students practice combining all of the greetings and polite phrases from Lessons 14, 15 and 16.

To the student:

Again, as is often the case with greetings, the meanings of the individual words bear some explaining. The word [agaffa'-yo] in this context amounts to 'What's new?', but literally it is 'the (news) which is occurring there'. [Ekyali] consists of subject prefix [e-] 'it', tense prefix [-kya-] 'still', and stem [-li] 'is'; [nnungi] 'good' has the same stem as [bulungi], but agrees concordially with [e-].

In the continuation of the greeting, [weebale] amounts to 'thank you (for)', but literally means 'you count yourself'. [Emirimu] normally means 'work(s)'. [Weebale + emirimu.] thus means something like 'thanks for what you have done.' This last is merely part of the greeting formula, and may be used even if the person you are talking to has never done anything for you individually.

[Naawe] and you

LESSON 17

1. Ask a student [Ova·wa%], and have him reply [Nva· mu A-mereka.], as in Lesson 3 .
2. Ask another student [Nva· wa%], and have him reply [Ova mu Buganda.]
3. Say [Nva· mu Buganda; ndi Muganda.].
4. Sit down with the students and pretend to be one of them. Say [Nva· mu A-mereka; ndi Mwa-mereka.]. Have the students repeat this.
5. Say [Oli Muganda?]. Get a student to ask you this question, and you reply [Yee, ndi Muganda.].
6. Say to each student [Ova mu A-mereka; oli Mwa-mereka.] Ask [Oli Mwa-mereka?] and have them reply [Yee, ndi Mwa-mereka.].
7. Ask [Nze / ndi Muganda?]. Have the students reply [Yee, oli Muganda.].
8. Demonstrate to the students the meanings of these sentences, and teach them to use them:

nze	Nze / nva· mu (<u>Buganda</u>).	Ndi (<u>Muganda</u>).
ggwe	Ggwe / ova· mu (<u>Buganda</u>).	Oli (<u>Muganda</u>).
omuntu # ono	Omuntu # ono / ava· mu (<u>Buganda.</u>)	(<u>Muganda</u>).

In place of the words in (), use [A-mereka, Mwa-mereka; Bungereza, Mungereza] or whatever is appropriate for your students.

9. Give a sentence from Col. 2 of Step 8. The students should give the corresponding sentence from Col. 3. Give a word from Col. 1. The students should give the sentences from Columns 2 and 3.

10. Ask [Nze / ndi Mungereza?]. Teach the following:

Ndi (<u>Mungereza</u>)?	Nedda, <u>to-li</u> + (<u>Mungereza</u>). Nedda, <u>si-ri</u> + (<u>Mungereza</u>). Nedda, <u>ssi</u> + (<u>Mungereza</u>).
---------------------------	---

11. Ask a series of questions chosen from among these three kinds:

Ova mu (Buganda)?
Oli (Mwa-mereka), oba / oli (Muganda)?
Ova wa?

12. Have the students ask these questions of you and of one another.

Summary:

This lesson introduces equational sentences, for first, second and third person personal subjects, affirmative and negative.

Glossary:

O. <u>mw.a-mereka</u>	(MU-BA)	American person
O.mu. <u>ganda</u>	(MU-BA)	Muganda

LESSON 18

1. Teach the students to say [mmwe] and [ffe]. They will wonder what these words mean.
2. Use gestures to act out and teach the following sentences:

Mmwe / <u>muli</u> (<u>Baa-mereka</u>)?	Yee, ffe / <u>tuli</u> + (<u>Baa-mereka</u>). Nedda, ffe / <u>tetu-li</u> + (<u>Baganda</u>)
Ffe / <u>tuli</u> (<u>Banyoro</u>)?	Nedda, <u>temu-li</u> +(<u>Banyoro</u>).
abantu # bano / (<u>Baa-mereka</u>)?	Yee, (<u>Baa-mereka</u>). Nedda, <u>ssi</u> + (<u>Baa-mereka</u>).

3. Group yourself and the students into groups of two. (If you don't have at least 5 students, use empty chairs to stand for people.) Teach the use of [mmwe, ffe, bo]:

ffe Ffe / <u>tuli</u> Ba_____.	Tetu <u>-li</u> + Ba_____.
mmwe Mmwe / <u>muli</u> Ba_____.	Temu <u>-li</u> + Ba_____.
bo Bo / Ba_____.	Ssi + Ba_____.

4. Give a sentence from Column 2 of Step 3. Students give the corresponding sentence from Column 3.
5. Give a word from Column 1 of Step 3. Students give the sentences of Columns 2 and 3.

Summary:

This lesson introduces the plural personal pronouns, and the subject prefixes that go with them.

Glossary:

ffe	we
mmwe	you (pl.)
bo	they

To the student: The second syllable of [ffe] is [fe], and it has high tone in citation form. The same is true for [mwe], which is the second syllable of [mmwe].

LESSON 19

1. Teach the students to say [mbeera, obeera, abeera]. They will wonder about the meaning of these words.
2. Go through this conversation with each student:

T: Ova' mu kibuga+ki?

S: Nva' mu (Denver).

T: Ova' mu (Denver), naye / kaakati / obeera mu
(place where they are being taught).

Otegedde?

S: { Yee, ntegedde.
Nedda, sitedgedde.

(If, after you have done this with each student, they still do not understand, give them the meaning by writing it on the board and then immediately erasing it.)

3. Say (Obeera mu ____.' Mutegedde?]
Have them reply [Yee, tutegedde.]
4. Say ['Abantu b'omu kitundu ekyo balunzi.' Mutegedde?]
Have them reply [Nedda, tetutegedde.]

(If students try to ask the meaning of this sentence, ignore them.)

5. Practice sentences like:

T: Nva' mu (Kampala)?

S: Yee, ova' mu (Kampala).

T: Mbeera mu (Kampala) + kaakati?

S: Nedda, tobeera + mu (Kampala); obeera mu ____.

Optional Vocabulary: DESTINATIONS

Here, the key question are [Ogenda wa?] 'where are you going?' and [Ova'wa?] 'where are you coming from?' Introduce answers to these questions that will fit the situations that you have chosen. Use pictures or other devices so that the students can demonstrate the meaning of their answers as they give them.

LESSON 20

Oral Test

1. Talk with each student. Start with greetings, and go on to ask him about the names of people, where they are from, their nationalities, and where they live now. Give points for correctness and fluency.
2. Divide the students into pairs. Let them prepare a conversation in Luganda. Then have each group present its conversation before the whole class. Give points for length, fluency, correctness, interest, and accent.

In these conversations, be sure that each student uses:

negative as well as affirmative forms,
third person as well as first and second person,
plural as well as singular.

Topics should include people's names, where are they from, and their nationalities. Each conversation should begin with greetings.

LESSON 21

1. Teach the students to say the following sentences. They will wonder about their meanings.

Mbeera ne _____.
 Mbeera ne _____. { Fill these blanks with
 Mbeera kumpi + ne _____. names of members of
 Mbeera + wala ne _____. the class.
 Mbeera # nzekka'.

2. Try to explain the meanings of these sentences without using English, by actions or pictures or both. If the students still don't understand, write the meanings on the board and erase them immediately.
3. Ask individual students [Obeera, wa?]. They should reply with one or more of the sentences in Step 1.
4. Have the students ask you and one another the same question as in Step 3.
5. Ask a question from Column 1. Help the students to reply with the sentence from Column 2, BUT THEIR BOOKS MUST REMAIN CLOSED AT ALL TIMES!

_____ <u>a</u> <u>beera</u> mu Boston? Ggwe / <u>o</u> <u>beera</u> mu Boston? Nze / <u>m</u> <u>beera</u> mu Boston? Ffe / <u>t</u> <u>ubeera</u> mu Boston? Mmwe / <u>m</u> <u>ubeera</u> mu Boston? ___ ne __/ <u>b</u> <u>abeera</u> mu Boston?	Nedda, <u>t</u> <u>abeera</u> + mu Boston. Nedda, <u>s</u> <u>ibeera</u> + mu Boston. Nedda, <u>t</u> <u>obeera</u> + mu Boston. Nedda, <u>t</u> <u>emubeera</u> + mu Boston. Nedda, <u>t</u> <u>etubeera</u> + mu Boston. Nedda, <u>t</u> <u>ebabeera</u> + mu Boston.
--	--

6. Use the following table in the same way as in Step 5.

____ / <u>abeera</u> # <u>yekka</u> ?	{ Yee, <u>abeera</u> # <u>yekka</u> . Nedda, <u>tabeera</u> # <u>yekka</u> .
Ggwe / <u>obeera</u> # <u>wekka</u> ?	{ Yee, <u>mbeera</u> # <u>nzekka</u> . Nedda, <u>sibeera</u> # <u>nzekka</u> .
Nze / <u>mbeera</u> # <u>nzekka</u> ?	{ Yee, <u>obeera</u> # <u>wekka</u> . Nedda, <u>tobeera</u> # <u>wekka</u> .
A ne B / <u>babeera</u> # <u>bokka</u> ?	{ Yee, <u>babeera</u> # <u>bokka</u> . Nedda, <u>tebabeera</u> # <u>bokka</u> .
Mmwe / <u>mubeera</u> # <u>mmwekka</u> ?	{ Yee, <u>tubeera</u> # <u>ffekka</u> . Nedda, <u>tetubeera</u> # <u>ffekka</u> .
Ffe / <u>tubeera</u> # <u>ffekka</u> ?	{ Yee, <u>mubeera</u> # <u>mmwekka</u> . Nedda, <u>temubeera</u> # <u>mmwekka</u> .

7. Carry on conversations such as the following:

T: _____, obeera mu kibuga ki?

S: Mbeera mu _____.

T: Obeera wekka?

S: Nedda, sibeera nzekka.

T: Oo, tobeera wekka?

Obeera n'ani?

S: Mbeera ne _____.

T: Ggwe ne _____, mubeera kumpi n'ani?

S: Tubeera kumpi ne _____.

T: Mubeera kumpi ne _____?

S: Nedda, tubeera wala naye.

This lesson is quite simple except for the fact that the word for 'alone' requires the relative tone pattern on the verb that precedes it. Concerning relative constructions, see Ashton, 136 and 457; Chesswas, par. 22 and corresponding parts of the chapters on other classes. The tone pattern involved here is FX (See Synopsis, par. 31 and the paradigms that follow the Synopsis). It is unfortunate that the first use of a 'relative' verb form in this part of the course is the very atypical one in which the main verb has relative form. For the usual use of the relative, see the Pretraining Program, Section M.

Glossary:

# . <u>kka</u> ·	only
wala	far
<u>kumpi</u> (na)	near
# <u>naye</u>	with him, her

LESSON 22

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

- B: Maama, erinnya_lyo / ggw' #ani? Madam, what's your name?
A: Erinnya lyange / nze # Mary. My name is Mary.
B: Mary? Mary?
A: Mmm. Mmm.
B: Ova' -wa? Where do you come from?
A: Nva' mu A-mereka. I come from America.
B: Ova' mu A-mereka? You come from America?
A: Mmm. Mmm.

The word [maama] is used in respectful address to women. Here and elsewhere, however, some speakers will prefer to use [nnyabo] in place of [maama].

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

ani?
ggwe
ggw' #ani?
_lyo
erinnya
erinnya_lyo
Erinnya_lyo / ggw' #ani?

maama

Maama, er_innya_lyo / ggw' #ani?

Mary

nze

Nze # Mary.

lyange

er_innya_lyange

Erinnya_lyange / nze # Mary.

wa?

ova.

Ova' -wa?

A-mereka

mu

mu A-mereka

nva'

Nva' mu A-mereka.

A-mereka.

mu A-mereka

ova.

Ova' mu A-mereka?

3. Translation.

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog.
Turn to a student and say the first line. He
should reply with the second line. Continue in
this way until you reach a good stopping place.

Choose two students and have them act out the
dialog between themselves. The first time they
should follow the dialog exactly as it is in the
book. Later, they should adapt it by using their
own names, and the places that they are really from.

5. Grammatical development.

A. Possessive pronouns.

Have the students read these possessive phrases aloud
after you.

1.

2.

3.

er_innya	er_innya_lyo	er_innya_lyange
ekibuga	ekibuga_kyo	ekibuga_kyange
ensi'	ensi'yo	ensi'yange

Give a word from Column 1. Have the students give the
corresponding phrase from Column 2.

Give a word from Column 1, and have the students give
the phrase from Column 3.

Give a phrase from Column 3, and have the students give
the phrase from Column 2.

Give a phrase from Column 2, and the students give the
phrase from Column 3.

B. Tonal note to the student on [nze] plus a personal name.

Remember that the notation [ggwé # àní?] implies the
pitches [•\ -], with the [e] and the [a] merging into
one long [a].

LESSON 23

1. Teach the students to say [Ngolokoka.] They will wonder what it means.
2. Act out the meaning of [Ngolokoka.]. Have the students act it out with you, and say the word as they do so.
3. In the same way, teach the words and actions one at a time:

Nnyambala.

Ndya' + ekyenky'a'.

Djenda mu kibiina'.

Njiga + Oluganda'.

Nva' mu kibiina'.

Nzira + eka'.

Make sure that the students have mastered each sentence before going on to the next. This may require some patience, both from you and from the students.

4. Have a student ask you:

Okola-ki%

Perform one of the actions, and say the word at the same time. For example, pretend to be putting on your clothes, and say [Nnyambala.]

5. Teach the students to say [oluvannyuma]. They will wonder what it means.
6. Say [Ngolokoka. Oluvannyuma / nnyambala. Oluvannyuma / ndya' + ekyenky'a'.]
7. Tell a student [Ogolokoka . Oluvannyuma / okola-ki%]. He should answer [Oluvannyuma / nnyambala.]. Continue asking him [Oluvannyuma / okola-ki%] until he has given all the sentences from Step 3.
8. Use the name of a member of the class. Teach the students to say:

 / agolokoka.

Oluvannyuma / ayambala.

Oluvannyuma / alya' + ekyenky'a'.

Oluvannyuma / agenda mu kibiina.
Oluvannyuma / ayiga + Oluganda.
Oluvannyuma / ava' mu kibiina.
Oluvannyuma / adda + eka'.

9. Use the question [Oluvannyuma / akola kij?] to get the students to recite the series of sentences in Step 8.
10. Go through the following conversation with a student:

T: Ogolokoka. Oluvannyuma / oyambala?
S: Yee, oluvannyuma / nnyambala.
T: Oluvannyuma / olya + ekyenkyaa?
S: Yee, oluvannyuma / ndya + ekyenkyaa. etc.

(Be sure to ask your questions in such a way that all of the answers are affirmative.)

11. Go through the following conversation:

T: Ngolokoka. Oluvannyuma / nnyambala?
S: Yee, oluvannyuma / oyambala.
T: Oluvannyuma / ndya + ekyenkyaa.
S: Yee, olya + ekyenkyaa?
etc.

Summary:

This lesson presents a chain of actions described in the present tense. This tense may be used to describe either a customary action or an action going on at the time of speaking. The present tense is discussed in Ashton, p. 123; Chesswas, par. 6. The affirmative indicative of the present tense has tone pattern FF (Synopsis, par. 28, and paradigms).

Glossary:

.kola (.koze·)	do, make
.ambala (.ambadde)	dress, put on clothing
.golokoka (.golokose·)	wake up
.lya· (.lidde)	eat
.genda (.genze·)	go
.dda (.zze·)	return
.yiga (.yize·)	study
e.ky.e.n.kya· (KI-BI)	breakfast
o.lu.ganda (LU-N)	Luganda language
e.ki.biina· (KI-BI)	class, classroom, crowd of people, society
e.ka·	home
o.lu.va.nnyuma	afterwards, after

The expression [lw' o-kugolokoka] consists of the connective [lwa] plus the form [okugolokoka]. The connective [lwa] in turn consists of the concordial prefix [lw], agreeing with [olvannyuma], and [a] (See note on Lesson 11). The form [okugolokoka] is an infinitive, consisting of the intial vowel [o], the infinitive prefix [ku], and the stem [golokoka]. Concerning the hyphen with lack of word boundary, see Synopsis, par. 40.

LESSON 24

1. Teach in the manner of Lesson 23:

Ndya + ekyemisana .

Nzira mu kibiina .

Njiga + Oluganda.

Nva' mu kibiina' .

Nzira + eka' .

Nzannya.

Mpummula.

Nnaaba.

Ndya + ekyekiro' .

Nnyumya ne mikwano gyange.

Neebaka.

2. Say [Olya + ekyemisana . Oluvannyuma / okola-ki?], and go on through all the sentences in Step 1.
3. Say [Ndya + ekyemisana . Oluvannyuma / nkola-ki?], and go again through all the sentences in Step 1.
4. Say [Mulya + ekyemisana . Oluvannyuma / mukola-ki?]
Students reply [Oluvannyuma / tudda + mu kibiina .] etc.
5. In the same way, ask [____ alya + ekyemisana . Oluvannyuma / akola-ki?] and [____ ne ____ balya + ekyemisana . Oluvannyuma / bakola-ki?].
6. Ask questions about all the activities that are in Lessons 23 and 24. Questions may be in singular or plural, first, second or third person.
7. Teach the students to pronounce the infinitives of all the verbs in Lessons 23 and 24.
8. Ask [Oluvannyuma lw'o-kugolokoka / okola-ki?] and have a student reply [Nnyambala .]. Ask [Oluvannyuma lw'o-kwambala / okola-ki?], and so on through the entire action chain.
9. Proceed as in Step 8, except that this time the student's answers are of the form [Oluvannyuma lw'o-kugolokoka / nnyambala .].

Summary:

This lesson introduces some more actions in the chain that was begun in Lesson 23, and uses the infinitive form alongside the present tense.

Glossary:

.zannya	(.zannye·)	play
.wummula	(.wummudde)	rest
.naaba	(.naabye·)	bathe
.nyumya	(.nyumizza)	talk
.eebaka	(.eebase·)	go to sleep
e.ky. <u>e</u> .ki.ro·	(KI-BI)	evening meal
e.ky. <u>e</u> .mi.sana·	(KI-BI)	noonday meal
mu. <u>kwano</u>	(MU-MI)	friend

LESSON 25

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

B: Erinnya lyo / ggw' #ani?

What's your name?

Nnakafeero

Nnakafeero

nze # Nnakafeero

I am Nnakafeero

erinnya lyange

my name

A: Erinnya lyange / nze # Nnakafeero. My name is Nnakafeero.

Kyaddondo

Kyaddondo

eyo / Kyaddondo

over at Kyaddondo

Nva· # eyo / Kyaddondo.

I come from over at
Kyaddondo

era

and

Era / nva· # eyo / Kyaddondo.

And I come from over at
Kyaddondo.

Ova Kyaddondo?

do you come from Kyaddondo

Ooo!

Oh!

B: Ooo! Ova· Kyaddondo?

Ooo. You come from Kyaddondo?

ssebo

sir

yee

yes

A: Yee ssebo.

Yes, sir.

Hoima

Hoima

Munna-

of

Munna-hoima

of Hoima

Oli Munna-hoima

you are of Hoima

*B: Oli Munna-hoima, oba / oli
Muganda?

Are you a Hoiman or a
Kampalan?

A: Ndi Muganda.

I am a Kampalan.

wa/

where

ogenda

you're going

nnyabo

madame

nnyabo / ogenda-wa/

madame where are you going

kaakati

now

B: Kaakati / nnyabo / ogenda-wa/

Now, Madame, where are you
going?

Masaka

Masaka

eyo / Masaka

over at Masaka

nyjenda

I am going

A: Kaakati / nyjenda # eyo / Masaka, Now, I am going over to Masaka,

bange

my

bakadde

parents

ku

on

ku bakadde bange

on my parents

kulaba

to see

kulaba + ku bakadde bange.

to see my parents.

B: Ooo!

Ooo.

A: Mmm.

Mmm.

ddi

when

Oliidda

you'll return

B: Oliidda ddi/

When will you return?

<u>Lwokubiri</u>	Tuesday
<u>ku Lwokubiri</u>	on Tuesday
<u>ŋnjenda</u>	I am going

A: ŋnjenda kukoma+wo + ku Lwokubiri. I am going to return on Tuesday.

Glossary:

ba.kadde (MU-BA)	parents
e.yo (demonst.)	there
.laba (.labye·)	see, visit
ddi/	when
<u>o.lw.o.ku.biri</u>	Tuesday
mu.nna (MU-BA)	member of

NB One would not normally contrast the name of a city and the name of a kingdom, as was done here between [Munnahoima] and [Muganda]. But if a Muganda hears that a person is a Munnahoima (i.e. a Hoima citizen), it is clear to him that that person is a Munyoro.

3. Translation

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.

- A. Give the students a short sentence. Have one student expand it by adding [nnyabo] or [ssebo] at the beginning. Have a second student expand it still further by adding [kaakati]. For example:

T:: Ogenda-wa?

S₁: Nnyabo, ogenda-wa?

S₂: Kaakati, nnyabo, ogenda-wa?

Some other short sentences that can be expanded in this way are:

Erinnya lyo / ggw'ani?

Ova'wa?

Otegedde?

Obeera-wa?

Oli Muganda?

- B: This is another expansion drill. Give the students a short sentence. The first expands it by adding [eyo], and the second expands it still further by adding [nnyabo] or [ssebo] at the end. For example:

T : Djenda Masaka.

S₁: Djenda # eyo / Masaka.

S₂: Djenda # eyo / Masaka + ssebo.

Some additional short sentences for use in this way are:

Djenda Kyaddondo.

Tugenda Hoima.

Mbeera Kampala.

mikwano

mikwano_gyo

Mikwano_gyo / babeera-wa?

bakadde

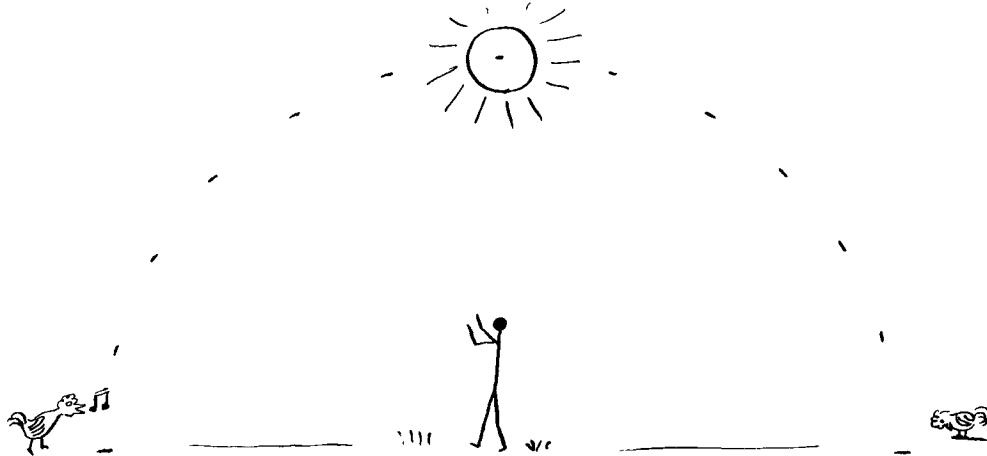
bakadde_bo

Bakadde_bo / babeera-wa?

NB [Mukwano] 'friend' takes MU-BA concords except in possessives, where it takes MU-MI concords. Some speakers may however prefer [gibeera] here in place of [babeera].

LESSON 26

1. Teach the students to pronounce [essaawa]. Let them wonder what it means.
2. Draw a simple picture something like this:



3. Point to the first dot and say [essaawa / emu]. Have the students point and repeat. Go on one hour at a time all the way through [essaawa / kkumi / na bbiri].
4. Give the hours in random order. Have the students point to the appropriate dot in the picture.
5. Point to dots, and have the students name the hours.
6. Teach the students to say [essaawa / mmeke]. Point to a dot in the picture and ask one of the students [Essaawa / mmeke]. If he does not understand you, he should repeat the question so that you can answer it. Go on asking [Essaawa / mmeke Essaawa / mmeke # kaakati]
7. Go on in this way until the students can name the hours quickly, with good pronunciation, in any order.

Glossary:

.mekay?	how many?
e.s.saawa (N)	hour, watch, clock
e.mu:	one
bbiri	two
ssatu	three
nnya:	four
ttaano	five
mukaaga	six
musanvu	seven
munaana:	eight
mwenda:	nine
kkumi	ten
kkumi / n'emu:	eleven
kkumi / na bbiri	twelve

LESSON 27

1. Perform one of the actions in Lessons 23-24. For example, pretend you are studying Luganda. Have a student ask you [Oyambala?]. Reply [Nedda, sambala; njiga Luganda.] Ask a student [Oyambala?]. He should reply [Nedda, sambala; njiga Luganda.].
2. In the same way, teach the first person singular negative of all the expressions in Lessons 23 and 24.
3. Ask [Tugolokoka + essaawa / musanvu?]. Students should answer [Nedda, tetugolokoka + ssaawa/musanvu.] In this way, practice first person plural negatives.
4. Mechanical Drill. (Use the name of a member of the class):

_____ agolokoka.	<u>Tagolokoka</u> .
_____ ayambala.	<u>Tayambala</u> .
_____ alya· + ekyenkyा·.	<u>Talya</u> · + <u>kyankya</u> ·.
_____ agenda mu kibiina·.	<u>Tagenda</u> + mu <u>kibiina</u> ·.
_____ ayiga + Oluganda.	<u>Tayiga</u> + <u>Luganda</u> .
_____ ava' mu kibiina·.	<u>Tava</u> ' + mu <u>kibiina</u> ·.
_____ adda + eka'.	<u>Tadda</u> + <u>ka</u> '.
_____ alya· + ekyemisana.	<u>Talya</u> · + <u>kyamisana</u> ·.
_____ azannya.	<u>Tazannya</u> .
_____ awummula.	<u>Tawummula</u> .
_____ anaaba.	<u>Tanaaba</u> .
_____ alya· + ekyekiro'.	<u>Talya</u> · + <u>kyakiro</u> '.
_____ yeebaka.	<u>Teyeebaka</u> .

First, the student should learn to pronounce all the sentences in this table, paying special attention to the tones.

Next, the teacher (or one student) should give a sentence from Column 1. A student should give the corresponding sentence from Column 2, with correct tones.

5. All the sentences in the chart of Step 4 are in the third person singular. Change them to 1 pl. and go through the same procedure.
6. In the same way, change all the verbs to 3 pl., and to 2 sg. Continue to be strict about the tones.

To the student:

The negative of the present tense is not new, having occurred already in Lesson 9. This is the first time, however, that it has occurred with verb stems of such different sizes and shapes. The stem tone of [lyá.] in [tállyá.] is low while the stem tone of [távâ.] is high falling. The first low tone in [tágólókòkà] is on the fourth syllable, while in [táyámbàlà] it is on the third. This can be quite bewildering. The alternatives are to give up entirely on trying to master verb stem tones, or to learn about the underlying regularities as they are described in the Synopsis.

Optional Vocabulary: ACTIONS

Again, the teacher is invited to bring in vocabulary in enough situations so that the class remains interested, and feels that it is making good progress.

The basic question in this set of vocabulary supplements is [Akola ki?] 'what is he/she doing' or 'what does he/she do?' You may want to introduce it in a conversational setting such as the following:

T:	Omusomesa akola ki?	What does a teacher do?
S:	Simanyi. Akola ki?	I don't know. What does he do?
T	Omusomesa asomesa.	A teacher teaches.
S:	(Repeats): Omusomesa asomesa.	A teacher teaches.

SCHOOL: Activities

In the same way, introduce the following:

Asoma.	He is reading / studying.
Awandiika.	He writes.
Ayiga.	He studies / is studying.
Abala.	He counts.
Agolola omukono.	He raises his hand.

Go through each of these activities yourself. Ask [Nkola ki?]. Students should reply [Osoma.], etc.

PUBLIC TRANSPORT: Activities

Teach the following answers to [Akola ki?].
Use pictures or have the students play imaginary roles.
As far as possible, have the students demonstrate each action as they talk about it.

Avuga bbaasi.	He drives a bus.
Atunda tikiti.	He sells tickets.
Avunjisa sente.	He makes change.
Asiba bbaasi.	He stops the bus.
Agula tikiti.	He buys a ticket.
Alinnya bbaasi.	He rides the bus.

Go through each of these activities yourself. Ask [Nkola ki?]. Students should reply [Ovuga bbaasi.], etc.

FOOD: Activities

Teach the following answers to [Akola ki?].
Use pictures, or assign roles to students.
Have them demonstrate each action as they talk about it.

Afumba.	He cooks.
Ayoza ebibya.	He washes dishes.
Akoleeza omuliro.	He lights the fire.
Ayera effumbiro.	He sweeps the kitchen.

Ateeka essowaani mu kabada. He puts dishes in the cupboard.

Go through these activities yourself. Ask [Nkola ki?].
The students should answer [Ofumba.], etc.

CLOTHING: Activities.

Teach the following answers to [Akola ki?].
Use pictures or assign roles to students.
Have them demonstrate each action as they talk about it.

Atunda engoye.	He is selling clothes.
Agula.	He is buying.
Ayoza engoye.	He is washing clothes.
Atunga.	He is sewing.
Agolola engoye.	He is pressing clothes.

HOSPITAL: Activities

Teach the following answers to [Akola ki?].
Use pictures or assign roles to students.
Have them demonstrate each action as they talk about it.

Awonya.	He heals.
Ajjanjaba.	He nurses.
Alwala.	He falls sick.
Akuula amannyao.	He pulls teeth.
Akuba empiso.	He is giving an injection.

Sample of free conversation:

A: Petero, okola ki?
Olya ekyenkyा?

Peter, what are you doing?
Are you eating breakfast?

B: Nze ssirya kyankya, ndya
kyamisana na kyakiro.

I don't eat breakfast--
just lunch and dinner.

A: Matayo akola ki?

What is Matthew doing?

B: Asomesa.

He is teaching.

A: Ooo, asomesa abayizi mu ssomero? Ooo, he is teaching students
ssomero?

B: Yee.

Yes.

A: Mwami Kato, obeera wa?

Mr. Kato, where do you live?

B: Mbeera Gulu, mu mambuka
ga Uganda.

I live at Gulu, in the North
of Uganda.

A: Gulu nsi oba kibuga?

Is Gulu a country or a city?

B: Kibuga.

It is a city.

A: Oli mutunzi wa ddagala?

Are you a seller of medicine?

B: Yee, ndi mutunzi wa ddagala.

Yes, I am a seller of medicine.

A: Ooo.

Hoho.

B: Eee.

Yes.

LESSON 28

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

A:	ssebo	sir
	gw' # ani + ssebo?	you are who sir?
	erinnya lyo	your name
A:	Erinnya lyo / ggw' # ani + ssebo?	What's your name, sir?
	Mukasa	Mukasa
	nze # Mukasa	I am Mukasa
	erinnya lyange	my name
B:	Erinnya lyange / nze # Mukasa.	My name is Mukasa.
A:	Ooo.	Ooo.
	ggw' # ani?	you're who?
	erinnya lyo / ggw' # ani?	your name you're who?
	maama	Madame
B:	Maama / erinnya lyo / ggw' # ani?	Madame, what's your name?
,	nze # Joan	I am Joan
A:	Eryange / nze # Joan.	My name is Joan.
B:	Ooo, Joan?	Ooo, Joan?
B:	Mmm.	Mmm.

eryo	that
<u>er_innya</u> + <u>zzungu</u>	white man's name
<u>ng'</u> + <u>er_innya</u> + <u>zzungu</u> # eryo!	How come, your name is a white man's name!

Oli Muzungu. you are European

B: Ooo! Oli Muzungu; ng'+er_innya + zzungu # eryo!
Ooo. Are you a white man,
how come that name is a
white man's name?

<u>Mwa-mereka</u>	American
-------------------	----------

A: Ndi Mwa-mereka. I am an American.

B: Oli Mwa-mereka? You are an American?

A: Mmm. Mmm.

To the student:

The substitution-correlation drills under Grammatical Development illustrate concord with demonstratives of the [.no] series, and require the student to produce appropriate concordial forms of the adjectives whose stems are [zungu] 'European' and [lungi] 'good'. For details on the demonstrative, see Ashton, p. 40 and corresponding parts of chapters on other classes; Chesswas, par. 30 and corresponding parts of other chapters. Certain consonant changes are discussed in Ashton, Chapter 2.

In the sentences of these drills, the adjective is taking the place of the main verb, and so has no initial vowel. See Ashton, index under 'Predication without a verb: adjectives'; Chesswas, par. 16.

Glossary:

. <u>zungu</u> (adj.)	European
<u>nga+</u>	(exclamation) how!

3. Translation.

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

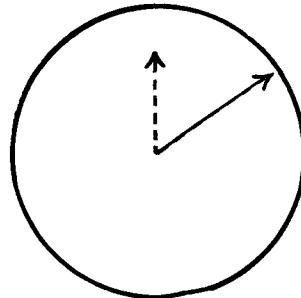
Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.

A. erinnya_lyo	'Your name is European.'
omuntu # ono	Erinnya_lyo / zzungu.
abantu # bano	Omuntu # ono / muzungu.
ensi' # eno	Abantu # bano / bazungu.
ensi' # zino	Ensi' # eno / nzungu.
ekibuga # kino	Ensi' # zino / nzungu.
ebibuga # bino	Ekibuga # kino / kizungu.
	Ebibuga # bino/bizungu.
	'How pretty your name is!'
B. Erinnya lyo/ddungi.	Nga + erinnya_lyo / ddungi!
Ekibuga # kino / kirungi.	Nga + ekibuga # kino / kirungi!
Essomero # lino / ddungi.	Nga + essomero # lino / ddungi!
Ensi' # eno / nnungi.	Nga + ensi' # eno / nnungi!

NB In the new orthography, [nga] as used in exclamations is not to be rewritten as [ng'].

LESSON 29



1. Point to the clock. Go through conversations like the following:

T (pointing to clock): Essaawa / mmeka # kaakati?

S: Essaawa / munaana.

T: Tukola-ki # essaawa / omunaana?

S: Essaawa / omunaana / tudda + mu kibiina.

Continue this kind of conversation until each student has been asked about 4 or 5 hours.

2. Have the students question and answer each other in this way.

3. Continue to point at the clock. Go through conversations like the following:

T (pointing to clock): Essaawa / mmeka # kaakati?

S: Essaawa munaana.

T: Twebaka / essaawa / munaana?

S: Nedda, tetwebaka + ssaawa / munaana.

T: Twebaka / essaawa / mmeka?

S: Twebaka / essaawa / ttaano.

To the student:

This lesson is about the perfective tense. Isolated examples of this tense have appeared in earlier lessons: [ntegedde] 'I have understood', [osiibye·] 'you have spent the day'. The most obvious problem with this tense is that it uses a different form of the stem. The perfective stem is shown in () in the glossaries. For details on the non-tonal part of this stem, see Ashton, p. 123, 150-2; Chesswas par. 39-42. The key to the tones is the FM pattern (Synopsis, par. 29 and relevant part of the verb paradigm).

LESSON 30

1. Pronunciation practice:

essaawa / ssatu

essaawa / ssatu ne ddakiika / ttaano

essaawa / ssatu ne ddakiika / kkumi

essaawa / ssatu ne ddakiika / kkumi na ttaano

essaawa / ssatu ne ddakiika / amakumi abiri

essaawa / ssatu ne ddakiika / amakumi abiri + mu ttaano

essaawa / ssatu n'ekitundu

essaawa / ssatu ne ddakiika / amakumi asatu + mu ttaano

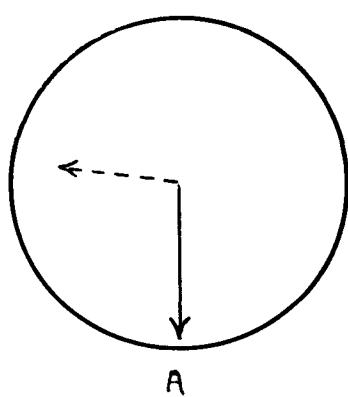
essaawa / ssatu ne ddakiika / amakumi / ana:

essaawa / ssatu ne ddakiika / amakumi / ana: + mu ttaano

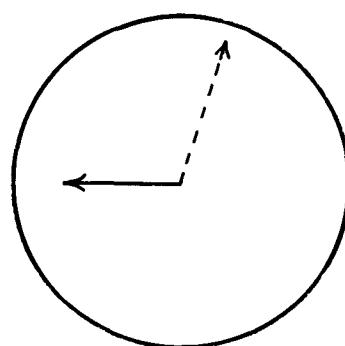
essaawa / ssatu ne ddakiika / amakumi / ataano

essaawa / ssatu ne ddakiika / amakumi / ataano / mu ttaano

essaawa / nnya: zennyini



A



B

2. Use Picture A to teach half hours, and Picture B to teach five minute intervals.

3. Give the following to the students as dictation:

2:30	5:25	12:35	7:45	2:00
4:05	5:30	12:40	7:50	2:05
4:10	11:30	6:40	1:50	3:00
4:25	11:35	6:45	1:55	9:30

Glossary:

e.d.dakiika (N)	minute or minutes
na	(connective used in numbers 11-19)
mu	(connective used in numbers 21-)

LESSON 31

1. Familiarization with the sound of the dialog

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

ggw'# ani + ssebo? you're who, sir?

A: Erinnya lyo/ggw'# ani + ssebo? What's your name, sir?

nze # Mukasa I am Mukasa

B: Erinnya lyange / nze # Mukasa. My name is Mukasa.

ludda direction

ludda+wa/# what direction

ewammwe your home

ewammwe / ludda+wa/# your home is in what direction?

A: Ggwe Mukasa? Ewammwe / You're Mukasa? Where is
ludda+wa/# your home?

n'e Kampala at Kampala

kumpi / n'e Kampala near t Kampala

awo over at

Kyebando Kyebando

ewaffe / Kyebando my home is at Kyebando

B: Ewaffe / Kyebando # awo / My home is at Kyebando, just
kumpi / n'e Kampala. near Kampala.

	<u>ssebo</u>	sir
	<u>mulimu+ki?</u>	what kind of work
	<u>okola</u>	you do
	<u>okola + mulimu+ki?</u>	you do what kind of work
A:	<u>Okola + mulimu+ki+ssebo?</u>	What's your occupation, sir?
	<u>Kibuli</u>	Kibuli
	<u>ly'e Kibuli</u>	of Kibuli
	<u>mu ssomero ly'e Kibuli</u>	in the school of Kibuli
	<u>nsomesa</u>	I teach
B:	Mmm nsomesa mu ssomero ly'e Kibuli.	I teach at Kibuli School
	<u>kya kumeka?</u>	of how many
	<u>mu kibiina'</u>	in class
	<u>mu kibiina' kya kumeka?</u>	in what class
	<u>osomesa Kibuli</u>	you teach at Kibuli
A:	<u>Osomeza Kibuli + mu kibiina'</u> ky'a kumeka?	What class do you teach at Kibuli?
	<u>omusanvu</u>	seven
	<u>eky' o-musanvu</u>	seventh
B:	<u>Mu kibiina' + ky'o-musanvu.</u>	(In) the seventh grade.
	<u>mu kibiina'</u>	in class
	<u>bameka?</u>	how many
	<u>abaana / bameka?</u>	how many children?
	<u>olina</u>	you have
A:	<u>Olina + abaana / bameka + mu kibiina?</u>	How many children do you have in the class?
	<u>ataano</u>	five
	<u>amakumi / ataano</u>	five tens
	<u>kumpi / amakumi / ataano</u>	almost five tens
	<u>nnina + abaana</u>	I have children
B:	<u>Nnina + abaana / kumpi / amakumi / ataano.</u>	I have almost fifty children.
A:	Ooo!	Ooo!
B:	Mmm.	Mmm.

To the student:

The word [ewammwe] is built on the possessive stem [.ammwe] 'your (pl.)'. The concord [w] has to do with location. Since the possessive does not follow a noun, it is pronounced as a separate word, and can have the initial vowel [e]. The whole word means something like 'at your (place)'. Compare French 'chez vous'.

The word [awo] 'there' is a demonstrative of the [o] series. It is in the same locative class as [ewammwe]. The word [wano] 'here' is the demonstrative of the [no] series for this same locative class.

Ordinal numeral constructions are formed by using the connective (see Lesson 11). The construction that corresponds to 'first' is literally 'of beginning'. It does not contain the stem for 'one'. In 'second' through 'fifth' an extra [ku] stands between the connective and the numeral stem. See Ashton p. 52,386; Chesswas, par. 191-5.

<u>Glossary:</u>	lu. <u>dda</u>	(LU-N)	direction, side
	o.mu.limu	(MU-MI)	work
	o.mu. <u>somesa</u>	(MU-BA)	teacher
	e.s.somero	(LI-MA)	school
	.somesa'	(.somesezza)	teach

3. Translation

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. Grammatical development.A

<u>emu</u> '1'	mu <u>kibiina</u> + eky' <u>ó-kúsóòká</u> .	<u>erinnya</u> + <u>èry' ó-kúsóòká</u> .
<u>bbiri</u> '2'	mu <u>kibiina</u> + eky' <u>ókùbiri</u> .	<u>erinnya</u> + <u>èry' ókùbiri</u> .
<u>ssatu</u> '3'	mu <u>kibiina</u> + eky' <u>ókùsatú</u> .	<u>erinnya</u> + <u>èry' ókùsatú</u> .
<u>nnya</u> '4'	mu <u>kibiina</u> + eky' <u>ókúnâ</u> .	<u>erinnya</u> + <u>èry' ókúnâ</u> .
<u>ttaano</u> '5'	mu <u>kibiina</u> + eky' <u>ókùtàànó</u> .	<u>erinnya</u> + <u>èry' ókùtàànó</u> .
<u>mukaaga</u> '6'	mu <u>kibiina</u> + eky' <u>ómukáàqá</u> .	<u>erinnya</u> + <u>ery' ómukáàqá</u> .
<u>musanvu</u> '7'	mu <u>kibiina</u> + eky' <u>ómùsáñvú</u> .	<u>erinnya</u> + <u>ery' ómùsáñvú</u> .
<u>munaana</u> '8'	mu <u>kibiina</u> + eky' <u>ómúnáánâ</u> .	<u>erinnya</u> + <u>ery' ómúnáánâ</u> .
<u>mwenda</u> '9'	mu <u>kibiina</u> + eky' <u>ómwéndâ</u> .	<u>erinnya</u> + <u>ery' ómwéndâ</u> .
<u>kkumi</u> '10'	mu <u>kibiina</u> + eky' <u>ékkúmi</u> .	<u>erinnya</u> + <u>ery' ékkúmi</u> .

BEkibiina·kyammwe / kiri ludda+wa?Ekyaffe / kiri # wano.Ekyammwe / kiri ludda+wa?

(Go through the same three-line dialog using the following in place of [ekibiina·]: [essomero, omusomesa, bakadde, mikwano, omulimu, omwana, abaana].)

LESSON 32

1. Pronunciation practice:

essa <u>aati</u>	emp <u>ale</u>
ekite <u>eeteeyi</u>	ekitabo
enku <u>(u)fii<u>ra</u></u>	emmeeza
engatto	ente <u>be</u>
ekkala <u>aamu</u>	oluba <u>aawo</u> '
oluggi	ennoni
eddirisa	

2. Teach the question [Kiki # kino?]
3. Ask a student [Kiki # kino?] If he doesn't understand, he should repeat the question to you. You can then answer it: [Ssaati.] etc. Immediately ask the student the question, and have him give you the answer. In this way, teach the meanings of all the nouns in Step 1.
4. Let the students ask you [Kiki # kino?] Allow them to get new nouns that are not in the above list.
5. Teach the sentences [Mpa + (ennoni).] Use it to ask students to hand things to you, and have them use it.

Glossary:

kiki?		what
e.s.saati	(N)	shirt
e.ki.teeteeyi	(KI-BI)	skirt, dress
e.n.ku(u)fiira	(N)	hat(s)
e.n.gatto	(N)	shoes(s)
e.k.kalaamu	(N)	pencil(s)
o.lu.ggi	(LU-N)	door
e.d.dirisa	(LI-MA)	window
(e.m.pale)		
e.n.wale	(N)	trousers
e.ki.tabo	(KI-BI)	book
e.m.meeza	(N)	table
e.n.tebe	(N)	chair
o.lu.baawo	(LU-N)	board
e.n.nonì	(N)	chalk
.wa· (.wadde)		give
mpa· +		give me

Sample of free conversation

- A: Okero, essaawa mmeka? Okero, what time is it?
- B: Essaawa nnya n'ekitundu. Ten thirty.
- A: Okola ki? What are you doing?
- B: Ntunga ssaati ya Nyai. I am sewing Nyai's shirt.
- A: Oli mutunzi wa ngoye? Are you a tailor?
- B: Eee. Ntunga empale, essaati, Yes. I make shirts, jackets,
ekkooti n'ebiteeteeyi. and dresses.
- A: Ooo. Kirungi. Hoho. Good.
- B: Mmm. Mmm.

LESSON 33

1. Take your shoe off and put it on. Do this several times. Each time as you are putting it on, say [Nnyambala + engatto.]. Let the students practice saying it with you.
2. Finally, leave your shoe on, stand up, and say [Nnyambadde + engatto.]. Have a student say [Oyambadde + engatto?]. Reply to him [Yee, nnyambadde + engatto.].
3. Have each student point to his own feet and say [Nnyambadde + engatto.].
4. Take your own shoe off again. As you are putting it back on, have a student ask you [Okola-ki?]. Reply [Nnyambala + engatto.]. Then have one student at a time remove a shoe. As he is putting it back on, ask him [Okola-ki?], and he should reply [Nnyambala + engatto.]
5. Take your shoe off, put it on, and stand up. Have a student ask you [Okoze-ki?], and you reply [Nnyambadde + engatto.]. In the same way, have individual students remove their shoes and put them on again, while reciting [Nnyambala + engatto.]. After they have done so, ask each one [Okoze-ki?], and they should reply [Nnyambadde + engatto.].
6. Have individual students pantomime the actions that were taught in Lessons 23, 24. As they do so, ask [Akola ki?], and have the students answer you. When the student who is pantomiming the action has finished, ask [Akoze-ki?]. Students will probably have to repeat the question back to you the first time, so that you can reply [Alidde + ekyenkyaa..], [Agenze + mu kibiina..], etc. Continue until the students can reply without prompting to the question [Akoze-ki?].
7. The short sentences in this drill are arranged in sets of four:

A. third person singular present	C. third person singular perfective
B. third person plural present	D. third person plural perfective

Go through the entire exercise in each of the following ways:

	Cue from teacher or first student	Response from student
1.	A	B
2.	B	A
3.	C	D
4.	D	C

LUGANDA BASIC COURSE

	Cue from teacher or first student	Response from student
5.	A	C
6.	C	A
7.	B	D
8.	D	B
<u>Ayambala.</u>	<u>Ayambadde.</u>	
<u>Bambala.</u>	<u>Bambadde.</u>	
<u>Alya' + ekyenkyा' .</u>	<u>Alidde + ekyenkyा' .</u>	
<u>Balya' + ekyenkyा' .</u>	<u>Balidde + ekyenkyा' .</u>	
<u>Agenda + mu kibiina' .</u>	<u>Agenze + mu kibiina' .</u>	
<u>Bagenda + mu kibiina' .</u>	<u>Bagenze + mu kibiina' .</u>	
<u>Ava' + mu kibiina' .</u>	<u>Avudde + mu kibiina' .</u>	
<u>Bava' + mu kibiina' .</u>	<u>Bavudde + mu kibiina' .</u>	
<u>Adda + eka' .</u>	<u>Azze + eka' .</u>	
<u>Badda + eka' .</u>	<u>Bazze + eka' .</u>	
<u>Awummula.</u>	<u>Awummudde.</u>	
<u>Bawummula.</u>	<u>Bawummudde.</u>	
<u>Yeebaka.</u>	<u>Yeebase.</u>	
<u>Beebaka.</u>	<u>Beebase.</u>	
8. This drill is in the form of three-line conversations. The class should practice the sentences first by repeating the sentences aloud after the teacher. Then individual students may take roles A and B.		
A	B to A	A to B
Ngolokoka.	Ogolokose?	<u>Ngolokose.</u>
Nnyambala.	Oyambadde?	<u>Nnyambadde.</u>
<u>Ndyā' + ekyenkyा' .</u>	Olidde ekyenkyा?	<u>Ndide + ekyenkyा' .</u>
<u>Njenda + mu kibiina' .</u>	Ogenze mu kibiina?	<u>Njenze + mu kibiina' .</u>
<u>Njiga + Oluganda.</u>	Oyize Oluganda?	<u>Njize + Oluganda.</u>
<u>Nva' + mu kibiina' .</u>	Ovudde mu kibiina?	<u>Nvudde + mu kibiina' .</u>
<u>Nzira + eka' .</u>	Ozze eka?	<u>Nzize + eka' .</u>

A	B to A	A to B
<u>Tugolokoka.</u>	Mugolokose?	<u>Tugolokose'.</u>
<u>Twambala.</u>	Mwambadde?	<u>Twambadde.</u>
<u>Tulya'</u> + ekyenkyा'.	Mulidde ekyenkyा?	<u>Tulidde</u> + ekyenkyा'.
<u>Tugenda mu kibiina'.</u>	Mugenze mu kibiina?	<u>Tugenze'</u> + mu kibiina'.
<u>Tuyiga</u> + Oluganda.	Muyize Oluganda?	<u>Tuyize'</u> + Oluganda.
<u>Tuva'</u> + mu kibiina'.	Muvudde mu kibiina?	<u>Tuvudde</u> + mu kibiina'.
<u>Tudda</u> + eka'.	Muzze eka?	<u>Tuzze</u> + eka'.

A	B to A	A to B
<u>Alya'</u> + ekyemisana'.	Alidde ekyemisana?	<u>Alidde</u> + ekyemisana'.
<u>Adda</u> + mu kibiina'.	Azze mu kibiina?	<u>Azze</u> + mu kibiina'.
<u>Azannya.</u>	Azannye?	<u>Azannye'.</u>
<u>Awummula.</u>	Awummudde?	<u>Awummudde.</u>
<u>Alya'</u> + ekyekiro'.	Alidde ekyekiro?	<u>Alidde</u> + ekyekiro'.
<u>Anaaba.</u>	Anaabье?	<u>Anaabье'.</u>
<u>Anyumya.</u>	Anyumizza?	<u>Anyumizza.</u>
<u>Yeebaka.</u>	Yeebase?	<u>Yeebase'.</u>

A	B to A	A to B
<u>Balya'</u> + ekyemisana'.	Balidde ekyemisana?	<u>Balidde</u> + ekyemisana'.
<u>Badda</u> + mu kibiina'.	Bazze mu kibiina?	<u>Bazze</u> + mu kibiina'.
<u>Bazannya.</u>	Bazannye?	<u>Bazannye'.</u>
<u>Bawummula.</u>	Bawummudde?	<u>Bawummudde.</u>
<u>Balya'</u> + ekyekiro'.	Balidde ekyekiro?	<u>Balidde</u> + ekyekiro'.
<u>Banaaba.</u>	Banaabье?	<u>Banaabье'.</u>
<u>Banyumya.</u>	Banyumizza?	<u>Banyumizza.</u>
<u>Beebaka.</u>	Beebase?	<u>Beebase'.</u>

Summary:

This lesson introduces the perfective tense, which makes use of the modified form of the verb stem. It is very important to learn this form of the stem, in addition to the unmodified form that is used in the present tense. For that reason, this lesson contains a large amount of drill in switching between modified and unmodified stems.

LESSON 34

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

ssebo	sir
δtyá+ñnó	how are you
Osiibye' otya+nno?	how have you spent the afternoon

A: Osiibye' otya+nno + ssebo? How have you spent the afternoon, sir?

maama	madame
bulungi	well

B: Bulungi + maama. Well, madame.

A: Mmm. Mmm.

B: Osiibye' otya+nno? How have you spent the afternoon?

A: Bulungi. Well.

B: Mmm. Mmm.

A: Mmm. Mmm.

nnyabo	madame
ova'	you come from
Ova' wa?	where do you come from
B: Ova' wa + nnyabo?	Where do you come from, madame?

mu A-mereka

in America

nva·

I come from

A: Nva· mu A-mereka.

I come from America.

Mwa-mereka?

an American

oli

you're

B: Ooo! Oli Mwa-mereka?

Ooo. You are an American?

A: Yee.

Yes.

mu A-mereka

in America

mu kitundu+ki + mu

in what part of America

A-mereka?

ova·

you come from

B: Ova· mu kitundu+ki + mu

What part of America do you
come from?

A-mereka?

kusomesa

to teach

kuno

here

najja # kuno / kusomesa

I came here to teach

era /

nva· / mu Washington

I came from Washington, D.C.

* A: Nva· / mu Washington, era /
najja # kuno / kusomesa.

I come from Washington, D.C.;
I came here to teach.

musomesa?

teacher

oli

you're

B: Ooo! Oli musomesa?

Ooo. You are a teacher?

A: Mmm.

Mmm.

wa?

where

osomesa·

you teach

B: Osomesa· wa?

Where do you teach?

Gayaza [Ggayaaaza]

Gayaza

nsomesa·

I teach

A: Nsomesa· Gayaza.

I teach at Gayaza.

Gayaza? osomesa? B: Ooo! Osomesa' / Gayaza? A: Mmm!	Gayaza you teach Ooo. You teach at Gayaza? Mmm.
--	--

3. Translation: (Will be needed for only a few of the lines).

4. Role playing:

Should concentrate on only one section of the dialog at a time. Insist that the students do each section smoothly and correctly, but do not require them to combine the sections.

5. Personal subject prefixes with the two verbs used in greetings.

The verbs in Column B are in the perfective tense, while those in Column C are in the near past tense. Practice the exercise by repeating the sentences aloud after the teacher. Then go through the exercise in each of the following ways:

	<u>Cue</u>	<u>Response</u>
1	A	B
2	B	A
3	A	C
4	B	C
5	C	B

Books should remain closed.

<u>A</u>	<u>B</u>	<u>C</u>
ggwe	Osiibye' otya+nno?	Wasuze' otyanno?
mmwe	Musiibye' mutya+nno?	Mwasuze' mutyanno?
omusomesa	Asiibye' atya+nno?	Yasuze' atyanno?
abaana	Basiibye' batya+nno?	BaaSuze' batyanno?
nze	Nsiibye' bulungi.	Nasuze' bulungi.
ffe	Tusiibye' bulungi.	Twasuze' bulungi.

6. This looks like a series of conversations. It is only a drill, however, because the responses are all fixed, with no chance for the student to vary his answers according to what is in fact true. Notice that each present tense conversation is matched by an equivalent conversation in the perfective tense. Practice first by repeating aloud after the teacher. Books should remain closed most of the time.

okuyiga

(-yize)

A (to B): Nj <u>i</u> ga + Olug <u>an</u> da.	Nj <u>ize</u> + Olug <u>an</u> da.
B (to A): Oy <u>i</u> ga + Olug <u>an</u> da?	Oy <u>ize</u> + Olug <u>an</u> da?
A (to B): Yee.	Yee.
B (to C): (Mary) ay <u>i</u> ga + Olug <u>an</u> da.	(Mary) ay <u>ize</u> + Olug <u>an</u> da.
C : Ooo! Kirung <u>i</u> .	Ooo! Kirung <u>i</u> .

okuyigiriza

(-yigirizza)

A (to B): Nj <u>ig</u> iriza + aba <u>a</u> na.	Nj <u>ig</u> irizza + aba <u>a</u> na.
B (to A): Oy <u>ig</u> iriza + aba <u>a</u> na?	Oy <u>ig</u> irizza + aba <u>a</u> na?
A (to B): Yee.	Yee.
B (to C): ____ ay <u>ig</u> iriza + aba <u>a</u> na.	____ ay <u>ig</u> irizza + aba <u>a</u> na.
C : Ooo! Kirung <u>i</u> .	Ooo! Kirung <u>i</u> .

okudda

(-zze)

A,B (to C): Tu <u>dd</u> a + mu kibi <u>in</u> a'.	Tuz <u>ze</u> + mu kibi <u>in</u> a'.
C (to A,B): Mu <u>dd</u> a + mu kibi <u>in</u> a'?	Muz <u>ze</u> + mu kibi <u>in</u> a'?
A,B (to C): Yee.	Yee.
C (to D): _ ne _ ba <u>dd</u> a + mu kibi <u>in</u> a'.	_ ne _ baz <u>ze</u> + mu kibi <u>in</u> a'.
D : Ooo! Kirung <u>i</u> .	Ooo! Kirung <u>i</u> .

okuggula

(-ggudde)

- | | |
|---|----------------------------------|
| A,B (to C): <u>Tuggula</u> + oluggi. | <u>Tuggudde</u> + oluggi. |
| C (to A,B): <u>Muggula</u> + oluggi? | <u>Muggudde</u> + oluggi? |
| A,B (to C): Yee. | Yee. |
| C (to D): _ ne _ <u>baggula</u> + oluggi. | _ ne _ <u>baggudde</u> + oluggi. |
| D (to C): Ooo! <u>Nga</u> + kirungi! | Ooo! <u>Nga</u> + kirungi! |

okutuula

(-tudde)

- | | |
|---|-----------------------------------|
| A,B (to C): <u>Tutuula</u> + ku ntebe. | <u>Tutudde</u> + ku ntebe. |
| C (to A,B): <u>Mutuula</u> + ku ntebe. | <u>Mutudde</u> + ku ntebe? |
| A,B (to C): Yee. | Yee. |
| C (to D): _ ne _ <u>batuula</u> + ku ntebe. | _ ne _ <u>batudde</u> + ku ntebe. |
| D (to C): Ooo! <u>Nga</u> + kirungi. | Ooo! <u>Nga</u> + kirungi. |

okwebaka

(-eebase)

- | | |
|--|------------------------------|
| A,B (to C): <u>Twebaka</u> mangu. | <u>Twebase</u> mangu. |
| C (to A,B): <u>Mwebaka</u> mangu? | <u>Mwebase</u> mangu? |
| A,B (to C): Yee. | Yee. |
| C (to D): _ ne _ <u>beebaka</u> mangu. | _ ne _ <u>beebase</u> mangu. |
| D (to C): Ooo! <u>Kibi</u> . | Ooo! <u>Kibi</u> . |

The remaining drills in this series introduce the perfective negative forms of the same verbs.

okwambala

(-ambadde)

- | | |
|---|-----------------------------------|
| A (to B): <u>Sambala</u> + ngatto. | <u>Sambadde</u> + ngatto. |
| B (to A): <u>Toyambala</u> + ngatto? | <u>Toyambadde</u> + ngatto? |
| A (to B): Nedda. | Nedda. |
| B (to C): (Mary) <u>tayambala</u> + ngatto. | Mary/ <u>tayambadde</u> + ngatto. |
| C : Ooo! Nga + kitalo! | Ooo! Nga + kitalo! |

okutegeera

(-tegedde)

- | | |
|--|----------------------------------|
| A (to B): <u>Siteqeera</u> + bulungi. | <u>Sitegedde</u> + bulungi. |
| B (to A): <u>Toteqeera</u> + bulungi? | <u>Totegedde</u> + bulungi? |
| A (to B): Nedda. | Nedda. |
| B (to C): (John) <u>tateqeera</u> + bulungi. | ____ <u>tategedde</u> + bulungi. |
| C : Ooo! Nga + kitalo! | Ooo! Nga + kitalo! |

okubeera

(-badde)

- | | |
|--|----------------------------------|
| A (to B): <u>Sibeera</u> + mu kibuga. | <u>Sibadde</u> + mu kibuga. |
| B (to A): <u>Tobeera</u> + mu kibuga? | <u>Tobadde</u> + mu kibuga? |
| A (to B): Nedda. | Nedda. |
| B (to C): ____ <u>tabeera</u> + mu kibuga. | ____ <u>tabadde</u> + mu kibuga. |
| C : Ooo! Nga + kitalo! | Ooo! Nga + kitalo! |

okulya'

(-lidde)

- | | |
|--|---------------------------------|
| A (to B): <u>Sirya'</u> + kyankya'. | <u>Siridde</u> + kyankya'. |
| B (to A): <u>Tolya'</u> + kyankya'? | <u>Tolidde</u> + kyankya'? |
| A (to B): Nedda. | Nedda. |
| B (to C): (Bill) <u>talya'</u> + kyankya'. | ____ <u>talidde</u> + kyankya'. |
| C : Ooo! Nga + kitalo! | Ooo! Nga + kitalo! |

okunywa'

(-nywedde)

A (to B): Sinywa' + kaawa.
 B (to A): Tonywa' + kaawa?
 A (to B): Nedda.
 B (to C): __ tanywa' + kaawa.
 C : Ooo! Bambi!

Sinywedde + kaawa.
Tonywedde + kaawa?
Nedda.
__ tanywedde + kaawa.
Ooo! Bambi!

okuwummula

(-wummudde)

A,B (to C): Tetu_wummula.
 C (to A,B): Temuwummula?
 A,B (to C): Nedda.
 C (to D): __ ne __ tebawummula.
 D : Ooo! Nga + kitalo!

Tetu_wummudde.
Temuwummudde?
Nedda.
__ ne __ tebawummudde.
Ooo! Nga + kitalo!

okuyigiriza

(-yigirizza)

A,B (to C): Tetuyigiriza.
 C (to A,B): Temuyigiriza?
 A,B (to C): Nedda.
 C (to D): __ ne __ tebayigiriza.
 D : Ooo! Nga + kitalo!

Tetuyigirizza.
Temuyigirizza?
Nedda.
__ ne __ tebayigirizza.
Ooo! Nga + kitalo!

okwebaka

(-eebase)

A,B (to C): Tetwebaka + misana'.
 C (to A,B): Temwebaka + misana'?
 A,B (to C): Nedda.
 C (to D): __ ne __ tebeebaka + misana'.
 D : Ooo! Nga + kitalo!

Tetwebase' + misana'.
Temwebase' + misana'?
Nedda.
__ ne __ tebeebase' + misana'.
Ooo! Nga + kitalo!

Glossary:

e.ki. <u>tundu</u>	(KI-BI)	part, half, district
o.mu. <u>somesa</u>	(MU-BA)	teacher
ku.no		around here
.jja (.izze)		come
era		and, also
kitalo!		pity!
Nga+kitalo!		What a pity!
kirungi		it is nice
Nga+kirungi!		How nice!
bambi!		pity

LESSON 35

1. Have the students use the question [Kiki # kino?] in order to learn the following nouns:

ekkalaamu	ensawo
ekitabo	ekifaananyi
essaawa	ebbaluuwa y'ekkubo
ensimbi	empeta

In answer to the question [Kiki # kino?], these words will of course be used without initial vowel.

2. Point to your own watch. Say [Nnina + essaawa.], and immediately ask a student who has a watch [Olina + essaawa?]. He should reply [Yee, nnina + essaawa.]. Do the same with all the objects listed in Step 1.
3. Remove your own watch, put it aside, and say [Sirina + ssaawa.] Or use the name of some other object that you do not have, such as [Sirina nsimbi.] Have a student ask you [Olina + (essaawa)?], and reply [Nedda, sirina + ssaawa.]
4. DRILL: Affirmative vs. negative, 'have'.

<u>essaawa</u>	<u>Olina</u> + <u>essaawa?</u>	<u>Sirina</u> + <u>ssaawa</u> .
<u>omwana</u>	<u>Olina</u> + <u>omwana?</u>	<u>Sirina</u> + <u>mwana</u> .
<u>abaana</u>	<u>Olina</u> + <u>abaana?</u>	<u>Sirina</u> + <u>baana</u> .
<u>omusomesa</u>	<u>Olina</u> + <u>omusomesa?</u>	<u>Sirina</u> + <u>musomesa</u> .
<u>ensimbi</u> / <u>nnyingi</u>	<u>Olina</u> + <u>ensimbi</u> / <u>nnyingi</u> ?	<u>Sirina</u> + <u>nsimbi</u> / <u>nnyingi</u> .
<u>empeta</u>	<u>Olina</u> + <u>empeta?</u>	<u>Sirina</u> + <u>mpeta</u> .

5. DRILL: Person and number in negative statements.

	S <u>irina</u> + n <u>simb</u> i / nny <u>ingi</u> .
y <u>e</u>	T <u>alina</u> + n <u>simb</u> i / nny <u>ingi</u> .
empeta	T <u>alina</u> + mpet <u>a</u> .
ffe	T <u>etulina</u> + mpet <u>a</u> .
ebbaluuwa z' ekkubo	T <u>etulina</u> + bbaluuwa za kk <u>ubo</u> .
bo	T <u>ebalina</u> + bbaluuwa za kk <u>ubo</u> .
abaana	T <u>ebalina</u> + baana.
ggwe?	T <u>olina</u> + baana.
essaza	T <u>olina</u> + ssaza.
mmwe?	T <u>emulina</u> + ssaza.

6. Ask the students [Olina (essaawa)?], using the names of as many objects as they know. They should answer affirmatively or negatively, whichever is true.
7. Practice with the question [(John) alina + (essaawa)?]. Answers should again be either affirmative or negative, whichever is true.

Summary:

This lesson introduces the negative present forms of 'have'. Take all opportunities, outside of class as well as in, to ask people in Luganda whether they have this or that.

To the student:

This word that is translated 'have' is derived from a phrase meaning 'be with'. It is pronounced as a single word in modern Luganda, however.

Glossary:

e.s. <u>saawa</u> (N)	hour, clock
e.n. <u>simbi</u> (N)	money
e.n. <u>sawo</u> (N)	bag, pocket
e.ki. <u>faananyi</u> (KI-BI)	picture
e.b. <u>baluuwa</u> y' <u>ekkubo</u> (N)	passport
e.m. <u>peta</u> (N) (stem [.weta])	ring

LESSON 36

1. Give the students practice in pronouncing the following sentences:

Mu kibiina' # kino / mulimu + (emmeeza).

Ku (mpeeza) # eno / kuliko + (ensimbi).

Mu kibiina' # kino / mulimu + (entebe) / (ttaano).

2. Using gestures, teach the students the meanings of the above sentences. Make some additional true statements by substituting other words for the words in (). Have the students repeat these statements after you. Ask [Mutegedde?] to be sure that they understand each sentence that they repeat.

3. Ask questions of these kinds:

Mu kibiina' # kino / mulimu + (essaawa)?

Mu kibiina' # kino / mulimu + (essaawa) / mmeke?

Ku mpeeza # eno / kuliko (ebitabo)?

Ku mpeeza # eno / kuliko (ebitabo / bi)meka?

4. DRILL: Affirmative vs. negative 'there is'

'There is one chair
inside.'

'There aren't many
chairs inside.'

entebe Mulimu + entebe /
 emu'_. Temu-li + ntebe /
 nnyingi.

ekifaananyi Mulimu + ekifaananyi /
 kimu'_. Temu-li + bifaananyi /
 bingi.

ebbaluuwa Mulimu + ebbaluuwa /
 emu'_. Temu-li + bbaluuwa /
 nnyingi.

abantu Mulimu + omuntu /
 omu'_. Temu-li + bantu /
 bangi.

omulimu Mulimu + omulimu /
 gumu'_. Temu-li + mirimu /
 mingi.

5. Continue with questions like the ones in Step 3, but add questions like:

Olina + ensimbi?

Olina + ekkalaamu / mmeka?

Tulina + essaawa?

(John) / alina + ekitabo?

The students' answers should be factually true, as well as grammatically correct.

Summary:

'Have' with locative subject prefixes is commonly translated 'there is / are'. Take every opportunity, both in class and outside, to comment on the presence or absence of various articles.

To the student:

In [mulimu], the first [mu] is a subject prefix of one of the 'locative' classes. These classes, as their name indicates, have to do with locations, rather than with things. The [mu] class has to do with location inside of something. Similarly, the [ku] in [kuliko] is the subject prefix for a locative class which in Luganda stands for specific location, often on something. See Ashton, p. 249-50; Chesswas, chapter XIV.

The final enclitics [mu] and [ko] of course represent the same classes as their respective subject prefixes. They are found only in the affirmative.

Glossary:

.lina (.badde na) have

Compare: .li ne be with

LESSON 37

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

<u>ekibiina'</u>	class
<u>mu kibiina'</u>	in class
<u>mu kibiina' kyo</u>	in your class
<u>abaana</u>	children
<u>abaana / bameka?</u>	how many children
<u>olina + abaana / bameka?</u>	how many children do you have

A: Olina + abaana / bameka + mu kibiina' kyo? How many children do you have in your class?

<u>amakumi / asatu</u>	three tens
<u>abaana / amakumi / asatu.</u>	thirty children

B: Nnina + abaana / amakumi / asatu. I have thirty children.

A: Ooo! Bangi! Ooo. They're many!

B: Bangi. They are.

<u>abalenzi</u>	boys
<u>n'a-balensi</u>	and boys
<u>abawala n'a-balensi</u>	girls and boys
<u>osomesa + abawala / n'abalenzi?</u>	do you teach girls and boys?

- | | |
|--|---|
| <u>bawala</u> | girls |
| <u>Bonna</u> / <u>bawala</u> ? | are all of them girls? |
| A: <u>Bonna</u> / <u>bawala</u> , <u>oba</u> / <u>osomesa</u> +
<u>abawala</u> / <u>n'a-balensi</u> ? | Are all of them girls, or do
you teach girls and boys? |
| B: <u>Bonna</u> / <u>bawala</u> . | All of them are girls. |
| A: <u>Bawala</u> / <u>beereere</u> ? | Girls only? |
| B: Mmm. | Mmm. |
| A: Ooo! | Ooo. |

3. Translation.

4. Role playing.

5. DRILL: Concord of numerals with nouns.

<u>A</u>	<u>B</u>	<u>C</u>
<u>abaana</u>	<u>Mulimu</u> + <u>abaana</u> / <u>kkumi</u> + <u>na babiri</u> .	Ooo! <u>Bangi!</u>
<u>abawala</u>	<u>Mulimu</u> + <u>abawala</u> / <u>kkumi</u> + <u>na babiri</u> .	Ooo! <u>Bangi!</u>
<u>abalenzi</u>	<u>Mulimu</u> + <u>abalenzi</u> / <u>kkumi</u> + <u>na babiri</u> .	Ooo! <u>Bangi!</u>
<u>entebe</u>	<u>Mulimu</u> + <u>entebe</u> / <u>kkumi</u> + <u>na bbiri</u> .	Ooo! <u>Nnyingi!</u>
<u>emmeeza</u>	<u>Mulimu</u> + <u>emmeeza</u> / <u>kkumi</u> + <u>na bbiri</u> .	Ooo! <u>Nnyingi!</u>
<u>ebitabo</u>	<u>Mulimu</u> + <u>ebitabo</u> / <u>kkumi</u> + <u>na bibiri</u> .	Ooo! <u>Bangi.</u>
<u>enguudo</u>	<u>Mulimu</u> + <u>enguudo</u> / <u>kkumi</u> + <u>na bbiri</u> .	Ooo! <u>Nnyingi!</u>
<u>ebibiina'</u>	<u>Mulimu</u> + <u>ebibiina'</u> / <u>kkumi</u> + <u>na bibiri</u> .	Ooo! <u>Bingi!</u>
<u>ama-</u> <u>terekero</u>	<u>Mulimu</u> + <u>amaterekero</u> / <u>kkumi</u> + <u>n'abiri</u> .	Ooo! <u>Mangi!</u>

6. DRILL: Concords involving [-onna] 'all'

<u>ekkalaamu</u>	Ekkalaamu # <u>zonna</u> / <u>ziri</u> ku <u>mmeeza</u> ?
<u>ebitabo</u>	Ebitabo # <u>byonna</u> / <u>biri</u> ku <u>mmeeza</u> ?
<u>ekyenkyya'</u>	Ekyenkyya' # <u>kyonna</u> / <u>kiri</u> ku <u>mmeeza</u> ?
<u>engatto</u>	Engatto # <u>zonna</u> / <u>ziri</u> ku <u>mmeeza</u> ?
<u>entebe</u>	Entebe # <u>zonna</u> / <u>ziri</u> ku <u>mmeeza</u> ?
<u>essaawa</u>	Essaawa # <u>zonna</u> / <u>ziri</u> ku <u>mmeeza</u> ?

7. The students, with the help of their instructor, should assemble a list of the forms of [-ereere] that agree concordially with each of the following nouns: [abantu, emmeeza, emigga, ensimbi, ebifaananyi, amakolero].

Glossary:

o.mu.wala	(MU-BA)	girl
o.mu.lenzi	(MU-BA)	boy
.onna		all
.ereere		barely, only, empty

LESSON 38

This lesson is based on a short monolog about Kampala. Three slightly different versions of the monolog are on the tape:

1. Listen to these monologs straight through, just to see how much you can understand.
 2. Next, learn the following short sentences. Practice them until you can give them easily and correctly in response to the English translations.
- | | |
|--|--|
| a. <u>Kampala</u> / <u>kibuga</u> . | Kampala is a city. |
| b. Kye <u>kibuga</u> + <u>ekikulu</u> + mu <u>Uganda</u> . | It is the capital city of ('in') Uganda. |
| c. <u>Kampala</u> / <u>kiri mu Buganda</u> . | Kampala is in Buganda. |
| d. <u>Kiri mu makkati</u> ga <u>Uganda</u> . | It is in the centre of Uganda. |
| e. <u>Kirimu</u> + <u>abantu</u> / <u>bangi</u> + <u>ab'enjawulo</u> . | Therein are many different people. |
| f. <u>Bava</u> mu <u>mawanga</u> / <u>mangi</u> . | They come from many tribes. |
| g. <u>Buganda</u> / <u>ggwanga</u> . | Buganda is a tribe. |
| h. <u>Bunyoro ne Ankole</u> / <u>mawanga</u> . | Bunyoro and Ankole are tribes. |
| i. <u>Abantu</u> / <u>bangi</u> / <u>babeera mu Kampala</u> . | Many people live in Kampala. |
| j. <u>Bakola</u> + <u>emirimu</u> / <u>mingi</u> + <u>egy'enjawulo</u> . | They do many different [kinds of] work. |
| k. <u>Babajja</u> . | They do carpentry. |
| l. <u>Bazimba</u> . | They do building. |
| m. <u>Bakola</u> + <u>emirimu</u> + <u>egy'omu ofiisi</u> . | They do office jobs. |
| n. <u>Mulimu</u> + <u>ofiisi</u> / <u>nnyingi</u> . | There are many offices. |
| o. <u>Mulimu</u> + <u>ebitongole</u> / <u>bingi</u> . | There are many departments. |

3. Listen again to the first version of the monolog and answer the following questions asked by the instructor. Students' books should remain closed.
1. a. Kampala kibuga?
b. Kampala nsi?
c. Kampala kye ki?
 2. a. Kampala kye kibuga ekikulu mu Uganda?
b. Kampala kye kibuga ekikulu mu nsi ki?
 3. a. Kampala kiri mu kitundu kya Buganda?
b. Kampala kiri mu kitundu ki mu Uganda?
c. Kampala kye ki?
 4. a. Kampala kiri mu makkati ga Uganda?
b. Kampala kiri ludda wa?
c. Kampala kye ki?
 5. a. Kampala kirimu abantu bangi ab'enjawulo?
b. Kampala kirimu abantu ba ngeri ki?
c. Kampala kye ki?
 6. a. Abantu b'omu Kampala bava mu mawanga mangi?
b. Abantu b'omu Kampala bava wa?
c. Kampala kye ki?
 7. a. Buganda ggwanga?
b. Buganda kibuga?
c. Buganda kye ki?
 8. a. Bunyoro ne Ankole mawanga?
b. Bunyoro ne Ankole bibuga?
c. Bunyoro ne Ankole kye ki?
 9. a. Abantu bangi babeera mu Kampala?
b. Abantu bameka ababeera mu Kampala?

10. a. Bo bakola emirimu mingi egy'enjawulo?
b. Bo bakola mirimu ki?
 11. a. Babajja?
b. Bakola ki?
 12. a. Bazimba?
b. Bakola ki?
 13. a. Bakola emirimu egy'omu ofiisi?
b. Bakola ki?
 14. a. Mulimu ofiisi nnyingi?
b. Mulimu ofiisi mmeka?
 15. a. Mulimu ebitongole bingi?
b. Mulimu ebitongole bimeka?
4. Dictation: Before looking at the following text, listen to the second version of the monolog and try to write it down. Then check yourself by looking at the printed version.

Kampala / kyè kibuga + ekikulu + mu Uganda. Kiri mu Uganda, mu nsí + Buganda + mu makatti ga Uganda.
Kiri-mu + abantu / bangi / ab'a-mawanga / mangi,
ng' + Abaganda , Abanyoro, Abanyakole, n'Abeeru,
ng' + Abazungu / n'A-bayindi / n'a-balala. Abantu +
baamu / bakola + emirimu / gya njawulo, ng' + okubajja,
okuzimba, era / muli-mu / ne ofiisi / nyingi /
ez'e-bitongole + ebiralá.

5. DRILL: Concordial agreement.

emirimu	emirimu / <u>mingi</u> + egypt' <u>enjawulo</u>
abantu	abantu / <u>bangi</u> + ab' <u>enjawulo</u>
amawanga	amawanga / <u>mangi</u> + ag' <u>enjawulo</u>
<u>ebitonsole</u>	<u>ebitonsole</u> / <u>bingi</u> + eby' <u>enjawulo</u>
<u>Abeeru</u>	<u>Abeeru</u> / <u>bangi</u> + ab' <u>enjawulo</u>

6. DRILL: Tone changes with [nga] 'such as'.

Abaganda	abantu / <u>bangi</u> + ng' + <u>Abaganda</u> , n' <u>a</u> -balala
Abanyoro	abantu <u>bangi</u> ng' <u>Abanyoro</u> n' <u>a</u> balala
Abanyankole	abantu <u>bangi</u> ng' <u>Abanyankole</u> n' <u>a</u> balala
<u>Abeeru</u>	abantu <u>bangi</u> ng' <u>Abeeru</u> n' <u>a</u> balala
Abazungu	abantu <u>bangi</u> ng' <u>Abazungu</u> n' <u>a</u> balala

7. Try to anticipate the whole word that belongs in each blank.
Check yourself by listening to the third version of the monolog.

Kiri mu _____, mu _____ ga Uganda. Kirimu _____
bangi _____, ng' Abaganda, _____, Abanyankole,
_____ ng' Abazungu _____. Abantu _____ bakola
_____ mingi, ng' okuzimba, okubajja _____.

8. Tell in your own words as much as you can remember about Kampala.

Glossary:

e.n.jawulo (N)	difference
(stem [.awulo])	
'njawulo	different
e.g.gwanga (LI-MA)	tribe
(stem [.wanga])	
.bajja (.bazze)	do carpentry, cabinet work
.zimba (.zimbye)	build
o.mu.limu (MU-MI)	work, job
e.ki.tongole (KI-BI)	department (of gov't)
.lala	other
e.n.geri (N)	kind

LESSON 39

1. Teach the students to pronounce these sentences, first the left-hand column and then the right-hand column.

Njenda + ku luggi.	Omusomesa / agenda + ku luggi.
Nzigala + oluggi.	Omusomesa / aggala + oluggi.
Nzigula + oluggi.	Omusomesa / aggula + oluggi.
Nva' + ku luggi.	Omusomesa / ava' + ku luggi.
Ntuula + ku ntebe.	Omusomesa / atuula + ku ntebe.
Nnyimirira.	Omusomesa / ayimirira.
Njenda + ku lubaawo'.	Omusomesa / agenda + ku lubaawo'.
Mpandiika + ku lubaawo'.	Omusomesa / awandiika + ku lubaawo'.

2. Act out the sentences in Step 1, Column 1. As you perform each action, say the sentence aloud. Have one of the students tell the rest of the class what you are doing by reciting sentences from Column 2.
3. Have individual students go through the same actions, as they say the sentences from Column 1. At the same time, have one of the other students say [(John) ava ku luggi.], etc.
4. Begin as in Step 2, by walking toward the door and saying [Njenda ku luggi.], but when you get to the door, stop and say [Njenze ku luggi.]. Immediately ask someone [Nkoze ki?]. He should answer [Ogenze + ku luggi.].

In the same way, introduce the sentences:

Nzigadde + oluggi. Oggadde oluggi.

<u>A</u>	<u>A</u>	<u>B</u>
<u>Nzigadde</u> + oluggi.	<u>Nkoze'ki?</u>	<u>Oggadde</u> + oluggi.
<u>Nnyimiridde</u> + mu kibiina'.	<u>Nkoze'ki?</u>	<u>Oyimiridde</u> + mu kibiina'.
<u>Ndidde</u> + ekyenkyा.	<u>Nkoze'ki?</u>	<u>Olidde</u> + ekyenkyा.
<u>Nnyambadde</u> + engatto.	<u>Nkoze'ki?</u>	<u>Oyambadde</u> + engatto.
<u>Nzize'</u> + mu kibiina.	<u>Nkoze'ki?</u>	<u>Ozze'</u> + mu kibiina.
<u>Ndabye'</u> + enkulungo.	<u>Nkoze'ki?</u>	<u>Olabye'</u> + enkulungo.

Drills on other forms of these verbs:

(Note that the person who takes Role A in one drill is not necessarily the same one who takes Role A in another drill.)

A (to B): Olidde + ekyenkyा' ?
 B (to A): Siridde + kyankya' .
 A (to C): -B- talidde + kyankya' .
 C : Ooo! Kitalo!

A (to B): Naawe -C- / mulidde + ekyenkyा' ?
 B (to A): Nedda, tetulidde + kyankya' .
 A (to D): -B- ne -C- tebalidde + kyankya' .
 D : Ooo! Bwe kiri?

A (to B): Oggadde + oluggi?
 B (to A): Nedda, siggadde + luggi.
 A (to C): -B- taggadde + luggi.
 C : Ooo! Bwe kiri?

A (to B): Naawe -C- / mwambadde + engatto?
 B (to A): Nedda, tetwambadde + ngatto.
 A (to D): -B- ne -C- tebambadde + ngatto.
 D : Ooo! Kibi!

Use other verbs in short drills of this kind.

Summary:

This lesson introduces the vocabulary for talking about some things that can happen in a classroom. Using Luganda, get your instructor's help in learning expressions for describing other classroom activities that you might need to talk about someday.

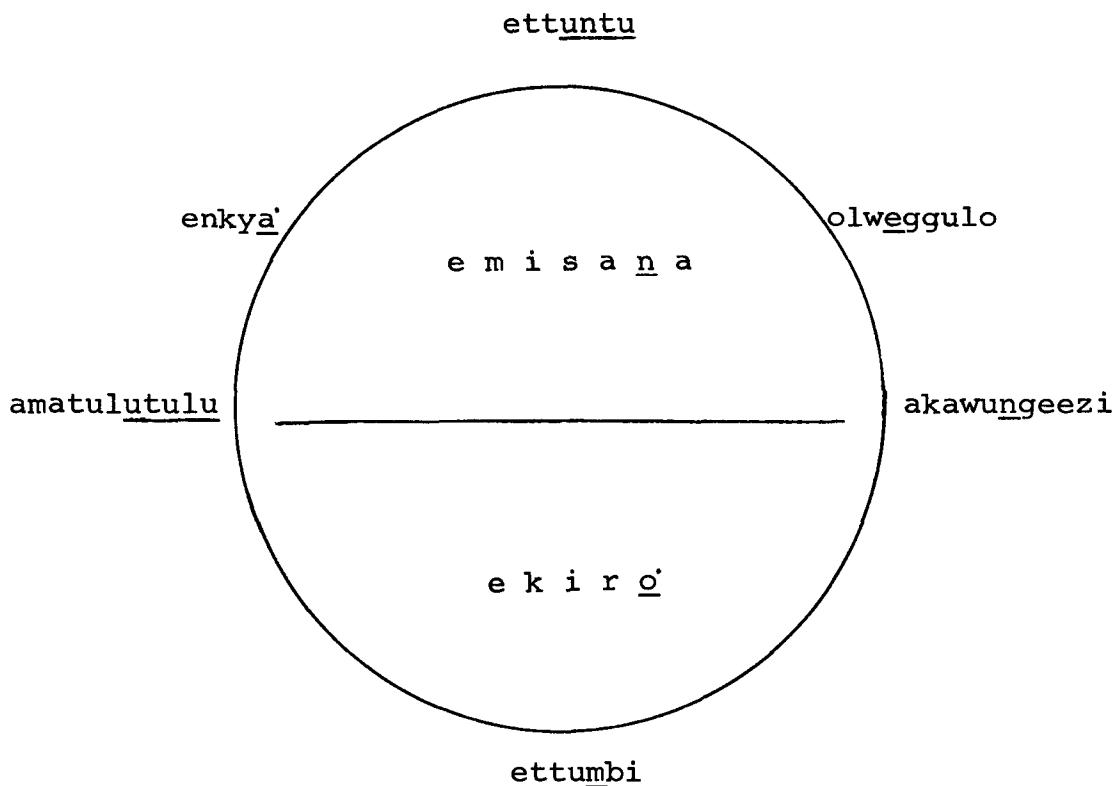
Glossary:

.ggala	(.ggadde)	shut
.ggula	(.ggudde)	open
.tuula	(.tudde)	sit down
.yimirira	(.yimiridde)	stand up
.wandiika	(.wandiise')	write

Sample of free conversation:

- A: Mwami Ochola, okola ki?
Weebase?
- B: Nedda, ngolokose era nsoma
bbaluwa.
- A: Evudde wa?
- B: Evudde mu Amerika.
- A: Ogenda mu Amerika?
- B: Nedda, sigenda mu Amerika.
Sirina bbaluuwa ya kkubo.
- A: Ooo.
- B: Eee.
- Mr. Ochola, what are you doing?
Are you sleeping?
- No, I have gotten up and I am
reading a letter.
- Where has it come from?
- It has come from America.
- Are you going to America?
- No, I am not going to America.
I don't have a passport.
- Ho ho.
- Ha ha.

LESSON 40



1. Copy this diagram onto the blackboard, if you have one. Point to the appropriate spot and teach the students to say [essaawa / emu' + ey'enky'a']. In the same way, teach them to say:

essaawa / bbiri + ez'enky'a.
 essaawa / ssatu + ez'enky'a.
 essaawa / nnya' + ez'enky'a.
 essaawa / ttaano + ez'enky'a.
 essaawa / mukaaga + ez'omu ttuntu
 essaawa / musanvu + ez'olweggulo
 essaawa / munaana' + ez'olweggulo
 essaawa / mwenda' + ez'olweggulo
 essaawa / kkumi' + ez'olweggulo

essaawa / kkumi + n'emu' / ez'olweggulo
essaawa / kkumi na bbiri + ez'akawungeezi
essaawa / emu' + ey'akawungeezi (or: ey'ekiro)
essaawa / bbiri + ez'akawungeezi (or: ez'ekiro)

2. Carry on conversations like these:

- a. T: Tu(golokoka) (mu matulutulu)?
S: Yee, tu(golokoka) mu matulutulu.
- b. T: Tu(golokoka) (mu ttuntu), oba / (mu matulutulu)?
S: Tu(golokoka) (mu matulutulu).
- c. T: Tu(golokoka) (mu ttuntu)?
S: Nedda, tetugolokoka + mu ttuntu.
T: Tu(golokoka) ddi%
S: Tu(golokoka) (mu matulutulu).

In all of the above conversations, be sure to use other verbs in place of [-golokoka], and other times of day in place of [matulutulu].

Glossary:

e.mi. <u>sana</u>	(MI)	daytime
e.ki.ro'	(KI)	night
a.ma.tulutulu	(MA)	early morning, dawn
e.n.kya'	(N)	morning
e.t. <u>tuntu</u>	(LI)	noon
o.lw.e.g.gulo	(LU)	afternoon
e.g.gulo	(LI)	afternoon
a.ka.wungéezi	(KA)	evening
e.t. <u>tumbi</u>	(LI)	midnight

LESSON 41

1. Familiarization with the sound of the dialog.

Let the students listen to the entire dialog on the tape once or twice. Or read it aloud to them once or twice. Students' books should be closed at all times.

2. Pronunciation buildups.

Have the students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

otyanno + ssebo?

how are you, sir?

A: Osiibye' otya+nno + ssebo?

How have you spent the afternoon, sir?
[Good afternoon, sir]

maama

madame

B: Bulungi + maama.

Well, madame.

A: Mmm.

Mmm.

otya+nno

how are you

B: Osiibye' + otya+nno?

How have you spent the afternoon?
[Good afternoon]

A: Bulungi.

Well.

B: Mmm.

Mmm.

ggw' # ani?

you are who?

A: Erinnya lyo / ggw' # ani?

What's your name?

Waiswa

Waiswa

nze # Waiswa

I am Waiswa

B: Erinnya lyange / nze # Waiswa

My name is Waiswa.

Waiswa

Waiswa

A: Ggwe # Waiswa?

You are Waiswa?

- B: Mmm.
ludda+wa?
- A: Ova ludda+wa?
waffe
ye
ye waffe
Busoga
- B: Nva' Busoga, ye waffe.
wammwe?
- A: Ye wammwe?
B: Mmm.
- A: Olina-yo + omukyala?
omu'
omukyala / omu'
nnina-yo
- B: Yee, nnina-yo + omukyala / omu'. Yes, I have one wife.
abaana
A: N'a-baana?
basatu
abaana / basatu
- B: N'a-baana / basatu.
kirungi
nga+kirungi!
- A: Ooo. Nga+kirungi!
- Mmm.
where
Where do you come from?
my home
it is
that is my home
Busoga
I come from Busoga, that's
my home.
your home
Is that your home?
Mmm.
wife
do you have there
Do you have a wife?
one
one wife
I have there
children
And children?
three
three children
And three children.
good
wonderful!
Ooo. (It's) wonderful!

3. Translation:

Tell the students what each line of the dialog means. Give them the Luganda one line at a time, and have them give you the English. Then give them the English meanings, and have them give you the Luganda. Do not spend more than 10 per cent of the time on this step!

4. Role playing:

Take the part of the first speaker in the dialog. Turn to a student and say the first line. He should reply with the second line. Continue in this way until you reach a good stopping place.

Choose two students and have them act out the dialog between themselves. The first time they should follow the dialog exactly as it is in the book. Later, they should adapt it by using their own names, and the places that they are really from.

5. DRILL: Tone shifts with [n'-] 'and, with'.

abáanà / basatu
abaáanà / munaana
abákylà / basatu
abàkýàlà / munaana
abàlènzi / basatu
abàlènzi / munaana
abàwála / basatu
abàwálà / munaana
abásomésà / basatu
Abagánda / basatu
ebíbiíná / bisatu
ekkáláamù / ssatu
ebibíiná / munaana
ekkáláamù / munaana

n'^ía-baánà / basatu
n'^ía-baànà / munaana
n'^ía-bákylà / basatu
n'^ía-bákýàlà / munaana
n'^ía-bàlènzi / basatu
n'^ía-bàlènzi / munaana
n'^ía-bawála / basatu
n'^ía-bawálà / munaana
n'^ía-básomésà / basatu
n'^íAbagánda / basatu
n'^íe-bíbiíná / bisatu
n'^íekkáláamù / ssatu
n'^íebibíiná / munaana
n'^íekkáláamù / munaana

To the student:

The [yo] in [olina-yo] is a locative enclitic. It has to do with general location or existence. Compare the locative enclitics [mu] (location inside) and [ko] (specific location) that were pointed out in Lesson 36.

Glossary:

o.mu.kyala (MU-BA) lady, wife

LESSON 42

This lesson also is based on three versions of a recorded monolog.

1. Listen to all three versions straight through just to see how much you can pick up.
 2. Learn the following short sentences so that you can give them easily and correctly in response to the English equivalents.
- | | |
|---|--|
| a. <u>Masindi</u> / <u>kibuga</u> . | <u>Masindi</u> is a town. |
| b. <u>Kye</u> · <u>kibuga</u> + <u>ekikulu</u> + mu
Bunyoro. | <u>It</u> is the capital of Bunyoro. |
| c. <u>Bunyoro</u> / <u>ye nsi</u> / <u>emu</u> + mu
<u>Uganda</u> . | <u>Bunyoro</u> is a district in
<u>Uganda</u> . |
| d. <u>Ye</u> · <u>nsi</u> + <u>eri</u> + mu <u>mambuka</u> . | <u>It</u> is a district which is
in the north. |
| e. <u>Abantu</u> / <u>bangi</u> / <u>babeera</u> + mu
<u>nsi</u> # <u>omwo</u> . | Many people live in that
district. |
| f. <u>Bayitibwa</u> Bunyoro. | They are called Bunyoro. |
| g. <u>Be</u> · <u>bantu</u> + <u>abasinga</u> +
<u>obungi</u> + mu Bunyoro. | They are the majority in
Bunyoro. |
| h. Mu <u>kibuga</u> / <u>mulimu</u> +
<u>amawanga</u> / <u>mangi</u> . | In the city there are many
tribes. |
| i. <u>Bakola</u> + <u>emirimu</u> / <u>mingi</u> +
<u>egy'enjawulo</u> . | They do many various jobs. |
| j. <u>ekitongole</u> <u>ky'o-bulimi</u> | department of agriculture |
| k. <u>ekitongole</u> <u>ky'e-mirimu</u> | department of works |
| l. <u>Abantu</u> b' <u>omu</u> Bunyoro /
<u>balimi</u> . | The people of Bunyoro are
farmers. |

- m. Abalala / bakola+mu makolero. Others work in factories.
- n. Mu kibuga + Masindi / mulimu + In the city of Masindi there
+ amakolero.

NB In (e) above, some speakers will prefer [eyo] instead of [omwo].

3. Listen again to the first version and answer the following questions as your instructor asks them. Students' books should remain closed.

- a. Masindi kye ki?
- b. Masindi kibuga kikulu mu nsi ki?
- c. Bunyoro kye ki?
- d. Ye nsi eri mu bukiika ki?
- e. Abantu ab'omu Bunyoro bayitibwa Baganda?
- f. Bayitibwa batya?
- g. Abantu abasinga obungi mu Bunyoro bayitibwa batya?
- h. Mu kibuga mulimu eggwanga limu lyokka?
- i. Bakola omulimu gumu gwokka?

4. Dictation: Before looking at the following text, listen to the second version of the monolog and try to write it down. Then check yourself by looking at the printed version.

Masìndì / kyè kibugà + èkikulù + mù Bùnyoró. Bùnyorò /
yè nsí+èrí mü Ugánda. Abántú b'ó-mú Bùnyorò / Banyoró,
èrá / n'abántú + abásingá + mù kibugà + Masindì /
Banyoró. Abántú b'ó-mú kibugà # òmwò / bákola + emirimù /
míngì, naye / abásingá + obúngì / bákola + mù ofíísí
z'é-bitóngolé. Abányoró + abásingá + obúngì / bálímí,
èrá / n'abálala / bákola + mù ofíísí.

5. DRILL: The BA and BU classes.

Abanyoro Abanyoro / babeera mu Bunyoro.
Abagisu Abagisu babeera mu Bugisu.
Abatoro Abatoro babeera mu Toro.
Abaganda Abaganda babeera mu Buganda.
Abannankole Abannankole babeera mu Ankole.

6. DRILL: The BU and BA classes.

Bunyoro Abantu abasinga + obungi + mu Bunyoro / Banyoro.
Bugisu Abantu abasinga obungi mu Bugisu Bagisu.
Ttoro Abantu abasinga obungi mu Ttoro Batoro.
Buganda Abantu abasinga obungi mu Buganda Baganda.
Ankole Abantu abasinga obungi mu Ankole Bannankole.

7. DRILL: Concordial agreement.

abantu abantu # abo / n'a-balala
ebitonogle ebitongole ebyo n'ebirala
emirimu emirimu egyo n'emirala
amawanga amawanga ago n'amalala
ensi ensi ezo n'endala
obukiika obukiika obwo n'obulala
abalimi abalimi abo n'abalala

8. Try to anticipate the whole word that belongs in each blank.
Check yourself by listening to the tape.

Masindi _____ kibuga _____ mu _____. Bunyoro
_____ nsi _____ mu Uganda _____ mambuka, era _____
b'omu _____ omwo _____ Banyoro. Abanyoro _____
bantu _____ obungi _____ Masindi, naye mulimu

_____ bangi ab'amawanga _____. Abantu _____
Masindi _____ emirimu mingi _____ ofiisi _____
bitongole, ng'obubazzi, obuzimbi, _____ _____.

9. Tell in your own words as much as you can remember about
Masindi.

To the student:

For more information about the BU class, see Ashton, p. 211;
Chesswas, par. 115-6.

Glossary:

o.bu.limi	(BU)	agriculture
e.k.kolero	(LI-MA)	factory, industry
o.bu.bazzi	(BU)	carpentry
o.bu.zimbi	(BU)	building, construction

LESSON 43

1. Teach the students to pronounce the following sentences:

okugolokoka Leero / nagolokose + essaawa / ssatu +
 ez'enkya'.

okwambala Leero / nayambadde+essaawa / ssatu +
 ez'enkya'.

okulya' + ekyenky'a' Leero / nalidde + ekyenky'a' + essaawa /
 ssatu + ez'enkya'.

okugenda mu kibiina' Leero / nagenze' / mu kibiina' + essaawa /
 ssatu + ez'enkya'.

okudda + eka' Leero / nazze + eka' + essaawa / mukaaga +
 ez'omu ttuntu.

okulya' + ekyemisana' Leero / nalidde + ekyemisana' + essaawa /
 mukaaga + ez'omu ttuntu.

2. Ask a student: [Leero wagolokose essaawa mmeka ez'enkya?]. He will either reply [Leero nagolokose essaawa....] or, he will repeat the question. In either case, the sentence [Leero nagolokose essaawa....] will be used by you or by him. Repeat this procedure for all the sentences in Step 1.

3. Ask a student: [Leero wagolokose essaawa mmeka?], or have a student ask you the question.

Repeat the process with all the verbs that were used in Step 1.

4. DRILL: Present vs. near past tenses.

1

2

Kaakati / <u>ndya</u> ' + <u>ekyemisana</u> '.	Enky'a' / <u>nalidde</u> + <u>ekyenky'a</u> '.
Kaakati / <u>ŋŋenda</u> + mu <u>kibiina</u> '.	Enky'a' / <u>nagenze</u> ' + mu <u>kibiina</u> '.
Kaakati / <u>nva</u> ' + mu <u>kibiina</u> '.	Enky'a' / <u>navudde</u> + mu <u>kibiina</u> '.

Kaakati / mpummula.Eggulo / nawummudde.Kaakati / ndya' + ekyekiro'.Emisana / nalidde + ekyemisana'.

5. DRILL: Present perfect vs. near past tenses.

Practice the entire drill by repeating the sentences after the instructor. Then use the sentences of the first column as cues and the corresponding sentences of the second column as responses. Finally, use the sentences of the second column as cues and the corresponding sentences of the first column as responses.

Nzigadde + oluggi.

Naggadde + oluggi.

Aggadde + oluggi.

Yaggadde + oluggi.

Tuggadde + oluggi.

Twaggadde + oluggi.

Baggadde + oluggi

Baggadde + oluggi.

Oggadde + oluggi?

Waggadde + oluggi?

Muggadde + oluggi?

Mwaggadde + oluggi?

Nzize' + mu kibiina'.Nazze' + mu kibiina'.Azze' + mu kibiina'.Yazze' + mu kibiina'.Tuzze' + mu kibiina'.Twazze' + mu kibiina'.Bazze' + mu kibiina'.Bazze' + mu kibiina'.Djenze' + ku lubaawo'.Nagenze' + ku lubaawo'.Agenze' + ku lubaawo'.Yagenze' + ku lubaawo'.Tugenze' + ku lubaawo'.Twagenze' + ku lubaawo'.Bagenze' + ku lubaawo'.Baagenze' + ku lubaawo'.

6. Have each student tell (in the near past tense) as many things as he can that he did earlier today. Ask him at what time he did some of them.

7. Carry on conversations like the following. Substitute other verbs and other times in place of the words in ().

T: O(yambala) kaakati?

S: Nedda, na(yambadde) essaawa / (emu).

T: O(yiga + Oluganda) kaakati?

S: Nedda. Si(yiga Luganda) kaakati;
na(yize Oluganda) essaawa (nnya).

To the student:

For detailed non-tonal information on the near past tense, see Ashton, p. 112; Chesswas, par. 62-4. The tones of the affirmative, both indicative and relative, are based on pattern FX(Synopsis, par. 31 and relevant part of verb paradigms).

Glossary:

<u>leero</u>	today
<u>kaakati</u>	now

How to use lessons written in the 'microwave' format.

Lesson 44 and the lessons that follow it are in the 'microwave' format. Each 'microwave' lesson contains one 'cycle'. A 'cycle' begins with the introduction of new material, and ends when that material has been used for communication. 'Communication' should be real, not just simulated.

Each cycle contains at least an 'M phase' and a 'C phase'. 'M' stands for mimicry of pronunciation, manipulation of grammatical elements, learning the meanings of the words and sentences, and a certain degree of memorizing. 'C' stands for connected conversation, and of course for communication. Suggested procedures for use in presenting the M and C phases are given below.

Ways of conducting the M phase in each cycle.

1. Mimicry of the teacher's pronunciation.

- a. Say aloud each of the complete sentences. Have the students repeat them after you. Try to talk at a slow normal rate of speed.
- b. When you hear a wrong pronunciation, correct it by giving the right pronunciation again. For example, if a student says [lero] in Lesson 44, simply say [leero], and have him say it again after you. Or say 'Ssi [kankya], wazira [kyankya]' and have him repeat the correct pronunciation.

When all the students can pronounce all the words and sentences well, teach them the meanings:

2. Meanings of the sentences.

- a. Have the students repeat a whole sentence after you. Then give the English, and have them give the Luganda.
For example: T: Saalidde kyankya.
S: Saalidde kyankya.
T: I didn't eat breakfast.
S: Saalidde kyankya.

- b. Give sentences at random in either English or Luganda. Have the students translate into the other language. Do this only long enough so that you are sure the students know the meanings of the Luganda sentences. It should not be necessary to spend more than 3 minutes on this.

When the students know the meanings, go on to manipulation of the grammatical structures of the sentences:

3. Give the students a key word. The students reply with the corresponding complete sentence.

For example: T: Saalidde kyankya.
S: Saalidde kyankya.
T: okuteekateeka
S: Saateeseteese kyakuyiga.
T: okufuna
S: Saafunye bbaluuwa.

When the students are able to perform well all of the activities outlined above, they are ready for the C phase. Experience has shown that instructors working with classes of 5-10 students can complete the average M phase in 10-20 minutes.

Ways of conducting the C phase of each cycle.

The C phase consists of one or more short conversations. For each conversation:

- a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.
- b. Let students take both parts in the conversation.

It is important in the C phase to talk about people, places, and things what are of interest to the students. Substitute other words for the ones that are in ().

For example, C-1 in Lesson 44 is:

A: Leero wa(lidde ekyenkyा)?
B: Yee, na(lidde ekyenkyा).

This stands of course for the conversation:

A: Leero walidde ekyenkyा?
B: Yee, nalidde ekyenkyा.

but it also stands for the conversations:

A: Leero wafunye ebbaluuwa?
B: Yee, nafunye ebbaluuwa.
A: Leero wagolokose mu matulutulu?
B: Yee, nagolokose mu matulutulu.

It does not, however, stand for:

A: Leero walidde ki?
B: Nalidde...

or for: A: Jjo walya ekyenkyा?
 B: Yee...

In many cycles, the teacher or the students may feel it worthwhile to introduce extra vocabulary. They are encouraged to do so, being sure that:

- a. the new words are of special relevance to the interests of the students, and
- b. the new words fit into the C phase at one of the points enclosed in ().

As soon as the students are able to converse easily, correctly, and informatively using the material in the C phase, the cycle has ended. Go on to the next cycle, or review an earlier cycle. Experience has shown that the average amount of time spent on each of the first 50 cycles is about one hour. This includes the first presentation of the cycle, and one or two reviews of it on later days. The first time through a new cycle therefore takes no more than 20-30 minutes. Cycles with many extra drills will of course take longer.

As much as possible, have the students act as well as talk: pointing to a map, standing up to talk, and other simple activities add meaning to the words. Activities also help to keep the students from getting tired and restless.

Because of the extreme shortness of the 'cycles', the principal component of this course has been given the name 'microwave.'

The 'microwave' part of the course is supplemented at regular intervals by a second component. The second component is based on a series of short connected texts, which have two important properties: (1) the information which they contain, like most of the information in the cycles themselves, is factually accurate, and (2) they are based on a set of spontaneous monologs and dialogs recorded with no special restrictions on grammar or vocabulary.

The materials in the textual component of this course differ among themselves, so that separate instructions are given for each group. In general, however, they require the student to take responsibility for responding to each text in more than one way, so that he focuses his attention on it from two or more points of view.

The textual component is suited for presentation either in a language laboratory or in a conventional classroom. Either way, it provides the student with a change of pace.

LESSON 44

M-1

- | | |
|---|------------------------------------|
| <u>Leero</u> / <u>saalidde</u> + <u>kyankya</u> '. | Today I didn't eat breakfast. |
| <u>Leero</u> / <u>saateeseteese</u> ' +
<u>kyakuyiga</u> . | Today I didn't prepare the lesson. |
| <u>Leero</u> / <u>saafunye</u> ' + <u>bbaluwa</u> . | Today I didn't get a letter. |
| <u>Leero</u> / <u>saawandiise</u> ' + <u>bbaluwa</u> . | Today I didn't write a letter. |
| <u>Leero</u> / <u>saagolokose</u> ' + mu
<u>matulutulu</u> . | Today I didn't get up at dawn. |

M-2

- | | |
|---|-----------------------------------|
| <u>Leero</u> / <u>walidde</u> + <u>ekyenkyia</u> ? | Did you eat breakfast today? |
| <u>Leero</u> / <u>wateeseteese</u> ' +
<u>ekyokuyiga</u> ? | Did you prepare the lesson today? |
| <u>Leero</u> / <u>wafunye</u> ' + <u>ebbaluuwa</u> ? | Did you get a letter today? |
| <u>Leero</u> / <u>wawandiise</u> ' + <u>ebbaluuwa</u> ? | Did you write a letter today? |
| <u>Leero</u> / <u>wagolokose</u> ' mu <u>matulutulu</u> ? | Did you get up at dawn today? |

DRILL: Near past affirmative vs. negative.

- | | |
|--|--|
| <u>Nafunye</u> ' + <u>ebbaluuwa</u> . | <u>Saafunye</u> ' + <u>bbaluwa</u> . |
| <u>Yafunye</u> ' + <u>ebbaluuwa</u> . | <u>Teyafunye</u> ' + <u>bbaluwa</u> . |
| <u>Twafunye</u> ' + <u>ebbaluuwa</u> . | <u>Tetwafunye</u> ' + <u>bbaluwa</u> . |
| <u>Baafunye</u> ' + <u>ebbaluuwa</u> . | <u>Tebaafunye</u> ' + <u>bbaluwa</u> . |
| <u>Wafunye</u> ' + <u>ebbaluuwa</u> ? | <u>Tewafunye</u> ' + <u>bbaluwa</u> ? |
| <u>Mwafunye</u> ' + <u>ebbaluuwa</u> ? | <u>Temwafunye</u> ' + <u>bbaluwa</u> ? |

C-1

- A: Leero / wa(lidde + ekyenkyा)?
B: { Yee, na(lidde + ekyenkyा).
 Nedda, saa(lidde + kyankya).

C-2

- A: Leero / wa(golokose) (mu matulutulu)?
B: Nedda, saagolokose mu matulutulu.
A: Wa(golokose) essaawa mmeke?
B: Nagolokose essaawa (bbiri).

C-3

- A (to B): -C- ya(golokose) essaawa mmeke?
B : Simanyi.
A (to B): Mubuuze. ('Ask him.')
B (to C): Wa(golokose) essaawa mmeke?
C : Leero na(golokose) essaawa (emu).
B (to A): Leero,-C- ya(golokose) essaawa (emu).

C-4

- A (to B,C): Leero mwa(lidde ekyenkyा) essaawa (bbiri)?
B,C (to A): Leero telwa(lidde kyankya) ssaawa (bbiri).
A (to B,C): Temwa(lidde) ssaawa (bbiri)?
B,C (to A): Nedda, leero twa(lidde ekyenkyा) essaawa (ssatu
n'ekitundu)?

(Tetwa-) Tetwalidde kyankya.

(Temwa-) Temwalidde kyankya.

C-5

A (to B,C) : -D- ne -E- baa(genze mu ddwaliro) essaawa (nnya)?

B,C (to A) : Nedda -D- ne -E- tebaa(genze mu ddwaliro) ssaawa (nnya).

A (to B,C) : -D- ne -E- baa(genze mu ddwaliro) essaawa mmeka?

B,C (to A) : Tetumanyi.

A (to B,C) : Mubabuuze.

B,C (to D,E) : Leero mwa(genze mu ddwaliro) essaawa mmeka?

D,E (to B,C) : Leero twa(genze mu ddwaliro) essaawa (ttaano n'ekitundu).

D,C (to A) : -D- ne -E- baa(genze mu ddwaliro) essaawa (ttaano n'ekitundu).

(Teba-a) Tebaagenze mu ddwaliro.

C-6

A (to B) : Wa(lidde ekyenkyo) essaawa mmeka?

B (to A) : Na(lidde ekyenkyo) essaawa (emu).

A (to C) : -B- ya(lidde) ekyenkyo) essaawa (emu).

C : Ooo! Nga kirungi!

(Na-) Nagenze mu kibuga.

(Wa-) Wagenze mu kibuga.

(Ya-) Yagenze mu kibuga.

C-7

A (to B,C) : Leero mwa(golokose) mangu?

B,C (to A) : Yee, leero twa(golokose) mangu.

A (to D) : -B- ne -C- leero baa(golokose) mangu.

D : Ooo! Nga+kirungi!

C-8

A (to B,C): Eggulo mwakoze 'ki!

B,C (to A): Eggulo twa(yize Oluganda).

A (to D): ____ ne ____ eggulo baa(yize Oluganda).

D : Ooo! Nga+kirungi!

(Twa-)	T <u>wayize</u> Oluganda.
(Mwa-)	M <u>wayize</u> Oluganda.
(Baa-)	B <u>aayize</u> Oluganda.

Summary:

This lesson gives considerable practice with near past forms, affirmative and negative. No amount of practice will cause these forms to stick with the student, however, unless he also uses the forms on his own initiative, in real life.

To the student:

The tones of the negative near past tense forms are all based on pattern FM (Synopsis par. 29).

Glossary:

. <u>teekateeka</u>	(.teeseteese·)	prepare
. <u>funa</u>	(.funye·)	get
e. <u>ky.o.ku.yiga</u>	(KI-BI)	lesson
. <u>buuza</u> ·	(.buuzizza)	ask a question, greet

LESSON 45

Treat this dialog as you have treated earlier dialogs: familiarization with its sound, then pronunciation buildups, then translation and role playing. The goal is to have the dialog practically memorized, and then to modify and adapt it for your own purposes. Note that tone is now indicated only by underlining the marked moras and writing the junctures in the full sentences only.

- A: Erinnya lyo / ggw' #ani + What's your name, sir?
ssebo?
- nze John I am John
- B: Erinnya lyange / nze # John. My name is John.
- ludda wa? where
ova ludda wa? you come from where?
- A: Ggwe#John? Ova' ludda+wa? You're John? Where do you
 come from?
- ndi Mwamereka I am an American
nze ndi Mwamereka I am an American
- B: Nva' mu A-mereka. Nze / ndi I come from America. I am
 American.
- mu Amereka in America
ssaza country
ssaza ki? what country?
mu ssaza ki mu Amereka? in what state in America?
- * A: Ova' mu ssaza+ki + mu A-mereka? What state do you come from in
 America?
- ssaza lya Virginia the state of Virginia
- *B: Nva' mu ssaza lya Virginia. I come from the state of
 Virginia.
- mu Uganda in Uganda
kitundu ki mu Uganda? what part in Uganda?
oli mu kitundu ki mu Uganda? you're in what part in
 Uganda?
- kati now

A: Kati / oli mu kitundu+ki + mu In what part of Uganda are
Uganda? you now?

Hoima
mu kibuga ky'e Hoima
mbeera
era mbeera mu kibuga ky'e
Hoima
okusomesa
najja mu Uganda

Hoima
in the city of Hoima
to teach

B: Ee. Najja mu Uganda +
okusomesa, era / mbeera
mu kibuga ky'e Hoima.

Ee. I came to Uganda to
teach; I live in the
city of Hoima.

mu Hoima?
oyagala-yo

in Hoima?
do you like there

A: Ooo! Oyagala-yo + mu Hoima?

Ooo. Do you like it there
at all at Hoima?

mu Amereka
okuddayo
njagala nnyo okuddayo +
mu Amereka
naye
bwe ntyo bwe ntyo

in America
to go back
I very much want to
return to America
but
like that like that

B: Mmm. Bwe ntyo bwe ntyo, naye,
njagala nnyo + okuddayo +
mu A-mereka.

Mmm. Not bad, but I very
much want to go back to
America.

NB [Najja... okusomesa] and [najja... kusomesa] are both
correct, but differ in emphasis.

DRILL: Adding the interrogative [ki?] to nouns.

essaza	ssaza+ <u>ki?</u>
ekitongole	kitongole+ <u>ki?</u>
eddwaliro	ddwaliro+ <u>ki?</u>
omulimu	mulimu+ <u>ki?</u>

<u>eggwanga</u>	<u>ggwanga+ki?</u>
<u>ensi</u>	<u>nsi^+ki?</u>
<u>omuwala</u>	<u>muwala^+ki?</u>
<u>omukyala</u>	<u>mukyala+ki?</u>
<u>omulenzi</u>	<u>mulenzi+ki?</u>
<u>enjawulo</u>	<u>njawulo+ki?</u>
<u>edduuka</u>	<u>dduuka^+ki?</u>

DRILL: Present tense vs. infinitive.

<u>Njenda</u> + mu <u>Uganda</u> .	<u>Njagala</u> + <u>okugenda</u> + mu <u>Uganda</u> .
<u>Ogenda</u> + mu <u>Uganda</u> ?	<u>Oyagala</u> + <u>okugenda</u> + mu <u>Uganda</u> ?
<u>Agenda</u> + mu <u>Uganda</u> .	<u>Ayagala</u> + <u>okugenda</u> + mu <u>Uganda</u> .
<u>Tugenda</u> + mu <u>Uganda</u> .	<u>Twagala</u> + <u>okugenda</u> + mu <u>Uganda</u> .
<u>Mugenda</u> + mu <u>Uganda</u> ?	<u>Mwagala</u> + <u>okugenda</u> + mu <u>Uganda</u> ?
<u>Bagenda</u> + mu <u>Uganda</u> .	<u>Baagala</u> + <u>okugenda</u> + mu <u>Uganda</u> .

DRILL: Present or perfective vs. infinitive.

<u>Oyimiridde</u> ?	<u>Nedda</u> , <u>naye</u> / <u>njagala nnyo</u> / <u>okuyimirira</u> .
<u>Otudde</u> + ku <u>ntebe</u> ?	<u>Nedda</u> <u>naye</u> <u>njagala nnyo okutuula</u> .
<u>Owandiika</u> + <u>ebbaluuwa</u> ?	<u>Nedda</u> <u>naye</u> <u>njagala nnyo okuwandiika</u> .
<u>Ofunye</u> + <u>ebbaluuwa</u> ?	<u>Nedda</u> <u>naye</u> <u>njagala nnyo okufuna</u> .
<u>Ogenda</u> + ku <u>lubaawo</u> ?	<u>Nedda</u> <u>naye</u> <u>njagala nnyo okugenda</u> .
<u>Ova</u> + mu <u>kibiina</u> ?	<u>Nedda</u> <u>naye</u> <u>njagala nnyo okuva^+mu</u> .
<u>Ogenda</u> + <u>eka</u> ?	<u>Nedda</u> <u>naye</u> <u>njagala nnyo okugenda</u> .

To the student:

The interrogative element [kiʔ] is an 'enclitic'. That means that it is pronounced as a part of the word that precedes it. It may follow nouns or verbs. When it follows a noun, as in this lesson, the noun loses its initial vowel. Between the noun and the enclitic there is a [+] juncture (Synopsis, par. 36), but no word boundary (Synopsis, par. 5, 11-17). The interrogative particles are followed by [%] phrase terminal intonation (Synopsis, par. 48(4), which means that its tone is high level, and not high falling.

Glossary:

e.s.saza	(LI-MA)	county
.dd <u>a+yo</u>	(.dde'-yo)	go back
.agala	(.agadde)	want, like, love
bwe ()tyo	bwe ()tyo	so-so

LESSON 46

1. Short sentences for learning:

- a. Mbarara / kibuga + kikulu. Mbarara is a capital city.
- b. Kiri mu Ankole. It is in Ankole.
- c. Ankole / eri mu bukiika' + obw' ebugwanjuba bwa Uganda. Ankole is in the western part of Uganda.
- d. Abasinga + obungi / Banyankole. The majority are Banyankole.
- e. Abantu / bangi / balunzi. Many people are herdsmen.
- f. Balunda + ente. They herd cattle.
- g. Abamu' / balimi. Some are farmers.
- h. Abalala / bakola mu makolero. Others work in industries.

2. Questions over the first recorded version:

- a. Mbarara kiri mu Buganda?
- b. Kiri mu nsi ki?
- c. Ankole eri mu bugwanjuba obwa Uganda?
- d. Eri mu bukiika ki obwa Uganda?
- e. Abantu abasinga obungi ba ggwanga ki?
- f. Abasinga obungi bakola mu ofiisi?
- g. Abasinga obungi bakola ki?
- h. Abantu abamu balimi?
- i. Abalunzi bakola ki?

3. Dictation:

Mbàràrà / kyè kibugà + `ekikúlu + mù Ánkóle.
 Ánkóle / èrí mú Úgánda, mù bùkííká + òbw' é-búgwánjuba
 bwá Úgánda. Abántú b'ó-mu Ánkóle / Bànnañkóle, èrá /
 né mù kibugà / àbántú + ábásíngá-mú / Bannánkóle.
 Abàntù / bákòla + èmirimù / míngì, nàyé / ábásíngá +
 òbungì / bálúnzí # ngà bálunda + énte, èrá / n'a-balala /
 bálimí. Abántú b'ó-mú kibugà / bákòla + mù ófiisi / né
 mù bítonqolé by'ó-mú ófiisi.

4. Writing tones. Write down each of the words and phrases from the tape. Mark tones by listening to the tape, and then check your answer by looking at the right hand column below.

emirimu	émírimú
emirimu / mingi	émírimù míngì
abantu	àbántú
abantu / bangi	àbàntù bángì
abalala	àbálálá
abalala / balimi	àbàlálà bálimí
Mbarara	Mbárará
Mbarara / kibuga	Mbàràrà kibugà
Ánkóle	Ánkóle
Ánkóle / eri mu Uganda	Ánkóle èrí mú Úgánda.
n'a-balala	n'abálálá
era / n'a-balala	èrá n'abálálá

5. Predicting tones. Look at the words and phrases in the left hand column above. Try to predict the tones, either from memory or by applying tone rules. Then check yourself by looking at the right hand column.

To the student:

The tonal difference between an unmarked noun before [+] and the same noun before [/] is accounted for in the Synopsis, par. 38-9, and especially under the definition of the Unmarked Sequence Rule (USR), par. 45.

Glossary:

o.mu.lunzi	(MU-BA)	herdsman
.lunda	(.lunze')	herd, tend
e.n.te'	(N)	cattle

LESSON 47

M-1

- Saalidde + magi + ku kyankya. I didn't eat eggs for breakfast.
- Saalidde + nnyama ya mbizzi + ku kyankya. I didn't eat bacon ('pork') for breakfast.
- Saalidde + mugaati + ku kyankya. I didn't eat bread for breakfast.
- Saalidde + bibala + ku kyankya. I didn't eat fruit for breakfast.
- Saanyweddde + kaawa + ku kyankya. I didn't drink coffee for breakfast.
- Saanyweddde + caayi + ku kyankya. I didn't drink tea for breakfast.
- Saanyweddde + mata + ku kyankya. I didn't drink milk for breakfast.
- Saanyweddde + mazzi + ku kyankya. I didn't drink water for breakfast.
- Saanyweddde + mwenge + ku kyankya. I didn't drink beer for breakfast.

M-2

- Walidde + amagi + ku kyenkya? Did you eat eggs for breakfast?
- Walidde + ebibala + ku kyenkya? Did you eat fruit for breakfast?
- Wanyweddde + kaawa + ku kyenkya? Did you drink coffee for breakfast?
- Wanyweddde + omwenge + ku kyenkya? Did you drink beer for breakfast?

DRILL: On affirmative vs. negative forms of the near past tense.

- | | |
|------|---|
| nze | <u>Nanywedde</u> + omwenge, naye / <u>saanywedde</u> + kaawa. |
| ggwe | <u>Wanywedde</u> + omwenge, naye / <u>tewanywedde</u> + kaawa. |
| ye | <u>Yanywedde</u> + omwenge, naye / <u>teyanywedde</u> + kaawa. |
| ffe | <u>Twalidde</u> + <u>ebibala</u> , naye / <u>tetwalidde</u> + <u>magi</u> . |
| mmwe | <u>Mwalidde</u> + <u>ebibala</u> , naye / <u>temwalidde</u> + <u>magi</u> . |
| bo | <u>Baalidde</u> + <u>ebibala</u> , naye / <u>tebaalidde</u> + <u>magi</u> . |

Saa-	Tetwa-
Tewa-	Temwa-
Teya-	Tebaa-

C-1

- A: Walidde-ki + ku kyenkya?
 B: Nalidde + (amagi / n'ebibala) ku kyenkya.
 A: Wanywedde-ki + ku kyenkya?
 B: Nanywedde + (omwenge).

C-2

- A: Walidde + (ennyama y'embizzi) + ku kyenkya?
 B: Yee, nalidde + (ennyama y'embizzi) + ku kyenkya,
 naye / saalidde (mugaati).
 A: Wanywedde + (omwenge) ku kyenkya?
 B: Yee, nanywedde + (omwenge) + ku kyenkya,
 naye / saanywedde (kaawa).

To the student:

The negative forms of the near past tense follow stem tone pattern MM (Synopsis, par. 30).

Glossary:

e.g. <u>gi</u> '	(LI-MA)	egg
e.n.nyama	(N)	meat
o.mu.gaati	(MU-MI)	bread
e.ki.bala	(KI-BI)	fruit
ka <u>a</u> wa	(MU)	coffee
ca <u>a</u> y <i>i</i>	(MU)	tea
a.ma.ta	(MA)	milk
a.ma.zzi	(MA)	water
o.mw.enge	(MU-MI)	beer
.nywa' (.nywedde)		drink

Sample of free conversation:

- A: Ocheng, wanywedde kaawa
akawungezi?
- B: Nedda, nanywedde mwenge.
- A: Kaakati onywa ki?
- B: Nnywa mata. Oyagala okunywa
amata?
- A: Nedda, jjo nanywa nnyo amata.
Kaakati njagala kulya mmere.
- B: Ooo.
- A: Ee.
- Ocheng, did you drink coffee
last evening?
- No, I drank beer.
- What are you drinking now?
- I am drinking milk. Do
you want to drink milk?
- No, I drank a lot of milk
yesterday. I want to
eat food now.
- Ho ho.
- Ha ha.

LESSON 48

M-1

- Nava' + ewaffe + mu mwezi +
ogwayita. I left home ('our place') last month.
- Natuuka # wano + mu wiki + eyayita. I arrived here last week.
- Natandika + okuyiga + Oluganda +
mu wiki / bbiri + eziyise: I began to study Luganda two weeks ago.
- Nagula dda + essaati # eno. I bought this shirt a long time ago.
- Nayoza jjo + essaati # eno. I washed this shirt yesterday.
- Nasalibwa luli + enviiri. I had my hair cut the day before yesterday.

M-2

- Wava' ddi + ewammwe? When did you leave home ('your (pl.) place')?
- Watuuka ddi # wano? When did you arrive here?
- Watandika ddi + okuyiga + Oluganda? When did you begin to study Luganda?
- Wagula ddi + essaati # eyo? When did you buy that shirt?
- Wayoza ddi + essaati # eyo? When did you wash that shirt?
- Wasalibwa ddi + enviiri? When did you have your hair cut?

DRILL: 'ago'.

	<u>ewiiki/bbirি+eziyise'</u>	two weeks ago
emyezi	emyezi ebiri egiyise	two months ago
esatu	emyezi esatu egiyise	three months ago
ewiiki	ewiiki ssatu eziyise	three weeks ago
emyaka	emyaka esatu egiyise	three years ago
ena	emyaka ena egiyise	four years ago
emyezi	emyezi ena egiyise	four months ago
ewiiki	ewiiki nnya eziyise	four weeks ago
ennaku	ennaku nnya eziyise	four days ago
ttaano	ennaku ttaano eziyise	five days ago
ewiiki	ewiiki ttaano eziyise	five weeks ago
eyise	ewiiki eyise	last week
omwezi	omwezi oguyise	last month
omwaka	omwaka oguyise	last year

DRILL: Perfective vs. far past.

	'I washed this shirt today.'	'I washed that shirt yesterday.'
<u>okwoza</u>	<u>Njozezza</u> essaati eno leero.	<u>Nayoza</u> essaati eri jjo.
okugula	<u>Nguze'</u> essaati eno leero.	<u>Nagula</u> essaati eri jjo.
okwambala	<u>Nnyambadde</u> essaati eno leero.	<u>Nayambala</u> essaati eri jjo.

DRILL: 'home' ('our place' etc.).

<u>ffe</u>	Twagenda + ewaffe.	We went to our place.
<u>mmwe</u>	Mwagenda + ewammwe?	Did you (pl.) go to your place?
<u>bo</u>	Baagenda + ewaabwe.	They went to their place.
<u>nze</u>	Nagenda + ewaffe.	I went to my place.
<u>ggwe</u>	Wagenda + ewammwe?	Did you (sg.) go to your place?
<u>ye</u>	Yagenda + ewaabwe.	He went to his place.

C-1

- A: -C- yava ddi ewaabwe?
 B: -C- yava ewaabwe (mu mwezi ogwayita).
 A: -C- yatuuka ddi wano?
 B: -C- yatuuka wano (mu wiiki eyayita).
 A: -C- yatandika ddi okuyiga Oluganda?
 B: -C- yatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

C-2

- A: -C- yagula ddi (esaati eyo)?
 B: -C- yagula dda (essaati eyo).
 A: -C- yayoza ddi (essaati eyo)?
 B: -C- yayoze jjo (essaati eyo).
 A: -C- yasalibwa ddi enviiri?
 B: -C- yasalibwa luli enviiri.

C-3

- A (to B,C): Mwava ddi ewammwe?
 B,C (to A): Twava ewaffe (mu mwezi ogwayita).
 A (to B,C): Mwatuuka ddi wano?
 B,C (to A): Twatuuka wano (mu wiiki eyayita).
 A (to B,C): Mwatandika ddi okuyiga Oluganda?
 B,C (to A): Twatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

C-4

- A (to B,C): E- ne F- baava ddi ewaabwe?
- B,C (to A): __ ne __ baava ewaabwe (mu mwezi ogwayita).
- A (to B,C): __ ne __ baatuuka ddi wano?
- B,C (to A): __ ne __ baatuuka wano (mu wiiki eyayita).
- A (to B,C): __ ne __ baatandika ddi okuyiga Oluganda?
- B,C (to A): __ ne __ baatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

To the student:

For information about the (far) past tense, see Ashton, p. 122; Chesswas, par. 63. Tonally, all forms without object prefix--affirmative and negative, indicative and relative--have the stem pattern MM (Synopsis, par. 30); all forms with object prefix have the stem pattern FM (Synopsis, par. 29). The mora that follows the subject prefix must have a mark. This mora may be the tense sign [a] itself, or it may be the first mora of the stem. In this tense, all object prefixes are marked.

Glossary:

<u>o.mw.ezi</u>	(MU-MI)	month
<u>.yita</u>	(.yise')	pass call
<u>.tuuka</u>	(.tuuse')	arrive
wa.no		here
<u>.tandika</u>	(.tandise')	begin
<u>.gula</u>	(.guze')	buy
dda		long ago
<u>.oza'</u>	(.ozezza)	wash
jjo		yesterday, tomorrow
<u>.salibwa</u>	(.saliddwa)	be cut
lu.li		the other day, day before yesterday, day after tomorrow
e.n.viiri	(N)	hair of head

LESSON 49

Treat this dialog as you have treated earlier dialogs:

Familiarization with sound.

Pronunciation buildups.

Translation.

Role playing, including your own improvisations.

B: Osiibye otyanno nnyabo?

How have you spent the
afternoon, madame?
[Good afternoon.]

A: Bulungi ssebo.

Well, sir.

B: Mmm.

Mmm.

A: Osiibye otyanno?

How have you spent the
afternoon? [Good afternoon.]

B: Bulungi.

Well.

A: Mmm.

Mmm.

B: Ova wa?

Where do you come from?

Buddu

Buddu

A: Nva mu Buddu.

I come from Buddu.

B: Ova mu Buddu?

You come from Buddu?

A: Mmm.

Mmm.

ggw'ani nnyabo

you're who, madame

B: Erinnya lyo ggw'ani nnyabo?

What's your name, madame?

Nnamukasa

Nnamukasa

nze Nnamukasa

I am Nnamukasa

A: Erinnya lyange nze Nnamukasa.

My name is Nnamukasa.

B: Nnamukasa?

Nnamukasa?

A: Mmm.

Mmm.

Buddu

Buddu

baakuzaalira

they gave birth to you at

B: Baakuzaalira Buddu?

Were you born there at Buddu?

eyo

there

Buddu # eyo

there at Buddu

banzaalira

they gave birth to me at

A: Banzaalira Buddu # eyo.

I was born there at Buddu.

wa?

where?

ogenda

you're going

B: Kaakati ogenda wa?

Where are you going now?

eyo

there

Busoga eyo

there at Busoga

Jinja

Jinja

nyenda Jjinja

I'm going to Jjinja

A: Kaakati / nyenda Jjinja +
Busoga # eyo,

I am going to Jjinja in Busoga,

bange

mine

baganda bange

my sisters

ku baganda bange

on my sisters

kulaba

to see

kulaba + ku baganda bange.

to see my sisters.

B: Mmm.

Mmm.

A: Mmm.

Mmm.

Jjinja

Jjinja

babeera Jjinja

they live at Jjinja

bo

they

baganda bo

your sisters

B: Baganda bo / babeera Jjinja?

Do your sisters live at Jjinja?

baafumbirwa

they were married

gye

there

gye baafumbirwa

they were married there

abawala

girls

babiri abawala
baganda bange
eriyō

two who are girls
my sisters
there is

A: Yee, eriyō + baganda bange /
babiri + abawala + gye
baafumbirwa.

Yes, there are two teenage
sisters there, that's where
they were married.

B: Ooo!

Ooo.

A: Mmm.

Mmm.

mufumbo
oli mufumbo?
naawe

married
you're married?
you, too

B: Naawe / oli mufumbo?

Are you also married?

kufumbirwa
sinnaba
sinnaba + kufumbirwa.

to be married
I have not yet
I have not married yet

A: Nedda, sinnaba' + kufumbirwa.

No, I am not married yet.

B: Mmm.

Mmm.

A: Mmm.

Mmm.

Draw on elements in this dialog in order to practice
asking about people's birthdates and marital status.

To the student:

In the expression [ku baganda bange], the particle [ku] has a 'partitive' meaning, something like English 'some of'. See Ashton, p. 420; Chesswas, par. 148.

The verb [baafumbirwa] 'who are married' is an example of a far past relative form, with stem tone pattern MM.

Although we will not practice it, a new tense is exemplified in [sinnaba'] 'I have not yet been'. The tense sign is [nna].

Glossary:

.zaalira	(.zaalidde)	give birth
mu.ganda	(MU-BA)	brother, sister
.fumbirwa	(.fumbiddwa)	be married
o.mu.fumbo	(MU-BA)	married person

LESSON 50

As with previous texts, listen first to all three recorded versions just to see how much you can pick up.

1. Short sentences for learning.

- | | |
|---|---|
| a. <u>Soroti</u> / <u>kiri</u> mu Teso
[Tteeso]. | Soroti is in Teso. |
| b. Kye <u>kibuga</u> + <u>ekikulu</u> . | It is the capital city. |
| c. Teso / ye <u>nsi</u> + <u>eri</u> + mu
<u>Uganda</u> . | Teso is a district that
is in Uganda. |
| d. Eri mu <u>bukiika</u> .
bw' <u>ebuvanjuba</u> . | It is in the eastern part. |
| e. Abantu + <u>abasinga</u> +
<u>obungi</u> / Bateso. | The majority of people are
Bateso. |
| f. <u>Mulimu</u> + abantu +
ab' <u>amawanga</u> + amalala. | In there, there are people
of other tribes. |
| g. <u>Bakola</u> + emirimu +
egy' <u>enjawulo</u> . | They do various jobs. |
| h. <u>Bakola</u> + mu <u>bitongole</u> +
<u>ebitali</u> + bimu'. | They work in different
departments. |
| i. <u>Bakola</u> + mu <u>kitongole</u> +
eky' <u>o-bulimi</u> . | They work in the department
of agriculture. |
| j. <u>Bakola</u> + mu <u>kitongole</u> +
eky' <u>e-mirimu</u> . | They work in the department
of works. |
| k. Abateso / mu <u>nsi</u> # omwo /
balimi. | The Bateso is that district
there are farmers. |
| l. Abalala / <u>balunzi</u> ba nte'. | Others are cattle herders. |

2. Questions on Text 4. (Soroti)

- a. Soroti kye kibuga ekikulu mu nsi ki?
- b. Ekibuga ekikulu mu Teso kiyitibwa kitya?
- c. Teso eri mu bukiika ki obwa Uganda?
- d. Abantu abasinga obungi mu Soroti ba ggwanga ki?
- e. Abantu bona mu Soroti Bateso?
- f. Abateso abasinga obungi bavubi?
- g. Abateso bakola mirimu ki?
- h. Abateso abasinga obungi balunzi ba nte?

3. Dictation:

Soroti / kye kibuga + ekikulu + mu Tteeso.
 Tteeso / eri mu buvanjuba bwa Uganda. Abantu
 abali + mu kibuga # omwo / abasinga + obungi /
 Bateeso, naye / mulimu + abantu + ab'a-mawanga /
 mangi / ag'o-mu Uganda. Abantu b'omu kibuga #
 omwo / bakola + emirimu / mingi / eg'y'o-mu
 makolero, naye / abantu b'o-mu nsi # omwo /
 abasinga + obungi / balunzi ba nte era +
 n'o-kulima. Abantu b'o-mu kibuga / bakola +
 mu ofiisi / ne-mu bitongole + ebirala.

4. Grammatical development.

A. Concord

'different departments'
 ('departments that are not one') 'other departments'

<u>ebitonqole</u>	<u>ebitonqole</u> + <u>ebitali</u> + <u>bimu</u>	<u>ebitonqole</u> + <u>ebirala</u>
<u>ebibuga</u>	<u>ebibuga</u> + <u>ebitali</u> + <u>bimu</u>	<u>ebibuga</u> + <u>ebirala</u>
<u>amawanga</u>	<u>amawanga</u> + <u>agatali</u> + <u>gamu</u>	<u>amawanga</u> + <u>amalala</u>
<u>abantu</u>	<u>abantu</u> + <u>abatali</u> + <u>bamu</u>	<u>abantu</u> + <u>abalala</u>
<u>ensi</u>	<u>ensi</u> + <u>ezitali</u> + <u>zimu</u>	<u>ensi</u> + <u>endala</u>
<u>ofiisi</u>	<u>ofiisi</u> + <u>ezitali</u> + <u>zimu</u>	<u>ofiisi</u> + <u>endala</u>
<u>emirimu</u>	<u>emirimu</u> + <u>egitali</u> + <u>gimu</u>	<u>emirimu</u> + <u>emirala</u>
<u>amakolero</u>	<u>amakolero</u> + <u>agatali</u> + <u>gamu</u>	<u>amakolero</u> + <u>amalala</u>
<u>obukiika</u>	<u>obukiika</u> + <u>obutali</u> + <u>bumu</u>	<u>obukiika</u> + <u>obulala</u>

B. Tone changes on nouns.

abantu	àbántú + ábalála	àbàntù / bángì
abalimi	àbálímí + ábalálá	àbàlìmì / bángì
abaluñzi	àbálúnzí + ábalálá	àbàluñzì / bángì
emirimu	èmírimú + émirálá	èmírimù / míngì
<u>amakolero</u>	àmákólèrò + àmálálá	àmákólèrò / mángì
amawanga	àmàwángà + àmálálá	àmàwángà / mángì
<u>ebitonqole</u>	èbitóngòlè + èbíralá	èbitóngòlè / bíngì
<u>ebibuga</u>	èbìbúgà + èbíralá	èbìbúgà / bíngì
<u>ensi</u>	ènsí + èndálá	ènsí / nnyíngì
<u>ofiisi</u>	ófiìsì + èndálá	ófiìsì / nnyíngì

5. Try to anticipate the whole word that belongs in each blank. Check yourself by listening to the tape.

Soroti _____ kibuga _____ mu _____. Teso _____
 mu Uganda, mu _____ bw'ebuvanjuba. _____ ab'omu
 _____ bona _____, era n'abantu _____ obungi
 _____ Soroti _____, naye mulimu _____ bangi _____
 amalala. Abantu _____ Teso _____ emirimu _____
 mu _____ ne mu ofiisi. Naye _____ bona abasinga
 _____ balunzi, era n'_____ balimi. Mu _____ ebyo
 mulimu _____ mingi ng'_____ n'emirimu _____.

6. Tell in your own words as much as you can remember about Soroti.

Glossary:

o.mu.limi (MU-BA) farmer

LESSON 51

M-1

<u>okufuna</u>	<u>Jjo</u> / <u>saafuna</u> + <u>bbaluuwa</u> .	I didn't get a letter yesterday.
<u>okuwandiika</u>	<u>Jjo</u> / <u>saawandiika</u> + <u>bbaluuwa</u> .	I didn't write a letter yesterday.
<u>ekibuga</u>	<u>Jjo</u> / <u>saagenda</u> + <u>mu kibuga</u> .	I didn't go to town yesterday.
<u>essineema</u>	<u>Jjo</u> / <u>saagenda</u> + <u>mu ssineema</u> .	I didn't go to the cinema yesterday.
<u>okulya'</u>	<u>Jjo</u> / <u>saalya'</u> + <u>kyakiro</u> .	I didn't eat supper yesterday.

M-2

<u>okufuna</u>	<u>Jjo</u> / <u>wafuna</u> + <u>ebbaluuwa?</u>	Did you get a letter yesterday?
<u>okuwandiika</u>	<u>Jjo</u> / <u>wawandiika</u> + <u>ebbaluuwa?</u>	Did you write a letter yesterday?
<u>ekibuga</u>	<u>Jjo</u> / <u>wagenda</u> + <u>mu kibuga?</u>	Did you go to town yesterday?
<u>essineema</u>	<u>Jjo</u> / <u>wagenda</u> + <u>mu ssineema?</u>	Did you go to the movies yesterday?
<u>okulya'</u>	<u>Jjo</u> / <u>walya'</u> + <u>ekyekiro?</u>	Did you eat supper yesterday?

DRILL: Far past affirmative vs. negative.

<u>Nafuna</u> ebbaluuwa ku Lwokuna.	<u>Saafuna</u> bbaluuwa ku Lwakutaano.
<u>Nagula</u> essaati ku Lwokuna.	<u>Saaqula</u> ssaati ku Lwakutaano.
<u>Nakeera</u> okugolokoka ku Lwokuna.	<u>Saakeera</u> kugolokoka ku Lwakutaano.
<u>Nagenda</u> mu kibuga ku Lwokuna.	<u>Saagenda</u> mu kibuga ku Lwakutaano.
<u>Nasalibwa</u> enviiri ku Lwokuna.	<u>Saasalibwa</u> nviiri ku Lwakutaano.

DRILL: Far past with monosyllabic verbs.

amagi·	<u>Walya'</u> + amagi· / ameka·?	How many eggs did you eat?
omuceere	Walya bungi ki obw' omuceere?	How much rice did you eat?
amatooke	Walya amatooke ameka?	How many bananas did you eat?
ebibala	Walya ebibala bimeka?	How much fruit did you eat?
ennyama	Walya bungi ki obw' ennyama?	How much meat did you eat?
emigaati	Walya emigaati emeka?	How many loaves bread did you eat?
kaawa	Wanywa bungi ki obwa kaawa?	How much coffee did you drink?
caayi	Wanywa bungi ki obwa caayi?	How much tea did you drink?
omwenge	Wanywa bungi ki obw' omwenge?	How much beer did you drink?

NB It has been suggested that a better alternative for line 5 of this drill would have been [Walya ennyama y'enkana wa?].

DRILL: Various persons and numbers in far past negative.

___ yalya· + ekyekiro·?	Nedda, teyalya· + kyakiro·.
Nze / nalya· + ekyekiro·?	Nedda, tewalya· + kyakiro·.
Ggwe / walya· + ekyekiro·?	Nedda, saalya· + kyakiro·.
Mmwe / mwalya· + ekyekiro·?	Nedda, tetwalya· + kyakiro·.
Ffe / twalya· + ekyekiro·?	Nedda, temwalya· + kyakiro·.
C- ne D- baalya· + ekyekiro·?	Nedda, tebaalya· + kyakiro·.

C-1

- A : Jjo wa(wandiika ebbaluuwa)?
B : Nedda jjo saa(wandiika bbaluuwa).
A : Jjo wafuna ebbaluuwa?
B : Nedda jjo saafuna bbaluuwa.
A (to C): Jjo -B- yafuna ebbaluuwa?
B : Nedda jjo -B- teyafuna bbaluuwa.

DRILL: Concords with some new nouns.

'Our meat is plentiful ('much').'

ennyama	Ennyama <u>yaffe</u> / nnyingi.
emigaati	Emigaati <u>gyaffe</u> / mingi.
amagi	Amagi <u>gaffe</u> / mangi.
omwenge	Omwenge <u>qwaffe</u> / mungi.
amata'	Amata <u>gaffe</u> / mangi.
<u>ebibala</u>	Ebibala <u>byaffe</u> / bingi.
amazzi	Amazzi <u>gaffe</u> / mangi.
kaawa	Kaawa <u>waffe</u> / mungi.
caayi	Caayi <u>waffe</u> / mungi.
baganda	Baganda <u>baffe</u> / bangi.

To the student:

Tonally the far past negative is exactly like the far past affirmative (see Lesson 48).

Glossary:

o.bu.ngi (BU-) quantity

LESSON 52

M-1

<u>ebbaasi</u>	<u>Najjira</u> mu <u>bbaasi</u> .	I came by ('in') bus.
<u>emmotoka'</u>	<u>Najjira</u> mu <u>mmotoka'</u> .	I came by car.
<u>akagaali</u>	<u>Najjira</u> ku <u>kagaali</u> .	I came by bicycle.
<u>ennyonyi</u>	<u>Najjira</u> mu <u>nnyonyi</u> .	I came by plane.
<u>omukka</u>	<u>Najjira</u> mu <u>ggaali ya' mukka</u> .	I came by train.
<u>emmeeri</u>	<u>Sajjira</u> + mu <u>mmeeri</u> .	I didn't come by ship.

M-2

otya Wajja otya? How did you come?

DRILL: Far past affirmative vs. negative, other than 1 sg.

<u>Mwalya</u> ekyenkyा ku Lwassabbiiti?	<u>Tetwalya</u> kyankya ku Lwassabbiiti.
<u>Mwalwawo</u> okugolokoka ku Lwassabbiiti?	<u>Tetwälwawo</u> kugolokoka ku Lwassabbiiti.
<u>Mwawandiika</u> ebbaluwa ku Lwassabbiiti?	<u>Tetwawandiika</u> bbaluuwa ku Lwassabbiiti.
<u>Mwakyalira</u> baganda bammwe ku Lwassabbiiti?	<u>Tetwakyalira</u> baganda baffe ku Lwassabbiiti.
<u>Mwakyalira</u> mikwano gyammwe ku Lwassabbiiti?	<u>Tetwakyalira</u> mikwano gyaffe ku Lwassabbiiti.
<u>Mwalaba</u> mikwano gyammwe ku Lwassabbiiti?	<u>Tetwalaba</u> mikwano gyaffe ku Lwassabbiiti.

DRILL: Far past with [-tya] 'how?'

	'How did you come?'	'We came by car.'
<u>mmwe</u>	<u>Mwajja</u> mutya?	<u>Twajjira</u> mu mmotoka.
<u>ggwe</u>	<u>Wajja</u> otya?	<u>Najjira</u> mu mmotoka.
<u>ye</u>	<u>Yajja</u> atya?	<u>Yajjira</u> mu mmotoka.
<u>bo</u>	<u>Bajja</u> batya?	<u>Bajjira</u> mu mmotoka.

DRILL: Far past, negative vs. affirmative.

	'We didn't come by car.'	'We came by bicycle.'
<u>ffe</u>	<u>Tetwajjira</u> mu mmotoka.	<u>Twajjira</u> ku kagaali.
<u>nze</u>	<u>Sajjira</u> mu mmotoka.	<u>Najjira</u> ku kagaali.
<u>ye</u>	<u>Teyajjira</u> mu mmotoka.	<u>Yajjira</u> ku kagaali.
<u>bo</u>	<u>Tebajjira</u> mu mmotoka.	<u>Bajjira</u> ku kagaali.

DRILL: Far past, negative vs. affirmative, various verbs.

	'We didn't come by car.'	'We came by bicycle.'
<u>okujja</u>	<u>Tetwajjira</u> mu mmotoka.	<u>Twajjira</u> ku kagaali.
<u>okutuuka</u>	<u>Tetwatuukira</u> mu mmotoka.	<u>Twatuukira</u> ku kagaali.
<u>okugenda</u>	<u>Tetwagendera</u> mu mmotoka.	<u>Twagendera</u> ku kagaali.
<u>okuvuga</u>	<u>Tetwavuga</u> mmotoka.	<u>Twavuga</u> kagaali.
<u>okugula</u>	<u>Tetwagula</u> mmotoka.	<u>Twagula</u> kagaali.
<u>okwagala</u>	<u>Tetwayagala</u> mmotoka.	<u>Twayagala</u> kagaali.

DRILL: Far past vs. near past.

	'Yesterday we went by bus.'	'Today we went by car.'
ffe	Jjo twagendera mu bbaasi.	Leero twagendedde mu mmotoka.
nze	Jjo nagendera mu bbaasi.	Leero nagendedde mu mmotoka.
abayizi	Abayizi jjo baagendera mu bbaasi.	Abayizi leero baagendedde mu mmotoka.
omusomesa	Omusomesa jjo yagendera mu bbaasi.	Omusomesa leero yagendedde mu mmotoka.
ggwe?	Jjo wagendera mu bbaasi?	Leero wagendedde mu mmotoka?
mmwe?	Jjo mwagendera mu baasi?	Leero mwagendedde mu mmotoka?

Glossary:

a.ka. <u>gaali</u>	(KA-BU)	bicycle
e.m. <u>motoka</u> '	(N)	car
e.n. <u>nyonyi</u>	(N)	airplane, bird
e.g. <u>gaali</u>	(N or LI-MA)	vehicle
o.mu. <u>kka</u>	(MU-MI)	smoke
e.m. <u>meeri</u>	(N)	steamboat
. <u>vuga</u>	(.vuze')	drive, pedal

LESSON 53

Pronunciation buildups.

- A: (knocks): `Ab'énò. Ab'énò. (knocks): Those who live here.
 [Hello there.] Those who live here.
 [Hello there.]
- B: Wangi. Hello.
- B: Gye muli?
 m mw e baani? Are you there?
 gye tuli you [are] who
 we're here
- A: Gye tuli, mmwe baani?
 okubuuza We're here, who are you?
 okubabuuza to greet
 okubabuuza ko to greet you
 abagala okubabuuzaa ko to greet you a little
 those who want to greet
 you a little
- B: Eee, Ffe/abaagala Ee. It is us who want to see
 + okubabuza'-ko. you.
- okulabika to be seen
 mulabise you are seen
- A: Mulabise'-ko? Is that you?
- B: Tulabise'-ko. Yes, it is us.
 okusanyuka to be glad
 okubalaba to see you
 tusanyuse okubalaba we're glad to see you
- A: Nga+tusanyuse + okubalaba! We're so glad to see you!
- B: Naffe. We, too.
- A: Mmm. Mmm.
- B: Mmm. Mmm.
- A: Yingira + ssebo. Come in, sir.
- B: Kale + nnyabo. All right, madame.

	<u>kaako</u>	there it is
	<u>akatebe</u>	a little chair
A:	<u>Akatebe</u> + <u>kaako</u> .	There is a chair.
B:	<u>Weebale</u> + <u>nnyo</u> + <u>nnyabo</u> .	Thank you very much, madame.
A:	<u>Kale</u> .	All right. [You're welcome.]
B:	Mmm.	Mmm.
	<u>eradde</u>	it is peaceful
A:	<u>Eradde</u> + <u>ssebo</u> ?	Is it peaceful where you come from, sir?
B:	<u>Eradde</u> .	It is peaceful.
A:	Mmm.	Mmm.
B:	Mmm.	Mmm.
A:	Osiibye otyanno ssebo?	How have you spent the afternoon, sir? [Good afternoon, sir]
B:	Bulungi nnyabo.	Well, madame.
A:	Mmm.	Mmm.
B:	Osiibye otyanno?	How have you spent the afternoon? [Good afternoon.]
A:	Bulungi.	Well.
B:	Mmm.	Mmm.
	<u>ab'_eka'</u>	people at home
	<u>batya%</u>	how
	<u>bali batya%</u>	they're how%
A:	<u>Bali batya</u> + <u>ab'_eka'</u> ?	How are the people at home?
B:	Gye <u>bali</u> .	They're there (well).
A:	Mmm.	Mmm.
	<u>otya</u>	how
	<u>oli otya</u>	you're how
B:	<u>Oli otya</u> + <u>nno</u> + <u>nnyabo</u> ?	How are you here, madame?
A:	<u>Gye tuli</u> + <u>bulungi</u> .	We're all right here.
	<u>omwami</u>	master
B:	<u>Omwami</u> / <u>gy'ali</u> + <u>nnyabo</u> ?	Is the master home, madame?

DRILL: 'Presentative' forms, series III.

'There (near you) is a (little) chair.'

<u>akatebe</u>	Akatebe / <u>kaako</u> .
<u>ensimbi</u>	Ensimbi ziizo.
<u>ekitabo</u>	Ekitabo kiikyo.
<u>essaawa</u>	Essaawa yiiyo.
<u>entebe</u> (sg.)	Entebe yiiyo.
<u>entebe</u> (pl.)	Entebe ziizo.
<u>oluggi</u>	Oluggi luulwo.
<u>ekkalaamu</u>	Ekkalaamu yiiyo.
<u>amazzi</u>	Amazzi gaago.
<u>omwenge</u>	Omwenge guugwo.
<u>ebibala</u>	Ebibala biibyo.
<u>amata</u>	Amata gaago.
<u>kaawa</u>	Kaawa wuuyo.
<u>caayi</u>	Caayi wuuyo.

DRILL: Concord involving possessives and presentatives
of Series I.

	'Where is my book?'	'Here it is.'
<u>ekitabo</u>	Ekitabo kyange kiri ludda wa?	<u>Kiikino</u> .
<u>essaati</u>	Essaati yange eri ludda wa?	<u>Yiino</u> .
<u>ensimbi</u>	Ensimbi zange ziri ludda wa?	<u>Ziizino</u> .
<u>engatto</u>	Engatto zange ziri ludda wa?	<u>Ziizino</u> .
<u>ekkalaamu</u>	Ekkalaamu yange eri ludda wa?	<u>Yiino</u> .
<u>ebitabo</u>	Ebitabo byange biri ludda wa?	<u>Biibino</u> .
<u>akagaali</u>	Akagaali kange kali ludda wa?	<u>Kaakano</u> .
<u>omusomesa</u>	Omusomesa wange ali ludda wa?	<u>Wuuno</u> .
<u>ggwe</u>	Ggwe oli ludda wa?	<u>Nzuuno</u> .
<u>mmwe</u>	Mmwe muli ludda wa?	<u>Tuutuno</u> .

To the student:

In the expression [gye tuli], the word [gye] is an object copula. Tonally, it requires the subject prefix of the verb that follows it to be unmarked (Synopsis, par. 43). Ashton calls it the 'emphasized object' construction (p. 242), or 'a way of helping to form the complement of place to verb LI' (p. 57,240).

This dialog contains the 'presentative' form [kaako] 'is there (near you)'. Other series of presentatives exist, with the approximate meanings 'is here' and 'is over there'. Each presentative has the same concordial class represented twice. See Ashton, p. 41ff under 'demonstratives used predicatively'; Chesswas uses the English phrase 'here it is' to refer to these forms. See par. 35 and corresponding parts of the chapters on other noun classes.

Glossary:

ab' <u>eno</u>		people of this place
gye <u>muli</u> ?		are you there?
. <u>labika</u>	(. <u>labise</u>)	appear, be visible
. <u>sanyuka</u>	(. <u>sanyuse</u>)	be pleased
. <u>yingira</u>	(. <u>yingidde</u>)	enter
<u>kale</u>		all right (expression of assent)
<u>eradde</u>		there it is peaceful
o. <u>mw.ami</u>	(MU-BA)	Mr., chief

LESSON 54

1. Short sentences for learning:

- a. Ebitongole / bingi + ebiri +
mu Gavumenti. There are many government
departments. ('The departments
are many which are
in the government.')
- b. Ekyo / kisinziira ku bitongole #
ebiri + mu Gavumenti. That results from/is related
to the departments (that are)
in the government.
- c. Bakola + emirimu gya njawulo
nga kisinziira + ku bitongole
+ ebiri + mu Gavumenti. They do various jobs
relating to the departments
(that are) in the govern-
ment.
- d. Mbale / kiri ku nsalo ya Uganda +
ne Kenya. Mbale is on the border of
Uganda and Kenya.
- e. Batera + okukola + mu ofiisi. They usually work in
offices.
- f. Bakola + emirimu / mingi, na
ddala ng' + okulunda. They do many [jobs] and
especially herding.
- g. Mulimu + abantu + abava' +
mu Uganda / n'a-walala. Therein are people who
come from Uganda and
elsewhere.

2. Questions and answers.

- a. Ekibuga ekikulu mu Bugisu kiyitibwa kitya?
- b. Mbale kiri mu kitundu ki mu Uganda?
- c. Kiri mu bukiika ki obwa Uganda?
- d. Abantu abasinga obungi mu Mbale Bateso?
- e. Abantu b'omu kitundu ekyo bakola ki?
- f. Ababeera mu kibuga bakola ki?

3. Dictation:

Mbale kye kibuga ekikulu mu Bugisu. Bugisu
eri mu Uganda mu bukiika obw'ebuvanjuba.
Ekibuga ekyo Mbale kiri ku nsalo ya Uganda
ne Kenya. Abantu abasinga mu kibuga omwo
Bagisu Abagisu bakola emirimu mingi na
ddala ng' okulima n'okulunda. Naye abantu
ababeera mu kibuga Mbale batera okukola mu
ofiisi ez'ebitongole eby'enjawulo, nga
ekitongole ky'obuzimbi n'ebirala.

4. DRILL: The auxiliary verb [-tera].

'They work in offices.' 'They usually work in offices.'

okukola	Bakola mu ofiisi.	Batera okukola mu ofiisi.
okulima	Balima mu byalo.	Batera okulima mu byalo.
okulunda	Balunda ente.	Batera okulunda ente.
okuzimba	Bazimba amayumba.	Batera okuzimba amayumba.
okubeera	Babeera mu kibuga.	Batera okubeera mu kibuga.

5. DRILL: Indicative vs. relative.

	'They come from Uganda.'	'they who come from Uganda.'
abantu	Bava mu Uganda.	ab <u>ava</u> ' + mu Uganda
omuntu	Ava mu Uganda.	av <u>a</u> ' + mu Uganda
eggwanga	Liva mu Uganda.	er <u>iva</u> ' + mu Uganda
amawanga	Gava mu Uganda.	ag <u>ava</u> ' + mu Uganda
ekintu	Kiva mu Uganda.	ek <u>iva</u> ' + mu Uganda
ebintu	Biva mu Uganda.	eb <u>iva</u> ' + mu Uganda

6. DRILL: Affirmative vs. negative.

Batera okukola mu ofiisi.	Tebatera kukola mu ofiisi.
Babeera kumpi n'ensalo.	Tebabeera kumpi na nsalo.
Bava mu Uganda.	Tebava mu Uganda.
Bakola mu kibuga.	Tebakola mu kibuga.
Kiri ku nsalo.	Tekiri ku nsalo.
Balunda nte.	Tebalunda nte.
Balima ppamba.	Tebalima ppamba.

7. Try to anticipate the whole word that belongs in each blank. Check yourself by listening to the third tape recorded version.

Mbale _____ Bugisu. _____
eri mu _____ bw'ebuvanjuba _____ Uganda. Ekibuga
_____ kiri ku _____ ya _____ ne Kenya. Abantu
_____ mu kibuga Mbale Bagisu, naye _____
abantu _____ ab'amawanga _____ agava _____ Uganda
n'. Abantu _____ kibuga _____ bakola _____
mingi mu _____ bya _____.

8. Tell in your own words as much as you can remember about Mbale.

Glossary:

.sinziira (.sinzidde)	start out from, with regard to
e.n. <u>salo</u> (N)	border
ddala	exactly, truly

LESSON 55

M-1

Ogiteeka + ku mmeeza.	You put it on the table.
Ogiteeka + mu nsawo.	You put it in the bag.
Ogiteeka + mu ssanduuko.	You put it in the box.
Ogiteeka + kumpi / n'e-kitabo.	You put it by the book.
Togiteeka + wansi'.	You don't put it on the floor.

M-2

Ekkalaamu yange / ngiteeke-wa? Where do I put my pencil?

DRILL: Concord including object infix and presentative of Series I.

'Have you seen my teacher [anywhere]?' Here he is.'

omusomesa (MU-BA)	Omusomesa wange omulabye'ko?	Wuuno.
omugaati (MU-MI)	Omugaati gwange ogulabye'ko? Emigaati gyange ogirabye'ko?	Guuguno. Giigino.
ekitabo (KI-BI)	Ekitabo kyange okirabye'ko? Ebitabo byange obirabye'ko?	Kiikino. Biibino.
essaawa	Essaawa yange ogirabye'ko?	Yiino.
engatto (pl)(N-)	Engatto zange ozirabye'ko?	Ziizino.
eggi (LI-MA)	Eggi'lyange olirabye'ko? Amagi'gange ogalabye'ko?	Liirino. Gaagano.
olugoye (LU-N)	Olugoye lwange olulabye'ko? Engoye zange ozirabye'ko?	Luuluno. Ziizino.
akagaali (KA-BU)	Akagaali kange okalabye'ko? Obugaali bwange obulabye'ko?	Kaakano. Buubuno.

DRILL: Concord involving presentatives of Series II and object infixes.

'There's a bicycle.' 'Where? I don't see it!'

akagaali	Akagaali kaakali.	Wa? <u>Sikalaba!</u>
ekkalaamu	Ekkalaamu yiiri.	Wa? <u>Sigiraba!</u>
omusomesa	Omusomesa wuuli.	Wa? <u>Simulaba!</u>
abasomesa	Abasomesa baabali.	Wa? <u>Sibalaba!</u>
ekitabo	Ekitabo kiikiri.	Wa? <u>Sikiraba!</u>
ebitabo	Ebitabo biibiri.	Wa? <u>Sibiraba!</u>
obugaali	Obugaali buubuli.	Wa? <u>Sibulaba!</u>
ebibala	Ebibala biibiri.	Wa? <u>Sibiraba!</u>
ennyonyi	Ennyonyi yiiri.	Wa? <u>Sigiraba!</u>
amazzi	Amazzi gaagali.	Wa? <u>Sigalaba!</u>
amasanjanzira	Amasanjanzira gaagali.	Wa? <u>Sigalaba!</u>
essomero	Essomero liiriri.	Wa? <u>Siriraba!</u>
edduuka	Edduuka yiiri.	Wa? <u>Sigiraba!</u>

DRILL: Object infixes with far past.

'Where did you buy
that bicycle?' 'I bought it
in Kampala.'

akagaali	Akagaali aka <u>wakagula-wa?</u>	Nakagula mu Kampala.
ekitabo	Ekitabo ekyo <u>wakigula wa?</u>	Nakigula mu Kampala.
ebitabo	Ebitabo ebyo <u>wabigula wa?</u>	Nabigula mu Kampala.
eggaali	Eggaali eyo <u>wagigula wa?</u>	Nagigula mu Kampala.
essaawa	Essaawa eyo <u>wagigula wa?</u>	Nagigula mu Kampala.
eggi	Eggi eryo <u>waligula wa?</u>	Naligula mu Kampala.
amagi	Amagi ago <u>wagagula wa?</u>	Nagagula mu Kampala.
ebibala	Ebibala ebyo <u>wabigula wa?</u>	Nabigula mu Kampala.
engatto	Engatto ezo <u>wazigula wa?</u>	Nazigula mu Kampala.
essaati	Essaati eyo <u>wagigula wa?</u>	Nagigula mu Kampala.

DRILL: Object infixes with with affirmative and negative present tense.

	'Do you want/like this bicycle?'	'Yes, I like/want it.' 'No, I don't like/want it.'
akagaali	Akagaali # kano / okaagala?	Yee, nkaagala. Nedda, <u>sikaagala</u> .
ekkalaamu	Ekkalaamu eno ogyagala?	Yee, ngyagala. Nedda, sigyagala.
essaawa	Essaawa eno ogyagala?	Yee, ngyagala. Nedda, sigyagala.
omugaati	Omugaati guno ogwagala?	Yee, ngwagala, Nedda, sigwagala.
kaawa	Kaawa ono omwagala?	Yee, mwwagala. Nedda, simwagala.
ekitabo	Ekitabo kino okyagala?	Yee, nkyagala. Nedda, sikyagala.

To the student:

What are called 'object infixes' by some writers are called 'object prefixes' by others. For details, see Ashton, p. 25, 225; Chesswas, par. 18-21 and corresponding parts of chapters on other concordial classes. As pointed out in the Synopsis, object infixes are marked only in the infinitive and in the near past and far past tenses. Elsewhere, they are unmarked.

Glossary:

.teeka	(.tees'e')	put
e.s.sanduuko	(N)	box
wa.n.si'		down, on the ground

LESSON 56

M-1

okuy <u>imirira</u>	<u>Yimirira.</u>	Stand up!
okugenda	<u>Genda</u> + ku luba <u>aawo</u> .	Go to the board.
okusangula	<u>Sangula</u> + oluba <u>aawo</u> .	Erase the board.
okuwandiika	<u>Wandiika</u> + erinny <u>a lyo</u> .	Write your name.
okuggala	<u>Ggala</u> + oluggi.	Close the door.
okudda+y <u>o</u>	Dday <u>o</u> + mu kifó'ky <u>o</u> .	Return to your place.
okut <u>uula</u>	<u>Tuula</u> + wansi <u>i</u> .	Sit down.

M-2

okuk <u>ola</u>	<u>Nkole-ki?</u>	What shall I do?
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C-1

A: Nkole ki? What shall I do?
B: (Yimirira). (Stand up.)

DRILL: Imperative vs. perfective.

'Stand up!'	'Have you stood up?'
	'Yes, I've stood up.'
Yimirira!	Oyimiridde?
	Yee, nnyimiridde.
Genda ku lubaawo.	Ogenze ku lubaawo?
	Yee, ngenze ku lubaawo.
Sangula olubaawo!	Olusangudde?
	Yee, ndusangudde.
Wandiika erinny <u>a lyo</u> !	Oliwandiise?
	Yee, ndiwandiise.
Ggala oluggi!	Oluggadde?
	Yee, nduggadde.

Ddayo mu kifo kyo!	Ozzeeyo mu kifo kyo?
	Yee, nzizeeyo mu kifo kyange.
Tuula wansi!	Otudde wansi?
	Yee, ntudde wansi.

DRILL: Concord involving new nouns.

	'Where is the board?'	'Here it is.'
olubaawo	Olubaawo luli ludda wa?	<u>Luuluno.</u>
erinnya lyo	Erinnya lyo liri ludda wa?	Liirino.
oluggi	Oluggi luli ludda wa?	<u>Luuluno.</u>
ekifo kyange	Ekifo kyange kiri ludda wa?	Kiikino.
essanduuko	Essanduuko yange eri ludda wa?	Yiino.

DRILL: Possessives.

	'Where is my place?'	'Yours is over there.'
ekifo	Ekifó kyángé kiri ludda wa?	Eki k kyo kiri eri.
ggwe	Ekifó kyó kiri ludda wa?	Ekyanqé kiri eri.
erinnya	Erinnya lyo liri ludda wa?	Eryange liri eri.
ye	Erinnya lye liri ludda wa?	Erirye liri eri.
akagaali	Akagaálí kékáli ludda wa?	Akake kali eri.
ffe	Obugaali bwaffe buli ludda wa?	Obwammwe buli eri.
emmotoka	Emmotoka yaffe eri ludda wa?	Eyammwe eri eri.
mmwe	Emmotoka yammwe eri ludda wa?	Eyaffe eri eri.
omusomesha	Omusomesha wammwe ali ludda wa?	Owaffe ali eri.
bo	Omusomesha waabwe ali ludda wa?	Owaabwe ali eri.
ebitabo	Ebitabo byaabwe biri ludda wa?	Ebyabwe biri eri.

To the student:

The simplest command form is the imperative. This consists of the stem alone, without any prefixes or suffixes. The tone pattern is UM (first mora unmarked regardless of the tone class of the verb; remaining moras marked. For non-tonal details, see Ashton, p. 29,36; Chesswas, par. 112.

Glossary:

.sangula	(.sangudde)	wipe off, erase
e.ki.fo	(KI-BI)	place

Sample of free conversation:

- A: Mwami Okuma, essaati yo eyo
ennungi wagigula wa? Mr. Okuma, where did you buy
that beautiful shirt of yours?
- B: Nagigula mu Lagos. I bought it in Lagos.
- A: Wagenda ddi e Lagos? When did you go to Lagos?
- B: Mu ssabbiiti bbiri eziyise. In the past two weeks.
- A: Wagendera mu ki? How did you go?
- B: Nagendera mu nnyonyi. I went by plane.
- A: Wagenda kukola ki? What did you go to do?
- B: Nagenda kulaba mikwano gyange. I went to see my friends.
- A: Wagiraba? Did you see them?
- B: Nedda saagiraba. Tegyaliyo. No, I didn't see them. They
were not there.

LESSON 57

Pronunciation buildups:

- A: (Knocks) Ab'eno. Ab'eno. (Knocks): Those who live here.
[Hello there.] Those who live here.
[Hello there.]
- B: Wangi # nnyabo. Hello, madame.
- A: Nga ffe. It is us.
- B: Ee, kale + nnyabo. Ee, all right madame.
- okubabuuza'+ko to greet you a little
abaagala + okubabuuza'+ko. those who want to greet
you a little
- A: Nga ffe abaagala + It is us who want to see you.
- okubabuuza'+ko.
- B: Kale + maama. All right, madame.
- Yingira + maama. Come in, madame.
- A: Kale + ssebo. All right, sir.
- olabise' you're seen
olabise'-ko you're seen a little
- B: Olabisee'ko + nnyabo? You're here, madame!
- A: Yee, ssebo. Yes, sir.
- B: Nsanyuse + okukulaba. I'm glad to see you.
- A: Nange. So am I. [I'm also glad to see
see you.]
- B: Tu
lira # awo + maama. Sit over there, madame.
- A: Weebale # nnyo. Thank you very much.
- B: Eradde? Is it peaceful where you
come from?
- A: Eradde + ssebo. It is peaceful where I come
from, sir.
- B: Maamu? Truly peaceful?
- A: Maamu. Truly peaceful.
- B: Nnyooge? Surely peaceful?
- A: Nnyooge. Surely peaceful.
- B: Mirembe. Really peaceful?

- A: Mirembe + ssebo. Really peaceful, sir.
- B: Osiibye' otya+nno + nnyabo? How have you spent the afternoon, madame?
[Good afternoon, madame.]
- A: Bulungi + ssebo. Well, sir.
- B: Mmm.
- A: Osiibye' otya+nno? How have you spent the afternoon? [Good afternoon!]
- B: Bulungi.
- A: Mmm.
- B: Mmm.
- A: Mugyebale + emirimu. Thank you for doing your work.
- B: Awo. You're welcome.
- A: Mmm.
- B: Mmm.
- A: Omwami / gy'ali + ssebo? Is the master home, sir?

This dialog, consisting of fairly rigid formulae, is probably worth memorizing.

Dictation: (If possible, write the tones as well as the vowels and consonants. Check your work by looking at the following transcript of the dialog.)

- A: Àb'¹énò, À-b'¹énò. B: Wàngí. A: Ngà ffé.
- B: Ee mmwé bàaní nnyabo? A: Ffè bàmuliràanwa.
- B: Ooo! A: Twágálá kúbábuúzaákô. B: Túsànyùsé `òkùbalàbá. A: Náffe. B: Mmm. A: Mmm. B: Yíngírà máamá. A: Kále ssébò. B: Olábiséékô? A: Yè` ssébò.
- B: Nsanyùsé `òkùkulàbá. A: Nángè. B: Tuúlirá wàno.
- A: Kále. B: Èráddè? A: Èráddè nnyô ssébò. B: Maámú?
- A: Mmm. B: Nnyooge? A: Nnyóogé. B: Mirembe?

- A: Mirémbé. B: Wásúzé ótyánnò nnyábò? A: Bùlúngì.
- B: Mmm. A: Wásúzé ótyánnó ssébò? B: Násúzééyô.
- A: Mmm. B: Mmm. A: Mugyébalekó emírimú. B: Awó.
- A: Mmm. B: Nammwé mwébale. A: Awó ssébò. B: Mmm.
- A: Mmm. B: Mmm. A: Omukyalà gy'ali?

To the student:

The form [okubabuuza' +ko] consists of the infinitive [okubuuza'] with the object infix [ba], and the enclitic [ko]. As pointed out in the note for Lesson 56, an object infix used with the infinitive is marked. The infinitive also requires a [+] juncture before enclitics. The extra mora at the end of [okubuuza'] is characteristic of causative stems. For details about causatives, see Ashton, p. 150ff, which shows how the extra mora results from an original *[y], and pp. 340-8; Chesswas, par. 174-7.

Glossary:

maamu	}	These words are used in greetings to express "peaceful situation" in the place from which one comes.
nnyooge		
mirembe		

LESSON 58

1. Dictation:

This text is much like the five that have preceded it.
Use all three versions for dictation practice.

- I. Jjinja kye kibuga ekikulu mu Busoga.
Busoga eri buvanjuba bwa Uganda era ku
nsalo ya Kenya ne Uganda. Jinja mulimu
bantu bangi ab'enjawulo naye abasinga
obungiabantu b'omu kibuga omwo Basoga.
Abantu b'omu nsi eyo Busoga balimi, naye
abantu b'omu kibuga Jjinja bakola mu
ofiisi mu bitongole ebitali bimu,
ng'ekitongole ky'obuzimbi, ekitongole
ky'obulimi n'ebitongole ebirala.
- II. Jjinja kye kibuga ekikulu mu Busoga.
Busoga ye nsi emu mu Uganda eri ku
bukiika bw'ebuvanjuba. Abantu abasinga
obungi mu Busoga Basoga era n'ekibuga
Jjinja abantu abasinga obungi Basoga,
naye mulimu abantu bangi ab'amawanga
amalala abava mu Uganda ne mu nsi
endala. Abantu b'omu Busoga balimi
naye abantu b'omu kibuga Jjinja abasinga
obungi bakola mu ofiisi ez'ebitongole
eby'enjawulo; ng'obulimi, obuzimbi
n'ekitongole ky'ebyenjigiriza.

III. Jjinja kye kibuga ekikulu mu Busoga.
Busoga ye nsi emu mu Uganda; ensi eyo
eri mu buvanjuba bwa Uganda, eri ku
nsalo ya Uganda ne Kenya. Abantu
abasinga obungi mu Busoga Basoga era
n'abantu abasinga obungi mu kibuga
Jjinja Basoga. Abantu b'omu Busoga
balimi, kyokka abantu b'omu kibuga
Jjinja bo bakola emirimu mingi egypt'-
njawulo mu bitongole bya gavumenti;
ng'ekitongole ky'obulimi, ekitongole
ky'enjigiriza n'ebitongole ebirala.

2. Writing tones:

Write down each of the following phrases from the tape. Mark tones by listening to the tape, and then check yourself by looking at the right hand column below.

Without /+/:

ku nsalo ya <u>Kenya</u>	kù `nsáló yá Kényà
abantu b'omu <u>kibuga</u>	àbántú b'ómú kíbúgà
emirimu gy'o mu <u>ofiisi</u>	èmírimú gy'ó mú ófiìsí
ebibuga by'o mu <u>Kenya</u>	èbìbúgá by'ó mú Kényà
<u>ofiisi</u> z'o mu <u>kibuga</u>	ófiísi z'ó mú kíbúgà
ebitongole by'omu	èbitóngolé by'ómú
Gavumenti	Gávuméntì

With /+/:

<u>ekibuga</u> + <u>ekikulu</u>	èkìbúgà èkìkùlù
<u>ebibuga</u> + <u>ebirala</u>	èbìbúgà èbírálá
<u>abasinga</u> + <u>obungi</u>	àbásingá òbúngì
<u>bakola</u> + <u>mu ofiisi</u>	bákòlà mù ófiìsí
<u>balunda</u> + <u>ente</u>	bálùndá énté

NB The Ministries in the Government of Uganda, with their official names are:

Minisita (Minister) w'ebý'obulunzi,
ebisolo n'ebýennyanja.

The Minister of Animal
Industry, Game and
Fisheries.

Minisita w'ebý'ensonga ez'omunda.

The Minister of Internal
Affairs.

Minisita w'ebý'emirimu, amakubo,
Post n'essimu.

The Minister of Works and
Communications.

Minisita w'ebý'ensimbi.

The Minister of Finance.

Minisita w'ebý'obugagga obw'omu
ttaka n'amazzi.

The Minister of Mineral
and Water Resources.

Minisita w'ebý'obusuubuzi
n'amakolero.

The Minister of Commerce
and Industry.

Minisita w'ebý'enjigiriza.

The Minister of Education.

Minisita wa Govumenti ez'ebitundu.

The Minister of Regional
Administrations.

Minisita w'ebý'amayumba n'abakosi.

The Minister of Housing
and Labour.

Minisita w'ebý'enteekateeka
n'okusitula embeera z'abantu.

The Minister of Planning
and Community Development.

Minisita w'ebi'obulimi n'ebibiina
ebyegassi. The Minister of Agriculture
and Co-operatives.

Minisita w'ebi'amateeka. The Minister of Justice.

3. Predicting tones:

Look at the phrases in the left-hand column above.
Try to predict the tones, either from memory or by
applying the tone rules. Then check yourself by
looking at the right hand column.

DRILL: Affirmative vs. negative, present tense.

Ensi eyo eri mu Uganda.	Ensi eyo teri mu Uganda.
Abantu abasinga obungi Basoga.	Abantu abasinga obungi ssi Basoga.
Balunda ente.	Tebalunda nte.
Bakola mu ofiisi.	Tebakola mu ofiisi.
Mulimu abantu bangi.	Temuli bantu bangi.
Batera okukola mu ofiisi.	Tebatera kukola mu ofiisi.
Bava mu Uganda.	Tebava mu Uganda.

DRILL: Affirmative vs. negative, far past.

Ensi # eyo / yali mu Uganda.	Ensi # eyo / teyali + mu Uganda.
Abantu + aba <u>asinga</u> + obungi / ba <u>ali</u> Basoga.	Abantu + aba <u>asinga</u> + obungi / teba <u>ali</u> + Basoga.
Baalundanga nte.	Teba <u>alundanga</u> + nte.
Baakolanqa mu <u>ofiisi</u> .	Teba <u>akolanqa</u> + mu <u>ofiisi</u> .
M <u>walimu</u> + abantu / bangi.	Tem <u>wali</u> + bantu + bangi.
Baateranga kukola + mu <u>ofiisi</u> .	Teba <u>ateranga</u> + kukola + mu <u>ofiisi</u> .
Baavanga mu Uganda.	Teba <u>avanga</u> + mu Uganda.

DRILL: Present, near past, far past.

'Those people come from Busoga.'	'Those people came (near past) from Busoga.'
Abantu # abo / <u>bava</u> mu <u>Busoga</u> .	'Those people came (far past) from Busoga.'
Abantu # abo / <u>baavudde</u> mu <u>Busoga</u> .	Abantu # abo / <u>baava</u> mu <u>Busoga</u> .
<u>Balunda</u> nte.	<u>Baalunze</u> nte.
<u>Baalunda</u> nte.	
<u>Bayitibwa</u> "Banna-Peace Corps."	<u>Baayitiddwa</u> "Banna-Peace Corps."
	<u>Baayitibwa</u> "Banna-Peace Corps".
<u>Batera</u> <u>kulola</u> + mu <u>ofiisi</u> .	<u>Baateze</u> <u>kukola</u> + mu <u>ofiisi</u> .
	<u>Baatera</u> <u>kukola</u> + mu <u>ofiisi</u> .
Abantu # abo / balimi.	Abantu # abo / <u>baabaddde</u> balimi.
	Abantu # abo / <u>baali</u> balimi.

Glossary:

'kyokka'	'only, but'
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LESSON 59

M-1

okuy <u>ingira</u>	Muyingire + mu kibiina'.	Enter (pl.) the classroom!
okut <u>uula</u>	Mutuule + ku ntebe.	Sit in chairs.
okus <u>irika</u>	Musirike.	Be quiet.
okuw <u>uliriza</u>	Muwulirize.	Listen.
okutunula	Mutunule + ku lubaawo'.	Look at the board.
okuy <u>imirira</u>	Muyimirire.	Stand up.
okuf <u>uluma</u>	Mufulume + ebweru.	Go outside.

M-2

okukola	Tukole-ki%	What shall we do?
---------	------------	-------------------

DRILL: Subjunctive in all person-number combinations.

Nkole-ki%	Yimirira. (not subjunctive)
Akole-ki%	Ayimirire.
Tukole-ki%	Muyimirire.
Bakole-ki%	Bayimirire.

DRILL: Subjunctive, first person singular subjunctive and second person singular imperative.

okuy <u>ingira</u>	Nyingire-wa%	Yingira mu kibiina.
okut <u>uula</u>	Ntuule-wa%	Tuula ku ntebe.
okutunula	Ntunule-wa%	Tunula ku lubaawo.

DRILL: Series of actions in subjunctive, third person plural.

Abayizi bakole-ki%	Bagolokoke.
Oluvannyuma bakole-ki%	Bayambale.
Oluvannyuma bakole-ki%	Balye ekyenkyा.
Oluvannyuma bakole-ki%	Bagende mu kibiina.
Oluvannyuma bakole-ki%	Bayige Oluganda.

C-1

- A: Tukole-ki?
B: Mu(yingire mu kibiina).
A: Oluvannyuma tukole ki?
B: Mu(tuule ku ntebe).

To the student:

The form [muyingire] 'enter (pl.)!' is subjunctive, used here as a kind of command. For more information about subjunctives, see Ashton, pp. 29-30, 220-6 and other references listed in the index; Chesswas, par. 110-11. Tonally, the subjunctive has the unique pattern --M, according to which nothing is marked except the last syllable: even diphonic subject prefixes such as [mu] are unmarked. Unlike the final [e] of many modified stems (i.e. [fulumye']) the final [e] of the subjunctive does not carry an extra mora.

Glossary:

.y <u>ingira</u>	(.yingidde)	enter
.y <u>imirira</u>	(.yimiridde)	stand
.s <u>irika</u>	(.sirise')	be silent
.w <u>uliriza</u>	(.wulirizza)	listen
.t <u>nula</u>	(.tunudde)	look
.f <u>uluma</u>	(.fulumye')	come or go out
e. <u>bweru</u>		outside

LESSON 60

M-1

emmee za	Giteeke + ku m mee za.	Put it on the table.
ensawo	Giteeke + mu n̄sáwó yô.	Put it in your pocket.
ess <u>s</u> anduuko	Giteeke + mu <u>s</u> anduuko.	Put it in the box.
wano	Giteeke # wano.	Put it here.
awo	Giteeke # awo.	Put it there (near you).
wali	Giteeke + wali.	Put it over yonder.

M-2

ekkalaamu	Ekkalaamu <u>yange</u> / ngiteeke-wa?	Where shall I put my pen?
ekitabo	Ekitabo <u>kyange</u> / nkiteeke-wa?	Where shall I put my book?
olupapula	Olupapula <u>lwange</u> / nduteeke-wa?	Where shall I put my paper?
ensimbi	Ensimbi <u>zange</u> / nziteeke-wa?	Where shall I put my money?

DRILL: Subjunctive, first person sg. and pl.

Ekkalaamu ngiteeke ku m mee za?	Shall I put the pen on the table?
Ekkalaamu tuziteeke ku m mee za?	Shall we put the pens on the table?
Tugende ku lubaawo?	Shall we go to the board?
Djende ku lubaawo?	Shall I go to the board?
Nsangule olubaawo?	Shall I erase the board?

Tuyimirire?

Shall we stand up?

Nnyimirire?

Shall I stand up?

Nzireyo mu kifo kyange?

Shall I return to my place?

Tuddeyo mu bifo byaffe?

Shall we return to our places?

DRILL: Subjunctive, first person plural, with object infix.

'Where shall we put our pens?' 'Put them over there.'

ekkalamu Ekkalaamú zàffe tuziteeke wa? Muziteeke wali.

ebitabo Ebitábò byàffè tubiteeke wa? Mubiteeke wali.

emigaati Emigáàti gyàffè tugiteeke wa? Mugiteeke wali.

engatto Engáttò zàffe tuziteeke wa? Muziteeke wali.

ebbaluuwa Ebbalúuwà zàffe ez'ekkubo Muziteeke wali.

z'ekkubo tuziteeke wa?

ebifaananyi Ebifaánanyí byàffe tubiteeke wa? Mubiteeke wali.

obugaali Obugáali bwàffe tubuteeke wa? Mubuteeke wali.

[wali] corresponds to 'over there' if the place
is definite and [eri] corresponds to 'over
there' if the place is indefinite.

DRILL: Near past, affirmative and negative with object infixes.

'Did I put my money here?' 'No, you didn't put it here.'

'You put it over yonder
(indefinite location).'
Ensimbi zange nazitadde wano? Nedda, tewazitadde wano.
Wazitadde eri.

'Did they put their money here?'

Ensimbi zaabwe baazitadde wano. Nedda, tebaazitadde wano.
Baazitadde eri.

'Did you put your watch here?'

Essaawa_yo wagitadde wano? Nedda, saagitadde wano.
Nagitadde eri.

'Did you (pl.) put your books here?'

Ebitábò byàmmwe mwabitadde wano? Nedda, tetwabitadde wano.
Twabitadde eri.

To the student:

The imperative with an object prefix ends with [e].
The evidence in this lesson indicates that the stem
tone pattern is probably FX or MX.

Glossary:

o.lu.papula (LU) paper

LESSON 61

Pronunciation buildups:

A: Omwami / gy'ali + ssebo? Is the master home, sir?

B: Ta-li + yô. He's not home.

yagenze'

A: Yagenze' -wa? Where did he go?

okukola

mu kibuga kukola

B: Yagenze' mu kibuga + kukola
+ nnyabo. He went downtown to work,
madame.

A: Yagenze' kukola? He went to work?

B: Mmm.

okukoma

okukoma+wo

anaakoma+wo

A: Anaakoma-wo +ddi? When will he return?

B: Kawungeezi. In the evening.

A: Kawungeezi? In the evening?

B: Mmm.

omukyala

ye

A: Ye, omukyala / gy'ali? How about the lady of the
house, is she home?

ennimiro

mu nnimiro

agenze' mu nnimiro

B: Omukyala / agenze' mu nnimiro. The lady of the house has gone
to the garden.

A: Agenze' mu nnimiro? She has gone to the garden.

B: Mmm.

okuyitayita	to pass by many times or aimlessly
okuyitayita-ko	to pass by many times or aimlessly a little bit
mpitayita-ko	I pass by many times / aimlessly, a little bit
mpitayita-ko awo	I pass by many times / aimlessly a little bit there
Mbadde + mpitayita-ko # awo.	I was just passing by.
mbabuuze'	let me greet you
mbabuuze'-ko	let me greet you a little bit
bano	those
ŋjende	let me go
ŋjende bano mbabuuze'-ko.	let me go and greet these (people) a little
Ka ŋjende bano / mbabuuze'-ko.	And let me go and greet these (people) a little.
A: Mbadde + mpitayita-ko # awo, ne ŋŋamba nti ka ŋjende bano / mbabuuze'-ko.	I was passing by and decided to stop in and say 'Hi'.

DRILL: Use of infinitive to show purpose.

'What he went to Buganda for is to teach.'

Buganda	<u>Yagenda</u> mu Buganda + kusomesa.
ekibiina'	<u>Yagenda</u> mu kibiina kuyiga.
ekyalo	<u>Yagenda</u> mu kyalo kulima.
eka'	<u>Yagenda</u> ka kuwummula.
ekizannyiro	<u>Yagenda</u> mu kizannyiro kuzannya.
edduuka'	<u>Yagenda</u> mu dduuka kugula ssaati.

DRILL: Matching subject prefixes in a compound tense.

nze	Mbadde # mpitayita-ko # awo.
ggwe	Obadde # oyitayita-ko # awo.
ye	Abadde # ayitayita-ko # awo.

<u>ffe</u>	<u>Tubadde</u> # <u>tuyitayita-ko</u> # awo.
<u>mmwe</u>	<u>Mubadde</u> # <u>muyitayita-ko</u> # awo.
<u>bo</u>	<u>Babadde</u> # <u>bayitayita-ko</u> # awo.

DRILL: Compound tense, first verb in perfective tense.

	<u>Mbadde</u> # <u>ndya</u> .	I've been eating.
<u>ffe</u>	<u>Tubadde</u> # <u>tulya</u> .	We have been eating.
<u>okusoma</u>	<u>Tubadde</u> # <u>tusoma</u> .	We have been reading.
<u>nze</u>	<u>Mbadde</u> # <u>nsoma</u> .	I've been reading.
<u>okwagala</u> <u>emmere</u>	<u>Mbadde</u> # <u>njagala</u> + <u>emmere</u> .	I've been wanting some food.
<u>ffe</u>	<u>Tubadde</u> # <u>twagala</u> + <u>emmere</u> .	We have been wanting some food.
<u>okuzannya</u>	<u>Tubadde</u> # <u>tuzannya</u> .	We have been playing.
<u>nze</u>	<u>Mbadde</u> # <u>nzannya</u> .	I've been playing.
<u>okwambala</u> <u>enkuufiira</u>	<u>Mbadde</u> # <u>nnyambadde</u> + <u>enkuufiira</u> .	I've been wearing a hat.
<u>ffe</u>	<u>Tubadde</u> # <u>twambadde</u> + <u>enkuufiira</u> .	We have been wearing hats.

DRILL: Optional use of [ngā] in compound tense.

'I have been eating.'	'I've been eating.'
<u>Mbadde</u> # <u>nga</u> <u>ndya</u> .	<u>Mbadde</u> # <u>ndya</u> .
<u>Tubadde</u> # <u>nga</u> <u>tusoma</u> .	<u>Tubadde</u> # <u>tusoma</u> .
<u>Babadde</u> # <u>nga</u> <u>bayitayita</u> .	<u>Babadde</u> # <u>bayitayita</u> .
<u>Abadde</u> # <u>nga</u> <u>agenda</u> <u>ka</u> .	<u>Abadde</u> # <u>agenda</u> <u>ka</u> .

DRILL: Compound tense, first verb in perfective vs. near past tense.

'I was eating/have been eating.'	'I was (near past) eating.'
Mbadde ndya.	Nabadde ndya.
Tubadde tulya.	Twabaddde tulya.
Tubadde tuzannya.	Twabaddde tuzannya.
Abadde afuluma ebweru.	Yabadde afuluma ebweru.
Abadde awuliriza.	Yabadde awuliriza.
Babadde bawuliriza.	Baabaddde bawuliriza.

To the student:

Concerning compound tenses, see Ashton, chapter 24; Chesswas gives less attention to this matter, but discusses [nga] in chapter 13. Note that this unmarked [# nga] is quite different from the marked [nga+] that is used in exclamations. This distinction is made quite clearly in Ashton, p. 444ff.

Glossary:

.komawo	(.komye-wo)	return
a.ka.wungeezi	(KA)	evening
e.n.nimiro	(N)	garden, field
.yitayita	(.yiseyise')	move about

LESSON 62

1. This text also is very much like the ones that preceded it. Listen to the first version only, and answer the following questions.

Fort Portal kiri mu nsi ki?

Kiri mu bukiika ki obwa Uganda?

Mulimu abantu ba mawanga ki?

Abantu abasinga obungi ba ggwanga ki?

2. Tell in your own words as much as you can remember about Fort Portal.
3. Supply concords at the places indicated by blanks. Check yourself by listening to the second tape recording.

Fort Portal _e kibuga ____kulu mu Toro. Toro
_e nsi _mu mu nsi e_ri mu Uganda. ____ri mu
bukiika ____ebugwanjuba __a Uganda, ku nsalo _a
Kongo ne Uganda. Fort Portal ____rimu Abatoro
____ngi kubanga ____ri mu nsi __a Toro, naye ____limu
n'amawanga ____ngi; abantu a__va mu bitundu ____ngi
e_tali ____mu e_a Uganda. Abantu ____omu Fort
Portal ____kola emirimu ____ngi ____njawulo nga
____sinziira ku bitongole e_ri mu gavumenti,
ng'ekitongole ____'ebyenjigiriza, ekitongole
____'obulimi n'ebitongole ____rala.

4. Dictation:

Fort Portal kye kibuga ekimu ku bibuga bya
Uganda, kiri mu Toro. Toro ye nsi eri mu
Uganda mu bukiika bwe'bugwanjuba. Ensi Toro
erimu Batoro era n'abantu abasinga mu kibuga
Fort Portal Batoro. Abatoro bakola omulimu

gw'obulimi naye abantu abali mu kibuga Fort
 Portal abasinga obungi bakola mu makolero
 ag'omu bitongole bya gavumenti, ng'ebitongole
 by'ebyenjigiriza, ebitongole by'obulimi
 n'ebitongole ebirala.

DRILL: Subject prefixes with [-rimu]

	<u>Ensi</u> ' + Toro / <u>erimu</u> + Abatoro.	The country of Toro has Batoro in it.
Soroti	<u>Ekibuga</u> + <u>Soroti</u> / <u>kirimu</u> + Abatoro.	In the town of Soroti there are Batoro.
amakolero	<u>Ekibuga</u> + <u>Soroti</u> / <u>kirimu</u> + <u>amakolero</u> .	In the town of Soroti there are factories.
Uganda	<u>Ensi</u> <u>Uganda</u> / <u>erimu</u> <u>amakolero</u> .	The country of Uganda has factories in it.
abantu bangi	Ensi Uganda erimu abantu bangi.	In the country of Uganda there are many people.
Kampala	<u>Ekibuga</u> Kampala <u>kirimu</u> abantu bangi.	The city of Kampala has many people in it.
emigga	<u>Ekibuga</u> Kampala <u>kirimu</u> emigga mingi.	The city of Kampala has many streams in it.

Again, tell in your own words as much as you can remember about Fort Portal.

Glossary:

.liraana (.liraanye')	be adjacent to, be neighbor to, be next to
-----------------------	--

LESSON 63

M-1

okusoma	<u>Leero</u> + <u>olweggulo</u> / <u>tunaasoma</u> + <u>ebitabo byaffe</u> .	This afternoon we will read our books.
okulaba	<u>Leero</u> + <u>olweggulo</u> / <u>tunaalaba</u> + <u>omupiira</u> + <u>ogw'e-mpaka</u> .	This afternoon we will watch a football game.
okuzannya	<u>Leero</u> + <u>olweggulo</u> / <u>tunaazannya</u> + <u>omupiira</u> .	This afternoon we will play football.
okubeera	<u>Leero</u> + <u>olweggulo</u> / <u>tunaabeera</u> mu <u>kibuga</u> .	This afternoon we will be in town.

M-2

okusoma	<u>Leero</u> + <u>olweggulo</u> / <u>munaasoma-ki?</u>	What are you going to read this afternoon?
okulaba	<u>Leero</u> + <u>olweggulo</u> / <u>munaalaba-ki?</u>	What are you going to see this afternoon?

DRILL: Near future, second person vs. first person singular.

	'Are you going to eat breakfast in the morning?'	'Yes, I will.'
okulya	Enkya onoolya ekyenkya?	Yee, nnaalya.
okuyiga	Enkya onooyiga Oluganda?	Yee, nnaayiga.
okujja	Enkya onojja mu kibiina?	Yee, nnajja.
okusoma	Enkya onoosoma Oluganda?	Yee, nnaasoma.
okunaaba	Enkya onoonaaba?	Yee, nnaanaaba.
okuzannya	Enkya onoozannya omupiira?	Yee, nnaazannya.
okuyingira	Enkya onooyingira mu kibiina?	Yee, nnaayingira.
okufuluma	Enkya onoofuluma mu kibiina?	Yee, nnaafuluma.

DRILL: Near future, monophonic vs. diphonic subject prefixes.

Nnaakoma-wo.	Tunaakoma-wo.
Nnaafuluma + ebweru.	Tunaafuluma + ebweru.
Nnaalya' + ebibala.	Tunaalya' + ebibala.
Nnaava' mu ssomero.	Tunaava' mu ssomero.
Nnaasangula + olubaawo'.	Tunaasangula + olubaawo'.
Nnaawandiika + ebbaluwa.	Tunaawandiika + ebbaluwa.

C-1

- A: Leero (olweggulo) onookola ki?
B: Nnaa(soma ebitabo byange).

C-2

- A: (Enkya) onoo(golokoka) essaawa mmeka?
B: Nnaa(golokoka) essaawa (emu).

Glossary:

o.mu.piira	(MU-MI)	football, ball, rubber, mackintosh
e.m.paka'	(N)	argument, strife, competition
o.mu.piira + ogw'e-mpaka'	football match	
e.ki.tabo	(KI-BI)	book

To the student:

For further information about the near future tense, see Ashton, p. 124; Chesswas, par. 65-7. Note particularly that the vowel of the tense prefix changes to [o] after the subject prefix [o] and [e] after the subject prefix [e]. Tonally, the stem pattern for affirmative indicative is FF (Synopsis, par. 28); for affirmative relative and for all negatives, the pattern is FM (Synopsis, par. 29).

Although the near future tense with prefix [naa] is frequently used, it is paralleled by a two-word ('periphrastic') tense construction which consists of some form of [.jja] 'come' followed by the infinitive of the main verb. For this reason, the

drills involving the [naa] tense are given also with this periphrastic future. For more information about the periphrastic future, see Ashton, p. 318; Chesswas, par. 186.

M-1

okusoma	Leero olweggulo, tujja kusoma ebitabo byaffe.	This afternoon, we shall read our books.
okulaba	Leero olweggulo, tujja kulaba omupiira ogw'empaka.	This afternoon, we shall watch a football match.
okuzannya	Leero olweggulo, tujja kuzannya omupiira.	This afternoon, we shall play football.
okubeera	Leero olweggulo, tujja kubeera mu kibuga.	This afternoon, we shall be in town.

M-2

okusoma	Leero olweggulo mujja kusoma ki?	What are you going to read this afternoon?
okulaba	Leero olweggulo mujja kulaba ki?	What are you going to see this afternoon?

DRILL: Near future, second person vs. first person singular.

'Are you going to eat breakfast in the morning?	'Yes, I am.'	
okulya	Enkya ojja kulya ekyenkyा?	Yee, nzija kulya.
okuyiga	Enkya ojja kuyiga Oluganda?	Yee, nzija kuyiga.
okujja	Enkya ojja kujja mu kibiina?	Yee, nzija kujja.
okusoma	Enkya ojja kusoma Oluganda?	Yee, nzija kusoma.
okunaaba	Enkya ojja kunaaba?	Yee, nzija kunaaba.

okuzannya Enkya ojja kuzannya omupiira? Yee, nzija kuzannya.
okuyingira Enkya ojja kuyingira mu kibiina? Yee, nzija kuyingira.
okufuluma Enkya ojja kufuluma mu kibiina? Yee, nzija kufuluma.

DRILL: Near future, monophonic vs. diphonic subject prefixes.

Nzija kukomawo.	Tujja kukomawo.
Nzija kufuluma ebweru.	Tujja kufuluma ebweru.
Nzija kulya ebibala.	Tujja kulya ebibala.
Nzija kuva mu ssomero.	Tujja kuva mu ssomero.
Nzija kusangula olubaawo.	Tujja kusangula olubaawo.
Nzija kuwandiika ebbaluwa.	Tujja kuwandiika ebbaluwa.

C-1

A: Leero (olweggulo) ojja kukola ki?
B: Nzija kusoma ebitabo byange.

C-2

A: (Enkya) ojja kugolokoka essaawa mmeke?
B: Nzija kugolokoka essaawa emu.

LESSON 64

M-1

ennyama	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + ennyama.	Today at lunch we'll eat meat.
amatooke	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + amatooke.	Today at lunch we'll eat bananas.
lumonde	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + lumonde.	Today at lunch we'll eat potatoes.
omugaati	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + omugaati.	Today at lunch we'll eat bread.
omuceere	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + omuceere.	Today at lunch we'll eat rice.
ennyanya	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + ennyanya.	Today at lunch we'll eat tomatoes.
emboga	Leero· + ku <u>kyemisana</u> · / <u>tunaalya</u> · + emboga.	Today at lunch we'll eat cabbage.

amagi	Enkyā· + ku <u>kyenkya</u> · / <u>tunaalya</u> · + amagi·.	Tomorrow at breakfast we'll eat eggs.
omugaati	Enkyā· + ku <u>kyenkya</u> · / <u>tunaalya</u> · + omugaati.	Tomorrow at breakfast we'll eat bread.
obuugi	Enkyā· + ku <u>kyenkya</u> · / <u>tunaawuuta</u> + obuugi.	Tomorrow at breakfast we'll have porridge.
caayi	Enkyā· + ku <u>kyenkya</u> · / <u>tunaanywa</u> · caayi.	Tomorrow at breakfast we'll drink tea.

M-2

ekyenkyā	Tunaalya-ki + ku <u>kyenkya</u> ?	What will we eat at breakfast?
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C-1

A: Tunaa(lya) ki ku (kyemisana)?

B: Tunaa(lya) (lumonde).

DRILL: Near future with and without object infixes.

<u>kaawa</u>	Nnaanywa' + <u>kaawa</u> .	Nnaamunywa'.
<u>lumonde</u>	Nnaalya' + <u>lumonde</u> .	Nnaamulya'.
<u>omuceere</u>	Nnaalya' + <u>omuceere</u> .	Nnaagulya'.
<u>omugaati</u>	Nnaalya + <u>omugaati</u> .	Nnaagulya,
<u>emigaati</u>	Nnaalya + <u>emigaati</u> .	Nnaagirya.
<u>eggi</u>	Nnaalya + <u>eggi</u> .	Nnaalirya.
<u>amagi</u>	Nnaalya + <u>amagi</u> .	Nnaagalya.
<u>ekibala</u>	Nnaalya + <u>ekibala</u> .	Nnaakirya.
<u>ebibala</u>	Nnaalya + <u>ebibala</u> .	Nnaabirya.
<u>ennyama</u>	Nnaalya + <u>ennyama</u> .	Nnaagirya.
<u>enkoko</u>	Nnaalya + <u>enkoko</u> .	Nnaagirya.

DRILL: Near future, object infixes with unmarked verbs.

Nnaasoma + ekitabo.	Nnaakisoma.
Nnaasoma + ebbaluuwa.	Nnaagisoma.
Nnaawandiika + ebbaluuwa.	Nnaagiwandiika.
Nnaazimba + ennyumba.	Nnaagizimba.
Nnaasangula + olubaawo.	Nnaalusangula.
Nnaateeka + ensimbi + ku mmeeza.	Nnaaziteeka ku mmeeza.
Nnaasomesa + Olungereza.	Nnaalusomesa.
Nnaalya + omugaati.	Nnaagulya.

DRILL: Concords with new nouns.

	'This banana is good.'	'That [one] is bad.'
ettooke	Ettooke # lino / ddungi.	Liri / bbi.
amatooke	Amatooke gano malungi.	Gali mabi.
omugaati	Omugaati guno mulungi.	Guli mubi.
emigaati	Emigaati gino mirungi.	Giri mibi.
ekibala	Ekibala kino kirungi.	Kiri kibi.
ebibala	Ebibala bino birungi.	Biri bibi.
omuceere	Omuceere guno mulungi.	Guli mubi.
ennyaanya (pl.)	Ennyaanya zino nnungi.	Ziri mbi.
emboga (sg.)	Emboga eno nnungi.	Eri mbi.
lumonde	Lumonde ono mulungi.	Oli mubi.
caayi	Caayi ono mulungi.	Oli mubi.
kaawa	Kaawa ono mulungi.	Oli mubi.
eggi	Eggi lino ddungi.	Liri bbi.
amagi	Amagi gano malungi.	Gali mabi.
obuugi	Obuugi buno bulungi.	Buli bubi.

For teacher: Continue with such other adjectives as:

- <u>ggya</u> (new)	- <u>bi</u> (bad)
- <u>ddugavu</u> (black)	- <u>bisi</u> (raw)
- <u>nene</u> (big)	- <u>gumu</u> (hard)
- <u>wanvu</u> (tall, long)	- <u>genyi</u> (foreign)
- <u>eeru</u> (white)	- <u>gezi</u> (clever)
- <u>lamu</u> (sound)	- <u>angu</u> (easy)
- <u>to</u> (young)	- <u>kadde</u> (worn out)
- <u>zibu</u> (difficult)	

To the student:

Concerning the adjective concords, see Ashton, p. 25, and also the various chapters on the concordial classes; Chesswas, par. 14 and corresponding parts of chapters on other classes, as well as Appendix II. On the formation of the adjective stems themselves, see Ashton, chapter 31.

Glossary:

o.mu. <u>ceere</u>	(MU-MI)	rice
e.n. <u>nyaanya</u>	(N)	tomato
e.m. <u>boga</u>	(N)	cabbage
o. <u>bu.</u> ugi	(KA-BU)	porridge
.wuuta	(.wuuse')	drink with a sucking noise

LESSON 65

Pronunciation buildups:

- B: Maama / ggw' #ani? Madame, who are you?
Nnakalema Nnakalema
A: Nze # Nnakalema.... I am Nnakalema....
B: Ooo! Nnakalema? Ooo. Nnakalema?
Kkungu Kkungu
ow' e Kkungu of Kkungu
A: ...ow' e Kkungu # eyo. ... (Nnakalema) of Kkungu.
B: Ow' e Kkungu + nnyabo? (Nnakalema) of Kkungu, madame?
A: Mmm. Mmm.
mmuyite may I call her
omukyala mmuyite may I call the lady of
kwe kugamba the house
B: Mmm. Kwe kugamba / omukyala / mmuyite? Mmm. May I call the lady of
ku mirimu on duties
ku mirimu_gye on his/her duties
okuggya to take away
kumuggya to take him/her away from
leka kumuggya on her duties
A: Aaa, tomuyita, leka / kumuggya + ku mirimu gye. No, don't call her, don't
take her away from her work.
B: Mmm. Mmm.
olulala another one
nnaamulaba I'll see her
A: Nnaamulaba + olulala. I'll see her next time.

nnaamugamba	I shall tell her/him
B: Nnaamugamba ntya + nnyabo?	What shall I tell her, madame?
okutumira	to send regards
yakutumidde	he/she sent her regards to you
Nnakalema yakutumidde	Nnakalema sent her regards
A: Mugambe nti / Nnakalema / yakutumidde.	Tell her that Nnakalema sent her regards.
B: Kale # nnyabo.	All right, madame.
A: Kale.	All right.
B: Mmm.	Mmm.
A: Weeraba + ssebo.	Goodbye, sir.
B: Kale + maama.	All right, madame.
A: Mmm.	Mmm.
B: Weeraba.	Goodbye.
A: Kale.	All right.
B: Mmm.	Mmm.
A: Mmm.	Mmm.

NB The form [omugamba] is preferable to [mugambe] in this context.

DRILL: Negative imperative forms.

<u>Yita</u> + abayizi.	<u>To</u> <u>yita</u> + bayizi.	Leka / kuy <u>yita</u> + bayizi.
Abayizi / bayite.	<u>To</u> <u>bayita</u> .	Leka / kub <u>ayita</u> .
<u>Sangula</u> + olubaawo'.	<u>To</u> <u>sangula</u> + lub <u>aawo</u> '.	Leka / kusangula lub <u>aawo</u> '.
Yingira mu kibiina.	Toyingira mu kibiina.	Leka kuyingira mu kibiina.
Tuula ku ntebe.	Totuula ku ntebe.	Leka kutuula ku ntebe.
Ggalawo oluggi.	Toggalawo luggi.	Leka kuggalawo luggi.

Ggulawo oluggi. Toggulawo luggi. Leka kuggulawo luggi.
Wandiika erinnyalyo. Towandiika Leka kuwandiika
 linnyalyo. linnyalyo.

DRILL: Subjunctive with object.

omukyala	Omukyala mmuyite?	Shall I call the lady?
amuyite	Omukyala amuyite.	Let him call the lady.
abalala	Abalala abayite.	Let him call the others.
abatumire	Abalala abatumire.	Let him send his regards to the others.
abayizi	Abayizi abatumire.	Let him send his regards to the students.
abasomese	Abayizi abasomese.	Let him teach the students.

Glossary:

.gamba	(.gambye')	tell, say
.ggya	(.ggye')	take away
.leka	(.lese')	leave
.tumira	(.tumidde)	send regards to

LESSON 66

1. Listen to the first recording about Masaka, and fill in these blanks:

Masaka kiri mu _____ bwa Uganda.

Masaka kiri mu _____ Buganda.

The word [ekirimu] is the _____ form that corresponds to [kirimu].

Judging from the context, [abafuzi] might mean _____.
(officials? affairs? resources?)

[Gavument eya wakati] means _____. (within the central government? government of the center? government?)

Abalimi babeera mu byalo, sso ssi _____.

Masaka kiri mu bugwanjuba bwa Uganda, sso ssi _____

Kampala kibuga, sso ssi _____.

Supply concords. Check your answers by listening to the second recording about Masaka.

Masaka _e kibuga _mu mu bibuga _ri mu

Buganda. _ri mu maserengeta _a Buganda.

_ri ku luguudo _genda e Mbarara. _rimu

abantu _singa obungi Baganda, naye _limu

abantu _ngi _amawanga _njawulo _va

mu Uganda. Abantu _omu kitundu _o balimi

naye abasinga obungi _kola mu ofiisi

_ebitongole _a gavumenti, ng'ekitongole

_ebyenjigiriza n'ebitongole _rala.

2. Dictation:

Masaka kye kibuga ekimu ku bibuga ebiri mu Buganda. Buganda ye nsi emu ku nsi eziri mu Uganda mu kitundu ekya wakati. Masaka kiri ku luguudo olugenda e Mbarara ku bukiika obw'amaserengeta ga Uganda. Mulimuabantu bangi ab'enjawulo naye abasinga obungi Baganda. Abantu b'omu kibuga Masaka bakola emirimu mingi egy'enjawulo nga gisinziira ku bitongole ebiri mu gavumenti, naye abantu b'omu kitundu ekyo abasinga obungi balimi.

Students should ask one another questions about Masaka.

Glossary:

o.mu.fuzi	(MU-BA)	ruler
sso ssi		but not

LESSON 67

M-1

okuyiga	Enkyा / <u>tetuuyige</u> + Luganda.	Tomorrow we won't study Luganda.
okugenda	Enkyा / <u>tetuugende</u> + mu <u>ssineema</u> .	Tomorrow we won't go to the movies.
okulya	Enkyा / <u>tetuulye</u> + <u>byannyanja</u> .	Tomorrow we won't eat fish.
okulaba	Enkyा / <u>tetuulabe</u> + <u>mupiira</u> .	Tomorrow we won't watch football.
okunyumya	Enkyा / <u>tetuunyumye</u> + ne <u>mikwano gyaffe</u> .	Tomorrow we won't talk with our friends.
okusomesa	Enkyा / <u>tetuusomese</u> + <u>baana</u> .	Tomorrow we won't teach children.

M-2

okuyiga	Enkyा / <u>munaayiga</u> + Oluganda?	Will you (pl.) study Luganda tomorrow?
okugenda	Enkyा / <u>munaagenda</u> + mu <u>ssineema</u> ?	Will you (pl.) go to the cinema tomorrow?

C-1

- A : Enkyा munaa(yiga Oluganda)?
(B,C) : Nedda, enkyा tetuu(yige Luganda).
A : Enkyा munaakola ki?
(B,C) : Enkyा tunaagenda mu katale.

C-2

- A : Enkyा onoolya (abyennyanja)?
B : Nedda, enkyा siirye (byannyanja).

- A : Enkya onoolya ki?
 B : Enkya nnaalya (nnyama).

To form the negative of the near future we change the final [-a] of the verb stem into [-e] and then double the vowel of the negative pronoun prefix.

DRILL: Negative of near future.

'They won't (near future) go home'.

okugenda eka	Tebaagende ka.
ggwe	Toogende ka.
okusomesa Oluganda	Tebaasomese Luganda.
nze	Siisomese Luganda.
okuyiga Oluganda	Tebaayige Luganda.
ffe	Tetuuyige Luganda.
okuzannya omupiira	Tebaazanne mupiira.
mmwe	Temuuzanne mupiira..
okwambala engatto	Tebaayambale ngatto.
ye	Taayambale ngatto.

DRILL: Near future affirmative vs. negative, all persons and numbers.

	'Is the teacher going to go home?'	'He's not going to go home.'
omusomesa	Omusomesa anaagenda eka?	Taagende ka.
abasomesa	Abasomesa banaagenda eka?	Tebaagende ka.
ffe	Tunaagenda eka?	Temuugende ka.
mmwe	Munaagenda eka?	Tetuugende ka.
ggwe	Onoogenda eka?	Siigende ka.
nze	Nnaagenda eka?	Toogende ka.

To the student:

The negative counterpart of the near future tense is not formed simply by prefixing [te]. Instead, an entirely different form is used, which looks like a negative subjunctive. See Ashton, p. 128; Chesswas, par. 90. Tonally, the stem has the pattern FM (Synopsis, par. 29). The negative of the periphrastic future (see Lesson 63) is of course made by using the negative of the appropriate form of the auxiliary verb [.jja] 'come'.

Glossary:

e.s. <u>sineema</u>	(N)
e.ky. <u>e.n.nyanja</u>	(KI-BU) fish
o.mu. <u>piira</u>	(MU-MI) ball, rubber, mackintosh

LESSON 68

M-1

okus <u>itula</u>	<u>Tuli</u> situla + mu <u>mwaka</u> + ogujja + okugenda mu <u>Uganda</u> .	We'll set off for Uganda next year. ('in the year that comes.')
okugenda	<u>Tuli</u> -gendera mu nnyonyi.	We'll go by ('in') plane.
okubuuka	<u>Tuli</u> -buukira + mu kisaawe ky' <u>e</u> -nnyonyi + e <u>New York</u> .	We'll fly from the airport in New York.
okuyita	<u>Tuli</u> yita + mu nsi / nnyingi ez'Afrika ey' <u>e</u> bugwanjuba.	We'll pass [through] many countries of West Africa.
okuva'+mu	<u>Tuli</u> -viira-mu + mu kisaawe ky' <u>Entebbe</u> .	We'll get off at the Entebbe airport.
okugenda	<u>Tuli</u> -gendera mu mmotoka + okutuuka + e <u>Kampala</u> .	We'll go by car as far as Kampala.

M-2

okus <u>itula</u>	<u>Muli</u> situla ddi + okugenda mu <u>Uganda</u> ?	When will you set off to go to Uganda?
okugenda	<u>Muli</u> -genda mutya?	How will you go?

The infix [-li-] indicates an action taking place after twenty-four hours or at some unspecified time in the future.

To the student:

The general future is characterized by the tense prefix [li]. See Ashton, p. 124; Chesswas, par. 68-9. Tonally, this tense is peculiar in that a [-] juncture without word boundary follows [li] if the stem is of the unmarked class. This applies to the affirmative indicative and to all negative forms, which have the stem tone pattern FF. Whether [-] is found also in affirmative relative forms of unmarked verbs is impossible to determine positively, since the stem tone pattern there is FX. (For the meaning of [-], see Synopsis, par. 45-47.)

There is a 'periphrastic' future (see Lesson 63) construction which corresponds to the [li] tense; its auxiliary verb is [.genda]. See Ashton, p. 318.

M-1

okusitula	Tugenda kusitula omwaka ogujja okugenda mu Uganda.	We'll set off for Uganda next year.
okugenda	Tugenda kugendera mu nnyonyi.	We'll go by ('in') plane.
okubuuuka	Tugenda kubuukira mu kisaawe e New York.	We'll fly from the airport in New York.
okuyita	Tugenda kuyita mu nsi nnyingi ez'Africa ey'ebugwanjuba.	We'll pass (through) many countries of West Africa.
okuvaamu	Tugenda kuviiramu mu kisaawe ky'Entebbe.	We'll get off at Entebbe airport.
okugenda	Tugenda kugendera mu mmotoka okutuuka e Kampala.	We'll go by car as far as Kampala.

M-2

okusitula	Mugenda kusitula ddi okugenda mu Uganda?	When will you set off to go to Uganda?
okugenda	Mugenda kugenda mutya?	How will you go?
okugolokoka	Ku Lwassabbiiti tetugenda kugolokoka mangu.	On Sunday we won't get up early.
okuyiga	Ku Lwassabbiiti tetugenda kuyiga Luganda.	On Sunday, we won't study Luganda.
okujja	Ku Lwassabbiiti tetugenda kujja mu kibiina.	On Sunday, we won't come to class.
okugenda	Ku Lwassabbiiti tetugenda kugenda mu ssineema.	On Sunday, we won't go to the movies.

M-2

okugolokoka	Ku Lwassabbiiti mugenda kugolokoka mangu?	Are you (pl.) going to get up early on Sunday?
okuyiga	Ku Lwassabbiiti mugenda okuyiga Oluganda?	Are you going to study Luganda on Sunday?

M-3

olunaku	Olwassabbiiti lugenda kuba lunaku lukulu.	Sunday will be a holiday.
lwaki?	Lwaki temuligolokoka mangu?	Why aren't you going to get up early?

Glossary:

. <u>situla</u>	(.situdde)	raise, lift up, start on a journey
.buuka	(.buuse')	fly, jump
o. <u>mw.</u> aka	(MU-MI)	year
.y <u>ita</u>	(.yise')	pass, go through
.va [.] + <u>mu</u>	(.vudde-mu)	get off
om <u>waka</u> + og <u>ujja</u>		the year which comes (next year)

LESSON 69

Pronunciation buildups:

olabise'-ko	you're seen
-bula	get lost
kabula	the lost
kabula dda	the long lost
<u>munnaffe</u>	
munnaffe kabuladda	our friend the long lost
A: <u>Munnaffe</u> + <u>kabuladda</u> / olabise'-ko?	Our long lost friend, is it really you?
B: Eee. Nd <u>abise'-ko</u> .	Yes, it's I.
okukulaba	to see you
tusanyuse okukulaba	we're glad to see you
A: N <u>ga</u> + <u>tusanyuse</u> + <u>okukulaba</u> .	We're so glad to see you.
B: <u>Nanqe</u> .	Me, too.
A: Wuuuu. Eradde?	Wuuuu. Is there peace where you come from?
B: Eradde.	There is peace where I come from.
A: Mmm.	Mmm.
A: Nyooge?	Is it surely peaceful?
B: Nnyooge.	It's surely peaceful.
A: <u>Bali batya</u> !	How are they at home?
B: Gye bali.	They are there (all right).
mubuze'	you're lost
nga mubuze	you're so lost
bannaffe	our friend
A: Iii! <u>Bannaffe</u> , <u>nga</u> + <u>mubuze</u> !	Oh. Dear friends you're been away for so long!

	ewaffe	our home
	tuli eyo	we're there
	Tuli eyo ewaffe.	We're over there at our home.
B:	Eee, <u>tubuze</u> ', tuli # eyo / <u>ewaffe</u> .	Yes, we've been lost there at our home.
A:	Omukyala / ali atya?	How is your wife?
	antumye	she/he has sent me
	Antumye okubalaba.	she/he has sent me to see you
B:	Omukyala / gy'ali; antumye + okubalaba.	My wife is there (home) and sends her regards.
A:	Ali atya?	How is she?
B:	Gy'ali.	She's there.
A:	Ate + abaana?	How about the children?
	gye bali	they are there
	gye bali balungi	they are there (home) well
B:	Abaana / gye bali + balungi.	The children are well.
A:	Iii! <u>Bannaffe</u> !	Iii! Dear friends!
	Muli mutya?	you're how?
B:	Muli mutya # eno?	How are you here?
A:	Tuli bulungi.	We're all right.
	etonna	it is raining
	enkuba	rain
B:	Enkuba / etonna?	Does it rain (here)?
A:	Etonnya.	It rains.
	ewaffe	at our home
	n'ewaffe	and at out home
B:	Ooo! N' <u>e-waffe</u> / etonna.	Ooo. It rains at our home, too.

DRILL: Affirmative vs. negative with subject prefix [e-], various tenses.

En <u>kuba</u> / etonnya.	En <u>kuba</u> / <u>tetonnya</u> .
En <u>kuba</u> / etonnye'.	En <u>kuba</u> / <u>tetonnye'</u> .
En <u>kuba</u> / yatonnye'.	En <u>kuba</u> / <u>teyatonna</u> y'e'.
En <u>kuba</u> / yatonna.	En <u>kuba</u> / <u>teyatonna</u> .
En <u>kuba</u> / eneetonnaya.	En <u>kuba</u> / <u>teetonna</u> y.e.

Glossary:

<u>mu.nna.ffe</u> (MU-BA)	our friend
<u>kabuladda</u>	a friend who has been lost for a long time
.tuma (.tumye')	send greetings to, send message to, send
e.n.kuba (N)	rain
.tonnya (.tonnye')	fall (rain), drip

LESSON 70

1. Listen to the first recorded version of the text about Mityana, and complete the following:

[Luguudo olugenda e Fort Portal] means:

The road goes to Fort Portal.
The road that goes to Fort Portal.
You take the road to Fort Portal.

[b]

The word [olugenda] is _____ form of the verb.

an 'indicative' a 'relative'

[b]

The form [ebiri] in [ebibuga ebiri mu Buganda] is
_____.

indicative relative

[b]

The meaning of [ebiri] is approximately:

which are they are are they?

[a]

LUGANDA BASIC COURSE

Listen to the first recording about Mityana and make a list of the four relative verb forms. Then check your list with the following:

olugenda abasinga ebiri abasinga

Listen again to the first recording about Mityana. The new word is _____.

esaaza esazza essaza

[c]

This new word means _____.

county resources circumstance

[a]

Listen to the second recording about Mityana, and fill in these blanks:

[Embuga] means 'headquarters'. It is in the _____ class. It has the same root as _____, which is a word which we have already met.

? ? ?

[N,ekibuga]

The word [owessaza] means 'county chief'. The plural is _____.

abawessaza abassaza abaamasaza

[c]

The verb [afuga] means _____. (who lives? who rules? rules) It is related to the noun _____, which we have already met.

[, abafuzi]

If it were spelled as it is pronounced, the name of this town would be _____.

Metyana Mitiiyana Metyaana

[b]

Listen again to the second recording about Mityana and make a list of all relative verb forms. Then check your list with the following:

eb <u>iri</u>	aba <u>-va</u>
ez <u>iri</u>	eb <u>itali</u>
olug <u>enda</u>	af <u>uga</u>
abasing <u>ga</u>	eb <u>iri</u>

2. Dictation:

Mityana kye kibuga ekimu ku bibuga ebiri mu
Buganda. Buganda ye nsi emu ku nsi eziri mu
Uganda, ng' eri mu kitundu eky'a wakati.
Mityana, abantu abasingamu obungi Baganda, naye
mulimu abantu bangi abava mu bitundu ebitali
bimu ebya Uganda ne mu nsi endala. Mityana
kirimu embuga enkulu eyowessaza afuga mu
kitundu ekyo. Abantu b'omu kitundu ekyo
abasinga obungi balimi naye abantu b'omu

kibuga Mityana bakola emirimu mingi egitali
gimu nga gisinziira ku bitongole ebiri mu
kibuga ekyo ebya gavumenti. Abalala balimi
n'abalala bakola mu kitongole eky'ebyenjigiriza
n'emirimu emirala.

Tell what you remember about Mityana.

Using a map of Uganda as your only crutch, talk for five minutes about towns in Uganda.

Ask and answer questions about the nine cities that have been the subjects of Texts 1-9.

DRILL: Indicative vs. relative present, [-li].

	'They are in Buganda.'	'which are in Buganda'
(ebibuga)	<u>B</u> iri mu <u>Bug</u> anda.	<u>e</u> biri + mu <u>Bug</u> anda
(emmotoka')	<u>Z</u> iri mu <u>Bug</u> anda.	<u>e</u> ziri + mu <u>Bug</u> anda
(emigga)	<u>G</u> iri mu <u>Bug</u> anda.	<u>e</u> giri + mu <u>Bug</u> anda
(amasomero)	<u>G</u> ali mu <u>Bug</u> anda.	<u>a</u> gali + mu <u>Bug</u> anda
(abantu)	<u>B</u> ali mu <u>Bug</u> anda.	<u>a</u> balí + mu <u>Bug</u> anda
(ekibuga)	<u>K</u> iri mu <u>Bug</u> anda.	<u>e</u> kiri + mu <u>Bug</u> anda
(omugga)	<u>G</u> uli mu <u>Bug</u> anda.	<u>o</u> guli + mu <u>Bug</u> anda
(emmotoka')	Eri mu <u>Bug</u> anda.	<u>e</u> ri + mu <u>Bug</u> anda
(essomero)	<u>L</u> iri mu <u>Bug</u> anda.	<u>e</u> ri <u>r</u> i + mu <u>Bug</u> anda
(omuntu)	Ali mu <u>Bug</u> anda.	<u>a</u> li + mu <u>Bug</u> anda

DRILL: Indicative vs. relative present, various verbs, diphonic subject prefix.

'They read.' ' [Those] who read.'

<u>Basoma.</u>	<u>abasoma</u>
<u>Bawandiika.</u>	<u>abawandiika</u>
<u>Basomesa.</u>	<u>abasomesa</u>
<u>Bayingira.</u>	<u>abayeingira</u>
<u>Batandika.</u>	<u>abatandika</u>
<u>Bayimirira.</u>	<u>abayimirira</u>
<u>Balya'.</u>	<u>abalya'</u>

DRILL: Indicative vs. relative present, various verbs, monophonic subject prefix.

'He reads.' ' [He] who reads'

<u>Asoma.</u>	<u>asoma</u>
<u>Awandiika.</u>	<u>awandiika</u>
<u>Asomesa.</u>	<u>asomesa</u>
<u>Ayingira.</u>	<u>ayingira</u>
<u>Atandika.</u>	<u>atandika</u>
<u>Ayimirira.</u>	<u>ayimirira</u>
<u>Alya'.</u>	<u>alya'</u>

Make up your own drill on the contrast between relative present forms with monophonic subject prefix and relative present forms with diphonic subject prefix.

To the student:

The only difference between 3 sg. indicative and 3 sg. relative affirmative forms of the present tense is the difference between stem tone patterns FF and FX (Synopsis, par. 28,31).

Glossary:

e.m. <u>buga</u> (N)	chief's enclosure
. <u>fuga</u> (.fuze')	rule

LESSON 71

M-1

okugolokoka	Ku <u>Lwassabbiiti</u> / <u>tetuli-</u> golokoka + mangu.	On Sunday we won't get up early.
okuyiga	Ku <u>Lwassabbiiti</u> / <u>tetuliyiga</u> + <u>Luganda</u> .	On Sunday we won't study Luganda.
okujja	Ku <u>Lwassabbiiti</u> / <u>tetuli-jja</u> + mu <u>kibiina</u> .	On Sunday we won't come to class.
okugenda	Ku <u>Lwassabbiiti</u> / <u>tetuli-</u> genda + mu <u>ssineema</u> .	On Sunday we won't go to the movies.
okuzannya	Ku <u>Lwassabbiiti</u> / <u>tetuli-</u> zannya + mizannya.	On Sunday we won't play games.

M-2

okugolokoka	Ku <u>Lwassabbiiti</u> / <u>muli-</u> golokoka mangu?	Are you (pl.) going to get up early on Sunday?
okuyiga	Ku <u>Lwassabbiiti</u> / <u>muliyiga</u> Oluganda?	Are you going to study Luganda on Sunday?

M-3

olunaku	Ol <u>wassabbiiti</u> / <u>luliba</u> lunaku + lukulu.	Sunday will be a holiday.
lwaki?	L <u>waki</u> tem <u>uli-golokoka</u> mangu?	Why aren't you going to get up early?

DRILL: General future forms of some familiar sentences.

'He has sent me to greet 'see') you.	'He will send me to greet ('see') you.'
Antumye' + okubalaba.	Alintuma + okubalaba.
Enkuba / etonnya.	Enkuba / eritonnya.
Nnaamugamba ntya?.	Ndi-mugamba ntya?.
Agenze' mu nnimiro.	Ali-genda mu nnimiro.
Anaakoma-wo + ddi?.	Alikoma-wo + ddi?.
Nsomesa Ggayaaza.	Ndi-somesa Ggayaaza.
Dnjenda Jjinja Busoga # eyo.	Ndi-genda Jjinja Busoga # eyo.

DRILL: Negative indicative vs. affirmative relative, general future.

'We won't get up early.'	'Who will get up early?'
Tetuli-golokoka + mangu.	Baanı + abaligolokoka + amangu?.
Tetuliyiga + Luzungu.	Baanı + abaliyiga+Oluzungu?.
Tetuli-jja + mu kibiina.	Baanı + abalijja + mu kibiina?.
Tetuli-genda + mu sineema.	Baanı + abaligenda + mu ssineema?.
Tetuli-zannya + mizannyo.	Baanı + abalizannya + emizannyo?.
Tetuliwummula + jjo.	Baanı + abaliwummula jjo?.

C-1

- A: Ku Lwassabbiiti muli(golokoka mangu)?
 B: Nedda, ku Lwassabbiiti tetuli(golokoka mangu).
 A: Lwaki?
 B: Kubanga lunaku lukulu.

C-2

- A: Ku Lwassabbiiti oli(golokoka mangu)?
 B: Nedda, ku Lwassabbiiti siri(golokoka mangu).

The general future tense negative is regular; you insert the [li] tense between negative pronoun prefix and verb stem. e.g.

si-ri-genda	tetu-li-genda
to-li-genda	temu-li-genda
ta-li-genda	teba-li-genda

To the student:

The negative of the [li] tenses as noted in Lesson 68, has the stem tone pattern FF, and a hyphen follows [li] is the stem is of the unmarked class. The affirmative relative has FX.

Glossary:

<u>lwaki?</u>	why?
<u>kubanga</u>	because
<u>o.lu.naku</u> (LU-N)	day
<u>o.lu.naku + olukulu</u>	a holiday

Sample of free conversation:

- A: Okwakol, jangu wano mwattu. Okwakol, come here please.
- B: Tompitayita. Oyagala ki? Don't call me. What do you want?
- A: Njagala emmere yonna gy'olina. I want all the food you have.
- B: Nnina ntono nnyo, ate mbisi. I have a little and it is raw.
- A: Gimpe ngitwale. Give it to me to take.
- B: Iii. Nze ate jjo ndirya ki? Oh. And me - what shall I eat tomorrow?
- A: Leero akawungezi nnaakuleetera emmere endala. I'll bring you other food this evening.
- B: Kale. All right.

LESSON 72

M-1

okusomesa	Mu Uganda / nnaasomesanga + abaana.	In Uganda I'm going to be teaching children.
okwogera	Mu Uganda / nnaayogeranga + Oluganda + n'_Olungereza.	In Uganda I'll be speaking Luganda and English.
okulya	Mu Uganda / nnaalyanga + amatooke.	In Uganda I'll eat bananas.
okukyalira	Mu Uganda / nnaakyaliranga + abazadde b'a-baana.	In Uganda I'll visit the parents of the children.
okunyumya	Mu Uganda / nnaanyumyanga mu Luganda.	In Uganda I'll speak (in) Luganda.

M-2

okukola	Mu Uganda / onookolanga-ki?	What will you be doing in Uganda?
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C-1

- A: Mu Uganda onookolanga ki?
B: Mu Uganda nnaa(somesa)nga (abaana).

C-2

- A: Mu Uganda onoo(nyumyanga mu Luganda)?
B: Yee,
Nedda,

To the student:

The [nga] suffix is usable with many, though not with all tenses. Its general meaning, which is 'repeated or regular action', varies a bit from tense to tense. See Ashton, p. 24, 247, 447-8; Chesswas, par. 133(a). Tonally it is unmarked, and gratifyingly inert.

Glossary:

.o gera	(.ogedde)	speak , talk
.kyalira	(.kyalidde)	visit someone
o.mu.zadde	(MU-BA)	parent

LESSON 73

Pronunciation buildups:

Ssemakula	Ssemakula
omwami	master
A: Ssebo + mwami Ssemakula.	Mr. Semakula.
mukama	lord
B: Mùkámá wàngé.	My lord.
byannyanja	fish
byannyanja oba nnyama	fish or meat
tunaalya byannyanja	we're going to eat fish
oba nnyama?	or meat?
A: Olwa-leero' / tunaalya'	Today, are we going to eat
byannyanja, oba / nnyama?	fish or meat?
twalya byannyanja	we eat fish
anti jjo twalya byannyanja	since yesterday we ate fish
B: Oba / tulye' ku nnyama, anti	Or should we eat meat, since we
jjo/twalya' byannyanja.	ate fish yesterday.
ngule ennyama	may I buy meat
ka ñjende	let me go
ndowooza	I think
A: Ooo! Ndowooza / ka ñjende +	Ooo. I think I should go buy
ngule + ennyama.	meat.
kozzi	by the way
kozzi ñjambye nnyama?	by the way did I say meat?
B: Aaa, nedda, kozzi + ñjambye'	No. Is it true that I said
nnyama?	meat?
jjo twalya byannyanja	yesterday we ate fish
ogambye nti jjo twalya	did you say that yesterday
byannyanja	we ate fish
A: Anti + ogambye # nti / jjo /	You said that we ate fish
twalya' byannyanja.	yesterday.

- B: Ooo! Kale, tulye' + ennyama. All right, let's eat meat.
tulye nnyama ki? shall we eat what kind
of meat?
- B: Tulye' + nnyama+ki + nno, leero? What kind of meat shall we eat
today?
- A: Ey'e-nte. Beef.
- B: Ennyama y'e-nte? Beef?
- A: Mmm. Mmm.
- yandisinze it would be better
 embuzi a goat
 ye yandisinze it would be better
B: Ey'e-mbuzi / ssi + ye
 yandisinze'? Wouldn't goat's meat be better?
 eraatiri pound
 eraatiri nga ssatu about three pounds
 nguleyo eraatiri nga ssatu let me buy there about
 three pounds
- A: Kale, ka ŋjende ngule-yo + All right, let me go and buy
 eraatiri nga / ssatu # awo. about three pounds.
- B: Kale + ssebo. All right, sir.

DRILL: 'Let's': first person vs. second person.

- 'Let's me go buy some meat.' 'Go buy some meat.'
Ka ŋjende ngule + ennyama. Genda + ogule + ennyama.
Ka ntuule + mpandiike + Tuula + owandiike +
 ebbaluuwa. ebbaluuwa.
Ka tugende + tugule + ennyama. Mugende + mugule + ennyama.
Ka tutuule + tuwandiike + Mutuule + muwandiike +
 ebbaluuwa. ebbaluuwa.
Ka tugende tubabuuze. Mugende mubabuuze.
Ka tuyingire tutandike okusoma. Muyingire mutandike okusoma.

DRILL: Affirmative vs. negative, various tenses.

'We will (near fut.) eat fish.'	'We won't eat fish.'
<u>Tunaalya</u> + ebyennyanja.	<u>Tetuulye</u> + byannyanja.
<u>Tulya</u> + ebyennyanja.	<u>Tetulya</u> + byannyanja.
<u>Tulidde</u> + ebyennyanja.	<u>Tetulidde</u> + byannyanja.
<u>Twalya</u> + ebyennyanja.	<u>Tetwalya</u> + byannyanja.
<u>Twalidde</u> + ebyennyanja.	<u>Tetwalidde</u> + byannyanja.
<u>Tulirya</u> + ebyennyanja.	<u>Tetulirya</u> + byannyanja.
Nnaagula / eraatiri / bbiri.	<u>Siigule</u> + laatiri / bbiri.
Nguze + eraatiri / bbiri.	<u>Siguze</u> + laatiri / bbiri.
Naguze + eraatiri / bbiri.	<u>Saaquze</u> + laatiri / bbiri.
Nagula + eraatiri / bbiri.	<u>Saaqula</u> + laatiri / bbiri.
Ndi-gula / eraatiri / bbiri.	<u>Sirigula</u> / laatiri / bbiri.

To the student:

The last exercise is a reminder that there is no one way of 'forming the negative', from a tonal point of view.

Glossary:

mu. <u>kama</u>	(MU-BA)	master, lord
<u>anti</u>		surely
.lowooza	(.lowoozezza)	think
<u>kozzi</u>		by the way; er
e.m. <u>buzi</u>	(N)	goat
e. <u>raatiri</u>	(N)	pound

LESSON 74

1. Listen to the first version of the text and fill in the following blanks:

Balya _____ ebiri oba esatu.

omulundi emirundi emirandi

[b]

The word that fill the above blank means:

foodstuffs utensils times

[c]

Tebalina _____ kulya kyankya.

kisera kiseera kisela

[b]

The word that fills this blank means:

time desire need

[a]

Oluvannyuma lwa kaawa _____ okulya ekyemisana.

báyinzá báyínzá báyinzá

[a]

The word [bayinza] means:

they know how to
they avoid
they can

[c]

[Okusooka mu makya] means:

first, in the morning
later, in the morning

[a]

[Okutuusa] in this context means:

except until before

[b]

'Every day' is: bùlì lùnákú
 bùlì lùnákú

[b]

[Oluusi] means:

never probably sometimes

[c]

2. Listen to the first version again two or three times. Then try to fill in these blanks from memory. After you have done so, check your answers by listening again to the tape:

Mu Buganda, _____ batera okulya _____
 ebiri oba _____. Okusooka mu _____,
 tebalina kiseera _____ kyankya; ba _____
 bugenzi mu _____ zaabwe _____ abasinga _____
 balimi, ne _____ okutuusa _____ oba
 _____ ne bakomawo _____ ne _____ caayi _____
 _____. Oluvannyuma _____ kaawa _____
 okulya _____ ku _____ nga mukaaga _____
 _____ ate oluusi _____ ku mirimu _____
 ate bakoma wo _____ ne balya _____
 ku _____ oba _____ n' _____
 gy'emirundi _____ oba _____ buli _____.

3. Listen to the second version of the text. Write it down, indicating tones as much as you can. Check your work by referring to the following:

Mù Bùgáñdà / àbáñtú + ábásíngá + òbúnìgì / bàlímí,
 èrá / bùlì / ñkyá + kù màkyá / bákeèrá + ókúgéndá
 + ókúlímá. Kále + òluúsi / àbàntù / tèbáliná +
 kíséérá + kùlyá + kyànyká; bágéndá bugéñzí mu
 nnímíró, nè bátañdiká + ókúlímá. òluúsi / bálimá
 + ókútùusá + éssáàwà / ñnyá # òbá / ttáànó, nè
 bákómawó + èká. Bwè báddá + éká / bánywá cáayí

obá / kaáwa; oluvànnýumá / bályà + ékyémísána
 + kù ssáawà / músánvú # obá / múnááná # áté /
báddá-yó + mù nnímíró # obá / òkukólà + émírimú
 + émíralá # nè bályà + ékyékíro + kù ssáawà /
ssátù, òluúsi / ssátù / n'ékitúndú.

DRILL: Indicative vs. narrative tones, diphonic subject prefix.

'they cultivate'	'...and they cultivate'
<u>bálimá</u>	nè <u>bálimâ</u>
<u>bágénda</u>	nè <u>bágéndâ</u>
<u>bawándííká</u>	nè <u>bawándííkâ</u>
<u>bává·</u>	nè <u>bávâ·</u>
<u>báyíngírá</u>	nè <u>báyíngírá</u>
<u>básanyúká</u>	nè <u>básanyúkâ</u>
<u>báddá-yó</u>	nè <u>báddá-yô</u>
<u>bátuuká</u>	nè <u>bátuukâ</u>
<u>báyimírírá</u>	nè <u>báyimírírá</u>
<u>bánywá·</u>	nè <u>bánywâ·</u>

DRILL: Indicative vs. narrative tones, monophonic subject prefix.

'I cultivate'	'... and I cultivate'
<u>nnímá</u>	ne <u>nnímâ</u>
<u>ñjénda</u>	ne <u>ñjéndâ</u>
<u>mpándííká</u>	ne <u>mpándííkâ</u>
<u>nvá·</u>	ne <u>nvâ·</u>

<u>nnyíngirá</u>	ne <u>nnyíngirâ</u>
<u>nsányuká</u>	ne <u>nsányukâ</u>
<u>nzírá-yô</u>	ne <u>nzírá-yô</u>
<u>ntúùká</u>	ne <u>ntúúkâ</u>
<u>nnyímírirá</u>	ne <u>nnyímírirâ</u>
<u>nnywâ·</u>	ne <u>nnywâ·</u>

Summarize in your own words the information about meal schedules in Buganda.

To the student:

The 'narrative tense' is not really a tense in Luganda. Rather, it is a construction which consists of [ne] plus a relative form of the present tense. This relative form has no initial vowel. The subject prefix of the relative verb is marked, even if it is monophonic. (See Synopsis, par. 44, for another construction in which all subject prefixes are marked.) For non-tonal information concerning this narrative tense, see Ashton, p. 227-8; Chesswas, par. 71-2.

Glossary:

<u>o.mu.lundi</u> (MU-MI)	time
<u>.sooka</u> (.soose·)	begin, do first
<u>a.ma.kya·</u> (MA)	early morning
<u>e.ki.seera</u> (KI-BI)	time, space of time
<u>o.bu.genzi</u> (BU)	going
<u>.tuusa·</u> (.tuusizza)	cause to arrive, take as far as
<u>oluusi</u>	sometimes
<u>o.lu.naku</u> (LU-N)	day
<u>buli /</u>	every
<u>.keera</u> (.kedde)	be early

LESSON 75

M-1

okuleeta	Jjo / <u>muleetanga</u> + <u>ebitabo</u> , <u>byammwe</u> .	Bring your books tomorrow.
okuyingira	Jjo / <u>muyingiranga</u> + mangu + mu <u>kibiina</u> .	Come ('enter') to class early tomorrow.
okukyusa	Jjo / <u>mukyusanga</u> <u>essuuka</u> ' z' <u>o</u> -buliri.	Change your bedsheets tomorrow.
okusirika	Jjo / <u>musirikanga</u> + mu <u>kibiina</u> .	Be quiet in class tomorrow.
okulwa'+wo	Jjo / <u>mulwanga-wo</u> + okugolokoka.	Get up late tomorrow.

M-2

okugamba	Mbagambye ntya?	What have I told you?
ntyay?	Mbagambye ntya?	

DRILL: Future imperative with object infix.

'Read ye [in future] this book!'	'Read ye [in future] it!'
<u>Musomanga</u> + <u>ekitabo</u> # kino.	<u>Mukisomanga</u> .
<u>Musangulanga</u> + <u>olubaawo</u> :	<u>Mulusangulanga</u> .
<u>Muwandiikanga</u> + <u>ebbaluuwa</u> .	<u>Muziwandiikanga</u> .
<u>Mutunuuliranga</u> + <u>ebifaananyi</u> # bino.	<u>Mubitunuuliranga</u> .
<u>Muyiganga</u> + <u>ekyokuyiga</u> # kino.	<u>Mukiyiganga</u> .
<u>Mubuuzanga</u> + <u>abalala</u> .	<u>Mbabuuzanga</u> .
<u>Mulyanga</u> + <u>ebibala</u> / <u>bingi</u> .	<u>Mubiryanga</u> .

DRILL: Future imperative singular; loss of initial vowel before [kiʔ].

'What books shall I read (in future)?'	'Read these books.'
Nsomanga bitabo+kiʔ	Osomanga + ebitabo # bino.
Nnyambalanga ssaati+kiʔ	Oyambalanga + essaati # eno.
Mpandiikanga linnya+liʔ	Owandiikanga + erinnyalyo.
Ndyanga mmere+kiʔ	Olyanga + emmere # eno.
Njiganga lulimi+kiʔ	Oyiganga + Oluganda.
Ndeetanga kkalaamu+kiʔ	Oleetanga + ekkalaamu # zino.

C-1

- A: Mbagambye ntya?
B: Otugambye # nti / jjo mu(leetanga ebitabo byammwe).

C-2

- A: Nkugambye ntya?
B: Onyambye # nti / jjo oleetanga ekitabo kyo.

To the student:

With respect to its form, the future imperative is simply the second person present tense plus the suffix [.nga] (see Lesson 72).

Glossary:

e.s. <u>s<u>u</u>ka</u> .	(N)	sheet
o.bu.liri	(BU)	a made-up bed
.kyusa	(.kyusizza)	change
.lwa+wo	(.ludde-wo)	delay

LESSON 76

M-1 Some thou-shalt-nevers.

okuleeta	Tem <u>uleetanga</u> + bitabo mu kibiina'.	Never bring books into class.
okutuuka	Tem <u>utuukanga</u> + kikeerezi + mu kibiina'.	Never get to class late.
okwogera	Tem <u>wogeranga</u> + Luganda + lusobu'.	Never speak bad Luganda.
okwambala	Tem <u>wambalanqa</u> + ngoye + ziddugala.	Never wear dirty clothes.

Some special thou-shalt-nevers for Uganda.

okuliira	Temuliranga + mu nguudo.	Never eat on the streets.
okunywege- raganira	Tem <u>unywegeraganiranga</u> + mu nguudo.	Never kiss in the streets.
okutamiirira	Tem <u>tamiiriranga</u> + mu bantu.	Never get drunk in public.
okuteeka	Tem <u>uteekanga</u> + nni-maawa + mu caayi.	Never put lemon in tea.
okukaayanira	Tem <u>ukaayaniranga</u> + mmere.	Never fuss about the food.

M-2

okukola	Tet <u>ukolanga+ki?</u>	What shall we never do?
ntyा?	Mbag <u>ambye ntyा?</u>	What did I tell you (pl.)?

DRILL: [ngà] phrases with some new verbs.

	'I saw you bringing books into class.'
okuleeta	Nakulaba # ng'oleeta + ebitabo + mu kibiina'.
bo	Nabalaba nga baleeta ebitabo mu kibiina.
okwambala engoye eziddugala	Nabalaba nga bambadde engoye eziddugala.
ye	Namulaba ng'ayambadde engoye eziddugala.
okwogera	Namulaba ng'ayogera Oluganda.
okutamiira	Namulaba ng'atamidde.
bo	Nabalaba nga batamidde.
okunywegeraganira mu luguudo	Nabalaba nga banywegeraganira mu luguudo.
okuliira mu luguudo	Nabalaba nga baliira mu luguudo.
ggwe	Nakulaba ng'oliira mu luguudo.
mmwe	Nabalaba nga muliira mu luguudo.

DRILL: Compound tense.

	'Why were you eating (near past) in the street?'
okuliira	Lwaki wabaddle # ng'oliira + mu luguudo?
okwogera	Lwaki wabaddle ng'oyogera Olungereza?
okwambala	Lwaki wabaddle ng'oyambadde engatto?
okutamiirira	Lwaki wabaddle otamiridde mu bantu?
okukaayanira	Lwaki wabaddle okaayanira emmere?
okusangula	Lwaki wabaddle osangula olubaawo?
okusirika	Lwaki wabaddle osirise?
okufuluma	Lwaki wabaddle ofuluma?

DRILL: Various tenses of a stative verb.

Engoye zange / ziddugala. My clothes are dirty.

Engoye zange teziddugala. My clothes aren't dirty.

Jjo engoye zange zaali # ziddugala. My clothes were dirty yesterday.

Jjo engoye zange zaali # teziddugala. My clothes weren't dirty yesterday.

Jjo engoye zange zaddugala. My clothes got dirty yesterday.

Jjo engoye zange tezaddugala. My clothes didn't get dirty yesterday.

DRILL: With new vocabulary. Subject relative in near past affirmative.

okutuuka Abaatuuse' + ekikeerezi / baasubiddwa + emmere. Those who arrived late failed to get food.

okugolokoka Abaagolokose + amangu / baalidde + ekyenkyo. Those who got up early ate breakfast.

okugenda Abaagenze' mu kibuga/ baaguze' + ebintu / bingi. Those who went to town bought many things.

okunywa Abaanyweddé + omwenge + omungi / baatamidde + nnyo. Those who drank a lot of beer got very drunk.

okuwuliriza Abaawulirizza + omusomesa / baayize' bulungi. Those who listened to the teacher studied well.

DRILL: [Baki?] with subject relative.

okusubwa Baki + abaasubiddwa + Which ones failed to
 emmere? get food?

okulya Baki + abaalidde + Which ones ate
 ekyenkyya? breakfast?

okugula Baki+abaaguze + ebantu? Which ones bought
 things?

Glossary:

.subwa	(.subiddwa)	fail to obtain
.tamiira	(.tamidde)	get drunk
o.mw.enge	(MU-MI)	beer (especial native beer from bananas)
e.ki.keerezi		late
.nywegeragana	(.nywegeraganye')	kiss one another
e.n.ni-maawa	(N)	lemon
.kaayana	(.kaayanye')	dispute
o.lu.goye	(LU-N)	clothing
.sobu'		wrong, mistaken
.ddugala	(.ddugadde)	get dirty, become black
e.ki.ntu	(KI-BI)	thing

Sample of free conversation:

A: Ee, Gingo, kozzi omusomesha
yatugambye ki?

Eh, Gingo, what did the
teacher tell us?

B: Yatugambye nti abaawandiise
obulungi anaabawa ebitabo.

She told us that she will
give books to those who
wrote well.

A: Olowooza wawandiise bulungi?

Do you think you wrote well?

B: Simanyi.

I don't know.

A: Lwaki, omwaka ogwayita ssi
ggwe watusinganga?

Why? Wasn't it you who used
to beat us last year?

B: Eee, naye ndowooza kaakati
Nakayiza y'atusinga fenna
obugezi.

Yes, but I think Nakayiza
is the smartest among
us all now.

A: Mmm. Anti era y'atusinga
n'obukulu.

Ha ha. She is also the
oldest among us all.

B: Ooo?

Ooh?

A: Eee.

Ha ha.

LESSON 77

In studying this dialog, go through the usual steps of familiarization with the sound, and pronunciation practice. In place of role playing, look at pictures or slides of Uganda, and use some of the sentences of this dialog to comment on them and ask questions about them.

Pronunciation buildups:

A: Iii! Nga+wano / walungi! Wow! It's so beautiful here!

B: Eee. Wano / walungi + nnyabo. Yes, its beautiful here.

okuyita to call

A: Bayita-wo + batya/ What is this place called?

*B: Wano / wayitibwa Kibuli. It is called Kibuli.

A: Ssomero? Is it a school?

omuzigitu a mosque

B: Eee, wali-wo + essomero, Yes, there is a school and
wali-wo / n'o-muzigitu. there is a mosque also.

okulengera to view

wali

nnengera wali I view there

gwe nnengera wali which I view there

gwe guli gwe nnengera wali? is that the one I view
there?

A: Ooo! Gwe guli / gwe nnengera Ooo. Is that the one I see
wali/ over there?

gw'olengera the one you view

omunene the big one

omunene gw'olengera the big one you view

- | | |
|---|--|
| <p>gwe gwo omunene gw'olengera
mulungi nnyo</p> <p>B: Gwe gwo + <u>omunene</u> gw'<u>olengera</u>,
<u>mulungi</u> + <u>nnyo</u>.</p> <p>gwe gusinga
gwe gusinga obunene</p> <p>A: Gwe <u>gusinga</u> + <u>obunene</u> + mu
Uganda?</p> <p>togulaba?
Mulungi, togulaba?</p> <p>B: <u>Simanyi</u>, <u>naye</u> / <u>mulungi</u>,
<u>togulaba</u>?</p> <p>A: Eee, mulungi.</p> <p>B: Mmm.</p> <p>amayumba
gali amayumba
kye nnengera
kiri ki kye nnengera</p> <p>A: Ate / <u>kiri-ki</u> + kye <u>nnengera</u>
+ <u>gali</u> + <u>amayumba</u>?
gw'olengera</p> <p>B: Oli / ye <u>Kampala</u> + gw'<u>olengera</u>.
alabika bulungi
ng'alabika bulungi</p> <p>A: Iii! Ng'+<u>alabika</u> bulungi +
okuva' # wano!</p> <p>B: Eee, wano / walengera bulungi
+ nnyo.</p> <p>A: Yuuu!</p> <p>B: Mmm.</p> <p>gye nnengera</p> | <p>that's the one, the big
one you view
very beautiful</p> <p>That's the one, the big and
very beautiful one you see
over there.</p> <p>it excels
it's the one that excels
in bigness</p> <p>It's the biggest in Uganda?</p> <p>don't you see it?
it's beautiful, don't
you see it?</p> <p>I don't know, but it is
beautiful, don't you see it?</p> <p>Yes, it's beautiful.</p> <p>Mmm.</p> <p>houses
those houses
what I view
what is that I view</p> <p>And what is that I see over
there, are those houses
over there?</p> <p>That's Kampala that you see
over there.</p> <p>it looks pretty
it looks so pretty!</p> <p>Wow! It looks so pretty
from here!</p> <p>Yes, there is a beautiful
view here.</p> <p>Yuuu!</p> <p>Mmm.</p> <p>which I view</p> |
|---|--|

ennyumba gye nnengera
ennyumba eri ennene gye
nnengera

the house which I view
that big house which I
view

A: Ate / eri + ennyumba, + eri
+ ennene, + gye nnengera.

And, what about that big
house which I see?

B: Ennyumba gy'_olengera + eri?

That house over there?

A: Mmm.

Kakungulu
omulangira
nnyumba y'omulangira

Kakungulu
the prince
it's the house of the
prince

B: Ye nnyumba y'o-mulangira /
Kakungulu.

It's the house of Prince
Kakungulu.

A: Ooo!

Ooo!

B: Eee.

Yes.

A: Mmuwulidde-ko.

I have heard about him.

B: Eee.

Yes.

Abasiraamu
mukulu

Moslems
head

A: Mukulu w'Abasi-raamu.

He is the head of the Moslems.

B: Omukulu w'Abasi-raamu?

The head of the Moslems?

A: Ooo! Bambi.

Ooo.

Naye / wano / walungi.

But it's pretty out here.

B: Walungi.

It's pretty.

A: Mmm.

Mmm.

B: Wasanyusa.

It's lovely.

A: Mmm.

Mmm.

NB In the original conversation, one speaker said [Bayitawo batya?] and the other replied [Wano wayitibwa Kibuli.] This is not incorrect, but a neater, more consistent construction would have resulted if the second speaker had replied [Bayitawo Kibuli].

DRILL: Object relative.

	'What is that town that I see called
<u>ekibuga</u>	Ekibuga kiri + kye <u>ndaba</u> / <u>kiyitibwa</u> kitya?
<u>omuzigit</u> i	Omuzigiti guli gwe ndaba guyitibwa gutya?
<u>essomero</u>	Essomero liri lye ndaba liyitibwa litya?
<u>omugga</u>	Omugga guli gwe ndaba guyitibwa gutya?
<u>oluguudo</u>	Oluguudo luli lwe ndaba luyitibwa lutya?
<u>ennyanja</u>	Ennyanja eri gye ndaba eyitibwa etya?

DRILL: With new vocabulary. Object relative.

	'The shirt that I washed is dirty now.'
<u>essaati</u>	Essaati gye nayoza / <u>eddugala</u> # <u>kaakati</u> .
<u>ekiteeteeyi</u>	Ekiteeteeyi kye nayoza / kiddugala kaakati.
<u>enku-fiira</u>	Enkufiira gye nayoza / eddugala kaakati.
<u>essweta</u>	Essweta gye nayoza / eddugala kaakati.
<u>engatto</u> (pl.)	Engatto ze nayoza / ziddugala kaakati.
<u>olugoye</u>	Olugoye lwe nayoza / luddugala kaakati.
<u>essuuka</u>	Essuuka ze nayoza / ziddugala kaakati.

DRILL: Locative classes.

<u>wano</u>	Wano / <u>walungi</u> .	This place is nice.
<u>muno</u>	Muno mulungi.	In here is nice.
<u>kuno</u>	Kuno kulungi.	On here is nice.
<u>eno</u>	Eno nnungi.	Around here is nice.

wano	Wano / <u>wayitibwa watya?</u>	What is this place (def.) called?
muno	Muno <u>muyitibwa mutya?</u>	What is this place (inside) called?
kuno	Kuno <u>kuyitibwa kutya?</u>	What is this place (on) called?
eno	Eno <u>eyitibwa etya?</u>	What is this place (indef.) called?

DRILL: With new vocabulary. Comparison of inequality.

okusinga	Omuyizi # ono / asinga oli + obugezi.	This student is smarter than that one.
okumanya	John asinga Mary okumanya Oluganda.	John knows Luganda better than Mary.
-nene	Musoke asinga Mukasa obunene.	Musoke is bigger than Mukasa.
okuwandiika	Nkusinga okuwandiika.	I write more than you.
-wanvu	Mukyala wange ansinga obuwanvu.	My wife is taller than I am.
ddala	Omwana ono y'asingira ddala obugezi.	This child is the cleverest.
-onna	Ekitabo kino kye kisinga byonna obulungi.	This is the best book.
oluguudo	Oluguudo luno lwe lusingira ddala obulungi.	This road is the best one.
abaana	Nnina abaana basatu; asinga bonna obukulu muwala.	I have three children, [and] the oldest is a girl.

To the student:

The locative prefix [wa] figures prominently in this dialog. See Ashton, chapters 19,20; Chesswas, par. 137-44. The locative classes, like the other classes, may require that the subject prefix of a verb agree with them.

Concerning the object relative construction, see Ashton, p. 146; Chesswas, par. 24 and corresponding parts of chapters on other concordial classes. For tonal information, see the Synopsis, par. 44.

On comparisons of inequality, see Ashton, p. 396.

Glossary:

.yita	(.yise')	call
o.mu.zigiti	(MU-MI)	mosque
.lengera	(.lengedde)	see afar
.nene		large
o.bu.nene	(BU)	size, bigness
a.ma.yumba	(MA)	large buildings
.labika	(.labise')	appear, be visible
.wulira	(.wulidde)	hear
O.mu.si-raamu	(MU-BA)	Moslem
.sanyusa'	(.sanyusizza)	please, make happy
e.s.suuka'	(N)	bedsheet
o.bu.gezi	(BU)	cleverness, intelligence
.manya	(manyi)	know
o.bu.wanvu	(BU)	height, length

LESSON 78

1. Learn the following short sentences:

- a. Tulya' + enva' + awamu' + n'e-mmere. We eat enva together with emmere.
- b. Envā / kye kintu + kye tulya' + awamu' + n'e-mmere. Envā is something that we eat together with emmere.
- c. Amatooke / ye mmere + enkulu + mu Buganda. Bananas are the chief emmere in Buganda.
- d. Lumonde / ye ngeri + endala + ey'e-mmere. Potatoes are another kind of emmere.
- e. Emmere + gye tulina + mu Buganda / ya ngeri nnyingi. We have many different kinds of emmere in Buganda. (The emmere which we have in Buganda is of many different kinds).
- f. Ennyama + eya buli / ngeri / tugiyita nva. Meat of every sort, we call it enva.
- g. Ebintu # byonna' + ebiyinza + okuliibwa + awamu' + n'e-mmere / biyitiibwa nva. All things which can be eaten together with emmere are called enva.

NB A preferable alternative to (d) is [Lumonde ye mmere ey'engeri endala.]

2. Listen to the tape and answer the following:

- a. The speaker mentions four kinds of meat. List the four animals, and check your hearing by looking at the answer below:

[embizzi, enkoko, endiga, ente]

- b. The speaker begins by mentioning four kinds of [emmere]. List them, and check your hearing by looking at the answer below:

[amatooke, lumonde, muwogo, balugu]

- c. How many times does the word [singa] 'if' appear in this text?

? ? ?

[3]

- d. How often does the word [awa-mu] 'together' appear in this text?

? ? ?

[2]

3. Take down the last half of the text from the tape as dictation, beginning with the first occurrence of [singa]. Indicate tones as much as possible. Check your work with the following:

Singá / òlyá lúmónde wò / n'é-bijánjaáló,
lúmònde / òmuyítá mmére, èbijànjaàlò /
òbiyítà nvá. Singá / òlyá + àmátoóké +
n'énkoko , ènnýáma y'énkókò / ògiyítà nvá,
ng'até + àmátoókè / ògàyítá mmére. Singá /
òlyá muwogò / n'é-binyoobwá, èbinyoobwà /
òbiyítà nvá, até / muwogò / òmuyítá mmére.

DRILL: Active vs. passive.

	'We ate all the meat.'	'All the meat was eaten.'
ennyama	Ennyama # <u>yonna</u> / <u>twagirya</u> .	Ennyama # <u>yonna</u> / <u>yaliibwa</u> .
enva	Envva zonna twazirya.	Envva zonna zaaliibwa.
emmere	Emmere yonna twagirya.	Emmere yonna yaliibwa.
emboga	Emboga zonna twazirya.	Emboga zonna zaaliibwa.
amagi	Amagi gonna twagalya.	Amagi gonna gaaliibwa.
omugaati	Omugaati gwonna twagulya.	Omugaati gwonna gwalliibwa.
<u>ebibala</u>	Ebibala byonna twabirya.	Ebibala byonna byaliibwa.

DRILL: Active vs. passive.

	'When did they build this school?'	'When was this school built?'
essomero	Essomero # lino <u>baalizimba</u> <u>ddi?</u>	Essomero lino <u>lyazimbibwa</u> <u>ddi?</u>
ekkereziya	Ekkereziya eno baagizimba <u>ddi?</u>	Ekkereziya eno yazimbibwa <u>ddi?</u>
ekizimbe	Ekizimbe kino baakizimba <u>ddi?</u>	Ekizimbe kino kyazimbibwa <u>ddi?</u>
eddwaliro	Eddwaliro lino baalizimba <u>ddi?</u>	Eddwaliro lino lyazimbibwa <u>ddi?</u>
ekisaawe ky' <u>ennyonyi</u>	Ekisaawe ky' ennyonyi kino baakikola ddi?	Ekisaawe ky' ennyonyi kino kyakolebwa ddi?
oluguudo	Oluguudo luno baalukola <u>ddi?</u>	Oluguudo luno lwakolebwa <u>ddi?</u>
olutindo	Olutindo luno baalukola <u>ddi?</u>	Olutindo luno lwakolebwa <u>ddi?</u>

Explain in your own words the difference between [emmere] and [enva].

To the student:

On the formation of passive stems, see Ashton, p. 335-7;
Chesswas, par. 182-3.

Glossary:

e.n.va'	(N)	anything eaten with <u>emmere</u>
e.n.diga	(N)	sheep
mu. <u>wogo</u>	(MU)	cassava
balugu'	(MU)	yam
singa		if
a.wa.mu' na		together with
o.lu.tindo	(LU-N)	bridge

LESSON 79

M-1

okuleekaana	<u>Bagambe</u> + <u>baleme</u> + okuleekaana.	Tell them not to make noise.
okuyimba	<u>Bagambe</u> + <u>baleme</u> + okuyimba.	Tell them not to sing.
okuyimirira	<u>Bagambe</u> + <u>baleme</u> + okuyimirira # wano.	Tell them not to stand here.
okufuluma	<u>Bagambe</u> + <u>baleme</u> + okufuluma.	Tell them not to go out.
okuyingira	<u>Bagambe</u> + <u>baleme</u> + okuyingira.	Tell them not to enter.

M-2

ntyा	M <u>bagambe</u> ntyा?	What shall I tell them?
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DRILL: Present vs. negative subjunctive.

	'They're making noise.'	'Tell them not to make noise.'
okuleekaana	<u>Baleekaana.</u>	<u>Bagambe</u> + <u>baleme</u> + okuleekaana.
okuyimba	Bayimba.	Bagambe baleme okuyimba.
okuyingira	Bayingira.	Bagambe baleme okuyingira.
okuliira mu kibiina	Baliira mu kibiina.	Bagambe baleme okuliira mu kibiina.
okwogera Olungereza	Boogera Olungereza.	Bagambe baleme okwogera Olungereza.
okwambala engoye eziddugala	Bambala engoye eziddugala.	Bagambe baleme okwambala engoye eziddugala.
okuva mu kibiina	Bava mu kibiina.	Bagambe baleme okuva mu kibiina.

DRILL: [nga] phrases.

	'They were sitting in the room singing.'
okuyimba	Baali # batudde mu kisenge # nga bayimba.
okunyumya	Baali batudde mu kisenge nga banyumya.
okuwummula	Baali batudde mu kisenge nga bawummude.
okuleekaana	Baali batudde mu kisenge nga baleekaana.
okulya	Baali batudde mu kisenge nga balya emmere.
okunywa	Baali batudde mu kisenge nga banywa caayi.
okusirika	Baali batudde mu kisenge nga basirise.

DRILL: Present vs. negative imperative.

	'Why are you singing here?'	'Don't sing here!'
okuyimba	Lwaki oyimbira wano?	Toyimbira wano.
okuleekaana	Lwaki oleekaanira wano?	Toleekaanira wano.
mmwe	Lwaki muleekaanira wano?	Temuleekaanira wano.
okuyimba	Lwaki tuyimbira wano?	Temuyimbira wano.
ggwe	Lwaki oyimbira wano?	Toyimbira wano.
okwoza	Lwaki oyoleza wano?	Toyoleza wano.
mmwe	Lwaki mwoleza wano?	Temwoleza wano.

To the student:

The negative counterpart of the subjunctive (Lesson 59) may be formed by using an affirmative subjunctive form of [.lema] 'fail' plus the infinitive of the main verb. See Ashton, p. 220; Chesswas, par. 110.

Glossary:

.lema	(.lemye·)	beat, to be hard or too much for; fail to
.leekaana	(.leekaanye·)	make a noise
.yimba	(.yimbye·)	

LESSON 80

M-1

omusomes <u>a</u>	Omwami -X- / ye·musomes <u>a</u> waffe.	It is Mr. X who is our teacher.
abasomes <u>a</u>	Abaami -X- ne -y- / be· basomes <u>a</u> baffe.	<u>Messrs.</u> X and Y are our teachers.
emmeeza	Eno / ye·mmeeza yaffe.	<u>This</u> is our table.
emmeeza	Zino / ze·mmeeza zaffe.	<u>These</u> are our tables.
ekibiina	Kino / kye'kibiina·kyaffe.	<u>This</u> is our class.
ebibiina	Bino / bye'bibiina·byaffe.	<u>These</u> are our classes.
olubaawo	Luno / lwe'lubaawo·lwaffe.	<u>This</u> is our board.

M-2

omwami	Omwami -X- / y'ani?	Who is Mr. X?
abaami	Abaami -X- ne -y- / be·baani?	Who are X and Y?
kino	Kino / kye'ki?	What is this?

DRILL: Emphatic pronouns.

'This is the best book.'

ekitabo	Kino / kye·kitabo + <u>ekisingira</u> + ddala (obulungi).
edduuka	Eno ye dduuka esingira ddala.
oluguudo	Luno lwe luguudo olusingira ddala.
omuceere	Guno gwe muceere ogusingira ddala.
omusomesa	Ono ye musomesa asingira ddala.
amatooke	Gano ge matooke agasingira ddala.
omwenge	Guno gwe mwenge ogusingira ddala.
emigaati	Gino gye migaati egisingira ddala.

DRILL: Emphatic pronouns.

'This is where we wash [our] clothes.'

okwoza	Wano / we twoleza + <u>engoye</u> zaffe.
okulya	Wano we tulira emmere.
okuyiga	Wano we tuyigira Oluganda.
okuzannya	Wano we tuzannyira emizannya.
okwebaka	Wano we twebaka.
okukola	Wano we tukolera.

DRILL: Emphatic pronouns.

'In here is where I regularly put my money.'

ensimbi	Muno / mwe ntera + <u>okuteeka</u> + <u>ensimbi zange</u> .
engoye	Muno mwe ntera okuteeka engoye zange.
ebitabo	Muno mwe ntera okuteeka ebitabo byange.

ekkalaamu Muno mwe ntera okuteeka ekkalaamu zange.

ebintu Muno mwe ntera okuteeka ebintu byange.

emmere Muno mwe ntera okuteeka emmere yange.

DRILL: Emphatic pronoun with object.

'I want a book.' 'This is the book that I want.'

ekitabo Njagala + ekitabo. Kino / kye kitabo + kye
 njagala.

ekifaananyi Njagala ekifaananyi. Kino kye kifaananyi kye
 njagala.

akagaali Njagala akagaali. Kano ke kagaali ke njagala.

ennyama Njagala ennyama. Eno ye nnyama gye njagala.

obummonde Njagala obummonde. Buno bwe bummonde bwe njagala.

ettooke Njagala ettooke. Lino lye ttooke lye njagala.

DRILL: Indicative vs. object relative, far past.

'I bought a ticket.' 'Where is the ticket that you bought?'

Nagula + ettikiti. Ettikiti / eruwa+gye wagula?

Nayoza essaati. Essaati eruwa+gye wayoza.

Nafuna ebbaluuwa. Ebbaluuwa eruwa gye wafuna?

Nawandiika ebbaluuwa. Ebbaluuwa eruwa gye wawandiika?

Nalonda ensimbi. Ensimbi ziruwa ze walonda?

Naleeta omupiira. Omupiira guluwa gwe waleeta?

Nalaba ebbaasi. Ebbaasi eruwa gye walaba?

Nagamba omusomesa. Omusomesa aluwa gwe wagamba?

Nafumba emmere. Emmere eruwa gye wafumba?

To the student:

The forms [ye'], [be'] etc. in this lesson are examples of the subject copula, sometimes called the 'emphatic pronoun'. See Ashton, p. 37, 138ff under 'subject relative'; Chesswas, par. 33 and corresponding parts of chapters on other concordial classes. Nouns which follow the copulas always drop their initial vowels.

The object copula ('emphatic pronoun with object'), unlike the subject copula, is pronounced as a separate word. See Ashton, p. 143ff; Synopsis, par. 14, 43.

Both the subject copula and the object copula are to be distinguished from the object relative. For the tonal aspect of these distinctions, see Synopsis, par. 14, 42-4.

Glossary:

o.mu. <u>ceere</u>	(MU-MI)	rice
. <u>oza'</u>	(.ozessa)	wash
. <u>ebaka</u>	(.ebase')	sleep

Sample of free conversation:

- A: Mwema, toleekaana. Oba
toyagala kuyimba, sirika. Mwema, don't shout. If you
don't want to sing, keep quiet.
- B: Ssi nze ndeekaana, Otiti ne
Awuzu be baleekaana. It's not I who is shouting,
Otiti and Awuzu are the ones shouting.
- A: Bagambe baleme kuleekaana. Tell them not to shout.
- B: Basirise. They have kept quiet.
- A: Kirungi. Good.
- B: Kyokka babadde bakyagala
okuleekaanako. But they still wanted to shout.
- A: Tebamanyi nti singa baleekaana
bajja kulwala? Don't they know that if they
keep shouting they'll fall sick?
- B: Ndowooza tebamanyi. I think they don't know.
- A: Bambi. What a pity.

LESSON 81

Pronunciation buildups:

enjala	hunger
okulumá	to bite
enjala ennuma	hunger is biting me
A: Enjala / ennuma nnyo + ssebo.	I am very hungry, sir.
eky'okulya	that which can be eaten
<u>Mulina-ki</u> + eky'okulya?	What do you have to eat?
tulina-wo' +ki/	we have there what?
tulina-wo' +ki + maama/	we have there what, madame?
leero nno	today
B: Ee, wano / leero nno /	What do you think we have
<u>tulina-wo' +ki + maama/</u>	here today, madame?
oyagala-ki/	what do you want?
<u>Obadde</u> # oyagala-ki/	What did you want?
omupunga	rice
ennyama n'omupunga	meat and rice
njagala ennyama n'omupunga	I want meat and rice
omupunga, oba amatooke	rice or matooke
A: <u>Mbadde</u> # njagala + ennyama +	I wanted meat with rice or
n' <u>o</u> -mupunga, oba / amatooke.	with matooke.
B: Oo, amatooke?	Ooo, matooke?
A: Mmm.	Mmm.
onoolya	you'll eat
onoolya amatooke?	will you eat matooke?
B: Iii, Onoolya' + amatooke #	Will you eat matooke today?
leero?	

- | | |
|--|---|
| <p>lwaki</p> <p>A: Yee, <u>ssebo</u>, <u>lwaki</u>?</p> <p>temulya' + matooke</p> <p>mmwe Abamereka</p> <p>mmwe Abamereka temulya
matooke</p> <p>B: Eee, <u>bagamba</u> # nti / mmwe /
<u>Aba-mereka</u> / <u>temulya</u>' +
matooke.</p> <p>tugalya'</p> <p>tutuuka kuno</p> <p>bwe tutuuka kuno</p> <p>A: Ee, bwe <u>tutuuka</u> # kuno /
<u>tugalya</u>'.</p> <p>B: Ooo, <u>kale</u>.</p> <p>A: Mmm.</p> <p>nyyama ya'ki?'</p> <p>oyagala nyyama ya'ki?'</p> <p>onoofuna amatooke</p> <p>B: Eee, <u>onoofuna</u> + amatooke, <u>oba</u>
/ oyagala nyyama ya'ki?'</p> <p>Ya'mbuzi? Ya'nkoko?
Oba / ya'nte?</p> <p>A: Ya'nte.</p> <p>okulinda</p> <p>katono</p> <p>lindako katono</p> <p>B: Ooo, <u>kale</u>, <u>linda+ko</u> katono.</p> | <p>why</p> <p>Yes, sir, why?</p> <p>you don't eat matooke</p> <p>you Americans</p> <p>you Americans don't eat
matooke</p> <p>Well, they say that you
Americans don't eat matooke.</p> <p>we eat them</p> <p>we arrive here</p> <p>when we arrive here</p> <p>Sure, when we come here, we
eat them.</p> <p>Ooo. I see.</p> <p>Mmm.</p> <p>meat of what?'</p> <p>you want meat of what?</p> <p>you'll have matooke</p> <p>Yes, you'll get matooke.
What kind of meat do
you want?</p> <p>Goat's meat? Chicken?
Or beef?</p> <p>Beef.</p> <p>to wait</p> <p>a little</p> <p>wait a minute</p> <p>All right, wait a minute.</p> |
|--|---|

DRILL: Quoted speech with [# nti/].

(The second sentence in each pair states the same fact as the first.)

Aŋŋambye # nti / otuuse kikeerezi.

Kya mazima, ntuuse kikeerezi.

Aŋŋambye nti mutuuse kikeerezi.

Kya mazima, tutuuse kikeerezi.

Atugambye nti munaatuuka kikeerezi.

Kya mazima, tunaatuuka kikeerezi.

Atugambye nti mulituuka kikeerezi.

Kya mazima, tulituuka kikeerezi.

Yatugamba nti balituuka kikeerezi.

Kya mazima, balituuka kikeerezi.

Yabagamba nti mulituuka kikeerezi.

Kya mazima, tulituuka kikeerezi.

Yanŋamba nti olituuka kikeerezi.

Kya mazima, ndituuka kikeerezi.

DRILL: 'Waiting for'.

'When will the train arrive?'

'We're waiting for it.'

eggāali y'omukka Eggāali y'omukka / eneetuuka ddi?
Tugirindirira.

ebbaasi Ebbaasi eneetuuka ddi?
Tugirindirira.

ennyonyi Ennyonyi eneetuuka ddi?
Tugirindirira.

omusomesa Omusomesa anaatuuka ddi?
Tumulindirira.

abalala	Abalala banaatuuka ddi? Tubalindirira.
abakozi	Abakozi banaatuuka ddi? Tubalindirira.
abayizi	Abayizi banaatuuka ddi? Tubalindirira.
ebbaluuwa (pl.)	Ebbaluuwa zinaatuuka ddi? Tuzirindirira.

DRILL: Two verbs joined by [nga].

'We were in my room talking.'

okunyumya	Tw <u>abadde</u> mu kisenge kyanqe # nga t <u>unyumya</u> .
okulya	Tw <u>abadde</u> mu kisenge kyanqe # nga t <u>ulya</u> + emm <u>ere</u> .
okusirika	Tw <u>abadde</u> mu kisenge kyanqe # nga t <u>usirise</u> .
okutuula	Tw <u>abadde</u> mu kisenge kyanqe # nga t <u>tutudde</u> .

To the student:

Concerning the uses of [bwe], see Ashton, p. 231, 238, 325; Chesswas, par. 134.

Concerning the 'applied', or 'prepositional' extension in verb stems (e.g. 'wait for', 'work for') see Ashton, p. 329-33; Chesswas, par. 169-73.

Glossary:

e.n.jala	(N)	hunger
.luma	(.lumye')	bite, sting
o.mu.punga	(MU-MI)	rice
"lwaki"		why?
e.n.koko	(N)	chicken
.linda	(.linze')	wait
"katono"		a little
a.ma.zima	(MA)	truth

LESSON 82

1. Listen to the tape once and answer the following:

- a. The word [mangu] means:

early mangoes gravy

[a]

- b. The word [ekikeerezi] means:

carroway late careful(ly)

[b]

- c. The word [bamaze] is a form of the verb [-mala]
'finish'. The phrase [bamaze + okukola...] means:

they do finish
they have finished doing
they finish in order to do

[b]

2. Answer the following questions by referring to the recorded text.

- a. Emmere ey'ekiro eyitibwa etya?
- b. Ekyekiro kiriibwa ku ssaawa mmeke?
- c. Abantu abasinga obungi batera okulya ku ssaawa mmeke?
- d. Lwaki balya ku ssaawa eyo?
- e. Abantu baba bamaze okukola emirimu gyabwe ku saawa mmeke?
- f. Abalimi balya kikeerezi, oba mangu?
- g. Balya mmere ya ngeri ki?
- h. Okusinga, abantu balya ki?
- i. Abantu bayagala ki ennyo?
- j. Bayinza okulya ngeri ki ey'emmere?

DRILL: Object infixes with marked and unmarked verbs.

lumonde Lumonde / bamulya.
 Bamwagala. Bamwagala nnyo.
 Bamuyita mmere.

ennyama Ennyama / bagirya.
 Bagyagala. Bagyagala nnyo.
 Bagiyita nva.

ebinyooobwa Ebinyooobwa / babirya.
 Babyagala. Babyagala nnyo.
 Babiyita nva.

balugu Balugu' / bamulya.
 Bamwagala. Bamwagala nnyo.
 Bamuyita mmere.

amatooke Amatooke / bagalya.
 Bagaagala. Bagaagala nnyo.
 Bagayita mmere.

ebijanjaalo Ebijanjaalo / babirya.
 Babyagala. Babyagala nnyo.
 Babiyita nva.

DRILL: Active vs. passive.

'Many people eat bananas.'
'Bananas are eaten [by] many people.'

amatooke Abantu / bangi / balya + amatooke.
 Amatooke / galiibwa / abantu / bangi.

lumonde Abantu / bangi / balya lumonde.
 Lumonde / aliibwa / abantu / bangi.

balugu Abantu / bangi / balya balugu'.
 Balugu' / aliibwa / abantu / bangi.

- ebyenyanja Abantu / bangi / balya + ebyenyanja.
 Ebyenyanja / biriibwa / abantu / bangi.
- ennyama Abantu / bangi / balya ennyama.
 Ennyama / eriibwa / abantu / bangi.
- amagi Abantu bangi balya amagi.
 Amagi galiibwa abantu bangi.
- ebinyoobwa Abantu bangi balya ebinyoobwa.
 Ebinyoobwa biriibwa abantu bangi.
- caayi Abantu bangi banywa caayi.
 Caayi anywebwa abantu bangi.
- kaawa Abantu bangi banywa kaawa.
 Kaawa anywebwa abantu bangi.
- amazzi Abantu bangi banywa amazzi.
 Amazzi ganywebwa abantu bangi.
- omwenge Abantu bangi banywa omwenge.
 Omwenge gunywebwa abantu bangi.

Listen again to the text and tell what you can remember about the evening meal.

Glossary:

- ma.ngu early
e.bi.nyoobwa (BI) groundnuts

LESSON 83

M-1

'This man is very idle.'

okugayaala	Omus <u>ajja</u> # ono / <u>mugayaavu</u> + nnyo.
okute <u>geera</u>	Omusajja ono <u>muteqeevu</u> nnyo.
okukoowa	Omusajja ono <u>mukoowu</u> nnyo.
okut <u>uukirira</u>	Omusajja ono <u>mutuukirivu</u> nnyo.
okuk <u>ula</u>	Omusajja ono <u>mukulu</u> nnyo.
okuvunda	Ebibala bino bivundu nnyo.
okutukula	Olugoye luno <u>lutukuvu</u> nnyo.
okut <u>alagga</u>	Ewuumma eno <u>ntalavvu</u> nnyo.
okuk <u>ala</u>	Omugaati guno <u>mukalu</u> nnyo.

C-1

Ask and answer questions about whether these qualities are found in people and objects with which you are familiar.

DRILL: Object relative.

'The city that we're looking at over there, that's Kampala.'

ekib <u>uga</u>	Ekibuga + kye <u>tulengera</u> + eri / ye <u>Kampala</u> .
omugga	Omugga gwe tulengera eri ye Nnakivubo.
akasozi	Akasozzi ke tulengera eri ye Kololo.
edd <u>waliro</u>	Eddwaliro lye tulengera eri ye Mulago.
omuntu	Omuntu gwe tulengera eri ye mwami Mukasa.

DRILL: Object relative.

'What is the name of the city that
we are looking at over there?'

ekibuga Ekibuga + kye tulengera + eri / erinnya /
 lyakyo / y'ani?

omugga Omugga gwe tulengera eri erinnya lyagwo y'ani?

akasozi Akasozi ke tulengera eri erinnya lyako y'ani?

eddwaliro Eddwaliro lye tulengera eri erinnya lyalyo y'ani?

omuntu Omuntu gwe tulengera eri erinnya lye y'ani?

Use sentences like the ones in these
drills in discussing pictures from Uganda.

Glossary:

.gayaala	(.gayadde)	be idle, lazy
.gayaavu	(3!)	idle, lazy
o.mu.sajja	(MU-BA)	man
.teqeevu		intelligent, clever, sensible
.koowa	(.kooye')	be tired
.koowu		tired
.tuukirira	(.tuukiridde)	go right throught to destination; be perfect
.tuukirivu		perfect
.kula	(.kuze')	grow
.vunda	(.vunze')	go bad
.vundu		spoiled
.kala	(.kaze')	become dry
.talagga	(.talazze')	rust
.tukula	(.tukudde')	be clean, white
.tukuvu		clean, white

LESSON 84

M-1

<u>essaawa</u>	<u>Abatalina</u> + <u>ssaawa</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who don't have watches, raise [your] hands.
<u>taaba</u>	<u>Abatanywa</u> <u>taaba</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who don't smoke, raise [your] hands.
<u>Olufalansa</u>	<u>Abatamanyi</u> + <u>Lufalansa</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who don't know French, raise [your] hands.
<u>omupiira</u>	<u>Abatamanyi</u> <u>kuzannya</u> <u>mupiira</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who don't know how to play football, raise [your] hands.
<u>abafumbo</u>	<u>Abatali</u> <u>bafumbo</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who are not married, raise [your] hands.
<u>abazungu</u>	<u>Abatali</u> <u>Bazungu</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who are not Europeans, raise [your] hands.
<u>okuyimba</u>	<u>Abataagala</u> <u>kuyimba</u> / <u>mugolole</u> + <u>emikono</u> .	[Those] who don't want to sing, raise [your] hands.

DRILL: Indicative vs. relative, negative of various tenses.

<u>Abaagala</u> + <u>okuyimba</u> / <u>bayimba</u> .	Those who want to sing are singing.
<u>Abataayagadde</u> + <u>kuyimba</u> / <u>tebaayimbye</u> .	Those who didn't (near past) want to sing didn't sing.
<u>Abataayagala</u> + <u>kuyimba</u> / <u>tebaayimba</u> .	Those who didn't (far past) want to sing didn't sing.
<u>Abataayagale</u> + <u>kuyimba</u> / <u>tebaayimbe</u> .	Those who don't (near fut.) what to sing won't sing.

- Abatalyagala + kuyimba / tebaliyimba. Those who don't (gen. fut.) want to sing won't sing.
- Abatalina + bitabo / tebasoma. Those who don't have books are not reading.
- Abataabade na bitabo / tebaasomye: Those who didn't (near past) have books didn't read.
- Abataalina bitabo / tebaasoma. Those who didn't (far past) have books didn't read.
- Abataabe + na bitabo / tebaasome. Those who don't (near fut.) have books won't read.
- Abataliba + na bitabo / tebalisoma. Those who don't (gen. fut.) have books won't read.

C-1

Continue playing the 'raise your hands' game as in M-1. This time, use relative verbs in all tenses, both negative and affirmative. Each student should have a turn as leader.

To the student:

The prefix [ta] is used in negative relative forms of the verb. For tonal details, see the paradigms in the Synopsis, section 3.1.

Glossary:

<u>taaba</u>	(MU)	tobacco
<u>.golola</u>	(.golodde)	make straight; iron (clothes); correct, stretch out

Sample of free conversation:

A: Tina, njagala ontegeeze kye
wakoze bwe wavudde mu
ssomero.

Tina, I want you to explain
to me what you did when you
left school.

B: Simanyi ngeri gye nyinza ku
kutegeeza.

I don't know how I can explain
it to you.

A: Ntegeeza mangu nga sinnaba
kutuula.

Explain quickly before I sit
down.

B: Bwe nnamaze okunywa ku caayi,
ne nneebakako. Nzuukuse
essaawa kkumi na bbiri.

When I finished drinking
coffee, I slept. I woke
up at six.

A: Oli mugayaavu. Oteekwa okuyiga
okukola emirimu.

You're lazy. You must learn
to work.

B: Siri mugayaavu, Maama. Nnabadde
mukoowu.

I'm not lazy, Mom. I was
tired.

A: Kale.

All right.

LESSON 85

Pronunciation buildups:B: Mwami Mukasa.

Mr. Mukasa.

A: Ssebo.

Sir.

ontegeeeze

so that you tell me

njagala ontegeeeze

I want you to tell me

leero tulye ki%

what should we eat today?

* B: Njagala ontegeeeze oba / leero
/ tulye -ki%I want you to tell me what we
may eat today.Eky' enyanja, oba / nnyama?

Fish or meat?

kwagala + kyannyanja

to like fish

nsinga kwagala + kyannyanja

I like fish better

A: Nze / anti + nsinga kwagala +
kyannyanja.

I like fish better.

kye tuba' tulya

that's what we should eat

A: Ndowooza / kye tuba' tulya'.I think that's what we should
eat.

tulidde ebyennyanja

we've eaten fish

tulidde ebyennyanja bingi

we've eaten much fish

Nga tulidde ebyennyanja bingi!

we've eaten so much fish

B: Naye / nga + tulidde + ebyennyanja
/ bingi + mu wiiki # eno!we've eaten so much fish this
week!

singa

if

B: Singa / tulidde + ku nnyama.

Why don't we eat some meat?

embuzi

goat

onoogula ya mbuzi

will you buy (goat's)
meat

ndowooza onoogula ya mbuzi

I think you'll buy goat's

bw'ogula ennyama

when you by meat

* A: Anti + bw'ogula / ennyama /
ndowooza / onoogula ya mbuzi.When you buy meat, I think
you should buy goat's meat.

- B: Ey'e-mbuzi ogirya? Do you eat goat's (meat)?
 okuwoomera to be delicious to
- A: Eee, etera + okumpoomera. Yes, I often find it delicious.
- B: Naye / nze / njagala ya'nte. I like beef.
- A: Tomanyi + bwe neddira nte? Don't you know I belong to the cow clan?
- B: Ooo, weddira nte? Ooo, you belong to the cow clan?
- A: Eee, ssebo. Yes, sir.
- B: Kale nnaagula ya'mbuzi. I'll buy goat's (meat.).
- A: Weebale + nnyo. Thank you very much.
- B: Kale + ssebo. You're welcome, sir.

NB Some speakers will prefer [byannyanja] in place of [kyannyanja] here.

DRILL: Causative stems in the imperative form.

'I don't understand yet.'	'Cause me to understand.'
<u>Sinnategeera</u> .	<u>Ntegeeza</u> .
Njagala + <u>okuyingira</u> .	<u>Nnyingiza</u> .
Teba <u>agala</u> + kusoma.	<u>Basomese</u> .
<u>Baleekaana</u> .	<u>Basirise</u> .
Enjala / <u>ebaluma</u> .	<u>Baliise</u> .
Teba <u>agala</u> + <u>kufuluma</u> .	<u>Bafulumye</u> .

DRILL: Causative stems, imperative vs. infinitive.

'Make me understand.'	'I don't know how I can make you understand.'
<u>Ntegeeza</u> .	<u>Simanyi</u> + <u>ngeri ki</u> + gye <u>nnyinza'mu</u> <u>kukutegeeza</u> .
Basomese.	Simanyi <u>ngeri ki</u> gye <u>nnyinza'mu</u> <u>kubasomesa</u> .
Basirise.	Simanyi <u>ngeri ki</u> gye <u>nnyinza'mu</u> <u>kubasirisa</u> .
Baliise.	Simanyi <u>ngeri ki</u> gye <u>nnyinza'mu</u> <u>kubaliisa</u> .
Bafulumye.	Simanyi <u>ngeri ki</u> gye <u>nnyinza'mu</u> <u>kubafulumya</u> .

DRILL: Modified forms of causative stems.

'I made them be quiet.' 'How did you make them be quiet?'

Mbasirisizza.

Obasirisizza + otya?

Mbategeezenza.

Obategeezenza otya?

Nzikozesezza.

Ozikozesezza otya?

Mbaliisizza.

Obaliisizza otya?

Mbasomesezza.

Obasomesezza otya?

Mbeebasizza.

Obeebasizza otya?

DRILL: Use of [ntegeeza].

'What shall we eat today?' 'Tell me, what shall we eat?'

Leero / tulye'-ki?

Ntegeeza, tulye'-ki?

Tugende-wa?

Ntegeeza, tugende-wa?

Tuyige-ki?

Ntegeeza, tuyige-ki?

Tuyigire-wa?

Ntegeeza, tuyigire-wa?

Continue this exercise by adding [Ntegeeza] to other questions.

DRILL: With new vocabulary.

'I want you to tell me.' 'I can't tell you.'

<u>okutegeeza</u>	<u>Njagala ontegeeze.</u>	<u>Siyinza kukutegeeza.</u>
<u>okuyamba</u>	<u>Njagala onnyambe.</u>	<u>Siyinza kukuyamba.</u>
<u>okulaga + ekkubo</u>	<u>Njagala ondage ekkubo.</u>	<u>Siyinza kukulaga kkubo.</u>
<u>okugolola + Oluganda.</u>	<u>Njagala ogolole Oluganda lwange.</u>	<u>Siyinza kugolola Luganda lwo.</u>
<u>okuwerekerako</u>	<u>Njagala omperekereko.</u>	<u>Siyinza kukuwerekerako.</u>
<u>ffe</u>	<u>Twagala otuwerekereko.</u>	<u>Siyinza kubawerekereko.</u>
<u>okuwa + omunnyu</u>	<u>Twagala otuwe omunnyu.</u>	<u>Siyinza kubawa munnyu.</u>
<u>nze</u>	<u>Njagala ompe omunnyu.</u>	<u>Siyinza kukuwa munnyu.</u>

okwoleza'+ko	Njagala onjoleze ko.	Siyinza kukwoleza'+ko.
okuweereza +	Njagala ompeereze	Siyinza kukuweereza
ssukaali	ssukaali.	ssukaali.

DRILL: Object copula, affirmative.

	'What if I buy meat?'	'If you buy meat, buy goat [meat].'
nze	Bwe nnaagula + ennyama?	Bw' ogula + ennyama, onoogula ya mbuzi.
ggwe	Bw' onoogula + ennyama?	Bwe ngula + ennyama, nnaagula ya mbuzi.
ffe	Bwe tunaagula + ennyama?	Bwe mugula + ennyama munaagula ya mbuzi.
bo	Bwe banaagula + ennyama?	Bwe bagula + ennyama banaagula ya mbuzi.
ye	Bw' anaagula + ennyama?	Bw' agula + ennyama, anaagula ya mbuzi.

DRILL:

'Bananas are what we are to eat.'

Amatooke / ge tuba tulya.

Ennyama gye tuba tulya.

Ennyama gye baba balya.

Lumonde gwe baba balya.

Lumonde gwe mbá ndyà.

Ebijanjaalo bye mba ndya.

Ebijanjaalo bye tuba tulya.

Amatooke ge tuba tulya.

DRILL: Object copula, negative.

'Bananas are not what we ate.'

Amatooke / ssi + ge twalya.

Ennyama / ssi + gye twalya.

Ennyama / ssi + gye twayaqala.

Engatto / ssi + ze twayaqala.

Engatto / ssi + ze twaqula.

Ekitabo / ssi + kye twaqula.

Ekitabo / ssi + kye twafuna.

Amatooke / ssi + ge twafuna.

Amatooke / ssi + ge twalya.

To the student:

Concerning the causative extension, see Ashton, p. 340-8, and also p. 151-4; Chesswas, par. 174-7. Note that all causative stems that are formed with what Ashton (p. 151-4) calls -YE have an extra mora in the final syllable; this extra mora is audible only when the stem is followed by an enclitic (Synopsis, par. 11, 16-7).

Glossary:

.tegeeza'	(.tegeezesezza)	cause to understand
e.wiki	(N)	week
.woomera	(.woomedde)	be tasty for
.eddira	(.edidde)	adopt as totem
.yingiza'	(.yingizza)	cause to enter, ler or put in
.sirisa'	(.sirisizza)	cause to be silent
.liisa'	(.liisizza)	feed

. <u>fulumya</u> '	.fulumizza)	cause to get out; eject
. <u>koza</u> '	(. <u>kozesezza</u>)	cause to work; use
. <u>yamba</u>	(. <u>yambye</u> ')	help
. <u>laga</u>	(. <u>laze</u> ')	show
. <u>werekera+ko</u>	(. <u>werekedde+ko</u>)	accompany
- <u>oleza+ko</u>	(. <u>olezza+ko</u>)	help in washing
s. <u>sukaari</u>	(MU)	sugar

LESSON 86

Listen to the both versions of the text and be prepared to answer the following questions:

1. Mu Kampala abantu balya emirundi emeka buli lunaku?
2. Enkya abantu balya ki nga tebannava ka?
3. Bagenda wa nga bamaze okulya ekyenkyा?
4. Balya ekyenkyा ku ssaawa mukaaga?
5. Ekyenkyा bakirya mu kiseera ki?
6. Ku ssaawa omukaaga abantu balya ki?
7. Abantu bonna balya ekyemisana?
8. Ku ssaawa ekkumi balya ki?
9. Abantu bonna banywa caayi ku ssaawa ekkumi?
10. Abantu balya ki nga bazzeeyo eka?
11. Abantu balya ekyekiro ku ssaawa y'emu?

DRILL: Use of [ku] for small quantities.

'They drink tea.'

Banywa caayi.

Tunywa caayi.

Ka tunywe caayi.

Tunyweddę caayi.

Tunaanywa caayi.

'They drink a little tea.'

Banywa + ku caayi.

Tunywa ku caayi.

Ka tunywe ku caayi.

Tunyweddę ku caayi.

Tunaanywa ku caayi.

DRILL: The not-yet tense.

'We haven't gotten money yet.'

okufuna

okulya

okugolokoka

okudda+yo

okufuluma

Tetnnafuna + nsimbi.

Tetnnalyा + mmere.

Tetnnagolokoka.

Tetnnaddę+yo + ka:

Tetnnafuluma + mu kibiina'.

okugula	Tet <u>unnagula</u> kyannyanja.
okuw <u>ummula</u>	Tet <u>unnawummula</u> .

DRILL: The 'just' tense.

	'We have just gotten money!'
okufuna	Twakafuna ensimbi.
okulya	Twakalya emmere.
okugolokoka	Twakagolokoka.
okuddayo	Twakaddayo eka.
okufuluma	Twakafuluma mu kibiina.

	'I have just drunk water!'
okunywa	Nnaakanywa amazzi.
okuwona	Nnaakawona.
Okumala	Nnakamala.
okujja	Nnaakkaja.
okutuuka	Nnaakatuuka eka.
Okuddayo	Nnaakaddayo mu ssomero.

Abantu / balya + ekyenkyा.

Abantu / bambala.

Abantu bayambala nga tebannalya kyankya.

Abayizi / bayingira + mu kibiina.

Abayizi batuula + ku ntebe.

Abayizi bayingira mu kibiina nga tebannatuula ku ntebe.

Abayizi / batudde + ku ntebe.

Abayizi / bayingidde + mu kibiina.

Abayizi bayingidde mu kibiina nga tebannatuula ku ntebe.

Twagenda + mu Uganda.

Twayiga + Oluganda.

Twayiga Oluganda nga tetunnagenda mu Uganda.

Nfulumye + ebweru.

Mmaze + emirimu gyange.

Mmaze emirimu gyange nga sinnafuluma bweru.

DRILL: [nga] with the not-yet tense.

'Don't enter the classroom before
you have become quiet.'

okusirika Temuyingira + mu kibiina' # nga temunnasirika.

okwambala Temuyingira mu kibiina nga temunnayambala ngatto.

okwala Temuyingira mu kibiina nga temunnayala + buliri.

okulya Temuyingira mu kibiina nga temunnamala + kulya.

DRILL: Perfective vs. not-yet tense.

'Have they left home?'	'They have not yet left home.'
<u>Bavudde</u> + eka?	Tebannaba + kuva' + ka'.
Batuuse?	Tebannaba kutuuka.
Bazze + mu ofiisi?	Tebannaba kujja mu ofiisi.
Babina omukisa + ogw'okulya?	Tebannaba na mukisa gwa kulya.
Bagenze okulima?	Tebannaba kugenda kulima.
Ofunye ebbaluwa?	Sinnaba kufuna bbaluuwa.
Omaze okuyiga Oluganda?	Sinnaba kumala kuyiga Luganda.
Olidde ekyekiro?	Sinnaba kulya kyakiro.
Enkuba etonnye?	Enkuba tennaba kutonnya.

DRILL: 'Before'. Combine the two short sentences by using [nga] plus the not-yet tense, in whichever way makes sense.

'People leave home.'
'People eat breakfast.'
'People eat breakfast before they leave home.'
Abantu / <u>bava'</u> + eka'.
Abantu / <u>balya'</u> + ekyenkya'.
Abantu / <u>balya'</u> + ekyenkya' # nga tebannava' + ka'.
Abantu / <u>bambala</u> .
Abantu / <u>bava'</u> + eka'.
Abantu / <u>bambala</u> # nga tebannava' + ka'.
Abantu / <u>bagolokoka</u> .
Abantu / <u>bambala</u> .
Abantu bagolokoka nga tebannayambala.

DRILL: With new vocabulary

<u>ebbaluuwa</u>	<u>Tuteekwa</u> + <u>okufuna</u> + <u>ebbaluuwa</u>	We must get (our) passports before we go to Uganda.
<u>z'ekkubo</u>	<u>z'ekkubo</u> # <u>nga tetunnagenda</u> <u>mu Uganda.</u>	
<u>okutendekebwa</u>	<u>Tuteekwa okumala</u> <u>okutendekebwa</u> <u>nga tetunnagenda mu Uganda.</u>	We must undergo training first before we go to Uganda. ('We must finish to be trained before we go to Uganda').
<u>okukeberebwa</u> <u>omusawo</u>	<u>Tuteekwa okumala</u> <u>okukeberebwa</u> <u>omusawo</u> <u>nga tetunnagenda mu</u> <u>Uganda.</u>	We must undergo medical examination first before we go to Uganda. ('We must finish to be examined by doctor before we go to Uganda').
<u>okusiba</u> + <u>emigugu</u>	<u>Tuteekwa okusiba</u> <u>emigugu</u> <u>nga</u> <u>tetunnagenda</u> <u>mu Uganda.</u>	We must make preparations before we go to Uganda. ('We must pack up loads before we go to Uganda').
<u>okusiibula</u> <u>baganda baffe</u>	<u>Tuteekwa okusiibula</u> <u>baganda</u> <u>baffe</u> <u>nga tetunnagenda</u> <u>mu</u> <u>Uganda.</u>	We must take leave of our brothers before we go to Uganda.
<u>okufuna</u>	<u>Tuteekwa kufuna</u> <u>ki</u> <u>nga</u> <u>tetunnagenda</u> <u>mu Uganda?</u>	What must we get before we go to Uganda?
<u>okukola</u>	<u>Tuteekwa kukola</u> <u>ki</u> <u>nga</u> <u>tetunnagenda</u> <u>mu Uganda?</u>	What must we do before we go to Uganda?

To the student:

The 'not yet' tense is described in Ashton, p. 229, 231; Chesswas, par. 94. Tonally, the prefix [nna] is unmarked. Indicative forms in this tense have the stem tone pattern FF (Synopsis, par. 28).

Glossary:

.ala	(.aze')	spread out, make (bed)
.tendeka	(.tendese')	train
.tendekebwa	(.tendekeddwa)	be trained
.kebera	(.kebedde)	examine
.keberebwa	(.kebeddwa)	be examined
.siba	(.sibye')	tie, pack up
o.mu.gugu	(MU-MI)	load, baggage
.siibula	(.siibudde)	take leave of
o.mu.sawo	(MU-BA)	doctor

LESSON 87

M-1

otwenge	{ Mpa' +yo + ku twenge. Mumpe' -yo + ku twenge. }	Fetch me a little ('a drop of') beer.
omunnyu	{ Mpeeereza + omunnyu. Mumpeeereze + omunnyu. }	Pass me the salt.
otuta	Abaana / bawe' +yo + ku tuta.	Fetch the children a little ('a drop of') milk.
otuzigo	Nze / mpa' +yo + ku tuzigo.	Fetch <u>me</u> a little <u>butter</u> .

M-2

Tukuwe' -yo' -ki'	What shall we get you?
Nkuweereze' -ki'	What shall I pass you?
Ku mmeeza / nkuwe' ko' +ki'	What shall I give you from on the table?
Mu kkabada / nkuwe' mu' +ki'	What shall I give you from in the cupboard?

Use in sentences like M-1 and M-2 the following: [otunnyu, otuzzi, akagaati, akanyama, akaceere, kakaawa].

DRILL: Concords of the [tu] class.

'Whose drop of beer is this?'

otwenge	Otwenge # tuno / tw'ani?
otuta	Otuta tuno tw'ani?
otunnyu	Otunnyu tuno tw'ani?
otuzigo	Otuzigo tuno tw'ani?
otufuta	Otufuta tuno tw'ani?

DRILL: 'Fetch' ('give from').

'Give me (from there) a drop of beer.'

otwenge	Mpa' +yo + ku twenge.
Mukasa	Mukasa muwe' +yo ku twenge.
otuzzi	Mukasa muwe' +yo ku tuzzi.
ffe	Ffe tuwe' +yo ku tuzzi.
otuta	Ffe tuwe' +yo ku tuta.
abaana	Abaana bawe' +yo ku tuta.
otunnyu	Abaana bawe' +yo ku tunnyu.
nze	Nze mpa' +yo ku tunnyu.
otuzigo	Nze mpa' +yo ku tuzigo.
omwana	Omwana muwe' +yo ku tuzigo.

The [ku] in this form means 'some of' and the suffix [-yo] means 'from there'

The Tu-class consists of some nouns used to form the idea of a little drop of liquid.
There is only one noun which specially belongs to this class and that is OTULO - sleep.

DRILL: 'Give' vs. 'fetch'.

'Give me a drop of water.'

Mpa' + ku tuzzi.

Nkuwe' + ku tuzzi?

Banaatuwa' + ku tuzzi.

Batuwe' + ku tuzzi.

Batuwadde + ku tuzzi.

Tuwe' + ku tuzzi.

'Go get me a drop of water.'

Mpa' +yo + ku tuzzi.

Nkuwe'yo + ku tuzzi?

Banaatuwa'-yo + ku tuzzi.

Batuwe'-yo + ku tuzzi.

Batuwaddeyo + ku tuzzi.

Tuwe' +yo + ku tuzzi.

To the student:

Concerning the concord [tu], see Ashton, p. 363; Chesswas, par. 128-9.

Notice the junctural difference between the subjunctive [mumpe'-yo] and the plain imperative [mpa'+yo], both of which mean very much the same thing.

Glossary:

o.mu. <u>zigo</u>	(MU-MI)	butter
a.ma. <u>futa</u>	(MA)	oil, butter
o.mu. <u>nnyu</u>	(MU-MI)	salt
.wa'	(-wadde)	give

LESSON 88

M-1

okulya	<u>Siryanga</u> + ku matooke.	I have never eaten matooke.
okubeera	<u>Sibeeranga+ko</u> + Kampala.	I've never been to Kampala.
okubuukira	<u>Sibuukiranga+ko</u> + mu nnyonyi.	I've never flown in a plane.
okuliisa	<u>Siriisanga</u> + ku nkoko.	I've never fed chickens.
okukama	<u>Sikamanga</u> + ku nte.	I've never milked a cow.
okusomesa	<u>Sisomesanga+ko</u> .	I've never taught.

M-2

amatooke	<u>Wali olidde</u> + ku matooke?	Have you ever eaten matooke?
okubeera	<u>Wali obaddeko</u> e Kampala?	Have you ever been to Kampala?
okubuuka	<u>Wali obuukiddeko</u> mu nnyonyi?	Have you ever flown in a plane?
okuliisa	<u>Wali oliisizzaako</u> ku nkoko?	Have you ever fed chickens?
okukama	<u>Wali okamyeko</u> ku nte?	Have you ever milked a cow?
okusomesa	<u>Wali osomesezzaako</u> ?	Have you ever taught?

DRILL: 'Have never', with and without object infix.

'I have never eaten bananas.' 'I have never eaten there.'

amatooke	<u>Siryanga</u> + ku matooke.	<u>Sigalyanga+ko.</u>
e Masindi	<u>Sigendanga+ko</u> + Masindi.	<u>Sigendanqa+ko+yo.</u>
Mukasa	<u>Sirabanga</u> + ku Mukasa.	<u>Simulabanga+ko.</u>
mu Bungereza	<u>Sibeeranga+ko</u> + mu Bungereza.	<u>Sibeeranga+ko+yo.</u>
mu ssineema	<u>Sigendanga+ko</u> + mu ssineema.	<u>Sigendanqa+ko+mu.</u>
okusomesa	<u>Sisomesanga+ko</u> + baana.	<u>Sibasomesanga+ko.</u>

DRILL: 'Have you ever', with negative and affirmative replies.

'Have you ever eaten matooke?'

ggwe	Wali olidde ku matooke? Nedda, <u>sigalyanga+ko.</u> Yee, <u>nali+ngalidde-ko.</u>
------	--

ye	Yali alidde ku matooke? Nedda, <u>tagalyangako.</u> Yee, <u>yali agaliddeko.</u>
----	--

okunywa omwenge	Yali anywedde ku mwenge? Nedda, <u>tagunywangako.</u> Yee, <u>yali agunyweddako.</u>
-----------------	--

mmwe	Mwali munyewedde ku mwenge? Nedda, <u>tetugunywangako.</u> Yee, <u>twali tugunyweddako.</u>
------	---

abayizi	Baali banywedde ku mwenge? Nedda, <u>tebagunwangako.</u> Yee, <u>baali bagunyweddako.</u>
---------	---

okugenda e Bungereza	Baali bagenzeeko e Bungereza? Nedda, <u>tebagendangakoyo.</u> Yee, <u>baali bagenze'koyo.</u>
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To the student:

The use of the verbal suffix [nga] in these forms meaning 'have never' is not inconsistent with its use as described in connection with Lesson 72.

Glossary:

.buukira	(.buukira)	fly (by or at)
.kama	(.kamye')	milk

Sample of free conversation:

- A: Iii, Oluk, weesiimye, olima
emmere nnyingi wano. Oh, Oluk, you're lucky, you
 have plenty of food here.
- B: Eee, nkukolere ki? Yes. What can I do for you?
- A: Mpayo ku kamere, enjala
ennuma nnyo. Give me a little food, I am
 very hungry.
- B: Kaako katuuse. Wali olidde
ku balugu? There it is. Have you ever
 eaten yam before?
- A: Eee, era yampoomera nnyo. Yes, and I liked it very much.
- B: Onoolya ebitundu bimeka? How many pieces will you eat?
- A: Nga bisatu. Era nnaanywa
ne ku tuta. About three. And I'll drink
 a little milk.
- B: Balugu wuuyo, n'otuta tuutwo. There are the yams and there
 is the milk.
- A: Weebale. Thank you.
- B: Awo. You're welcome.

LESSON 89

Pronunciation buildups:

- | | |
|--|--|
| jjangu | come |
| A: Jjang <u>u</u> + tulye' + ssebo. | Come let's eat, sir. |
| okuteekateeka | to prepare |
| ewedde okuteekateeka | it is finished being prepared |
| emmere | food |
| A: Emm <u>ere</u> / ewedde + okuteekateeka. | The food is already prepared. |
| ebadde ennuma | it had been biting me |
| enjala ebadde ennuma | the hunger had been |
| anti | surely |
| anti n'enjala ebadde ennuma | surely hunger has been biting me |
| B: Ooo, maama, weebale + nnyo,
anti + n'e-njala / ebadde
+ ennuma. | Ooo. Thank you very much, madame. Surely I was hungry. |
| B: Ebadde + ekuluma? | Were you hungry? |
| B: Mmm. | Mmm. |
| amangu | soon |
| gati | this (soon) |
| A: Iii! Amangu # gati! | Iii! So soon? |
| ewaffe mu Amereka | at home in America |
| buli kaseera | every time |
| tulya buli kaseera | we eat every time |
| B: Eee, ffe / tulya' buli / kaseera
+ ewaffe + mu A-mereka. | Yes, we eat all the time at home in America. |
| A: Ooo, bambi. | Ooo, excuse me. |
| B: Mmm. | Mmm. |
| jjangu tulye | come let's eat |

emmere yino etuuse

there is the food it has arrived

A: Emmere / yiino / etuuse',
jjangu + tulye'.

Food is here; come let's eat.

B: Mmere+ki + nnyabok

What kind of food is it,
madame?

A: Amatooke, waliwo +
n'o-mupunga...

Matooke, there is rice also...

B: Ooo! Njala nnyo + amatooke.

Ooo. I like matooke very much.

A: ... n'o-bummonde.

... with Irish potatoes.

B: Mmm.

Mmm.

A: Wali-wo + n'e-nkoko.

There is also chicken.

B: Ooo, bambi, weebale + nnyo.

Ooo, I see, thank you very
much.

okufumba

to cook

B: Eee, maama, ng'+ofumbye'!

Yes, Madam. What good cooking!

A: Nfumbye' + ssebo.

I tried, sir.

B: Omanyi nnyo + okufumba.

You know very well how to cook.

okusima

to appreciate

A: Weebale + okusima.

Thank you for showing
appreciation.

B: Mmm.

Mmm.

A: Mmm.

Mmm.

B: Ooo! Enkoko # eno / ebadde nnungi! Ooo. This chicken was good!

A: Yee, twagiguze' # eyo. Yes, we bought it somewhere.

B: Ooo, mwagiguze'? Ooo, you did?

A: Mmm. Mmm.

omuwendo	price
omuwendo mulungi	the price is good
zigula omuwendo mulungi	they cost good price
enkoko zigula omuwendo mulungi	the chicken costs good price

*B: Ewaffe / enkoko / zigula +
omuwendo + mulungi + nnyo
+ mu A-mereka.

okwesiima	to be happy
okuseera	to sell expensively
kuno baziseera nnyo	here they sell them at a very expensive price
nga mwesiimye	how happy you are

A: Nga + mwesiimye, kuno /
baziseera nnyo.

oluyinza	to be able to
oyinza okufuna enkoko	you can get chicken

B: Ewaffe / eddoola / emu /
oyinza + okufuna + enkoko.

One dollar is seven shillings.

B: Eddoola / emu / ssilingi /
musanvu.
ssilingi kkumi na nnya

fourteen shillings

A: Ee! Ffe / wano / ssilingi /
kkumi / na nnya.

For us here, it is fourteen
shillings.

B: Ooo! Eee! Baziseera.

Ooo. Eee, they sell them
expensively.

Glossary:

e.m.mere	(N)	main food
.ti		in this way
.siima	(.siimye')	be pleased
.eesiima	(.eesimye')	be happy
.seera	(.sedde)	overcharge
e.s.siringi	(N)	shilling

LESSON 90

1. Listen to the first version of this text and answer the following questions:

The distance between Kampala and Entebbe is between twenty and fifty miles. How far does the speaker say it is?

23-24 33-34 43-44

[a]

— The verb [okukwata] apparently means:

grasp, catch cross, intersect avoid

[a]

— The verb [-leka], which is familiar from Dialog 13, means:

follow know leave

[c]

— The word for 'path, way' is:

ekkubo ekkubo ekkubo

[b]

— The words [amata-faali n'amategula] might mean:

ruts and chuckholes
twistings and turnings
bricks and tiles

[c]

This text contains two infamiliar place names.
They are:

Kajansi, Kisuubi Kajjansi, Kisubi

[b]

2. Listen to the second version of this text. Then try to fill in the blanks. Finally, check your work by listening again to the tape.

_____ e Kampala _____ Entebbe _____ mayiro nga
abiri _____ ssatu _____ abiri _____ bbiri.
_____ ng'asinziira _____ Kampala akwata
_____ olugenda _____, naye _____ n'akwata
oluguudo _____ e Masaka, n'aleka _____
e Masaka _____ nkulungo ey'okubiri. _____ luguudo
_____ asanga _____ ekimu _____ Kajjansi
mayiro _____, awali e kolero _____ matafaali
n'amategula. Ng' _____ awo _____ mu maaso n'asanga
_____ ekkulu _____ Kisubi ku _____ kkumi _____
mwenda, _____ okuva _____ atuuka _____ mu _____.

The word [awali] is a relative form of [-li] 'be'.
The subject prefix is the locative [wa-]. The
translation of this word is:

where there is
which is there
which there is

[a]

Judging from the context, the verb [-sanga] might mean:

avoid, shun find, meet stop at

[b]

The expression [mu maaso] means:

back, backwards
straight ahead
at full speed

[b]

DRILL: Cardinal vs. ordinal numerals.

	'two circles'	'the second circle'
<u>enkulungo</u>	<u>enkulungo</u> / <u>bbiri</u>	<u>enkulungo+ey</u> ' <u>okubiri</u>
<u>ssatu</u>	<u>enkulungo ssatu</u>	<u>enkulungo ey</u> ' <u>okusatu</u>
<u>nnya:</u>	<u>enkulungo nnya:</u>	<u>enkulungo ey</u> ' <u>okuna:</u>
<u>oluguudo</u>	<u>enguudo nnya:</u>	<u>oluguudo olw</u> ' <u>okuna:</u>
<u>ssatu</u>	<u>enguudo ssatu</u>	<u>oluguudo olw</u> ' <u>okusatu</u>
<u>bbiri</u>	<u>enguudo bbiri</u>	<u>oluguudo olw</u> ' <u>okubiri</u>
<u>amasajjanzira</u>	<u>amasajjanzira abiri</u>	<u>amasajjanzira ag</u> ' <u>okubiri</u>
<u>emu:</u>	<u>amasajjanzira gamu:</u>	<u>amasajjanzira agasooka</u>
<u>ssatu</u>	<u>amasajjanzira asatu</u>	<u>amasajjanzira ag</u> ' <u>okusatu</u>
<u>ekkolero</u>	<u>amakolero asatu</u>	<u>ekkolero ery</u> ' <u>okusatu</u>
<u>bbiri</u>	<u>amakolero abiri</u>	<u>ekkolero ery</u> ' <u>okubiri</u>
<u>nnya:</u>	<u>amakolero ana:</u>	<u>ekkolero ery</u> ' <u>okuna:</u>
<u>ekibuga</u>	<u>ebibuga bina:</u>	<u>ekibuga eky</u> ' <u>okuna:</u>

<u>emu</u>	ekibuga kimu	ekibuga <u>ekisooka</u>
<u>bbiri</u>	ebibuga bibiri	ekibuga eky' <u>okubiri</u>
omulenzi	abalenzi babiri	omulenzi ow' <u>okubiri</u>
<u>ssatu</u>	abalenzi basatu	omulenzi ow' <u>okusatu</u>
<u>ttaano</u>	abalenzi bataano	omulenzi ow' <u>okutaano</u>

DRILL: [Nga] vs. [nga]. (Underline all occurrences of [nga], but leave [nga] unmarked.

Answers

nga bibiri	about two	[<u>nga</u>]
nga bagenda	while they go	[<u>nga</u>]
ng'emu'	about one	[<u>ng'</u>]
ng'abasomesa	as teachers	[<u>ng'</u>]
nga ayagala	if he wants	[<u>nga</u>]
ng'avudde	when he has left	[<u>nga</u>]
aba ng'agenda	(by this time) he is going	[<u>nga</u>]
kumpi ng'emu	nearly one	[<u>ng'</u>]

Listen to the third version of this text and answer the following:

In the preceding section we met the relative form [awali] 'where there is/are'. The third version contains two relative verbs with locative subjects. What are they?

? ? ?

[omukolerwa 'in which are made', omuli 'in which are']

The distance from Entebbe to the airport is
given as:

1 $\frac{1}{2}$ miles 1/2 mile 1 mile

(a)

The verb [-linnya] apparently means:

look at, see climb, get on take care of

[b]

To the student:

Note that the [ku] that is used in forming ordinal numerals is tonally marked.

For a summary of the uses of the particles that are spelled [nga], see Ashton, p. 444-8, 466-8; Chesswas, par. 130-3. Note however that Chesswas did not distinguish between [nga+] and [# nga].

Glossary:

.kwata	(.kutte)	grasp, catch
e.k.kubo	(LI-MA)	path, way
a.ma.ta-faali	(LI-MA)	bricks (e.t.ta-faali)
a.ma.tegula	(LI-MA)	tiles (e.t.tegula)
.sanga	(.sanze')	find
a.ma.aso	(LI-MA)	eyes
.linnya	(.linnye')	climb, get on

LESSON 91

M-1

Kaakati / emyezi / giwera esatu /
 ka-sookanga + tutandika +
okuyiga + Oluganda.

It's three months now
 since we began to study
 Luganda.

Kaakati / omwaka / guwera gumu' /
 ka-sookanga + tuva' + ewaffe.

It's now one year since
 we left our homes.

Kaakati / ewiiki / ziwera ebiri. /
 kàsòòkèddé tubeera # wano.

It's now two weeks
 that we've been here.

Kaakati / ewiiki / ziwera bbiri +
ezisigadde + tugende mu Uganda.

There are now two weeks
 left [before] we go to
 Uganda.

Esigadde + eddakiika / ttaano +
 tunnyuke.

It's five minutes until
 quitting time.

M-2

Kaakati / ebbanga / liwera litya /
 ka-sookanga + ojja # wano?

How long have you been
 here? ('How long is
 the period up to now
 since you came here?')

Kaakati / bbangatki / kasookanga +
 ojja # wano?

How long is it since
 you came here? ('What
 period is it now since
 you came here?')

Kaakati / bbangatki + erisigadde +
 tusitule?

How long ('What period
 remains') before we
 depart?

Essigadde + eddakiika / mmeka +
 tulye' + ekyemisana?

How many minutes remain
 before we eat lunch?

DRILL: The verb [-wera], 'amount to, reach a number'.

'How many children does he have?'
('His children number how many?')

abaana	Abaááná <u>bé</u> / bawera / bameka!
ente	Ente ze ziwera mmeka?
abakyala	Abakyala be bawera bameka?
enkoko	Enkoko ze ziwera mmeka?
ennyumba	Ennyumba ze ziwera mmeka?
ennimiro	Ennimiro ze ziwera mmeka?
obugaali	Obugaali bwe bwera bumeka?

DRILL: Minutes before the hour.

'It's ten minutes of seven.'

6:50	Esigadde eddakiika kkumi okuwera essawa emu.
7:50	Esigadde eddakiika kkumi okuwera essaawa ebbiri.
8:50	Esigadde eddakiika kkumi okuwera essaawa essatu.
8:45	Esigadde eddakiika kkumi na ttaano okuwera essaawa essatu.
7:45	Esigadde eddakiika kkumi na ttaano okuwera essaawa ebbiri.
6:45	Esigadde eddakiika kkumi na ttaano okuwera essaawa emu.
6:40	Esigadde eddaakiika amakumi abiri okuwera essaawa emu.
7:40	Esigadde eddakiika amakumi abiri okuwera essaawa ebbiri.
8:40	Esigadde eddakiika amakumi abiri okuwera essaawa essatu.

DRILL: The verb [-wera] in the not-yet tense.

	'It's three months.'	'It's not yet three [months].'
emyezi	Emyezi giwera esatu.	Teginnaba kuwera ena.
ewiiki	Ewiiki ziwera ssatu.	Tezinnaba kuwera nnya.
ttaano	Ewiiki ziwera ttaano.	Tezinnaba kuwera mukaaga.
emyaka	Emyaka giwera etaano.	Teginnaba kuwera mukaaga.
gumu	Omwaka guwera gumu.	Teginnaba kuwera ebiri.
olunaku	Olunaku luwera lumu.	Tezinnaba kuwera bbiri.
ssatu	Ennaku ziwera ssatu.	Tezinnaba kuwera nnya.
emyezi	Emyezi giwera esatu.	Teginnaba kuwera ena.

Glossary:

.w <u>era</u>	(.weze')	reach a number
kà-sòòkángá }		since
kàsòòkèdde }		
.nnyuka	(.nnyuse')	stop work, get off work
.sigala	(.sigadde)	remain
e.b. <u>banga</u>	(LI-MA)	period of time

LESSON 92

M-1

Tujja kubbeera # muno / okumala +
essaawa / nnaambaa.

We will stay in here
for a whole hour.

Tugenda kusomesa + mu Uganda / okumala
+ ebbanga lya myaka / ebiri.

We're going to teach
in Uganda for a period
of two years.

Engoye / zireke + mu mazzi + okumala /
eddakiika / kkumi.

Leave the clothes in
the water for ten
minutes.

Enkuba/etonne' + okumala + olunaku
lwonna.

It's been raining
all day.

Enkuba / emaze' + olunaku # lwonna #
ng' etonne.

Nkulindiridde + okumala + ekitundu
ky'e-ssaawa.

I've been waiting for
you for half an hour.

M-2

Tujja kubbeera # muno / kumala +
bbanga+ki?

How long are we going
to stay in here?

Mugenda kusomesa + mu Uganda /
okumala + emyaka / emeke?

How long are you (pl.)
going to teach in
Uganda?

Engoye / nzireke + mu mazzi /
okumala / eddakiika / mmeka?

How many minutes shall
I leave the clothes in
the water?

Enkuba / etonne + kumala bbanga+ki?
Enkuba / emaze + bbanga+ki # ng'
etonne?

How long has it been
raining?

Onninze + okumala + ebbanga + ggwanvu?

Have you been waiting
for me for a long time?

LUGANDA BASIC COURSE

DRILL: Durations of time.

'We are going to teach in Uganda for a period of two years.'

ffe Tugenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

mmwe Mugenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

okubeera Mugenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.

nze Njenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.

Afrika ey'ebuvanjuba Njenda kubeera mu Afirika ey'ebuvanjuba okumala ebbanga lya myaka ebiri.

ye Agenda kubeera mu Afirika ey'ebuvanjuba okumala ebbanga lya myaka ebiri.

okusomesa Agenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

DRILL: Alternative ways of expressing duration of time.

'We're studying Luganda.'

'We've been studying Luganda for three months.'

Tuyiga Oluganda.

Tubadde # tuyiga Oluganda okumala emyezi esatu.

Tumaze emyezi esatu nga tuyiga Oluganda.

Tuli wano.

Tubadde wano okumala emyezi esatu.

Tumaze emyezi esatu nga tuli wano.

Tutudde mu kibiina.

Tutudde mu kibiina okumala essaawa emu.

Tumaze essaawa emu nga tutudde mu kibiina.

Twalindirira bbaasi.

Twalindirira bbaasi okumala essaawa nnamba.

Twamala essaawa nnamba nga tulindirira baasi.

Tunaazannya omupiira.

Tunaazannya omupiira okumala essaawa emu.

Tunaamala essaawa emu nga tuzannya omupiira.

DRILL: The adjective stem [-lamba].

'one whole day'

essaawa	essaawa / emu / nnamba
bbiri	essaawa bbiri nnamba
olunaku	ennaku bbiri nnamba
emu	olunaku lumu lulamba
ewiiki	ewiiki emu nnamba
bbiri	ewiiki bbiri nnamba
omwezi	emyezi ebiri miramba
emu	omwezi gumu mulamba
omwaka	omwaka gumu mulamba
bbiri	emyaka ebiri miramba

DRILL :

Engoye / zireke + mu mazzi.

Leave the clothes in the water.

Engoye / tozireka + mu mazzi.

Don't leave the clothes in the water (right now).

Engoye / tòzìréká + mu mazzi.

Don't leave the clothes in the water (at some near future time).

Lwaki + engoye / wazirese +
mu mazzi?

Why did you (near past)
leave the clothes in
the water?

Lwaki + engoye / tewazirese +
mu mazzi?

Why didn't you leave the
clothes in the water?

Lwaki + engoye / onnoozireka +
mu mazzi?

Why will you (near future)
leave the clothes in the
water?

Lwaki + engoye / toozirike +
mu mazzi?

Why won't you leave the
clothes in the water?

Glossary: .lamba whole (without division)

Sample of free conversation:

A: Musoke, gino emyezi emeka
kasookedde Kadoko agenda
mu Amereka?

Musoke, how many months
now since Kadoko left
for America?

B: Kaakati kumpi emyezi ebiri
kasookedde agenda.

It's about two months now
since he left.

A: Anaamalayo bbanga ki?

How long is he going to
stay there?

B: Ndowooza anaamalayo mwaka
mulamba.

I think he will spend a
whole year there.

A: Yagenda n'engoyeze zonna?

Did he go with all his
clothes?

B: Nedda. Yatwalako zimu. Endala
yazireka.

No. He only took some.
He left the others.

A: Ziri ludda wa?

Where are they?

B: Ziri mu ssaanduuko ye.

They're in his box.

A: Ooo!

Ho ho?

B: Eee.

Ha ha.

LESSON 93

Pronunciation buildups:

- ova mu Amereka you come from America?
 bagamba they say
 B: Maama, bagamba # nti / ova·
 mu A-mereka! Madame, they say that you
 come from America!
- A: Yee ssebo, nva' mu' A-mereka. Yes, sir, I come from America.
 emyaka ng'+ena_ years about four
 okumala to spend
 mmaze yo emyaka ng'+ena_ I have spent there about
 nga nsoma four years
 A: Mmaze·-yo + emyaka / ng'+ena_ while I was studying
 # nga nsoma. I have spent about four years
 B: Emyaka / ena_ # gyonna' ? there studying.
 A: Eee. Four whole years.
 olya'-ki/
 obadde olya'-ki/
 B: Iii! Obadde # olya'-ki + mu
 A-mereka! Yes.
 mmere what do you eat?
 mmere gye balina what have you been eating?
 A: Mbadde # ndya mmere + gye
 balina_. What have you been eating in
 America?
 mmere food
 mmere gye balina food that they have
 A: Mbadde # ndya mmere + gye
 balina_. I have been eating the food
 that they have.
 B: Bagamba # nti / tebalina +
 matooke. They say that they don't have
 have matooke.
 A: Amatooke / tebagalina. They do not have matooke.
 nkumu a lot
 emmere nkumu a lot of food

- emmere nkumu endala a lot of other food
- *A: Naye / balina + emmere + nkumu But they have lots and lots
+ endala / nnyingi,
nyingi + nnyo!
- B: Esinga + amatooke? Is it better than matooke?
- A: Teri + kisinga + matooke. Nothing is better than matooke.
- obummonde small potatoes
- obummonde n'omupunga small, European potatoes
- A: Naye / balina + obummonde /
n'o-mupunga. But, they have Irish potatoes
and rice.
- A: Balya' nnyo + nnyo + n'e-nnyama. And they eat a lot of meat.
- B: Ee, nnyama, nnyama + ya'-ki? I see, What kind of meat?
- embizzi pig
- ey'embizzi of pig
- n'ey'embizzi and of pig
- ey'ente n'ey'embizzi of cattle and of pigs
- enkoko chicken
- A: Ey'e-nte, n'e-y'e-mbizzi,
n'e-y'e-nkoko. Beef, pork and chicken.
- engeri kind
- eya buli ngeri of every kind
- ennyama eya buli ngeri meat of every kind
- A: Kwe kugamba / ennyama + eya
buli / ngeri. That is to say, all kinds
of meat.
- Kanjambe + bwe ntyo. Let me put it that way.
- okuggyako except
- okuggyako obummonde except the small potatoes
- okuggyako ko obummonde
n'omupunga except the small potatoes
and rice
- gye balina which they have
- mmere ki endala what other kind of food

- | | |
|---|--|
| mmere ki endala gye balina
B: Mmm, mm <u>ere+ki</u> + endala + gye
<u>balina</u> + okuggya-ko +
obummonde + n' <u>o-mupunga</u> ? | what other kind of food
do they have
Mmm. What other kind of food
do they have apart from the
Irish potatoes and rice? |
| enva
balina nva okusinga
A: Em <u>mere</u> + endala / <u>balina</u> + nva ·
+ okus <u>inga</u> . | Nva
they have more nva
Other food... they have mainly
nva. |
| B: Nva ·+ <u>ki</u> ?
ze tulina wano
nga ze tulina wano ewaffe | What kind of nva?
the kind we have here
like those we have here
at home. |
| A: Nga + ze <u>tulina</u> wano / <u>ewaffe</u>
kumpi: emboga, enny <u>aanya</u> ,
'carrots', 'turnips' n' <u>e-nva</u> · +
endala. | Almost like those we have here
at home: cabbages, tomatoes,
carrots, turnips and others. |
| B: Byonna / bya Luz <u>ungu</u> . | All of them are in English. |
| A: Byonna / bya Luz <u>ungu</u> . | All of them. |
| B: Mmm. | Mmm. |
| A: Mmm. | Mmm. |

DRILL: Compound adjectives.

'This chair is wooden ('of wood').'

omuti·	Entebe # eno / ya'-muti·. Entebe zino za'-muti.
emirembe	Ensi eno ya'-mirembe. Ensi zino za'-mirembe.
ekyama	Ebbaluwa eno ya'-kyama. Ebbaluwa zino za'-kyama.

ekitiibwa	Omuntu ono wa'-kitiibwa. Abantu bano ba'-kitiibwa.
empisa	Omuntu ono wa'-mpisa mbi. Abantu bano ba'-mpisa mbi.
akabi'	Amasannyalaze gano ga'-kabi.
obwogi	Ekiso kino kya'-bwogi.

Continue with such other forms as:

-a malala, -a nnaku zino, -a mazima, -a nnaku
zonna, -a muwendo -alubeerera, -a kakyo kano.

To the student:

Notice that the connective [.a'], when it appears before a noun without an initial vowel, is unmarked. It has an extra mora, and there is no word boundary between the connective and the noun.

Glossary:

nkumu		plenty
lu.monde	(MU)	sweet potato(s)
o.bu.mmonde	(BU)	Irish potatoes
.ggya+ko	(.ggye -ko)	take off
e.m.boga	(N)	cabbage
e.n.nyaanya	(N)	tomatoes
a.ka.bi'	(KA)	danger

LESSON 94

Listen to the first version of this text and answer the following:

The first sentence ends with the word [kizinga]. This word apparently means:

port small town island

[c]

The first sentence contains two relative verb forms. What are they?

? ? ?

[olujja 'which
comes' olufuluma
'which goes out']

The particle [bw'] occurs before two verbs in the second sentence. It apparently means:

when how because

[a]

The verb [-tambula] apparently means:

go on turn around be careful

[a]

Write down the first version by dictation from the tape. Do not write the tones. Check your work by referring to the following:

Okuva Entebbe okwata oluguudo olujja e Kampala.

Okuva Entebbe waliwo oluguudo lumu lwokka
olufuluma ebweru w'ekibuga Entebbe, kubanga
Entebbe kizinga. Bw'okwata oluguudo, ojja
katono n'otuuka ku ssomero ekkulu eriyitibwa
Kisubi, bw'ova awo n'ojja n'oyita ku kkolero
ly'amatafaali n'amategula mu kifo ekiyitibwa
Kajjansi, okuva e Kampala ze mayiro nga musanvu
n'ojja, n'otambula n'otuuka mu kibuga Kampala.
Kwe kugamba okuva e Kampala okutuuka Entebbe
ze mayiro ng'amakumi abiri mu bbiri oba abiri
mu ssatu.

NB This text is written from the point of view of a person
who is in Kampala at the time of writing.

Before listening to the third version of this text, try
to supply the concordial elements in the first three
sentences:

Entebbe ____ri mu maserengeta ____a Buganda. ____e
kitebe ____kulu e_omufuzi ____kulu ____a
Uganda. ____rimu ____saawe ____ennyonyi ____a
Uganda.

List all of the relative verb forms in the third version,
and check your answers with the following:

[olujja, olufuluma, eriri]

The phrase [ebeera + omufuzi + omukulu] means
'where the head of state lives.'

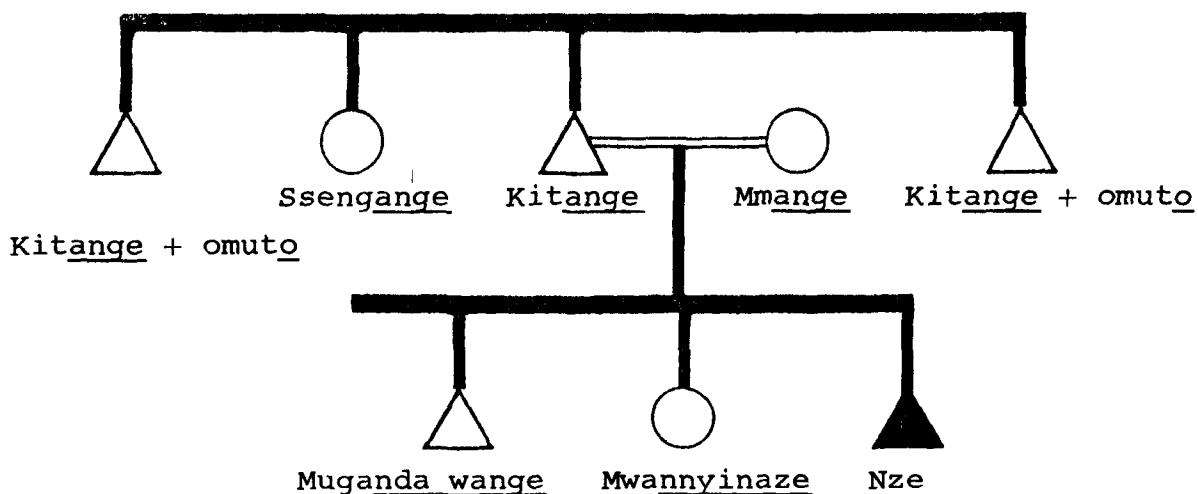
Copy the second version by dictation from the tape. Mark tones only on the numerals. Check your work by referring to the following:

Entebbe kye kibuga ekikulu mu Uganda, ebeera
omufuzi omukulu owa Uganda. Kiri kumpi
n'ennyanja Victoria; okuvaayo okutuuka e
Kampala ze mayiro / amakumi / abiri / mu
bbiri oba abiri / mu ssatu. Omuntu okuva
Entebbe akwata oluguudo olujja e Kampala,
eriyo oluguudo / lumu # lwokka + oluva
Entebbe okufuluma ebweru, kubanga Entebbe
kizinga. Mu kkubo ng'ajja ayita ku ssomero
ekkulu ery'e Kisubi ze mayiro nga + kkumi /
na mwenda + okuva e Kampala, ate oluvannyuma
n'ayita ku kkolero ly'amatafaali n'amategula
e Kajjansi, mayiro nga+musanvu. Oluvannyuma
atuuka mu kibuga Kampala.

Glossary:

e.ki.zinga	(KI-BI)	island
.tambula	(.tambudde)	walk (go on)
o.mu.ti'	(MU-MI)	tree
e.mi.rembe	(MI)	peace
e.ky.ama	(KI-BI)	secret
e.ki.tiibwa	(KI-BI)	honour
e.m.pisa	(N)	manner
a.ka.bi'	(KA)	danger
o.bw.ogi	(BU)	sharpness
a.ma.sannyalaze	(LI-MA)	electricity
e.ki.so'	(KI-BI)	knife
o.mu.wendo	(MU-MI)	price
o.lu.beerera	(LU)	permanence
a.ma.lala	(MA)	pride
a.ka.kyo'	(KA-BU)	time, period

APPENDIX: Kinship Charts



Kitange - my father

Kitaawo - your father

Kitaawe - his/her father

Kitaffe - our father

Kitammwe - your father

Kitaabwe - their father

Kitaawe wa Mukasa - Mukasa's father

Mmange - my mother

Nnyoko - your mother

Nnyina - his/her mother

Nnyaffe - our mother

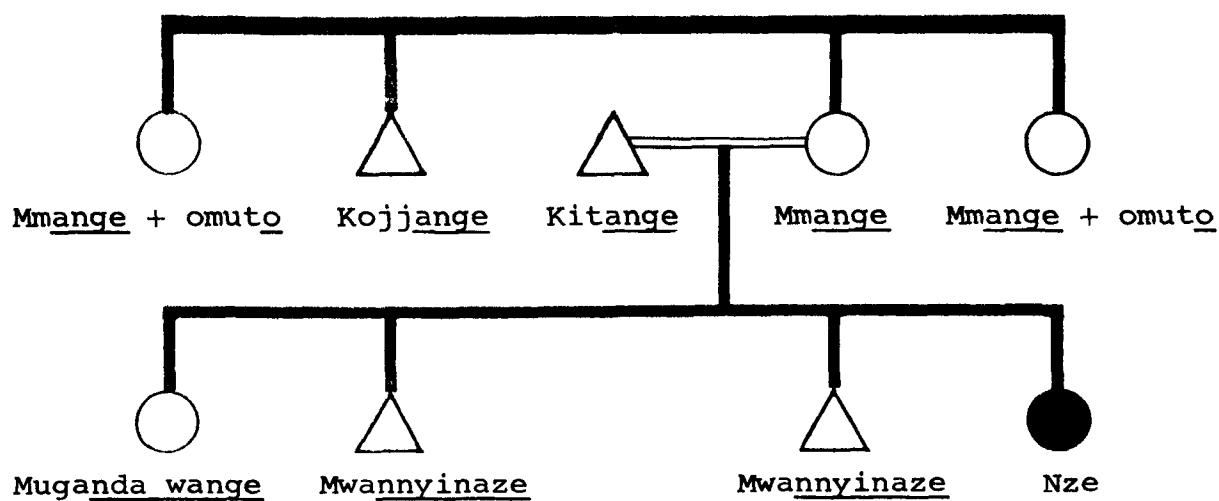
Nnyammwe - your (pl.) mother

Nnyaabwe - their mother

Nnyina Mukasa } Mukasa's mother
Nnyina wa Mukasa }

All the kinship nouns which begin with prefix 'MU' in the singular, form their plural by substituting the singular prefix with 'BA'. Other nouns form their plural by prefixing 'BA' to the singular form of nouns.

LUGANDA BASIC COURSE



Kkojjange - my uncle (maternal)

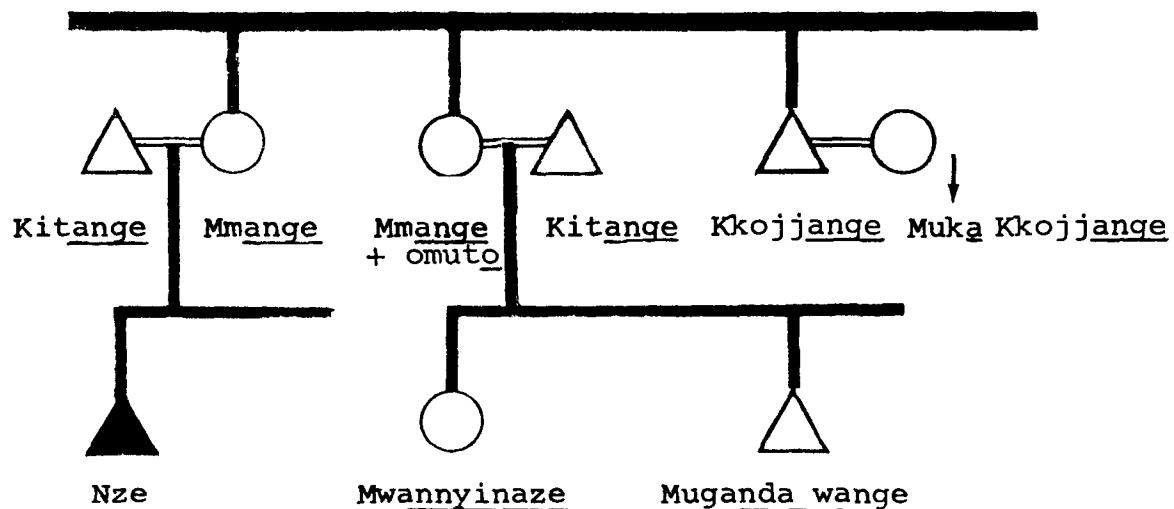
Kkojjaa wo - your uncle

Kkojjaa we - his uncle

Kkojjaffe - our uncle

Kkojjammwe - your (pl.) uncle

Kkojjaabwe - their uncle



Mmange + omuto - my aunt (maternal) ('my young mother')

Nnyoko + omuto - your aunt

Nnyina + omuto - his/her aunt

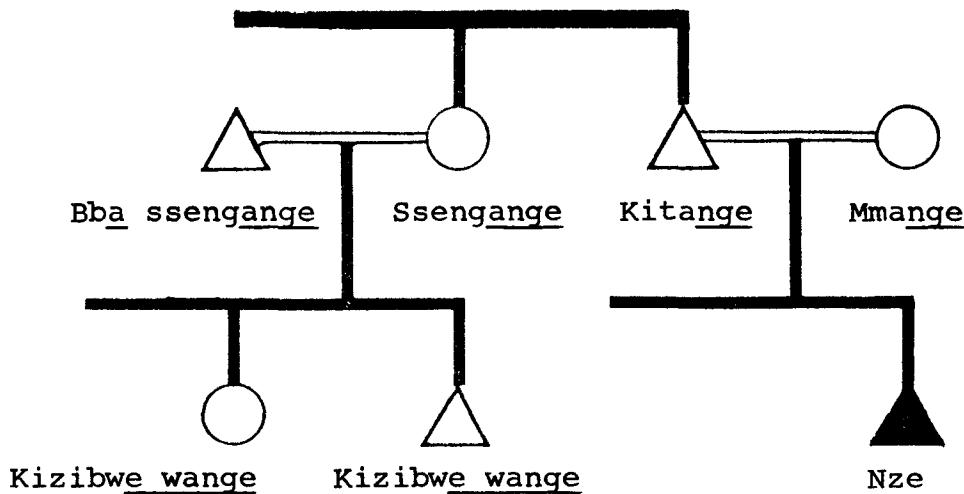
Nnyina + omuto wa Mukasa - Mukasa's aunt

Kitange + omuto - my uncle (paternal) ('my young father')

Kitaawo + omuto - your uncle

Kitaawe + omuto - his/her uncle

Kitaawe + omuto wa Mukasa - Mukasa's uncle



Ssengange - my aunt (paternal)

Ssengaawo - your aunt

Ssengaawe - his/her aunt

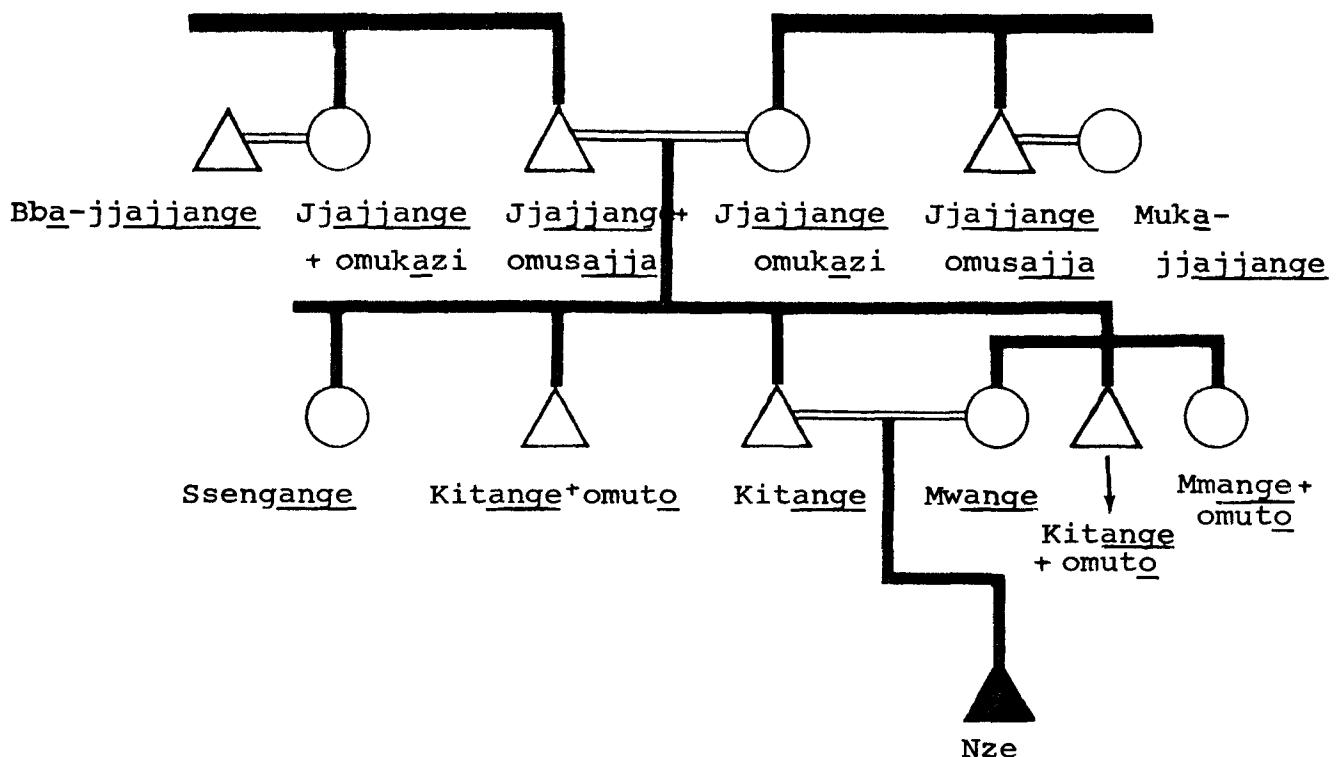
Ssengaffe - our aunt

Ssengammwe - your (pl.) aunt

Ssengaabwe - their aunt

Ssenga wa Mukasa }
Ssengaawe wa Mukasa } Mukasa's paternal aunt

Kizibwe wange - a child of my father's sister



Jjajjange - my grandparent

Jjajjaawo - your grandparent

Jjajjaawe - his/her grandparent

Jjajjaffe - our grandparent

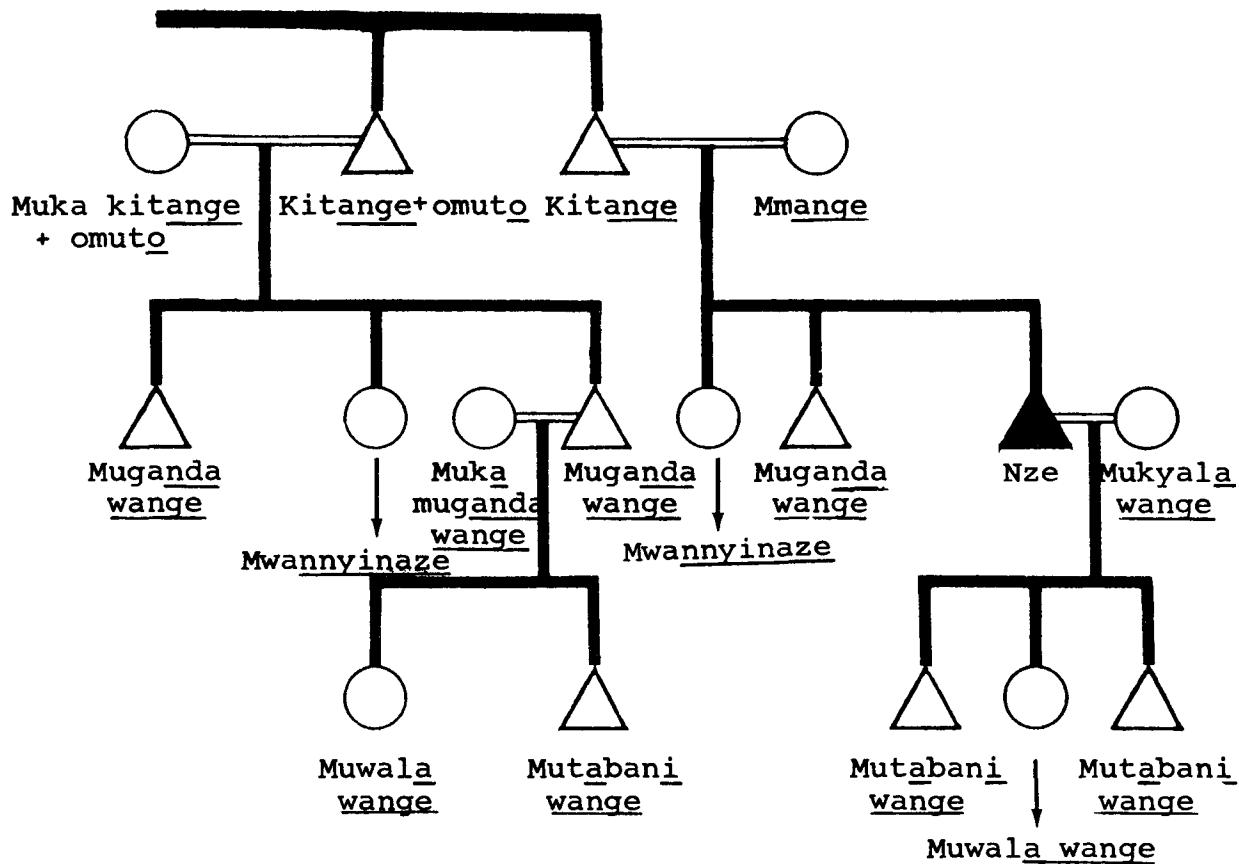
Jjajjamwe - your (pl.) grandparent

Jjajjaabwe - their grandparent

Jjajja wa Mukasa } Jjajjawe wa Mukasa } Mukasa's grandparent

Bba jjajjange - husband of my grandparent

Muka -jjajjange - wife of my grandparent



Mwannyinaze - my sister or brother

Mwannyoko - your sister or brother

Mwannnyina - his/her sister or brother

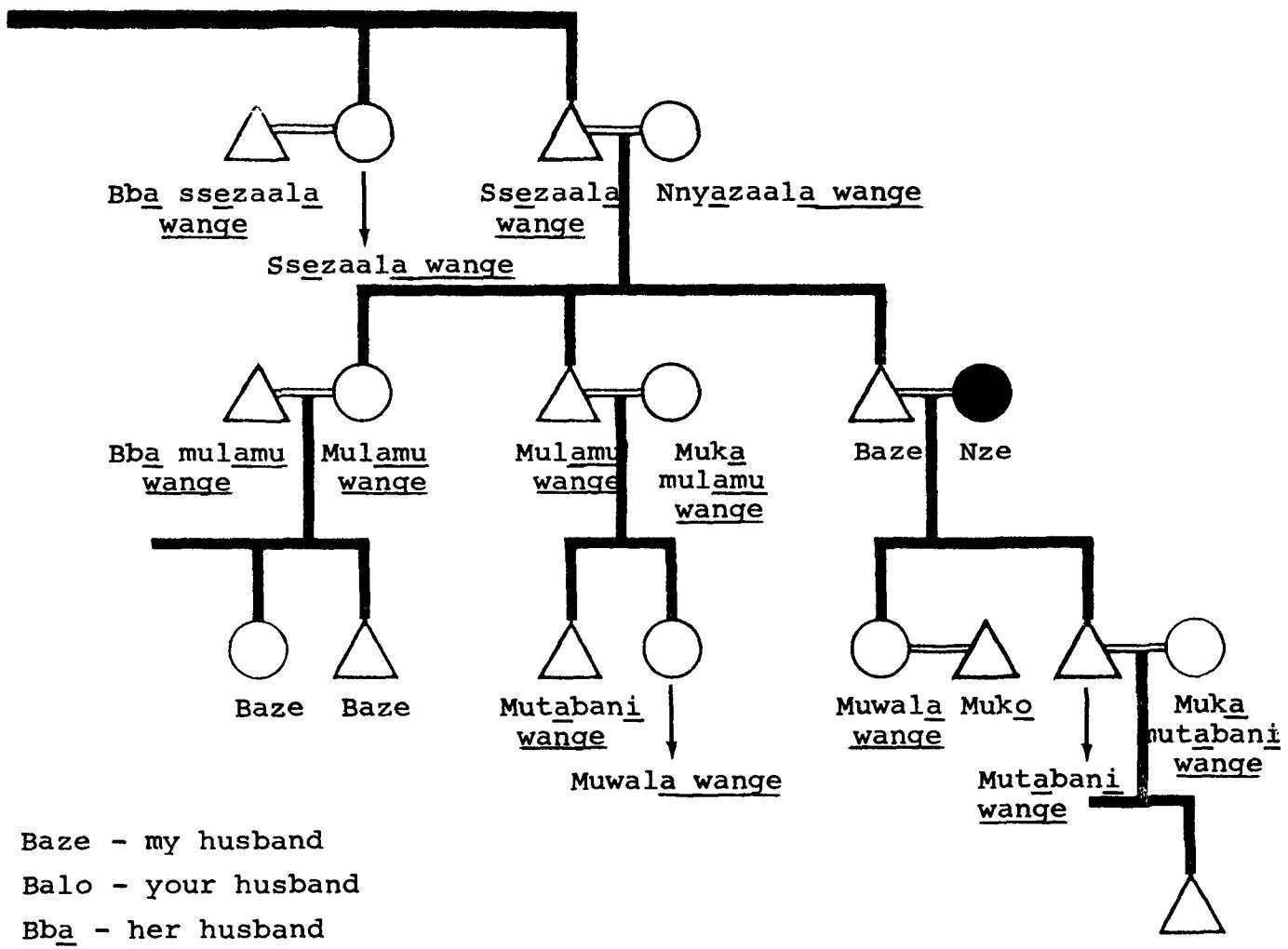
Mwannyinaffe - our sister or brother

Mwannyinammwe - your (pl.) sister or brother

Mwannyinaabwe - their sister or brother

Mwannyina Mukasa
Mwannyina wa Mukasa } Mukasa's sister

Muka kitange + omuto - wife of my paternal uncle



Baze - my husband

Balo - your husband

Bba - her husband

Bbaffe - our husband

Bbamwe - your (pl.) husband

Bbaabwe - their husband

Bba Nnamatovu } Nnamatovu's husband
 Bba wa Nnamatovu

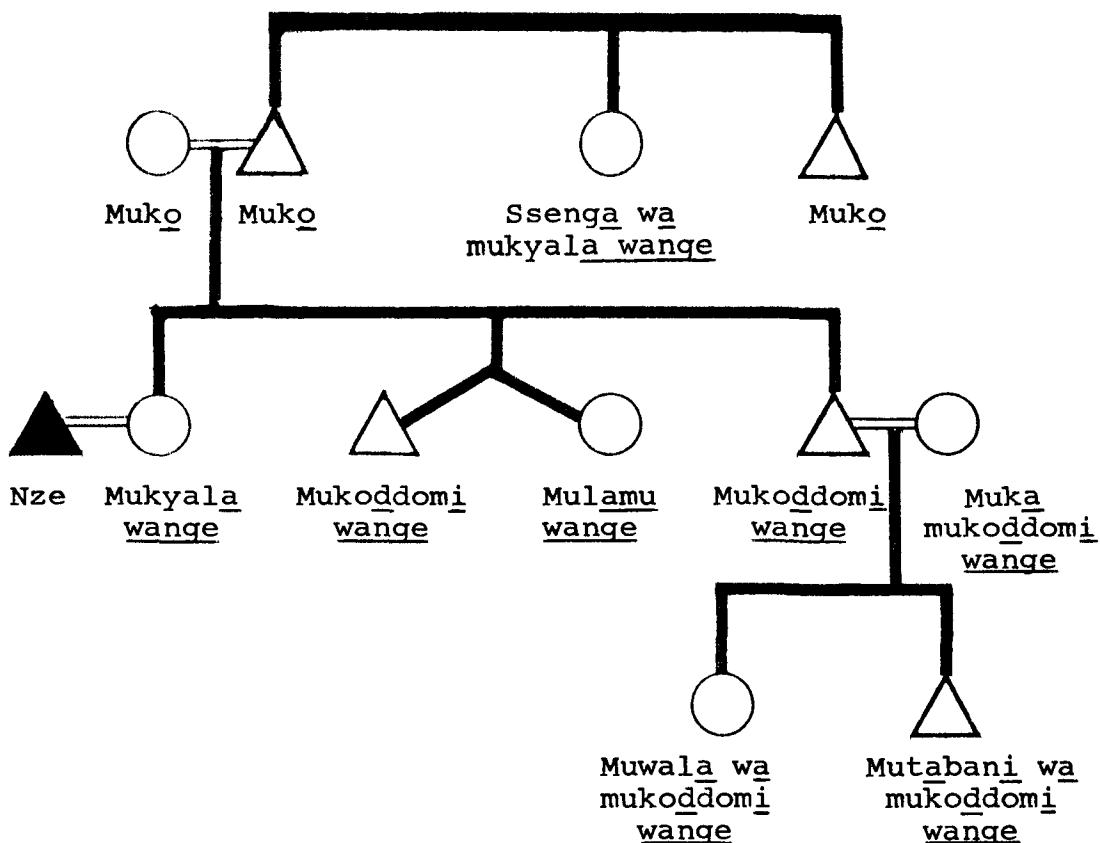
Ssezaala wange - my husband's father

Nnyazaala wange - my husband's mother

Bba mulamu wange - husband of my sister-in-law

Muka mulamu wange - wife of my brother-in-law

Bba ssezaala wange - husband of my father-in-law's sister



Muko - in-law

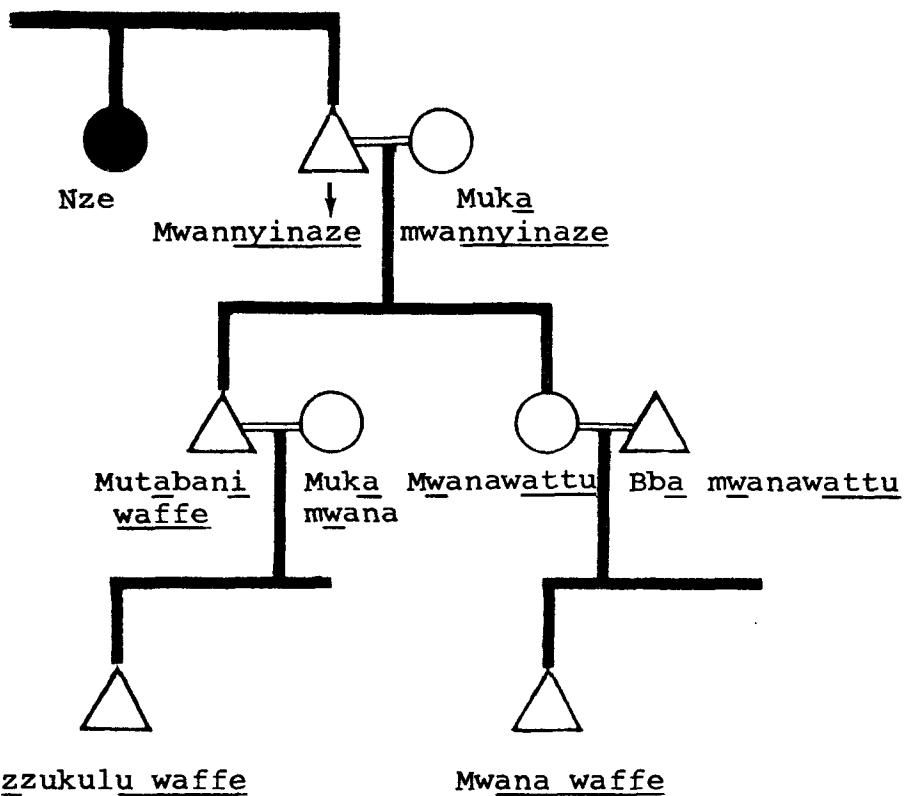
Mukoddomi - brother-in-law

Muka - wife of

Mukyala wange - my wife

Mulamu wange - my sister-in-law

Ssenga wa Mukyala wange - my wife's aunt

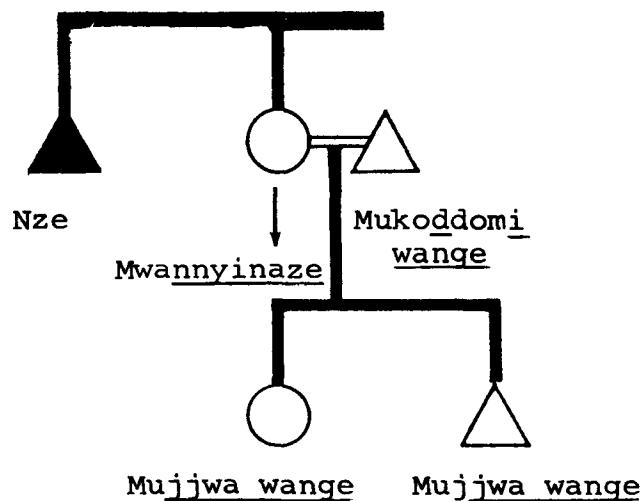


Muzzukulu waffe - our gandchild

Mwana waffe - our child

Muka mwana - my daughter-in-law

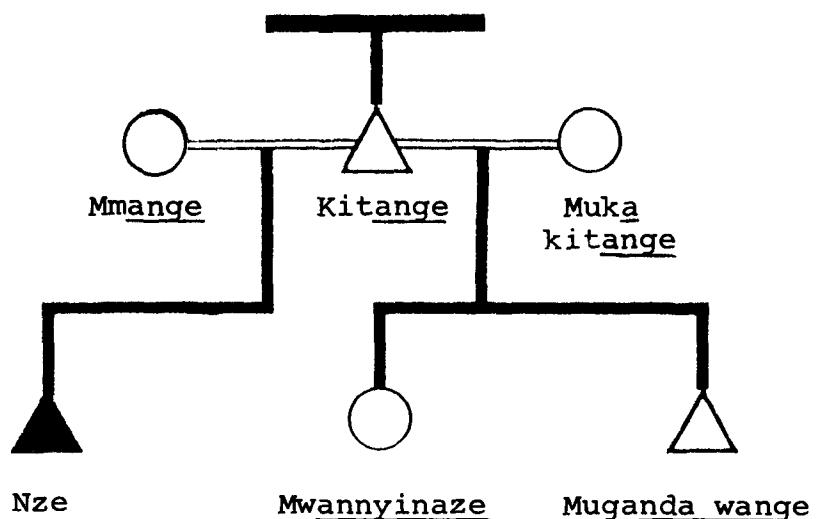
Muka mwannyinaze - wife of my brother



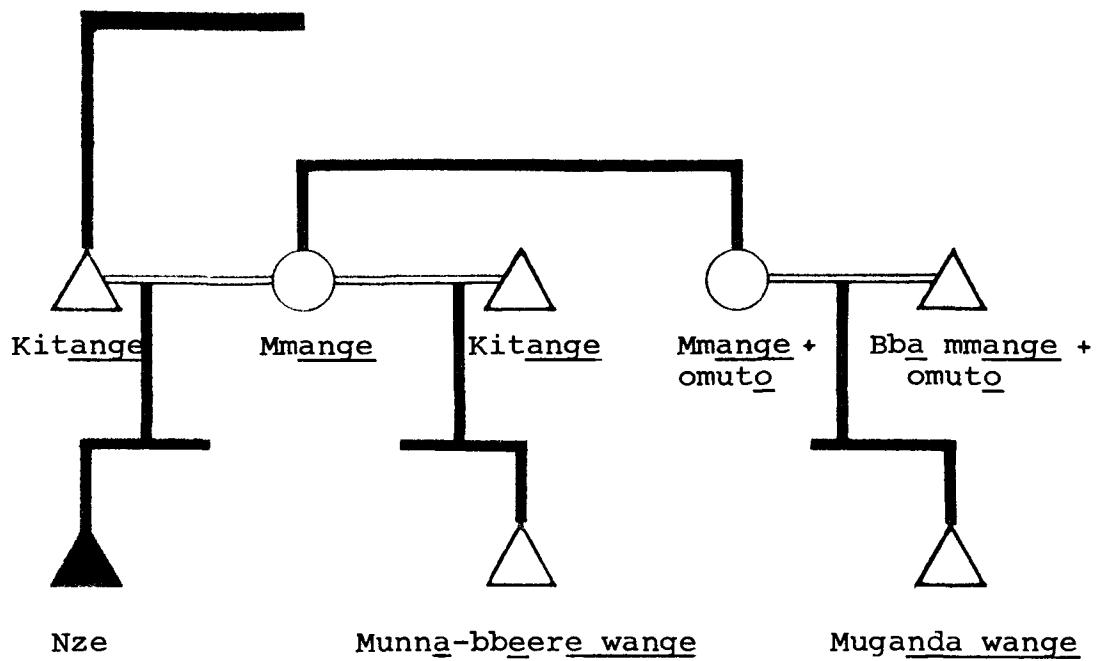
Mwannyinaze - my sister

Mukoddomi wange - my brother-in-law

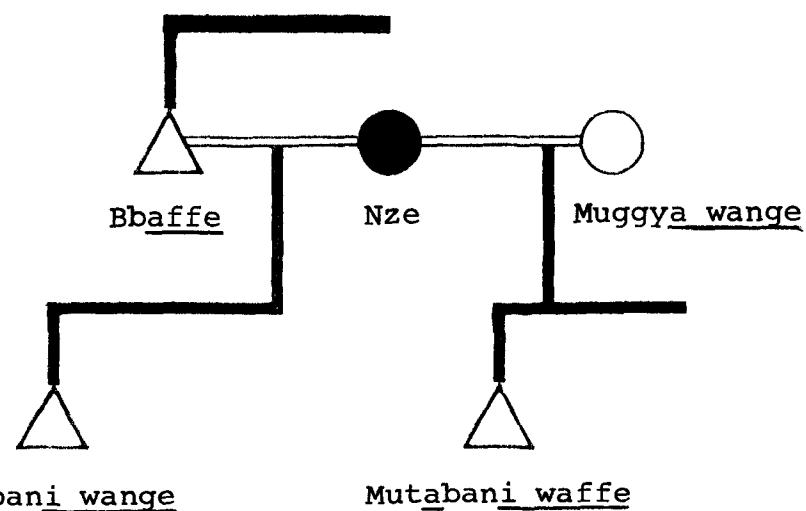
Mujjwa wange - my nephew or niece



Muka kitange - wife of my father



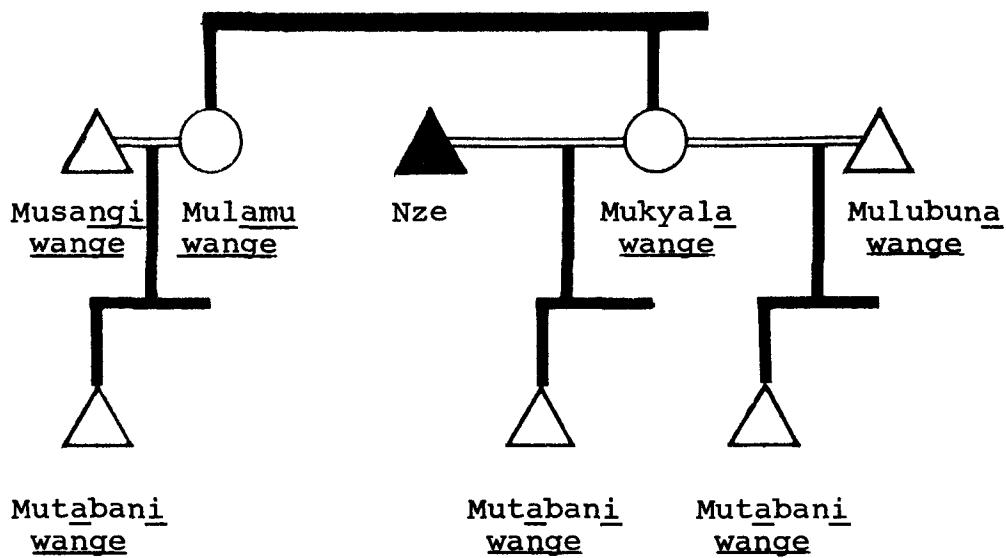
Munna-bbeere wange - my half brother



Muggyawange - my fellow wife

Bbaffe - our husband

Mutabani waffe - our son



Musanqi wange - my wife's sister's husband

Mulubuna wange - the former husband of my wife

GLOSSARY

Words in this glossary are alphabetized beginning with the first letter of the root. Prefixes are left out of account. In this way, words that are related to one another usually are found next to each other. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.

The symbol [.] has been used to separate certain elements of the word from each other. It has no phonetic value. At the beginning of an entry, it indicates that the form in question must be preceded by some kind of prefix.

The symbol [·] stands after a final vowel which is doubled when it is followed by a personal possessive or other enclitic.

Underlining indicates tonally 'marked' parts of a word. Rules for converting the marks into tones are given in the Synopsis, par. 45-7.

The symbol (3!) means that the noun in question is marked on the third mora. The location of the mark thus shifts according to the presence or absence of an initial vowel.

The presence of () around a word means that there was no opportunity to check it for tone.

In some foreign words, the junctural symbol [-] has been placed between a short marked syllable and a following syllable which is marked on its first mora.

In a very few words, it has been necessary to indicate tones directly by ['] for high and [`] for low.

a

'ab' <u>eno</u> " (hello)	('people living in this place')	53
o.kw.agala (.agadde)	love, like, want	45
o. <u>mw.</u> aka (MU-MI)	year	68
o.kw.ala (.aze)	spread out, make (bed)	86
e.ky.alo (KI-BI)	village, estate, the country	
o.kw.ambala (.ambadde)	put on (clothes)	23
a.m.ambuka (MA)	North	11
(ambulensi) (N)	ambulance	
o. <u>mw.</u> ami (MU-BA)	chief, master, the owner of property	53
o. <u>mw.</u> ana (MU-BA)	child	34
m.a ngu	quickly, soon	
ani?	who?	1
anti	surely, but, 'Oh, but'	73
a.ma.aso (LI-MA)	eyes	90
(e.n.jawulo) (N)	difference	38
o.kw.awula	to separate, distinguish	38
.a njawulo	different	38

b

o.ku.bajja (.bazze)	do carpentry, chop into shape	38
.ee.baka (-ee.basse)	sleep	24
e.ki.bala (KI-BI)	fruit	47
o.ku.bala	count, do math	
balugu. (MU)	yams	78
e.b.baluwa (y'ekkubo)	passport	35
'bambi"	a pity!, oh, I see	
e.b.banga (LI-MA)	period of time	91
e.b.baasi (N)	bus	
o.lu.baawo. (LU-N)	board, plank	32
o.bu.bazzi (BU)	carpentry	42

o.ku.beera (.badde)	be, remain	19
e.ki.biina (KI-BI)	clan, crowd, group, classroom	23
.biri	two	59
o.lw.oku.biri (LU)	Tuesday	
e.m.bizzi (N)	pig	47
bo	they	18
e.m.boga (N)	cabbage	93
e.ki.buga (KI-BI)	town, capital	79
e.m.buga (N)	chief's enclosure	70
o.ku.buuka (.buuse')	jump, fly	68
o.ku.buukira (.buukidde)	fly (by), fly at	88
buli/	every	74
o.ku.buuza (.buuzizza)	ask a question, greet	44
e.m.buzi (N)	goat	73
o.ku.buza (.buze')	to lose	
"bwe kiri?"	is it so?	8
"bwe (n)tyo bwe (n)tyo" so-so		
e.bweru	outside	59

c

caayi (N)	tea	47
o.mu.ceere (MU-MI)	rice	80

d

dda	sometime ago, in future	48
o.ku.dda (.zze)	come back	23
o.lu.dda (LU)	side, direction	
e.d.dagala (LI)	medicine	
e.d.dakiika (N)	minute	30
ddala	truly	54
.ddif/	when?	
e.n.diga (N)	sheep	78

.e. <u>ddira</u> (.eddidde)	adopt as totem	85
e.d. <u>dirisa</u> (LI-MA)	window	32
o.ku. <u>ddugala</u> (.ddugadde)	get dirty, become black	76
o.ku. <u>dduka</u>	to run	
e.d. <u>duuka</u> · (N)	shop, bazaar, store	
e. <u>ddwaliro</u>	see under .lwaliro	

e

.e	his, her	2
.e'.	(emphatic pronoun or subject copula)	
.e	(object copula)	
.eddira (.ddira)	see under .ddira	
o.mw. <u>enda</u> · (3!) (MU-MI)	nine	
o.mw. <u>enge</u> (MU-MI)	native beer (from bananas)	47
era/	and, also, too	34
"er <u>adde</u> ?"	is it peaceful?, are you well over there?	53
o.kw. <u>era</u>	sweep	
. <u>eerere</u>	mere, empty	37
o.mw. <u>ezi</u> (MU-MI)	month, moon	48

f

e.ki. <u>faananyi</u> (KI-BI)	picture, film	35
ffe	we	18
e.ki. <u>fo</u> · (KI-BI)	place, spot	56
o.ku. <u>fuga</u> (.fuze·)	rule, govern	70
o.ku. <u>fuluma</u> (.fulumye·)	come or go out	59
o.ku. <u>fulumya</u> · (.fulumizza)	cause to go out; eject	85
o.ku. <u>fumba</u> (.fumbye·)	cook	
o.mu. <u>fumbi</u> (MU-BA)	a cook	
e.f. <u>fumbiro</u> (LI-MA)	kitchen	
o.ku. <u>fumbirwa</u> (.fumbiddwa)	marry (of a woman)	49
o.mu. <u>fumbo</u> (MU-BA)	a married person	49

<u>o.ku.funa</u>	(.funye')	get, obtain	44
<u>a.ma.futa</u>	(MA)	oil, butter	87
<u>o.mu.fuzi</u>	(MU-BA)	a ruler	66

g

<u>o.mu.gga</u>	(MU-MI)	river	
<u>o.mu.gabuzi</u>	(MU-BA)	waiter/waitress	
<u>o.ku.ggala</u>	(.ggadde)	shut	39
<u>e.g.gaali</u>	(N)	cart, vehicle, bicycle	52
<u>a.ka.gaali</u>	(KA-BU)	bicycle	52
<u>o.ku.gamba</u>	(.gambye')	say to, tell	86
<u>mu.ganda</u>	(MU-BA)	brother	49
<u>O.mu.ganda</u>	(3!) (MU-BA)	a Muganda	17
<u>o.mu.gaati</u>	(MU-MI)	bread, loaf	47
<u>e.n.gatto</u>	(N)	shoe	32
<u>o.ku.gayaala</u>	(.gayadde)	be idle, lazy	83
<u>.gayaavu</u>	(3!)	idle, lazy	83
<u>o.ku.genda</u>	(.genze')	go, go away	23
<u>o.mu.genyi</u>	(MU-BA)	visitor	
<u>o.bu.genzi</u>	(BU)	going	74
<u>e.n.geri</u>	(N)	kind, sort	38
<u>o.bu.gezi</u>	(BU)	intelligence, cleverness	77
<u>e.g.gi'</u>	(LI-MA)	egg	47
<u>o.lu.ggi</u>	(LU-N)	door	32
<u>o.ku.golokoka</u>	(.golokose')	get up	23
<u>o.ku.golola</u>	(.golodde)	make straight; correct; iron (clothes); stretch	84
<u>e.n.goye</u>	(LU-N)	clothes	76
<u>o.lu.guudo</u>	(LU-N)	road	
<u>o.mu.gugu</u>	(3!) (MU-MI)	load, baggage	86
<u>o.ku.gula</u>	(.guze')	buy	48
<u>o.ku.ggula</u>	(.ggudde)	open	39
<u>e.g.gulo</u>	(LI-MA)	afternoon	40
<u>o.mu.guzi</u>	(MU-BA)	buyer	

e.g. <u>gwanga</u>	see under .wanga	
o.bu. <u>gwanjuba</u> (BU)	West	11
ggwe	you	1
o.ku. <u>ggya</u> (.ggye)	take away	65
o.ku. <u>ggya+ko</u> (.ggye-ko)	take off, except	93
"gye"	there	53
<u>i</u>		
e.m. <u>piso</u> (N)	injection, needle	
e. <u>ri</u> .iso (LI-MA)	eye	90
<u>j</u>		
o.ku.jja (.zze)	come	34
e.n.jala (N)	hunger	81
o.ku. <u>jjanjaba</u>	be a nurse	
o.mu. <u>jjanjabi</u> (MU-BA)	a nurse	
enjawulo (.awulo)	see under .awulo	
e.ki. <u>jiiko</u> (KI-BI)	spoon	
jj <u>o</u> .	yesterday, tomorrow	48
<u>k</u>		
e. <u>ka</u> .	at home	23
o.mu. <u>kka</u> (MU-MI)	smoke	52
(kabada) (N)	cupboard	
kabula-dda (MU-BA)	a friend who has been lost for a long time	69
a.ba.kadde (MU-BA)	old people, parents	
a.ka.kadde (KA-BU)	million	
o.mu. <u>kaaga</u> (MU-MI)	six	
o.lw. <u>omu.kaaga</u> (LU)	Saturday	
kaakati	now	43
o.ku. <u>kala</u> (.kaze')	become dry	83
e.k.kalaamu (N)	pencil, pen	32
kale	all right; come now, certainly	53
.kalu	dry, smart	83

o.ku.<u>kama</u> (.kamye')	milk	88
mu.<u>kama</u> (MU-BA)	lord, master, owner	
e.k.<u>kanisa</u> (N)	church (Protestant)	
" kàsòokángá "	since	91
" kàsòökèdé "	since	91
a.ma.<u>k.kati</u>' (MA)	center	42
wa.<u>kati</u>' (awantu)	between	
" katono "	a little	81
ka<u>awa</u> (MU)	coffee	47
o.ku.<u>kaayana</u> (.kaayanye')	dispute	76
o.ku.<u>kebera</u> (.kebedde)	examine	86
o.ku.<u>keberebwa</u> (.kebeddwa)	be examined	86
o.ku.<u>keera</u> (.kedde)	come or go early	
e.ki.<u>keerezi</u> (KI)	late	76
e.k.<u>kerezia</u> (N)	church (Roman Catholic)	64
" ki? "	of what sort, what	23
" kibi "	it is bad	34
o.bu.<u>kiika</u>' (BU)	direction	
kiki	what?	32
" kiki kino? "	what is this?	
o.lu.<u>kiiko</u> (LU-N)	meeting	
(o.mu.<u>kinjaaje</u>) (MU-BA)	butcher	
" kirungi "	it is a good thing	
" kitalo "	pity, marvel, wonder	
e.ki.<u>kko</u> (KI-BI)	valley	
e.n.<u>koko</u> (N)	chicken	81
o.ku.<u>kola</u> (.koze')	work, do	23
e.k.<u>kolero</u> (LI-MA)	work shop, factory, industry	
o.ku.<u>koleeza</u>'	to light	
o.ku.<u>koma+wo</u> (.komye'wo)	come back	61
e.k.<u>komera</u>' (LI-MA)	prison	
(kondakita) (MU-BA)	conductor	
e.ki.<u>kondo</u> (KI-BI)	pole	
e.ki.<u>kondo kya bbaasi</u>	bus-stop	

<u>o.mu.kono</u> (MU-MI)	hard, arm	66
<u>e.ki.kopo</u> (KI-BI)	cup	
(e.k.kooti) (N)	jacket	
<u>o.ku.koowa</u> (.kooye·)	be tired	83
.koowu	tired	83
<u>o.ku.koza·</u> (.kozezza)	cause to work; use	85
kozzi	by the way	73
ku	on	
<u>o.ku.kuba</u>	beat, inject, kick, play	
<u>e.n.kuba</u> (N)	rain	69
<u>e.k.kubo</u> (LI-MA)	path, way	90
<u>e.n.kuufiira</u> (N)	hat	32
<u>o.ku.kula</u> (.kuze·)	grow	
<u>o.ku.kuula</u> (.kudde)	pull, pluck, uproot	
<u>o.mu.kulu</u>	great, chief, head of, old, grown-up	
<u>O.mu.kulu Wessomero</u>	Headmaster	
<u>e.n.kulunqo</u> (N)	circle	
<u>e.k.kumi</u> (LI-MA)	ten	
<u>e.ki.kumi</u> (KI-BI)	hundred	
<u>o.lu.kumi</u> (LU-N)	thousand	
kumpi	near	21
"kuno"	on this, on this village	
<u>mu.kwano</u> (MU-MI)	friend	24
<u>o.ku.kwata</u> (.kutte)	grasp, catch	90
<u>e.n.kya·</u> (N)	morning	40
a.ma.kya· (MA)	early morning	74
e.kye.n.kya· (KI-BI)	breakfast	23
<u>o.mu.kyalala</u> (MU-BA)	lady, wife	41
<u>o.ku.kyalira</u> (.kyalidde)	visit someone	72
"kyokka·"	but, only	58
<u>o.ku.kyusa·</u> (.kyusizza)	change	50

1

<u>o.ku.laba</u> (.labye')	see	
<u>o.ku.labika</u> (.labise')	appear, be visible	53
<u>o.ku.laga</u> (.laze')	show	85
.lala	different, other	38
<u>a.ma.laalo</u> (MA)	cemetery	
.lamba.	whole	92
<u>o.ku.leka</u> (.lese')	leave	65
<u>o.ku.leekaana</u> (.leekaanye')	make a noise	79
<u>o.ku.lema</u> (.lemye')	beat, be too hard or to much for; fail to	79
<u>o.ku.lengera</u> (.lengedde)	see afar	77
<u>o.mu.lenzi</u> (MU-BA)	boy	37
.leero	today	43
leerwe (N)	railway	
.li (.badde)	be	11
.lima (.limye')	activate	
<u>o.bu.limi</u> (BU)	agriculture, farming	42
<u>o.mu.limi</u> (MU-BA)	farmer	50
<u>o.mu.limu</u> (MU-MI)	work, job	38
.lina (.badde na)	have, possess	36
<u>o.ku.linda</u> (.linze')	wait	81
<u>o.ku.linnya</u> (-linnye)	climb, get on	90
<u>o.ku.liraana</u> (.liraanye)	be adjacent, be neighbor	62
<u>o.bu.liri</u> (BU)	a made-up bed	75
<u>o.mu.liro</u> (MU-MI)	fire	
<u>o.ku.liisa'</u> (.liisizza)	feed	85
<u>o.ku.lowooza'</u> (.lowoozezza)	think	73
"luli"	the day before yesterday, the day after tomorrow	48
<u>o.ku.luma</u> (.lumye')	bite, sting	81
lumonde (MU)	sweet potato	93
<u>a.ka.mmonde</u> (KA-BU)	Irish potato	93
<u>o.ku.lunda</u> (.lunze')	herd	46
<u>o.mu.lu ndi</u> (MU-MI)	a time	53

bu.lungi	well	14
o.mu.lunzi (MU-BA)	herdsman	46
o.mu.lwadde (MU-BA)	sick person	
" lwaki? "	why?	81
o.ku.lwala (.lwadde)	fall sick	
o.ku.lwa+wo (.ludde-wo)	delay	75
.lwaliro (LI-MA) (sg. is eddwaliro)	hospital	
o.ku.lya' (.lidde)	eat	23

m

o.ku.mala (.maze')	to spend, stay for, finish, suffice	
maama (MU-BA)	mother, madame	
" maamu "	absolutely well over there?	57
o.ku.manya	know, get to know	
.meka?	how many?, how much?	26
e.m.mere (N)	main food	89
e.m.meeri (N)	ship	52
e.m.meeza (N)	table	32
" mirembe "	peaceful	57
e.miisane (N)	mission	
e.m.motoka' (N)	car	52
mmwe	you (pl.)	18
mu	in	3
mu	connective used within numerals above 20	
.mu'	one	
a.wa.mu'	together	78
Muka (MU-BA)	wife of	
a.ka.mwa (KA-BU)	mouth	

n

.na'	four	
o.lw. <u>oku.na'</u> (LU)	Thursday	
o.mu.nna' (MU-BA)	member of	90
o.ku.naaba (.naabye')	wash (oneself)	24
o.lu.n <u>aku</u> (LU-N)	day	
o.mu.n <u>aana</u> (MU-MI)	eight	
naye	but, with him/her	13
ne/na	and, with	
nedda	no	
.nene	large	77
o.bu.nene (BU)	size, largeness	77
nga+	how!	34
.ange	my	1
.ngi	much, many	
o.bu.ngi	quantity	
e.n.ni-maawa (N)	lemon	76
e.n.nimiro (N)	garden, farm	61
enjawulo	see under .awulo	
nkumu	plenty	93
.no	this, these	
nno	used in greeting as suffix to strengthen the how (-tya) idea	14
e.n.noni (N)	chalk	32
e.ki.ntu (KI-BI)	thing	76
o.mu.ntu (MU-BA)	person	
e.r <u>i</u> .nnya (LI-MA)	name	1
nnyabo (MU-BA)	madame, mother	15
e.n.nyama (N)	meat	47
e.n.nyanja (N)	sea, lake	
e.ky.e.n.nyanja (KI-BI)	fish	67
e.n.nyaanya (N)	tomatoes	93
n.nyinimu' (MU-BA)	man of the house	
nnyo	very	45

e.rinnyo (LI-MA)	tooth	
o.mu.nnyo (MU)	see under o.mu. <u>nnyu</u>	
e.bi.nyoo wa (BI) "nnyoo ge "	groundnuts very much	82 57
e.n.nonyi (N)	bird	52
o.mu. <u>nnyu</u> (MU-MI)	salt	87
o.ku.nnyuka (.nnyuse·)	get off work	91
o.ku.nyumya (.nyumizza)	converse, talk	24
o.ku.nywa· (.nywedde)	drink	47
o.ku.nywegeragana (.nywegeraganye·)	kiss one another	76
nze	I	1

o

.o	'your'	1
.c	that, those	
oba	or	
<u>ofiisi</u> (N)	office	
<u>ofiisi</u> ya <u>posita</u> (N)	post office	
o.kw.ogera (.ogedde)	speak	72
.okka	only	21
.oleza+ko (.olezza-ko)	help while washing	85
"oluusi"	sometimes	74
.onna	all	37
o.kw.oza· (-ozezza)	wash (clothing)	80
(o.mw.ozi) (MU-BA)	a washer, cleaner	
(o.mu.yozi)		

p

e.m.pale	see under .wale	
.panvu	see under .wanvu	
o.lu.papula (LU-N)	paper	60
e.m.peta (N)	ring	35
o.mu.piira (MU-MI)	football, rubber, mackintosh	67

(m.pisi) (N)	professional cook	
e.m.piso	see under .iso	
(poliisi) (N)	police	
o.mu.punga (MU-MI)	rice	81

r

e.raatiri (N)	pound	73
e.ki.ro' (KI-BI)	night time	40
e.kye.ki.ro' (KI-BI)	evening meal	24

s

(o.mu.saabaze) (MU-BA)	passenger	
o.lwa.ssabbiiti (LU)	Sunday	
o.mu.sajja (MU-BA)	man (male)	83
o.ku.salibwa (.saliddwa)	be cut	48
e.n.salo (N)	boundary, border	54
e.mi.sana (3!) (MU-MI)	day time, days	40
e.kye.mi.sana' (KI-BI)	lunch	24
e.s.sanduuko (N)	box	55
o.ku.sanga (.sanze')	come upon	90
o.ku.sangula (.sangudde)	erase	56
o.mu.sanvu (MU-MI)	seven	
o.ku.sanyuka (.sanyuse')	be glad	53
o.ku.sanyusa' (.sanyusizza)	please, make happy	77
a.ma.sayanzira (MA)	intersection, cross roads	
e.s.saati (N)	shirt	32
.satu	three	
o.lw.oku.satu (LU)	Wednesday	
e.s.saawa (N)	hour, watch, clock	26
e.ki.saawe ky'e.n.nonyi (KI-BI)	airport	
o.mu.sawo (MU-BA)	doctor	86

e.n. <u>sawo</u> (N)	bag	35
e.s. <u>saza</u> (LI-MA)	county	45
<u>ssebo</u> (MU-BA)	six	15
e.ki. <u>senge</u> (KI-BI) (sente)	wall money	
o.ku. <u>seera</u> (.sedde)	overcharge, sell dear	89
e.ki. <u>seera</u> (KI-BI)	time	74
a.ma. <u>serengeta</u> (MA)	South	
<u>ssi'</u>	is/are not	5
wa.n. <u>si'</u>	down	55
e.n. <u>si'</u>	country, district	10
o.ku. <u>siba</u> (.sibye')	tie, pack up	86
o.ku. <u>siiba</u> (.siibye')	spend a day, pass the day	15
o.ku. <u>siibula</u> (.siibudde)	take leave of	86
o.ku. <u>sigala</u> (.sigidde)	remain over	91
o.ku. <u>siima</u> (.siimye')	be pleased with	89
e.n. <u>simbi</u> (N)	money	35
e.s. <u>sineema</u> (N)	cinema	67
o.ku. <u>singa</u> (.sinze')	surpass	
<u>singa</u>	if	78
o.ku. <u>sinziira</u> (.sinzidde)	depend on, with reference to, with regard to, start out from	54
o.mu. <u>si-raamu</u> (MU-BA)	Moslem	77
o.ku. <u>sirika</u> (.sirise')	be quiet, be silent	59
o.mu. <u>sirikale</u> (MU-BA)	policeman	
e.s. <u>siringi</u> (N)	shilling	89
a ka. <u>siriivu</u> (KA-BU) (e.sitensen) (N)	hundred thousand station	
o.ku. <u>situla</u> (.situdde)	start on a journey, raise, lift up	68
a ka. so' (KA-BU) -sobu' (3!)	pen knife, table knife wrong, mistaken	76
o.ku. <u>sooka</u> (.soose')	begin, do first	74

o.lw. <u>oku.sooka</u> (LU)	Monday	
o.ku.soma	study	
e.s.somero (LI-MA)	school	
e.s.somero <u>ekkulu</u> (LI-MA)	university	
o.ku.somesa' (.somesezza)	teach	34
o.mu.somesa (3!) (MU-BA)	teacher	73
<u>sso + ssi</u>	but not	66
e.s.sowaani (N)	plate	
a.ka. <u>sozi</u> (KA-BU)	hill	
o.mu.suubuzi (MU-BA)	merchant	
o.ku.subwa (.subiddwa)	fail to obtain	76
e.s. <u>suuka'</u> (N)	bed sheet	75
<u>s.sukaari</u> (MU)	sugar	85
o.ku. <u>sula</u> (.suze')	spend or pass the night	14

t

a.ma.ta' (Ma)	milk	47
<u>taaba</u> (MU)	tobacco	84
e.ki.tabo (KI-BI)	book	32
a.ma. <u>ta-faali</u> (LI-MA)	brick	90
o.ku. <u>talagga</u> (.talazze)	rust	83
<u>.talavvu</u>	rusty	83
a.ka. <u>tale</u> (KA-BU)	market	
o.ku. <u>tambula</u> (.tambudde)	walk	94
o.ku.tamiira (.tamidde)	get drunk	76
e.ki.tanda (KI-BI)	bed	
o.ku. <u>tandika</u> (.tandise')	start, begin	48
(tani-boyi) (MU-BA)	luggage - maintenance boy	
<u>.taano</u>	five	
o.lw. <u>oku.taano</u> (LU)	Friday	
e.n.te' (N)	cow	46
e.n. <u>tebe</u> (N)	chair	32
o.ku. <u>tegeera</u> (.tegedde)	understand	7

<u>.teqeevu</u>	intelligent, clever	83
<u>.tegeeza</u> · (.tegeezessa)	cause to understand	85
e.t. <u>tegula</u> (LI-MA)	tile	90
o.ku. <u>teeka</u> (.teesese·)	put	55
o.ku. <u>teekateeka</u> (.teeseteese)	prepare	44
o.ku. <u>tendeka</u> (.tendese·)	train	86
o.ku. <u>tendekebwa</u> (.tendekeddwa)	be trained	86
e.t. <u>terekero</u> (LI-MA)	bank, reservoir	
e.ki. <u>teeteeyi</u> (KI-BI)	shirt, dress	32
.ti	thus	89
(e.tikiti) (N)	ticket	
o.lu.tindo (LU-N)	bridge	78
e.ki. <u>tongole</u> (KI-BI)	department (of government)	38
o.ku. <u>tonnya</u> (.tonnye)	rain	69
o.ku. <u>tuuka</u> (.tuuse·)	arrive	48
o.ku. <u>tuukirira</u> (.tuukiridde)	go right through to destination; be perfect	83
<u>.tuukirivu</u>	perfect	83
o.ku. <u>tukula</u> (.tukudde)	be clean, white	83
- <u>tukuvu</u> (3!)	clean, white	83
o.ku. <u>tuula</u> (.tudde)	sit	39
a.ma. <u>tulutulu</u> (MA)	early morning, dawn	40
o.ku. <u>tuma</u> (.tumye·)	send	69
e.t. <u>tumbi</u> (LI-MA)	midnight	
o.ku. <u>tumira</u> (.tumidde)	send greetings	65
o.ku. <u>tunda</u>	sell	
e.ki. <u>tundu</u> (KI-BI)	part, portion, half, district	
o.ku. <u>tunga</u>	sew	54
e.t. <u>tuntu</u> (LI-MA)	midday	40
o.ku. <u>tunula</u> (.tunudde)	look, be awake	59
o.mu. <u>tunzi</u> (MU-BA)	seller	
o.mu. <u>tunzi</u> (MU-BA)	tailor (sewer)	
o.ku. <u>tuusa</u> · (.tuusizza)	take as far as, cause to arrive	74
o.mu. <u>twalo</u> (MU-MI)	ten thousand	

.tya	how?	14
.tyo	do this way	

V

.va' (.vudde)	come or go from	3
e.n.va' (N)	anything eaten with <u>emmere</u>	78
obu.vanjuba (BU)	east	11
o.lu.vannyuma	afterwards	23
e.n.viiri (N)	hair	48
o.ku.vunda (.vunze')	go bad	83
.vundu	spoiled	83
o.ku.vuga (.vuze')	drive	
o.ku.vunjisa'	make change	
(o.mu.vuzi) (MU-BA)	driver	

W

.wa' (.wadde)	give	32
.wa?'	where?	
wala	far	21
o.mu.wala (3!) (MU-BA)	girl	37
.wale (sg. + pl. are <u>empale</u>) (N)	knickers, trousers, drawers, shorts	32
"wali"	there	
o.ku.wandiika (.wandiise')	write	44
a.ma.wanga (LI-MA) (sg. [e.g. gwanga])	tribe, nation	38
wangi	answer to a call	6
"wano"	here	48
.wanvu (3!)	long, tall, high	
o.bu.wanvu (3!) (BU)	height, length	77
o.ku.wera (.weze')	reach a number	91
o.ku.werekera+ko (.weredde-ko)	escort on way; see off	85
e.wiki (N)	week	85
mu.wogo (MU)	cassava	78

o.ku.woomera	(.woomedde)	be tasty for (someone)	85
o.ku.wona		to get healed, to get cured	
o.ku.wonya'		heal, cure	
o.ku.wulira	(.wulidde)	hear	77
o.ku.wuliriza	(.wulirizza)	listen	59
e.wuuma	(N)	fork	
o.ku.wummula	(.wummudde)	rest	24
a.ka.wungeezi	(KA-BU)	evening	40

X

o.ku.yamba	(.yambye')	help	85
ye		he, she	3
yee		yes	5
.yera		see under .era	
o.ku.yiga	(.yize')	learn	23
e.ky.o.ku.yiga	(KI-BI)	lesson	44
o.ku.yigiriza	(.yigirizza)	teach	54
o.ku.yimba	(.yimbye')	sing	79
o.ku.yimirira	(.yimiridde)	stand	56
o.ku.yingira	(.yingidde)	enter	53
o.ku.yingiza'	(.yingizza)	cause to enter; let or put in	85
o.ku.yita	(.yise')	pass, call	48
o.ku.yitayita	(.yiseyise)	pass about, all about	81
o.ku.yitibwa	(.yitiddwa)	be called	42
o.mu.yizi	(MU-BA)	student	
.yoza		see under .oza	
a.ma.yumba	(MA)	large building(s)	77

Z

o.mu.zadde	(MU-BA)	parent	72
o.ku.zaalira	(.zaalidde)	bear a child for or at	49
o.ku.zannya	(.zanny'e')	play	24
e.ki.zannyiro	(KI-BI)	playing field	

a. <u>ma</u> .zzi (MA)	water	42
o.mu.zigit i (MU-MI)	mosque	77
o.mu. <u>zigo</u> (MU-MI)	butter	87
a.ma.zima (MA)	truth	81
o.ku.zimba (.zimbye')	build	38
e.ki.zimbe (KI-BI)	a building	
o.bu.zimbi (BU)	building	42
e.ki.zinga (KI-BI)	island	94
.zungu	European	
o.mu.zungu (MU-BA)	a European	

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