



Acholi Language Manual



About the Language

Acholi belongs to the family of Luo languages. Acholi language is predominantly spoken in the districts of Amuru, Gulu, Kitgum and Pader.

Acholi is a tonal language, though tones are not normally written. Hence two seemingly identical words can actually mean different things depending on the tone of their vowels. Tone is therefore important if such fluency is desired to reduce ambiguity to a minimum.

The people who speak Acholi are called Acholi (singular Acholi). These groups of people occupy areas of northern part of Uganda.

Acholi has five sister languages in Uganda i.e Lango, Palwo, Alur, Kumam, Lango and Dhopadhola. It is closest to Lango and Alur but even speakers of Palwo, Lango, Dhophadola and Kumam can understand few words in Acholi and vice versa.

How to Use the Acholi Language Manual

This manual is not a teach yourself manual, rather it will be more helpful with the trainers' assistance. The manual is specifically prepared for Peace Corps Volunteers. Therefore, lessons are organized in a chronological order of a Peace Corps trainees' needs especially as they go through their Pre-Service Training.

There is a glossary at the end of the manual arranged in an alphabetical order. The glossary comprises the vocabulary used in the manual. Having it both in English and Acholi will be found very valuable by the learners.

The recorded activities on cassette tapes will help in comprehension as well.

The manual has a workbook which has very comprehensive practice activities. The workbook has an answer section, thus making it more user friendly for the learner.

Enjoy your learning.

Apwoyo!

Introduction

What you will find in this manual:	This manual is intended to give you all you need to learn basic Acholi with your teachers during PST and continue learning independently and/or with a tutor during your two years of service.
Organizatiyon:	The manual is organized into 9 units which roughly correspond to the weeks of the PST.
Table of Contents:	A detailed overview will show you where you can find what.
Unit:	Each unit covers several communicative tasks and includes a variety of exercises.
Dialogs/Texts/ Proverbs:	Communicative tasks are introduced by a dialog or a text or a proverb accompanied by pictures.
Reading and Listening Exercises:	A variety of exercises helps you practice in more language of each communicative task. Exercises are geared toward variius learning tasks and include both classroom and community-based activities.
Grammar Notes:	Grammar necessary for creative use of language in each communicative task is explained in the brief notes interspersed throughout each unit.
Culture Notes:	The notes draw your attention to interesting facts about the culture of the Acholi.
Safety & Security Notes:	These notes give you important key points concerning your Safety and Security related to the communicative task you are learning.
Learning on Your Own:	Some units contain several tips and activities designed to help you become an independent learner.
Grammar Reference:	Points of Acholi grammar are explained in more detail. You will also find comprehensive grammar charts and answers to frequently asked questions about Acholi, its background and history.
Functional Phrasebook:	Gives you phrases and idioms for all situatiyons from mapologizing through promises to surprise.
Glossary:	Contains almost all words used in the manual and basic grammatical informatiyon about them.
Tapes:	The tapes accompanying this manual contain all the dialogs and listening exercises. They can be used for self-study as well as in class.
Evaluatiyon:	At the end of the manual you will find a one-page form to evaluate its effectiveness. Please take a few minutes to fill it out and turn in to the Language Coordinator.

How this language manual came to be

The revised version of this manual is a result of PCV and trainer responses after having used the original one for five years. The majority of the revised manual was prepared in November-December 2005 by PCVs Brian Kuhl, Andrew Buck and Michelle Joffe in collaboration with a team of writers and translators: Henry Kabayo, Ven Kitone, Diana Kabahinda, Mary Olinga, John Kintu, Celestino Orikiriza, Anatoli Kiriggwajjo, Joan Kakongoro and Shirley Byakutaga.

The same manual was revised in December 2006 – July 2007 to incorporate into it PEPFAR Communicative tasks looking at the three pillars of Prevention, Care and Treatment by a team of writers and translators: Susan Oce, Deogratias Emuron, Rael Kampanya, Samalie Kirya, Phillip Oketcho, Godfrey Omalla Chombo, Cornelius Gulere, Lydia Magoola, Florence Hadudu Kiangi, Andrew Luke Wandera, Rachel Nandelenga, David Woniala, Henry Kabayo, Lucy Ofuti Musoke, Hidaya Mayende and Shirley Byakutaga.

Acknowledgement: We appreciate the valuable advice, guidance and input from McGrath Jean Thomas (CD), Jeffrey Goveia (APCD- Health), Roger Follas (APCD-Administration), Mary Amali Olinga (APCD- Education) and Gordon Twesigye (PEPFAR Coordinator).

The May/June 2008 was based on input and suggestions from Rasa Edwards (Language Training Specialist – PC Headquarters) to incorporate into it the Training Design and Evaluation (TDE) process proposals. This task was undertaken by Henry Kabayo, Lucy Ofuti Musoke and Shirley Byakutaga with the guidance of the Country Director, McGrath Jean Thomas.

This version of July 2009 is a result of more innovative ideas contributed by PCVs with the guidance of PCV Michelle Johnson, who contributed more practice exercises for the Lusoga Language Manual. Based on that, 2 handbooks have been prepared: one for grammar practice and another for general practice activities. Thanks to PCVs Michelle Johnson, Victoria Engelstad and Laura Corcoran and Henry Kabayo for working tirelessly to come up with the current version with the guidance of Shirley Byakutaga. Other writers and translators included: Tsongo Longino Bamande, Biira Costance, David Woniala, Samalie Kirya, Lucy Otto and Moses Adonga Opiyo.

Acknowledgement: We appreciate the valuable advice, guidance and input from the Country Director: Dr. Larry Brown and Administrative Officer: Gary Vizzo.

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Acholi Unit 1

Greetings



Quote of the week:

Swahili is an easy language, its use is widespread, and it may be that there is no easier language to learn.

The Late A. B. Hellier,
Canon and Chancellor of Zanzibar

Acholi is even easier.
Adonga Moses and Otto Lucy,
Language Writers.

Unit 1: Mot

(Greetings)

Core Competency: Integrate into the Community

Overview:

In this unit you will learn to:

Communicative tasks:

- Greet one person
- Use correct titles of address
- Greet more than one person
- Use informal greetings

HIV/AIDS:

- Address Care in a dialogue on page 14
- Address Prevention in a dialog on page 18

Safety and Security:

- **1D:** Identify strategies to reduce vulnerability
- **3C:** Demonstrate culturally appropriate community integration skills

Grammar:

- Subject prefixes
- Interrogatives
- Pronunciation basics

Culture:

- Importance of greetings

Learning to learn:

- Learning on your own.

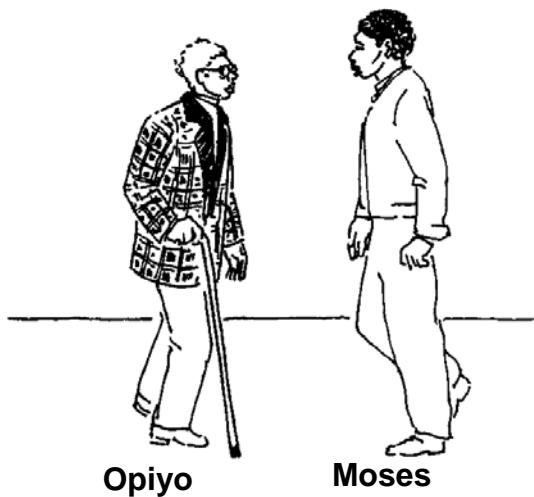
A: Moto ngat acel

(Greeting one person)

Learning Objective:

Without the assistance of LTFs, each trainee will apply appropriate greetings according to the time of the day to at least 5 community members of different ages, gender and social status.

Moses tye ka moto Opiyo kidiko.



Moses: Itye nining Ladit?

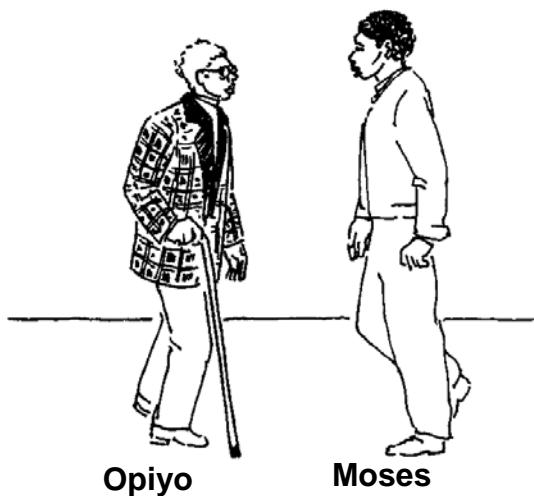
Opiyo: Atye maber. Kono in?

Moses: Atye maber.

Opiyo : Ibutu maber?

Moses: Abutu maber.

Moses is greeting Opiyo in the morning.



Moses : How are you sir?

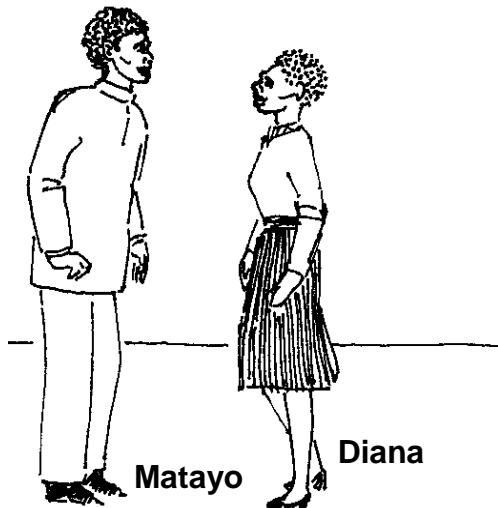
Opiyo: I am fine how about you?

Moses: I am fine.

Opiyo : Did you spend the night well?

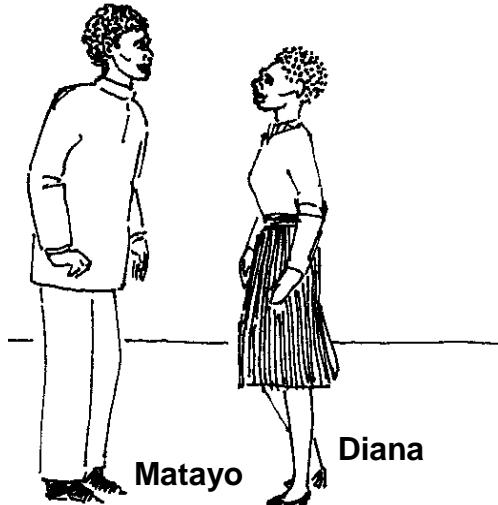
Moses: I spend it well.

Matayo tye kamoto Diana idyeceng.



Matayo: Irii nining, lamego?
Diana: Arii maber ladit, kono in?
Matayo : Arii maber.
Diana: Irii maber?
Matayo: Arii maber.

Matayo is greeting Diana during the day.



Matayo: Did you spend the day well?
Diana: Fine how about you?
Matayo : Fine.
Diana: How are you?
Matayo: I am fine.

Lok manyen (New words)

tye	to be
odiko	morning
kono in?	what of you?
maber	good, well, nice
ibutu	you spent the night
idyeceng	noon; afternoon
irii	you spent the day
nining?	how?

Subject Prefixes



I	a-	we	wa-
you	i-	you all	wu-
he/she	o-	they	gu-

Example: **arii** (*I spent the day*) - **irii** (*you spent the day*).

Interrogatives



These are some of the interrogative adverbs in Acholi:

- ning?	-	how?	Pingo?	-	why?
Ngo?	-	what?	Nga?	-	who? (sing.)
Kwene?	-	where?			

In iaa ki kwene? - *Where do you come from?*
Itye ning? - *How are you?*

Lwong nyig lok magi. Rot ki i kompak.
Pronounce these words. Check with tape.



Abuto maber.

Abuto
Wubuto
Gubuto

Wan wabuto
Wun wubuto
Gin gubuto

Arii maber.

Arii
Irii
Orii

Wan warii
Wun wurii
Gin gurii

Safety And Security Note

As a safety measure, greetings are an identification strategy that can reduce your vulnerability in the community, because when you greet people you identify with them, thus being accepted as a community member.

Proper use of greetings helps demonstrate your respect for a particular person, as well as for Ugandan culture in general. Greetings will be very important as you move about and get to know your new community, and as they get to know you.

Culture Note

Greetings are very important for the Acholi. It is traditionally extremely rude to pass by people, even if they're working, without greeting them and showing appreciation of what they are doing.

In Acholi, greetings take the form of a request about the other person's wellbeing, the past, etc.

Some people greet while shaking hands, and others hug.

Men usually bow their heads slightly as a humble gesture when greeting superiors. Women in most cases kneel when greeting elders and superiors.

It is rude to greet someone older than you with a hat on. In most cases you remove it or at least touch it with a slight lift.

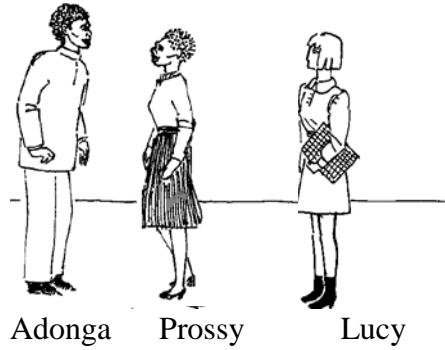
B: Moto dano mapol (Greeting more than one person)

Learning Objective:

Using the local language, each trainee will greet at least 3 groups of people composed of different numbers and gender according to the time of the day. The responses got will enable the trainee to analyze how different people respond to similar or different greetings according to the situation.

To address Care

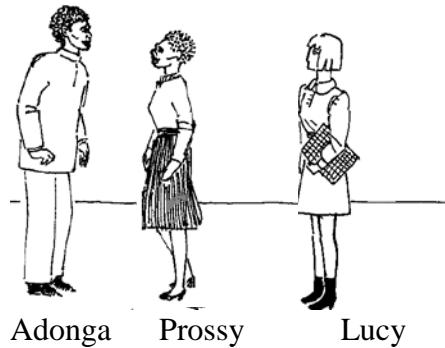
Adonga tye ka moto Prossy ki Lucy:



Adonga Prossy Lucy

- | | |
|-----------------|---|
| Adonga: | Wurii wunu maber, anyira? |
| Prossy & Lucy: | Warii maber, ladit. Kono in? |
| Adonga: | Atye maber. |
| Prossy & Lucy: | Dano gang tye nining? |
| Adonga: | Gitye gire maber, ento Mary aye kome lit. |
| Prossy & Lucy : | Two ango? |
| Adonga: | Two aona apio. |
| Prossy & Lucy: | Pwod wanen! Wek kong wacit watere i ot yat. |
| Adonga: | Ber. |
| Prossy & Lucy: | Aya. Pwod wanen. |

Adonga is greeting Prossy and Lucy:



Adonga Prossy Lucy

- | | |
|-----------------|--|
| Adonga: | How are you girls? |
| Prossy & Lucy: | We are fine sir how about you? |
| Adonga: | I am fine. |
| Prossy & Lucy: | How are people at home? |
| Adonga: | They are fine, but mary is ill. |
| Prossy & Lucy : | What ailment? |
| Adonga: | TB. |
| Prossy & Lucy: | Alright see you! We should hurry and take her to the hospital. |
| Adonga: | Fine. |
| Prossy & Lucy: | Ok we shall see you again. |

Lok manyen

Wurii wunu	you (pl) have spent the day
warii	we have spent the day
anyira	girls
ladit	sir
gang	home, at home
gi tye nining?	how are they?
ento	but
kome lit	he/she is sick
aona apio	TB.
ot yat	hospital; health center

Culture Note

Titles of address: It is always good to use titles of address when greeting people as it is a sign of great respect.

Note: '*Ladies and gentlemen*', in Acholi, is '*mon ki coo*'. Traditionally, it shows greater respect for men.

Winy kompak ka i pong kama twolo.
Listen to the tape and fill in the blanks.



A: Ibuto nining, _____?

B: An abuto maber. _____ kono?

A: An abuto _____.

B: Dano ma _____ tye nining?

A: Dano _____ maber, kono wun?

B: Wan bene watye _____.

A: _____ ber.

B: Ber _____ warwate.

Lwong nyig lok man.Rot ki i kompak.
Pronounce these words. Check with tape.



Apwoyo ba? Apwoyo wunu ba? Dano tye maber? Ber. Ibuto? Icoo?

Pronunciation



/ ny / and / ng /

/ny/ as in *nyanya* is pronounced as a soft *n* and is different from *n*.

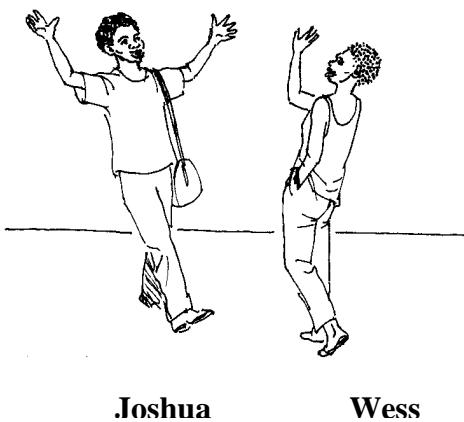
/ng/ as in *ngec* is pronounced as the English word *England*.

C: Informal Greetings

Learning Objective:

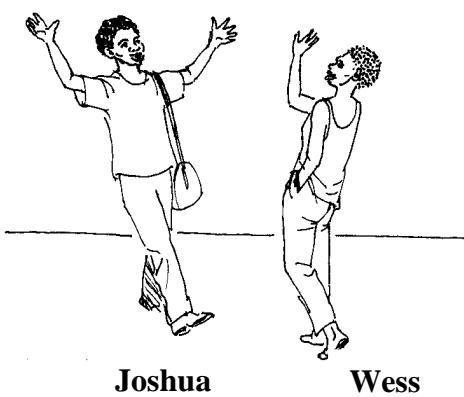
Using the immediate community members, each trainee will use culturally acceptable informal greetings to at least 3 individuals and 2 groups of people. Each trainee will write 5 dialogues as practiced with the above people.

Joshua tye ka moto Wess



Joshua : Nining, Wess?
Wess: Atye maber. Wacii?
Joshua: Mapol pe.

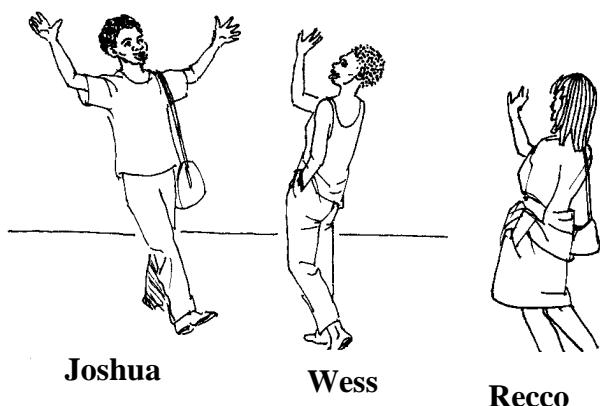
Joshua is greeting Wess



Joshua : Hello, Wess?
Wess: Hello any news?
Joshua: Nothing much.

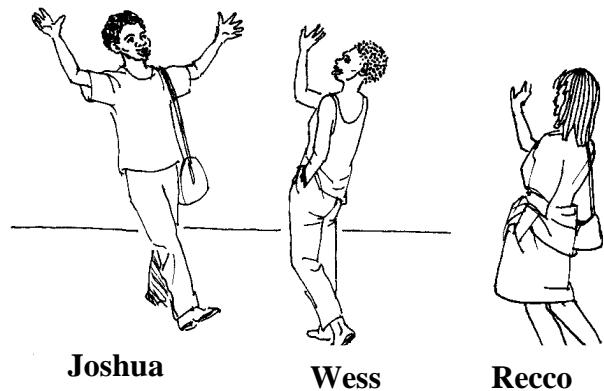
Joshua tye ka moto Wess ki Recco

Joshua: Wutye wunu maber?
Wess gin ki Recco : Watye Kono in?
Joshua : Atye maber. Ningo wunu?
Wess ki Recco: Ningo pe.



Joshua is greeting Wess and Recco

Joshua: How are you all?
Wess gin ki Recco : Fine how about you?
Joshua: I am fine any news?
Wess ki Recco: Nothing much.



Lok manyen

-tye	“to be” (is/are)
Atye	I am
wutye wunu maber	you (pl.) are well
Atye maber	I am okay (lit. I’m there).

To address prevention:

Abel tye kaboko lok gin ki Ben

Abel: Ngo manyen?
Ben: Ginmo ku. Wacaa? Wiken tye kaciti ning?
Abel: Maber. Onongo atye wan ki Jane.
Ben: Meno ber. En tye ning?
Abel: Tye maber. Medde wunu anyim momot kumeno.
Ben: Oh, oh, en oye me buto kwedi?
Abel: Pe, wabikuru naka wang ma wanyome.
Ben: Meno ber. An ka abutu ki anyaka na, atiyo ki roc bol.

Lok manyen

wiken	weekend
onongo watye wan ki	I was with
anyaka	girl
medde	continue
anyim	ahead; in front
motmot	slowly
buto	to sleep, to go to bed
ku	no
kuru	to wait
naka	until; up to
nyom	marriage
atiyo ki	I use
roc bol	condom.

Listen to the tape and check boxes that apply to each dialog.

Winy kompak ka igwet canduk ma rwate ki nyig lok acel acel.



	Morning	Afternoon	Formal	Informal	Singular	Plural
Dialog A	<input type="checkbox"/>					
Dialog B	<input type="checkbox"/>					
Dialog C	<input type="checkbox"/>					
Dialog D	<input type="checkbox"/>					
Dialog E	<input type="checkbox"/>					
Dialog F	<input type="checkbox"/>					

Pronunciatiyon



k= x

In Acholi, **k** is sometimes pronounced as a glottal when it appears in between two vowels as in *loch* in English. For example, *lwoko* (washing), *tuku* (game).

Find examples of the pronunciation rules above in the dialogs in this unit. Write them down and read them out loud correctly. Try to record yourself and compare your pronunciation with your teacher.



Culture**Note**

It is appropriate to use formal greetings when greeting people in the morning or when greeting somebody for the first time in a day. After that informal greetings can be used.

Friends can use informal greetings most of the time. However, when greeting superiors, formal greetings are used.

Find out the informal greetings used by different groups, e.g children, women, youth, etc.

**Community
task**

Learning on Your Own

Why? No matter how many hours you spend in the classroom, no matter how good your teacher, or how colorful your text book, at the end of the day it is you who has to do the learning.

There is no book in existence that covers all aspects of a language and even if there was you would spend years in class studying with it.

Therefore, learning how to learn more on your own may well be the most valuable skill any class can give you. This is even more obvious in Uganda, a country of over 30 languages and dialects. It is quite possible that even though you need one language for work, the people in your village speak a different dialect or even a completely different language.

How? At the end of some units, you will find hints and assignments that will help you become an independent learner.

Interspersed throughout this language manual are assignments called **Explorer's Diary**. They give you specific independent language learning assignments related to the language.

Setting Goals: Setting realistic goals is what successful learners do well. Use the space below to sketch your own objectives. You will be asked later to reassess your goals.

Date: _____

Why do you want to learn Acholi?

What do you want to be able to do in five weeks?

Where do you want to be at the end of PST?

What level do you eventually want to reach in Acholi?

Acholi

Unit 2

Introducing
self and others



Quote of the week:

Many people are faced with an assignment overseas , in a state of high anticipation, that they'll not only go and explore this farway and exotic land, but that they will learn the language as well.

They will get the book and start tomorrow. But for many that tomorrow never comes.

Robert Kohls,
Survival Kit for Overseas Living.

Unit 2: Introducing self and others

Core Competency: Commit to Peace Corps Act, Mission and Professionalism.

Overview: In this unit you will learn to:

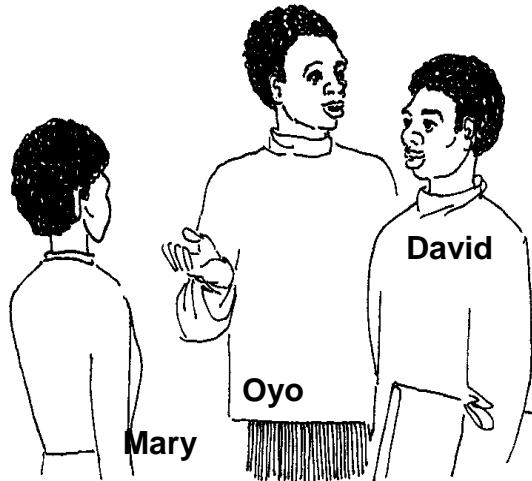
- Communicative tasks:**
- Introduce self and others
 - Tell country of origin and place of residence
 - Mention your profession and work
 - Tell family members and their work
 - Mention people in your community and what they do
 - Describe more professions
 - Practice leave taking
- HIV/AIDS:**
- Address Prevention in a dialog on page 30
 - Address Care and Prevention in a text on page 33
- Grammar:**
- Verb infinitive
 - Syllables
 - Separate personal pronouns (self standing)
 - Present continuous tense
 - Far future tense
 - Use of “Wek”
 - Near past (Yesterday) tense
 - “Already” and “Not Yet” tenses
- Culture:**
- Naming system
- Learning to learn:**
- Memory Tips.

A: Nyutte kacel ki dano mukene (Introducing self and others)

Learning Objective:

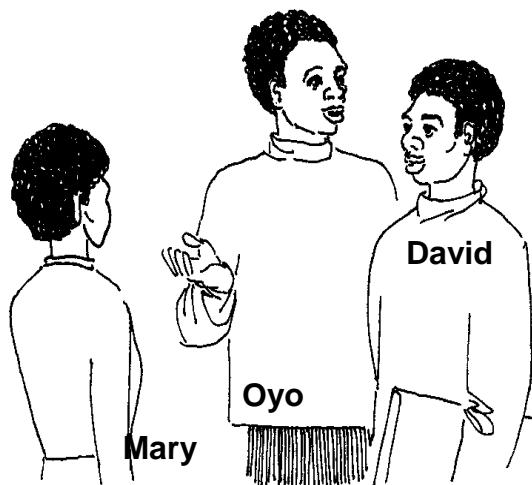
Using the community around the training ask, each trainee will introduce self to some local members so as to obtain similar information regarding places of origin and residences of the people interviewed.

Oyo nyutu Mary gin ki David



- Oyo: *Man Mary. En obedo larema.*
David: Apwoyo nenne.
Oyo: *Mary, man David en bene larema.*
Mary: Apwoyo nenne.

Oyo introduces Mary and David



- Oyo: *This is mary she is my friend.*
David: Thanks I am glad to see her.
Oyo: *Mary, this is David he is my friend too*
Mary: Thanks I am glad to see him.

- Mary: An nyinga Mary. Inkono?
- David: *lwonga ni David.*
- Mary: iya yom me nenni.
- David: *iya yom loyi woko.*



- Mary: I am Mary. Who are you?
- David: *I am david.*
- Mary: I am glad to see you.
- David: *I am most delighted.*



Lok manyen

nying	<i>name</i>
in	<i>you (singular)</i>
larema	<i>my friend</i>
iya yom	<i>I am glad/happy</i>
me nenne	<i>to see him/her</i>
iya yom loyo	<i>I'm even more happy.</i>

Culture Note

Acholi names: The system of names for Acholi is different than in the US. Each Acholi has two names. A christian (religious) name given at baptism, for example, *Henry*, and a Acholi name given at birth, for example, *Oceng*. The Acholi name often has meaning related to a significant event at the time of birth. For example, *Oceng* means '*born during day*'.

Until recently, family names in the European sense were not used. However, many Acholi use their father's or mother's name alongside their own. The father's or mother's name then appears at the end. Many people don't use them at all. Under European influence, some families started using the father's or mother's name as a family name even for the third generation.

Go out and ask some Acholi speakers their Acholi names. Ask what the name means and why they were given it.

**Community
Task**

Name/Nying:	Meaning/tere

B: Iaa ki kwene?

(Where are you from?)

Akulu: Iaa ki kwene?

Okot: Aaa ki i Anaka i Amuru.

Akulu: An aa ki Awach i Gulu.

Okot: Ibedo kwene?

Akulu: Abedo i Gulu taun.



Where are you from

Akulu: Where do you come from?

Okot: I come from Anaka in Amuru.

Akulu: I am from Awach in Gulu.

Okot: Where do you live ?

Akulu: I live in Gulu town.

Lok manyen

kumbedi	now
kwene?	where?
kabedo wa	my/our home area
ibedo	you stay
abedo	I stay.

Mercy: Iaa ki kwene?

Hilda: Aa ki Gulu. In kono?

Mercy: Aa ki Kitgum



Mercy: Where do you come from?

Hilda: I come from Gulu. And you?

Mercy: I come from Kitgum.



Lok manyen

iaa	you come from
aa	I come from

Winy lok i kompak Ka igwet kama dano aa ki iye.
Listen to the dialog on the tape and check who comes from where.



	America	Texas	California	Chicago
Jerry				
Mark				
Liz				

Verb Infinitive



The infinitive verbs in Acholi are marked by the suffix **-o**

For example:

<u>stem</u>	<u>infinitive</u>	
nin	nino	to spend the night
bed	bedo	to spend the day
nyut	nyutto	to introduce oneself

Note! The stem is rarely alone. There is always a prefix of some sort. For example, a subject prefix as in arii (I spend the day).

Yub lok ki i kom nyige matino tino magi.
Make words from syllables.



- a) lwo-nga-o _____
- b) do-be _____
- c) nyo-ye _____
- d) ne-kwe _____
- e) yo-a-pwo _____
- f) no- ni _____
- g) ngo-ni _____

Syllables



consonant + vowel

Acholi syllables almost always end in a vowel, as you can see from the exercise given.

Ask the members of your family about their background. (District, village, tribe, clan, etc.) Write sentences in Acholi, for example, Mamana aa ki Gulu i Acholi.

Homestay Task

Separate Personal Pronouns



If you want to stress the fact that a person is doing something, you need to use a personal pronoun in addition to the subject prefix. They are also used when there is no verb, for example in: *ki in?* (and you?).

Singular		Plural	
<i>I</i>	An	<i>we</i>	Wan
<i>you</i>	In	<i>you</i>	Wun
<i>he/she</i>	En	<i>they</i>	Gin

Stress the person in all the sentences you know .Use subject prefixes. For example: An aa ki Gulu.



Cik peny ki lagam.
Match the questions with the answers.



- | | |
|-------------|-------------|
| Itye maber? | Ber. |
| Kop ango? | Atye maber. |
| Itye? | Kop pe. |
| Pwod wanen. | Atye. |

C: Tic (Professions)

Learning Objective:

Based on conversations with homestay members, each trainee will describe 2 professions of host family members and those of 2 family members back in the United States.

Itimo tic ango?



- | | |
|---------|-------------------------------|
| Obonyo: | Itye nining, Obonyo? |
| Okec: | Atye maber, in kono? |
| Obonyo: | Gin marac pe, itiyo tic ango? |
| Okec: | Abedo daktar, in kono? |
| Obonyo: | Abedo lapwony. |
| Okec: | Oo... ber. |

What is your profession/job?



- | | |
|---------|--------------------------------------|
| Obonyo: | How are you, Obonyo? |
| Okec: | I am fine and you? |
| Obonyo: | I am fine , what is your profession? |
| Okec: | I am a Medic and you? |
| Obonyo: | I am a teacher. |
| Okec: | Oh... good. |

To address Care and Prevention:

Translate the following:

Nyinga Bill Kent. Atiyo i Peace Corps macalo dano ma odyere. apwonyo yoto kom paa dano. apwonyo bulu, coo, mon, ki lotino kic. apwonyo dano ki kit me murru pii amata, butu ite tandarua ma yat ober tye iye, lwokko cing ki cabun tyen mapol nino ki nino, ki konyo dano matwo. Abibedo ka tic i Uganda pi mwaka aryo.

Lok manyen

nying	name
dano ma odyere	volunteer
iya yom	I'm happy/glad
nenni	see you
tic	work
apwonyo	I teach
dano	people
kwo	life
two	disease
kwiddi makelo cilim	HIV
cilim	AIDS
pii	water
lengo me kom	hygiene
wajoli	you are welcome
macalo	as; like
yot kom	health
bulu	youth
coo	men
mon	women
lotino kic	orphan(s)
tedo;muru	to cook; to boil
pii amata	drinking water
tandarua	nets
ober	mosquito(es)
lwokko	to wash (body parts)
cing	hands(s)
cabun	soap
tyen	times
nino; ceng	day; sun
konyo	to take care of
latwo	patients; the sickly
mwaka	year.

Opiyo tye ka lok gin ki Anyango lok kom tic

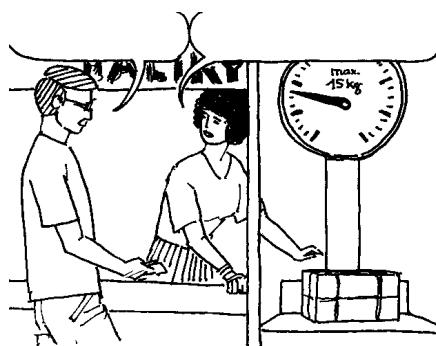
Opiyo: itye ningin kamao?

Anyango: Atye maber, kono in?

Opiyo: Atye maber. Itiyo kwene?

Anyango: Atiyo i Pocta. Inkono?

Opiyo: Atiyo i beng.



Opiyo is conversing with Anyango about work

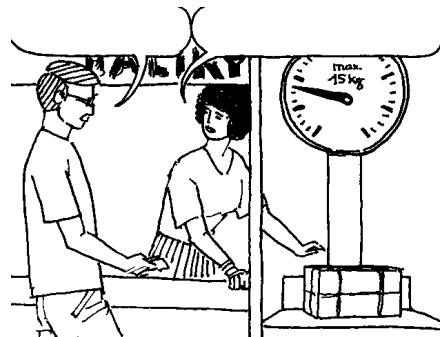
Opiyo: How are you kamao?

Anyango: I am fine How about you?

Opiyo: I am fine. Where do you work?

Anyango: I work at the post office and you?

Opiyo: I work at the Bank.



Lok manyen

atiyo	<i>I am doing/working (I do/ I work)</i>
Pocta	<i>post office</i>
duka	<i>shop</i>
kwan	<i>study</i>
beng	<i>bank.</i>

**Tii wun aryo aryo. Ngat acel acel myero okel lok mo pi
jami acel acel .**

***Work in pairs. Each of you should suggest a phrase or
phrases for each of the prompts below.***



1. Tell your partner your name
2. Introduce yourself and tell where you come from to your partner
3. Tell your partner the name of your friend.

Lok manyen

Itiyo tic	Do you work
tic	work
lapwony	teacher
daktar	doctor.

To address Prevention:

PCV: Itye nining?

LC: Atye maber.

PCV : Nyinga kilwongo ni Jennifer. Abedo latic me Peace Corps.

LC : Iya yom me nenni.

PCV: An bene iya yom me nenni.

LC: Itiyo tic ango?

PCV: Abedo daktar. apwonyo dano ma i kin gang ki lok ma mako yot kum ki gengo two macalo HIV/AIDS (cilim), cam maber, pii maleng, ki lengo me kom.

LC: Meno ber tutwal. wajoli.

PCV: Kakare.

An kilwonga ni Otim. Abedo lawer, aa ki i Kactom. Dano ni kilowngo ni Rose. En obedo larema. En kwano. Gang gi tye Alero



1. Otim aa ki kwene?

2. Rose timo ngo?

3. Rose aa ki kwene?

4. Otim timo ngo?

Present Imperfect (Continuous) tense
e.g aa

It is formed by placing a subject prefix to the verb infinitive.

e.g

aa	Aa	Wa aa
	Iaa	Wu aa
	En aa	Gi aaa.

Bedo

Abedo	Wa bedo
Ibedo	Wu bedo
En bedo	Gi bedo.

**Form the present continuous tense of the following verbs.
Use them in sentences of your own choice.**



1. Kobbo
2. Lwongo
3. Coyo
4. Kwano.

**Winy kompak, coo lok manyen ka iyeny lagonye i dikconari
Listen from your tape, write down new words and find out their
meanings from the dictionary.**



.....
.....
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**Find out the professions of members of your host-family and
where they work.**

**Homestay
task**

Name

Profession

Where they work

.....
.....
.....
.....
.....
.....
.....

D: Dano ma igang (Family members)

Learning Objective:

Based on observations and analysis of homestay experience, each trainee will describe family, household chores and gender roles that explain the differences between the concept of family in host country and family back in the United States.

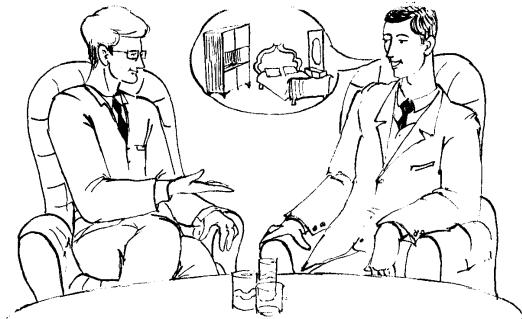
Coo nyiny dano ma i gang kama ibedo iyeni ki ngo ma gin timo
Write down your homestay family members and what they do.

Homestay Task

Culture Note

In the Acholi family and home settings, different members play different roles. The mothers are responsible for food production, cooking, maintenance of home hygiene, educating children in proper cultural values and entertainment. The men are responsible for bringing money in the home and enforcing discipline. The children do simple household chores whereas the older family members look after the babies and guard the home.

E: Dano ma i kin gang ki tic ma timo (People in a Community and their work)



Ocol: I kin gang wu tye lodito mapol?
Pe. Lotino ki bulu en aye pol maloyo.
Ocol: Wan kitung botwa mon madongo ki lotino en aye ma dwong. lotino matino bene dwong.



Ocol: Are there many men in your village?
No there are mostly children and youth.
Ocol: From our side we have more elderly women and children

Lok manyen

kin gang / caro / adwol	village
bulu	youth
anyira	girls
lodito	old men
mon madongo	old women
lotino	children
makato	to be more than; to exceed
dwong	many.

Find the meaning of this Proverb.

Adidedide tucu min bul.

**Proverb/
idiom**

How does it relate to the various categories of people in the Community?

Kacoke



Danoel:

Dano gang:

Danoel:

James:

Danoel:

James:

Danoel:

Dano gang:

Wurii wunu ba ludito?

Wan warii ladit. In irii nining?

Atye maber. An nyanga Danoel.
Aa ki i Amerika. Amito ngeyo
lotela ma kany pien abibedo i
dwol man.

*Kilwonga ni James. An abedo
won kom me dwol man.*

Iya yom me nenii.

*Ber. Man lalub kora nyinge
Yokoyadi;lakan lim Kerobino;
Karan tye Debora ki lagwok kuc
Okello. Mukeneni ibingeyogi
lacen.*

Iya yom tutwal me neno wu
lodito.

Wan bene wapwoyo nenii.

Meeting



Danoel:

Dano gang:

Danoel:

James:

Danoel:

James:

Danoel:

Dano gang:

Hello sirs, how are you?

*Hello sir, we are fine and how
about you?*

I am fine. My name is Danoel. I
come from America. I would like
to know the leaders because I will
stay in this village.

*My name is James. I am the LC1
chairperson of this village.*

I am happy to see you.

*Okay. I have my vice Yokoyadi;
treasurer Kerobino; secretary
Debora and defense Okello. The
others you will know them later on.*

I am glad to see you all.

We are happy to see you too.

Lok manyen

kacoke	meeting
caro/dwol	village
dano kin gang	village people
ladit	sir
won kom	chairperson
rwtatte	to meet
tutwal	so much
lotela	leaders.

Kwan lok ma malo eno ni ka i gam lapeny magi

Read the dialogue above and answer these questions.

Comprehension

1. Danoel oaa ki kwene?
2. James timo ngo?
3. Yokoyadi timo ngo?
4. James tiyo ki anga gi?

Far Future Tense



It is used for an action that will occur at a future date not really specified.

It is formed by inserting **-bi-** between the subject prefix and the verb stem.

Wan ducu wabi wot i polo. *All of us will go to heaven.*

Laro lok i kin Fred gin ki Rose



- Fred: Ngo manyen Rose?
Rose: Mapol pe. Iaa ki kwene?
Fred: Aa ka pur. Jean tye ning?
Rose: Tye maber. ocito i kulo.
Fred: Tom kono?
Rose: Ocito ka pwonno moyeme
Fred: In imito ngo kany?
Rose: Abino ka coko yen. Wek kong aciti.
Fred: An bene wek akati acit atir i poto na.

Conversation between Fred and Rose



Fred: What is the news Rose?
Rose: Nothing much. Where are you from?
Fred: I am from digging. How is Jean?
Rose: She is fine she went to the well.
Fred: How about Tom?
Rose: He went to harvest coffee.
Fred: Who do you want here?
Rose: I came to gather firewood. I beg to leave.
Fred: I beg to leave for my garden.

Lok manyen

cito	to go
maber	well
twomo	to draw (e.g. water)
wek	let
cwoko yen	to gather firewood
poto	garden.
pwonno	gather
kawa / mwanyi / omen	coffee.

Use of 'Wek'



Wek may be used in various ways, but two major ones are explained here.

i) Wek translates 'let'. When used in this way, it must be followed by a subjunctive.

Wek acitii - let me go.

Wek wa dok cen - let us return there (let us go back).

Wek abin - let me come.

Look at the use of 'Wek' and the examples given.

Make your own examples (more than 7).



How else do you use 'Wek' apart from the way already explained?

*Discuss gender roles with your family. Report results.
Use the new verbs as much as possible.*

**Homestay
Task**

F: Tic mokene mapatpat (More Professions)



Lagedo gedo ot yat, layub

mac yubo mac. Daktar madit ki daktari
mukene gi tiyo i ot yat.

Ladwoco dwoyo mutoka

Makanika yubu mutoka.

Lok manyen

gedo	to build
ot yat	hospital
daktar madit	doctors
daktar	nurse
ladwoco	driver
makanika	mechanic
mac	electricity
yubu	repair
dwoyo	drive
mutoka	motor car.

Near Past (Yesterday) Tense



The near past tense is used to describe actions which happened yesterday or before then, but no more than 3 days in the past.

To make this tense is very simple, just put a subject prefix before the modified verb stem.

Subject Prefix + MVS

Ibuto nining? *How did you spend the night? (last night)*

En ocito woko. *He went.*

The **negative** is also simple:

Pe + Subject Prefix + MVS

Pe guneno lee. *They didn't see animals.*

Pe ocito. *He didn't go.*

Lok i leb Acholi kun itiyo ki kare mukato macok coki..



Translate into Acholi using the near past (yesterday) tense.

1. We learned Acholi with our teacher.
2. They said that I am well behaved.
3. You (pl) called me Munu.
4. I didn't go to Kampala to buy food.
5. We spent the night at the Gulu Hotel in Gulu.
6. She didn't see the youth.
7. I didn't visit the patients.

Tye ka tiyo tic ango?



1. (a) Itamo ni jal ma obedo ni timo ngo?

(b) Tice kilwongo ni ngo?



2. (a) Dano ni timo tic ango?

(b) Tice kilwongo ni ngo?



3. (a) Dano ma ocung ni timo ngo?

(b) Tice kilwongo ni ngo?

Cik lotic ki gin ma gi timo.

Match the professions to their kind of work.



Lok manyen

pur	to dig; cultivate
kwoyo	to knit/sew
carani	sewing machine
bongo	cloth
lacwer bao	carpenter
puni carani	tailor
lapur	gardener; farmer
layata	sweet potatoes.
cuk	market
meca	tables
kitana	bed
kom	chairs.

Acholi Unit 3

Foods
Cam



Quote of the week:

Wor acel pe kwoko dek.

Acholi Proverb.

Unit 3: Foods

Core Competency: Apply Basic Survival Skills.

In this unit you will learn to:

Overview:

Communicative tasks:

- Name foods
- Tell likes and dislikes
- Tell eating and cooking utensils
- Order for food in a restaurant
- Accept/decline politely invitations to food
- Appreciate and compliment food given

HIV/AIDS:

- Categorize different types of foods on page 45 to cater for Nutrition
- Address Care and Nutrition in a dialog on page 46

Safety and Security:

- 3B: Demonstrate skills in community mapping
- 3C: Demonstrate culturally appropriate community integration skills
- 4C: Demonstrate culturally appropriate strategies for declining unwanted offers of food/drink/assistance, etc

Grammar:

- Interrogatives
- Adjectives
- Gerunds
- Imperatives and subjunctives
- The negative
- Emphatics

Culture:

- Table etiquette
- Invitations

Learning to learn :

- Using host family to learn.

A: Cam

(Foods)

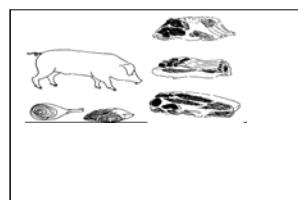
Learning Objective:

Using words for food items, question forming techniques and polite conversation strategies, each trainee will practice at least 3 dialogs on buying food between a market seller and a buyer accurate enough to complete a transaction in a real life situation. This will be done in the presence of a trainer.



ringo	meat
mugati	loaf of bread
cak	milk
tonggweno	egg
ringo dyang	beef
ringo dyel	goat's meat
ringo gweno	chicken
ringo romo	mutton
ringo opego	pork
ringo atudu	duck's meat
kabir	sorghum
kongo bia; arege	beer; alcohol
dek ma kitedo ki moo dyang	sauce made out of cow ghee
nyuka kal	millet porridge
kwete	wine made out of ripe maize flour
tonto	banana wine.

labolo	banana
muranga	bean
lapena	pea
kal	millet
anyogi	maize
gwana	cassava
okono	pumpkin
layata munu	irish potatoes
mucele	rice
pul	groundnut
labolo ma ocek	ripe banana
burukula	spinach -like greens
labolo alwete	small sweet banana
matunda	passion fruit
moko unga	maize flour/meal
coya	soya bean
kabic	cabbage



Lok manyen

ma dongo	Which build
Kom	Body
ma kelo	Which bring
Gupu	Strength; power
Remo	Blood.

Kwan ka igony ki leb Munu

Read and translate into English



Lotino me Obiya Puraimari cukul kelo cam i cukul. Awilo Okello tyang. Odong pe okello gin moo me acama, en pe ocamo cam me cawa abiro. Kec oneke tutwal ma pe romo kwan maber ma dong otiko bedo ka nino anina i kilaci. Awilo gin ki Ojuku okwano gigi maber tutwal pien gucamo gimo.

Lok manyen

Cukul / gang kwan	School
Tyang	Sugarcane
Kec oneke	She/he was hungry
Nino	Sleeping
Kilaci / ot kwan	Classroom

To address Care and Nutrition

Lagwok latwo: I ngamo ngo?

Latwo: Aol aola.

Lagwok latwo: Kec tye kaneki. laworo icamo manok. Tin myero icam cam madit pien latwo myero ocam cam maber.

Latwo: Cam mabeco mene?

Lagwok latwo: Obedo cam ma tye ki jami ducu iiyee ma kom mito.

Latwo: Calo mene?

Lagwok latwo: Cam ma kelo gupu calo mucele, cam ma miyo kom dongo calo ringo ki bitamin calo nyig yat ki pot dek.

Latwo: Eyo aniang. Atim dok ngo mokene me meddo teko me koma wek olweny i kom two ducu?

Lagwok latwo: Nong yweyo ma oromo, twenye manok, mat pii ladit ka i nen dakta ni ka iwinyo komi rem.

Lok manyen

lagwok latwo; daktari	caretaker; nurse
latwo	patient
ngamo	to yawn
aol	I am tired
kec	hunger
laworo	yesterday
tin	today
mito	needs
jami mabeco i cam	nutrients
cam	meal
kom	body
mucele	rice
pot dek	green vegetables
nyig yadi/yat	fruits
niang	to understand
yweyo	rest
twenye	exercises
pol kare	always; regularly
nenco daktar	to consult a doctor
winyo	to feel; to hear
peko	problem; difficulty
myero	should
manok	little.

Personal health

- It is important to always eat hot food
- Be cautious of food sold on the roadside
- Boil your drinking water and always carry it with you
- Eat a variety of foods.

Interrogatives:



Interrogatives generally come at the end of the question. But for "why? & what?", they come at the beginning.

<i>kwene?</i>	where?
<i>awene?</i>	when?
<i>nga? / mene?</i>	who? / which?

<i>ngo?</i>	what?
-------------	-------

<i>pingo?</i>	why?
<i>adi?</i>	how many?/how much?
<i>nining?</i>	how?

Examples:

Pingo imaro matto kongo?

Kilwongo 'food' ni ngo i leb Acholi?

Recco timo ngo?

Itye ki cente adi?

Adjectives:



Adjectives need to agree with the noun they go with. To use them, you need to add class prefix of the noun you want to describe.

Learn these useful adjectives:

ber	good, fine, nice, well, beautiful
rac	bad, ugly
dit	big
nok; tidi	small, few, little
otii, dit	old, superior
tidi	young
bor	tall, long
cek	short
pol, dwong	many, a lot
nyen	new.

Examples:

Mugati ni dit

This loaf of bread is big.

Matunda na ber

My passion fruit is good.

Winy kompak ka igam lapeny kakare.
Listen to the tape and respond appropriately.



A: Apwoyo nenni.

B:

A: Atye maber. Bin wacit kamato soda.

B:

A: Ku bin wamatii.

B:

A: Aya wek aciti.

B:

Culture Note

The following are the meals that are considered most traditional:

1. Millet, cassava, beans, peas, posho, potatoes, milk, pumpkins, lacoi (a type of drink made out of millet) and also kwete (a type of drink made out of maize).

Sharing of a meal is a tradition. If a visitor comes, the above list of meals are the best for the highly respected visitors, elders, or superiors; especially those you have gone long without seeing.

“Welo Okello yengo”.

Find out the meaning of this Proverb.

Proverb/Idiom

B: Likes and Dislikes



- Carolyne: Irii ladit?
Arii mego.
James:
Carolyne: Ladit ibicamo ngo?
Abicamo gweno, muranga, layata ki mucele.
Carolyne: Ka layata ki pot dek kono?
An pe amaro layata ki pot dek.
Carolyne: Ber.

In the hotel



- Carolyne: How are you sir?
I am fine madam.
James:
Carolyne: What will you eat sir?
I will eat chicken, beans and sweet potatoes.
Carolyne: How about sweet potatoes and greens?
I don't like sweet potatoes and greens.
James:
Carolyne: Ok.

Lok manyen

amaro	I like
imaro	you like
icamo	you eat
pe amaro	I don't like.



Wilbur:

I like eating meat, Irish potatoes, sweet potatoes, beans, greens and fish. However I don't like cassava and peas.



Brenda:

I like eating chapati, ovacado, mangoes, greens, oranges and cabbage. But I don't like pan cakes.



Wilbur:

Amaro cammo ringo, layata munu, layata.
Muranga, pot dek ki rec. Ento pe amaro
cammo gwana ki ngor.



Brenda:

Amaro cammo capat, obakado, moyeme,
pot dek, mucungwa, kabek ento pe amaro
cammo lagalagala.

Gerunds

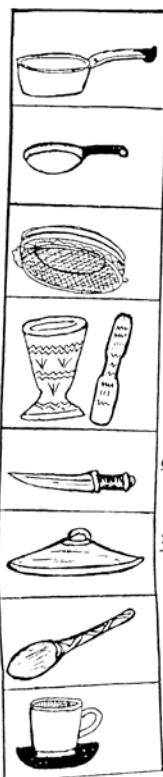


Gerunds are generally formed from verb infinitives by putting vowel -o at the end of the main verb. Note that this construction is very irregular depending on the verb used. This results in formation of a noun e.g

mat *matto*

C: Cam ki jami me tedo (Eating and cooking utensils)

Match words with pictures. Use the dictionary.



gilaci
malaga
kikopo
cwani
lawum wi jami
pala
binika
atang
pany
lalek
cupuria
mokeka
malaga latok dek.



**Homestay
task**

Yito pe duny nono.

Find out the meaning of this proverb from your host family.

Kwan ka igam lapeny magi.
Read and answer the questions.

Comprehension

Okec nakanen i odiko otyero lawum wi dek, Deke bene oony woko, dano onyere.

Alice okello cwan matidi ki kikopo ma otye woko.

Binika na opoto oyokoo gilaci ki cwani gu ony piny gutye.

Lok manyen

opoto	fell
onyere	to laugh at him/her
kello	to bring
poto	fall
otye	to be broken.

Culture Note

It is common to eat using hands (fingers).

A meal of kwon kal (millet bread) is eaten using fingers. Kongo malwa (native beer) is normally drunk from agulu (pot) the size of the pot depends on the number of people.

D: Lwongo Cam i Otel (Order for Food in a Restaurant)

- Lacat cam: Apwoyo ba lodito.
Coo: *Ber. Wan bene wapwoyo.*
Lacat cam: Akony wu ningin?
Coo: *Wutye ki cam ango?*
Lacat cam: Watye ki kwai cam ducu mabeco.
Coo: *Wamitto labolo, mucelle ki ringo gweno.*
Lacat cam: Ber lodito. Wek akel.



- Lacat cam: How are you all.
Coo: Fine thank you.
Lacat cam: How may I help you?
Coo: What food do you have?
Lacat cam: We have variety of delicious food.
Coo: We need matooke rice ,meat and chicken.
Lacat cam: Thankyou sirs. Let me bring.



Lok manyen

Akony wu?	I help you?
Watye ki	we have
wamitto	we want
ringo	meat
wek akel	let me bring them
wutye ki?	do you have?
Kwai	type; kind; sort.

Imperatives & Subjunctives



Every verb stem is a command, which can only be directed to the 2nd person singular only.

citi - go

bin - come

kwan - read.

For the rest of the persons, commands can be issued by use of subjunctives which express a wish or possibility.

Examples:

wacetu - let us go

wun ducu wubin - all of you come

mot gi - (you sing.) greet them.

Subjunctives are formed by putting the correct subject prefix to the verb stem and changing the final **a** of the verb stem to **e**.

Kong maber - Have a nice day (wish you a good day).

Atwero dong wot? - May I go? (requesting to go).



- Juliet: Irii maber, Carol?*
 Carol: Arii maber, kono in?
Juliet: An atye maber. Icito kwene?
 Carol: Acito kawillo labolo ki gweno.
Juliet: Imaro cammo labolo tutwal?
 Carol: Ee, in i aa ki kwene?
Juliet: Adok gang. Aa ka omo gwana ki layata munu. Amaro camo gwana tutwal.
 Carol: Wek aciti awil gin acama.
Juliet: Ber.



- Juliet: How are you, Carol?*
 Carol: I am fine how about you?
Juliet: I am finne. where are you going?
 Carol: I am going to buy bananas and chicken.
Juliet: Do you like eating bananas that much?
 Carol: Yes, where are you from?
Juliet: I am going home. I went to collect cassava and irish potatoes. I like eating them so much.
 Carol: Let me go and buy food stuff.
Juliet: Ok.

Lok manyen

Aciti	I am going
Willo	to buy
I cito kwene?	where are you going?
Imaro/imito	you like/love
Cammo	to eat
Pe	no
Adok gang	I am going back home
Ber	o.k
Wek aciti	let me go
I aa ki kwene?	where are you from?

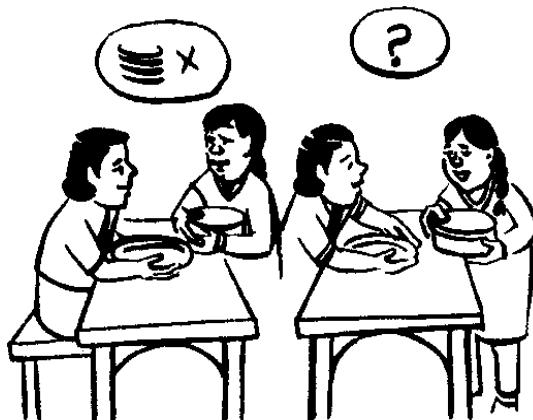
E: Yee/kwero cam iyo maber ka kilwongi ka cam.

(Accept/Decline politely invitations to food)

Learning Objectives:

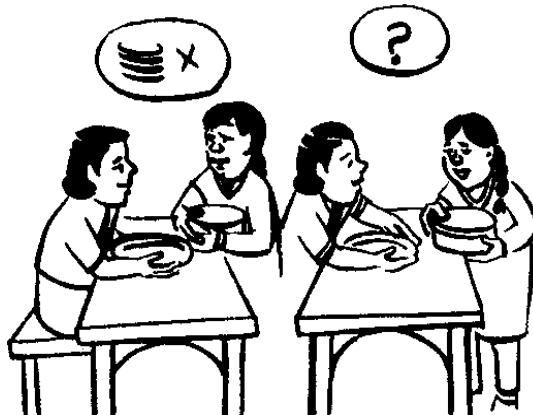
Using culturally acceptable phrases, each trainee will demonstrate in local language the ability to accept/decline politely invitations to food pertaining to 3 different social settings.

Faith tye kalok ki Jack



Faith:	Irii nining, Jack?
Jack:	Arii maber, kono in?
Faith:	An bene. Bin ka cam.
Jack:	Apwoyo tutwal, ento ayeng woko.
Faith:	Pe, bin ibil kong.
Jack:	Pe ipar, acamo woko.

Faith is talking to Jack



Faith:	How are you Jack?
Jack:	I am fine. How about you?
Faith:	Me too, come and we eat.
Jack:	Thanks a lot but am full.
Faith:	No, just come and taste.
Jack:	Don't mind, I have eaten already.

Lok manyen

bin	come
acamo woko	I have already eaten
pe ipar	don't mind (singular).
an bene	also me

The Negative



The general rule for forming the negative of any verb is to place **Pe-** before the Subject Prefix. If the Subject Prefix is a vowel (a, e or o), then **pe-** contracts to **p-** (this is usually common in spoken but not proper for written forms).

Abedo lapwony. Pe abedo (pabedo) lapwony.

I am a teacher. *I am not a teacher.*

Acamo ringo. Pe acamo ringo.

I eat meat. *I don't eat meat.*

Icamo cam me otyeno. Pe icamo cam me otyeno.

You ate supper (yesterday). *You didn't eat supper (yesterday).*

More about the negatives will be dealt with according to different tenses covered.

At times, negatives may be formed using **pe-** which appears as a prefix before a subject. A common example is negative commands.

Examples:	ceti	go
	Pe iciti	don't go.
	cam	eat
	pe icam	don't eat.

Wor acel pe kwoko dek.

Find out the meaning of the above saying from your host family.

**Homestay
task**

Culture Note

If someone finds you eating you have to invite him/her regardless of the quantity or quality of food you are eating. And traditionally food is to be shared. Always a visitor is welcomed by a drink, thereafter food is also given whether he/she wants it or not.

Traditionally you are expected to wash your hands before and after eating. People don't eat while walking, and don't walk while eating.

Most homes bless the food (with a prayer) before eating.

Safety and Security Note

Food plays an important role in daily life in Uganda, and how you are perceived in your community will be influenced by how and what you eat. Not only will it be important for you to learn about the various kinds of food available in your local area but you will need to know how to appropriately decline offers of food or drink.

F: Pwoyo

(Complimenting)

Mauda tye kalok ki Mama



- Mauda: Mama, meda kong kwon.
Mama: Ber gam.
Mauda: Dek mit tutwal! Apwoyo tedo.
Mama: An bene apwoyo cammo ne.

Mauda is conversing with Mama



- Mauda: Mum add for me some bread.
Mama: Ok here it is.
Mauda: The food is tasty. Thank you for cooking.
Mama: Ok. Thank you for eating.

Lok manyen

mama	mother
medda	add for me
dek mit tutwal	food is tasty
apwoyo tedo	thanks for cooking.

Culture Note

As a matter of courtesy, the one who has been given or served food, must thank the cook or the one that has served the food after eating the meal. It's impolite not to thank the one who has prepared a meal after eating.

Simply say: Apwoyo tedo!

Emphatics



For emphasis, the personal pronoun and personal pronoun prefix can be used in the Joshuaean sentence.

An aye I am the one who...

Wan aye We are the ones who.....

Gin aye.. They are the ones who.....

En aye.. S/he is the one who..

Acholi

Unit 4

Shopping



Quote of the week:

Latek keng wi ogwang ma otwo.

Acholi proverb.

Unit 4: Wil

(Shopping)

Core Competencies: **Work within American and Host Country Diversity.**
Apply Basic Survival Skills.

Overview:

In this unit you will learn to:

Communicative tasks:

- Count from 1-10,000
- Compare prices
- Use bargaining terms
- Ask for and give back change
- Purchase items using weights and measures
- Describe household items

HIV/AIDS:

- Address seeking for Treatment in a text on page 68
- Address accessing Treatment and Care in a dialog on page 69

Safety and Security:

- 1D: Identify strategies to reduce vulnerability
- 3B: demonstrate skills in community mapping
- 3C: Demonstrate culturally appropriate community integration skills

Grammar:

- Conjunctions
- Modified verb stem
- Verb “to have”
- Far past tense
- Verb “to be”
- ‘Whole’, ‘All’ and ‘Any’ suffix
- Agreement of numbers

Culture:

- Bargaining

Learning to learn:

- Goals for Independent study.

A: Kwano

(Counting)

1 – 10,000

Winy kompak ka i nwo.

Listen to the tape and repeat.



0

jero

1

acel

2

aryo

3

adek

4

angwen

5

abic

6

abichel

7

abiro

8

aboro

9

abongwen

10

apar.

Pwony wer man ki i kompak ni.

Learn this song from your tape.



Tongweno,tongweno,acel

Tongweno,tongweno,aryo

Tongweno,tongweno,adek

Tongweno,tongweno,angwen

Tongweno,tongweno,abic

Tongweno,tongweno,abichel

Tongweno,tongweno,abiro

Tongweno,tongweno,aboro

Tongweno,tongweno,abungwen

Tongweno, tongweno, apar!

Lok manyen

wer

tongweno

song

egg.

Pwony nama magi:

**Learn these
numbers:**



The numbers 11-19 are simply formed as '*ten and one*' being joined by *wiye*. But you can even leave out "*wiye*" and it still retains the meaning.

10	apar
18	apar wiye aboro
20	pyere aryo
30	pyere adek
40	pyere angwen
50	pyere abic
60	pyere abicel
70	pyere abiro
80	pyere aboro
90	pyere abongwen
100	miya acel.

Note also that when the *ones* are added to the *tens* we get *tens* and *ones* joined by *wiye* e.g,

23	pyere aryo wiye adek
48	pyere angwen wiye aboro
66	pyere abicel wiye abicel
94	pyere abongwen wiye angwen.

Note: When a number ends with a vowel (e.g. aboro, aryo), you need to add "*wiye*" for it to make sense. Example: pyere aboro wiye adek.

100	miya acel	600	miya abicel
200	miya aryo	700	miya abiro
300	miya adek	800	miya aboro
400	miya angwen	900	miya abongwen
500	miya abic	1,000	alip acel.

Note that the above numbers form their **tens** by just putting the appropriate **tens**; conjunction '**wiye**' is retained for **ones** for those numbers that have **tens** and **ones** at the Joshua time.

Conjunctions:



Ki

'and'. Ki is mostly used to denote nouns, infinitives and adjectives.

Atye ki dyangi aryo ki gweni angwen.

I have 2 cows and 4 chickens.

Ento

'but', 'nevertheless'

Kono nyo

perhaps

Pien

because

Nyo

or.

**Nama.
Numbers.**



- (i) For all the numbers above, all ones, tens and hundreds are formed by use of 'wiye' should they exist singly or with the last whole numbers.
- (ii) *Alip* should be taken to represent 1000 and beyond but less than 1,000,000. Here you begin with *alip*. Hence:
- | | |
|------------------------|-----------------|
| alip apar. | ten thousand |
| alip pyere aryo | twenty thousand |
| alip pyere adek | thirty thousand |
- The above goes on up to 90,000.
- | | |
|-----------------------|-----------------------|
| alip miya acel | one hundred thousand. |
|-----------------------|-----------------------|
- This also goes on up to 900,000.

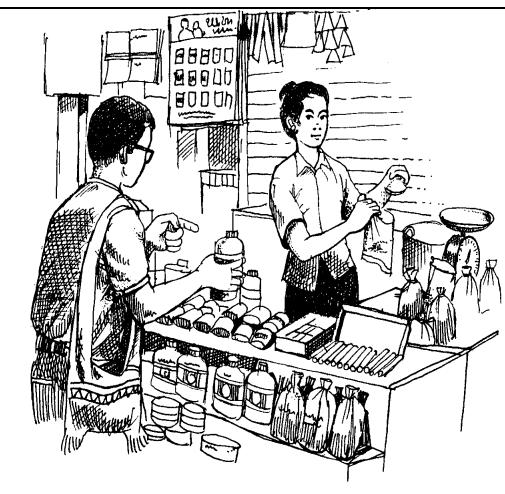
Carolok (Proverb):

Lak lyec pe loyo rweude.

**Community
task**

Find out the meaning of the above proverb.

B: Poro wel jami (Comparing prices)



An koma kec totwal!!!

Tin onongo Onyango tye ka kacito i cuk Awac. En orwate ki lareme Owino. Owino onongo ocito i cuk Awac kawilo long ento onongo owoto ki ciling alip abic keken ki gum marac onongo long kicato ciling alip aboro. Onyango bene onongo mito wilo long ento en onongo tye ki ciling alip angwen keken. Ci owino owace ni gicit i cuk lacor. I kare ma gu oo i cuk lacor, gunongo long kicato ciling alip abiro. Ci Owino owaci “Aa lotuwa an kuma kec totwal”



I am so unfortunate!!! (Darn it!)

Today Onyango was going to Awac market. He met his friend called Owino. Owino had gone to Awac market to buy pants. But as for that one, he had gone with 5,000 shillings but the pants he found were being sold for 8,000 shillings. And Onyango also wanted to buy pants but he had only 4,000 shillings.

Owino gave Onyango advice that they should go to Lacor market. When they arrived at Lacor market, they found that pants were 7,000 shillings. Then Onyango said “Darn it!”.

Lok manyen

cuk	market
rwatte	to meet
wel	prices
nongo/ onongo	to find / found
long	trousers
kiteitei	dress
war	shoe(s)
poro	to compare
tye	to be
nga	whom.

Modified Verb Stem (MVS)



Most verbs have a modified version of their stem which is necessary for use in certain tenses. MVS is formed by suffixing ‘o’ to the verb stem.

Examples:

Nen	neno
Nek	neko
Kwany	kwanyo

To address Treatment



Eh, eh! Yat ARV na odong manok tutwal. Mito aciti anong mokene ma cabit peya otum. Wek aciti kombedi ni wek adwog con. Pwod tye con, atwero nongo motoka woko oyot oyot.

To address accessing Treatment and Care:

Lok:

Abel: Ico ning lamego?

Betty: Acoo maber ladit. Kono in?

Abel: Acoo maber. Icito kwene odiko con kuman ma piny ngic kitit eni?

Betty: Acito ka gammo yet amwonya na.

Abel: Oh, inongo ki kwene? Agamo me nono i ot yat pa gmante ma cok kanyi.

Betty: An pe amito cung i lain. Amaro nongo ki i ot yat pa dano i Kampala.

Abel: Aaa aa! Pe tero cente madit tutwal me wot wa Kampala? An pe atwero nongo kodi cente enoni me wot kama bor. An amede ki nongo mega kama cok kanyi.

Betty: Meno ber. Wek akati.

Abel: Wot maber. Pwod wanen .



To address accessing Treatment and Care:

Talking:

Abel: Good morning madam ?

Betty: *Good morning sir ,how are you?*

Abel: I am fine ,where are you going so early in this cold weather?

Betty: *I am going to get my medication.*

Abel: I get them for free, from the nearby government health center

Betty: *I dont like lining up so I get mine from private hospital in Kampala.*

Abel: Hey! Wouldn't it cost you a fortune going up to Kampala? For me I can't afford all those expenses to go up to Kampala. I will continue to get mine from here.

Betty: *Okey let me go.*

Abel: Safe journey see you again..



Lok manyen

con	early
yat	medicines; drugs
gammo	to get
agamo me nono	I get freely
ot yat	hospital
gamente	government
cok	near
cung i lain	to line up
amaro	I prefer
mabor	far
medde	to continue
wek	let
lacen	later.

Safety and Security Note

It is always safe not to carry too much cash on you. If you must, keep it in different areas.

Settling for the ‘munu’ price right away can give people the impression that you’re ‘rich’ and that could make you a target for begging, requests for loans or even crime.

Markets, especially in larger towns and cities, can be a common place for pickpockets and thieves so be mindful of your belongings and take care not to flash your money around.

**Verb
"to have"**



The verb “to have” does not occur in the infinitive form, but as a suffix **-tye**. To form “have”, all that is needed is the correct subject prefix.

Affirmative:

Atye ki I have
Itye ki you have
En tye ki he/she has
Wan Watye ki we have
Wun wutye ki you (pl) have
Gin tye ki they have

Negative:

ape ki I don't have
ipe ki you don't have
en pe ki he/she doesn't have
wan wape ki we don't have
wun wupe ki you don't have
gin pe ki they don't have.

Itye ki cente madwong.

You have a lot of money.

James tye ki buk

James has books.

Wan wape ki cam i cawa ni.

We have no food now.

C: Laro wel (Bargaining)

Learning Objective:

In the presence of a Language Trainer, each trainee will employ culturally acceptable negotiation language at a local vendor in a nearby market to purchase 3 items for less than the originally stated price.

Lacat ki lawil

Lacat: Ajoli ladit.

Awil: Ber, ningo?

Lacat: Mapol pe. Itye kayenyo ngo?

Awil: Atye kayenyo cati, koti ki tandarua.

Lacat: Ee, weng tye.

Awil: Cati, koti ki tandarua tye ciling adi?

Lacat: Cati tye ciling alip abiro, koti tye ciling alip apar ka tandarua tye ciling alip abongwen.

Awil: A - ya - ya - ya, wel gi pwod dong tek, kong i dwok wel gi piny.

Lacat: In itye ki ciling adi?

Awil: Cati amiyi ciling alip angwen, koti amiyi ciling alip abicel, ka tandarua abi mini ciling alip abiro.

Lacat: Pe, med kong manok.

Awil: Pe atwero, wek acitii.

Lok manyen

Lacat	seller
lawil	buyer
ajoli	I welcome you
yenyo	to look for
cati	shirt
koti	coat
tandarua	mosquito net
wel gi tek	they are expensive
dwok	reduce
wel	price
pe atwero	to be unsuccessful; fail to manage
pe	no.

Willo jami me gang

- Okec: Irii maber, ladit?
Owino: *Arii maber, kono in?*
- Okec: Atye maber. Itye ki cak?
Owino: *Ee. Ami lita adi?*
- Okec: Lita acel acel icatto ciling adi?
Owino: *Tye ciling miya adek keken.*
- Okec: Ber, miya lita abic.
Owino: *Ki ngo mokene ma imitto?*
- Okec: Cak keken.
Owino: *Pe mogati bene?*
- Okec: Apwoyo, abitero, i nino mokene. Man tye ciling adi?
Owino: *Ciling alip acel ki miya abic keken.*
- Okec: Eee-ee! Wele tek tutwal!
Owino: *Adadayeni i, welle tek tutwal?*
- Okec: Ber, wek aculi.
Owino: *Apwoyo tutwal dwog odoco.*

Lok manyen

lita	litre(s)
catto	to sell
acel acel	every; per; each
mokene	other
keken	only
gin mo pe; pe tye	nothing; it is not there
tero	to take
dwog	to return; to come back
odoco	again
nino mokene	some other time; sometimes
kitanda	bed
dirica	window
tara	lantern; lamp
dogola	door
meca	table
kom	chair
becen	basin
baket	bucket
mokeka	mat
kolo	papyrus mat.

Far Past Tense



This tense is used for actions which took place 2 or 3 days ago dating backward indefinitely.

Akwano Baibul *I read the Bible.*
Gin guwilo motoka *They bought a car.*

Negative: Is formed by using **pe**

An pe	I didn't	Wan pe	we didn't
Inpe + MVS	you didn't	Wun pe + MVS	you didn't
En pe	s/he didn't	Gin pe	they didn't.

Find out the meaning of this Proverb. How does it relate to this communicative task?

Ogwal acel obalo wang pii.

**Explorer's
Diary**

Culture Note

In a market situation, especially where the goods do not carry price tags, one is always expected to bargain. If one does not bargain, the people around may take it that he/she has excess money. Hence, even if the prices are fixed, there is a tendency to bargain.

N.B:

There are certain items for which bargaining is not possible. For example, transportation, fuel, or common small items like cigarettes, match box or bottled water.

D: Penyo ki dwoko cente (Ask for & Give back Change)

Ii dukan:

Omac: Itye ni ngo?

Okeng: Atye maber, peko ango matye?

Omac: Abino ka gammo cente ma odong.

Okeng: Ciling adi?

Omac: Ciling alip acel ki miya abic keken.

Okeng: An atye ki ciling alip acel, miya abic ma odong ibinongo lacen.

Omac: Ber. Ayela pe.

Lok manyen

keken	only
cente ma odong;	the remaining money; change
lacen	another time
peko	problem
gammo	to get.

Find out the meaning of this proverb:

Kadi tidi obedo cente.

Proverb/Idiom

Gam lapeny magi inge kwano lok man.

Respond to the questions after reading the story below.

Comprehension

An kilwonga ni lawino. Amaro rukko gomci ki kikoyi. Acitio i dukan pa Atim kawilo kikoyi ki gomci. Anonge tye ento en okwero dwokka wel piny.

Ento pwod acule. Amiye ciling alip pyere abic. Odwoka alip aryo en okwanyo alip pyere angwena aboro.

1. Gomi ci ki kikoyi kiwilo ciling adi?
2. Nga mamaro rukko gomci ki kikoyi?
3. Lawino mono owilo gomci ki kikoyi?
4. Cente adi ma odong ma otyeko willo gomci ki kikoyi?

Verb “to be”



In Acholi, there are two forms *tye* or *bedo*.

a) To describe what one is or does.

Abedo lapwony. *I am a teacher.*

Ibedo munu. *You are a white person.*

Prossy obedo Acholi. *Prossy is an Acholi.*

b) To locate where one is.

James tye kwene? *Where is James?*

Wan Watye Gulu. *We are in Gulu.*

c) To explain what one is doing at the moment. Suffix –*tye* (there/now) is added.

Itye ka timmo ngo? What are you doing?

En tye ka bino. He is (there) coming.

Use of *bedo* and *tye*:

It is most often used as an auxiliary verb to express duration of another verb in a given tense.

Abedo ka cam. *I am eating. (always)*

Tin abedo ka cam. *I was eating. (today)*

Onongo abedo ka cam *I was eating. (yesterday)*

Abibedo ka cam. *I will be eating. (near future)*

Onongo atye ka cam *I was eating. (far past)*

It can also express completedness of an action.

Atyeko cam woko. *I have already eaten.*

Nongo atyeko camo. *I will have (already) eaten.*

Lok manyen

rukko	to wear
kikoyi / late bongo	inner cloth (for ladies)
cullo	to pay
dukan	shop
dwok	to reduce (the price)
dwoggo	to give back.

E: Pek pa jami ki lapim jami (Weights & Measures)



Lok manyen

cure	bunch (of bananas)
peda	cluster (of bananas)
depe	big tin
kilo	kilogram
guniya	sack
pim	measures
cupa (i)	bottle(s)
dur	heap
odur ma kipimo	measured heap
Kilo (lapim kilo)	weighing scale
Adita	basket.

**“Whole”,
“All” &
“Any” Suffix.**



Whole, all or any is formed by adding **–duc or weng** to separate personal pronouns. But it is not applicable to singulars only with plural forms of the personal pronouns. E.g

wan duc/weng	all of us
wun duc/weng	all of you (pl.)
gin duc/weng	all of them

En tye kalwongo wan duc. *He is calling all of us.*

For all other noun classes it appears as **–ducu/weng**.

Akwano buk ducu. *I have read the whole book.*

Dyangi ducu tye gang. *All the cows are at home.*

Winy kompak ka i gam lapeny magi:
Listen to the tape and answer these questions:



1. Akello tye kalok ki nga? _____.
2. Akello tye ki ciling adi? _____.
3. Iwinyo pim adi makilwongo? _____.
4. Coo nying cam ma iwinyo. _____.

F: Jami ki jami ma tye i ot (Request items & facilities in the House)

Learning Objective:

Using shopping and culturally acceptable inquiry vocabulary, each trainee will independently gather information from different sellers at local stores on prices and quality of at least 5 basic household kams.

Jami me i ot:



Ladit Oceng tye ki ot butu. Tye ki tyelo adek madongo. Ot ne tye ki kom adek, meca acel ki kitana aryo.

Tye ki dirica ma obedo bao matek adida.
Ento ot ne pe ki mac.

Household items:



Mr. Ocheng has a three bedrooomed house.it is furnished with three chairs a table and one bed.

The house has a strong wooden window but with no electricity..

Lok manyen

ot	house
tyelo	rooms
meca(i)	table(s)
wang ot	windows
bao	timber
dogola	doors
mac	electricity
kitana	beds
baba	father
mama	mother
lotino	children
nino ki nino	everyday
willo	to buy
mugati	bread
mapol	many
cai	tea
matunda	passion fruit
buk	book
kalam	pens
atye ki	I have.

Acholi

Unit 5

Telling
time

March

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	5	
	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	
	27	28	29	30	31			

Quote of the week:

When the student is ready, the teacher will appear.

Saying.

Unit 5: Waco cawa

(Telling time)

Core Competency: Work within American and Host Country Diversity.

Overview:

In this unit you will learn to:

Communicative tasks:

- Tell time the acholi way
- Tell days of the week, months and dates
- Explain daily routine
- Ask about weather
- Describe recent past activities
- Make plans for the future (near and far)

HIV/AIDS:

- Address Care in a dialogue on page 78
- Describe the timeline of HIV/AIDS in Uganda in a text on page 87

Safety and Security:

- 1D: Identify strategies to reduce vulnerability
- 2A: Demonstrate the appropriate steps Volunteers take to prepare for safe travel
- 3B: Demonstrate skills in community mapping
- 3C: Demonstrate culturally appropriate community integration skills
- 8A: Ask for help in the local language

Grammar:

- Possessive particle “of”
- Possessive adjectives
- Ordinal numbers
- Adverbs of time
- Demonstratives
- Immediate past tense (Today past tense)
- Near future tense

Culture:

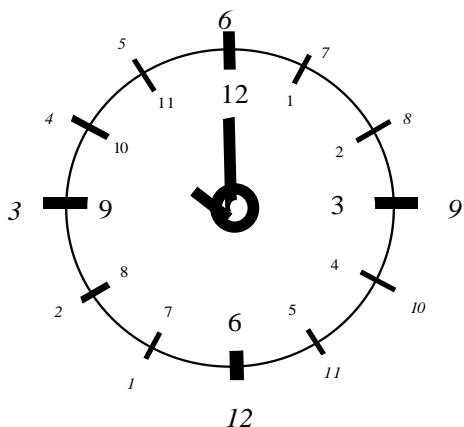
- Days of the week

Learning to learn:

- Understanding LPI and using it to learn.

A: Waco cawa

(Telling Time)



Inside: **English time**
Outside: **Acholi time.**

- Dominik: wacit wayeny tic.
Ocaya: Ah, cawa tye marac.
Dominik: Cawa adi?
Ocaya: Cawa angwen me odiko.
Dominik: Eh, eh! Watye lacen!
Ocaya: Aya. Waciti.

Lok anyen

cawa	time; watch; clock; hour
cawa	hour; time
adii?	how many?/ how much?
Wacet wayeny	we go look for
tic	work
watye lacen	we are late
wacet woko	we go.

To address Care:

- Amos: Mama, dong imwonyo yat ti?
Mama: Pwodi, latina, apwoyo poyo wiya. Itamo ni dong tye lacen ma pe aroma mwonyo ne?
Amos: Pe kumeno wek kong wadok gang wacam cam me dyeceng ka dong imwonyo yati cawa aboro.
Mama: me odiku imwonyo cawa adi?
Amos: Cawa acel me odiko ma pwod pe wabino i poto.
Mama: Mama, pol kare mar mwonyo yati i cawa ne kikome. Peiwek wii owl woko.

Lok manyen

mwonyo	to swallow
poyo wiya	remind me
tye dong lacen	already late
dok gang	to go back home
idye ceng	noon; afternoon

Lok manyen (cont'd)

ka dong	and then
ma pwod pe wabino	before we came
Poto	garden
Pol kare	always
Pe wi owlil	don't forget (singular).

Possessive particle 'of'



It is formed by putting a particle of possession **a** before the possessor. For the possession of inanimate things, **me** is used.

- (a) latin pa Joseph. (*Child of Joseph*).
- (b) Buk me gang kwan. (*Book of school/school book*).
- (c) Tongwen. (*Eggs of chicken*).
- (d) Cawa acel me odiko. (*7:00 a.m. i.e. One hour of the morning*)

Lok manyen

Coc	write
Nucu	half; part
Me	of
Dakika	minute(s)
Dye ceng	noon; afternoon
otyeno	evening
dye wor	night; 24 -hour day
megi	your (sing)
buti	you sleep (sing.).

Winy kompak ka ipong kama odong twolo.
Listen to the tape and fill in the blanks.



- (1) Odong _____ acel me romo cawa apar me _____.
- (2) Nino ki nino _____ cawa _____ me dye _____.
- (3) Ajok _____ ka tic cawa _____ me odiko.
- (4) _____ leb Acholi cawa _____.

Lok manyen

lupwonye	teachers
Naka	until; up to
Kenyo odong/oromo	there remains; there is enough
oo	to arrive
Pol kare	usually; always
Apwonyo	I learn; I am learning
Pi; tic kede	for; spend (time)
Anino	I sleep.

Possessive adjectives



Possessive adjectives are suffixes. The prefix to be affixed on those suffixes must agree with the noun possessed.

-a	my	-wa	our
-i	your	-wu	your
-e	his/her	-gi	their.

- e.g. latin-**i** (*Your (sing.) child*).
lotino-**wu** (*Your (sing.) children*).
lapwony-**a** (*My teacher*).
lapwony-**wa** (*Our (pl) teachers*).
malaga-**gi** (*Their spoons*)

Culture Note

It is 7:00 a.m. (cawa acel me odiko) which is considered as the 1st hour of the day. Similarly, cawa acel me dye wor (7:00 p.m) is considered as the 1st hour of the night.

A day is made up of dye ceng (day time) and cwind dye wor (night). The word iwor is also used for a 24 - hour day. Idiceng (day, sun) is normally used for a 12 - hour day.

To distinguish between dyewor for night and cwiny dyewor for mid night in a 24 - hour day, the word me dyewor (night time) is usually used for the former.

Culturally, people tell time by such indicators like sunrise, sunset, crowing of the cock (rooster), position of the sun and also of the shadows. Because of this, time is always an approximation. Hence a meeting called at 2:00 p.m. will probably attract participants at 3:00p.m. and for sure they won't be late because they are still "within time".

"Wapwoyo bino i Uganda".

Safety and Security Note

Knowing when things happen, both during the day and during the course of the year, help you develop an understanding of life in your community. It will help you arrange meetings, find transportation and communicate essential information in an emergency.

It is advisable to always travel before dark. Avoid inviting people into your house after dark.

B: Nying nino me cabit (Days of the week)

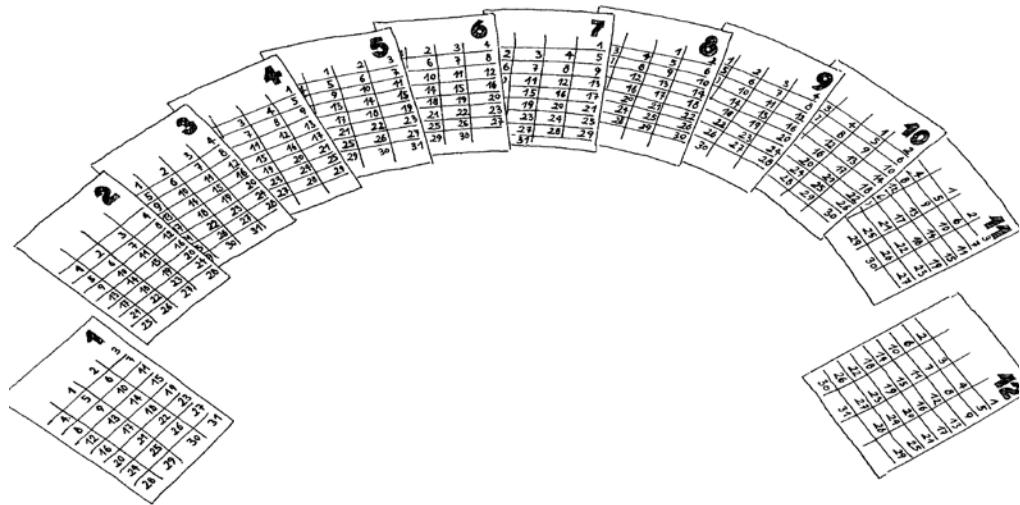
Learning Objective:

Following several interviews with host family member, each trainee will in week 6 of PST narrate to a group of trainers the major events (social, political or economic) that take place in the immediate community on particular days of the week. The information to be given must be accurate enough as it will be verified by the concerned trainers.

- | | |
|--------------|----------------|
| 1. Monday | 1. ceng baraja |
| 2. Tuesday | 2. ceng aryo |
| 3. Wednesday | 3. ceng adek |
| 4. Thursday | 4. ceng angwen |
| 5. Friday | 5. ceng abic |
| 6. Saturday | 6. ceng abicel |
| 7. Sunday | 7. ceng cabit. |

Lok manyen		
	Katoli	Catholics
	Purutanti	Protestants
	Icilam	Moslem
	kacoke pa lukristo	christian gathering
	tic	jobs
	cabit	week(s)
	wot ka lega	to go for prayers
	pur	to cultivate
	kwat	to herd; to feed
	tweyo yen	to gather firewood
	twomo pii	to draw water
	myel	to dance
	wer	to sing
	tuku	to play
	limo dano	to visit
	rego	to grind
	kwoyo	to sew
	kwang	to swim
	yweyo; nongo yweyo	to rest; to have a holiday
	nino mene?	what day?; which day?

C: Dwe ki nino dwe (Months and Dates)



Match the words to the Pictures:

Dwe me abic.
Dwe me aryo.
Dwe me apar aryo.
Dwe me angwen.
Dwe me abongwen
Dwe me aparacel
Dwe me adek.
Dwe me apar.
Dwe me aboro.
Dwe me acel.
Dwe me abiro.
Dwe me abicel.

Lok manyen

mwaka	year
dwe	month
kot	rain
oro	dry season
kare	season
ping.	period; weather.

Ordinal Numbers



Ordinal numbers are formed by using the **possessive particle 'of'** before the serial numbers by taking prefix **me** before their stems.

So they appear thus:

Me acel	<i>1st</i>
Me aryo	<i>2nd</i>
Me adek	<i>3rd</i>
Me angwen	<i>4th</i>
Me abic	<i>5th.</i>

All that is now needed is the particle 'of' (used with its initial vowel) depending on the noun class e.g:

latin me acel.	<i>The first child.</i>
Buk me acel.	<i>The first book.</i>
Buk me aryo.	<i>The second book.</i>
Dyang me acel.	<i>The first cow.</i>
Dyang me angwen.	<i>The fourth cow.</i>
Dwe me acel.	<i>The first month (January).</i>
Dwe me adek.	<i>The third month (March).</i>
Yat me abiro.	<i>The seventh tree.</i>

Note that for numbers 6 – 10, you only need particle 'of' before the serial numbers.

Adverbs

of
time



The adverbs of time that need to be learnt are:

Tin	Today
Kombedi	Now
Laworo	Yesterday
Laworo maca	Day before yesterday
Diki	Tomorrow
Diki maca	Day after tomorrow
Ma cok coki	Recently
Dye ceng	Day time
Dye wor	Night time
Pol kare	Always; usually
Odiko	Morning
Dye ceng	Noon; afternoon
Otyeno	Evening.

D: Daily/free time activities

Learning Objective:

Based on an analysis of his/her experience, each trainee will describe his/her daily routine that covers leisure activities. The information to be provided has to cover the hour of the day for each activity pointed out in a target language.

Gony nyig lok magi:

Translate the dialog below:

Comprehension

Sam tye kalok ki Sue

Sam: Ibuto maber?

Sue: *Abuto maber, kono in?*

Sam: atye maber. John tye?

Sue: *Pe, oceto ka leka.*

Sam: Joan kono?

Sue: *Joan oceto ka pur.*

Sam: Atye ka mito ni ibin wek ipwony lotino na ki leb acholi.

Sue: *Aya do abino diki.*

Sam: Aya, apwoyo matek.

Sue: *Ber, pwod wanen.*

Lok manyen

leko	to herd; to feed
pur	to cultivate; to dig
pwonyo	to teach
dyangi	cattle
abino diki	I will come tomorrow
leb	language
ocito	went
do	please.

Find out the meaning of the Proverb:

Nong gin ma caro lok man gonyo:

Proverb/

Idiom

Gin ma ikwiya gam lacen.

Demonstratives



Demonstratives vary according to the noun class they qualify.
They fall in 3 forms:

This (proximal; near at hand)

That (referential; some distance away)

That (distal; far away).

This (near)

man / eni

Here (near)

Kany

That (referential)

Meno

There

Kwica

That (distal)

Maca

There

Kaca

E.g: Latin **man** obedo latin kic. *This child is an orphan.*

Yadi **magi** dongo *These trees are big.*

Meno megi *That is yours*

Maca mega *That is mine*

Bed **kany**

Sit here

Bed **kenyo**

Sit there

Bed **kaca**

Sit there.

Winy kompak ka igam lapeny.

Listen to the tape and answer.



- (1) Opiyo ocito ka pur kwene?
- (2) Anga ma olwoko bongo?
- (3) Lawino ocito ka timo ngo?
- (4) Nga ma tye ka tedo?
- (5) Mateo ocito ka timo ngo?
- (6) Nga ma obi yweyo ot?

E: Piny

(Weather)

Learning Objective:

Using PACA handbook, each trainee will select a tool for community analysis so as to gather and present to selected trainers information about seasons, weather conditions and activities as performed by different genders of the community around the Training Site.

Bill orwate ki Julius

- Bill: Julius, bin wacet i ot lega.
Julius: *Pe laree, kot obi cwe woko.*
Bill: Kot peke.
Julius: *Pe ineno pol?*
Bill: Aneno pol ki yamo me kot ka atamo ni kot obi cwe woko.
Julius: *Aya do waceti ento an aceto ki koti na pien ngico twero bedo tye.*
Bill: Julius, koyo tye ka nekki?
Julius: *Pe gire , ento kot romo cwe.*
Bill: Iromo winyo lyeto ento pien ceng twero ryeny tutwal.
Julius: *Pe ipar, wek aceti.*



Lok manyen	pol	clouds
	yamo	wind
	ngico	coldness
	lyeto	hotness
	ryeny	shine
	yamo me kot	storm; hurricane
	par	worry.

F: Tito jami ma otimo cok coki (Describing recent past activities)

Winy kompak ka ipong kama twolo.
Listen to the tape and fill in the blanks.



Mama tye _____ Lotino tye _____ i dye _____. Mama maro _____
lotino otyeno ka _____ obicito kabuto. En _____ dek mamit _____.
Ento _____ pe wil me _____ pi jo ma _____ ducu.

Lok anyen

aa malo	to get up
lwokko	to wash
jo ma gang	home people
lega	pray
ma titidi kong	a little while
ot lega	church (but not the Catholic one)
wer	to sing.

To address AIDS in Uganda timeline:

I mwaka 1982, two mo ma pe ngene ocake. Jo ma two man omako gujony tutwal, gi ono, gi ngwinye, gi cado ma yer wigi oo woko ducu ki iwi gi. Yat onongo peke ma twero cango two man. Dano olwongo two man ni ‘cilim’.

I mwaka 1986, gamente ocako lweny i kom ‘cilim’. Ocako jang tic mo me konyo lweny i kom two man. I mwaka 1987, TASO ocako konyo jo ma tye ki cilim.

ka i mwaka 1988 lawer acel me Uganda ma kilwongo ni Philly Lutaaya owaco kamaleng ni en etye ki two cilim. Kombedi jang gamente mapol ata tye ka lweny ikom two man kun tiyo tic macalo me gengo, gwokko lutwo ki miyo it gi kony me cang.

Lok manyen

i mwaka	in the year
ocake	started
two	disease
ngene	to be known
jony	to grow thin; to waste away
ono	coughed
ngwinye	to scratch oneself
bedo ki cado	to have diarrhoea
yer	hair
wic	heads
yat	medicine; drug
twero	to be able
cango	to cure; to heal
cilim	AIDS
nyute kamaleng	to open up
bito / cuno	campaign
lweny i kom	to fight against
lawer	singer; musician
waco	to tell; to inform
wi lobo	world
kombedi	presently; currently
dul mapat pat	organizations; clubs; groups
iyi	through
gengo	prevention
gwoke	care
cang	treatment.

Immediate past tense. (Today past)



In acholi there are 4 past tenses: Nenen (today past), laworo (yesterday past), laworo maca (day before yesterday) and yam (far past). To differentiate the time when the event occurred, you use adverbs of time like kombedi (now), odiko (morning hours), otyeno (evening hours), laworo (yesterday), laworo maca (the day before yesterday).

E.g:

Nennen odiko acamo tongwenyo aryo. *In the morning I ate two eggs.*

Tin odiko icamo dek ango? *What did you eat in the morning?*

Dominik nenen ocoyo waraga. *Dominik wrote a letter.*

The negative of this tense is formed by putting **pe** before the affirmative.

E.g: Dominik pe ocoyo waraga.

NB: This construction is also used for narrating in the past.

G: Make Plans for the Future (Near and Far)

Peace orwatte gin ki Betty

Peace: Betty konya!

Betty: Ki ngo, Peace?

Peace: Amito cito Kitgum, amito wot i nyom pa Alice gin ki Johnson, ento amito wot i gang kwan bene ka kwan. Ci mandog atim ngo?

Betty: Atamo ni omyero icit inyom.

Peace: Itamo ni omyero pe acit Kitgum?

Betty: Ibi cito ka timo ngo Kitgum?

Peace: Abicito ka gammo cente na.

Betty: Aaaa, ci omyero icit Kitgum.

Peace: Aya ber apwoyo matek wanen.

Lok manyen

konya!	help me!
amito	I want
gammo	to get
pitto	to plant
limmo	to visit
nyom	marriage
nywal	to give birth
gero	to build
kwanno	to study.

Near future tense.



Abi camo

- *I shall eat.*

Abi myelo

- *I shall dance.*

It is formed by using the present continuous tense of the verb **abi** followed by the verb expressing the action to be done in its infinitive form.

Ibi cito Nairobi.

You will go to Nairobi.

Gin gubipwonyo leb acholi.

They will learn Acholi.

Understanding LPI and using it to learn

What is LPI?

LPI is an oral proficiency test developed by the American Council for the teaching of Foreign Languages (ACTFL). It has been simplified by the Peace Corps for use by language training programs around the world.

How it is done

The test consists of a 5 to 30 minute tape-recorded interview. Each interview is different but follows a similar structure. The interviewer asks questions of general interest and the conversation goes on from there. The testee may be asked to participate in a short role-play and/or ask questions to the interviewer. The atmosphere is relaxed. **Remember !** The LPI test is intended to show what you know and not what you don't know.

What it shows

Your LPI score tells you the level of communicative proficiency. It shows you how you can handle new situations and manage a conversation. It also shows a relative level of errors, creativity and comprehensibility.

What it doesn't show

It cannot be used to compare individuals. Two people of the same score may still have different amount of vocabulary. Conversely, a person who has a score of Novice-High can function at the Intermediate-Low level at least half of the time.

Warning!!!

Progression from level to level cannot be described as a straight line but rather as an inverted pyramid. It takes much longer to get from Intermediate-Mid to Intermediate-High than from Novice-Mid to Novice-High.

How you can use it to learn

- Ask for a copy of the interview tape, listen to it again and think about how you could give better answers.
- Read the definition of the level you achieved and the next highest level and think about what you need to do before you move up one level.

Peace Corps Language Proficiency Interviews

Rating Guidelines*

SUPERIOR

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED HIGH

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

ADVANCED MID

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or

communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE HIGH

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the

appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

INTERMEDIATE MID

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

INTERMEDIATE LOW

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

NOVICE HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few

of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

NOVICE MID

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

NOVICE LOW

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

* These Guidelines were created by the American Council for the Teaching of Foreign Languages (ACTFL). Peace Corps has adopted them for LPI Ratings.

Acholi Unit 6

Community Integration



Quote of the week:

In America I'm basically a shy person, but I found that I had to break out of my shell and be more outgoing if I wanted to learn acholi. Much to my surprise, I found it was fun and really helped me to learn. I discovered a whole new me!

PCV.

Unit 6: Community Integration

Core Competency: Build capacity of communities and organizations.

Overview:

In this unit you will learn to:

- Communicative tasks:**
- Describe educational background
 - Explain Peace Corps goals
 - Call, open and close meetings
 - Describe work and community hierarchy
 - Manage a conversation
- HIV/AIDS:**
- Deal with Prevention and Care in a text on profession on page 98
 - Address Prevention, Care and Treatment in a text on page 105
- Safety and Security:**
- 3B: Demonstrate skills in community mapping
 - 3C: Demonstrate culturally appropriate community integration skills
 - 8B: Describe assignment/Peace Corps Volunteer role in local language
 - 9D: Identify how gender and cross-cultural issues in country can impact safety issues in Volunteers' work environment (e.g. male Volunteers working in traditionally female sector, and vice versa)
- Grammar:**
- Passives
 - Prepositions
 - Conversational managers
 - Reported speech
 - Prepositional verbs
- Culture:**
- Time for meetings
- Learning to learn:**
- Using a counterpart to learn the language.

A: Describing Educational background

To deal with Prevention and Care:

Kwan pa Shirley (Shirley's educational background)

Nyinga kilwongo ni Shirley Owens. Aa ki Ohio ii Amerika. Abi tiyo me lweny i kom two cilim ki kuddi me cilim. Atyeko dwe adek i Uganda kun atye ka pwonyo leb acholi, jo mapol tutwal tye ki cilim i Uganda. Awinyo lok ma pol ma dok ikom two cilim i Uganda.

I Amerika, an apwonyo puraimari. Atye ki digiri me tic ki dano. Kombedi dong abedo dakta ma abitic ki wun me lweny i kom cilim. Dul mapat pat ma wabitic kwedgi pe oye tucu dano ki miyo yat amwonya ento, oye pwonyo dano ikom kit me gwoke ki ikom nongo two cilim ki me gengo two cilim me nya ki me gwoko jo ma tye ki cilim ikin gang maber.

Lok manyen	
Kwan	Education
Kwed wu	With you
Me Lweny ikom	To fight against
Kwiddi me cilim	HIV
Cilim	AIDS
Two; lit kom	Disease; sicknes; illness
Atiyo kwede	I've spent
Two ma maro mako dano	Common diseases
Waraga Catibiket	Certificate; letter
Dongo	Development
Kin paco	Community
Tuccu ki libira	To give injections
Yat amwonya	Tablets; pills
Me gengo	To prevent
Me Poko	To spread
Me gwoko	To care for
lutwoo	Patients
ma calo	As; like
dul ma pat pat	Organization
Atuca	Injection.

B: Peace Corps obedo ngo? (What is Peace Corps?)

Learning Objective:

Using simple sentences in the target language, each trainee will explain to a group of selected trainers and 2 community members the 3 goals of Peace Corps. She/he will do this by describing the strategies she/he will use to enforce them during her/his stay in the host country.



Peace Corps obedo dul ma pe
jenge ikom gemente pa jo me
Amerika. Jo me Peace Corps
maro wot ibut piny ma patpat me
bedo ka konyo dano. Ma pwod pe
gucake onongo dong gin konyo
dano.gin tiyo me nono.

Use your dictionary and answer the following questions:

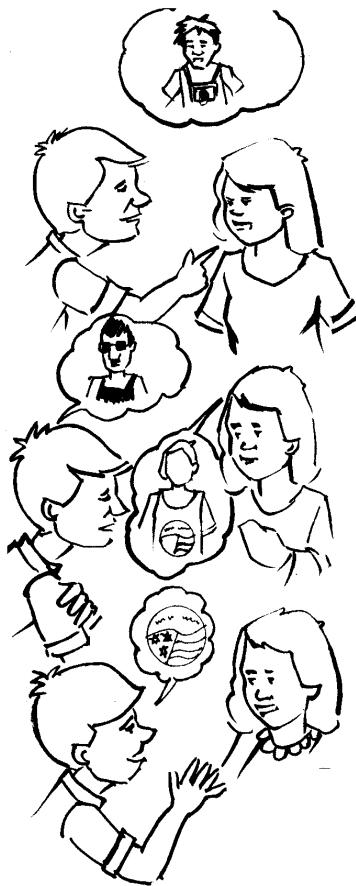
Comprehension

1. “dul ma pe jenge ikom gamante ” obedo ngo?
2. Jo me Peace Corps oa ki kwene?
3. Ki ilobo mukene, jo me Peace Corps timo tic ango?
4. Pingo jo me Peace Corps pe gigamo mucara?
5. Jo Peace Corps girii kare ma rom mene ilobo mukene?
6. “gitiyo me nono”. Wac ki leb Munu

**Can gin atima kore ki kore kit ma tye kwede calo gin atima pa
Peace Corps.**

*Arrange the goals in order as they would appear as Peace Corps
goals.*

Comprehension



Goals of Peace Corps

Peace Corps mito timmo ngo?

Peace Corps mito timmo jami adek:

1. Me miyo lutino kwan me niang maber i kom
jo me Amerika.
2. Me konyo lutino kwan ki me miyo diro ki gin
diro ma ipeke kwede.
3. me miyo jo Amerika niang maber i kom jo ma
kany.

Lok manyen

tic me nono / dyere	freewill, voluntarily
gin atima	aim; goal
cocco	to fulfill
mito	wants
pwonyo	to train
Jo Amerika	Americans.

Prepositions



Here are some of the prepositions used in this unit:

i/ii : at;on. Is used to describe something which is on top of say a house, a box, tree, bed, etc.

(i) Henry tye iwi kitana. *Henry is on the bed.*

(ii) Henry tye i gang kwan. *Henry is at school.*

i/iyi: in/into. In is used to describe something which is inside the house, car, pocket etc.

(iii) Atye ii ot. *I am inside the house.*

(iv) Atye i ot. *I am in the house.*

Nicake : since; from.

Paka : until, up to.

(v) Nicake ma aceto Kampala. *Since I went to Kampala.*

(vi) Aa ki kany naka wa kitgum bor matek.

From here up to kitgum is very far.

C: Lwongo, Yabbo ki loro kacoke. (Calling, Opening and Closing Meetings).

Learning Objective:

With the help of a responsible community member, each trainee will design 3 different posters calling community members of all genders for seminars on income generating activities, HIV/AIDS sensitization and parents of school-going children for career guidance. The 3 posters will be handed over to your language trainer, and must be clear enough to be understood by local village people.

Winy kompak ka ipong kama twolo.

Listen to the tape and fill in the blanks.



Dano ducu ma _____ kany, lok tye ni _____ bibedo i _____ cabit mabino, cawa
_____ me _____.

Wubin wunu, ento dano omyero _____ cawa.

_____ tutwal.

An,

Otto Lucy,

_____.



Yabbo kacoke (opening a meeting):

Coo ki mon, apwoyo nenko wun ducu matek.
Apwoyo wu matek me bino.

Wek akwany kare man me lwongo welo me awora
wa me bino ka lok kwedwa.

Apwoyo wun ducu.

Loro kacoke (closing a meeting):

Dano ducu mapat pat ma tye kany, apwoyo wun
ducu me bino i kacoke man.

man dong wao woko i agikki me kacoke.

Alego ni wudok gang wu maber. Apwoyo
Rubanga me gwokko wan. Pwod warwatte wunu,
rubanga omii ki wun gum.



Lok manyen

yabbo	to open
nенно	to see
wek akwany	let me take
gum	blessing
welo	visitor
kacoke	meeting
tye	are; is; there is/are
me temmo	to try
karan	secretary
loro	to close
woro	glory; respect
tyekko	to finish
alego	i wish/ i pray
me gwokko	to protect
Rubanga/ lacwec	God; Creator.

Culture Note

Time for meetings: Since the Acholi time is an approximation, people don't keep time for meetings. A meeting called at 2:00 p.m may attract a sizeable number of people at around 3:30 p.m.

Safety and Security Note

Protocols and formalities are important in both the business and social cultures of Uganda. Recognizing how things “work” in your community will go a long way to helping you gain respect and acceptance and will enable you to be more effective.

When inviting youths and women for meetings, it is important to inform their parents and husbands respectively.

D: Community Hierarchy

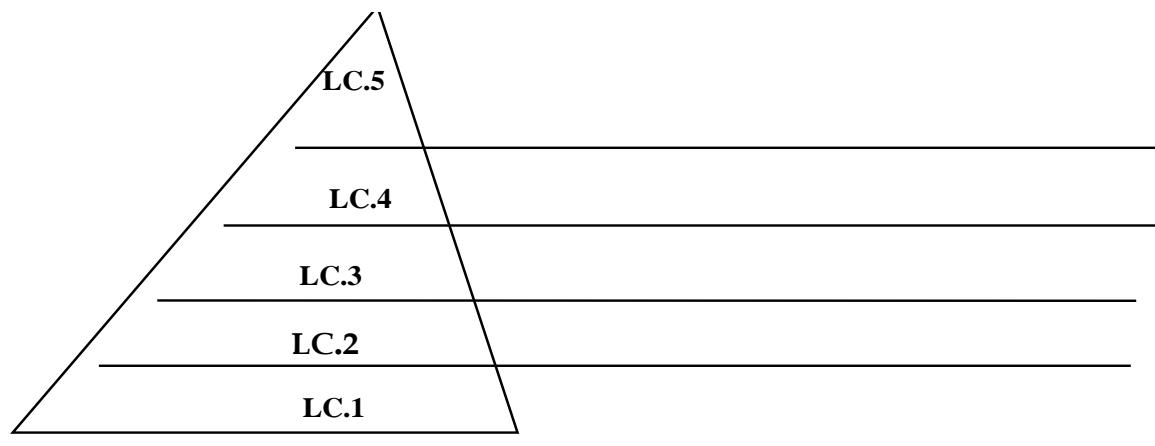
A visit to the Local Council

- Anne: Apwoyo ba omega?
- Okello: Ber lamego.
- Anne: Amito bedo i caro/dwol man. Alegi ni iwac ki lutela ma kany.
- Okello: Wan watye ki lutela LC 1 naka wa i LC 5, ento ka imitto bedo i icaro/dwol man , pe myero inen latela me LC 5.
- Anne: Anen nga?
- Okello: Latela me LC 1 kilwongo ni Opiyo.
- Anne: Apwoyo matek.
- Okello: Ber.



Lok manyen	alegi lutela rwom lok me alara	I beg you leaders hierarchy; ladders to be talked about / agenda.
-------------------	---	--

Local council levels on the pyramid:



To address all Pillars of Prevention, Care and Treatment:

Seminar for all (pwony manok pi jo mogo):

Man me lwongo wun ducu me bino me bedo tye i pwonye manok i ceng abicel nino dwe 8 cawa aboro me dye ceng kikome, dwe me apar wiye aryo i mwaka 2009. Kwan bi bedo i Gomola padibe. Wabiloko lok ma kwako lok kom yot kom wabineno lok ma kwako gengo, gwokko ki pwony i kom lok ma mako miyo yat pi kwiddi me cilim ki two cilim. Mon, coo ki bulu ducu wa lwongo wu me bino ka kwan pi lok ma mako cam maber, pii maleng, gengo malaria ki gwok me rwom ma malo pi gwoko lengo me gangi ki me kin gang.

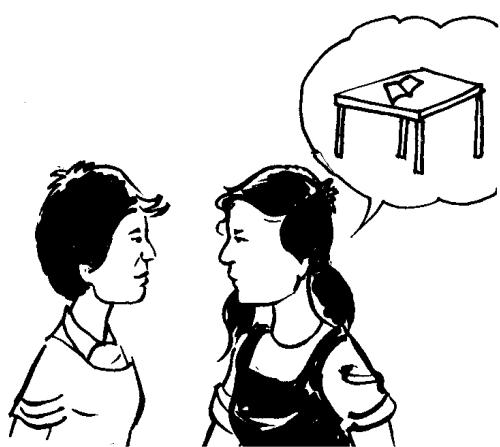
Gam lapeny magi:

1. Kwan obibedo kwene?
2. Kwan obibedo i lok kom ngo?
3. Jo mene ma olwongo dano i kwan man?
4. Kwan man obibedo awene?
5. Mon, _____, ki coo walwongo gi i kwan ma mako_____, ki _____.

Lok manyen

Me bedo tye/ me time	to attend; to take place
Pwonye pa jo manok	seminar; course of study
Ma pe kato; litap	not beyond; exactly
Me bedo	to be
Gombolola	sub-county
Yot kom	health
Me lok i kom	to talk about
Wun ducu	all of you
Jo ma ki lwongo	the invited.

E: Managing a Conversation



Lapwony:	Pingo tin pe ikwano odiko?
<i>Latin:</i>	<i>wac mot mot. Pe atye ka winyne.</i>
Lapwony:	pingo pe ikwano odiko?
<i>Latin:</i>	<i>Alegi i itima kica ki lok me ada wiya owlil awila.</i>
Lapwony:	Iwaco ni ngo?
<i>Latin:</i>	<i>Awaco ni itima kica.</i>
Lapwony:	Ber. Wi pe dok owlil diki odiko.
<i>Latin:</i>	<i>Apwoyo matek lapwony.</i>

Lok manyen

adaa	truth
wil wic	to forget
alegi	I beg you
timmo kica	to forgive
pe iwek wi wil	don't forget (sing.)
timmo kica	forgiveness
ii ada	in truth.

Winy tep ka igam lapeny magi.
Listen to the tape and answer these questions.



1. Who is talking to whom?
2. What was the opening question?
3. Which words/phrases were used to make the other speaker repeat what he had earlier said?
4. Who is a teacher? Where does he teach?
5. What were the last words? What do they mean?

Conversational Managers



Atwero lok.....?	Can I say.....?
in kono?	How about you?
Ngo ma otimo?	What has happened?
Winy	Listen
Nen kany	Look here!
Rac tutwal	What a pity (to 2 nd person sing.)
Tima kica pe awinyo maber	Sorry I didn't hear you.
Pe atye kwedi	I am not with you.
Pe atye kwedwu	I am not with you.
Iwaco ni ngo?	What have you said?
itwero nwoyo meno?	Can you repeat that?
Wutye kacel kweda	Are you with me?
Wutye ka lubu loka?	Are you following me?
Kombedi dong anyang	Now I've got it
Ka itamma	In my opinion.
Wek kong anen	Let me see.
Atamo ni.	I think.

Reported Speech



Reported speech is formed by using **ni** just before reporting what someone said. **Ni** translates as **that**.

Dominik owaco **ni** “pe amitto cam”.

Dominik has said (that) “I don't want to eat”.

Dominik owaco **ni** pe emito cam.

Dominik has said that he doesn't want to eat.

Prepositional Verbs



Prepositional Verbs are used to convey the idea of the English prepositions **for**. They are formed by adding the particle **pi** to the subject.

kwan	kwan pi	lok	lok pi
read	read for	speak (say)	speak for

Promoting Local Technology

Scott, a volunteer, visits a rural family that lives in a small smoky and stuffy house. After a few minutes with the family mother, Scott starts coughing and shedding tears due to the smoke. The host mother is a bit concerned.

- Mama: Wutimma kica pi yito. Watwero cito wabedo woko, pien yito tye madwong tutwal ii ot kany?
- Scott: *Eyo, apwoyo. Atamo ni myero walok i kom peko me yito man.*
- Mama: Atwero timmo ngo me dwokko piny yito ma ii ot?
- Scott: *Myero itii ki cigiri me rwom mamalo. Dok bene omyero iket wang ot i odi wek yamo maber odony i ot.*
- Mama: Wan wangii woko ki yito pien ot wa pe ki wang ot.
- Scott: *Ka ibedo ka bedo i yito pi kare malac, itwero nongo two macalo aona.*
- Mama: Cigiri me rwom ma malo obedo ngo?
- Scott: *Cigiri me rwom ma malo tye calo cigiri mukene ni. Kiyubu ki lobo kulu, kweyo ki pii.kiyubu bedo i ot.*
- Mama: Ber pa cigiri me rwom ma malo mukene obedo mene?
- Scott: *Tiyo ki yen tedo ma nonok, ki bene weko oti bedo maleng.*
- Mama: Apwoyo tutwal. Abi lwongi me konya yubu cigiri me rwom ma malo.
- Scott: *Aya amego. Dong maber.*

Lok manyen		
timmo kica		to forgive
yito		smoke
woko		outside
atamo		I think
omyero		ought; should
peko		problem
dwokko piny		to reduce
medo rwom malo		improved; standard
yamo maber		fresh air
ngiyo		to get used; to be accustomed
kare		period; time
two		disease(s)
aona		cough
cigiri		charcoal stove
lobo kulu		clay
kweyo		sand
tic		use
yen tedo		firewood
leng		clean.

Learning Plan

WHERE TO START

- Go over your language materials from the PST, and make a list of things you still need to work on. (Write letters in the language to your teachers.)
- Find a tutor. Go over the PST language materials with her/him and work on exercises that you haven't done yet. Go over all the exercises you think you need to work on.
- Choose a textbook which you think will suit you the most. Go over the annotated list of textbooks and dictionaries that you were given during PST; look through the books in the Resource Center in the Peace Corps Office (there may be some available to check out).

LEARNING PLAN STEPS IN A NUTSHELL

M	1. Decide what to learn A. Assess your needs B. Set goals
O	2. Develop a lesson A. With an informant: create a dialog, learn a song, listen to a story, describe pictures, Q&A, etc. B. On the spot: <ul style="list-style-type: none">• Focus attention: What should I pay attention to?• Comprehend: How can I make sense of this?• Remember: How will I remember it?
N	Check for accuracy
I	3. Practice A. With an informant: "classroom" activities B. On your own: eavesdropping, use kids as informants, make sentences, etc.
T	4. Use It
O	5. Evaluate A. Did I get it? B. Did my approach work?
R	

Acholi Unit 7

Transport



Quote of the week:

*If you don't know where you're going
you're liable to end up some place else*

Robert Mager

Preparing Instructional Objectives.

Unit 7: Wot

(Transport)

Core Competency: Work within American and host Country Diversity.

Overview:

In this unit you will learn to:

Communicative tasks:

- Mention local means of transport available for volunteer use
- Describe landmarks
- Ask for and give directions
- Report safety incidents

HIV/AIDS:

- Address Treatment in a dialog on page 114

Safety and Security:

- 2A: Demonstrate the appropriate steps Volunteers take to prepare for safe travel
- 2B: List the characteristics Volunteers should consider when selecting a safe mode of public transportation
- 2C: Identify potential transportation risks and response strategies to reduce exposure
- 4C: Demonstrate culturally appropriate strategies for declining unwanted offers of food/drink/assistance, etc

Grammar:

- Adverbs of place

Culture:

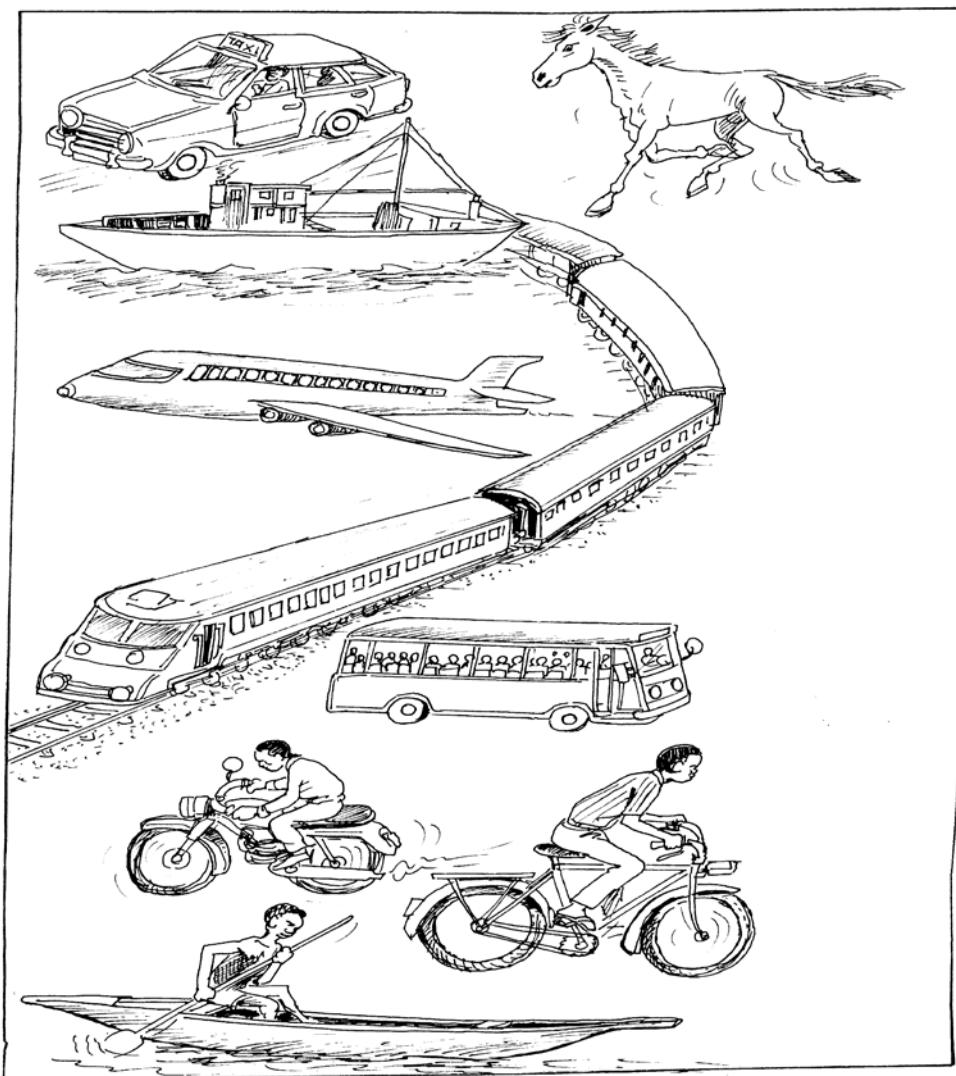
- Traveling
- Calling for help

A: Wot

(Transportation)

Learning Objective:

Before departure for Future Site Visit, each trainee will act as a passenger in a simulation activity. On his/her part as a passenger, the concerned trainee will ask questions about means of transport to future site, duration of travel and cost of journey. He/she will recite the appropriate steps to take before travel as well as the features of the vehicle to note before boarding it for personal safety.



dege
motoka
lori
gari / lela
boda boda

kana
bac
yeya
meli
tyen

gar
piki piki
meli
feri
gadi gadi
tekci

Acito nining?

- Mike: Amito cito Kitgum. Atwero cito nining?
- Juma: *Icito kwene ki kitgum?*
- Mike: Acung i duka pa Akem ma pwod pe ao i Kona micon.
- Juma: *Imito wot ki bac kece tekci?*
- Mike: Bac aa cawa adi?
- Juma: *Cawa adek kikome. Igik i centa?*
- Mike: Pe. Kama aceto iye tye mairo angwen me aa ki i centa.
- Juma: *Ikito ki ngo?*
- Mike: Acito ki boda boda me piki piki . Wek ajuk bac en tye ka bino ni.
- Juma: *In kong iwot maber.*

Lok manyen		
	mairo	mile(s)
	ceto/wot	to go; to travel
	ma pwod pe ao	before i reach
	yitto	to board (e.g. a bus)
	wot ki tyen	to walk.

Scenario

Jeniffer gin ki Joan onongo guaa ka kwan mot i otyeno. Gujuko mutoka pa ngat mo, ii motoka kenyo onongo tye coo aryo ma oruku kiyo. Joni otingo gi me nono, ento, ikare ma guwoto manok , coo ni ocung woko ka gumayo cente, cim, ki kikapo me cing gi. Anyira aryo man kiweko gi iteng gudi ma onongo pwod pe guo kama gin tye ka cito iye.

Lok manyen		
	juku	to stop (e.g. car)
	ruku	to wear
	kiyo	glasses; spectacles
	macol	to be black
	me kwanyo	to take
	nono	nothing; free
	wot	journey
	cim	telephone
	kikapo	bag; pocket; purse
	weko	to be left
	gengo	to avoid
	gudu	road.

Culture Note

The most common means of public transport in Uganda are taxis. They are mini buses and they go virtually everywhere. Buses can also be found but they travel only long distances. On short distances, especially within cities and villages there operate the so called boda bodas, or bikes for hire.

The fee (for taxis) is typically paid at the end of the journey, not the beginning. You cannot bargain for the fee. It is recommended to find out the prices before travelling.

To address Treatment

Abo: Ee, lela na otur woko! Ma kun omyero acet i ot yat pi pime ki gamo yat me amwonya. Ingeyo ni kombedi ni gamente tye ka poko ki hodito ki lotino yat me nono.

Aguma: *Ah rac tutwal! Mak boda boda me piki piki iyoo kenyo.*

Abo: Larema alworo piki piki. Gin ngweco marac tutwal.

Aguma: *Ka kumeno dong itimo ngo? Onyo dong cet diki nongo itero lera ni ka yubo.*

Abo: Pe atwero kuro. Myero agam yata tin. Kiwaco ki wan ni pe myero wa keng mwonyo yat nino acel , makun adong ki me amwonya tin kicel keken.

Aguma: *Yit dong i tekci, en ca tye ka bino.*

Abo: Aya do.

Aguma: *Wot maber.*

Abo: Apwoyo. Pwod wanen.

Lok anyen

otur; obale	is broken (lit: is dead)
amitto	I need
pime	to be examined (check up)
gammo	to collect; to receive
lodito	adults
lworo	to fear
rac	bad
ci dong	so now
nyo	perhaps; may be
yubo	to repair mechanically
tero ka yubo	to take for repair
pe me keng	not to miss
dong ki	to remain with.

Safety and Security Note

Transportation-related incidents present the greatest risk to Volunteer safety and security, therefore it is essential that you make the best possible choices about transportation methods, routes and times.

You should always keep an eye on your belongings as thieves like to target people on public transportation.

It is very important that you do not accept ANY food or drink when traveling on public transport. There have been cases of people being drugged and robbed when riding on buses and taxis.

Remember that you are not allowed to ride on motorcycle boda bodas and you must always wear a helmet when riding on a bicycle boda boda.

B: Nyuttu yoo (Directions)

Learning Objective:

By the end of PST, each trainee will direct a training driver and homestay coordinator to his/her homestay using descriptive phrases for directions and landmarks.

Mary: Itye nining ladit?

John: Atye maber. Ngo manyen?

Mary: Gin manyen pe. Alegi ni inyutta yoo ma cito i gang pa ladit Okot?

John : Lub yoo eni, ka io i cere, dok tung lacam, ineno gang kwan puraimari, ci ot pa ladit okot tye inge gang kwan.

Mary: Apwoyo tutwal. Rubanga ogwoki.

John: Ogwok in bene.



Lok manyen

nyuttu yoo	to give directions
yoo	path; way
cere	hill
dok tung piny	to go down (descend)
anyim	ahead; in front
inge	behind
Rubanga	God
Dago togo	papyrus swamp
bunga	forest
dago kulu	swamp
lanyut	sign posts
ot lega	church (not the Catholic one)
gedo	building
gweng	stone
gang kwan	school
cere	hill
kama yoo orwate iye	cross-roads
ot lega pa katoli	Catholic church.

Nong tyen lok man:*Find out the meaning of this proverb:***Mot mot ocero munu poto.****Proverb/
Idiom****Lok manyen**

i dog	at the mouth
iteng	on the side
ngollo	to cross / to cut
nenco anyim	to look into the distance
nyen	new
puraimari	primary
yo ma kato ka wic	pass by
arii	across.

Adverbs

of

Place



The commonly used adverbs of place are:

anyim	In front; ahead
Malo	Above; up
Piny	On the ground; below; down
I agiki kany	This end; in these parts
Anyim kama nen	Down yonder
Cok	Near
Bor	Far.

Gang kwan tye ma cok ki beng. *The School is near the bank.*

Kot ocwe tung kany *It rains this end/in these parts.*

Amitto bedo piny ingom. *I want to sit on the ground.*

Me aa ki kany me ceto Amerika bor tutwal. *From here to America is very far.*

C: Tito pi kabedo moni ni (Describing a Location)

Owor orwatte ki Rebecca

- Owor: Icito kwene Rebecca?
Rebecca: Atye ka cito Kamdini.
Owor: Kamdini tye kwene , kunu bedo calo ngo?
*Rebecca: Tye i Oyam, nенно ne mit tutwal dok tye maleng.
Dano duc igi yom matek dok bene cam tye botgi
madwong, kwon,dek, kic, jami gi dwong tutwal.
Gin marac en aye ni nongo pii ki kunu obedo calo
“kolo man gwok”.*
Owor: Oo, Oh! Icito ka timmo ngo kunu?
*Rebecca: Aceto ka limo larema ma owaci acit alime. Wek
acet ma piny pwod leng pien atye ki wot mabor.*
Owor: Aya do mote ka io.
Rebecca: Dong idong maber.

Lok manyen

Tye bedo ning?	how does it look like?
Dongo maber	it grows well (used of food yields)
Limmo ngat mo	to visit someone
Nenno ne mit	is nice looking
Tye	it's
Yoo	road
Larema / lawota	my friend.

Winy tep ka igam lapeny magi.

Listen to the tape and answer these questions.



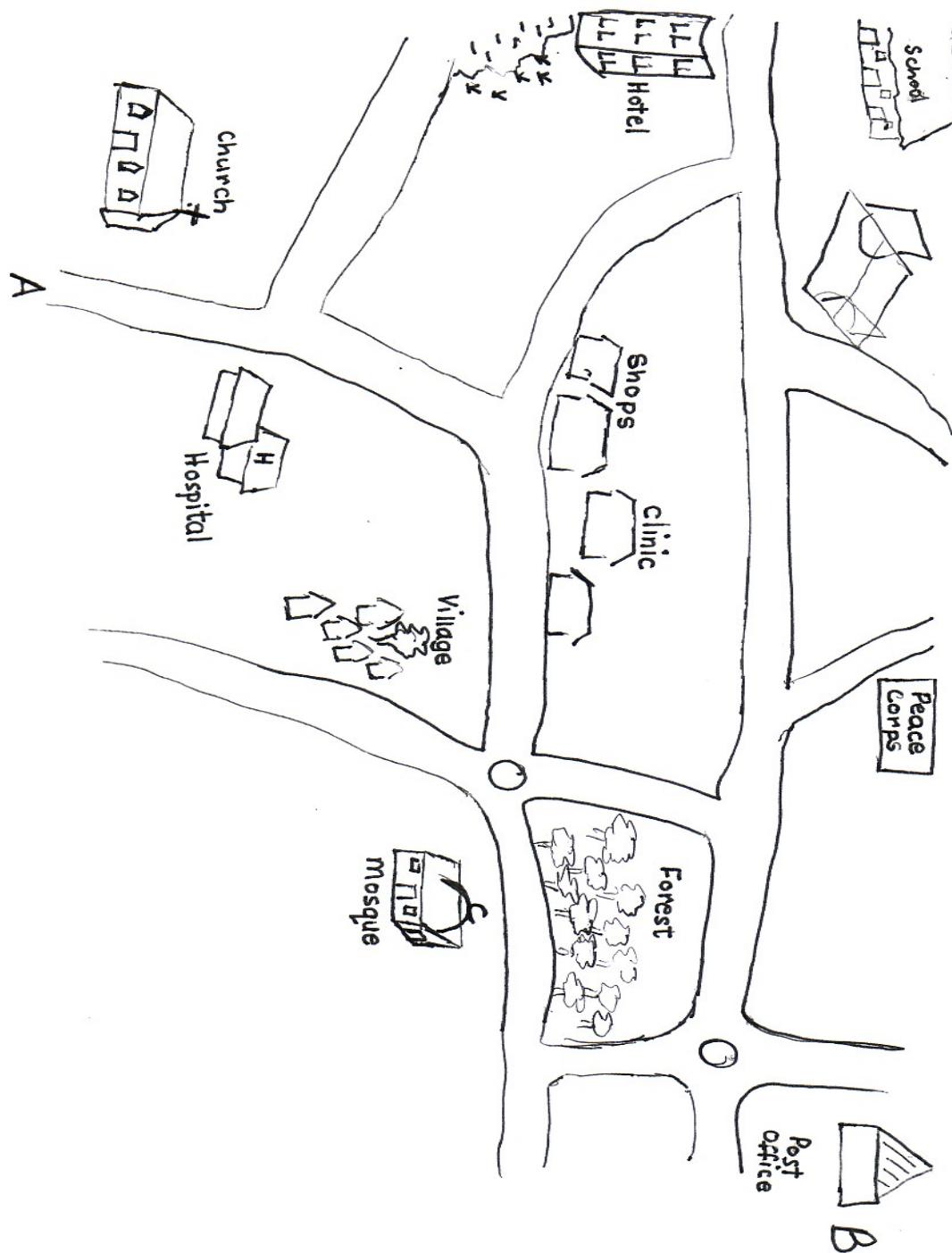
1. What is the main activity carried out in Alero?

2. Jo Alero tye atera me timo tic ango?

3. What do you think is the cause of underdevelopment in Alero?

4. Lok i kom caro me Alero.

Akello is on point A going to point B. She doesn't know how to reach there. How would you direct her to point B?



D: Safety Incidents



Jami na orweny woko. Onongo atye ki kikapo ma aketo cente iye, buk, ki tikitiki me mucoro.

Dong pe angeyo gin ma omyero atim

Lok manyen

jami	things; belongings
rweny	to be lost; to get lost
kikabo	bag
cal	pictures; photos
tiki tiki mucoro	graduated tax tickets
tic/ timmo	to work / to do
tammo	to think / to imagine
lewig	to be ashamed
timmo kica	to forgive.

Winy tep ka igam lapeny.

Listen to the tape and answer the questions.



1. Iwinyo pido adi? _____.
2. Pido mene ma ogiko? _____.
3. Joni mito locaden adi? _____.
4. Out of all the cases you've heard, which one do you think is the most serious?
_____.

Lok manyen

Lok ma romo atera i kot	a court case
Winyo	to hear
Mene?	which one?
Caden	witnesses
Kwallo	to steal
Pwodo	to beat
Wod	son
Ai jone!	my goodness! / oh dear me!

Safety and Security Note

How you relate in the community will affect the response the community will give when you need help.

Goyo oduru

Oduru “ulu-lu-lu-lu...” is the alarm raised when there is a problem especially if theives attack someone, if a girl is raped, or if anyone is in danger and needs help; and people always run to give help.

Acholi

Unit 8

Know your
body



Quote of the week:

*Yotkom ki yubo ki dog.
Yot kom pe poke ki nyamo.*
Acholi Proverbs.

Unit 8: Nge komi

(Know your body)

Core Competency: Apply Basic Survival Skills.

Overview:

In this unit you will learn to:

- Communicative tasks:**
- Name parts of the body
 - Talk about health, physical and mental conditions
 - Identify common ailments
 - Describe different emotions
 - Talk about personal appearance
- HIV/AIDS:**
- Talk about Transmission in a dialog on page 134
 - Address Prevention in a dialog on page 136
- Safety and Security:**
- 3C: Demonstrate culturally appropriate community integration skills
 - 4C: Demonstrate culturally appropriate strategies for declining unwanted offers of food/drink/assistance, etc
 - 8A: Ask for help in the local language
- Grammar:**
- The “still” infix
 - Reflexive verbs
 - Reciprocals
 - “If” constructions
 - Relatives
 - Causatives
 - Static
 - “Ever” and “Never” tense
- Culture:**
- Taboos.

A: Dul kom

(Body Parts)

Learning Objective:

Having lived in the community for 6 weeks, each trainee will describe his or her physical and mental condition to the LTF. The language used should include some body parts and culturally acceptable phrases.

Oculi: Apwoyo neni tutwal!

Oceng: An bene apwoyo.

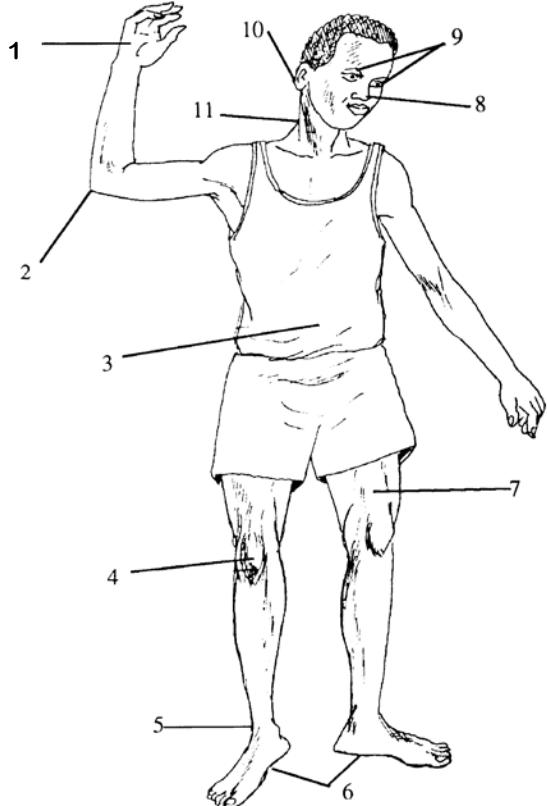
Oculi: Nino ne tye ka wot ni ngo?

Oceng: Tye kawot maber, kono ki boti?

Oculi: tye kumeno. Ma pwod pe waloko mapol, wek acet awil yat abar wic.

Oceng: Nguta bene tye ka rem, dako nabene kore tye ka rem.

Oculi: Ngo ma tye ka time! latin na tye ki amwoda ic ka omine bade lit.



Lok manyen

ngut	Neck
kor	chest
em	thigh
tyen	legs
lokoro	throat
dud	buttocks; bottom
amwoda ic	stomach ache
rem	to pain.

B: Health, Physical and Mental Conditions



Atye kawinyo marac!

What is this dialog about?

Daudi: Ngo marac Yakobo?

Yakobo: Arem oketa woko i iya kany. Dong acok too!

Daudi: Rac matek! Wek ateri i ot yat.

Yakobo: Ber. Apwoyo konya.

Lok manyen

arem oketa woko	I'm in pain
too	to die
ot yat	hospital
iya	my stomach
kwanyo	to take
konya	to help me
ateri	I take you
apwoyo	thanks
rac ba	so bad.

Ki ot yat:

Dakar: Waca itye ka winyo two ango?

latwo: Pe angeyo , ento wiya aye bare, wanga rem ki koyo neka.

Dakatar: Aya abimi ni kony me cango ne, ento ka two omede ci idwog cen.

Atwo: Aya do.



Lok manyen

waca	tell me
Twoo	to fall sick
Koyo	coldness
Wiya	my head
Wanga	my eyes
Cango	to treat medically
Medde	to continue
Dwogcen	return
Winyo	to hear; to feel.

Nen lok manyen ka igony tyen lok magi.

Check with the Vocabulary and translate these 2 dialogues.

Comprehension



Dialog A:

Zerida: Kec tye ka neka.

Neida: An ayeng woko ento orwo pii aye neka.

Zerida: Aya do wek kong acet acam. In imat soda.

Neida: Aya.

Dialog B:

Barbara: Pe itye ka neno maber do ngo marac?

Leo: Gin marac peke ento nino aye tye ka mako wanga.

Barbara: Nen calo komi lit?

Leo: Koma pe lit ento tin atiyo matek tutwal.

Barbara: Atamo ni omyero awek iywe.

Leo: Aya apwoyo lima.

Phrases used to talk about one's condition



Two ango ma tye ka yeli?	What are you sick of/suffering from?
Two ango ma odiyi tutwal ni?	What have you fallen sick of?
Iwinyo arem kakwene?	Where do you feel the pain?
Ngo ma tye ka remo komi?	What is paining you?
Iwinyo ningning kombedi	How do you feel now?
Aloka loka tye?	Is there any change?
Iwinyo ningning dong?	How do you feel?
Dong iwinyo ningning kombedi?	How are you feeling now?

The 'still' phrase.



It is used to express an action which is still being carried out. It is formed by adding **pwod** before the verb.

pwod amari. *I still love you (sing)*

pwod atye kakwan. *I am still reading (studying).*

en pwod bedo kany. *He still stays here.*

The **negative** is formed using **dong pe**. It may then translate "no longer" or "never again".

dong pe amari. *I no longer love you.*

dong pe ikwano do. *You no longer study.*

dong pe obi dwogo *She/he will not return.*

Lok manyen

Kec tye kaneka	I am hungry / I have hunger
Aol matek	I am tired
Ayeng woko	I am satiated/full (used of food)
Orwo pii tye ka nekka	I am thirsty
Awinyo nino neka	I am (feeling) sleepy
Koma col	I am dirty
Atye ka winyo koyo.	I am (feeling) cold.

C: Two ma maro mako dano (Common ailments)

Kwan ka igony ki leb munu.

Read and translate into English.

Comprehension

Jo ma igang pa Adonga kom gi lit! Dako pa Adonga twoyo malaria ka Adonga twoyo two abar wic. Nyare Aciro twoyo two aburu, lyeto ki amwoda ic. Pe meno keken, two aona omako joma icaro ka lworo tye ni two cado twero poto pien ciло dwong i caro man.

Lok manyen

lit kom	ill; sick
malaria; lyeto	malaria; fever
abar wic	headache
aburu	a cold (in the head)
amwoda yic	stomach pain
cado	diarrhoea
bur	sore; wound
cilim	AIDS
anyo / anyongo	measles
aona	cough
cado remo / ring ring	dysentery.

Reflexive Verbs



A verb is made a reflexive one by suffixing **-e** or **-le** to the verb stem. It then conveys the idea of doing the action to oneself.

ngollo - ngolle kello - kelle
cut - cut oneself *bring - bring oneself*

nenco - nenne
look - look at oneself.

En maro ngollo lwet cinge.
She likes cutting (her) fingernails herself.

Nubibino kenwu.
You will bring yourselves (without help).

Neke
Killing oneself

Lok manyen

Tero ka gwere	to take for immunization
aburu	influenza; flu
leny	heartburn
lak	teeth
kwidi	worms
twol	snakes.

Culture Note

It is a sign of concern to check on someone who is sick. There is nothing like "privacy" when one is sick.

Reciprocals



A verb is made a reciprocal by suffixing **-e** or **-le** to the verb stem. It then conveys the idea of doing the action to oneself.

ngollo -ngolle kello - kelle
cut - *cut oneself* *bring* - *bring oneself*

nенно -ненне
look - *look at oneself*.

Maro ngollo lwet cinge.
She likes cutting (her) fingernails herself.

Ubi bino wun kenwu
You will bring yourselves (without help).
Neke kekeni
Killing oneself

Amongi: Itye nining Hildah?

Hildah: Atye maber.

Amongi: Pe itye ka nen maber, ngo marac Hildah?

Hildah: Iya tye ka mwoda.

Amongi: Bin ateri bot ajwaka. Obi mini yat Acholi matek ci ibi winyo maber.

Hildah: Ajwaka! Adagi. Atye ki yat ma dakta ma tiyo bot jo me Peace Corps omiya, acito ka mwonyo ne.

Amongi: Ayaa do wek ateri i ot yat Kitgum.

Hildah: Kur manok. Ka two omedde, abi cito Kampala me nenko dakta wa madit.

Amongi: Aya, kong kumeno.



Lok manyen

Ajwaka	traditional doctor
Yat tekwaro	herbs
Mwonyo	to swallow
Kur manok	wait a bit
Medde	to continue
Wire pa wic	dizziness
Yweyo manok	to rest a bit
Nyin	simsim/sesame.

"If" Constructions



Look at these examples in which "If" can be constructed:

Ka imito neno en , bin diki.

If you want to see him, come tomorrow.

Ka en ngeyo ngwec ki gari/lela, en rome cito ki eni.

If he knows how to ride a bicycle, he may take this.

Ka onongo atye ki cente, onongo awillo mutoka.

If I had money, I would buy a car.

Ka imaro dyang , wil do.

If you like cows, buy them.

Ka onongo abedo James, onongo acito London.

If I were James, I would go to London.

Ka en obino, en myero ocit i cuk ka wilo cam.

If/when he comes, he should go to buy food in the market.

Relatives



These are used the way one would use **who** or **which**. A table of subject relatives looks thus:

latin ma obino

The child who came (today)

Coo ma ocamo.

The men who have eaten.

Winyo ma yeje tye.

The bird which has feathers.

Causatives



Causatives are used to convey the idea of "causing someone do something".

kwan - wek okwan

pwony - miyo pwony

read - cause to read (teach)

learn - cause to learn (teach)

cam - wek ocam

nen - nen kede

eat - cause to eat (feed)

see - see using

Find out the meaning of the proverb above.

Static

Static form of verbs are used to translate the idea of "**to become done**" and "**to be do-able**".

nen	-	nen	twero	-	twere
see	-	<i>be visible</i>	<i>be able</i>	-	<i>be possible</i>

Nen calo iol.
It appears you are tired.

Cak okir.
The milk has been spilt.

D: Tam ma pat pat (Different emotions)

Ven: Ngo doki Denis? ii yom tutwal! Ngo manyen?

Denis: *aaa! Tin abi cito i myel ka aneno anyaka na.in kono, icito kwene? Ical ki ngat ma ool tutwal!*

Ven: Jal, tin atye ki latwo , Pe amaro bino.

Denis: *Rac tutwal, aya pwod wanen!*

**Lok
manyen**

gin ango doki?	what is it?
gin ango manyen?	what's new? (latest news?)
ii yom	you (singular) are happy
ingeyo	conversational governor “you know”
anyaka	girl
jal	my friend.

Culture

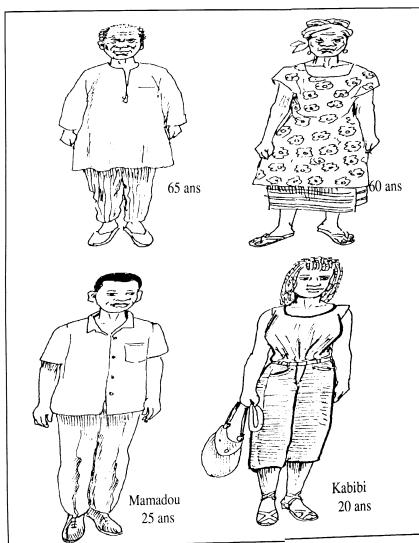
When one is seated alone and deep in thought, it is interpreted that that person is sad and lonely; so there is a need to cheer her/him up.

When one holds the cheek with a sad face, it is most likely there is something wrong with that person. It is polite to find out.

Safety and Security Note

Although there may be situations which would normally warrant your expressing negative emotions (anger, disgust, etc.), it is always advisable to try to control them as you may end up in an even worse situation.

E: Kit ma dano nen kede (Personal Appearance)



- Opio: Ladit konya.
Wilbur: *Akonyi ki ngo?*
Opio: Ingeyo nyako ma kilwongo ni Meron?
Wilbur: *Meron mene? Bedo nining?*
Opio: kome dit, bor dok bene kwar.
Wilbur: *Meron ma an angeyo ni, cek, tidi dok bene col.*
Opio: Pe, eno ni meno pat.

Lok Manyen

dit	big
bor	tall
en kwar	she is brown
kwar	red
cek	short
tidy	small
col	to be dark; to be black
bunyo	to smile
cal kede	to look like.

To address Transmission:

Nora: Mama, iromo konya ki lyedi ni ni?

Mama: *Pe, latinna. Pe ingeyo ni pe ber me leyo jami mabit ki gnat mukene?*

Nora: Pingo mama?

Mama: *Pe ingeyo ni itwero nongo kwiddi me cilim ki ileyo jami mabit calo lyedi, libira ki jami mabit ma gitayo kede iot yat?*

Nora: Eyo, angeyo, ento onongo atamo ni atwer leyo ne wani kwedi pien in ibedo mama na.

Mama: *Kadi bed ni abedo mama ni, ento omyero igwoke. Pe igen ngat mo keken. Tye yo mapol me nongo two jonyo.*

Nora: Yo mene mukene ma dano twero nwongo kede two jonyo?

Mama: *Calo butu ki laco ma pe ipimo remo ne, kobo aa ki ikom dako ceto ikom latin, ki medo remo ikom dano ma two tye i kine.*

Nora: Oo, dong anyiang, apwoyo, ocake tin dong abigwoke.

Lok manyen		
	konya	to lend (but not money)
	lyedi	razorblade
	jami	objects; instruments; tools
	bit	sharp
	libira	syringes
	yango	to operate medically
	omyero i	you ought; you should
	genno	to trust
	yoo	ways
	butu	to have sex
	lanywal	parent
	remo	blood
	niang	to understand
	gwoke	to take care.

Lok acel gengo lak gweno twi

Proverb

Find out the meaning of the above proverb.

To address Prevention:

Martha: Oh, oh! Awinyo kwena i redio ma mako lok kom cilim. Watwero timo ngo me ryemmo two man?

Gordon: *Man yot tutwal. omyero wagwoke pe wanong two man.*

Martha: Iyo mene?

Gordon: *Cet ipime iot yat ma cok kwedi wek inge ka itye ki kwidi cilim onyo peke, pe ibut ki laco wang ma inyome, ka dong inyome bed ki dano ma imaro acel keken.ka pe iromo kanyo ne kekeni tii ki roc bol ikare ducu dok iyor maber ka imito butu ki dano mukene.*

Martha: Apwoyo tutwal. man dong angeyo ngo ma omyero atim.

Lok manyen

redio	radio
kwena	message
ryemmo	to get rid of
meno yot	that is easy/simple
wot ipime	to go for testing oneself
bedo labongo butu	to abstain; to control oneself
nyom	marriage
i kare ducu	all the time; consistently
dano ma ibutu kwede	sexual partner; beloved
gin atima	what to do.

The 'Ever' and 'Never' tense



The 'Ever' tense is formed by using **Manaka** at the begining of a sentence and **kong** is often added for emphasis.

Manaka yam kong ineno kwac? *Have you ever seen a leopard?*

Manaka yam kong icito Amerika? *Have you(pl)ever gone to America?*

Dong amato cak agura gura. *I have drunk camel's milk before.*

The negative of 'Ever' is the 'Never' tense. It is formed by using **pwod** followed by the negative particle **pe** at the begining of the sentence before the verb stem.

In pwod pe ineno kwac. *You have never seen a leopard.*

Wun pwod pe uceto Amerika. *You(pl)have never gone to America.*

An pwod pe amato cak agura gura. *I have never drunk camel's milk.*

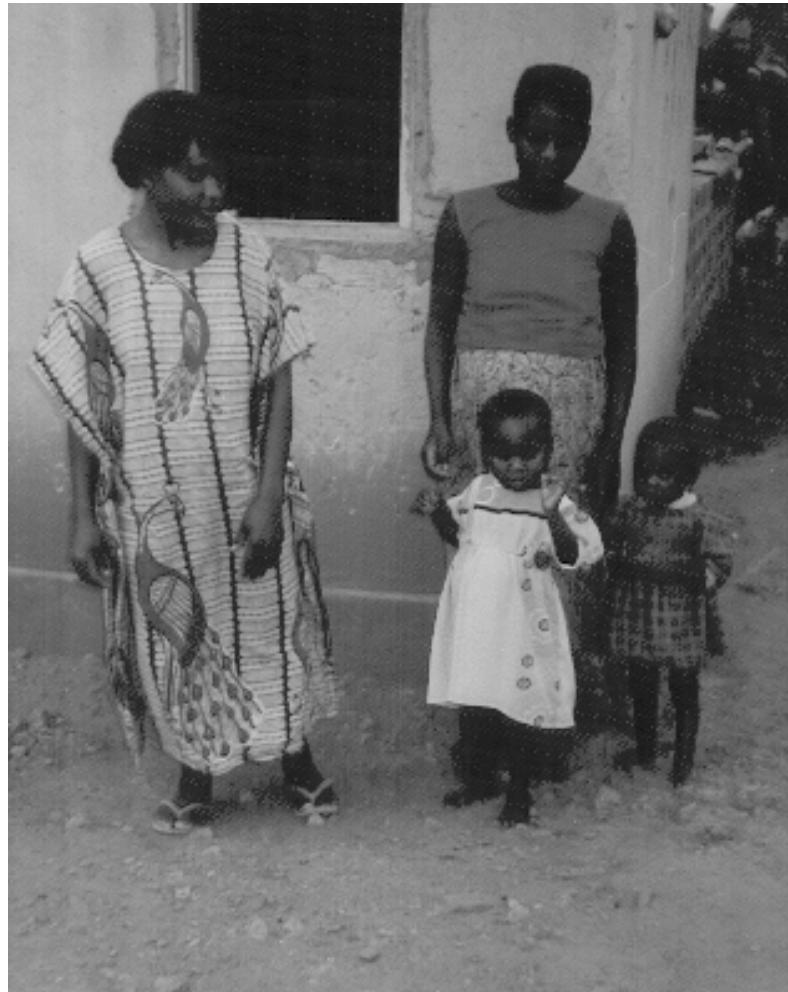
Tit kit ma in ical kede ka dok kit ma lawotti cal kede.

Describe your looks and a close friend's looks.

**Explorer's
Diary**

Acholi Unit 9

Family



Quote of the week:

Gang dong gang.

Acholi Proverb.

Unit 9: Gang (Family)

Core Competency: Build capacity of communities and organizations.

Overview:

In this unit you will learn to:

Communicative tasks:

- Describe the family
- Describe household chores and gender roles

HIV/AIDS:

- Address Treatment, Home-Based Care, Prevention of opportunistic diseases, Nutrition, Palliative Care, Counseling and advice on writing of a will in a detailed text on page 139
- Address Care, Treatment and Positive Living in a text on page 140
- Talk about Care, OVC and Income Generating Activities in a text on page 143

Culture:

- Family structure.

A: Paco

(Family)

Learning Objective:

Having lived and observed relationship at the homestay, each trainee/volunteer will describe relationship among 5 family members. The relationships should be unique to the extended family of host country and different from mainstream American nuclear family.

- Bonny: Laworo otyeno onongo itye wun ki nga?
Onongo atye wan ki lamera ma dit , in kono onongo itye wuni anga?
- Bonny: Onwongo atye wan ki lamera.
En bedo kwene?
- Bonny: En bedo gin ki kwaro wa.
Wa lamera madit bedo bot kwara.
- Bonny: Wacet kong i lima.
Pe twere , woda ki nyara two, abi tero ki gin yat.
- Bonny: Aya mot gi.

Lok manyen		
	lamera madit	my elder sibling
	lamera matidi	my younger sibling
	omera ma dit	my older brother
	omera ma tidi	my young brother
	omegina ki lomegina	my siblings
	lamin ma	maternal aunt
	kwara	grandfather
	twoo	to be sick
	yat/yen	medicines; drugs
	nera	maternal uncle
	omin wora	my paternal uncle
	waya	my paternal aunt
	adaa	my grandmother.

Nong gin ma caro lok man gonyo:

Find out the meaning of these proverbs:

Proverb/Idiom

1. Ceng nekko omero , pe ceng culo.
2. Pe inye odoo ma ki goyo ki nyeki .

Culture Note

In a family, the eldest/first son is supposed to inherit the father's property regardless of how old the boy is.

Traditionally, the father is the head of the family.

The child is not supposed to address his father by name regardless of how old he/she is.

Uncles and aunts play a more important role in the family structure than in American and European families. There is a difference between uncle and aunt from the mother's and from the father's side. Acholi doesn't have one universal word to cover both.

There is no equivalent of 'cousin' in Acholi. Cousins are taken as brothers and sisters from the father's side.

Children of your mother's sister are called Lamara or Omara for male and female respectively.

Home-Based Care:

Inino mo acel, Rose onongo tye ka lwokko lotino ne ci onenno cware Gabriel tye ka dwogo gang kun tye okwako wiye pi abar wic.

Dako ne Rose otene i ot yat Lacor kama en obedo iye pi dwe abicel. Lutino odong gang kengi ma omiyo Gabriel olego ni omyero kidwoke woko wek enong yat ki gang. Dakta owaco ki Rose kit ma en omyero ogwok kwede ki cware ni omyero obed ma kome leng ki me neno ni Gabriel pe dok onongo two mukene.

Cente me gang obino lacen pi konyo two, lutino oyenyo kolget kwe me jwayo lak baba gi inge cam. Mon me caro meno gujogo yen tedo ki cam me konyo jo paco pa Rose ki Gabriel. John, omin Gabriel ma tidi, guleyo tingo Gabriel aleya gi ki Rose me kelle woko ki dwokke i ot pi oyo nyango. Mingi obedo ka cwalli gi cam mapol mapapat (nyig yat, pot dek ki nyuka). Ki gum marac kom Gabriel omedde ameda. Dano ducu obedo ka konyo me bedo ka loke, rweyokome ki loke tung cel.

Ikare ma en onongo dong pe romo cam , gupite ki pii malyet cawa duc. Tom, ngat acel ma miyo ire tam ocako limo jo gang pa Gabriel wang kidek i cabit acel , lego pi gang man, ka okonyo gabriel me coyo doge ma pwod pe kidwoke i ot yat.

Lok manyen	cware	her husband
	pien	because of; due to
	odong	to remain
	kony ki gang	home based care
	omiyo tam	advised
	leng	clean
	cente	income
	ka dong	and therefore
	baba gi	their father
	yat kolo lak	toothpick
	yat	stick
	ruddu	to brush (teeth)
	yen tedo	firewood
	leyo	take turn
	tero woko	to take outside
	woko	outside
	nyango	mild sunshine / morning sunshine
	inget	sides
	rweno	to stroke; to massage
	lami tam	counselor
	coyo dog	death will; heritage.

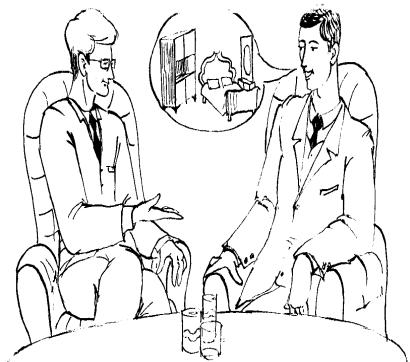
To address Care, Treatment and Positive Living:

Iceng adek ii otyeno, mama odwogo ki iot yat ma tye ka bwonyo matek. Onongo ocwalo kare malac me neno en ka bunyu. I acaki en onongo obedo ma cwinye cwee pien onongo en peke ki tic me atima, kun gwoko lutino aboro kulu. Onongo en peke ki cente me gang kwan pa lotino, wilo yat ki me wilo cam pi jo ma i gange. Kama en bedo i iye ni onongo pe ceko cam tutwal kadi bed en opur.

I otyeno me ceng adek ni, en bene onongo yat mo me konyo two ne me nono. En bene oyee ni etye ki two cilim ki bene me kanyo peko me mwonyo yat. Me medo ikom meno bene kimiye mucele, unga, muranga ki moo dek. Bene kimiye net ki jeriken me mato pi maleng. Lami tam ocike bote me bedo ka roto kit ma yot kome tye kwede kicel i cabit acel.

Lok manyen	wang	face
	kare	period; time
	bwonyo	to smile
	cullo	to pay
	cente kwan	school fees
	ngom ; poto	soil; land
	cekko cem maber	to make grow well (of crops)
	yee	to accept; to agree
	piko tic	schedule; timetable
	moo dek	cooking oil
	miyo	to be given
	jereken	jerrycan
	cike	to promise
	rotto; limmo	to check on
	mapat ki	apart from.

B: Tic me ii ot ki tic pa coo ki mon (Household chores and gender roles)



- Okec: Pingo imito dok gang con tutwal? Icito ka timo ngo?
- Opio: Acito con pien amito lwoko bongo na.
- Okec: Dako ni peke gang ce?
- Opio: Tye do ento tye ki tic mapol tutwal. Tye ki tic me teddo cam me dyeceng, lwokko lotino ki yubu cam me otyeno.
- Okec: aya wek an bene dong adok gang.
- Opio: Aya do mot jo ma gang.
- Okec: in bene mot gi.

Frank tye ka lok ki Godfrey



- Frank: Itye nining, Godfrey?
- Godfrey: Atye maber, itye ka cito kwene?
- Frank: Acito ka neno nera David.
- Godfrey: Icito ka wace ni ngo?
- Frank: Baba oora. Ni awace obin opit kalatuc cok ki dog kulu kwica .Ento in icito kwene?
- Godfrey: An aa ka tweyo dyegi ka dong acito i cuk, mama oora ni acit awil moo tara.
- Frank: Aya wot maber.
- Godfrey: In bene.

Lok manyen

nera	my maternal uncle
pe tye	is not there
ooro	to send (a person)
pito	plant
willo	to buy
moo tara	kerosene; paraffin

Lok manyen (cont'd)	tara	lantern; lamp
	ceto gang	to go home
	twomo pii	to draw water
	yeto	to peel.

To address Care, OVC and Income Generating Activities:

Amac obedo caro ma amaro tutwal. Tye ki dano mapol ma pol gi obedo lopur. I caro man tye mego mo ma mwaka ne tye 57 ma kilwongo ni Epunanci. Lutino ne ducu yam guto woko ki cilim guweko ki en lutino kic apar. En onongo tye ki nyig yat mapol calo pai pai, muyeme, mapenici ki nacinaci.

Mapat ki man en obedo ka miyo lukwayo ne nyig yadi man, onongo pe ngeyo ni nyig yadi man pe romo kele cene. Inino mo acel ma en obedo ki lokwayo ne idye kal, latin me peace corps obino ma cok cok ki poto ne ka oboro poto ne tutwal. Inge mote en olwonge me donyo i group pa mon me yenyo kodi. En bene pe oye oyot me donyo i group man kun tamo ni gin mo maber pe bibino ki iye. Ento ikare ma orwate ki Nora ma onongo otiyo tic me yenyo kodi pi mwake apar wiye aryo, tame oloke woko.en odonyo i gurup me yenyo kodi ma dong oweko kombedi en romo wilo buk, kalam, kalu, culu kwan ki lokwayo ne. En kombedi dong romo pito lokwayo ne maber. Med ki meno en owilo opego angwen ma oweko anyime dong tye maber.

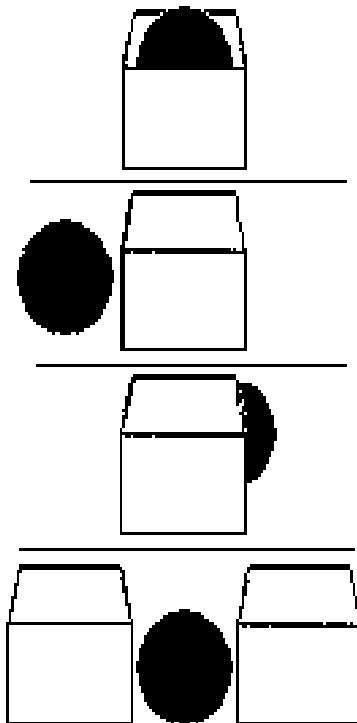
Lok manyen	lopur	farmers
	mon too	widow(s)
	otoo ki	to be killed by; to die of
	owekko pi	to leave for
	lotino kic	orphan(s)
	yadi	trees
	ngom	soil; land
	lokwayo	grandchildren
	gurup	group; class
	cente	income
	mapat ki	apart from; leaving aside
	dyekal	compound
	me kato	to pass by
	me maro/pwoyo	to admire; to appreciate

Lok manyen**(cont'd)**

poto	garden
me donyo	to join
me two woko	to dry up
me weko ni otwo	to make dry
me yee labongo gen	to accept reluctantly
rwatte	to meet
kit	attitude; way of thinking.

*Find out the meaning of this Proverb.***Dako nywal ki nyeke.****Proverb**

How does it relate to the various categories of people in the community?



Quote of the week:

I can't begin to talk to people until I have learned the grammar of the language.
Peace Corps Volunteer.

*Who cares about the grammar,
I just want to communicate.*
Peace Corps Volunteer.

Introduction

*What you will
find here*

This section contains almost everything you've always wanted to know about Acholi.

It explains the most important grammar rules of Acholi and summarizes this information in clear charts.

Some Frequently Asked Questions about the language are answered. At the end, there is a glossary of commonly used grammatical terms.

Overviews of noun classes and verb tenses are also attached.

*What you
won't find here*

Not all possible variants are mentioned here. Acholi is not as widely studied as English and therefore much data about variations isn't available.

Forming Words

In Acholi, putting words together is a similar process to putting together sentences in English. Often a single word is enough to express what in English would have to be a sentence, e.g *abikwanno* means: I will read it.

Verbs

Each verb is formed by a stem and may combine with several prefixes and possibly a suffix.

Here is a list of the most common abbreviations used:

Negative	NE	tense marker	TM
subject prefix	SP	verb infinitive	VI
object suffix	OS	verb stem	VS
personal pronoun	PP	modified verb stem	MVS.

Subject prefix preceeds verb stem but it doubles as tense marker as well:

a	-	Nen	-	i	-	I am seeing you (sing.)
SP		VS		OS		
a	-	nen	-	i	-	I saw you (far past)
SP		VS		OS		
o	-	neno	-	wa	-	He has seen us.
SP		VS		OS		
o	-	neno	-	wa	-	He saw us (far past)
SP		VS		OS		

Negative precedes subject prefix and tense marker:

en	-	pe	-	oneno	-	wa	-	He didn't see us (today).
PP		NE		VI		PP		
Negative with modified stem								
an	-	pe	-	anen	-	i		I didn't see you (far past).
PP		NE		VS		OS		
en	-	pe	-	oneno	-	wa	-	He didn't see us (far past).
PP		NE		VS		OS		

pe	-	a	-	nen	-	i	-	Negative with infinitive marker I am not seeing you (sing.)
NE		SP		VS		OS		

Adjectives and Possessive Pronouns

The situation with adjectives is much easier. All you have to remember is to add a class prefix at the beginning. The class prefix must agree with the noun. See chart at the end of the reference section for more details on the agreement of noun classes.

Possessive adjectives, on the other hand, add the subject prefix of the class of the thing possessed. So while, *my book* is *bukka*, *my woman* is *dako na*.

Making a Sentence

Basic Word Order

Sentence typically consists of four parts: subject, verb, tense marker and object. The object is not always necessary. In Acholi, both subject and object can be expressed by prefixes, one word can contain all the components necessary to make a sentence, e.g. *Akwanno*. (I'm reading it). See above for analysis.

A sentence may then consist of subject, verb containing a subject prefix, a tense marker and an object. The object can be expressed by an object suffix.

The sentence can be further expanded by adjectives, possessive pronouns, adverbs and prepositions.

There are a few simple rules for word order that have few exceptions.

1. Subject precedes the verb. Subject pronoun is expressed by the subject prefix.
2. Object follows the subject. Object pronoun is expressed by the object suffix.
3. Adjective follows the noun and the possessive pronoun if there is one after the noun.
4. Adverbs typically come at the end or beginning of the sentence.
5. Even if the subject is a noun, the verb must contain a subject prefix.
6. Demonstratives (this and that) have a variable position. They can come either before or after the noun.

Subject expressed by prefix, object followed by an adjective:

I saw a beautiful woman at school.

A-neno	dako	maleng	i	Gangkwan
SP+TM+VS	Object	Adjective	Preposition	Object
<i>I saw</i>	<i>a woman</i>	<i>beautiful</i>	<i>at</i>	<i>school.</i>

Verb followed by another verb and adverb:

We saw (far past) a child riding a new bicycle very slowly.

Waneno latin ma tye ka ngwec ki nyono gari/lele manyen mot

SP+TM+VS	Object	Verb	Object	Adjective	Adverb
<i>We saw</i>	<i>a child</i>	<i>he is riding</i>	<i>a bicycle</i>	<i>new</i>	<i>slowly slowly.</i>

Object contained in the verb as an prefix:

I saw him riding it very slowly.

Anene	tye kanyono	Mot mot
SP+TM+OS+VS	SP+TM+VS	Adverb
<i>I saw him/her</i>	<i>he is riding it</i>	<i>slowly slowly</i>

Negative preceeding SP+TM+VS:

I didn't see a beautiful woman at school.

Pe aneno	dako	maleng	i	Gang kwan
NE+SP+TM+VS	Object	adjective	Prep	Object
<i>I didn't see</i>	<i>Woman</i>	<i>beautiful</i>	<i>at</i>	<i>school.</i>

Subject expressed by noun and prefix:

The man is reading a book.

Nyeri	tye kakwanno	Buk
Subject	PP+to be+TM+VS	Object
<i>Man</i>	<i>he is reading</i>	<i>a book.</i>

Other “Sentence Makers”

Note on the Grammar of Acholi.

1. The Alphabet

A B C D E G I J K L M N NG NY O P R T U W Y

a b c d e g i j k l m n ng ny o p r t u w y

2. The Noun

(i) Proper Nouns

In Acholi, most of the male proper nouns start with “O”, female with “A”, eg:

MALE	FEMALE	
Opiyo	Apiyo	(first born of twins)
Ocen	Acen	(the latter of twins)
Okello	Akello	(born after twins)

(ii) Noun Forms

A large number of common nouns are derived from verbs in different ways:

a) from transitive verbs by dropping final “o”.

eg: nekko (to kill)	=	nek (killing)
wotto (to walk)	=	wot (walk/walking)
dwaro (to hunt)	=	dwar (hunting)

b) from verbs that end in “-yo” by dropping the “-yo” and adding “c”;

e.g: tiyo (to work)	=	tic (work)
pwoyo (to thank)	=	pwoc (thanks)

c) some transitive verbs have an irregular formation:

e.g: kwayo (to herd)	=	kwat (herding)
kwallo (to steal)	=	kwoo (theft)
doyo (to weed)	=	doo (weeds)
deyo (to decorate)	=	deyo (decoration)

d) some intransitive and qualitative verbs are formed with “o”:

e.g:y	kok	(to weep)	=	koko	(weeping)
	ger	(to be ferocious)	=	gero	(ferocity)
	twoo	(to be sick)	=	twoo	(sickness)

e) some verbal nouns are derived from verbs by the use of prefixes and suffixes:

- by prefixing “l”

e.g:	nywaro	(to scorn)	=	anywar	(scornful person)
	cweyo	(to create)	=	lacwec	(creator)
	kwallo	(to steal)	=	lakwo	(thief)

- prefixing “o”;

e.g:	ywyeo	(to sweep)	=	oywec	(broom)
------	-------	------------	---	-------	---------

- prefixing “a” and replacing the final “o” with another “a”;

e.g.:	yello	(to trouble)	=	ayela	(trouble)
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- prefixing “la” before qualitative verbs:

e.g.:	goro	(to be weak)	=	lagoro	(a weak person)
	ming	(to be stupid)	=	laming	(a stupid person)
	dit	(be great)	=	ladit	(elder, superior)

- prefixing “l” before nouns:

e.g.:	goba	(a lie)	=	lagoba	(a liar)
	lonyo	(wealth)	=	lalonyo	(a rich person)
	nywal	(birth)	=	lanywal	(parent)

f.) compound nouns are made:

- by combining the name of a part of the body with a common noun:

e.g:	wang	bur	(ulcer, wound)	from	wang (eye) + bur (wound)
------	------	-----	----------------	------	--------------------------

kor ot (wall) from kor (chest) + house (house)

dog nam (river bank) from dog (mouth) + nam (river)

- by combining a noun with “dye” (middle), “ka” (place), “tung” (direction), “gin” (abbr. “gi” = thing):

e.g:	dye	ot	(floor)
	ka	kwan	(class)
	gi	deyo	(ornament)

By combining an adjective with “cwiny” (heart, feeling), “ic” (belly), “wic” (head), “kom” (body), “wang” (eye). In this case, we form abstract nouns;

e.g.:	yomcwiny	(happiness)
	tekcwiny	(firmness)
	yomic	(happiness)
	wilwic	(forgetfulness)
	litkom	(sickness)
	bitwang	(sharpness of sight)

(iii) Noun Gender

a) The distinction of sex can be made on lexical basis:

Masculine	Feminine
lacoo = male, man	dako = female, woman
cwar = husband	ci = wife
wego = father	mego = mother
wod = son	nya = daughter
won = owner, master	min = owner, mistress

b) Most proper names of male persons begin with “O” and most female names with “A”.

Masculine Feminine

Owino	Lawino
Odoo	Adoc
Onek	Anek
Okullo	Akullo

(iv) Noun Number

- Plural formation with “-e” is the most regular. The tone pattern of the singular is preserved in the plural.

Singular	plural	gloss
buk	buk	book
daktaa	daktari	doctor
kom	kom	chair
rec	rece	fish
puc	puce	cat
welo	wele	visitor

- Plural formation can also be realized with the addition of “-i”:

Singular	plural	gloss
twon	twoni	bull
paco	paci	home
got	godi	mountain

- All derived nouns prefixed by “la” make their plural by changing “a” to “lo”:

Singular	plural	gloss
latin	lotino	child
ladit	lodito	elder
lakwena	lokwena	messenger
labal	lobal	sinner
latic	lotic	worker
lakwo	lokwo	thief

- In some nouns, the final “-i”, which replaces the final vowel to form the plural, affects the preceding vowel (i.e. from open it becomes close):

Singular	plural	gloss
jago	jagi	sub county chief
romo	romi	sheep
twon	twoni	male
bongo	bongi	cloth
tong	tongi	spear

- The plural suffix “-i” affects also the preceding consonant, changing a voiceless one to a voiced one, i.e. t > d, k > g:

Singular	plural	gloss
ot	odi	house
got	godi	mountain
jok	jogi	deity
nyok	nyogi	male

- Sometimes there is lexical distinction between singular and plural:

Singular	plural	gloss
dano	jo	person
dako	mon	woman
cwar	cog	husband
dyel	dyegi	goats

- Sometimes the final “-o” is deleted

Singular	plural	gloss
gweno	gweni	chicken
aweno	aweni	guinea fowl

(v) Genitive

a) Possession is expressed by the preposition “pa” (for things, also “me”):

e.g.: dek pa dano	=	people's food
buka pa lapwony	=	the teacher's book
dyegi me tim	=	wild goats

b) The complement of purpose is expressed by “me” (“a” for persons) and often without preposition:

e.g.: caa me tic	=	time for work
cam me otyeno	=	evening meal
jami cam	=	eating utensils

c) Syntagms denoting part of a collective whole do not require any preposition between the two words. This form, very common indeed, is used for:

- Integral parts of living things:

cing latin	=	child's hand
tung dyang	=	horn of a cow
jang yat	=	branch of a tree

- Products and quality:

cak dyang	=	cow's milk
tong gweno	=	hen's egg
nyig kal	=	millet grain

- Parts of objects:

tyen meca	=	table leg
pur kweri	=	handle of hoe
bol tong	=	shaft of spear

- Ownership and relationship:

won ot	=	head of family
won dyang	=	owner of cow
omin dako	=	wife's brother

- Aim or purpose of something:

ot rommi	=	hut for sheep
Awac pii	=	calabash for water
obwo rec	=	fishing net

3. The Pronoun

i) Personal pronoun:

Pronoun	Nominative case		gloss
	prefix	suffix	
an	a-	-a	I
in	i-	-i	you
en	e-, (o-) -e		he, she, it
wan	o-	-wa	we
wun	u-	-wu	you
gin	o-	-gi	they

an lawoti = I am your friend

acamo = I ate (it)

in itek = you are strong

itek = you are strong

- Personal pronouns: indirect object

Indirect object suffix

to me	-a
to you	-i
to him/her	-e
to us	-iwa
to you	-iwu
to them	-igi

e.g.: miye pii = give him water

(ii) Possessive pronouns:

my, mine	=	-na, -a (mera, mega)
your, yours	=	-ni, -i (meri, meg)
his, hers	=	-e, -ere (mege, mege)
our, ours	=	-wa (mewa, megwa)
your, yours	=	-wu (mewu, megwu)
their, theirs	=	-gi, -eggi (meggi)

(iii) Emphatic pronouns:

They are composed with:

“kom-“ (body)

“ken-“ (alone)

“gir-“ (gin = thing, plus: mer-a, mer-i, mer-e = mine, yours, his).

e.g.: an atimo ki koma (kena, gira kena) = I did it myself

in itimo ki komi (keni, gite kene) = you did it yourself

en otimo ki kome (kene, gite kene) = he did it himself

wan watimo ki komwa (kenwa, giwa kenwa) = we did it ourselves.

wun wutimo ki komwu (kenwu, giwu kenwu) = you did it yourselves

gin timo ki kom gi (ken-gi, gigi ken-gi) = they did it themselves

(iv) Relative and Interrogative pronouns

In Acholi, they are not inflected and have no number; they have the following forms:

ma, a, a-	=	who, whom, which, that
nga, anga, ngagi	=	who, whom
anga (pa anga)=		whose
ngo, ango	=	what
mene	=	which

e.g.: buk ma imiya = the book which you gave me
man buk pa anga? = whose book is this?
en otongo yat ki ngo? = with what did he cut the tree?

4. The Adjective

All adjectives have only one form, both for the singular and the plural, except these few:

Singular	plural	gloss
ber	beco	good
rac	raco	bad
bor	boco	long, far
cek	cego	short
tid	tino	small
dit	dito	big
doo	dongo	large

(ii) Reduplicative form

This form has usually a diminutive meaning:

e.g.: ber ber	=	rather good
nok nok	=	rather few
cok cok	=	fairly near

- Note also the partial reduplication:

titidi	=	very small
titino	=	very small (pl.)
totwal	=	very much

5. Adverbs

(i) Adverbs of time

awene	=	when
kicel kicel	=	rarely
naka	=	always
jwi jwi	=	everyday

(ii) Adverbs of place

kwene	=	where
piny	=	down
kwica	=	there
ite	=	under

(iii) Adverbs of position

karacel	=	all together
anyim	=	future
ngete	=	sideways
aryeba	=	downwards
ataro	=	upwards

(iv) Adverbs of manner

ni ning, yoo mene	=	how
me akaka	=	purposely
i mung	=	secretly
labongo tam	=	thoughtlessly
oyot oyot	=	quickly

6. Prepositions

Prepositions express relationships between people, things, actions, etc:

Wan wanongo mic mapol ki boti = we received a lot of gifts from you.

Acholi uses prepositions more than many other languages, and one preposition often has several different meanings. Acholi has a very small set of true prepositions, which include the following:

i = ‘on, at, in, about, to, from’

bot = ‘to’

bote = ‘to, at, with’

pa = ‘for’

pi = ‘because of’

te = ‘under’

tu = ‘toward’

ka = ‘instead of’

kwede = ‘with’

gini = ‘with’

Each of these prepositions, except “i” and “gini”, has a characteristic set of object pronoun affixes; the plain form is used with noun objects:

	<u>pi</u>	<u>bot</u>
1s	pira	bota
2s	piri	boti
3s	pire	bote
1p	piwa	botwa
2p	piwu	botwu
3p	pigi	botgi

- *gin ki* does not take pronominal objects: *Apwoyo gin ki kwac onongo gubedo lurem* = hare and leopard were friends.

- *i* takes noun and pronominal objects that refer to non-humans:

iye ‘in, about, on, etc. it’

i buk ‘in, about, on, etc. the book’

but cannot take objects that refer directly to humans.

When such nouns or pronouns are the logical object of *i*, the noun *kom* (body) is used as the object of *i*, with the appropriate noun or pronoun as its inseparable possessor:

i kom dako = ‘in, about, on, etc. the woman’

i koma = ‘in, about, on, etc. me’

- Prepositional phrases normally consist of a preposition followed by its noun phrase object, or a preposition inflected for pronominal object.

NB: There are two sorts of complications both involving the preposition “*i*”, viz;

First, prepositional phrases may consist of *i* (rarely some other preposition), followed by a second preposition, followed by the object:

Otim oaa woko ki bot Odongo = Otim has left (from) Odongo.

dako owok ki ite yat = the woman walked under the tree.

Lacoo owoto tung bot dako = the man walked toward the woman

Compound prepositions, i.e. combinations of prepositions plus preposition should be listed in the lexicon because all combinations are not possible, and the meaning resulting from such combinations is not always predictable;

e.g.: *ki bot* = ‘from.’

- Second, “*i*” combines with body part nouns, and locational nouns to form locative expressions:

i wi yat = on top of the tree

i dog kulu = on the mouth of the river

iyi ot = into, out of the house.

- Constructions consisting of “*i*”, a preposition, and a body part noun are also possible:

Me kaka = instead of the woman.

7. Conjunctions

Conjunctions are used to connect together units of language. They can join:

WORDS:

En onongo cek ento ger. = he was short but fierce.

Apiyo onongo maro wer ki myel. = Apio used to like singing and dancing.

In nyo Obala myero otim. = you or Obala should do it.

PHRASES:

En bene oniang ni paco dong cok. = he also understood that the home was near

CLAUSES:

En tye kwede mon aryo koo gine mo peke = he has two wives and yet he has nothing.

8. Verbs

Verbs refer to an action, or to something happening, or to a state which exists:

En ogoyo gwok = She hit the dog.

Dano tye kamat = People are drinking.

Pe angeyo kit ma itye kwede = I don’t know how you are.

- The verb is the most important part of speech in Acholi, not only for the functions natural to it, but for the wealth of metaphor and colour which it imports to the language. From the verb too are derived a number of nouns.

- The general rule is for neuter verbs to end in a consonant and most of the time the neuter verb corresponds with the root, e.g. *rac* (‘badness’, ‘to be bad’). Active verbs invariably end in the vowel –o, which in many cases is dropped to form the passive.

- Intransitive verbs for the most part end in a consonant (e.g. *bok* ‘to redden’; *cot* ‘to break’; *dak* ‘to migrate’), but there are also intransitive forms which end in –o (e.g. *gedo* ‘to build’; *lwongo* ‘to call’, etc.). Also intransitive verbs may end in vowels other than –o, (e.g. *aa* ‘to come from’; *kangara* ‘to be lanky’; *cwee* ‘to be fat’; *numu* ‘to be raw’ etc.).

- The Acholi verb is inflected for three aspects: perfective, progressive, and habitual. The three aspects are clearly shown below with the verb *cammo* ‘to eat’.

	perfective	progressive	habitual
1s	acamo	acammo	acamo
2s	icamo	icammo	icamo
3s	ocamo	ocammo	ocamo
1p	ocamo	ocammo	ocamo
2p	wucamowunu	wucammowunu	wucamowunu
3p	ocamo	ocammo	icamo

- The singular object suffixes -a, -i, -e are added to the verb stem in place of the final -o, e.g.:

aneni	=	I see you
anene	=	I see him/her
inena	=	you see me
anenogi	=	I see them
anenowu	=	I see you
(en) onenowa	=	He/she sees us

The subject prefix is an integral part of the conjugation, and is still required when there is a noun as subject.

lotino onenowa = the children saw us

When the object pronoun *it* refers to something inanimate, the object suffix is generally not used.

imitto cam? Amito do = do you want food? I want it (not amitte).

- The verb to be is expressed by:

(i) *tye* = to be (existential and locative): denotes a punctual or generic being; its negative form is *pe* = not to be, not to exist, etc.

(ii) *bedo* = to exist, to continue to exist, to continue doing a particular action, to remain seated, etc. Its negative form is *pe bedo* = not to continue.

- Before nouns and adjectives use predicatively, “*tye*” is not required, and, if the subject is a personal pronoun, the noun and the adjective take the pronominal prefix, e.g.:

kom man dit = this chair is big

en lagoba = he is a liar

man pe adonyi = this is not an outsider

wan watek = we are strong

The verb to have is rendered by the verb *tye* (to be) plus a preposition, e.g.:

tye kwede = to be with (= to have)

tye i... = to be with

tye bang = to be with, to be near (= to have, followed by only the name of a person)

tye bot = to be with, to be near.

Okullo tye ki motoka = Okulo has a motorcar

A number of auxiliary verbs can be used to create definite tense interpretations:

(i) the verb ‘*bin*’ with a high tone is used to show that something came to happen in the past as a result of a previous action:

e.g.: *Obura obi lare woko* = Obura got saved (in the past)

(ii) the verb “*obi*” (to come) conjugated in the habitual aspect forms a simple future with the semantic main verb in the infinitive:

obidok = (she, he, it) will go back.

With the progressive and perfective aspects, a motional sense is added. The progressive retains a future connotation, while *bino* in the perfective yields a perfect or secondary past:

obi dok = it will come to pass
obino ka kwan = he/she has come to read

(iii) The verb “*mitto*” (to want) forms an immediate future with the meaning verb in the infinitive.

En mito ngwec = he likes to run

In this construction, *mitto* is always conjugated in the habitual. When *mitto* is used to express desire, it is conjugated in the progressive:

amitto cam = I want to eat

9. Exclamations

Exclamations are used especially in informal speech to show strong feelings such as surprise (eyooo); appreciation ; assent (Ee); pain (Aya-do-o), surprise ojon-eee tc. Shocking (ee-e)

10. Compounds

Compounds in Acholi can be constructed from nouns and infinitives in any combination of two or more words; the left most member is the head, the right most member receives primary stress:

wang ot = window

ot cam = restaurant/hotel

del dog = lips

Some words lose their final consonant in compounds when they are not the right most member, e.g. *wic* ‘head’ and *gin* ‘thing’:

wi ot = roof

gi tic = tool

The 'already' tense:

The already tense is used for completed action. In this tense, the emphasis is on the fact that at a certain time the action had already been completed. Subject + tyeko+ verb:

Atyeko cam

I have already eaten

The 'not yet' tense:

The not yet tense is a negative one used to express the idea of an action not yet carried out. Here it is:

Pwod pe acamo. i.e

Not yet tense = Pwod + NEG+sp+mvs

It should be noted that the use of this tense does not imply any certainty that the action will take place later. There must, however be a possibility of fulfillment.

The 'Ever' tense:

Is used to express whether an action has ever been performed. This tense is formed by placing **manaka** dong before the subject prefix and the modified verb stem. e.g.

Ever tense = manaka dong +SP+MVS+ OBJ

manaka dong icamo opego?
Have you ever eaten pork?

Manaka dong ineno raa ki i pii?
Have you ever seen hippos in water?

Manaka dong Steven onyomo?
Has Steven ever married?

Dano manaka dong onywali.
Any person who has ever given birth.

The ‘Never’ Tense:

Same as ‘Not Yet’ tense.

The Negative

In Acholi, the general rule for forming the negative of any particular verb is formed adding **Pe** at the begining or in the middle of a sentence. e.g.

Teddo	<i>to cook</i>
pe atedo	<i>I do not cook</i>
pe itedo	<i>you do not cook (singular)</i>
	<i>he/she doesn't cook</i>
wan pe watedo	<i>we do not cook</i>
wun pe gutedo	<i>you do not cook (plural)</i>
gin pe tedo	<i>they do not cook.</i>

The Imperative

The present imperative consists of a second person singular only, and is simply the stem of the verb e.g.

Kel	<i>Bring</i>
Bin	<i>Come</i>
Tii	<i>Work</i>
Cam	<i>Eat</i>
Yeto	<i>Peel</i>

To form imperatives in the negative, the negative particle **pe** is placed before the verb stem. E.g:

Negative imperative = pe+SP+VS e.g

Pe ikel	<i>don't bring</i>
Pe ibin	<i>don't come</i>
Pe ilwong	<i>don't call (verb stem - eta)</i>
Pe itii	<i>don't work</i>
Pe icam	<i>don't eat</i>
Pe ikwer	<i>don't refuse (verb stem - anga)</i>
Pe ilwok	<i>don't wash (verb stem - ozya).</i>

Verb 'to have'

The possessive suffix for the above verb or the stem of that verb is **-tye kwede**.

The present tense of this verb can be conjugated as follows:

Singular	English Equivalent	Negative
Atye kwede	<i>I have</i>	Ape kwede
Itye kwede	<i>you have (sing)</i>	Ipe kwede
Etye kwede	<i>he/she has</i>	Pe etye kwede
Otye kwede	<i>we have</i>	Ope kwede
Itye wunu kwede	<i>you have (pl)</i>	wupe wunu kwede
Gin tye kwede	<i>they have</i>	Gin pe kwede

Interrogation

There is no difference in the order of words between a question and a statement. In writing, a question is clearly shown by the question mark at the end. In speech, the difference in intonation shows which is intended e.g.

Ibuto maber? *Did you spend the night well?*

Irii maber. *You spent the night well.*

Some of the interrogative adverbs are:

Kwene?	<i>Where?</i>	Pingo?	<i>Why?</i>
Awene?	<i>When?</i>		
Nga?	<i>Who? (sg)</i>	Ngo?	<i>What?</i>
Nining?	<i>How?</i>		
Mene?	<i>Which?</i>		

The question mark is added to the question to make it a question. The above adverbs generally come at the end of the questions (except why?) e.g.

Icito kwene?	<i>Where are you going?</i>
Man ngo?	<i>What is this?</i>
Buk mene?	<i>Which book?</i>
Man buk pa nga?	<i>Whose book is this?</i>

The 'still' :

It is used to express an action which is still being carried out. This is done by using **pwod** before the subject prefix and the verb stem i.e:

Still tense = pwod+Sp+vs

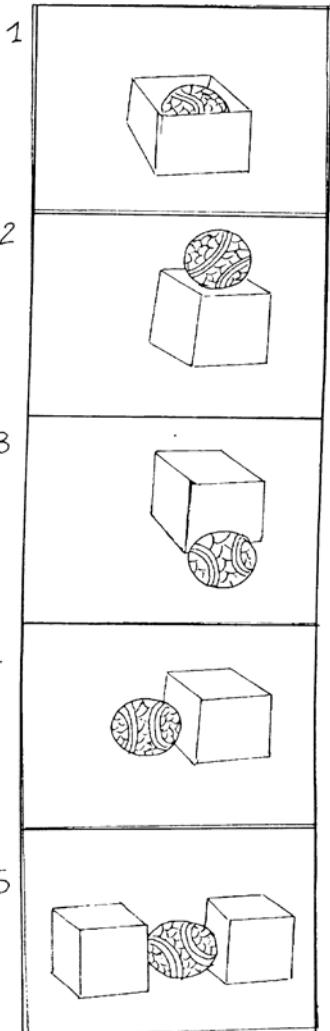
Pwod itye ki rum mokene? <i>Do you still have some rooms?</i>	Bac pwod tye i pak. <i>The bus is still at the park.</i>
Pwod atye kacammo cam me odiko. <i>I am still eating breakfast.</i>	En pwod kome lit. <i>He/She is still ill.</i>

The negative is formed by prefixing **Pe** before the subject prefix e.g.

Dong i pe ki rum? <i>You no longer have rooms?</i>	Bac dong pe. <i>The bus is no longer there.</i>
---	--

Prepositions

Most prepositions are followed by the genitive particle **-i** which is the equivalent of the English **of**. Therefore the literal translation would be *in of a box, before of a box*. This is similar to the English *in front of*.



Ii / iiye

iwiye

inyime / anyime

Ingete / kangeete

Idyere.

Conjunctions

Common Conjunctions:

Ka	'and'. Ka is mostly used to join nouns, infinitives and adjectives.
Ki	'and'. It is used to join verbs and clauses. Also <i>ki</i> can start a sentence whereas <i>ka</i> cannot. <i>Atye ki dyangi ki gweni angwen.</i> <i>I have 2 cows and 4 chickens</i>
Ento	'but', nevertheless
Ento kono	'however'
Ce gwok nyo	'perhaps'
Pien	'because'
Onyo gwok	'maybe'

Use of 'ki' or 'ka':

These two conjunctions (*ki*, *ka*) are equivalent to the English 'and'. The only difference is that **ka** before a vowel joins nouns, infinitives and adjectives; whereas **ki** joins verbs and clauses. **Ki** may also begin a sentence whereas **ka** cannot.

Imito camo ne ki ngo?
And what do you like to eat it with?

En tye ka cammo mucele ki muranga.
He is eating rice and beans.

Amito labolo ki miya malaga.
I want bananas and give me a fork.

Pronunciation

Sounds

Consonants

There are 16 consonant sounds in Acholi but only 14 letters of the alphabet, therefore some consonants are actually written using a combination of two letter.

Same as or Similar to English:

b	<i>as in bank</i>
c	Church
d	<i>as in demo</i>
g	<i>as in garden</i>
j	<i>as in jug</i>
k	<i>as in skit</i>
l	<i>as in language</i>
m	<i>as in many</i>
n	<i>as in no</i>
ny	<i>as in onion</i>
ng	bang
p	<i>as in spin</i>
r	<i>as in roll</i>
T	<i>as in stun</i>
W	<i>as in way</i>
Y	<i>as in yes</i>

Combinations of Consonants

There are some interesting combinations of consonants in Acholi, that are not found in English. They are usually for pointing out the strength of the pronunciations mostly in verbs but they are also used in nouns, interrogatives.

E.g:

Nga?	Who?
Niang	<i>understand</i>
Nyanya	<i>tomatoes</i>
Mokko	<i>to confirm</i>
Gwokko	<i>to protect.</i>

Vowels:

There are five vowels in Acholi which can be either long or short. Vowels are always different across languages, even the seemingly similar ones, so the English equivalents should be taken only as approximations. The longated form of vowels comes about as a result of silencing **y** in a verb when forming a present continuous tense from everyday tense.

E.g:

moyo	moo
spreading	spread

kwoyo kwoo
sewing *sew*

doyo doo
weeding *wed*

Diphthongs (Combinations of Vowels):

There are only three common diphthongs in Acholi. They are: **ai** (as in **eye**), **ia** (as in **ear**), **ea** (as in **area**) and **ie** (as in **diem**).

Tones:

Like Chinese or Vietnamese, and most Lwo languages, Acholi is a tonal language. This means that two seemingly identical words actually mean different thing depending on the tone of their vowels.

Fortunately, it is possible to speak and understand Acholi without the tones, as well, but being aware of them helps understanding and also makes it easier to make one's thoughts clear.

Acholi has 2 tones, **rising (high)** and **falling (low)***. Each vowel has its own tone. If two vowels are combined, each keeps its tone. The tone is more a direction of pitch than actual tone known from music and can be therefore mastered even by extremely unmusical people.

Here are two good examples of why tones are important. This manual doesn't deal with tones in more detail.

e.g:

Kec	<i>hunger</i>
Kéc	<i>bitter (pronounced with a prolonged stop)</i>
Käc	<i>sound of a falling object (pronounced with abrupt stop)</i>

* In contrast with Chinese which has four tones and Vietnamese which has seven.

Spelling

Rules

Acholi spelling is extremely easy. There are only a few rules that are easy to master.

1. Most of the words in Acholi are pronounced the way they are written except for words like *moko*, *naka*, *okutu*. The **k** is pronounced as **x** in english and **t** pronounced as **r** in those examples given.
2. Tones are not written
3. Two different vowels cannot occur together except when the particle **y** is being silenced; e.g *moyo* (moo).

Note on Spelling

Not all speakers of Acholi have also been educated in the languages. Therefore there are many variants in spelling. Especially the double vowels are often omitted. When reading printed materials including the newspaper be aware of many possible errors.

Frequently Asked Questions

What is the attitude of speakers of Acholi to learners?

Speakers of all Lwo languages are very happy to receive visitors who try to communicate with them in their language. Because of the specific language situation in East Africa, it is very common for people to learn a second language.

Where is Acholi spoken and who speaks it?

Acholi is spoken in northern Uganda and also in the central by minority. But it is spoken mainly in the districts of Amuru, Gulu, Kitgum and Pader.

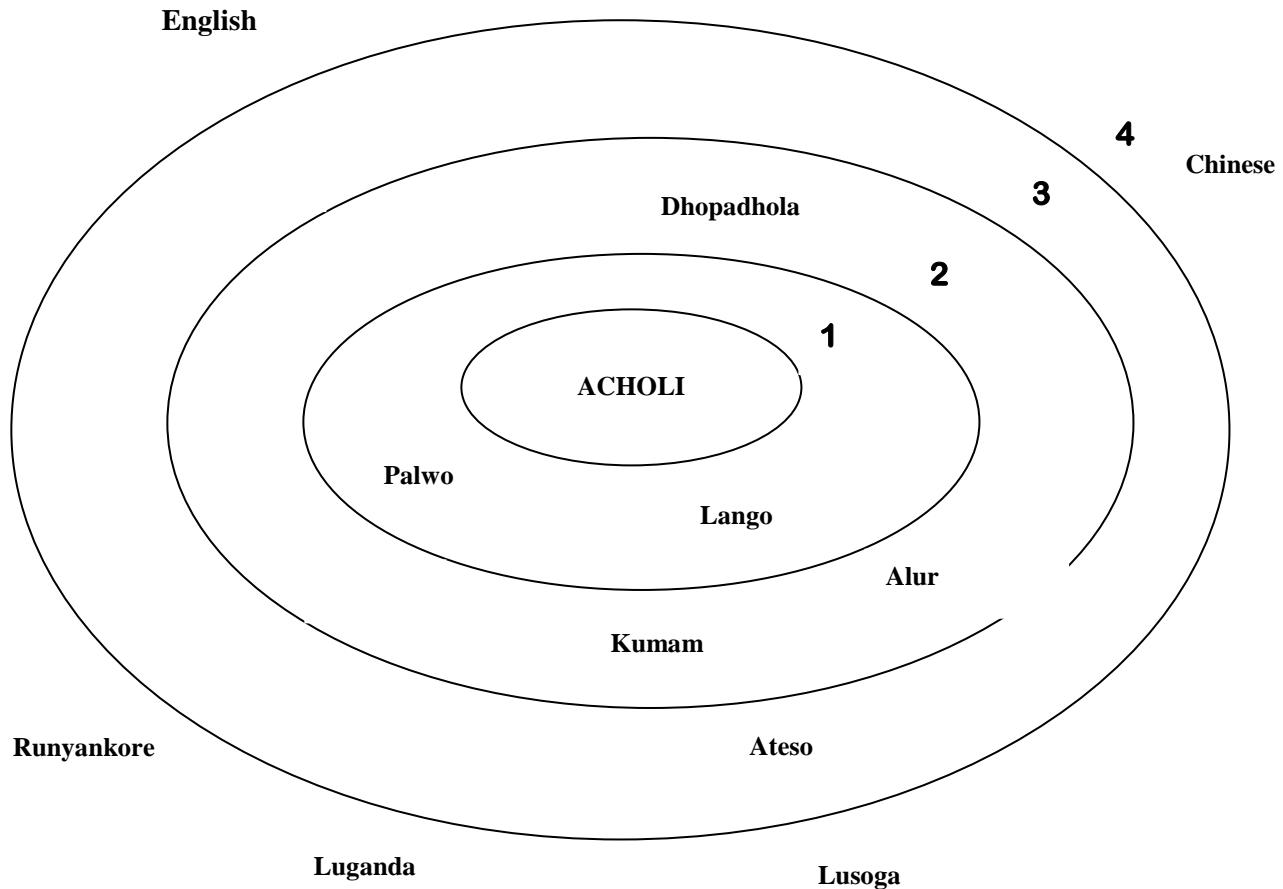
The people speaking Acholi are called the Acholi. The singular form of this word is Acholi.

What is the relationship of Acholi to other languages?

Acholi is a Luo language. The most famous language of the Lwo family is Acholi and it is fairly similar to most Lwo languages in principle, speakers of Acholi and other Lwo languages can understand each other. The Lwo languages are very different from Indo-European languages (i.e. English, German, French, Russian).

Acholi has five sister languages i.e Palwo, Alur, Kumam, Lango and Dhopadhola. It is closest to Lango and Alur but even speakers of Palwo, Dhopadhola and Kumam can understand few words in Acholi and vice versa.

This chart shows Acholi in the context of other world languages. **Level 1** are languages with a certain degree of mutual intelligibility. **Level 2** are languages of the same origin and similar systems. **Level 3** are languages that have similarity in how they work but are completely unrelated to Acholi in any way. **Level 4** are languages that are unrelated and completely dissimilar to Acholi.



Short Glossary of Grammar Terms

Adverb

Words which specify time, space and manner. For example, **yesterday**, **elsewhere**, **quickly**. They are answers to *When?* *Where?* and *How?* Most but not all adverbs in English end in **-ly**.

Note! In American English, adverbs are often replaced by adjectives (e.g., I feel good. He came quick.) In most other languages this is never possible.

Suffix

Typically a syllable or a sound appended to the end of a word to express some grammatical feature.

For example, in English, **-s** is added to nouns to make plural. *I book -> 2 books*

Prefix

Typically a syllable or a sound appended to the beginning of a word to express some grammatical feature.

An example in English, is **dis-** used to express difference in words like *dissimilar*, *disparate*, etc. In Acholi, most grammar is taken care of by prefixes.

Infix

Typically a syllable or a sound inserted in the middle of a word to express some grammatical feature.

In English, there are no regular infixes. An example may be **man -> men** where *e* is used to replace *a* to express plural.

Conjunction

A word or several words used to connect words, phrases or sentences.

e.g. *and*, *because*, *but*, *however*, *or*, *because of*, *inspite of*, etc.

Preposition

A word put before a noun phrase to change its meaning.

e.g. *before*, *after*, *in*, *on*, *about*, *with*

Adjective

A word used to modify the meaning of nouns.

e.g. *beautiful*, *ugly*, *big*, *simple*, *many*.

Pronouns

Words used to refer to nouns to avoid repetition.

e.g. *he*, *she*, *him*, *her*, *us*, *you*.

Imperative

Form of verbs used to express commands.

e.g. *Run! Sit down! Speak!*

Passive

Sentences like *The woman was hit by a car* or *I'm being chased by the police* are passive versions of *A car hit the woman* and *The police are chasing me*.

The object of the action becomes the grammatical subject and the erstwhile subject hides behind the preposition **by**.

Possessive

Means *expressing a relationship of belonging to*. For example, possessive pronouns are *his, my, your*, **of** is a possessive preposition, and 's in *dad's car* is a possessive suffix.

Interrogative

Means expressing a question. For example, who? what? which? are interrogative adverbs.

Subjunctive

A verb form to express wishes, request and indirect commands. In English, the subjunctive has a little different meaning. It describes sentences like *It is imperative that he be informed immediately*.

Syllable

Two or more sounds that create one pronunciation unit. Each syllable has at least one vowel. A vowel on its own can also be a syllable.

E.g. the word *in-te-li-gi-ble* has 5 syllables. In Acholi, most syllables end in a vowel.

Noun Class

Luo languages don't have gender like French, German or Spanish. However, each noun can belong to one of up to 14 classes (9 in Acholi). The classes are marked by a prefix. Each class has a different prefix for singular and plural.

Just as with gender in French or German, all adjectives, possessive pronouns and some adverbs must agree with the noun they modify, i.e. take its prefix.

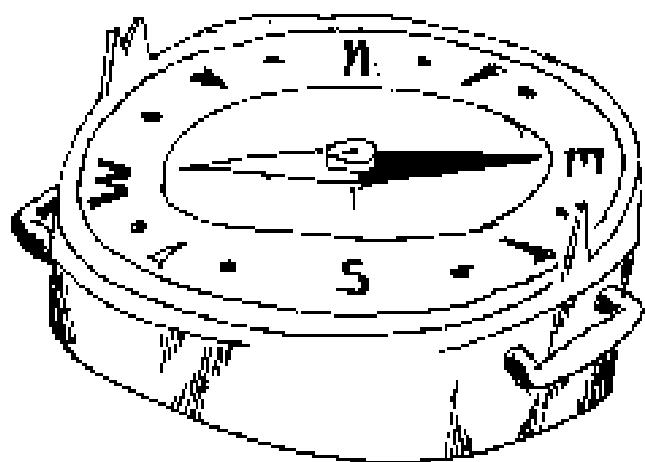
Modified Stem

Tense in Acholi as in other Luo languages, is typically marked by a prefix. Some tenses and their negatives, however, also modify the stem of the verb. Although, there are some rules for how the stem changes, they are so complicated it is better to memorize the modified stem of at least the most common verbs.

Idiom

Is a set expression whose meaning does not directly derive from its component words. For example, *it's raining cats and dogs* really means: *it is raining heavily*.

Idioms typically cannot be translated from one language to the other.



Quote of the week:

Yoo ariyo oroco wii lalur.

Acholi proverb.

What is the Functional Phrasebook

The purpose of this list of phrases is to give you a set of appropriate idioms to be used in different situations. It is important to remember that many of these phrases cannot be translated literally, and cannot be easily changed to accommodate other meanings and situations. The list is not exhaustive.

Asking for Suggestions and Offering Suggestions

<i>Do you (pl.) have any suggestions?</i>	utyekitammo?
<i>Let's go.</i>	Waceti
<i>We can (We could....)</i>	watwero
<i>Maybe (Perhaps....)</i>	Ca gwoki
<i>I am of the view that....</i>	An atamo ni.....
<i>Is that okay?</i>	Tye kakare?

Agreement and Disagreement

<i>I agree with you.</i>	Aye tami.
<i>You are right.</i>	Iloko lok ma kakare.
<i>I do not agree with you.</i>	Pe aye tami ni .
<i>I disagree with</i>	Pe aye tami ni matwal.....

Apologizing

<i>I'm sorry (lit. forgive me.)</i>	Timakica. (Used to express regret or sympathy).
<i>I ask to be forgiven.</i>	Aleginiitima kica.
<i>I didn't mean to....</i>	Onongo pe amito ni

Appreciation

<i>I appreciate your help.</i>	Apwoyo kony ma meri.
<i>Thank you very much.</i>	Apwoyo matek.
<i>Thank you for helping me.</i>	Apwoyo konya.
<i>You've done very well. (Thank you)</i>	Itimo maber tutwal.

Asking For And Reporting Information

<i>Where are you from?</i>	In ia ki kwene?
<i>What do you do?</i>	In itimo ngo?
<i>I am....</i>	an
<i>How long have you been here?</i>	Iri kany dong pi kare ma rom mene?
<i>Have you heard about.....?</i>	Iwinyo lok kom.....?
<i>Can you talk about yourself?</i>	Itwero loko lok i komi?
<i>Do you happen to know.....?</i>	Onyo ingeyo..?
<i>How do you know that?</i>	Icako ngeyo lok man nining?

Asking for and Reporting Additional Information

<i>What else have you heard?</i>	Ngo mukene ma dok iwinyo pire?
<i>What else would you like to know?</i>	Ngo mukene me dok imitto ngeyo e?
<i>In fact; as a matter of fact; in reality</i>	Ii ada.

Attracting Attention

The following are all used to attract attention. Their literal translations are given but they can all be used for attracting attention, as in *excuse me*.

<i>What's-your-name (very informal)</i>	Nyingi nga
<i>You, you (very informal)</i>	In
<i>Help me a bit.</i>	Konya kong manok.
<i>Let me bother you. (i.e. excuse me.)</i>	Wek kong ayeli.
<i>Look here for a while.</i>	Nen kong kany manok.

Certainty - Uncertainty

Are you sure about that?

Itye ka waco lok ada?

There is no doubt.

Kala kala peke iye.

I don't know.

Pe angeyo.

I (have) doubt.

Atye ki kala kala

I don't think so.

Pe atamo kit meno.

Complaining (bako dog)

It is too much.

Dok itimo tutwal.

You've gone beyond the limit.

Ikato kakare woko.

"You too can see that."

In bene iromo neno ne.

You've annoyed me.

In Iwango iya .

I'm tired of you.

Aol woko kedi .

Compliments (medo kero)

That is very good.

Man ber matek.

Thank you for saying it.

Apwoyo waco ne

Congratulations (miyo pwoc)

Congratulations for.....

Opwoyo matek pi.....

Deduction (moko tam ki ikom lok moni)

You must be ...

In nen calo....

Accusing (doto)

Do you deny that.....?

ipyem.....?

You see.....

Inenno ku.....

But it is you!

Ento in aye do!

Denying and Admitting (kwero ki yee gin moni)

<i>I admit that...</i>	Aye git ni...
<i>I deny that....</i>	Akwero woko ni.....
<i>It is not me. (today)</i>	Meno pe obedo an.
<i>It wasn't me. (yesterday)</i>	Eno ni onongo pe an.
<i>It wasn't me. (before yesterday)</i>	Onwongo gite pe an.

Describing (Tito gin moni)

<i>She's about.....</i>	En dong cok.....
<i>She's one of.....</i>	En tye ngat acel ikin.....

Directions and Location (kabedo ki kama odok iye)

<i>How do I go to.....?</i>	Atwero ceto nining?
<i>Where is's home?</i>	Gang pa tye kwene?
<i>On the (right/left) side.</i>	Tye tung(lacuc /lacam).

Gratitude (pwoyo jamí)

<i>Thank you.</i>	Apwoyo.
<i>You're welcome.</i>	Apwoyo bino.
<i>I want to thank.....</i>	Amitto pwoyi.....
<i>Let me take this opportunity.....</i>	Wek akwany kare man.....

Greeting People (moto dano)

<i>A: Hi (What's the news?)</i>	A: jal lok ngo ma tye?
<i>B: Hi (It's good.)</i>	B: jal (atyé maber) .

Indifference (bedo labongo paro gin mo)

I don't mind (care).

Pe aparo.

It's up to you.

Meno tici.

It makes no difference to me.

Pe kelo kit aloka loka mo.

Whatever you decide.

Kit ma in itamo kede.

Instructing (nyuntu kit me timo gin moni)

First....,

Me acel

Then....

Ka doki.....

Lastly.....

Me agikki.....

Intention (tami me timo gin moni)

I've decided to.....

Amoko tama me.....

What is your intention?

In tammi kong tye ni ngo?

I haven't decided yet.

Pwod pe amoko tamma.

What did you intend? (today)

Onongo itamo ni itim ngo tin?

I mean it.

Tama tye iye.

Introductions (nyuntu gin atima)

My name is ... (lit. they call me).

Nyinga kilwongo ni

His/her name is..... (lit. they call him/her)

Nyinge kilwongo ni.....

This is.....

eni obedo.....

That is.....

cani obedo.....

That is..... (far)

Maca ni obedo.....

Likes – Dislikes (gin ma imaro- gin ma pe imaro)

What do you like most?

Gin anglo ma imaro ma kato jami duc?

What do you think of.....?

Itamo ni ngo i kom.....?

I don't really like.....

Pe amaro.....

I don't really care for.....

Pe aparo pi.....

Offering to Help (konyo dano)

<i>Can I help you? (sing.)</i>	atwero konyi?
<i>I will help you if you want.</i>	Abikonyi ka imito.
<i>Let me help you.</i>	Wek akonyi.
<i>I don't want to bother you.</i>	Pe amitto yeli.
<i>Don't mind about it.</i>	Pe ipar pire.

Permission (Gamo Twero)

<i>Can I</i> ?	Atwero
<i>Does it matter.....?</i>	Itamo ni balo ka.....?
<i>I beg to....</i>	Alego ni
<i>Go ahead.</i>	Medde anyim.
<i>I guess so/I think so.</i>	Atamo ni.
<i>Is it allowed.....?</i>	Ki yee
<i>If you want.</i>	Ka imitto.

Persuading and Insisting (bito dano ki rido lok)

<i>Honestly.</i>	Li ada.
<i>Listen!</i>	Winy!
<i>Look here.</i>	Nen kany.

Promising (cike)

<i>Should I trust that....?</i>	Atwero geno ni....?
<i>Let me be sure that.....</i>	Wek abed ki gen ni....
<i>I promise to....</i>	Acike me.....
<i>I won't let you down.</i>	Abi gwoko cike na.
<i>Truly, honestly.</i>	Li ada, ki lok me ada.

Remembering And Forgetting (poo wic ki wil wic)

Did you remember to.....? (today)

Wi opo me.....?

I forgot (today)

Wiya owlil woko tin.

Do you remember when ?

Wii poo ikare ma..... ?

Satisfaction/Dissatisfaction

Are you satisfied?

Iye ni loki tye kakare?

How do you see it?

Ineno ninig?

Really, truly,.....

Ada, kom lok,.....

Surprise and Disbelief

You are kidding!

Ituku matek!

No kidding!

Tuku pe!

I can't believe it.

Pe atwero yee ni.

That is impossible (that can't be).

Pe twere/ pe lare

Sympathizing

What a pity! ("You have seen the worst")

Rac mada!

Dear me.

Ojone.

What a difficulty.

Tek tutwal!

What a misfortune.

Man obdo gum marac!

Conversation Strategies Asking for Repetition

Repeat please, I didn't hear.

Nwo kong, pe awinyo.

I didn't understand.

Pe anyang.

What did you say?

Iwaco ni ngo?

That what?

Ni ngo?

Explain/describe.

Titi/Tit kong

Checking and Indicating Understanding

Are you with me?

Watye kacel?

Now I get it.

Dong anyang.

Introductory Statements

In my opinion.....

Ki Itamma

I don't know where to begin.

Pe angeo kama acak ki iye.

I don't know what to say.

Pe angeo gin ma awaci.

I have news for you.

Atye ki lok piri.

You won't believe this.

Pe itwero yee lok man.

In God's name.

Ada pa Rubanga/Lubanga.

Acholi

Acholi-English
English-Acholi
Glossary



Quote of the week:

Apotti omiyo pipino ocweyo ode labongo mo.
Acholi Saying.

Adjectives

All adjectives have only one form, both for the singular and the plural, except these few:

Singular	plural	gloss
ber	beco	good
rac	reco	bad
bor	boco	long, far
cek	cego	short
tidi	tino	small
dit	dito	big
dwong	dongo	large

(ii) Reduplicative form

This form has usually a diminutive meaning:

e.g.: berber	=	rather good
noknok	=	rather few
cokcok	=	fairly near

- Note also the partial reduplication:

titidi	=	very small
titino	=	very small (pl.)
totwal/matek	=	very much

Adverbs

Inget	besides, on the side
Kany	here
Malo/iwi	above, up
Ka mukene	elsewhere
Ping, ite, ingom	down, below, on the ground
Iwi	on the top
woko	outside, abroad
Oyot oyot	quickly
Kare duc/ kare ki kare	always

Inge ot	at the back yard
Angec	behind
Tin	today
Cok	near
Bor	far
Kenyo/kwica	there
kombedi	now
laworo maca	day before yesterday
yam	long ago, sometime back
Ma cok coki	recently, soon
Ma nok nok	slightly
Ma rac	badly, poorly
Tung kany	this way
Maber	well, fine
Mot mot	slowly
Matek /Tutwal	very, very much
Calo	like
Keken	only
Wor/ dye wor	night time, at night
Laworo	yesterday
Kine mukene/ kare mogo	sometimes, at times
Kwica	that way, that side
Inyim	in front
I gang	at home
Iyi	inside

Conjunctions

Pien	because
Kwene	where
Ento	but
Ka dong	then
Ka, odoco, kun	and, again, moreover
Kadi kumeno	nevertheless

ka dong	and now
ka bene	and, also
ka dong	and then
Kono nyo	perhaps.

Demonstratives

Magi	these
Ego ni	those
Kwica	there
Eni	this
Cani	that
Eni	this
cani	that
Tung kany	this way
Iye kany	in here

Interjections

Ojone	dear me
Eyo	yes
Aya	okay
Ka dong	and now
Pe/ku	no.

Interrogatives

Pingo?	why?
Ngo?	what?
Gin adi? Rom mene?	how many?, how much?
Kwene?	where?
Nga?/ Anga?	who, whom?
Awene?	when?
Nining?	how?

Prepositions

i, iwi	at, on
Paka,	until, up to
Nicake /wa	since, from
iyi	in
i	in (used for proper nouns and pronouns).

Pronouns

i) Personal pronoun:

Nominative case Accusative case

Pronoun	prefix	suffix	gloss
an	a-	-a	I
in	i-	-i	you
en	e-, (o-)	-e	he, she, it
wan	o-	-wa	we
wun	u-	-wu	you
gin	o-	-gi	they

an laremi = I am your friend

acamo = I ate (it)

in itek = you are strong

itek = you are strong

(ii) Possessive pronouns:

my, mine	=	-na, -ga (mega, mega)
your, yours	=	-ni, -gi (megi, meg)
his, hers	=	-e, -ge (mere, mege)
our, ours	=	-wa (megwa, megwa)
your, yours	=	-wu (megwu, megwu)
their, theirs	=	-gi, -meg gi (meg gi)

Nouns

abic	five
abichel	six
abiro	seven
aboro	eight
abongwen	nine
cing lacam	left hand
lacan	poor person
lacat wil	trader; sales person
acel	one
cing lacuc	right hand
adagadaga	hatred
adek	three
kikapo	basket
gin adi?	how many
ladobo	person with leprosy
gin wer	musical instrument
gin matidi	something small
me amata	for drinking
em	thigh
an	me
langwec	runner
angwen	four
apar	ten
apar wiye aboro	eighteen
lapwony	teacher
muranga	beans
ari	across
nyom maleng	wedding
aryo	two
latela	leader
atema tema	temptation
ada	truth
lawil	buyer
baba	father
bac	bus
atabo	bowel/dish
balany	balance
beng	bank
banya	debt
becen/bap	basin
kabir	sorghum
bia	beer
binika	kettle
bogoya	big sweet banana
oboke	leaves
bongo	clothe
bot	newly cultivated piece of land
buk	book
bul	drum

kor bongo	blouse
bur	hole
buru	ash
cai	tea
cak	milk
cal	appearance
caro	village
can	poverty
canno/yubu	arrangement
capat	a chapati
cawa	time
cel	fence
cam	food
ceng	sun
cing	hand
coka	chalk
ka coke	gathering; meeting
col,cilo,col	black; dirty; dark
coo	men
cwiny	heart
cupa	bottle
cuk	market
cwe	raining
dakika	minutes
dako	woman
koc	metallic tin
dero	granary
dirija	window
dini	religion
dog	mouth
dogola	door
dyangi	cows
dot	breast feeding
oduru	ululation
gari	bicycle
gamente	government
gar	train
gilac	glass
gomci	traditional wear
gombolola	gombola
gwensi	hens
gweno	hen
agulu	pot
kikoi	wrapper
lingiti/lingit	blanket
atudu kulu	water buck
raa	hipopotamus
injinia	engineer
mupalici	mattress
dul	organisation
tetei	dress
jami	things
dano/jo	people
kabad	sideboard; cupboard

kabic	cabbage
kal	millet
ot lega	church
kec	hunger
kic	bee
ot kwan/kilaci	classroom
kilo	kilo
kom	chair; body
kongo	alcohol
kor	chest
kot,ot kot	rain; court
koti	coat
kikopo	cup
yamo	wind
kwaro	granddy
kwer	celebration
kweri	hoe
kwo	life
lac	urine
lak	teeth
layin	line
leb, lebi	language; tongue
ngom, ngom	land; soil
lego	pray
long	trouser
lut kot	lightening
olutu kwon	mingling stick
lyeto	heat
macungwa	orange
layit	ladder
magoba	profit
mama	mother
jarara/mapeca	button
mac/alingtwic	fire; electricity
matapali	bricks
obato	yam
meja	table
tobi, moko	yeast; flour
mon	women
moo	oil
moo kic	honey
mic/mot	gifts
mwaka	year
kulu, nam	river; lake
nero	uncle
tokolong	monitor lizard
ngor / lapena	peas
ngut	neck
ngwen	white ants
nyako	girl
nyalo	python
nyen	new
nying	name
nyuka	porridge

nino	day; sleep
not, me nono	zero; free
odiko	morning
omeru	brother
gwana	cassava
lalur	baren
lunyodo	parents
lukristo	christian
muotoka	motor car
otyeno	evening
okoro	snail
or	in-law
oro	dry season
ot	house
labot	bachelor
paket	packet
pala	knife
pama	cotton
pany	motar
packa	easter
gang	home
long	trouser
pe	no
pii	water
piki piki	motor cycle
pocta	posta
pol	clouds
polic	police
pulan	plan
rec	fish
arem	pain
ringo	meat
romo	sheep
tam	thoughts
kitana	bed
tang	tank
tic	work
tol	rope
wer	music
bila	horn
twol	snake
tyen	leg
bongo kwan/unipom	uniform
wat	relative
wang	eye
pwoyo	scar
wel	price
welo	vistor

welo awora	guest of honour
wic	head
wod pa	son of
won	owner of
woro/wanya	greed
woro	respect
um	nose
yat, yat amwonya	tree; medicine
yadi, yadi amwonya	trees; medicines
yec,yer, yer	feather; hair; election
Yecu	jesus
yib	tail
ic	stomach
ngec	back

Verbs

abino	I come (present tense of the verb <i>bino</i>)
ayε	I believe
bito	to shell, to hull
bito	to tempt
tene	lean (imperative)
caro	to dazzle
cek	to be ripe; to be fully cooked
bulu, celo	to roast, to surround with fence
cello	to shoot
ciro,kanyo	to endure, to squirt
guro	to assemble
coyo	to awake
tucu/cobbo	to pierce
giko/giko	to end, finish
coddo	to have illicit sexual intercourse
turu	to break
cokko	to collect
ciko	to caution
dok	to return
dotto	to suck
dotto	to accuse
gedo	to build
kwinyo	to excavate

gweyo	to kick
gweyo	to bark at
itto malo	to climb up
loo	to climb down
jukko	to dissuade from
jukko	to besmear
kobbo/loko kakare	to change position of something
waco	to say
ketto/balo	to demolish
ketto, pyelo	to put, to lay
kwanyo,	to redeem, to ransom
kok pi gin moni	to cry for
yero	to select
leko, deno	to herd, to borrow
mako maber	to handle with care
kwero	to refuse
kwero	to abstain, to sanctify
cako	to start
kwonge	to swear
kwotto yamo	to make wind
yabo	to enlarge
leko	to dodge, to guide animals
lecko	to dream
libbo	to stalk prey
lilo ki moo	to smoothen with oil
lokko	to change
lokko/waco	to speak
mokko	to gorge
mokko	to confirm
temo nongo ne	to try to find out
tyero kamalen	to expose
mwoddo/baro	to break/split and collect fagots
camo,miyo arem	to eat, to cause pain
olo,tucu bur	to bore, make poros
oro	to send

pango	to hire
pango	to dodge
konye	to defecate
pyelo	to lay down
ringo	to run
romo	to meet
dok piny	to subside
onyo	to pour in
tiyo	to work
twoyo	to become dry, to be dry
wiro	to move something in a circle
wiro	to anoint
woro	to honour, respect
wotto	to pull out
wotto	to walk
winyo	to hear
cunu	to woo
yenyo	to look for
yenyo	to boil
yubo	to repair
yikko	to bury

English – Acholi

aadvark	<i>n</i>	mwak
abandon	<i>v</i>	wekko; jalo
abate	<i>v</i>	coko
abbreviate	<i>v</i>	yung macek
abbreviation	<i>n</i>	yungo macek
abhor	<i>v</i>	wero matek
abide	<i>v</i>	lubu cik/lubo lok
ability	<i>n</i>	kerø
able	<i>adj</i>	bedo ki kero
abdicate	<i>v</i>	bwone
abnormal	<i>adj</i>	jok jok
abnormality	<i>n</i>	obedo jok jok
abode	<i>n</i>	ka bedo a dano
abolish	<i>v</i>	gengo I te cik
abominable	<i>adj</i>	rac matek
abomination	<i>n</i>	kir
abort	<i>v</i>	onyo / balo
abortion	<i>n</i>	onyo ic
abound	<i>v</i>	nyayo mapol
about	<i>prep</i>	cok
about	<i>adj</i>	cok rom
above	<i>adj</i>	iwiye/ malo
abroad	<i>adj</i>	ilobo ma woko,loka nam
abrogate	<i>v</i>	turu cik
abrupt	<i>adj</i>	ngole atura
abscess	<i>n</i>	odeke
abscond	<i>v</i>	rwenyo ki ika tic
absence	<i>n</i>	keng
absent	<i>v</i>	bedo peke
absolute	<i>adj</i>	liweng/ducu
absolve	<i>v</i>	gonyo dano ki i bal
absorb	<i>v</i>	mato
abstain	<i>v</i>	genge/ bedo labonge
absurd	<i>adj</i>	pe gonye ma leng
absurdily	<i>n</i>	pe nyange maleng
abundant	<i>adj</i>	dwong ataa
abuse	<i>v</i>	nywaro twero
acacia	<i>n</i>	gacia
academic	<i>n</i>	ngec me buk

accept	<i>v</i>	yee
accelerate	<i>v</i>	medo madwir
accent	<i>n</i>	kit me lok
access	<i>n</i>	yoo menongo gin mini
access	<i>v</i>	yabo yoo
accession	<i>n</i>	roco ne odoko manyen
accede	<i>v</i>	yee tam pa lwak
accident	<i>n</i>	awano
accommodate	<i>v</i>	miyo ka bedo
accommodation	<i>n</i>	ka bedo
accompainment	<i>n</i>	lalub kor; lalwoko
accompany	<i>v</i>	lwoko
accomplish	<i>v</i>	tyeko maber/mapwot
accord	<i>n</i>	yee ma lube ki cik
according to	<i>prep</i>	ma lebe ki
accost	<i>v</i>	waco lok iwi dano
account	<i>n</i>	gin gwoko cene i beng
account	<i>v</i>	miyo lok ikom tic
accountability	<i>n</i>	ngec kit ma lim otiyo kwede
accumulate	<i>v</i>	nyayo wel
accumulator	<i>n</i>	gin nyayo wel
accurate	<i>adj</i>	iwange kikome
accuse	<i>v</i>	doto
accusation	<i>n</i>	adot
accustomed to	<i>adj</i>	ongii timo gin moni ni
acid	<i>n</i>	acid
acknowledge	<i>v</i>	pwoyo
acknowledgement	<i>n</i>	miyo pwoc
acquaintance	<i>n</i>	nyebe ikom dano
acquaint	<i>v</i>	nyebo
acquire	<i>v</i>	bedo kede gin moni
acquit	<i>v</i>	gonyo dano ma kidoto
across	<i>adv</i>	arii
act	<i>v</i>	timo gin mo
act	<i>n</i>	tim
act (law)	<i>n</i>	cik ma palamen omoko
acting	<i>n</i>	tuku goga
action	<i>n</i>	tuku
activate	<i>v</i>	wek ocak tic
active	<i>adj</i>	ticki mit kom
activist	<i>n</i>	cung pi tyen lok moni
actor, actress	<i>n</i>	latuku ma lacoo, latuku ma dakoo
ache	<i>v</i>	rem/ baro

acute	<i>adj</i>	matek
AD	<i>adv</i>	kare inge nyodo pa Yesu Kristo
adam	<i>n</i>	dano me acelk i baibul
adamant	<i>adj</i>	dano ma tame tek
adapt	<i>v</i>	moko tam ma lube ki
add	<i>v</i>	ribo/medo
addition	<i>n</i>	lamed
adder	<i>n</i>	two uu
addict	<i>n</i>	ngiyo ma pe weke
address	<i>n</i>	lanyut me kabedo
adhere	<i>v</i>	lubu cik
adjacent	<i>adj</i>	cek kede
admiration	<i>n</i>	maro gin moni
admire	<i>v</i>	maro
adore	<i>v</i>	woro matek
adorn	<i>v</i>	kwogo
adultery	<i>n</i>	dano ma onyome me butu ki dako onyo laco ma pe mege
adversity	<i>n</i>	keto adot
advocate	<i>n</i>	lapilida
admit	<i>v</i>	yee'
advice	<i>n</i>	tam
advise	<i>v</i>	miyo tam
affair	<i>n</i>	tyen lok
afraid	<i>adj</i>	bedo ki lwor
after	<i>adj</i>	inge
after birth	<i>n</i>	wino
afternoon	<i>n</i>	dye ceng
afterwards	<i>prep</i>	lacen
again	<i>adv</i>	doki/odoco
against	<i>prep</i>	ikom
age	<i>n</i>	mwaka
agenda	<i>n</i>	lok me alara
agony	<i>n</i>	arem
agree	<i>v</i>	yee
ago	<i>adj</i>	yam con
aggressive	<i>adj</i>	mager
agitate	<i>v</i>	twaro ne
ahead	<i>adv</i>	anyim/inyime
aim	<i>v</i>	gin atima
aim	<i>n</i>	miti
air	<i>n</i>	yamo
airport	<i>v</i>	bar dege
alarm	<i>n</i>	lapor wic

albino	<i>n</i>	albino
alcohol	<i>n</i>	kongo
alert	<i>adj</i>	bedo atera
alien	<i>n</i>	larok
alight	<i>v</i>	turu; pye
alike	<i>adj</i>	ma cal kede
all	<i>adj</i>	duc
allocate	<i>v</i>	poko
allegiance	<i>n</i>	woro tam
allotment	<i>n</i>	poko
allure	<i>v</i>	bwollo
aloe	<i>n</i>	ataka rac
alone	<i>adj</i>	kene kene
alongside	<i>adv</i>	kede/ibute
also	<i>adv</i>	bene/dok/ medo ki meno
alter	<i>v</i>	lokko
although	<i>conj</i>	kadi bed kumeno
alternate	<i>v</i>	gweny kine
always	<i>adv</i>	pol kare
amazed	<i>adj</i>	me aura
amleitwins	<i>adj</i>	myel cwiny
amend	<i>v</i>	yubu
among	<i>prep</i>	ikin
ampify	<i>v</i>	meddo dwon
amputate	<i>v</i>	ngolo dul kom
amusement	<i>n</i>	yom cwiny
ancient	<i>adj</i>	con ki con
and	<i>conj</i>	ki
anger	<i>n</i>	cwer cwiny
angle	<i>n</i>	gul/ kona
angel	<i>n</i>	malaika
agony	<i>adj</i>	can pa
annoy	<i>v</i>	wango ic
anoint	<i>v</i>	wiro
another	<i>v</i>	mukene
ant	<i>n</i>	cuggu
anthill	<i>n</i>	bye
anthrax	<i>n</i>	two lee
animal	<i>n</i>	lee
animosity	<i>n</i>	mone
anyone	<i>prn</i>	ngat mo
anything	<i>prn</i>	gin mo keken
apart	<i>adv</i>	ma pat ki

ankle	<i>n</i>	opunye
anklet	<i>n</i>	gara
annihilate	<i>v</i>	nekko
announce	<i>v</i>	waco lok
announcement	<i>n</i>	lok awaca
answer	<i>n</i>	lagam
antelope	<i>n</i>	apoli
anticipate	<i>n</i>	byeko
anus	<i>n</i>	ngwiny cet/ dud
appeal	<i>n</i>	koko ikom ngol me kot
arm	<i>n</i>	bad
armlet	<i>n</i>	badi
army	<i>n</i>	mony, kea
arrange	<i>v</i>	cano
arrest	<i>v</i>	makko
arrive	<i>v</i>	oo
as	<i>adv</i>	calo
ascend	<i>v</i>	ito malo
appear	<i>v</i>	nen
apostle	<i>n</i>	lakwena
appetite	<i>n</i>	miti me cam
appoint	<i>v</i>	cimo/ miyo twero
apprehension	<i>n</i>	miyo lworo
appropriate	<i>v</i>	kakare
appropriate	<i>adj</i>	rwatte
approval	<i>n</i>	yee kede
aptitude	<i>n</i>	ryeko me adam
argue	<i>v</i>	laro lok
arrogance	<i>adj</i>	awaka
arrow	<i>n</i>	atero
artery	<i>n</i>	ler me adunu
artist	<i>n</i>	lagojo/lago cal
ash	<i>n</i>	buro
ass	<i>n</i>	kana
assemble	<i>v</i>	coke kacel
assist	<i>v</i>	miyo kony
ask	<i>v</i>	penyo
at	<i>prep</i>	ikom
attach	<i>v</i>	rido ikom
attack	<i>v</i>	cocco; cakko lweny
attempt	<i>v</i>	temo
attend	<i>v</i>	bedo i kacoke mo
attendant	<i>n</i>	lagwok kabedo

attract	<i>v</i>	ywayo tam
aunt	<i>n</i>	wayo
authority	<i>n</i>	laloc
available	<i>n</i>	tye
avarice	<i>n</i>	let ic/woro
avenge	<i>v</i>	culo kwor
average	<i>adj</i>	idyere
avoid	<i>v</i>	weyo/pango
awaken	<i>v</i>	coyo
away	<i>adj</i>	kama bor
awkward	<i>adj</i>	lik
axe	<i>n</i>	latong/lee

Bb

babble,	<i>v</i>	lagwong/ladwal
baboon,	<i>n</i>	abim
baby,	<i>n</i>	latin; lakere
bachelor,	<i>n</i>	labot
back,	<i>n</i>	ngec / dye ngec
back,	<i>n</i>	dok cen
back,	<i>adv</i>	dwogo cen
backbite,	<i>v</i>	kwoto
backbone,	<i>n</i>	cogo ye ngec
bad,	<i>adj</i>	rac
badger,	<i>n</i>	obogo
badly,	<i>adv</i>	marac
badness,	<i>n</i>	race
bag,	<i>n</i>	kikapo
bait,	<i>n</i>	lanayata
balance¹,	<i>v</i>	pimo
balance²,	<i>n</i>	ma odong
bake,	<i>v</i>	bako
bald,	<i>adj</i>	tal wic
bale,	<i>v</i>	bail
ball,	<i>n</i>	odilo/ mupira
bamboo,	<i>n</i>	koo
banana,	<i>n</i>	labolo
banish,	<i>v</i>	ryemo ki gand
bank,	<i>v</i>	kano cente I beng
bank,	<i>n</i>	beng
banyoro,	<i>n</i>	banyoro
banquet,	<i>n</i>	karama
baptism,	<i>n</i>	baticimo
baptise,	<i>n</i>	miyo baticimo
barber,	<i>n</i>	lalyel wic

bare,	<i>v</i>	lilo
bare,	<i>adj</i>	olil/ oner
bar,	<i>n</i>	ka mat/ ka namo
bar,	<i>v</i>	gengo
barely,	<i>adv</i>	ma nok nko
bark,	<i>n</i>	apoka
bark,	<i>v</i>	gweyo
bargain,	<i>v</i>	laro wel
barrel,	<i>n</i>	pipa
barren,	<i>adj</i>	lalur
barren woman,	<i>n</i>	lalur
barrier,	<i>n</i>	lageng
barter,	<i>v</i>	loko jami ki jami
base,	<i>n</i>	tere/ acaki
bask,	<i>v</i>	ooyo
basket,	<i>n</i>	adita
bat,	<i>n</i>	olik
bath,	<i>v</i>	lwok
battle,	<i>n</i>	lweny
be,	<i>v</i>	bedo; tye
bean,	<i>n</i>	muranga
beak,	<i>n</i>	dog winyo
bear,	<i>n</i>	nywalo
beard,	<i>n</i>	yer tik
beat,	<i>n</i>	goyo
beat,	<i>n</i>	bit (wer)
bead,	<i>n</i>	tiko
beautiful,	<i>adj</i>	leng
beauty,	<i>n</i>	lengo
because,	<i>conj</i>	pien
beckon,	<i>v</i>	bito
become,	<i>v</i>	dokko
bed,	<i>n</i>	kitana
bee,	<i>n</i>	kic
beehive,	<i>n</i>	bong kic
bed bug,	<i>n</i>	cwari
beer,	<i>n</i>	kongo bia
beg,	<i>n</i>	lego
beeswax,	<i>n</i>	odok kic
bettle,	<i>n</i>	kadenge/kamdenga
beggar,	<i>n</i>	lalega
begin,	<i>v</i>	cakko; kwongo
beginning,	<i>n</i>	acaki

behaviour,	<i>n</i>	kit
behind,	<i>adv</i>	inge
behind,	<i>n</i>	bed inge
behold,	<i>v</i>	nennno
belch,	<i>v</i>	jero gwe
belief,	<i>n</i>	yeyo
believe,	<i>v</i>	yee
belittle,	<i>v</i>	bwono
bell,	<i>n</i>	olang
belly,	<i>n</i>	ic
below,	<i>adv</i>	ping
belt,	<i>n</i>	del; (a girl's belt) ajap
bench,	<i>n</i>	pwom
bend,	<i>v</i>	gungu
beneath,	<i>adv</i>	ite
beseech,	<i>v</i>	lego ki woro
berry bush,	<i>n</i>	acuga
beside,	<i>prep</i>	inget
betray,	<i>v</i>	me tucu mung
betrayal,	<i>n</i>	tucu mung
betrothal,	<i>n</i>	me bedo dako pa
betroth,	<i>n</i>	cike me nyome ki ngat mini ni
bestow,	<i>v</i>	miyo; keto twero
between,	<i>prep</i>	ikin
beware,	<i>v</i>	gwoke ki
bewilder,	<i>v</i>	bale wic
bewitch,	<i>v</i>	yiro/ walo
beyond,	<i>adj</i>	ma kato
bais,	<i>n</i>	tamo kilong
bhang,	<i>n</i>	jai
biceps,	<i>n</i>	bad
Bible,	<i>n</i>	Baibul
bicker,	<i>n</i>	yer dog lee
bicycle,	<i>n</i>	gari; lela
bifurcate,	<i>v</i>	janyo
bifurcation,	<i>n</i>	janyo
big,	<i>adj</i>	dit
bile,	<i>n</i>	keda
billy goat,	<i>n</i>	nyok dyel
bind,	<i>v</i>	tweyo kacel matek
bin,	<i>n</i>	gin yugi
bird,	<i>n</i>	winyo
birth,	<i>n</i>	nywal

bite,	<i>v</i>	kayo
bitter,	<i>adj</i>	kec
bit,	<i>adv</i>	tidi
bitterness,	<i>n</i>	kec cwiny
bizarre,	<i>adj</i>	ataa
black,	<i>adj</i>	col
black and white,	<i>adj</i>	col ki tar
blackish,	<i>adj</i>	cocol
black bird,	<i>n</i>	okwik
black water,	<i>n</i>	pii ma col
black jack,	<i>n</i>	nyek mon
black smith,	<i>n</i>	late nyonyo
bladder,	<i>n</i>	opoko lac
blade,	<i>n</i>	leb
blank,	<i>adj</i>	nono
blast,	<i>v</i>	mwoco
bleat,	<i>v</i>	koko pa dyel
bleed,	<i>v</i>	cwer pa remo
blend,	<i>v</i>	ribbo
bless,	<i>v</i>	miyo gum
blain,	<i>v</i>	kelo wang/ loyo wang/neko wang
blindfold,	<i>v</i>	tweyo wang/umo wang
blind person,	<i>n</i>	lato wang
blight,	<i>n</i>	amo; geku
blister,	<i>v</i>	nyige ma okir
bloating,	<i>n</i>	jero gwe
block,	<i>n</i>	bulok
block,	<i>v</i>	gengo
blood,	<i>n</i>	remo
bloody,	<i>adv</i>	obedo remo remo
blossom,	<i>v</i>	turu
blossom,	<i>n</i>	ature
blockhead,	<i>n</i>	wic mapek
blackboard,	<i>n</i>	kor bao
blow,	<i>v</i>	kutto, buku
blow,	<i>n</i>	dongo
blue,	<i>adj</i>	bulu
blunt,	<i>adj</i>	oligo
board,	<i>n</i>	bao
boardgame,	<i>n</i>	coro
boast,	<i>v</i>	wake
boat,	<i>n</i>	yea
body,	<i>n</i>	kom

boil,	<i>v</i>	yeyo
boil,	<i>n</i>	odeke
bold,	<i>adj</i>	bedo ma cwiny okwee
boldness,	<i>n</i>	tek cwiny
bolt,	<i>v</i>	pungo
bond,	<i>n</i>	noto
bludgeon,	<i>v</i>	rido
bludgeon,	<i>n</i>	rido
bomb,	<i>n</i>	bom
bombard,	<i>v</i>	cello bom
bone,	<i>n</i>	cogo
bon fire,	<i>n</i>	gadi
book,	<i>n</i>	buk
boot,	<i>n</i>	war but
border,	<i>n</i>	wang lobo
bore,	<i>v</i>	olo dano
boredom,	<i>n</i>	olo kom
borrow,	<i>v</i>	deno
bottom,	<i>adj</i>	ite; piny
both,	<i>n</i>	gin aryo duc
bother,	<i>v</i>	yelo
boundary	<i>n</i>	wang kigingi
bow	<i>n</i>	atum
bow	<i>v</i>	gungu me miyo woro
bowel	<i>n</i>	atabo
bowl	<i>n</i>	atabo
bow legged	<i>adj</i>	tyene okwor kwor
box	<i>n</i>	bok
boy	<i>n</i>	awobi
bracelet	<i>n</i>	mola
brag	<i>v</i>	wake
braggart	<i>n</i>	lawaka
braid	<i>v</i>	keddo wic
brain	<i>n</i>	adam
branch	<i>n</i>	jang
branch	<i>v</i>	jang
brass	<i>n</i>	mola
brave	<i>adj</i>	tek cwiny
bravery	<i>n</i>	tek cwiny
break	<i>v</i>	turo
brake	<i>v</i>	mako burek
brake	<i>n</i>	burek
breathe	<i>v</i>	yweyo yamo

bride	<i>n</i>	dako me nyom maleng
bride price	<i>n</i>	lim nyom
bridge	<i>n</i>	wi kulu
bridge	<i>v</i>	kubu/gengo kin
bright	<i>adj</i>	leng
brightness	<i>n</i>	lengo
bring	<i>v</i>	kelo
brittle	<i>adj</i>	otwi kene kene
broad	<i>adj</i>	lac
broadcast	<i>v</i>	cwalo iwi yamo
bread	<i>n</i>	mugati
brew	<i>v</i>	tedo kongo
brew	<i>n</i>	kongo
brood	<i>v</i>	butto iwi tong gweno
bribe	<i>v</i>	miyo camocana
bridegroom	<i>n</i>	lanyom maleng ma laco
briefly	<i>adv</i>	wiye wiye
broom	<i>n</i>	oywec
brother	<i>n</i>	omego
brother in law	<i>n</i>	muko
brown	<i>n</i>	apu pua
bruise	<i>v</i>	wanno
bruise	<i>n</i>	ret
brush	<i>n</i>	burac
brush	<i>v</i>	lajwe wic
bubble	<i>v</i>	walo
brochitis	<i>n</i>	aona
bubonic plague	<i>n</i>	aburu lee
buck	<i>n</i>	apoli
bucket	<i>n</i>	baket
buffalo	<i>n</i>	jobi
build	<i>v</i>	gero
buffet	<i>n</i>	kwayi cam
buffet	<i>v</i>	cam madongo
bull	<i>n</i>	twon
bullet	<i>n</i>	nyig ricac
bundle	<i>n</i>	wic /odure
bum	<i>v</i>	wango
burden	<i>n</i>	peko/can
burden	<i>v</i>	miyo can, peko
burst	<i>v</i>	mwoc
buny	<i>v</i>	yiko/ kano
bus	<i>n</i>	bac

bush	<i>n</i>	lum/bunga
bush buck	<i>n</i>	ruda
bush pig	<i>n</i>	opego lum
business	<i>n</i>	catto wil
bustard	<i>n</i>	latin luk
busy	<i>adj</i>	bedo ki tic madwong
but	<i>conj</i>	ento
butcher	<i>v</i>	layango
butcher	<i>n</i>	lacat ringo
butchery	<i>n</i>	cato ringo
butt	<i>n</i>	apoka yat
butter	<i>n</i>	moo dyang; moo cak
butterfly	<i>n</i>	lapwo pwo
buttock	<i>n</i>	dud
button	<i>n</i>	jarara
burrow	<i>n</i>	lacoc
buzz	<i>v</i>	lok ikin dano manok
buy	<i>v</i>	wilo
by	<i>prep</i>	kede;
bye	<i>inject</i>	aya

C

cabbage	<i>n</i>	kabic
cackle	<i>v</i>	kero
cajole	<i>v</i>	bito/bwolo tam
cake	<i>n</i>	kek; mugati
calabash	<i>n</i>	awal
calamity	<i>n</i>	can ma opoto atura malit
calf	<i>n</i>	latin dyang
call	<i>v</i>	lwongo
call	<i>n</i>	lwongo
calm	<i>adj</i>	okwee mot
calm	<i>v</i>	kweyo
camel	<i>n</i>	kinaga
camp	<i>n</i>	kema
camp	<i>v</i>	cako kema
campaign	<i>v</i>	bito kwir
can	<i>v</i>	twero; romo
cancer	<i>n</i>	two ma camo kom dano
candle	<i>n</i>	kendol
captain	<i>n</i>	kapten
cane	<i>v</i>	goyo
cane	<i>n</i>	odoo komo

canoe	<i>n</i>	yea
captive	<i>n</i>	mabuc
capture	<i>v</i>	makko
captivity	<i>n</i>	buc
care	<i>v</i>	gwokko
careful	<i>adj</i>	gwoko maber
careless	<i>adj</i>	caro caro
carnivore	<i>n</i>	odyek
carpenter	<i>n</i>	lapr bao
carrier	<i>n</i>	lating ter
carry	<i>v</i>	tingo
cant	<i>n</i>	gadigadi
case	<i>n</i>	lok
castrate	<i>v</i>	dino man
car	<i>n</i>	motoko
catilage	<i>n</i>	labaltek
cassava	<i>n</i>	gwana
cast	<i>v</i>	bolo
cat	<i>n</i>	bura/puc
catch	<i>v</i>	makko
caterpillar	<i>n</i>	kwidi oyima
catfish	<i>n</i>	ogore
cattle	<i>n</i>	dyangi
cause	<i>v</i>	weko/ omiyo
cease fire	<i>n</i>	juko lweny
cent	<i>n</i>	cumuni
centipede	<i>n</i>	okolok
certainty	<i>adv</i>	adeda
chaff	<i>n</i>	latam me ngut
chain	<i>n</i>	nyor
chair	<i>n</i>	kom
chairperson	<i>n</i>	won kom
challenge	<i>v</i>	atema tema
chalk	<i>n</i>	coka
chameleon	<i>n</i>	langogo
change	<i>v</i>	loko
change	<i>n</i>	aloka loka
chance	<i>n</i>	gum
character	<i>n</i>	kit
charge	<i>v</i>	keto lok ikom
characteristic	<i>n</i>	kit kite
charcoal	<i>n</i>	makar
charm	<i>v</i>	wallo

charm	<i>n</i>	awala
charmer	<i>n</i>	lawal dano
chase	<i>v</i>	ryemo
cheat	<i>v</i>	kwalo
cheek	<i>n</i>	lem
chemy	<i>n</i>	acuga
check	<i>v</i>	roto
chest	<i>n</i>	kor
chew	<i>v</i>	nyamo
chick	<i>n</i>	latin gweno
chief	<i>n</i>	rwot
chief tainship	<i>n</i>	ker pa
child	<i>n</i>	latin
chilli	<i>n</i>	kanlara
chin	<i>n</i>	tik
childles	<i>adj</i>	labongo latin
choice	<i>n</i>	yer
chop	<i>v</i>	tongo
chronic	<i>adj</i>	pe cange
chrun	<i>v</i>	puyo
cinder	<i>n</i>	lodi mac
circumcise	<i>v</i>	liro man
circumvent	<i>v</i>	lworo
civet	<i>n</i>	kworo
claim¹	<i>v</i>	waco ni megi
claim²	<i>n</i>	gin ma omyero kiculi pire
clan	<i>n</i>	kaka
claw	<i>n</i>	lwet
clay	<i>n</i>	ngom kulu
clap	<i>v</i>	dongo cingg
class	<i>n</i>	1. kilaci 2. dul 3. rwom
classification	<i>n</i>	apokapoka
clean¹	<i>v</i>	lwoko
clean²	<i>adj</i>	lwoko maleng
clear¹	<i>v</i>	coko
clear²	<i>adj</i>	leng leng
clerk	<i>n</i>	karan
clergymen	<i>n</i>	lapwony dini
clever	<i>adj</i>	ryek/ ngeo piny
click	<i>v</i>	gweto
climax	<i>n</i>	kama malo
climb	<i>v</i>	yito
cling	<i>v</i>	mako liking

clip	<i>v</i>	gin mako
clock	<i>n</i>	cawa
close	<i>v</i>	loro
cloth	<i>n</i>	bongo
cloth	<i>n</i>	bongi
clot	<i>v</i>	remo ma opoto
cloud	<i>n</i>	pol
cloudy	<i>adv</i>	pol pol
cloven	<i>adj</i>	okare
club	<i>n</i>	odo
clumsy	<i>adj</i>	lagwe gwe
cluster	<i>v</i>	ocoke kacel
congulate	<i>v</i>	omake
coat	<i>n</i>	koti
cobus cob	<i>n</i>	til
coax	<i>v</i>	bwolo
cobre	<i>n</i>	twol ororo
cock	<i>n</i>	twan gweno
cockroach	<i>n</i>	yenye
cokerel	<i>n</i>	twon gweno
coerce	<i>v</i>	laro tam
coffee	<i>n</i>	kawa
coffee plant	<i>n</i>	yat kawa
coil	<i>v</i>	dole
cold	<i>adj</i>	ngicl
coition	<i>n</i>	butu ikin laco ki dako
collect	<i>v</i>	coko
colour	<i>n</i>	rangi
collide	<i>v</i>	yoke kede
comb	<i>n</i>	keto
come	<i>v</i>	bino
comfort¹	<i>n</i>	kuc
comfort²	<i>v</i>	kweyo cwiny
command¹	<i>n</i>	miyo twero
command²	<i>v</i>	miyo twero
commence	<i>v</i>	kwango
commend	<i>v</i>	pwoyo
commit	<i>v</i>	kwanyo kare
commitment	<i>n</i>	kwanyo kare ni
common	<i>adj</i>	pol
common place	<i>adj</i>	kama ngene
common work	<i>n</i>	tic awak
community	<i>n</i>	kabedo pa lwak

compact	<i>v</i>	odile
compel	<i>v</i>	diyo;
compensate	<i>v</i>	culo
company	<i>n</i>	gurup
compare	<i>v</i>	poro
complex	<i>adj</i>	kite tek
comprehend	<i>v</i>	niang
compete	<i>v</i>	pyem
competence	<i>n</i>	bedo ki kero
complain	<i>v</i>	nguru
complete	<i>v</i>	tyeko
complaint	<i>adj</i>	koko
conceal	<i>v</i>	kano
concentrate	<i>v</i>	keto cwiny
concerned	<i>n</i>	bedo ki cwiny ikom
condemn	<i>v</i>	ngalo too iwi
confess	<i>v</i>	tucu lok
confusion	<i>n</i>	anyobanyoba
confuse	<i>v</i>	nyweno wic
conquer	<i>v</i>	loyo /bwoyo
compulsion	<i>n</i>	dic
conceit	<i>n</i>	awaka
conceive	<i>v</i>	gamo ic
concur	<i>v</i>	yee kacel
conditon	<i>n</i>	kiteme time pa jami
confide	<i>n</i>	gwoko mung
confidence	<i>n</i>	tek cwiny
confine	<i>v</i>	gwoko imung
confinement	<i>n</i>	gwoko imung
confirm	<i>v</i>	nyutu ni icwako
conform	<i>v</i>	ye timo ne kit meno
congest	<i>v</i>	diyo kacel
congestion	<i>n</i>	pike
consider	<i>v</i>	tamo ikom
conscience	<i>n</i>	tam ma icwiny dano
consolation	<i>n</i>	kwe cwiny
conspire	<i>v</i>	keto roro
conspiracy	<i>n</i>	roro
constant	<i>adj</i>	gak kakare
construct	<i>v</i>	gero
construction	<i>n</i>	gedo
consult	<i>v</i>	gamo tam
consume	<i>v</i>	camo

container	<i>n</i>	gi mako jami
contemporary	<i>n</i>	pi kare moni ni
contest	<i>v</i>	pyem
continue	<i>v</i>	mede
contradict	<i>v</i>	loko lok kilong
contrary	<i>adj</i>	olung tuke
consulate	<i>v</i>	kweyo cwiny
convenient	<i>adj</i>	ma opore
convience	<i>v</i>	rwate /tye kakare
cook¹	<i>n</i>	latedo
cook²	<i>v</i>	teddo
cooking stone	<i>n</i>	laten
cool¹	<i>adj</i>	okweyo
cool²	<i>v</i>	kweyo
copper	<i>n</i>	molo
cooperative work	<i>n</i>	tic pa lwak
copulate	<i>v</i>	ngoto
copulation	<i>n</i>	ngote
cord	<i>n</i>	tol/ ogwil
core	<i>n</i>	cwiny
corn	<i>n</i>	anywagi
corner	<i>n</i>	kona
corpse	<i>n</i>	lyel
cotton	<i>n</i>	pama
cough	<i>v</i>	aona
council	<i>n</i>	kancil
counsel	<i>v</i>	kweyo cwiny
count	<i>v</i>	kwano
country	<i>n</i>	lobo
county	<i>n</i>	kanti
coutyard	<i>n</i>	dye kal
cousin	<i>n</i>	omaro; lamaro
court¹	<i>n</i>	kot
court²	<i>v</i>	cuna
courage	<i>adj</i>	tek cwiny
correct¹	<i>v</i>	kakare
correct²	<i>adv</i>	yubu
covenant	<i>n</i>	cike
cover	<i>v</i>	umo
covet	<i>v</i>	loko
cow	<i>n</i>	dyang
coward	<i>n</i>	lalworo
cowardice	<i>n</i>	bedo lworo

cowdung	<i>n</i>	cet dyang
co-wife	<i>n</i>	nyek dako
cow peas	<i>n</i>	cao
cowrishell	<i>n</i>	gagi
crab	<i>n</i>	ogore
crack	<i>v</i>	kak
crane	<i>n</i>	1. Ialo 2. Nyonyo atingo yec
crawl	<i>v</i>	mulo; mol
cream	<i>n</i>	moo cak; moo-moo
crease	<i>v</i>	keto oguru
create	<i>v</i>	keto; ero, cako; cweyo
creator	<i>n</i>	acwec
creed	<i>n</i>	iyee
creep	<i>v</i>	lak
cricket	<i>n</i>	olek
cripple	<i>n</i>	angwalo
crocodile	<i>n</i>	nyanyang
crooked	<i>adj</i>	ogom
cross¹	<i>n</i>	ari
cross²	<i>v</i>	alenga
crouch	<i>v</i>	wot lagungu gungu
crow	<i>n</i>	agak
crowd	<i>n</i>	lwak
crown	<i>n</i>	lalukana
crucify	<i>v</i>	guro i kom yat ariya
cruel	<i>adj</i>	ger
crumble	<i>v</i>	ngid
crush	<i>v</i>	goyo /dino
cry	<i>v</i>	koko
cuckoo	<i>n</i>	omunypala
cultivate	<i>v</i>	puro
culture	<i>n</i>	tekwaro
cunning	<i>adj</i>	ryek
cup	<i>n</i>	kikopo
cup board	<i>n</i>	kabat
curdle	<i>v</i>	dwale
cure¹	<i>v</i>	cango
cure²	<i>n</i>	cango
curious	<i>adj</i>	mito ngeyo jami weng
curl	<i>v</i>	dolo
curse	<i>v</i>	lamo
curtain	<i>n</i>	kicika
cushon	<i>n</i>	mutu

custom	<i>n</i>	kit me tekwaro
cut	<i>v</i>	ngolo
cyclone	<i>n</i>	yamo nam

D

dab	<i>v</i>	cwinyo
dagger	<i>n</i>	pala
daily	<i>n</i>	nino ducu
damp	<i>adj</i>	dyak/ngic
dance	<i>v</i>	myel
dancer	<i>n</i>	lamyel
dandy	<i>n</i>	ruk awaka
danger	<i>n</i>	gin marac
dare	<i>v</i>	temo
dais	<i>n</i>	abam
damage¹	<i>v</i>	balo jami
damage²	<i>n</i>	bale pa jami
dairy	<i>n</i>	cam ma aa ki icak dyang
damn	<i>adj</i>	te lebe oto
dangerous	<i>adj</i>	gin marac
dappled	<i>adj</i>	angec angec
dark	<i>adj</i>	col
darken	<i>v</i>	yuto; doko col
darkness	<i>n</i>	ping ma col
dam	<i>v</i>	kwoyo bongo ma oyec
daughter	<i>n</i>	nya pa
daughter in law	<i>n</i>	ci wod pa
dawn	<i>n</i>	kwa piny
day	<i>n</i>	dye ceng
dazzle	<i>v</i>	caro/ ryeny
day light	<i>n</i>	ryeny pa ceng
day time	<i>n</i>	dye ceng
dead	<i>adj</i>	otoo
death	<i>n</i>	too
deaf	<i>adj</i>	yite oding
deaf person	<i>n</i>	lading it
debt	<i>n</i>	banya
decay	<i>v</i>	top
deafen	<i>v</i>	dingo it
deal¹	<i>n</i>	wil ki cat
deal²	<i>v</i>	tic ki gin mo
decit	<i>n</i>	goba/bwola
decitful	<i>adj</i>	obedo lagoba/labwola

deceive	<i>v</i>	bwolo
december	<i>n</i>	dwe me apar wiye aryo
decide	<i>v</i>	moko tam
decrease	<i>v</i>	dwoko piny
deed	<i>n</i>	gin atima
decompose	<i>v</i>	top
deduct	<i>v</i>	kwanyo
deduction	<i>n</i>	akwany
deep	<i>adj</i>	tut
deepen	<i>v</i>	donyo matut
defeat	<i>v</i>	loyo
defecate	<i>v</i>	konye/pyelo
defend	<i>v</i>	gengo /gwoko
defile	<i>v</i>	buto ki latin
defraud	<i>v</i>	cero dano/kwalo dano
defence	<i>n</i>	depweny
deficiency	<i>n</i>	rem pa gin mo ma mite
delay	<i>v</i>	gale
delight	<i>v</i>	yomo ic
deicy	<i>n</i>	jok
deflect	<i>v</i>	koye te dok cen; cer
delay	<i>n</i>	agala gala
delicate	<i>adj</i>	mito agwoka ki diro
dentist	<i>n</i>	daka me lak
deny	<i>v</i>	kwero gin ma ingeyo
depart	<i>v</i>	aa me wot
delever	<i>v</i>	laro
deliverer	<i>n</i>	lalar
demon	<i>n</i>	jok
dent	<i>v</i>	bano
deposit¹	<i>v</i>	keto
deposit²	<i>n</i>	keto cene ajog i beng
depravity	<i>n</i>	gengo ne
deprive	<i>v</i>	gengo/twono
depth	<i>n</i>	tut pa jami
derange	<i>v</i>	yabo malac
defect	<i>v</i>	aa ki bot dul moni ni
defiant	<i>adj</i>	lanywar
define	<i>v</i>	gonyo te lok
definition	<i>n</i>	agony me lok
deformity	<i>n</i>	bale
deform	<i>v</i>	balo purem
degrade	<i>v</i>	dwoko rwome piny

delegation	<i>n</i>	dul dano ma cung pi jo mukene
delegate	<i>n</i>	miyo twero ki dano mo
deplete	<i>v</i>	tyeko
depopulate	<i>v</i>	dwoko wel pa jo piny
deport	<i>v</i>	ryemo dano ki i lobo moni
deride	<i>v</i>	cayo
descend	<i>v</i>	dwogo piny
descendant	<i>n</i>	likwayo
desert¹	<i>v</i>	weko/kwero
desert²	<i>n</i>	aroo
desire	<i>v</i>	miti me cwiny
desolate	<i>adj</i>	tye abongo/oweko liyak
despise	<i>v</i>	yeto
destitute	<i>adj</i>	pe ki cene/lacan
desititution	<i>n</i>	can ma dot
destroy	<i>v</i>	balo
devil	<i>n</i>	citan; jok
devour	<i>v</i>	camo / mwodo
dew	<i>n</i>	toyo
detour	<i>v</i>	kato manok
develop	<i>v</i>	dongo
development	<i>n</i>	dongo lobo
develop	<i>n</i>	dongo
detach	<i>v</i>	poko
detail	<i>n</i>	lok kore ki kore
detain	<i>v</i>	amak pa polic
deter	<i>v</i>	gengo
determination	<i>n</i>	keto cwinyi ka timo ne
detest	<i>v</i>	dago gin moni
detestable	<i>adj</i>	romo dage
devestate	<i>v</i>	balo iyo marac
devestation	<i>n</i>	anyoba nyoba
deviant	<i>adj</i>	bedo ma kite pe atir
deviant	<i>n</i>	dano ma kite pe atir
diarrhoea	<i>n</i>	cado
die	<i>v</i>	too
difficult	<i>adj</i>	tek
dig	<i>v</i>	puro
diminish	<i>v</i>	tyeko; jwiko; giko; tum a ginoro
din	<i>n</i>	woo
dip	<i>v</i>	luto; rwako
dirt	<i>n</i>	cilo
dirty	<i>adj</i>	tye ki ciло

disappear	<i>v</i>	rwenyo
disciple	<i>n</i>	lalub kor yecu
discover	<i>v</i>	nongo
discriminate	<i>v</i>	apoko poka
disease	<i>n</i>	two
dish	<i>n</i>	atabo
disperse	<i>v</i>	keto
display	<i>v</i>	nyuto kama leng
distinguish	<i>v</i>	nyuto apoka poka
distress	<i>v</i>	miyo kiniga/akemo
distribute	<i>v</i>	poko ikin
ditch	<i>n</i>	pur
divide	<i>v</i>	baro iye
do	<i>v</i>	timo
discolour	<i>v</i>	rwenyo kala
disarrange	<i>v</i>	keto kine
disdain	<i>n</i>	kwero
disheartened	<i>adj</i>	bedo ki col cwiny
dislocate	<i>v</i>	wilo/loko tyen
dislocation	<i>n</i>	loke pa tyen
dismiss	<i>v</i>	ryemo
disown	<i>v</i>	kwero
dispute	<i>n</i>	lara
disregard	<i>v</i>	cayo ne
disturb	<i>v</i>	yelo
dive	<i>v</i>	pye
diverage	<i>v</i>	loko
divert	<i>v</i>	wiro
divine	<i>n</i>	jok
diviner	<i>n</i>	Ajwaka
different	<i>adj</i>	pat pat
dog	<i>n</i>	gwok
dominion	<i>n</i>	ker
donkey	<i>n</i>	kana
door	<i>n</i>	dogola
door way	<i>n</i>	dog-gola
dove	<i>n</i>	akuri
down	<i>n</i>	ping
down cast	<i>n</i>	tung piny
drag	<i>v</i>	ywayo
dragon fly	<i>n</i>	lwango ototong
drain¹	<i>n</i>	wang pii
*drain²	<i>v</i>	onyo

doctor	<i>n</i>	daktar
dodge	<i>v</i>	gengo /pango
dot	<i>n</i>	ton
doubt	<i>v</i>	akala kala
doubtful	<i>adj</i>	tye ki akala kala
dowry	<i>n</i>	lim me nyom
draw	<i>v</i>	goyo cal
dread	<i>v</i>	lworo
dream¹	<i>n</i>	lek
dream²	<i>v</i>	leko
dregs	<i>n</i>	cet jami
dress	<i>n</i>	Bongo
dress	<i>v</i>	ruko
dry	<i>v</i>	twoyo
drill	<i>v</i>	tuco
drink	<i>v</i>	mato
drip	<i>v</i>	tono
drive	<i>v</i>	dwoyo
drizzle	<i>v</i>	ngido
drone	<i>v</i>	ngur
drop	<i>v</i>	bolo
drought	<i>n</i>	ryeny pa ceng
drowsy	<i>adj</i>	awira wic
drown	<i>v</i>	lwiny
drum	<i>n</i>	bul
drum stick	<i>n</i>	olete bul
drunk	<i>adj</i>	omer
drunkard	<i>n</i>	lamero
duck	<i>n</i>	atudu
duiker	<i>n</i>	lacek/amur
dumb	<i>n</i>	lato leb
dun	<i>v</i>	pidi banya
dung	<i>n</i>	cet dyang
dung hill	<i>n</i>	Odur cet
dusk	<i>n</i>	otyeno/ anga kato ni
dusky	<i>adj</i>	col col
dust	<i>n</i>	apwa
dysentry	<i>n</i>	cado remo
dwarf	<i>n</i>	dano ma cek
dusty	<i>adj</i>	obedo apua apua
duty	<i>n</i>	tic pa dano
dutiful	<i>adj</i>	maro tic matek
dwell	<i>v</i>	bedo kamoni

dynamic	<i>adj</i>	bedo ki wic ma kwiri
dynamism	<i>n</i>	kwiri wic
drug	<i>n</i>	yat
drug	<i>v</i>	miyo yat

E

each	<i>prn.</i>	acel acel; ducu
eager	<i>adj</i>	miti matek
eagle	<i>n</i>	okwateng
ear¹	<i>n</i>	it
ear²	<i>v</i>	winyo
ear ring	<i>n</i>	gin it
early	<i>adj</i>	con
earth	<i>n</i>	ngom/ wilobo
earthen wear	<i>n</i>	cwec ki lobo
earthquake	<i>n</i>	oyeyeng
earn	<i>n</i>	nongo gin mo
east	<i>adv</i>	tung nyango
easy	<i>adj</i>	yot
eat	<i>v</i>	camo/mwodo
eel	<i>n</i>	latwol latwol
eaves drop	<i>v</i>	winyolok imung
effort	<i>n</i>	tute
egg	<i>n</i>	tong gweno
egg shell	<i>n</i>	pok tong gweno
egret	<i>n</i>	okok
eight	<i>adj</i>	aboro
edible	<i>adj</i>	came
educate	<i>v</i>	pwonyo; miyo ngec
education	<i>n</i>	pwonye
eliminate	<i>adj</i>	cwalo cen
either	<i>cont</i>	kadi ; kono
elbow	<i>n</i>	otweng bad
elder	<i>n</i>	ladit/dano ma dit
election	<i>n</i>	yer
elephant	<i>n</i>	lyec
eleven	<i>n</i>	apar wiye acel
eloquent	<i>adj</i>	loko mamit/maber
elsewhere	<i>adv</i>	ka mukene
elevate	<i>v</i>	ilo malo/tingo
elongate	<i>v</i>	ryeyo
emaciated	<i>adj</i>	ojony
embers	<i>n</i>	lodi mac

emerge	<i>v</i>	lubo kor
emerge	<i>v</i>	kato maber
emotion	<i>n</i>	cuny ma poto
empty	<i>adj</i>	tye nono
end	<i>v</i>	giko
end	<i>n</i>	agiki
endure	<i>v</i>	ciro; kanyo; diyo cwiny
encounter	<i>v</i>	rwatte ki
encourage	<i>v</i>	cuku cwiny
enemy	<i>n</i>	adui
energy	<i>n</i>	teko; gupu; kero
enlighten	<i>v</i>	yabo wang
enmity	<i>n</i>	mone/ adaga daga
enquire	<i>v</i>	penyo
entangle	<i>v</i>	dwalo
enter	<i>v</i>	donyo
entice	<i>v</i>	bito
entertain	<i>v</i>	galo wang
entire	<i>adj</i>	ducu/weng
entrails	<i>n</i>	Cin lee; cin
entreat	<i>v</i>	bako dog
entrust	<i>v</i>	geno; miyo imung
embarrass	<i>v</i>	miyo lewic
envious	<i>adj</i>	nyek; cwiny macol
envy	<i>n</i>	nyeko
epilepsy	<i>n</i>	lii lii/ two ma reto dano
equal	<i>adj</i>	rom; rom rom
envelop	<i>n</i>	baaca
envelope	<i>v</i>	boyo iyi baaca
epidemic	<i>n</i>	two ma opoto
escape	<i>v</i>	lwi
especially	<i>adj</i>	tutwal/ ma kato ducu
erase	<i>v</i>	rucu
erect	<i>adj</i>	otelo/ocung atir
erode	<i>v</i>	mollo
erupt	<i>v</i>	mwoc; tuc
eternal	<i>adj</i>	ma pe tum/naka naka
eucalyptus tree	<i>n</i>	kalatuc
eulogy	<i>n</i>	wer pak
europe	<i>n</i>	Ulaya; lobopa muni
evacuate	<i>v</i>	aa woko /kwanyo kom
evaporate	<i>v</i>	duny
evasine	<i>adj</i>	lenge

even	<i>adj</i>	rom
evening	<i>n</i>	otyeno;anga ma kato ni
ever	<i>adv</i>	Naka naka
every	<i>adj</i>	ducu; weng
everything	<i>adj</i>	jami ducu
evict	<i>v</i>	ryemo dano i ot; kabedo
evil	<i>n</i>	cwiny macol
exact	<i>v</i>	kakare
exceed	<i>v</i>	kato; lanyo
exaggerate	<i>v</i>	ulu lok
examinaton	<i>n</i>	peny
examine	<i>n</i>	penyo; temo ngec
example	<i>n</i>	lanyut
excavate	<i>v</i>	kwinyo
except	<i>adv</i>	mapat ki
exchange	<i>v</i>	loko
excrement	<i>n</i>	cet
excuse	<i>v</i>	koko
exert	<i>v</i>	keto tek
exhaust	<i>v</i>	olo; tyeko gupu
exist	<i>v</i>	bedo tye
exit	<i>n</i>	ka kato woko
expect	<i>v</i>	geno; kuro
expedition	<i>n</i>	wot me ngiyo kor lok manyen
expel	<i>v</i>	ryemo latim bal
experience	<i>n</i>	ngec macon
exhaust	<i>v</i>	olo/ tyeko
explain	<i>v</i>	tito
explanation	<i>n</i>	tito tyen lok/gonyo tyen lok
explode	<i>v</i>	mwoc; ket
extinguish	<i>v</i>	neko; diyo
extol	<i>v</i>	pwoyo; pako
extract	<i>v</i>	kwanyo
exude	<i>v</i>	molo; donyo
eye	<i>n</i>	wang
eye brow	<i>n</i>	yer wang
eye lid	<i>n</i>	del wang
expand	<i>v</i>	nyayo; danyo

F

fable	<i>n</i>	ododo
face¹	<i>n</i>	anyim; tung anyim
face²	<i>v</i>	rwatte ki; make

faction	<i>n</i>	dul; but
fade	<i>n</i>	okwor
fall	<i>n</i>	poto
faint	<i>v</i>	wile
fail	<i>v</i>	poto
faeces	<i>n</i>	cet/pyelo
fainting	<i>n</i>	gem cwiny
familiar	<i>adj</i>	gin ma ingeyo maber
family	<i>n</i>	jo ma igang
famine	<i>n</i>	kec
fan	<i>n</i>	buku yamo; pwan
false	<i>adj</i>	pe kakare
false hool	<i>n</i>	goba; nguna
far	<i>adj</i>	tye mabor
farewel	<i>n</i>	ciko; lego winyo maber
fast	<i>v</i>	ri kec
fasting	<i>n</i>	ri ki kec
farm	<i>n</i>	pwam; poto me gwoko gin apita
farmer	<i>n</i>	lapur
farm	<i>v</i>	pur
fast	<i>adj</i>	dwir
fasten	<i>v</i>	tweyo matek
fat	<i>adj</i>	ocwee
fat	<i>n</i>	moo
father	<i>n</i>	baba
father in law	<i>n</i>	kwaro
fatigue	<i>n</i>	olo
fault	<i>n</i>	bal
favour	<i>v</i>	dworo; lengo mar
favouritism	<i>n</i>	ki dworo
fear¹	<i>v</i>	lworo
fear²	<i>n</i>	lworo
fearful	<i>adj</i>	lworo adeda
feather	<i>n</i>	kono
feast	<i>n</i>	karama
february	<i>n</i>	dwe me aryo
feeble	<i>adj</i>	goro goro
feed	<i>v</i>	pito; miyo
feel	<i>v</i>	winyo
fell	<i>v</i>	tongo yat
fellow	<i>n</i>	dano; lawoti
female	<i>adj</i>	dako
fence¹	<i>n</i>	cel; waya

fence²	<i>v</i>	cello
ferment	<i>v</i>	bako; kwoko; yenyo
ferry¹	<i>n</i>	peri
ferry²	<i>v</i>	kwango
fertile	<i>adj</i>	nywal; nyak/ceko cam
fetch	<i>v</i>	twomo; kelo
feud	<i>n</i>	kwor
fever	<i>n</i>	lyeto; two
few	<i>adj</i>	nok
fez	<i>n</i>	oo i mabuc
fiance	<i>n</i>	nyako pa laco
fiancee	<i>n</i>	laco pa dako
fibre	<i>n</i>	tol; uci
fierce	<i>adj</i>	ger
field	<i>n</i>	poto
fifteen	<i>n</i>	apar wiye abic
fig	<i>n</i>	oduru; olam
fifth	<i>adj</i>	me abic
fight	<i>v</i>	lweny
fifty	<i>n</i>	pyere abic
fill	<i>v</i>	piko; pongo; duro
fin	<i>n</i>	oguru
find	<i>v</i>	nongo
fine	<i>adj</i>	tye maber
finger	<i>n</i>	nyig cing
finger nail	<i>n</i>	lwet cing
finger print	<i>n</i>	Cing ma ki diyo
finish	<i>v</i>	tyeko
fire¹	<i>n</i>	mac; loti
fire²	<i>v</i>	cello mac/wango
fire fly	<i>n</i>	otit
fire wood	<i>n</i>	yen tedo
fire place	<i>n</i>	keno
firm¹	<i>n</i>	kampuni
firm²	<i>adj</i>	omoko liking
first	<i>adv</i>	me acel/lakwong
fish	<i>n</i>	rec
fish	<i>v</i>	mako rec
fish eagle	<i>n</i>	lamak rec
fisher man	<i>n</i>	lamak rec
fish net	<i>n</i>	obwo rec
fish trap	<i>n</i>	kek
fish hook	<i>n</i>	goli

fissure	<i>n</i>	a kaki
fit¹	<i>v</i>	rwako
fit²	<i>adj</i>	rwatte/donyo
fist	<i>n</i>	cing ma kidolo
fist fight	<i>n</i>	ngino bokcing
five	<i>n</i>	abic
flag	<i>n</i>	bendera
flabby	<i>adj</i>	lobo lobo
flank	<i>n</i>	lak nget; bute bute; i tenge
flash	<i>v</i>	minyo; caro
flat	<i>adj</i>	onate
flay	<i>v</i>	yango
flea	<i>n</i>	ngwec
flavour	<i>n</i>	yubo gin amata obed mamit
flee	<i>n</i>	lwii/ringo;
flesh	<i>n</i>	ringo
flexible	<i>adj</i>	gome
flirt	<i>v</i>	cuna; tim caro caro
flirtation	<i>n</i>	cat
float	<i>n</i>	pye iwi pi
flock	<i>n</i>	lwak leema ogure karacel
flask	<i>n</i>	pulaci
flog	<i>n</i>	goyo/pwodo
flood¹	<i>n</i>	pii ma opong
flood²	<i>v</i>	pong pa pii
flour	<i>n</i>	moko kwon; tobi
flow	<i>v</i>	mol
flower¹	<i>n</i>	ature
flower²	<i>v</i>	turu pa ature
flute	<i>n</i>	bila, olere
flush	<i>v</i>	onyo pii
fly¹	<i>n</i>	lwangi
fly²	<i>v</i>	tuk
foam¹	<i>n</i>	bwoyo
foam²	<i>v</i>	yenyo bwoyo
fug	<i>n</i>	ikuna
fold	<i>v</i>	dolo
follow	<i>v</i>	lubo
folly	<i>n</i>	mingo
fondle	<i>v</i>	gidu; mako ki mar; yweyo del kom
food	<i>n</i>	cam
fool	<i>n</i>	laming/ lababang
foolish	<i>adj</i>	bedo laming

foolishly	<i>adv</i>	Mingo-mingo
foot	<i>n</i>	tyen
foot print	<i>n</i>	kor tyen
for	<i>prep</i>	pi
forbid	<i>v</i>	gengo
force¹	<i>n</i>	teko; gupu
force²	<i>v</i>	diyo; timo tek tek
ford	<i>n</i>	wang kwang
fore arm	<i>n</i>	bad
foreman	<i>n</i>	nyampara/ lapakaca
foreigner	<i>n</i>	larok
fore head	<i>n</i>	tur nyim
fore bear	<i>n</i>	ciro can
fork	<i>n</i>	pwok
formerly	<i>adv</i>	ma con
fornication	<i>n</i>	buto me caro
forsake	<i>v</i>	jalo/kuno
forget	<i>v</i>	wilo wic
forest	<i>n</i>	bunga
forge	<i>v</i>	yubu
fortune	<i>n</i>	gum
forgive	<i>v</i>	timo kica
forty	<i>n</i>	pyero angwen
forward¹	<i>adv</i>	cwalo anyim
forward²	<i>v</i>	cwalo inyim
foul	<i>adj</i>	ngwee/rac; obale
foundation	<i>n</i>	guti
four	<i>n</i>	angwen
fourteen	<i>n</i>	apar wiye angwen
forth	<i>adj</i>	me angwen
fowl	<i>n</i>	gweno; winyo me gang
fox	<i>n</i>	too
fox glove	<i>n</i>	kor tyen too
fragment	<i>n</i>	ngidokine
fragrant	<i>adj</i>	kur; ngwce mit
framboesia	<i>n</i>	nyac
fracture	<i>v</i>	turo
fraud	<i>n</i>	tim kwo/ wil ki goba
free	<i>v</i>	bedo agonya
freedom	<i>n</i>	bedo agonya
freeze	<i>v</i>	kweyo mangic
friend	<i>n</i>	lawoti; dyera
frighten	<i>v</i>	miyo lworo

fresh	<i>adj</i>	manyen/pe okwok
frog	<i>n</i>	ogal pok
from	<i>prep</i>	ki kwica
frolt	<i>n</i>	bwoyo
fruit	<i>n</i>	nyig yat
front	<i>adj</i>	anyim
frown	<i>v</i>	cido wang
fry	<i>v</i>	cello
fuel	<i>n</i>	moo motoka
fulfill	<i>v</i>	cobo miti
full	<i>adj</i>	opong li bic
furrow	<i>n</i>	bur; i kore
future	<i>n</i>	anyim
funeral	<i>n</i>	lyel; tic lyel
fungus	<i>n</i>	tworo

G

gain¹	<i>n</i>	magoba; adwogi me tic
gain²	<i>v</i>	nwongo
gape	<i>v</i>	ngamo dog
garden	<i>n</i>	poto
gardemb	<i>n</i>	odwong
gale	<i>n</i>	yamo ma kodo matek
gall	<i>n</i>	anywar
gate way	<i>n</i>	dog paco
gather	<i>v</i>	guru
gaze	<i>v</i>	neno maber
general	<i>n</i>	lalo wi mony
gentle	<i>adj</i>	mwol; wor; okwe
gently	<i>adv</i>	Ki mwolo; mot mot
get	<i>v</i>	nongo
gift	<i>n</i>	mic/mot; pwoc
giraffe	<i>n</i>	rii
ghost	<i>n</i>	cen
girl	<i>n</i>	nyako
girlish	<i>adj</i>	nyako nyako
give	<i>v</i>	miyo
glad	<i>adj</i>	bedo ki yom cwiny
gland	<i>n</i>	awang mac
glance	<i>v</i>	gayo
glow	<i>v</i>	lyel
glitter	<i>v</i>	ryeny
glory	<i>n</i>	deyo

glue¹	<i>n</i>	odok
glue²	<i>v</i>	mwono
glutton	<i>n</i>	laworo; lalyet ic/ larono
gluttonous	<i>adj</i>	woro
gas	<i>n</i>	yamo
glass	<i>n</i>	gilaci
gnaw	<i>v</i>	gweno
go	<i>v</i>	ceto
goat	<i>n</i>	dyel
goat house	<i>n</i>	ot dyel
goblin	<i>n</i>	obibi
God	<i>n</i>	Rubanga/ Lacwec
gold	<i>n</i>	jabu
gonorrhea	<i>n</i>	nyac
good	<i>adj</i>	ber
goodness	<i>n</i>	ber pa gin mo
goods	<i>n</i>	jami ma kelo lim
goose	<i>n</i>	atudu pii
gospel	<i>n</i>	jiri; lok pa Rubanga
gourd	<i>n</i>	opoko
govern	<i>v</i>	loyo
grace	<i>n</i>	kica
goumandize	<i>v</i>	gado; camo woro woro
granary	<i>n</i>	dero; goga
grape	<i>n</i>	olok
grain	<i>n</i>	nyig kal; bel; nywagi
grand child	<i>n</i>	lakwar
grand father	<i>n</i>	kwaro
grand mother	<i>n</i>	adaa
grass	<i>n</i>	gilaci
grasp	<i>v</i>	mako
grass hoper	<i>n</i>	otwongo/ lacene
gratis	<i>adv</i>	Miyo nono; timo nono
gratitude	<i>n</i>	pwoc pi gin maber ma otimere
grave	<i>n</i>	bur lyel
grave stone	<i>n</i>	gweng lyel
graze	<i>v</i>	camo lum
grease¹	<i>n</i>	giric
grease²	<i>v</i>	wiro kede giric
greed	<i>n</i>	woro
greedy	<i>adj</i>	wor
green	<i>adj</i>	alum alum
greet	<i>v</i>	moto

greeting	<i>n</i>	mot
grey	<i>adj</i>	tar tar
grief	<i>n</i>	kumu /cwer cwiny
grin	<i>v</i>	bwonyo
grind	<i>v</i>	rego
grip	<i>v</i>	mako matek
grind stone	<i>n</i>	kidi rego
groan	<i>v</i>	nguru/cur
groin	<i>n</i>	awang mac
grape	<i>v</i>	pane
ground	<i>n</i>	ngom/piny
groundnut	<i>n</i>	pul
grow	<i>v</i>	dongo
growl	<i>v</i>	ngur calo gwok
grudge	<i>v</i>	bedo ki nyeko
gruel	<i>n</i>	nyuka
grumble	<i>v</i>	cur/ ngoru
guard	<i>v</i>	kuro
guess	<i>v</i>	byeko
guest	<i>n</i>	welo me awora
guide	<i>v</i>	telo; nyuto
guinea fowl	<i>n</i>	aweno
guinea worm	<i>n</i>	coo
gum	<i>n</i>	del lak/odok
gum	<i>v</i>	mwono ki odok
grudge	<i>n</i>	mone

L

low¹	<i>v</i>	piny
low²	<i>adj</i>	lapiny
lower	<i>v</i>	ma lapiny
luck	<i>n</i>	gum kom
lucky	<i>adj</i>	lagum kom
lump	<i>n</i>	odur
lung	<i>n</i>	oboo
lump	<i>v</i>	keto kacel
lock¹	<i>n</i>	pungu
lock²	<i>v</i>	pungu
lubricate	<i>v</i>	bidoki moo
lukewarm	<i>adj</i>	dede
lunatic	<i>n</i>	lapoya
lunch	<i>n</i>	cam me dyeceng

lurch	<i>v</i>	lenge me poto atura
lure	<i>v</i>	bito; bwolo tam
lobby	<i>v</i>	keto tek me loko tam
lurk	<i>v</i>	kane kama col
lust	<i>n</i>	Miti matek me butu ki dako nyo lacoo
luxirant	<i>adj</i>	dongo pa yat ki yot kom
lyric	<i>n</i>	lok ikin wer
lynch	<i>v</i>	neko dano ma pwod pe kingolo kop iwiye
lynching	<i>n</i>	goyo ki neko danoma pwod pe kingolo too i wiye

M

machine	<i>n</i>	nyonyo
mad	<i>adj</i>	bedo ki kiniga
madam	<i>n</i>	mego
mad person	<i>n</i>	lapoya
madness	<i>n</i>	apoya
maggot	<i>n</i>	kwidi
magic	<i>n</i>	timo tango
magician	<i>n</i>	latim tango
maid	<i>n</i>	dano ma gwoko ot
maiden	<i>n</i>	nyako ma pe kinyomo
mahugany	<i>n</i>	mavule/beyo
maim	<i>v</i>	ngunu dul kom
maize	<i>n</i>	anwagi
make	<i>v</i>	timo
male	<i>adj</i>	laco
malice	<i>n</i>	dwalo tyen dano
malaria	<i>n</i>	lyeto
mallet	<i>n</i>	nyonyo me odo jami
malodour	<i>adj</i>	tik; ngwe
malodorous	<i>adj</i>	ngwe; tik
manner	<i>n</i>	kit maber
man	<i>n</i>	laco
manure	<i>n</i>	moj cam me aonya i poto
many	<i>adj</i>	pol/dwong
main	<i>adj</i>	en madite
major	<i>adj</i>	en ma pire tek
majistrate	<i>n</i>	langol kop
march¹	<i>n</i>	dwe me adek
march²	<i>v</i>	dore
mark	<i>v</i>	gweto buk/ keto lanyut
mars	<i>n</i>	lacer (one of the planets)

marsh	<i>n</i>	i kulu
marriage	<i>n</i>	nyom
marry	<i>v</i>	nyomo
massage	<i>v</i>	kwena
mat	<i>n</i>	kolou/mukuka
match	<i>v</i>	keto kacel
market	<i>n</i>	cuk
martin	<i>n</i>	okwir okwir
marrow	<i>n</i>	moo cogo
master	<i>n</i>	won/rwot
matter	<i>n</i>	lok kom jami
mature	<i>v</i>	dano ma otego
maturity	<i>n</i>	tego
may	<i>n</i>	dwe me abic
match box	<i>n</i>	kibiriti
me	<i>pron</i>	an
mean	<i>n</i>	tyene lok
map	<i>n</i>	mep; cal lobo
marginalize	<i>v</i>	twono twero; coro i bute bute
marine	<i>n</i>	dano ma woto i nam
meadow	<i>n</i>	dye bar
meal	<i>n</i>	cam
mean¹	<i>v</i>	tyen loke
mean²	<i>adj</i>	lagungi
meaning	<i>n</i>	tyen lok
measles	<i>n</i>	anyo
measure	<i>v</i>	pimo
measurement	<i>n</i>	pim
meat	<i>n</i>	ringo
mediator	<i>n</i>	lapok lok
medicine	<i>n</i>	yat
meek	<i>adj</i>	mwol; wor
meet	<i>v</i>	rwatte ki /nongo
melt	<i>v</i>	lenyo
menstruate	<i>v</i>	neno ruk pa mon
menstruation	<i>n</i>	ruk
metal	<i>n</i>	nyonyo
midle	<i>adj</i>	idyere
mend	<i>v</i>	mwono
mercy	<i>n</i>	kica
mere	<i>adj</i>	mamwa
migrate	<i>v</i>	dak
messenger	<i>n</i>	lakwena

mid-day	<i>n</i>	dye ceng
mid-night	<i>n</i>	cwiny dye wor
mid wife	<i>n</i>	lacolo
milk¹	<i>n</i>	cak
milk²	<i>v</i>	nyeto cak
millet	<i>n</i>	kal
mince	<i>v</i>	ngido
mimic	<i>v</i>	poro dwon
mingle	<i>v</i>	myeno
misappropriate	<i>v</i>	camo ki aram
miscarry	<i>v</i>	bwogo; poto pa ic
miss	<i>v</i>	keng gin moni
mist	<i>n</i>	lupor
mind	<i>n</i>	tam/adam
minister	<i>n</i>	minicita
miracle	<i>n</i>	tango
mistake	<i>n</i>	bal
mix	<i>v</i>	rubo
mock	<i>v</i>	nyero
moisten	<i>v</i>	dyako
moisture	<i>n</i>	piipi
monkey	<i>n</i>	ayom
monster	<i>n</i>	obibi
month	<i>n</i>	dwe
mongoose	<i>n</i>	anyara
moon	<i>n</i>	dwe
morning	<i>n</i>	odiko con
tomorrow	<i>n</i>	diki
morose	<i>n</i>	akemo
mortar	<i>n</i>	pany
mob	<i>n</i>	dano ma ogure ka goyo dano
moon light	<i>n</i>	deyo dwe
mortgage	<i>v</i>	jengo pi banya
moral	<i>n</i>	kit atir pa dano
monthly	<i>adv</i>	Dwe ki dwe
moody	<i>adj</i>	loke pa jok
moron	<i>n</i>	dano ma adame logolo
mosquito	<i>n</i>	ober
money	<i>n</i>	cente
mosquito net	<i>n</i>	tanarua
moss	<i>n</i>	tworo
mother	<i>n</i>	mego
mother in law	<i>n</i>	maro

mould	<i>v</i>	cweyo
motherhood	<i>n</i>	bedo mego
mouldy	<i>adj</i>	lobo lobo
mountain	<i>n</i>	got
mourn	<i>v</i>	koko too
mucus	<i>n</i>	aburu
motivation	<i>n</i>	cuku cwiny
motivate	<i>v</i>	cuku cwiny dano
motor car	<i>n</i>	motoka
mount	<i>v</i>	yito
mouth	<i>n</i>	dog
mouse trap	<i>n</i>	kwak
mousestache	<i>n</i>	yer dog ma malo
move	<i>v</i>	wot anyim
movie	<i>n</i>	cinema
mow	<i>v</i>	jwero
mower	<i>n</i>	nyonyo jwero piny
mud¹	<i>n</i>	coto
mud²	<i>v</i>	mwono ki coto
muddle	<i>v</i>	nyweno
multiplication	<i>n</i>	nya
munch	<i>v</i>	toro nyamo
murder	<i>n</i>	neko dano tetek
murderer	<i>n</i>	lanek
murderess	<i>n</i>	lanek ma adako
murderous	<i>adj</i>	wange nen lanek
murmur	<i>v</i>	cur
music	<i>n</i>	wer
must	<i>v</i>	kadi ni ngo
mute	<i>adj</i>	laling laling
mutiny	<i>n</i>	jemo i kom lutela
multon	<i>n</i>	ringo romo
my	<i>det</i>	mega
myopia	<i>n</i>	two wang ma weko dano neno piny kama cok
myopic	<i>adj</i>	pe neno mabor
myrrh	<i>n</i>	moo makur
mysterious	<i>adj</i>	obdo tango tango
mystery	<i>n</i>	tim tango
myth	<i>n</i>	tango
mirrow	<i>n</i>	kiyo
miser	<i>n</i>	lagungi/ladidi
misery	<i>n</i>	cwer cwiny
mislead	<i>v</i>	miyo tam amrac

mother in law	<i>n</i>	maro
mother in law	<i>n</i>	min dako
mould¹	<i>v</i>	cweyo
mould²	<i>n</i>	gin ma twi ki ikom gin ma obale
mouldy	<i>adv</i>	puru
mountain	<i>n</i>	got
mountaineer	<i>n</i>	dano ma yito got
mourn	<i>v</i>	koko
mournful	<i>adj</i>	bedo ki koko
mouth	<i>n</i>	dog
mud	<i>n</i>	Coto
muddy	<i>adj</i>	kama obedo coto coto
murder¹	<i>v</i>	neko tetek
murder²	<i>n</i>	nek tek tek
murderer	<i>n</i>	lanek
muscle	<i>n</i>	ler kom
mushroom	<i>n</i>	obwol
mushroom	<i>v</i>	dongo pa obwol
must	<i>v</i>	myero
mumer	<i>v</i>	ngur, cur
my	<i>adj</i>	mega, mera

N

nail	<i>n</i>	cumar
naked	<i>adj</i>	ludok
name	<i>v</i>	nying
naplin	<i>n</i>	-
narrow	<i>adj</i>	ding
narrate	<i>v</i>	book lok
nasty	<i>adj</i>	pe mit
nation	<i>n</i>	lobo
nature	<i>n</i>	kit
navel	<i>n</i>	pen
neck	<i>n</i>	ngut
necklace	<i>n</i>	tiko
needle	<i>n</i>	libira
neighbour	<i>n</i>	dano ma bedo cok kedi
neither	<i>conj</i>	Kadi
nephew	<i>n</i>	okeya
net	<i>n</i>	obwor
new	<i>adj</i>	nyen
nice	<i>adj</i>	ber

niece	<i>n</i>	lakeya
night	<i>n</i>	dye wor
nine	<i>n</i>	abongwen
nineteen	<i>n</i>	apar wiye abongwen
ninety	<i>n</i>	pyere abongwen
ninth	<i>n</i>	me abongwen
niple	<i>n</i>	dog cak
no	<i>adj</i>	pe,
nobody	<i>adj</i>	ngat mo ku
noise	<i>n</i>	woo
north	<i>n</i>	tung malo
nose	<i>n</i>	um
not	<i>adv</i>	labongo
nothing	<i>n</i>	labogo gin mo
now	<i>adv</i>	kombedi
number	<i>n</i>	wel
numerous	<i>adj</i>	pol
nurse	<i>v</i>	twoyo
nuts (ground)	<i>n</i>	pul

O

oath	<i>n</i>	kwong
obedient	<i>adj</i>	mwol
obey	<i>v</i>	winyo lok
object	<i>n</i>	jami
obstinate	<i>adj</i>	kwero timo gin moni ni
obstruct	<i>v</i>	gengo
obtain	<i>v</i>	nongo
odour	<i>n</i>	ngwec kom
oesophagus	<i>n</i>	lokoro
of	<i>prep</i>	woko
off¹	<i>adv</i>	pe tye
off²	<i>prep</i>	tye cen
offence	<i>n</i>	bal
offer	<i>v</i>	tyero
offering	<i>n</i>	miyo tyer
offspring	<i>n</i>	latin
often	<i>adv</i>	kare ki kare
oh	<i>inte j</i>	oh
oil	<i>n</i>	moo
old	<i>adj</i>	con
olive	<i>n</i>	oligo
on	<i>prep</i>	Iwi

once	<i>adv</i>	kicel kicel
one	<i>n</i>	acel
onion	<i>n</i>	tung gulu
only	<i>adv /adj</i>	keken
open	<i>v</i>	yabo
oppose	<i>v</i>	kwero
opposite	<i>adj/n</i>	olung tuke ne
or	<i>conj</i>	Onyo
oder	<i>n/v</i>	keto kore ki kore
ornament	<i>n</i>	deyo
orphan	<i>n</i>	latin kic
ostrich	<i>n</i>	udu
other	<i>adj</i>	mukene
ought	<i>v</i>	omyero
our	<i>adj</i>	megwa
out	<i>adv</i>	woko
outside¹	<i>n</i>	woko
outside²	<i>adv</i>	ki woko
outsider	<i>n</i>	abini
over¹	<i>adv</i>	otum
over²	<i>prep</i>	iwiye malo
over coat	<i>n</i>	koti
overcome	<i>v</i>	loyo ne/ tyeko ne
over flow	<i>v</i>	mol
over take	<i>v</i>	kato
owe	<i>v</i>	bedo ki banya
owl	<i>n</i>	tula
owner	<i>n</i>	rwode
ox	<i>n</i>	twon pur
oyster	<i>n</i>	ogore

P

package	<i>n</i>	boc
pad	<i>n</i>	otac
pain	<i>n</i>	arem kom
paint¹	<i>n</i>	rangi
paint²	<i>v</i>	wiro ki rangi
pair	<i>n</i>	gin aryo
palate	<i>n</i>	dan
palm-tree	<i>n</i>	yat otit
pancrease	<i>n</i>	kedat
pont	<i>vi</i>	weo
paper	<i>n</i>	karatac

wrapping paper	<i>n</i>	karatac boyo jami
newspaper	<i>n</i>	karatac akwana
papyrus	<i>n</i>	kololo
parable	<i>n</i>	Caro lok
paralyse	<i>v</i>	kwe kom
pare (with teeth)	<i>v</i>	kilo
parents	<i>n</i>	lunyodo
part¹	<i>n</i>	bute
part²	<i>v</i>	poke
partridge	<i>n</i>	ayweri
pass	<i>n/v</i>	kato
Passover	<i>n</i>	kare kwe pa jo israel
passion fruit	<i>n</i>	matunda
pasture	<i>n</i>	leka
patch¹	<i>n</i>	dabo
patch²	<i>v</i>	dabo
path	<i>n</i>	yo
paw	<i>n</i>	opany cing
pay	<i>v</i>	culo
pea	<i>n</i>	lapena
peace	<i>n</i>	kuc
peak	<i>n</i>	cwinye
pearl	<i>n</i>	<i>cwiny</i>
peasant	<i>n</i>	lapur
peg	<i>n</i>	peg
penitent	<i>n</i>	kunu bal/ngut
penis	<i>n</i>	cun
people	<i>n</i>	dano/ lwak
pepper	<i>n</i>	kamlara
perceive	<i>v</i>	tamo ni
percolate	<i>v</i>	modo/kato
perfect	<i>adj</i>	<i>ma opore</i>
perfume	<i>n</i>	moo ma ngwece kur
perhaps	<i>adv</i>	cagwoki
perish	<i>v</i>	tum/ too
permanent	<i>adj</i>	matwal
permisson	<i>n</i>	twero
perplex	<i>v</i>	bedo ki ngeng
persecute	<i>v</i>	ngolo kop iwi
person	<i>n</i>	dano
persuade	<i>v</i>	bito; bwolo
pestle	<i>n</i>	lalek
photograph¹	<i>n</i>	cal

photograph ²	<i>v</i>	mako cal
pick	<i>v</i>	kwanyo
pick up	<i>n</i>	motoka matidi me tingo ter
pick out	<i>v</i>	yero
picture	<i>n/v</i>	cal
piece	<i>n/v</i>	dul
pierce	<i>v</i>	tuco
pig	<i>n</i>	opego
pigeon	<i>n</i>	amam
pile	<i>v</i>	cano kacel
pillor	<i>n</i>	pagi
pillow	<i>n</i>	laten wic
pimple	<i>n</i>	langok
pinch	<i>v</i>	ngwinyo
pipe	<i>n</i>	nyonyo ma iye twolo
pit	<i>n</i>	bur
pitch (tent)	<i>v</i>	guro,
pitch black	<i>adj</i>	col licuc
pitcher	<i>n</i>	agulu pi
pity	<i>n</i>	timo kica
place	<i>n</i>	kabedo
plague	<i>n</i>	bonyo
plait	<i>v</i>	kedo
plane	<i>v</i>	jwayo wek obed mapwot
plant ¹	<i>v</i>	pito
plant ²	<i>n</i>	cuma timo jami
plantain	<i>n</i>	poto madit
plaster	<i>v</i>	mwono
plate	<i>n</i>	can
platform	<i>n</i>	wi abam
play	<i>v</i>	tuku
pleed	<i>v</i>	bako dog
pleeder	<i>n</i>	labak dog
please	<i>v</i>	yom cwiny (be pleased)
pleiades	<i>n</i>	lacer abiyo
plough	<i>v</i>	pur ki dyang
pluck	<i>v</i>	pwono/ ngwedo
plume	<i>n</i>	yec winyo
pocket	<i>n</i>	jaba
point (to)	<i>v</i>	cimo
poison	<i>n</i>	kwir
poke (to)	<i>v</i>	keto wang i come
pole	<i>n</i>	yat mabor

pond	<i>n</i>	kulu akwinya
pool	<i>n</i>	pii ma ogure
poor	<i>adj</i>	lacan
porcupine	<i>n</i>	-
porridge	<i>n</i>	nyuka
porter	<i>n</i>	lapakaca
possible	<i>adj</i>	twere
pot	<i>n</i>	agulu
potato	<i>n</i>	layata
potter	<i>n</i>	lacwe agulu
pouch	<i>n</i>	kica
pound	<i>n</i>	gin pimo jami
pour	<i>v</i>	onyo
pout	<i>v</i>	jul/jude
poverty	<i>n</i>	can
powder	<i>n</i>	gin ma obedo buru-buru
power	<i>n</i>	twero
pox (small)	<i>n</i>	two odyee
pox (chicken)	<i>n</i>	nyaka cuna
praise	<i>v</i>	pako
pray	<i>v</i>	lega
prayer	<i>n</i>	lega
praying mantis	<i>n</i>	ogongo gongo ngwe
preach	<i>v</i>	tucu jiri/pwonyo lok pa Rubanga
preacher	<i>n</i>	lapwony lok pa rubanga
precipice	<i>n</i>	lung
predict	<i>v</i>	byeko
pregnant	<i>adj</i>	yac/dongo ic
prepare	<i>v</i>	yube
present	<i>n</i>	bedo tye
preserve	<i>v</i>	gwoko
press (to)	<i>v</i>	diyo
prevent	<i>v</i>	gengo
price	<i>n</i>	wel
prick	<i>v</i>	tuco
priest	<i>n</i>	padi
prince	<i>n</i>	awobi ker;
princess	<i>n</i>	nyako ker
print (to)	<i>v</i>	goyo cal/obot tyen
prison	<i>n</i>	ot buc
prisoner	<i>n</i>	la mabuc
private¹	<i>adj</i>	imung
private²	<i>n</i>	rwom ma tidi I keya

proclaim	<i>v</i>	tuco/ waco
profit	<i>n</i>	magoba
prohibit	<i>v</i>	gengo; kwero
promise	<i>v</i>	cike
prop	<i>n</i>	tol pye
properly	<i>adv</i>	maber adeda
property	<i>n</i>	jami pa dano mo
prophesy	<i>v</i>	tito gin ma time i anyim
prophet	<i>n</i>	lanebi; laprofeta
propitiate	<i>v</i>	lamo
proprietor	<i>n</i>	won jami moni ni
prostitute	<i>n</i>	malaya/apoli
protect	<i>v</i>	gwoko
protude	<i>v</i>	okato woko
proud	<i>adj</i>	wake
proverb	<i>n</i>	carolok
prune	<i>v</i>	nguno
psalm	<i>n</i>	buk pak
puberty (boy)	<i>n</i>	dwone loke
puberty (girl)	<i>n</i>	gulu
publican	<i>n</i>	dano pa lwak
publish	<i>v</i>	cwalo woko me akwana bot lwak
pull	<i>v</i>	telo/ywayo
pullet	<i>n</i>	bwong gweno
purity	<i>v</i>	lonyo; miyo bedo acil
purpose	<i>n</i>	tyen loke
push	<i>v</i>	coro; cwalo
put	<i>v</i>	keto
python	<i>n</i>	nyalo

Q

quarrel¹	<i>n</i>	daa
quarrel²	<i>v</i>	daa
queen	<i>n</i>	daker
quench	<i>n</i>	juko oryo pii
question¹	<i>n</i>	peny
question²	<i>v</i>	lapeny
quick	<i>adj</i>	oyot
quickly	<i>adv</i>	oyotoyot
quiet	<i>adj</i>	laliling
quill	<i>n</i>	-
quit	<i>v</i>	weko
quite	<i>adv</i>	laling

quiver¹	<i>v</i>	myel kom
qiver²	<i>n</i>	kica me mako nyig atero

R

rabbit	<i>n</i>	apwoyo
race¹	<i>n</i>	pyem ngwec
race²	<i>v</i>	pyem ki dano moni
rage	<i>n</i>	kiniga
rain	<i>n</i>	kot
hail	<i>n</i>	pee
rainbow	<i>n</i>	danyo
raise	<i>v</i>	ilo malo
rake¹	<i>n</i>	lagwar yugi
rake²	<i>v</i>	gwaro
ram¹	<i>n</i>	nyok room
ram²	<i>v</i>	toro ot
random¹	<i>n</i>	ata ata
random²	<i>adj</i>	ata ata
rank	<i>n</i>	rwom
ransom	<i>n</i>	culu kwor
rapids	<i>n</i>	kama pii mol iye matek ki iwi got
rat	<i>n</i>	oyo
rather	<i>adv</i>	twara
rattle	<i>n</i>	ajaa
raw	<i>adj</i>	numu
razor	<i>n</i>	lyedi
reach	<i>v</i>	oo kamoni
read	<i>v</i>	kwano
ready	<i>adj</i>	yube
reap	<i>v</i>	kayo
reaper	<i>n</i>	lakac
rebel¹	<i>v</i>	jemo
rebel²	<i>n</i>	lajemo
rebellion	<i>n</i>	jemo
rebellious	<i>adj</i>	dano ma maro jemo
reckless	<i>adj</i>	caro caro
reckon	<i>v</i>	tute kwede
recline	<i>v</i>	jenge ikom gin moni
recognize	<i>v</i>	ngeyo dano moni
recompense	<i>v</i>	culo
reconcile	<i>v</i>	ribo
reconciliation	<i>n</i>	timo kica
red	<i>adj</i>	kwar

redeem	<i>v</i>	laro dano
reed	<i>n</i>	lagada;
reed-rat	<i>n</i>	kola
refuse¹	<i>v</i>	kwero
refuse²	<i>n</i>	yugi
reign¹	<i>v</i>	loyo
reign²	<i>n</i>	lok me loc pa dano moni
rejoice	<i>v</i>	yom cwiny
relation	<i>n</i>	wat
relationship	<i>n</i>	wat
release	<i>v</i>	gonyo
rely	<i>v</i>	kwango
remain	<i>v</i>	gak
remainder	<i>n</i>	lapo wic
remember	<i>v</i>	pono wic
remind	<i>v</i>	poyo wii dano
remove	<i>v</i>	kwanyo
rend	<i>v</i>	baro; pokoiye
rent¹	<i>n</i>	cul pi tic ki gin ma pe meg
rent²	<i>v</i>	culo cente piki gin ma pe meg
repair	<i>v</i>	yubo
repeat	<i>v</i>	nwoyo
repent	<i>v</i>	kwayo kica
reply	<i>v</i>	gamo lapeny
report¹	<i>v</i>	kelo lok
report²	<i>n</i>	lok ma lube ki gin moni
reporter	<i>n</i>	lamig nec bot lwak
request	<i>v</i>	lego
reproach	<i>v</i>	gengo gin marac time
rescue	<i>v</i>	laro
resemble	<i>v</i>	cal kede
resin	<i>n</i>	odok
resonant	<i>v</i>	gin malongo
respect	<i>v</i>	woro
rest	<i>v</i>	yweyo
return	<i>v</i>	dwogo
reveal	<i>v</i>	tucu/waco mung kamaleng
revolt	<i>v</i>	jemo i kom lutela
reward¹	<i>n</i>	mot; bakacici
reward²	<i>v</i>	miyo dano mot onyo bakacici
rheumatism	<i>n</i>	amwoda kom
rhinocero	<i>n</i>	amuka
rib	<i>n</i>	lak nget

rice	<i>n</i>	mucele
rich	<i>adj</i>	lonyo
ride ¹	<i>v</i>	nyono
ride ²	<i>n</i>	wot ki kana
rifle	<i>n</i>	muduku
right ¹	<i>adj</i>	ber; kakare
right ²	<i>n</i>	tung acuc
right ³	<i>v</i>	bedo maber
righteous	<i>adj</i>	bedo ma opore
rind	<i>n</i>	pok mucungwa
ring ¹	<i>n</i>	lagit
ring ²	<i>v</i>	goyo olang/goyo cim
rip	<i>v</i>	yeco
ripe	<i>v</i>	cek; bok
rise ¹	<i>v</i>	ito malo/aa malo
rise ²	<i>n</i>	gin ameda
river	<i>n</i>	kulu
road	<i>n</i>	yo; gudo
roast	<i>v</i>	bulo
rob	<i>v</i>	yako
robber	<i>n</i>	layak
rock	<i>n</i>	lela
rock	<i>v</i>	yenge ki kom
roll	<i>v</i>	loro
root	<i>n</i>	lwit yat
rope	<i>n</i>	tol
rot	<i>v</i>	top
rough	<i>adj</i>	gwar
round	<i>adj</i>	gin ma ogure/olunge
rouse	<i>v</i>	medo kero ki dano
row ¹	<i>n</i>	ari ari
row ²	<i>v</i>	yat cero yeya
rub	<i>v</i>	rucu
rubbish	<i>n</i>	yugi
rule ¹	<i>n</i>	cik
rule ²	<i>v</i>	miyo cik
ruler	<i>n</i>	rula
rumble	<i>v</i>	mor
run	<i>v</i>	ringo; ngwec
rush	<i>v</i>	wot oyot oyot
must	<i>n</i>	myero
sack	<i>n</i>	gunia

sacrifice ¹	<i>n</i>	tyerobot Rubanga
sacrifice ²	<i>v</i>	tum
sadness	<i>n</i>	kumo; cwer cuny
safety-pin	<i>n</i>	kikwaci
sake	<i>n</i>	pire
salt	<i>n</i>	kado
salt lick	<i>n</i>	puno
salute	<i>v</i>	moto
salvation	<i>n</i>	laro
same	<i>adj</i>	rom
sand	<i>n</i>	kweyo
sandal	<i>n</i>	waro me lwok
satan	<i>n</i>	catan
satisfy	<i>v</i>	yeng
save	<i>v</i>	laro
saviour	<i>n</i>	lalar
say	<i>v</i>	waco
scab	<i>n</i>	poyo
scabbard	<i>n</i>	ka rwako pata
scald	<i>v</i>	wango ki pii malyet
scar	<i>n</i>	poyo
scatter	<i>v</i>	keto jami atata
scent	<i>n</i>	ngwec gin ma kur
school	<i>n</i>	gang kwan
scorpion	<i>n</i>	oton
scourge ¹	<i>n</i>	peko
scourge ²	<i>v</i>	goyo; pwodo
scrape	<i>v</i>	kwanyo/cwero
scratch	<i>v</i>	ngwinyo
scissors	<i>n</i>	magac
scream	<i>v</i>	kok matek
scribe	<i>n</i>	lacoc
scripture	<i>n</i>	lok ma ibuk manyen
sea	<i>n</i>	nam
search	<i>v</i>	yentyo
season	<i>n</i>	kare
seat	<i>n</i>	kabedo
second ¹	<i>n</i>	me aryo
second ²	<i>adj</i>	me aryo
second ³	<i>v</i>	cwako tam
secret ¹	<i>adj</i>	imung
secret ²	<i>n</i>	mung
see	<i>v</i>	neno;

escort	<i>v</i>	lwoko
seed	<i>n</i>	kodi
seek	<i>v</i>	yeyo
seize	<i>v</i>	mako
self	<i>n</i>	kene; keken
sell	<i>v</i>	cato; wilo
simsim	<i>n</i>	nyim
send	<i>v</i>	cwalo; oro
sense¹	<i>n</i>	neno, winyo, ngweyo, ngeyo kede bilo jami.
sense²	<i>v</i>	bedo ki ngec ikom gin ma tye ka time
separate¹	<i>adj</i>	gin ma pe otore kacel
separate²	<i>v</i>	pat pat
sergeant	<i>n</i>	latel wi lumony
servant	<i>n</i>	latic
serve	<i>v</i>	tic kede kacel
set	<i>v</i>	keto kacel
seven	<i>num</i>	abiro
seventy		pyere abiro
sew	<i>v</i>	kwoyo
shade	<i>n</i>	tipo
shadow	<i>n</i>	tipo pa dano
shake	<i>v</i>	yengo
shame	<i>v</i>	lewig
shape¹	<i>v</i>	yubo wek obed kit ma in imito
shape²	<i>n</i>	kit ma gin moni tye kede
share	<i>v</i>	poko
sharp	<i>adj</i>	bit
sharpen	<i>v</i>	pako
shave	<i>v</i>	lyelo;
shavings	<i>pl. nlim</i>	gin ma kilyelo
she	<i>pron</i>	en; dano ma dak
sheath	<i>n</i>	kica
sheep	<i>n</i>	romo
shell	<i>n</i>	pok/gagi
shelter	<i>n</i>	ot
shepherd	<i>n</i>	lakwat
shield¹	<i>n</i>	kwot
shield²	<i>v</i>	gwoko/ gengo
shine	<i>v</i>	ryeny
ship	<i>n</i>	yeya
shiver	<i>v</i>	myel kom
shoe	<i>n</i>	war

shoot	<i>v</i>	cello
shore	<i>n</i>	dog kulu
short	<i>adj.</i>	cek
shoulder	<i>n</i>	gwok
shout	<i>v</i>	dange
show	<i>v</i>	nyutu
shrilvel	<i>v</i>	jongo
shrink	<i>v</i>	jungo
shut	<i>v</i>	cego
sick	<i>adj.</i>	Two
side	<i>n</i>	ngete
sieve	<i>n</i>	kekei
sift	<i>v</i>	pyeto
sigh	<i>v</i>	omo yweyo
sign¹	<i>v</i>	keto cing
sign²	<i>n</i>	lanyut
silence¹	<i>n</i>	lingo
silence²	<i>v</i>	weko ling
silent	<i>adj.</i>	Labobgo lok
silver	<i>n</i>	mola; ryal
sin	<i>n</i>	bal
sinner	<i>n</i>	labal
since	<i>conj.</i>	Ma naka
sing	<i>v</i>	wero;
song	<i>n</i>	wer
sink	<i>v</i>	lwiny
sister	<i>n</i>	lamego
sit	<i>v</i>	bedo
site	<i>n</i>	kabedo/ ka gedo ot
six	<i>n</i>	abichel
sixteen	<i>n</i>	apar wiye abichel
sixty	<i>n</i>	pyer abichel
sixth	<i>n</i>	me abichel
skeleton	<i>n</i>	cogo kom lee onyo dano
skin	<i>n</i>	del
skull	<i>n</i>	cogo wii dano
sky	<i>n</i>	polo
slander	<i>v</i>	yeto
slap	<i>v</i>	dongo
slaughter	<i>v</i>	neko
slave	<i>n</i>	opi
sleep	<i>v</i>	nino
slim¹	<i>adj</i>	dano ma kome titidi/ojony

slim ²	<i>v</i>	miyo komi bedo matitidi
slip	<i>v</i>	cer/but
slow	<i>adj</i>	mot mot
small	<i>adj</i>	tidi
small-pox		mac wor
smart	<i>adj</i>	oruke maleng
smear	<i>v</i>	puyo
smell	<i>v</i>	ngweyo;
a smell		ngwec
smile	<i>v</i>	bwonyo
smite	<i>v</i>	goyo; pwodo
smith	<i>n</i>	latet
smoke	<i>n</i>	yito
smooth	<i>adj</i>	pwot /olil
smut	<i>n</i>	yugi ma titidi
snail	<i>n</i>	okoro
snake	<i>n</i>	twol
snare	<i>n</i>	kwak
snatch	<i>v</i>	mayo
sneeze	<i>v</i>	jiro
snore	<i>v</i>	twaro
snoul	<i>n</i>	um lee
so	<i>conj/adv</i>	<i>ci dong</i>
so and so	<i>pro</i>	ngadi gin ki ngadi
soak	<i>v</i>	bido
soap	<i>n</i>	cabun
sock	<i>n</i>	cokci
soft	<i>adj</i>	yom
soil	<i>n</i>	ngom /lobo
soldier	<i>n</i>	lamony
solid	<i>adj</i>	ma kulu
some ¹	<i>adj</i>	mukene; mogo
some ²	<i>pro</i>	pole
son	<i>n</i>	wod pa
soot	<i>n</i>	latuk;
soothe	<i>n</i>	kweyo cwiny
sore ¹	<i>adj</i>	onyo kom
sore ²	<i>n</i>	kama oonyo
sort ¹	<i>n</i>	kore ki kore
sort ²	<i>v</i>	keto kore ki kore
sour	<i>n</i>	balo ber bedo
sour	adj.	wac

south	<i>n</i>	tung piny
sow¹	<i>n</i>	coyo kodi
sow²	<i>v</i>	coyo koti;
sower	<i>n</i>	lacoc
space¹	<i>n</i>	kabedo
space²	<i>v</i>	poko kin jami
spade	<i>n</i>	gin toko coto/daba
spark	<i>n</i>	lil
sparrow	<i>n</i>	winyo ojwiny
speak	<i>v</i>	lok
spear	<i>n</i>	tong
speckled	<i>adj</i>	bedo angec angec
spend	<i>v</i>	tic ki cente
spider	<i>n</i>	opyem
spill	<i>v</i>	onyo
spin	<i>v</i>	wiyo
spinal cord	<i>n</i>	cogo dye ngec
spirit	<i>n</i>	tipu
spirits	<i>n</i>	kongo makec
spit	<i>v</i>	ngulo
spite	<i>n</i>	bedo ki miti me wango cwiny dano
spittle	<i>n</i>	laa
spleen	<i>n</i>	tako
split	<i>v</i>	kako
spoil	<i>v</i>	balo
sponge	<i>n</i>	mutu/mupalisi
spoon	<i>n</i>	malaga
spot¹	<i>n</i>	kan gin mo odong iye
spot²	<i>v</i>	neno gin mo
sprain	<i>v</i>	wil
spread	<i>v</i>	yaro
spring	<i>n</i>	me aa ki
sprinkle	<i>v</i>	kiro
sprout	<i>v</i>	lot/twii
spy¹	<i>n</i>	bega/neno kor lok
spy²	<i>v</i>	roto
squirrel	<i>n</i>	ayita
squirt	<i>v</i>	kir/ nyete
stain¹	<i>v</i>	balo macol
stain²	<i>n</i>	kama col ki ikom gin moni
stand	<i>v</i>	cungu
star	<i>n</i>	lacer

stare	<i>v</i>	gayo
start	<i>v</i>	cako
stay	<i>v</i>	bedo; dong
steady¹	<i>adj</i>	bedo mot
steady²	<i>v</i>	bedo labobgo yenge
steal	<i>v</i>	kwalo
step	<i>v</i>	nyono; wot iwi
stick	<i>n</i>	lut/moko
stiff	<i>adj</i>	jing matek
still¹	<i>adj</i>	bedo laling
still²	<i>adv</i>	pwod
sting	<i>v</i>	kayo
stir	<i>v</i>	rubo
stocking	<i>n</i>	cokci
stocks	<i>n</i>	dul lee
stomach	<i>n</i>	ic
stone	<i>n</i>	gweng
stoop	<i>v</i>	gungu piny iyo me mingo
stoop	<i>v</i>	juko; giko
store¹	<i>n</i>	ot me gwoko jami
store²	<i>v</i>	gwoko jami
storm	<i>n</i>	yamo; kot
straight	<i>adj</i>	atir
strain	<i>v</i>	dino
stranger	<i>adj</i>	larok;
strangers		lurok; welo
strangle	<i>v</i>	deyo
strap	<i>n</i>	del
straw	<i>n</i>	oceke
stray	<i>v</i>	ngak ataa
stream	<i>n</i>	kulo
street	<i>n</i>	yo gudo
stretch	<i>v</i>	ryene
strike¹	<i>v</i>	goyo
strike²	<i>n</i>	goc
string	<i>n</i>	tol
strip	<i>v</i>	gonyo
stroll	<i>v</i>	rwene
strong	<i>adj</i>	tek
struggle	<i>v</i>	tute
stubborn	<i>adj</i>	layela
stuff	<i>v</i>	coko

stumble	<i>v</i>	yoke kede
stump	<i>n</i>	ajut
stupid	<i>adj</i>	ming;
stupidity	<i>n</i>	mingo
stutter	<i>v</i>	gwong/dwal
shutterer		lagwong/ladwal
substantial	<i>adj</i>	romo/ tye maberg
suck	<i>v</i>	doto
suckle		dot
suet	<i>adj</i>	moo ma aa ki ikom lee
suffer	<i>v</i>	deno can
suffice	<i>adj</i>	nen calo romo
sugar	<i>n</i>	cukari
sun	<i>n</i>	ceng
sunday	<i>n</i>	ceng cabit
surpass	<i>v</i>	kato/ loyo
surprise	<i>v</i>	ngeng
surround	<i>v</i>	guro
swallow¹	<i>n</i>	mwonyo
swallow²	<i>v</i>	mwonyo akwili
swamp	<i>n</i>	dago
swank¹	<i>v</i>	wake
swank²	<i>adj</i>	bute
swear	<i>v</i>	kwong
sweat	<i>n</i>	kwok
sweep	<i>v</i>	weyo
swell	<i>v</i>	kwot
swim	<i>v</i>	kwang
sword	<i>n</i>	pala yango
synagogue	<i>n</i>	ot lega pa loyuda
syphilis	<i>n</i>	nyac
suffocate	<i>v</i>	tungo
sugar cane	<i>n</i>	tyang
sulk	<i>v</i>	tingo
sweet	<i>adj</i>	lim
sweet potato	<i>n</i>	layata

T

table	<i>n</i>	meja
tadpole	<i>n</i>	laput
tail	<i>n</i>	yib
take	<i>n</i>	kwanyo

tale	<i>n</i>	carolok
talk	<i>v</i>	lok/ boko lok
tall	<i>adj</i>	bor
tame¹	<i>v</i>	kweyo wek obed mwol
tame²	<i>adj</i>	mwol; wor
ton	<i>v</i>	nyongo
tangle	<i>v</i>	dwale
tassel	<i>n</i>	uci deyo ot
taste	<i>v</i>	bilo
tax	<i>n</i>	mucoro
tea	<i>n</i>	Cai
teach	<i>v</i>	pwonyo;
teacher	<i>n</i>	lapwony
tear¹	<i>n</i>	pig wang
tear²	<i>v</i>	yeco; baro
tell	<i>v</i>	waco/tito
temper	<i>n</i>	kit me tec cwiny
temple	<i>n</i>	ot lega
tempt	<i>v</i>	bwolo; omo cwiny / bito
ten	<i>n</i>	apar
tend	<i>v</i>	gwoko
tender¹	<i>adj</i>	yom
tender²	<i>v</i>	miyo twero me tiyo tic
tent	<i>n</i>	kema
tenth	<i>n</i>	me apar
terror	<i>n</i>	lworo madwong; bura
test¹	<i>v</i>	temo
test²	<i>n</i>	peny
testicles	<i>n</i>	nyig man
tether¹	<i>v</i>	tweyo
tether²	<i>n</i>	tol me tweyo lee
thank	<i>v</i>	pwoyo
that	<i>pro</i>	mano
thatch	<i>v</i>	gero ot lum
thee	<i>pro</i>	in
their	<i>pro</i>	meg-gi
them	<i>pro</i>	gin
then¹	<i>adv</i>	ka dong
then²	<i>n</i>	ka dong
there	<i>Adv</i>	kwica/ kuno
therefore	<i>adv</i>	ka dong
these	<i>adj/pro</i>	magi
they	<i>pro</i>	Gin

thick	<i>adj</i>	opong
thief	<i>n</i>	lakwo
thigh	<i>n</i>	em
top of thigh	<i>n</i>	bam
thin	<i>adj</i>	ojony;
grow thin		jonyo
thing	<i>n</i>	jami
think	<i>v</i>	tamo/ paro
third¹	<i>adj</i>	me adek
third²	<i>n</i>	dul acelikin adek
thirst	<i>n</i>	oryo
be thirsty	<i>adj</i>	orio odiya
thirteen	<i>n</i>	apar wiye adek
thirty	<i>n</i>	pyer adek
this	<i>adj/pro</i>	man
thistle	<i>n</i>	keng
thorn	<i>n</i>	okuto
though¹	<i>conj</i>	kadi bed
though²	<i>adv</i>	kadi ka bedi
thousand	<i>n</i>	alib
thrash	<i>v</i>	goyo/ pwodo
threat	<i>n</i>	bura
threaten	<i>v</i>	buro
three	<i>n</i>	adek
thresh	<i>v</i>	kworo
thrice	<i>adj</i>	tyen adek
throat	<i>n</i>	dwon
throng	<i>n</i>	lwak/dano ma tye kacel
throttle	<i>v</i>	deyo
through	<i>prep</i>	aa ki kany wa tung cel
throw	<i>v</i>	bolo
throw down	<i>n</i>	bolo piny
throw away	<i>n</i>	bolo cen
throw off	<i>n</i>	bolo ne woko
thumb	<i>n</i>	twon cing
thunder	<i>n</i>	mor pa kot
thus	<i>adv</i>	ku meno
thy	<i>adj</i>	megi
tibia	<i>n</i>	oloto tyen
tick	<i>n</i>	okwado
tickle	<i>v</i>	gido
tie	<i>n</i>	tweyo

tight	<i>adj</i>	otwene liking
till¹	<i>prep</i>	Nio wa/naka
till²	<i>n</i>	Canduk gwoko cente i dukan
till³	<i>v</i>	paka wa
tilt	<i>v</i>	puru poto
time¹	<i>n</i>	cawa/kare
time²	<i>v</i>	piimo cawa
tin	<i>n</i>	koc
tiny	<i>adj</i>	tidi
tire	<i>v</i>	olo;
be tired	<i>adj</i>	ol
to (person)	<i>prep</i>	bot
to (thing)	<i>prep</i>	iyi
toadstool	<i>n</i>	obwol ma pe kicamo
tobacco	<i>n</i>	taa
today	<i>adv</i>	tin
toe	<i>n</i>	anyira tyen;
toe-nail,	<i>n</i>	lwet tyen
together	<i>adv</i>	kacel
tomato	<i>n</i>	nyanya
tomb	<i>n</i>	bur lyel
tongue	<i>n</i>	leb
tooth	<i>n</i>	lak
top	<i>adj</i>	iwiye
torch-grass	<i>n</i>	rao
torment	<i>v</i>	yelo/ miyo tam mapol/yelo cwinye
a torment	<i>n</i>	ayela yela
tore	<i>v</i>	yec
tortoise	<i>n</i>	opuk
toss	<i>v</i>	bayo; bolo
track¹	<i>v</i>	lubo kore
touch	<i>v</i>	mako/gudo
toward	<i>prep</i>	tung bot
tough	<i>adj</i>	nwang; tek
town	<i>n</i>	taun
trade	<i>v</i>	cato wil
trader	<i>n</i>	lacat wil
tradition	<i>n</i>	kit me tekwaro
traitor	<i>n</i>	latuc mung pa dano
trap¹	<i>n</i>	ciko/mako
trap²	<i>v</i>	ciko
transfer	<i>v</i>	kobo

travel	<i>v</i>	wot;
traveller	<i>n</i>	lawot
tread	<i>v</i>	nyono/ kato ki iwi
treat	<i>v</i>	tic kede
tree	<i>n</i>	yat;
tremble	<i>v</i>	myel kom
trench	<i>n</i>	bur wang kalele
tribe	<i>n</i>	kaka
tribute¹	<i>n</i>	ajog me konyo can
tribute²	<i>v</i>	jogo
trip	<i>v</i>	ceto ka limo
trouble	<i>n</i>	peko
trousers	<i>n</i>	long
true	<i>adj</i>	adaa
truly	<i>adv</i>	adeda
trumpet	<i>n</i>	kutu buruji
trunk	<i>n</i>	cing lyec/kor yat
trust¹	<i>v</i>	geno
trust²	<i>n</i>	gen
truth	<i>n</i>	loko lok ada
try	<i>v</i>	temo
tesetse-fly	<i>n</i>	lwangi ajongamiye
tumult	<i>n</i>	woo
tunic	<i>n</i>	bongo
turn	<i>v</i>	loke
tusk	<i>n</i>	lak lyec
twelfth	<i>adj</i>	me apar wiye aryo
twelve	<i>n</i>	apar wiye aryo
twenty	<i>n</i>	pyere aryo
twice	<i>adv</i>	ki ryo
twig	<i>n</i>	jang yat
twilight	<i>n</i>	ryeny ribiribi
twine	<i>n</i>	tol uno
twins	<i>n</i>	rudi /rut
twist¹	<i>v</i>	dwoyo/dwalo
twist²	<i>n</i>	wot wake kun nongo iwiro komi
two	<i>n</i>	aryo

U

udder	<i>n</i>	nyar lee
ulcer	<i>n</i>	bur ma bedo ii dano
umbrella	<i>n</i>	oker
uncle	<i>n</i>	nera

uncover	<i>v</i>	walo
under	<i>prep</i>	ite
understand	<i>v</i>	nyang
undo	<i>v</i>	gonyo
undress	<i>v</i>	lunyo bongo
unfasten	<i>v</i>	gonyo gin ma kitweyo
unfriendly	<i>adj</i>	ngat ma pe maro dano/pe winye ki dano
unhappy	<i>adj</i>	cwer cwiny /wang ic
unite	<i>v</i>	ribo kacel
unkind	<i>adj</i>	pe lakica
unkindness	<i>n</i>	bedo labongo kica
unknown	<i>adj</i>	pe ngene
unlawful	<i>adj</i>	pe rwate ki cik
unripe	<i>adj</i>	numu; pe ocek
until	<i>prep/conj</i>	wang ma
unworthy	<i>adj</i>	pe opore
up¹	<i>prep</i>	malo
up²	<i>adv</i>	aa malo
upright	<i>adj</i>	atir
uproar	<i>n</i>	woo; <i>make an uproar</i> bedo ki woo
uproot	<i>v</i>	puto/nako
upset¹	<i>v</i>	wango ic
upset²	<i>v</i>	arem kom manok nok
stomach upset	<i>n</i>	aruba ic
upside down	<i>adj</i>	olungtuke
urge to fight	<i>v</i>	piyo
urine	<i>n</i>	lac;
urinate	<i>v</i>	laa
us	<i>pro</i>	wan

V

vaccinate	<i>v</i>	gwero
vagina	<i>n</i>	tun(vulgar to use altenatively use (kom pa mon)
vain	<i>adj</i>	kwee/matwal
valley	<i>n</i>	dye kulu
vapour	<i>n</i>	aluu
veine	<i>n</i>	ler
vegetable	<i>n</i>	pot dek
venture¹	<i>n</i>	jami ma itamo me timo kun mito diyo cwiny
venture²	<i>v</i>	timo gin mo onyo wot kamo me pe tye aber
verily	<i>adv</i>	adeda
verse	<i>n</i>	tyeng
very¹	<i>adv</i>	matek/tutwal

very ²	<i>adj</i>	kikome
vessel	<i>n</i>	ler ma tero remo i kom dano
vest	<i>n</i>	bono me lega/ bongo ma kiruku cati i wiye
vex	<i>v</i>	wang ic /par/jul
village	<i>n</i>	caro
vine	<i>n</i>	olok/ acuga
viper	<i>n</i>	twol ororo
virgin	<i>n</i>	nyako ma pwod pe oribe ki laco
visible	<i>adj</i>	nen
visit	<i>v</i>	limo
voice ¹	<i>n</i>	dwon
voice ²	<i>v</i>	waco lok moni
vomit	<i>n</i>	ngok
vulture	<i>n</i>	acut

W

W.C (Water-closet)	<i>n</i>	coron pii
wag	<i>v</i>	yengo yib
wages ¹	<i>n</i>	cul pi tic moni ni
wages ²	<i>v</i>	cako lweny ikom dano
wail	<i>v</i>	kok
waist	<i>n</i>	pyer
wait	<i>v</i>	kuro
wake	<i>v</i>	aa malo
walk	<i>v</i>	wot
wall	<i>n</i>	kor ot
wallet	<i>n</i>	kica keto cene

wallow	<i>v</i>	ngene
wander	<i>v</i>	tamo
want	<i>v</i>	mito
war	<i>n</i>	lweny
warm	<i>adj.</i>	Mur mur
warn	<i>v</i>	gengo
wart-tog	<i>n</i>	kul
wash	<i>v</i>	lwoko
watch ¹	<i>v</i>	kuro
watch ²	<i>n</i>	Cawa
water	<i>n</i>	pii
wave ¹	<i>v</i>	yengo cingi me moto dano
wave ²	<i>n</i>	yamo ma woto iwi pii
wax	<i>n</i>	odok

way	<i>n</i>	yoo
we	<i>pro</i>	wan
weak	<i>adj</i>	goro
wealth	<i>n</i>	lonyo
weapon	<i>n</i>	jami me lweny
wear	<i>n</i>	ruko/rwako
weary	<i>adj</i>	olo
weather	<i>n</i>	piny
weave	<i>v</i>	cweyo mukeka
weed¹	<i>n</i>	doo
weed²	<i>v</i>	doyo
weigh	<i>v</i>	kilo
well¹	<i>n</i>	kulu
well²	<i>adj/adv</i>	ber
west	<i>n</i>	tung poto ceng
wet	<i>adj</i>	dyak
wet season	<i>adj</i>	cwir
what	<i>int. pro</i>	ngo?
wheel¹	<i>n</i>	lawala nyonyo
wheel²	<i>v</i>	loro nyonyo
wheel barrow	<i>n</i>	gadi gadi
wheel chair	<i>n</i>	gari pa lugoro/lungolo
when¹	<i>adv</i>	awene
when²	<i>conj</i>	ikare ma
where	<i>adv/conj</i>	kwene?
whereas	<i>conj</i>	kara
whet	<i>v</i>	pako obe mabit
whetstone	<i>n</i>	kidi me pako pala
whether	<i>conj</i>	kono
which¹	<i>adj</i>	mene
which²	<i>pro</i>	gin ma gitye ka lok ikome
while¹	<i>conj</i>	kun; kong; ikare ma
while²	<i>n</i>	kare moni ni
while³	<i>v</i>	ma pwodi
while away	<i>n</i>	ikare ma apeke
whip¹	<i>n</i>	del me goyo dano onyo lee
whip²	<i>v</i>	pwodo
whirl	<i>v</i>	wire oyot oyot
whirlwind	<i>n</i>	lapiru
whisper	<i>v</i>	kwilo lok
whistle¹	<i>v</i>	lwiyo
whistle²	<i>n</i>	pirin
white	<i>adj</i>	tar

whiten	<i>v</i>	lonyo wek obed matar
make white	<i>v</i>	yubu matar
who?	<i>pro</i>	Nga?
whole¹	<i>adj</i>	ducu
whole²	<i>n</i>	ma kulu/pe kipoko
whore	<i>n</i>	malaya
whose?	<i>adj/pro</i>	mega nga?
why?	<i>adv</i>	pingo?
wicked	<i>adj</i>	lajok
widow	<i>n</i>	daa too/ dako ma cware otoo
wife	<i>n</i>	dako pa
wilderness	<i>n</i>	dye lum/tim
wind	<i>n</i>	yamo;
to wind	<i>n</i>	riyo; dolo
window	<i>n</i>	wang ot/dirica
wine	<i>n</i>	vino
wing	<i>n</i>	bwom
wink	<i>v</i>	diyo wang
winnow	<i>v</i>	pyeto;
winnowing fan	<i>n</i>	odero
wipe	<i>v</i>	yweyo; rucu
wire	<i>n</i>	waya;
wisdom	<i>n</i>	ryeko;
wise	<i>adj</i>	ryek;
wise person	<i>n</i>	laryeko; dano maryek
wish¹	<i>v</i>	1. tamo; mito ginmo gomo
wish²	<i>n</i>	1. giname imito
witch	<i>n</i>	lajok;
witch craft	<i>n</i>	jok
witch-doctor	<i>n</i>	latyet; ajwaka
with	<i>prep</i>	kwede
wither	<i>v</i>	ner; two
within	<i>prep/adv</i>	ii
without	<i>prep</i>	labongo; nono
witness	<i>n</i>	caden
wizard	<i>n</i>	lajok; Latal
woe	<i>n</i>	Ruk macon
wolf	<i>n</i>	orudi
woman	<i>n</i>	dako
womb	<i>n</i>	ot nyodo; ic
wonder¹	<i>n</i>	1 ur madit
		2. ginmo ma miyo dano bedo ki ur madwong
wonder²	<i>v</i>	uro

wonder at	v	uro ne
a wonder	n	gin aura; jami me tango
wood	n	yat; yen
firewood	n	yen tedo
wood-pecker	n	otetel
wool	n	tol; uci
word	n	nyig lok;
work ¹	n	tic
work ²	n	tic;
workman	n	latic
world	n	lobo; wi lobo
worm	n	kwidi
guinea-worm	n	kwidi coo
round-worm	ni	ojoga
worn,	v	oruku
wear	v	ruku
worn out	adj	ool; oti
worry	v	cwer cwiny; par
worship	v	woro
worthy	adj	ber; pore
wound	n	ret; wang bur
wrinkles	n	bell
wrist	n	ngut cing;
wrist-knife	n	pala
write	v	coyo
writhe	v	twenye/dwanye ki arem
wrong	adj	1. pe ber; pe tye kakare 2. balo; <i>wrong way round</i> olungtuke; abade

X

xylophone	n	dara (achaic)
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Y

yam	n	obato; aboce; mayuni
yap	v	gweyo
yard	n	yadi
yawn	v	ngamo
year	n	mwaka
yeast	n	tobi;
yellow	adj	ocwak ocwak
yes	interj	eyo; kakare nyutu ni tye atir
yesterday	adv	aworo; <i>day before yesterday</i>
yet	adv.	pwodi

yolk	<i>n</i>	kom tong-gweno ame obedo amaramar
yonder	<i>adv/adj</i>	ca; kwica
you	<i>pro</i>	yin
you (pl)	<i>pro</i>	wun
young¹	<i>adj</i>	tidi
unripe	<i>adj</i>	Numu
young²	<i>n</i>	lotino
your	<i>adj</i>	megi
youth	<i>n</i>	1. Bulu

Z

zebra	<i>n</i>	Lagwa
zero	<i>n</i>	not; zero
zoo	<i>n</i>	Kagwoko lee tim
zoom	<i>v</i>	wot malu oyot oyot
zig zag	<i>adj</i>	ogonne ogonne; goyo kona

Modified Verb Stems

Infinitive	Habitual aspect	Gloss
Gammo	Gamo	to receive
Ngollo	Ngolo	to cross
Daggo	Dago	to hate, refuse
Turro	Turo	to be broken
Twero	Twero	to be able, may
Bedo	Bedo	to be
Byeko	byeko	to estimate
Kwoyo	Kwoc	to sew
Rwatte	Rwatte	to meet
Penyo	Penyo	to ask (questions)
Rwenyo	Rwenyo	to be lost, disappear, be lacking
Butu	Butu	to lie down, go to bed
Turo	Turo	to break, to cut up, to disown, to give up
Pwonyo	Pwonyo	to learn, study
Cung	Cung	to stand, come to halt
Mitto	Mito	to want
Werro	Wero	to sing
Manno	Mano	to go round
Lwongo	Lwongo	Call, invite
Weyo	Weo	to sweep up
Too	Too	to die, break down, go sour

Parro	Paro	to be concerned about
wacco	waco	to tell
Lokko	Loko	to speak
Dwoggo	Dwogo	to return, do again
Dwokko	Dwoko	to reply, respond, answer
Cullo	Culo	to compensate
Timmo	Timo	to do
Medde	Medde	to continue
Dong	Dong	To remain
Willo	Wilo	to buy
Gwerro	Gwero	to immunize
Wekko	Weko	to leave
Temmo	Temo	to try, attempt
Miyo	Miyo	to give
Coyo	Coyo	to write
Lokko	Loko	to exchange
Turro	Turo	to be broken
Tyekko	Tyeko	to finish
Nyike	Nyike	to come nearer
Oo	Oo	to arrive, amount to, be right, pass (exam)
Cobbo	Cobo	to fulfil
Purro	Puro	to do gardening, grow
Katto	Kato	to go past
Winyo	Winyo	to hear, feel, smell, understand, to obey
Ling	Ling	To be silent
Kwallo	Kwalo	to steal
Yeng	Yeng	to be satisfied (with food)
Yabbo	Yabo	to open
aa	a	to get up, arise
Bino	Bino	to come
Ryen	Ryen	to shine
Ngweyo	Ngweyo	to pick a smell
loro	loro	to shut, lock
Tiyo	Tiyo	to work, make, do
Maro	Maro	to like, love
luppo	lubo	to go after, follow
Dongo	Dongo	to grow up, ripen, develop, wear out (clothes)
Makko	Mako	to hold
Ngeyo	Ngeyo	to know
Mwonyo	Mwonyo	to swallow
Bwunyo	Bwunyo	to smile
Lwokko	Lwoko	to wash (ind. parts of body)
Matto	Mato	to drink
Cwallo	Cwalo	to send

Gedo	Gedo	to build
Meddo	Medo	to add on, to increase
Dotto	Doto	to breast feed
Pango	Pango	to rent, to hire
Cango	Cango	to treat medically
Bunyo	Bunyo	to do quickly, hurry
Nenno	neno	to see, look
Kello	Kelo	to bring, fetch, hand in, cause
Wekko	Weko	to let, leave alone, to stop doing
Jallo	Jalo	to be unsuccessful, give up
Cammo	Camo	to eat
leko	Leko	to feed, herd
Kuro	Kuro	to wait for, look after, watch
Yenyo	yenyo	to look for, trace, choose
tuc	Tuc	to come from, emerge
Lweny	Lweny	to fight, struggle
Rem	Rem	to be in pain, feel unwell
Leggo	Lego	to pray, to ask for
Rwatte	Rwatte	to meet, to find
Cullo	Culo	to pay
Ngollo	Ngolo	to cut, be mad
Nyero	Nyero	to laugh
Kwanno	Kwano	to read, attend church
Bedo	Bedo	to sit down
loo	Loo	to go down, descend
Nyommo	Nyomo	to marry a wife
Pwoyo	Pwoyo	to appreciate, admire, approve of
Balle	Balle	to be spoilt, go wrong
Limmo	Limo	to visit
Wot	Wot	to walk
Tyekko	Tyeko	to compete, push one another out of the way
Tammo	Tamo	to think, hope, prepare
Goyo	Go	to beat, hit, strike, lay (eggs)
Yitto	Yito	to climb, board e.g a bus
Tero	Tero	to take (path), go (that way)
Dongo	Dongo	to develop
Catto	Cato	to sell
Tero	Tero	to take, carry, conceive
Dwono	dwono	to drive, steer
Konyo	Konyo	to help
Tuku	Tuku	to play, joke
Nywallo	Nywalo	to be born
Teddo	Tedo	to cook, boil, put in small heaps, settle.

Acholi Noun Classes	Dano sing	Dano Plur	Buk Sing	Buk Plur	Poto Sing	Potti Plur	Kweri Sing	Kweri Plur	Yat Sing	Yadi Plur	Kom Sing	Kom Plur	Bongo Sing	Bongi Plur	Lee Sing	Lee Plur	Dyang Sing	Dyangi Plur	
Personal Pronouns																			
I We	an	Wan	-a	-wa	-a	-wa	-na	-megwa	-a	-wa	-a	-wa	-a	-wa	-na	-wa	-a	-wa	
You You	in	Wun	-i	-wu	-i	-wu	-ni	-megwu	-i	-wu	-i	-wu	-i	-wu	-ni	-wu	-i	-wu	
He/She They	en	Gin	-e	-gi	-e	-gi	-ne	-megi	-er	-gi	-e	-gi	-ere	-gi	-mege	-gi	-ge	-gi	
Subject Prefixes	+ a- i- e-	+ wa wun gin																	
Object Suffixes		-i	-ni	-i	-i	-ni	-ni	-i	-i	-i	-ni	-ni	-ni	-ni	-ni	-ni	-i	-i	
This -proximal	man	magi	-ni	magi	-ni	magi	-ni	magi	-i	-i	-i	-ni	-ni	-ni	-ni	-ni	-i	-i	
That - referential	meno	meno	-ono	mago	-no	-no	-no	-no	-o	-o	-o	-no	-no	-no	-no	-no	-o	-o	
That - distal	caa	cani	-caa	cani	-cani	cani	-cani	cani	-cani	-cani	-cani	-cani	-cani	-cani	-cani	-cani	-cani	-cani	
My - mega	na	na	-a	na	na	na	na	na	-a	-a	-a	na	na	na	na	na	-a	-a	
Your - megi	ni	ni	-i	ni	ni	ni	ni	ni	-i	-i	-i	ni	ni	ni	ni	ni	-i	-i	
His/Her - megge	ge	ge	-ge	megge	megge	megge	megge	megge	-ge	-ge	-ge	megge	megge	megge	megge	megge	-ge	-ge	
Our - megwa	wa	wa	-wa	wa	wa	wa	wa	wa	-wa	-wa	-wa	wa	wa	wa	wa	wa	-wa	-wa	
Your - megwu	wu	wu	-wu	wu	wu	wu	wu	wu	-wu	-wu	-wu	wu	wu	wu	wu	wu	-wu	-wu	
Their - meggi	gi	gi	-gi	gi	gi	gi	gi	gi	-gi	-gi	-gi	gi	gi	gi	gi	gi	-gi	-gi	
Of - Ø/a/me	a-	a-	Ø	Ø	Ø/me	Ø	Ø	Ø	Ø	Ø	Ø	Ø/me	Ø/me	Ø/me	Ø/me	Ø/me	Ø/me	Ø/me	
Whom/Which/What	nga	Mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	
Is/Are Locatives (-i)	+ atyē ityē euyē	- wutye wutye wun gin gitye	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	
Am/Is/Are Not																			
Is/Are Not																			
Verb "to have"	atyē	utye	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	
Has / Have - tye	ityē	utye	wunu gin tye	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	tyē	
Don't Have	ape	upe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	
Doesn't Have	ipe	wun upe gin gipe	epe																
Whole/All - ducu/lung	wan ducu ducu	wun ducu gin ducu		ducu		ducu		ducu		ducu		ducu		ducu		ducu		ducu	
Adjectives																			
good - ber	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	
bad - rac	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	
Emphatics	+ obedo pe obedo	- obedo pe obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	
He Is / It Is																			
He Is Not / It Is Not																			
Many/a lot/much -mapol	mapol	adi?	adi?	mapol	adi?	mapol	adi?	mapol	adi?	mapol	adi?	mapol	adi?	mapol	adi?	mapol	adi?	mapol	
How many? -adi?	adi?	manok	manok	adi?	manok	adi?	manok	adi?	manok	adi?	manok	adi?	manok	adi?	manok	adi?	manok	adi?	
Few /small -manok	manok	mukene	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	
Other (s) -mukene	mukene			mukene			mukene		mukene		mukene		mukene		mukene		mukene		
Relative Pronoun	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	
Both -aryo aryo	aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo
Only/alone -keken	keken	Keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	
One Two	acel	Aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	

Please Complete this Evaluation

This book is a result of a cooperation of many people who would like to continue improving it for the next generation of PCVs. To help them do that, please, fill out this form and give it to the Language Coordinator.

Usefulness of different activities

Please rate these aspects of the manual	<u>Not useful</u>	<u>Not very useful</u>	<u>Useful</u>	<u>Very useful</u>	<u>Extremely useful</u>
Written exercises	1	2	3	4	5
Listening comprehension exercises	1	2	3	4	5
Explorer's Diary	1	2	3	4	5
Reading comprehension	1	2	3	4	5
Dialogs	1	2	3	4	5
Proverbs and idioms	1	2	3	4	5
Homestay tasks	1	2	3	4	5
Culture notes	1	2	3	4	5
Grammar notes	1	2	3	4	5
"Learn on your own" advice	1	2	3	4	5
Grammar reference overviews	1	2	3	4	5
Glossary	1	2	3	4	5

Comments:

Format and Organisation:

Please rate these aspects of the manual	<u>Ineffective</u>	<u>Not very effective</u>	<u>Effective</u>	<u>Very effective</u>	<u>Extremely effective</u>
Sequence of topics	1	2	3	4	5
Organisation of units	1	2	3	4	5
Clarity of instructions	1	2	3	4	5
Clarity of Grammar explanations	1	2	3	4	5
Pictures	1	2	3	4	5

Language manual content

What information did you find most useful in the manual to help you learn Acholi?

What information would you have liked the manual to contain?

Other comments or suggestions

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