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LUGANDA BASIC COURSE

PREFACE

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

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

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

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

This work was undertaken at the suggestion of Allan M. Kulakow of the Peace Corps, and has taken account of the special needs of that agency. Peace Corps financial support is gratefully acknowledged. Tapes to accompany both volumes were produced in the language laboratory of the Foreign Service Institute under the direction of Gary Alley. Recording technicians were Arthur Young and Jose Ramirez. Typing was by Mrs. Irma C. Ponce. Final editing was by Earl W. Stevick.

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LUGANDA BASIC COURSE

0. Introduction

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

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

1. Surface units

3. The basic unit of length will be called a 'mora'. A single consonant has no moras; a double consonant has one. A single vowel has one mora, and a double vowel has two. Single and double vowels and consonants may be illustrated quite simply:

- [òkùtâ:] 'to let go' vs. [òkùttâl] 'to kill'; [òkúlímâ] 'to cultivate' vs. [òkúlîímâ] 'to spy'.

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

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1It is suggested that the reader, at first reading of this Synopsis, ignore the underlining, accent marks, and all other symbols until their meanings have been explained.
'he eats'. Downstep ['] occurs after certain types of boundary: [bábá bákúngúlá ñpámbá] 'they harvest cotton', the pitches of which are:

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2. Underlying units

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

2.1 Duration

2.1.1 Units of duration

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

^2In this tonetic notation, [•] stands for a voiceless long consonant, and [••] for a voiced long consonant.
7. A combination of any consonant plus [w] or [y] usually contributes an extra mora to the syllable of which it is a part: the third syllable of [ɔ k̩][w̚a] [ła] has two moras. Phonetically, it is [lwaₐ].

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

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

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

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

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

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

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

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

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

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

2.2 Pitch

2.2.1 Units of pitch

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

19. In the tonal economy of Luganda, each vowel or consonant of an utterance is related to its neighbors by means of a 'juncture'. There are five of these junctures. 'Immediate' juncture, which occurs only within words, is usually symbolized simply by writing letters adjacent to one another, but the explicit symbol ( ~ ) will be used where needed. The junctures symbolized [ - ] and [ + ] occur usually between words but sometimes within them. The junctures [ / ] and [ # ] are found only between words.
20. The locations of the five junctures are predictable entirely in terms of the grammatical constructions involved. Occasionally, a juncture difference is the only difference between two constructions. For details about the junctures, see par. 34-9.

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

2.2.2 Locating the units of pitch

2.2.2.1 Locating the marked moras in nouns

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

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

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

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

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

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

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

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

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

### 2.2.2.2 Locating the marked moras in verbs

27. Locating the marked moras in nouns is then fairly simple. Locating the marked moras in verbs is less simple, but no less systematic. The prefixial elements are easy to state. Those that are normally marked are: diphonic subject prefixes; all object prefixes in the infinitive and in near and far past tenses; the tense prefixes [a] (near past), [naa] (near future), [liˑ] (general future), [kya] 'still', [ta] (negative relative). The tense prefix [a] of the far past and the negative [te] require a mark on the syllable that follows them. The prefixial elements that are normally unmarked are: monophonic subject prefixes; object prefixes in most tenses; the tense prefixes [nna] 'not yet', [aaka] 'just'. The prefix [andi] 'might' has not been studied sufficiently to establish its underlying tonal characteristics. The suffixial element [nga], for regular or habitual action, is unmarked.
28. The location of marked moras in stems is much more complicated. First of all, it is necessary to know that all verbs fall into one of two classes, the 'marked' class and the 'unmarked' class. In the glossaries of this course, members of the marked class have the first mora of the stem in the infinitive underlined.

There are six possible stem tone 'patterns':

(1) Pattern FF\(^5\). The first two moras of the stem of a verb of the 'marked' class are marked; all others are unmarked. Examples from the marked class are [\textit{aśɪtʊ́bá}] 'he departs' and [\textit{ałýː}] 'he eats'. From the unmarked class are [\textit{ağéndá}] 'he goes' and [\textit{avá}¯] 'he comes from'.

29. (2) Pattern FM. The first mora (not syllable) of the stem is in its basic state—marked for verbs of the marked class and unmarked for verbs of the unmarked class. All remaining moras of the stem are marked. Examples from the marked class are [\textit{aṭʊ́bʊ́sɛ́}] 'he has arrived', [\textit{ańdɛ́ː}] 'he has eaten'. From the unmarked class are [\textit{ağéñzɛ́}] 'he has gone' and [\textit{avʊ́dɛ́ː}] 'he has left from'.

30. (3) Pattern MM. This is like FM, except that verbs of the unmarked class are treated as though they belonged to the marked class. In the marked class are [\textit{báṭʊ́bʊ́kɛ́}] 'they arrived' and [\textit{báłýː}] 'they ate'. In the unmarked class are [\textit{báğɛ́hʊ́dɛ́ː}] 'they went' and [\textit{báávɛ́ː}] 'they left from'.

31. (4) Pattern FX. The first mora has its basic state. For stems of the marked class, the very last mora is also marked. For verbs of the unmarked class, all of the moras except the first are marked. In this respect, for unmarked verbs, FX is exactly like FM. Examples from the marked class are: [\textit{báłýː}] 'those who eat', [\textit{báálabá}] 'those who see', [\textit{báálɛ́ːtɛ́}] 'those who bring', [\textit{bááwʊ́lɛ́ːrɪ́z_ú双赢]], [\textit{bááwʊ́lɛ́ːrɪ́z_ú双赢}] 'those who keep listening'. In the unmarked class are [\textit{báásɛ́ː}] 'those who grind', [\textit{báásɒ́må}] 'those who read'.

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

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

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

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

33. **Marking of verbal enclitics.** The locative enclitics [kò, mò, yo] are all marked. As the term 'enclitic' implies, they are not preceded by word boundary, so that the moras written [·] in our notation are realized as vowels. They are however preceded by junctures: [+] after negative verbs and after infinitives and imperatives, and [-] in all other instances: [dàkúkòmà+wò] 'to come back', [bàkòmà-wò] 'they come back', [tèbàkòmà+wò] 'they don't come back'. Note the minimal contrast between [+] and [-] in: [màpà-yò] 'I give' and [màpà+yò] 'give me'. The stem is monosyllabic [pà:], with the extra mora being realized in the absence of word boundary.

2.2.3 **Locating the junctures**

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

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

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

Some Bantu words that could be interpreted as having internal[-] are [mùgò-bà] 'driver' and [mùsì-kà] 'heir'. These can also be interpreted as respectively [mùgòbà] and [mùsìkà].
Hyphen juncture is found after the tense prefix [lî] (general future) when the verb stem is of the unmarked class. Hyphen juncture is also found between finite affirmative verbs and the locative enclitics: [kyè klasèrâ + ábàntú + kyè bátàndikírâ-mû...] 'that is the period in which people begin'.

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

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

Plus juncture is also found after the proclitic [ngà] 'like, as': what is written [ng'olidde] 'how you've eaten!' is pronounced [ng6+ólídôde]. The same particle may be used with nouns: [ngà+sükàllî] 'like sugar'.

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

(1) When the second word in a construction has an initial vowel:
   a) Between a verb and a noun object:
      [bâfùmbâ+émmerè] 'they are cooking emmere'.
   b) Between verb and infinitive:
      [bâyâgâlâ+òkúlyâ] 'they want to eat'
   c) Between noun and adjective:
      [àmâlùlâlîrî + âmâkûlû] 'large hospitals'

(2) After negative verbs:
   [tèbàlínà + mlrîmû + míngl] 'they don't have many jobs';
   [tèbàlínà + mluí + míngl] 'they don't have many trees'.

(3) Between a noun and a relative verb: [àbàntû + ábâsîngâ + òbûngî] 'most people' ('people who excel in number'); [èbiyâgâ + èbiyàngâ + òbûngî] 'most towns'; [tebîfa + kù bántû + basîngâ + bungi] 'they don't concern most of the people'.

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(4) In the object relative construction:
[ëmmérë + gyè bályà'] 'the food that they eat'.
[ëbijánjáálò + byé báágúzë'] 'the beans that they bought'.

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

(6) In appositive constructions:
[mù kylálò + Másííndí] 'in the village of Masindi';
[mù kíbúgà + Kámpálà] 'in the city of Kampala'.

(7) Between a noun and the associative [na], if the noun itself is unmarked:
[èbijánjáálò + n'ë-bínyóbbwá] 'the beans and the peanuts'
but [èblnyóbbwá / n'ë-bljánjáálò] 'the peanuts and the beans'.

(8) Between a noun and a demonstrative of the [lí] series:
[èblbúgà + blrî] 'those towns'
[àbántú + bálî] 'those people'

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

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

(a) What precedes the verb or verb-substitute may be the subject of the sentence:
[àbántú / bályà' + èmmérë] 'the people eat emmere'.

(b) It may be some other word:
[òblúványúmà / bályà' + èmmérë]
'afterward, they eat emmere'.
(c) It may be a more complex expression:

\[ \text{ngà ayagala / èbljáhjáalò / òblgúlà} \]

'when he wants beans, he buys them'

\[ \text{àbàntù / mú byálò / bákòlà + èmirímú} \]

'the people in the villages work'

Note that interword [+] after [ayagala] and [abantu] in these expressions (as predicted by par. 37 (1a) and 37 (5), above) is replaced by [\]. This is not true for [\#: as in

\[ \text{àbàntù + mú byálò # èbyò / bákòlà + èmirímú} \]

'the people in those villages work'

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

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

\[ \text{bálínà + èmirímù / míngl} \]

'they have many jobs'

\[ \text{tèbálínà + mìrimù + míngl} \]

'they do not have many jobs'

\[ \text{ènkúbà / ònyífígi} \]

'much rain'

\[ \text{àbàntù / bàsátù} \]

'three people'

(4) After [buli] 'each':

\[ \text{búli / lùnákù} \]

'each, every day'

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

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

\[ \text{bálýà' + ènvà'\#} \]

'they eat relish'

\[ \text{ànàágúlà + èntámú'\#} \]

'he will buy a pot'

\[ \text{bàgèndá Wàndegèyà \#} \]

'they are going to Wandegeya'.

When it occurs together with terminal intonation, it will not ordinarily be written.
(2) Between a noun and a demonstrative of the [.no] series or the [.o] series:

[əbántú # bənó] 'these people'
[əbántú # əbó] 'the aforesaid people'

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

[əbántú # bənnə'] 'all people'

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

[əmúntú # yəkkā'] 'the person alone'

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

[bánymuyá # ngà bályá'] 'they talked as they ate'

or [bábáddé # bályá'] 'they were eating'

(6) Before [nti] 'that' :

[əgaambá # hti...] 'he says that...'

2.2.4 Tonal behavior of certain particles

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

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

When the noun that follows the connective has an initial vowel, then the vowel of the connective is assimilated to the quality of the initial vowel of the noun. The second mora of the resulting syllable is marked. The [-] stands immediately before the stem: what is written [ekkengele y̩'omulenzi] 'the boy's bell' is pronounced [ekkèŋgélé y̩'o̩-müléŋzi]. Compare [ènt̩mú· y̩'ó̩-múkázl] 'the woman's pot'.

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

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

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

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

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

2.2.5 Writing the tones

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

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

In order for USR to operate, there must be a series of two or more unmarked moras in different syllables, uninterrupted by word boundary or by [- + / #], and these syllables must be at the end of a word, and the juncture that follows must be [- + #]. Or the first of the two or more
syllables may be a marked syllable that has already been lowered by the dissimilation rule (par. 46). After the operation of the rule, the first of these moras has low tone, and the rest have high tone: [àbántú], [èkítábó], [kltábo], [àmálwálíró].

The unmarked sequence rule, once set into operation as described in the preceding paragraph, extends across [- +] and up to [#], as long as the sequence of unmarked moras remains unbroken: [àyágálá + òkúlíma + àmáñóké] 'he wants to cultivate bananas'; [àyágálá + òkúlíma + mùwògb] 'he wants to cultivate cassava'; [àyágálá + òkúlyá + mùwògb] 'he want to eat cassava'; [àmáñóké # àgò # gòhná] 'all those bananas'.

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

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

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

(b) If two or more consecutive moras occur within a word, then the first has high tone and all the rest have low tone, except that before [#], the last of three or more consecutive marked moras is high: [Wàndéghédá #] (a place); [bàthándisè#] 'they have begun'; [bàthándisè + òkúkòlá] 'they have begun to work'; [èbbángá#] 'period of time'; [bbángà + ìgwáŋvù] 'a long time'.

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

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

The marked sequence rule operates when two marked moras are separated from one another either by one or more unmarked moras, or by [-]. The result of the rule is that both of the marked moras, plus all of the intervening moras, have high tone. MSR operates after DR. Examples are [òmúsèríkálà] 'policeman'; [À-mèrékà] 'America'; [àmàkómèrà] 'prisons';
2.2.6 Terminal intonation contours

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

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

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

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

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

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

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

The paradigms are organized according to the following pattern:

<table>
<thead>
<tr>
<th>aff. indic. Cl. 1</th>
<th>neg. indic. Cl. 1</th>
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</thead>
<tbody>
<tr>
<td>aff. indic. Cl. 2</td>
<td>neg. indic. Cl. 2</td>
</tr>
<tr>
<td>aff. rel. Cl. 1</td>
<td>neg. rel. Cl. 1</td>
</tr>
<tr>
<td>aff. rel. Cl. 2</td>
<td>neg. rel. Cl. 2</td>
</tr>
</tbody>
</table>

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

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

Far Past Tense [a₁]: MM/PM

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

<table>
<thead>
<tr>
<th>CV'</th>
<th>têyasâ', têyagusa'</th>
<th>tebaasâ', tebaagusa'</th>
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<td>ataagula', ataagugula</td>
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The stems used in these examples are [.sa'] 'grind', [.lya'] 'eat', [.gula] 'buy', [.laba] 'see', [.kweka] 'hide', [.leeta] 'bring'.

xxv
**LUGANDA BASIC COURSE**

<table>
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**CVVCV**

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**Near Past Tense [a ye']**: FX/MM

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

**CV'**

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xxvi
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**CVCV**

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**CVVCV**

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LUGANDA BASIC COURSE

\[
\begin{array}{c|c}
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\text{baaleese', baaguleese'} & \text{tebaaleese', tebaaguleese'} \\
\text{eyaleese', eyaguleese'} & \text{ataaleese', ataguleese'} \\
\text{abaaleese', abaauguleese'} & \text{abataaleese', abataaguleese'} \\
\end{array}
\]

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<tr>
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</table>

Perfective Tense: \[\text{[\text{ye}']}\] \[
\begin{array}{c|c}
\text{FX} & \text{FM} \| \text{MX} \\
\end{array}
\]

(i.e. in affirmative indicative, unmarked class is FX, marked is FM)
### LUGANDA BASIC COURSE

<table>
<thead>
<tr>
<th>CVCV</th>
<th>aguze', aguguze'</th>
<th>aguzé', baguguze'</th>
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xxix
**LUGANDA BASIC COURSE**

**Present Tense:**

<table>
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<tr>
<th>CV'</th>
<th>(\overset{\text{as'{a}}}{}), (\overset{\text{ag'{u}s'{a}}}{})</th>
<th>(\overset{\text{t'{a}s'{a}}}{}), (\overset{\text{t'{a}g'{u}s'{a}}}{})</th>
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<tbody>
<tr>
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<td>(\overset{\text{ba'{s'{a}}}{}), (\overset{\text{ba'{g'{u}s'{a}}}{})</td>
<td>(\overset{\text{te'{b'{a}s'{a}}}{}), (\overset{\text{te'{b'{a}g'{u}s'{a}}}{})</td>
</tr>
<tr>
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<td>(\overset{\text{'{a}t'{a}s'{a}}}{}), (\overset{\text{'{a}t'{a}g'{u}s'{a}}}{})</td>
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<td>(\overset{\text{'{a}b'{a}t'{a}s'{a}}}{}), (\overset{\text{'{a}b'{a}t'{a}g'{u}s'{a}}}{})</td>
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<td>(\overset{\text{'{a}b'{a}t'{a}l'{a}s'{a}}}{}), (\overset{\text{'{a}b'{a}t'{a}l'{a}g'{u}s'{a}}}{})</td>
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<td>(\overset{\text{'{a}b'{a}t'{a}l'{a}g'{u}l'{a}}}{}), (\overset{\text{'{a}b'{a}t'{a}l'{a}'{g'{u}l'{a}}}{})</td>
<td></td>
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</table>

**Note:** FF for affirmative indicative, FX for affirmative relative, FM for all negative.
<table>
<thead>
<tr>
<th>CVVCV</th>
<th>akweka, agukweka</th>
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</table>

basesema + omugaati 'they vomit bread'
batandika + omulimu 'they begin work'
balaba + omugaati 'they see bread'
abatasesema + mugaati 'those who don't vomit bread'
Near Future Tense \[ \text{naa a} \] \text{FF} \[ \text{taa e} \] \text{FM} \ (i.e., FM for all except affirmative indicative)

(In form, these negatives are negative subjunctive)

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<thead>
<tr>
<th>CV'</th>
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<th>taase', taaguse'</th>
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xxxii
### General Future Tense [li] $^{FF}$

(i.e. unmarked class has juncture but no word boundary in affirmative indicative and in all negative)

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<tr>
<th>CVVCV</th>
<th>anaakweka, anaagukweka</th>
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<table>
<thead>
<tr>
<th>CV:</th>
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<th>tali-sa', tali-gusa'</th>
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<tbody>
<tr>
<td></td>
<td>bali-sa', bali-gusa'</td>
<td>tebali-sa', tebali-gusa'</td>
</tr>
</tbody>
</table>

| a'lis'a', a'ligusa' | atali-sa', atali-gusa' |
|                    | abatali-sa', abatali-gusa' |

| a'li'rya', a'ligulya' | talirya', taligulya' |
|                      | tebalirya', tebaligulya' |

| a'li'rya', a'ligulya' | atalirya', ataligulya' |
|                      | abatalirya', abataligulya' |
### CVCV:

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### CVVCV:

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**cf. longer stems:**

<table>
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<th>abatalitandika</th>
<th>(neg. rel. marked class)</th>
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<tbody>
<tr>
<td>abalitandika</td>
<td>(aff. rel. marked class)</td>
</tr>
</tbody>
</table>

xxxiv
Subjunctive: [ əe ] əM/FM

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

CV'  ase', aguse'
     base', baguse'

`alye', `agulye'
  balye', bagulye'

`agule', `agugule'
  bagule', bagugule'

`alabe', agulabe'
  balabe', bagulabe'

`akweke', agukweke'
  bakweke', bagukweke'

`aleete', aguleete'
  baleete', baguleete'

xxxv
Comments by an instructor who had used these lessons:

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

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

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

However, we can only advise the instructor and the student to do so much; the real decision is theirs. There is plenty of room for flexibility in this book. If both the instructor and the student make a good decision, they are in for excitement—the excitement of being able to communicate well in a common language which is really the beginning of sharing with each other and knowing and understanding each other.
LESSON 1

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

nze
ggwe
ani?

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

2. Point to yourself and give your own name.

3. Point to the students and give their names if you know them. If you don't know their names, try saying 'John? Peter? Edward?' or 'Mary? Susan? Alice?' until they give their own real names.

4. Point to yourself and say three or four times:

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

5. Have each student say:

Erinnya lyange / nze # ___.

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

6. Ask one of the students:

Erinnya lyo / ggw'ani?

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

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

8. Have the students ask you your name.

9. Have the students ask each other their names.

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

Summary

Erinnya lyo / ggw'ani'
Erinnya lyange / nze # _____.

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nze</td>
<td>I</td>
</tr>
<tr>
<td>ggwe</td>
<td>you (sg.)</td>
</tr>
<tr>
<td>e.ri.rya</td>
<td>name</td>
</tr>
<tr>
<td>anij'</td>
<td>who?</td>
</tr>
<tr>
<td>.(ly)o</td>
<td>your (sg.)</td>
</tr>
<tr>
<td>.(ly)ange</td>
<td>my</td>
</tr>
</tbody>
</table>

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna; Olwokutaano; Olwowomukaaga; Olwassabbiiti.

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 2

1. Point to yourself and say [omuntu]. Point to each student and say [omuntu]. Have the students repeat it after you. Be very strict with their pronunciation. European students are likely to make the [o] at the beginning of the word too short. They may also make their voices go down on [ntu], when they should keep them up.

2. Put one student off by himself. Stand near the rest of the class, point to the student, and say [omuntu # ono]. Have the students say it after you. Again, be strict with their pronunciation.

3. For pronunciation practice, have the students repeat after you [ly'o-muntu # ono]. (Some of them may notice that the tone is different from the tone of [omuntu # ono].)

4. Point to one of the students and say:

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

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

5. Ask the question:

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

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

6. Have the students ask you the question about their fellow students. Answer them accurately and enthusiastically.

7. Have the students question and answer each other.

8. Speak to one of the students. Say:

   Erinnya lyange / nze # ____.
   Erinnya lyo / ggwe # ____.
   Erinnya ly'o-muntu # ono / ye ____.

   Have all the students do the same thing.
9. Speak to another student. Ask:

   Erinnya lyange / nze # ani/
   Erinnya lyo / ggw'ani/
   Erinnya ly'o-muntu # ono / y'ani/

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

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

Summary:

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

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

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

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

Glossary:

   o.no                     this (person)
   o.mu.ntu (MU-BA)         person
   (ly)e                    his, her
LESSON 3

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

2. Point to yourself and say:

   Nze / nva' mu Uganda.

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

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

   Nze / nva' mu (A-méreka).

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

   Have the students repeat after you:

   Nze / nva' mu A-méreka.

4. Ask one student:

   Ggwe / ova'wa/

   Have him answer you. Repeat with each student.

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

6. Point to individual students. Ask:

   Omuntu # ono / ava'wa/

   Students may reply simply:

   Ava'______.

7. Do the same with:

   Nva'wa/
8. SUBSTITUTION-CORRELATION DRILL

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

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

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

Summary:

\[
\begin{align*}
(Ggwe) & / ova'wa' \\
(Nze) & / nva' \mu \underline{_____} \\
Omuntu & \# ono / ava'wa' \\
Ye & / ava' \mu \underline{_____}.
\end{align*}
\]

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

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

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

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

ye  he, she  come or go from
va' (.vudde)  where?
mu  in

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 4

0. Have each student bring one or two pictures of people to class. Each student knows the names of the people in his own pictures, but not the names of the people in other student's pictures. Also, bring to class a few newspaper pictures of well-known people.

1. Teach the students to pronounce [Simanyi.]

2. Take one of the pictures brought in by one of the students. Show it to another student and ask:

   Erinnya ly'omuntu # ono / y'ani/

   Have him reply [Simanyi.]

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

3. Ask each student the names of the people in his pictures.

4. Have the students ask and answer one another about the names of the people in the pictures.

5. Ask questions about where individual persons in the pictures are from. Have the students answer.

6. Have the students ask and answer one another about where the people in the pictures are from.

7. Use the newspaper pictures as in Steps 3-6.

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

   **Teacher** (asks A): Erinnya ly'omuntu ono y'ani?
   A : Simanyi. Erinnya lye y'ani?

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

   **Teacher** (to B): Omuntu ono ava wa?
   B:: Ava mu ________. 
Summary:

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

**Simanyi. 'I don't know.'**

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amasrerengaeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 5

1. Teach the students to pronounce:
   
   Yee.
   
   Nedda.

2. Ask one student if his name is ____. Use his right name. Have him reply:
   
   Yee.
   
   Repeat the process with all students.

3. Ask one student if his name is ____. Use the wrong name. Have him reply:
   
   Nedda.
   
   Repeat this with each student.

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

5. Teach the students to pronounce:
   
   ssi.

6. Get the students to ask you whether your name is ____. As soon as someone asks the wrong name, reply:
   
   Nedda, erinnya_lyange / ssi + nze # ____.
   
   Teach the students to pronounce this sentence.

7. Ask the students about their names. They should reply either:
   
   Yee, erinnya_lyange / nze # ____.
   
   or: Nedda, erinnya_lyange / ssi + nze ____.
   
   Erinnya_lyange / nze # _____.

8. Ask:
   
   Erinnya_lyange / nze # ____?
   
   or: Erinnya ly'o-muntu # ono / ye ____?
Use both right and wrong names, so that the students will have to use both affirmative and negative answers.

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

Summary:

\[
\begin{align*}
\text{Erinnya} & \_\_\_ / \text{ggwe} \ \_\_\_ ? \\
\{ \text{Nedda, erinnya lyange} & \_\_\_ / \text{ssi} + \text{nze} \_\_\_ . \\
\text{Yee, erinnya lyange} & \_\_\_ / \text{nze} \_\_\_ . \\
\text{Erinnya ly'o}-\text{muntu} & \# \text{ono} / \text{ye} \_\_\_ ? \\
\{ \text{Nedda, erinnya lye} & \_\_\_ / \text{ssi} + \text{ye} \_\_\_ . \\
\text{Yee, erinnya lye} & / \text{ye} \_\_\_ . \\
\end{align*}
\]

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

Glossary:

\[
\begin{align*}
\text{yee} & \quad \text{yes} \\
\text{nedda} & \quad \text{no} \\
\text{ssi} + & \quad (\text{is or are}) \text{ not}
\end{align*}
\]

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

A. ebuvanjuba; ebugwanjuba; amambuka; amagerengeta.
B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 6

1. Teach the students to pronounce:
   Wangi.

2. Get one of the students to call your name. When he does so, reply [Wangi.].

3. Call the names of the students. Each will reply with [Wangi.]

4. The students should call and reply to each other.

5. Go back to [Wangi.], and have the students repeat it after you.

6. Have one of the students ask you a question. Reply [Wangi.] and look as though you didn't understand. Make the same student ask the same question again. When he does so, answer it immediately.

7. Ask a familiar question, but very rapidly. Have a student reply [Wangi.]. Then repeat the same question slowly and clearly.

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

Summary:

This lesson teaches the single word:

Wangi.

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

There is some difference of opinion about when to use [wangi]. Your instructor may want to suggest other expressions for one or both of the uses of this word.
LESSON 7

1. Teach the students to pronounce:
   
   Ntegedde.

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

3. Teach the students to pronounce:
   
   Sitegedde.

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

4. Say just [Si-] and have the students reply with the whole word [Sitegedde.]. Say just [N-] and have them reply [Ntegedde.]. Proceed like this, making sure that they can pronounce both words with the correct melodies.

5. Say something to a student that you are sure he understands. Immediately ask twice [Otegedde?]. Have him reply [Yee, ntegedde.] Repeat this with all students.

6. Say something to a student that he cannot possibly understand. Immediately ask twice [Otegedde?], and have him reply [Nedda, sitegedde.] Repeat this with all students.

Summary:

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

<table>
<thead>
<tr>
<th>Ntegedde.</th>
<th>I have understood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitegedde.</td>
<td>I have not understood.</td>
</tr>
</tbody>
</table>

and to respond to the question:

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

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

Glossary:

.tegeera (.tegedde) understand

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

A. ebufanjuba; ebugwanjuba; amambuka; amaserengeta.
B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna_; Olwokutaano; Olwomukaaga; Olwassabbiiti.
C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 8

1. Teach the students to pronounce:

Ooo! Bwe kiri?

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

- Waiswa
- Kajura
- Ocheng
- Mukasa

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

Waiswa / ava mu Busoga.
Kajura / ava mu Bunyoro.
Ocheng / ava mu Acholi.
Mukasa / ava mu Buganda.

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

4. Now, ask these four questions:

Waiswa / ava mu Busoga?
Kajura / ava mu Bunyoro?
Ocheng / ava mu Acholi?
Mukasa / ava mu Buganda?

Students should reply:

Yee, ava mu _____.

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

5. Combine Steps 3 and 4. The student must recognize whether you are asking a question, or making a statement. If he thinks it is a question, he will reply [Yee.], but if he thinks it is a statement, he will reply [Ooo! Bwe kiri?], and you will say [Yee, bwe kiri.]
6. Teach the students to make the difference between statements and questions, using these four sentences.

7. Extend this kind of practice to include statements and questions about the names of the students and where they are from.

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. cmu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 9

1. Spend a few minutes on revision of [Nva _____.] 

2. Say several times: [Siva']. Then let the students repeat it after you. 

3. Choose the name of a country that none of the students is from. Say: 
   
   Nva mu Uganda; siva' + mu Kkongo. 
   
   Have the students say it after you until they can say it right. 

4. Ask: [Ova mu Kkongo?] Students should reply: 
   
   [Nedda, siva' + mu Kkongo.]. 

5. Say several times: [Tova'.]. Then let the students repeat it after you. 

6. Have a student say [Nva mu Kkongo.] As soon as he does so, say [Nedda, tova' + mu Kkongo; ova mu _____.] 

7. Ask: [Nva mu Kkongo?]. Students should reply: 
   
   [Nedda, tova' + mu Kkongo; ova mu Uganda.]. 

8. Say several times [Tava'.]. Then let the students say it after you. 

9. Point to a student. Say to the rest of the students [_____ ava mu Kkongo?] Have them repeat the question after you. Then you reply: 
   
   [Nedda, _____ tava' + mu Kkongo; ava mu _____.] 

10. Ask various questions that include [siva'], [tova'] or [tava']. Have the students reply either affirmatively or negatively. 

11. Have the students ask questions of you and of each other. 

12. Try to bring in the words [nze, ggwe, omuntu # ono] that were used in earlier lessons.
Summary:

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

\[
\begin{array}{ll}
\text{siva' } & \text{I don't come from} \\
\text{tova' } & \text{you (sg.) don't come from} \\
\text{tava' } & \text{he/she doesn't come from}
\end{array}
\]

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

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

A. ebu

B. Olwokus

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
LESSON 10

1. Say several times [ekibuga]. Then have the students repeat it after you.

2. Do the same thing with [ensi'].

3. Say [Kampala / kibuga.], [New York / kibuga.]. Have the students repeat these after you.

4. Have the students ask you [Uganda / kibuga?]. Reply:
   [Nedda, Uganda / ssi + kibuga; nsi'.]

5. Ask [ _____ kibuga?]. Students reply:
   [Nedda, _____ ssi + kibuga; nsi'.]

   Do this with the names of several cities.

6. Ask [ _____ nsi'?]. Students reply either:
   [Yee, _____ nsi'.] or [Nedda, ssi + nsi'; kibuga.].

   Do this with the names of several countries.

7. Use a simple map of Uganda. You may want to draw one on the blackboard if you have one. Point to the various cities and districts. As you point to each one, say [Bunyoro / nsi'], [Soroti / kibuga.], etc. Have the students repeat these sentences after you.

8. Ask questions about the map: [Teso / kibuga?], [Mbarara / kibuga?], [Kampala / nsi'?]. etc. Have the students reply either affirmatively or negatively.

9. Have the students ask questions of you and of each other concerning the map of Uganda.

10. Use questions with [oba]: [Ankole / nsi', oba/ kibuga?], etc.

    To the student: The place name [Teso] is pronounced [Tteeso], and [Mbarara] by ordinary Luganda spelling rules would be [Mbalala].
This lesson introduces nouns without initial vowels, in the sense of ' _____ is a _____ '. These nouns take the place of the main verb in the sentence. See Ashton, p. 37, and Section B in the Pretraining Program.

**Glossary:**

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

---

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

A. ebuvanjuba; ebugwanjuba; amambuka; amasengereta.
B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiiti.
C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
Optional vocabulary:

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

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

SCHOOL: Names of actors:

Ani oyo? Who is that?

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

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

Use these expressions in answering the question [Ani oyo?].
PUBLIC TRANSPORT: Names of Actors:

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

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

FOOD: Names of Actors:

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

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

---

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

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

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

HOSPITAL: Names of actors.

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

Musawo. He's a doctor.
Mujjanjabi. He's a nurse.
Mulwadde. He's a patient.
Musawo w'amannyo. He's a dentist.
LESSON 11

1. Give the students practice in pronouncing:
   - mu maberengeta
   - mu mambuka
   - mu buvanjuba
   - mu bugwanjuba

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

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

4. Give the students practice in pronouncing:
   - mu maberengeta ga Uganda
   - mu mambuka ga Uganda
   - mu buvanjuba bwa Uganda
   - mu bugwanjuba bwa Uganda

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

6. Let the students look at a simple map of Uganda. Point to the map and teach them to say:
   - Gulu / kiri mu mambuka ga Uganda.
   - Fort Portal / kiri mu bugwanjuba bwa Uganda.
   - Mbale / kiri mu buvanjuba bwa Uganda.
   - Masaka / kiri mu maberengeta ga Uganda.

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

7. Teach the students to ask the question [Mbale kiri mu bukiika+ ki obwa Uganda?]. This is a long question, so teach it in the following stages:
a. obukiika
b. bukiika'+kiʃ'
c. mu bukiika'+kiʃ'
d. mu bukiika'+ ki + obwa Ugandaʃ'
e. Kiri mu bukiika'+ki + obwa Ugandaʃ'
f. Mbale / kiri mu bukiika'+ki + obwa Ugandaʃ'

8. Practice asking and answering questions like the one in Step 7.

9. When a student tells you where a particular city is, pretend you didn't understand him. Say [Mu bukiika+kiʃ'], and have him repeat the direction.

Summary:

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

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

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

Glossary:

a.mambuka (MA) north
a.ma.s.£rengeta (MA) south
e.bu.va.njuba (BU) east
e.bu.gwa.njuba (BU) west
o.bu.kiik~' (BU) side, direction
.a. (linking element) of
Sample of free conversation:

A: Erinnya lyo gg'ani? Ggwe Kamya?

B: Nedda ssi nze Kamya, nze Mukasa.

A: Ova wa?

B: Nva Kkongo.

A: Oli musomesa, muyizi, musawo oba musirikale?

B: Ndi musuubuzi.

A: Ooo, bwe kiri?

B: Yee, bwe kiri.

What's your name? Are you Kamya?

No, I am not Kamya, I am Mukasa.

Where do you come from?

I come from the Congo.

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

I am a merchant.

Is that so?

Yes, it is so.
LESSON 12

1. Teach the students to pronounce:

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

2. Have a student ask you [Bunyoro / kibuga?]
   Reply: [Nédda, Bunyoro / ssi + kibuga; nsi'.]

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

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

5. Ask [_____ kibuga, oba / nsi'?].

6. Teach the students to say:

   Kigezi / eri mu maserengeta ga Uganda.
   Bugisu / eri mu buvanjuba bwa Uganda.
   etc.

7. Give names of cities and districts. Students reply:
[_____ eri mu _____] or [_____ kiri mu _____], depending on whether you have named a district or a city.

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

9. Ask questions about the locations of towns. This time, the student's answer must be in two parts.
   For example:  Q. Masindi / kiri lugda+wa?
                  A. Masindi / kiri mu Bunyoro.
                  Bunyoro / eri mu bugwanjuba bwa Uganda.
Summary:

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

Kibuga.
'It is a town.'

Kiri-wa?
'Where is it?'

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

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

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

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

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

A. obuvanjuba; ebugwanjuba; amambuka; amaserengeta.

B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga; musanvu; munaana'; mwenda'; kkumi.
Optional Vocabulary: THINGS

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

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

SCHOOL: Things

Teach the following answers to [Kino kiki?]. Use pictures or real objects. Have the students point to or touch each object as they talk about it.

- Kitabo. It's a book.
- Kkalaamu. It's a pencil.
- Mmeeza. It's a table.
- Lubaawo (oluwandiikibwako). It's a blackboard.
- Ntebe. It's a chair.

etc.

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

PUBLIC TRANSPORT: Things

Teach the following answers to [Kino kiki?]. Use pictures or real objects. Have the students point to or touch each object as they talk about it.

- Bbaasi. It's a bus.
- Tikiti. It's a ticket.
- Ssanduuko. It's a suitcase.

etc.

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

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

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

etc.

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

HOSPITAL: Things

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

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

etc.

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

Teach the following answers to [Kino kiki?].
Use pictures or real objects.
Have the students point to or touch each object as they talk about it.

<table>
<thead>
<tr>
<th>Mmere.</th>
<th>It's mmere (carbohydrate foods).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nva.</td>
<td>It's nva (anything eaten with mmere).</td>
</tr>
<tr>
<td>Mazzi.</td>
<td>It's water.</td>
</tr>
<tr>
<td>Mata.</td>
<td>It's milk.</td>
</tr>
<tr>
<td>Munnyo.</td>
<td>It's salt.</td>
</tr>
<tr>
<td>Ssukaali.</td>
<td>It's sugar.</td>
</tr>
<tr>
<td>Kijiiko.</td>
<td>It's a spoon.</td>
</tr>
<tr>
<td>Kaso.</td>
<td>It's a knife.</td>
</tr>
<tr>
<td>Ssowaani.</td>
<td>It's a plate.</td>
</tr>
<tr>
<td>Wuuma.</td>
<td>It's a fork.</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
</tr>
</tbody>
</table>

Have the students question and answer one another, using the question [Kino kiki?].
LESSON 13

1. Have a student ask you [Kampala / kiri mu Bunyoro?].
   Reply: [Nedda, Kampala / tekiri + mu Bunyoro, naye / kiri mu Buganda].
   Give a few more examples of this kind.

2. The sentence in Step 1 is long. Give pronunciation practice one step at a time:
   a. mu Buganda.
   b. Kiri mu Buganda.
   c. Naye / kiri mu Buganda.
   d. Teki-ri + mu Bunyoro, naye / kiri mu Buganda.
   e. Kampala / teki-ri + mu Bunyoro, naye / kiri mu Buganda.

3. Have a student ask you [Kigezi / eri mu K Kongo?]
   Reply: [Nedda, Kigezi / te-ri mu Kkongo, naye / eri mu Uganda.]
   Give a few more examples of this kind.

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

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

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

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

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

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

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

Glossary:

naye / 'but'

Optional Vocabulary: LOCATIONS

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

SCHOOL: Locations.

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

Ali mu kisenge kye. He's in his room.
Ali mu kibiina. He's in class.
Ali mu ofiisi. He's in the office.
Ali mu lukiiko. He's at the meeting.
Ask the students [Nze ndi ludda wa?] 'where am I?' and [Ggwe oli ludda wa?] 'where are you?' Have them move from one location to another during this drill. Finally, have them question and answer each other.

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

Eri wano.  It's here.
Eri wali.  It's over there.
Eri ku mmeza.  It's on the table.

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

PUBLIC TRANSPORT: Locations.

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

Ali mu bbaasi.  He's in the bus.
Ali ku kikondo kya bbaasi.  He's at the bus stop.
Ali ku sitenseni ya bbaasi.  He's at the bus station.
Ali ku mulyango gwa bbaasi.  He's at the door of the bus.

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

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

Eri wano.  It's here.
Eri wali.  It's over there.
Eri mu bbaasi.  It's in the bus.
Ebuze.  It's lost.

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

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

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

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

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

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

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

CLOTHING: Locations

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

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

Have the students demonstrate these answers as they give them.

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

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

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

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

Liri wano.  It's here.
Liri wali.  It's over there.
Liri mu kikopo.  It's in the cup.
Liri mu cupa.  It's in the bottle.
Liri mu kamwa.  It's in the mouth.
LESSON 14

1. Say [Mmm.] as it is used in greetings. Say it several times, and teach the students to say it exactly as you do.

2. Teach the greeting sequence one line at a time:
   
   A: wasuze\_ otya\_nno?
   B: Nasuze\_ bulungi. or: Bulungi.
   
   A: Mmm. or: Eee.
   B: Wasuze\_ otya\_nno?
   A: Nasuze\_ bulungi. or: Bulungi.
   
   B: Mmm.
   A: Mmm.

3. Have the students practice greeting you and each other in this way.

4. Indicate by gesture that you are talking to two of the students, or to all of them. Have one of them act as spokesman for the group. Teach [Mwasuze mutyanno\_] and [Twasuze bulungi.]

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

   wasuze\_ you passed the night (near past tense)
   otya\_ you do how?
   nno (no clear meaning, optional in this context)
   nasuze\_ I passed the night (near past tense)
   bulungi well

   This set of greetings is appropriate for use in the morning. Concerning the effect of [ \_] on tones, see Synopsis, par. 48(4).
LESSON 15

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

   A: Osiibye· otya+nno?
   B: Nsiibye· bulungi. or: Bulungi.
   A: Mmm. or: Eee.
   B: Osiibye· otya+nno?
   A: Nsiibye· bulungi. or: Bulungi.
   B: Mmm.
   A: Mmm.

2. Go through the greetings again, adding [ssebo] or [nnyabo] where they are appropriate.

3. Greet the class as a whole, using [Musiibye· mutya+nno?] and [Tusiibye· bulungi.]

4. If possible, group the students by sex. Say [Musiibye· bulungi + bassebo?] or [Musiibye· bulungi + bannyabo?], whichever is appropriate.

5. Have the students greet you and one another as in Steps 2, 3 and 4.

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

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

   Glossary:

   .siiba (.siibye·) to pass the day
   ssebo (pl. bassebo) terms of respect used in speaking to a man
   nnyabo (pl. bannyabo) term of respect used in speaking to a woman
LESSON 16

1. Continue the greeting sequence:
   A: Agaffa'-yo?
   B: Ëkyáli nnungi. or: Ëkyáli.
   A: Mmm. or: Eee.
   B: Agaffa'-yo?
   A: Ekyali nnungi. or: Ekyali.
   B: Mmm.
   A: Mmm.

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

3. Continue with the following sequence, one line at a time.
   A: Weebale + emirimu.
   B: Awo.
   A: Mmm.
   B: Naawe/weebale + emirimu.
   A: Awo.
   B: Mmm.
   A: Mmm.

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

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

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

[Naawe] and you
LESSON 17

1. Ask a student [Ova'wa], and have him reply [Nva' mu A-mereka.], as in Lesson 3.

2. Ask another student [Nva'wa], and have him reply [Ova mu Buganda.]

3. Say [Nva' mu Buganda; ndi Muganda.]

4. Sit down with the students and pretend to be one of them. Say [Nva'mu A-mereka; ndi Mwa-mereka.]. Have the students repeat this.

5. Say [Oli Muganda?]. Get a student to ask you this question, and you reply [Yee, ndi Muganda.].

6. Say to each student [Ova mu A-mereka; oli Mwa-mereka.] Ask [Oli Mwa-mereka?] and have them reply [Yee, ndi Mwa-mereka.].

7. Ask [Nze / ndi Muganda?]. Have the students reply [Yee, oli Muganda.].

8. Demonstrate to the students the meanings of these sentences, and teach them to use them:

<table>
<thead>
<tr>
<th>nze</th>
<th>Nze / nva' mu (Buganda).</th>
<th>Ndi (Muganda).</th>
</tr>
</thead>
<tbody>
<tr>
<td>ggwe</td>
<td>Ggwe / ova' mu (Buganda).</td>
<td>Oli (Muganda).</td>
</tr>
<tr>
<td>omuntu # ono</td>
<td>Omuntu # ono / ava'mu (Buganda)</td>
<td>(Muganda).</td>
</tr>
</tbody>
</table>

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

9. Give a sentence from Col. 2 of Step 8. The students should give the corresponding sentence from Col. 3. Give a word from Col. 1. The students should give the sentences from Columns 2 and 3.
10. Ask [Nze / ndi Mungereza?]. Teach the following:

<table>
<thead>
<tr>
<th>Ndi (Mungereza)?</th>
<th>Nedda, to-li + (Mungereza).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oli (Mungereza)?</td>
<td>Nedda, si-ri + (Mungereza).</td>
</tr>
<tr>
<td>Omuntu # ono / (Mungereza)?</td>
<td>Nedda, ssi + (Mungereza).</td>
</tr>
</tbody>
</table>

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

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

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

**Summary:**

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

**Glossary:**

- O.mw.a-mereka (MU-BA) American person
- O.mu.ganda (MU-BA) Muganda
LESSON 18

1. Teach the students to say [mmwe] and [ffe]. They will wonder what these words mean.

2. Use gestures to act out and teach the following sentences:

<table>
<thead>
<tr>
<th>MMWE / MULI (BA~-MEREKA)?</th>
<th>YEE, FFE / TULI + (BA~-MEREKA).</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMWE / MULI (BAGANDA)?</td>
<td>NEDDA, FFE / TETU-LI + (BAGANDA)</td>
</tr>
<tr>
<td>FFE / TULI (BANYORO)?</td>
<td>NEDDA, TEMU-LI+(BANYORO).</td>
</tr>
<tr>
<td>ABANTU # BANO / (BA~-MEREKA)?</td>
<td>{YEE, (BA~-MEREKA).}</td>
</tr>
<tr>
<td></td>
<td>{NEDDA, SSI + (BA~-MEREKA).}</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FFE</th>
<th>FFE / TULI BA_____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMWE</td>
<td>MMWE / MULI BA_____.</td>
</tr>
<tr>
<td>BO</td>
<td>BO / BA___________</td>
</tr>
<tr>
<td></td>
<td>Tetu-li + Ba______</td>
</tr>
<tr>
<td></td>
<td>Temu-li + Ba______</td>
</tr>
<tr>
<td></td>
<td>Ssi + Ba__________</td>
</tr>
</tbody>
</table>

4. Give a sentence from Column 2 of Step 3. Students give the corresponding sentence from Column 3.

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

Summary:

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

ffe  we
mmwe  you (pl.)
bo  they

To the student: The second syllable of [ffe] is [fe], and it has high tone in citation form. The same is true for [mwe], which is the second syllable of [mmwe].
LESSON 19

1. Teach the students to say [mbeera, obeera, abeera]. They will wonder about the meaning of these words.

2. Go through this conversation with each student:

   T: Ova' mu kibuga+ki?
   S: Nva' mu (Denver).

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

   Otegedde?
   S: {Yee, ntegedde.
   {Nedda, sitedgedde.

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

3. Say (Obeera mu ____.' Mutegedde?)
   Have them reply [Yee, tutegedde.]

4. Say ['Abantu b'omu kitundu ekyo balunzi.' Mutegedde?]  
   Have them reply [Nedda, tetutegedde.]

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

5. Practice sentences like:

   T: Nva' mu (Kampala)?
   S: Yee, ova' mu (Kampala).

   T: Mbeera mu (Kampala) + kaakati?
   S: Nedda, tobeera + mu (Kampala); obeera mu ____.
Optional Vocabulary: DESTINATIONS

Here, the key question are [Oagenda wa?] 'where are you going?' and [Ova'wa?] 'where are you coming from?'
Introduce answers to these questions that will fit the situations that you have chosen. Use pictures or other devices so that the students can demonstrate the meaning of their answers as they give them.
LESSON 20

Oral Test

1. Talk with each student. Start with greetings, and go on to ask him about the names of people, where they are from, their nationalities, and where they live now. Give points for correctness and fluency.

2. Divide the students into pairs. Let them prepare a conversation in Luganda. Then have each group present its conversation before the whole class. Give points for length, fluency, correctness, interest, and accent.
   
   In these conversations, be sure that each student uses:
   - negative as well as affirmative forms,
   - third person as well as first and second person,
   - plural as well as singular.

   Topics should include people's names, where are they from, and their nationalities. Each conversation should begin with greetings.
LESSON 21

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

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

2. Try to explain the meanings of these sentences without using English, by actions or pictures or both. If the students still don't understand, write the meanings on the board and erase them immediately.

3. Ask individual students [Obeera wa?]. They should reply with one or more of the sentences in Step 1.

4. Have the students ask you and one another the same question as in Step 3.

5. Ask a question from Column 1. Help the students to reply with the sentence from Column 2, BUT THEIR BOOKS MUST REMAIN CLOSED AT ALL TIMES!

<table>
<thead>
<tr>
<th>_____ obeera mu Boston?</th>
<th>Nedda, tabeera + mu Boston.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ggwe / obeera mu Boston?</td>
<td>Nedda, sibeera + mu Boston.</td>
</tr>
<tr>
<td>Nze / mbeera mu Boston?</td>
<td>Nedda, tobeera + mu Boston.</td>
</tr>
<tr>
<td>Mmwe / mueeera mu Boston?</td>
<td>Nedda, tetebeeera + mu Boston.</td>
</tr>
<tr>
<td>_ ne _/ beeera mu Boston?</td>
<td>Nedda, tebabeera + mu Boston.</td>
</tr>
</tbody>
</table>

50
6. Use the following table in the same way as in Step 5.

<table>
<thead>
<tr>
<th>___ / abeera # yekka?</th>
<th>Yee, abeera # yekka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ggwe / obeera # wekka?</td>
<td>Yee, mbeera # nzekka.</td>
</tr>
<tr>
<td>Nze / mbeera # nzekka?</td>
<td>Yee, obeera # wekka.</td>
</tr>
<tr>
<td>A ne B / babeera # bokka?</td>
<td>Yee, babeera # bokka</td>
</tr>
<tr>
<td>Mmwe / mubeera # mmwekka?</td>
<td>Yee, tubeera # ffekka.</td>
</tr>
<tr>
<td>Ffe / tubeera # ffekka?</td>
<td>Yee, mubeera # mmwekka.</td>
</tr>
</tbody>
</table>

7. Carry on conversations such as the following:

T: _____, obeera mu kibuga ki?
S: Mbeera mu _____.

T: Obeera wekka?
S: Nedda, sibeera nzekka.

T: Oo, tobeera wekka?
   Obeera n'ani?
S: Mbeera ne ______.

T: Ggwe ne ______, mubeera kumpi n'ani?
S: Tubeera kumpi ne ______.

T: Mubeera kumpi ne ______?
S: Nedda, tubeera wala naye.
This lesson is quite simple except for the fact that the word for 'alone' requires the relative tone pattern on the verb that precedes it. Concerning relative constructions, see Ashton, 136 and 457; Chesswas, par. 22 and corresponding parts of the chapters on other classes. The tone pattern involved here is FX (See Synopsis, par. 31 and the paradigms that follow the Synopsis). It is unfortunate that the first use of a 'relative' verb form in this part of the course is the very atypical one in which the main verb has relative form. For the usual use of the relative, see the Pretraining Program, Section M.
Glossary:

# .kka' only
wala far
kumpi (na) near
# naye with him, her
LESSON 22

1. Familiarization with the sound of the dialog.

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

B: Maama, erinnya lyo / ggw' #ani?  
A: Erinnya lyange / nze # Mary.  
B: Mary?  
A: Mmm.  
B: Ova'-wa?  
A: Nva' mu A-mereka.  
B: Ova' mu A-mereka?  
A: Mmm.  

Madam, what's your name?  
My name is Mary.  
Mary?  
Mmm.  
Where do you come from?  
I come from America.  
You come from America?  
Mmm.

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

2. Pronunciation buildups.

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

ani?
ggwe
ggw' #ani?
lyo
erinnya
erinnya lyo
Erinnya lyo / ggw' #ani?
Maama

Maama, erinnya lyo / ggw' # anj'

Mary
nze

Nze # Mary.

lyange
erinnya lyange

Erinnya lyange / nze # Mary.

wa /
ova'
Ova'-wa /

A-mereka
mu
mu A-mereka
nva'

Nva' mu A-mereka.

A-mereka.
mu A-mereka
ova'

Ova' mu A-mereka?

3. Translation.

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

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

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

5. **Grammatical development.**

A. **Possessive pronouns.**

Have the students read these possessive phrases aloud after you.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>erinña</td>
<td>erinña lyo</td>
<td>erinña lyange</td>
</tr>
<tr>
<td>ekibuga kyö</td>
<td>ekibuga kyange</td>
<td></td>
</tr>
<tr>
<td>ensi'</td>
<td>ensi' yo</td>
<td>ensi' yange</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Remember that the notation [gwe # ani?] implies the pitches [\(\), with the [e] and the [a] merging into one long [a].
LESSON 23

1. Teach the students to say [Ngolokoka.] They will wonder what it means.

2. Act out the meaning of [Ngolokoka.]. Have the students act it out with you, and say the word as they do so.

3. In the same way, teach the words and actions one at a time:

   Nnyambala.
   Ndya' + ekyenkya'.
   Ndínda mu kibiina'.
   Njiga + Oluganda'.
   Nva' mu kibiina'.
   Nzira + eka'.

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

4. Have a student ask you:

   Okola-ki7

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

5. Teach the students to say [oluvannyuma]. They will wonder what it means.


7. Tell a student [Ogolokoka . Oluvannyuma / okola-ki7]. He should answer [Oluvannyuma / nnyambala.]. Continue asking him [Oluvannyuma / okola-ki7] until he has given all the sentences from Step 3.

8. Use the name of a member of the class. Teach the students to say:

   _________ / agolokoka.
   Oluvannyuma / ayambala.
   Oluvannyuma / alya' + ekyenkya'.

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

9. Use the question [Oluvannyuma / akola kiyi] to get the students to recite the series of sentences in Step 8.

10. Go through the following conversation with a student:

   T: Ogolokoka. Oluvannyuma / oyambala?
   S: Yee, oluvannyuma / nnyambala.

   T: Oluvannyuma / olya' + ekyenka'?
   S: Yee, oluvannyuma / ndya' + ekyenka'. etc.

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

11. Go through the following conversation:

   T: Ngolokoka. Oluvannyuma / nnyambala?
   S: Yee, oluvannyuma / oyambala.

   T: Oluvannyuma / ndya' + ekyenka'.
   S: Yee, olya' + ekyenka'?

   etc.

Summary:

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

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

The expression [lw'o-kugolokoka] consists of the connective [lwa] plus the form [okugolokoka]. The connective [lwa] in turn consists of the concordial prefix [lw], agreeing with [oluvannyuma], and [a] (See note on Lesson 11). The form [okugolokoka] is an infinitive, consisting of the initial vowel [o], the infinitive prefix [ku], and the stem [golokoka]. Concerning the hyphen with lack of word boundary, see Synopsis, par. 40.
LESSON 24

1. Teach in the manner of Lesson 23:

   Ndya' + ekyemisana'.
   Nzira mu kibiina'.
   Njiga + Oluganda.
   Nva' mu kibiina'.
   Nzira + eka'.
   Nzannya.
   Mpummula.
   Nnaaba.
   Ndya' + ekyekiro'.
   Nnyumya ne mikwano gyange.
   Neebaka.

2. Say [Olya' + ekyemisana'. Oluvannyuma / okola-kiʃ], and go on through all the sentences in Step 1.

3. Say [Ndya' + ekyemisana'. Oluvannyuma / nkola-kiʃ], and go again through all the sentences in Step 1.

4. Say [Mulya' + ekyemisana'. Oluvannyuma / mukola-kiʃ]
   Students reply [Oluvannyuma / tudda + mu kibiina'.] etc.

5. In the same way, ask [_____ alya' + ekyemisana'. Oluvannyuma / akola-kiʃ] and [_____ ne _____ balva' + ekyemisana'. Oluvannyuma / bakola-kiʃ].

6. Ask questions about all the activities that are in Lessons 23 and 24. Questions may be in singular or plural, first, second or third person.

7. Teach the students to pronounce the infinitives of all the verbs in Lessons 23 and 24.

8. Ask [Oluvannyuma lw'o-kugolokoka / okola-kiʃ] and have a student reply [Nnyambala.]. Ask [Oluvannyuma lw'o-kwambala / okola-kiʃ], and so on through the entire action chain.

9. Proceed as in Step 8, except that this time the student's answers are of the form [Oluvannyuma lw'o-kugolokoka / nnyambala.].
Summary:

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

Glossary:

- **.zannya ( .zannye· )**  play
- **.wummula ( .wummudde )**  rest
- **.naaba ( .naabye· )**  bathe
- **.nyumya ( .nyumizza )**  talk
- **.eebaka ( .eebase· )**  go to sleep
- **e.ky.e.ki.ro· (KI-BI)**  evening meal
- **e.ky.e.mi.sana· (KI-BI)**  noonday meal
- **mu.kwano (MU-MI)**  friend
LESSON 25

1. **Familiarization with the sound of the dialog.**

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

2. **Pronunciation buildups**

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

B: Erinnya lyo / ggw’#anj#

   What's your name?

   Nnakafeero

   nze # Nnakafeero

   erinnya lyange

   Nnakafeero

   I am Nnakafeero

   my name

A: Erinnya lyange / nze # Nnakafeero.

   My name is Nnakafeero.

   Kyaddondo

   eyo / Kyaddondo

   Nva· # eyo / Kyaddondo.

   and

   Era / nva· # eyo / Kyaddondo.

   And I come from over at Kyaddondo.

   Ova Kyaddondo?

   Ooo!

   do you come from Kyaddondo

   Oh!

B: Ooo! Ova· Kyaddondo?

   ssebo

   sir

   yee

   yes

A: Yee ssebo.

   Yes, sir.
LUGANDA BASIC COURSE

Hoima
Munna-
Munna-hoima
Oli Munna-hoima

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

wa/
oagenda
nyabo
nyabo / oagenda-wa/
kaakati

B: Kaakati / nnyabo / oagenda-wa/

Masaka
eyo / Masaka

A: Kaakati / nagenda # eyo / Masaka,

bange
bakadde
ku
ku bakadde bange
kulaba
kulaba + ku bakadde bange.

B: Ooo!

A: Mmm.

ddi
Olidda

B: Olidda ddi?

Are you a Hoiman or a
Kampalan?
I am a Kampalan.
where
you're going
madame
madame where are you going
now

Now, Madame, where are you
going?
Masaka
over at Masaka
I am going

Now, I am going over to Masaka,

my
parents
on
on my parents
to see
to see my parents.

Ooo.

When will you return?

Mmm.

when
you'll return

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Lwokubiri    Tuesday
ku Lwokubiri    on Tuesday
rugenda    I am going

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

Glossary:

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

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

3. Translation

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

4. Role playing:

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

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

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

T: Ogenda-wa
S₁: Nnyabo, ogenda-wa
S₂: Kaakati, nnyabo, ogenda-wa

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

Erinnya_lyo / ggw'ani
Ova'wa
Otegedde?
Obéera-wa
Oli Muganda?

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

T: Ogenda Masaka.
S₁: Ogenda # eyo / Masaka.
S₂: Ogenda # eyo / Masaka + ssebo.

Some additional short sentences for use in this way are:

Ogenda Kyaddondo.
Tugenda Hoima.
Mbeera Kampala.

mikwano mikwano_gyo Mikwano_gyo / babeera-wa
bakadde bakadde_bo Bakadde_bo / babeera-wa

NB [Mukwano] 'friend' takes MU-BA concords except in possessives, where it takes MU-MI concords. Some speakers may however prefer [gibeera] here in place of [babeera].
LESSON 26

1. Teach the students to pronounce [essaawa]. Let them wonder what it means.

2. Draw a simple picture something like this:

3. Point to the first dot and say [essaawa / emu']. Have the students point and repeat. Go on one hour at a time all the way through [essaawa / kkumi / na bbiri].

4. Give the hours in random order. Have the students point to the appropriate dot in the picture.

5. Point to dots, and have the students name the hours.

6. Teach the students to say [essaawa / mmeka'}. Point to a dot in the picture and ask one of the students [Essaawa / mmeka']. If he does not understand you, he should repeat the question so that you can answer it. Go on asking [Essaawa / mmeka' Essaawa / mmeka # kaakati']

7. Go on in this way until the students can name the hours quickly, with good pronunciation, in any order.
Glossary:

.mekä’  how many?
e.s.saawa (N)  hour, watch, clock
e.mu’  one
bbiri  two
ssatu  three
nyä’  four
ttaano  five
mukaaga  six
musanvu  seven
munaana’  eight
mwenda’  nine
kkumi  ten
kkumi / n’emu’  eleven
kkumi / na bbiri  twelve
1. Perform one of the actions in Lessons 23-24. For example, pretend you are studying Luganda. Have a student ask you [Oyambala?]. Reply [Nedda, sambala; njiga Luganda.] Ask a student [Oyambala?]. He should reply [Nedda, sambala; njiga Luganda.].

2. In the same way, teach the first person singular negative of all the expressions in Lessons 23 and 24.

3. Ask [Tugolokoka + essaawa / musanvu?]. Students should answer [Nedda, tetugolokoka + essaawa/musanvu.] In this way, practice first person plural negatives.

4. Mechanical Drill. (Use the name of a member of the class):

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ agolokoka.</td>
<td>Tagolokoka.</td>
</tr>
<tr>
<td>_____ ayambala.</td>
<td>Tayambala.</td>
</tr>
<tr>
<td>_____ alya' + ekynkya'.</td>
<td>Talya' + kyankya'.</td>
</tr>
<tr>
<td>_____ agenda mu kibiina'.</td>
<td>Tagenda + mu kibiina'.</td>
</tr>
<tr>
<td>_____ ayiga + Oluganda.</td>
<td>Taviga + Luganda.</td>
</tr>
<tr>
<td>_____ ava' mu kibiina'.</td>
<td>Tava' + mu kibiina'.</td>
</tr>
<tr>
<td>_____ adda + eka'.</td>
<td>Tadda + ka'.</td>
</tr>
<tr>
<td>_____ alya' + ekymisana.</td>
<td>Talya' + kyamisana'.</td>
</tr>
<tr>
<td>_____ azannya.</td>
<td>Tazannya.</td>
</tr>
<tr>
<td>_____ awummula.</td>
<td>Tawummula.</td>
</tr>
<tr>
<td>_____ anaaba.</td>
<td>Tanaaba.</td>
</tr>
<tr>
<td>_____ alya' + ekyakiro'.</td>
<td>Talya' + kyakiro'.</td>
</tr>
<tr>
<td>_____ yeebaka.</td>
<td>Teyeebaka.</td>
</tr>
</tbody>
</table>

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

Next, the teacher (or one student) should give a sentence from Column 1. A student should give the corresponding sentence from Column 2, with correct tones.
5. All the sentences in the chart of Step 4 are in the third person singular. Change them to 1 pl. and go through the same procedure.

6. In the same way, change all the verbs to 3 pl., and to 2 sg. Continue to be strict about the tones.

To the student:

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

Optional Vocabulary: ACTIONS

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

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

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

In the same way, introduce the following:

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

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

PUBLIC TRANSPORT: Activities

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

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

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

FOOD: Activities

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

Afumba. He cooks.
Ayoza ebibya. He washes dishes.
Akoleeza omuliro. He lights the fire.
Ayera effumbiro. He sweeps the kitchen.
Ateeka essowaani mu kabada. He puts dishes in the cupboard.

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

CLOTHING: Activities.

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

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

HOSPITAL: Activities

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

- Awonya. He heals.
- Ajjanjaba. He nurses.
- Alwala. He falls sick.
- Akuula amannyo. He pulls teeth.
- Akuba empiso. He is giving an injection.
Sample of free conversation:

A: Petero, okola ki?
   Olya ekyenkya?
B: Nze ssirya kyankya, ndya
   kyamisana na kyakiro.
A: Matayo akola ki?
B: Asomesa.
A: Ooo, asomesa abayizi mu ssomero?
   Ooo, he is teaching students
   ssomero?
B: Yee.
A: Mwami Kato, obeera wa?
B: Mbeera Gulu, mu mambuka
   ga Uganda.
A: Gulu nsi oba kibuga?
B: Kibuga.
A: Oli mutunzi wa ddagala?
B: Yee, ndi mutunzi wa ddagala.
A: Ooo.
B: Eee.

Peter, what are you doing? Are you eating breakfast?
I don't eat breakfast-- just lunch and dinner.
What is Matthew doing? He is teaching.
Yes.
Is Gulu a country or a city? It is a city.
Are you a seller of medicine? Yes, I am a seller of medicine. Hoho.
Yes.
1. **Familiarization with the sound of the dialog.**

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

2. **Pronunciation buildups.**

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

   A:  
   
   ssebo
   gw' # ani + ssebo
   erinnya lyo

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

   A:  
   
   Mukasa
   nze # Mukasa
   erinnya lyange

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

   A:  
   
   Ooo.

   B:  
   
   Maama / erinnya lyo / ggw' # ani
   Madame, what's your name?

   A:  
   
   Eryange / nze # Joan.

   B:  
   
   Ooo, Joan?

   B:  
   
   Mmm.
eryo
erinya + zzungu
ng'lerinya + zzungu # eryo!

Oli Muzungu.
B: Ooo! Oli Muzungu; ng'lerinya + zzungu # eryo!

Mwa-meraka
A: Ndi Mwa-meraka.
B: Oli Mwa-meraka?
A: Mmm.

To the student:

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

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

Glossary:

zungu (adj.) European
nga+ (exclamation) how!
3. Translation.

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

4. Role playing:

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

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

5. Grammatical development.

A. erinnya lyo
omuntu # ono
abantu # bano
ensi' # eno
ensi' # zino
ekibuga # kino
ebibuga # bino

'B your name is European.'

Erinnya lyo / zzungu.
Omuntu # ono / muzungu.
Abantu # bano / bazungu.
Ensi' # eno / nzungu.
Ensi' # zino / nzungu.
Ekibuga # kino / kizungu.
Ebibuga # bino / bizungu.

B. Erinnya lyo/ddungi.
Ekibuga # kino / kirungi.
Essomero # lino / ddungi.
ensi' # eno / nnungi.

'How pretty your name is!'

Nga + erinnya lyo / ddungi!
Nga + ekibuga # kino / kirungi!
Nga + essomero # lino / ddungi!
Nga + ensi' # eno / nnungi!

NB In the new orthography, [nga] as used in exclamations is not to be rewritten as [ng'].
1. Point to the clock. Go through conversations like the following:

T (pointing to clock): Essaawa / mmeka # kaakati/
S: Essaawa / munaana'.
T: Tukola-ki # essaawa / omunaana' /
S: Essaawa / omunaana' / tudda + mu kibiina'.

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

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

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

T (pointing to clock): Essaawa / mmeka # kaakati/
S: Essaawa munaana'.
T: Twabaka / essaawa / munaana' /
S: Nedda, tetwabaka + ssaawa / munaana'.
T: Twabaka / essaawa / mmeka?
S: Twabaka / essaawa / ttaano.
To the student:

This lesson is about the perfective tense. Isolated examples of this tense have appeared in earlier lessons: [ntegedde] 'I have understood', [osiibye'] 'you have spent the day'. The most obvious problem with this tense is that it uses a different form of the stem. The perfective stem is shown in ( ) in the glossaries. For details on the non-tonal part of this stem, see Ashton, p. 123, 150-2; Chesswas par. 39-42. The key to the tones is the FM pattern (Synopsis, par. 29 and relevant part of the verb paradigm).
LESSON 30

1. Pronunciation practice:

- essaawa / ssatu
- essaawa / ssatu ne ddakiika / ttaano
- essaawa / ssatu ne ddakiika / kkumi
- essaawa / ssatu ne ddakiika / kkumi na ttaano
- essaawa / ssatu ne ddakiika / amakumi abiri
- essaawa / ssatu ne ddakiika / amakumi abiri + mu ttaano
- essaawa / ssatu n'ekitundu
- essaawa / ssatu ne ddakiika / amakumi asatu + mu ttaano
- essaawa / ssatu ne ddakiika / amakumi / ana:
- essaawa / ssatu ne ddakiika / amakumi / ana: + mu ttaano
- essaawa / ssatu ne ddakiika / amakumi / ataano
- essaawa / ssatu ne ddakiika / amakumi / ataano / mu ttaano
- essaawa / nnya: zennyini

2. Use Picture A to teach half hours, and Picture B to teach five minute intervals.
3. Give the following to the students as dictation:

| Time  | 2:30 | 4:05 | 4:10 | 4:25 | 5:25 | 5:30 | 6:40 | 1:50 | 1:55 | 2:00 | 2:05 | 3:00 | 3:05 | 6:40 | 6:45 | 7:45 | 7:50 | 9:30 |
|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|

Glossary:

- **e.d.dakiika (N)** minute or minutes
- **na** (connective used in numbers 11-19)
- **mu** (connective used in numbers 21- )
LESSON 31

1. **Familiarization with the sound of the dialog**

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

2. **Pronunciation buildups**

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

A: **Erinnya lyo/ggw' # ani + ssebo?**

you're who, sir?

B: **Erinnya lyange / nze # Mukasa.**

My name is Mukasa.

A: **Ggwe Mukasa? Ewammwe / ludda+waw?**

You're Mukasa? Where is your home?

B: **Ewaffe / Kyebando # awo / kumpi / n'e Kampala.**

My home is at Kyebando, just near Kampala.
ssebo
mulimu+ki/
okola
okola + mulimu+ki/
A: Okola + mulimu+ki+ssebo/

Kibuli
ly'e Kibuli
mu ssomero ly'e Kibuli
nsomesa
B: Mmm nsomesa mu ssomero ly'e Kibuli.

kya kumeka'/
mu kibiiina'
mu kibiiina' kya kumeka?
nsomesa Kibuli
A: Osomesa Kibuli + mu kibiiina' kya kumeka'/
omusanvu
eky' o-musanvu

B: Mu kibiiina' + ky'o-musanvu. (In) the seventh grade.

mu kibiiina'
bameka/
abaana / bameka/
olina
A: Olinan + abaana / bameka + mu kibiiina' /

ataano
amakumi / ataano
kumpi / amakumi / ataano
nnina + abaana
B: Nnina + abaana / kumpi /
amakumi / ataano.

A: Ooo!
B: Mmm.

What's your occupation, sir?
I teach at Kibuli School
What class do you teach at Kibuli?
How many children do you have in the class?
I have almost fifty children.
To the student:

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

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

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

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

3. Translation

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

4. Role playing:

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

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

A

emu '1'  
mu kibiina' + eky'ó-kúsóóká. erinnya + ëry'ó-kúsóóká.

bbiri '2'  
mu kibiina' + eky'ókúbírí. erinnya + ëry'ókúbírí.

ssatu '3'  
mu kibiina' + eky'ókúsátú. erinnya + ëry'ókúsátú.

nnya '4'  
mu kibiina' + ëky'ókúnâ. erinnya + ëry'ókúnâ.

ttaano '5'  
mu kibiina' + eky'ókútâánó. erinnya + ëry'ókútâánó.

mukaaga '6'  
mu kibiina' + eky'ómuúkáágá. erinnya + ëry'ómuúkáágá.

musanvu '7'  
mu kibiina' + eky'ómuúsánvú. erinnya + ëry'ómuúsánvú.

munaana '8'  
mu kibiina' + eky'ómuúnáánâ. erinnya + ëry'ómuúnáánâ.

mwenda '9'  
mu kibiina' + eky'ómwéndâ. erinnya + ëry'ómwéndâ.

kkumi '10'  
mu kibiina' + eky'ókkúmí. erinnya + ëry'ókkúmí.

B

Ekibiina'kyammwe / kiri ludda+wâ'y

Ekyaaffe / kiri # wano.

Ekammwe / kiri ludda+wâ'y

(Go through the same three-line dialog using the following in place of [ekibiina]: [éssomero, omusomesa, bakadde, mikwano, omulimu, omwana, abaana].)
1. **Pronunciation practice:**

   essaati  
   ekiteeteeyi  
   enku(u)fiira  
   engatto  
   ekkalaamu  
   oluggi  
   eddirisa  
   empale  
   ekitabo  
   emmeeza  
   entebe  
   olubaawo'  
   ennoni

2. Teach the question [Kiki # kino?]

3. Ask a student [Kiki # kino?] If he doesn't understand, he should repeat the question to you. You can then answer it: [Ssaati.] etc. Immediately ask the student the question, and have him give you the answer. In this way, teach the meanings of all the nouns in Step 1.

4. Let the students ask you [Kiki # kino?] Allow them to get new nouns that are not in the above list.

5. Teach the sentences [Mpa + (ennoni).] Use it to ask students to hand things to you, and have them use it.
Glossary:

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

Sample of free conversation

A: Okero, essaawa mmeka?  
B: Essaawa nnya n'ekitundu.  
A: Okola ki?  
B: Ntunga ssaati ya Nyai.  
A: Oli mutunzi wa ngoye?  
B: Eee. Ntunga empale, essaati, ekkooti n'ebiteeteeyi.  
B: Mmm.

Okero, what time is it?  
Ten thirty.  
What are you doing?  
I am sewing Nyai's shirt.  
Are you a tailor?  
Yes. I make shirts, jackets, and dresses.  
Hoho. Good.  
Mmm.
1. Take your shoe off and put it on. Do this several times. Each time as you are putting it on, say [Nnyambala + engatto]. Let the students practice saying it with you.

2. Finally, leave your shoe on, stand up, and say [Nnyambadde + engatto]. Have a student say [Oyambadde + engatto?]. Reply to him [Yee, nnyambadde + engatto].

3. Have each student point to his own feet and say [Nnyambadde + engatto].

4. Take your own shoe off again. As you are putting it back on, have a student ask you [Okola-ki?]. Reply [Nnyambala + engatto]. Then have one student at a time remove a shoe. As he is putting it back on, ask him [Okola-ki?], and he should reply [Nnyambala + engatto].

5. Take your shoe off, put it on, and stand up. Have a student ask you [Okoze-ki?], and you reply [Nnyambadde + engatto]. In the same way, have individual students remove their shoes and put them on again, while reciting [Nnyambala + engatto]. After they have done so, ask each one [Okoze-ki?], and they should reply [Nnyambadde + engatto].

6. Have individual students pantomine the actions that were taught in Lessons 23, 24. As they do so, ask [Akola ki?], and have the students answer you. When the student who is pantomining the action has finished, ask [Akoze-ki?]. Students will probably have to repeat the question back to you the first time, so that you can reply [Alidde + ekyenkya\'], [Agenze' + mu kibiina\'], etc. Continue until the students can reply without prompting to the question [Akoze-ki?].

7. The short sentences in this drill are arranged in sets of four:

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

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

<table>
<thead>
<tr>
<th>Cue from teacher or first student</th>
<th>Response from student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>B</td>
</tr>
<tr>
<td>2. B</td>
<td>A</td>
</tr>
<tr>
<td>3. C</td>
<td>D</td>
</tr>
<tr>
<td>4. D</td>
<td>C</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>5.</th>
<th>Cue from teacher or first student</th>
<th>Response from student</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

Ayambala.  
Bambala.  
Alida + ekyenkya'.  
Balida + ekyenkya'.  
Agenze + mu kibiina'.  
Bagenze + mu kibiina'.  
Avudde + mu kibiina'.  
Bavudde + mu kibiina'.  
Azze + eka'.  
Bazze + eka'.  
Awummula.  
Bawummula.  
Yeebaka.  
Beebaka.  

8. This drill is in the form of three-line conversations. The class should practice the sentences first by repeating the sentences aloud after the teacher. Then individual students may take roles A and B.

<table>
<thead>
<tr>
<th>A</th>
<th>B to A</th>
<th>A to B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndyä' + ekyenkya'.</td>
<td>Olidde ekyenkya?</td>
<td>Ndidde + ekyenkya'.</td>
</tr>
<tr>
<td>Njenga + mu kibiina'.</td>
<td>Ogenze mu kibiina'</td>
<td>Ngenze + mu kibiina'.</td>
</tr>
<tr>
<td>Nva' + mu kibiina'.</td>
<td>Ovudde mu kibiina'</td>
<td>Nvudde + mu kibiina'.</td>
</tr>
<tr>
<td>Nzira + eka'</td>
<td>Ozze eka?</td>
<td>Nzize + eka'.</td>
</tr>
</tbody>
</table>
Summary:
This lesson introduces the perfective tense, which makes use of the modified form of the verb stem. It is very important to learn this form of the stem, in addition to the unmodified form that is used in the present tense. For that reason, this lesson contains a large amount of drill in switching between modified and unmodified stems.
1. **Familiarization with the sound of the dialog.**

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

2. **Pronunciation buildups.**

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

### How have you spent the afternoon, sir?

A: Osiibye’ otya+nno + ssebo%

B: Bulungi + maama.

A: Mmm.

B: Osiibye’ otya+nno%

A: Bulungi.

B: Mmm.

A: Mmm.

### Where do you come from, madame?

B: Ova’ wa + nnyabo%

---

**Notes:**

- ssebo
- otya+nnó
- Osiibye’ otya+nno%
- maama
- bulungi
- sir
- how are you
- how have you spent the afternoon
- well
- madame
- you come from
- where do you come from
A: Nva' mu A-mereka.

B: Ooo! Oli Mwa-mereka?

A: Yee.

B: Ova' mu kitundu+ki + mu A-mereka?

A: Yes.

B: Ova' mu kitundu+ki + mu A-mereka?

A: kusomesa kuno

B: Ooo! Oli musomesa?

A: Mmm.

B: Osomesa'wa'?

A: Nsomesa' Gayaza.

---

wa'/
osomesa'

B: Osomesa'wa'/

Gayaza [Ggayaza]

nsomesa'

A: Nsomesa' Gayaza.
LUGANDA BASIC COURSE

Gayaza? osonesa? Gayaza you teach
B: Ooo! Osonesa / Gayaza? Ooo. You teach at Gayaza?
A: Mmm!

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

4. Role playing:

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

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

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

<table>
<thead>
<tr>
<th>Cue</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A B</td>
</tr>
<tr>
<td>2</td>
<td>B A</td>
</tr>
<tr>
<td>3</td>
<td>A C</td>
</tr>
<tr>
<td>4</td>
<td>B C</td>
</tr>
<tr>
<td>5</td>
<td>C B</td>
</tr>
</tbody>
</table>

Books should remain closed.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>ggwe</td>
<td>Osiibye' otya+nno</td>
<td>Wasuze' otyanno</td>
</tr>
<tr>
<td>mmwe</td>
<td>Musiibye' mutya+nno</td>
<td>Mwasuze' mutyanno</td>
</tr>
<tr>
<td>omusomesa</td>
<td>Asiibye' atya+nno</td>
<td>Yasuze' atyanno</td>
</tr>
<tr>
<td>abaana</td>
<td>Basiibye' batya+nno</td>
<td>Baasuze' batyanno</td>
</tr>
<tr>
<td>nze</td>
<td>Nsiibye' bulungi.</td>
<td>Nasuze' bulungi.</td>
</tr>
<tr>
<td>ffe</td>
<td>Tusiibye' bulungi.</td>
<td>Twasuze' bulungi.</td>
</tr>
</tbody>
</table>

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

### okuyiga

(\textit{\textbf{-yize}})

<table>
<thead>
<tr>
<th>A (to B): Njiga + Oluganda.</th>
<th>Njize\textsuperscript{'} + Oluganda.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to A): Oyiga + Oluganda?</td>
<td>Oyize\textsuperscript{'} + Oluganda?</td>
</tr>
<tr>
<td>A (to B): Yee.</td>
<td>Yee.</td>
</tr>
<tr>
<td>B (to C): (Mary) ayiga + Oluganda.</td>
<td>(Mary) ayize\textsuperscript{'} + Oluganda.</td>
</tr>
<tr>
<td>C : Ooo! Kirungi.</td>
<td>Ooo! Kirungi.</td>
</tr>
</tbody>
</table>

### okuyigiriza

(\textit{\textbf{-yigirizza}})

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to A): Oyigiriza + abaana?</td>
<td>Oyigirizza + abaana?</td>
</tr>
<tr>
<td>A (to B): Yee.</td>
<td>Yee.</td>
</tr>
<tr>
<td>B (to C): ___ ayigiriza + abaana.</td>
<td>___ ayigirizza + abaana.</td>
</tr>
<tr>
<td>C : Ooo! Kirungi.</td>
<td>Ooo! Kirungi.</td>
</tr>
</tbody>
</table>

### okudda

(\textit{\textbf{-zze}})

<table>
<thead>
<tr>
<th>A,B (to C): Tudda + mu kibiina\textsuperscript{'}</th>
<th>Tuzze + mu kibiina\textsuperscript{'}</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B): Mudda + mu kibiina\textsuperscript{'}?</td>
<td>Muzze + mu kibiina\textsuperscript{'}?</td>
</tr>
<tr>
<td>C (to D): _ ne _ badda + mu kibiina\textsuperscript{'}</td>
<td>_ ne _ bazze + mu kibiina\textsuperscript{'}</td>
</tr>
<tr>
<td>D : Ooo! Kirungi.</td>
<td>Ooo! Kirungi.</td>
</tr>
</tbody>
</table>
### LUGANDA BASIC COURSE

**okuggula**

(-ggudde)

<table>
<thead>
<tr>
<th>A,B (to C)</th>
<th>Tuggula + oluggi.</th>
<th>Tuggudde + oluggi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B)</td>
<td>Muggula + oluggi?</td>
<td>Muggudde + oluggi?</td>
</tr>
<tr>
<td>A,B (to C)</td>
<td>Yee.</td>
<td>Yee.</td>
</tr>
<tr>
<td>C (to D)</td>
<td>_ ne _ baggula + oluggi.</td>
<td>_ ne _ baggudde + oluggi.</td>
</tr>
<tr>
<td>D (to C)</td>
<td>Ooo! Nga + kirungi!</td>
<td>Ooo! Nga + kirungi!</td>
</tr>
</tbody>
</table>

**okutuula**

(-tudde)

<table>
<thead>
<tr>
<th>A,B (to C)</th>
<th>Tutuula + ku ntebe.</th>
<th>Tutudde + ku ntebe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B)</td>
<td>Mutuula + ku ntebe.</td>
<td>Mutudde + ku ntebe?</td>
</tr>
<tr>
<td>A,B (to C)</td>
<td>Yee.</td>
<td>Yee.</td>
</tr>
<tr>
<td>C (to D)</td>
<td>_ ne _ batuula + ku ntebe.</td>
<td>_ ne _ batudde + ku ntebe.</td>
</tr>
<tr>
<td>D (to C)</td>
<td>Ooo! Nga + kirungi.</td>
<td>Ooo! Nga + kirungi.</td>
</tr>
</tbody>
</table>

**okwebaka**

(-eebase)

<table>
<thead>
<tr>
<th>A,B (to C)</th>
<th>Twebaka mangu.</th>
<th>Twebase mangu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B)</td>
<td>Mwebaka mangu?</td>
<td>Mwebase mangu?</td>
</tr>
<tr>
<td>A,B (to C)</td>
<td>Yee.</td>
<td>Yee.</td>
</tr>
<tr>
<td>C (to D)</td>
<td>_ ne _ beebaka mangu.</td>
<td>_ ne _ beebase mangu.</td>
</tr>
<tr>
<td>D (to C)</td>
<td>Ooo! Kibi.</td>
<td>Ooo! Kibi.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Role (to Role)</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (to B)</td>
<td>Sambala + ngatto.</td>
<td>Sambadde + ngatto.</td>
</tr>
<tr>
<td>B (to A)</td>
<td>Toyambala + ngatto?</td>
<td>Toyambadde + ngatto?</td>
</tr>
<tr>
<td>A (to B)</td>
<td>Nedda.</td>
<td>Nedda.</td>
</tr>
<tr>
<td>B (to C)</td>
<td>(Mary) Tayambala + ngatto.</td>
<td>Mary/Tayambadde + ngatto.</td>
</tr>
<tr>
<td>C</td>
<td>Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>

### okutegeera

<table>
<thead>
<tr>
<th>Role (to Role)</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (to B)</td>
<td>Sitegeera + bulungi.</td>
<td>Sitegedde + bulungi.</td>
</tr>
<tr>
<td>B (to A)</td>
<td>Totegeera + bulungi?</td>
<td>Totegedde + bulungi?</td>
</tr>
<tr>
<td>A (to B)</td>
<td>Nedda.</td>
<td>Nedda.</td>
</tr>
<tr>
<td>B (to C)</td>
<td>(John) Tateegeera + bulungi.</td>
<td>___ Tateegeera + bulungi.</td>
</tr>
<tr>
<td>C</td>
<td>Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>

### okubeera

<table>
<thead>
<tr>
<th>Role (to Role)</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (to B)</td>
<td>Sibeera + mu kibuga.</td>
<td>Sibadde + mu kibuga.</td>
</tr>
<tr>
<td>B (to A)</td>
<td>Tobeera + mu kibuga?</td>
<td>Tobadde + mu kibuga?</td>
</tr>
<tr>
<td>A (to B)</td>
<td>Nedda.</td>
<td>Nedda.</td>
</tr>
<tr>
<td>B (to C)</td>
<td>___ Tabeera + mu kibuga.</td>
<td>___ Tabadde + mu kibuga.</td>
</tr>
<tr>
<td>C</td>
<td>Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>

### okulya'

<table>
<thead>
<tr>
<th>Role (to Role)</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (to B)</td>
<td>Sirya' + kyankya’.</td>
<td>Siridde + kyankya’.</td>
</tr>
<tr>
<td>B (to A)</td>
<td>Tolya' + kyankya’?</td>
<td>Tolidde + kyankya’?</td>
</tr>
<tr>
<td>A (to B)</td>
<td>Nedda.</td>
<td>Nedda.</td>
</tr>
<tr>
<td>B (to C)</td>
<td>(Bill) Talya’ + kyankya’.</td>
<td>___ Talidde + kyankya’.</td>
</tr>
<tr>
<td>C</td>
<td>Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>
**LUGANDA BASIC COURSE**

### okunywa' (-nywedde)

<table>
<thead>
<tr>
<th>A (to B): Sinywa' + kaawa.</th>
<th>Sinywedde + kaawa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to A): Tonywa' + kaawa?</td>
<td>Tonywedde + kaawa?</td>
</tr>
<tr>
<td>B (to C): ___ tanywa' + kaawa.</td>
<td>___ tanywedde + kaawa.</td>
</tr>
<tr>
<td>C : Ooo! Bambi!</td>
<td>Ooo! Bambi!</td>
</tr>
</tbody>
</table>

### okuwummula (-wumudde)

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B): Temuwummula?</td>
<td>Temuwummudde?</td>
</tr>
<tr>
<td>C (to D): ___ ne ___ tebawummula.</td>
<td>___ ne ___ tebawummudde.</td>
</tr>
<tr>
<td>D : Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>

### okuyigiriza (-yigirizza)

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B): Temuyigiriza?</td>
<td>Temuyigiriza?</td>
</tr>
<tr>
<td>C (to D): ___ ne ___ tebayigiriza.</td>
<td>___ ne ___ tebayigirizza.</td>
</tr>
<tr>
<td>D : Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>

### okwebaka (-eebase)

<table>
<thead>
<tr>
<th>A,B (to C): Tetwebaka + misana'.</th>
<th>Tetwebase' + misana'.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (to A,B): Temwebaka + misana'?</td>
<td>Temwebase' + misana'?</td>
</tr>
<tr>
<td>C (to D): ___ ne ___ tebeebaka + misana.</td>
<td>___ ne ___ tebeebase' + misana'.</td>
</tr>
<tr>
<td>D : Ooo! Nga + kitalo!</td>
<td>Ooo! Nga + kitalo!</td>
</tr>
</tbody>
</table>
Glossary:

<table>
<thead>
<tr>
<th>Luganda</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.ki.tundu (KI-BI)</td>
<td>part, half, district</td>
</tr>
<tr>
<td>o.mu.somesa (MU-BA)</td>
<td>teacher</td>
</tr>
<tr>
<td>ku.no</td>
<td>around here</td>
</tr>
<tr>
<td>.jja (.izze)</td>
<td>come</td>
</tr>
<tr>
<td>era</td>
<td>and, also</td>
</tr>
<tr>
<td>kitalo!</td>
<td>pity!</td>
</tr>
<tr>
<td>Nga+kitalo!</td>
<td>What a pity!</td>
</tr>
<tr>
<td>kirungi</td>
<td>it is nice</td>
</tr>
<tr>
<td>Nga+kirungi!</td>
<td>How nice!</td>
</tr>
<tr>
<td>ambi!</td>
<td>pity</td>
</tr>
</tbody>
</table>
LESSON 35

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

- ekkalaamu
- ekitabo
- essaawa
- ensimbi
- ebballuwa y'ekkubo
- ensawo
- ebbaluwa y'ekkubo
- empeta

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

2. Point to your own watch. Say [Nnin~ + essaawa.], and immediately ask a student who has a watch [Olina + essaawa?]. He should reply [Yee, nnin~ + essaawa.]. Do the same with all the objects listed in Step 1.

3. Remove your own watch, put it aside, and say [Sirin~ + ssaawa.]. Or use the name of some other object that you do not have, such as [Sirina nsimbi.]. Have a student ask you [Olina + (essaawa)?], and reply [Nedda, sirina + ssaawa.]

4. DRILL: Affirmative vs. negative, 'have'.

- essaawa
- omwana
- abaana
- omusomesa
- ensimbi
- nnyingi
- empeta

<table>
<thead>
<tr>
<th></th>
<th>Olina + essaawa?</th>
<th>Sirina + ssaawa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>essaawa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>omwana</td>
<td>Olina + omwana?</td>
<td>Sirina + mwana.</td>
</tr>
<tr>
<td>abaana</td>
<td>Olina + abaana?</td>
<td>Sirina + baana.</td>
</tr>
<tr>
<td>omusomesa</td>
<td>Olina + omusomesa?</td>
<td>Sirina + musomesa.</td>
</tr>
<tr>
<td>ensimbi</td>
<td>Olina + ensimbi/</td>
<td>Sirina + nsimbi/</td>
</tr>
<tr>
<td>nnyingi</td>
<td></td>
<td>nnyingi.</td>
</tr>
<tr>
<td>empeta</td>
<td>Olina + empeta?</td>
<td>Sirina + mpeta.</td>
</tr>
</tbody>
</table>
5. **DRILL**: Person and number in negative statements.

<table>
<thead>
<tr>
<th>Person</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sirina</td>
<td>nsimbi / nnyangi.</td>
</tr>
<tr>
<td>ye</td>
<td>Talina + nsimbi / nnyangi.</td>
</tr>
<tr>
<td>empeta</td>
<td>Talina + mpeta.</td>
</tr>
<tr>
<td>ffe</td>
<td>Tetulina + mpeta.</td>
</tr>
<tr>
<td>ebbaluwa z'ekkubo</td>
<td>Tetulina + bbaluwwa za kkubo.</td>
</tr>
<tr>
<td>bo</td>
<td>Tebalina + bbaluwwa za kkubo.</td>
</tr>
<tr>
<td>abaana</td>
<td>Tebalina + baana.</td>
</tr>
<tr>
<td>ggwe?</td>
<td>Tolina + baana.</td>
</tr>
<tr>
<td>essaza</td>
<td>Tolina + ssaza.</td>
</tr>
<tr>
<td>mmwe?</td>
<td>Temulina + ssaza.</td>
</tr>
</tbody>
</table>

6. Ask the students [Olin~ (ess~)?] using the names of as many objects as they know. They should answer affirmatively or negatively, whichever is true.

7. Practice with the question [(John) alin~ (ess~aaw)~]. Answers should again be either affirmative or negative, whichever is true.

**Summary:**

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

**To the student:**

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

- **e.s.saawa** (N) | hour, clock
- **e.n.simbi** (N) | money
- **e.n.sawo** (N) | bag, pocket
- **e.ki.faananyi** (KI-BI) | picture
- **e.b.baluuwa y'ekkubo** (N) | passport
- **e.m.peta** (N) (stem [.weta]) | ring
1. Give the students practice in pronouncing the following sentences:

   Mu kibiina' # kino / mulimu + (emmeeza).
   Ku (emmeeza) # eno / kuliko + (ensimbi).
   Mu kibiina' # kino / mulimu + (entebe) / (ttaano).

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

3. Ask questions of these kinds:

   Mu kibiina' # kino / mulimu + (essaawa)?
   Mu kibiina' # kino / mulimu + (essaawa) / mmekag`
   Ku mmeeza # eno / kuliko (ebitabo)?
   Ku mmeeza # eno / kuliko (ebitabo / bi)mekag`

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

   'There is one chair inside.'
   'There aren't many chairs inside.'

   entebe Mulimu + entebe / Temu-li + ntebe / nnyingi.
   ekifaananyi Mulimu + ekifaananyi / Temu-li + bifaananyi / bingi.
   ebbaluuwa Mulimu + ebbaluuwa / Temu-li + bbaluuwa / nnyingi.
   abantu Mulimu + omuntu / Temu-li + bantu / bangi.
   omulimu Mulimu + omulimu / Temu-li + mirimu / mingi.
5. Continue with questions like the ones in Step 3, but add questions like:

Olina + ensimbi?
Olina + ekkalaamu / mmekam
Tulina + essawa?
(John) / alina + ekitabo?

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

Summary:

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

To the student:

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

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

Glossary:

.lina (.badde na) have

Compare: .li ne be with
LESLIE 37

1. Familiarization with the sound of the dialog.

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

2. Pronunciation buildups.

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

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

A: Olin+a + abaana / bameka+ mu

kibiina' kyo?

amakumi / asatu three tens
abaana / amakumi / asatu thirty children

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

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

B: Bangi. They are.

abalenzi boys
n'a-balenzi and boys
abawala n'a-balenzi girls and boys
osomesa + abawala / n'abalenzi? do you teach girls and boys?
3. **Translation.**

4. **Role playing.**

5. **DRILL:** Concord of numerals with nouns.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>abaana</td>
<td>Mulimu + abaana / kkumi + na babiri.</td>
<td>Ooo! Bangi!</td>
</tr>
<tr>
<td>abawala</td>
<td>Mulimu + abawala / kkumi + na babiri.</td>
<td>Ooo! Bangi!</td>
</tr>
<tr>
<td>abalenzi</td>
<td>Mulimu + abalenzi / kkumi + na babiri.</td>
<td>Ooo! Bangi!</td>
</tr>
<tr>
<td>entebe</td>
<td>Mulimu + entebe / kkumi + na bbiri.</td>
<td>Ooo! Nnyingi!</td>
</tr>
<tr>
<td>emmeeza</td>
<td>Mulimu + emmeeza / kkumi + na bbiri.</td>
<td>Ooo! Nnyingi!</td>
</tr>
<tr>
<td>ebitabo</td>
<td>Mulimu + ebitabo / kkumi + na bbiri.</td>
<td>Ooo! Bangi.</td>
</tr>
<tr>
<td>enguudo</td>
<td>Mulimu + enguudo / kkumi + na bbiri.</td>
<td>Ooo! Nnyingi!</td>
</tr>
<tr>
<td>ebibiina'</td>
<td>Mulimu + ebibiina' / kkumi + na bbiri.</td>
<td>Ooo! Bingi!</td>
</tr>
<tr>
<td>amaterakero</td>
<td>Mulimu + amaterakero / kkumi + n'abiri.</td>
<td>Ooo! Mangi!</td>
</tr>
</tbody>
</table>

6. **DRILL:** Conords involving [-onna] 'all'

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekkaalamu</td>
<td>Ekkalaamu # zonna / ziri ku mmeeza?</td>
</tr>
<tr>
<td>ebitabo</td>
<td>Ebitabo # byonna / biri ku mmeeza?</td>
</tr>
<tr>
<td>ekyenkyaa'</td>
<td>Ekyenka' # kyonna / kiri ku mmeeza?</td>
</tr>
<tr>
<td>entebe</td>
<td>Entebe # zonna / ziri ku mmeeza?</td>
</tr>
<tr>
<td>essaawa</td>
<td>Essaawa # zonna / ziri ku mmeeza?</td>
</tr>
</tbody>
</table>
7. The students, with the help of their instructor, should assemble a list of the forms of [-ereere] that agree concordially with each of the following nouns: [abantu, emmeeza, emigga, ensimbi, ebifaananyi, amakolero].

Glossary:

- o.mu.wala (MU-BA) girl
- o.mu.lenzi (MU-BA) boy
- onna all
- ereere barely, only, empty
LESSON 38

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

1. Listen to these monologs straight through, just to see how much you can understand.

2. Next, learn the following short sentences. Practice them until you can give them easily and correctly in response to the English translations.

a. Kampala / kibuga. Kampala is a city.

b. Kye kibuga + ekikulu + mu Uganda. It is the capital city of ('in') Uganda.

c. Kampala / kiri mu Buganda. Kampala is in Buganda.

d. Kiri mu makkati ga Uganda. It is in the centre of Uganda.

e. Kirimu + abantu / bangi + ab'ejawulo. Therein are many different people.

f. Bava' mu mawanga / mangi. They come from many tribes.

g. Buganda / ggwanga. Buganda is a tribe.

h. Bunyoro ne Ankole / mawanga. Bunyoro and Ankole are tribes.

i. Abantu / bangi / babeera mu Kampala. Many people live in Kampala.

j. Bakola + emirimu / mingi + eg'ejawulo. They do many different kinds of work.

k. Babajja. They do carpentry.

l. Bazimba. They do building.

m. Bakola + emirimu + eg'omu ofiisi. They do office jobs.

n. Mulimu + ofiisi / nnyangi. There are many offices.

o. Mulimu + ebitongole / bingi. There are many departments.
3. Listen again to the first version of the monolog and answer the following questions asked by the instructor. Students’ books should remain closed.

1. a. Kampala kibuga?
   b. Kampala nsi?
   c. Kampala kye ki?

2. a. Kampala kye kibuga ekikulu mu Uganda?
   b. Kampala kye kibuga ekikulu mu nsi ki?

3. a. Kampala kiri mu kitundu kya Buganda?
   b. Kampala kiri mu kitundu ki mu Uganda?
   c. Kampala kye ki?

4. a. Kampala kiri mu makkati ga Uganda?
   b. Kampala kiri ludda wa?
   c. Kampala kye ki?

5. a. Kampala kirimu abantu bangi ab’enjawulo?
   b. Kampala kirimu abantu ba ngeri ki?
   c. Kampala kye ki?

6. a. Abantu b’omu Kampala bava mu mawanga mangi?
   b. Abantu b’omu Kampala bava wa?
   c. Kampala kye ki?

7. a. Buganda ggwanga?
   b. Buganda kibuga?
   c. Buganda kye ki?

8. a. Bunyoro ne Ankole mawanga?
   b. Bunyoro ne Ankole bibuga?
   c. Bunyoro ne Ankole kye ki?

9. a. Abantu bangi babeera mu Kampala?
   b. Abantu bameka ababeera mu Kampala?
10. a. Bo bakola emirimu mingi egy'énjawulo?
   b. Bo bakola mirimu ki?

11. a. Babajja?
   b. Bakola ki?

12. a. Bazimba?
   b. Bakola ki?

13. a. Bakola emirimu egy'omu ofiisi?
   b. Bakola ki?

14. a. Mulimu ofiisi nnyingi?
   b. Mulimu ofiisi mmeka?

15. a. Mulimu ebitongole bingi?
   b. Mulimu ebitongole bimeka?

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

5. **DRILL**: Concordial agreement.

- **emirimu**  / **mingi** + egy'\textit{enjawulo}
- **abantu**  / **bangi** + ab'\textit{enjawulo}
- **amawanga**  / **mangi** + ag'\textit{enjawulo}
- **ebitongole**  / **bingi** + eby'\textit{enjawulo}
- **Abeeru**  / **bangi** + ab'\textit{enjawulo}

6. **DRILL**: Tone changes with [\textit{nga}] 'such as'.

- **Abaganda**  / **bangi** + ng'\textit{Abaganda, n'a-balala}
- **Abanyoro**  / **bangi** ng'\textit{Abanyoro n'abalala}
- **Abanyankole**  / **bangi** ng'\textit{Abanyankole n'abalala}
- **Abeeru**  / **bangi** ng'\textit{Abeeru n'abalala}
- **Abazungu**  / **bangi** ng'\textit{Abazungu n'abalala}

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

Kiri mu     , mu     ga Uganda. Kirimu     
     bangi     , ng'\textit{Abaganda,     , Abanyankole,     ng'Abazungu     . Abantu     bakola     mingi, ng'okuzimba, okubajja     .}

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

e.n. jawulo  (N)  difference
(stem [.awulo])

'_njawulo  different

e.g. gwanga  (LI-MA)  tribe
(stem [.wanga])

.bajja (.bazze)  do carpentry, cabinet work

.zimba (.zimbye')  build

.o.mu.limu  (MU-MI)  work, job

e.ki.tongole  (KI-BI)  department (of gov't)

.lala  other

e.n.geri  (N)  kind
1. Teach the students to pronounce these sentences, first the left-hand column and then the right-hand column.

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

2. Act out the sentences in Step 1, Column 1. As you perform each action, say the sentence aloud. Have one of the students tell the rest of the class what you are doing by reciting sentences from Column 2.

3. Have individual students go through the same actions, as they say the sentences from Column 1. At the same time, have one of the other students say [(John) ava ku luggi.], etc.

4. Begin as in Step 2, by walking toward the door and saying [Ongenda ku luggi.], but when you get to the door, stop and say [Ongende ku luggi.]. Immediately ask someone [Nkoze ki?]. He should answer [Ogenze + ku luggi].

In the same way, introduce the sentences:

- Nzigadde + oluggi.  
  Oggadde oluggi.
### Drills on other forms of these verbs:

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

<table>
<thead>
<tr>
<th>A (to B):</th>
<th>B (to A):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olidde + ekynkya'.</td>
<td>Siridde + kyankya'.</td>
</tr>
<tr>
<td>Nkoze'ki?</td>
<td>Oyimiridde + mu kibiina'.</td>
</tr>
</tbody>
</table>

**A (to C):** -B- talidde + kyankya'.

**C**: Ooo! Kitalo!

<table>
<thead>
<tr>
<th>A (to B):</th>
<th>B (to A):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naawe -C- / mulidde + ekyenka'.</td>
<td>Nedda, tetulidde + kyankya'.</td>
</tr>
<tr>
<td>Oggadde + oluggi.</td>
<td>Nedda, siggadde + luggi.</td>
</tr>
</tbody>
</table>

**A (to C):** -B- taggadde + luggi.

**C**: Ooo! Bwe kiri?

<table>
<thead>
<tr>
<th>A (to B):</th>
<th>B (to A):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naawe -C- / mwambadde + engatto?</td>
<td>Nedda, tetwambadde + ngatto.</td>
</tr>
<tr>
<td>Oggadde + oluggi.</td>
<td>Nedda, siggadde + luggi.</td>
</tr>
</tbody>
</table>

**A (to C):** -B- tebambadde + ngatto.

**D**: Ooo! Kibi!
Summary:

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

Glossary:

<table>
<thead>
<tr>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>.ggala</td>
<td>shut</td>
</tr>
<tr>
<td>.ggula</td>
<td>open</td>
</tr>
<tr>
<td>.tuula</td>
<td>sit down</td>
</tr>
<tr>
<td>.yimirira</td>
<td>stand up</td>
</tr>
<tr>
<td>.wandiika</td>
<td>write</td>
</tr>
</tbody>
</table>

Sample of free conversation:

A: Mwami Ochola, okola ki?  
   Weebase?

B: Nedda, ngolokose era nsoma bbaluuwa.

A: Evudde wa?

B: Evudde mu Amerika.

A: Ogenda mu Amerika?

B: Nedda, sigenda mu Amerika.  
   Sirina bbaluuwa ya kkubo.

A: Ooo.

B: Eee.

Mr. Ochola, what are you doing?  
Are you sleeping?

No, I have gotten up and I am reading a letter.

Where has it come from?

It has come from America.

Are you going to America?

No, I am not going to America.  
I don't have a passport.

Ho ho.

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

- essaawa / bbiri + ez' enkyà'
- essaawa / ssatu + ez' enkyà'
- essaawa / nnya + ez' enkyà'
- essaawa / ttaano + ez' enkyà'
- essaawa / mukaaga + ez' omu ttuntu
- essaawa / musanvu + ez' olwaggulo
- essaawa / munaana + ez' olwaggulo
- essaawa / mwenda + ez' olwaggulo
- essaawa / kkumi + ez' olwaggulo
2. Carry on conversations like these:

a. T: Tu(golokoka) (mu matulutulu)?
   S: Yee, tu(golokoka) mu matulutulu.

b. T: Tu(golokoka) (mu ttuntu), oba / (mu matulutulu)?
   S: Tu(golokoka) (mu matulutulu).

c. T: Tu(golokoka) (mu ttuntu)?
   S: Nedda, tetugolokoka + mu ttuntu.
   T: Tu(golokoka) ddij
   S: Tu(golokoka) (mu matulutulu).

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

- **e.mi.sana** (MI) - daytime
- **e.ki.ro'** (KI) - night
- **a.ma.tututulu** (MA) - early morning, dawn
- **e.n.kya'** (N) - morning
- **e.t.tuntu** (LI) - noon
- **o.lw.e.g.gulo** (LU) - afternoon
- **e.g.gulo** (LI) - afternoon
- **a.ka.wungeezi** (KA) - evening
- **e.t.tumbi** (LI) - midnight
LESSON 41

1. **Familiarization with the sound of the dialog.**

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

2. **Pronunciation buildups.**

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

   
   **otyan**nno + sseboj
   
   A: Osiibye' otya+nno + sseboj
   
   How are you, sir?
   
   B: Bulungi + maama.
   
   How have you spent the afternoon, sir?
   
   [Good afternoon, sir]
   
   A: Mmm.
   
   B: Osiibye' + otya+nnoj
   
   How are you
   
   A: Bulungi.
   
   Well, madame.
   
   B: Mmm.
   
   How have you spent the afternoon?
   
   [Good afternoon]
   
   A: Mmm.
   
   B: otya+nno
   
   You are who?
   
   A: Erinnya lyo / ggw' # ani/
   
   What's your name?
   
   Waiswa
   
   nze # Waiswa
   
   I am Waiswa
   
   B: Erinnya lyange / nze # Waiswa
   
   My name is Waiswa.
   
   Waiswa
   
   A: Ggwe # Waiswa?
   
   You are Waiswa?
B: Mmm.
   ludda+waffe
A: Ova ludda+waffe
   waffe
   ye
   ye waffe
   Busoga
B: Nva' Busoga, ye waffe.
   wammwe?
A: Ye wammwe?
B: Mmm.
   omukyala
   olina-yo
A: Olin-ye + omukyala?
   omu-
   omukyala / omu-
   nnina-ye
B: Yee, nnina-ye + omukyala / omu-. Yes, I have one wife.
   abaana
A: N'a-baana?
   basatu
   abaana / basatu
B: N'a-baana / basatu.
   kirungi
   nga+kirungi!
A: Ooo. Nga+kirungi!

3. Translation:

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

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

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

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

<table>
<thead>
<tr>
<th>LUGANDA</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>abãånà</code> / basatu</td>
<td>n'á-bãånà / basatu</td>
</tr>
<tr>
<td><code>abãånà</code> / munaana</td>
<td>n'á-bãånà / munaana</td>
</tr>
<tr>
<td><code>abãyålÌ</code> / basatu</td>
<td>n'á-bãyålÌ / basatu</td>
</tr>
<tr>
<td><code>abãyålÌ</code> / munaana</td>
<td>n'á-bãyålÌ / munaana</td>
</tr>
<tr>
<td><code>abãlènì</code> / basatu</td>
<td>n'á-bãlènì / basatu</td>
</tr>
<tr>
<td><code>abãlènì</code> / munaana</td>
<td>n'á-bãlènì / munaana</td>
</tr>
<tr>
<td><code>abawålÌ</code> / basatu</td>
<td>n'á-bawålÌ / basatu</td>
</tr>
<tr>
<td><code>abawålÌ</code> / munaana</td>
<td>n'á-bawålÌ / munaana</td>
</tr>
<tr>
<td><code>abasomså</code> / basatu</td>
<td>n'á-båsåmåså / basatu</td>
</tr>
<tr>
<td><code>Abãgåndå</code> / basatu</td>
<td>n'Abãgåndå / basatu</td>
</tr>
<tr>
<td><code>ebìbìñå</code> / bisatu</td>
<td>n'è-bìbìñå / bisatu</td>
</tr>
<tr>
<td><code>èkkalãamù</code> / ssatu</td>
<td>n'èkkalãamù / ssatu</td>
</tr>
<tr>
<td><code>èbbìbìñå</code> / munaana</td>
<td>n'èbbìbìñå / munaana</td>
</tr>
<tr>
<td><code>èkkalãamù</code> / munaana</td>
<td>n'èkkalãamù / munaana</td>
</tr>
</tbody>
</table>
To the student:

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

Glossary:

o, mu, kyal (MU-BA)  lady, wife
This lesson also is based on three versions of a recorded monolog.

1. Listen to all three versions straight through just to see how much you can pick up.

2. Learn the following short sentences so that you can give them easily and correctly in response to the English equivalents.

a. Masindi / kibuga. masindi is a town.
b. Kye'kibuga + ekikulu + mu Bunyoro. It is the capital of Bunyoro.
c. Bunyoro / ye nsi' / emu+ mu Uganda. Bunyoro is a district in Uganda.
d. Ye'nsi + eri + mu mambuka. It is a district which is in the north.
e. Abantu / bangi / babeera + mu nsi' # omwo. Many people live in that district.
f. Bayitibwa Banyoro. They are called Banyoro.
g. Be'abantu + abasinga + obungi + mu Bunyoro. They are the majority in Bunyoro.
h. Muki kibuga / mulimu + amawanga / mangi. In the city there are many tribes.
i. Bakola + emirimu / mingi + egy'enjawulo. They do many various jobs.
j. ekitongole ky'o-bulimi department of agriculture
k. ekitongole ky'e-mirimu department of works
l. Abantu b'omu Bunyoro / balimi. The people of Bunyoro are farmers.
m. Abalala / bakola+mu makolero. Others work in factories.

n. Mu kibuga + Masindi / mulimu + amakolero. In the city of Masindi there are factories.

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

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

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

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

5. **DRILL: The BA and BU classes.**

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

6. **DRILL: The BU and BA classes.**

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

7. **DRILL: Concordial agreement.**

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

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

- Masindi _____ kibuga _____ mu _______. Bunyoro _____ nsi _____ mu Uganda _____ mambuka, era __
- b'omu _____ omwo _____ Banyoro. Abanyoro ______
- bantu _____ obungi _____ _____ Masindi, naye mulimu
9. Tell in your own words as much as you can remember about Masindi.

To the student:

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

Glossary:

- o.bu.limi (BU) agriculture
- e.k.kolero (LI-MA) factory, industry
- o.bu.bazzi (BU) carpentry
- o.bu.zimbi (BU) building, construction
LESSON 43

1. Teach the students to pronounce the following sentences:

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

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

okulya’ + ekyenkya’
Leero / nalidde + ekyenkya’ + essaawa / ssatu + ez’enkya’.

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

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

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

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

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

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

4. DRILL: Present vs. near past tenses.

1
Kaakati / ndya’ + ekyemisana’.
Kaakati / ngaenda + mu kibiina’.
Kaakati / nva’ + mu kibiina’.

2
Enkya’ / nalidde + ekyenkya’.
Enkya’ / nagenze’ + mu kibiina’.
Enkya’ / navudde + mu kibiina’.
Kaakati / mpummula.  
Kaakati / ndya' + ekyekiro'.  

Eggulo / nawummudde.  
Emisana / nalidde + ekyemisana'.

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

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

Nzigadde + oluggi.  
Aggadde + oluggi.  
Tuggadde + oluggi.  
Baggadde + oluggi  
Oggadde + oluggi?  
Muggadde + oluggi?

Naggadde + oluggi.  
Yaggadde + oluggi.  
Twaggadde + oluggi.  
Baggadde + oluggi  
Waggadde + oluggi?  
Mwaggadde + oluggi?

Nzize' + mu kibiina'.  
Azze' + mu kibiina'.  
Tuzze' + mu kibiina'.  
Bazze' + mu kibiina'.  
Oqenze' + ku lubaawo'.  
Agenze' + ku lubaawo'.  
Tugenze' + ku lubaawo'.  
Bagenze' + ku lubaawo'.

Nazze' + mu kibiina'.  
Yazze' + mu kibiina'.  
Twazze' + mu kibiina'.  
Bazze' + mu kibiina'.  
Nagenze' + ku lubaawo'.  
Yagenze' + ku lubaawo'.  
Tagenze' + ku lubaawo'.  
Baagenze' + ku lubaawo'.

6. Have each student tell (in the near past tense) as many things as he can that he did earlier today. Ask him at what time he did some of them.
7. Carry on conversations like the following. Substitute other verbs and other times in place of the words in ( ).

T: O(yambala) kaakati?
S: Nedda, na(yambadde) essaawa / (emu).

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

To the student:

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

Glossary:

leero today
kaakati now
How to use lessons written in the 'microwave' format.

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

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

Ways of conducting the M phase in each cycle.

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

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

2. Meanings of the sentences.
   a. Have the students repeat a whole sentence after you. Then give the English, and have them give the Luganda.

      For example:  T: Saalidde kyankya.
                   S: Saalidde kyankya.
                   T: I didn't eat breakfast.
                   S: Saalidde kyankya.

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

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

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

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

Ways of conducting the C phase of each cycle.

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

a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.

b. Let students take both parts in the conversation.

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

For example, C-1 in Lesson 44 is:

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

This stands of course for the conversation:

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

but it also stands for the conversations:

A: Leero wafunye ebbaluwa?  
B: Yee, naafunye ebbaluwa.  
A: Leero wagolokose mu matulutulu?  
B: Yee, nagolokose mu matulutulu.
It does not, however, stand for:

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

or for:

A: Jjo walya ekyenkya?
B: Yee...

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

a. the new words are of special relevance to the interests of the students, and

b. the new words fit into the C phase at one of the points enclosed in ( ).

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

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

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

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

The materials in the textual component of this course differ among themselves, so that separate instructions are given for each group. In general, however, they require the student to take responsibility for responding to each text in more than one way, so that he focuses his attention on it from two or more points of view.
The textual component is suited for presentation either in a language laboratory or in a conventional classroom. Either way, it provides the student with a change of pace.

**LESSON 44**

**M-1**

Leero / saalidde + kyankya'. Today I didn't eat breakfast.

Leero / saateeseteese' + kyakuyiga. Today I didn't prepare the lesson.

Leero / saafunye' + bbaluuka. Today I didn't get a letter.

Leero / saawandiise' + bbaluuka. Today I didn't write a letter.

Leero / saagolokose' + mu matulutulu. Today I didn't get up at dawn.

**M-2**

Leero / walidde + ekyenkya'? Did you eat breakfast today?

Leero / wateeseteese' + ekyokuyiga? Did you prepare the lesson today?

Leero / wafunye' + ebbaluuka? Did you get a letter today?

Leero / wawandiise' + ebbaluuka? Did you write a letter today?

Leero / wagolokose' mu matulutulu? Did you get up at dawn today?

**DRILL:** Near past affirmative vs. negative.

Nafunye' + ebbaluuka. Saafunye' + bbaluuka.

Yafunye' + ebbaluuka. Teyafunye' + bbaluuka.

Twafunye' + ebbaluuka. Tetwafunye' + bbaluuka.

Bafunye' + ebbaluuka. Tebaafunye' + bbaluuka.

Wafunye' + ebbaluuka? Tewafunye' + bbaluuka?

Mwafunye' + ebbaluuka? Temwafunye' + bbaluuka?
C-1

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

C-2

A: Leero / wa(golokose) (mu matulutulu)?
B: Nedda, saagolokose mu matulutulu.
A: Wa(golokose) essaawa mmeka?
B: Nagolokoseessaawa (bbiri).

C-3

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

C-4

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

(Tetwa-) Tetwalidds kyankya.
(Temwa-) Temwalidde kyankya.
C-5

A (to B,C): -D- ne -E- baa(genze mu ddwaliro) essaawa (nnya)?
B,C (to A): Nedda -D- ne -E- tebaa(genze mu ddwaliro) ssaawa (nnya).
A (to B,C): -D- ne -E- baa(genze mu ddwaliro) essaawa mmeka?
B,C (to A): Tetumanyi.
B,C (to D,E): Leero mwa(genze mu ddwaliro) essaawa mmeka?
D,E (to B,C): Leero twa(genze mu ddwaliro) essaawa (ttaano n'ekitundu).
D,C (to A): -D- ne -E- baa(genze mu ddwaliro) essaawa (ttaano n'ekitundu).

(Tebaan) Tebaagenze mu ddwaliro.

C-6

A (to B): Wa(lidde ekyenkya) essaawa mmeka?
B (to A): Na(lidde ekyenkya) essaawa (emu).
A (to C): -B- ya(lidde) ekyenkya) essaawa (emu).
C : Ooo! Nga kirungi!

(Na-) Nagenze' mu kibuga.
(Wa-) Wagenze' mu kibuga.
(Ya-) Yagenze' mu kibuga.

C-7

A (to B,C): Leero mwa(golokose) mangu?
B,C (to A): Yee, leero twa(golokose) mangu.
A (to D): -B- ne -C- leero baa(golokose) mangu.
D : Ooo! Nga+kirungi!
C-8

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

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

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

D : Ooo! Nga+kirungi!

| (Twa-)  | Twayize' Oluganda. |
| (Mwa-)  | Mwayize' Oluganda. |
| (Baa-)  | Baayize' Oluganda. |

Summary:

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

To the student:

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

Glossary:

.teekateeka (.teeseteese') prepare
.funa (.funye') get
e.ky.o.ku.yiga (KI-BI) lesson
.buuza' (.buuzizza) ask a question, greet
LESSON 45

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

A: **Erinnya lyo** / gg' #ani + ssebo /
   **nze John**
B: **Erinnya lyange** / nze # John.
   ludda wa /
   ova ludda wa /
A: Ggwe#John? Ova' ludda+wa /
   ndi Mwamereka
   nze ndi Mwamereka
   mu Amereka
   ssaza
   ssaza ki /
   mu ssaza ki mu Amereka /
*A: Ova' mu ssaza+ki + mu A-mereka?*
   ssaza lya Virginia
*B: Nva' mu ssaza lya Virginia.
   mu Uganda
   kitundu ki mu Uganda?
   oli mu kitundu ki mu Uganda?
   kati

What's your name, sir?
I am John
My name is John.
where you come from where?
You're John? Where do you come from?
I am an American
I come from America. I am an American.
I am an American
in America
country
what country?
in what state in America?
What state do you come from in America?
the state of Virginia
I come from the state of Virginia.
in Uganda
what part in Uganda?
you're in what part in Uganda?
now
A: Kati / oli mu kitundu+ki + mu Uganda?

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

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

mu Hoima?
oyagala-yo

A: Ooo! Oyagala-yo + mu Hoima?

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

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

In what part of Uganda are you now?

Hoima
in the city of Hoima
to teach

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

Do you like there at all at Hoima?

in Hoima?
do you like there

Ooo. Do you like it there in America to go back

I very much want to return to America

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

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

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

essaza ssaza+ki/
ekitongole kitongole+ki/
eddwaliro ddwaliro+ki/
omulimu mulimu+ki/
eggwanga  ggwanga+kiŋ
ensiŋ  nsǐŋ+kiŋ
omuwala  muwalaŋ+kiŋ
omukyala  mukyala+kiŋ
omulenzi  mulenzi+kiŋ
enjawulo  njawulo+kiŋ
edduuka  dduuka+kiŋ

DRILL: Present tense vs. infinitive.

Ojenda + mu Uganda.  Njagala + okugenda + mu Uganda.
Ogenda + mu Uganda?  Oyagala + okugenda + mu Uganda?
Agenda + mu Uganda.  Ayagala + okugenda + mu Uganda.
Tugenda + mu Uganda.  Twagala + okugenda + mu Uganda.
Mugenda + mu Uganda?  Mwagala + okugenda + mu Uganda?

DRILL: Present or perfective vs. infinitive.

Oyimiridde?  Nedda, naye / njagala nnyo / okuyimirira.
Otudde + ku ntebe?  Nedda naye njagala nnyo okutuula.
Owandiika + ebbaluwa?  Nedda naye njagala nnyo okuwandiika.
Ofunyeŋ + ebbaluwa?  Nedda naye njagala nnyo okufuna.
Ogenda + ku lubaawoŋ?  Nedda naye njagala nnyo okugenda.
Ovaŋ + mu kibiinaŋ?  Nedda naye njagala nnyo okuvaŋ+mu.
Ogenda + ekaŋ?  Nedda naye njagala nnyo okugenda.
To the student:

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

**Glossary:**

- e.s.saza (LI-MA) county
- .dda+yo (dde'-yo) go back
- .agala (.agadde) want, like, love
- bwe ( )tyo bwe ( )tyo so-so
1. **Short sentences for learning:**

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

2. **Questions over the first recorded version:**

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

Mbarara / kyé kibuga + ekikulu + mu Ankole.
Ankole / eri mu Uganda, mu bukikika + obwe-bugwajuba
bwa Uganda. Abantu b'oo-mu Ankole / Bannankole, era/
ne mu kibuga / abantu + abasinga-mu / Bannankole.
Abantu / bakola + emirimu / mingi, naye / abasinga +
obungi / balunjizi # nga balance + ente, era / n'a-balala /
balimi. Abantu b'oo-mu kibuga / bakola + mu ofili / ne
mu bitongole by'oo-mu ofili.

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

emirimu
emirimu / mingi
abantu
abantu / bangi
abalala
abalala / balimi
Mbarara
Mbarara / kibuga
Ankole
Ankole / eri mu Uganda
n'a-balala
era / n'a-balala

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

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

Glossary:

- o.mu.lunz (MU-BA) herdsman
- lunda (lunze') herd, tend
- e.n.te' (N) cattle
LESSON 47

M-1

Saalidde + magi' + ku kyankya'. I didn't eat eggs for breakfast.

Saalidde + nnyama ya mbizzi + ku kyankya'. I didn't eat bacon ('pork') for breakfast.

Saalidde + mugaati + ku kyankya'. I didn't eat bread for breakfast.

Saalidde + bibala + ku kyankya'. I didn't eat fruit for breakfast.

Saanywedde + kaawa + ku kyankya'. I didn't drink coffee for breakfast.

Saanywedde + caayi + ku kyankya'. I didn't drink tea for breakfast.

Saanywedde + mata + ku kyankya'. I didn't drink milk for breakfast.

Saanywedde + mazzi + ku kyankya'. I didn't drink water for breakfast.

Saanywedde + mwenge + ku kyankya'. I didn't drink beer for breakfast.

M-2

Walidde + amagi' + ku kyenkya'? Did you eat eggs for breakfast?

Walidde + ebibala + ku kyenkya'? Did you eat fruit for breakfast?

Wanywedde + kaawa + ku kyenkya'? Did you drink coffee for breakfast?

Wanywedde + omwenge + ku kyenkya'? Did you drink beer for breakfast?
DRILL: On affirmative vs. negative forms of the near past tense.

nze  Nanywedde + omwenge, naye / saanywedde + kaawa.
ggwe  Wanywedde + omwenge, naye / tewanywedde + kaawa.
ye  Yanywedde + omwenge, naye / teyanywedde + kaawa.
ffe  Twalidde + ebibala, naye / tetwalidde + magi'.
mmwe  Mwalidde + ebibala, naye / temwalidde + magi'.
bo  Baaalidde + ebibala, naye / tebaalidde + magi'.

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

C-1
A:  Walidde-ki + ku kyenkya'?
B: Nalidde + (amagi' / n'ebibala) ku kyenkya'.
A: Wanywedde-ki + ku kyenkya'?
B: Nanywedde + (omwenge).

C-2
A: Walidde + (ennyama y'embizzi) + ku kyenkya'?
B: Yee, nalidde + (ennyama y'embizzi) + ku kyenkya',
    naye / saalidde (mugaati).
A: Wanywedde + (omwenge) ku kyenkya'?
B: Yee, nanywedde + (omwenge) + ku kyenkya',
    naye / saanywedde (kaawa).

To the student:

The negative forms of the near past tense follow stem

tone pattern MM (Synopsis, par. 30).
Glossary:

- e.gi' (LI-MA) egg
- e.n.nyama (N) meat
- o.mu.gaati (MU-MI) bread
- e.ki.bala (KI-BI) fruit
- kaawa (MU) coffee
- caayi (MU) tea
- a.ma.ta (MA) milk
- a.ma.zzi (MA) water
- o.mw.enge (MU-MI) beer
- .nywa* (.nywedde) drink

Sample of free conversation:

A: Ocheng, wanywedde kaawa akawungezi?

B: Nedda, nanywedde mwenge.

A: Kaakati onywa ki?

B: Nnywa mata. Oyagala okunywa amata?


B: Ooo.

A: Ee.
M-1

Nava' + ewaffe + mu mwezi + ogwayita.
Natuuka # wano + mu wiiki + eyayita.
Natandika + okuyiga + Oluganda + mu wiiki / bbiri + eziyise'.
Nagula dda + essaati # eno.
Nayoza jjo + essaati # eno.
Nasalibwa luli + enviiri.

I left home ('our place') last month.
I arrived here last week.
I began to study Luganda two weeks ago.
I bought this shirt a long time ago.
I washed this shirt yesterday.
I had my hair cut the day before yesterday.

M-2

Wava' ddi + ewammwe?
Watuuka ddi # wano?
Watandika ddi + okuyiga + Oluganda?
Wagula ddi + essaati # eyo?
Wayoza ddi + essaati # eyo?
Wasalibwa ddi + enviiri?

When did you leave home ('your (pl.) place')?
When did you arrive here?
When did you begin to study Luganda?
When did you buy that shirt?
When did you wash that shirt?
When did you have your hair cut?
DRILL: 'ago'.

<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ewiiki/’bbiri+eziyise’</td>
</tr>
<tr>
<td>emyezi</td>
</tr>
<tr>
<td>esatu</td>
</tr>
<tr>
<td>ewiiki</td>
</tr>
<tr>
<td>emyaka</td>
</tr>
<tr>
<td>ena</td>
</tr>
<tr>
<td>emyezi</td>
</tr>
<tr>
<td>ewiiki</td>
</tr>
<tr>
<td>ennaku</td>
</tr>
<tr>
<td>ttaano</td>
</tr>
<tr>
<td>ewiiki</td>
</tr>
<tr>
<td>eyise</td>
</tr>
<tr>
<td>omwezi</td>
</tr>
<tr>
<td>omwaka</td>
</tr>
</tbody>
</table>

DRILL: Perfective vs. far past.

'I washed this shirt today.'

'I washed that shirt yesterday.'

okwoza                Njozezza essaati eno leero.

Nayoza essaati eri jjo.

okugula               Nguze’ essaati eno leero.

Nagula essaati eri jjo.

okwambala             Nnyambadde essaati eno leero.

Nayambala essaati eri jjo.
DRILL: 'home' ('our place' etc.).

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

C-1
A: -C- yava ddi ewaabwe?
B: -C- yava ewaabwe (mu mwezi ogwayita).
A: -C- yatuuka ddi wano?
B: -C- yatuuka wano (mu wiiki eyayita).
A: -C- yatandika ddi okuyiga Oluganda?
B: -C- yatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

C-2
A: -C- yagula ddi (essaati eyo)?
B: -C- yagula dda (essaati eyo).
A: -C- yayoza ddi (essaati eyo)?
B: -C- yayoze jjo (essaati eyo).
A: -C- yasalibwa ddi enviiri?
B: -C- yasalibwa luli enviiri.

C-3
A (to B,C): Mwawa ddi ewammwe?
B,C (to A): Twawa ewaffe (mu mwezi ogwayita).
A (to B,C): Mwatuuuka ddi wano?
B,C (to A): Twatuuuka wano (mu wiiki eyayita).
A (to B,C): Twatandika ddi okuyiga Oluganda?
B,C (to A): Twatandika okuyiga Oluganda (mu wiiki bbiri eziyise).
A (to B,C): E-ne F-baava ddi ewaabwe?
B,C (to A): __ ne __ baava ewaabwe (mu mwezi ogwayita).
A (to B,C): __ ne __ baatuuka ddi wano?
B,C (to A): __ ne __ baatuuka wano (mu wiiki eyayita).
A (to B,C): __ ne __ baatandika ddi okuyiga Oluganda?
B,C (to A): __ ne __ baatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

To the student:

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

Glossary:

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

147
Treat this dialog as you have treated earlier dialogs:

Familiarization with sound.
Pronunciation buildups.
Translation.
Role playing, including your own improvisations.

B: Osiibye otyanno nnyabo?
A: Bulungi ssebo.
B: Mmm.
A: Osiibye otyanno?
B: Bulungi.
A: Mmm.
B: Ova wa?

Buddu
A: Nva mu Buddu.
B: Ova mu Buddu?
A: Mmm.

ggw'ani nnyabo
B: Erinnya lyo ggw'ani nnyabo?

Nnamukasa
nze Nnamukasa
A: Erinnya lyange nze Nnamukasa.
B: Nnamukasa?
A: Mmm.

Buddu

How have you spent the afternoon, madame?
[Good afternoon.]
Well, sir.
Mmm.
How have you spent the afternoon?  [Good afternoon.]
Well.
Mmm.
Where do you come from?
Buddu
I come from Buddu.
You come from Buddu?
Mmm.
you're who, madame
What's your name, madame?
Nnamukasa
I am Nnamukasa
My name is Nnamukasa.
Nnamukasa?
Mmm.
Buddu

148
laakuzaalira

B: Baakuzaalira Buddu?
eyo
Buddu # eyo
banzaalira

A: Banzaalira Buddu # eyo.

wal/
ogenden

B: Kaakati ogenda wal/
eyo
Busoga eyo
Jjinja

A: Kaakati / \ogenda Jjinja +
Busoga # eyo,
bange
baganda bange
ku baganda bange
kulaba

kulaba + ku baganda bange.

B: Mmm.
A: Mmm.

Jjinja
babeera Jjinja
bo
baganda bo

B: Baganda bo / babeera Jjinja?

baafumbirwa
gye
gye baafumbirwa
abawala

they gave birth to you at
they gave birth to me at
I was born there at Buddu.
where?
you're going
Where are you going now?
there
there at Busoga
Jjinja
I'm going to Jjinja

I am going to Jinja in Busoga,

mine
my sisters
on my sisters
to see
to see my sisters.

Mmm.

Mmm.

Jjinja
they live at Jjinja
they
your sisters

Do your sisters live at Jinja?

they were married
there
they were married there
girls
babiri abawala                    two who are girls
baganda bange                   my sisters
eriyo                           there is

A: Yee, eriyo + baganda bange /
   babiri + abawala + gye
   baafumbirwa.

B: Ooo!
A: Mmm.

mufumbo                           married
oli mufumbo?                     you're married?
naawe                            you, too

B: Naawe / oli mufumbo?

kufumbirwa                      to be married
sinnaba                         I have not yet
sinnaba + kufumbirwa.

A: Negda, sinnaba' + kufumbirwa.

B: Mmm.
A: Mmm.

No, I am not married yet.

Mmm.

Ooo.

Mmm.

Mmm.

Draw on elements in this dialog in order to practice asking about people's birthdates and marital status.

To the student:

In the expression [ku baganda bange], the particle [ku] has a 'partitive' meaning, something like English 'some of'. See Ashton, p. 420; Chesswas, par. 148.

The verb [baafumbirwa] 'who are married' is an example of a far past relative form, with stem tone pattern MM.

Although we will not practice it, a new tense is exemplified in [sinnaba] 'I have not yet been'. The tense sign is [nna].
Glossary:

.zaalira (.zaalidde) give birth
mu.ganda (MU-BA) brother, sister
.fumbirwa (.fumbiddwa) be married
o.mu.fumbo (MU-BA) married person
As with previous texts, listen first to all three recorded versions just to see how much you can pick up.

1. Short sentences for learning.
   a. Soroti / kiri mu Teso [Tteso]. Soroti is in Teso.
   b. Kye kibuga + ekikulu. It is the capital city.
   c. Teso / ye nsi' + eri + mu Uganda. Teso is a district that is in Uganda.
   d. Eri mu bukiika' bw'ebuvanjuba. It is in the eastern part.
   e. Abantu + abasinga + obungi / Bateso. The majority of people are Bateso.
   f. Mulimu + abantu + ab'amawanga + amalala. In there, there are people of other tribes.
   g. Bakola + emirimu + egy'enjawulo. They do various jobs.
   h. Bakola + mu bitongole + ebitali + bimu-. They work in different departments.
   i. Bakola + mu kitongole + eky'o-bulimi. They work in the department of agriculture.
   j. Bakola + mu kitongole + eky'e-mirimu. They work in the department of works.
   k. Abateso / mu nsi' # omwo / balimi. The Bateso is that district there are farmers.
   l. Abalala / balunzi ba nte'. Others are cattle herders.
2. Questions on Text 4. (Soroti)

a. Soroti kye kibuga ekikulu mu nsi ki?
b. Ekibuga ekikulu mu Teso kiyitibwa kitya?
c. Teso eri mu bukiika ki obwa Uganda?
d. Abantu abasinga obungi mu Soroti ba ggwanga ki?
e. Abantu bona mu Soroti Bateso?
f. Abateso abasinga obungi bavubi?
g. Abateso bakola mirimu ki?
h. Abateso abasinga obungi balunzi ba nte?

3. Dictation:

Soroti / kye kibuga + ekikulu + mu Tteeso.
Tteeso / eri mu buvanjuba bwa Uganda. Abantu
abali + mu kibuga # omwo / abasinga + obungi /
Bateeso, naye / mulimu + abantu + ab'a-mawanga /
mangi / ag'o-mu Uganda. Abantu b'omu kibuga #
omwo / bakola + emirimu / mingi / egy'o-mu
makolero, naye / abantu b'o-mu nsi # omwo /
abasinga + obungi / balunzi ba nte era +
n'o-kulima. Abantu b'o-mu kibuga / bakola +
mu ofiisi / ne-mu bitongole + ebirala.

4. Grammatical development.

A. Concord

'different departments'
('departments that are not one') 'other departments'

```plaintext
ebitongole  ebitongole + ebitali + bimu  ebitongole + ebirala
ebibuga    ebibuga + ebitali + bimu  ebibuga + ebirala
amawanga  amawanga + agatali + gamu  amawanga + amalala
abantu     abantu + abatali + bamu    abantu + abalala
ensi'      ensi + ezitali + zimu     ensi + endala
ofiisi     ofiisi + ezitali + zimu   ofiisi + endala
emirimu    emirimu + egitali + gimu  emirimu + emirala
amakolero  amakolero + agatali + gamu amakolero + amalala
obukiika  obukiika + obutali + bumu  obukiika + obulala
```
B. Tone changes on nouns.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Tone Change 1</th>
<th>Tone Change 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>abantu</td>
<td>ábántú + ábálála</td>
<td>ábántú / bángì</td>
</tr>
<tr>
<td>abalimi</td>
<td>ábálímí + ábálála</td>
<td>ábálími / bángì</td>
</tr>
<tr>
<td>abalunzi</td>
<td>ábálúnzí + ábálála</td>
<td>ábálúnzí / bángì</td>
</tr>
<tr>
<td>emirimu</td>
<td>èmirímú + èmirálá</td>
<td>èmirimù / mángı</td>
</tr>
<tr>
<td>amakolero</td>
<td>àmàkólèrò + àmàlálá</td>
<td>àmàkólèrò / mángì</td>
</tr>
<tr>
<td>amawanga</td>
<td>àmàwángà + àmàlálá</td>
<td>àmàwángà / mángì</td>
</tr>
<tr>
<td>ebitongole</td>
<td>èbitóngòlè + èbìràlá</td>
<td>èbitóngôlè / bíngì</td>
</tr>
<tr>
<td>ebibuga</td>
<td>èbìbúgà + èbìràlá</td>
<td>èbìbúgà / bíngì</td>
</tr>
<tr>
<td>ensi</td>
<td>ènsí + èndálá</td>
<td>ènsí / ènyíngì</td>
</tr>
<tr>
<td>ofiisi</td>
<td>ófiísì + èndálá</td>
<td>ófiísì / ènyíngì</td>
</tr>
</tbody>
</table>

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

Soroti _____ kibuga _____ mu ______. Teso ______ mu Uganda, mu _____ bw'ebuvanjuba. _____ ab'omu ______ bonne _____, era n'abantu _____ obungi ______ Soroti ______, naye mulimu _____ bangí __ amalala. Abantu ______ Teso ______ emirimu _____ mu ______ ne mu ofiisi. Naye _____ bonne abasinga ______ balunzi, era n'______ balimi. Mu ______ebyo mulimu ______ mingí ng'_______ n'emirimu ______.

6. Tell in your own words as much as you can remember about Soroti.

Glossary:

- o.mu.limi (MU-BA) farmer
LESSON 51

M-1

okufuna Jjo / saafuna + bbaluwa. I didn't get a letter yesterday.
okuwandiika Jjo / saawandiika + bbaluwa. I didn't write a letter yesterday.
ekibuga Jjo / saagenda + mu kibuga. I didn't go to town yesterday.
essineema Jjo / saagenda + mu ssineema. I didn't go to the cinema yesterday.
okulya' Jjo / saalya' + kyakiro. I didn't eat supper yesterday.

M-2

okufuna Jjo / wafuna + ebbaluwa? Did you get a letter yesterday?
okuwandiika Jjo / wawandiika + ebbaluwa? Did you write a letter yesterday?
ekibuga Jjo / wagenda + mu kibuga? Did you go to town yesterday?
essineema Jjo / wagenda + mu ssineema? Did you go to the movies yesterday?
okulya' Jjo / walya' + ekyekiro? Did you eat supper yesterday?

DRILL: Far past affirmative vs. negative.

Nafuna ebbaluwa ku Lwokuna. Saafuna bbaluwa ku Lwakutaano.
Nagula essaati ku Lwokuna. Saagula ssaati ku Lwakutaano.
Nakeera okugolokoka ku Lwokuna. Saakeera kugolokoka ku Lwakutaano.
Nagenda mu kibuga ku Lwokuna. Saagenda mu kibuga ku Lwakutaano.
Nasalibwa enviiri ku Lwokuna. Saasalibwa nviiri ku Lwakutaano.
DRILL: Far past with monosyllabic verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>amagi’</td>
<td>Walya’ + amagi’ / ameka’?</td>
<td>How many eggs did you eat?</td>
</tr>
<tr>
<td>omucere</td>
<td>Walya bungi ki obw’omucere?</td>
<td>How much rice did you eat?</td>
</tr>
<tr>
<td>amatooke</td>
<td>Walya amatooke ameka?</td>
<td>How many bananas did you eat?</td>
</tr>
<tr>
<td>ebibala</td>
<td>Walya ebibala bimeka?</td>
<td>How much fruit did you eat?</td>
</tr>
<tr>
<td>ennyama</td>
<td>Walya bungi ki obw’ennyama?</td>
<td>How much meat did you eat?</td>
</tr>
<tr>
<td>emigaati</td>
<td>Walya emigaati emeka?</td>
<td>How many loaves bread did you eat?</td>
</tr>
<tr>
<td>kaawa</td>
<td>Wanywa bungi ki obwa kaawa?</td>
<td>How much coffee did you drink?</td>
</tr>
<tr>
<td>caayi</td>
<td>Wanywa bungi ki obwa caayi?</td>
<td>How much tea did you drink?</td>
</tr>
<tr>
<td>omwenge</td>
<td>Wanywa bungi ki obw’omwenge?</td>
<td>How much beer did you drink?</td>
</tr>
</tbody>
</table>

NB It has been suggested that a better alternative for line 5 of this drill would have been [Walya ennyama y’enkana wa?].

DRILL: Various persons and numbers in far past negative.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Translation</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ yalya’ + ekyekiro’?</td>
<td>Nedda, teyalya’ + kyakiro’.</td>
<td></td>
</tr>
<tr>
<td>Nze / nalya’ + ekyekiro’?</td>
<td>Nedda, tewalya’ + kyakiro’.</td>
<td></td>
</tr>
<tr>
<td>Ggwe / walya’ + ekyekiro’?</td>
<td>Nedda, saalya’ + kyakiro’.</td>
<td></td>
</tr>
<tr>
<td>Mmwe / mwalya’ + ekyekiro’?</td>
<td>Nedda, tetwalya’ + kyakiro’.</td>
<td></td>
</tr>
<tr>
<td>Ffe / twalya’ + ekyekiro’?</td>
<td>Nedda, temwalya’ + kyakiro’.</td>
<td></td>
</tr>
<tr>
<td>C- ne D- baalya’ + ekyekiro’?</td>
<td>Nedda, tebaalya’ + kyakiro’.</td>
<td></td>
</tr>
</tbody>
</table>
LUGANDA BASIC COURSE

C-1

A : Jjo wa(wandiika ebbaluuka)?
B : Nedda jjo saa(wandiika bbaluua).
A : Jjo wafuna ebbaluuwa?
B : Nedda jjo saafuna bbaluua.
A (to C): Jjo -B- yafuna ebbaluuwa?
B : Nedda jjo -B- teyafuna bbaluua.

DRILL: Concord with some new nouns.

'Our meat is plentiful ('much').'

ennyama  Ennyama_yaffe / nnyingi.
emigaati  Emigaati_qyaffe / mingi.
amagi  Amagi_gaffe / mangi.
omwenge  Omwenge_qwaffe / mungi.
amata'  Amata'gaffe / mangi.
ebibala  Ebibala_byaffe / bingi.
amazzi  Amazzi_gaffe / mangi.
kaawa  Kaawa_waffe / mungi.
caayi  Caayi_waffe / mungi.
baganda  Baganda_baffe / bangi.

To the student:

Tonally the far past negative is exactly like the far past affirmative (see Lesson 48).

Glossary:

o, bu, ngi (BU-) quantity
M-1

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebbaasi</td>
<td>Najjira mu bbaasi.</td>
<td>I came by ('in') bus.</td>
</tr>
<tr>
<td>emmotoka'</td>
<td>Najjira mu mmotoka'.</td>
<td>I came by car.</td>
</tr>
<tr>
<td>akagaali</td>
<td>Najjira ku kagaali.</td>
<td>I came by bicycle.</td>
</tr>
<tr>
<td>ennyonyi</td>
<td>Najjira mu nnyonyi.</td>
<td>I came by plane.</td>
</tr>
<tr>
<td>omukka</td>
<td>Najjira mu ggaali ya' mukka.</td>
<td>I came by train.</td>
</tr>
<tr>
<td>emmeeri</td>
<td>Sajjira + mu mmeeri.</td>
<td>I didn't come by ship.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>otya</td>
<td>Wajja otya?</td>
<td>How did you come?</td>
</tr>
</tbody>
</table>

DRILL: Far past affirmative vs. negative, other than 1 sg.

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mwalya</td>
<td>ekyanaka ku</td>
<td>Tetwalya kyanka ku</td>
</tr>
<tr>
<td>Lwassabbiiti?</td>
<td></td>
<td>Lwassabbiiti.</td>
</tr>
<tr>
<td>Mwalwawo</td>
<td>okugolokoka ku</td>
<td>Tetwalwawo kugolokoka ku</td>
</tr>
<tr>
<td>Lwassabbiiti?</td>
<td></td>
<td>Lwassabbiiti.</td>
</tr>
<tr>
<td>Mwawandiika</td>
<td>ebbaluwa ku</td>
<td>Tetwawandiika bbaluwa ku</td>
</tr>
<tr>
<td>Lwassabbiiti?</td>
<td></td>
<td>Lwassabbiiti.</td>
</tr>
<tr>
<td>Mwakyalira</td>
<td>baganda bammwe ku</td>
<td>Tetwakyalira baganda baffe ku</td>
</tr>
<tr>
<td>Lwassabbiiti?</td>
<td></td>
<td>Lwassabbiiti.</td>
</tr>
<tr>
<td>Mwakyalira</td>
<td>mikwano gyammwe ku</td>
<td>Tetwakyalira mikwano gyaffe ku</td>
</tr>
<tr>
<td>Lwassabbiiti?</td>
<td></td>
<td>Lwassabbiiti.</td>
</tr>
<tr>
<td>Mwalaba</td>
<td>mikwano gyammwe ku</td>
<td>Tetwalaba mikwano gyaffe ku</td>
</tr>
<tr>
<td>Lwassabbiiti?</td>
<td></td>
<td>Lwassabbiiti.</td>
</tr>
</tbody>
</table>
### DRILL: Far past with [-tya] 'how?'

<table>
<thead>
<tr>
<th>LUGANDA</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmwe</td>
<td>Mwajja mutya?</td>
</tr>
<tr>
<td>ggwe</td>
<td>Wajja otya?</td>
</tr>
<tr>
<td>ye</td>
<td>Yajja atya?</td>
</tr>
<tr>
<td>bo</td>
<td>Bajja batya?</td>
</tr>
<tr>
<td>Twajjira</td>
<td>We came by car.</td>
</tr>
<tr>
<td>mmotoka</td>
<td>Twajjira mu mmotoka.</td>
</tr>
<tr>
<td>Najjira</td>
<td>Njajira mu mmotoka.</td>
</tr>
<tr>
<td>Yajjira</td>
<td>Yajjira mu mmotoka.</td>
</tr>
<tr>
<td>Bajjira</td>
<td>Bajjira mu mmotoka.</td>
</tr>
</tbody>
</table>

### DRILL: Far past, negative vs. affirmative.

<table>
<thead>
<tr>
<th>LUGANDA</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sjek</td>
<td>Tetwajjira mu mmotoka.</td>
</tr>
<tr>
<td>nze</td>
<td>Sajjira mu mmotoka.</td>
</tr>
<tr>
<td>ye</td>
<td>Teyajjira mu mmotoka.</td>
</tr>
<tr>
<td>bo</td>
<td>Tebajjira mu mmotoka.</td>
</tr>
<tr>
<td>Twajjira</td>
<td>We didn't come by car.</td>
</tr>
<tr>
<td>ku kagaali</td>
<td>Twajjira ku kagaali.</td>
</tr>
<tr>
<td>Njajira</td>
<td>Njajira ku kagaali.</td>
</tr>
<tr>
<td>Yajjira</td>
<td>Yajjira ku kagaali.</td>
</tr>
<tr>
<td>Bajjira</td>
<td>Bajjira ku kagaali.</td>
</tr>
</tbody>
</table>

### DRILL: Far past, negative vs. affirmative, various verbs.

<table>
<thead>
<tr>
<th>LUGANDA</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>okujja</td>
<td>Tetwajjira mu mmotoka.</td>
</tr>
<tr>
<td>okutuuka</td>
<td>Tetwatuukira mu mmotoka.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Tetwagendera mu mmotoka.</td>
</tr>
<tr>
<td>okuvuga</td>
<td>Tetwavuga mmotoka.</td>
</tr>
<tr>
<td>okugula</td>
<td>Tetwagula mmotoka.</td>
</tr>
<tr>
<td>okwagala</td>
<td>Tetwayagala mmotoka.</td>
</tr>
<tr>
<td>Twajjira</td>
<td>We didn't come by car.</td>
</tr>
<tr>
<td>ku kagaali</td>
<td>Twajjira ku kagaali.</td>
</tr>
<tr>
<td>Twatuukira</td>
<td>Twatuukira ku kagaali.</td>
</tr>
<tr>
<td>Twagendera</td>
<td>Twagendera ku kagaali.</td>
</tr>
<tr>
<td>Twavuga</td>
<td>Twavuga kagaali.</td>
</tr>
<tr>
<td>Twagula</td>
<td>Twagula kagaali.</td>
</tr>
<tr>
<td>Twayagala</td>
<td>Twayagala kagaali.</td>
</tr>
</tbody>
</table>
**DRILL:** Far past vs. near past.

<table>
<thead>
<tr>
<th>Yesterday we went by bus.</th>
<th>'Today we went by car.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>ffe</td>
<td>Jjo twagendera mu bbaasi.</td>
</tr>
<tr>
<td>nze</td>
<td>Jjo nagendera mu bbaasi.</td>
</tr>
<tr>
<td>abayizi</td>
<td>Abayizi jjo baagendera mu bbaasi.</td>
</tr>
<tr>
<td>omusomesa</td>
<td>Omusomesa jjo yagendera mu bbaasi.</td>
</tr>
<tr>
<td>ggwe?</td>
<td>Jjo wagendera mu bbaasi?</td>
</tr>
<tr>
<td>mmwe?</td>
<td>Jjo mwagendera mu bbaasi?</td>
</tr>
</tbody>
</table>

**Glossary:**

- a.ka.gala (KA-BU) bicycle
- e.m.motoka (N) car
- e.n.nyonyi (N) airplane, bird
- e.g.gala (N or LI-MA) vehicle
- o.mu.kka (MU-MI) smoke
- e.m.meeri (N) steamboat
- .vuga (.vuze') drive, pedal
Pronunciation buildups.

A: (knocks): ̀Abé’énò. ̀Abé’énò.
(knocks): Those who live here.
[Hello there.]
Those who live here.
[Hello there.]

B: Wangi.
Hello.
Are you there?
you [are] who
we're here

B: Gye muli?
mawe baani?
gye tuli
We're here, who are you?
to greet
to greet you
to greet you a little
those who want to greet
you a little

A: Gye tuli, mmwe baani?
okubuza
okubabuza
okubabuza ko
abagala okubabuuzaa ko

B: Eee, Ffe/abaagala
+ okubabuza’+ko.

okulabika
mulabise

A: Mulabise’-ko?
B: Tulabise’-ko.

okusanyuka
okubalaba
tusanyuse okubalaba

A: Nga+tusanyuse + okubalaba!

B: Naffe.

A: Mmm.

B: Mmm.

A: Yingira + ssebo.

B: Kale + nnyabo.

Come in, sir.
All right, madame.
There it is
a little chair

There is a chair.
Thank you very much, madame.
All right. [You're welcome.]
Mmm.

it is peaceful

Is it peaceful where you come from, sir?

It is peaceful.
Mmm.
Mmm.

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

Well, madame.
Mmm.

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

Well.
Mmm.

people at home

how
eyou're how?

How are the people at home?
They're there (well).
Mmm.

how

you're how

How are you here, madame?
We're all right here.
master

Is the master home, madame?

kaako
akatebe
A: Akatebe + kaako.
B: Weebale + nnyo + nnyabo.
A: Kale.
B: Mmm.

eradde
A: Eradde + ssebo?
B: Eradde.
A: Mmm.
B: Mmm.
A: Osiibye otyanno ssebo?
B: Bulungi nnyabo.
A: Mmm.
B: Osiibye otyanno?
A: Bulungi.
B: Mmm.

ab'eka'
batyag'
bali batyaAG
A: Bali batya + ab'eka'?
B: Gye bali.
A: Mmm.

otya
oli otya
B: Oli otya + nno + nnyabo%
A: Gye tuli + bulungi.
omwami
B: Omwami / gy'ali + nnyabo?
DRILL: 'Presentative' forms, series III.

'There (near you) is a (little) chair.'

<table>
<thead>
<tr>
<th>akatèbe</th>
<th>Akatèbe / kaako.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ensimbi</td>
<td>Ensimbi ziizo.</td>
</tr>
<tr>
<td>ekitabo</td>
<td>Ekitabo kilkyo.</td>
</tr>
<tr>
<td>essaawa</td>
<td>Essaawa yiijo.</td>
</tr>
<tr>
<td>entèbe (sg.)</td>
<td>Entèbe yiijo.</td>
</tr>
<tr>
<td>entèbe (pl.)</td>
<td>Entèbe ziizo.</td>
</tr>
<tr>
<td>oluggi</td>
<td>Oluggi luulwo.</td>
</tr>
<tr>
<td>ekkalaamu</td>
<td>Ekkalaamu yiijo.</td>
</tr>
<tr>
<td>amazzi</td>
<td>Amazzi gaago.</td>
</tr>
<tr>
<td>omwenge</td>
<td>Omwenge guugwo.</td>
</tr>
<tr>
<td>ebibala</td>
<td>Ebibala biibyo.</td>
</tr>
<tr>
<td>amata</td>
<td>Amata gaago.</td>
</tr>
<tr>
<td>kaqwa</td>
<td>Kaawa wuuyo.</td>
</tr>
<tr>
<td>caayi</td>
<td>Caayi wuuyo.</td>
</tr>
</tbody>
</table>

DRILL: Concord involving possessives and presentatives of Series I.

'Where is my book?'  'Here it is.'

<table>
<thead>
<tr>
<th>ekitabo</th>
<th>Ekitabo kyange kiri ludda wa?</th>
</tr>
</thead>
<tbody>
<tr>
<td>essaati</td>
<td>Essaati yange eri ludda wa?</td>
</tr>
<tr>
<td>ensimbi</td>
<td>Ensimbi zange ziri ludda wa?</td>
</tr>
<tr>
<td>engatto</td>
<td>Engatto zange ziri ludda wa?</td>
</tr>
<tr>
<td>ekkalaamu</td>
<td>Ekkalaamu yange eri ludda wa?</td>
</tr>
<tr>
<td>ebitabo</td>
<td>Ebitabo byange biri ludda wa?</td>
</tr>
<tr>
<td>akagaali</td>
<td>Akagaali kange kali ludda wa?</td>
</tr>
<tr>
<td>omusomesa</td>
<td>Omusomesa wange ali ludda wa?</td>
</tr>
<tr>
<td>ggwe</td>
<td>Ggwe oli ludda wa?</td>
</tr>
<tr>
<td>mmmwe</td>
<td>Mmmwe muli ludda wa?</td>
</tr>
</tbody>
</table>
To the student:

In the expression [gye tuli], the word [gye] is an object copula. Tonally, it requires the subject prefix of the verb that follows it to be unmarked (Synopsis, par. 43). Ashton calls it the 'emphasized object' construction (p. 242), or 'a way of helping to form the complement of place to verb LI' (p. 57,240).

This dialog contains the 'presentative' form [kaako] 'is there (near you)'. Other series of presentatives exist, with the approximate meanings 'is here' and 'is over there'. Each presentative has the same concordial class represented twice. See Ashton, p. 41ff under 'demonstratives used predicatively'; Chesswas uses the English phrase 'here it is' to refer to these forms. See par. 35 and corresponding parts of the chapters on other noun classes.

Glossary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab'eno</td>
<td>people of this place</td>
</tr>
<tr>
<td>gye muli?</td>
<td>are you there?</td>
</tr>
<tr>
<td>.labika (.labise')</td>
<td>appear, be visible</td>
</tr>
<tr>
<td>.sanyuka (.sanyuse')</td>
<td>be pleased</td>
</tr>
<tr>
<td>.yingira (.yingidde)</td>
<td>enter</td>
</tr>
<tr>
<td>kale</td>
<td>all right (expression of assent)</td>
</tr>
<tr>
<td>eradde</td>
<td>there it is peaceful</td>
</tr>
<tr>
<td>o.mw.ami (MU-BA)</td>
<td>Mr., chief</td>
</tr>
</tbody>
</table>
1. Short sentences for learning:

a. Ebitongole / bingi + ebiri + mu Gavumenti.
   There are many government departments. ('The departments are many which are in the government.')

b. Ekyo / kisinziira ku bitongole # ebiri + mu Gavumenti.
   That results from/is related to the departments (that are) in the government.

c. Bakola + emirimu gya njawulo nga kisinziira + ku bitongole + ebiri + mu Gavumenti.
   They do various jobs relating to the departments (that are) in the government.

d. Mbale / kiri ku nsalo ya Uganda + ne Kenya.
   Mbale is on the border of Uganda and Kenya.

e. Batera + okukola + mu ofiisi.
   They usually work in offices.

f. Bakola + emirimu / mingi, na ddala ng' + okulunda.
   They do many [jobs] and especially herding.

g. Mulimu + abantu + abava~ + mu Uganda / n'a-walala.
   Therein are people who come from Uganda and elsewhere.

2. Questions and answers.

a. Ekibuga ekikulu mu Bugisu kiyitibwa kitya?

b. Mbale kiri mu kitundu ki mu Uganda?

c. Kiri mu bukiika ki obwa Uganda?

d. Abantu abasinga obungi mu Mbale Bateso?

e. Abantu b'omu kitundu ekyo bakola ki?

f. Ababeera mu kibuga bakola ki?
3. **Dictation:**


4. **DRILL:** The auxiliary verb [-tera].

'They work in offices.' 'They usually work in offices.'

<table>
<thead>
<tr>
<th>Kibuga</th>
<th>Ofiisi</th>
<th>Ebitongole</th>
</tr>
</thead>
<tbody>
<tr>
<td>okukola</td>
<td>Bakola mu ofiisi.</td>
<td>Batera okukola mu ofiisi.</td>
</tr>
<tr>
<td>okulima</td>
<td>Balima mu byalo.</td>
<td>Batera okulima mu byalo.</td>
</tr>
<tr>
<td>okuluenda</td>
<td>Balunda ente.</td>
<td>Batera okuluenda ente.</td>
</tr>
<tr>
<td>okuzimba</td>
<td>Bazimba amayumba.</td>
<td>Batera okuzimba amayumba.</td>
</tr>
<tr>
<td>okubeera</td>
<td>Babeera mu kibuga.</td>
<td>Batera okubeera mu kibuga.</td>
</tr>
</tbody>
</table>

5. **DRILL:** Indicative vs. relative.

'They come from Uganda.' 'they who come from Uganda.'

<table>
<thead>
<tr>
<th>Kibuga</th>
<th>Mu Uganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>abantu</td>
<td>Bava mu Uganda.</td>
</tr>
<tr>
<td>omuntu</td>
<td>Ava mu Uganda.</td>
</tr>
<tr>
<td>eggwanga</td>
<td>Liva mu Uganda.</td>
</tr>
<tr>
<td>amawanga</td>
<td>Gava mu Uganda.</td>
</tr>
<tr>
<td>ekintu</td>
<td>Kiva mu Uganda.</td>
</tr>
<tr>
<td>ebintu</td>
<td>Biva mu Uganda.</td>
</tr>
<tr>
<td></td>
<td>abava_ _ + mu Uganda</td>
</tr>
<tr>
<td></td>
<td>ava_ _ + mu Uganda</td>
</tr>
<tr>
<td></td>
<td>eriva_ _ + mu Uganda</td>
</tr>
<tr>
<td></td>
<td>agava_ _ + mu Uganda</td>
</tr>
<tr>
<td></td>
<td>ekiva_ _ + mu Uganda</td>
</tr>
<tr>
<td></td>
<td>ebiva_ _ + mu Uganda</td>
</tr>
</tbody>
</table>
6. DRILL: Affirmative vs. negative.

Batera okukola mu ofiisi.  
Babeera kumpi n'ensalo.  
Bava mu Uganda.  
Bakola mu kibuga.  
Kiri ku nsalo.  
Balunda nte.  
Balima ppamba.  

Tebatera kukola mu ofiisi.  
Tebabeera kumpi na nsalo.  
Tebava mu Uganda.  
Tebakola mu kibuga.  
Tekiri ku nsalo.  
Tebalunda nte.  
Tebalima ppamba.

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

Mbale _____ _____ _____ _____ Bugisu. _____
eri mu _____ bw'ebuvanjuba _____ Uganda. Ekibuga _____ kiri ku _____ ya _____ ne Kenya. Abantu _____ _____ mu kibuga Mbale Bagisu, naye _____
abantu _____ ab'amawanga _____ agava _____ Uganda n'_____. Abantu _____ kibuga _____ bakola ____
ingi mu _____ bya _____.

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

Glossary:

*sinziira* (*,sinzidde*) start out from, with regard to
*e.n.salo* (N) border
ddala exactly, truly
LESSON 55

M-1

Ogiteeka + ku mmeëza. You put it on the table.
Ogitëeka + mu nswæo. You put it in the bag.
Ogitëeka + mu ssanduuko. You put it in the box.
Ogitëeka + kumpi / n'e-kitabo. You put it by the book.
Togiteeka + wansi'. You don't put it on the floor.

M-2

Ekkalaamu yange / ngiteeke-wa? Where do I put my pencil?

DRILL: Concord including object infix and presentative of Series I.

'Have you seen my teacher [anywhere]? 'Here he is.'

omusomesa Omusomesa wange omulabye'ko? Wuuno.
(MU-BA) Abasomesa bange obalabye'ko? Baabano.
omugaati Omugaati gwange ogulabye'ko? Guuguno.
(MU-MI) Emigaati gyange ogirabye'ko? Giigino.
ekitabo Ekitabo kyange okirabye'ko? Kikìkino.
essaawa Essaawa yange ogirabye'ko? Yiino.
engatto (pl)(N-) Engatto zange ozirabye'ko? Ziizino.
eggi Eggi'lyange olirabye'ko? Liirino.
olugoye Olugoye lwange olulabye'ko? Luuluno.
akagaali Akagaali kange okalabye'ko? Kaakano.
(KA-BU) Obugaali bwange obulabye'ko? Buubuno.
DRILL: Concord involving presentatives of Series II and object infixes.

'There's a bicycle.' 'Where? I don't see it!'

akagaali  Akagaali kagkali.  Wa? Sikalaba!
ekkalaamu  Ekkalaamu yiiri.  Wa? Sigiraba!
omusomena  Omusomena wuuli.  Wa? Simulaba!
abasomena  Abasomena baabali.  Wa? Sibalaba!
ekitabo  Ekitabo kiikiri.  Wa? Sikiraba!
ebitabo  Ebitabo biibiri.  Wa? Sibiraba!
obufagaali  Obufagaali buubuli.  Wa? Sibulaba!
ebibala  Ebibilala biibiri.  Wa? Sibiraba!
enonyoni  Ennyonyi yiiri.  Wa? Sigiraba!
amazzi  Amazzi gaagali.  Wa? Sigalaba!
amasanjanzira  Amasanjanzira gaagali.  Wa? Sigalaba!
nessomeru  Essomeru liiriri.  Wa? Siriraba!
edduuka  Edduuka yiiri.  Wa? Sigiraba!

DRILL: Object infixes with far past.

Where did you buy that bicycle? I bought it in Kampala.

akagaali  Akagaali ako wakagula-wo Nakagula mu Kampala.
ekitabo  Ekitabo eko wakigula wa Nakigula mu Kampala.
ebitabo  Ebitabo ebyo wabigula wa Nabigula mu Kampala.
eggaali  Eggaali eyo wagigula wa Nagigula mu Kampala.
essaawa  Essaawa eyo wagigula wa Nagigula mu Kampala.
eggi  Eggi eyo walgula wa? Nagiliga mu Kampala.
amagi  Amagi ago wagagula wa? Nagagula mu Kampala.
ebibala  Ebibala ebyo wabigula wa? Nabigula mu Kampala.
engatto  Engatto ezo wazigula wa? Nagizula mu Kampala.
essaati  Essaati eyo wagigula wa? Nagigula mu Kampala.
DRILL: Object infixes with affirmative and negative present tense.

'Do you want/like this bicycle?'  'Yes, I like/want it.'
'No, I don't like/want it.'

akagaali  Akagaali # kano / okaagala? Yee, nkaagala.
          Nedda, sikaagala.

ekkalãamu  Ekkalaamu eno ogyagala? Yee, ngyagala.
           Nedda, sigyagala.

essaawa  Essaawa eno ogyagala? Yee, ngyagala.
          Nedda, sigyagala.

omugaati  Omugaati guno ogwagala? Yee, ngwagala,
           Nedda, sigwagala.

kaawa  Kaawa ono omwagala? Yee, mmwagala.
        Nedda, simwagala.

ekitabo  Ekitabo kino okyagala? Yee, nkyagala.
        Nedda, sikyagala.

To the student:

What are called 'object infixes' by some writers are called 'object prefixes' by others. For details, see Ashton, p. 25, 225; Chesswas, par. 18-21 and corresponding parts of chapters on other concordial classes. As pointed out in the Synopsis, object infixes are marked only in the infinitive and in the near past and far past tenses. Elsewhere, they are unmarked.

Glossary:

teeka  (.teese')  put
e.s.sanduuko  (N)  box
wa.n.si'  down, on the ground
M-1
okuyimirira  Yimirira. Stand up!
okugenda  Genda + ku lubaawo’. Go to the board.
okusangula  Sangula + olubaa’wo. Erase the board.
okuwandiika  Wandiika + erinnya lyo. Write your name.
okuggala  Ggala + oluggi. Close the door.
okudda+yo  Ddayo + mu kifó’kyò. Return to your place.
okutuula  Tuula + wansi’. Sit down.

M-2
okukola  Nkole-ki? What shall I do?

C-1
A:  Nkole ki? What shall I do?
B:  (Yimirira). (Stand up.)

DRILL: Imperative vs. perfective.

'Stand up!'  'Have you stood up?'
'Yes, I've stood up.'

Yimirira!  Oyimiridde?
Yee, nnyimiridde.

Genda ku lubaawo.  Ogenze ku lubaawo?
Yee, ngenze ku lubaawo.

Sangula olubaa’wo!  Olusangudde?
Yee, ndusangudde.

Wandiika erinnya lyo!  Oliwandiise?
Yee, ndiwandiise.

Ggala oluggi!  Oluggadde?
Yee, nduggadde.
Ddayo mu kifo kyo!
Ozzeeyo mu kifo kyo?
Yee, nzizeeyo mu kifo kyange.

Tuula wansi!
Otudde wansi?
Yee, ntudde wansi.

DRILL: Concord involving new nouns.

'Where is the board?' 'Here it is.'

olubaawo Olubaawo luli ludda wa?
Luuluno.
erinnya lyo Erinnya lyo liri ludda wa?
Liirino.
oluggi Oluggi luli ludda wa?
Luuluno.
ekifo kyange Ekifo kyange kiri ludda wa?
Kiikino.
essanduuko Essanduuko yange eri ludda wa?
Yiino.

DRILL: Possessives.

'Where is my place?' 'Yours is over there.'

ekifo Ekifo kyàngé kiri ludda wa?
Ekìkyò kiri eri.

ggwe Ekifo kyò kiri ludda wa?
Ekynge kiri eri.
erinnya Erinnya lyo liri ludda wa?
Eryange liri eri.
ye Erinnya lye liri ludda wa?
Eriyrie liri eri.
akagaali Akagáálí ké kàli ludda wa?
Akake kali eri.
ffe Obugaali bwaffe buli ludda wa?
Obwammwe buli eri.
emmotoka Emmotoka yaffe eri ludda wa?
Eyammwe eri eri.
mmwe Emmotoka yammwe eri ludda wa?
Eyaffe eri eri.
oomusomesa Omusomesa wammwe ali ludda wa?
Owaffe ali eri.
bo Omusomesa waabwe ali ludda wa?
Owaabwe ali eri.
eбитабо Ebitabo byaabwe biri ludda wa?
Ebyabwe biri eri.
To the student:

The simplest command form is the imperative. This consists of the stem alone, without any prefixes or suffixes. The tone pattern is UM (first mora unmarked regardless of the tone class of the verb; remaining moras marked. For nontonal details, see Ashton, p. 29,36; Chesswas, par. 112.

Glossary:

.sangula (.sangudde) wipe off, erase
e.ki.fo (KI-BI) place

Sample of free conversation:

A: Mwami Okuma, essaati yo eyo ennungi wagigula wa?
B: Nagigula mu Lagos.
A: Wagenda ddi e Lagos?
B: Mu ssabbiiti bbiri eziyise.
A: Wagendera mu ki?
B: Nagendera mu nnyonyi.
A: Wagenda kukola ki?
B: Nagenda kulaba mikwano gyange.
A: Wagiraba?
B: Nedda saagiraba. Tegyaliyo.

Mr. Okuma, where did you buy that beautiful shirt of yours?
I bought it in Lagos.
When did you go to Lagos?
In the past two weeks.
How did you go?
I went by plane.
What did you go to do?
I went to see my friends.
Did you see them?
No, I didn't see them. They were not there.
LESSON 57

Pronunciation buildups:

A: (Knocks) Ab'eno. Ab'eno.  (Knocks): Those who live here. [Hello there.]
(Knocks): Those who live here. [Hello there.]

B: Wangi # nnyabo.
A: Nga ffe.

B: Ee, kale + nnyabo.
   okubabuza' + ko
   abaagala + okubabuza' + ko.

A: Nga ffe abaagala +
   okubabuza' + ko.

B: Kale + maama.
   Yingira + maama.
A: Kale + ssebo.
   olabise' +
   olabise' - ko

B: Olabise'ko + nnyabo?
A: Yee, ssebo.

B: Nsanyuse + okukulaba.
A: Nange.

B: Tuulira # awo + maama.
A: Weebale # nnyo.

B: Eradde?
A: Eradde + ssebo.

B: Maamu?
A: Maamu.

B: Nnyooge?
A: Nnyooge.

B: Mirembe.

Hello, madame.
It is us.
Ee, all right madame.
to greet you a little
those who want to greet
you a little
It is us who want to see you.

All right, madame.
Come in, madame.
All right, sir.
you're seen
you're seen a little
You're here, madame!
Yes, sir.
I'm glad to see you.
So am I. [I'm also glad to see
see you.]

Sit over there, madame.
Thank you very much.
Is it peaceful where you
come from?
It is peaceful where I come
from, sir.
Truly peaceful?
Truly peaceful.
Surely peaceful?
Surely peaceful.
Really peaceful?
A: Mirembe + ssebo.
B: Osiibye' otya+nno + nnyabo?  
Really peaceful, sir.
How have you spent the afternoon, madame? [Good afternoon, madame.]
A: Bulungi + ssebo.
B: Mmm.
A: Osiibye' otya+nno?
B: Bulungi.
A: Mmm.
B: Mmm.
A: Mugyebale + emirimu.
B: Awo.
A: Mmm.
B: Mmm.
A: Omwami / gy'ali + ssebo?
B: Mmm.
Is the master home, sir?

This dialog, consisting of fairly rigid formulae, is probably worth memorizing.

Dictation:  (If possible, write the tones as well as the vowels and consonants. Check your work by looking at the following transcript of the dialog.)

B: Be mìwé bàní nnyabo? A: Ḟè bàmùlìrāàwà.
A: Mmm. B: Mmm. A: Òmukyàlà gy'ài?

To the student:

The form [okubabuuza'⁺ko] consists of the infinitive [okubuuza'] with the object infix [ba], and the enclitic [ko]. As pointed out in the note for Lesson 56, an object infix used with the infinitive is marked. The infinitive also requires a [+] juncture before enclitics. The extra mora at the end of [okubuuza'] is characteristic of causative stems. For details about causatives, see Ashton, p. 150ff, which shows how the extra mora results from an original *[y], and pp. 340-8; Chesswas, par. 174-7.

Glossary:

maamu
nnyooge } These words are used in greetings to express "peaceful situation"
mirembe } in the place from which one comes.
1. **Dictation:**

This text is much like the five that have preceded it. Use all three versions for dictation practice.

I. *Jjinja kye kibuga ekikulu mu Busoga.*

Busoga eri buvanjuba bwa Uganda era ku nsalo ya Kenya ne Uganda. Jinja mulimu bantu bangi ab'енjawulo naye abasinga obungi abantu b'omo kibuga omwo Basoga. Abantu b'omo nsi eyo Busoga balimi, naye abantu b'omo kibuga Jinja bakola mu ofiisi mu bitongole ebitali bimu, ng'ekitongole ky'obuzimbi, ekitongole ky'obulimi n'ebitongole ebirala.

II. *Jjinja kye kibuga ekikulu mu Busoga.*

Busoga ye nsi emu mu Uganda eri ku bukiika bw'ebuvanjuba. Abantu abasinga obungi mu Busoga Basoga era n'ekibuga Jinja abantu abasinga obungi Basoga, naye mulimu abantu bangi ab'amawanga amalala abava mu Uganda ne mu nsi endala. Abantu b'omo Busoga balimi naye abantu b'omo kibuga Jinja abasinga obungi bakola mu ofiisi ez'ebitongole eby'енjawulo; ng'obulimi, obuzimbi n'ekitongole ky'ebyenjigiriza.

2. Writing tones:

Write down each of the following phrases from the tape. Mark tones by listening to the tape, and then check yourself by looking at the right hand column below.

Without /+/: 

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ku nsalo ya Kenya</td>
<td>kù ñsaló yá Kényà</td>
</tr>
<tr>
<td>abantu b'omu kibuga</td>
<td>àbántú b'ómú kibúgà</td>
</tr>
<tr>
<td>emirimu gy'o mu ofiisi</td>
<td>èmirímú gy'o mú ófiisí</td>
</tr>
<tr>
<td>ebibuga by'o mu Kenya</td>
<td>èbibúgà by'o mú Kényà</td>
</tr>
<tr>
<td>ofiisi z'o mu kibuga</td>
<td>ófiísí z'o mú kibúgà</td>
</tr>
<tr>
<td>ebitongole by'omu</td>
<td>èbitóngolé by'ómú</td>
</tr>
<tr>
<td>Gavumenti</td>
<td>Gávúméntì</td>
</tr>
</tbody>
</table>
With /+/:

ekibuga + ekikulu
èklùgà èklùlù

ebibuga + ebirala
èbìbùgà èbìrálá

abasinga + obungi
èbásiṅga ḍò̀bùnì
dákòlà mù ófììsì

bakola + mu ofiisi
bákolà énté

balunda + ente

NB The Ministries in the Government of Uganda, with their official names are:

Minisita (Minister) w'ebu'obulunzi,
the Minister of Animal
ebisolo n'ebyennyanja.

Minisita w'ebu'ensoonga ez'omunda.
The Minister of Internal

Minisita w'ebu'emirimu, amakubo,
The Minister of Works and
Post n'essimu.
Communications.

Minisita w'ebu'ensimbi.
The Minister of Finance.

Minisita w'ebu'obugagga obw'omu
ttaka n'amazzi.
The Minister of Mineral

Minisita w'ebu'obusuubuzi
and Water Resources.
n'amakolero.
The Minister of Commerce

Minisita w'ebu'enjigiriza.
and Industry.

Minisita wa Government ez'ebitundu.
The Minister of Education.

Minisita w'ebu'amayumba n'abakosi.
The Minister of Regional

Minisita w'ebu'enteekateeka
Administrations.

n'okusitula embeera z'abantu.
The Minister of Housing

and Labour.

The Minister of Planning

and Community Development.
3. **Predicting tones:**

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

**DRILL: Affirmative vs. negative, present tense.**

<table>
<thead>
<tr>
<th>Ensi eyo eri mu Uganda.</th>
<th>Ensi eyo teri mu Uganda.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abantu abasinga obungi Basoga.</td>
<td>Abantu abasinga obungi ssi Basoga.</td>
</tr>
<tr>
<td>Balunda ente.</td>
<td>Tebalunda nte.</td>
</tr>
<tr>
<td>Bakola mu ofiisi.</td>
<td>Tebakola mu ofiisi.</td>
</tr>
<tr>
<td>Mulimu abantu bangi.</td>
<td>Temuli bantu bangi.</td>
</tr>
<tr>
<td>Batera okukola mu ofiisi.</td>
<td>Tebatera kukola mu ofiisi.</td>
</tr>
<tr>
<td>Bava mu Uganda.</td>
<td>Tebava mu Uganda.</td>
</tr>
</tbody>
</table>

**DRILL: Affirmative vs. negative, far past.**

<table>
<thead>
<tr>
<th>Ensi’ # eyo / yali mu Uganda.</th>
<th>Ensi’ # eyo / teyali + mu Uganda.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baalundanga nte.</td>
<td>Tebaalundanga + nte.</td>
</tr>
<tr>
<td>Baakolanga mu ofiisi.</td>
<td>Tebaakolanga + mu ofiisi.</td>
</tr>
<tr>
<td>Mwalimu + abantu / bangi.</td>
<td>Temwali + bantu + bangi.</td>
</tr>
<tr>
<td>Baateranga kukola + mu ofiisi.</td>
<td>Tebaateranga + kukola + mu ofiisi.</td>
</tr>
<tr>
<td>Baavanga mu Uganda.</td>
<td>Tebaavanga + mu Uganda.</td>
</tr>
</tbody>
</table>
DRILL: Present, near past, far past.

'Those people come from Busoga.'
Abantu # abo / bava· mu Busoga.
Balunda nte.
Bayitibwa "Banna-Peace Corps."
Batera kulola + mu ofiisi.
Abantu # abo / balimi.

'Only, but'

Glossary:
'kyokka'
M-1

okuyingira  Muyingire + mu kibiina'. Enter (pl.) the classroom!
okutuula  Mutuule + ku ntebe. Sit in chairs.
okusirika  Musirike. Be quiet.
okuwuliriza  Muwulirize. Listen.
okutunula  Mutunule + ku lubaawo'. Look at the board.
okuyimirira  Muyimirire. Stand up.
okufuluma  Mufulume + ebweru. Go outside.

M-2

okukola  Tukole-ki/

What shall we do?

DRILL: Subjunctive in all person-number combinations.

Nkole-ki/

Yimirira. (not subjunctive)

Akole-ki/

Ayimirire.

Tukole-ki/

Muyimirire.

Bakole-ki/

Bayimirire.

DRILL: Subjunctive, first person singular subjunctive and second person singular imperative.

okuyingira  Nyingire-wa/

Yingira mu kibiina.

okutuula  Ntuule-wa/

Tuula ku ntebe.

okutunula  Ntunule-wa/

Tunula ku lubaawo.

DRILL: Series of actions in subjunctive, third person plural.

Abayizi bakole-ki/

Bagolokoke.

Oluvannyuma bakole-ki/

Bayambale.

Oluvannyuma bakole-ki/

Balye ekyenkya.

Oluvannyuma bakole-ki/

Bagende mu kibiina.

Oluvannyuma bakole-ki/

Bayige Oluganda.
C-1

A: Tukole-ki?
B: Mu(yingire mu kibiina).
A: Oluvannyuma tukole ki?
B: Mu(tuule ku ntebe).

To the student:

The form [muyingire] 'enter (pl.)!' is subjunctive, used here as a kind of command. For more information about subjunctives, see Ashton, pp. 29-30, 220-6 and other references listed in the index; Chesswas, par. 110-11. Tonally, the subjunctive has the unique pattern --M, according to which nothing is marked except the last syllable: even diphonic subject prefixes such as [mu] are unmarked. Unlike the final [e] of many modified stems (i.e. [fulumye']) the final [e] of the subjunctive does not carry an extra mora.

Glossary:

.yingira (yingidde) enter
.yimirira (yimiridde) stand
.sirika (.sirise') be silent
.wuliriza (.wulirizza) listen
.tunula (.tunudde) look
.fuluma (.fulumye') come or go out
e.bweru outside
LESSON 60

M-1

emmeeza  Giteeke + ku mmeeza.  Put it on the table.
ensawo    Giteeke + mu nsáwó yô. Put it in your pocket.
essanduuko Giteeke + mu sandexuuko. Put it in the box.
wano      Giteeke # wano. Put it here.
awo       Giteeke # awo. Put it there (near you).
wali       Giteeke + wali. Put it over yonder.

M-2

ekkalaamu  Ekkalaamu yange / ngiteeke-waj? Where shall I put my pen?
ekitabo    Ekitabo kyange / nkiteeke-waj? Where shall I put my book?
olupapula  Olupapula lwange / nduteeke-waj? Where shall I put my paper?
ensimbi    Ensimbi zange / nziteeke-waj? Where shall I put my money?

DRILL: Subjunctive, first person sg. and pl.

Ekkalaamu ngiteeke ku mmeeza? Shall I put the pen on the table?
Ekkalaamu tuziteeke ku mmeeza? Shall we put the pens on the table?
Tugende ku lubaawo? Shall we go to the board?
Njënde ku lubaawo? Shall I go to the board?
Nsangule olubaawo? Shall I erase the board?
Tuyimirire? Shall we stand up?
Nnyimirire? Shall I stand up?
Nzireyo mu kifo kyange? Shall I return to my place?
Tuddeyo mu bifo byaffe? Shall we return to our places?

DRILL: Subjunctive, first person plural, with object infix.

'Where shall we put our pens?' 'Put them over there.'

ekkalamu Ekkalaamú zàffe tuziteeke wa? Muziteeke wali.
ebitabo Ebitábo byàffe tubiteeke wa? Mubiteeke wali.
emigaati Emigáati gỳàffe tugiteeke wa? Mugiteeke wali.
engatto Engáttó zàffe tuziteeke wa? Muziteeke wali.
ebbaluwwa Ebbaluwwà zàffe ez'ekkubo tuziteeke wa? Muziteeke wali.
z'ekkubo [Wali] corresponds to 'over there' if the place
emigaati Emigáati gỳàffe tugiteeke wa? Mugiteeke wali.
engatto Engáttó zàffe tuziteeke wa? Muziteeke wali.
ebbaluwwa Ebbaluwwà zàffe ez'ekkubo tuziteeke wa? Muziteeke wali.
z'ekkubo [erí] corresponds to 'over there' if the place is indefinite.

ebifaananyi Ebifáananyí byàffe tubiteeke wa? Mubiteeke wali.
obugaali Obugáali bwaàffe tubuteeke wa? Mubuteeke wali.
DRILL: Near past, affirmative and negative with object infixes.

'Did I put my money here?' 'No, you didn't put it here.'

Ensibbi zange nazitadde wano?

'You put it over yonder (indefinite location).'

Nedda, tewazitadde wano. Wazitadde eri.

'Did they put their money here?'


'Did you put your watch here?'

Essaawa yo wagitadde wano? Nedda, saagitadde wano.

Nagitadde eri.

'Did you (pl.) put your books here?'

Ebitàbbò byàmmwe mwabitadde wano? Nedda, tetwabitadde wano.

Twabitadde eri.

To the student:

The imperative with an object prefix ends with [e].
The evidence in this lesson indicates that the stem tone pattern is probably FX or MX.

Glossary:

o.lu.papula (LU) paper
LESSON 61

Pronunciation buildups:

A: Omwami / gy'ali + ssebo?
B: Ta-li'-yô.

yagenze'

A: Yagenze' -wa?
B: Yagenze' mu kibuga + kukola + nnyabo.

A: Yagenze' kukola?
B: Mmm.

okukoma
okukoma+wo
anaakoma+wo

A: Anaakoma-wo+ddi?
B: Kawungeezi.

A: Kawungeezi?
B: Mmm.

omukyala
ye

A: Ye, omukyala / gy'ali?
ennimiro
mu nnimiro
agenze' mu nnimiro

B: Omukyala / agenze' mu nnimiro.

A: Agenze' mu nnimiro?
B: Mmm.

Is the master home, sir?

He's not home.

he went

Where did he go?

to work

in the city to work

He went downtown to work, madame.

He went to work?

Mmm.

to stop

to return

he will return

When will he return?

In the evening.

In the evening?

Mmm.

the lady

she

How about the lady of the house, is she home?

garden

in the garden

she has gone to the garden

The lady of the house has gone to the garden.

She has gone to the garden.

Mmm.
okuyitayita to pass by many times or aimlessly
okuyitayita-ko to pass by many times or aimlessly a little bit
mpitayita-ko I pass by many times / aimlessly, a little bit
mpitayita-ko awo I pass by many times / aimlessly a little bit there

Mbadde + mpitayita-ko # awo. I was just passing by.
mbabuuze' let me greet you
mbabuuze'-ko let me greet you a little bit
bano those
ŋqende let me go
ŋqende bano mbabuuze'-ko. let me go and greet these (people) a little

Ka ŋqende bano / mbabuuze'-ko. And let me go and greet these (people) a little.

A: Mbadde + mpitayita-ko # awo, I was passing by and decided
to stop in and say 'Hi'.
ne ŋqamba nti ka ŋqende
bano / mbabuuze'-ko.

DRILL: Use of infinitive to show purpose.

'What he went to Buganda for is to teach.'

Buganda Yagenda mu Buganda + kusomesa.
ekibiina' Yagenda mu kibiina kuyiga.
ekyalo yagenda mu kyalolo kulima.
eka' Yagenda ka kuumuuma.
ekizannyiro Yagenda mu kizannyiro kuzannya.
eddłuuka' Yagenda mu dduxuka kugula ssaati.

DRILL: Matching subject prefixes in a compound tense.
nze Mbadde # mpitayita-ko # awo.
ggwe Obadde # oyitayita-ko # awo.
ye Abadde # ayitayita-ko # awo.
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ffe      Tubadde # tuyitayita-ko # awo.
mumwe    Mubadde # muyitayita-ko # awo.
bo       Babadde # bayitayita-ko # awo.

DRILL: Compound tense, first verb in perfective tense.

<table>
<thead>
<tr>
<th>English</th>
<th>Lugerda</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I've been eating.'</td>
<td>Mbadde # ndya'</td>
</tr>
<tr>
<td>We have been eating.</td>
<td>Tubadde # tulya.</td>
</tr>
<tr>
<td>We have been reading.</td>
<td>Tubadde # tusoma.</td>
</tr>
<tr>
<td>I've been reading.</td>
<td>Mbadde # nsoma.</td>
</tr>
<tr>
<td>I've been wanting some food.</td>
<td>Mbadde # njagala + emmere.</td>
</tr>
<tr>
<td>We have been wanting some food.</td>
<td>Tubadde # twagala + emmere.</td>
</tr>
<tr>
<td>We have been playing.</td>
<td>Tubadde # tuzannya.</td>
</tr>
<tr>
<td>I've been playing.</td>
<td>Mbadde # nzannya.</td>
</tr>
<tr>
<td>I've been wearing a hat.</td>
<td>Mbadde # nnyambadde + enkuufiira.</td>
</tr>
<tr>
<td>We have been wearing hats.</td>
<td>Tubadde # twambadde + enkuufiira.</td>
</tr>
</tbody>
</table>

DRILL: Optional use of [nga] in compound tense.

'I have been eating.'  'I've been eating.'
Mbadde # nga ndya.   Mbadde # ndya.
Tubadde # nga tusoma. Tubadde # tusoma.
Babadde # nga bayitayita. Babadde # bayitayita.
Abadde # nga agenda ka. Abadde # agenda ka.
DRILL: Compound tense, first verb in perfective vs. near past tense.

'I was eating/have been eating.'  'I was (near past) eating.'
Mbadde ndya.  Nabadde ndya.
Tubadde tulya.  Twabadde tulya.
Tubadde tuzannya.  Twabadde tuzannya.
Abadde afuluma ebweru.  Yabadde afuluma ebweru.
Abadde awuliriza.  Yabadde awuliriza.
Babadde bawuliriza.  Baabadde bawuliriza.

To the student:

Concerning compound tenses, see Ashton, chapter 24; Chesswas gives less attention to this matter, but discusses [nga] in chapter 13. Note that this unmarked [# nga] is quite different from the marked [nga+] that is used in exclamations. This distinction is made quite clearly in Ashton, p. 444ff.

Glossary:

.koma+wo (.komye-wo) return
a.kawunjeezi (KA) evening
e.n.nimiro (N) garden, field
.yitayita (.yiseyise') move about
LESSON 62

1. This text also is very much like the ones that preceded it. Listen to the first version only, and answer the following questions.

Fort Portal kiri mu nsi ki?
Kiri mu bukiika ki obwa Uganda?
Mulimu abantu ba mawanga ki?
Abantu abasinga obungi ba ggwanga ki?

2. Tell in your own words as much as you can remember about Fort Portal.

3. Supply concords at the places indicated by blanks. Check yourself by listening to the second tape recording.

Fort Portal _e kibuga ____kulu mu Toro. Toro _e nsi __mu nu nsi e__ri mu Uganda. __ri mu bukiika ___ebugwanjuba ___a Uganda, ku nsalo _a Kongo ne Uganda. Fort Portal __ri mu Abatoro __ngi kubanga __ri mu nsi __a Toro, naye __limu n'amawanga __ngi; abantu a__va mu bitundu _ngi e__tali __mu e__a Uganda. Abantu __omu Fort Portal __kola emirimu __ngi ____jawulo nga __sinziira ku bitongole e__ri mu gavumenti, ng'ekitongole __'ebyenjigiriza, ekitongole __'obulimi n'ebitongole __rala.

4. Dictation:

Fort Portal kye kibuga ekimu ku bibuga bya Uganda, kiri mu Toro. Toro ye nsi eri mu Uganda mu bukiika bwe'bugwanjuba. Ensi Toro erimu Batoro era n'abantu abasinga mu kibuga Fort Portal Batoro. Abatoro bakola omulimu
LUGANDA BASIC COURSE

gw'obulimi naye abantu abali mu kibuga Fort Portal abasinga obungi bakola mu makolero ag'omu bitongo1e bya gavumenti, ng'ebitongole by'ebyenjigiriza, ebitongole by'obulimi n'ebitongole ebirala.

DRILL: Subject prefixes with [-rimu]

- **Ensi' + Toro / erimu + Abatoro.** The country of Toro has Batoro in it.
- **Soroti** Ekibuga + Soroti / kirimu + Abatoro. In the town of Soroti there are Batoro.
- **amakolero** Ekibuga + Soroti / kirimu + amakolero. In the town of Soroti there are factories.
- **Uganda** Ensi Uganda / erimu amakolero. The country of Uganda has factories in it.
- **abantu** Ensi Uganda erimu abantu bangi. In the country of Uganda there are many people.
- **Kampala** Ekibuga Kampala kirimu abantu bangi. The city of Kampala has many people in it.
- **emigga** Ekibuga Kampala kirimu emigga mingi. The city of Kampala has many streams in it.

Again, tell in your own words as much as you can remember about Fort Portal.

**Glossary:**

',liraana ('.liraanye') be adjacent to, be neighbor to, be next to
LEsson 63

M-1

okusoma
Leero + olwagggulo / tunaasoma
+ ebitabo byaffe.

okulaba
Leero + olwagggulo / tunaalaba
+ omupiira + ogw' a-mpaka.

okuzannya
Leero + olwagggulo /
tunaazannya + omupiira.

okubeera
Leero + olwagggulo /
tunaabeera mu kibuga.

M-2

okusoma
Leero + olwagggulo /
munaasoma-ki?

okulaba
Leero + olwagggulo /
munaalaba-ki?

DRILL: Near future, second person vs. first person singular.

'Are you going to eat breakfast in the morning?'  

okulya  Enkya onoolya ekyenkya?  
         Yee, nnaalya.

okuyiga Enkya onooigya Oluganda?  
         Yee, nnaayiga.

okujja  Enkya onojja mu kibiina?  
         Yee, nnajja.

okusoma Enkya onooosoma Oluganda?  
         Yee, nnaasoma.

okunaaba Enkya onoonaba?  
         Yee, nnaanaaba.

okuzannya Enkya onoozannya omupiira?  
         Yee, nnaazannya.

okuyingira Enkya onooyingira mu kibiina?  
         Yee, nnaayingira.

okufulumu Enkya onoofulumu mu kibiina?  
         Yee, nnaafulumu.
DRILL: Near future, monophonic vs. diphonic subject prefixes.

Nnaakoma-wo.  Tunaakoma-wo.
Nnaafulumu + ebweru.  Tunaafulumu + ebweru.
Nnaalya' + ebibala.  Tunaalya' + ebibala.
Nnaava' mu ssomero.  Tunaava' mu ssomero.
Nnaasangula + olubaawo'.  Tunaasangula + olubaawo'.
Nnaawandiika + ebaluutuwa.  Tunaawandiika + ebaluutuwa.

C-1
A: Leero (olweggulo) onookola ki?
B: Nnaa(soma ebitabo byange).

C-2
A: (Enkya) onoo(golokoka) essaawa mmeka?
B: Nnaa(golokoka) essaawa (emu).

Glossary:

-o.mu.piira  (MU-MI)  football, ball, rubber, mackintosh
-e.m.paka'  (N)  argument, strife, competition
-o.mu.piira + ogw'e-mpaka'  football match
-e.ki.tabo  (KI-BI)  book

To the student:

For further information about the near future tense, see Ashton, p. 124; Chesswas, par. 65-7. Note particularly that the vowel of the tense prefix changes to [o] after the subject prefix [o] and [e] after the subject prefix [e]. Tonally, the stem pattern for affirmative indicative is FF (Synopsis, par. 28); for affirmative relative and for all negatives, the pattern is FM (Synopsis, par. 29).

Although the near future tense with prefix [naa] is frequently used, it is paralleled by a two-word ('periphrastic') tense construction which consists of some form of [jja] 'come' followed by the infinitive of the main verb. For this reason, the
drills involving the [nna] tense are given also with this periphrastic future. For more information about the periphrastic future, see Ashton, p. 318; Chesswas, par. 186.

M-1

okusoma Leero olweggulo, tujja kusoma ebitabo byaffe. This afternoon, we shall read our books.

okulaba Leero olweggulo, tujja kulaba omupiira ogw'empaka. This afternoon, we shall watch a football match.

okuzannya Leero olweggulo, tujja kuzannya omupiira. This afternoon, we shall play football.

okubeera Leero olweggulo, tujja kubeera mu kibuga. This afternoon, we shall be in town.

M-2

okusoma Leero olweggulo mujja kusoma ki? What are you going to read this afternoon?

okulaba Leero olweggulo mujja kulaba ki? What are you going to see this afternoon?

DRILL: Near future, second person vs. first person singular.

'Are you going to eat breakfast in the morning? 'Yes, I am.'

okulya Enkya ojja kulya ekyenkya? Yee, nzija kulya.

okuyiga Enkya ojja kuyiga Oluganda? Yee, nzija kuyiga.

okujja Enkya ojja kujja mu kibiina? Yee, nzija kujja.

okusoma Enkya ojja kusoma Oluganda? Yee, nzija kusoma.

okunaaba Enkya ojja kunaaba? Yee, nzija kunaaba.
okuzannya  Enkya ojja kuzannya omupiira?  Yee, nzija kuzannya.
okuyingira Enkya ojja kuyingira mu kibiina?  Yee, nzija kuyingira.
okufulumu Enkya ojja kufulumu mu kibiina?  Yee, nzija kufulumu.

DRILL: Near future, monophonic vs. diphonic subject prefixes.

Nzija kukomawo.  Tujja kukomawo.
Nzija kufulumu ebweru.  Tujja kufulumu ebweru.
Nzija kulya ebibala.  Tujja kulya ebibala.
Nzija kuva mu ssomero.  Tujja kuva mu ssomero.
Nzija kusangula olubaawo.  Tujja kusangula olubaawo.
Nzija kuwandiika ebbaluwa.  Tujja kuwandiika ebbaluwa.

C-1
A: Leero (olweggulo) ojja kukola ki?
B: Nzija kusoma ebitabo byange.

C-2
A: (Enkya) ojja kugolokoka essaawa mmeka?
B: Nzija kugolokoka essaawa emu.
LESSON 64

M-1

ennyama  Leero' + ku kyemisana' / tunaalya' + ennyama.  Today at lunch we'll eat meat.

amatooke Leero' + ku kyemisana' / tunaalya' + amatooke.  Today at lunch we'll eat bananas.

lumonde Leero' + ku kyemisana' / tunaalya' + lumonde.  Today at lunch we'll eat potatoes.

omugaati Leero' + ku kyemisana' / tunaalya' + omugaati.  Today at lunch we'll eat bread.

omuceere Leero' + ku kyemisana' / tunaalya' + omuceere.  Today at lunch we'll eat rice.

ennyanya Leero' + ku kyemisana' / tunaalya' + ennyaanya.  Today at lunch we'll eat tomatoes.

emboga Leero' + ku kyemisana' / tunaalya' + emboga.  Today at lunch we'll eat cabbage.

amagi  Enkya' + ku kyenkyaa' / tunaalya' + amagi.  Tomorrow at breakfast we'll eat eggs.

omugaati Enkya' + ku kyenkyaa' / tunaalya' + omugaati.  Tomorrow at breakfast we'll eat bread.

obuugi Enkya' + ku kyenkyaa' / tunaawuuta + obuugi.  Tomorrow at breakfast we'll have porridge.

caeayi Enkya' + ku kyenkyaa' / tunaanywa' caayi.  Tomorrow at breakfast we'll drink tea.

M-2

ekyenkyaa' Tunaalya'-ki + ku kyenkyaa'? What will we eat at breakfast?
A: Tunaa(lya) ki ku (kyemisana)?
B: Tunaa(lya) (lumonde).

**DRILL:** Near future with and without object infixes.

|kaaw| Nnaan|aYwa' + kaaw|a| Nnaamunywa'| |
|------------------------|------------------|------------------|
|lumonde| Nnaal|ya' + lumonde.| Nnaamulya'| |
|omuceere| Nnaal|ya' + omuceere.| Nnaagulya'| |
|omugaati| Nnaal|ya + omugaati.| Nnaagulya'| |
|emigaati| Nnaal|ya + emigaati.| Nnaagirya.| |
|eggi'| Nnaal|ya + egg|i'| Nnaalirya.| |
|amagi'| Nnaal|ya + amagi'| Nnaakaliya.| |
|ekibala| Nnaal|ya + ekibala.| Nnaakirya.| |
|ebibala| Nnaal|ya + ebibala.| Nnaabirya.| |
|ennyama| Nnaal|ya + ennyama.| Nnaagirya.| |
|enkoko| Nnaal|ya + enkoko.| Nnaagirya.| |
DRILL: Concord with new nouns.

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>'This banana is good.'</td>
<td>'That [one] is bad.'</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>ettooke</td>
<td>Ettooke # lino / ddungi.</td>
</tr>
<tr>
<td>amatooke</td>
<td>Amatooke gano malungi.</td>
</tr>
<tr>
<td>omugaati</td>
<td>Omugaati guno mulungi.</td>
</tr>
<tr>
<td>emigaati</td>
<td>Emigaati gino mirungi.</td>
</tr>
<tr>
<td>ekibala</td>
<td>Ekibala kino kirungi.</td>
</tr>
<tr>
<td>ebibala</td>
<td>Ebibala bino birungi.</td>
</tr>
<tr>
<td>omuceere</td>
<td>Omuceere guno mulungi.</td>
</tr>
<tr>
<td>ennyaanya (pl.)</td>
<td>Ennyaanya zino nnungi.</td>
</tr>
<tr>
<td>emboga (sg.)</td>
<td>Emboga eno nnungi.</td>
</tr>
<tr>
<td>lumonde</td>
<td>Lumonde ono mulungi.</td>
</tr>
<tr>
<td>caayi</td>
<td>Caayi ono mulungi.</td>
</tr>
<tr>
<td>kaawa</td>
<td>Kaawa ono mulungi.</td>
</tr>
<tr>
<td>eggi</td>
<td>Eggi lino ddungi.</td>
</tr>
<tr>
<td>amagi</td>
<td>Amagi gano malungi.</td>
</tr>
<tr>
<td>obuugi</td>
<td>Obuugi buno bulungi.</td>
</tr>
</tbody>
</table>

For teacher: Continue with such other adjectives as:

- ggya' (new)  
- bi' (bad)  
- ddugavu (black)  
- bisi (raw)  
- nene (big)  
- gumu (hard)  
- wanvu (tall, long)  
- genyi (foreign)  
- eeru (white)  
- gezi (clever)  
- lamu (sound)  
-angu (easy)  
- to' (young)  
- kadde (worn out)  
- zibu (difficult)
To the student:

Concerning the adjective concords, see Ashton, p. 25, and also the various chapters on the concordial classes; Chesswas, par. 14 and corresponding parts of chapters on other classes, as well as Appendix II. On the formation of the adjective stems themselves, see Ashton, chapter 31.

Glossary:

- o.mu.ceere (MU-MI)  rice
- e.n.nyaanya (N)  tomato
- e.m.boga (N)  cabbage
- o.by.ugi (KA-BU)  porridge
- .wuuta ('.wuuse')  drink with a sucking noise
Pronunciation buildups:

B: Maama / ggw'ani/
Nnakalema
A: Nze # Nnakalema....
B: Ooo! Nnakalema?
Kkungu
ow'e Kkungu
A: ...
B: Ow'e Kkungu # eyo.
Kkungu
A: Ooo. Nnakalema?
B: Ow'e Kkungu + nnyabo?
A: Mmm.
B: Mmm. Kwe kugamba / omukyala 
mmuyite
/ mmuyite?
A: Aaa, tomuyita, leka / kumuggya 
+ ku mirimu gye.
B: Mmm.
A: Nnakalema who are you?
A: Nnakalema
I am Nnakalema....
Ooo. Nnakalema?
Kkungu
of Kkungu
... (Nnakalema) of Kkungu.
(Nnakalema) of Kkungu, madame?
Mmm.
Mmm. May I call the lady of the house?
on duties
on his/her duties
to take away	on her duties
No, don't call her, don't
take her away from her work.
Mmm.
o lululala
nnaamulaba
A: Nnaamulaba + olulala.
I'll see her
I'll see her next time.
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nnaamugamba
B: Nnaamugamba ntya + nnyabo?
   okutumira
   yakutumidde

   Nnakalema yakutumidde
A: Mugambe nti / Nnakalema / 
    yakutumidde.

B: Kale # nnyabo.
A: Kale.
B: Mmm.
A: Weeraba + ssebo.
B: Kale + maama.
A: Mmm.
B: Weeraba.
A: Kale.
B: Mmm.
A: Mmm.

I shall tell her/him
What shall I tell her, madame?
to send regards
he/she sent her regards
to you
Nnakalema sent her regards
Tell her that Nnakalema sent her
regards.

All right, madame.
All right.
Mmm.
Goodbye, sir.
All right, madame.
Mmm.
Goodbye.
All right.
Mmm.

NB The form [omugamba] is preferable to [mugambe] in this
context.

DRILL: Negative imperative forms.

Vita + abayizi.           Toyita + bayizi.           Leka / kuyita + bayizi.
Abayizi / bayite.         Tobayita.                     Leka / kubayita.
Sangula + olubaa'wo'.     Tosangula + lubaawo'.     Leka / kusangula lubaawo'.
Yingira mu kibiina.       Toyingira mu kibiina.   Leka kuyingira mu 
kibiina.
Tuula ku ntebe.           Totuula ku ntebe.       Leka kutuula ku ntebe.
Ggalawo oluggi.           Toggalawo luggi.         Leka kuggalawo luggi.

202
Ggulawo oluggi.  
Toggulawo luggi.  
Leka kuggulawo luggi.

Wandiika erinnya lyo.  
Towandiika  
linnya lyo.  
Leka kuwandiika  
linnya lyo.

DRILL: Subjunctive with object.

omukyala  
Omukyala mmuyite?  
Shall I call the lady?
amuyite  
Omukyala amuyite.  
Let him call the lady.
abalala  
Abalala abayite.  
Let him call the others.
abatumire  
Abalala abatumire.  
Let him send his regards to the others.
abayizi  
Abayizi abatumire.  
Let him send his regards to the students.
abasomese  
Abayizi abasomese.  
Let him teach the students.

Glossary:

\( .gamba (.gambye') \)  
tell, say
\( .ggya (.ggye') \)  
take away
\( .leka (.lese) \)  
leave
\( .tumira (.tumidde) \)  
send regards to
1. Listen to the first recording about Masaka, and fill in these blanks:

Masaka kiri mu ______ bwa Uganda.
Masaka kiri mu __________ Buganda.

The word [ekirimu] is the _______ form that corresponds to [kirimu].

Judging from the context, [abafuzi] might mean ________. (officials? affairs? resources?)

[Gavument eya wakati] means ________. (within the central government? government of the center? government?)

Abalimi babeera mu byalo, sso ssi ___ __________.
Masaka kiri mu bugwanjuba bwa Uganda, sso ssi __________
Kampala kibuga, sso ssi ________________.

Supply concords. Check your answers by listening to the second recording about Masaka.

Masaka __ e kibuga ____mu mu bibuga __ri mu
Buganda. __ri mu maserengeta __a Buganda,
__ri ku luguudo ____genda e Mbarara. __rimu
abantu ____singa obungi Baganda, naye __limu
abantu ____ngi ____amawanga ____njawulo ____va
mu Uganda. Abantu ___omu kitundu ___o balimi
naye abasinga obungi ____kola mu ofiisi
____'ebitongole ____a gavumenti, ng'ekitongole
____ebyenjigiriza n'ebitongole ____rala.
2. **Dictation:**


Students should ask one another questions about Masaka.

**Glossary:**

- **o.mu.fuzi (MU-BA)**: ruler
- **sso ssi**: but not
M-1

okuyiga  Enkya'/ tetuuyige + Luganda.

okugenda  Enkya'/ tetuugende + mu ssineema.

okulya  Enkya'/ tetuulye' + byannyanja.

okulaba  Enkya'/ tetuulabe + mupiira.

okunyumya  Enkya'/ tetuunyumye + ne mikwano gyaffe.

okusomesa  Enkya'/ tetusomesse + baana.

Tomorrow we won't study Luganda.

Tomorrow we won't go to the movies.

Tomorrow we won't eat fish.

Tomorrow we won't watch football.

Tomorrow we won't talk with our friends.

Tomorrow we won't teach children.

M-2

okuyiga  Enkya'/ munaayiga + Oluganda?

Will you (pl.) study Luganda tomorrow?

okugenda  Enkya'/ munaagenda + mu ssineema?

Will you (pl.) go to the cinema tomorrow?

C-1

A : Enkya munaa(yiga Oluganda)?

(B,C): Nedda, enkya tetuu(yige Luganda).

A : Enkya munaakola ki?

(B,C): Enkya tunaagenda mu katale.

C-2

A : Enkya onoolya (abyennyanja)?

B : Nedda, enkya siirye (byannyanja).
A : Enkya onoolya ki?
B : Enkya nnaalya (nnyma).

To form the negative of the near future
we change the final [-a] of the verb
stem into [-e] and then double the vowel
of the negative pronoun prefix.

DRILL: Negative of near future.

'They won't (near future) go home'.

okugenda eka Tebaagende ka.
ggwe Toogende ka.
okusomesa Oluganda Tebaasomese Luganda.
nze Sisomese Luganda.
okuyiga Oluganda Tebaayige Luganda.
ffe Tetuuyige Luganda.
okuzannya omupiira Tebaazannya mupiira.
mmwe Temuuzannya mupiira..
okwambala engatto Tebaayambale ngatto.
ye Taayambale ngatto.

DRILL: Near future affirmative vs. negative, all persons
and numbers.

'Is the teacher going
to go home?'

omusomesa Omusomesa anaagenda eka? Taagende ka.
abasomesa Abasomesa banaagenda eka? Tebaagende ka.
ffe Tunaagenda eka? Temuugende ka.
mmwe Munaagenda eka? Tetuugende ka.
ggwe Onoogenda eka? Siigende ka.
nze Nnaagenda eka? Toogende ka.
To the student:

The negative counterpart of the near future tense is not formed simply by prefixing [te]. Instead, an entirely different form is used, which looks like a negative subjunctive. See Ashton, p. 128; Chesswas, par. 90. Tonally, the stem has the pattern FM (Synopsis, par. 29). The negative of the periphrastic future (see Lesson 63) is of course made by using the negative of the appropriate form of the auxiliary verb [jja] 'come'.

Glossary:

- e.s.sineema (N)  
- e.ky.e.n.nyanja (KI-BU) fish  
- o.mu.piira (MU-MI) ball, rubber, mackintosh
LESSON 68

M-1

okusitula Tulisitula + mu mwaka +
          ogujja + okugenda mu
          Uganda.

okugenda Tuli-gendera mu nnyonyi.

okubuuka Tuli-buukira + mu kisaawe
          ky'e-nnyonyi + e New York.

okuyita Tuliyita + mu nsi'/nnyingi
          ez' Afrika ey'ebugwanjuba.

okuva'+mu Tuli-viira-mu + mu kisaawe
          ky'Entebbe.

okugenda Tuli-gendera mu mmotoka +
          okutuuka + e Kampala.

We'll set off for Uganda next year.
('in the year that comes.')

We'll go by ('in')
plane.

We'll fly from the
airport in New York.

We'll pass [through] many countries of West Africa.

We'll get off at the Entebbe airport.

We'll go by car as far as Kampala.

M-2

okusitula Mulisitula ddi + okugenda
          mu Uganda?

okugenda Mulí-genda mutya? 

When will you set off to go to Uganda?

How will you go?

The infix [-lì-] indicates an action taking place after twenty-four hours or at some unspecified time in the future.
To the student:

The general future is characterized by the tense prefix [li]. See Ashton, p. 124; Chesswas, par. 68-9. Tonally, this tense is peculiar in that a [-] juncture without word boundary follows [li] if the stem is of the unmarked class. This applies to the affirmative indicative and to all negative forms, which have the stem tone pattern FF. Whether [-] is found also in affirmative relative forms of unmarked verbs is impossible to determine positively, since the stem tone pattern there is FX. (For the meaning of [-], see Synopsis, par. 45-47.)

There is a 'periphrastic' future (see Lesson 63) construction which corresponds to the [li] tense; its auxiliary verb is [.genda]. See Ashton, p. 318.

M-1

<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>okusitula</td>
<td>Tugenda kusitula omwaka oguuja okugenda mu Uganda.</td>
<td>We'll set off for Uganda next year.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Tugenda kugendera mu nnyonyi.</td>
<td>We'll go by ('in') plane.</td>
</tr>
<tr>
<td>okubuuka</td>
<td>Tugenda kubuukira mu kisaawe e New York.</td>
<td>We'll fly from the airport in New York.</td>
</tr>
<tr>
<td>okuyita</td>
<td>Tugenda kuyita mu nsi nnyingi ez'Africa ey'ebugwanjuba.</td>
<td>We'll pass (through) many countries of West Africa.</td>
</tr>
<tr>
<td>okuvaamu</td>
<td>Tugenda kuviiramu mu kisaawe ky'Entebbe.</td>
<td>We'll get off at Entebbe airport.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Tugenda kugendera mu mmotoka okutuuka e Kampala.</td>
<td>We'll go by car as far as Kampala.</td>
</tr>
</tbody>
</table>
M-2

<table>
<thead>
<tr>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>okusitula</td>
<td>Mugenda kusitula ddi okugenda mu Uganda?</td>
</tr>
<tr>
<td></td>
<td>When will you set off to go to Uganda?</td>
</tr>
<tr>
<td>okugenda</td>
<td>Mugenda kugenda mutya?</td>
</tr>
<tr>
<td></td>
<td>How will you go?</td>
</tr>
<tr>
<td>okugolokoka</td>
<td>Ku Lwassabbiiti tetugenda kugolokoka mangu.</td>
</tr>
<tr>
<td></td>
<td>On Sunday we won't get up early.</td>
</tr>
<tr>
<td>okuyiga</td>
<td>Ku Lwassabbiiti tetugenda kuyiga Luganda.</td>
</tr>
<tr>
<td></td>
<td>On Sunday, we won't study Luganda.</td>
</tr>
<tr>
<td>okujja</td>
<td>Ku Lwassabbiiti tetugenda kujja mu kibiina.</td>
</tr>
<tr>
<td></td>
<td>On Sunday, we won't come to class.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Ku Lwassabbiiti tetugenda kugenda mu ssineema.</td>
</tr>
<tr>
<td></td>
<td>On Sunday, we won't go to the movies.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>okugolokoka</td>
<td>Ku Lwassabbiiti mugenda kugolokoka mangu?</td>
</tr>
<tr>
<td></td>
<td>Are you (pl.) going to get up early on Sunday?</td>
</tr>
<tr>
<td>okuyiga</td>
<td>Ku Lwassabbiiti mugenda okuyiga Oluganda?</td>
</tr>
<tr>
<td></td>
<td>Are you going to study Luganda on Sunday?</td>
</tr>
</tbody>
</table>

M-3

<table>
<thead>
<tr>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>olunaku</td>
<td>Olwassabbiiti lugenda kuba lunaku lukulu.</td>
</tr>
<tr>
<td></td>
<td>Sunday will be a holiday.</td>
</tr>
<tr>
<td>lwaki?</td>
<td>Lwaki temuligolokoka mangu?</td>
</tr>
<tr>
<td></td>
<td>Why aren't you going to get up early?</td>
</tr>
</tbody>
</table>
## Glossary:

<table>
<thead>
<tr>
<th>Luganda Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>.situla</td>
<td>raise, lift up, start on a journey</td>
</tr>
<tr>
<td>.buuka</td>
<td>fly, jump</td>
</tr>
<tr>
<td>o.mw.aka</td>
<td>year</td>
</tr>
<tr>
<td>.yita</td>
<td>pass, go through</td>
</tr>
<tr>
<td>.va' + mu</td>
<td>get off</td>
</tr>
<tr>
<td>omwaka + ogujja</td>
<td>the year which comes (next year)</td>
</tr>
</tbody>
</table>
Pronunciation buildups:

olabise’-ko
-bula
kabula
kabula dda
munaffe
munaffe kabuladda

you're seen
get lost
the lost
the long lost
our friend the long lost

A: Munaffe + kabuladda / olabise’-ko?
B: Eee. Ndabise’-ko.

A: Nga + tusanyuse + okukulaba.
B: Nange.

A: Wuuuu. Eradde?
B: Eradde.

A: Mmm.
A: Nyooge?
B: Nnyooge.
A: Bali batya?
B: Gye bali.

mubuze'
nga mubuze
bannaffe
A: Iii! Bannaffe, nga + mubuze'!

you're lost
you're so lost
our friend

Oh. Dear friends you're been away for so long!
ewaffe
tuli eyo
Tuli eyo ewaffe.

B: Eee, tubuze', tuli # eyo /
ewaffe.

A: Omukyala / ali atya /
antumye
Antumye okubalaba.

B: Omukyala / gy'ali; antumye'
+ okubalaba.

A: Ali atya?
B: Gy'ali.
A: Ate + abaana?
gye bali
gye bali balungi

B: Abaana / gye bali + balungi.

A: Iii! Bannaffe!
Muli mutya?
B: Muli mutya # eno?
A: Tuli bulungi.
etonnya
enkuba
B: Enkuba / etonnya?
A: Etonnya.
 ewaffe
 n'ewaffe

B: Ooo! N'e-waffe / etonnya.

our home
we're there
We're over there at our
our home.

Yes, we've been lost there at
our home.

How is your wife?
she/he has sent me
she/he has sent me to
see you

My wife is there (home) and
sends her regards.

How is she?
She's there.

How about the children?
they are there
they are there (home)
well

The children are well.

Iii! Dear friends!
you're how?
How are you here?
We're all right.

it is raining
rain

Does it rain (here)?
It rains.

at our home
and at out home

Ooo. It rains at our home, too.
DRILL: Affirmative vs. negative with subject prefix [e-], various tenses.

Enkuba / etonnya.  Enkuba / tetonnya.
Enkuba / etonnye'.  Enkuba / tetonnye'.
Enkuba / yatonnye'.  Enkuba / teyatonnye'.
Enkuba / yatonnya.  Enkuba / teyatonnya.
Enkuba / eneetonnya.  Enkuba / teetonnya.

Glossary:

mu.nna.ffe (MU-BA) our friend
kabuladda a friend who has been lost for a long time
.tuma (.tumye') send greetings to, send message to, send
e.n.kuba (N) rain
.tonna (.tonnye') fall (rain), drip
LESSON 70

1. Listen to the first recorded version of the text about Mityana, and complete the following:

[Luguudo olugenda e Fort Portal] means:

The road goes to Fort Portal.
The road that goes to Fort Portal.
You take the road to Fort Portal.

[b]

The word [olugenda] is ________ form of the verb.

an 'indicative' a 'relative'

[b]

The form [ebiri] in [ebibuga ebiri mu Buganda] is

indictive relative

[b]

The meaning of [ebiri] is approximately:

which are they are are they?

[a]
Listen to the first recording about Mityana and make a list of the four relative verb forms. Then check your list with the following:

olugenda  abasinga  ebiri  abasinga

Listen again to the first recording about Mityana. The new word is ________.

esaaza  esazza  essaza

[c]

This new word means ____________.

county  resources  circumstance

[a]

Listen to the second recording about Mityana, and fill in these blanks:

[Embuga] means 'headquarters'. It is in the ________ class. It has the same root as ________, which is a word which we have already met.

?    ?    ?

[N,ekibuga]

The word [owessaza] means 'county chief'. The plural is ____________.

abawessaza  abassaza  abaamasaza

[c]
The verb [afuga] means ________. (who lives? who rules? rules) It is related to the noun ________, which we have already met.

[ , abafuzi]

If it were spelled as it is pronounced, the name of this town would be ________.

Metyana Mitiiyana Metyaan

[b]

Listen again to the second recording about Mityana and make a list of all relative verb forms. Then check your list with the following:

- ebiri
- eziri
- olugenda
- abasinga
- aba-va
- ebitali
- afuga
- ebiri

2. Dictation:

Mityana kye kibuga ekimu ku bibuga ebiri mu Buganda. Buganda ye nsi emu ku nsi eziri mu Uganda, ng' eri mu kitundu eky'a wakati. Mityana, abantu abasingamu obungi Baganda, naye mulimu abantu bangi abava mu bitundu ebitali bimu ebya Uganda ne mu nsi endala. Mityana kirimu embuga enkulu eyowessaza afuga mu kitundu eyo. Abantu b'omu kitundu eyo abasinga obungi balimi naye abantu b'omu
kibuga Mityana bakola emirimu mingi egitali
gimu nga gisinziira ku bitongole ebiri mu
kibuga ekyo ebyya gavumenti. Abalala balimi
n'abala bakola mu kitongole eky'ebyenjigiriza
n'emirimu emirala.

Tell what you remember about Mityana.

Using a map of Uganda as your only crutch, talk for
five minutes about towns in Uganda.

Ask and answer questions about the nine cities that
have been the subjects of Texts 1-9.

DRILL: Indicative vs. relative present, [-li].

'They are in Buganda.'   'which are in Buganda'

(ebibuga) Biri mu Buganda.   ebiri + mu Buganda
(emmotoka) Ziri mu Buganda.   eziri + mu Buganda
(emigga) Giri mu Buganda.   egiri + mu Buganda
(amasomero) Gali mu Buganda.   agali + mu Buganda
(abantu) Bali mu Buganda.   abali + mu Buganda
(ekibuga) Kiri mu Buganda.   ekiri + mu Buganda
(omugga) Guli mu Buganda.   oguli + mu Buganda
(emmotoka) Eri mu Buganda.   eri + mu Buganda
(essomero) Liri mu Buganda.   eriri + mu Buganda
(omuntu) Ali mu Buganda.   ali + mu Buganda
LUGANDA BASIC COURSE

DRILL: Indicative vs. relative present, various verbs, diphonic subject prefix.

'They read.'  ' [Those] who read.'

Basoma.  abasoma
Bawandiika.  abawandiika
Basomesa.  abasomesa
Bayingira.  abayingira
Batandika.  abatandika
Bayimirira.  abayimirira
Balya.  abalya

DRILL: Indicative vs. relative present, various verbs, monophonic subject prefix.

'He reads.'  ' [He] who reads'

Asoma.  asoma
Awandiika.  awandiika
Asomesa.  asomesa
Ayingira.  ayingira
Atandika.  atandika
Ayimirira.  ayimirira
Alya.  alya

Make up your own drill on the contrast between relative present forms with monophonic subject prefix and relative present forms with diphonic subject prefix.

To the student:

The only difference between 3 sg. indicative and 3 sg. relative affirmative forms of the present tense is the difference between stem tone patterns FF and FX (Synopsis, par. 28,31).

Glossary:

- e.m.buga (N)  chief's enclosure
- .fuga (.fuze')  rule
LESSON 71

M-1

**okugolokoka**  Ku Lwassabbiiti / tetuli-golokoka + mangu.  On Sunday we won't get up early.

**okuyiga**  Ku Lwassabbiiti / tetuliyiga + Luganda.  On Sunday we won't study Luganda.

**okujja**  Ku Lwassabbiiti / tetuli-jja + mu kibiina.  On Sunday we won't come to class.

**okugenda**  Ku Lwassabbiiti / tetuli-genda + mu ssineema.  On Sunday we won't go to the movies.

**okuzannya**  Ku Lwassabbiiti / tetuli-zannya + mizannya.  On Sunday we won't play games.

M-2

**okugolokoka**  Ku Lwassabbiiti / muli-golokoka mangu?  Are you (pl.) going to get up early on Sunday?

**okuyiga**  Ku Lwassabbiiti / muliyiga Oluganda?  Are you going to study Luganda on Sunday?

M-3

**olunaku**  Olwassabbiiti / lulibalunaku + lukulu.  Sunday will be a holiday.

**lwaki**  Lwaki temuli-golokokamangu Why aren't you going to get up early?
DRILL: General future forms of some familiar sentences.

'He has sent me to greet ('see') you.'
Antumye' + okubalaba.
Enkuba / etonnya.
Nnaamugamba ntysw.
Agenze 'mu nnimiro.
Agaakoma-wo + ddiy.
Nsomesa Ggayaza.
Denda Jjinja Busoga # eyeo.

'He will send me to greet ('see') you.'
Alintuma + okubalaba.
Enkuba / eritonnya.
Ndif-mugamba ntysw.
Ali-genda mu nnimiro.
Aligomga-wo + ddiy.
Ndif-somesa Ggayaza.
Ndif-genda Jjinja Busoga # eyeo.

DRILL: Negative indicative vs. affirmative relative, general future.

'We won't get up early.'
Tetuli-golokoka + mangu.
Tetuliivyiga + Luzungu.
Tetuli-jja + mu kibiing.
Tetuli-genda + mu sineema.
Tetuli-zannya + mzannyao.
Tetuliwummula + jjo.

'Who will get up early?'
Baani + abaligolokoka + amangu.
Baani + abaliviga + Oluzungu.
Baani + abalijja + mu kibiing.
Baani + abaligenda + mu sineema.
Baani + abalizannya + emizannyao.
Baani + abalivummula jjo.

C-1
A: Ku Lwassabbiiti muli(golokoka mangu)?
B: Nedda, ku Lwassabbiiti tetuli(golokoka mangu).
A: Lwakija.
B: Kubanga lunaku lukulu.

C-2
A: Ku Lwassabbiiti oli(golokoka mangu)?
B: Nedda, ku Lwassabbiiti siri(golokoka mangu).
The general future tense negative is regular; you insert the [li] tense between negative pronoun prefix and verb stem. e.g.

\[
\begin{align*}
\text{si-ri-genda} & \quad \text{tetu-li-genda} \\
\text{to-li-genda} & \quad \text{temu-li-genda} \\
\text{ta-li-genda} & \quad \text{teba-li-genda}
\end{align*}
\]

To the student:

The negative of the [li] tenses as noted in Lesson 68, has the stem tone pattern FF, and a hyphen follows [li] is the stem is of the unmarked class. The affirmative relative has FX.

Glossary:

<table>
<thead>
<tr>
<th>lwaki'</th>
<th>why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>kubanga</td>
<td>because</td>
</tr>
<tr>
<td>o.lu.naku (LU-N)</td>
<td>day</td>
</tr>
<tr>
<td>o.lu.naku + olukulu</td>
<td>a holiday</td>
</tr>
</tbody>
</table>

Sample of free conversation:

A: Okwakol, jangu wano mwattu.  
B: Tompitayita. Oyagala ki?  
A: Njagala emmere yonna gy'olina.  
B: Nnina ntono nnyo, ate mbisi.  
A: Gimpe ngitwale.  
B: Iii. Nze ate jjo ndirya ki?  
A: Leero akawungezi nnaakuleetera emmere endala.  
B: Kale.  
A: Okwakol, come here please.  
B: Don't call me. What do you want?  
A: I want all the food you have.  
B: I have a little and it is raw.  
A: Give it to me to take.  
B: Oh. And me - what shall I eat tomorrow?  
A: I'll bring you other food this evening.  
B: All right.
M-1

okusomesa  Mu Uganda / nnaasomesanga + abaana.  In Uganda I'm going to be teaching children.

okwogera  Mu Uganda / nnaayogeranga + Oluganda + n'Olungereza.  In Uganda I'll be speaking Luganda and English.

okulya  Mu Uganda / nnaalyanga + amatooke.  In Uganda I'll eat bananas.

okukyalira  Mu Uganda / nnaakyaliranga + abazadde b'a-baana.  In Uganda I'll visit the parents of the children.

okunyumya  Mu Uganda / nnaanyumyanga mu Luganda.  In Uganda I'll speak (in) Luganda.

M-2

okukola  Mu Uganda / onookolanga-ki?  What will you be doing in Uganda?

C-1

A:  Mu Uganda onookolanga ki?
B:  Mu Uganda nnaa(somesa)nga (abaana).

C-2

A:  Mu Uganda onoo(nyumyanga mu Luganda)?
B:  Yee, ....
     Nedda, ....

To the student:

The [nga] suffix is usable with many, though not with all tenses. Its general meaning, which is 'repeated or regular action', varies a bit from tense to tense. See Ashton, p. 24, 247, 447-8; Chesswas, par. 133(a). Tonally it is unmarked, and gratifyingly inert.
Glossary:

.ogera (ogedde) speak, talk
.kyalira (kyalidde) visit someone
.o.mu.zadde (MU-BA) parent
Pronunciation buildups:

Ssemakula
omwami
A: Ssebo + mwami Ssemakula.
mukama
B: Mukámá_wángé.

byannyanja
byannyanja oba nnyama
tunaalya byannyanja
oba nnyama?

A: Olwa-leero' / tunaalya' byannyanja, oba / nnyama?
twalya byannyanja
anti jjo twalya byannyanja
B: Oba / tulye' ku nnyama, anti jjo/twalya' byannyanja.

ngule ennyama
ka ãýende
ndowooza

A: Ooo! Ndowooza / ka ãýende + ngule + ennyama.
kozzi
kozzi ãýambye nnyama?
B: Aaa, nedda, kozzi + ãýambye' nnyama?
jjo twalya byannyanja
ogambye nti jjo twalya byannyanja

A: Anti + ogambye' / nti / jjo / twalya' byannyanja.

Today, are we going to eat fish or meat?
we eat fish
Or should we eat meat, since we ate fish yesterday.
may I buy meat
let me go
I think

Ooo. I think I should go buy meat.
by the way
by the way did I say meat?
No. Is it true that I said meat?
yesterday we ate fish
did you say that yesterday we ate fish

You said that we ate fish yesterday.
B: Ooo! Kale, tulye + ennyama. All right, let's eat meat.
tulye nnyama k' All shall we eat what kind of meat?
B: Tulye' - nnyama-k' + nno, leero' What kind of meat shall we eat today?
B: Ennyama y'e -nte? Beef?
A: Mmm.

yandisinze it would be better
embuzi a goat
ye yandisinze it would be better
B: Ey'e-mbuzi / ssi + ye Wouldn't goat's meat be better?
yandisinze'?
eraatiri pound
eraatiri nga ssatu about three pounds
nguleyo eraatiri nga ssatu let me buy there about three pounds
A: Kale, ka ñende ngule- yok + All right, let me go and buy
eraatiri nga / ssatu # awo. about three pounds.
B: Kale + ssebo. All right, sir.

DRILL: 'Let's': first person vs. second person.

'Let's me go buy some meat.' 'Go buy some meat.'
Ka ñende ngule + ennyama. Genda + ogule + ennyama.
Ka ntuule + mpandiike + Tuula + owandiike +
 ebbaluuwa. ebbaluuwa.
Ka tugende + tugule + ennyama. Mugende + mugule + ennyama.
Ka tutuule + twandiike + Mutuule + muwandiike +
ebbaluuwa. ebbaluuwa.
Ka tugende tubabuuze. Mugende mubabuuze.
Ka tuyingire tutandiike okusoma. Muyingire mutandiike okusoma.
DRILL: Affirmative vs. negative, various tenses.

'We will (near fut.) eat fish.'  
'We won't eat fish.'

Tunaalya' + ebyennyanja.  
Tetuulys' + byannyanja.
Tulya' + ebyennyanja.  
Tetulya + byannyanja.
Tulidde + ebyennyanja.  
Tetulidde + byannyanja.
Twalya'+ ebyennyanja.  
Tetwalys' + byannyanja.
Twalidde + ebyennyanja.  
Tetwalidde + byannyanja.
Tulirya' + ebyennyanja.  
Tetulirys' + byannyanja.
Nnaagula / eraatiri / bbiri.  
Siigule + laatiri / bbiri.
Nguze' + eraatiri / bbiri.  
Siguze' + laatiri / bbiri.
Naguze' + eraatiri / bbiri.  
Saaguze' + laatiri / bbiri.
Nagula + eraatiri / bbiri.  
Saagula + laatiri / bbiri.
Ndii-gula / eraatiri / bbiri.  
Sirigula / laatiri / bbiri.

To the student:

The last exercise is a reminder that there is no one way of 'forming the negative', from a tonal point of view.

Glossary:

mu.kama  (MU-BA)  
anti  
.loowoza (.lowoozezza)  
kozzi  
e.m.buzi (N)  
e.raatiri (N)  

master, lord
surely
think
by the way; er
goat
pound
1. Listen to the first version of the text and fill in the following blanks:

Balya _______ ebiri oba esatu.

omulundi  emirundi  emirandi

The word that fill the above blank means:
foodstuffs  utensils  times

Tebalina _______ kulya kyankya.

kisera  kiseera  kisela

The word that fills this blank means:
time  desire  need

Oluvannyuma lwa kaawa _______ okulya ekyemisana.

báyìnzá  báyínzá  báyínzá

The word that fill this blank means:
foodstuffs  utensils  times

The word that fills this blank means:
time  desire  need
The word [bayinza] means:

they know how to
they avoid
they can

[Okusooka mu makya] means:

first, in the morning
later, in the morning

[Okutuusa] in this context means:

except until before

'Every day' is: búli lùnákù
búli lùnákù

[Oluusi] means:

never probably sometimes
2. Listen to the first version again two or three times. Then try to fill in these blanks from memory. After you have done so, check your answers by listening again to the tape:

Mu Buganda, __________ batera okulya ______
ebiri oba ______________. Okusooka mu ______,
tebalina kiseera ______ kyankya; ba________
bugenzi mu ______ zaabwe ______ abasinga __
balimi, ne ______ okutuusa _____________ oba
_____ ne bakomawo ______ ne _____ caayi ___
_________. Oluvannyuma ______ kaawa ______
okulya ______ ku ______ nga mukaaga ______
______ ate oluusi ______ ku mirimu ______
ate bakoma wo ___________ ne balya ______
ku ____________ oba _____ n' _____________
gy'emirundi ______ oba ______ buli ______.

3. Listen to the second version of the text. Write it down, indicating tones as much as you can. Check your work by referring to the following:

Mu Bugunda / abantu + abasing + obungi / balimi,
era / buli / nky + kumaky + bakere + okugenda
+ okulima. Kale + olusi / abantu / tebalina +
kiseera + kulya + kyankya; bagenda bugenzi mu
nimiro, ne batandika + okulima. Olusi / balima
+ okutusa + essaawa / nnya # oba / taano, ne
bakomawo + eka. Bwe badda + eka / banywa caayi
'they cultivate'  '...and they cultivate'

bálimá              nè bálimá
bagèndá              nè bagèndá
báwandiíka              nè báwandiíka
bávà'              nè bávà'
báyingírá              nè báyingírá
basanyuka              nè basanyuka
bádda-yô              nè bádda-yô
batuúka              nè batuúka
báymirimírá              nè báymirimírá
bánywa'              nè bánywa'

'\textbf{DRILL:} Indicative vs. narrative tones, monophonic subject prefix.'

'I cultivate'  '... and I cultivate'

ñnímá              ne ñnímá
ñnąnda              ne ñnąnda
mpándiíka              ne mpándiíka
ñvá'              ne ñvá'
To the student:

The 'narrative tense' is not really a tense in Luganda. Rather, it is a construction which consists of [ne] plus a relative form of the present tense. This relative form has no initial vowel. The subject prefix of the relative verb is marked, even if it is monophonic. (See Synopsis, par. 44, for another construction in which all subject prefixes are marked.) For non-tonal information concerning this narrative tense, see Ashton, p. 227-8; Chesswas, par. 71-2.

Glossary:

<table>
<thead>
<tr>
<th>Luganda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One”</td>
<td>time</td>
</tr>
<tr>
<td>.spoka</td>
<td>begin, do first</td>
</tr>
<tr>
<td>a.ma.kya</td>
<td>early morning</td>
</tr>
<tr>
<td>e.ki.seera</td>
<td>time, space of time</td>
</tr>
<tr>
<td>o.bu.genzi</td>
<td>going</td>
</tr>
<tr>
<td>.tuusa’</td>
<td>cause to arrive, take as far as</td>
</tr>
<tr>
<td>oluusi</td>
<td>sometimes</td>
</tr>
<tr>
<td>o.lu.naku</td>
<td>day</td>
</tr>
<tr>
<td>buli/keera</td>
<td>every be early</td>
</tr>
</tbody>
</table>

Summarize in your own words the information about meal schedules in Buganda.
LESSON 75

M-1

okuleeta Jjo / muleetanga + ebitabo byammwe. Bring your books tomorrow.
okuyingira Jjo / muvingiranga + mangu + mu kibiina'. Come ('enter') to class early tomorrow.
okukyusa Jjo / mukyusanga essuuka' z'o-buliri. Change your bedsheets tomorrow.
okusirika Jjo / musirikanga + mu kibiina. Be quiet in class tomorrow.
okulwa' + wo Jjo / mulwanga-wo + okugolokoka. Get up late tomorrow.

M-2

okugamba Mbagambye ntya? { What have I told you?
nty? Mbagambye ntya?

DRILL: Future imperative with object infix.


Musomanga + ekitabo # kino. Mukisomanga.
Musangulanga + olubaawo: Mulusangulanga.
Muwandiikanga + ebbaluua. Muziwandiikanga.
Mutunuuliranga + ebifaananyi # bino. Mubitunuuliranga.
Muviganga + ekyokuyiga # kino. Mukiyiganga.
Mubuuzanga + abalala. Mubabuuzanga.
Mulyanga + ebibala / bingi. Mubiryanga.
DRILL: Future imperative singular; loss of initial vowel before [ki].

'What books shall I read (in future)?'

Nsomanga bitabo+ki
Nnyambalanga ssaati+ki
Mpandiikanga linya+li
Ndyanga mmere+ki
Njiganga lulimi+ki
Ndeetanga kkalamu+ki

'O: Read these books.'

Osomanga + ebitabo # bino.
Oyambalanga + essaati # eno.
Owandiikanga + erinnyalyo.
Olyanga + emmere # eno.
Oyganga + Oluganda.
Oleetanga + ekkalaamu # zino.

C-1

A: Mbagambye ntya?
B: Otugambye # nti / jjo mu(leetanga ebitabo byammwe).

C-2

A: Nkugambye ntya?
B: Ommambye # nti / jjo oleetanga ekitabo kyo.

To the student:

With respect to its form, the future imperative is simply the second person present tense plus the suffix [.nga] (see Lesson 72).
Glossary:

e.s. suuka' (N) sheet
o. bu. liri (BU) a made-up bed
.kyusa' (.kyusizza) change
.lwa+wo (.ludde-wo) delay
LESSON 76

M-1 Some thou-shalt-nevers.

okuljeta Temuleetanga + bitabo mu kibiina'. Never bring books into class.

okutuuka Temutuukanga + kikeerezi + mu kibiina'. Never get to class late.

okwogera Temwogeranga + Luganda + lusobu'. Never speak bad Luganda.

okwambala Temwambalanga + ngoye + ziddugala. Never wear dirty clothes.

Some special thou-shalt-nevers for Uganda.

okuliira Temuliiranga + mu nguudo. Never eat on the streets.

okunywegeranganira Temunywegeraganiranga + mu nguudo. Never kiss in the streets.

okutamiirira Temutamiiriranga + mu bantu. Never get drunk in public.

okuteekka Temuteekanga + nni-maawa+ mu caayi. Never put lemon in tea.

okukaayanira Temukaayaniranga + mmere. Never fuss about the food.

M-2

okukola Tetukolanga+kif What shall we never do?

ntya? Mbagambye ntya? What did I tell you (pl.)?
DRILL: [ngà] phrases with some new verbs.

'I saw you bringing books into class.'

okuleeta  Nakulaba # ng'oleeta + ebitabo + mu kibiina'.
bo          Nabalaba nga baleeta ebitabo mu kibiina.
okwambala  Nabalaba nga baleeta ebitabo mu kibiina.
engoye eziddugala

ye          Namulaba ng'ayambadde engoye eziddugala.
okwogera    Namulaba ng'ayogera Oluganda.
okutamiira  Namulaba ng'atamidde.
bo          Nabalaba nga batamidde.
okunywegeraganira
mu luguudo   Nabalaba nga banywegeraganira mu luguudo.
okuliira mu luguudo  Nabalaba nga baliira mu luguudo.
ggwe         Nakulaba ng'oliira mu luguudo.
mmwe         Nabalaba nga muliira mu luguudo.

DRILL: Compound tense.

'Why were you eating (near past) in the street?'

okuliira     Lwaki wabadde # ng'oliira + mu luguudo?
okwogera     Lwaki wabadde ng'oyogera Olungereza?
okwambala    Lwaki wabadde ng'oyambadde engatto?
okutamiirira Lwaki wabadde otamiridde mu bantu?
okukaayanira Lwaki wabadde okaayanira emmere?
okusangula   Lwaki wabadde osangula olubaawo?
okusirika    Lwaki wabadde osirise?
okufuluma    Lwaki wabadde ofuluma?
DRILL: Various tenses of a stative verb.

Engoye zange / ziddugala. My clothes are dirty.
Engoye zange teziddugala. My clothes aren't dirty.
Jjo engoye zange zaali # ziddugala. My clothes were dirty yesterday.
Jjo engoye zange zaali # teziddugala. My clothes weren't dirty yesterday.
Jjo engoye zange zaddugala. My clothes got dirty yesterday.
Jjo engoye zange tezaddugala. My clothes didn't get dirty yesterday.

DRILL: With new vocabulary. Subject relative in near past affirmative.

okutuuka Abaatuuse' + ekikeerezi / baasubiddwa + emmere. Those who arrived late failed to get food.
okugolokoka Abagolokose + amangu / baalidde + ekyencka. Those who got up early ate breakfast.
okugenda Abagenze'mu kibuga/ baaguze' + ebintu / bingi. Those who went to town bought many things.
okunywa Abaanywedde + omwenge + omungi / baatamidde + nnyo. Those who drank a lot of beer got very drunk.
okuwuliriza Abawulirizza + omusumesa / baayize' bulungi. Those who listened to the teacher studied well.

Those who arrived late failed to get food.
Those who got up early ate breakfast.
Those who went to town bought many things.
Those who drank a lot of beer got very drunk.
Those who listened to the teacher studied well.
DRILL: [Baki] with subject relative.

okusubwa    Baki + abaasubiddwa + emmere? Which ones failed to get food?

okulya      Baki + abaalidde + ekyenkya? Which ones ate breakfast?

okugula     Baki+abaaguze + ebintu? Which ones bought things?

Glossary:

.subwa      (.subiddwa)    fail to obtain
.tamiira    (.tamidde)     get drunk
.o.mw.enge  (MU-MI)        beer (especial native beer from bananas)
.e.ki.keerezi    late
.nywegeragana (.nywegeraganye') kiss one another
.e.n.ni-maawa (N)        lemon
.kaayana    (.kaayanye')   dispute
.o.lu.goye   (LU-N)        clothing
.sobu'       .ddugala (.ddugadde) get dirty, become black
.e.ki.ntu    (KI-BI)       thing
Sample of free conversation:

A: Ee, Gingo, kozzi omusomesa yatugambye ki?
B: Yatugambye nti abaawandiise obulungi anaabawa ebitabo.
A: Olowooza wawandiise bulungi?
B: Simanyi.
A: Lwaki, omwaka ogwayita ssi ggwe watusinganga?
B: Eee, naye ndowooza kaakati Nakayiza y'atusinga fenna obugezi.
A: Mmm. Anti era y'atusinga n'obukulu.
B: Ooo?
A: Eee.

Eh, Gingo, what did the teacher tell us?
She told us that she will give books to those who wrote well.
Do you think you wrote well?
I don't know.
Why? Wasn't it you who used to beat us last year?
Yes, but I think Nakayiza is the smartest among us all now.
Ha ha. She is also the oldest among us all.

Ooh?
Ha ha.
In studying this dialog, go through the usual steps of familiarization with the sound, and pronunciation practice. In place of role playing, look at pictures or slides of Uganda, and use some of the sentences of this dialog to comment on them and ask questions about them.

**Pronunciation buildups:**

A: Iii! Nga+wano / walungi!
B: Eee. Wano / walungi + nnyabo.

okuyita
A: Bayita-wo + batya?
*B: Wano / wayitibwa Kibuli.
A: Ssomero?
B: Eee, wali-wo + essomero,
   wali-wo / n'o-muzigiti.

okulengera
wali
nnengera wali
gwe nnengera wali
gwe guli gwe nnengera wali?

A: Ooo! Gwe guli / gwe nnengera
   wali/

gw'olengera
omunene
omunene gw'olengera

Wow! It's so beautiful here!
Yes, its beautiful here.
to call
What is this place called?
It is called Kibuli.
Is it a school?
a mosque
Yes, there is a school and there is a mosque also.
to view
I view there
which I view there
is that the one I view there?
Ooo. Is that the one I see over there?
the one you view
the big one
the big one you view
gwe gwo omunene gw'olengera
mulungi nnyo
B: Gwe gwo + omunene gw'olengera,
mulungi + nnyo.
gwe gusinga
gwe gusinga obunene
A: Gwe gusinga + obunene + mu
Uganda?
togulaba?
Mulungi, togulaba?
B: Simanyi, naye / mulungi,
togulaba?
A: Eee, mulungi.
B: MMM.
amayumba
gali amayumba
kye nnengera
kiri ki kye nnengera
A: Ate / kiri-ki + kye nnengera + gali + amayumba?
gw'olengera
B: Oli / ye Kampala + gw'olengera.
alabika bulungi
ng'alabika bulungi
A: Iii! Ng' +alabika bulungi +
okuva' # wano!
B: Eee, wano / walengera bulungi + nnyo.
A: Yuuu!
B: MMM.
gye nnengera
that's the one, the big one you view
very beautiful
That's the one, the big and very beautiful one you see over there.
it excels
it's the one that excels in bigness
It's the biggest in Uganda?
don't you see it?
it's beautiful, don't you see it?
I don't know, but it is beautiful, don't you see it?
Yes, it's beautiful.
MMM.
houses
those houses
what I view
what is that I view
And what is that I see over there, are those houses over there?
That's Kampala that you see over there.
it looks pretty
it looks so pretty!
Wow! It looks so pretty from here!
Yes, there is a beautiful view here.
Yuuu!
MMM.
which I view
enyumba gye nnengera
enyumba eri ennene gye nnengera

A: Ate / eri + ennyumba, + eri + ennene, + gye nnengera.
B: Ennyumba gy\textquotesingle{}olenger + eri?
A: Mmm.

Kakungulu
omulangira
nnyumba y'omulangira

B: Ye nnyumba y'o-mulangira / Kakungulu.
A: Ooo!
B: Eee.
A: Mmuwulidde-ko.
B: Eee.

Abasiraamu
mukulu

A: Mukulu w'Abasi-raamu.
B: Omukulu w'Abasi-raamu?
A: Ooo! Bambi.
Naye / wano / walungi.
B: Walungi.
A: Mmm.
B: Wasanyusa.
A: Mmm.

the house which I view
that big house which I view
And, what about that big house which I see?
That house over there?
Mmm.
Kakungulu
the prince
it's the house of the prince
It's the house of Prince Kakungulu.
Ooo!
Yes.
I have heard about him.
Yes.
Moslems
head
He is the head of the Moslems.
The head of the Moslems?
Ooo.
But it's pretty out here.
It's pretty.
Mmm.
It's lovely.
Mmm.

NB In the original conversation, one speaker said [Bayitawo batya?] and the other replied [Wano\textquotesingle{}wayitibwa Kibuli.]
This is not incorrect, but a neater, more consistent construction would have resulted if the second speaker had replied [Bayitawo Kibuli].
DRILL: Object relative.

'What is that town that I see called

ekibuga Ekibuga kiri + kye ndaba / kiyitibwa kitya/
omuzigiti Omuzigiti guli gwe ndaba guyitibwa gutya?
essonero Essomero liri lye ndaba liyitibwa litya?
omugga Omugga guli gwe ndaba guyitibwa gutya?
oluguudo Oluguudo luli lwe ndaba luyitibwa lutya?
ennyanja Ennyanja eri gye ndaba eyitibwa etya?


'The shirt that I washed is dirty now.'

essaati Essaati gye nayoza / eddugala # kaakati.
ekiteeteeyi Ekiteeteeyi kye nayoza / kiddugala kaakati.
enuku-fiira Enku-fiira gye nayoza / eddugala kaakati.
essweta Essweta gye nayoza / eddugala kaakati.
engatto(pl.) Engatto ze nayoza / ziddugala kaakati.
olugoye Olugoye lwe nayoza / luddugala kaakati.
essuuka Essuuka ze nayoza / ziddugala kaakati.

DRILL: Locative classes.

wano Wano / walungi. This place is nice.
muno Muno mulungi. In here is nice.
kuno Kuno kulungi. On here is nice.
eno Eno nnungi. Around here is nice.
Wano / wanyitibwa watya? What is this place (def.) called?
muno Muno muyitibwa mutya? What is this place (inside) called?
kuno Kuno kuyitibwa kutya? What is this place (on) called?
eno Eno eyitibwa etya? What is this place (indef.) called?


okusinga Omuyizi # ono / asinga oli + obugézi. This student is smarter than that one.
okumanya John asinga Mary okumanya Oluganda. John knows Luganda better than Mary.
-nene Musoke asinga Mukasa obunene. Musoke is bigger than Mukasa.
okuwandiika Nkusinga okuwandiika. I write more than you.
-wanvu Mukyala wange anisinga obuwanvu. My wife is taller than I am.
-ddala Omwana ono y'asingira ddala obugézi. This child is the cleverest.
-onna Ekitabo kino kye kisinga byonna obulungi. This is the best book.
oluguudo Oluguudo luno lwe lusingira ddala obulungi. This road is the best one.
abaana Nnina abaana basatu; asinga bona obukulu muwala. I have three children, [and] the oldest is a girl.
To the student:

The locative prefix [wa] figures prominently in this dialog. See Ashton, chapters 19, 20; Chesswas, par. 137-44. The locative classes, like the other classes, may require that the subject prefix of a verb agree with them.

Concerning the object relative construction, see Ashton, p. 146; Chesswas, par. 24 and corresponding parts of chapters on other concordial classes. For tonal information, see the Synopsis, par. 44.

On comparisons of inequality, see Ashton, p. 396.

Glossary:

.yita (.yise') call
.o.mu.zigiti (MU-MI) mosque
.lengera (.lengedde) see afar
.nene large
.o.bu.nene (BU) size, bigness
.a.ma.yumba (MA) large buildings
.labika (.labise') appear, be visible
.wulira (.wulidde) hear
.O.mu.si-raamu (MU-BA) Moslem
.sanyusa' (.sanyusizza) please, make happy
.e.s.suuka' (N) bedsheets
.o.bu.gezi (BU) cleverness, intelligence
.manya (manyi) know
.o.bu.wanvu (BU) height, length
LUGANDA BASIC COURSE

LESSON 78

1. Learn the following short sentences:
   a. **Tulya' + enva' + awamu' + n'e-mmere.** We eat **enva** together with **emmere**.
   b. **Enva' / kye kintu + kye tulya' + awamu' + n'e-mmere.** **Enva** is something that we eat together with **emmere**.
   c. **Amattooke / ye mmere + enkulu + mu Buganda.** Bananas are the chief **emmere** in Buganda.
   d. **Lumonde / ye ngeri + endala + ey'e-mmere.** Potatoes are another kind of **emmere**.
   e. **Emmere + gye tulin' + mu Buganda / ya ngeri nnyingi.** We have many different kinds of **emmere** in Buganda. (The **emmere** which we have in Buganda is of many different kinds).
   f. **Ennyama + eya buli / ngeri / tugiyita nva.'** Meat of every sort, we call it **enva**.
   g. **Ebintu # byonna' + ebiyinza + okuli ibwa + awamu' + n'e-mmere / biyiti ibwa nva'.** All things which can be eaten together with **emmere** are called **enva**.

NB A preferable alternative to (d) is **[Lumonde ye mmere ey'engeri endala.]**

2. Listen to the tape and answer the following:
   a. The speaker mentions four kinds of meat. List the four animals, and check your hearing by looking at the answer below:
      
      *[embizzi, enkoko, endiga, ente]*

   b. The speaker begins by mentioning four kinds of **[emmere]**. List them, and check your hearing by looking at the answer below:
      
      *[amattooke, lumonde, muwogo, balugu]*

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c. How many times does the word [singa] 'if' appear in this text?
   ? ? ?

   [3]

d. How often does the word [awa-mu] 'together' appear in this text?
   ? ? ?

   [2]

3. Take down the last half of the text from the tape as dictation, beginning with the first occurrence of [singa]. Indicate tones as much as possible. Check your work with the following:

   Sìngá / ọlyá lúmóndè wò / n'è-bijànjàåló,
   lúmóndè / ọmùyítá mmére, èbijànjàåló /
   ọbiyítá ñvá. Sìngá / ọlyá + ạmatóókè +
   n'ènkóko, ènnyáma y'ènkóko / ọgíyítá ñvá,
   ng'áte + ạmatóókè / ọgàyítá mmére. Sìngá /
   ọlyá muwógó / n'è-binyòobwa, èbinyòobwa /
   ọbiyítá ñvá, áte / muwógó / ọmùyítá mmére.
DRILL: Active vs. passive.

'We ate all the meat.' 'All the meat was eaten.'

ennyama  Ennyama # yonna / twagirya. Ennyama # yonna / yaliibwa.
enva  Enva zonna twazirya. Enva zonna zaaliibwa.
emmere  Emmere yonna twagirya. Emmere yonna yaliibwa.
emboga  Emboga zonna twazirya. Emboga zonna zaaliibwa.
amagi  Amagi gonna twagalya. Amagi gonna gaaliibwa.
omugaati  Omugaati gwonna twagulya. Omugaati gwonna gwaliibwa.
ebibala  Ebibala byonna twabirya. Ebibala byonna byaliibwa.

DRILL: Active vs. passive.

'When did they build this school?' 'When was this school built?'

essomero  Essomero # lino baalizimba Ekkereziya eno baagizimba
ddi? ddi? ddi?
ekkereziya  Ekkereziya eno baagizimba Ekizime keno kyaqizimba
ddi? ddi? ddi?
ekizimbe  Ekizime keno kyaqizimba Ekizime keno kyazimba
ddi? ddi? ddi?
eddwaliro  Eddwaliro lino baalizimba Eddwaliro lino kyazimba
ddi? ddi? ddi?
ekisaawe ky'ennyonyi  Ekisaawe ky'ennyonyi keno baakikola ddi? Ekisaawe ky'ennyonyi keno kyakolebwa ddi?
oluguudo  Oluguudo luno baalukola ddi? Oluguudo luno lwakolebwa ddi?
olutindo  Olutindo luno baalukola ddi? Olutindo luno lwakolebwa ddi?

Explain in your own words the difference between [emmere] and [enva].
To the student:

On the formation of passive stems, see Ashton, p. 335-7; Chesswas, par. 182-3.

Glossary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Category</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.n.va'</td>
<td>(N)</td>
<td>anything eaten with emmere</td>
</tr>
<tr>
<td>e.n.diga</td>
<td>(N)</td>
<td>sheep</td>
</tr>
<tr>
<td>mu.wogo</td>
<td>(MU)</td>
<td>cassava</td>
</tr>
<tr>
<td>balugu'</td>
<td>(MU)</td>
<td>yam</td>
</tr>
<tr>
<td>singa</td>
<td></td>
<td>if</td>
</tr>
<tr>
<td>a.wa.mu' na</td>
<td></td>
<td>together with</td>
</tr>
<tr>
<td>o.lu.tindo</td>
<td>(LU-N)</td>
<td>bridge</td>
</tr>
</tbody>
</table>
LESSON 79

M-1

okuleekaana  Bagambe + baleme + okuleekaana.  Tell them not to make noise.

okuyimba  Bagambe + baleme + okuyimba.  Tell them not to sing.

okuyimirira  Bagambe + baleme + okuyimirira # wano.  Tell them not to stand here.

okufuluma  Bagambe + baleme + okufuluma.  Tell them not to go out.

okuyingira  Bagambe + baleme + okuyingira.  Tell them not to enter.

M-2

ntyā  Mbagambe ntyā?  What shall I tell them?

DRILL: Present vs. negative subjunctive.

okuleekaana  Baleekaana.  Bagambe + baleme + okuleekaana.  'They're making noise.'  'Tell them not to make noise.'


okuyingira  Bayingira.  Bagambe baleme okuyingira.

okuliira  Baliira mu kibiina.  Bagambe baleme okuliira mu kibiina.

okwogera  Boogera Olungereza.  Bagambe baleme okwogera Olungereza.


okuva mu kibiina  Bava mu kibiina.  Bagambe baleme okuva mu kibiina.
DRILL: [nga] phrases.

'They were sitting in the room singing.'

okuyimba  
Baali # batudde mu kisenge # nga bayimba.

okunyumya  
Baali batudde mu kisenge nga banyumya.

okuwumula  
Baali batudde mu kisenge nga bawummude.

okuleekaana  
Baali batudde mu kisenge nga baleekaana.

okulya  
Baali batudde mu kisenge nga balya emmere.

okunywa  
Baali batudde mu kisenge nga banywa caayi.

okusirika  
Baali batudde mu kisenge nga basirise.

DRILL: Present vs. negative imperative.

'Why are you singing here?'  'Don't sing here!'

okuyimba  
Lwaki oyimbira wano?  Toyimbira wano.

okuleekaana  
Lwaki oleekaanira wano?  Toleekaanira wano.

mmwe  
Lwaki muleekaanira wano?  Temuleekaanira wano.

okuyimba  
Lwaki muyimbira wano?  Temuyimbira wano.

ggwe  
Lwaki oyimbira wano?  Toyimbira wano.

okwoza  
Lwaki oyoleza wano?  Toyoleza wano.

mmwe  
Lwaki mwoleza wano?  Temwoleza wano.
To the student:

The negative counterpart of the subjunctive (Lesson 59) may be formed by using an affirmative subjunctive form of [.lema] 'fail' plus the infinitive of the main verb. See Ashton, p. 220; Chesswas, par. 110.

Glossary:

.lema (lemye') beat, to be hard or too much for; fail to
.leekaana (leekaanye') make a noise
.yimba (yimbye')
LESSON 80

M-1

<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 80</td>
</tr>
<tr>
<td>M-1</td>
</tr>
</tbody>
</table>

omusomesa  Omwami -X- / ye'amusomesa waffe.  It is Mr. X who is our teacher.

abasomesa  Abaami -X- ne -Y- / be' basomesa baffe.  Messrs. X and Y are our teachers.

emmeeza  Eno / ye'mmeeza yaffe.  This is our table.

emmeeza  Zino / ze'mmeeza zaffe.  These are our tables.

ekibiina'  Kino / kye'kibiina'kyaffe.  This is our class.

ebibiina'  Bino / bye'bibiina'byaffe.  These are our classes.

olubaawo'  Luno / lwe'olubaawo'lwaffe.  This is our board.

M-2

<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-2</td>
</tr>
</tbody>
</table>

omwami  Omwami -X- / y'anii?  Who is Mr. X?

abaami  Abaami -X- ne -Y- / be'baani?  Who are X and Y?

kino  Kino / kye'ki?  What is this?
LUGANDA BASIC COURSE

DRILL: Emphatic pronouns.

'This is the best book.'

ekitabo   Kino / kye'kitabo + ekisingira + ddala (obulungi).
edduuka   Eno ye dduuka esingira ddala.
oluguudo  Luno lwe luguudo olusingira ddala.
omuceere  Guno gwe muceere ogusingira ddala.
omusomesa Ono ye musomesa asingira ddala.
amatooke  Gano ge matooke agasingira ddala.
omwenge    Guno gwe mwenge ogusingira ddala.
emigaati   Gino gye migaati egisingira ddala.

DRILL: Emphatic pronouns.

'This is where we wash [our] clothes.'

okwoza    Wano / we twoleza + engoye zaffe.
okulya    Wano we tuliira emmere.
okuyiga   Wano we tuyigira Oluganda.
okuzannya Wano we tuzannyira emizannyo.
okwebaka  Wano we twebaka.
okukola    Wano we tukolera.

DRILL: Emphatic pronouns.

'In here is where I regularly put my money.'

ensimbi   Muno / mwe ntera + okuteeka + ensimbi zange.
engoye    Muno mwe ntera okuteeka engoye zange.
ebitabo   Muno mwe ntera okuteeka ebitabo byange.
ekkalaamu  Muno mwe ntera okuteeka ekkalaamu zange.
ebintu   Muno mwe ntera okuteeka ebintu byange.
emmere  Muno mwe ntera okuteeka emmere yange.

DRILL: Emphatic pronoun with object.

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I want a book.'</td>
<td>Njagala + ekitabo.</td>
</tr>
<tr>
<td>'This is the book that I want.'</td>
<td>Kino / kye ekitabo + kye njagala.</td>
</tr>
<tr>
<td>ekitabo</td>
<td>Njagala ekifaananyi.</td>
</tr>
<tr>
<td>ekifaananyi</td>
<td>Kino kye kifaananyi kye njagala.</td>
</tr>
<tr>
<td>akagaali</td>
<td>Njagala akagaali.</td>
</tr>
<tr>
<td>ennyama</td>
<td>Njagala ennyama.</td>
</tr>
<tr>
<td>obummonde</td>
<td>Njagala obummonde.</td>
</tr>
<tr>
<td>ettooke</td>
<td>Njagala ettooke.</td>
</tr>
<tr>
<td></td>
<td>Lino lye ettooke lye njagala.</td>
</tr>
</tbody>
</table>

DRILL: Indicative vs. object relative, far past.

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I bought a ticket.'</td>
<td>Nagula + ettikiti.</td>
</tr>
<tr>
<td>'Where is the ticket that you bought?'</td>
<td>Ettikiti / eruwa+gye wagula?</td>
</tr>
<tr>
<td>Nagula + ettikiti.</td>
<td>Ettikiti eruwa+gye wayoza.</td>
</tr>
<tr>
<td>Nayozza essaati.</td>
<td>Essaati eruwa+gye wayoza.</td>
</tr>
<tr>
<td>Nafuna ebbaluuwa.</td>
<td>Ebbaluuwa eruwa gye wafuna?</td>
</tr>
<tr>
<td>Nawandiika ebbaluuwa.</td>
<td>Ebbaluuwa eruwa gye wawandiika?</td>
</tr>
<tr>
<td>Nalonda ensimbi.</td>
<td>Ensimbi ziruwa ze walonda?</td>
</tr>
<tr>
<td>Naleeta omupiira.</td>
<td>Omupiira guluwa gwe waleeta?</td>
</tr>
<tr>
<td>Nalaba ebbaasi.</td>
<td>Ebbaasi eruwa gye walaba?</td>
</tr>
<tr>
<td>Nagamba omusomesa.</td>
<td>Omusomesa aluwa gwe wagamba?</td>
</tr>
<tr>
<td>Nafumba emmere.</td>
<td>Emmere eruwa gye wafumba?</td>
</tr>
</tbody>
</table>
To the student:

The forms [ye·v], [be~] etc. in this lesson are examples of the subject copula, sometimes called the 'emphatic pronoun'. See Ashton, p. 37, 138ff under 'subject relative'; Chesswas, par. 33 and corresponding parts of chapters on other concordial classes. Nouns which follow the copulas always drop their initial vowels.

The object copula ('emphatic pronoun with object'), unlike the subject copula, is pronounced as a separate word. See Ashton, p. 143ff; Synopsis, par. 14, 43.

Both the subject copula and the object copula are to be distinguished from the object relative. For the tonal aspect of these distinctions, see Synopsis, par. 14, 42-4.

Glossary:

- o.mu.ceere (MU-MI) rice
- .oza' (.ozezza) wash
- .ebaka (.ebase') sleep

Sample of free conversation:

A: Mwema, toleekaana. Oba toyagala kuyimba, sirika.
B: Ssi nze ndeekaana, otiti ne Awuzu be ba1eekaana.
A: Bagambe baleme kuleekaana.
B: Basirise.
A: Kirungi.
B: Kyokka babadde bakyagala okuleekaanako.
A: Tebamanyi nti singa baleekaana bajja kulwala?
B: Ndowooza tebamanyi.
A: Bambi.

Mwema, don't shout. If you don't want to sing, keep quiet.
It's not I who is shouting, Otiti and Awuzu are the ones shouting.
Tell them not to shout.
They have kept quiet.
Good.
But they still wanted to shout.
Don't they know that if they keep shouting they'll fall sick?
I think they don't know.
What a pity.
Pronunciation buildups:

enjala
okuluma
enjala ennuma

A: Enjala / ennuma nnyo + ssebo.

eky'okulya
Mulina-ki + eky'okulya?
tulina-wo'+ki?
tulina-wo'+ki + maama?

leero nno

B: Ee, wano / leero nno /
tulina-wo'+ki + maama?

oyagala-ki?

Obadde # oyagala-ki?

omupunga
ennyama n'omupunga
njagala ennyama n'omupunga
omupunga, oba amatooke

A: Mbadde # njagala + ennyama +
n'Q-mupunga, oba / amatooke.

B: Oo, amatooke?

A: Mmm.

onoolya
onoolya amatooke?

B: Iii, onoolya' + amatooke #
leero?
lwaki
A: Yee, ssebo, lwaki/
   temulya' + matooke
   mmwe Abamereka
   mmwe Abamereka temulya
   matooke
B: Eee, bagamba # nti / mmwe /
   Aba-mereka / temulya' +
   matooke.
   tugalya'
   tutuuuka kuno
   bwe tutuuuka kuno
A: Ee, bwe tutuuuka # kuno /
   tugalya'.
B: Ooo, kale.
A: Mmm.
   nnyama ya'ki/
   oyagala nnyama ya'ki/
   onoofuna matooke
B: Eee, onoofuna + matooke, oba
   / oyagala nnyama ya'ki/
   Ya'mbuzi? Ya'nkoko?
   Oba / ya'nte?
A: Ya'nte.
   okulinda
   katono
   lindako katono
B: Ooo, kale, lińda+ko katono.
why
Yes, sir, why?
   you don't eat matooke
   you Americans
   you Americans don't eat
   matooke
   we eat them
   we arrive here
   when we arrive here
   Sure, when we come here, we
   eat them.
   Ooo. I see.
   Mmm.
   meat of what?
   you want meat of what?
   you'll have matooke
   Yes, you'll get matooke.
   What kind of meat do
   you want?
   Goat's meat? Chicken?
   Or beef?
   Beef.
   to wait
   a little
   wait a minute
   All right, wait a minute.
DRILL: Quoted speech with [# nti/].

(The second sentence in each pair states the same fact as the first.)

Ammbye # nti / otuuse kikeerezi.
Kya mazima, ntuuse kikeerezi.

Ammbye nti mutuuse kikeerezi.
Kya mazima, tutuuse kikeerezi.

Atugambye nti munaatuuka kikeerezi.
Kya mazima, tunaatuuka kikeerezi.

Atugambye nti mulituuka kikeerezi.
Kya mazima, tulituuka kikeerezi.

Yatugamba nti balituuka kikeerezi.
Kya mazima, balituuka kikeerezi.

Yabagamba nti mulituuka kikeerezi.
Kya mazima, tulituuka kikeerezi.

Yagamba nti olituuka kikeerezi.
Kya mazima, ndituuka kikeerezi.

DRILL: 'Waiting for'.

When will the train arrive?
We're waiting for it.

eggaali y'omukka
Eggalali y'omukka / eneetuuka ddi?
Tugirindirira.

ebbasi
Ebbaasi eneetuuka ddi?
Tugirindirira.

ennyonyi
Ennyonyi eneetuuka ddi?
Tugirindirira.

omusomesa
Omusomesa anaatuuka ddi?
Tumulindirira.
Abalala Abalala banaatuuka ddi? Tubalindirira.

Abakozi Abakozi banaatuuka ddi? Tubalindirira.

Abayizi Abayizi banaatuuka ddi? Tubalindirira.

Ebbaluwa Ebbaluwa zinaatuuka ddi? Tuzirindirira.

**DRILL:** Two verbs joined by [nga].

'We were in my room talking.'

Okunyumya Twabadde mu kisenge kyange # nga tunyumya.

Okulya Twabadde mu kisenge kyange # nga tulya' + emmere.

Okusirika Twabadde mu kisenge kyange # nga tusirise.

Okutuula Twabadde mu kisenge kyange # nga tutudde.

To the student:

Concerning the uses of [bwe], see Ashton, p. 231, 238, 325; Chesswas, par. 134.

Concerning the 'applied', or 'prepositional' extension in verb stems (e.g. 'wait for', 'work for') see Ashton, p. 329-33; Chesswas, par. 169-73.

**Glossary:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.n.jala</td>
<td>(N) hunger</td>
</tr>
<tr>
<td>.luma</td>
<td>(.lumye') bite, sting</td>
</tr>
<tr>
<td>o.mu.punga</td>
<td>(MU-MI) rice</td>
</tr>
<tr>
<td>&quot;lwakika&quot;</td>
<td>why?</td>
</tr>
<tr>
<td>e.n.koko</td>
<td>(N) chicken</td>
</tr>
<tr>
<td>.linda</td>
<td>(.linze') wait</td>
</tr>
<tr>
<td>&quot;katono&quot;</td>
<td>a little</td>
</tr>
<tr>
<td>a.ma.zima</td>
<td>(MA) truth</td>
</tr>
</tbody>
</table>
Lesson 82

1. Listen to the tape once and answer the following:

   a. The word [mangu] means:
      early mangoes gravy

   b. The word [ekikeerezi] means:
      carroway late careful(ly)

   c. The word [bamaze] is a form of the verb [-mala]
      'finish'. The phrase [bamaze + okukola...] means:
      they do finish
      they have finished doing
      they finish in order to do

2. Answer the following questions by referring to the recorded text.

   a. Emmere ey'ekiro eyitibwa etya?
   b. Ekyekiro kiriibwa ku ssaawa mmeka?
   c. Abantu abasinga obungi batera okulya ku ssaawa mmeka?
   d. Lwaki balya ku ssaawa eyo?
   e. Abantu baba bamaze okukola emirimu gyabwe ku saawa mmeka?
   f. Abalimi balya kikeerezi, oba mangu?
   g. Balya mmere ya ngeri ki?
   h. Okusinga, abantu balya ki?
   i. Abantu bayagala ki ennyo?
   j. Bayinza okulya ngeri ki ey'emmere?
DRILL: Object infixes with marked and unmarked verbs.

lumonde
Lumonde / bamulya.'
Bamwagala. Bamwagala nnyo.
Bamuyita mmere.

ennyama
Ennyama / bagirya.'
Bagyagala. Bagyagala nnyo.
Bagiyita nva'.

ebinyoobwa
Ebinyoobwa / babirya.'
Babyagala. Babyagala nnyo.
Babiyita nva'.

balugu
Balugu' / bamulya'.
Bamwagala. Bamwagala nnyo.
Bamuyita mmere.

amatooke
Amatooke / bagalya'.
Bagaagala. Bagaagala nnyo.
Bagayita mmere.

ebijanjaalo
Ebijanjaalo / babirya'.
Babyagala. Babyagala nnyo.
Babiyita nva'.

DRILL: Active vs. passive.

'Many people eat bananas.'
'Bananas are eaten [by] many people.'

amatooke
Abantu / bangi / balya' + amatooke.
Amatooke / galiibwa / abantu / bangi.

lumonde
Abantu / bangi / balya' lumonde.
Lumonde / aliibwa / abantu / bangi.

balugu
Abantu / bangi / balya' balugu'.
Balugu' / aliibwa / abantu / bangi.
ebyennyanja Abantu / bangi / balya' + ebyennyanja. 
   Ebyennyanja / biriibwa / abantu / bangi.

ennyama Abantu / bangi / balya' ennyama. 
   Ennyama / eriibwa / abantu / bangi.

amagi Abantu bangi balya amagi. 
   Amagi galiibwa abantu bangi.

ebinyoobwa Abantu bangi balya ebinyoobwa. 
   Ebinyoobwa biriibwa abantu bangi.

caaayi Abantu bangi banywa caayi. 
   Caayi anywebwa abantu bangi.

kaawa Abantu bangi banywa kaawa. 
   Kaawa anywebwa abantu bangi.

amazzi Abantu bangi banywa amazzi. 
   Amazzi ganywebwa abantu bangi.

omwenge Abantu bangi banywa omwenge. 
   Omwenge gunywebwa abantu bangi.

Listen again to the text and tell what you can remember about the evening meal.

Glossary:

ma ngu early

e bi nyooobwa (BI) groundnuts
LESSON 83

M-1

'This man is very idle.'

okugayaala Omusajja # ono / mugayaavu + nnyo.
okutegeera Omusajja ono mutegeevu nnyo.
okukoowa Omusajja ono mukoowu nnyo.
okutuukirira Omusajja ono mutuukirivu nnyo.
okukula Omusajja ono mukulu nnyo.
okuvunda Ebibala bino bivundu nnyo.
okutukula Olugoye luno lutukuvu nnyo.
okatalagga Ewuuma eno ntalavvu nnyo.
okukala Omugaati guno mukalu nnyo.

C-1

Ask and answer questions about whether these qualities are found in people and objects with which you are familiar.

DRILL: Object relative.

'The city that we're looking at over there, that's Kampala.'

ekibuga Ekibuga + kye tulengera + eri / ye Kampala.
omugga Omugga gwe tulengera eri ye Nnakivubo.
akasozi Akasozzi ke tulengera eri ye Kololo.
eddwaliro Eddwaliro lye tulengera eri ye Mulago.
omuntu Omuntu gwe tulengera eri ye mwami Mukasa.
DRILL: Object relative.

'What is the name of the city that we are looking at over there?'

ekibuga Ekibuga + kye tulengera + eri / erinja / lyakyo / y'ani? 

omugga Omugga gwe tulengera eri erinja lyagwo y'ani? 

akasozzi Akasozzi ke tulengera eri erinja lyako y'ani? 

eddwaliro Eddwaliro lye tulengera eri erinja lyalyo y'ani? 

omuntu Omuntu gwe tulengera eri erinja lye y'ani? 

Use sentences like the ones in these drills in discussing pictures from Uganda.

Glossary:

.gayaala (.gayadde) be idle, lazy 
.gayaavu (3!) idle, lazy
.o.mu.sajja (MU-BA) man
.tegeevu intelligent, clever, sensible
.koowa (.kooye`) be tired
.koowu tired
.tuukirira (.tuukiridde) go right throught to destination; be perfect
.tuukirivu 
.kula (.kuze`) grow
.vunda (.vunze`) go bad 
.vundu spoiled
.kala (.kaze`) become dry
.talagga (.talazze`) rust
.tukula (.tukudde`) be clean, white
.tukuvu clean, white

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esson 84

M-1

essawa  Abatalina + ssawa / mugolole + emikono.  [Those] who don't have watches, raise [your] hands.


omupiira  Abatamanyi kuzannya mupiira / mugolole + emikono.  [Those] who don't know how to play football, raise [your] hands.

abafumbo  Abatali bafumbo / mugolole + emikono.  [Those] who are not married, raise [your] hands.

abazungu  Abatali Bazungu / mugolole + emikono.  [Those] who are not Europeans, raise [your] hands.

okuyimba  Abataagala kuyimba / mugolole + emikono.  [Those] who don't want to sing, raise [your] hands.

DRILL: Indicative vs. relative, negative of various tenses.

Abaagala + okuyimba / bayimba.  Those who want to sing are singing.

Abataayagadde + kuyimba / tebaayimbye.  Those who didn't (near past) want to sing didn't sing.

Abataayagala + kuyimba / tebaayimba.  Those who didn't (far past) want to sing didn't sing.

Abataayagale + kuyimba / tebaayimbe.  Those who don't (near fut.) what to sing won't sing.
Abatalyagala + kuyimba / tebaliyimba. Those who don't (gen. fut.) want to sing won't sing.

Abatalina + bitabo / tebasoma. Those who don't have books are not reading.

Abataabadde na bitabo / tebaasomye'. Those who didn't (near past) have books didn't read.

Abataalina bitabo / tebaasoma. Those who didn't (far past) have books didn't read.

Abataabe + na bitabo / tebaasome. Those who don't (near fut.) have books won't read.

Abataliba + na bitabo / tebalisoma. Those who don't (gen. fut.) have books won't read.

C-1

Continue playing the 'raise your hands' game as in M-1. This time, use relative verbs in all tenses, both negative and affirmative. Each student should have a turn as leader.

To the student:

The prefix [ta] is used in negative relative forms of the verb. For tonal details, see the paradigms in the Synopsis, section 3.1.

Glossary:

<table>
<thead>
<tr>
<th>word</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>taaba</td>
<td>(MU) tobacco</td>
</tr>
<tr>
<td>.golola</td>
<td>(.golodde) make straight; iron (clothes);</td>
</tr>
<tr>
<td></td>
<td>correct, stretch out</td>
</tr>
</tbody>
</table>
Sample of free conversation:

A: Tina, njagala ontegeeze kye wakoze bwe wavudde mu ssomero.

B: Simanyi ngeri gye nyinza ku kutegeeza.

A: Ntegeeza mangu nga sinnaba kutuula.

B: Bwe nnamaze okunywa ku caayi, ne nneebakako. Nzuukuse essaawa kkumi na bbiri.


B: Siri mugayaavu, Maama. Nnabadde mukoowu.

A: Kale.
LESSON 85

Pronunciation buildups:

B: Mwami Mukasa.
A: Ssebo.
   ontegeeze
   njagala ontegeeze
   leero tulye ki%f
* B: Njagala ontegeeze oba / leero / tulye'-ki%f
Eky'ennyanja, oba / nnyama?
   kwagala + kyannyaQja
   nsinga kwagala + kyannyaQja
A: Nze / anti + nsinga kwagala + kyannyaQja.
   kye tuba' tulya
A: Ndowooza / kye tuba' tulya'.
   tulidde ebyennyanja
   tulidde ebyennyanja bingi
   Nga tulidde ebyennyanja bingi!
B: Naye / nga + tulidde + ebyennyanja / bingi + mu wiiki # eno!
   singa
B: Singa / tulidde + ku nnyama.
   embuzi
   onoogula ya mbuzi
   ndowooza onoogula ya mbuzi
   bw'ogula ennyama
* A: Anti + bw'ogula / ennyama /
   ndowooza / onoogula ya mbuzi.

Mr. Mukasa.
Sir.
so that you tell me
I want you to tell me what should we eat today?
I want you to tell me what we may eat today.
Fish or meat?
to like fish
I like fish better
I like fish better.
that's what we should eat
I think that's what we should eat.
we've eaten fish
we've eaten much fish
we've eaten so much fish
We've eaten so much fish this week!
if
Why don't we eat some meat?
goat
will you buy (goat's) meat
I think you'll buy goat's when you by meat
When you buy meat, I think you should buy goat's meat.
B: Ey'e-mbuzi ogirya?

okuwoomera

Do you eat goat's (meat)?

to be delicious to

A: Eee, etera + okumpoonera.

Yes, I often find it delicious.

B: Naye / nze / njagala ya'nte.

I like beef.

A: Tomanyi + bwe neddira nte?

Don't you know I belong to the
cow clan?

B: Ooo, weddira nte?

Ooo, you belong to the cow clan?

A: Eee, ssebo.

Yes, sir.

B: Kale nnaagula ya'mbuzi.

I'll buy goat's (meat.).

A: Weebale + nnyo.

Thank you very much.

B: Kale + ssebo.

You're welcome, sir.

NB Some speakers will prefer [byannya] in place of
[kyannya] here.

DRILL: Causative stems in the imperative form.

'I don't understand yet!'    'Cause me to understand.'

Sinnategeera.   Ntegeezza.
Njagala + okuyingira.   Nnyingiza.
Tebaagala + kusoma.   Basomese.
Baleekaana.   Basirise.
Enjala / ebaluma.   Baliise.
Tebaagala + kufulumu.   Bafulumye.

DRILL: Causative stems, imperative vs. infinitive.

'Make me understand.'         'I don't know how I can

make you understand.'

Ntegeezza.   Simanyi + ngeri ki + gye nnyinza'mu kuku-tegeeeza.
Basomese.   Simanyi ngeri ki gye nnyinza'mu kubasomesa.
Basirise.   Simanyi ngeri ki gye nnyinza'mu kubasirisa.
Baliise.   Simanyi ngeri ki gye nnyinza'mu kubaliisa.
Bafulumye.   Simanyi ngeri ki gye nnyinza'mu kubafulumya.
LUGANDA BASIC COURSE

DRILL: Modified forms of causative stems.

'I made them be quiet.'

Mbasirisizz~.
Mbategeezezza.
Nzikozesezza.
Mbalijisizz~.
Mbasomesezza.
Mbeebasizz~.

'How did you make them be quiet?'

Obasirisizz~ + otya?
Obategeezezza otya?
Ozikozesezza otya?
Obaliisizz~ otya?
Obasomesezza otya?
Obeebasizz~ otya?

DRILL: Use of [ntegeez~].

'What shall we eat today?'

Leero / tulye'·-ki??
Tugende-wa??
Tuyige-ki??
Tuyigire-wa??

'Tell me, what shall we eat?'

Ntegeez~, tule'-ki??
Ntegeez~, tugende-wa??
Ntegeez~, tuyige-ki??
Ntegeez~, tuyigire-wa??

Continue this exercise by adding [Ntegeez~] to other questions.

DRILL: With new vocabulary.

'I want you to tell me.'

okutegeeza
okuyambe
okulaga +
 ekkubo
okugolola +
 Oluganda.

Njagala ontegeeze.
Njagala onnyambe.
Njagala ondage ekkubo.
Njagala ogolole Oluganda Iwange.

'I can't tell you.'

Siyinza kukutegeeza.
Siyinza kukuyambe.
Siyinza kukulaga kkubo.
Siyinza kugolola Luganda Iwo.

Siyinza kukuwerekerako.
Siyinza kubawerekerako.
Siyinza kubawa munnyu.
Siyinza kukuwa munnyu.
okwoleza’+ko  Njagala onjoleze ko.  Siyinza kukwoleza’+ko.
okuweereza  Njagala ompeereze  Siyinza kukuweereza
ssukaali  ssukaali.  ssukaali.

DRILL: Object copula, affirmative.

What if I buy meat?'  'If you buy meat, buy goat [meat].'
 What if I buy meat?'  'If you buy meat, buy goat [meat].'
'Nze  Bwe nnaagula + ennyama?  Bw' ogula + ennyama, onnoogula ya mbuzi.
'If you buy meat, buy goat [meat].'
'ggwe  Bw' onoogula + ennyama?  Bwe ngula + ennyama, nnaagula ya mbuzi.
'ffe  Bwe tunaagula + ennyama?  Bwe mugula + ennyama munaagula ya mbuzi.
'bo  Bwe banaagula + ennyama?  Bwe bagula + ennyama banaagula ya mbuzi.
'ye  Bw' anaagula + ennyama?  Bw' agula + ennyama, anaagula ya mbuzi.

DRILL:

'Bananas are what we are to eat.'
Amatooke / ge tuba tulya.
Ennyama gye tuba tulya.
Ennyama gye baba balya.
Lumonde gwe baba balya.
Lumonde gwe mbá ñdyà.
Ebijanjaalo bye mba ndya.
Ebijanjaalo bye tuba tulya.
Amatooke ge tuba tulya.
DRILL: Object copula, negative.

'Bananas are not what we ate.'

Amatooke / ssi + ge twalya.
Ennyama / ssi + gye twalya.
Ennyama / ssi + gye twayagala.
Engatto / ssi + ze twayagala.
Engatto / ssi + ze twagula.
Ekitabo / ssi + kye twagula.
Ekitabo / ssi + kye twafuna.
Amatooke / ssi + ge twafuna.
Amatooke / ssi + ge twalya.

To the student:

Concerning the causative extension, see Ashton, p. 340-8, and also p. 151-4; Chesswas, par. 174-7. Note that all causative stems that are formed with what Ashton (p. 151-4) calls -YE have an extra mora in the final syllable: this extra mora is audible only when the stem is followed by an enclitic (Synopsis, par. 11, 16-7).

Glossary:

.tegeeza' (.tegeezesezza) cause to understand
e.wiiki (N) week
.woomera (.woomedde) be tasty for
.eddira (.edidde) adopt as totem
.yingiza' (.yingizza) cause to enter, ler or put in
.sirisa' (.sirisizza) cause to be silent
.liisa' (.liisizza) feed
• fulumya' .fulumizza) cause to get out; eject
• koza' (.kozesezza) cause to work; use
• yamba (.yambye') help
• laga (.laze') show
• werekera+ko (.werekedde+ko) accompany
-oleza+ko (.olezza+ko) help in washing
s. sukaari (MU) sugar
Listen to the both versions of the text and be prepared to answer the following questions:

1. Mu Kampala abantu balya emirundi emeka buli lunaku?
2. Enkya abantu balya ki nga tebannava ka?
3. Bagenda wa nga bamaazi okulya ekyenkyya?
4. Balya ekyenkyya ku ssaawa mukaaga?
5. Ekyenkyya bakirya mu kiseera ki?
6. Ku ssaawa omukaaga abantu balya ki?
7. ’Abantu bonna balya ekyemisana?
8. Ku ssaawa ekkumi balya ki?
9. Abantu bonna banywa caayi ku ssaawa ekkumi?
10. Abantu balya ki nga bazzeeyo eka?
11. Abantu balya ekyekiro ku ssaawa y’emu?

DRILL: Use of [ku] for small quantities.

'They drink tea.' 'They drink a little tea.'

Banywa’ caayi. Banywa’ + ku caayi.
Tunywa’ caayi. Tunywa ku caayi.
Ka tunywe’ caayi. Ka tunywe ku caayi.
Tunywedde caayi. Tunywedde ku caayi.
Tunaanywa caayi. Tunaanywa ku caayi.

DRILL: The not-yet tense.

'We haven't gotten money yet.'

okufuna Tetunnafuna + nsimbi.
okulya’ Tetunnalya’ + mmere.
okugolokoka Tetunnagolokoka.
okudda+yo Tetunnadda+yo + ka.
okufulumu Tetunnafulumu + mu kibiina’.

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okugula Tetunnagula kyannya.$a$
okuwummula Tetunnawummula.

DRILL: The 'just' tense.

'We have just gotten money!'
okufuna Twakafuna ensimbi.
okulya Twakalya emmere.
okugolokoka Twakagolokoka.
okuddayo Twakaddayo eka.
okufuluma Twakafuluma mu kibiina.

'I have just drunk water!'
okunywa Nnaakanywa amazzi.
okuwona Nnaakawona.
Okumala Nnakamala.
okujja Nnaakajja.
okutuuka Nnaakatuuka eka.
Okuddayo Nnaakaddayo mu ssomero.
Abantu / balya + ekyenkya.
Abantu / bambala.
Abantu bayambala nga tebannalya kyankya.

Abayizi / bayingira + mu kibiina.
Abayizi batuula + ku ntebe.
Abayizi bayingira mu kibiina nga tebannatuula ku ntebe.

Abayizi / batuddde + ku ntebe.
Abayizi / bayingidde + mu kibiina.
Abayizi bayingidde mu kibiina nga tebannatuula ku ntebe.

Twagenda + mu Uganda.
Twayiga + Oluganda.
Twayiga Oluganda nga tetunnagenda mu Uganda.

Nfulumye + ebweru.
Mmaze + emirimu gyange.
Mmaze emirimu gyange nga sinnafuluma dweru.

DRILL: [nga] with the not-yet tense.

'Don't enter the classroom before you have become quiet.'

okusirika Temuyingira + mu kibiina' # nga temunnasirika.
okwambala Temuyingira mu kibiina nga temunnayambala ngatto.
okwala Temuyingira mu kibiina nga temunnayala + buliri.
okulya Temuyingira mu kibiina nga temunnamala + kulya.
DRILL: Perfective vs. not-yet tense.

'Have they left home?'
'Bavudde + eka?'
'Batuuse?'
'Bazze + mu ofiisi?'
'Babina omukisa + ogw'okulya?'
'Bagenze okulima?'
'Ofunye ebbaluwa?'
'Omaze okuyiga Oluganda?'
'Olidde ekyekiro?'
'Enkuba etonnye?'

'They have not yet left home.'
'Tebannaba + kuva + ka.
'Tebannaba kutuuka.'
'Tebannaba kujja mu ofiisi.'
'Tebannaba na mukisa gwa kulya.'
'Tebannaba kugenda kulima.'
'Sinnaba kufuna bbaluwa.'
'Sinnaba kumala kuyiga Luganda.'
'Sinnaba kulya kyakiro.'
'Enkuba tennaba kutonnya.'

DRILL: 'Before'. Combine the two short sentences by using [nga] plus the not-yet tense, in whichever way makes sense.

'People leave home.'
'Abantu / bava + eka.'
'Abantu / balya + ekyenkyya.'

'People eat breakfast.'
'Abantu / balya + ekyenkyya # nga tebannava + ka.'
'Abantu / bambala.
'Abantu / bava + eka.'

'People eat breakfast before they leave home.'
'Abantu / balya + ekyenkyya # nga tebannava + ka.'
'Abantu / bambala.
'Abantu / balya + eka.'

'Abantu bagolokoka nga tebannayambala.
DRILL: With new vocabulary

**ebbaluwa**  
* Tuteekwa + okufuna + ebbaluwa  
  * z'ekkubo  
  # nga tetunnagenda  
  * mu Uganda.

We must get (our) passports before we go to Uganda.

**okutendekebwa**  
* Tuteekwa okumala okutendekebwa  
  * nga tetunnagenda mu Uganda.

We must undergo training first before we go to Uganda. ('We must finish to be trained before we go to Uganda').

**okukeberebwa**  
* Tuteekwa okumala okukeberebwa  
  * omusawo nga tetunnagenda mu Uganda.

We must undergo medical examination first before we go to Uganda. ('We must finish to be examined by doctor before we go to Uganda').

**okusiba + emigugu**  
* Tuteekwa okusiba emigugu nga tetunnagenda mu Uganda.

We must make preparations before we go to Uganda. ('We must pack up loads before we go to Uganda').

**okusiibula baganda baffe**  
* Tuteekwa okusiibula baganda baffe nga tetunnagenda mu Uganda.

We must take leave of our brothers before we go to Uganda.

**okufuna**  
* Tuteekwa kufuna ki nga tetunnagenda mu Uganda?

What must we get before we go to Uganda?

**okukola**  
* Tuteekwa kukola ki nga tetunnagenda mu Uganda?

What must we do before we go to Uganda?
To the student:

The 'not yet' tense is described in Ashton, p. 229, 231; Chesswas, par. 94. Tonally, the prefix [nna] is unmarked. Indicative forms in this tense have the stem tone pattern FF (Synopsis, par. 28).

Glossary:

.ala (.aze’) spread out, make (bed)
.tendeka (.tendese’) train
.tendekebwa (.tendekeddwa) be trained
.kebera (.kebedde) examine
.keberebwa (.kebeddwa) be examined
.siba (.sibye’) tie, pack up
.o.mu.gugu (MU-MI) load, baggage
.siibula (.siibudde) take leave of
.o.mu.sawo (MU-BA) doctor
LESSON 87

M-1

<table>
<thead>
<tr>
<th>otwenge</th>
<th>{Mpa' + yo + ku twenge.}</th>
<th>Fetch me a little ('a drop of') beer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>omunnyu</td>
<td>{Mpeereza + omunnyu.}</td>
<td>Pass me the salt.</td>
</tr>
<tr>
<td>otuta</td>
<td>Abaana / bawe' + yo + ku tuta.</td>
<td>Fetch the children a little ('a drop of') milk.</td>
</tr>
<tr>
<td>otuzigo</td>
<td>Nze / mpa' + yo + ku tuzigo.</td>
<td>Fetch me a little butter.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Tukuwe' + yo' - ki'</th>
<th>What shall we get you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nkuweereze' - ki'</td>
<td>What shall I pass you?</td>
</tr>
<tr>
<td>Ku mme'za / nkuwe' ko' + ki'</td>
<td>What shall I give you from on the table?</td>
</tr>
<tr>
<td>Mu kkabada / nkuwe' mu' + ki'</td>
<td>What shall I give you from in the cupboard?</td>
</tr>
</tbody>
</table>

Use in sentences like M-1 and M-2 the following: [otunnyu, otuzzi, akagaati, akanyama, akacere, kakaawa].

DRILL: Concord of the [tu] class.

'Whose drop of beer is this?'

<table>
<thead>
<tr>
<th>otwenge</th>
<th>Otwenge # tano / tw'ani'</th>
</tr>
</thead>
<tbody>
<tr>
<td>otuta</td>
<td>Otuta tano tw'ani?</td>
</tr>
<tr>
<td>otunnyu</td>
<td>Otunnyu tano tw'ani?</td>
</tr>
<tr>
<td>otuzigo</td>
<td>Otuzigo tano tw'ani?</td>
</tr>
<tr>
<td>otufuta</td>
<td>Otufuta tano tw'ani?</td>
</tr>
</tbody>
</table>
DRILL: 'Fetch' ('give from').

'Give me (from there) a drop of beer.'

<table>
<thead>
<tr>
<th>otwenge</th>
<th>Mpa'+yo + ku twenge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mukasa</td>
<td>Mukasa muwe'+yo ku twenge.</td>
</tr>
<tr>
<td>otuzzi</td>
<td>Mukasa muwe'+yo ku tuzzi.</td>
</tr>
<tr>
<td>ffe</td>
<td>Ffe tuwe'+yo ku tuzzi.</td>
</tr>
<tr>
<td>otuta</td>
<td>Ffe tuwe'+yo ku tuta.</td>
</tr>
<tr>
<td>abaana</td>
<td>Abaana bawe'+yo ku tuta.</td>
</tr>
<tr>
<td>otunnyu</td>
<td>Abaana bawe'+yo ku tunnyu.</td>
</tr>
<tr>
<td>nze</td>
<td>Nze mpa'+yo ku tunnyu.</td>
</tr>
<tr>
<td>otuzigo</td>
<td>Nze mpa'+yo ku tuzigo.</td>
</tr>
<tr>
<td>omwana</td>
<td>Omwana muwe'+yo ku tuzigo.</td>
</tr>
</tbody>
</table>

The [ku] in this form means 'some of' and the suffix [-yo] means 'from there'.

The Tu-class consists of some nouns used to form the idea of a little drop of liquid. There is only one noun which specially belongs to this class and that is OTULO - sleep.

DRILL: 'Give' vs. 'fetch'.

'Give me a drop of water.'  'Go get me a drop of water.'

Mpa'+ ku tuzzi.  Mpa'+yo + ku tuzzi.
Nkuwe'+ ku tuzzi?  Nkuwe'+yo + ku tuzzi?
Banaatuwa'+ ku tuzzi.  Banaatuwa'+yo + ku tuzzi.
Batuwe'+ ku tuzzi.  Batuwe'+yo + ku tuzzi.
Batuwadde + ku tuzzi.  Batuwaddeyo + ku tuzzi.
Tuwe'+ ku tuzzi.  Tuwe'+yo + ku tuzzi.
To the student:

Concerning the concord [tu], see Ashton, p. 363; Chesswas, par. 128-9.

Notice the junctural difference between the subjunctive [mumpe'-yo] and the plain imperative [mpa'+yo], both of which mean very much the same thing.

Glossary:

- o.mu.zigo (MU-MI) butter
- a.ma.futa (MA) oil, butter
- o.mu.nnyu (MU-MI) salt
- .wa' (-wadde) give
LUGANDA BASIC COURSE

LESSON 88

M-1

okulya  Siryanga + ku matooke.  I have never eaten matooke.
okubeera  Sibeeranga+ko + Kampala.  I've never been to Kampala.
okubuukira  Sibuukiranga+ko + mu nnyonyi.  I've never flown in a plane.
okuliisa  Siriisanga + ku nkoko.  I've never fed chickens.
okukama  Sikamanga + ku nte.  I've never milked a cow.
okusomesa  Sisomesanga+ko.  I've never taught.

M-2

amatooke  Wali olidde + ku matooke?  Have you ever eaten matooke?
okubeera  Wali obaddeko e Kampala?  Have you ever been to Kampala?
okubuuka  Wali obuukiddeko mu nnyonyi?  Have you ever flown in a plane?
okuliisa  Wali oliisizzaako ku nkoko?  Have you ever fed chickens?
okukama  Wali okamyeko ku nte?  Have you ever milked a cow?
okusomesa  Wali osomesezzaako?  Have you ever taught?
DRILL: 'Have never', with and without object infix.

'I have never eaten bananas.'    'I have never eaten there.'

<table>
<thead>
<tr>
<th>Matooke</th>
<th>Siryanga + ku matooke.</th>
<th>Sigalyanga+ko.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e Masindi</td>
<td>Sigendanga+ko + Masindi.</td>
<td>Sigendanga+ko+yo.</td>
</tr>
<tr>
<td>Mukasa</td>
<td>Sirabanga + ku Mukasa.</td>
<td>Simulabanga+ko.</td>
</tr>
<tr>
<td>Mu Bungereza</td>
<td>Sibeeranga+ko + mu Bungereza.</td>
<td>Sibeeranga+ko+yo.</td>
</tr>
<tr>
<td>Okusomesa</td>
<td>Sisomesanga+ko + baana.</td>
<td>Sibasomesanga+ko.</td>
</tr>
</tbody>
</table>

DRILL: 'Have you ever', with negative and affirmative replies.

'Have you ever eaten matooke?'

<table>
<thead>
<tr>
<th>Ggwe</th>
<th>Wali olidde ku matooke?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nedda, sigalyanga+ko.</td>
</tr>
<tr>
<td></td>
<td>Yee, nali+ngalidde-ko.</td>
</tr>
<tr>
<td>Ye</td>
<td>Yali alidde ku matooke?</td>
</tr>
<tr>
<td></td>
<td>Nedda, tagalyangako.</td>
</tr>
<tr>
<td></td>
<td>Yee, yali agaliddeko.</td>
</tr>
<tr>
<td>Okunywa omwenge</td>
<td>Yali anywedde ku mwenge?</td>
</tr>
<tr>
<td></td>
<td>Nedda, tagunywangako.</td>
</tr>
<tr>
<td></td>
<td>Yee, yali agunyweddoko.</td>
</tr>
<tr>
<td>Mmwe</td>
<td>Mwali munyewedde ku mwenge?</td>
</tr>
<tr>
<td></td>
<td>Nedda, tetugunywango.</td>
</tr>
<tr>
<td></td>
<td>Yee, twali tugunyweddoko.</td>
</tr>
<tr>
<td>Abayizi</td>
<td>Baali banywedde ku mwenge?</td>
</tr>
<tr>
<td></td>
<td>Nedda, tebagunwangako.</td>
</tr>
<tr>
<td></td>
<td>Yee, baali bagunyweddoko.</td>
</tr>
<tr>
<td>Okugenda e Bungereza</td>
<td>Baali bagenzeeko e Bungereza?</td>
</tr>
<tr>
<td></td>
<td>Nedda, tebagendangakoyo.</td>
</tr>
</tbody>
</table>
|                    | Yee, baali bagenze'koyo.
To the student:

The use of the verbal suffix [nga] in these forms meaning 'have never' is not inconsistent with its use as described in connection with Lesson 72.

Glossary:

<table>
<thead>
<tr>
<th>Buukira</th>
<th>(Buukira)</th>
<th>Fly (by or at)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kama</td>
<td>(.kamye')</td>
<td>Milk</td>
</tr>
</tbody>
</table>

Sample of free conversation:

A: Iii, Oluk, weesiimye, olina emmere nningi wano.

B: Eee, nkukolere ki?

A: Mpayo ku kamere, enjala ennuma nnyo.

B: Kaako katuuse. Wali olidde ku balugu?

A: Eee, era yampoomera nnyo.

B: Onoolya ebitundu bimeka?

A: Nga bisatu. Era nnaanywa ne ku tuta.

B: Balugu wuuyo, n'otuta tuutwo.

A: Weebale.

B: Awo.

Oh, Oluk, you're lucky, you have plenty of food here.

Yes. What can I do for you?

Give me a little food, I am very hungry.

There it is. Have you ever eaten yam before?

Yes, and I liked it very much.

How many pieces will you eat?

About three. And I'll drink a little milk.

There are the yams and there is the milk.

Thank you.

You're welcome.
LESSON 89

Pronunciation buildups:

jjangu  
A: Jjangu + tulye + ssebo.  
okuteekateeka  
ewedde okuteekateeka  
emmere  
A: Emmere / ewedde + okuteekateeka.  

ebadde ennuma  
enjala ebadde ennuma  
anti  
anti n'enjala ebadde ennuma  
B: Ooo, maama, weebale + nnyo,  
anti + n'e-njala / ebadde + ennuma.  
B: Ebadde + ekuluma?  
B: Mmm.  

amangu  
gati  
A: Iii! Amangu # gati!  
ewaffe mu Amereka  
buli kaseera  
tulya buli kaseera  
B: Eee, ffe / tulya' buli / kaseera + ewaffe + mu A-mereka.  
A: Ooo, bambi.  
B: Mmm.  
jjangu tulye  

come  
Come let's eat, sir.  
to prepare  
it is finished being prepared  
food  
The food is already prepared.  
it had been biting me  
the hunger had been surely  
surely hunger has been biting me  
Ooo. Thank you very much, madame. Surely I was hungry.  
Were you hungry?  
Mmm.  

soon  
this (soon)  
Iii! So soon?  
at home in America  
every time  
we eat every time  
Yes, we eat all the time at home in America.  
Ooo, excuse me.  

Mmm.  
come let's eat
LUGANDA BASIC COURSE

emmere yino etuuse

A: Emmere / yiino / etuuse', jjiangu + tulye'.

B: Mmere +ki + nnyabo /

A: Amatooke, waliwo + n'o-mupunga...

B: Ooo! Njala nnyo + amatooke.

A: ... n'o-bummonde.

B: Mmm.

A: Wali wo + n'e-nkoko.

B: Ooo, bambi, weebale + nnyo.

okufumba

B: Eee, maama, ng'ofumbye'.

A: Nfumbye' + sebo.

B: Omanyi nnyo + okufumba.

okusiima

A: Weebale + okusiima.

B: Mmm.

A: Mmm.

---

B: Ooo! Enkoko # eno / ebadde nnungi! Ooo. This chicken was good!
A: Yee, twagiguze' # eyo.
B: Ooo, mwagiguze'? Ooo, you did?
A: Mmm.

there is the food it has arrived

Food is here; come let's eat.

What kind of food is it, madame?

Matooke, there is rice also...

Ooo. I like matooke very much.

... with Irish potatoes.

Mmm.

There is also chicken.

Ooo, I see, thank you very much.

to cook

Yes, Madam. What good cooking!

I tried, sir.

You know very well how to cook.

to appreciate

Thank you for showing appreciation.

Mmm.

Mmm.

B: Ooo! Enkoko # eno / ebadde nnungi! Ooo. This chicken was good!
A: Yee, twagiguze' # eyo.
B: Ooo, mwagiguze'? Ooo, you did?
A: Mmm.
omuwendo
omuwendo mulungi
zigula omuwendo mulungi
enkoko zigula omuwendo mulungi

*B: Ewaffe / enkoko / zigula +
omuwendo + mulungi + nnyo
+ mu A-mereka.

okwesiima
okuseera
kuno baziseera nnyo

nga mwesiimye
A: Nga + mwesiimye', kuno /
baziseera nnyo.

oluyinza
oyinza okufuna enkoko

B: Ewaffe / eddoola / emu' /
oyinza + okufuna + enkoko.

B: Eddoola / emu' / ssilingi /
musanvu,
ssilingi kkumi na nnya
A: Ee! Ffe / wano / ssilingi /
    kkumi / na nnya'.

B: Ooo! Eee! Baziseera.

Glossary:
e.m.mere (N) main food
.ti in this way
.siima (.siimye') be pleased
.egsiima (.eesiimye') be happy
.seera (.sedde) overcharge
e.s.ssiringi (N) shilling

price
the price is good
they cost good price
the chicken costs good price

At home in America, Chickens
sell at a very fair price.
to be happy
to sell expensively
here they sell them at
a very expensive price
how happy you are
You're so lucky, here they
sell them very expensively.
to be able to
you can get chicken
At home, for one dollar,
you can get a chicken.

One dollar is seven shillings.
fourteen shillings
For us here, it is fourteen
shillings.

Ooo. Eee, they sell them
expensively.
LESSON 90

1. Listen to the first version of this text and answer the following questions:

The distance between Kampala and Entebbe is between twenty and fifty miles. How far does the speaker say it is?

23-24  33-34  43-44

[a]

The verb [okukwata] apparently means:

grasp, catch  cross, intersect  avoid

[a]

The verb [-leka], which is familiar from Dialog 13, means:

follow  know  leave

[c]

The word for 'path, way' is:

ekkubo  ekkubo  ekkubo

[b]

The words [amata-faali n'amategula] might mean:

ruts and chuckholes

twistings and turnings

bricks and tiles

[c]
This text contains two unfamiliar place names. They are:

Kajansi, Kisuubi    Kajjansi, Kisubi

2. Listen to the second version of this text. Then try to fill in the blanks. Finally, check your work by listening again to the tape.

____ e Kampala ____ Entebbe ____ mayiro nga abiri ____ ssatu ____ abiri ____ bbiri.
____ ng'asinziira ____ ______ Kampala akwata ____ olugenda ____ , naye ____ n'akwata oluguudo ____ e Masaka, n'aleka ______ ______ e Masaka ___ nkulungo ey'okubiri. ____ luguudo ____ ____ asanga ____ ekimu ____ Kajjansi mayiro _____, awali e kolero __ matafaali n'amategula. Ng'____ awo ______ mu maaso n'asanga ____ ekkulu ____ Kisubi ku ______ kkumi ____ mwenda, _____ okuva _____ atuuka _____ mu _____.

The word [awali] is a relative form of [-li] 'be'. The subject prefix is the locative [wa-]. The translation of this word is:

where there is
which is there
which there is
Judging from the context, the verb [-sanga] might mean:

- avoid, shun
- find, meet
- stop at

[b]

The expression [mu maaso] means:

- back, backwards
- straight ahead
- at full speed

[b]

DRILL: Cardinal vs. ordinal numerals.

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>'two circles'</td>
<td>'the second circle'</td>
</tr>
<tr>
<td>enkulungo</td>
<td>enkulungo + ey' okubiri</td>
</tr>
<tr>
<td>ssatu</td>
<td>enkulungo ssatu</td>
</tr>
<tr>
<td>nnya</td>
<td>enkulungo nnya</td>
</tr>
<tr>
<td>oluguudo</td>
<td>enguudo nnya</td>
</tr>
<tr>
<td>ssatu</td>
<td>enguudo ssatu</td>
</tr>
<tr>
<td>bbiri</td>
<td>enguudo bbiri</td>
</tr>
<tr>
<td>amasagganzira</td>
<td>amasagganzira abiri</td>
</tr>
<tr>
<td>emu</td>
<td>amasagganzira gamu</td>
</tr>
<tr>
<td>ssatu</td>
<td>amasagganzira asatu</td>
</tr>
<tr>
<td>ekkolero</td>
<td>amakolero asatu</td>
</tr>
<tr>
<td>bbiri</td>
<td>amakolero abiri</td>
</tr>
<tr>
<td>nnya</td>
<td>amakolero ana</td>
</tr>
<tr>
<td>ekibuga</td>
<td>ebibuga bina</td>
</tr>
</tbody>
</table>
emu ekibuga kimu ekibuga ekisooka
bbiri ebibuga bibiri ekibuga eky'okubiri
omulenzi abalenzi babiri omulenzi ow'okubiri
ssatu abalenzi basatu omulenzi ow'okusatu
ttaano abalenzi bataano omulenzi ow'okutaano

DRILL: [Nga] vs. [nga]. (Underline all occurrences of [nga], but leave [nga] unmarked.

Answers

nga bibiri about two [nga]
nga bagenda while they go [nga]
ng'emu' about one [ng']
ng'abasomesa as teachers [ng']
nga ayagala if he wants [nga]
ng'avudde when he has left [nga]
aba ng'agenda (by this time) he is going [nga]
kumpi ng'emu nearly one [ng']

Listen to the third version of this text and answer the following:

In the preceding section we met the relative form [awali] 'where there is/are'. The third version contains two relative verbs with locative subjects. What are they?

? ? ?

[omukolerwa 'in which are made', omuli 'in which are']
The distance from Entebbe to the airport is given as:

\[ 1 \frac{1}{2} \text{ miles} \quad 1/2 \text{ mile} \quad 1 \text{ mile} \]

(a)

The verb [-linnya] apparently means:

look at, see    climb, get on    take care of

[b]

To the student:

Note that the [ku] that is used in forming ordinal numerals is tonally marked.

For a summary of the uses of the particles that are spelled [nga], see Ashton, p. 444-8, 466-8; Chesswas, par. 130-3. Note however that Chesswas did not distinguish between [nga+] and [# nga].

Glossary:

.kwata (.kutte)  grasp, catch
.e.k.kubo (LI-MA)  path, way
a.ma.ta-faali (LI-MA)  bricks (e.t.ta-faali)
a.ma.tegula (LI-MA)  tiles (e.t.tegula)
sanga (.sanze’)  find
a.ma.aso (LI-MA)  eyes
.linnya (.linnye’)  climb, get on
It's three months now since we began to study Luganda.

It's now one year since we left our homes.

It's now two weeks that we've been here.

There are now two weeks left [before] we go to Uganda.

It's five minutes until quitting time.

How long have you been here? ('How long is the period up to now since you came here?')

How long is it since you came here? ('What period is it now since you came here?')

How long ('What period remains') before we depart?

How many minutes remain before we eat lunch?
DRILL: The verb [-wera], 'amount to, reach a number'.

'How many children does he have?'
('His children number how many?'

abaana  Abááná bé / bawera / bameka?
ente    Ente ze ziwera mmeka?
abakyala Abakyala be bawera bameka?
enkoko  Enkoko ze ziwera mmeka?
ennyumba Ennyumba ze ziwera mmeka?
ennimiro Ennimiro ze ziwera mmeka?
obugaali Obugaali dwe buwera bumeka?

DRILL: Minutes before the hour.

'It's ten minutes of seven.'

6:50    Esigadde eddakiika kkumi okuwera essaawa emu.
7:50    Esigadde eddakiika kkumi okuwera essaawa ebbiri.
8:50    Esigadde eddakiika kkumi okuwera essaawa essatu.
8:45    Esigadde eddakiika kkumi na ttaano okuwera essaawa essatu.
7:45    Esigadde eddakiika kkumi na ttaano okuwera essaawa ebbiri.
6:45    Esigadde eddakiika kkumi na ttaano okuwera essaawa emu.
6:40    Esigadde eddakiika amakumi abiri okuwera essaawa emu.
7:40    Esigadde eddakiika amakumi abiri okuwera essaawa ebbiri.
8:40    Esigadde eddakiika amakumi abiri okuwera essaawa essatu.

DRILL: The verb [-wera] in the not-yet tense.

'Its three months.' 'It's not yet three [months].'

emyezi  Emyezi giwera esatu. Teginnaba kuwera ena.
ewiiki  Ewiiki ziwera ssatu. Tezinnaba kuwera nnya.
ttaano  Ewiiki ziwera ttaano. Tezinnaba kuwera mukaaga.
emyaka  Emyaka giwera etaano. Teginnaba kuwera mukaaga.
gumu    Omwaka guwera gumu. Teginnaba kuwera ebiri.
olunaku Olunaku luwera lumu. Tezinnaba kuwera bbiri.
ssatu   Ennaku ziwera ssatu. Tezinnaba kuwera nnya.
emyezi  Emyezi giwera esatu. Teginnaba kuwera ena.
### Glossary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>.wera</td>
<td>(.weze')</td>
<td>reach a number</td>
</tr>
<tr>
<td>kà-sòòkàńgá</td>
<td></td>
<td>since</td>
</tr>
<tr>
<td>¿ası̀okèddé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.nnyuka</td>
<td>(.nnyuse')</td>
<td>stop work, get off work</td>
</tr>
<tr>
<td>.sigala</td>
<td>(.sigadde)</td>
<td>remain</td>
</tr>
<tr>
<td>e.b.banga</td>
<td>(LI-MA)</td>
<td>period of time</td>
</tr>
</tbody>
</table>
LESSON 92

M-1

Tujja kubeera # muno / okumala + essaawa / nnamba.

We will stay in here for a whole hour.

Tugenda kusomesa + mu Uganda / okumala + ebbanga lyaka / ebiri.

We're going to teach in Uganda for a period of two years.

Engoye / zireke + mu mazzi + okumalà / engoye / zireke + mu mazzi + okumalà / eddakiika / kkumi.

Leave the clothes in the water for ten minutes.

Enkuba / etonnye+ okumala + olunaku

It's been raining all day.

Enkuba / emaze+ olunaku # lwonna # nge' etonnya.

Nkulindiridde + okumala + ekitundu ky'e-ssaawa.

I've been waiting for you for half an hour.

M-2

Tujja kubeera # muno / kumala + bbanga+ki/

How long are we going to stay in here?

Mugenda kusomesa + mu Uganda / okumala + emyaka / emeka/

How long are you (pl.) going to teach in Uganda?

Engoye / nzireke + mu mazzi / okumalà / eddakiika / mmeka/

How many minutes shall I leave the clothes in the water?

Enkuba / etonnye + kumala bbanga+ki/

How long has it been raining?

Enkuba / emaze + bbanga+ki # ng' etonnya/

Onninze + okumala + ebbanga + ggwanvu?

Have you been waiting for me for a long time?
DRILL: Durations of time.

'We are going to teach in Uganda for a period of two years.'

ffe Tugenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

mmwe Mugenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

okubeera Mugenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.

nze Njenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.

Afrika ey'ebuvanjuba Ngenda kubeera mu Afirika ey'ebuvanjuba okumala ebbanga lya myaka ebiri.

ye Agenda kubeera mu Afirika ey'ebuvanjuba okumala ebbanga lya myaka ebiri.

okusomesa Agenda kusomesa mu Uganda okumala ebbanga lya myaka ebiri.

DRILL: Alternative ways of expressing duration of time.

'We're studying Luganda.'
'We've been studying Luganda for three months.'

Tuyiga Oluganda.
Tubadde # tuyiga Oluganda okumala emyezi esatu.
Tumaze emyezi esatu nga tuyiga Oluganda.

Tuli wano.
Tubadde wano okumala emyezi esatu.
Tumaze emyezi esatu nga tuli wano.
Tutudde mu kibiina.
   Tutudde mu kibiina okumala essaawa emu.
   Tumaze essaawa emu nga tutudde mu kibiina.

Twalindirira bbaasi.
   Twalindirira bbaasi okumala essaawa nnamba.
   Twamala essaawa nnamba nga tulindirira baasi.

Tunaazannya omupiira.
   Tunaazannya omupiira okumala essaawa emu.
   Tunaamala essaawa emu nga tuzannya omupiira.

DRILL: The adjective stem [-lamba].

<table>
<thead>
<tr>
<th></th>
<th>'one whole day'</th>
</tr>
</thead>
<tbody>
<tr>
<td>essaawa</td>
<td>essaawa / emu / nnamba</td>
</tr>
<tr>
<td>bbiri</td>
<td>essaawa bbiri nnamba</td>
</tr>
<tr>
<td>olunaku</td>
<td>ennaku bbiri nnamba</td>
</tr>
<tr>
<td>emu</td>
<td>olunaku lumu lulamba</td>
</tr>
<tr>
<td>ewiiki</td>
<td>ewiiki emu nnamba</td>
</tr>
<tr>
<td>bbiri</td>
<td>ewiiki bbiri nnamba</td>
</tr>
<tr>
<td>omwezi</td>
<td>emyezi ebiri miramba</td>
</tr>
<tr>
<td>emu</td>
<td>omwezi gumu mulamba</td>
</tr>
<tr>
<td>omwaka</td>
<td>omwaka gumu mulamba</td>
</tr>
<tr>
<td>bbiri</td>
<td>emyaka ebiri miramba</td>
</tr>
</tbody>
</table>

DRILL:

Engoye / zireke  + mu mazzi. Leave the clothes in the water.
Engoye / tozireka  + mu mazzi. Don't leave the clothes in the water (right now).
Engoye / tɔzirèká  + mu mazzi. Don't leave the clothes in the water (at some near future time).
Lwaki + engoye / wazirese +
mu mazzi?

Why did you (near past)
leave the clothes in
the water?

Lwaki + engoye / tewazirese +
mu mazzi?

Why didn't you leave the
clothes in the water?

Lwaki + engoye / onnoozireka +
mu mazzi?

Why will you (near future)
leave the clothes in the
water?

Lwaki + engoye / toozirike +
mu mazzi?

Why won't you leave the
clothes in the water?

Glossary: .lamba whole (without division)

Sample of free conversation:

A: Musoke, gino emyezi emeka
kasookedde Kadoko agenda
mu Amereka?

Musoke, how many months
now since Kadoko left
for America?

B: Kaakati kumpi emyezi ebiri
kasookedde agenda.

It's about two months now
since he left.

A: Anaamalayo bbanga ki?

How long is he going to
stay there?

B: Ndwooza anaamalayo mwaka
mulamba.

I think he will spend a
whole year there.

A: Yagenda n'engoyeze zonna?

Did he go with all his
clothes?

B: Nedda. Yatwalako zimu. Endala
yazireka.

No. He only took some.
He left the others.

A: Ziri ludda wa?

Where are they?

B: Ziri mu ssaanduuko ye.

They're in his box.

A: Ooo!

Ho ho?

B: Eee.

Ha ha.
LESSON 93

Pronunciation buildups:

ova mu Amereka
bagamba

B: Maama, bagamba # nti / ova' mu A-mereka!

A: Yee ssebo, nva' mu A-mereka.

emyaka ng'+ena
okumala
mmaze yo emyaka ng'+ena'

nga nsoma

A: Mmaze—yo + emyaka / ng'+ena'
    # nga nsoma.

B: Emyaka / ena' # gyonna'?

A: Eee.

olya'—ki?
obadde olya'—ki?

B: Iii! Obadde # olya'—ki + mu A-mereka?

mmere
mmere gye balina

A: Mbadde # ndya mmere + gye balina.

B: Bagamba # nti / tebalina + matooke.

A: Amatooke / tebagalina.

nkumu
emmere nkumu

you come from America?
they say
Madame, they say that you come from America!

Yes, sir, I come from America.
years about four
to spend
I have spend there about four years
while I was studying
I have spent about four years there studying.

Four whole years.

Yes.

what do you eat?
what have you been eating?

What have you been eating in America?

food
food that they have
I have been eating the food that they have.

They say that they don't have have matooke.

They do not have matooke.
a lot
a lot of food
emmere nkumu endala

*A: Naye / balina + emmere + nkumu + endala / nnyigi,
nnyigi + nnyo!

B: Esinga + amatooke?
A: Teri + kisinga + matooke.

obummonde
obummonde n'omupunga

A: Naye / balina + obumonnde / n'o-mupunga.

A: Balya' nnyo + nnyo + n'e-nyama.
B: Ee, nnyama, nnyama + ya'-ki?

embizzi
ey'embizzi
n'ey'embizzi
ey'ente n'ey'embizzi
enkoko

A: Ey'e-nte, n'e-y'e-mbizzi,
    n'e-y'e-nkoko.

engeri
eya buli ngeri
ennyamaeya buli ngeri

A: Kwe kugamba / ennyama + eya
    buli / ngeri.

Kungambe + bwe ntyo.

okuggyako
okuggyako obumonde
okuggya ko obumonnde
    n'omupunga
gye balina
mmere ki endala

a lot of other food
But they have lots and lots of other food.

Is it better than matooke?
Nothing is better than matooke.

small potatoes
small, European potatoes
But, they have Irish potatoes and rice.

And they eat a lot of meat.

I see, What kind of meat?
pig
of pig
and of pig
of cattle and of pigs
chicken
Beef, pork and chicken.

kind
of every kind
meat of every kind
That is to say, all kinds of meat.

Let me put it that way.

except
except the small potatoes
except the small potatoes and rice
which they have
what other kind of food
mmere ki endala gye balina

B: Mmm, mmere+ki + endala + gye balina + okugya-ko + obummonde + n'o-mupunga?

enva
balina nva okusinga
A: Emmere + endala / balina + nva' + okusinga.

B: Nva'+ki/

ze tulina wano nga ze tulina wano ewaffe

B: Byonna / bya Luzungu.
A: Byonna / bya Luzungu.
B: Mmm.
A: Mmm.

DRILL: Compound adjectives.

'This chair is wooden ('of wood').'

omuti' Entebe # eno / ya'-muti.
Entebe zino za'-muti.
emirembe Ensi eno ya'-mirembe.
Ensi zino za'-mirembe.
ekyama Ebbaluuwa eno ya'-kyama.
Ebbaluuwa zino za'-kyama.

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ekitiibwa  Omuntu ono wa'–kitiibwa.
           Abantu bano ba'–kitiibwa.

empísa   Omuntu ono wa'–mpísa mbi.
           Abantu bano ba'–mpísa mbi.

akabi'   Amasannyalaze gano ga'–kabi.

obwogi   Ekiso kino kya'–bwogi.

Continue with such other forms as:
   -a malala, -a nnaku zino, -a mazima, -a nnaku zonna, -a muwendo -alubeerera, -a kakyó kano.

To the student:

Notice that the connective [.a'], when it appears before a noun without an initial vowel, is unmarked. It has an extra mora, and there is no word boundary between the connective and the noun.

Glossary:

<table>
<thead>
<tr>
<th>nkumú</th>
<th>plenty</th>
</tr>
</thead>
<tbody>
<tr>
<td>lu.monde</td>
<td>(MU) sweet potato(s)</td>
</tr>
<tr>
<td>o.bu.mmonde</td>
<td>(BU) Irish potatoes</td>
</tr>
<tr>
<td>.ggya+ko</td>
<td>(.ggye -ko) take off</td>
</tr>
<tr>
<td>e.m.boga</td>
<td>(N) cabbage</td>
</tr>
<tr>
<td>e.n.nyaanya</td>
<td>(N) tomatoes</td>
</tr>
<tr>
<td>a,ka.bi'</td>
<td>(KA) danger</td>
</tr>
</tbody>
</table>
LESSON 94

Listen to the first version of this text and answer the following:

The first sentence ends with the word [kizinga]. This word apparently means:

port small town island

[c]

The first sentence contains two relative verb forms. What are they?

? ? ?

[olujja 'which comes' olufulumu 'which goes out']

The particle [bw'] occurs before two verbs in the second sentence. It apparently means:

when how because

[a]

The verb [-tambula] apparently means:

go on turn around be careful

[a]

Write down the first version by dictation from the tape. Do not write the tones. Check your work by referring to the following:
Okuva Entebbe okwata oluguudo olujja e Kampala.
Okuva Entebbe waliwo oluguudo lumu lwokka olufulumu ebweru w'ekibuga Entebbe, kubanga Entebbe kizinga. Bw'okwata oluguudo, ojja katono n'otuuka ku ssomero ekkulu eriyitibwa Kisubi, bw'ova awo n'ojja n'oyita ku kkolerolo ly'amatafaali n'amategula mu kifo ekiyitibwa Kajjansi, okuva e Kampala ze mayiro nga musanvu n'oijja, n'otambula n'otuuka mu kibuga Kampala. Kwe kugamba okuva e Kampala okutuuka Entebbe ze mayiro ng'amakumi abiri mu bbiri oba abiri mu ssatu.

NB This text is written from the point of view of a person who is in Kampala at the time of writing.

Before listening to the third version of this text, try to supply the concordia I elements in the first three sentences:

Entebbe __ri mu maserengeta __a Buganda. __ e kitebe ____kulu e'_omufuzi ____kulu __a Uganda. __rimu ____saawe __'ennyonyi __a Uganda.

List all of the relative verb forms in the third version, and check your answers with the following:

[olujja, olufulumi, eriri]
The phrase [ebeera + omufuzi + omukulu] means 'where the head of state lives.'

Copy the second version by dictation from the tape. Mark tones only on the numerals. Check your work by referring to the following:

Entebbe kye kibuga ekikulu mu Uganda, ebeera omufuzi omukulu owa Uganda. Kiri kumpi n'ennyanja Victoria; okuvaayo okutuuka e Kampala ze mayiro / amakumi / abiri / mu bbiri oba abiri / mu ssatu. Omuntu okuva Entebbe akwata oluguudo olujja e Kampala, eriyo oluguudo / lumu # lwokka + oluva Entebbe okufuluma ebweru, kubanga Entebbe kizinga. Mu kkubo ng'ajja ayita ku ssomero ekkulu ery'e Kisubi ze mayiro nga + kkumi / na mwenda + okuva e Kampala, ate oluvannyuma n'ayita ku kkolero ly'amatafaali n'amategula e Kajjansi, mayiro nga+musanvu. Oluvannyuma atuuka mu kibuga Kampala.
### Glossary:

<table>
<thead>
<tr>
<th>Luganda Word</th>
<th>Pronunciation(s)</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.ki.zinga</td>
<td>(KI-BI)</td>
<td>island</td>
</tr>
<tr>
<td>tambula</td>
<td>(.tambudde)</td>
<td>walk (go on)</td>
</tr>
<tr>
<td>o.mu.ti'</td>
<td>(MU-MI)</td>
<td>tree</td>
</tr>
<tr>
<td>e.mi.rembe</td>
<td>(MI)</td>
<td>peace</td>
</tr>
<tr>
<td>e.ky.ama</td>
<td>(KI-BI)</td>
<td>secret</td>
</tr>
<tr>
<td>e.ki.tiibwa</td>
<td>(KI-BI)</td>
<td>honour</td>
</tr>
<tr>
<td>e.m.pisa</td>
<td>(N)</td>
<td>manner</td>
</tr>
<tr>
<td>a.ka.bi'</td>
<td>(KA)</td>
<td>danger</td>
</tr>
<tr>
<td>o.bw.ogi</td>
<td>(BU)</td>
<td>sharpness</td>
</tr>
<tr>
<td>a.ma.sanayalaze</td>
<td>(LI-MA)</td>
<td>electricity</td>
</tr>
<tr>
<td>e.ki.so'</td>
<td>(KI-BI)</td>
<td>knife</td>
</tr>
<tr>
<td>o.mu.wendo</td>
<td>(MU-MI)</td>
<td>price</td>
</tr>
<tr>
<td>o.lu.beerera</td>
<td>(LU)</td>
<td>permanence</td>
</tr>
<tr>
<td>a.ma.lala</td>
<td>(MA)</td>
<td>pride</td>
</tr>
<tr>
<td>a.ka.kyo'</td>
<td>(KA-BU)</td>
<td>time, period</td>
</tr>
</tbody>
</table>
APPENDIX: Kinship Charts
Kitange + omuto

Kitange - my father
Kitaawo - your father
Kitaawe - his/her father
Kitaffe - our father
Kitammwe - your father
Kitaabwe - their father
Kitaawe wa Mukasa - Mukasa's father

Mmange - my mother
Nnyoko - your mother
Nnyina - his/her mother
Nnyaffe - our mother
Nnyammwe - your (pl.) mother
Nnyaabwe - their mother
Nnyina Mukasa }
Nnyina wa Mukasa } Mukasa's mother

All the kinship nouns which begin with prefix 'MU' in the singular, form their plural by substituting the singular prefix with 'BA'. Other nouns form their plural by prefixing 'BA' to the singular form of nouns.
Mmange + omuto Kojjange Kitange Mmange Mmange + omuto

Muganda wange Mwannyinaze Mwannyinaze Nze

Kkojjange - my uncle (maternal)
Kkojjaawo - your uncle
Kkojjaawe - his uncle
Kkojjaffe - our uncle
Kkojjammwe - your (pl.) uncle
Kkojjaabwe - their uncle
Mmange + omuto - my aunt (maternal) ('my young mother')
Nnyoko + omuto - your aunt
Nnyina + omuto - his/her aunt

Nnyina + omuto wa Mukasa - Mukasa's aunt

Kitange + omuto - my uncle (paternal) ('my young father')
Kitaawo + omuto - your uncle
Kitaawe + omuto - his/her uncle

Kitaawe + omuto wa Mukasa - Mukasa's uncle
**LUGANDA BASIC COURSE**

**Ssengange** - my aunt (paternal)

**Ssengaawo** - your aunt

**Ssengaawe** - his/her aunt

**Ssengaffe** - our aunt

**Ssengammwe** - your (pl.) aunt

**Ssengaabwe** - their aunt

**Ssenga wa Mukasa**  
**Ssengaawe wa Mukasa**  
*Mukasa's paternal aunt*

**Kizibwe wange** - a child of my father's sister
Jjajjange - my grandparent
Jjajjaawo - your grandparent
Jjajjaawe - his/her grandparent
Jjajjaaffe - our grandparent
Jjajjammwe - your (pl.) grandparent
Jjajjaabwe - their grandparent

Jjajja wa Mukasa
Jjajjawe wa Mukasa } Mukasa's grandparent

Bba jjajjange - husband of my grandparent
Muka -jjajjange - wife of my grandparent
Mwannyinaze - my sister or brother
Mwannyoko - your sister or brother
Mwannyina - his/her sister or brother
Mwannyinaffe - our sister or brother
Mwannyinamwe - your (pl.) sister or brother
Mwannyinaabwe - their sister or brother

Mwannyina Mukasa
Mwannyina wa Mukasa } Mukasa's sister

Muka kitange + omuto - wife of my paternal uncle
Baze - my husband
Balo - your husband
Bba - her husband
Bbaffe - our husband
Bbamwe - your (pl.) husband
Bbaabwe - their husband

Bba Nnamatovu } Nnamatovu's husband
Bba wa Nnamatovu

Ssezaala wange - my husband's father
Nnyazaala wange - my husband's mother
Bba mulamu wange - husband of my sister-in-law
Muka mulamu wange - wife of my brother-in-law
Bba ssezaala wange - husband of my father-in-law's sister
Muko - in-law
Mukoddomi - brother-in-law
Muka - wife of
Mukyala wa wange - my wife
Mulamu wange - my sister-in-law
Ssenga wa Mukyala wange - my wife's aunt
Muzzukulu waffe - our grandchild
Mwana waffe - our child
Muka mwana - my daughter-in-law
Muka mwannyinaze - wife of my brother
Mwannyinaze - my sister
Mukoddomi wange - my brother-in-law
Mujjwa wange - my nephew or niece
Muka kitange - wife of my father
Munna-bbeere_wange - my half brother
Muggya wange - my fellow wife
Bbaffe - our husband
Mutabani waffe - our son
Musangi wange - my wife's sister's husband
Mulubuna wange - the former husband of my wife
GLOSSARY

Words in this glossary are alphabetized beginning with the first letter of the root. Prefixes are left out of account. In this way, words that are related to one another usually are found next to each other. In order to make the listing easier to follow, the words have been spaced so that the first letters of the roots form a straight vertical column on the page.

The symbol [. . ] has been used to separate certain elements of the word from each other. It has no phonetic value. At the beginning of an entry, it indicates that the form in question must be preceded by some kind of prefix.

The symbol [. · ] stands after a final vowel which is doubled when it is followed by a personal possessive or other enclitic.

Underlining indicates tonally 'marked' parts of a word. Rules for converting the marks into tones are given in the Synopsis, par. 45-7.

The symbol (3 !) means that the noun in question is marked on the third mora. The location of the mark thus shifts according to the presence or absence of an initial vowel.

The presence of ( . . ) around a word means that there was no opportunity to check it for tone.

In some foreign words, the junctural symbol [- ] has been placed between a short marked syllable and a following syllable which is marked on its first mora.

In a very few words, it has been necessary to indicate tones directly by [’] for high and [‘] for low.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab'eno</td>
<td>'people living in this place'</td>
</tr>
<tr>
<td>o.kw.agala</td>
<td>love, like, want</td>
</tr>
<tr>
<td>o.mw.aka</td>
<td>year</td>
</tr>
<tr>
<td>o.kw.ala</td>
<td>spread out, make (bed)</td>
</tr>
<tr>
<td>e.ky.alo</td>
<td>village, estate, the country</td>
</tr>
<tr>
<td>o.kw.ambala</td>
<td>put on (clothes)</td>
</tr>
<tr>
<td>a.m.ambuka</td>
<td>North</td>
</tr>
<tr>
<td>o.mw.ami</td>
<td>chief, master, the owner of property</td>
</tr>
<tr>
<td>o.mw.ana</td>
<td>child</td>
</tr>
<tr>
<td>m.angu</td>
<td>quickly, soon</td>
</tr>
<tr>
<td>anig'</td>
<td>who?</td>
</tr>
<tr>
<td>anti</td>
<td>surely, but, 'Oh, but'</td>
</tr>
<tr>
<td>a.ma.aso</td>
<td>eyes</td>
</tr>
<tr>
<td>e.n.jawulo</td>
<td>difference</td>
</tr>
<tr>
<td>o.kw.awula</td>
<td>to separate, distinguish</td>
</tr>
<tr>
<td>.a njawulo</td>
<td>different</td>
</tr>
<tr>
<td>o.ku.bajja</td>
<td>do carpentry, chop into shape</td>
</tr>
<tr>
<td>.ee.baka</td>
<td>sleep</td>
</tr>
<tr>
<td>e.ki.bala</td>
<td>fruit</td>
</tr>
<tr>
<td>o.ku.bala</td>
<td>count, do math</td>
</tr>
<tr>
<td>balugu.</td>
<td>yams</td>
</tr>
<tr>
<td>e.b.baluwa</td>
<td>passport</td>
</tr>
<tr>
<td>&quot;bambi&quot;</td>
<td>a pity!, oh, I see</td>
</tr>
<tr>
<td>e.b.banga</td>
<td>period of time</td>
</tr>
<tr>
<td>e.b.baasi</td>
<td>bus</td>
</tr>
<tr>
<td>o.lu.baawo</td>
<td>board, plank</td>
</tr>
<tr>
<td>o.bu.bazzi</td>
<td>carpentry</td>
</tr>
</tbody>
</table>

328
o.ku.beera ( .badde)  be, remain  19

e.ki.biina' (KI-BI) clan, crowd, group, classroom  23

. biri  two  59

Olw.oku.biri (LU) Tuesday  

e.m.bizzi (N)  pig  47

bo  they  18

e.m.boga (N)  cabbage  93

e.ki.buga (KI-BI) town, capital  79

e.m.buga (N)  chief's enclosure  70

o.ku.buuka (.buuse')  jump, fly  68

o.ku.buukira (.buukidde) fly (by), fly at  88

buli/  every  74

O.ku.buza' (.buuzizza) ask a question, greet  44

e.m.buzi (N)  goat  73

O.ku.buza (.buze')  to lose  

"bwe kiri?"  is it so?  8

"bwe (n)tyo bwe (n)tyo" so-so  

e. bweru  outside  59

C

c.aayi (N)  tea  47

O.mu.ceere (MU-MI)  rice  80

d

dda  sometime ago, in future  48

O.ku.dda (.zze)  come back  23

O.lu.dda (LU) side, direction  

e.d.dagala (LI)  medicine  

e.d.dakiika (N)  minute  30

ddala  truly  54

. ddi'f  when?  

e.n.diga (N)  sheep  78
.e.ddira (,eddide) adopt as totem 85
  e.d.dirisa (LI-MA) window 32
o.ku.ddugala (,ddugadde) get dirty, become black 76
o.ku.dduka to run
  e.d.dduka' (N) shop, bazaar, store
  e.ddwaliro see under .lwaliro

.\(e\) his, her 2
  .\(e'\) (emphatic pronoun or subject copula)
  .\(e\) (object copula)
  .eddira (.ddira) see under .ddira
o.mw.enda' (3! ) (MU-MI) nine
o.mw.enge (MU-MI) native beer (from bananas) 47
  era/ and, also, too 34
  "eradde?" is it peaceful?, are you well
  o.kw-era over there? 53
  .e\(eerere\) mere, empty 37
o.mw.ezi (MU-MI) month, moon 48

f
  e.ki.faananyi (KI-BI) picture, film 35
  ffe we 18
  e.ki.fo' (KI-BI) place, spot 56
  o.ku.fuga (,fuze') rule, govern 70
  o.ku.fuluma (.fulumye') come or go out 59
  o.ku.fulumya' (.fulumizza) cause to go out; eject 85
  o.ku.fumba (.fumbye') cook
  o.mu.fumbi (MU-BA) a cook
e.f.fumbiro (LI-MA) kitchen
  o.ku.fumbirwa (.fumbiddwa) marry (of a woman) 49
  o.mu.fumbo (MU-BA) a married person 49
LUGANDA BASIC COURSE

o.ku.funa (.funye') get, obtain 44
a.ma.futa (MA) oil, butter 87
o.mu.fuzi (MU-BA) a ruler 66

g
o.mu.gga (MU-MI) river
o.mu.gabuzi (MU-BA) waiter/waitress
o.ku.ggala (.ggadde) shut 39
e.g.gaali (N) cart, vehicle, bicycle 52
a.ka.gaali (KA-BU) bicycle 52
o.ku.gamba (.gambye') say to, tell 86
mu.ganda (MU-BA) brother 49
O.mu.ganda (3!) (MU-BA) a Muganda 17
o.mu.gaati (MU-MI) bread, loaf 47
e.n.gatto (N) shoe 32
o.ku.gayaala (.gayadde) be idle, lazy 83
gayaavu (3!) idle, lazy 83
o.ku.genda (.genze') go, go away 23
o.mu.genyi (MU-BA) visitor
o.bu.genzi (BU) going 74
e.n.geri (N) kind, sort 38
o.bu.gezi (BU) intelligence, cleverness 77
e.g.gi' (LI-MA) egg 47
o.lu.ggi (LU-N) door 32
o.ku.golokoka (.golokose') get up 23
o.ku.golola (.golodde) make straight; correct; iron (clothes); stretch 84
e.n.goye (LU-N) clothes 76
o.lu.guudo (LU-N) road
o.mu.gugu (3!) (MU-MI) load, baggage 86
o.ku.gula (.guze') buy 48
o.ku.ggula (.ggudde) open 39
e.g.gulo (LI-MA) afternoon 40
o.mu.guzi (MU-BA) buyer
LUGANDA BASIC COURSE

e.g gwanga see under .wanga
o.bu.gwanjuba (BU) West
  ggwe you 11
o.ku.ggya (.ggye) take away 65
o.ku.ggya+ko (.ggye-ko) take off, except there 93
"ggye"

i
  e.m.piso' (N) injection, needle 90
  e.ri.iso (LI-MA) eye

j
  o.ku.jja (.zze) come 34
  e.n.jala (N) hunger 81
  o.ku.jjanjaba be a nurse
  o.mu.jjanjabi (MU-BA) a nurse
  enjawulo (.awulo) see under .awulo
  e.ki.jjiiko (KI-BI) spoon
  jjo' yesterday, tomorrow 48

k
  e.kak' at home 23
  o.mu.kka (MU-MI) smoke 52
(kabada) (N) cupboard
  kabula-dda (MU-BA) a friend who has been lost for a long time 69
  a.ba.kadde (MU-BA) old people, parents
  a.ka.kadde (KA-BU) million
  o.mu.kaaga (MU-MI) six
O.lw.omi.kaaga (LU) Saturday
  kaakati now 43
  o.ku.kala (.kaze') become dry 83
  e.k.kalaamu (N) pencil, pen 32
  kale all right; come now, certainly 53
  .kalu dry, smart 83
LUGANDA BASIC COURSE

o.ku.kama ('.kamyə') milk
mu.kama (MU-BA) lord, master, owner
e.k.kanisa (N) church (Protestant)
"kàsùkàngà" since
"kàsùkedde" since
a.ma.k.kati (MA) center
wa.kati (awantu) between
"katonō" a little
kaawa (MU) coffee
o.ku.kaayana ('.kaayanye') dispute
o.ku.kebera (.kebedde) examine
o.ku.keberebwa (.kebeddwa) be examined
o.ku.keera (.kedde) come or go early
e.ki.keeerezi (KI) late
e.k.kereziya (N) church (Roman Catholic)
"ki" of what sort, what
"kibi" it is bad
o.bu.kiika (BU) direction
kiki what?
"kiki kino?" what is this?
o.lu.kiiko (LU-N) meeting
(o.mu.kinjaaje) (MU-BA) butcher
"kirungi" it is a good thing
"kitalo" pity, marvel, wonder
e.k.kko (KI-BI) valley
e.n.koko (N) chicken
o.ku.kola ('.koze') work, do
e.k.kolero (LI-MA) work shop, factory, industry
o.ku.koleeza come to light
o.ku.koma+wo ('.komye'wo) come back
e.k.komera (LI-MA) prison
(kondakita) (MU-BA) conductor
e.ki.kondo (KI-BI) pole
e.ki.kondo kya bbaasi bus-stop

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LUGANDA BASIC COURSE

o.mu.kono (MU-MI) hard, arm 66

e.ki.kopo (KI-BI) cup
(e.k.kooti) (N) jacket

o.ku.koowa (.kooye') be tired 83

.koowu tired 83

o.ku.koza' (kozezza) cause to work; use 85

kozzi by the way 73

ku on

o.ku.kuba beat, inject, kick, play 69

e.n.kuba (N) rain 90

e.k.kubo (LI-MA) path, way 90

e.n.kuufira (N) hat 32

o.ku.kula (.kuze') grow

o.ku.kuula (.kudde) pull, pluck, uproot

o.mu.kulu great, chief, head of, old, grown-up

O.mu.kulu Wessomero Headmaster

e.n.kulungo (N) circle

e.k.kumi (LI-MA) ten

e.ki.kumi (KI-BI) hundred

o.lu.kumi (LU-N) thousand

kumpi near 21

"kuno" on this, on this village

mu.kwano (MU-MI) friend 24

o.ku.kwata (.kutte) grasp, catch 90

e.n.kya' (N) morning 40

a.ma.kya' (MA) early morning 74

e.kye.n.kya' (KI-BI) breakfast 23

o.mu.kyala (MU-BA) lady, wife 41

o.ku.kyalira (.kyalidde) visit someone 72

"kyokka" but, only 58

o.ku.kyusa' (kyusizza) change 50
o.ku.laba (labye')  see  
o.ku.labika (labise')  appear, be visible  53  
o.ku.laga (laze')  show  85  
    lala  different, other  38  
  a.ma.laaloo (MA)  cemetery  
    lamba'  whole  92  
  o.ku.leka (lese')  leave  65  
  o.ku.leekaana (leekaanye')  make a noise  79  
  o.ku.lemo (лемye')  beat, be too hard or to much for; fail to  79  
  o.ku.legera (lengedde)  see afar  77  
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    leero  today  43  
    leerwe (N)  railway  
    li (badde)  be  11  
    lima (limye')  activate  
o.bu.limi (BU)  agriculture, farming  42  
o.mu.limi (MU-BA)  farmer  50  
o.mu.limu (MU-MI)  work, job  38  
    lina (badde na)  have, possess  36  
  o.ku.linda (linze')  wait  81  
  o.ku.linnya (-linnye)  climb, get on  90  
  o.ku.liraana (liraanye)  be adjacent, be neighbor  62  
o.bu.liri (BU)  a made-up bed  75  
o.mu.liro (MU-MI)  fire  
o.ku.liisa' (liisizza)  feed  85  
o.ku.lowooza' (lowoozezza)  think  73  
"luli"  the day before yesterday, the day after tomorrow  48  
o.ku.luma (lumye')  bite, sting  81  
    lumonde (MU)  sweet potato  93  
a.ka.mmonde (KA-BU)  Irish potato  93  
o.ku.lunda (lunze')  herd  46  
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<td>&quot;lwaki/&quot;</td>
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<td>o.ku.lwala (.lwadde)</td>
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<td>o.ku.lwa+wo (.ludde-wo)</td>
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<td>.lwaliro (LI-MA)</td>
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<td>(sg. is eddwaliro)</td>
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<td>o.ku.lya' (.lidde)</td>
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<td>o.ku.mala (.maze')</td>
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<td>maama (MU-BA)</td>
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<td>&quot;maamu&quot;</td>
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<td>o.ku.manya</td>
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<td>.mekay/</td>
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<td>e.m.mere (N)</td>
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<td>e.m.meeri (N)</td>
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<td>&quot;mirembe&quot;</td>
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<td>e.miisane (N)</td>
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<td>e.m.motoka' (N)</td>
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<td>mmwe</td>
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<td>mu</td>
</tr>
<tr>
<td>mu</td>
</tr>
<tr>
<td>m.</td>
</tr>
<tr>
<td>a.wa.mu'</td>
</tr>
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<td>Muka (MU-BA)</td>
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<td>a,ka.mwa (KA-BU)</td>
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n
.na' four
O lw. oku na' (LU) Thursday
o mu. nna (MU-BA) member of 90
o ku. naaba (naabye) wash (oneself) 24
o lu. naku (LU-N) day
o mu. naana (MU-MI) eight
   naye but, with him/her 13
   ne/na and, with
   nedda no
   .nene large 77
o bu. nene (BU) size, largeness 77
   nga+ how! 34
   .ange my 1
   .ngi much, many
o bu. ngi quantity
   e n. ni-maawa (N) lemon 76
   e n. nimiroof (N) garden, farm 61
      enjawulo see under .awulo
      nkumu plenty 93
      .no this, these
nno used in greeting as suffix to
       strengthen the how (-tya) idea 14
   e n. noni (N) chalk 32
   e ki. ntu (KI-BI) thing 76
   o mu. ntu (MU-BA) person
   e ri. nnya (LI-MA) name 1
      nnyabo (MU-BA) madame, mother 15
   e n. nyama (N) meat 47
   e n. nyanja (N) sea, lake
   e ky. e n. nyanja (KI-BI) fish 67
   e n. nyaanya (N) tomatoes 93
   n. nyinimu' (MU-BA) man of the house
   nnyo very 45

337
e.ri.nnyo (LI-MA) tooth
o.mu.nnyo (MU) see under o.mu.nnyu

e.bi.nyooobwa (BI) groundnuts
"nnygo" very much

e.n.nyonyi (N) bird

do.nnnyo (MU-MI) salt

o.ku.nnuyuka (nnyuse') get off work

o.ku.nyumya (nyumizza) converse, talk
o.ku.nywa' (nywedde) drink

o.ku.nywegeragana (nywegeraganye') kiss one another

nze I

. o 'your' 1
.
.o that, those
oba or

ofiisi (N) office
ofiisi ya posita (N) post office

o.kw.ogera (ogedde) speak

.okka only 21

.oleza+ko (olezza-k0) help while washing
"olyusi" sometimes 74

.onna all 37

.o.kw.oza' (-ozezza) wash (clothing)

(o.mw.ozi) (MU-BA) a washer, cleaner
(o.mu.yozi)

P

e.m.pale see under .wale

. panvu see under .wanvu

o.lu.papula (LU-N) paper 60

e.m.peta (N) ring 35

o.mu.piira (MU-MI) football, rubber, mackintosh 67
(m.pisi) (N) professional cook
em.piso see under .iso
(poliiisi) (N) police
omu.pungo (MU-MI) rice

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<tr>
<td>e.raatiri (N)</td>
<td>pound</td>
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<tr>
<td>e.ki.ro' (KI-BI)</td>
<td>night time</td>
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<tr>
<td>e.kye.ki.ro' (KI-BI)</td>
<td>evening meal</td>
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<td>o.mu.saabaze (MU-BA)</td>
<td>passenger</td>
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<td>0.lwa.ssabbiiti (LU)</td>
<td>Sunday</td>
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<td>o.mu.sajja (MU-BA)</td>
<td>man (male)</td>
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<tr>
<td>o.ku.salibwa (.saliddwa)</td>
<td>be cut</td>
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<tr>
<td>e.n.salo (N)</td>
<td>boundary, border</td>
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<td>e.mi.sana (3!) (MU-MI)</td>
<td>day time, days</td>
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<tr>
<td>e.kye.mi.sana' (KI-BI)</td>
<td>lunch</td>
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<tr>
<td>e.s.sanduuko (N)</td>
<td>box</td>
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<tr>
<td>o.ku.sanga (.sanze')</td>
<td>come upon</td>
</tr>
<tr>
<td>o.ku.sangula (.sangudda)</td>
<td>erase</td>
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<tr>
<td>o.mu.sanvu (MU-MI)</td>
<td>seven</td>
</tr>
<tr>
<td>o.ku.sanyuka (.sanyuse')</td>
<td>be glad</td>
</tr>
<tr>
<td>o.ku.sanyusa' (.sanyusizza)</td>
<td>please, make happy</td>
</tr>
<tr>
<td>a.ma.sananzira (MA)</td>
<td>intersection, cross roads</td>
</tr>
<tr>
<td>e.s.saati (N)</td>
<td>shirt</td>
</tr>
<tr>
<td>.satu</td>
<td>three</td>
</tr>
<tr>
<td>0.lw.oku.satu (LU)</td>
<td>Wednesday</td>
</tr>
<tr>
<td>e.s.saawa (N)</td>
<td>hour, watch, clock</td>
</tr>
<tr>
<td>e.ki.saawe ky'e.n.nonyi (KI-BI)</td>
<td>airport</td>
</tr>
<tr>
<td>o.mu.sawo (MU-BA)</td>
<td>doctor</td>
</tr>
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<td>Luganda Word</td>
<td>English Translation</td>
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<td>--------------</td>
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<tr>
<td>e.n.sawo (N)</td>
<td>bag</td>
</tr>
<tr>
<td>e.s.saza (LI-MA)</td>
<td>county</td>
</tr>
<tr>
<td>ssebo (MU-BA)</td>
<td>six</td>
</tr>
<tr>
<td>e.ki.senge (KI-BI)</td>
<td>wall</td>
</tr>
<tr>
<td>(sente)</td>
<td>money</td>
</tr>
<tr>
<td>o.ku.seera (.sedde)</td>
<td>overcharge, sell dear</td>
</tr>
<tr>
<td>e.ki. seera (KI-BI)</td>
<td>time</td>
</tr>
<tr>
<td>a.ma.serengeta (MA)</td>
<td>South</td>
</tr>
<tr>
<td>ssi'</td>
<td>is/are not</td>
</tr>
<tr>
<td>wa.n.si'</td>
<td>down</td>
</tr>
<tr>
<td>e.n.si'</td>
<td>country, district</td>
</tr>
<tr>
<td>o.ku.siba (.sibye')</td>
<td>tie, pack up</td>
</tr>
<tr>
<td>o.ku.siiba (.siibye')</td>
<td>spend a day, pass the day</td>
</tr>
<tr>
<td>o.ku.siibula (.siibudde)</td>
<td>take leave of</td>
</tr>
<tr>
<td>o.ku.sigala (.sigidde)</td>
<td>remain over</td>
</tr>
<tr>
<td>o.ku.siima (.siimye')</td>
<td>be pleased with</td>
</tr>
<tr>
<td>e.n.simbi (N)</td>
<td>money</td>
</tr>
<tr>
<td>e.s.sineema (N)</td>
<td>cinema</td>
</tr>
<tr>
<td>o.ku.singa (.sinze')</td>
<td>surpass</td>
</tr>
<tr>
<td>singa</td>
<td>if</td>
</tr>
<tr>
<td>o.ku.sinziira (.sinzidde)</td>
<td>depend on, with reference to, with regard to, start out from</td>
</tr>
<tr>
<td>O.mu.si-raamu (MU-BA)</td>
<td>Moslem</td>
</tr>
<tr>
<td>o.ku.sirika (.sirise')</td>
<td>be quiet, be silent</td>
</tr>
<tr>
<td>o.mu.sirikale (MU-BA)</td>
<td>policeman</td>
</tr>
<tr>
<td>e.s.siringi (N)</td>
<td>shilling</td>
</tr>
<tr>
<td>a.ka.siriivu (KA-BU)</td>
<td>hundred thousand</td>
</tr>
<tr>
<td>(e.sitenseni) (N)</td>
<td>station</td>
</tr>
<tr>
<td>o.ku.situla (.situdde)</td>
<td>start on a journey, raise, lift up</td>
</tr>
<tr>
<td>a.ka.so' (KA-BU)</td>
<td>pen knife, table knife</td>
</tr>
<tr>
<td>-sobu' (3!)</td>
<td>wrong, mistaken</td>
</tr>
<tr>
<td>o.ku.sooka (.soose')</td>
<td>begin, do first</td>
</tr>
</tbody>
</table>
### LUGANDA BASIC COURSE

<table>
<thead>
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<th>Term</th>
<th>Meaning</th>
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<td>O lw. oku. sooka (LU)</td>
<td>Monday</td>
</tr>
<tr>
<td>o. ku. soma</td>
<td>study</td>
</tr>
<tr>
<td>e. s. somero (LI-MA)</td>
<td>school</td>
</tr>
<tr>
<td>e. s. somero ekkulu (LI-MA)</td>
<td>university</td>
</tr>
<tr>
<td>o. ku. someza' (somesezza)</td>
<td>teach</td>
</tr>
<tr>
<td>o. mu. someza (3!) (MU-BA)</td>
<td>teacher</td>
</tr>
<tr>
<td>sso + ssi</td>
<td>but not</td>
</tr>
<tr>
<td>e. s. sowaani (N)</td>
<td>plate</td>
</tr>
<tr>
<td>a. ka. sozi (KA-BU)</td>
<td>hill</td>
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<tr>
<td>o. mu. suubuzi (MU-BA)</td>
<td>merchant</td>
</tr>
<tr>
<td>o. ku. subwa (subiddwa)</td>
<td>fail to obtain</td>
</tr>
<tr>
<td>e. s. suuka' (N)</td>
<td>bed sheet</td>
</tr>
<tr>
<td>s. sukaari (MU)</td>
<td>sugar</td>
</tr>
<tr>
<td>o. ku. suula (suze')</td>
<td>spend or pass the night</td>
</tr>
<tr>
<td>a. ma. ta' (Ma)</td>
<td>milk</td>
</tr>
<tr>
<td>taaba (MU)</td>
<td>tobacco</td>
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<td>e. ki. tabo (KI-BI)</td>
<td>book</td>
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<td>a. ma. ta-faali (LI-MA)</td>
<td>brick</td>
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<tr>
<td>o. ku. talagga (talazze)</td>
<td>rust</td>
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<tr>
<td>talavvu</td>
<td>rusty</td>
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<td>a. ka. tale (KA-BU)</td>
<td>market</td>
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<td>o. ku. tambula (tambudde)</td>
<td>walk</td>
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<tr>
<td>o. ku. tamiira (tamidde)</td>
<td>get drunk</td>
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<tr>
<td>e. ki. tanda (KI-BI)</td>
<td>bed</td>
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<tr>
<td>o. ku. tandika (tandise')</td>
<td>start, begin</td>
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<tr>
<td>(tani-boyi) (MU-BA)</td>
<td>luggage - maintenance boy</td>
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<td>.taano</td>
<td>five</td>
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<td>O lw. oku. taano (LU)</td>
<td>Friday</td>
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<tr>
<td>e. n. te' (N)</td>
<td>cow</td>
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<tr>
<td>e. n. tebe (N)</td>
<td>chair</td>
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<tr>
<td>o. ku. tegeera (tegedde)</td>
<td>understand</td>
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</table>

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.tegeevu  intelligent, clever  83
.tegeezza' (.tegeezzeza) cause to understand  85

e.t.tegula (LI-MA)  tile  90
o.ku.teeka (.tees') put  55
o.ku.teekateeka (.teezeeteese) prepare  44
o.ku.tendeka (.tendese') train  86
o.ku.tendekebwa (.wadendekeebwa) be trained  86

e.t.terekero (LI-MA)  bank, reservoir  32

(e.tikiti) (N) ticket  89
o.lu.tindo (LU-N) bridge  78

e.ki.tongole (KI-BI) department (of government)  38
o.ku.tonnya (.tonnye) rain  69
o.ku.tuuka (.tuuse') arrive  48
o.ku.tuukirira (.tuukiririda) go right through to destination; be perfect  83

.tuukirivu  perfect  83
o.ku.tukula (.tukudde) be clean, white  83
-tukuvu (3!) clean, white  83
o.ku.tuula (.tudde) sit  39
a.ma.tulutulu (MA) early morning, dawn  40
o.ku.tuma (.tumye') send  69
e.t.tumbi (LI-MA) midnight  32
o.ku.tumira (.tumidde) send greetings  65

o.ku.tunda  sell  48

.e.ki.tundu (KI-BI) part, portion, half, district  48
o.ku.tunga  sew  54
e.t.tuntu (LI-MA) midday  40
o.ku.tunula (.tunudde) look, be awake  59
o.mu.tunzi (MU-BA) seller  78
o.mu.tunzi (MU-BA) tailor (sewer)  69
o.ku.tusasa' (.tuusizza) take as far as, cause to arrive  74
o.mu.twalo (MU-MI) ten thousand  69
### LUGANDA BASIC COURSE

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<td>.tya</td>
<td>how?</td>
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<td>.tyo</td>
<td>do this way</td>
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#### v
- .va' (.vudde) come or go from 3
- e.n.va' (N) anything eaten with emmere 78
- obu.vanjuba (BU) east 11
- o.lu.vannyuma afterwards 23
- e.n.viiri (N) hair 48
- o.ku.vunda (.vunze') go bad 83
- .vundu spoiled 83
- o.ku.vuga (.vuze') drive |
- o.ku.vunjisa' make change |
- (o.mu.vuzi) (MU-BA) driver |

#### w
- .wa' (.wadde) give 32
- .wa' where? 91
- wala far 37
- o.mu.wala (3!) (MU-BA) girl 37
- .wale (sg. + pl. are empale) (N) knickers, trousers, drawers, shorts 32
- 'wali' there 44
- o.ku.wandiika (.wandiise') write 38
- a.ma.wanga (LI-MA) tribe, nation 38
- (sg. [e.g.gwanga]) wangi answer to a call 6
- 'wano' here 48
- .wanvu (3!) long, tall, high 77
- o.bu.wanvu (3!) (BU) height, length 91
- o.ku.wera (.weze') reach a number 85
- o.ku.werekera+ko (.werekedde-ko) escort on way; see off 85
- e.wiiki (N) week 85
- mu.wogo (MU) cassava 78

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LUGANDA BASIC COURSE

o.ku.woomera (.woomedde) be tasty for (someone) 85
o.ku.wona to get healed, to get cured
o.ku.wonya' heal, cure
o.ku.wwulira (.wulidde) hear 77
o.ku.wwuliriza (.wulirizza) listen 59
e.wuuma (N) fork
o.ku.wwummula (.wummudde) rest 24
a.ka.wunggezi (KA-BU) evening 40

Y

o.ku.yamba (.yambye') help 85
ye he, she 3
yee yes 5
.yeera see under .era

o.ku.yiga (.yize') learn 23

e.ky.o.ku.yiga (KI-BI) lesson 44
o.ku.yigiriza (.yigirizza) teach 54
o.ku.yimba (.yimbye') sing 79
o.ku.yimirira (.yimiridde) stand 56
o.ku.yingira (.yingidde) enter 53
o.ku.yingiza' (.yingizza) cause to enter; let or put in 85
o.ku.yita (.yise') pass, call 48
o.ku.yitayita (.yiseyise) pass about, all about 81
o.ku.yitibwa (.yitiddwa) be called 42
o.mu.yizi (MU-BA) student 77
.yoza see under .oza

a.ma.yumba (MA) large building(s)

Z

o.mu.zadde (MU-BA) parent 72
o.ku.zaalira (.zaalidde) bear a child for or at 49
o.ku.zannya (.zannye') play 24
e.ki.zannyairo (KI-BI) playing field
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<td>a.mau.zzi (MA)</td>
<td>water</td>
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<td>o.mau.zigiti (MU-MI)</td>
<td>mosque</td>
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<td>o.mau.zigo (MU-MI)</td>
<td>butter</td>
<td>87</td>
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<td>au.mau.zima (MA)</td>
<td>truth</td>
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<td>o.kau.zimba (zimbye)</td>
<td>build</td>
<td>38</td>
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<tr>
<td>e.ki.zimbe (KI-BI)</td>
<td>a building</td>
<td></td>
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<tr>
<td>o.bu.zimbi (BU)</td>
<td>building</td>
<td>42</td>
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<td>e.ki.zinga (KI-BI)</td>
<td>island</td>
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<td>o.mau.zungu (MU-BA)</td>
<td>a European</td>
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