This "Luganda Basic Course" 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. It follows the method by which foreigners interact when they do not speak a common language: personal names and names of respective countries and cities are exchanged. Geographical directions and locations are mentioned, as well as other things that can be easily referred to (items of clothing, food and furniture). These types of activities occupy the first 21 lessons. Variations and vocabulary are practiced in pattern drills. Interspersed throughout the remaining lessons (there are 94 lessons in the text) are dialogs and monologs. Pattern drills, questions, pronunciation exercises, dictations, variations on the dialogs, and glossaries are employed throughout. Kinship charts and a glossary are appended. (DO)
LUGANDA

BASIC COURSE

This work was compiled and published with the support of the Peace Corps.

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1968

DEPARTMENT OF STATE
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 Jo 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. V. Ndaowa; 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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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: [òkùtá] 'to go' vs. [òkùttá] 'to kill'; [òkùlímá] 'to cultivate' vs. [òkùlùlímá] 'to spy'.

4. Only two of the tones occur in all positions in the word. These are high level ['] and low level [']: ['avá] 'he comes from' vs. ['bává] '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 ['alyá']

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

\[ \text{[**---**---]} \] \(^2\)

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: [báfuûmbá] 'they took' is [ba fu mba], and not *[ba fum ba]. Similarly, [ókúljá] 'to come' is [ó ku jjá] and not *[ó kuj ja]; [ókúllimá] 'to spy' is [ó ku lii ma] and not *[ó ku li i ma]. What we have represented by open space in these examples may appropriately be called 'natural syllaboid breaks'. These 'syllaboid breaks' do not coincide with what we may call 'analytical syllable boundaries'. These are drawn in such a way that a nasal is separated from a consonant that follows it: [m.ówá'] 'it is a dog', [èm.ówá'] 'dog', [bá.fûm.bá'] 'they cook'. Similarly, a double consonant is split in half: [ò kúj 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].

\(^2\)In 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 [b kћ lć lć] has two moras. Phonetically, it is [lćhć].

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: [âtěmâ] 'he cuts' plus [ćmhcît]3'tree' is [âtěmććmhcît].

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 [eddwâlir]3'hospital' we will write [eddwâlir], and what is phonetically [âgěé̩نة]3'he has gone' we will write [âgěé̩نة].

10. There are two rules which limit the length of syllables. One is that no syllable may have more than two moras. Thus in [êggwâŋa] '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 [âsôwyś]3'he has read', the last syllable of the isolated word is short. Before an enclitic, however, it receives the expected two moras: [âsomyeeko] 'he has read a little' (??!).

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

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

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

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

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

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

17. (4) After certain words and before the locative enclitics: [mábùbùzë] 'I have greeted them', [mábùbùzë-kâ]. (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 [lwa] 'hospital' always has its first mora marked; the same is true of the stem [buga] as in [ekibuga] 'town', or [embuja] '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: [Abadända] 'Baganda', but [Bagända] '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

4 What is written [lwa] is realized phonetically as [lwáá]; similarly what is written [ganda] is realized phonetically as [gáándá]. A mark on the second mora means that both moras have high tone; Luganda does not have rising tone *[ há] on either short or long syllables.
three moras, since the so-called monosyllabic stems all have two moras, and the prefix is one mora. It is also necessary to count initial [e] plus a nasal before a consonant as a single mora: [\textit{ènvùbù}] and [\textit{hvùbù}] both have four moras. Examples of marking changes for unmarked nouns with personal possessives are: [\textit{ekitabo}] 'book' becomes [\textit{ekitabo}_\textit{.}]; [\textit{kitabo}] 'book, it is a book' becomes [\textit{kitabo}_\textit{.}]; [\textit{ekizannyiro}] 'playing field' becomes [\textit{ekizannyiro}_\textit{.}]; with a monosyllabic stem, [\textit{enva}] 'relish' becomes [\textit{enva}_\textit{.}].

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: [\textit{ekkomera}] 'prison' becomes [\textit{ènsi} [\textit{ki}] 'what country?' but [\textit{ènsi} [\textit{yò}] 'your country'.

26. (3) A marked noun that does not normally have a mark on its last syllable is unaffected by personal possessives: [\textit{abaana}] 'children', [\textit{ekikompe}] 'cup', [\textit{obugagga}] 'wealth', [\textit{amapeesa}] 'buttons' and [\textit{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 [\textit{a}] (near past), [\textit{naa}] (near future), [\textit{li}] (general future), [\textit{kyà}] 'still', [\textit{ta}] (negative relative). The tense prefix [\textit{a}] of the far past and the negative [\textit{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 [\textit{naa}] 'not yet', [\textit{aaka}] 'just'. The prefix [\textit{andi}] 'might' has not been studied sufficiently to establish its underlying tonal characteristics. The suffixial element [\textit{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. 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 [asítùlá] 'he departs' and [ālyâ] 'he eats'. From the unmarked class are [āgēndá] 'he goes' and [āvá] '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 [ätūhsé] 'he has arrived', [ālūdā] 'he has eaten'. From the unmarked class are [āgēnhé] 'he has gone' and [āvūdā] '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 [báátûkâ] 'they arrived' and [báályâ] 'they ate'. In the unmarked class are [báāgēndâ] 'they went' and [báāvâ] '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: [ābâlyâ] 'those who eat', [ābâlābâ] 'those who see', [ābâlēêtâ] 'those who bring', [ābâwâlīrīzâbâwâlīrīzâ] 'those who keep listening'. In the unmarked class are [ābâsā] 'those who grind', [ābâsōmâ] '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: [āglîmbâ] 'he who cooks it'. NB [ya], in near past, consists of monophonic [y] plus the tense prefix. The combination counts as diphonic for the purposes of FX.

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

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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: [tèbàgóntzá₁] 'they haven’t gone' is of the unmarked class. Compare [tèbàtúúsè₁] 'they haven't arrived'.

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

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

2.2.3 Locating the junctures

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

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

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

Some Bantu words that could be interpreted as having internal[-] are [mùgó-bà₁] 'driver' and [mùsì-kà₁] 'heir'. These can also be interpreted as respectively [mùgóðâ₁] and [mùsìkâ₁].
Hyphen juncture is found after the tense prefix [li] (general future) when the verb stem is of the unmarked class. Hyphen juncture is also found between finite affirmative verbs and the locative enclitics: [kyè klsèèrà + ábáńtí + kyè báándíkírí-è-mù...] '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: [tèbákómà+wò] 'they don't come back', [òkùkómà+wò] 'to come back', [hpà+yò] 'give me!'

Plus juncture is also found after the proclitic [nga] 'like, as': what is written [ng’ólìdde] 'how you’ve eaten!' is pronounced [ngò+blíddè]. The same particle may be used with nouns: [ŋà+súkááll] '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:
      [báfrumbá + émmèrè] 'they are cooking emmere'.
   b) Between verb and infinitive:
      [bávaògàlá + ókúlyà] 'they want to eat'
   c) Between noun and adjective:
      [ámatvàlíríó + ámákálì] 'large hospitals'

(2) After negative verbs:
   [tèbálínà + mirímù + míŋl] 'they don't have many jobs';
   [tèbálínà + mlì + míŋl] 'they don't have many trees'.

(3) Between a noun and a relative verb: [ábáńtí + ábášíŋgà + őbùngí] 'most people' ('people who excel in number'); [ëbíbúga + ábášíŋgà + őbùngí] 'most towns'; [tebifa + kù báńtí + básíŋga + bungí] 'they don't concern most of the people'.
(4) In the object relative construction:
[èmmèrè + gyè bályà'] 'the food that they eat'.
[èbíjáňjáåló + byé básgúzè'] 'the beans that they bought'.

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

(6) In appositive constructions:
[mù kíǎåló + Måsìíndî] 'in the village of Masindi';
[mù kíbúgà + Kámpálå] 'in the city of Kampala'.

(7) Between a noun and the associative [na], if the noun itself is unmarked:
[èbíjáňjáåló + n'á-bínyóóbwå] 'the beans and the peanuts'
but [èbíląnyóóbwå / n'á-bíjáňjáåló] 'the peanuts and the beans'.

(8) Between a noun and a demonstrative of the [lå] series:
[èbląbúgà + bìrì] 'those towns'
[àbáňtù + bálì] 'those people'

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

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

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

(b) It may be some other word:
[blèũváñnyùmå / bályà' + èmmèrè]
'afterward, they eat emmere'.

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(c) It may be a more complex expression:

\[ \text{ngà ãyagàlà / ãbljàhjàlàdò / ãbljàlà} \]

'when he wants beans, he buys them'

\[ \text{ábbàntù / mú bỳálò / bákòlà + èmir-imù} \]

'the people in the villages work'

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

\[ \text{ábbàntù + mú bỳálò # èbyò / bákòlà + èmir-imù} \]

'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 [ŋgi] 'many', if the adjective lacks an initial vowel, and if any preceding verb is affirmative:

\[ \text{bálínlà + èmir-imù / miŋl} \]

'they have many jobs'

\[ \text{tàbálínlà + mir-imù + miŋl} \]

'they do not have many jobs'

\[ \text{ènkûbà / ãnyìngi} \] 'much rain'
\[ \text{ábbàntù / bàsàthù} \] 'three people'

(4) After [buli] 'each':

\[ \text{bùjì / lùnàkù} \] '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:

\[ \text{bàlyà} + ènvà'#] \] 'they eat relish'
\[ \text{ànàgùlùa + èntàmù'#} \] 'he will buy a pot'
\[ \text{bàgëñdà ãwàndègëyà #} \] '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:
\[
[\text{\textasciitilde}{\text{b\text{"a}n\text{\textasciitilde}t\text{"u}} # \text{b\text{"a}n\text{\textasciitilde}t\text{"o}}} \text{ 'these people'}
\]
\[
[\text{\textasciitilde}{\text{b\text{"a}n\text{\textasciitilde}t\text{"u}} # \text{\textasciitilde}{b\text{"a}\text{\textasciitilde}t\text{"o}}} \text{ 'the aforesaid people'}
\]

(3) Between a noun and [.onna'] 'all':
\[
[\text{\textasciitilde}{\text{b\text{"a}n\text{\textasciitilde}t\text{"u}} # \text{b\text{"o}n\text{\textasciitilde}n\text{"a}}} \text{ 'all people'}
\]

(4) Between a noun and [.kka'] 'alone':
\[
[\text{\textasciitilde}{\text{\textasciitilde}{\text{b\text{"a}m\text{\textasciitilde}n\text{\textasciitilde}t\text{"u}}} # \text{\textasciitilde}{\text{b\text{"e}k\text{\textasciitilde}k\text{\textasciitilde}a}}} \text{ 'the person alone'}
\]

(5) Before [n\text{\textasciitilde}a] 'when, if, as':
\[
[\text{\textasciitilde}{\text{\textasciitilde}{\text{b\text{"a}n\text{\textasciitilde}y}\text{\textasciitilde}m\text{\textasciitilde}n\text{\textasciitilde}y\text{\textasciitilde}a}} # \text{\textasciitilde}{\text{n\text{\textasciitilde}g\text{\textasciitilde}a}} \text{ b\text{"a}l\text{\textasciitilde}y\text{\textasciitilde}v\text{\textasciitilde}a}\text{'] 'they talked as they ate'}
\]
\[\text{or }[\text{\textasciitilde}{\text{\textasciitilde}{\text{b\text{"a}m\text{\textasciitilde}d\text{\textasciitilde}d\text{\textasciitilde}d}} # \text{b\text{"a}l\text{\textasciitilde}y\text{\textasciitilde}v\text{\textasciitilde}a}\text{'] 'they were eating'}
\]

(6) Before [nt\text{\textasciitilde}i] 'that':
\[
[\text{\textasciitilde}{\text{\textasciitilde}{\text{\textasciitilde}{\text{b\text{"a}g\text{\textasciitilde}m\text{\textasciitilde}b\text{\textasciitilde}a}}} # \text{\textasciitilde}{h\text{\textasciitilde}l\text{\textasciitilde}t\text{\textasciitilde}t\ldots}] \text{ 'he says that...'}
\]

2.2.4 Tonal behavior of certain particles

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

The connective [( )a'-]. 6 This particle is written [( )a] followed by word space in the standard orthography. When the noun that follows it has no initial vowel, the connective is unmarked, and is followed by [-] but not by word boundary: what is written [ntamu ya mulenzi]'it is the boy's pot' is pronounced [h\text{\textasciitilde}t\text{\textasciitilde}m\text{\textasciitilde}\text{\textasciitilde}m\text{\textasciitilde}u\text{\textasciitilde}y\text{\textasciitilde}a\text{\textasciitilde}m\text{\textasciitilde}u\text{\textasciitilde}l\text{\textasciitilde}n\text{\textasciitilde}n\text{\textasciitilde}z\text{\textasciitilde}i\text{\textasciitilde}] [	ext{\textasciitilde}h\text{\textasciitilde}t\text{\textasciitilde}m\text{\textasciitilde}m\text{\textasciitilde}u\text{\textasciitilde}y\text{\textasciitilde}a\text{\textasciitilde}m\text{\textasciitilde}u\text{\textasciitilde}l\text{\textasciitilde}n\text{\textasciitilde}n\text{\textasciitilde}z\text{\textasciitilde}i\text{\textasciitilde}].

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 [ekk\text{\textasciitilde}n\text{\textasciitilde}ge\text{\textasciitilde}l\text{\textasciitilde}e\text{\textasciitilde} y\text{\textasciitilde}'om\text{\textasciitilde}l\text{\textasciitilde}n\text{\textasciitilde}z\text{\textasciitilde}] 'the boy's bell' is pronounced [\text{\textasciitilde}{\text{e\text{\textasciitilde}k\text{\textasciitilde}k\text{\textasciitilde}n\text{\textasciitilde}g\text{\textasciitilde}l\text{\textasciitilde}e\text{\textasciitilde} y\text{\textasciitilde}6\text{\textasciitilde}m\text{\textasciitilde}u\text{\textasciitilde}l\text{\textasciitilde}n\text{\textasciitilde}z\text{\textasciitilde}i}]. Compare [\text{\textasciitilde}{\text{e\text{\textasciitilde}k\text{\textasciitilde}n\text{\textasciitilde}g\text{\textasciitilde}l\text{\textasciitilde}e\text{\textasciitilde} y\text{\textasciitilde}6\text{\textasciitilde}m\text{\textasciitilde}u\text{\textasciitilde}l\text{\textasciitilde}n\text{\textasciitilde}z\text{\textasciitilde}i}] '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-]: [n\text{\textasciitilde}a-m\text{\textasciitilde}l\text{\textasciitilde}n\text{\textasciitilde}z\text{\textasciitilde}] 'and the boy'; [n\text{\textasciitilde}a-m\text{\textasciitilde}w\text{\textasciitilde}a\text{\textasciitilde}] 'and the dog'.

6Here, ( ) stands for a required concordial prefix.
When the noun that follows the associative has an initial vowel, then the vowel of the associative is assimilated to the quality of the initial vowel of the noun. The second mora of the resulting syllable is marked, exactly as for the connective. The [-] again stands immediately before the stem: what is written [emméeza n'entebel] 'the table and the chairs' is pronounced [emméézá / néñ-ťěbè].

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'atusomesal] 'is the one who teaches us' is pronounced [yààttússómëšà], and the monophonic subject prefix [a] is unmarked; in [bèebásómë] '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 [yààssómëšà]; compare, with diphonic subject prefix [ba], [gyè báfûmbà] '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: [èmmerè + gyè báfûmbà] 'the food that they are cooking'; [amátòóké + gé báfûmbà] '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
syrables 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: [əbɒntu], [əkɪtɒbó], [kitábó], [ámalmálíró].

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: [ákágála + őkúlíma + ámátóké] 'he wants to cultivate bananas'; [ákágála + őkúlíma + můwogo] 'he wants to cultivate cassava'; [ákágála + őkúlyá + můwogo] 'he wants to eat cassava'; [ámatóké # əgó # gůhná''] 'all those bananas'.

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

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

(a) The first form of DR operates between words (i.e. in the presence of word boundary). If two marked moras are separated by [+ / #] and word boundary, then the second is noticeably lower in pitch than the first. The second still has high, and not low tone, however: [túbá' # tůgehá...], [bálíná bálúgú / múŋl] [--- --- --], 'they have many yams'; [ťebálíná + bálúgú + múŋl] [--- --- --], '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: [waŋdēgyá #] (a place); [bátándísé' #] 'they have begun'; [bátándísé' + őkůkálá] 'they have begun to work'; [ábbáŋgá#] 'period of time'; [bbáŋgá + ǧgwaŋwá'] '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 [òmusérifikálá] 'policeman'; [Á-mérèkà] 'America'; [ámakómérà'] '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 [′]: [ðokəla-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>
</tr>
</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 [a_]: MM/FM

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

<table>
<thead>
<tr>
<th>CV'</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yásâ', yáguşâ'</td>
<td>tèyásâ', tèyáguşâ'</td>
<td></td>
</tr>
<tr>
<td>báásâ', bááguşâ'</td>
<td>tèbaásâ', tèbááguşâ'</td>
<td></td>
</tr>
<tr>
<td>èyásâ', èyáguşâ'</td>
<td>àtáásâ', àtááguşâ'</td>
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</tr>
<tr>
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<td>àbátàásâ', àbátàáguşâ'</td>
<td></td>
</tr>
<tr>
<td>yàlyâ', yágyúlyâ'</td>
<td>tèyàlyâ', tèyágyúlyâ'</td>
<td></td>
</tr>
<tr>
<td>báályâ', báágyúlyâ'</td>
<td>tèbaályâ', tèbáágyúlyâ'</td>
<td></td>
</tr>
<tr>
<td>èyályâ', èyágyúlyâ'</td>
<td>àtáályâ', àtáágyúlyâ'</td>
<td></td>
</tr>
<tr>
<td>àbályâ', àbáágyúlyâ'</td>
<td>àbátàályâ', àbátàágyúlyâ'</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CVCV</th>
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</table>

The stems used in these examples are [sa'] 'grind', [lya'] 'eat', [gula] 'buy', [laba] 'see', [kweka] 'hide', [leeta] 'bring'.
### LUGANDA BASIC COURSE

<table>
<thead>
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<th>CV'</th>
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**Near Past Tense [a ye’]: FX/MM**

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

xxvi
<table>
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<tr>
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<tbody>
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</table>
**LUGANDA BASIC COURSE**

| `yaleese'`, `yaguleese'` | `teyaleese'`, `teyaguleese'` | `baaleese'`, `baaguleese'` | `tebaaleese'`, `tebaaguleese'` |
| `eyaleese'`, `eyaguleese'` | `ataaleese'`, `ataaguleese'` | `abaaleese'`, `abaaguleese'` | `abataaleese'`, `abataaguleese'` |

**Perfective Tense:** ["ye"] \{ FX | FM | MX \}

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

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### LUGANDA BASIC COURSE

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**LUGANDA BASIC COURSE**

**Present Tense:**

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(i.e. FF for affirmative indicative, FX for affirmative relative, FM for all negative)
## LUGANDA BASIC COURSE

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<tr>
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|                | akweka, agukweka           | atakweka, atagukweka         |
|                | abakweka, abagukweka       | abatakweka, abatagukweka     |

|                | aleeta, aguleeta            | taleeta, taguleeta            |
|                | baleeta, baguleeta          | tebaleeta, tebaguleeta        |

|                | aleeta, aguleeta            | ataleeta, ataguleeta          |
|                | abaleeta, abaguleeta        | abataleeta, abataguleeta      |

| 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  \[ \text{FF} \] FM (i.e. FM for all except affirmative indicative)

(In form, these negatives are negative subjunctive)

<table>
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</table>

General Future Tense [li] (i.e. unmarked class has juncture but no word boundary in affirmative indicative and in all negative)

| CV:         | ali-sa' , ali-gusa' | tali-sa' , tali-gusa' |
|            | bali-sa' , bali-gusa' | tebali-sa' , tebali-gusa' |
|            | alisa' , aligusa' | atali-sa' , atali-gusa' |
|            | abalisa' , abaligusa' | abatali-sa' , abatali-gusa' |
|            | alirva' , aligulya' | talirva' , taligulya' |
|            | balirva' , baligulya' | tebalirva' , tebaligulya' |
|            | alirva' , aligulya' | atalirva' , ataligulya' |
|            | abalirva' , abaligulya' | abatalirva' , abataligulya' |
**LUGANDA BASIC COURSE**

**CVCV:**
- ali-gula, ali-gugula
- bali-gula, bali-gugula
- aligula, aligugula
- abaligula, abaligugula

**CVVCV:**
- ali-kweka, ali-gukweka
- bali-kweka, bali-gukweka
- alikweka, aligukweka
- abalikweka, abaligukweka

**cf. longer stems:**
- abatalitandika (neg. rel. marked class)
- abalitandika (aff. rel. marked class)
Subjunctive: [e] M/FM

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

CV°

ase', aguse'
base', baguse'

alye', agulye'
balye', bagulye'

agule', agugule
bagule', bagugule

alabe', agulabe
balabe', bagulabe

akweke', agukweke
bakweke', bagukweke

aleete', aguleete
baleete', baguleete
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.)
1. 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**

<table>
<thead>
<tr>
<th>Erinnya lyo / ggw'ani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erinnya lyange / nze #</td>
</tr>
</tbody>
</table>

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.ru.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.nnya (LI-MA)</td>
<td>name</td>
</tr>
<tr>
<td>anig'</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; Olwomukaaga; Olwassabbiiti.
C. emu__; bbiri; ssatu; nnya__; ttaano; mukaaga; musanvu; munaana__; mwenda__; kkumi.
LESSON 2

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

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

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

4. Point to one of the students and say:

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

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

5. Ask the question:

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

   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 lyo / ye ____].

Summary:

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

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)o 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] to 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 [Avaw]?]. The student says [Omuntu # ono / ava'wa?]. Say [Nva'wa?]. The student says [Nze/nva'wa?], and so on.

Summary:

(Ggwe) / ova'wa?
(Nze) / :"a" mu _____.
Omuntu # ono / ava'wa?
Ye / ava' mu _____.

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

The vowel of the stem [va'] 'go or come from' is long before [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

**.va' (.vudde)**  
come or go from

**wa?'**  
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. ebuwanjuba; ebugwanjuba; amambuka; amaserengeta.

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

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

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

1. Teach the students to pronounce [Simanyi.]

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

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

   Have him reply [Simanyi.]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaseregeta.
B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna_; Olwokutaano; Olwomukaaga; Olwassabbiti.
C. emu_; bbiri; ssatu; nnya_; ttaano; mukaaga; musanvu; munaana'; m\_nda'; kkumi.
LESSON 5

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

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

   Repeat the process with all students.

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

   Repeat this with each student.

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

5. Teach the students to pronounce:
   
   ssi.

6. Get the students to ask you whether your name is _____. As soon as someone asks the wrong name, reply:
   
   Nedda, erinnya lyange / ssi + nze # ____.

   Teach the students to pronounce this sentence.

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

   Erinnya lyange / nze # _____.

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

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

Summary:

Erinnya lye / ggwe ____?
\(\text{Nedda, erinnya lyange} / \text{ssi + nze} \ldots\).
\(\text{Yee, erinnya lyange} / \text{nze} \ldots\).
Erinnya ly'o-muntu # ono / ye ____?
\(\text{Nedda, erinnya lye} / \text{ssi + ye} \ldots\).
\(\text{Yee, erinnya lye} / \text{ye} \ldots\).

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

Glossary:

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

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

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. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
B. Olwokusoooka; Olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiti.
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:
   
   [Image of four icons with names: 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.

   Ooo! Bwe kiri? Oh, is that so?

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna; Olwokutaano; Olwomukaaga; Olwassabbiiti.
C. 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]:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>siva'</td>
<td>don't come from</td>
</tr>
<tr>
<td>tova'</td>
<td>you (sg.) don't come from</td>
</tr>
<tr>
<td>tava'</td>
<td>he/she doesn't come from</td>
</tr>
</tbody>
</table>

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

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.
B. Olwokusooka; olwokubiri; Olwokusatu; Olwokuna'; Olwokutaano; Olwomukaaga; Olwassabbiiti.
C. emu'; dbiri; 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 [ensil].

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].
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. ebugwanjuba; amambuka; amaserengeta.
B. Olwokusooka; Olwokubiri; Olwokusatu; Olwokuna;
   Olwokutano; Olwomukaaga; Olwassabbiiti.
C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga;
   musanvu; munaana'; mwenda'; kkumi.
Optional vocabulary:

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

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

SCHOOL: **Names of actors:**

<table>
<thead>
<tr>
<th>Ani oyo?</th>
<th>Who is that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mukulu wa ssomero.</td>
<td>It's the headmaster.</td>
</tr>
<tr>
<td>Musomesa.</td>
<td>It's a teacher.</td>
</tr>
<tr>
<td>Mugenyi.</td>
<td>It's a visitor.</td>
</tr>
<tr>
<td>Muzadde.</td>
<td>It's a parent.</td>
</tr>
<tr>
<td>Muyizi.</td>
<td>It's a student.</td>
</tr>
</tbody>
</table>

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

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

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

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

HOSPITAL: **Names of actors.**

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

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

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

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

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

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

5. SUBSTITUTION-CORRELATION DRILL

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

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

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

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

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+ki%], 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. serengeta (MA) south
e. bu. va. njuba (BU) east
e. bu. gwa. njuba (BU) west
o. bu. kiiika' (BU) side, direction
.a. (linking element) of
Sample of free conversation:

A: Erinnya lyo ggw'ani? Ggwe Kamya?  
    What's your name? Are you Kamya?
B: Nedda ssi nze Kamya, nze Mukasa.  
    No, I am not Kamya, I am Mukasa.
A: Ova wa?  
    Where do you come from?
B: Nva Kkongo.  
    I come from the Congo.
A: Oli musomesa, muyizi, musawo oba musirikale?  
    Are you a teacher, a student, a doctor or a policeman?
B: Ndi musuubuzi.  
    I am a merchant.
A: Ooo, bwe kiri?  
    Is that so?
B: Yee, bwe kiri.  
    Yes, it is so.
1. Teach the students to pronounce:
   - Buganda
   - Bunyoro
   - Busoga
   - Bugisu
   - Kigezi
   - Tteeso (Teso)
   - Acholi
   - Lâŋgô (Lango)
   - Ankole
   - Ttooro (Toro)

2. Have a student ask you [Bunyoro / kibuga?]
   Reply: [Nedda, Bunyoro / ssì kibuga; nsì'.]

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

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

5. Ask [_____ kibuga, oba / nsì'?].

6. Teach the students to say:
   - Kigezi / eri mu maserengeta ga Uganda.
   - Bugisu / eri mu bugwanjuba bwa Uganda.
   etc.

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

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

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

Mbarara / kibuga, ofr 'nsi'?
'Is Mbarara a town, 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 [k] and [e]. Concerning concord classes, see Ashton, p. 23-4; On subject prefixes, see Ashton, p. 32 and corresponding parts of the chapters on other classes; Chesswas, par. 17 and corresponding parts of chapters on other classes; also the folding chart at the end of Chesswas.

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

A. ebuvanjuba; ebugwanjuba; amambuka; amaserengeta.

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

C. emu'; bbiri; ssatu; nnya'; ttaano; mukaaga;
musanvu; munaana'; mwenda'; kkumi.
LUGANDA BASIC COURSE

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.
Mmeza. 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.
- Ssaaii. It's a shirt.
- etc.

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

HOSPITAL: Things

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

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

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

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

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

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

1. Have a student ask you \([\text{Kampala} / \text{kiri mu Bunyoro?}]\).
   
   Reply: \([\text{Nedda, Kampala} / \text{teki-ri + mu Bunyoro, naye / kiri mu Buganda.}]\).
   
   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. \(\text{mu Buganda.}\)
   
   b. \(\text{Kiri mu Buganda.}\)
   
   c. \(\text{Naye / kiri mu Buganda.}\)
   
   d. \(\text{Teki-ri + mu Bunyoro, naye / kiri mu Buganda.}\)
   
   e. \(\text{Kampala / teki-ri + mu Bunyoro, naye / kiri mu Buganda.}\)

3. Have a student ask you \([\text{Kigezi / eri mu Kkongo?}]\)
   
   Reply: \([\text{Nedda, Kigezi / te-ri mu Kkongo, naye / eri mu Uganda.}]\)
   
   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 \([\text{Tororo / kiri mu maserengeta ga Uganda?}]\)
   
   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 \([\text{naye}]\) 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 ['where am I?'] and ['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 ['where is the pencil?']

'Eri wano. It's here.
Eri wali. It's over there.
Eri ku mmezeza. 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 ['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 ['where is the suitcase?']

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

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

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

Ali mu ffumbiro. He's in the kitchen.
Ali mu katale. He's at the mark :
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 Wengoye ali wag?]
'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.
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).
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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)

3lossary:

   .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: Ëkýáli nnýngì. or: Ëkýáli.
   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 [Agaffaayon etc. to those greetings.

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

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

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

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

[Naawe] and you
LESSON 17

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

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

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

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

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

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

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

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

<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:

| Ndi (Mungereza)? | Nedda, to-li + (Mungereza). |
| Oli (Mungereza)? | Nedda, si-ri + (Mungereza). |
| Omuntu # ono / (Mungereza)? | Nedda, ssi + (Mungereza). |

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

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

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         |
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 (Baa-mereka)?</th>
<th>Yee, ffe / tuli + (Baa-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 / (Baa-mereka)?</td>
<td>(Yee, (Baa-mereka)).</td>
</tr>
<tr>
<td></td>
<td>(Nedda, ssi + (Baa-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:

ffel 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 [mmwe], 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, siteddede.
   
   (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 [Ogesta 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.
1. Teach the students to say the following sentences. They will wonder about their meanings.

- Mbeera ne ____________.
- Mbeera ne ____________.
- Mbeera kumpi + ne _____.
- Mbeera + wala ne _____.
- Mbeera # nzekka°.

   Fill these blanks with names of members of the class.

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 [Obeerawaf]. 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>_____ abeera mu Boston?</th>
<th>Nedda, tabeera + mu Boston.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ggwe / abeera 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>Ffe / tudeera mu Boston?</td>
<td>Nedda, temubeera + mu Boston.</td>
</tr>
<tr>
<td>Mmwe / mubeera mu Boston?</td>
<td>Nedda, tetubeera + mu Boston.</td>
</tr>
<tr>
<td>__ ne __/babeera mu Boston?</td>
<td>Nedda, tebabeera + mu Boston.</td>
</tr>
</tbody>
</table>
6. Use the following table in the same way as in Step 5.

<table>
<thead>
<tr>
<th></th>
<th>abeera # yekka?</th>
<th></th>
<th>Yee, abeera # yekka.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ggwe / obeera # wekka?</td>
<td></td>
<td>Yee, mbeera # nzekka.</td>
</tr>
<tr>
<td></td>
<td>Nze / mbeera # nzekka?</td>
<td></td>
<td>Yee, obeera # wekka.</td>
</tr>
<tr>
<td></td>
<td>A ne B / babeera # bokka?</td>
<td></td>
<td>Yee, babeera # bokka</td>
</tr>
<tr>
<td></td>
<td>Mmwe / mubeera # mmwekka?</td>
<td></td>
<td>Yee, tubeera # ffekka.</td>
</tr>
<tr>
<td></td>
<td>Ffe / tubeera # ffekka?</td>
<td></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?  Madam, what's your name?
A: Erinnya_lyange / nze # Mary.  My name is Mary.
B: Mary?  Mary?
A: Mmm.  Mmm.
B: Ova'-wa'/  Where do you come from?
A: Nva' mu A-mereka.  I come from America.
B: Ova' mu A-mereka?  You come from America?
A: Mmm.  Mmm.

The word [maama] is used in respectful address to women. Here and elsewhere, however, some speakers will prefer to use [nyabo] 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
Mama, erinnya lyo / ggwa'ani

Mary
nze
Nze # Mary.

lyange
erinnya lyange
Erinnya lyange / nze # Mary.

wa'
ova'
Ova' - wa'

A-mereka
mu
mu A-mereka
Nva' mu A-mereka.

A-mereka.
mu A-mereka
ova'
Ova' mu A-mereka?

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

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

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

5. **Grammatical development.**

   A. **Possessive pronouns.**

   Have the students read these possessive phrases aloud after you.

   1. 2. 3.  

   erinnya  erinya  lyo  erinya  lyange  
   ekibuga  ekibuga  kyo  ekibuga  kyangye  
   ensi'  ensi'yo  ensi'yangye  

   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 # a] 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.
   - Ndyə' + ekyan'ya'.
   - Djenda mu kibiina'.
   - Njiga + Oluganda'.
   - Nva' mu kibiina'.
   - Nzira + eka'.

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

4. Have a student ask you:
   - Okola-ki?

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

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


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

8. Use the name of a member of the class. Teach the students to say:
   - ________ / agolokoka.
   - Oluvannyuma / ayambala.
   - Oluvannyuma / alya + ekyan'ya'.

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

9. Use the question [Oluvannyuma / akolakl Y1] 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' + ekyenkya'?
S: Yee, oluvannyuma / ndya' + ekyenkya'. 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' + ekyenkya'.
S: Yee, olya' + ekyenkya'? 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).
LUGANDA BASIC COURSE

Glossary:

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

The expression [lw‘o-kugolokóká] 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.

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

5. In the same way, ask [____ alya' + ekyemisana'. Oluvannyuma / akola-kiʃ'] and [____ ne ____ balya' + 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'ó-kugolokoka / okola-kiʃ'] and have a student reply [Nnyambala]. Ask [Oluvannyuma lw'ó-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'ó-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:

- .za nya (.zannye·) play
- .w ummu la (.wummudde) rest
- .na a ba (.naabye·) bathe
- .ny u m y e (.nyumizza) talk
- .ee baka (.eebase·) go to sleep
- e.ky.e.ka.ro (KI-BI) evening meal
- e.ky.e.mi.sana (KI-BI) noonday meal
- mu.kw ano (MU-MI) friend
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 builds

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

B: Erinnya lyo / ggw'ani

What's your name?

Nnakafeero
I am Nnakafeero
my name

Nnakafeero
nze # Nnakafeero
erinnya lyange

My name is Nnakafeero.

Kyaddondo
I come from over at Kyaddondo

eye / Kyaddondo
and

Nva' # eye / Kyaddondo.

And I come from over at Kyaddondo.

era

Era / nva' # eye / Kyaddondo.

Ova Kyaddondo?
do you come from Kyaddondo

Ooo!
Oh!

B: Ooo! Ova' Kyaddondo?

Ooo. You come from Kyaddondo?

ssebo
sir

yee
yes

A: Yee ssebo.

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

A: Ndi Muganda.

wa /
ogenda
nyabo
nyabo / ogenda-wa /
kaakati

B: Kaakati / nnyabo / ogenda-wa /

Masaka
eyo / Masaka
ogenda

A: Kaakati / ogenda # eyo / Masaka, bange
bakadde
ku
ku bakadde bange
kulaba
kulaba + ku bakadde bange.

B: Ooo!

A: Mmm.

ddi
Oliبدا

B: Oliبدا ddi/

Hoima
Munna-
Munna-hoima
Oli Munna-hoima
Hoima
of
of Hoima
you are of Hoima

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.

Mmm.

when
you'll return

When will you return?
Lwokubiri
ku Lwokubiri

Tuesday
on Tuesday

I am going

A: Dmünda kukoça+wo + ku Lwokubiri. I am going to return on Tuesday.

Glossary:

ba.kadde (MU-BA) parents
e.yo (demonstr.) there
.1aba (.lahye') 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?
Obeera-wa?
Oli Muganda?

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

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

Some additional short sentences for use in this way are:

Njenda Kyaddondo.
Tugenda Hoima.
Mbeera Kampala.

C. mikwano  mikwano_gyo  Mikwano_gyo / babeera-wa?
bakadde  bakadde_bo  Bakadde_bo / babeera-wa?

NB [Mikwano] '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:

```
I

0=11
```

3. Point to the first dot and say [essaawa / emul]. 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:

.meka? how many?
e.s.sawa (N) hour, watch, clock
e.mu. one
bbiri two
ssatu three
nnya four
ttaano five
mukaaga six
musanvu seven
munaana eight
mwenda nine
kkumi ten
kkumi / n'emu eleven
kkumi / na bbiri twelve
LESSON 27

1. Perform one of the actions in Lessons 23-24. For example, pretend you are studying Luganda. Have a student ask you [Oyambala?]. Reply [Nedda, sambala; njiga Luganda.] Ask a student [Oyambala?]. He should reply [Nedda, sambala; njiga Luganda.].

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

3. Ask [Tugoldkoka + essaawa / musanvu?]. Students should answer [Nedda, tetugolokoka + ssawa/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 + kyanka</td>
</tr>
<tr>
<td>agenda mu kibiina</td>
<td>Tagenda + mu kibiina</td>
</tr>
<tr>
<td>ayiga + Oluganda</td>
<td>Tayiga + 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 + ekykiro'</td>
<td>Talya + kyakiro'</td>
</tr>
<tr>
<td>yeebaka</td>
<td>Teyebaka</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 [lyaˑ] in [tályáˑ] is low while the stem tone of [táváˑ] is high falling. The first low tone in [tágólókóká] is on the fourth syllable, while in [táyámbálá] it is on the third. This can be quite bewildering. The alternatives are to give up entirely on trying to master verb stem tones, or to learn about the underlying regularities as they are described in the Synopsis.

Optional Vocabulary: ACTIONS

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

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

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

In the same way, introduce the following:

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

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

PUBLIC TRANSPORT: Activities

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

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

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

FOOD: Activities

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

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

Go through these activities yourself. Ask [Nmola 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 kyanyakya, 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.
LESSON 28

1. Familiarization with the sound of the dialog.

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

2. Pronunciation buildups.

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

   A: ssebo sir
    gw' # ani + ssebo% you are who sir?
    erinnya lyo your name

   A: Erinnya lyo / gw' # ani + ssebo% What's your name, sir?
    Mukasa
    nze # Mukasa
    erinnya lyange

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

   A: Ooo. Ooo.
    gw' # ani?
    erinnya lyo / gw' # ani? you're who?
    maama your name you're who?

   B: Maama / erinnya lyo / gw' # ani? Madame, what's your name?
    nze # Joan
    I am Joan

   A: Ervange / nze # Joan. My name is Joan.

   B: Ooo, Joan? Ooo, Joan?

   B: Mmm. Mmm.
eryo
erinnya + zzungu
ngl+erinnya + zzungu # eryo!

Oli Muzungu.

B: Ooo! Oli Muzungu; ngl+erinnya + zzungu # eryo!

Mwa-mereka

A: Ndi Mwa-mereka.
B: Oli Mwa-mereka?
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

'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'].

75
1. Point to the clock. Go through conversations like the following:

T (pointing to clock): Essaawa / mmeka # kaakati/
S: Essaawa / munaana'.

T: Tukola-ki # essaawa / omunaana'.
S: Essaawa / omunaana' / tudda + mu kibiina'.

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

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

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

T (pointing to clock): Essaawa / mmeka # kaakati/
S: Essaawa munaana'.

T: Twebaka / essaawa / munaana' /
S: Nedda, tetwebaka + ssaawa / munaana'.

T: Twebaka / essaawa / mmeka?
S: Twebaka / essaawa / ttaano.
To the student:

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

1. **Pronunciation practice:**

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

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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
<th>Time</th>
<th>Time</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30</td>
<td>5:25</td>
<td>12:35</td>
<td>7:45</td>
<td>2:00</td>
</tr>
<tr>
<td>4:05</td>
<td>5:30</td>
<td>12:40</td>
<td>7:50</td>
<td>2:05</td>
</tr>
<tr>
<td>4:10</td>
<td>11:30</td>
<td>6:40</td>
<td>1:50</td>
<td>3:00</td>
</tr>
<tr>
<td>4:25</td>
<td>11:35</td>
<td>6:45</td>
<td>1:55</td>
<td>9:30</td>
</tr>
</tbody>
</table>

Glossary:

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

   **LUGANDA TUNNEL COURSE**

   **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.

   ```luganda
   ggw' # ani + ssebo?  you're who, sir?
   A: Erinnya lyo / ggw' # ani + ssebo? What's your name, sir?
   nze # Mukasa  I am Mukasa
   B: Erinnya lyange / nze # Mukasa. My name is Mukasa.
   ludda
   ludda+wa?  direction
   ewamwe
   ewamwe / ludda+wa? what direction
   your home
   your home is in what direction?
   A: Ggwe Mukasa? Ewamwe / ludda+wa?
   n'e Kampala  You're Mukasa? Where is your home?
   kumpi / n'e Kampala
   awo
   Kyebando
   ewaffe / Kyebando
   B: Ewaffe / Kyebando # awo /
   kumpi / n'e Kampala.
   ```
ssebo
mulumu+ki'
sir
what kind of work
you do
you do what kind of work
A: Okola + mulimu+ki+ssebo'
Kibuli
ly'e Kibuli
mu ssomero ly'e Kibuli
nsomesa
What's your occupation, sir?
B: Mmm nsomesa mu ssomero ly'e
Kibuli.
kya kumeka'
of how many
mu kibiina'
in class
mu kibiina' kya kumeka?
in what class
osomesa Kibuli
you teach at Kibuli
A: Osomesa Kibuli + mu kibiina'.
kya kumeka'
of how many
omusanvu
seven
eky' o-musanvu
seventh
B: Mu kibiina' + ky' o-musanvu.
mu kibiina' in class
bameka'
how many
abana / bameka'
how many children?
olina
you have
A: Olina + abaana / bameka + mu
kibiina' / in the class?
ataano
How many children do you have
amakumi / ataano
five
kumpi / amakumi / ataano
five tens
nnina + abaana
almost five tens
B: Nnina + abaana / kumpi / I have children
amakumi / ataano.
ninna + abaana
I have almost fifty children.
A: Ooo!
B: Mmm.
To the student:

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

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

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

Glossary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>lu.dda</td>
<td>(LU-N) direction, side</td>
</tr>
<tr>
<td>o.mu.limu</td>
<td>(MU-MI) work</td>
</tr>
<tr>
<td>o.mu.somesa</td>
<td>(MU-BA) teacher</td>
</tr>
<tr>
<td>e.s.somero</td>
<td>(LI-MA) school</td>
</tr>
<tr>
<td>.somesa'' (.somesezza)</td>
<td>teach</td>
</tr>
</tbody>
</table>

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 + exy'ó-kúsóóká.  erinnya + èry'ó-kúsóóká.
bbiri '2'  mu kibiina + exy'ókubirí.  erinnya + èry'ókubirí.
ssatu '3'  mu kibiina + exy'ókúsatu.  erinnya + èry'ókúsatu.
nnya '4'   mu kibiina + èry'ókúná.  erinnya + èry'ókúná.
ttaano '5' mu kibiina + exy'ókutààno.  erinnya + èry'ókutààno.
mukaaga '6'  mu kibiina + exy'ómúkàiąàgá.  erinnya + èry'ómúkàiąàgá.
musanvu '7'  mu kibiina + exy'ómúsàñvú.  erinnya + èry'ómúsàñvú.
munaana '8'  mu kibiina + exy'ómùnàánà.  erinnya + èry'ómùnàánà.
mwenda '9'  mu kibiina + exy'ómwénda.  erinnya + èry'ómwénda.
kkumi '10'  mu kibiina + exy'ókkúmì.  erinnya + èry'ókkúmì.

B

Ekibiina'kyammwe / kiri ludda+wá

Ekyaffe / kiri # wano.

Ekhyammwe / kiri ludda+wá

(Go through the same three-line dialog using the following in place of [ekibiina]: [essomero, omusomesa, bakadde, mikwano, omulimu, omwana, abaana].)
LESSON 32

1. **Pronunciation practice:**

   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>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiki</td>
<td>what</td>
</tr>
<tr>
<td>e.s.saati</td>
<td>shirt</td>
</tr>
<tr>
<td>e.ki.teeteeyi</td>
<td>skirt, dress</td>
</tr>
<tr>
<td>e.n.ku(u)fiira</td>
<td>hat(s)</td>
</tr>
<tr>
<td>e.n.gatto</td>
<td>shoes(s)</td>
</tr>
<tr>
<td>e.k.kalaamu</td>
<td>pencil(s)</td>
</tr>
<tr>
<td>o.lu.ggi</td>
<td>door</td>
</tr>
<tr>
<td>e.d.dirisa</td>
<td>window</td>
</tr>
<tr>
<td>(e.m.pale)</td>
<td></td>
</tr>
<tr>
<td>e.n.wale</td>
<td>trousers</td>
</tr>
<tr>
<td>e.ki.tabo</td>
<td>book</td>
</tr>
<tr>
<td>e.m.meeza</td>
<td>table</td>
</tr>
<tr>
<td>e.n.tebe</td>
<td>chair</td>
</tr>
<tr>
<td>o.lu.baawo</td>
<td>board</td>
</tr>
<tr>
<td>e.n.nonii</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.
LESSON 33

1. Take your shoe off and put it on. Do this several times. Each time as you are putting it on, say [Nnyambala + engatto.]. Let the students practice saying it with you.

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

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

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

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

6. Have individual students 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</th>
<th>Response from student</th>
</tr>
</thead>
<tbody>
<tr>
<td>or first student</td>
<td>student</td>
</tr>
<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>
### LUGANDA BASIC COURSE

<table>
<thead>
<tr>
<th>Cue from teacher or first student</th>
<th>Response from student</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. A</td>
<td>C</td>
</tr>
<tr>
<td>6. C</td>
<td>A</td>
</tr>
<tr>
<td>7. B</td>
<td>D</td>
</tr>
<tr>
<td>8. D</td>
<td>B</td>
</tr>
</tbody>
</table>

Ayambala. Ayambadde.
Bambala. Bambadde.
Allya' + ekyenkya'. Alidde + ekyenkya'.
Ballya' + ekyenkya'. Balidde + ekyenkya'.
Agenda + mu kibiina'. Agenze' + mu kibiina'.
Bagenda + mu kibiina'. Bagenze' + mu kibiina'.
Ava' + mu kibiina'. Avudde + mu kibiina'.
Bava' + mu kibiina'. Bavudde + mu kibiina'.
Adda + eka'. Azze + eka'.
Badda + eka'. Bazze + eka'.
Awummula. Awummude.
Bawummula. Bawummude.
Yeebaka. Yeebase.
Beebaka. Beebase.

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

A

<table>
<thead>
<tr>
<th>A</th>
<th>B to A</th>
<th>A to B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndy'a' + ekyenkya'.</td>
<td>Olidde ekyenkya'?</td>
<td>Ndide + ekyenkya'.</td>
</tr>
<tr>
<td>Djenda + mu kibiina'.</td>
<td>Ogenze mu kibiina'</td>
<td>Djenze + 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>
### LUGANDA BASIC COURSE

**A**
- Tugolokoka.
- Twambala.
- Tulya’+ ekyenkya’.
- Tugenda mu kibiina’.
- Tuyiga + Oluganda.
- Tuva’ + mu kibiina’.
- Tudda + eka’.

**B to A**
- Mugolokose?
- Mwambadde?
- Mulidde ekyenkya?
- Mugenze mu kibiina?
- Muyize Oluganda?
- Muvudde mu kibiina?
- Muzze eka?

**A to B**
- Tugolokose’.
- Twambadde.
- Tulidde + ekyenkya’.
- Tugenze’ + mu kibiina’.
- Tuyize’ + Oluganda.
- Tuvudde + mu kibiina’.
- Tuzze + eka’.

**A**
- Alya’+ ekyemisana’.
- Adda + mu kibiina’.
- Azannya.
- Awummula.
- Alya’+ ekyekiro’.
- Anaaba.
- Anyumya.
- Yeebaka.

**B to A**
- Alidde ekyemisana?
- Azze mu kibiina?
- Azannya?
- Awummude?
- Alidde ekyekiro?
- Anaabye?
- Anyumizza?
- Yeebase?

**A to B**
- Alidde + ekyemisana’.
- Azze + mu kibiina’.
- Azannya’.
- Awummude.
- Alidde + ekyekiro’.
- Anaabye’.
- Anyumizza.
- Yeebase’.

**A**
- Balya’+ ekyemisana’.
- Badda + mu kibiina’.
- Bazannya.
- Bawummula.
- Balya’+ ekyekiro’.
- Banaaba.
- Banyumya.
- Beggaka.

**B to A**
- Balidde ekyemisana?
- Bazze mu kibiina?
- Bazannya?
- Bawummude?
- Balidde ekyekiro?
- Banaabye?
- Banyumizza?
- Beebase?

**A to B**
- Balidde + ekyemisana’.
- Bazze + mu kibiina’.
- Bazannya’.
- Bawummude.
- Balidde + ekyekiro’.
- Banaabye’.
- Banyumizza.
- Beebase’.

**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.

<table>
<thead>
<tr>
<th>Ssebo</th>
<th>Sir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Òtyà+nno</td>
<td>How are you</td>
</tr>
<tr>
<td>Osiibye' Òtyà+nno'</td>
<td>How have you spent the afternoon</td>
</tr>
</tbody>
</table>

A: Osiibye' Òtyà+nno + ssebo'

<table>
<thead>
<tr>
<th>Maama</th>
<th>Madame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulungi</td>
<td>Well</td>
</tr>
</tbody>
</table>

B: Bulungi + maama.

A: Mmm.

B: Osiibye' Òtyà+nno'

<table>
<thead>
<tr>
<th>Mmm.</th>
<th>Well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mmm.</td>
<td></td>
</tr>
<tr>
<td>Mmm.</td>
<td></td>
</tr>
</tbody>
</table>

B: Ova' wa + nnyabo'

<table>
<thead>
<tr>
<th>Madame</th>
<th>Where do you come from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ova' wa</td>
<td>Where do you come from, madame?</td>
</tr>
</tbody>
</table>
A: Nva' mu A-mereka.

B: Ooo! Oli Mwa-mereka?

A: Yee.

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

A: Nva'/ mu Washington, era /\n
B: Ooo! Oli musomesa?

A: Mmm.

B: Osomesa'wa'/

A: Nsomesa' Gayaza.
LUGANDA BASIC COURSE

Gayaza?  Gayaza
osomesa?  you teach
B: Ooo! Osomesa' / 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</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
</tr>
</tbody>
</table>

Books should remain closed.

A  B  C
---  ---  ---

ggwe  Osiibye' otya+nno%  Wasuze' otyanno%
mwwe  Musiibye' mutya+nno%  Mwasuze' mutyanno%
omusomesa  Asiibye' atya+nno%  Yasuze' atyanno%
abaana  Basiiibye' batya+nno%  Baasuze' batyanno%
nze  Nsiiibye' bulungi.  Nasuze' bulungi.
ffe  Tusiibye' bulungi.  Twasuze' bulungi.

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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.

<table>
<thead>
<tr>
<th>okuyiga</th>
<th>(-yize)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to A): Oyiga + Oluganda?</td>
<td>Oyize' + 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' + Oluganda.</td>
</tr>
<tr>
<td>C: Ooo! Kirungi.</td>
<td>Ooo! Kirungi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>okuyigiriza</th>
<th>(-yigirizza)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to A): Oyigiriza + abaana?</td>
<td>Oyigirizada + abaana?</td>
</tr>
<tr>
<td>A (to B): Yee.</td>
<td>Yee.</td>
</tr>
<tr>
<td>B (to C): ___ ayigiriza + abaana.</td>
<td>___ ayigirizada + abaana.</td>
</tr>
<tr>
<td>C: Ooo! Kirungi.</td>
<td>Ooo! Kirungi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>okudda</th>
<th>(-zze)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A,B (to C): Tudda + mu kibiina'.</td>
<td>Tuzze + mu kibiina'.</td>
</tr>
<tr>
<td>C (to A,B): Mudda + mu kibiina'?</td>
<td>Muzze + mu kibiina'?</td>
</tr>
<tr>
<td>C (to D): _ ne _ badda + mu kibiina'.</td>
<td>_ ne _ bazze + mu kibiina'.</td>
</tr>
<tr>
<td>D: Ooo! Kirungi.</td>
<td>Ooo! Kirungi.</td>
</tr>
</tbody>
</table>
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okuggula

(-ggudde)

A, B (to C): Tuggula + oluggi.            Tuggudde + oluggi.
C (to A, B): Muggula + oluggi?           Muggudde + oluggi?
    C (to D): _ ne _ baggula + oluggi.    _ ne _ baggudde + oluggi.
    D (to C): Ooo! Nga + kirungi!        Ooo! Nga + kirungi!

okutuula

(-tudde)

C (to A, B): Mutuula + ku ntebe.        Mutudde + ku ntebe?
    C (to D): _ ne _ batuula + ku ntebe. _ ne _ batudde + ku ntebe.

okwebaka

(-eebase)

C (to A, B): Mwebaka mangu?              Mwebase mangu?
    C (to D): _ ne _ beeabaka mangu.    _ ne _ leebase mangu.

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

(-ambadde)

<table>
<thead>
<tr>
<th></th>
<th>A (to B):</th>
<th>B (to A):</th>
<th>A (to B):</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to C): (Mary)</td>
<td>tayambala + ngatto.</td>
<td>Mary/tayambadde + ngatto.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: Ooo! Nga + kitalo!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### okutegeera

(-tegedde)

<table>
<thead>
<tr>
<th></th>
<th>A (to B):</th>
<th>B (to A):</th>
<th>A (to B):</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to C): (John)</td>
<td>tategeera + bulungi.</td>
<td>_tategedde + bulungi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: Ooo! Nga + kitalo!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### okubeera

(-badde)

<table>
<thead>
<tr>
<th></th>
<th>A (to B):</th>
<th>B (to A):</th>
<th>A (to B):</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (to C):</td>
<td>_tabeera + mu kibuga.</td>
<td>_tabadde + mu kibuga.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: Ooo! Nga + kitalo!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### okulya’

(-lidde)

<table>
<thead>
<tr>
<th></th>
<th>A (to B):</th>
<th>B (to A):</th>
<th>A (to B):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sirya’ + kyankya’.</td>
<td>Tolya’ + kyankya’?</td>
<td>Nedda.</td>
</tr>
<tr>
<td>B (to C): (Bill)</td>
<td>talya’ + kyankya’.</td>
<td>_talidde + kyankya’.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C: Ooo! Nga + kitalo!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**okuwywa'**

| A (to B): | Sinywa' + kaawa. | Sinywedde + kaawa. |
| B (to A): | Tonywa' + kaawa? | Tonywedde + kaawa? |
| B (to C): | __ tanywa' + kaawa. | __ tanywedde + kaawa. |
| C : | Ooo! Bambi! | Ooo! Bambi! |

**okuwummula**

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

**okuyigiriza**

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

**okwebaka**

| A,B (to C): | Tetwebaka + misana'. | Tetwebase' + misina'. |
| C (to A,B): | Temwebaka + misana' ? | Temwebase' + misana'? |
| C (to D): | __ ne __ tebeebaka + misana. | __ ne __ tebeebase' + misana'. |
| D : | Ooo! Nga + kitalo! | Ooo! Nga + kitalo! |
Glossary:

- **e.ki.tundu** (KI-BI) - part, half, district
- **o.mu.somesa** (MU-BA) - teacher
- **ku.no** - around here
- **.jja (.izze)** - come
- **era** - and, also
- **kitalo!** - pity!
- **Nga+kitalo!** - What a pity!
- **kirungi** - it is nice
- **Nga+kirungi!** - How nice!
- **bambi!** - pity
LESSON 35

1. Have the students use the question [Kiki 4kino?] in order to learn the following nouns:

   ekkalaamu  ensawo
   ekitabo     ekifaananyi
   essaawa     ebbaluwa y'ekkubo
   ensimbi     empeta

In answer to the question [Kiki 4kino?], these words will of course be used without initial vowel.

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

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

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

   essaawa  Olina 4 essaawa?  Sirina + ssaawa.
   omwana   Olina + omwana?  Sirina + mwana.
   abaana   Olina + abaana?  Sirina + baana.
   omusomesa Olina + omusomesa?  Sirina + musomesa.
   ensimbi / Olina + ensimbi /  Sirina + nsimbi/ nnyingi
   nnyingi    nnyingi?        nnyingi.
   empeta   Olina + empeta?  Sirina + mpeta.

5. **DRILL:** Person and number in negative statements.

- Sirina + nsimbi / nnyangi.
- Talina + mpeta.
- Tetulina + bbaluuwa za kkubo.
- Tebalina + bbaluuwa za kkubo.
- Tebalina + baana.
- Tolina + baana.
- Tolina + ssaza.
- Temulina + ssaza.

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

7. Practice with the question [*[(John) alina + (essaawa)?]*]. Answers should again be either affirmative or negative, whichever is true.

**Summary:**

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

**To the student:**

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

- e.s.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
LESSON 36

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

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

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

3. Ask questions of these kinds:

   Mu kibiina' # kino / mulimu + (essaawa)?
   Mu kibiina' # kino / mulimu + (essaawa) / mmeke#
   Ku mmeza # eno / kuliko (ebitabo)?
   Ku mmeza # eno / kuliko (ebitabo / bi)me#

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

   'There is one chair inside.'
   'There aren't many chairs inside.'
   entebe Mulimu + entebe / Temu-li + ntebe /
   emu'.
   ekifaananyi Mulimu + ekifaananyi / Temu-li + bifaananyi /
   kimu'.
   ebbaluuwa Mulimu + ebbaluuwa / Temu-li + bbaluuwa /
   emu'.
   abantu Mulimu + omuntu /
   omu'.
   omulimu Mulimu + omulimu /
   gumu'.

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

- Olina + ensimbi?
- Olina + ekkalaamu / mmeka
- Tulina + essaawa?
- (John) / alina + ekitabo?

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

Summary:

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

To the student:

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

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

Glossary:

- .lina (.badde na) have
- Compare: .li ne be with
LESSON 37

1. Familiarization with the sound of the dialog.

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

2. Pronunciation buildups.

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

Ekibiina'
mu kibinya'
mukibinya' kyo
abana
abana / bameka '
olina + abana / bameka '

A: Olini + abana / bameka + mu kibinya' kyo?
amakumi / asatu
abana / amakumi / asatu.
B: Nnina + abana / amakumi / asatu. I have thirty children.

A: Ooo! Bangi!
B: Bangi.

Abalenzi
n'a-balenziz
abawala n'a-balenziz
os.mesa + abawala /

A: How many children do you have in your class?
B: Three tens. Thirty children.

A: Ooo. They're many!
B: They are.

A: Do you teach girls and boys?

bawala
Bonna / bawala?
A: Bonna / bawala, oba / osomesa + abawala / n'a-balenzi?
B: Bonna / bawala.
A: Bawala beereere?
B: Mmm.
A: Ooo!
girls
Are all of them girls?
Bonna / bawala, oba / osomesa + abawala / n'a-balenzi?
A: Bonna / bawala, oba / osomesa + abawala / n'a-balenzi?
B: Bonna / bawala.
A: Bawala beereere?
B: Mmm.
A: Ooo!

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 bibiri.</td>
<td>Ooo! Nnyangi!</td>
</tr>
<tr>
<td>emmeeza</td>
<td>Mulimu + emmeeza / kkumi + na bibiri.</td>
<td>Ooo! Nnyangi!</td>
</tr>
<tr>
<td>ebitabo</td>
<td>Mulimu + ebitabo / kkumi + na bibiri.</td>
<td>Ooo! Bangi.</td>
</tr>
<tr>
<td>enguudo</td>
<td>Mulimu + enguudo / kkumi + na bibiri.</td>
<td>Ooo! Nnyangi!</td>
</tr>
<tr>
<td>ebibiina'</td>
<td>Mulimu + ebibiina' / kkumi + na bibiri.</td>
<td>Ooo! Bingi!</td>
</tr>
<tr>
<td>amatererekero</td>
<td>Mulimu + amatererekero / kkumi + n'abiri.</td>
<td>Ooo! Mangi!</td>
</tr>
</tbody>
</table>

6. DRILL: Con cords involving [-onna] 'all'

| ekkalaamu       | Ekkalaamu # zonna / ziri ku mmeeka? |
| ebitabo         | Ebitabo # byonna / biri ku mmeeka? |
| ekyenkyua'      | Ekyenkyua' # kyonna / kiri ku mmeeka? |
| entebe          | Entebe # zonna / ziri ku mmeeka? |
| essaawa          | Essaawa # zonna / ziri ku mmeeka? |
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, ebifagnanyi, amakolero].

Glossary:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o.mu.wala</td>
<td>(MU-BA) girl</td>
</tr>
<tr>
<td>o.mu.lenzi</td>
<td>(MU-BA) boy</td>
</tr>
<tr>
<td>onna</td>
<td>all</td>
</tr>
<tr>
<td>.ereere</td>
<td>barely, only, empty</td>
</tr>
</tbody>
</table>
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' enjawulo. 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 + egy' enjawulo. They do many different [kinds of] work.
k. Babajja. They do carpentry.
l. Bazimba. They do building.
m. Bakola + emirimu + egy' omu ofiisi. They do office jobs.
n. Mulimu + ofiisi / nnyungi. There are many offices.
o. Mulimu + ebitongole / bungi. There are many departments.
3. Listen again to the first version of the monolog and answer the following questions asked by the instructor. Students' books should remain closed.

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

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

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

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

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

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

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

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

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

11. a. Babajja?
   b. Bakola ki?

12. a. Bazimba?
   b. Bakola ki?

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

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

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

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

Kámpalá / kyè kíbugà + èkìkúlù + mù Úgàndà. Kírí mú
Úgàndà, mù nsi + Bugàndà + mù makkáti gá Úgàndà.
Kírí-mú + abàntù / báncí / ab'à-mawàngà / màngi,
ng_ + Abàgàndà, Ìbànyóró, Ìbànyànkòlè, n'Abéèru;
ng_ + Ìbaàzùngù / n'À-bàyìndì / n'à-bàlalá. Abàntù +
bánnù / bakòlà + ìemírìù / gya n'ìjawùlo, ng_ + ìkùbajjá,
òkùzìmbá, èrà / mulí-mú / n'ë ofììsi / nyyìngi /
ëz'ë-bitòngòle + èbìràlá.
5. DRILL: Concordial agreement.

emirimu         emirimu / mingi + egy'enyawulo
abantu          abantu / bangi + ab'enyawulo
amawanga       amawanga / mangi + ag'enyawulo
ebitongole     ebitongole / bingi + eby'enyawulo
Abregu         Abregu / bangi + ab'enyawulo

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

Abaganda        abantu / bangi + nga 'Abaganda, n'a-balala
Abanyoro       abantu bangi ng'Abanyoro n'abalala
Abanyankole    abantu bangi ng'Abanyankole n'abalala
Abregu         abantu bangi ng'Abregu n'abalala
Abazungu       abantu bangi ng'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'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)  (stem [.awulo])
  - difference

- _'njawulo
  - different

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

- .bajja (.bazze)
  - do carpentry, cabinet work

- .zimba (.zimbye)
  - build

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

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

- .lala
  - other

- e.n.geri (N)
  - kind
LESSON 39

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

<table>
<thead>
<tr>
<th>Left-Hand Column</th>
<th>Right-Hand Column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ḥqenda + ku luggi.</td>
<td>Omusomesa / agenda + ku luggi.</td>
</tr>
<tr>
<td>Nzigala + oluggi.</td>
<td>Omusomesa / aggala + oluggi.</td>
</tr>
<tr>
<td>Nzigula + oluggi.</td>
<td>Omusomesa / aggula + oluggi.</td>
</tr>
<tr>
<td>Nva' + ku luggi.</td>
<td>Omusomesa / ava' + ku luggi.</td>
</tr>
<tr>
<td>Ntuula + ku ntebe.</td>
<td>Omusomesa / atuula + ku ntebe.</td>
</tr>
<tr>
<td>Nnyimirira.</td>
<td>Omusomesa / ayimirira.</td>
</tr>
<tr>
<td>Ḥqenda + ku lubaawo'.</td>
<td>Omusomesa / agenda + ku lubaawo'.</td>
</tr>
<tr>
<td>Mpandiika + ku lubaawo'.</td>
<td>Omusomesa / awandiika + ku lubaawo'.</td>
</tr>
</tbody>
</table>

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 [Ḥqenda ku luggi.], but when you get to the door, stop and say [Ḥqenze ku luggi.]. Immediately ask someone [Nkoze kí?]. He should answer [Ogenze + ku luggi.].

In the same way, introduce the sentences:

Nzigadde + oluggi.  Oggadde oluggi.
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A
Nzigadde + oluggi.  
Nnyimiridde + mu kibiina'.  
Ndidde + ekyenkya.  
Nnyambadde + engatto.  
Nzize + mu kibiina.  
Ndabye' + enkulungo.

A
Nkoze'ki?  
Nkoze'ki?  
Nkoze'ki?  
Nkoze'ki?  
Nkoze'ki?  
Nkoze'ki?

B
Oggadde + oluggi.  
Oyimiridde + mu kibiina'.  
Olidde + ekyenkya.  
Oyambadde + engatto.  
Ozze' + mu kibiina.  
Olabye' + enkulungo.

Drills on other forms of these verbs:

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

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

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

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

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

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

Glossary:

<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>.wandiik</td>
<td>write</td>
</tr>
</tbody>
</table>

Sample of free conversation:

A: Mwami Ochola, okola ki? Weebase?  Mr. Ochola, what are you doing? Are you sleeping?
B: Nedda, ngolokose era nsoma bbaluwa. No, I have gotten up and I am reading a letter.
A: Evudde wa? Where has it come from?
B: Evudde mu Amerika. It has come from America.
A: Ogenda mu Amerika? Are you going to America?
B: Nedda, sigenda mu Amerika. No, I am not going to America. I don't have a passport.
   Sirina bbaluwa ya kkubo.
A: Ooo. Ho ho.
B: Eee. Ha ha.
LESSON 40

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

- essaawa / bbiri + ez'enkya'
- essaawa / ssatu + ez'enkya'
- essaawa / nnya' + ez'enkya'
- essaawa / ttaano + ez'enkya'
- essaawa / mukaaga + ez'omu ttuntu
- essaawa / musanvu + ez'olweggulo
- essaawa / munaana' + ez'olweggulo
- essaawa / mwenda' + ez'olweggulo
- essaawa / kkumi' + ez'olweggulo
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: Nejda, tetugolokoka + mu ttuntu.
   T: Tu(golokoka) ddiʃ
   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:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.mi.sana</td>
<td>(MI)</td>
<td>daytime</td>
</tr>
<tr>
<td>e.ki.ro'</td>
<td>(KI)</td>
<td>night</td>
</tr>
<tr>
<td>a.ma.tulutulu</td>
<td>(MA)</td>
<td>early morning, dawn</td>
</tr>
<tr>
<td>e.n.kya'</td>
<td>(N)</td>
<td>morning</td>
</tr>
<tr>
<td>e.t.tuntu</td>
<td>(LI)</td>
<td>noon</td>
</tr>
<tr>
<td>o.lw.e.g.gulo</td>
<td>(LU)</td>
<td>afternoon</td>
</tr>
<tr>
<td>e.g.gulo</td>
<td>(LI)</td>
<td>afternoon</td>
</tr>
<tr>
<td>a.ka.wungeezi</td>
<td>(KA)</td>
<td>evening</td>
</tr>
<tr>
<td>e.t.tumbi</td>
<td>(LI)</td>
<td>midnight</td>
</tr>
</tbody>
</table>
LUGANDA BASIC COURSE

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.

   - **How are you, sir?**
     - A: Osiibye' otya+nno + sseboY
     - B: Bulungi + maama.
     - A: Mmm.
     - B: Bulungi.
     - A: Ggwe # Waiswa?

   - **How have you spent the afternoon, sir?**
     - [Good afternoon, sir]
     - A: Maama
     - B: Bulungi + maama.
     - A: Mmm.
     - B: Mmm.

   - **How have you spent the afternoon?**
     - [Good afternoon]
     - A: Mmm.
     - B: Mmm.

   - **What's your name?**
     - A: Erinnya lyo / ggw' # aniY
     - B: Erinnya lyange / nze # Waiswa
     - A: Ggwe # Waiswa?
4. 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'.*

```
`abàana / basatu  n'a-bàana / basatu
`abàana / munaana  n'a-bàana / munaana
`abàkyála / basatu  n'a-bákyála / basatu
`abàkyála / munaana  n'a-bákyála / munaana
`abáléñzi / basatu  n'a-báléñzi / basatu
`abáléñzi / munaana  n'a-báléñzi / munaana
`abàwála / basatu  n'a-bàwála / basatu
`abawála / munaana  n'a-bàwála / munaana
`abásomesà / basatu  n'a-bàsomesà / basatu
`abàgañda / basatu  n'a-bàgañda / basatu
`ebíbiñà / bisatu  n'e-bíbiñà / bisatu
`eKKålaamù / ssatu  n'èKKålaamù / ssatu
`ebíbiñà / munaana  n'e-bíbiñà / munaana
`ekkålåamù / munaana  n'èKKålåamù / munaana
```
To the student:

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

Glossary:

o.mu.kyala (MU-BA) lady, wife
LESSON 42

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

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

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

a. 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'bantu + abasinga + obungi + mu Bunyoro. They are the majority in Bunyoro.
h. Mu 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.

Másíndí / kye kíbugá + ɛkikulu + mu Bányóró. Búnjoro / ye nsi+eri mü Úgándà. Ábanú b'ó-mu Búnjoro / Bányóró, érá / n'ábántú + ábásíngá + mu kíbugá + Másíndí / Bányóró. Ábanú b'ó-mu kíbugá # òmwo / bákòlæ + ɛmírímu / míngi, nàvë / ábásíngá + òbúngì / bákòlæ + mu ọfíísì z'ë-bitòngolé. Ábanyóró + ábásíngá + òbúngì / bálími, érà / n'á-bálálá / bákòlæ + mu ọfíísì.
5. **DRILL:** The BA and BU classes.

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

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

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

7. **DRILL:** Concordial agreement.

- **abantu**
  - abantu # abo / n'a-balala
- **ebitongole**
  - ebitongole ebyo n'ebirala
- **emirimu**
  - emirimu egyo n'emirala
- **amawanga**
  - amawanga ago n'amalala
- **ensi**
  - ensi ezo n'endala
- **obukika**
  - obukiika obwo n'obulala
- **"balimi**
  - 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
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___ bangi ab'amawanga ____  Abantu ____
Masindi ____ emirimu mingi ____ ofiisi ___
bitongole, ng'obubazzi, obuzimbi, ____ ____.

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

To the student:

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

Glossary:

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>o.bu.limi</td>
<td>(BU) agriculture</td>
</tr>
<tr>
<td>e.k.kolero</td>
<td>(LI-MA) factory, industry</td>
</tr>
<tr>
<td>o.bu.bazzi</td>
<td>(BU) carpentry</td>
</tr>
<tr>
<td>o.bu.zimbi</td>
<td>(BU) building, construction</td>
</tr>
</tbody>
</table>
1. Teach the students to pronounce the following sentences:
   - okugolokoka
     Leeró / nagolokose’ + essaawa / ssatu + ez’enkyá’.
   - okwambala
     Leeró / nayambadde+essaawa / ssatu + ez’enkyá’.
   - okulya’ + ekyenkyá’
     Leeró / nalidde + ekyenkyá’ + essaawa / ssatu + ez’enkyá’.
   - okugenda mu kibiina’
     Leeró / nagenze’ / mu kibiina’ + essaawa / ssatu + ez’enkyá’.
   - okudda + eka’
     Leeró / nazze + eka’ + essaawa / mukaaga + ez’omu ttuntu.
   - okulya’ + ekyemisana’
     Leeró / nalidde + ekyemisana’ + essaawa / mukaaga + ez’omu ttuntu.

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

3. Ask a student: [Leeró 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 / ngenda + mu kibiina’.
   - Kaakati / nva’ + mu kibiina’.

   2
   - Enkya’ / nalidde + ekyenkyá’.
   - Enkya’ / nagenze’ + mu kibiina’.
   - Enkya’ / navudde + mu kibiina’.

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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.

\[
\begin{align*}
\text{Nzigaddo} + \text{ oluggi} & & \text{Naggadde} + \text{ oluggi} \\
\text{Aggadde} + \text{ oluggi} & & \text{Yaggadde} + \text{ oluggi} \\
\text{Tuggadde} + \text{ oluggi} & & \text{Twaggadde} + \text{ oluggi} \\
\text{Baggadde} + \text{ oluggi} & & \text{Baggadde} + \text{ oluggi} \\
\text{Oggadde} + \text{ oluggi?} & & \text{Waggadde} + \text{ oluggi?} \\
\text{Myggadde} + \text{ oluggi?} & & \text{Mwaggadde} + \text{ oluggi?}
\end{align*}
\]

\[
\begin{align*}
\text{Nzize} + \text{ mu kibiina}. & & \text{Nazze} + \text{ mu kibiina}. \\
\text{Azze} + \text{ mu kibiina}. & & \text{Yazze} + \text{ mu kibiina}. \\
\text{Tuzze} + \text{ mu kibiina}. & & \text{Twazze} + \text{ mu kibiina}. \\
\text{Bazze} + \text{ mu kibiina}. & & \text{Bazze} + \text{ mu kibiina}. \\
\text{Ogenze} + \text{ ku lubaawo}. & & \text{Nagenze} + \text{ ku lubaawo}. \\
\text{Agenze} + \text{ ku lubaawo}. & & \text{Yagenze} + \text{ ku lubaawo}. \\
\text{Tugenze} + \text{ ku lubaawo}. & & \text{Twagenze} + \text{ ku lubaawo}. \\
\text{Bagenze} + \text{ ku lubaawo}. & & \text{Baagenze} + \text{ ku lubaawo}.
\end{align*}
\]

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
to Jey
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 [kankya], wazira [kyankya]' and have him repeat the correct pronunciation.

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

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

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

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

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

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

Ways of conducting the C phase of each cycle.

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

a. Take the part of the first speaker in the conversation, and have students take turns as the second speaker.

b. Let students take both parts in the conversation.

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

For example, C-1 in Lesson 44 is:

A: Leero wa(lidde 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, nafunye 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.
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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'.

Leero / saateeseteese' + kyakuyiga.

Leero / saafunye' + bbaluwuwa.

Leero / saawandiise' + bbaluwuwa.

Leero / saagolokose' + mu matulutuly.

Today I didn't eat breakfast.

Today I didn't prepare the lesson.

Today I didn't get a letter.

Today I didn't write a letter.

Today I didn't get up at dawn.

M-2

Leero / walidde + ekyenkya'? Did you eat breakfast today?

Leero / wateeseteese' + ekyokuyiga?

Leero / wafunye' + ebbaluwuwa?

Leero / wawandiise' + ebbaluwuwa?

Leero / wagolokose' mu matulutuly?

Did you prepare the lesson today?

Did you get a letter today?

Did you write a letter today?

Did you get up at dawn today?

DRILL: Near past affirmative vs. negative.

Nafunye' + ebbaluwuwa.

Saafunye' + bbaluwuwa.

Yafulunye' + ebbaluwuwa.

Teyafunye' + bbaluwuwa.

Twefunye' + ebbaluwuwa.

Tetwafunye' + bbaluwuwa.

Bafunye' + ebbaluwuwa.

Tebafunye' + bbaluwuwa.

Wafunye' + ebbaluwuwa?

Tewafunye' + bbaluwuwa?

Mwafunye' + ebbaluwuwa?

Temwafunye' + bbaluwuwa?
C-1
A: Leerro / wa(lidde + ekyenkya)?
B: Yee, na(lidde + ekyenkya).
   Nedda, saa(lidde + kyankya).

C-2
A: Leerro / wa(golokose) (mu matulutulu)?
B: Nedda, saagolokose mu matulutulu.
A: Wa(golokose) essaawa mmeka?
B: Nagolokose essaawa (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) -ssaawa (emu).
   B (to A): Leero,-C-ya(golokose) essaawa (emu).

C-4
A (to B,C): Leerro mwa(lidde ekyenkya) essaawa (bbiri)?
B,C (to A): Leerro 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-) Tetwalidde kyankya.
(Temwa-) Temwalidde kyankya.
C-5
A (to B,C):  -D- ne -E- baa(genze mu dđwaliro) essaawa (nnya)?
B,C (to A):  Nedda -D- ne -E- tebaa(genze mu dđwaliro) ssaawa (nnya).
A (to B,C):  -D- ne -E- baa(genze mu dđwaliro) essaawa mmeka?
B,C (to A):  Tetumanyi.
B,C (to D,E):  Leero mwa(genze mu dđwaliro) essaawa mmeka?
D,E (to B,C):  Leero twa(genze mu dđwaliro) essaawa (ttaano n'ekitundu).
D,C (to A):  -D- ne -E- baa(genze mu dđwaliro) essaawa (ttaano n'ekitundu).

(Tebaα-)   Tebaagenze mu dđwaliro.

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'kiw;
B,C (to A): Eggulo twa(yize' Oluganda).
A (to D): ___ ne ___ eggulo baa(yize' Oluganda).
D : Ooo! Nga+kirungi!

| (Twा-) | 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 (.teeseieese') prepare
.fyna ('funye')
.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 / ggw' #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 do you come from?
I am an American
I come from America. I am an American.

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+yo +
   mu A-mereka.

In what part of Uganda are you now?

A: Hoima
   in the city of Hoima
   to teach

B: Ee. I came to Uganda to teach; I live in the city of Hoima.
   in Hoima?
   do you like there
   Ooo. Do you like it there at all at Hoima?

A: Ooo! Oyagala-yo + mu Hoima?
   mu Amerika
   in America
   to go back
   I very much want to return to America
   but
   like that like that

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

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

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

essaza ssaza+kì
ekitongole kitongole+kì
eddwaliro ddwaliro+kì
omulimu mulimu+kì

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LUGANDA BASIC COURSE

eggwanga
ensi'
omuwala
omukyala
omulenzi
enjawulo
edduuka'

ggwanga + kiŋ
nsi^"+kiŋ
muwala^"+kiŋ
mukyala+kiŋ
mulenzi+kiŋ
njawulo+kiŋ
dduuka^"+kiŋ

DRILL: Present tense vs. infinitive.

Ugenda + mu Uganda.
Ogenda + mu Uganda?
Agenda + mu Uganda.
Tugenda + mu Uganda.
Mugenda + mu Uganda?
Bagenda + mu Uganda.

Njagala + okugenda + mu Uganda.
Oyagala + okugenda + mu Uganda?
Pyagala + okugenda + mu Uganda.
Twagala + okugenda + mu Uganda.
Mwagala + okugenda + mu Uganda?
Baagala + okugenda + mu Uganda.

DRILL: Present or perfective vs. infinitive.

Oyimiridde?
Otudde + ku ntebe?
Owandiika + ebbaluwa?
Ofunye^ + ebbaluwa?
Ogenda + ku lubaawo^? 
Ova^ + mu kibiina^?
Ogenda + eka^?

Nedda, naye / njagala nnyo / okuyimirira.
Nedda naye njagala nnyo oketuula.
Nedda naye njagala nnyo okuwandiika.
Nedda naye njagala nnyo okufuna.
Nedda naye njagala nnyo okugenda.
Nedda naye njagala nnyo okuva^+mu.
Nedda naye njagala nnyo okugenda.

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To the student:

The interrogative element [ki/] 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  òwa 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 / kye kibuga + ekikulu + mu Ankole.
Ankole / eri mu Uganda, mu bukika + obw'-e-bugwanzuba
bwaka Uganda, Aabantu b'o-mu Ankole / Bannankole, era /
ne mu kibuga / aabantu + abasinga-mu / Bannankole.
Aabantu / bakola + emirimu / mingi, naye / abasinga +
obungi / balunzi # nga balunda + ente, era / n'a-balala /
balimi. Aabantu b'o-mu kibuga / bakola + mu ofilsa / ne
mu bitongole by'o-mu ofilsa.
```
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:

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>o.mu.lunzi</td>
<td>(MU-BA)</td>
</tr>
<tr>
<td>.lunda</td>
<td>(.lunze')</td>
</tr>
<tr>
<td>e.n.te'</td>
<td>(N)</td>
</tr>
</tbody>
</table>

herdsman
herd, tend
cattle
LUGANDA BASIC COURSE

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 kyenky? Did you eat eggs for breakfast?
Walidde + ebibala + ku kyenky? Did you eat fruit for breakfast?
Wanywedde + kaawa + ku kyenky? Did you drink coffee for breakfast?
Wanywedde + omwenge + ku kyenky? 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  Baalidde + ebibala, naye / tebaalidde + magi'.

<table>
<thead>
<tr>
<th>Saa-</th>
<th>Tetwa-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tewa-</td>
<td>Temwa-</td>
</tr>
<tr>
<td>Teya-</td>
<td>Tebaa-</td>
</tr>
</tbody>
</table>

C-1

A: Walidde-ki + ku kyenkyay
B: Nalidde + (amagi / n'ebibala) ku kyenkyaw.

A: Wanywedde-ki + ku kyenkyaw?
B: Nanywedde + (omwenge).

C-2

A: Walidde + (ennyama y'embizzi) + ku kyenkyay?
B: Yee, naliidde + (ennyama y'embizzi) + ku kyenkyay,
    naye / saalidde (mugaati).

A: Wanywedde + (omwenge) ku kyenkyay?
B: Yee, nanywedde + (omwenge) + ku kyenkyay,
    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) - e.g.
- *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.

Ocheng, did you drink coffee last evening?
No, I drank beer.
What are you drinking now?
I am drinking milk. Do you want to drink milk?
No, I drank a lot of milk yesterday. I want to eat food now.
Ho ho.
Ha ha.
M-1

Nava’ + ewaffe + mu mwezi +
ogwayita.

Natuuka # wano + mu wikki + eyayita.

Natandika + okuyiga + Oluganda +
mu wikki / bbiri + ezivise'.

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?
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DRILL: 'ago'.

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

DRILL: Perfective vs. far past.

'I washed this shirt today.'  'I washed that shirt yesterday.'
okwoza  Njgzezza 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.
mmwe Mwagenda + ewammwe? Did you (pl.) go to your place?
bq 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?
yg Yagenda + ewaabwe. He went to his place.

c-1
A: -C- yava ddi ewaabwe?
B: -C- yava ewaabwe (mu mwezi ogwayita).
A: -C- yatuuka ddi wano?
B: -C- yatuuka wano (mu wiiki eyayita).
A: -C- yatandika ddi okuyiga Oluganda?
B: -C- yatandika okuyiga Oluganda (mu wiiki bbiri eziyise).

c-2
A: -C- yagula ddi (esaati eyo)?
B: -C- yagula dda (esaati eyo).
A: -C- yayoza ddi (esaati eyo)?
B: -C- yayoze jjo (esaati eyo).
A: -C- yasalibwa ddi enviiri?
B: -C- yasalibwa luli enviiri.

c-3
A (to B,C): Mwava ddi ewammwe?
B,C (to A): Twava ewaffe (mu mwezi ogwayita).
A (to B,C): Mwatuuka ddi wano?
B,C (to A): Twatuuka wano (mu wiiki eyayita).
A (to B,C): Mwatandika ddi okuyiga Oluganda?
B,C (to A): Twatandika okuyiga Oluganda (mu wiiki bbiri eziyise).
C-4

A (to B,C): E- ne F- baava ddi ewaabw?e?
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:

O.mw.ezi (MU-MI) month
.yita (.yise’) pass call
.tuuka (tuuse’) arrive
wa.no here
.tandika (tandise’) begin
.gula (guze’) buy
tda long ago
.oza’ (.ozezza) wash
jjo yesterday, tomorrow
.salibwa (saliddwa) be cut
lu.li the other day, day before yesterday, day after tomorrow

e.n.viiri (N) hair of head
LESSON 49

Treat this dialog as you have treated earlier dialogs:

Familiarization with sound.
Pronunciation buildups.
Translation.
Role playing, including your own improvisations.

B: Osiibye otyanno nnyabo?

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
LUGANDA BASIC COURSE

Baakuzaalira
B: Baakuzaalira Buddu?
eyo
Buddu # eyo
banzaalira
A: Banzaalira Buddu # eyo.
wa/
ogenda

B: Kaakati ogenda wa/
eyo
Busoga eyo
Jjinja
jjuenda Jjinja
A: Kaakati / jjuenda 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
Were you born there at Buddu?
there
there at Buddu
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  
baganda bange  
eriyo

A: Yee, eriyo + baganda bange / 
babiri + abawela + gye  
baafumbirwa.

B: Ooo!
A: Mmm.

mufumbo  
oli mufumbo?
naawe

B: Naawe / oli mufumbo?
kufumbirwa
sinnaba
sinnaba + kufumbirwa.

A: Negda, sinnaba' + kufumbirwa.
B: Mmm.
A: 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 [Teso].
      Soroti is in Teso.

      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 bonna 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 Tteseo.
Tteseo / eri mu buvanjuba bwa Uganda. Abantu
abali + mu kibuga # omwo / abasinga + obungi /
Bateseo, naye / mulimu + abantu + ab'a-mawanga /
manji / ag'o-mu Uganda. Abantu b'omu kibuga #
ombi / bakola + emirimu / mingi / egy'o-mu
makolero, naye / abantu b'o-mu nsi # omwo /
abasinga + obungi / balunzi ba nte era +
no-kulima. Abantu b'o-mu kibuga / bakola +
mu ofiisi / ne-mu bitongole + ebirala.

4. Grammatical development.

A. Concord

<table>
<thead>
<tr>
<th>'different departments'</th>
<th>'other departments'</th>
</tr>
</thead>
<tbody>
<tr>
<td>'different departments'</td>
<td></td>
</tr>
<tr>
<td>ebitongole</td>
<td>ebitongole + ebitali + bimu'</td>
</tr>
<tr>
<td>ebitongole</td>
<td>ebitongole + ebirala</td>
</tr>
<tr>
<td>ebibuga</td>
<td>ebibuga + ebitali + bimu</td>
</tr>
<tr>
<td>amawanga</td>
<td>amawanga + agatali + gamu</td>
</tr>
<tr>
<td>abantu</td>
<td>abantu + abatali + bamu</td>
</tr>
<tr>
<td>ensi</td>
<td>ensi + ezitali + zimu</td>
</tr>
<tr>
<td>ofiisi</td>
<td>ofiisi + ezitali + zimu</td>
</tr>
<tr>
<td>ofiisi</td>
<td>ofiisi + endala</td>
</tr>
<tr>
<td>emirimu</td>
<td>emirimu + egitali + gimu</td>
</tr>
<tr>
<td>emirimu</td>
<td>emirimu + emirala</td>
</tr>
<tr>
<td>amakolero</td>
<td>amakolero + agatali + gamu</td>
</tr>
<tr>
<td>amakolero</td>
<td>amakolero + amalala</td>
</tr>
<tr>
<td>obukiika</td>
<td>obukiika + obutali + bumu</td>
</tr>
<tr>
<td>obukiika</td>
<td>obukiika + obulala</td>
</tr>
</tbody>
</table>
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>ãbãntù + ãbaðalã</td>
<td>ãbãntù / báŋgi</td>
</tr>
<tr>
<td>abalimi</td>
<td>ãbãlîmî + ãbaðalã</td>
<td>ãbãlîmî / báŋgi</td>
</tr>
<tr>
<td>abalunzi</td>
<td>ãbãlûnzî + ãbaðalã</td>
<td>ãbãlûnzî / báŋgi</td>
</tr>
<tr>
<td>emirimu</td>
<td>ëmîrîmù + ëmîrãlã</td>
<td>ëmîrîmù / mîngì</td>
</tr>
<tr>
<td>amakolero</td>
<td>ãmãkôlèrò + ãmáðalã</td>
<td>ãmãkôlèrò / máŋgì</td>
</tr>
<tr>
<td>amawanga</td>
<td>ãmãwáãngã + ãmáðalã</td>
<td>ãmãwáãngã / máŋgì</td>
</tr>
<tr>
<td>ebitongole</td>
<td>ëbîtôngôlè + ëbîrãlã</td>
<td>ëbîtôngôlè / bîngì</td>
</tr>
<tr>
<td>ebibuga</td>
<td>ëbîbûgã + ëbîrãlã</td>
<td>ëbîbûgã / bîngì</td>
</tr>
<tr>
<td>ensi</td>
<td>ënsí + ëndãlã</td>
<td>ënsí / ñnyîngí</td>
</tr>
<tr>
<td>ofiisi</td>
<td>ëfiísì + ëndãlã</td>
<td>ëfiísì / ñnyîngí</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'ebuganjuba. _____ ab'omu
_____ bona _____, era n'abantu _____ obungi
_____ Soroti _____, naye mulimu _____ bangi ____
amalala. Abantu _____ Teso _____ emirimu ____
mu _____ ne mu ofiisi. Naye _____ bona abasinga
_____ balunzi, era n'______ balimi. Mu _____ebyo
mulimu _____ mingi ng'______ n'emirimu _____.

6. Tell in your own words as much as you can remember about Soroti.

Glossary:

o.mu.limi (MU-BA) farmer
LESSON 51

M-1

<table>
<thead>
<tr>
<th>Action</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>okufuna</td>
<td>Jjo / saafuna + bbaluuma.</td>
<td>I didn't get a letter yesterday.</td>
</tr>
<tr>
<td>okuwandiika</td>
<td>Jjo / saawandiika + bbaluuma.</td>
<td>I didn't write a letter yesterday.</td>
</tr>
<tr>
<td>ekibuga</td>
<td>Jjo / saagenda + mu kibuga.</td>
<td>I didn't go to town yesterday.</td>
</tr>
<tr>
<td>essineema</td>
<td>Jjo / saagenda + mu ssineema.</td>
<td>I didn't go to the cinema yesterday.</td>
</tr>
<tr>
<td>okulya'</td>
<td>Jjo / saalya' + kyakiro.</td>
<td>I didn't eat supper yesterday.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Action</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>okufuna</td>
<td>Jjo / wafuna + ebbaluuma.</td>
<td>Did you get a letter yesterday?</td>
</tr>
<tr>
<td>okuwandiika</td>
<td>Jjo / wawandiika + ebbaluuma.</td>
<td>Did you write a letter yesterday?</td>
</tr>
<tr>
<td>ekibuga</td>
<td>Jjo / wagenda + mu kibuga.</td>
<td>Did you go to town yesterday?</td>
</tr>
<tr>
<td>essineema</td>
<td>Jjo / wagenda + mu ssineema.</td>
<td>Did you go to the movies yesterday?</td>
</tr>
<tr>
<td>okulya'</td>
<td>Jjo / walya' + ekysiko?</td>
<td>Did you eat supper yesterday?</td>
</tr>
</tbody>
</table>

DRILL: Far past affirmative vs. negative.

Nafuna ebbaluuma ku Lwokuna.        Saafuna bbaluuma 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.
LUGANDA BASIC COURSE

DRILL: Far past with monosyllabic verbs.

**amagi**  Walya' + amagi' / ameka' ? How many eggs did you eat?

**omucgere**  Walya bungi ki obw'omuceere? How much rice did you eat?

**amatooke**  Walya amatooke ameka? How many bananas did you eat?

**ebibala**  Walya ebibala bimeka? How much fruit did you eat?

**ennyama**  Walya bungi ki obw'ennyama? How much meat did you eat?

**emigaati**  Walya emigaati emeka? How many loaves bread did you eat?

**kaawa**  Wanywa bungi ki obwa kaawa? How much coffee did you drink?

**caayi**  Wanywa bungi ki obwa caayi? How much tea did you drink?

**omwenge**  Wanywa bungi ki obw'omwenge? How much beer did you drink?

**NB**  It has been suggested that a better alternative for line 5 of this drill would have been [Walya ennyama y'enkana wa?].

---

DRILL: Various persons and numbers in far past negative.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   |   |   |   | Nedda, teyalya' + kyakiro'.
| Nze / nalya' + ekyekiro'? | Nedda, tewalya' + kyakiro'.
| Ggwe / walay'a + ekyekiro'? | Nedda, saalya' + kyakiro'.
| Mmwe / mwalay'a + ekyekiro'? | Nedda, tetwalay'a + kyakiro'.
| Ffe / twalay'a + ekyekiro'? | Nedda, temwalay'a + kyakiro'.
| C- ne D- baalya' + ekyekiro'? | Nedda, tebaaly'a + kyakiro'.

---

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C-1

A : Jjo wa(wandiika ebbaluwa)?
B : Nedda jjo saa(wandiika bbaluwa).
A : Jjo wafuna ebbaluwa?
B : Nedda jjo saafuna bbaluwa.
A (to C): Jjo -B- yafuna ebbaluwa?
B : Nedda jjo -B- teyafuna bbaluwa.

DRILL: Concods with some new nouns.

'Our meat is plentiful ('much').'

ennyama Emnyama yaffe / nnyingi.
emigaati Emigaati gaffe / mingi.
amagi Amagi gaffe / mangi.
omwenge Omwenge gaffe / mungi.
amata' Amata'qaffe / mangi.
ebibala Ebibala baffe / 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
LESSON 52

M-1

ebbaasi  Najjira mu bbaasi.  I came by ('in') bus.
emmotoka'  Najjira mu mmotoka'.  I came by car.
akagaali  Najjira ku kagaali.  I came by bicycle.
ennyonyi  Najjira mu nnyonyi.  I came by plane.
omukka  Najjira mu ggaali ya myukka.  I came by train.
emmeeri  Sajjira + mu mmeeri.  I didn't come by ship.

M-2

otya  Wajja otya?  How did you come?

DRILL: Far past affirmative vs. negative, other than 1 sg.

Mwalva ekyenka ku  Tetwalva kyankya ku
Lwassabbiiti?  Lwassabbiiti.
Mwalwawo okugolokoka ku  Tetwalwawo kugolokoka ku
Lwassabbiiti?  Lwassabbiiti.
Mwawandiika ebbaluwa ku  Tetwawandiika bbaluwa ku
Lwassabbiiti?  Lwassabbiiti.
Mwakyalira baganda bammwe ku  Tetwakyalira baganda baffe ku
Lwassabbiiti?  Lwassabbiiti.
Mwakyalira mikwano gyammwe ku  Tetwakyalira mikwano gyaffe
Lwassabbiiti?  ku Lwassabbiiti.
Mwalaba mikwano gyammwe ku  Tetwalaba mikwano gyaffe ku
Lwassabbiiti?  Lwassabbiiti.
LUGANDA BASIC COURSE

DRILL: Far past with [-tya] 'how?'

'How did you come?'

<table>
<thead>
<tr>
<th>Shortcut</th>
<th>Full Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mmwe</td>
<td>Mwajja mutya?</td>
<td>Twajjira mu mmotoka.</td>
</tr>
<tr>
<td>ggwe</td>
<td>Wajja otya?</td>
<td>Najjira mu mmotoka.</td>
</tr>
<tr>
<td>ye</td>
<td>Yajja atya?</td>
<td>Yajjira mu mmotoka.</td>
</tr>
<tr>
<td>bo</td>
<td>Bajja batya?</td>
<td>Bajjira mu mmotoka.</td>
</tr>
</tbody>
</table>

DRILL: Far past, negative vs. affirmative.

'We didn't come by car.'

<table>
<thead>
<tr>
<th>Shortcut</th>
<th>Full Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ffe</td>
<td>Tewajjira mu mmotoka.</td>
<td>Twajjira ku kagaali.</td>
</tr>
<tr>
<td>nze</td>
<td>Sajjira mu mmotoka.</td>
<td>Najjira ku kagaali.</td>
</tr>
<tr>
<td>ye</td>
<td>Teyajjira mu mmotoka.</td>
<td>Yajjira ku kagaali.</td>
</tr>
<tr>
<td>bo</td>
<td>Tebajjira mu mmotoka.</td>
<td>Bajjira ku kagaali.</td>
</tr>
</tbody>
</table>

DRILL: Far past, negative vs. affirmative, various verbs.

'We didn't come by car.'

<table>
<thead>
<tr>
<th>Shortcut</th>
<th>Full Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>okujja</td>
<td>Tewajjira mu mmotoka.</td>
<td>Twajjira ku kagaali.</td>
</tr>
<tr>
<td>okutuuka</td>
<td>Tewatuukira mu mmotoka.</td>
<td>Twatuukira ku kagaali.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Tewagendera mu mmotoka.</td>
<td>Twagendera ku kagaali.</td>
</tr>
<tr>
<td>okuvuga</td>
<td>Tewavuga mmotoka.</td>
<td>Twavuga kagaali.</td>
</tr>
<tr>
<td>okugula</td>
<td>Tewagula mmotoka.</td>
<td>Twagula kagaali.</td>
</tr>
<tr>
<td>okwagala</td>
<td>Tewayagala mmotoka.</td>
<td>Twayagala kagaali.</td>
</tr>
</tbody>
</table>
LUGANDA BASIC COURSE

DRILL: Far past vs. near past.

'Yesterday we went by bus.' 'Today we went by car.'
ffe Jjo twagendera mu bbaasi. Leero twagendedde mu mmotoka.
nze Jjo nagendera mu bbaasi. Leero nagendedde mu mmotoka.
abayizi Abayizi jjo baagendera mu bbaasi. Abayizi leero baagendedde mu mmotoka.
omusomesa Omusomesa jjo yagendera mu bbaasi. Omusomesa leero yagendedde mu mmotoka.
ggwe? Jjo wagendera mu bbaasi? Leero wagendedde mu mmotoka?
mmwe? Jjo mwagendera mu bbaasi? Leero mwagendedde mu mmotoka?

Glossary:
a.ka.gaali (KA-BU) bicycle
e.m.motoka' (N) car
e.n.nyonyi (N) airplane, bird
e.g.gaali (N or LI-MA) vehicle
o.mu.kka (MU-MI) smoke
e.m.meeri (N) steamboat
.vuga (.vuze') drive, pedal
LES ON 53

Pronunciation buildups.


B: Wangi. Those who live here. [Hello there.]

B: Gye muli?

Are you there?

mmwe baani?
ye tuli

you [are] who
we're here

A: Gye tulì, mmwe baani?

We're here, who are you?

okubuuzu
okubabuuza
okubabuuza ko
abagala okubabuuzaa ko
to greet
to greet you
to greet you a little
those who want to greet you a little

B: Eee, Ffe/abaagala

Ee. It is us who want to see you.

+ okubabuuza'+'ko.
to be seen
you are seen

okulabika
mulabise

Is that you?

A: Mulabise'-'ko?

Yes, it is us.

to be glad
to see you
we're glad to see you

B: Tulabise'-'ko.

We're so glad to see you!

okusanyuka
okubalaba
tusanyuse okubalaba

We, too.

A: Nga+tusanyuse + okubalaba'!

Mmm.

B: Naffe.

Mmm.

A: Mmm.

B: Mmm.

A: Yìngíra + ssebo.

Come in, sir.

B: Kale + nnyabo.

All right, 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 batya/
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?

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.
MMM.
How have you spent the afternoon? [Good afternoon.]
Well.
MMM.

people at home
how
they'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?
LUGANDA BASIC COURSE

DRILL: 'Presentative' forms, series III.

'There (near you) is a (little) chair.'

akatebe  Akatebe / kaako.
ensimbi  Ensimbi ziizc.
ekitabo  Ekitabo kiikyo.
essaawa  Essaawa yiiyo.
entebe (sg.)  Entebe yiiyo.
entebe (pl.)  Entebe ziizo.
oluggi  Oluggi luulwo.
ekkalaamu  Ekkalaamu yiiyo.
amazzi  Amazzi gaago.
omwenge  Omwenge guugwo.
ebibala  Ebibala biibyo.
amata  Amata gaago.
kaawa  Kaawa wuuyo.
cayyi  Caayi wuuyo.

DRILL: Concord involving possessives and presentatives of Series I.

'Where is my book?'

ekitabo  Ekitabo kyange kiri ludda wa?
essaati  Essaati yange eri ludda wa?
ensimbi  Ensimbi zange ziri ludda wa?
engatto  Engatto zange ziri ludda wa?
ekkalaamu  Ekkalaamu yange eri ludda wa?
ebitabo  Ebitabo byange biri ludda wa?
akagaali  Akagaali kange kali ludda wa?
omusomesa  Omusomesa wange ali ludda wa?
mgwe  Ggwe oli ludda wa?
mmwe  Mmwe muli ludda wa?

'Here it is.'

Kiikino.
Yiino.
Ziizino.
Ziizino.
Yiino.
Bibino.
Kaakano.
Wuuno.
Nzuuno.
Tuutoono.
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 Lir' (p. 57, 240).

This dialog contains the 'presentative' form [kaako] 'is there (near you)'. Other series of presentatives exist, with the approximate meanings 'is here' and 'is over there'. Each presentative has the same concordial class represented twice. See Ashton, p. 41ff under 'demonstratives used predicatively'; Chesswas uses the English phrase 'here it is' to refer to these forms. See par. 35 and corresponding parts of the chapters on other noun classes.

Glossary:

- ab'eno: people of this place
- gye muli?: are you there?
- .labika (.labise‘): appear, be visible
- .sanyuka (.sanyuse‘): be pleased
- .yingira (.yingidde): enter
- kale: all right (expression of assent)
- eradde: there it is peaceful
- o.mw.ami (MU-BA): Mr., chief
LESSON 54

1. Short sentences for learning:

a. Ebitongole / bingi + ebiri + mu Gavumenti.

There are many government departments. ('The departments are many which are in the government.')

b. Ekyo / kisinziira ku bitongole # ebiri + mu Gavumenti.

That results from/is related to the departments (that are) in the government.

c. Bakola + emirimu gya njawulo nga kisinziira + ku bitongole + ebiri + mu Gavumenti.

They do various jobs relating to the departments (that are) in the 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.


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>Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>okukola</td>
<td>Bakola mu ofiisi.</td>
</tr>
<tr>
<td>okulima</td>
<td>Balima mu byalo.</td>
</tr>
<tr>
<td>okulunda</td>
<td>Balunda ente.</td>
</tr>
<tr>
<td>okuzimba</td>
<td>Bazimba amayumba.</td>
</tr>
<tr>
<td>okubeera</td>
<td>Babeera mu kibuga.</td>
</tr>
</tbody>
</table>

Batera:

- Batera okukola mu ofiisi.
- Batera okulima mu byalo.
- Batera okulunda ente.
- Batera okuzimba amayumba.
- Batera okubeera mu kibuga.

5. **DRILL:** Indicative vs. relative.

'They come from Uganda.' 'They who come from Uganda.'

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Examples</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>
</tbody>
</table>

'abava' + mu Uganda
'avava' + mu Uganda
'eriva' + mu Uganda
'agava' + mu Uganda
'ekiva' + mu Uganda
'ebiva' + mu Uganda

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LUGANDA BASIC COURSE

6. DRILL: Affirmative vs. negative.

Batera okukola mu ofiisi. Tebatera kukola mu ofiisi.
Babeera kumpi n'ensalo. Tebabeera kumpi na nsalo.
Bava mu Uganda. Tebava mu Uganda.
Bakola mu kibuga. Tebakola mu kibuga.
Kiri ku nsalo. Tekiri ku nsalo.
Balunda nte. Tebalunda nte.
Balima ppamba. Tebalima ppamba.

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

Mbale ______ ______ ______ ______ Bugisu. ______
eri mu ______ bw'ebuvanjuba ______ Uganda. Ekiyuga ______ kiri ku ______ ya ______ ne Kenya. Abantu ______ ______ mu kibuga Mbale Bagisu, naye ______
abantu ______ ab'amawanga ______ agava ______ Uganda n'______. Abantu ______ kibuga ______ bakola ______
mingi mu ______ bya _____.

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

Glossary:

.sinziira (.sinzidde) start out from, with regard to
e.n.salo (N) border
ddala exactly, truly
M-1

Ogiteeka + ku mmeeza. You put it on the table.
Ogiteeka + mu nsawo. You put it in the bag.
Ogiteeka + mu ssanduuko. You put it in the box.
Ogiteeka + kumpi / n'e-kitabo. You put it by the book.
Togiteeka + wansi'. You don't put it on the floor.

M-2

Ekkalaamu yange / ngiteeke-wa? Where do I put my pencil?

DRILL: Concord including object infix and presentative of Series I.

'Have you seen my teacher [anywhere]? Here he is.'

omusomesa
(MU-BA) Omusomesa wange omulabye'ko? Wuuno.
Abasomesa bange obalabye'ko? Baabano.

omugaati
(MU-MI) Omugaati gwange ogulabye'ko? Guuguno.
Emigaati gyange ogirabye'ko? Giigino.

ekitabo
(KI-BI) Ekitabo kyange okirabye'ko? Kiikino.
Ebitabo byange obirabye'ko? Biibino.

essaawa
Engatto zange ozirabyes'ko? Ziizino.

engatto (pl)(N-)
Amagi'gange ogalabye'ko? Gaagano.

eggi

olugoye
(LU-N) Olugoye lwange olulabye'ko? Luuluno.
Engoye za'nge ozirabye'ko? Ziizino.

akagaali
Obugaali lwange 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 ka$kali.  Wa# Sikalaba!
emannamu  Emmanaamu yiiri.  Wa? Sigiraba!
omusomesa  Ommusomesa wuuli.  Wa? Simulaba!
abasomesa  Abasomesa baabali.  Wa? Simalaba!
etabo  Ekitabo kiikiri.  Wa? Sikiraba!
epibalo  Ebitabo biibiri.  Wa? Sibiraba!
obugaali  Obugaali buubuli.  Wa? Sibulaba!
ynonyi  Ennyonyi yiiri.  Wa? Sigiraba!
amazzi  Amazzi gaagali.  Wa? Sigalaba!
amasainanzira  Amamasainanzira gaagali.  Wa? Sigalaba!
essomero  Essomero 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-wa#  Nakagula mu Kampala.
emannamu  Emmanaamu ekyo wakigula wa?  Nakigula mu Kampala.
etabo  Ekitabo ekyo wakigula wa?  Nabigula mu Kampala.
epibalo  Ebitabo ebyo wabigula wa?  Nagigula mu Kampala.
eggaali  Egaali eyo wagiguia wa?  Nagigula mu Kampala.
esaawa  Essaawa eyo wagiguia wa?  Nagigula mu Kampala.
eggi  Eggi eyo woligula wa?  Nagaliga mu Kampala.
amagi  Amagi ago wagagula wa?  Nagaliga mu Kampala.
ynonyi  Ennyonyi eyo wagigula wa?  Nagaliga mu Kampala.
ynonyi  Ennyonyi eyo wagigula wa?  Nagaliga mu Kampala.
DRILL: Object infixes with affirmative and negative present tense.

'Do you want/like this bicycle?' 'Yes, I like/want it.'

akagali Akagaali # kano / okaagala? Yee, nkaagala.
Nedda, sikaagala.

ekkalamu Ekkalaamu eno ogyagala? Yee, ngyagala.
Nedda, sigyagala.

essaawa Essaawa eno ogyagala? Yee, ngyagala.
Nedda, sigyagala.

omugaati Omugaati guno ogwagala? Yee, ngwagala,
Nedda, sigwagala.

kaawwa Kaawa ono omwagala? Yee, mwagala,
Nedda, simwagala.

ekitabo Ekitabo kino okyagala? Yee, r'ygala.
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
LUGANDA BASIC COURSE

LESSON 56

M-1

okuyimirira  Yimirira.  Stand up!
okugenda    Genda + ku lubaawo'. Go to the board.
okusangula  Sangula + olubaawo'. Erase the board.
okuwandika  Wandiika + erinnya lyo. Write your name.
okuggala    Ggala + oluggi. Close the door.
okudda+yo    Ddayo + mu kifo'kyò. Return to your place.
okutula     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?'

Yimirira! Oyimiridde?
Yee, nnyimiridde.

Genda ku lubaawo. Ogenze ku lubaawo?
Yee, ngenze ku lubaawo.

Sangula olubaawo! Olusangudde?
Yee, ndusangudde.

Wandiika erinnya lyo! Oliwandiise?
Yee, ndiwandiise.

Ggala oluggi! Oluggadde?
Yee, nduggadde.
LUGANDA BASIC COURSE

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.
ессандукоко  Esanduukoko yange eri ludda wa?  Yiino.

DRILL: Possessives.

'Where is my place?'  'Yours is over there.'

ekifo  Ekifo kyo kiri ludda wa?  Ekikyo kiri eri.
ggwe  Ekifo kyò kiri ludda wa?  Ekyange kiri eri.
erinnya  Erinnya lyo liri ludda wa?  Eryange liri eri.
ye  Erinnya lye liri ludda wa?  Erirye liri eri.
akagaali  Akagaáli ké kàli ludda wa?  Akake kali eri.
ffe  Obugaali bwaffe buli ludda wa?  Owammwe buli eri.
emmotoka  Emmotoka yffe eri ludga wa?  Eyammwe eri eri.
mmwe  Emmotoka yammwe eri ludda wa?  Eyaffe eri eri.
omusomesa  Omusomesa wammwe ali ludda wa?  Owaaffe ali eri.
bo  Omusomesa waabwe ali ludda wa?  Owaabwe ali eri.
ebitabo  Ebitabo byaabwe biri ludda wa?  Ebyabwe biri eri.
To the student:

The simplest command form is the imperative. This consists of the stem alone, without any prefixes or suffixes. The tone pattern is UM (first mora unmarked regardless of the tone class of the verb; remaining moras marked. For non-tonal details, see Ashton, p. 29,36; Chesswas, par. 112.

Glossary:

.sangula (.sangudde) wipe off, erase

.e.ki.fo (KI-BI) place

Sample of free conversation:

A: Mwami Okuma, essaati yo zyo 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.
Pronunciation buildups:

A: (Knocks) Ab'eno. Ab'eno. (Knocks): Those who live here. [Hello there.] Those who live here. [Hello there.]

B: Wangi # nnyabo. Hello, madame.
A: Nga ffe. It is us.
B: Ee, kale + nnyabo. Ee, all right madame.
okubabuuza' +ko to greet you a little
abaagala + okubabuuza' +ko. those who want to greet you a little

A: Nga ffe abaagala + It is us who want to see you.
okubabuuza' +ko.
B: Kale + maama. All right, madame.
Yingira + maama. Come in, madame.
A: Kale + ssebo. All right, sir.
olabise' you're seen
olabise' -ko you're seen a little

B: Olabisee'ko + nnyabo? You're here, madame!
A: Yee, ssebo. Yes, sir.
B: Nsanyuse + okukulaba. I'm glad to see you.
A: Nange. So am I. [I'm also glad to see you.]

B: Tuulira # awo + maama. Sit over there, madame.
A: Weebale # nnyo. Thank you very much.
B: Eradde? Is it peaceful where you come from?
A: Eradde + ssebo. It is peaceful where I come from, sir.

B: Maamu? Truly peaceful?
A: Maamu. Truly peaceful.
B: Nnyooge? Surely peaceful?
A: Nnyooge. Surely peaceful.
B: Mirembe. Really peaceful?
**LUGANDA BASIC COURSE**

A: Mirembe + ssebo.  
B: Osiibye' otya+nno + nnyabo?  
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?  

Really peaceful, sir.  
How have you spent the afternoon, madame?  
[Good afternoon, madame.]  
Well, sir.  
Mmm.  
How have you spent the afternoon?  
[Good afternoon!]  
Well.  
Mmm.  
Thank you for doing your work.  
You're welcome.  
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.)

A: Àb'énò, À-b'énò.  
B: Wàngí.  
A: Ngà ñfè.  
B: Èe mìwé bànní nnyabo?  
A: ñfè bàmuliràíanwá.  
B: Ooo!  
A: Twàgalá kúbábùùzáakô.  
B: Túsànyùsè  
òkùbálàbá.  
A: Nàffe.  
B: Mmm.  
A: Mmm.  
B: Yìngùrìà  
mààmá.  
A: Kalè ssebò.  
B: Olàbìsèèko?  
A: Yèè ssebò.  
B: Ñsànyùsè òkùkùlàbá.  
A: Nàngè.  
B: Tùúlirà wànò.  
A: Kalè.  
B: Èráàddè?  
A: Èráàddè nnyô ssebò.  
B: Mààmù?  
A: Mmm.  
B: Nnyooge?  
A: Ñnyòogè.  
B: Mirembe?
B: Mmm. A: Wasuze otyanno ssebo? B: Nasuzeeyo.
A: Mmm. B: Mmm. A: Omukyala gy'ali?

To the student:

The form [okubabuza'+ko] consists of the infinitive [okubuza'] 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 [okubuza'] 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
nyooge  }
mirembe  

These words are used in greetings to express "peaceful situation" 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.


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'omu Busoga balimi naye abantu b'omu kibuga Jinja abasinga obungi bakola mu ofiisi ez'ebitongole eby'enzawulo; 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 /+-/: 

ku nsalo ya Kenyà
abantu b'omu kibuga
emirimu gy'o mu ofiisi
ebibuga by'o mu Kenyà
ofiisi z'o mu kibuga
ebitongole by'omu
Gavumenti

ku nsáló yá Kényà
àbántú b'ómú kíbugà
èmirímu gy'ó mú ófíísi
èbibúgà by'ó mú Kényà
ófíísi zíó mú kíbugà
èbiítóngólé by'ómú
Gávúméntì
With /+/:  

ekibuga + ekikulu  

ebibuga + ebirala  

abasinga + obungi  

bakola + mu ofiisi  

balunda + ente

NB The Ministries in the Government of Uganda, with their official names are:

Minisita (Minister) w'eby'obulunzi, ebisolo n'ebynnyanja.  

Minisita w'eby'ensonga ez'omunda.  

Minisita w'eby'emirimu, amakubo, Post n'essimu.  

Minisita w'eby'ensimbi.  

Minisita w'eby'obugagga obw'omu ttaka n'amazzi.  

Minisita w'eby'obusuubuzi n'amakolero.  

Minisita w'eby'enjigiriza.  

Minisita wa Govumenti ez'ebitundu.  

Minisita w'eby'amayumba n'abakosi.  

Minisita w'eby'enteekateeka n'okusitula embeera z'abantu.

The Minister of Animal Industry, Game and Fisheries.  

The Minister of Internal Affairs.  

The Minister of Works and Communications.  

The Minister of Finance.  

The Minister of Mineral and Water Resources.  

The Minister of Commerce and Industry.  

The Minister of Education.  

The Minister of Regional Administrations.  

The Minister of Housing and Labour.  

The Minister of Planning and Community Development.
Minisita w'eby'obulimi n'ebibiina ebyegassi. The Minister of Agriculture and Co-operatives.

Minisita w'eby'amateeka. The Minister of Justice.

3. Predicting tones:

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

DRILL: Affirmative vs. negative, present tense.

Ensi eyo eri mu Uganda. Ensi eyo teri mu Uganda.
Abantu abasinga obungi Basoga. Abantu abasinga obungi ssi Basoga.
Balunda ente. Tebalunda nte.
Bakola mu ofiisi. Tebakola mu ofiisi.
Mulimu abantu bangi. Temuli bantu bangi.
Batera okukola mu ofiisi. Tebatera kukola mu ofiisi.
Bava mu Uganda. Tebava mu Uganda.

DRILL: Affirmative vs. negative, far past.

Ensi eyo / yali mu Uganda. Ensi eyo / teyali + mu Uganda.
Baalundanga nte. Tebaalundanga + nte.
Baakolanga mu ofiisi. Tebaakolanga + mu ofiisi.
Mwalimu + abantu / bangi. Temwali + bantu + bangi.
Baateranga kukola + mu ofiisi. Tebaateranga + kukola + mu ofiisi.
Baavanga mu Uganda. Tebaavanga + mu Uganda.
DRILL: Present, near past, far past.

'Those people came (near past) from Busoga.'

'Those people came (far past) from Busoga.'

Abantu # abo / baavudde mu Busoga.
Abantu # abo / baava mu Busoga.

Baalunze' nte.
Baalunze nte.

Baalunda nte.
Baalunda nte.

Bayitibwa "Banna-Peace Corps."
Baanayitiddwa "Banna-Peace Corps."

Batera kukola + mu ofiisi.
Baateze'kukola + mu ofiisi.

Abantu # abo / balimi.
Abantu # abo / baabadde balimi.

Glossary:

'kyokka' 'only, but'
Lesson 59

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 acts in subjunctive, third person plural.

Abayizi bakole-ki$

Bagolokoke.

Oluvannyuma bakole-ki$

Bayambale.

Oluvannyuma bakole-ki$

Balye ekyenkyya.

Oluvannyuma bakole-ki$

Bagende mu kibiina.

Oluvannyuma bakole-ki$

Bayige Oluganda.

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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

<table>
<thead>
<tr>
<th>Emeeza</th>
<th>Giteeke + ku mmeeza.</th>
<th>Put it on the table.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensawo</td>
<td>Giteeke + mu nsawo yô.</td>
<td>Put it in your pocket.</td>
</tr>
<tr>
<td>Essanduku</td>
<td>Giteeke + mu sanduuko.</td>
<td>Put it in the box.</td>
</tr>
<tr>
<td>Wano</td>
<td>Giteeke # wano.</td>
<td>Put it here.</td>
</tr>
<tr>
<td>Awo</td>
<td>Giteeke # awo.</td>
<td>Put it there (near you).</td>
</tr>
<tr>
<td>Wali</td>
<td>Giteeke + wali.</td>
<td>Put it over yonder.</td>
</tr>
</tbody>
</table>

M-2

<table>
<thead>
<tr>
<th>Ekkalaamu</th>
<th>Ekkalaamu yange / ngiteeke-wa?</th>
<th>Where shall I put my pen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekitabo</td>
<td>Ekitabo kyang / nkiteeke-wa?</td>
<td>Where shall I put my book?</td>
</tr>
<tr>
<td>Olupapula</td>
<td>Olupapula lwange / nduteeke-wa?</td>
<td>Where shall I put my paper?</td>
</tr>
<tr>
<td>Ensimbi</td>
<td>Ensimbi zange / nziteeke-wa?</td>
<td>Where shall I put my money?</td>
</tr>
</tbody>
</table>

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?
- Tugende ku lubaawo? Shall I go to the board?
- Nsangule olubaawo? Shall I erase the board?

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Tuyimirire? Shall we stand up?  
Nnyimirire? Shall I stand up?  
Nzireyo mu kifo kyange? Shall I return to my place?  
Tuddeyo mu bifo byaffe? Shall we return to our places?  

**DRILL:** Subjunctive, first person plural, with object infix.

'Where shall we put our pens?' 'Put them over there.'

- **ekkalamu**  
  Ekkalaamú zàffe tuziteeke wa? Muziteeke wali.

- **ebitabo**  
  Ebitábò byàffe tubiteeke wa? Mubiteeke wali.

- **emigaati**  
  Emigààti gyàffe tugiteeke wa? Mugiteeke wali.

- **engatto**  
  Engáító zàffe tuziteeke wa? Muziteeke wali.

- **ebbaluuwa**  
  Ebbalúuwà zàffe ez'ekkubo tuziteeke wa? Muziteeke wali.

- **ebifaananyi**  
  Ebifáananyí byàffe tubiteeke wa? Mubiteeke wali.

- **ebi gaali**  
  Obi gaali bìaffe tubuteeke wa? Mubuteeke wali.

[Wali] corresponds to 'over there' if the place is definite and [eri] corresponds to 'over there' if the place is indefinite.
DRILL: Near past, affirmative and negative with object infixes.

'Did I put my money here?'
Ensimbi zange nazitadde wano? Nedda, tewazitadde wano.
Wazitadde eri.

'No, you didn't put it here.'
You put it over yonder (indefinite location).

'Did they put their money here?'
Ensimbi zaabwe baazitadde wano. Nedda, tebaazitadde wano.
Baazitadde eri.

'Did you put your watch here?'
Essaawa yo wagitadde wano? Nedda, saagitadde wano.
Nagitadde eri.

'You put it over yonder (indefinite location).'

'Did you (pl.) put your books here?'
Ebitabò 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
Pronunciation buildups:

A: Omwami / gy'ali + ssebo?
B: Ta-li' + yô.

yagenze'
A: Yagenze'-way'

okukola
mu kibuga kukola
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.
LUGANDA BASIC COURSE

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
ŋgend e let me go
ŋgend e bano mbabuuze'-ko. let me go and greet these (people) a little

Ka ŋgend e bano / mbabuuze'-ko. And let me go and greet these (people) a little

A: Mbadde + mpitayita-ko # awo, I was passing by and decided
e ne ŋamba nti ka ŋgend e to stop in and say 'Hi'.
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 kyal o kulima.
eka' Yagenda ka kuwummula.
ekizannyiro Yagenda mu kizannyiro kuzannya.
edduuka' Yagenda mu dduuka kugula ssaati.

DRILL: Matching subject prefixes in a compound tense.
nze Mbadde # mpitayita-ko # awo.
ggwe Obadde # oyitayita-ko # awo.
ye Abadde # ayitayita-ko # awo.

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LUGANDA BASIC COURSE

ffe  Tubadde # tuyitayita-ko # awo.
mmwe Mubadde # muyitayita-ko # awo.
bo Babadde # bayitayita-ko # awo.

DRILL: Compound tense, first verb in perfective tense.

ffe  Tubadde # tulya. I've been eating.
okusoma Tubadde # tusoma. We have been eating.
nze Mbadde # nsoma. We have been reading.
okwagala Mbadde # njagala + I've been wanting some food.
emme repemmere
ffe Tubadde # twagala + We have been wanting some food.
emme.
okuzannya Tubadde # tuzannya. We have been playing.
nze Mbadde # nzannya. I've been playing.
okwambala Mbadde # nnyambadde + I've been wearing a hat.
emme enkuufiira enkuufiira.
ffe Tubadde # twambadde + We have been wearing hats.
emme enkuufiira.

DRILL: Optional use of [ngà] 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.'

Mbadde ndya.

Tubadde tulya.

Tubadde tuzannya.

Abadde afuluma ebweru.

Abadde awuliriza.

Babadde bawuliriza.

'I was (near past) eating.'

Nabadde ndya.

Twabadde tulya.

Twabadde tuzannya.

Yabadde afuluma ebweru.

Yabadde awuliriza.

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.ka.wungeezi (KA) evening
e.n.nimiro (N) garden, field
.yitayita (.yiseyise') move about
LESSON 62

1. This text also is very much like the ones that preceded it. Listen to the first version only, and answer the following questions.

Fort Portal kiri mu nsi ki?
Kiri mu bukiika ki obwa Uganda?
Mulimu abantu ba mawanga ki?
Abantu abasinga obungi ba ggwanga ki?

2. Tell in your own words as much as you can remember about Fort Portal.

3. Supply concords at the places indicated by blanks. Check yourself by listening to the second tape recording.

Fort Portal _e kibuga ___kulu mu Toro. Toro _e nsi ___mu mu nsi e_ri mu Uganda. ___ri mu bukiika ___ebugwanjuba ___a Uganda, ku nsalo ___a Kongo ne Uganda. Fort Portal ___rimu Abatoro ___ngi kubanga ___ri mu nsi ___a Toro, naye ___limu n'amawanga ___ngi; abantu a_va mu bitundu _ngi e_tali ___mu e___a Uganda. Abantu ___omu Fort Portal ___kola emirimu ___ngi ___njawulo nga ___sinziira ku bitongole e_ri mu gavumenti, ng'ekitongole ___'ebyenjigiriza, ekitongole ___'obulimi n'ebitongole ___rala.

4. Dictation:

Fort Portal kye kibuga ekimu ku bibuga bya Uganda, kiri mu Toro. Toro ye nsi eri mu Uganda mu bukiika bwe'bugwanjuba. Ensi Toro erimu Batoro era n'abantu abasinga mu kibuga Fort Portal Batoro. Abatoro bakola omulimu
gw'obulimi naye abantu abali mu kibuga Fort Portal abasinga obungi bakola mu makolero ag'omu bitongole bya gavumenti, ng'ebitongole by'ebyenjigiriza, ebitongole by'obulimi n'ebitongole ebirala.

DRILL: Subject prefixes with [-rimu]

- **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**

<table>
<thead>
<tr>
<th>okusoma</th>
<th>Leerọ + olweggulo / tunaaasoma + ebitabo byaffe.</th>
<th>This afternoon we will read our books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>okulaba</td>
<td>Leerọ + olweggulo / tunaalaba + omupiiira + ogw'e-mpaka.</td>
<td>This afternoon we will watch a football game.</td>
</tr>
<tr>
<td>okuzannya</td>
<td>Leerọ + olweggulo / tunaaazannya + omupiiira.</td>
<td>This afternoon we will play football.</td>
</tr>
<tr>
<td>okubeera</td>
<td>Leerọ + olweggulo / tunaabeera mu kibuga.</td>
<td>This afternoon we will be in town.</td>
</tr>
</tbody>
</table>

**M-2**

<table>
<thead>
<tr>
<th>okusoma</th>
<th>Leerọ + olweggulo / munaasoma-ki?</th>
<th>What are you going to read this afternoon?</th>
</tr>
</thead>
<tbody>
<tr>
<td>okulaba</td>
<td>Leerọ + olweggulo / munaalaba-ki?</td>
<td>What are you going to see this afternoon?</td>
</tr>
</tbody>
</table>

**DRILL:** Near future, second person vs. first person singular.

<table>
<thead>
<tr>
<th>okulya</th>
<th>Enkya onoolya ekyenka?</th>
<th>Yee, nnaalya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>okuyiga</td>
<td>Enkya onooyiga Oluganda?</td>
<td>Yee, nnaayiga.</td>
</tr>
<tr>
<td>okujja</td>
<td>Enkya onojja mu kibiina?</td>
<td>Yee, nnajja.</td>
</tr>
<tr>
<td>okusoma</td>
<td>Enkya onoosoma Oluganda?</td>
<td>Yee, nnaasoma.</td>
</tr>
<tr>
<td>okunaaba</td>
<td>Enkya onoonaaba?</td>
<td>Yee, nnaanaaba.</td>
</tr>
<tr>
<td>okuzannya</td>
<td>Enkya onoozannya omupiiira?</td>
<td>Yee, nnaazannya.</td>
</tr>
<tr>
<td>okuyingira</td>
<td>Enkya onooyingira mu kibiina?</td>
<td>Yee, nnaayingira.</td>
</tr>
<tr>
<td>okufuluma</td>
<td>Enkya onoofuluma mu kibiina?</td>
<td>Yee, nnaafuluma.</td>
</tr>
</tbody>
</table>

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SKILL: Near future, monophonic vs. diphonic subject prefixes.

Nnaakoma-wo. Tunaakoma-wo.
Nnaafuluma + ebweru. Tunaafuluma + ebweru.
Nnaalya' + ebibala. Tunaalya' + ebibala.
Nnaava'mu ssomero. Tunaava'mu ssomero.
Nnaasangula + olubaawo. Tunaasangula + olubaawo.
Nnaawandiika + ebbaluwa. Tunaawandiika + ebbaluwa.

C-1
A: Leero (olweggulo) onookola ki?
B: Nnaa(soma ebitabo byange).

C-2
A: (Enkya) onoo(golokoka) essaawa mmeka?
B: Nnaa(golokoka) essaawa (emu).

Glossary:
o.mu.piira (MU-MI) football, ball, rubber, mackintosh
e.m.paka' (N) argument, strife, competition
o.mu.piira + ogw'e-mpaka' football match
e.ki.tabo (Ki-BI) book

To the student:
For further information about the near future tense, see Ashton, p. 124; Chesswas, par. 65-7. Note particularly that the vowel of the tense prefix changes to [o] after the subject prefix [o] and [e] after the subject prefix [e]. Tonally, the stem pattern for affirmative indicative is FF (Synopsis, par. 28); for affirmative relative and for all negatives, the pattern is FM (Synopsis, par. 29).

Although the near future tense with prefix [naa] is frequently used, it is paralleled by a two-word ('periphrastic') tense construction which consists of some form of [.jja] 'come' followed by the infinitive of the main verb. For this reason, the
drills involving the [naa] tense are given also with this periphrastic future. For more information about the periphrastic future, see Ashton, p. 318; Chesswas, par. 186.

M-1

okusoma  Leero olwaggulo, tujja kusoma ebitabo byaffe.  This afternoon, we shall read our books.

okulaba  Leero olwaggulo, tujja kulaba omupiira ogw'empaka.  This afternoon, we shall watch a football match.

okuzannya  Leero olwaggulo, tujja kuzannya omupiira.  This afternoon, we shall play football.

okubeera  Leero olwaggulo, tujja kubeera mu kibuga.  This afternoon, we shall be in town.

M-2

okusoma  Leero olwaggulo mujja kusoma ki?  What are you going to read this afternoon?

okulaba  Leero olwaggulo 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, monophonc 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.
Today at lunch we'll eat meat.
Today at lunch we'll eat bananas.
Today at lunch we'll eat potatoes.
Today at lunch we'll eat bread.
Today at lunch we'll eat rice.
Today at lunch we'll eat tomatoes.
Today at lunch we'll eat cabbage.

Tomorrow at breakfast we'll eat eggs.
Tomorrow at breakfast we'll eat bread.
Tomorrow at breakfast we'll have porridge.
Tomorrow at breakfast we'll drink tea.

What will we eat at breakfast?
C-1

A: Tuna(la) ki ku (kyemisana)?
B: Tuna(la) (lumonde).

DRILL: Near future with and without object infixes.

kaawa  Nnaanywa' + kaawa.  Nnaamunywa'.
lumonde  Nnaalya' + lumonde.  Nnaamulya'.
omuceere  Nnaalya' + omuceere.  Nnaagulya'.
omugaati  Nnaalya + omugaati.  Nnaagirya.
emigaati  Nnaalya + emigaati.  Nnaagirya.
eggi  Nnaalya + eggi'.  Nnaalirya.
amagi'  Nnaalya + amagi'.  Nnaagalya.
egkibala  Nnaalya + ekibala.  Nnaakirya.
ebibala  Nnaalya + ebibala.  Nnaabirya.
enyama  Nnaalya + enyama.  Nnaagirya.
enko  Nnaalya + enko.  Nnaagirya.

DRILL: Near future, object infixes with unmarked verbs.

Nnaasoma + ekitabo.  Nnaakisoma.
Nnaasoma + ebbaluuwa.  Nnaagisoma.
Nnaawardiika + ebbaluuwa.  Nnaagiwandiika.
Nnaazimba + ennyumba.  Nnaagizimba.
Nnaasangula + olubaawo.  Nnaalusangula.
Nnaateeka + ensimbi + ku mmeza.  Nnaaziteeka ku mmeza.
Nnaasomesa + Olungereza.  Nnaalusomesa.
Nnaalya + omugaati.  Nnaagulya.
**LUGANDA BASIC COURSE**

**DRILL:** Concord with new nouns.

<table>
<thead>
<tr>
<th>English</th>
<th>Luganda</th>
<th>literal translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'This banana is good.'</td>
<td>'Ettooke # lino / ddungi.'</td>
<td>Liri / bbi.</td>
</tr>
<tr>
<td>'That [one] is bad.'</td>
<td>'Emigaati gino mirungi.'</td>
<td>Gali mabi.</td>
</tr>
<tr>
<td>ettooke</td>
<td>Ettooke # lino / ddungi.</td>
<td>Liri / bbi.</td>
</tr>
<tr>
<td>amatooke</td>
<td>Amatooke gano malungi.</td>
<td>Gali mabi.</td>
</tr>
<tr>
<td>omugaati</td>
<td>Omugaati guno mulungi.</td>
<td>Guli mubi.</td>
</tr>
<tr>
<td>emigaati</td>
<td>Emigaati gino mirungi.</td>
<td>Giri mibi.</td>
</tr>
<tr>
<td>ekibala</td>
<td>Ekibala kino kirungi.</td>
<td>Kiri kibi.</td>
</tr>
<tr>
<td>ebibala</td>
<td>Ebibala bino birungi.</td>
<td>Biri bibi.</td>
</tr>
<tr>
<td>omuceere</td>
<td>Omuceere guno mulungi.</td>
<td>Guli mubi.</td>
</tr>
<tr>
<td>ennanyaanya (pl.)</td>
<td>Ennyaanya zino nnungi.</td>
<td>Ziri mbi.</td>
</tr>
<tr>
<td>emboga (sg.)</td>
<td>Emboga eno nnungi.</td>
<td>Eri mbi.</td>
</tr>
<tr>
<td>lumonde</td>
<td>Lumonde ono mulungi.</td>
<td>Oli mubi.</td>
</tr>
<tr>
<td>caayi</td>
<td>Caayi ono mulungi.</td>
<td>Oli mubi.</td>
</tr>
<tr>
<td>kaawa</td>
<td>Kaawa ono mulungi.</td>
<td>Oli mubi.</td>
</tr>
<tr>
<td>eggi</td>
<td>Eggi lino ddungi.</td>
<td>Liri bbi.</td>
</tr>
<tr>
<td>amagi</td>
<td>Amagi gano malungi.</td>
<td>Gali mabi.</td>
</tr>
<tr>
<td>obuugi</td>
<td>Obuugi buno bulungi.</td>
<td>Buli bubi.</td>
</tr>
</tbody>
</table>

**For teacher:** Continue with such other adjectives as:
- ggya' (new) - b' (bad)
- dduqavu (black) - bisi (raw)
- nene (big) - gmu (hard)
- wanvu (tall, long) - genyi (foreign)
- eeru (white) - gezi (clever)
- lamu (sound) - angu (easy)
- t'o (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.µu.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
LESsON 65

Pronunciation buildups:

B: **Maama / ggw'#/ani#/n**
Nnakalema
A: Nze # Nnakalema....
B: Ooo! Nnakalema?
Kkungu
ow'e Kkungu
A: ...ow'e Kkungu # eyo.
B: Ow'e Kkungu + nnyabo?
A: Mmm.

mmuyite
omukyala mmuyite

kwe kugamba

B: Mmm. Kwe kugamba / omukyala / mmuyite?
ku mirimu
ku mirimu_gye
okuggya
kumuggya
leka kumuggya

A: Aaa, tomuyita, leka / kumuggya + ku mirimu_gye.

B: Mmm.

olulala
nnaamulaba

A: Nnaamulaba + olulala.

Madame, who are you?
Nnakalema
I am Nnakalema....
Ooo. Nnakalema?
Kkungu
of Kkungu
...(Nnakalema) of Kkungu.
(Nnakalema) of Kkungu, madame?
Mmm.

may I call her
may I call the lady of the house
that's to say
Mmm. May I call the lady of the house?
on duties
on his/her duties

to take away
to take him/her away from
on her duties

No, don't call her, don't
take her away from her work.
Mmm.

another one
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.

NB The form [omugamba] is preferable to [mugambe] in this context.

DRILL: Negative imperative forms.

Yita + abayizi.  
Abayizi / bayite.  
Sangula + olubaawo'.  
Yingira mu kibiina.  
Tuula ku ntebe.  
Ggalawo oluggi.

Toyita + bayizi.  
Tobayita.  
Tosangula + lubaawo'.  
Toyingira mu kibiina.  
Totuula ku ntebe.  
Toggalawo luggi.

Leka / kuyita + bayizi.  
Leka / kubayita.  
Leka / kusangula lubaawo'.  
Leka kuyingira mu kibiina.  
Leka kutuula ku ntebe.  
Leka kuggalawo luggi.
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
LESSON 66

1. Listen to the first recording about Masaka, and fill in these blanks:

Masaka kiri mu ______ bwa Uganda.
Masaka kiri mu _________ Buganda.

The word [ekirimu] is the _______ form that corresponds to [kirimu].

Judging from the context, [abafuzi] might mean _______. (officials? affairs? resources?)

[Gavument eya wakati] means _______. (within the central government? government of the center? government?)

Abalimi bameera 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
abalnu ___singa obungi Baganda, naye ___limu
abalnu ___ngi ___amawanga ___njawulo ___va
mu Uganda. Abantu ___omu kitundu ___o balimi
naye abasinga obungi ___kola mu ofiisi
___'ebitongole ___a gavumenti, ng'ekitongole
___ebyenjiriza n'ebitongole ___rala.
2. Dictation:


Students should ask one another questions about Masaka.

Glossary:

<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>o. mu. fuzi (MU-BA)</th>
<th>ruler</th>
</tr>
</thead>
<tbody>
<tr>
<td>sso ssi</td>
<td>but not</td>
</tr>
</tbody>
</table>


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.

Will you (pl.) study Luganda tomorrow?

Will you (pl.) go to the cinema tomorrow?

A: Enkya munaayiga (yiga Oluganda)?
(B,C): Nedda, enkya tetuu(yige Luganda).
A: Enkya munaakola ki?
(B,C): Enkya tunaagenda mu katale.

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.

okusomese Oluganda  
Tebaasomese Luganda.
nze  
Siisomese Luganda.

okuyiga Oluganda  
Tebaayyige 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?'  
'The's not going to go home.'

omusomese  
Omusomesa anaagenda eka?
abasomesa  
Abasomesa banaagenda eka?
ffe  
Tunaagenda eka?
mmwe  
Munaagenda eka?
ggwe  
Onoogenda eka?
nze  
Nnaagenda eka?

Taagende ka.  
Tebaagende ka.
Temuugende ka.  
Tetuugende ka.
Siigende ka.  
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 + oguujja + okugenda mu Uganda.

okugenda Tuli-gendera mu nnyonyi.

okubuuka Tuli-buukira + mu kisaawe ky'e-nyonyi + e New York.

okuyita Tuli-yita + mu nsi / nnyinti ez'Afrika ey'epugwanju'a.

okuva' + mu Tuli-viira-mu + mu kisaawe ky' Entebbe.

okugenda Tuli-gendera mu mwotoka + 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 Muli-genda mutya?

When will you set off to go to Uganda?

How will you go?

The infix [-li-] indicates an action taking place after twenty-four hours or at some unspecified time in the future.
To the student:

The general future is characterized by the tense prefix [li]. See Ashton, p. 124; Chesswas, par. 68-9. Tonally, this tense is peculiar in that a [-] juncture without word boundary follows [li] if the stem is of the unmarked class. This applies to the affirmative indicative and to all negative forms, which have the stem tone pattern FF. Whether [-] is found also in affirmative relative forms of unmarked verbs is impossible to determine positively, since the stem tone pattern there is FX. (For the meaning of [-], see Synopsis, par. 45-47.)

There is a 'periphrastic' future (see Lesson 63) construction which corresponds to the [li] tense; its auxiliary verb is [.genda]. See Ashton, p. 318.

<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
</table>

M-1

<table>
<thead>
<tr>
<th>Luganda</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>okusitula</td>
<td>Tugenda kusitula omwaka</td>
</tr>
<tr>
<td></td>
<td>oguujja okugenda mu</td>
</tr>
<tr>
<td></td>
<td>Uganda</td>
</tr>
<tr>
<td></td>
<td>We'll set off for Uganda next year.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Tugenda kugendera mu</td>
</tr>
<tr>
<td></td>
<td>nnyonyi.</td>
</tr>
<tr>
<td></td>
<td>We'll go by ('in') plane.</td>
</tr>
<tr>
<td>okubuuka</td>
<td>Tugenda kubuukira mu</td>
</tr>
<tr>
<td></td>
<td>kisaawe e New York.</td>
</tr>
<tr>
<td></td>
<td>We'll fly from the airport in New York.</td>
</tr>
<tr>
<td>okuyita</td>
<td>Tugenda kuyita mu nsi</td>
</tr>
<tr>
<td></td>
<td>nnyingi ez'Africa ey'ebugwanjuba.</td>
</tr>
<tr>
<td></td>
<td>We'll pass (through) many countries of West Africa.</td>
</tr>
<tr>
<td>okuvaamu</td>
<td>Tugenda kuviiramu mu</td>
</tr>
<tr>
<td></td>
<td>kisaawe ky'Entebbe.</td>
</tr>
<tr>
<td></td>
<td>We'll get off at Entebbe airport.</td>
</tr>
<tr>
<td>okugenda</td>
<td>Tugenda kugendera mu</td>
</tr>
<tr>
<td></td>
<td>mmotoka okutuuka e</td>
</tr>
<tr>
<td></td>
<td>Kampala</td>
</tr>
<tr>
<td></td>
<td>We'll go by car as far as Kampala.</td>
</tr>
</tbody>
</table>
M-2

okusitula Mugenda kusitula ddi okugenda mu Uganda?
When will you set off to go to Uganda?

okugenda Mugenda kugenda mutya?
How will you go?

okugolokoka Ku Lwassabbiiti tetugenda kugolokoka mangu.
On Sunday we won't get up early.

okuyiga Ku Lwassabbiiti tetugenda kuyiga Luganda.
On Sunday, we won't study Luganda.

okujja Ku Lwassabbiiti tetugenda kujja mu kibiina.
On Sunday, we won't come to class.

okugenda Ku Lwassabbiiti tetugenda kugenda mu ssineema.
On Sunday, we won't go to the movies.

M-3

okugolokoka Ku Lwassabbiiti mugenda kugolokoka mangu?
Are you (pl.) going to get up early on Sunday?

okuyiga Ku Lwassabbiiti mugenda okuyiga Oluganda?
Are you going to study Luganda on Sunday?

olunaku Olwassabbiiti lugenda kuba lunaku lukulu.
Sunday will be a holiday.

lwaki? Iwaki temuligolokoka mangu?
Why aren't you going to get up early?
## Glossary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>.situla</td>
<td>(.situdde) raise, lift up, start on a journey</td>
</tr>
<tr>
<td>.buuka</td>
<td>(.buuse') fly, jump</td>
</tr>
<tr>
<td>o.mw.aka</td>
<td>(MU-MI) year</td>
</tr>
<tr>
<td>.yita</td>
<td>(.yise') pass, go through</td>
</tr>
<tr>
<td>.va' + mu</td>
<td>(.vudde-mu) get off</td>
</tr>
<tr>
<td>omwaka + ogujja</td>
<td>the year which comes (next year)</td>
</tr>
</tbody>
</table>
LESSON 69

Pronunciation buildups:

olabise'-ko
-bula
kabula
kabula dda
munnaffe
munnaffe kabuladda

A: Munnaffe + kabuladda / olabise'-ko?

B: Eee. Ndabise'-ko.

okukulaba
tusanyuse okukulaba

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 seen
get lost
the lost
the long lost
our friend the long lost

Our long lost friend, is it really you?

Yes, it's I.
to see you
we're glad to see you
We're so glad to see you.
Me, too.

Wuuuu. Is there peace where you come from?

There is peace where I come from.

Mmm.

Is it surely peaceful?

It's surely peaceful.

How are they at home?

They are there (all right).

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.
DRILL: Affirmative vs. negative with subject prefix [e-], various tenses.

Enkuba / etonnya.  Enkuba / tetonnya.
Enkuba / etonnye'.  Enkuba / tetonnye'.
Enkuba / yatonna.  Enkuba / teyaottonya.
Enkuba / yatonna.  Enkuba / teyaottonya.
Enkuba / ennenna.  Enkuba / teptonya.

Glossary:

mu.nnaffe (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.

The word [olugenda] is _______ form of the verb.
   an 'indicative'    a 'relative'

The form [ebiri] in [ebibuga ebiri mu Buganda] is ________.
   indicative    relative

The meaning of [ebiri] is approximately:
   which are      they are      are they?
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

This new word means ________.

county  resources  circumstance

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

[217]
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 ________.

Metyang Mitiiyana Metyaana

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 ekyo. Abantu b'omu kitundu ekyo abasinga obungi balimi naye abantu b'omu
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].

<table>
<thead>
<tr>
<th>(ebibuga)</th>
<th>Biri mu Buganda.</th>
<th>ebiri + mu Buganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>(emmotoka')</td>
<td>Ziri mu Buganda.</td>
<td>eziri + mu Buganda</td>
</tr>
<tr>
<td>(emigga)</td>
<td>Giri mu Buganda.</td>
<td>egiri + mu Buganda</td>
</tr>
<tr>
<td>(amasomero)</td>
<td>Gali mu Buganda.</td>
<td>agali + mu Buganda</td>
</tr>
<tr>
<td>(abantu)</td>
<td>Bali mu Buganda.</td>
<td>abali + mu Buganda</td>
</tr>
<tr>
<td>(ekibuga)</td>
<td>Kiri mu Buganda.</td>
<td>ekiri + mu Buganda</td>
</tr>
<tr>
<td>(omugga)</td>
<td>Guli mu Buganda.</td>
<td>oguli + mu Buganda</td>
</tr>
<tr>
<td>(emmotoka')</td>
<td>Eri mu Buganda.</td>
<td>eri + mu Buganda</td>
</tr>
<tr>
<td>(essomero)</td>
<td>Liri mu Buganda.</td>
<td>eriri + mu Buganda</td>
</tr>
<tr>
<td>(omuntu)</td>
<td>Ali mu Buganda.</td>
<td>ali + mu Buganda</td>
</tr>
</tbody>
</table>
DRILL: Indicative vs. relative present, various verbs, diphonic subject prefix.

'They read.' '[Those] who read.'

Basoma. abasoma
Bawandiika. abawandiika
Basomesa. abasomesa
Bayingira. abayingira
Patandika. 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 / luliba lunaku + lukulu.  
Sunday will be a holiday.

lwaki/ Lwaki temuli-golokoka mangu/  
Why aren't you going to get up early?
DRILL: General future forms of some familiar sentences.

'He has sent me to greet 'see') you.


'He will send me to greet ('see') you.'


DRILL: Negative indicative vs. affirmative relative, general future.

'We won't get up early.'


'Who will get up early?'

Baani + abaligolokoka + amangu%. Baani + abaliviga+Oluzungu%. Baani + abaliija + mu kibiina% Baani + abaligenda + mu ssineema% Baani + abalizannya + emizannyo% Baani + abaliwummula jjo%
The general future tense negative is regular; you insert the \([li]\) tense between negative pronoun prefix and verb stem. e.g.

\[
\begin{array}{ll}
\text{si-ri-genda} & \text{tetu-li-genda} \\
\text{to-li-genda} & \text{temu-li-genda} \\
\text{ta-li-genda} & \text{teba-li-genda}
\end{array}
\]

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:

- lwaki? why?
- kubanga because
- o.lu.naku (LU-N) day
- o.lu.naku + olukulu a holiday

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.

Okwakol, come here please.
Don't call me. What do you want?
I want all the food you have.
I have a little and it is raw.
Give it to me to take.
Oh. And me - what shall I eat tomorrow?
I'll bring you other food this evening.
All right.
LESSON 72

M-1

okusomesa  Mu Uganda / nnaasomesanga + abaana.
In Uganda I'm going to be teaching children.

okwogera  Mu Uganda / nnaayogeranga + Oluganda + n'Olungereza.
In Uganda I'll be speaking Luganda and English.

okulya  Mu Uganda / nnaalyanga + amatooke.
In Uganda I'll eat bananas.

okukyalira  Mu Uganda / nnaakyaliranga + abazadde b'a-baana.
In Uganda I'll visit the parents of the children.

okunyumya  Mu Uganda / nnaanyumyanga mu Luganda.
In Uganda I'll speak (in) Luganda.

M-2

okukola  Mu Uganda / onookolanga-ki?
What will you be doing in Uganda?

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: Mükámá wángé.

A: Olwa-leero' / tumaalya' byannyanja, oba / nnyama?
twalya byannyanja
anti jjo twalya byannyanja
B: Oba / tulye ku nnyama, anti jjo/twalya' byannyanja.
ngule ennyama
ka ṣeende
ndowoosa
A: Ooo! Ndowoosa / ka ṣeende + ngule + ennyama.
kоззи
kоззи ṣeambye nnyama?
B: Aaa, nedda, kоззи + ṣeambye' nnyama?
jjo twalya byannyanja
ogambye nti jjo twalya byannyanja
A: Anti + ogambye' # nti / jjo / twalya' byannyanja.

Mr. Semakula.
lord
My lord.
fish
fish or meat
we're going to eat fish or meat?
Today, are we going to eat fish or meat?
we eat fish
since yesterday we ate fish
Or should we eat meat, since we ate fish yesterday.
may I buy meat
let me go
I think
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.
"Ooo! Kale, tulye' + ennyama."

B: Ooo! Kale, tulye' + ennyama.

"All right, let's eat meat."

A: Eyle-nte.

B: Eyle-nte.

"Wouldn't goat's meat be better?"

A: Mmm.

B: Mmm.

"It would be better a goat it would be better about three pounds let me buy there about three pounds"

A: Kale, ka ñnende ngule-yo + eraatiri nga ssatu # awo.

B: Kale + ssebo.

"All right, let me go and buy about three pounds."

DRILL: 'Let's': first person vs. second person.

"Let's me go buy some meat.'

Ka ñnende ngule + ennyama.

Ka ntuule + mpandiike + ebbaluwa.

Ka tugende + tugule + ennyama.

Ka tugende + tugule + ennyama.

Ka tugende + tugule + ennyama.

"Go buy some meat.'

Genda + ogule + ennyama.

Tuula + owandiike + ebbaluwa.

Mugende + mugule + ennyama.

Mutuula + muwandiike + ebbaluwa.

Mugende mubabuuze.

Muyingire mutandike okusoma.
DRILL: Affirmative vs. negative, various tenses.

'We will (near fut.) eat fish.'

Tunaalya' + ebyennyanja.  Tetulye' + byannyanja.
Tulya' + ebyennyanja.  Tetulya + byannyanja.
Tulidde + ebyennyanja.  Tetulidde + byannyanja.
Twalya' + ebyennyanja.  Tetwalya + byannyanja.
Twalidde + ebyennyanja. Tetwalidde + byannyanja.
Tulirya' + ebyennyanja.  Tetulirya' + 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.

'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)  master, lord
anti  surely
.lowooza (.lowoozezza)  think
kozzi  by the way; er
e.m.buzi (N)  goat
e.raatiri (N)  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 fills 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.
bayinzá bayinzá bayinzá

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The word [bayinza] means:
- they know how to
- they avoid
- they can

[Okusooka mu makyā] means:
- first, in the morning
- later, in the morning

[Okutuusaj in this context means:
- except
- until
- before

'Every day' is: búlì lùnákù
- probably
- sometimes

[Olyusi] 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 Buganda / abántu + abásíngá + obúngi / balími,
èrát / bùrí / ŋkyá + kù mákýá / bákëera + ókúgëntá
+ ókúlíma. Kálé + óľúši / abántu / tebálína +
kiseéra + kúlyá + kyånkyå; bágendá bugënzi mu
nínimíró, nè bátándiká + ókúlíma. Óľúši / balíma
+ ókútíusa + éssááwa / nnyå / obá / ttaánó, nè
bákómawo + éká. Bwe báddá + éká / bányá caáyí
LUGANDA BASIC COURSE

# obá / kaáwá / őlvannyúma / balýa + ékyémísána
+ kú ssááwá / músvánvú # obá / múnááná # áte /
báddá-yó + mú nnímíró # obá / ókúkólá + émirímu
+ émirálá # nè balýa + ékyékíró + kú ssááwá /
ssátu, őlúusi / ssátu / n'ékitündú.

DRILL: Indicative vs. narrative tones, diphonic subject prefix.

'they cultivate'               '...and they cultivate'
balíma                     ne balíma
bagenda                     ne bagenda
bawándiíka                 ne bawándiíka
baáva                     ne baáva
bayíngírá                    ne bayíngírá
basányuká                   ne basányuká
báddá-yó                   ne báddá-yó
batuíka                    ne batuíka
bayímirírá                  ne bayímirírá
bánywa                     ne bánywa

DRILL: Indicative vs. narrative tones, monophonic subject prefix.

'I cultivate'               '... and I cultivate'
nímá                       ne nimá
épendá                     ne épendá
mpándíika              ne mpándíika
ñvá                          ne ñvá
To the student:

The 'narrative tense' is not really a tense in Luganda. Rather, it is a construction which consists of \([\text{ne}]\) 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:

- \(\text{o.mu.lundi (MU-MI)}\) time
- \(\text{.sooka (.soose')}\) begin, do first
- \(\text{a.ma.kya' (MA)}\) early morning
- \(\text{e.ki.seera (KI-BI)}\) time, space of time
- \(\text{o.bu.genzi (BU)}\) going
- \(\text{.tuusa' (.tuusizza)}\) cause to arrive, take as far as
- \(\text{oluusi}\) sometimes
- \(\text{o.lu.naku (LU-N)}\) day
- \(\text{buli /}\) every
- \(\text{.keera (.kedde)}\) be early
LESSON 75

M-1

okuleeta Jjo / muleetanga + ebitabo byammwe.
okuyingira Jjo / muvingiranga + mangu + mu kibiina.
okukyusa Jjo / mukyusanga essyuka z'o-buliri.
okusirika Jjo / musirikanga + mu kibiina.
okulwa'wo Jjo / mulwanga-wo + okugolokoka.

M-2

okugamba Mbagambye ntya' |
ntyá' | Mbagambye ntya' |

DRILL: Future imperative with object infix.

Musomanga + ekitabo # kino. Musisomanga.
Musangulanga + olubaawo: Mulusangulanga.
Muwandiikanga + ebbaluuwa. Muziwandiikanga.
Mutunuuliranga + ebifaananyi # bino. Mubitunuuliranga.
Muyiganga + ek yokuyi ga # 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)?page 235

'Read these books.'

Nsomanga bitabo+ki'
Nnyambalanga ssaati+ki'
Mpandiikanga linnya+li'
Ndyanga mmere+ki'
Njiganga lulimi+ki'
Ndeetanga kkalaamu+ki'

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: Ongambye # 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.

okuleeta Temuleetanga + bitabo mu kibiina'.

okutuuka Temutuukanga + kikeerezi + mu kibiina'.

okwogera Temwogeranga + Luganda + lusobu'.

okwambala Temwambalanga + ngoye + ziddugala.

Some special thou-shalt-nevers for Uganda.

okulijira Temuliiranga + mu nguudo.

okunywegetaranira Temunywegeraganiranga + mu nguudo.

okutamiirira Temutamiiriranga + mu bantu.

okuteeka Temuteekanga + nni-maawa+ mu caayi.

okukaayanira Temukaayaniranga + mmere.

M-2

okukola Tetukolanga+kif

ntyag Mbagambye ntyag?

What shall we never do?

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
egye eziddugala
Nabalaba nga bambadde engoye eziddugala.

ye
Namulaba ng'ayambadde engoye eziddugala.

okwogera
Namulaba ng'ayogera Oluganda.

okutamiira
Namulaba ng'atamidde.

bo
Nabalaba nga batamidde.

okunywegeraganira
mu luguudo
Nabalaba nga banywegeraganira mu luguudo.

okulira mu luguudo
Nabalaba nga baliira mu luguudo.

ggwe
Nakulaba ng'oliira mu luguudo.

mmmwe
Nakulaba nga muliira mu luguudo.

DRILL: Compound tense.

'Why were you eating (near past) in the street?'

okulira
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 Abaagolokose + amangu / baalidde + ekyenkya. Those who got up early ate breakfast.
okugenda Abaagenze' 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.
okuwu1iriza Abawulirizza + omusomesa / baayize' bulungi. 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:

<table>
<thead>
<tr>
<th>Luganda Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>.subwa</td>
<td>fail to obtain</td>
</tr>
<tr>
<td>.tamiira</td>
<td>get drunk</td>
</tr>
<tr>
<td>o.mw.enge</td>
<td>beer (especial native beer from bananas)</td>
</tr>
<tr>
<td>e.ki.keeze</td>
<td>late</td>
</tr>
<tr>
<td>.nywegeraga</td>
<td>kiss one another</td>
</tr>
<tr>
<td>e.ni-mawwa</td>
<td>lemon</td>
</tr>
<tr>
<td>.kaayana</td>
<td>dispute</td>
</tr>
<tr>
<td>o.lu.goye</td>
<td>clothing</td>
</tr>
<tr>
<td>.sobu'</td>
<td>wrong, mistaken</td>
</tr>
<tr>
<td>.ddugala</td>
<td>get dirty, become black</td>
</tr>
<tr>
<td>e.ki.ntu</td>
<td>thing</td>
</tr>
</tbody>
</table>
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! Wow! It's so beautiful here!

B: Eee. Wano / walungi + nnyabo. Yes, it's beautiful here.

okuyita to call

A: Bayita-wo + batya? What is this place called?

*B: Wano / wayitibwa Kibuli. It is called Kibuli.

A: Ssomero? Is it a school?

omuzigiti a mosque

B: Eee, wali-wo + essomero, Yes, there is a school and there is a mosque also.

wali-wo / n'o-muzigiti.

okulengera to vi

wali;

nnengera wali I view there

gwe nnengera wali which I view there

Gwe gul'. Ñwe nnengera wali? is that the one I view there?

A: Ooo! Gwe guli / gwe nnengera Ooo. Is that the one I see over there?

wali? the one you view

gw'olengera the big one

omunene the big one you view

omunene gw'olenër:a
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: Olì / 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?
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
ennyumba gye nnengera
ennyumba eri ennene gye nnengera

A: Até / eri + ennyumba, + eri + ennene, + gye nnengera.
B: Ennyumba gy’olengera + eri?
A: Mmm.
Kakungulu ennene
omulangira
nyumba y’omulangira

B: Ye nnyumba y’o-mulangira / Kakungulu.
A: Ooo!
B: Eee.
A: Mmuulidde-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 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?
 essomero Essomero liri lye ndaba liyitibwa litya?
omugga Omugga guli gwe ndaba guyitibwa gutya?
oluguudo Oluguudo luli lwe ndaba luyitibwa lutyu?
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.
enku-fiira Enkufiira 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  Wano / wayitibwa 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  Omuyízi # ono / asinga
This student is smarter
oli + obugezi.
        than that one.

okumanya  John asinga Mary okumanya
John knows Luganda
Oluganda.
        better than Mary.

-nene  Musoke asinga Mukasa
Musoke is bigger
obunene.
        than Mukasa.

okuwandiika  Mkusinga okuwandiika.
I write more than you.

-wanvu  Mukyala wange asinga
My wife is taller
obuwantu.
        than I am.

-ddala  Omwana ono y'asingira
This child is the
ddala obugezi.
cleverest.

-onna  Ekitabo kino kye kisinga
This is the best
byonna obulungi.
book.

oluguudo  Oluguudo luno lwe lusingira
This road is the
ddala obulungi.
best one.

abaana  Nnina abaana basatu; asinga
I have three children,
bonna obukulu muwala.
[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.nye (BU) size, bigness
.a.m.yumba (MA) large buildings
.labika (labise') appear, be visible
.wulira (wulidde) hear
.O.mu. 321...-raamu (MU-BA) Moslem
.sanyusa' (sanyusizza) please, make happy
.e.s-suuka. (N) bedsheets
.o.nye (BU) cleverness, intelligence
.manya (manyi) know
.o.bu.wanvu (BU) height, length
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. Amatooke / ye mmere +
      enkuju + mu Buganda.
      Bananas are the chief **emmere** in Buganda.

   d. Lumonde / ye ngeri +
      endala + ey’e-mmere.
      Potatoes are another kind of **emmere**.

   e. Emmere + gye tulina + mu
      Buganda / ya ngeri
      nnyingi.
      We have many different kinds of **emmere** in Buganda. (The **emmere**
      which we have in Buganda is of many different kinds).

   f. Ennyama + eya buli /
      ngeri / tugiyita nva.
      Meat of every sort, we call it **enva**.

   g. Ebintu # byonna + ebiyinza +
      okuliiibwa + awamu’ +
      n’e-mmere / biyitiibwa nva’.
      All things which can be eaten together with **emmere** are called **enva**.

NB A preferable alternative to (d) is [Lumonde ye mmere ey'engeri endala.]

2. Listen to the tape and answer the following:

   a. The speaker mentions four kinds of meat. List
      the four animals, and check your hearing by
      looking at the answer below:
      [embizzi, enkoko, endiga, ente]

   b. The speaker begins by mentioning four kinds of
      [emmere]. List them, and check your hearing
      by looking at the answer below:
      [amatooke, lumonde, muwogo, balugu]
c. How many times does the word [singa] 'if' appear in this text?


d. How often does the word [awa-mu] 'together' appear in this text?


3. Take down the last half of the text from the tape as dictation, beginning with the first occurrence of [singa]. Indicate tones as much as possible. Check your work with the following:

Singá / őlyá lúmändë wò / n'é-bijànjàáló,
lúmändë / őmuyítá mméřè, ěbijànjàáló /
őbiyítá ñvá. Singá / őlyá + ěmatóókè +

n'éńkòko, ěnnenámá y'éńkókò / őgłyítá ñvá,
g'átè + ěmatóókè / őgawyítá mméřè. Singá /
őlyá muwóógo / n'é-binyóóbwá, ěbinyóóbwá /
őbiyítá ñvá, até / muwóógo / őmuyítá mméřè.
LUGANDA BASIC COURSE

DRILL: Active vs. passive.

'We ate all the meat.'

Ennyama / youna / twagirya.
Enva zonna twazirya.
Emmere yonna twagirya.
Emboga zonna twazirya.
Amagi gonna twagalya.
Omugaati gwonna twagulya.
Ebibala byonna twabirya.

'All the meat was eaten.'

Ennyama / youna / yaliibwa.
Enva zonna zaaliibwa.
Emmere yonna yaliibwa.
Emboga zonna zaaliibwa.
Amagi gonna gaaliibwa.
Omugaati gwonna gwaliibwa.
Ebibala byonna byaliibwa.

'DRILL: Active vs. passive.

'When did they build this school?'

Essomero / lino baalizimba ddi?
Ekkereziya eno baagizimba ddi?
Ekizimbe kino baakizimba ddi?
Eddwaliro lino baalizimba ddi?
Ekisaawe ky'ennyonyi kino baakikola ddi?
Oluguudo luno baalukola ddi?
Olutindo luno baalukola ddi?

'When was this school built?'

Essomero lino lyazimbibwa ddi?
Ekkereziya eno yazimbibwa ddi?
Ekizimbe kino kyazimbibwa ddi?
Eddwaliro lino lyazimbibwa ddi?
Ekisaawe ky'ennyonyi kino kyakolebwa ddi?
Oluguudo luno lwakolebwa ddi?
Olutindo luno lwakolebwa ddi?

Explain in your own words the difference between [emmere] and [enva].

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To the student:

On the formation of passive stems, see Ashton, p. 335-7; Chesswas, par. 182-3.

Glossary:

- e.n.va' (N) anything eaten with *emmere*
- e.n.diga (N) sheep
- mu.wogo (MU) cassava
- balugu' (MU) yam
- singa
- a.wa.mu' na together with
- o.lu.tindo (LU-N) bridge
LUGANDA BASIC COURSE

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    | Tell them not to stand here. |
|            | okuyimirira # wano.              |                              |
| okufuluma   | Bagambe + baleme + okufuluma.    | Tell them not to go out.     |
| okuyingira  | Bagambe + baleme + okuyingira.   | Tell them not to enter.      |

M-2

| ntya        | Mbagambe ntya!                      | What shall I tell them?    |

DRILL: Present vs. negative subjunctive.

'They're making noise.'                                'Tell them not to make noise.'
okuleekaana  Baleekaana.                                Bagambe + baleme + okuleekaana.
okuyimba     Bayimba.                                   Bagambe baleme okuyimba.
okuyingira   Bayingira.                                 Bagambe baleme okuyingira.
okuliira     Baliira mu kibiina.                        Bagambe baleme okuliira mu kibiina.
mu kibiina   okwogera Olungereza.                      Bagambe baleme okwogera Olungereza.
engoye eziddugala
okuva mu kibiina Bava mu kibiina.                       Bagambe baleme okuva mu kibiina.

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DRILL: [nga] phrases.

'"They were sitting in the room singing.'
okuyimba  Baali # batudde mu kisenge # nga bayimba.
okunyumya Baali batudde mu kisenge nga banyumya.
okuwummula Baali batudde mu kisenge nga bawummude.
okuleekaana Baali batudde mu kisenge nga baleekaana.
okulya    Baali batudde mu kisenge nga balya emmere.
okunywa   Baali batudde mu kisenge nga banywa caayi.
okusirika Baali batudde mu kisenge nga basirise.

DRILL: Present vs. negative imperative.

'"Why are you singing here?"
okuyimba  Lwaki oyimbira wano?
okuleekaana Lwaki oleekaanira wano?
mmwe      Lwaki muleekaanira wano?
okuyimba  Lwaki muyimbira wano?
ggw3      Lwaki oyimbira wano?
okwoza    Lwaki oyoleza wano?
mmwe      Lwaki mwoleza wano?

'Don't sing here!'
Toyimbira wano.
Toleekaanira wano.
Temuleekaanira wano.
Temuyimbira wano.
Toyimbira wano.
Toyoleza 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

omusomesa Omwami -X- / ye'musomesa waffe.
It is Mr. X who is our teacher.

abasomesa Abaami -X- ne -Y- / be' basomesa baffe.
Messrs. X and Y are our teachers.

emmeza Eno / ye mmeza yaffe. This is our table.

emmeza Zino / ze mmeza 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' lubaawo lwaffe. This is our board.

M-2

omwami Omwami -X- / y'ani? Who is Mr. X?

abaami Abaami -X- ne -Y- / be'baani? Who are X and Y?

kino Kino / kye'ki? What is this?
DRILL: Emphatic pronouns.

'This is the best book.'

ekitabo Kino / kye'kitabo + 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 emizannya.
okwebaka Wano we twebaka.
okukola Wano we tukolera.

DRILL: Emphatic pronouns.

'In here is where I regularly put my money.'

ensimbi Muno / mwe ntera + okuteeka + ensimbi zange.
engoye Muno mwe ntera okuteeka engoye zange.
ebitabo Muno mwe ntera okuteeka ebitabo byange.
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ekkalaamu Muno mwe ntera okuteeka ekkalaamu zange.
ebintu Muno mwe ntera okuteeka ebintu byange.
emmere Muno mwe ntera okuteeka emmere yange.

DRILL: Emphatic pronoun with object.

'I want a book.' 'This is the book that I want.'

ekitabo Njagala + ekitabo. Kino / kye kitabo + kye njagala.
ekifaananyi Njagala ekifaananyi. Kino kye kifaananyi kye njagala.
akagaali Njagala akagaali. Kano ke kagaali ke njagala.
ennyama Njagala ennyama. Eno ye nnyama gye njagala.
obummonde Njagala obummonde. Buno bwe bummonde bwe njagala.
ettooke Njagala ettooke. Lino lye ttookc lye njagala.

DRILL: Indicative vs. object relative, far past.

'I bought a ticket.' 'Where is the ticket that you bought?'

Nagula + ettikiti. Ettikiti / eruwa gye wagula?
Nayoza essaati. Essaati eruwa gye wayoza.
Nafuna ebbaluwuwa. Ebbaluwuwa eruwa gye wafuna?
Nawandiika ebbaluwuwa. Ebbaluwuwa eruwa gye wawandiika?
Nalonda ensimbi. Ensimbi ziruwa ze walonda?
Naleeta omupiira. Omupiira guluwa gwe waleeta?
Nalaba ebbaasi. Ebbaasi eruwa gye walaba?
Nagamba omusomesa. Omusomesa aluwa gwe wagamba?
Nafumba emmere. Emmere eruwa gye wafumba?
To the student:

The forms [ye:\], [be:\] etc. in this lesson are examples of the subject copula, sometimes called the 'emphatic pronoun'. See Ashton, p. 37, 138ff under 'subject relative'; Chesswas, par. 33 and corresponding parts of chapters on other concordial classes. Nouns which follow the copulas always drop their initial vowels.

The object copula ('emphatic pronoun with object'), unlike the subject copula, is pronounced as a separate word. See Ashton, p. 143ff; Synopsis, par. 14, 43.

Both the subject copula and the object copula are to be distinguished from the object relative. For the tonal aspect of these distinctions, see Synopsis, par. 14, 42-4.

Glossary:

- o.mu.ceere (MU-MI) rice
- .oza' (.ozezza) wash
- .ebaka (.ebase') sleep

Sample of free conversation:

A: Mwema, toleekaana. Oba toyagala kuyimba, sirika.
   Mwema, don't shout. If you don't want to sing, keep quiet.

B: Ssi nze ndeekaana, Otiti ne Awuzu be baleekaana.
   It's not I who is shouting, Otiti and Awuzu are the ones shouting.

A: Bagambe baleme kuleekaana.
   Tell them not to shout.

B: Basirise.
   They have kept quiet.

A: Kirungi.
   Good.

B: Kyokka babadde bakyagala okuleekaanako.
   But they still wanted to shout.

A: Tebamanyi nti singa baleekaana bajja kulwala?
   Don't they know that if they keep shouting they'll fall sick?

B: Ndownooza tebamanyi.
   I think they don't know.

A: Bambi.
   What a pity.
LUGANDA BASIC COURSE

LESSON 81

Pronunciation buildups:

enjala
okulumu
enjala ennuma

A: Enjala / ennuma nnyo + ssebo.

eky'okulya
Mulinaki + 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'o-mupunga, oba / amatooke.

B: Oo, amatooke?

A: Mmm.

onoolya
onoolya amatooke?

B: Iii, Onoolya' + amatooke #
leero?

hunger
to bite
hunger is biting me
I am very hungry, sir.

that which can be eaten
What do you have to eat?

we have there what?
we have there what, madame?
today
What do you think we have here today, madame?

what do you want?
What did you want?

rice
meat and rice
I want meat and rice
rice or matooke
I wanted meat with rice or with matooke.

Ooo, matooke?

Mmm.
you'll eat
will you eat matooke?
Will you eat matooke today?
lwaki

A: Yee, ssebo, lwaki/

why
Yes, sir, why?

you don't eat matooke
you Americans
you Americans don't eat matooke

B: Eee, bagamba # nti / mmwe / Aba-mereka / temulya' +
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

B: Eee, onoofuna + amatooke, oba / oyagala nnyama ya'ki/

Yes, you'll get matooke.
What kind of meat do you want?

Ya'mbuzi? Ya'nkoko?
Goat's meat? Chicken?
Or beef?

A: Ya'nte.

Beef.

to wait
a little
wait a minute

B: Ooo, kale, lindako katono.

All right, wait a minute.
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DRILL: Quoted speech with [# nti/].
(The second sentence in each pair states the same fact as the first.)

Angleambye' # nti / otuuse kikeerezi.
Kya mazima, ntuuse kikeerezi.

Angleambye 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.

Yangamba nti olituuka kikeerezi.
Kya mazima, ndituuka kikeerezi.

DRILL: 'Waiting for'.

'When will the train arrive?'
'We're waiting for it.'

eggaali y'omukka  
Eggaali y'omukka / eneetuuka ddi?
Tugirindirira.

ebbaasi  
Ebbaasi eneetuuka ddi?
Tugirindirira.

ennyonyi  
Ennyonyi eneetuuka ddi?
Tugirindirira.

omusomesa  
Omusomesa anaatuuka ddi?
Tumulindirira.
LUGANDA BASIC COURSE

abalala Abalala banaatuuka ddi?
               Tubalindirira.

abakozi Abakozi banaatuuka ddi?
               Tubalindirira.

abayizi Abayizi banaatuuka ddi?
               Tubalindirira.

ebbaluuwa (pl.) Ebbaluuwa zinaatuuka ddi?
               Tuzirindirira.

DRILL: Two verbs joined by [nga].

'We were in my room talking.'

okunyumya Twabadde mu kisenge kyange # nga tunyumya.

okuluya 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:

e.n.jala (N) hunger

.luma (.lumye') bite, sting

o.mu.punga (MU-MI) rice

"lwaki?" why?

e.n.koko (N) chicken

.linda (.linze') wait

"katono" a little

a.ma.zima (MA) truth
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. Iwaki balya ku ssaawa eyo?
   e. Abantu baba bamaze okukola emirimu gyabwe ku ssaawa 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?
LUGANDA BASIC COURSE

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 / galibwa / abantu / bangi.

lumonde  
Abantu / bangi / balya' lumonde.
Lumonde / aliibwa / abantu / bangi.

balugu  
Abantu / bangi / balya' balugu.
Balugu' / aliibwa / abantu / bangi.
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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.

ciayi  Abantu bangi banywa caayi.  
Caayi anywebwa abantu bangi.

kaawa  Abantu bangi banywa kaawa.  
Kaawa anywebwa abantu bangi.

amazzi  Abantu bangi banywa amazzi.  
Amazzi ganywebwa abantu bangi.

omwenge  Abantu bangi banywa omwenge.  
Omwenge gunywebwa abantu bangi.

Listen again to the text and tell what you can remember about the evening meal.

Glossary:

ma.ngu early

e.bi.nyoobwa (BI) groundnuts
LESSON 83

M-1

'This man is very idle.'

okugayaala Omusajja # ono / mugayaavu + nnyo.
okutetegeera Omusajja ono mutegeevu nnyo.
okukoowa Omusajja ono Mukowo nnyo.
okutuukirira Omusajja ono mutuukirivu nnyo.
okukula Omusajja ono mukulu nnyo.
okuvunda Ebibala bino bivundu nnyo.
okutukula Olugoye luno lutukuvu nnyo.
okutalagga 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.
akasozzi 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 / erinnya / lyakyo / y'ani /
omugga  Omugga gwe tulengera eri erinnya lyagwo y'ani?
akascoli  Akascoli ke tulengera eri erinnya lyako y'ani?
eddwaliro  Eddwaliro lye tulengera eri erinnya lyalyo y'ani?
omuntu  Omuntu gwe tulengera eri erinnya lye y'ani?

Use sentences like the ones in these drills in discussing pictures from Uganda.

glossary:
.gayaala  (.gayadde)  be idle, lazy
.gayaavu  (3!)  idle, lazy
o.mu.sajja  (MU-BA)  man
.tegeevu  intelligent, clever, sensible
.koowa  (.kooye')  be tired
.koowu  tired
.tuukirira  (.tuukiridde)  go right through to destination; be perfect
.tuukirivu  perfect
.kula  (.kuze')  grow
.vunda  (.vunze')  go bad
.vundu  spoiled
.kala  (.kaze')  become dry
.talagga  (.talazze')  rust
.tukula  (.tukudde')  be clean, white
.tukuvu  clean, white
LESSON 84

M-1

essaawa Abatalina + ssaawa / mugolole + emikono. [Those] who don't have watches, raise [your] hands.
ombuira 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.
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>tobacco</td>
</tr>
<tr>
<td>.gola :a</td>
<td>make straight; iron (clothes); correct, stretch out</td>
</tr>
<tr>
<td>.golodde</td>
<td></td>
</tr>
</tbody>
</table>
Sample of free conversation:

A: Tina, njagala ontegeeze kye wakoze bwe wavudde mu ssomero.  
Tina, I want you to explain to me what you did when you left school.

B: Simanyi ngeri gye nyinza ku kutegeeza.  
I don't know how I can explain it to you.

A: Ntegeeza mangu nga sinnaba kutuula.  
Explain quickly before I sit down.

B: Bwe nnamaze okunywa ku caayi, ne nneebakako. Nzuukuse essaawa kkumi na bbiri.  
When I finished drinking coffee, I slept. I woke up at six.

You're lazy. You must learn to work.

B: Siri mugayaavu, Maama. Nnabadde mukoowu.  
I'm not lazy, Mom. I was tired.

A: Kale.  
All right.
Pronunciation buildups:

B: Mwami Mukasa.
A: Ssebo.

onteegeeeze
njagala ontegeeze
leero tulye ki7

*B: Njagala ontegeeze oba / leero / tulye' -ki7

Eky'enynyanja, oba / nnyama?
kwagala + kyannya
nsinga kwagala + kyannya
A: Nze / anti + nsinga kwagala + kyannya.

kye tuba' tulya

A: Ndowooza / kye tuba' tulya'.

tuliddde ebyennyana

tuliddde ebyennyana bingi
Nga tuliddde ebyennyana bingi!

B: Naye / nga + tuliddde + ebyennyana / bingi + mu wikki # eno!
singa

B: Singa / tuliddde + ku nnyama.

emбуzi
onoogula ya mbuzi

ndowooza onoogula ya mbuzi
bw'ogula ennyama

*A: Anti + bw'ogula / ennyama /

ndowooza / onoogula ya'mbuzi.

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B: By'e-mbuzi ogirya?
    okuwoomera
A: Eee, etera + okumoomera.
B: Naye / nze / njagala ya'nte.
A: Tomanyi + bwe neddira nte?
B: Ooo, weddira nte?
A: Eee, ssebo.
B: Kale nnaagula ya'mbuzi.
A: Weebale + nnyo.
B: Kale + sssebo.

Do you eat goat's (meat)?
to be delicious to
Yes, I often find it delicious.
Yes, sir.
You're welcome, sir.

NB Some speakers will prefer [byannyanja] in place of
[kyannyanja] here.

DRILL: Causative stems in the imperative form.

'I don't understand yet.'    'Cause me to understand.'

Sinnategeera.            Ntegeeeza.
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.'

Ntegeeza.  Simanyi + ngeri ki + gye nnyinza'mu kukutegeeza.
Basomese.  Simanyi ngeri ki gye nnyinza'mu kubasomesa.
Basirise.  Simanyi ngeri ki gye nnyinza'mu kubasirisa.
Baliise.  Simanyi ngeri ki gye nnyinza'mu kubaliissa.
Bafulumye. Simanyi ngeri ki gye nnyinza'mu kubafulumya.
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DRILL: Modified forms of causative stems.

'I made them be quiet.' 'How did you make them be quiet?'

Mbasirisizza. Obasirisizza + otya?
Mbategeezezza. Obategeezezza otya?
Nzikozesezza. Ozikozesezza otya?
Mbaliisizza. Obaliisizza otya?
Mbasomesezza. Obasomesezza otya?
Mbeebasizza. Obeebasizza otya?

DRILL: Use of [ntegeeza].

'What shall we eat today?' 'Tell me, what shall we eat?'

Leero / tulye'-ki% Ntegeeza, tulye'-ki%
Tugende-wa% Ntegeeza, tugende-wa%
Tuyige-ki% Ntegeeza, tuyige-ki%
Tuyigire-wa% Ntegeeza, tuyigire-wa%

Continue this exercise by adding [Ntegeeza] to other questions.

DRILL: With new vocabulary.

'O I want you to tell me.' 'I can't tell you.'

okutegeeza Njagala ontegeeze. Siyinza kukutegeeza.
okuyamba Njagala onnyambe. Siyinza kuyamba.
okulaga + ekkubo Njagala ondage ekkubo. Siyinza kukulaga kkubo.
okuwerekera+ko Njagala omperekerekoko. Siyinza kukuwerekerako.
ffe Twagala otuwerekerekoko. Siyinza kubawerekerako.
okuwa + omunnyu Twagala otwe omunnyu. Siyinza kubawa munnyu.
nze Njagala ompe omunnyu. Siyinza kukuwa munnyu.
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okwoleza'+ko   Njagala onjoleze ko.       Siyinza kukuweereza
okuweereza +   Njagala ompeereze          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, onoogula ya mbuzi.
ggwe Bw' onoogula + ennyama?  Bwe ngula + ennyama, nnaagula ya mbuzi.
ffe Bwe tunaagula + ennyama?  Bwe mugula + ennyama munaagula ya mbuzi.
bo Bwe banaagula + ennyama?  Bwe bagula + ennyama banaagula ya mbuzi.
ye Bw' anaagula + ennyama?  Bw' agula + ennyama, anaagula ya mbuzi.

DRILL:
'Bananas are what we are to eat.'
Amatooke / ge tuba tulya.
Ennyama gye tuba tulya.
Ennyama gye baba balya.
Lumonde gwe baba balya.
Lumonde gwe mbá ndyà.
Ebijanjaalo bye mba ndya.
Ebijanjaalo bye tuba tulya.
Amatooke ge tuba tulya.
DRILL: Object copula, negative.

'Bananas are not what we ate.'

Amatooke / ssi + ge twalva.
Ennyama / ssi + gye twalva.
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 twalva.

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
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>.fülumya'</td>
<td>cause to get out; eject</td>
</tr>
<tr>
<td>.koza'</td>
<td>cause to work; use</td>
</tr>
<tr>
<td>.yamba</td>
<td>help</td>
</tr>
<tr>
<td>.laga</td>
<td>show</td>
</tr>
<tr>
<td>.werekera+ko</td>
<td>accompany</td>
</tr>
<tr>
<td>-oleza+ko</td>
<td>help in washing</td>
</tr>
<tr>
<td>s.sukaari</td>
<td>sugar</td>
</tr>
<tr>
<td>.fülumizza)</td>
<td></td>
</tr>
<tr>
<td>(.kozesezza)</td>
<td></td>
</tr>
<tr>
<td>(.yambye')</td>
<td></td>
</tr>
<tr>
<td>(.laze')</td>
<td></td>
</tr>
<tr>
<td>(.werekedde+ko)</td>
<td></td>
</tr>
<tr>
<td>(.olezza+ko)</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 86

Listen to the both versions of the text and be prepared to answer the following questions:

1. Mu Kampala abantu balya emirundi emeka buli lunaku?
2. Enkya abantu balya ki nga tebannava ka?
3. Bagenda wa nga bamaize okulya ekyenyka?
4. Balya ekyenyka ku ssaawa mukaaga?
5. Ekyenyka bakirya mu kiseera ki?
6. Ku ssaawa omukaaga abantu balya ki?
7. Abantu bona balya ekyemisana?
8. Ku ssaawa ekkumi balya ki?
9. Abantu bona 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'  Tetunnaiya' + mmere.
okugolokoka  Tetunnagolokoka.
okudda+yo  Tetunnadda+yo + ka'.
okufuluma  Tetunnafuluma + mu kibiina'.
<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>okugula</td>
</tr>
<tr>
<td>okuwummula</td>
</tr>
</tbody>
</table>

DRILL: The 'just' tense.

<table>
<thead>
<tr>
<th>DRILL: 'We have just gotten money!'</th>
</tr>
</thead>
<tbody>
<tr>
<td>okufuna</td>
</tr>
<tr>
<td>okulya</td>
</tr>
<tr>
<td>okugolokoka</td>
</tr>
<tr>
<td>okuddayo</td>
</tr>
<tr>
<td>okufuluma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRILL: 'I have just drunk water!'</th>
</tr>
</thead>
<tbody>
<tr>
<td>okunywa</td>
</tr>
<tr>
<td>okuwona</td>
</tr>
<tr>
<td>Okumala</td>
</tr>
<tr>
<td>okujja</td>
</tr>
<tr>
<td>okutuuka</td>
</tr>
<tr>
<td>Okuddayo</td>
</tr>
</tbody>
</table>
LUGANDA BASIC COURSE

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 / batudde + ku ntebe.
Abayizi / bayingidde + mu kibiina.
Abayizi bayingidde mu kibiina nga tebannatuula ku ntebe.

Twagenda + mu Uganda.
Twayiga + Oluganda.
Twayiga Oluganda nga tetunnagenda mu Uganda.

Nfulumye + ebweru.
Mmaze + emirimu gyange.

Mmaze emirimu gyange nga sinafulumu bweru.

DRILL: [nga] with the not-yet tense.

'Don't enter the classroom before you have become quiet.'

okusirika Temuyingira + mu kibiina # nga temunnasirika.
okwambala Temuyingira mu kibiina nga temunnayambala ngatto.
okwala Temuyingira mu kibiina nga temunnayala + buliri.
okulya Temuyingira mu kibiina nga temunnamala + kulya.
DRILL: Perfective vs. not-yet tense.

'Have they left home?'

Bayudde + eka?
Batuuse?
Bazze + mu ofiisi?
Balina 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.'
'People eat breakfast.'
'People eat breakfast before they leave home.'

Abantu / bava' + eka'.
Abantu / balya' + ekyenkya'.
Abantu / balya' + ekyenkya' # nga tebannava' + ka'.
Abantu / bamba.la.
Abantu / bava' + eka'.
Abantu / bambala # nga tebannava' + ka'.
Abantu / bagolokoka.
Abantu / bambala.
Abantu bagolokoka nga tebannayambala.
DRILL: With new vocabulary

**ebbalyuwa**

Tuteekwa + okufuna + ebbalyuwa
z'ekkubo 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**

omusawo

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  | (.tendekeedwa)   | 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>
</tr>
</thead>
<tbody>
<tr>
<td>omunnu</td>
<td>Mpeereza + omunnu.</td>
</tr>
<tr>
<td>otuta</td>
<td>Abana / bawe’+yo + ku tuta.</td>
</tr>
<tr>
<td>otuzigo</td>
<td>Nze / mpa’+yo + ku tuzigo.</td>
</tr>
</tbody>
</table>

Fetch me a little ('a drop of') beer.
Pass me the salt.
Fetch the children a little ('a drop of') milk.
Fetch me a little butter.

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 mmeza / 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: [otunnu, otuzzi, akagaati, akanyama, akaceere, kakajwa].

DRILL: Concers of the [tu] class.

'Whose drop of beer is this?'

<table>
<thead>
<tr>
<th>otwenge</th>
<th>Otwenge # tuno / tw'ani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>otuta</td>
<td>Otuta tuno tw'ani?</td>
</tr>
<tr>
<td>omunnu</td>
<td>Otunnu tuno tw'ani?</td>
</tr>
<tr>
<td>otuzigo</td>
<td>Otuzigo tuno tw'ani?</td>
</tr>
<tr>
<td>otufuta</td>
<td>Otufuta tuno tw'ani?</td>
</tr>
</tbody>
</table>
DRILL: 'Fetch' ('give from').

'Give me (from there) a drop of beer.'

otwenge
Mpa'+yo + ku twenge.
Mukasa
Mukasa muwe'+yo ku twenge.
otuzzi
Mukasa muwe'+yo ku tuzzi.
ffe
Ffe tuwe'+yo ku tuzzi.
otuta
Ffe tuwe'+yo ku tua.
abaana
Abaana bawe'+yo ku tua.
otunyuu
Abaana bawe'+yo ku tunyuu.
nze
Nze mpa'+yo ku tunyuu.
otuzigo
Nze mpa'+yo ku tuzigo.
omwana
Omwana muwe'+yo ku tuzigo.

The [ku] in this form means 'some of' and the suffix [-yo] means 'from there'

The Tu-class consists of some nouns used to form the idea of a little drop of liquid. There is only one noun which specially belongs to this class and that is OTULO - sleep.

DRILL: 'Give' vs. 'fetch'.

'Give me a drop of water.'
Mpa'+ ku tuzzi.
Nkuwe'+ ku tuzzi?
Banaatuwa'+ ku tuzzi.
Batuwe'+ ku tuzzi.
Batuwadde + ku tuzzi.
Tuwe'+ ku tuzzi.

'Go get me a drop of water.'
Mpa'+yo + ku tuzzi.
Nkuwe'yo + ku tuzzi?
Banaatuwa'yo + ku tuzzi.
Batuwe'yo + ku tuzzi.
Batuwaddeyo + ku tuzzi.
Tuwe'+yo + ku tuzzi.
To the student:

Concerning the concord [tu], see Ashton, p. 363; Chesswas, par. 128-9.

Notice the junctural difference between the subjunctive [mumpe'-yo] and the plain imperative [mpa'+yo], both of which mean very much the same thing.

Glossary:

<table>
<thead>
<tr>
<th>o.mu.zigo</th>
<th>(MU-MI)</th>
<th>butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.ma.futa</td>
<td>(MA)</td>
<td>oil, butter</td>
</tr>
<tr>
<td>o.mu.nnyu</td>
<td>(MU-MI)</td>
<td>salt</td>
</tr>
<tr>
<td>.wa'</td>
<td>(-wadde)</td>
<td>give</td>
</tr>
</tbody>
</table>
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?
**LUGANDA BASIC COURSE**

**DRILL:** 'Have never', with and without object infix.

'I have never eaten bananas.'

<table>
<thead>
<tr>
<th>English</th>
<th>LUGANDA</th>
<th>English</th>
<th>LUGANDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I have never eaten there.'</td>
<td></td>
<td>'Have you ever eaten matooke?'</td>
<td></td>
</tr>
<tr>
<td>amatooke</td>
<td>Siryanga + ku matooke.</td>
<td>Wali olidde ku matooke?</td>
<td></td>
</tr>
<tr>
<td>Mukasa</td>
<td>Sirabanga + ku Mukasa.</td>
<td>Yee, nali+ngalidde-ko.</td>
<td></td>
</tr>
<tr>
<td>mu Bungereza</td>
<td>Sibeeranga+ko + mu Bungereza.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mu ssineema</td>
<td>Sigendanga+ko + mu ssineema.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>okusomesa</td>
<td>Sisomesanga+ko + baana.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DRILL:** 'Have you ever', with negative and affirmative replies.

<table>
<thead>
<tr>
<th>English</th>
<th>LUGANDA</th>
<th>English</th>
<th>LUGANDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Have you ever eaten matooke?'</td>
<td>Wali olidde ku matooke?</td>
<td>Nedda, sigalyanga+ko.</td>
<td></td>
</tr>
<tr>
<td>ggwe</td>
<td>Yali alidde ku matooke?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ye</td>
<td>Yali alidde ku matooke?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>okunywa omwenge</td>
<td>Yali anywedde ku mwenge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mmwe</td>
<td>Mwali munyewedde ku mwenge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abayizi</td>
<td>Baali banywedde ku mwenge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>okugenda e Bungereza</td>
<td>Baali bagenzeeko e Bungereza?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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To the student:

The use of the verbal suffix [nga] in these forms meaning 'have never' is not inconsistent with its use as described in connection with Lesson 72.

Glossary:

| .buukira | (.buukira) | fly (by or at) |
| .kama | (.kamye') | milk |

Sample of free conversation:

A: Iii, Oluk, weesiimye, olina emmere nnyingi 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.
Pronunciation buildups:

jjangu
A: Jjangu + tulye' + ssebo.
okuteekateeka
everedde okuteekateeka
emmere
A: Emmere / ewedde + okuteekateeka.
ebadde ennuma
enjala ebadde ennuma
anti
anti n'ejala ebadde ennuma
B: Ooo, maama, weebale + nnyo,
anti + n'e-njala / ebadde
+ ennuma.
B: Ebadde + ekuluma?
B: Mmm.

amangu
gati
A: Iii! Amangu # gati!

everaffe mu A-mereka
buli kaseera
tulya buli kaseera
B: Eee, ffe / tulya' buli / kaseera
+ ewaffe + mu A-mereka.
A: Ooo, bambi.
B: Mmm.
jjangu tulye

Come let's eat, sir.
Come let's eat, sir.

The food is already prepared.

The food is already prepared.

Ooo. Thank you very much, madame. Surely I was hungry.

Were you hungry?

Mmm.

Iii! So soon?

Iii! So soon?

Yes, we eat all the time at home in America.

Yes, we eat all the time at home in America.

Ooo, excuse me.

Ooo, excuse me.
LUGANDA BASIC COURSE

emmere yino etuuse

A: Emmere / yiino / etuuse',
jjangu + 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' + ssabo.

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, mwaDiguze'?
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.

Ooo!

B: Mmm.

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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 /
mu’sanvu.

ssilingi kkumi na nnya

A: Ee! Pfe / wano / ssilingi /
kkumi / na nnya’.

B: Ooo! Eee! Baziseera.

Glossary:
e.m.mere (N) main food
.ti in this way
.siiema (‘siimye’) be pleased
.eesiima (‘eesiimye’) be happy
.seera (‘sedde’) overcharge
.e.s.siringi (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.
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

The verb [okukwata] apparently means:

- grasp, catch
- cross, intersect
- avoid

The verb [-leka], which is familiar from Dialog 13, means:

- follow
- know
- leave

The word for 'path, way' is:

- ekkubo
- ekkubo
- ekkubo

The words [amata-faali n'amategula] might mean:

- ruts and chuckholes
- twistings and turnings
- bricks and tiles
This text contains two unfamiliar place names. They are:

Kajansi, K uubi    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’asiniira ____ _____ 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

The expression [mu maaso] means:

- back, backwards
- straight ahead
- at full speed

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>enkuluungo</td>
<td>enkulungo / bbiri</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>
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<tr>
<td>ssatu</td>
<td>enguudo ssatu</td>
</tr>
<tr>
<td>bbiri</td>
<td>enguudo bbiri</td>
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<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>
LUGANDA BASIC COURSE

emu ekibuga kimu ekibuga ekisooka
bbiri ebituga bibiri ebituga 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.

| 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'emumu | 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']

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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
LESSON 91

M-1

Kaakati / emyezi / giwera esatu / ka-sookanga + tutandika + okuyiga + Oluganda.
It's three months now since we began to study Luganda.

Kaakati / omwaka / guwera gumu' / ka-sookanga + tuva' + ewaffe.
It's now one year since we left our homes.

Kaakati / ewiiki / ziwera ebiri. / kasookedde tubeera # wano.
It's now two weeks that we've been here.

Kaakati / ewiiki / ziwera bbiri + ezisigadde + tugende mu Uganda.
There are now two weeks left [before] we go to Uganda.

Esigadde + eddakiika / ttaano + tunnyuke.
It's five minutes until quitting time.

M-2

Kaakati / ebbanga / liwera litya / ka-sookanga + ojja # wano%
How long have you been here? ('How long is the period up to now since you came here?')

Kaakati / bbanga*ki / kasookanga + ojja # wano%
How long is it since you came here? ('What period is it now since you came here?')

Kaakati / bbanga*ki + erisigadde + tusitule%
How long ('What period remains') before we depart?

Essigadde + eddakiika / mmeka + tulye' + ekyemisana%
How many minutes remain before we eat lunch?
LUGANDA BASIC COURSE

DRILL: The verb [-wera], 'amount to, reach a number'.

'How many children does he have?'
('His children number how many?'

abaana Abáána bé / bawera / bameka
ente Ente ze ziwera mmeka?
abakyala Abakyala be bawera bameka?
enkoko Enkoko ze ziwera mmeka?
ennyumba Ennyumba ze ziwera mmeka?
nenimiro Ennimiro ze ziwera mmeka?
obugaali Obugaali bwe buwera bumeuka?

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 essawaba essatu.
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.

'It's three months.'
'It's not yet three [months].'

emyezi Emyezi giwera esatu.
ewiiki Ewiiki ziwera ssatu.
ttaano Ewiiki ziwera ttaano.
emyaka Emyaka giwera etaano.
gumu Omwaka guwera gmu.
olunéku Olunaku luwera lumu.
ssatu Ennaku ziwera ssatu.
emyezi Emyezi giwera esatu.

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Glossary:

- .wera (.weze) reach a number
- kā-sōkāngā (kasookedde) since
- .nnyuka (.nnyuse) stop work, get off work
- .sigala (.sigadde) remain
- e.b.banga (LI-MA) period of time
LUGANDA BASIC COURSE

LESSON 92

M-1

Tujja kubeera # muno / okumala + essawa / nnamba.

We will stay in here for a whole hour.

Tugenda kusomesa + mu Uganda / okumala + ebbanga lya myaka / ebiri.

We're going to teach in Uganda for a period of two years.

Engoye / zireke + mu mazzi + okumula / eddakiika / kkumi.

Leave the clothes in the water for ten minutes.

Enkuba/etonnye + okumala + olunaku lwonna.
Enkuba / emaze + olunaku # lwonna # ng' etonnya.

It's been raining all day.

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 / okumala / eddakiika / mmeka?

How many minutes shall I leave the clothes in the water?

Enkuba / etonnye + kumala bbanga+ki?
Enkuba / emaze + bbanga+ki # ng' etonnya?

How long has it been raining?

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  Dqenda kubeera mu Uganda okumala ebbanga lya myaka ebiri.

Afrika ey'ebuvanjuba  Dqenda 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.
LUGANDA BASIC COURSE

Tutudde mu kibiina.
    Tutudde mu kibiina okumala essaawa emu.
    Tumaze essaawa emu nga tutudde mu kibiina.

Twalindirira bbaasi.
    Twalindirira bbaasi okumala essaawa nnamba.
    Twamala essaawa nnamba nga tulindirira baasi.

Tunaazannya omupiira.
    Tunaazannya omupiira okumala essaawa emu.
    Tunaamala essaawa emu nga tuzannya omupiira.

DRILL: The adjective stem [-lamba].

'one whole day'

<table>
<thead>
<tr>
<th>essawa</th>
<th>essaawa / emu / nnamba</th>
</tr>
</thead>
<tbody>
<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 / tòzì'rekà + mu mazzi. Don't leave the clothes in the water (at some near future time).
LUGANDA BASIC COURSE

**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 / onnoolizeka + 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 kasookkedde Kadoko agenda mu Amereka?

Musoke, how many months now since Kadoko left for America?

B: Kaakati kumpi emyezi ebiri kasookkedde agenda.

It's about two months now since he left.

A: Anaamalayo bbang a ki?

How long is he going to stay there?

B: Ndowooza anaamalayo mwaka mulamba.

I think he will spend a whole year there.

A: Yagenda n'engoyeze zonna?

Did he go with all his clothes?


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.
Pronunciation buildups:

ova mu Amereka

B: Maama, bagamba # nti / ova' mu A-mereka!

A: Yee ssebo, nva' mu A-mereka.

emyaka ng'+ena

okumala

mmezze 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/
mmezre

mmezre gye balina

A: Mbadde # ndya mmezre + 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 spent 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 / nnyingi, nnyingi + nnyo!

B: Esinga + amatooke?

A: Teri + kisinga + matooke.

obummonde
obummonde n'omupunga

A: Naye / balina + obummonde / n'o-mupunga.

A: Balya' nnyo + nnyo + n'e-nnyama.

B: Ee, nnyama, nnyama + ya'-ki?

embizzi
ey'embizzi
n'ey'embizzi
ey'ente n'ey'embizzi
enkoko

A: Ey'e-n-te, n'e-y'e-embizzi, n'e-y'e-nkoko.

engeri
eya buli ngeri
ennyama eya buli ngeri

A: Kwe kugamba / ennyama + eya buli / ngeri.

Karqambe + bwe ntyo.

okuggyako
okuggyako obummonde
okuggya ko obummonde 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+kì + endala + gye balina + okuggya-kc + obummonde + n'ô-mupunga?

enva
balina nva okusinga
A: Emmere + endala / balina + nva' + okusinga.

B: Nva'+kì?
ze tulina wano
nga ze tulina wano ewaffe

A: Nga + ze tulina wano / ewaffe
kumpi: emboga, ennyaanya, 'carrots', 'turnips' n'e-nva' + endala.
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 Ebbaluwa eno ya'-kyama.
Ebbaluwa zino za'-kyama.
ekitiibwa  Omuntu ono wa'-kitiibwa.
        Abantu bano ba'-kitiibwa.

empisa  Omuntu ono wa'-mpisa mbi.
        Abantu bano ba'-mpisa mbi.

akabi'  Amasannyalaze gano ga'-kabi.

obwogi  Ekiso kino kya'-bwogi.

Continue with such other forms as:

-a malala, -a nnaku zino, -a mazima, -a nnaku zonna, -a muwendo -alubeerera, -a kakyo kano.

To the student:

Notice that the connective [.a'], when it appears before a noun without an initial vowel, is unmarked. It has an extra mora, and there is no word boundary between the connective and the noun.

Glossary:

<table>
<thead>
<tr>
<th>nkumu</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>.gya+ko</td>
<td>(.gye -ko) take off</td>
</tr>
<tr>
<td>e.m.boga</td>
<td>(N) cabbage</td>
</tr>
<tr>
<td>e.n.nyanya</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

The first sentence contains two relative verb forms. What are they?

? ? ?

[olujja 'which comes' olufuluma 'which goes out']

The particle [bw'] occurs before two verbs in the second sentence. It apparently means:

when how because

The verb [-tambula] apparently means:

go on turn around be careful

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 wa'liwo oluguudo lumu lwokka olufuluma ebweru w'ekibuga Entebbe, kubanga Entebbe kizinga. Bw'okwata oluguudo, ojja katono n'otuuka ku ssomero ekkulu eriyitiibwa Kisubi, bw'ova awo n'oijja n'oyita ku kkolero ly'amatafaali n'amategula mu kifo ekiyitiibwa 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 concordial elements in the first three sentences:

Entebbe __ri mu maserengeta _a Buganda. _e kitebe ____kulu e'_omufuzi ____kulu ___a Uganda. ____rimu ___saawe ___'ennyonyi ___a Uganda.

List all of the relative verb forms in the third version, and check your answers with the following:

[oluujja, olufuluma, eriri]
The phrase \[\text{ebeera + omufuzi + omukulu}\] means 'where the head of state lives.'

Copy the second version \_ \_ 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 okufulumu 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 BASIC COURSE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e.ki.zinga</strong></td>
<td>(KI-BI)</td>
</tr>
<tr>
<td><strong>.tambula</strong></td>
<td>(.tambudde)</td>
</tr>
<tr>
<td><strong>o.mu.ti’</strong></td>
<td>(MU-MI)</td>
</tr>
<tr>
<td><strong>e.mi.rembe</strong></td>
<td>(MI)</td>
</tr>
<tr>
<td><strong>e.ky.ama</strong></td>
<td>(KI-BI)</td>
</tr>
<tr>
<td><strong>e.ki.tibwa</strong></td>
<td>(KI-BI)</td>
</tr>
<tr>
<td><strong>e.m.pisa</strong></td>
<td>(N)</td>
</tr>
<tr>
<td><strong>a.ca.bi’</strong></td>
<td>(KA)</td>
</tr>
<tr>
<td><strong>o.lw.ogi</strong></td>
<td>(BU)</td>
</tr>
<tr>
<td><strong>a.ma.sannyalaze</strong></td>
<td>(LI-MA)</td>
</tr>
<tr>
<td><strong>e.ki.so’</strong></td>
<td>(KI-BI)</td>
</tr>
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<td><strong>o.mu.wendo</strong></td>
<td>(MU-MI)</td>
</tr>
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<td><strong>o.lu.beerera</strong></td>
<td>(LU)</td>
</tr>
<tr>
<td><strong>a.ma.lala</strong></td>
<td>(MA)</td>
</tr>
<tr>
<td><strong>a.ca.kyo’</strong></td>
<td>(KA-BU)</td>
</tr>
</tbody>
</table>
APPENDIX: Kinship Charts
Kitange + omuto

Kitange - my father
Kitaawo - your father
Kitaawe - his/her father
Kitaaffe - our father
Kitammwe - your father
Kitaabwe - their father
Kitaawe wa Mukasa - Mukasa's father

Mmange - my mother
Mnyoko - your mother
Mnyina - his/her mother
Mnyaffe - our mother
Mnyammwe - your (pl.) mother
Mnyaabwe - their mother
Mnyina Mukasa - Mukasa's mother
Mnyina 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.
LUGANDA BASIC COURSE

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
**LUGANDA BASIC COURSE**

**Diagram:****

- **Kitange** + omuto - my uncle (paternal) ('my young father')
- **Kitaawo** + omuto - your uncle
- **Kitaawe** + omuto - his/her uncle
- **Kitange** + omuto wa Mukasa - Mukasa's uncle

- **Mmange** + omuto - my aunt (maternal) ('my young ...other')
- **Nnyoko** + omuto - your aunt
- **Nnyina** + omuto - his/her aunt
- **Nnyina** + omuto wa Mukasa - Mukasa's aunt

- **Nze**
- **Mwannyinaze**
- **Muganda wange**

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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
Jjajijange - my grandparent
Jjajjaawo - your grandparent
Jjajjaawe - his/her grandparent
Jjajjaaffe - our grandparent
Jjajjammwe - your (pl.) grandparent
Jjajjaabwe - their grandparent

Jjajja wa Mukasa } Mukasa's grandparent
Jjajjawe wa Mukasa

Bba jjajijange - husband of my grandparent
Muka -jjajijange - wife of my grandparent
Mwannyinaze - my sister or brother
Mwannyoko - your sister or brother
Mwannyinya - his/her sister or brother
Mwannyinaffe - our sister or brother
Mwannyinamwe - your (pl.) sister or brother
Mwannyinabwa - 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
Bbammwe - your (pl.) husband
Bbaabwe - their husband

Bba Nnamatovu } Nnamatovu's husband
Bba wa Nnamatovu

Ssezaala wange - my husband's father
Nnyazaala wange - my husband's mother
Bba mulamu wange - husband of my sister-in-law
Muka mulamu wange - wife of my brother-in-law
Bba ssezaala wange - husband of my father-in-law's sister
**Muko** - in-law

**Mukoddomi** - brother-in-law

**Muka** - wife of

**Mukyala wange** - my wife

**Mulamu wange** - my sister-in-law

**Ssenga wa Mukyala wange** - my wife's aunt
Muzzukuly waffe - our gandchild
Mwana waffe - our child
Muka mwana - my daughter-in-law
Muka mwannyinaze - wife of my brother
Mwannyinaze - my sister
Mukoddomi wange - my brother-in-law
Mujuja wange - my nephew or niece
Muka kitange - wife of my father
Munna-bbeere wange - my half brother
LUGANDA BASIC COURSE

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.
### LUGANDA BASIC COURSE

**a**

<table>
<thead>
<tr>
<th>LUGANDA</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ab'eno&quot; (hello)</td>
<td>('people living in this place')</td>
</tr>
<tr>
<td>o.kw.agala (.agadde)</td>
<td>love, like, want</td>
</tr>
<tr>
<td>o.mw.aka (MU-MI)</td>
<td>year</td>
</tr>
<tr>
<td>o.kw.alo (.aze)</td>
<td>spread out, make (bed)</td>
</tr>
<tr>
<td>e.ky.alo (KI-BI)</td>
<td>village, estate, the country</td>
</tr>
<tr>
<td>o.kw.ambala (.ambadde)</td>
<td>put on (clothes)</td>
</tr>
<tr>
<td>a.m.ambuka (MA)</td>
<td>North</td>
</tr>
<tr>
<td>(ambulensi) (N)</td>
<td>ambulance</td>
</tr>
<tr>
<td>o.mw.ami (MU-BA)</td>
<td>chief, master, the owner of property</td>
</tr>
<tr>
<td>o.mw.ana (MU-BA)</td>
<td>child</td>
</tr>
<tr>
<td>m.a ngu</td>
<td>quickly, soon</td>
</tr>
<tr>
<td>anti</td>
<td>surely, but, 'Oh, but'</td>
</tr>
<tr>
<td>a.ma.aso (LI-MA)</td>
<td>eyes</td>
</tr>
<tr>
<td>(e.n.jawulo) (N)</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>
</tbody>
</table>

**b**

<table>
<thead>
<tr>
<th>LUGANDA</th>
<th>TRANSLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>o.ku.bajja (.bazze)</td>
<td>do carpentry, chop into shape</td>
</tr>
<tr>
<td>.ee.baka (-ee.basse)</td>
<td>sleep</td>
</tr>
<tr>
<td>e.ki.bala (KI-BI)</td>
<td>fruit</td>
</tr>
<tr>
<td>o.ku.bala</td>
<td>count, do math</td>
</tr>
<tr>
<td>balugu. (MU)</td>
<td>yams</td>
</tr>
<tr>
<td>e.b.baluwua (y'ekkubo)</td>
<td>passport</td>
</tr>
<tr>
<td>&quot;bambi&quot;</td>
<td>a pity!, oh, I see</td>
</tr>
<tr>
<td>e.b.banga (LI-MA)</td>
<td>period of time</td>
</tr>
<tr>
<td>e.b.biasi (N)</td>
<td>bus</td>
</tr>
<tr>
<td>o.lu.baawo' (LU-N)</td>
<td>board, plank</td>
</tr>
<tr>
<td>o.bu.bazzi (BU)</td>
<td>carpentry</td>
</tr>
</tbody>
</table>

53 45 68 86 23 11 53 34 1 90 38 38 38 38 38 38 24 47 78 35 91 32 42
LUGANDA BASIC COURSE

o.ku.beera (.badde) be, remain 19

e.ki.biina (KI-BI) clan, crowd, group, classroom 23

.biri
two 59

O.lw.oku.biri (LU) Tuesday 19

e.m.bizzi (N) pig 23

bo they 59

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 (.buukide) fly (by), fly at 88

buli/ every 74

o.ku.buza' (.buuzizza) ask a question, greet 44

e.m.buza (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

canu (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 30

e.d.dakiika (N) minute

ddala truly 54

.ddi, when? 68

e.n.diga (N) sheep 78

329
.e.ddira (.eddidde) adopt as totem 85  
e.ddirisa (LI-MA) window 32  
o.ku.ddugala (.ddugadde) get dirty, become black 76  
o.ku.dduka to run  
e.d.duka' (N) shop, bazaar, store  
eddwaliro see under .lwaliro

.e  
.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  
"eradde?" is it peaceful?, are you well over there? 34  
o.kw.era sweep  
.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  
ed.fumbiro (LI-MA) kitchen  
o.ku.fumbirwa (.fumbiddwa) marry (of a woman) 49  
o.mu.fumbo (MU-BA) a married person 49
o.ku.funa (.funye') get, obtain 44
a.ma.futa (MA) oil, butter 87
o.mu.fuzi (MU-BA) a ruler 66

q
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

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g gwanga</td>
<td>see under .wanga</td>
<td></td>
</tr>
<tr>
<td>o.bu.gwanjuba (BU)</td>
<td>West</td>
<td>11</td>
</tr>
<tr>
<td>ggwe</td>
<td>you</td>
<td>1</td>
</tr>
<tr>
<td>o.ku.ggya (.ggye)</td>
<td>take away</td>
<td>65</td>
</tr>
<tr>
<td>o.ku.ggya+ko (.ggye-ko)</td>
<td>take off, except</td>
<td>93</td>
</tr>
<tr>
<td>&quot;gye&quot;</td>
<td>there</td>
<td>53</td>
</tr>
<tr>
<td>e.m.piso' (N)</td>
<td>injection, needle</td>
<td>90</td>
</tr>
<tr>
<td>e.ri.iso (LI-MA)</td>
<td>eye</td>
<td></td>
</tr>
<tr>
<td>i.e.ki.jiiko (KI-BI)</td>
<td>come</td>
<td>34</td>
</tr>
<tr>
<td>jjo'</td>
<td>come</td>
<td></td>
</tr>
<tr>
<td>o.ku.jja (.zze)</td>
<td>hunger</td>
<td>81</td>
</tr>
<tr>
<td>o.ku.jjanjaba</td>
<td>be a nurse</td>
<td></td>
</tr>
<tr>
<td>o.mu.jjanjabi (MU-BA)</td>
<td>a nurse</td>
<td></td>
</tr>
<tr>
<td>enjawulo (.awulo)</td>
<td>see under .awulo</td>
<td></td>
</tr>
<tr>
<td>e.ki.jiiko (KI-BI)</td>
<td>spoon</td>
<td>48</td>
</tr>
<tr>
<td>jjo'</td>
<td>yesterday, tomorrow</td>
<td></td>
</tr>
<tr>
<td>k.e.kak'</td>
<td>at home</td>
<td>23</td>
</tr>
<tr>
<td>o.mu.kka (MU-MI)</td>
<td>smoke</td>
<td>52</td>
</tr>
<tr>
<td>(kabada) (N)</td>
<td>cupboard</td>
<td></td>
</tr>
<tr>
<td>kabula-dda (MU-BA)</td>
<td>a friend who has been lost for a long time</td>
<td>69</td>
</tr>
<tr>
<td>a.ba.kadde (MU-BA)</td>
<td>old people, parents</td>
<td></td>
</tr>
<tr>
<td>a.ka.kadde (KA-BU)</td>
<td>million</td>
<td></td>
</tr>
<tr>
<td>o.mu.kaaqa (MU-MI)</td>
<td>six</td>
<td></td>
</tr>
<tr>
<td>C.lw.omu.kaaqa (LU)</td>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>kaakati</td>
<td>now</td>
<td>43</td>
</tr>
<tr>
<td>o.ku.kala (.kaze')</td>
<td>become dry</td>
<td>83</td>
</tr>
<tr>
<td>e.k.kalaamu (N)</td>
<td>pencil, pen</td>
<td>32</td>
</tr>
<tr>
<td>kale</td>
<td>all right; come now, certainly</td>
<td>53</td>
</tr>
<tr>
<td>.kalu</td>
<td>dry, smart</td>
<td>83</td>
</tr>
</tbody>
</table>
LUGANDA BASIC COURSE

o.ku.kama (.kamye') milk 88
mu.kama (MU-BA) lord, master, owner

e.k.kanisa (N) church (Protestant)
"kasookanga" since 91
"kasookedde" since 91

a.ma.k.kati' (MA) center 42
wa.kati' (awantu) between
"katono" a little 81

kaawa (MU) coffee 47

o.ku.kaayana (.kaayanye') dispute 76
o.ku.kea (kebedde) examine 86
o.ku.kebcrebwa (kebeddwa) be examined 86

o.ku.keera (.kedde) come or go early

e.ki.Keerezi (KI) late 76

e.k.kereziya (N) church (Roman Catholic) 64
"kiy" of what sort, what 23
"kibi" it is bad 34

o.bu.kiika' (BU) direction

kiki what? 32
"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.ki.kko (KI-BI) valley

en.koko (N) chicken 81

o.ku.kola (.koze') work, do 23

e.k.kolero (LI-MA) work shop, factory, industry

o.ku.koleeza' to light

o.ku.koma+wo (.komye'wo) come back 61

e.k.komera' (LI-MA) prison
(kekakita) (MU-BA) conductor

e.ki.kondo (KI-BI) pole

e.ki.kondo kya bbaasi bus-stop
<table>
<thead>
<tr>
<th>LUGANDA BASIC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>o.mu.kono (MU-MI)</td>
</tr>
<tr>
<td>e.ki.kopo (KI-BI)</td>
</tr>
<tr>
<td>(e.k.kooti) (N)</td>
</tr>
<tr>
<td>o.ku.koowa (.kooye')</td>
</tr>
<tr>
<td>.koowu</td>
</tr>
<tr>
<td>o.ku.koza' (.kozezza)</td>
</tr>
<tr>
<td>kozzi</td>
</tr>
<tr>
<td>ku</td>
</tr>
<tr>
<td>o.ku.kuba</td>
</tr>
<tr>
<td>e.n.kuba (N)</td>
</tr>
<tr>
<td>e.k.kubo (LI-MA)</td>
</tr>
<tr>
<td>e.n.kuufiira (N)</td>
</tr>
<tr>
<td>o.ku.kula (.kuze')</td>
</tr>
<tr>
<td>o.ku.kuala (.kudde)</td>
</tr>
<tr>
<td>o.mu.kulu</td>
</tr>
<tr>
<td>O.mu.kulu Wessomero</td>
</tr>
<tr>
<td>e.n.kulungo (N)</td>
</tr>
<tr>
<td>e.k.kumi (LI-MA)</td>
</tr>
<tr>
<td>e.ki.kumi (KI-BI)</td>
</tr>
<tr>
<td>o.lu.kumi (LU-N)</td>
</tr>
<tr>
<td>kumpi &quot;kuno&quot;</td>
</tr>
<tr>
<td>mu.kwano (MU-MI)</td>
</tr>
<tr>
<td>o.ku.kwata (.kutte)</td>
</tr>
<tr>
<td>e.n.kya' (N)</td>
</tr>
<tr>
<td>a.ma.kya' (MA)</td>
</tr>
<tr>
<td>e.kye.n.kya' (KI-BI)</td>
</tr>
<tr>
<td>o.mu.kyala (MU-BA)</td>
</tr>
<tr>
<td>o.ku.kyalira (.kyalidde)</td>
</tr>
<tr>
<td>&quot;kyokka'&quot;</td>
</tr>
<tr>
<td>o.ku.kyusa' (.kyusizza)</td>
</tr>
</tbody>
</table>

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1

o.ku.laba (.labye') see 53
o.ku.labika (.labise') appear, be visible 85
o.ku.laga (.laze') show 38
.jala different, other
a.ma.laaloo (MA) cemetery
.lamba' whole 92
o.ku.leafa (.lese') leave 65
o.ku.leekaana (.leekaanye') make a noise 79
o.ku.lemo (.lemye') beat, be too hard or to much for; fail to 79
o.ku.lengera (.lengedde) see afar 77
o.mu.lenzi (MU-BA) boy 37
.leero today 43
.leerwe (N) railway
.li (.badde) be 11
.lima (.limye') activate 42
o.bu.limi (BU) agriculture, farming 50
o.mu.limi (MU-BA) farmer 38
o.mu.limoo (MU-MI) work, job 36
.lina (.badde na) have, possess
.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 85
.o.ku.liisa' (.liisizza) feed
.o.ku.lowoza' (.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.xa.mmonde (KA-BU) Irish potato 93
.o.ku.lunda (.lunze') herd 46
.o.mu.lu ndi (MU-MI) a time 53
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>bu.lungi</td>
<td>well</td>
<td>14</td>
</tr>
<tr>
<td>o.mu.lunzi (MU-BA)</td>
<td>herdsman</td>
<td>46</td>
</tr>
<tr>
<td>o.mu.lwadde (MU-BA)</td>
<td>sick person</td>
<td>81</td>
</tr>
<tr>
<td>&quot;lwaki'</td>
<td>why?</td>
<td></td>
</tr>
<tr>
<td>o.ku.lwala (.lwadde)</td>
<td>fall sick</td>
<td>75</td>
</tr>
<tr>
<td>o.ku.lwa+wo (.ludde-wo)</td>
<td>delay</td>
<td></td>
</tr>
<tr>
<td>.lwaliro (LI-MA)</td>
<td>hospital</td>
<td></td>
</tr>
<tr>
<td>(sg. is eddwaliro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o.ku.lya' (.lidde)</td>
<td>eat</td>
<td>23</td>
</tr>
<tr>
<td>o.ku.mala (.maze')</td>
<td>to spend, stay for, finish,</td>
<td></td>
</tr>
<tr>
<td>&quot;maamu&quot; (MU-BA)</td>
<td>mother, Madame</td>
<td>57</td>
</tr>
<tr>
<td>o.ku.manya</td>
<td>know, get to know</td>
<td>26</td>
</tr>
<tr>
<td>e.m.mere (N)</td>
<td>main food</td>
<td>89</td>
</tr>
<tr>
<td>e.m.meeri (N)</td>
<td>ship</td>
<td>52</td>
</tr>
<tr>
<td>e.m.meeza (N)</td>
<td>table</td>
<td>32</td>
</tr>
<tr>
<td>&quot;mirembe&quot;</td>
<td>peaceful</td>
<td>57</td>
</tr>
<tr>
<td>e.m.OrCreate (N)</td>
<td>mission</td>
<td></td>
</tr>
<tr>
<td>e.m.motoka' (N)</td>
<td>car</td>
<td>52</td>
</tr>
<tr>
<td>mmwe</td>
<td>you (pl.)</td>
<td>18</td>
</tr>
<tr>
<td>mu</td>
<td>in</td>
<td>3</td>
</tr>
<tr>
<td>mu</td>
<td>connective used within numerals above 20</td>
<td></td>
</tr>
<tr>
<td>.mu_</td>
<td>one</td>
<td>78</td>
</tr>
<tr>
<td>a.wa.mu_</td>
<td>together</td>
<td></td>
</tr>
<tr>
<td>Muka (MU-BA)</td>
<td>wife of</td>
<td></td>
</tr>
<tr>
<td>a.ka.mwa (KA-BU)</td>
<td>mouth</td>
<td></td>
</tr>
</tbody>
</table>

LUGANDA BASIC COURSE
**LUGANDA BASIC COURSE**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>.na'</td>
<td>four</td>
</tr>
<tr>
<td>O.lw. oku. na' (LU)</td>
<td>Thursday</td>
</tr>
<tr>
<td>o.mu.nna (MU-BA)</td>
<td>member of</td>
</tr>
<tr>
<td>o.ku.naaba (naabye')</td>
<td>wash (oneself)</td>
</tr>
<tr>
<td>o.lu.naku (LU-N)</td>
<td>day</td>
</tr>
<tr>
<td>o.mu.naana (MU-MI)</td>
<td>eight</td>
</tr>
<tr>
<td>naye</td>
<td>but, with him/her</td>
</tr>
<tr>
<td>ne/na</td>
<td>and, with</td>
</tr>
<tr>
<td>nedda</td>
<td>no</td>
</tr>
<tr>
<td>.nene</td>
<td>large</td>
</tr>
<tr>
<td>o.bu.nene (BU)</td>
<td>size, largeness</td>
</tr>
<tr>
<td>nga+</td>
<td>how!</td>
</tr>
<tr>
<td>.ange</td>
<td>my</td>
</tr>
<tr>
<td>.ngi</td>
<td>much, many</td>
</tr>
<tr>
<td>o.bu.ngi</td>
<td>quantity</td>
</tr>
<tr>
<td>e.n.ni-maawa (N)</td>
<td>lemon</td>
</tr>
<tr>
<td>e.n.nimiro (N)</td>
<td>garden, farm</td>
</tr>
<tr>
<td>enjawulo</td>
<td>see under .awulo</td>
</tr>
<tr>
<td>nkumu</td>
<td>plenty</td>
</tr>
<tr>
<td>.no</td>
<td>this, these</td>
</tr>
<tr>
<td>nno</td>
<td>used in greeting as suffix to strengthen the how (-tya) idea</td>
</tr>
<tr>
<td>e.n.noni (N)</td>
<td>chalk</td>
</tr>
<tr>
<td>e.ki.ntu (KI-BI)</td>
<td>thing</td>
</tr>
<tr>
<td>o.mu.ntu (MU-BA)</td>
<td>person</td>
</tr>
<tr>
<td>e.ri.nyanya (LI-MA)</td>
<td>name</td>
</tr>
<tr>
<td>nnyabo (MU-BA)</td>
<td>madame, mother</td>
</tr>
<tr>
<td>e.n.nyama (N)</td>
<td>meat</td>
</tr>
<tr>
<td>e.n.nyanja (N)</td>
<td>sea, lake</td>
</tr>
<tr>
<td>e.ky.e.n.nyanga (KI-BI)</td>
<td>fish</td>
</tr>
<tr>
<td>e.n.nyanya (N)</td>
<td>tomatoes</td>
</tr>
<tr>
<td>n.nyinimu' (MU-BA)</td>
<td>man of the house</td>
</tr>
<tr>
<td>nnyo</td>
<td>very</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>e.ri. nnyo (LI-MA)</td>
<td>tooth</td>
</tr>
<tr>
<td>o. mu. nnyo (MU)</td>
<td>see under o. mu. nnyu</td>
</tr>
<tr>
<td>e. bi. nyoobwa (BI)</td>
<td>groundnuts</td>
</tr>
<tr>
<td>&quot;nnygoge&quot;</td>
<td>very much</td>
</tr>
<tr>
<td>e. n. nyonyi (N)</td>
<td>bird</td>
</tr>
<tr>
<td>o. mu. nnyu (MU-MI)</td>
<td>salt</td>
</tr>
<tr>
<td>o. ku. nnyuka (. nnyuse')</td>
<td>get off work</td>
</tr>
<tr>
<td>o. ku. nyumya (. nyumizza)</td>
<td>converse, talk</td>
</tr>
<tr>
<td>o. ku. nywa' (. nywedde)</td>
<td>drink</td>
</tr>
<tr>
<td>o. ku. nywegeragana</td>
<td>kiss one another</td>
</tr>
<tr>
<td>('. nywegeraganye')</td>
<td></td>
</tr>
<tr>
<td>nze</td>
<td>I</td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>.o</td>
<td>'your'</td>
</tr>
<tr>
<td>. c</td>
<td>that, those</td>
</tr>
<tr>
<td>oba</td>
<td>or</td>
</tr>
<tr>
<td>ofiisi (N)</td>
<td>office</td>
</tr>
<tr>
<td>ofiisi ya posita (N)</td>
<td>post office</td>
</tr>
<tr>
<td>o. kw. ogera (. ogedde)</td>
<td>speak</td>
</tr>
<tr>
<td>. okka</td>
<td>only</td>
</tr>
<tr>
<td>. oleza+ko (. olezza-ko)</td>
<td>help while washing</td>
</tr>
<tr>
<td>'oluyusi'</td>
<td>sometimes</td>
</tr>
<tr>
<td>. onna</td>
<td>all</td>
</tr>
<tr>
<td>o. kw. oza' (- ozezza)</td>
<td>wash (clothing)</td>
</tr>
<tr>
<td>(o. mw. ozi) (MU-BA)</td>
<td>a washer, cleaner</td>
</tr>
<tr>
<td>(o. mu. yozi)</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td></td>
</tr>
<tr>
<td>e. m. pale</td>
<td>see under . wale</td>
</tr>
<tr>
<td>. panvu</td>
<td>see under . wanvu</td>
</tr>
<tr>
<td>o. lu. papula (LU-N)</td>
<td>paper</td>
</tr>
<tr>
<td>e. m. peta (N)</td>
<td>ring</td>
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<tr>
<td>o. mu. piira (MU-MI)</td>
<td>football, rubber, mackintosh</td>
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</tbody>
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(m.pisi) (N) professional cook

e.m.piso see under .iso

(poliisi) (N) police

o.mu.punga (MU-MI) rice

R

e.raatiri (N) pound 73

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o.ku.sanyusa° (.sanyusizza) please, make happy

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e.s.saati (N) shirt

.satu three

O.lw.oku.satu (LU) Wednesday 26

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e.ki.saawe ky'e.n.nonyi (KI-BI) airport

o.mu.sawo (MU-BA) doctor 86
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<td><strong>e.n.sawo</strong> (N)</td>
<td>bag</td>
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<td><strong>e.s.saza</strong> (LI-MA)</td>
<td>county</td>
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<td><strong>ssebo</strong> (MU-BA)</td>
<td>six</td>
<td>15</td>
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<td><strong>e.ki.senge</strong> (KI-BI) (sente)</td>
<td>wall, money</td>
<td></td>
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<td><strong>o.ku.seera</strong> (.sedde)</td>
<td>overcharge, sell dear</td>
<td>89</td>
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<td><strong>e.ki. seera</strong> (KI-BI)</td>
<td>time</td>
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<td><strong>a.ma.serengeta</strong> (MA)</td>
<td>South</td>
<td></td>
</tr>
<tr>
<td><strong>ssi’</strong></td>
<td>is/are not</td>
<td>5</td>
</tr>
<tr>
<td><strong>wa.n.si’</strong></td>
<td>down</td>
<td>55</td>
</tr>
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<td><strong>e.n.si’</strong></td>
<td>country, district</td>
<td>10</td>
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<tr>
<td><strong>o.ku.siba</strong> (.sibye’)</td>
<td>tie, pack up</td>
<td>86</td>
</tr>
<tr>
<td><strong>o.ku.siiba</strong> (.siibye’)</td>
<td>spend a day, pass the day</td>
<td>15</td>
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<tr>
<td><strong>o.ku.siibula</strong> (.siibudde)</td>
<td>take leave of</td>
<td>86</td>
</tr>
<tr>
<td><strong>o.ku.sigala</strong> (.sigidde)</td>
<td>remain over</td>
<td>91</td>
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<td><strong>o.ku.sima</strong> (.siimye’)</td>
<td>be pleased with</td>
<td>89</td>
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<tr>
<td><strong>e.n.simbi</strong> (N)</td>
<td>money</td>
<td>35</td>
</tr>
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<td><strong>e.s.sineema</strong> (N)</td>
<td>cinema</td>
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<td><strong>o.ku.singa</strong> (.sinze’)</td>
<td>surpass</td>
<td></td>
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<td><strong>singa</strong></td>
<td>if</td>
<td>78</td>
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<td><strong>o.ku.sinziira</strong> (.sinzidde)</td>
<td>depend on, with reference to, with regard to, start out from</td>
<td>54</td>
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<td><strong>O.mu.si-raamu</strong> (MU-BA)</td>
<td>Moslem</td>
<td>77</td>
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<td><strong>o.ku.sirika</strong> (.siris’e’)</td>
<td>be quiet, be silent</td>
<td>59</td>
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<td><strong>o.mu.sirikale</strong> (MU-BA)</td>
<td>policeman</td>
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<tr>
<td><strong>e.s.siriungi</strong> (N)</td>
<td>shilling</td>
<td>89</td>
</tr>
<tr>
<td><strong>a.ka.siriivu</strong> (KA-BU)</td>
<td>hundred thousand</td>
<td></td>
</tr>
<tr>
<td><strong>(e.sitenseni) (N)</strong></td>
<td>station</td>
<td></td>
</tr>
<tr>
<td><strong>o.ku.situla</strong> (.situdde)</td>
<td>start on a journey, raise, lift up</td>
<td>68</td>
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<tr>
<td><strong>a.ka.so’ (KA-BU)</strong></td>
<td>pen knife, table knife</td>
<td></td>
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<tr>
<td><strong>-sobu’ (3!)</strong></td>
<td>wrong, mistaken</td>
<td>76</td>
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<tr>
<td><strong>o.ku.sooka</strong> (.soose’)</td>
<td>begin, do first</td>
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LUGANDA BASIC COURSE

0. lw. oku. sooka (LU) Monday
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  e.s.somero (LI-MA) school
  e.s.somero ekkulu (LI-MA) university
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| o.ku.vunjisa' | make change | |
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| .wa'/ | where? | |
| wala | far | 21 |
| o.mu.wala (3!) (MU-BA) | girl | 37 |
| .wale (sg. + pl. are empale) (N) | knickers, trousers, drawers, shorts | 32 |
| 'wali' | there | |
| o.ku.wandiika (.wandiise') | write | 44 |
| 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 | |
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| o.ku.werekera+ko (.werekedde-ko) | escort on way; see off | 85 |
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<tr>
<td>o.ku.woomera (.woomedde) be tasty for (someone)</td>
</tr>
<tr>
<td>o.ku.wona to get healed, to get cured</td>
</tr>
<tr>
<td>o.ku.wonya' heal, cure</td>
</tr>
<tr>
<td>o.ku.wulira (.wulidde) hear</td>
</tr>
<tr>
<td>o.ku.wuliriza (.wulirizza) listen</td>
</tr>
<tr>
<td>e.wuuma (N) fork</td>
</tr>
<tr>
<td>o.ku.wummula (.wummude) rest</td>
</tr>
<tr>
<td>a.ku.wungeezi (KA-BU) evening</td>
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<p>| | |</p>
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<td>Y</td>
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<td>o.ku.yamba (.yambye') help</td>
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<td>ye</td>
<td>3</td>
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<td>yee</td>
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<td>o.ku.yimirira (.yimiridde) stand</td>
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<td>o.ku.yingira (.yingidde) enter</td>
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<td>o.ku.yingiza' (.yingizza) cause to enter; let or put in</td>
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<td>o.ku.yita (.yise') pass, call</td>
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<td>a.ma.yumba (MA) large building(s)</td>
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<td>a.ma.zzi (MA)</td>
<td>water</td>
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<td>o.mu.zigiti (MU-MI)</td>
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<td>o.mu.zigo (MU-MI)</td>
<td>butter</td>
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<td>a.ma.zima (MA)</td>
<td>truth</td>
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<td>o.ku.zimba (.zimbye')</td>
<td>build</td>
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<td>e.ki.zimbe (KI-BI)</td>
<td>a building</td>
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<td>o.bu.zimbi (BU)</td>
<td>building</td>
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<td>e.ki.zinga (KI-BI)</td>
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<tr>
<td>o.mu.zungu (MU-BA)</td>
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