In [amalaalo.], the first syllable lasts longer than the second, and it counts as two beats.
LUGANDA

PRETRAINING PROGRAM

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DEPARTMENT OF STATE
LUGANDA: PRETRAINING PROGRAM

Choose the correct way to divide each of the following into syllables. All are words that you will meet early in the main part of the program.
PREFACE

This book, with its accompanying tapes, is an adjunct to the Foreign Service Institute's Luganda Basic Course. It is in the form of a self-instructional program of approximately 20 hours duration and will be useful especially to those students who have a serious interest in mastering the tonal system of the language.

A draft of the program was tested in Monroe, New York, with a group of Peace Corps trainers whose reactions were collected and transmitted to the authors by Ruth E. Franklin. Claudia P. Tilds also supplied a detailed critique of the programming.

Earl W. Stevick, Professor of Linguistics at the Foreign Service Institute, planned and wrote the program with the exception of the Luganda portions, which were provided by Frederick K. Kamoga. The work was undertaken at the suggestion of Allan M. Kulakow of the United States Peace Corps.

Frederick W. Krug and John Dewees contributed photographs. Tapes 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 done by Irma C. Ponce and Linda E. Territo. Carolyn Jackson and Marjorie Purchase assisted with the illustrations.

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To the syllable that precedes it. Thus the second syllable of [ekikko.] 'valley' has one mora from its short vowel [i], and one from the [kk] of the next syllable. NO SYLLABLE IN LUGANDA MAY HAVE MORE THAN
How to Use This Program:

This program is intended for students who have had no previous contact with Luganda, and who have not yet begun to study with a live instructor. Its purpose is not to teach you to speak any Luganda; rather, it teaches recognition of certain fundamental features of the structure of the language. Total time required for completion of the program is probably not greater than 20 hours. On completion of the program, you will be ready for live instruction using *Luganda Basic Course* or any other textbook.

The book is divided into 15 series of frames. The series are lettered (A-O), and the frames are numbered within each series. You are to consider the frames one at a time, sliding a large card, or 'slider', down the page as you go along. Marks are provided in the margins to show the boundaries of the frames.

An essential part of the program is the series of tape recordings that accompany this book. The relationship between the printed and the audio materials varies from one frame to another. The following symbols are given in the upper left corner of the frame to show you how to proceed:

12\textsuperscript{i} This frame is for information only. No choice is necessary. There is no tape recording to accompany this frame.

12\textsuperscript{fr} This frame is for information only. No choice is necessary. Illustrative material for this frame is available on the tape.

Which vowel would you expect to be long in each of these words:
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12⁻ This frame can be done by reading from top to bottom. Make a choice between the alternatives that are presented. Then check your response by uncovering the answer in [ ] in the lower right corner. There is no tape recording.

12⁻ As above, except that tape recorded material is available for reference.

12⁻ Read the printed material, then listen to the tape, then choose, and check your answer by uncovering the lower right corner.

12⁺ Look at the picture, and any language that appears alongside it. Then, without uncovering the printed alternatives, listen to the alternatives on tape. Choose the one that you think is correct. The correct alternative is given last on the tape, and is translated into English in the book.

In a few frames, you are expected to construct your own response, rather than selecting from two or three ready-made alternatives. If your response is supposed to consist of tone marks, a circle is drawn over the syllables for which tone marks are to be supplied: [Tuli Tudda wa?]. In other frames, your response will be in English words; in these frames, your slider will uncover three question marks: ???, which warn you not to move the slider any farther until you have decided on a response.

In summary, then, a vowel may be inherently long ([oluguudo.]). It may pick up an extra mora from a long consonant, or from a nasal plus consonant that
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As you start a frame, stop the machine and look at the code in the upper left corner. Before you choose between the alternatives, take time to consider them carefully.

If you still make an occasional mistake, look at the frame again, and try to figure out why the correct response is the correct response. You may need to look back a few frames for help on this.

If you find that your first choice was wrong for more than six or seven frames in any one series, it would be a good idea to go through that series again before proceeding to the next one.

As you work through the program, you may find that you want to 'mumble along' with the Luganda voice. Do not resist this impulse.

Series A.

In Series A, you will learn to hear long and short vowels and consonants, and to represent them by marks on paper. You will also learn when vowels are automatically long, and how to divide words into syllables. The very important concept of 'mora', or 'rhythmic beat' is introduced.

Maximum number of moras in syllable: 2
Minus the mora from the double consonant of the following syllable: -1
Number of moras still available for the vowel of the first syllable of [kvoKka]: 1
In learning Luganda, you have to listen for some things that you don't have to listen for in English. One of these is the length (the duration) of vowels. Here is a pair of Luganda words. The first means 'they finish' [bamaala], and the second means 'they smear' [bamaala]. Listen to them again: [bamaala.] 'they finish' and [bamaala.] 'they smear'. Here they are in reverse order: [bamaala.] 'they smear' and [bamaala.] 'they finish'.

Listen to the following pairs of words. Tell whether they are the SAME, or DIFFERENT. Try to give the correct answer ahead of the tape:

bamala. [- - ] bamaala. [- __ - ]

Now you will hear only one word at a time. Tell whether the vowel of the second syllable is LONG, or SHORT. bamala. bamaala.

Again, you will hear one word at a time. Tell whether it means 'they finish', or 'they smear'. bamala. bamaala.

Another way to describe vowels in Luganda is to say that a short vowel has one 'beat', and a long vowel has two 'beats': bamala. (3 beats) bamaala. (4 beats)

Which syllables in the following words have two moras:

akwata  okyamira.
Listen to the second syllable of each of these words. Tell whether the vowel is LONG, or SHORT. Try to give the correct answer ahead of the tape:

How many beats are there in the second syllable of [basiibye]?

1 2 3

Here are some words that you will be meeting very early in the main part of this course. Listen especially to the second syllable of each word. Tell whether the vowel of that syllable is LONG, or SHORT.

To say that a vowel is 'long' in Luganda is to say:

that it has two 'beats'.
that it has especially full resonance.

In the preceding frames, we have seen that the difference between a long and a short vowel can sometimes change the meaning of a word completely. At other times, it makes a difference between two different forms of the same word. For example, every verb has a present tense and a far past tense. The difference between the 3 pl. personal forms of these two tenses is shown only by the length of the first vowel. For example, [basoma] means 'they read; are reading' and [baasoma] means 'they read (more than a day ago)'. Again, 'they are reading' is [basoma], but 'they read (long ago)' is [baasoma].

This series teaches the meanings of some nouns that would be useful in inquiring your way around...
11. Listen to the following pairs of words and reply SAME or DIFFERENT. Try to give the correct answer ahead of the tape:

basoma [- - -] baasoma [- - -]

12. In talking about Luganda, a vowel that carries two beats may be called:

a long vowel an exaggerated vowel [a]

13. Now listen to one word at a time. Tell whether the first vowel is LONG, or SHORT:

basoma.

baasoma.

14. Listen to these same words again. Tell whether each is PRESENT, or FAR PAST.

basoma.

baasoma.

15. Listen to the first syllable of each of the following words. Tell whether its first vowel is LONG, or SHORT:

(If you replied LONG to this last word, you were probably reacting to the second syllable instead of the first.)

16. Here are some words that you will meet early in the main part of this course. Tell whether the first vowel of each word is LONG, or SHORT:
Here are some more of the words you will meet early in the main part of the course. Listen this time to the third syllable of each word. Tell whether it is LONG, or SHORT!

In which of these words does the first syllable last longer?

basome. they should read
asome. he/she should read

A vowel that is the first sound in a word lasts comparatively long, but it still counts as only one beat. It is just a slower beat.

basome. [---] 3 beats in each word
asome. [---] 3 beats
basoma. [---] 4 beats

In the word /amalaalo./, the syllable that lasts longest is:

[---] laa

In /amalaalo./, the syllable /laa/ counts as:

one beat two beats

The next-to-longest syllable in /amalaalo./ is:

[a] ma
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23. In [amalaalo.], the first syllable lasts longer than the second, and it counts as two beats. But it counts as only one beat.

24. Which visual analog fits better?
   Kizannyiro. [---] [---]
   [a]

25. ekizannyiro. [---] [---]
   [b]

26. We have seen that Luganda vowels may occur either long or short. The same is true of most consonants. For example:
   kugula. to buy
   kuggula. to open

27. Is the g-sound in the middle of this word LONG, or SHORT?
   It is LONG. Reply LONG or SHORT with respect to the medial consonants of these words:

28. In each of the following words there is a double consonant. Which one is it?

29. The difference between short and long, single and double consonants is also found at the beginning of words:
   sa. grind! ssa. breathe! gula. buy! ggula. open!

12

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9. Choose the word that most closely fits the line-segment notation:
   [---] [---] [---] [---] [---]
   A noun in Luganda is written as a series of letters which stand for vowels and consonants. This fact in
   addition to its
In the visual analog diagrams, a voiced double consonant ([bb, dd, gg, ss, mm] etc.) will be drawn as a heavy solid dot:

Ekizannyiro. [- - - - -]

An unvoiced double consonant ([pp, tt, kk, ss] etc.) will be drawn as an open dot:

Etterekero. [- - - - -]

eddwaliro. [- - - -] [- - - - ]

Ekkomera. [- - - ] [- - - - -]

Amalaalo. [- - - - ] [- - - - ]

A simple but important fact about Luganda is the way it divides words into syllables. In Luganda, every syllable ends with a vowel. For example, if you ask a speaker of English to pronounce the word Zambia with pauses between syllables, he will probably say Zam-bi-a. A Muganda would say Za-mbi-a.
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Choose the correct way to divide each of the following into syllables. All are words that you will meet early in the main part of the program.

Luzira. Makerere. enkulungo.
Lu-zi-ra Mak-er-er-e en-ku-lun-go
Luz-ir-a Ma-ke-re-re e-nku-lu-ngo

[a] [b] [b]
ekizannyiro. eddwaliro. Kampla.
e-ki-za-nyi-ro ed-dwal-i-ro Ka-m-a-la
e-ki-zan-nyi-ro e-ddwa-li-ro Kam-pa-la

[a] [b] [a]

At this point, you will need to learn one new term, which is 'mora'. The concept for which it stands is also new. Neither is difficult to master, however, and they are absolutely indispensable if we want to make any sense out of the tone changes that take place in Luganda. The number of moras in a syllable is the number of rhythmig beats it carries. A mora is therefore a unit of duration, or length. For example, the second syllable of [olugudo.] 'road' is [lu], and it has one mora. The third syllable is [guu], with two moras. We say that the vowel in [guu] is 'long', or 'double'. NO SYLLABLE IN LUGANDA MAY HAVE MORE THAN TWO MORAS!

The unit of duration in Luganda is called a:

longitude mora dureme

[b]

-7- 14

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16 -miisane. a o e

17 The [e] in [emiisane.] is called its:
prefix initial vowel
The 'mora' is a unit of:
tone duration inflection

The number of moras in a syllable is the number of _____ that it carries.
beats stresses

What is the third syllable in oluguudo.?
gu guuu guud

What is the maximum number of moras for any Luganda syllable?
1 2 3

What is the maximum number of rhythmic beats for any Luganda syllable?
1 2 3

But moras---units of length---in Luganda may also be related to certain consonant sounds. Most obvious are the 'long' or 'double' consonants. The length of such a consonant is charged, so to speak.
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to the syllable that precedes it. Thus the second
syllable of [ekiko.] 'valley' has one mora from its
short vowel [i], and one from the [kk] of the next
syllable. NO SYLLABLE IN LUGANDA MAY HAVE MORE THAN
TWO MORAS. Note also that the vowel [i] in [ekiko.]
remains short.

44: -f

How many moras are there in the second syllable
of each of these words?
oomugga. Kasozi.
edduuka. ekkomera.

45:

A syllable in Luganda may include more than two:
sounds moras

46: -ir

When a nasal consonant sound stands before another
consonant sound, it adds a mora to the length of the
preceding vowel. An example is [tuganda.] 'we are going',
in which the second syllable is written [ge] but pronounced
[gee]. The vowel of this syllable is customarily written
with only one [e] because everyone is supposed to lengthen
vowels automatically before such combinations as [ng, mb,
nd, nt, nz].

23+

Kiki kino?
This frame is for information only. No choice is necessary. Illustrative material for this frame is available on the tape.

---

**LUGANDA: PRETRAINING PROGRAM**

47-

Which vowel would you expect to be long in each of these words:

- amasanganzira
- nkulungo
- mambuka
- maserengeta
- buvanjuba

48-

The fourth and last source of a second mora is a 'semivowel' sound ([w] or [y]) that follows another consonant sound. It may give an extra mora to the vowel that follows it. An example is [Ddwaliro]. 'It is a hospital.' In this word, the vowel that is written [a] is pronounced [aa].

49-

The 'semivowels' in Luganda are:

- a, e, i, o, u
- w, y
- a, e, i, o, u and sometimes w, y

[b]

50-

Which vowel would you expect to be long in each of these words:

- okukyamuka
- okwasama
- okyemisana

[kya]

[kwa]

[kye]
over the syllables for which tone marks are to be supplied: [Tuli tudda wa*]. In other frames, your response will be in English words; in these frames, your slider will uncover three question marks: ???, which warn you not to move the slider any farther until you have decided on a response.

---

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In summary, then, a vowel may be inherently long ([oluguudo.]). It may pick up an extra mora from a long consonant, or from a nasal plus consonant that follows it. It may pick up an extra mora from consonant plus [w, y] that precedes it. It may not pick up extra moras from two sources the same time, however, for no syllable in Luganda may have more than two moras!

52-r

How many moras in the second syllable of [ekyalo.] 'a village'?

1 2

[b]

Is the vowel of that syllable pronounced long or short?

[long]

53-r

How many moras in the first syllable of [kyokka.] 'only'?

1 2 3

[b]

The second consonant in this word is pronounced long. The first vowel is pronounced:

short long

[a]

18 -11-

---

LUGANDA: PRETRAINING PROGRAM

Kiki kina? What is this?
LUGANDA: PRETRAINING PROGRAM

Maximum number of moras in syllable: 2
Minus the mora from the double consonant of the following syllable: -1
Number of moras still available for the vowel of the first syllable of [kyokka]: 1
This vowel must therefore be: long short

In the word [ekyambalo.] 'a dress', the second syllable has ___ moras.
1 2 3

Up to now, we have avoided talking about the length of a vowel which is the very first or the very last sound in a word. As a matter of fact, a syllable at the end of a phrase is limited to only one mora, even if the vowel is preceded by a consonant plus semivowel ([w, y]):

- olumwe. 'finger'
- embwa. 'dog'
- okigwo. 'a fall in wrestling'
- okulya. 'to eat'

The 'period', or 'full stop' symbol is used in these frames to remind you that the pronunciations you are hearing are those that would normally be found at the end of a declarative phrase.
Another way to describe vowels in Luganda is to say that a short vowel has one 'beat', and a long vowel has two 'beats':

- bamala. (3 beats)
- bamaala. (4 beats)

---

LUGANDA: PRETRAINING PROGRAM

Which syllables in the following words have two moras:

- akwata.
- okyamira.
- ekyo.
- nakyo.
- kyakyo.

[kwa, kya, kya]

Why is the last syllable in [kyakyo] limited to one mora?

[Because it is at the end of the (one-word) phrase]

The situation with initial vowels is somewhat like the situation with final vowels. What is different about initial vowels is that even the single mora sounds noticeably long:

- basoma. 'they read'
- asoma. 'he reads'

[- - -]  [- - -]

Most initial vowels sound long, but they are not written long because:

- they do not contrast with short initial vowels.
- custom forbids it.

[a]

---

Kiki kink? What is this?
In some cases, it makes a difference between two different forms of the same word. For example, every verb has a present tense and a far past tense. The difference between the 3 pl. personal forms of these two tenses is shown only by the length of the first vowel. For example, [basoma.] means 'they read', are reading' and [basomaa.] means 'they read (more than a day ago)'. Again, 'they are reading' is [basoma.], but 'they read (long ago)' is [basomaa.].

LUGANDA: PRETRAINING PROGRAM

Series B.

This series teaches the meanings of some nouns that would be useful in inquiring your way around Kampala. You will learn how to choose the right initial vowel for a noun, and one circumstance under which you must omit the initial vowel entirely. You will continue learning to represent pitch in terms of visual analogs.

esitenseni ya poliisi a police station
emisane.
Here are some words that you will meet early in the main part of this course. Tell whether the first vowel of each word is **LONG**, or **SHORT**:

**LUGANDA: PRETRAINING PROGRAM**

1. esitenseni ya polisi.
   - First vowel: **LONG**

2. immisane.
   - First vowel: **LONG**

3. What is the missing vowel?
   - miisane.
   - First vowel: **LONG**

4. Choose the better visual analog:
   - emisane.
   - First vowel: **LONG**

5. sitenseni ya polisi.
   - First vowel: **LONG**

---

**LUGANDA: PRETRAINING PROGRAM**
In /amalaalo./, the syllable /laa/ counts as:

one beat two beats

[b] __

The next-to-longest syllable in /amalaalo./ is:

a ma

[a] __

---

LUGANDA: PRETRAINING PROGRAM

ofiisi ya posta. a post office
emiisane.

Luganda pitch can be expressed graphically by means
of line segments drawn at various heights between [   ]:

akaszi. 'hill' ekkomera. 'prison'
[--- ---] [--- ---]
oluguudo. 'road' eddwaliro. 'hospital'
[--- ---] [--- ---]

Listen to each of the following words and choose
the line-segment notation that fits its pitch pattern
most closely:

etterekeero. enkulungo. amalaalo. omugga.
[--- ---] [--- ---] [--- ---] [--- ---]
[--- ---] [--- ---] [--- ---] [--- ---]

[b] [b] [a] [a]

23 -16-

LUGANDA: PRETRAINING PROGRAM

Kiki kink? Kasozi.

In the answer to this question, why does the noun
lack an initial vowel?

? ?

[b] (Because 'It is a

the medial consonants of these words:

In each of the following words there is a double consonant. Which one is it?

The difference between short and long, single and double consonants is also found at the beginning of words:
sa. grind! ssa. breathe! gula. buy! ggula. open!

---

LUGANDA: PRETRAINING PROGRAM

Choose the word that most closely fits the line-segment notation:

```
[   ] [   ] [   ] [   ]
```

A noun in Luganda is written as a series of letters which stand for vowels and consonants. This fact in itself is hardly worth commenting on. In addition to its vowels and consonants, however, there are four aspects of the noun which you must learn:

1. its meaning (of course)
2. its pitch contour
3. its initial vowel, if any
4. its 'concordial class' (a term which will be explained later).

Four things to notice about a new noun are:

a) 1. its meaning
2. its
3. its initial vowel, if any
4. its 'concordial class'

b) 1. its meaning
2. its pitch contour
3. its, if any
4. its 'concordial class'

c) 1. its meaning
2. its
3. its pitch contour
4. its initial vowel, if any

d) 1. its, if any
2. its
3. its 'concordial class'
4. its meaning

---
A simple but important fact about Luganda is the way it divides words into syllables. In Luganda, every syllable ends with a vowel. For example, if you ask a speaker of English to pronounce the word Zambia with pauses between syllables, he will probably say Zam-bi-a. A Muganda would say Za-mbi-a.

In the noun omugga, the letter [o] is the _initial vowel_ of the word.

pitch 'concordial class' initial vowel

Why is the initial vowel of [ddwaliro] [c] and
beats it carries. A mora is [oluquudo.] or length. For example, the second syllable of [oluquudo.] 'road' is [lu], and it has one mora. The third syllable is [guu], with two moras. We say that the vowel in [guu] is 'long', or 'double'. NO SYLLABLE IN LUGANDA MAY HAVE MORE THAN TWO MORAS!

The unit of duration in Luganda is called as:

longitude    mora    dureme

--- 14 ---

--- 17 ---

The [e] in [emiisane.] is called its:

prefix    initial vowel

--- 18 ---

omugga.
essonero.    a school

--- 19 ---

essonero.    [---]    [---]

--- 20 ---

--- 26 ---

--- 27 ---

--- 28 ---

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--- 58 ---

--- 59 ---

--- 60 ---
What is the maximum number of rhythmic beats for any Luganda syllable?

But moras—units of length—in Luganda may also be related to certain consonant sounds. Most obvious are the 'long' or 'double' consonants. The length of such a consonant is charged, so to speak.

---

**LUGANDA: PRETRAINING PROGRAM**

20° The horizontal line segments in [ ] are intended as graphic representations of:
- the pitch contour
- the intonation
- the stress pattern

[a]

21° Kiki kino? What is this?

Ofiisi ya Posita.
Sitenseki ya Poliisi.

It is a post office.

22° Kiki kino? What is this?

Miiisan.
Sitenseki ya Poliisi.

It is a police station.

---

**LUGANDA: PRETRAINING PROGRAM**

Series C.

In this series you meet a second, more compact system for representing pitch, and also learn the
An example is [tuganda.] 'We are going', in which the second syllable is written [ge] but pronounced [gee]. The vowel of this syllable is customarily written with only one [a] because everyone is supposed to lengthen vowels automatically before such combinations as [ng, mb, nd, nt, nz].

---

LUGANDA: PRETRAINING PROGRAM

23+
Kiki kine?

Ofiisi ya Posita.
Miisane.

It is a mission.

24+
Kiki kine?

What is this?

[b]

25+
Kiki kine?

What is this?

Miisane.
Mugga.

It's a river.

---
Which vowel would you expect to be long in each of these words:
okukyamuka. kya
okwasama. kwa
ekyemisana. kya

LUGANDA: PRETRAINING PROGRAM

26-
Mugga. [ - - - ] [ - - - ]

[b]

27-
Kiki kino? What is this?

[b]

Ssomero. It's a school.
Mugga.

28-
Ssomero. [ - - - ] [ - - - ]

[b]

29-
In Luganda, a noun may stand by itself as a complete sentence. The translation into English would be 'It is a ______.' This is one of the times when the noun does not have its initial vowel.

LUGANDA: PRETRAINING PROGRAM

5-
edduuka. [- - - ] [- - - ]

[b]

6-
But writing pitch with line segments is necessary.
The second consonant in this word is pronounced long. The first vowel is pronounced:
short    long

[a]

LUGANDA: PRETRAINING PROGRAM

30+ Kiki kiko?

What is this?

Ssomero.
Essonero.

31- Ssomero. [---] [---]

It is a school.

32- In [Ssomero.] 'It is a school', why does the word lack an initial vowel?

?    ?    ?

[Because it is used as a complete sentence, with the meaning 'It is a ______'.]

30

LUGANDA: PRETRAINING PROGRAM

9-f The vowel of the middle syllable of [ennyanja.]
'lake' is:
long    short

[s]
LUGANDA: PRETRAINING PROGRAM

33+ ( )

Ssomero.
eesomero. a school

34-

Why is an initial vowel used when the word is merely mentioned?

? ? ?

[The initial vowel is always used unless there is some reason for dropping it.]

35+

( )

Mugga.
omugga. a river

31-24-

LUGANDA: PRETRAINING PROGRAM

13-

Typographically, it would be possible to write tones on [e`nny`a`n`j`a] and [edd`w`a`l`i`r`o] in this way:

ënnynỳànjà. ìëddwàlàlìrò.

We prefer not to do so because:

double vowel letters such as [ea] look strange.
Most initial vowels sound long, but they are not written long because:
they do not contrast with short initial vowels.
custom forbids it.

[a]

LUGANDA: PRETRAINING PROGRAM

36+
Kiki kina?
What is this?

Mugga.
omugga.

37
In the expression [Mugga.] 'It is a river.' why does the noun not have on initial vowel?

?  ?  ?
[Because it is being used as a complete sentence.
or: Because it means 'It is a river'.]

38-
-ssomero.
o a c
[e]

32-25-

LUGANDA: PRETRAINING PROGRAM

Why not write [amásággá' nzírá.]?
because it is hard to type
because the gap between letters might be confusing

[b]
esitenseni ya poliisi
a police station
emiisane.

LUGANDA: PRETRAINING PROGRAM

39

essonqo.

akasozí.
a hill

omugga.

40

akasozí.

[ - - ]

[ - - ]

[b]

41

When the word [akasozí.] is mentioned, why does it have an initial vowel?

[Because the initial vowel is used unless there is some reason to drop it.]

42

-kaqozí.
e o a

[c]

-26- 33

23

eddúúka.

[ - - ]

eddúúkà
eddúúkà.

[b]
LUGANDA: PRETRAINING PROGRAM

43
(a)

44
(b)

45
(c)

46
(d)

-akasazi.
akikko.

-ekikko.

-xikko.

Kiki kiko?

Kasozi.

It's a hill.

It's a hill.

-olugwedo.

-PRADGRANI

olugwedo.
Listen to each of the following words and choose the line-segment notation that fits its pitch pattern most closely:

<table>
<thead>
<tr>
<th>etterekero</th>
<th>enkulungo</th>
<th>amalaalo</th>
<th>omugga</th>
</tr>
</thead>
<tbody>
<tr>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
</tr>
<tr>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
<td>[---]</td>
</tr>
<tr>
<td>[b]</td>
<td>[b]</td>
<td>[a]</td>
<td>[a]</td>
</tr>
</tbody>
</table>

LUGANDA: PRETRAINING PROGRAM

47
Kiki kino? Kasozi.
In the answer to this question, why does the noun lack an initial vowel?

? [Because 'It is a ________']

48
Kasozi. [---] [---]

49
Kikko.
chikoko. a valley

LUGANDA: PRETRAINING PROGRAM

31
-kisaawe. -mugga. -luguudo.
i, u, u e, o, o e, a, o
[b]
3. Its initial vowel, if any
4. Its 'concordial class'
c) 1. its meaning
d) 1. its ________, if any
2. Its ________
3. Its pitch contour
4. Its initial vowel, if any

____

24 -17-

LUGANDA: PRETRAINING PROGRAM

50°

( )

skikko.
omugga.
eddwaliro.
a hospital

51°
eddwaliro.
[--- ---] [--- ---] [--- ---]

52°
mugga.
a o e

53°
The rules for choosing among [e, o, a] as initial vowel for a noun are fairly simple. If what follows the initial vowel is a double consonant, or a nasal plus consonant, then the initial vowel is [e]. Otherwise, choice of the initial vowel depends on the vowel that follows it:

[e] before [i] [o] before [u] [a] before [a]

36 -29-

LUGANDA: PRETRAINING PROGRAM

55°

Kiki xino?

What is this?
In the noun [omugga.], the letter [o] is the ___ of the word.

pitch 'concordial class' initial vowel ___

---

LUGANDA: PRETRAINING PROGRAM

54

- eddwaliro. a o e ___

55

Why is the initial vowel of [eddwaliro.] [e] and not a?
Because the [a] in the stem is preceded by [w].
Because a double consonant follows the initial vowel.

56

eddwaliro, ennyanja. a lake ___

57

ennyanja. [- - -] [- - -] ___

---

LUGANDA: PRETRAINING PROGRAM

58

Kiki kina? What is this?
LUGANDA: PRETRAINING PROGRAM

- nyanyanja.  - mugga.  - kasazi.
e, e, e,
e, u, a
e, e, a [c]

Ddwaliro.
eddwaliro.  a hospital
Miisane.
Sitenseni ya Poliisi.
It is a police station.

LUGANDA: PRETRAINING PROGRAM

Series C.

In this series you meet a second, more compact system for representing pitch, and also learn the meanings of some more nouns.

1+ Kiki kino? What is this?

Nnyanja.
ennyanja. It's a lake.
Miisane.
Mugga.

It's a river.

**LUGANDA: PRETRAINING PROGRAM**

\[ 2^+ \]
\[ ( ) \]

- eddwaliro.
- ekikko.
- essomero okkulu.

\[ 3^+ \]
\[ ( ) \]

- essomero -kkulu.
  - e, u e, e, a, a

\[ 4^+ \]
\[ ( ) \]

- ennyanja.
- edduuka.

- a university
- a shop/shops

\[ -33- \]

**LUGANDA: PRETRAINING PROGRAM**

- amalaalo.

[- - -] [- - -] [a]
In Luganda, a noun may stand by itself as a complete sentence. The translation into English would be 'It is a ______.' This is one of the times when the noun does not have its initial vowel.

LUGANDA: PRETRAINING PROGRAM

eddduuka. [••̀•́] [••̀•́\]

But writing pitch with line segments is necessary only at the beginning of our study. We soon find that it gives us more details than we really need. Besides, it is cumbersome. A more streamlined way of writing pitch is in terms of three 'tones', called 'high' (written with ‘’), 'falling' (written with ‘’), and 'low' (written with ‘‘ or by absence of any tone mark.)

Match the diacritic notation with the line segment notation.

akasozí. ákásòzí. ákásòzí. [b]
[- ••̀•́ ••̀•́]
èkkómeara. èkkóméra èkkóméra. [a]
[- ••̀•́ \]
ólugùudo. olúguúdo. olúguúdo [a]
[- ••̀•́ ••̀•́]
amalaaló. amáláaló. amáláaló. [a]
[- ••̀•́ \]

There is a special problem connected with the writing of tones where a long vowel is followed by a nasal plus another consonant. For example, the word [Nkulungo] actually sounds like [N-ku-lu-u-ngo], but spelling rules forbid the writing of two vowel letters before a nasal plus another consonant, or indeed in any position where the vowel is automatically long.

Kiki kino? What is this?
The vowel of the middle syllable of [ennyanja.] 'lake' is:

long  short

The long middle syllable of [ennyanja.] is written with only one vowel because:

it is pronounced as one continuous sound
the spelling rules require it

The spelling rules require that the long vowel of [ennyanja.] be written with only one letter because:

- a vowel is automatically long before a nasal plus another consonant
- spellings with double vowel letters, such as [aa] are never used in Luganda

The second syllable of [eddwaliro.] 'hospital' actually sounds like [dwaas]. It is written with only one vowel because:

the sound [w] is a semivowel
vowels are automatically long after a consonant plus a semivowel

enkulungo.

磐kulungo. 磐kulungo.
Typographically, it would be possible to write tones on [en nyanjá] and [ëddwalaró] in this way:
ènnyànjá.
ëddwàlìrö.
We prefer not to do so because:
double vowel letters such as [aa] look strange.
the official spelling rules forbid it.

Instead of [ènnyàänjá] and [ëddwàlìrö], we could write: [ènnyànjá] and [ëddwàlìrò]. We shall not do so because double accent marks ([å] or [ã]) are typographically troublesome, both on a typewriter and in commercial typographic systems.

Or, instead of [ènnyàänjá] and [ëddwàlìrö], we could write: [ènnyànjá] and [ëddwàlìrò]. But the gap in the string of letters would be confusing and objectionable.

Why not write [àmàsàggàànsìrá]?
because it violates the official spelling rules because it is potentially confusing.

Why not write [àmàsàggàànsìrá]?
because it is potentially confusing because it is troublesome typographically.
LUGANDA: PRETRAINING PROGRAM

18-

Why not write [ámasáuggá'ñsírá.]?

because it is hard to type

because the gap between letters might

be confusing

[b]

19-

The problem, then, is to find a space for the extra
tone mark. Our solution will be to put it over the letter

which is the reason why the vowel is automatically long.

What sounds like [ámalwáåliró.] is therefore written

[ámalwáålíró.]

20-

What sounds like [eddwaålíró.] will be written:

eddwaåliro. eddwaåliro.

[b]

21-

What sounds like [ènnyáänjà.] will be written:

ènnyáänjà. ènnyáänjà.

[a]

22-

èííkke.

[=**=] èííkkö. èííkkö.

[a]

LUGANDA: PRETRAINING PROGRAM

-kkomera. a o e

[e]
LUGANDA: PRETRAINING PROGRAM

23-

[edduuka.]
edduuka  edduuka. [b]

24-

-kasori. -dduuka.
    a, a   a, u   a, e [c]

25-

You can almost always predict whether the initial vowel of a noun will be e, o or a by:
   counting the syllables in the word
   seeing which vowel follows it in the word
   looking at the final vowel of the word [b]

26-

oluguudo. a road
essomero okkulu.
edduuka.

Series D.

This series introduces the phenomenon of 'class agreement' between nouns and verbs that agree with.
Kasazi.
akasazi.  
It's a hill.

LUGANDA: PRETRAINING PROGRAM

27th
oluguudo.  
[-----] [-----] [-----] [-----] [-----]

28th
oluguudo.  
[-----]  
èlugùudó. èlugùudó.  

29th
-дуука. -luguudo.  
e, u e, o u, u  

30th
( )

oluguudo.
ekisawe ky'ennyonyi.  
esitenseni ya poliisi.  
an airport
LUGANDA: PRETRAINING PROGRAM

31°

-kisaawe.  -mugga.  -luguudo.
i, u, u e, o, o e, a, o

[b]

32°+ Kiki kino? What is this?

Kasozzi. It is a hill.
Ssomero.
Miisana.

33°+ Kiki kino? What is this?

Nnyanja. It is a church.
Kikko.
Kkanisa.
The rules for choosing among [e, o, a] as initial vowel for a noun are fairly simple. If what follows the initial vowel is a double consonant, or a nasal plus consonant, then the initial vowel is [e]. Otherwise, choice of the initial vowel depends on the vowel that follows it:

[e] before [i]  [o] before [u]  [a] before [a]

---

LUGANDA: PRETRAINING PROGRAM

34
Kiki kine?

What is this?

Kikko.
Ssomero kkulu.
Døwaliro.

It's a university.

35
Kiki kine?

What is this?

Dduuka.
Kikko.
Kasozzi.

It's a shop.

---

48
LUGANDA: PRETRAINING PROGRAM

36+ Kiki kino? What is this?

Mugga.
Luguudo.
Nnyanja.

37- Luguudo. It's a road.

38+ Kiki kino? What is this?

Luguudo.
Kizannyairo.
Ddwaliro.

It's a playing field.
Kizannyiro.  [-  -  -  -  ]  [  -  -  -  ]

Kizannyiro.  [-  -  -  -  ]

Kizannyaíró.  Kizannyaíró.

Write the tone marks (diacritics) over each of these words:

Kizannyiro.  [Kízáannyaíró.]  
ekizannyiro.  [êkízáannyaíró.]  
oluguudo.  [ôlúgüúudó.]  
edduuka.  [êddúúká.]  
akasozoí.  [akàsózoí.]  

Kiki kino?  What is this?

Kisaawe kya nnyoni.  It’s an airport.
Kkanisa.
rasozoí.
LUGANDA: PRETRAINING PROGRAM

What is this?

It's a railway station.

Kiki kino?

Sitenseni ya Leerwe.
Sitenseni ya Poliisi.
Kizannyiro.

Kizannyiro.

[ - - - ]
[ - - - - ]
[ - - - - ]

What is this?

It's a cemetery.

Mugga.
Ssomero.
Malaalo.

Kiki kino?

It's a lake.
LUGANDA: PRETRAINING PROGRAM

46.

amalaalo.  [---]  [---]  [a]

47.

amalaalo.  [---]  ámáláalo.  ámáláalo.  [b]

48.
Kiki kino?  [What is this?]

Luguudo.
Tterekeero.
Ddwaliro.

49.

etterekeero.  [---]  [---]  [a]

52
There is a special problem connected with the writing of tones where a long vowel is followed by a nasal plus another consonant. For example, the word [Nkulungo.] actually sounds like [N-ku-liu-ngo.], but spelling rules forbid the writing of two vowel letters before a nasal plus another consonant, or indeed in any position where the vowel is automatically long.

---

**LUGANDA: PRETRAINING PROGRAM**

---

50+

Kiki kino?  
What is this?

Malaalo.  
Tterekefo.  
Masaqanzira.

It's an intersection.

---

51-

Masaqanzira.  
[- - - - -]  
[- - - - -]  
[- - - - -]  
[c]

---

52+

Kiki kino?  
What is this?

Nkulungo.  
Kisaawe ky- nnyoni.  
Masaqanzira.

It's a traffic circle.

---
The second syllable of [eddwaliro.] 'hospital' actually sounds like [dwa]. It is written with only one vowel because:

- the sound [w] is a semivowel
- vowels are automatically long after a consonant plus a semivowel

LUGANDA: PRETRAINING PROGRAM

53
enkulungo.
-[ ]-
ènkúlùngó. ènkúlùngó.

54
(a)

55
-malaalo.
e o a

56
-tererekero.
o e a

57
-masagganzira.
e a o

54
-47-
Why not write [ámasággànzírâ.]?

because it is potentially confusing
because it is troublesome typographically

---

LUGANDA: PRETRAINING PROGRAM

Nkulungo.
enkulungo. a traffic circle

-masággànzíra. tterekeero. nkulungo.
a, a, e, a, e, e a, e, o

ekkomera. [-^-] [-^--]

As we learned earlier, all syllables at the end of a phrase are short. But a syllable at the end of a phrase may have falling pitch:

ekkomera. [-^-]

compared with omugga. [-^--]

This may be written with the mark ( ^ ): /ékkómérâ./
LUGANDA: PRETRAINING PROGRAM

62
- kkomera.  a  o  e  [c]

63
ekkomera.  [---]  èkkomérá.  èkkomérá.  [b]

64
enkulungo.  a (Roman Catholic) church
èkkana.  ekkereziya.
èkkereziya.  [---]  [---]  [a]

65
èkkereziya.  [---]  [---]  [a]
LUGANDA: PRETRAINING PROGRAM

Series D.

This series introduces the phenomenon of 'class concord' between nouns and words that agree with them. The agreeing words are the 'demonstratives of the [.no] series'.

Kino / kizannyiro.
Lino / tterekeiro.
Lino / kkomera.

This is a prison.
1. Kano / kasazi.

This is a

2. Guno / mugga.

This is a

3. Lino / ddwaliro.

This is a

58 -51-
Eno / ofiisi ya posita.

This is a

Eno / nnyanja.

This is a

nnyanja

c a

[c]

[b]
LUGANDA: PRETRAINING PROGRAM

8th

Eno / kkanisa.  

This is a  

9th

Lino / kkomera.  

This is a  

10th

-kkomera  

a o e  

[b]  

[a]  

[c]
Corresponding to English 'this', Luganda has a number of words. All end in [.no], but the prefix may be [ka, gu, li], etc. Choice of the prefix depends on the 'concordial class' of the noun.

The 'concordial class' of a noun may be deduced by looking at:
- its meaning
- the initial vowel of the noun
the prefix of a word like [.no] 'this' which modifies the noun.

Before attempting Frames 15-23, study this chart, paying special attention to the prefixes, which are printed in capital letters:

Guno Mugga
Eno MIisane
Lino DDwaliro
Lino TTerakero
Lino SSomero
Lino KKomera
GAno MAsannanzira
GAno MAlaalo

/ kasazi. This is a hill.
Kano Guno Lino

/ mugga. This is a river
Kano Guno Lino

The words which consist of a concordial prefix plus [.no] 'this, these' will be called 'demonstratives of the [.no] series'.
In [Kano / kasozì], the word [kano] is:
- an adjective of proximity
- a demonstrative of the [.no] series.

/ddwaliro. This is a hospital.
Guno Lino Eno

/ nnyanja. This is a lake.
Lino Eno Guno

/ dduuka. This is a

/misane. This is a mission.
Lino Eno Kino
23 - / dduuka.

This is a shop.

Lino   Luno   Eno

[c]

24 -

Choice of [eno] instead of [lino] to go with [dduuka] is related to:

- the concordial class that [dduuka] is a member of.
- the first letters of the stem of the noun.
- the meaning of the word.

[a]

25 -

Here is a new noun. Choose the appropriate initial vowel for it:

- kitongole

a   o   e

[c]

26 -

Choose the appropriate demonstrative form to go with this noun:

/ kitongole.

Kino   Bino   Eno

[a]

64 -57-
LUGANDA: PRETRAINING PROGRAM

27°  _____ / kikko. This is a valley.
Eno Lino Kino

28° 1 Luno / luguju. This is a road.
[c]

29°  _____ / luguudo. This is a road.
Guno Lino Luno
[c]

30°  Gano / masagga. This is a road.
[b]

65°
LUGANDA: PRETRAINING PROGRAM

31-

amalalo.

àmàlááló  àmàlááló  àmàlááló

[c]

32-

Tterekeko.

Tterekeko.  Tterekeko.  Tterekeko.

[c]

33-

Eno / nkulungo.

This is a

[b]

34-

/ masagganzira.

This is an intersection.

Mano  Gano  Kano

[b]

35-

The word [gano] is a _____ of _____.

?  ?  ?

[a demonstrative of the [.no] series].

-59-
36
nkulungo.  This is a traffic circle.
Kuno Geno Eno
[c]

37-
Lino / tterekeko.  This is a

38-
Kino / kisaawe kya nnyoni.  This is a

39-
tterekeko.  This is a reservoir.
Eno Lino Kano
[b]

67
LUGANDA: PRETRAINING PROGRAM

40
Lino / terekero.

41
/ kisaawe kya nryoni. This is an airport.
Kino Kano Eno

42
Gano / malaalo. This is a

43
Gano / malaalo.
LUGANDA: PRETRAINING PROGRAM

44
Eno / sitenseni ya leerwe. This is a

45
/ malaalo. This is a cemetery.
Gano Guno Kano

46
Kino / kizannyiro. This is a

47
Kino / kizannyiro.
LUGANDA: RETRAINING PROGRAM

Notice the difference between:

Gùnò múggá.  This is a river.
òmúggá gùnó   this river

Aside from the meanings, these contructions differ in:

one way      two ways

[b]

Here are some new words. Guess which demonstratives go with them by following the analogy of nouns you have already had:

amawanga ______

    mano       gano       wano

[b]

obukiika ______

    buno       kuno       kino

[a]

ebizimbe ______

    bino       zino       eno

[a]

omulimu ______

    muno       guno       lino

[b]

70 -63-
One can often, though not always, guess the concordial class of a noun by looking at its initial vowel looking at the prefix that follows the initial vowel.

This is a town.

Kino Kano Eno

What is the demonstrative of the [.no] series that goes with [ekibuga] 'town'?

eki- kino buno

This is a district/country.

Eno Kino GUono

This is a district/country.

Eno / nsi.
This is a workshop.

The words [ekikko] and [omugga] differ in:
- meaning, pitch contour, and initial vowel
- meaning, concord class, and initial vowel
- initial vowel only

The words [oluguudo] and [amalaalo] differ in:
- meaning, pitch contour, initial vowel, and concord class
- meaning, initial vowel, and concord class
- meaning and initial vowel only

In [Gano / masagganzira.], the word [masagganzira] has no initial vowel because:
- it is the second word in the sentence
- it corresponds to 'is an...'.

[b] ___
In the expression [Enò / ñai.], the mark (¯) over the last vowel stands for:

- falling pitch on a short vowel
- falling pitch on a long vowel
- extra emphasis
Series E.

Here you learn the names and numbers that are commonly used for designating most of the noun classes.

Each of the concordial classes has a number. In general, a singular noun is in one of the odd numbered classes, and the corresponding plural is in the next higher even numbered class:

- Class 3: omugga. a river
- Class 4: emigga. rivers

This pair of classes is often referred to together as 'the MU-MI class.'

The plural of [omuti.] 'tree' is:

- amati.
- omiti.
- emiti.

The singular of [emirimu.] 'jobs' is:

- omulimu.
- emulimu.
In Luganda, the letter [l] is used after the vowels [a, o, u], or at the beginning of a word. It is never used after [c, i]. After [e, i], the letter [r] is used. It is never used at the beginning of a word or after [a, o, u] (except in a few spellings of proper names).

Each concordial class has a number. In general, odd-numbered classes contain ______ nouns and even-numbered classes contain ______ nouns.

Singular, plural plural, singular

Classes 3 and 4 together are sometimes called:
the MU class the 3-4 class the MU-MI class

In Luganda, the letter ______ is used after [e, i], and the letter ______ is used in all other positions.

1, r r, 1

---
Another pair of classes are numbered 7 and 8:

Class 7: ekibuga. a town
Class 8: ebibuga. towns

Classes 7 and 8 together are often called 'the KI-BI class'.

In [ebibuga] 'towns', the initial vowel is ____, and the class prefix is ____.

   ebi, e   e, ebi   e, bi

In [ekibuga.] 'town', the class prefix is:

   e   eki   ki

In [emigga.] 'rivers', the class prefix is:

   e   mi   emi

In [omugga.] 'river', the syllable [mu] is called:

the post-initial syllable
the class prefix
the class characteristic
The plural of [ekizannyiro.] 'playing field' is:
- ezannyiro
- bizannyiro
- ebizannyiro

The singular of [ebyalo.] 'villages' is:
- ekyalo
- ebbalo
- akyalo

The second syllable of the word [ekyalo.] 'village' is spelled with one [a], but it has two moras. Where does the second mora come from?

[The vowel [a] is preceded by a consonant ([k]) plus a semivowel ([y]).]

The singular of [ebitongole # bino.] 'these departments' is:
- ebitongole # kino
- ebitongole # bino
- ekitongole # kino

To think of Luganda prefixes, suffixes and stems in terms...
Another pair of classes is numbered 5 and 6:

Class 5:  essomero. a school
Class 6: amasomero. schools

Classes 5 and 6 together are often called 'the LI-MA class.'

Class 5 is unlike most other classes in that its prefix is not a separate syllable. Instead, it consists of doubling (and sometimes changing) the first consonant of the stem.

The plural of [etterekero.] 'reservoir' is:

amatterekero. amatterekero. ematterekero. [b]

The singular of [amalwaliro.] 'hospitals' is:

elwaliro. ellwaliro eddwaliro [c]

The singular of [amawanga.] 'tribes' could possibly be:

awwanga egwanga eggwanga [c]

Some words have no marked moras:
Another pair of classes is numbered 9 and 10:

Class 9:  ensi.  a country
Class 10:  ensi.  countries

Classes 9 and 10 together are often called the N class.

Nouns in these classes have exactly the same form in both singular and plural, but the words that agree with them have different singular and plural forms:

ensi # eno.  this country
ensi # zino.  these countries

The plural of [enkulungo # eno.] 'this traffic circle' is:

enkulungo # eno.  zinkulungo # zino.  enkulungo # zino.

(Note that with smooth transition, this phrase may sound like [enkulungweno].)
LUGANDA: PRETRAINING PROGRAM

A singular noun in the ___ class always has a double consonant after the initial vowel.

N       LI-MA       MU-MI

[b]

Singular and plural nouns are identical with each other in the ___ class.

N       LI-MA       MU-MI

[a]

Class 11 is often called the LU class. Plurals of nouns in this class are in Class 10:

Class 11: oluguudo.    a road
Class 10: enguudo.     roads

Class 12 is often called the KA class. Corresponding plurals are in Class 14, the BU class:

Class 12: akasori.    a hill
Class 14: obusozi.    hills

Class 14 (the BU) class is also used in formation of abstract nouns. These are of course neither singular nor plural:

Class 14: obulimi.    agriculture
             obulanzi.   herding

The 'unmarked sequence rule' cannot operate unless
LUGANDA: PRETRAINING PROGRAM

30-
The stem of [amalaalo.] 'cemetery' is:

-laalo  -malaalo  -lo

[a]

31-
The stem of [ekikko.] 'valley' is:

-kko  -kikko  -ko

[a]

32-
NOUN CLASS DEMONSTRATIVES - Series I (the [.no] Series)
'this, these'

MU-BA { 1 not yet encountered
{ 2 " " "

MU-MI { 3 omugga  guno
{ 4 emigga  gino

LI-MA { 5 eddwaliro  lino
{ 6 amalwaliro  gano

KI-BI { 7 ekibuga  kino
{ 8 ebibuga  bino

N { 9 ensi  eno
{ 10 ensi  sino

LU { 11 oluguudo  luno

KA { 12 akasozzi  kano

BU { 13 not yet encountered

A single marked syllable, not at the end of the word,
Here is a new word: emikono.

This is probably:
- a singular noun
- a plural noun
- a demonstrative of the [no] series

Refer to the chart in Frame 15. The singular of [emikono.] 'hands, arms' is:
- omukono
- ekkono
- amakono

The concordial class of a noun can best be guessed by looking at:
- its initial vowel
- its prefix
- the meaning of its stem

The expression that corresponds to 'these hands' is:
- mino # emikono
- emikono # mino
- emikono # gino

The next simplest representation of the mark is found...
Here is another new noun:

essaza.

This noun looks like:

- a singular of the LI-MA class
- a singular or plural of the N class
- a member of a class that has not been discussed so far

The plural of [essaza.] 'county' is:

amassaza, amasaza.

The isolated form of the word for 'rain' is [enkuba].

This looks like a noun of the

LI-MA class KA-BU class N class

'This is rain' would be:


Some words have two marked moras.
The tones of this new word in isolation are:

enkuba.  enkuba.  enkuba.

[41]

A word that means 'daylight, sunlight' is [omusana].
This is a word of the
LI-MA class  MU-MI class  N class

[42]

The plural of [omusana] is:

amasana.  emisana.  ensana.

[43]

'This is sunlight' would be:

Guno / omusana.  Guno / musana.

[44]

The tones of [omusana] are:

omusana.  omusana.

[45]

MSR would not apply to [bakola] because:
The tones of [Guno / musana.] are:
Guno / musana. Guno / musana.

Certainly nouns shift their tonal pattern according to whether or not they have an initial vowel.

In both these words, the high tone is on the third mora.

obudde. 'this weather, this period of time'
guno buno kano

In the word [amawanga.], the third vowel is long. It is written with only one letter because:
it is preceded by /w/;
it is followed by /ng/.
The singular of [emirimu.] 'jobs' is:

omulimu.  emulimu.

---

In the word [amawanga.], the /w/ would not cause the vowel that follows it to be long because:

- there is no consonant immediately before /w/
- it is the third syllable of the word
LUGANDA: PRETRAINING PROGRAM

Series F.

This series introduces the third, and most efficient system for writing tone, and the three major tone rules of Luganda.

1.

\[ n^{á}m\ál\wá\l\ír\ó. \quad \text{and the hospitals} \]
\[ m\ál\wá\l\ír\ó. \quad \text{hospitals} \]
\[ m\ál\wá\l\ír\ó \text{ m\áng} \quad \text{many hospitals} \]

In these examples, the word \[m\ál\wá\l\ír\ó] has a total of \[\_\_\_\_] different tone patterns.

\[ 1 \quad 2 \quad 3 \]

[c]

2.

\[ b\á\k\ó\l\á. \quad \text{they work} \]
\[ \á\k\ó\l\á. \quad \text{he works} \]
\[ b\á\g\á\m\á. \quad \text{they read} \]
\[ \á\g\á\m\á. \quad \text{he reads} \]

In the above examples, the stems of the verbs have been underlined with a wavy line \\(---\). These two-syllable stems have a total of \[\_\_\_\_] different tone patterns.

\[ 2 \quad 3 \quad 4 \]

[b]

If you want to show marked moras, you must listen
the post-initial syllable
the class prefix
the class characteristic

LUGANDA: PRETRAINING PROGRAM

omulimu=gwe.    his job
entamu=ye.      his pot
enkoko=ye.      his chicken

In each of these words, the part that follows the _ means 'his, her'. In these three expressions, the part that means 'his, her' has ___ different tones.

1 2 3

We have already had practice in showing the pitch patterns of words by line segments within [ ], and by use of diacritics ( ` ` ` ). So far, these two systems have been quite adequate. Before we go any further, however, we need to learn to use the third system for writing pitch.

The systems of writing with visual analogs ([ ` ` ` ]]) and with diacritics ( ` ` ` ) are both used for representing:

pitch patterns  intonation

If each prefix, suffix and stem in Luganda always had the same tone every time it occurred, then the diacritic notation ( ` ` ` ) would be adequate. Unfortunately, this is not the case. Keeping track of the tones in Luganda is a quite complicated matter. For these purposes, it is best
LUGANDA: PRETRAINING PROGRAM

to think of Luganda prefixes, suffixes and stems in terms of their 'basic' forms. In these basic forms, each mora is either 'marked' or 'unmarked.' A marked mora will be underlined.

What are the vowels of the marked moras in these words:

- ekibug.e
  - u  i  e
  - [a]

- enkylungo.
  - e  u  o
  - [b]

- entamu.
  - e  a  u
  - [c]

The word '[eddwaliro.], as we saw earlier, is pronounced [àddwâlîrò.]. The marked mora is the first half of the long vowel. But since we are allowed to write only one vowel in this syllable, we must put the mark:

- under the 1r: [eddwaliro.]
- under the ar: [eddwaliro.]
- under the 1r: [eddwaliro.]

Both the _____ and the _____ operate on two or
LUGANDA: PRETRAINING PROGRAM

9: ir

Some words have no marked moras:

olugúudó, lugúudó, omúggá, ssoméró.

(The low tone on [ss] at the beginning of the last word is of course inaudible when the word is pronounced by itself.)

10-

Judging from the examples in Frame 9, the isolation form of a noun with no marked moras has the tonal pattern:

low tone on the first and last syllables
low tone on the first syllable, high tone on the rest
no high tones

11- r

The noun [êssázá.] has no marked moras. Write the tones using diacritics.

[b]

12-

The plural of [êssázá.] 'county' is:

amásázá.

[a]

13-

Without an initial vowel, the tones are:

Masaza, Masaza.

[b]

90 -83-
(Note that with smooth transition, this phrase may sound like [enkulungweno].)

---

**LUGANDA: PRETRAINING PROGRAM**

---

14.

If a noun has no marked moras, its isolation form has:
- low tone on the prefix, high tones on the stem.
- low tone on the first syllable, high tones on the rest.

---

15.

Luganda has three tone rules. These rules govern the relationships between marked and unmarked moras on the one hand, and high, low, and falling tones on the other.

---

16.

The relationship between 'marks' and 'tones' in Luganda is governed by:
- 'phonetic laws'  
- 'tone rules'

---

17.

There are ___ tone rules in Luganda.

- 1
- 2
- 3

---

18.

One of the three tone rules is the 'unmarked sequence rule' (USR). According to this rule, an unbroken series of two or more unmarked moras at the end of a statement has low tone on the first syllable, and high tone on all the rest.

---

---

**LUGANDA: PRETRAINING PROGRAM**

---

59.

Listen to the following place names as many times as you need to.

---
Class 14 (the BU) class is also used in formation of abstract nouns. These are of course neither singular nor plural:

Class 14: obulimi. agriculture

obulunzi. herding

LUGANDA: PRETRAINING PROGRAM

The 'unmarked sequence rule' cannot operate unless there are unmarked moras.

at least 2 at least 3 more than 2

[b]

The 'unmarked sequence rule' cannot operate unless the series of unmarked moras is:

preceded by a marked mora.
at the end of a word.

[b]

In [èkèrèziyá.], the marked syllable has three consecutive unmarked moras before it, yet all have low tone. Why does USR not apply?

Because of the double k.
Because the three low moras are not at the end of the word.
Because this word is an exception to USR.

[b]

Some words have only one marked mora. The mark is represented tonally in a number of ways, depending on where the marked mora is.

The simplest case is that of a single marked mora on a short vowel that is not at the end of the word:

akasózí. èkkèrèziyá.
A single marked syllable, not at the end of the word, is lengthened and has high tone.

The unmarked sequence rule apply to a word such as [edőwaliro] that contains a marked syllable. May or may not.

The next simplest case is that of a single marked mora that stands at the beginning of a long syllable.

In the word that is pronounced [edőwaaliro], the mark is represented as:

The word for 'cemetery' might be written:

amalaalo. amalaalo. amalaalo.
The next simplest representation of the mark is found when a single marked syllable stands at the end of a statement:

ensi. a country
omutu. a tree
abafu. dead people

Notice that the falling tone written with /\ never occurs except on a marked syllable at the end of a phrase.

Which of the following is a possible tone pattern in Luganda?

1. *s01719.
2. *s00119.
3. *a07119.

Luganda has no rising tone, even on a syllable that is two moras long. That is, there is no such pitch pattern as:

enyaanja.

When the second mora is marked, the whole syllable is high.
Some words have two marked moras.

ekkomera. a prison
Kampala. Kampala
Oddyuka. a shop

In such words, the two marked syllables, with all the syllables in between them, make up a single 'marked sequence'. The concept of 'marked sequence' is crucial to understanding of Luganda tone changes.

The second tone rule of Luganda is the 'marked sequence rule' (MSR). By this rule, if two or more marked moras are not adjacent to each other, then both are high, and everything between them is high. (If the end of the marked sequence is also the end of a word before [..], then the last syllable is of course falling. See frames 28 and 29 on this point.)

MSR would not apply to \textit{[agenda]} because:
there is only one marked mora
the marked mora is at the end of the word

Would the marked sequence rule (MSR) apply to \textit{[bakola]}?

This [- - -] intonation could not be used in Luganda.
MSR would not apply to [bakola.] because:
the marked moras are adjacent to one another,
the marked moras are not at the end of the word.

A series of unmarked syllables that follow a mark (or a marked sequence) follow the unmarked sequence rule (USR):
low first syllable followed by high on the rest:
dddwâtiró.

Explain why the encircled syllable has the tone that it has:
ôlúguûdo.  [first of a series of unmarked syllables at end of word]
Lûguûdo.  [first of series of unmarked syllables at end of word]
èkibûgâ.  [single unmarked syllable]
èkibûgâ.  [precedes first marked syllable]
èkibûgâ.  [precedes first marked syllable]
ôsásâgânzîrá.  [first of a series of unmarked syllables at end of word]
ôkkómerâ.  [precedes first mark]
ennynâ.  [single unmarked syllable]
Explain why the encircled syllable has the tone that it has:

ôlúgúúdó  [a series of unmarked syllables at the end of the word]
ôkîbûgâ  [a single marked short syllable]

càsàmbànzìrá.  [a series of unmarked syllables at the end of the word]

cànýàmì.  [first mora of a long syllable in which the second mora is marked]

cãkkérmìrì  [is within a marked sequence]

There are, then, three ways of representing most of the facts of Luganda pitch: line segments, diacritics, and underlining. Each has its own use. The first provides a direct physical representation, the second shows us what is essential in the surface structure, and the third will help us to see the underlying structure and keep track of the tone changes.

Match the notation with its function:

a. tugenda.  d. direct physical representation
b. tugênda.  e. keep track of tone changes
c. tugenda.  f. show surface structure

[a-e, b-f, c-d]
If you see a sentence printed in Luganda with no tonal indication of any kind, what must you do before you can represent the tones? That depends on which style of representation you want to use. If you only want to write visual analogs such as [`,`], or diacritics such as [`,`], all you have to do is listen to a Muganda as he says the sentence aloud. This will give you a record of how these words are pronounced in this particular sentence, but it will tell you very little about how the same words may be pronounced in other sentences.
LUGANDA: PRETRAINING PROGRAM

45-ir

If you want to show marked moras, you must listen to this sentence, and also to other sentences in which each of its words occurs. From all these data, if you have chosen them well, you can figure out which moras ought to be marked. This is more trouble than writing diacritics, but marks have the advantage that they are fairly constant from sentence to sentence, while the diacritics change:

Òlùgùùdó  a real
Òlùgùùdó yùli wa?  Where is the road?

A normal native speaker of Luganda does not consciously go through this process of figuring out where the marks belong.

46-i

The easiest way to mark moras is simply to know which elements of each word or sentence are marked. This is of course the way the Baganda themselves do it. Part of their unconscious knowledge of their language is that certain elements are marked and that certain others are unmarked. Another part of their unconscious, automatic knowledge is how and when to operate the tone rules.
the same tone every time it occurred, then the diacritic notation (\`\`\`) would be adequate. Unfortunately, this is not the case. Keeping track of the tones in Luganda is a quite complicated matter. For these purposes, it is best

LUGANDA: PRETRAINING PROGRAM

Luganda has ___ tone rules, of which we have already met ___.

5, 3  2, 1  3, 2

USR operates on two or more unmarked moras which are ___ each other adjacent to not adjacent to

MSR operates on two or more marked moras which are ___ each other adjacent to not adjacent to

The third tone rule is called the 'dissimilation rule' (DR). This rule operates on two or more marked syllables that are adjacent to each other. The result is that the first of these syllables is high, and the rest have low tone, except that where 3 or more consecutive marked syllables precede [\`\`\`], the last has high tone.
Both the ___ and the ___ operate on two or more marked moras.

USR, DR    MSR, DR    USR, MSR

In [akola.], the syllable [ko] would have ___ tone; in [bakola.] it would have ___ tone.

high, low    high, high    low, high

A single marked syllable that has low tone on account of DR is treated as though it were unmarked. That is, USR may apply to it:

bakola.    batandika.

USR may be applied ___ DR has been applied.

before    after
LUGANDA: PRETRAINING PROGRAM

56-r

(tutuuka.

57-r

The form [batuuka.] cannot be [bátuùká.] because:

the second mora of the word ([tu]) is marked.

Luganda never has low on the first half of

a double vowel followed by high on the

second half.

58-r

Here are the words for 'north, south, east, west'

with the marked moras indicated. What would the
diacritic notation be?

<table>
<thead>
<tr>
<th>Word</th>
<th>Marked Mora</th>
</tr>
</thead>
<tbody>
<tr>
<td>amambuka.</td>
<td>'north'</td>
</tr>
<tr>
<td>amasgregeta.</td>
<td>'south'</td>
</tr>
<tr>
<td>ebugwanjuba.</td>
<td>'west'</td>
</tr>
<tr>
<td>ebugwanjuba.</td>
<td>'west'</td>
</tr>
<tr>
<td>amambuká.</td>
<td>'north'</td>
</tr>
<tr>
<td>amasgregeta.</td>
<td>'south'</td>
</tr>
<tr>
<td>ebuvanjubá.</td>
<td>'east'</td>
</tr>
<tr>
<td>ebuvanjubá.</td>
<td>'east'</td>
</tr>
</tbody>
</table>

102 -95-
One of the three tone rules is the 'unmarked sequence rule' (USR). According to this rule, an unbroken series of two or more unmarked moras at the end of a statement has low tone on the first syllable, and high tone on all the rest.

LUGANDA: PRETRAINING PROGRAM

Listen to the following place names as many times as you need to. Write them down, and indicate pitch both by visual analogs and by diacritics. Check your responses by referring to the printed answers:

Kâmpâlâ. Mâkâßerêrô.
[ ]

Entébê. Ntiindâ.
[ ]

Nhâkasêrô. Kôlôlô.
[ ]

Nhâkivûbó. Mûlâgô.
[ ]

Lûzîrâ. Wândâgëyâ.
[ ]

The third system of tone marking uses:

diacritics and underlining.
Underlining only.
Underlining and three tone rules.

The main purpose of the third system of writing tone is:
To avoid the use of awkward diacritics ('- - -').
To make it possible to keep track of tone changes in Luganda.
a short vowel that is not at the end of the word:

àkàsózá.  èkkèrèziyà.

Series G.

This series concentrates on the subtle intonational difference between a statement and a yes-no question. Depending on how quick your ear is, you may need to go through this series several times.

1

Guno / mugga?

Is this a river?

Yee.

Nedda.

Yes.
Pretraining Program

2

Eno / nnyanja? Is this a lake?


This is a hospital.

Statement Question

Is this a hospital?

Statement Question

Lino / ddwaliro. Lino / ddwaliro?

[a] [b]
A yes-no question is a question that can be answered with yes or no. Any sentence that ends with a question mark (?) is a yes-no question.

In Luganda, the difference between a statement and a yes-no question is shown by a modification of the pitch contour. This kind of modification of pitch is called 'intonation'. There is thus a statement intonation for each word, and a yes-no question intonation.

The thing that is always found with the yes-no question intonation is a sharp drop in pitch. The height at which this drop begins depends on whether the intonation is added to a marked word, or to an unmarked word.

With an unmarked word, the drop is between the next-to-last syllable and the last. It begins on a medium pitch and goes very low:

Luno / luguudo? Is this a road?  
[--- --- --- ---]

Notice that the pitches of the preceding unmarked syllables are all level with one another.

Kino / kizannyiro?
[--- --- --- ---] [--- --- --- ---] [--- --- --- ---]
This [- - -] intonation could not be used in Luganda for a statement or question.

What would be the pitches of:
Gano / masaganzira?

When the yes-no question intonation is superimposed on a marked word, the drop in pitch begins from a very high level. It is preceded by a rise. All this occurs on the two moras that follow the mark:

... nkulungo? ... malaalo? ... ttarekero?
[ - - \ ] [ - - - ] [ - - - ]
Kano / kasoozi.

Kano / kasoozi? [---] [---]

Eno / kkereziya?

[a]
If the mark (or the end of the marked sequence) is on the last syllable, then the rise and fall are condensed onto that one syllable:

... kkomera? ... dduuka? Guno / muti?

21:

Eno / nkulungo.

[ - - - - - ]

Eno / nkulungo? [ - - - ] [ - - ]
LUGANDA: PRETRAINING PROGRAM

25:
Lino / kkomera.
[ - - - - ]

Lino / kkomera? [ - - - ] [ - - - ]
[b]

26:
[ 

statement
question
[b]

27:
[ 

statement
question
[b]

28:
[ 

statement
question
[a]

29:
Gano / malaalo.
[ - - - - ]

Gano / malaalo? [ - - - ] [ - - - ]
[b]
LUGANDA: PRETRAINING PROGRAM

30°-

statement question

31°-

statement question

32°-

Kino / kikko.

Kino / kikko? [--- ---] [--- ---]

33°-

statement question

34°-

statement question
LUGANDA: PRETRAINING PROGRAM

35:

Guno / mugga.
[--- --- ---]
Guno / mugga? [--- --- ] [--- --- ]
[a]

36:

statement question
[b]

37:

statement question
[a]

38:

statement question

39:

Kino / kizannyiro.
[--- --- --- ---]
Kino / kizannyiro? [--- --- --- ] [--- --- --- ]
[a]
LUGANDA: PRETRAINING PROGRAM

Luganda thus superimposes a special intonation onto the end of a phrase to show that it is a yes-no question. English also has a special intonation which it uses at the end of a phrase to show that it is a yes-no question:

It's raining. [---]
It's raining? [---]

So far, so good. Unfortunately, however, English and Luganda often use pitch in opposite ways. For example, the statement [Luguudo.] 'It is a road' has the pitches [---], very similar to the English question 'a highway?' [---]. But the question [Luguudo?] 'Is it a road?' has [---], with a sharp step downwards between the last two syllables, very much as in the English statement 'A highway' [---].

It appears, therefore, that the Luganda yes-no question intonation is not only specially important for communication; it is also peculiarly treacherous for speakers of English.
Decisive downstep at the end of a phrase in English indicates a _______. In Luganda it indicates _______.

statement, statement
yes-no question, statement
statement, yes-no question

Consider the tone pattern [− − − ]. This may occur at the end of a statement in _____, but not in _____.

English, Luganda
Luganda, English

The difference between the pitch patterns of [Luguudo.] [− − − ] and [Luguudo?] [− − ] is a difference of:

tone intonation emphasis
The difference between [amalaalo] and [oluguudo] is a difference of:

- stress
- tone
- intonation

We said earlier that a single marked syllable is represented tonally as high followed by low. Is this also true for yes-no question intonation, or only for statement intonation?

[only for statement intonation]

We said earlier that a series of unmarked syllables at the end of a word are represented tonally as low on the first syllable, followed by high on the rest. Is this also true for yes-no question intonation, or only for statement intonation?

[only for statement intonation]

In statement intonation, a single marked syllable is realized as:

- high tone
- low on the first syllable followed by high on the rest
USR __________ to an unmarked word at the end of a
yes-no question.
  applies  does not apply

DR stands for __________.
  downstep rule  dissimilation rule

The tone writing system with diacritics ( ' ' ' )
is useful because:
  It is the best way of keeping track of
tone changes in Luganda.
  It gives a direct indication for the
tone of each mora.

The tone writing system with underlining and tone
rules is useful because:
  It is the best way of keeping track of
tone changes in Luganda.
  It gives a direct indication for the
tone of each mora.
LUGANDA: PRETRAINING PROGRAM

Series H.

In this series you meet the symbols [+] and [-], which are used where the pronunciation of the language does not match the spelling. You also practice operating one of the three tone rules.

1+

Tuli ludda+way

Where are we?

Tuli ku ddwaliro. We're at a hospital.
Tuli ku kisgawe kya nnyonyi.

2-

The stem [-li] has to do with being at a location. Its English equivalent in this context is 'is, are'. The prefix [tu-] stands for first person plural subject 'we'.

3-

The expression [Tyyenda ludda+way] means:
Where is he?
Where is he going?
Where are we going?

[c]
The phrase \([\text{ludda}+\text{wa}]\) is approximately equivalent to 'where?' It has two characteristics that deserve comment. One is that the syllable \([da]\) has low tone, even though it is between two marked moras. That is to say, MSR does not apply. This is the principal meaning of the symbol [+] that MSR does not apply even though otherwise it would.

The second thing to note about \([\text{ludda}+\text{wa}]\) is that there are no word spaces on either side of the [+]. This means that \([\text{wa}]\) is pronounced as though \([\text{ludda}+\text{wa}]\) were a single word. (This combination is however to be written as two words.)

The expression \([\text{Ava ludda}+\text{wa}]\) means:

- Has he arrived?
- Where does he come from?
- What is he doing?

In the expression \([\text{entamu}+\text{ye}]\), the symbol [.] stands for the fact that the vowel [u] is pronounced long when it is not at the end of a word. The continuous underline from [u] through [ye] stands for the fact that this expression is pronounced as though it were a single word. (It is however to be spelled as two separate words.)
LUGANDA: PRETRAINING PROGRAM

7

We saw earlier that when two marked syllables occur within a word, they may become the end points of a 'marked sequence': [ekkómerág.] [- - -']. Syllables within a marked sequence are high.

The same thing happens sometimes across word boundaries: [Tuli luđda wa?] [- - - -].

8

The first and last moras of the marked sequence in [Tuli luđda+wa?] are respectively:

   tu, wa   lu, wa   tu, dd

[c]

9

The syllable [li̇] in [Túli luđda+wa?] has high tone because:

   it is within a marked sequence.
   it is unmarked.
   a high tone is added for euphony.

[a]

10

Tuli ku ddwaliro. We are at the hospital.

  [ - - - - ]

  [ - - - - ] [ - . , - - ]

[a]
LUGANDA: PRETRAINING PROGRAM

11
Tuli ku ddwaliro.

12
The particle [ku] has to do with location. It is therefore sometimes called a 'locative particle'. There are two other locative particles in Luganda: [mu, e]. From the point of view of their tonal behavior, the locative particles are all unmarked.

Nouns that follow locative particles never have an initial vowel.

13
The element [ku] is called a:
preposition
locational particle
locative particle

14
The locative particles in Luganda are:
ku  e  e  ku
_  mu  _  _
e  _  _  _
Which is correct?
Tuva ku ekibuga. Tuva ku kibuga.
[b]

In the expression [Tuva ku kibuga.], why doesn't [kibuga] have an initial vowel?
because it is the first syllable in the word because it follows a locative particle
[b]

Again in the sentence [Tuli ku dawaliro.], a marked sequence runs from one marked syllable to the next. This one actually crosses two word boundaries.

In the sentence [Túlì kú dòwàlíró.], why does [tu] have high tone?
[Because it is a marked syllable.]

In the sentence [Túlí kú dòwàlíró.], why does [ku] have high tone?
[Because it is within a marked sequence.]
LUGANDA: PRETRAINING PROGRAM

20+ Túli lúddâ+waxí w.ere are we?

Túli ku nnyanja.
Túli ku kasózi.

We're on a hill.

21+ Túli ku kasózi.
[---] [---]

22+ Túli ku kasózi.

[li ká ká]
LUGANDA: PRETRAINING PROGRAM

23+ Tu’i ku ttérekero? Are we at a reservoir?

Yee, tuli ku ttérekero.
Nedda, tuli ku kkereziya. No, we're at a church.

24- Why are the last two syllables of [Tuli ku ttérekero.] high?

By USR.
Because there is a marked sequence that ends on the first syllable of [ttérekero.].

25' Tuli kon kkereziya.
[lí kú kkéré]
LUGANDA: PRETRAINING PROGRAM

26

Tuli ludda-wa?
Where are we?

Tuli ku kkomera.
We're at the river.
Tuli ku mugga.

27

Tuli ku mugga.

28

Tuli ku mugga.

[11 kù mú]
In the expression [Tuli ku mugga.], there is only one marked syllable. There is therefore no basis for setting up a 'marked sequence.'

Now, we have seen that the rule for setting up marked sequences may apply across word boundaries. We might expect therefore that with four unmarked syllables ([li ku mugga]) at the end of this sentence, only the first would be low, and the rest high. Luganda doesn't work that way, however. The two syllables with which the USR starts must be within one and the same word. Therefore the USR begins in this sentence only with [mugga].

Tuli ku kizannyiro. We're at a playing field.

[lì kù kì]

Why cannot [li] and [ku] be counted as the first two syllables in an unmarked sequence, in [Tuli ku kizannyiro.]?

Because they are within a marked sequence
Because they are not in the same word
LUGANDA: PRETRAINING PROGRAM

32+ Tuli ku ssomero? Are we at a school?

Yee, tuli ku ssomero. Yes, we're at a school.
Nedda, tuli ku kkomera.

33- Tuli ku ssomero. [ — -- ] [ — — — — ]

34- Tuli ku ssomero. [ — ] [ — — ]

35- Tuli ku nkulungo. We're at a traffic circle.

TLI KU ŽS [ — — ] [ — — — — ] [ — — — — ]

[a]
36: 
Tuli ku nkulungo. 

[li ku]

37 -r 
In the sentence [Tuli ku malaalo.], why does [ma] have high tone? 

? ? ? 

[Because it is within a marked sequence.]

38: 
Tuli ku malaalo. 

We're at a cemetery. 

[li ku ma]

39 -r 
In the sentence [Tuli ku malaalo.], why does the syllable /lo/ have high tone? 

? ? ? 

[Rule for a sequence of unmarked syllables at the end of a word.]

40: 
Tuli ku masagganzira. 

We're at an intersection. 

[lì ku]

41 -r 
The sentence [Tuli ku masagganzira.] has 7 consecutive unmarked syllables at the end of it. The rule for a series of unmarked syllables says that all but the first should be high. Why aren't [ku] and [ma] high in this sentence? 

? ? ? 

[Because USR begins to apply only when there are two unmarked syllables within the same word.]
Here are the names of some places in or near Kampala. The marked syllables have been underlined. Write the diacritics. (Spellings, where they disagree with pronunciation, are in round brackets.)

- **Kibuli** [Kìbúlí]
- **Makeerere** [Màkèerérè]
- **Nnakivubo** [Nnákívùbò]
- **Ntinda** [Ntíndà]
- **Kololo** [Kólólo]
- **Mulago** [Mùlágó]
- **Lubaga** (Rubaga) [Rùbága]
- **Kampala** [Kámpálà]
- **Entebbe** (Entebbe) [Entebè]

The name of another place in Kampala is Luzira. What are the tones?

- **Lùzìrà.** Lùzìrà. Lùzìrà.

The tones [Lùzìrà] imply:

- **Luzira.** Luzira. neither of these

-122-
The marking [Luzira.] would stand for the tone:

[Lùzírâ], by MSR
[Lùzírâ], by DR
[Lùzírâ], by USR

In order to conform to the tone rules, [Lùzírâ.] must be marked [Luzi-ra.]. The hyphen means [Luzi] and [ra] are pronounced as though they were closely linked but separate words.

What tones are implied by the marking [A-mereka.]?

Ámèreka. Ámérèká. Ámérèká.

The second syllable of [ova'] 'you come from' is normally pronounced with _____ mora(s).

one two
The second syllable in [Ava' mu Uganda.] 'he comes from Uganda' is pronounced with only one mora because:

[·] is a symbol for shortness
the syllable [va'] is followed by word boundary

In [Ova'wa'y] 'where do you come from?' there is no word boundary after [va']. This syllable is now pronounced with _____ mora(s).

one two

Another place in Kampala is [Wandegeya]. What are its tones?


The pronunciation [Wándëgëyá.] might be marked:

Wandegeya. Wandegeya. neither of these
The marking [Wandegeya.] would give the tones:

Wàndègèyá. Wàndègèyá. Wàndègèyá.

[b]

The marking [Wandegeya.] would give the tones:

[Wàndègèyá.], by DR
[Wàndègèyá.], by MSR
[Wàndègèyá.]

[b]

The proper marking for the word is [Wàndègèyá.].
This involves an extension of MSR (cf. Series F, Frame ) to cover a series of consecutive marked syllables that run up to the end of a phrase. Before [ ], the last syllable of the series has high tone.

What tones would be implied by the marking [batandise.]?

bátiandisé. bátiandisé. bátiandisé.

[a]
Tuli luqda+wag
Where are we?

Tuli Kibuli. 
We're at Kibuli.

Tuli Luzi-ra.

Predict the tones in [Tuli Kibuli.]
[Túlí Kíbúli.]

Why is [Ki] high in [Tuli Kibuli.]?
[Because it is within a marked sequence.]
Series I.

New items in this series are the juncture symbols \([ / \) and \([ # \), and comma intonation.

Tuli ludda-wa?

Where are we?

Tuli Kibuli.
Tuli Luzi-ra.

We're at Luzira.
In the question \([\text{Kibuli} / \text{kasozzi?}]\), there is a marked syllable in each word. Yet the syllables \([li]\) and \([ka]\) are low. There is no 'marked sequence' from \([bu]\) through \([so]\).

This kind of boundary is marked by the symbol \([/]\). The rule for marked sequences does not apply across the boundary between the subject of a sentence and the rest of the sentence. In this respect, \([/]\) is like \([+]\) (Series H).
Rubaga / kkomera?

Is Rubaga a prison?

Yee. Nensda.

Rubaga / kkomera?

[b]

The symbol / in [Rubaga / kkomera?] means, among other things:
That either of the two words may come first.
That MSR does not operate between the two words.
That the syllable [ga] has high tone. [b]
In the sentence [Rubaga / kkomera?], why is no marked sequence formed between [ba] and [ko]?
Because [Rubaga] is the subject of the sentence.
Because the second word begins with a double consonant.

Mulago / kasozzi?

Is Mulago a hill?

Yee. Nedda.

[æ]

Mulago.

[Mulago.]

Mulago is a hill.

[Mulagó]
Here is another important fact about the boundary between the subject of a sentence and the word that begins the predicate. A series of unmarked syllables before this boundary are all low:

Múlágó / kásózl.

In this respect, [\(\ldots\)] differs from [+](Series H).

This place name has no marked moras. Predict its tones in its citation form:

Nnakasero.

\[\ddot{\text{n}}\text{nakáséró}.\]
16th

Kampala / kibuga.

[b]

17th

Kampala.

[a]

18th

Here is one more interesting fact about the [✓] boundary between subject and predicate. Where the citation form in statement intonation would have a final falling tone [✓], the last syllable of the subject is high level:

Kampala / kibuga.

19th

Put the symbol (✓) into each of these phrases if it is needed.

ekibuga kino this city
Kino kibuga. This is a city.

(not needed)

Kino / kibuga.
Why aren't [ku] and [ma] high in this sentence? 

[Because USR begins to apply only when there are two unmarked syllables within the same word.]

---

Predict the tones of the place names in these sentences. (Marked syllables have been underlined.)

Lumi-ra / kkamera. 
Kibuli / kasqzi. 
Makgerere / ssomero kkulu. 
Nnakivubo / mugga. 
Ntinda / kasqzi. 
Kololo / kasqzi. 
kubaga / miisane. 
Kampala / kibuga. 
Wandegeya 

Is Kibuli a hill, or a school?

Kasqzi.
Ssomero.

---
We have already seen that there is a difference between statement intonation and yes-no question intonation:

kasózi. [ - _ ]  Kasózi? [ - ' \ ]

In the sentence [Kibuli / kasózi, oba / ssomero?] we hear a third modification of the pitches of [kasózi]:

... kasózi, [ - - ' ]

We will call this the 'comma intonation'. It is on a par with 'full stop', or 'period' intonation [ . ] and with yes-no question intonation [ ? ].

Laúzi-ra /

ddwaliro,
oba /
kkomera?

Is Laúzi a hospital, or a prison?

Ddwaliro.
kkomera.

[b]
What is Luzira?

Mugga.

Kkomera.

Tuli Makeerere.

Makeerere / kye kiz

Kkanjisa.

Ssomero kkuulu.
LUGANDA: PRETRAINING PROGRAM

26+

Tuli Ntinda? Are we at Ntinda?

Yee, tuli Ntinda.
Nedda, tuli Kololo.

27+

Gano / malaalo
oba /
kizannyiro?

Kizannyiro.
Malaalo.
Observe the following phrases containing the juncture [#], and try to figure out its characteristics.

1. akasozí __________. this hill
   kino  kano  gano

2. ennyanja # __________. this lake
   eno  lino  guno

---

LUGANDA: PRETRAINING PROGRAM

---

---
LUGANDA: PRETRAINING PROGRAM

31

akasizi # kano.
[--- _ _ _ ] [--- _ _ _ ]

32

omugga # guno.
this river
[--- _ _ _ ] [--- _ _ _ ]

33

ekizannyiro # kino.
this playing field
èkizànnnyirò # kíno.
èkizànnnyirò # kinò.

34

The last syllable in [ennyanja # eno.] is high because:
USR applies to the word /eno/.
it is preceded by #.

35

amalaalo # gano.
this cemetery
àmàlàålò # gànó.
àmàlàålò # gànó.

145
USR ______ to the syllables before the juncture marker #.

applies ______ does not apply

The symbols #, -, and /, are ________.

phonetic symbols ________ juncture symbols

The symbols . , ? are ________.

intonation markers ________ juncture markers

The action of USR ______ across # to unmarked syllables that follow it.

extends ______ does not extend

-139-
This hill is near the lake.

One would expect the tones of [kano] in this sentence to be:

\[ \text{kànó} \quad \text{kànó} \quad \text{kànó} \]

In the preceding sentence, the tones of [kano] are [kànò] because:

USR does not apply before [ / ].

[kano] is the second word in the sentence.
Series J.

In this series you meet the linking element /n'/- 'and, with'. The verb stem /-li/ is introduced, always in combination with a 'subject concord.'

The new word in this sentence is:

kumpi esitenseni leerwe
Ekizannyiro #
kinò / kiri
kumpi /...
n'ë-sitensëni
ya leerwe?

Is this playing
field near the
railway station?

Yee. Nedda.

Ekizannyiro #
___ no /
___ri kumpi
naki?

What is this
playing field
near?

ka ka ka ki ki ki

[LUGANDA: PRETRAINING PROGRAM]

[a]

[c]
LUGANDA: PRETRAINING PROGRAM

Ekizaninyiro #
kindo / kir
kumpi nakif

What is this playing field near?

Kirirumpi / n'esitenseni ya leerwe.
Kirirumpi / n'a-ssomero ekkulu.

[a]

Corresponding to English 'near', these sentences have:
kumpi kumpi / na

[b]

In [... oba / kibuga?] 'or is it a town', the symbol
LUGANDA: PRETRAINING PROGRAM

6+

Àkásózi / káno
/ káli kümpl
naki?

Káli kümpl / n'é-nnyanjá.
Káli kümpl / n'é-sitékęndé yá lóégréwé.

[6]

The word [káli] 'it (Cl. 12) is located' is spelled
with [1], but [kiri] 'it (Cl. 7) is located' is spelled
with [r] because:
- actually, two different verb stems are involved.
- the choice between [1] and [r] depends on the
preceding vowel.

[b]

7-

Omugga / ___ ludda-wa?

Where is the lake?

guši     guri

[a]

8-

[b]

Series K.
LUGANDA: PRETRAINING PROGRAM

9r

Edduuka / luđda-wat' Where is the shop?
 eli eri

[10r]

Ekköméra # lînd / lîri
kâm' / n'ë-nnyanja.
This prison is near
the lake.

[11r]

The symbol / between [kumpi] and [n'ë-nnyanja]
means, in part:
that [kumpi] is the subject and [n'ë-nnyanja] is
the verb.
that MSR does not operate between these two words.
[If you had trouble here, look again at Series I, Frame 4.]

[12r]

The symbols [/.] and [#]
are tone marks
stand for tone rules
limit the application of the tone rules

LUGANDA: PRETRAINING PROGRAM

3r

Kabale kibuga _ri mu
LUGANDA: PRETRAINING PROGRAM

13-
MSR ______ between /n'e/ and /nnyanja/.
applies does not apply

14+
Akäsőzi # kànò
kálì kümpl
nakì?

What is this hill near?

Kálì kümpl / n'ë-ñnyàŋjà.
Kálì kümpl / n'o-muggà.

15-F
A ___ sozi # ___ no / ___ li
kumpi / n'e-ssomero ekkulu.

ka ki ka ka ka ka ka ki ki

This hill is near the university.

146-

LUGANDA: PRETRAINING PROGRAM

7-F
Nakivubo / mugga ___ li
Nakibubo is a river
When a low tone comes between two high tones, the high tone that follows it is a bit lower in pitch than the high tone that precedes it. (This has been true all along, but we have not needed to call attention to it until now.) A series of alternating tones would therefore have the following pitch pattern:

\[ \text{dadadada} \quad [\quad \quad \quad ] \]
Write the pitches on [enkulungo.]

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

(be sure pitch on 4th syllable is lower than pitch on 2nd syllable).

True or false: A high tone at the end of a long sentence may be on a lower pitch than a low tone at the beginning of the same sentence.

[True.]

Kiri kumpi n'e-ssomero.

[--- --- - ---]  
[--- --- - - - -]  
[a]

The pitch downstep in [n'e-ssomero.] between /ne/ and /so/ is due to the low tone of /ss/ that comes between them. The low tone has this effect even though it is itself inaudible.
**LUGANDA: PRETRAINING PROGRAM**

24+$^+$

Amálgalo # ganó
/ gáli kúmpí
nákí

What is this cemetery near?

gáli kúmpí / n'á-kássózi.
gáli kúmpí / n'á-sítenení ya póliísí.

25$^-$

A laalo # no / li
luddáwa

Where is this cemetery?

ka ga ga ma ma ma ma ga ga

26$^+$

Gáli kúmpí nákí

What is it near?

[nákí]

---

**LUGANDA: PRETRAINING PROGRAM**

20-$^-$

Predict the tones in [omugga + oguli...] 'a river

(NB: no longer needed.)
LUGANDA: PRETRAINING PROGRAM

When the connective [na] 'and' is used before a word that begins with an initial vowel, the vowel of the connective agrees with the initial vowel. The length of both vowels is preserved:

- na + omugga → n'a-mugga (pronounced [n'omugga])
- na + ekikko → n'a-kikko (pronounced [n'ekikko])
- na + akasozí → n'a-akasozí (pronounced [n'akasozí])

Before a double consonant, the vowel is of course pronounced short:

- na + essomero → n'essomero (pronounced [n'essoméro])

Why is the syllable /ma/ high in [n'a-ma låalo]?

[MSR applies between marked moras in /n'a/ and /ma låalo/.]
Write long vowels double and check your answers with the column at the right:

<table>
<thead>
<tr>
<th>Long Vowel Pairs</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>na + enkulungo</td>
<td>[neenkulungo]</td>
</tr>
<tr>
<td>na + oluguudo</td>
<td>[nooluguudo]</td>
</tr>
<tr>
<td>na + edduuka</td>
<td>[nedduuka]</td>
</tr>
<tr>
<td>na + eddwaliro</td>
<td>[neddwaliro]</td>
</tr>
<tr>
<td>na + amalwaliro</td>
<td>[naamalwaaliro]</td>
</tr>
<tr>
<td>na + ekkomera</td>
<td>[nekkomera]</td>
</tr>
</tbody>
</table>

For purposes of calculating tones, the initial vowel is reckoned with the connective, and not with the noun:

- náá-másaŋáŋánzírá
- na-ámasañaŋánzírá

It is of course written [n'amásaŋánzíra] in the official spelling system.

The high tone of [n'] forms a marked sequence with the first marked syllable of the noun that follows it:

n'ëkkërëziya
The phrase /nə/ plus /ekizimbe/ is pronounced [néé-kízimbe]. Why does the syllable /ki/ have high tone?

In [néé-kízimbe], why does the first mora of the first syllable have high tone?
- for euphony
- because when the second mora of a long vowel is marked, the whole vowel is high
- because it precedes a marked sequence

ekizannyiro

n'e-kizannyiro

kizannyiro.
In the expression [n'ë-kizannyaïró], why does [ki] have low tone?

—Because the [e] does not count as a part of the sequence of unmarked syllables; the [e] is now reckoned with the connective.

—Because the low tone on [ki] must be preceded by a high tone.

n'ë-kizannyaïro

[- - - - -] [- - - -] [- - - -]

In many of the following frames, you will need to refer to the map of Uganda.

Entebbe / nsi, oba / kibuga? Is Entebbe a country, or a town?

Kibuga nsi.

Nsi.

Buganda / nsi, oba / kibuga? Is Buganda a country, or is it a town?

Kibuga nsi.

Nsi.
In [...] obo / kibuga? 'or is it a town', the symbol [...] means, in part:
- that MSR does not apply between [bo] and [bu]
- that [obo] is a conjunction
- that DR does not apply between the two words.

Bunyoro / kibuga, obo / nsi? Is Bunyoro a town, or is it a country?

Kibuga Nsi.

Jinja / nsi, obo / kibuga? Is Jinja a country, or a town?

Kibuga Nsi.

The locative particle [mu] has a short vowel, but when it is followed by a nasal plus another consonant, it is lengthened just as if it were in the same word:

ku nkulungo
LUGANDA: PRETRAINING PROGRAM

Series K.

The juncture symbol [+], and 'relative' forms with the verb stem [-li]. Refer to the map on page 152.

1

Kabale / kibuga.
Kabale / kiri
mu nsi _____.

Buganda.
Kigezi.

2

Kabale kibuga ekiri mu
nai _______.

Kabale is a town that is in the country [of] _______.

Buganda.
Kigezi.
are tone marks
stand for tone rules
limit the application of the tone rules

Kabale kibuga ___ri mu
nsi Kigezi.

ki eki

... kye kibuga [ekiri] mu
nsi Kigezi.

... is a town which
is in the country

[ekiri]

The form [ekiri] is [kiri] plus the appropriate
initial vowel [e-]. The form [kiri], which can stand
by itself as the only verb in the sentence, is called
'indicative'. The form [ekiri], which cannot stand by
itself, is called 'relative'. (Remember that with nouns
also, it is the form without initial vowel that can stand
by itself: [Mugga.] 'It is a river'.)

Nakivubo mugga oguli mu
kibuga __________.

Nakivubo is a river
which is in the
city [of] ________.

Entebbe. Kampala.

[b]
Nakivubo / mugga _li
mu kibuga Kampala.

Nakibubo is a river that is in the city [of] Kampala.

aka ogu eki

... mu kibuga.

[--- ---] [--- ---]

ensi + Buganda.

the country [of] Buganda.

[--- ---] [--- ---] [--- ---]

ekyalo + Kibuli.

the village of Kibuli.

[--- ---] [--- ---] [--- ---]
The appositive construction [ensi Buganda], [ekyalo Kibuli] contains the juncture marker [+]. MSR may extend across [+ to include unmarked syllables that follow it:

ekyalo + Kibuli.

In [ekyalo + Kibuli.], the syllable [ki] is high because:
- it is the last syllable of an unmarked sequence that begins with [ekyalo].
- it is within a marked sequence.

MSR does not extend across [-]:

ekibugà + Entebbe.

enşi + Kigazi

the country [of]

Kigazi.

essomero + ëkkyulu

a university

a favorite subject of study because it is good for future success.
Why is the first syllable of [ekkulu] high in [essomero + ekkulu]?

- Because it is in a marked sequence.
- Because the unmarked sequence of [essomero] extends across the [+].

Nnakasero / kasozi + li + mu kibuga + Kampala.

[a]

Nnakasero / kasozi + akali + mu kibuga + Kampala.

[b]

Writing [+] between [kasozi] and [akali] means, in part, that:

- the last vowel of [kasozi] must not be merged with the first vowel of [akali].
- USR does not apply
- MSR does not extend across the boundary between these two words.

[c]
LUGANDA: PRETRAINING PROGRAM

20-

Predict the tones in [omugga + oguli...] 'a river which is located...':

őműggá + ógúll  óműggá + ógúll  óműggá + ógúll

[a]

21-

In [Nñákásèrò / kásózlì.], why does [Nnakasero] have all low tones?

?  ?  ?

[Because it is unmarked and stands before /].

22-

Makerere / ssonero kkuulu + + mu kibuga +
Kampala.

akali  oguli  erirí

[c]

23-

Why do [akali] and [oguli] have [l] in the last syllable, but [erirí] has [r]?

[r] is written following [e,i]; [l] is written elsewhere.

[c]

ERI
Before a double consonant, the vowel is of course pronounced short:

\[
\text{na + essomero} \rightarrow \text{n'essomero} \quad \text{(pronounced [néssoméró])}
\]

LUGANDA: PRETRAINING PROGRAM

24:

Ennyanja + Nnalubaale / eri mu Afirika?

Yee. Nedda. [a]

25:

Ennyanja + Nnalubaale / eri mu Afirika.

Lake Victoria is in Africa.

ekali eriri eri [c]

26:

Ennyanja + Nnalubaale / eri mu Afirika.

Lake Victoria is in Africa. [èrí mú]

27:

Nnalubaale / nnyanja + eri + mu Afirika.

Victoria is a lake which is in Africa. [èrí mú]

28:

In the next few frames, no tonal indications are written. Continue to use tones aloud, however.

Nsambya kasozi, oba mugga?

Is Nsambya a hill, or river?

Kasozi. Mugga. [a]

-162- 169
LUGANDA: PRETRAINING PROGRAM

29-

Nsambya ne Nakasero
busozi, oba migga?
Are Nsambya and
Nakasero hills,
or rivers?

Busozi. Migga.

[a]

30-

Nakivubo mugga.
Kitante mugga.
Nakivubo ne Kitante ______.
Nakivubo is a river.
Kitante is a river.
Nakivubo and Kitante
are rivers.

mugga migga busozi
[b]

31-

Bino ______.
These are playing
fields.

kizannyiro bizannyiro
[b]
LUGANDA: PRETRAINING PROGRAM

32:

Toro ne Teso nsi, oba bibuga?

Are Toro and Teso countries, or towns?

Nsi. Bibuga.

33:

Mbole ne Jinja nsi, oba bibuga?

Are Mbole and Jinja countries, or cities?

Nsi. Bibuga.

34:

Bunyoro ne Busoga ziri mu Uganda?

Are Bunyoro and Busoga in Uganda?

Yee. Nedda.

35:

Kenya eri mu Uganda?

Is Kenya in Uganda?

Yee. Nedda.

[ ] [ ]
Buganda / nsì, oba / kibuga?
Kibuga
Nsi.

Is Buganda a country, or is it a town?

Ankole ne Lang'o ziri
Ankole and Lang'o are in
mu ________.
Uganda Buganda

[a]_

Ankole ne Lang'o _____
Ankole and Lang'o are in Uganda.
mu Uganda.

ziri eri guli

[a]_

Mbale ne Jinja bibuga _____
Mbale and Jinja are cities that are in Uganda.
mu Uganda.

eziri ebiri biri

[b]_

Acholi ne Kigezi nsi
Acholi and Kigezi are countries that are in Uganda.
mu Uganda.

eziri ebiri

[a]_

-153-

-165-

160
The forms [kali, biri, guli] etc. are called ____, while [akali, ebili, oguli] are called ____.

indictive, relative relative, indicative

Kampala / kiri mu makkati

Is Kampala in the middle of the country [of] Uganda?

Yee. Nedda.

Kampala is in the center of the country [of] Uganda.

mu ku

Kampala is in the center of the country [of] Uganda.

m'eo g'e y'e

[b]
Mbale / kiri mu buvanjuba
bw'e-nsi + Uganda?

Yee. Nédda.

In [mù bùvánjúba b'wé-nsì.], the syllable [ju] is high because of:

DR USR MSR

Mbale is in the east of the country [of] Uganda.

g'e- bw'e- b'e-
LUGANDA: PRETRAINING PROGRAM

Mbale kiri mu kitundu+ki mu Uganda? What part of Uganda is Mbale in? ("Mbale is in what part in Uganda?")

Kiri mu buvanjuba. Kiri mu makkati.

Mu kitundu+ki mu Uganda? [ndu ki]

Fort Portal kiri mu buvanjuba, oba kiri mu bugwanjuba? Is Fort Portal in the east, or is it in the west?

Kiri mu buvanjuba. Kiri mu bugwanjuba.

[Fort Portal] takes the ki concord (as in [kiri]) because it is a city ([kibuga]).
[b]_

LUGANDA: PRETRAINING PROGRAM

Gulu kiri mu makkati, Is Gulu in the center,
oba kiri mu mambuka? or is it in the north?

Kiri mu makkati.
Kiri mu mambuka.

Which is correct?

mu mambuka. mu mambuka. mu mambuka.

[Gulu] takes the form [kiri], and not [guli] because:
-it is a member of the gu class.
-it is a noun of the ki class
-it is a city ([kibuga]).

Kigezi eri mu mambuka, Is Kigezi in the north,
oba eri mu maserengeta? or is it in the south?

mu maserengeta. mu maserengeta. mu maserengeta.
[Kigezi] takes the concordial prefix [e-] and not [ki-] in this sentence because:

-it is a noun of the ki class
-it is a country ([ensi])
-it is an exception

58:

Hoima kiri kumpi na
kibuga+ki\$

What town is Hoima near?

Kiri kumpi ne Kampala.
Kiri kumpi ne Masindi.

59:

Eno nsalo, oba
mugga?

Is this a boundary, or a river?

[a]

[b]
With an initial vowel, the word for 'border' would be:
ensalo  ansalo  onsalо

What countries is this the border of?

Nsalo ya Kongo ne Uganda.
Nsalo ya Kenya ne Uganda.

Is Mbale near the lake, or is it near the Kenya border?

Mbale kiri kumpi n'e-nyanja,
oba kiri kumpi n'e-nsalo ya Kenya?
Kiri kumpi n'e-nsalo ya Kenya.
Kiri kumpi n'e-nyanja.
What town is it that is near the border of Congo and Uganda?

Kabale. Tororo.
This series inaugurates the use of natural texts. You may have to listen to each frame several times at first, but there are no new grammatical features introduced.

Here is a short connected passage that was originally given impromptu as an answer to a question, with no restrictions or grammar or vocabulary.

The new word in this passage sounds as though it should be written:

ekakala  ekikiri  ekikulu

Listen again to the recording for Frame 1. Judging from the context, [ekikulu] might mean:

every  capital
Is Nsambya a hill, or river?

In the phrase [èkibúga + èkikúlu], the [+] is a reminder that:
- MSR does not operate between the two marked syllables.
- USR does not apply to the first two syllables of [ekikulu].

When an adjective begins with an initial vowel, as [ekikulu] does in this example, it is almost always preceded by [+].

In the phrase [kye kibuga + ekikulu], why doesn't [kibuga] have an initial vowel?
- Because the initial vowel is on the adjective [ekikulu].
- Because it follows the emphatic pronoun [kye].

Here is a second version of the same reply:

The new word sounds as though it should be written:

bugliga bukiika bukiika
Where are the marked moras in \[\text{obuklika}\]?

Judging from the context, the word \[\text{obuklika}\] might mean:
- capital, chief, principal
- city, town, village
- side, direction, section

Here is a third version of the same answer.

\[\text{Teso eri mu Soroti?}\]
\[\text{Yee. Nedd.}\]
One would expect the initial vowel [a] before [buvanjuba]. Instead, we find the element [e].

In the phrase [mu bukiika], why doesn't [bukiika] have an initial vowel?

- Because it follows the locative element [mu].

Soroti / kibuga? Is Soroti a town?

Yee. Nedda.

In the complete sentence [Soroti / kibuga.], why doesn't [kibuga] have an initial vowel?

- Because the proper noun [Soroti] never takes an initial vowel.
- Because it means 'is a town.'
LUGANDA: PRETRAINING PROGRAM

16: Soroti / kiri mu nsi + ki? What country is Soroti in?
Yee, Soroti nsi.
Kiri mu Teso.

17: Which visual analog fits [mu Teso] 'in Teso'?
[— — — ] [— — — ] [— — — ]

18: Which visual analog fits [mu nsi + ki?]
[— — — ] [— — — ] [— — — ]

19: Teso / eri mu mambuka ga Is Teso in the north
Uganda? of Uganda?
Yee, eri mu mambuka.
Nedda, eri mu buvanjuba.
Here is the impromptu answer to a question about Mbale.

Mbale / kiri mu nsi + ki? What country is Mbale in?

Kiri mu Teso.
Kiri mu Bugisu.

Bugisu / eri mu Uganda + mu Bugisu is in Uganda, in bukiika _____ buvanjuba. the eastern part.

bw’e- obwe-

Compare these two sentences, both of which have occurred in natural texts by the same speaker:

Teso eri mu Uganda mu bukiika bw’e buvanjuba.
Bugisu eri mu Uganda mu bukiika obw’e buvanjuba.

This is one of the few contexts in which a speaker of Luganda has a choice of using or omitting an initial vowel. His choice depends in some way on emphasis or degree of specificness but this matter is not completely clear.
LUGANDA: PRETRAINING PROGRAM

23:
Mbale / kiri mu bukiika' + ki
What part of Uganda is Mbale in?

mbw'a Uganda?
Kiri mu buvanjuba.
Kiri mu bugwanjuba.

[b]

24:
Mbale / kiri mu Teso.
Mbale is in Teso.

[a]

25:
Bugisu / eri mu Uganda.
Bugisu is in Uganda.

[b]

26:
Mbale / kye kibuga + ekikulu
Is Mbale the capital of + mu Teso? ('in') Teso?

Yee, kye kibuga + ekikulu + mu Teso.
Nedda, kye kibuga + ekikulu + mu Bugisu.
because it is a city ([kibuga]).

Here is another unrehearsed reply:

Uganda Museum ____ ku kasazi. The Uganda Museum is on a hill.

eri ali

Uganda Museum / eri ku kasazi.

Uganda Museum / eri kumpi / n'e-nyanja? Is the Uganda Museum near the lake?

Yee. Nedda.

Eri kumpi / n'e-ddwaliro? Is it near a hospital?

Yee. Nedda.
LUGANDA: PRETRAINING PROGRAM

31'

Uganda Museum / eri ku kasōzi+ki%

Eri ku Kitante.
Eri ku Mulago.

32'

Ku kasōzi+ki%

[--- ---] [--- ---] [--- ---]

33ir

If the interrogative element [ki%] is added to a noun, and if the noun ends with a single marked syllable, then the marked syllable becomes a long vowel with falling tone:

bùkīkāākī. nsīlkī.

This extra mora is written with a raised dot [·]. It is pronounced only when the word is followed by an enclitic such as [ki%]. (An enclitic is an element that follows a word without any intervening word boundary.)
The word that is customarily written [Namirembe.] is pronounced:


Here is the unrehearsed reply to another question:

OluRiiRo  Bulange / luli ludda+way

Luli kumpi / ne Nakivubo.
Luli ku kasoci + Mmengo.

... kumpi n'olusoci

The stem [-sozi] in the KA class means 'a little hill'.
In the LU class, the same stem means 'a (middle-sized) hill'.
There is still a third form, in the GU class, which we have not yet met: [ogusozi] means 'mountain.'
The plurals of [akasozí] and [olusozi] are respectively:

- [obusozi], [amalusozí]
- [ensozí], [obusozi]
- [obusozi], [ensozí]

Olukiiko ______ Bulange.

'1'a ______ lwa

Olukiiko / ______ ku kasozí. The Lukiiko is on a hill.

eri ______ luli ______ lwe

Luli kumpi / na lusozi+kif What hill is it near?

Luli kumpi / n'akasozí + Namirembe.
Luli ku lusozi + Namirembe.
Luli kumpi / n'olusozi + Namirembe.
LUGANDA: PRETRAINING PROGRAM

43

Olukiiko / luli ku

The Lukiiko is near

[the hill] Mengo.

Mengo kasodzi    kasodzi Mengo    akasodzi Mengo

[b]

44

Here is another unrehearsed text:

....

This text describes the location of a hill. The name

of the hill is apparently:

Kampala    Namirembe    Kampala Omukadde

[c]

45

Listen again to the same text.

....

The new word in this text sounds as though it ought
to be spelled:

wapati    pakati    wakati

[c]
LUGANDA: PRETRAINING PROGRAM

46

Wakati wa Nnamirembe

wakati wakati wakati

47

Judging from the context, the word [wakati] might mean:

time between on

48

Akasazi / kali wakati
Namirembe + ne Nakivubo.

wa ma ya

49

Kampala Omukadde / kasazi,
oba / kibuga?

Kasazi. Kibuga.
The new word sounds as though it should be written: bugiiga  bukika  bukiika

---

LUGANDA: PRETRAINING PROGRAM

50

Nakivubo / kasogi, oba / mugga?

Kasogi.  Mugga.

51

Akasogi # kano / kali wakati wa Nampilbe # na

Kali wakati wa Namirembe + ne Kampala Omukadde.
Kali wakati wa Namirembe + ne Nakivubo.

52

akasosi # kano.

[kano]
LUGANDA: PRETRAINING PROGRAM

What causes the difference of tone between the occurrences of [kanø] in the last two frames?

[Occurrence before \[.\] and before \[/\].]

Each of the four junctures symbols \([- + / #\)] has its own meaning:

\[-\] means that: DR does not operate at the boundary. MSR and USR operate across the boundary.

\[+\] means that: DR operates at the boundary. MSR does not operate across the boundary. USR operates across the boundary.

\[/\] means that: DR operates at the boundary. MSR and USR do not operate across the boundary. USR doesn't even operate on the word before the boundary.

\[#\] means that: DR operates at the boundary. MSR and USR do not operate across the boundary, but USR does operate on the word before the boundary.
What juncture would you write between the words in [àbántú bònn̩ã.] 'all, any people'?

[ + ], because MSR does not apply between the words.
[ / ], because [bònn̩ã.] begins with low tone.
[ # ], because USR operates before the boundary, not across it.

What juncture would you write between the words in [èmirimù mingl.] 'many jobs'?

[ - ] because there is no marked syllable in the first word.
[ / ] because USR does not operate on the first word.
[ # ] because USR does not operate across the boundary.

In the phrase [ènkókò zaàabwè.], the juncture might be:

[ + ] or [-]  [ + ] or [ # ]  [ + ] or [-] or [ # ]

[On the basis of this one example, c]
The purpose of the juncture symbols is:

- to remind us which of the three tone rules (DR, MSR, USR) apply at each boundary.
- to tell us which unmarked syllables are pronounced with high tone.

[a]
LUGANDA: PRETRAINING PROGRAM

Series M.

The intonation [ y ], which is used in certain kinds of questions. Relative forms with the verb stem [-genda).

The word [ tugenda ] means:

we are they are going we are going

[c]
LUGANDA: PRETRAINING PROGRAM

2+

Tugenda
ludda + way

Where are we going?

[gé]

3+

Tugenda ku ddwaliro.

We're going to the hospital.

[gé]

198 -191-
LUGANDA: PRETRAINING PROGRAM

4-

In [Tugenda ku ddwaliro.], the syllable [ku] is high because:

-It is within a marked sequence that ends with [ddwa].
-It is part of an unmarked sequence that begins with [ge].

5-

Tugenda ku mugga. We're going to the river.

6-

In [Túgendá kú múggá.], the syllable [ku] is high because:

-It is within a marked sequence that begins with [tu].
-It is part of an unmarked sequence that begins with [ge].

[a] 

[b]

-192- 199
The tone of [ge] in [Tugenda ku ddwaliro.] is high because:

- It is between the marked syllable [tu] and the final unmarked syllable [nda].
- It is within the marked sequence bounded by [tu] and [dwa].

LUGANDA: PRETRAINING PROGRAM

Tugenda ku ssomerec. We're going to school.

Tugenda ku nnyanja. We're going to the lake.

Tugenda ku kizannyiro. We're going to the playing field.

Tugenda ku dduuka. We're going to the shop / store.
LUGANDA: PRETRAINING PROGRAM

12:

Tugenda ku ddwaliro.
We're going to the hospital.
[ků]

13:

Tugenda ku luguudo.
We're going to the road.
[ků lá]

14:

Tugenda ku masanjanzira.
We're going to the intersection.
[ků má]

15:

Tugenda ku masanjanzira.
Tugenda ku masanjanzira.
Tugenda ku masanjanzira.
[a]
LUGANDA: PRETRAINING PROGRAM

Where are we going?

Tugenda ku kizannyiro.
Tugenda ku nnyanja.

Tugenda ku tgerekero.
Tugenda ku nkulungo.
Which visual analog fits \([\text{tugenda} + \text{wa}]\).

\[
\begin{array}{ccc}
- & - & - \\
- & - & - \\
- & - & - \\
\end{array}
\]

Luganda has five 'question particles'. So far, we have met two of them: \([\text{ki}]\ 'what?'\) and \([\text{wa}]\ 'where?'\). All five are used in questions that cannot be answered by \(\text{yes}\) or \(\text{no}\), and all five require a special interrogative intonation. The symbol for this special intonation is \([?]\). This intonation requires level high tone beginning with the preceding marked syllable and ending with the question particle itself: \([\text{Tugenda+waw}]\) is \([- - - - - - ]\).

The four 'intonations' of Luganda are symbolized by:
- + / #
- , ? /
- DR-, USR-, MSR-, and absence of an overt symbol

Each intonation marker applies to:
- a single syllable
- a whole phrase of one or more words
- an entire sentence
A whole sentence in which all pitches are high level is possible before:

. and / / ? and / / ? only
Yee, tugenda ku ssomoro ekkulu.
Nedda, tugenda ku dduuka.

Ku kkomera.
Ku dduuka.
26

Tugenda wa
Tugenda mu
ssomero.

27

Mu ssomero.

28

ku ddwaliro.

29

Tugenda ku ddwaliro.

We're going to the hospital.
30:—
mù miisane

31:—
Tugenda mü miisane.
We're going to the mission.

32:—
Tugenda mü mugga.
We're going to the river.

33:—
mü mugga.

34:—
mù kkéréziyà.

[mù mèggà.]

35:—
Tugenda mü kkéréziyà.
Tugenda mü kkéréziyà.
Tugenda mü kkéréziyà.

[b]

[b]
This road goes to the hospital.

In Luganda, the syllable [lu] is the subject prefix agreeing with the concordial class of:

oluguudo eddwaliro

The juncture symbol [#] is written between [oluguudo] and [luno] because:
-USR applies to [oluguudo].
-USR applies up to but not across the boundary.
-MSR does not apply across this boundary.
The word [luno] is called:

a demonstrative a pronominal adjective

Between a noun and a demonstrative of the [.no] series we regularly get:

-[%] juncture
-[-] or word space juncture
-[.] intonation

Oluguudo # luno / lugenda ku ddwaliro.

This [one] goes to the river.

Luno / lugenda ku mugga.

This [one] goes to a mission.

Luno / lugenda ku mijeane.
The form [olugenda] is ____ form of the verb,
a 'relative' an 'indicative'

Luno / lwe luguudo _____
ku nnyanja.

This is the road that goes to the lake.

Oluguudo # luno /
ku ssomero.

This road goes to a school.

Luno / lwe luguudo + olyugenda
ku nnyanja.

This is the road that goes to the lake.

Luno / lwe luguudo + olugenda
ku nnyanja.
In [...] olugenda kù nnyanja.], the boundary after the relative verb [olugenda] should have been marked with:

[+] because MSR does not apply
[-] or word space because [ku nnyanja] is a complement of the verb

Oluguudo # luno / lugenda

[kù nnyanja.]

This road goes to the lake.

In [...] lugenda kù nnyanja.], the boundary after the indicative form [lugenda] should be marked with:

[-] because MSR applies
[+] because [ku nnyanja] is a complement of the verb

An indicative verb may be followed by ______; a relative verb may be followed by ________.

+ or -, - only - only, + or - + or -, + only

[c]
LUGANDA: PRETRAINING PROGRAM

57: Oluguudo # luno / lugenda
ku kizannyiro. This road goes to a
playing field.

[gàndá kú]

58: Luno / lwe luguudo olugenda +
kú kizannyiro. This is the road that
goes to the playing field.

[génda kb]
This series introduces negative verb forms.

Listen to this text, which contains one new word:

The new word in this sentence is:

\text{agemu} \quad \text{ekimu} \quad \text{ekumu}

Judging from the context \text{ekimu} might mean:

\text{one} \quad \text{only} \quad \text{biggest}

\text{ekibuga} \quad \text{one town}

\text{akamu} \quad \text{ekimu}

Since the adjective \text{ekimu} begins with an initial vowel, we would expect it to be preceded by:

\begin{align*}
\text{[+]} & \quad \text{[-]} \quad \text{[#]} \\
\end{align*}

\text{[a]}
If [+] is used before [ekimu], then [omugga + ogumu...] would have the tones:

ômúggá + ógúmü...  ômúggá + ógúmü...  ômúggá + ógúmü...

6

akasopi ______ one hill

akamu  ekimu

[b]

7

omugga ______ one river

akamu  ogumu  agamu

[b]

8

ensi ______ one country

emimu  emu

[b]
Here is the next part of the same text.

Buganda / eri mu kitundu + 

ekya wakati. ekya mambuka. ekya buvanjuba.

Ye ___ nsi + emu + ku
nsi + _______ mu Uganda.

eziri ebiri + eziri +

Kye kibuga + ______ + ku
bibuga + ______ + mu

Buganda.

emu, eziri ekimu, eziri ekimu, ebiri

Here is the entire text about one city:

The name of this town is:

Masaka Masaka Masaka
LUGANDA: PRETRAINING PROGRAM

13:

Masaka / kiri ku lugundo ki?

Ku lugundo luno.
Ku lugundo olugenda e Mbarara.

14:

Masaka / kiri mu bukiika+ki
+ obwa Uganda?

Kiri mu maserengeta.
Kiri mu mambuka.

15-

Supply concords; then check yourself by listening to the tape of Frame 12.

Masaka _e _buga _mu ku _buga _ri
mu Buganda. Buganda _e nsi _mu ku nsi
_ri mu Uganda mu _tundu _a _kati.
Masaka _ri ku _guudo _genden
Mbarara mu _kiika _amaserengeta _a
Uganda.
Supply the missing elements:

Masaka _____ kibuga _____ mu ku bi_____

ebiri _____ Buganda. Ki____ mu mazerenga
ta________ Buganda. ___ri ku luguudo olu___
e Mbarara.

The speaker used the word [nedda] in this text because:

a) he wanted to correct himself.
b) he wanted to say that Masaka is not in the north.

In two successive tellings of this text, the same speaker used [kimu] in [Masaka / kye kimu ku bibuga...] and [ekimu] in [Masaka / kye kibuga ekimu...]. Why is there no initial vowel in the first of these two examples?

? ? ?

[Because [kimu] follows the emphatic pronoun [kye].]
19
mu bugwanjuba ___ Uganda, in the west of Uganda.

bwa ga mwa

[19]

20
mu maserengeta ___ Uganda, in the south of Uganda.

bwa ga mwa

[20]

Here is still another town in Uganda:

Fort Portal / kiri ku nsalo
ya nsi+ki

Fort Portal is on the border of what countries?

Kenya ne Uganda. Uganda ne Kongo.

[21]

The new word in this text is written:

eko eyo

[22]

[21]
Judging from the context, the phrase [ekibuga # ekyo] might mean:
the aforementioned city   in the city   your city

If 'the aforementioned city' is [ekibuga # ekyo],
then 'the aforementioned cities' would be:

ekibuga # ebyo   ebibuga # ekyo   ebibuga # ebyo

The word [ekyo] is a 'demonstrative of the [.o] series. The meaning of demonstratives of the [.o] series is 'that' or 'those', not in the sense of 'that, those over there', but in the sense of 'that, those near you, or already known to you, or mentioned already.'
The following is a reference chart of the demonstratives of Type III, for the noun classes that we have met so far:

<table>
<thead>
<tr>
<th>Type</th>
<th>Demonstrative 1</th>
<th>Demonstrative 2</th>
<th>Class 1</th>
<th>Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU-MI</td>
<td>oMUggga</td>
<td>oGWo</td>
<td>(3,4)</td>
<td></td>
</tr>
<tr>
<td>LI-MA</td>
<td>eDDwaliro</td>
<td>eRYo</td>
<td>(5,6)</td>
<td></td>
</tr>
<tr>
<td>KI-BI</td>
<td>eKIbuga</td>
<td>eKYO</td>
<td>(7,8)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>ensi</td>
<td>eYo</td>
<td>(9,10)</td>
<td></td>
</tr>
<tr>
<td>LU</td>
<td>oLUgundo</td>
<td>oLWo</td>
<td>(11)</td>
<td></td>
</tr>
<tr>
<td>KA-BU</td>
<td>aKAsodzi</td>
<td>aKo</td>
<td>(12-14)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>oBUsodzi</td>
<td>oBWo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You will hear a noun with a demonstrative of the [.no] series. Reply with the same noun and the demonstrative of the [.o] series. Be careful to preserve the tone pattern.

ensi # eno.  ensi # eyo.
ennyanja # eno.  ennyanja # eyo.
ennyanja # zino.  ennyanja # ezo.
ekibuga # kino.  ekibuga # ekyo.
ebibuga # bino.  ebibuga # ebyo.
ekkiko # kino.  ekikko # ekyo.
bebiko # bino.  ebiko # ebyo.
eddwaliro # lino.  eddwaliro # eryo.
amalwaliro # gano.  amalwaliro # ago.
amasaŋunzirira # gano.  amasaŋunzirira # ago.
emiisane # eno.  emiisane # eyo.
enkulungo # eno.  enkulungo # eyo.
enkulungo # zino.  enkulungo # ezo.

This frame is the reverse of the preceding one. You will hear the noun with the demonstrative of the [.o] series. Reply with the same noun and the demonstrative of the [.no] series. Be careful to preserve the tone pattern!
LUGANDA: PRETRAINING PROGRAM

In this frame, you will hear a phrase like [ekibuga # ekyo.] 'that town of which we spoke'. Reply with the complete question [Ekibuga # ekyo / kiri ludda + way].

Tuli Kampala.
Twagala kugenda Jjinja.

In this context, [twagala kugenda] might mean:
we are at... we want to go to.... this is not...

Tugenda Jjinja.
Tusinziira mu makkati g'ekibuga.

In this context, [tusinziira] might mean:
there is a road it is not we start from

If [Oyagala kugenda Jjinja.] means 'you (sg.) want to go to Jinja,' then [Ogena Jjinja.] means:
you want to you are going to you came from
LUGANDA: PRETRAINING PROGRAM

Tuva Kampala.

Judging from the map, the word [tuva] might be translated:

- we are going from
- we are at
- we are near

[33]

'You are going / coming from Kampala' might be translated:

- Otuva Kampala.
- Ova Kampala.

[34]

The word [(e)kisimbe] occurs twice in this short text. Judging from the context, what might it mean?

- minister
- place
- building

[35]

The noun [omuntu] is a singular noun of the...

[15]
The plural of [ekizimbe] is probably:

amazimbe  akazimbe  ebizimbe

Ekizimbe kya Ministry
y'ebyenjigiriza /
____ ludda wa?
eri  kiri

Masaka / kiri mu maserenge
ga Uganda?

Yee, kiri mu maserenge.
Nedda, kiri mu mambuka.

Masaka / kiri mu mambuka
ga Uganda?

Yee, kiri mu mambuka.
Nedda, tekiri + mu mambuka.
Most negatives in Luganda are formed by placing [te] before the subject prefix of the verb.

What are the tone of these two expressions:

Kírí mú masekengeta.
Kírí mú másekengéta.
Tekírí mú masekengeta.
Tekírí mú másekengéta.

After the affirmative verb in Frame 41, the juncture is:

+ - / #

After the negative verb in Frame 41, the juncture is:

+ - / #

In fact, negative verbs are always followed by [+].
LUGANDA: PRETRAINING PROGRAM

43

Oluguudo # olwo / tegenda
Mbarara.

ki lu ru

That road doesn't go to Mbarara.

[r instead of l because the preceding vowel is e]

44

The negative form [terugenda] has a mark on:

the root syllable
the second mora of the root
the first mora of the root

45

Each kind of juncture is characteristically found in certain places. Which is which?

Before a word that starts with an initial vowel:

+ - / #

46

LUGANDA: PRETRAINING PROGRAM

23
LUGANDA: PRETRAINING PROGRAM

Between subject and verb:
+ - / #

After a relative verb:
+ - / #

Between noun and demonstratives of the [.no] or [.o] series:
+ - / #

After a negative verb:
+ - / #

Buganda / kibuga? Is Buganda a town?

Yee, kibuga.
Neddha, saj + kibuga: kitundu :ya Uganda.

The word [halima] probably means:
LUGANDA: PRETRAINING PROGRAM

47

Nnalubaale / mugga?

Is Victoria a river?

Yee, mugga.

Nedda, ssi + mugga; nnyanja.

[b]

48

The negative 'is or are not' is [ssi +], regardless of the concordial class of the noun that follows it.

49

Tetuva + mu kibyga.

[a]

The diagram shows the region of Karamoja and Teso, including Moroto, Soroti, and Sebei.
LUGANDA: PRETRAINING PROGRAM

Series O.

This series introduces cardinal numerals and a few other very useful words.

omugga omuntu

[b]
LUGANDA: PRETRAINING PROGRAM

2+

Kiki # kino?

omuntu Muntu.

3-

omuntu

[ ]

[— — ] [— — ]

[a]

4-

The tones of the isolation form of [omuntu] are:

omuntu omuntu

[b].

IES 223 230
With this tonal pattern, we conclude that [omuntu] has _____ marked syllable(s).

no one two

The tones of [abantu] are:

abantu abantu
The prefix [omu-] is singular. The corresponding plural prefix is:

aba- a- ba-

The word [bano] in this sentence probably means:

all these

The word [bano] is:

A demonstrative of the [.no] series.
A demonstrative of the [.o] series.
An adjective.
Abantu bano / babeera mu kibuga.

The verb [babeera] might mean:

- they eat
- they live

Abantu bano / babeera luudda-way

Babeera mu kibuga.
Babeera mu nnyanja.
go to Jinja, then [Ogenda Jjinja.] means:

you want to you are going to you came from

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---

LUGANDA: PRETRAINING PROGRAM

12:

Abantu # bano / babeera mu kibuga. These people live in a town.

[Abantu # bano]

13:

Abantu bano babeera mu kibuga.

[babeera]

The syllable [ra] has high tone in this sentence because of:

USR MSR DR

14:

The demonstrative of the [.no] series that goes with [omuntu] is: ? ? ? [ono]
The noun [omuntu] is a singular noun of the ____ class.

MU-BA  MU-MI  N

Omuntu # no / beera
mu kibuga.

This person lives in
a town.

aa  aaa  ba ba

Abantu # no / beera
mu kibuga.

These people live in
town.

bá  bá  bà bà  bà bà

Yee, kiri mu mambuka.
Nedd, tekiri + mu mambuka.

LUGANDA: PRETRAINING PROGRAM

18+
Omuntu ono 
abeera mu 
kyalo.

The word [kyalo] might mean:
day village

19+
Omuntu ono 
abeera mu 
kibuga?

Does this person 
live in a city?

Yee. Nedd.

[...]
In fact, negative verbs are always followed by [+].

**LUGANDA: PRETRAINING PROGRAM**

20:

ekyalo

[a]

21:

mu kyal o

[b]

The new word in this sentence is:

bakala            bakola
Judging from context, [bakola] might mean:

they work    they know

These people work in an office.

The new word is:

badima        balima
Yee, kibuga.
Nedda, ssi + kibuga; kitundu Lýa Uganda.

---

LUGANDA: PRETRAINING PROGRAM

26+

The word [balima] probably means:
they cultivate or farm
they wait or expect

27+

Abantu bano balima.

28+

Abantu bano
bakola kìf

Balima.
Bakola mu ofiisi.
In [bakola ki%], the symbol [?] means that there must be level high pitch beginning with:

- The subject prefix of the verb.
- The last preceding marked syllable.

Abantu + ababeera + mu kibuga / balima?

Yee.    Nedda.

The form [ababeera] is called:

- An indicative form.
- An infinitive.
- A relative form.
Abantu + ababeera + mu kibuga / balima? Do people who live in town farm?

[a]

Abantu beera mu kibuga bakola mu ofiisi. People who live in town work in offices.

[b]
The new word is:

Omuganda  Muganda.

This person is a Muganda.

The word [Muganda] is best translated:

Is a Ganda Person.
A Ganda person.
The Ganda person.
LUGANDA: PRETRAINING PROGRAM

36

Omuntu # ono? / Muganda?
Is this person a Muganda?

I wish I could speak Luganda, but...

Yee. Nedda.

37

omuzungu.

I wish I could speak Luganda, and...

38
LUGANDA: PRETRAINING PROGRAM

38+

Omuntu # ono /
Muganda?

Is this person a Muganda?

39-


[b]

The words [Omuzungu] 'European' and [Omuganda] 'Muganda' are ________ in tone.

alike different

[a]

The words [Muzungu.] and [Muganda.] are ________ in tone.

alike different

[b]
Most marked nouns always have the mark on the same mora, no matter whether they have an initial vowel or not: [ekibuga, kibuga; amalwaliro, malwaliro; omuzungu, muzungu]. A few shift the mark so that it is always on the third mora: [Omuganda, Muganda].

One person

Ohuntu, Ohuntu
LUGANDA: PRETRAINING PROGRAM

abantu ___biri

Two people.

o  ba  aba

In the expression [abantu babiri] 'two people',USR ________ to the unmarked noun [abantu].

applies  does not apply

What tones and what juncture would you write for [omuntu omyu.]?

?  ?  ?  ?
The juncture between these two words is:

\[ + - / # \]
LUGANDA: PRETRAINING PROGRAM

47

ebiuba / bingi

Mubende

Bombo

Mampala

Mgoma

Mgabo

Masaka

many cities

The tones of this phrase ought to be:

\[ \text{ebiuba bingi} \quad \text{ebiuba bingi} \]

48

obusosi /

 obusosi

many hills

\[ \text{ba} \quad \text{bi} \quad \text{bu} \]

[c]
Abantu # bano
/ Baganda.

All these people are Baganda.

Ebibuga # bino
byonna biri
mu Uganda.

All these cities are in Uganda.

The juncture that is used before [byonna] 'all' is:
[+], because USR applies to [bino] in this sentence.
[#], because USR does not extend across the boundary to [byo].
LUGANDA: PRETRAINING PROGRAM

Abantu bano / Banyoro?

Are these people Banyoro?

Yee, Banyoro.
Nedda, Baganda.

The new word in this sentence is:

bantu  abasinga  abasinga
The word [abasinga] probably means:
- they who sleep, rest
- they who surpass, predominate

Abantu + abasinga + mu Masindi / Banyoro.
Abanyoro / bantu, oba / kibuga?

Bantu. Kibuga.

The word [abasinga] in this sentence is:
- An ordinary noun, the subject of the sentence.
- A relative verb, modifying [abantu].
- An adjective.

Abantu + abakola + mu ofiisi / babeera mu kibuga?

Yee, babeera mu kibuga.
Nedda, babeera mu kyallo.
Abantu + abakola + mu ofiisi / 
beera mu kibuga.

There are three marked moras in the relative verb form [abakola +]. Why do the last two syllables have low tone in the above sentence?

DR applies within the word.
MSR does not apply within the word.

In the relative verb form [abasinga +] there are again three marked moras. But the tones are [abasinga +]. Why doesn't DR cause the syllable [nga] to be low?

[Because [nga] is not part of an unbroken chain of marked moras.]
In [abasinga +], why is the syllable [si] high?

[It is part of a marked sequence that begins with [ba] and ends with [nga].]