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AUTHOR Kamoga, Frederick K.,  
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ABSTRACT Lwo is the name given to a group of dialects spoken by Northern Ugandans. This Lwo textbook contains 95 lessons, and was designed for Peace Corps volunteers. Lessons include pattern drills, conversations and some notes on grammar and usage. Eight model conversations are distributed throughout the text at regular intervals. The lessons are followed by a Lwo-English vocabulary list and a list of Lwo verbs. (CLK)

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L W O I N S T R U C T I O N S

PEACE CORPS

U. S. A. (UGANDA)

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Original - 1969

First Revision - 1971

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L W O I N S T R - U C T I O N S

PEACE CORPS

U. S. A. (UGANDA)

by

FREDERICK K. KAMOGA

Original - 1969

First Revision - 1971

## P R E F A C E

Lwo is the name given to a group of dialects spoken by Northern Ugandans; understood by Lango, Acholi and Alur.

This Lwo text was the responsibility of Mr. Frederick K. Kamoga of Makerere University College, assisted by Mr. James Oryang, a Lwo speaking Ugandan. The consultant for the text was Mr. J.F. Ocitti, a Lecturer at Makerere University College. Typing was done by Mrs. Lydia K.N. Lubega.

This work was undertaken at the request of John Hope III, Director, United States Peace Corps/Uganda, in response to suggestions by Mr. E.K.K. Sempebwa, Chief Education Officer, Ministry of Education and discussions during the completion of service conference for Volunteers due to terminate in December 1969. It is a further recognition of the desirability and need for Volunteers to be able to meet and communicate with all Ugandans in and around the areas to which they are posted.

END INSTRUCTIONS

TABLE OF CONTENTS

		<u>Page.</u>
LESSON 1.	My name is .....	I
LESSON 2.	This person's name is .....	4
LESSON 3.	My name is not .....	7
LESSON 4.	Question vs statement intonation .....	9
LESSON 5.	His name is .....	11
LESSON 6.	Yes, I am an African .....	13
LESSON 7.	I am from Gulu .....	16
LESSON 8.	I am from California .....	19
LESSON 9.	I am from Uganda .....	22
LESSON 10.	Dialogue I .....	24
LESSON 11.	I am from the North of America .....	29
LESSON 12.	Jinja is in the East of Uganda .....	32
LESSON 13.	What part of Uganda are you from ? .....	34
LESSON 14.	I am not from India .....	36
LESSON 15.	I live here now .....	40
LESSON 16.	Dialogue 2 .....	41

LWO INSTRUCTIONS

		Page.
LESSON 17.	The country Kenya is in the East of Uganda..	43
LESSON 18.	East Nengo is in the centre of Uganda .....	45
LESSON 19.	This is a pencil .....	47
LESSON 20.	This is my pencil .....	49
LESSON 21.	Yes, this pencil is mine .....	51
LESSON 22.	It is in my pocket .....	53
LESSON 23.	Do you have a knife ? .....	55
LESSON 24.	Greeting .....	57
LESSON 25.	Clock (day & night ) .....	61
LESSON 26.	Is there any market in this city ?.....	64
LESSON 27.	Is there (any) soap in your shop ? .....	66
LESSON 28.	Dialogue for breakfast in the hotel .....	69
LESSON 29.	We get up etc. ....	71
LESSON 30.	We eat lunch etc. ....	74
LESSON 31.	Show me your watch .....	77
LESSON 32.	Substitution .....	79
LESSON 33.	I get up at 6.30 am. ....	81

## LWQ INSTRUCTIONS

		<u>Page.</u>
LESSON 34.	Caa acel etc. ....	83
LESSON 35.	Do we come to class at .....?	85
LESSON 36.	Sample of free conversation no. 1 .....	87
LESSON 37.	Peace Corps personnel get up early at 6.00 am	89
LESSON 38.	Sample of free conversation no. 2 .....	95
LESSON 39.	To day I got up at 6.30.	97
LESSON 40.	No, he didn't get up at 7.00 but .....	100
LESSON 41.	I did not eat eggs for breakfast .....	103
LESSON 42.	I did not get a letter yesterday .....	105
LESSON 43.	I have been learning Lwo for three weeks	107
LESSON 44.	Kampala .....	112
LESSON 45.	Sample of free conversation No. 3 .....	117
LESSON 46.	Always Peace Corps personnel get up before they get dressed .....	120
LESSON 47.	I came here by bus .....	123
LESSON 48.	I left home at 10.20 am. ....	127
LESSON 49.	Sample of free conversation No. 4 .....	129

## LWO INSTRUCTIONS

	<u>Page.</u>
LESSON 50.	To day is Monday ..... I31
LESSON 51.	Yes I am tired of playing ..... I33
LESSON 52.	After two years I will return to America .. I35
LESSON 53.	This afternoon we shall read our books' .... I38
LESSON 54.	Dialogue, come and let us eat..... I40
LESSON 55.	Sample of free conversation No. 5 ..... I42
LESSON 56.	To day at lunch we will eat meat ..... I44
LESSON 57.	Tomornow will be Sunday ..... I47
LESSON 58.	There is food it has arrived ..... I49
LESSON 59.	We eat breakfast every day ..... I50
LESSON 60.	To day is 10th January ..... I53
LESSON 61.	Sample of free conversation No. 6 ..... I56
LESSON 62.	What is the distance between Kampala and Jinja..... I57
LESSON 63.	Is master at home ? ..... I61
LESSON 64.	Yes, you (pl.) may rest ..... I63
LESSON 65.	In Uganda I am going to teach children ... I65



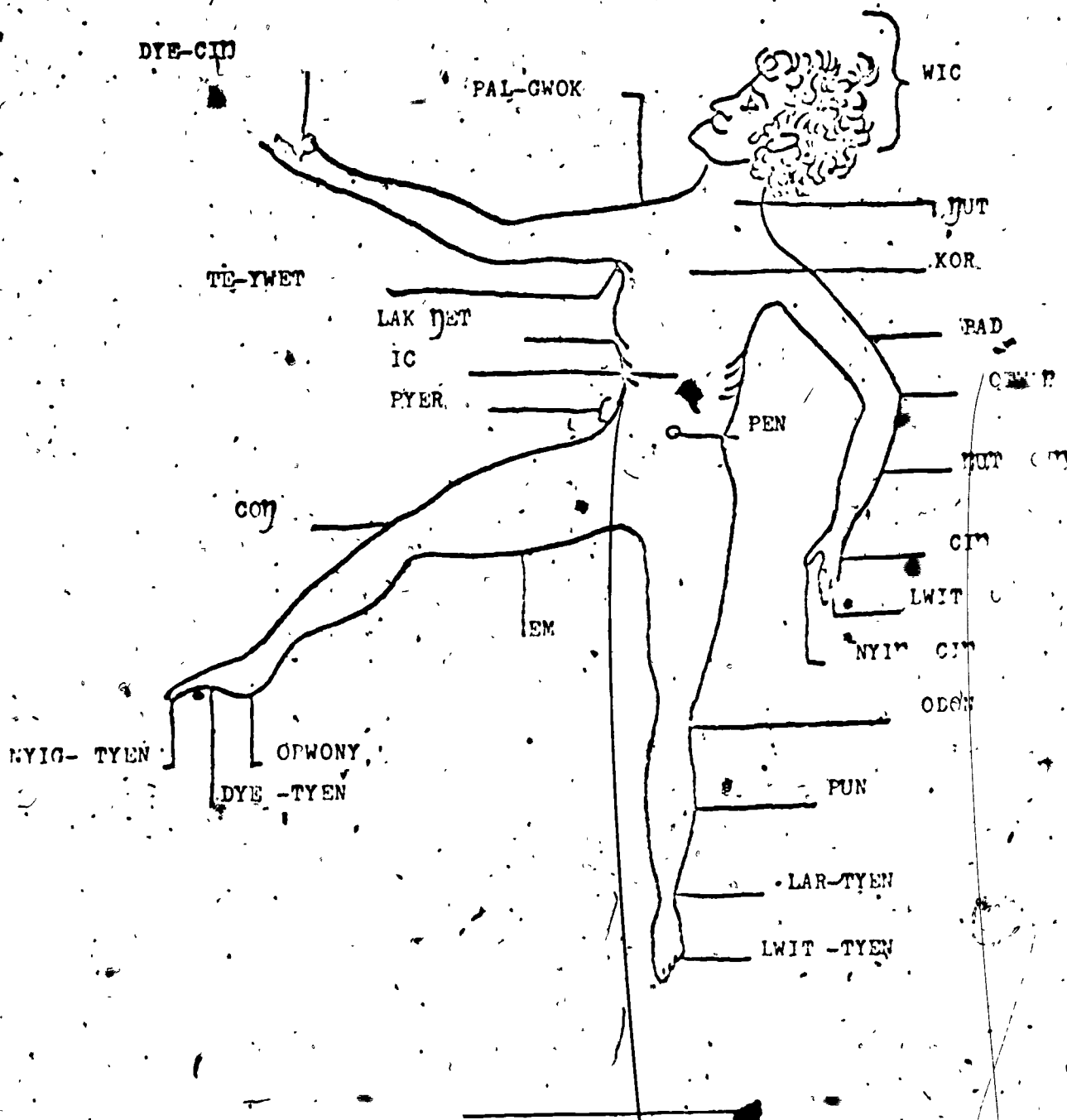
## LJO INSTRUCTIONS

		<u>Page</u>
LESSON 66.	At 2.00 we return to class again .....	167
LESSON 67.	Fred knows Lwo better than .....	170
LESSON 68.	From Kampla to Jinja is five shillings...	172
LESSON 69.	If you leave Kampla to day/in the morning by bus, you will get Mombasa tomorrow in the evening .....	174
LESSON 70.	There was beef last night .....	176
LESSON 71.	Relative formation (future, present and past tense).....	179
LESSON 72.	I have never learnt Kiswahili .....	181
LESSON 73.	People who live in Tanzania are called Tanzanians.....	185
LESSON 74.	Soroti town.....	189
LESSON 75.	Some of the kinship terms .....	191
LESSON 76.	Nyeko (jealous), nono nyo (except) kadi (although)	195
LESSON 77.	Sentences of obligations .....	197
LESSON 78.	If I knew Lwo very well, I would be able to speak with people who speak Lwo.....	198

<u>TABLE OF CONTENTS</u>		<u>Page</u>
LESSON 79	Sample of free conversation No. 7 .....	190
LESSON 80	Have you ever been to California? .....	201
LESSON 81	How is the family? .....	202
LESSON 82	The men are to go to school .....	203
LESSON 83	Trying to buy shoes .....	205
LESSON 84	Questions after statement sentences .....	206
LESSON 85	Free simple series of conversations .....	208
LESSON 86	What street is the Post Office on? .....	209
LESSON 87	Series of discussions about time .....	211
LESSON 88	Simple sentences .....	213
LESSON 89	Sample of free conversation No. 8 .....	217
LESSON 90	Today is Saturday, a day of rejoicing .....	218
LESSON 91	Questions and answers .....	220
LESSON 92	Sentences with relatives .....	221
LESSON 93	Short sentences in the dining room .....	222
LESSON 94	Some instructions to the house servant .....	223
LESSON 95	Sentences .....	224
VOCABULARY	.....	ix-xiii
LIST OF VERBS	.....	1 - 9

LWO INSTRUCTIONS

D A N O



# LWO INSTRUCTIONS

## LESSON I

### TO THE INSTRUCTOR:

i. Give several names and each time you give a name, say the meaning used for the word "name" in LWO (Acoli), for example, John, Nyin, James, Nyin, Mary, Nyin, etc.

ii. Point to yourself and say three or four times the following sentence.  
Nyina (John) using your own name.

iii. Have each student say Nyina (.....) when each of them uses his or her own name.

iv. Go around the class in this way three or four times, and be very strict about pronunciation.

v. Have each of your student give one complete sentence from M-I which includes the cue word you will give.

vi. Make sure they all understand the meaning of sentences which they recite.

M-I

Ocheng

Nyina Ocheng.

My name is Ochang.

Robert Killy

Nyina Robert Killy.

My name is Robert Killy.

Hope

Nyina Hope.

My name is Hope.

Oding

Nyina Odang.

My name is Oding.

Suzan

Nyina Suzan.

My name is Suzan.

I

## LWO INSTRUCTIONS

### TO THE INSTRUCTOR:

i. Ask one of your students: Nyini ana? (What is your name?) Don't tell him what those words mean, and in fact he may not even realize that it is a question. After repeating two or three times make him say the question aloud to you; and you immediately reply with Nyina (.....) my name is (.....) using your own name.

ii. Have all students, one by one, ask you your name.

iii. Continue by asking your students their names.

iv. Correct their pronunciation as they recite sentences in M-2

M-2

ana Nyini ana? What is your name?

nyin Nyini ana? What is your name?

nyini Nyini ana? What is your name?

### TO THE INSTRUCTOR:

Have the students ask one another their names as in C-I.

C-I

(A) Nyini ana? (A) What is your name?

(B) Nyina (John) (B) My name is (John).

## LWO INSTRUCTIONS

### TO THE STUDENT:

Note that:

- i. **D** is pronounced like **ng** in the word **singing**.
- ii. **D** is a single sound, like **gn** in French **agneau**; Italian **signor**.
- iii. Attached **-a** and **-i** to the noun **Nyiri** form possessive adjectives **my**, **your** respectively.
- iv. **Nyiri** means name or names.  
**ana?** ,, who?  
:- **Nyiri ana?** = your name who?

### TO THE INSTRUCTOR (ABOUT M-1, M-2, & C. etc.).

In M-1 (which stands for mimicry I) you say aloud each of the complete sentences. Have your students repeat after you; talking at a slow normal rate of speed while correcting their mistakes in pronunciation.

Demonstrate the meaning of the sentences by actions, and if your students still do not understand, just write the meanings on the board and erase them immediately. "IF POSSIBLE TRY TO AVOID SPEAKING ENGLISH IN THE CLASS".

You then give your students a key word from the left-hand column. The students will reply with the corresponding complete sentences.

By the sentences in the mimicry 2, you will be able to understand how much your students can memorize the constructions of the sentences given to them in the mimicry 1.

The C- (which stands for conversation or communication) will give some phrases to your students used as specimen for the conversation. In this part your students need your guidance before you let them carry on by themselves.

## LWO INSTRUCTIONS

### LESSON 2

#### TO THE INSTRUCTOR:

- i. Mention the word used for a person while pointing to yourself and say (dano). Point to each student and say (dano) as you do it.
- ii. Make the students repeat it after you.
- iii. Put one student by himself or herself. Point to that student and say (dano man).
- iv. Have the students say it after you.
- v. Have each student recite one sentence from M-I after giving him/her a cue word.

#### M-I

Mukasa	Nyin dano man	Mukasa.	This person's name is Mukasa.
Ocitti	Nyin dano man	Ocitti.	This person's name is Ocitti.
Akello	Nyin dano man	Akello.	This person's name is Akello.
Musoke	Nyin dano man	Musoke.	This person's name is Musoke.
Oryang	Nyin dano man	Oryang.	This person's name is Oryang.

LWO INSTRUCTIONS

i. Use as many names as possible, so that your students get used to this phrase.

ii. Go on with M-2 as for M-I

M-2

ana	Nyine ana?	What is his name?
Nyin	Nyine ana?	What is his name?
dano man	Nyin dano man ana?	What is this person's name?
dano eno	Nyin dano eno ana?	What is that person's name? (near you).

C-I

A. Nyine ana?	What is his name?
B. Nyine Okello.	His name is Okello.
A. Nyin dano man ana?	What is this person's name?
B. Nyin dano man Mukasa.	This person's name is Mukasa.
A. Nyin dano eno ana?	What is that person's name. (near you)?



## LWO INSTRUCTIONS

(E) Nyin dano eni Okello. - (B) This person's name (near me)  
is Okello.

### TO THE STUDENT

1. Suffix -e to the noun forms possessive adjective his, her.
2. Man is the demonstrative for this.
3. Enono (or eno) is demonstrative for that near some one you are speaking to and the answer is Eno 'i (or eni) for this (near me) or you as a speaker.
4. Dano means a person, for which the plural is Jo.

### TO THE INSTRUCTOR

If the class begins to get tired of what it is doing take a few minutes to teach them to recite the following words, using your own fingers as you teach them.

Acel, Aryo, Adek, Anwen, Abic, Abicel, Abiro, Abpro,  
Aborwen, Apar.

LWO INSTRUCTIONS

LESSON 3

TO THE INSTRUCTOR:

Alter your tone for the question pattern and read as clearly as possible the following question sentences in M-1 whose formation is the very one used for the statement pattern as well, but in a different tone.

M-1

Okello Nyinji Okello ? Is your name Okello ?  
Opio Nyinji Opio ? Is your name Opio ?  
James Nyinji James ? Is your name James ?  
Rusk Nyinji Rusk ? Is your name Rusk ?  
Okech Nyinji Okech ? Is your name Okech ?

TO THE INSTRUCTOR:

When your students have mastered the tone, have one student ask you if your name is (\_\_\_\_\_), using a different name, to which you immediately reply in the form of sentences you find in M-2.

M-2

Okello Nyinji pe Okello. My name is not Okello.  
Opio Nyinji pe Opio. My name is not Opio.  
James Nyinji pe James. My name is not James.

M-3

Okello Nyinje Okello ? Is his name Okello ?  
dano man Nyinji dano man. Is this person's name Okello ?  
Okello?

LWO INSTRUCTIONS.

M-4.

Okello Nyine pe Okello. His/her name is not Okello.  
dano man Nyin dano man pe Okello. This person's name is not Okello.

TO THE INSTRUCTORS:

- i. Give as many questions as possible, as in M-1 and M-3 and have your students reply to them as in M-2 and M-4.
- ii. Have them ask questions one another as in C-1&2 below.

C-1 & 2

- |                             |                                      |
|-----------------------------|--------------------------------------|
| A) Nyini Mukasa ?           | A) Is your name Mukasa ?             |
| B) Nyina pe Mukasa.         | B) My name is not Mukasa.            |
| A) Nyini ana ?              | A) What is your name ?               |
| B) Nyina Okello.            | B) My name is Okello.                |
| A) Nyin dano man Okello ?   | A) Is this person's name Okello ?    |
| B) Nyin dano man pe Okello. | B) This person's name is not Okello. |

TO THE STUDENT:

- i. An affirmative statement can be made into a negative one by placing the word pe before the word which requires to be negated.
- ii. A statement is made into a question merely by altering the tone of the voice, not by changing the word order as in English.

## LWO INSTRUCTIONS

### LESSON 4

#### QUESTION VS STATEMENT INTONATION.

##### TO THE INSTRUCTOR:

1. Give one sentence in the question tone and say the word used in Lwo for a question (peny). Then give the same sentence in the statement pattern and say the word used for a statement (pe peny). Do this several times until you are sure that your students are able to identify whether it is a question or a statement.

11. Read the following sentences in real Lwo intonation and have your students say (peny) where there is a question and (pe peny) where there is a statement. It does not matter if they do not understand the meaning of those sentences so long as they can recognize the difference of tone between a question and a statement.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. En bedo i Kampala kombedi.    | -She lives in Kampala now (pe peny)  |
| 2. En bedo i Nairobi?            | Does she live in Nairobi? (peny)     |
| 3. Gin bedo i Gulu?              | Do they live in Gulu? (peny)         |
| 4. Dano man obino ki i boma.     | This man is from the town. (pe peny) |
| 5. Gin tye ka camo rino?         | Are they eating some meat? (peny)    |
| 6. En cito i duka?               | Is he going to the shop? (peny)      |
| 7. Gin tye ka kuru bus?          | Are they waiting for the bus? (peny) |
| 8. Gin tye ka camo cam me odiko. | They are taking breakfast. (pe peny) |
| 9. En nyine Ojo?                 | Is his name Ojo? (peny)              |
| 10. Nyine Mary.                  | Her name is Mary. (pe peny)          |
| 11. Gin tye ka camo nanasi...    | They are eating pineapple (pe peny)  |
| 12. Watye ka mate kongo?         | Are we drinking beer? (peny)         |
| 13. En nyine Juma?               | Is his name Juma? (peny)             |

LWO INSTRUCTIONS

TO THE STUDENT:

NOTE:

The later t between vowels often sounds like r.

TO INSTRUCTOR:

Have your students recite the following words +  
Acel, Aryo, Adek, Anwen, Abic, Abicel, Abiro, Aboro, Aborwen, Apar.

LWO INSTRUCTIONS

LESSON 5

M-I

Okello	Aaa,	Nyine Okello?	His name is Okello, eh?
Robert	Aaa,	Nyine Robert?	His name is Robert, eh?
Suzan	Aaa,	Nyine Suzan?	Her name is Suzan eh?
Oding	Aaa,	Nyine Oding?	His name is Oding eh?

C-I

(A) Nyine ana?	(A) What is his/her name?
(B) Nyine (Mukasa)	(B) His name is (Mukasa).
(A) Aaa, Nyine (Mukasa).	(A) His/her name is (Mukasa)?

C-2

(A) Nyini ana?	(A) What is your name?
(B) Nyina (Musa)	(B) My name is (Musa)
(A) Aaa Nyini (Musa)?	(A) your name is (Musa) eh?

LWO INSTRUCTIONS

C-3

(A) Nyin dano enono (Mary)?

(A) Is that person's name

(near you) is (Mary)?

(B) Nyin dano eni (Jane)

(B) No, this person's name

(near me) is (Jane)

(A) Aaa, Nyine (Jane)?

(A) Her name is (Jane), eh?

TO THE INSTRUCTOR.

i. Bring to the class a lot of pictures of famous people in Uganda, Tanzania and Kenya and let your students ask you the questions about these people of the kind found in this lesson.

ii. Tell your students to bring pictures of their friends or relatives for discussion.

LWO INSTRUCTIONS

LESSON 6.

M-1

African	Eyo, an African.	Yes, I am an African.
American	Eyo, an American.	Yes, I am an American.
Muno	Eyo, an Muno.	Yes, I am a European.
Muindi	Eyo, an Muindi,	Yes, I am an Indian.
Acoli	Eyo, an Acoli,	Yes, I am an Acoli.

M-2

African	In African?	Are you an African?
American	In American?	Are you an American?
Muno	In Muno?	Are you a European?
Muindi	In Muindi?	Are you an Indian?
Acoli	In Acoli?	Are you an Acoli?

C-1

(A) In (American)?	(A) Are you an (American)?
(B) Eyo, an (American).	(B) Yes, I am an (American).



LWO INSTRUCTIONS

C-2

(A) In (American)? (Y) Are you an (American)?

(B) Pe, an Pe (American). (B) No, I am not (American).

C-3

(A) Nyini, arā? (A) What is your name?

(B) Nyina (Okello) (B) My name is (Okello).

(A) In (African)? (A) Are you (an African)?

(B) Pe, an Pe (African) (B) No, I am not (an African).

an (American) I am (an American)

(A) Haa In (American)? (A) Oh, you are (an American) eh!

## LWO INSTRUCTIONS

### TO THE STUDENT:

Note. (I) Personal pronouns used as separate words;

an	I, me (Iam)
in	You (sing) (you are)
en	He, She, it (he, she, it is)
wan	We, (we are)
wun	You (pl.) (you are)
gin	They (they are)

(2) Possessive adjective suffixes.

-a (-na)	my
-i (-ni)	your
-e (-ne)	his, her, its,
-wa	our
-wu	your
-gi	their

Possessive suffixes (in brackets) are used if the nouns to which are suffixed end in vowels. For example rino-na, my meat; rino-ni, your meat; rino-ne, his meat.

### VOCABULARY:

eyo, yes

rino, meat

LWO INSTRUCTIONS

LESSON 7

M-1

Gulu	Abino ki i boma Gulu.	I am from Gulu.
Nairobi	Abino ki i boma Nairobi.	I am from Nairobi.
Mombasa	Abino ki i boma Mombasa.	I am from Mombasa.
Washington	Abino ki i boma Washington.	I am from Washington.
Kampala	Abino ki i boma Kampala.	I am from Kampala.

TO THE INSTRUCTOR:

Have your students recite these sentences in M-1 several times as you give them cue words. Be sure that they all understand the sentences and are able to pronounce them properly before you proceed to M-2.

M-2

boma mene?	Ibino ki i boma mene?	What city are you from?
mene?	Ibino ki i boma mene?	What city are you from?
boma.	Ibino ki i boma mene?	What city are you from?

TWO INSTRUCTIONS

TO THE INSTRUCTOR:

When your students have mastered M-2; ask each of them where he is from and have him give his real city which he is from as he answers. Then let students themselves do C-I.

C-I

(A) Ibino ki i boma mene?

(A) What city are you from?

(B) Abino ki i boma (Washington)

(B) I am from Washington.

TO THE INSTRUCTOR:

Before you close, you may give to your students another verb which is very simple, common and has only one long letter i.e -aa instead of -bino, as you say Aaa ki boma Washington instead of Abino ki boma Washington.

TO THE STUDENT:

NOTE - SUBJECT PREFIXES

a - I

I - you

en (o-) he, she, it

wa - we

wu - you (pl.)

gi - (gu) they

In present and future tenses we use no prefix for 3rd person singular, but the absolute form en, Prefix o- (in bracket) is used to form past tense.

## LUJO INSTRUCTIONS

Gu- for 3rd person plural is used in past tense indicative and in the subjunctive ( see page 197 in A&D)

### LEARN THIS:

Abino	ki i boma Gulu.	I come from Gulu.
Ibino	ki i boma Gulu.	You come from Gulu.
but.....En obino	ki i boma Gulu.	He, she comes from Gulu.
and.....Gwok obino	ki i boma Gulu.	Dog comes from Gulu.
Wabino	ki i boma Gulu.	We come from Gulu.
Wubino	ki i boma Gulu.	You (pl.) come from Gulu.
.....Gin obino	ki i boma Gulu.	They come from Gulu.
see.....Gubino	ki i boma Gulu.	They come from Gulu.

. \*O used to from past tense otherwise will be present.

### VOCABULARY

bino	- to come.
aa	- to come from.
boma	- town (city).
ki	- from.
mene	- which (interogative).
i	- in.

LWO INSTRUCTIONS

LESSON 8

TO THE INSTRUCTOR.

In this lesson you try to demonstrate that the personal pronouns used as separate words you gave to your students in Lesson 6 may be used together with subject prefixes as in Lesson 7 to give more emphasise to the meaning - Demonstrate this by using sentences in M-I.

M-I

California An abino ki California Iam from California.

Virginia An abino ki Virginia Iam from Virginia.

Arizona : An abino ki Arizona Iam from Arizona.

Texas An abino ki Texas Iam from Texas.

New Mexco An abino ki New Mexco Iam from New Mexco.

TO THE INSTRUCTOR.

As you are practising sentences in M-I let each of your student give his or her actual State he or she is from. before you go on to M-2.

LWO INSTRUCTIONS

M-2

In In ibino ki i State mene? What State are you from?  
 i In ibino ki i State mene? What State are you from?  
 i State mene In ibino ki i State mene? What State are you from?

TO THE INSTRUCTOR.

Proceed to M-3 trying to use 3rd person.
--

M-3

Texas En obino ki Texas. He is from Texas.  
 Virginia En obino ki Virginia. He is from Virginia.  
 dano man Dano man obino ki Voriginia. This person is from Virginia.  
 a Dano man /oaa (ki) Virginia. This person is from Verginia.

M-4

En En obino ki i State mene? What State is he/she from?  
 obino En obino ki i State mene? What State is he/she from?  
 State En obino ki i State mene? What State is he/she from?  
 a En ca (ki) i State mene? What State is he/she from?.

LEO INSTRUCTIONS

TO THE INSTRUCTOR:

In C-I & 2, ask each of your students what State he or she is from and the State of his or her friend sitting near by; then let them do the same to one another.

C-I & 2

(A) In ibinò kí i State mène?

(A) What State are you from?

(B) Abinò kí California.

(B) I am from California.

(A) Dano enono obino kí i State mène?

(A) What State is that person (near you) from?

(B) Dano eni obino kí Virginia.

(B) This person (near me) is from Virginia.

SOME SENTENCES, WITH A VERB AA.

(A) In íaa i State mène?

(A) What State are you from?

(B) An íaa California.

(B) I am from California.

(A) Dano enono íaa i State mène?

(A) What State is that person (near you) from?

(B) Dano eni íaa Virginia.

(B) This person (near me) is from Virginia.

TO THE STUDENTS:

i. aa -verb can go without (kí) from, as the verb itself means to come from.

ii. (1) does not go with proper names of places.



L40 INSTRUCTIONS

LESSON 9

M-1

Uganda	An abino ki (i lobo) Uganda.	I am from Uganda.
Tanzania	An abino ki (i lobo) Tanzania.	I am from Tanzania.
America	An abino ki (i lobo) Amerika.	I am from America.
Kenya	An abino ki (i lobo) Kenya.	I am from Kenya.

M-2

lobo In abino ki i lobo mene? What country are you from?

lobo mene In abino ki i lobo mene? What country are you from?

a In iaa ki i lobo mene? What country are you from?

C-1

(A) In abino ki i lobo mene? (A) What country are you from?

(B) An abino ki Kenya. (B) I am from Kenya.

C-2

(A) Ladit Kenyatta obino ki i lobo mene? (A) What country is old man Kenyatta from?

(B) Ladit Kenyatta obino ki Kenya. (B) The old man Kenyatta is from Kenya.

## LWO INSTRUCTIONS

### TO THE STUDENT:

#### PRACTISE THE FOLLOWING:

- An abino ki America. I come from America.  
In ibino ki America. You are from America.  
En obino ki America. He, she is from America.  
Wan wabino ki America. We are from America.  
Wun wubino ki America. You are from America.  
Gin gubino ki America. They are from America.

#### VOCABULARY:

lobo, country(s).

### TO THE INSTRUCTOR:

Class work \_\_\_\_ Let your students hold a long conversation about,

- (a) Their own names.
- (b) Names of their class members.
- (c) ,, of the people whose pictures can be found in the class room.
- (d) The cities where they are from.
- (e) ,, ,, ,, their class members are from.
- (f) The States where they are from and their class members.
- (g) The countries where they are from and some important people they know.
- (h) Their nationalities.

Then let them recite.

Acel, Aryo, Adek, Anwen, Abic, Abicel, Abiro, Aboro, Abwenwen, Apar.

LNO INSTRUCTIONS

LESSON 10

DIALOGUE I

TO THE INSTRUCTOR.

Let your students repeat the following after you one at a time. Be careful of their pronunciation. If necessary, repeat each line two or three times with each student. This dialogue gives more or less that they should have used in their conversations they held before this lesson, although this dialogue starts with greetings.

tye - exist

I - you

(A) Itye? - you exist?

tye - exist

a - I

(B) Atye - I exist

maber - well

itye - you exist

(A) itye maber. - you exist well? (are you well?)

LWO INSTRUCTIONS\*

- maber - well
- atye - I exist
- (B) Atye maber - I exist well (I am well)
- ano? - what
- kop - matter
- (A) Kop ano? - Is anything the matter?  
(what is the news)?
- pe - no
- kop - matter
- (B) Kop pe - nothing
- ana? - who?
- nyini - your name.
- (A) Nyini ana? - Your name who? (what is your name?)
- (E) Nyina (your name) My name is (.....)
- (A) Nyina (a different name)? Is your name (.....)?
- (E) Nyina pe (.....) My name is not (.....)
- Nyina (your real name) My name is (.....).

LFO INSTRUCTIONS

mene

which

ki i lobo

from in country

In ibino

you are from

(A) In ibino ki i lobo mene?

what country are you from?

ki America

from America

an abino

I am from

(B) An abino ki America?

I am from America

in

you (you are)

(A) In American?

Are you an American?

eyo

yes

an

I (I am)

(B) Eyo an American

yes, I am an American

ki iboma mene?

from which city?

in ibino

you come

(A) In ibino ki i boma mene?

What city are you from?

(B) An a bino ki New York

I am from New York

## LWO INSTRUCTIONS

- i State mene?                      in what State?
- (A) Ibino ki i State mene?              What State are you from?
- (B) Abino ki New York                      Iam from New York.  
i lobo mene?                      -              in what country?  
obino ki                      -              he comes from.  
Ladit Kenyatta                      -              the old man Kenyatta
- (A) Ladit Kenyatta obino                      -              what country  
ki i lobo mene?                      is the old man Kenyatta from?
- (B) Ladit Kenyatta obino ki Kenya - The old man Kenyatta is from Kenya.

### TO THE INSTRUCTOR.

i As you finish this dialogue take the part of the "A" speaker in the dialog while one of your students takes the part of the "B" speaker. Then choose two students and have them act out the dialog between themselves. Tell them to follow exactly as it is in the dialog and then let all of them in twos, do this several times. As your students go on with this they should adapt the dialogue by using their own names and their real places they are from.

LWO INSTRUCTIONS

ii, Teach them to recite the following

(a)

Caa acel, caa aryo, Caa adek, Caa anwen, Caa abic, Caa abicel,  
Caa abiro, Caa aboro, Caa aborwen, Caa apara, Caa apar wiye acel,  
Caa apar wiye aryo, -----CAA ADI?

(b)

(b) (Cen) baraja, Cen aryo, Cen adek, Cen anwen, Cen abic,  
Cen abicel, (Cen) cabit -----TIN CEN ADI?

TO THE STUDENT:

VOCA BULARY:

(Cen) Baraja,	Monday
Cen aryo,	Thursday
Cen adek,	Wednesday
Cen anwen,	Thursday
Cen abic,	Friday
Cen abicel,	Saturday
(Cen) cabit	Sunday

## LWO INSTRUCTIONS

### LESSON II

#### M-I

North	Abino ki i tun me America.	North	Iam from the North of America.
South	Abino ki i tun me America	South	Iam from the South.
Male	Abino ki i tun me America	Male	Iam from the East.
piay	Abino ki i tun me America	piay	Iam from the West.
dye	Abino ki i dye America		Iam from the centre of America.

#### TO THE INSTRUCTOR.

Make sure that your students have understood all sentences given in M-I before you go on to M-2.

#### M-2

tun kwene.	Ibino ki i tun kwene me America?	What direction of America are you from?
me America	Ibino ki i tun kwene me America?	What direction of America are you from?
dano eno	Dano eno obino ki i tun kwene me America?	What direction of America is that person from?



## LWO INSTRUCTIONS

C-I

- (A) Ibino ki i tun kwene me America? (A) What direction of America are you from?
- (B) Abino ki i tun South me America. (B) I am from the South.
- (A) Dano enono obino ki i tun kwene me America? (A) What direction of America is that person (near you) from?
- (B) Dapo eni obino ki i tun piny me America. (B) This person (near me) is from the West.

### TO THE STUDENT.

i. English terms for directions have been used in this lesson as the LWO language does not have words for all the directions with the exception of for East (tun malo) and West (tun piny) which we will try to use in lesson 12.

### ii. Vocabulary

tun, side, direction

me, of, for

aye, center of

kwene? where?

### TO THE INSTRUCTOR.

Have your students recite-

i. Tun Male; Tun piny Tun North; Tun South.

ii. Baraja; Cen aryo; Cen adek; Cen awwen; Cen abicel;  
Cen abicel; Cabit.

## LWO INSTRUCTIONS

### I DRILL

Separate personal pronouns and prefixes.

in	In ibino ki i tun kwene me America?
en	En obino ki i tun kwene me America?
wan	Wan wabino ki i tun kwene me America?
wun	Wun wubino ki i tun kwene me America?
gin	Gin gubino ki i tun kwene me America?
an	An abino ki i tun kwene me America?
dano enen	Dano eneno obino ki i tun kwene me America?
jo enoni	Jo enoni gubino ki i tun kwene me America?
in	In ibino ki i tun kwene me America?

### TO THE INSTRUCTOR.

Let your student practise this drill as much as possible while you give them cue words, until you are sure that they can give this question freely in all three persons, singular and plural, then go on to the next drill.

### 2. DRILL.

an	An abino ki i tun South me America.
in	In ibino ki i tun South me America.
en	En obino ki i tun South me America.
wan	Wan wabino ki i tun South me America.
wun	Wun wubino ki i tun tun South me America.
gin	Gin gubino ki i tun South me America.
dano man	Dano man obino ki i tun South me America.
dye	Dano man obino ki i dye America.
jo enoni	Jo enoni gubino ki i dye America.

LWO INSTRUCTIONS

LESSON 12

M-1

Jinja	Jinja tye i tun malo: me Uganda.	Jinja is in the East of Uganda.
Mombasa	Mombasa tye i tun malo me Kenya	Mombasa is in the East of Kenya.
Nairobi	Nairobi tye i dye Kenya	Nairobi is in the Centre of Kenya.
Washington	Washington tye i tun malo me America.	Washington is in the East of America.
Fort Portal	Fort Portal tye i tun piny me Uganda.	Fort Portal is in the West of Uganda.
California	California tye i tun piny me America.	California is in the West of America.

M-2

Boma Jinja	Boma Jinja tye i tun kwene me Uganda.	What part (direction) of Uganda is the town Jinja?
Washington	Boma Washington tye i tun kwene me America?	What part (direction) of America is the city Washington.
California	State California tye i tun kwene me America?	What part (direction) of America is the State of California.

LWO INSTRUCTIONS

C-I

(A) Ibino ki i boma mene?

(A) What city are you from?

(B) Abino ki i boma Gulu

(B) I am from the town (city) of Gulu.

(A) Gulu tye i tun kwene me Ugandá?

(A) What part (direction) of Uganda is Gulu?

(B) Gulu tye i tun North me Uganda

(B) Gulu is in the North of Uganda.

TO THE STUDENT...

NOTE: Tun malo - (East)

Tun piny. (West)

but..... Tun North

Tun South

TO THE INSTRUCTOR.

Have your students recite:  
Caa acel; Caa aryo; Caa adek; Caa anwen, Caa abic; Caa abicel;  
Caa abiro, Caa aboro;  
Caa abonwon; Caa apar; Caa apar wid acel; Caa apar wid aryo.

ii. Baraja; Cen-aryo; Cen-adek; Cen-anwen, Cen-abic; Cen-abicel,  
Cabit.

LWO INSTRUCTIONS

LESSON 13

M-1

Uganda	In iaa (ki) i but Uganda mene?	What part of Uganda are you from?
America	In iaa (ki) i but America mane?	What part of America are you from?
Kenya	In iaa (ki) i but Kenya mene?	What part of Kenya are you from?
Tanzania	In iaa (ki) i but Tanzania mene?	What part of Tanzania are you from?
Kwene?	In iaa (ki) kwene	Where are you from?

M-2

An aaa (ki) i but Uganda me tun North	I am from the Northern part of Uganda.
An aaa (ki) i but America me tun North	I am from the Northern part of America.
En oaa (ki) i but America me tun North	He is from the South.

C-1

(A) In iaa (ki) i but America mene?	(A) What part of America are you from?
(B) An aaa (ki) i but America me tun North	(B) I am from the Northern part of America.

## LWO INSTRUCTIONS

(A) Dano enono oaa (ki) i but America mene?

(A) What part of America is that man (near you) from?

(B) Dano eni oaa (ki) i but America ma  
Tun North

(B) This person (near me) is from the Southern part of America.

### TO THE STUDENT.

i. The word ki "from" in brackets, strictly, should not go with the verb aa "come from" but some Lwo speakers just use it. One would be more correct if one skipped it.

ii. Note:

Aaa	America	(aaa ki America)
Iaa	America	(iaa ki America)
Oaa	America	(oaa ki America)
Waaa	America	(waaa ki America)
Wuaa	America	(wuaa ki America)
Guaa	America	(guaa ki America)

### TO THE INSTRUCTOR.

Have your student recite:

i. Baraja; Cen-aryo; Cen-adek; Cen-anwen; Cen-abio; Cen-abicel,  
Cabit (Tin Cen adi?)

ii. Tun North; Tun South; Tun malo; Tun piny.

### TO THE STUDENT:

Vocabulary Tin to day  
Cen a day  
adi? what? how many?  
but, side, flank.

LWO INSTRUCTIONS

LESSON 14

M-1

an	Pe abino ki India.	I am not from India.
in	Pe ibino ki India.	You are not from India.
en	Pe obino ki India.	He/She is not from India.
wan	Pe wabino ki India.	We are not from India.
wun	Pe wubino ki India.	You (pl.) are not from India.
gin	Pe gubino ki India.	They are not from India.

M-2

In ibino ki India?	Are you from India?
Wun wubino ki India?	Are you (pl.) from India?
Latel- wi Tanzania Nyerere obino ki India?	Is Tanzania leader Nyerere from India?

C-1

(A) In ibino ki India ?	(A) Are you from India?
(B) An pe abino ki India.	(B) I am not from India.
(A) Jo enoni gubino ki India?	(A) Are these people from India?
(B) Jo enoni pe gubino ki India.	(B) These people are not from india.

LWO INSTRUCTIONS.

- (A) Gubino ki i lobo mene? (A) What country are they from?  
(B) Gubino ki Amerika. (B) They are from America.
- (A) Ladit Kenyatta obino ki Uganda? (A) Is the old man Kenyatta from Uganda?  
(B) Ladit Kenyatta pe obino ki Uganda en obino ki Kenya. (B) The old man Kenyatta is not from Uganda he is from Kenya.

TO THE STUDENT:

NOTE-

Dano enono- that person (near you)

Jo enoho - those people (near you)

Then

Dano eni This person (near me)

Jo eni These people (near me)

Vocabulary +

latel-wic - leader (pl. lutel-wic)

lutel-wic - leaders (those who lead)



LWO INSTRUCTIONS

Drill - on verb be from (bino and aa).

1.

an An pe abino ki Africa - Iam not from Africa.

in In pe ibino ki Africa.

en En pe obino ki Africa.

wan Wan pe wabino ki Africa.

wun Wun pe wubino ki Africa.

gin Gin, pe gubino ki Africa.

dano man Dano man pe obino ki Africa.

jo man Jo man pe gubino ki Africa,

.....

2.

in In ibino ki i lobo mene? What country are you from?

en En obino ki i lobo mene?

wun Wun wubino ki i lobo mene?

gin Gin gubino ki i lobo mene?

dano ca Dano ca obino ki i lobo mene?

jo ca Jo ca gubino ki i lobo mene?

i boma Jo ca gubino ki i boma mene?

in In ibino ki i boma mene?

gin Gin gubino ki i boma mene?

.....

LWO INSTRUCTIONS

3.

in In ibino ki i tun kwene me America? What direction of  
America are you from?

wun Wun wubino ki i tun kwene me America?

en En obino ki i tun kwene me America?

gin Gin gubino ki i tun kwene me America?

dano enono Dano enono obino ki i tun kwene me America?

jo enono Jo enono gubino ki i tun kwene me America?

in In ibino ki i tun kwene me America?

.....

4.

en En oaa (ki) i tun kwene me America?

wun Wun waaa (ki) i tun kwene me America?

dano enoni Dano enoni oaa (ki) i tun kwene me America?

jo enoni Jo enoni guaaa (ki) i tun kwene me America?

wan Wan waaa (ki) i tun kwene me America?

.....

Note again

Dano man - this person Dano ca - that person.

Jo man - these people Jo ca - those people.

Dano enoni - this person (near me) Dano enono - that person (near you).

Jo enoni - these people (near me) Jo enono - these people (near you).

LWO INSTRUCTIONS.

LESSON 15

M-1

an	An abedo keny kombedi	I live here now.
i boma	An abedo i boma man kombedi	I live in this town now.
kenyo	An abedo kenyo kombedi	I live there now.
i lobo	An abedo i lobo man kombedi	I live in this country now.

M-2

kwene	In ibedo kwene kombedi?	Where do you live now?
en	En bedo kwene kombedi?	Where does he live now?
bino	En obino ki kwene?	Where is he from?

C-1

- |  |  |
|--|--|
| (A) (Jane) obino ki kwene?                         | (A) Where is (Jane) from?                              |
| (B) Obino ki California                            | (B) She is from California.                            |
| (A) En bedo kenyo kombedi?                         | (A) Does she live there now?                           |
| (B) Pe, en pe bedo kenyo kombedi.<br>En bedo kany. | (B) No she does not stay there<br>now. She lives here. |

TO THE STUDENT.

i. You are reminded that there is no 3rd person prefix in the present tense but O - in the past tense.

ii. Vocabulary:

- bedo - to be, remain (bedo piny, to sit down)
- kany. - here
- kenyo - there
- kombedi - now.

LWO INSTRUCTIONS

LESSON 16

DLALOGUE 2

ara? Who?

nyini, your name.

(A) Nyini ara? What is your name?

(B) Nyina (John) My name is (John)

Afrikan

in, you are.

(A) In Afrikan? Are you an African?

pe Afrikan - not African.

an, I am.

(B) An pe Afrikan, an Amerikan. I am not an African, I am an American.

iaa Africa, you are from Africa.

in pe, you are not

(A) In pe iaa Afrika? Aren't you from Africa?

aaa Afrika, I am from Africa.

an pe, I am not from.

eyo, Yes.

(B) Eyo an pe aaa Afrika, an aaa Amerika. Yes I am not from Africa,  
I am from America.

i boma mene? in what city? (town)

ibino ki, you come from

(.) I bino ki i boma mene? What city are you from?

ki, from  
abino, I come.

LWO INSTRUCTIONS

(B) Abino ki (New York) I am from (New York)

mene? (in) which?

(i) tur Amerika, in part of America

ibino ki, you come from

(A) Ibino ki (i) tur Amerika mene? What part of America are you from?

me tur malo, of Eastern

i but Amerika, in part of America

(B) Abino ki i but Amerika ma tur malo. I am from the Eastern part of America.

kombedi, now

i lobo mene? in what country?

i ibedo, you stay

(A) In ibedo i lobo mene kombedi? In what country do you stay now?

i lobo Uganda, in country Uganda

an abedo, I stay

(B) An abedo i lobo Uganda. I live in Uganda.

mene? which?

i but Uganda, in the part of Uganda

In ibedo.

(A) In ibedo. i but Uganda mene? In what part of Uganda do you stay?

i dye Uganda, in the centre of Uganda

an abedo, I stay

(B) An abedo i dye Uganda. I stay in the centre of Uganda.

LWO INSTRUCTIONS

LESSON 17

M-I

Kenya Lobo Kenya tye i tun malo  
me Uganda.

The country Kenya is in  
the East of Uganda.

Uganda Lobo Uganda tye i tun piny  
me Kenya.

The country Uganda is  
in the west of Kenya.

Tanzania Lobo Tanzania tye i tun  
South me Uganda.

The country Tanzania is  
in the South of Uganda.

Sudan Lobo Sudan tye i tun North  
me Uganda.

The country Sudan is in  
the North of Uganda.

TO THE INSTRUCTOR!

For discussing M-I in this lesson you may get a map having all the countries we have in East Africa, and if possible their neighbouring countries, or just draw one on the black board. Make sure that your students have understood the construction of sentences in M-I before you go on with M-2.

LWO INSTRUCTIONS

M-2

i tun kwene Lobo Kenya tye i tun kwene  
me Uganda?

In what direction of  
Uganda is the country  
Kenya?

Kenya tye Lobo Kenya tye i tun kwene  
me Uganda?

In what direction of  
Uganda is the country  
Kenya?

C-I

(A) Lobo Uganda tye i tun kwene me  
Kenya?

(A) What direction of  
Kenya is the country  
Uganda?

(B) Lobo Uganda tye i tun piny me Kenya.

(B) Uganda is in the  
East of Kenya.

TWO INSTRUCTIONS

LESSON 18

M-1

Mengo ma  
tun malo

Mengo ma tun malo  
tye i dye Uganda.

East Mengo is in the centre  
of Uganda.

Busoga

Busoga tye i but Uganda  
ma tun malo.

Busoga is in the Eastern part  
of Uganda.

Ankole

Ankole tye i but Uganda  
ma tun piny.

Ankole is in the Western  
part of Uganda.

Acoli

Acoli tye i but Uganda  
ma tun North.

Acoli is in the Northern  
part of Uganda.

M-2

Mengo ma  
tun malo

Mengo ma tun malo tye  
i but Uganda mene?

In what part of Uganda is  
East Mengo?

Busoga

Busoga tye i but Uganda  
mene?

Ankole

Ankole tye i but Uganda  
mene?

Acoli

Acoli tye i but Uganda  
mene?



LWO INSTRUCTIONS

C-I

(A) Ibino ki i but Uganda mane? (A) What part of Uganda are you from?

(B) Ibino ki Busoga (B) I am from Busoga.

(A) Busoga tye i but Uganda mene? (A) In what part of Uganda is Busoga?

(B) Busoga tye i but Uganda  
ma turj malo (B) Busoga is in the Eastern part  
of Uganda.

LHO INSTRUCTIONS

LESSON 19

M-1

kalam	Man kalam kalo.	This is a pencil.
cigara	Man cigara.	This is a cigarette.
meja	Man meja.	This is a table.
kibiriti	Man kibiriti.	This is a table of matches.
war	Magi war	These are shoes.
koti	Man koti	This is a coat.

M-2

no	Man no?	What is this?
nan	Man no?	What is this?
magi	Magi no?	What are these?

C-1

(A) Man no?	(A) What is this?
(B) Man kibiriti.	(B) This is a box of matches.

LWO INSTRUCTIONS

TO THE STUDENT:

kalam - pencil(s)

kalam kelo-lead pencil(s)

meca, meja - table(s)

kibiriti - a box of matches

war - shoe(s)

koti - jacket(s)

man - this                      magi - these

Note the four forms of demonstratives +

man - this (man dano, this is a person)

meno - that (meno dano, that is a person)

maca - that (maca dano, that (over there) is  
ca                      ca                      a person.

maca ca - that (maca ca dano, that (over over  
caa                      caa                      there) is a person.

TO THE INSTRUCTOR:

Have your students recite +

- i. Caa acel; Caa aryo; Caa adek; Caa anwen; Caa abic; Caa abicel;  
Caa abiro; Caa aboro; Caa abonwen; Caa apar; Caa apar wie acel;  
Car apar wie aryo. CAA ADI?
- ii. (Cen) -baraja; Cen-aryo; Cen-adek; Cen-anwen; Cen-abic;  
Cen-abicel; (Cen)-Cabit TIN CEN ADI?

LWO INSTRUCTIONS

LESSON 20

M-1

kalam	Man kalam-ma	- This is my pencil.
cigara	Man cigara-na	- This is my cigarette.
meja	Man meja-na	- This is my table.
kibiriti	Man kibiriti-na	- This is my box of matches.
war	Magi mar-ra	- These are my shoes.
koti	Man koti-na	- This is my jacket.

M-2

kalam	Kalam meno pa ara?	Whose pencil is that?
buk	Euk meno pa ara?	Whose book is that?
koti	Koti meno pa ara?	Whose jacket is that?
meja	Meja meno pa ara?	Whose table is that?
war	War mago pa ara?	Whose shoes are those?
cigara	Cigara mago pa ara?	Whose cigarettes are those?

LWO INSTRUCTIONS.

---

C-I

(A) Man buk-ka  
buk meno pa ana?

(A) This is my book.  
whose book is that?

(B) Pa (John).

(B) It is (John's) (it is of John).

TO THE STUDENT:

i. "Pa" A new word for (of) is used when the possessor is a living being otherwise we use me (see lesson II).

ii. Remember that the -na -ni -ne are suffixed to the nouns which end in vowels for forming possessive adjectives; my, your his or her (review lesson 6).

## LWO INSTRUCTIONS

### LESSON 21

#### M-1

kalam kalo	Eyo, kalam kalo man mera.	Yes this (lead) pencil is mine.
kibiriti	Eyo, kibiriti man mera.	Yes this box of matches is mine.
koti	Eyo, koti man mera.	Yes that court is mine.
war	Eyo, war magi mera.	Yes these shoes are mine.
cigara	Eyo, cigara magi mera.	Yes these cigarettes are mine.

#### TO THE INSTRUCTOR:

Try to demonstrate this form of possessive pronoun *mera* (mine) before you go on to M-2.

#### M-2

kalam kalo	Kalam kalo meno meri?	Is that pencil yours?
kibiriti	Kibiriti meno meri?	Is that box of matches yours?
koti	Koti meno meri?	Is that jacket yours?
war	War mago meri?	Are those shoes yours?
cigara	Cigara mago meri?	Are those cigarettes yours?

#### M-3

koti	Pe, koti man pe mera.	No this court is not mine.
cigara	Pe, cigara magi pe mera.	No, these cigarettes are not mine.

## LWO INSTRUCTIONS

C-I

- |                              |                                  |
|------------------------------|----------------------------------|
| (A) Kalam kalo meno meri?    | (A) Is that pencil yours?        |
| (B) Eyo, kalam kalo man mera | (B) Yes this pencil is mine.     |
| (A) Buk mago meri?           | (A) Are those books yours?       |
| (B) Pe, buk magi pe mera     | (B) No these books are not mine. |

### TO THE STUDENT.

The following absolute possessive pronouns worth noting +

mera	or	mega	=	mine
meri	or	megi	=	yours
mere	or	mege	=	his/hers
mewa	or	mcgwa	=	ours
mewu	or	megwu	=	yours (pl)
meggi	or	meggi	=	theirs

They can be used as an alternative of possessive suffixes with the exception of my name your name etc. where they are rarely used.

### TO THE INSTRUCTOR.

For building up vocabulary try to use the following nouns in this lesson +

waraga	-	a letter(s)
kom	-	a chair(s)
larem	-	a friend (s)
anywagi	-	maize
latonj	-	an axe (s)

LWO INSTRUCTIONS

LESSON 22

M-1

jeba	Tye i jeba-na.	It is in my pocket.
conduk	Tye i canduk-ka.	It is in my box.
meja	Tye wi meja-na.	It is on my table.
kom	Tye wi kom-na.	It is on my chair.
kany	Tye kany.	It is here.
te meja	Tye te meja-na.	It is under my table.
kitanda	Tye te kitanda-na.	It is under my bed.

M-2

kwene?.	Buk leb Acoli-ni tye kwene?	Where is your Acholi book?
tye?	Buk leb Acoli-ni tye kwene?	Where is your Acholi book?

C-1

(A) Kalam-(mi) tye kwene?	(A) Where is (your) pencil?
(B) Kalam-(ma) tye i canduk-(ka)	(B) My pencil is in (my) box.
(A) Cigara-(ni) tye kwene?	(A) Where are (your) cigarettes?
(B) Cigara-(na) tye wi kitanda-(na) (gitye wi kitanda-(na))	(B) (My) cigarettes are on (my) bed.



## LWO INSTRUCTIONS

### TO THE STUDENT:

i. One would say gitye wi kitanda-na for they are on my bed but would rarely use prefix gi if there was a noun subject used in the phrase as well (see last sentence in C-I)

### ii. Vocabulary \*

jeba - a pocket(s)

canduk - a box(es)

wi on

te - under

kitanda-, a bed(s)

### TO THE INSTRUCTOR:

i. Use all possible possessive adjective forms you have been through with your students.

ii. For building up your students vocabulary try to use the following words \*

pili - water

kado - salt

pala - a knife (ves)

batania- a blanket(s)

mukeka - a mat(s).

## LWO INSTRUCTIONS

### LESSON 23

#### M-1

pala	Itye ki pala?	Do you have a knife?
kado	Itye ki kado?	Do you have some salt?
batania	Itye ki batania?	Do you have a blanket?
pii	Itye ki pii?	Do you have some water?
waraga	Itye ki waraga?	Do you have a letter?
kom	Itye ki kom.	Do you have a chair?
larem	Itye ki larem?	Do you have a friend?

#### M-2

kwede Eyo, atye kwede. Yes, I have one (some).

#### M-3

pe, pe atye kwede. No, I don't have one (some)

#### C-I

- |                       |                             |
|-----------------------|-----------------------------|
| (A) Itye ki pala?     | (A) Do you have a knife?    |
| (B) Eyo, atye kwede.  | (B) Yes, I have one.        |
| (A) Itye ki pii?      | (A) Do you have some water? |
| (B) Pe, pe atye kwede | (B) No, I don't have some.  |

## LWO INSTRUCTIONS

### TO THE STUDENT:

Verb to have - affirmative vs negative forms.

Atye ki waraga - I have a letter

Pe atye ki waraga - I dont have a letter.

Itye ki waraga

Pe itye ki waraga.

En tye ki waraga

Pe en tye ki waraga.

Watye ki waraga

Pe watye ki waraga.

Wutye ki waraga

Pe wutye ki waraga.

Gitye ki waraga

Pe gitye ki waraga.

### TO THE INSTRUCTOR:

Use those two forms of verb to have given to the student for the drill; ie when you give an affirmative form; let each of your student give the negative one. Go around the class doing this several times until you feel happy about their response.

LWO INSTRUCTIONS

LESSON 24

GREETING

(a) General greetings:

- (A) Itye? (pl. wutye?) are you? (Hello).  
(B) Atye. (pl. watye.) I am. (Hello).  
(A) Itye maber? (pl. wutye maber?) Are you well?  
(B) Atye maber. (Pe, watye maber) I am well.  
(A) Kop ano? What is the news?  
(B) Kop pe. Nothing.

(b) Morning greeting:

- (A) Ibuto? (Pe, wubuto?) Have you slept? (Hello).  
(B) Abuto. (Pl. wubuto) I have slept (Hello).  
(A) Ibuto maber. (Pl. wubuto maber?) Have you slept well?  
(B) Abuto maber. (Pl. wabuto maber) I have slept well.

(c) Later in the day greeting:

- (A) Iri or } Pl. wuri? or } Have you spent  
iriyo? } Wuriyo? } the day?  
(B) Ari or } Pl. wari or } I have spent the day  
Ariyo } wariyo }

LWO INSTRUCTIONS

(d) At leave - taking.

(A) Don ibedi (Pl. Don wubedi) stay, then (good bye).

(B) Don iwoti (Pl. Don wuwoti) go, then (good bye)

TO THE INSTRUCTOR:

When you are sure that your students have mastered all these given greetings; you may add on such other greetings as.

(A) I woto maber? (pl. wuwote maber?) Have you travelled well?

(B) Awoto maber (pl. wawoto maber) We have travelled well.

= The greeting used to a visitor or a passer-by, and

(A) Ibedo maber? (pl. wubedo maber?) Are you staying here (well)?

(B) Abedo maber (pl. wabedo maber) We are staying here (well).

= The greeting used when the visitor speaks first.

NO INSTRUCTIONS

TO THE STUDENT:

i. Note vocabulary:

lep, matter, question, dispute.

buto, lie down, go to bed.

ri, spend a day, delay.

don, (well, then.

bedo, to stay.

woto, to go.

ii. The two verbs: bedo and woto changed their last vowels into

(i) which is the form of imperative without object a noun -  
see the following

tedo - to cook

tedi - cook (imperative)

ted cam - cook food.

LWO INSTRUCTIONS

Drill

I have slept well.

an	(An)	abuto maber.	I have slept well.
in	(In)	ibuto maber.	You have slept well.
en	(En)	obuto maber.	He/She has slept well.
wan	(Wan)	wabuto maber.	We slept well.
wun	(Wun)	wabuto maber.	You (pl.) have slept well.
gin	(Gin)	gubuto maber.	They have slept well.

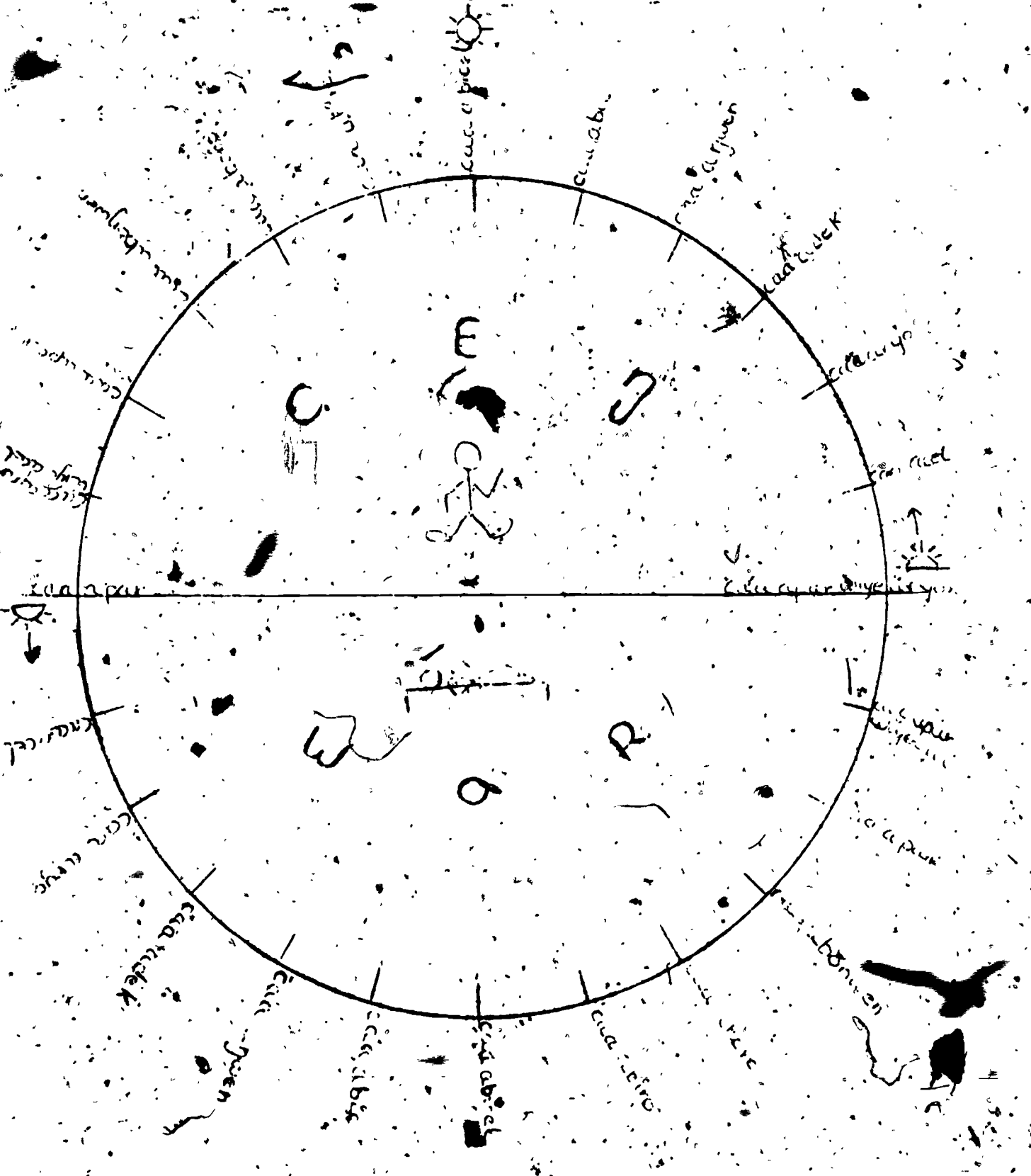
TO THE INSTRUCTOR:

Go around the class as you give cue words while your students respond with sentences from the right column. Help them to pronounce well wherever they pronounce badly. Do the same thing in the following drill.

in	(In)	iri maber?	Have you passed the day well?
en	(En)	ori maber?	Has he/she passed the day well?
wun	(Wun)	wuri maber?	Have you (pl.) passed the day well?
gin	(Gin)	guri maber?	Have they passed the day well?
an	(An)	ari maber.	I have passed the day well.
wan	(Wan)	wari maber.	We have passed the day well.

LWO INSTRUCTIONS

LESSON 25





LWO INSTRUCTIONS

TO THE STUDENT:

Caa acel	7.00 o'clock	(1)
Caa aryo	8.00	(2)
Caa adek	9.00	(3)
Caa arwen	10.00	(4)
Caa abic	11.00	(5)
Caa atical	12.00	(6)
Caa abiro	1.00	(7)
Caa aboro	2.00	(8)
Caa abonwen	3.00	(9)
Caa apar	4.00	(10)
Caa apar wiye acel	5.00	(11)
Caa apar wiye aryo	6.00	(12)

LAO INSTRUCTIONS.

TO THE INSTRUCTOR:

Draw a simple picture something like this on the board, putting dots in places of figures - then point to the first dot on your right and say "Caa acel". Have your students repeat. Go on one hour at a time all the way through the day time (Cen) and then the night time (Wor).

Then say "Caa adi?" to one of your students as you point to a dot. If he does not understand a question, he should repeat that question so that you can answer it. Go on asking "Caa adi?" or "Caa adi kombedi?" until they can name all the hours quickly.

TO THE STUDENT:

NOTE: Caa, hour, adi, how many?

Caa adi? what is the time (how many hours?)

Caa adi kombedi? what is the time now?

LWO INSTRUCTIONS

LESSON 26

M-1

- cuk Cuk mo tye i boma mah? Is there any market in this city?
- cim Cim mo tye i kobedo man? Is there any telephone in this place?
- pakaca Pakaca mo tye i kabedo man? Is there any porter in this place?
- latic Latic mo tye i kabedo mah? Is there any work man in this place?
- duka Duka mo tye kany? Is there any shop here?
- takci Takci mo tye i gan man? Is there any taxi in this village?
- pii Pii mo tye kany? Is there any water here?

M-2

- chuk Cuk tye acel i boma man. There is one market in this city.
- cim Cim tye kenyo. There is one telephone there.
- pakaca Pakaca acel tye kany. There is one porter here.
- latic Latic acel tye kany. There is one work man here.
- pii Pii mo tye kany? Is there any water here?

M-3

- cuk Cuk mo pe tye i boma man. There is not any market in this town.
- takci Takci mo pe tye i gan man. There is not any taxi in this village.
- pii Pii mo pe tye kany. There is not any water here.

## LWO INSTRUCTIONS

C-I

- (A) Pakaca mo tye i kabedo man? (A) Is there any port in this place?  
(B) Eyo, pakaca acel tye kany. (B) Yes, one porter is here.  
(A) Tokci mo tye i gan man? (A) Is there any taxi in this village?  
(B) ~~Pe, tekci mo pe tye i gan man.~~ (B) No, there is not any taxi in this village.

### TO THE STUDENT:

#### Note vocabulary:

gan - village(s)

pakaca - porter(s)

mo - any

kabedo - place(s)

tekci - taxi(s)

cuk - market(s)

cim - telephone(s) telegram

duka - shop(s)

pil - water

latic - work man

### TO THE INSTRUCTOR:

Make sure that your students have learnt all these new words used in this lesson and that they can use them freely in such sentences as these ones.

LWO INSTRUCTIONS

LESSON 27

M-1

Cabun Cabun (mo) tye i duka-ni? Is there (any) soap in your shop?

Iyedi Iyedi (mo) tye i duka-ni? Is there (any) razor blade in your shop?

Cukari Cukari (mo) tye i duka-ni? Is there (any) sugar in your shop?

kado Kado (mo) tye i duka-ni? Is there (any) salt in your shop?

Kibiriti Kibiriti (mo) tye i duka-ni? Is there (any) box of matches in your shop?

M-2

Eyo, tye, Yes, there is.

Pe, pe tye, No, there is no.

C-1

(A) Cabun mo tye i duka-ni? (A) Is there (any) soap in your shop?

(B) Eyo, tye. (B) Yes, there is.

(A) Kado tye i duka-ni? (A) Is there some salt in your shop?

(B) Pe, pe tye. (A) No, there is no.

LWC INSTRUCTION

TO THE STUDENT.

(I) Note vocabulary:

cabun - soap

lyedi - razor, razor blade

cukari - sugar

(II) Note again

duka-na, my shop

duka-ni, your shop

duka-ne, his shop

but ..... duka-wa, our shop

duka-wu your (pl.) shop

duka-gi, their shop

LWO INSTRUCTIONS

Drill

Is there any porter in this place?

pakaca	Pakaca mo tye i kabedo man?	Is there any porter in this place?
cam	Cam mo tye i kabedo man?	Is there any food in this place?
i cuk man	Cam mo tye i cuk man?	Is there any food in this market?
rino	Rino mo tye i cuk man?	Is there any meat in this market?
cukari	Cukari mo tye i cuk man?	Is there any sugar in this shop?
i duka man	Cukari mo tye i duka man?	Is there any sugar in this shop?
pakaca	Pakaca mo tye i duka man?	Is there any porter in this shop?

.....

kalam	Kalam mo pe tye wi meja ca.	There is not any pen on that table.
i kilaci	Kalam mo pe tye i kilaci ca.	There is not any pen in that class.
lapwony	Lapwony mo pe tye i kilaci ca.	There is not any teacher in that class.
latin kwan	Latin kwan mo pe tye i kilaci ca.	There is not any student in that class.
bao	Lao mo pe tye i kilaci ca.	There is not any board in that class.
buk	Luk mo pe tye wi meja ca.	There is not any book on the table.
rum	Buk mo pe tye i rum ca.	There is not any book in that room.

## LWO INSTRUCTIONS

### LESSON 28

#### Dialogue for breakfast in the hotel.

#### TO THE INSTRUCTOR:

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

cam, food

imito, you want

(A) Imito cam? Would you like some food?

ladit, sir

eyo, yes

(B) Eyo ladit. Yes sir.

ma tye, which is there

cam ano? which food?

kit, kind

(A) Kit cam ano ma tye? What kind of food is there?

ton-gweno, eggs

nyka, porridge

tye, there is (is there)

cam ma, food which



LWO INSTRUCTIONS

(A) Cam ma tye nyin, nyuka.

ki ton-gweng ,

pi en,

ton-gweno,

kelo,

There is fruit, porridge,

and eggs

for me.

eggs

bring

(B) Kel ton-gweno pi an.

Bring for me some eggs.

TO THE STUDENT

Note vocabulary +

mito, to want

cam, food

ladit, sir (opposite mama)

ki, and, with

kit, kind, sort

ma, which, who (relative pronoun)

kelo, to bring or bring for

TO THE INSTRUCTOR:

Before you go on to another lesson. Have your students recite this sentence and also see that they can use it properly; that is "Akel aro pi (in)?" "What shall I bring (you)?".

## LWO INSTRUCTIONS

### LESSON 29

M-1

coo	Wacoo.	We get up.
ruko	Waruko beno.	We get dressed.
camo cam me odiko	Wacamo cam me odiko.	We eat breakfast.
cito i kilaci	Wacito i kilaci.	We go to the class.
pwonyo leb Lwo	Wapwonyo leb Lwo.	We learn Lwo.
kato woko ki i kilaci.	Wakato woko ki i kilaci.	We come out from the class.
camo cam me dyecen.	Wacamo cam me dyecen.	We eat lunch.

TO THE INSTRUCTOR.

You first make sure that your students can pronounce very well all the cue words in the column 1. Have them recite the words for the pronunciation as you demonstrate the meaning by actions. Do not start reciting sentences in the column 2. ~~before you are sure that your students have understood the meaning of the cue words.~~

If the students still don't understand, write the meanings on the board and erase them immediately, then go on to M-2.

LWO INSTRUCTIONS

M-2

lacen Lacen wutimo ano?

Then what do you (pl.) do?

ano? Lacen wutimo ano?

Then what do you (pl.) do?

TO THE INSTRUCTOR:

Ask each student the question you have been reciting in M-2 while he goes through all the sentences which are in M-I. Then let them ask each other as it is in C-I.

C-I

(A) Wácoo.

(A) We get up.

(B) Lacen wutimo ano?

(B) Then what do you do?

(A) Lacen waruko bono.

(A) Then we put on.

(B) Lacen wutimo ano?

(B) Then what do you do?

(A) Lacen wu \_\_\_\_\_

TO THE INSTRUCTOR:

Teach your students this question "Wutimo ano nino ducu?" meaning "What do you(pl.) do every day?" the sentence they may use as they start their conversations in C-I.

LWO INSTRUCTIONS

TO THE STUDENT:

Note vocabulary:

oou,	to wake up.
ruko,	to dress.
camo,	to eat.
cam,	food.
odiko,	morning, in the morning.
cam me odiko,	food for the morning (breakfast)
cito,	to go
pwonyo,	to learn.
kato. woko,	to come out.
dyecen,	mid-day.
cam me dyecen,	lunch.
timo,	to do.
ducu,	every.
nino,	day.

## LWO INSTRUCTIONS

### LESSON 30

#### TO THE INSTRUCTOR:

Before you start going any further, see that your students can recite freely all the words they were given in M-I column I of lesson 27 i.e. coo,ruko, cam cam me odiko, cito i kilaci, pwoonyo leb Lwo,kato woko ki i kilaci, camo cam me dyecen. Then use the method you used in lesson 27 for this lesson too.

#### M-I

camo cam  
me dyecen.

Wacamo cam me dyecen.

We eat lunch.

dok (cen) i  
kilaci.

Wadok (cen) i kilaci.

We go back to class.

pwoonyo leb Lwo  
odeco.

Wapwoonyo leb Lwo odeco.

We learn Lwo again.

dok (cen) paco.

Wadok (cen) paco.

We go back home.

camo cam me  
otyero.

Wacamo cam me otyero.

We eat dinner.

ywe.

Waywe.

We rest.

cito ka buto.

Wacito ka buto.

We go to bed.

LWO INSTRUCTIONS

C-I

(A) Wa \_\_\_\_\_

(A) We \_\_\_\_\_

(B) Lacen wutimo ano?

(B) Then what do you do?

(A) Wa \_\_\_\_\_

(A) We \_\_\_\_\_

(B) Lacen wutimo ano?

(B) Then what do you do?

TO THE STUDENT

1. Note vocabulary.

dok - to go back, return to the place.

cen - behind

paco - home.

otyeno - evening.

cam me otyeno - dinner (food for evening).

ywe - rest.

buto - lie down, go to bed.

2. Ka is used for to or from; after verbs of motion to or from  
ie.

(i). Acito ka limo. I am going to visit.

(ii). Aaa ka tic. I have come from work.

3. The word "Cen" behind can be left out and use "dok" "return"  
by itself.

## LWO INSTRUCTIONS

### TO THE INSTRUCTOR:

At the end of this lesson see that every student is able to name in series his daily activities. Tell your students that the tense used to describe the chain of these actions is the ordinary present tense and for an action going on at the time of speaking the words tye ka are used before the main verb of the sentence, is.

An atye ka coo - I am waking up.

LWO INSTRUCTIONS

LESSON 31

TO THE INSTRUCTOR:

Teach your students the following sentences and see that they can translate them freely from English into Lwo and then back into English. Much attention must be paid to under-lined words.

M-I

Nyutta cawa meri.

Show me your watch.

Miya buk ca.

Give me that book.

Nyuti-wa koti meri.

Show us your coat.

Boki-a lok.

Tell us the news.

Geny-en kwene ma oaa iye.

Ask him where he is from.

Mi -gi cam.

Give them some food.

Lor doggola.

Close (shut) the door.

Amito cito ka butu.

I want to go to bed.

An pe aye maber.

I am not feeling well.



## LWO INSTRUCTIONS

C-I

Use the following words in short sentences +

Nyin,	tun South,	man,
Mera,	pe,	an,
Boma,	pa,	tun malo..

### TO THE STUDENT:

i. Vocabulary:

Miyo, to give.  
Nyuto, to show.  
Boko, to tell.  
Penyo, to ask a question.  
Loro, to shut, close.  
Mito, to want.  
Doggola; door(s).

ii. We say Lor doggola not Loro doggola because Lor is in the imperative form.

### TO THE INSTRUCTOR:

Before you go on to the next lesson, see that your students have understood very well all the new words given in this lesson and that they can make use of them in their own sentences.

LWO INSTRUCTIONS

LESSON 32

SUBSTITUTION:

an	Acoo nino duou.	I get up every day.
ruko	Arukke nino ducu.	I get up dressed every day
wun	Wurukke nino ducu.	You (pl.) get dressed every day.
camo cam me odiko	Wucamo cam me odiko nino ducu.	You (pl.) eat breakfast every day.
wan	Wacamo cam me odiko nino ducu.	We eat breakfast every day.
cito i kilaci	Wacito i kilaci nino ducu.	We go to the class every day.
in	Ioito i kilaci nino ducu.	You go to the class every day.
pwonyo leb Lwo	Ipwonyo leb Lwo nino ducu.	You learn Lwo every day.
en	En pwonyo leb Lwo nino ducu.	He/She learns Lwo every day.
kato wako ki i kilaci	En kato woko ki i kilaci nino ducu.	He goes out of the class every day.
gin	Gin kato woko ki i kilaci nino duou.	They go out of the class every day.
camo cam me dyecen	Gin camo cam me dyecen nino ducu.	They eat lunch every day.

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

For building up your students vocabulary, You can also use such new verbs and phrases as +

tuko,	to play.
tuko odilo,	to play football.
tuko tuko,	to play game(s)
kelo,	to bring.
kelo buk,	to bring book(s)
tedo,	to cook.
tedo cam,	to cook food.

TO THE STUDENT:

Vocabulary:

kato - to move.

woko - out.

kato woko - to come out.

LWO INSTRUCTIONS

LESSON 33

M-I

Acco caa apar wiye aryo  
ki nucu me odiko.

I get up at 6.30 am.

Acamo cam me odiko caa acol ki  
dakika apar wiye abic.

I eat breakfast at 7.15.

Acito i kilaci caa aryo me odiko.

I go to the class at 8.00 am.

Acamo cam me dyecen caa abicel  
ki nucu.

I eat lunch at 12.30.

Atuko tuko caa apar wiye aryo me  
otyeno.

I play games at 6.00 pm.

Acamo cam me otyeno caa acel me  
otyeno.

I eat dinner at 7.00 pm.

Adok i kilae caa acel ki nucu  
me otyeno.

I go back to the class at 7.30 pm.

Acito ka buto caa anwen ki nucu  
me wor.

I go to bed at 10.30 pm.

TO THE INSTRUCTOR:

See that each of your students can recite freely these sentences with time which goes with them - then go on to the M-2

LHO INSTRUCTIONS

M-2

caa adi?

In icoo caa adi?

What time do you get up?

camo cam  
me odiko

In icamo cam me odiko  
caa adi?

What time do you eat  
breakfast?

TO THE INSTRUCTOR:

See that your students can ask questions about the time of their daily activities, and then let them converse as in C-I below.

C-I

(A) In icoo caa adi?

(A) What time do you get up?

(B) An acoo caa apar wiye  
aryo ki nucu me adiko.

(B) I get up at 6.30 am.

(A) In icamo cam me odiko  
caa adi?

(A) What time do you have breakfast?

(B) An acamo cam me odiko caa  
acel ki dakika apar wiye abic.

(B) I eat breakfast at 8.15.

TO THE INSTRUCTOR:

Your students can use sentences from M-I and form their own questions as in M-2 for dialogue.

LWO INSTRUCTIONS

LESSON 34

TO THE INSTRUCTOR:

Have your students study the words for the following set of time by going through the sentences. See that they can try to give time from the figures without referring to the words.

7.00, Caa acel.

7.05, Caa acel ki dakika abic.

8.10, Caa aryo ki dakika apar.

9.15, Caa adek ki dakika apar wiye abic.

10.20, Caa anwen ki dakika pyeraryo.

11.25, Caa abic ki dakika pyeraryo wiye abic.

11.30, Caa abic ki nucu.

12.35, Caa abioel ki dakika pyeradek wiye abic.

1.40, Odon dakika pyeraryo me romo caa aboro.

3.50, Odon dakika apar me romo caa apar.

4.45, Odon dakika abic me romo caa apar wiye acel.

LWO INSTRUCTIONS

DRILL

How many minutes before \_\_\_?

acel,

Odon dakika adi me romo  
caa acel?

How many minutes to  
seven?

aryo,

Odon dakika adi me romo caa aryo?

adek,

Odon dakika adi me romo cia adek?

anwen,

Odon dakika adi me romo caa anwen?

abic,

Odon dakika adi me romo caa abic?

abicel,

Odon dakika adi me romo caa abicel?

aboro,

Odon dakika adi me romo caa aboro?

apar,

Odon dakika adi me romo caa apar?

apar wiye acel,

Odon dakika adi me romo caa apar wiye acel?

TO THE STUDENT:

i. Vocabulary:

pyer - tens.

dakika - minute(s).

Odon - remain.

romo - to be sufficient, to be ready for.

ii. Learn:

10, apar,

60, pyerabicel,

20, pyeraryo,

70, pyerabiro.

30, pyeradek,

80, pyeraboro.

40, pyerapwen,

90, pyerabowwen.

50, pyerabic,

100, miya acel.

LWO INSTRUCTIONS

LESSON 35

TO THE INSTRUCTOR:

Ask your students the following question to which they should answer "No" and then give the difference of 15 minutes as they answer.

(A) Wabino i kilaci caa .....? Do we come to class at .....?

(B) Pe, wabino i kilaci caa..... No, we come to class at .....?

(A) Wamato kawa caa ..... ? Do we drink coffee at .....?

(B) Pe, wamato kawa caa.....? No, we drink coffee at

(A) Wacamo cam me dyecen caa ..? Do we eat lunch at ...?

(B) Pe, wacamo cam me dyecen caa.? No, we eat lunch at.....

(A) Waweko cukul caa..... Do we leave school at...?

(B) Pe, waweko cukul c..... No, we leave school at.....

(A) Wao paco caa.....? We arrive at home at.....?

(B) Pe, wao paco caa..... We arrive at home at...



LHO INSTRUCTIONS

TO THE STUDENT

i. Note vocabulary:

mato, drink.

weko, leave.

cukul, school.

oo, arrive.

ii. Learn

200, miya aryo.

300, miya adek.

400, miya arwen.

500, miya abic.

1,000, tuntumiya acel.

600, miya abicel.

700, miya abiro.

800, miya aboro.

900, miya aborwen.

LESSON 36

SAMPLE OF FREE CONVERSATION NO. I

- (A) Mr. Oding; ibedo kwene? (A) Mr. Oding, where do you live?  
(B) Abedo Gulu, i tun North me (B) I live at Gulu, in the North  
Uganda. of Uganda.  
(A) Gulu lobo, kece boma? (A) Is Gulu a country or a city?  
(B) Boma. (B) It is a city.  
(A) In lacat yat? (A) Are you a seller of medicine?  
(B) Eyo, an lacat yat. (B) Yes. I am a seller of medicine.  
(A) Dano enono lacat yat bene? (A) Is that person a seller of  
medicine also?  
(B) Pe, en lapwohy. (B) No, he is a teacher.  
(A) Ooo ! (A) Ho !  
(B) Eyo.. (B) Yes.

TO THE STUDENT:

i. Note vocabulary:

cato, to sell

lacat, a seller

kace, or

bene, also

LWO INSTRUCTIONS

ii. With some verbs you can form a doer by prefixing la- to the verb stem. ie.

pwonyo,	to teach.
pwony,	teach..
lapwony,	a teacher.
cato,	to sell.
cat,	sell.
lacat,	a seller. etc.

## LWO INSTRUCTIONS

### LESSON 37

lu Peace corps,	Lu-Peace Corps coo odiko con caa apar wiye aryo.	Peace Corps personnel get up early at 6. am.
cam,	Gin cam cam me odiko caa acel.	They eat breakfast at 7.00.
lacen,	Lacen gicito i kilaci caa aryo ki nucu.	Then they go to the class at 8.30.
pwonyo	I kilaci gipwonyo leb mogo, ma gin aye Lwo, Luganda ki Kiswahili.	In the class they learn some languages that is Lwo, Luganda, and Kiswahili.

#### TO THE STUDENT:

##### Note vocabulary:

lu-Peace Corps (pl.).

la-Peace Corps (sing).

mogo, some.

ma gin, which are.

adiko con, early in the morning.

aye, indeed (used to lay stress on the word it precedes -- Note

##### the usage of Aye:

Man aye bukka - This is indeed my book.

Man aye lapwonywa - This is our teacher etc.

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

Let your students read the following aloud, filling the blanks. Let them not write in the blanks as this will remain for future practice and self-testing.

Lu-Peace Corps --o odi-- cē- c-- -par --ye ar--o. Gin ca-- -am mē  
ediko -aa -cel. Lace-- gi--to i --lace c-- ariyo ki --cu. I kila--  
--pwoyo -eb mogo, ma gi--y- Lwo, Lug---- ki Kiswahili.

TO THE INSTRUCTOR:

Have your students read the following text aloud, one at a time, and make sure that they understand the meaning of each sentence.

TEXT.

Cen ducu lu-Peace Corps ooo odiko con caa apar wiye aryo.  
Gicamo cam-gi me odiko caa acel. Lacen gicito ki i kilaci caa  
aryo ki nucu. Gipwoyo i kilaci nio caa abicel me dyecen. Caa abicel  
ki nucu gicamo cam-gi me dyecen. Lacen giywe pi caa acel. Lacen  
gicako dok ka pwoyo i kilaci caa aboro ki nucu. Gipwoyo nio  
caa apar wiye aryo. Lacen giywe pi dakika apar wiye abio.

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

For finding out how much your students have understood the text - (use the following questions.

1. Cen ducu Lu-peace Corps coo. caa adi?
2. Gitimo no caa acel?
3. Ine camo cam me odiko gicito kwene?
4. Gitimo no caa adek?
5. Gipwonyo , kilaci pi caa-adi?
6. Gicamo cam-gi me dyecen caa adi?
7. Gitimo ano ine camo cam me dyecen?
8. Giywe pi caa adi?
9. Gipwonyo pi caa adi cen ducu?

LWO INSTRUCTIONS

TO THE STUDENT

(1) Read aloud, filling in the blanks orally:

Cen --cu --Peace Corps --oo --di-- co- caa --par wi-- a--yo.

Gi--mo --am-- me o--ko caa a--l. La--n gici-- ki i kila-- --aa n--yo  
ki nu--. Gip-on-- i kilaci' ni- --aa abi--l me dye--.

C-- abicel --i nu-- gica-- cam-gi --e dyec--. Lac-- giyw--  
ca- acel. La-en --cako do- ka pwo-- i kila-- caa abo-- --i nu--  
Gipwo--- --io --aa ap-- wiye aryo. La--- giy-- --i-daki-- ap-- wiye ab--.

(2) Note vocabulary

cako - start.

nio - until.

dok - go back, return.

LWO INSTRUCTIONS

Drill: i. I am eating my breakfast.

an An acamo cam-ma me odiko.

in In icamo cam-mi me odiko.

en En camo cam-me me odiko

wan Wan wacamo cam-wa me odiko.

wun Wun wucamo cam-wu me odiko.

gin Gin gicamo cam-gi me odiko.

ii. I am still eating my lunch.

an An pud acamo cam-ma me dyecen.

in In pud. icamo cam-mi me dyecen.

en En pud camo cam-me me dyecen.

wan Wan pud wacamo cam-wa me dyecen.

wun Wun pud wucamo cam-wu me dyecen.

gin Gin pud gicamo cam-gi me dyecen.

iii. Have I not yet eaten breakfast?

an An pe ya acamo cam me odiko?

in In pe ya icamo cam me odiko?

en En pe ya ocamo cam me odiko?

wan Wan pe ya wacamo cam me odiko?

wun Wun pe ya wucamo cam me odiko?

gin Gin pe ya gucamo cam me odiko?



TWO INSTRUCTIONS

TO THE STUDENT:

Note vocabulary:

puā, still.

pe ya, not yet

TO THE INSTRUCTOR:

Drill your students in pronunciation and fluency of those sentences as you give key words from the first column.

LWO INSTRUCTIONS

LESSON 38

SAMPLE OF FREE CONVERSATION, NO II.

(A) Mr. Ochola itimo no?  
Ibuto abuta?

(B) Pe, Acoo don atye ka kwana  
waraga

(A) Obino ki kwene?

(B) Obino ki America.

(A) Imito cito America?

(B) Pe amito cito kambedi

(A) Imito cito awene?

(B) Amito cito ine mwaka aryo

(A) Ooo!

(B) Aaa.

(A) Mr. Ochola what are you doing?  
Are you sleeping?

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

(A) Where has it come from?

(B) It has come from America.

(A) Do you want to go to America?

(B) I don't want to go now.

(A) When do you want to go?

(B) I want to go after two years.

(A) Ho ho!

(B) Ha ha.

LEO INSTRUCTIONS

TO THE STUDENT

- i. Note vocabulary:  
buto, sleep, lie down.  
don, and, now.  
awene? When?  
ine, after.

ii. Just.....is formed as you see it in the first sentence with a word buto.

NOTE:

cun (stand)	Acun acuna. Icun acuna.. En ocun acuna. Wacun acuna.	I am just standing. You are just standing. He/She is just standing. We are just standing. etc.
bedo, (sit)	Abedo abeda. Wabedo abeda. En obedo abeda. Gin obedo abeda Gubedo abuda.	I am just sitting We are just sitting. He/She is just sitting. They are just sitting etc.
buto, (sleep)	Abuto abuta. En obuto abuta.	I am just sleeping. He/She is just sleeping.

LWO INSTRUCTIONS

LESSON 39

M-1

coa Tin acoo caa apar Today I got up at 6.30  
wiye aryo ki nucu.

camo cam Tin acomo cam me odiko Today I ate breakfast at 7.30  
me odika caa acel ki nucu.

weko pace Tin awoko pace caa Today I left home at 8.15.  
aryo ki dakika apar  
wiye acel.

oo i Tin aoo i kilaci onoro Today I arrived at class at 8.45.  
kilaci odon dakika apar wiye  
abic me romo caa adek.

TO THE INSTRUCTOR:

See that your students can recite these sentences very well, fluently and in very good pronunciation. Also make sure that they understand the meanings of all sentences before you go on to the M-2

LMO INSTRUCTIONS

M-2

- |                                 |                                     |   |
|---------------------------------|-------------------------------------|---|
| coo                             | Tin icoo caa adi ?                  | What time did you get up today ?        |
| camo cam me odiko tin<br>odiko  | Icamo cam me odiko tin<br>caa adi ? | What time did you eat breakfast today ? |
| weko paco                       | Iweko paco tin caa adi ?            | What time did you leave home ?          |
| oo i kilaci Ioo i kilaci tin ca |                                     | What time did you get to class today ?  |

C-1

- |   |                                       |
|---|---------------------------------------|
| (A) Icoo tin caa adi ?                      | (A) What time did you get up today ?  |
| (B) Tin acoo caa apar wiyé aryo ki nuu.     | (B) Today I got up at 6.30.           |
| (A) Icamo cam me odiko tin caa adi ?        | (A) What time did you eat breakfast ? |
| (B) Acamo cam me odiko tin caa acel ki nuu. | (B) Late breakfast at 7.30 today.     |

## LWO INSTRUCTIONS

### TO THE STUDENT:

i. Note vocabulary +

tin, today.

ii. Note again +

You will see that, apart from the 3rd persons (where we use prefixes: O- in singular and gu- in the plural) this tense is written exactly the same as the present. For example,

Aoo - I arrived

Ioo - You. (sing.) arrived.

Ooo - He/She arrived

Wooo - We arrived

Wuoo - You (pl.) arrived

Guoo - They arrived (prefix Gi- is used only the sense is general or impersonal i.e. when no particular person being referred to).

LWO INSTRUCTIONS

LESSON 40

M-1

coo Pe, en pe ocoo caa acel,  
ento ocoo caa aryo.

No, he didn't get up at  
7.00 but he got up at 8.00.

camo cam pe, en pe ocamo cam me  
me odiko odiko caa aryo, ento ocamo  
caa adek.

No, he didn't breakfast  
at 8.00 but he eat at 9.00.

weko paco Pe, en pe oweko paco caa  
odek, ento oweko paco caa  
arwen.

No, he didn't leave home  
at 9.00 but he left home  
at 10.00.

oo i kilaci Pe, en pe ooo i kilaci caa  
arwen, ento ooo i kilaci  
caa abic.

No he didn't arrive in  
class at 10.00 but he  
arrived in class at 11.00.

M-2

coo En ocoo caa acel?

Did he get up at 7.00?

camo cam En ocamo cam me odiko  
odiko caa aryo?

Did he eat breakfast  
at 8.00?

weko paco En oweko paco caa  
odek?

Did he leave home at 9.00?

C-1

(A) Dano man ocoo caa acel?

(A) Did this person get up at 7.00?

(B) Pe, en pe ocoo caa acel,  
ento ocoo caa aryo.

No, he did not get up at 7.00  
but he got up at 8.00.

LWO INSTRUCTIONS

(A) Jo caa gucamo cam me odiko caa, aryo?

Did those people eat breakfast at 7.00.

(E) Pe, pe gucamo caa aryo, ento gucamo caa adek.

No, they did not eat at 7.00 but they ate at 8.00.

DRILLS

i. I did not eat breakfast.

an An pe acamo cam me odiko. I did not eat breakfast.

in In pe icamo cam me odiko.

en En pe ocamo cam me odiko.

dano man Dano man pe ocamo cam me odiko.

wan Wan pe wacamo cam me odiko.

wun Wun pe wucamo cam me odiko.

gin Gin pe gucamo cam me odiko.

jo man Jo man pe gucamo cam me odiko.

ii. Why did you not go to class yesterday?

in Pino in pe icito i kilaci lawor? Why didn't you go to class yesterday?

en Pino en pe ocito i kilaci lawor?

an Pino an pe acito i kilaci lawor?

wun Pino wun pe wucito i kilaci lawor?



## LMO INSTRUCTIONS

wan Piño wan pe wacito i kilaci lawor?

dano man Piño dano man pe ocito i Kilaci lawor?

gin Piño gin pe gucito i kilaci lawor?

jo man Piño jo man pe gucito i kilaci lawor.

### TO THE STUDENT:

#### Note vocabulary:

pino? Why?

lawor, Yesterday.

ento, But.

### TO THE INSTRUCTOR:

Have your students go through these drills several times so that they may master past tense negative. Go through all of their daily activities negatively and for building up their vocabulary you may use such more verbs as +

nenó, to see.

tuko, to play.

táyo, to carry.

meto, to drink.

maro, to love, like.

nono, to find.

LWO INSTRUCTIONS

LESSON 41

M-I

ton gweno	Pe acamo ton gweno pi cam me odiko.	I did not eat eggs for breakfast.
rino opego	Pe acamo rino opego pi cam me odiko.	I did not eat bacon (pork) for breakfast.
mugati	Pe acamo mugati pi cam me odiko.	I did not eat bread for breakfast.
kawa	Pe amato kawa pi cam me odiko.	I did not drink coffee for breakfast.
nyig	Pe acamo nyig pi cam me odiko.	I did not eat fruit for breakfast.
cak	Pe amato cak pi cam me odiko.	I did not drink milk for breakfast.
kono	Pe amato kono pi cam me odiko.	I did not drink beer for breakfast.

M-"

ton gweno	Icamo ton gweno pi cam me odiko?	Did you eat eggs for breakfast?
rino opego	Icamo rino opego pi cam me odiko?	Did you eat bacon for breakfast?

TO THE INSTRUCTOR:

Give your students many questions as in M-2 to which have them give their answers as in M-I.

Let them go on by themselves with C-I.

LWO INSTRUCTIONS

C-I

(A) Icamo ton gweno pi cam me odiko? (A) Did you eat eggs for breakfast?

(B) Pe acamo ton gweno pi cam me odiko. (B) I did not eat eggs for breakfast.

TO THE INSTRUCTOR:

In C-I have your students use all of the key words they have had in M-I.

TO THE STUDENT:

Note vocabulary

rino, meat.

opego, pig.

rino opego, bacon, pork.

cak, milk.

kono, beer.

migati, bread.

LWO INSTRUCTIONS.

LESSON 42

M-1

nono	Pe anono waraga lawor.	I did not get a letter yesterday.
coyo	Pe acoyo waraga lawor.	I did not write a letter yesterday.
boma	Pe acito i boma lawor.	I did not go to town yesterday.
cinema	Pe acito i cinema lawor.	I did not go to the cinema yesterday.
camo	Pe acamo cam me otyeno lawor.	I did not eat supper yesterday.

M-2

nono	Inono waraga lawor?	Did you get a letter yesterday?
coyo	Icoyo waraga lawor?	Did you write a letter yesterday?
boma	Icito i boma lawor?	Did you go to town yesterday?
cinema	Icito i cinema lawor?	Did you go to the movies yesterday?
camo	Icamo cam me otyeno lawor?	Did you eat supper yesterday?

LWO INSTRUCTIONS

---

C-I

(A) Icoyo waraga lawor?

(A) Did you write a letter yesterday?

(B) Pe acoyo waraga lawor

(E) I did not write a letter yesterday.

(A) Peter ocoyo waraga lawor?

(A) Did Peter write a letter yesterday?

(B) Peter pe ocoyo waraga lawor

(B) Peter did not write a letter yesterday.

(A) Inono waraga lawor?

(A) Did you get a letter yesterday?

(B) Pe ahono waraga lawor.

(B) I did not get a letter yesterday.

TO THE STUDENT:

Note, vocabulary:

nono - to get.

coyo - to write.

LWO INSTRUCTIONS

LESSON 43

M-1

an Abedo ka pwoyo leb Lwo  
pi cabit odek.

I have been learning Lwo  
for three weeks.

wan Wabedo ka pwoyo leb Lwo  
pi cabit odek.

We have been learning Lwo  
for three weeks.

cabit abic. Wabedo ka pwoyo leb Lwo  
pi cabit abic.

We have been learning Lwo  
for five weeks.

wun Wubedo ka pwoyo leb Lwo  
pi cabit abic.

You (pl.) have been learning  
Lwo for five weeks.

en En obedo ka pwoyo leb Lwo  
pi cabit abic.

He/She has been learning Lwo  
for five weeks.

gin Gubedo ka pwoyo leb Lwo  
pi dwe acel ki nucu.

They have been learning Lwo  
for one month & half.

M-2

in Ibedo ka pwoyo leb Lwo  
pi kare marom mene?

How long have you been  
learning Lwo?

wun Wubedo ka pwoyo leb Lwo  
pi kare marom mene?

How long have you (pl.) been  
learning Lwo?

LWO INSTRUCTIONS

M-3

wan

Wacako pwoño leb Lwo  
i dwe mukato.

We started learning Lwo  
last month.

dwe aryo  
mukato anec

Wacako pwoño leb Lwo dwe  
aryo mukato anec.

We started learning Lwo  
two months ago.

M-4

awene?

Icako pwoño leb Lwo awene?

When did you start  
learning Lwo?

C-I & 2

(A) Wubedo ka pwoño leb Lwo pi  
kare marom mene?

(A) How long have you (pl.) been  
learning Lwo?

(B) Wubedo ka pwoño leb Lwo  
pi cabit arweh.

(B) We have been learning Lwo for  
four weeks.

(A) Wucako pwoño leb Lwo awene?

(A) When did you (pl.) start  
learning Lwo?

(B) Wacako pwoño Lwo i dwe  
mukato.

(B) We started learning Lwo  
last month.

LWO INSTRUCTIONS

TO THE STUDENT:

Note vocabulary:

cako, to start.

mukato, passed (-last).

dwe, month (s).

anec behind.

kare, period.

marom, (...of) kane marom, period of -----.

awene? when?

cabit, week(s).



TWO INSTRUCTIONS

DRILL

PEYO (to ask)

- (an) Bin ipeny, Come and ask me.  
(en) Bin ipenye, Come and ask him/her.  
(-wan) Bin ipeny-wa, Come and ask us.  
(gin) Bin ipeny-gi, Come and ask them.  
(cito) Cit ipeny-gi, Go and ask them.  
(en) Cit ipenye, Go and ask him/her.

KONYO (to help)

- (wan) Bin ikony-wa, Come and help us.  
(an) Bin ikonya, Come and help me.  
(en) Bin ikonye, Come and help him/her.  
cito Cit ikonye, Go and help him/her.  
(gin) Cit ikony-gi Go and help them.

LWO INSTRUCTIONS

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KELO (to bring)

- (an) Kel-la, bring me.  
(en) Kel-le, bring him.  
(wan) Kel-wa, bring us.  
(gin) Kel-gi, bring them.

MIYO (to give)

- (an) Miya, give me.  
(wan) Miy-wa, give us.  
(gin) Miy-gi, give them.  
(en) Miy-ne, give him or her.

LWO INSTRUCTIONS

LESSON 44

KAMPALA

TO THE INSTRUCTOR:

Have your students recite following sentences in M-I about Kampala and then make sure that they understand the meanings of all sentence. Questions following the text will help you to find out how much your students have comprehended.

M-I

boma	Kampala en boma madit.	Kampala is a city.
aye boma	En aye boma madit me loc pa Uganda.	It is the capital city of Uganda.
tye i Mengo	Kampala tye i Mengo ma tun malo.	Kampala is in East Mengo.
i dye	Tye i dye Uganda.	It is the centre of Uganda.
jo mapol,	Tye jo mapol mapatpat.	There are many different people.
ki i but	Gin obino ki i but Uganda ducu.	They come from all parts of Uganda.

## LWO INSTRUCTIONS

dano mapol	Dano mapol gibedo 1 Kampala.	Many people live in Kampala.
tiyo tic	Gin gitiyo tic mapol mapatpat.	They do many different kinds of work.
poyo pac	Gipayo pac.	They do carpentry.
gedo	Gigedo oti.	They do building.
opici	Tye opici mapol.	There are many offices.
dipatimen	Tye dipatimen mapol.	There are many departments.

### TEXT

#### TO THE INSTRUCTOR:

Have your students read this text aloud and also make sure that they understand the meaning of the whole text before you go on to the questions

Kampala boma. En aye boma madit loyo Uganda, Kampala tye i Mengo ma tun malo. Tye i dye Uganda. Tye jo mapol mapatpat. Gibino ki i but Uganda ducu. Dano mapol gibedo 1 Kampala. Gin gitiyo tic mapol mapatpat. Gipayo pac. Gigedo ot. Tye opici mapol. Tye dipatimen mapol.

## LWO INSTRUCTIONS

### PENY:

1. Kampala no?
2. Loma Kampala tye kwene?
3. Kampala tye i tun kwene me Uganda?
4. Tye jo mapol mapatpat iye?
5. Gin obino ki i but Uganda mene?
6. Dano mapol gibedo i Kampala?
7. Gin tiyo tye ano?
8. Tye opici mapol?

### TO THE INSTRUCTOR:

Before going on to another lesson, find out whether your students are able to say something about other capital cities such as Nairobi, Dar es Salaam, Washington Dc. etc.

## LWO INSTRUCTIONS

### TO THE STUDENT:

#### i. Note vocabulary:

dit, big, important.

madit, big, important (ma- is always prefixed to adjectives used "attributively")

madit loyo, biggest.

patpat, various (mapatpat).

pol, many (mapol).

tiyo, do.

tic, work.

pac, carpentry..

gedo, to build.

#### Examples about Ma - prefix +

(a) Dano man ber. This person is good.

(b) Dano man maber. This good person.

(a) Dano patpat - People are different.

(b) Dano mapatpat - different people.

## LWO INSTRUCTIONS

ii. Learn more adjectives:

bit, pointed, sharp

col, black

kec, bitter

lac, broad, wide

pek, heavy

tek, hard, strong

din, narrow

dyak, wet

mit, testful

wac, sour

nok, few, little

kwar, red

len, clean

lyet, warm

yom, soft

rep, thin

tii, old (person animals and things)

LWO INSTRUCTIONS

LESSON 45

Sample of free conversation No 3

- (A) Lawor icito ka butu caa adi?      What time did you go to bed yesterday?
- (B) Lawor acito ka butu caa arwen me wor.      Yesterday I went to bed at 10.00 p.m.
- (A) Dikdik icito ka butu caa arwen?      Do you usually go to bed at 10.00?
- (B) Eya, dikdik acito ka butu caa arwen.      Yes, I always go to bed at 10.00.
- Pe, dikdik pe acito ka butu caa arwen.      No, I don't always go to bed at 10.00.
- (A) Caa adi ma Mr. Okot ocito ka butu?      What time did Mr. Okot go to bed?
- (B) Pe aneyo caa ma en ocito ka butu.      I don't know what time he went to bed.
- (A) Penye caa adi ma en ocito ka butu.      Ask him what time he went to bed.
- (A) Mr. Okot obino ki i lobo mene?      What country is Mr. Okot from?  
or  
Lobo mene ma Mr. Okot obino ki iye?      What country is Mr. Okot from.
- (B) Pe aneyo loba mene ma en oaa iye,      I don't know what country he is from.



LWO INSTRUCTIONS

(A) Penye lobo mene ma en oaa iye. Ask him what country he is from.

TO THE STUDENT:

i. Note vocabulary +

dikdik, always

iyé, in it (in there)

ii. Note again:

Relative pronoun Ma (who, which) normally follows interrogative pronoun, i.e.

Buk mene ma imito?

Which book do you want?

Leb mene ma ipwonyo?

What language do you learn?

## LWO INSTRUCTIONS

### DRILL

in	What country are you from?
boma	Lobo mene ma ibino ki iye?
wun	Boma mene ma ibino ki iye?
tun kwene	Boma mene ma wubino ki iye?
wa	Tun kwene ma wubino ki iye?
but Amerika	Tun kwene ma wubino ki iye?
eh	But Amerika mene ma wubino ki iye?
State me Amerika	But Amerika mene ma obino ki iye?
gin	State mene me Amerika ma obino ki iye?
lobo	State mene me Amerika ma obino ki iye?
in	Lobo mene ma gubino ki iye?
	Lobo mene ma ibino ki iye?

### TO THE STUDENT:

#### LEARN THIS

Tu-wa,	Our home.
Tu-wu,	Your (pl.) home.
Tu-gi,	Then home.

### TRANSLATE INTO ENGLISH:

- Lu - Peace Corps gicito tu-gi.  
Wucito tu-wu kombedi?  
Wamito cito tu-wa.  
Pe ya wacito tu-wa.  
Lu - Peace Corps pe ya gicito tu-gi.

LWO INSTRUCTIONS

LESSON 46

M-I

coo	Dikdik Lu- Peace Corps gicoo ma pe ya guruko boŋo.	Always Peace Corps personnel get up before they get dressed.
cam me odiko	Giruko boŋo ma pe ya gucamo oam me odiko.	They get dressed before they eat breakfast.
cito f. kilaci.	Gicamo oam me odiko ma pe ya gucito i kilaci.	They eat breakfast before they go to class.
pwonyo	Gin pe gipwonyo leb Lwo ma pe ya gucito i kilaci.	They don't learn Lwo before they go to class.
cam me dyecen	Gin pe gitwero camo cam me dyecen ma pe ya guwoko. kilaci.	They cannot eat lunch before they come out of class.
ywe	Gicamo cam me dyecen ma pe ya guywe.	They eat lunch before they have a rest.
kuman	Dikdik Lu- Peace Corps gitimo kuman.	Always Peace Corps personnel do thus.

LWO INSTRUCTIONS

M-2

timo no?

Dikdik Lu-Peace Corps gitimo  
no ma pe ya gicamo cam me  
odiko?

What do Peace Corps  
always do before  
they eat breakfast?

cito i kilaci. Dikdik Lu-Peace Corps gitimo no,  
ma pe ya gicito i kilaci?

What do peace Corps  
always do before  
they go to class?

C-I

(A) Dikdik Lu-Peace Corps gitimo no  
ma pe ya giruko bono?

(A) What do Peace Corps always do,  
before they get dressed?

(B) Dikdik Lu-Peace Corps gicoo ma  
pe ya giruko bono.

(B) Always Peace Corps get up  
before they get dressed.

TO THE INSTRUCTOR:

Have your students use, in their conversations, all the sentences they have been through in M-1 as they construct their own questions as it is in M-2.

## LWO INSTRUCTIONS

### TO THE STUDENT:

#### Note vocabulary:

kuman, thus, so.

LEARN: jwayo lak, to brash teeth.

lwoko, to wash, baths.

jwero yer wie, to comb the hair.

#### Note again +

Ma for (while) used before pe ya (not yet) form the word before.  
followed by verb.

for example.

Ma pe ya acito i boma. Before I go to town.

Ma pe ya abino kany. Before I came here.

Use the following in sentences that are short, gramatically correct and factually true:

kato woko,

nino,

mito,

kany,

jeba,

odiko,

cuk

Iyedi

ruko,

LWO INSTRUCTIONS

LESSON 47

M-1

bus	Abino kany ki bus.	I came here by bus.
gar	Abino kany ki gar.	I came here by train.
dege	Abino kany ki dege.	I came here by plane.
motoka	Abino kany ki motoka.	I came here by car.
tyen	Abino kany ki tyena.	I came here on foot.

M-2

niŋ-niŋ?	Ioo kany niŋ-niŋ?	How did you come here?
Kampala	Ioo Kampala niŋ-niŋ?	How did you come to Kampala?
kwene	Ibino ki kwene?	Where did you come from?

C-1

(A) Ioo kany niŋ-niŋ?	(A) How did you come here?
(B) Abino kany ki dege.	(B) I came here by plane.
(A) Ibino ki kwene?	(A) Where did you come from?
(B) Abino ki Amerika.	(B) I come from America.

LWO INSTRUCTIONS

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TO THE STUDENT:

i. Learn more figures.

I50            Miya acel ki pyerabic.

I65            Miya acel ki pyerabical wiye abic.

I68I           Tutumiya acel ki miya abicel ki pyeraboro wiye acel.

875            Miya aboro ki pyerabiro wiye abic.

I0,006        Tutumiya apar ki abicel.  
                 \*

ii. \* In some Lwo text books, as I have done before in this book, you will find a letter n before the second t, but people, when speaking, seem to pronounce this word as it is in this sentence.



Dano man Amerikan.

Obino ki i State me Louisiana.

Ki i boma madit me New Orleans.

Ki but Amerika ma tun South.

Nyine Conchita Frigillana.

En la-Peace Corps.

Ooo kany i mwaka mukato.

En lapwony.

En pwoyo Art.

Pwoyo litino anyira i Mbarara.

Mary Hill High School.

Mbarara boma ma tye i but  
Uganda ma tun piny.

This person is an American.

She is from Louisiana.

From New Orleans city.

From Southern part of America.

Her name is Conchita Frigillana.

She is Peace Corps.

She arrived here last year.

She is a teacher.

She teaches Art.

She teaches girls in Mbarara Mary.

Hill High school.

Mbarara is a town in the  
Western part of Uganda.



LWO INSTRUCTIONS

PENY IKOM CONCHITA

- (i) Dano man African ?
- (ii) En obino ki i State mene ?
- (iii) Nyine arja ?
- (iv) En tye i America kombedi ?
- (v) Ooo i Uganda awene ?
- (vi) En timo no i Uganda ?
- (vi) Pwonyo wane ?
- (vii) Pwonyo no ?
- (viii) Mbarara tye kwans ?

LWO INSTRUCTIONS

LESSON 48

M-I

weko Aweke paco caa anwen ki dakika  
pyeraryo me odiko.

I left home at 10.20 am.

oo Aoo i boma me Philadelphia caa  
abonwen me otyeno.

I arrived in Philadelphia  
city at 9.00 pm.

loko Alonke idege mukene i boma me  
Philadelphia.

I change planes in  
Philadelphia city.

bedo Ka abedo kunu pi kare maromò nimo  
abic.

And I stayed there for a  
period of five days:

weko Aweke kunu caa abiro ki nucu  
me otyeno.

I left there at 1.30 pm.

oo Ka aoo Entebbe ma onono odon  
dakika apar wiye abic me romo  
caa apar me otyeno orwone.

And I arrived in Entebbe  
at 4.45 pm. on the  
following day.

TO THE INSTRUCTOR:

See that every student can recite these sentences fluently  
before you decide to go on to the M-2

LWO INSTRUCTIONS

M-2

tito Tit-wa lok ikom wot-ti Entebbe. Tell us about your trip to Entebbe.

TO THE INSTRUCTOR:

Let every student relate how he or she travelled from home to Entebbe in their last trip.

TO THE STUDENT:

Note vocabulary:

loko, change

ka, and

kunu, there.

ma onono, when it was.

LWO INSTRUCTIONS

LESSON 49

SAMPLE OF FREE CONVERSATION NO. 4

(A) Ee ! Suzan, lapwony owaco-wa niyo?

Eh ! Suzan, what did the teacher tell us?

(B) Owaco-wa ni ebimiyo bukke bot jo ma gucoyo mabeoo.

She told us that she will give books to those who wrote well.

(A) Itamo ni icoyo maber?

Do you think you wrote well?

(B) Pe aneyo.

I don't know.

(A) Pino, in aye pe ibedo ka loyo wa i mwaka mukato?

Why? wasn't it you who used to beat us last year?

(B) Eyo, ento atamo ni i kin wa Mary ler) loyo ducu kumbedi.

Yes, but I think Mary is the smartest among us all now.

(A) Aaa ki i kin wa otegi loyo ducu.

Ah, she is also the oldest among us all.

(B) Ood!

Ooh !

(A) Aaa

Ha, ha.

LWO INSTRUCTIONS

TO THE STUDENT

Note vocabulary:

wāco, to say

tamo, to think

neyo, to know

kin, among eg. i kin-wa = among us

i kin-wu = among you (pl.)

i kin-gi = among them.

LHO INSTRUCTIONS

LESSON 50

M-1

(cen) baraja Tin (cen) baraja.  
cen aryo Tin cen aryo.  
cen adek Tin cen adek.  
cen arwen Tin cen arwen.  
cen abic Tin cen abic.  
cen abicel Tin cen abicel.  
(cen) cabbit Tin (cen) cabbit.

Today is Monday.  
Today is Tuesday.  
Today is Wednesday.  
Today is Thursday.  
Today is Friday.  
Today is Saturday.  
Today is Sunday.

M-2

adi Tin cen adi ?  
tin Tin cen adi?

What day is to day?  
What day is to day?

M-3

(cen) cabbit Lawor (cen) cabbit.  
(cen) baraja Lawor (cen) baraja.  
(cen) aryo Lawor cen aryo.  
cen adek Lawor cen adek.  
cen arwen Lawor cen arwen.  
cen abic Lawor cen abic.  
cen abicel Lawor cen abicel.

Yesterday was Sunday.  
Yesterday was Monday.  
Yesterday was Tuesday.  
Yesterday was Wednesday.  
Yesterday was Thursday.  
Yesterday was Friday.  
Yesterday was Saturday.

M-4

lawor Lawor cen adi?  
adi Lawor cen adi?

What day was yesterday?  
What day was yesterday?

LWO INSTRUCTIONS

M-5

(cen) baraja	Diki bibedo (cen) baraja.	Tomorrow will be Monday.
cen aryo	Diki bibedo cen aryo.	Tomorrow will be Tuesday.
cen adek	Diki bibedo cen adek.	Tomorrow will be Wednesday.
cen anwen	Diki bibedo cen anwen.	Tomorrow will be Thursday.
cen abic	Diki bibedo cen abic.	Tomorrow will be Friday.
cen abicel	Diki bibedo cen abicel.	Tomorrow will be Saturday.
(cen) cabit	Diki bibedo (cen) cabit.	Tomorrow will be Sunday.

M-6

diki	Diki bibedo cen adi?	What will tomorrow be?
ado	Diki bibedo cen adi?	What will tomorrow be?

C- 1,2,3.

(A) Tin cen adi?	(A) What day is to day?
(B) Tin cen adek.	(B) Today is Wednesday.
(A) Lawor cen adi?	(A) What day was yesterday?
(B) Lawor cen aryo.	(B) Yesterday was Tuesday.
(A) Diki bibedo cen adi?	(A) What will to-morrow be?
(B) Diki bibedo cen anwen.	(B) Tomorrow will be Thursday.

TO THE STUDENT:

We prefix bi- to the verb stem to form future tense.

for example.

abibedo kany. I shall be here.

## LHO INSTRUCTIONS

### LESSON 51

#### M-1

tubo,	Eyo, an aol ki tuko.	Yes, I am tired of playing.
bedo,	Eyo, an aol ki bedo.	Yes, I am tired of sitting.
kwano,	Eyo, an aol ki kwano buk.	Yes, I am tired of reading books.
loko,	Eyo, an aol ki loko leb. Muno.	Yes, I am tired of speaking English.
kwedi,	Eyo, an aol ki lok kwedi.	Yes, I am tired of talking to you.
camo,	Eyo, an aol ki camo cam mag.	Yes, I am tired of eating this food.

#### M-2

in	In iol ki tuko ?	Are you tired of playing?
bedo	In iol ki bedo ?	Are you tired of sitting ?

#### TO THE INSTRUCTOR:

For C-I have your students hold conversations using all sentences which are in M-1 while constructing their own questions as in M-2.



LWO INSTRUCTIONS

C-I

(A) In iol ki tuko?

(A) Are you tired of playing?

(B) Eyo, an ool ki tuko.

(B) Yes I am tired of playing.

TO THE STUDENT:

Note these sentences on talking to:

En ool ki lok kweda. (En ool ki lok ki-an) He/She is tired of talking to me.

En ool ki lok kwedi. (En ool ki lok ki-in)

En ool ki lok kwede. (En ool ki lok ki-en)

En ool ki lok kwed-wa. (En ool ki lok ki-wan)

En ool ki lok kwed-wu. (En ool ki lok ki-wun)

En ool ki lok kwed-gi. (En ool ki lok ki-gin)

NOTE AGAIN:

Lok kweda, (Lok ki-an) talk to me.

Lok kwede, (Lok ki-en) talk to him/her.

Lok kwed-wa, (Lok ki-wan) talk to us.

Lok kwed-gi, (Lok ki-gin) talk to them.

vocabulary:

ol - to be tired.

LWO INSTRUCTIONS

LESSON 52

M-1

mwaka aryo	Ine mwaka aryo, abidok Amerika.	After two years I will return to America.
gar	Abiwot ki gar.	I am going to travel by train.
wok	Abiwok ki Tanzania.	I am going to go through Tanzania.
kato woko	Abikato woko ki i gar i Dar-es-Salaam.	I am going to get off the train at Dar-es-Salaam.
ki	Ki Dar-es-Salaam abiwot ki meli.	From Dar-es-Salaam I am going to travel by steamship.

M-2

awene	In idok Amerika awene ?	When are you going back to America ?
nin-nin ?	Ibiwot nin-nin ?	How are you going to travel ?
wok	Ibiwok ki i lobo mene ?	What country will you pass through ?
kwene ?	Ibikato woko ki i gar kwene ?	Where will you get off the train ?

## LWO INSTRUCTIONS

### TO THE INSTRUCTOR:

Use such questions as these in M-2 when your students try to give their answers like those in M-I. Make sure that your students can give their answers freely as you will let them do C-I by themselves.

#### C-I

- |                                      |   |
|--------------------------------------|---|
| (A) In idok Amerika awene ?          | (A) When are you going back to America ?                  |
| (B) Abidok Amerika irye mwaka aryo.  | (B) I will go back to America after two years.            |
| (A) Ibiwot nin-nin ?                 | (A) How are you going to travel ?                         |
| (B) Abiwot ki gar.                   | (B) I am going to travel by train.                        |
| (A) Ibiwok ki i lobo mene ?          | (A) What country will you pass through ?                  |
| (B) Abiwok ki Tanzania.              | (B) I am going to go through Tanzania.                    |
| (A) Ki kwene ma ibiwot ki meli?      | (A) From where are you going by steamship ?               |
| (B) Abiwot ki meli ki Dar-es-Salaam. | (B) I am going to travel by steamship from Dar-es-Salaam. |

LWO INSTRUCTIONS

TO THE STUDENT:

Note vocabulary:

wok, go through

ing, after

woto, to travel.

137

LWO INSTRUCTIONS

LESSON 53

M-1

kwano	Tin otyeno wabikwano buk-wa.	This afternoon, we shall read our books.
neno	Tin otyeno wabineno pyem odilo.	This afternoon, we shall watch foot-ball match.
tuko	Tin otyeno wabituko odilo.	This afternoon we shall play football.
net-ball	Tin otyeno wabituko net-ball.	This afternoon we shall play net-ball.
bedo	Tin otyeno wabicite ka Bedo i boma.	This afternoon we are going to stay in town.

M-2

no	Tin otyeno wubitimo no ?	What are you (pl.) going to do this afternoon.
tin otyeno	Wubitimo no tin otyeno ?	What are you (pl.) going to do this afternoon ?
tumo	Wubitimo, no tin otyeno ?	What are you (pl.) going to do this afternoon ?
bedo	Wubicite ka bedo kwene tin otyeno ?	Where are you (pl.) going to stay this afternoon.

LWO INSTRUCTIONS

C-I

- (A) Wubitumo no tin otyeno ? (A) What are you going to do this afternoon ?
- (B) Wabikwano buk-wa tin otyeno. (B) We are going to read our book this afternoon.
- (A) Wubicito ka bedo kwene tin otyeno ? (A) Where are you going to be this afternoon ?
- (B) Wabicito ka hedo i boma tin otyeno. (B) We are going today in town.

TO THE STUDENT:

Note vocabulary +

odilo, foot-ball, ball

pyem odilo, foot-ball match

LHO- INSTRUCTIONS

LESSON 54

DIALOGUE - Come and let us eat.

TO THE INSTRUCTOR:

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

wacamu, let us eat

bin, come

(A) Bin wek wacamu, Come and let us (so that we may) eat.

an kec neka mada, I am very hungry.

don gityeko yubo, already prepared.

cam, food.

(B) Cam don gityeko yubo? Is the food already prepared?

an kec neka mada, I am very hungry.

(A) Eeel oyot kuman ? Iii so soon !

ki gan i Amerika, at home in America.

i caa ducu, all the time.

LWO INSTRUCTIONS

---

wacamo,

we eat.

(B) Eyo, wacamo i oaa ducti-ki. Yes, we eat all the time at home in  
gan i Amerika. America.

(A) Ooo, can an !

Oh poor !

(B) Eyo,

Yes.



LWO INSTRUCTIONS

LESSON 55

SAMPLE OF FREE CONVERSATION NO. 5

- (A) Ibino kany awene? When did you come here ?
- (B) Abino kany dwe aryo mukato anec. I came here two months ago.
- (A) Itimo nō kombedi? What are you doing now?
- (B) Apwonyo leb Lwo. I am learning Lwo.
- (A) Don abedo ka pwoyo leb Lwo pi kare marom mena? For how long have you been learning Lwo?
- (B) Abedo ka pwoyo leb Lwo pi cabit adek. I have been learning Lwo for 3 weeks.
- (A) Ibino ka timo no i lobo man ? What did you come to do in this country?
- (B) Abino ka pwoyo i secondary cukul. I came to teach in secondary school.
- (A) Ibicito ka pwoyo no? What are you going to teach?

## LWO INSTRUCTIONS

- (B) Abicito ka pwoy leb Munu. I am going to teach English.
- (A) Icito ka pwoy i but Uganda mene? In what part of Uganda are you going to teach?
- (B) Aeito ka pwoy i but Uganda ma tun North. I going to teach in Northern part.
- (A) Pino ipwoy leb Lwo? Why do you learn Lwo?
- (B) Pien amito lok ki dano ma pe neyo leb Munu. Because I want to speak with people who do not know English.

### TO THE STUDENT:

Note vocabulary:

pien, because

Munu, English.

lok ki, speak to

neyo, to know

LWO INSTRUCTIONS

LESSON 56.

M-1

rijo

Tin i cam me dyecen  
wabicamo rijo.

To day at lunch we will  
eat meat.

labolo

Tin i cam me dyecen  
wabicamo labolo.

To day at lunch we will  
eat bananas.

layata

Tin i cam me dyecen  
wabicamo layata.

To day at lunch we will  
eat potatoes.

mugati

Tin i cam me dyecen  
wabicamo mugati.

To day at lunch we will  
eat bread.

nyanya

Tin i cam me dyecen  
wabicamo nyanya.

To day at lunch, we will  
eat tomatoes.

kabic

Tin i cam me dyecen  
wabicamo kabic.

To day at lunch we will  
eat cabbage.

M-2

no ?

Wabicamo no i cam me  
dyecen tin ?

What shall we eat at the  
lunch ?

wabicamo

Wabicamo no i cam me  
dyecen tin ?

What shall we eat at  
the lunch ?

LWO INSTRUCTIONS

M-3

nyika

Diki i cam me odiko wabimato nyuka.

Tomorrow at breakfast we will have porridge.

cai

Diki i cam me odiko wabimato cai.

Tomorrow at breakfast we will drink tea.

M-4

no ?

Wabimato no i cam me odiko diki ? What shall we drink the breakfast tomorrow ?

diki

Wabimato no i cam me odiko diki ? What shall we drink at the breakfast tomorrow ?

C-I & 2

(A) Wabicamo no i cam me dyecen tin ?

(A) What shall we eat at lunch to day ?

(B) Tin i cam me dyecen wabicamo riyo.

(B) To day at lunch we will eat meat.

(A) Wabimato no i cam me odiko diki ?

(A) What shall we drink at breakfast tomorrow.

(B) Diki i cam me odiko wabimato nyuka.

(B) Tomorrow at breakfast we will have porridge.

LHO INSTRUCTIONS

TO THE STUDENT:

Note vocabulary:

nyanya, tomato (es)

cai, tea

labolo, banana (s)

layata, potatoes (s)

kabic, cabbage

mugati, bread.

LWO INSTRUCTIONS

LESSON 57

M-1

cen cabit

Diki bibedo cen cabit.

Tomorrow will be Sunday.

pimano

Pimano Lu-Peace Corps  
gibicoo caa aryo ki nucu.

Therefore Peace Corps  
personnel will get up  
at 8.30.

lacen

Lacen gibicamo cam me odiko  
caa adek.

Then they will have  
breakfast at 9.00.

ci

Ci ineye jo mukene gibicito  
i kanica.

Afterwards some of them  
will go to church.

Jo mukene gibiywe.

Some of them will rest.

Jo mukene gibituko tuko.

Some of them will play games

Jo mukene gibikwano buk-gi.

Some of them will read  
their books.

pian

Pian bibedo cen cabit, gin  
pe bipwonyo leb Lwo.

Because it will be Sunday  
they will not learn Lwo.

M-2

mene

Caa mene ma Lu-Peace Corps  
gibicoo diki i cen cabit ?

What time will Peace  
Corps get up tomorrow  
on Sunday ?

came

Gibicamo cam me odiko  
caa mene ?

What time will they have  
their breakfast ?

## LWO INSTRUCTIONS

mukene Jo mukene gibicito kwene ? Where will some people go ?  
pwoyo Gibipwoyo leb Lwo ? Will they learn Lwo ?

C-I

- (A) Caa mene ma Lu-Peace Corps gibicoo diki i cej cabit ? (A) What time will Peace Corps get up tomorrow on Sunday ?  
(B) Diki pi bedo cabit Lu-Peace Corps gibicoo caa aryo ki nucu. (B) Tomorrow being Sunday Peace Corps will get up at 8.30.
- (A) Gibicamo cam me odiko caa mene ? (A) What time will they have their breakfast ?  
(B) Gibicamo cam me odiko caa adek. (B) They will eat their breakfast at 9.00.
- (A) Jo mukene gibicito kwene ? (A) Where will some go ?  
(B) Jo mukene gibicito i kanica. (B) Some will go to Church.
- (A) Gibipwoyo leb Lwo. (A) Will they learn Lwo ?  
(B) Po gibipwoyo leb Lwo. (B) They will not learn Lwo.

LHO INSTRUCTIONS

LESSON 58

Cam tye ca don ooo . There is the food it has arrived.

(A) Cam tye kany, bin wacamu.

Food is here, come let us eat.

(B) Kit cam ano ?

What kind of food is it ?

(A) Kwon.

Millet.

(B) Amaro kwon ki layata.

I like millet with irish potatoes.

(A) Gweno benc tye.

There is also Chicken.

(B) Ooo ! Apwonyo mada. In ineyo  
tedo maber mada.

Oh i see ! thank you very much,  
you know very well how to cook.

(A) Apwonyo pi nyuto pwoci.

Thank you for showing  
appreciation.

(B) Ooo gweno man onono mit.

Oh this Chicken was good.

(A) Eyo, wawilo ki kamno.

Yes we bought it some where.

(B) Ki gan dollar acel itwero  
horo gweno.

At home for dollar you can get  
a Chicken.

dollar. acel cilin abiro.

One dollar is seven shillings.



## LWO INSTRUCTIONS

### LESSON 59

M-1

kicel	Wacamo cam me odiko kicel nino ducu.	We eat breakfast once every day.
dyecen	Wacamo cam me dyecen kicel nino ducu.	We eat lunch once every day.
kiryo	Wamato cai kiryo nino ducu.	We drink tea twice every day.
kibicel	Wacito i kilaci kibicel nino ducu.	We go to class six times every day.
tyen adek	Warukke tyen adek nino ducu.	We get dressed three times every day.

#### TO THE INSTRUCTOR:

Before you go on to M-2, try to demonstrate the two given forms of multiplicative numerals which can be used alternatively. Give all the sentences you have in M-1 using one form for which substitute another form.

M-2

tyen adi ? wucamo cam me odiko tyen adi nino ducu ?	How many times do you (pl.) eat breakfast every day ?
--	--

150

LWO INSTRUCTIONS:

**dyeceen** Wucamo cam me dyeceen  
tyen adi nino ducu.

How many times do you (pl.) eat  
lunch every day ?

C-I

(A) Wucamo cam me odiko tyen  
adi nino ducu ?

(A) How many times do you (pl.)  
eat breakfast every day ?

(B) Wucamo cam me odiko kicel  
nino-ducu.

(B) We eat breakfast once every  
day.

(A) Wucito i kilaci tyen adi  
nino ducu ?

(A) How many times do you (pl.)  
go to class every day ?

(B) Wucito i kilaci tyen acel  
nino ducu.

(B) We go to class six times  
every day.

TO THE STUDENT:

Note the following +

kicel or tyen acel, once

\*

kiryo or tyen aryo, twice

\*

kidek or tyen adek, thrice

\*

kinwen or tyen arwen, four

\*

kibic or tyen abic, five times.

\*

\* Ki prefixes in the first column can be replaced by gi.

LMO INSTRUCTIONS

Note vocabulary:

kwon, millet

layata, sweet potato (es)

layata Munu, Irish potato (es)

bene, also

onono, was

nono, to get

wilo, to buy

## LWO INSTRUCTIONS

### LESSON 60

#### M-1

apar	Tin nino dwe apar me Janwari.	To day is 10th January.
Febwari	Tin nino dwe apar wiye abio me Febwari.	To day is 15th February.
Marici	Tin nino dwe pyeraryo me Marici.	To day is 20th March.
Apiril	Tin nino dwe apar wiye abonwen me Apiril.	To day is 19th April.
Mai	Tin nino dwe pyeraryo wiye aryp me Mai.	To day is 22nd May.

#### TO THE INSTRUCTOR:

In M-1 try to use all the names of months as they are called in Lwo plus several different dates for practice.

#### M-2

adi ?	Tin nino dwe adi ?	What is the date to day ?
tin	Tin nino dwe adi ?	What is the date to day ?
dwe	Tin nino dwe adi ?	What is the date to day ?

LWO INSTRUCTIONS

M-3

apar wiye  
acel

Diki bibedo nino dwe apar  
wiye acel me Januari.

Tomorrow will be  
11th January.

Febwari

Diki bibedo nino dwe apar  
wiye abicel me Febwari.

Tomorrow will be  
16th February.

Marici

Diki bibedo nino dwe pyeraryo  
wiye acel me Marici.

Tomorrow will be  
21st March.

M-4

adi ?

Diki bibedo nino dwe adi ?

What date will it be  
tomorrow ?

diki

Diki bibedo nino dwe adi ?

What date will it be  
tomorrow ?

M-5

lawor

Lawor obedo nino dwe  
aborwen me Januari.

Yesterday was 9th January .

Febwari

Lawor obedo nino dwe apar  
wiye arwen me Febwari.

Yesterday was 14th  
February.

LWO INSTRUCTIONS

N-6

adi Lawor obedo nino dwe adi ? What date was it yesterday ?

lawor Lawor obedo nino dwe adi ?

dwe Lawor obedo nino dwe adi ?

I & 2

(A) Tin mino dwe adi ? (A) What is the date to day ?

(B) Tin nino dwe apar. (B) To day is 10th January.  
me Januari.

(A) Diki bibedo nino dwe adi ? (A) What date will it be tomorrow ?

(B) Diki bibedo nino dwe apar (B) Tomorrow will be 21st January.  
wiye acel me Januari.

(A) Lawor obedo nino dwe adi ? (A) What date was it yesterday ?

(B) Lawor obedo nino dwe (B) Yesterday was 9th January.  
aborwen me Januari.

LESSON 61

Sample of free conversation No. 6

(A) Icito kwene ?

Where are you going to ?

(B) Acito i boma.

I am going to town.

(A) Icito ka timo no kunu ?

What are you going to do there ?

(B) Acito ka wilo jami-na.

I am going to buy my things.

(A) Ibiwogo awene ?

When will you return.

(B) Abidwogo oyot, ma pe ya.  
caa cam me dyecen oromo

I will come back soon; before  
lunch time.

(A) Watwero cito kacel ?

Can we go together?

(B) Eyo, waciti, In bene icito ?

Oh yes, let us go. Do you  
also want to go ?

(A) Eyo.

Yes.

## LHO INSTRUCTIONS

### LESSON 62

M-I

Kampala - Jinja

Bor piny aho ma tye  
ikin Kampala ki Jinja ?

What is the distance  
between Kampala  
and Jinja ?

Jinja-Mbale:

Bor piny aho ma tye ikin  
Jinja ki Mbale ?

How far is it from  
Jinja to Mbale ?

Kampala-Gulu

Bor piny aho ma tye ikin  
Kampala ki Gulu ?

How far is it from  
Kampala to Gulu ?

Kampala-Masaka

Bor piny aho ma tye ikin  
Kampala ki Masaka ?

How far is it from  
Kampala to Masaka ?

kany -Kampala

Bor piny aho ma tye ki  
kany nio Kampala ?

How far is it from  
here to Kampala ?

### TO THE INSTRUCTOR:

For forming more questions about distances, you can draw a map of Uganda on the black board and put in it all important towns of the four regions, such as Kampala, Masindi, Gulu, Fort-portal, Mbarara, etc. them go to M-2



LWO INSTRUCTIONS

M-2

mairo Tye mairo (...) nia ki  
Kampala nio Jinja.

It is ...miles from Kampala  
to Jinja.

Kampala - Tye mairo (....) nia ki  
Gulu Kampala nio Gulu.

It is (....) miles from  
Kampala to Gulu?

C-I

(A) Bor piny ano ma tye ikin  
Kampala ki Jinja ?

(A) What is the distance between  
Kampala and Jinja ?

(B) Tye mairo (.....) ikin  
Kampala ki Jinja.

(B) It is (...) mile between  
Kampala and Jinja.

(A) Bor piny ano ma tye nia ki  
Jinja nio Mbale ?

(A) How far is it from Jinja to Mbale ?

(B) Tye mairo (...) nia ki Jinja  
nio Mbale.

(B) It is (...) mile from Jinja  
to Mbale.

TO THE STUDENT:

(i.) Note vocabulary.

mairo, mile (s)

bor, distance

piny, ground, on the ground, below.

ikin, between, (among)

nio, to

nia ki, from

LWO INSTRUCTION

---

(ii) Try to master these two useful constructions you have come across in this lesson i.e.

Ikin Kampala ki Jinja, between Kampala and Jinja.

Nia ki Kampala nio Jinja, from Kampala to Jinja.

LWO INSTRUCTIONS

Drill      I walk slowly last I fall down.

an      Awoto motmot gwok apoti.

in      Iwoto motmot gwok ipoti.

en      En woto motmot gwok poti.

wan      Wawoto motmot gwok wapoti.

wun      Wuwoto motmot gwok wupoti.

gin      Giwoto motmot gwok gipoti.

They use their money well last they become poor.

gin      Gitiyo ki cente-gi maber gwok gidok lucan.

wun      Wutiyo ki centi-wu maber gwok wudok lucan.

wan      Watiyo ki cente-wa maber gwok wadok lucan.

en      En tiyo ki cente-ne maber gwok dok lacan.

in      Itiyo ki cente-ni maber gwok idok lacan.

an      Atiyo ki cente-na maber gwok adok lacan.

TO THE INSTRUCTOR:

For good pronunciation and fluency of your students, have them say all of these sentences again and again.

LWO INSTRUCTIONS

LESSON 63

- (A) Won gan tye paco ? Is master at home ?
- (B) En tye ladiit. He is sir.
- (A) Wace ni amito nene. Tell him that I what to see him.
- (B) Eyo ladiit, abiwace niro ? Yes sir, what shall say to him ?
- (A) Wace ni John mito neni. Tell him that Johns wants to see you.
- (C) Cwinya yom mada me neni larema. I am very glad to see you my friend.
- (A) An bene. And I too
- (C) Ioo kany awene ? When did you arrive here ?
- (A) Aoo kany i cen abic. I arrived here on Friday.
- (C) Bin i ot ladiit. Come in sir.
- (A) Apwoyo ladiit. Thank you sir.
- (A) Gin owaca ni itye ki ot me They have told me that you have  
apaza. a house to let.

LHO INSTRUCTIONS

(B) Eyo, in amito kit ot ano ?

Yes, what sort of house do you want ?

(A) An amito ot ca ma tye  
cok ki kanica Namirembe.

I want that house on Namirembe near the Church.

(C) Maca pe otte dit tutwal ?

Is that not too big ?

(A) Wan wonono welo mapol.

We get many guests.

(C) Maca cilin miya edek  
dwe ki dve.

That one is three hundred shillings per month.

(A) Ducu ber, abiculo pien  
ot ber.

All right, I will pay because it is a good house.

TO THE STUDENT:

Note vocabulary.

waco, tell

won, owner of

cok, near

cok ki, near to

yom, soft

cwinya yom, I am glad (my heart is soft)

culo, to pay

welo, visitor (s)

apara, to let..

LWO INSTRUCTIONS

LESSON 64

M-1

ywe	Eyo, wutwero ywe.	Yes, you (pl.) may rest.
tuko	Eyo, wutwero tuko.	Yes, you (pl.) may play.
coc	Eyo, wutwero coc.	Yes, you (pl.) may write.
cito paco	Eyo, wutwero cito paco.	Yes, you (pl.) may go home.
donyo i kilaci	Eyo, wutwero donyo i kilaci.	Yes, you (pl.) may enter the class.

M-2

twero	Watwero ywe ?	Can (may) we rest ?
tuko	Watwero tuko ?	Can (may) we play ?
cob	Watwero coc ?	Can (may) we write ?
cito paco	Watwero cito paco ?	Can (may) we go home ?

C-1

(A) Watwero ywe ?	(A) Can (may) we rest ?
(B) Eyo, wutwero ywe.	(B) Yes you (pl.) may rest.

LWO INSTRUCTIONS

(A) Watwero tuko ?

(A) Can (may) we play ?

(B) Eyo wutwero tuko.

(B) Yes you (pl.) may play.

TO THE STUDENT:

Note vocabulary :

twero, can, be able

coyo, to write (becomes coc. When preceded by an auxiliary verb; for example:

Acoyo, I write

Atwero coc, I can write)

LWO INSTRUCTIONS

LESSON 65

M-1

I Uganda abicito ka pwoyo lotino.

In Uganda I am going to teach children.

I Uganda abibedo ka loko leb Lwo ki leb Munu.

In Uganda I will be speaking Lwo and English.

I Uganda abicamo kwon-bel ki kwon-labolo.

In Uganda I will eat millet and bananas.

I Uganda abilimo wegii lotino.

In Uganda I will visit parents of the children.

I Uganda abilok i leb Lwo.

In Uganda I will speak Lwo.

M-2

Ibibedo ka timo no Uganda ?

What will you be doing in Uganda.

C-1

(A) Ibibedo ka timo no Uganda ?

(A) What will you be doing in Uganda ?

(B) Abibedo ka pwoyo lotino

(B) I will be teaching children.

(A) Ibibedo ka lek leb mene i Uganda ?

(A) What language will you be speaking.



LHO - INSTRUCTIONS

(B) Abibedo ka lok leb Lwo  
ki leb Munu.

(B) I will be speaking Lwo and  
Engilsh.

TO THE STUDENT

Note vocabulary

lotino, children

latin, a child

bel, corn

lok, speak

limo, visit

timo, to do

LWO INSTRUCTIONS

LESSON 66

N-I

dwogo

Caa aboro wadwogo  
i kilaci doki.

At 2.00 we return to class  
again.

nio

Wabedo i kilaci nio  
caa apar ki nucu.

We have class until 4.30.

ine

Ine caa apar ki nucu  
waweko kilaci.

After 4.30 we leave  
the classroom.

matb

Wamato cai-wa nyo  
kawa caa apar.

We drink our four o'clock  
tea or coffee.

ei

Ci wacito ka tuko i  
bar.

Then we go to play on the  
field.

odrio

Watuko odilo.

We play football.

mukene

Ki mukene tuko tennis  
ki tuko mukene.

And others play tennis  
and others games.

kumeno

Wacito kumeno nio caa  
apar wiye aryo ki nucu.

We go on like that  
until 6.30.

ma

Caa ma wacamo iye cam  
mewa me otyeno.

The time at which we eat  
our evening meal.

LWO INSTRUCTIONS

M-I

adi	Caa adi ma wudwogo i kilaci doki ?	At what time do you return to class again ?
nio	Nio caa adi ma wupwonyo leb Lwo ?	Until what time do you learn Lwo ?
weko	Caa adi ma wuweke kilaci ?	What time do you leave the classroom.
mato	Caa adi ma wumato iye cai-wu me caa apar ?	What time do you drink 4.00 ?
kwene	Wucita kwene iye cai me caa apar.	Where do you go after fbur 'O'clock tea ?

C-I

(A) Caa adi ma wudwogo i kilaci doki ?	(A) At what time do you return to class again ?
(B) Wudwogo i kilaci doki caa aboro.	(B) We retrun to class again at 2.00.
(A) Nio caa adi ma wupwonyo leb Lwo ?	(A) Until what time do you learn Lwo? :

LWO INSTRUCTIONS

(B) Wapwonyo leb Lwo nio  
caa, apar ki nucu.

(B) We learn Lwo until 4.30.

(A) Caa adi ma wuweko kilaci ?

(A) What time do you leave  
classroom ?

(B) Waweke kilaci caa apar  
ki nucu.

(B) We leave class at 4.30.

TO THE STUDENT.

Note vocabulary:

ine, after

bar, a large cleared space (for dancing, football etc.)

nyo, or

kuseno, in this way, thus.

doki, again

LWO INSTRUCTIONS

LESSON 67

DRILL.

nayo	Fred nayo leb Lwo maber loyo Page.	Fred knows Lwo better than Page.
madit	John dit loyo Charles.	John is bigger than Charles.
owar	Cwara bor loya.	My husband is toller than me.
loko	Aloko leb Lwo mapol loyi.	I speak Lwo more than you.
doko	Dako-ne dit loye.	His wife is bigger than him.
aye ber,	Gudo man aye ber loyo ducu.	This road is the best one.
are nek	Latin, man aye ryek loyo ducu.	This child is the cleverest.

TO THE STUDENT.

Note

loyo,	to surpass, than, defeat
loya,	than me
loyi,	than you
loye,	than him or her
loyo-wa,	than us
loyo-wu	than you (pl.)
loyo-gi,	than them

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

As you close this drill you may give another word kato (to pass) used alternatively with loyo (to surpass).

TO THE STUDENT:

Note - KATC - Then drill

-an Dano man neyo leb Lwo kato -an..

This person knows Lwo better than me.

-in Dano man neyo leb Lwo kato -in.

This person knows Lwo better than you.

-en Dano man neyo leb Lwo kato -en.

-wan Dano man neyo leb Lwo kato -wan.

-wun Dano man neyo leb Lwo kato -wun.

-gin Dano man neyo leb Lwo kato -gin.

cwara

my husband

cwari

your husband

cware

her husband

cwar-wa

our husbands

cwar-wu

your (pl.) husbands

cwar-gi

their husbands.

LHO INSTRUCTIONS

LESSON 68

M-1

- na Nja (ki) Kampala nio Jinja, cilingi abic. From Kampala to Jinja is five shillings.
- Mbala Nja (ki) Jinja nio Mbale cilingi abire. From Jinja to Mbale is seven Shillings.
- nio Nja (ki) Kampala nio Gulu cilingi pyararyo wiye abic. From Kampala to Gulu is twenty five shillings.
- Mbarara Nja (ki) Kampala nio Mbarara cilingi apar wiye aboro. From Kampala to Mbarara is twenty five shillings.

M-2

- ano Wel cul ano ma tye nia Kampala nio Jinja ki gar? How much is the fare from Kampala to Jinja by train?
- wel Wel cul ano ma tye nia Gulu nio kany ki bus. How much is the fare from Gulu to here by bus?
- cul Wel cul ano ma tye nia Mbale nio Jinja ki dege? How much is the fare from Mbale to Jinja by plane?

LMO INSTRUCTIONS

C-I

- (A) Wel' cul ano ma tye nia Kampala nio Jinja ki gar ? (A) How much is the fare from Kampala to Jinja by train ?
- (B) Nia Kampala nio Jinja ki gar ciling abic. (B) From Kampala to Jinja is five shilling
- (A) Wel' cul ano ma tye nia Gulu nio kany ki bus? (A) From Gulu to here sh 20/70 by bus.
- (B) Nia Gulu nio kany ki bus, cilingi pyeraryo ki cente pyerabiro.



LWO INSTRUCTIONS.

LESSON 69

M-1

weko

Ka iweko Kampala tin  
odiko ki bus, ibiio  
Mombasa di-ri otyeno.

If you leave Kampala. to  
day in the morning by bus  
you will get Mombasa  
tomorrow in the evening.

dege

Ka icito ki dege, wot  
biteri oaa adek.

If you go by plane, the  
trip will take three hours

woto

Ka iwoto ki gar, wete  
bitero nino aryo.

If you travel by train the  
trip will take two days.

M-2

mene ?

Ka aweko Kampala odiko  
ki bus nino mene ma  
abiio Mombasa ?

If I leave Kampala in the  
morning by bus on what day  
will I get to Mombasa ?

tuk

Ka atuk, oaa adi ma wot  
bitero ?

If I fly, how many hours  
will the trip take.

woto

Ka awoto ki mela, wot  
bitero nino adi ?

If I travel by ship, how  
many days will the trip take?

INSTRUCTIONS

C-1

(A) Ka aweko Kampala odiko ki bus nino mene ma abioo Mombasa ?

(B) Ka iweko Kampala odiko ki bus, ibioo Mombasa orwone otyeno.

(A) Ka atuk, caa adi ma wot bitero ?

(A) If I leave Kampala in the morning by bus on what day will I get to Mombasa ?

(B) If you leave Kampala in the morning by bus you will get to Mombasa the following day in the evening.

(B) If you travel by plain the trip will take three hours.

TO THE STUDENT:

Note vocabulary:

teró, take, carry.

woto, to travel, to walk.

orwone, the day after.

tuk, to fly.

LHO INSTRUCTIONS

LESSON 70

M-1

rino dyan

Rino dyan onono tye  
lawor i wor.

There was beef last night.

rino opego

Rino opego onono tye  
lawor i wor.

There was pork last night.

gweno

Gweno onono tye  
lawor i wor.

There was chicken last night.

rino dyel

Rino dyel onono tye  
lawor i wor.

There was goat meat last  
night.

M-2

ano

Kit rino ano ma  
onono tye ?

What kind of meat was there ?

M-3

labolo

Labolo onono tye tin  
odiko.

There were bananas this  
morning.

paipai

Paipai onono tye tin  
odiko.

There were pawpaws this  
morning.

mucungwa

Mucungwa onono tye tin  
odiko.

There were oranges this  
morning.

nanasi

Nanasi onono tye tin  
odiko.

There were pineapples  
this morning.

M-4

ano

Nyig yat acamo ano ma  
onono tye tin odiko ?

What kind of fruit was there  
this morning ?

LHO INSTRUCTIONS

C - I & 2

(A) Kit rino ano ma onono tye lawor i wor ?

(A) What kind of meat was there ?

(B) Rino dyan onono tye lawor i wor.

(B) There was beef last night ?

(A) Kit nyig yat acama ano ma onono tye odiko tin ?

(A) What kind of fruit was there this morning ?

(B) Labolo onono tye tin odiko.

(B) There were bananas this morning.

TO THE STUDENT:

Note vocabulary:

paipai,

pawapaw (s)

mucungwa,

orange (s)

nanaci,

pineapple (s)

rino dyel,

goat meat

gweno,

chicken

rino opego,

pork

rino dyan,

beef

LHO-INSTRUCTIONS

DIALOGUE

- Is that man drunk ?

(A) Laco wa omer ?

Is that man drunk ?

(B) Pipo ?

Why ?

(A) Pien aneno - en yeno.

Because I see him totter.

(B) En oaa ka mato kono.

He has been drinking beer.

(A) In bene imato kono ?

Do you also drink beer ?

(B) Gicel-gicel amato matidi.

Sometimes I drink just a little.

(A) Kono rac pieno weko

Beer is bad because it makes a

dano mer.

person drunk.

(B) Eyo, rot ma mato madwon

Yes anyone who drinks much will

bi ber.

get drunk.

LWO INSTRUCTIONS

LESSON 71

DRILL 1 on relative formation (future tense)

oo	Lukwan ma bioo lacen pe gibinoŋo cam.	Students who will arrive late will fail to get food.
coo	Lukwan ma bicoo can gibicamo cam me odiko.	Students who will get up early will eat breakfast.
cito	Lukwan ma bicito i boma gibiwilo jami mapol.	Students who will go to town will buy many things.
mato	Lukwan ma bimato kono mapol gibimer.	Students who will drink a lot of beer will get drunk.
winyo	Lukwan ma biwinyo lapwony gibikwan maber.	Students who will listen to the teacher will study well.
tye ki	Lukwan ma pe bitye ki kalam bwino pe gibicoyo.	Students who will not have pens will not write.

DRILL 2. (present tense)

oo	Lukwan ma oo lacen pe nono cam.	Students who arrive late fail to get food.
coo	Lukwan ma coo bon camo cam me odiko.	Students who get up early eat breakfast.
cito	Lukwan ma cito i boma wilo jami mapol.	Students who go to town buy many things.
mato	Lukwan ma mato kono mapol mor.	Students who drink a lot of beer get drunk.
winyo	Lukwan ma winyo lapwony kwano maber.	Students who listen to the teacher study well.
lye ki	Lukwan ma tye ki kalam bwino coyo.	Students who have pencils they write.

LWO INSTRUCTIONS

DRILL 3

(past tense)

oo	Lukwan ma guoo' lacen pe gunono cam.	Students who arrived late failed to get food.
coo	Lukwan ma gucoo con gucamo cam me odiko.	Students who got up early ate breakfast.
cito	Lukwan ma gucito i boma guwilo jami madwon.	Students who went to town bought many things.
mato	Lukwan ma gumato kono madwon gumer.	Students who drank a lot of beer got drunk.
winyo	Lukwan ma gwinyo lapwony gukwano maber.	Students who listened to the teacher studied well.
tye ki	Lukwan ma pe gitye ki kalam bwino pe gucoyo.	Students who did not have pens did not write.

TO THE STUDENT:

Note vocabulary:

lukwan,	students
lakwan,	a student
mero	get drunk
wilo,	to buy

~~ENO INSTRUCTIONS~~

LESSON 72

M-1

pwonyo	Manaka yam pe-ya apwonyo Kiswahili.	I have never learnt Kiswahili.
oo	Manaka yam pe ya aoo Nairobi.	I have never been to Nairobi.
tuk	Manaka yam pe ya atuk i dege.	I have never flown in a plane.
nyeto	Manaka yam pe-ya anyeto danj.	I have never milked a cow.
cura	Manaka yam pe ya apwonyo cura.	I have never taught Mathmatic.
pito	Manaka yam pe ya apito gweno.	I have never fed chicken.

M-2

Manaka yam pe ya Ipwonyo  
Kiswahili ?

Have you ever learnt Kiswahili ?

Manaka yam pe ya ituk  
i dege ?

Have you ever flown in a plane ?



LHO INSTRUCTIONS

DRILL

M.R. (get drunk)

an	An amer,	I am drunk.
in	In imer,	You (sing) are drunk.
en	En' omer,	He or she is drunk.
wan	Wan wamer,	We are drunk.
wun	Wun wumer,	You are drunk.
gin	Gin guser,	They are drunk.

OL. (be tired)

an	An aol,	I am tired.
in	In iol,	You (sing) are tired.
en	En ool,	He/she is tired.
wan	Wan waol,	We are tired.
wun	Wun wuol,	You (pl.) are tired.
gin	Gin guol	They are tired.

## LEO INSTRUCTIONS

### RWENYO (get lost)

an	An arwenyo,	I am lost
in	In irwenyo	You (sing.) are lost
en	En orwenyo	He or she is lost
wan	Wan warwenyo	We are lost
wun	Wun wurwenyo	You (pl.) are lost
gin	Gin gurwenyo	They are lost

### BEDO (sit or be sitted)

an	An abedo,	I am sitted
in	In ibedo,	You are sitted
en	En obedo,	He/She is sitted
wan	Wan wabedo,	We are sitted
wun	Wun wubedo,	You (pl.) are sitted
gin	Gin gubedo,	They are sitted.

LWO INSTRUCTIONS

BYTO (sleep)

an	An abuto,	I am sleeping
in	In ibuto,	You are sleeping
en	En obuto,	He / She is sleeping
wan	Wan wabuto,	We are sleeping
wun	Wun wubuto,	You (pl.) are sleeping
gin	Gin gubuto,	They are sleeping

NYOMO (marry or be married)

an	An anyomo,	I am married
in	In inyomo,	I am married
en	En onyomo,	He /She is married
wan	Wan wanyomo,	We are married
wun	Wun wunyomo,	You (pl.) are married
gin	Gin gunyomo,	They are married.

LHO INSTRUCTIONS

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LESSON 73

M-1

Tanzania

Jo ma bedo i lobo Tanzania  
gilwono Lu-Tanzania.

People who live in  
Tanzania are called  
Tanzanians.

Kenya

Jo ma bedo i lobo Kenya  
gilwono Lu-Kenya.

People who live in Kenya  
are called Kenyan.

Uganda

Jo ma bedo i lobo Uganda  
gilwono Lu-Uganda.

People who live in Uganda  
are called Ugandans.

Ulaya

Jo ma bedo i lobo Ulaya  
gilwono munu.

People who live in  
Europe are called  
European.

M - 2

ninnin

Jo ma bedo i lobo  
Tanzania gilwono ninnin ?

How are the people living  
in Tanzania called.

Ulaya

Jo ma bedo i lobo Ulaya  
gilwono ninnin ?

How are the people  
living in Europe called ?

LESS INSTRUCTIONS

C - I

(A) Jo ma bedo i lobo Tanzania  
gilworo ninnin ?

(A) How are the people living in  
Tanzania called.

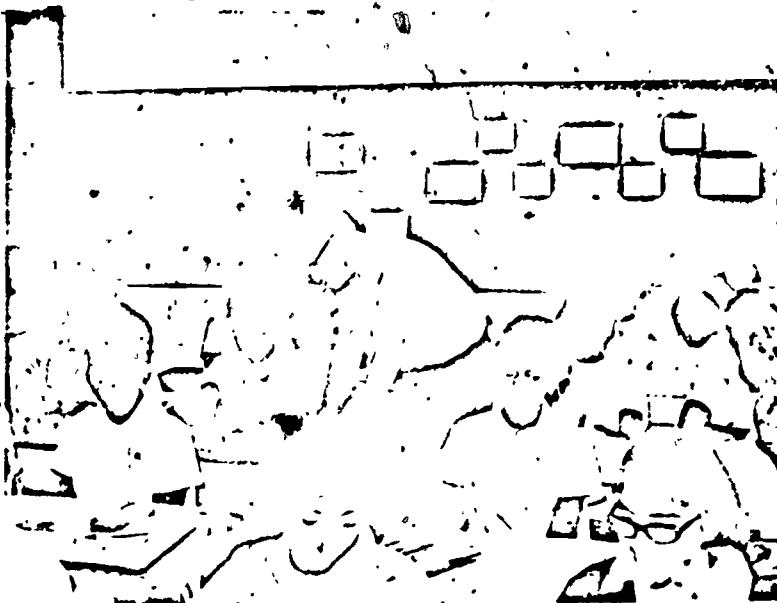
(B) Jo ma bedo i lobo Tanzania  
gilworo Lu-Tanzania.

(B) People who are living in  
Tanzania are called Tanzania.

TO THE STUDENT:

gi- is prefixed to verbs to form passive.

LMO INSTRUCTIONS



Dano ma ineno i caliman kilwono  
(ni) Henry A. Simmons.

This person whom you see in  
this picture is called Henry  
A. Simmons.

En aye cwar (pa) Lucille  
Simmons.

He is the husband of Lucille  
Simmons.

En dano acel me Lu-Peace Corps ma  
gubino i lobo Uganda i mwaka  
tuntumiya ael miya abonwen ki  
pyerabicele wiye aboro.

He is one of the Peace Corps  
members who came to Uganda  
in 1968.

En obino ki i boma Oklohama,  
Oklohama State.

He is from Oklohama city,  
Oklohama State.

En onoro A.B. degree i cura ki  
South West University ki M.S. ki  
Oklohama State University.

He got A.B. degree in Math  
at South West University and  
M.S. at Oklohama State  
University.

## LHO INSTRUCTIONS

I Afrika, an okwono tic talo  
La-Peace Corps i Kenya,  
Tanzania, Etheopia, Meada ki  
Far East, Asia.

In Africa, he first worked . .  
as a member of Peace Corps in.  
Kenya, Tanzania, Etheopia, Meade  
and Far East, Asia.

I cali kany en pwnyo i cukul  
acel ma kilwono Toro Girls  
School.

Here in the picture is teaching  
in one school of Uganda called  
Tororo Girls School.

En pwnyo cura boto anyira.

He teaches Mothmetic to girls.

Kombedi en tye ka konyo .  
latin kwane acel i kilaci.

Now he is helping one of his  
students in the class.

### FOR THE INSTRUCTOR:

For checking how much your students have comprehended  
have each of them at a time say what he/she has understood  
about Henry.

LESSON 74

SOROTI

M-I

(a) Soroti boma ma tye i Teso.

Soroti is the town which is in Teso.

(b) Boma madit loyo i Teso.

It is the largest town in Teso.

(c) Teso distruct ma tye i lobo Uganda.

Teso is a district that is in Uganda.

(d) Tye i tun malo.

It is in the East.

(e) Tye jo me kaka mukene.

There are people of other tribe.

(f) Gitiyo tic makeni-keni.

They do various jobs.

(g) Gitiyo i dipatimen mapat-pat.

They work in different departments.

(e) Gitiyo i dipatimen me pur.

They work in department of Agriculture.

(h) Jo me district man lupur.

People of this district are farmers.

(g) Mukene lukwat dyanj.

Others are cattle herdsman.



LHO INSTRUCTIONS

M-2

1. I district mewe ma boma Soroti dit' loyo iye. In what district is Soroti a biggest town ?
  2. Nyinj boma me loc i Teso no ? What is the name of capital city in Teso ?
  3. Teso tye i Uganda ma tun kwene ? In what district is Teso ?
- I but Uganda mepe ma jo mapol ma tye i Teso ?  
From what part of Uganda are the majority of people in Teso?
- Tic ajo ma jo Teso tiyo ?  
What type of work the people of Teso district do ?

TO THE STUDENT

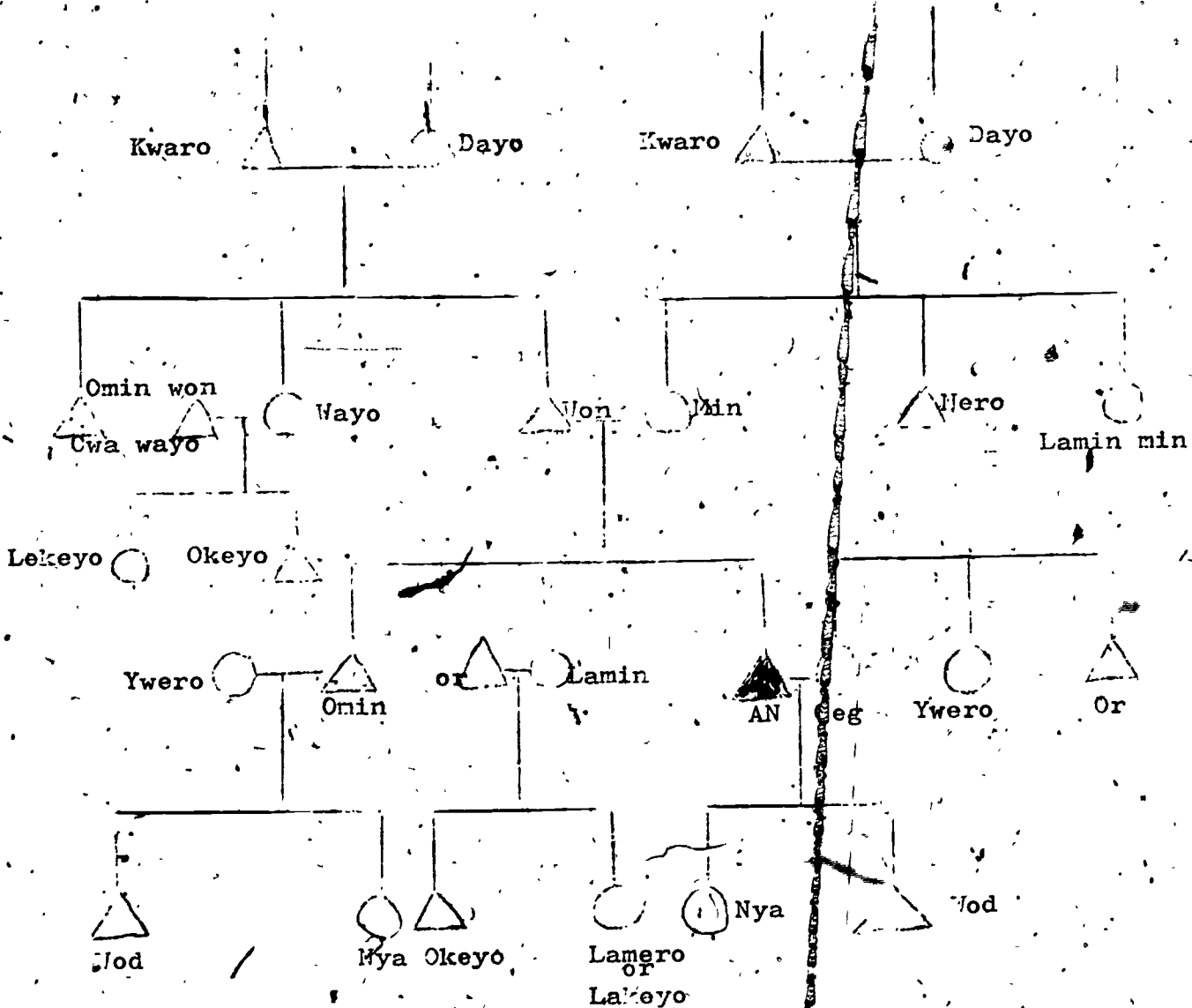
Vocabulary

lakwat,	herdsman. (pl.) lukwat.
lapur,	a farmer (pl.) lupur
dyan,	con (pl.) dyani .
keni-keni,	various
loc,	rule, governement.

LHO INSTRUCTIONS

LESSON 75

SOME OF THE KINSHIP TERMS



## LEO INSTRUCTIONS

### TO THE STUDENT:

Note: Kinship which have special possessive form either in singular or plural. i.e. do not follow the general rules in taking possessive suffixes:

won = father:

Singular = Wora, my father; woru; Wonne.

Plural = Regular. (Wonn-wa, Wonn-wu etc.)

nya = daughter:

Singular = Nyara, my daughter; Nyari; Nyare.

Plural = Regular.

nerc = mother's brother.

Singular = Nera, my uncle; Neru, Nerone.

Plural = Regular (Neru-wa, Neru-wu etc.)

min = mother:

Singular = Maa, my mother; Meni; Minne.

Plural = Min-wa, Min-wu etc.

omin = brother:

Singular = Omera, my brother; Omiru; Ominne.

Plural = Omin-wa; Omin-wu etc.

LEO INSTRUCTIONS

omego = brother:

Singular = Omegina, my brother, Omegini, Omegine.

Plural = Omegi-wa; Omegi-wu etc.

lamin = sister:

Singular = Lamira, my sister, Lamiri, Laminke.

Plural = Lamin-wa; Lamin-wu etc.

lamego = sister (as in omege)

okeyo = sister's son:

Singular = Okcya, my sister's son; Okeyu; Okeyone.

Plural = Okcya-wa; Okeyo-wu etc.

lakeyo = sister's daughter: (as in Okeyo)

dayo = grand-mother:

Singular = Daa ( or daana) my grandmother; Daani; Daane.

Plural = Daa-wa, Daa-wu etc.

LHO INSTRUCTIONS

or = sister's husband, wife's brother:

Singular = Ora, my sister's husband; Ori; Ore.

Plural = Or-wa; Or-wu etc.

ywero = wife's sister:

Singular = Ywera, my wife's sister, Yweri; Ywere.

Plural = Ywer-wa.. etc.

ceg = wife:

Singular = Cega, my wife, Cegi, Cege.

Plural = Ceg-wa etc.

mon = wife:

Singular = Mon-na, my wife, Mon-ni, Mon-ne.

Plural = Mon-wa etc.

TO THE INSTRUCTOR

Let each of your students play as an ego in the kinship diagram once. Have all students ask him/her the relation he/she has with the rest.

LWO INSTRUCTIONS

LESSON 76

Nyeko, jealous; nono nyo, except; kadi, although

kw Mary ohono nyek kweda.

Mary was jealous of me.

kwed-wa Mary onono nyek kwed-wa.

Mary was jealous of us.

ot-wa Mary onono nyek pe ot-wa.

Mary was jealous of our house.

lareme Mary onono nyek pi larem  
lareme.

Mary was jealous of her friend's  
friend.

motoka Mary onono nyek pi motoka  
pa lareme.

Mary was jealous of her friend's  
car.

Kono nyo, except.

litiro Alwono litino ducu kono nyo  
Suzan.

I have called all the children  
except Suzan.

konyo Akonyo gin ducu kono nyo  
Suzan.

I have helped all of them except  
Suzan.

ducu Ducu gimiy-gi cam kono nyo  
Suzan.

All have been given food except  
Suzan.

tye Ducu tye kono nyo Suzan.

All are present except  
Suzan.

LWO INSTRUCTIONS

Kadi, although.

ryeko Okello tye ki ryeko mapol.

Okello has great intelligence.

Kadi tye ki ryeko mapol

Though he has great intelligence,

en pe romo kwano.

he cannot read.

mato Okello mato kawa madwon.

Okello drinks a lot of coffee.

Kadi mato kawa madon, en

Though he drinks a lot of

pe mato cai.

coffee, he does not drink tea.

maro Okello maro muyembe matek

Okello likes mangoes very

mada. Kadi en maro muyembe

much. Though he likes mangoes

matek, en pe twero camo.

very much, he cannot eat (them)

romo Cati man pe roma. Kadi pe

This shirt does not fit me.

roma, kadi pe roma, abi

Thought it does not fit me,

wilo-ne.

I will buy it.

LHO INSTRUCTIONS

LESSON 77

SENTENCES OF OBLIGATIONS.

- A/ Myero wacam. We have to eat.  
Myero wawil rijo. We have to buy meat.  
Myero guwil muyembe. They have to buy mangoes.  
Myero gukel rijo. They have to bring meat.  
Myero en okwony rijo ki i stove. She has to remove meat from the stove.
- 
- B/ Litino myero gubin diki. The children have to come tomorrow.  
Lupakaa myero gubin diki otyeno. The porters have to come tomorrow afternoon.  
Aikari myero gubin diki i wor. The soldiers have to come tomorrow night.  
Myero waa diki me cito. We must set off tomorrow for America.  
America.
- 
- C/ Dano ducu myero ocul lucaro. Every person has to pay poll tax.  
Lanyodo mo myero ocul cente kwan. Any parent has to pay school fees.  
Wan ducu myero wacul ot. We all have to pay house rent.  
Myero waywee ma pe ya wadoko lupoya. We must rest before we go mad.
- 
- D/ Megu myero obed paco. Mothers have to stay home.  
Megu myero guti paco. Mothers have to work at home.  
Won myero owil cam pi litino-gi. Father has to buy food for their children.  
Wegu myero guti pi litin. Father have to work for children.



LWO INSTRUCTIONS

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LESSON 78

M-1

Ka aneyo leb-Lwo maber  
mada; anoro atwero lok  
ki dano ma loko leb-Lwo.

If I knew Lwo very well. I  
would be able to speak with  
people who speak Lwo.

Ka onoro aneyo leb-Lwo  
maber mada; onoro atwero  
lok ki dano ma loko  
leb-Lwo.

If I had known Lwo very well,  
I would have been able to  
speak with people who speak  
Lwo.

M-2

TO THE INSTRUCTOR:

Form as many sentences as you can to illustrate these two conditional tenses, (present and past) work on it until you are sure that they have understood it very well.

LWO INSTRUCTIONS

LESSON 79

SAMPLE OF FREE CONVERSATION NO.7

- I. (A) Amito lokoki Mr. Opio. I'd like to speak to Mr. Opio.  
(B) Gum marac. En pe tye kombedi. Sorry. He is not in now.  
(A) Atwero weko pire? Can I leave a message for him?  
(B) Eyo, abicwalo lokke. Yes, I will take the message.

- II. (A) John myer qbed paco, ento pe John has to stay at home, but I  
an. don't.  
(B) Pe amito bene. I don't either.  
(A) Imito cito wun ki Mary ka Would you like to go with Mary  
an? and me?  
(B) Eyo, menò amito. Yes, I certainly would.

- III. (A) In onogo itye kwene i ceng : Where were you last Tuesday and  
adek mukato? Wednesday?  
(B) Onang akato i boma. I was out of town.  
(A) Pijo iweko boma cut? Why did you leave town so suddenly?  
(B) Larem-na onogo kome lit ci A friend was sick and needed help.  
mito kony.

LWO INSTRUCTIONS

- IV. (A) Bopo ma iruko ikomi-ninoh ber matek. That is a good-looking dress you have on.
- (B) Apwoyō loki. Thank you for the compliment.
- (A) Ino awene? When did you get it?
- (B) Kina cabit aryo nyo adek ancc.. About two or three weeks ago.
- 

- V. (A) Joseph pud peya olwono wan. Joseph hasn't called us yet.
- (B) Onojo otamo-wa olwonga laworo. I thought he called you (pl.) yesterday.
- (A) Pe pe wawinyo ki bote. No, we didn't hear from him (at all).
- (B) Auro no mutimé? I wonder what happened?
- 

TO THE INSTRUCTOR:

Go through all the series piece by piece and then have your students practise them by themselves, in pairs, when covering the Lwo sides.

TO THE STUDENT:

Note Vocabulary:

Ut0 - wonder

LWO INSTRUCTIONS

LESSON 80

Manaka yam peya ioo California?

Have you ever been to California?

Eyo ao.

Yes, I have.

Icito kunu awene?

When did you go there?

Acito kunu i mwaka adek mukato  
agec.

I went there three years ago.

DRILL:

laworo

Acito kunu laworo.

I went there yesterday.

i cabit  
mukato

Acito kunu i cabit  
mukato.

I went there last week.

i dwe  
mukato

Acito kunu i dwe  
mukato.

I went there last month.

i mwaka  
mukato

Acito kunu i mwaka  
mukato.

I went there last year.

i dwe aryo  
mukato  
agec.

Acito kunu i dwe aryo  
mukato agec

I went there two months ago.

i cabit  
aryo muk-  
ato agec.

Acito kunu i cabit  
aryo mukato agec.

I went there two weeks ago.

wa con

Acito kunu wa con.

I went there a long time ago.

LWO INSTRUCTIONS

LESSON 81

DIALOGUE: How is the family?

(A) Litino tye ningning?

How are the children?

(B) Gin ducu tye maber.

They are alright.

(A) Atika, itye ki litino adi kombedi?

Really, how many children do you have now?

(B) Atye ki adek.

I have three.

(A) Gin ducu awobe nyo anyira?

Are they boys or girls?

(B) Acel nyako, ki aryo awobe.

One is a girl and two are boys.

(A) Madit tye ki mwaka adi?

What is the age of your eldest?

(B) En tye ki mwaka apar wiye adek.

He is thirteen.

DRILL:

mwaka abic

Latina madit tye ki mwaka abic kombedi.

My eldest child is five years old now.

mwaka abicel

Latina madit tye ki mwaka abicel kombedi.

My eldest child is six years old now.

mwaka abiro

Latina madit tye ki mwaka abiro kombedi.

My eldest child is seven years old now.

mwaka aboro

Latina madit tye ki mwaka aboro kombedi.

My eldest child is eight years old now.

mwaka apar

Latina madit tye ki mwaka apar kombedi.

My eldest child is ten years old now.

mwaka apar wiye acel

Latina madit tye ki mwaka apar wiye acel kombedi.

My eldest child is eleven years old now.

NOTE VOCABULARY:

atika - truly

anyira - girls (sing) nyako

awobe - boys (sing) awobi

LWO INSTRUCTIONS  
LESSON 32

Co myero gucit i cukul,  
mon myero gubed paco.

The men are to go to school,  
the women are to stay at home.

Co myero gubed paco,  
mon myero gucit i cuk.

The men are to stay at home,  
the women are to go to the market.

Co myero gubed i cuk,  
mon myero gucit i kanica.

The men are to stay in the market,  
the women are to go to church.

Co twero bedo i kanica,  
mon twero cito i opici pa Dici.

The men may stay at church,  
the women may go to the D.C.'s office.

Co twero bedo i opici pa Dici,  
mon twero cito i cukul.

The men may stay at D.C.'s office,  
the women may go to school.

---

TO THE STUDENT:

Necessity or duty is expressed by using myero (must) or myer (before a vowel). The only tense commonly used is the present indicative.

e.g. Myer abed kany.

I must stay here.

Myero wabed kany.

We must stay here.

NOTE VOCABULARY:

Co - men (sing) laco

Mon - women (sing) dako

## LWO INSTRUCTIONS

### SUBSTITUTION:

ter	Ter eni pek loyo maca.	This load is heavier than that.
aduku	Aduku egi-ni pek loyo magi.	These baskets are heavier than these.
ter	Ter egi-ni pek loyo magi.	These loads are heavier than these.
dul	Dul eni pek loyo man.	This log is heavier than this.
aduku	Aduku eni pek loyo man.	This basket is heavier than this.
winyo	Winyo eni pek loyo man.	This bird is heavier than this.
dul	Dul egi-ni pek loyo magi.	These logs are heavier than these.
meja	Meja eni pek loyo man.	This table is heavier than this.

### TO THE INSTRUCTOR:

---

To demonstrate singular and plural while giving key words to your students for substitution, as some Lwo nouns have no plural forms, use one finger for singular and several fingers for plural.

---

### TO THE STUDENT:

#### Note Vocabulary:

ter	-	load
aduku	-	basket
dul	-	log, wooden club
winyo	-	bird

TRYING TO BUY SHOES

- (A) War eni welle adi?                      How much is this pair of shoes?
- (B) Ciling pyeradek wiye  
abc.nwen keken.                              Only 39 shillings.
- (A) Ki man kono?                              And this other pair?
- (B) Magi ciling pyeradio ladit,  
pien deyo-ne dok ber kato  
man.    These are 50 shillings sir,  
because the style is more  
attractive than this (other).
- (A) Ento ladit wel-gi tye malo  
mada.    But sir, their price is very  
high.
- (B) Eyo, i nyo jamī maber nino  
ducu welle dwoy kato ma'pe  
ber.    Yes, you know the best thing  
is always more expensive than  
the low-quality stuff.

NOTE VOCABULARY:

pe ber	-	poor in quality
ber matek	-	best
keken	-	only
kono	-	other
deyo	-	ornament, style
dok	-	again



LWO INSTRUCTIONS  
LESSON 84

I. QUESTIONS AFTER STATEMENT SENTENCES:

- |        |  |   |
|--------|--|---|
| kwana  | (A) Wek gin gubed ka kwana nio cawa abiro.     | Let them go on reading till one o'clock.    |
|        | (B) Gin gucako kwan awene?                     | When did they begin reading?                |
| kwanjo | (A) Wek gin gubed ka kwanjo nio cawa abiro.    | Let them go on swimming till one o'clock.   |
|        | (B) Gin gucako kwanjo aweno?                   | When did they begin swimming?               |
| konyo  | (A) Wek gin gubed ka konyo wan nio cawa abiro. | Let them go on helping us till one o'clock. |
|        | (B) Gin gucako konyo wan aweno?                | When did they begin helping us?             |

II. IN PASSIVE SENSE:

- |        |                               |  |
|--------|-------------------------------|--|
| kono   | (A) Ko no ducu gityeko mato.  | All the beer has been drunk.             |
|        | (B) A na ma omato?            | Who has drunk it?                        |
| cai    | (A) Cai ducu gityeko mato.    | All the tea has been drunk.              |
|        | (B) A na ma omato?            | Who has drunk it?                        |
| kawa   | (A) Kawa ducu gityeko mato.   | All the coffee has been drunk.           |
|        | (B) A na ma omato?            | Who has drunk it?                        |
| pii    | (A) Pii ducu gityeko mato.    | All the water has been drunk.            |
|        | (B) A na ma omato?            | Who has drunk it?                        |
| layata | (A) Layata ducu gityeko oamo. | All the potatoes have been eaten.        |
|        | (B) A na ma oamo?             | Who has eaten it?                        |
| kwon   | (A) Kwon ducu gityeko oamo.   | All the bread has been eaten.            |
|        | (B) A na ma oamo?             | Who has eaten it?                        |
| mugati | (A) Mugati ducu gityeko oamo. | All the loaves of bread have been eaten. |
|        | (B) A na ma oamo-gi?          | Who has eaten them?                      |
| ringo  | (A) Ringo ducu gityeko oamo.  | All the meat has been eaten.             |
|        | (B) A na ma oamo?             | Who has eaten it?                        |

LWO INSTRUCTIONS

- rec (A) Rec ducu gityeko como. All the fish has been eaten.  
(B) Ana ma ocamo? Who has eaten it?

TO THE INSTRUCTOR:

As all of these sentences have got the same pattern; have each of your students say one sentence of "A" group as you are giving out the key words; then have the whole class recite the "Bs".

TO THE STUDENT:

1. There is no passive voice in Acoli. Where an agent is mentioned, however, the sentence must be turned so that the agent becomes the subject of an active verb.
2. The word -tyeko is used to show that something has been done completely.
3. Vocabulary:  
kwa no - to swim

LWO INSTRUCTIONS

LESSON 85

FREE SIMPLE SERIES OF CONVERSATION

- (A) Imito neno cal mogo?      Would you like to see some pictures?
- (B) Ada. In imako cal magi in ken?      Sure. Did you take them yourself?
- (A) Eyo, anako. Atye ki kamera manyeni.      Yes, I did. I have got a new camera.
- (B) Magi beco matek!      These are really wonderful.
- 

- (A) Myer alim omera.      I have got to visit my brother.
- (B) En tye ka kuri?      Is he expecting you?
- (A) Eyo, en tye. An agoyo cim bote nen odiko.      Yes, he is. I phoned him this morning.
- (B) Bed ki gum maber.      Have a nice time then.
- 

- (A) Atwero lok ki omeru?      Could I speak to your brother?
- (B) Gum-marac. En po tye kany kombedi.      Sorry, he isn't here right now.
- (A) I caa mene ma itamo en dwogo?      What time do you expect him back?
- (B) Ikine ka caa apar wiye acol nyo apar wiye acol ki nucu.      About five or five-thirty.
- 

- (A) Piyo Suzan be dong bino i okul? Why doesn't Suzan come to school?
- (B) Luyodo-ne oaa woko.      Her family moved away.
- (A) En cito i okul mukene kombedi?      Is she going to another school now?
- (B) Eyo, ka-no i Kenya.      Yes, somewhere in Kenya.

LWO INSTRUCTIONS

LESSON 86

I. POST OFFICE:

- (A) Gudu mene ma Posta tyo iyo? What street is the Post office on?  
(B) Pe arjeyo. I don't know.  
(A) Anono nirjain ? How can I find out?  
(B) Pijo pe ipenyo acekere, Why don't you ask the policeman?  
policici?

II. TELEPHONE:

- (A) Cim ma cok loyo ducu tyo Where is the nearest telephone?  
kweno?  
(B) Tyo aael cok ki cuk. There is one near to the market.  
(A) Iwaco cuk ca-ca? Do you mean that market over there?  
(B) Eyo en maca. Yes, that is the one.

III. AIRPORT:

- (A) Bar dego tye kwene? Where is the airport?  
(B) Tye turj North me boma. It is North of the city.  
(A) Yo mone maber loyo ducu mo What is the best way to get there?  
oo kunu?  
(B) Kwany yo man turj North. Take this road to the North.  
(A) Opici me dego tye kwene? Where is the airlines office?  
(B) Tyo cok ki kacurj pa bus. It is near the bus terminal.  
(A) Bor piny arjo ma tyo ki kany? How far is that from here?  
(B) Kine ka nucu mairo. About a half mile.

(A) DRILL:

- Opici Opici me dego tye kwene? Where is the airline office?  
kacung Kacurj mo bus tye kwene? Where is the bus terminal?

LWO INSTRUCTIONS

Stecen	Stecen me gar tye kwene?	Where is the railway station?
bar	Bar degé tye kwene?	Where is the airport?
Ot yat	Ot yat ma ook loyo ducu tye kwene?	Where is the nearest hospital?
cim	Cim ma ook loyo ducu tye kwene?	Where is the nearest telephone?

(B) DRILL:

nucu pa nucu	Tye kine nucu pa nucu mairo ki kany.	It is about a quarter of a mile from here.
nucu mairo	Tye kine nucu mairo ki kany.	It is about a half mile from here.
mairo acel	Tye kine mairo acel ki kany.	It is about one mile from here.
kato mairo aryo	Tye kato mairo aryo manok nok ki kany.	It is a little over two miles from here.
kine mairo	Tye kine mairo aryo ki kany.	It is about two miles from here.

LWO INSTRUCTIONS

LESSON 87

SERIES OF DISCUSSION ABOUT TIME

- (A) Caa adi kombedi? What time is it now?  
(B) Pe atye ki cawa mera me n'ut cin kombedi. I don't have my watch on-right now.  
(A) Tye cawa mo kany? Is there a clock around here?  
(B) Tye acel iot mo lubu. There is one in the next room.
- 

- (A) Itye ki cawa matir? Do you have the right time?  
(B) An onoŋo acito ka penyi peny acelo. I was just going to ask you the same question.  
(A) Cawa mera ocuwoko. My watch has stopped.  
(B) Wiya owil me ruko meru. I forgot to wear mine.
- 

- (A) Itye ki tam mo pi caa? Do you have any idea of the time?  
(B) Pe aŋeyo atika, ento tye iŋo caa adek. I don't know exactly, but it is after nine.  
(A) Onongo caa adek ikaro ma aoo kany. It was nine o'clock when I got here.  
(B) Bar, Gwinya Gwor pe atworo konyi. Well, I'm sorry I can't help you.
- 

- (A) Caa adi ma kacoke tye iyo? At what time is the meeting?  
(B) Caa aryo. Eight o'clock.  
(A) Bed kunu caa aryo kikomo yo. Be there at eight o'clock sharp, then.  
(B) Abitemo me oo kunu inyim caa aryo. I will try to get there before eight.

## LWO INSTRUCTIONS

### DRILL:

koti	Pe atye ki koti mera i koma kumbedi.	I don't have my coat on right now.
kofia	Pe atye ki kofia mera i wiya kumbedi.	I don't have my hat on right now.
sweta	Pe atye ki sweta mera i koma kumbedi.	I don't have my sweater on right now.
cawa- nut cipa	Pe atye ki cawa ngut-cipa kumbedi.	I don't have my wrist-watch on right now.

### TO THE INSTRUCTOR:

You may produce as many nouns as possible - use many names denoting things one can put on.

## LWO. INSTRUCTIONS

### SIMPLE SENTENCES

1. Posta tye i gudu mene?      What street is the post office on?
2. Stecen Polici tye i gudu mene?      What street is the police station on?
3. Departemen me mac tye i gudu mene?      What street is the fire department on?
4. Atwero nonjo nignin kama tye iye?      How can I find out where it is?
5. Atwero nonjo nignin kama posta tye iye?      How can I find out where the post office is?
6. Atwero nonjo nignin kama kiketo iye?      How can I find out where it is located?
7. Atwero nonjo nignin gudu ma tye iye?      How can I find out what street it is on?
8. Atwero nonjo ningning gudu mene ma library tye iye?      How can I find out what street the library is on?
9. Pijo pe ipenyo laremi?      Why don't you ask your friend?
10. Pijo pe ipenyo iaco. ca?      Why don't you ask that man over there?
11. Pijo pe ipenyo deriba?      Why don't you ask a driver?
12. Pijo pe ipenyo rat mukene?      Why don't you ask someone else?
13. Pijo pe ipenyo won duka ca?      Why don't you ask the owner of that store?
14. Pijo pe ipenyo kondakt?      Why don't you ask the conductor?



LWO INSTRUCTIONS

I. HEADACHE:

- |   |   |
|---|---|
| (A) Atye ki abar wle matek tin.               | I have a terrible headache today.               |
| (B) Inwonyo aspirin no pire?                  | Have you taken any aspirin for it?              |
| (A) Eyo; abican oyot.                         | Yes, I will get over it soon.                   |
| (B) Buto piny pi kakika manok gwok kony beno. | Lying down for a few minutes might help it too. |

II. COLD:

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| (A) Atye ki aburu i wiya.            | I have got a cold in my head.         |
| (B) Gwok onyo pi piny man maraci.    | It is probably this terrible weather. |
| (A) Eyo tye ka miye dano ducu aburu. | Yes. It is giving everyone a cold.    |
| (B) Ageno pe maka.                   | I hope I don't catch one.             |

III. FOR COLD:

- |   |  |
|---|--|
| (B) Inwonyo no pi aburu meri?                       | What are you taking for your cold?             |
| (A) En jomi magi ma kare ducu, pii ki pig nyin yat. | Just the normal things; water and fruit juice. |
| (B) Ibi can ie oyot yo.                             | You will be over it soon then.                 |
| (A) Ageno ada ni ityo atir.                         | I really hope you are right.                   |

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| IV. (A) Inen ail, komi lit?        | You look tired, are you ill?          |
| (B) Atamo aburu emaka.             | I think I have caught a cold.         |
| (A) Itwero waco ninin?             | How can you tell?                     |
| (B) Dwona gwar.                    | My throat is sore.                    |
| (A) In pe inero maber mada.        | You don't look very well.             |
| (B) Pe atyo maber mada bono.       | I don't feel very well either.        |
| (A) Pinyo pe iywo pi dakika manok? | Why don't you rest for a few minutes? |
| (B) Atamo abiywe.                  | I think I will.                       |

## LWO INSTRUCTIONS

SUBSTITUTION (A)

wio	Atyo ki abar wio katek tin.	I have a terrible headache today.
ic	Atyo ki amwoda ic matek tin.	I have a terrible stomach ache today.
marac	Atyo ki amwoda ic marac tin.	I have a severe stomach ache today.
it	Atyo ki lit it marac mada tin.	I have a very bad earache today.
arem	Atyo ki arem marac mada ineya tin.	I have a very bad backache today.

SUBSTITUTION (B)

buto	But piny gwok kony bene.	Lying down might help it too.
munyo	Muny yat mogo gwok kony bene.	Taking some medicine might help it.
yweyo	Ywey manok gwok kony beno.	Resting a while might help it too.
mato	Mat cai mogo gwok kony bene.	Drinking some tea might help it too.

SUBSTITUTION (C)

aburu	Itimo no pi aburu meri?	What are you doing for your cold?
lit	Itimo no pi lit laki?	What are you doing for your tooth-ache?
ii	Itimo no pi ii ma-η one?	What are you doing for your upset stomach?
komi	Itimo no pi komi ma mwode?	What are you doing for your rheumatism?
dwoni	Itimo no pi dwoni ma η ene?	What are you doing for your sore throat?

SUBSTITUTION (D)

aburu	Atamo aburu omaka.	I think I have caught a cold.
-turo	Atamo aturo nyig-ciya.	I think I have broken my finger.
-ngwinyo	Atamo angwinyo beda.	I think I have scratched my arm.
-wano	Atamo awano co-ya.	I think I have injured my knee.
pal-gwoka gwoka	Atamo awano pal-gwoka.	I think I have hurt my shoulder.

## LWO INSTRUCTIONS

### SUBSTITUTION (B)

tyeko Ityeko college awene?

When did you finish college?

weko Iweco paco awene?  
paco

When did you leave home?

oo kany Ioo kany awene?

When did you arrive here?

cano Icako pwonyo leb Lwo awene?  
pwonyo

When did you begin to study Lwo?

### VOCABULARY:

geno - hope

ada - truly

aburu - cold in the head

LWO INSTRUCTIONS  
LESSON 88

SAMPLE OF FREE CONVERSATION NO. 8

- |   |  |
|---|--|
| (1) Kit tic aqa ma itye ka tiyo?        | What kind of work are you doing?                       |
| (2) An atiyo calo latedo.               | I am working as a cook.                                |
| (1) Pieno in latedo ikin nino magi?     | So you are a cook these days?                          |
| (2) Meno atir.                          | This is right.   |
| (1) Aqa ma itedo pire?                  | Who are you cooking for?                               |
| (2) Atedo pi munu mo ma nyiq<br>George. | I am cooking for a certain Euro-<br>pean named George. |
- 

LEARN THIS FORM:

- |   |   |
|---|---|
| 1. James ki David (gin) lutedo.<br>- Gin tedo-tedo.       | James and David are cooks.<br>They do the cooking.    |
| 2. James ki David lupur.<br>- Gin pur-pur.                | James and David are farmers.<br>They do farming.      |
| 3. James ki David gin lukarani.<br>- Gin tiyo tic karani. | James and David are clerks.<br>They do clerical work. |

LWO INSTRUCTIONS  
LESSON 89

DIALOGUE: A Day off?

(A) Tin ceŋ abicel, ceŋ yom  
cwiny.

Today is Saturday, a day of  
rejoicing.

(B) Kakare! Itye ki yub mo?

Right! Do you have any plans?

(A) Wacito i cinema koni otyeno.

Let us go to movies this evening.

(B) Kakare, ka doŋ wabicite ka  
neno myel.

O.K. and then we will go to  
watch the dances.

(A) Eyo, amaro myel mada.

Yes, I like the dances very much.

(B) An bene kadi bedi pe amyel  
maber.

Me too even though I can't dance.

---

NOTE VOCABULARY:

yom cwiny - rejoicing

yub - plan

myel - dance

tuko - plan

kadi - even though

kakere - right, okay

LWO INSTRUCTIONS

FEES DISCUSSION (Between a Parent and the Headmaster):

(A) Wel cul ayo ki la-tamu i  
kalaci acal nyo?

How much are the fees per term  
in the Primary One , by the way?

(B) Tye mine ka ciling pyere-abic.

It is only about fifty shillings.

(A) Meno atir?

Is that right?

(B) Eyo.

Yes.

(A) Buk mene ma gin mito?

Which books do they need?

(B) Teke don i cul inoro buk  
nono.

Once you have paid fees you get  
the books free.

LUO INSTRUCTIONS

LESSON 90

QUESTIONS AND ANSWERS

1. (a) Maa don omuru  
cak?

Has mother boiled  
the milk?

(b) Pe aneyo, abipenye  
ka don omuru

I don't know.  
I will ask him if she  
has boiled it.

2. (a) Maa don alwoño  
lotino?

Has mother called  
the children?

(b) Pe aneyo, abipenye.  
ka don alwoño gin.

I don't know. I will ask  
her if she has called them

3. (a) Maa don oyubu  
cam me otyeno?

Has mother prepared supper?

(b) Pe aneyo, abipenye  
ka don oyubu

I don't know. I will ask  
her if she has prepared it.

4. (a) Maa don ocito ka  
wilo cukari?

Has mother gone to buy  
sugar?

(b) Pe aneyo, abipenye,  
ka ocito.

I don't know, I will ask  
her if she has gone.

LESSON 91

SENTENCES WITH RELATIVES

- |   |   |
|---|---|
| 1. Dano ma gigamo laworo ni bicako tic diki         | The person who was accepted yesterday will begin tomorrow.    |
| 2. Dano ma obino laworo ni bicako diki              | The person who came yesterday will begin tomorrow.            |
| 3. Dat ma oculo fizi(lim) laworo ni bicako diki.    | The person who paid fees yesterday will begin tomorrow.       |
| 4. Lutic ma gubino ki odiko ni donjo gucito gan     | The porters who came in the morning have gone home            |
| 5. Dano ma gicwalo laworo ni bicako diki.           | The person who was sent yesterday will begin tomorrow         |
| 6. Lupakaca ma gucake tie ki odiko donjo gucito gan | The porters who began in the morning have gone home.          |
| 7. Lutic ma gigumo ki odiko donjo gucito gan        | The porters who were accepted in the morning have gone home.  |
| 8. Lutic ma giriyemo ki odiko donjo gucito gan      | The porters who were sent away in the morning have gone home. |
| 9. Kikopo ma guto ni gitye wi meja.                 | The broken cups are on the table.                             |
| 10. Kikopo ma oto ni tye wi meja                    | The broken cup is on the table.                               |



## SHORT SENTENCES IN THE DINING ROOM

- (a) Malaga tye i tun lacuc  
me can. The spoon is to the right  
of the plate.
- (b) Can tye i tun lacam me  
malaga The plate is to the left  
of the spoon
- (c) Malaga tye i tun lacuc  
me pala The spoon is to the right.  
of the knife.
- (d) Pala tye i tun lacam  
me Malaga The knife is to the left  
of the spoon.
- (e) Pala gitye i tun lacam  
me malaga The knives are to the left  
of the spoons.
- (f) Agwata, pii tye  
i nyim pala The glass of water is  
in front of knives.
- (g) Malaga me pig  
dek tye i nyim can The soup spoon is in front  
of the plate.
- (h) Kikopo tye i tun lacuc me  
malaga The cup is on the right of the  
spoon.
- (i) Lajwa tye i tun lacam me can The duster is on the left  
of the plate.
- (j) Kikopo tye i nyim lajwa The cup is in front of the  
duster.

## LWO INSTRUCTIONS

### SOME INSTRUCTIONS TO THE HOUSE SERVANT

1. Tin otyeno welo madit  
bino ka limo wan  
This evening we are going  
to be visited by a famous  
guest
2. Pimani yub meja  
obed maber  
Therefore, set the table well
3. Ket lajwa ki malaga  
aryo i tunj lacam.  
Put the serviette and two  
spoons on the left.
4. I tunj oan acuo ket  
pala aryo ki malaga adek.  
To the right of the place  
two knives and three  
spoons.
5. Pe wii owii ka kebo  
agwata pii, kado ki kamlara  
Don't forget  
to bring water glasses salt and  
pepper.
- (6) Pi toko kwan wabimito  
malaga madoyo ne.  
For dishing up the food, we will  
need some big spoons.
- (7) Iwora ka donj ityeko  
fami ducu  
Call me when you finish all  
those things.

#### ote Vocabulary

toko, to serve out  
lworo, to call  
kamlara, pepper  
lajwa, duster, serviette

LWO INSTRUCTIONS

LESSON 92

SENTENCES

(A). 1. Lutino guo i kare ma  
atye ka cam.

The children arrived  
when I was eating

2. Mama oo i kare ma  
lutino gucako koko

The mother arrived when  
the children began to cry.

3. Ka Rubana oye ao Gulu,  
apibimo John

If God grants that I reach  
Gulu, I will visit John.

4. Ka en oye dwoko wel  
piny pi an, abiwilo  
adita caca

If he reduces the price for  
me, I will buy that basket  
there.

5. Curuwal meri tye ki  
jaba adi?

How many packets do your  
trousers have?

(B) 1. Lotino matiro mito  
gigwoko gin maber

Young children need to be  
cared for very well.

2. Ka giweko gin keken,  
gitwero wano

If they are left alone, they  
will get hurt.

3. Pe ber weka gin gweo  
i gudo.

It is not good to let them  
run around in the street.

4. Pe ginayo bwot ki  
can

They don't know how to  
escape from danger.

5. Gimito gwoke  
dakika ducu.

They require protection  
every minute.

LWO INSTRUCTIONS

(C) a. Wora, Ocheng tye  
kwene?

Father where is my brother  
Ocheng?

b. Mine ocwale i ot yat

He was taken to the hospital  
by his mother.

a. Pijo?

Why?

b. Pien en owano  
bede ki tyene

Because he hurt his arm and  
his foot.

a. Owane niqaiq?

How did he hurt?

b. Owano kome ki pala

He hurt himself with a knife.

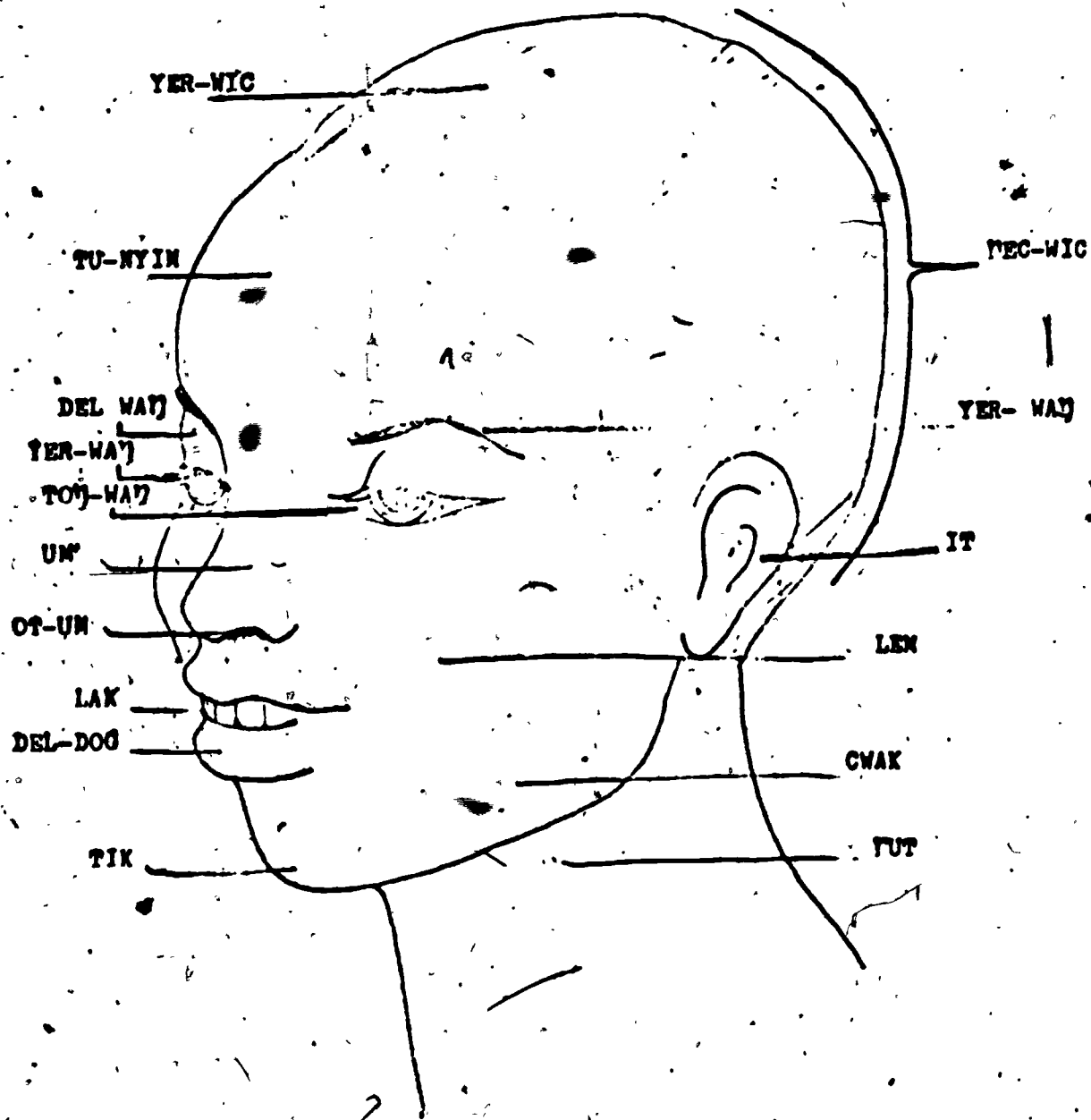
a. Kome lit twatwal?

Is he very ill?

b. Pe, ento onogo kome  
rem.

No, but he was in pain.

W I C



VOCABULARYPAGE

## A

aa,	come from	18
aburu,	cold in the head	216
ada,	truly	216
adi?	how many	35
adike cen,	early in the morning	89
aduku,	basket	204
anyika,	girls (sing. nyake)	202
anywagi,	maize	52
ayec,	behind (already)	109
apafa,	to let	162
atika,	truly	202
awene?	when?	96
awobe,	boys (sing. awobi)	202
aye,	indeed	89

## B

bar,	a large cleared space	169
batania,	a blanket	54
bedo,	to be or remain	40
bel,	corn	168
ber matek,	best	205
bino,	to come	18
bit,	pointed, sharp	116
boke,	to tall	78
boma,	town	18
bor,	distance	158
but,	side, flank	35
buto,	lie down, go to bed	59

## C

cabit,	a week	109
cabun,	soap	67
cai,	tea	146
cak,	milk	104
cake,	to start	109
cam,	food	70
cam me dye cen,	lunch	73

## i

VOCABULARYPAGE

cam me odiko,	breakfast	73
cam me otyeno,	dinner	75
came,	to eat	73
canduk,	a box(s)	54
cato,	to sell	116
cau,	behind	75
cau,	a day	35
Cau abic,	Friday	28
Cau abicel,	Saturday	28
Cau adek,	Wednesday	28
Cau anwen,	Thursday	28
Cau aryo,	Tuesday	28
Cau baraja,	Monday	28
Cau cabit,	Sunday	28
cim,	telephone, telegram	65
cito,	to go	73
co,	men (sing. laco)	203
cok,	near	162
cok ki,	near to	162
col,	black	116
ceo,	to wake up	73
coyo,	to write	106
cuk,	market	65
cukari,	sugar	67
cukul,	school	86
culo,	to play	162
cwiwya.yom,	I am glad (my heart is soft)	162

## D

dakika,	minute(s)	84
dayo,	ornament, style	205
dik dik,	always	118
diki,	tomorrow	147
dis,	narrow	116
dit,	big, important	115
doggola,	door(s)	78
dok,	to return, go back	92
doki,	again	169
dog,	well then, an now	59
ducu,	every	73
duka,	shop	65
dul,	log, wooden club	204
dyak,	wet	116
dyas,	corn	190

VOCABULARYPAGE

dye,  
cyecen,  
dwe,

center of  
mid-day )  
month(s)

30  
73  
109

E

ento,  
eyo,

but  
yes

102  
15

G

gan,  
gedo,  
geno,  
gweno,

village  
to build  
to hope, trust  
flow (pl. gweni)

65  
115  
216  
177

I

i,  
ikin,  
ije,  
iye,

in  
between (among)  
after  
in it (in there)

18  
158  
96  
118

K

ka,  
kabedo,  
kabic,  
kadi,  
kado,  
kany,  
kamlara,  
kare,  
kato,  
kato woko,  
kec,  
kece,  
kalo,

and  
place  
cabbage  
although  
salt  
here  
pepper  
period  
to move  
to come out  
bitter  
or  
to bring

128  
65  
54  
190  
54  
40  
223  
109  
80  
73  
116  
87  
80



VOCABULARYPAGE

keni-keni,	various	190
kenyo,	there	40
ki,	and, with, from	70, 18
kin,	among (e.g. <del>kin</del> wa - among us)	130
kit,	kind, sort	70
kitanda,	bed	54
kom,	chair	52
kombedi,	now	40
kono,	other	205
kogo,	beer	104
kep,	matter, question, dispute	59
kuman,	thus	122
kunu,	there	128
kwajo,	to swim	207
kwar,	red	116
kwene?	where?	30
kwon,	millet	152

## L

labolo,	banana(s)	146
ladit,	sir, (opposite = mama)	70
lac,	bread, wide	116
lacat,	a seller	87
lajwa,	duster, serviette	223
lakwan,	a student (pl. lukwan)	180
lakwat,	herdsman (pl. lukwat)	190
la-Peace Corps,	a member of Peace Corps	89
lapur,	a farmer	190
larem,	a friend	52
latel wic,	a leader (pl. lutel wic)	37
latic,	a workman	65
latin,	a child (pl. lotino)	166
laten,	an axe	52
lawor,	yesterday	102
layat,	potato	146
layat munu,	Irish potato	152
leg,	clean	116
lim,	sweet	116
limo,	to visit	166
lobo,	country	23
loco,	rule, government	190
loko,	to speak	166
lok ki,	to speak to	143
loko,	to change	128
loro,	to close, shut	78

VOCABULARYPAGE

loyo,	to surpass	170
lvoko,	to wash, bath	122
lvono,	to call	223
lyedi,	razor, razor blade	67
lyet,	warm	116

## M

ma,	which (who)	70
madit,	big, important	115
madit loyo,	biggest	115
ma gin,	which are	89
mairo,	mile	158
ma anono,	when it was	128
marom,	( --- of ) kare marom-period of	109
mato,	to drink	86
me,	of, for	30
mené?	which?	18
mito,	to want	78
miyo,	to give	78
mo,	any	65
mogo,	some	89
mon,	women (sing. dako)	203
mucungwa (mucungwa),	orange	177
mugati,	bread	146
mukato,	passed	109
mukeka,	a mat	54
Mumi,	English	143
nyelo,	to dance	218
nyere,	must	197

## N

nanaci,	pineapple	177
nero,	mother's brother	192
nia (ki)	from	158
nino,	a day	73
ni,	to (up to)	158
nok,	few, little	116
nono nyo,	except	195
nono,	to get	106
nya,	daughter	192
nyanya,	tomato(s)	146
nyako,	jealous	195

VOCABULARYPAGE

nyo,	'or	169
nyuto,	to show	78
nyeyo,	to know	143

0

odiko,	morning	73
odiko-con,	early in the morning	89
odilo,	football, ball	78
odon,	remain	84
ol,	to get tired	134
omin	brother	192
onono,	was	175
oo,	to arrive	86
opego,	pig	104
orwone,	the day after	175
otyamo,	evening	75
odon,	remain	84

P

pac,	carpentry	115
pace,	home	75
paipai,	pawpaw	177
pakaca,	porter(s)	65
pala,	knife	54
pat pat,	various	115
pe ber,	poor in quality	205
pek,	heavy	116
penyo,	to ask a question	78
pe ya,	not yet	94
pien,	because	143
pil,	water	54
piny,	ground, down, below	158
pipo?	why?	102
pol (napol)	many	115
pud,	still	94
pwonyo,	to learn	73
pyem odilo,	football match	139
pyer,	tens	84
pyer-adek	thirty, three tens	84
pyer-aryo	twenty, two tens	84

vi

VOCABULARYPAGE

## R

rep,	thin	116
ri,	to spend a day	59
rino,	meat	15
rino dyan	beef	177
rigo dyel,	goat meat	177
rigo opego,	pork	177
romo,	to be sufficient, be ready for	84
ruko,	to dress	73

## T

'tamo,	to think	130
te,	under	54
tedo,	to cook	80
tek,	hard, strong	116
tekci,	taxi(s)	65
ter,	load	204
tero,	to carry, to take	175
tic,	work, occupation	115
tii,	old	116
timo,	to do	73
tin,	today	35
tiyo,	to work	115
toko,	to distribute, serve out	223
tuk,	to fly	175
tuko,	to play, game	80
tug,	side, direction	30
tuntumiya acel,	one thousand	86
tweru,	to be able to, can	164

## W

wac,	sour	116
waco,	to tell, say	130, 162
waraga,	a letter	52
weko,	to leave	86
welo,	guest	162
wi,	on	54
wilo,	to buy	
winyo,	bird	204
wok,	go through	137
woko,	out	80

VOCABULARY

PAGE

won,  
woto,

owner of (father)  
to to, to travel

162, 192  
59

Y

Yom  
ywe

soft  
rest

116  
75

LIST OF VERBS

Twero	to be able
Gamo	to accept
Doto	to accuse
Loko	to alter
Cwero cwiny	to annoy
Gamo	to answer
Oo	to arrive, reach
Nen	to appear
Penyo	to ask a question
Coo	to awake
Lwoko kom	to bathe
Nyak Nywalo lotino	to bear fruit, children
Kwayo	to beg
Cako	to begin
Yee	to believe
Kayo	to bite, sting
Kuto mac	to blow (fire)
Wakke	to boast
Yeny	to boil (intr.)
Ryeny	to be bright
Tur	to be broken
Too wan	to become blind
Nywal	to be born
Donit	to box the cars
Turo	to break
Kelo	to bring

I

LIST OF VERBS

Gero	to build
Wano	to burn
Yiko	to bury
Wilo	to buy
Wwono	to call
Gwoko	to care for
Tiro	to carry
Mako	to catch hold of
Bumo	to cheat
Nyamo	to chew
Yero	to choose
Donjo cin	to clap the hands
Dunyo	to clean
Yito malo	to climb up
Coko	to collect
Tum liwen	to become complete
Gom	to become crooked
Dok cen	to go back
Bin	to come
Bin pin	to come down
Bwoyo	to conquer
Tame	to consider
Tedo	to cook
Wolo (ono)	to cough
Kato	to cross over
Ninyo	to crush
Koko	to cry
Loke	to be changed.

LIST OF VERBS

Puru, pito	to cultivate
Can	to cure
Nole, nado	to cut down
Myel	to dance
Jwiko	to decrease
Geno kor	to defend
Gajo	to delay
Kwero	to deny
Balo	to destroy
Puro	to dig
Tiro	to direct
Poko	to divide
Timo	to do
Ywayo	to drag
Goyo rek	to draw a line
Twomo pii	to draw water
Leko	to dream
Cito cen	to drive away
anyo	to dust
Twono	to get dry
Ket ata	to become disordered
to wokola two	to become disordered
Kete obed twolo	to empty out
Giko	to end
Donyo	to enter
Lwi	to escape
Poto (poto peny)	to fail (exams)
Tito	to explain
Poto (ki wi yat)	to fall (from a tree)



LIST OF VERBS

Twéyo	to fasten, bind, shut
Lworo	to fear
Pito	to feed
Lweny	to fight
Nono	to find
Tyeko	to finish
Otum (tum)	to be finish.
Keto	to fix
Dono maber	to flourish
Tuk	to fly
Bano	to fold
Lubo	to follow
Eno	to forbid
Wileo wic	to forget
Timo kica	to forgive
Non	to get
Ceko	to get ripe
Aa malo	to get up
Bedo maber	to get well
Cito	to go
Cito onyo dwogo	to go or come back
Doko rac	to go bad
Kat-woko	to go - out
Moto	to greet
Rego	to grind
Kuru, gwoko	to guard
Kato woko	to get out
Cito malo	to go up

LIST OF VERBS

Wano	to harm
Dege	to hate
Winyo	to hear
Konyo	to help
Kano	to hide
Goyo	to hit, beat
Mako	to take hold
Miyo ret, wano	to hurt
Toro, ribo	to join
Nolo	to judge
Pye, tuk	to jump, fly
Gweyo /	to kick
Neko	to kill
Neko pi cam	to kill for food
Nayo	to know
Oo lacen	to be late
Nyero	to laugh
Pwonyo	to teach
Tenyo	to leave
Tino malo	to lift up
Cwinyo mac (tara)	to light (a fire or lamp)
Maro, mito	to like, love
Winyo	to listen
Yenyo	to look for
Yo go, lago	to loosen
Rwenyo	to lose (act)
Rweny	to get lost

LIST OF VERBS

Lwoko ein	to wash hands
Dwoko piny	to lower
Yubo	to make
Nyomo (dako)	to marry (a wife).
Nyomo	to marry (or to be married)
Pimo	to measure
Leny	to melt (intr)
Ken	to miss
Rubo	to mix
Mino cik	to order
Loko-atatiro	to overturn
Bedo ki	to owe
Rem	to pain
Kato	to pass
Culo	to pay
Yero, kwanyo	to pick up
Keto	to place
Tuko	to play
Omy-nyo	to pour
Lega	to pray
Ywayo	to pull up
Cwalo (cwalo malo)	to push.
Keto	to put
Odo bel	to pound corn (millet)

LIST OF VERBS

Keto (cen)	to put away
Ruko (boni)	to put on (clothes)
Keto woko	to put out
Neko (mac)	to put out (light)
Daa	to quarrel
Yilo	to raise
Oo	to reach
Kwano	to read
Gamo	to receive
Nipoo	to recollect
Kwero	to refuse
Cwer cwiny	to regret
Niyomo cwiny	to rejoice
Odon	to remain over
Don	to remain (in a place)
Poo	to remember
Foyo	to remind
Ywe	to rest
Dwogo	to return
Dwoko (cen)	to return give back
Bulo	to roast
Tob	to rot
Luno	to make round
Lwi	to run away
Konyo	to save
Waco	to say
Keto	to scatter (tr; and intr.)

LIST OF VERBS

Wenyoy	to scratch
Yenyo	to search
Neno	to see
Neno - luwot	to see one another
Cwala	to send
Cato	to sell
Cako wot ki	to set off from
Kwoyo	to sew
Yenjo	to shake
Lyelo	to shave
Nyuto	to show
Wero (wer)	to sing (son)
Lwiny	to sink
Bedo piny	to sit down
Buto	to sleep, lie down
Dweyo	to smell
rwe mit (kur)	to smell nice
Dweyo	to smell
Bedo ki cwer cwiny	to be sorry
Loko	to speak
Bedo, ri	to spend
Nyayo	to spread (tr.)
Nya	,, ,, (intr.)
Cuno (cun)	to stand
Kwalo	to steal
Bedo	to stay
Rumu, (rumo)	to surround
Yweyo	to sweep

LIST OF VERBS

Kwot	to swell
Tamo	to think, suppose
Bolo cen	to throw away
Tweyo	to tie
Olo	to become tired
Gudo	to touch
Wot	to travel
Tamo	to try
Kwanyo	to take
Kwany woko cen	to take away
Gwoko	to take care
Lunyo (pono)	to take off (clothes)
Bilo	to taste
Pwonyo	to teach
Yeco	to tear
Nido	to tear in pieces
Waco	to tell
Tamo	to think (consider)
Loko	to turn
Elo, yabo	to uncover
Gonyo (twolo)	to unfasten, (open)
Tiyo	to use
Kuro	to wait
Wot ata	to walk about
Mito	to want
Uru (uro)	to wonder
Lwoko	to wash
Jwayo	to wipe
Woro	to worship
Coyo	to write.