Peace Corps

Acholi langage manual



About the Language

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

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

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

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

How to Use the Acholi Language Manual

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

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

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

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

Enjoy your learning.

Apwoyo!

Introduction

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

How this language manual came to be

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

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

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

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

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

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

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Acholi Unit 1

Greetings



Quote of the week:

Swahili is an easy language, its use is widespread, and it may be that there is no easier language to learn. The Late A. B. Hellier, Canon and Chancellor of Zanzibar Acholi is even easier. Adonga Moses and Otto Lucy, Language Writers.

Unit 1: Mot

Core Competency: Integrate into the Community

Overview:

In this unit you will learn to: **Communicative tasks:** Greet one person • Use correct titles of address • • Greet more than one person Use informal greetings • **HIV/AIDS:** Address Care in a dialogue on page 14 • Address Prevention in a dialog on page 18 • Safety and Security: **1D:** Identify strategies to reduce vulnerability • **3C:** Demonstrate culturally appropriate • community integration skills Grammar: Subject prefixes • Interrogatives • Pronunciation basics • **Culture:** Importance of greetings • Learning to learn: Learning on your own. •

A: Moto ngat acel (Greeting one person)

Learning Objective:

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

Moses tye ka moto Opiyo kidiko.



Moses: Itye nining Ladit? *Opiyo: Atye maber. Kono in?* Moses: Atye maber. *Opiyo : Ibutu maber?* Moses: Abutu maber.

Moses is greeting Opiyo in the morning.



Moses : How are you sir?Opiyo: I am fine how about you?Moses: I am fine.Opiyo : Did you spend the night well?Moses: I spend it well.

Matayo tye kamoto Diana idyeceng.



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

Matayo is greeting Diana during the day.



Interrogatives	These are some of the interrogative adverbs in Acholi: - nining? - how? Pingo? - why?			
	Ngo? - Kwene? -	what? where?	Nga? -	who?(sing.)
	In iaa ki kwene? Itye nining?	-	Where do you come How are you?	e from?

Г

Arii maber.

Lwong nyig lok magi. Rot ki i kompak. Pronounce these words. Check with tape.		\bigotimes
Abuto maber.	Abuto Wubuto Gubuto	Wan wabuto Wun wubuto Gin gubuto
	Arii	Wan warii

Irii

Orii

Safety	As a safety measure, greetings are an identification strategy that can reduce	
And	your vulnerability in the community, because when you greet people you	
Security Note	identify with them, thus being accepted as a community member.	
	Proper use of greetings helps demonstrate your respect for a particular person, as well as for Ugandan culture in general. Greetings will be very important as you move about and get to know your new community, and as they get to know you.	

Culture Note	Greetings are very important for the Acholi. It is triaditionally extremely rude to pass by people, even if they're working, without greeting them and showing appreciation of what they are doing.
	In Acholi, greetings take the form of a request about the other person's wellbeing, the past, etc.
	Some people greet while shaking hands, and others hug.
	Men usually bow their heads slightly as a humble gesture when greeting superiors. Women in most cases kneel when greeting elders and superiors.
	It is rude to greet someone older than you with a hat on. In most cases you remove it or at least touch it with a slight lift.

Wun wurii

Gin gurii

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

Learning Objective:

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

To address Care

Adonga tye ka moto Prossy ki Lucy:



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

Adonga is greeting Prossy and Lucy:

-		
Adonga	Prossy	Lucy

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

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

Culture Note

Titles of address: It is always good to use titles of address when greeting people as it is a sign of great respect. **Note:** *'Ladies and gentlemen'*, in Acholi, is *'mon ki coo'*. Traditionally, it shows greater respect for men.

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

A: Ibuto nining, _____?

B: An abuto maber. _____ kono?

A: An abuto ______.

B: Dano ma _____ tye nining?

A: Dano _____ maber, kono wun?

B: Wan bene watye _____

A: ______ ber.

B: Ber _____ warwate.

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



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

.



1-2

/ ny / *and* / ng /

/ny/as in*nyanya*is pronounced as a soft*n*and is different from*n*. <math>/ng/as in*ngec* is pronounced as the English word England.

C: Informal Greetings

Learning Objective:

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

Joshua tye ka moto Wess



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

.Ioshua

Wess

Joshua is greeting Wess



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

Joshua tye ka moto Wess ki Recco

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



Joshua is greeting Wess and Recco

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



Lok manyen

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

To address prevention:

Abel tye kaboko lok gin ki Ben

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

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

Listen to the tape and check boxes that apply to each dialog. Winy kompak ka igwet canduk ma rwate ki nyig lok acel acel.



	Morning	Afternoon	Formal	Informal	Singular	Plural
Dialog A						
Dialog B						
Dialog C						
Dialog D						
Dialog E						
Dialog F						

Pronunciatiyon		k= x
	In A	choli, k is sometimes pronounced as a glotal when it appears ir
	betwe	een two vowels as in <i>loch</i> in English. For example, lwoko ning), tuku (game).

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



Culture Note	It is appropriate to use formal greetings when greeting people in the morning or when greeting somebody for the first time in a day. After that informal greetings can be used.
	Friends can use informal greetings most of the time. However, when greeting superiors, formal greetings are used.

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

Learning on Your Own

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

There is no book in existence that covers all aspects of a language and even if there was you would spend years in class studing with it. Therefore, learning how to learn more on your own may well be the most valuable skill any class can give you. This is even more obvious in Uganda, a country of over 30 languages and dialects. It is quite possible that even though you need one language for work, the people in your village speak a different dialect or even a completely different language.

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

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

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

Date:

Why do you want to learn Acholi?

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

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

What level do you eventually want to reach in Acholi?

Acholi Unit 2

Introducing self and others



Quote of the week:

Many people are faced with an assignment overseas, in a state of high anticipation, that they'll not only go and explore this farway and exotic land, but that they will learn the language as well. They will get the book and start tomorrow. But for many that tomorrow never comes.

Robert Kohls, Survival Kit for Overseas Living.

Unit 2: Introducing self and others

Core Competency:	Commit to Peace Corps Act, Mission and Professionalism.
Overview:	In this unit you will learn to:
Communicative task	• Introduce self and others
	• Tell country of origin and place of residence
	• Mention your profession and work
	• Tell family members and their work
	• Mention people in your community and what they do
	Describe more professions
	• Practice leave taking
HIV/AIDS:	• Address Prevention in a dialog on page 30
	• Address Care and Prevention in a text on page 33
Grammar:	• Verb infinitive
	• Syllables
	• Separate personal pronouns (self standing)
	• Present continuous tense
	• Far future tense
	• Use of "Wek"
	• Near past (Yesterday) tense
	• "Already" and "Not Yet" tenses
Culture:	• Naming system
Learning to learn:	• Memory Tips.

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

Learning Objective:

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

Oyo nyutu Mary gin ki David



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

Oyo introduces Mary and David



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

Mary: Thanks I am glad to see him.

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



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



Lok manyen	nying in
	larema
	iya yom
	me nenne
	iya yom loyo

name you (singular) my friend I am glad/happy to see him/her I'm even more happy.

Culture NoteAcholi names: The system of names for Acholi is different than in
the US. Each Acholi has two names. A christian (religious) name
given at baptism, for example, *Henry*, and a Acholi name given at
birth, for example, *Oceng*. The Acholi name often has meaning
related to a significant event at the time of birth. For example,
Oceng means 'born during day'.Until recently, family names in the European sense were not used.
However, many Acholi use their father's or mother's name
alongside their own. The father's or mother's name then appears at
the end. Many people don't use them at all. Under European
influence, some families started using the father's or mother's name
as a family name even for the third generation.

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

Name/Nying:	Meaning/tere	

B: Iaa ki kwene?

(Where are you from?)

Akulu:	Iaa ki kwene?
Okot:	Aaa ki i Anaka i Amuru.
Akulu:	An aa ki Awach i Gulu.
Okot:	Ibedo kwene?
Akulu:	Abedo i Gulu taun.

Where are you from

Akulu:	Where do you come from?
Okot:	I come from Anaka in Amuru.
Akulu:	I am from Awach in Gulu.
Okot:	Where do you live ?
Akulu:	I live in Gulu town.



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

Mercy:	Iaa ki kwene?
Hilda: Morov:	<i>Aa ki Gulu. In kono?</i> Aa ki Kitgum
Mercy:	Aa ki Kiiguili

Mercy:	Where do you come from?
Hilda:	I come from Gulu. And you?
Mercy:	I come from Kitgum.





Lok manyen

iaa aa you come from I come from



	America	Texas	California	Chicago
Jerry				
Mark				
Liz				

Verb Infinitive	The infin	The infinitive verbs in Acholi are marked by the suffix -o example:		
	For example:			
	stem	infinitive		
	nin	nino	to spend the night	
	bed	bedo	to spend the day	
	nyut	nyutto	to introduce oneself	
	Note! The stem is	rarely alone. There is	always a prefix of some	
	sort. For example,	a subject prefix as in	arii (I spend the day).	

Yub lok ki i kom nyige matino tino magi. Make words from syllables.		Ć
a) lwo-nga-o		
b) do-bec) nyo-ye		
d) ne-kwe		
e) yo-a-pwo		
f) no- ni		

g) ngo-ni





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

Singular		Plural	
Ι	An	we	Wan
уои	In	уои	Wun
he/she	En	they	Gin

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

Ø

Cik peny ki lagam.	an
Match the questions with the answers.) E

Itye maber?

Kop ango?

Itye?

Atye maber. Kop pe. Atye.

Ber.

Pwod wanen.

C: Tic

Learning Objective:

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

Itimo tic ango?



Obonyo:	Itye nining, Obonyo?
Okec:	Atye maber, in kono?
Obonyo:	Gin marac pe, itiyo tic ango?
Okec:	Abedo daktar, in kono?
Obonyo:	Abedo lapwony.
Okec:	<i>Oo ber.</i>

What is your profession/job?



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

To address Care and Prevention:

Translate the following:

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

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

Opiyo tye ka lok gin ki Anyango lok kom tic

- Opiyo: itye nining kamao?
- Anyango: Atye maber, kono in?
- Opiyo: Atye maber. Itiyo kwene?
- Anyango: Atiyo i Pocta. Inkono?
- Opiyo: Atiyo i beng.



Opiyo is conversing with Anyango about work

- Opiyo: How are you kamao?
- Anyango: I am fine How about you?
- Opiyo: I am fine. Where do you work?
- Anyango: I work at the post office and you?
- Opiyo: I work at the Bank.



Lok manyen	atiyo	I am doing/working (I do/ I work)
· ·	Pocta	post office
	duka	shop
	kwan	study
	beng	bank.
	- $ -$	

Tii wun aryo aryo. Ngat acel acel myero okel lok mo pi
jami acel acel .
Work in pairs. Each of you should suggest a phrase or
phrases for each of the prompts below.



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

Lok manyen	

Itiyo tic tic lapwony daktar

Do you work work teacher doctor.

To address Prevention:

- PCV: Itye nining?
- LC: Atye maber.
- PCV: Nyinga kilwongo ni Jennifer. Abedo latic me Peace Corps.
- LC: Iya yom me nenni.
- PCV: An bene iya yom me nenni.
- *LC: Itiyo tic ango?*
- PCV: Abedo daktar. apwonyo dano ma i kin gang ki lok ma mako yot kum ki gengo two macalo HIV/AIDS (cilim), cam maber, pii maleng, ki lengo me kom.
- *LC: Meno ber tutwal. wajoli.*
- PCV: Kakare.

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



- 1. Otim aa ki kwene?
- 2. Rose timo ngo?
- 3. Rose aa ki kwene?
- 4. Otim timo ngo?

Present	It is formed b	y placing a su	bject prefix to the verb infinitive.
Imperfect (Continuous)	e.g aa	Aa	Wa aa
tense		Iaa En aa	Wu aa Gi aaa.
	Bedo	Abedo Ibedo En bedo	Wa bedo Wu bedo Gi bedo.

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

Ø

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

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



	• • • • • • • • • • • • • • • • • • • •	•••••••••••••••••••••••••••••••••	••••••••••••••••
	• • • • • • • • • • • • • • • • • • • •	•••••••••••••••••••••••••••••••	••••••
		•••••••••••••••••	••••••
••••••		••••••	••••••

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

Homestay task

Name	Profession	Where they work

D: Dano ma igang (Family members)

Learning Objective:

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

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

Culture Note	In diff coo pro for
	chil

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

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



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

Wan kitung botwa mon madongo ki lotino en aye ma dwong. lotino matino bene dwong.



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

elderly women and children

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

Find the meaning of this Proverb.	Proverb /
Adidedide tucu min bul.	idiom

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

Kacoke



Meeting



Hello sirs, how are you?

Hello sir, we are fine and how about you?

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

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

I am happy to see you.

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

I am glad to see you all.

Dano gang: We are happy to see you too.

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

Kwan lok ma malo eno ni ka i gam lapeny magi Read the dialogue above and answer these questions. Comprehension

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



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

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

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

Laro lok i kin Fred gin ki Rose



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



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



Wek may be used in explained here.	vario	ous ways, but two major ones are
i) Wek translates 'le followed by a subjur		hen used in this way, it must be
Wek acitii	-	let me go.
Wek wa dok cen	-	let us return there (let us go back).
Wek abin	-	let me come.

Look at the use of 'Wek' and the examples given. Make your own examples (more than 7).



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

F: Tic mokene mapatpat (More Professions)



Lagedo gedo ot yat, layub mac yubo mac. Daktar madit ki daktari mukene gi tiyo i ot yat. Ladwoco dwoyo mutoka Makanika yubu mutoka.

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



The near past tense is used to describe actions which happened yesterday or before then, but no more than 3 days in the past. To make this tense is very simple, just put a subject prefix before the modified verb stem.

Subject Prefix + MVS

Ibuto nin	ning	?		How did you spend the night? (last night)	
En ocito	wo	ko.		He went.	
T 1			1	1	

The *negative* is also simple:

Pe + Subject Prefix + MVS

Pe guneno lee.	They didn't see animals.
Pe ocito.	He didn't go.



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

Tye ka tiyo tic ango?



- 1. (a) Itamo ni jal ma obedo ni timo ngo?
 - (b) Tice kilwongo ni ngo?



- 2. (a) Dano ni timo tic ango?
 - (b) Tice kilwongo ni ngo?
- 3. (a) Dano ma ocung ni timo ngo?
 - (b) Tice kilwongo ni ngo?

Cik lotic ki gin ma gi timo. Match the professions to their kind of work.



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





Quote of the week:

Wor acel pe kwoko dek.

Acholi Proverb.

Unit 3: Foods

Core Competency: Apply Basic Survival Skills. In this unit you will learn to: **Overview: Communicative tasks:** Name foods • Tell likes and dislikes • Tell eating and cooking utensils ٠ Order for food in a restaurant • Accept/decline politely invitations to food • Appreciate and compliment food given . **HIV/AIDS:** Categorize different types of foods on page 45 to cater for Nutrition • Address Care and Nutrition in a dialog on page 46 • Safety and Security: 3B: Demonstrate skills in community mapping • 3C: Demonstrate culturally appropriate community integration skills • 4C: Demonstrate culturally appropriate strategies for declining unwanted • offers of food/drink/assistance, etc Grammar: Interrogatives • Adjectives • Gerunds • Imperatives and subjunctives • The negative • Emphatics • **Culture:** Table etiquette • Invitatiyons Learning to learn : Using host family to learn. •

(Foods)

A: Cam

Learning Objective:

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



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

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







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



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

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

To address Care and Nutrition

Lagwok latwo:	I ngamo ngo?
Latwo:	Aol aola.
Lagwok latwo:	Kec tye kaneki. laworo icamo manok. Tin myero icam cam madit pien latwo
	myero ocam cam maber.
Latwo:	Cam mabeco mene?
Lagwok latwo:	Obedo cam ma tye ki jami ducu iiyee ma kom mito.
Latwo:	Calo mene?
Lagwok latwo:	Cam ma kelo gupu calo mucele, cam ma miyo kom dongo calo ringo ki bitamin calo nyig yat ki pot dek.
Latwo:	<i>Eyo aniang. Atim dok ngo mokene me meddo teko me koma wek olweny i kom two ducu?</i>
Lagwok latwo:	Nong yweyo ma oromo, twenye manok, mat pii ladit ka i nen dakta ni ka iwinyo komi rem.

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

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



Adjectives:	Adjectives need to agree with the noun they go with. To use them,		
	you need to add class prefix of the noun you want to describe. Learn these useful adjectives:		
	ber good, fine, nice, well, beautiful		
	rac	bad, ugly	
	dit		
		big	
		nok; tidi small, few, little	
	otii, dit	old, superior	
	tidi	young	
	bor	tall, long	
	cek	short	
	pol, dwong	many, a lot	
	nyen	new.	
	Examples:	Mugati ni dit	
	T	This loaf of bread is big.	
		Matunda na ber	
		My passion fruit is good.	

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



A:	Apwoyo nenni.
<i>B</i> :	
A:	Atye maber. Bin wacit kamato soda.
<i>B:</i>	
A:	Ku bin wamati.
<i>B</i> :	
A:	Aya wek aciti.
<i>B:</i>	

Culture Note	The following are the meals that are considered most trladitional:
	1. Millet, cassava, beans, peas, posho, potatoes, milk, pumpkins, lacoi (a type of drink made out of millet) and also kwete (a type of drink made out of maize).
	Sharing of a meal is a tradition. If a visitor comes, the above list of meals are the best for the highly respected visitors, elders, or superiors; especially those you have gone long without seeing.

"Welo Okello yengo".	Proverb/Idiom
Find out the meaning of this Proverb.	

B: Likes and Dislikes



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

In the hotel



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

Lok manyen

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



Wilbur:

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

Brenda:

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





Wilbur:

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

Brenda:

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





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

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

Match words with pictures. Use the dictionary.

	gilaci
	-
	malaga
	kikopo
	cwani
	lawum wi jami
	pala
	binika
	atang
	pany
(Intel	lalek
	cupuria
B	mokeka
Charles	malaga latok dek.
B	н.





Yito pe duny nono.	Homestay
Find out the meaning of this proverb from your host family.	task

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

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

Alice okello cwan matidi ki kikopo ma otye woko.

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

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

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

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

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



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



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

Imperatives &	Every verb stem is a command, which can only be directed to the 2nd person singular only.		
a	citi - go		
Subjunctives	bin - come		
E C	kwan - read.		
	For the rest of the persons, commands can be issued by use of subjunctives which express a wish or possibility.		
	Examples:		
	wacetu	- let us go	
	wun ducu wubin	- all of you come	
	mot gi	- (you sing.) greet them.	
	 Subjunctives are formed by putting the correct subject prefix to the verb stem and changing the final a of the verb stem to e. Kong maber - Have a nice day (wish you a good day). Atwero dong wot? - May I go? (requesting to go). 		



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



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

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

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

(Accept/Decline politely invitations to food)

Learning Objectives:

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

Faith tye kalok ki Jack



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



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

Lok manyen

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

The Negative	The general rule for forming the negative of any verb is to place Pe - before the Subject Prefix. If the Subject Prefix is a vowel (a, e or o), then pe - contracts to p - (this is usually common in spoken but not proper for written forms).			
	Abedo lapwony.	Pe abedo (pabedo) lapwony.	
	I am a teacher.	I am not a	teacher.	
	Acamo ringo.	Pe acamo i	ringo.	
	I eat meat.	I don't eat	meat.	
	Icamo cam me otyeno. Pe icamo cam me otyeno.			
	You ate supper (yeste	 You ate supper (yesterday). You didn't eat supper (yesterday). More about the negatives will be dealt with according to different tenses covered. At times, negatives may be formed using pe- which appears as aprefix before a subject. A common example is negative commands. Examples: ceti go 		
	Ũ			
	-			
	Examples:			
		Pe iciti	don't go.	
		cam	eat	
		pe icam	don't eat.	

Wor acel pe kwoko dek.	Homestay
Find out the meaning of the above saying from your host family.	task

Culture Note	If someone finds you eating you have to invite him/her regardless of the quantity or quality of food you are eating. And traditionally food is to be shared. Always a visitor is welcomed by a drink, thereafter food is also given whether he/she wants it or not.
	Traditionally you are expected to wash your hands before and after eating. People don't eat while walking, and don't walk while eating. Most homes bless the food (with a prayer) before eating.

Safety and Security Note

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

F: Pwoyo

(Complimenting)

Mauda tye kalok ki Mama



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

Mauda is conversing with Mama



Lok manyen

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

mama
medda
dek mit tutwal
apwoyo tedo

mother add for me food is tasty thanks for cooking.

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

Emphatics	For emphasis, the personal pronoun and personal pronoun prefix can be used in the Joshuae sentence.			
	An aye I am the one who			
	Wan aye	We are the ones who		
	Gin aye	They are the ones who		
	En aye	S/he is the one who		

Acholi Unit 4

Shopping



Quote of the week:

Latek keng wi ogwang ma otwo.

Acholi proverb.

Unit 4: Wil

(Shopping)

Core Competencies:	Work within American and Host Country Diversity. Apply Basic Survival Skills.
Overview:	
	In this unit you will learn to:
Communicative tasks:	• Count from 1-10,000
	Compare prices
	• Use bargaining terms
	• Ask for and give back change
	• Purchase items using weights and measures
	Describe household items
HIV/AIDS:	• Address seeking for Treatment in a text on page 68
	• Address accessing Treatment and Care in a dialog on page 69
Safety and Security:	• 1D: Identify strategies to reduce vulnerability
	• 3B: demonstrate skills in community mapping
	• 3C: Demonstrate culturally appropriate community integration skills
Grammar:	• Conjunctions
	• Modified verb stem
	• Verb "to have"
	• Far past tense
	• Verb "to be"
	• 'Whole', 'All' and 'Any' suffix
	• Agreement of numbers
Culture:	• Bargaining
Learning to learn:	• Goals for Independent study.

A: Kwano

(Counting)

1 - 10,000

Winy kompa Listen to the					\bigotimes
0	1	2	3	4	5
jero	acel	aryo	adek	angwen	abic
6 abicel	7 abiro	8 aboro	9 abongwen	10 apar.	



Tongweno,tongweno,acel Tongweno,tongweno,aryo Tongweno,tongweno,adek Tongweno,tongweno,angwen Tongweno,tongweno,abic Tongweno,tongweno,abicel Tongweno,tongweno,abiro Tongweno,tongweno,aboro Tongweno,tongweno,abungwen Tongweno,tongweno,apar!

Lok manyen

wer tongweno song egg.

Pwony nama magi:	The numbers 11-19 are simply formed as <i>'ten and one'</i> being joined by <i>wiye</i> . But you can even leave out <i>"wiye"</i> and it still retains the meaning.		
Learn these	10	apar	
numbers:	18	apar wiye aboro	
	20	pyere aryo	
	30	pyere adek	
	40	pyere angwen	
	50	pyere abic	
	60	pyere abicel	
	70	pyere abiro	
	80	pyere aboro	
	90	pyere abongwen	
	100	miya acel.	
	Note also that when	the ones are added to the tens we get tens and ones	
	joined by <i>wiye e.g</i> ,		
	23	pyere aryo wiye adek	
	48	pyere angwen wiye aboro	
	66 94	pyere abicel wiye abicel pyere abongwen wiye angwen.	

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

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

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

Conjunctions:	Ki	'and'. Ki is mostly used to denote nouns, infinitives and adjectives. Atye ki dyangi aryo ki gweni angwen. <i>I have 2 cows and 4 chickens</i> .
	Ento	'but', 'nevertheless'
	Kono nyo	perhaps
	Pien	because
	Nyo	or.

Nama. Numbers.	(i)	For all the numbers above, all <u>ones</u> , <u>tens</u> and <u>hundreds</u> are formed by use of 'wiye' should they exist singly or with the last whole numbers.		
	(ii)	1,000,000. Here yo alip apar. alip pyere aryo alip pyere adek The above goes on	up to 90,000. one hundred thousand.	

Carolok (Proverb):	Community
Lak lyec pe loyo rwede.	task

Find out the meaning of the above proverb.

B: Poro wel jami (Comparing prices)

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

Seenal Andread	<i>am so unfortunate!!! (Darn it!)</i> Today Onyango was going to Awac market. He met his friend called Owino. Owino had gone to Awac market to buy pants. But as for that one, he had gone with 5,000 shillings but the pants he found were being sold for 8,000 shillings. And Onyango also wanted to buy pants but he had only 4,000 shillings. Owino gave Onyango advice that they should go to Lacor market. When they arrived at Lacor market, they found that pants were 7,000 shillings. Then Onyango said "Darn it!".
--	---

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



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

Examples:

Nen	neno
Nek	neko
Kwany	kwanyo

To address Treatment



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

To address accessing Treatment and Care:

Lok:

- Abel: Ico nining lamego?
- Betty: Acoo maber ladit. Kono in?
- Abel: Acoo maber. Icito kwene odiko con kuman ma piny ngic kiti eni?
- Betty: Acito ka gammo yet amwonya na.
- Abel: Oh, inongo ki kwene? Agamo me nono i ot yat pa gmante ma cok kanyi.
- Betty: An pe amito cung i lain. Amaro nongo ki i ot yat pa dano i Kampala.
- Abel: Aaa aa! Pe tero cente madit tutwal me wot wa Kampala? An pe atwero nongo kodi cente enoni me wot kama bor. An amede ki nongo mega kama cok kanyi.
- Betty: Meno ber. Wek akati.
- Abel: Wot maber. Pwod wanen .





To address accessing Treatment and Care:

Talking:

- Abel: Good morning madam ?*Betty:* Good morning sir ,how are you?
- Abel: I am fine ,where are you going so early in this cold weather?
- Betty: I am going to get my medication.
- Abel: I get them for free, from the nearby government health center
- Betty: I dont like lining up so I get mine from private hospital in Kampala.
- Abel: Hey! Wouldn't it cost you a fortune going up to Kampala? For me I can't afford all those expenses to go up to Kampala. I will continue to get mine from here.
- Betty: Okey let me go.
- Abel: Safe journey see you again..

Lok manyen	
	J

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

Safety and Security Note	It is always safe not to carry too much cash on you. If you must, keep it in different areas.	
	Settling for the 'munu' price right away can give people the impression that you're 'rich' and that could make you a target for begging, requests for loans or even crime.	
	Markets, especially in larger towns and cities, can be a common place for pickpockets and thieves so be mindful of your belongings and take care not to flash your money around.	







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

Affirmative	2 •	Negative:	
Atye ki	I have	ape ki	I don't have
Itye ki	you have	ipe ki	you don't have
En tye ki h	e/she has	en pe ki	he/she doesn't have
Wan Waty	e ki we have	wan wape ki	we don't have
Wun wutye	ki you (pl) have	wun wupe ki	you don't have
Gin tye ki they have		gin pe ki	they don't have.

Itye ki cente madwong. James tye ki buk Wan wape ki cam i cawa ni.

You have a lot of money.
James has books.
We have no food now.

C: Laro wel

(Bargaining)

Learning Objective:

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

Lacat ki lawil

Lacat:	Ajoli ladit.
Awil:	Ber, ningo?
Lacat:	Mapol pe. Itye kayenyo ngo?
Awil:	Atye kayenyo cati, koti ki tandarua.
Lacat:	Ee, weng tye.
Awil:	Cati, koti ki tandarua tye ciling adi?
Lacat:	Cati tye ciling alip abiro, koti tye ciling alip apar ka tandarua tye ciling alip abongwen.
Awil:	A - ya - ya – ya, wel gi pwod dong tek, kong i dwok wel gi piny.
Lacat:	In itye ki ciling adi?
Awil:	Cati amiyi ciling alip angwen, koti amiyi ciling alip abicel, ka tandarua abi mini ciling alip abiro.
Lacat:	Pe, med kong manok.
Awil:	Pe atwero, wek acitii.

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

Willo jami me gang

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

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

	An pe Inpe + MVS En pe	I didn't you didn't s/he didn't	Wan pe Wun pe + MVS Gin pe	we didn't you didn't they didn't.
	Akwano Baibu Gin guwilo mo Negative : Is f	toka Tl	read the Bible. ney bought a car. g pe	
Far Past Tense	This tense is used for actions which took place 2 or 3 days ago dating backward indefinately.			

Find out the meaning of this Proverb. How does it relate to this communicative task?	Explorer's Diary
Ogwal acel obalo wang pii.	

Culture Note	In a market situation, especially where the goods do not carry price tags, one is always expected to bargain. If one does not bargain, the people around may take it that he/she has excess money. Hence, even if the prices are fixed, there is a tendency to bargain.	
	N.B: There are certain items for which bargaining is not possible. For example, transportation, fuel, or common small items like cigarettes, match box or bottled water.	

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

Ii dukan:

Omac:	Itye ni ngo?
Okeng:	Atye maber, peko ango matye?
Omac:	Abino ka gammo cente ma odong.
Okeng:	Ciling adi?
Omac:	Ciling alip acel ki miya abic keken.
Okeng:	An atye ki ciling alip acel, miya abic ma odong ibinongo lacen.
Omac:	Ber. Ayela pe.

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

Find out the meaning of this proverb:	Proverb/Idiom
Kadi tidi obedo cente.	

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

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

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

Verb	In Acholi, there are two forms <i>tye</i> or <i>bedo</i> .		
"to be"	a) To describe what one is or does.		
	Abedo lapwony.	I am a teacher.	
-	Ibedo munu.	You are a white person.	
	Prossy obedo Acholi	. Prossy is an Acholi.	
	b) To locate where one	is.	
	James tye kwene?	Where is James?	
	Wan Watye Gulu.	We are in Gulu.	
	c) To explain what one is doing at the moment. Suffix –tye		
	(there/now) is added.		
	Itye ka timmo ngo? What are you doing?		
	En tye ka bino.	He is (there) coming.	
Use of <i>bedo</i> and <i>tye:</i>			
	It is most often used as an auxiliary verb to express duration another verb in a given tense.		
	Abedo ka cam.	I am eating. (always)	
	Tin abedo ka cam.	I was eating. (today)	
	Onongo abedo ka ca		
	Abibedo ka cam.	I will be eating. (near future)	
	Onongo atye ka cam	I was eating. (far past)	
	It can also express completedness of an action.		
	Atyeko cam woko.	I have already eaten.	
	Nongo atyeko camo	. I will have (already) eaten.	
1			
Lok manyen	rukko	to wear	
	kikoyi / late bongo	inner cloth (for ladies)	
	cullo	to pay	
	dukan	shop	
	dwok	to reduce (the price)	
	dwoggo	to give back.	
	20	U U	

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



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


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

wan duc/weng all of us wun duc/weng all of you (pl.) gin duc/weng all of them En tye kalwongo wan duc. *He is calling all of us*.

For all other noun classes it appears as -ducu/weng.Akwano buk ducu.I have read the whole book.Dyangi ducu tye gang.All the cows are at home.

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



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

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

Learning Objective:

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

Jami me i ot:



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

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

Household items:



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

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

Lok manyen

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

Acholi Unit 5

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

Quote of the week:

When the student is ready, the teacher will appear.

Saying.

Unit 5: Waco cawa

(Telling time)

Core Competency: Work within American and Host Country Diversity.

Overview:

In this unit you will learn to:

Communicative tasks:	• Tell time the acholi way
	• Tell days of the week, months and dates
	• Explain daily routine
	• Ask about weather
	• Describe recent past activities
	• Make plans for the future (near and far)
HIV/AIDS:	• Address Care in a dialogue on page 78
	• Describe the timeline of HIV/AIDS in Uganda in a text on page 87
Safety and Security:	• 1D: Identify strategies to reduce vulnerability
	• 2A: Demonstrate the appropriate skeps Volunteers take to prepare for safe travel
	• 3B: Demonstrate skills in community mapping
	• 3C: Demonstrate culturally appropriate community integration skills
	• 8A: Ask for help in the local language
Grammar:	• Possessive particle "of"
	Possessive adjectives
	Ordinal numbers
	• Adverbs of time
	• Demonstratives
	• Immediate past tense (Today past tense)
	• Near future tense
Culture:	• Days of the week
Learning to learn:	• Understanding LPI and using it to learn.

A: Waco cawa

$3 \xrightarrow{5} \xrightarrow{6} \xrightarrow{7} \xrightarrow{7} \xrightarrow{7} \xrightarrow{8} \xrightarrow{9} \xrightarrow{7} \xrightarrow{6} \xrightarrow{5} \xrightarrow{10} \xrightarrow{10} \xrightarrow{10} \xrightarrow{12} \xrightarrow{12} \xrightarrow{10} \xrightarrow{10} \xrightarrow{12} \xrightarrow{10} \xrightarrow{10} \xrightarrow{10} \xrightarrow{12} \xrightarrow{10} \xrightarrow{10}$

Inside: Outside: English time Acholi time.

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

(Telling Time)

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

To address Care:

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

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

ma pwod pe wabino	before we came
Poto	garden
Pol kare	always
Pe wi owil	don't forget (singular).
	Poto Pol kare



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

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

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

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



(1) Odong _____ acel me romo cawa apar me _____.

(2) Nino ki nino _____ cawa ____ me dye ____.

- (3) Ajok _____ ka tic cawa _____ me odiko.
- (4) _____ leb Acholi cawa _____.

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

Possessive adjectives	Possessive adjectives are suffixes. The prefix to be affixed on those suffixes must agree with the noun possessed.				
aajeentes		-a	my	-wa	our
		-i	your	-wu	your
		-е	his/her	-gi	their.
	e.g.	lotino- wu lapwony- a lapwony- w	ur (sing.) child) (Your (sing.) ch (My teacher). v a (Our (pl) tea (Their spoo	nildren). ochers).	

Culture Note	It is 7:00 a.m. (cawa acel me odiko) which is considered as the 1st hour of the day. Similarly, cawa acel me dye wor (7:00 p.m) is considered as the 1st hour of the night.
	A day is made up of dye ceng (day time) and cwint dye wor (night). The word iwor is also used for a 24 - hour day. Idiceng (day, sun) is normally used for a 12 - hour day.
	To distinguish between dyewor for night and cwiny dyewor for mid night in a 24 - hour day, the word me dyewor (night time) is usually used for the former.
	Culturally, people tell time by such indicators like sunrise, sunset, crowing of the cock (rooster), position of the sun and also of the shadows. Because of this, time is always an approximation. Hence a meeting called at 2:00 p.m. will probably attract participants at 3:00p.m. and for sure they won't be late because they are still "within time".
	"Wapwoyo bino i Uganda".

Safety and Security Note

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

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

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

Learning Objective:

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

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

Lok manyen Katoli Purutanti Icilam kacoke pa luku tic cabit wot ka lega pur

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

Catholics

C: Dwe ki nino dwe (Months and Dates)



Match the words to the Pictures:

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

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

Ordinal Numbers	Ordinal numbers are formed by using the possessive particle before the serial numbers by taking prefix me before their ster So they appear thus:		
	Me acel	1st	
	Me aryo	2nd	
	Me adek	3rd	
	Me angwen Me abic	4th 5th.	
	All that is now nee vowel) depending of	-	article 'of' (used with its initial class e.g:
	latin me acel.		The first child.
	Buk me acel.		The first book.
	Buk me aryo.		The second book.
	Dyang me acel.		The first cow.
	Dyang me angwen		The fourth cow.
	Dwe me acel.		The first month (January).
	Dwe me adek.		The third month (March).
	Yat me abiro.		The seventh tree.
	Note that for numb the serial numbers.	•	you only need particle 'of' before

Adverbs	The adverbs of time that need to be learnt are:	
of	Tin	Today
	Kombedi	Now
time	Laworo	Yesterday
	Laworo maca	Day before yesterday
	Diki	Tomorrow
	Diki maca	Day after tomorrow
	Ma cok coki	Recently
	Dye ceng	Day time
	Dye wor	Night time
	Pol kare	Always; usually
	Odiko	Morning
	Dye ceng	Noon; afternoon

Evening.

Otyeno

D: Daily/free time activities

Learning Objective:

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

Gony nyig lok magi:	Comprehension
Translate the dialog below:	

Sam tye kalok ki Sue

Sam:	Ibuto maber?
Sue:	Abuto maber, kono in?
Sam:	atye maber. John tye?
Sue:	Pe, oceto ka leka.
Sam:	Joan kono?
Sue:	Joan oceto ka pur.
Sam:	Atye ka mito ni ibin wek ipwony lotino na ki leb acholi.
Sue:	Aya do abino diki.
Sam:	Aya, apwoyo matek.
Sue:	Ber, pwod wanen.

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

Find out the meaning of the Proverb:	Proverb/
Nong gin ma caro lok man gonyo:	Idiom

Gin ma ikwiya gam lacen.

Demonstratives	Demonstratives vary according to the noun class they qualify. They fall in 3 forms:		
	This (proximal; near at hand)		
	That (referential; some distance away)		
	That (distal; far away).		
	This (near)That (referential)That (distal)		
	man / eni	Meno	Maca
	Here (near)	There	There
	Kany	Kwica	Kaca
E.g. Latin man obedo latin kic. <i>This child is an orphan</i> .			

E.g:Latin man obedo latin kic.This child is an orphYadi magi dongoThese trees are big.Meno megiThat is yoursMaca megaThat is mine

Bed **kany** *Sit here* Bed **kenyo** Sit there Bed **kaca** *Sit there*.

Winy kompak ka igam lapeny. *Listen to the tape and answer*.



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

E: Piny

(Weather)

Learning Objective:

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

Bill orwate ki Julius

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



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

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

Winy kompak ka ipong kama twolo. Listen to the tape and fill in the blanks.			\bigotimes
Mama tye	Lotino tye	i dye	Mama maro
lotino otyeno ka	obicito kabu	ıto. En	dek mamit
Ento	_ pe wil me	pi jo ma	ducu.
Lok anyen	aa malo	to get up	
	lwokko	to wash	
	jo ma gang	home peop	ple
	lega	pray	
	ma titidi kong	a little wh	ile
	ot lega	church (bu	at not the Catholic one)
	wer	to sing.	

To address AIDS in Uganda timeline:

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

I mwaka 1986, gamente ocako lweny i kom 'cilim'. Ocako jang tic mo me konyo lweny i kom two man. I mwaka 1987, TASO ocako konyo jo ma tye ki cilim. ka i mwaka 1988 lawer acel me Uganda ma kilwongo ni Philly Lutaaya owaco kamaleng ni en etye ki two cilim. Kombedi jang gamente mapol ata tye ka lweny ikom two man kun tiyo tic macalo me gengo, gwokko lutwo ki miyo it gi kony me cang.

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

Immediate past tense.	In acholi there are 4 past tenses: Nenen (today past), laworo (yesterday past), laworo maca (day before yesterday) and yam	
(Today past)	(far past). To differentiate the time when the event ocurred, you	
	use adverbs of time like kombedi (now), odiko (morning hours),	
~	otyeno (evening hours), laworo (yesterday), laworo maca (the	
	day before yesterday).	
	E.g:	
	Nennen odiko acamo tongweno aryo. In the morning I ate two eggs.	
	Tin odiko icamo dek ango? What did you eat in the morning?	
	Dominik nenen ocoyo waraga. Dominik wrote a letter.	
	The negative of this tense is formed by putting pe before the affirmative.	
	E.g: Dominik pe ocoyo waraga.	
	NB: This construction is also used for narrating in the past.	

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

Peace orwatte gin ki Betty

Peace:	Betty konya!
Betty:	Ki ngo, Peace?
Peace:	Amito cito Kitgum, amito wot i nyom pa Alice gin ki Johnson, ento amito wot i gang kwan bene ka kwan. Ci mandog atim ngo?
Betty:	Atamo ni omyero icit inyom.
Peace:	Itamo ni omyero pe acit Kitgum?
Betty:	Ibi cito ka timo ngo Kitgum?
Peace:	Abicito ka gammo cente na.
Betty:	Aaaa, ci omyero icit Kitgum.
Peace:	Aya ber apwoyo matek wanen.

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



Abi camo	-	I shall eat.
Abi myelo	-	I shall dance.

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

Ibi cito Nairobi.You will go to Nairobi.Gin gubipwonyo leb acholi.They will learn Acholi.

Understanding LPI and using it to learn

What is LPI?	LPI is an oral proficiency test developed by the American Council for the teaching of Foreign Languages (ACTFL). It has been simplified by the Peace Corps for use by language training programs around the world.
How it is done	The test consists of a 5 to 30 minute tape-recorded interview. Each interview is different but follows a similar structure. The interviewer asks questions of general interest and the conversation goes on from there. The testee may be asked to participate in a short role-play and/or ask questions to the interviewer. The atmosphere is relaxed. Remember ! The LPI test is intended to show what you know and not what you don't know.
What it shows	Your LPI score tells you the level of communicative proficiency. It shows you how you can handle new situations and manage a conversation. It also shows a relative level of errors, creativity and comprehensibility.
What it doesn't show	It cannot be used to compare individuals. Two people of the same score may still have different amount of vocabulary. Conversely, a person who has a score of Novice-High can function at the Intermediate-Low level at least half of the time.
Warning!!!	Progression from level to level cannot be described as a straight line but rather as an inverted pyramid. It takes much longer to get from Intermediate-Mid to Intermediate-High than from Novice-Mid to Novice- High.
How you can use it to learn	 Ask for a copy of the interview tape, listen to it again and think about how you could give better answers. Read the definition of the level you achieved and the next highest level and think about what you need to do before you move up one level.

Peace Corps Language Proficiency Interviews Rating Guidelines*

SUPERIOR

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

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

ADVANCED HIGH

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

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

ADVANCED MID

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

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

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

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

ADVANCED LOW

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

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

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

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

INTERMEDIATE HIGH

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

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

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

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

INTERMEDIATE MID

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

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

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

INTERMEDIATE LOW

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

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

NOVICE HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

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

NOVICE MID

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

NOVICE LOW

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

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

Acholi Unit 6

Community Integration



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

Unit 6: Community Integration

Core Competency: Build capacity of communities and organizations.

Overview:

In this unit you will learn to:

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

A: Describing Educational background

To deal with Prevention and Care:

Kwan pa Shirley (Shirley's educational background)

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

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

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

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

Learning Objective:

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



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

Use your dictionary and answer the following questions:

Comprehension

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

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

Comprehension

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



Goals of Peace Corps

Peace Corps mito timmo ngo? Peace Corps mito timmo jami adek:

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

Lok manyen	

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

Prepositions	Here are some of the prepositions used in this unit:	
	i/ii : at;on. Is used to describe something which is on top of say a	
	house, a box, tree, bed, etc.	
	(i) Henry tye iwi kitana. Henry is on the bed.	
	(ii) Henry tye i gang kwan. Henry is at school.	
	i/iyi: in/into. In is used to describe something which is inside the	
	house, car, pocket etc.	
	(iii) Atye ii ot. I am inside the house.	
	(iv) Atye i ot. I am in the house.	
	Nicake : since; from.	
	Paka : until, up to.	
	(v) Nicake ma aceto Kampala. Since I went to Kampala.	
	(vi) Aa ki kany naka wa kitgum bor matek.	
	From here up to kitgum is very far.	

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

Learning Objective:

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



Otto Lucy,



Yabbo kacoke (opening a meeting):

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

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

Apwoyo wun ducu.

Loro kacoke (closing a meeting):

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

man dong wao woko i agikki me kacoke.

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



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

Culture Note

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

Safety and Security Note

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

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

D: Community Hierarchy

A visit to the Local Council

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



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

Local council levels on the pyramid:



To address all Pillars of Prevention, Care and Treatment:

Seminar for all (pwony manok pi jo mogo):

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

Gam lapeny magi:

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

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

E: Managing a Conversation

	\sim	Lapwony:	Pingo tin pe ikwano odiko?
		Latin:	wac mot mot. Pe atye ka winyo ne.
		Lapwony:	pingo pe ikwano odiko?
		Latin:	Alegi i itima kica ki lok me ada wiya owil awila.
E T		Lapwony:	Iwaco ni ngo?
		Latin:	Awaco ni itima kica.
(L)		Lapwony:	Ber. Wi pe dok owil diki odiko.
/ -/ . [Latin:	Apwoyo matek lapwony.

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

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



- 1. Who is talking to whom?
- 2. What was the opening question?

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

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



Reported speech is formed by using **ni** just before reporting what someone said. **Ni** translates as **that.** Dominik owaco **ni** "pe amitto cam".

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

Dominik owaco **ni** pe emito cam. Dominik has said that he doesn't want to eat.



Prepositional Verbs are used to convey the idea of the Englishprepositions for. They are formed by adding the particle pi to the subject.kwankwan piloklok pi

read read for speak (say) speak for

Promoting Local Technology

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

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

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

WHERE TO START LEARNING PLAN STEPS IN A NUTSHELL	 make a letters i Find a ther/him yet. Go work of Choose most. Choose dictionathrough 	 her/him and work on exercises that you haven't done yet. Go over all the exercises you think you need to work on. Choose a textbook which you think will suit you the most. Go over the annotated list of textbooks and dictionaries that you were given during PST; look through the books in the Resource Center in the Peace Corps Office (there may be some available to check 	
	M O N I T	 2. Develop a lesson A. With an informant: create a dialog, learn a song, listen to a story, describe pictures, Q&A, etc. B. On the spot: Focus attention: What should I pay attention to? Comprehend: How can I make sense of this? Remember: How will I remember it? Check for accuracy 3. Practice 	
	O R	 A. With an informant: "classroom" activities B. On your own: eavesdropping, use kids as informants, make sentences, etc. 4. Use It 5. Evaluate A. Did I get it? B. Did my approach work? 	

Acholi Unit 7

Transport



Quote of the week:

If you don't know where you're going you're liable to end up some place else Robert Mager Preparing Instructional Objectives.

Unit 7: Wot

Core Competency: Work within American and host Country Diversity.

Overview:

In this unit you will learn to:

Communicative tasks: •	Mention local means of transport available for volunteer use
•	Describe landmarks
•	Ask for and give directions
•	Report safety incidents
HIV/AIDS: •	Address Treatment in a dialog on page 114
Safety and Security: •	2A: Demonstrate the appropriate steps Volunteers take to prepare for safe travel
•	2B: List the characteristics Volunteers should consider when selecting a safe mode of public transportation
•	2C: Identify potential transportation risks and response strategies to reduce exposure
•	4C: Demonstrate culturally appropriate strategies for declining unwanted offers of food/drink/assistance, etc
Grammar: •	Adverbs of place
Culture: •	Traveling
•	Calling for help

A: Wot

(Transportation)

Learning Objective:

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



dege	kana	gar
motoka	bac	piki piki
lori	yeya	meli
gari / lela	meli	feri
boda boda	tyen	gadi gadi
		tekci

Acito nining?

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

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

Scenario

Г

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

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

Culture Note	The most common means of public transport in Uganda are taxis. They are mini buses and they go virtually everywhere. Buses can also be found but they travel only long distances. On short distances, especially within cities and villages there operate the so called boda bodas, or bikes for hire.
	The fee (for taxis) is typically paid at the end of the journey, not the beginning. You cannot bargain for the fee. It is recommended to find out the prices before travelling.

To address Treatment

- Abo: Ee, lela na otur woko! Ma kun omyero acet i ot yat pi pime ki gamo yat me amwonya. Ingeyo ni kombedi ni gamente tye ka poko ki hodito ki lotino yat me nono.
- Aguma: Ah rac tutwal! Mak boda boda me piki piki iyoo kenyo.
- Abo: Larema alworo piki piki. Gin ngweco marac tutwal.
- Aguma: Ka kumeno dong itimo ngo? Onyo dong cet diki nongo itero lera ni ka yubo.
- Abo: Pe atwero kuro. Myero agam yata tin. Kiwaco ki wan ni pe myero wa keng mwonyo yat nino acel , makun adong ki me amwonya tin kicel keken.
- Aguma: Yit dong i tekci, en ca tye ka bino.
- Abo: Aya do.
- Aguma: Wot maber.
- Abo: Apwoyo. Pwod wanen.

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

Safety and Security Note	Transportation-related incidents present the greatest risk to Volunteer safety and security, therefore it is essential that you make the best possible choices about transportation methods, routes and times.	
	You should always keep an eye on your belongings as thieves like to target people on public transportation.	
	It is very important that you do not accept ANY food or drink when traveling on public transport. There have been cases of people being drugged and robbed when riding on buses and taxis.	
	Remember that you are not allowed to ride on motorcycle boda bodas and you must always wear a helmet when riding on a bicycle boda boda.	

B: Nyuttu yoo (Directions)

Learning Objective:

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

Mary:	Itye nining	ladit?
Trial y.	nye mining	iuuit.

- John: Atye maber. Ngo manyen?
- Mary: Gin manyen pe. Alegi ni inyutta yoo ma cito i gang pa ladit Okot?
- John : Lub yoo eni, ka io i cere, dok tung lacam, ineno gang kwan puraimari, ci ot pa ladit okot tye inge gang kwan.
- Mary: Apwoyo tutwal. Rubanga ogwoki.
- John: Ogwok in bene.



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

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

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

Adverbs	The commonly used adv	The commonly used adverbs of place are:	
of	anyim	In front; ahead	
Place	Malo	Above; up	
i de la companya de la company	Piny	On the ground; below; down	
	I agiki kany	This end; in these parts	
	Anyim kama nen	Down yonder	
	Cok	Near	
	Bor	Far.	
	Gang kwan tye ma cok k	i beng. The School is near the bank.	
	Kot ocwe tung kany	It rains this end/in these parts.	
	Amitto bedo piny ingom	. I want to sit on the ground.	
	Me aa ki kany me ceto Amerika bor tutwal. From here to America is very		
		far.	

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

Owor orwatte ki Rebecca

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

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



.

_.

- 1. What is the main activity carried out in Alero?
- 2. Jo Alero tye atera me timo tic ango?
- 3. What do you think is the cause of underdevelopment in Alero?
- 4. Lok i kom caro me Alero.





D: Safety Incidents



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

Dong pe angeyo gin ma omyero atim

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

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



1. Iwinyo pido adi?_____

2. Pido mene ma ogiko?_____.

- 3. Joni mito locaden adi?_____.
- 4. Out of all the cases you've heard, which one do you think is the most serious?

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

Safety and Security Note

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

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

Acholi Unit 8



Quote of the week:

Yotkom ki yubo ki dog. Yot kom pe poke ki nyamo.

Acholi Proverbs.

Unit 8: Nge komi (Know your body)

Core Competency: Apply Basic Survival Skills.

Overview:

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

A: Dul kom

(Body Parts)

Learning Objective:

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

Oculi:	Apwoyo neni tutwal!
Oceng:	An bene apwoyo.
Oculi:	Nino ne tye ka wot ni ngo?
Oceng:	Tye kawot maber, kono ki boti?
Oculi:	tye kumeno. Ma pwod pe waloko mapol, wek acet awil yat abar wic.
Oceng:	Nguta bene tye ka rem, dako nabene kore tye ka rem.
Oculi:	Ngo ma tye ka time! latin na tye ki amwoda ic ka omine bade lit.



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

B: Health, Physical and Mental Conditions



Atye kawinyo marac!

What is this dialog about?	Daudi:	Ngo marac Yakobo?
	Yakobo:	Arem oketa woko i iya kany. Dong acok too!
	Daudi:	Rac matek! Wek ateri i ot yat.
	Yakobo:	Ber. Apwoyo konya.

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

Ki ot yat:

- Dakar: Waca itye ka winyo two ango? *latwo: Pe angeyo , ento wiya aye bare, wanga rem ki koyo neka.*Dakatar: Aya abimi ni kony me cango ne, ento ka two omede ci idwog cen.
- Atwo: Aya do.



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

Nen lok manyen ka igony tyen lok magi. Check with the Vocabulary and translate these 2 dialogues.

Dialog A:

Zerida:	Kec tye ka neka.
Neida:	An ayeng woko ento orwo pii aye neka.
Zerida:	Aya do wek kong acet acam. In imat soda.
Neida:	Aya.

Comprehension

Dialog B:

Barbara:	Pe itye ka neno maber do ngo marac?	
Leo:	Gin marac peke ento nino aye tye ka mako wanga.	
Barbara:	Nen calo komi lit?	
Leo:	Koma pe lit ento tin atiyo matek tutwal.	
Barbara:	Atamo ni omyero awek iywe.	
Leo:	Aya apwoyo lima.	



The 'still'

phrase.

Two ango ma tye ka yeli? Two ango ma odiyi tutwal ni? Iwinyo arem kakwene? Ngo ma tye ka remo komi? Iwinyo nining kombedi Aloka loka tye? Iwinyo nining dong? Dong iwinyo nining kombedi?

What are you sick of/suffering from?What have you fallen sick of?Where do you feel the pain?What is paining you?How do you feel now?Is there any change?How do you feel?How are you feeling now?

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

pwod amari.	I still love you (sing)
pwod atye kakwan.	I am still reading (studying).
en pwod bedo kany.	He still stays here.

The **negative** is formed using **dong pe.** It may then translate "no longer"

or "never again".

dong pe amari.I ndong pe ikwano do.Yadong pe obi dwogoSh

I no longer love you. You no longer study. She/he will not return.

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

C: Two ma maro mako dano (Common ailments)

Kwan ka igony ki leb munu. *Read and translate into English.*

Comprehension

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

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

Reflexive Verbs	A verb is made a reflexive one by suffixing $-e$ or $-le$ to the verbstem. It then conveys the idea of doing the action to oneself.ngollo - ngollekello - kellecut - cut oneselfbring - bring oneself	
	nenno - nenne look - look at oneself.	
	En maro ngollo lwet cinge. She likes cutting (her) fingernails herself.	
	Nubibino kenwu. You will bring yourselves (without help).	
	Nek e Killing oneself	

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

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

Reciprocals	A verb is made a reciprocal by suffixing -e or –le to the verb stem. It then conveys the idea of doing the action to oneself.	
	ngollo -ngollekello - kellecut - cut oneselfbring - bring oneself	
	nenno -nenne look - look at oneself.	
Maro ngollo lwet cinge. She likes cutting (her) fingernails herself.	e e	
Ubi bino wun kenwu Vou will bring wourgeboer (without help)		
	You will bring yourselves (without help). Nek e kekeni Killing oneself	

Amongi:	Itye nining Hildah?	
Hildah:	Atye maber.	
Amongi:	Pe itye ka nen maber, ngo marac Hildah?	
Hildah:	Iya tye ka mwoda.	
Amongi:	Bin ateri bot ajwaka. Obi mini yat Acholi matek ci ibi winyo maber.	
Hildah:	Ajwaka! Adagi. Atye ki yat ma dakta ma tiyo bot jo me Peace Corps omiya, acito ka mwonyo ne.	
Amongi:	Ayaa do wek ateri i ot yat Kitgum.	
Hildah:	Kur manok. Ka two omedde, abi cito Kampala me nenno dakta wa madit.	
Amongi:	Aya, kong kumeno.	

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





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

latin m**a** obino Coo m**a** ocamo. Winyo m**a** yeje tye. The child who came (today) The men who have eaten. The bird which has feathers.



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

kwan-wek okwanpwony-miyo pwonyread-cause to read (teach)learn-cause to learn (teach)cam-wek ocamnen-nen kedeeat-cause to eat (feed)see-see using

Find out the meaning of the proverb above.



D: Tam ma pat pat (Different emotions)

- Ven: Ngo doki Denis? ii yom tutwal! Ngo manyen?
- Denis: aaa! Tin abi cito i myel ka aneno anyaka na.in kono, icito kwene? Ical ki ngat ma ool tutwal!
- Ven: Jal, tin atye ki latwo , Pe amaro bino.
- Denis: Rac tutwal, aya pwod wanen!

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

Culture

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

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

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

E: Kit ma dano nen kede (Personal Appearance)



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

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

To address Transmission:

Nora:	Mama, iromo konya ki lyedi ni ni?
Mama:	Pe,latinna. Pe ingeyo ni pe ber me leyo jami mabit ki gnat mukene?
Nora:	Pingo mama?
Mama:	Pe ingeyo ni itwero nongo kwiddi me cilim ki ileyo jami mabit calo lyedi,libira ki jami mabit ma gitiyo kede iot yat?
Nora:	Eyo, angeyo, ento onongo atamo ni atwer leyo ne wani kwedi pien in ibedo mama na.
Mama:	Kadi bed ni abedo mama ni, ento omyero igwoke. Pe igen ngat mo keken. Tye yo mapol me nongo two jonyo.
Nora:	Yo mene mukene ma dano twero nwongo kede two jonyo?
Mama:	Calo butu ki laco ma pe ipimo remo ne,kobo aa ki ikom dako ceto ikom latin, ki medo remo ikom dano ma two tye i kine.
Nora:	Oo, dong anyiang, apwoyo, ocake tin dong abigwoke.

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

Lok acel gengo lak gweno twi

Proverb

Find out the meaning of the above proverb.

To address Prevention:

- Martha: Oh, oh! Awinyo kwena i redio ma mako lok kom cilim. Watwero timo ngo me ryemmo two man?
- Gordon: Man yot tutwal. omyero wagwoke pe wanong two man.
- Martha: Iyo mene?
- Gordon: Cet ipime iot yat ma cok kwedi wek inge ka itye ki kwidi cilim onyo peke, pe ibut ki laco wang ma inyome, ka dong inyome bed ki dano ma imaro acel keken.ka pe iromo kanyo ne kekeni tii ki roc bol ikare ducu dok iyor maber ka imito butu ki dano mukene.
- Martha: Apwoyo tutwal. man dong angeyo ngo ma omyero atim.

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

The 'Ever' and	The 'Ever' tense is formed by using Manaka at the begining of a sentence and kong is often added for emphasis.	
'Never'	Manaka yam kong ineno kwac? Have you ever seen a leopard?	
tense	Manaka yam kong icito Amerika?	Have you(pl)ever gone to America?
	Dong amato cak agura gura.	I have drunk camel's milk before.
	The negative of 'Ever' is the 'Never' tense. It is formed by using pwod followed by the negative particle pe at the begining of the sentence before the verb stem.	
	In pwod pe ineno kwac.	You have never seen a leopard.
	Wun pwod pe uceto Amerika.	You(pl)have never gone to America.
	An pwod pe amato cak agura gura.	I have never drunk camel's milk.

Tit kit ma in ical kede ka dok kit ma lawotti cal kede.	Explorer's
Describe your looks and a close friend's looks.	Diary

Acholi Unit 9

Family



Quote of the week:

Gang dong gang.

Acholi Proverb.

Unit 9: Gang

Core Competency: Build capacity of communities and organizations.

Overview:

In this unit you will learn to:

Communicative tasks: •	Describe the family Describe household chores and gender roles
HIV/AIDS:	Address Treatment, Home-Based Care, Prevention of opportunistic diseases, Nutrition, Palliative Care, Counseling and advice on writing of a will in a detailed text on page 139
•	Address Care, Treatment and Positive Living in a text on page 140
•	Talk about Care, OVC and Income Generating Activities in a text on page 143
Culture:	Family structure.

A: Paco

Learning Objective:

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

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

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

Nong gin ma caro lok man gonyo: Find out the meaning of these proverbs:

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

Proverb/Idiom

Culture Note	In a family, the eldest/first son is supposed to inherit the father's property regardless of how old the boy is. Traditionally, the father is the head of the family. The child is not supposed to address his father by name regardless of how old he/she is.
	Uncles and aunts play a more important role in the family structure than in American and European families. There is a difference between uncle and aunt from the mother's and from the father's side. Acholi doesn't have one universal word to cover both.
	There is no equivalent of 'cousin' in Acholi. Cousins are taken as brothers and sisters from the father's side.
	Children of your mother's sister are called Lamara or Omara for male and female respectively.

Home-Based Care:

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

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

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

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

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

To address Care, Treatment and Positive Living:

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

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

Lok manyen

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

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



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

Frank tye ka lok ki Godfrey



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

Lok manyen (cont'd)

tara ceto gang twomo pii yeto lantern; lamp to go home to draw water to peel.

To address Care, OVC and Income Generating Activities:

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

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

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

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

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

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

Grammar Reference



Quote of the week:

I can't begin to talk to people until I have learned the grammar of the language. Peace Corps Volunteer. Who cares about the grammar, I just want to communicate. Peace Corps Volunteer.

	Introduction					
What you will find here	 This section contains almost everything you've always wanted to know about Acholi. It explains the most important grammar rules of Acholi and summarizes this information in clear charts. Some Frequently Asked Questions about the language are answered. At the end, there is a glossary of commonly used grammatical terms. Overviews of noun classes and verb tenses are also attached. 					

What you won't find here

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

Forming Words

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

Verbs

Each verb is formed by a stem and may combine with several prefixes and possibly a suffix. Here is a list of the most common abbreviations used:

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

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

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

Negative precedes subject prefix and tense marker:

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

Negative with infinitive marker

pe NE		nen VS		-	I am not seeing you (sing.)
NE	SP	V S	OS		

Adjectives and Possessive Pronouns

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

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

Making a Sentence

Basic Word Order

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

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

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

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

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

Subject expressed by prefix, object followed by an adjective:

I saw a beautiful woman at school.

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

Verb followed by another verb and adverb:

We saw (far past) a child riding a new bicycle very slowly. Waneno latin ma tye ka ngwec ki nyono gari/lele manyen mot

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

Object contained in the verb as an prefix:

I saw him riding if very slowly.						
Anene	tye kanyono	Mot mot				
SP+TM+OS+VS	SP+TM+VS	Adverb				
I saw him/her	he is riding it	slowly slowly				

Negative preceeding SP+TM+VS:

I didn't see a beautiful woman at school.

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

Subject expressed by noun and prefix:

The man is reading a book.		
Nyeri	tye kakwanno	Buk
Subject	PP+to be+TM+VS	Object
Man	he is reading	a book.

Other "Sentence Makers"

Note on the Grammar of Acholi.

1. The Alphabet

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

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

2. The Noun

(i) Proper Nouns

In Acholi, most of the male proper nouns start with "O", female with "A", eg: MALE FEMALE

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

(ii) Noun Forms

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

a) from transitive verbs by dropping final "o". eg: nekko (to kill) = nek (killing) wotto (to walk) = wot (walk/walking) dwaro (to hunt) = dwar (hunting)

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

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

c) some transitive verbs have an irregular formation:

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

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

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

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

nywaro(to scorn) anywar(scornful person) e.g: = cwevo (to create) lacwec (creator) = kwallo (to steal) = lakwo (thief) - prefixing "o"; e.g: yweyo (to sweep) = oywec (broom) - prefixing "a" and replacing the final "o" with another "a"; e.g.: yello (to trouble) = ayela (trouble) - prefixing "la" before qualitative verbs: (to be weak) =lagoro (a weak person) e.g.: goro ming (to be stupid) =laming (a stupid person) (be great) ladit (elder, superior) dit = - prefixing "l" before nouns: goba (a lie) lagoba (a liar) e.g.: = lonyo (wealth) = lalonyo (a rich person) lanywal (parent) nywal (birth) =

f.) compound nouns are made:

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

e.g: wang bur (ulcer, wound) from wang (eye) + bur (wound) kor ot (wall) from kor (chest) + house (house) dog nam (river bank) from dog (mouth) + nam (river)

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

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

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

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

(iii) Noun Gender

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

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

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

Masculine	Feminine
Owino	Lawino
Odoc	Adoc
Onek	Anek
Okullo	Akullo
(iv) Noun Nu	ımber

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

Singular	plural	gloss
buk	buk	book
daktaa	daktari	doctor
kom	kom	chair
rec	rece	fish
puc	puce	cat
welo	wele	visitor
- Plural forma	tion can also be	e realized with the addition of "-i":
Singular	plural	gloss
twon	twoni	bull
paco	paci	home
got	godi	mountain

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

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

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

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

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

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

- Sometimes there is lexical distinction between singular and plural:

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

- Sometimes th	" is deleted	
Singular	plural gloss	
gweno	gweni	chicken
aweno	aweni	guinea fowl

(v) Genitive

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

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

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

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

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

- Integral parts of living things: cing latin = child's hand tung dyang = horn of a cow jang yat = branch of a tree - Products and quality: cak dyang = cow's milk tong gweno = hen's egg nyig kal millet grain = - Parts of objects:

	5	
tyen meca	=	table leg
pur kweri	=	handle of hoe
bol tong	=	shaft of spear

- Ownership and relationship:

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

- Aim or purpose of something:

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

3. The Pronoun

i) Personal pronoun:

Nomina	ative case	Accusative case	
Pronoun	prefix	suffix	gloss
an	a-	-a	Ι
in	i-	-i	you
en	е-, (о-) -е		he, she, it
wan	0-	-wa	we
wun	u-	-wu	you
gin	0-	-gi	you they

an lawoti	=	I am your friend
acamo =	I ate (i	t)
in itek	=	you are strong
itek	=	you are strong

- Personal pronouns: indirect object

Indirect object suffix

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

e.g.:	miye pii	= give him water

(ii) Possessive pronouns:

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

(iii) Emphatic pronouns:

They are composed with:

"kom-"	(body)

"ken-" (alone)

- "gir-" (gin = thing, plus: mer-a, mer-i, mer-e = mine, yours, his).
- e.g.: an atimo ki koma (kena, gira kena) = I did it myself in itimo ki komi (keni, gite kene) = you did it yourself en otimo ki kome (kene, gite kene) = he did it himself wan watimo ki komwa (kenwa, giwa kenwa) = we did it ourselves. wun wutimo ki komwu (kenwu, giwu kenwu) = you did it yourselves gin timo ki kom gi (ken-gi, gigi ken-gi) = they did it themselves

(iv) Relative and Interogative pronouns

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

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

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

4. The Adjective

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

plural	gloss
beco	good
raco	bad
boco	long, far
cego	short
tino	small
dito	big
dongo	large
	beco raco boco cego tino dito

(ii) Reduplicative form

This form has usually a dimunitive meaning:

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

- Note also the partial reduplication:

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

5. Adverbs

(i) Adverbs of time			
awene	=	when	
kicel kicel	=	rarely	
naka	=	always	
jwi jwi	=	everyday	
(ii) Adverbs	of pla	ce	
kwene	=	where	
piny	=	down	
kwica	=	there	
ite	=	under	

(iii) Adverbs of position

karacel=	all toge	ether
anyim	=	future
ngete	=	sideways
aryeba	=	downwards
ataro	=	upwards

(iv) Adverbs of manner ni ning, yoo mene = how me akaka = purposely i mung = secretly labongo tam = thoughtlessly oyot oyot = quickly

6. **Prepositions**

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

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

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

i = 'on, at, in, about, to, from' bot = 'to' bote = 'to, at, with' pa = 'for' pi = 'because of' te = 'under' tu = 'toward' ka = 'instead of' kwede = 'with'

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

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

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

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

iye 'in, about, on, etc. it'

i buk 'in, about, on, etc. the book'

but cannot take objects that refer directly to humans.

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

i kom dako = 'in, about, on, etc. the woman' *i koma* = 'in, about, on, etc. me'

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

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

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

Otim oaa woko ki bot Odongo = Otim has left (from) Odongo. *dako owok ki ite yat* = the woman walked under the tree. *Lacoo owoto tung bot dako* = the man walked toward the woman

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

e.g.: ki *bot* = ' from.'

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

i wi yat = on top of the tree *i dog kulu* = on the mouth of the river *iyi ot* = into, out of the house.

- Constructions consisting of "i", a preposition, and a body part noun are also possible: *Me kaka* = instead of the woman.

7. Conjunctions

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

WORDS:

En onongo cek ento ger. = he was short but fierce. *Apiyo onongo maro wer ki myel.* = Apio used to like singing and dancing. *In nyo Obala myero otim.* = you or Obala should do it.

PHRASES:

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

CLAUSES:

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

8. Verbs

Verbs refer to an action, or to something happening, or to a state which exists: *En ogoyo gwok* = She hit the dog. *Dano tye kamat* = People are drinking. *Pe angeyo kit ma itye kwede* = I don't know how you are.

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

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

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

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

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

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

I see ye	ou
=	I see him/her
=	you see me
=	I see them
=	I see you
=	He/she sees us
	= = = =

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

lotino onenowa = the children saw us

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

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

- The verb to be is expressed by:

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

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

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

kom man dit = this chair is big *en lagoba* = he is a liar *man pe adonyi* = this is not an outsider *wan watek* = we are strong

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

tye kwede = to be with (= to have)
tye i... = to be with
tye bang = to be with, to be near (= to have, followed by only the name of a person)
tye bot = to be with, to be near.
Okullo tye ki motoka = Okulo has a motorcar

A number of auxiliary verbs can be used to create definite tense interpretations: (i) the verb '*bin*' with a high tone is used to show that something came to happen in the past as a result of a previous action:

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

(ii) the verb "o*bi*" (to come) conjugated in the habitual aspect forms a simple future with the semantic main verb in the infinitive:

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

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

o <i>bi dok=</i>	it will come to pass
obino ka kwan=	he/she has come to read

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

En *mito ngwec* = he likes to run

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

amitto cam = I want to eat

9. Exclamations

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

10. Compounds

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

wang ot = window
ot cam = restaurant/hotel
del dog = lips

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

wi ot = roof **gi tic** = *tool*

The 'already' tense:

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

Atyeko cam

I have already eaten

The 'not yet' tense:

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

Pwod pe acamo. i.e

Not yet tense = Pwod + NEG+sp+mvs

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

The 'Ever' tense:

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

Ever tense = manaka dong +SP+MVS+ OBJ

manaka dong icamo opego? *Have you ever eaten pork?*

Manaka dong Steven onyomo? *Has Steven ever married?* Manaka dong ineno raa ki i pii? Have you ever seen hippos in water?

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

The 'Never' Tense:

Same as 'Not Yet' tense.

The Negative

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

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

The Imperative

r

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

Kel	Bring
Bin	Come
Tii	Work
Cam	Eat
Yeto	Peel

- -

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

~~ ~~~

	Negative imperative	= pe+SP+VS e.g
Pe ikel	don't br	ing
Pe ibin	don't co	me
Pe ilwong	don't ca	ll (verb stem - eta)
Pe itii	don't we	prk
Pe icam	don't ea	t
Pe ikwer	don't rej	fuse (verb stem - anga)
Pe ilwok	don't we	ash (verb stem - ozya).

Verb 'to have'

The possessive suffix for the above verb or the stem of that verb is **-tye kwede**. The present tense of this verb can be conjugated as follows:

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

Interrogation

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

Ibuto maber? *Did you spend the night well*? Irii maber. *You spent the night well*.

Some of the int	errogative adverbs are:		
Kwene?	Where?	Pingo?	Why?
Awene?	When?		
Nga?	Who? (sg)	Ngo?	What?
Nining?	How?		
Mene?	Which?		

The question mark is added to the question to make it a question. The above adverbs generally come at the end of the questions (except why?)e.g.

Icito kwene?	Where are you going?
Man ngo?	What is this?
Buk mene?	Which book?
Man buk pa nga?	Whose book is this?

The 'still' :

It is used to express an action which is still being carried out. This is done by using **pwod** before the subject prefix and the verb stem i.e:



Pwod itye ki rum mokene?Bac pwod tye i pak.Do you still have some rooms?The bus is still at the park.Pwod atye kacammo cam me odiko.En pwod kome lit.I am still eating breakfast.He/She is still ill.

The negative is formed by prefixing Pe b	efore the subject prefix e.g.
Dong i pe ki rum?	Bac dong pe.
You no longer have rooms?	The bus is no longer there.

Prepositions

Most prepositions are followed by the genitive particle -i which is the equivalent of the English of. Therefore the literal translation would be in of a box, before of a box. This is similar to the English in front of.



Conjunctions

Common Conjunctions:

Ka	'and'. Ka is mostly used to join nouns, infinitives and adjectives.
Ki	'and'. It is used to join verbs and clauses. Also ki can start a sentence
	whereas <i>ka</i> cannot. Atye ki dyangi ki gweni angwen. <i>I have 2 cows and 4 chickens</i>
Ento	'but', nevertheless
Ento kono	'however'
Ce gwok nyo	'perhaps'
Pien Onyo gwok	'because' 'maybe'

Use of 'ki' or 'ka':

These two conjunctions (ki, ka) are equivalent to the English 'and'. The only difference is that **ka** before a vowel joins nouns, infinitives and adjectives; whereas **ki** joins verbs and clauses. **Ki** may also begin a sentence whereas **ka** cannot.

Imito camo ne ki ngo? And what do you like to eat it with? En tye ka cammo mucele ki muranga. *He is eating rice and beans.*

Amito labolo ki miya malaga. *I want bananas and give me a fork.*

Pronunciation

Sounds

Consonants

There are 16 consonant sounds in Acholi but only 14 letters of the alphabet, therefore some consonants are actually written using a combination of two letter.

Same as or Similar to English:

b	as in b ank
С	Ch urch
d	as in d emo
g	as in g arden
j	as in j ug
k	as in s k it
l	as in l anguage
m	as in m any
n	as in n o
ny	as in o n ion
ng	ba ng
р	as in s p in
r	as in r oll
Τ	as in s t un
W	as in way
Y	as in yes

Combinations of Consonants

There are some interesting combinations of consonants in Acholi, that are not found in English. They are usually for pointing out the strength of the pronunciations mostly in verbs but they are also used in nouns, interrogatives.

E.g:

Nga?	Who?
Nia ng	understand
Nyanya	tomatoes
Mokko	to confirm
Gwo kk o	to protect.

Vowels:

There are five vowels in Acholi which can be either long or short. Vowels are always different across languages, even the seemingly similar ones, so the English equivalents should be taken only as approximations. The longated form of vowels comes about as a result of silencing \mathbf{y} in a verb when forming a present continous tense from everyday tense.

E.g:	
moyo	moo
spreading	spread

kwoyo	kwoo
sewing	sew
doyo	doo
weeding	wed

Diphthongs (Combinations of Vowels):

There are only three common diphthongs in Acholi. They are: **ai** (as in **ey**e), **ia** (as in **ea**r), **ea** (as in urea) and **ie** (as in diem).

Tones:

Like Chinese or Vietnamese, and most Lwo languages, Acholi is a tonal language. This means that two seemingly identical words actually mean different thing depending on the tone of their vowels.

Fortunately, it is possible to speak and understand Acholi without the tones, as well, but being aware of them helps understanding and also makes it easier to make one's thoughts clear.

Acholi has 2 tones, **rising (high)** and **falling (low)**^{*}. Each vowel has its own tone. If two vowels are combined, each keeps its tone. The tone is more a direction of pitch than actual tone known from music and can be therefore mastered even by extremely unmusical people. Here are two good examples of why tones are important. This manual doesn't deal with tones in more detail.

Kec	hunger
Kéc	bitter (pronunced with a prolonged stop)
Kác	sound of a falling object (pronounced with abrupt stop)

* In contrast with Chinese which has four tones and Vietnamese which has seven.

Spelling

Rules	 Acholi spelling is extremely easy. There are only a few rules that are easy to master. 1. Most of the words in Acholi are pronounced the way they are written except for words like <i>moko, naka, okutu</i>. The k is pronounced as x in english and t pronounced as r in those examples given. 2. Tones are not written 3. Two different vowels cannot occur together except when the particle y is being silenced; e.g moyo (moo).
Note on Spelling	Not all speakers of Acholi have also been educated in the languages. Therefore there are many variants in spelling. Especially the double vowels are often omitted. When reading printed materials including the newspaper be aware of many possible errors.

Frequently Asked Questions

What is the attitude of speakers of Acholi to learners?	Speakers of all Lwo languages are very happy to receive visitors who try to communicate with them in their language. Because of the specific language situation in East Africa, it is very common for people to learn a second language.
Where is Acholi spoken and who speaks it?	Acholi is spoken in northern Uganda a nd also in the central by minority. But it is spoken mainly in the districts of Amuru,Gulu, Kitgum and Pader. The people speaking Acholi are called the Acholi. The singular form of this word is Acholi.
What is the relationship of Acholi to other languages?	Acholi is a Luo language. The most famous language of the Lwo family is Acholi and it is fairly similar to most Lwo languages in principle, speakers of Acholi and other Lwo languages can understand each other. The Lwo languages are very different from Indoeuropean languages (i.e. English, German, French, Russian). Acholi has five sister languages i.e Palwo, Alur, Kumam, Lango and Dhopadhola. It is closest to Lango and Alur but even speakers of Palwo, Dhophadola and Kumam can understand few words in Acholi and vice versa.

This chart shows Acholi in the context of other world languages. Level 1 are languages with a certain degree of mutual inteligibility. Level 2 are languages of the same origin and similar systems. Level 3 are languages that have similarity in how they work but are completely unrelated to Acholi in any way. Level 4 are languages that are unrelated and completely dissimilar to Acholi.



Short Glossary of Grammar Terms

A 1 T	
Adverb	Words which specify time, space and manner. For example, yesterday , elsewhere , quickly . They are answers to <i>When? Where?</i> and <i>How?</i> Most but not all adverbs in English end in -ly .
	Note! In American English, adverbs are often replaced by adjectives (e.g., I feel good. He came quick.) In most other languages this is never possible.
Suffix	Typically a syllable or a sound appended to the end of a word to express some grammatical feature.
	For example, in English, -s is added to nouns to make plural. <i>1 book -> 2 books</i>
Prefix	Typically a syllable or a sound appended to the beginning of a word to express some grammatical feature.
	An example in English, is dis- used to express difference in words like <i>dissimilar</i> , <i>disparate</i> , etc. In Acholi, most grammar is taken care of by prefixes.
Infix	Typically a syllable or a sound inserted in the middle of a word to express some grammatical feature.
- · ·	In English, there are no regular infixes. An example may be man -> men where <i>e</i> is used to replace <i>a</i> to express plural.
Conjunction	A word or several words used to connect words, phrases or sentences.
	e.g. and, because, but, however, or, because of, inspite of, etc.
Preposition	A word put before a noun phrase to change its meaning.
	e.g. before, after, in, on, about, with
Adjective	A word used to modify the meaning of nouns.
	e.g. beautiful, ugly, big, simple, many.
Pronouns	Words used to refer to nouns to avoid repetition.
	e.g. he, she, him, her, us, you.

Imperative	Form of verbs used to express commands.
	e.g. Run! Sit down! Speak!
Passive	Sentences like <i>The woman was hit by a car</i> or <i>I'm being chased by the police</i> are passive versions of <i>A car hit the woman</i> and <i>The police are chasing me</i> .
	The object of the action becomes the grammatical subject and the erstwhile subject hides behind the preposition by .
Possessive	Means <i>expressing a relationship of belonging to</i> . For example, possessive pronouns are <i>his, my, your</i> , of is a possessive preposition, and ' s in <i>dad</i> 's car is a possessive suffix.
Interrogative	Means expressing a question. For example, who? what? which? are interrogative adverbs.
Subjunctive	A verb form to express wishes, request and indirect commands. In English, the subjunctive has a little different meaning. It describes sentences like <i>It is</i> <i>imperative that he be informed immediately</i> .
Syllable	Two or more sounds that create one pronunciation unit. Each syllable has at least one vowel. A vowel on its own can also be a syllable.
	E.g. the word <i>in-te-li-gi-ble</i> has 5 syllables. In Acholi, most syllables end in a vowel.
Noun Class	Luo languages don't have gender like French, German or Spanish. However, each noun can belong to one of up to 14 classes (9 in Acholi). The classes are marked by a prefix. Each class has a different prefix for singular and plural. Just as with gender in French or German, all adjectives, possessive pronouns and some adverbs must agree with the noun they modify, i.e. take its prefix.
Modified Stem	Tense in Acholi as in other Luo languages, is typically marked by a prefix. Some tenses and their negatives, however, also modify the stem of the verb. Although, there are some rules for how the stem changes, they are so complicated it is better to memorize the modified stem of at least the most common verbs.
Idiom	Is a set expression whose meaning does not directly derive from its component words. For example, <i>it's raining cats and dogs</i> really means: <i>it is raining heavily</i> .
	Idioms typically cannot be translated from one language to the other.

Acholi



Quote of the week:

Yoo ariyo oroco wii lalur.

Acholi proverb.

What is the Functional Phrasebook

The purpose of this list of phrases is to give you a set of appropriate idioms to be used in different situations. It is important to remember that many of these phrases cannot be translated literally, and cannot be easily changed to accommodate other meanings and situations. The list is not exhaustive.

Asking for Suggestions and Offering Suggestions

Do you (pl.) have any suggestions? Let's go. We can (We could....) Maybe (Perhaps....) I am of the view that.... Is that okay? utye ki tam mo? Waceti watwero Ca gwoki An atamo ni..... Tye kakare?

Agreement and Disagreement

I agree with you. You are right. I do not agree with you. I disagree with

Aye tami. Iloko lok ma kakare. Pe aye tami ni . Pe aye tami ni matwal.....

Apologizing

I'm sorry (lit. forgive me.)

I ask to be forgiven. I didn't mean to.... Tima kica. (Used to express regret or sympathy). Alegi ni itima kica. Onongo pe amito ni

Appreciation

I appreciate your help. Thank you very much. Thank you for helping me. You've done very well. (Thank you) Apwoyo kony ma meri. Apwoyo matek. Apwoyo konya. Itimo maber tutwal.

Asking For And Reporting Information

Where are you from? What do you do? I am.... How long have you been here? Have you heard about......? Can you talk about yourself? Do you happen to know.....? How do you know that? In ia ki kwene? In itimo ngo? an Iri kany dong pi kare ma rom mene? Iwinyo lok kom.....? Itwero loko lok i komi? Onyo ingeyo..? Icako ngeyo lok man nining?

Asking for and Reporting Additional Information

What else have you heard? What else would you like to know? In fact; as a matter of fact; in reality Ngo mukene ma dok iwinyo pire? Ngo mukene me dok imitto ngeyo e? Ii ada.

Attracting Attention

The following are all used to attract attention. Their literal translations are given but they can all be used for attracting attention, as in *excuse me*.

What's-your-name (very informal) You, you (very informal) Help me a bit. Let me bother you. (i.e. excuse me.) Look here for a while.

Nyingi nga In Konya kong manok. Wek kong ayeli. Nen kong kany manok.

Certainty - Uncertainty

Are you sure about that? There is no doubt. I don't know. I (have) doubt. I don't think so. Itye ka waco lok ada? Kala kala peke iye. Pe angeyo. Atye ki kala kala Pe atamo kit meno.

Complaining (bako dog)

It is too much. You've gone beyond the limit. "You too can see that." You've annoyed me. I'm tired of you. Dok itimo tutwal. Ikato kakare woko. In bene iromo neno ne. In Iwango iya . Aol woko kedi .

Compliments (medo kero)

That is very good. Thank you for saying it. Man ber matek. Apwoyo waco ne

Congratulations (miyo pwoc)

Congratulations for.....

Opwoyo matek pi.....

Deduction (moko tam ki ikom lok moni)

You must be ...

In nen calo....

Accusing (doto)

Do you deny that.....? You see..... But it is you! ipyem.....? Inenno ku..... Ento in aye do!

Denying and Admitting (kwero ki yee gin moni)

I admit that... I deny that.... It is not me. (today) It wasn't me. (yesterday) It wasn't me. (before yesterday) Aye gita ni... Akwero woko ni..... Meno pe obedo an. Eno ni onongo pe an. Onwongo gite pe an.

Describing (Tito gin moni)

She's about..... She's one of..... En dong cok..... En tye ngat acel ikin......

Directions and Location (kabedo ki kama odok iye)

How do I go to.....? Where is's home? On the (right/left) side. Atwero ceto nining? Gang pa tye kwene? Tye tung(lacuc /lacam).

Gratitude (pwoyo jami)

Thank you. You're welcome. I want to thank..... Let me take this opportunity...... Apwoyo. Apwoyo bino. Amitto pwoyi...... Wek akwany kare man......

Greeting People (moto dano)

A: Hi (What's the news?) B: Hi (It's good.) A: jal lok ngo ma tye? B: jal (atye maber).

Indifference (bedo labongo paro gin mo)

I don't mind (care). It's up to you. It makes no difference to me. Whatever you decide. Pe aparo. Meno tici. Pe kelo kit aloka loka mo. Kit ma in itamo kede.

Instructing (nyutu kit me timo gin moni)

First,
Then
Lastly

Me acel
Ka doki
Me agikki

Intention (tami me timo gin moni)

I've decided to..... What is your intention? I haven't decided yet. What did you intend? (today) I mean it. Amoko tama me..... In tammi kong tye ni ngo? Pwod pe amoko tamma. Onongo itamo ni itim ngo tin? Tama tye iye.

Introductions (nyutu gin atima)

My name is ... (lit. they call me). His/her name is..... (lit. they call him/her) This is..... That is..... That is..... (far) Nyinga kilwongo ni Nyinge kilwongo ni..... eni obedo.... cani obedo..... Maca ni obedo.....

Likes – Dislikes (gin ma imaro- gin ma pe imaro)

What do you like most? What do you think of.....? I don't really like..... I don't really care for..... Gin ango ma imaro ma kato jami duc? Itamo ni ngo i kom.....? Pe amaro..... Pe aparo pi.....

Offering to Help (konyo dano)

Can I help you? (sing.) I will help you if you want. Let me help you. I don't want to bother you. Don't mind about it. atwero konyi? Abikonyi ka imito. Wek akonyi. Pe amitto yeli. Pe ipar pire.

Permission (Gamo Twero)

Can I? Does it matter.....? I beg to.... Go ahead. I guess so/I think so. Is it allowed.....? If you want. Atwero? Itamo ni balo ka.....? Alego ni Medde anyim. Atamo ni. Ki yee? Ka imitto.

Persuading and Insisting (bito dano ki rido lok)

Honestly. Listen! Look here. Ii ada. Winy! Nen kany.

Promising (cike)

Should I trust that....? Let me be sure that..... I promise to.... I won't let you down. Truly, honestly. Atwero geno ni....? Wek abed ki gen ni.... Acike me..... Abi gwoko cike na. Ii ada, ki lok me ada.

Remembering And Forgetting (poo wic ki wil wic)

Did you remember to.....? (today) I forgot (today)

Do you remember when?

Wi opo me.....? Wiya owil woko tin.

Wii poo ikare ma.....?

Satisfaction/Dissatisfaction

Are you satisfied? How do you see it? Really, truly,..... Iye ni loki tye kakare? Ineno nining? Ada, kom lok,.....

Surprise and Disbelief

You are kidding! No kidding! I can't believe it. That is impossible (that can't be). Ituku matek! Tuku pe! Pe atwero yee ni. Pe twere/ pe lare

Sympathizing

What a pity! ("You have seen the worst") Dear me. What a difficulty. What a misfortune. Rac mada! Ojone. Tek tutwal! Man obdo gum marac!

Conversation Strategies Asking for Repetition

Repeat please, I didn't hear. I didn't understand. What did you say? That what? Explain/describe.

Nwo kong, pe awinyo. Pe anyang. Iwaco ni ngo? Ni ngo? Titi/Tit kong

Checking and Indicating Understanding

Are you with me? Now I get it. Watye kacel? Dong anyang.

Introductory Statements

In my opinion..... I don't know where to begin. I don't know what to say. I have news for you. You won't believe this. In God's name. Ki Itamma Pe angeo kama acak ki iye. Pe angeo gin ma awaci. Atye ki lok piri. Pe itwero yee lok man. Ada pa Rubanga/Lubanga.

Acholi

Acholi-English English-Acholi Glossary



Quote of the week:

Apotti omiyo pipino ocweyo ode labongo mo. Acholi Saying.

Adjectives

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

Singular	plural	gloss
ber	beco	good
rac	reco	bad
bor	boco	long, far
cek	cego	short
tidi	tino	small
dit	dito	big
dwong	dongo	large

(ii) Reduplicative form

This form has usually a diminutive meaning:

e.g.:	berber	=	rather good
	noknok	=	rather few
	cokcok	=	fairly near

- Note also the partial reduplication:

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

Adverbs

Inget	besides, on the side
Kany	here
Malo/iwi	above, up
Ka mukene	elsewhere
Ping, ite, ingom	down, below, on the ground
Iwi	on the top
woko	outside, abroad
Oyot oyot	quickly
Kare duc/ kare ki kare	always
Inge ot	at the back yard
------------------------	-------------------------
Angec	behind
Tin	today
Cok	near
Bor	far
Kenyo/kwica	there
kombedi	now
laworo maca	day before yesterday
yam	long ago, sometime back
Ma cok coki	recently, soon
Ma nok nok	slightly
Ma rac	badly, poorly
Tung kany	this way
Maber	well, fine
Mot mot	slowly
Matek /Tutwal	very, very much
Calo	like
Keken	only
Wor/ dye wor	night time, at night
Laworo	yesterday
Kine mukene/ kare mogo	sometimes, at times
Kwica	that way, that side
Inyim	in front
I gang	at home
Iyi	inside

Conjunctions		
Pien	because	
Kwene	where	
Ento	but	
Ka dong	then	
Ka, odoco, kun	and, again, moreover	
Kadi kumeno	nevertheless	

ka dong	and now
ka bene	and, also
ka dong	and then
Kono nyo	perhaps.

Demonstratives

Magi	these
Ego ni	those
Kwica	there
Eni	this
Cani	that
Eni	this
cani	that
Tung kany	this way
Iye kany	in here

Interjections		
Ojone	dear me	
Eyo	yes	
Aya	okay	
Ka dong	and now	
Pe/ku	no.	

Interrogatives

Pingo?	why?
Ngo?	what?
Gin adi? Rom mene?	how many?, how much?
Kwene?	where?
Nga?/ Anga?	who, whom?
Awene?	when?
Nining?	how?

Prepositions

i, iwi	at, on
Paka,	until, up to
Nicake /wa	since, from
iyi	in
i	in (used for proper nouns
	and pronouns).

Pronouns

i) Personal pronoun:

Nominative case Accusative case			
Pronoun	prefix	suffix	gloss
an	a-	-a	Ι
in	i-	-i	you
en	e-, (o-)	-е	he, she, it
wan	0-	-wa	we
wun	u-	-wu	you
gin	0-	-gi	they

an laremi	=	I am your friend
acamo =	I ate (i	t)
in itek	=	you are strong
itek	=	you are strong

(ii) Possessive pronouns:

my, mine	=	-na, -ga (mega, mega)
your, yours	=	-ni, -gi (megi, megi)
his, hers	=	-e, -ge (mere, mege)
our, ours	=	-wa (megwa, megwa)
your, yours	=	-wu (megwu, megwu)
their, theirs	=	-gi, -meg gi (meg gi)

Nouns

abic abicel abiro aboro abongwen cing lacam lacan lacat wil acel cing lacuc adagadaga adek kikapo gin adi? ladobo gin wer gin matidi me amata em an langwec angwen apar apar wiye aboro lapwony muranga ari nyom maleng aryo latela atema tema ada lawil baba bac atabo balany beng banya becen/bap kabir bia binika bogoya oboke bongo bot buk bul

five six seven eight nine left hand poor person trader; sales person one right hand hatred three basket how many person with leprosy musical instrument something small for drinking thigh me runner four ten eighteen teacher beans across wedding two leader temptation truth buyer father bus bowel/dish balance bank debt basin sorghum beer kettle big sweet banana leaves clothe newly cultivated piece of land book drum

kor bongo blouse bur hole buru ash cai tea milk cak cal appearance village caro poverty can canno/yubu arrangement a chapati capat cawa time cel fence cam food ceng sun cing hand coka chalk gathering; meeting ka coke col,cilo,col black; dirty; dark coo men cwiny heart cupa bottle cuk market cwe raining dakika minutes dako woman koc metalic tin dero granary window dirija dini religon dog mouth dogola door dyangi cows dot breast feeding oduru ululation gari bicycle government gamente gar train gilac glass gomci traditional wear gombolola gombola gweni hens gweno hen agulu pot kikoi wrapper lingiti/lingit blanket atudu kulu water buck hipopotamus raa injinia engineer mupalici mattress dul organisation tetei dress jami things people dano/jo sideboard; cupboard kabad

kabic kal ot lega kec kic ot kwan/kilaci kilo kom kongo kor kot.ot kot koti kikopo yamo kwaro kwer kweri kwo lac lak layin leb, lebi ngom, ngom lego long lut kot olutu kwon lyeto macungwa layit magoba mama jarara/mapeca mac/alingtwic matapali obato meja tobi, moko mon moo moo kic mic/mot mwaka kulu, nam nero tokolong ngor / lapena ngut ngwen nyako nyalo nyen nying nyuka

cabbage millet church hunger bee classroom kilo chair; body alcohol chest rain; court coat cup wind granddy celebration hoe life urine teeth line language; tongue land; soil pray trouser lightening mingling stick heat orange ladder profit mother button fire; electricity bricks yam table yeast; flour women oil honey gifts year river; lake uncle monitor lizard peas neck white ants girl python new name porridge

nino	day; sleep
not, me nono	zero; free
odiko	morning
omeru	brother
gwana	cassava
lalur	baren
lunyodo	parents
lukristo	christian
muotoka	motor car
otyeno	evening
okoro	snail
or	in-law
oro	dry season
ot	house
labot	bachelor
paket	packet
pala	knife
pama	cotton
pany	motar
packa	easter
gang	home
long	trouser
pe	no
pii	water
-	
piki piki	motor cycle
pocta	posta
pol	clouds
polic	police
pulan	plan
	C. 1
rec	fish
arem	pain
ringo	meat
romo	sheep
tam	thoughts
kitana	bed
tang	tank
tic	work
tol	rope
wer	music
bila	horn
twol	snake
tyen	leg
-9	8
bongo kwan/unipom	uniform
wat	malative
wat	relative
wang	eye
pwoyo	scar
wel	price
welo	vistor

welo awora	guest of honour
wic	head
wod pa	son of
won	owner of
woro/wanya	greed
woro	respect
um	nose
yat, yat amwonya	tree; medicine
yadi, yadi amwonya	trees; medicines
yec,yer, yer	feather; hair; election
Yecu	jesus
yib	tail
ic	stomach
ngec	back

Verbs

abino	I come (present tense of the verb <i>bino</i>)
аує	I believe
bito	to shell, to hull
bito	to tempt
tene	lean (imperative)
caro	to dazzle
cek	to be ripe; to be fully cooked
bulu, celo	to roast, to surround with fence
cello	to shoot
ciro,kanyo	to endure, to squirt
guro	to assemble
соуо	to awake
tucu/cobbo	to pierce
giko/giko	to end, finish
coddo	to have illicit sexual intercourse
turu	to break
cokko	to collect
ciko	to caution
dok	to return
dotto	to suck
dotto	to accuse
gedo	to build
kwinyo	to excavate

gweyo	to kick
gweyo	to bark at
itto malo	to climb up
loo	to climb down
jukko	to dissuade from
jukko	to besmear
kobbo/loko kakare	to change position of something
waco	to say
ketto/balo	to demolish
ketto, pyelo	to put, to lay
kwanyo,	to redeem, to ransom
kok pi gin moni	to cry for
yero	to select
leko, deno	to herd, to borrow
mako maber	to handle with care
kwero	to refuse
kwero	to abstain, to sanctify
cako	to start
kwonge	to swear
kwotto yamo	to make wind
yabo	to enlarge
leko	to dodge, to guide animals
lekko	to dream
libbo	to stalk prey
lilo ki moo	to smoothen with oil
lokko	to change
lokko/waco	to speak
mokko	to gorge
mokko	to confirm
temo nongo ne	to try to find out
tyero kamalen	to expose
mwoddo/baro	to break/split and collect fagots
camo,miyo arem	to eat, to cause pain
olo,tucu bur	to bore, make porus
oro	to send

pango	to hire
pango	to dodge
konye	to defecate
pyelo	to lay down
ringo	to run
romo	to meet
dok piny	to subside
onyo	to pour in
tiyo	to work
twoyo	to become dry, to be dry
wiro	to move something in a circle
wiro	to anoint
woro	to honour, respect
wotto	to pull out
wotto	to walk
winyo	to hear
cunu	to woo
yenyo	to look for
yenyo	to boil
yubo	to repair
yikko	to bury

English – Acholi

aadvark	п	mwak
abandon	v	wekko; jalo
abate	V	coko
abbreviate	v	yung macek
abbreviation	n	yungo macek
abhor	n V	wero matek
	v	lubu cik/lubo lok
ability		kero
able	n adj	bedo ki kero
abdicate	v	bwone
abnormal	v adj	jok jok
abnormality	n	obedo jok jok
abode		ka bedo a dano
abolish	n v	gengo I te cik
abominable	v adj	rac matek
abomination	·	kir
abort	n	onyo / balo
abortion	v	-
abound	n	onyo ic
abound	v	nyayo mapol cok
about	prep	cok rom
about	adj adi	
abroad	adj adi	iwiye/ malo
	adj	ilobo ma woko,loka nam turu cik
abrogate	v adi	
abrupt abscess	adj	ngole atura
abscond	n	odeke
absence	v	rwenyo ki ika tic
absent	n	keng bedo peke
absolute	v adi	liweng/ducu
absolve	adj	gonyo dano ki i bal
absorb	v	
abstain	v	mato
abstam	v	genge/ bedo labonge
	adj	pe gonye ma leng
absurdily abundant	n 	pe nyange maleng
	adj	dwong ataa
abuse	v	nywaro twero
acacia	n	gacia
academic	n	ngec me buk

accept	v	yee
accelerate	v	medo madwir
accent	n	kit me lok
access	п	yoo menongo gin mini
access	ν	yabo yoo
accession	n	roco ne odoko manyen
accede	ν	yee tam pa lwak
accident	n	awano
accommodate	v	miyo ka bedo
accommodation	n	ka bedo
accomplainment	n	lalub kor; lalwoko
accompany	v	lwoko
accomplish	v	tyeko maber/mapwot
accord	n	yee ma lube ki cik
according to	prep	ma lebe ki
accost	ν	waco lok iwi dano
account	n	gin gwoko cene i beng
account	ν	miyo lok ikom tic
accountability	n	ngec kit ma lim otiyo kwede
accumulate	ν	nyayo wel
accumulator	n	gin nyayo wel
accurate	adj	iwange kikome
accuse	ν	doto
accusation	n	adot
accustomed to	adj	ongii timo gin moni ni
acid	n	acid
acknowledge	ν	рwoyo
acknowledgement	n	miyo pwoc
acquaintance	n	nyebe ikom dano
acquaint	v	nyebo
acquire	v	bedo kede gin moni
acquit	v	gonyo dano ma kidoto
across	adv	arii
act	v	timo gin mo
act	n	tim
act (law)	n	cik ma palamen omoko
acting	n	tuku goga
action	n	tuku
activate	v	wek ocak tic
active	adj	ticki mit kom
activist	n	cung pi tyen lok moni
actor, actress	n	latuku ma lacoo, latuku ma dako
ache	ν	rem/ baro

acute	adj	matek
AD	adv	kare inge nyodo pa Yesu Kristo
adam	n	dano me acelk i baibul
adamant	adj	dano ma tame tek
adapt	V	moko tam ma lube ki
add	V	ribo/medo
addition	n	lamed
adder	n	two uu
addict	n	ngiyo ma pe weke
address	n	lanyut me kabedo
adhere	v	lubu cik
adjacent	adj	cek kede
admiration	n	maro gin moni
admire	v	maro
adore	v	woro matek
adorn	v	kwogo
adultery	n	dano ma onyome me butu ki dako onyo laco ma pe mege
adversity	n	keto adot
advocate	n	lapilida
admit	ν	yee'
advice	n	tam
advise	ν	miyo tam
affair	n	tyen lok
afraid	adj	bedo ki lwor
after	adj	inge
after birth	n	wino
afternoon	n	dye ceng
afterwards	prep	lacen
again	adv	doki/odoco
against	prep	ikom
age	n	mwaka
agenda	n	lok me alara
agony	n	arem
agree	v	yee
ago	adj	yam con
aggressive	adj	mager
agitate	ν	twaro ne
ahead	adv	anyim/inyime
aim	v	gin atima
aim	n	miti
air	n	yamo
airport	V	bar dege
alarm	n	lapor wic

albino	п	albino
alcohol	n	kongo
alert	adj	bedo atera
alien	n	larok
alight	V	turu; pye
alike	adj	ma cal kede
all	adj	duc
allocate	v	poko
allegiance	п	woro tam
allotment	n	poko
allure	v	bwollo
aloe	n	ataka rac
alone	adj	kene kene
alongside	adv	kede/ibute
also	adv	bene/dok/ medo ki meno
alter	ν	lokko
although	conj	kadi bed kumeno
alternate	ν	gweny kine
always	adv	pol kare
amazed	adj	me aura
amleitwins	adj	myel cwiny
amend	v	yubu
among	prep	ikin
ampify	v	meddo dwon
amputate	v	ngolo dul kom
amusement	n	yom cwiny
ancient	adj	con ki con
and	conj	ki
anger	n	cwer cwiny
angle	n	gul/ kona
angel	n	malaika
agony	adj	can pa
annoy	v	wango ic
anoint	v	wiro
another	v	mukene
ant	n	cuggu
anthill	n	bye
anthrax	n	two lee
animal	n	lee
animosity	n	mone
anyone	prn	ngat mo
anything	prn	gin mo keken
apart	adv	ma pat ki

ankle	n	opunye
anklet	n	gara
anniniliate	v	nekko
announce	v	waco lok
announcement	n	lok awaca
answer	n	lagam
antelope	n	apoli
anticipate	n	byeko
anus	n	ngwiny cet/ dud
appeal	n	koko ikom ngol me kot
arm	n	bad
armlet	n	badi
army	n	mony, kea
arrange	v	cano
arrest	v	makko
arrive	V	00
as	adv	calo
ascend	V	ito malo
appear	V	nen
apostle	n	lakwena
appetite	n	miti me cam
appoint	V	cimo/ miyo twero
apprehension	n	miyo lworo
appropriate	V	kakare
approtiate	adj	rwatte
approval	n	yee kede
aptitude	n	ryeko me adam
argue	v	laro lok
arrogance	adj	awaka
arrow	n	atero
artery	n	ler me adunu
artist	n	lagojo/lago cal
ash	n	buro
ass	n	kana
assemble	V	coke kacel
assist	V	miyo kony
ask	V	penyo
at	prep	ikom
attach	v	rido ikom
attack	V	cobbo; cakko lweny
attempt	V	temo
attend	V	bedo i kacoke mo
attendant	n	lagwok kabedo

attract	v	ywayo tam
aunt	n	wayo
authority	n	laloc
available	n	tye
avarice	n	let ic/woro
avenge	V	culo kwor
average	adj	idyere
avoid	ν	weyo/pango
awaken away	v adj	coyo kama bor
akward	adj	lik
axe	n	latong/lee
Bb babble,	v	lagwong/ladwal
baboon,	n	abim
baby,	n	latin; lakere
bachelor,	n	labot
back,	n	ngec / dye ngec
back,	n	dok cen
back,	adv	dwogo cen
backbite,	v	kwoto
backbone,	n	cogo ye ngec
bad,	adj	rac
badger,	n	obogo
badly,	adv	marac
badness,	n	race
bag,	n	kikapo
bait,	n	lanayata
balance ¹ ,	v	pimo
balance ² ,	n	ma odong
bake,	ν	bako
bald,	adj	tal wic
bale,	ν	bail
ball,	n	odilo/ mupira
bamboo,	n	koo
banana,	n	labolo
banish,	v	ryemo ki gand
bank,	v	kano cente I beng
bank,	n	beng
banyoro,	n	banyoro
banquet,	n	karama
baptism,	n	baticimo
baptise,	n	miyo baticimo
barber,	n	lalyel wic

bare,	v	lilo
bare,	, adj	olil/ oner
bar,	n	ka mat/ ka namo
bar,	v	gengo
barely,	adv	ma nok nko
bark,	n	apoka
bark,	v	gweyo
bargain,	v	laro wel
barrel,	n	pipa
barren,	adj	lalur
barren woman,	n	lalur
barrier,	n	lageng
barter,	v	loko jami ki jami
base,	n	tere/ acaki
bask,	v	ооуо
basket,	n	adita
bat,	n	olik
bath,	v	lwok
battle,	n	lweny
be,	ν	bedo; tye
bean,	n	muranga
beak,	n	dog winyo
bear,	n	nywalo
beard,	n	yer tik
beat,	n	goyo
beat,	n	bit (wer)
bead,	n	tiko
beautiful,	adj	leng
beauty,	n	lengo
because,	conj	pien
beckon,	v	bito
become,	v	dokko
bed,	n	kitana
bee,	n	kic
beehive,	n	bong kic
bed bug,	n	cwari
beer,	n	kongo bia
beg,	n	lego
beeswax,	n	odok kic
bettle,	п	kadenge/kamdenga
beggar,	п	lalega
begin,	v	cakko; kwongo
beginning,	п	acaki

behaviour,	n	kit
behind,	adv	inge
behind,	n	bed inge
behold,	v	nenno
belch,	v	jero gwe
belief,	n	уеуо
believe,	v	yee
belittle,	V	bwono
bell,	п	olang
belly,	n	ic
below,	adv	ping
belt,	n	del; (a girl's belt) ajap
bench,	n	pwom
bend,	v	gungu
beneath,	adv	ite
beseech,	v	lego ki woro
berry bush,	n	acuga
beside,	prep	inget
betray,	V	me tucu mung
betrayal,	n	tucu mung
betrothal,	n	me bedo dako pa
betroth,	n	cike me nyome ki ngat mini ni
bestow,	ν	miyo; keto twero
between,	prep	ikin
beware,	ν	gwoke ki
bewilder,	v	bale wic
bewitch,	v	yiro/ walo
beyond,	adj	ma kato
bais,	n	tamo kilong
bhang,	n	jai
biceps,	n	bad
Bible,	n	Baibul
bicker,	n	yer dog lee
bicycle,	n	gari; lela
bifurcate,	ν	janyo
bifurcation,	n	janyo
big,	adj	dit
bile,	n	keda
billy goat,	n	nyok dyel
bind,	v	tweyo kacel matek
bin,	n	gin yugi
bird,	n	winyo
birth,	n	nywal

bite,	v	kayo
bitter,	adj	kec
bit,	adv	tidi
bitterness,	n	kec cwiny
bizarrre,	adj	ataa
black,	adj	col
black and white,	adj	col ki tar
blackish,	adj	cocol
black bird,	n	okwik
black water,	n	pii ma col
black jack,	n	nyek mon
black smith,	n	late nyonyo
bladder,	n	opoko lac
blade,	n	leb
blank,	adj	nono
blast,	V	mwoco
bleat,	V	koko pa dyel
bleed,	V	cwer pa remo
blend,	v	ribbo
bless,	v	miyo gum
blain,	v	kelo wang/ loyo wang/neko wang
blindfold,	v	tweyo wang/umo wang
blind person,	n	lato wang
blight,	n	amo; geku
blister,	v	nyige ma okir
bloating,	n	jero gwe
block,	n	bulok
block,	v	gengo
blood,	n	remo
bloody,	adv	obedo remo remo
blossom,	V	turu
blossom,	n	ature
blockhead,	n	wic mapek
blackboard,	n	kor bao
blow,	ν	kutto, buku
blow,	n	dongo
blue,	adj	bulu
blunt,	adj	oligo
board,	n	bao
boardgame,	n	coro
boast,	v	wake
boat,	n	yea
body,	n	kom

boil,	v	yenyo
boil,	n	odeke
bold,	adj	bedo ma cwiny okwee
boldness,	n	tek cwiny
bolt,	v	pungo
bond,	n	noto
bludgeon,	V	rido
bludgeon,	n	rido
bomb,	n	bom
bombard,	v	cello bom
bone,	n	cogo
bon fire,	n	gadi
book,	n	buk
boot,	n	war but
border,	n	wang lobo
bore,	V	oloo dano
boredom,	n	olo kom
borrow,	V	deno
bottom,	adj	ite; piny
both,	n	gin aryo duc
bother,	v	yelo
boundary	n	wang kigingi
bow	n	atum
bow	v	gungu me miyo woro
bowel	n	atabo
bowl	n	atabo
bow legged	adj	tyene okwor kwor
box	n	bok
boy	n	awobi
bracelet	n	mola
brag	v	wake
braggart	n	lawaka
braid	v	keddo wic
brain	n	adam
branch	n	jang
branch	v	jang
brass	n	mola
brave	adj	tek cwiny
bravery		IAV CWINV
hmaalt	n	tek cwiny
break	v	turo
brake	v v	turo mako burek
	v	turo

bride	n	dako me nyom maleng
bride price	n	lim nyom
bridge	n	wi kulu
bridge	v	kubu/gengo kin
bright	adj	leng
brightness	n	lengo
bring	V	kelo
brittle	adj	otwi kene kene
broad	adj	lac
broadcast	v	cwalo iwi yamo
bread	n	mugati
brew	v	tedo kongo
brew	n	kongo
brood	ν	butto iwi tong gweno
bribe	v	miyo camocana
bridegroom	n	lanyom maleng ma laco
briefly	adv	wiye wiye
broom	n	oywec
brother	n	omego
brother in law	n	muko
brown	n	apu pua
bruise	v	wanno
bruise	n	ret
brush	n	burac
brush	v	lajwe wic
bubble	V	walo
brochitis	n	aona
bubonic plague	n	aburu lee
buck	n	apoli
bucket	n	baket
buffalo	n	jobi
build	v	gero
buffet	n	kwayi cam
buffet	v	cam madongo
bull	n	twon
bullet	n	nyig ricac
bundle	n	wic /odure
bum	ν	wango
burden	n	peko/can
burden	V	miyo can, peko
burst	v	mwoc
buny	v	yiko/ kano
bus	n	bac

bush	10	lum/bunga
bush buck	n	ruda
	n	
bush pig business	n	opego lum catto wil
	п	
bustard	n	latin luk
busy	adj	bedo ki tic madwong
but	conj	ento
butcher	V	layango
butcher	n	lacat ringo
butchery	n	cato ringo
butt	n	apoka yat
butter	п	moo dyang; moo cak
butterfly	n	lapwo pwo
buttock	n	dud
buttorn	n	jarara
burrow	n	lacoc
buzz	ν	lok ikin dano manok
buy	ν	wilo
by	prep	kede;
bye	inject	aya
С		
cabbage	n	kabic
cackle	v	kero
cajole	v	bito/bwolo tam
cake	n	kek; mugati
calabash	n	awal
calamity	n	can ma opoto atura malit
calf	n	latin dyang
call	v	lwongo
call	n	lwongo
calm	adj	okwee mot
calm	v	kweyo
camel	n	kinaga
camp	n	kema
camp	v	cako kema
campaign	v	bito kwir
can	ν	twero; romo
cancer	n	two ma camo kom dano
candle	n	kendol
captain	n	kapten
cane	V	goyo
cane	n	odoo komo

canoe	n	yea
captive	n	mabuc
capture	ν	makko
captivity	n	buc
care	ν	gwokko
careful	adj	gwoko maber
careless	adj	caro caro
carnivore	n	odyek
carpenter	n	lapr bao
carrier	n	lating ter
carry	ν	tingo
cant	n	gadigadi
case	n	lok
castrate	ν	dino man
car	n	motoko
catilage	n	labaltek
cassava	n	gwana
cast	v	bolo
cat	n	bura/puc
catch	v	makko
caterpillar	n	kwidi oyima
catfish	n	ogore
cattle	n	dyangi
cause	ν	weko/ omiyo
cease fire	n	juko lweny
cent	n	cumuni
centipede	n	okolok
certainty	adv	adeda
chaff	n	latam me ngut
chain	n	nyor
chair	n	kom
chairperson	n	won kom
challenge	ν	atema tema
chalk	n	coka
chameleon	n	langogo
change	ν	loko
change	n	aloka loka
chance	n	gum
character	n	kit
charge	ν	keto lok ikom
characteristic	n	kit kite
charcoal	n	makar
charm	v	wallo

charm	n	awala
charmer	n	lawal dano
chase	ν	ryemo
cheat	ν	kwalo
cheek	n	lem
chemy	n	acuga
check	v	roto
chest	n	kor
chew	v	nyamo
chick	n	latin gweno
chief	n	rwot
chief tainship	n	ker pa
child	n	latin
chilli	n	kanlara
chin	n	tik
childles	adj	labongo latin
choice	n	yer
chop	v	tongo
chronic	adj	pe cange
chrun	v	puyo
cinder	n	lodi mac
circumcise	v	liro man
circumvent	v	lworo
civet	n	kworo
claim ¹	v	waco ni megi
claim ²	n	gin ma omyero kiculi pire
clan	n	kaka
claw	n	lwet
clay	n	ngom kulu
clap	ν	dongo cingg
class	n	1. kilaci 2. dul 3. rwom
classification	n	apokapoka
clean ¹	v	lwoko
clean ²	adj	lwoko maleng
clear ¹	ν	coko
clear ²	adj	leng leng
clerk	n	karan
clergyman	n	lapwony dini
clever	adj	ryek/ ngeo piny
click	ν	gweto
climax	n	kama malo
climb	ν	yito
cling	ν	mako liking

clip	v	gin mako
clock	n	cawa
close	v	loro
cloth	n	bongo
cloth	n	bongi
clot	ν	remo ma opoto
cloud	n	pol
cloudy	adv	pol pol
cloven	adj	okare
club	n	odo
clumy	adj	lagwe gwe
cluster	v	ocoke kacel
congulate	v	omake
coat	n	koti
cobus cob	n	til
coax	v	bwolo
cobre	n	twol ororo
cock	n	twan gweno
cockroach	n	yenye
cokerel	n	twon gweno
coerce	v	laro tam
coffee	n	kawa
coffee plant	n	yat kawa
coil	v	dole
cold	adj	ngicl
coition	n	butu ikin laco ki dako
collect	v	coko
colour	n	rangi
collide	v	yoke kede
comb	n	keto
come	V	bino
comfort ¹	n	kuc
comfort ²	v	kweyo cwiny
command ¹	n	miyo twero
command ²	v	miyo twero
cammence	v	kwango
commend	v	рwoyo
commit	v	kwanyo kare
commitment	n	kwanyo kare ni
common	adj	pol
common place	adj	kama ngene
common work	n	tic awak
community	n	kabedo pa lwak

compact	ν	odile
compel	ν	diyo;
compensate	ν	culo
company	n	gurup
compare	v	poro
complex	adj	kite tek
comprehend	V	niang
compete	ν	pyem
competence	n	bedo ki kero
complain	ν	nguru
complete	ν	tyeko
complaint	adj	koko
conceal	ν	kano
concentrate	ν	keto cwiny
concerned	n	bedo ki cwiny ikom
condemn	ν	ngalo too iwi
confess	ν	tucu lok
confusion	n	anyobanyoba
confuse	ν	nyweno wic
conquer	ν	loyo /bwoyo
compulsion	n	dic
conceit	n	awaka
conceive	ν	gamo ic
concur	ν	yee kacel
conditon	n	kiteme time pa jami
confide	n	gwoko mung
confidence	n	tek cwiny
confine	ν	gwoko imung
confinement	n	gwoko imung
confirm	ν	nyutu ni icwako
conform	ν	ye timo ne kit meno
congest	ν	diyo kacel
congestion	n	pike
consider	ν	tamo ikom
conscience	n	tam ma icwiny dano
consolation	n	kwe cwiny
conspire	ν	keto roro
conspiration	n	roro
constant	adj	gak kakare
construct	v	gero
construction	n	gedo
consult	v	gamo tam
consume	ν	camo

container	n	gi mako jami
contemporary	n	pi kare moni ni
contest	ν	pyem
continue	ν	mede
contradict	ν	loko lok kilong
contrary	adj	olung tuke
consuluate	ν	kweyo cwiny
convenient	adj	ma opore
convience	ν	rwate /tye kakare
cook ¹	n	latedo
cook ²	ν	teddo
cooking stone	n	laten
cool ¹	adj	okweyo
cool ²	ν	kweyo
copper	n	molo
cooperative work	n	tic pa lwak
copulate	V	ngoto
copulation	n	ngote
cord	n	tol/ ogwil
core	n	cwiny
corn	n	anywagi
corner	n	kona
corpse	n	lyel
cotton	n	pama
cough	ν	aona
council	n	kancil
counsel	V	kweyo cwiny
count	V	kwano
country	n	lobo
county	n	kanti
coutyard	n	dye kal
cousin court ¹	n	omaro; lamaro
court	n	kot
	V	cuna
courage correct ¹	adj	tek cwiny kakare
correct ²	v adv	
correct	n	yubu cike
cover	v v	umo loko
cow	n	dyang
coward	n n	lalworo
cowardice	n n	bedo lworo
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cowdung	n	cet dyang
co-wife	n	nyek dako
cow peas	n	cao
cowrishell	n	gagi
crab	n	ogore
crack	ν	kak
crane	n	1. Ialo 2. Nyonyo atingo yec
crawl	ν	mulo; mol
cream	n	moo cak; moo-moo
crease	ν	keto oguru
create	ν	keto; ero, cako; cweyo
creator	n	acwec
creed	n	iyee
creep	ν	lak
cricket	n	olek
cripple	n	angwalo
crocodile	n	nyanyang
crooked	adj	ogom
cross ¹	n	ari
cross ²	ν	alenga
crouch	ν	wot lagungu gungu
crow	n	agak
crowd	n	lwak
crown	n	lalukana
crucify	ν	guro i kom yat ariya
cruel	adj	ger
crumble	ν	ngid
crush	V	goyo /dino
cry	ν	koko
cuckoo	n	omunypala
cultivate	v	puro
culture	n	tekwaro
cunning	adj	ryek
cup	n	kikopo
cup board	n	kabat
curdle cure ¹	V	dwale
cure ²	V	cango
	n	cango
curious	adj	mito ngeyo jami weng
curl	V	dolo
curse	V	lamo
curtain	n	kicika
cushon	n	mutu

custom	n	kit me tekwaro
cut	v	ngolo
cyclone	n	yamo nam

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D		
dab	v	cwinyo
dagger	n	pala
daily	n	nino ducu
damp	adj	dyak/ngic
dance	v	myel
dancer	n	lamyel
dandy	n	ruk awaka
danger	n	gin marac
dare	v	temo
dais	n	abam
damage ¹	v	balo jami
damage ²	n	bale pa jami
dairy	n	cam ma aa ki icak dyang
damn	adj	te lebe oto
dangerous	adj	gin marac
dappled	adj	angec angec
dark	adj	col
darken	v	yuto; doko col
darkness	n	ping ma col
dam	v	kwoyo bongo ma oyec
daughter	n	nya pa
daughter in law	n	ci wod pa
dawn	n	kwa piny
day	n	dye ceng
dazzle	v	caro/ ryeny
day light	n	ryeny pa ceng
day time	n	dye ceng
dead	adj	otoo
death	n	too
deaf	adj	yite oding
deaf person	n	lading it
debt	n	banya
decay	v	top
deafen	v	dingo it
deal ¹	n	wil ki cat
deal ²	v	tic ki gin mo
decit	n	goba/bwola
decitful	adj	obedo lagoba/labwola

deceive	v	bwolo
december	n	dwe me apar wiye aryo
decide	v	moko tam
decrease	v	dwoko piny
deed	n	gin atima
decompose	v	top
deduct	v	kwanyo
deduction	n	akwany
deep	adj	tut
deepen	v	donyo matut
defeat	v	loyo
defecate	v	konye/pyelo
defend	v	gengo /gwoko
defile	v	buto ki latin
defraud	v	cero dano/kwalo dano
defence	n	depweny
deficiency	n	rem pa gin mo ma mite
delay	v	gale
delight	v	yomo ic
deicy	n	jok
deflect	v	koye te dok cen; cer
delay	n	agala gala
delicate	adj	mito agwoka ki diro
dentist	n	daka me lak
deny	v	kwero gin ma ingeyo
depart	v	aa me wot
delever	v	laro
deliverer	n	lalar
demon	n	jok
dent	v	bano
deposit ¹	v	keto
deposit ²	n	keto cene ajog i beng
depravity	n	gengo ne
deprive	v	gengo/twono
depth	n	tut pa jami
derange	v	yabo malac
defect	v	aa ki bot dul moni ni
defiant	adj	lanywar
define	v	gonyo te lok
definition	n	agony me lok
deformity	n	bale
deform	v	balo purem
degrade	v	dwoko rwome piny

delegation	n	dul dano ma cung pi jo mukene	
delegate	n	miyo twero ki dano mo	
deplete	v	tyeko	
depopulate	v	dwoko wel pa jo piny	
deport	V	ryemo dano ki i lobo moni	
deride	v	cayo	
descend	v	dwogo piny	
descendant	n	likwayo	
desert ¹	v	weko/kwero	
desert ²	n	aroo	
desire	v	miti me cwiny	
desolete	adj	tye abongo/oweko liyak	
despise	v	yeto	
destitute	adj	pe ki cene/lacan	
desititution	n	can ma dot	
destroy	v	balo	
devil	n	citan; jok	
devour	v	camo / mwodo	
dew	п	toyo	
detour	v	kato manok	
develop	v	dongo	
development	п	dongo lobo	
develop	n	dongo	
detach	v	poko	
detail	n	lok kore ki kore	
detain	v	amak pa polic	
deter	v	gengo	
determination	n	keto cwinyi ka timo ne	
detest	v	dago gin moni	
detestable	adj	romo dage	
devestate	v	balo iyo marac	
devestation	n	anyoba nyoba	
deviant	adj	bedo ma kite pe atir	
deviant	п	dano ma kite pe atir	
diarrhoea	п	cado	
die	v	too	
difficult	adj	tek	
dig	v	puro	
diminish	v	tyeko; jwiko; giko; tum a ginoro	
din	n	WOO	
dip	v	luto; rwako	
dirt	n	cilo	
dirty	adj	tye ki cilo	
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disappear	v	rwenyo
disciple	n	lalub kor yecu
discover	v	nongo
discriminate	v	apoko poka
disease	n	two
dish	n	atabo
disperse	v	keto
display	v	nyuto kama leng
distinguish	v	nyuto apoka poka
distress	v	miyo kiniga/akemo
distribute	v	poko ikin
ditch	n	pur
divide	v	baro iye
do	v	timo
discolour	v	rwenyo kala
disarrange	v	keto kine
disdain	n	kwero
disheartened	adj	bedo ki col cwiny
dislocate	v	wilo/loko tyen
dislocation	n	loke pa tyen
dismiss	v	ryemo
disown	v	kwero
dispute	n	lara
disregard	v	cayo ne
disturb	v	yelo
dive	v	руе
diverage	v	loko
divert	v	wiro
divine	n	jok
diviner	n	Ajwaka
different	adj	pat pat
dog	n	gwok
dominion	n	ker
donkey	n	kana
door	n	dogola
door way	n	dog-gola
dove	n	akuri
down	n	ping
down cast	n	tung piny
drag	v	ywayo
dragon fly	n	lwango ototong
drain ¹	n	wang pii
*drain ²	v	onyo

doctor	n	daktar
dodge	v	gengo /pango
dot	n	ton
doubt	v	akala kala
doubtful	adj	tye ki akala kala
dowry	n	lim me nyom
draw	v	goyo cal
dread	v	lworo
dream ¹	n	lek
dream ²	v	leko
dregs	n	cet jami
dress	n	Bongo
dress	v	ruko
dry	v	twoyo
drill	v	tuco
drink	v	mato
drip	v	tono
drive	v	dwoyo
drizzle	v	ngido
drone	v	ngur
drop	v	bolo
drought	n	ryeny pa ceng
drowsy	adj	awira wic
drown	v	lwiny
drum	n	bul
drum stick	n	olete bul
drunk	adj	omer
drunkard	n	lamero
duck	n	atudu
duiker	n	lacek/amur
dumb	n	lato leb
dun	v	pido banya
dung	n	cet dyang
dung hill	n	Odur cet
dusk	n	otyeno/ anga kato ni
dusky	adj	col col
dust	n	apwa
dysentry	n	cado remo
dwarf	n	dano ma cek
dusty	adj	obedo apua apua
duty	n	tic pa dano
dutiful	adj	maro tic matek
dwell	v	bedo kamoni

dynamic	adj	bedo ki wic ma kwiri
dynamism	n	kwiri wic
drug	n	yat
drug	v	miyo yat

Ε		
each	prn.	acel acel; ducu
eager	adj	miti matek
eagle	n	okwateng
ear ¹	n	it
ear ²	v	winyo
ear ring	n	gin it
early	adj	con
earth	n	ngom/ wilobo
earthen wear	n	cwec ki lobo
earthquake	n	oyeyeng
earn	n	nongo gin mo
east	adv	tung nyango
easy	adj	yot
eat	v	camo/mwodo
eel	n	latwol latwol
eaves drop	V	winyolok imung
effort	n	tute
egg	n	tong gweno
egg shell	n	pok tong gweno
egret	n	okok
eight	adj	aboro
edible	adj	came
educate	v	pwonyo; miyo ngec
education	n	pwonye
eleminate	adj	cwalo cen
either	cont	kadi ; kono
elbow	n	otweng bad
elder	n	ladit/dano ma dit
election	n	yer
elephant	n	lyec
eleven	n	apar wiye acel
eloquent	adj	loko mamit/maber
elsewhere	adv	ka mukene
elevate	V	ilo malo/tingo
elongate	v	ryeyo
emaciated	adj	ojony
embers	n	lodi mac

emerge	v	lubo kor
emerge	v	kato maber
emotion	n	cuny ma poto
empty	adj	tye nono
end	v	giko
end	n	agiki
endure	v	ciro; kanyo; diyo cwiny
encounter	v	rwatte ki
encourage	v	cuku cwiny
enemy	n	adui
energy	n	teko; gupu;kero
enlighten	v	yabo wang
enemity	n	mone/ adaga daga
enquire	v	penyo
entangle	v	dwalo
enter	v	donyo
entice	v	bito
entertain	v	galo wang
entire	adj	ducu/weng
entrails	n	Cin lee; cin
entreat	v	bako dog
entrust	v	geno; miyo imung
embarrass	v	miyo lewic
envious	adj	nyek; cwiny macol
envy	n	nyeko
epilepsy	n	lii lii/ two ma reto dano
equal	adj	rom; rom rom
envelop	n	baaca
envelope	v	boyo iyi baaca
epidemic	n	two ma opoto
escape	v	lwi
especially	adj	tutwal/ ma kato ducu
erase	v	rucu
erect	adj	otelo/ocung atir
erode	v	mollo
errupt	v	mwoc; tuc
eternal	adj	ma pe tum/naka naka
eucalyptus tree	n	kalatuc
eulogy	n	wer pak
europe	n	Ulaya; lobopa muni
evacuate	v	aa woko /kwanyo kom
evaporate	v	duny
evasine	adj	lenge

even	adj	rom
evening	n	otyeno;anga ma kato ni
ever	adv	Naka naka
every	adj	ducu; weng
everything	adj	jami ducu
evict	v	ryemo dano i ot; kabedo
evil	п	cwiny macol
exact	v	kakare
exceed	v	kato; lanyo
exaggerate	v	ulu lok
examinaton	n	peny
examine	n	penyo; temo ngec
example	п	lanyut
excavate	v	kwinyo
except	adv	mapat ki
exchange	v	loko
excrement	n	cet
excuse	v	koko
exert	v	keto tek
exhaust	v	olo; tyeko gupu
exist	v	bedo tye
exit	n	ka kato woko
expect	v	geno; kuro
expedition	n	wot me ngiyo kor lok manyen
expel	v	ryemo latim bal
experience	n	ngec macon
exhaust	v	olo/ tyeko
explain	v	tito
explanation	n	tito tyen lok/gonyo tyen lok
explode	v	mwoc; ket
extinguish	v	neko; diyo
extol	v	pwoyo; pako
extract	v	kwanyo
exude	v	molo; donyo
eye	n	wang
eye brow	n	yer wang
eye lid	n	del wang
expand	v	nyayo; danyo
F		

fable	n	ododo
face ¹	n	anyim; tung anyim
face ²	v	rwatte ki; make
faction	п	dul; but
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fade	n	okwor
fall	n	poto
faint	v	wile
fail	v	poto
faeces	n	cet/pyelo
fainting	n	gem cwiny
familiar	adj	gin ma ingeyo maber
family	n	jo ma igang
famine	n	kec
fan	п	buku yamo; pwan
false	adj	pe kakare
false hool	n	goba; nguna
far	adj	tye mabor
farewel	n	ciko; lego winyo maber
fast	v	ri kec
fasting	n	ri ki kec
farm	n	pwam; poto me gwoko gin apita
farmer	n	lapur
farm	V	pur
fast	adj	dwir
fasten	V	tweyo matek
fat	adj	ocwee
fat	n	moo
father	n	baba
father in law	n	kwaro
fatigue	n	olo
fault	n	bal
favour	v	dworo; lengo mar
favouritism	n	ki dworo
fear ¹	V	lworo
fear ²	n	lworo
fearful	adj	lworo adeda
feather	п	kono
feast	n	karama
february	n	dwe me aryo
feeble	adj	goro goro
feed	v	pito; miyo
feel	v	winyo
fell	v	tongo yat
fellow	n	dano; lawoti
female	adj	dako
fence ¹	n	cel; waya

fence ²	v	cello
ferment	v	bako; kwoko; yenyo
ferry ¹	n	peri
ferry ²	v	kwango
fertile	adj	nywal; nyak/ceko cam
fetch	v	twomo; kelo
feud	n	kwor
fever	n	lyeto; two
few	adj	nok
fez	n	oo i mabuc
fiance	n	nyako pa laco
fiancee	n	laco pa dako
fibre	n	tol; uci
fierce	adj	ger
field	n	poto
fifteen	n	apar wiye abic
fig	n	oduru; olam
fifth	adj	me abic
fight	v	lweny
fifty	n	pyere abic
fill	v	piko; pongo; duro
fin	n	oguru
find	v	nongo
fine	adj	tye maber
finger	n	nyig cing
finger nail	n	lwet cing
finger print	n	Cing ma ki diyo
finish	v	tyeko
fire ¹	n	mac; loti
fire ²	v	cello mac/wango
fire fly	n	otit
fire wood	n	yen tedo
fire place	n	keno
firm ¹	n	kampuni
firm ²	adj	omoko liking
first	adv	me acel/lakwong
fish	n	rec
fish	v	mako rec
fish eagle	n	lamak rec
fisher man	n	lamak rec
fish net	n	obwo rec
fish trap	n	kek
fish hook	n	goli

fissure	n	a kaki
fit ¹	v	rwako
fit ²	adj	rwatte/donyo
fist	n	cing ma kidolo
fist fight	n	ngino bokcing
five	n	abic
flag	n	bendera
flabby	adj	lobo lobo
flank	n	lak nget; bute bute; i tenge
flash	v	minyo; caro
flat	adj	onate
flay	v	yango
flea	n	ngwec
flavour	n	yubo gin amata obed mamit
flee	n	lwii/ringo;
flesh	n	ringo
flexible	adj	gome
flirt	v	cuna; tim caro caro
flirtation	n	cat
float	n	pye iwi pi
flock	n	lwak leema ogure karacel
flask	n	pulaci
flog	n	goyo/pwodo
flood ¹	n	pii ma opong
flood ²	v	pong pa pii
flour	n	moko kwon; tobi
flow	v	mol
flower ¹	n	ature
flower ²	v	turu pa ature
flute	n	bila, olere
flush	v	onyo pii
fly ¹	n	lwangi
fly ²	v	tuk
foam ¹	n	bwoyo
foam ²	v	yenyo bwoyo
fug	n	ikuna
fold	v	dolo
follow	v	lubo
folly	n	mingo
fondle	v	gido; mako ki mar; yweyo del kom
food	n	cam
fool	n	laming/ lababang
foolish	adj	bedo laming

foolishly	adv	Mingo-mingo
foot	n	tyen
foot print	n	kor tyen
for	prep	pi
forbid	v v	gengo
force ¹	n	teko; gupu
force ²	v	diyo; timo tek tek
ford	n	wang kwang
fore arm	n	bad
foreman	п	nyampara/ lapakaca
foreigner	n	larok
fore head	n	tur nyim
fore bear	n	ciro can
fork	n	pwok
formerly	adv	ma con
fornication	п	buto me caro
forsake	v	jalo/kuno
forget	v	wilo wic
forest	n	bunga
forge	v	yubu
fortune	n	gum
forgive	v	timo kica
forty	n	pyero angwen
forward ¹	adv	cwalo anyim
forward ²	v	cwalo inyim
foul	adj	ngwee/rac; obale
foundation	n	guti
four	n	angwen
fourteen	n	apar wiye angwen
forth	adj	me angwen
fowl	n	gweno; winyo me gang
fox	n	too
fox glove	n	kor tyen too
fragment	n	ngidokine
fragrant	adj	kur; ngwce mit
framboesia	n	nyac
fracture	v	turo
fraud	n	tim kwo/ wil ki goba
free	v	bedo agonya
freedom	n	bedo agonya
freeze	v	kweyo mangic
friend	n	lawoti; dyera
frighten	v	miyo lworo

fresh	adj	manyen/pe okwok
	·	
frog from	n	ogal pok ki kwica
	prep	
frolt	n	bwoyo
fruit	n	nyig yat
front	adj	anyim
frown	V	cido wang
fry	v	cello
fuel	n	moo motoka
fulfill	v	cobo miti
full	adj	opong li bic
furrow	п	bur; i kore
future	п	anyim
funeral	п	lyel; tic lyel
fungus	п	tworo
G		
gain ¹	п	magoba; adwogi me tic
gain ²	v	nwongo
gape	v	ngamo dog
garden	п	poto
gardemb	n	odwong
gale	n	yamo ma kodo matek
gall	n	anywar
gate way	n	dog paco
gather	v	guru
gaze	v	neno maber
general	n	lalo wi mony
gentle	adj	mwol; wor; okwe
gently	adv	Ki mwolo; mot mot
get	v	nongo
gift	n	mic/mot; pwoc
giraffe	n	rii
ghost	n	cen
girl	n	nyako
girlish	adj	nyako nyako
give	v	miyo
glad	adj	bedo ki yom cwiny
gland	n	awang mac
glance	v	gayo
glow	v	lyel
glitter	v	ryeny
glory	n	deyo

glue ¹	n	odok
glue ²	v	mwono
glutton	n	laworo; lalyet ic/ larono
gluttonous	adj	woro
gas	n	yamo
glass	n	gilaci
gnaw	v	gweno
go	v	ceto
goat	n	dyel
goat house	n	ot dyel
goblin	n	obibi
God	n	Rubanga/ Lacwec
gold	n	jabu
gonorrhea	n	nyac
good	adj	ber
goodness	n	ber pa gin mo
goods	n	jami ma kelo lim
goose	n	atudu pii
gospel	n	jiri; lok pa Rubanga
gourd	n	opoko
govern	v	loyo
grace	n	kica
goumandize	v	gado; camo woro woro
grannary	n	dero; goga
grape	n	olok
grain	n	nyig kal; bel; nywagi
grand child	n	lakwar
grand father	n	kwaro
grand mother	n	adaa
grass	n	gilaci
grasp	v	mako
grass hoper	n	otwongo/ lacene
gratis	adv	Miyo nono; timo nono
gratitude	n	pwoc pi gin maber ma otimere
grave	n	bur lyel
grave stone	n	gweng lyel
graze	V	camo lum
grease ¹	n	giric
grease ²	v	wiro kede giric
greed	n	woro
greedy	adj	wor
green	adj	alum alum
greet	v	moto

greeting	n	mot
grey	adj	tar tar
grief	n	kumu /cwer cwiny
grin	v	bwonyo
grind	v	rego
grip	v	mako matek
grind stone	n	kidi rego
groan	v	nguru/cur
groin	n	awang mac
grape	v	pane
ground	n	ngom/piny
groundnut	n	pul
grow	v	dongo
growl	v	ngur calo gwok
grudge	v	bedo ki nyeko
gruel	n	nyuka
grumble	v	cur/ ngoru
guard	v	kuro
guess	v	byeko
guest	n	welo me awora
guide	v	telo; nyuto
guinea fowl	n	aweno
guinea worm	n	coo
gum	n	del lak/odok
gum	v	mwono ki odok
grudge	n	mone

L

low ¹	v	piny
low ²	adj	lapiny
lower	v	ma lapiny
luck	п	gum kom
lucky	adj	lagum kom
lump	n	odur
lung	п	oboo
lump	ν	keto kacel
lock ¹	n	pungu
lock ²	v	pungu
lubricate	v	bidoki moo
lukewarm	adj	dede
lunatic	n	lapoya
lunch	n	cam me dyeceng

lurch	v	lenge me poto atura
lure	v	bito; bwolo tam
lobby	v	keto tek me loko tam
lurk	v	kane kama col
lust	n	Miti matek me butu ki dako nyo lacoo
luxirant	adj	dongo pa yat ki yot kom
lyric	n	lok ikin wer
lynch	v	neko dano ma pwod pe kingolo kop iwiye
lynching	n	goyo ki neko danoma pwod pe kingolo too i wiye

Μ

machine	n	nyonyo
mad	adj	bedo ki kiniga
madam	n	mego
mad person	n	lapoya
madness	n	ароуа
maggot	n	kwidi
magic	n	timo tango
magician	n	latim tango
maid	n	dano ma gwoko ot
maiden	n	nyako ma pe kinyomo
mahugany	n	mavule/beyo
maim	v	ngunu dul kom
maize	n	anwagi
make	ν	timo
male	adj	laco
malice	n	dwalo tyen dano
malaria	n	lyeto
mallet	n	nyonyo me odo jami
malodour	adj	tik; ngwe
malodorous	adj	ngwe; tik
manner	n	kit maber
man	n	laco
manure	n	moj cam me aonya i poto
many	adj	pol/dwong
main	adj	en madite
major	adj	en ma pire tek
majistrate	n	langol kop
march ¹	n	dwe me adek
march ²	v	dore
mark	v	gweto buk/ keto lanyut
mars	n	lacer (one of the planets)

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marsh	п	i kulu
marriage	п	nyom
marry	v	nyomo
massage	V	kwena
mat	n	kolo/mukeka
match	v	keto kacel
market	п	cuk
martin	п	okwir okwir
marrow	п	moo cogo
master	п	won/rwot
matter	п	lok kom jami
mature	V	dano ma otego
maturity	п	tego
may	n	dwe me abic
match box	n	kibiriti
me	pron	an
mean	n	tyene lok
map	n	mep; cal lobo
marginalize	v	twono twero; coro i bute bute
marine	п	dano ma woto i nam
meadow	n	dye bar
meal	n	cam
mean ¹	v	tyen loke
mean ²	adj	lagingi
meaning	n	tyen lok
measles	n	anyo
measure	v	pimo
measurement	n	pim
meat	n	ringo
mediator	n	lapok lok
medicine	n	yat
meek	adj	mwol; wor
meet	v	rwatte ki /nongo
melt	v	lenyo
menstruate	v	neno ruk pa mon
menstruation	п	ruk
metal	п	nyonyo
midle	adj	idyere
mend	V	mwono
mercy	n	kica
mere	adj	mamwa
migrate	V	dak
messenger	n	lakwena

mid-day	n	dye ceng
mid-night	n	cwiny dye wor
mid wife	n	lacolo
milk ¹	n	cak
milk ²	v	nyeto cak
millet	n	kal
mince	v	ngido
mimic	v	poro dwon
mingle	v	myeno
misappropriate	v	camo ki aram
miscarry	v	bwogo; poto pa ic
miss	v	keng gin moni
mist	п	lupor
mind	п	tam/adam
minister	n	minicita
miracle	n	tango
mistake	n	bal
mix	v	rubo
mock	v	nyero
moisten	v	dyako
moisture	n	piipi
monkey	n	ayom
monster	n	obibi
month	n	dwe
mongoose	n	anyara
moon	n	dwe
morning	п	odiko con
tomorrow	n	diki
morose	n	akemo
mortar	n	pany
mob	n	dano ma ogure ka goyo dano
moon light	n	deyo dwe
mortgage	v	jengo pi banya
moral	n	kit atir pa dano
monthly	adv	Dwe ki dwe
moody	adj	loke pa jok
moron	n	dano ma adame logolo
mosquito	n	ober
money	n	cente
mosquito net	n	tanarua
moss	п	tworo
mother	n	mego
mother in law	п	maro

mould	v	cweyo
motherhood	n	bedo mego
mouldy	adj	lobo lobo
mountain	n	got
mourn	v	koko too
mucus	n	aburu
motivation	n	cuku cwiny
motivate	V	cuku cwiny dano
motor car	n	motoka
mount	v	yito
mouth	n	dog
mouse trap	n	kwak
mousetache	n	yer dog ma malo
move	ν	wot anyim
movie	n	cinema
mow	ν	jwero
mower	n	nyonyo jwero piny
mud ¹	n	coto
mud ²	v	mwono ki coto
muddle	v	nyweno
multiplication	n	nya
munch	v	toro nyamo
murder	n	neko dano tetek
murderer	n	lanek
murderess	n	lanek ma adako
murderous	adj	wange nen lanek
murmur	v	cur
music	n	wer
must	v	kadi ni ngo
mute	adj	laling laling
mutiny	n	jemo i kom lutela
multon	n	ringo romo
my	det	mega
myopia	n	two wang ma weko dano neno piny kama cok
myopic	adj	pe neno mabor
myrrh	n	moo makur
mysterious	adj	obdo tango tango
mystery	n	tim tango
myth	n	tango
mirrow	n	kiyo
miser	n	lagingi/ladidi
misery	n	cwer cwiny
mislead	ν	miyo tam amrac

mother in law mother in law	n n	maro min dako
mould ¹	v	cweyo
mould ²	n	gin ma twi ki ikom gin ma obale
mouldy	adv	puru
mountain	n	got
mountaineer	n	dano ma yito got
mourn	v	koko
mournful	adj	bedo ki koko
mouth	n	dog
mud	n	Coto
muddy	adj	kama obedo coto coto
murder ¹	v	neko tetek
murder ²	n	nek tek tek
murderer	n	lanek
muscle	n	ler kom
mushroom	n	obwol
mushroom	v	dongo pa obwol
must	v	myero
mumer	v	ngur, cur
my	adj	mega, mera

N

nail	n	cumar
naked	adj	ludok
name	v	nying
naplin	n	-
narrow	adj	ding
narrate	v	book lok
nasty	adj	pe mit
nation	n	lobo
nature	n	kit
navel	n	pen
neck	n	ngut
necklace	n	tiko
needle	n	libira
neighbour	n	dano ma bedo cok kedi
neither	conj	Kadi
nephew	n	okeya
net	n	obwor
new	adj	nyen
nice	adj	ber

niece	n	lakeya
night	n	dye wor
nine	n	abongwen
nineteen	n	apar wiye abongwen
ninety	n	pyere abongwen
ninth	n	me abongwen
niple	n	dog cak
no	adj	pe,
nobody	adj	ngat mo ku
noise	n	woo
north	n	tung malo
nose	n	um
not	adv	labongo
nothing	n	labogo gin mo
now	adv	kombedi
number	n	wel
numerous	adj	pol
nurse	v	twoyo
nuts (ground)	n	pul

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oath	n	kwong
obedient	adj	mwol
obey	v	winyo lok
object	n	jami
obstinate	adj	kwero timo gin moni ni
obstruct	v	gengo
obtain	v	nongo
odour	n	ngwec kom
oesophagus	n	lokoro
of	prep	woko
off ¹	adv	pe tye
off ²	prep	tye cen
offence	n	bal
offer	ν	tyero
offering	n	miyo tyer
offspring	n	latin
often	adv	kare ki kare
oh	inte j	oh
oil	n	moo
old	adj	con
olive	n	oligo
on	prep	Iwi

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once	adv	kicel kicel
one	n	acel
onion	n	tung gulu
only	adv /adj	keken
open	v	yabo
oppose	v	kwero
opposite	adj/n	olung tuke ne
or	conj	Onyo
oder	n/v	keto kore ki kore
ornament	n	deyo
orphan	n	latin kic
ostrich	n	udu
other	adj	mukene
ought	v	omyero
our	adj	megwa
out	adv	woko
outside ¹	n	woko
outside ²	adv	ki woko
outsider	n	abini
over ¹	adv	otum
over ²	prep	iwiye malo
over coat	n	koti
overcome	v	loyo ne/ tyeko ne
over flow	v	mol
over take	v	kato
owe	v	bedo ki banya
owl	n	tula
owner	n	rwode
OX	n	twon pur
oyster	n	ogore
Р		
package	n	boc
pad	n	otac
pain	n	arem kom
paint ¹	n	rangi
paint ²	v	wiro ki rangi
pair	n	gin aryo
palate	n	dan
palm-tree	n	yat otit
pancrease	n	<i>keda</i> t
pont	vi	weo
paper	n	karatac

wrapping paper	n	karatac boyo jami
newspaper	n	karatac akwana
papayrus	n	kolo
parable	n	Caro lok
paralyse	v	kwe kom
pare (with teeth)	v	kilo
parents	n	lunyodo
part ¹	n	bute
part ²	v	poke
partridge	n	ayweri
pass	n/v	kato
Passover	n	kare kwe pa jo israel
passion fruit	n	matunda
pasture	n	leka
patch ¹	n	dabo
patch ²	v	dabo
path	n	уо
paw	n	opany cing
pay	v	culo
pea	n	lapena
peace	n	kuc
peak	n	cwinye
pearl	n	cwiny
peasant	n	lapur
peg	n	peg
penitent	n	kunu bal/ngut
penis	n	cun
people	n	dano/ lwak
pepper	n	kamlara
perceive	v	tamo ni
percolate	v	modo/kato
perfect	adj	ma opore
perfume	n	moo ma ngwece kur
perhaps	adv	cagwoki
perish	V	tum/ too
permanent	adj	matwal
permisson	n	twero
perplex	V	bedo ki ngeng
persecute	V	ngolo kop iwi
person	n	dano
persuade	v	bito; bwolo
pestle	n	lalek
photograph ¹	n	cal

photograph ²	v	mako cal
pick	v	kwanyo
pick up	n	motoka matidi me tingo ter
pick out	v	yero
picture	n/v	cal
piece	n/v	dul
pierce	v	tuco
pig	n	opego
pigeon	n	amam
pile	v	cano kacel
pillor	n	pagi
pillow	n	laten wic
pimple	n	langok
pinch	v	ngwinyo
pipe	n	nyonyo ma iye twolo
pit	n	bur
pitch (tent)	v	guro,
pitch black	adj	col licuc
pitcher	n	<i>a</i> gulu pi
pity	n	timo kica
place	n	kabedo
plague	n	bonyo
plait	v	kedo
plane	v	jwayo wek obed mapwot
plant ¹	v	pito
plant ²	n	cuma timo jami
plantain	n	poto madit
plaster	v	mwono
plate	n	can
platform	n	wi abam
play	v	tuku
pleed	v	bako dog
pleeder	n	labak dog
please	v	yom cwiny (be pleased)
pleiades	n	<i>l</i> acer abiro
plough	v	pur ki dyang
pluck	v	pwono/ ngwedo
plume	n	yec winyo
pocket	n	jaba
point (to)	v	cimo
poison	n	kwir
poke (to)	v	keto wangi ikome
pole	n	yat mabor

pond	n	kulu akwinya
pool	n	pii ma ogure
poor	adj	lacan
porcupine	n	-
porridge	n	nyuka
porter	n	lapakaca
possible	adj	twere
pot	n	agulu
potato	n	layata
potter	n	lacwe agulu
pouch	n	kica
pound	n	gin pimo jami
pour	v	onyo
pout	v	jul/jude
poverty	n	can
powder	n	gin ma obedo buru-buru
power	n	twero
pox (small)	n	two odyee
pox (chicken)	n	nyaka cuna
praise	v	pako
pray	v	lega
prayer	n	lega
praying mantis	n	ogongo gongo ngwe
preach	v	tucu jiri/pwonyo lok pa Rubanga
preacher	n	lapwony lok pa rubanga
precipice	n	lung
predict	v	byeko
pregnant	adj	yac/dongo ic
prepare	v	yube
present	n	bedo tye
preserve	v	gwoko
press (to)	v	diyo
prevent	v	gengo
price	n	wel
prick	v	tuco
priest	n	padi
prince	n	awobi ker;
princess	n	nyako ker
print (to)	v	goyo cal/obot tyen
prison	n	ot buc
prisoner	n	la mabuc
private ¹	adj	imung
private ²	n	rwom ma tidi I keya

proclaim	v	tuco/ waco
profit	n	magoba
prohibit	v	gengo; kwero
promise	v	cike
prop	n	tol pye
properly	adv	maber adeda
property	n	jami pa dano mo
prophesy	v	tito gin ma time i anyim
prophet	n	lanebi; laprofeta
propitiate	ν	lamo
proprietor	n	won jami moni ni
prostitute	n	malaya/apoli
protect	v	gwoko
protude	v	okato woko
proud	adj	wake
proverb	n	carolok
prune	ν	nguno
psalm	n	buk pak
puberty (boy)	n	dwone loke
puberty (girl)	n	gulu
publican	n	dano pa lwak
publish	V	cwalo woko me akwana bot lwak
pull	V	telo/ywayo
pullet	n	bwong gweno
purity	V	lonyo; miyo bedo acil
purpose	n	tyen loke
push	v	coro; cwalo
put	V	keto
python	n	nyalo

Q

quarrel ¹	n	daa
quarrel ²	v	daa
queen	n	daker
quench	n	juko oryo pii
question ¹	n	peny
question ²	v	lapeny
quick	adj	oyot
quickly	adv	oyotoyot
quiet	adj	laliling
quill	n	-
quit	v	weko
quite	adv	laling

quiver ¹	v	myel kom
qiver ²	n	kica me mako nyig atero
R		
rabbit	n	apwoyo
race ¹	n	pyem ngwec
race ²	V	pyem ki dano moni
rage	п	kiniga
rain	n	kot
hail	п	pee
rainbow	n	danyo
raise	v	ilo malo
rake ¹	n	lagwar yugi
rake ²	v	gwaro
ram ¹	n	nyok room
ram ²	V	toro ot
random ¹	n	ata ata
random ²	adj	ata ata
rank	n	rwom
ransom	n	culu kwor
rapids	n	kama pii mol iye matek ki iwi got
rat	n	оуо
rather	adv	twara
rattle	п	ajaa
raw	adj	numu
razor	n	lyedi
reach	v	oo kamoni
read	v	kwano
ready	adj	yube
reap	v	kayo
reaper	n	lakac
rebel ¹	v	jemo
rebel ²	n	lajemo
rebellion	n	jemo
rebelious	adj	dano ma maro jemo
reckless	adj	caro caro
reckon	V	tute kwede
recline	V	jenge ikom gin moni
recognize	V	ngeyo dano moni
recompense	ν	culo
reconcile	V	ribo
reconciliation	n	timo kica
red	adj	kwar

redeem	v	laro dano
reed	n	lagada;
reed-rat	n	kola
refuse ¹	v	kwero
refuse ²	n	yugi
reign ¹	v	loyo
reign ²	n	lok me loc pa dano moni
rejoice	v	yom cwiny
relation	n	wat
relationship	n	wat
release	v	gonyo
rely	v	kwango
remain	v	gak
remainder	n	lapo wic
remember	v	pono wic
remind	v	poyo wii dano
remove	v	kwanyo
rend	v	baro; poko iye
rent ¹	n	cul pi tic ki gin ma pe megi
rent ²	v	culo cente piki gin ma pe megi
repair	v	yubo
repeat	v	nwoyo
repent	v	kwayo kica
reply	v	gamo lapeny
report ¹	v	kelo lok
report ²	n	lok ma lube ki gin moni
reporter	n	lami gnec bot lwak
request	v	lego
reproach	v	gengo gin marac time
rescue	v	laro
resemble	v	cal kede
resin	n	odok
resonant	v	gin malongo
respect	v	woro
rest	v	yweyo
return	v	dwogo
reveal	v	tucu/waco mung kamaleng
revolt	v	jemo i kom lutela
reward ¹	n	mot; bakacici
reward ²	v	miyo dano mot onyo bakacici
rheumatism	n	amwoda kom
rhinocero	n	amuka
rib	n	lak nget

rice	n	mucele
rich	adj	lonyo
ride ¹	v	nyono
ride ²	n	wot ki kana
rifle	n	muduku
right ¹	adj	ber; kakare
right ²	n	tung acuc
right ³	v	bedo maber
righteous	adj	bedo ma opore
rind	n	pok mucungwa
ring ¹	n	lagit
ring ²	V	goyo olang/goyo cim
rip	v	yeco
ripe	v	cek; bok
rise ¹	v	ito malo/aa malo
rise ²	n	gin ameda
river	n	kulu
road	n	yo; gudo
roast	V	bulo
rob	v	yako
robber	n	layak
rock	n	lela
rock	v	yenge ki kom
roll	v	loro
root	n	lwit yat
rope	n	tol
rot	v	top
rough	adj	gwar
round	adj	gin ma ogure/olunge
rouse	v	medo kero ki dano
row ¹	n	ari ari
row ²	v	yat cero yeya
rub	v	rucu
rubbish	n	yugi
rule ¹	n	cik
rule ²	v	miyo cik
ruler	п	rula
rumble	v	mor
run	v	ringo; ngwec
rush	v	wot oyot oyot
must	n	myero
sack	n	gunia

· a 1		1.51
sacrifice ¹	n	tyerobot Rubanga
sacrifice ²	V	tum
sadness	n	kumo; cwer cuny
safety-pin	n	kikwaci
sake	n	pire
salt	n	kado
salt lick	п	puno
salute	v	moto
salvation	n	laro
same	adj	rom
sand	n	kweyo
sandal	n	waro me lwok
satan	n	catan
satisfy	v	yeng
save	v	laro
saviour	n	lalar
say	v	waco
scab	n	роуо
scabbard	n	ka rwako pata
scald	v	wango ki pii malyet
scar	n	роуо
scatter	v	keto jami atata
scent	n	ngwec gin ma kur
school	n	gang kwan
scorpion	n	oton
scourge ¹	n	peko
scourge ²	v	goyo; pwodo
scrape	v	kwanyo/cwero
scratch	v	ngwinyo
scissors	n	magac
scream	v	kok matek
scribe	n	lacoc
scripture	n	lok ma ibuk manyen
sea	n	nam
search	v	yenyo
season	n	kare
seat	n	kabedo
second ¹	n	me aryo
second ²	adj	me aryo
second ³	v	cwako tam
secret ¹	adj	imung
secret ²	n	mung
see	v	neno;

escort	v	lwoko
seed	n	kodi
seek	ν	yenyo
seize	ν	mako
self	n	kene; keken
sell	v	cato; wilo
simsim	n	nyim
send	v	cwalo; oro
sense ¹	n	neno, winyo, ngweyo, ngeyo kede bilo jami.
sense ²	v	bedo ki ngec ikom gin ma tye ka time
separate1	adj	gin ma pe otore kacel
separate ²	v	pat pat
sergeant	n	latel wi lumony
servant	n	latic
serve	v	tic kede kacel
set	v	keto kacel
seven	num	abiro
seventy		pyere abiro
sew	v	kwoyo
shade	п	tipo
shadow	n	tipo pa dano
shake	ν	yengo
shame	V	lewic
shape ¹	v	yubo wek obed kit ma in imito
shape ²	п	kit ma gin moni tye kede
share	V	poko
sharp	adj	bit
sharpen	V	pako
shave	V	lyelo;
shavings	<i>pl. n</i> lim	gin ma kilyelo
she	pron	en; dano ma dako
sheath	п	kica
sheep	п	romo
shell	п	pok/gagi
shelter	п	ot
shepherd shield ¹	n	lakwat
shield ²	n	kwot
shine	v	gwoko/ gengo
	v	ryeny
ship shivor	n	yeya mval kom
shiver	V	myel kom
shoe	n	war

. .		
shoot	V	cello
shore	n	dog kulu
short	adj.	cek
shoulder	п	gwok
shout	v	dange
show	v	nyutu
shrivel	v	jongo
shrink	v	jungo
shut	v	cego
sick	adj.	Two
side	n	ngete
sieve	п	kekei
sift	v	pyeto
sigh	v	omo yweyo
sign ¹	v	keto cing
sign ²	n	lanyut
silence ¹	n	lingo
silence ²	v	weko ling
silent	adj.	Labobgo lok
silver	n	mola; ryal
sin	n	bal
sinner	n	labal
since	conj.	Ma naka
sing	v	wero;
5116	V	
song	n	wer
-		
song	n	wer
song sink	n v	wer lwiny
song sink sister	n v n	wer lwiny lamego
song sink sister sit	n V n V	wer lwiny lamego bedo
song sink sister sit site	n V n V n	wer lwiny lamego bedo kabedo/ ka gedo ot
song sink sister sit site six	n V n V n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel
song sink sister sit site six sixteen	n V n N n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel
song sink sister sit site six sixteen sixty	n V n N n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel
song sink sister sit site six sixteen sixty sixth	n V n V n n n n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel
song sink sister sit site six sixteen sixty sixth skeleton	n V n V n n n n n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del
song sink sister sit site six sixteen sixty sixth skeleton skin skull	n V n V n n n n n n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del cogo wii dano
song sink sister sit site six sixteen sixty sixth skeleton skin	n V n V n n n n n n n n	wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del
song sink sister sit site six sixteen sixty sixth skeleton skin skull sky slander	n V n V n n n n n n n n n n n n n	<pre>wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel cogo kom lee onyo dano del cogo wii dano polo yeto</pre>
song sink sister sit site six sixteen sixty sixth skeleton skin skull sky slander slap	n V n V n n n n n n n n n n n n v v	<pre>wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del cogo wii dano polo</pre>
song sink sister sit site six sixteen sixty sixth skeleton skin skull sky slander	n V n V n n n n n n n n n n v V V	<pre>wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del cogo wii dano polo yeto dongo neko</pre>
song sink sister sit site site six sixteen sixty sixth skeleton skin skull sky slander slap slaughter slave	n V n V n n n n n n n n n v V V	<pre>wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del cogo wii dano polo yeto dongo</pre>
song sink sister sit site site six sixteen sixty sixth skeleton skin skull sky slander slap slaughter	n v n v n n n n n n n n v v v v v	<pre>wer lwiny lamego bedo kabedo/ ka gedo ot abicel apar wiye abicel pyer abicel me abicel cogo kom lee onyo dano del cogo wii dano polo yeto congo</pre>

slim ²	v	miyo komi bedo matitidi
slip	v	cer/but
slow	adj	mot mot
small	adj	tidi
small-pox		mac wor
smart	adj	oruke maleng
smear	v	puyo
smell	v	ngweyo;
a smell		ngwec
smile	v	bwonyo
smite	v	goyo; pwodo
smith	n	latet
smoke	n	yito
smooth	adj	pwot /olil
smut	n	yugi ma titidi
snail	n	okoro
snake	n	twol
snare	n	kwak
snatch	v	mayo
sneeze	v	jiro
snore	v	twaro
snoul	п	um lee
		unitiee
SO	conj/adv	ci dong
so so and so		
	conj/adv	ci dong
so and so	conj/adv pro	<i>ci dong</i> ngadi gin ki ngadi
so and so soak	conj/adv pro v	<i>ci dong</i> ngadi gin ki ngadi bido
so and so soak soap	conj/adv pro v n	<i>ci dong</i> ngadi gin ki ngadi bido cabun
so and so soak soap sock	conj/adv pro v n n	<i>ci dong</i> ngadi gin ki ngadi bido cabun cokci
so and so soak soap sock soft	conj/adv pro v n n adj	<i>ci dong</i> ngadi gin ki ngadi bido cabun cokci yom
so and so soak soap sock soft soil	conj/adv pro v n n adj n	<i>ci dong</i> ngadi gin ki ngadi bido cabun cokci yom ngom /lobo
so and so soak soap sock soft soil soldier	conj/adv pro v n n adj n n	<i>ci dong</i> ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony
so and so soak soap sock soft soil soldier solid	conj/adv pro v n n adj n n adj	<i>ci dong</i> ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu
so and so soak soap sock soft soil soldier solid some ¹	conj/adv pro v n n adj n n adj adj	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo
so and so soak soap sock soft soil soldier solid some ¹ some ²	conj/adv pro v n n adj n n adj adj pro	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole
so and so soak soap sock soft soil soldier solid some ¹ some ² son	conj/adv pro v n n adj n adj adj pro n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa
so and so soak soap sock soft soli soldier solid some ¹ some ² son soot	conj/adv pro v n n adj n adj adj adj pro n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk;
so and so soak soap sock soft soli soldier solid some ¹ some ² son soot	conj/adv pro v n n adj n adj adj pro n n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk; kweyo cwiny
so and so soak soap sock soft solid soldier solid some ¹ some ² son soot soothe sore ¹	conj/adv pro v n n adj n adj adj adj pro n n n n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk; kweyo cwiny onyo kom
so and so soak soap sock soft soli soldier solid some ¹ some ² son soot soot soothe sore ¹ sore ²	conj/adv pro v n n adj n adj adj pro n n n adj n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk; kweyo cwiny onyo kom
so and so soak soap sock soft soli soldier soldier soldi some ¹ some ² son soot soothe sore ¹ soot soothe sore ¹	conj/adv pro v n n adj n adj adj pro n n n n adj n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk; kweyo cwiny onyo kom kama oonyo
so and so soak soap sock soft soli soldier soldier soldi some ¹ some ² son soot soothe sore ¹ soot soothe sore ¹	conj/adv pro v n n adj n adj adj pro n n n n adj n	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk; kweyo cwiny onyo kom kama oonyo
so and so soak soap sock soft soli soldier solid some ¹ some ² son soot soothe sore ¹ sore ² sort ¹ sort ²	conj/adv pro v n n adj n adj adj pro n n n adj n n v	ci dong ngadi gin ki ngadi bido cabun cokci yom ngom /lobo lamony ma kulu mukene; mogo pole wod pa latuk; kweyo cwiny onyo kom kama oonyo kore ki kore keto kore ki kore

south	n	tung piny
sow ¹	n	coyo kodi
sow ²	v	coyo koti;
sower	n	lacoc
space ¹	n	kabedo
space ²	v	poko kin jami
spade	n	gin toko coto/daba
spark	n	lil
sparrow	n	winyo ojwiny
speak	ν	lok
spear	n	tong
speckled	adj	bedo angec angec
spend	v	tic ki cente
spider	n	opyem
spill	v	onyo
spin	v	wiyo
spinal cord	n	cogo dye ngec
spirit	n	tipu
spirits	n	kongo makec
spit	v	ngulo
spite	n	bedo ki miti me wango cwiny dano
spittle	n	laa
spleen	n	tako
split	v	kako
spoil	v	balo
sponge	n	mutu/mupalisi
spoon	n	malaga
spot ¹	n	kan gin mo odong iye
spot ²	v	neno gin mo
sprain	v	wil
spread	v	yaro
spring	n	me aa ki
sprinkle	v	kiro
sprout	v	lot/twii
spy ¹	n	bega/neno kor lok
spy ²	v	roto
squirrel	n	ayita
squirt		kir/ nyete
	v	-
stain ¹	v v	balo macol
stain ²		-
	v	balo macol

stare	v	gayo
start	v	cako
stay	v	bedo; dong
steady ¹	adj	bedo mot
steady ²	v	bedo labobgo yenge
steal	v	kwalo
step	v	nyono; wot iwi
stick	n	lut/moko
stiff	adj	jing matek
still ¹	adj	bedo laling
still ²	adv	pwod
sting	v	kayo
stir	v	rubo
stocking	n	cokci
stocks	п	dul lee
stomach	n	ic
stone	n	gweng
stoop	v	gungu piny iyo me mingo
stoop	v	juko; giko
store ¹	n	ot me gwoko jami
store ²	v	gwoko jami
storm	n	yamo; kot
straight	adj	atir
strain	V	dino
stranger	adj	larok;
strangers		lurok; welo
strangle	v	deyo
strap	n	del
straw	n	oceke
stray	v	ngak ataa
stream	n	kulo
street	п	yo gudo
stretch	V	ryene
strike ¹	v	goyo
strike ²		
	n	goc
string	n	tol
strip	v	gonyo
strong	v adi	rwene
strong struggle	adj	tek tute
stubborn	v adj	layela
stuff	·	coko
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stumble	v	yoke kede
stump	n	ajut
stupid	adj	ming;
stupidity	п	mingo
stutter	v	gwong/dwal
shutterer		lagwong/ladwal
substantial	adj	romo/ tye maberg
suck	v	doto
suckle		dot
suet	adj	moo ma aa ki ikom lee
suffer	v	deno can
suffice	adj	nen calo romo
sugar	n	cukari
sun	n	ceng
sunday	n	ceng cabit
surpass	v	kato/ loyo
surprise	v	ngeng
surround	v	guro
swallow ¹	n	mwonyo
swallow ²	v	mwonyo akwili
swamp	n	dago
swank ¹	v	wake
swank ²	adj	bute
swear	v	kwong
sweat	n	kwok
sweep	v	weyo
swell	v	kwot
swim	v	kwang
sword	n	pala yango
synagogue	n	ot lega pa loyuda
syphilis	n	nyac
suffocate	v	tungo
sugar cane	n	tyang
sulk	v	tingo
sweet	adj	lim
sweet potato	n	layata
•		2
Т		
table	n	meja
tadpole	n	laput
tail	n	yib
take	n	kwanyo
		2

tale	п	carolok
talk	V	lok/ boko lok
tall	adj	bor
tame ¹	v	kweyo wek obed mwol
tame ²	adj	mwol; wor
ton	v	nyongo
tangle	v	dwale
tassel	n	uci deyo ot
taste	v	bilo
tax	n	mucoro
tea	n	Cai
teach	v	pwonyo;
teacher	n	lapwony
tear ¹	n	pig wang
tear ²	v	yeco; baro
tell	v	waco/tito
temper	n	kit me tec cwiny
temple	n	ot lega
tempt	v	bwolo; omo cwiny / bito
ten	n	apar
tend	v	gwoko
tender ¹	adj	yom
tender ²	V	miyo twero me tiyo tic
tent	n	kema
tenth	n	me apar
terror	n	lworo madwong; bura
test ¹	v	temo
test ²	n	peny
testicles	n	nyig man
	v	tweyo
tether ²	n	tol me tweyo lee
thank	V	рwoyo
that	pro	mano
thatch	V	gero ot lum
thee	pro	in
their	pro	meg-gi
them	pro	gin
then ¹	adv	ka dong
then ²	n	ka dong
there	Adv	kwica/ kuno
therefore	adv	ka dong
these	adj/pro	magi
they	pro	Gin

thick	adj	opong
thief	п	lakwo
thigh	n	em
top of thigh	n	bam
thin	adj	ojony;
grow thin		jonyo
thing	n	jami
think	v	tamo/ paro
third ¹	adj	me adek
third ²	п	dul acelikin adek
thirst	n	oryo
be thirsty	adj	orio odiya
thirteen	n	apar wiye adek
thirty	n	pyer adek
this	adj/pro	man
thistle	n	keng
thorn	n	okuto
though ¹	conj	kadi bed
though ²	adv	kadi ka bedi
thousand	п	alib
thrash	v	goyo/ pwodo
threat	п	bura
threaten	v	buro
three	n	adek
thresh	v	kworo
thrice	adj	tyen adek
throat	n	dwon
throng	n	lwak/dano ma tye kacel
throttle	v	deyo
through	prep	aa ki kany wa tung cel
throw	v	bolo
throw down	n	bolo piny
throw away	n	bolo cen
throw off	n	bolo ne woko
thumb	n	twon cing
thunder	n	mor pa kot
thus	adv	ku meno
thy	adj	megi
tibia	n	oloto tyen
tick	n	okwado
tickle	v	gido
tie	n	tweyo

tight	adj	otwene liking
till ¹	prep	Nio wa/naka
till ²	n	Canduk gwoko cente i dukan
till ³	ν	paka wa
tilt	ν	puru poto
time ¹	n	cawa/kare
time ²	ν	piimo cawa
tin	n	koc
tiny	adj	tidi
tire	ν	olo;
be tired	adj	ol
to (person)	prep	bot
to (thing)	prep	iyi
toadstool	n	obwol ma pe kicamo
tobacco	п	taa
today	adv	tin
toe	n	anyira tyen;
toe-nail,	n	lwet tyen
together	adv	kacel
tomato	n	nyanya
tomb	n	bur lyel
tongue	n	leb
tooth	n	lak
top	adj	iwiye
torch-grass	n	rao
torment	v	yelo/ miyo tam mapol/yelo cwinye
a torment	n	ayela yela
tore	v	yec
tortoise	n	opuk
toss	v	bayo; bolo
track ¹	v	lubo kore
touch	v	mako/gudo
toward	prep	tung bot
tough	adj	nwang; tek
town	п	taun
trade	v	cato wil
trader	п	lacat wil
tradition	п	kit me tekwaro
traitor	п	latuc mung pa dano
trap ¹	n	ciko/mako
trap ²	v	ciko
transfer	v	kobo
	,	

tuoval		wat
travel	v	wot;
traveller	n	lawot
tread	v	nyono/ kato ki iwi
treat	v	tic kede
tree	n	yat;
tremble	V	myel kom
trench	n	bur wang kalele
tribe	п	kaka
tribute ¹	n	ajog me konyo can
tribute ²	v	jogo
trip	v	ceto ka limo
trouble	n	peko
trousers	n	long
true	adj	adaa
truly	adv	adeda
trumpet	n	kutu buruji
trunk	n	cing lyec/kor yat
trust ¹	v	geno
trust ²	n	gen
truth	n	loko lok ada
try	v	temo
tesetse-fly	n	lwangi ajongamiye
tumult	n	WOO
tunic	n	bongo
turn	v	loke
tusk	n	lak lyec
twelfth	adj	me apar wiye aryo
twelve	n	apar wiye aryo
twenty	n	pyere aryo
twice	adv	ki ryo
twig	n	jang yat
twilight	n	ryeny ribiribi
twine	n	tol uno
twins	n	rudi /rut
twist ¹	v	dwoyo/dwalo
twist ²	n	wot wake kun nongo iwiro komi
two	n	aryo
U		
udder	n	nyar lee
ulcer	n	bur ma bedo ii dano
umbrella	n	oker
uncle	n	nera

uncover		v	walo
under		prep	ite
understand		ν	nyang
undo		ν	gonyo
undress		ν	lunyo bongo
unfasten		ν	gonyo gin ma kitweyo
unfriendly		adj	ngat ma pe maro dano/pe winye ki dano
unhappy		adj	cwer cwiny /wang ic
unite		v	ribo kacel
unkind		adj	pe lakica
unkindness		n	bedo labongo kica
unknown		adj	pe ngene
unlawful		adj	pe rwate ki cik
unripe		adj	numu; pe ocek
until		prep/conj	wang ma
unworthy		adj	pe opore
up ¹		prep	malo
up ²		adv	aa malo
upright		adj	atir
uproar		n	woo; make an uproar bedo ki woo
uproot		v	puto/nako
upset ¹		v	wango ic
upset ²		v	arem kom manok nok
stomach upset		n	aruba ic
upside down		adj	olungtuke
urge to fight		ν	piyo
urine		n	lac;
urinate		ν	laa
us		pro	wan
V			
vaccinate		v	gwero
vagina		n	tun(vulgor to use altenatively use (kom pa mon)
vain		adj	kwee/matwal
valley		n	dye kulu
vapour		n	aluu
veine		n	ler
vegetable		n	pot dek
venture ¹	п		jami ma itamo me timo kun mito diyo cwiny
venture ²		v	timo gin mo onyo wot kamo me pe tye aber
verily		adv	adeda
verse		n	tyeng
very ¹		adv	matek/tutwal

very ²	adj	kikome
vessel	n	ler ma tero remo i kom dano
vest	п	bono me lega/ bongo ma kiruku cati i wiye
vex	v	wang ic /par/jul
village	п	caro
vine r	ı	olok/ acuga
viper	п	twol ororo
virgin	п	nyako ma pwod pe oribe ki laco
-		
visible	adj	nen
visit	v	limo
voice ¹	п	dwon
voice ²	v	waco lok moni
vomit	n	ngok
vulture	n	acut
W		
W.C (Water-closet)	n	coron pii
wag	V	yengo yib
wages ¹	п	cul pi tic moni ni
wages ²	v	cako lweny ikom dano
wail	v	kok
waist	n	pyer
wait	v	kuro
wake	v	aa malo
walk	ν	wot
wall	n	kor ot
wallet	n	kica keto cene
wallow	V	ngene
wander	v	tamo
want	v	mito
war	n	lweny
warm	adj.	Mur mur
warn	v	gengo
wart-tog	n	kul
wash	V	lwoko
watch ¹	V	kuro
watch ²	n	Cawa
water	n	pii
wave ¹	V	yengo cingi me moto dano
wave ²	n	yamo ma woto iwi pii
wax	n	odok

way	n	уоо
we	pro	wan
weak	adj	goro
wealth	п	lonyo
weapon	n	jami me lweny
wear	n	ruko/rwako
weary	adj	olo
weather	n	piny
weave	v	cweyo mukeka
weed ¹	n	doo
weed ²	v	doyo
weigh	v	kilo
well ¹	n	kulu
well ²	adj/adv	ber
west	n	tung poto ceng
wet	adj	dyak
wet season	adj	cwir
what	int. pro	ngo?
wheel ¹	n	lawala nyonyo
wheel ²	v	loro nyonyo
wheel barrow n		gadi gadi
wheel chair	n	gari pa lugoro/lungolo
when ¹	adv	awene
when ²	conj	ikare ma
where	adv/conj	kwene?
whereas	conj	kara
whet	v	pako obe mabit
whetstone	n	kidi me pako pala
whether	conj	kono
which ¹	adj	mene
which ²	pro	gin ma gitye ka lok ikome
while ¹	conj	kun; kong; ikare ma
while ²	n	kare moni ni
while ³	v	ma pwodi
while away	n	ikare ma apeke
whip ¹	n	del me goyo dano onyo lee
whip ²	v	pwodo
whirl	v	wire oyot oyot
whirlwind	n	lapiru
whisper	v	kwilo lok
whistle ¹	v	lwiyo
whistle ²	n	pirin
white	adj	tar

whiten	v	lonyo wek obed matar
make white	v	yubu matar
who?	pro	Nga?
whole ¹	adj	ducu
whole ²	n	ma kulu/pe kipoko
whore	п	malaya
whose?	adj/pro	mega nga?
why?	adv	pingo?
wicked	adj	lajok
widow	n	daa too/ dako ma cware otoo
wife	n	dako pa
wilderness	n	dye lum/tim
wind	n	yamo;
to wind	n	riyo; dolo
window	n	wang ot/dirica
wine	n	vino
wing	n	bwom
wink	v	diyo wang
winnow	v	pyeto;
winnowing fan	n	odero
wipe	v	yweyo; rucu
wire	n	waya;
wisdom	n	ryeko;
wise	adj	ryek;
wise person	n	laryeko; dano maryek
wish ¹	v	1. tamo; mito ginmo gomo
wish ²	n	1. giname imito
witch	n	lajok;
witch craft	n	jok
witch-doctor	n	latyet; ajwaka
with	prep	kwede
wither	v	ner; two
within	prep/adv	ii
without	prep	labongo; nono
witness	n	caden
wizard	n	lajok; Latal
woe	n	Ruk macon
wolf	n	orudi
woman	п	dako
womb	п	ot nyodo; ic
wonder ¹	п	1 ur madit
- 2		2. ginmo ma miyo dano bedo ki ur madwong
wonder ²	v	uro

wonder at	v	uro ne
a wonder	n	gin aura; jami me tango
wood	n	yat; yen
firewood	n	yen tedo
wood-pecker	n	otetel
wool	n	tol; uci
word	n	nyig lok;
work ¹	n	tic
work ²	n	tic;
workman	п	latic
world	n	lobo; wi lobo
worm	n	kwidi
guinea-worm	n	kwidi coo
round-worm	ni	ojoga
worn,	v	oruku
wear	v	ruku
worn out	adj	ool; oti
worry	v	cwer cwiny; par
worship	v	woro
worthy	adj	ber; pore
wound	n	ret; wang bur
wrinkles	n	bell
wrist	n	ngut cing;
wrist-knife	n	pala
write	v	соуо
writhe	v	twenye/dwanye ki arem
wrong	adj	1. pe ber; pe tye kakare 2. balo; <i>wrong way round</i>
	olun	gtuke; abade
X		
xylophone	n	dara (achaic)
Y		
yam	n	obato; aboce; mayuni
yap	v	gweyo
yard	n	yadi
yawn	v	ngamo
year	n	mwaka
yeast	n	tobi;

yellow

yesterday

yes

yet

adj

interj

adv

adv.

ocwak ocwak

pwodi

eyo; kakare nyutu ni tye atir

aworo; day before yesterday

aworo maca

yolk	n	kom tong-gweno ame obedo amaramar
yonder	adv/adj	ca; kwica
you	pro	yin
you (pl)	pro	wun
young ¹	adj	tidi
unripe	adj	Numu
young ²	n	lotino
your	adj	megi
youth	n	1. Bulu
Z		
zebra	n	Lagwa
zero	n	not; zero
Z00	n	Kagwoko lee tim
zoom	v	wot malu oyot oyot
zig zag	adj	ogonne ogonne; goyo kona

Modified Verb Stems

Infinitive	Habitual aspect	Gloss
Gammo	Gamo	to receive
Ngollo	Ngolo	to cross
Daggo	Dago	to hate, refuse
Turro	Turo	to be broken
Twero	Twero	to be able, may
Bedo	Bedo	to be
Byeko	byeko	to estimate
Kwoyo	Kwoc	to sew
Rwatte	Rwatte	to meet
Penyo	Penyo	to ask (questions)
Rwenyo	Rwenyo	to be lost, disappear, be lacking
Butu	Butu	to lie down, go to bed
Turo	Turo	to break, to cut up, to disown, to give up
Pwonyo	Pwonyo	to learn, study
Cung	Cung	to stand, come to halt
Mitto	Mito	to want
Werro	Wero	to sing
Manno	Mano	to go round
Lwongo	Lwongo	Call, invite
Weyo	Weo	to sweep up
Тоо	Тоо	to die, break down, go sour

Parro	Paro	to be concerned about
wacco	waco	to tell
Lokko	Loko	to speak
Dwoggo	Dwogo	to return, do again
Dwokko	Dwoko	to reply, respond, answer
Cullo	Culo	to compensate
Timmo	Timo	to do
Medde	Medde	to continue
Dong	Dong	To remain
Willo	Wilo	to buy
Gwerro	Gwero	to immunize
Wekko	Weko	to leave
Temmo	Temo	to try, attempt
Miyo	Miyo	to give
Соуо	Соуо	to write
Lokko	Loko	to exchange
Turro	Turo	to be broken
Tyekko	Tyeko	to finish
Nyike	Nyike	to come nearer
Oo	Oo	to arrive, amount to, be right, pass (exam)
Cobbo	Cobo	to fulfil
Purro	Puro	to do gardening, grow
Katto	Kato	to go past
Winyo	Winyo	to hear, feel, smell, understand, to obey
Ling	Ling	To be silent
Kwallo	Kwalo	to steal
Yeng	Yeng	to be satisfied (with food)
Yabbo	Yabo	to open
aa	a	to get up, arise
Bino	Bino	to come
Ryeny	Ryeny	to shine
Ngweyo	Ngweyo	to pick a smell
loro	loro	to shut, lock
Tiyo	Tiyo	to work, make, do
Maro	Maro	to like, love
luppo	lubo	to go after, follow
Dongo	Dongo	to grow up, ripen, develop, wear out (clothes)
Makko	Mako	to hold
Ngeyo	Ngeyo	to know
Mwonyo	Mwonyo	to swallow
Bwunyo	Bwunyo	to smile
Lwokko	Lwoko	to wash (ind. parts of body)
Matto	Mato	to drink
Cwallo	Cwalo	to send

Gedo	Gedo	to build
Meddo	Medo	to add on, to increase
Dotto	Doto	to breast feed
Pango	Pango	to rent, to hire
Cango	Cango	to treat medically
Bunyo	Bunyo	to do quickly, hurry
Nenno	neno	to see, look
Kello	Kelo	to bring, fetch, hand in, cause
Wekko	Weko	to let, leave alone, to stop doing
Jallo	Jalo	to be unsuccessful, give up
Cammo	Camo	to eat
leko	Leko	to feed, herd
Kuro	Kuro	to wait for, look after, watch
Yenyo	yenyo	to look for, trace, choose
tuc	Tuc	to come from ,emerge
Lweny	Lweny	to fight, struggle
Rem	Rem	to be in pain, feel unwell
Leggo	Lego	to pray, to ask for
Rwatte	Rwatte	to meet, to find
Cullo	Culo	to pay
Ngollo	Ngolo	to cut, be mad
Nyero	Nyero	to laugh
Kwanno	Kwano	to read, attend church
Bedo	Bedo	to sit down
loo	Loo	to go down, descend
Nyommo	Nyomo	to marry a wife
Pwoyo	Pwoyo	to appreciate, admire, approve of
Balle	Balle	to be spoilt ,go wrong
Limmo	Limo	to visit
Wot	Wot	to walk
Tyekko	Tyeko	to compete, push one another out of the way
Tammo	Tamo	to think, hope, prepare
Goyo	Go	to beat, hit, strike, lay (eggs)
Yitto	Yito	to climb, board e.g a bus
Tero	Tero	to take (path), go (that way)
Dongo	Dongo	to develop
Catto	Cato	to sell
Tero	Tero	to take, carry, conceive
Dwono	dwono	to drive, steer
Konyo	Konyo	to help
Tuku	Tuku	to play, joke
Nywallo	Nywalo	to be born
Teddo	Tedo	to cook, boil, put in small heaps, settle.

Acholi	Nom	Dano	Dano	Buk	Buk	Poto	Potti	Kweri	Kweri	Yat	Yadi	Kom	Kom	Bongo	Bongi	Lee	Lee	Dyang	Dyangi
		sing	Plur	Sing	Plur	Sing	Plur	Sing	Plur	Sing	Plur	Sing	Plur	Sing	Plur	Sing	Plur	Sing	Plur
Classes		-		_		-		-		_		-		_		_		_	
Personal P	ronouns																		
I	We	an	Wan	-a	-wa	-a	-wa	-na	-megwa	-a	-wa	-a	-wa	-a	-wa	-na	-wa	-a	-wa
You	You	in	Wun	-i	-wu	-i	-wu	-ni	-megwu	-i	-wu	-i	-wu	-i	-wu	-ni	-wu	-i	-wu
He/She	They	en	Gin	-е	-gi	-е	-gi	-ne	-megi	-er	-gi	-е	-gi	-ere	-gi	-mege	-gi	-ge	-gi
Subject Pre	efixes	+	+																
		a-	wa																
		i-	wun																
Object Suff	ixoo	e-	gin	-i			-i			-i	:	:							:
Object Suff			maai	-1 -ni	-ni	-i -ni		-ni -ni	-ni	-1 -i	-i -i	-i -i	-ni -ni	-ni -ni	-ni -ni	-ni -ni	-ni -ni	-i -i	-i -i
	-proximal	man meno	magi meno	-m -ono	magi mago	-m	magi -no	-m	magi -no	-1 -0	-1 -0	-1 -0	-m	-m	-m	-m	-m	-1 -0	-1 -0
	- referential - distal	caa	cani	-caa	cani	-cani	cani	-cani	cani	-cani									
My Your	- mega - megi	na ni	na ni	-a -i	na ni	na ni	na ni	na ni	na ni	-a -i	-a -i	-a -i	na ni	na ni	na ni	na ni	na ni	-a -i	-a -i
Your His/Her	- megi - megge	ge	ge	-ı -ge	megge	megge	megge	megge	megge	-I -ge	-ı -ge	-i -ge	megge	megge	megge	mege	merg	-1 -ge	-i -ege
Our	- megwa	wa	wa	-gc -wa	wa	wa	wa	wa	wa	-gc -wa	-ge -wa	-gc -wa	wa	wa	wa	wa	wa	-ge -wa	-ege -wa
Your	- megwu	wu	wu	-wu	wu	wu	wu	wu	wu	-wu	-wu	-wu	wu	wu	wu	wu	wu	-wu	-wu
Their	- meggi	gi	gi	-gi	gi	gi	gi	gi	gi	-gi	-gi	-gi	gi	gi	gi	gi	gi	-gi	-gi
	· Ø/a/me	a-	a-	ø	ø	Ø/me	ø	Ø	ø	ø	ø	ø	ø	Ø/me	Ø/me	Ø/me	Ø/me	Ø/me	Ø/me
Whom/Whic	h/What	nga	Mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene	mene
Is/Are Loca		+	-	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye
		atye	wutye		-	-		-	-	-		-	-	-		-	•	-	-
Am/Is/Are N	lot	itye	wutye wunt																
		euye	gin gitye																
Is/Are Not																			
Verb "to hav		atye	utye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye	tye
Has / Have	- tye	itye	utye wunu																
		etye	gin tye																
Don't Have		ape	upe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe	pe
Doesn't Have	e	ipe	wun upe	-							-	-	•	-		-		-	
		epe	gin gipe																
Whole/All	- ducu/lung		wan ducu		ducu		ducu		ducu		ducu		ducu		ducu		ducu		ducu
		ducu	wun ducu																
			gin ducu																
Adjectives																			
good - ber		maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco	maber	mabeco
bad - rac	:	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco	marac	maraco
Emphatics	T-	+	-	-11-	-11-	.1 1.	-11-		-11-	-11-	-11-	-11-	-11-	-11-	.11.	-11-	-1-1-	-1-1-	-1-4-
He Is / It	15	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo	obedo
He Is Not/	It Is Not	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo	pe obedo
Many/a lot/n			mapol		mapol		mapol		mapol	<u> </u>	mapol	<u> </u>	mapol	1	mapol	ł	mapol	1	mapol
How many?	-adi?		adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?	adi?
Few /small	-manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok	mukene	manok
Other (s)	-mukene		mukene		mukene		mukene		mukene		mukene		mukene		mukene		mukene		mukene
Relative Pro	onoun	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma	ma
Both	-aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo		aryo aryo	1	aryo aryo	T	aryo aryo		aryo aryo
Only/alone		keken	Keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken	keken
One	Two	acel	Aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo	acel	aryo
			*								~						*		*

Please Complete this Evaluation

This book is a result of a cooperation of many people who would like to continue improving it for the next generation of PCVs. To help them do that, please, fill out this form and give it to the Language Coordinator.

Usefulness of different activities

Please rate these aspects of the manual	Not useful	<u>Not very</u> <u>useful</u>	<u>Useful</u>	<u>Very</u> <u>useful</u>	Extremely useful
Written exercises	1	2	3	4	5
Listening comprehension exercises	1	2	3	4	5
Explorer's Diary	1	2	3	4	5
Reading comprehension	1	2	3	4	5
Dialogs	1	2	3	4	5
Proverbs and idioms	1	2	3	4	5
Homestay tasks	1	2	3	4	5
Culture notes	1	2	3	4	5
Grammar notes	1	2	3	4	5
"Learn on your own" advice	1	2	3	4	5
Grammar reference overviews	1	2	3	4	5
Glossary	1	2	3	4	5
Comments:					

Format and O	rganisation:
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Please rate these aspects of the manual	Ineffective	<u>Not very</u> effective	Effective	<u>Very</u> effective	Extremely effective
Sequence of topics	1	2	3	4	5
Organisation of units	1	2	3	4	5
Clarity of instructions	1	2	3	4	5
Clarity of Grammar explanations	1	2	3	4	5
Pictures	1	2	3	4	5

Language manual content

What information did you find most useful in the manual to help you learn Acholi?

What information would you have liked the manual to contain?

Other comments or suggestions

http://www.livelingua.com