

Búkù Anzi 'Ba Drí Núkùtã
Ărĩngã Tị Sírĩ Sĩḡá
Ụnĩjọ Ụ'dúkọ Lã Be Rĩ

Student's Book

Bùkù Anzì 'Ba Drí Núkùtã

Àrĩngã Tì Sírĩ Sĩṅá

Ụnĩjọ Ụ'dúkọ Lã Be Rĩ

**Learning to Read and Write Àrĩngã
Tones and Vowels**

Student's Book

Trial Edition, revised.
SIL

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To the Student

This book contains reading exercises for learning the vowel quality and tone marks in Ārĩngã . It is designed to be used in a classroom setting together with the lesson plans given in the Teacher's Book.

By the end of the lessons, you should be very comfortable reading vowel marks and tone marks. Learning to write the marks is more difficult. By the end of this lessons, you should understand how to write the marks, but you will probably need more practice to become comfortable doing so.

You will quickly see how the tone marks make reading much easier. Remember that in order to have the benefit of reading with tones, you must be willing to put the effort into learning to write them.

We would like to know any comments you have regarding the exercises in this book, kindly write back to us at one of the addresses below in case of corrections and thanks.

Sincerely,

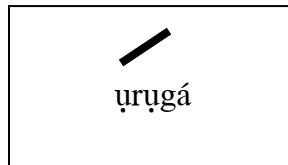
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Lesson 1

High Tone



Writing Exercise

á, é, í, ó, ú (Note: it is easier to write í without dotting the i, but just adding the high tone mark.)

Key Word (ú'dúkó ìtríkájó)

The key word for the ṭ-ṭ (high-high) tone pattern is **pírí**.

Reading Exercise

Read the following words aloud. Then have the students try to read them.

ágá (chest)

úpí (chief)

cécé (like)

íná (food)

úpícé (waist)

Mid Tone

ágágá

Writing Exercise

Any vowel without a tone mark is mid tone. **a, e, i, o, u.**

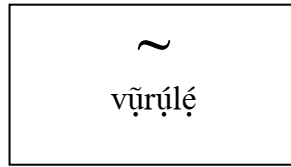
Key Word (ù'dúkò ìtríkájó)

The **key word** for **ve-ve** (mid-mid) tone pattern is **imbe**.

Reading Exercise

are	(hear)
use	(fat)
umve	(call)
kpere	(until)
ambamba	(very much)

Low Tone



Writing Exercise

ã, ê, ï, õ, ũ

(It is easier to write ï without dotting the i, but just adding the low tone mark.)

Key Word (ù'dúkò ìtríkájó)

The **key word** for drã-drã (low-low) tone pattern is **ãrã**.

Reading Exercise

pẽ (send)

ãvĩ (lose)

kãbĩlõ (sheep)

ĩbã (breast)

ĩgã (bushpig)

Lesson 2

Comparing Mid-Mid and High-High

Reading Exercise #2

1. Acema a'be íná.
Acema, á'bé íná.
2. Ũlêrú adro ãndrî rá.
Ũlêrú, ádro ãndrî rá.
3. Adrorú aga ãlá.
Adrorû ágá ãlá.

Reading Exercise #3

awa	ímí	'be
áwá	imi	'bé
útú	ágá	pá
utu	ágó	pa
ti	ife	úmbé
tí	íce	umbe

Reading and Writing Exercise

1. **'bé** **'be**
Ũnzíma _____ írã jó agá.
2. **tu** **tú**
Ũcílê _____ ãcí pá sî.
3. **pa** **pá**
Áséru 'bã _____ la azázã.

Review Mid-Mid and High-High

1. Acema a'be íná.
Acema, á'bé íná.
2. Ûlě́rú adro ãndrĭ́ rá.
Ûlě́rú, ádró ãndrĭ́ rá.

Comparing Mid-High and High-Mid

Key Word (ù'dùkò ãtrĭkãjó)

The **key word** for mid-high is **a'dí**.

The **key word** for high-mid is **úna**.

Reading Exercise #2

1. ãlĭ́gá acá Úmbá gá 'bo.
ãlĭ́gá, áca Úmbá gá 'bo.
2. Ámáku agá ife 'bo.
Ámáku, ága ife 'bo.
3. ãlĭ́ru, ádro tá ùcógó.
ãlĭ́ru adró tá ùcógó.

Reading Exercise #3

ucé	ága	íse
úpi	agá	así
upí	ála	ifí
íní	áma	ífi
íni	amá	

Reading and Writing Exercise

1. **amá** **áma**

Áma _____ ã'di tí.

2. **úpi** **upí**

Gálú, _____ 'bání ãbáká.

3. **íní** **íni**

Álíru _____ ru ãdu sã.

Lesson 3

Review Mid & High Tones

1. Ámáku agá ife 'bo.
Ámáku, ága ife 'bo.
2. Ālíru adro tá ma.
Ālíru adró tá ma.

Comparing Low-Low, Mid-Mid and High-High

Reading Exercise #2

1. Ūdrígá ácó kéré rá.
Ūdrígá aco kéré rá.
2. Ūcītígá ĩcē ma ándra ra.
Ūcītígá ícé ma ándra ra.
3. Ūkã jó ũngúkú gá 'dã.
Úká jó ũngúkú gá 'dã.

Reading Exercise #3

āwā	āndrē	ūgū
awa	andre	ugu
áwá	ándré	úgú
círí	gõ'dõ	gorona
cĩrĩ	gó'dó	gõrõnã

Reading and Writing Exercise

1. **ú'dí** **u'di**

Úlěkuá ãgbã bõngó _____ la.

2. **círí** **cĩrĩ**

Adrolé rĩ ũri kí _____ .

3. **ãandrě** **andre**

Ũcítí _____ acá 'bo.

Lesson 4

Review Low, Mid & High Tones

1. Ndre ǐ'di úgú.
Ndre ǐ'di ũgũ.
2. Ũdrígá ácó kére.
Ũdrígá aco kére.
3. Ũcĩtígá ǐcē ma ándra ra.
Ũcĩtígá ǐcé ma ándra ra.

Comparing Low-Mid and Low-High

Key Word Exercise (ǐ'dúkọ ǐtrĩkǎjó)

The **key word** for low-mid is **ǎja**.

The **key word** for low-high is **ǎcí**.

Reading Exercise #2

1. Drǎní 'bǎ ǐdrá cí.
Drǎní 'bǎ ǐdra cí.
2. Yǎrú adrá Ásíku 'bǎ ũmvu.
Yǎrú adrá Ásíku 'bǎ ũmvú.
3. Caku 'bǎ ũtu ǎláru.
Caku 'bǎ ũtú ǎláru.

Reading Exercise #3

ũcógó	ábĩ	ácí
ũcōgō	ãbi	ãci
ũpi	ãbĩ	ãcí

upí	ĩbá	áci
ngũlú	ĩbã	ũku
ngúlú	ĩ'ba	ũkú

Reading and Writing Exercise

- ãci ãcí**
'Bákó la _____ su.
- ũmvú úmvú alí ãlí**
Ízóná _____ 'dã 'be _____.
- ãjá ãja**
Drārú _____ ãkōzá ru.

Lesson 5

Review

1. Ālígá acá Úmbá gá 'bo.
Ālígá, áca Úmbá gá 'bo.
2. Áségá tu pá írã andre gá.
Áségá tu pá ãrá andre gá.
3. Caku 'bã ũtu alá ru.
Caku 'bã ũtú alá ru.

Comparing Mid-Low and High-Low

Key Word (ú'dúkó ãtrĩkãjó)

- a. The **key word** for mid-low is **cicĩ** (sharp).
- b. The **key word** for high-low is **írã** (stone).

Reading Exercise #2

1. Úsã Ālíru nábí gá.
Úsa Ālíru nábí gá.
2. Ī'di kāká ã'dusĩ?
Ī'di kakã ã'dusĩ?
3. Áségá tu pá írã andre gá.
Áségá tu pá ãrá andre gá.

Reading Exercise #3

cécé	úrĩ
cecě	úrí
cicĩ	ũri
ukó	uri
úkõ	górõ
ápã	gõrõ
apá	

Reading and Writing Exercise

1. **cecě** **cécé**
 Ĩbáká 'dĩ _____ .
2. **adó** **ádõ**
 Ámáku na _____ ándra.
3. **rǎrá** **rará**
 Ũcílé ndre _____ la kǎbĩlõ na.

Lesson 6

Review

1. Úsã Ãlíru nábí gá.
Úsa Ãlíru nábí gá.
2. Ī'di kāká ã'dusĩ?
Ī'di kakã ã'dusĩ?
3. Caku 'bã ũtu ãlá ru.
Caku 'bã ũtú ãlá ru.
4. Ndre ĩ'di úgú.
Ndre ĩ'di ũgũ.
5. Acema umbe sũkárĩ.
Acema umbé sũkárĩ.

Falling Tone



Writing Exercise

â, ê, î, ô, û (It is easier to write î without dotting the i, but just adding the falling tone mark.)

Key Word (ú'dúkó ìtríkājó)

The **key word** for falling tone pattern is **ndô**.

Falling tone type 1: The first type of falling tone is for words which have falling tone as part of the basic word. The word is always pronounced with a falling tone.

Reading Exercise

vâ	(also)
ávâli	(rest)
'dô	(here)
mãrâ	(mirror)

Falling tone type 2: The second type of falling tone is due to grammar. Certain words usually do not have falling tone, but can be pronounced as falling tone in certain grammatical phrases.

Reading exercise:

1. Ûlěgá 'bã ùkú ãyánĩ rú. (Ulega's wife is sick.)
2. Ûlěgâ ùkû ãyánĩ rú. (Ulega's wife is sick.)
3. Ífi jó agâlê. (Enter the house.)
4. Ífê kópõ manî. (Give the cup to me.)
5. Ájọ mínî, "Mí amù!" (I said to you, "Come!")

Falling tone type3: Some falling tones that are the result of two parts of a word coming together should be written as two vowels with their separate tones, in order for the reader to see the two parts of the word.

Reading exercise:

1. ãlíru i'bé kějítì.
2. ãlíru, íi'bé kějítì.
3. Mákũ drĩ ãcîcí. [spoken version]
4. Mákũ drĩ ãcî-ãcî. [written version]
5. Ûlěrú imi ãzá ãcígá.
6. Ûlěrú, íimí ãzá ãcígá.
7. ã'í tẹbí gá 'dĩ ùmbâmbá. [spoken version]
8. ã'í tẹbí gá 'dĩ ùmbá-ùmbá. [written version]

Comparing Falling with Low, Mid, and High Tones

Reading Exercise

1. ãngũpalé ase tá jó 'a rēē íni.
ãngũpalé ase tá jó 'a rēê íni.
2. 'Dã mî rĩ 'i.
'Dã mĩrĩ 'i.
3. Asuma ukó kpētē rá.
Asuma, úuko kpētē rá.

Reading and Writing Exercise

1. **vâ** **vã**
Mũndúru amũ _____ ãndrũ.
2. **gâ** **ga**
Ándrúgá amũ ìbákâ _____ ?
3. **ga** **gâ**
Á'dáku _____ ife.
4. **sa** **sâ**
Úgólé, _____ ca 'bo.

Rising Tone

Rising tones are tones that ‘rise’ from a lower tone to a higher tone. Double vowels are usually used. The following combinations are possible: Low-High, Mid-High, and Low-Mid. eg **ãá, aá, ãa.**

Reading Exercise

1. **Í'di tá 'dãá cí.**
Í'di tá 'dâ cí.
2. **Íiyá mâ kópõ kí amve.**
Íyãá, mâ kópõ kí amve.

Reading and Writing Exercise

1. **inga íngãá**
Ma ife kí _____ .
2. **inga íngãá**
Mâ ife kí _____ ?

Lesson 7

Light and Heavy Vowels

Light (Īpé)	Heavy (Ānzi)
ti	tị
'di	'dị
ālũ	ālữ
ĩlí	ĩlị
su	sụ
tu	tụ
umvú	ụmvụ
úpí	ụpị

u and ụ

Reading Exercise #2

1. Ālígá la umvú.
Ālígá la ụmvụ.
2. Ī'di tu la wõrị be.
Ī'di tụ la wõrị be.
3. 'Dã ũgú.
'Dã ụgụ.

Reading and Writing Exercise

1. **nzu** **nzụ**

Ī'di íká _____.
2. **ũgũ** **ụgụ**

Álụ _____ mã ãzá nalé rá.
3. **rú** **rụ**

Mãve la _____ amụ rá.

i and ĩ

Reading Exercise #2

1. Ámáku ti írúwá.
Ámáku tị írúwá.
2. Ánã a'dí mákũ.
Ánã a'dị mákũ.
3. ãlí ãnzí.
Ãlí ãnzí.

Reading and Writing Exercise

1. **ã'bí** **ã'bị**
Gụma la jó sị _____ sị.
2. **li** **lị**
Ĩ'di ĩzá _____.
3. **ĩrí** **ĩrị**
Ãjí la ngũ _____.
4. **úpí** **úpị**
Ĩ'di u'á _____ dríko gá.

Lesson 8

Review u, ụ and i, ì

1. 'Dã ùgú.
'Dã ụgú.
2. Ì'di tu la wọrì be.
Ì'di tụ la wọrì be.
3. Bùgà ìlì ùnzí.
Bùgà ìlì ùnzí.
4. Ámáku ti írúwá.
Ámáku tị írúwá.

e and ẹ

Reading Exercise #2

1. Acema ìcē ụngú rá.
Acema ìcẹ ụngú rá.

Reading and Writing Exercise

1. **nze nẹ**
Drārú _____ kùlụ kí 'bo.
2. **ājē ājẹ**
Bābá mụ kí Cāndī 'bā _____ gá.
3. **'bé 'bẹ**
Ì'di _____ ací s gá.

o and ọ

Reading and Writing Exercise

1. **ijó** **ijó**

Ásèru ají írã ãná _____ .

2. **kóló** **kóló**

Ãlípágá andré mâ íná ásí _____ ru.

3. **nzõ** **nzõ**

Ãlívúgá _____ ãyí agá.

4. **ngọ** **ngo**

Ãngõlígá _____ úngó ãlá la.

Lesson 9

Review e, ẹ, i, ì, o, ọ, u, ụ

1. Ánā a'dí mākū.
Ánā a'dí mākū.
2. Mgbā rụ Āmā'dílé 'i.
Mgbā rụ Āmā'dílé 'i.
3. Lē asíí ku.
Lē asíí ku.
4. Acema ĩcē ́ngú rá.
Acema, ĩcē ́ngú rá.

Tone on Pronouns

Reading exercise #1

1. Īmi adro tá ́ndrì kí rá.
2. Mí i'da tá mání í'dá.
3. Ándre ́nĩ.
4. Āna íná.
5. Īndre kābīlō.
6. Ína ĩzá.

Reading exercise #2

1. Álúma la áma ũjĩ.
2. Bābá la ĩmi co.
3. Yā'dá la ími ci.

4. Ānúkúfí la ãma ùzã.
5. Ûpĩgá la áma atu.
6. Bãbá la ïmi ùjĩ.
7. Ānúkúfí la áma ùzã.
8. Ûpĩgá la ími atu.

Reading and Writing Exercise

1. **mí mĩ mî mí**

Ándre _____ ímbápi áje.

2. **Áma Āmã Āmá Āma**

_____ mụ drũsĩ.

3. **ĩ'dĩ ĩ'di i'di**

Má ïsú _____ 'bã bũkũ.

4. **i'ba ĩ'ba ĩ'bã í'bá**

Ālíru ãfũ _____ jó agá.

5. **mí mî mi mĩ**

'Bá _____ imbálé ri kí amụ drũsĩ.

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