

**Búkū Anzị 'Ba Drí Núkūtā  
Ãrịngā Tị Sīrī Sīnjá  
Ünījó Ú'dükó Lā Be Rī**

**Student's Book**

**Búkũ Anzị 'Ba Drí Núkütã**

**Ãrĩngã Tị Sĩrĩ Sĩnjá**

**Ünijó Ü'dükó Lã Be Rí**

**Learning to Read and Write Ãrĩngã  
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 Ār̃ngā . 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 **tí-tí** (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.**

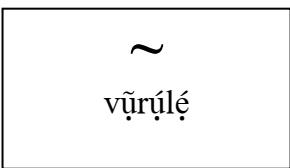
## Key Word (ú'dúkó ìtríkãjó)

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, ē, ï, ò, û**

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

### Key Word (**ú'dúkó ïtríkājó**)

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

### Reading Exercise

pẽ (send)

ãvĩ (lose)

kãbõlõ (sheep)

ïbã (breast)

ïgã (bushpig)

## **Lesson 2**

### **Comparing Mid-Mid and High-High**

#### **Reading Exercise #2**

1. Acema a'be íná.

Acema, á'bé íná.

2. Úlérú adro ̃indrí rá.

Úlérú, ádró ̃indrí rá.

3. Adrorú aga ̄lá.

Adrorû ágá ̄lá.

#### **Reading Exercise #3**

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

#### **Reading and Writing Exercise**

1.      **'bé**      **'be**

Únzíma \_\_\_\_\_ írā jó agá.

2.      **tu**      **tú**

Úcīlé \_\_\_\_\_ ̄ací pá sī.

3.      **pa**      **pá**

Áséru 'bā \_\_\_\_\_ la azázā.

## **Review Mid-Mid and High-High**

1. Acema a'be íná.  
Acema, á'bé íná.
  
2. Úlērú adro ̃indrí rá.  
Úlērú, ádró ̃indrí rá.

## **Comparing Mid-High and High-Mid**

### **Key Word (ú'dükó ̄trikājó)**

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

### **Reading Exercise #2**

1. Álígá acá Úmbá gá 'bo.  
Álígá, áca Úmbá gá 'bo.
  
2. Ámáku agá ife 'bo.  
Ámáku, ága ife 'bo.
  
3. Álíru, ádro tá ūcógó.  
Álíru adró tá ūcógó.

### **Reading Exercise #3**

ucé	ágá	íse
úpi	agá	así
upí	ála	ifí
iní	áma	ífi
íni	amá	

### **Reading and Writing Exercise**

1. **amá**      **áma**

Ãma \_\_\_\_\_ ï'di tí.

2. **úpi**      **upí**

Gälú, \_\_\_\_\_ 'bání ïbáká.

3. **iní**      **íni**

Ãlíru \_\_\_\_\_ ru ãdu s̄i.

## **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 kére rá.

Ūdrígá aco kére rá.

2. Ūcītígá īcē ma ándra ra.

Ūcītígá ícé ma ándra ra.

3. Ūkā jó ūngúkú gá 'dā.

Ūká jó ūngúkú gá 'dā.

#### **Reading Exercise #3**

~wā	~andrē	~gū
-----	--------	-----

awa	andre	ugu
-----	-------	-----

áwá	ándré	úgú
-----	-------	-----

círí	gō'dō	gorona
------	-------	--------

cīrī	gó'dó	gōrōnā
------	-------	--------

### **Reading and Writing Exercise**

1.      **ú'dí**      **u'di**

Úlēkuá īgbā bōngó \_\_\_\_\_ la.

2.      **círí**      **cīrī**

Adrolé rī ūri kí \_\_\_\_\_ .

3.      **ãndrē**      **andre**

Ũcītí \_\_\_\_\_ acá 'bo.

## Lesson 4

### **Review Low, Mid & High Tones**

1. Ndre ñ'di úgú.  
Ndre ñ'di ùgú.
2. Üdrígá ácó kéré.  
Üdrígá aco kéré.
3. Ücítígá ícē ma ándra ra.  
Ücítígá ícé ma ándra ra.

### **Comparing Low-Mid and Low-High**

#### **Key Word Exercise** (ý'dükó ñtríkājó)

The **key word** for low-mid is **ãja**.  
The **key word** for low-high is **ãcí**.

#### **Reading Exercise #2**

1. Dräní 'bā ñdrá cí.  
Dräní 'bā ñdra cí.
2. Yärú adrá Ásíku 'bā ùmvu.  
Yärú adrá Ásíku 'bā ùmvú.
3. Caku 'bā ùtu ãláru.  
Caku 'bā ùtú ãláru.

#### **Reading Exercise #3**

ùcógó	ábí	ácí
ùcõgõ	ãbi	ãci
ùpi	ãbí	ãcí

upí	ĩbá	áci
ngūlú	ĩbā	ũku
ngúlú	ĩ'ba	ũkú

### Reading and Writing Exercise

1.      **âci**      **âcí**

'Bákó la \_\_\_\_\_ su.

2.      **ũmvú**      **úmvú**      **alí**      **âlí**

Ĩzónjá \_\_\_\_\_ 'dā 'be \_\_\_\_\_.

3.      **ãjá**      **âja**

Drãrú \_\_\_\_\_ âkõzá ru.

## Lesson 5

### Review

1.    Álígá acá Úmbá gá 'bo.  
      Álígá, áca Úmbá gá 'bo.
2.    Áségá tu pá írā andre gá.  
      Áségá tu pá ̄irá andre gá.
3.    Caku 'bā ūtu ālá ru.  
      Caku 'bā ūtú ālá ru.

## Comparing Mid-Low and High-Low

### Key Word (ý'dükó ̄itríkājó)

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

### Reading Exercise #2

1.    Úsā Álíru nábí gá.  
      Úsa Álíru nábí gá.
2.    ̄di kāká ̄'dus̄?  
      ̄di kakā ̄'dus̄?
3.    Áségá tu pá írā andre gá.  
      Áségá tu pá ̄irá andre gá.

### **Reading Exercise #3**

cécé	úr̄í
cecē	úrí
cic̄i	ūri
ukó	uri
úkō	góro
ápā	gōro
apá	

### **Reading and Writing Exercise**

1. **cecé cécé**

Íbáká 'dī \_\_\_\_\_ .

2. **adó ádō**

Ámáku na \_\_\_\_\_ ándra.

3. **rārá rarā**

Ücīlé ndre \_\_\_\_\_ la kābīlō na.

## Lesson 6

### Review

1. Úsā Ālíru nábí gá.

Úsa Ālíru nábí gá.

2. Ī'di kākā ā'dusī?

Ī'di kakā ā'dusī?

3. Caku 'bā ūtu ālā ru.

Caku 'bā ūtú ālā ru.

4. Ndre ī'di úgú.

Ndre ī'di ūgū.

5. Acema umbe sūkárī.

Acema umbé sūkárī.

### 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'dýkó ītríkājó)

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)
mârâ	(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. Úlêgá 'bâ ūkú áyánî rû. (Ulega's wife is sick.)
2. Úlêgâ ūkû áyánî rû. (Ulega's wife is sick.)
3. Ífi jó agâlé. (Enter the house.)
4. Ífë kópô manî. (Give the cup to me.)
5. Ájø míní, “Mí amû!” (I said to you, “Come!”)

**Falling tone type 3:** 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. Álíru i'bé kẽjítî.
2. Álíru, íi'bé kẽjítî.
3. Mákû drî ácící. [spoken version]
4. Mákû drî ácí-áci. [written version]
5. Úlérú imi ízá ácígá.
6. Úlérú, íimí ízá ácígá.
7. Á'í tébí gá 'dî ūmbâmbá. [spoken version]
8. Á'í tébí gá 'dî ūmbá-ūmbá. [written version]

# Comparing Falling with Low, Mid, and High Tones

## Reading Exercise

1.    Ængūpalé ase tá jó 'a rērē íni.  
      Ængūpalé ase tá jó 'a rērē íni.
  
2.    'Dā mî rī 'i.  
      'Dā mīrī 'i.
  
3.    Asuma ukó kpētē rá.  
      Asuma, úuko kpētē rá.

## Reading and Writing Exercise

1.    **vâ**              **vã**  
Mündúru amú \_\_\_\_\_ ãndrū.
  
2.    **gâ**              **ga**  
Ándrúgá amú ïbákâ \_\_\_\_\_ ?
  
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 kópō kí amve.  
Íyãá, mâ kópō 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 (Ípé)**      **Heavy (Ãnzi)**

ti	t̄i
'di	'd̄i
ãlū	ãl̄ū
ílí	íl̄í
su	s̄u
tu	t̄u
umvú	umv̄ú
úpí	úp̄í

### **u and ü**

#### **Reading Exercise #2**

1.    Ælígá la umvú.  
      Ælígá la umv̄ú.
2.    Í'di tu la w̄or̄í be.  
      Í'di t̄u la w̄or̄í be.
3.    'Dā ügú.  
      'Dā üḡú.

#### **Reading and Writing Exercise**

1.      **nzu**                  **nzü**

Í'di íká \_\_\_\_\_.

2.      **ügü**                  **üḡü**

Álū \_\_\_\_\_ mā ízá nalé rá.

3.      **rú**                  **r̄ú**

Mäve la \_\_\_\_\_ amǘ rá.

## **i and ī**

### **Reading Exercise #2**

1. Ámáku ti írúwá.  
Ámáku t̄i írúwá.
2. Ánā a'dí mákū.  
Ánā a'dí mákū.
3. Álí ūnzí.  
Álī ūnzí.

### **Reading and Writing Exercise**

1. **ã'bí**      **ã'bī**

Ḡuma la jó s̄i \_\_\_\_\_ s̄i.

2. **li**      **lī**

Í'di ̄izá \_\_\_\_\_.

3. **írí**      **írī**

Ájí la nḡu \_\_\_\_\_.

4. **úpí**      **úp̄í**

Í'di u'á \_\_\_\_\_ dríko gá.

## Lesson 8

### Review u, ü and i, ï

1. 'Dã ūgú.  
'Dã ūgú.
2. Í'di tu la wõr̄i be.  
Í'di t̄u la wõr̄i be.
3. Búgâ ílí ūnzí.  
Búgâ ílí ūnzí.
4. Ámáku ti írúwá.  
Ámáku t̄i írúwá.

### e and ē

#### Reading Exercise #2

1. Acema ícẽ úngú rá.  
Acema ícẽ úngú rá.

#### Reading and Writing Exercise

1.      **nze**      **nz̄e**

Dr̄arú \_\_\_\_\_ kúlū kí 'bo.

2.      **ājē**      **āj̄ē**

Bābā m̄u kí Cānd̄i 'bā \_\_\_\_\_ gá.

3.      **'bé**      **'b̄é**

Í'di \_\_\_\_\_ ací s̄ gá.

## **o and ọ**

### **Reading and Writing Exercise**

1.      **ijó**      **ịjó**

Áséru ají írã ãná \_\_\_\_\_ .

2.      **kóló**      **kóló**

Ãlápágá andré mâ íná ásí \_\_\_\_\_ ru.

3.      **nzõ**      **nzõ**

Ãlívúgá \_\_\_\_\_ ịyí agá.

4.      **ngọ**      **ngo**

Ãngõlígá \_\_\_\_\_ úngó ãlá la.

## Lesson 9

**Review e, ē, i, ī, o, ō, u, ū**

1. Ánā a'dí mákū.

Ánā a'dí mákū.

2. Mgbâ rú Ōmā'dílē 'i.

Mgbâ rú Ōmā'dílē 'i.

3. Lē asií ku.

Lē asií ku.

4. Acema īcē úngú rá.

Acema, īcē úngú rá.

## **Tone on Pronouns**

**Reading exercise #1**

1. Īmi adro tá īndrí kí rá.

2. Mí i'da tá mání í'dá.

3. Ándre īnī.

4. Ōna íná.

5. Īndre kābīlō.

6. Ína īzá.

**Reading exercise #2**

1. Álúma la áma ūjī.

2. Bābā la īmi co.

3. Yā'dá la ími ci.

4. Ānūkúfí la āma ūzā.
5. Ūpīgá la áma atu.
6. Bābá la īmi ūjī.
7. Ānūkúfí la áma ūzā.
8. Ūpīgá la ími atu.

### Reading and Writing Exercise

1. **mi mī mî mí**

Ándre \_\_\_\_\_ ímbápi áje.

2. **Āma Āmā Āmá Āma**

\_\_\_\_\_ mü drūsī.

3. **ī'dī ī'di ī'di**

Má ịsú \_\_\_\_\_ 'bā bükü.

4. **i'ba ī'ba ī'bā ī'bá**

Ālíru āfū \_\_\_\_\_ jó agá.

5. **mí mî mi mī**

'Bá \_\_\_\_\_ imbálé ri kí amü drūsī.

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