Pwony Kwannö kede Cöyö
Lëblanño

Leblango Transition Primer
Pwony Kwannö kede Cöyö
Lëblaŋo

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Leblango Transition Primer
Overview

This Leblango Transition Primer (LTP) has been developed specially to help infant teachers who are implementing the government curriculum in Lango Sub-region, and all other Leblango speakers especially people who speak English as well as Leblango, develop a strong foundation in reading fluently and writing accurately in Leblango. The book further expands and simplifies the technical terms written in the Standardized Orthography and Spelling Guide for Leblango.

Effective Usage

In order to make the best use of this book and attain the required skills you must form a group of 2-5 members and implement what we call a “COMMUNITY OF PRACTICE” learning model.

Community of Practice (CoP) is a learning model that requires collaboration among a group of people with a common interest over an extended period. These people share experiences, ideas and strategies to find solutions and create positive change related to their common interest.

Mango Tree Literacy Lab is implementing a new training model. In the past, we used a residential training model. Teachers came to a central location for multi-day workshops several times a year. While effective, it was expensive to implement. We would never be able to provide that kind of training to all the teachers in the Lango Sub-region.

We also recognize the flaws in the national training model for new education initiatives. It is called a “cascading model”. A small group of master trainers from the ministry, train a large group of coordinating centre tutors, who then roll out trainings to teachers. A lot of important information can get lost in this type of top-down training model. It is also expensive and time-consuming.

A Community of Practice (CoP) training model addresses several challenges faced by current training models and has other benefits as well:

- It is less expensive to implement because residential trainings are minimal or non-existent. Training mostly happens at the school level.
- The people who know the national literacy model best – the classroom teachers who use it every day – are the ones in charge of most of the training.
- A CoP model is more likely to have a large impact over time because participants are trained to be teacher mentors and spread their knowledge and skills to other teachers.
- The CoP model provides a supportive network for teachers to learn and grow with their peers while creating innovations and solving problems from the bottom up.
**The Weekly CoP Meetings**

Discuss as a group any questions you have about what happens at your weekly CoP meeting. Talk about the day and time you think would work best for everyone. Do you have a good space to meet? Write any questions you want the facilitators to address here:

During this session your CoP will receive its official **CoP Record Book** to be used this year.

As a group, work together to create your very first entry right now! Use the following format:

---

**CoP Record Book Format for DAY 1**

**Name of your CoP**  (See the next page before you fill this in!)  **Date**

**Members present**

**Check-in**  (Make it quick today. You’ve got a lot to do! Have each person complete the following sentence with one or two words.)

- **NAME X** is feeling _____________________________________________.
- **NAME Y** is feeling _____________________________________________.
- **NAME Z** is feeling _____________________________________________.

**Teacher Training Manual (TTM) Notes**

- Identify what you like about the TTM so far.
- Write down any questions or concerns you have about the TTM.
- Include any suggestions you have for improving the TTM (be as specific as possible).
- Identify the 2-3 key things you’ve learned so far from the TTM.

**Leblango Transition Primer (LTP) Notes**

- Answer the same questions as above for the LTP here during your language session today.

**Check-out**

- Your facilitators will tell you how to complete the check-out at the end of today’s session.

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Table of Contents

Chapter 1: Introduction to the Lëblango Alphabet and Orthography
   Principles of a Good Orthography
   The Leblango Orthography
   Producing Letter Names
   Producing Letter Sounds
   Alphabetical Order in Lëblango
   Introduction to the Speech Organs

Chapter 2: Heavy Short Vowels
   Producing sound A a
   Producing sound E e
   Producing sound I i
   Producing sound O o
   Producing sound U u
   Assignment

Chapter 3: Light Short Vowels
   Producing sound Ė Ė Ė
   Producing sound Ĭ Ĭ Ĭ
   Producing sound Ö Ö Ö
   Producing sound Ü Ü Ü
   Assignment
   Contrasting E e and Ė Ė Ė
   Contrasting I i and Ĭ Ĭ Ĭ
   Contrasting O o and Ö Ö Ö
   Contrasting U u and Ü Ü Ü
   Assignment

Chapter 4: Heavy Long Vowels
   Producing sound aa
   Producing sound ee
   Producing sound ii
   Producing sound oo
   Producing sound uu
   Assignment
Chapter 5: Light Long Vowels
  Producing sound ëë
  Producing sound íí
  Producing sound öö
  Producing sound üü
Assignment
Contrasting ee and ëë
Contrasting ii and íí
Contrasting oo and öö
Contrasting uu and üü
Assignment

Chapter 6: Review and Assessment

Chapter 7: Stop Consonants: /b/ and /p/
  Producing /b/
  Producing /p/
  Practice /b/ at the beginning, middle and end of the word
  Practice /p/ at the beginning middle and end of the word
Assignment

Chapter 8: Stop Consonants: /g/ and /k/
  Producing /g/
  Producing /k/
  Practice /g/ at the beginning, middle and end of the word
  Practice /k/ at the beginning, middle and end of the word
  Softening of /k/ in the middle of the word
Assignment

Chapter 9: Stop Consonants: /d/ and /t/
  Producing /d/
  Producing /t/
  Practice /d/ at the beginning, middle and end of the word
  Practice /t/ at the beginning, middle and end of the word
  Softening of /t/ in the middle of the word
Assignment

Chapter 10: Affricates Consonants /j/ and /c/
  Producing /j/
  Producing /c/
  Practice /j/ at the beginning, middle and end of the word
  Practice /c/ at the beginning, middle and end of the word
  Softening of /c/ in the middle of the word
Assignment
Chapter 11: Nasal Consonants /m/, /n/, /ŋ/ and /ny/

Producing /m/
Producing /n/
Producing /ŋ/
Producing /ny/
Practice /m/ at the beginning, middle and end of the word
Practice /n/ at the beginning, middle and end of the word
Practice /ŋ/ at the beginning, middle and end of the word
Practice /ny/ at the beginning, middle and end of the word
Softening of /ŋ/ in the middle of the word

Assignment

Chapter 12: Liquids /l/ and /r/

Producing /l/
Producing /r/
Practice /l/ at the beginning, middle and end of the word
Practice /r/ at the beginning, middle and end of the word

Assignment

Chapter 13: Semivowels and Consonant Blends

Producing /w/
Producing /y/
Consonant blend

Assignment

Chapter 14: Review and Assessment

Chapter 15: Tone

Tone variations
Lexical tone
Grammatical tone
Transitivity
Tense
Mood
Grammatical tone marking in Lëblaŋo

Assignment

Chapter 16: Syllables

Rules governing singular and plural in Leblango

Assignment
Chapter 17: Leblango Plural and Singular
   Leblango Syllable patterns
   The five standard syllable break rules
   Syllable stress
   Assignment

Chapter 18: Word Breaks
   Words written independently
   Words written attached
   Words written with a hyphen
   Use of apostrophe in Leblango
   Assignment

Chapter 19: Punctuation
   The full stop
   The comma
   The question mark
   The exclamation
   The colon
   The semicolon
   The quotation
   Assignment

Chapter 20: Word Coinage and Borrowing
   Reasons for borrowing
   Assignment

Chapter 21: Counting
   Numbers
   Days of the week
   Months of the year
   Assignment
Overview of the Content in the Leblango Transition Primer as a Whole

In the previous introductory chapter, you reviewed the Table of Contents for this Transition Primer. There is an overview which explains the importance of this book and its effective usage. It’s important that you understand how this text book continuously expands your skills in mastering the correct way to write accurately and read fluently in Leblango, so the boxes below provide a comprehensive summary of this information:

CHAPTER 1: LEBLANGO ALPHABET AND ORTHOGRAPHY

Chapter 1 covers the Principles of a Good Orthography (page 15), Leblango Orthography (page 15), Producing Letter Names and Producing Letter Sounds (page 16), Alphabetical Order in Lëblano (page 17), Introduction to the Speech Organs (page 18).

In summary, Chapter 1 provides information on the requirements of a good orthography and why Leblango writing system was revised. It differentiates Letter Names and Letter Sounds. It also provides the standard alphabet for Leblango and the organs which help in producing sounds.

CHAPTER 2: HEAVY SHORT VOWELS

Chapter 2 covers the Producing Sound /a/ (page 21), Producing Sound /e/ (page 22), Producing Sound /i/ (page 22), Producing Sound /o/ (page 23), Producing Sound /u/ (page 24).

In summary, Chapter 2 explains how the different five heavy short vowels are produced and gives the examples of these vowels in Leblango words.

CHAPTER 3: LIGHT SHORT VOWELS

Chapter 3 covers Producing Sound /ë/ (page 26), Producing Sound /i/: (page 27), Producing Sound /ö/ (page 27) Producing Sound /ü/ (page 28), Contrasting /e/ and /ë/ (page 29), Contrasting /i/ and /ë/ (page 30), Contrasting /o/ and /ö/ (page 30), Contrasting /u/ and /ü/ (page 32).

In summary, Chapter 3 explains how the different light short vowels are produced and compares the heavy short vowels with light short vowels.

CHAPTER 4: HEAVY LONG VOWELS

Chapter 4 covers Producing Sound /aa/ (page 35), Producing Sound /ee/ (page 36), Producing Sound /ii/ (page 36) Producing Sound /oo/ (page 37), Producing Sound /uu/ (page 37)

In summary, Chapter 4 explains how the different heavy long vowels are produced and gives the examples of these vowels in Leblango words.
CHAPTER 5: LIGHT LONG VOWELS

Chapter 5 covers Producing Sound /ée/ (page 40), Producing Sound /ii/ (page 41), Producing Sound /öö/ (page 41) Producing Sound /üü/ (page 42), Contrasting /ee/ and /ëë/ (page 43), Contrasting /ii/ and /ïï/, (page 44), Contrasting /oo/ and /öö/ (page 45), Contrasting /uu/ and /üü/ (page 46).

*In summary, Chapter 5 explains how the different light long short vowels are produced and compares the heavy long vowels with light long vowels.*

CHAPTER 6: REVIEW AND ASSESSMENT

Chapter 6 is for review and assessment on vowels. It covers individual and group exercises (page 48).

*In summary, Chapter 6 provides a summary on all the vowels and provides exercises to help in practicing the vowels.*

CHAPTER 7: STOP CONSONANTS /b/ AND /p/

Chapter 7 covers Producing /b/ (page 50), Practicing /b/ at the beginning, middle and end of the word (page 50), Producing /p/ (page 50), Practicing /p/ at the beginning, middle and end of the word (page 51).

*In summary, Chapter 7 gives in depth knowledge on stop consonants /b/ and /p/. The chapter provides the difference between /b/ and /p/ using clear example words in Leblango.*

CHAPTER 8: STOP CONSONANTS /g/ AND /k/

Chapter 8 covers Producing /g/ (Page 53), Practicing /g/ at the beginning, middle and end of the word (page 53), Producing /k/ (page 53), Practicing /k/ at the beginning, middle and end of the word (page 54), Softening of /k/ between two vowels (page 54).

*In summary, Chapter 8 gives in depth knowledge on stop consonants /g/ and /k/. The Chapter provides the difference between /g/ and /k/ using clear example words in Leblango.*

CHAPTER 9: STOP CONSONANTS /d/ AND /t/

Chapter 8 covers Producing /d/ (page 57), Practicing /d/ at the beginning, middle and end of the word (page 57), Producing /t/ (page 57), Practicing /t/ at the beginning, middle and end of the word (page 58), Softening of /t/ between two vowels (page 58).

*In summary, Chapter 9 gives in depth knowledge on stop consonants /d/ and /t/. The Chapter provides the difference between /d/ and /t/ using clear example words in Leblango.*
Chapter 10 covers Producing /j/ (page 61), Practicing /j/ at the beginning, middle and end of the word (page 61), Producing /c/ (page 61), Practicing /c/ at the beginning, middle and end of the word (page 62), Softening of /c/ between two vowels (page 62).

In summary, Chapter 10 gives in depth knowledge on stop consonants /j/ and /c/. The Chapter provides the difference between /j/ and /c/ using clear example words in Leblango.

Chapter 11 covers Producing /m/ (page 65), Practicing /m/ at the beginning, middle and end of the word (page 65), Producing /n/ (page 65), Practicing /n/ at the beginning, middle and end of the word (page 66), Producing /ŋ/ (page 66), Practicing /ŋ/ at the beginning, middle and end of the word (page 66), Softening of /ŋ/ between two vowels (page 66), Producing /ny/ (page 67), Practicing /ny/ at the beginning, middle and end of the word (page 67).

In summary, Chapter 11 gives in depth knowledge on nasal consonants /m/, /n/, /ŋ/ and /ny/. It provides examples of the nasal consonants in Leblango words.

Chapter 12 covers Producing /l/ (page 70), Practicing /l/ at the beginning, middle and end of the word (page 70), Producing /r/ (page 70), Practicing /r/ at the beginning, middle and end of the word (page 71).

In summary, Chapter 12 gives in depth knowledge on Liquids /l/ and /r/. The Chapter provides the difference between /l/ and /r/ using clear example words in Leblango.

Chapter 13 covers Producing /w/ (page 73), Practicing /w/ at the beginning and middle of the word (page 73), Producing /y/ (page 73), Practicing /y/ at the beginning and middle of the word (page 74), Consonant Blends (page 74).

In summary, Chapter 13 gives in depth knowledge on semivowels /w/ and /y/. The Chapter provides the difference between /w/ and /y/ using clear example words in Leblango.

Chapter 14 is for review and assessment on consonants. It covers individual and group exercises (page 76).

In summary, Chapter 6 provides a summary on all the consonants and provides exercises to help in practicing the consonants.
### CHAPTER 15: TONE

Chapter 1 covers Tone Variations (page 79), Lexical Tone (page 79), Grammatical Tone (page 79), Transitivity (page 80), Tense (page 81), Mood (page 81).

*In summary, Chapter 15 provides knowledge on how tone works in Leblango. It covers the function of tone and how they are marked in Leblango.*

### CHAPTER 16: SYLLABLES

Chapter 16 covers Leblango Syllable Patterns (page 84), The Five Standard Syllable Break Rules in Leblango (page 84), Syllable Stress (page 85).

*In summary, Chapter 16 gives knowledge on how words can be segmented into syllables. It also teaches about word stress.*

### CHAPTER 17: LEBLANGO PLURAL AND SINGULAR

Chapter 17 covers the Rules Governing Plural and Singular in Leblango (page 88).

*In summary, Chapter 17 provides in depth knowledge about making plurals in Leblango. It covers rules which govern pluralizing different nouns in Leblango.*

### CHAPTER 18: WORD BREAKS

Chapter 18 covers the Words Written Independently (page 93), Words Written Attached (page 94), Words Written with a Hyphen (page 95), Words Written with an Apostrophe (page 96).

*In summary, Chapter 17 provides in depth knowledge about rules which guide to write words which are written separately and words which are written together.*

### CHAPTER 19: PUNCTUATION

Chapter 19 covers The Full Stop (page 99), The Comma (page 99), The Question Mark (page 99), The Exclamation (page 100), The Colon (page 100) The Semicolon (page 100), The Quotation (page 101)

*In summary, Chapter 18 provides knowledge on the rules of punctuation in Leblango and provides the rules of applying the punctuation marks.*
CHAPTER 20: WORD COINAGE AND BORROWING

Chapter 20 covers Reasons for Borrowing (page 104)

In summary, Chapter 20 provides knowledge about how Leblango and other languages develop through borrowing and inventing new words. It provides the rules for borrowing in Leblango.

CHAPTER 21: COUNTING

Chapter 21 covers Numbers (page 21), Days of the Week (page 107) Months of the Year (page 108)

In summary, Chapter 21 gives knowledge on the counting system in Leblango and how days of the week and months of the year are written in Leblango.
Chapter 1: Lëblaŋo Alphabet and Orthography

An orthography is a system for representing a language in written form. It covers more than the symbols that represent the sounds (often called characters, letters or graphemes). An orthography also covers relative placement of these symbols, word breaks, punctuation, diacritics, capitalization, hyphenation and other aspects which might be regulated in a written standard.

Principles of a good orthography:

• Easy to learn and to produce
• Minimize number of characters, maximize what they represent
• Suitable to the features of the language
• Culturally relevant
• Transfer from dominant language
• Visually contrastive

Lëblaŋo Orthography

Lango has a written history of more than 50 years. However, the historical Leblango writing system has many inconsistencies and ambiguities; it has never been standardized/harmonized. Being a highly tonal language, it raised a need to revise and standardize the writing system so the native speakers and non-natives who have adopted Leblango as their second language can read fluently and write consistently. Leblango is spoken by over 2.5 million people in the districts of Lira, Kole, Oyam, Apac, Amlatar, Dokolo, Alebtong and Otuke.

Many a times people relied heavily on context to figure out the meaning of the word before sounding it. Consider the sentence below, written in the old writing system and know how context plays a role in correct word pronunciation:

*Kwo ikare man tye i rwom a malo meicel. Man pien pol a jo bedo kede miti a papat. Jo okene mito nwongo jami oyotoyt abongo lolle atek. Mogo neko owote gi abongo paro.*

Once the rules are and symbols have been learned, it will be easier to read and spell Leblango. In contrast to the old writing system, standardization will make writing in Leblango more consistent and easier to read accurately without having to reread and guess the meaning of a text.
Producing Letter Names

In Leblango, the vowel letter names are produced just like their sounds. Short vowel letter names sound very short and long vowel letter names sound a bit long.

Vowel Letter Names

<table>
<thead>
<tr>
<th>Letter</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ä</td>
</tr>
<tr>
<td>ë</td>
<td>aa</td>
</tr>
<tr>
<td>ëë</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>ī</td>
</tr>
<tr>
<td>ee</td>
<td>īī</td>
</tr>
<tr>
<td>i</td>
<td>ö</td>
</tr>
<tr>
<td>ii</td>
<td>öö</td>
</tr>
<tr>
<td>o</td>
<td>ü</td>
</tr>
<tr>
<td>oo</td>
<td>üü</td>
</tr>
<tr>
<td>u</td>
<td></td>
</tr>
<tr>
<td>uu</td>
<td></td>
</tr>
</tbody>
</table>

Consonant Letter Names

In contrast to English, Leblango consonant letter names are produced by attaching sound /a/ at the end of every consonant.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>ba</td>
</tr>
<tr>
<td>c</td>
<td>ca</td>
</tr>
<tr>
<td>d</td>
<td>da</td>
</tr>
<tr>
<td>g</td>
<td>ga</td>
</tr>
<tr>
<td>j</td>
<td>ja</td>
</tr>
<tr>
<td>k</td>
<td>ka</td>
</tr>
<tr>
<td>l</td>
<td>la</td>
</tr>
<tr>
<td>m</td>
<td>ma</td>
</tr>
<tr>
<td>n</td>
<td>na</td>
</tr>
<tr>
<td>ŋ</td>
<td>ŋa</td>
</tr>
<tr>
<td>ny</td>
<td>nya</td>
</tr>
<tr>
<td>p</td>
<td>pa</td>
</tr>
<tr>
<td>r</td>
<td>ra</td>
</tr>
<tr>
<td>t</td>
<td>ta</td>
</tr>
<tr>
<td>w</td>
<td>wa</td>
</tr>
<tr>
<td>y</td>
<td>ya</td>
</tr>
</tbody>
</table>

Producing the Letter Sounds

When producing the sounds for each letter, consonants in particular, you pay attention to three properties: manner of articulation, the place of articulation and voicing.

The manner of articulation is the form and interaction of the articulators (speech organs such as the tongue, lips, and palate) when making a speech sound. One parameter of manner is how closely the speech organs approach one another.

The place of articulation is the point of contact where an obstruction occurs in the vocal tract between an articulatory gesture.

Voice is a term used in phonetics and phonology to characterize speech sounds (usually consonants). It is also called "voicing." Speech sounds can be described as either voiceless (also called unvoiced) or voiced.
Leblango Alphabetical Order

Leblango has 25 letters of the alphabet. There are 9 vowels and 16 consonants. The 25 letters form 34 different sounds in Leblango (18 vowels and 16 consonants). Below is the alphabetical order for Leblango:

**Nukutae më Lëblâŋo**

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolo</td>
<td>bul</td>
<td>cem</td>
<td>dërö</td>
<td>enaga</td>
</tr>
<tr>
<td>Ëë</td>
<td>Gg</td>
<td>Ii</td>
<td>Ìì</td>
<td>Jj</td>
</tr>
<tr>
<td>cël</td>
<td>gali</td>
<td>iwalo</td>
<td>otït</td>
<td>jokon</td>
</tr>
<tr>
<td>Kk</td>
<td>Li</td>
<td>Mm</td>
<td>Nn</td>
<td>Ññ</td>
</tr>
<tr>
<td>kwëri</td>
<td>lëë</td>
<td>moggo</td>
<td>natï</td>
<td>ñwëñ</td>
</tr>
<tr>
<td>Ny</td>
<td>Ny</td>
<td>Oo</td>
<td>Öö</td>
<td>Pp</td>
</tr>
<tr>
<td>nyanyan</td>
<td>obwööl</td>
<td>öt</td>
<td>puc</td>
<td>Rr</td>
</tr>
<tr>
<td>Tt</td>
<td>Uu</td>
<td>Üü</td>
<td>Ww</td>
<td>Yy</td>
</tr>
<tr>
<td>tandaro</td>
<td>wudu</td>
<td>lüt</td>
<td>wanj</td>
<td>yat</td>
</tr>
</tbody>
</table>

The full representation of all the 34 Leblango sounds:

a aa b c d e ee ê êe g i ii î ï ïi j k l m n ñ ny o oo ö öö p r t u uu ü üü w y
Introduction to the Speech Organs and Their Functions

Speech organs or articulators, produce the sounds of language. Organs used for speech include the lips, teeth, alveolar ridge, hard palate, velum (soft palate), uvula, glottis and various parts of the tongue.

Speech Organs

Lips (*deldög*)—they serve for creating different sounds mainly labial, bilabial sounds in Leblango (eg. /b/, /p/, /m/ and /w/)

Teeth (*lak*)—small whitish structures found in jaws. They are responsible for creating sounds mainly labio-dental sounds which do not exist in Leblango.

Tongue (*lëb*)—with its wide variety of movement, it assists in forming sounds.

Alveolar ridge (*itinyu*)—hard ridge behind upper front teeth. It is between the roof of the mouth and the upper teeth.

Hard Palate (*dan inyim*)—a thin horizontal bony plate of the skull. Interaction between the tongue and the hard palate is essential in the formation of speech sounds notably /d/, /t/, and /j/.

Velum/soft Palate (*dan icen*)—separates the oral cavity (mouth) from the nose in order to produce oral speech sounds.

Uvula (*dwön*)—it closes to prevent air from escaping through the nose when making some sounds.
Assignment

Exercise 1: Circle the one correct statement from the following sentences.

a. Leblango has 26 letters and these letters form 35 sounds
b. Leblango has 25 letters and these letters form 34 sounds
c. Leblango has 9 vowels and 16 consonants which form 35 sounds
d. Leblango has 5 vowels and 16 consonants which form 34 sounds

Exercise 2: List any 6 speech organs which help in production of sounds.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

Exercise 3: Write down any five principles of a good writing system.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

Exercise 4: What are the three properties we have to pay attention to when producing letter sounds?

1. __________________________
2. __________________________
3. __________________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 1 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

   Exercises 1-4:

2. As you work together with your team in making corrections, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

   Areas mastered

   Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 2: Heavy Short Vowels

Heavy short vowels are sounds made with the base of the tongue near the front of the mouth. Leblango has five heavy short vowels (a, e, i, o, u). These are commonly known vowels to the majority.

Producing /a/

To produce the sound /a/, the jaw drops quite a bit. The tip of the tongue stays forward. It touches the back of the bottom front teeth. The back part of the tongue stretches up. The tongue is wide. Because the tongue is wide in the back and low in the front, you can see a lot of it.

Examples of words in Leblango with /a/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>an (me)</td>
<td>kana (donkey)</td>
<td>atakara (guinea fowl)</td>
</tr>
<tr>
<td>rac (bad)</td>
<td>tara (lamp)</td>
<td>amara (ribs)</td>
</tr>
<tr>
<td>kal (millet)</td>
<td>tana (bed)</td>
<td>kalalaŋ (black ant)</td>
</tr>
<tr>
<td>cak (milk)</td>
<td>pala (knife)</td>
<td>ajaña (cat)</td>
</tr>
</tbody>
</table>
Producing /e/
To produce the sound /e/, the jaw drops and the tongue remains forward with the tip touching lightly behind the bottom front teeth. The mid/front part of the tongue lifts a little bit towards the roof of the mouth while the back of the tongue feels like it stretches wide.

Examples of words in Leblango with /e/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>lek (dream)</td>
<td>wele (visitors)</td>
<td>aemme (mango)</td>
</tr>
<tr>
<td>yen (trees)</td>
<td>anek (killer)</td>
<td>awele (dove)</td>
</tr>
<tr>
<td>yec (luggage)</td>
<td>nero (uncle)</td>
<td>odero (winnower)</td>
</tr>
<tr>
<td>wel (amount)</td>
<td>ober (mosquito)</td>
<td>omege (brothers)</td>
</tr>
</tbody>
</table>

Producing /i/
To produce the sound /i/, the jaw drops more and the tongue is not as close to the roof of the mouth. The tip of the tongue stays forward lightly touching the back of the bottom front teeth. The top front part of the tongue arches up towards the roof of the mouth.

Examples of words in Leblango with /i/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>tin (today)</td>
<td>tira (spokes)</td>
<td>abiru (hitting stick)</td>
</tr>
<tr>
<td>tik (chin)</td>
<td>rio (giraffe)</td>
<td>opira (tyre)</td>
</tr>
<tr>
<td>yit (ear)</td>
<td>yitu (smoke)</td>
<td>odilo (ball)</td>
</tr>
<tr>
<td>yin (you)</td>
<td>kids (stone)</td>
<td>agikki (end)</td>
</tr>
</tbody>
</table>
Producing /o/

To produce the sound /o/, the jaw drops and the tongue remains forward and up a little bit. The tip of the tongue doesn’t touch anything. The lips round more. As you make this sound, you feel the cheeks coming in and shifting forward just a little bit.

Examples of words in Leblango with /o/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>loŋ (trouser)</td>
<td>jokon (kitchen)</td>
<td>okorokoro (snail)</td>
</tr>
<tr>
<td>mon (women)</td>
<td>polo (heaven)</td>
<td>okollo (millipede)</td>
</tr>
<tr>
<td>won (owner)</td>
<td>welo (visitor)</td>
<td>aboro (eight)</td>
</tr>
<tr>
<td>bot (tasteless)</td>
<td>pono (hide)</td>
<td>aworo (yesterday)</td>
</tr>
</tbody>
</table>

Producing /u/

To produce the sound /u/, the jaw drops and the back part of the tongue stretches up towards the soft palate. The front part of the tongue remains down lightly touching or just behind the bottom front teeth. The lips are round a lot.

Examples of words in Leblango with /u/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>wum (nose)</td>
<td>opuk (tortoise)</td>
<td>owulu (bachelor)</td>
</tr>
<tr>
<td>yugi (rubbish)</td>
<td>numu (unripe)</td>
<td>atura (flower)</td>
</tr>
<tr>
<td>lum (grass)</td>
<td>bulu (youth)</td>
<td>acuga (sweet fruit)</td>
</tr>
<tr>
<td>bul (drum)</td>
<td>bulu (ash)</td>
<td>amuru (thigh)</td>
</tr>
</tbody>
</table>
Assignment

Exercise 1: Write down the 5 Heavy Short Vowels in the space below using the best letter formation skills you know.

Exercise 2: What are the two organs of speech used in the production of all the heavy short vowels and describe what happens to them

1. _______________________________________________________________________________________________
   _______________________________________________________________________________________________

2. _______________________________________________________________________________________________
   _______________________________________________________________________________________________

Exercise 3: Give three examples of words in Leblango for each of the heavy short vowels.

a________________________________     _______________________________     _____________________________

e________________________________     _______________________________     _____________________________

i________________________________     _______________________________     _____________________________

o________________________________     _______________________________     _____________________________

u________________________________     _______________________________     _____________________________

Exercise 4: Break down and build up the key words kec for sound e, tana for sound a and ocere for sound o.
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 2 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-4:

2. As you work together with your team in making corrections, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 3: Light Short Vowels

Light short vowels are sounds made with the base of the tongue near the back of the mouth. Leblango has four light short vowels (ë, ī, ō, ũ). In the revised writing system, light vowels look similar to heavy vowels but, on top of the letter, they have a dieresis, a symbol that looks like two dots (¨).

Producing /ë/

To produce the sound /ë/, the jaw drops and the tongue pulls back, but lowers a little bit, with the tip touching lightly behind the bottom front teeth. The mid/front part of the tongue lifts a little bit towards the roof of the mouth while the back of the tongue feels like it stretches wide.

Examples of words in Leblango with /ë/:

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>dēk (food)</td>
<td>acēr (star)</td>
<td>atēka (hero)</td>
</tr>
<tr>
<td>tēk (strong)</td>
<td>dērō (granary)</td>
<td>amērō (drunkard)</td>
</tr>
<tr>
<td>cēr (slide)</td>
<td>cēkē (straw)</td>
<td>atēkērē (clan)</td>
</tr>
<tr>
<td>bēr (good)</td>
<td>akēt (comb)</td>
<td>awēnō (guinea fowl)</td>
</tr>
</tbody>
</table>
Producing /i/
To produce the sound /i/, the jaw drops more and the tongue is not as close to the roof of the mouth. The tip of the tongue pulls back, lightly touching the back of the bottom front teeth. The top front part of the tongue arches up towards the roof of the mouth.

Examples of words in Leblango with /i/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>lit (painful)</td>
<td>wïnyö (bird)</td>
<td>abïrö (seven)</td>
</tr>
<tr>
<td>bit (sharp)</td>
<td>nïnö (to sleep)</td>
<td>kïlacï (class)</td>
</tr>
<tr>
<td>lïŋ (quiet)</td>
<td>amïn (sister)</td>
<td>awïtöŋ (clan chief)</td>
</tr>
<tr>
<td>yït (scorpion)</td>
<td>agït (ring)</td>
<td>ayïta (squirrel)</td>
</tr>
</tbody>
</table>

Producing /ö/
To produce the sound /ö/, the jaw drops and the tongue shifts back. The tip of the tongue doesn’t touch anything. The lips flare a bit. As you make this sound, you feel the cheeks coming in and shifting forward just a little bit.

Examples of words in Leblango with /ö/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>köt (rain)</td>
<td>böŋkic (beehive)</td>
<td>okönö (pumpkin)</td>
</tr>
<tr>
<td>göt (mountain)</td>
<td>icök (sweet potato)</td>
<td>awöröwörö (ball)</td>
</tr>
<tr>
<td>cöŋ (knee)</td>
<td>tïgö (bead)</td>
<td>otögö (chicken house)</td>
</tr>
<tr>
<td>tïp (to rot)</td>
<td>ajök (wizard)</td>
<td>agögö (chameleon)</td>
</tr>
</tbody>
</table>
Producing /ü/
To produce the sound /ü/, the back of the tongue lifts towards the back of the roof of the mouth. The front of the tongue remains down, but it might be pulled slightly back, so it not quite touching the back of the bottom front teeth.

Examples of words in Leblango with /ü/

<table>
<thead>
<tr>
<th>One-syllable Words</th>
<th>Two-syllable Words</th>
<th>Multi-syllable Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>lüt (stick)</td>
<td>jükkö (to stop)</td>
<td>abürü (flue)</td>
</tr>
<tr>
<td>bür (wound)</td>
<td>wüŋŋa (maize flour)</td>
<td>tükütükü (ball)</td>
</tr>
<tr>
<td>cüŋ (hasks)</td>
<td>pünü (pig)</td>
<td>agüragüra (camel)</td>
</tr>
<tr>
<td>nüc (stress)</td>
<td>ojük (cartoon)</td>
<td>amacüŋgwa (orange)</td>
</tr>
</tbody>
</table>

Assignment

Exercise 1: Below is a passage written using the old Leblango orthography. Read it carefully to identify the light short vowels. Using a pencil, put dieresis on all the light short vowels.

Abudala rik twon awañ makar oywek iyi calo Anenoŋea. Pe neno tyen aemme onyo tyen amacuŋwa ocuŋ turi, nwoño owilo oko. Tekki owilo i tap, daŋ te toŋŋo oko me waŋŋo makar. Abudala onwoŋo woto i lee i ŋute bala nenni obedo dul kome moro a pire tek meicel. Akadi awot i lego, onyo i cokere moro me waŋtic, nwoño won oryoŋo lee mere i ŋute. En onwoŋo kobo ni tic a lee mere-ca twero nen i cawa moro keken. Ñet pacu mere onwoŋo ler bala dyebar, pien en Abudala gitë doŋ onwoŋo olwero yen iye ducu. Pol a kare daŋ ka yamu a ger tye akodo, banyoro wii ot Abudala te dwiro obia mere i mairo.
Contrasting /e/ and /ë/

The sounds /e/ and /ë/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate E e and É ë.

<table>
<thead>
<tr>
<th>E</th>
<th>e</th>
<th>Ë</th>
<th>ë</th>
</tr>
</thead>
<tbody>
<tr>
<td>ler</td>
<td>cer</td>
<td>lër</td>
<td>cër</td>
</tr>
<tr>
<td>wer</td>
<td>mer</td>
<td>wër</td>
<td>mër</td>
</tr>
<tr>
<td>en</td>
<td>ket</td>
<td>èn</td>
<td>kêt</td>
</tr>
</tbody>
</table>

Assignment

Exercise 2: The following sentences will help you practice contrasting the /e/ and /ë/ sounds. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second.

1 a) këc  Këc oneko Ocen tê tyekko gupu i kome.
     b) këc  Köŋö i tuŋ a Bitu onwoŋo këc amë pe mattë.

2 a) ler  Danö ka onwoŋo awano ler twërë cot.
     b) lër  Dwe miö pîny bedo a lër idye-wor.

3 a) mer  Odui kede keyi pe obino mer atwalli.
     b) mër  Danö ka omatö köŋö a dwon mër tê tîmmô bal.

4 a) cek  Dyaŋ ka itweo i töl a cek cemo pe yeŋ.
     b) cëk  Abolo myero cëk a bër a miö tê bedo a lim.

Now write your own sentences to compare the following words:

5 a) wer  ____________________________________________
     b) wër  ____________________________________________

6 a) ger  ____________________________________________
     b) gër  ____________________________________________

7 a) ket  ____________________________________________
     b) kêt  ____________________________________________
Contrasting /i/ and /ï/

The sounds /i/ and /ï/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /i/ and /ï/.

<table>
<thead>
<tr>
<th>i</th>
<th>ï</th>
</tr>
</thead>
<tbody>
<tr>
<td>tim</td>
<td>cik</td>
</tr>
<tr>
<td>gin</td>
<td>wil</td>
</tr>
<tr>
<td>bit</td>
<td>ni</td>
</tr>
</tbody>
</table>

Assignment

Exercise 3: The following sentences will help you do more practice about /i/ and /ï/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second. After you are finished reading these sentences, write your own sentences to compare (diŋ and diŋ, liŋ and liŋ, bit and bït.)

1 a tim
   Leyi më tim nøllë tê ballö cem i poto.
1 b tim
   Tim a jö okënë onyo nï pe rwattë.

2 a gin
   Ocan obino kede gin amë awoto ocikë nï kel.
2 b gin
   Gin pe owot Kampala piiën otöka oballë okö.

3 a cik
   Akite opye i wi yat naka piŋ i cik.
3 b cik
   Pol a jö amë bedo i dög nam marö cik.

<table>
<thead>
<tr>
<th>diŋ</th>
<th>diŋ</th>
<th>liŋ</th>
<th>liŋ</th>
<th>bit</th>
<th>bit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contrasting /o/ and /ö/

The sounds /o/ and /ö/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /o/ and /ö/.

<table>
<thead>
<tr>
<th>O o</th>
<th>Ö ö</th>
</tr>
</thead>
<tbody>
<tr>
<td>goyo</td>
<td>wok</td>
</tr>
<tr>
<td>dok</td>
<td>coro</td>
</tr>
<tr>
<td>koyo</td>
<td>gero</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>göyö</td>
<td>wök</td>
</tr>
<tr>
<td>dök</td>
<td>cörö</td>
</tr>
<tr>
<td>köyö</td>
<td>gërö</td>
</tr>
</tbody>
</table>

Exercise 4: The following sentences will help you do more practice about /o/ and /ö/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second. After you are finished reading these sentences, write your own sentences to compare (gero and gërö, coro and cörö, cot and cöt.)

1 a  goyo Opio amarö goyo wi ödë diki.
    b  göyö Göyö burïk mitö kan a pii dwon iyë.

2 a  wok Cem ka i pïtö ikarë opore wok a bër.
    b  wök Idede wök, ên omïö kwon omoko i dwoni.

3 a  dok Bedo kede dok a pol miö idökö alönyö.
    b  dök Cawa ka orömö myero lwak dök pacu cön.

<table>
<thead>
<tr>
<th>gero</th>
</tr>
</thead>
<tbody>
<tr>
<td>gërö</td>
</tr>
<tr>
<td>coro</td>
</tr>
<tr>
<td>cörö</td>
</tr>
<tr>
<td>cot</td>
</tr>
<tr>
<td>cöt</td>
</tr>
</tbody>
</table>
Contrasting /u/ and /ü/

The sounds /u/ and /ü/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /u/ and /ü/.

<table>
<thead>
<tr>
<th>U u</th>
<th>Ü ü</th>
</tr>
</thead>
<tbody>
<tr>
<td>tukutuku</td>
<td>lut</td>
</tr>
<tr>
<td>tur</td>
<td>kur</td>
</tr>
<tr>
<td>punu</td>
<td>bur</td>
</tr>
<tr>
<td>tükütükü</td>
<td>lüt</td>
</tr>
<tr>
<td>tür</td>
<td>kür</td>
</tr>
<tr>
<td>pünü</td>
<td>bür</td>
</tr>
</tbody>
</table>

**Exercise 5:** The following sentences will help you do more practice about /u/ and /ü/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second. After you are finished reading these sentences, write your own sentences to compare (lut and lüt, tum and tüm, luc and lüc)

1 a  tukutuku
    b  tükütükü

Nyakö a kome wac timö jami ducu tukutuku.
Polici omakö akwo të buŋŋo tükütükü.

2 a  tur
    b  tür

Nyönnö gali i tur olo danö twatwal.
Yittö yat pe bër pien kelo tür.

3 a  bur
    b  bür

Yugi ka ojogere okünyö bur otë önynyö iyë.
Kan a bedo yïlö ka ibedo gwënynyö dökô bür.

| lut______________________________________________________________________________ |
| lüt______________________________________________________________________________ |
| tum______________________________________________________________________________ |
| tüm______________________________________________________________________________ |
| luc______________________________________________________________________________ |
| lüc______________________________________________________________________________ |
Assignment

Exercise 6: Do you know the easiest way to determine heavy short vowels and light short vowels? You can do this by finding pairs of words which have the same word structures but sound differently. Try to go through the following words with a partner and track what happens in their vowel sounds.

<table>
<thead>
<tr>
<th>Heavy Short Vowels</th>
<th>Light Short Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>cer (resurrect)</td>
<td>cēr (slide)</td>
</tr>
<tr>
<td>lut (mudfish)</td>
<td>lūt (stick)</td>
</tr>
<tr>
<td>yuyo (to throw)</td>
<td>yūyō (spoil)</td>
</tr>
<tr>
<td>woro (greedy)</td>
<td>wörō (respect)</td>
</tr>
<tr>
<td>katto (come in)</td>
<td>kattō (overtake)</td>
</tr>
<tr>
<td>botto (eat without bread)</td>
<td>bōttō (drafting)</td>
</tr>
<tr>
<td>mwoddo (chewing)</td>
<td>mwöddō (fetching firewood)</td>
</tr>
<tr>
<td>winyo (listen)</td>
<td>winyō (bird)</td>
</tr>
<tr>
<td>wekko (fetching)</td>
<td>wēkkō (leaving)</td>
</tr>
<tr>
<td>gwetto (detach)</td>
<td>gwēttō (marking)</td>
</tr>
</tbody>
</table>

Exercise 7: Can you think of more five pairs of words which have the same word structures, but differ in terms of vowel quality. Write them down in the space provided below.

<table>
<thead>
<tr>
<th>Heavy Short Vowels</th>
<th>Light Short Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1...............................</td>
<td>...............................</td>
</tr>
<tr>
<td>2...............................</td>
<td>...............................</td>
</tr>
<tr>
<td>3...............................</td>
<td>...............................</td>
</tr>
<tr>
<td>4...............................</td>
<td>...............................</td>
</tr>
<tr>
<td>5...............................</td>
<td>...............................</td>
</tr>
</tbody>
</table>

Exercise 8: Unscramble the following words and write them correctly. Pay attention to the vowel quality in each word.

| onökö.......................... | nyajwi.......................... |
| tōkao.......................... | böŋcik.......................... |
| adeto.......................... | aggöō.......................... |
| kunkiri........................ | cōki.......................... |
| tinakwan...................... | ṇanyany...................... |
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 3 ASSIGNMENTS and make corrections in the space provided below. Write only the answers.

Exercises 1-8:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 4: Heavy Long Vowels

Heavy long vowels are sounds made with the base of the tongue near the front of the mouth. What differentiates heavy short vowels from heavy long vowels is that heavy long vowels last longer when producing them. Leblango represents heavy long vowels with two similar vowels next to each other. Their are five heavy long vowels in Leblango (aa, ee, ii, oo, uu).

It is important to note that heavy long vowels also appear in some Leblango commands/instructions which call for an immediate action. When this happens it means the two symbols do not share the same syllable and the word should end with an exclamation mark (!).

Producing /aa/

To produce the sound /aa/, the jaw drops quite a bit. The tip of the tongue stays forward. It touches the back of the bottom front teeth. The back part of the tongue stretches up. The tongue is wide. Because the tongue is wide in the back and low in the front, you can see a lot of it.

Examples of words in Leblango with /aa/

<table>
<thead>
<tr>
<th>Share the same syllable</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaa (exit)</td>
<td>yaa! (you get up!)</td>
</tr>
<tr>
<td>baaca (envelope)</td>
<td>kaa! (you bite!)</td>
</tr>
<tr>
<td>naa (befriend)</td>
<td>naa! (you befriend!)</td>
</tr>
<tr>
<td>raa (enjoyment)</td>
<td>raa! (you pick!)</td>
</tr>
</tbody>
</table>
Producing /ee/
To produce the sound /ee/, the jaw drops and the tongue remains forward with the tip touching lightly behind the bottom front teeth. The mid/front part of the tongue lifts a little bit towards the roof of the mouth while the back of the tongue feels like it stretches wide.

Examples of words in Leblango with /ee/

<table>
<thead>
<tr>
<th>Share the same syllable</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>lee (animal)</td>
<td>lee! (you share!)</td>
</tr>
<tr>
<td>yee (to accept)</td>
<td>yee! (you accept!)</td>
</tr>
<tr>
<td>ee (yes)</td>
<td>ŋee! (you must know!)</td>
</tr>
<tr>
<td>wee (no air)</td>
<td>wee! (you rest!)</td>
</tr>
</tbody>
</table>

Producing /ii/
To produce the sound /ii/, the jaw drops more and the tongue is not as close to the roof of the mouth. The tip of the tongue stays forward lightly touching the back of the bottom front teeth. The top front part of the tongue arches up towards the roof of the mouth.

Examples of words in Leblango with /ii/

<table>
<thead>
<tr>
<th>Share the same syllable</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>pii (water)</td>
<td>pii! (</td>
</tr>
<tr>
<td>rii (to delay)</td>
<td>rii! (you delay!)</td>
</tr>
<tr>
<td>opii (slave)</td>
<td>ti! (you do it!)</td>
</tr>
<tr>
<td>awii (kraal)</td>
<td>kii! (you watch!)</td>
</tr>
</tbody>
</table>
Producing /oo/

To produce the sound /oo/, the jaw drops and the tongue pulls back and up a little bit. The tip of the tongue doesn’t touch anything. The lips round more. As you make this sound, you feel the cheeks coming in and shifting forward just a little bit.

Examples of words in Leblango with /oo/

<table>
<thead>
<tr>
<th>Share the same syllable</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>yoo (path)</td>
<td>goo! (you hummer!)</td>
</tr>
<tr>
<td>poo (get mad)</td>
<td>poo! (you get mad!)</td>
</tr>
<tr>
<td>woo (to dry a bit)</td>
<td>woo! (you dry it a bit!)</td>
</tr>
<tr>
<td>coo (to wake up)</td>
<td>coo! (wake up!)</td>
</tr>
</tbody>
</table>

Producing /uu/

To produce the sound /uu/, the back part of the tongue stretches up towards the soft palate. The front part of the tongue remains down lightly touching or just behind the bottom front teeth. The lips are round a lot.

Examples of words in Leblango with /uu/

<table>
<thead>
<tr>
<th>Share the same syllable</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuu (germinate)</td>
<td>yuu! (you throw!)</td>
</tr>
<tr>
<td>ṇuu (imaginary beast)</td>
<td>buu! (you rape!)</td>
</tr>
<tr>
<td>owuu (python)</td>
<td>tuu! (you germinate!)</td>
</tr>
<tr>
<td>aluu (cigarrete)</td>
<td>puu! (you cement!)</td>
</tr>
</tbody>
</table>
Assignment

Exercise 1: How many heavy long vowels does Leblango have?
_______________________

Exercise 2: Write four words in Leblango which have heavy long vowels.
1. ______________________
2. ______________________
3. ______________________
4. ______________________

Exercise 3: Write four commands in Leblango which have heavy long vowels.
1. ______________________
2. ______________________
3. ______________________
4. ______________________

Exercise 4: Break down and build up the key words naa for sound aa, awee for sound ee and opii for sound ii.
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the **CHAPTER 4 ASSIGNMENTS** and make corrections in the space provided below. Write only the answers.

<table>
<thead>
<tr>
<th>Exercises 1-4:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

<table>
<thead>
<tr>
<th>Areas mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenging Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. Together with your Community of Practice team, practice reading the **ORAL LITERATURE STORY** for the coming week. Take turns in reading as you practice fluency.
Chapter 5: Light Long Vowels

Light long vowels are sounds made with the base of the tongue near the back of the mouth. What differentiates light short vowels from light long vowels is that light long vowels last longer when producing them. Leblango represents light long vowels with two similar vowels next to each other with two dots on top of the symbols. Their are four light long vowels in Leblango (Ëë Ëë, Ìì Ìì, Öö Öö, Üü Üü).

It is important to note that light long vowels appear in some Leblango commands/instructions which call for an immediate action. When this happens it means the two symbols do not share the same syllable and the word should end with an exclamation mark (!).

Producing /ëë/
To produce the sound /ëë/, the jaw drops and the tongue pulls back, but lowers a little bit, with the tip touching lightly behind the bottom front teeth. The mid/front part of the tongue lifts a little bit towards the roof of the mouth while the back of the tongue feels like it stretches wide. Make the sound last longer.

Examples of words in Leblango with /ëë/

Share the same syllable
lëë (axe)
weë (duŋ)
pëë (hail storm)
këë (to miss)

Command
lëë! (you swing it!)
weë! (you sweep!)
pëë! (you support him/her!)
këë! (you miss!)
Producing /ïï/

To produce the sound /ïï/, the jaw drops more and the tongue is not as close to the roof of the mouth. The tip of the tongue pulls back, lightly touching the back of the bottom front teeth. The top front part of the tongue arches up towards the roof of the mouth. The sound lasts longer.

Examples of words in Leblango with /ïï/

Share the same syllable

lïï (far in sky)
anïï (rumor)
itïï-itïï (small bird)
amïï (one who gives)

Command

lïï! (you pour!)
rïï! (you tie!)
ŋïï! (you watch!)
wïï! (you make rope!)

Producing /öö/

To produce the sound /öö/, the jaw drops and the tongue shifts back. The tip of the tongue doesn’t touch anything. The lips flare a bit. As you make this sound, you feel the cheeks coming in and shifting forward just a little bit. The sound lasts longer.

Examples of words in Leblango with /öö/

Share the same syllable

töö (death)
döö (weeds)
möö (oil)
wöö (quarrel)

Command

töö! (you die!)
döö! (you weed!)
möö! (you search)
wöö! (you quarrel!)
Producing /üü/

To produce the sound /üü/, the back of the tongue lifts towards the back of the roof of the mouth. The front of the tongue remains down, but it might be pulled slightly back, so it not quite touching the back of the bottom front teeth. The sound lasts longer.

Examples of words in Leblango with /üü/

<table>
<thead>
<tr>
<th>Share the same syllable</th>
<th>Command</th>
</tr>
</thead>
<tbody>
<tr>
<td>büü (inactive)</td>
<td>nüü! (you stress!)</td>
</tr>
<tr>
<td>anüü (one who stresses)</td>
<td>küür! (you wait!)</td>
</tr>
</tbody>
</table>

Assignment

Exercise 1: How many light long vowels does Leblango have?

_______________

Exercise 2: Write four words in Leblango which have light long vowels.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________
Contrasting /ee/ and /ëë/

The sounds /ee/ and /ëë/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /ee/ and /ëë/.

<table>
<thead>
<tr>
<th>ee</th>
<th>ëë</th>
</tr>
</thead>
<tbody>
<tr>
<td>lëë</td>
<td>péë</td>
</tr>
<tr>
<td>reë!</td>
<td>ënë</td>
</tr>
<tr>
<td>aweë</td>
<td>lëë!</td>
</tr>
<tr>
<td>lee!</td>
<td>wëë!</td>
</tr>
<tr>
<td>wee!</td>
<td>bëë!</td>
</tr>
</tbody>
</table>

Exercise 3: The following sentences will help you do more practice about /ee/ and /ëë/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second.

1 a lee     Okelo onwoño lee mörö otöö i yoo kulu.
       b lëë     Apio tye oryoño lëë i ŋute awot tonŋo yen.

2 a wee     Mama okobo nĩ Akullo wee ka otyeko ticcere.
       b wëë     Wëë tye a dwoŋ iyï awii amë ka imittö pe tum.

3 a yee     Danö a bër obedo danö a yee ka obalö të türë.
       b péë     Kót ocwe i pëë a dwoŋ të ballö pot moggo i poto.

Write your own sentences to practice these sounds.

4 a reë!------------------------------------------------------------------------------------------------------------------

b lëë!------------------------------------------------------------------------------------------------------------------

5 a gee!------------------------------------------------------------------------------------------------------------------

b bëë!------------------------------------------------------------------------------------------------------------------
Contrasting /ii/ and /ïï/

The sounds /ee/ and /ëë/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /ii/ and /ïï/.

<table>
<thead>
<tr>
<th>ii</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td>pii</td>
<td>lii</td>
</tr>
<tr>
<td>adii</td>
<td>kii!</td>
</tr>
<tr>
<td>arii</td>
<td>awii</td>
</tr>
<tr>
<td>lii</td>
<td>Itii-itii</td>
</tr>
<tr>
<td>amiïtam</td>
<td>tïï!</td>
</tr>
<tr>
<td>rïï!</td>
<td>wïï!</td>
</tr>
</tbody>
</table>

Exercise 4: The following sentences will help you do more practice about /ii/ and /ïï/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second. After you are finished reading these sentences, write your own sentences to practice these sounds.

1 a lii
   Jërikën ka obedo wayö tërë cakö lii okö.

   b lii
   Wïnyö a lii malo dwogo poto piñ.

2 a opii
   Tiyo opii pwod tye amëddë naka ikarë-ni êntö iyore okënë.

   b anii
   Mon ka ogürö wii gï karacël obedo ka iküttö anii.

3 a pii
   Cïk më yotkom kobo nï myero oten pii amata.

   b amïïtam
   Pol a cökërë bedo kede amïïtam iyë.

Write your own sentences to practice these sounds.

4 a kii!
   ____________________________________________________________

   b lii!
   ____________________________________________________________

5 a tii!
   ____________________________________________________________

   b wïï!
   ____________________________________________________________
Contrasting /oo/ and /öö/

The sounds /oo/ and /öö/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /oo/ and /öö/.

### Exercise 5:
The following sentences will help you do more practice about /oo/ and /öö/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second. After you are finished reading these sentences, write your own sentences to practice these sounds.

1. a. coo                                            Bedo i dög nam těk piën ñwec piŋ bedo a **coo**.
   b. cöö                                           Tye tic okënë amë mîtö gupu a **cöö** a pol më tum.

2. a. too                                           Odilo ka obedo këtto ikom çeŋ **too** oö.
   b. töö                                           Töö ikarë man tye orömö piŋ lün.

3. a. woo                                           Ñwën köŋ **woo** a bër eka otë oddo.
   b. wöö                                           Wöö ka otugere kannörö myero iyaa oö.

Write your own sentences to practice these sounds.

4. a. moo! __________________________________________________________________________

   b. möö! __________________________________________________________________________

5. a. goo! __________________________________________________________________________

   b. göö! __________________________________________________________________________
Contrasting /uu/ and /üü/

The sounds /uu/ and /üü/ are always confused by many Leblango speakers. Below are words which will help you practice to differentiate /uu/ and /üü/.

<table>
<thead>
<tr>
<th>uu</th>
<th>üü</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuu</td>
<td>büü</td>
</tr>
<tr>
<td>aluu</td>
<td>lüü</td>
</tr>
<tr>
<td>buu!</td>
<td>cüü</td>
</tr>
<tr>
<td></td>
<td>wüü!</td>
</tr>
<tr>
<td></td>
<td>wüü!</td>
</tr>
<tr>
<td></td>
<td>tüüt!</td>
</tr>
<tr>
<td></td>
<td>yüü!</td>
</tr>
</tbody>
</table>

Exercise 6: The following sentences will help you do more practice about /uu/ and /üü/. Take turns with a partner and read each pair. Read the first sentence and have your partner read the second. After you are finished reading these sentences, write your own sentences to practice these sounds.

1 a tuu
   Cem ka opité cön i kót tuu a bër.

   b tüüt
   Dakö mörö kome omyël i cökërë të kwöto nĩ tüüt.

2 a Ṉuu
   Pol a jö a cëkö icïna ikom Ṉuu kobo nĩ obedo lee a ger.

   b cüü
   Ikarë wa kwān onwonjo omarö lwïny i cüü naka itë pii.

3 a aluu
   Danö amë marö wayö aluu ḋwec kome bedo a titik.

   b büü
   Mon okënë Ńëk amë ka obedo iwi kōm bedo i büü.

Write your own sentences to practice these sounds.

4 a yuu!
   ____________________________________________________________

   b yüü!
   ____________________________________________________________

5 a puu!
   ____________________________________________________________

   b nüü!
   ____________________________________________________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 5 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-6:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 6: Review and Assessment

Review

**Heavy Short Vowels:** vowel sounds which are produced with the base of the tongue near the front of the mouth. Leblango has 5 heavy short vowels: a e i o u

**Light Short Vowels:** vowel sounds produced with the base of the tongue near the back of the mouth. Leblango has four light short vowels-ë ī ŏ ŭ

**Heavy Long Vowels:** vowel sounds which are produced with the base of the tongue near the front of the mouth, but lasts for a longer time when producing them. Leblango has five heavy long vowels- aa ee ii oo uu

**Light Long Vowels:** vowel sounds produced with the base of the tongue near the back of the mouth, but last for a longer time when producing them. Leblango has four light long vowels- ēë īī ŏō ŭū

Assessment

**Exercise 1:** *In the story below, identify and circle the words that have ONLY heavy short vowels.*


**Exercise 2:** *As discussed in the chapter 2, Leblango has five heavy short vowels. Give 3 example words in Leblango for each of the heavy short vowels.*

a ______________________   ______________________   ______________________

e ______________________   ______________________   ______________________

i ______________________   ______________________   ______________________

o ______________________   ______________________   ______________________

u ______________________   ______________________   ______________________
**Exercise 3:** Write the following words in Leblango. Pay attention to the vowel sounds in all of them.

- pumpkin
- chicken
- elephant
- class
- granary
- guinea fowl
- pig
- needle

**Exercise 4:** In the story below, there are some misspelled words which should have long vowels. Read the story carefully and underline all those words. Afterward, rewrite them correctly in the space below the story.


**Exercise 5:** Choose the correct word and write it in the space provided to make the sentences complete.

1. Ocen gwökë ka tye awot i ______________________(yoo/yo)
2. Apwony a ryëk ____________________________otinô i kilaci. (konyö/könyö)
3. Pol a jö amë matô könjô kanô __________________________iyë öt. (ceke/cëkë)
4. Tuko iwi yen pe bër piën __________________________römo cwinynyi. (pipinö/pipinö)
5. __________________________më karë-ni pe mítö wackom. (cöö/coo)
Chapter 7: Stop Consonants /b/ and /p/

Place of Articulation: lips
Manner of Production: stop-plosive

Producing /b/

To the produce sound /b/ the lips are pressed together, firmly to stop the air flow. Then, you open your lips and produce the sound with a puff of air. Sound /b/ is voiced, so the vocal cords should vibrate as you produce this sound.

Practicing /b/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bor (far)</td>
<td>abir (sorghum)</td>
<td>yib (tail)</td>
</tr>
<tr>
<td>bad (hand)</td>
<td>lobo (soil)</td>
<td>akub (coordinator)</td>
</tr>
<tr>
<td>böŋkic (beehive)</td>
<td>köbö (transfer)</td>
<td>lëb (tongue)</td>
</tr>
<tr>
<td>bök (boxing)</td>
<td>goba (lie)</td>
<td>käb (assess)</td>
</tr>
</tbody>
</table>

Producing /p/

This sound is produced the same way as /b/, except that /p/ is voiceless, and the puff of air is strong. First, press your lips together, firmly to stop the flow of air. Then, open your lips and produce the sound with a strong puff of air. Sound /p/ is voiceless, so the vocal cords do not vibrate.
Assignment

Exercise 1: Together with a partner practice saying the following words in turns. Pay attention to the sounds /b/ and /p/ at the beginning, middle and end of the word.

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>pama (cotton)</td>
<td>cupa (bottle)</td>
<td>abap (slap)</td>
</tr>
<tr>
<td>pipa (tank)</td>
<td>tipu (shed)</td>
<td>mëp (map)</td>
</tr>
<tr>
<td>pono (to hide)</td>
<td>apany (mortar)</td>
<td>töp (to rot)</td>
</tr>
<tr>
<td>pak (praise)</td>
<td>apar (ten)</td>
<td>apap (grandfather)</td>
</tr>
</tbody>
</table>

Exercise 2: Fill in the spaces with either the sound /b/ or /p/ to make the sentences complete.

1. __ïpïnö ka okaö danö rii i kwe twatwal.
2. Okello odi__o odilo i wie aman wie tye abarë.
3. Wonköm oko__o nï lwak ducu apuro yoo diki.
4. Apio otoŋo a__olo të kannö okö iyï dërö.

Exercise 3: Work with a partner and generate words in Leblango which have the sounds /b/ and /p/ at the beginning, middle and at the end of the word. Begin with sound /b/ followed by /p/.

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>___________________</td>
<td>__________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>___________________</td>
<td>__________________</td>
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<tr>
<td>_____________________</td>
<td>___________________</td>
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<td>_____________________</td>
<td>___________________</td>
<td>__________________</td>
</tr>
<tr>
<td>_____________________</td>
<td>___________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>
1. Work together with your Community of Practice team to discuss the CHAPTER 7 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 8: Stop Consonants /g/ and /k/

<table>
<thead>
<tr>
<th>Place of Articulation: soft palate (velum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner of Production: stop-plosive</td>
</tr>
</tbody>
</table>

Producing /g/

To produce the sound /g/ press the back part of your tongue to the back of the roof of your mouth (soft palate) to stop the flow of air. Then, quickly lower the back of your tongue. As the air is released, the sound is produced with a puff of air that is not strong. Your vocal cords should vibrate.

![Diagram of producing /g/]

Practicing /g/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>gar (train)</td>
<td>agögö (chameleon)</td>
<td>dög (mouth)</td>
</tr>
<tr>
<td>göga (drama)</td>
<td>agak (crow)</td>
<td>jag (jug)</td>
</tr>
<tr>
<td>göt (mountain)</td>
<td>agoba (liar)</td>
<td>ajog (collection)</td>
</tr>
<tr>
<td>gola (door)</td>
<td>otöögö (chicken house)</td>
<td>mag (mug)</td>
</tr>
</tbody>
</table>

Producing /k/

This sound is produced the same way as /g/, except that /k/ is voiceless, and the puff of air is strong. First, press the back part of your tongue to the back of the roof of your mouth (soft palate) to stop the flow of air. Then, quickly lower the back of your tongue. As the air is released, the sound is produced. Sound /k/ is voiceless, so the vocal cords do not vibrate.

![Diagram of producing /k/]

### Practicing /k/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>kala (colour)</td>
<td>akët (comb)</td>
<td>ocok (weevil bird)</td>
</tr>
<tr>
<td>kic (bee)</td>
<td>taki (turkey)</td>
<td>agak (crow)</td>
</tr>
<tr>
<td>köt (rain)</td>
<td>atakara (guinea fowl)</td>
<td>dëk (food)</td>
</tr>
<tr>
<td>kot (court)</td>
<td>okëka (mat)</td>
<td>pak (praise)</td>
</tr>
</tbody>
</table>

### Softening of /k/ between two vowels

In Leblango, the sound /k/ softens when it is surrounded by vowels. This only happens if the surrounded /k/ is the last /k/ sound of the root word which does not end with a consonant.

#### Examples

<table>
<thead>
<tr>
<th>okëka</th>
<th>atëkërë</th>
<th>taki</th>
</tr>
</thead>
<tbody>
<tr>
<td>koko</td>
<td>kalaŋwëka</td>
<td>ogiku</td>
</tr>
<tr>
<td>atakara</td>
<td>tuko</td>
<td>roko</td>
</tr>
</tbody>
</table>

### Assignment

**Exercise 1:** Together with a partner practice saying the following words in turns as you pay attention to sounds /g/ and /k/ at the beginning, middle and end of the word.

<table>
<thead>
<tr>
<th>gar</th>
<th>agögö</th>
<th>dög</th>
</tr>
</thead>
<tbody>
<tr>
<td>kic</td>
<td>taki</td>
<td>agak</td>
</tr>
<tr>
<td>göga</td>
<td>agak</td>
<td>jag</td>
</tr>
<tr>
<td>kot</td>
<td>okëka</td>
<td>pak</td>
</tr>
</tbody>
</table>

**Exercise 2:** Work with a partner and generate words in Leblango which have sounds /g/ and /k/ at the beginning, middle and at the end of the word. Begin with the sound /g/ followed by /k/.

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 3:** Pronounce the words below and circle all the words which have soft /k/.

- agak
- ocok
- toko
- ocökocök
- kilacī
- cukul
- tukutuku
- dakö
- dakatal
- kirikun
- dak
- ayak
- ajöka
- duku
- cukal

**Exercise 4:** Write the following words correctly in Leblango.

- milk__________________________
- chalk_________________________
- mat___________________________
- motorcycle_____________________
- bicycle________________________
- chameleon_____________________  

**Exercise 5:** Build as many words as you can using the letters in the box. The key letter is K, meaning each word should have letter K.

ÉROCKULETÜ
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 8 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-8:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 9: Stop Consonants /d/ and /t/

Place of Articulation: Gum Ridge
Manner of Production: Stop-Plosive

Producing /d/

To produce the sound /d/ Press the tip of your tongue against your upper gum ridge (at the teeth ridge) to stop the flow of air. Then, quickly drop the tongue tip. As the air is released, the sound is produced with a puff of air that is not strong. Your vocal cords should vibrate.

Practicing /d/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dakö (woman)</td>
<td>okwodo (tick)</td>
<td>bad (arm)</td>
</tr>
<tr>
<td>dërö (granary)</td>
<td>aladu (papyrus)</td>
<td>bad (arm)</td>
</tr>
<tr>
<td>duru (alarm)</td>
<td>kadu (salt)</td>
<td>wod (son)</td>
</tr>
<tr>
<td>döö (weeds)</td>
<td>tedo (to cook)</td>
<td>alad (fish)</td>
</tr>
</tbody>
</table>

Producing /t/

This sound is produced the same way as /d/, except that /t/ is voiceless, and the puff of air is strong. First, press the tip of your tongue against your upper gum ridge (at the teeth ridge) to stop the flow of air. Then, quickly drop the tongue tip. As the air is released, the sound is produced with a strong puff of air. Sound /t/ is voiceless, so the vocal cords do not vibrate.
Practicing /t/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>tana (bed)</td>
<td>coto (mud)</td>
<td>atat (grandmother)</td>
</tr>
<tr>
<td>tara (lamp)</td>
<td>atëkërë (turkey)</td>
<td>wat (relative)</td>
</tr>
<tr>
<td>tok (cap)</td>
<td>cati (shirt)</td>
<td>göt (mountain)</td>
</tr>
<tr>
<td>tön (spear)</td>
<td>atëm (ring)</td>
<td>pat (different)</td>
</tr>
</tbody>
</table>

Softening of /t/ between two vowels

In Leblango, the sound /t/ softens when it is surrounded by vowels. This only happens if the surrounded /t/ is the last /t/ sound of the root word which does not end with a consonant.

Examples

<table>
<thead>
<tr>
<th>obote</th>
<th>cati</th>
<th>obatö</th>
</tr>
</thead>
<tbody>
<tr>
<td>poto</td>
<td>kwötö</td>
<td>koti</td>
</tr>
<tr>
<td>coto</td>
<td>yitu</td>
<td>natì</td>
</tr>
</tbody>
</table>

Assignment

**Exercise 1:** Together with a partner practice saying the following words in turns as you pay attention to sounds /d/ and /t/ at the beginning, middle and end of the word.

<table>
<thead>
<tr>
<th>dan</th>
<th>padî</th>
<th>bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>töl</td>
<td>toto</td>
<td>köt</td>
</tr>
<tr>
<td>donj</td>
<td>böda</td>
<td>kad</td>
</tr>
<tr>
<td>döt</td>
<td>otögö</td>
<td>apat</td>
</tr>
</tbody>
</table>

**Exercise 2:** Work with a partner and generate words in Leblango which have sounds /d/ and /t/ at the beginning, middle and at the end of the word. Begin with the sound /d/ followed by /t/.

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
</table>
**Exercise 3:** Pronounce the words below and circle all the words which have soft /t/.

- wati
- adot
- tatō
- atet
- dīta
- atudi
- oleŋtere
- atēmatēma
- makatal
- kotokoto
- atērō
- ayīta
- amot
- poto
- bot

**Exercise 4:** Construct a sentence in Leblango for each of the following words.

- coto
- göt
- wat
- yitu
- amot

**Exercise 5:** Write any six words in Leblango which are made up of both /d/ and /t/.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the **CHAPTER 9 ASSIGNMENT** and make corrections in the space provided below. Write only the answers.

   Exercises 1-5:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

   **Areas mastered**

   **Challenging Areas:**

3. Together with your Community of Practice team, practice reading the **ORAL LITERATURE STORY** for the coming week. Take turns in reading as you practice fluency.
Chapter 10: Affricates Consonants /j/ and /c/

Place of Articulation: Gum Ridge
Manner of Production: Affricate

Producing /j/

To produce the sound /j/ Press the tip of the tongue against your upper gum ridge. This stops the flow of air. Then, lower the tip of the tongue quickly, keeping the sides of your tongue pressed against the upper back teeth and forcing the explosion of air out over the tongue. Your vocal cords should vibrate.

Practicing /j/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>jokon (kitchen)</td>
<td>ajöka (witch doctor)</td>
<td>loj (lodge)</td>
</tr>
<tr>
<td>jobi (buffalo)</td>
<td>ajog (collection)</td>
<td>kabej (cabbage)</td>
</tr>
<tr>
<td>jiri (sermon)</td>
<td>pojon (poison)</td>
<td>bajaj (motorcycle)</td>
</tr>
<tr>
<td>jero (to belch)</td>
<td>otejo (syphilis)</td>
<td>baj (badge)</td>
</tr>
</tbody>
</table>

Producing /c/

To produce the sound /j/ Press the tip of the tongue against your upper gum ridge. This stops the flow of air. Then, lower the tip of the tongue quickly, keeping the sides of your tongue pressed against the upper back teeth and forcing the explosion of air out over the tongue. The sound /c/ is voiceless, so the vocal cords do not vibrate.
Practicing /c/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>cawa (watch)</td>
<td>ocere (rice)</td>
<td>bac (bus)</td>
</tr>
<tr>
<td>cël (fence)</td>
<td>acut (vulture)</td>
<td>wac (sour)</td>
</tr>
<tr>
<td>cati (shirt)</td>
<td>ocok (weevil bird)</td>
<td>makac (scissors)</td>
</tr>
<tr>
<td>cön (knee)</td>
<td>kilaci (class)</td>
<td>mac (fire)</td>
</tr>
</tbody>
</table>

Softening of /c/ between two vowels

In Leblango, the sound /c/ softens when it is surrounded by vowels. This only happens if the surrounded /c/ is the last /c/ sound of the root word which does not end with a consonant.

Examples

<table>
<thead>
<tr>
<th>yecu</th>
<th>mampici</th>
<th>otacu</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwaci</td>
<td>ducu</td>
<td>rucurucu</td>
</tr>
<tr>
<td>kilaci</td>
<td>wuci</td>
<td>pacu</td>
</tr>
</tbody>
</table>

Assignment

Exercise 1: Together with a partner practice saying the following words in turns as you pay attention to sounds /j/ and /c/ at the beginning, middle and end of the word.

<table>
<thead>
<tr>
<th>jokon</th>
<th>ajöka</th>
<th>loj</th>
</tr>
</thead>
<tbody>
<tr>
<td>cön</td>
<td>kilaci</td>
<td>mac</td>
</tr>
<tr>
<td>jobi</td>
<td>ajog</td>
<td>kabej</td>
</tr>
<tr>
<td>Kwaci</td>
<td>ducu</td>
<td>rucurucu</td>
</tr>
</tbody>
</table>

Exercise 2: Work with a partner and generate words in Leblango which have the sounds /j/ and /c/ at the beginning, middle and at the end of the word. Begin with the sound /j/ followed by /c/.

<table>
<thead>
<tr>
<th>Beginning of the word</th>
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<th>End of the word</th>
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<tbody>
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<tr>
<td>Beginning of the word</td>
<td>Middle of the word</td>
<td>End of the word</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
Exercise 3: Pronounce the words below and circle all the words which have soft /c/.

agacia  cukul  yecu
ocok  cal  acat
puce  opalici  kanica
ocökök  ocere  rëc
kilacì  wac  cukal

Exercise 4: Fill in the correct words in the space provided to make the riddles complete.

Koc! (Alittò.)

Kara ka alittò nï,. . .

1. Abaö töŋ a bor te dwogo poto i tyëna____________________

2. Adöndörö ocëk tuŋ Okello Tito__________________________

3. Anwoño keyi oruku tok a rëma___________________________

4. Atye kede woda cemo pe yeŋ____________________________

Exercise 5: Write the Leblango translations for the English words below.

1. ___________________  chalk

2. ___________________  fish

3. ___________________  cat

4. ___________________  plate

5. ___________________  luggage
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 10 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

<table>
<thead>
<tr>
<th>Exercises 1-5:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

<table>
<thead>
<tr>
<th>Areas mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenging Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 11: Nasal Consonants /m/, /n/, /ŋ/ and /ny/

**Place of Articulation:** Lips, Gum Ridge and Soft Palate  
**Manner of Production:** Nasal

**Producing /m/**

To produce the sound /m/, close your lips lightly but firmly. This stops the air from flowing out of your mouth. Produce the sound by letting air flow out through your nose. As you say the sound, you can feel the lips vibrate. Your vocal cords should vibrate.

**Practicing /m/ at the beginning, middle and end of the word**

<table>
<thead>
<tr>
<th><strong>Beginning of the word</strong></th>
<th><strong>Middle of the word</strong></th>
<th><strong>End of the word</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>mon (women)</td>
<td>römò (sheep)</td>
<td>amam (pigeon)</td>
</tr>
<tr>
<td>makar (charcoal)</td>
<td>amot (greeting)</td>
<td>tam (idea)</td>
</tr>
<tr>
<td>mac (fire)</td>
<td>pama (cotton)</td>
<td>köm (chair)</td>
</tr>
<tr>
<td>moggo (cassava)</td>
<td>mama (mother)</td>
<td>alam (pen)</td>
</tr>
</tbody>
</table>

**Producing /n/**

To produce the sound /n/ place the tip of your tongue on your upper ridge, lightly but firmly. The back part of the tongue closes off the passage of air through the mouth. Produce the sound by letting air flow through your nose. Your vocal cords should vibrate.
Practicing /n/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>nam (lake)</td>
<td>tana (bed)</td>
<td>becen (basin)</td>
</tr>
<tr>
<td>nati (screw)</td>
<td>cani (plate)</td>
<td>wan (we)</td>
</tr>
<tr>
<td>nero (uncle)</td>
<td>kana (donkey)</td>
<td>atikwan (learner)</td>
</tr>
<tr>
<td>nínö (simsim)</td>
<td>okönö (pumpkin)</td>
<td>can (poverty)</td>
</tr>
</tbody>
</table>

Producing /ŋ/

To produce the sound /ŋ/, raise the back of your tongue so that it touches and presses against the roof of your mouth (soft palate). This stops the air from flowing out of the mouth. Produce the sound by letting air flow out through your nose. Your vocal cords should vibrate.

Practicing /ŋ/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ŋut (neck)</td>
<td>böŋö (cloth)</td>
<td>töŋ (spear)</td>
</tr>
<tr>
<td>ŋiniňini (black ant)</td>
<td>köŋö (local brew)</td>
<td>gwëŋ (stone)</td>
</tr>
<tr>
<td>ŋwën (white ant)</td>
<td>döŋö (to grow)</td>
<td>côŋ (knee)</td>
</tr>
<tr>
<td>ŋwèc (to run)</td>
<td>riŋu (meat)</td>
<td>loŋ (trouser)</td>
</tr>
</tbody>
</table>

Softening of /ŋ/ between two vowels

In Leblango, the sound /ŋ/ softens when it is surrounded by vowels. This only happens if the surrounded /ŋ/ is the last /ŋ/ sound of the root word which does not end with a consonant.

Examples

könö       boŋö       lönö
otwoŋo     acuŋu      riŋu
riŋö       döŋö       adiŋa
Producing /ny/

To produce the sound /n/ place the tip of your tongue on your upper ridge, lightly but firmly. The back part of the tongue closes off the passage of air through the mouth. Produce the sound by letting air flow through your nose. Your vocal cords should vibrate.

**Ny ny**

<table>
<thead>
<tr>
<th>nyanyañ</th>
<th>ny</th>
</tr>
</thead>
<tbody>
<tr>
<td>nya nyåŋ</td>
<td>nya</td>
</tr>
<tr>
<td>nya</td>
<td>nya nyåŋ</td>
</tr>
<tr>
<td>ny</td>
<td>nyanyañ</td>
</tr>
</tbody>
</table>

Practicing /ny/ at the beginning, middle and end of the word

**Beginning of the word** | **Middle of the word** | **End of the word**
---|---|---
nyallu (python) | nyênyë (cockroach) | apany (mortar)
nyërö (to laugh) | nyonyo (metal) | kony (help)
nyapö (laziness) | bwönyö (to smile) | ryëny (to shine)
nyeko (selfishness) | banya (debt) | imany (liver)

Assignment

**Exercise 1:** Together with a partner practice saying the following words in turns as you pay attention to sounds /m/, /n/, /ŋ/, and /ny/ at the beginning, middle and end of the word.

<table>
<thead>
<tr>
<th>mon</th>
<th>römö</th>
<th>amam</th>
</tr>
</thead>
<tbody>
<tr>
<td>makar</td>
<td>amot</td>
<td>tam</td>
</tr>
<tr>
<td>nero</td>
<td>kana</td>
<td>atîkwan</td>
</tr>
<tr>
<td>nöö</td>
<td>oköö</td>
<td>can</td>
</tr>
<tr>
<td>ñininini</td>
<td>köö</td>
<td>gwëñ</td>
</tr>
<tr>
<td>ñwën</td>
<td>döö</td>
<td>côñ</td>
</tr>
<tr>
<td>nyapö</td>
<td>bwönyö</td>
<td>ryëny</td>
</tr>
<tr>
<td>nyeko</td>
<td>banya</td>
<td>imany</td>
</tr>
</tbody>
</table>
Exercise 2: Find the words below and circle them:

aemme, alam, nyényë, apwony, nam, köñö, ananaci, pama, cani, otwoño, ñwën, adina, döñö, meny, amam

Exercise 3: Together with a partner, discuss and write nine words with soft nasal consonant /ŋ/

_________________________           _________________________           _________________________
_________________________           _________________________           _________________________
_________________________           _________________________           _________________________

Exercise 4: Construct a correct sentence in Leblango using each of the words below:

amam_______________________________________________________________________________
atïnkwan_____________________________________________________________________________
mon_________________________________________________________________________________
amot________________________________________________________________________________
can________________________________________________________________________________
gwëŋ________________________________________________________________________________
nyeko________________________________________________________________________________
banya_______________________________________________________________________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 11 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-4:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 12: Liquids /l/ and /r/

Place of Articulation: Tongue tip, Upper Gum Ridge
Manner of Production: Liquids

Producing /l/

To produce the sound /l/, place the tip of your tongue against your upper ridge. As you make the sound, air flows out over the sides of your tongue. Your vocal cords vibrate.

Practicing /l/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>lam (tarmac)</td>
<td>pala (knife)</td>
<td>del (belt)</td>
</tr>
<tr>
<td>lac (urine)</td>
<td>welo (visitor)</td>
<td>bul (drum)</td>
</tr>
<tr>
<td>lērō (light)</td>
<td>alem (maize cob)</td>
<td>wel (cost)</td>
</tr>
<tr>
<td>lēgō (to pray)</td>
<td>mulo (to crawl)</td>
<td>töl (rope)</td>
</tr>
</tbody>
</table>

Producing /r/

To produce the sound /r/ raise the tip of your tongue toward the upper gum ridge, but do not touch it. The tip of your tongue should not touch anything. Press the sides of your tongue against your upper back teeth. Lips are slightly open. As you make the sound air flows out over the tip of your tongue. Your vocal cords vibrate.
Practicing /r/ at the beginning, middle and end of the word

Beginning of the word | Middle of the word | End of the word
---|---|---
rëc (fish) | dërō (granary) | acēr (star)
rēma (red) | ocere (rice) | ober (mosquito)
remo (blood) | tara (lamp) | wer (song)
römö (sheep) | nero(uncle) | tar (white)

Assignment

Exercise 1: Together with a partner practice saying the following words in turns as you pay attention to sounds /l/ and /r/ at the beginning, middle and end of the word.

| sound | word 1 | word 2 | word 3 |
---|---|---|---|
loŋ | abolo | cal |
roko | kwero | makar |
lërō | bël | lyël |
redo | atērō | mēr |
lemo | kolo | pōl |
bor | coro | yer |

Exercise 2: Circle the correct words to make the sentences below complete.

1. Pilipo oruu piŋ i kulu te dwogo kede lec / rëc a pol.
2. Lero / Gero me yi öt balō nyomere.
3. Bitoroci ocēkō kal a dwoŋ te kannō iyī dēlō / dērō.
4. Para / Pala a bit ka itio kede ataa kelo / kero awano.

Exercise 3: Construct a correct sentence in Leblango using each of the words below:

okorokoro

atakara

lobo

lēgō

cal
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 12 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 13: Semi-vowels /w/ and /y/

Place of Articulation: Lips, Tongue and Hard Palate
Manner of Production: Glides

Producing /w/
To produce the sound /w/, raise the back of your tongue up toward the roof of your mouth, but do not touch it. Round your lip, push them out and relax them as you let air flow out through your lips. Your vocal cords should vibrate.

Practicing /w/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>waŋ (eye)</td>
<td>awele (dove)</td>
<td>(words do not exist in Leblango)</td>
</tr>
<tr>
<td>welo (visitor)</td>
<td>owec (broom)</td>
<td></td>
</tr>
<tr>
<td>wer (song)</td>
<td>awano (accident)</td>
<td></td>
</tr>
<tr>
<td>wic (head)</td>
<td>awer (singer)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Leblango does not have words which end with the sound /w/.

Producing /y/
To produce the sound /y/, raise the center part of your tongue toward the roof of your mouth, but do not touch it. Press the sides of your tongue against the upper back teeth. Produce the sound by letting air flow out over your tongue. Your vocal cords should vibrate.
Practicing /y/ at the beginning, middle and end of the word

<table>
<thead>
<tr>
<th>Beginning of the word</th>
<th>Middle of the word</th>
<th>End of the word</th>
</tr>
</thead>
<tbody>
<tr>
<td>yat (tree)</td>
<td>göyö (to beat)</td>
<td>(words do not exist in Leblango)</td>
</tr>
<tr>
<td>yoo (road)</td>
<td>döyö (to weed)</td>
<td></td>
</tr>
<tr>
<td>yugi (rubbish)</td>
<td>cöyö (to write)</td>
<td></td>
</tr>
<tr>
<td>yec (luggage)</td>
<td>kayö (to bite)</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Leblango does not have words which end with the sound /y/.*

Consonant Blends

A consonant blend is formed when a consonant combines with a semi-vowel in one syllable. There are 22 consonant blends in Leblango.

<table>
<thead>
<tr>
<th>Consonant Blends</th>
<th>Example words</th>
</tr>
</thead>
<tbody>
<tr>
<td>by</td>
<td>bye</td>
</tr>
<tr>
<td>bw</td>
<td>bwönyö</td>
</tr>
<tr>
<td>cw</td>
<td>cwaö</td>
</tr>
<tr>
<td>dy</td>
<td>dyël</td>
</tr>
<tr>
<td>dw</td>
<td>dwe</td>
</tr>
<tr>
<td>gw</td>
<td>gwok</td>
</tr>
<tr>
<td>jw</td>
<td>jwayö</td>
</tr>
<tr>
<td>kw</td>
<td>kwok</td>
</tr>
<tr>
<td>ly</td>
<td>lyël</td>
</tr>
<tr>
<td>lw</td>
<td>lwar</td>
</tr>
<tr>
<td>my</td>
<td>myël</td>
</tr>
<tr>
<td>mw</td>
<td>mwol</td>
</tr>
<tr>
<td>nyw</td>
<td>nwaŋ</td>
</tr>
<tr>
<td>nyw</td>
<td>njwëc</td>
</tr>
<tr>
<td>py</td>
<td>nywal</td>
</tr>
<tr>
<td>pw</td>
<td>pye</td>
</tr>
<tr>
<td>ry</td>
<td>pwony</td>
</tr>
<tr>
<td>ryw</td>
<td>ryëk</td>
</tr>
<tr>
<td>rw</td>
<td>rwayö</td>
</tr>
<tr>
<td>ty</td>
<td>tyet</td>
</tr>
<tr>
<td>tw</td>
<td>twön</td>
</tr>
<tr>
<td>yw</td>
<td>ywek</td>
</tr>
</tbody>
</table>

Assignment

**Exercise 1:** Together with a partner practice saying the following words in turns as you pay attention to sounds /w/ and /y/ at the beginning and in the middle of the word.

yat                      kweyo
wëyö                    awëlö
yer                      pëyö
wer                      aworo
yamu                     ayöm
wanțic                  cawa

**Exercise 2:** Give examples of words for the following consonant blends in Leblango:

by_______________________ dw______________________ ry______________________
nyw______________________ ty______________________ jw______________________
my_______________________ py______________________ kw______________________
cw_______________________ njw____________________ ly______________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 13 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 14: Review and Assessment

Review

Stop Consonants /b/ and /p/: Produced by two lips and the sounds are stop-plosives

Stop Consonants /g/ and /k/: Produced at the soft palate (velum and the sounds are stop-plosives

Stop Consonants /d/ and /t/: Produced at the gum ridge and the sounds are stop-plosives

Affricates Consonants /j/ and /c/: Produced at the gum ridge and the sounds are affricates

Nasal Consonants /m/, /n/, /ŋ/ and /ny/: Produced by lips, at the gum ridge and soft palate respectively and the sounds are nasals

Liquids /l/ and /r/: Produced by tongue tip at upper gum ridge and the sounds are liquids

Semi-vowels /w/ and /y/: Produced by lips, tongue and at hard palate and the sounds are glides

Consonant Blend: is formed when a consonant is combined with a semi-vowel in one syllable.

Assessment

Exercise 1: Write short notes on the following consonants:

Stop consonants:

Affricate consonants:
Nasal consonants:

Liquids:

Semi-vowels

Exercise 2: Consonant sounds /t/, /c/ and /ŋ/ soften when they are surrounded by vowels. Give three examples of words in Leblango for each of those consonants.

/t/ __________________________     _________________________     _________________________
/c/ __________________________     _________________________     _________________________
/ŋ/ __________________________     _________________________     _________________________
Exercise 3: *List all the 22 consonant blends in Leblango and give examples of words for each in the space below:*

Exercise 4: *Circle True or False for each of the statements below:*

1. The sounds /c/ and /j/ are stop consonants. (True or False)
2. The sounds /t, /c/ and /ŋ/ soften when they are surrounded by vowels. (True or False)
3. Leblango has 21 consonant blends. (True or False)
4. There are 16 consonants in Leblango. (True or False)
5. The sounds /m/ and /n/ are produced by air passing through the nose. (True or False)
6. You can not produce the sound /b/ without first closing your lips. (True or False)
7. The sounds /g/ and /k/ are produced differently. (True or False)
8. Semi-vowels are classified under consonants. (True or False)
9. The vocal cords do not vibrate when producing the sounds /d/, /j/, /g/, /r/, /w/. (True or False)
10. There are example words in Leblango which end with the sound /w/. (True or False)
Chapter 15: Tone

Tone is the pitch melody that overlies a word to give the listener part of the meaning. A language is a ‘tone language’ if the pitch of the word can change the meaning of the word.

Tone Variation

In the study of language, tone can be categorised and marked using the symbols below:

<table>
<thead>
<tr>
<th>Tone</th>
<th>Tone Mark</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid tone</td>
<td>No mark</td>
<td>nyënyë</td>
</tr>
<tr>
<td>Low tone</td>
<td>\</td>
<td>nínö</td>
</tr>
<tr>
<td>High tone</td>
<td>/</td>
<td>díta</td>
</tr>
</tbody>
</table>

Lexical Tone

The use of pitch level to distinguish one word from another. In Leblango, some words can be written with the same spelling and with the same syllables, but it’s only tone that differentiates them. Below are some examples of the words in Leblango which have the same spelling, but have different tone:

| nínö (to sleep) | bot (tasteless) | poto (garden) | koti (seeds) |
| nínö (simsim)   | bot (to)        | poto (to fall)| koti (jacket) |

Rule: Lexical tone will not be marked because there are few words that tone disambiguates some of which have vowel quality or length distinctions, besides tone difference. It is hoped that these, plus the context will help in determining the meaning of the word.

Grammatical Tone

A major use of tone in Leblango grammar is the differentiating of the past tense from factual (everyday) present tense. Two words spelled similarly could be describing an action that may have happened at a time before now or occurs every day. Context alone is not always enough as a clue to which location in time is meant in each case.

Examples:

Wan owoto Kampala otë willö jamii a pol piën wel jamii yot. (We go to Kampala and buy many things because of the fair prices.)

Wan owoto Kampala otë willö jamii a pol piën wel jamii yot. (We went to Kampala and bought many things because of the fair prices.)

In the two sentences above, the only difference comes in the tone underlying in the verbs (bold). In
sentence 1, the verb owoto has (Low-High-High-LHH) tone to mean that it is a habitual action. On the other hand, the verb owoto in sentence 2 has (Low-High-Low-LHL) tone to mean it is an action that has already past.

**Rule:** Grammatical tone will be marked using the forward slash (/) to be placed before the verbs to indicate present tense and backward slash (\) to indicate past tense.

**Example:**

Wan /owoto Kampala otë willö jami a pol piën wel jami yot. (*We go to Kampala and buy many things because of the fair prices.*)

Wan \owoto Kampala otë willö jami a pol piën wel jami yot. (*We went to Kampala and bought many things because of the fair prices.*)

---

**Transitivity**

First, the speaker’s tone shows whether or not the verb acts upon another person, place or thing. In the statement “Wan opwönnö pama” (“We will harvest cotton”), the verb pwönnö is transitive: the action—harvesting—happens directly to the cotton. Other times, the action is complete by itself. For example, in the statement “Èn woto” (“He walks”), the verb wot is intransitive: the action—walking—does not happen to something. Most verbs can be used in both ways. For example, the statement “An acamo” (“I eat”) can stand by itself. Alternately, in the statement “An acammë ocere kede oraŋŋa” (“I will eat rice and beans”), the action happens to the rice and beans.

In spoken Lëblaŋo, the speaker will pronounce transitive and intransitive verbs a little differently. Usually, for a transitive verb, the second consonant (or consonant blend) will be pronounced twice, and the word will end with an o sound. For example, in the intransitive statement “An acamo,” the speaker will pronounce the second consonant sound, m, only at the end of the second syllable, but in the transitive statement “An acammë ocere kede oraŋŋa,” the speaker will pronounce the m at the end of the second syllable and at the beginning of the third syllable. If the verb does not already end with the letter o, the speaker will add an o to the end. For example, kwan (to read) becomes kwannö. This rule has one exception: if the second consonant is an r or y, do not double it.

It is important to write transitive and intransitive verbs differently, so make sure you spell the two different forms correctly. If you pronounce the second consonant twice, make sure you write it twice, too. If you lengthen the vowel sound, make sure you use the correct two-letter symbol.
**Tense**

The speaker’s tone also shows whether the action or way of being happens in the past (past tense) or in the present (present habitual tense). For example, in Lëblango, the only difference between “I sing” and “I sang” is the tone with which the verb wer (to sing) is pronounced. In writing, these phrases are spelled exactly the same: “An awero.” Sometimes, the context can make the meaning clear. In the statement “An awero aworo,” aworo (yesterday) tells the reader that the action happened in the past. Other times, the context does not explain the meaning. In those cases, you must include a tone marker. If the action happened in the past, place a back slash before the verb. If the action happens all the time or is happening right now, place a forward slash before the verb.

**Mood**

Third, the speaker’s tone also indicates whether the speaker is telling the listener something, asking the listener a question, or commanding the listener to do something. In Leblango, to express a command, the speaker pronounces the verb with rising tone. For most verbs, the main vowel sound is pronounced twice, becoming two short vowels.

To mark this tone on the page, begin with the simple transitive or intransitive form of the verb. If the verb has two identical consonants side-by-side (transitive), drop one. If the verb ends with a vowel (usually o), drop the final letter. Double the remaining vowel letter.

This tone is also used for emphasis: it makes descriptive words more intense. For example, tut means “deep,” but tuut means “very, very deep.” It is very important to speak and write these words correctly because they are often similar to other words. For example, tuk means “mole hill,” but tuuk! means “play!”

**Note:** The double short vowels used in commands look the same as the two-letter symbols used for long vowels. However, remember that a long vowel is a single sound; a double vowel is a repeated sound.

<table>
<thead>
<tr>
<th>verb (transitive)</th>
<th>verb (intransitive)</th>
<th>command</th>
<th>pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rîŋô</td>
<td>rîŋö</td>
<td>Rîŋ!</td>
<td>ri iŋ</td>
</tr>
<tr>
<td>teddo</td>
<td>tedo</td>
<td>Teed!</td>
<td>te ed</td>
</tr>
</tbody>
</table>

**Assignment**

**Exercise 1:** Together with a partner, write five sentences which indicate actions which have past.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
Exercise 2: Together with a partner, write five sentences which indicate actions which occur every day.

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________
5. ____________________________________________________________________________________

Exercise 3: Write a sentence in Leblango using each of the following verbs without changing their forms.

- teddo_______________________________________________________________________________
- weo________________________________________________________________________________
- mwoddo_____________________________________________________________________________
- wer_________________________________________________________________________________
- pwönö_______________________________________________________________________________
- dak_________________________________________________________________________________
- wiro_________________________________________________________________________________
- tenno________________________________________________________________________________

Exercise 4: Change the following verbs to commands:

- gwökkö______________________________________
- caŋŋö________________________________________
- coyo_________________________________________
- poro_________________________________________
- goyo_________________________________________
1. Work together with your Community of Practice team to discuss the **CHAPTER 15 ASSIGNMENT** and make corrections in the space provided below. Write only the answers.

Exercises 1-4:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

   **Areas mastered**

   **Challenging Areas:**

3. Together with your Community of Practice team, practice reading the **ORAL LITERATURE STORY** for the coming week. Take turns in reading as you practice fluency.
Chapter 16: Syllables

A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

Leblango Syllable Patterns

In Leblango, every syllable has one vowel sound. A vowel sound (V) can stand alone as a syllable, as in the words a (for) or i (to), or it can combine with other sounds—semivowels (S) and other consonants (C)—to make a syllable. When different sounds combine to make one syllable, they always follow the order (C)(S)V(C), where parentheses indicate optional items. In other words, Leblango has syllables with the following patterns:

<table>
<thead>
<tr>
<th>V patterns</th>
<th>C V patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a (for, of)</td>
<td>p e (not there)</td>
</tr>
<tr>
<td>i (in)</td>
<td>g i (a thing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C S V patterns</th>
<th>V C patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>b y e (ant hill)</td>
<td>öt (house)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C V C patterns</th>
<th>C S V C patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>t i c (work)</td>
<td>l y è c (elephant)</td>
</tr>
<tr>
<td>p u c (cat)</td>
<td>l w è t (nail)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S V patterns</th>
<th>S V C patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>y ï (inside)</td>
<td>y e c (luggage)</td>
</tr>
</tbody>
</table>

The Five Standard Syllable Break Rules in Leblango

1. If a word with more than one syllable begins with a vowel, the vowel will stand alone as a single syllable.
   - apur  a pur (farmer)
   - atet  a tet (blacksmith)

2. If a word has a consonant blend, the two letters of the consonant blend will always belong to the same syllable.
3. If a word has two different vowels next to each other, the two vowels will always take different syllables.

\[ \text{tyet} \quad \text{tyet} \quad \text{((witchcraft))} \]

\[ \text{amyl} \quad \text{amyl} \quad \text{((dancer))} \]

4. A syllable can only have one vowel sound. In the case of a long vowel, the two-letter symbol represents just one sound. Treat long vowels as single syllables. In contrast, commands have two vowel sounds, so the syllable break will always come between the two vowel letters.

\[ \text{ki} \quad \text{ki} \quad \text{((water))} \]

\[ \text{to} \quad \text{to} \quad \text{((death))} \]

\[ \text{coo!} \quad \text{coo!} \quad \text{((wake him up!))} \]

5. If a word has two consonants that are the same next to each other, the syllable break will always come between the double consonants.

\[ \text{cammo} \quad \text{cammo} \quad \text{((eating))} \]

\[ \text{teddo} \quad \text{teddo} \quad \text{((cooking))} \]

**Syllable Stress**

When a word has more than one syllable, a single syllable within the word is given more emphasis than any of the other syllables. That syllable is considered to be the stressed syllable. The vowel sound of the stressed syllable is emphasized by being pronounced longer, louder, and often at a higher pitch than the surrounding syllables.

Words can look exactly the same, but they are pronounced differently. And that’s all because of syllable stress. The syllables in bold are where the stress occur.

**Example:**

\[ \text{nino} \quad \text{poto} \quad \text{koti} \quad \text{((verb))} \]

\[ \text{nino} \quad \text{poto} \quad \text{koti} \quad \text{((noun))} \]

Note that if there is only one syllable in the word then of course it will be the stressed syllable. If there is more than one syllable in the word, then there will be one syllable that is stronger, clearer and bolder than the others. In the examples below, the syllables in bold are more stronger and clearer.

\[ \text{atindyel} \quad \text{apapalu} \quad \text{okono} \]

\[ \text{otinoo} \quad \text{kweri} \quad \text{amaconutwa} \]

\[ \text{tandaro} \quad \text{kanica} \quad \text{dakatal} \]
Assignment

Exercise 1: Write three examples of words in Leblango for each of the following syllable patterns.
CVCV____________________  ______________________  ______________________
CVV____________________  ______________________  ______________________
VCV____________________  ______________________  ______________________
VSCV____________________  ______________________  ______________________
SVCV____________________  ______________________  ______________________

Exercise 2: In the words below, underline the stressed syllables.
kalaŋwēka
aculbanya
baramindyaŋ
cukul
atïnkwan
apwopwor
aemme
wonköm
ogiku
atuŋgulu
atakara
onyogo
kirikun
amïntoto
gilacī

Exercise 3: Write down the syllable rules which govern the following words.
dyël_________________________________________________________________________________  ________________________________________________________________________________
teddo_______________________________________________________________________________  ________________________________________________________________________________
këa_________________________________________________________________________________  ________________________________________________________________________________
atet_________________________________________________________________________________  ________________________________________________________________________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the **CHAPTER 16 ASSIGNMENT** and make corrections in the space provided below. Write only the answers.

   Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

   **Areas mastered**

   **Challenging Areas:**

3. Together with your Community of Practice team, practice reading the **ORAL LITERATURE STORY** for the coming week. Take turns in reading as you practice fluency.
Chapter 17: Leblango Singular and Plural

In Leblango, singular and plural is still an area to be widely explored for clarity. There is need for research so that all the speakers agree with the rules.

Rules governing Singular and Plurals in Lebango

All derived nouns with the sound /a/ at the beginning make their plural by changing /a/ to /o/:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>awer</td>
<td>ower</td>
</tr>
<tr>
<td>acat</td>
<td>ocat</td>
</tr>
<tr>
<td>abuc</td>
<td>obuc</td>
</tr>
<tr>
<td>apur</td>
<td>opur</td>
</tr>
<tr>
<td>akwo</td>
<td>okwo</td>
</tr>
<tr>
<td>aŋwëc</td>
<td>oŋwëc</td>
</tr>
<tr>
<td>awot</td>
<td>owot</td>
</tr>
<tr>
<td>anyom</td>
<td>onyom</td>
</tr>
<tr>
<td>amyël</td>
<td>omyël</td>
</tr>
<tr>
<td>atedo</td>
<td>otedo</td>
</tr>
</tbody>
</table>

There are also situations where the beginning /a/ in a noun is replaced with /o/, but with an addition of any vowel at the end:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>anam</td>
<td>onami</td>
</tr>
<tr>
<td>adit</td>
<td>odito</td>
</tr>
<tr>
<td>atïn</td>
<td>otïnö</td>
</tr>
<tr>
<td>adwoŋ</td>
<td>odoŋe</td>
</tr>
</tbody>
</table>
Plurals can also be formed by adding the sound /e/ at the end of a noun. This is common in nouns ending with consonants and some few nouns ending in vowels:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>buk</td>
<td>buke</td>
</tr>
<tr>
<td>kom</td>
<td>kome</td>
</tr>
<tr>
<td>rēc</td>
<td>rece</td>
</tr>
<tr>
<td>puc</td>
<td>puce</td>
</tr>
<tr>
<td>jokon</td>
<td>jokone</td>
</tr>
<tr>
<td>yoo</td>
<td>yoe</td>
</tr>
<tr>
<td>two</td>
<td>twoe</td>
</tr>
<tr>
<td>oyo</td>
<td>oyoе</td>
</tr>
</tbody>
</table>

This rule also helps in forming plurals in nouns ending with vowel sound /o/. The sound /e/ replaces the last vowel in the noun to form plurals:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>welo</td>
<td>wele</td>
</tr>
<tr>
<td>odilo</td>
<td>odile</td>
</tr>
<tr>
<td>dero</td>
<td>dere</td>
</tr>
<tr>
<td>tadaro</td>
<td>tandare</td>
</tr>
</tbody>
</table>

Leblango has some irregularities in plural formation. Most of these nouns take unique forms when changing to plurals:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>danö</td>
<td>jö</td>
</tr>
<tr>
<td>dakö</td>
<td>mon</td>
</tr>
<tr>
<td>won</td>
<td>wegi</td>
</tr>
<tr>
<td>dyaŋ</td>
<td>dok</td>
</tr>
<tr>
<td>yat</td>
<td>yen</td>
</tr>
<tr>
<td>nyakö</td>
<td>anyira</td>
</tr>
</tbody>
</table>
Voicing occurs in some nouns which end with voiceless k and t and l changing to g and d respectively, with addition of sound /i/ at the end of the noun to form plurals: These nouns tend to be irregular when pluralized, but they have some pattern which they all follow.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>nyök</td>
<td>nyogi</td>
</tr>
<tr>
<td>gwok</td>
<td>gwogi</td>
</tr>
<tr>
<td>öt</td>
<td>wudi</td>
</tr>
<tr>
<td>lut</td>
<td>ludi</td>
</tr>
<tr>
<td>rut</td>
<td>rudi</td>
</tr>
<tr>
<td>dyël</td>
<td>dyegi</td>
</tr>
</tbody>
</table>

Plurals can also be formed by doubling the last consonants in the nouns and adding the sound /i/ at the end:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>poto</td>
<td>potti</td>
</tr>
<tr>
<td>gwata</td>
<td>gwatti</td>
</tr>
<tr>
<td>römö</td>
<td>rommi</td>
</tr>
<tr>
<td>bóŋö</td>
<td>boŋŋi</td>
</tr>
<tr>
<td>jago</td>
<td>jaggi</td>
</tr>
<tr>
<td>awënö</td>
<td>awenni</td>
</tr>
<tr>
<td>gali</td>
<td>galli</td>
</tr>
<tr>
<td>pünü</td>
<td>punni</td>
</tr>
<tr>
<td>tana</td>
<td>tanni</td>
</tr>
</tbody>
</table>

Plurals in compound words are formed by pluralizing the first root word.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonköm</td>
<td>wegiköm</td>
</tr>
<tr>
<td>awïtöŋ</td>
<td>owïtöŋ</td>
</tr>
<tr>
<td>wonpaco</td>
<td>wegipaco</td>
</tr>
<tr>
<td>atïmbal</td>
<td>otïmbal</td>
</tr>
</tbody>
</table>
There are some nouns in Leblango which remain the same and they don't change in any form when pluralized. These nouns include:

**Parts of the body**

**Examples:** bad, tyën, cĩŋ, yīc, yit, lem, dög,

**Fruits and Vegetables**

**Examples:** malakwaŋ, aemme, amacungwa, mapendiz, obwöl, börö, ocao, abüga

**Uncountable nouns**

**Examples:** cukal, kadu, ocere, kal, abir, nywagi, pii, möö, apëna, ŋor, kwoyo

**Assignment**

**Exercise 1:** Write the following words in plural.

- cati__________________________________
- gwënö________________________________
- pŭnŭ________________________________
- acat________________________________
- ajök________________________________
- cal__________________________________
- ötgwok_______________________________
- nyakō_______________________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 16 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 18: Word Breaks

Each language is unique and uses various parts of speech—like nouns, verbs, adjectives, and pronouns—to build sentences, and each language has rules about the order those parts go in and how they relate to each other. This lesson explains those rules.

Words Written Independently

1. Write i, iwi, and other connecting words as separate words. Connecting words tell the listener about the relationship between different parts of the sentence. For example, words like baŋ (to), bot (to), i (in), iwi (on), kede (with), me (from, for, of), malo (up, above), pi (for/because of), piny (down, below), itë (under), and tu (toward) show relationships between people and things, especially relationships in time or space. Other words, like kede (and), ěntö (but), nyo (or), and ka (if, when), express relationships between words or even whole phrases. Write these connecting words independently.

   Atîmmö pi yin. (I will do it for/because of you.)
   Akelo tye i öt. (Akelo is in the house.)

2. Write an, yin, ěn, and other subject pronouns as separate words. Pronouns are words that replace a noun (a person, place, or thing) in a sentence. When the pronoun is used in place of the sentence’s subject—the person, place, or thing that the sentence is all about—the pronoun should be written as a separate word. Leblango has six subject pronouns:

<table>
<thead>
<tr>
<th>pronoun</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(^{st}) person singular</td>
<td>an</td>
</tr>
<tr>
<td>2(^{nd}) person singular</td>
<td>yin</td>
</tr>
<tr>
<td>3(^{rd}) person singular</td>
<td>ěn</td>
</tr>
<tr>
<td>1(^{st}) person plural</td>
<td>wan</td>
</tr>
<tr>
<td>2(^{nd}) person plural</td>
<td>wun</td>
</tr>
<tr>
<td>3(^{rd}) person plural</td>
<td>gîn</td>
</tr>
</tbody>
</table>

   An \ącöö balu. (I wrote a letter.)
   Yin inwoŋŋo gwok. (You (singular) will find a dog.)

3. Write the relative pronouns amë and a separately before nouns and verbs. A relative pronoun is a word that identifies a specific person, place, or thing. For example, in the statement “The boda-boda driver who wears a yellow hat always gives me a fair price,” the word who is a relative pronoun. It identifies a specific boda-boda driver. In Leblango, the word amë is a relative pronoun meaning who, that, or which. The word a also sometimes acts as a relative pronoun. Write these relative pronouns as independent words.

   Danö a kome tëk nwoŋŋo mïŋ. (He who is strong is always stupid.)
   Danö amë marö lwëny töö cön. (He who loves fighting dies early.)
4. Write words that show ownership or association as independent words. In Leblango, the word a also means of or for, so it sometimes shows that one thing belongs to another or comes from another. When it does, write it as an independent word.

   cem a pünü (pig’s feed; the food of or for pigs)
   amin a Pukica (Pukica’s sister; the sister of Pukica)

**Words Written Attached**

1. Attach singular and plural markers (a- and o-) to the beginning of the word they refer to.

   In Leblango, when the letters a- and o- are written at the beginning of a noun (a person, place, or thing), they tell the reader whether the noun is singular or plural. Attach these markers to the beginning of the noun.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>awer</td>
<td>Aganna</td>
<td></td>
</tr>
<tr>
<td>ower</td>
<td>Oganna</td>
<td></td>
</tr>
</tbody>
</table>

2. Write the correct subject prefix at the beginning of every verb.

   In Leblango, the verb always has a prefix that matches the subject of the sentence (the person, place or thing that the sentence is all about). Look at the table of pronouns and their prefixes below.

   **Note:** In Leblango, the pronouns an, yin, ēn, and wan are often dropped from the beginning of a sentence. In these cases, the subject prefix agrees with the implied subjective personal pronoun. For example, the speaker can say “An awot Kampala” or just “Awot Kampala.”

<table>
<thead>
<tr>
<th>pronoun</th>
<th>prefix</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>an</td>
<td>a-</td>
</tr>
<tr>
<td>2nd person singular</td>
<td>yin</td>
<td>i-</td>
</tr>
<tr>
<td>3rd person singular</td>
<td>ēn</td>
<td>a-</td>
</tr>
<tr>
<td>1st person plural</td>
<td>wan</td>
<td>o-</td>
</tr>
<tr>
<td>2nd person plural</td>
<td>wun</td>
<td>i-</td>
</tr>
<tr>
<td>3rd person plural</td>
<td>gīn</td>
<td>o-</td>
</tr>
</tbody>
</table>
3. Attach the correct ending to the intensive pronoun *ikom-*.

The phrase *ikom-* acts as an intensive pronoun: it draws special attention to the subject of the sentence, the person, place, or thing that does an action. This pronoun takes different endings that match up with the subject of the sentence. For example, in the statement “Agammō cente an ikoma,” the intensive pronoun *ikom-* takes the ending –a, which agrees with the pronoun an.

<table>
<thead>
<tr>
<th>pronoun and prefix</th>
<th>intensive</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person singular</td>
<td>an a-</td>
<td>ikoma</td>
</tr>
<tr>
<td>2nd person singular</td>
<td>yin i-</td>
<td>ikomi</td>
</tr>
<tr>
<td>3rd person singular</td>
<td>ėn a-</td>
<td>ikome</td>
</tr>
<tr>
<td>1st person plural</td>
<td>wan o-</td>
<td>ikomwa</td>
</tr>
<tr>
<td>2nd person plural</td>
<td>wun i-</td>
<td>ikomwu</td>
</tr>
<tr>
<td>3rd person plural</td>
<td>gïn a-</td>
<td>ikomgï</td>
</tr>
</tbody>
</table>

**Words Written with a Hyphen (-)**

1. If the second part of a compound word begins with a semivowel, join the two parts of the word together with a hyphen.

Leblango has many compound words, words formed by putting two or more other words together. In most cases, the parts should be joined together without a hyphen: for example, *won* (owner) + kōm (chair) = *wonkōm* (chairman). However, if the second part of the word begins with *w* or *y*, use a hyphen to connect the words.

ót (house) + yat (medicine) = òt-yat (pharmacy)
ót (house) + wele (visitors) = òt-wele (visitor’s guesthouse)

2. If a repeated word begins and ends with a vowel, join the two parts of the word together with a hyphen.

In Leblango, a speaker will sometimes repeat a word, either partly or fully, to make the idea expressed more or less intense. For example, *icël* means “once,” but *icëlícël* means “rarely,” and *bër* means “good,” but *bëbër* means “fair.” Usually, you should join the two parts of the word completely, but if the word begins and ends with a vowel, use a hyphen to join the two parts.

oyotoyot (quickly, urgently)  irïï-irïï (trivial)
tëtëk (quite difficult)        aminjo-aminjo (foolishly)

3. If the two different parts of a compound word have opposite meanings, use a hyphen to join the two parts together.

mït-lïm (nice-painful)    kaö-kütö (bites and soothes)
4. Use a hyphen to attach demonstrative pronouns (-nî, -no, and -ca) to the end of the nouns they refer to.

Demonstratives act like pointing fingers. They identify specific nouns (people, places, or things) by pointing to their location in space or time. Leblango has three demonstrative pronouns: -nî refers to something very close to the speaker, and -ca refers to something far away. –no refers to something that is in the middle, not too close and not too far. Where the word ends with a consonant, the initial letter of the demonstratives -nî and -no drops, and it is replaced by the final consonant of the word.

<table>
<thead>
<tr>
<th>close</th>
<th>middle</th>
<th>far</th>
</tr>
</thead>
<tbody>
<tr>
<td>dakö-nî (this woman here)</td>
<td>rio-no (that giraffe there)</td>
<td>otöka-ca (that motor car way over there)</td>
</tr>
<tr>
<td>puc-cî (this cat here)</td>
<td>dok-ko (those cows there)</td>
<td>yat-ca (that tree way over there)</td>
</tr>
</tbody>
</table>

**Words Written with an Apostrophe (‘)***

In Leblango, many nouns (words for people, places, or things) come from verbs: the word apur (farmer) comes from the verb pur (to plough). In a sentence using the pronoun and prefix An a-, the noun and the verb look identical. To distinguish the noun form, put an apostrophe (’) between the pronoun and the noun: An’apur (I am a farmer).

- An alok. (I will speak.)
- An acöc. (I will write.)
- An’alok. (I am a speaker.)
- An’acöc. (I am a writer.)

**Assignment**

**Exercise 1:** Construct correct a correct sentence in Leblango for each of the following words.

- iwi
- itë
- an
- gîn
- amë
- iyï
Exercise 2: Below are a set of sentences with errors in words written separately and words written attached. Underline the errors and re-write the sentences correctly in the space provided.

1. Okelo owoto icuk.
2. Wan okwayö dok wan ikom wa.
3. Yat ca atye anënnö bala görö mërë doŋ tye.
4. Danö akome lït myero wot i dakatal.
5. Tic ka jö omakö karacël tum oyot oyot.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3: Re-write the following words correctly.

kaökütö_________________________________

dok ca__________________________________

won köm________________________________

a pur___________________________________

atín-atín_______________________________

acaloacalo____________________________
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the **CHAPTER 18 ASSIGNMENT** and make corrections in the space provided below. Write only the answers.

Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the **ORAL LITERATURE STORY** for the coming week. Take turns in reading as you practice fluency.
Chapter 19: Punctuation

Punctuation is the use of spacing, conventional signs, and certain typographical devices as means to the understanding and the correct reading, both silently and aloud, of handwritten and printed texts.

Punctuation in Leblango shall follow the normal rules as used in English. The following are the various punctuation marks and how they will be used in Leblango:

The Full Stop (.)

This shall be used to:

Mark the end of a complete sentence to indicate a long pause.

Examples:

Okelo owoto i cuk.  \(\text{Okelo has gone to the market.}\)

Akite obedo nyakö a wör.  \(\text{Akite is a disciplined girl.}\)

The Comma (,)

This shall be used to:

1. Marks a short pause in speech or sentence.

Examples:

Baba owoto i cuk, ëntö pe odwogo.  \(\text{Father went to the market, but he never came back.}\)

Cega mara an, ëntö pe lon-no.  \(\text{My wife loves me, but not that man.}\)

2. Separate items on a listing.

Examples:

Otim opwönö aemme, amacüngwa, amapëra kede owëlö.  \(\text{Otim picked mangoes, oranges, guavas and black fruits.}\)

Mama ooro Ocen nï wot wïl kadu, cabun kede pïcü.  \(\text{Mother sent Ocen to go and buy salt, soap and needle.}\)

The Question mark (?)

This shall be used to mark the end of every kind of question.

Examples:

Itye iwot kwene?  \(\text{Where are you going?}\)
The Exclamation (!)

This shall be used to:

1. Indicate command.

Examples:

Yaa! Stand up!
Töö! You die!

2. Indicate surprise.

Examples:

Aido! Pwod doŋ abucô. Oh! I almost hit it.
Omaï! Anyan-ca ocweye i dîrî. Wow! That lady was created nicely.

The Colon (:) 

This shall be used to:

Indicate that some sort of list or explanation is following, such as in a sentence.

Examples:

Lwoŋ jô-nî bin kan: Okelo, Abura, Okot kede Odoc. Call the following people: Okelo, Abura, Okot and Odoc.
Wot iwîl jami magi: cukal, kadu kede ocere. Go ad buy the following: sugar, salt and rice.

The Semicolon (;)

This shall be used to:

Join two independent clauses that are closely related in thought.

Examples:

Jô okënë êdû kun otio kede kompiuta; jô okënë êdû kun otio kede alam.
Some people write with a word processor; others write with a pen or pencil.

Atye kede peny dîki; an pe awot i gallô waŋ tin.
I have a test tomorrow; I can't go out tonight.
The Quotation (" " and ‘ ’)

These are of two kinds: double quotes (" ") and single quotes (’ ’).

Double quotes shall be used to indicate quoted speech of a single speaker.

Examples:

Obaŋa okobo nì, “Lërö myero bed tye.” God said, “Let there be light.”

“Mama we, wot i cuk iwïlla cati a nyen,” Ocen okobo. “Mother, go to the market and buy for me a new shirt,” said Ocen.

Single quotes shall be used to indicate a direct secondary quote within a primary quote.

Examples:

Opio okobi nì, “Ocen olwoŋa të kobo nì, ‘kec tye anekka.’” Opio said, “Ocen called me and said, ‘I am hungry.’”


Assignment

Exercise 1: Write three sentences in Leblango for each of the following punctuation marks:

Double quotation mark (" ")

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

Comma (,)

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

Semicolon (;)

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________
Exercise 2: Together with a partner, read the story below and punctuate it correctly.


“Oje we, têkkï Ayöm obino kan kobbe nï an pwod ayutte i cuk wot möyö oraŋŋa,” Opuk ocïkö wode

Pe obin otero karë a lac Ayöm daŋ tê tuno okö i dyekal Opuk.

“Aido Aido Nënö ka Ayöm ocörö okö!” Wot opuk omûŋö amë kome abedo nï bëŋbëŋ.

Atën, mama ni tye kwene Ayöm openyo.

“Mama owoto okö i cuk” awobi ogamö

Ayöm obin owékö cïkërë cen nì ka odwogo itap, wode kobbe nï ên emîttö jami magi cenne, koti, kede kwërë mërë.
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 19 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-2:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 20: Word Coinage and Borrowing

Word borrowing is the process by which a word from one language is adapted for use in another. The word that is borrowed is called a borrowed word, or a loanword.

Reasons for Borrowing

1. Social needs such as educational needs or social status of one language than the other
2. Borrowing due to the prestige of one language
3. To meet communication needs
4. To culturalize the language, i.e to relate it with the culture of other languages
5. Due to the advancement of science and technology
6. Borrowing might occur more likely from a nearby dialects, i.e both languages are dialects of the same language

Examples of Leblango Words Borrowed from English

- kompiuta: computer
- jenereta: generator
- yintanet: internet
- dicturik: district
- redio: radio
- kwïn: queen
- twela: trailer
- telebijon: television
- cikwëa: square
- buk: book

Examples of Leblango words borrowed from Swahili

- dakatal: daktari
- cati: saati
- aemme: mayembe
- cukul: sukulu
- cukka: suka
- cupa: cupa
- cim: simu
- cawa: saa
- cukal: sukari
Words can also be invented. This happens when a word does not exist in the language. Leblango has some invented words and these include:

twënyakīnō  retrenchment

dërōwitkop  dictionary

ilīŋtwic  electricity

apimkōt  rain gauge

kwidīrō  competence

**Assignment**

**Exercise 1:** Write the following English words in Leblango.

town______________________________

bus________________________________

taxi________________________________

wire_______________________________

paper_______________________________

colour_______________________________

slipper______________________________

corridor_____________________________

receipt______________________________

jerry can____________________________

**Exercise 2:** Circle True or False for each of the sentences below.

1. Languages borrow words from other languages in order to meet communication needs.
   (a) True   (b) False

2. The Leblango word cikwēa was borrowed from German language.
   (a) True   (b) False

3. The word that is borrowed is called a borrowed word, or a loanword.
   (a) True   (b) False

4. The word dictionary was borrowed and termed in Leblango as dërōwitkop.
   (a) True   (b) False
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 20 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-3:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.
Chapter 21: Counting

Numbers
The widely used method of counting numbers in Laŋo shall be maintained.

Numbers one through ten shall have a prefix marker ‘a’.
1. acël
2. aryö
3. adek
4. aŋwën
5. abic
6. abicël
7. abîrö
8. aboro
9. aboŋwën
10. apar
100. mia
1000. tutumia
1,000,000. milion

Units shall be added to these numbers in the usual way:
26,000 is Tutumia pyeraryö wie abicël.
1,456,700 is Milion acël i tutumia mia aŋwën i pyerabic wie abicël i mia abîrö.

Numbers 11-19 shall be represented by combining the unit numeral to 10 (apar) by means of wie (head; over it), e.g.
   apar wie acël
   apar wie aryö
   apar wie adek
   apar wie aŋwën

Days of the Week
Names of days of the week shall be written as single words, capitalized.

<table>
<thead>
<tr>
<th>Cençabit</th>
<th>Sunday</th>
<th>sun + Sabbath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cençokiko</td>
<td>Monday</td>
<td>sun + courts</td>
</tr>
<tr>
<td>Cençaryö</td>
<td>Tuesday</td>
<td>sun + two</td>
</tr>
<tr>
<td>Cençadek</td>
<td>Wednesday</td>
<td>sun + three</td>
</tr>
<tr>
<td>Cençarihwen</td>
<td>Thursday</td>
<td>sun + four</td>
</tr>
<tr>
<td>Cençabic</td>
<td>Friday</td>
<td>sun + five</td>
</tr>
<tr>
<td>Cençabicel</td>
<td>Saturday</td>
<td>sun + six</td>
</tr>
</tbody>
</table>
### Months of the Year

Months of the year shall be written separately with the initial letter in each content word capitalized.

<table>
<thead>
<tr>
<th>Dwe me Acēl / Orara Atidī</th>
<th>January</th>
<th>moon of one / small hot season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dwe me Aryō/ Orara Adwoŋ</td>
<td>February</td>
<td>moon of two / big hot season</td>
</tr>
<tr>
<td>Dwe me Adek / Orara Akurakin</td>
<td>March</td>
<td>moon of three / very hot season before</td>
</tr>
<tr>
<td>Dwe me Anwēn / Omūk</td>
<td>April</td>
<td>moon of four / mud clumps</td>
</tr>
<tr>
<td>Dwe me Abic / Okwaŋ</td>
<td>May</td>
<td>moon of five / floods</td>
</tr>
<tr>
<td>Dwe me Abicēl / Odūŋē</td>
<td>June</td>
<td>moon of six / famine</td>
</tr>
<tr>
<td>Dwe me Abīrō / Obūbü</td>
<td>July</td>
<td>moon of seven / cloudy days</td>
</tr>
<tr>
<td>Dwe me Aboro / Otikök</td>
<td>August</td>
<td>moon of eight / firefly period</td>
</tr>
<tr>
<td>Dwe me Abonwēn / Irēt</td>
<td>September</td>
<td>moon of nine / falling trees</td>
</tr>
<tr>
<td>Dwe me Apar / Obar</td>
<td>October</td>
<td>moon of ten / thunder</td>
</tr>
<tr>
<td>Dwe me Apar wie Acēl / Opoo</td>
<td>November</td>
<td>moon of eleven / lightning</td>
</tr>
<tr>
<td>Dwe me Apar wie Aryō / Ecuban</td>
<td>December</td>
<td>moon of twelve / feast season</td>
</tr>
</tbody>
</table>

### Assignment

**Exercise 1:** *Write the following numbers in words. Use correct Leblango.*

5,000

12

190

7,101,567

9

**Exercise 2:** *Convert the following words to numbers.*

Mia aryō

Pyerabīrō wie abonwēn

Tutumia mia acēl kede aryō i mia abicēl i pyeraboro wie anwēn

Million acēl

Mia adek kede adek
Community of Practice Discussion

1. Work together with your Community of Practice team to discuss the CHAPTER 21 ASSIGNMENT and make corrections in the space provided below. Write only the answers.

Exercises 1-2:

2. As you work together with your team, discuss and share some of the areas you mastered well in this chapter and the challenging areas you encountered. As you share note them down in the space provided below:

Areas mastered

Challenging Areas:

3. Together with your Community of Practice team, practice reading the ORAL LITERATURE STORY for the coming week. Take turns in reading as you practice fluency.