

CONCISE GRAMMAR  
OF  
LUNA INKONGO.

BY  
WILLIAM HENRY WESTCOTT.

BRISTOL.

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## FOREWORD.

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THE reader must not expect profound discussion on abstruse questions in this little handbook. Its purpose is to give him a series of compact lessons, introducing him to the general knowledge of the language employed as the language of education in what we call for convenience the "Inkongo" area.

Wedged in between the Bakuba, Baluba, and Batetela tribes, the Inkongo area shews many variations of dialect: but we have felt thankful to God from the first that we were led to Inkongo itself, and at a time when the language (called "Luna Inkongo") spoken there had not become corrupted by the "lingua franca" or trade and State language commonly spoken by white men, and widely adopted by natives in their communications with whites.

The trade language does not lend itself to grammatical construction, and hence is of no use for accurate Bible translation or teaching. The language herein set before the reader is the one used in the schools connected with the work, based upon Inkongo. In proportion as the different workers apply themselves diligently to the use of this, the tongue into which the Scriptures have been translated, and employ it uniformly in all their school teaching in the towns and villages, will the natives become more and more familiar with the Scriptures themselves. I urge that it is a mistake to teach natives in their own vernacular in the various districts; if they become well instructed in the language of education, the vernacular

will tend to disappear, even as it has done to so large an extent in Great Britain. Put the native of Caithness into the company of the native of Cornwall, and let each speak in the dialect of his own county: you would find them unable to communicate to any great extent. Let them speak to each other in the language of common English education, and there is little that they could not mutually understand and enjoy.

One remark must be made ere the student applies himself to the language herein set forth. At the close of the grammatical lessons is a small Appendix. The first section thereof speaks of "The Apparent Negative." This is so largely used by all pure natives, that if it had been possible to interweave it into earlier lessons this would have been done. It has been judged best to put it in its separate place, with this special note as to its importance.

In common with all Bantu languages, in reducing this one to writing the compiler has used the ordinary Latin characters. Being phonetically written, the printed page is remarkably easy to read.

W. H. WESTCOTT.

It is very important to remember that every syllable ends with a vowel. In pronouncing a word such as "tunatamba" separate the syllables carefully, especially the last two, or is so easy to say T A M tam BA ba. tamba. The mba is by itself too-na-tá-mba. HW.

# CONCISE GRAMMAR OF LUNA INKONGO.

## LESSON 1.

### THE ALPHABET.

There are 20 letters, namely:—

A (pronounced *ah*), B (*bay*), C (*chay*), D (*day*), E (*eh!*), F (*fay*), G (*gay*), I (*ee*), K (*kay*), L (*lay*), M (*may*), N (*nay*), O (*oh*), P (*pay*), S (*say*), T (*tay*), U (*oo*), W (*way*), X (*shay*), Y (*yay*).

A little rhyme has been made for the natives, the first line of which means, "We-will-name the-letters."

Tunatamba biletā,  
A B C D E F G,  
I K L M N O P,  
S T U W X Y.

### THE VOWELS.

These are 5 in number,—A *ah*, E *eh*, I *ee*, O *oh*, U *oo*.

#### NOTES.

- A. 1. Ordinarily as in *f<sub>a</sub>ther*, or as in *gh*, at the beginning of a word, or in the body of it.
2. At the end of a word, a lighter sound as at the end of *Marthā*.

3. As *a* in *cáll*. This is only in 3 letter syllables of which *w* is the middle letter. As the *w* in the middle is itself an indication of the sound, there is no need for any accent to be printed over it.

- E. 1. Ordinarily as in *eh*?, *fête*.  
 2. Frequently shorter at the end of a word, and pronounced as in *féd*.
- I. 1. Long, as in *marîne*, *i.e.* as *ee* in *feed*.  
 2. Shorter, as in *merît*.
- O. 1. Long, as in *nôte*, or as in *oh*!  
 2. Short, as in *nôt*, especially before nasal *m*.  
 3. Broad, as in *nought*. This is always printed with a circumflex accent. Thus, ô.
- U. 1. Long, as in *rule*, and pronounced as *oo* in *food*.  
 (NOT as the Scottish, NOR as the French, *u*).  
 2. Short, as in *rüt*. But this is only before *m* nasal, or *n* nasal, in a following syllable.

### EXAMPLES.

To ensure correct pronunciation, the following words are accented, or underlined.

- a. BABALĀ, (pronounced) bah-bah-lā.  
 SALĀ, „ Sah-lā.  
 MUKWĀKWĀ, „ moo-kwô(r)-kwô(r).
- e. KIMEMĚ, „ kee-meh-mě.  
 PEPĚ, „ pay-pě.

- i. YIMIMĪ, (pronounced) yee-mee-mī.  
 KIMANINĪ, „ kee-mah-nee-nī.
- o. LOLŌ, „ loh-lō.  
 LŌMBĀ, „ lõ-mbā.  
 TWĀKŌ, „ twô(r)-kô(r).
- u. BUTĀ, „ boo-tā.  
 NDŪMBĀ, „ ndū-mbā.

### PRONOUNCE.

BWALO BUDI MO NAKO. UTUSAKOLELI  
 MWELE OU. AKAYA KUDI BENA ISALELE. MALO  
 MABI ABATUKA MU MUSUKU. ELA BIYEI MU  
 DINA KIBIYI TWAKŌ. TULOMBI KIBUSU.

## LESSON 2.

### THE CONSONANTS.

These are 15 in number. They all have the same value as the English consonants, except that note must be made of the following:—

C. = *ch* in *change*. So *ca*, *ce*, *ci*, *co*, *cu* are pronounced as though written *chāh*, *chēn*, *chēe*, *chōh*, *choo*.

G. = *g* in *gate*. It is always hard; never as *G* in *George*. By natives it is always used with *n* preceding. So *nga*, *nge*, *ngi*, *ngo*, *ngu*.

K. Is rarely followed by a simple *e*. A *y* is always inserted. The natives do not seem accustomed to say *ke* (*keh*), they almost invariably say *kye* (*kyeh*).

- N. 1. When not followed by *g* as above, may be simple as in English. Thus *na*, *ne*, *ni*, *no*, *nu*, are pronounced *nāh*, *nēh*, *nee*, *nōh*, *noo*.
2. But it may be nasal, with a sound similar to that of *ng* in *ring*, *king*, etc. In such case it is written with a 'til' over it, as in Portuguese; thus *ña*, *ñe*, *ño*, are pronounced *n(g)ah*, *n(g)eh*, *n(g)oh*. In the English sentence "Give the *king* a goat," the italicised words give almost the exact pronunciation of "kiñe" in native speech.
- P. 1. If preceded by *m*, is always hard in sound, as in *compare*.
2. Otherwise it is always soft and must be patiently practised. Place the lips together as if to whistle, blow gently, and eject a vowel sound. *Pa*, *pe*, *pi*, *po*, *pu*.
- W. Is a sort of half consonant, and combines with other vowels. Actually it is the *u* (*oo*) sound which with a vowel following converts itself into a *w*. Thus *u-a* (*oo-ah*) if rapidly sounded becomes *wa* (*w-ah*). So we write *wa* (*wāh*), *we* (*wēh*), *wi* (*wee*), *wo* (*woh*), *wu* (*woo*).
- X. = *sh*, as in *shame*. *Xa*, *xe*, *xi*, *xo*, *xu*, are pronounced *shāh*, *shēh*, *shee*, *shoh*, *shoo*.
- Y. Is also a half consonant, and has the sound value of *i*. *Ya* = *i-āh*, compressed into one syllable.

### EXERCISES.

(a)—Compile a table of two-letter syllables, using the 15 consonants and the 5 vowels, the vowel always to end the syllable; and pronounce them.

(b)—Spell and pronounce :—

BECI, BÔI, CABA, CICI, COCO, DICU, CILA, KACI, KICU, KÔCI, KOKU, CINA, CUMA, ÑANI, NONU, ÑONU, BOPI, DIPU, PAKA, PAPA, BUXI, CUYI, MÔYO, PÔI, TÔYA, XAKA, XIPA, YEI.

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### LESSON 3.

TWO SIMILAR VOWELS coming together usually coalesce in speaking.

Thus, *Mai a-amapona paxi*, The-water has-fallen on-the-ground, is spoken, *Māh-ee ä-māh-poh-nāh pāh-shee*. Usually in writing also, and printing, the first *a* of such a word is omitted, being understood.

But, as is sometimes the case, where there is any ambiguity in the meaning, we have felt free to print the double letter to make it clear.

THE VOWEL *a* generally disappears in speech before a following *e*, and is very lightly sounded before *o*. Thus, *A-ecikisi bilo*, *a-ombululi mici*, let-him-throw-away the-weeds, let-him-pick-up

the-sticks, would be spoken as though written, Ecikisi bilo, (ã)ombululi mici.

DIPHTHONGS need not be considered. Vowels found together run almost into one sound, but only need to be rapidly sounded separately, thus :—

Mai, water, is not sounded *my*, but mah-*ee*; yet rapidly.

So also such combinations as kibau, yei, mieto, diulu, pô*i*, you.

U MODIFIED.—In the 5th and 6th classes of nouns, there is a faint *u* sound before the vowels of declinable words following, such as adjectives, verbs, etc.

As this is not a full *w* (See note on *w* in Lesson 2), it is to be indicated by a short sign over the vowel. In uttering a full *w* as in wa, the student will notice that his lips touch each other. In uttering the vowel when written *ã*, it is to be pronounced oo-*ãh*, *without touching the lips*. Rapidly sounded, this is a feature of the Inkongo people proper as distinct from the Luba people. So *ã*, *ẽ*, *ĩ*, *õ* (It is not found with *u*). This sign over the vowel is always printed where required.

CONSONANTS COMBINE; but each separate syllable has its terminal vowel; no syllable ends in a consonant.

(a) In three letter syllables a *w* may follow b, c, f, k, l, m, n, p, s, or t. And any vowel may be added at the end except *u*. Thus we have the following combinations—

bwa	bwe	bwi	bwo
cwa	cwe	cwi	cwo
fwa	fwe	fwi	fwo
kwa	kwe	kwi	kwo
lwa	lwe	lwi	lwo
mwa	mwe	mwi	mwo
nwa	nwe	nwi	nwo
pwa	pwe	pwi	pwo
swa	swe	swi	swo
twa	twe	twi	two

For some reason we have not met with dwa, etc., save with a *n* preceding it, ndwa, etc. See below. The same with gwa, etc.

(b) A *y* may follow b, d, k, n, p. Thus :—

bya	bye	byi	byo	byu
dya	dye	dyi	dyo	dyu
kya	kye	kyi	kyo	kyu
nya	nye	nyi	nyo	nyu
pya	pye	pyi	pyo	pyu

(c) Also in three letter syllables *m* combines with *b* or *p*, and a vowel :—

mba	mbe	mbi	mbo	mbu
mpa	mpe	mpi	mpo	mpu

(d) *N* combines in three letter syllables with c, d, g, k, s, t, x, or y.

nea	nce	nei	neo	neu
nda	nde	ndi	ndo	ndu
nga	nge	ngi	ngo	ngu
nka	—	nki	nko	nku
nsa	nse	nsi	nso	nsu
nta	n <sup>t</sup> e	nti	nto	ntu
nxa	n <sup>x</sup> e	nxi	n <sup>x</sup> o	n <sup>x</sup> u
nya	nye	nyi	nyo	nyu

- (e) There are four letter syllables of some of the foregoing with a *w* insertion before the vowel, or in a few cases a *y*. These are all given here :—

Mbwa, mbwe, mbwi, mbwo, mbwô,  
mpwa, mpwe, newa, ndwa, ndwi,  
ndwo, ngwa, ngwe, ngwi, ngwo, nkwa,  
nkwe, nkwi, nkwo, nswa, nswo, ngye,  
nkye.

### PRONUNCIATION.

As to the pronunciation of the above syllables, the student must divest himself of the English way of dividing them. Every syllable ends in a vowel. So Ndo wananga, walombelapo bantu kunu (if-you-are-willing, please-pray-for-the-people here), is thus divided into syllables : Ndo wa-na-nga, wa-lo-mbe-la-po ba-ntu ku-nu.

For the (a) section above remember that the *w* has the vowel value of *u* (Lesson 2). Bwa, if very slowly uttered could be analysed as boo-ah. But as speed of utterance is increased until you sound it as a single syllable, you get the native sound of *bwa*. Thus also with *cwa*. Commencing slowly with *choo-ah*, you repeat it more and more rapidly in your practice till it becomes the one sound *cwa*. So with the other vowels.

For the (b) section, the *y* has the sound value of *i*. Nya, slowly uttered, is as though sounded *ni-ah*. Compressed into one syllable and rapidly pronounced, it becomes the native *nya*.

The (c) section needs care. To pronounce

*mba* as though it were *em-bah* is totally wrong. In the word "embargo" in English the two first syllables are *em-bar*. If the reader can cut the *e* sound out and sound the middle part as though it were *e-mbar-go*, he would have the native pronunciation of *mba*.

The (d) section is the same. To sound *nca* as though it were *en-chañ* is quite wrong. It gives a wrong meaning to the syllable as well as being wrong in pronunciation. It is one syllable, not two. In English the words "main chance," if differently divided would illustrate this. Say *mai nchance*, and in the first part of the second word you have the exact sound of the Inkongo *nca*.

The (e) section introduces the nasal sound of *m* or *n* before other combinations, uttering them with a half sort of twang. Nevertheless, it must be emphasized that each of these is uttered as one syllable and not as two.

### ACCENTS.

The accent in words of two syllables or more falls on the last syllable but one. In words of many syllables it commonly falls on the alternate ones reckoning backwards from the penultimate, or last syllable but one.

So, Móna Mwána a mukwákwa a Ncémbi, (Behold the Lamb of God).

But the earlier accents in long words are not sounded quite so heavily as the last accent. This is especially the case with tenses of verbs, and infixed pronouns.

Kátusóli muláku mba (we-do-not-like noise mate). Kilámba kiaméne kidi mbíndu, múkye-léngi; kisolélekýela yi kubwéla (my cloth is dirty, white-man; I-am-not-fit to-enter).

THE FOREGOING being mastered, you can read any literature in the Inkongo tongue; practice being needed to make perfect. Take any printed book that may be available in the language, and often read aloud, to get accustomed to the sound of your own voice.

#### LESSON 4.

##### EXERCISES ON THE FOREGOING LESSONS 1 to 3.

Read aloud :—

Yisu akakwombwa ene, bamamwela ixongo; yi pakadi amamusokolola, akamwambila ene, Owe wamakwetabuxila Mwana a Ncemi? Yei akapingasa ene, Nani lolo yei, Fumu, binxemwetabuxila? Yisu akamwambila ene, Wapumumona, udi you ambilañana yinebe. Yi akatôya ene, Namakwetabusa, Fumu; yi akamuxingila.

—(John 9, 35-38).

Yi pakafikabo kudi kimbukuma, pakalwa muntu kudiyi akakuma binu paxi ku mpala anci ene, Fumu ombwelapo mwanami mwengo, bwalo budiyi muna mwombi, atata kungi. Bwalo bwapona ponayi mu mudilu mapona mangi, yi munda mwa mai. Yi nakamuewala kudi beyi bebe, yi bakadi kabasoponya yi kumupandisa. Yisu akapingasa ene, Mwociya utena kwetabusa, âmaungaunga, nakwakala yinenu kikondo beci? Nakwekyela yinenu

kikondo beci? Numuewali kunu kundi. Yi Yisu akamulanga yi kidimu kibi kiakamuncuka, yi mwana akapandixibwa pôi ola you.—(Matthew 17, 14-18).

Take one full sentence from the above, and divide it into its syllables, remembering that each syllable ends with a vowel.

#### LESSON 5.

##### NOUNS AND THEIR CLASSES.

NOUNS are divided into classes by their prefixes, or by the prefixes required to qualify them when they lack a prefix of their own. We take the Plural prefixes as our guide, save in the *KU* group of Class 1, which lacks a plural form. The nouns which are the same in the singular and the plural, *i.e.*, that lack a prefix, are put into a Class by themselves.

Every noun may be classified under one of eight headings.

	<i>Singular.</i>	<i>Plural.</i>
Class 1 Prefix <i>DI</i>		Prefix <i>MA</i>
„ <i>BU, BO, BWA</i>		
„ <i>KU</i>		(none)
„ 2 „ <i>KA</i>		„ <i>TU</i>
„ 3 „ <i>KI</i>		„ <i>BI</i>
„ 4 „ <i>LU, LO, LWO</i>		„ <i>N, M,</i> <i>NG, or NC</i>
„ 5 „ <i>MU</i>		„ <i>MI</i>
„ 6 „ <i>MWO</i>		„ <i>MIE</i>

Class 7 Personal nouns in  
 Prefix *MU*,  
 and some } Prefix *BA*  
 with no sing-  
 ular prefix }

„ 8 No prefixes in either singular or plural; (irregular nouns in this way).

In addition to these noun Classes, there are LOCATIVE PREPOSITIONS, three in number, which when placed at the beginning of a sentence or clause act in the same way as nouns, in influencing it by concord. Examples of their use will be given later, but they are given here. They are,

*KU* (to, or at), indicating motion towards something, or position at some place.

*MU* (in), indicating movement toward the inside of something, or place within.

*PA* (on, or by), indicating motion into nearness to, or rest upon, a thing.

BY CONCORD is meant that each noun or locative as above throws its influence over each adjective, pronoun, or verb, that it qualifies, and over each declinable numeral.

#### NOUNS AND ADJECTIVES.

First examine Classes 1, 2 and 3. We will qualify certain sample nouns by one or other of the following adjectives :—

- nene, large, great.
- bende, small, slight, few.

— ngi, much, many, several. Sometimes translatable by the adverb very, when describing moral or physical qualities.

*The dash is put where the prefix is to be supplied, answering to the noun.*

#### CLASS 1.

<i>Singular.</i>	<i>Plural.</i>
<i>DI</i> cina, a root.	<i>MA</i> cina, roots.
* <i>BU</i> la, a town, village.	<i>MA</i> la, towns, villages.
* <i>BO</i> diko, a shelf.	<i>MA</i> diko, shelves.
* <i>BW</i> adi, a law.	<i>MA</i> di, laws.
* <i>These three forms of prefix each take bu for adjectival concord.</i>	
<i>KU</i> lebel, softness,	—
weakness, gentleness.	

#### CLASS 2.

*KAN*onge, a cane.      *TUN*onge, canes.

#### CLASS 3.

*KI*cini, a bit, piece.      *BI*cini, bits, pieces.

#### CLASS 1.

<i>Singular.</i>	<i>Plural.</i>
A great root—	Great roots—
<i>DI</i> cina <i>di</i> nene.	<i>MA</i> cina <i>ma</i> nene.
A large town—	Large towns—
<i>BU</i> la <i>bu</i> nene.	<i>MA</i> la <i>ma</i> nene.
A small shelf—	Small shelves—
<i>BO</i> diko <i>bu</i> bende.	<i>MA</i> diko <i>ma</i> bende.
A great law—	Great laws—
<i>BW</i> adi <i>bu</i> nene.	<i>MA</i> di <i>ma</i> nene.

Very soft, weak or gentle—

*Kulebela kungi.* (no plural).

Slightly soft—

*Kulebela kubende..*

CLASS 2.

A little cane—*Kanonge kabende.*

Little canes—*Tunonge tubende.*

Many little canes—*Tunonge tubende tungi.*

CLASS 3.

A small bit—*Kicini kibende.*

Small bits—*Bicini bibende.*

Many small bits—*Bicini bibende bingi.*

EXERCISE.

Fill in prefixes as required in :—

Dicina — bende. Macina — ngi. Bula  
— bende. Mala — bende. Bodiko — nene.  
Madiko — ngi.

Give Inkongo for :—

Many laws. Many small canes. Several  
small towns. Large bits.

LESSON 6.

Taking the same Classes 1, 2 and 3, we will now see the  
PRONOMINAL PREFIXES, as they are used before :—

(a) Possessive Pronouns.

(b) Verbs.

(c) Verbal Adjectives.

(d) Declinable Numerals.

These words usually follow the noun.

WORDS FOR EXERCISES.

(a) *Possessive Pronouns*—

-amene, my.	-ecu, our.
-ebe, thy.	-enu, your.
-anci or -enci,—	-abo, their.
his, or her.	

(b) *Verbs*—

-di, am, art, is or are.	-nengela, good, to be good.
-diko, is present.	-lebela, weak, soft, gentle.
-akadi, was or were.	

(c) *Verbal Adjectives*—

(d) *Declinable Numerals*—

-mo—mwe, one (concord repeated).	-nai, four.
-bidi, two.	-tano, five.
-satu, three.	-sambomo, six.

*Adverbs*—

Kunu, here.	Momu, in, herein, therein.
Koku, there.	Papa, on or by.
Yikwa, yonder.	

These adverbs may be used as Locatives at the beginning of a sentence, and in such case require the concord of *ku*, *mu*, and *pa*, respectively. (See Lesson 11.)

A noun in

CLASS 1.

BU, BO, BWA singular requires pronominal concord	BU
DI           "           "	DI
KU           "           "	KU
MA plural           "	A (Note).

## CLASS 2.

KA sing.	requires	KA
TU plural	„	TU

## CLASS 3.

KI sing.	„	KI
BI plural	„	BI

**STUDY** :—*Dicina dinene didi koku. Macina manene adi yikwa. Bula bwamene budi kunu. Mala anci (a-anci, Lesson 3) anai adi koku. Kulebela kwanci kudi kungi. Kanonge kabende kakadi kamene. Kanonge kyebe kadiko. (Remark : Ka-ebe. A collapses. But Inkongo natives here never say ke as we do in English ; there is always a y sound inserted, and the syllable must be written kye. Hence the above line appears as Kanonge kyebe kadiko). Kanonge kyecu kakadi kunu. Kanonge kyenu kadi kabende. Tunonge twabo tusatu twakadi yikwa. Kicini kiebe kiakadi kunu. Bicini bienci bidi bingi. (Remark : Under the influence of i, the 3rd pers. poss. becomes -enci.) Papa padi panengela. Dicina dinengela. Mala abo adi anengela. Kunu kudi kanonge kamene kabende. Momu mudi madiko mangi. Yikwa kudi bula bwanci.*

## LESSON 7.

The remaining Classes of Nouns may now be taken in hand.

## CLASS 4.

<i>Singular.</i>	<i>Plural.</i>
<i>LU</i> kasu, a hoe.	<i>N</i> kasu.
<i>LU</i> bilu, a run.	<i>M</i> bilu.
<i>LW</i> endo, a journey.	<i>NG</i> endo.
<i>LW</i> edi, a measure.	<i>NC</i> edi.
<i>LO</i> boko, earth, land.	<i>M</i> boko.

*Remark 1.*—This prefix followed by syllable beginning with *l* changes *l* to *d* in the plural.

<i>LO</i> leki, weaver-bird.	<i>N</i> deki.
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*Remark 2.*—Followed by initial *f, m, n, s,* or *x,* the prefix drops entirely for the plural, though this does not affect the question of concord.

<i>LU</i> sala, cooking-pot.	<i>S</i> ala.
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## CLASS 5.

<i>MU</i> ci, a stick, or tree.	<i>MI</i> ci.
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## CLASS 6.

<i>MW</i> Okulu, a rope.	<i>MI</i> Ekulu.
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## CLASS 7.

<i>MU</i> ntu, a person.	<i>BA</i> ntu.
<i>MW</i> ana, child, son.	<i>BA</i> na.

*Remark 1.*—Some nouns, names of persons, have no prefix in the singular, but take plural in BA.

Fumu, Chief, Lord.	<i>BA</i> fumu.
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*Remark 2.*—Occasionally a prefix in Mwo, if a personal noun, has plural Ba.

<i>MW</i> Odidi, rich man.	<i>BA</i> didi.
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## CLASS 8.

Irregular nouns without prefixes, same in singular and plural.

Ncolo, fowl.	Mbuta, sore.
Ncila, road.	Mbeki, cliff.
Ncibo, house.	Soka, axe.
Mpamba, cup.	Xenci, kind of animal.
Nkwasa, chair.	
Mesa, table.	Yixi, fish, etc.

NOUNS AND ADJECTIVES.

First as to the adjectival prefixes. (*See* Lesson 5).

Use the same adjectives—

- nene, large, great.
- bende, small, gentle, short.
- ngi, much, many.

Also—

- bi, bad, evil, wicked.

## CLASS 4.

Lukasu lubende, a small hoe.  
 Nkasu mibende, small hoes.  
 Lubilu lubende, a gentle run.  
 Mbilu mibende, small runs.  
 Lwendo lubende, a short journey.  
 Ngendo mibende, short journeys.  
 Lwedi lubende, a short measure.  
 Ncedi mibende, short measures.  
 Loboko lunene, the great earth.  
 Mboko mingi, many lands.

Loleki lubende, a small weaver-bird.  
 Ndeki mibende, small weaver-birds.  
 Lusala lubi, a bad cooking pot.  
 Sala mibi, bad cooking pots.

*Remark.*—From the above it will be seen that the adjectival concord of this Class is always *LU* in the singular and *MI* in the plural.

## CLASS 5.

Muci mubi, a bad stick.  
 Mici mibi, bad sticks.

## CLASS 6.

Mwokulu munene, a large rope.  
 Miekulu minene, large ropes.

## CLASS 7.

Muntu mubi, a wicked person.  
 Bantu babi, bad people.  
 Mwana mubende, a little child.  
 Bana babende, little children.  
 Fumu munene, a great chief.  
 Bafumu banene, great chiefs.

## CLASS 8.

The adjectival concords of irregular nouns are the same as Class 5.

*MU* singular and *MI* plural.

Singular—Ncolo, yixi, etc., *Munene*.  
 Plural— Ncolo, yixi, etc., *Minene*.

## LESSON 8.

How many Classes of Nouns ?

Give one example of each from memory.

WORDS TO LEARN.

Mpi, give me. Teka, put. Angata, fetch (sing.). Cwala, bring, carry (sing.). Xipa, kill. Ku, to or at. Mu, in. Pa, on.

TRANSLATE.

Give me my cane. Fetch the rope yonder. Give me a small bit. Bring my small hoe. The root is large. My town is there. His goodness is great (-ngi). Bring the measure here. Fetch a small stick. A naughty child. A petty chief. A big axe. A bad fowl. Many large sores. Many weaver-birds. Here are fowls; carry a large fowl to the house. Put the hoes in the house. Fetch a small chair; put the cup on the large table. At Lupopo was a large tree. Carry the small axe to their town. In thy house is a little child.

## LESSON 9.

Following on the lines of Lesson 6, we will complete the PRONOMINAL PREFIXES, for the Classes 4 to 8.

They are used before—

- (a) Possessive Pronouns.
- (b) Verbs.
- (c) Verbal Adjectives.
- (d) Declinable Numerals.

A Noun in

Class 4. Singular LU, etc., requires concord LU  
 Plural in N, M, } ... I, Y, or YI  
                   NG, NC }

Class 5. Singular MU ... U or u  
   modified, represented  
   by short sign over  
   vowel (˘).

Plural MI ... I, Y, or YI

Class 6. Singular MWO ... U, or u  
   modified as above.

Plural MIE ... I, Y, or YI

Class 7. Singular MU ... U, or A  
   (never the modified u).

Plural BA ... BA

Class 8. Singular Irregular Nouns ... U, or A  
   (never the modified u).

Plural Irregular Nouns ... I, Y, or YI

*Remark.*—Classes 4, 5, 6 and 8 have therefore the same concord in the plural.

The *UN*modified *u* in classes 5, 6, 7 and 8 is used before a consonant.

The *modified u* is used for concord of Classes 5 and 6, before a vowel; that is to say, the vowel takes the short sign over it, and is pronounced as though it were a diphthong with a light *u* in front. See Lesson 3, par. 2.

*A* is used in Classes 7 and 8, before vowels, and commonly disappears in rapid speaking (Lesson 3). But we sometimes write it to avoid ambiguity.

ILLUSTRATIONS.

*Loboko lwecu ludi lunene. Nkasu yabo idi mibende. Ndeki mingi idiko. Sala yamene minene. Muci amene unengela. Mici yenci yinengela. Mwokulu abo akadi kunu. Miekulu mingi idi yikwa. Muntu udi kunu; akadi koku. Bantu banci badi babi. Soka (Ncibo, etc.) amene udi kunu. (My axe is here). Soka yamene idi kunu. (My axes are here).*

LESSON 10.

We will now look at all the prefixes together.

	<u>NOUN</u> <u>prefix.</u>	<u>ADJECTIVAL</u> <u>prefix.</u>	<u>PRONOMINAL</u> <u>prefix.</u>
Class 1.	DI	DI	DI
	BU, etc.	BU(w)	BU(w)
	KU	KU(w)	KU(w)
	MA	MA	A
Class 2.	KA	KA(y)	KA(y)
	TU	TU(w)	TU(w)
Class 3.	KI	KI	KI
	BI	BI	BI
Class 4.	LU, etc.	LU(w)	LU(w)
	N, M, NG, NC	MI	I, Y, YI

Class 5.

MU	MU(w)	U or modified u*
MI	MI	I, Y, YI

Class 6.

MWO	MU	U or modified u*
MIE	MI	I, Y, YI

Class 7.

MU (personal names; also a few with no prefix).

	MU(w)	U, A
BA	BA	BA

Class 8. Irregular nouns, no prefix.

In singular	MU	U, A
In plural	MI	I, Y, YI

NOTES.

(w)—The *u* changes into a *w* before a vowel.

(y)—the *a* changes into a *y* before *e*.

\* (°)—This sign of modified *u* is placed over the succeeding vowel. Thus ä, ë, ï, ö.

REMARKS.

1. It will be seen that the prefixes DI-BU-KU; KA-TU-KI; BI-LU-BA (9 prefixes) pass entire as concords, *i.e.*, both adjectival concords, and pronominal or verbal concords. Memorise these.

2. To these we may add MA-MU-MI (the three M's), which pass entire for the adjectives. Memorise.

*Note.*—Class 6 is for all concord purposes the same as Class 5.

3. All the plurals which take *MI* as the adjectival concord, take I, Y, YI for the pronominal concord; *really dropping their consonant M.*

4. The plurals in *MA* give their vowel *a* as pronominal prefix, *dropping the consonant M.*

5. The only remaining ones which we have to consider are those singular nouns which, while they uniformly take *MU* for the adjectival concord, may require either *U*, *u modified*, (*u*), or *A* for the pronominal concord.

It is therefore recommended that attention be concentrated on these. They are the singulars of Classes 5, 6, 7 and 8. Of these, 5 and 6 go together. It will again be noted that the consonant *m* is dropped for the pronominal concord, and only the vowel is to be dealt with.

Re-read, therefore, the text of Lesson 9, and re-study the examples.

## LESSON 11.

In Lesson 5 the LOCATIVE PREPOSITIONS *KU*, *MU* and *PA* are given as qualifying words in the same way as nouns. This occurs when the idea of location comes first in the sentence. And it is also true of all compound words which contain these prepositions. Their concords as stated in Lesson 6, are *ku*, *mu*, and *pa*.

## LEARN.

<i>KU</i> , to or at	<i>MU</i> , in	<i>PA</i> , by or on
<i>Kunu</i> , here	<i>Momu</i> , in here or there	<i>Papa</i> , on or by here or there.
<i>Koku</i> , there.	<i>Yimwa</i> , therein.	<i>Yipa</i> , thereon by there.
<i>Yikwa</i> , thereto, or thereat.		
<i>Kunci</i> , at home, in the town, also outside of anything.	<i>Muxi</i> , beneath. <i>Munda</i> , within, inside.	<i>Paxi</i> , on the ground.

## GENITIVE CASE.

The English preposition "of," or the idea of "belonging to," is rendered in Inkongo by *-a*, which takes pronominal prefixes just as any ordinary pronoun.

*Dicina dia* mucu, the root of the tree.

*Ncolo a* fumu, the chief's fowl.

*Muci a* (u modified *-a*) ndeki, the tree of the weaver-birds.

*Muxi mwa* lusala, under the pot.

*Munda mwa* ncibo, inside the house.

## EXAMPLES.

*Paxi padi bantu basatu.* On the ground are three men.

*Kunci kwabo kudi bana babende banai.*  
In their home are ~~three~~ little children.

*four*

Teka soka isatu ya fumu munda mwa ncibo ; cwala nkasu yecu isambomo kunci. Put the three axes of the chief inside the house ; carry our six hoes outside.

Pa mesa yipa padi sala yebe isambomo ; teka lusala lumolumwe mu ncibo momu. On a table yonder are thy six pots ; put one pot in the house here.

## LESSON 12.

### EXERCISES.

Use and learn :—

- |                          |                    |
|--------------------------|--------------------|
| ✓ 1. Dimoma, fruit.      | Dilwa, leaf.       |
| ✓ Dibaxi, cloud.         | Buxitu, heaviness, |
| Bosala, lightness.       | heavy.             |
| -a bosala, light.        | -a buxitu, heavy.  |
| ✓ Kunengela, goodness.   | Kukola, hardness,  |
| Kucwa, sharpness.        | severity.          |
| 2. Kasadi, small knife.  | Kakula, camwood.   |
| ✓ 3. Kikaka, pine-apple. | Kintu, a thing.    |
| Kimbila, a friend.       |                    |
| 4. Lukuki, door.         | Lukita, grave.     |
| Ludimi, tongue.          |                    |
| 5. Mucima, liver, or     | Musadi, knife.     |
| heart (moral).           | Mukanda, book, or  |
| Muxeti, box.             | letter.            |
| 6. Mwoloko, heart (the   | Mwobebe, cob of    |
| organ).                  | maize.             |
| Mwokito, inheritance.    |                    |

- |                         |                   |
|-------------------------|-------------------|
| 7. Mukyelengi, white    | Muloxi, witch,    |
| man.                    | sorcerer.         |
| Mupandixi, Saviour.     | Mupangi, Creator. |
| Muna, man of, owner of. | Bena, people of.  |
| 8. Ncembi, God.         | Mputu, Europe.    |
| Ngulu, strength.        | Mbelo, doorway.   |
|                         |                   |
| Kalistu, Christ.        | Bena Kalistu,     |
|                         | Christians.       |

-a, of, belonging to.

-epe, short. -oso, any, all, every.

-nga, another.

In plural, more, } -kola, hard, to be hard.  
 some, other. } -lebelo, soft, to be soft, tender.

Yi, and, with.

Lelo, to-day.

Mankyelo, to-morrow or yesterday.

Pepe, near.

Nkyekyu, now.

### TRANSLATE.

Dimoma dia mucu. Bikaka bia mukyelengi bidi binene. Mu muxeti ěbe mudi bintu bingi. Ku Inkongo kudi bantu ba ndimi minga. Munda mwa ncibo anci mudi tukula tungi. Kasadi kyebe kadi kucwa. Muloxi udi yi bwalo bwanci bubu. Lukuki ludi ku mbelo a ncibo. Ku mbelo a ncibo kudi lukuki. Muci ānci udi mwepe. Tunonge twabo tudi masala. Lukita lwanci ludi lunene. Bena Kalistu badi yi (—have) micima yabo yilebela ; badi bantu banengela. Mwana a Ncembi udi kunengela ; udi munda mwa diulu nkyekyu. Bana ba Ncembi badi bangi ku loboko.