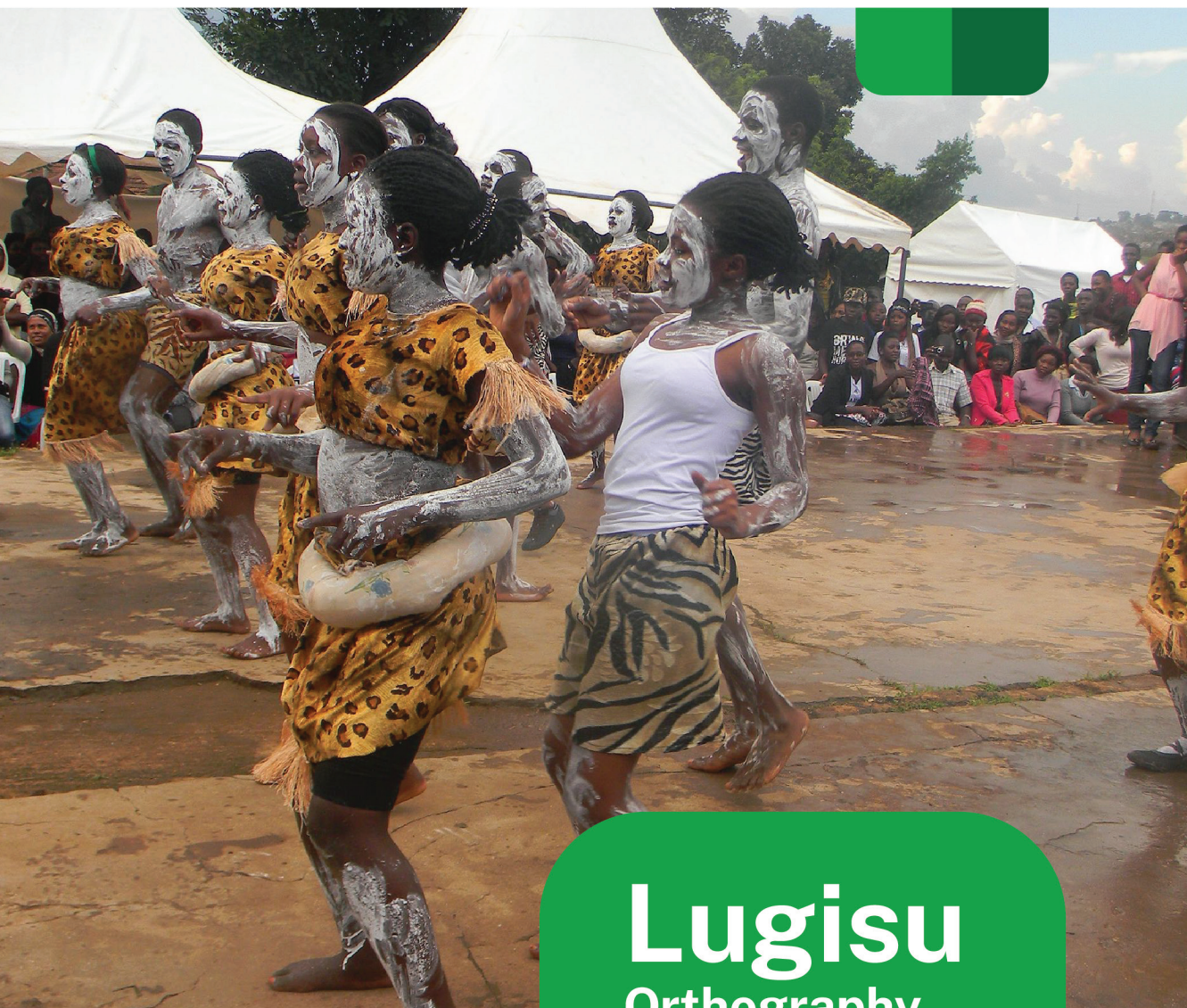




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NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



Lugisu

Orthography

2024

**Magambila ge
Kuhandiika Lugisu**



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Kuhandiika Lugisu**



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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

FIRST EDITION

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

ISBN: 978-9970-494-78-1

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Preface

This orthography gives rules for writing and reading Lugisu language. This is the first time a standard Lugisu Orthography is being introduced to the Bagisu community. Lugisu is a language spoken by the Bagisu, who are natives of Bugisu sub region on the slopes of Mt Elgon. Even if many of them are said to have migrated to the plains, most remain on the slopes of Mt. Elgon, their origin. The Bagisu are one of the ethnic groups of the Bamasaaba of Eastern Uganda and the Babukusu of Kenya and their language is closely related.

From time immemorial, Lugisu has been a language spoken without a standardized writing system. Many people had tried to write or translate materials from English and any other language into Lugisu but with no standard writing system, and as a result, the consumers of the product were faced with a lot of inconsistencies and ambiguities. Such inconsistencies and ambiguities prompted the development of a standard orthography.

The conclusion was arrived at after wide consultations with the National Curriculum Development Centre (NCDC), Summer Institute of Linguistics (SIL), the distinguished members of our families, and the Lugisu speech community in Sironko and Bulambuli districts, the northern community of Mbale City and Mbale District.

This orthography was developed based on modern socio-linguistic principles for designing orthographies. In the standardisation of the writing system, the writing team considered the sound system and grammatical structure, by analysing phonetics and phonology, aspects of grammar, and word formation processes (morphology) in different Lugisu dialects.

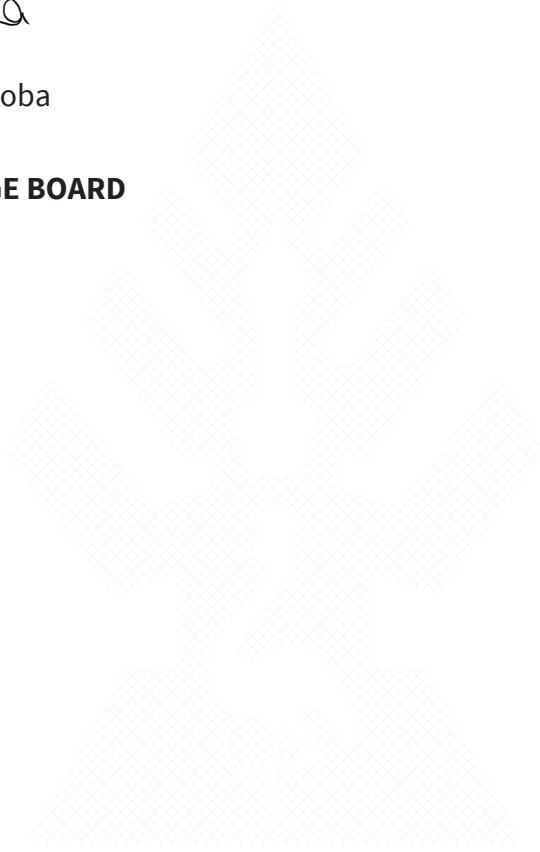
We believe this standardised Lugisu Orthography will make writing in Lugisu more meaningful, consistent, and understandable.

We are equally optimistic that the Ministry of Education and Sports (MoES), through NCDC, and other legal bodies will find this orthography relevant in the process of material development, and in writing and translating relevant documents for the benefit of the Lugisu speech community.



Mereth Buhule Guloba

**CHAIRPERSON,
LUGISU LANGUAGE BOARD
P.O. 34, Sironko**



Foreword

The adoption of the Thematic Curriculum and the introduction of the teaching and learning of local languages in Uganda's primary and secondary schools has led to increased demand for the development of instructional materials in the local languages. In this respect, orthographies have come to the forefront of literacy and instructional materials development.

As a core resource, orthography is a critical tool in the promotion of literacy in any language. It prescribes a set of spelling rules and therefore, a very fundamental tool for writers in both private and public domain. An orthography is a prerequisite for the development of any written material. As such, learners' books, teachers' guides, resource books, primers, storybooks, grammars, dictionaries, and all forms of written materials require the application of orthographic rules.

By establishing a common writing standard in the speech community, orthography rules help promote uniformity in spellings across different genres and forms of literature. The writing styles and spellings in any language must be consistent across all education levels, from Early Childhood, Basic Education (Primary and Secondary), and Tertiary levels. This uniformity in spelling is partly crucial in attaining better learning outcomes across different levels of education. It makes learning easier and less burdensome by avoiding contradictory spellings.

As a key player in the education system, it is the role of the National Curriculum Development Centre to holistically and unequivocally promote all Ugandan languages, albeit with the support of the local linguistic communities. The development of Lugisu orthography demonstrates a good example of the much-needed communal support in education. It is hoped that the development of this orthography will spur various literacy activities. We hope that the people will be inspired to read and write, and, a wide range of literature will be produced as a result of this orthography.

It is equally important to note that an orthography is a living document. As language changes, so does the orthography. This edition of the Lugisu orthography should therefore be regarded as a springboard for further research and should give birth to better and improved versions of the Lugisu orthography. Users are encouraged to read with diligence and the authors are encouraged to continuously get feedback from the users.

As a national institution, NCDC is cognizant of the linguistic situation in Uganda. Uganda is a multiethnic nation with many dialectal variations in most languages and Lugisu is no exception. This orthography has been consciously developed to cater for speech variations within the language. Enormous effort has been made in this orthography to ensure that, most, if not all, dialectal variations within Lugisu are catered for. It is hoped therefore that all variants of Lugisu will be able to find this orthography useful for their consumption.

I congratulate all the Bagisu for attaining this milestone and implore them to build upon it for posterity.



Dr Grace. K. Baguma

EXECUTIVE DIRECTOR

NCDC

Acknowledgements

We wish to thank IREAD Early Childhood Development and Summer Institute of Linguistics (SIL) Uganda and our lead consultant Mr Richard Ngoozi for their financial support and technical assistance that facilitated the extensive research and consultations necessary for writing the Lugisu Orthography.

We sincerely appreciate the Sironko District Education Committee for their invaluable guidance and support, and NCDC for the resources, expertise, and advice towards the development of this Orthography. Mr. Phillip Oketcho and Ms Oyaro Jennifer have been particularly very helpful in this process.

We would like to acknowledge the writers, the North Bugisu Language and Community Development Initiative (NBLCDI) Steering Committee members, for their tireless efforts and dedication to this cause: Mr Richard Masereje, Mr Cosma Busima Mafabi, Fr Bernard Bubolo, Mr Stephen Googo Nabende, Mr Samuel Mafabi, Ms Mereth Buhule Guloba, Rev. Betty Nabugomu, Ms Anastancia Manache, Mr Lenard Mafabi, Mr Nathan Masereje Muboolo, Dr Norah Madaya, Mr Henry Wamai, and Ms Irene Wanyenze. Their expertise and commitment were priceless in the completion of the writing process.

We also appreciate the input from the distinguished members of our families and the Lugisu speech community in Sironko and Bulambuli Districts, the northern community of Mbale City and Mbale District, and all those who contributed to the development of this Lugisu Orthography. Your insights and feedback were essential in ensuring that this Orthography accurately reflects the linguistic characteristics of Lugisu.

We are cognisant of the Ministry of Education and Sports (MoES) and the NCDC's role in recognizing the relevance of this Orthography in the development and translation of curricula and other materials. We are optimistic that this standardized Lugisu Orthography will enhance literacy and communication within and outside the Lugisu-speaking community, making writing in Lugisu more consistent and understandable.

Thank you all for your contributions and support.



Richard Masereje

PATRON

LUGISU LANGUAGE BOARD

Lugisu Summarised Spelling Rules

RULE 1: Lugisu shall use three categories of consonant sounds: plain consonants, geminates and consonant clusters.

RULE 2: Lugisu shall use the Geminates Bb, Mm, Nn, Pp, Dd, Ff, Tt, ṇṇ, at word initial, medial and final positions.

RULE 3: Most consonants in Lugisu can be preceded by a nasal sound without an intervening vowel except for consonants l, h, w, and y.

RULE 4: All other consonants can be followed by a w sound without an intervening vowel except consonants h, j, p, sh, and y.

RULE 5: In Lugisu, all other consonants can be followed by the sound y without an intervening vowel except c, j, f, v, ny, and w.

RULE 6: Lugisu shall use clusters resulting from incongruent vowel sequences.

RULE 7: Lugisu shall use 5 short vowels and 5 long vowels in writing.

RULE 8: Lugisu shall use the diphthongs ia, ie, io, iu.

RULE 9: The w sound heard in the place of vowel u at the prefix boundary next to a vowel initial root shall be represented with the letter -w-; and the y sound heard in the place of vowel i at the prefix and root boundary in vowel-initial word roots shall be represented with -y-.

RULE 10: In Lugisu [k] and [c] are written as distinct sounds whenever followed by the vowels a, e, o, and u

RULE 11: In Lugisu, some words are written with [k] but pronounced with [c] when the [k] is followed by [i]. This combination of [ki-] shall be pronounced as [ci-].

RULE 12: In Lugisu, some words are written with [g] but pronounced with [j] when the [g] is followed by [i].

RULE 13: Write [ki-] as [ky-] if the initial vowel of a root word begins with a dissimilar vowel i.e. a, e, o, u.

RULE 14: Write [gi-] as [gy-] if the initial vowel of a root word begins with a dissimilar vowel i.e. a, e, o, u.

RULE 15: In case the nasals [m, n, ny, ŋ] have caused nasalisation of a sound in the immediate environment, the resultant nasalised sound shall take the quality of the agent nasal.

RULE 16: Lugisu shall accept long vowels that appear in speech but not written.

RULE 17: Written Lugisu shall accept vowel lengthening in the prefixes of some words.

RULE 18: In writing Lugisu, vowel length shall be maintained even if there is no contrast with a short vowel, especially in cases where the vowel is naturally long.

RULE 19: Lugisu words and syllables, like any Bantu language end in vowel sounds. Therefore, syllables in Lugisu are only open syllables. Besides, Lugisu has both simple and complex syllables.

RULE 20: Lugisu shall not stress their syllables since the features show that Lugisu does not fall under stress languages. It is instead a tone language.

RULE 21: Although Lugisu is a tonal language, tone shall not be marked. Tone markers shall only be used in specialised texts like dictionaries and grammar books.

RULE 22: In Lugisu concrete nouns are written disjunctively in sentences.

RULE 23: In Lugisu abstract nouns are written disjunctively in sentences.

RULE 24: In Lugisu collective nouns are written disjunctively in sentences.

RULE 25: In Lugisu, proper nouns are written disjunctively in sentences.

RULE 26: Compound proper nouns shall have the first letters of each part capitalized.

RULE 27: Names of people and titles that do not originate from Lugisu shall either be transliterated, localised or written using the official foreign name.

RULE 28: All personal pronoun affixes shall be written conjunctively attached to either a verb or respective adjective.

RULE 29: All independent/self-standing personal pronouns shall be written disjunctively.

RULE 30: All possessive pronouns shall be written conjunctively attached to the respective noun class markers.

RULE 31: All demonstrative pronouns shall be written conjunctively and attached to the respective noun class markers.

RULE 32: All noun class prefixes function as relative pronouns as in the examples shown.

RULE 33: The relative marker -esi shall be written conjunctively with the appropriate noun class prefix marker to form an independent word.

RULE 34: In Lugisu, the interrogative pronouns hena (where), liina (when), lwokiina (why), kiina (what), and naanu ('who' strictly for persons) shall be written disjunctively.

RULE 35: The interrogative pronoun -tyena (how) shall be written conjunctively with the appropriate noun class prefix marker to form an independent word.

RULE 36: The reflexive pronouns (-ene) and (-nyene) shall be written conjunctively attached to the respective class markers.

RULE 37: The empathic pronouns (-ene) and (-nyene) shall be written conjunctively attached to the respective class markers.

RULE 38: The reciprocal pronoun form shall be written conjunctively attached to the verb root before the final vowel.

RULE 39: The indefinite pronouns shall be written conjunctively attached to the respective class markers.

RULE 40: Adjectives shall be written conjunctively attached to the respective noun class markers.

RULE 41: Verbs shall be written conjunctively attached to the respective subject prefix except in the imperative form or commands.

RULE 42: The auxiliary verbs in Lugisu shall be written conjunctively with the doer of the action and the main verbs in some cases, or the doer of the action and the helping verb.

RULE 43: Tenses shall be written conjunctively with the verbs.

RULE 44: Adverbs shall be written disjunctively as independent word forms.

RULE 45: Conjunctions shall be written as independent word forms except when assimilation and contraction occur. In cases of assimilation, an apostrophe shall be used to represent an assimilated sound or in other cases, the initial vowel of the personal pronoun is completely lost.

RULE 46: Prepositions shall be written disjunctively as independent word forms.

RULE 47: In Lugisu, all interjections shall be written disjunctively.

RULE 48: Ideophones shall be written, being spelled using the nearest possible sounds of Lugisu as heard during uttering of the ideophone.

RULE 49: Compound words shall be written either as a single word without a hyphen, single word with a hyphen or two separate words.

RULE 50: Reduplicated words shall be written as one word independent of other word categories.

RULE 51: Adopted words shall be spelled as pronounced normally in Lugisu.

RULE 52: The negative markers kaawo dda, ka, and kuleka shall be written as separate words in sentences, phrases or statements.

RULE 53: Negative affixes –ka-, and -ki- shall be attached to the respective word category in writing.

RULE 54: Associative markers shall be written disjunctively as independent words except where assimilation occurs.

RULE 55: Days of the week and months of the year shall be written by combining a class prefix and the respective numeral to form one word (unhyphenated or unapostrophised.)

RULE 56: Ordinal numbers shall be written by combining a class prefix and the respective numeral to form one word (unhyphenated or unapostrophised.)

RULE 57: Proper names (names of specific people and places) shall be written with the initial letter of the name capitalised.

Rule 58: In Lugisu, all names of colours shall be written using indigenous words. Where the words for specific colours do not exist, they shall be indigenised or localised.

RULE 59: In Lugisu all numbers above the values of ten shall be joined by 'na' 'ni' and 'mu'.



1. LUGISU ALPHABET/SOUNDS

An alphabet is a set of basic written symbols or graphemes that represent phonemes of certain spoken languages. Lugisu shall use 22 consonant phonemes and 5 primary vowels in its graphic representation of consonants and vowels, which may appear in both capital/upper case and small/lower case.

1.1. The General Consonant Sounds

a) Capital/Upper case

B C D F G H J K L M N N Y N P R S S H T V W Y Z

b) Small/Lower Case

b, c, d, f, g, h, j, k, l, m, n, ny, ɲ, p, r, s, sh, t, v, w, y, z

c) The Primary Vowel Sounds

d) Capital/Upper Case

A, E, I, O, U

e) Small/Lower Case

α e i o u

1.2. The Alphabet

The alphabet of Lugisu consists of 27 letters listed above in 1.1.

Notes:

- i) Symbols , **ny**, and **sh** represent single sounds, not sound clusters. Symbol **ny** represents the palatal nasal, otherwise phonetically symbolised by [ɲ]. Phonetically symbol **b** represents voiced bilabial plosive [b], also known as hard 'b'. Symbol **sh** represents the voiceless post-alveolar fricative [ʃ].
- ii) Doubled vowel letters: **αα**, **ee**, **ii**, **oo**, and **uu** each respectively represents the prolonged counterpart of the five basic short vowels.

iii) It is permitted that the letters representing the following two sounds may vary in style:

a may alternatively be written as /a/

g may alternatively be written as /g/

iv) Sound **r** and **v** often occurs in borrowed words such as (ireeki, irekitango, and ivesiti, ivani, ivanjili etc respectively)

1.3. Consonants

Consonant sounds are speech sounds produced by partially or completely blocking the airflow with your lips, tongue, or teeth. Unlike vowels, which allow air to flow freely, consonants create a distinct sound by obstructing the airflow.

RULE 1: Lugisu shall use three categories of consonant sounds: Plain consonants, Geminates, and Consonant clusters.

1.3.1. Primary Consonant Sounds

Lugisu has 22 primary consonants, as follows:

b	c	d	f	g	h	j	k	l	m
n	ny	ŋ	p	r	s	sh	t	v	
w	y	z							

Table 1: Examples of words where these sounds occur:

Phonetic symbol.	Grapheme/sounds	Example	Meaning
[β]	Bb	Itebe Kudabula	chair to reach
[b]			
[tʃ]	Cc	Ligoce Kucunga	ashes to strain/to sieve (a liquid)
[d]	Dd	Kadodi Kudidicisa	traditional drumbeat/dance to boil
[f]	Ff	Ifula Kufuna	rain to get/obtain

Phonetic symbol.	Grapheme/sounds	Example	Meaning
[g]	Gg	Umugoogo Kuyiiga	sister to hunt
[h]	Hh	Lihaasi Kuheela	grasshopper to breath
[dʒ]	Jj	Lijidini Kujesa	veranda to harvest
[k]	Kk	Kuuku Kuseka	grandmother to laugh
[l]	Ll	Mulilo Kulila	fire to cry
[m]	Mm	Imasodi Kukama	heifer to milk
[n]	Nn	Kisununu Kuniina	gonorrhea to step on
[ɲ]	NYny	Namunyinyi Kunyaanya	mosquito to chew
[ŋ]	Nŋ	Ijoma Kuŋoona	drum to tidy up
[p]	Pp	Mupapaali Kupima	pawpaw to measure
[r]	Rr	Ireeki Irekitango	rake rectangle
[s]	Ss	Lisuusi Kusimisa	smoke to extinguish
[ʃ]	Sh sh	Lusha Kusha	tree branch to grind
[t]	Tt	Itaala Kutoba	lamp to ripen
[v]	Vv	ivesiti kuvuga	vest to drive
[w]	Ww	Wokisingo Isawu Kuwuga	hippo pocket/bag to swim
[j]	Yy	Yaaya Kuyila	brother to take
[z]	Zz	Lizuune Kuuza	hair to go

1.3.2. Geminates

This is the doubling of a consonant sound in the same environment/position. Lugisu has eight geminates which are: Bb, Mm, Nn, Pp, Dd, ḡḡ, Ff, Tt. These geminates can occur both at word initial, word medial, and word final positions.

RULE 2: Lugisu shall use the Geminates Bb, Mm, Nn, Pp, Dd, ḡḡ, Ff, Tt at word initial, medial and word final positions.

Table 2: Examples of words with geminates

Sound	Words in Lugisu	Words in English
Bb	lub <u>bb</u> uwa kub <u>bb</u> anuka	Dust to thunder
Mm	Mmama	maternal uncle
Nn	Nnuna Annanagila Nnaliba	Suck Stammer A clan name
Pp	ippimbo	a cane/a walking stick/stick
Dd	Daaladda Iddalale	come what may a type of ant
ḡḡ	ḡonanḡona	organise
Ff	Liffa Kifaffa	hydrocele for women type of grass
Tt	Kitta	hydrocele for men

1.3.3. Consonant clusters

Consonant clusters or consonant sequences are a group of consonants which have no intervening vowel. This is a phonological process; it is automatic and so does not need a rule to guide the writer.

Lugisu has both prenasalised and non-prenasalized consonant clusters which are either with two or three consonants.

1.3.4. Prenasalised Consonant Clusters

RULE 3: Most consonants in Lugisu can be preceded by a nasal sound without an intervening vowel except for consonants *l*, *h*, *w*, and *y*.

Table 3: Examples of clusters with prenasalised sounds

Grapheme	Clusters	Examples	Meaning in English
B	Mb	kubala=> mb ala kabwa=>im bw a	To count=> I count small dog => dog
Bb	mb	ik um bo	elbow
D	nd	lib on do	blister
G	ng	mug on go	back
J	nj	in j e	ant/termite
M	mm	kammanyila da	He did not get used to me
N	nn		See section on nn
Nŋ	ŋŋ		See section on ŋŋ
Z	nz	in z ala	hunger

Table 4: Examples of two consonant clusters which are non-prenasalised.

Sounds	Clusters	Examples	Meanings in English
Z	zw	Muzwazwa	A piece of meat scraped from fresh animal skin.
S	sw	Kuswala	To be ashamed
D	dw	Idwaya	A cook
B	bw	Bwaceele	It is morning
C	Cw	Cwe	Whiteness

Sounds	Clusters	Examples	Meanings in English
K	Kw	Umukwana	Twin
L	Lw	Bulwale	Sickness
M	Mw	Mwanyi	coffee
N	Nw	Bunwanwa	Beard
Ny	Nyw	Kunywa	To drink
ŋ	ŋw	Kinwenwe	Type of weed
S	Sw	Kuswala	To be ashamed
T	tw	Kitwe	Water well

Table 5: Examples of three consonant clusters

Clusters	Examples	Meanings in English
Mbw	mbwa	A dog
Ngw	mucungwa	An orange
Bbw	Kubbwamuka	To suddenly be made wide open
Nzw	Inzwala	Meat scraped off from dry animal skin

NOTE: Prenasals are of three types:

- 1) where the prenasal is innate to the word root;
- 2) where the prenasal is an affix (normally word-classes 9/10 markers, see tables 8 page 9, below); and
- 3) where, in modified verbs, there is first-person singular pre-verbal subject agreement marking, which is normally either of the nasals *m*, *n*, *ny*, or *ŋ*.

However, when *b* and *bb* are prenasalised, they tend to sound in the same way as *mb*/as seen in the examples above.

1.3.5. Consonant clusters due to labialisation

RULE 4: All other consonants can be followed by a *w* sound without an intervening vowel except consonants *h, j, p, sh,* and *y*.

Sounds *f* and *v*, whenever appearing before vowels *a, e, i,* and *o*, are pronounced as if labialized i.e., clustered with sound *w*. However, before the vowel *u*, the labialization is not heard. Technically, therefore, sound *f* appears to be the sub-sound, and *fw* as the main sound. whenever the two sounds occur, they shall be symbolized similarly as *f*. Examples are:

Table 6: Examples of consonant clusters due to labialization

Grapheme	Cluster	Examples	Meaning
F	-	Kufa	to die
	-	Masifa	remains of local millet beers
	-	Mafi	feaces
V	-	Vesiti	vest
	-	Kuvuga	to drive
		Mafabi	name of a person
B	mbw	imbwa	dog

1.3.6. Consonant clusters due to palatalization

RULE 5: In Lugisu, all other consonants can be followed by sound *y* without an intervening vowel except *c, j, f, v, ny,* and *w*.

Palatalization on a consonant shall be marked by the letter *y*, except on consonant *n*, where instead of *y*, the letter *i* shall be used, hence the cluster *ni*. Although *i* is a vowel symbol, here it is a proxy for *y* since the symbol *ny* already exists, symbolizing palatal nasal sound [ɲ].

Table 7: Examples of consonant clusters due to palatalization

Grapheme	Cluster	Examples	Meaning
B	by	ku by ala	to plant
Bb	bby	bbya	beer
D	dy	bi dyo	food
G	gy		See section 3.2.2.3 on gy
K	Ky		See section 3.2.2.3 on ky
L	ly	bilyo	food (see also section 3.2.2.1)
M	my	myaka	years (see also section 3.2.2.1)
	ni	bunini	Sap
Py	py	pye pye pye	nicely done thing (ideophone)
	mp	im pongwa	valley
S	sy	masi sy e	Dung
T	ty	ku ty a	to fear
	mby	imbyabya	scar from fire burn
	ndy	muw ondy e	cholestorol milk

Noun Classes with Consonant Clusters

Nouns in Lugisu like in any other Bantu language carry a prefix that indicates the noun class and noun number. A good understanding of these structures is vital for getting the word/phrasal spellings correct.

RULE 6: Lugisu shall use clusters resulting from incongruent vowel sequences

Table 8: The table below shows how the phenomena described above manifest in the written form.

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	/ Examples of the conjugation in the phrase/sentence	English
1)	(U)MU-	(U)MW-	W-	<p><u>U</u>muceyaatu wesi wokuboolako uti amenya hano kiina, aziile?</p> <p><u>U</u>mwolesi wose annomele ati nze immaliilize lisoma.</p>	<p>Has the old woman, whom you told us lived here gone?</p> <p>My guide told me that I go and complete my studies.</p>
	-	-	W-	<p>Senje <u>w</u>o Gudoyi agoboole mudikini <u>w</u>'ingila mu nzu.</p>	<p>Gudoyi's aunt returned morning and entered the house.</p>
2)	BA- (BA)BA -		BA-	<p><u>B</u>aceyaatu besi w'okuboolako uti <u>b</u>amenya hano kiina baziile?</p> <p><u>B</u>oolesi boose <u>b</u>annomele <u>b</u>ati nze mmale lisoma.</p> <p><u>B</u>asenje <u>b</u>a gudoyi <u>b</u>agoboole mudikini <u>b</u>'injila mu nzu.</p>	<p>Have the old women whom you told us that they live here gone?</p> <p>My guides told me that I go and complete</p>

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	/ Examples of the conjugation in the phrase/sentence	English
					my studies. Godoyi's aunts returned this morning and entered the house.
3)	MU- (GU)M U-	MW- GUMW-	GU-/GW-	<p>Peeneko <u>mugosi mukale ugwo gundi gyesi</u> ubeele nagwo.</p> <p>Gumwikoyo mu baatu <u>gwawamo</u>, ni <u>gumutindo gwe</u> bibiitu kaamo.</p>	<p>Assist me with the other old rope which you had.</p> <p>People no longer have joy, neither are things up to standard anymore.</p>
4)	MI- (GI)MI -	(GI)GY-	GI-/GY-	<p>Peeneko <u>migosi mikale igyo gindi gyesi</u> ubeele nagyo.</p> <p><u>Gimiikoyo</u> mu baatu <u>gyawamo</u>, ni <u>gimitindo gye</u> bibiitu kaamo.</p>	<p>Assist me with the other old ropes which you had.</p> <p>People no longer have joy, neither are things up</p>

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	/ Examples of the conjugation in the phrase/sentence	English
					to standard anymore.
5)	(L)I- LILI-	LY- LILY- -	LI-/LY- LI-/LY-	<p>Liwondo <u>ly</u>esi kudiile Celeelo ke<u>li</u>beele <u>li</u>layi da.</p> <p><u>Li</u>lyolu <u>lye</u> wokisingo nilyo <u>li</u>fuuta bubalaayi ku kibala kuno.</p>	<p>The pumpkin we ate today was not good.</p> <p>The nose of the hippopotamus is the largest in this world.</p> <p>It rained so heavily that the wall collapsed.</p>
6)	MA- (GA)M A-		GA-	<p>Mawondo <u>ge</u>si kudiile celeelo kegabeele <u>ma</u>layi da.</p> <p><u>Ga</u>moolu ga wokisingo nigo <u>ga</u>fuuta bubalaayi ku kibala kuno.</p>	<p>The pumpkins which we ate today were not good.</p> <p>The nostrils of a hippopotamus are the widest in this</p>

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	Examples of the conjugation in the phrase/sentence	English
					world.
7)	KI-	KY-	KI-/KY-	<p>Kiguuga <u>ky</u>'owo kyesi usaalikamo bak<u>il</u>anga batyena?</p> <p>Ayila <u>ki</u>tabu <u>iki</u> ak<u>id</u>uuma mu meezi ak<u>ib</u>uusaga <u>ky</u>osi.</p>	<p>What is the name of the clan from which you are born?</p> <p>He/she took this book, threw it in the water, and spoilt it.</p>
8)	BI- (BI)BI-	BY- (BI)BY-	BI-/BY- (BI)BY-	<p>Biguuga <u>by</u>enye byesi musaalikamo bab<u>il</u>anga batyena?</p> <p>Ayila <u>bi</u>tabu <u>ibi</u> ab<u>id</u>uuma mu meezi ab<u>ib</u>usaga <u>by</u>osi.</p>	<p>What are the names of the clans from which you are born?</p> <p>He/she took the books, threw them in the water, and spoilt all of them.</p>
9)	(I)N-		YA-	<p>Ikaafu <u>ye</u> Madaya <u>ye</u>saala imoosi ne itemu <u>yeg</u>iluma</p>	<p>Madaaya's cow delivered a</p>

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	/ Examples of the conjugation in the phrase/sentence	English
				<p>yaafa.</p> <p>Imbwa <u>y</u>edimisile ingoko paka <u>yaagiduya</u> <u>yaagiluma</u>.</p> <p>Inda innumile paka yakasisa liilo kweza mu zimoni.</p> <p>Inyama y'embusi</p> <p>Mubugulile injoma ikale</p>	<p>calf and a snake bit it to death.</p> <p>The dog chased a hen until it got it and bit it.</p> <p>A louse bit me and I could not sleep.</p> <p>Goat's meat.</p> <p>Pick for him/her the old drum.</p>
10)	(ZI)N-		ZA-	<p>Zikaafu <u>z</u>e Madaya <u>z</u>esaala zimoosi ne zitemu <u>z</u>eziluma zaafa.</p> <p>Zimbwa <u>z</u>edimisile <u>z</u>ingoko paka <u>zaziduya</u> <u>zaziluma</u>.</p> <p>Zinda zannumile paka zakaasisa liilo</p>	<p>Madaaya's cows produced calves and were bitten by snakes to death.</p> <p>The dogs chased hens until they got them and</p>

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	Examples of the conjugation in the phrase/sentence	English
				<p>kweza mumoni.</p> <p>Zinguudo <u>zi</u>iza ku zikungu z'eweefe zabulaga.</p>	<p>bit them.</p> <p>Lice bit me and I could not sleep.</p> <p>The roads to our mountains are spoiled.</p>
11)	lu- (lu)lu-	lw- (lu)lw-	lu-/lw- (lu)lw-	<p>Luguudo <u>lu</u>uza ku lukungu <u>lw'</u>eweefe <u>lw'</u>abulaga.</p> <p><u>Lulu</u>uzi <u>lw'</u>e Bugiboni lwomile, <u>lw</u>awelemo meezi.</p>	<p>The road to our mountain is spoiled.</p> <p>Bugiboni River has dried, and the water is finished.</p>
12)	(ka)ka-		ka-	<p><u>K</u>akaana kase naa<u>k</u>alekille hango <u>k</u>ali kwinyaha.</p>	<p>I have left my small girl playing at home.</p>
14)	bu- (bu)bu -	bw- (bu)bw-	bu-/bw- (bu)bw-	<p><u>Bu</u>ukaana <u>b</u>wose naa<u>b</u>ulekille hango <u>b</u>uli kwinyaha.</p> <p>Bubwayi <u>b</u>we bibyayo <u>b</u>uli ni gumudambo mugali.</p>	<p>I have left my small girls playing at home.</p> <p>Grazing animals is a misery.</p>

Word - Class	Class Prefix	Modified Prefix	Concord Agreement	/ Examples of the conjugation in the phrase/sentence	English
15)	ku- (ku)ku-	kw (ku)kw-	ku-/kw- (ku)kw-	kulima <u>kwe</u> bulaazi <u>kwe</u> gumutindo <u>kulimo</u> mapeesa.	Standard cultivation of irish potatoes is profitable.
16)	Ha		ha	<u>Hango</u> <u>heefe</u> <u>hano</u> kekugana baana balendaafu/	We do not need dull children at our home.
17)	Ku (ku)ku	kw-	(ku)-/kw-	<u>Kutulo</u> <u>kwe</u> luguudo <u>nikwo</u> kulayi kwe kujendela.	It is safe to move at the side of the road.
18)	Mu	mw-	(mu)-/mw	Yiliila baceyaatu <u>mugaati</u> <u>mu</u> nzu <u>mwawe</u> .	Take bread to the old women in their house.
20)	gu-	gw-	gu-/gw-	<u>Gusaala</u> <u>gwogwile</u> kiilo <u>gwakubba</u> haasi inzu.	The tree fell at night and hit the house down.
22)	ga-	ga-	ga-	<u>Gaaseeza</u> <u>gaameesi</u> keg a bamo maani kutamba milimo.	Men who are drunkards have no strength to work.
23)	I			Ifula ili kukubba iweefe i Bunakuusi.	It is raining at our place Bunakuusi.

1.3.7. Vowels In Lugisu

Vowels are the sounds produced when air flows freely out of the mouth without any obstruction by the lips, tongue, or teeth.

1.3.8. The Short vowels

The short vowels are the five primary vowels whose letter names, and sounds are the same. They are a, e, i, o, u.

Table 9: Examples of words with short vowels

Sounds	Words in Lugisu	Words in English
A a	amanya	she/he knows
E e	emile	she/he is standing
I i	ingoko	chicken
O o	ola	she/he reaches/arrives
U u	umwana	child

1.3.9. The Long vowels

Long vowels are doubled and appear in sequence in words. Once used in words, they change meaning. They include: aa, ee, ii, oo, uu.

Table 10: Examples of words with long vowels

Sounds	Words in Lugisu	Words in English
Aa	maaya	belligerence/war mongering
Ee	buyeedi	support/help
Ii	lisiina	name
Oo	umugooosi	husband
Uu	umuutu	person

RULE 7: Lugisu shall use 5 short vowels and 5 long vowels in writing.

1.3.10. Diphthongs

In the production of a diphthong, the tongue glides from one vowel to the next before completing the articulation of the first vowels.

RULE 8: Lugisu shall use the diphthongs ia, ie, io, iu.

Table 11: Examples of words with diphthongs

Sounds	Words	Meaning in English
la	muniala	immature banana
le	kunie	let's defecate
lo	miniongo	culture
lu	ikiminiu	a snail

1.3.11. Vowel Assimilations/Dissimilar Vowel

As we can see in the table below, word-class markers in Lugisu are prefixes comprising a consonant plus a vowel or only a vowel (e.g. Classes 5 and 9). Therefore, when the prefix comes before a vowel-initial root and the root's vowel is dissimilar to that of the prefix, the prefix's vowel suffers alteration in various ways as follows:

1.3.11.1. Dissimilar Vowels

Table 12: Examples of words with dissimilar Vowels

S/N	Prefix Vowels	Root vowels	Resultant Vowels	Examples	English
	U u	I O	w w	umu- izukulu umwizukulu ku-ola = kwola	grandchild to arrive
	I	A	Y	mi-ana = myana	ugly/bad children

S/N	Prefix Vowels	Root vowels	Resultant Vowels	Examples	English
	A	I	E	gama-izi = gamezi / gama-ino = gamenno	water teeth
	A	O	O	gama-olu = gamoolu / gama-oce = gamooce	nose roasted banana
	U	O	O		
	E	O	O		
	I	O	Y	bi-bi-ole = byole / bi- bi-osi = byosi	bald head heart burn

RULE 9: The *w* sound heard in the place of vowel *u* at the prefix boundary next to a vowel-initial root shall be represented with letter *-w*; and the *y* sound heard in the place of vowel *i* at the prefix and root boundary in vowel-initial word roots shall be represented with *-y*. Recommendation of such a spelling is based on the fact that, in this language, such consonant-semi vowel clusters are widely attested inside the word roots.

Examples:

umwana	‘child’	not * <i>umuana</i>
gumwikoyo	‘joy’	not * <i>gumuikoyo</i>
(bi)byambaaso	‘thoughts’	not * <i>(bi)biambaaso</i>
(lu)lwiga	‘horn’	not * <i>(lu)luiga</i>
kwigonzelela	‘beg’	not * <i>kuigonzelela</i>

NOTE: In other cases where, in the event of possible occurrence of an incongruent vowel sequence, the preceding vowel assimilates to the one ahead, or it is dropped/elided, or else an intervening semi-vowel is inserted between the two vowels to break the unpermitted sequence. For example

ku- ola	=>	kwola	‘to reach/arrive’
o- ola	=>	woola	‘you (2Sg) reach/arrive’
mu- ola	=>	mwola	‘you (2Pl) reach/arrive’
o- ola	=>	yoola	‘he/she reaches/arrives’
ba- ola	=>	boola	‘they reach/arrive’
ke-a-ola	=>	kaayola/keyoola	‘he/she does not reach/arrive’

1.3.11.2. When to use ‘k’, ‘c’, and ‘ky’

RULE 10: In Lugisu [k] and [c] are written as distinct sounds whenever followed by the vowels *a*, *e*, *o*, and *u* as in the following examples:

with ‘a’	kukama	‘to milk’	kucaama	‘to defecate’
with ‘e’	kukeekeleza	‘to use sparingly’	kuceba	‘to spit/circumcise’
with ‘o’	kukola	‘to do’	umuco oli	‘an Acoli person’
with ‘u’	kukubba	‘to beat’	kucuus anisa	‘to exchange’

RULE 11: in Lugisu, there are some words that are written with [k] but pronounced with [c] when the [k] is followed by [i]. This combination of [ki-] is pronounced as [ci-] as in the following examples:

‘stockings’	isokisi (zisokisi/gisokisi)
‘saucepan’	iseepiki (ziseepiki/giseepiki)
‘to dance’	kukina
‘morning’	mudikini

RULE 12: In Lugisu, some words are written with [g] but pronounced with [j] when the [g] is followed by [i]. This combination of [gi-] is pronounced as [ji-] as in the following examples:

Micungwa gibeele hano naanu agidiile?		not *jibeere, ajidiile
Lugisu	‘name of language’	not *Lujisu
Bugitiimwa	‘place name’	not *Bujitiimwa
Gimei/Gimuguuni	personal name	not *Jimei/Jimuguuni
Liigi	‘egg’	not *liiji
kunigina	‘to shiver’	not *kunijina
mafugi	‘blood’	not *mafuji
igidubi	‘shield’	not *ijidubi
igilaasi	‘glass’	not *ijilaasi
magoogi	‘contemporary’	not *magooji

RULE 13: Write [ki-] as [ky-] if the initial vowel of a root word begins with a dissimilar vowel i.e. a, e, o, u.

Examples include:

- Ki-ana = kyana
- Ki-ese = kyese
- Ki-ose = kyose
- Ki-uma = kyuma

RULE 14: Write [gi-] as [gy-] if the initial vowel of a root word begins with a dissimilar vowel i.e. a, e, o, u.

Examples include:

- a) gi-ama = gyama
- b) gi-ese = gyese
- c) gi-ose = gyose
- d) gi-oma = gyoma
- i) Migosi gyose gyakaadiwile ‘my ropes have turned old’.
- ii) Micungwa gibeele hano gyesi kwogula gyatobile ‘The oranges we bought that were here have ripened.’

1.3.11.3. Spellings involving nasalisations

In Lugisu, the nasals [m, n, ny, ŋ] can cause nasalisation to either an immediate preceding or/following sound.

RULE 15: In case the nasals [m, n, ny, ŋ] have caused nasalisation of a sound in the immediate environment, the resultant nasalised sound shall take the quality of the agent nasal as demonstrated below:

/m/ - /n/ <m> : kaammanyile ka-a-n-manya

/n/ - /l/ <n> : kaannimiile ka-a-n-lima

 kaannumile ka-a-n-luma

 kaannindile ka-a-n-linda

/ny/ - /n/ <ny>:

/ŋ/ - /n/ <ŋ> : ŋŋoone n-ŋoona

In some environments, however, [n] will cause [l] to become /d/ as in the following examples:

/n/ - /l/ <d> : kaandobeele ka-a-n-loba

- (2) Where a word belongs to class 9/10 (thus, it begins with a class prefix that is nasal, (see table in 3.2.2) and its root also begins with a nasal consonant, as in

im undu ki-mundu	‘gun(s)’	i.e. <i>im</i> -mundu	cf. zim undu, <i>ka</i> -mundu,
in nanga bu-nanga	‘piano’	i.e. <i>in</i> -nanga	cf. <i>zin</i> -nanga, <i>ka</i> -nanga,
in nyaanya nyaanya	‘tomato’	i.e. <i>in</i> -nyaanya	cf. <i>zin</i> -nyaanya, <i>ka</i> -
in nyama	‘meat’	i.e. <i>in</i> -nyama	cf. <i>zin</i> -nyama, <i>ka</i> -nyama
in nyeeni	‘fish’	i.e. <i>in</i> -nyeeni	cf. <i>zin</i> -nyeeni, <i>ka</i> -nyeeni
in g aanu	‘wheat’	i.e. in g -aanu	cf. <i>zin</i> -g-aanu, <i>ka</i> -g-aanu

- (3) When to write /nn/. Where a first-person singular nasal marker (discussed in 1, above) or the word-class 9/10 prefix (discussed in 2, above; also in section 3.2.2) is before a word root that has sound ‘l’ at its beginning, and then the prefix / ‘l’ to become ‘d’ (and the thus written as *nd*, as in *kulila* > *ndila* ‘I cry’; *kuleka* > *ndeka* ‘I leave’). However, instead, we hear only the nasal spoken that slot, and shall be written **nn**.

Table 13: Examples of words with sound /nn/

	Phrase/sentence	Meaning	Derivation
1)	innanga ewe	‘It is you I’m calling.’	from ku- <u>l</u> anga i.e., in (l > d)anga in (d > n)anga
2)	konnangile da	‘you have not called me’	from ku- <u>l</u> anga i.e., k-o- n (l > d)angile k-o- n (d > n)angile
3)	innima buli kifuku	‘I dig everyday’	from ku- <u>l</u> ima i.e. in (l > d)ima in (d > n)ima
4)	zinnimi zeenywe	‘your tongues’	from lu- <u>l</u> imi i.e., zin (l > d)imi zin (d > n)imi

	Phrase/sentence	Meaning	Derivation
5)	n nombeleko	‘please, pray for me’	<i>from ku-lom<u>b</u>a</i> i.e. n(l > d)ombeleko n(d > n)ombeleko
6)	a nnumile butafu	‘she bit me sharply’	<i>from ku-lu<u>m</u>a</i> i.e. an(l > d)umile an(d > n)umile

Table 14: A summary of the short and long vowel distinctions with their meanings presented in minimal pairs

Vowel length	Words	Meaning in English
A	mala	finish
Aa	maala	smear with dung or soil
	saba	pray
	saaba	wash hands
E	kumela	to sprout/germinate
Ee	kumeela	to get drunk with alcohol
	kumema	to be sharp
	kumeema	to carry on the back
I	lusisi	a grinding stone
li	lusiisi	foul smell of faeces
	kulila	to cry
	kuliila	to use something for eating
O	kutola	to pluck vegetables
Oo	kutoola	to subtract

Vowel length	Words	Meaning in English
	umugosi	a difficult person
	umugoosi	a man of dignity
U	kubusa	to spoil things
Uu	kubuusa	to gather together
	kufuta	to pluck feathers
	kufuuta	to lead

Below are more examples of words with short and long vowels:

Notes: Some words have sequences of similar vowels. These come at points in a word where, during word construction, similar-looking vowels that are part of different morphemic (i.e., grammatically meaningful) syllable affixes meet, although not a long vowel per se, writers should care to spelling with the two vowels. The cases as demonstrated below.

- i) Where the affix vowel falls next to a word root that begins with a vowel similar to the affix vowel, the two vowels are not considered as a long vowel. This applies to all the primary vowels. For example:

baana baaganila ‘Children are cordial’ from **ba-ana** **ba-aganila**
ka-ana **ka-aganila**
mw-ana **a(y)-**

agaanila

kiini

from **ki-ini** ‘liver’

bi-ini ‘much liver’

muunyu

from **mu-unyu** ‘salt’

gu-unyu ‘much bad

salt’

aadya

from **a-a-dya** ‘he -past

tense- eat’

1.3.12. Vowel lengthening not written but heard in speech

RULE 16: Lugisu shall accept long vowels that appear in speech but not written.

In Lugisu, there are instances where lengthened vowels can be heard in speech, but the lengthening is not considered contrastive i.e., it does not affect meaning of the word.

Such length is predictable or automatic, i.e., the speakers will always pronounce those words with that vowel lengthened regardless of whether it is written or not as in the following examples:

Table 15: Example of words with long vowels that appear in speech

Kuubimba	‘to swell’	Not	*kubiimba
Ligumba	‘bone	Not	*liguumba
Mudambo	‘hardship’	Not	*gumudaambo
Indubi	’basket’	Not	*iindubi
Umusinde	‘boy’	Not	*umusiinde
Senje	‘aunt’	Not	*seenje
Zingubo	‘clothes’	Not	*ziingubo
Mugongo	‘back’	Not	*mugoongo
Kwisinga	‘to bathe’	Not	*kwiisiinga
Liigonzo	‘wound’	Not	*ligoonzo
Musanvu	‘seven’	Not	*musaanvu
Buyonjo	‘cleanliness’	Not	*buyoonjo

1.3.13. Vowel lengthening before clusters of nasal-plus-consonant

Vowels that precede nasal-plus-consonant clusters are pronounced with a slight prolonging than normal short vowels. Such lengthening does not add to the meaning of such words, nor does sounding it properly lengthened distort the word's meaning. As such, in such environments, we shall simply write a single vowel. The same rule also applies to consonants + semi vowels combinations (w and y). For example:

Consonant + w

Bwo/ngo	'brain'	not	<i>*bwoongo</i>
Bunwanwa	'beards'	not	<i>*bunwaanwa</i>
Mukwaha	'armpit'	not	<i>*mukwaaha</i>
Kulwala	'to be sick'	not	<i>*kulwaala</i>
Kweza	'to come'	not	<i>*kweeza</i>
	'to plant'	not	<i>*kubyaala</i>
Consonant + y			
Kubyala			
Nabutyeso	'maize'	not	<i>*nabutyeeso</i>

NOTE: Sound 'ny' is not a nasal-plus-consonant cluster. Therefore, the rules on nasal + consonant combination do not apply.

RULE 17: Written Lugisu shall accept vowel lengthening in prefixes of some words.

As noted **above**, nouns in Lugisu consist of an obligatory word-class prefix. In some words, the prefix's vowel is prolonged because a noun class in Bantu Languages has two parts. The first part is called augment/pre-prefix (initial vowels), and the second part is the noun class marker. In some words, the noun class marker has lost a consonant leaving behind a vowel while the augment has retained the consonant and its vowel. Because of this, in pronouncing these nouns a long vowel is heard. The prolonging of the vowels reflects the actual morphological structure of the words in Lugisu. The orthography, therefore, should write these words with their long vowels, as in examples below:

Examples:

Writing	In speech	Meaning in English
baajeni	not bajeni/bageni	visitors/guests
liibega	not libega	shoulder
luupapula	not lupapula	paper
luupapa	not lupapalilo/lupapa	wing
kiijele	not kijele	leg
kuumila	not kumila	to swallow
kuutula	not kutula	to exit/to get out
ziisayaa	not zisaya	cheeks
buulo	not bulo	millet

RULE 18: In writing Lugisu, vowel length shall be maintained even if there is no contrast with a short vowel especially in cases where the vowel is naturally long.

For example

kuhandiika	we write
kuuhandiika	to write
kugula	we buy
kuugula	to buy

2. THE SYLLABLES IN LUGISU

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.

RULE 19: Lugisu words and syllables, like any Bantu languages end in vowel sounds.

Therefore, syllables in Lugisu are only open syllables. Besides, Lugisu has both simple and complex syllables

Table 16: Examples of the syllable structure found in Lugisu

S/N	Syllable Structure	Words in Lugisu	Meaning In English
1)	Ccv	eya	eat
2)	Vcv	Aza	He goes.
3)	Cvcv	litu	a leaf
3)	Vcvcv	Agana	He wants.
4)	Cvvcv	liilo	sleep
5)	Vcvvcv	Anaapa	He will give.
6)	Vcvvcv	Apeepe	He gave me.
7)	Vccvcv	Ungana	You love me.
8)	Cvccvcv	kigwato	clothing
9)	Vccvcvcvcv	Indwalilila	I am sickly.
10)	Cvcvccvcv	Kwadumbusa	We stir.
11)	Vccvcvcvcvcv	Anzaganisiile	She delivered it to me.
12)	Vcvccvvcvcv	Ahandiikile	He has written.

Key :C= Consonant; V= Vowel

3. STRESS VERSUS TONE IN LUGISU

A stress language is one where the rhythm is determined by the placement of stressed syllables. These syllables are pronounced with greater emphasis, length, and pitch than unstressed syllables.

3.1. Stress in Lugisu

Lugisu is not a stress language because a stressed syllable is characterised by the following features most of which do not manifest in the language.

- i) The pitch of a stressed syllable is higher than the surrounding syllables.
- ii) Stressed syllables are longer.
- iii) In most cases, stressed syllables have heavy vowels (long vowels, diphthongs or triphthongs).
- iv) They are produced with some amount of energy compared to the surrounding syllables.

RULE 20: Lugisu shall not stress their syllables since the above features show that Lugisu does not fall under stress languages. It is instead a tone language.

3.2. Tone in Lugisu

Tone in phonology refers to the use of pitch to distinguish words or grammatical meanings. In essence, it is the musicality of language. Lugisu is a tone language, and marks three levels of tone i.e., high (´), low (`) and unmarked (mid tone). The tone marks are placed above the vowels. High tone is marked with a line slanting up, low tone is marked with a line slanting down, and mid tone is unmarked.

High	´ á é í ó ú
Mid	a e i o u
Low	` à è ì ò ù

Table 17: Examples of words with tone markers

High Tone		Low Tone		Unmarked (Mid Tone)	
dímá	Run	wòcá	A contemporary	Yeza	Come
wádííle	Have you eaten?	wányàlà	Thank you/well done	Indiyo	I am there
nágónilè	I have slept	lèkà	Leave	peeneko	Give me something.

RULE 21: Although Lugisu is a tonal language, the tone markers shall only be used in writing specialised texts such as dictionaries, grammar books and phonetic texts.

4. WORD BOUNDARIES AND PARTS OF SPEECH

A word boundary refers to the lexical border between one word and another. It is used to describe a condition or rule that determines whether a word that environmentally precedes or succeeds another are written together (collectively as one word) or distinctively as two separate words. The English orthography dictates, for instance, that in the sentence: ‘**The cat is eating food**’ all the words are written separately as opposed to ‘**thecatiseatingfood**’.

Parts of speech are categories of words based on their grammatical function in a sentence. They describe the role a word plays in a sentence. All words in Lugisu like in any other Bantu language, may be categorised as either noun, pronoun, adjective, verb, adverb, preposition, conjunction and/or, interjection. In writing these words in Lugisu, there is a clear guidance/rule on each of them.

4.1. Nouns

A noun is a word used to denote a thing, a person, a concept or place. These are categories of nouns that manifest in Lugisu: concrete, abstract, collective, and proper nouns; as described below:

4.1.1. Concrete nouns

A noun is a word denoting an object rather than quality, state or action.

RULE 22: In Lugisu concrete nouns are written disjunctively in sentences.

The following are examples of concrete nouns in Lugisu:

- a) Lukungu – a mountain
- b) Inzu – house
- c) Kijeewa – field
- d) Imbwa – dog
- e) Kisaala – tree

Sentential examples:

- a) Baatu bamenya i lukungu. (People live at the foot of the mountain).
- b) Wetaka ayimbaka inzu. (Wetaka has built a house).
- c) Baana bali kwinyayila ku kijeewa. (Children are playing in the field).

4.1.2. Abstract nouns

Abstract nouns represent intangible ideas, things you perceive with the five senses, e.g., love, time, beauty, etc.

RULE 23: In Lugisu abstract nouns are written disjunctively in sentences.

The following are examples of abstract nouns in Lugisu:

Ingana – love

Inyanga – time

Imuga – a period

Butafu – pain

Sentential examples:

- a) Ingana baalebe. (I love relatives.)
- b) Bagona inyanga ingali. (They sleep most of the time.)
- c) Awulila butafu nga inama. (He feels pain when bending.)

Collective nouns

These refer to a group or collection of people, animals, things etc. They are normally not treated as plural.

RULE 24: In Lugisu collective nouns are written disjunctively in sentences. The following are examples of collective nouns in Lugisu:

- a) macina – dances
- b) baasilikale – security personnel
- c) baganji – medical personnel
- d) batambi – civil servants/ workers
- e) bidyo – food

Sentential examples:

- a) Basilikale bakubbile babiifi. (The security beat the thieves.)
- b) kuli ni bidyo bigali. (We have plenty of food.)
- c) Macina ge biifuku bino gaganlangatana. (Dances of these days are confusing.)

Proper nouns

These are specific names for a person, place, or thing. They are always capitalized no matter where they fall in a sentence.

RULE 25: In Lugisu, proper nouns are written disjunctively in sentences.

The following are examples of proper nouns in Lugisu:

- a) Mafabi – name of a person
- b) Soloko – name of a place
- c) Nabatu – name of a river

Sentential examples:

- a) Baana bo Mafabi basoma. (Children of Mafabi are learning.)
- b) Bitu bilayi byama i Soloko. (Good things come from Soloko.)
- c) Meezi Nabatu gama kungazi Wosheka. (River Nabatu originates from Wosheka.)

Compound Proper Nouns

These are proper nouns that have more than one word.

RULE 26: Compound proper nouns shall have the first letters of each part capitalized.

Examples:

- a) Ikooti Ikulu yakalile musango gwe kaluulu ko Mubaka we'Palamenti.
- b) The High Court has pronounced itself on the case of MP elections.'
- c) Ibbaibbuli ilimo Indagaano Ikale ni Indagaano Isha/Ishaaka
- d) The Bible comprises the Old Testament and the New Testament.

NON-INDIGENOUS PROPER NAMES

There are three ways to write proper names that are not originally from the Lugisu language.

- 1) Transliterating it i.e. writing it in the way it sounds when pronounced in the Lugisu way; or
- 2) Using the commonly known word, be it local or foreign; or
- 3) Retaining its official spelling as is in the original language.

Examples:

Uganda or Yuganda	
Umunayuganda	<i>for</i> Ugandan
heedimaasita or Umutangilisi we lileejelo	<i>for</i> Headmaster
Bayisilayili	<i>for</i> Israelites
Wogadugu	<i>for</i> 'Ouagadougou'
Misili	<i>for</i> 'Egypt'
Bungeleza	<i>for</i> 'Britain'
Pulezidenti/Umutangilisi we linambo	<i>for</i> 'President
Lukungu Eligoni /Masaaba	<i>for</i> 'Mount
Elgon/Masaaba'	
Umukubbilisi we Lukobo	<i>for</i> 'District Council Speaker'

RULE 27: Names of people and titles that do not originate from Lugisu shall either be transliterated, localised or written using the official foreign name.

4.2. Pronouns

A pronoun is a word (s) substituted for a noun. Pronouns in Lugisu are categorised into personal, possessive, demonstrative, interrogative, reflexive, emphatic, and indefinite. Lugisu shall use the above kinds of pronouns in writing.

4.2.1. Personal pronouns

These are pronouns that are associated primarily with a particular grammatical person i.e., first, second, and third persons. They may also appear depending on the number as singular or plural.

In Lugisu, personal pronouns can be realised either as affixes or as independent pronouns.

Table 18: Personal Pronouns used in Lugisu

Affixes	Singular		Plural	
	Subjective	Objective	Subjective	Objective
1st Person	n-	-n-	ku-	-ku-
2nd Person	u-	-ku-	mu-	-ba-
3rd Person	a-	mu-	-ba-	-ba-

RULE 28: All personal-pronoun affixes as shown above shall be written conjunctively attached to either a verb or respective adjective as in the following examples:

- a) Inadya (I shall eat.)
- b) Anadya (He/She will eat.)
- c) Unadya.....(You will eat.)
- d) Banadya (They will eat.)
- e) Kunadya...(We shall eat.)
- f) Munadya....(You will eat.)
- g) Nedile.....(I ate.)
- h) Ingana kudya (I want to eat.)
- i) Ugana kudya (You want to eat.)
- j) Bagana kudya (They want to eat.)
- k) Kugana kudya. (We want to eat.)
- l) Wodile (You ate.)
- m) Badile.....(They ate.)
- n) Inaza(I shall go.)
- o) Ingana kuza (I want to go.)
- p) Anaza....He/She will go.

- q) Kugana kuza (We want to go.)
 r) Ujana kuza (You want to go.)
 s) Bagana kuza (They want to go.)
 t) Nezile.....(I went.)
 u) Wozile.....(You went.)
 v) Bazile.....(They went.)
 w) Mwozile(Did you go?)
 x) Mwodile.....Did you eat?)
 i) U -lwala kiina. (What are you (singular)suffering from?)
 ii) Mulwala kiina. (What are you (plural) suffering from.)
 iii) Atamba mwi'lejelo. (He/ she works in a school.)
 iv) d. Batamba mwi'lejeyo. (They work in a school.)

a) Independent /self-standing pronouns

Table 19: Independent/self-standing pronouns

	Singular		Plural	
	Subjective	Objective	Subjective	Objective
1 st Person	Isese- (I)	Isese (Me)	Ifefe (We)	Ifefe (Us)
2 nd Person	Iwowe (You)	Iwowe (You)	Inyenye (You)	Inyenye (You)
3 rd Person	Iyeye (He/She)	Iyeye (Him/Her)	Ibobo (They)	Ibobo (Them)

- a) Isese kengana kundambisa dda. (I don't want you to disturb me.)
 b) Ifefe kekugana kukudambisa dda. (We don't want you to disturb us.)
 c) Iwowe wamiliya naabi. (You(singular) are so beautiful.)
 d) Inyenye mwamiliya naabi. (You (plural)are so beautiful.)
 e) Iyeye aasoma buganji. (He/She has trained as a medical personnel.)
 f) Inyenye mwasoma buganji. (You have trained as a medical personnel.)
 g) Iyeye amenya mu kyalo. (He/ she stays in the village.)
 h) Ibobo bamenya mu kyalo. (They stay in the village.)

RULE 29: All independent/self-standing personal pronouns shall be written disjunctively as in the examples of sentences above:

4.2.2. Possessive pronouns

These are pronouns that denote ownership/possession. Examples of possessive pronouns in Lugisu include the following:

Table 20: Possessive Pronouns

	Singular	Plural
1st person	-ose	-efe
2nd person	-owo	-enye
3rd person	-ewe	-awe
Neuter/things	-o	-o

RULE 30: All possessive pronouns shall be written conjunctively attached to the respective noun class markers as in the examples below:

- | | |
|-------------------------------------|---------------------------------|
| a) Baleejeli boose bali i Kyambogo. | (My teachers are in Kyambogo.) |
| b) Baleejeli beefe bali i Kyambogo. | (Our teachers are in Kyambogo.) |
| c) Umukaana wowo umumiliyu. | (Your daughter is beautiful.) |
| d) Bakaana benye bamiliyu. | (Your daughters are beautiful.) |
| e) Baatu bewe beezile. | (His/ her people have come.) |
| f) Baatu bawe beezile. | (Their people have come.) |
| g) Litu lyagwo lyomile. | (Its leaf has dried up.) |
| h) Matu gaagwo gomile. | (Its leaves have dried up.) |

4.2.3. Demonstrative pronouns

These are words that stand in for a noun. They denote proximity and quantity.

Close	Distant	Far distant
-no	-o	-o

RULE 31: All demonstrative pronouns shall be written conjunctively attached to the respective noun class markers as in the examples below.

- | | |
|---------------------------------|-------------------------|
| a) Kitabu kino kiishaka. (this) | (This book is new.) |
| b) Bitabu bino bishaka. (these) | (These books are new.) |
| c) Umwana'yo umujesi. (that) | (That child is bright.) |

- d) Baana'bo bajesi.(those) (Those children are bright.)
- e) Umwana'yo umujesi. (this) (This child is bright.)
- f) Baana'bo bajesi.(these) (These children are bright.)
- g) Umwana uweezile ingoloobe. (The child who came yesterday.)
- h) Babaana **b**abeezile ingoloobe. (The children who came yesterday.)
- i) Lisino lilyanzina balitusilemo. (The tooth that ached me has been removed.)

Note: The difference between the distant and far-distant demonstrative is in tone.

4.2.4. Relative Pronouns

A relative pronoun is a word used to introduce a relative clause or give further information about the preceding noun or pronoun. Lugisu relative pronouns can be realised in the subjective and objective cases: who, whose, that, whom, which, where.

RULE 32: All noun class prefixes function as relative pronouns as in the examples below:

- a) Umwana weziile ingoloobe . (The child who came yesterday.)
- b) Babaana babeezile hangoloobe. (The children who came in the evening.)
- c) Umukasi wo'mwana wesi bayeda eziile. (The woman whose child was assisted, came.)
- d) Lisiino lilyanzina, balitusilemo. (The tooth that pained me was removed.)
- e) Umukana wesi kwambasa kuti umulayi, agotiile. (The girl whom we thought was nice disappeared.)
- f) Ingubo yenegulile, bibiile. (The cloth which I bought was stolen.)
- g) Ingo hesi haba kumenya, bagulisile. (The home where we lived was sold.)

4.2.5. The Relative marker –esi

The relative marker – esi shall be written conjunctively with the appropriate noun class prefix marker to form an independent word as in the following examples:

- a) byesi – which/that
- b) hesi - that/which/where

Note: The use of these relative pronouns depend on the context in which its being attached.

RULE 33: The relative marker -esi shall be written conjunctively with the appropriate noun class prefix marker to form an independent word as in the examples below:

Sentential examples:

- | | |
|------------------------------------|--|
| a) Bidyo <u>byesi</u> nedya. | (The food which I ate.) |
| b) Mukole nga <u>hesi</u> mwoloma. | (Do as you said.) |
| c) Bitu byesi ngulisa. | (The things which I sell.) |
| d) Hakuutu hesi kuli. | (The place where we are.) |
| e) Ibbaluwa yesi Wozosi ahandiika. | (The letter which Wozosi wrote.) |
| f) Ifula yolile hesi kuza. | (The rain has reached where we are going.) |

4.2.6. Interrogative pronouns

These are pronouns used to introduce a question.

RULE 34: In Lugisu, the interrogative pronouns hena (where), liina (when), lwokiina (why), kiina (what) and naanu ('who' strictly for persons) shall be written disjunctively as in the following examples:

- | | |
|------------------------------------|---------------------------------------|
| a) Baakasi bowo baaziile hena? | (Where have your wives gone?) |
| b) Icupa ili hena? | (Where is the bottle?) |
| c) Nikuza i Kampala liina? | (When shall we go to Kampala?) |
| d) Wosalikana liina? | (When were you born?) |
| e) Lwokiina udumile madoote geewe? | (Why did you throw away his bananas?) |
| f) Lwokiina undambisa? | (Why do you disturb me?) |
| g) Wandeteele kiina? | (What have you brought for me?) |
| h) Udiile kiina? | (What did you eat?) |
| i) Naanu udiile mucungwa goose? | (Who ate my orange?) |
| j) Umulindi wowo bati naanu? | (What is the name of your guard?) |

RULE 35: The interrogative pronoun -tyena (how) shall be written conjunctively with the appropriate noun class prefix marker to form an independent word as in the following examples:

- | | |
|-----------------------------------|------------------------------------|
| a) Wezile hano utyena? | (How did you come here?) |
| b) Udeeka utyena magila? | (How do you prepare bean paste?) |
| c) c. Ipusi iziile ityena mu'nzu? | (How did the cat enter the house?) |
| d) Kitabu kigotile kityena? | (How did the book get lost?) |

4.2.7. Reflexive pronouns

These are words used in the object position when the subject and object of the sentence are the same. The following are examples of reflexive pronouns in Lugisu:

Table 21: Reflexive Pronouns

	Singular	Plural
1st person	se-mu-ene (semwene) myself	fe-ba-ene (febeene) ourselves
2nd person	wo-mu-ene (womwene) yourself	mu-o-ba-ene (mwobeene) yourselves
3rd person	umu-ene (umwene) himself/herself	baba-ene (babeene) themselves

Note: In speech, two forms for the reflexive manifest i.e., (-ene and -nyene).

RULE 36: The reflexive pronouns (-ene) and (-nyene) shall be written conjunctively attached to the respective class markers.

Examples:

- | | |
|------------------------------|-------------------------------------|
| a) Niilumile semwene. | (I bit myself.) |
| b) Wiilumile womwene. | (You bit yourself.) |
| c) Iilumile umwene. | (She/he bit herself/himself.) |
| d) Kwilumile febeene. | (We bit ourselves.) |
| e) Mwilumile mwobeene. | (You bit yourselves.) |
| f) Biilumile banyene. | (They bit themselves.) |
| g) Baziile kwiduuka bonyene. | (They went to the shop themselves.) |

4.2.8. Emphatic pronouns

These are pronouns that are used immediately after the nouns to which they refer, to show emphasis. Examples in Lugisu are given below.

Table 22: Emphatic Pronouns

	Singular	Plural
1 st person	se-mu-ene (semwene) myself	fe-ba-ene (febeene) ourselves
2 nd person	wo-mu-ene (womwene) yourself	mu-o-ba-ene (mwobeene) yourselves
3 rd person	umu-ene (umwene) himself/herself	baba-ene (babeene) themselves

RULE 37: The emphatic pronouns (-ene) and (-nyene) shall be written conjunctively attached to the respective class markers.

Sentential examples:

- i) Nehandikile kitabu semwene. (I wrote the book myself.)
- ii) Bimbakile inzu babeene/banyene. (They built the house themselves.)
- iii) Wodiile bidyo womwene. (You ate the food yourself.)

4.2.9. Reciprocal pronouns

These are words used to indicate mutual relationships between subjects or objects.

The reciprocal forms -an- and -agan- are used when both the subject and object perform the same action or become agents in the process.

RULE 38: The reciprocal pronoun form shall be written conjunctively attached to the verb root before the final vowel as in examples below.

Examples:

- | | |
|------------------------|---|
| a) Kulomb <u>ana</u> . | (We request each other.) |
| b) Kulomb <u>ane</u> . | (Let us request each other.) |
| c) Kulombanile. | (Let us pray for each other.) |
| d) Kuyeedana. | (We help each other.) |
| e) Kuyeedane. | (Let us help each other.) |
| f) Kuyeedanile. | (We helped each other.) |
| g) Kulomana. | (We quarrel / We abuse each other.) |
| h) Kulomane. | (Let us quarrel/abuse each other.) |
| i) Kulomanile. | (We quarreled/abused each other.) |
| j) Kukolagane. | (We cooperate with each other.) |
| k) Kuhambagana. | (We work harmoniously together.) |
| l) Kutiisagana. | (We respect each other./We scare each other.) |

4.2.10. Indefinite Pronouns

This is a word that does not refer to any person, amount or thing in particular. Lugisu has two variants of the indefinite pronoun: -osi and -esi.

RULE 39: The indefinite pronouns shall be written conjunctively attached to the respective class markers as shown below.

For examples:

- | | |
|--|--|
| a) Kendiko ni kikiitu kyosi dda. | (I do not have anything at all.) |
| b) Kebaliko ni gumugunda goosi dda. | (They do not have any land at all.) |
| c) Muumu gwayoka buli hakuutu hoosi. | (The sun has shone/shined everywhere.) |
| d) Umwana yeesi anyala kusoma. | (Any child can learn. /Any child can study.) |
| e) Buli hesi inza iliyo bilayi. | (Everywhere I go, there are good things.) |
| f) Zisami ziba hosi hesi bicaafu bili. | (Flies are found wherever the rubbish is.) |
| g) Ninituuya Weele hosi hesi inza. | (I will praise God wherever I go.) |

4.3. Adjectives

Adjectives are words used to describe nouns. In Lugisu, the comparative and superlative forms of adjectives are described in context with addition –ko for comparative and -ko naabi, for superlative.

Examples of adjectives: umudambi, umu-layi, umu-bi, ki-nyipi, umu-sangaafu, etc.

Sentential examples:

- a) Umulebe'yu umudambi. (This person is poor.)
 - i) Umulebe'yu umudambi ko. (This person is poorer.) – comparative.
 - ii) Umulebe'yu umudambi ko naabi. (This person is the poorest.)- superlative.
- b) ...Umukana'yu umulayi. (This girl is good.)
 - i) Umukana'yu umulayi ko. (This girl is better.) - comparative.
 - ii) Umukana'yu umulayi ko naabi, (This girl is the best.) - superlative.
- c) ...Wanzula wose'yu umubi (This neighbor of mine is bad.)
 - i) Ne Wanzula woowo umubi ko (But your neighbor is worse.) - comparative
 - ii) Ne Wanzula waayu umubi ko naabi (However, his neighbour is the worst.) -
- d) ...Kisaala'ki kinyipi (This piece of wood is short.)
 - i) Kisaala'ki kinyipi ko. (This piece of wood is shorter.) - Comparative.
 - ii) Kisaala'ki kinyipi ko naabi. (This piece of wood is the shortest.) - Superlative.

RULE 40: Adjectives shall be written conjunctively attached to the respective noun class markers.

4.4. Verbs

Verbs are words that denote action. They can be main and auxiliaries.

Examples of main verbs: gona (sleep), dya (eat), mala (finish), dima (run)

- a) Agonile muusi gwosi. He/she the whole afternoon.
- b) Adiile bidyo. (He/she ate food.)
- c) Baamalile kusoma. (They have finished school.)
- d) Dima maangu. (Run quickly!)
- e) Yiikala haasi. (Sit down!)
- f) Suda itebe. (Carry the chair!)

RULE 41: Verbs shall be written conjunctively attached to the respective subject prefix except in the imperative form or commands.

4.4.1. The auxiliaries or Helping verbs

Lugisu has the following auxilliary verbs -ali (is), bali (are), a-(was) ba (were), u (will singular), mu- (will plural).

- a) Ali hena? (Where is he/she?)
- b) Bali hena? (Where are they?)
- c) Asudile itebe. (He/she is carrying a chair.)
- d) Baasudile itebe. (They are carrying a chair.)
- e) Mbele asudile itebe. (He/she was carrying a chair.)
- f) Mbele baasudile itebe. (They were carrying a chair.)
- g) Munasuda itebe (You (prural) will carry a chair.)
- h) Banasuda itebe. (They will carry a chair.)
- i) Unasuda itebe. (You (singular) will carry a chair.)

RULE 42: the auxilliary verbs in Lugisu shall be written conjunctively with the doer of the action and the main verbs in some cases, or the doer of the action and the helping verb.

4.4.2. Tense Marking

This is a category that expresses time reference. They are usually manifested by the use of specific forms of verbs particularly in their conjugation patterns. The main tenses found in many languages include past, present, and future. Examples of tenses in Lugisu include:

1) PRESENT SIMPLE TENSE

- | | |
|----------------------|---------------|
| i) AΦ deeka – cooks. | He/she cooks. |
| ii) E Φnyaha-plays. | He/she plays. |
| iii) AΦ jenda-walks. | He/she walks. |

Example in sentences:

- i) AΦ deeka biidyo buli kifuku/lunaku. (She cooks food every day.)
- ii) AΦ za mu kilimba buli mudikini. (He walks to town every morning.)

Examples in present continuous tense:

- i) Ali kudeeka hati. (She is cooking now.)
- ii) Ali kwinyaha hati. (He is playing now.)

2) PAST TENSE

- A adeekile - cooked
A ajendile - walked
E enyahile - played

Examples in sentences:

- I) AA DEEKILE INGOLOOBE. (SHE COOKED YESTERDAY.)
- II) AA JENDILE INGOLOOBE. (HE WALKED YESTERDAY.)

3) FUTURE TENSE

Future tense marker 'will/shall' combine with the verb in a sentence.

Examples in sentences:

- I) NNA ZA INGO MUGAMBA. (I WILL GO HOME TOMORROW.)
 II) ANA JENDA MUGAMBA. (HE WILL WALK TOMORROW.)

RULE 43: Tenses shall be written conjunctively with the verbs.

4.5. Adverbs

These are words used to describe a verb, an adjective, or another adverb. Adverbs are divided into categories of adverbs of time, place, manner, frequency, and degree. Examples of adverbs in Lugisu are:

- a) sangala naabi – very happy
- b) bubi naabi – badly
- c) yubisa naabi - hurriedly

RULE 44: Adverbs shall be written disjunctively as independent word forms as in the examples below:

Examples:

- | | |
|--|-----------------------------------|
| a) Azizaga mu tawuni. | He/she goes to town always. |
| b) Yeeza <u>hano</u> . | Come here! |
| c) Amenyizaga hadaayi wo. | He used to stay just over there. |
| d) Ajendaga <u>maangu</u> . | He walks quickly. |
| e) Bagana <u>naabi</u> kutamba milimo. | They want to work so much. |
| f) Amala kaale kusoma. | He/she finished studies long ago. |

4.6. Conjunctions

Conjunctions play many functions in language. They may be used to join words and phrases in sentences or to show continuity of thought. Examples of conjunctions in Lugisu include, **na** (and), **ni** ‘and/with’, **ne** ‘but’, **nga** ‘while/when/as’, and **akaba** ‘although/even though’.

RULE 45: Conjunctions shall be written as independent word forms except when assimilation and contraction occur. In cases of assimilation, an apostrophe shall be used to represent an assimilated sound, or in other cases, the initial vowel of the personal pronoun is completely lost.

Examples in sentences:

- | | |
|---------------------------------------|--------------------------------------|
| a) Baatu baleeyi <u>ni</u> banyipi. | Both the tall and short people. |
| b) Kudya <u>ni</u> kunywa. | Eating and drinking. |
| c) Wezile <u>ni</u> naanu? | With whom have you come? |
| d) Kwoba balwale <u>ne</u> kwahonile. | We were sick, but we are now healed. |
| e) Buceele <u>nga</u> kubona. | We stayed awake all night. |
| f) Aganikile <u>nga</u> bbaabba we. | He has talked like his father. |
| g) <u>Nga</u> keniigombako dda. | I had no desire whatsoever. |

Examples of conjunctions as a result of assimilations with the use of apostrophe:

- | | |
|---------------------------------------|--------------------------------------|
| a) Umukaana n' umusinde. | A girl and/with a boy. |
| b) Umubesemu n' umumali | A brown one and a black one. |
| c) Injeece n'ingali | A small one and a big one. |
| d) Ukaganika ng'umeele da | Do not talk as if you are drunk. |
| e) Ujenda ng'ukabona hes'uza | You are walking like a blind person. |
| f) Ninabo baatu nge'fefe | They too are humans like we are. |
| g) Wibitisile nge'sese | You have behaved like me. |
| h) Imotoka ikubitileko nge'dima naabi | The car passed at a great speed. |
| i) Abele ali kweza ne'fulayaananika | He was coming but rain started. |

Examples of the use of a conjunction with assimilations as a result of the loss of initial personal pronoun vowel

- | | |
|-----------------|-------------------------|
| a) na -a. ise = | 'and me; even me/me too |
| nase | |

- | | |
|-----------------|-------------------------|
| b) na – b.iwe = | ‘and you; even you/you |
| nawe | too |
| c) na – c.ife = | ‘and us; even us/we too |
| nafe | |
| d) na – d.iye = | ‘and him; even him/him |
| naye | too |

4.7. Prepositions

A preposition is a word preceding a noun or pronoun and expressing a relation to another word or element in the clause.

Examples of prepositions in Lugisu:

ku (on), mu (in), ili (inside), ili (under), kupi (near), etc.

RULE 46: Prepositions shall be written disjunctively as independent word forms as in the examples below.

- | | |
|-------------------------------|--------------------------------|
| a) Mupiila guli ku meeza. | The ball is on the table. |
| b) Inyeni ili mu meezi. | The fish is in the water. |
| c) Igaali ili ku’dijiini. | The bicycle is on the veranda. |
| d) Icupa ili ciipi ni fuliji. | The bottle is near the fridge. |
| e) Isaanu ili haasi h’etebe. | The flour is under the chair. |

4.8. Interjections

Interjections/exclamations: These are abrupt remarks or interruptions.

RULE 47: In Lugisu, all interjections shall be written disjunctively.

Examples of sentences with interjections ending with exclamation marks (!)

Examples: lyaa, eeh, heboi, mayisee, ahoo,hiyee:

- 1) lyaa, umusaani aleha! (Gosh ,What a tall man!)
- 2) Eeh, kaatyako bawuli dda! (What, he doesn’t fear leaders!)
- 3) Heboo, akalilewo kujenda bukuna! (Eish, he has decided to walk naked!)
- 4) Mayisee, kaana kamiliya! (Wow, the child is beautiful!)

5. WORD FORMATION PROCESSES IN LUGISU

These are processes through which new words are formed in a language. The following are some of the word formation processes found in Lugisu:

5.1. Ideophones and Onomatopoeia

An ideophone is a word that is written in a way that mimics the natural sounds that humans make to describe adverbial or adjectival attributes of a word. Onomatopoeia on the other hand is a word that tries to imitate the physical sound of objects made in expressing an idea. Examples of ideophones and onomatopoeia include a cry of an animal, the sounds of moving machines, etc.

Usually, such speech sounds or words do not follow the same sound rules of the language as the other ‘normal’ words. In some cases, they contain sounds or sound combinations that are not otherwise normal in the language. Where it is desired that ideophones are written alongside other words in the language, a spelling rule needs to be specified.

RULE 48: Ideophones shall be written, being spelled using the nearest possible sounds of Lugisu as heard during uttering of the ideophone.

Table 23: Examples of ideophones:

ti	‘very dark/black’	Ingubo imali ti, ti, ti	‘A very, very dark cloth’
pyu	‘speedy maneuver’	Engiile mu’nzu ati pyu	‘He sped into the house’
bbe bbe	‘very red/brown’	Kitandalaafu bbe bbe bbe	It is too brown.
Kwe	‘very white/clean’	Kyakosa kwe kwe	It is extremely clean
zu	‘very quiet’	Kyamiliya pye, pye, pye	It is extremely beautiful

Examples of onomatopoeia

kokokolyoko	‘sound of a roaster’s crow’
myawu	‘sound of cat’s cry’
bbu	‘heavy fall’
Kigwile kiti bbu	‘It landed/fell heavily’

5.2. Compound Words

A compound word is formed when two or more words with independent meanings combine to form a new meaning.

RULE 49: Compound words shall be written either as a single word without a hyphen, single word with a hyphen or two separate words as in the following examples:

i) Single words without a hyphen

- | | |
|-----------------|------------------------------|
| a) wandyamwoyo | ‘darling/dearly love person’ |
| b) wodyamboga | ‘vegetarian’ |
| c) basambameezi | ‘person from overseas’ |
| d) wofakaale | ‘personal name’ |

ii) Single word with a hyphen:

- | | |
|--------------------|------------------------------|
| a) maayi-umusoni. | Mother –in-law |
| e) kikubba-muhaasi | A special meal for a husband |

iii) As two separate words:

- Lisinda bafu
- Lukuya kuye
- Kiduuma moolu

5.3. Reduplication

Reduplication is when we reproduce a word in its entirety or parts. Reduplication is a natural form of a word that occurs for different purposes. Reduplication can be partial or total. In Lugisu, reduplication may occur in verbs, adjectives, adverbs, and nouns.

RULE 50: Reduplicated words shall be written as one word independent of other word categories as shown below:

i) **Nouns:**

- | | |
|--------------------|----------------------|
| a) umwanabwana | ‘a mere child’ |
| b) umukasibukasi | ‘a mere woman’ |
| c) umutubutu | ‘a mere human’ |
| d) umuseezabuseeza | ‘a mere man’ |
| e) bukwalekwale | ‘unserious marriage’ |

ii) **Verbs**

- | | |
|------------------|---------------------|
| a) Kwimikamika | keep stopping |
| b) Kutiisatiisa | keep scaring |
| c) Kwijeesajeesa | keep walking around |
| d) Kucinacina | keep dancing |

iii) **Adverbs**

- | | |
|---------------------------|-----------------------------------|
| a) apolapola/galahagalaha | slowly slowly |
| b) mangumangu | quickly quickly. |
| c) nabinabi | very much/ that is it |
| d) Bityobityo | These things are just like that . |
| e) Butyobutyo | Those things are just like that. |

iv) Adjectives

- a) Budebude 'little little'
- b) Kiipikiipi 'near near'
- c) Kasitosito 'somehow heavy'
- d) Kadekade 'somehow little'

5.4. Borrowed Words (Non-Indigenous Words)

World over, it is common to find a given language having words considered not indigenous to that language, but which the speakers use. Over time, these nonindigenous words come to be as much a part of that language just like the other words known to be indigenous. In some cases, the word considered nonindigenous retains its pronunciation as from the source language. At times, the newly introduced words come with new sounds or pronunciations. In other instances, the pronunciation of the newly introduced word is adapted to the sound system of the target language so that it is pronounced with the sounds, and in the style of the target language. Lugisu has words likely adopted from Luganda, Kiswahili, and English.

RULE 51: Adopted words shall be spelled as pronounced normally in Lugisu.

Table 24: Examples of borrowed words (Non-Indigenous Words)

Word	Origin	Meaning
isaawa	Swahili (saa)	time
igaali	Swahili (gaari)	bicycle
Mandazi	Swahili (mandashi)	dough nut
isimu	Swahili (simu)	phone
indeje	Swahili (ndege)	aeroplane
isindaani	Swahili (shindano)	needle
mayindi	Swahili (mahindi)	maize/corn
umwami	Luganda (omwami)	Chief

Word	Origin	Meaning
luguudo	Luganda (luguudo)	road
kusoma	Luganda (kusoma)	to read
ipale	Luganda (empale)	trouser
itawulo	English (ttawelo)	towel
ineema	Luganda (eneema)	grace/favor
kujanjaba	Luganda (kujjanjaba)	to treat
imotoka	English (motor car)	car
lkooti	English (court)	court
Igilaasi	English	glass
kilaasi	English	class
iyingini	English	engine
ikompyuta	English	computer
isokisi	English	stocking
ivesiti	English	vest
imilyoni	English	million
ibbilyoni	English	billion
itulilyoni	English	trillion

5.5. Negative Markers

These are the forms used to negate, object to, reject, or deny a statement, sentence, phrase, idea, or claim. In Lugisu, negative markers may work either as independent words or as affixes.

RULE 52: The negative markers kaawo dda, ka, and kuleka shall be written as separate words in sentences, phrases, or statements.

Examples:

- | | |
|--------------------------|---------------------------------|
| a) Biidyo kaawo (dda). | There is no food. (none at all) |
| b) Kengana (dda). | I don't want. (not at all) |
| c) Liigi lyose lyabolile | My egg is rotten. |

- | | |
|---|--|
| d) Ligi lyose likiikubola (dda) | My egg is not rotten. (not at all) |
| e) Igaali yoowo kebulagile (dda)
at all) | Your bicycle isn't broken down. (not at all) |
| f) Kaawo, kaali kuuku wo(wo) | No, she is not your grandmother. |
| g) Kaawo, ikiili kumanya meeno | |
| h) geenye (dda)
(not at all) | No, I haven't known your names. |
| i) Alomele ati kaaza kudya (dda)
all) | He said he's not going to eat. (not at all) |
| j) Kaanalima dda. | He/ she will not dig. |
| k) Kawombesa dda. | He/ she is not lying. |

RULE 53: Negative affixes -ka-, and -ki- shall be attached to the respective word category in writing.

Examples:

- | | |
|------------------------|------------------------|
| a) Ukajenda kiilo dda. | Never walk at night. |
| b) Kaliwo dda. | He/ she is not there. |
| c) Kanadya dda. | He/ she will not eat. |
| d) Kaneeza dda. | He/ she will not come. |
| e) Ikiili kumanya dda. | I have not known yet. |

5.6. Associative Markers

These are clitics that indicate a relationship or association or connectedness between two things, for instance, by relating the characteristic or trait they share, or a place they are at or from, or simply the ownership. In Lugisu, this idea of association may be represented by associative markers: we, be, gwo, lye, ge, kye, yo, zo, lwe, mwe, bwe, etc.

RULE 54: Associative markers shall be written disjunctively as independent words except where assimilation occurs as in the examples below:

Examples without assimilation:

- | | |
|------------------------------------|---------------------------|
| a) Umukasi <u>we</u> litima | ‘A malicious woman’ |
| b) Badimisi <u>be</u> zigaali | ‘Bicycle riders’ |
| c) Muyembe <u>gwo</u> Madoyi | ‘Madoyi’s mango’ |
| d) Liswa <u>lye</u> Bagisu | ‘Bagisu people’s land’ |
| e) Meezi <u>ge</u> kwisinga | ‘Water for bathing’ |
| f) Kifuku <u>kye</u> kucebulilako | ‘A day of remembrance’ |
| g) Biilime <u>bye</u> mu meezi | ‘Crops grown in water’ |
| h) Ingoko <u>yo</u> Muzaaki | ‘Muzaaki’s chicken’ |
| i) Zisaati zo bbaabba | ‘My father’s shirts’ |
| j) Luguudo <u>lwe</u> Zesui | ‘The road to Zesui’ |
| k) Mu kisaali <u>mwe</u> Bugibooni | ‘Inside Bugibooni forest’ |
| l) Bufu <u>bwe</u> bulo | ‘Millet flour’ |

Examples with assimilation:

- | | | |
|-----------------------------------|---------------------|-------------------|
| a) Isaati y’omusinde
umusinde | ‘A boys’ shirt’ | from ...yo |
| b) Ikaafu y’Eliya | ‘Eliya’s cow’ | from ...yo Eliya |
| c) Umukaana w’Alisi | ‘Alice’s daughter’ | from ...wo Alisi |
| d) Mabeele g’omwana
umwana | ‘The baby’s milk’ | from ...go |
| e) Misaala gy’enzu | ‘Poles for a house’ | from ...gye inzu |
| f) Liswa ly’omuguuga
umuguuga | ‘Umuguuga’s land’ | from ...lyo |
| g) Likobolilo ly’etemu | ‘Snakes skin’ | from ...lye itemu |
| h) Imotoka y’omusaale
umusaale | ‘A friends car’ | from ...yo |

6. NAMES OF DAYS OF THE WEEK AND MONTHS OF THE YEAR

RULE 55: Days of the week and months of the year shall be written by combining a class prefix and the respective numeral to form one word (unhyphenated or unapostrophised) as shown below:

Days of the week:

<u>Lwobbalaza</u>	-	Monday
<u>Lwokubili</u>	-	Tuesday
<u>Lwokusatu</u>	-	Wednesday
<u>Lwokuna</u>	-	Thursday
<u>Lwokutaano</u>	-	Friday
<u>Lwomukaaga</u>	-	Saturday
<u>Lwosabbiiti</u>	-	Sunday

Months of the year in Lugisu are stated in the ordinal order.

<u>Gunyooha</u>	-	January
<u>Gwekaabili</u>	-	February
<u>Gwekaadatu</u>	-	March
<u>Gwekaane</u>	-	April
<u>Gwekataano</u>	-	May
<u>Gwomukaaga</u>	-	June
<u>Gwomusanvu</u>	-	July
<u>Gwomunaana</u>	-	August
<u>Gwomwenda</u>	-	September
<u>Gweliikumi</u>	-	October
<u>Gweliikumi na Gwonyene</u>	-	November
<u>Gweliikumi na Gibili</u>	-	December

7. ORDINAL NUMERALS

Ordinal numbers designate a position, order or sequence of occurrence of people and things.

RULE 56: Ordinal numbers shall be written by combining a class prefix and the respective numeral to form one word (unhyphenated or unapostrophised) as shown below:

- | | |
|------------------------------|---------------------------------------|
| a) Mwaka <u>gwekaabili</u> | second year |
| b) Umwana <u>wekaadatu</u> | third child |
| c) Liigi <u>lyekaane</u> | fourth egg |
| d) Kisinza kyekataano | one fifth |
| e) Kisinza <u>kyekaadatu</u> | one third of our land |
| f) Mwesi gunyoha | January (the first month of the year) |

8. NAMES OF PEOPLE AND PLACES

RULE 57: Proper names (names of specific people and places) shall be written with the initial letter of the name capitalised.

For example:

- | | |
|--|---|
| a) Umusiya/umusinde wo <u>Woniala</u> . | ‘Woniala’s son.’ |
| b) Negulila <u>Mafabi</u> isaati.
shirt’ | ‘I bought Mafabi a
shirt’ |
| c) Kwoduyana i <u>Bugusege</u> .
Bugusege’ | ‘We met at
Bugusege’ |
| d) Igaali yeewe bati <u>Hero</u> .
model.’ | ‘His bicycles is of Hero
model.’ |
| e) Wozosi ahandiikila <u>Nakizolongo</u> ibbaluwa.
Chairman.’ | ‘Wozosi wrote a letter to the
Chairman.’ |

9. NAMES OF COLOURS

imali	-	black
bbululu	-	blue
imbesemu	-	brown
imwanga	-	white
nabunzaali	-	yellow
itandalafu	-	red
katunda	-	purple
namatu	-	green
katobo	-	maroon

Rule 58: In Lugisu, all names of colours shall be written using indigenous words. Where the words for specific colours do not exist, they shall be indigenised or localised.

10. NUMBERS/ NUMERALS

DIGIT	LUGISU	ENGLISH
1	yonyene	one
2	zibili	two
3	zidatu	three
4	zine	four
5	zitaano	five
6	mukaaga	six
7	musanvu	seven
8	munaana	eight
9	mwenda	nine
10	likumi	ten
11	likumi na yonyene	eleven
12	likumi na zibili	twelve

Digits 20-90

20	aabili	twenty
30	aasatu	thirsty
40	aana	fourty
50	aatano	fifty
60	inkaaga	sixty
70	isanvu	seventy
80	kinaana	eighty
90	kyenda	ninety

Digits in Hundreds

100	kikumi	one hundred
200	bibili	two hundred
300	bisatu	three hundred
400	bina	four hundred
450	bina na taano	four hundred and fifty

Digits in Thousands

1000	lukumi	one thousand
2000	zikumi zibili	two thousand
3000	zikumi zidatu	three thousand
4000	zikumi zine	four thousand
4500	zikume zine na bitaano	four thousand, five hundred
10,000	mutwalo	ten thousand
11,000	mutwalo na lukumi	eleven thousand
12,000	mutwalo na lukumi zibili	twelve thousand

Digits In Hundreds Of Thousands

100,000	mitwalo likumi	one hundred thousand
200,000	mitwalo aabili	two hundred thousand
300,000	mitwalo aasatu	three hundred thousand
400,000	mitwalo aana	four hundred thousand
450,000	mitwalo aana mutaano	four hundred and fifty thousand

Digits in Millions

1,000,000	kakade	one million
2,000,000	bukade bubili	two million
3,000,000	bukade budaatu	three million
4,000,000	bukade bune	four million
4,500,000	bukade bune, ni gimitwalo aatano	four million, five hundred thousand

Digits in Billions

1,000,000,000	Ibbilyoni	one billion
2,000,000,000	Bbilyoni zibili	two billions
3,000,000,000	Bbilyoni zidatu	three billions
4,000,000,000	Bbilyoni zine	fourty billions
4,500,000,000	Bbilyoni zine ni bukade bitaano	four billions five hundred millions

Digits in Trillions

1,000,000,000,000	itulilyoni	one trillion
2,000,000,000,000	Tulilyoni zibili	two trillion
3,000,000,000,000	Tulilyoni zidaatu	three trillion
4,000,000,000,000	Tulilyoni zine	four trillion
4,500,000,000,000	Tulilyoni zine, bbilyoni bitaano	four trillion, five hundred billion

RULE 59: In Lugisu all numbers above the values of ten shall be joined by ‘na’ ‘ni’ and mu’ ‘as illustrated below:

Table 25: Numbers above the values of ten

Numbers	Lugisu	English
11	likumi ‘na’ yonyene	Eleven
95	kyenda ‘na’ zitaano	Ninety five
117	kikumi ‘ni’ likumi ‘na’ musanvu	One hundred seventeen
1,123	Lukumi ‘ni’ kikumi aabili ‘na’ zidatu	One thousand one hundred twenty-three
18,431	Mitwalo likumi ‘na’ munaana, bikumi bine ‘ni’ aasatu, ‘na’ yonyene	Eighteen thousand four hundred thirty one
337,000	Mitwalo aasatu ‘na’ zidatu, zikumi musanvu	Three hundred thirty-seven thousand
337,000	Mitwalo aasatu mu saatu ‘ni’ zikumi musanvu.	Three hundred thirty-seven thousand
450,000	Mitwalo aana mutaano.	Four hundred fifty thousand
1,122,149	Kakade konyene, mitwalo likumi ‘na’ zibili, zikumi zibili, kikumi aana ‘na’ mwenda.	One million one hundred twenty-two thousand one hundred forty-nine
11,856,149,276	Bbilyoni likumi na yonyene, Bukade kinaana mutaano ‘na’ mukaaga, mitwalo likumi na zine ‘na’ mwenda, zikumi zibili, ni likumi musanvu ‘na’ mukaaga.	Eleven billion, eight hundred fifty-six million one hundred forty-nine thousand two hundred seventy-six
121,987,365,143, 120	Tulilyoni kikumi aabili nayonyene, Bbilyoni kyenda ‘mu’ kinaana ‘na’ musanvu, Bukade bisatu inkaaga ‘na’ zitaano, mitwalo kikumi aana ‘na’ zidatu, kikumi aabili.	One hundred twenty-one trillion, nine hundred eighty-seven billion three hundred sixty-five million, one hundred forty-three thousand, one hundred twenty

11. SAMPLE STORIES

This sample story is translated to Lugisu. The purpose of the translation is to guide the reader on how the spelling rules for writing Lugisu can be applied in practice.

11.1. Kajiila Ikudu Yiizula Zimbalaaso

Haba kaaleko ni kaale, inga muumu gw'akasa naabi ku kibala. Bibyalo byosi mu migunda, namunga byahela. Inzala yananika kudya batu. Inzala yabitolila yabiitisa batu bubi.

Kifuku kidwela, Umubumbi akalawo atumanisa Zisolo ni Binyunyi ati bimujeniyileko.

Nabyo byafugilisa kujeniyilako Umubumbi.

Inga bikiili kuza kujeniyilako Umubumbi, byanyoha bikaala mu lubuusano bigudemu ku lomo ye kujeniya Umubumbi.

Lubuusano lw'iminilamo Zisolo ni Binyunyi bikali byonyene dda, inga Ikuddu niye yetangilila Zisolo; ne Madije niye wotangilila Binyunyi. Mu lubuusano bafugilisana ku zilomo zibili ze gamaani:

- 1) Inga Binyunyi biili ni kubuusila Zisolo mooya ge zipapa niye nazo zinyalise kubbuluuluka.
- 2) Inga bbuli kidwela kiili ni kukwilanga lisiino.

Zisolo ni Binyunyi byosiizana bilangagga meeno geesi kumanyile kudaabusa ni nahaluno (nakatyano), kutasako Ikudu yeeloma iti iyeeye lisiino ly'eweewe bati Mweesi.

Kifuku kye kujeniyila Umubumbi inga kyadabuule (kyoliile), inga Binyunyi bwabuusile Zisolo mooya ge zipapa. Byosi byosi byabbuluuluka nga likoolo mu ngaaji! Badabulila mwisangaalo ni mu kitiifa kye gamaani. Badabulila mu byekudya ni byekunywa bigaali. Kuyilila hadwela, ibyo haba byayambaasa biti mu'ngaaji muumu gwonyene.

Nga hesi mumanyiile, Umubumbi kabonecelabonecela buli mutu dda, namwe buli kitu dda. Nakityo, Malayika enyene niye wobaaganila.

Abaceesa bulayi, amala, amilikawo. Nga inyanga ye kudya bidyo yoliile, Malayika ganaana agobola abalomela ati, “Aso, mweesi bidyo bi.” Nindi amilikawo.

Ikudu yalomela bajeni bakyewe iti, “Bbooti mwama kuwulila Malayika alanga lisiino lyose, inze indye bidyo. Nninanye kana Malayika agobole abalanje ne mweze mudye byenye. Nakityo, Ikudu yakandyaba yaaza hesi bidyo bili, yaadya n’amunga byosizaana yeeza kumalawo. Yiigutiila ilala, ilala ate yagona haweene liilo.

Baace bikala n’inzala ni gamelu, baaza myayu, bakubba zitani, bakubba zitani, Malayika kabonekako lundi dda. Baakalawo baaza baadya bibabu byesi Ikudu idilileko, basusunagamo mu magumba geesi Ikudu adilileko. Mu butafu bwe gamaani, Bunyunyi bw’ahamba Ikudu, bwagifutagako (bwagikunyuulagako) mooya.

Hanze inga hilabuule, nga bili ni kugobolayo ingo i waawe, Ikudu nga keeli ni zipapa zigibbuluulusa n’egoboleyo. Kale Ikudu yatuma Madije alomele umukasi weewe amuteelewo mananda ni bibiitu bindi bidembu inyalise kugwako kwama mu’ngaaji.

Madije nga hesi aza ingo he Ikudu, aduya umujelema weewe, amulomela ati, “Umuseeza woowo annomeele ati aza ku kudumiila innyama ingali yeene kwama mu’ngaaji wo Umubumbi weesi kujeniyele. Nakityo, n’utewo mabaale, ziwaaya, ni gimibano binyalise kugikalagamo biyiifi bijeece, n’onyalise kugisuda ni kudeeka.” Kale, binyene ibyo ne byesi umujelema we Ikudu atawo!

Madije adimaga agobola mu’ngaaji wo’Mubumbi aboolela Ikudu ati umujelema anoonilenjonnile lulwanyi. Ikudu yabuuka yimuula ku bitu ganana’byo iti, “bbu!” Byamukalaga kisasaali, ahunukaga nga kaali ni lulwinyuka dda.

Umujelema w’Ikudu lwesi abona kyakolile umuseeza weewe, atamo lulwanzuwo, “Woyaaya guyaaya, ise nakola ityena! Woyaaya guyaaya, ise nakola ityena!” Ayuuba aza alanga Waciminiu. Waciminiu alaamaga aza ayeeda Ikudu kali yefiila haweene’wo. Kale Waciminiu amuyeeda agobosa buhunuhunu hadwela abuhaambisa ni gaamu yeewe.

Kwama lwene’lwo, Ikudu ili ni zimbalaaso ku mubili gweewe gwosizaana, nalundi ijenda inga yambaga (yalaamaga) busa.

11.2. Lugaano lwo Kokopyo N'inzala Ye'kakutiya

Haba kaaleko ni kaale. Habawo umuseeza wesi haba balanga bati Kokopyo, Aba n'umukasi weewe, ni babaana baawe.

Kokopyo ni beweewe haba bamenya mu lugoosi n'isangaalo ku kibala kyesi haba balanga bati Namwadiko, i Bugisu ingaaji kuupi ni kidinga kyesi bakazaako lisiino bati Masaba. Loba lwonyene, inzala yesi balanga bati ye kakutiya yadya. Kokopyo atula ku kisinza kyo kuza ahenze kyekudya.

Mu kubbama kwesi Kokopyo abbamamo, idduya woolile i mubimbi. I mubimbi idduya woolile hango wo Wonesilice woba ni bitala bye buulo bigaali naabi. Nga Kokopyo amalile kuceeta, akaba nga inzala yeba imudya, kifuku kicenyoocha, Kokopyo ilayo ingo makono mazaata namwe mimma. Kiilo kyo, umukasi, ni babaana, n'umwene baalila inzala paka bwaca.

Mu mamilimili, Kokopyo ilayo i mubimbi kusaka. Adabula nga Wonesilkye ajendileko. Kokopyo annina, iminnilisa, injila mu kitala kyo Wonesilkye . Asinyiila, akatiila bulo bwizula mukutiya, ityuka, ilayo ingo, ayilila baana beewe n'umujelema weewe badyeko bawone inzala.

Nga amalile kutulawo, Wonesilkye agobola abona kitu kyasambile bijele hango heewe bifanaana nga by'omuutu. Ate hasi he kitala, abona bulo bweewe bwafumukagilewo. Wonesilice icenga mu kitala, aduya nga bulo bweewe babuguuleko. Wonesilice iyanga, "Naanu uninnile mu kitala mwise abugulako bulo bwise? Namutu kiina usambagile hango haase!" Ilomela, Ilomela. Akalawo ati, "Inza kutega mutego. Ne yeesi unahambika, inamudya.

Kokopyo ng'amalilewo bulo bwesi atusa wo Wonesilice, inzala yilamo ku mudya ni be'mungo b'ewe bushaaka. Kiilo kyo, baana n'umujelema bilooza inzala paka bakaasisa Kokopyo kugona liilo. Hanze nga hali bbululukile, Kokopyo ishulilamo kwilayo wo Wonesilice ibe bulo bweewe anyalise kuhonesa b'eweewe inzala.

Mulundi gwe kabili ilayo, isheetela, abugula bulo bo Wonesilikye, agobolayo ingo i weewe, aha b'eweewe badya. Nindi, inzala yasila. Ne kyekabi'mbi, nabo bwawawo lwekuuba buli bwesi badya kebugobola mu kutiya dda. Kagila Umugisu alooma ati bulo bonyene ke bukuhonesa itoozo dda.

Bboti nga bwawele mu kitala buba bwaweelemo. Keeli nga mu lusuku lw'egamadoote mwesi nga mahangaafu gaweelemo, ela umuutu aza ashetaamo muniala.

Wonesilice, ke kyemubitisa bulayi dda. Kyemubitisa bubi ko naabi. Wonjela bulindi ku bitala byeewe.

Lwesi Kokopyo agobola kwiba bulo mulundi gwekaadatu, Wonesilice amuhaambila mu kitala kyeewe ali kusinyila bulo mu kutiya. Nga amuhambile, Wonesilice ateeba Kokopyo, “ Woca, Lwokiina iwowe wiiba bulo bwose?” Kokopyo amwilamo ati, “Itoozo ye kakutiya yagwa ku kisinza ky'eweefe. Ati mbeelee indi kwiba bulo inyalise kuyililako baana n'umukasi woose bahone itoozo.”

Wonesilice amulomela ati, “Inga ugana kuwona kukudya, yilayo ingo i wowo usalile umwana wowo wes'uminya kugana naabi, umudeece bulayi, umundeetele indye.” Kokopyo afugiilisa. Ku lunyene lwo amuleka, kamudya dda.

Kokopyo ilayo ingo, aboolela umukasi weewe kyesi Wonesilice amulomele. Hati alagila umukasi weewe ati: “Inza kugobola hano nga wadeekile umwana umudaayi kuyilile Wonesilice, aze adye alece kundya isese dda.”

Kokopyo ng'atulilewo, umujelema abaasa majesi, abugula umwana weewe umugiboole aza amubisa ku gusaala nakisiki gwene! gwene!. Agobola injila mu'nzu, abugula lihaafu, ashetaagamo biyifi, abideeka bulayi, awa Kokopyo ayilile Wonesilice. Wonesilice awuutako musudo, nga guṇaaha, asangaala naabi, amanya ati adiile umwana wo Kokopyo unyooha.

Indi Wonesilice, alomeela Kokopyo aze adeece umwana weewe wekaabili aleete adye. Nindi Kokopyo aza alomela umukasi weewe kudeeka umwana weewe gundi, ayilile Wonesilice, aze adye niyo alece kumuddya iyeyee dda.

Indi umukasi ahamba umwana aza abisa ku gusaala kwesi abisa wonyooha. Nindi, agobola, abugula lihaafu, akalagamo biyifi, adeeka bulayi, awa Kokopyo ayilile Wonesilice. Indi awuutako musudo nga guṇaaha, asangaala naabi, amanya ati adiile umwana wo Kokopyo wekaabili.

Ndi amulomela ati, “Za oleete gundi niyo indece ku kudya iwoowe.” Indi lundi, Kokopyo aza alomela umukasi kudeeka umwana wekaadatu. Nindi umukasi aza abisa umwana’yo ku gusaala kwesi abisa baace, indi agoboola adeeka lihaafu. Kokopyo ayilila Wonesilice, adya. Umukasi ilamo bukodyo bwene’bwo budwena paka abisa baana boosi ku gusaala, nga hesi akola ku milundi gijenyooaha. Umukasi naye aza ebisa hesi abisa baana beewe.

Inyanga yoola, Kokopyo agobola ingo aduya umukasi kaaliwo dda. Amanyati Wonesilice umwene aneeza abone kiina kigilile Kokopyo kuleka kumuleetela umwana gundi adye. Kale Kokopyo amanya ati ali ni kukwideeka umweene Wonesilice eze ingo amudye. Kokopyo haba aciili kumanya bukodyo bwesi umukasi weewe atambisa kunyalisa kuhonesa baana baawe n’umwene dda.

Kale Kokopyo adeeka meezi, gadiddikila, atamo lulwala, gaamwoka. Atusamo ng’awuga, “Yeebeebreebe! Nga gooka butaafu!” Atamo kijeke, gamwoka, atusamo. Indi awuga, “Yeebeebreebe! Nga gooka butaafu!” Kokopyo atya kufa. Kokopyo naye majesi geeza. Ahamba lihaafu, akalagamo biyifi bide, bide; ata mu meezi geesi adiddicisile. Nga byayiile bulayi, asuda ayilila Wonesilice adye. Agobola mu nziila inga alila ga womugwedi,

“Inzala imbi, inzala imbi.
 Yaamamo Wonesilice adya,
 adya baana base boosi.
 Umukasi wose agotawo.
 Iseese Kokopyo nakola ityena?”

Lwe gumudambo gwe babaana n’umukasi weewe, Kokopyo ambaasa akalawo ati, “Wonesilice lw’analinda nga kambona heesi immuyilila baana adye, aneeza, anjoode, andye semwene.”

Kale Kokopyo nga adabuule ingo, akalawo akalagamo lihaafu lilyesigale, buyifi, adeeka bulayi, alinda Wonesilice lw’alyezeela, amuwe adye. Nga hesi Umugisu imba ati, “Hanze hakabuya haca,” ilala haca. Wonesilice alinda Kokopyo inga kamubona dda. Wonesilice inyuka, ikala, ajendaana ayi ni n’ayi. Wonesilice aleka kuteleela dda. Wonesilice imma, mimma, litima nga limwita. Akalawo kuhambilila inzila yesi Kokopyo haba ezizagilako nga elomeela ati, ino ijaaha umuutu, ino ijaaha umuutu. Elomela paka hesi adabula ingo wo Kokopyo.

Wonesilice aduya Kokopyo adeekile lihaafu bulayi. Nga hango hanjaaha umuutu. Kokopyo ebisiile mu kidukulu.

Wonesilice ikwolooma, “Kokopyo. Kokopyo. Kokopyo. Kokopyo,” ne’nga Kokopyo asilile zzu. Wonesilice lwesi abona minyama ku mayiga gididdikila, byambaaso ku Kokopyo byatulayo. Abugula iseesi ni ludaago ni kwatu, haba, bili hamayiga adahe musudo anywe, ni zinyama addye. Nga akiili kumanya ati Kokopyo amutegile buliba (mutego) dda. Kokopyo nga iyeeeye ibisile mu kiduukulu.

Lwesi inamika nga icenga mu ndeecelo ati, asamba ku kisiki ce gumulilo, ne camukubba kigwo ce gamaani gene, nga umugwi w’ezinzoli. Akubba mutye gwosi mu ndeecelo ilimo biyifi bye zinyama ze gamahaafu biili kudiddikila. Ne Wonesilice asha musudo gwe zinyama ni gumulilo gwene. Ne Kokopyo atula mu kidukulu n’atako ifumbilo mulilo. Wonesilice asha yesi awawo.

Kokopyo inga ali’wo ati eloosele ni kulila mudambo gwe babaana n’umukasi weewe, abona baana na mawaawe badabula. Boosi baaza wo Wonesilice, basiinyila bulo mu zikutiya, bakatila bulo mu ziguniya, babwityukatyuka, babumemamema, baleeta badya, bawoona inzala ye kakutiya mu’ngo iwaawe.

Kane, lugaano lwose lwagama’wo.

12. APPENDICES

Appendix: DIALECTAL VARIATIONS

As earlier hinted, during speech, variations can be heard in pronunciations or vocabulary depending on the area one originates from. Consequently, three major dialect zones are identifiable: Lufumbo, Luhalsi, and Ludadili. The recognizable differences between these categories relate to the pronunciation of some words, alternation of sounds in certain environments, and in employing dissimilar-looking prefixes for the same grammatical units/elements.

These differences affect the readability of written materials. Once spellings of certain words differ from what speakers expect, that is, if the spelling used does not match the speaker's visual impression, the speaker will think of such spelling as a 'mistake'.

From the perspective of writing, where there is no reference or standard form for written materials, each time language users may wish to write one is constrained as to which dialect they should use, and it will likely be that choices will differ between the different users at a time.

The tables below show some of the differences among the major Lugisu sub dialects.

Table 26: Differences in vocabulary

ENGLISH	LUGISU			
	Ludadili	Luhalsi	Lufumbo	Lumasaaba
Water well	Kitwe	Isebele / gisebele	Isebele/ zisebele	Isebele /tsisebele
Water	Meezi	Meezi; meeji	Meezi	Kameetsi
Branch	Lusha/ ziisha, lusaga/ zisaga	Lusha /gisha	Lusaga /zisaga	Luuseca
Valley	Icende / zicende	Ikende	Luwongwa/ zimpongwa	Liitila
Skin	Lihaafu/ mahaafu	Lidiba/ madiba	Lidiba/ gamadiba	Lihaafu/ kamahaafu

ENGLISH	LUGISU			
	Ludadili	Luhulasi	Lufumbo	Lumasaaba
Saliva	Mate	Mate	Gamate	Kamare
Maize	Kasoli/ nabutyeso	Nabutyeso	Mayindi	Nasimya
Beans	Waniambi	Nabudaama	Nabudaama	Kamakanda
Salt	Muunyu	Muunyu	Muunyu	Kwacumbi
Ash water	Musambizi	Musambizi	Musambizi	Kumukhelekhe
Bull	Inzowu/ zinzowu	Inzowu/ zinzowu	Inzowu/zinzowu	Iwuunwa/ tsiwuunwa
Madness	Buyaazi	Buyaazi	Buyaazi	Bupeme
Violence	Butafu	Kisayumba/ Bisayumba	Budulongu	Siisayumba/ biisayumba/ shitulungu/ biitulungu
Sugarcane	Kikaajo/ bikaajo	Kikaajo/ bikaajo	Kikaajo/bikaajo	Kumwiba/kimiiba
Plant	Kibyallo/ bibyallo	Kibyallo/ bibyallo	Kilime/bilime	-
Tomato	Inyaanye/ zinyaanye	Inyaanyi/ ginyaanyi	Inyaanya/ zinyaanya	Inyaanya/tsinyaanya
Blood	Mafuji	Musaayi	Gumusaayi	Kamafuki
Vegetable type	Kuhadikila	Kuhadikila	Kuhadikila	Kumwirurura
Shop	Ligulannilo/ magulannilo/ Liduuka/ maduuka	Liduuka/ maduuka	Liduuka /maduuka	Likulaaniro/ kamakulaa-
Cooking pot	Indeceelo/zinde ceelo, inzamuunyu /zinzamunyu; isaka/ zisaka;imanje/ zimanje; inungilo/ zinungilo	Indeceelo/zinde ceelo, inzamuunyu/ zinzamunyu; isaka/zisaka; imanje/ zimanje	Inungilo/zinungilo	Itsaatsi/ tsitsaatsi

ENGLISH	LUGISU			
	Ludadili	Luhalasi	Lufumbo	Lumasaaba
Simsim	Itungo/ zitungo,ikaanu/z ikaanu	Gitungo	Ikaanu/zikaanu	Tsikhaanu
Clothing	Ingubo/ zingubo	Ingubo / gingubo	Inanga/zinanga	Inanga/tsinanga
To tell	Kubuulila	Kubuulila	Kubuulila	Khulomela
Ankle	Isasangila/ zisasangila	Isasangila/ zisasangila	Isasangila/ zisasangila	Iselengelo
Arrow	Mubano/ mibano	Kayingo/ buyingo	Kayingo/buyingo	Khayingo/buyingo
Shadow	Kisiisa/bisiisa	Kisiisa/ bisiisa	Cisiisa/bisiisa	Shishiniini
Canoe	Likokolo/ makokolo	Likokolo / makokolo	Lyato	Liikhonolo
Bed	Bulili/ malili; mwanzo/ myanzo	Bulili/malili; mwanzo/ myanzo	Kitanda/bitanda	Shitanda/bitanda
Bag	Inengu/ zinengu	Isawu/zisawu	Isawu/zisawu	Isawu/tsisawu
Head	Mutye/mitye	Mutwe/mitwe	Mutwe/mitwe	Kumurwe/kimirwe
Land	Litaaka/ liiswa/ lidoyi	Liiswa	Liidoiyi	Liiswa
Thirst	Liilesa	Lulesa	Bulesa	Buulesa
To exchange	Kucuusanisa/ kuhaanyusanisa	Kuhaanyusana	Kucuusanisa/ kuhaanyusanisa	Khuyuusanisa
To deceive	Tuwombesa	Kuwombesa	Kulimba	Khuuwombesa/ khuubiiya
To shine	Kukasa	Kumulika	Kukasa	Khumulikha
To accuse	Kuhaaba	Kuhaaba	Kuhaaba	Khuuhaaba
Feather	Lisoaya/ mooya	Lisooya/ mooya	Lisoaya/gamooya	Lifuumbo/ lilyoya
Earthworm	Lugandyaafula/ zingandyaafula	Injimbaafula/ zinjimbaafula	Lungandyafula/ zingandyafula	Liikhanu
Mosquito	Namunyinyi	Kaabudi/ buubudi	Namunyeenye	Shikuntsu/bikuntsu

ENGLISH	LUGISU			
	Ludadili	Luhulasi	Lufumbo	Lumasaaba
Pestle	Musutilo/ misutilo	Muwulilo/ miwulilo	Mugunyilo/migunyilo	Kumutsungilo
Python	Inzatu/zinzatu	Injatu/ginjatu	Mugoyeebaga/zimugoy eebaga; itimba/zitimba	Mukoyabaka/ zimukoyabaka
Fishing hook	Muloba/miloba	Muloba/miloba	Muloba/miloba	Kumulobo
Soil	Liidoi	Liitaaka	Litaaka	Liiloba
Mud	Litobbe/matobbe, litaaka	Kiitopi/biitopi	Litobe	Liitosi
Sand	Musenyi	Luuseke	Musenyi	Kumuyekhe
Clay	Lidoi, kitambasi/ bitambasi; kikododo/ bikododo	Kitambaasi/bita mbaasi	Kitambaasi/bitambaasi	Shiirambasi
Vulture	Mudonyi; ingosha/ zingosha	Namadutu/gina madutu	Namadutu/ginamadutu	Namaturu
Baboon	Liguje/maguje	Ligugwe/ magugwe	Inguje/zinguje	Liyuusi/buyuusi
Monkey	Mosooni/ mosooni	Ikobe/gikobe	Nayoomi/bunayoomi	Ikhobe/tsikhobe
Crab	Likalabbabba	Likalabbabba	Makala/zimakala	Makhatu
Soldier ant	Lidingwi	Lidingwi	Lidingwi	Litingwi
Dumb person	Bbeebbu	Bbeebbu	Bbubbu	Wawuma
Lion	Nyaatuyi/ zinyaatuyi	Ipologoma /gipolog- (luganda)	Isimba/zisimba	Italanyi
Heel	Ikugunyu/ zikugunyu	Isugunyu/ gisugunyu	Isugunyu/zisugunyu	Isukunyi
To pound	Kuguunya; kusuuta; kuwuula	Kusuuta	Kusuuta/kugunya	Khuutsunga
To look at	Kusiililila	Kutwasilila	Kusililila	Khuloleelela
Roof	Kilama/bilama	Kisuli/bisuli	Kisuli/bisuli	Shisuli/bisuli
To uncover	Kufuunula; kusambula	Kusambula	Kubiikula	Khubiikhula

ENGLISH	LUGISU			
	Ludadili	Luhalasi	Lufumbo	Lumasaaba
Noise	Liiyombo	Liiyombo	Liiyombo	Liyombo
Tooth	Lisiino/meeno	Liseeno/meeno	Liseeno/gameeno	Liino/kameeno
Hat	Ikofiila/zikofiila	Isapeewa/ gisapeewa	Isapeewa/gisapeewa	Ikoofira
Village	Kyalo	Mutongole/ mitongole	Gumutala/gimitala	Sisyalo/shisintsa
Palm of hand	Kigalabo/ bigalabo	Kyabo/byabo	Kigalabo/bigalabo	Shikalabo/bikalabo
Lie	Kiwombeso/ biwombeso	Buhombesi	Libiiyi/gamabiiyi	Bubeeyi
Crowd	Kibunjilizi/ bibunjilizi	Munyele	Kibunjilizi/bibunjilizi	Shibungilitsi/ bibungilitsi
Grave	Ingani/zinani	Ingani/giinani	Ingani/ziiinani	Ingani/tsinani
Wing (of bird)	Lupapa	Lupapalilo/ giipapalilo	Lupampalilo/ zimpampalilo	Tsindaha
Frog	Liicele/macele	Liikele/liicele	Incele	Likele
Money	Lipeesa/ mapeesa	Ipiiya/gipiya	Lipeesa/mapeesa	Lipeesa/kamapeesa
Honey	Buuci	Lwenge	Bubuuci	Bubuushi
Termite	Inje/zinje	Inge/ginge	Namaje	Namakeye
Snail	Ikiminyu/ ziciminyu	Ikiminwo/ ikiminwo	Iciminyo/ziciminyo	Ikumuniu/tsikumuniu
Voice	Liigono/magono	Liigono/magono	Lidoboozi/amadoboozi	Liikono/kamakono
To curse	Kuuzuba	Kuujuba	Kuuzuba	Kuutsuba
To go	Kuuzza	Kuuja	Kuuzya	Khuutsa
To come	Kweza	Kweza/kweja	Kweza	Khukhwitsa
To pierce	Kusimita	Kusimita	Kuhuna	Khuwuna
To learn	Kuuyiga	Kwiga	Kukwiga	Khukhwika
Man	Umuseeza/ baseeza	Umuseeja/ baseeja	Umusaani/basaani	Umuseetsa/baseetsa
House	Inzu/zinzu	Inju/ginju	Inzu/zinzu	Intsu/tsintsu
Wall	Lijidini/majidini	Liigidini/ magidini	ligidini/magidini	Litikiyi/kamatikiyi
Mountain	Lukungu	Lugingi	Lugingi	Lukingi
Lizard	Imbagala/ zimbagala	Imbagila/ gimbagila	Incolo/zincolo	Imbaakala/ tsimbaakala

ENGLISH	LUGISU			
	Ludadili	Luhulasi	Lufumbo	Lumasaaba
Twin	Umukwana/ bakwa	Umukwana/ bakwa	Umulongo/balongo	Umukhwana/ bakhwana
Basket	Kiidasa/biidasa	Kiidasa/biidasa	Kiibbo/biibbo	Indubi/tsindubi/ shishipo
Mortar	Kiinu/biinu	Kiiwuulo/ biwuulo	Kiinu/biinu	Shiwiili/biwiili
Shield	Ijidubi/zijidubi. Ingabo/zingabo	Igidubi/zigidubi	Ingabo	Ingabo

Table 27: Differences/changes in sound (phonology)

Lugisu								Lumasa aba	English
[d]		liidoote		liidoote		liidoote	> [t]	liitoore	banana
		lupapa/ ludaha		ludaha		lupapa/ ludaha		luutaha/ luupaparilo	wing
		kidoloodolo		kiidoloodolo		kiidolood olo		shiitolooto	yam sp.
[z]		kweza	[dz]	kweja		kweza	> [ts]	khukhwitsa	to come
		itungo/ ziitungo, ikaanu/ zikaanu	> g	giitungo	> z	ikaanu/ zikaanu	> [ts]	tsiikhaanu	simsim
[p]	> pp[1]	ippimbo/ zippimbo		ippimbo/ gippimbo	> mp	impimbo/ zimpimbo	> mm [2]	immimbo/ tsimmimbo	stick/cane
		ippama/zip pama		ippama/ gippama		impama/ zimpama		imbama/ tsimbama	yam sp.
		ippale/ zippale		ippale/ gippale		impale/ zimpale		imbale/ tsimbale	trouser
[t]	> pp[3]	kuutula		kutula		kutula	> [r]	khuurura	to exit
		ittemu/ ziittemu		ittemu/ giittemu		intemu/ zinttemu		indemu/ tsindemu	snake
[c]		iceese	> [k]	ikeese	[c]	ikeese	> [x]	ikheese	sheep
		icende		ikende		icende	> [ʃ]	liitila	valley
		mooce		mooke		gamooce		kamooshe	roasted banana
		ciilima		kiilima		ciilima		shishilima	darkness
		celeelo		keleelo		celeelo		shaleelo	today
		ciikaajo		kiikaajo		ciikaajo		kumwiba	sugarcane
		kuucina		kuukina		kuucina		khuukhina	to dance

Lugisu							English	
		Ludadili		Luhulasi		Lufumbo		Lumasa aba
[k]		liisuku		liisuku		liizuku/g amazuku	> [x]	liitsukhu lung
[j, nj]		majila	> [g, ng]	magila		magila	> [k]	makila legume sauce type
		kijele/ biijele		kiigele/ biigele		kiigele		shiikele/ biikele leg
		luujesi		luugesi		luugesi		luukyesu sweat
		umujelema		umugelema		umugele ma		umukela ma wife
								room
		kisenje		kisenge		kisenje		shiisenje accept
		kufujiilisa		kufugilisa		kufujiilisa		khuufukii lisa
[g]		mugosi		mugosi		mugosi	> [k]	kumukosi rope
		liiji/maji		liigi/magi		liigi/magi		liiki/ kamaki egg
[bb]		bbaabba		bbaabba		bbaabba	> [p]	papa father
		liibbondi		liibbondi		liibbondi		liipondi potato
[e]		kweza		kweja		kweza	> i	khukhwit sa to come

Word-class Markers

A COMMON DIFFERENCE SHOWS IN THE SHAPES OF THE OBLIGATORY GRAMMATICAL WORD-CLASS PREFIXES, WHEREBY WHILE SOME ARE SIMILAR, OTHERS DIFFER A BIT, EITHER IN FORM OR LENGTH OF CONSTITUENTS. THIS IMPLIES AN AUDITORY AESTHETIC DIFFERENCE FOR THE SPEAKERS OF EITHER SUB-VARIETY.

Table 28: Differences in Word Morphology

CLASS	LUGISU				
	LUDADILI	LUHALASI	LUFUMBO	LUMASAABA	ENGLISH
½	UMUUTU/BAATU	UMUUTU/BAATU	UMUNTU/BABANTU	UMUNDU/ BABANDU	PERSON
¼	UMWANA/BAANA	UMWANA/ BAANA	UMWANA/BAANA	UMWANA/ BABAANA	CHILD
	MUGOSI/MIGOSI	MUGOSI/MIGOSI	MUGOSI/MIGOSI	KUMUKOSI/ KIMIKOSI	ROPE
	MUNWA/MINWA	GUMUNWA/ GIMINWA -	GUMUNWA/ GIMINWA -	KUMUNWA/ KIMINWA KUMWIBA/ KIMIIBA	LIP SUGAR CANE
5/6	LIITOFU/MATOFU LIIKANGA/ MAKANGA	LIITOFU/ MATOFU INKANGA/ ZINKANGA	LIITOFU/MATOFU LIIKANGA/ MAAKANGA	LIIROFU/ KAMAROFU -	RIPE BANANA GUINEA FOWL
7/8	CIKAAJO/ BIIKAAJO CITALA/BITALA	KIIKAAJO/ BIIKAAJO KIITALA/BIITALA KIGANDYAFULA/ BIGANDYAFULA	KIIKAAJO/BIIKAAJO KIITALA/BIITALA KIGANDYAFULA/ BIGANDYAFULA	-KUMUUBA -SHIIRARA/ BIIRARA -	SUGAR CANE GRANARY EARTH WORM

CLASS	LUGISU				
	LUDADILI	LUHALASI	LUFUMBO	LUMASAABA	ENGLISH
9/10	IPIMBO/ZIPIMBO ISOLO/ZISOLO INZUCI/ZINZUCI INJIIWA/ZINJIIWA LUGANDYAAFULA/ ZINGHANDYAAFULA (OR INYAMBAFULA /ZINYAMBAFULA	IPIMBO/ GIIPIMBO ISOLO/GIISOLO INJUKI/GINJUKI INJIIWA/ GINJIIWA INJIMBAAFULA/ ZINJIMBAAFULA -	IMPIMBO/ZIMPIMBO INSOLO/ZINSOLO INZUKI/ZINZUKI INJIWA/ZINJIWA INGANDYAAFULA/ ZINGANDYAAFULA -	IMIMBO/ TSIINIMBO ISOLO/TSISOL O - - IKUNIUNI/ TSIKUNIUNI	STICK/ CANE ANIMAL BEE PIGEON EARTH WORM
11/10	LUUSAYA/ZIISAYA LUUZI/ZINZUZI LWIGA/ZINZIGA LULWALA/ZINZALA	LUUSAYA/ GIISAYA LUUJI/GINJUGI; LWIGA/GINJIGA LWALA/ GIINZALA	LUUSAYA/ZISAYA LULUZI/ZINZUZI LULWIGA/ZINZIGA LULWALA/ZINZALA	LUUSAYA/ TSIISAYA LULWITS/ TSINTSITS LULWIK/ TSINTSIKA LULWALA/ TSINTSALA	CHEEK DOOR HORN FINGER
12	KAJIIWA/ BUUJIIWA	KAJIIWA/ BUUJIIWA	KAJIIWA/BUUJIIWA		PIGEON
13	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
14	bwongo BULWALE	Bwongo BULWALE	bubwongo BULWALWE	Bubwongo BUULWALE	brain SICKNESS
15	kuutula kweza	Kuutula Kweja	kuutula kweza	Khuurura khukhwitsa	to exit to come
16	Hano	Hano	Hano	Hano	Here
17	Kumeza	Kumeza	Kumeza	Khumetsa	On
18	Munzu	Munju	Munzu	Muntsu	inside

CLASS	LUGISU				
	LUDADILI	LUHALASI	LUFUMBO	LUMASAABA	ENGLISH
19	Not applicable	Not applicable	Not applicable	Not applicable	
20/4	Gubaale/ mibaale	Gubaale/ mibaale	Gubaale/mibaale	Kuubaale/ kimibaale	Hugestone (augmentative form)
21	Not applicable	Not applicable	Not applicable	Not applicable	
22	gaaseeza	gaaseeza	gaaseeza	not applicable	huge and ugly (augement ative form)
23	I	I	I	I	at/to/in (locative)

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ISBN 978-9970-494-78-1

