Lwitaxo

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Contents

Chapter 1

Introduction

This is a grammar made as a final project for the field methods of linguistics course and Indiana University. The course consisted of original research conducted by students, and directed by Professor Robert Botne. The research was conducted by working with a native speaker of the Lwitaxo language in class and in private interview sessions.

1.1 Lwitaxo

The language Lwitaxo , also spelled Lwitakho and Lwidakho, is a Bantu language from South East Kenya. Its Guthrie Bantu zone classification is JE34. Information from Ethnologue, `http://www.ethnologue.com/show_language.asp?code=ida`, is shown in table 1.1 on page 3 and a map of where Lwitaxo is spoken is shown in figure 1.1.

1.2 Informant

The informant for the elicitation sessions is a native speaker of Lwitaxo from Kenya. She has lived in the United States for several years, attending graduate school, and also speaks the following languages: English, Swahili, Lubokusu, Lulokoli, Lukabarasi, and Kikuyu.

Table 1.1: The Ethnologue entry for the Luidakho-Luisukha-Lutirichi languages.

Population	306,000 (1987 BTL), increasing. Idakho 65,000, Isukha 90,000, Tiriki 100,000 (Heine and Möhlig 1980).
Region	Western Province, Kakamega District.
Language map	Kenya, reference number 26
Alternate names	Idakho-Isukha-Tiriki
Dialects	Idakho (Idaxo, Itakho), Isukha (Isuxa, Lwisukha), Tiriki. High comprehension of Logooli [rag], but resistance to each other's pronunciation. Lexical similarity: 70% with Logooli, 52% with Masaba [myx] (Uganda) and Luyia [luy].
Classification	Niger-Congo, Atlantic-Congo, Volta-Congo, Benue-Congo, Bantoid, Southern, Narrow Bantu, Central, J, Masaba-Luyia (J.30), Luyia A member of macrolanguage Oluluyia [luy] (Kenya).
Language use	GIDS 5. Home, community, religious services. All Ages. Positive attitude.
Language development	Literacy rate in L1: Below 1%. Literacy rate in L2: 15%–25%. Taught in primary schools. Bible portions: 2000.

Figure 1.1: A map of languages in Kenya. Lwitakho is number 26, in the enlarged section.
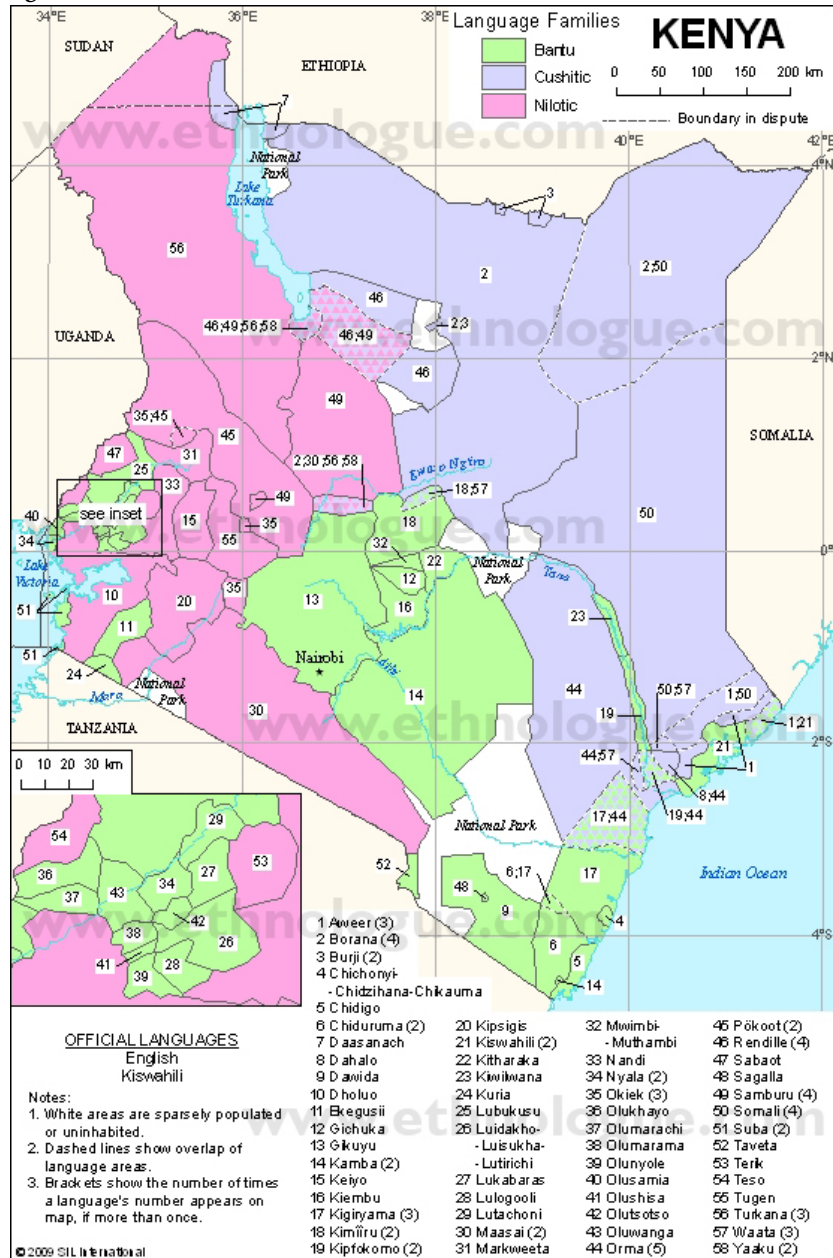
Chapter 2

Phonetics and Phonology

2.1 Sounds of Lwitaxo

2.1.1 Consonants

	Bilabial	Alveolar	P-alveo	Palatal	Velar	Glottal
Plosive	p (b)[a]	t (d)			k (g)	
Nasal	m	n		ɲ	ŋ	
Affricates		ts (dz)	tʃ (dʒ)			
Fricatives	β f	s	ʃ		x	h
Flap/Trill		l ɭ[b] r				
Glide	(w)			(j)		

[a]Letters in parenthesis only exist as allophones

[b]it was discovered on the last day of research that l and ɭ are possibly distinct phonemes, where as no difference was previously heard. Due to this, the data in this grammar does not yet show this distinction.

2.1.2 Vowels

Lwitaxo has a 5 vowel system. There are high and mid front vowels, and high and mid back vowels. The low vowel does not have a front/back distinction.
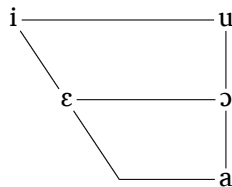
/i/ The high, unrounded, front vowel includes a large area of vowel space. The actual realization of this sound when spoken includes everything from [i]

to the upper limits of [e]. This means that the vowel written as 'i' in this grammar might be pronounced as [i] in 'tree', to [ɪ] in 'pit', to something that sounds a lot like [e] in 'mate'.

/ɛ/ The mid, unrounded, front vowel is realized as [ɛ], as in the English word 'bed'. The sound is transcribed with the letter 'e' in this grammar.

/u/ The high, rounded, back vowel covers a very similar territory height-wise as /i/ does. It is realized as [u] (as in English 'moo') and also as [ʊ] (as in English 'lull').

/ɔ/ The mid, rounded back vowel is realized as [ɔ] similar the English word 'bog'. In this grammar it is written as 'o'.

/a/ The /a/ is pronounced as a low back vowel. It is the only low vowel in the vowel system.

2.1.3 Tone

Lwitaxo has two phonemic tones: high and low. The low tone is the more neutral, and could also be referred to as 'not-high.' The tone is not fixed onto a syllable, but may move to a different syllable when a word is put in a sentence or a verb is conjugated

- *nimbá* 'I sing' compared with *nimba* 'I sing.'
- *íŋgúβu* 'dress' compared with *íŋguβu* 'hippo'
- *ísímba* 'lion compared with *isimba* 'hut for an unmarried man'
- *xuloláŋga* 'I see you' but *axulolaŋga* 'he/she sees you'
- *mbája* 'I play' but *mbaja katí* 'I play the game kati'

2.1.4 Length

Vowel length is distinctive in Lwitaxo. There appear to be 2 phonemic vowel lengths: long and short. There do not seem to be many examples where the word differentiates only by vowel length, except for the the formation of the recent past perfective and the short form of the recent past imperfective. In many cases where a vowel is deleted, there is a vowel lengthing as compensation. Long vowels are notated with ':' following the vowel.

- *ndʒendi* 'I walked (recent)' compared with *ndʒe:ndi* 'I was walking (recent)'
- *ŋwele* 'I drank (recent)' compared with *ŋwe:le* 'I was drinking (recent)'

2.2 Syllable Structure

The possible syllable structure is (N)(C)(G)V. The basic syllable is CV, and there are no codas allowed. The only kinds of complex onsets allowed is for

the consonant to be preceded by a nasal or succeeded by a glide. It is possible for the syllable to have both the nasal and the glide. The consonant without the onset, being only a vowel, seems to occur only in class 9 nouns[1], as well as 2nd and 3rd person singular verbs.

(N)(C)(G)V

CV	*mi.hi.ka*	'years'
V	*i.tʃi.li.ʃi*	'bull'
NCV	tsi.***ndu***.ma	'yams'
CGV	***xwi***.βi.li.la	'to forget'
NCGV	i.si.***mbwa***	'dog'

2.3 Phonological Rules

2.3.1 The nasals

The nasals m,n,ɲ, and ŋ appear to be distinctive sounds in Lwitaxo.

*mu*rio	'thank you'
βwa***na***	'childhood'
i***ɲ***ini***ɲ***ini	'star'
litʃu***ŋ***wa	'orange'

Despite being distinctive, the nasals will assimilate to the place of articulation of a following consonant and neutralize the distinction of place of articulation in the nasal, as well as also causing the following consonant to voice.

[nasal] →[α place] ___[α place]

[+stop] →[+voice] [+nasal] ___

The sounds [h] and [β] also change when preceded by a nasal. The β becomes a stop, [b], and the [h] acts like a [p]: voicing and becoming a stop [b] which causes the nasal to be realized as an [m].

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[1]for a discussion of the noun class system see section 3.1.1

n +	Results in	Example			Without n	
n + p	mb	tsimbau	'woods'[a]		lupau	'wood'
n + t	nd	indana	'infant'		xatana	'little infant'
n + k	ŋg	ŋgulaŋga	'I'm buying'		xukula	'to buy'
n + β	mb	mbimbitsa	'I'm boiling'		xuβimbitsa	'to boil'
n + h	mb	mbujaŋga	'I'm going home'		xuhuja	'to go home'
n + tʃ	ndʒ	ndʒendaŋga	'I'm walking'		xutsʃenda	'to walk'
n + ts	ndz	indzu	'house'		xatsu	'little house'
n + j	ndz	indzuxa	'snake'		xajuxa	'little snake'
n + l	nd	ndi	'I am'		ali	'he/she is'
n + l[b]	n	nomaloma	'I speak'		ulomaloma	'you speak'
n + r	nd	ndandulaŋga	'I'm tearing'		xurandula	'to tear'

[a]as in different types of woods

[b]The reason for the two different results of 'n + l' is unclear at this time: it may be a result of the two different l's: [l] and [ɭ]

2.3.2 Deletion of stop after a nasal

When there are two syllables in a row which both have the nasal + consonant onset, then the consonant of the first of these syllables is deleted.

NC...NC →N...NC

Example: *iŋgombe* is pronounced [iŋombe], however the diminutive form of cow, *xakombe*, shows an underlying k (expected to turn into a g after the nasal of the class 9 prefix, see section 3.1.1) which is not present in the pronunciation of the word. The same situation occurs with [ŋ] in *iɲumbu* 'an article of clothing'.

2.3.3 Palatalization

When velars are followed by front vowels, they palatalize. The following chart shows what sounds palatalize when followed by a front vowel ([i] or [e]) and what they palatalize to.

sound	palatalized	example	
k	tʃ	*xwi:luxaka* 'to run	*naxílluxatʃe* 'I will run (remote)'
ŋg	*ndʒ*	*-aŋga* impf marker	*atʃe:ndiendʒe* 'he/she was walking (near)'

2.3.4 Vowel interactions

When the vowel [a] is the first vowel in an underlying two vowel sequence ([aV]), then the [a] deletes, unless the second vowel is also an [a], then the vowels combine to form a long vowel.

[ai,au,ao,ae] →[i,u,o,e]

[a] + [a] →[a:]

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- u + la + imb + a: *ulimba* 'you will sing (near future)'
- a + la + iluxak + a: *aliluxáka* 'he/she will run (near future)'
- βa + uli: *βuli* 'they are'
- βa + éɲ + a: *βé:ɲa* 'they wanted (near past)
- βa + anafúndzi: *βa:nafúndzi* 'students'

2.3.5 Glide formation

When a high vowel precedes another vowel, the high vowel becomes a glide. [i] becomes [j], and [u] becomes [w]. For example, the class 1 prefix 'mu' when attached to a root that begins with a vowel, becomes 'mw' as in mwana 'child'. It appears that if the high vowel is also high tone and the following vowel is low toned, then the glide formation does not take place or might be optional, more research is needed on this.

$$\left[\begin{array}{c} + \text{vowel} \\ + \text{high} \end{array} \right] \rightarrow [\, + \text{glide}\,] \underline{\quad} V$$

2.3.6 Vowel Harmony

Vowel harmony can often affect what vowel occurs at the end of a word. It is not universally applied and not all of the instances where vowel harmony occurs are certain.

For example, the final vowel of the perfective near past is [e] unless the preceding vowel is high (i or u), then the final vowel becomes [i]. For example, ndili 'I just ate' versus ŋwele 'I just drank.'

Chapter 3

Morphology and Syntax

3.1 Nouns

Nouns in Lwitaxo almost always consist of two segments (morphemes): a noun prefix (NP) and a stem. The noun *ʃitere* 'finger' has the prefix *ʃi-* and the stem *-tere*. The prefix can change to show plurality, *ma-tere*, as well as a few other features discussed later.

Noun: prefix + root

Based on word usage, agreement, and these prefixes, the nouns of Lwitaxo have been broken up into 19 different noun classes. These noun classes match with general Bantu linguistics practices. A noun word will fall into one of these classes and is normally easily recognizable by the prefix. An important reason for these noun classes is agreement throughout the sentence: adjectives and other words agree with the nouns they correlate with in a sentence based off of the noun class of the word.

The bolded text mark the parts showing agreement:

Somaŋga **ʃi***tapu* **ʃi***lijaji* *ji***ʃi**.
I am reading   book   good   this.

'I am reading this good book.'

i*ndzuxa* **j***ana* *je***j***o* **i***litstáŋgma* *ʜtʃunŋga.*
snake   young   that   is eating   rat.

That young snake is eating a rat.

Classes are generally paired into noun classes corresponding with singular and plural: *mu-ndu* 'person' is class 1 and *βa-ndu* 'people' is class 2.The most common singular/plural noun class pairings are: 1/2, 3/4, 5/6, 7/8, 9/10, 11/10, 12/13, and 20/4. Some nouns exist with out a singular-plural distinction, such as liquids like *matsi* 'water' and *makura* 'oil' (both class 6) or emotions such as *βujanzi* 'happiness' (class 14). There are also a few words which do not have a prefix, such as *mama* 'mother' and *tata* 'father'. These prefixless nouns

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tend to be relationship words and all adjectives and other words agree with them as if they were class 1.

The locative noun classes (classes 16, 17, and 18) attach to other nouns see locative section below for more information about them. The diminutive classes 12 and 13 (singular and plural) and the augmentative classes 20 and 4 (singular and plural) not only attach to other nouns, but also replace the pre-existing noun prefix.

3.1.1   Noun Classes

Noun classes 1 and 2 are composed of things that involve humans, such as occupations, words for relations, and descriptions such as child. The prefix for class 1 is *mu-* and for class 2 is *βa-*.

1	*mu-ndu*	*mu-xana*	*mw-ana*	*mw-etʃitsi*	*mw-ιβuli*
	'person'	'girl'	'child'	'teacher'	'parent'
2	βa-ndu	βa-xana	β-ana	βa-etʃitsi	β-ιβuli
	'people'	'girls'	'children'	'teachers'	'parents'

Noun classes 3 and 4 have several nature items, such as the sun, moon, wind and trees; as well as several other nouns. A more well defined connection of the semantic categories has yet to be found. The prefix for class 3 is *mu-* and is *mi-* for class 4.

3	*mu-káti*	*mu-sala*	*mu-eli*	*mu-koje*	*mu-xono*
	'bread'	'tree'	'month'	'catfish'	'arm/hand'
4	*mi-káti*	*mi-sala*	*mi-eli*	*mi-koje*	*mi-xono*
	'breads'	'trees'	'months'	'catfishes'	'arms/hands'

Classes 5 and 6 include an assortment of animals, including most birds, as well as a collection of plants and other items. The prefix for class 5 is *li-*, and for class 6 is *ma-*.

5	*li-kondi*	*li-sitsa*	*li-hondo*	*lj-aro*	*li-ɲoɲi*
	'sheep'	'week'	'pumpkin'	'boat'	'bird'
6	*ma-kondi*	*ma-sitsa*	*ma-hondo*	*m-aro*	*ma-ɲoɲi*
	'sheep'	'weeks'	'pumpkins'	'boats'	'birds'

The prefix for class 7 is *ʃi-* and for class 8 is *βi-*. There does not appear to be any distinct semantic categories tightly linked to classes 7 and 8.

7	*ʃi-kala*	*ʃi-kombe*	*ʃi-tapu*	*ʃi-mbuli*	*ʃi-retʃelo*
	'foot'	'cups'	'book'	'goat'	'village'
8	*βi-kala*	*βi-kombe*	*βi-tapu*	*βi-mbuli*	*βi-retʃelo*
	'feet'	'cups'	'books'	'goats'	'villages'

Noun classes 9 and 10 include many animals as well as many modern day loan words, from English, Swahili, or other. The class prefixes appear to be simply *i-* and *tsi*, but there is actually a nasal at the end of both prefixes, if the beginning of the root allows it: *in-* and *tsin*. The nasal by default is 'n', but will change place of articulation based off of the stem it attaches too. See the phonology section for more details. Modern loan words do not preserve this

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final nasal of the prefix, as the example *ikomputa* shows.

9	*in-dzeku*	*i-sutse*	*i-mesa*	*i-komputa*	*iŋ-gulume*
	'elephant'	'fish'	'table'	'computer'	'pig'
10	*tsin-dzeku*	*tsi-sutse*	*tsi-mesa*	*tsi-komputa*	*tsiŋ-gulume*
	'elephants'	'fishes'	'tables'	'computers'	'pigs'

Noun class 11 has the prefix *lu-*, and uses class 10, *tsin-* as its plural class pair. In this pair it much easier to see the nasal that exists at the end of the class 10 prefix, as class 11 does not have this nasal. Noun class 11 has the prefix *lu-*, and uses class 10, *tsin-* as its plural class pair. In this pair it much easier to see the nasal that exists at the end of the class 10 prefix, as class 11 does not have this nasal.

11	*lu-ika*	*lusala*	*lu-pau*	*lu-imbo*	*lu-kaka*
	'horn'	'stick'	'lumber'	'song'	'fence'
10	*tsin-zika*	*tsi-sala*	*tsim-bau*	*tsin-imbo*	*tsiŋ-gaka*
	'horns'	'sticks'	'lumbers'	'songs'	'fences'

Classes 12 and 13 work differently then the previous noun classes. Rather than having words which are inate members of that noun class, words become this noun class when being used as the diminutive (dim.)[1]. The class 12 prefix is *xa-* and the class 13 prefix is *ru-*. These prefixes replace the original prefix of the word.

Word	Plural	English	Cl. 12	Cl. 13
i-simbwa (Cl. 9)	tsi-simbwa (Cl. 10)	'dog'	xa-simbwa	ru-simbwa
iŋ-guβu (Cl. 9)	tsiŋ-guβu (Cl. 10)	'hippo'	xa-kuβu	ru-kuβu
li-lesi (Cl. 5)	ma-lesi (Cl. 6)	'cloud'	xa-lesi	ru-lesi
ʃi-kombe (Cl. 7)	βi-kombe (Cl. 8)	'cup'	xa-kombe	ru-kombe

The majority of class 14 nouns deal with emotions and state of being in time (like childhood) and therefore do not exist in the plural. The few class 14 nouns that do have a plural use class 4 as the plural class. Class 14's prefix is *βu-* and class 4's is *mi-*.

14	*βu-hiendela*	*βw-eni*	*βu-janzi*	*βu-ána*	*βu-ija*
	'adulthood'	'forehead'	'happiness'	'childhood'	'body hair'
4	—	*mj-eni*	—	—	—
	—	'foreheads'	—	—	—

Noun class 15 does not have a singular/plural pair. It is used for creating nominal forms of verbs. These are often translated as the infinite forms (e.g. 'to walk') or the participle form ('walking'). The prefix is *xu-*. Refer to section 3.4.1 for more information.

15	*xu-ɲola*	*xu-hunŋgma*	*xu-kona*	*xu-βa*	*xu-mila*
	'to find'	'to drink'	'to sleep'	'to be'	'to swallow'

Noun classes 16, 17, and 18 are all locative cases. The locative case is added to the already existing noun case. A brief discussion of them is below, though

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[1]The diminutive is a form denoting small, cute, childish, etc. For example, 'doggy' or 'kitty' would be a diminutive of dog and cat in English.

more data needs collected to get acquire a better picture of how the locatives function.

Class 16, prefix *ha-*, is used to emphasize location on a surface or motion towards being on top of a surface, such as *lipata lili* **ha***kofija* 'the duck is *on top of* the hat' where using the generic 'in' would cause confusion as to whether the duck is in or on the hat. It can also be used to show 'near', such as *ndi* **ha***litu:ka,* 'I'm near the shop.'

Class 17 is the most common locative case and can generally be translated as 'in' or 'to' and is used in instances where there doesn't need to be an emphasis. For example, the English sentence, 'They were in a boat on the lake' would be in Lwitaxo: *βa:li* **xw***aro* **xu***ɲanza.* The instances where class 18, prefix *mu-*, is used is unclear.

3.1.2   Word order in the noun phrase

The segments of the noun phrase follow this ordering:
noun possessive number adjective demonstrative or $\boxed{\text{N POS \# ADJ DEM}}$
Of these, only the noun is required to be present.

A few examples of noun phrases using different components of the noun phrase:

- *βajaji βandʒe βaβaka βuβujandzi jaβa*
  boys   my   three   happy   these
  N   POS   #   ADJ   DEM

  'these, my three happy boys'
- *indzu   iŋgali jiji*
  house   big   this
  N   ADJ   DEM

  'this big house'
- *makondi koko karanu makali*
  sheep   your five   big
  N   POS   #   ADJ

  ' your five big sheep'

3.2   And

There are two words for 'and': *nende* and *ni.* Both are equivalent in meaning and in most situations inter-changeable. *nende* simply goes between the two words being connected such as, *lukanu nende ʃitapu* 'the folktale and the book.' *ni* is a little bit more complicated, as it often replicates the vowel following it, such as *lukanu ni ʃitapu* 'the folktale and the book' if reversed in order becomes *ʃitapu nu lukanu* 'the book and folktale'. Other examples: *isimba nu mwana wajo* 'the lion and its cub', *isimba na βana βajo* 'the lion and its cubs.'

ni and *nende* 'and' are used to show most connections between nouns or verbs. Such as possession, which is shown with the possessor as the subject,

the verb to be, the word and, and then the possessed: *ndi ni imbuli* 'I have a goat,' *ndi na maremwa* 'I have bananas.'

3.3   Interrogative words

To ask about an object, the word for what is *niʃi*.

- *niʃi jeʃo*, when pointing at a pencil would translate to, 'What's that?'

This *ʃi* is also used in conjunction with nouns to mean 'which.' This is the preferred method of asking about time, if the unit of time is predictable.

- *witsa America muhika ʃi* 'In which year did you come to America?'
- *uhuja lituxu ʃi* 'What day did you leave?'

For people, the word for who is *niβi*.

- *niβi ojo* when pointing at a person translates to 'Who is that?'
- Equally acceptable for this question is *niβina ojo*.

The question why is asked with the word, *ʃitʃilaʃi*.

- *ʃitʃilaʃi ulilaŋga* 'Why are you crying?'

The question when is asked with the word *saːʃi*. Using this form rather than the unit of time plus the *ʃi* mentioned above shows that whether the event happened minutes, hours, days, or years ago.

- *ulili ʃixulia saːʃi* 'When did you eat the food?'

3.3.1   Agreement Patterns

All modifiers of nouns, as well as verbs, have agreement with the noun. The agreement is marked by an agreement marker, normally taking the form of a prefix. There are three different agreement markers: *a*) The agreement marker used for demonstratives, abbreviated as DEM; *b*) AGR1, used for adjectives, and the number one; and *c*) AGR2, used for possessives, linking words, verbs, and numbers two through five. The only classes where AGR2 is distinctive from AGR1 are classes 3, 4 and 6. When the agreement marker is prefixed to a stem that starts with a vowel the vowel from the agreement marker is deleted, unless it is a high vowel and then it creates a glide.

The locative classes do not have agreement markers for nouns that are being used for a locative meaning but rather use the agreement marker for whatever class the noun normally is; i.e. words like *haːsi* 'floor' which are innately one of the locative classes will have the agreement marker *ha-*, but a word like *halituːka* 'near the shop' would use the agreement marker for class class 5, as shop is *lituːka* and a class 5 noun.

Examples:

- *makondi kandʒe* 'my sheep' (class 6)
- *lixoxo ljelje* 'his/her turkey' (class 5)
- *mukoje kwaβo* 'their catfish' (class 3)
- *βetʃitsi βoβo* 'your (sg) teachers' (class 2)

Agreement Marker Chart				
Class #	Prefix	DEM	AGR1	AGR2
1	mu	uj	u	u
2	βa	aβ	βa	βa
3	mu	uk	mu	**ku**
4	mi	itʃ	mi	**itʃ**
5	li	il	li	li
6	ma	ak	ma	**ka**
7	ʃi	iʃ	ʃi	ʃi
8	βi	iβ	βi	βi
9	i	ij	i	i
10	tsi	its	tsi	tsi
11	lu	ul	lu	lu
12	xa	ax	xa	xa
13	ru	ur	ru	ru
14	βu	uβ	βu	βu
15	xu	ux	xu	xu

3.3.2 Adjectives

Most adjectives use the same process to show agreement to their head of the noun phrase: AGR1 + adjective root. The adjective follows the noun in the noun phrase.

	AGR1	-kali 'big'	-laji 'good'
Class 1	u	ukali	ulaji
Class 2	βa	βakali	βalaji
Class 3	mu	mukali	mulaji
Class 4	mi	mikali	milaji
Class 5	li	likali	lilaji
Class 6	ma	makali	malaji
Class 7	ʃi	ʃikali	ʃilaji
Class 8	βi	βikali	βilaji
Class 9	iN	iŋgali	ilaji
Class 10	tsiN	tsiŋgali	tsilaji
Class 11	lu	lukali	lulaji

Adjectives type 2

There is another type of adjective as well, which forms in the same way except uses AGR2, rather than AGR1 to show agreement. The exact reason

why some adjectives use AGR1 vs. AGR2 is unclear at this time. However, only the classes with nasal initial prefixes (classes 3, 4 and 6) are affected by this different type of adjective. Example: 'hot' is kuhili (class 3), tʃihili (class 4), and kahilii (class 6).

3.3.3 Numbers

The number 1 shows agreement with a noun it modifies by using the form AGR1 + number . Numbers 2-5 agree with the noun they modify by using the form AGR2 + number . Numbers 6-10 are set in their form, and do not show agreement with the noun they modify. When used for counting, or in general when not used with a noun, the number 1 has the prefix 'lu-' (class 11 agreement), the numbers 2-5 have the prefix 'xa-' (class 12 agreement). Numbers occur after the noun they modify.

			Example of agreement with:		
#	*root*	*Counting*	*mundu 'person'*	*isa 'clock'*	*likondi 'sheep'*
1	-lala	lulala	mulala	indala	lilala
2	-βili	xaβili	βaβili	tsiβili	maβili
3	-βaka	xaβaka	βaβaka	tsiβaka	maβaka
4	-xane	xane	βaxane	tsixane	maxane
5	-ranu	xaranu	βaranu	tsiranu	maranu
6	sita	sita	sita	sita	sita
7	sapa	sapa	sapa	sapa	sapa
8	munane	munane	munane	munane	munane
9	tisa	tisa	tisa	tisa	tisa
10	lixomi	lixomi	lixomi	lixomi	lixomi

3.3.4 Possessive Adjectives

The Lwitaxo language only allows for humans to posses things, therefore there are only possessive adjectives for humans and not for any other noun class. There are six types of possessive adjectives, a singular and plural for each 1st, 2nd, and 3rd persons. Each of these six possessive adjectives has to agree to the noun that is being possessed. The specific forms for each person are described below, and the agreement marker shows agreement with the noun being possessed. The possessive adjective follows the noun is modifies, for more complex noun phrases refer back to section 3.1.2 and for the agreement chart refer back to section 3.3.1.

First person singular, 'my'

The possessive adjective for first person singular, translated into English as 'my' is formed:

$$\boxed{\text{AGR2 + and\textipa{ʒ}e}}$$

Remember that AGR2 here refers to the agreement marker for the noun that is being possessed.

Examples:

- 'my book' (class 7) : ʃitapu ʃj + andʒe : *ʃitapu ʃjandʒe*
- 'my sheep (plural)' (class 6) : makondi k + andʒe : *makondi kandʒe*

Second person singular, 'your'

The possessive adjective for second person singular, or 'your', is formed

$$\boxed{\text{AGR2 + o + AGR2 + o}}$$

The agreement marker is used twice in this formation.

Examples:

- 'your cow' (class 9) : iŋombe j + o + j + o : *iŋombe jojo*
- 'your mother' (class 1a) : mama w + o + w + o : *mama wowo*[2]
- 'your trees' (class 4) : misala tʃj + o + tʃj + o : *misala tʃjotʃjo*

Third person singular, 'his/her'

Lwitaxo does not have a distinction between masculine and feminine, and so there is only one third person pronoun which can be translated either as 'his' or 'her'. It is formed by:

$$\boxed{\text{AGR2 + e + AGR2 + e}}$$

Again the agreement marker, AGR2, is used twice in the formation of the possessive.

Examples:

- 'his/her chicken' (class 5) : lixoxo lj + e + lj + e : *lixoxo ljelje*
- 'his/her brother' (class 1a) : mbotso w + e + w + e : *mbotso wewe*
- 'his/her funeral' (class 6) : malika k + e + k + e : *malika keke*

First person plural, 'our'

The plural first person possessive adjective, or 'our', is formed:

$$\boxed{\text{AGR2 + eru}}$$

Examples:

- 'our fence' (class 11) : lukaka lw + eru : *lukaka lweru*
- 'our house' (class 9): indzu j + eru: *indzu jeru*
- 'our sweet potato vines' (class8) : βipwoni βj + eru : *βipwoni βjeru*

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[2]class 1a does not have a prefix, but is treated as class 1

Second person plural, 'your'

The second person plural possessive adjective, or 'your' when talking to a group of people, is formed:

AGR2 + eɲu

Examples:

- 'your (pl[3]) yams' (class 10) : *tsinudma tsj + eɲu : tsinudma tsjeɲu*
- 'your (pl) bananas' (class 6) : maramwa k + eɲu : *maramwa keɲu*
- 'your (pl) childhood' (class 14) : βuana βw + eɲu : *βuana βweɲu*

Third person plural, 'their'

The third person plural possessive adjective, or 'their', is formed by:

AGR2 + aβo

Examples:

- 'their boat' (class 5) : ljaro lj + aβo : *ljaro ljaβo*
- 'their room' (class 9) : irumu j + aβo: *irumu jaβo*
- 'their teacher' (class 1) : mwetʃitsi w + aβo : *mwetʃitsi waβo*
- 'their dreams' (class 6) : maloro k + aβo : *maloro kaβo*

			Possessive Adjectives				
Class	**AGR2**	**'my'**	**'your'**	**'his/her'**	**'our'**	**'your (pl.)'**	**'their'**
1	u	wandʒe	wowo	wewe	weru	weɲ	waβo
2	βa	βandʒe	βoβo	βeβe	βeru	βeɲ	βaβo
3	ku	kwandʒe	kwokwo	kwekwe	kweru	kweɲ	kwaβo
4	tʃi	tʃjandʒe	tʃjotʃjo	tʃjetʃje	tʃjeru	tʃjeɲu	tʃjaβo
5	li	ljandʒe	ljoljo	ljelje	ljeru	ljeɲu	ljaβo
6	ka	kandʒe	koko	keke	keru	keɲu	kaβo
7	ʃi	ʃjandʒe	ʃjoʃjo	ʃjeʃje	ʃjeru	ʃjeɲu	ʃjaβo
8	βi	βjandʒe	βjoβjo	βjeβje	βjeru	βjeɲu	βjaβo
9	ji	jandʒe	jojo	jeje	jeru	jeɲu	jaβo
10	tsi	tsjandʒe	tsjotsjo	tsjetsje	tsjeru	tsjeɲu	tsjaβo
11	lu	lwandʒe	lwolwo	lwelwe	lweru	lweɲu	lwaβo
12	xa	xandʒe	xoxo	xexe	xeru	xeɲu	xaβo
13	ru	rwandʒe	rworwo	rwerwe	rweru	rweɲu	rwaβo
14	βu	βwandʒe	βwoβwo	βweβwe	βweru	βweɲu	βwaβo
15	xu	xwandʒe	xwoxwo	xwexwe	xweru	xweɲu	xwaβo

3.3.5 Demonstratives

Lwitaxo appears to have two different demonstrative adjectives: one that denotes proximity to the speaker, and another that shows distance from the speaker. Many Bantu languages have a three way distinction: one denoting proximity to the speaker, another for proximity to listener, and a third for

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[3]plural

distant from both listener and speaker. Demonstratives come after the noun they modify, for more complex noun phrases refer back to section 3.1.2.

Proximal, 'this/these'

The demonstrative adjective which is translated into English as either 'this' or 'these' is formed by:

j + DEM + V

DEM is a form of agreement marker. The agreement markers are listed in section 3.3.1, and also is relisted in the table below. The V in the proximal is the same as the vowel in the DEM marker.

Examples:

- 'this sheep' (class 5) : likondi j+il+i : *likondi jili*
- 'these hawks' (class 8) : βilitsa j+iβ+i : *βilitsa jiβi*

An exception to this is the form of the demonstrative for class 1 nouns. The 'j' does not appear in the beginning of the demonstrative; 'this person' is *mundu uju*, where *uju* is the demonstrative.

Distal, 'that/those'

The demonstrative adjective translated into English as 'that' and 'those' is formed by:

j + DEM + o

The DEM agreement marker can be found either in section 3.3.1 or in the table below. The 'o' has the effect of lowering high vowels (i and u) in the DEM marker to 'e' and 'o'.

Examples:

- 'that horn' (class 11) : luika j+ol+o : *luika jolo*
- 'that fish' (class 9) : isutse j+ej+o : *isutse jejo*
- 'that hare' (class 12) : xamuna j+ax+o : *xamuna jaxo*

The class 1 form for the demonstrative once again follows the the rule of not having the initial 'j': 'that person' is *mundu ojo*, where *ojo* is the demonstrative.

Demonstrative Adjective Chart			
Class #	DEM	Proximal	Distal
1	uj	uju	ojo
2	aβ	jaβa	jaβo
3	uk	juku	joko
4	itʃ	jitʃi	jetʃo
5	il	jili	jelo
6	ak	jaka	jako
7	iʃ	jiʃi	jeʃo
8	iβ	jiβi	jeβo
9	ij	jiji	jejo
10	its	jitsi	jetso
11	ul	julu	jolo
12	ax	jaxa	jaxo
13	ur	juru	joro
14	uβ	juβu	joβo
15	ux	juxu	joxo

3.4   Verbs

Verbs in Lwitaxo show agreement with the noun they work with. The verbal agreement shows either the noun class of the subject or denotes the person which is the subject. Lwitaxo shows the following persons in both the singular and plural: 1st, 2nd, 3rd.

There are 5 tenses in Lwitaxo: remote past, near past, present, near future, and far future. There is also both perfective and imperfective forms of each of these tenses.

3.4.1   Infinitives

Verb infinitives are nominal forms for the verb root, the nominal forms belong to noun class 15 with the prefix 'xu–'. The verb roots have a final vowel (FV), '–a', attached to them for syllabification purposes.

| xu + root + FV |

3.4.2   Verb Types

Short verbs behave differently than other verbs. The easiest way to distinguish a short verb, is if the infinitive is only 2 syllables: xuŋwa is a short root, due to the fact the root is only actually 'ŋu' and this can be seen by the infinitive being 2 syllables. When a short verb behaves differently in a form then a long verb, it will be noted.

3.4.3 Subject agreement

The verb shows agreement with its subject through a prefix. For most nouns the AGR2 (see section 3.3.1) is used as the verb prefix, such as in the the class 6 word *makondi* 'sheep': *makondi kalitsaŋga* 'The sheep are eating.'

When dealing with human subjects, the agreement marker indicates whether the subject is 1st, 2nd, or 3rd person and whether the subject is singular or plural. 3rd person singular, the form corresponding with 'he/she' in English, has two different forms depending on if the prefix is followed by a consonant: a–; or a vowel: j–.

The following table shows the prefixes affixed to the verb xuimba 'to sing' in the present perfective form. This is an example of the prefixes affixed to a verb with a root which begins with a vowel. Note how 'j–' is used for the 3rd person singular and how all the other forms besides 1st singular alternate to attach to the verb.

	Sg			**Pl**		
1st	n–	'I'	*nimbá* 'I sing'	xu–	'we'	*xwimbá* 'we sing'
2nd	u–	'you'	*wimbá* 'you sing'	mu–	'You'	*mwimbá* 'you all sing'
3rd	a–/j–	'he/she'	*jimbá* 'he sings'	βa–	'they'	*βimbá* 'they sing'

The following table shows the prefixes affixed to the verb *xutʃenda* 'to walk' in the present perfective form. This is an example of the prefixes affixed to a verb which has a root beginning with a consonant. Note the change of [tʃ] to [dʒ] due to the 1st singular prefix, as well as the use of 'a–' for the 3rd singular form.

	Sg			**Pl**		
1st	n–	'I'	*ndʒenda* 'I walk'	xu–	'we'	*xutʃenda* 'we walk'
2nd	u–	'you'	*utʃenda* 'you walk'	mu–	'You'	*mutʃenda* 'you all walk'
3rd	a–/j–	'he/she'	*atʃenda* 'he walks'	βa–	'they'	*βatʃenda* 'they walk'

First person singular

The 1st person singular marker, n–, acts different than the other prefixes due to being a single consonant. The other personal prefixes have vowels, which allow them to create a seperate syllable before consonant initial roots, but the 1st person singular requires special procedures:

Before a nasal When conjugating a verb root that begins with a nasal, such as xuŋola 'to find', the 1st person singular prefix is deleted: *ŋola* 'I find.'

Before a voiceless fricative When conjugating a verb root that begins with a voiceless fricative (f, s, ʃ, x)[4], such as xusoma 'to read', then the 1st person singular prefix is deleted: *soma* 'I read.'

Before 'j' If the verbal root begins with [j], such as xujixala 'to sit', then the 1st person singular has 2 possible alternations: *nixala*, where the [j] is

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[4][h] does not phonologically act as a voiceless fricative in Lwitaxo

deleted; and *ndzixala* 'I sit', where the [j] because [dz]. These two forms seem to be in free variation.

All other cases In all the remaining cases, the 1st person singular prefix affixes and causes the sound changes noted in the nasal section of the phonology section.

- *xuβakala* 'to spread out to dry' : mbakala 'I spread (something) out to dry'
- *xutéha* 'to draw water' : ndeha 'I draw water'
- *xukona* 'to sleep' : ŋgona 'I sleep'.

Direct Object

The direct object follows the verb.

subject verb object

mwana   asomaŋga   ʃitapu
subject   verb   object
child   is reading   book

'The child is reading a book.'

mwanafundzi   jimbaŋga   luimbo
subject   verb   object
student   is singing   song

'The student is singing a song'

If the direct object is used in a pronominal form, then agreement marker AGR2 for the direct object is put between the agreement marker for the subject and the verb. The first person marker deletes, rather than combining with the consonant of the direct object marker.

AGR2.subject + AGR2.object + verb

ndoláŋa 'I'm seeing', but *liloláŋa* 'I'm seeing it (the stone, *litʃina*).'

mwana   aʃisomaŋga   [ʃitapu]
subject object + verb [object]
child   is reading it   [book]

'The child is reading it [a book].'

*mwanafundzi   a**lw**imbaŋga   [**lu***imbo]*
subject   object + verb   object
student   is singing it   [song]

'The student is singing it [a song]'

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3.4.4 Tense

A note on the imperfect

The formation of the imperfective form, or progressive form, of each tense is shown below; however, with the exception of the remote past, all of the imperfective forms are predictable by adding the ending -VŋgV to the perfective of the same tense, with something like vowel length possibly being added to the root, as in the near past form. The final vowel in the verb form dictates whether the ending is *-aŋga* or *endʒe*. If the verb form ends in [a], then the imperfective will take *-aŋga*. If the verb form ends in [i] or [e], then the imperfective will take *-endʒe*.

Remote Past

The remote past is used when the action was more than approximately one day in the past.

Perfect: The perfective remote past tense marker is [a], which occurs after the agreement marker and before the root of the verb.

AGR2 + a + root + FV

- *xutʃenda* 'to walk' : *natʃenda* 'I walked'
- *xuŋgwa* 'to drink' : *waŋwa* 'You drank'
- *xulia* 'to eat' : *já:lja* 'He ate'

Imperfect The imperfect of the remote past is a compound verb form made from the remote past of the verb to be, the connector *ni*, and the present imperfective form of the verb.

ná:li ni ndzilúxakaŋga	'I was running'
wá:li nu wímbaŋga	'You were singing'
já:li na:litsaŋga	'You were eating'
xwá:li nu xuŋwétsanga	'We were drinking'
mwá:li nu muhujaŋga	'You all were going home'
βá:li na βatehaŋga	'They were drawing water'

Past Habitual

The past habitual has the English translation of 'I used to...but now I don't.' It is formed by adding the imperfective marker '–aŋga' to the remote past perfective.

AGR2 + a + root + aŋga

or:

Remote past + aŋga

Short verbs add [ts] between the verb and the imperfective marker.

- w + a + tʃe:nd + aŋga: *watʃe:ndaŋga* 'You used to walk, but now you don't'

- short verb: j + a: + lí + ts + aŋga: *ja:lítsaŋga* 'He/she used to eat, but now they don't'
- short verb: n + a + ŋwe + ts + aŋga: *naŋwetsaŋga* 'I used to drink, but now I don't'

Near Past

The near past is used if the action was approximately within the last day.

Perfect: The perfective near past is formed by taking the root of a verb, applying the appropriate agreement marker, and then making the final vowel an [e]. The final vowel is affected by vowel harmony, see section 2.3.6.

AGR2 + root + e

Short verbs add -ele in this form.

short verb: AGR2 + root + ele

- n + dʒend + i : ndʒendi 'I walked (recent)', from xutʃenda
- j + imb + i : jimbi 'he sang (recent)', from xuimba
- ŋw + ele : ŋwele 'I drank (recent)', from xuŋgwa

Imperfect: The imperfective near past, also called the near past progressive form, is similar to the English "I was doing." The form is made by taking the perfective near past tense form and lengthening the final vowel of the verb root and adding the imperfective marker '–endʒe'.

AGR2 + root(elongated vowel) + e + endʒe

or

Near Recent Past(elongated vowel) + endʒe

- n + dʒe:nd + i + endʒe : *ndʒendiendʒe* 'I walked (recent)', from *xutʃenda*
- j + i:mb + i + endʒe : *ji:mbiendʒe* 'he sang (recent)', from *xuimba*
- ŋw + ele + endʒe : *ŋwe:le:ndʒe* 'I drank (recent)', from *xuŋgwa*

There is also a second form for the near past imperfective. It is in fact identical to the form above, except with the *-ndʒe*. This makes the form near identical to the perfect near past forms which in [e], except for the lengthened. vowel in the root

- n + dʒe:nd + i + e : *ndʒendie* 'I walked (recent)', from *xutʃenda*
- j + i:mb + i + e : *ji:mbie* 'he sang (recent)', from *xuimba*
- ŋw + ele + e : *ŋwe:le* 'I drank (recent)', from *xuŋgwa*

Present

Perfective: The present perfective tense is used to discuss current habitual actions such as, "I play" in the sense of "I play with the ball." The form is created by affixing AGR2 to the verb root and keeping the final vowel [a].

AGR2 + root + FV

Short verbs add [ts] to the end of the root to create the present tense.

- short verb: ka + li + tsa : *makondi kalitsa lusese* 'Sheep eat grass', from *xulia* 'to eat'
- n + déx + a : *ndéxa mátsi* 'I boil water', from *xutéxa* 'to boil'

Imperfective: The present imperfective tense is used as the present progressive form such, "I am playing." The form is made by adding the imperfective marker '–aŋga' to the present perfective form.

| AGR2 + root + aŋga |

or

| Present perfective + aŋga |

- ŋ + gul + aŋga : *ŋgulaŋga* 'I am buying', from *xukula* 'to buy'
- a + βá:j + aŋga : *aβá:jaŋga* 'he is playing', from *xuβa:ja* 'to play'
- a + sièβ + aŋga : *asiéβaŋga* 'She/he is dancing', from *xusieβa* 'to dance'
- short verb: ŋwé + ts + aŋga : *ŋwétsaŋga* 'I am drinking' from *xuŋwa* 'to drink'

Near Future

The near future shows actions which are expected to happen soon, normally within the next few days.

Perfective: The near future perfective is used when the action being spoken about is in the near future and focus is being placed on the completion of the action. The form is made by inserting the marker *la* between the agreement marker and the root of the verb and the final vowel. The *la* is subject to the phonological rules: when the first person is used the l deletes, and only the a is visible; when the *la* attaches to a verb root that begins with a vowel, the normal rules for [a] occur, see section 2.3.4 for more details.

| AGR2 + la + root + FV |

- u + la + huj + a : *ulahuja* 'You will go home', from *xuhuja* 'to go home'
- n + la + hamb + a : *nahamba* 'I will catch [something] on fire', from *xuhamba* 'to catch on fire'
- a + la + iluxak + a : *aliluxaka* 'He/she will run', from *xwiluxaka* 'to run'
- βa + la + kon + a : *βalakona* 'They will sleep' from *xukona* 'to sleep'

Imperfective: The near future imperfective is used when the action being spoken about is in the near future and the focus is on the process of doing it. This form coincides with English's 'will be doing.' The form is made by adding the imperfective marker *-aŋga* to the perfective near future. Note that the final vowel of the perfective form is assimilated by the imperfective marker.

| AGR2 + la + root + aŋga |

or

| Near future perfective + aŋga |

Short verbs once again add the [ts] after the root to create this form.

- a + la + lila + aŋga : *alalilaŋga* 'He/she will be crying', from *xulila* 'to cry'

- n + la + mal + aŋga : *namalaŋa* 'I will be finishing', from *xumala* 'to finish'
- u + la + sax + aŋga:*ulasaxaŋga* 'You will be laughing', from *xusaxa* 'to laugh'
- short verb: n + la + ŋwa + ts + aŋga : *naŋwatsaŋga* 'I will be drinking', from *xuŋwa* 'to drink'

Remote Future

The remote future, or far future, is used when an action might take place, but when it does it will be in several weeks. It is referred to by the informant as an almost 'prophetic' or 'wishful thinking' form.

Perfective: The perfective remote future is used when the action will possibly take place in the distant future, and the focus is being placed on the completion of the action. The form is created inserting the marker *axa* between the agreement marker and the root of the verb[5], and changing the final vowel to [e] (vowel harmony rules apply with high vowels making this vowel [i]).

AGR2 + axa + root + e

- n + axa + ŋw + i : *naxaŋwi* 'I will drink (distant future)', from *xuŋgwa*
- j + axa + βa:j + e : *jaxaβa:je* 'He will play (distant future)', from *xuβa:ja*
- n + axa + tʃend + e : *naxatʃendʒe* 'I will walk (distant future)', from *xutʃenda*

Imperfective: The imperfective remote future is used when the action will possibly take place in the distant future, and the focus is being placed on the process of doing the action. The form is created by adding the imperfective form *-endʒe* to the perfective far future.

AGR2 + axa + root + endʒe

or

Far future perfective + endʒe

The short verbs insert [ts] after the root.

- βa + axákul + endʒe : *βaxákulendʒe* 'They will be buying,' infinitive: *xukola* 'to buy'
- u + axa + iluxak + endʒe : *waxiluxatʃendʒe* 'You will be running,' infinitive: *xwiluxaka* 'to run'
- short verb: n + axa + ŋwe + ts + endʒe : *naxaŋwetsendʒe* 'I will be drinking,' infinitive: *xuŋwa* 'to drink'

3.4.5 Negation of Verbs

Verbs are negated by adding the prefix *ʃi*– before a conjugated verb, and the negation particle *tá:we* after the verb.

ʃi + verb + tá:we

- ʃi + wá:li nu wímbaŋga + táwe : *ʃiwá:li nu wímbaŋga táwe* 'You were not walking (remote past)

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[5]normal rules for [a] occur, see section 2.3.4 for more details

- ʃi + xutʃenda + tá:we : *ʃixutʃenda táwe* 'We do not walk'
- ʃi + jaxaβa:je + tá:we : *ʃijaxaβa:je tá:we* 'He will not play (remote future)'
- ʃi + naxaŋwetsendʒe + táwe : *ʃinaxaŋwetsendʒe tá:we* 'I will not be drinking (remote future)'

3.4.6 Imperatives

There are two imperatives: one for speaking to a single subject, and one for speaking to multiple subjects at the same time. The singular imperative is formed by the verb root plus [a]. The plural imperative is formed by the verb root plus [i].

Singular imperative: root + a

Plural imperative: root + i

- *jixala* 'sit!' to sg, *jixali* 'sit!' to pl, infinitive: *xujixala* 'to sit'
- *hamba* 'come!' to sg, *hambi* 'come!' to pl, verb root : *hamb* (different root then the verb to come normally uses)
- *kona* 'sleep!' to sg, *koni* 'sleep!' to pl, infinitive: *xukona*

Negative Imperatives

The negative imperative, the form equivalent to "Don't do..." in English, also has different forms depending on if it is being said to a single subject or multiple subjects at the same time. The singular is created by placing *uxa* before the positive singular imperative, and the negation particle *tá:we* after. The plural is created in the same way, but with *muxa* before the positive plural imperative instead.

singular: uxa + imperative sg. + tá:we

plural: muxa + imperative pl. + táwe

- *uxa jixala tá:we* 'don't sit!' to sg, *muxa jixali tá:we* 'don't sit!' to pl, infinitive: *xujixala* 'to sit'
- *uxa hamba tá:we* 'don't come!' to sg, *muxa hambi tá:we* 'don't come!' to pl, verb root : *hamb* (different root then the verb to come normally uses)
- *uxa kona tá:we* 'don't sleep!' to sg, *muxa koni tá:we* 'don't sleep!' to pl, infinitive: *xukona*

3.4.7 Benefactive Mood

The benefactive mood, to do something for the benefit of someone else, is created by inserting the marker *il* after the root of the verb. This marker is subject to vowel harmony: if the preceeding vowel is a midvowel, then the marker changes to *el*.

AGR2 + root + BEN + (impf) + FV

- j + aj + il + aŋga : *jajilaŋga* 'he was grazing [animals] for...'
- n + a + teh + el + aŋga :

natehelaŋga   *kuka*   *wandʒe*   *ma:tsi*
I used to draw   grandfather   my   water

'I used to draw water for my grandfather'

3.4.8 Compound Forms

There are a few verb forms in Lwitaxo which are compound verb phrases, where two verbs are used in conjunction to get a particular form. One of these is the form which translates to in English, 'will have just', in the sense 'They will have just finished something, or ate something.' This form is created by using the future perfect form of the verb *xuβa*, either near future or distant future depending on how far in the future in the action will have been completed, and the action which will have been completed in the distant future perfective. There optionally can be placed the connective word *ni* between the two verbs.

- *βalaβá βáxamala* 'They will have just finished (near future)'
- *βaxaβé (ni) βáxamala* 'They will have just finished (distant future)'
- *naβa nimali xusoma ʃitapu* 'I will have finishsed reading the book'

3.4.9 xuβa 'to be'

Due to the verb to be being slightly irregular and very common, here is a reference chart of its conjugations.

xuβa 'to be'					
Person	**remote past**	**near past**	**present**	**near future**	**remote future**
1sg	na:li	mbele	ndi	naβa	na:xaβe
2sg	wa:li	uβele	uli	ulaβa	waxaβe
3sg	ja:li	aβele	ali	alaβa	jaxaβe
1pl	xwa:li	xuβele	xuli	xulaβa	xuxaβe
2pl	mwa:li	muβele	muli	mulaβa	muxaβe
3pl	βa:li	βaβele	βuli	βalaβa	βaxaβe

Chapter 4

Example Text

4.1 Mwana mubehi

[1] Khale yaliho mwana muyayi lira lie Mbalaka yayilanga kuka wewe tsing'-ombe. Litukhu lindi bandu bahulila na lanjilitsanga ari bandu bitsi khuhuba tsing'ombe. Bandu barula mutsinzu tsiabo khutsia khwilukhanyinya bihubi. Bandu bene yabo bitsa nende marimu, tsindoboshi nende tsimpanga khukwana bihubi. Shibanyola bihubi tawe. Mbalaka yaranga khusakha na abola ndi yenyie khulola shia bandu bakhola. Inyanga yindi khandi yalanjilitsa bandu bahubanga tsing'ombe. Bandu khandi bitsa ni banyola Mbalaka anini mumusala asakhanga. Lwa khabaka ya lanjilitsa bandu shibayitsa tawe shichila bapara ndinagwa ababehanga khuli matukhu kandi. Mbalaka yalanjilitsa mpaka nachioka. Mundu shiyayitsa tawe. Ikhabi indamanu, litikhu yili bihubi biali ni bitsi nibihuba tsingo'mbe tsia kuka wewe.

4.2 The boy who shouted

A long time ago, there was a young child named Mbalaka, who was grazing cattle for his grandfather. One day, people heard him shouting, that people had come to steal the cattle. The people came from their huts to go chase away the thieves. Those same people cam with spears and whips and machetes to fight the thieves. They didn't find the thieves. Mbalaka started to laugh, and told them that he had wanted to see what the people would do. Another day, again he shouted that people are stealing the cattle. The people again came, and found that Mbalaka had climbed up into a tree and was laughing. The third time he shouted, the people did not come because they thought that he was lying to them, like the other days. Mbalaka shouted until he became tired. Not a person came. Bad luck, for this day thieves had come and stole his grandfather's cattle.

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[1] written in the orthography used by the informant

4.3 Analyzation

Line 1: Original text
Line 2: Transcription with morpheme breaks[2]
Line 3: Morphemic analysis

Khale	*yaliho*	*mwana*	*muyayi*	*lira*	*lie*	*Mbalaka*
xa-le	j-á:-liho	mw-ana	mu-jaji	li-ra	li-e	mbalaka
12.long	?.RPST.?	1.child	1.young	5.name	5.3rdPOS	name

yayilanga	*kuka*	*wewe*	*tsing'ombe.*	*Litukhu*
j-aj-il-aŋa	()-kuka	w-e-w-e	tsiŋ-ombe	li-tuxu
3sg.graze.BEN.IMPF	(1).grandfather	1.3rdPOS	10.cow	5.day

lindi	*bandu*	*bahulila*	*na lanjilitsanga*	*ari*
li-ndi	βa-ndu	ba-a-hulil-a	na-a-landʒilits-aŋga	a-ri
5.another	2.person	3pl.RPST.hear.FV	CONN.3sg.shout.IMPF	3sg.that?

bandu	*bitsi*	*khuhuba*	*tsing'ombe.*	*bandu*
βa-ndu	βa-i:ts-i	xu-huβ-a	tsiŋ-ombe	βa-ndu
2.person	3pl.come.NPST	15.steal.FV	10.cow	2.person

barula	*mutsinzu*	*tsiabo*	*khutsia*
βa-a-rul-a	mu-tsin-dzu	tsi-a-βo	xu-tsi-a
3pl.RPST.come-from.FV	18.10.house	10.V.3plPOS	15.go.FV

khwilukhanyinya	*bihubi.*	*Bandu*	*bene*	*yabo*	*bitsa*
xw-iluxa-ɲiɲ-a	βi-huβi	βa-ndu	βa-ene	j-aβ-o	βa-a-its-a
15.run.out.FV	8.thief	2.person	2.same	PDEM.2.V	3pl.RPST.come.FV

nende	*marimu,*	*tsindoboshi*	*nende*	*tsimpanga*	*khukwana*	*bihubi.*
nende	ma-rimu	tsin-doboshi	nende	tsim-paŋga	xu-kwan-a	βi-huβi
and	6.spear	10.whip	and	10.machete	15.fight.FV	8.thief

Shibanyola	*bihubi*	*tawe.*	*Mbalaka*	*yaranga*
ʃi-βa-á:-ɲol-a	βi-huβi	tá:we	mbalaka	j-á:-raŋg-a
NEG.3pl.RPST.find.FV	8.thief	NEG	name	3sg.RPST.start.FV

khusakha	*na*	*abola*	*ndi*	*yenyie*	*khulola*	*shia*
xu-sax-a	na	a-βol-a	ndi	j-eɲ-i-é	xu-lol-a	ʃja
15.laugh.FV	and	3sg.tell.FV	?	3sg.want.NPST.IMPF	15.see.FV	what

bandu	*bakhola.*	*Inyanga*	*yindi*	*khandi*	*yalanjilitsa*	*bandu*
βa-ndu	βá-xol-á	i-ɲaŋga	j-indi	xa:ndi	j-á:-landʒilits-a	βa-ndu
2.person	3pl.do.FV	9.day	9.indi	again	3sg-RPST-shout-FV	2.person

bahubanga	*tsing'ombe.*	*Bandu*	*khandi*	*bitsa*	*ni*
βa-huβaŋg-a	tsiŋ-ombe	βa-ndu	xa:ndi	βa-a-its-a	ni
3sg-steal-FV	10.cow	2.person	again	3pl.RPST.come.FV	and

banyola	*Mbalaka*	*anini*	*mumusala*	*asakhanga.*
βa-a-ɲol-a	mbalaka	a-nin-i	mu-mu-sala	a-sax-aŋga
3pl.RPST.find.FV	name	3sg-climb-NPST	18.3.tree	3sg.laugh.FV

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[2]due to sound changes when morphemes combine, the transcription is not 100% phonetic here

Lwa   khabaka   yalanjilitsa   bandu
lwa   xa-baka   j-a:-landʒilits-a   βa-ndu
#counter? 12?.three 3sg.RPST.shout.FV 2.person

shibayitsa   tawe   shichila   bapara   ndinagwa
ʃi-βa-a-jits-a   tá:we ʃitʃila   βa-a-par-a   ndinaŋwa
NEG.3pl.RPST.come.FV NEG   because 3pl.RPST.think.FV that?

ababehanga   khuli   matukhu   kandi. Mbalaka   yalanjilitsa
a-βa-βeh-aŋga   xuli   ma-tuxu   xa:ndi mbalaka j-a-landʒilits-a
3sg.3plOBJ.lie.IMPF like? 6.day   other?   name   3sg-RPST-shout-FV

mpaka   nachioka.   Mundu   shiyayitsa   tawe. Ikhabi
mbaka   ná-à-tʃiok-a.   mu-ndu   ʃi-j-a:-jits-a   tá:we i-xaβi
until? CONN.3sg.tire.FV   1.person NEG.3sg.RPST.come.FV   NEG   9.luck

indamanu, litikhu yili   bihubi   biali   ni   bitsi
in-damanu, li-tixu j-il-i   βi-huβi βi-al-i   ni   βi-tsi-i
9.bad   5.day   PDEM.5.V 8.thief 8.be.NPST CONN 8.come.NPST

nibihuba   tsingo'mbe tsia   kuka   wewe.
ni-βi-huβ-a   tsiŋ-ombe tsi-a (mu)-kuka   w-e-w-e
CONN.8.steal.FV 10.cow   9.?   (1).grandfather 1.3rdPOS

Explanation of notation:

- Number alone: showing noun class or noun class agreement
- ? : currently unknown
- 1st, 2nd, 3rd : first, second, or third person
- sg, pl : singular, plural
- POS : possessive
- V : vowel
- NEG : negative marker
- OBJ : object
- CONN : connector
- RPST: Recent past tense
- NPST : near past tense
- BEN : benefactive
- IMPF : imperfective
- PDEM : proximal demonstrative
- FV : final vowel

Chapter 5

Dictionary

5.1 Dictionary

xuxuβana khukhubana; 'to beat each other', 'to exchange blows'. This verb is used in the contexts where a fight is between individuals who are not trying to do fatal harm to each other (where the verb xukwana might be used instead), but are fighting in the sense of exchanging blows. This is used in contexts such as fighting sports like boxing, or 'play fights'.

xulembana khulembana; 'to quarrel' unlike *xuhiŋgana* 'to argue', this veb saya that not only are the participants disagreeing about something, but they are doing such in raised, angry tones. This kind of an argument has the potential to break out into a fight.

xusoma khusoma; 'to read' or 'to study'; used to indicate the action of spending some time trying to understand material which is in a written form. Can be used both for pleasure or for academic interests.

iŋombe 'cow', this is a generic noun that represents any kind of cow; it can be subdivided into the following words: *ihunwa* 'male cow, steer'; *itʃiliʃi* 'bull (male cow for breeding)'; *imosi* 'female cow'; and *itwasi* 'female cow that has given birth'

litʃina,matʃina 'stone'; used not only for stones, rocks, and boulders, but also for anything non-organic and hard in this general shape such as hail. *imbula ja matʃina* 'rain with rocks in it' or 'rain with hail'

lwaxo, tsinzaxo 'fence', 'boundary between lands'; used for any sort of division between regions of land. A fence, the line where two homesteads meet, the border between two countries, etc

-pi 'bad'; this can be used in either the sense of 'bad look' *likono lipi* or a 'bad person' *mundu upi*, also if something tastes or smells bad; in general just shows a negative quality; a more extreme form is *-tamanu*

5.2 Word List

The word list is written in the same phonetic transcription as the rest of the grammar. The list is arranged in alphabetical order of word root of the transcription. To convert from or to the phonetic transcription and the orthographic system used by the informant refer to the following chart.

kh	x
sh	ʃ
b	β
j	dʒ
ch	tʃ
y	j
ny	ɲ
ng	ŋg
ng'	ŋ

-ana young (only animals); word class: adj

βuana childhood; sg prefix: βu–; word class: 14

mwanafúndzi student; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βa:nafúndzi

luaxo boundary between lands; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsinzaxo

mubasu sun; sg prefix: mu–; word class: 3

-blu blue; word class: adj

bwaŋgu quickly; word class: adv

ʃia every; word class: adv

liʃati shirt; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maʃati

-ʃeʃeʃe younger; word class: adj

xuʃela to milk; infinitive prefix: xu–; word class: verb

ʃia what; word class: adv

-ʃindi cold; word class: adj

muʃiele old woman; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βaʃiele

mueli month; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: mieli

mweli moon; sg prefix: mu–; word class: 3

xwéɲa to want; infinitive prefix: xu–; word class: verb

βweni forehead; sg prefix: βu–; word class: 14; pl prefix: mi–; pl class: 4; pl form: mjeni

mwetʃitsi teacher; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βetʃitsi

xufuŋga to close; infinitive prefix: xu–; word class: verb

xuha:na to give; infinitive prefix: xu–; word class: verb

xuhamba to catch fire; infinitive prefix: xu–; word class: verb

hanu here; sg prefix: ha–; word class: 16

haβundu place; sg prefix: ha–; word class: 16

luheni lightning; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsimbeni

βuhiendela adulthood; sg prefix: βu–; word class: 14

muhika year; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: mihika

-hili hot; word class: adj

himbi near; word class: adv

-hindela older; word class: adj

-hindila old; word class: adj

xuhiŋgana to argue; infinitive prefix: xu–; word class: verb

lihondo pumpkin; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: mahondo

xuhuja to go home; infinitive prefix: xu–; word class: verb

ihunwa male cow; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsihunwa

ʃihuβi thief; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βihuβi

βuija body hair; sg prefix: βu–; word class: 14

luika horn; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsinzika

xwíluxaka to run; infinitive prefix: xu–; word class: verb

xwíluxaɲiɲa to chase away; infinitive prefix: xu–; word class: verb

luimbo song; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsinimbo

inoti zero; word class: adj

xwitsa to come; infinitive prefix: xu–; word class: verb

xwiβilila to forget; infinitive prefix: xu–; word class: verb

mwíβuli parent; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βiβuli

mujaji boy; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βajaji

jaliho 'there was'; word class: adv

xujanza to like, to love; infinitive prefix: xu–; word class: verb

βujanzi happiness; sg prefix: βu–; word class: 14

mujeka wind; sg prefix: mu–; word class: 3

-jelow yellow; word class: adj

-jia new; word class: adj

xujixala? to sit; infinitive prefix: xu–; word class: verb

-juji warm; word class: adj

lukaka fence; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsiŋgaka

ʃikala foot; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βikala

ikalamu pen; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsikalamu

-kali big; word class: adj

mukamba tomorrow; sg prefix: mu–; word class: 3

mukamba kwitsaŋga day after tomorrow; sg prefix: mu–; word class: 3

likanda bean plant; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: makanda

lukanu folk tale; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsiŋganu

ikaratasi page of a book; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsikaratasi

lukaratasi page of any kind; sg prefix: lu–; word class: 11; pl prefix: ma–; pl class: 6; pl form: makaratasi

-kata left; word class: adj

mukáti bread; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: mikáti

ikeki cake; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsikeki

-kirini? green; word class: adj

iŋgo home; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiŋgo

ikofía hat; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsikofía?

mukoje catfish; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: mikoje

mukoloβo yesterday; sg prefix: mu–; word class: 3

mukoloβo kuβiri day before yesterday; sg prefix: mu–; word class: 3

ʃikombe cup; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βikombe

xukona to sleep; infinitive prefix: xu–; word class: verb

likondi sheep; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: makondi

likondo looks, appearance; sg prefix: li–; word class: 5

xukora to lose; infinitive prefix: xu–; word class: verb

ikulu up; sg prefix: i–; word class: 9

likulukulu turkey; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: makulukulu

makura oil; sg prefix: ma–; word class: 6; pl prefix: —; pl form: -

ikwair choir; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsikwair

xukwana to fight; infinitive prefix: xu–; word class: verb

ikwena crocodile; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsikwena?

xukwiʃitsa to drop, to fail; infinitive prefix: xu–; word class: verb

-laji good; word class: adj

lulala one; word class: adj

mulaβi potatoe plucked from long vine; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: milaβi

xulembana to quarrel; infinitive prefix: xu–; word class: verb

ʃilendʒe leg; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βilendʒe

lilesi cloud; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: malesi

ʃixulia food; sg prefix: ʃi–; word class: 7; pl prefix: βu–; pl class: 8; pl form: βuxulia

xulia to live (in a place); infinitive prefix: xu–; word class: verb

malika tears, funeral; sg prefix: ma–; word class: 6

xulila to cry; infinitive prefix: xu–; word class: verb

-lilaji good; word class: adj

mulilu fire; sg prefix: mu–; word class: 3

xulima to till; infinitive prefix: xu–; word class: verb

liɲiʃi plenty; word class: adv

ʃiliru chest; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βiliru

lítʃuŋga rat; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: matʃuŋa

ʃilitsa hawk; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βilitsa

ilituwa knife; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsilituwa

lixomi ten; word class: adj

ʃiliβi basket; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βiliβi

ljaro boat; sg prefix: li–; word class: 5

ljuβa sun; sg prefix: li–; word class: 5

xulola to see; infinitive prefix: xu–; word class: verb

xulomaloma to talk; infinitive prefix: xu–; word class: verb

liloro dream; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maloro

malúa alcoholic beverage; sg prefix: ma–; word class: 6; pl prefix: —; pl class: 6; pl form: -

-lundʒe right; word class: adj

xumala to finish; infinitive prefix: xu–; word class: verb

mama mother; word class: 1a

mbotso brother; sg prefix: mu?–; word class: 1a

ixumbu elbow; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsixumbu

imbula rain; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: timbula

ʃimbuli goat; sg prefix: ʃi–; word class: 7

imbuli goat; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsimbuli

ʃiména a species of small fish; sg prefix: ʃi–; word class: 7; pl prefix: βu–; pl class: 8; pl form: βuména

-meneʃe broken; word class: adj

imesa table; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsimesa

mijojo voice/speaking; sg prefix: mi–; word class: 4

mamila mucus, snot; sg prefix: ma–; word class: 6

xumila to swallow; infinitive prefix: xu–; word class: verb

imosi female cow; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsimosi

ʃimuna hare; sg prefix: ʃi–; word class: 7; pl prefix: ru–; pl class: 13; pl form: rumuna

munane eight; word class: adj

-mutʃi red; word class: adj

-mwamu black; word class: adj

mulina friend; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βalina

iɲabuli hen; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiɲabuli

iɲama animal (wild); sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiɲama?

iɲanza lake; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiɲanza

ndi young, small; word class: adj

ʃindu thing; sg prefix: ʃi–; word class: 7

mundu person; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βandu

induma yam; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsinduma

indzeku elephant; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsindzeku

indzu house; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsindzu

indzuxa snake; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsindzuxa

xane four; word class: adj

nende / ni and; word class: adv

iɲiniɲini star; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiɲiniɲini

liɲoɲi bird; sg prefix: li–; word class: 5

munu today; sg prefix: mu–; word class: 3

-nulu sweet; word class: adj

iɲuŋgu pot; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiɲuŋgu

iŋgoxo chicken; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiŋgoxo

iŋgulume pig; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiŋgulume

iɲumbu clothes; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsíɲumbu

xuŋola to find; infinitive prefix: xu–; word class: verb

iŋombe cow; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsiŋombe

xuŋwa to drink; infinitive prefix: xu–; word class: verb

mwojo soul; sg prefix: mu–; word class: 3

xuononiɲa to spoil; infinitive prefix: xu–; word class: verb

lipata duck; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: mapata

lupau wood, lumber; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsimbau

ipʰunda donkey; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsipʰunda

-pi bad; word class: adj

ʃipwoni vine with sweet potato; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βipwoni

-rambi tall; word class: adj

liramwa banana; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maramwa

xurandula to tear; infinitive prefix: xu–; word class: verb

xaranu five; word class: adj

liraŋgo thigh; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maraŋgo

ʃiretʃelo village; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βiretʃelo

xurola to come from, to leave; infinitive prefix: xu–; word class: verb

irumu room; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsirumu?

murwi head; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: mirwi

musaji blood; sg prefix: mu–; word class: 4

lusala stick; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsisala

musala tree; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: misala

sapa seven; word class: adj

musatsa man; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βasatsa

-satse right; word class: adj

xusaxa to laugh; infinitive prefix: xu–; word class: verb

musaxolu old man; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βasaxolu

xusembela to weed; infinitive prefix: xu–; word class: verb

lusese grass; sg prefix: lu–; word class: 11

xusikama kneel; infinitive prefix: xu–; word class: verb

lisikamo knee; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: masikamo

isimbwa dog; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsisimbwa

musíŋgo Name of village of informant; sg prefix: mu–; word class: 3

lisisi wall; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: masisi

sita six; word class: adj

lisitsa week; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: masitsa

xusjeβa to dance; infinitive prefix: xu–; word class: verb

xusjúeβa to throw, get rid of; word class: verb

ʃisoko chair; sg prefix: ʃi–; word class: 7

xusoma to read; infinitive prefix: xu–; word class: verb

lusomi story; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsisomi

lisui hair (on the head); sg prefix: li–; word class: 5

ʃisúŋula rabbit; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βimuna

isutse fish; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsisutse?

-tamanu evil, sinister; word class: adj

ʃitapu book; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βitapu

-taβu white; word class: adj

litʃembe hoe (tool); sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: matʃembe

xutéha to draw water; infinitive prefix: xu–; word class: verb

itʃiliʃi bull; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsitʃiliʃi

litʃina stone; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: matʃina

ʃitere finger; sg prefix: ʃi–; word class: 7; pl prefix: βi–; pl class: 8; pl form: βitere

litʃuŋwa orange (fruit); sg prefix: li–; word class: 5

xutéxa to boil; infinitive prefix: xu–; word class: verb

itʰajuwa rooster; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsitʰajuwa

litʰala homestead; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: matʰala

tʰatʰa father; word class: 1a

-tinu hard, difficult; word class: adj

tisa nine; word class: adj

-tsanŋga next; word class: adj

matsi water; sg prefix: ma–; word class: 6; pl prefix: —; pl form: -

xutsja to go; infinitive prefix: xu–; word class: verb

-tsuli full; word class: adj

lituma corn plant; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: matuma

itwasi cow that has given birth; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsitwasi

itwiga giraffe; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsitwiga

liulu nose; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: majulu

xa:ndi again; word class: adv

xabaka three; word class: adj

muxali woman; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βaxali

-xali left; word class: adj

xuxama to evaporate; infinitive prefix: xu–; word class: verb

muxana girl; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βaxana

muxano hand; sg prefix: mu–; word class: 1; pl prefix: βa–; pl class: 2; pl form: βakata?

muxano mulala one hand; sg prefix: mu–; word class: 3

lixoboju finger nail; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maxoboju

xuxola to do; infinitive prefix: xu–; word class: verb

ixondo monkey; sg prefix: i–; word class: 9; pl prefix: tsi–; pl class: 10; pl form: tsixondo?

muxono arm/hand; sg prefix: mu–; word class: 3; pl prefix: mi–; pl class: 4; pl form: mixono

lixoxo crow; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maxoxo

xuxuka to beat; infinitive prefix: xu–; word class: verb

-xulu old; word class: adj

xuxutsa to die; infinitive prefix: xu–; word class: verb

xuxuβana to beat each other; infinitive prefix: xu–; word class: verb

xuβa to be; infinitive prefix: xu–; word class: verb

xuβa:ja to play; infinitive prefix: xu–; word class: verb

xuβakala to spread out to dry; infinitive prefix: xu–; word class: verb

ʃiβambala a type of smoked fish; sg prefix: ʃi–; word class: 7

liβeka shoulder; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maβeka

liβele sorghum; sg prefix: li–; word class: 5; pl prefix: ma–; pl class: 6; pl form: maβele

xaβili two; word class: adj

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xuβimbitsa to boil (a way of cooking); infinitive prefix: xu–; word class: verb

-βiri after; word class: adj

βuʃuma bushuma; sg prefix: βi–; word class: 8

βulina friendship; sg prefix: βi–; word class: 8

xuβuxa to wake up; infinitive prefix: xu–; word class: verb

luβuβi spider; sg prefix: lu–; word class: 11; pl prefix: tsi–; pl class: 10; pl form: tsimbuβi