

<特集「アスペクト」>

Aspects in isiXhosa (S41) コーサ語(S41)のアスペクト表現

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要旨: 本稿は、語研論集 14 号 (2009) 所収の調査票にもとづいて収集したコーサ語(バントゥ系; 南アフリカ共和国)のアスペクト表現に関する記述的資料を提供するものである。

Abstract: This article presents descriptive data on the expression of aspect in isiXhosa, a southern Bantu language spoken in South Africa. The data was collected through the questionnaire “Aspects” designed in *Journal of the Institute of Language Research* 14, 2009.

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1. Introduction

isiXhosa (S41, a.k.a. ‘Xhosa’) is a Nguni language in the Southern Bantu language group. Historically, Xhosa was spoken in southeastern South Africa, especially the ‘wild coast’ region in the Eastern Cape province, but there are significant Xhosa-speaking communities across all urban centers of South Africa as well as in Zimbabwe. The data in this paper comes from the mother-tongue knowledge of the first author, who was born and raised in Makhanda (f.k.a. Grahamstown, Rhini), a small city that lies outside the traditional Xhosa heartland, but where Xhosa is the dominant local language for most of the population.

The goal of this paper is to describe some aspectual contrasts and how they are expressed in Xhosa, based on the “Aspects” questionnaire designed in *Journal of the Institute of Language Research* 14, 2009. Contexts are important in investigating aspects in sentences, and for this reason every example is provided in a mini-discourse speech context; these are listed in the Appendix A. All examples are written in the Xhosa orthography followed by a narrow morphological analysis and interlinear glosses. We focus our discussion on the aspectual distinctions in this set of data, though we recognize this does not provide a complete inventory of aspectual contrasts or aspect-related morphology available in the language.

2. Data with the intransitive verb

Xhosa has two common ways to indicate that events or actions took place in the past; these are illustrated by the pair of sentences in (1). In (1a), the verb stem *fika* ‘arrive, come, visit’ inflects with the suffix *-ile*; we refer to this *-ile* form as ‘perfect’. (This suffix alternates with *-e* in the conjoint morphosyntactic context, for example when



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an object follows the verb within the VP.) By contrast, in (1b) the verb is prefixed with the remote past marker /-â-/, which causes the class 1 subject marker to surface as a glide, [w], rather than the usual [u-] seen in (1a). (The remote past is virtually the only verbal morpheme in Xhosa to idiosyncratically have a long vowel outside of penultimate position.)

(1) [Item 2-1]¹a. *Ewe, uAndy ufikile.*

ewe u-Andy u-fik-ile
 yes AUG1a-Andy SM1-arrive-PERF.DJ
 ‘Yes, Andy has arrived.’

b. *Ewe, wafika loo mntu.*

ewe w-a-fik-a loo mntu
 yes SM1-PST-arrive-FV 1.that person
 ‘Yes, that person arrived.’

When negated, these two constructions change in different ways. The straightforward negation of (1a) is given in (2a), and differs in two key ways. First, the form of the subject marker changes from *u-* to *-ka-*, which serves to avoid vowel hiatus with the negative prefix /a-/: this vowel change from /u/ to /a/ is an idiosyncrasy of noun class 1 (compare to 2.SG subject marker *u-*, which alternates under negation with *aku-* or *awu-*). Second, the perfect suffix *-ile* is replaced with *-anga*; this is only found in negative perfect contexts. More natural in this context, though, is the alternative in (2b): here, the negative final vowel *-i* appears, and the past prefix changes to the form *-ka-*, fusing with the negative subject marker. Also possible in this context is (2c), where the verb is marked as a progressive, imperfect, or continuous aspect using the subject marker *ebe-*. This presumably originates historically from an auxiliary construction with *ba* ‘be, become’ preceding the main verb, but the compositionality is rendered opaque by the two vowels being systematically identical (compare to second-person singular habitual prefix *ubu-*). In L2 Xhosa educational materials, these constructions are canonically translated as English progressive forms, such that ‘Andy was not arriving yet’ might be an alternative free translation for (2c). The prefixation of *-nge-ka-* before the verb is likely related to the use of *-anga* as a negative marker in perfective constructions.

(2) [Item 2-2]

a. *Hayi, uAndy akafikanga.*

hayi u-Andy a-ka-fik-anga
 no AUG1-Andy NEG-NEG.SM1-arrive-NEG.PERF.FV
 ‘No, Andy has not arrived.’ / ‘No, Andy did not arrive.’

b. *Ewe, uAndy akakafiki okwangoku.*

ewe u-Andy aka-ka-fik-i okwa-ngoku
 yes AUG1-Andy SM1-PERF.NEG-arrive-NEG.FV ASSOC.17-now
 ‘Yes, Andy has not arrived yet.’

¹ Standard Xhosa orthography does not mark tone, because tone is rarely contrastive and hugely variable; consequently, we don’t mark tone in our examples here. Detailed analyses of the tone patterns of tense, aspect, and mood inflections can be found in Cloughton’s (1992) PhD Dissertation from Rhodes University, which at the time of writing is free to download the following link: <https://files01.core.ac.uk/download/pdf/145040914.pdf>.

c. *Ewe, loo mntu ebengekafiki okwangoku.*

ewe loo mntu ebe-ngeka-fik-i okwa-ngoku
 yes that.C1 1.person SM1.IMPERF-PST.NEG-arrive-NEG.FV ASSOC.17-now
 ‘Yes, that person has not arrived yet.’

The examples in (3-4) show that negation with a deictic nominal subject has no special effect on how the aspectual information is encoded. The sense of ‘yet’ is expressed with an associative derived from a locative of the word *ngoku* ‘now’.

(3) [Item 2-3]

a. *Ewe, uAndy akakafiki okwangoku.*

ewe u-Andy aka-ka-fik-i okwa-ngoku
 yes AUG1a-Andy SM1.NEG-NEG.PST-arrive-NEG.FV ASSOC17-now
 ‘Yes, Andy has not been coming yet.’

b. *Ewe, loo mntu akakafiki okwangoku.*

ewe loo mntu aka-ka-fik-i okwa-ngoku
 yes that.1 person SM1.NEG-NEG.PST-arrive-NEG.FV ASSOC17-now
 ‘Yes, that person hasn’t been coming yet.’

(4) [Item 2-4]

a. *Ewe, uAndy ebengekafiki okwangoku.*

ewe loo mntu ebe-ngeka-fik-i okwa-ngoku
 yes 1.that person SM1.IMPERF-PST.NEG-arrive-NEG.FV ASSOC17-now
 ‘Yes, Andy has not arrive yet.’

b. *Ewe, loo mntu ebengekafiki okwangoku.*

ewe loo mntu ebe-ngeka-fik-i okwa-ngoku
 yes 1.that person SM1.IMPERF-PST.NEG-arrive-NEG.FV ASSOC17-now
 ‘Yes, that person has not arrived yet.’

Future aspect is expressed with an auxiliary or prefix, shown in (5). As a lexical verb, *-za* means ‘come’, and may be followed by an infinitival verb to indicate future events (comparable to English *going to* [verb]). This construction usually contracts into a single prosodic word as in (5a), though it can also be further contracted to *-zo-* as well, particularly in informal connected speech.

(5) [Item 2-5]

a. *Ewe, uAndy uzakufika kwangoku.*

ewe u-Andy u-za-ku-fik-a kwa-ngoku
 yes AUG1-Andy SM1-FUT-INF-arrive-FV LOC17-now
 ‘Yes, Andy will arrive soon.’ (lit. ‘Andy will arrive at now.’)

b. *Ewe, loo mntu uzakufika ngoku.*

ewe loo mntu u-za-ku-fik-a ngoku
 yes 1.that person SM1-FUT-INF-arrive-FV now
 ‘Yes, that person will arrive soon.’ (lit. ‘Andy will arrive now.’)

Present tense is marked by the disjoint prefix *-ya-* when the verb is in focus and at the end of VP. This prefix is dropped in conjoint conditions, e.g. when an object followed the verb.

(6) [Item 2-6]

a. *uAndy uyafika!*

u-Andy u-ya-fik-a
 AUG1-Andy SM1-PRES-arrive-FV
 ‘Andy has come!’ (lit. ‘Andy is arriving!’)

It bears noting that the present *-ya-* is generally presented in descriptive and pedagogical materials as being the ‘long form’. Past events expressed with the perfect suffix *-ile* alternate with *-e* in the same way.

(7) [Item 2-7]

a. *Ewe, uAndy ufikile izolo.*

ewe u-Andy u-fik-ile izolo
 yes AUG1-Andy SM1-arrive-PERF.DJ yesterday
 ‘Yes, Andy came yesterday.’

The form in (8) shows a participial construction, where the verb is under the negating adverbial *khange* ‘not at all’. Here, the form of the subject marker changes from the basic subject marker series to the participial series, which for class 1 means we get *a-* instead of *u-*. This also requires the verb to be marked by the subjunctive suffix *-e* instead of the default final vowel *-a*. The subjunctive *-e* can be distinguished from the conjoint form of the perfect, also *-e*, by tonal differences, but the ungrammatical example in (8c) also shows that a perfect suffix is not acceptable in this context.

(8) [Item 2-8]

a. *Hayi, uAndy khange afike izolo.*

hayi u-Andy khange a-fik-e izolo
 no AUG1-Andy not.at.all SM1.PRT-arrive-SBJV yesterday
 ‘No, Andy didn’t come yesterday.’

b. **Hayi, uAndy khange afika izolo.*

hayi u-Andy khange a-fik-a izolo
 no AUG1-Andy not.at.all SM1.PRT-arrive-FV yesterday
 ‘No, Andy didn’t come yesterday.’

c. **Hayi, uAndy khange afikile.*

hayi u-Andy khange a-fik-ile
 no AUG1-Andy not.at.all SM1.PRT-arrive-PERF.DJ
 ‘No, Andy didn’t come yesterday.’

3. Data with the transitive verb

The situation in this section is about the eating of an apple (*i-apile*, class 5), using the transitive verb *-tya* ‘eat’. The example in (9a) shows a disjunctive verb with an object marker following the adverb *sele* ‘already’; this requires the verb to be marked as perfect with *-ile*. The conjoint perfect form *-e* is not acceptable with an object marker here: (9b) is ungrammatical, and the short form of the perfect suffix is only acceptable if there is no object marker on the verb (9c). It is also possible to contract the adverb *sele* into a proclitic *se-* (9d).

(9) [Item 2-9]

a. *Sele ndilityile i-apile.*

sele ndi-li-ty-ile i-apile
 already 1SG-OM5-eat-PERF.DJ AUG5-apple
 ‘I already ate that apple.’

b. **Sele ndilitye i-apile.*

sele ndi-li-ty-e i-apile
 already 1SG-OM5-eat-PERF.CJ AUG5-apple
 ‘I already ate that apple.’

c. *Sele nditye i-apile.*

sele ndi-ty-e i-apile
 already 1SG-eat-PERF.CJ AUG5-apple
 ‘I already ate that apple.’

d. *Sendilityile i-apile.*

se-ndi-li-ty-ile i-apile
 already-1SG-OM5-eat-PERF.DJ AUG5-apple
 ‘I already ate the apple.’

The examples in (10) show negated forms in past and future contexts. As in (2) above, negation of the remote past construction features a fused negative past morph *-ka-* (10a); this requires the negative final vowel *-i*. Negation of the contracted future construction does not require the negative final vowel. In careful speech, future can also be denoted using an auxiliary construction with the verb *-za* ‘come’, in which case the negative final vowel can appear on the auxiliary rather than on the main verb.

(10) [Item 2-10]

a. *Hayi, andikalitiyi ela apile okwangoku.*

hayi a-ndi-ka-li-ty-i ela apile okwa-ngoku.
 no NEG-1SG-PST.NEG-OM5-eat-NEG.FV 5.that apple ASSOC.17-now
 ‘No, I haven’t eaten that apple yet.’

b. *Hayi, andizokulitya ela apile.*

hayi a-ndi-zo-ku-li-ty-a ela apile
 no NEG-1SG-FUT-INF-OM5-eat-PST 5.that apple
 ‘No, I won’t eat that apple.’

c. *Hayi, andizi kulitya ela apile.*

hayi a-ndi-z-i ku-li-ty-a ela apile
 no NEG-1SG-FUT-NEG.FV INF-OM5-eat-FV 5.that apple
 ‘No, I won’t eat that apple.’

For a continuing event that just began, the verb can be marked as present:

(11) [Item 2-11]

a. *Ewe, uyalitya ela apile ngoku.*

ewe u-ya-li-ty-a ela apile ngoku
 yes SM1-PRES.DJ-OM5-eat-FV 5.that apple now
 ‘Yes, he’s eating that apple just now.’

4. States and stative verbs

Our context for states and stative verbs use the verb root *-vula* ‘open’, and extensions of it with passive *-w-* and middle *-ek-* meaning ‘to be open(ed)’, as windows do not normally cause themselves to open. Example (12b) reveals a point of opacity in the terminology: though the *-ile* suffix normally indicates perfect aspect, it is nonetheless possible to combine it with the “imperfect” aspect construction expressed by changing the form of the subject marker. The perfect suffix *-ile* regularly combines with the passive to produce a fused or “imbricated” morph *-iwe*; this does not happen with the middle suffix *-ek-*. Interestingly, the verb-initial word order is preferred with the middle-marked form of the verb, *vuleka* ‘to be open’ (12c). The disjoint form is not possible here. But, a present-marked verb can also denote a stative meaning rather than an ongoing action, as shown by (12e).

(12) [Item 2-12]

a. *Ifestile ivuliwe.*

i-festile i-vul-iwe
 AUG9-window SM9-open-PASS.PERF
 ‘The window is open.’ (lit. ‘the window has been opened.’)

b. *Ifestile ibivuliwe.*

i-festile ibi-vul-iwe
 AUG9-window SM9.IMPERF-open-PASS.PERF
 ‘The window is/was open.’ (lit. ‘the window was being open.’)

c. *Ivulekile ifestile.*

i-vul-ek-ile i-festile
 SM9-open-MID-PERF.DJ AUG9-window
 ‘The window is open.’

d. **Ivuleke ifestile*.

i-vul-ek-e i-festile
 SM9-open-MID-PERF.CJ AUG9-window
 ‘The window is open.’

e. *Iyavuleka ifestile*.

i-ya-vul-ek-a i-festile
 SM9-PRES.DJ-open-MID-FV AUG9-window
 ‘The window is open.’

For a certain set of verbs, a morphophonological phenomenon known as ‘imbrication’ adds a further layer of complexity. The perfect suffix *-ile* fuses with particular verb roots, in much the same way it fuses with the passive extension *-w-*. For example, *-lala* ‘to sleep, to lie’ does not accept the disjoint form of the perfect suffix (13b), and instead obligatorily fuses into a synthetic combination *lele* (13c), which is presumably derived from /lal-ile/ through vowel coalescence and haplology (or however one chooses to analyze imbrication). These contracted forms typically denote that a change of state has been completed; when marked with the tense/aspect prefix *-sa-* ‘still’, the resulting interpretation is that the resulting state persists to the speech time.

(13) Imbrication and stative verbs

a. *Uyalala*.

u-ya-lal-a
 SM1-PRES.DJ-sleep-FV
 ‘S/he is sleeping.’

b. **Ulalile*.

u-lal-ile
 SM1-sleep-PERF.DJ
 ‘S/he is asleep.’ or ‘S/he is sleeping.’

c. *Ulele*.

u-lele
 SM1-sleep.PERF.DJ
 ‘S/he is asleep.’ or ‘S/he is sleeping.’

d. *Usalele*.

u-sa-lele
 SM1-still-sleep.PERF.DJ
 ‘S/he is still sleeping/still asleep.’

5. Habitual aspect

The ordinary conjoint present-tense verb can also have a habitual interpretation, as in (14). The word *rhoqo* ‘always’ is functioning as an adverb in this example, but it bears mentioning that the *Greater Dictionary of isiXhosa* categorizes it as an ideophone rather than a normal adverb. (The word *iphelandaba* here is a compound of *iphepha* ‘paper’ and *indaba* ‘news’, parallel to the English word *newspaper*.)

(14) [Item 2-13]

a. *Ndifunda iphephandaba rhoqo kusasa.*

ndi-fund-a i-phephandaba rhoqo kusasa

1SG-read-FV AUG9-newspaper always LOC17.morning

‘I read the newspaper every morning.’ (lit. ‘I always read the newspaper in the morning.’)

Verbs bearing the middle extension *-ek-* can also be used for a habitual stative reading, such as a persistent resemblance like in the context in (15).

(15) [Item 2-14]

a. *Ujongeka njengonyoko.*

u-jong-ek-a njengo-nyoko

2SG-look-MID-FV like-mother

‘You look like your mother.’

A different type of habitual aspect is also available for past tense, and is expressed by changing the prefixal structure on the inflected verb. The verb in (16a) complex and probably originates historically from contraction of an auxiliary verb construction, though its compositionality is opaque. The root is *-y-*, ‘go’, which has a dummy expletive prefix *-si-* normally associated with augmenting short verb roots for reasons of morpho-phonological minimality. Crucially, there are two subject markers preceding the stem, with the remote past */-a-/* prefix in between: */ndi-a-ndi-si-y-a/*. If the subject changes, crucially, both subject markers likewise change, as illustrated in (16b-c).

(16) [Item 2-15]

a. *Ndandisiya yonke imihla esikolweni.***nd**-a-**ndi**-si-y-a y-onke imihla e-sikolw-eni**1SG-PST-1SG.IMPERF-EXPL-go-FV** 4-all 4.day LOC-7.school-LOC

‘I used to go to school every day.’

b. *Sasisiya yonke imihla esikolweni.*

s-a-si-si-y-a y-onke imi-hla e-sikolw-eni

1PL-PST-1PL.IMPERF-EXPL-go-FV 4-all 4.day LOC-7.school-LOC

‘We used to go to school everyday.’

c. *Babesiya esikolweni yonke imihla.*

b-a-be-si-y-a y-onke imi-hla e-sikolw-eni

SM2-PST-SM2.IMPERF-EXPL-go-FV 4-all 4.day LOC-7.school-LOC

‘They used to go to school everyday.’

6. Other aspect expressions

The auxiliary verb root *-kha* is used with a past-marked verbal complement to indicate existential states not overlapping with the speech time, as in (17a). This is likely related to the adverb *khange* ‘not at all’ in (8). The verb following *-kha* cannot be an infinitive: (17b) is unacceptable.

(17) [Item 2-16]

- a. *Ewe, bendikhe ndaya eLimpopo.*
 ewe be-ndi-khe nd-a-y-a e-Limpopo
 yes IMPERF-1SG-once 1SG-PST-go-FV LOC-Limpopo
 ‘Yes, I have been to Limpopo.’
- b. **Ewe, bendikhe ukuya eLimpopo.*
 ewe be-ndi-khe uku-y-a e-Limpopo
 yes, IMPERF-1SG-once INF-go-FV LOC-Limpopo
 ‘Yes, I have been to Limpopo.’

Adverbials can also be used to situate action in the past without marking any particular tense or aspect on the verb; this is shown in (18). The adverbial ‘finally’ has considerable internal structure, at least etymologically: the word *ekugqibeleni* is a locative formed from *ukugqibela*, which is a nominalization of the applicative extension of *-gqiba* ‘to finish’. The main tense-marked verb *ityaqala* ‘it is starting’ is morphologically marked as present even though it indicates past action. Past action can also be expressed with imbricated perfect-stative verbs (19), as well as perfect non-imbricating verbs (20).

(18) [Item 2-17]

- Ekugqibeleni, ibhasi ityaqala ukuhamba.*
 ekugqibeleni i-bhasi i-ya-qal-a uku-hamb-a
 finally AUG9-bus SM9-PRES.DJ-start-FV INF-go-FV
 ‘Finally, the bus began moving.’

(19) [Item 2-18]

- a. *Ulele imini yonke izolo.*
 u-lele i-mini y-onke izolo
 SM1-sleep.PERF.DJ AUG9-day 9-all yesterday
 ‘She slept all day yesterday.’

(20) [Item 2-19]

- a. *Ndizamile ukuyitya kancinci.*
 ndi-zam-ile uku-yi-ty-a kancinci
 1SG-try-PERF INF-OM9-eat-FV a.little
 ‘I tried eating it a bit.’

A habitual gift giver’s action is expressed in (21). Interestingly, there is an interaction between aspect and plurality in this situation. The short *-e* form of the perfect is acceptable with a morphologically-singular recipient, as shown in (21a). However, the long form of the perfect is not acceptable in this case (21b). But, it is acceptable to use the long form perfect if the recipient is treated as plural (21c).

(21) [Item 2-20]

- a. *Uzinike wonke umntu.*
 u-zi-nik-e w-onke u-mntu
 SM1-OM10-give-PERF 1-every AUG1-person
 ‘She gave them (=pens) to everyone.’
- b. **Uzinikile wonke umntu.*
 u-zi-nik-ile w-onke u-mntu
 SM1-OM10-give-PERF.DJ 1-every AUG1-person
 ‘She gave them (=pens) to everyone.’
- c. *Uzinikile bonke abantu.*
 u-zi-nik-ile b-onke abantu
 SM1-OM10-give-PERF.DJ 2-every AUG.2.people
 ‘She gave them (=pens) to everyone.’

The hortative prefix *ma-* is shown in (22). This normally requires the verb to be marked as subjunctive: using the default final vowel *-a* is ungrammatical. The hortative prefix can also be contracted together with the subject marker and the start of the verb (22c), but the conditions on this phonological reduction are not yet well studied.

(22) [Item 2-21]

- a. *Masihambe!*
 ma-si-hamb-e
 HORT-1PL-go-SBJV
 ‘Let’s go!’
- b. **Masihamba!*
 ma-si-hamb-a
 HORT-1PL-go-FV
 ‘Let’s go!’
- c. *Masambe!*
 mas-hamb-e
 HORT.1PL-go-SBJV
 ‘Let’s go!’

Semelfactive habituals do not have unique morphology; they are marked like regular present tense (23).

(23) [Item 2-22]

- a. *Umhlaba ujikeleza ilanga.*
 umhlaba u-jikelez-a i-langa
 3.earth SM3-go.around-FV AUG5-sun
 ‘The earth goes around the sun.’

Imminent or counterfactual future can be expressed using *sele* ‘already’ together with a future construction (24a). Alternatively, they can be expressed using the auxiliary *phantse* ‘almost, about to’ and a remote past verb

(24b), or infinitive (25).

(24) [Item 2-23]

a. *Umthi sele uzakuduncuka.*

um.thi sele u-za-ku-duncuk-a
3.tree already SM3-FUT-INF-uproot-FV
'That tree is about to topple.'

b. *Ndiphantse ndawa.*

ndi-phantse nd-a-w-a
1SG-nearly 1SG-PST-fall-FV
'I almost fell.'

(25) [Item 2-24]

a. *Ndiphantse ukukhubeka.*

ndi-phantse uku-khubek-a
1SG-nearly INF-stumble-FV
'I was almost about to trip.'

Tense is marked on non-verbal predicates using the auxiliary *-ba* 'be, become' (26), or by using the locative copula *(s)e-* as a predicate (27). The standard orthography for Xhosa normally writes the locative *e-* as a prefix, but this is relaxed somewhat when other prefixes precede it, as in (27). The presence of other prefixes before locative *e-* is also what causes it to surface with an additional consonant, as *-se-*.

(26) [Item 2-25]

a. *Siza kuba neendwendwe ngomso, ke ndiza kuthenga isonka.*

si-z-a ku-**ba** neendwendwe ngomso, ke ndi-za ku-theng-a isonka
1PL-come-FV INF-**be** with.10.guests tomorrow COMP 1SG-FUT INF-buy-FV 7.bread
'We will have guests tomorrow, so I will buy some bread.'

(27) [Item 2-26]

a. *Ndayithenga le bhegi ngokuya ndandise Giyani.*

nd-a-yi-theng-a le bhegi ngo-ku-y-a nd-a-ndi-se Giyani
1SG-PST-OM9-buy-FV 9.this bag when-INF-go-FV 1SG-PST-1SG.IMPERF-LOC Giyani
'I bought this bag when I went to Giyani.'

The adverb *phambi* 'before' can be used to establish the time sequence in a sentence with two clauses (28).

(28) [Item 2-27]

a. *Ndayithenga le bhegi phambi kokuba ndiye eGiyani.*

nd-a-yi-theng-a le bhegi phambi ko-ku-b-a ndi-y-e e-Giyani
1SG-PST-OM9-buy-FV 9.this bag before ASSOC15/17-INF-be-FV 1SG-go-PERF.CJ LOC-Giyani
'I bought this bag before going to Giyani.' (lit. 'I (had) bought this bag before when I went to Giyani.')

Sentences with multiple verbs can have tense marked on both of them. It's likely that not every combination of tenses is possible, but this has not been systematically examined yet.

(29) [Item 2-28]

a. *Bendiyazi wayithenga le bhegi kule marike.*

be-ndi-yazi w-a-yi-theng-a le bhegi ku-le marike
IMPERF-1SG-know SM1-PST-OM9-buy-FV 9.this bag LOC-9.this market
'I knew that he (had) bought this bag in this market.'

7. Conclusion

This paper illustrates some of the ways that aspect, and distinctions between different tense/aspect combinations, are expressed in Xhosa. Our data set here is not exhaustive, but serves to illustrate the high degree of complexity in the system, and points out some of the many issues worthy of further study in future research.

Appendix A. Contexts used during the elicitation sessions.

Each situation in this appendix was used to elicit items that appear in the main text.

Contexts *From 2-1 to 2-8*

Tom and Mark are organizing a meeting preparing for a conference. Mark has been in communication with everyone who is involved, including Andy.

Situation 2-1

(Mark saw that Andy arrived but went to the bathroom)

Tom: I need to check some data with Andy. Did he arrive?

Mark: Yes, Andy has arrived.

uMark: *Ewe, uAndy ufikile.*

Tom: I forgot the name of the RA. Did the person arrive?

Mark: Oh, I forgot his name too. Yes, that person arrived.

uMark: Oh, ndililibe igama lakhe. *Ewe, wafika loo mntu.*

Situation 2-2

(Mark was texting with everyone, and Mark knew that everyone was on their way to the meeting)

Tom: I need to check some data with Andy. Did he arrive?

Mark: Yes, Andy has not yet arrived.

uMark: *Ewe, uAndy akakafiki okwangoku.*

Tom: I forgot the name of the RA. Did the person arrive?

Mark: Oh, I forgot his name too. Yes, that person has not yet arrived.

uMark: Oh, ndililibe igama lakhe. *Ewe, loo mntu ebengekafiki okwangoku.*

Situation 2-3

(Mark was texting with everyone, and Mark knew that everyone was still at home)

Tom: I need to check some data with Andy. Did he arrive?

Mark: Yes, Andy has not been coming yet.

uMark: *Ewe, uAndy akakafiki okwangoku.*

Tom: I forgot the name of the RA. Did the person arrive?

Mark: Oh, I forgot his name too. Yes, that person has not been coming yet.

uMark: Oh, ndililibe igama lakhe. *Ewe, loo mntu akakafiki okwangoku.*

Situation 2-4

(Mark has just arrived at a meeting place. He saw that only Tom was there)

Tom: I need to check some data with Andy. Did he arrive?

Mark: Yes, Andy has not come yet.

uMark: *Ewe, uAndy ebengekafiki okwangoku.*

Tom: I forgot the name of the RA. Did the person arrive?

Mark: Oh, I forgot his name too. Yes, that person has not come yet.

uMark: Oh, ndililibe igama lakhe. *Ewe, (la/loo) mntu ebengekafiki okwangoko.*

Situation 2-5

(Mark was texting with everyone, and Mark knew that everyone will arrive within 5 minutes)

Tom: I need to check some data with Andy. Did he arrive?

Mark: Yes, Andy will come soon.

uMark: *Ewe, uAndy uzakufika kwangoku.*

Tom: I forgot the name of the RA. Did the person arrive?

Mark: Oh, I forgot his name too. Yes, that person will come soon.

uMark: Oh, Ndililibe igama lakhe. *Ewe, (la/loo) mntu uzakufika ngoku.*

Situation 2-6

(Mark and Tom just saw Andy entering the meeting room)

Tom and Mark: (Oh!) Andy has come!

uTom kunye noMark: *uAndy uyafika.*

Situation 2-7

(Mark and Andy were at the meeting venue to discuss various issues the day before, but Tom was not there)

Tom: Is the preparation over? I asked Andy to finalize everything yesterday. Did he come?

Mark: Yes, Andy came yesterday.

uMark: *Ewe, uAndy ufikile izolo.*

Situation 2-8

(Mark was at the meeting venue to check the preparation the day before, but Tom and Andy was not there)

Tom: Is the preparation over? I asked Andy to help you yesterday. Did he come?

Mark: No, Andy didn't come yesterday.

uMark: *Hayi, uAndy khange afike izolo.*

Situation 2-9

You bought one delicious looking apple. Your brother was together when you bought it. When your brother was at work, you ate it. Your brother after work asks about the apple.

Brother: Where is the apple you bought?

You: I already ate that apple.

Mna: *Sele ndilityile i-apile*

Situation 2-10

You bought one delicious looking apple. Your brother was together when you bought it. Your brother went to the shop, and you joined him later. Your brother after work asks about the apple.

Brother: Did you eat the apple?

You: No, I haven't eaten that apple yet.

Mna: *Hayi, andikalityi ela apile okwangoku.*

Brother: Will you eat the apple later today?

You: No, I won't eat that apple.

Mna: *Hayi, andizokulitya ela apile.*

Situation 2-11

You bought one delicious looking apple. You brought it home and put it on the dining table. Then you went for work. Your mother saw that your brother took the apple and started eating it. When you returned from work, you did not see the apple. You ask your mother.

You: Where is the apple I bought earlier? Did my brother take it?

Mother: Yes, he's eating that apple just now.

uMama: *Ewe, uyalitya ela apile ngoku.*

Situation for 2-12

On a cold day, you and Mark arrived in the office, which was cold. Then you saw a window open. You tell Mark:

You: The window is open.

Mna: *Ifestile ivuliwe*

Then, Tom arrives, and he wonders why it is so cold in the office. You tell Tom:

You: The window was open.

Mna: *Ifestile ibivuliwe.*

After closing the window, all of you go out to get some breakfast. When you return to the office, the office was again cold. You again saw the window is open. You tell Mark and Tom:

You: The window is opened.

Mna: *Ifestile ivulekile*

After that Mpho comes in and asks, why the office is so cold. You tell Mpho:

You: The window was opened.

Mna: *Ifestile ibivuliwe*

Situation for 2-13

Your friend asks where you get most recent news (not knowing that you read newspaper). You reply:

You: I read the newspaper every morning.

Mna: *Ndifunda iphephandaba rhoqo kusasa.*

Situation for 2-14

You met your niece after 3 years, and you see that she looks like your sister, so you say:

You: You look like your mother.

Mna: *Ujongeka njengonyoko.*

Situation for 2-15

You are a senior student at a college, and you go to school 3 days a week. Your younger brother asks what your schedule was during the freshman year.

Brother: How was your class schedule during your first year at the college?

You: I used to go to school every day.

Mna: *Ndandisiya yonke imihla esikolweni.*

Situation for 2-16

People are talking about their vacation in Limpopo, and asks you whether you have been there. So you respond:

You: Yes, I have been to Limpopo.

Mna: *Ewe, bendikhe ndaya eLimpopo*

Situation for 2-17

From your building, you and your mother saw that there was a long traffic jam on the highway, including a bus with your brother. Your mother had to go inside, and after a while you see the traffic started moving. You tell your mother:

You: Finally, the bus began moving.

Mna: *Ekugqibeleni, ibhasi iyaqala ukuhamba.*

Situation for 2-18

Your sister went to a week-long overseas trip, and she is not good at sleeping on an airplane. She returned on a Friday. When you met a friend on the Sunday, she asks how your sister was doing after the trip. You respond:

You: She slept all day yesterday.

Mna: *Uleli imini yonke izolo.*

Situation for 2-19

You are visiting some distant relatives for the first time, and they serve you local delicacies (for example, a grasshopper). However, you have never eaten it. Later that night, your sister who knew about this custom asked:

Sister: I know they serve local delicacies. How was it?

You: I tried eating it a bit.

Mna: *Ndizamile ukuyitya kancinci.*

Situation for 2-20

Tom received a gift of a box of pens (20 of them). When you heard about it from Susan, you wonder whether Tom still has some pens. You ask Susan:

You: Does Tom still have some pens to spare?

Susan: No. He gave them to everyone.

Susan: *Hayi. Uzinike wonke umntu.*

Situation for 2-21

In lunchtime, and your friend asks whether you want to eat yet. You tell your friend:

You: Let's go!

Mna: *Masambe!*

Situation for 2-22

In a science class, the teacher is explaining about the relationship between the earth and the sun, and he says:

Teacher: The earth goes around the sun.

uTitshala: *Umhlaba ujikeleza ilanga.*

Situation for 2-23

A severe storm is passing through, and you see from your window that a tree on the street is bent so much that it may fall down soon. You tell your mother:

You: Mom, mom. That tree is about to topple.

Mna: *Mama. Mama. Umthi sele uzakuduncuka.*

Situation for 2-24

You were reading Instagram post while walking on the street, but then a curb suddenly appeared, and you almost fell. That evening, you tell your brother.

You: I should stop looking at my phone while walking. I was almost about to trip.

Mna: Kumele ndiyeke ukujonga efownini xa ndihamba. *Ndiphantse ukukhubeka.*

Situation for 2-25

You meet your neighbor at the local supermarket. She asks what you are here for:

You: We will have guests tomorrow, so I will buy some bread.

Mna: *Siza kuba neendwendwe ngomso, ke ndiza kuthenga isonka.*

Situation for 2-26

You went to Giyani and found a nice bag, which you bought. A couple of days later, your friend asks where you got the bag from. You respond:

You: I (had) bought this bag when I went to Giyani.

Mna: *Ndayithenga le bhegi ngokuya ndandise Giyani.*

Situation for 2-27

Your friend knows that you go to many business trips. Just recently, you went to Durban, Giyani and Pretoria. Between Durban and Giyani, you bought a new bag, which your friend did not know about. When you meet your friend after your Pretoria trip, the friend asks:

Friend: You are always on the go. When did you buy a bag?

You: I (had) bought this bag before going to Giyani.

Mna: *Ndayithenga le bhegi phambi kokuba ndiye eGiyani.*

Situation for 2-28

Tom bought a bag at a famous market in town. When you met Tom, you noticed the bag, but you did not ask where Tom bought the bag. A couple of days later, you were browsing items at that market with Susan, and you noticed the same kind of bag there. So, you tell Susan:

You: I knew he (had) bought this bag in this market.

Mna: *Bendiyazi wayithenga le bhegi kule marike.*

Abbreviations

1, 2, 3, ...:	Noun class numbers, and agreement for noun class	INF:	Infinitive
1SG, 2PL, ...:	Person and Number	LOC:	Locative
ASSOC:	Associative	MID:	Middle voice
AUG:	Augment, the pre-prefix	NEG:	Negative marker
COMP:	Complementiser	OM:	Object Marker
CJ/DJ:	Conjoint/Disjoint, where there is allomorphy for this contrast	PASS:	Passive
EXPL:	Expletive	PERF:	Perfect
FUT:	Future	POSS:	Possessive pronoun
FV:	Final Vowel (default inflectional suffix of the finite verb)	PRT:	Participial
HORT:	Hortative	PRES:	Present
IMPERF:	Imperfect	PST:	Past (especially 'remote past')
		SBJV:	Subjunctive
		SM:	Subject Marker

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