

<特集「アスペクト」>

Aspects in Siswati (S43) スワティ語(S43)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スワティ語(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 aspect constructions in SiSwati, 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

SiSwati (S43) is a Nguni language in the Southern Bantu language group, mainly spoken in Limpopo and Mpumalanga, South Africa as well as Eswatini. In the 2011 census (statistics South Africa, 2011), about 1.3 million first language speakers were in South Africa. The population of Eswatini is 1.3 million, which makes the SiSwati language with about 2.6 million speakers. The goal of this paper is to describe the aspect constructions in SiSwati (S43), as a companion paper about Siswati passives in Nkuna et al. (2024). The perfect aspect is expressed using the *-ile* suffix after a verb stem. Contexts are important in investigating aspects in sentences, and the contexts used for investigating SiSwati constructions are listed in the Appendix A. All examples are written in the SiSwati orthography followed by a morphological analysis and interlinear glosses.

2. Data with the intransitive verb

The intransitive verb *fika* ‘to arrive’ is used to investigate the perfect aspect in this section. In (1a, c), the perfect aspect is expressed by having the *se-* ‘already’ morpheme, after which the verb takes the *-ile* suffix. In this particular context, the simple past tense suffix *-e* cannot be used (1b). A sentence with a subject that is a deictic noun as in (1d) also takes the *-ile* suffix. The negative sentence of the perfect aspect is expressed with *kaka-* as shown in (2). The sentences show that the construction is an auxiliary verb construction using *endlela* ‘head here’.



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(1) [Item 2-1]

- a. [Situation: Gugu has arrived]
Gugu sewufikile.
 Gugu se-wu-fik-**ile**
 Gugu already-SM1-arrive-PRF
 ‘Gugu already came.’
- b. **Gugu sewufike.* (in this context)
 Gugu se-wu-fik-e
 Gugu already-SM1-arrive-PST
- c. *Sikhumbuzo sewubhalile.*
 Sikhumbuzo se-wu-bhal-**ile**
 Sikhumbuzo already-SM1-write-PRF
- d. [Situation: That person has arrived]
Lomuntfu sewufikile.
 lo-mu-ntfu se-wu-fik-**ile**
 that-1-person already-SM1-arrive-PRF
 ‘That person already came.’

(2) [Item 2-2]

- a. [Situation: Gugu has not yet arrived]
Gugu usendleleni. akakafiki.
 Gugu u-se-endlel-eni a-**kaka**-fik-i
 Gugu SM1-already-head.here-PROG SM1-PRF.NEG-arrive-NEG.FV
 ‘Gugu has already been heading (this way). He has not yet arrived.’
- b. *Gugu usasendleleni akakafiki.*
 Gugu u-sase-endlel-eni a-**kaka**-fik-i
 Gugu SM1-still-head.here-PROG SM1-PRF.NEG-arrive-NEG.FV
 ‘Gugu has still been heading (this way). He has not yet arrived’
- c. [Situation: ‘That person has not yet arrived’]
Lomuntfu usendleleni akakafiki.
 lo-mu-ntfu u-se-endlel-eni a-**kaka**-fik-i
 that-1-person SM1-already-head.here-PROG SM1-PRF.NEG-arrive-NEG.FV
 ‘That person has already been coming.’

When the focus of the negation shifts, different constructions are used. In (3), the action of the subject noun is the focus of the negative sentence, and *nga ka* construction is used. When the non-arrival of the subject is the focus of the sentence as in (4), SiSwati also uses the *nga ka* construction, which is followed by the negative form of the verb. The sentence in (4b) is a paraphrase of the sentence (4a).

(3) [Item 2-3]

- a. [Situation: Sibusiso's action is the focus of the sentence']

Sibusiso usengakafiki (nanyalo).

Sibusiso u-se-nga-ka-fik-i nanyalo

Sibusiso SM1-already-POT-NEG-arrive-NEG.FV yet

'Sibusiso hasn't been coming yet.'

- b. [Situation: 'That person's action is the focus of the sentence.']

Lomuntfu usengakafiki (nanyalo).

lo-mu-ntfu u-se-nga-ka-fik-i nanyalo

that-1-person SM1-already-POT-NEG-arrive-NEG.FV yet

'That person hasn't been coming yet.'

(4) [Item 2-4]

- a. [Situation: Zodwa's non-arrival is the focus of the sentence]

Zodwa usengakafiki.

Zodwa u-se-nga-ka-fik-i

Zodwa SM1-already-POT-NEG-arrive-NEG.FV

'Zodwa hasn't come yet.'

- b. *Zodwa usendleleni.*

Zodwa u-se-endlel-eni

Zodwa SM1-already-head.here-PROG

'Zodwa is already heading this way.'

- c. [Situation: 'That person's non-arrival is the focus of the sentence']

Lomuntfu usengakafiki.

loya mu-ntfu u-se-nga-ka-fik-i

that 1-person SM1-already-POT-NEG-arrive-NEG.FV

'That person hasn't come yet.'

The near future aspect is expressed with *ta* construction (5a, c). Omitting the second subject marker *wu* as in (5b) is ungrammatical. However, the second author observes that some speakers drop this *wu* in a whatsapp style environment that is used for instant messaging.

(5) [Item 2-5]

- a. *Gugu utawufika masinyane.*

Gugu u-ta-wu-fik-a masinyane

Gugu SM1-FUT-SM1-arrive-FV soon

'Gugu will come soon.' (lit. Gugu will arrive not long)

- b. **Gugu utafika masinyane.*

Gugu u-ta-fik-a masinyane

Gugu SM1-FUT-arrive-FV soon

c. *Lomunfu utawufika masinyane.*

loya mu-ntfu u-ta-wu-fik-a masinyane
 that 1-person SM1-FUT-SM1-arrive-FV soon
 ‘That person will come soon.’

The vocative forms about the arrival of Gugu in (6a, c) require the perfect *-ile* form of the verb. The simple past *-e* form cannot be used in this context (6b).

(6) [Item 2-6]

a. *Maye! Gugu ufikile!*

maye Gugu u-fik-ile
 oh Gugu SM1-arrive-PRF
 ‘Gugu has come!’

b. **Gugu ufike!*

Gugu u-fik-e
 Gugu SM1-arrive-PST

c. *Maye! Sindi uhambile!*

maye Sindi u-hamb-ile
 oh Sindi SM1-go-PRF
 ‘(Oh!) Sindi has gone!’

When the situation describes the past event regarding the arrival of the subject noun, the verb can only take the past tense *-e* suffix (7a). The perfect *-ile* suffix is unacceptable (7b). The three examples of the negative form in (8) require the past negative *kaka* and the negative final vowel *-i*.

(7) [Item 2-7]

a. *Gugu ufike itolo.*

Gugu u-fik-e itolo
 Gugu SM1-arrive-PST yesterday
 ‘Gugu came yesterday.’

b. **Gugu ufikile itolo. (in this context).*

Gugu u-fik-ile itolo
 Gugu SM1-arrive-PRF yesterday

(8) [Item 2-8]

a. *Gugu akakafiki itolo.*

Gugu a-kaka-fik-i itolo
 Gugu SM1-PST.NEG-arrive-NEG.FV yesterday
 ‘Gugu didn’t come yesterday.’

b. *Sibusiso akakdli itolo.*

Sibusiso a-kaka-dl-i itolo
 Sibusiso SM1-PST.NEG-eat-NEG.FV yesterday
 ‘Sibusiso did not eat yesterday.’

c. *Sikhumbuzo akakadlali ibhola itolo.*

Sikhumbuzo a-kaka-dlal-i ibhola itolo
 Sikhumbuzo SM1-PST.NEG-play-NEG.FV soccer yesterday
 ‘Sikhumbuzo did not play soccer yesterday.’

3. Data with the transitive verb

The situation in this section is about the eating of an apple, using the transitive verb *dla* ‘eat’. When *se-* ‘already’ is in the sentence, only the verb must occur with the perfect *-ile* form (9a); the *-e* form is ungrammatical (9b). In the example with a deictic object, the verb takes the *-ile* form (9c), but not the *-e* form (9d).

(9) [Item 2-9]

a. *Sengilidlile lihhabhula.*

se-ngi-li-dl-ile li-hhabhula
 already-1SG-OM5-eat-PRF 5-apple
 ‘I already ate that apple.’

b. **Sengilidle lihhabhula.* (in this context)

se-ngi-li-dl-e li-hhabhula
 already-1SG-OM5-eat-PST 5-apple

c. *Gugu sewulinatsile leliiya.*

Gugu se-wu-li-nats-ile le-li-tiya
 Gugu already-SM1-OM5-drink-PRF that-5-tea
 ‘Gugu already drank that tea’

d. **Gugu sewulinatse leliiya.*

Gugu se-wu-li-nats-e le-li-tiya
 Gugu already-SM1-OM5-drink-PST that-5-tea

The negative forms in (10) show some differences by the tense. The perfect negative is expressed using the past negative *ka* with the verb taking the negative final vowel *-i*, see (10a). The future negative uses the *a-* negative and the future morpheme *-ke*. Unexpectedly, the verb ends with the past tense *-e* suffix

(10) [Item 2-10]

a. *Angikalidli lelihhabhula.*

a-ngi-ka-li-dl-i le-li-hhabhula
 PST-1SG-PST.NEG-OM5-eat-NEG.FV that-5-apple
 ‘I haven’t eaten that apple yet.’

b. *Angeke ngilidle lelihhabhula.*

a-nge-ke ngi-li-dl-e le-li-hhabhula
 NEG-1SG-FUT 1SG-OM5-eat-PST that-5-apple
 ‘I won’t eat that apple.’

For a continuing event that just began, the present form of the verb is used as shown in (11).

(11) [Item 2-11]

a. *Udla lelihhabhula nyalo.*

u-dl-a le-li-hhabhula nyalo
 SM1-eat-FV that-5-apple now
 ‘He’s eating that apple just now.’

b. *Zandile ugibela lentsaba nyalo.*

Zandile u-gibel-a le-ntsaba nyalo
 Zandile SM1-climb-FV 9-mountain now
 ‘Zandile is climbing that mountain just now.’

4. Data with the stative verb

The distinction between the perfect *-ile* suffix and the past tense *-e* suffix is clearly shown in examples with the stative verb *vuleka* ‘to open’. In the situation when someone saw that the window is open, the verb takes the *-ile* form (12a, c) but not the *-e* form (12b, d).

(12) [Item 2-12]

a. *Lifasitelo livulekile.*

li-fasitelo li-vulek-ile
 5-window SM5-open-PRF
 ‘The window is open.’

b. **Lifasitelo livuleke.*

li-fasitelo li-vulek-e
 5-window SM5-open-PST

c. *Lifasitelo belivulekile.*

li-fasitelo be-li-vulek-ile
 5-window PST-SM5-open-PRF
 ‘The window was open.’

d. **Lifasitelo belivuleke.*

li-fasitelo be-li-vulek-e
 5-window PST-SM5-open-PST

When the passive condition is added to the sentences in (13), only the *-e* suffix can be added to the stative words (13a, c), and not the *-ile* suffix (13b, d).

(13) [Item 2-12]

- a. *Lifasitelo livuliwe.*
 li-fasitelo li-vul-iw-e
 5-window SM5-open-PASS-PST
 ‘The window is opened.’
- b. **Lifasitelo livuliwile.*
 li-fasitelo li-vul-iw-ile
 5-window SM5-open-PASS-PRF
- c. *Lifasitelo belivuliwe.*
 li-fasitelo be-li-vul-iw-e
 5-window PST-SM5-open-PASS-PST
 ‘The window was opened.’
- d. **Lifasitelo belivuliwile.*
 li-fasitelo be-li-vul-iw-ile
 5-window PST-SM5-open-PASS-PRF

5. Habitual aspect

This section introduces some sentences that show habitual usages. In an ongoing habit condition, the main verb is in indicative *fundza* ‘read’.

(14) [Item 2-13]

Ngifundza liphephandzaba njalo ekuseni.
 ngi-fundza li-phephandzaba njalo ekuseni
 1SG-read 5-newspaper every morning
 ‘I read the newspaper every morning.’

When someone resembles their parents, the verb *fana* must appear in present tense, as shown in (15). The habitual aspect in (16) is a case where a natural phenomenon is observed where the present tense is used.

(15) [Item 2-14]

Ufana namake wakho.
 u-fana na-make wa-kho
 2SG-look.like with-mother of-you
 ‘You look like your mother.’

(16) [Item 2-22]

Umhlaba uhamba ujikelete nelilanga.
 um-hlaba u-hamba ujikelete nelilanga
 3-earth SM3-go around sun
 ‘The earth goes around the sun.’

For a habitual aspect in the past, SiSwati uses the past tense construction with the sentence initial *be-* as in

(17). The verb can take both the *-ile* form or the *-e* form.

(17) [Item 2-15]

a. *Bengivame kuya esikoleni onkhe emalanga.*

be-ngi-vam-e ku-ya e-sikol-eni onkhe ema-langa
 PST-1SG-use-PST to-go LOC-school-LOC all 6-day

‘I used to go to school every day (back then).’

b. *Bengivam-ile kuya esikoleni onkhe emalanga. (ok)*

be-ngi-yam-ile ku-ya e-sikol-eni onkhe ema-langa
 PST-1SG-use-PST to-go LOC-school-LOC all 6-day

‘I used to go to school every day (back then).’

6. Other aspect expressions

This section introduces various types of sentences that can be used for further understanding the category aspect. When the sentence expresses about a prior trip to a location, the copular verb can be omitted as in (18). In (19), the subject noun ‘bus’ has not been moving. When the movement begins, the verb takes the present tense.

(18) [Item 2-16]

a. *Bengis’ eMpumalanga.*

be-ngi-se e-Mpumalanga
 PST-1SG-already in-Mpumalanga

‘I have been to Mpumalanga.’

b. *Bengiy’ eMpumalanga.*

be-ngi-ye e-Mpumalanga
 PST-1SG-be in-Mpumalanga

‘I was in Mpumalanga.’

(19) [Item 2-17]

Ekugcineni, ibhasi iyahamba.

ekugcineni ibhasi i-ya-hamba.

finally bus SM9-DJ-move

‘Finally, the bus began moving.’

When a sentence describes the continuous aspect of what happened in the past, the verb takes the *-e* form (20a), and not the *-ile* form (20b).

(20) [Item 2-18]

a. *Bekalele lilanga lonkhe itolo.*

be-ka-lel-e li-langa lonkhe itolo
 PST-SM1-sleep-PST 5-day all yesterday

‘She slept all day yesterday.’

b. **Bekalelile lilanga lonkhe itolo.*

be-ka-lel-e li-langa lonkhe itolo
PST-SM1-sleep-PST 5-day all yesterday

When sentences show what occurred just now, the examples show that their verbs can take both the *-ile* form (21a) and the *-e* form (21b).

(21) [Item 2-19]

a. *Ngizamile kukudla kancane.*

ngi-zam-ile ku-ku-dla kancane
1SG-try-PRF to-it-eat a.bit
'I tried eating it a bit.'

b. *Ngizame kukudla kancane.*

ngi-zam-e ku-ku-dla kancane
1SG-try-PST to-it-eat a.bit
'I tried eating it a bit.'

A habitual gift giver's action is expressed in (22). Both sentences with the *-ile* suffix and the *-e* suffix are acceptable. (22).

(22) [Item 2-20]

a. *Ubanike bonkhe.*

u-ba-nik-e bonkhe
SM1-OM2-give-PST everyone
'She gave them (=books) to everyone.'

b. *Ubanikile bonkhe.*

u-ba-nik-ile bonkhe
SM1-OM2-give-PRF everyone
'She gave them (=books) to everyone.'

The hortative form in isiZulu has the verb that only takes the *-e* form (23a, b, d). The *-ile* form is ungrammatical (23c).

(23) [Item 2-21]

a. *Asambe!*

a-sa-(h)amb-e
A-SA-go-HORT
'Let's go!'

b. *Asihambe!*

a-si-hamb-e
A-SI-go-HORT
'Let's run!'

c. **Asihambile!*

d. *Asigijime!*

a-si-gijim-e

A-SI-run-HORT

‘Let’s run!’

When a near future aspect is expressed either the infinitive form *ku wa* with the se- ‘already’ (24a), or the auxiliary verb *cishe* ‘nearly’ (24b) are possible.

(24) [Item 2-23, 24]

a. [Situation: almost falling down due to a storm]

Lesihlahla sesitakuwa.

le-si-hlahla se-si-ta-ku-wa

that-7-tree already-SM7-FUT-to-fall

‘That tree is about to topple.’

b. [Situation: almost falling down due to a curb]

Ngicishe ngawa.

ngi-cishe ngi-a-wa

1SG-nearly 1SG-DJ-fall

‘I was almost about to trip.’

When a future action is described as in (25), the present form of the verb *tsenga* ‘buy’ is used (cf. 25).

(25) [Item 2-25]

Sitawuba netivakashi kusasa, ngitawutsenga sinkhwa.

si-ta-wu-ba netivakashi kusasa, ngi-ta-wu-tsenga si-nkhwa

1PL-FUT-OM2-have guests tomorrow, 1SG-FUT-SM1-buy 7-bread

‘We will have guests tomorrow, so I will buy some bread.’

The sentences in (26-28) connect the timing of the action and the timing of the utterance. In (26), the action of visiting Mbombela is earlier than the time of the utterance. In such a case, *-e* form is used but not the *-ile* term. In (27), the action is completed.

(26) [Item 2-26]

[Situation: I was in Mbombela]

a. *Ngatsenga lesikhwama lesikhatsi ngiye eMbombela.*

ngi-a-tsenga le-si-khwama lesikhatsi ngi-y-e e-Mbombela

1SG-PST-buy this-7-bag when 1SG-go-PST to-Mbombela

‘I (had) bought this bag when I went to Mbombela.’

b. **Ngatsenga lesikhwama lesikhatsi ngiyile eMbombela.*

ngi-a-tsenga le-si-khwama lesikhatsi ngi-y-ile e-Mbombela
1SG-PST-buy this-7-bag when 1SG-go-PRF to-Mbombela
'I (had) bought this bag when I went to Mbombela.'

(27) [Item 2-27]

[Situation: before going to Mbombela]

Ngatsenga lesikhwama ngembi kwekuya eMbombela.
ngi-a-tsenga le-si-khwama ngembi kwe-ku-ya e-Mbombela
1SG-PST-buy this-7-bag before KWE-to-go to-Mbombela
'I (had) bought this bag before going to Mbombela.'

Sentences with two verbs are presented in (28). The verb in the matrix clause is *ti* 'know', and the subordinate clause has the verb *tsenga* 'buy'. In this example, these verbs do not take *-ile*, nor does it take the *-e* form.

(28) [Item 2-28]

Bengati kutsi watsenga lesikhwama kulemakethe.
be-ngi-a-ti kutsi u-a-tsenga le-si-khwama ku-le-makethe
PST-1SG.DJ-know-FV that SM1-PST-buy this-7-bag CL17-this-market
'I knew he (had) bought this bag in this market.'

7. Conclusion

An investigation into SiSwati aspect constructions has shown that the perfective aspect *-ile*, which has a separate usage from the past tense condition is *-e*. In a future study, results of the tonal investigation should be added to these examples.

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 *for situations 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 already came.**

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

Mark: Oh, I forgot his name too. Yes, **that person already came.**

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. Is he on his way?

Mark: No, **Andy has already been coming.**

Tom: I forgot the name of the RA. Is the person on his way?

Mark: Oh, I forgot his name too. Yes, **that person has already been coming.**

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: No, **Andy has not been coming yet.**

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.**

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: No, **Andy has not come yet.**

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.**

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: No, but **Andy will come soon.**

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.**

Situation 2-6

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

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

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.**

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.**

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.**

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.**

Brother: Will you eat the apple later today?

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

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.**

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.**

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

You: **The window was open.**

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.**

(passive form because the window cannot be opened by itself)

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

You: **The window was opened.**

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.**

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.**

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.**

Situation for 2-16

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

You: Yes, **I have been to Mpumalanga.**

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.**

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.**

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.**

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.**

Situation for 2-21

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

You: **Let's go!**

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.**

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.**

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.**

(note: 'to trip' means 'to fall')

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.**

Situation for 2-26

You went to Mpumalanga 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 Mpumalanga.**

Situation for 2-27

Your friend knows that you go to many business trips. Just recently, you went to Durban, Mpumalanga and Pretoria. Between Durban and Mpumalanga, 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 Mpumalanga.**

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.**

Abbreviations

1, 2, 3, ...:	Noun class numbers	OM:	Object marker
1SG, 2PL, ...:	Person and Number	PASS:	Passive
CL:	Noun class	PRF:	Perfect
DJ:	Disjoint form	POT:	Potential
FUT:	Future	PROG:	Progressive
FV:	Final vowel	PST:	Past
HORT:	Hortative	SM:	Subject Marker
LOC:	Locative		
NEG:	Negative		

References

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