

〈特集「受動表現」「アスペクト」〉

Aspects in Xitsonga (S53) ツォンガ語(S53)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ツォンガ語(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 Xitsonga, 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.

DOI: <https://doi.org/10.15026/0002001490>

キーワード: ツォンガ語, アスペクト, バントゥ系

Keywords: Xitsonga, Aspect, Bantu

1. Introduction

This paper offers a description of aspect expressions in Xitsonga (S53), a Southern Bantu language, spoken by about 3 million people. The variety in this paper is based on Xitsonga spoken in Limpopo, South Africa. Xitsonga speakers can also be found in southern Zimbabwe and Mozambique. This paper is a companion paper that describes passive constructions in Xitsonga (Hlungwani & Lee 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 Xitsonga constructions are listed in the Appendix A. All examples are written in the Xitsonga orthography followed by a morphological analysis and interlinear glosses. One note about the Xitsonga orthography is that subject markers are separated from the verb by a space, which is a convention in the orthography, rather than a morphosyntactic characteristics.

2. Data with the intransitive verb

Examples with the intransitive verb *fika* ‘to arrive’ are shown in this section. In (1a, c), the perfect aspect is expressed by adding the *-ile* suffix after the verb. In this particular context, the simple past tense suffix *-e* cannot be used (1b). A specific subject as in (1c) also displays the same structure.



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(1) [Item 2-1]

- a. Situation: ‘Hasani has arrived’

Hasani u fikile (khale¹).

Hasani u fik-ile (khale)

Hasani SM1 arrive-PRF already

‘Hasani already came.’

- b. **Hasani u fike* (in the context of 1a in the Appendix A)

Hasani u fik-e

Hasani SM1 arrive-PST

- c. [Situation: ‘That person has arrived’]

Munhu luya u fikile (khale).

mu-nhu lu-ya u fik-ile (khale)

1-person DEM-1 SM1 arrive-PRF already

‘That person already came.’

The negative sentence of the perfect aspect uses the *le ku ... V-eni* construction as shown in (2). 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* form is used before the *le ku V-eni* form. When the non-arrival of the subject is the focus of the sentence, Xitsonga uses the *nga si* construction, which is followed by the infinitive form of the verb.

(2) [Item 2-2]

- a. [Situation: ‘Hasani has not yet arrived’]

Hasani u le ku teni.

Hasani u le.ku t(a)-eni

Hasani SM1 PROG come-PROG

‘Hasani has already been coming.’ (intended: Hasani is on his way.)

- b. [Situation: ‘That person has not yet arrived’]

Munhu luya u le ku teni.

mu-nhu lu-ya u le.ku t(a)-eni

1-person DEM-1 SM1 PROG come-PROG

‘That person has already been coming.’

(3) [Item 2-3]

- a. [Situation: ‘Hasani’s action is the focus of the sentence’]

Hasani a nga le ku teni.

Hasani a nga le.ku t-eni

Hasani SM1 PST.NEG PROG come-PROG

‘Hasani hasn’t been coming yet.’

¹ Xitsonga word *khale* means ‘old’ as an adjective, and ‘already’ as an adverb.

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

Munhu luya a nga ri le ku teni.

mu-nhu lu-ya a nga ri le.ku t-eni

1-person DEM-1 SM1 PST.NEG COP PROG come-PROG

‘That person hasn’t been coming yet.’

(4) [Item 2-4]

- a. [Situation: Hasani’s non-arrival is the focus of the sentence]

Hasani a nga si ta.

Hasani a nga si ta

Hasani SM1 PRES.NEG already come

‘Hasani hasn’t come yet.’

- b. [Situation: ‘That person’s non-arrival is the focus of the sentence’]

Munhu luya a nga si ta.

mu-nhu lu-ya a nga si ta

1-person DEM-1 SM1 PRES.NEG already come

‘That person hasn’t come yet.’

The near future aspect is expressed with *ta V ku nga ri khale* construction (5a, b). The literal translation of the sentence is that the subject will arrive not long, similar to the Japanese expression *mamonaku* ‘soon (lit. in no moment)’. This aspectual construction can also be expressed using the *le ku V-eni ku nga ri khale* construction as in (5c), in which the *le ku V-eni* construction expresses the near future.

(5) [Item 2-5]

- a. *Hasani u ta fika ku nga ri khale.*

Hasani u ta fika ku nga ri khale

Hasani SM1 FUT arrive to NEG COP already

‘Hasani will come soon.’ (lit. Hasani will arrive not long)

- b. *Munhu luya u ta fika ku nga ri khale.*

mu-nhu lu-ya u ta fika ku nga ri khale

1-person DEM-1 SM1 FUT arrive to NEG COP already

‘That person will come soon.’

- c. *Hasani u le ku fikeneni ku nga ri khale.*

Hasani u le.ku fik-eni ku nga ri khale

Hasani SM1 PROG come-PROG to NEG COP already

‘Hasani will come soon.’

The vocative form about the arrival of Hasani in (6a) requires the perfect *-ile* form of the verb. The simple past *-e* form cannot be used in this context (6b).

(6) [Item 2-6]

a. *(Oh!) Hasani u tile!*

Hasani u t-ile

Hasani SM1 come-PRF

‘Hasani has come!’

b. **Hasani u t-e*

Hasani u t-e

Hasani SM1 come-PST

When the situation describes the arrival of the subject noun, both perfect form *-ile* and the past form *-e* can be used. The positive forms are shown in (7), and the corresponding negative forms are shown in (8).

(7) [Item 2-7]

a. *Hasani u tile tolo.*

Hasani u t-ile tolo

Hasani SM1 come-PRF yesterday

‘Hasani came yesterday.’

b. *Hasani u te tolo.*

Hasani u t-e tolo

Hasani SM1 come-PST yesterday

‘Hasani came yesterday.’

(8) [Item 2-8]

a. *Hasani a nga tangi tolo.*

Hasani a nga ta-ngi tolo

Hasani SM1 NEG come-PST.NEG yesterday

‘Hasani didn’t come yesterday.’

b. *Hasani u te tolo.*

Hasani u t-e tolo

Hasani SM1 come-PST yesterday

‘Hasani came yesterday.’

3. Data with the transitive verb

This section introduces examples with a transitive verb that is followed by an object noun. For the perfect tense with a deictic object in the context provided in the appendix A, only *-ile* form is possible (9a), and *-e* form is not (9b). When the object noun is non-deictic as in (9c), the *-e* form is grammatical.

(9) [Item 2-9]

a. *Ndzi dyile apula rero.*

ndzi dy-ile apula rero

1SG eat-PRF 9.apple that.9

‘I already ate that apple.’

- b. **Ndzi dye apula rero.* (in this context of 9a in Appendix A)

ndzi dy-e apula rero
1SG eat-PST 9.apple that.9

- c. *Ndzi dye apula.*

ndzi dy-e apula
1SG eat-PST 9.apple
'I ate an apple'

In (10), the negative forms are expressed with *a sbj V-angi* in (10a), or *sbj-nge V-i* in (10b).

(10) [Item 2-10]

- a. *A ndzi dyangi apula rero.*

a ndzi dya-ngi apula rero
NEG 1SG eat-PST.NEG 9.apple that.9
'I haven't eaten that apple yet.'

- b. *Ndzi nge dyi apula rero.*

ndzi nge dy-i apula rero
1SG FUT.NEG eat-NEG 9.apple that.9
'I won't eat that apple.'

In (11), the *le ku V-eni* construction is used to express an action that has just begun but it is still continuing.

(11) [Item 2-11]

U le ku dyeni ka apula rero sweswi.

u le.ku dy-eni ka apula rero sweswi
SM1 PROG eat-PROG KA 9.apple that.9 now
'He's eating that apple just now.'

4. Data with the stative verb

The stative verbs in the perfective take the *-ile* suffix (12a, c), but not the *-e* suffix (12b, d). The contrast in (12) suggests that the suffixes *-ile* and *-e* are not fully interchangeable in the past tense context. Only *-ile* is used in the perfective aspect.

(12) [Item 2-12]

- a. *Fasitere ri pfulekile.*

fasitere ri pfulek-ile
9.window SM9 open-PRF
'The window is open.'

- b. **Fasitere ri pfulek-e.*

fasitere ri pfulek-e
9.window SM9 open-PST

- c. *Fasitere a ri pfulekile.*
 fasitere a ri pfulek-ile
 9.window PST SM9 open-PRF
 ‘The window was open.’
- d. **Fasitere a ri pfuleke.*
 fasitere a ri pfulek-e
 9.window PST SM9 open-PST

The sentences in (13) show that the perfective aspect in the passive context only takes *-ile* suffix (13a, c), and not the *-e* suffix (13b, d).

(13) [Item 2-12]

- a. *Fasitere ri pfuriwile.*
 fasitere ri pfur-iw-ile
 9.window SM9 open-PASS-PRF
 ‘The window is opened.’
- b. **Fasitere ri pfuriw-e.*
 fasitere ri pfur-iw-e
 9.window SM9 open-PASS-PST
- c. *Fasitere a ri pfuriwile.*
 fasitere a ri pfur-iw-ile
 9.window PST SM9 open-PASS-PRF
 ‘The window was opened.’
- d. **Fasitere a ri pfuriw-e.*
 fasitere a ri pfur-iw-e
 9.window PST SM9 open-PASS-PST

5. Habitual aspect

A set of sentences in the habitual aspect is examined in this section. The present tense *hlaya* ‘read’ (14a) as well as the progressive *le ku V-eni* (14b) are grammatical for expressing an ongoing habit.

(14) [Item 2-13]

- a. *Ndzi hlaya phephangu mpundzu wun’wana na wun’wana.*
 ndzi hlaya phephangu mpundzu wu-n’wana na wu-n’wana
 1SG read newspaper morning 3-one and 3-one
 ‘I read the newspaper every morning.’
- b. (also ok)
Ndzi le ku hlayeni ka phephangu mpundzu wun’wana na wun’wana.
 ndzi le.ku hlay-eni ka phephangu mpundzu wun’wana na wun’wana
 1SG PROG read-PROG KA newspaper morning 3-one and 3-one

When the resemblance verb *fana* ‘look like’ is used, only the present tense *fana* (15a) is possible, and not the

le ku V-eni form (15b). However, what the *le ku V-eni* form in (15c) can express is a gradual change aspect in the sentence when someone is slowly looking closer to their parents.

(15) [Item 2-14]

a. *U fana na mhana wena.*

u fana na mhana wena

2SG look.like with mother your

‘You look like your mother.’

b. **U le ku faneni na mhana wena.* (in the context of 15a in Appendix A)

u le.ku fan-eni na mhana wena

2SG PROG look.like-PROG with mother your

c. *U le ku faneni na mhana wena.*

u le.ku fan-eni na mhana wena

2SG PROG look.like-PROG with mother your

‘you are gradually looking like your mother’

The habitual aspect is shown in (16a) with the present tense, when it is a fact stated in a science textbook. In that context, the *le ku V-eni* construction (16b) cannot be used. When *le ku V-eni* construction in (16c) is used, the sentence literally describes the movement of the earth going around the sun.

(16) [Item 2-22]

a. *Misava yi rhendzeleka hi dyambu.*

mi-sava yi rhendzeleka hi dyambu

4-earth SM4 go.around by sun

‘The earth goes around the sun.’

b. **Misava yi le ku rhendzelekeni hi dyambu.* (in the context of 16a in Appendix A)

mi-sava yi le.ku rhendzelek-eni hi dyambu

4-earth SM4 PROG go.around-PROG by sun

c. *Misava yi le ku rhendzelekeni hi dyambu.*

mi-sava yi le.ku rhendzelek-eni hi dyambu

4-earth SM4 PROG go.around-PROG by sun

For a habitual aspect in the past, Xitsonga uses the past tense construction with the sentence initial *a-* as in (17).

(17) [Item 2-15]

A ndzi ya e-xikolw-eni masiku hinkwawo (hi mikarhi leyi hundzeke).

a ndzi ya e-xikolw-eni ma-siku hinkwa-wo

PST 1SG go LOC-school-LOC 6-day all-6

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

6. Other aspect expressions

Various other types of aspect constructions are discussed in this section. In (18), the experiencer aspect is shown. When the sentence describes the experience of going to Giyani, the *-e* form can be used with the *va* verb (18a) or the *ya* verb (18b). The *-ile* is also possible when it is followed by the *va* verb as in (18c), but the acceptability deteriorates when it is followed by the *ya* verb.

(18) [Item 2-16]

a. *Ndzi tshame ndzi va eGiyani.*

Ndzi tsham-e ndzi va e-Giyani
1SG have.been-PST 1SG VA to-Giyani
'I have been to Giyani.'

b. *Ndzi tshame ndzi ya eGiyani.*

ndzi tsham-e ndzi ya e-Giyani
1SG have.been-PST 1SG go to-Giyani
'I once have been to Giyani.'

c. *Ndzi tsham-ile ndzi va eGiyani.*

ndzi tsham-ile ndzi va e-Giyani
1SG have.been-PRF 1SG VA to-Giyani
'I have been to Giyani.'

d. *??Ndzi tsham-ile ndzi ya eGiyani.*

ndzi tsham-ile ndzi ya e-Giyani
1SG have.been-PRF 1SG go to-Giyani

When the subject of a sentence is suddenly beginning a motion, both *-e* and *-ile* forms are possible as shown in (19).

(19) [Item 2-17]

a. *Ek u heteleleni, bazi ri sungule ku famba.*

eku.heteleleni, bazi ri sungul-e ku famba
finally 9.bus SM9 start-PST to move
'Finally, the bus began moving.'

b. *Ek u heteleleni, bazi ri sungurile ku famba.*

eku.heteleleni, bazi ri sungur-ile ku famba
finally 9.bus SM9 start-PRF to move

The description of a continuous aspect in the past as in (20) is also possible with both *-e* (20a) and *-ile* (20b).

(20) Item 2-18]

a. *U etlele siku hinkwaro tolo.*

u etlel-e siku hinkwa-ro tolo
SM1 sleep-PST day all-9 yesterday
'She slept all day yesterday.'

b. *U etlerile siku hinkwaro tolo.*

u etler-ile siku hinkwa-ro tolo
SM1 sleep-PRF day all-9 yesterday

The trial of an action as in (21a) is expressed with the *-e* past tense form. The *-ile* form is also possible as in (21b).

(21) Item 2-19]

a. *Ndzi ringete ku dya switsongo.*

ndzi ringet-e ku dya swi-tsongo
1SG try-PST to eat 8-small
'I tried eating it a bit.'

b. *Ndzi ringetile ku dya switsongo.*

ndzi ringet-ile ku dya swi-tsongo
1SG try-PRF to eat 8-small
'I tried eating it a bit.'

When someone habitually presents gifts to other people, the action can be described with both *-ile* and *-e* suffixes as shown in (22).

(22) [Item 2-20]

a. *U swi nyikile un'wana na un'wana.*

u swi nyik-ile un'-wana na un'-wana
SM1 OM8 give-PRF 1-one and 1-one
'He gave them to everyone.'

b. *U swi nyike un'wana na un'wana.*

u swi nyik-e un'-wana na un'-wana
SM1 OM8 give-PST 1-one and 1-one

The hortative form in (23) is only possible with the *-e* suffix, but this suffix is an imperative suffix.

(23) [Item 2-21]

A hi fambe!

a hi famb-e
HORT 1PL go-IMP
'Let's go!'

When a near future aspect is expressed both the infinitive form *ku wa* (24a) and the progressive form *le ku V-eni* (24b) are possible. The past tense form in (24c) uses the *-ile* suffix or the *-e* suffix (24e). The position in *katsongo* 'almost' can be sentence-initial (24c) or sentence-final (24d).

(24) [Item 2-23, 24]

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

Nsinya lowuya wu lava ku wa.

Nsinya lowu-ya wu lava ku wa
3.tree that-3 SM3 want to fall.down

‘That tree is about to topple.’

- b. *Nsinya lowuya wu le ku weni.*

Nsinya lowu-ya wu le.ku w-eni
3.tree that-3 SM3 PROG fall.down-PROG

‘I was almost about to trip.’

- c. [Situation: ‘almost falling down due to a curb]

Katsongo ndzi lavile ku wa.

Katsongo ndzi lav-ile ku wa
almost/about 1SG want-PRF to fall

‘I was almost about to trip.’

- d. *Ndzi lavile ku wa katsongo.* (possible, but less natural)

ndzi lav-ile ku wa katsongo
1SG want-PRF to fall almost/about

‘I was almost about to trip.’

- e. *Katsongo ndzi lave ku wa.*

katsongo ndzi lav-e ku wa
almost/about 1SG want-PST to fall

‘I was almost about to trip.’

When a future action is described both the *lava ku* ‘want to’ (25a) and the progressive *le ku V-eni* (25b) are possible.

(25) [Item 2-25]

- a. *Hi ta va ni vayeni mundzuku, se ndzi lava ku xava xinkwa.*

hi ta va ni va-yeni mundzuku, se ndzi lava ku xava xi-nkwa
1PL FUT OM2 have 2-guest tomorrow so 1SG want to buy 7-bread

(lit) ‘We will have guests tomorrow, so I want to buy some bread.’

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

- b. *Hi ta va ni vayeni mundzuku, se ndzi le ku xaveni ka xinkwa.*

hi ta va ni va-yeni mundzuku, se ndzi le.ku xav-eni ka xi-nkwa
1PL FUT OM2 have 2-guest tomorrow so 1SG PROG buy-PROG KA 7-bread

(lit) ‘We will have guests tomorrow, so I am buying some bread.’

In the examples (26-28), the sentences describe whether an action took place before or after a trip. When an action (a trip in these examples) has been completed, both *-ile* and *-e* can be used as in (26). When an action is yet to happen, it is also the case that both *-ile* and *-e* describe the situation as in (27).

(26) [Item 2-26]

[Situation: 'I was in Giyani']

a. *Ndzi xavile bege leyi loko ndzi ya eGiyani.*

ndzi xav-ile bege leyi loko ndzi ya e-Giyani
 1SG buy-PRF bag this when 1SG go to-Giyani
 'I (had) bought this bag when I went to Giyani.'

b. *Ndzi xave bege leyi loko ndzi ya eGiyani.* (also ok.)

ndzi xav-e bege leyi loko ndzi ya e-Giyani
 1SG buy-PST bag this when 1SG go to-Giyani

(27) [Item 2-27]

[Situation: 'before going to Giyani']

a. *Ndzi xavile bege leyi ndzi nga si ya eGiyani.*

ndzi xav-ile bege leyi ndzi nga si ya e-Giyani
 1SG buy-PRF bag this 1SG NEG yet go to-Giyani
 'I (had) bought this bag before going to Giyani'

b. *Ndzi xave bege leyi ndzi nga si ya eGiyani.*

ndzi xav-e bege leyi ndzi nga si ya e-Giyani
 1SG buy-PST bag this 1SG NEG yet go to-Giyani

In (28), the multi-clause sentence has two verbs. The matrix clause has the verb *tiva* 'know', and the subordinate clause has the verb *xava* 'buy'. When the speaker describes some knowledge about a completed action, the matrix verb with *-ile* and the subordinate verb with *-ile* are possible as in (28a). The matrix verb cannot be *-e* (28b), but the subordinate verb can be in the *-e* form (28c).

(28) [Item 2-28]

a. *Ndzi swi tivile leswaku u xavile bege leyi eka makete lowu.*

ndzi swi tiv-ile leswaku u xav-ile bege leyi eka makete lowu
 1SG OM8 know-PRF that SM1 buy-PRF bag this in market this
 'I knew he (had) bought this bag in this market.'

b. **Ndzi swi tive leswaku u xavile bege leyi eka makete lowu.* (in the context for 28a in Appendix A)

ndzi swi tiv-e leswaku u xav-ile bege leyi eka makete lowu
 1SG OM8 know-PST that SM1 buy-PRF bag this in market this

c. *Ndzi swi tivile leswaku u xave bege leyi eka makete lowu.*

ndzi swi tiv-ile leswaku u xav-e bege leyi eka makete lowu
 1SG OM8 know-PRF that SM1 buy-PST bag this in market this
 'I knew he (had) bought this bag in this market.'

7. Conclusion

A systematic investigation of aspect constructions in Xitsonga has demonstrated that the perfective aspect *-ile* has an independent usage from the past tense *-e*. The examples also show the specific usage of the *le ku V-eni*,

which is not yet fully understood in the literature. 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 Limpopo, and asks you whether you have been there. So you respond:

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

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 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.**

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.**

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	NEG:	Negative marker
1SG, 2PL, ...:	Person and Number	OM:	Object Marker
COP:	Copular	PASS:	Passive
DEM:	Demonstrative	PRF:	Perfect
FUT:	Future marker	PRES:	Present
FV:	Final Vowel (default inflectional suffix of the finite verb)	PROG:	Progressive
HORT:	Hortative	PST:	Past tense marker
IMP:	Imperative	SM:	Subject marker
LOC:	Locative		

References

Hlungwani, Crous M. & Seunghun J. Lee. 2024. Passive construction in Xitsonga (S53). *Journal of the Institute of Language Research* 29 (Volume 2024), Article 38.

Acknowledgement

This work was mainly supported by JSPS KAKENHI Promotion of Joint International Research (Fostering Joint International Research (B)) 21KK0005. This study was also supported by JSPS KAKENHI (B) 23K25319, JSPS KAKENHI (A) 25H00465 and the ILCAA joint research projects ‘Phonetic typology from cross-linguistic perspectives: Phase 2 (jrp000294)’ and ‘Diachronic Perspectives on Language Description and Typology in Bantu (jrp000292)’.

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原稿受理 : 2026 年 1 月 29 日

刊行年月日 : 2026 年 3 月 31 日