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200 Example Sentences in the Mu-nya Language

(Tanggu Dialect)

Takumi IKEDA

Preface

Mu-nya is a Tibeto-Burman language spoken among a part of Tibetan people living around the Mt. Minya kongka in Sichuan province of southwest China. I described the people who speak Mu-nya language and their geographical and historical background based on my field research in my former paper: IKEDA (2007) in Zinbun 39. I attached a 200 basic word list as an appendix to the report in order to show the phonetic features and word forms of the Mu-nya language, comparing it with written Tibetan and reconstructed word forms of Proto-Tibeto-Burman, but did not mention their syntax.

In this paper I describe an outline of the syntax of Mu-nya using 200 sentence examples. These sentences are quoted from a text book of the Tibetan Khams dialect of: Ma Yuehua 马月华 (ed.) Jichu Zangwen keben (Kang fangyan) 《基础藏文课本（康方言）》 [*Elementary Tibetan text of Khams dialect] vol. 2. Southwest University for Nationalities. 西南民 族学院 1987. The original source contains 200 basic expressions of Tibetan Khams dialect written in Tibetan script with Chinese translation. Unfortunately the textbook includes so many misprints, that I corrected all these mistakes and made English translation under Ms. Marielle Prins’s help.

These 200 basic sentences are very useful and convenient for field research on the Tibeto-Burman languages: because the sentences consist of questions and answers, we can grasp interrogative, declarative, and negative expressions distributed over all three persons of the subject. And all the sentences represent typical daily conversation in the Tibetan cultural area in southwest China, written in Khams Tibetan dialect and Chinese, so it is easy for speakers to understand and express them in their own language naturally.

This paper records the expressions of the Mu-nya Tanggu 汤古 (Thang mgo) dialect. Tanggu village is on the way from Kangding 康定 (Dar rtse mdo) to Jiulong 九龙 (brGyad zil rdzong), about 85 km away from Sädé 沙德 (Sa bde), and about 65 km from Kongka
county (Gònggǎshan xiāng 贡嘎山乡; the old name was Liūbā xiāng 六巴乡 (Klu pa)), where one finds the starting point of the trekking course to Mt. Minya kongka. My collaborator was Mr. Blo bzang bKra shis (read as Lyuza Trashi), an educated Tibetan Buddhist from Tanggu village. He provided me with very suitable and natural expressions for the sample sentences in his mother dialect. I analyzed the structure of each sentence and glossed each word in the sentence. Additional explanations such as typical syntactic frames, word order, lexical borrowings from Tibetan, and the grammatical behavior of function words are described in the notes as needed.

My field research on the Mu-nya language was supported by a Grant-in-Aid for Scientific Research (S): 16102001 “Linguistic Substratum in Tibet” (directed by prof. Yasuhiko NAGANO at The National Museum of Ethnology) from the Japan Society for the Promotion of Science. I would like to thank prof. Jonathan Evans who took time to edit my English. Any errors or misrepresentations in this paper are of course my own responsibility.

Abbreviations

<table>
<thead>
<tr>
<th>AGT</th>
<th>Agentive</th>
<th>CLS</th>
<th>Classifier</th>
<th>CPT</th>
<th>Comparative</th>
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<tbody>
<tr>
<td>DAT</td>
<td>Dative</td>
<td>DEC</td>
<td>Declarative</td>
<td>DIR</td>
<td>Directional prefix</td>
</tr>
<tr>
<td>GNT</td>
<td>Genitive</td>
<td>IRG</td>
<td>Interrogative</td>
<td>MOD</td>
<td>Modal</td>
</tr>
<tr>
<td>NEG</td>
<td>Negative</td>
<td>NMR</td>
<td>Nominalizer</td>
<td>NUM</td>
<td>Numeral</td>
</tr>
<tr>
<td>PCL</td>
<td>Particle</td>
<td>S</td>
<td>Subject</td>
<td>SFX</td>
<td>Suffix</td>
</tr>
<tr>
<td>sb</td>
<td>somebody</td>
<td>sth</td>
<td>something</td>
<td>V</td>
<td>Verb</td>
</tr>
</tbody>
</table>
0001. What is this?

\[
?e^{33}tsu^{55} \times a^{33}dzu^{55} ni^{35}?
\]

this what DEC

Interrogative pronouns appear at the position where the answer will be given, they do not move to a particular position as in English.

Q: Subject + {IRG pronoun} + Declarative \( \leftrightarrow \) A: Sub. + Obj. + DEC.

Q: {IRG pronoun} + Object + Declarative \( \leftrightarrow \) A: Sub. + Obj. + DEC.

0002. This is a book.

\[
?e^{33}tsu^{55} \, yu^{33}ndu^{55} ni^{33}.
\]

this book DEC

Mu-nya nouns do not have distinctive forms concerning gender, number, and case grammatically.

0003. Whose book is this?

\[
?e^{33}tsu^{55} \, \chi a^{55}na^{33} \, yu^{33}ndu^{55} \, ni^{35}?
\]

this whose book DEC

/ \( \chi a^{55}na^{33} \)/ 'whore' is the genitive form derived from / \( \chi a^{55}nu^{33} \)/ 'who' + / \( \chi a^{33} \)/

PCL [genitive]: / \( \chi a^{55}nu^{33} = \chi a^{33} \)/ > / \( \chi a^{55}na^{33} \)/.

0004. This is my book.

\[
?e^{33}tsu^{55} \, nu^{55} = \chi a^{55} \, yu^{33}ndu^{55} ni^{33}.
\]

this I GNT book DEC

/ \( \chi a^{33} \)/ has allophones: [\( \chi a \sim \chi e \sim \chi ae \)]. This PCL is the genitive marker, which represents possession and modification.
0005. Whose pen is it?

\[ \text{nu}^{55}\text{ku}^{55} \chi\text{a}^{55} \text{na}^{33} \text{ni}^{35} ? \]

\begin{align*}
\text{pen} & \quad \text{whose} \\
/ \text{nu}^{33}\text{ku}^{55}/ & \quad \text{‘(bamboo) pen’ < Tib. smyu gu}
\end{align*}

0006. It is mine.

\[ \text{nu}^{55}\text{ku}^{55} \eta\text{u}^{55} =\text{ya}^{55} \text{ni}^{33} . \]

\begin{align*}
\text{pen} & \quad \text{I} \\
\text{GNT} & \quad \text{DEC}
\end{align*}

0007. Is this your ink?

\[ \text{nu}^{33}\text{tsu}^{55} \text{na}^{33} =\text{ya}^{55} \text{nu}^{33}\text{ts}^{\text{h}a}^{55} \text{fiu}^{33} = \eta\text{u}^{55} \text{ti}^{33} ? \]

\begin{align*}
\text{this} & \quad \text{you} \\
\text{GNT} & \quad \text{ink} \\
\text{IRG} & \quad \text{DEC}
\end{align*}

\begin{align*}
/ \text{na}^{33}\text{ts}^{\text{h}a}^{55}/ & \quad \text{‘ink’ < Tib. snag tsha}
\end{align*}

Mu-nya has three kinds of Declaratives: / ni^{33}/, / \eta u^{33}/, and / ti^{33}/. They represent evidentiality of the statement by the speaker. / ni^{33}/ is used for general statements independently, / \eta u^{33}/ is used for statements with certainty, and / ti^{33}/ expresses confirmation or discovery. / \eta u^{33}/ and / ti^{33}/ are often combined together as / \eta u^{33} =ti^{33}/. (but cannot be said in reversed order as */ \text{ti}^{33} \eta u^{33}/).

0008. Yes. It is my ink.

\[ \eta\text{u}^{33} =\text{ti}^{55} . \quad \eta\text{u}^{33} =\text{ya}^{55} \text{nu}^{33}\text{ts}^{\text{h}a}^{55} \text{ni}^{33} . \]

\begin{align*}
\text{DEC} & \quad \text{I} \\
\text{GNT} & \quad \text{ink} \\
\text{DEC} & \quad \text{DEC}
\end{align*}
0009. Is that his/her bamboo pen?

\[ \text{wɔ}^{33} \text{tsu}^{55} \ ?\text{e}^{55} \text{tsu}^{33} = \gamma\text{a}^{35} \ \text{nu}^{33} \text{ku}^{55} \ \text{fi}^{33} = \text{nɛ}^{55} \ \text{ti}^{33} \ ? \]

that s/he GNT pen IRG DEC

/ \?\text{e}^{33} \text{tsu}^{55}/ ‘this’ ‘s/he’ (proximal) and / \text{wɔ}^{33} \text{tsu}^{55}/ ‘that’ ‘s/he’ (distal) are distinguished in the demonstrative and the third personal pronouns, which are the same word form.

proximal / \?\text{e}^{33} \text{tsu}^{55}/ ‘this’ ‘s/he’ [sg.] / \?\text{e}^{33} \text{nu}^{55}/ ‘these’ ‘they’ [pl.]
distal / \text{wɔ}^{33} \text{tsu}^{55}/ ‘that’ ‘s/he’ [sg.] / \text{wɔ}^{33} \text{nu}^{55}/ ‘those’ ‘they’ [pl.]

0010. No. That is not his/her bamboo pen.

\[ \text{nɛ}^{55} \text{ti}^{33}, \ ?\text{e}^{33} \text{tsu}^{55} = \gamma\text{a}^{33} \ \text{nu}^{33} \text{ku}^{55} \ \text{nu}^{33} = \text{nɛ}^{55} \ \text{ti}^{33}. \]

NEG DEC s/he GNT pen NEG DEC

The negative forms of Declaratives are: / \text{nɛ}^{33} = \text{nɪ}^{55}/, / \text{nu}^{33} = \text{nɛ}^{55}/, / \text{nu}^{33} = \text{ti}^{55}/, and / \text{nu}^{33} = \text{nɛ}^{55} \text{ti}^{33}/.

0011. Who are you?

\[ \text{nɔ}^{55} \ ?\text{a}^{55} \text{nu}^{33} \ ?\text{ɛ}^{35} ? \]

you who DEC

This IRG sentence assumes the answer will use DEC / \text{nɛ}^{55} / to express the topic on the person himself who answers this question as the 1st person subject. This shows that the DEC does not always correspond to the person of the subject.
I'm bKra shis.

Mu-nya people name themselves in Tibetan. The example shows a typical change in pronunciation from Written Tibetan to Mu-nya pronunciation: [tša\textsuperscript{55}ci\textsuperscript{33}] < Tib. bKra shis.

Who is this person?

This sentence is asking about a third person, using DEC / ni\textsuperscript{33} / for a general statement.

S/he is my classmate.

/ kʰi\textsuperscript{33}zi\textsuperscript{55}ni\textsuperscript{33} / 'classmate' < / kʰi\textsuperscript{33}zi\textsuperscript{55} / 'study' + / mi\textsuperscript{33} / NMR (person) + / ndzu\textsuperscript{35} / 'friend'

Are you a teacher?

The interrogative forms of Declaratives are: / ſi\textsuperscript{33}ni\textsuperscript{55} /, / ſi\textsuperscript{33}noopener /, and / ſi\textsuperscript{33}noopener, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ ſi\textsuperscript{33}ti\textsuperscript{55} /.
0016. No. I'm not a teacher.

\[ \text{nuu}^{33} = \text{ης}^{55}. \text{ ης}^{55} \text{ ge}^{33} \text{ ge}^{55} \text{ nuu}^{33} = \text{ης}^{55}. \]

IRG DECE I teacher IRG DECE

0017. Is s/he also a student?

\[ \text{θε}^{33} \text{tsu}^{55} = \text{nuu}^{55} \text{ k}^{55} \text{h}^{1} \text{z}^{i} \text{i}^{55} \text{ mi}^{33} \text{ fεu}^{33} = \text{ης}^{55} \text{ ti}^{33}? \]

s/he also student IRG DECE

/=nuu^{55}/ is a PCL meaning to add another item to the topic, which comes after the noun that is being added.

0018. Yes. S/he is a student, too.

\[ \text{ης}^{33} \text{ ti}^{55}. \text{ θε}^{33} \text{tsu}^{55} = \text{nuu}^{55} \text{ k}^{55} \text{h}^{1} \text{z}^{i} \text{i}^{55} \text{ mi}^{33} \text{ ni}^{33}. \]

DEC s/he also student DECE

0019. Which class are you in?

\[ \text{na}^{55} \text{ xa}^{33} \text{dzu}^{55} \text{ ndzu}^{33} \text{tca}^{55} \text{ k}^{55} \text{h}^{1} \text{z}^{i} \text{i}^{55} \text{ mi}^{33} \text{ ni}^{33}? \]

you what class student DECE

/ndzu^{33}tca^{55}/ 'class' < Tib. 'dzin grwa
0020. I’m in the Tibetan class.

\[ \eta \nu^{55} \ pu^{55} \ yu^{33} \ ndu^{33} \ k^{h}i^{33} \ zi^{55} \ mi^{33} \ \eta^{33}. \]

I Tibetan letters student

/ pu^{55} / 'Tibetan' < Tib. Bod

The object is put after the verb without PCL. i.e. 'study Tibetan' is expressed as

/ pu^{55} yu^{33} ndu^{33} [=φ] k^{h}i^{33} zi^{55} / 'Tibetan letters study' [object + verb] literally.

0021. Is s/he a student at the Nationalities Cadre School?

\[ \eta e^{55} \ tsu^{33} \ mu^{33} \ ri^{55} \ le^{33} \ ka^{55} \ lb^{33} \ tse^{55} =kJ^{33} \ k^{h}i^{33} \ zi^{55} \ mi^{33} \]

s/he nationalities work school inside student

\[ \eta e^{33} = \eta e^{55} \ ti^{33} ? \]

IRG DEC

/ mu^{33} ri^{55} / 'nationalities' < Tib. mi rigs 'race'

/ le^{33} ka^{55} / 'work' < Tib. las ka

/ lb^{33} tse^{55} / 'school' < Tib. slob grwa

0022. No, s/he is a student at the Nationalities Teacher Training School.

\[ \eta \nu^{33} = \eta \nu^{55} \ ti^{33}, \ \eta e^{55} \ tsu^{33} \ mu^{33} \ ri^{55} = \gamma a^{33} \ ge^{33} \ ge^{55} \ yu^{33} = \mi^{55} \]

NEG DEC s/he nationalities GNT teacher do person

= γa^{33} \ λ^{55} tša^{55} = k^{h}u^{33} \ k^{h}i^{33} \ zi^{55} \ mi^{33} \ \eta^{55} \ ti^{33} .

GNT school inside student DEC
0023. Who sweeps the floor today?

\[ \text{puu}^{33}\text{si}^{55} \text{ fia}^{33} \text{-ru}^{55}=\text{ra}^{33}=\text{mi}^{33} \text{ x\aa}^{55}\text{nuu}^{33} \text{ ni}^{33}? \]

\text{today} \quad \text{DIR} \quad \text{sweep} \quad \text{NMR} \quad \text{person who} \quad \text{DEC}

\text{/ ra}^{33} / \text{NMR [genitive]} < / \text{ru}^{33} / \text{NMR} + / \text{x\aa}^{33} / \text{PCL [genitive]}

A Mu-nya verb consists of a DIR and a stem. They have 8 DIRes which are:

\{tu\^{33}-.\} \quad \{nu\^{33}-.\} \quad \{ms\^{33}-.\} \quad \{d\text{ownward}\}
\{yu\^{33}-.\} \quad \{ya\^{33}-.\} \quad \{fia\^{33}-.\} \quad \{f\text{down stream}\}
\{ngur\^{33}-.\} \quad \{t\text{owards the speaker}\} \quad \{r\text{ve}^{33}-.\} \quad \{a\text{way from the speaker}\}
\{ru\^{33}-.\} \quad \{k\text{rounding}\} \quad \{k\text{hur}^{33}-.\} \quad \{k\text{non-specific direction}\}

The vowels in these DIRes will be assimilated to the stem of the verb.

Some verbs take fixed combination with a prefix without specific direction of the movement.

0024. Me.

\[ \eta u^{55} [\eta e^{33}/n\text{i}^{33}]. \]

0025. Who played ball yesterday?

\[ j^{55}\text{i}^{35} \text{ pa}^{55}\text{lo}^{55} \text{ k\text{hur}^{33}-ts}^{65}a^{55} =\text{mi}^{33} \text{ x\aa}^{55}\text{nuu}^{33} \text{ ni}^{33}? \]

\text{yesterday ball} \quad \text{DIR} \quad \text{play} \quad \text{person who} \quad \text{DEC}

\text{/ ji}^{33}\text{i}^{55} \text{~j}^{33}\text{su}^{55} / \text{‘yesterday’}; \text{/ pu}^{33}\text{si}^{55} \text{~pu}^{33}\text{su}^{55} / \text{‘today’}; \text{/ sa}^{33}\text{si}^{55} \text{~sa}^{33}\text{su}^{55} / \text{‘tomorrow’}
\text{/ pa}^{55}\text{lo}^{55} / \text{‘ball’} < \text{Tib. spo lo}
\text{/ k\text{hur}^{33}-ts}^{65}a^{55} / \text{‘play’ has DIR {k\text{hur}^{33}-.} [non-specific direction]}

79
The students from the math class.

/ tsi^55 tsu^55 k^61 zi^55 mi^33 = ya^55 ndzu^33 = nu^55 ni^33. / 'mathematics': The first syllable is derived from Tib. rtsis

Where is your hometown?

/ na^33 = ya^55 p^6a^33 ju^55 he^33 ye^55 mi^33? / 'hometown' < Tib. pha yul 'home country'

I'm from sDe dge.

/ nu^33 = ya^55 p^6a^33 ju^55 de^33 ge^55 ni^33. / (place name) < Tib. sDe dge

Is s/he from Dar rtse mdo?

/ te^33 tsu^55 ta^55 tsu^55 ndu^33 = pa^55 he^33 = ye^55 ti^33? / 'Dar rtse mdo' < Tib. Dar rtse mdo / (place name) < Tib. pa (suffix: indicating person)
0030. No, s/he is from dKar mdzes.

\[\text{nau}^{33} = \text{nu}^{55} \text{ti}^{33}. \quad ?\text{tsu}^{33} \text{vuu}^{35} \text{k}^{33} \text{ndzi}^{35} = \text{vuu}^{33} \text{ni}^{33}.\]

/ kā33ndzi35 / (place name) < Tib. dKar mdzes

0031. Whose child is this?

\[\text{pu}^{33} \text{tsi}^{55} \text{tsu}^{33} \text{tsa}^{55} \text{tsu}^{33} \text{xa}^{33} \text{na}^{33} \text{ni}^{55}?\]

child small (it) whose DEC

A simple adjective comes after its modified noun. e.g. ‘small child’ as / pu33tsi55 tsu33tsa55 / ‘child small’ literally. Speakers sometimes put the PCL / tsu33 / ‘it’ after the adjective instead of NUM + CLS to indicate the ending of the modifier in the noun phrase.

0032. It is Blo bzang’s family’s (child).

\[\text{ly}^{55} \text{za}^{33} = \text{na}^{33} \text{ni}^{33}.\]

Blo bzang [pl. GNT] DEC

/ ly55za33 / (personal name) < Tib. Blo bzang

0033. How old is s/he? (For children below the age of ten)

\[?\text{tsu}^{55} \text{kw}^{55} \text{xa}^{33} \text{tsi}^{55} \text{ni}^{33}?\]

s/he age how-many DEC

/ xa33tsi55 ~ xa33ti55 / (+ CLS) ‘how many’
0034. He is ten (this year).

\( ?e^{33} tsiu^{55} \ kwi^{33} = ki^{33} \ ni^{33} \).

CLS / \( ki^{33} \) / is a measure word for counting age. Mu-nya numerals are usually used with classifiers (CLS) or measure words. The numerals from 1 to 10 with the general classifier /\( =lo^{55} \) / are as follows: 1. /\( tu^{55} =lo^{55} \) / 2. /\( tu^{33} =ze^{55} \) / 3. /\( so^{55} =lo^{55} \) / 4. /\( ru^{55} =lo^{55} \) / 5. /\( na^{55} =lo^{55} \) / 6. /\( tci^{55} =lo^{55} \) / 7. /\( ni^{55} =lo^{55} \) / 8. /\( ce^{55} =lo^{55} \) / 9. /\( ngu^{55} =lo^{55} \) / 10. /\( fia^{33} k\theta^{55} =lo^{33} \). The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

\( na^{55} \ \kappa^{55} \ \etae^{33} = \etae^{55} \ ti^{33} ru^{55} pu^{33} pa^{55} ni^{33} \).

The frame for ‘Is/Are (S) A or B?’ is expressed as (S) A \( \etae^{33} =\etae^{55} ti^{33} \ ru^{55} \) B \( ni^{33} \).

0036. I’m Han-Chinese.

\( \etau^{55} \ \kappa^{55} \ ni^{33} \).

I Han DEC
0037. Does s/he study Chinese or Tibetan?

\[
?\text{e} 33 \text{ tsu} 55 \text{ yu} 33 \text{ ndu} 33 \text{ khi} 33 \text{ mi} 33 \text{ he} 33 = \text{ he} 55 \text{ ti} 33 \text{ ru} 55
\]

s/he Han letters student IRG DEC or

\[
\text{pu} 55 \text{ yu} 33 \text{ ndu} 33 \text{ khi} 33 \text{ mi} 33 \text{ ni} 55?
\]

Tibetan letters student DEC

The literal translation of this sentence should be ‘Is s/he (a) student studying Chinese letters or (a) student studying Tibetan letters?’

0038. S/he studies Tibetan.

\[
?\text{e} 33 \text{ tsu} 55 \text{ pu} 55 \text{ yu} 33 \text{ ndu} 33 \text{ khi} 33 \text{ mi} 33 \text{ ni} 33.
\]

s/he Tibetan letters student DEC

The literal translation of this sentence should be ‘S/he is (a) student studying Tibetan letters.’

0039. What is the date today?

\[
\text{pu} 55 \text{ si} 55 \text{ te} 33 \text{ pa} 55 \text{ xa} 33 \text{ ti} 55 \text{ ni} 33?
\]

today date how-many DEC

/\text{ts}\text{e} 33 \text{pa} 55 / ‘date’ < \text{Tib. tshes pa}
Today is May first.

\[
\text{pu}^{55}\text{si}^{55} \text{nda}^{33}\text{wa}^{55} \text{ña}^{33}\text{pa}^{55} \text{ts}^{b}e^{33} \text{tc}^{i}^{55} \text{ni}^{33}.
\]

Today month fifth date one DEC

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as \(\text{nda}^{33}\text{wa}^{55}\) ‘month’ + 1st to 12th. Tibetan numerals in Mu-nya pronunciation are as follows: 1. / tpi\(^55\) / gcig 2. / ni\(^55\) / gnyis 3. / sö\(^55\) / gsum 4. / zi\(^55\) / bzhi 5. / pa\(^55\) / Inga 6. / tsu\(^55\) / drug 7. / dö\(^55\) / bdun 8. / dzwe\(^55\) / brgyad 9. / gu\(^55\) / dgu 10. / tçu\(^55\) / bcu 11. / tçu\(^55\)tci\(^55\) / bcu gcig 12. / tçu\(^55\)nö\(^55\) / bcu gnyis. Tibetan ordinal numbers are made by basic numerals plus suffix / pa\(^55\) / pa, except for the ‘first’: / ta\(^3\)mbu\(^55\) / dang po.

What day of the week is it today?

\[
\text{pu}^{55}\text{si}^{55} \text{ze}^{55} \text{ña}^{33}\text{ts}^{i}^{55} \text{ni}^{33}.
\]

Today week how-many DEC

Mu-nya uses the Tibetan system for the days of the week as follows:

\[
\begin{align*}
\text{ze}^{55} \text{nö}^{55} \text{ma}^{55} & : \text{gza' nyi ma} \quad \text{‘Sunday’} \\
\text{ze}^{55} \text{nda}^{55}\text{wa}^{55} & : \text{gza' zla ba} \quad \text{‘Monday’} \\
\text{ze}^{55} \text{mi}^{55}\text{ma}^{55} & : \text{gza' mig dmar} \quad \text{‘Tuesday’} \\
\text{ze}^{55} \text{la}^{55}\text{po}^{55} & : \text{gza' lhag pa} \quad \text{‘Wednesday’} \\
\text{ze}^{55} \text{b}'\text{u}^{55}\text{pu}^{55} & : \text{gza' phur pu} \quad \text{‘Thursday’} \\
\text{ze}^{55} \text{pa}^{55}\text{sö}^{55} & : \text{gza' pa sangs} \quad \text{‘Friday’} \\
\text{ze}^{55} \text{på}^{55}\text{ms}^{55} & : \text{gza' spen pa} \quad \text{‘Saturday’}
\end{align*}
\]

Today is Friday.
0043. **What time is it now?**

\[ \text{tše₄u₃₃ tše₄u₃₃ tshe₄u₃₃ xa₃₃ ti₃₅ tše₄u₃₃-va₅₅ = su₃₃?} \]

Now hour how-many DIR pass SFX

/ tše₄u₃₃ tshe₄u₃₅ / ‘hour’ < Tib. chu tshod
/ tše₄u₃₃ va₅₅ / ‘(time) pass’ has DIR \{tše₄u₃₃ – \} [away from the speaker].
/ su₃₃ / is a suffix that is put after a (controllable) verb to indicate perfective.

0044. **Five past ten.**

\[ \text{tše₄u₃₃ tshe₄u₃₅ fia₃₃ ku₅₅ = lo₃₃ ru₅₅ ka₃₃ ma₅₅ no₃₃ = lo₅₃ tše₄u₃₃-va₅₅ = su₃₃.} \]

Hour ten CLS and minute five CLS DIR pass

/su₃₃ / SFX

/ ka₃₃ ma₅₅ / ‘minute’ < Tib. skar ma
Basic numerals from 1 to 10 with general classifier / = lo₅₅ /, see 0034 note.

0045. **Is this folding knife sharp?**

\[ \text{th₅₅ tsu₃₃ fia₃₃ gu₅₅ ru₃₃ tše₄₃₅ ndʒa₃₃ ndʒa₅₅ ?a₅₅ = ti₃₃ ?} \]

This folding knife sharp IRG DEC

The basic structure of the modification in Mu-nya is as follows: (Pronoun) ⇒ Noun ⇒ (Adjective) (Numeral + Classifier)
( ) shows it can be omitted.
0046. This folding knife is very sharp.

\[ \text{This folding knife is very sharp.} \]

Many Mu-nya adjectives are duplicated in their basic forms like / ndzä³³ndzä⁵⁵ / 'sharp'. (Duplicated) adjectives can occur predicatively with Declaratives:

Predicate => Adjective + Declarative

Adjectives occurring in the predicate should be a duplicated mono-syllabic adj. or a poly-syllabic adj.

0047. Is your pen new?

\[ \text{Is your pen new?} \]

/ sa⁵⁵pa⁵⁵ 'new' < Tib. gsar pa

0048. My pen is brand new.

\[ \text{My pen is brand new.} \]

0049. How are you?

\[ \text{How are you?} \]

/ mbu⁵⁵ / [v.] 'feel good; be comfortable'

/ pa⁵⁵ / is a suffix that is put after a (controllable) verb to indicate the imperfective. The vowel of this SFX agrees with the person of the subject. 2nd (sg./pl.) || V IRG =pa³³ ηe⁵⁵ [+certain] ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0050. I’m fine.

ηυ55 mbu33=po55 ɳb33.
I fine SFX DEC

The vowel of imperfective SFX / po55 / agrees with person of the subject.
1st (sg./pl.) || V =po33 ɳb55 [+certain].

0051. How’s bKra shis?

tsterol ci33 mbu55 ?a55 = pi33?
bKra shis fine IRG SFX

The vowel of imperfective SFX / pi33 / agrees with person of the subject.
3rd (sg./pl.) || V =pi33 (ni33[-certain]).

0052. bKra shis is fine.

tsterol ci33 mbu55 t'a33 t'o55 ni33.
bKra shis fine really DEC

/ t'a33 t'o55 / ‘really’ < Tib. thag chod

0053. How is the harvest this year?

pu33 vur55 lo33 to55 si55 vur55 ɳa33 = ti55?
this year harvest good IRG DEC

/ ji33 vur55 / ‘last year’; / pu33 vur55 / ‘this year’; / sa33 vur55 / ‘next year’.
/ lo33 to55 / ‘harvest’ < Tib. lo tog ‘crops’
/ si55 vur55 / [si:55 vur55]: the morph / si55 / is longer than / vur55 /.
0054. The harvest is good.

\[ \text{pu}^{55} \text{vur}^{55} \text{lo}^{55} \text{to}^{55} \text{si}^{55} \text{vur}^{55} \text{ti}^{33}. \]

this year harvest good DEC

Adverbs of time such as ‘yesterday, today, tomorrow; last year, this year, next year; last time, now’, etc. should come at the head of the sentence or after the subject.

0055. Is your family okay?

\[ \text{tce}^{33} = \text{k}^{55} \text{u}^{55} \text{ndzu}^{33} = \text{ri}^{55} \chi^{33} \text{tsu}^{55} \text{mu}^{33} \text{ti}^{35}? \]

house inside eat NMR how-about DEC

/ ndzu^{33} ri^{55} / ‘the condition of living’ < / ndzu^{33} / ‘eat’ + / ri^{55} / NMR = ‘eating’
/ \chi^{33} \text{tsu}^{55} \text{mu}^{33} / ‘how about’ < / \chi^{33} \text{tsu}^{55} / ‘how’ + / mu^{33} / ‘exist’

0056. They (We)’re fine.

\[ \text{tce}^{33} = \text{k}^{55} \text{u}^{55} \text{ndzu}^{33} = \text{ri}^{55} \text{tc}^{55} \text{a}^{33} \text{si}^{55} \text{vur}^{55} \text{ti}^{33}. \]

house inside living very good DEC

0057. Can I write it like this?

\[ \eta^{55} \text{v}^{33} \text{mu}^{55} \text{nu}^{33} = \text{tsu}^{33} \text{kur}^{33} \text{k}^{55} \text{u}^{55} \text{ri}^{55} = \text{t}^{33} \text{ni}^{55} \eta^{33} = \eta^{55} \]

I [AGT] this way with DIR write if IRG proper ti^{33}?

DEC

/ \eta^{55} / ‘I’ [agentive form] < / \eta^{55} / ‘I’ + / j\text{i}^{55} / PCL [agentive]

Verb/Adjective + / t\text{v}^{33} \text{ni}^{55} / ‘if~’
/ \eta^{55} / [\eta^{55} \sim \eta^{55}] ‘proper, well’ this adjective combine with DEC / ti^{33}. The vowel of / \eta^{55} / [\eta \sim \eta] is front, distinguished from DEC / \eta^{33} / whose vowel is central [\i].
0058. Yes, you can (write it this way).

\[\text{\v^33\text{nu}^55\text{nu}^33\text{ k}^h\text{u}^33\text{ -ri}^55 = \text{\v}^33\text{ni}^33 \text{ \eta}^33 \text{ ti}^55.}\]

\text{this way \text{DIR} \text{rite if \text{proper DEC}}}

The verb /\text{k}^h\text{u}^33\text{-ri}^55/ 'write' has \text{DIR} \{\text{k}^h\text{u}^33\} [\text{non-specific direction}].

0059. Did I write this correctly?

\[\text{\eta}^55 \text{ k}^h\text{u}^33\text{-ri}^55 \text{ le}^33\text{to}^55 \text{ ha}^33 = \text{\eta}^55 \text{ ti}^33?\]

\text{I [AGT] \text{DIR} \text{write way} \text{IRG} \text{proper DEC}}

/\text{le}^33\text{to}^55/ 'way' < \text{Tib. las stangs}

0060. Yes!

\[\text{\eta}^33 \text{ ti}^55.\]

\text{proper DEC}

0061. Did I write this word/letter/character well?

\[\text{\v}^55\text{tsu}^33 \text{ yu}^33\text{ndu}^55 \text{ k}^h\text{u}^33\text{-ri}^55 \text{ le}^33\text{to}^55 \text{ ha}^33 = \text{\eta}^55 \text{ ti}^33?\]

\text{this letter(s) \text{DIR} \text{write way} \text{IRG} \text{proper DEC}}

0062. You wrote it very well.

\[\text{\text{k}^h\text{u}^33\text{-ri}^55 \text{ te}^h\text{u}^33\text{te}^h\text{a}^55 \text{ \text{th}^v^33\text{-\eta}^55\text{-su}^33}.}\]

\text{\text{DIR} \text{write very \text{DIR do well SFX}}}

/\text{th}^v^33\text{\eta}^55/ is a verb derived from adjective /\text{\eta}^55/. This verb consists of \text{DIR} \{\text{th}^v^33\} [away from the speaker] and stem /\text{\eta}^55/, whose vowel is different from the corresponding adjective /\text{\eta}^55/. See 0057 note.
TAKUMI IKEDA

0063. Do you have a small knife?

\[ne^{33} \ ha^{33} \ gu^{55} \ ru^{33} \ tce^{55} \ ha^{55} = \ ndza^{33} \ \eta^e^{33} ?\]

\[you \ [\text{AGT}] \ \text{folding} \ \text{knife} \ \text{IRG} \ \text{have} \ DEC\]

\(/ ne^{33} / \text{‘you’ [agentive form]} < / na^{33} / \text{‘you’} + / ji^{55} / \text{PCL [agentive]}\]

\(/ ndza^{33} / [v] \ ‘have’ \text{ requires agentive PCL to the subject. And the vowel} / a / \text{agrees with the 2nd person subject. The paradigm of the verb} / ndza^{33} / \ ‘have’ \text{ is in appendix: Declaratives and classification of verbs.}\]

0064. Yes, I have a knife.

\[\eta^i^{55} \ ha^{33} \ gu^{55} \ ru^{33} \ tce^{55} \ ta^{33} = za^{55} \ ndza^{33} \ \eta^b^{33}.\]

\[I \ [\text{AGT}] \ \text{folding} \ \text{knife} \ \text{one} \ \text{CLS} \ \text{have} \ DEC\]

\(/ ru^{33} \ tce^{55} \ ta^{33} = za^{55} / \text{‘a knife’}: \text{Noun} \leftrightarrow \text{NUM} + \text{CLS}\]

0065. Does s/he have a bamboo pen?

\[?u^{33} \ tsi^{55} \ nu^{33} \ ku^{55} \ he^{33} = \ ndzy^{55} \ ti^{33} ?\]

\[s/he \ [\text{AGT}] \ \text{pen} \ \text{IRG} \ \text{have} \ DEC\]

\(/ nu^{33} \ ku^{55} / \text{‘(bamboo) pen’ < Tib. smyu gu}\]

\(/ ndzy^{33} / \text{‘have’ has a different vowel} / \gamma / \text{which agrees with the 3rd person subject in this sentence. And the 3rd person subject requires DEC} / ti^{33} / [+\text{confirm}].\]
0066. S/he has a good bamboo pen.

\( \text{ta}^{33} \text{tsi}^{55} \text{nu}^{33} \text{ku}^{55} \text{si}^{33} \text{vu}^{55} \text{ta}^{33}=z\text{a}^{55} \text{ndzy}^{55} \text{ti}^{33} \).

s/he [AGT] pen good one CLS have DEC

The basic structure of modification in Mu-nya is as follows:
(Pronoun) Noun (Adjective) (Numeral + Classifier); ( ) shows it can be omitted. If the pronoun does not take the agentive; e.g. / \( \text{ta}^{33} \text{tsi}^{55} \text{nu}^{33} \text{ku}^{55} \text{si}^{33} \text{vu}^{55} \text{ta}^{33}=z\text{a}^{55} \)/, then this phrase means ‘this good bamboo pen’ literally, / \( \text{ta}^{33} \text{tsi}^{55} \)/ will be a demonstrative pronoun. But the pronoun in the above example shows the agentive form which agrees with the verb / \( \text{ndzy}^{55} \)/ ‘have’; it is not a demonstrative pronoun but rather is the subject. Demonstrative pronouns never take the agentive form contrastively.

0067. How many Tibetan textbooks do you have?

\( \text{ne}^{55} \text{pu}^{55} \text{ji}^{55} \text{khi}^{33} \text{zi}^{55}=\text{ya}^{33} \text{yu}^{33} \text{ndu}^{55} \text{chi}^{33} \text{ti}^{55} \text{ndza}^{55} \).

you [AGT] Tibetan study NMR GNT book how many have

\( \eta\)?
DEC

/ \( \text{pu}^{55} \text{ji}^{55} \)/ ‘Tibetan letters’ < Tib. bod yig

0068. I only have one Tibetan textbook.

\( \eta^{55} \text{pu}^{55} \text{ji}^{55} \text{khi}^{33} \text{zi}^{55}=\text{ya}^{33} \text{yu}^{33} \text{ndu}^{55} \text{ta}^{55}=\text{va}^{55} \).

I [AGT] Tibetan study NMR GNT book one CLS

\( \text{mu}^{33} \text{ts}\text{he}^{55} \text{nd}^{33}=\text{ndza}^{55} \eta^{55} \).

except for NEG have DEC

/ \( \text{ta}^{55}=\text{va}^{55} \)/ can also be expressed as / \( \text{ta}^{33}=\text{lo}^{55} \text{mu}^{55} \text{to}^{55} \)/ / \( \text{ndza}^{55} \)/ ‘have’: the vowel / \( \eta \)/ agrees with the 1st person subject.
0069. How many dictionaries does s/he have?

\[ ?\text{è}^{33}\text{tsì}^{55}\text{ts'i}^{55}\text{ndzö}^{55}\text{yû}^{55}\text{ndu}^{33}\text{χa}^{33}\text{ti}^{55}\text{ndzy}^{55}\text{ti}^{33} '?' \]

s/he [AGT] dictionary book how many have DEC

/ ts\text{ì}^{55}\text{ndzö}^{55} / 'dictionary' < Tib. tshig mdzod

0070. S/he only has one dictionary.

\[ ?\text{è}^{33}\text{tsì}^{55}\text{ts'i}^{55}\text{ndzö}^{55}\text{yû}^{55}\text{ndu}^{33}\text{ta}^{55}\text{=vá}^{55}\text{mu}^{33}\text{ts'h}^{55} \]

s/he [AGT] dictionary book one CLS except for

\[ \text{mi}^{33}=\text{ndzy}^{55}\text{ti}^{33}. \]

NEG have DEC

/ ta\text{=vá}^{55}\text{mu}^{33}\text{ts'h}^{55} / can also be expressed as / te\text{=lo}^{55}\text{mu}^{33}\text{to}^{55} /.

0071. How many people are there in your family?

\[ \text{na}^{55}=\text{ya}^{33}\text{tce}^{33}=\text{kh}^{55}\text{mu}^{33}\text{ni}^{55}\text{χa}^{33}\text{ti}^{55}\text{ndzu}^{33}\text{ηb}^{33} '?' \]

you GNT house inside people how many have DEC

/ tce^{33} / 'house' also means 'home'. / =\text{kh}^{55} / 'in' is a PCL put after nouns.
This interrogative sentence takes DEC / ηb^{33} / [certain statement; basically used with the 1st person subject] because this question predicts the answer from the 1st person's point of view (i.e. the answering person's own situation).
0072. There are six people in my family.

\[ \eta u^{55} = \gamma a^{33} \ tce^{33} = k^h u^{55} \ muu^{33} ni^{55} \ te^{h1}ni^{55} = zu^{33} \ ndzuu^{33} \ ne^{33}. \]

I GNT house inside people six CLS have DEC

\[ = zu^{33} \] is the CLS for counting people. The expression for counting one to ten people are as follows: \[ tu^{33} = zi^{u1} \] ‘one person’, \[ nu^{33} = zu^{55} \] ‘two people’, \[ so^{33} = zu^{55} \] ‘three people’, \[ ru^{33} = zu^{55} \] ‘four people’, \[ nu^{33} = zu^{55} \] ‘five people’, \[ te^{h1}ni^{55} = zu^{33} \] ‘six people’, \[ ni^{33} = zu^{55} \] ‘seven people’, \[ qu^{33} = zu^{55} \] ‘eight people’, \[ tigw1u^{33} = zu^{33} \] ‘nine people’, \[ fia^{33} = zu^{55} \] ‘ten people’.

0073. How many people are there in his/her family?

\[ ?e^{55} tsu^{33} = \gamma a^{33} \ tce^{33} = k^h u^{55} \ muu^{33} ni^{55} \ ch^{a1}_{33} = ti^{55} \ ndzi^{33} ni^{33}? \]

s/he GNT house inside people how many have DEC

This interrogative sentence takes DEC / ni^{33} / [general statement] because this question is asking the 3rd person’s situation.

0074. There are seven or eight people in his family.

\[ ?e^{55} tsu^{33} = \gamma a^{33} \ tce^{33} = k^h u^{55} \ ni^{33} = zu^{55} \ ce^{33} = zu^{55} \ ndzi^{33} ni^{33}. \]

s/he GNT house inside seven CLS eight CLS have DEC
What do you do (are you doing) today?

\[ \text{pu}^{55} \text{si}^{55} [\text{na}^{33} \chi^{33} \text{dzu}^{55} \text{vu}^{33}] = \text{ri}^{55} \text{ndze}^{55} \eta \nu^{33}? \]

Today you what do NMR have DEC.

This is a complex sentence expressed as ‘Do you have what (= anything) to do today?’ literally. The subject does not agree with the verb / ndze^{55} / ‘have’ which requires an agentive form for the subject, but agrees with the verb / vu^{33} / ‘do’ in the phrase / [na^{33} \chi^{33} dzu^{55} vu^{33}] = ri^{55} / ‘what (do) you do’, which does not require the agentive form.

I don’t have anything to do today.

\[ \text{pu}^{55} \text{si}^{55} [\eta \nu^{55} ?a^{33} \text{ti}^{55} \text{vu}^{55}] = \text{ri}^{55} m^{55} = \text{ndze}^{55} \eta \nu^{33}. \]

today I any do NMR NEG have DEC.

/ji^{33} su^{55} / ‘yesterday’; / pu^{55} su^{55} / ‘today’; / sa^{33} su^{55} / ‘tomorrow’. cf. ‘last year; this year; next year’ in 0053 note.

?a^{33} ti^{55} / [?a^{33} ti^{55} ~ fia^{33} ti^{55} ~ \chi^{33} ti^{55}] ‘how many; what; any’. cf. 0067, 0069, 0071, 0073.

The subject does not agree with the verb / ndze^{55} / ‘have’ which requires the agentive form for the subject, but agrees with the verb / vu^{33} / ‘do’ in the phrase / [nu^{55} ?a^{33} ti^{55} vu^{55}] = ri^{55} / ‘(that) I do anything’, which does not require the agentive form.

What do you need to do now?

\[ \text{te}^{55} \text{wu}^{55} [\text{na}^{55} ?a^{33} \text{ti}^{55} \text{vu}^{33}] = \text{ri}^{55} \eta \nu^{33} = \text{ndze}^{55} \eta \nu^{33}? \]

Now you any do NMR IRG have DEC.

The subject / na^{55} / ‘you’ is not agentive and does not agree with the verb / ndze^{53} / ‘have’ in this sentence. See 0075 note.

IRG {fi^{33}} has allophones: [fia^{33} ~ \eta \nu^{33}], and the vowel will be assimilated to the stem of the verb.
0078. I need to wash clothes now.

\[ \text{tc}^{h} \text{u}^{55} [\mu^{55} \text{ts}^{h} \text{x}^{55} \eta \text{gu}^{55} \text{nu}^{33} \cdot \kappa^{55}] = \text{ri}^{55} \text{nd} \cdot e^{53} \eta \text{e}^{33}. \]

now I cloth DIR wash NMR have DEC

/ \text{na}^{33} \kappa^{55} / ‘wash’ has DIR {ne}^{33} [downward] whose vowel is assimilated to the stem.
The subject / \nu^{55} / ‘I’ is not agentive and does not agree with the verb / \text{nd} \cdot e^{53} / ‘have’ in this sentence. See 0075 note.

0079. Where was bKra shis just now?

\[ \text{t}^{5} \text{a}^{55} \cdot \text{ci}^{33} \text{tc}^{h} \text{u}^{55} ? \text{e}^{33} \text{x}^{55} \text{n} \text{d} \cdot \text{zi}^{33} ? bKra \text{shis} \text{now} \text{where} \text{exist} \]

/ \text{t}^{5} \text{a}^{55} \cdot \text{ci}^{33} / (personal name) < \text{Tib. bKra-shis}
/ \text{nd} \cdot \text{zi}^{33} / ‘have; exist’; the vowel agrees with the 2nd person subject: When this verb is used to express the existence of something, the evidential of the verb is [-confirm], so the speaker does not know whether the respondent has seen bKra shis or not in this interrogative sentence. DEC / \text{n}^{33} / [general statement] can be added after the verb / \text{nd} \cdot \text{zi}^{33} /.

0080. bKra shis was in the classroom just now.

\[ \text{t}^{5} \text{a}^{55} \cdot \text{ci}^{33} \text{tc}^{h} \text{u}^{55} [\text{k}^{h} \cdot \text{zi}^{55} = \text{ri}^{33} \text{tc}^{33}] = \text{k}^{h} \text{u}^{55} \text{mu}^{33}. \]

bKra shis now DIR study NMR house inside exist

/ \text{mu}^{33} / ‘exist’ [+confirm]: the speaker saw bKra-shis was in the classroom.
0081. Who else is in the classroom?

\[ [k^h3^3 \cdot zi^55 = \lambda^a3^3 (=\lambda^a3^3) \ tce^33] = k^h4^5 \ \lambda^a4^5 \ nu^3^3 \ \lambda^a4^5 \ nu^3^3 \ mu^55? \]

\text{DIR study NMR GNT house inside who who exist}

/ mu^3^3 / 'exist' [+confirm]: the speaker predicts the one who will answer this question saw someone was in the classroom.
/ \lambda^a4^5 \ nu^3^3 \ \lambda^a4^5 \ nu^3^3 \ mu^55? / 'who were there?' duplicated interrogative pronouns predict that there were more than one person in the classroom.

0082. Tshe ring and Blo bzang were.

\[ [ts^h e^55 \ ri^55 \ ru^3^3 \ lu^55 \ z\tilde{a}] = nu^3^3 \ mu^55. \]

\text{Tshe ring and Blo bzang (pl.) exist}

/ ts^h e^55 \ ri^55 / (personal name) < Tib. Tshe ring
/ ly^55 \ za^3^3 / (personal name) < Tib. Blo bzang

0083. What is on the platform?

\[ [nu^3^3 \ -CA^3^3 = TA^3^3 \ teU1^55] = pu^5^5 \ \lambda^a3^3 \ dz\tilde{u}^4^5 \ ru^3^3 \ -teU1^55 = su^3^3? \]

\text{DIR speak NMR GNT podium on what DIR put SFX}

The verb / nu^3^3 \ -CA^55 / 'speak' has DIR / nu^3^3 / < \{nu^3^3\} [downward].
The verb / ru^3^3 \ -teU1^55 / 'put' has DIR / ru^3^3 / < \{ru^3^3\} [rounding], but this pfx does not express real direction of the action, but takes habitual combination in this case.
0084. There are books and chalk.

\[
\text{yu}^{-55}\text{n}u^{33} \text{ ru}^{-33} \text{ sa}^{33}\text{pu}^{33} \text{ ru}^{-33}\text{-t}u^{55}=\text{su}^{33}.
\]

book and chalk DIR put SFX

/ sa^{33}nu^{33} / 'chalk' < Tib. \text{sa smyug}
SFX / su^{33} / is put after a verb and means the verb has done and remaining its result.
The paradigm of SFX is in appendix: Declaratives and classification of verbs.

0085. What are those people doing?

\[
\text{th}^{h}i^{33}\text{p}^{h}v^{55} \text{ mu}^{-33}\text{n}i^{55}=\text{n}u^{55} \text{ xa}^{-33}\text{d}u^{55} \text{ vu}^{33}=\text{pi}^{33}?
\]

there people (pl.) what do SFX

/ th^{h}i^{33}\text{p}^{h}v^{55} / 'that side; there', which is distinct from / v^{33}\text{p}^{h}v^{55} / 'this side; here'.
The suffix / pi^{33} / is put after a verb which means the verb has not done, and often expresses the action is in progress.

0086. They are all buying books.

\[
\text{me}^{-33}\text{me}^{55} \text{ ts}u^{33}=\text{j}i^{35} \text{ yu}^{-55}\text{n}u^{33} \text{ k}^{h}v^{-33}\text{-t}v^{55}=\text{pi}^{35}.
\]

everybody AGT book DIR buy SFX

The verb / k^{h}v^{-33}\text{-t}v^{55} / 'buy' has DIR {k^{h}u^{33}.} [non-specific direction], the vowel is assimilated to the stem. This prefix does not express real direction of the action, but takes habitual combination with the stem in this case.
0087. What kinds of books are for sale?

\[ \text{yu}^{55} \text{ndu}^{33} \ \chi^{33}\text{dzu}^{55} \ \chi^{33}\text{dzu}^{55} \ \text{th}^{55}-\text{ji}^{55} = \text{ri}^{33} \ \text{mu}^{55}? \]

book what what DIR sell NMR exist

The duplication of the interrogative pronouns such as / \chi^{33}\text{dzu}^{55} \chi^{33}\text{dzu}^{55} / ‘what (and) what’ predicate the answer will include more than one thing.

The verb / \text{thi}^{33}-\text{ji}^{55} / [\text{thi}^{33}-\text{je}^{55} \sim \text{th}^{33}-\text{ji}^{55} \sim \text{th}^{33}-\text{yi}^{55}] ‘sell’ has DIR / \text{thi}^{33}/ < \{\text{th}^{33}-\} [away from the speaker], the vowel of pfx is assimilated to the stem.

0088. There are all kinds of books for sale.

\[ \text{yu}^{55} \text{ndu}^{33} \ \chi^{33}\text{dzu}^{55} \ \text{ke}^{33}\text{ne}^{55} \ \text{th}^{55}-\text{ji}^{55} = \text{ri}^{33} \ \text{mu}^{55}. \]

book what kind DIR sell NMR exist

Interrogative pronouns are also used as indefinite pronouns with other words: / \chi^{33}\text{dzu}^{55} / ‘what’ > / \chi^{33}\text{dzu}^{55} \text{ke}^{33}\text{ne}^{55} / ‘what kind’ = ‘whatever; anything’

0089. What’s your name?

(a) \text{na}^{33} = \text{le}^{55} \ \text{mi}^{55} \ \chi^{33}\text{dzu}^{55} \ \text{mi}^{33} \ \text{ni}^{55}?

you DAT name what name DEC

(b) \text{na}^{33} = \text{le}^{55} \ \text{mi}^{55} \ \chi^{33}\text{dzu}^{55} \ \text{tu}^{33}-\text{pi}^{55} \ \text{ni}^{33}?

you DAT name what DIR call DEC

It is unnatural to use genitive PCL /=\chi^{33}/ instead of dative PCL /=\text{le}^{55}/ in these sentences.

The verb / \text{tu}^{33}-\text{pi}^{55} / ‘call’ has DIR / \text{tu}^{33}/ [upward].
0090. **My name is Tshe ring.**

\[ \text{nu}^{55} = \text{le}^{33} \quad \text{mi}^{55} \quad \text{tshe}^{55}\text{ri}^{33} \quad \text{tu}^{33}\text{-pi}^{55} \quad \text{ni}^{33}. \]

I \ DAT \ name \ Tshe \ ring \ \ DIR \ call \ \ DEC

/ tshe\text{ri}^{55} / (personal name) < Tib. *Tshe ring*

0091. **What's his/her name?**

\[ \text{te}^{33}\text{tsu}^{55} = \text{le}^{33} \quad \text{mi}^{55} \quad \text{cha}^{33}\text{dzu}^{55} \quad \text{tu}^{33}\text{-pi}^{55} \quad \text{ni}^{33}? \]

s/he \ DAT \ name \ what \ DIR \ call \ DEC

0092. **His name is Don grub.**

\[ \text{te}^{33}\text{tsu}^{55} = \text{le}^{33} \quad \text{tsu}^{33}\text{ndzu}^{55} \quad \text{tu}^{33}\text{-pi}^{55} \quad \text{ni}^{33}. \]

s/he \ DAT \ Don \ grub \ \ DIR \ call \ \ DEC

/ tsu\text{ndzu}^{55} / (personal name) < Tib. *Don grub*

0093. **Where are you going?**

\[ \text{na}^{55} \quad \text{te}^{33}\text{cha}^{55} \quad \text{tha}^{33}\text{-nda}^{55} \quad \text{ni}^{33}? \]

you \ \ DIR \ go \ \ DEC

The interrogative pronoun 'where' has some word forms:

/ te\text{cha}^{55} / ~ / te\text{cha}^{55}\text{thu}^{33} / ~ / cha\text{tha}^{33}\text{thu}^{55} /.

The verb / \text{tha}^{33}\text{-nda}^{55} / 'go' has DIR \{t\text{tha}^{33}\} [away from the speaker]. This verb mainly focuses on the starting point where the speaker is, and seeing the answerer is going to leave there and go somewhere else.
0094. I'm going over there.

ηνυ̂55 тяж̄53 ɦν̂̄53 тяж̄33-νδο̂35 ην̂̄33.

I over there DIR go DEC

/тяж̄33 ɦν̂̄55/ ‘that side; there’, often used to indicate the opposite bank. This word is distinct from /ν33 ɦν̂̄55/ ‘this side; here’.

0095. What are you going to do?

να̂55 [χα̂33 ʥυ̂55 ɣυ̂33] =ɿν̂̄55 ɣυ̂33 =να̂55 ɣν̂̄33?

you what do to go SFX DEC

‘go to do (sth.)’ is expressed as /ɿν̂̄55 ɣυ̂33 (=να̂55)/. This frame is used for the imperfect aspect. cf. 0099 note.

PCL /ɿν̂̄55 / means ‘in order to; for the purpose of’.

0096. I’m going to borrow (a) book(s).

ηνυ̂55 ɣυ̂33 ɳν̂̄55 ɿɿυ̂33 -ηνυ̂55 =ɿν̂̄33 ɣυ̂33 =να̂55 ɣν̂̄33.

I book DIR borrow to go SFX DEC

The verbs for ‘borrow’ and ‘lend’ share the same stem but distinct by different DIRes. /ɿɿυ̂33 -ηνυ̂55/ ‘borrow’ has DIR {ɿɿυ̂33-} [non-specific direction]; /ɿν̂̄33 -ηνυ̂55/ ‘lend’ has DIR {ɿν̂̄33-} [away from the speaker] respectively.
0097. Where did s/he go?

\[ \text{re}^{55} \text{tsu}^{33} \chi a^{33} \text{ts}^{55} \text{ra}^{55} = \text{su}^{55} \text{ni}^{33} ? \]

s/he where gone SFX DEC

The interrogative pronoun ‘where’ has some word forms: see 0093 note. The verb / ra\(^{33} \)/ (imperfect) ‘come to’ means ‘to arrive at or reach a place’, mainly focuses on the arriving point. The destination word comes to the preceding position of the verb as a direct object without PCL. This verb is directionless, and does not combine with directional prefixes. The vowel is pronounced as / ra\(^{33} \)/ in perfect aspect when the action has done, distinct from PCL / ra\(^{33} \) / ‘in order to’: see 0099 note.

0098. S/he went out (to town).

\[ \text{re}^{55} \text{tsu}^{33} \text{ts}^{55} \text{ts}^{55} \text{ru}^{55} = \text{ku}^{53} \text{ra}^{55} = \text{su}^{55} \text{ni}^{33} . \]

s/he market place inside gone SFX DEC

/ ts\(^{55} \)h\(^{33} \)a\(^{55} \)/ ‘market place’ < Tib. tshong khrom

0099. What did s/he go to do?

\[ \text{re}^{55} \text{tsu}^{33} [\chi a^{33} \text{dz}^{55} \text{vu}^{33}] = \text{ru}^{55} \text{ra}^{55} = \text{su}^{55} \text{ni}^{33} ? \]

s/he what do to gone SFX DEC

‘(have) gone to do (sth.)’ is expressed as / V = ru\(^{55} \) ra\(^{33} \) (= su\(^{55} \)/. This frame is used for the perfect aspect. cf. 0095 note. PCL / ru\(^{55} \) / means ‘in order to; for the purpose of’.

0100. S/he went to buy some stuff.

\[ \text{re}^{55} \text{tsu}^{33} \text{tc}^{55} \text{k}^{55} \text{ha}^{55} \text{q}^{55} \text{ru}^{33} - \text{tu}^{55} = \text{ru}^{55} \text{ra}^{33} = \text{su}^{55} \text{ni}^{33} . \]

s/he stuff DIR buy to gone SFX DEC

/ tc\(^{55} \)k\(^{55} \)h\(^{55} \)/ ‘stuff’ < Tib. ca kha (Khams dialect)
0101. Do you want to go to the library?

\[ \text{na}^{55} \text{ pe}^{55} \text{ ndze}^{55} \text{ k}^{h} \text{ u}^{33} = \text{ k}^{h} \text{ u}^{33} \text{ xu}^{33} = \text{ pa}^{55} \text{ ha}^{33} = \text{ ne?} \]

you library inside go SFX IRG DEC

/ pe^{55} ndzo^{55} k^{h}u^{55} / 'library' < Tib. dpe mdzod khang

0102. Yes, I want to go and read the dKar mdzes newspaper.

\[ \text{a}^{33} \text{ nu}^{55} \text{ ka}^{33} \text{ ndze}^{55} \text{ sa}^{33} \text{ ndzu}^{55} \text{ k}^{h} \text{ u}^{33} = \text{ tc}^{\Lambda}^{55} \text{ ri}^{33} = \text{ re}^{33} \text{ xu}^{33} \]

DEC I dKar mdzes newspaper DIR read to go to

=po^{55} a^{33}.

SFX DEC

/ ka^{33} ndze^{55} / (place name) < Tib. dKar mdzes
/ sa^{33} ndzu^{55} / 'news' < Tib. gsar 'gyur

0103. Shall we both (dual) go together?

\[ \text{je}^{33} \text{ ni}^{55} \text{ nu}^{33} \text{ ta}^{33} \text{ la}^{55} \text{ xe}^{55} \ ?a^{55} = \text{ ri}^{33}? \]

we [inclusive] together go IRG MOD

The personal pronoun 'we' distinguishes exclusive/inclusive of the listener or audience as follows:

exclusive / nu^{33} nu^{55} / 'we'
inclusive / je^{33} nu^{55} / 'we (with you)'

/ ri^{33} / 'let's ~; shall we ~', is a modal verb? Function and usage of this word is unidentified, it is necessary further investigation.
0104. Okay! Let’s both go together.

\[
\text{ri! / } \text{je}^{33} \text{ni}^{55} \text{nuu}^{33} \text{ta}^{33} \text{la}^{55} (t^{h}a^{33}-)x\text{uu}^{55} \text{xi}^{35}.
\]

\text{MOD / DEC we [inclusive] together DIR go MOD}

/ \text{xi}^{33} / ‘need to; will’ is a Modal put after other verbs.

0105. Did s/he go to see his teacher?

\[
\text{?n}^{55} \text{tsuu}^{33} \text{ge}^{33} \text{ge}^{55} = \text{ka}^{33} \text{ra}^{33} = \text{su}^{55} \text{a}^{33} = \text{nej}^{55} \text{ti}^{35}?
\]

\text{s/he teacher place gone SFX IRG DEC}

/ \text{ge}^{33} \text{ge}^{55} / ‘teacher’ < Tib. \text{dge rgen}

sb + / \text{ka}^{33} / ‘place’ means ‘somebody’s place’.

0106. Yes, s/he did.

\[
\text{ra}^{33} = \text{su}^{55} \text{ni}^{35}.
\]

gone SFX DEC

0107. Where are you from?

\[
\text{na}^{55} \text{ra}^{33} \text{xa}^{55} \text{tce}^{33} = \text{tsuu}^{33} \text{kut}^{33} \text{re}^{33} = \text{pe}^{55} \text{ni}^{33}?
\]

\text{you where come SFX DEC}

Asking or explaining someone’s home town as ‘Where are you from?’ ‘I am from …’, Mu-nya expresses / \text{re}^{33} / ‘come’ plus imperfect (including progressive/condition) SFX \{\text{po}^{55}\} with DEC / \text{ni}^{33} / [general statement]. It is worthy of note that the perfect SFX \{\text{su}^{33}\} cannot be used instead of \{\text{po}^{55}\} in this sentence.
I am from *Li thang*.

\[ \eta u^{55} \, l i^{33} t \, a^{55} = t s u^{33} k u^{33} \, r e^{33} = p o^{55} \, n i^{33}. \]

/ *Li thang* from come SFX DEC /

Where is s/he from?

(a) \[ ? e^{33} t s u^{55} \, \chi a^{33} \, t i^{55} = t s u^{33} k u^{33} \, r e^{33} = p i^{55} \, n i^{33}? \]

s/he what from come SFX DEC

(b) \[ ? e^{33} t s u^{55} \, h i a^{33} \, \chi a^{55} = l e^{33} \, r e^{33} = p i^{55} \, n i^{33}? \]

s/he where from come SFX DEC

The vowel alternation in imperfect SFX \{po\} agrees with the person of subject is as follows:

/ \eta u^{55} (1st) || V = po ni.; / na^{55} (2nd) || V = p\# ni.; / r^{55} tsu^{33} (3rd) || V = pi ni./

cf. 0133 note. Also see appendix: Declaratives and classification of verbs.

S/he is from *Chab mdo*.

\[ ? e^{33} t s u^{55} \, t e^{h} \lambda^{33} n d u^{55} \, [= t s u^{33} k u^{33} / = l e^{33} (k u^{55})] \, r a^{33} = p i^{55} \, n i^{33}. \]

/ *Chab mdo* from come SFX DEC /

When did you go?

\[ n a^{55} \, z u^{33} m u r^{55} \, \chi a^{33} t i^{55} \, x u^{33}? \]

you date what go
0112. I went yesterday.

\[ \eta_v^{55} \ ji^{55} \ su^{55} \ xu^{55} \ \eta_v^{33}. \]

I yesterday go DEC

/ \( ji^{55} \ su^{55} \) : the morph / ji^{55}/ is longer than / su^{55}/.

0113. Did you both come together?

\[ \eta_v^{33} \ ni^{55} \ nu^{33} \ ta^{33} \ la^{55} \ ra^{33} = se^{55} \ ?a^{33} = \ \eta_v^{55} \ ti^{33}? \]

you two (pl.) together come SPX IRG DEC

The dual forms of personal pronouns are as follows: / \( \eta_v^{33} \ ni^{55} \ nu^{33} \) / ‘we two’ [dual]; / je^{33} \ ni^{55} \ nu^{33} / ‘you and I’ [dual]; / na^{33} \ ni^{55} \ nu^{33} / ‘you two’ [dual]; / \( \eta_v^{33} \ ni^{55} \ nu^{33} \) / ‘they two’ [dual]. Also see 0103 note.

0114. No! I came alone.

\[ \eta_v^{55} \ ra^{55} = tsu^{33} \ ku^{33} \ \chi_a^{33} \ ti^{55} \ si^{33} \ va^{55} \ ra^{35}? \]

you come since how many day do DEC

\( \eta_v^{55} / \eta_v^{55} + ji^{33} /\)

The subject can also be pronounced [\( \eta_v^{55} \)] in this sentence. It might be an allophone of the agentive form / \( \eta_i^{55} /\).  

0115. How long ago has it been since you came?

\[ \eta_v^{55} \ ra^{55} = tsu^{33} \ ku^{33} \ \chi_a^{33} \ ti^{55} \ si^{33} \ va^{55} \ ra^{35}? \]

you come since how many day do DEC

\( ra^{33} /\) is a Declarative only used in perfect aspect and expresses evidential [+realize]. But / \( ra^{33} /\) is different from other Declaratives, must come after a verb and cannot use isolated without a verb. This DEC / \( ra^{33} /\) must be derived from the verb ‘come’.
0116. I came many days ago.

\[ \eta u^{55} \ ra^{55} = t s u^{33} k u^{33} \ si^{33} t s^{h} e^{55} \ ka^{33} j i^{55} \ t h u^{33} - v a^{55} \ ra^{33}. \]

I come since day number many \text{DIR} \text{do} \text{DEC}

The verb / \text{th}^{h} u^{33} - v a^{55} / ‘do’ has \text{DIR} \{t^{h} u^{33} \} [away from the speaker].

0117. How many people came with you?

\[ [n a^{55} = t c^{h} i^{55} \ ta^{33} l a^{55} \ ra^{33}] = m i^{55} \ m u^{33} n i^{55} \ \chi^{33} t i^{55} = z u^{33} \ nd z u^{33} \]

you with together come \text{NMR} \text{person} \text{how many} \text{CLS} \text{exist}

\[ \eta e^{35} ? \]

\text{DEC}

The subject phrase in this sentence is / [na^{55} =tc^{h}i^{55} ta^{33}la^{55} ra^{33}]=mi^{55} / ‘the person who came with you’. / sb =tc^{h}i^{55} ta^{33}la^{55} / ‘together with sb’.

0118. Five or six people.

\[ m u^{33} n i^{55} \ \eta a^{33} / t c^{h} i^{55} = z u^{33} \ \text{ti}^{55} \ nd z u^{55} \ \eta e^{33}. \]

person five six \text{CLS} \text{about} \text{exist} \text{DEC}

/ \text{ti}^{55} / ‘about’ comes after \text{CLS} and expresses ‘round (numbers)’, this word might be derived from \text{CLS} / \text{ti}^{55} / in / \chi a^{33} t i^{55} / ‘how many’.
0119. Are you planning to go to Dar rtse mdo?

na\textsuperscript{55} tu\textsuperscript{55} tsu\textsuperscript{55} ndu\textsuperscript{33} ne\textsuperscript{33}-xu\textsuperscript{55} xi\textsuperscript{33} s\textsuperscript{55}=pa\textsuperscript{55} qa\textsuperscript{33} = \eta\textsuperscript{55}?  
you Dar rtse mdo \quad \text{DIR} \quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{IRG} \quad \text{DEC}  

/ tu\textsuperscript{55}-tsu\textsuperscript{55} ndu\textsuperscript{33} / (place name) < Tib. \textit{Dar rtse mdo}

/ne\textsuperscript{33}-xu\textsuperscript{55} / 'go down to' has DIR \{ne\textsuperscript{33}-\} [down].

/xi\textsuperscript{33} / is a Modal put after a verb to express 'need to; will'.

/s\textsuperscript{55}=pa\textsuperscript{55} qa\textsuperscript{33} = \eta\textsuperscript{55}? / 'are you thinking?' SFX \{po\} [imperfect] appears as / pa / in the 2nd person subject interrogative sentence. cf. below. Also see 0109 note.

0120. No, I’m not planning to go.

\eta\textsuperscript{55} xu\textsuperscript{33} xi\textsuperscript{55} s\textsuperscript{55}=po\textsuperscript{33} \eta\textsuperscript{55} = \eta\textsuperscript{33}. 
I \quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{NEG} \quad \text{DEC}

0121. Do you want to go watch a movie?

na\textsuperscript{55} tia\textsuperscript{33}ji\textsuperscript{55} k\textsuperscript{h}u\textsuperscript{33}-ja\textsuperscript{55}=re\textsuperscript{33} xu\textsuperscript{33} xi\textsuperscript{55} s\textsuperscript{55}=pa\textsuperscript{55} \eta\textsuperscript{33} = \eta\textsuperscript{55}?  
you movie \quad \text{DIR} \quad \text{watch to} \quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{IRG} \quad \text{DEC}  

/tia\textsuperscript{33}ji\textsuperscript{55} / 'movie' < Chn. diányíng
The verb / k\textsuperscript{h}u\textsuperscript{33}-ja\textsuperscript{55} / 'watch' has DIR \{k\textsuperscript{h}u\textsuperscript{33}-\} [non-specific direction].

0122. Yes, I want to.

xu\textsuperscript{33} xi\textsuperscript{55} s\textsuperscript{55}=pa\textsuperscript{55} \eta\textsuperscript{33}. 
\quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{DEC}

SFX \{po\} [imperfect] should appear as / po\textsuperscript{55} / in the 1st person subject sentence, but speakers also use the allophone / pa\textsuperscript{55} / which appeared in the previous 2nd person subject interrogative sentence.
0123. Will s/he come to our school?

\[ ?e^{33} tsu^{55} ja^{33} na^{55} la^{33} tsu^{55} = k^h u^{33} re^{33} = pi^{55} \]

s/he our [GNT] school inside come SFX IRG DEC

\[ / ja^{33} na^{55} / \text{‘our’ is the genitive form which derived from} / ja^{33} nu^{55} / \text{‘we’ [inclusive]} + /ya^{33} / \text{PCL [genitive].} \]

\[ / la^{33} tsu^{55} / [la^{33} tsu^{55} ∼ le^{33} tse^{55}] \text{‘school’} < \text{Tib. slob grwa} \]

0124. Yes, s/he will.

\[ re^{33} = pi^{55} ni^{33}. \]

come SFX DEC

0125. What are you going to do? (What do you want to do?)

\[ nb^{33} = ji^{55} \chi a^{33} du^{55} vu^{33} = pa^{55} [\eta e^{35} / ni^{35}]? \]

you AGT what do SFX DEC

‘going to do sth’ is expressed as / S=ji^{55} || (sth) V{=pe^{55}} DEC / in Mu-nya.
cf. 0075 ‘have sth to do’

0126. I’m going to wash clothes.

\[ \eta j^{55} ts^{55} ngt^{55} nu^{33} = k o^{55} = po^{33} \eta e^{55}. \]

I [AGT] cloth DIR wash SFX DEC

cf. 0078. ‘have sth to do’

0127. What is s/he going to do?

\[ ?e^{33} tsi^{55} \chi a^{33} du^{55} vu^{33} = pi^{55} ni^{35}? \]

s/he [AGT] what do SFX DEC
0128. S/he is going to wash clothes, too.

\[ \begin{align*}
\text{s/he [AGT]} & \text{ also cloth DIR wash SFX DEC} \\
\end{align*} \]

0129. What are you doing?

\[ \begin{align*}
\text{you AGT what do SFX DEC} \\
\end{align*} \]

0130. I'm writing a letter.

\[ \begin{align*}
\text{I [AGT] letter DIR write SFX DEC} \\
\end{align*} \]

The verb / \text{leitu}\text{ri}\text{55} / 'write' has DIR {\text{khru}\text{33-}} [non-specific direction].

The verb phrase: Verb \{=\text{po}\text{55}\} is used in imperfect aspect including present and future. However, there is an intention to distinguish between 'present or future: having intention of doing' and 'progress' by combination with Declaratives. In the 1st person subject sentence, \text{V =po}\text{55 ni}\text{33.} means 'having intention of doing', whereas \text{V =po}\text{55 ni}\text{33.} means 'in progress'; cf. 0126.

0131. What are they doing?

\[ \begin{align*}
\text{they [AGT] what do SFX DEC} \\
\end{align*} \]

/ \text{?e}\text{33 ni}\text{55} / is the agentive form which is derived from \text{?e}\text{33 nu}\text{55} / 'they' + PCL / \text{ji}\text{33} / [agentive].

The 3rd person subject sentence with \text{V =pi}\text{55 ni}\text{33.} means 'in progress'.
0132. They are studying.

\textit{?e^33 ni^55 k^h^i^33-zi^55 =pi^55 ni^33.}

they \textit{[AGT]} DIR study SFX DEC

The verb / \textit{k^h^i^33-zi^55} / `study' has DIR \{k^h^u^33-\} [non-specific direction].

0133. What did you do?

\textit{na^55 =ji^33 \chi^a^33dzu^55 t^h^v^33-vu^55 =sy^55 ni^35?}

you AGT what DIR do SFX DEC

The vowel alternation in perfect SFX \{sul^55\} agrees with the person of subject as follows:

/ \textit{ni^55} (1st. AGT) || V =so^55 ni^33./; / \textit{ne^55} (2nd. AGT) || V =sy^55 ni^33./; / \textit{u^33tsi^55} (3rd. AGT) || V =sul^55 ni^33./ cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

\textit{ni^55 yu^55 ndu^33 ta^33 =za^55 k^h^u^33-ri^55 =so^33 ni^33.}

I \textit{[AGT]} letter one CLS DIR write SFX DEC

The verb / \textit{k^h^u^33-ri^55} / `write' has DIR \{k^h^u^33-\} [non-specific direction].

0135. What did they do?

\textit{?e^33 ni^55 \chi^a^33dzu^55 t^h^u^33-vu^55 =stu^33 ni^35?}

they \textit{[AGT]} what DIR do SFX DEC

The verb / \textit{t^h^u^33-vu^55} / has DIR / \textit{t^h^u^33-} derived from \{t^h^v^33\} [away from the speaker], but the vowel of pfx shows something strange, which might agree with the plural subject (?).
0136. They danced Tibetan dances.

\[ \text{they [AGT] Tibetan dance DIR dance SFX DEC} \]

The verb / re-zu.155 / 'dance' has DIR {ru133-} [rounding].

0137. What did bKra shis give you?

\[ \text{bKra shis AGT you DAT what DEC} \]

'give sb sth' or 'give sth to sb' is expressed as / S =ji33 [AGT] sb =le33 sth [=φ] tʰa33-kʰ e55 ra55 DEC / in Mu-nya. The subject takes the agentive form. The verb / tha33-khU55 / 'give' has DIR {tʰe33-} [away from the speaker].

0138. He gave me a book.

\[ \text{he [AGT] I DAT book one CLS DIR give DEC} \]

DEC / ra33 / is different from other Declaratives, always used with verb and not used independently, which means 'have happened sth to (the speaker)' with evidential [+realize] or [+discover].

0139. Who is the teacher talking to?

\[ \text{teacher AGT who DAT words DIR talk SFX DEC} \]

The verb / tuw33-ce55 / 'speak; talk' has DIR {tuw33-} [up].
0140. He is talking to Blo bzang.

ly₃³z₇₃ =le₃³ ke₃³te₃⁵ tu₃² =pi₃³ m₇₃.

Blo bzang DAT words DIR talk SFX DEC

/ ke₃³te₃⁵ / ‘words; speech’ < Tib. skad cha
‘speak sth to sb’ takes the same syntactic frame as ‘give sth to sb’:
 sb =le₃³ sth [- q]tu₃²=cp DEC / cf. 0137, 0138.

0141. Could you help me?

na₃³ =ji₅₅ nyu₃³ =ya₅₅ tu₅₅ =yo₅₅ kʰu₃³=tcu₅₅ ha₃³ = tʰv₅₅?

you AGT I GNT assistance DIR help IRG MOD

‘do sth for sb’ is expressed as ‘do sb’s sth’ in Mu-nya and the subject takes the
agentive form.
The dative marker / =le₃³ / cannot be used in place of the genitive marker / =ya₃³ / in
this construction.
/ tʰv₅₅ / ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

ŋi₅₅ na₃³ =ya₅₅ qʰo₅₅ =ko₅₅ lo₃³ = tʰv₃³.
I [AGT] you GNT DIR help CLS MOD

/ lo₃³ / is a general measure word, but it means ‘once’ or ‘a bit’ here.
The verb / qʰo₅₅ -ko₅₅ / ‘help’ has an allomorph of DIR {kʰu-} [non-specific
direction].
0143. What do you need to help?

\[
\text{na}^{33} = \text{ya}^{55} \chi a^{33} \text{dzu}^{55} q^1 o^{55} - k o^{55} \chi i^{33} \text{ti}^{35}?
\]

You want what help what?

'help sb to do sth' is expressed as 'do sb's help' in Mu-nya and takes syntactic frame as / S = \text{ji}^{33} [AGT] || sb = \text{ya}^{33} q^1 o^{55} - k o^{55} (MOD) DEC /.

\(/ \chi i^{33} / 'need' is a Modal that means 'need to (do)' after other verbs. cf. 0104, 0119 notes.

0144. Please explain this to me.

\[
\eta u^{55} = \text{le}^{33} \text{ndze}^{33} \text{pa}^{55} \text{ta}^{55} = \text{ra}^{33} \text{tu}^{33} - \text{ve}^{55} \text{ve}^{33}.
\]

I explanation one time speak MOD

\(/ \text{ndze}^{33} \text{pa}^{55} / 'explanation' < \text{Tib. 'grel pa}\)

\(/ S (2nd) || (sth) V ve^{33} / expresses 'request sb to do (sth)'.

\(/ ve^{33} / is a Modal, which is derived from the verb / vur^{33} / 'do', the vowel agrees with the omitted 2nd person subject in this sentence.

0145. I'll tell you one more time, all right?

\[
\eta i^{55} \text{tc}^{h} u^{33} \text{nu}^{55} \text{na}^{33} = \text{le}^{55} \text{ta}^{33} = \text{ra}^{55} \text{tu}^{33} - \text{ve}^{55} \text{ha}^{55} = \text{ti}^{33}?
\]

I again you one time speak IRG DEC

\(/ tu^{33} / in the verb / tu^{33} - ve^{55} / 'speak' is an allophone of DIR {tu^{33} -} [up]. cf. 0135. Also see 0139.

0146. Okay! Please tell me once more.

\[
\text{ho}^{55} \text{ja}^{35} . \text{tc}^{h} u^{33} \text{nu}^{55} \text{ta}^{33} = \text{ra}^{55} \text{tu}^{33} - \text{ve}^{55} \text{ve}^{33}.
\]

Oh, yes. again one time speak MOD
0147. What are you going to do in the conference room?

\[
\text{na}^{33} \text{na}^{55} \quad [\text{q}^{h}\text{tu}^{55}-\text{ts}^{h}\text{o}^{53}=\text{re}^{33}=\text{ya}^{33} \text{ tce}^{33}] =\text{k}^{h}\text{u}^{55} \chi\text{a}^{33} \text{dzu}^{55}\text{vu}^{33}
\]

you [pl. GNT] DIR gather NMR GNT house inside what do

\[=\text{ri}^{33} \text{ndu}^{33} \text{ti}^{55}?
\]

NMR exist DEC

/ na^{33}na^{55} / ‘your’ [genitive] < / na^{33}nu^{55} / ‘you’(pl.) + / ya^{33} / PCL [genitive].

‘plan to do’ is expressed as / S =ya^{55} || V =ri^{33} ndu^{55} DEC. / ‘sb’s doing exist’ literally in Mu-nya. cf. 0075-0078. ‘have sth to do’

/ q^{h}tu^{55}-ts^{h}o^{53}=re^{33}=ya^{33} tce^{33} / ‘house/room for meeting’ > ‘conference room’

/ q^{h}tu^{55}-ts^{h}o^{53} / may consist of DIR {khul-} [non-specific direction] + / ts^{h}o^{55} / ‘gathering’ < Tib. *tshogs

0148. We want to have a party.

\[
\text{nu}^{33} \text{nu}^{55} \text{xu}^{55} \text{ta}^{33} \text{ts}^{h}\text{o}^{55} \quad \text{q}^{h}\text{tu}^{33}-\text{tc}^{h}\text{i}^{55} =\text{pc}^{33} \eta\text{b}^{33}.
\]

we (pl.) night meeting DIR hold SFX DEC

The verb / q^{h}tu^{33}-tc^{h}i^{55} / has DIR / q^{h}tu^{33}-/ derived from {k^{h}u^{33}} [non-specific direction].

0149. What are they doing in the classroom?

\[
?\text{e}^{33} \text{ni}^{55} \quad [\text{k}^{h}\text{i}^{33}-\text{zi}^{55}=\text{re}^{33} \text{ tce}^{33}] =\text{k}^{h}\text{u}^{55} \chi\text{a}^{33} \text{th}^{h}\text{e}^{55}=\text{pi}^{35}?
\]

they [pl. AGT] study NMR house in what do DEC

/ ?\text{e}^{33} \text{ni}^{55} / ‘they’ [agentive] < / ?\text{e}^{33}\text{nu}^{55} / ‘they’(pl.) + / ji^{55} / PCL [agentive].

/ th^{e}^{55} / ‘do’ has the nuance of ‘(be intending to) do’. See 0141 note.
0150. They are singing in the classroom.

\[ \text{they [pl. AGT] DIR study NMR house in song DIR do DEC} \]

\[ \text{tu}^{33}\text{-vu}^{55} / 'do (up)' \text{has DIR \{} \text{tu}^{33}\text{-} \text{[up]} \text{], the phrase / lu}^{55} / 'song' + / \text{tu}^{33}\text{-vu}^{55} / \text{means 'sing (a) song(s)'} \text{here.} \]

0151. Has dawn come?

\[ \text{mu}^{55} \text{ to}^{33}\text{-SA}^{55} \text{ ?} \]

\[ \text{sky DIR break IRG DEC} \]

\[ / \text{to}^{33}\text{-SA}^{55} / 'break' \text{ contains an allomorph of the DIR \{} \text{tu}^{33}\text{-} \text{[up]} \text{.} \]

0152. Yes, dawn has come.

\[ \text{mu}^{55} \text{ to}^{33}\text{-SA}^{55} \text{ ra}^{33}. \]

\[ \text{sky DIR break DEC} \]

\[ \text{DEC / ra}^{33} / \text{ is always used with verb, and means 'have happened sth to (the speaker)'} \text{ with evidential [+realize] or [+discover]. Therefore / ra}^{33} / \text{ is used for describing any natural phenomena have appeared.} \]

0153. Did the bell ring?

\[ \text{tši}^{55}\text{bu}^{55} \text{ to}^{33}\text{-nda}^{55} \text{ ?} \]

\[ \text{bell DIR ring IRG DEC} \]

\[ / \text{tši}^{55}\text{bu}^{55} / 'bell' < \text{Tib. dril bu}. \]

\[ / \text{to}^{33}\text{-nda}^{55} / 'ring' \text{ contains an allomorph of DIR \{} \text{tu}^{33}\text{-} \text{[up]} \text{.} \]
0154. Not yet. (It hasn’t rung yet.)

\[te^3\text{nu}^{33}\text{ nu}^{55}\text{ tu}^{33}\text{- ma}^{33}\text{ = nda}^{55}\text{ ra}^{33}\.\]

Negatives come between pfx and stem of the verb as /tō^{33}-nda^{55}/ ‘rang’ ⇒ /tu^{33}-

\[\text{ma}^{33}=nda^{55}/ ‘have not rung’.\]

0155. Did you wash your face? (Have you washed your face?)

\[\text{na}^{33}=ji^{55}\text{ xo}^{33}\text{ je}^{55}\text{ ne}^{33}=xo^{55}\text{ tʰa}^{33}\text{-da}^{55}\text{ ?}\text{ra}^{55}=\text{ra}^{33}\text{?}\]

\(/tʰa^{33}\text{-da}^{55}/ ‘finish’ comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of \{tʰ\} away from the speaker, and the vowel in the stem agrees with the 2nd person subject.

0156. Yes, I did. (Yes, I have washed my face.)

\[\text{ni}^{55}\text{ xo}^{33}\text{ je}^{55}\text{ ne}^{33}=xo^{55}\text{ tʰa}^{33}\text{-do}^{55}\text{.}\]

‘finish doing’ is expressed as /S =ji^{55}\text{ [AGT]} || V tʰ\text{a}^{33}\text{-do}^{55}\text{ (ra}^{33})/.

The vowel of /tʰ\text{a}^{33}\text{-do}^{55}/ agrees to the person of the subject, (1st) /tʰ\text{a}^{33}\text{-do}^{55}/ ;

(2nd) /tʰ\text{a}^{33}\text{-da}^{55}/ ; (3rd) /tʰ\text{a}^{33}\text{-di}^{55}/.

0157. Have they finished eating?

\[\text{ni}^{33}\text{ ndzu}^{55}\text{ hai}^{33}\text{-ndzu}^{55}\text{ tʰa}^{33}\text{-di}^{55}\text{ ?}\text{ra}^{33}\text{?}\]

they [AGT] meal DIR eat DIR finish IRG DEC
0158. Yes, they have finished eating.

\[
\text{ââ}^{33}\text{-ndzu}^{55}\ t\text{h}^{33}\text{-di}^{55}\ \text{ra}^{33}.
\]

DIR eat DIR finish DEC

0159. Did you see \textit{bKra shis}?

\[
\text{na}^{33}\text{-ji}^{35}\ t\text{sa}^{55}\text{-ci}^{55}\ \text{?a}^{55}\text{= ta}^{33}?.
\]

you AGT \textit{bKra shis} IRG see

0160. No, I didn’t see (him).

\[
\text{m\text{u}}^{33}\text{= t}^{55}.
\]

NEG see

0161. Do you remember that?

\[
\text{to}^{55}\text{-nda}^{55}\text{-tsu}^{33}\ \text{na}^{33}\text{-ji}^{55}\ \text{ngu}^{33}\text{-c}^{55}\text{-?a}^{55}\text{= pi}^{33}\text{/ ?e}^{55}\text{= su}^{33}
\]

situation (the) you AGT DIR remember IRG SFX IRG SFX

\[
/\text{?e}^{55}\text{= ra}^{33}]/
\]

IRG DEC

The verb / \textit{ngu}^{33}\text{-c}^{55} / has DIR \{\textit{ngu}^{33}\} [towards the speaker].
The distribution of Suffixes and Declaratives by aspect and tense is as follows:

/ \textit{ngu}^{33}\text{-c}^{55} \text{?a}^{55}\text{= pi}^{33} ? / imperfect / present

/ \textit{ngu}^{33}\text{-c}^{55} \text{?e}^{55}\text{= su}^{33} ? / perfect / past

/ \textit{ngu}^{33}\text{-c}^{55} \text{?e}^{55}\text{= ra}^{33} ? / perfect / present [+realize]
0162. I remember now.

η𝑔𝑤ु^33-ugeot^55-πὶ^33. imperfect / present

η𝑔𝑤ु^33-ugeot^55-σὐ^33. perfect / past

η𝑔𝑤ु^33-.predicate. perfect / present [+ realize]

0163. Did you study Written Tibetan? (Have you studied Written Tibetan?)

𝑛зна^33-ʒ椓^55-πὐ^33-ȵད @_פ^55-ښ་^33-ʑ^55-ȵ^55 = ȵداع^53 [ȵзна^33 / ȵ מדה^33].

you  AGT  Tibetan letters  DIR  study  IRG  have  DEC

V + / ȵداع^53 / ‘have experience in doing’.

0164. I didn’t study (haven’t studied) Written Tibetan.


I  AGT  Tibetan letters  DIR  study  NEG  have  DEC

DEC / ȵзна^33 / cannot be used in this sentence answering own experience.

0165. Has s/he studied Written Tibetan (before)?

Nhap^33-ʒ продол^55-πų^33-ȵդ underscore^55-ڴ^33-ʑ^55-ȵ^55 = ȵداع^53 ȵзна^33?

s/he [AGT]  Tibetan letters  DIR  study  IRG  have  DEC

0166. Yes, s/he has studied Written Tibetan.

Nhap^33-ʒ продол^55-πų^33-ȵդ underscore^55-ڴ^33-ʑ^55-ȵداع underscore^55-

s/he [AGT]  Tibetan letters  DIR  study  have  DEC
Can you speak Tibetan?

\[ \text{na}^{33} = \text{ji}^{55} \ \text{pu}^{55} \ \text{sú}^{55} \ \text{?u}^{33} = \text{ná}^{55} \ \text{nø}^{33}? \]

you AGT Tibetan IRG know DEC

\[ / \ \text{pu}^{55} \ \text{sú}^{55} / \ 'Tibetan (language)' < \text{Tib. bod gsung} \]

The word for 'know; understand' has vowel alternation according to person of the subject: (1st) / an' /; (2nd) / aa55 /; (3rd) / rki55 / and requires agentive form to the subject.

'sb know sth' is expressed as / S =ji33 [AGT] || sth [=φ] na55 ~ na55 ~ ni55 DEC /.

I only know a few Tibetan sentences.

\[ \text{ni}^{55} \ \text{pu}^{55} \ \text{sú}^{55} \ \text{dʌ}^{33} \text{nu}^{55} \text{tsi}^{33} \ \text{me}^{33} \\text{to}^{55} \ \text{nu}^{33} = \ \text{nø}^{55} \ \text{nø}^{33}. \]

I [AGT] Tibetan a few except for NEG know DEC

DEC / ni33 / cannot be used in answer sentence to state own condition, knowledge, ability, etc.

\[ / \ \text{me}^{33} \\text{to}^{55} / 'except for' < \text{Tib. ma togs} \]

Does s/he know (understand) Tibetan?

\[ \text{?u}^{33} \text{tsi}^{55} \ \text{pu}^{55} \ \text{sú}^{55} \ \text{?u}^{33} = \text{ni}^{55} \ \text{ni}^{33}? \]

s/he [AGT] Tibetan IRG know DEC

His Tibetan is very good.

\[ \text{?u}^{33} \text{tsi}^{55} \ \text{pu}^{55} \ \text{sú}^{55} \ \text{ja}^{55} \ \text{tʰa}^{33} \text{tʰo}^{55} \ \text{ni}^{55} \ \text{ni}^{33}. \]

s/he [AGT] Tibetan good exactlyknow DEC

\[ / \ \text{ja}^{55} / 'good' < \text{Tib. yag po} \]
\[ / \ \text{tʰa}^{33} \text{tʰo}^{55} / 'exactly, definitely' < \text{Tib. thag chod} \]
0171. Did you see (Have you seen) *Lha mo*?

\[ \text{na}^{33}=\text{ji}^{55} \text{ la}^{55} \text{mu}^{33} \ ?\text{a}^{55}=\text{ta}^{33}? \]

you AGT *Lha mo* IRG see

/ *la*^{55} *mu*^{33} / (personal name) < Tib. *Lha mo*
The agentive marking \{=ji^{55}\} on the subject indicates an assumption that the action mentioned in this sentence has happened.

0172. No, I haven’t seen her.

\[ \text{ji}^{55} \text{ v}^{33} \text{tsu}^{55} \text{ ma}^{55} = \text{to}^{33}. \]

I [AGT] her NEG see

NEG / *ma*^{55} / is used in perfect aspect (with agentive marking \{=ji^{55}\} on the subject), expressing that the action has not happened. Another NEG / *na*^{55} / is used in imperfect aspect (without agentive marking \{=ji^{55}\} on the subject), expressing the action has not happened or the speaker is denying doing it.

cf. / *na*^{55} *v*^{33} *tsu*^{55} *nur*^{55} = *to*^{33} / 'I do not see her.'

0173. Are you going out to the market now?

(a) \[ \text{na}^{33} \text{ te}^{h} \text{ur}^{55} \text{ ts}^{h} \text{b}^{55} = \text{k}^{h} \text{u}^{55} \text{ xu}^{33} = \text{pa}^{55} \ ?\text{e}^{55} = \text{yeb}^{33}? \]

you now market in go SFX IRG DEC

The verb / *xu*^{33} / ‘go’ mainly focuses on the purpose of the action. Therefore this verb has a nuance of ‘go (somewhere to do sth)’.

/ *ts*^{h} *b*^{55} / ‘market’ < Tib. *khrom*

(b) \[ \text{na}^{33} \text{ te}^{h} \text{ur}^{55} \text{ ts}^{h} \text{b}^{55} = \text{k}^{h} \text{u}^{55} \text{ na}^{33} \text{nda}^{55} \ ?\text{e}^{55} = \text{yeb}^{33}? \]

you now market in DIR go IRG DEC

/ *na*^{33} *nda*^{55} / means ‘go down to’, including DIR \{=na^{33}\} [down], mainly focuses the starting point where the speaker is. Therefore this verb has a nuance of ‘(leave here to) go somewhere’. See 0093 note.
0174. No, I’m not going out now.

(a) \( \text{mu}^{33} \) te\(^{h} \) ur\(^{55} \) ts\(^{h} \) b\(^{55} \)=k\(^{h} \) ur\(^{55} \) xu\(^{55} \) nu\(^{33} \)= pu\(^{33} \) ne\(^{33} \).

(b) \( \text{mu}^{33} \) te\(^{h} \) ur\(^{55} \) ts\(^{h} \) b\(^{55} \)=k\(^{h} \) ur\(^{55} \) m\(^{33} \)= nd\(^{55} \).

0175. Where did bKra shis and the others go?

\( \text{tsa}^{55} \) ci\(^{33} \) te\(^{33} \) nu\(^{55} \) pu\(^{33} \) t\(^{h} \) A\(^{33} \)-ra\(^{33} \)?

bKra shis they where DIR gone

/ t\(^{h} \) A\(^{33} \)-ra\(^{33} \) / ‘(has) gone’ contains DIR \{t\(^{h} \) b\(^{33} \)\} [away from the speaker], and mainly focuses on the arriving point. Therefore this verb has a nuance of ‘to arrive at or reach a place’. See 0097 note.

0176. They went to the playground.

\( \text{te}^{33} \) te\(^{h} \) ur\(^{55} \) pu\(^{33} \) t\(^{h} \) b\(^{33} \)-ntc\(^{33} \)=pu\(^{33} \) ra\(^{33} \).

/ p\(^{33} \) / ‘plain’ < Tib. spang

/ t\(^{h} \) b\(^{33} \)-ntc\(^{33} \) / ‘picnic (v)’ contains DIR \{t\(^{h} \) b\(^{33} \)\} [away from the speaker].

0177. I wonder if they’ve arrived there (yet).

\( \text{t}\)\(^{c} \) ur\(^{55} \) te\(^{33} \) nu\(^{55} \) pu\(^{55} \) k\(^{h} \)\(^{33} \)-tsa\(^{53} \)=pu\(^{55} \) ?a\(^{33} \)= nd\(^{55} \).

/ k\(^{h} \) ur\(^{33} \)-tsa\(^{53} \) / ‘arrive’ contains DIR \{k\(^{h} \) ur\(^{33} \)\} [non-specific direction].
0178. By now they have probably gotten there.

tčʰu₅₅ kʰu₃₃ -tša₅₃ =stu₃₃ ndu₅₅.
now DIR arrive SFX exist

0179. Did you (pl.) go to the playground?

na₃₃ nu₅₅ pā₅₅ =pu₃₃ tʰβₐ₃₃ -ntcʰₐ₅₃ =te₃₃ xu₃₃ =stu₅₅ ?a₃₃ = ηe₅₅ ti₃₃ ?
you (pl.) plain on DIR picnic to go SFX IRG DEC

NMR / rb₃₃ / means ‘in order to’, so ‘go to do sth’ is expressed as / (sth) V =rb₃₃ xu₃₃ / in Mu-nya.

0180. Yes, we went up the mountain to have a picnic.

ŋe₃₅. ŋu₃₃ nu₅₅ ndq₃₃ qʰa₅₅ tʰβₐ₃₃ -ntcʰₐ₅₃ =te₃₃ tuu₃₃ -xe₅₅ ŋe₃₃.
Dec we (pl.) mountain top DIR picnic to DIR go DEC

/ tuu₃₃ -xe₅₅ / ‘went (up)’ contains a DIR {tuu₃₃ -} [up].
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0181. Did you go somewhere far away?

[na³³ na⁵⁵ xu³³] =re⁵⁵ qʰa⁵⁵ ra³³ ?a³³ = ti³³?
you [pl. GNT] go NMR far away IRG DEC

NP: / [na³³ na⁵⁵ xu³³] =re⁵⁵ / ‘(the place) where you went’ is the subject of this sentence.
It is impossible to use */ ?a³³ = ṛe⁵⁵ ti³³? / in this sentence, if use it instead of
/ ?a³³ = ti³³? /, then it will be asking about the place the listener plans to go. Compare
below.

Are you going somewhere far away?

[na³³ na⁵⁵ xu³³] =re⁵⁵ qʰa⁵⁵ ra³³ ?a³³ = ṛe⁵⁵ ti³³?
you [pl. GNT] go NMR far away IRG DEC

0182. Not very far.

qʰa⁵⁵ ra³³ =pa³³ me³³ = ti⁵⁵. ([+realize]: the speaker had been there)
far away so NEG DEC

qʰa⁵⁵ ra³³ =pa³³ nau³³ = ṛe⁵⁵. ([+confirm]: the speaker has not been there)
far away so NEG DEC

The partial negation is expressed as / Adj =pa NEG DEC /. NEG / me³³=/ (negation
for perfect aspect) + DEC / ti⁵⁵ / (evidential [+realize]) expresses ‘It was not so far
away. (The speaker had been there.’); NEG / nau³³=/ (negation for imperfect aspect)
+ DEC / ṛe⁵⁵ / (evidential [+confirm]) expresses ‘It is not so far away. (The speaker
has not been there, so answered depending on his knowledge)’.

0183. What time did you get up this morning?

pu³³ si⁵⁵ nu³³ nu⁵⁵ na⁵⁵ χa³³ tsʰi⁵⁵ =pu³³ tu³³-re⁵⁵?
today morning you when on DIR get up

/ tu³³-re⁵⁵ / ‘get up’ contains DIR {tu³³-}[up].
We got up at six (in the morning).

What time did you get to the mountain?

We got to the mountain at nine.

Did many people go for a picnic today?

This is the sentential predicate construction. The main subject of this sentence / \( [t^3 \cdot e^3 - n t e^3 \cdot e^3 x u^3] \) =mi^55 / ‘the person who went picnic’ is actually the topic of the statement or conversation.
0188. Lots of people went for a picnic.

\[ \text{[t}^{\text{h}}\text{=}\text{33}-\text{ntc}^{\text{h}}\text{=}\text{33} \text{ xu}\text{33}] =\text{mi}^{\text{65}} \text{ mu}^{\text{33}ni}^{\text{55}} \text{ ka}^{\text{33}}\text{ji}^{\text{53}} \text{ ti}^{\text{33}}. \]

\( \text{DEC} / \text{ka}^{\text{33}ji}^{\text{55}} / \text{‘many, much’} \Leftrightarrow / \text{ni}^{\text{33}ni}^{\text{55}} / \text{‘few, little’} \)

\( \text{DEC} / \text{ti}^{\text{33}} / \text{represents the evidential [+confirm], which expresses the speaker went to picnic and saw many people attended.} \)

0189. Did you have fun today?

\( \text{pu}^{\text{33}si}^{\text{55}} \text{ tci}^{\text{33}pu}^{\text{55}} ? \text{e}^{\text{55}} = \text{ra}^{\text{33}}? \)

\( \text{today pleasant IRG DEC} \)

\( \text{DEC} / \text{tci}^{\text{33}pu}^{\text{55}} / \text{‘pleasant’} < \text{Tib. skyid po} \)

0190. Yes, I had a good time!

\( \text{tci}^{\text{33}pu}^{\text{55}} \text{ ra}^{\text{33}}. \)

\( \text{pleasant DEC} \)

\( \text{DEC} / \text{ra}^{\text{33}} / \text{represents the evidential [+realize], which is used with uncontrollable verb or adjective expresses some condition or emotion have occurred to oneself. Also see 0115 note.} \)

0191. Are you tired?

\( \text{na}^{\text{33}nu}^{\text{55}} \text{ hE}^{\text{55}-\text{ce}^{\text{33}}} \text{ hE}^{\text{55}} = \text{ra}^{\text{33}}? \)

\( \text{you (pl.) DIR tired IRG DEC} \)

\( \text{DEC} / \text{fia}^{\text{55}-\text{ce}^{\text{33}}} / \text{‘tired [v.]’ contains DIR {fia}^{\text{33}}-} [\text{go downstream}]. \)
0192. No, I’m not tired

\[
\text{ha}^{33} - \text{me}^{55} = \text{ce}^{33} \text{ ra}^{33}.
\]

\text{DIR NEG tired DEC}

The NEG / me^{55}/ comes into the position after DIR before stem as / ha^{33} - me^{55} = ce^{33} /.

0193. Did it rain (when you were) on the mountain?

\[
\text{nda}^{33} \text{q}^{b} \text{a}^{55} \text{ ru}^{33} \text{c}e^{55} \text{nq}^{33} - \text{q}^{b} \text{a}^{55} \text{ fe}^{33} = \text{ra}^{35} ?
\]

\text{hilltop rain DIR fall IRG DEC}

/ nq^{33} - q^{b}a^{55} / ‘(rain) fall’ contains an allomorph of DIR {me^{33}} [down].

0194. It didn’t rain at all.

\[
\text{ru}^{33} \text{c}e^{55} \text{ tu}^{33} = \text{lo}^{55} = \text{n}u^{45} \text{ me}^{33} - \text{me}^{33} = q^{b}v^{55} \text{ ra}^{35}.
\]

\text{rain one CLS yet DIR NEG fall DEC}

/ tu^{33} = lo^{55} = nu^{45} / ‘one CLS yet’ means ‘(not) at all’ agreeing with NEG / me^{33} /.

0195. Will people be going there tomorrow as well?

\[
\text{sa}^{33} \text{su}^{55} \text{n}u^{55} \text{ [wa}^{33} \text{k}^{h} \text{a}^{55} \text{xu}^{33}] = \text{mi}^{55} \text{ ndu}^{55} \text{ te}^{33} = \text{n}e^{55} \text{ ti}^{35} ?
\]

\text{tomorrow also that place go NMR exist IRG DEC}

/ ji^{33} si^{55} ~ ji^{33} su^{55} / ‘yesterday’; / pu^{33} si^{55} ~ pu^{33} su^{55} / ‘today’; / sa^{33} si^{55} ~ sa^{33} su^{55} / ‘tomorrow’

/ wa^{33} k^{h} a^{55} / ‘that place’ ⇔ / ru^{33} k^{h} a^{55} / ‘this place’
0196. They’re saying that people will go tomorrow as well.

\[ sa^{33}su^{55} nu^{55} xu^{33}=mi^{55} ndu^{55} ni^{55} tu^{33}=pi^{33}. \]

 Sentence + / tu^{33}=pi^{33} / means ‘It is said that ~’. SFX / pi^{33} / agrees with the 3rd person subject, so it expresses ‘sb is saying’.

0197. Will it rain tomorrow?

\[ sa^{33}su^{55} mu^{55} ng^{33}=q^{h}a^{55} [?q^{33}= va^{55} / ?u^{33}= vu^{55}]? \]

 IRG + MOD / ?u^{33}= vu^{55}? / means ‘Will it do?’

0198. I doubt it will rain tomorrow.

\[ sa^{33}su^{55} ng^{33}=q^{h}a^{55} nu^{33}= vu^{55}. \]

 V + / nu^{33}= vu^{55} / expresses ‘will not do’.
0199. If (we) leave early, we can probably get there by eight o’clock, right?

\[ \text{If} \ (\text{we}) \ \text{leave} \ \text{early}, \ \text{we} \ \text{can} \ \text{probably} \ \text{get} \ \text{there} \ \text{by} \ \text{eight} \ \text{o’clock}, \ \text{right}? \]

\[ \text{morning} \ \text{go} \ \text{if} \ \text{o’clock} \ \text{eight} \ \text{on} \ \text{arrive} \]

?\(v^3\) = \(t^h\v^5^3^3\)?

A sentence + / \(t^h\v^5^5\) \(n^i^5^5\) / expresses ‘If ~’

/ \(t^h\v^3^3\) \(t^h\u^5^5\) \(d^z^e^5^5\) / ‘eight o’clock’ < Tib. \textit{chu tshod brgyad}. See notes in 0043 and 0040.

/ \(t^h\v^5^3\) / is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’. See 0141 note.

0200. You (We) probably can arrive (on time).

\[ \text{You} \ (\text{We}) \ \text{probably} \ \text{can} \ \text{arrive} \ \text{(on} \ \text{time).} \]

\[ \text{arrive} \ \text{MOD} \ \text{do} \ \text{SFX} \]

/ \(\text{VP} = \text{ru}^3^3 \ \text{va}^3^3 = \text{su}^3^3\) / expresses ‘probably’.

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References


**TAKUMI IKEDA**

**Distribution of Declaratives**

In Mu-nya, ‘A [noun] is B [noun]’ is expressed as N (A) || N (B) DEC. with speaker’s evidential on the Declarative. Mu-nya has three kinds of Declaratives for statement: / ni³³ /, / ŋe³³ /, and / ti³³ /. They represent evidentiality of the statement by the speaker. / ni³³ / is used for general statements, / ŋe³³ / is used for statement with certainty, and / ti³³ / expresses confirmation or discovery. / ŋe³³ / and / ti³³ / are often combined together as / ŋe³³ ti⁵⁵ /, but the order cannot be reversed: */ ti⁵⁵ ŋe³³ /. The / ŋe³³ / and / ti³³ / share the same semantic field in their evidentiality, although the degree is different, so they can be used together. But / ni³³ / occupies a different position in the semantic field, so it cannot be used with other Declaratives simultaneously. That is why there are no combinations like */ ni³³ ti³³ /, etc.

Yet there is a combination / ŋe³³ / + / ni³³ /, which can be used with a special meaning when expressing a suspicious attitude. In this usage speakers add rising intonation to the former syllable / ŋe / and pronounce the sequence as / ŋe³³ ni³³ /. Their distribution over persons of the subject are as follows:

<table>
<thead>
<tr>
<th>subject</th>
<th>indicative</th>
<th>negative</th>
<th>interrogative</th>
<th>WH-question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ŋe³³ / ti³³</td>
<td></td>
<td>a³³ = ŋe⁵⁵ / ti³³</td>
<td>ŋe³³ / ti³³</td>
</tr>
<tr>
<td>2nd person</td>
<td>ni³³</td>
<td>nu³³ = ŋe³³ / ti³³</td>
<td>a⁵⁵ = ni³³?</td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td>ni³³</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

/ ni³³ / : general statement [-certain, -confirm], but rarely used in Declarative sentence with 1st person subject.

/ ŋe³³ / : certain statement [+certain, -confirm], generally used in the 1st person subject sentence. When it is used with 3rd person or things for the subject in the sentence, it means recollection with certainty by the speaker in his mind.

/ ti³³ / : confirmed statement [+confirm, +certain], and often used for seeing with the speaker’s own eyes or discovery.
Structure of Mu-nya verb phrase

<table>
<thead>
<tr>
<th>prefix</th>
<th>Stem of Verb (Modal)</th>
<th>Suffix</th>
<th>Declarative</th>
</tr>
</thead>
<tbody>
<tr>
<td>direction</td>
<td></td>
<td>person</td>
<td>person</td>
</tr>
<tr>
<td>person</td>
<td></td>
<td>person</td>
<td></td>
</tr>
</tbody>
</table>

*When the verb takes no suffixes the vowel alternation appears on the stem.

Direction-marking Verb prefixes

<table>
<thead>
<tr>
<th>Direction</th>
<th>prefix</th>
<th>Direction</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. upward</td>
<td>tui-Vstem</td>
<td>5. towards the speaker</td>
<td>ngtu-Vstem</td>
</tr>
<tr>
<td>2. downward</td>
<td>ne-Vstem</td>
<td>6. away from the speaker</td>
<td>t'ev-Vstem</td>
</tr>
<tr>
<td>3. to upper stream</td>
<td>yul-Vstem</td>
<td>7. rounding</td>
<td>rui-Vstem</td>
</tr>
<tr>
<td>4. to down stream</td>
<td>fia-Vstem</td>
<td>8. non-specific direction</td>
<td>k'ui-Vstem</td>
</tr>
</tbody>
</table>

Function of these prefixes is to express the direction of the action, however, some verbs take fixed DIRes, with no regard for real direction. See examples of a verb ‘go’ with DIR expressing real direction below:

/ tuz33 xu55 / ‘go up’
/ ne xtu55 / ‘go down’
/ vu33 xms/ ‘go upper stream’
/ fia’ xtu55 / ‘go down stream’
/ ng-tu” rA55 / ‘come over’
/ the xue5 / ‘go away’

The vowel of DIR is often assimilated to the stem of the verb.

Declaratives and classification of verbs

Mu-nya Declarative is a part of speech which also appears in the verb phrase or the adjective phrase in the predicate of sentences. The basic structure of the verb phrase in the predicate is: Verb + SFX + DEC, and the adjective phrase is: Adj + DEC. respectively. Mu-nya verbs can be classified as controllable verbs (e.g. / fia33 ndzu55 / ‘eat’), uncontrollable verbs (e.g. / t5oa33 qa55 / ‘scared’), and static verbs (e.g. / ndze55 / ‘have’) according to the distribution in combination with suffixes and Declaratives. Agreement with the person of the subject appears as a vowel alternation in suffixes {po} [imperfect] and {stui} [perfect], or on the stem when the verb takes no suffix.
A. Distribution of Declaratives with controlable Verb

**imperfect** (present; progressive)

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[ + certain]</th>
<th>[ + realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg./pl.):</td>
<td>cV =po$^{55}$ni$^{33}$</td>
<td>cV =po$^{55}$ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg./pl.):</td>
<td>cV =pe$^{55}$mi$^{33}$</td>
<td>cV =pa$^{55}$ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (sg./pl.):</td>
<td>cV =pi$^{55}$ni$^{33}$</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**perfect**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[ + certain]</th>
<th>[ + realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg.):</td>
<td>cV =so$^{55}$ni$^{33}$</td>
<td>cV ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>cV =sy$^{55}$ni$^{33}$</td>
<td>*</td>
<td>cV ra$^{33}$</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>cV =su$^{55}$ni$^{33}$</td>
<td>*</td>
<td>cV ra$^{33}$</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>cV =su$^{55}$ni$^{33}$</td>
<td>*</td>
<td>cV ra$^{33}$</td>
</tr>
</tbody>
</table>

Example of controllable Verb: / fia$^{33}$-ndzu$^{55}$ / ‘eat’

**imperfect** (present; progressive)

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[ + certain]</th>
<th>[ + realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>fia$^{33}$-ndzu$^{55}$ =po$^{33}$ni$^{33}$</td>
<td>fia$^{33}$-ndzu$^{55}$ =po$^{55}$ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =pe$^{33}$ni$^{33}$</td>
<td>fia$^{33}$-ndzu$^{55}$ =pa$^{55}$ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =pi$^{33}$ni$^{33}$</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**perfect**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+certain]</th>
<th>[+realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>fia$^{33}$-ndzu$^{55}$ =so$^{33}$ni$^{33}$</td>
<td>fia$^{33}$-ndze$^{55}$ ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =sy$^{33}$ni$^{33}$</td>
<td>*</td>
<td>fia$^{33}$-ndzi$^{55}$ ra$^{33}$</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =su$^{33}$ni$^{33}$</td>
<td>*</td>
<td>fia$^{33}$-ndzu$^{55}$ ra$^{33}$</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>fia$^{33}$-ndzu$^{55}$ =su$^{55}$ni$^{33}$</td>
<td>*</td>
<td>fia$^{33}$-ndzu$^{55}$ ra$^{33}$</td>
</tr>
</tbody>
</table>

*/ fia$^{33}$-ndze$^{55}$ ra$^{33}$ / can not be used for 1st person, must be said as / fia$^{33}$-ndze$^{55}$ ŋe$^{33}$ / instead of it.
B. Distribution of Declaratives with uncontrollable Verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>Imperfect (present; progressive)</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>人民医院 [certain, -realize]</td>
<td>[ + certain]</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>[ + certain]</td>
<td>ucV ri³³</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>[ + realize]</td>
<td>ucV ri³³</td>
</tr>
</tbody>
</table>

Example of uncontrollable Verb: /thα³³qa⁵⁵/ ‘scared’

<table>
<thead>
<tr>
<th>Subject</th>
<th>Imperfect (present; progressive)</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>[ + certain]</td>
<td>thα³³qa⁵⁵ ti³³</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>[ + realize]</td>
<td>thα³³qa⁵⁵ ri³³</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>[ + realize]</td>
<td>thα³³qa⁵⁵ ri³³</td>
</tr>
</tbody>
</table>

C. Distribution of Declaratives with stative Verb and Adjective

<table>
<thead>
<tr>
<th>Subject</th>
<th>General statement</th>
<th>[ + certain]</th>
<th>[ + realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>Adj ni³³</td>
<td>stV ηη³³</td>
<td>stV/Adj ti³³</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni³³</td>
<td>ηη³³ = stV ηη³³? (IRG)</td>
<td>stV/Adj ti³³</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>stV/Adj ni³³</td>
<td>(stV/Adj ηη³³)</td>
<td>stV/Adj ti³³</td>
</tr>
</tbody>
</table>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes {pe} [imperfect] nor {su} [perfect], showing an almost identical distribution to Adjectives in their combination with person of the subject and Declarative. The only difference is: stative Verb + DEC. in the 1st person subject sentence must use /ηη³³/ as / (ηη³³ = Ji³³) ndze⁵⁵ ηη³³ / ‘I have’ and cannot be said as */ ndze⁵⁵ ni³³ /; Adjective + DEC. must use /ni³³/ as / (ηηυ³³) ki³³ ηηυ³³ ni³³ / ‘(I am) big’, and if one say as */ ki³³ ηηυ³³ ni³³ / then it will mean ‘I AM big,’ with the nuance of “you didn’t know, did you?” or “whether you believe it or not” as a kind of special situation.
Example of stative Verb: / ndzu55 / ‘have’

Subject | general statement | [ + certain] | [ + realize]  
--- | --- | --- | ---  
1st person (sg.): | * | ndzu55/ndzu55 | * 
(pl.): | * | ndze55 | * 
2nd person (sg.): | ndzu55 ni33 | 33 = ndze55 (IRG) | ndzu55 ti33 
(pl.): | ndze55 ni33 | 33 = ndze55 (IRG) | ndze55 ti33 
3rd person (sg.): | ndzy55~ndzi55 ni33 | (ndzy55~ndzi55) | ndzy55~ndzi55 ti33 
(pl.): | ndzy55~ndzi55 ni33 | (ndzy55~ndzi55) | ndzy55~ndzi55 ti33 

Example of Adjective: / ki33ke55 / ‘big’

Subject | general statement | [ + certain] | [ + realize]  
--- | --- | --- | ---  
1st person: | ki33ke55 ni33 | (ki33ke55) | * 
2nd person: | ki33ke55 ni33 | * | ki33ke55 ti33 
3rd person: | ki33ke55 ni33 | (ki33ke55) | ki33ke55 ti33 

*/ ki33ke55 / under 1st person subject means ‘I AM big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.

*/ ki33ke55 / under 3rd person subject means ‘I KNOW (s/he is) big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.
Chinese Index: 木雅语常用会话 200 句中文索引

0001. 这是什么?  What is this?
0002. 这是书。  This is a book.
0003. 这是谁的书?  Whose book is this?
0004. 这是我的书。  This is my book.
0005. 哪（枝）钢笔是谁的?  Whose pen is it?
0006. 哪（枝）是我的。  It is mine.
0007. 这是你的墨水吗?  Is this your ink?
0008. 是。是我的墨水。  Yes, it is my ink.
0009. 哪是他的竹笔吗?  Is that his/her bamboo pen?
0010. 不是。不是他的竹笔。  No. That is not his/her bamboo pen.
0011. 你是谁?  Who are you?
0012. 我是扎西。  I'm bKra shis.
0013. 他谁?  Who is this person?
0014. 他是我的同学。  S/he is my classmate.
0015. 您是老师吗?  Are you a teacher?
0016. 不是。我不是老师。  No, I'm not a teacher.
0017. 他也是学生吗?  Is s/he also a student?
0018. 是。他也是学生。  Yes, s/he is a student, too.
0019. 你是哪个班的学员?  Which class are you in?
0020. 我是藏文班的学员。  I'm in the Tibetan class.
0021. 他是民族干部学校的学员吗?  Is s/he a student at the Nationalities Cadre School?
0022. 他是民族师范学校的学员。  No, s/he is a student at the Nationalities Teacher Training School.
0023. 今天扫地的是谁?  Who sweeps the floor today?
0024. 是我。  Me.
0025. 昨天打球的是哪些人?  Who played ball yesterday?
0026. 是数学班的同学们。  The students from the math class.
0027. 你的家乡是哪里?  Where is your hometown?
0028. 我的家乡是德格。  I'm from sDe dge.
0029. 他是藏人吗?  Is s/he from Dar rtse mdo?
0030. 不是。他是汉人。  No, s/he is from dKar mdzes.
0031. 这个孩子是谁的?  Whose child is this?
0032. 是洛绒家的。  It is Blo bzang's family's (child).
0033. 他几岁了?  How old is s/he? (For children below the age of ten)
0034. 今年10岁。  He is ten (this year).
0035. 你是汉族还是藏族?  Are you Han-Chinese or Tibetan?
I'm Han-Chinese.

Does s/he study Chinese or Tibetan?

S/he studies Tibetan.

What is the date today?

Today is May first.

What day of the week is it today?

Today is Friday.

What time is it now?

Five past ten.

Is this folding knife sharp?

This folding knife is very sharp.

Is your pen new?

My pen is brand new.

How are you?

I'm fine.

How's bKra shis?

bKra shis is fine.

How is the harvest this year?

The harvest is good.

Is your family okay?

They (We)‘re fine.

Can I write it like this?

Yes, you can (write it this way).

Did I write this correctly?

Yes!

Did I write this word/letter/character well?

You wrote it very well.

Do you have a small knife?

Yes, I have a knife.

Does s/he have a bamboo pen?

S/he has a good bamboo pen.

How many Tibetan textbooks do you have?

I only have one Tibetan textbook.

How many dictionaries does s/he have?

S/he only has one dictionary.

How many people are there in your family?

There are six people in my family.

How many people are there in his/her family?
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0074. 他家里有七、八个。There are seven or eight people in his family.
0075. 今天你有什么事？What do you do (are you doing) today?
0076. 今天我没有什么事。I don’t have anything to do today.
0077. 现在你有什么事吗？What do you need to do now?
0078. 现在我有衣服要洗。I need to wash clothes now.
0079. 扎西刚才在哪里？Where was bKra shis just now?
0080. 扎西刚才在教室里。bKra shis was in the classroom just now.
0081. 教室里还有哪些人？Who else is in the classroom?
0082. 泽仁和洛绒他们。Tshe ring and Blo bzang were.
0083. 讲台上放着什么？What is on the platform?
0084. 放着书和粉笔。There are books and chalk.
0085. 那边人们在做什么？What are those people doing?
0086. 都在买书。They are all buying books.
0087. 有些什么书卖的？What kind of books are for sale?
0088. 各种书都有卖的。There are all kinds of books for sale.
0089. 你姓什么？What’s your name?
0090. 我的名字叫泽仁。My name is Tshe ring.
0091. 他叫什么名字？What’s his/her name?
0092. 他叫邓朱。His name is Don grub.
0093. 你到哪里去？Where are you going?
0094. 我到那边去。I’m going over there.
0095. 你去做什么？What are you going to do?
0096. 我去买书。I’m going to borrow (a) book(s).
0097. 他到哪里去了？Where did s/he go?
0098. 他到街上下了。S/he went out (to town).
0099. 他做什么去了？What did s/he go to do?
0100. 他买东西去了。S/he went to buy some stuff.
0101. 你要去图书馆吗？Do you want to go to the library?
0102. 是的。我要去看日报。Yes, I want to go and read the dKar mdzes daily.
0103. 我俩一同去好吗？Shall we both (dual) go together?
0104. 好！我俩一起去。Okay! Let’s both go together.
0105. 他到老师那里去了吗？Did s/he go to see his teacher?
0106. 去了。Yes, s/he did.
0107. 你从哪里来的？Where are you from?
0108. 我是从理塘来的。I am from Li thang.
0109. 他是从哪里来的？Where is s/he from?
0110. 他是从昌都来的。S/he is from Chab mdo.
0111. 你何时去的？When did you go?
0112. 我昨天去的。
0113. 你俩一同去的吗？
0114. 不！我一个人去的。
0115. 你来过了多少天了？
0116. 我来了很多天了。
0117. 跟你一同来的是多少人？
0118. 有五、六个人。
0119. 你打算到康定去吗？
0120. 我不去。
0121. 你想去看电影吗？
0122. 想去。
0123. 他要到我们学校来吗？
0124. 要来。
0125. 你要做什么？
0126. 我要洗衣服。
0127. 他要做什么？
0128. 他也要洗衣服。
0129. 你在做什么？
0130. 我在写信。
0131. 他们在做什么？
0132. 他们在学习。
0133. 你做什么了？
0134. 我写了封信。
0135. 他们做什么了？
0136. 他们跳舞了。
0137. 扎西给了你什么？
0138. 他给了我一本书。
0139. 老师在对谁讲话？
0140. 在对洛绒讲话。
0141. 你帮助我一下好吗？
0142. 我当然要帮助你。
0143. 你需要什么帮助？
0144. 请帮我讲解一下吧。
0145. 我再给你讲一遍好吗？
0146. 好！请再讲一遍。
0147. 你们要在会议室里做什么？
0148. 我们要开个晚会。

TAKUMI IKEDA

0112. I went yesterday.
0113. Did you both come together?
0114. No! I came alone.
0115. How long ago has it been since you come?
0116. I came many days ago.
0117. How many people came with you?
0118. Five or six people.
0119. Are you planning to go to Dar rtse mdo?
0120. No, I’m not planning to go.
0121. Do you want to go watch a movie?
0122. Yes, I want to.
0123. Will s/he come to our school?
0124. Yes, s/he will.
0125. What are you going to do?
0126. I’m going to wash clothes.
0127. What is s/he going to do?
0128. S/he is going to wash clothes, too.
0129. What are you doing?
0130. I’m writing a letter.
0131. What are they doing?
0132. They are studying.
0133. What did you do?
0134. I wrote a letter.
0135. What did they do?
0136. They danced Tibetan dances.
0137. What did bKra shis give you?
0138. He gave me a book.
0139. Who is the teacher talking to?
0140. He is talking to Blo bzang.
0141. Could you help me?
0142. Of course I’ll help you.
0143. What do you need to help?
0144. Please explain this to me.
0145. I’ll tell you one more time, all right?
0146. Okay! Please tell me once more.
0147. What are you going to do in the conference room?
0148. We want to have a party.
0149. 他们在教室里做什么?
What are they doing in the classroom?
0150. 他们在教室里唱歌。
They are singing in the classroom.
0151. 天亮了没有?
Has dawn come?
0152. 天亮了。
Yes, dawn has come.
0153. 打铃了吗?
Did the bell ring?
0154. 还没有。
Not yet. (It hasn’t rung yet.)
0155. 你洗脸了吗?
Did you wash your face?
(You have washed your face.)
0156. 我洗完了。
Yes, I did. (Yes, I have washed my face.)
0157. 他们吃完饭了吗?
Have they finished eating?
0158. 吃完了。
Yes, they have finished eating.
0159. 你看见过拉姆了吗?
Did you see bKra shis?
0160. 没有看见。
No, I didn’t see (him).
0161. 那件事你想起来了吗?
Do you remember that?
0162. 现在我想起来了。
I remember now.
0163. 你学过藏文吗?
Did you study Written Tibetan?
(You have studied Written Tibetan?)
0164. 我没有学过藏文。
I didn’t study (haven’t studied) Written Tibetan.
0165. 他学过藏文吗?
Has s/he studied Written Tibetan (before)?
0166. 他学过藏文。
Yes, s/he has studied Written Tibetan.
0167. 你会藏语吗?
Can you speak Tibetan?
0168. 我只会几句藏语。
I only know a few Tibetan sentences.
0169. 他懂藏语吗?
Does s/he know (understand) Tibetan?
0170. 他藏语非常好。
His Tibetan is very good.
0171. 你见到拉姆没有?
Did you see (Have you seen) Lha mo?
0172. 我没有见到她。
No, I haven’t seen her.
0173. 你现在到街上去吗?
Are you going out to the market now?
0174. 我现在不到街上去。
No, I’m not going out now.
0175. 扎西他们哪里去了?
Where did bKra shis and the others go?
0176. 他们要坝子去了。
They went to the playground.
0177. 不知他们现在到那里没有?
I wonder if they’ve arrived there (yet).
0178. 现在可能到了。
By now they have probably gotten there.
0179. 你们要坝子去了吗?
Did you (pl.) go to the playground?
0180. 是的。我们到山上要去了。
Yes, we went up the mountain to have a picnic.
0181. 你们去的地方远吗?
Did you go somewhere far away?
0182. 不远。
Not very far.
0183. 今早，你们何时起床的?
What time did you get up in this morning?
0184. 早上六点钟起床的。
We got up at six (in the morning).
What time did you get to the mountain?
We got to the mountain at nine.
Did many people go for a picnic today?
Lots of people went for a picnic.
Did you have fun today?
Yes, I had a good time!
Are you tired?
No, I’m not tired.
Did it rain (when you were) on the mountain?
It didn’t rain at all.
Will people be going there tomorrow as well?
They’re saying that people will go tomorrow as well.
Will it rain tomorrow?
I doubt it will rain tomorrow.
If (we) leave early, we can probably get there by eight o’clock, right?
You (We) probably can arrive (on time).