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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 (Kangfangyao) 《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 Sadé 沙德 (Sa bde), and about 65 km from Kongka 71
TAKUMI IKEDA

county (Gōnggāshān 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>
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<tr>
<td>DAT</td>
<td>Dative</td>
<td>DEC</td>
<td>Declarative</td>
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<td>GNT</td>
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<td>Interrogative</td>
<td>MOD</td>
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<td>Negative</td>
<td>NMR</td>
<td>Nominalizer</td>
<td>NUM</td>
<td>Numeral</td>
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<tr>
<td>PCL</td>
<td>Particle</td>
<td>S</td>
<td>Subject</td>
<td>SFX</td>
<td>Suffix</td>
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<tr>
<td>sb</td>
<td>somebody</td>
<td>sth</td>
<td>something</td>
<td>V</td>
<td>Verb</td>
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</table>
0001. What is this?

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

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 ↔ A: Sub. + Obj. + DEC.
Q: {IRG pronoun} + Object + Declarative ↔ A: Sub. + Obj. + DEC.

0002. This is a book.

\[ ?e^{33} \text{tsu}^{55} \ y u^{33} \text{ndu}^{55} \ ni^{33}. \]

this book DEC

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

0003. Whose book is this?

\[ ?e^{33} \text{tsu}^{55} \ x a^{55} \text{na}^{33} \ y u^{33} \text{ndu}^{55} \ ni^{35}? \]

this whose book DEC

/ \( x a^{55} \text{na}^{33} / \) ‘whose’ is the genitive form derived from / \( x a^{55} \text{nu}^{33} / \) ‘who’ + / \( y a^{33} / \)

PCL [genitive]: / \( x a^{55} \text{nu}^{33}=y a^{33} / > / x a^{55} \text{na}^{33} / .

0004. This is my book.

\[ ?e^{33} \text{tsu}^{55} \ y a^{55} \text{ndu}^{55} \ ni^{33}. \]

this I GNT book DEC

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

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

/\text{nu}^{33}\text{ku}^{55}/ '(bamboo) pen' < Tib. \textit{smyu gu}

0006. It is mine.

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

0007. Is this your ink?

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

/\text{na}^{33}\text{ts}^{h}\text{d}^{55}/ 'ink' < Tib. \textit{snag tsha}

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

0008. Yes. It is my ink.

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

/\text{DEC}/
0009. Is that his/her bamboo pen?

\[
\text{wo}^{33}\text{tsu}^{55} \ \text{?e}^{33}\text{tsu}^{55} = \chi^{35} \ \text{nu}^{33}\text{ku}^{55} \ \text{he}^{33} = \eta^{55} \ \text{ti}^{33}? \\
\text{that} \ \text{s/he} \ \text{GNT} \ \text{pen} \ \text{IRG} \ \text{DEC}
\]

/ \text{?e}^{33}\text{tsu}^{55}/ ‘this’ ‘s/he’ (proximal) and / \text{wo}^{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{wo}^{33}\text{tsu}^{55}/ ‘that’ ‘s/he’ [sg.] / \text{wo}^{33}\text{nu}^{55}/ ‘those’ ‘they’ [pl.]

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

\[
\text{nu}^{33} = \eta^{55} \ \text{ti}^{33}. \ \text{?e}^{33}\text{tsu}^{55} = \chi^{33} \ \text{nu}^{33}\text{ku}^{55} \ \text{nu}^{33} = \eta^{55} \ \text{ti}^{33}.
\]

\text{NEG} \ \text{DEC} \ \text{s/he} \ \text{GNT} \ \text{pen} \ \text{NEG} \ \text{DEC}

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

0011. Who are you?

\[
\text{na}^{55} \ \chi^{55}\text{nu}^{33} \ \eta^{35}?
\]

\text{you} \ \text{who} \ \text{DEC}

This IRG sentence assumes the answer will use DEC / \eta^{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.
0012. I'm bKra shis.

\[ \eta \nu^{55} \ t\sa^{55} \ c\i^{33} \ \eta \nu^{33}. \]

Mu-nya people name themselves in Tibetan. The example shows a typical change in pronunciation from Written Tibetan to Mu-nya pronunciation: \([t\sa^{55} \ c\i^{33}] < \text{Tib.} bKra shis.\]

0013. Who is this person?

\[ ?v^{33} \ tsu^{55} \ \chi\nu^{55} \ \eta\nu^{33} \ ni^{33}? \]

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

0014. s/he is my classmate.

\[ ?v^{33} \ tsu^{55} \ \eta\nu^{55} = \chi\nu^{33} \ k\h^{33} \ z\i^{55} \ m\i^{33} \ ndzu^{35} \ ni^{33}. \]

s/he I GNT student friend DEC

\[ / k\h^{33} \ z\i^{55} \ m\i^{33} \ ndzu^{35} / 'classmate' < / k\h^{33} \ z\i^{55} / 'study' + / =m\i^{33} / NMR (person) + / ndzu^{35} / 'friend' \]

0015. Are you a teacher?

\[ na^{55} \ ge^{33} \ ge^{55} \ \eta\nu^{33} = \ \eta\nu^{35}? \]

you teacher IRG DEC

\[ / ge^{33} \ ge^{55} / 'teacher' < \text{Tib.} dge rgen \]

The interrogative forms of Declaratives are: / fi\a^{33} = ni^{55}? /, / fi\nu^{33} = \eta\nu^{55}? /, and / fi\nu^{33} = \eta\nu^{55} ti^{33}? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ fi\a^{33} = ti^{55}? /.
0016. No. I’m not a teacher.

\[ \text{nu}_{33}^{33} = \text{ηβ}_{55}^{55}. \quad \text{nu}_{55}^{55} \text{ge}_{33}^{33} \text{ge}_{55}^{55}. \quad \text{nu}_{33}^{33} = \text{ηβ}_{55}^{55}. \]

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\[ ?\text{e}_{33}^{33} \text{tsu}_{55}^{55} = \text{nu}_{55}^{55} \quad \text{ki}_{33}^{33} \text{zi}_{55}^{55} \text{mi}_{33}^{33} \quad \text{fu}_{33}^{33} = \text{ηβ}_{55}^{55} \text{ti}_{33}^{33}. \]

s/he also student IRG DEC

/=\text{nu}_{55}^{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.

\[ \text{ŋe}_{33}^{33} \text{ti}_{55}^{55}. \quad ?\text{e}_{33}^{33} \text{tsu}_{55}^{55} = \text{nu}_{55}^{55} \quad \text{ki}_{33}^{33} \text{zi}_{55}^{55} \text{mi}_{33}^{33} \text{ni}_{33}^{35}. \]

DEC s/he also student DEC

0019. Which class are you in?

\[ \text{na}_{55}^{55} \quad \text{xa}_{33}^{33} \text{dzu}_{55}^{55} \quad \text{ndzu}_{55}^{33} \text{ta}_{55}^{33} \quad \text{ki}_{33}^{33} \text{zi}_{55}^{55} \text{mi}_{33}^{33} \text{ni}_{33}^{33}? \]

you what class student DEC

/ndzu_{55}^{33}ta_{55}^{33} / ‘class’ < Tib. ’dzin grwa
0020. I’m in the Tibetan class.

\[ \eta^5 \, \text{pu}^{55} \, \text{yu}^{33} \text{ndu}^{33} \, \text{khi}^{33} \, \text{zi}^{55} \, \text{mi}^{33} \, \eta^3 \, . \]  
I Tibetan letters student DEC

/ pu^{55} / ‘Tibetan’ < Tib. Bod  
The object is put after the verb without PCL. i.e. ‘study Tibetan’ is expressed as  
/ pu^{55} \text{yu}^{33} \text{ndu}^{33} [=\varnothing] \text{khi}^{33} \text{zi}^{55} / ‘Tibetan letters study’ [object + verb] literally.

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

\[ \text{?e}^{55} \text{tsu}^{33} \, \text{mu}^{33} \text{ri}^{55} \, \text{le}^{33} \text{ka}^{55} \text{le}^{33} \text{tse}^{55} = \text{khi}^{33} \, \text{zi}^{55} \, \text{mi}^{33} \]  
s/he nationalities work school inside student

\[ \text{he}^{33} = \eta^5 \, \text{ti}^{33} \, ? \]  
IRG DEC

/ mu^{33}ri^{55} / ‘nationalities’ < Tib. \text{mi} \, \text{rigs} ‘race’  
/ le^{33}ka^{55} / ‘work’ < Tib. \text{las} \, \text{ka}  
/ le^{33}tse^{55} / ‘school’ < Tib. \text{slob} \, \text{grwa}  

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

\[ \text{n}\text{u}^{33} = \eta^5 \, \text{ti}^{33}, \, \text{?e}^{55} \text{tsu}^{33} \, \text{mu}^{33} \text{ri}^{55} = \text{ya}^{33} \, \text{ge}^{33} \, \text{ge}^{55} \, \text{vu}^{33} \, = \text{mi}^{55} \]  
NEG DEC s/he nationalities GNT teacher do person

\[ = \text{ya}^{33} \, \text{l}^{55} \text{tsha}^{55} = \text{khi}^{33} \, \text{zi}^{55} \, \text{mi}^{33} \, \eta^5 \, \text{ti}^{33}. \]  
GNT school inside student DEC
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0023. Who sweeps the floor today?

puu33si55 fia33-ruu55=ra33=mi33 χa33nuu33 ni33?
today DIR sweep NMR person who DEC

/ ra33 / NMR [genitive] < / ru33 / NMR + / χa33 / PCL [genitive]
A Mu-nya verb consists of a DIR and a stem. They have 8 DIRes which are:
{tuu33-} [upward]  {nru33-} [downward]
{yuu33-} [to upper stream]  {fia33-} [to down stream]
{nguru33-} [towards the speaker]  {t'ru33-} [away from the speaker]
{ruu33-} [rounding]  {k'uu33-} [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.

ηuu55 [ηv33/ni33].
I DEC

0025. Who played ball yesterday?

ji55si55 pa55lo55 k'uu33-ṣh55=mi33 χa55nuu33 ni33?
yesterday ball DIR play person who DEC

/ ji33si55~ji33suu55/‘yesterday’; / puu33si55~puu33suu55/‘today’; / sa33si55~sa33suu55/‘tomorrow’
/ pa55lo55/‘ball’ < Tib. spo lo
/ k'uu33-ṣh55/‘play’ has DIR {k'uu33-} [non-specific direction]
The students from the math class.

/tsi^\text{ss} tsu^\text{ss} kʰi^\text{ss} zi^\text{ss} mi^\text{ss} =ya^\text{ss} ndzu^\text{ss} =nu^\text{ss} ni^\text{ss}./

/ tsi^\text{ss} tsu^\text{ss} / ‘mathematics’; The first syllable is derived from Tib. rtsis

Where is your hometown?

/ pʰa^\text{ss} ju^\text{ss} / ‘hometown’ < Tib. pha yul ‘home country’

I’m from sDe dge.

/ de^\text{ss} ge^\text{ss} / (place name) < Tib. sDe dge

Is s/he from Dar rtse mdo?

/ ta^\text{ss} tsu^\text{ss} ndu^\text{ss} / (place name) < Tib. Dar rtse mdo
/ pa^\text{ss} / (sfx) < Tib. pa (suffix: indicating person)
0030. No, s/he is from dKar mdzes.

\[ \text{nu}^{33} = \text{nu}^{55} \text{ ti}^{33}. \quad \text{ue}^{33} \text{tsu}^{55} \text{ kā}^{33} \text{ndzi}^{35} = \text{vu}^{33} \text{ ni}^{33}. \]

\[ \text{NEG DEC s/he dKar mdzes person DEC} \]

/ kā^{33}ndzi^{35} / (place name) < Tib. dKar mdzes

0031. Whose child is this?

\[ \text{pu}^{33} \text{ts}^{h}^{155} \text{ tsu}^{33} \text{tsa}^{55} \text{ tsu}^{33} \text{ χa}^{55} \text{na}^{33} \text{ ni}^{55}? \]

\[ \text{child small (it) whose DEC} \]

A simple adjective comes after its modified noun. e.g. ‘small child’ as / pu^{33}ts^{h}^{155} tsu^{33}tsa^{55} / ‘child small’ literally. Speakers sometimes put the PCL / tsu^{33} / ‘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).

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

\[ \text{Blo bzang [pl. GNT] DEC} \]

/ ly^{55}zo^{33} / (personal name) < Tib. Blo bzang

/ na^{33} / [pl. GNT] < / nu^{33} / (pl.) + / ya^{33} / PCL [genitive] cf. / χa^{55}na^{33} / ‘whose’.

See 0003 note.

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

\[ ?e^{33} \text{tsu}^{55} \text{ kwi}^{55} \text{ χa}^{33} \text{tsi}^{55} \text{ ni}^{33}? \]

\[ \text{s/he age how-many DEC} \]

\[ / χa^{33}tsi^{55} ~ χa^{33}ti^{55} / (+ CLS) ‘how many’ \]
0034. He is ten (this year).

Takumi Ikeda

"te33 tsu55 kwii55 ha33 ko55 = ki33 ni33."

s/he age ten CLS DEC

CLS / ki33 / 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 /=lo55 / are as follows: 1. / tu55 = lo55 / 2. / tu33 = ze55 / 3. / so55 = lo55 / 4. / ru55 = lo55 / 5. / no55 = lo55 / 6. / tei55 = lo55 / 7. / ni55 = lo55 / 8. / ce55 = lo55 / 9. / go55 = lo55 / 10. / fia33 ko55 = lo55 / The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

"na55 ko55 fie33 = ye55 ti33 ruu55 pu33 pa55 ni33."

you Han IRG DEC or Tibetan DEC

/ pu33 pa55 / ‘Tibetan’ < Tib. Bod pa

The frame for ‘Is/Are (S) A or B?’ is expressed as (S) || A fie33 = ye55 ti33 ruu55 B ni33?.

0036. I’m Han-Chinese.

"nu55 ko55 ni33."

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

\[ \text{Does s/he Han letters student IRG DEC or}\]

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

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.

\[ \text{S/he Tibetan letters student DEC}\]

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

0039. What is the date today?

\[ \text{How many date today}\]

\[ / \text{tshe}\text{33 pa}\text{55} / \text{date} < \text{Tib. tshes pa} \]
Today is May first.

plu55 si55 nda33 wa55 na33 pa55 tshe33 tsi55 ni33.
today month five-th date one

/nda33 wa55/ ‘month’ < Tib. zla ba  
/na33 pa55/ ‘fifth’ < Tib. nga pa  
/tshe33 tsi55/ ‘day first’ < Tib. tshes gcig

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as
/nda33 wa55/ ‘month’ + 1st to 12th. Tibetan numerals in Mu-nya pronunciation

What day of the week is it today?

ptu55 si55 zw55 cha33 tsi55 ni33?
today week how-many

/zw55/ ‘week’ < Tib. gza’

Today is Friday.

ptu55 si55 zw55 pa55 sud55 ni33.
today week Friday

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

/zw55 ni55 ma55/ gza’ ngyi ma ‘Sunday’
/zw55 nda55 wa55/ gza’ zla ba ‘Monday’
/zw55 mi55 ma55/ gza’ mig dmar ‘Tuesday’
/zw55 la55 pu55/ gza’ lhag pa ‘Wednesday’
/zw55 phu55 pu55/ gza’ phur pu ‘Thursday’
/zw55 pa55 sud55/ gza’ pa sangs ‘Friday’
/zw55 p65 mbe55/ gza’ spen pa ‘Saturday’
0043. **What time is it now?**

\[
t^h\text{u}^{55} t^h\text{u}^{33} ts^h\text{u}^{55} \chi a^{33} ti^{55} t^h\text{u}^{33}-va^{55} =stu^{33}? \\
\text{now} \hspace{1em} \text{hour} \hspace{1em} \text{how-many} \hspace{1em} \text{DIR} \hspace{1em} \text{pass} \hspace{1em} \text{SFX}
\]

/t^h\text{u}^{33}ts^h\text{u}^{55} / ‘hour’ < Tib. chu tshod
/t^h\text{u}^{33}va^{55} / ‘(time) pass’ has DIR \{t^h\text{v}^{33}\} [away from the speaker].
/su^{33} / is a suffix that is put after a (controllable) verb to indicate perfective.

0044. **Five past ten.**

\[
t^h\text{u}^{33} ts^h\text{u}^{55} fi^{33} ku^{55} =lo^{33} ru^{55} ka^{33} ma^{55} nu^{33}=lo^{55} t^h\text{u}^{33}-va^{55} \\
\text{hour} \hspace{1em} \text{ten} \hspace{1em} \text{CLS} \hspace{1em} \text{and} \hspace{1em} \text{minute} \hspace{1em} \text{five} \hspace{1em} \text{CLS} \hspace{1em} \text{DIR} \hspace{1em} \text{pass}
\]

=stu^{33}.

SFX

/ka^{33}ma^{55} / ‘minute’ < Tib. skar ma
Basic numerals from 1 to 10 with general classifier / =lo^{55} /, see 0034 note.

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

\[
\text{?e}^{55} tsu^{33} fi^{33} gu^{55} ru^{33} tc^{55} ndza^{33}ndza^{55} ?a^{55} = ti^{33} ? \\
\text{this} \hspace{1em} \text{folding} \hspace{1em} \text{knife} \hspace{1em} \text{sharp} \hspace{1em} \text{IRG} \hspace{1em} \text{DEC}
\]

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

Many Mu-nya adjectives are duplicated in their basic forms like /ndzã³³ndza⁵⁵/ '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.

Is your pen new?

My pen is brand new.

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 =pa³³ŋe⁵⁵ [+certain] ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.
0050. I’m fine.

ŋu₅⁵ mbu₃₃ = po₅⁵ ŋu₃₃.

I fine SFX DEC

The vowel of imperfective SFX / po₅⁵ / agrees with person of the subject.
1st (sg./pl.) || V = po₃₃ ŋu₅⁵ [+certain].

0051. How’s bKra shis?

tša₅⁵ 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 (mi₃₃[-certain]).

0052. bKra shis is fine.

tša₅⁵ ci₃₃ mbu₅⁵ tʰa₃₃ tʃo₅⁵ ni₃₃.

bKra shis fine really DEC

/tʰa₃₃ tʃo₅⁵/ ‘really’ < Tib. thag chod

0053. How is the harvest this year?

pu₃₃ vu₅⁵ lɔ₃₃ to₅⁵ si₃₅ vu₅⁵ fi₃₃ = ti₅⁵?

this year harvest good IRG DEC

/ji₃₃ vu₅⁵/ ‘last year’; / pu₃₃ vu₅⁵/ ‘this year’; / sa₃₅ vu₅⁵/ ‘next year’.
/ lɔ₃₃ to₅⁵/ ‘harvest’ < Tib. lo tog ‘crops’
/ si₃₅ vu₅⁵/ [si₅⁵ vu₅⁵]: the morph / si₅⁵/ is longer than / vu₅⁵/.
0054. The harvest is good.

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

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?

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

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

0056. They (We)’re fine.

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

0057. Can I write it like this?

\[ \eta^{55} \text{ v}^{33} \text{mu}^{55} \text{mur}^{33} = \text{tsu}^{33} \text{kur}^{33} \text{ k}^h \text{u}^{33} - \text{ri}^{55} = \text{th} \text{e}^{33} \text{ni}^{55} \text{ ha}^{33} = \etaa^{55} \]

\[ I [\text{AGT}] \text{ this way with } \text{DIR} \text{ write if } \text{IRG proper} \]

\[ \text{ti}^{33}? \]

\[ / \eta^{55} / ‘1’ [agentive form] < / \etau^{55} / ‘I’ + / ji^{55} / PCL [agentive] \]
\[ \text{Verb/Adjective} + / t^h \text{e}^{33} \text{ni}^{55} / \text{‘if~’} \]
\[ / \etaa^{55} / [\etaa^{55} ~ \etaae^{55}] \text{ ‘proper, well’ this adjective combine with DEC / ti}^{33}. \]
\[ \text{The vowel of} / \etaa^{55} / [\etaa ~ \etaae] \text{ is front, distinguished from DEC / \etae^{33} / whose vowel is central [\text{ti}].} \]
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0058. Yes, you can (write it this way).

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

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

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

0059. Did I write this correctly?

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

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

/ le^{33}to^{55} / ‘way’ < Tib. las stangs

0060. Yes!

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

proper \text{DEC}

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

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

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

0062. You wrote it very well.

\[ \text{k}^{h} \text{u}^{33} \text{-ri}^{55} \text{te}^{h} \text{u}^{33} \text{te}^{h} \text{a}^{55} \text{t}^{h} \text{e}^{33} \text{-ga}^{55} \text{su}^{33}. \]

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

/ t^{h}e^{33}ga^{55} / is a verb derived from adjective / ga^{55} /. This verb consists of \text{DIR} \{t^{h}e^{33}\} [away from the speaker] and stem / ga^{55} /, whose vowel is different from the corresponding adjective / ga^{55} /. See 0057 note.
0063. Do you have a small knife?

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

you [AGT] folding knife IRG have DEC

/ \text{ne}^{33} / 'you' [agentive form] < / \text{na}^{33} / 'you' + / \text{ji}^{55} / PCL [agentive]
/ \text{ndza}^{33} / [v] 'have' requires agentive PCL to the subject. And the vowel / a / agrees with the 2nd person subject. The paradigm of the verb / ndza^{33} / 'have' is in appendix: Declaratives and classification of verbs.

0064. Yes, I have a knife.

\[ \text{ni}^{55} \text{ ha}^{33} \text{ gu}^{55} \text{ ru}^{33} \text{ tce}^{55} \text{ ta}^{33} = \text{za}^{55} \text{ ndza}^{33} \text{ ne}^{33}. \]

I [AGT] folding knife one CLS have DEC

/ \text{ru}^{33} \text{ tce}^{55} \text{ ta}^{33} = \text{za}^{55} / 'a knife': Noun \equiv \text{NUM} + \text{CLS}

0065. Does s/he have a bamboo pen?

\[ \text{bo}^{55} \text{ tsi}^{55} \text{ nu}^{33} \text{ ku}^{55} \text{ he}^{33} = \text{ ndzy}^{55} \text{ ta}^{33}? \]

s/he [AGT] pen IRG have DEC

/ \text{nu}^{33} \text{ ku}^{55} / '(bamboo) pen' < Tib. smyu gu
/ \text{ndzy}^{33} / 'have' has a different vowel / Y / which agrees with the 3rd person subject in this sentence. And the 3rd person subject requires DEC / ta^{33} / [+confirm].
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0066. S/he has a good bamboo pen.

\[
\text{ʔe}^{33} \text{tsi}^{55} \text{nu}^{33} \text{ku}^{55} \text{si}^{33} \text{vur}^{55} \text{ta}^{33} = za^{55} \text{ndzy}^{55} \text{ti}^{33}.
\]

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{ʔe}^{33} \text{tsi}^{55} \text{nu}^{33} \text{ku}^{55} \text{si}^{33} \text{vur}^{55} \text{ta}^{33} = za^{55} /, then this phrase means 'this good bamboo pen' literally, / \text{ʔe}^{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 / ndzy^{55} / 'have'; it is not a demonstrative pronoun but rather the subject. Demonstrative pronouns never take the agentive form contrastively.

0067. How many Tibetan textbooks do you have?

\[
\text{ne}^{55} \text{pu}^{55} \text{ji}^{55} \text{khi}^{33} \text{zi}^{55} = \text{ya}^{33} \text{yur}^{33} \text{ndur}^{55} \text{χα}^{33} \text{ti}^{55} \text{ndza}^{55}
\]

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

/ \text{pu}^{55} \text{ji}^{55} / 'Tibetan letters' < Tib. bod yig

0068. I only have one Tibetan textbook.

\[
\text{ŋi}^{55} \text{pu}^{55} \text{ji}^{55} \text{khi}^{33} \text{zi}^{55} = \text{ya}^{33} \text{yur}^{33} \text{ndur}^{55} \text{ta}^{55} = \text{va}^{55}
\]

I [AGT] Tibetan study NMR GNT book one CLS

/ ta^{55} = va^{55} / can also be expressed as / te^{33} = lo^{55} mu^{33} to^{55} / / ndza^{33} / 'have': the vowel / e / agrees with the 1st person subject.
0069. How many dictionaries does s/he have?

\begin{align*}
?\text{ts}^{\text{ti}}\text{ndz}^{\text{tsi}} \text{ts}^{\text{ndt}} \text{ndu}^{\text{yu}} \text{ndz}^{\text{tsi}} \text{ti}^{\text{xu}} \text{ndt}^{\text{ndz}} \text{ti}^{\text{tsi}}？
\end{align*}

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

/ ts^{tsi}ndz^{ndt} / 'dictionary' < Tib. \text{ts}^{\text{ti}}\text{ndz}^{\text{tsi}}

0070. S/he only has one dictionary.

\begin{align*}
?\text{ts}^{\text{tsi}} \text{ts}^{\text{tsi}} \text{ndz}^{\text{ndt}} \text{ndu}^{\text{yu}} \text{ts}^{\text{tsi}} \text{ndt}^{\text{tsi}} = \text{va}^{\text{ti}} \text{mu}^{\text{tsi}} \text{ts}^{\text{tsi}} \text{ts}^{\text{tsi}}
\end{align*}

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

NEG have DEC

/ ts^{tsi} = ts^{tsi} / 'dictionary' < Tib. \text{ts}^{\text{tsi}}\text{ndz}^{\text{tsi}}

0071. How many people are there in your family?

\begin{align*}
\text{na}^{\text{yu}} = \text{ts}^{\text{yu}} \text{k}^{\text{yu}} \text{mu}^{\text{tsi}} \text{ts}^{\text{tsi}} \text{ts}^{\text{tsi}} = \text{ndz}^{\text{tsi}} \text{ts}^{\text{tsi}} \text{ts}^{\text{tsi}}？
\end{align*}

you GNT house inside people how many have DEC

/ ts^{tsi} / 'house' also means 'home'. / k^{yu} / 'in' is a PCL put after nouns.

This interrogative sentence takes DEC / ts^{tsi} [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.

νυ 55 = να 33  τςε 33 = κυ 55  μυ 33  νι 55  τςε 33 = ζυ 33  ηνςε 33

I GNT house inside people six CLS have DEC


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

?νε 55  θςςυ 33 = να 33  τςε 33 = κυ 55  μυ 33  νι 55  ηαςςες 33  ηνςε 33  νι 33

s/he GNT house inside people how many have DEC

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

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

?νε 55  θςςυ 33 = να 33  τςε 33 = κυ 55  νι 33 = ζυ 55  ηεςς 33 = ζυ 55  ηνςε 33  νι 33

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

\[ \text{puu}^{55}\text{si}^{55} [\text{na}^{33}\chi^{33}\text{dzu}^{55}\text{vu}^{33}] = \text{ri}^{55} \text{ndze}^{55} \text{ne}^{33}? \]

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}\text{dzu}^{55}\text{vu}^{33}] = \text{ri}^{55} / ‘what (do) you do’, which does not require the agentive form.

I don’t have anything to do today.

\[ \text{puu}^{55}\text{si}^{55} [\text{nuu}^{55} \text{na}^{33}\text{ti}^{55}\text{vu}^{55}] = \text{ri}^{55} \text{m}^{55} = \text{ndze}^{55} \text{ne}^{33}. \]

today I any do NMR NEG have DEC.

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

/ \text{na}^{33}\text{ti}^{55} / [\text{nuu}^{55}\text{na}^{33}\text{ti}^{55}\text{vu}^{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 / [nuu\(^{55}\text{na}^{33}\text{ti}^{55}\text{vu}^{55}] = \text{ri}^{55} / ‘(that) I do anything’, which does not require the agentive form.

What do you need to do now?

\[ \text{tehu}^{55} [\text{na}^{55} \text{na}^{33}\text{ti}^{55}\text{vu}^{33}] = \text{ri}^{55} \text{ne}^{33} = \text{ndze}^{55} \text{ne}^{33}? \]

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

\[ \text{tc}^h\text{u}^{55} [\text{nu}^{55} \text{ts}^h\text{e}^{55} \text{n}g\text{u}^{55} \text{na}^{33-\text{ko}^{55}}=\text{ri}^{55} \text{nd}z\text{e}^{53} \text{ne}^{33}]. \]

now I cloth DIR wash NMR have DEC

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

0079. Where was bKra shis just now?

\[ \text{t}\text{sa}^{55}\text{ci}^{33} \text{tc}^h\text{u}^{55} ?\text{e}^{33} \text{xa}^{55} \text{ndzi}^{33}? \]

bKra shis now where exist

/ t\text{sa}^{55}\text{ci}^{33} / (personal name) < Tib. bKra-shis
/ ndzi\textsuperscript{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 / ni\textsuperscript{33} / [general statement] can be added after the verb / ndzi\textsuperscript{33} /.

0080. bKra shis was in the classroom just now.

\[ \text{t}\text{sa}^{55}\text{ci}^{33} \text{tc}^h\text{u}^{55} [\text{k}^h\text{i}^{33-\text{zi}^{55}}=\text{ri}^{33} \text{t}\text{ce}^{33}]=\text{k}^h\text{u}^{55} \text{mu}^{33}. \]

bKra shis now DIR study NMR house inside exist

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

\[k_h^{33}-zi^{55} = \text{study}^{33} \chi a^{55} nu^{33} \chi a^{55} nu^{33} \text{mu}^{55} \text{?} \]

/ mu^{33} / ‘exist’ [+confirm]: the speaker predicts the one who will answer this question saw someone was in the classroom.
/ \chi a^{55} nu^{33} \chi a^{55} nu^{33} 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.

\[ts^h e^{55} ri^{55} \text{ru}^{33} lu^{55} z\partial = \text{exist}^{33} \text{mu}^{55} . \]

Tshe ring and Blo bzang (pl.) exist

/ ts^h e^{55} ri^{55} / (personal name) < Tib. Tshe ring
/ ly^{55} za^{33} / (personal name) < Tib. Blo bzang

0083. What is on the platform?

\[nu^{33} -\text{CA}^{55} = \text{platform}^{33} ts^h \text{w}^{55} = \text{put}^{55} \chi a^{33} dzu^{45} \text{ru}^{33} -\text{tzu}^{55} = su^{33} ? \]

The verb / nu^{33} -\text{CA}^{55} / ‘speak’ has DIR / nu^{33} / < {nu^{33}}[downward].
The verb / ru^{33} -\text{tzu}^{55} / ‘put’ has DIR / ru^{33} / < {ru^{33}}[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.

\[
\begin{align*}
\text{yu}^{33}\text{ndu}^{33} & \quad \text{ru}^{33} \quad \text{sa}^{33}\text{pu}^{33} \quad \text{ru}^{33}\text{-t\text{cu}u}^{55}=\text{su}^{33}.
\end{align*}
\]

book and chalk DIR put SFX

\[\text{/ } \text{sa}^{33}\text{nu}^{33} / \text{‘chalk’ } < \text{Tib. sa smyg}\]

SFX / su\text{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?

\[
\begin{align*}
\text{thi}^{33} \quad \text{p\text{hue}u}^{55} & \quad \text{mu}^{33}\text{ni}^{55}=\text{nu}^{55} \quad \text{\text{\chi}a}^{33}\text{zuu}^{55} \quad \text{vuu}^{33}=\text{pi}^{33}?
\end{align*}
\]

there people (pl.) what do pi SFX

\[\text{/ } \text{thi}^{33} \quad \text{p\text{hue}u}^{55} / \text{‘that side; there’}, which is distinct from / \text{v}^{33} \quad \text{p\text{hue}u}^{55} / \text{‘this side; here’}.\]
The suffix / pi\text{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.

\[
\begin{align*}
\text{me}^{33} \quad \text{me}^{55} & \quad \text{tsu}^{33}=\text{ji}^{35} \quad \text{yu}^{33}\text{ndu}^{33} \quad \text{k\text{h\text{uue}}u}^{33}=\text{t\text{hue}u}^{55}=\text{pi}^{35}.
\end{align*}
\]

everybody AGT book DIR buy SFX

The verb / k\text{h\text{uue}}^{33}=\text{t\text{hue}u}^{55} / ‘buy’ has DIR {k\text{h\text{uue}}^{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.
What kinds of books are for sale?

The duplication of the interrogative pronouns such as ‘what (and) what’ predicate the answer will include more than one thing. The verb ‘sell’ has DIR /-ji-/ < /-ji-/ [away from the speaker], the vowel of pfx is assimilated to the stem.

There are all kinds of books for sale.

Interrogative pronouns are also used as indefinite pronouns with other words: /‘what’ > /‘what kind’ = ‘whatever; anything’

What’s your name?

It is unnatural to use genitive PCL = /‘name’ instead of dative PCL = /‘name’ in these sentences.

The verb ‘call’ has DIR /–pi-/ [upward].
0090. My name is Tshe ring.

\[ \text{My name is Tshe ring.} \]

/ ts\text{h}55\text{e}55\text{ri}55 / (personal name) < Tib. Tshe ring

0091. What’s his/her name?

\[ \text{What’s his/her name?} \]

/ t\text{SUI}55\text{tzu}55 / (personal name) < Tib. Don grub

0092. His name is Don grub.

\[ \text{His name is Don grub.} \]

/ t\text{o}55\text{ndzu}55 / (personal name) < Tib. Don grub

0093. Where are you going?

\[ \text{Where are you going?} \]

The interrogative pronoun ‘where’ has some word forms:

/ t\text{a}55\text{a}55\text{a}55 / \sim / t\text{a}55\text{a}55\text{a}55\text{e}33 / \sim / \text{a}55\text{a}55\text{a}55 /.

The verb / t\text{a}55\text{a}55\text{a}55 / ‘go’ has DIR {t\text{a}55\text{a}55} [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.

ηνυ 55  θις 33  pʰv 53  θίς 33 -νδο 35  ηνυ 33.
I over there DIR go DEC

/ tʰi 33  pʰv 55 / ‘that side; there’, often used to indicate the opposite bank. This word is distinct from / pʰv 55 / ‘this side; here’.

0095. What are you going to do?

μάς 55 [χας 33  δζας 55  υυς 33 ] ρς 55  υςς 33 =πας 55  ηνυ 33?
you what do to go SFX DEC

‘go to do (sth.)’ is expressed as / ρς 55  υςς 33 (=πο 55 ) /. This frame is used for the imperfect aspect. cf. 0099 note.
PCL / ρς 55 / means ‘in order to; for the purpose of’.

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

ηνυ 55  υυς 33  νδυς 55  kʰυς 33 -ηνυ 55 =ρς 33  υςς 33 =πος 55  ηνυ 33.
I book DIR borrow to go SFX DEC

The verbs for ‘borrow’ and ‘lend’ share the same stem but distinct by different DIRes. / kʰυς 33 -ηνυ 55 / ‘borrow’ has DIR {kʰυς 33 -} [non-specific direction]; / tʰυς 33 -ηνυ 55 / ‘lend’ has DIR {tʰυς 33 -} [away from the speaker] respectively.
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0097. Where did s/he go?

\[ \text{?e}^{55}\text{tsu}^{33} \chi\text{a}^{33}\text{te}^{\text{h}}^{55} \text{ra}^{33}=\text{su}^{55} \text{ni}^{33}? \]

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 / =m^{33} / ‘in order to’: see 0099 note.

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

\[ \text{?e}^{55}\text{tsu}^{33} \text{ts}^{\text{h}}^{33}\text{ts}^{\text{h}}^{55}=\text{k}^{\text{h}}\text{u}^{53} \text{ra}^{33}=\text{su}^{55} \text{ni}^{33}. \]

s/he market place inside gone SFX DEC

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

0099. What did s/he go to do?

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

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.

\[ \text{?e}^{55}\text{tsu}^{33} \text{tc}\text{a}^{55}\text{k}^{\text{h}}^{a}^{55} \text{q}^{\text{h}}\text{ur}^{33}-\text{tu}^{55}=\text{ru}^{33} \text{ra}^{33}=\text{su}^{55} \text{ni}^{33}. \]

s/he stuff DIR buy to gone SFX DEC

/ tca^{55}k^{h}a^{55} / ‘stuff’ < Tib. ca kha (Khams dialect)
TAKUMI IKEDA

0101. Do you want to go to the library?

na\textsuperscript{55} pe\textsuperscript{55} ndze\textsuperscript{55} k\textsuperscript{55} h\textsuperscript{u}\textsuperscript{55} xu\textsuperscript{55} pa\textsuperscript{55} ha\textsuperscript{33} = n\textsuperscript{33}
you library inside go SFX IRG DEC

/ pe\textsuperscript{55} ndzö\textsuperscript{55} k\textsuperscript{55} h\textsuperscript{u}\textsuperscript{55} / ‘library’ < Tib. dpe mdzod khang

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

n\textsuperscript{33} nu\textsuperscript{55} k\textsuperscript{33} ndze\textsuperscript{55} så\textsuperscript{33} ndzu\textsuperscript{55} k\textsuperscript{55} h\textsuperscript{u}\textsuperscript{33} - tc\textsuperscript{55} ri\textsuperscript{33} = re\textsuperscript{33} xu\textsuperscript{33}
dEC l dKar mdzes newspaper DIR read to go

= po\textsuperscript{55} n\textsuperscript{33}

/ k\textsuperscript{33} ndze\textsuperscript{55} / (place name) < Tib. dKar mdzes
/ så\textsuperscript{33} ndzu\textsuperscript{55} / ‘news’ < Tib. gsar ’gyur

0103. Shall we both (dual) go together?

je\textsuperscript{33} ni\textsuperscript{55} nu\textsuperscript{33} ta\textsuperscript{33} la\textsuperscript{55} xe\textsuperscript{55} a\textsuperscript{55} = ri\textsuperscript{33}?
we [inclusive] together go IRG MOD

The personal pronoun ‘we’ distinguishes exclusive/inclusive of the listener or audience as follows:
exclusive / nu\textsuperscript{33} nu\textsuperscript{55} / ‘we’
inclusive / je\textsuperscript{33} nu\textsuperscript{55} / ‘we (with you)’
/ ri\textsuperscript{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.

\[
\text{ri! / } \eta_r^{33} \text{ ti}^{55}! \quad \text{je}^{33} \text{ni}^{55} \text{nuu}^{33} \text{ ta}^{33} \text{la}^{55} \text{ (t/a}^{33-})xu^{55} \text{ xi}^{35}.
\]

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

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

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

\[
\text{?r}^{e55} \text{tsu}^{33} \text{ ge}^{33} \text{ge}^{55} = \text{ke}^{33} \text{ ra}^{33} = \text{su}^{55} \text{ ?a}^{33} = \eta_r^{55} \text{ ti}^{35}?\]
\[
\text{s/he \quad teacher \quad place \quad gone \quad SFX \quad IRG \quad DEC}
\]

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

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

0106. Yes, s/he did.

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

\text{gone \quad SFX \quad DEC}

0107. Where are you from?

\[
\text{na}^{55} \text{ ?r}^{e33} \text{ ?a}^{55} \text{ tce}^{33} = \text{tsu}^{33} \text{ ku}^{33} \text{ re}^{33} = \text{pe}^{55} \text{ ni}^{33}?\]
\[
\text{you \quad where \quad come \quad SFX \quad DEC}
\]

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*.

\[
\eta u^{55} \text{ li}^{33} \text{t}^{a}^{55} = \text{tsu}^{33} \text{ku}^{33} \text{ re}^{33} = \text{po}^{55} \text{ ni}^{33}.
\]

\[\text{I Li thang from come SFX DEC}\]

/ \text{li}^{33} \text{t}^{a}^{55} / (place name) < \text{Tib. Li thang}

Where is s/he from?

(a) \(\text{s/he what from come SFX DEC}\)

(b) \(\text{s/he where from come SFX DEC}\)

The vowel alternation in imperfect SFX \{po\^{55}\} agrees with the person of subject is as follows:

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

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

S/he is from *Chab mdo*.

/ \text{tsu}^{55} \text{t}^{h}^{33} \text{ndu}^{55} / (place name) < \text{Tib. Chab mdo}.

When did you go?

/ \text{zur}^{33} \text{mur}^{55} \text{xa}^{33} \text{ti}^{55} \text{ xu}^{33} /
0112. I went yesterday.

\[ \eta u^{55} \ ji^{55} \ xu^{55} \ \eta v^{33}. \]
I yesterday go DEC

/ \ ji^{55}su^{55} / [ji^{55}su^{55}] : the morph / \ ji^{55}/ is longer than / \ su^{55}/.

0113. Did you both come together?

\[ na^{33} \ ni^{55} \ nu^{33} \ ta^{33} \ la^{55} \ ra^{33} =se^{55} \ \eta v^{55} \ ti^{33}? \]
you two (pl.) together come SFX IRG DEC

The dual forms of personal pronouns are as follows: / \ 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]; / \ tu^{55}ni^{55}nu^{33} / 'they two' [dual]. Also see 0103 note.

0114. No! I came alone.

\[ na^{33} \ ra^{55} =tsu^{33} \ ku^{33} \ chi^{33} \ ti^{55} \ si^{33} \ va^{55} \ ra^{35}? \]
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'.

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

\[ na^{55} \ ra^{55} =tsu^{33} \ ku^{33} \ chi^{33} \ ti^{55} \ si^{33} \ va^{55} \ ra^{35}? \]
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.

The verb / tʰuᵣⁱ⁻³³⁻va⁻³³ / 'do' has DIR {tʰuᵣⁱ⁻³³⁻} [away from the speaker].

0117. How many people came with you?

The subject phrase in this sentence is / [na⁻⁵⁵⁻tɕʰᵢ⁻⁵⁵⁻ta⁻³³⁻la⁻⁵⁵⁻ro⁻³³⁻]=mᵣ⁻⁵⁵⁻mu⁻³³⁻ni⁻⁵⁵⁻χᵃ⁻³³⁻tᵢ⁻⁵⁵⁻zu⁻³³⁻ndzᵘ⁻³³⁻/ 'the person who came with you'. / sb =tɕʰᵢ⁻⁵⁵⁻ta⁻³³⁻la⁻⁵⁵⁻/ 'together with sb'.

0118. Five or six people.

/ ti⁻⁵⁵⁻/ 'about' comes after CLS and expresses 'round (numbers)', this word might be derived from CLS / ti⁻⁵⁵⁻/ in / χᵃ⁻³³⁻tᵢ⁻⁵⁵⁻/ 'how many'.

0119. Are you planning to go to Dar rtse mdo?

\[
\text{na}^{55} \quad \text{ta}^{55} \quad \text{tsu}^{55} \quad \text{ndu}^{33} \quad \text{ne}^{33} \cdot \text{xu}^{55} \quad \text{xi}^{33} \quad \text{sō}^{55} = \text{pa}^{55} \quad \text{ʔa}^{33} = \text{ŋe}^{55}?
\]

you Dar rtse mdo DIR go MOD think SFX IRG DEC

/ \text{ta}^{55} \cdot \text{tsu}^{55} \cdot \text{ndu}^{33} / (place name) < \text{Tib. Dar rtse mdo}
/ \text{ne}^{33} \cdot \text{xu}^{55} / 'go down to' has DIR \{\text{ne}^{33}\} [\text{down}].
/ \text{xi}^{33} / is a Modal put after a verb to express 'need to; will'.
/ \text{sō}^{55} = \text{pa}^{55} \quad \text{ʔa}^{33} = \text{ŋe}^{55}? / 'are you thinking?' SFX \{\text{po}\} [\text{imperfect}] appears as / \text{pa} / in the 2nd person subject interrogative sentence. cf. below. Also see 0109 note.

0120. No, I’m not planning to go.

\[
\text{ŋu}^{55} \quad \text{xu}^{33} \quad \text{xi}^{55} \quad \text{sō}^{55} = \text{po}^{33} \quad \text{ŋu}^{55} = \text{ŋe}^{33}.
\]

I go MOD think SFX NEG DEC

0121. Do you want to go watch a movie?

\[
\text{na}^{55} \quad \text{tie}^{33} \cdot \text{ji}^{55} \quad \text{kh}^{33} \cdot \text{ja}^{55} = \text{re}^{33} \quad \text{xu}^{33} \cdot \text{xi}^{55} \quad \text{sā}^{55} = \text{pa}^{55} \quad \text{he}^{33} = \text{ŋe}^{55}?
\]

you movie DIR watch to go MOD think SFX IRG DEC

/ \text{tie}^{33} \cdot \text{ji}^{55} / 'movie' < \text{Chn. diànyǐng}
The verb / \text{kh}^{33} \cdot \text{ja}^{55} / 'watch' has DIR \{\text{kh}^{33}\} [\text{non-specific direction}].

0122. Yes, I want to.

\[
\text{xu}^{33} \quad \text{xi}^{55} \quad \text{sā}^{55} = \text{pa}^{55} \quad \text{ŋu}^{33}.
\]

go MOD think SFX DEC

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

?e₃³ tswuⁿᵃᵃ la₃³ tšaⁿᵗ₳ =kʰuⁿ=re₃³ =piⁿᵃⁿ e₃³=t⁵₅ ti₃³? s/he our [GNT] school inside come SFX IRG DEC

/ jaⁿᵃⁿ / ‘our’ is the genitive form which derived from / jaⁿurⁿ / ‘we’ [inclusive] + /yaⁿ / PCL [genitive].
/ laⁿᵗšaⁿ / [laⁿᵗšaⁿ ~ laⁿᵗšaⁿ] ‘school’ < Tib. slob grwa

0124. Yes, s/he will.

reⁿⁿ =piⁿᵃⁿ niⁿᵃ.
come SFX DEC

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

neⁿⁿ =jiⁿⁿ aⁿthuⁿⁿ vuⁿⁿ =paⁿⁿ [neⁿⁿ / niⁿⁿ]? you AGT what do SFX DEC

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

0126. I’m going to wash clothes.

nj⁵ⁿ tseⁿⁿ ng⁵ⁿ nuⁿⁿ noⁿⁿ-k⁵ⁿ=p⁵ⁿ neⁿⁿ. I [AGT] cloth DIR wash SFX DEC

cf. 0078. ‘have sth to do’

0127. What is s/he going to do?

?e₃³ tsiⁿⁿ aⁿthuⁿⁿ vuⁿⁿ =piⁿⁿ niⁿⁿ? s/he [AGT] what do SFX DEC
0128. S/he is going to wash clothes, too.

\[
?e^{33}tsi^{55} nuer^{55} tse^{55}ngu^{55} na^{33}kho^{55}=pi^{33} ni^{55}.
\]

S/he [AGT] also cloth DIR wash SFX DEC

0129. What are you doing?

\[
na^{55}=ji^{33} xa^{33}dzxu^{55} vuui^{33}=pa^{55} ni^{35}?
\]

you AGT what do SFX DEC

0130. I’m writing a letter.

\[
jii^{55} yulu^{55} ndu^{33} k^bui^{33}ri^{55}=po^{33} ni.
\]

I [AGT] letter DIR write SFX DEC

The verb / \(k^bui^{33}\)-/ ‘write’ has DIR \(\{k^bui^{33}\}\) [non-specific direction]. The verb phrase: Verb \(\{=po^{55}\}\) 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, / \(nu^{55} || V =po^{55} ne^{33}./\) means ‘having intention of doing’, whereas / \(nu^{55} || V =po^{55} ni^{33}./\) means ‘in progress’; cf. 0126.

0131. What are they doing?

\[
?e^{33} ni^{55} xa^{33}dzu^{55} vuui^{33}=pi^{55} ni^{35}?
\]

they [AGT] what do SFX DEC

/ \(?e^{33}ni^{55}\) / is the agentive form which is derived from / \(?e^{33}nu^{55}\) / ‘they’ + PCL / \(ji^{33}\) / [agentive].

The 3rd person subject sentence with / \(V =pi^{55} ni^{33}.\) / means ‘in progress’.
0132. They are studying.

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

The verb / \text{kʰ}\text{i}33-\text{zi}55 / ‘study’ has DIR \{kʰu33-\} [non-specific direction].

0133. What did you do?

\[ \text{you [AGT] what DIR do SFX DEC} \]

The vowel alternation in perfect SFX \{sul55\} agrees with the person of subject as follows:

/ j\text{i}55 (1st. AGT) \| V =\text{sο}55 ni33 ./; / n\text{e}55 (2nd. AGT) \| V =\text{sy}55 ni33 ./; / \text{u33tsi}55 (3rd. AGT) \| V =\text{sur}55 ni33 ./ cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

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

The verb / \text{kʰu}33-\text{ri}55 / ‘write’ has DIR \{kʰu33-\} [non-specific direction].

0135. What did they do?

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

The verb / \text{tʰu}33-\text{vu}55 / has DIR / \text{tʰu}33-./ derived from \{tʰp33-\} [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 / ro\textsuperscript{33}-zu\textsuperscript{55} / ‘dance’ has DIR \{ru\textsuperscript{33}-\} [rounding].

0137. What did bKra shis give you?

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

‘give sb sth’ or ‘give sth to sb’ is expressed as / S -ji\textsuperscript{33} [AGT] || sb -le\textsuperscript{33} sth [-φ] t\textsuperscript{h}b\textsuperscript{33} k\textsuperscript{h}e\textsuperscript{55} DEC / in Mu-nya. The subject takes the agentive form. The verb / t\textsuperscript{h}a\textsuperscript{33}-k\textsuperscript{h}e\textsuperscript{55} / ‘give’ has DIR \{t\textsuperscript{h}e\textsuperscript{33}-\} [away from the speaker].

0138. He gave me a book.

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

DEC / ra\textsuperscript{33} / 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 / tu\textsuperscript{33}-ce\textsuperscript{55} / ‘speak; talk’ has DIR \{tu\textsuperscript{33}-\} [up].
0140. He is talking to Blo bzang.

\[
\text{ly}^{33}\text{za}^{33}=\text{le}^{33}\text{ke}^{33}\text{tea}^{55}\text{tu}^{33}\text{-ce}^{55}=\text{pir}^{33}\text{ni}^{33}.
\]

\[\text{Blo bzang DAT words DIR talk SFX DEC}\]

\[/\text{ke}^{33}\text{tea}^{55}/ \text{‘words; speech’ < Tib. skad cha} \]

‘speak sth to sb’ takes the same syntactic frame as ‘give sth to sb’: /S = ji^{33} [AGT] || sb =le^{33} sth [-q] tu^{33}\text{-ce}^{55} DEC /. cf. 0137, 0138.

0141. Could you help me?

\[
\text{na}^{33}=\text{ji}^{55}\text{nu}^{33}=\text{ya}^{55}\text{to}^{55}\text{o}^{55}\text{ku}^{33}\text{-cu}^{55}\text{ha}^{33}=\text{ta}^{55}\text{yu}^{55}\text{?}
\]

\[\text{you AGT I GNT assistance DIR help IRG MOD}\]

‘do sth for sb’ is expressed as ‘do sb’s sth’ in Mu-nya and the subject takes the agentive form.
The dative marker / =le^{33} / cannot be used in place of the genitive marker / =ya^{33} / in this construction.
\[/\text{ta}^{55}/ \text{‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’}\]

0142. Of course I’ll help you.

\[
\eta^{55}\text{na}^{33}=\text{ya}^{55}\text{qho}^{55}\text{-ko}^{55}\text{lo}^{33}\text{ta}^{55}\text{yu}^{33}.
\]

\[\text{I [AGT] you GNT DIR help CLS MOD}\]

\[/\text{lo}^{55}/ \text{is a general measure word, but it means ‘once’ or ‘a bit’ here.} \]
The verb / qho^{55}\text{-ko}^{55}/ ‘help’ has an allomorph of DIR {ku-} [non-specific direction].
0143. What do you need to help?

\[ \text{na}^{33} = \text{ya}^{55} \chi^{33} \text{dzu}^{55} q^{h} o^{55} - \text{ko}^{55} \text{ xi}^{33} \text{ ti}^{35}? \]

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

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

0144. Please explain this to me.

\[ \eta^{55} = \text{le}^{33} \text{ ndze}^{33} p^{a}^{55} \text{ ta}^{55} = \text{ra}^{33} \text{ tu}^{33} - \text{ve}^{35} \text{ ve}^{33}. \]

/I DAT explanation one time DIR speak MOD /

/ndze^{33} pa^{55} / 'explanation' < 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 / vu^{33} / 'do', the vowel agrees with the omitted 2nd person subject in this sentence.

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

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

/I [AGT] again you DAT one time DIR 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.

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

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

\[\text{na}^{33}\text{na}^{55} [q^h\text{u}^{55}-ts^h\text{o}^{55}=\text{re}^{33}=\text{ya}^{33} \text{tce}^{33}] =k^h\text{u}^{55} \chi^{a33}\text{dzu}^{55}\text{vur}^{33}\]

\text{you} [\text{pl. GNT}] \text{DIR} \text{gather} \text{NMR GNT house inside what do}

=\text{ri}^{33} \text{ndu}^{33} \text{t}^{55}\text{?}

\text{NMR exist DEC}

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

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

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

/q^h\text{u}^{55}-ts^h\text{o}^{55} / \text{may consist of} \text{DIR} \{k^h\text{u}-\} \text{[non-specific direction]} + / ts^h\text{o}^{55} /

‘gathering’ < Tib. \text{tshogs}

0148. We want to have a party.

\[\eta^{33}\text{nu}^{55} \text{ xu}^{55} \text{ tA}^{33}\text{ts}^h\text{o}^{55} q^h\text{u}^{33}-\text{tci}^{55}=\text{pc}^{33} \eta^{33} \text{.}
\]

\text{we (pl.) night meeting} \text{DIR hold SFX DEC}

The verb \(q^h\text{u}^{33}-\text{tci}^{55} / \text{has} \text{DIR} / q^h\text{u}^{33} - / \text{derived from} \{k^h\text{u}^{33}\} \text{[non-specific direction]}.

0149. What are they doing in the classroom?

\[?\text{nu}^{33}\text{ni}^{55} [k^h\text{i}^{33}-\text{zi}^{55}=\text{re}^{33} \text{tce}^{33}] =k^h\text{u}^{55} \chi^{a33} \text{th}^{55}=\text{pi}^{55}\text{?}
\]

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

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

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

\[
\text{?eni}^{33} \text{ni}^{55} \quad \text{[kʰi}^{33}\text{-zi}^{55}=\text{ru}^{33}\text{ tce}^{33}] =\text{kʰu}^{55} \text{ lu}^{55} \text{ tu}^{33}\text{-vu}^{55} =\text{pi}^{33}.
\]

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

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

0151. Has dawn come?

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

sky DIR break IRG DEC

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

0152. Yes, dawn has come.

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

sky DIR break DEC

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

0153. Did the bell ring?

\[
\text{tši}^{55}\text{bu}^{55} \text{ tō}^{33}\text{-nda}^{55} \text{ ?e}^{55} = \text{ra}^{33} ?
\]

bell DIR ring IRG DEC

/ tši^{55}\text{bu}^{55}/ ‘bell’ < Tib. \textit{dril bu}.

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

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

Now also Dir Neg ring Dec

Negatives come between prefix and stem of the verb as / tō^{33}-nda^{55} / ‘rang’ \( \Rightarrow / tu^{33}-\text{ma}^{33}=\text{nda}^{55} / ‘have not rung’.\)

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

\[ \text{na}^{33}=\text{ji}^{55} \text{ko}^{33}\text{je}^{55} \text{ni}^{55}=\text{ko}^{55} \text{t}^{33}\text{a}^{33}-\text{da}^{55} \text{?ra}^{55} = \text{ra}^{33}? \]

You AGT face DIR wash DIR finish IRG DEC

/ t^{33}\text{a}^{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 Dir \{t^{33}\} [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.)

\[ \text{ni}^{55} \text{ko}^{33}\text{je}^{55} \text{ne}^{33}=\text{ko}^{55} \text{t}^{33}\text{a}^{33}-\text{do}^{55}. \]

I AGT face DIR wash DIR finish

‘finish doing’ is expressed as / S =ji^{55} [AGT] || V t^{33}\text{a}^{33}-\text{do}^{55} (\text{ra}^{33}) /. The vowel of / t^{33}\text{a}^{33}-\text{do}^{55} / agrees to the person of the subject, (1st) / t^{33}\text{a}^{33}-\text{do}^{55} / ; (2nd) / t^{33}\text{a}^{33}-\text{da}^{55} / ; (3rd) / t^{33}\text{a}^{33}-\text{di}^{55} / .

0157. Have they finished eating?

\[ \text{ne}^{33}=\text{ni}^{55} \text{ndzu}^{55} \text{fa}^{33}-\text{ndzu}^{55} \text{t}^{33}\text{a}^{33}-\text{di}^{55} \text{?ra}^{33} = \text{ra}^{33}? \]

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

fi₃ⁿ⁻ndzu₅ˢ tʰ₃ⁿ⁻di₅ˢ ra₃ⁿ.

0159. Did you see bKra shis?

na₃ⁿ⁻ji₅ⁿ tsa₅ⁿ⁻ci₅ⁿ ṭa₅ⁿ = ta₃ⁿ?

0160. No, I didn’t see (him).

mø₃ⁿ = tø₅ⁿ.

0161. Do you remember that?

tø₅ⁿ⁻nda₅ⁿ⁻tsu₃ⁿ na₃ⁿ⁻ji₅ⁿ ṇgur₃ⁿ⁻č₅ⁿ ṭa₅ⁿ = pi₃ⁿ / ṭe₅ⁿ = su₃ⁿ

The verb / ṇgur₃ⁿ⁻č₅ⁿ / has DIR {ŋuᵣ₃ⁿ⁻} [towards the speaker].
The distribution of Suffixes and Declaratives by aspect and tense is as follows:

/ ṇgur₃ⁿ⁻č₅ⁿ ṭa₅ⁿ = pi₃ⁿ / imperfect / present
/ ṇgur₃ⁿ⁻č₅ⁿ ṭe₅ⁿ = su₃ⁿ / perfect / past
/ ṇgur₃ⁿ⁻č₅ⁿ ṭe₅ⁿ = ra₃ⁿ / perfect / present [+realize]
0162. I remember now.

\[ \eta\text{gu}^{33}\text{-}c\Lambda^{55}=\pi^{33}. \] imperfect / present

\[ \eta\text{gu}^{33}\text{-}c\Lambda^{55}=su^{33}. \] perfect / past

\[ \eta\text{gu}^{33}\text{-}c\Lambda^{55}\text{ ra}^{33}. \] perfect / present [ + realize]

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

\[ \text{na}^{33}=\text{ji}^{55}\text{ pu}^{55}\text{ yu}^{33}\text{ndu}^{55}\text{ k}^{h}i^{33}\text{-}zi^{55}\text{ \(\bar{\Lambda}\) }^{55}=\text{nda}^{53} \] [\ni^{33} / \eta\eta^{33}]?

you AGT Tibetan letters DIR study IRG have DEC

V + / ndo^{53} / ‘have experience in doing’.

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

\[ \eta^{55}\text{ pu}^{55}\text{ yu}^{33}\text{ndu}^{55}\text{ k}^{h}i^{33}\text{-}zi^{55}\text{ mo}^{55}=\text{nda}^{53} \] (\eta\eta^{33}).

I [AGT] Tibetan letters DIR study NEG have DEC

DEC / ni^{33} / cannot be used in this sentence answering own experience.

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

\[ ?\text{e}^{33}\text{tsi}^{55}\text{ pu}^{55}\text{ yu}^{33}\text{ndu}^{55}\text{ k}^{h}i^{33}\text{-}zi^{55}\text{ \(\bar{\Lambda}\) }^{55}=\text{nda}^{53} \] \ni^{33}?

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

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

\[ ?\text{e}^{33}\text{tsi}^{55}\text{ pu}^{55}\text{ yu}^{33}\text{ndu}^{55}\text{ k}^{h}i^{33}\text{-}zi^{55}\text{ ndo}^{35} \] \ni^{33}.

s/he [AGT] Tibetan letters DIR study have DEC
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0167. Can you speak Tibetan?

\[ na^33 = ji^55 \ pu^55 su^55 \ ?u^33 = na^55 \ \eta^33? \]

you AGT Tibetan IRG know DEC

/ pu^55 su^55 / ‘Tibetan (language)’ < Tib. bod gsung

The word for ‘know; understand’ has vowel alternation according to person of the subject: (1st) / na^55 /; (2nd) / na^55 /; (3rd) / ni^55 / and requires agentive form to the subject.

’sb know sth’ is expressed as / S =ji^33 [AGT] || sth [=q] na^55 ~ na^55 ~ ni^55 DEC /.

0168. I only know a few Tibetan sentences.

\[ ni^55 \ pu^55 su^55 \ da^33 nu^55 ts'i^33 \ me^33 to^55 \ nu^33 = ne^55 \ \eta^33. \]

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

DEC / ni^33 / cannot be used in answer sentence to state own condition, knowledge, ability, etc.

/ me^33 to^55 / ‘except for’ < Tib. ma togs

0169. Does s/he know (understand) Tibetan?

\[ ?u^33 ts'i^55 \ pu^55 su^55 \ ?u^33 = ni^55 \ ni^33? \]

s/he [AGT] Tibetan IRG know DEC

0170. His Tibetan is very good.

\[ ?u^33 ts'i^55 \ pu^55 su^55 \ ja^55 \ th'a^33 tc'h^55 \ ni^55 \ ni^33. \]

s/he [AGT] Tibetan good exactly know DEC

/ ja^55 / ‘good’ < Tib. yag po

/ th'a^33 tc'h^55 / ‘exactly, definitely’ < Tib. thag chod
Did you see (Have you seen) *Lha mo*?

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

you \text{ AGT} Lha \text{ mo} \text{ IRG} see

/ \text{la}^{55} \text{mu}^{33} / \text{(personal name)} < \text{Tib. Lha mo}

The agentive marking \{=\text{ji}^{55}\} on the subject indicates an assumption that the action mentioned in this sentence has happened.

No, I haven’t seen her.

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

I \text{ [AGT]} her \text{ NEG} see

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

cf. / \eta^{55} \ v^{33} \text{tsu}^{55} \text{ nu}^{55} = \text{to}^{33} / ‘I do not see her.’

Are you going out to the market now?

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

you now market in \text{ go} \text{ SFX} \text{ IRG} \text{ DEC}

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

/ \text{ts}^{h} \text{e}^{55} / ‘market’ < \text{Tib. khrom}

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

you now market in \text{ DIR} \text{ go} \text{ IRG} \text{ DEC}

/ \text{na}^{33} \text{-nda}^{55} / means ‘go down to’, including DIR \{=\text{nu}^{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) นุ³³ ตุ³³ ทุ³³ = กุ³³ นุ³³ = ปุ³³ นุ³³
I now market in go NEG SFX DEC

(b) นุ³³ ตุ³³ ทุ³³ = กุ³³ นุ³³ มา³³ = นุ³³
I now market in NEG go

0175. Where did bKra shis and the others go?

ทุ³³ ทุ³³ ทุ³³ = ทุ³³ ทุ³³ - ทุ³³
They where the gone

/ทุ³³ - ทุ³³/ ‘has gone’ contains DIR {ทุ³³-} [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.

เน³³ ทุ³³ = ปุ³³ ทุ³³ = ทุ³³ ทุ³³
They plain on DIR picnic to gone

/ปุ³³/ ‘plain’ < Tib. spang
/thุ³³-นุ³³/ ‘picnic (v)’ contains DIR {ทุ³³-} [away from the speaker].

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

เน³³ ทุ³³ ทุ³³ = ทุ³³ ทุ³³ = นุ³³
own they that place DIR arrive SFX IRG exist

/kุ³³-ทุ³³/ ‘arrive’ contains DIR {กุ³³-} [non-specific direction].
0178. By now they have probably gotten there.

tcʰuʷ55 kʰu³³ -tšaʷ³³ =suʷ³³ ndu⁵⁵.

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

na³³ nu⁵⁵ pā⁵⁵ =pu³³ tʰɛ³³ -ntɛʰ⁵³ =re³³ xu³³ =su⁵⁵ ?a³³ = ṇɛ⁵⁵ ti³³ ?

you (pl.) plain on DIR picnic to go SFX IRG DEC

NMR / re³³ / means 'in order to', so 'go to do sth' is expressed as / (sth) V =re³³ xu³³ / in Mu-nya.

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

ŋे³⁵. ŋu³³ nu⁵⁵ ndq³³ qʰa⁵⁵ tʰɛ³³ -ntɛʰ⁵³ =re³³ tu³³-xe⁵⁵ ŋे³³.

Dec we (pl.) mountain top DIR picnic to DIR go DEC

/ tu³³-xe⁵⁵ / 'went (up)' contains a DIR {tu³³-} [up].
0181. Did you go somewhere far away?

\[
[\text{na}^{33}\text{na}^{55} \quad \text{xu}^{33}] \Rightarrow \text{t}^{55} \quad \text{qa}^{55} \quad \text{ra}^{33} \quad \text{a}^{33} = \text{ti}^{33}?
\]

you [pl. GNT] go \quad \text{NMR} \quad \text{far away} \quad \text{IRG} \quad \text{DEC}

NP: \[ [\text{na}^{33}\text{na}^{55} \quad \text{xu}^{33}] \Rightarrow \text{r}^{55} \quad \text{tu}^{33}\] ‘(the place) where you went’ is the subject of this sentence.

It is impossible to use \[?a^{33} = \text{ng}^{55} \quad \text{ti}^{33}?\] in this sentence, if use it instead of \[?a^{33} = \text{ti}^{33}?\], then it will be asking about the place the listener plans to go. Compare below.

Are you going somewhere far away?

\[
[\text{na}^{33}\text{na}^{55} \quad \text{xu}^{33}] \Rightarrow \text{t}^{55} \quad \text{qa}^{55} \quad \text{ra}^{33} \quad \text{a}^{33} = \text{ng}^{55} \quad \text{ti}^{33}?
\]

you [pl. GNT] go \quad \text{NMR} \quad \text{far away} \quad \text{IRG} \quad \text{DEC}

0182. Not very far.

\[
\text{q}^{b} \text{a}^{55} \quad \text{ra}^{33} = \text{pa}^{33} \quad \text{me}^{33} = \text{ti}^{55}. \quad ([+\text{realize}]: \text{the speaker had been there})
\]

far away \quad \text{so} \quad \text{NEG} \quad \text{DEC}

\[
\text{q}^{b} \text{a}^{55} \quad \text{ra}^{33} = \text{pa}^{33} \quad \text{n} \text{w}^{33} = \text{ng}^{55}. \quad ([+\text{confirm}]: \text{the speaker has not been there})
\]

far away \quad \text{so} \quad \text{NEG} \quad \text{DEC}

The partial negation is expressed as / Adj =pa NEG DEC /. NEG / \text{me}^{33}=/ (negation for perfect aspect) + DEC / \text{ti}^{55}/ (evidential [+realize]) expresses ‘It was not so far away. (The speaker had been there.’); NEG / \text{n} \text{w}^{33}=/ (negation for imperfect aspect) + DEC / \text{ng}^{55}/ (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?

\[
\text{pu}^{33} \text{si}^{55} \quad \text{na}^{33} \text{me}^{55} \quad \text{na}^{55} \quad \text{qa}^{33} \text{sh}^{55} = \text{pu}^{33} \quad \text{t}^{55} \quad \text{re}^{33}?
\]

today \quad \text{morning} \quad \text{you} \quad \text{when} \quad \text{on} \quad \text{DIR} \quad \text{get up}

/ \text{t}^{55} \text{re}^{35} / ‘get up’ contains DIR \{\text{t}^{53}\} \text{[up]}.

123
0184. We got up at six (in the morning).

\(\text{pur}^{33}\text{si}^{55} \ \text{ne}^{33}\text{ne}^{55} \ \text{te}^{h}\text{tu}^{33}\text{ts}^{h}\text{u}^{55} \ \text{t}^{\text{shu}}^{55}\text{pa}^{55} \ \text{pu}^{33}\text{tu}^{33}\text{ru}^{55} \ \text{ne}^{33}\).  

Today morning o’clock six-th on \ DEC.

/ \text{pur}^{33}\text{si}^{55} \ \text{ne}^{33}\text{ne}^{55} / ‘this morning’ cf. / \text{pur}^{33}\text{xiu}^{55} / ‘this evening’

/ \text{sa}^{33}\text{si}^{55} \ \text{ne}^{33}\text{ne}^{55} / ‘tomorrow morning’ cf. / \text{sa}^{33}\text{xiu}^{55} / ‘tomorrow evening’

/ \text{te}^{h}\text{tu}^{33}\text{ts}^{h}\text{u}^{55} \ \text{t}^{\text{shu}}^{55}\text{pa}^{55} / ‘six o’clock’ < \text{Tib}. \text{chu} \ \text{tshod drug pa}

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\(\text{te}^{h}\text{u}^{33}\text{ts}^{h}\text{u}^{55} \ \chi^{33}\text{ti}^{55} \ \text{pu}^{33} \ \text{nd}^{33}\text{q}^{h}\text{\lambda}^{53} \ \text{t}^{2}^{33} \ \text{t}^{\text{shu}}^{55}\text{ru}^{35}\).  
o’clock how many on hilltop \ DEC.

/ \text{te}^{33}\text{ts}^{h}\text{u}^{55} / ‘arrive’ contains \ DEC. \{\text{tu}^{33}\} \{\text{up}\}. cf. 0177 note.

0186. We got to the mountain at nine.

\(\text{te}^{h}\text{u}^{33}\text{ts}^{h}\text{u}^{55} \ \text{ng}^{33}\text{t}^{33}=\text{lo}^{55} \ \text{pu}^{33} \ \text{nd}^{33}\text{q}^{h}\text{\lambda}^{53} \ \text{t}^{2}^{33} \ \text{t}^{\text{shu}}^{55}\text{ru}^{35}\).  
o’clock nine \ DEC on hilltop \ DEC

/ \text{ng}^{33}\text{lo}^{55} / ‘ninth’ = / \text{gu}^{33}\text{pa}^{55} / < \text{Tib}. \text{dgu pa}

See notes in 0034 and 0040.

0187. Did many people go for a picnic today?

\(\text{pu}^{33}\text{si}^{55} \ [t^{h}\text{\varepsilon}^{33}\text{nte}^{h}\text{\varepsilon}^{53} \ \text{xu}^{33}] =\text{mi}^{55} \ \text{mu}^{33}\text{ni}^{55} \ \text{ka}^{33}\text{ji}^{53} \ \text{te}^{55} = \text{ti}^{33}\).  

today \ DEC. \text{picnic go} \ NMR. \text{person many} \ \text{IRG} \ DEC

This is the sentential predicate construction. The main subject of this sentence / \{t^{h}\text{\varepsilon}^{33}\text{nte}^{h}\text{\varepsilon}^{53} \ \text{xu}^{33}\} =\text{mi}^{55} / ‘the person who went picnic’ is actually the topic of the statement or conversation.
0188. Lots of people went for a picnic.

\[
\text{[tʰɛ̂-33-ntɛ̂-ɛ̂-53 xu-33] = mi-55 mu-33 ni-55 ka-33 ji-53 ti-33.}
\]

\text{DIR} \quad \text{picnic} \quad \text{go} \quad \text{NMR} \quad \text{person} \quad \text{many} \quad \text{DEC}

/ \text{ka-33 ji-55} / \text{‘many, much’} \leftrightarrow / \text{ni-33 ni-55} / \text{‘few, little’}

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

0189. Did you have fun today?

\[
\text{pu-33 si-55 tɛ̂-33 pu-55 \text{?e-55 = ra-33?}}
\]

\text{today} \quad \text{pleasant} \quad \text{IRG} \quad \text{DEC}

/ \text{tɛ̂-33 pu-55} / \text{‘pleasant’} < \text{Tib. skyid po}

0190. Yes, I had a good time!

\[
\text{tɛ̂-33 pu-55 ra-33.}
\]

\text{pleasant} \quad \text{DEC}

\text{DEC} / \text{ra-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?

\[
\text{na-33 nu-55 fe-55-ce-33 fe-55 = ra-33?}
\]

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

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

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

The \text{NEG} \text{me}^{55} comes into the position after \text{DIR} before stem as \text{me}^{55} \text{ce}^{33}.

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

\[ \text{nd}^{33} \text{qe}^{55} \text{ru}^{33} \text{te}^{55} \text{ng}^{33} \text{he}^{33} = \text{ra}^{35} \]

\text{hilltop rain} \text{DIR fall} \text{IRG DEC}

/ \text{ng}^{33} \text{he}^{33} / ‘(rain) fall’ contains an allomorph of \text{NEG} \{\text{he}^{33}\} [down].

0194. It didn’t rain at all.

\[ \text{ru}^{33} \text{te}^{55} \text{te}^{33} = \text{lo}^{55} = \text{nu}^{45} \text{me}^{33} = \text{me}^{55} = \text{q}^{55} \text{ra}^{35}. \]

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

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

0195. Will people be going there tomorrow as well?

\[ \text{sa}^{33} \text{su}^{55} \text{nu}^{55} [\text{wa}^{33} \text{k}^{55} \text{xu}^{55}] = \text{mi}^{55} \text{ndu}^{55} \text{he}^{33} = \text{e}^{55} \text{ti}^{35}? \]

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

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

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

sa₃₃ suu₅₅ nuu₅₅ xu₃₃ =mi₅₅ nduu₅₅ ni₅₅ tuu₃₃ =πi₃₃

tomorrow also go NMR exist DEC talk SFX

Sentence + / tuu₃₃ =πi₃₃ / means ‘It is said that ~’. SFX / πi₃₃ / agrees with the 3rd person subject, so it expresses ‘sb is saying’.

0197. Will it rain tomorrow?

sa₃₃ suu₅₅ muu₅₅ ng₃₃-q₄₅₅ [ʔa₃₃ = ξa₅₅ / ʔe₃₃ = vuu₅₅]?

tomorrow also DIR fall IRG MOD IRG MOD

IRG + MOD / ʔa₃₃ = ξa₅₅? / means ‘Is it afraid to?’, and / ʔe₃₃ = vuu₅₅? / means ‘Will it do?’

0198. I doubt it will rain tomorrow.

sa₃₃ suu₅₅ ng₃₃-q₄₅₅ nuu₃₃ = vuu₅₅.

tomorrow DIR fall NEG MOD

V + / nuu₃₃ = vuu₅₅ / expresses ‘will not do’.
0199. If (we) leave early, we can probably get there by eight o’clock, right?

A sentence + / tʰv⁵³ ni⁵⁵ / expresses ‘If ~’
/ tʰu⁵⁵ tʰu⁵⁵ dže⁵⁵ / ‘eight o’clock’ < Tib. chu tshod brgyad. See notes in 0043 and 0040.
/ tʰv⁵³ / 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).

/ VP =ru³³ va³³ =su³³ / expresses ‘probably’. 
References


**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 /, / µ33 /, and / ti33 /. They represent evidentiality of the statement by the speaker. / ni33 / is used for general statements, / µ33 / is used for statement with certainty, and / ti33 / expresses confirmation or discovery. / µ33 / and / ti33 / are often combined together as / µ33 ti55 /, but the order cannot be reversed: */ ti55 µ33 /. The / µ33 / 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 / µ33 / + / 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 / µ / and pronounce the sequence as / µ55 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>µ33 / ti33</td>
<td></td>
<td>a33 = µ55 / ti33?</td>
<td>µ33 / ti33</td>
</tr>
<tr>
<td>2nd person</td>
<td>ni33 = µ33 / ti33</td>
<td></td>
<td>a55 = ni33?</td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td>ni33</td>
<td></td>
<td></td>
<td>ni33</td>
</tr>
</tbody>
</table>

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

/ µ33 /: 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>aspect</td>
<td>evidentiality</td>
<td>person</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>t³u -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>kʰu -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.’

1. / tű33 xu⁵⁵ / ‘go up’
2. / yu⁵⁵ xu⁵⁵ / ‘go upper stream’
3. / ngu33 rα⁵⁵ / ‘come over’
4. / fia³³ xu⁵⁵ / ‘go down stream’
5. / mb33 xu⁵⁵ / ‘go down’
6. / fia³³ xu⁵⁵ / ‘go down stream’
7. / t³u³³ xu⁵⁵ / ‘go away’

The vowel of DIRE 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. / fi₃₃ndzur₅₅ / ‘eat’), uncontrollable verbs (e.g. / t³a₃₃qa₅₅ / ‘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 {sui} [perfect], or on the stem when the verb takes no suffix.
A. Distribution of Declaratives with controllable Verb

imperfect (present; progressive)

Subject | general statement | [+ certain] | [+ realize] \\
--- | --- | --- | --- \\
1st person (sg./pl.) | cV =po^{55}ni^{33} | cV =po^{55}ηη^{33} | * \\
2nd person (sg./pl.) | cV =pe^{55}mi^{33} | cV =pa^{55}ηη^{33} | ηη^{33} ? (IRG) | * \\
3rd person (sg./pl.) | cV =pi^{55}ni^{33} | * | *

perfect

Subject | general statement | [+ certain] | [+ realize] \\
--- | --- | --- | --- \\
1st person (sg.): | cV =so^{55}ni^{33} | cV ηη^{33} | * \\
2nd person (sg.): | cV =sy^{55}ni^{33} | * | cV ra^{33} \\
3rd person (sg.): | cV =sui^{55}ni^{33} | * | cV ra^{33} \\
pl. (1st/2nd/3rd) | cV =su^{55}ni^{33} | * | cV ra^{33}

Example of controllable Verb: / fia^{33}-ndzu^{55} / 'eat'

imperfect (present; progressive)

Subject | general statement | [+ certain] | [+ realize] \\
--- | --- | --- | --- \\
1st person | fia^{33}-ndzu^{55} =po^{33}ni^{33} | fia^{33}-ndzu^{55} =po^{55}ηη^{33} | * \\
2nd person | fia^{33}-ndzu^{55} =pe^{33}ni^{33} | fia^{33}-ndzu^{55} =pa^{55}ηη^{33} | ηη^{33} ? | * \\
3rd person | fia^{33}-ndzu^{55} =pi^{33}ni^{33} | * | *

perfect

Subject | general statement | [+ certain] | [+ realize] \\
--- | --- | --- | --- \\
1st person | fia^{33}-ndzu^{55} =so^{55}ni^{33} | fia^{33}-ndze^{55} ηη^{33} | * \\
2nd person | fia^{33}-ndzu^{55} =sy^{55}ni^{33} | fia^{33}-ndzu^{55} =pa^{55}ηη^{33} | fia^{33}-ndzi^{55} ra^{33} \\
3rd person | fia^{33}-ndzu^{55} =su^{55}ni^{33} | fia^{33}-ndzu^{55} ra^{33} | fia^{33}-ndzu^{55} ra^{33}

pl. (1st/2nd/3rd) | fia^{33}-ndzu^{55} =su^{55}ni^{33} | fia^{33}-ndzu^{55} ra^{33} | fia^{33}-ndzu^{55} ra^{33}

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

**imperfect** (present; progressive)  
[-certain, -realize]  
[+ certain]

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st person (s/p):</th>
<th>2nd person (s/p):</th>
<th>3rd person (s/p):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
</tr>
<tr>
<td>1st person</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
</tr>
<tr>
<td>2nd person</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
</tr>
<tr>
<td>3rd person</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
<td>ucV $\pi^{33}$</td>
</tr>
</tbody>
</table>

**perfect**

<table>
<thead>
<tr>
<th></th>
<th>ucV $\pi^{33}$</th>
<th>ucV $\pi^{33}$</th>
<th>ucV $\pi^{33}$</th>
</tr>
</thead>
</table>

**Example of uncontrolable Verb:** /$\hat{b}\alpha^{33}q\varepsilon^{55}$/ ‘scared’

**imperfect** (present; progressive)

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st person (s/p):</th>
<th>2nd person (s/p):</th>
<th>3rd person (s/p):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
</tr>
<tr>
<td>1st person</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
</tr>
<tr>
<td>2nd person</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
</tr>
<tr>
<td>3rd person</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
<td>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</td>
</tr>
</tbody>
</table>

**perfect**

<table>
<thead>
<tr>
<th></th>
<th>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</th>
<th>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</th>
<th>$\hat{b}\alpha^{33}q\varepsilon^{55} \pi^{33}$</th>
</tr>
</thead>
</table>

C. Distribution of Declaratives with stative Verb and Adjective

**general statement**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st person (s/p):</th>
<th>2nd person (s/p):</th>
<th>3rd person (s/p):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
</tr>
<tr>
<td>1st person</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
</tr>
<tr>
<td>2nd person</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
</tr>
<tr>
<td>3rd person</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
<td>$\pi^{33}$ stV</td>
</tr>
</tbody>
</table>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes {$\psi$} {imperfect} nor {$\sigma$} {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 / $\eta^{33}$ as / ($\eta^{55} < \eta^{33}$ =ji^{55}) ndze^{55} $\eta^{33}$ / ‘(I) have’ and cannot be said as */ ndze^{55} $\eta^{33}$ /; Adjective + DEC. must use / $\eta^{33}$ as / ($\eta^{55} = ki^{33}k\varepsilon^{55} n^{33}$ / ‘(I am) big’, and if one say as */ $\eta^{55}$ $\eta^{33}$ / 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’

<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>*</td>
<td>ndzu⁵⁵/ndzu⁵⁵ ni³³</td>
<td>*</td>
</tr>
<tr>
<td>(pl.):</td>
<td>*</td>
<td>ndzu⁵⁵ ni³³</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>ndzu⁵⁵ ni³³</td>
<td>v³³ = ndzu⁵⁵ ni³³ (IRG)</td>
<td>ndzu⁵⁵ ti³³</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndzu⁵⁵ ni³³</td>
<td>v³³ = ndzu⁵⁵ ni³³ (IRG)</td>
<td>ndzu⁵⁵ ti³³</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ni³³</td>
<td>(ndzy⁵⁵~ndzi⁵⁵ ni³³)</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ti³³</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ni³³</td>
<td>(ndzy⁵⁵~ndzi⁵⁵ ni³³)</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ti³³</td>
</tr>
</tbody>
</table>

### Example of Adjective: / ki³³ke⁵⁵ / ‘big’

<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>ki³³ke⁵⁵ ni³³</td>
<td>(ki³³ke⁵⁵ ni³³)</td>
<td>*</td>
</tr>
<tr>
<td>2nd person:</td>
<td>ki³³ke⁵⁵ ni³³</td>
<td>*</td>
<td>ki³³ke⁵⁵ ti³³</td>
</tr>
<tr>
<td>3rd person:</td>
<td>ki³³ke⁵⁵ ni³³</td>
<td>(ki³³ke⁵⁵ ni³³)</td>
<td>ki³³ke⁵⁵ ti³³</td>
</tr>
</tbody>
</table>

* / ki³³ke⁵⁵ ni³³ / 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 ni³³ / 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.
What is this?
This is a book.
Whose book is this?
This is my book.
Whose pen is it?
It is mine.
Is this your ink?
Yes. It is my ink.
Is that his/her bamboo pen?
No. That is not his/her bamboo pen.
Who are you?
I’m bKra shis.
Who is this person?
S/he is my classmate.
Are you a teacher?
No. I’m not a teacher.
Is s/he also a student?
Yes. S/he is a student, too.
Which class are you in?
I’m in the Tibetan class.
Is s/he a student at the Nationalities Cadre School?
No, s/he is a student at the Nationalities Teacher Training School.
Who sweeps the floor today?
Me.
Who played ball yesterday?
The students from the math class.
Where is your hometown?
I’m from sDe dge.
Is s/he from Dar rtse mdo?
No, s/he is from dKar mdzes.
Whose child is this?
It is Blo bzang’s family’s (child).
How old is s/he? (For children below the age of ten)
He is ten (this year).
Are you Han-Chinese or Tibetan?
TAKUMI IKEDA

0036. 我是汉族。

0037. 他是学汉文的还是学藏文的？

0038. 他是学藏文的。

0039. 今天几号？

0040. 今天五月一号。

0041. 今天星期几？

0042. 今天星期五。

0043. 现在几点钟？

0044. 十点零五分。

0045. 这把小刀锋利吗？

0046. 这把小刀很锋利。

0047. 你的这枝钢笔是新的吗？

0048. 我这枝钢笔是崭新的。

0049. 您好吗？

0050. 我很好。

0051. 扎西好吗？

0052. 扎西很好。

0053. 今年收成好吗？

0054. 今年收成好。

0055. 家里生活怎样？

0056. 生活很好。

0057. 我这样写行吗？

0058. 这样写行。

0059. 我的写法对吗？

0060. 对！

0061. 这个字写得好吗？

0062. 写得很好。

0063. 你有小刀吗？

0064. 我有把小刀。

0065. 他有竹笔吗？

0066. 他有一枝好竹笔。

0067. 你有多少藏文课本？

0068. 我只有一本藏文课本。

0069. 他有几本词典？

0070. 他只有一本词典。

0071. 你家里有多少人？

0072. 我家里有六口人。

0073. 他家里有多少人？

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？
There are seven or eight people in his family.
What do you do (are you doing) today?
I don’t have anything to do today.
What do you need to do now?
I need to wash clothes now.
Where was bKra shis just now?
bKra shis was in the classroom just now.
Who else is in the classroom?
Tshe ring and Blo bzang were.
What is on the platform?
There are books and chalk.
What are those people doing?
They are all buying books.
What kind of books are for sale?
There are all kinds of books for sale.
What’s your name?
My name is Tshe ring.
What’s his/her name?
His name is Don grub.
Where are you going?
I’m going over there.
What are you going to do?
I’m going to borrow (a) book(s).
Where did s/he go?
S/he went out (to town).
What did s/he go to do?
S/he went to buy some stuff.
Do you want to go to the library?
Yes, I want to go and read the dKar mdzes daily.
Shall we both (dual) go together?
Okay! Let’s both go together.
Did s/he go to see his teacher?
Yes, s/he did.
Where are you from?
I am from Li thang.
Where is s/he from?
S/he is from Chab mdo.
When did you go?
我昨天去的。
你俩一起来的吗?
不！我一个人来的。
你来了多少天了?
我来了很多天了。
跟你一同来的有多少人?
有五、六个人。
你打算到康定去吗?
我不打算去。
你想去看电影吗?
想去。
他要到我们学校来吗?
要来。
你要做什么?
我要洗衣服。
他要做什么?
他也要洗衣服。
你在做什么?
我在写信。
他们在做什么?
他们在学习。
你做什么了?
我写了封信。
他们做什么了?
他们跳藏舞了。
扎西给了你什么?
他给了我一本书。
老师在对谁讲话?
在对洛绒讲话。
你帮助我一下好吗?
当然要帮助你。
你需要什么帮助?
请帮我讲解一下吧。
我再给你讲一遍好吗?
好！请再讲一遍。
你们要在会议室里做什么?
我们要开个晚会。
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0149.  lAin  1'  .1  -1± ? What are they doing in the classroom?
0150.  'f are singing in the classroom.
0151. -76 3 'a_•`•? Has dawn come?
0152. 74., 3 Yes, dawn has come.
0153.  4T*3  v-5? Did the bell ring?
0154.  iT,aA-. Not yet. (It hasn’t rung yet.)
0155.  'ii  %A.3  v--? Did you wash your face?
0156.  -A  AA'3  0 Yes, I did. (Yes, I have washed my face.)
0157.  ftlf1  ttA  3  v-5? Have they finished eating?
0158.  v't,  t  3 Yes, they have finished eating.
0159.  1'  3iL4L  Ri  I  v.-? Did you see bKra shis?
0160.  79tA-L  No, I didn’t see (him).
0161.  sfs44-*'*tkA3  a3 ? Do you remember that?
0162. 311.vit4011,k, 5*3  I remember now.
0163. '*-1'-i:tgi,"4? Did you study Written Tibetan?
0164. (Have you studied Written Tibetan?)
0165. I didn’t study (haven’t studied) Written Tibetan.
0166. 他学过藏文吗?
0167. Yes, s/he has studied Written Tibetan.
0168. 碰到 3藏 3 0-0* I only know a few Tibetan sentences.
0169. 他藏语非常好。
0170. His Tibetan is very good.
0171. 你见到拉姆没有?
0172. Did you see (Have you seen) Lha mo?
0173. 你现在到街上去吗?
0174. No, I haven’t seen her.
0175. 39,A  sis  a ? Does s/he know (understand) Tibetan?
0176. 39,A-i,--1-#141- 3  ? Where did bKra shis and the others go?
0177. They went to the playground.
0178. 他们要到那里去了。
0179. They went to the playground.
0180. 39,A  sis  a ? Did you (pl.) go to the playground?
0181. Yes, we went up the mountain to have a picnic.
0182. 早上六点钟起床的。
0183. 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).