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200 Example Sentences in the Mu-nya Language

(Tanggu Dialect)

Takumi IKEDA

Preface

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

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

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

This paper records the expressions of the Mu-nya Tanggu 汤吉 (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
county (Gōnggāshān xiāng 贡嘎山乡; the old name was Liūbā xiāng 六巴乡 (Klu pa'i)), 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

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<td>AGT</td>
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<td>GNT</td>
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0001. What is this?

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

this \hspace{1cm} what \hspace{1cm} 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.

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

this \hspace{1cm} book \hspace{1cm} DEC

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

0003. Whose book is this?

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

this \hspace{1cm} whose \hspace{1cm} book \hspace{1cm} DEC

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

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

0004. This is my book.

\[ \text{?}e^{33}\text{tsu}\text{55} \eta u\text{55}=\chi a^{55} \text{yu}\text{33}\text{ndu}\text{55} \text{ni}\text{33}. \]

this \hspace{1cm} I \hspace{1cm} GNT \hspace{1cm} book \hspace{1cm} DEC

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

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

pen whose DEC

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

0006. It is mine.

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

pen I GNT DEC

0007. Is this your ink?

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

this you GNT ink IRG DEC

/ \text{na}^{33}\text{ts}^{h}\text{a}^{55}/ 'ink' < Tib. 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.

\[ \eta\text{e}^{33} =\text{ti}^{55}. \eta\text{uu}^{33} =\text{ya}^{55} \text{na}^{33}\text{ts}^{h}\text{a}^{55} \text{ni}^{33}. \]

DEC I GNT ink DEC
0009. Is that his/her bamboo pen?

\[ \text{wo}^{33} \text{tsu}^{55} \ \text{ya}^{35} \text{n}u^{33} \text{ku}^{55} \ \text{ti}^{33} \ ? \]

\[ \text{that s/he GNT pen IRG DEC} \]

/ \text{wo}^{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{wo}^{33} \text{tsu}^{55}/ ‘this’ ‘s/he’ [sg.] / \text{wo}^{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.

\[ \text{nu}^{33} = \text{ti}^{33} \]

\[ \text{tsu}^{55} = \text{ya}^{35} \text{n}u^{33} \text{ku}^{55} \text{ti}^{33} \]

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

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

0011. Who are you?

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

\[ \text{you who DEC} \]

This IRG sentence assumes the answer will use DEC / \text{nu}^{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 ब्क्रासिश.

\[\text{षु}^{55} \text{त्सा}^{55} \text{सिः}^{33} \text{षे}^{33}.\]

I ब्क्रासिश DEC

Mu-nya people name themselves in Tibetan. The example shows a typical change in pronunciation from Written Tibetan to Mu-nya pronunciation: [त्सा^{55}सिः^{33}] < Tib. ब्क्रासिश.

0013. Who is this person?

\[\text{षे}^{33} \text{त्सु}^{55} \chi\text{ा}^{55} \text{षु}^{33} \text{निः}^{33}?\]

s/he who DEC

This sentence is asking about a third person, using DEC / निः / for a general statement.

0014. S/he is my classmate.

\[\text{षे}^{33} \text{त्सु}^{55} \text{षु}^{55} = \chi\text{ा}^{33} \text{की}^{33} \text{सिः}^{55} \text{ंमिः}^{33} \text{न्द्झु}^{35} \text{निः}^{33}.\]

s/he I GNT student friend DEC

/ की^{33}सिः^{55}ंमिः^{33}न्द्झु^{35} / 'classmate' < / की^{33}सिः^{55} / 'study' + / ंमिः^{33} / NMR (person) + / न्द्झु^{35} / 'friend'

0015. Are you a teacher?

\[\text{ना}^{55} \text{गे}^{33} \text{गे}^{55} \text{हे}^{33} = \text{षे}^{35}?\]

you teacher IRG DEC

/ गे^{33}गे^{55} / 'teacher' < Tib. डे र्गे

The interrogative forms of Declaratives are: फाः^{33} = नि^{55}? /, फी^{33} = षे^{55}? /, and / हे^{33} = षे^{55}ति^{33}? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ फाः^{33} = ति^{55}? /.
0016. No.  I’m not a teacher.

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

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\[ \text{τε}^{33} \text{tsu}^{55} = \text{nu}^{55} \quad \text{κι}^{33} \text{zi}^{55} \text{mi}^{33} \quad \text{fi}^{33} = \text{ηβ}^{55} \text{ti}^{33}? \]

s/he also student IRG DEC

/=nu^{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.

\[ \text{ηε}^{33} \text{ti}^{55}. \quad \text{τε}^{33} \text{tsu}^{55} = \text{nu}^{55} \quad \text{κι}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{35}. \]

DEC s/he also student DEC

0019. Which class are you in?

\[ \text{na}^{55} \quad \text{χα}^{33} \text{dzu}^{55} \quad \text{ndzu}^{33} \text{tca}^{55} \quad \text{kι}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{33}? \]

you what class student DEC

/ndzu^{33}tca^{55} / ‘class’ < Tib. ’dzin grwa

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0020. I’m in the Tibetan class.

\[ \eta u^{55} \ pu^{55} \ \bar{y}u^{33} \ ndu^{33} \ \khi^{33} \ zi^{55} \ \mi^{33} \ \eta e^{33} \].

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
/ \(pu^{55} \ \bar{y}u^{33} \ ndu^{33}\) [=\(\emptyset\)] \(\khi^{33} \ zi^{55}\) / ‘Tibetan letters study’ [object + verb] literally.

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

\[ \eta e^{55} \ tsu^{33} \ mu^{33} \ ri^{55} \ \le^{33} \ ka^{55} \ \bar{t}s\bar{e}^{55} = \khi^{33} \ zi^{55} \ \mi^{33} \].

s/he nationalities work school inside student

\(\text{REG} \ DEC\)

/ \(mu^{33} \ ri^{55}\) / ‘nationalities’ < Tib. \(mi \ rig\) ‘race’
/ \(le^{33} \ ka^{55}\) / ‘work’ < Tib. \(las \ ka\)
/ \(\bar{t}s\bar{e}^{55}\) / ‘school’ < Tib. \(slob \ grwa\)

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

\[ \eta u^{33} = \eta e^{55} \ ti^{33}, \ \eta e^{55} \ tsu^{33} \ mu^{33} \ ri^{55} = \bar{y}a^{33} \ ge^{33} \ ge^{55} \ \bar{y}u^{33} = \mi^{55} \].

NEG DEC s/he nationalities GNT teacher do person

/=\(\bar{y}a^{33}\) \(la^{55} \ \bar{t}s\bar{a}^{55} = \khi^{33} \ zi^{55} \ \mi^{33}\) \(\eta e^{55} \ ti^{33}\).

GNT school inside student DEC
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0023. Who sweeps the floor today?

\[ pu^33si^{55} fia^{33}ruu^{55}=ra^{33}=mi^{33} \chi a^{55}nuu^{33} ni^{33}? \]

\( / \text{ra}^{33} / \text{NMR [genitive]} < / \text{ru}^{33} / \text{NMR} + / \chi a^{33} / \text{PCL [genitive]} \)

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

\{tu\^{33}-\} [upward] \{mu^{33}-\} [downward]
\{yu\^{33}-\} [to upper stream] \{fa^{33}-\} [to down stream]
\{ngu\^{33}-\} [towards the speaker] \{ie^{33}-\} [away from the speaker]
\{ru\^{33}-\} [rounding] \{khu^{33}-\} [non-specific direction]

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

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

0024. Me.

\[ \eta u^{55} [\eta e^{33}/ni^{33}]. \]

I DEC

0025. Who played ball yesterday?

\[ ji^{55}si^{35} pa^{55}lo^{55} k^h u^{33}-ts^h,^{55} =mi^{33} \chi a^{55}nuu^{33} ni^{33}? \]

\( / ji^{33}si^{55} \sim ji^{33}su^{55} / \text{‘yesterday’}; / puu^{33}si^{55} \sim puu^{33}su^{55} / \text{‘today’}; / sa^{33}si^{55} \sim sa^{33}su^{55} / \text{‘tomorrow’} \)

\( / pa^{55}lo^{55} / \text{‘ball’} < \text{Tib. spo lo} \)

\( / k^h u^{33}-ts^h,^{55} / \text{‘play’ has DIR \{k^h u^{33}-\} [non-specific direction]} \)
0026. The students from the math class.

\textit{tsi}^{55} \textit{tsu}^{55} \textit{khi}^{33} \textit{zi}^{55} \textit{mi}^{33} = \textit{ya}^{55} \textit{ndzu}^{33} = \textit{nu}^{55} \textit{ni}^{33}.

\textit{mathematics student GNT friend (pl.) DEC}

/ tsu^{55} / 'mathematics': The first syllable is derived from Tib. \textit{rtsis}

0027. Where is your hometown?

\textit{na}^{33} = \textit{ya}^{55} \textit{pha}^{33} \textit{ju}^{55} \textit{he}^{33} \textit{ge}^{55} \textit{mi}^{33}?

\textit{you GNT hometown where DEC}

/ p^{33} / 'hometown': < Tib. \textit{pha yul} 'home country'

0028. I’m from \textit{sDe dge}.

\textit{nu}^{33} = \textit{ya}^{55} \textit{pha}^{33} \textit{ju}^{55} \textit{de}^{33} \textit{ge}^{55} \textit{ni}^{33}.

\textit{I GNT hometown sDe dge DEC}

/ de^{33} / (place name): < Tib. \textit{sDe dge}

0029. Is s/he from \textit{Dar rtse mdo}?

\textit{re}^{33} \textit{tsu}^{55} \textit{ta}^{55} \textit{tsu}^{55} \textit{ndu}^{33} = \textit{pa}^{55} \textit{he}^{33} = \textit{ne}^{55} \textit{ti}^{33}?

\textit{s/he Dar rise mdo person IRG DEC}

/ ta^{55} / (place name): < Tib. \textit{Dar rtse mdo}
/ pa^{55} / (sfx): < Tib. \textit{pa} (suffix: indicating person)
0030. No, s/he is from dKar mdzes.

\[
\text{nu}^{33} = \text{np}^{55} \text{ ti}^{33}. \ ?\text{e}^{33} \text{tsu}^{55} \ \text{ka}^{33} \text{ndzi}^{35} = \text{vu}^{33} \text{ ni}^{33}. \\
\text{NEG DEC s/he dKar mdzes person DEC}
\]

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

0031. Whose child is this?

\[
\text{pu}^{33}\text{ts}^{33}\text{ti}^{55} \ \text{tsu}^{33}\text{tsa}^{55} \ \text{tsu}^{33} \ \text{xa}^{55}\text{na}^{33} \ \text{ni}^{55}?. \\
\text{child small (it) whose DEC}
\]

A simple adjective comes after its modified noun. e.g. ‘small child’ as /\text{pu}^{33}\text{ts}^{33}\text{ti}^{55} \ \text{tsu}^{33}\text{tsa}^{55}/ ‘child small’ literally. Speakers sometimes put the PCL /\text{tsu}^{33}/ ‘it’ after the adjective instead of \text{NUM} + \text{CLS} to indicate the ending of the modifier in the noun phrase.

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

\[
\text{ly}^{55}\text{zo}^{33} = \text{na}^{33} \ \text{ni}^{33}. \\
\text{Blo bzang [pl. GNT] DEC}
\]

/\text{ly}^{55}\text{zo}^{33}/ (personal name) < Tib. \text{Blo bzang} \\
/\text{na}^{33}/ [pl. GNT] < /\text{nu}^{33}/ (pl.) + /\text{ya}^{33}/ \text{PCL [genitive]} cf. /\text{xa}^{55}\text{na}^{33}/ ‘whose’. \\
See 0003 note.

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

\[
\text{?e}^{33}\text{tsu}^{55} \ \text{kwi}^{55} \ \text{xa}^{33}\text{tsi}^{55} \ \text{ni}^{33}?. \\
\text{s/he age how-many DEC}
\]

/\text{xa}^{33}\text{tsi}^{55} - \text{xa}^{33}\text{ti}^{55}/ (+ \text{CLS}) ‘how many’
0034. He is ten (this year).

\[tsu^{55} \text{ kw}^{55} \text{ ha}^{33} \text{ ko}^{55} = ki^{33} \text{ ni}^{33}\].

\text{CLS / ki}^{33} \text{ / is a measure word for counting age. Mu-nya numerals are usually used with classifiers (CLS) or measure words. The numerals from 1 to 10 with the general classifier /lo}^{55} \text{ / are as follows: 1. / te}^{55} \text{ / 2. / tu}^{33} =ze^{55} / 3. / so}^{55} =lo^{55} / 4. / ru}^{55} =lo^{55} / 5. / no}^{55} =lo^{55} / 6. / tci}^{55} =lo^{55} / 7. / ni}^{55} =lo^{55} / 8. / ce}^{55} =lo^{55} / 9. / ngu}^{55} =lo^{55} / 10. / fia}^{33} \text{ ko}^{55} =lo^{33} .\] The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

\[na^{55} \text{ ka}^{55} \text{ fie}^{33} = \etae^{55} \text{ ti}^{33} \text{ ru}^{55} \text{ pu}^{33} \text{ pa}^{55} \text{ ni}^{33}\]?

\text{you Han IRG DEC or Tibetan DEC}

/ \text{pu}^{33} \text{ pa}^{55} / ‘Tibetan’ < Tib. \text{ Bod pa}

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

0036. I’m Han-Chinese.

\[\etau^{55} \text{ ka}^{55} \text{ ni}^{33}\].

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

\[ ?\text{u}^{33} \text{tsu}^{55} \text{ka}^{33} \text{yu}^{55} \text{ndu}^{33} \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \text{he}^{33} = \text{yu}^{55} \text{ti}^{33} \text{ru}^{55} \]

s/he Han letters student IRG DEC or

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

Tibetan letters student DEC

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

0038. S/he studies Tibetan.

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

s/he Tibetan letters student DEC

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

0039. What is the date today?

\[ \text{pu}^{55} \text{si}^{55} \text{ts}^{33} \text{pa}^{55} \text{ka}^{33} \text{ti}^{55} \text{ni}^{33} ? \]

today date how-many DEC

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

Pu"u^55 si"55 /nda^33 wa^55/ /ŋa"33 pa"55/ tsh'e"33 /t'i"55/ ni"33.
today month fifth date one DEC

/nda^33 wa^55/ 'month' < Tib. zla ba
/ŋa"33 pa"55/ 'fifth' < Tib. nga pa
/tsh'e"33 /t'i"55/ 'day first' < Tib. tshes gcig


What day of the week is it today?

Pu"u^55 si"55 /zw"55 /t'si"55 ni"33?
today week how-many DEC

/zw"55/ 'week' < Tib. gza'

Today is Friday.

Pu"u^55 si"55 /zw"55 /pö"55 /sö"55 ni"33.
today week Friday DEC

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

/zw"55 ni"55 ma"55/ gza' nya ma 'Sunday'
/zw"55 /nda"55 wa"55/ gza' zla ba 'Monday'
/zw"55 mi"55 ma"55/ gza' mig dmar 'Tuesday'
/zw"55 la"55 pu"55/ gza' lhag pa 'Wednesday'
/zw"55 /tpu"55 pu"55/ gza' phur pu 'Thursday'
/zw"55 pu"55 /sö"55 /gza' pa sangs 'Friday'
/zw"55 pö"55 mbe"55/ gza' spen pa 'Saturday'
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0043. What time is it now?

\[ \text{t}^3\text{h}u^55 \text{ te}^3\text{h}u^33 \text{ ts}^3\text{h}u^55 \chi^3\text{a}^3\text{ti}^55 \text{ t}^3\text{hu}^33-\text{va}^55 = \text{su}^33 \text{?} \]

\[ \text{now} \quad \text{hour} \quad \text{how-many} \quad \text{DIR} \quad \text{pass} \quad \text{SFX} \]

/ \text{t}^3\text{h}u^33 \text{ts}^3\text{h}u^55 / ‘hour’ < Tib. \text{chu} \text{tshod}

/ \text{t}^3\text{hu}^33 \text{va}^55 / ‘(time) pass’ has DIR {t}^3\text{v}^33- \} [away from the speaker].

/ \text{su}^33 / is a suffix that is put after a (controllable) verb to indicate perfective.

0044. Five past ten.

\[ \text{t}^3\text{h}u^33 \text{ts}^3\text{h}u^55 \text{ fi}^3\text{a}^3\text{ku}^55 = \text{l}^3\text{3} \text{ ru}^55 \text{ ka}^33 \text{ma}^55 \text{ nd}^33-\text{lo}^53 \text{ t}^3\text{hu}^33-\text{va}^55 \]

\[ \text{hour} \quad \text{ten} \quad \text{CLS} \quad \text{and} \quad \text{minute} \quad \text{five} \quad \text{CLS} \quad \text{DIR} \quad \text{pass} \]

\[ = \text{su}^33. \]

\[ \text{SFX} \]

/ \text{ka}^33 \text{ma}^55 / ‘minute’ < Tib. \text{skar} \text{ma}

Basic numerals from 1 to 10 with general classifier / =l\text{o}^55 /, see 0034 note.

0045. Is this folding knife sharp?

\[ \text{?e}^55 \text{tsu}^33 \text{ fi}^3\text{a}^3\text{gu}^55 \text{ ru}^33 \text{tce}^55 \text{ ndza}^33 \text{ndza}^55 \text{ ?a}^55 = \text{ti}^33 \text{?} \]

\[ \text{this} \quad \text{folding} \quad \text{knife} \quad \text{sharp} \quad \text{IRG} \quad \text{DEC} \]

The basic structure of the modification in Mu-nya is as follows:

(Pronoun) ⇒ Noun ⇒ (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 /ndzą\ndzą/ '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?
0050. I’m fine.

\( \eta u^{55} \ m bu^{33} = po^{55} \ \eta b^{33} \).

I    fine    SFX    DEC

The vowel of imperfective SFX / po\(^{55}\) agrees with person of the subject.
1st (sg./ pl.) || V = po\(^{33}\) \(\eta b^{55}\) [+certain].

0051. How’s bKra shis?

\( ts a^{55} \ c i^{33} \ m bu^{55} \ ? a^{55} = pi^{33}\)?

bKra shis    fine    IRG    SFX

The vowel of imperfective SFX / pi\(^{33}\) agrees with person of the subject.
3rd (sg./pl.) || V = pi\(^{33}\) (ni\(^{33}\)[-certain]).

0052. bKra shis is fine.

\( ts a^{55} \ c i^{33} \ m bu^{55} \ t a^{33} t o^{55} \ n i^{33} \).

bKra shis    fine    really    DEC

/ ta\(^{33}\) to\(^{55}\) / ‘really’ < Tib. thag chod

0053. How is the harvest this year?

\( pu^{33} v u^{55} \ l o^{33} t o^{55} \ s i^{55} v u^{55} \ h a^{33} = ti^{55}\)?

this year    harvest    good    IRG    DEC

/ ji\(^{33}\) vu\(^{55}\) / ‘last year’; / pu\(^{33}\) vu\(^{55}\) / ‘this year’; / sa\(^{33}\) vu\(^{55}\) / ‘next year’.
/ lo\(^{33}\) to\(^{55}\) / ‘harvest’ < Tib. lo tog ‘crops’
/ si\(^{55}\) vu\(^{55}\) / [si\(^{55}\) vu\(^{55}\)]: the morph / si\(^{55}\) / is longer than / vu\(^{55}\) /.
0054. The harvest is good.

\[ pu^{33}\text{vur}^{55} \, l^{33}\text{to}^{55} \, si^{55}\text{vu}^{55} \, ti^{33}. \]

this year harvest good DEC

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

0055. Is your family okay?

\[ te^{33}\text{=kh}^{55} \, ndzu^{33}\text{=}ri^{55} \, \chi^{33}\text{tstu}^{55} \, mu^{33} \, ti^{33}\text{=}? \]

house inside eat NMR how-about DEC

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

0056. They (We)'re fine.

\[ te^{33}\text{=}k^{55} \, u^{55} \, ndzu^{33}\text{=}ri^{55} \, te^{55}\text{h}^{33}\text{a}^{55} \, si^{55}\text{vu}^{55} \, ti^{33}. \]

house inside living very good DEC

0057. Can I write it like this?

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

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

DEC

/ \eta^{55} / 'I' [agentive form] < / \eta u^{55} / 'I' + / ji^{55} / PCL [agentive]
Verb/Adjective + / t^{55}\text{v}^{33}\text{ni}^{55} / 'if−'
/ \eta a^{55} / [\eta a^{55} \sim \eta e^{55}] 'proper, well' this adjective combine with DEC / ti^{33} / The
vowel of / \eta a^{55} / [\eta a \sim \eta e] is front, distinguished from DEC / \eta a^{33} / whose vowel
is central [t].

88
0058. Yes, you can (write it this way).

\[ \text{v}^{33} \text{mu}^{55} \text{nui}^{33} \text{khu}^{33-ri}^{55} = \text{t}^{h} \text{e}^{33} \text{nui}^{33} \text{ga}^{33} \text{ti}^{55}. \]

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

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

0059. Did I write this correctly?

\[ \text{ni}^{55} \text{khu}^{33-ri}^{55} \text{le}^{33-to}^{55} \text{ha}^{33} = \text{na}^{55} \text{ti}^{33}? \]

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

/ le^{33-to}^{55} / ‘way’ &lt; Tib. las stangs

0060. Yes!

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

proper \text{DEC}

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

\[ \text{re}^{55} \text{tsu}^{33} \text{yuu}^{33} \text{ndu}^{55} \text{khu}^{33-ri}^{55} \text{le}^{33-to}^{55} \text{ha}^{33} = \text{na}^{55} \text{ti}^{33}? \]

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

0062. You wrote it very well.

\[ \text{khu}^{33-ri}^{55} \text{te}^{h} \text{u}^{33} \text{tc}^{a}^{55} \text{t}^{h} \text{e}^{33} \text{-ne}^{55} \text{-su}^{33}. \]

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

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

\[ \text{ne}^{33} \quad \text{ha}^{33} \quad \text{gu}^{55} \quad \text{ru}^{33} \quad \text{t\textae}^{55} \quad \text{ha}^{55} = \text{ndza}^{33} \quad \text{\textgamma}^{33}? \]

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 / \text{ndza}^{33} / 'have' is in appendix: Declaratives and classification of verbs.

0064. Yes, I have a knife.

\[ \eta^{55} \quad \text{ha}^{33} \quad \text{gu}^{55} \quad \text{ru}^{33} \quad \text{t\textae}^{55} \quad \text{ta}^{33} = \text{za}^{55} \quad \text{ndza}^{35} \quad \eta^{33}. \]

I [AGT] folding knife one CLS have DEC

/ \text{ru}^{33} \quad \text{t\textae}^{55} \quad \text{ta}^{33} = \text{za}^{55} / 'a knife': Noun ⇐ NUM + CLS

0065. Does s/he have a bamboo pen?

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

s/he [AGT] pen IRG have DEC

/ \text{nu}^{33} \quad \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 / ti^{33} / [+confirm].
0066. S/he has a good bamboo pen.

\(\text{ne}^{33} \text{tsi}^{55} \quad \text{nu}^{33} \text{ku}^{55} \quad \text{si}^{33} \text{vu}^{55} \quad \text{ta}^{33} =za^{55} \quad \text{ndzy}^{55} \quad \text{ti}^{33}\).

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. / \(\text{ne}^{33} \text{tsi}^{55} \quad \text{nu}^{33} \text{ku}^{55} \quad \text{si}^{33} \text{vu}^{55} \quad \text{ta}^{33} =za^{55}\) /, then this phrase means 'this good bamboo pen' literally, / \(\text{ne}^{33} \text{tsi}^{55}\) / will be a demonstrative pronoun. But the pronoun in the above example shows the agentive form which agrees with the verb / \(\text{ndzy}^{55}\) / 'have'; it is not a demonstrative pronoun but rather is the subject. Demonstrative pronouns never take the agentive form contrastively.

0067. How many Tibetan textbooks do you have?

\(\text{ne}^{55} \quad \text{pu}^{55} \text{ji}^{55} \quad \text{ki}^{33} \text{zi}^{55} =\text{ta}^{33} =\text{ya}^{33} \quad \text{yu}^{33} \text{ndu}^{55} \quad \text{xa}^{33} \text{ti}^{55} \quad \text{ndza}^{55}\).

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

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

0068. I only have one Tibetan textbook.

\(\text{ni}^{55} \quad \text{pu}^{55} \text{ji}^{55} \quad \text{ki}^{33} \text{zi}^{55} =\text{ta}^{33} =\text{ya}^{33} \quad \text{yu}^{33} \text{ndu}^{55} \quad \text{ta}^{55} =\text{va}^{55}\).

I [AGT] Tibetan study NMR GNT book one CLS

\(\text{mu}^{33} \text{ts}^{b} \text{e}^{55} \quad \text{na}^{33} = \text{ndze}^{53} \quad \text{ni}^{33}\).

except for NEG have DEC

/ \(\text{ta}^{55} =\text{va}^{55}\) / can also be expressed as / \(\text{te}^{33} =\text{lo}^{55} \quad \text{mu}^{33} \text{to}^{55}\) / / \(\text{ndze}^{53}\) / 'have': the vowel / \(\text{e}\) / agrees with the 1st person subject.
0069. How many dictionaries does s/he have?

?e³³ tsi³³ tsi³³ ndzo³³ yu³³ ndu³³ ña³³ ti³³ ndzy³³ ti³³³³?
s/he [AGT] dictionary book how many have DEC

/ ts³³ ndzo³³ / 'dictionary' < Tib. tshig mdzod

0070. S/he only has one dictionary.

?e³³ tsi³³ tsi³³ ndzo³³ yu³³ ndu³³ ta³³³³ va³³ mu³³ ts³³ tse³³³³
s/he [AGT] dictionary book one CLS except for

ma³³ = ndzy³³ ti³³.
NEG have DEC

/ ta³³³³ va³³ mu³³ ts³³ tse³³³³ / can also be expressed as / te³³³³ lo³³ mu³³³³ tse³³³³ /.

0071. How many people are there in your family?

na³³³³ yu³³ tce³³³³ =ku³³ mu³³³³ ni³³³³ ña³³³³ ti³³ ndzu³³ ñe³³³³?
you GNT house inside people how many have DEC

/ tce³³³³ / 'house' also means 'home'. / =ku³³ / 'in' is a PCL put after nouns.
This interrogative sentence takes DEC / ñe³³³³ / [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.

ημη^55 =γα^33  τζε^33 =κη^55  μεο^33  ημι^55  τεηι^55 =ζυμ^33  ηδζου^33  ηρ^33.

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

ρε^55  τζυ^33 =γα^33  τζε^33 =κη^55  μεο^33  ημι^55  θα^33  ηνι^55  ηδζι^33  ιμ^33?

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

ρε^55  τζυ^33 =γα^33  τζε^33 =κη^55  ιμ^33 =ζυμ^55  ζεη^33 =ζυμ^55  ηδζι^33  ιμ^33.
0075. What do you do (are you doing) today?

pu'u55 si55 [na'33 x'33 dzw'u55 vu'u33] =ri55 ndz'u55 η'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 / ndz'u55 / ‘have’ which requires an agentive form for the subject, but agrees with the verb / vu'u33 / ‘do’ in the phrase / [na'33 x'33 dzw'u55 vu'u33]=ri55 / ‘what (do) you do’, which does not require the agentive form.

0076. I don’t have anything to do today.

pu'u55 si55 [nu'55 ?a'33 ti55 vu'u55]=ri55 m'i55 = ndz'u55 η'33.
today I any do NMR NEG have DEC.

/ji33 suu55 / ‘yesterday’; / pu'u55 suu55 / ‘today’; / sa33 suu55 / ‘tomorrow’. cf. ‘last year; this year; next year’ in 0053 note.
/ ?a'33 ti55 / [?a'33 ti55 ~ fia33 ti55 ~ χa33 ti55] ‘how many; what; any’. cf. 0067, 0069, 0071, 0073.
The subject does not agree with the verb / ndz'u55 / ‘have’ which requires the agentive form for the subject, but agrees with the verb / vu'u33 / ‘do’ in the phrase / [nu'55 ?a'33 ti55 vu'u55]=ri55 / ‘(that) I do anything’, which does not require the agentive form.

0077. What do you need to do now?

ti'u55 [na'55 ?a'33 ti55 vu'u33]=ri55 η'33 = ndz'u55 η'33?
now you any do NMR IRG have DEC

The subject / na'55 / ‘you’ is not agentive and does not agree with the verb / ndz'u55 / ‘have’ in this sentence. See 0075 note.
IRG {fiu33} has allophones: [fia33 ~ η'33], and the vowel will be assimilated to the stem of the verb.
0078. I need to wash clothes now.

\[
\text{tc}^h\text{u}^55 [\eta\mu^55 \text{ts}^b\varepsilon^55 \eta\text{gu}^55 \eta\text{u}^33-\kappa\text{o}^55]=\text{ri}^55 \text{ndz}e^53 \eta\text{e}^33.}
\]

now I cloth DIR wash NMR have DEC

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

0079. Where was bKra shis just now?

\[
\text{t}\text{sa}^55\text{ci}^33 \text{tc}^h\text{u}^55 \text{?e}^33 \chi^a^55 \text{ndz}i^33?\]

bKra shis now where exist

/ t\text{sa}^55\text{ci}^33 / (personal name) = Tib. *bKra-shis*
/ ndz\text{i}^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^33 / [general statement] can be added after the verb / ndz\text{i}^33 /.

0080. bKra shis was in the classroom just now.

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

bKra shis now DIR study NMR house inside exist

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

[kʰ³³-z¹⁵⁵ =r³³ (=y³³) t³³] =kʰ⁵⁵ x³³ n³³ m³³ m³³?  
DIR study NMR GNT house inside who who exist

/mu³³ /‘exist’ [+confirm]: the speaker predicts the one who will answer this question saw someone was in the classroom.

/χ³³ n³³ x³³ m³³ m³³? /‘who were there?’ duplicated interrogative pronouns predict that there were more than one person in the classroom.

0082. Tshe ring and Blo bzang were.

[tʰ³³-r³³ r³³ l³³-z³³] =n³³ m³³.  
Tshe ring and Blo bzang (pl.) exist

/tʰ³³-r³³ / (personal name) < Tib. Tshe ring  
/l³³-z³³ / (personal name) < Tib. Blo bzang

0083. What is on the platform?

[n³³ =r³³ t³³ w³³] =p³³ x³³ d³³ u³³ r³³ -t³³ u³³ =s³³?  
DIR speak NMR GNT podium on what DIR put SFX

The verb /n³³ =r³³ /‘speak’ has DIR /n³³ /< {ne³³-} [downward].
The verb /r³³ -t³³ u³³ /‘put’ has DIR /r³³ /< {ru³³-} [rounding], but this pfx does not express real direction of the action, but takes habitual combination in this case.
0084. There are books and chalk.

\[ \text{yu}^{\text{ndu}}^{33} \text{ru}^{33} \text{sa}^{33} \text{pu}^{33} \text{ru}^{33} \text{-tcu}^{55} = \text{su}^{33}. \]

book and chalk DIR put SFX

/ sa^{33}nu^{33} / ‘chalk’ < Tib. sa smyug

SFX / su^{33} / is put after a verb and means the verb has done and remaining its result.
The paradigm of SFX is in appendix: Declaratives and classification of verbs.

0085. What are those people doing?

\[ \text{thi}^{33} \text{phv}^{55} \text{mu}^{33} \text{ni}^{55} = \text{nu}^{55} \text{xa}^{33} \text{dzu}^{55} \text{vu}^{33} = \text{pi}^{33}? \]

there people (pl.) what do SFX

/ thi^{33}phv^{55} / ‘that side; there’, which is distinct from / v^{33}phv^{55} / ‘this side; here’.
The suffix / pi^{33} / is put after a verb which means the verb has not done, and often expresses the action is in progress.

0086. They are all buying books.

\[ \text{me}^{33} \text{me}^{55} \text{tsu}^{33} = \text{ji}^{35} \text{yu}^{55} \text{ndu}^{33} \text{k}^{h\text{e}}^{33} \text{-t}^{h\text{e}}^{55} = \text{pi}^{35}. \]

everybody AGT book DIR buy SFX

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

\[
\begin{array}{llll}
\text{yu}^{55} \text{ndu}^{33} & \chi_a^{33} \text{dzu}^{55} & \chi_a^{33} \text{dzu}^{55} & \text{t}^i^{55} \text{-ji}^{55} = \text{ri}^{33} \text{mu}^{55}?
\end{array}
\]

book what what DIR sell NMR exist

The duplication of the interrogative pronouns such as / \( \chi_a^{33} \text{dzu}^{55} \chi_a^{33} \text{dzu}^{55} / \) ‘what (and) what’ predicate the answer will include more than one thing. The verb / \( \text{thi}^{33} \text{-ji}^{55} \) / [\( \text{thi}^{33} \text{-je}^{55} \sim \text{thi}^{33} \text{-jy}^{55} \)] ‘sell’ has DIR / \( \text{thi}^{33}-/ \) < \{\text{thi}^{33}\} [away from the speaker], the vowel of pfx is assimilated to the stem.

0088. There are all kinds of books for sale.

\[
\begin{array}{llll}
\text{yu}^{55} \text{ndu}^{33} & \chi_a^{33} \text{dzu}^{55} & \text{ker}^{33} \text{ne}^{55} & \text{t}^i^{55} \text{-ji}^{55} = \text{ri}^{33} \text{mu}^{55}.
\end{array}
\]

book what kind DIR sell NMR exist

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

0089. What’s your name?

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

\( \text{you} \ \text{DAT} \ \text{name} \ \text{what} \ \text{name DEC} \)

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

\( \text{you} \ \text{DAT} \ \text{name} \ \text{what} \ \text{DIR} \ \text{call DEC} \)

It is unnatural to use genitive PCL /=\( \chi_a^{33} / \) instead of dative PCL /=\( \text{le}^{55} / \) in these sentences. The verb / \( \text{tu}^{33} \text{-pi}^{55} / \) ‘call’ has DIR / \( \text{tu}^{33}-/ \) [upward].
0090. My name is *Tshe ring*.

$$\eta u^{55}=le^{33} \ ma^{55} \ ts'he^{55}ri^{33} \ tu^{33}-pi^{55} \ ni^{33}. $$
I DAT name *Tshe ring* DIR call DEC

/ *ts'he^{55}ri^{55} / (personal name) < Tib. *Tshe ring*

0091. What’s his/her name?

$$\?e^{33}ts'u^{55}=le^{33} \ ma^{55} \ ?a^{33}dz'ur^{55} \ tu^{33}-pi^{55} \ ni^{33}? $$
S/he DAT name what DIR call DEC

0092. His name is *Don grub*.

$$\?e^{33}ts'u^{55}=le^{33} \ t'o^{33}ndz'u^{55} \ tu^{33}-pi^{55} \ ni^{33}. $$
S/he DAT *Don grub* DIR call DEC

/ *t'o^{33}ndz'u^{55} / (personal name) < Tib. *Don grub*

0093. Where are you going?

$$na^{55} \ ?a^{33} \ t'a^{33}-nda^{55} \ ni^{33}? $$
you where DIR go DEC

The interrogative pronoun ‘where’ has some word forms:
/ *?a^{33} \ t'a^{33}nda^{55} / ~ / ?e^{33} \ t'a^{33}wa^{55} / ~ / ?e^{33}wa^{55} / .

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

ηυ55  τʰi33  pʰv53  τʰa33-n dó35  ηv33.
I over there  DIR go  DEC

/ tʰi33 pʰv55 / ‘that side; there’, often used to indicate the opposite bank. This word is distinct from / v33 pʰv55 / ‘this side; here’.

0095. What are you going to do?

na55  [χa33 dzu55  vυ33]  =r v55  xυ33  =p a55  ηυ33?
you what do to go  SFX DEC

‘go to do (sth.)’ is expressed as / V =v55 xυ33 (=p o55) /. This frame is used for the imperfect aspect. cf. 0099 note.
PCL / rv55 / means ‘in order to; for the purpose of’.

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

ηυ55  υυ33 ndu55  kʰv33-ηυ55  =r v33  xυ33  =p o55  ηυ33.
I book  DIR borrow to go  SFX DEC

The verbs for ‘borrow’ and ‘lend’ share the same stem but distinct by different DIRes. / kʰv33-ηυ55 / ‘borrow’ has DIR {kʰv33-} [non-specific direction]; / tʰv33-ηυ55 / ‘lend’ has DIR {tʰv33-} [away from the speaker] respectively.
Where did s/he go?

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

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.

S/he went out (to town).

\[ re^{55} tsu^{33} ts^{h} o^{33} t^{h} s^{h} h u^{55} =k^{h} u^{53} ra^{33} =su^{55} ni^{33} . \]

s/he market place inside gone SFX DEC

/ ts^{h} o^{33} t^{h} s^{h} a^{55} / ‘market place’ < Tib. tshong khrom

What did s/he go to do?

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

s/he what do to gone SFX DEC

‘(have) gone to do (sth.)’ is expressed as / V =re^{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’.

S/he went to buy some stuff.

\[ re^{55} tsu^{33} tca^{55} k^{h} a^{55} q^{h} ur^{33} -tu^{55} =re^{33} ra^{33} =su^{55} ni^{33} . \]

s/he stuff DIR buy to gone SFX DEC

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

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

you library inside go SFX IRG DEC

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

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

\[
\text{?}^{33}. \text{ nu}^{55} \text{ kA}^{33} \text{ ndze}^{55} \text{ sA}^{33} \text{ ndzu}^{55} \text{ k-h}^{33} - \text{tcA}^{55} \text{ ri}^{33} = \text{ re}^{33} \text{ xu}^{33}
\]

DEC I dKar mdzes newspaper DIR read to go

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

SFX DEC

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

0103. Shall we both (dual) go together?

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

we [inclusive] together go IRG MOD

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

exclusive / nu^{33} nu^{55} / 'we' / nu^{33} ni^{55} nu^{33} / 'we two' [dual]
inclusive / je^{33} nu^{55} / 'we (with you)' / je^{33} ni^{55} nu^{33} / 'you and I' [dual]
/ ri^{33} / 'let's ~; shall we ~', is a modal verb? Function and usage of this word is unidentified, it is necessary further investigation.
0104. Okay! Let’s both go together.

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

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

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

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

\[ \text{ra}^{33} = \text{su}^{55} \quad \text{ge}^{33} \quad \text{ge}^{55} = \text{ke}^{33} \quad \text{ra}^{33} = \text{su}^{55} \quad \text{a}^{33} = \text{ɲe}^{55} \quad \text{ti}^{35}? \]

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

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

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

0106. Yes, s/he did.

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

\[ \text{gone SFX DEC} \]

0107. Where are you from?

\[ \text{na}^{55} \quad \text{ra}^{33} \quad \text{x}^{55} \text{te}^{33} = \text{t}^{33} \text{su} \quad \text{ku}^{33} \quad \text{re}^{33} = \text{pe}^{55} \quad \text{ni}^{33}? \]

\[ \text{you where from come SFX DEC} \]

Asking or explaining someone’s home town as ‘Where are you from?’ ‘I am from …’, Mu-nya expresses / \text{re}^{33} / ‘come’ plus imperfect (including progressive/condition) SFX \{\text{po}^{55}\} with DEC / \text{ni}^{33} / [general statement]. It is worthy of note that the perfect SFX \{\text{su}^{33}\} cannot be used instead of \{\text{po}^{55}\} in this sentence.
0108. I am from Li thang.

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

I Li thang from come SFX DEC

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

0109. Where is s/he from?

(a) \[ ?e^{33}tsu^{55} xa^{33}ti^{55} =tsu^{33}ku^{33} \ ra^{33} =pi^{55} \ ni^{33}. \]

s/he what from come SFX DEC

(b) \[ ?e^{33}tsu^{55} ha^{33}ra^{33} =le^{33} \ ra^{33} =pi^{55} \ ni^{33}. \]

s/he where from come SFX DEC

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

/ ηu^{55} (1st) || V =po ni.; / na^{55} (2nd) || V =po ni.; / re^{55}tsu^{33} (3rd) || V =po ni./

Also see appendix: Declaratives and classification of verbs.

0110. S/he is from Chab mdo.

\[ ?e^{33}tsu^{55} te^{h}_{h}^{33} ndu^{55} [=tsu^{33}ku^{33} / =le^{33}(ku^{55})] \ ra^{33} =pi^{55} ni^{33}. \]

s/he Chab mdo from come SFX DEC

/ te^{h}_{h}^{33}ndu^{55} / (place name) < Tib. Chab mdo.

0111. When did you go?

\[ na^{55} zu^{33}mu^{55} xa^{33}ti^{55} xu^{33}. \]

you date what go
0112. I went yesterday.

\[ \eta u^{55} \ ji^{55} \ su^{55} \ xu^{55} \ \eta \nu^{33} \].

I yesterday go DEC

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

0113. Did you both come together?

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

you two (pl.) together come SFX IRG DEC

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

0114. No! I came alone.

\[ \eta a^{33} = \ \eta \nu^{55} \ ti^{33} . \ [\eta a^{33} / \ \eta \nu^{55}] \ ta^{33} = \se^{55} \ je^{33} \ vo^{55} \ ra^{33} \ \eta \nu^{55} . \]

NEG DEC I / [AGT] one CLS myself come DEC

The subject can also be pronounced [\ \eta \nu^{55} ] in this sentence. It might be an allophone of the agentive form / \ \eta a^{55} / < / \ \eta a^{55} + \ ji^{33} / .

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

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

you come since how many day do DEC

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

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0116. I came many days ago.

\[ \eta \mu \text{^55} \ \rho \text{^55} = \text{tsu} \text{^33} \ \kappa \text{^33} \ \text{si} \text{^33} \ \text{tsi} \text{^55} \ \text{ka} \text{^33} \ \text{jii} \text{^55} \ \text{tu} \text{^33} \ - \text{va} \text{^55} \ \rho \text{^33}. \]

The verb / \text{thi} \text{^55} \ - \text{va} \text{^55} / 'do' has DIR {\text{thi} \text{^33}} [away from the speaker].

0117. How many people came with you?

\[ [\eta \text{^55} = \text{te} \text{^55} \ \text{hi} \text{^55} \ \text{ta} \text{^33} \ \text{la} \text{^55} \ \rho \text{^33}] = \text{mi} \text{^55} \ \mu \text{u} \text{^33} \ \text{ni} \text{^55} \ \chi \text{^33} \ \text{ti} \text{^55} = \text{zu} \text{^33} \ \text{ndzu} \text{^33} \]

The subject phrase in this sentence is / \text{[na} \text{^55} = \text{te} \text{^55} \ \text{hi} \text{^55} \ \text{ta} \text{^33} \ \text{la} \text{^55} \ \rho \text{^33}] = \text{mi} \text{^55} / 'the person who came with you'. / \text{sb} = \text{te} \text{^55} \ \text{hi} \text{^55} \ \text{ta} \text{^33} \ \text{la} \text{^55} / 'together with sb'.

0118. Five or six people.

\[ \mu \text{u} \text{^33} \ \text{ni} \text{^55} \ \eta \text{^33} / \text{te} \text{^55} \ \text{hi} \text{^55} = \text{zu} \text{^33} \ \text{ti} \text{^55} \ \text{ndzu} \text{^55} \ \eta \text{^33}. \]

/ \text{ti} \text{^55} / 'about' comes after CLS and expresses 'round (numbers)', this word might be derived from CLS / \text{ti} \text{^55} / in / \chi \text{^33} \ \text{ti} \text{^55} / 'how many'.

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

\[
\begin{align*}
\text{na}^{55} & \quad \text{t}^{55} \text{ts}^{55} \text{nd}^{33} \quad \text{nx}^{33} \quad \text{x}^{55} \quad \text{si}^{55} \quad \text{so}^{55} = \text{pa}^{55} \quad \text{ta}^{33} = \text{ye}^{55} \ ? \\
& \quad \text{you} \quad \text{Dar rtse mdo} \quad \text{DIR} \quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{IRG} \quad \text{DEC}
\end{align*}
\]

/ \text{t}^{55} \text{ts}^{55} \text{nd}^{33} / (place name) < \text{Tib. Dar rtse mdo}
/ \text{nx}^{33} / ‘go down to’ has DIR {\text{nx}^{33}-} [down].
/ \text{si}^{55} / is a Modal put after a verb to express ‘need to; will’.
/ \text{so}^{55} = \text{pa}^{55} \quad \text{ta}^{33} = \text{ye}^{55} ? / ‘are you thinking?’ SFX {po} [imperfect] appears as / pa /
in the 2nd person subject interrogative sentence. cf. below. Also see 0109 note.

0120. No, I’m not planning to go.

\[
\begin{align*}
\text{nte}^{55} & \quad \text{xu}^{33} \quad \text{si}^{55} = \text{po}^{33} \quad \text{nte}^{55} = \text{ye}^{33} \\
& \quad \text{I} \quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{NEG} \quad \text{DEC}
\end{align*}
\]

SFX {po} [imperfect] should appear as / pa^{55} / in the 1st person subject sentence,
but speakers also use the allophone / pa^{55} / which appeared in the previous 2nd
person subject interrogative sentence.

0121. Do you want to go watch a movie?

\[
\begin{align*}
\text{na}^{55} & \quad \text{t}^{33} \quad \text{ji}^{55} \quad \text{ku}^{33} \quad \text{ja}^{55} = \text{re}^{33} \quad \text{xu}^{33} \quad \text{si}^{55} \quad \text{sa}^{55} = \text{pa}^{55} \quad \text{he}^{33} = \text{ye}^{55} ? \\
& \quad \text{you} \quad \text{movie} \quad \text{DIR} \quad \text{watch to go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{IRG} \quad \text{DEC}
\end{align*}
\]

/ \text{t}^{33} \text{ji}^{55} / ‘movie’ < \text{Chn. diányīng}
The verb / \text{ku}^{33} \text{ja}^{55} / ‘watch’ has DIR {\text{ku}^{33}-} [non-specific direction].

0122. Yes, I want to.

\[
\begin{align*}
\text{xu}^{33} \quad \text{si}^{55} \quad \text{sa}^{55} = \text{pa}^{55} \quad \text{ye}^{33} \\
& \quad \text{go} \quad \text{MOD} \quad \text{think} \quad \text{SFX} \quad \text{DEC}
\end{align*}
\]
0123. Will s/he come to our school?

\[ \text{sh}^{33} \text{tsu}^{55} \text{ ja}^{33} \text{na}^{55} \text{ la}^{33} \text{tsha}^{55} =k^{h} u^{33} \text{ re}^{33} =\text{pi}^{55} \text{ sh}^{33} = \text{ne}^{55} \text{ ti}^{33} ? \]

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

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

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

0124. Yes, s/he will.

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

come SFX DEC

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

\[ \text{ne}^{33} =\text{ji}^{55} \text{ cha}^{33} \text{dzur}^{55} \text{ vuur}^{33} =\text{pa}^{55} [\text{ne}^{35} / \text{ni}^{35}] ? \]

you AGT what do SFX DEC

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

0126. I’m going to wash clothes.

\[ \text{ne}^{55} \text{ tse}^{55} \text{ngtu}^{55} \text{ na}^{33} -ko^{55} =p0^{33} \text{ ne}^{55}. \]

I [AGT] cloth DIR wash SFX DEC

cf. 0078. ‘have sth to do’

0127. What is s/he going to do?

\[ \text{sh}^{33} \text{tsi}^{55} \text{ cha}^{33} \text{dzur}^{55} \text{ vuur}^{33} =\text{pi}^{55} \text{ ni}^{35} ? \]

s/he [AGT] what do SFX DEC
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0128. S/he is going to wash clothes, too.

\[ \text{setsi}^{55} \text{ ntu}^{55} \text{ tse}^{55} \text{n} \text{gu}^{55} \text{ na}^{33} \text{-so}^{55} = \text{pi}^{33} \text{ ni}^{55} \]

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

0129. What are you doing?

\[ \text{na}^{55} = \text{ji}^{33} \text{x} \text{a}^{33} \text{dz} \text{u}^{55} \text{ vu}^{33} = \text{pa}^{33} \text{ ni}^{35} \]

you AGT what do SFX DEC

0130. I’m writing a letter.

\[ \text{ji}^{55} \text{ vu}^{55} \text{ ndu}^{33} \text{ k} \text{hu}^{33} \text{-ri}^{55} = \text{po}^{33} \text{ ni} \]

I [AGT] letter DIR write SFX DEC

The verb / k\text{hu}^{33}-\text{ri}^{55} / ‘write’ has DIR \{k\text{hu}^{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, \(/ \text{nu}^{55} || \text{V} = \text{po}^{55} \text{ ne}^{33} /\) means ‘having intention of doing’, whereas \(/ \text{nu}^{55} || \text{V} = \text{po}^{55} \text{ ni}^{33} /\) means ‘in progress’; cf. 0126.

0131. What are they doing?

\[ \text{re}^{33} \text{ ni}^{55} \text{x} \text{a}^{33} \text{dz} \text{u}^{55} \text{ vu}^{33} = \text{pi}^{55} \text{ ni}^{35} ? \]

they [AGT] what do SFX DEC

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

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

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0132. They are studying.

ʔe³³ni⁵⁵ kʰi³³-zi⁵⁵=pi⁵⁵ ni³³.
they [AGT] DIR study SFX DEC

The verb / kʰi³³-zi⁵⁵ / ‘study’ has DIR {kʰu³³-} [non-specific direction].

0133. What did you do?

na⁵⁵=ji³³ χa³³dzu⁵⁵ tʰe³³-vu⁵⁵=sy⁵⁵ ni³⁵⁵?
you AGT what DIR do SFX DEC

The vowel alternation in perfect SFX {sul⁵⁵} agrees with the person of subject as follows:
/ ni⁵⁵ (1st. AGT) || V =so⁵⁵ ni³³./; / ne⁵⁵ (2nd. AGT) || V =sy⁵⁵ ni³³./; / u³³tsi⁵⁵ (3rd. AGT) || V =stu⁵⁵ ni³³./ cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

ŋi⁵⁵ yu⁵⁵ndu³³ ta³³-za⁵⁵ kʰu³³-ri⁵⁵=so³³ ni³³.
I [AGT] letter one CLS DIR write SFX DEC

The verb / kʰu³³-ri⁵⁵ / ‘write’ has DIR {kʰu³³-} [non-specific direction].

0135. What did they do?

ʔe³³ni⁵⁵ χa³³dzu⁵⁵ tʰu³³-vu⁵⁵=stu³³ ni³⁵⁵?
they [AGT] what DIR do SFX DEC

The verb / tʰu³³-vu⁵⁵ / has DIR / tʰu³³- / derived from {tʰe³³-} [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 / \text{ro}^{33}\text{-zu}^{55} / 'dance' has \{ruu^{33}\} [rounding].

0137. What did bKra shis give you?

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

'give sb sth' or 'give sth to sb' is expressed as / S -ji^{33} [AGT] || sb =le^{33} sth [-φ] t^h\text{e}^{55} \text{ DEC} / in Mu-nya. The subject takes the agentive form. The verb / \text{tha}^{33}\text{-khe}^{55} / 'give' has \{t^h\text{e}^{55}\} [away from the speaker].

0138. He gave me a book.

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

DEC / \text{ra}^{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 / \text{tuw}^{33}\text{-ce}^{55} / 'speak; talk' has \{tuw^{33}\} [up].
0140. He is talking to *Blo bzang*.

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

*Blo bzang* DAT words DIR talk SFX DEC

/ ke\text{^{33}tea}^{55} / ‘words; speech’ \(<\) Tib. *skad cha*
‘speak sth to sb’ takes the same syntactic frame as ‘give sth to sb’: \( S = ji^{33} [\text{AGT}] \) || sb =le\text{^{33} sth} [- q] tuu\text{^{33}-ce}^{55} \) DEC /. cf. 0137, 0138.

0141. Could you help me?

\[ \text{na}^{33}\text{=ji}^{55}\text{nuu}^{33}\text{=ya}^{55}\text{ tuu}^{33}\text{-yo}^{55}\text{ khu}^{33}\text{-tou}^{55}\text{ ha}^{33}\text{= thu}^{55}? \]

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\text{^{33}} / cannot be used in place of the genitive marker / =ya\text{^{33}} / in this construction.

/ thu\text{^{55}} / ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

\[ \eta^{55}\text{ na}^{33}\text{=ya}^{55}\text{ qho}^{55}\text{-ko}^{55}\text{ l\theta}^{33}\text{ thu}^{33}. \]

I [AGT] you GNT DIR help CLS MOD

/ l\theta\text{^{33}} / is a general measure word, but it means ‘once’ or ‘a bit’ here.

The verb / qho\text{^{55}-ko}^{55} / ‘help’ has an allomorph of DIR \{khu\} [non-specific direction].
0143. What do you need to help?

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

\( \text{you GNT what DIR help MOD DEC} \)

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

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

0144. Please explain this to me.

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

\( \text{I DAT explanation one time DIR speak MOD} \)

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

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

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

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

\[ \text{nte}^{55} \ \text{te}^{h}\text{tu}^{33}\text{nu}^{55} \ \text{na}^{33}=\text{le}^{55} \ \text{ta}^{33}=\text{ra}^{55} \ \text{tu}^{33}-\text{ce}^{55} \ \text{ha}^{55}=\text{ti}^{33}? \]

\( \text{I [AGT] again you DAT one time DIR speak IRG DEC} \)

\( / \text{tu}^{33}/ \ in \ the \ verb \ / \text{tu}^{33}-\text{ce}^{55} / \ 'speak' \ is \ an \ allophone \ of \ \text{DIR} \ \{\text{tu}^{33}\} \ [\text{up}]. \ cf. \ 0135. \)

Also see 0139.

0146. Okay! Please tell me once more.

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

\( \text{Oh, yes. again one time DIR speak MOD} \)

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0147. What are you going to do in the conference room?

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

\[ \text{plan to do} \text{ exist DEC} / \text{ your [genitive]} < / \text{ you'(pl.)} + / \text{ PCL [genitive]} \]

/ \text{ ‘plan to do’ is expressed as / S =ya55 || V =ri33 ndu55 DEC. / ‘sb’s doing exist’ literally in Mu-nya. cf. 0075–0078. ‘have sth to do’} \\
/ \text{ qh-ut55-tsbo55 =re33 =ya33 tce33 / ‘house/room for meeting’ > ‘conference room’} \\
/ \text{ qh-ut55-tsbo55 / may consist of DIR \{kh-\} [non-specific direction] + / tsbo55 /} \\
/ \text{ ‘gathering’ < Tib. tshogs} \\

0148. We want to have a party.

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

The verb / \text{ qh-ut55-tsbo55 / has DIR / qh-ut55-/ derived from \{kh-\} [non-specific direction].} 

0149. What are they doing in the classroom?

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

/ \text{ ‘they’ [agentive] < / ?v33 nu55 / ‘they’(pl.) + / ji55 / PCL [agentive].} \\
/ \text{ ‘do’ has the nuance of ‘(be intending to) do’. See 0141 note.}
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0150. They are singing in the classroom.

\[ ?ni^{33} [ki^{33-}zi^{55}=ru^{33} t\text{c}e^{33}] =ku^{55} lu^{55} tu^{33-}vu^{55}=pi^{33}. \]

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

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

0151. Has dawn come?

\[ mu^{55} tu^{33-}sa^{55} ?e^{55} = ra^{33} ? \]

sky DIR break IRG DEC

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

0152. Yes, dawn has come.

\[ mu^{55} tu^{33-}sa^{55} ra^{33}. \]

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?

\[ tsi^{55}bu^{55} to^{33-}nda^{55} ?e^{55} = ra^{33} ? \]

bell DIR ring IRG DEC

\(/ tsi^{55}bu^{55} / 'bell' < \text{Tib. } dril \text{ bu}. \)

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

\[ t^h\text{tu}^3^3\text{ nu}^5^5\text{ tu}^3^3\text{- ma}^3^3= nd\text{\text{a}^5^5} \text{ ra}^3^3. \]

Negatives come between pfx and stem of the verb as / tō^3^3-nda^5^5 / ‘rang’ ⇒ / tu^3^3-

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

\[ na^3^3\text{=ji}^5^5\text{ xo}^3^3\text{je}^5^5\text{ ne}^3^3\text{-xo}^5^5\text{ t\text{\text{b}^3^3}-da}^5^5 \text{ \ ?ra}^5^5= ra^3^3? \]

/ t\text{\text{b}a}^3^3-da^5^5 / ‘finish’ comes after a verb without PCL and requires the agentive form

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

\[ ni^5^5\text{ xo}^3^3\text{je}^5^5\text{ ne}^3^3\text{-xo}^5^5\text{ t\text{\text{b}a}^3^3\text{-d}o}^5^5. \]

‘finish doing’ is expressed as / S =ji^5^5 [\text{AGT}] | V t\text{\text{b}a}^3^3\text{-d}o^5^5 \text{ (ra}^3^3)/. The vowel of / t\text{\text{b}a}^3^3\text{-d}o^5^5 / agrees to the person of the subject, (1st) / t\text{\text{b}a}^3^3\text{-d}o^5^5 / ;

0157. Have they finished eating?

\[ \text{?ra}^3^3\text{ni}^5^5\text{ ndzu}^5^5\text{ fa}^3^3\text{-ndzu}^5^5\text{t\text{\text{b}a}^3^3\text{-d}i}^5^5 \text{ ?ra}^3^3= ra^3^3? \]

they [\text{AGT}] meal \text{ dir eat dir finish irg dec}
0158. Yes, they have finished eating.

\[ \text{fìà}^{33}\text{-ndzu}^{55} \text{tʰa}^{33}\text{-di}^{55} \text{ra}^{33}. \]

\text{DIR eat DIR finish DEC}

0159. Did you see bKra shis?

\[ \text{na}^{33}\text{-ji}^{35} \text{tša}^{55}\text{ci}^{55} \text{ʔa}^{55} = \text{ta}^{33} \? \]

you \text{AGT bKra shis IRG see}

0160. No, I didn’t see (him).

\[ \text{më}^{33} = \text{tö}^{55}. \]

\text{NEG see}

0161. Do you remember that?

\[ \text{tö}^{55}\text{-nda}^{55} = \text{tsú}^{33} \text{na}^{33}\text{-ji}^{55} \text{ŋu}^{33}\text{-ça}^{55} [ʔa^{55} = \text{pi}^{33} / \text{ʔe}^{55} = \text{sur}^{33}] \]

situation (the) you \text{AGT DIR remember IRG SFX IRG SFX}

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

IRG DEC

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

/ ŋu^{33}\text{-ça}^{55} ʔa^{55} = \text{pi}^{33} ? / \text{imperfect / present}

/ ŋu^{33}\text{-ça}^{55} ʔe^{55} = \text{sur}^{33} ? / \text{perfect / past}

/ ŋu^{33}\text{-ça}^{55} ʔe^{55} = \text{ra}^{33} ? / \text{perfect / present [:+realize]}

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I remember now.

\(\eta_\text{gu}^{33} \cdot \varphi_A^{55} = \text{pi}^{33}\). imperfect / present

\(\eta_\text{gu}^{33} \cdot \varphi_A^{55} = \text{stu}^{33}\). perfect / past

\(\eta_\text{gu}^{33} \cdot \varphi_A^{55} \cdot \text{ra}^{33}\). perfect / present [+ realize]

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

\(\text{na}^{33} = \text{ji}^{55} \cdot \text{pu}^{55} \cdot \text{yu}^{33} \cdot \text{ndu}^{55} \cdot k^{h}\text{i}^{33} \cdot \text{zi}^{55} \cdot \lambda^{55} = \text{nda}^{53}\) [\(\text{ni}^{33} / \eta_e^{33}\)]?

you AGT Tibetan letters DIR study IRG have DEC

\(V + / \text{nda}^{53} / \text{have experience in doing}' .\)

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

\(\eta^5 \cdot \text{pu}^{55} \cdot \text{yu}^{33} \cdot \text{ndu}^{55} \cdot k^h\text{i}^{33} \cdot \text{zi}^{55} \cdot \text{mo}^{55} = \text{nda}^{53}\) (\(\eta_e^{33}\)).

I [AGT] Tibetan letters DIR study NEG have DEC

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

Has s/he studied Written Tibetan (before)?

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

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

Yes, s/he has studied Written Tibetan.

\(\text{?e}^{33} \cdot \text{tsi}^{55} \cdot \text{pu}^{55} \cdot \text{yu}^{33} \cdot \text{ndu}^{55} \cdot k^h\text{i}^{33} \cdot \text{zi}^{55} \cdot \text{nda}^{35} \cdot \text{ni}^{33}\).

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

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0167. Can you speak Tibetan?

\[ \text{na}^{33} = \text{ji}^{55} \; \text{pu}^{55} \; \text{sü}^{55} \; ?\text{u}^{33} = \text{na}^{55} \; \text{në}^{33}? \]

you \; AGT \; Tibetan \; IRG \; know \; DEC

/ \text{pu}^{55} \text{sü}^{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 [=Ø] \text{na}^{55} \sim \text{na}^{55} \sim \text{ni}^{55} \; DEC /.

0168. I only know a few Tibetan sentences.

\[ \text{në}^{55} \; \text{pu}^{55} \; \text{sü}^{55} \; \text{da}^{33} \text{nu}^{55} \text{tsi}^{33} \; \text{me}^{33} \text{to}^{55} \; \text{në}^{55} = \; \text{në}^{55} \; \text{në}^{33}. \]

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.

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

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

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

s/he [AGT] Tibetan \; IRG \; know \; DEC

0170. His Tibetan is very good.

\[ ?\text{u}^{33} \text{tsi}^{55} \; \text{pu}^{55} \; \text{sü}^{55} \; \text{jå}^{55} \; \text{tʰa}^{33} \; \text{tʰo}^{55} \; \text{ni}^{55} \; \text{ni}^{33}. \]

s/he [AGT] Tibetan \; good \; exactly \; know \; DEC

/ \text{jå}^{55} / 'good' < Tib. yag po

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

na\textsuperscript{33}=ji\textsuperscript{55} la\textsuperscript{55} mu\textsuperscript{33} \ \ ?a\textsuperscript{55}= ta\textsuperscript{33}?  

you [AGT] Lha mo [IRG] see

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

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

0172. No, I haven’t seen her.

\etai\textsuperscript{55} u\textsuperscript{33}tu\textsuperscript{55} ma\textsuperscript{55}= to\textsuperscript{33}.

I [AGT] her [NEG] see

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

cf. / \etau\textsuperscript{55} u\textsuperscript{33}tu\textsuperscript{55} na\textsuperscript{55}= to\textsuperscript{33} / 'I do not see her.'

0173. Are you going out to the market now?

(a) na\textsuperscript{33} te\textsuperscript{h}wu\textsuperscript{55} ts\textsuperscript{5}pu\textsuperscript{55}=ku\textsuperscript{h}u\textsuperscript{55} xur\textsuperscript{33}=pa\textsuperscript{55} ?he\textsuperscript{55}= \etae\textsuperscript{33}?  

you now market in go SFX IRG DEC

The verb / xur\textsuperscript{33} / 'go' mainly focuses on the purpose of the action. Therefore this verb has a nuance of 'go (somewhere to do sth)'.

/ ts\textsuperscript{5}pu\textsuperscript{55} / 'market' < Tib. \textit{khrom}

(b) na\textsuperscript{33} te\textsuperscript{h}wu\textsuperscript{55} ts\textsuperscript{5}pu\textsuperscript{55}=ku\textsuperscript{h}u\textsuperscript{55} na\textsuperscript{33}-nda\textsuperscript{55} ?he\textsuperscript{55}= \etae\textsuperscript{33}?  

you now market in DIR go IRG DEC

/ na\textsuperscript{33}-nda\textsuperscript{55} / means 'go down to', including DIR \{na\textsuperscript{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) ɲu³³ teʰwu⁵⁵ tsʰe⁵⁵=kʰu⁵⁵ xu⁵⁵ ɲu³³ = pe⁵³ ɲe³³.
I now market in go NEG SFX DEC

(b) ɲu³³ teʰwu⁵⁵ tsʰe⁵⁵=kʰu⁵⁵ mə³³ = ndo⁵⁵.
I now market in NEG go

0175. Where did bKra shis and the others go?

tsa⁵⁵ ci³³ ʁe³³ nu⁵⁵ ʁe⁵⁵ tʰə³³-ra³³?
bKra shis they where DIR gone

/tʰə³³-ra³³/ ‘(has) gone’ contains DIR {tʰe⁶³-} [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.

ʁe³³ nu⁵⁵ pā⁵⁵=pu³³ tʰe³³-ntɕʰe⁵³ =ʁe³³ ra³³.
they plain on DIR picnic to gone

/pā⁵⁵/ ‘plain’ < Tib. spang
/tʰe³³-ntɕʰe⁵³/ ‘picnic (v)’ contains DIR {tʰe⁶³-} [away from the speaker].

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

teqʰwu⁵⁵ ʁe³³ nu⁵⁵ wə⁵⁵=kʰu⁵⁵ kʰu⁵⁵-tsa³³ =su³³ ʔa³³ = ndu⁵⁵?
now they that place DIR arrive SFX IRG exist

/kʰu⁵³-tsa³³/ ‘arrive’ contains DIR {kʰu⁶³-} [non-specific direction].
0178. By now they have probably gotten there.

\[ \text{tc}^* \text{wu}^{55} \text{ku}^{33} - \text{tsa}^{53} = \text{su}^{33} \text{ndu}^{55} . \]

now DIR arrive SFX exist

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

\[ \text{na}^{33} \text{nu}^{55} \text{pa}^{55} = \text{pu}^{33} \text{tb}^{33} - \text{ntc}^{h} \text{be}^{53} = \text{re}^{33} \text{xu}^{33} = \text{su}^{55} \text{a}^{33} = \text{n} \text{e}^{55} \text{ti}^{33} ? \]

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

NMR / \text{re}^{33} / means ‘in order to’, so ‘go to do sth’ is expressed as / (sth) V = \text{re}^{33} \text{xu}^{33} / in Mu-nya.

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

\[ \text{ne}^{35} . \text{nu}^{33} \text{nu}^{55} \text{ndq}^{33} \text{qa}^{55} \text{tb}^{33} - \text{ntc}^{h} \text{be}^{53} = \text{re}^{33} \text{tu}^{33} - \text{xe}^{55} \text{ne}^{33} . \]

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

/ \text{tu}^{33} - \text{xe}^{55} / ‘went (up)’ contains a DIR {tu^{33} - } [up].
0181. Did you go somewhere far away?

\[na^{33}na^{55} xu^{33}] =re^{55} q^{h}a^{55} ra^{33} \alpha^{33} = ti^{33}?
\]

you [pl. GNT] go NMR far away IRG DEC

NP: / [na^{33}na^{55} xu^{33}] =re^{55} / ‘(the place) where you went’ is the subject of this sentence.

It is impossible to use */ ?a^{33} = \eta^{55} ti^{33}? / in this sentence, if use it instead of

/ ?a^{33} = ti^{33}? /, then it will be asking about the place the listener plans to go. Compare below.

Are you going somewhere far away?

\[na^{33}na^{55} xu^{33}] =re^{55} q^{h}a^{55} ra^{33} \eta^{55} ti^{33}?
\]

you [pl. GNT] go NMR far away IRG DEC

0182. Not very far.

\[q^{h}a^{55} ra^{33} =pa^{33} me^{33} = ti^{55}.
\]

([+realize]: the speaker had been there)

far away so NEG DEC

\[q^{h}a^{55} ra^{33} =pa^{33} nu^{33} = \eta^{55}.
\]

([+confirm]: the speaker has not been there)

far away so NEG DEC

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

\[pu^{33}si^{55} nu^{33}na^{55} na^{55} \chi^{55}ts^{h}i^{55} =pu^{33} tu^{33} -re^{55}?
\]

today morning you when on DIR get up

/ tu^{33} -re^{55} / ‘get up’ contains DIR \{tu^{33}\}[up].
0184. We got up at six (in the morning).

\[ \text{pur}^{33} \text{si}^{55} \text{ne}^{33} \text{ne}^{55} \text{tc}^{h} \text{tu}^{33} \text{ts}^{h} \text{u}^{55} \text{tstu}^{55} \text{pa}^{55} = \text{pu}^{33} \text{tu}^{33} - \text{ru}^{55} \text{ne}^{33}. \]

today morning o’clock six-th on \text{DIR} get up \text{DEC}

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

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

/ \text{tc}^{h} \text{tu}^{33} \text{ts}^{h} \text{u}^{55} \text{tstu}^{55} \text{pa}^{55} / ‘six o’clock’ < \text{Tib. chu tshod drug pa}

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\[ \text{t}^{33} \text{tu}^{33} \text{ts}^{h} \text{u}^{55} \chi^{33} \text{ti}^{55} = \text{pu}^{33} \text{nd}^{33} q^{h} \Lambda^{53} \text{t}^{33} \text{tse}^{55} \text{ra}^{35}? \]

o’clock how many on hilltop \text{DIR} arrive \text{DEC}

/ \text{t}^{33} \text{tse}^{55} / ‘arrive’ contains \text{DIR} \{\text{tu}^{33}\} [up]. \text{cf. 0177 note.}

0186. We got to the mountain at nine.

\[ \text{t}^{33} \text{tu}^{33} \text{ts}^{h} \text{u}^{55} \text{ng}^{33} \text{e}^{55} = \text{lo}^{55} = \text{pu}^{33} \text{nd}^{33} q^{h} \Lambda^{53} \text{t}^{33} \text{tse}^{55} \text{ra}^{35}. \]

o’clock nine \text{CLS} on hilltop \text{DIR} arrive

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

See notes in 0034 and 0040.

0187. Did many people go for a picnic today?

\[ \text{pur}^{33} \text{si}^{55} [t^{33} \text{ne}^{33} - \text{nte}^{33} \text{xu}^{53}] = \text{mi}^{55} \text{mu}^{33} \text{ni}^{55} \text{ka}^{33} \text{ji}^{53} \text{te}^{55} = \text{ti}^{33}? \]

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

This is the sentential predicate construction. The main subject of this sentence
/ [t^{33} \text{ne}^{33} - \text{nte}^{33} \text{xu}^{53}] = \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.

[t³³-nt³³-xu³³] =mi³³ mu³³ ni³³ ka³³-ti³³.

DIR picnic go NMR person many DEC

/ ka³³-ti³³ / ‘many, much’ ⇔ / ni³³-ti³³ / ‘few, little’

DEC / ti³³ / represents the evidential [+confirm], which expresses the speaker went to picnic and saw many people attended.

0189. Did you have fun today?

pu³³ si³³ tci³³ pu³³ ?e³³ = ra³³?

today pleasant IRG DEC

/ tci³³-pu³³ / ‘pleasant’ < Tib. skyid po

0190. Yes, I had a good time!

tci³³ pu³³ ra³³.

pleasant DEC

DEC / ra³³ / 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?

na³³ nu³³ we³³-ve³³ we³³ = ra³³?

you (pl.) DIR tired IRG DEC

/ we³³-ve³³ / ‘tired [v.]’ contains DIR {we³³-} [go downstream].
0192. No, I’m not tired

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

\begin{tabular}{llll}
DIR & NEG & tired & DEC \\
\end{tabular}

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

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

\[ \text{nda}^{33}\text{ha}^{55}\text{tu}^{33}\text{pe}^{55}\text{na}^{33}\text{cpci}^{55}\text{ra}^{35}? \]

\begin{tabular}{llll}
hilltop & rain & DIR & fall \\
\end{tabular}

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

0194. It didn’t rain at all.

\[ \text{tu}^{33}\text{cqe}^{55}\text{te}^{33}=\text{lo}^{55}=\text{nuu}^{45}\text{ne}^{33}\text{me}^{33}=\text{q}^{h}\text{a}^{55}\text{ra}^{35}. \]

\begin{tabular}{llllll}
rain & one &CLS & yet & DIR & NEG & fall & DEC \\
\end{tabular}

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

0195. Will people be going there tomorrow as well?

\[ \text{sa}^{33}\text{su}^{55}\text{nur}^{55}\text{[wa}^{33}\text{k}^{h}\text{a}^{55}\text{xu}^{33}]=\text{mi}^{55}\text{ndu}^{55}\text{re}^{33}=\text{ne}^{55}\text{ti}^{35}? \]

tomorrow also that place go NMR exist IRG DEC

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

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

\[ sa^{33} suu^{55} nuu^{55} xu{\text{=}}ur^{33} =mi^{55} nduu^{55} ni^{55} tu^{33} =p^{33}. \]

tomorrow also go NMR exist DEC talk SFX

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

0197. Will it rain tomorrow?

\[ sa^{33} suu^{55} muu^{55} ng^{33} -q^{h} a^{55} [{?a^{33} = \kappa^{55} / {?e^{33} = vuu^{55}}}]? \]

tomorrow also DIR fall IRG MOD IRG MOD

IRG + MOD / ?a^{33} = \kappa^{55} / means ‘Is it afraid to?’, and / ?e^{33} = vuu^{55} / means ‘Will it do?’

0198. I doubt it will rain tomorrow.

\[ sa^{33} suu^{55} ng^{33} -q^{h} a^{55} nuur^{33} = vuu^{55}. \]

tomorrow DIR fall NEG MOD

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

A sentence + / tʰvʰni55 / expresses ‘If ~’
/ tʰuʰtsʰu55 dže55 / ‘eight o’clock’ < Tib. chu tshod brgyad. See notes in 0043 and 0040.
/ tʰv³ / 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 =ru³33 va³33 =su³33 / expresses ‘probably’.
References


129
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/, /ye33/, and /ti33/. They represent evidentiality of the statement by the speaker. /ni33/ is used for general statements, /ye33/ is used for statement with certainty, and /ti33/ expresses confirmation or discovery. /ye33/ and /ti33/ are often combined together as /ye33 ti55/, but the order cannot be reversed: */ti55 ye33/. The /ye33/ 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 /ye33/ + /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 /ye/ and pronounce the sequence as /ye35 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>ye33 / ti33</td>
<td></td>
<td>a33 = ye55 / ti33</td>
<td>y33 / ti33</td>
</tr>
<tr>
<td>2nd person</td>
<td></td>
<td>nui33 = ye55 / ti33</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.

/ye33/: 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</th>
<th>(Modal)</th>
<th>Suffix</th>
<th>Declarative</th>
</tr>
</thead>
<tbody>
<tr>
<td>direction</td>
<td>(person)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Direction-marking Verb prefixes

<table>
<thead>
<tr>
<th>Direction</th>
<th>prefix</th>
<th>Direction</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. upward</td>
<td>tui -Vstem</td>
<td>5. towards the speaker</td>
<td>ngu -Vstem</td>
</tr>
<tr>
<td>2. downward</td>
<td>ne -Vstem</td>
<td>6. away from the speaker</td>
<td>thr -Vstem</td>
</tr>
<tr>
<td>3. to upper stream</td>
<td>yul -Vstem</td>
<td>7. rounding</td>
<td>ruz -Vstem</td>
</tr>
<tr>
<td>4. to down stream</td>
<td>fia -Vstem</td>
<td>8. non-specific direction</td>
<td>khut -Vstem</td>
</tr>
</tbody>
</table>

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

/ tui33 xu55 / ‘go up’
/ ne33 xu55 / ‘go down’
/ yul33 xu55 / ‘go upper stream’
/ fia33 xu55 / ‘go down stream’
/ ngu33 rx55 / ‘come over’
/ thr33 xu55 / ‘go away’

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

Declaratives and classification of verbs

Mu-nya Declarative is a part of speech which also appears in the verb phrase or the adjective phrase in the predicate of sentences. The basic structure of the verb phrase in the predicate is: Verb + SFX + DEC, and the adjective phrase is: Adj + DEC, respectively. Mu-nya verbs can be classified as controllable verbs (e.g. / fiæzdaz55 / ‘eat’), uncontrollable verbs (e.g. / tãξæqa55 / ‘scared’), and static verbs (e.g. / ndæ55 / ‘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)

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
</table>
| 1st person (sg./pl.) | cV =po
55ni
33 | cV =po
55ŋe
33 | * |
| 2nd person (sg./pl.) | cV =pe
55ni
33 | cV =pa
55v
55ŋe
33 ? (IRG) | * |
| 3rd person (sg./pl.) | cV =pi
55ni
33 | * | * |

**perfect**

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

* /fia
33-ndzu
55 ra
33 / can not be used for 1st person, must be said as /fia
33-ndze
55 ŋe
33 / instead of it.

**Example of controllable Verb:** /fia
33-ndzu
55 / 'eat'

**imperfect** (present; progressive)

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
</table>
| 1st person | fia
33-ndzu
55 =po
33ni
33 | fia
33-ndzu
55 =po
55ŋe
33 | * |
| 2nd person | fia
33-ndzu
55 =pe
33ni
33 | fia
33-ndzu
55 =pa
55v
55ŋe
33 ? (IRG) | * |
| 3rd person | fia
33-ndzu
55 =pi
33ni
33 | * | * |

**perfect**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
</table>
| 1st person | fia
33-ndzu
55 =so
55ni
33 | fia
33-ndze
55 ŋe
33 | * |
| 2nd person | fia
33-ndzu
55 =sy
55ni
33 | * | fia
33-ndzi
55 ra
33 |
| 3rd person | fia
33-ndzu
55 =su
55ni
33 | * | fia
33-ndzu
55 ra
33 |
| pl. (1st/2nd/3rd) | fia
33-ndzu
55 =su
55ni
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 ŋe
33 / instead of it.
B. Distribution of Declaratives with uncontrolable Verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>imperfect (present; progressive)</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>[-certain, -realize]</td>
<td>[ + certain]</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>ucV ti33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>ucV pi33</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>ucV pi33</td>
<td>*</td>
</tr>
</tbody>
</table>

Example of uncontrolable Verb: /tʰɑ33 qa55/ ‘scared’

<table>
<thead>
<tr>
<th>Subject</th>
<th>imperfect (present; progressive)</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>tʰɑ33 qa55 ti33</td>
<td>tʰɑ33 qa55 ra33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>tʰɑ33 qa55 pi33</td>
<td>tʰɑ33 qa55 ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>tʰɑ33 qa55 pi33</td>
<td>tʰɑ33 qa55 ra33</td>
</tr>
</tbody>
</table>

C. Distribution of Declaratives with stative Verb and Adjective

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>Adj ni33</td>
<td>stV ηn33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>ηn33 = stV ηn33 (IRG)</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>(stV/Adj ηn33)</td>
</tr>
</tbody>
</table>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes {ps} [imperfect] nor {su} [perfect], showing an almost identical distribution to Adjectives in their combination with person of the subject and Declarative. The only difference is: stative Verb + DEC. in the 1st person subject sentence must use /nηn33 as / (ŋμn55 < ημn33 =jι55) ndzɛ55 ηn33/ ‘(I) have’ and cannot be said as */ndzɛ55 ni33/; Adjective + DEC. must use /ni33 as / (ŋμn55) ki33kɛ55 ni33/ ‘(I am) big’, and if one say as */ki33kɛ55 ηn33/ 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: / ndzu$^{55} / '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>ndzu$^{55}$/ndzu$^{55}$ ni$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>(pl.):</td>
<td>*</td>
<td>ndze$^{55}$ ni$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>ndzu$^{55}$ ni$^{33}$</td>
<td>$^{v^{33}}$= ndze$^{55}$ ni$^{33}$? (IRG)</td>
<td>ndzu$^{55}$ ti$^{33}$</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndze$^{55}$ ni$^{33}$</td>
<td>$^{v^{33}}$= ndze$^{55}$ (ni$^{33}$)? (IRG)</td>
<td>ndze$^{55}$ ti$^{33}$</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>ndzy$^{55}$-ndzi$^{55}$ ni$^{33}$</td>
<td>(ndzy$^{55}$-ndzi$^{55}$ ni$^{33}$)</td>
<td>ndzy$^{55}$-ndzi$^{55}$ ti$^{33}$</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndzy$^{55}$-ndzi$^{55}$ ni$^{33}$</td>
<td>(ndzy$^{55}$-ndzi$^{55}$ ni$^{33}$)</td>
<td>ndzy$^{55}$-ndzi$^{55}$ ti$^{33}$</td>
</tr>
</tbody>
</table>

Example of Adjective: / ki$^{33}$ke$^{55} / '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>ki$^{33}$ke$^{55}$ ni$^{33}$</td>
<td>(ki$^{33}$ke$^{55}$ ni$^{33}$)</td>
<td>*</td>
</tr>
<tr>
<td>2nd person:</td>
<td>ki$^{33}$ke$^{55}$ ni$^{33}$</td>
<td>*</td>
<td>ki$^{33}$ke$^{55}$ ti$^{33}$</td>
</tr>
<tr>
<td>3rd person:</td>
<td>ki$^{33}$ke$^{55}$ ni$^{33}$</td>
<td>(ki$^{33}$ke$^{55}$ ni$^{33}$)</td>
<td>ki$^{33}$ke$^{55}$ ti$^{33}$</td>
</tr>
</tbody>
</table>

* / ki$^{33}$ke$^{55}$ ni$^{33}$ / 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.

* / ki$^{33}$ke$^{55}$ ni$^{33}$ / under 3rd person subject means 'I KNOW (s/he is) big,' with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.
Chinese Index: 木雅语常用会话 200 句中文索引

0001. 这是什么？
0002. 这是书。
0003. 这是谁的书？
0004. 这是我的书。
0005. 那（枝）钢笔是谁的？
0006. 那（枝）是我的。
0007. 这是你的墨水吗？
0008. 是。是我的墨水。
0009. 那是他的竹笔吗？
0010. 不是。不是他的竹笔。
0011. 你是谁？
0012. 我是扎西。
0013. 他是谁？
0014. 他是我的同学。
0015. 他是老师吗？
0016. 不是。我不是老师。
0017. 他也是学生吗？
0018. 是。他是学生。
0019. 你是哪个班的学生？
0020. 我是藏文班的学生。
0021. 他是民族干部学校的学员吗？
0022. 他是民族师范学校的学员。
0023. 今天扫地的是谁？
0024. 是我。
0025. 昨天拿球的是哪些人？
0026. 是数学班的同学们。
0027. 你的家乡是哪里？
0028. 我的家乡是德格。
0029. 他是康定人吗？
0030. 不是。他是甘孜人。
0031. 这个孩子是谁的？
0032. 是洛绒家的。
0033. 他几岁了？
0034. 今年10岁。
0035. 你是汉族还是藏族？

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?
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?
0074. There are seven or eight people in his family.
0075. What do you do (are you doing) today?
0076. I don’t have anything to do today.
0077. What do you need to do now?
0078. I need to wash clothes now.
0079. Where was bKra shis just now?
0080. bKra shis was in the classroom just now.
0081. Who else is in the classroom?
0082. Tshe ring and Blo bzang were.
0083. What is on the platform?
0084. There are books and chalk.
0085. What are those people doing?
0086. They are all buying books.
0087. What kind of books are for sale?
0088. There are all kinds of books for sale.
0089. What’s your name?
0090. My name is Tshe ring.
0091. What’s his/her name?
0092. His name is Don grub.
0093. Where are you going?
0094. I’m going over there.
0095. What are you going to do?
0096. I’m going to borrow (a) book(s).
0097. Where did s/he go?
0098. S/he went out (to town).
0099. What did s/he go to do?
0100. S/he went to buy some stuff.
0101. Do you want to go to the library?
0102. Yes, I want to go and read the dKar mdzes daily.
0103. Shall we both (dual) go together?
0104. Okay! Let’s both go together.
0105. Did s/he go to see his teacher?
0106. Yes, s/he did.
0107. Where are you from?
0108. I am from Li thang.
0109. Where is s/he from?
0110. S/he is from Chab mdo.
0111. When did you go?
I went yesterday.
Did you both come together?
No! I came alone.
How long ago has it been since you come?
I came many days ago.
How many people came with you?
Five or six people.
Are you planning to go to Dar rtse mdo?
No, I'm not planning to go.
Do you want to go watch a movie?
Yes, I want to.
Will s/he come to our school?
Yes, s/he will.
What are you going to do?
(I want to do?)
I'm going to wash clothes.
What is s/he going to do?
S/he is going to wash clothes, too.
What are you doing?
I'm writing a letter.
What are they doing?
They are studying.
What did you do?
I wrote a letter.
What did they do?
They danced Tibetan dances.
What did bKra shis give you?
He gave me a book.
Who is the teacher talking to?
He is talking to Blo bzang.
Could you help me?
Of course I'll help you.
What do you need to help?
Please explain this to me.
I'll tell you one more time, all right?
Okay! Please tell me once more.
What are you going to do in the conference room?
We want to have a party.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0149. 他们在教室里做什么?  What are they doing in the classroom?
0150. 他们在教室里唱歌。  They are singing in the classroom.
0151.  天亮了没有?  Has dawn come?
0152.  天亮了。  Yes, dawn has come.
0153.  打铃了吗?  Did the bell ring?
0154.  还没有。  Not yet. (It hasn’t rung yet.)
0155.  你洗脸了吗?  Did you wash your face?
(Have you washed your face?)
0156.  我洗完了。  Yes, I did. (Yes, I have washed my face.)
0157.  他们吃完饭了吗?  Have they finished eating?
0158.  吃完了。  Yes, they have finished eating.
0159.  你看见扎西了吗?  Did you see bKra shis?
0160.  没有看见。  No, I didn’t see (him).
0161.  那件事你想起来了吗?  Do you remember that?
0162.  现在我想起来了。  I remember now.
0163.  你学过藏文吗?  Did you study Written Tibetan?
(Have you studied Written Tibetan?)
0164.  我没有学过藏文。  I didn’t study (haven’t studied) Written Tibetan.
0165.  他学过藏文吗?  Has s/he studied Written Tibetan (before)?
0166.  他学过藏文。  Yes, s/he has studied Written Tibetan.
0167.  你会藏话吗?  Can you speak Tibetan?
0168.  我只会几句藏话。  I only know a few Tibetan sentences.
0169.  他懂藏语吗?  Does s/he know (understand) Tibetan?
0170.  他藏语非常好。  His Tibetan is very good.
0171.  你见到拉姆没有?  Did you see (Have you seen) Lha mo?
0172.  我没有见到她。  No, I haven’t seen her.
0173.  你现在到街上去吗?  Are you going out to the market now?
0174.  我现在不到街上去。  No, I’m not going out now.
0175.  扎西他们哪里去了?  Where did bKra shis and the others go?
0176.  他们去坝子去了。  They went to the playground.
0177.  不知他们现在到那里没有?  I wonder if they’ve arrived there (yet).
0178.  现在可能到了。  By now they have probably gotten there.
0179.  你们耍坝子去了吗?  Did you (pl.) go to the playground?
0180.  是的。我们到山上耍去了。  Yes, we went up the mountain to have a picnic.
0181.  你们去的地方远吗?  Did you go somewhere far away?
0182.  不很远。  Not very far.
0183.  今早，你们何时起床的?  What time did you get up in this morning?
0184.  早上六点钟起床的。  We got up at six (in the morning).
What time did you get to the mountain?
We got to the mountain at nine.
Did many people go for a picnic today?
Lots of people went for a picnic.
Did you have fun today?
Yes, I had a good time!
Are you tired?
No, I’m not tired.
Did it rain (when you were) on the mountain?
It didn’t rain at all.
Will people be going there tomorrow as well?
They’re saying that people will go tomorrow as well.
Will it rain tomorrow?
I doubt it will rain tomorrow.
If (we) leave early, we can probably get there by eight o’clock, right?
You (We) probably can arrive (on time).