<table>
<thead>
<tr>
<th>Title</th>
<th>200 Example Sentences in the Mu-nya Language (Tanggu Dialect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Ikeda, Takumi</td>
</tr>
<tr>
<td>Citation</td>
<td>ZINBUN (2008), 40: 71-140</td>
</tr>
<tr>
<td>Issue Date</td>
<td>2008-03</td>
</tr>
<tr>
<td>URL</td>
<td><a href="https://doi.org/10.14989/71095">https://doi.org/10.14989/71095</a></td>
</tr>
<tr>
<td>Rights</td>
<td>© Copyright March 2008, Institute for Research in Humanities</td>
</tr>
<tr>
<td>Type</td>
<td>Departmental Bulletin Paper</td>
</tr>
<tr>
<td>Textversion</td>
<td>publisher</td>
</tr>
</tbody>
</table>

Kyoto University
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 textbook of the Tibetan Khams dialect of: Ma Yuehua 马月华 (ed.) Jichu Zangwen keben (Kang fangyan) 《基础藏文课本（康方言）》 [*Elementary Tibetan text of Khams dialect] vol. 2. Southwest University for Nationalities. 西南民族学院 1987. The original source contains 200 basic expressions of Tibetan Khams dialect written in Tibetan script with Chinese translation. Unfortunately the textbook includes so many misprints, that I corrected all these mistakes and made English translation under Ms. Marielle Prins’s help.

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

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

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

**Abbreviations**

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

?e33tsu55 χa33dzu55 ni35?
this what DEC

Interrogative pronouns appear at the position where the answer will be given, they do not move to a particular position as in English.
Q: Subject + {IRG pronoun} + Declarative ↔ A: Sub. + Obj. + DEC.
Q: {IRG pronoun} + Object + Declarative ↔ A: Sub. + Obj. + DEC.

0002. This is a book.

?e33tsu55 ɣu33ndu55 ni33.
this book DEC

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

0003. Whose book is this?

?e33tsu55 χa55na33 ɣu33ndu55 ni35?
this whose book DEC

/ χa55na33/ ‘whose’ is the genitive form derived from / χa55nu33/ ‘who’ + / ya33/ PCL [genitive]: / χa55nu33=ya33/> / χa55na33/.

0004. This is my book.

?e33tsu55 ɣu55=ya55 ɣu33ndu55 ni33.
this I GNT book DEC

/ ya33/ has allophones: [ŋa ~ ɔe ~ ɤe]. This PCL is the genitive marker, which represents possession and modification.
0005. Whose pen is it?

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

pen whose DEC

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

0006. It is mine.

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

pen I GNT DEC

0007. Is this your ink?

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

this you GNT ink IRG DEC

\[ / \text{na}^{33}\text{ts}^{h}\text{a}^{55}/ \text{‘ink’} < \text{Tib. snag tsha} \]

Mu-nya has three kinds of Declaratives: / ni^{33}/, / \etau^{33}/, and / ti^{33}/. They represent evidentiality of the statement by the speaker. / ni^{33}/ is used for general statements independently, / \etau^{33}/ is used for statements with certainty, and / ti^{33}/ expresses confirmation or discovery. / \etau^{33}/ and / ti^{33}/ are often combined together as / \etau^{33} = ti^{33}/. (but cannot be said in reversed order as */ ti^{55} \etau^{33}/).

0008. Yes. It is my ink.

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

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

wä33̓ tsu55̓ ʔe55̓ tsu55̓ =ya35̓ nu33̓ ku55̓ ʔe55̓ = ye55̓ ti33̓ 
that s/he GNT pen IRG DEC

‘this’ ‘s/he’ (proximal) and / wä33̓ tsu55̓ / ‘that’ ‘s/he’ (distal) are distin-
guished in the demonstrative and the third personal pronouns, which are the same
word form.

proximal / ʔe55̓ tsu55̓ / ‘this’ ‘s/he’ [sg.] / ʔe55̓ nu55̓ / ‘these’ ‘they’ [pl.]
distal / wä33̓ tsu55̓ / ‘that’ ‘s/he’ [sg.] / wä33̓ nu55̓ / ‘those’ ‘they’ [pl.]

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

nu33̓ = ye55̓ ti33̓ . ʔe55̓ tsu55̓ =ya33̓ nu33̓ ku55̓ nu53̓ = ye55̓ ti33̓ .
NEG DEC s/he GNT pen NEG DEC

The negative forms of Declaratives are: / nu33̓ = ni55̓ /, / nu33̓ = ye55̓ /, / nu33̓ = ti55̓ /,
and / nu33̓ = ye55̓ ti33̓ .

0011. Who are you?

na55̓ ya55̓ nu33̓ ye35̓ ?
you who DEC

This IRG sentence assumes the answer will use DEC / ye55̓ / to express the topic on
the person himself who answers this question as the 1st person subject. This shows
that the DEC does not always correspond to the person of the subject.
0012. I'm bKra shis.

\[ \eta_{55} \ tsa_{55} \ ci_{33} \ \eta_{33}. \]

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

0013. Who is this person?

\[ ?\text{e}^{33} tzu_{55} \ \chi_{a}^{55} \nuu_{33} \ ni_{33}? \]

s/he who DEC

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

0014. S/he is my classmate.

\[ ?\text{e}^{33} tzu_{55} \ \etau_{55} = \chi_{a}^{33} \ k^{33} \ zi_{55} \ mi_{33} \ ndzu_{35} \ ni_{33}. \]

s/he I GNT student friend DEC

/ k^{33} zi_{55} mi_{33} ndzu_{35} / 'classmate' < / k^{33} zi_{55} / 'study' + / =mi_{33} / NMR (person) + / ndzu_{35} / 'friend'

0015. Are you a teacher?

\[ na_{55} \ ge_{33} \ ge_{55} \ he_{33} = \ \eta_{e}^{35}? \]

you teacher IRG DEC

/ ge_{33} ge_{55} / 'teacher' < Tib. dge rgen

The interrogative forms of Declaratives are: / fia_{33} = ni_{55}? /, / fi_{b}^{33} = \eta_{e}^{55}? /, and / fi_{e}^{33} = \eta_{e}^{55} ti_{33}? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ fia_{33} = ti_{55}? /.
0016. No. I'm not a teacher.

\[ \text{nu}^{33} = \eta \beta^{55}. \quad \text{nu}^{55} \text{ ge}^{33} \text{ ge}^{55} \quad \text{nu}^{33} = \eta \beta^{55}. \]

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\[ ?\text{tsu}^{33} = \text{nu}^{55} \quad k^{h}i^{33} \text{ zi}^{55} \text{ mi}^{33} \quad \text{nu}^{33} = \eta \beta^{55} \text{ ti}^{33}? \]

s/he also student IRG DEC

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

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

\[ \eta \beta^{33} \text{ ti}^{55}. \quad ?\text{tsu}^{33} = \text{nu}^{55} \quad k^{h}i^{33} \text{ zi}^{55} \text{ mi}^{33} \quad \text{ni}^{35}. \]

DEC s/he also student DEC

0019. Which class are you in?

\[ \text{na}^{55} \quad \chi^{a}^{33} \text{ dzu}^{55} \quad \text{ndzu}^{33} \text{ tca}^{55} \quad k^{h}i^{33} \text{ zi}^{55} \text{ mi}^{33} \quad \text{ni}^{33}? \]

you what class student DEC

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

\[ \eta\u1e33\nu\,\rho\u1e33\,\upsilon\u1e33\upsilon\,\delta\u1e33\upsilon\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu \]  
I Tibetan letters student DEC

/\rho\u1e33\,\upsilon /‘Tibetan’<Tib. Bod  
The object is put after the verb without PCL. i.e. ‘study Tibetan’ is expressed as  
/\rho\u1e33\,\upsilon\,\upsilon\u1e33\upsilon\,\delta\u1e33\upsilon\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu /‘Tibetan letters study’ [object + verb] literally.

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

\[ \tilde{\eta}\u1e33\upsilon\,\rho\u1e33\,\upsilon\,\mu\u1e33\iota\,\iota\,\iota\,\kappa\u1e33\alpha\,\tilde{\lambda}\u1e33\upsilon\,\delta\u1e33\upsilon\,\kappa\u1e33\alpha\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu \]  
s/he nationalities work school inside student

\[ \tilde{\eta}\u1e33\upsilon\,\rho\u1e33\,\upsilon\,\tilde{t}\u1e33\upsilon\,\tilde{\mu}\u1e33\iota\,\iota\,\iota\,\kappa\u1e33\alpha\,\tilde{\lambda}\u1e33\upsilon\,\delta\u1e33\upsilon\,\kappa\u1e33\alpha\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu \]  
IRG DEC

/\mu\u1e33\iota\,\iota\,\iota /‘nationalities’<Tib. mi rigs ‘race’  
/\kappa\u1e33\alpha\,\kappa\u1e33\alpha /‘work’<Tib. las ka  
/\tilde{\lambda}\u1e33\upsilon\,\tilde{t}\u1e33\upsilon\,\tilde{\mu}\u1e33\iota\,\iota\,\iota /‘school’<Tib. slob grwa

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

\[ \eta\u1e33\upsilon\,\tilde{\eta}\u1e33\upsilon\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu \]  
\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu \]  
NEG DEC s/he nationalities GNT teacher do person

\[ \tilde{\kappa}\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu\,\kappa\u1e33\iota\,\zeta\u1e33\iota\,\mu\u1e33\iota\,\eta\u1e33\nu \]  
GNT school inside student DEC
0023. Who sweeps the floor today?

\[ \text{puu}\text{si}^{33} \text{fia}^{33}-\text{ru}\text{u}^{33}=\text{ra}\text{a}^{33}=\text{mi}\text{i}^{33} \text{\chi}_a^{33}\text{nuu}\text{ni}^{33}? \]

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

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

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

\{\text{tuu}\text{ra}^{33}-\}\quad \{\text{mi}\text{ne}^{33}-\}\quad [\text{upward}] \quad [\text{downward}]

\{\text{yu}\text{ru}^{33}-\}\quad \{\text{fia}\text{a}^{33}-\}\quad [\text{to upper stream}] \quad [\text{to down stream}]

\{\text{ngu}\text{ra}^{33}-\}\quad \{\text{ru}\text{ve}^{33}-\}\quad [\text{towards the speaker}] \quad [\text{away from the speaker}]

\{\text{ruu}\text{ra}^{33}-\}\quad \{\text{khu}\text{a}^{33}-\}\quad [\text{rounding}] \quad [\text{non-specific direction}]

The vowels in these DIRes will be assimilated to the stem of the verb. Some verbs take fixed combination with a prefix without specific direction of the movement.

0024. Me.

\[ \eta\text{nu}^{55} \quad [\eta\text{\beta}^{33}/\text{ni}^{33}]. \]

I \quad \text{DEC}

0025. Who played ball yesterday?

\[ \text{ji}^{55}\text{si}^{55} \text{pa}^{55}\text{lo}^{55} \text{kar}\text{u}^{33}-\text{ts}\text{h}\text{a}^{55}=\text{mi}\text{i}^{33} \text{\chi}_a^{55}\text{nuu}\text{ni}^{33}? \]

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

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

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

/ \text{kar}\text{\beta}^{33}\text{si}^{55}~\text{ts}\text{h}\text{a}^{55} / \text{‘play’} \quad \text{has \text{DIR} \{kar}\text{\beta}^{33}-\} \quad [\text{non-specific direction}]

79
0026. The students from the math class.

\( \text{tsi}^{55} \text{tsu}^{55} \text{ kh}^{33} \text{zi}^{55} \text{ni}^{33} = \text{\textipa{ya}}^{55} \text{ndzu}^{33} = \text{\textipa{nu}}^{55} \text{ni}^{33} \). mathematics student GNT friend (pl.) DEC

/ tsi\textsuperscript{55}tsu\textsuperscript{55} / ‘mathematics’: The first syllable is derived from Tib. \textit{rtsis}

0027. Where is your hometown?

\( \text{na}^{33} = \text{\textipa{ya}}^{55} \text{pha}^{33} \text{ju}^{55} \text{\textipa{chi}}^{33} \text{\textipa{mu}}^{55} \text{ni}^{33} ? \)

you GNT hometown where DEC

/ pha\textsuperscript{33}ju\textsuperscript{55} / ‘hometown’ < Tib. \textit{pha yul} ‘home country’

0028. I’m from \textit{sDe dge}.

\( \text{\textipa{nu}}^{33} = \text{\textipa{ya}}^{55} \text{pha}^{33} \text{ju}^{55} \text{de}^{33} \text{ge}^{55} \text{ni}^{33} . \)

I GNT hometown sDe dge DEC

/ de\textsuperscript{33}ge\textsuperscript{55} / (place name) < Tib. \textit{sDe dge}

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

\( \text{\textipa{he}}^{33} \text{tsu}^{55} \text{ta}^{55} \text{tsu}^{55} \text{ndu}^{33} = \text{\textipa{pa}}^{55} \text{he}^{33} = \text{\textipa{nu}}^{55} \text{ti}^{33} ? \)

s/he Dar rise mdo person IRG DEC

/ ta\textsuperscript{55}tsu\textsuperscript{55} / (place name) < Tib. \textit{Dar rtse mdo}

/ pa\textsuperscript{55} / (sfx) < Tib. \textit{pa} (suffix: indicating person)
0030. No, s/he is from dKar mdzes.

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

NEG DEC s/he dKar mdzes person DEC

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

0031. Whose child is this?

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

child small (it) whose DEC

A simple adjective comes after its modified noun. e.g. ‘small child’ as \( / \text{pu}^{33} \text{ts}^{55} \text{tsu}^{33} \text{tsa}^{55} / ‘child small’ \) 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).

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

Blo bzang [pl. GNT] DEC

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


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

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

s/he age how-many DEC

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

\[ \text{tse}^{33} \text{tsu}^{55} \text{ kwi}^{33} \text{ no}^{33} = \text{ki}^{33} \text{ ni}^{33} \]

s/he age ten CLS DEC

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

Are you Han-Chinese or Tibetan?

\[ \text{na}^{55} \text{ ko}^{55} \text{ fie}^{33} = \text{ye}^{55} \text{ ti}^{33} \text{ ruu}^{55} \text{ pu}^{33} \text{ pa}^{55} \text{ ni}^{33} ? \]

you Han IRG DEC or Tibetan DEC

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

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

I’m Han-Chinese.

\[ \etau^{55} \text{ ko}^{55} \text{ ni}^{33} \]

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

\[
?e^{33} t\text{su}^{55} \quad ka^{33} \quad y\text{w}^{55}nd\text{u}^{33} \quad k^{h}i^{33}zi^{55}mi^{33} \quad hi^{33} = \eta e^{55} \quad ti^{33} \quad ru^{55}
\]

s/he       Han    letters    student    IRG    DEC    or

\[
pu^{55} \quad y\text{w}^{33}nd\text{u}^{33} \quad k^{h}i^{33}zi^{55}mi^{33} \quad ni^{55}?
\]

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.

\[
?e^{33}t\text{su}^{55} \quad pu^{55} \quad y\text{w}^{33}nd\text{u}^{33} \quad k^{h}i^{33}zi^{55}mi^{33} \quad ni^{33}.
\]

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?

\[
pu^{55} \quad si^{55} \quad ts\text{h}e^{33}pa^{55} \quad \chi a^{33} \quad ti^{55} \quad ni^{33}?
\]

today    date    how-many    DEC

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

\[\text{pu}^{55}\text{si}^{55}\text{nda}^{33}\text{wa}^{55}\text{ŋa}^{33}\text{pa}^{55}\text{tsi}^{33}\text{tei}^{55}\text{ni}^{33}.\]

Today month fifth date one

\[/\text{nda}^{33}\text{wa}^{55}/\text{‘month’} < \text{Tib.}\ zla\ ba\]
\[/\text{ŋa}^{33}\text{pa}^{55}/\text{‘fifth’} < \text{Tib.}\ nga\ pa\]
\[/\text{tsi}^{33}\text{tei}^{55}/\text{‘day first’} < \text{Tib.}\ tshes\ gcig\]

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

What day of the week is it today?

\[\text{pu}^{55}\text{si}^{55}\text{zv}^{55}\text{chi}^{33}\text{tsi}^{55}\text{ni}^{33}?.\]

Today week how-many

\[/\text{zv}^{55}/\text{‘week’} < \text{Tib.}\ gza’\]

Today is Friday.

\[\text{pu}^{55}\text{si}^{55}\text{zv}^{55}\text{pa}^{55}\text{sō}^{55}\text{ni}^{33}.\]

Today week Friday

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

\[/\text{zv}^{55}\text{ni}^{55}\text{ma}^{55}/\text{gza’}\text{nyi}\text{ma}\ ‘\text{Sunday’}\]
\[/\text{zv}^{55}\text{nda}^{55}\text{wa}^{55}/\text{gza’}\text{zla}\text{ba}\ ‘\text{Monday’}\]
\[/\text{zv}^{55}\text{mi}^{55}\text{ma}^{55}/\text{gza’}\text{mig}\text{dmar}\ ‘\text{Tuesday’}\]
\[/\text{zv}^{55}\text{la}^{55}\text{pa}^{55}/\text{gza’}\text{lhaag}\text{pa}\ ‘\text{Wednesday’}\]
\[/\text{zv}^{55}\text{lh}^{55}\text{pu}^{55}/\text{gza’}\text{phur}\text{pu}\ ‘\text{Thursday’}\]
\[/\text{zv}^{55}\text{pa}^{55}\text{sō}^{55}/\text{gza’}\text{pa}\text{sangs}‘\text{Friday’}\]
\[/\text{zv}^{55}\text{pē}^{55}\text{mbu}^{55}/\text{gza’}\text{spen}\text{pa}‘\text{Saturday’}\]
0043. **What time is it now?**

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

*now* hour how-many **pass** **SFX**

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

0044. **Five past ten.**

\[te^h u^{33} ts^h u^{55} fia^{33} ku^{55} = l^o^{33} ru^{55} ka^{33} ma^{55} no^{33} = l^o^{53} t^h u^{33} - va^{55}\]

*hour* ten **CLS** and **minute** five **CLS** **DIR** **pass**

= su^{33} .

**SFX**

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

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

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

\[\pi e^{55} tsu^{33} \ ha^{33} gu^{55} ru^{33} tce^{55} ndza^{33} ndza^{55} ?a^{55} = ti^{33}?\]

*this* folding knife sharp **IRG** **DEC**

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

(Pronoun) ⇒ **Noun** ⇐ (Adjective) (Numeral + Classifier)

( ) shows it can be omitted.
This folding knife is very sharp.

Many Mu-nya adjectives are duplicated in their basic forms like /ndzã³³ndza⁵⁵/ 'sharp'. (Duplicated) adjectives can occur predicatively with Declaratives:

Predicate Adjective + Declarative

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

Is your pen new?

My pen is brand new.

How are you?

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

/pa⁵⁵/ is a suffix that is put after a (controllable) verb to indicate the imperfective. The vowel of this SFX agrees with the person of the subject. 2nd (sg./pl.) || V IRG =pa³³ηv⁵⁵ [+certain] ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.
0050. I’m fine.

\[ \etau^{55} \text{ mbu}^{33} = \text{po}^{55} \etau^{33}. \]
I fine SFX DEC

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

0051. How’s bKra shis?

\[ t\text{s}a^{55} \text{ci}^{33} \text{ mbu}^{55} \text{?a}^{55} = \text{pi}^{33}? \]

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.

\[ t\text{s}a^{55} \text{ci}^{33} \text{ mbu}^{55} \text{?a}^{33} \text{to}^{55} \text{ni}^{33}. \]

bKra shis fine really DEC

/ \text{?a}^{33} \text{to}^{55} / ‘really’ < Tib. thag chod

0053. How is the harvest this year?

\[ \text{pu}^{33} \text{vui}^{55} \text{lo}^{33} \text{to}^{55} \text{si}^{55} \text{vui}^{55} \text{ha}^{33} = \text{ti}^{55}? \]
this year harvest good IRG DEC

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

puu$^{33}$vu$^{55}$ lo$^{33}$to$^{55}$ si$^{55}$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?

tce$^{33}$=kh$^{55}$ ndzu$^{33}$=ri$^{55}$ xa$^{33}$tsue$^{55}$mtu$^{33}$ ti$^{33}$?

house inside eat NMR how-about DEC

/ ndzu$^{33}$ri$^{55}$ / ‘the condition of living’ < / ndzu$^{33}$ / ‘eat’ + / ri$^{55}$ / NMR = ‘eating’

/ xa$^{33}$tsue$^{55}$mtu$^{33}$ / ‘how about’ < / xa$^{33}$tsue$^{55}$ / ‘how’ + / mtu$^{33}$ / ‘exist’

0056. They (We)’re fine.

tce$^{33}$=kh$^{55}$ ndzu$^{33}$=ri$^{55}$ tc$^{h}$u$^{33}$tc$^{h}$a$^{55}$ si$^{55}$vu$^{55}$ ti$^{33}$.

house inside living very good DEC

0057. Can I write it like this?

ni$^{55}$ vu$^{33}$mu$^{55}$nu$^{33}$=tsu$^{33}$kur$^{33}$ k$^{h}$u$^{33}$ri$^{55}$=th$^{33}$ni$^{55}$ ha$^{33}$= ηa$^{55}$

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

DEC

/ η$^{55}$ / ‘I’ [agentive form] < / ηu$^{55}$ / ‘I’ + / ji$^{55}$ / PCL [agentive]

Verb/Adjective + / t$^{33}$ni$^{55}$ / ‘if ~ ’

/ ηa$^{55}$ / [ηa$^{55}$ ~ ηae$^{55}$] ‘proper, well’ this adjective combine with DEC / ti$^{33}$ / The vowel of / ηa$^{55}$ / [ηa ~ ηae] is front, distinguished from DEC / η$^{33}$ / whose vowel is central [η].
0058. Yes, you can (write it this way).

\[ v^{33} n^{55} n^{t33} k^{h} u^{33} - r^{i55} = t^{h} v^{33} n^{i33} \eta^{33} t^{i55}. \]

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

The verb / \( k^{h} u^{33} - r^{i55} / \) ‘write’ has \text{DIR}  \{k^{h} u^{33} - \}  \text{[non-specific direction]}.

0059. Did I write this correctly?

\[ \eta^{55} k^{h} u^{33} - r^{i55} l^{e33} t^{o55} \eta^{33} \neq \eta^{55} t^{i33}? \]

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

/ \( l^{e33} t^{o55} / \) ‘way’ < Tib. las stangs

0060. Yes!

\[ \eta^{33} t^{i55}. \]

\text{proper}  \text{DEC}

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

\[ \rho^{55} t^{s33} \nu^{33} n^{d33} u^{55} k^{h} u^{33} - r^{i55} l^{e33} t^{o55} \eta^{33} = \eta^{55} t^{i33}? \]

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

0062. You wrote it very well.

\[ k^{h} u^{33} - r^{i55} t^{c} h^{33} t^{c} a^{55} t^{h} v^{33} - \eta^{55} = s u^{33}. \]

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

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

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

you [AGT] folding knife IRG have DEC

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

0064. Yes, I have a knife.

\[ \eta^{55} \text{ ha}^{33} \text{ gui}^{55} \text{ ru}^{33} \text{ tce}^{55} \text{ ta}^{33} = \text{ za}^{55} \text{ ndza}^{35} \eta^{33}. \]

I [AGT] folding knife one CLS have DEC

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

0065. Does s/he have a bamboo pen?

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

s/he [AGT] pen IRG have DEC

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

\[ \text{\textit{s/he [AGT] pen good one CLS have DEC}} \]

The basic structure of modification in Mu-nya is as follows: (Pronoun) Noun \( \leftrightarrow \) (Adjective) (Numeral + Classifier); ( ) shows it can be omitted. If the pronoun does not take the agentive; e.g. \( \text{\textit{h33tstu55 theku" si33vtu" ta33=za55 ndzy55 /}} \), then this phrase means 'this good bamboo pen' literally, \( \text{\textit{7r33tsui" /}} \) will be a demonstrative pronoun. But the pronoun in the above example shows the agentive form which agrees with the verb \( \text{\textit{ndzy55 / 'have'}}, \) 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?

\[ \text{\textit{ne55 pu55ji55 khi33zi55=Ya33 yit33ndm55 ta55}=va55}} \]

\( \text{\textit{you [AGT] Tibetan study NMR GNT book how many have}} \)

\( \eta? \)

\( \text{DEC} \)

/ \( \text{\textit{pu55ji55 / 'Tibetan letters' < Tib. bod yig}} \)

0068. I only have one Tibetan textbook.

\[ \text{\textit{ni55 pu55ji55 ki33zi55=Ya33 yit33ndm55 ta55}=va55}} \]

\( I [\text{AGT}] \text{Tibetan study NMR GNT book one CLS} \)

\( \text{\textit{mu55tsb'e55 nd33=ndza33 ni33.}} \)

\( \text{\textit{except for NEG have DEC}} \)

/ \( \text{\textit{ta55=va55 mu55tsb'e55 / can also be expressed as / te33=lo55 mu33to55 /}} \)

/ \( \text{\textit{ndza33 / 'have': the vowel / e / agrees with the 1st person subject.}} \)
0069. How many dictionaries does s/he have?

τε^3^3^3 ts'i^5^5 ts'i^5^5 ndzo^5^5 yu'u^n^5^5 ndu^3^3 χa^3^3^3^3 ti^5^5 ndzy^5^5 ti^3^3^3^3^3?
s/he [AGT] dictionary book how many have DEC

/ ts'i^5^5 ndzo^5^5 / 'dictionary' < Tib. tshig mdzod

0070. S/he only has one dictionary.

τε^3^3^3 ts'i^5^5 ts'i^5^5 ndzo^5^5 yu'u^n^5^5 ndu^3^3 ta^5^5 =va^5^5 mu^3^3 ts'h'e^5^5
s/he [AGT] dictionary book one CLS except for

=ndzy^5^5 ti^3^3^3.
NEG have DEC

/ ta^5^5 =va^5^5 mu^3^3 ts'h'e^5^5 / can also be expressed as / te^3^3 =lo^5^5 mu^3^3 to^5^5 /.

0071. How many people are there in your family?

na^5^5 =ya^3^3 tce^3^3 =ku'u^5^5 mu^3^3 ni^5^5 χa^3^3^3^3 ti^5^5 ndzu^3^3 ην^3^3^3?
you GNT house inside people how many have DEC

/ tce^3^3 / 'house' also means 'home'. / =ku'u^5^5 / 'in' is a PCL put after nouns.
This interrogative sentence takes DEC / ην^3^3 / [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.

\[
\text{ŋu}^{55} \text{=ya}^{33} \text{tce}^{33} \text{=k}^{h}u^{55} \text{mu}^{33} \text{ni}^{55} \text{tc}^{h}i^{55} \text{=zu}^{33} \text{ndzu}^{33} \text{ŋe}^{33}.
\]

/ =zu\(^{33}\) / is the CLS for counting people. The expression for counting one to ten people are as follows: / tu\(^{33}\)=ziu\(^{55}\) / ‘one person’, / nu\(^{33}\)=zu\(^{55}\) / ‘two people’, / so\(^{33}\)=zu\(^{55}\) / ‘three people’, / ru\(^{33}\)=zu\(^{55}\) / ‘four people’, / na\(^{33}\)=zu\(^{55}\) / ‘five people’, / te\(^{h}\)i\(^{33}\)=zu\(^{55}\) / ‘six people’, / ni\(^{33}\)=zu\(^{55}\) / ‘seven people’, / ču\(^{33}\)=zu\(^{55}\) / ‘eight people’, / ngw\(^{33}\)=zu\(^{55}\) / ‘nine people’, / hi\(^{33}\)h\(^{55}\)=zu\(^{33}\) / ‘ten people’.

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

\[
?e^{55} \text{tsu}^{33} \text{=ya}^{33} \text{tce}^{33} \text{=k}^{h}u^{55} \text{mu}^{33} \text{ni}^{55} \text{ča}^{33} \text{fi}^{55} \text{ndzi}^{33} \text{ni}^{33}?
\]

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

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

\[
?e^{55} \text{tsu}^{33} \text{=ya}^{33} \text{tce}^{33} \text{=k}^{h}u^{55} \text{ni}^{33} \text{=zu}^{55} \text{če}^{33} \text{=zu}^{55} \text{ndzi}^{33} \text{ni}^{33}.
\]
0075. What do you do (are you doing) today?

\[ \text{pu}^{55}\text{si}^{55} \left[ \text{na}^{33}\text{\chi}^{33}\text{dzu}^{55}\text{vuu}^{33} \right] =\text{ri}^{55} \text{ndze}^{55} \text{\eta}^{33}？ \]

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 / \text{ndze}^{55} / ‘have’ which requires an agentive form for the subject, but agrees with the verb / \text{vuu}^{33} / ‘do’ in the phrase / [\text{na}^{33}\text{\chi}^{33}\text{dzu}^{55}\text{vuu}^{33}] =\text{ri}^{55} / ‘what (do) you do’, which does not require the agentive form.

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

\[ \text{pu}^{55}\text{si}^{55} \left[ \text{\etauu}^{55} \text{\?a}^{33}\text{ti}^{55}\text{vuu}^{55} \right] =\text{ri}^{55} \text{mi}^{55} = \text{ndze}^{55} \text{\eta}^{33}. \]

today I any do NMR NEG have DEC.

/ ji^{33}\text{sur}^{55} / ‘yesterday’; / puu^{55}\text{suu}^{55} / ‘today’; / sa^{33}\text{sur}^{55} / ‘tomorrow’. cf. ‘last year; this year; next year’ in 0053 note.
/ \text{?a}^{33}\text{ti}^{55} / [\text{fi}^{33}\text{ti}^{55} \sim \text{fii}^{33}\text{ti}^{55} \sim \text{fi}^{33}\text{ti}^{55}] ‘how many; what; any’. cf. 0067, 0069, 0071, 0073.
The subject does not agree with the verb / \text{ndze}^{55} / ‘have’ which requires the agentive form for the subject, but agrees with the verb / \text{vuu}^{33} / ‘do’ in the phrase / [\text{\etauu}^{55} \text{?a}^{33}\text{ti}^{55}\text{vuu}^{55}] =\text{ri}^{55} / ‘(that) I do anything’, which does not require the agentive form.

0077. What do you need to do now?

\[ \text{te}^{55}\text{uu}^{55} \left[ \text{na}^{55} \text{?a}^{33}\text{ti}^{55}\text{vuu}^{33} \right] =\text{ri}^{55} \text{?e}^{33} = \text{ndze}^{55} \text{\eta}^{33}？ \]

now you any do NMR IRG have DEC

The subject / na^{55} / ‘you’ is not agentive and does not agree with the verb / \text{ndze}^{53} / ‘have’ in this sentence. See 0075 note.
IRG {fi}^{33} has allophones: [fi^{33} \sim \text{te}^{33}], and the vowel will be assimilated to the stem of the verb.
0078. I need to wash clothes now.

\(tc^h_u\) [\(\nuu\)] \(ts^h_\omega\) [\(\nuu\)] \(\eta\) [\(\nuu\)] \(na^3\)-[\(\nuo\)] \(=r\) [\(\nuu\)] \(nd^3\) [\(\nuu\)] [\(\eta\) [\(\nuu\)].

now I cloth DIR wash NMR have DEC

/ \(na^{33}\) [\(\nuo\)] / 'wash' has DIR \{\(n\)\} [downward] whose vowel is assimilated to the stem.
The subject / \(\nuu\) / 'I' is not agentive and does not agree with the verb / \(nd^3\) / 'have' in this sentence. See 0075 note.

0079. Where was bKra shis just now?

\(t\) [\(\le\)] [\(\sigma\) [\(\alpha\)] \(\chi\) [\(\alpha\)] [\(\nuu\)] [\(\eta\) [\(\nuu\)]

bKra shis now where exist

/ \(t\) [\(\le\)] [\(\sigma\) [\(\alpha\)] / (personal name) < Tib. bKra-shis
/ \(\eta\) [\(\nuu\)] / '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 / \(\eta\) [\(\nuu\)] / [general statement] can be added after the verb / \(\eta\) [\(\nuu\)] /.

0080. bKra shis was in the classroom just now.

\(t\) [\(\le\)] [\(\sigma\) [\(\alpha\)] \(\chi\) [\(\alpha\)] [\(\nuu\)] [\(\eta\) [\(\nuu\)] [\(\nuu\)] [\(\nuu\)] [\(\nuu\)] [\(\eta\) [\(\nuu\)] [\(\eta\) [\(\nuu\)]

bKra shis now DIR study NMR house inside exist

/ \(\nuu\) / 'exist' [+confirm]: the speaker saw bKra-shis was in the classroom.
0081. Who else is in the classroom?

[kʰeː33-ziː55 =rə33 (=ya33) tɛe33] =kʰu55 xa55 nuu33 xa55 nuu33 mu55?

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.
/ xa55 nuu33 xa55 nuu33 mu55? / ‘who were there?’ duplicated interrogative pronouns predict that there were more than one person in the classroom.

0082. Tshe ring and Blo bzang were.

[tsʰe55 ri55 ruu33 lu55 za] =nuu33 muu55.
Tshe ring and Blo bzang (pl.) exist

/ tsʰe55 ri55 / (personal name) < Tib. Tshe ring
/ ly55 za55 / (personal name) < Tib. Blo bzang

0083. What is on the platform?

[nu33-ɕə55 =rə33 =ya33 tsʰu55] =pu55 xa33 dzu55 ru33-tɕu55 =stu33?

DIR speak NMR GNT podium on what DIR put SFX

The verb / nu33-ɕə55 / ‘speak’ has DIR / nu33 / < {nu33-} [downward].
The verb / ru33-tɕu55 / ‘put’ has DIR / ru33 / < {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.

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

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?

\[ \text{thi}^{33}\text{phv}^{55} \quad \text{muh}^{33}\text{mi}^{55}=\text{nu}^{55} \quad \text{cha}^{33}\text{dzv}^{55} \quad \text{vuv}^{33}=\text{pi}^{33}? \]

there people (pl.) what do SFX

/ti^{33}\text{phv}^{55} / ‘that side; there’, which is distinct from / vi^{33}\text{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.

\[ \text{me}^{33}\text{me}^{55} \quad \text{tsu}^{33}=\text{ji}^{35} \quad \text{yu}^{55}\text{ndu}^{33} \quad \text{k}^{43}\text{v}^{33}\text{-thv}^{55}=\text{pi}^{35}. \]

everybody AGT book DIR buy SFX

The verb / k^{43}\text{v}^{33}\text{-thv}^{55} / ‘buy’ has DIR \{k^{43}\text{w}^{33}\} [non-specific direction], the vowel is assimilated to the stem. This prefix does not express real direction of the action, but takes habitual combination with the stem in this case.
0087. What kinds of books are for sale?

\[\text{y\text{\text{\text{u}}}u^{55}\text{dnu}^{33} \chi\text{\text{\text{a}}}^{33}\text{dzu}^{55} \chi\text{\text{a}}}^{33}\text{dzu}^{55} \text{t}^{\text{\text{\text{i}}}^{55}}-\text{ji}^{55}=\text{ri}^{33} \text{mu}^{55}?\]

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

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

0088. There are all kinds of books for sale.

\[\text{y\text{\text{\text{u}}}u^{55}\text{dnu}^{33} \chi\text{\text{\text{a}}}^{33}\text{dzu}^{55} \text{k}\text{\text{e}^{33}}\text{\eta}^{55} \text{t}^{\text{\text{\text{i}}}^{55}}-\text{ji}^{55}=\text{ri}^{33} \text{mu}^{55}.\]

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

0089. What’s your name?

\[(a) \text{na}^{33}-\text{le}^{55} \text{mi}^{55} \chi\text{\text{\text{a}}}^{33}\text{dzu}^{55} \text{mi}^{33} \text{ni}^{55}?\]  
\[\text{you DAT name what name DEC}\]

\[(b) \text{na}^{33}-\text{le}^{55} \text{mi}^{55} \chi\text{\text{\text{a}}}^{33}\text{dzu}^{55} \text{tu}^{33}-\text{pi}^{55} \text{ni}^{33}?\]  
\[\text{you DAT name what DIR call DEC}\]

It is unnatural to use genitive PCL /=\chi\text{\text{\text{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.
\[
\text{ŋuu}^{55}=\text{le}^{33} \hspace{0.2cm} \text{mi}^{55} \hspace{0.2cm} \text{tshe}^{55}\text{ri}^{33} \hspace{0.2cm} \text{tu}^{33}\text{-pi}^{55} \hspace{0.2cm} \text{ni}^{33}.
\]
I DAT name Tshe ring DIR call DEC

/ tshe'ri' / (personal name) < Tib. Tshe ring

0091. What’s his/her name?
\[
\text{ʔe}^{33}\text{tsu}^{55}=\text{le}^{33} \hspace{0.2cm} \text{mi}^{55} \hspace{0.2cm} \text{χa}^{33}\text{dzu}^{55} \hspace{0.2cm} \text{tu}^{33}\text{-pi}^{55} \hspace{0.2cm} \text{ni}^{33}?
\]
s/he DAT name what DIR call DEC

0092. His name is Don grub.
\[
\text{ʔe}^{33}\text{tsu}^{55}=\text{le}^{33} \hspace{0.2cm} \text{t633ild}Ku^{55} \hspace{0.2cm} \text{tu}^{33}\text{-pi}^{55} \hspace{0.2cm} \text{ni}^{33}.
\]
s/he DAT Don grub DIR call DEC

/ t633ildKu' / (personal name) < Tib. Don grub

0093. Where are you going?
\[
\text{na}^{55} \hspace{0.2cm} \text{ʔv}^{33} \hspace{0.2cm} \text{χa}^{55} \hspace{0.2cm} \text{tha}^{33}\text{-nda}^{55} \hspace{0.2cm} \text{ni}^{33}?
\]
you where DIR go DEC

The interrogative pronoun ‘where’ has some word forms:
/ ϖ33χa55 / ~ / ϖ33χa55w33 / ~ / ϖa33w55 /.
The verb / t33nda55 / ‘go’ has DIR {t33} [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.

\[ \eta u^{55} t_i^{33} p_h^{55} t_a^{32} n_d o^{35} \eta v^{33}. \]

I over there DIR go DEC

/t_i^{33} p_h^{55}/ ‘that side; there’, often used to indicate the opposite bank. This word is distinct from /v_3^{33} p_h^{55}/ ‘this side; here’.

0095. What are you going to do?

\[ n a^{55} [x a^{33} dz u^{55} v u^{33}] = r e^{55} x u^{33} = p a^{55} \eta e^{33}? \]

you what do to go SFX DEC

‘go to do (sth.)’ is expressed as /V =re^{55} xu^{33} (=po^{55})/. This frame is used for the imperfect aspect. cf. 0099 note.

PCL / re^{55} / means ‘in order to; for the purpose of’.

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

\[ \eta u^{55} y u^{33} n_d u^{55} k_h u^{33} - \eta u^{55} = r e^{33} x u^{33} = p o^{55} \eta e^{33}. \]

I book DIR borrow to go SFX DEC

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

\[ \text{where} \text{ gone} \]

The interrogative pronoun ‘where’ has some word forms: see 0093 note.

The verb / rz\text{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 / rz\text{33} / in perfect aspect when the action has done, distinct from PCL / \text{ruz}\text{33} / ‘in order to’: see 0099 note.

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

\[ \text{market place} \text{ inside gone} \]

\hspace{1cm} / ts\text{33} o\text{33} t\text{33} a\text{55} / ‘market place’ < Tib. \text{tshong khrom}

0099. What did s/he go to do?

\[ \text{what} \text{ to} \text{ gone} \]

‘(have) gone to do (sth.)’ is expressed as / V = ru\text{33} /. This frame is used for the perfect aspect. cf. 0095 note.

0100. S/he went to buy some stuff.

\[ \text{stuff} \text{ DIR buy to} \text{ gone} \]

/ t\text{55} ca\text{55} k\text{a}\text{55} / ‘stuff’ < Tib. \text{ca kha} (Khams dialect)
0101. Do you want to go to the library?

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

you library inside go SFX IRG DEC

/ pe^{55} ndzo^{55} k^{ha}^{55} / ‘library’ < Tib. dpe mdzod khang

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

\[ \text{ne}^{33}. \text{nU}^{55} \text{k}^{\text{a}}^{33} \text{ndze}^{55} \text{s}^{\text{a}}^{33} \text{ndzu}^{55} \text{k}^{\text{hu}}^{33} - tC^{\text{a}}^{55} \text{ri}^{33} = \text{re}^{33} \text{ xu}^{33} \]

DEC I dKar mdzes newspaper DIR read to go

=po^{55} ne^{33}. SFX DEC

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

0103. Shall we both (dual) go together?

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

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^{55}nU^{55} / ‘we (with you)’ / je^{55}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.

\[ \text{ri! / } \eta \text{e}^{33} \ 	ext{ti}^{55}! \ \text{je}^{33} \text{ni}^{55} \text{nu}^{33} \ 	ext{ta}^{33} \text{la}^{55} \ (\text{t}^{1h} \text{la}^{33} - ) \text{xu}^{55} \ 	ext{xi}^{35}. \]

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

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

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

\[ \text{?e}^{55} \text{tsu}^{33} \ 	ext{ge}^{33} \text{ge}^{55} = \text{ke}^{33} \ 	ext{ra}^{33} = \text{su}^{55} \ ?a^{33} = \eta \text{e}^{55} \ 	ext{ti}^{35}? \]

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

/ \text{ge}^{33} \text{ge}^{55} / ‘teacher’ < Tib. \text{dge rgen} \sb + / \text{ke}^{33} / ‘place’ means ‘somebody’s place’.

0106. Yes, s/he did.

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

\[ \text{gone SFX DEC} \]

0107. Where are you from?

\[ \text{na}^{55} \ ?e^{33} \chi \text{a}^{55} \text{tc}^{33} = \text{tsu}^{33} \text{ku}^{33} \ 	ext{re}^{33} = \text{pe}^{55} \ 	ext{ni}^{33}? \]

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

Asking or explaining someone’s home town as ‘Where are you from?’ ‘I am from …’, Mu-nya expresses / \text{re}^{33} / ‘come’ plus imperfect (including progressive/condition) SFX \{\text{pe}^{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{pe}^{55}\} in this sentence.
0108. I am from Li thang.

eta^55 li^33t'a^55 tsu^33 ku^33 re^33 =po^55 ni^33.

0109. Where is s/he from?

(a) re^33 tsu^55 xa^33 ti^55 =tsu^33 ku^33 re^33 =pi^55 ni^33?

(b) re^33 tsu^55 ha^33 xa^55 =le^33 re^33 =pi^55 ni^33?

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

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

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

0110. S/he is from Chab mdo.

re^33 tsu^55 te'h'a^33 ndu^55 [=tsu^33 ku^33 / =le^33 (ku^55)] ra^33 =pi^55 ni^33.

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.

ŋu⁵⁵ ji⁵⁵ xu⁵⁵ ŋe³³.

I yesterday go DEC

/ji⁵⁵/ : the morph / ji⁵⁵/ is longer than / xu⁵⁵/.

0113. Did you both come together?

na³³ ni⁵⁵ ʔa³³ ʔa³³ = se⁵⁵ ti³³?

you two (pl.) together come SFX IRG DEC

The dual forms of personal pronouns are as follows: / ŋu³³ ni⁵⁵ nu³³ / ‘we two’ [dual]; / je³³ ni⁵⁵ nu³³ / ‘you and I’ [dual]; / na³³ ni⁵⁵ nu³³ / ‘you two’ [dual]; / ?e³³ ni⁵⁵ nu³³ / ‘they two’ [dual]. Also see 0103 note.

0114. No! I came alone.

ŋu³³ = ŋe⁵⁵ ti³³. [ŋu⁵⁵ / ŋe⁵⁵] ta⁵⁵ = zuu⁵⁵ je⁵⁵ ʔo⁵⁵ ʔa³³ ŋe³³.

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

The subject can also be pronounced [ŋe⁵⁵] in this sentence. It might be an allophone of the agentive form / ŋi⁵⁵ / < /ŋu⁵⁵ + ji³³ /.

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

na⁵⁵ ʔa⁵⁵ = tsu³³ ku³³ ?a³³ vi⁵⁵ si³³ va⁵⁵ ʔa³³ ṭa³³?

you come since how many day do DEC

/ ṭa³³ / is a Declarative only used in perfect aspect and expresses evidential [+realize]. But / ṭa³³ / is different from other Declaratives, must come after a verb and cannot use isolated without a verb. This DEC / ṭa³³ / must be derived from the verb ‘come’.
0116. I came many days ago.

\[ \eta u^{55} \ r a^{55} = t s u^{33} \ k u^{33} \ s i^{33} \ t s^{h^5} \ e^{55} \ k a^{33} \ j i^{55} \ t h u^{33} \ -v a^{55} \ r a^{33}. \]

The verb / t\(h\)ur\(33\)-va\(55\) / ‘do’ has DIR {t\(h\)ur\(33\)} [away from the speaker].

0117. How many people came with you?

\[ [n a^{55} = t c^{h^5} \ i^{55} \ t a^{33} l a^{55} \ r a^{33}] = m i^{55} \ m u^{33} \ n i^{55} \ \chi a^{33} t i^{55} = z u^{33} \ n d z u^{33} \]

The subject phrase in this sentence is / [n\(a^{55}\)=tc\(h^5\) i\(55\) ta\(33\) la\(55\) ra\(33\)]=mi\(55\) / ‘the person who came with you’. / sb =tc\(h^5\) i\(55\) ta\(33\) la\(55\) / ‘together with sb’.

0118. Five or six people.

\[ m u^{33} \ n i^{55} \ \eta a^{33} / t c^{h^5} i^{55} = z u^{33} \ t i^{55} \ n d z u^{55} \ \eta e^{33}. \]

/ ti\(55\) / ‘about’ comes after CLS and expresses ‘round (numbers)’, this word might be derived from CLS / ti\(55\) / in / \(\chi a^{33}\) ti\(55\) / ‘how many’.
0119. Are you planning to go to Dar rtse mdo?

\[
\begin{align*}
\text{na}^{55} &\quad \text{ta}^{55} \text{tsu}^{55}\text{ndu}^{33} \quad \text{ne}^{33} \text{-xu}^{55} \text{x}^{133} \text{s}^{55} \text{=pa}^{55} \quad \text{ta}^{33} \quad \text{y}^{55}^{55} \text{?} \\
\text{you} &\quad \text{Dar rtse mdo} & \text{ DIR } \text{ go } & \text{ MOD } \text{ think } & \text{ SFX } & \text{ IRG } & \text{ DEC }
\end{align*}
\]

/ ta^{55} - tsu^{55} ndu^{33} / (place name) < Tib. \textit{Dar rtse mdo} \\
/ ne^{33} - xu^{55} / ‘go down to’ has DIR \{ne^{33}\} [down]. \\
/ x^{133} / is a Modal put after a verb to express ‘need to; will’. \\
/ s^{55} = pa^{55} \quad \text{ta}^{33} \quad \text{y}^{55}^{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.

\[
\begin{align*}
\text{nu}^{55} \quad \text{xu}^{33} \text{x}^{55} \text{s}^{55} \text{=po}^{33} \quad \text{nu}^{55} = \text{y}^{55}^{33} \\
\text{I} &\quad \text{go} & \text{ MOD } \text{ think } & \text{ SFX } & \text{ NEG } & \text{ DEC }
\end{align*}
\]

0121. Do you want to go watch a movie?

\[
\begin{align*}
\text{na}^{55} \quad \text{tia}^{33} \text{ji}^{55} \quad \text{k}\text{h}^{33} \text{-ja}^{55} \text{=re}^{33} \quad \text{xu}^{33} \text{x}^{55} \text{s}^{55} \text{=pa}^{55} \quad \text{he}^{33} \quad \text{y}^{55}^{55} \text{?} \\
\text{you} &\quad \text{movie} & \text{ DIR } \text{ watch to } & \text{ go } & \text{ MOD } \text{ think } & \text{ SFX } & \text{ IRG } & \text{ DEC }
\end{align*}
\]

/ tia^{33} ji^{55} / ‘movie’ < Chn. \textit{diànyīng} \\
The verb / k\text{h}^{33} - ja^{55} / ‘watch’ has DIR \{k\text{h}^{33}\} [non-specific direction].

0122. Yes, I want to.

\[
\begin{align*}
\text{xu}^{33} \text{x}^{55} \text{s}^{55} \text{=pa}^{55} \quad \text{nu}^{33} \\
\text{go} &\quad \text{ MOD } \text{ think } & \text{ SFX } & \text{ DEC }
\end{align*}
\]

SFX \{po\} [imperfect] should appear as / po^{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.
0123. Will s/he come to our school?

?e\textsuperscript{33} tsu\textsuperscript{55} ja\textsuperscript{33} na\textsuperscript{55} la\textsuperscript{33} t\textsuperscript{u}\textsuperscript{55}=k\textsuperscript{43} re\textsuperscript{33} =pi\textsuperscript{55} ?e\textsuperscript{33} =n\textsuperscript{55} ti\textsuperscript{33}?

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

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

/la\textsuperscript{33}t\textsuperscript{u}\textsuperscript{55}/ [la\textsuperscript{33}t\textsuperscript{u}\textsuperscript{55} ~ la\textsuperscript{33}t\textsuperscript{u}\textsuperscript{55}] ‘school’ < Tib. slob grwa

0124. Yes, s/he will.

re\textsuperscript{33} =pi\textsuperscript{55} ni\textsuperscript{33}.

come SFX DEC

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

ny\textsuperscript{33}=ji\textsuperscript{55} \chi\textsuperscript{a}\textsuperscript{33}dz\textsuperscript{u}\textsuperscript{55} vu\textsuperscript{33} =pa\textsuperscript{55} [n\textsuperscript{e}\textsuperscript{35} / ni\textsuperscript{35}]?

you AGT what do SFX DEC

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

cf. 0075 ‘have sth to do’

0126. I’m going to wash clothes.

n\textsuperscript{55} tse\textsuperscript{55}n\textsuperscript{g}tu\textsuperscript{55} no\textsuperscript{33} -ko\textsuperscript{55} =po\textsuperscript{33} n\textsuperscript{e}\textsuperscript{55}.

I [AGT] cloth DIR wash SFX DEC

cf. 0078. ‘have sth to do’

0127. What is s/he going to do?

?e\textsuperscript{33} t\textsuperscript{u}\textsuperscript{55} \chi\textsuperscript{a}\textsuperscript{33}dz\textsuperscript{u}\textsuperscript{55} vu\textsuperscript{33} =pi\textsuperscript{55} ni\textsuperscript{35}? 

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

`?tu^{3}\text{ti}55\;\text{nu}55\;\text{ts}e55\,\eta\,\text{gu}55\;\text{na}^{33-}\text{so}^{55}={p}i^{33}\;\text{ni}^{55}.`

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

0129. What are you doing?

`na^{55}={ji}^{33}\chi^{a}33\text{dzu}55\;\text{vu}u^{33}={pa}^{55}\;\text{ni}^{35}?`

you AGT what do SFX DEC

0130. I’m writing a letter.

`{ji}^{55}\;\text{yu}55\;\text{n}du^{33}\;\text{k}^{h}\text{w}^{33-}\text{ri}^{55}={po}^{33}\;\text{ni}.`

I [AGT] letter DIR write SFX DEC

The verb / k^{h}\text{w}^{33-}ri^{55} / ‘write’ has DIR {k^{h}\text{w}^{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} || V = {p}o^{55} \eta\,^{33}. / means ‘having intention of doing’; whereas / \eta\,^{55} || V = {p}o^{55} \text{ni}^{33}. / means ‘in progress’; cf. 0126.

0131. What are they doing?

`?e^{33}\;\text{ni}^{55}\chi^{a}33\text{dzu}55\;\text{vu}u^{33}={p}i^{55}\;\text{ni}^{35}?.`

they [AGT] what do SFX DEC

/ ?e^{33}\text{ni}^{55} / is the agentive form which is derived from / ?e^{33}\text{nu}^{55} / ‘they’ + PCL / ji^{33} / [agentive]. The 3rd person subject sentence with / V = {p}i^{55} \text{ni}^{33}. / means ‘in progress’.
0132. They are studying.

\[ \text{t'e}^{33} \text{n'i}^{55} \text{ k'h'i}^{33}-\text{zi}^{55} = \text{pi}^{55} \text{ n'i}^{33}. \]

They [AGT] DIR study SFX DEC

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

0133. What did you do?

\[ \text{n'a}^{55}=\text{ji}^{33} \text{ x'a}^{33} \text{dz'u}^{55} \text{ t'h'u}^{33}-\text{vu}^{55} = \text{sy}^{55} \text{ n'i}^{35}? \]

You AGT what DIR do SFX DEC

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

/ n'i^{55} (1st. AGT) || V =so^{55} n'i^{33} ./ ; / ne^{55} (2nd. AGT) || V =sy^{55} n'i^{33} ./ ; / t'u^{33}tsi^{55} (3rd. AGT) || V =stul^{55} n'i^{33}. / cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

\[ \text{n'i}^{55} \text{ y'u}^{55} \text{nd'u}^{33} \text{ t'a}^{55}-\text{za}^{55} \text{ k'h'u}^{33}-\text{ri}^{55} = \text{so}^{33} \text{ n'i}^{33}. \]

I [AGT] letter one CLS DIR write SFX DEC

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

0135. What did they do?

\[ \text{t'e}^{33} \text{n'i}^{55} \text{ x'a}^{33} \text{dz'u}^{55} \text{ t'h'u}^{33}-\text{vu}^{55} = \text{stul}^{33} \text{ n'i}^{35}? \]

They [AGT] what DIR do SFX DEC

The verb / t'h'u^{33}-vu^{55} / has DIR / t'h'u^{33}-/ derived from {t'h'}^{33} [away from the speaker], but the vowel of prefix shows something strange, which might agree with the plural subject (?)
0136. They danced Tibetan dances.

\[
\text{\textit{t3311155 1ShE331a55  ro33-a155=stu33 ni33}.}
\]

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

0137. What did bKra shis give you?

\[
\text{\textit{t331155 1P339155 -j135  na33=1e55  za33dzin55  t11a31khe55ra33?}}
\]

‘give sb sth’ or ‘give sth to sb’ is expressed as / S -ji33 [AGT] || sb -le33 sth [-φ] tʰa33-kʰe55 DEC / in Mu-nya. The subject takes the agentive form. The verb / tʰa33-kʰe55/ ‘give’ has DIR {tʰu33-} [away from the speaker].

0138. He gave me a book.

\[
\text{\textit{t331155 1P331133.1e55  ytil55nduT33 ta33  =1055  tha33_khe55ra33.}}
\]

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

0139. Who is the teacher talking to?

\[
\text{\textit{ge33  ge=ji33  \textit{\textit{Xa55  n33=le33  ke33  tca355  tu33-c655  =pi33  ni33?}}}n}
\]

The verb / tuw33-c655/ ‘speak; talk’ has DIR {tuw33-} [up].
0140. He is talking to Blo bzang.

ly\textsuperscript{55} zu\textsuperscript{33} = le\textsuperscript{33} ke\textsuperscript{33} te\textsuperscript{55} tu\textsuperscript{33}-ce\textsuperscript{55} = pi\textsuperscript{33} ni\textsuperscript{33}.

Blo bzang DAT words DIR talk SFX DEC

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

0141. Could you help me?

na\textsuperscript{33} = ji\textsuperscript{55} n\textsuperscript{55} tu\textsuperscript{55} yo\textsuperscript{55} k\textsuperscript{55} tu\textsuperscript{33}-tc\textsuperscript{55} ha\textsuperscript{33} = t\textsuperscript{b} v\textsuperscript{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\textsuperscript{33} / cannot be used in place of the genitive marker / ya\textsuperscript{33} / in this construction.
/ t\textsuperscript{b} v\textsuperscript{55} / ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

ŋi\textsuperscript{55} na\textsuperscript{33} = ya\textsuperscript{55} q\textsuperscript{55} o\textsuperscript{55}-ko\textsuperscript{55} l\textsuperscript{33} t\textsuperscript{b} v\textsuperscript{33}.

I [AGT] you GNT DIR help CLS MOD

/ l\textsuperscript{33} / is a general measure word, but it means ‘once’ or ‘a bit’ here. The verb / q\textsuperscript{55} o\textsuperscript{55}-ko\textsuperscript{55} / ‘help’ has an allomorph of DIR {k\textsuperscript{b} u-} [non-specific direction].
0143. What do you need to help?

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

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 / S =ji^{33} [AGT] || sb =\text{ya}^{33} \text{q}^{1} \text{o}^{55} - \text{ko}^{55} (MOD) 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.

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

I DAT explanation one time DIR speak MOD

/ \text{ndze}^{33} \text{pa}^{55} / 'explanation' < Tib. 'grel pa
/S (2nd) || (sth) V ve^{33} / expresses 'request sb to do (sth)'.
/ ve^{33} / is a Modal, which is derived from the verb / vur^{33} / 'do', the vowel agrees with the omitted 2nd person subject in this sentence.

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

\[ \text{ni}^{55} \ \text{te}^{b} \text{uu}^{33} \text{nu}^{55} \ \text{na}^{33} = \text{le}^{55} \ \text{ta}^{33} = \text{ra}^{55} \ \text{tu}^{33} - \text{ce}^{55} \ \text{fi}^{a}^{55} = \text{ti}^{33}? \]

I [AGT] again you DAT one time DIR speak IRG DEC

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

0146. Okay! Please tell me once more.

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

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

\[ q^h u^55 - t^h o^55 = r^33 = y_a^33 t_c e^33 \] = k^h u^55 \chi a^33 d z u^55 v u^33

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

= ri^33 ndu^33 t_i^55?

NMR exist DEC

/ na^33 na^55 / 'your' [genitive] < / na^33 nu^55 / 'you'(pl.) + / y_a^33 / PCL [genitive].

'plan to do' is expressed as / S = y_a^55 || V = r^33 ndu^55 DEC. / 'sb's doing exist' literally in Mu-nya. cf. 0075–0078. 'have sth to do'

/ q^h u^55 - t^h o^55 = r^33 = y_a^33 t_c e^33 / 'house/room for meeting' > 'conference room'

/ q^h u^55 - t^h o^55 / may consist of DIR {k^h u^-} [non-specific direction] + / t^h o^55 / 'gathering' < Tib. tshogs

0148. We want to have a party.

\[ n u^33 n u^55 x u^55 t^3 h t^h o^55 q^h u^33 - t_c h^33 = p c^33 n h^33. \]

we (pl.) night meeting DIR hold SFX DEC

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

0149. What are they doing in the classroom?

\[ ? v^33 n_i^55 \] [ k^h i^33 - z_i^55 = r^33 t_c e^33 ] = k^h u^55 \chi a^33 t^h v^55 = p i^35?

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

/ ? v^33 ni^55 / 'they' [agentive] < / ? v^33 nu^55 / 'they'(pl.) + / ji^55 / PCL [agentive].

/ t^h v^55 / 'do' has the nuance of '(be intending to) do'. See 0141 note.
0150. They are singing in the classroom.

\[ \text{they [pl. AGT] study in song do} \]

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

0151. Has dawn come?

\[ \text{sky break} \]

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

0152. Yes, dawn has come.

\[ \text{sky break} \]

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

0153. Did the bell ring?

\[ \text{bell} \]

/tshi^{55}\text{bu}^{55}/ 'bell’ < Tib. \text{dril bu}.

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

Negatives come between pfx and stem of the verb as /tõ-nda/ ‘rang’ ⇒ /tu-nda/ ‘have not rung’.

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

‘finish’ comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of [away from the speaker], and the vowel in the stem agrees with the 2nd person subject.

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

‘finish doing’ is expressed as / S =ji [AGT] || V tõ-dó /.

The vowel of /tõ-dó/ agrees to the person of the subject, (1st) / tõ-dó /; (2nd) / tõ-dó /; (3rd) / tõ-dó /.

0157. Have they finished eating?

The vowel of /tõ-dó/ agrees to the person of the subject, (1st) / tõ-dó /; (2nd) / tõ-dó /; (3rd) / tõ-dó /.
0158. Yes, they have finished eating.

fiā₃³-ndzu₅₅ tʰa₃³-di₅₅ ra₃₃.

DIR eat DIR finish DEC

0159. Did you see bKra shis?

na₃³-ji₃⁵ tsa₅₅-ci₅₅ ?a₅₅ = ta₃₃?

you AGT bKra shis IRG see

0160. No, I didn’t see (him).

me₃³ = to₅₅.

NEG see

0161. Do you remember that?

to₅₅-nda₅₅ =tsu₃₃ na₃³-ji₅₅ ŋgu₃³-ζ₅₅ [?a₅₅ = pi₃³ / ?e₅₅ = su₃₃

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

/?e₅₅ = ra₃₃]?

IRG DEC

The verb / ŋgu₃³-ζ₅₅ / has DIR {ŋgu₃³-} [towards the speaker].
The distribution of Suffixes and Declaratives by aspect and tense is as follows:
/ ŋgu₃³-ζ₅₅ ?a₅₅ = pi₃³ ? / imperfect / present
/ ŋgu₃³-ζ₅₅ ?e₅₅ = su₃₃ ? / perfect / past
/ ŋgu₃³-ζ₅₅ ?e₅₅ = ra₃₃ ? / perfect / present [+realize]
0162. I remember now.

\[ \eta \text{gui}^{33-\xi} \text{a}^{55}=\pi^{33}. \quad \text{imperfect / present} \]
\[ \eta \text{gui}^{33-\xi} \text{a}^{55}=\text{su}^{33}. \quad \text{perfect / past} \]
\[ \eta \text{gui}^{33-\xi} \text{a}^{55} \text{ra}^{33}. \quad \text{perfect / present [+ realize]} \]

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

\[ \eta \text{a}^{33}=\eta \text{i}^{55} \text{pu}^{55} \text{yu}^{33} \text{ndu}^{55} \text{khi}^{33-\text{zi}}^{55} \bar{\text{a}}^{55}=\text{nda}^{53} \text{[ni}^{33} / \text{nda}^{33}]? \]
\[ \text{you AGT Tibetan letters DIR study IRG have DEC} \]

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

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

\[ \eta \text{i}^{55} \text{pu}^{55} \text{yu}^{33} \text{ndu}^{55} \text{khi}^{33-\text{zi}}^{55} \bar{\text{mo}}^{55}=\text{nda}^{53} \text{(nda}^{33}) \].
\[ \text{I AGT Tibetan letters DIR study NEG have DEC} \]

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

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

\[ \eta \text{e}^{33-\text{tsi}}^{55} \text{pu}^{55} \text{yu}^{33} \text{ndu}^{55} \text{khi}^{33-\text{zi}}^{55} \bar{\text{a}}^{55}=\text{nda}^{53} \text{ni}^{33}? \]
\[ \text{s/he AGT Tibetan letters DIR study IRG have DEC} \]

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

\[ \eta \text{e}^{33-\text{tsi}}^{55} \text{pu}^{55} \text{yu}^{33} \text{ndu}^{55} \text{khi}^{33-\text{zi}}^{55} \text{nda}^{53} \text{ni}^{33}. \]
\[ \text{s/he AGT Tibetan letters DIR study have DEC} \]
0167. Can you speak Tibetan?

\[ \text{na}^{33}=\text{ji}^{55} \text{ pu}^{55}\text{sù}^{55} \ ?u^{33} = \text{na}^{55} \ \text{ŋe}^{33}? \]

you \ AGT \ Tibetan \ IRG \ know \ DEC

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

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

'sb know sth' is expressed as / S =ji\textsuperscript{33} [AGT] || sth [=ϕ] na\textsuperscript{55} ~ na\textsuperscript{55} ~ ni\textsuperscript{55} DEC /.

0168. I only know a few Tibetan sentences.

\[ \text{ŋi}^{55} \text{ pu}^{55}\text{sù}^{55} \text{ da}^{33}\text{nu}^{55}\text{ts}^{h}\text{i}^{33} \text{ me}^{33}\text{to}^{55} \text{ nu}^{33} = \text{na}^{55} \ \text{ŋe}^{33}. \]

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

DEC / ni\textsuperscript{55} / cannot be used in answer sentence to state own condition, knowledge, ability, etc.

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

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

\[ ?\text{ts}^{33}\text{i}^{55} \text{ pu}^{55}\text{sù}^{55} \ ?u^{33} = \text{ni}^{55} \ \text{ni}^{33}? \]

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

0170. His Tibetan is very good.

\[ ?\text{ts}^{33}\text{i}^{55} \text{ pu}^{55}\text{sù}^{55} \ \text{ja}^{55} \ \text{t\textsuperscript{b}\text{a}^{33}\text{t}\text{c}^{h}\text{o}^{55} \ \text{ni}^{55} \ \text{ni}^{33}. \]

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

/ ja\textsuperscript{55} / 'good' < Tib. yag po

/ t\textsuperscript{b}\text{a}^{33}\text{t}\text{c}^{h}\text{o}^{55} / 'exactly, definitely' < Tib. thag chod
0171. Did you see (Have you seen) Lha mo?

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

you AGT Lha mo IRG see

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

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

0172. No, I haven’t seen her.

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

I [AGT] her NEG see

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

cf. / nj^{55} v^{33}tsu^{55} nu^{55} = to^{33}. / 'I do not see her.'

0173. Are you going out to the market now?

(a) \[ \text{na}^{33} \text{ tc}^{55} \text{w}^{55} \text{ ts}^{55} \text{ =ki}^{55} \text{ xu}^{33} = \text{pa}^{55} ?\text{e}^{55} = \text{je}^{33}? \]

you now market in go SFX IRG DEC

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

/ ts^{55} / 'market' < Tib. khrom

(b) \[ \text{na}^{33} \text{ tc}^{55} \text{ur}^{55} \text{ ts}^{55} \text{ =ki}^{55} \text{ na}^{33} \text{-nda}^{55} \text{ ?v}^{55} = \text{je}^{33}? \]

you now market in DIR go IRG DEC

/ na^{33}-nda^{55} / means 'go down to', including DIR \{nu^{33}\} [down], mainly focuses the starting point where the speaker is. Therefore this verb has a nuance of '(leave here to) go somewhere'. See 0093 note.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0174. No, I’m not going out now.

(a)  nyu³³ teʰu⁵⁵ tsʰɨ⁵⁵=kʰu⁵⁵ xur⁵⁵ nyu³³ = pə⁵³ nyv³³.
    I now market in go NEG SFX DEC

(b)  nyu³³ teʰu⁵⁵ tsʰɨ⁵⁵=kʰu⁵⁵ mA³³ = ndo⁵⁵.
    I now market in NEG go

0175. Where did bKra shis and the others go?

tsa⁵⁵ ci³³ te³³ nyu⁵⁵ xɨ⁵⁵ tʰə³³-ɾə³³?
  bKra shis they where DIR gone

/ tʰə³³-ɾə³³ / ‘(has) gone’ contains DIR {tʰə³³} [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.

te³³ nyu⁵⁵ pə⁵⁵=pu³³ tʰə³³-ɾtʰə⁵³ =ɾə³³ ra³³.
  they plain on DIR picnic to gone

/ pə⁵⁵ / ‘plain’ < Tib. spang
  / tʰə³³-ɾtʰə⁵³ / ‘picnic (v)’ contains DIR {tʰə³³} [away from the speaker].

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

təʰu⁵⁵ te³³ nyu⁵⁵ wə⁵⁵ kʰə³³ kʰu⁵⁵-ɾtsa⁵³ =sə⁵³ əə⁴⁴ = ndu⁵⁵?
  now they that place DIR arrive SFX IRG exist

/ kʰu⁵⁵-ɾtsa⁵³ / ‘arrive’ contains DIR {kʰu³³} [non-specific direction].
0178. By now they have probably gotten there.

\[ tc^h\text{u}^{55} k^h\text{u}^{33} -t\text{s}a^{53} =su^{33} \ ndu^{55}. \]

now dir arrive sfx exist

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

\[ na^{33} \ nu^{55} \ p\alpha^{55} =pu^{33} \ t^h\text{e}^{33} -nt\text{e}^{33} =re^{33} \ xu^{33} =su^{55} \ ?a^{33} = \ \etae^{55} \ ti^{33} ? \]

you (pl.) plain on dir picnic to go sfx irg dec

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

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

\[ \etae^{35}. \ \nuu^{33} \ nu^{55} \ nd\delta^{33} q^h\text{a}^{55} \ t^h\text{e}^{33} -nt\text{e}^{33} =re^{33} \ \text{tu}^{33} -xe^{55} \ \etae^{33}. \]

dec we (pl.) mountain top dir picnic to dir go dec

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

\[ \text{n}a^{33}\text{n}a^{55} \text{xu}^{33} \text{=} \text{r}^{55} \text{q}^{\text{h}}\text{a}^{55} \text{r}^{33} \text{?a}^{33} = \text{ti}^{33}\?
\]

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

NP: \[ \text{n}a^{33}\text{n}a^{55} \text{xu}^{33} \text{=} \text{r}^{55} / \text{ti}^{33}\?
\]

'(the place) where you went’ is the subject of this sentence.

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

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

Are you going somewhere far away?

\[ \text{n}a^{33}\text{n}a^{55} \text{xu}^{33} \text{=} \text{r}^{55} \text{q}^{\text{h}}\text{a}^{55} \text{r}^{33} \text{?a}^{33} = \eta^{55} \text{ti}^{33}\?
\]

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

0182. Not very far.

\[ \text{q}^{\text{h}}\text{a}^{55} \text{r}^{33} = \text{p}^{33} \text{m}^{33} = \text{ti}^{55}. \]

([realize]: the speaker had been there)

far away so NEG DEC

\[ \text{q}^{\text{h}}\text{a}^{55} \text{r}^{33} = \text{p}^{33} \text{n}a^{33} = \eta^{55}. \]

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

far away so NEG DEC

The partial negation is expressed as / Adj -pa NEG DEC /. NEG / m\text{e}^{33}=/(negation
for perfect aspect) + DEC / ti^{55} / (evidential [+realize]) expresses 'It was not so far
away. (The speaker had been there,); NEG / n\text{u}^{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?

\[ \text{pu}^{33}\text{s}^{55} \text{n}^{33}\text{n}^{55} \text{n}a^{55} \text{\chi}^{33}\text{ts}^{33}\text{hi}^{55}=\text{pu}^{33} \text{tu}^{33}\text{re}^{55}\?
\]

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).

\[
pur^{33} si^{55} ne^{33} ne^{55} tčʰ u^{33} tsʰ u^{55} tšu^{55} pa^{55} = pu^{33} tur^{33} - ru^{55} ne^{33}.
\]

Today morning o’clock six-th on DIR get up DEC

/ pur^{33} si^{55} ne^{33} ne^{55} / ‘this morning’ cf. / puɾ^{33} xu^{55} / ‘this evening’
/ sa^{33} si^{55} ne^{33} ne^{55} / ‘tomorrow morning’ cf. / sa^{33} xu^{55} / ‘tomorrow evening’
/ tčʰ u^{33} tsʰ u^{55} tšu^{55} pa^{55} / ‘six o’clock’ < Tib. chu tshod drug pa

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\[
tčʰ u^{33} tsʰ u^{55} xa^{33} ti^{55} = pu^{33} nd^{33} qʰ l^{53} tā^{33} - tše^{55} ra^{35}?
\]
o’clock how many on hilltop DIR arrive DEC

/tčʰ tše^{55} / ‘arrive’ contains DIR {tur^{33}-}\{up\}. cf. 0177 note.

0186. We got to the mountain at nine.

\[
tčʰ u^{33} tsʰ u^{55} ngō^{33} = lō^{55} = pu^{33} nd^{33} qʰ l^{53} tā^{33} - tše^{55}.
\]
o’clock nine CLS on hilltop DIR arrive

/ngō^{33} lō^{55} / ‘ninth’ = / gu^{33} pa^{55} / < Tib. dgu pa See notes in 0034 and 0040.

0187. Did many people go for a picnic today?

\[
pur^{33} si^{55} [tʰ e^{33} - ntcʰ e^{53} xu^{33}] = mi^{55} mu^{33} ni^{55} ka^{33} ji^{53} ŋe^{55} = ti^{33}?
\]
today DIR picnic go NMR person many IRG DEC

This is the sentential predicate construction. The main subject of this sentence
/[tʰ e^{33} - ntcʰ e^{53} xu^{33}] = mi^{55} / ‘the person who went picnic’ is actually the topic of
the statement or conversation.
0188. Lots of people went for a picnic.

[tʰə³³-ŋtʰe³³ xu³³] =mɪ³³ mʊ³³ ni³³ ka³³-ji³³ ti³³.

DIR picnic go NMR person many DEC

/ ka³³-ji³³ / ‘many, much’ ⇔ / ni³³ ni³³ / ‘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?

ptu³³ si³³ tci³³ pu³³ te³³ = 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 te³³-čw³³ te³³ = ra³³?

you (pl.) DIR tired IRG DEC

/ tə³³-čw³³ / ‘tired [v.]’ contains DIR {tə³³-} [go downstream].
0192. No, I’m not tired

\[ \text{ひあ}^{33} \text{む}^{55} = \text{け}^{33} \text{ら}^{33} \]

DIR NEG tired DEC

The NEG / \text{む}^{55} / comes into the position after DIR before stem as / \text{ひあ}^{33} \text{む}^{55} = \text{け}^{33} /.

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

\[ \text{n島}^{33} \text{q}^{55} \text{a}^{55} \text{れ}^{33} \text{t雨}^{55} \text{n雨}^{33} \text{q}^{55} \text{a}^{55} \text{へ}^{33} = \text{ら}^{35} ? \]

hilltop rain DIR fall IRG DEC

/ \text{n雨}^{33} \text{q}^{55} \text{a}^{55} / ‘(rain) fall’ contains an allomorph of DIR {\text{ね}^{33}} [down].

0194. It didn’t rain at all.

\[ \text{れ}^{33} \text{t雨}^{55} \text{も}^{33} = \text{ぬfoot}^{45} \text{n雨}^{33} \text{q}^{55} \text{a}^{55} \text{ら}^{35} . \]

rain one CLS yet DIR NEG fall DEC

/ \text{も}^{33} = \text{ぬfoot}^{45} / ‘one CLS yet’ means ‘(not) at all’ agreeing with NEG / \text{む}^{33} /.

0195. Will people be going there tomorrow as well?

\[ \text{は}^{33} \text{す}^{55} \text{n雨}^{55} \text{雨}^{55} \text{は}^{33} \text{き}^{55} \text{鉱}^{55} \text{雨}^{33} \text{ミ}^{55} \text{n雨}^{55} \text{n雨}^{33} \text{ク}^{55} \text{て}^{35} ? \]

tomorrow also that place go NMR exist IRG DEC

/ \text{は}^{33} \text{き}^{55} / ‘yesterday’; / \text{は}^{33} \text{き}^{55} \text{す}^{55} / ‘today’; / \text{は}^{33} \text{き}^{55} \text{す}^{55} / ‘tomorrow’

/ \text{は}^{33} \text{き}^{55} / ‘that place’ ⇔ / \text{れ}^{33} \text{mu}^{55} / ‘this place’
0196. They’re saying that people will go tomorrow as well.

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

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?

\[ sa^{33} su^{55} mu^{55} ng^{33}=q^{h} a^{55} \left[ ?a^{33}= \kappa a^{55} / ?e^{33}= vu^{55} \right] ? \]

tomorrow also DIR fall IRG MOD IRG MOD

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

0198. I doubt it will rain tomorrow.

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

tomorrow DIR fall NEG MOD

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

A sentence + / tʰu⁵⁵ ni⁵⁵ / expresses ‘If ~’
/ teʰu⁵³ tsʰu⁵⁵ dže⁵⁵ / ‘eight o’clock’ < Tib. chu tshod brgyad. See notes in 0043 and 0040.
/ tʰe⁵³ / is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’. See 0141 note.

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

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


Distribution of Declaratives

In Mu-nya, ‘A [noun] is B [noun]’ is expressed as N (A) || N (B) DEC. with speaker’s evidential on the Declarative. Mu-nya has three kinds of Declaratives for statement: / ni³³ /, / ³³ /, and / ti³³ /. They represent evidentiality of the statement by the speaker. / ni³³ / is used for general statements, / ³³ / is used for statement with certainty, and / ti³³ / expresses confirmation or discovery. / ³³ / and / ti³³ / are often combined together as / ³³ ti³³ /, but the order cannot be reversed: */ ti³³ ³³ /. The / ³³ / 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 / ³³ / + / 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 / ³³ / and pronounce the sequence as / ³³ 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>³³ / ti³³</td>
<td></td>
<td>a³³ = ³³ ti³³</td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td>ni³³</td>
<td>ni³³ = ³³ ti³³</td>
<td>a³³ = ³³ ti³³</td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
<td>a³³ = ni³³</td>
<td></td>
</tr>
</tbody>
</table>

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

/ ³³ /: 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>aspect</td>
<td>evidentiality</td>
</tr>
</tbody>
</table>

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

Direction-marking Verb prefixes

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

/ tū33 xu55 / ‘go up’  
/ yu33 xu55 / ‘go upper stream’  
/ ngu33 xā55 / ‘come over’  
/ tū33 xu55 / ‘go down’  
/ fi33 xu55 / ‘go down stream’  
/ ngtu55 / ‘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. / fi33 ndzu55 / ‘eat’), uncontrollable verbs (e.g. / tū33 qa55 / ‘scared’), and static verbs (e.g. / ndzê55 / ‘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 {su} [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>
<tbody>
<tr>
<td>1st person (sg./pl.):</td>
<td>cV =po₅ⁿ₅ni₃₃</td>
<td>cV =po₅ⁿ₅ŋ̄₃₃</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg./pl.):</td>
<td>cV =pe₅ⁿ₅ni₃₃</td>
<td>cV =pa₅ⁿ₅ŋ̄₃₃ =ŋ̄₃₃ ? (IRG)</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (sg./pl.):</td>
<td>cV =pi₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**perfect**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg.):</td>
<td>cV =so₅ⁿ₅ni₃₃</td>
<td>cV ŋ̄₃₃</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>cV =sy₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>cV ra₃₃</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>cV =su₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>cV ra₃₃</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>cV =su₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>cV ra₃₃</td>
</tr>
</tbody>
</table>

* /fia₃ⁿ₃-ndzu₅ⁿ₅ ra₃₃ / can not be used for 1st person, must be said as / fia₃ⁿ₃-ndz₆₅ ŋ̄₃₃ / instead of it.

**Example of controllable Verb:** / fia₃ⁿ₃-ndzu₅ⁿ₅ / ‘eat’

**imperfect** (present; progressive)

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =po₃ⁿ₃ni₃₃</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =po₅ⁿ₅ŋ̄₃₃</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =pe₃ⁿ₃ni₃₃</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =pa₅ⁿ₅ŋ̄₃₃ =ŋ̄₃₃ ?</td>
<td>*</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =pi₃ⁿ₃ni₃₃</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**perfect**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =so₃ⁿ₃ni₃₃</td>
<td>fia₃ⁿ₃-ndz₆₅ ŋ̄₃₃</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =sy₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>fia₃ⁿ₃-ndzi₅ⁿ₅ ra₃₃</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =su₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ ra₃₃</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ =su₅ⁿ₅ni₃₃</td>
<td>*</td>
<td>fia₃ⁿ₃-ndzu₅ⁿ₅ ra₃₃</td>
</tr>
</tbody>
</table>
B. Distribution of Declaratives with uncontrolable Verb

imperfect (present; progressive)  
perfect

<table>
<thead>
<tr>
<th>Subject</th>
<th>-certain, -realize</th>
<th>+ certain</th>
<th>+ realize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>ucV ti33</td>
<td>ucV ra33</td>
<td>ucV ra33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>ucV pi33</td>
<td>*</td>
<td>ucV ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>ucV pi33</td>
<td>*</td>
<td>ucV ra33</td>
</tr>
</tbody>
</table>

Example of uncontrolable Verb: /tʰɑ33qa55/ ‘scared’

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>+ certain</th>
<th>+ realize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>tʰɑ33qa55 ti33</td>
<td>tʰɑ33qa55 ra33</td>
<td>tʰɑ33qa55 ra33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>tʰɑ33qa55 pi33</td>
<td>*</td>
<td>tʰɑ33qa55 ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>tʰɑ33qa55 pi33</td>
<td>*</td>
<td>tʰɑ33qa55 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>+ certain</th>
<th>+ realize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>Adj ni33</td>
<td>stV ni33</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>stV/Adj ni33</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>stV/Adj ni33</td>
<td>stV/Adj ti33</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 /ŋi33/ as /ŋi55 < ŋi33 =ji55/ ndze55 ŋe33 / ‘(I) have’ and cannot be said as */ ndze55 ni33/; Adjective + DEC. must use /ni33 / as /ŋi55 < ŋi33 =ji55/ ki33xn55 ni33 / ‘(I am) big’, and if one say as */ ki33xn55 ŋe33/ then it will mean ‘I AM big,’ with the nuance of ‘you didn’t know, did you?’ or ‘whether you believe it or not’ as a kind of special situation.
Example of stative Verb: / ndzu55 / ‘have’

Subject | general statement | [+certain] | [+realize]  
--- | --- | --- | ---  
1st person (sg.): | * | ndzu55/ndzu55 ni33 | *  
(pl.): | * | ndzu55 ni33 | *  
2nd person (sg.): | ndzu55 ni33 | v33 = ndzu55 ni33 (IRG) | ndzu55 ti33  
(pl.): | ndzu55 ni33 | v33 = ndzu55 ni33 (IRG) | ndzu55 ti33  
3rd person (sg.): | ndzy55~ndzi55 ni33 | (ndzy55~ndzi55 ni33) | ndzy55~ndzi55 ti33  
(pl.): | ndzy55~ndzi55 ni33 | (ndzy55~ndzi55 ni33) | ndzy55~ndzi55 ti33  

Example of Adjective: / ki33ke55 / ‘big’

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

*/ ki33ke55 ni33 / under 1st person subject means ‘I AM big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.

*/ ki33ke55 ni33 / under 3rd person subject means ‘I KNOW (s/he is) big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.
Chinese Index: 木雅语常用会话 200 句中文索引

0001. 这是什么?  What is this?
0002. 这是书。 This is a book.
0003. 这是谁的书? Whose book is this?
0004. 这是我的书。 This is my book.
0005. 那（枝）钢笔是谁的? Whose pen is it?
0006. 那（枝）是我的。 It is mine.
0007. 这是你的墨水吗? Is this your ink?
0008. 是。是我的墨水。 Yes. It is my ink.
0009. 那是他的竹笔吗? Is that his/her bamboo pen?
0010. 不是。不是他的竹笔。 No. That is not his/her bamboo pen.
0011. 你是谁? Who are you?
0012. 我是扎西。 I’m bKra shis.
0013. 他是谁? Who is this person?
0014. 他是我的同学。 S/he is my classmate.
0015. 你是老师吗? Are you a teacher?
0016. 不是。我不是老师。 No. I’m not a teacher.
0017. 他也是学生吗? Is s/he also a student?
0018. 是。他是学生。 Yes. S/he is a student, too.
0019. 你是哪个班的学员? Which class are you in?
0020. 我是藏文班的学员。 I’m in the Tibetan class.
0021. 他是民族干部学校的学员吗? Is s/he a student at the Nationalities Cadre School?
0022. 他是民族师范学校的学员。 No, s/he is a student at the Nationalities Teacher Training School.
0023. 今天扫地的是谁? Who sweeps the floor today?
0024. 是我。 Me.
0025. 昨天打篮球的是哪些人? Who played ball yesterday?
0026. 是数学班的同学们。 The students from the math class.
0027. 你的家乡在哪里? Where is your hometown?
0028. 我的家乡是德格。 I’m from sDe dge.
0029. 他是康定人吗? Is s/he from Dar rtse mdo?
0030. 不是。他是甘孜人。 No, s/he is from dKar mdzes.
0031. 这个孩子是谁的? Whose child is this?
0032. 是洛绒家的。 It is Blo bzang’s family’s (child).
0033. 他几岁了? How old is s/he? (For children below the age of ten)
0034. 今年10岁。 He is ten (this year).
0035. 你是汉族还是藏族? Are you Han-Chinese or Tibetan?
I'm Han-Chinese.
Does s/he study Chinese or Tibetan?
S/he studies Tibetan.
What is the date today?
Today is May first.
What day of the week is it today?
Today is Friday.
What time is it now?
Five past ten.
Is this folding knife sharp?
This folding knife is very sharp.
Is your pen new?
My pen is brand new.
How are you?
I'm fine.
How's bKra shis?
bKra shis is fine.
How is the harvest this year?
The harvest is good.
Is your family okay?
They (We) re fine.
Can I write it like this?
Yes, you can (write it this way).
Did I write this correctly?
Yes!
Did I write this word/letter/character well?
You wrote it very well.
Do you have a small knife?
Yes, I have a knife.
Does s/he have a bamboo pen?
S/he has a good bamboo pen.
How many Tibetan textbooks do you have?
I only have one Tibetan textbook.
How many dictionaries does s/he have?
S/he only has one dictionary.
How many people are there in your family?
There are six people in my family.
How many people are there in his/her family?
0074. 他家里有七、八口人。
There are seven or eight people in his family.

0075. 今天你有什么事？
What do you do (are you doing) today?

0076. 今天我没有什么事。
I don’t have anything to do today.

0077. 现在你有什么事吗？
What do you need to do now?

0078. 现在我有衣服要洗。
I need to wash clothes now.

0079. 扎西刚才在哪里？
Where was bKra shis just now?
bKra shis was in the classroom just now.

0080. 扎西刚才在教室里。
Who else is in the classroom?

0081. 教室里还有哪些人？
Tshe ring and Blo bzang were.

0082. 济仁和洛绒他们。
What is on the platform?

0083. 讲台上放着什么？
There are books and chalk.

0084. 放着书和粉笔。
What are those people doing?

0085. 那边人们在做什么？
They are all buying books.

0086. 都在买书。
What kind of books are for sale?

0087. 有些什么书卖的？
There are all kinds of books for sale.

0088. 各种书都有卖的。
What’s your name?

0089. 你的名字叫什么？
My name is Tshe ring.

0090. 我的名字叫泽仁。
What’s his/her name?

0091. 他叫什么名字？
His name is Don grub.

0092. 他叫邓朱。
Where are you going?

0093. 你到哪里去？
I’m going over there.

0094. 我到那边去。
What are you going to do?

0095. 你去做什么？
I’m going to borrow (a) book(s).

0096. 我去借书。
Where did s/he go?

0097. 他到哪里去了？
S/he went out (to town).

0098. 他到街上去了。
What did s/he go to do?

0099. 他做什么去了？
S/he went to buy some stuff.

0100. 他买东西去了。
Do you want to go to the library?

0101. 你要去图书馆吗？
Yes, I want to go and read the dKar mdzes daily.

0102. 是的。我要去看甘孜报。
Shall we both (dual) go together?

0103. 我俩一同去好吗？
Okay! Let’s both go together.

0104. 好！ 我俩一道去。
Did s/he go to see his teacher?

0105. 他到老师那里去了吗？
Yes, s/he did.

0106. 去了。
Where are you from?

0107. 你是从哪里来的？
I am from Li thang.

0108. 我是从理塘来的。
Where is s/he from?

0109. 他是从哪里来的？
S/he is from Chab mdo.

0110. 他是从昌都来的。
When did you go?
0112. I went yesterday.
0113. Did you both come together?
0114. No! I came alone.
0115. How long ago has it been since you came?
0116. I came many days ago.
0117. How many people came with you?
0118. Five or six people.
0119. Are you planning to go to Dar rtse mdo?
0120. No, I’m not planning to go.
0121. Do you want to go watch a movie?
0122. Yes, I want to.
0123. Will s/he come to our school?
0124. Yes, s/he will.
0125. What are you going to do?
(What do you want to do?)
0126. I’m going to wash clothes.
0127. What is s/he going to do?
0128. S/he is going to wash clothes, too.
0129. What are you doing?
0130. I’m writing a letter.
0131. What are they doing?
0132. They are studying.
0133. What did you do?
0134. I wrote a letter.
0135. What did they do?
0136. They danced Tibetan dances.
0137. What did bKra shis give you?
0138. He gave me a book.
0139. Who is the teacher talking to?
0140. He is talking to Blo bzang.
0141. Could you help me?
0142. Of course I’ll help you.
0143. What do you need to help?
0144. Please explain this to me.
0145. I’ll tell you one more time, all right?
0146. Okay! Please tell me once more.
0147. What are you going to do in the conference room?
0148. We want to have a party.
0149.  What are they doing in the classroom?
0150.  They are singing in the classroom.
0151.  Has dawn come?
0152.  Yes, dawn has come.
0153.  Did the bell ring?
0154.  Not yet. (It hasn’t rung yet.)
0155.  Did you wash your face?
0156.  (Have you washed your face?)
0157.  Have they finished eating?
0158.  Yes, they have finished eating.
0159.  Did you see bKra shis?
0160.  No, I didn’t see (him).
0161.  Do you remember that?
0162.  I remember now.
0163.  Did you study Written Tibetan?
0164.  (Have you studied Written Tibetan?)
0165.  I didn’t study (haven’t studied) Written Tibetan.
0166.  Has s/he studied Written Tibetan (before)?
0167.  Yes, s/he has studied Written Tibetan.
0168.  Can you speak Tibetan?
0169.  I only know a few Tibetan sentences.
0170.  Does s/he know (understand) Tibetan?
0171.  His Tibetan is very good.
0172.  Did you see (Have you seen) Lha mo?
0173.  No, I haven’t seen her.
0174.  Are you going out to the market now?
0175.  No, I’m not going out now.
0176.  Where did bKra shis and the others go?
0177.  They went to the playground.
0178.  I wonder if they’ve arrived there (yet).
0179.  By now they have probably gotten there.
0180.  Did you (pl.) go to the playground?
0181.  Yes, we went up the mountain to have a picnic.
0182.  Did you go somewhere far away?
0183.  Not very far.
0184.  What time did you get up in this morning?
0185.  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).