<table>
<thead>
<tr>
<th>タイトル</th>
<th>200例の文句を学びます：（東京方言）</th>
</tr>
</thead>
<tbody>
<tr>
<td>著者</td>
<td>桑原達三</td>
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<tr>
<td>引用</td>
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<tr>
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<td>京都大学</td>
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200 Example Sentences in the Mu-nya Language

(Tanggu Dialect)

Takumi IKEDA

Preface

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

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

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

This paper records the expressions of the Mu-nya Tanggu 汀古 (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 六巴乡 (Klu pa)), where one finds the starting point of the trekking course to Mt. Minya kongka. My collaborator was Mr. Blo bzang bKra shis (read as Lyuza Trashi), an educated Tibetan Buddhist from Tanggu village. He provided me with very suitable and natural expressions for the sample sentences in his mother dialect. I analyzed the structure of each sentence and glossed each word in the sentence. Additional explanations such as typical syntactic frames, word order, lexical borrowings from Tibetan, and the grammatical behavior of function words are described in the notes as needed.

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

Abbreviations

<table>
<thead>
<tr>
<th>AGT</th>
<th>Agentive</th>
<th>CLS</th>
<th>Classifier</th>
<th>CPT</th>
<th>Comparative</th>
</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>
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<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?

\[ ?v^{33}tsu^{55} \, \chi a^{33}dzu^{55} \, ni^{35} ? \]

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

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

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

0002. This is a book.

\[ ?v^{33}tsu^{55} \, \gamma u^{33}ndu^{55} \, ni^{33} . \]

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

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

0003. Whose book is this?

\[ ?v^{33}tsu^{55} \, \chi a^{55}na^{33} \, \gamma u^{33}ndu^{55} \, ni^{35} ? \]

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

/ \chi a^{55}na^{33}/ ‘whose’ is the genitive form derived from / \chi a^{55}nu^{33}/ ‘who’ + / \gamma a^{33}/
PCL [genitive]: / \chi a^{55}nu^{33}=\gamma a^{33} > / \chi a^{55}na^{33}/.

0004. This is my book.

\[ ?v^{33}tsu^{55} \, \eta u^{55} =\gamma a^{55} \, \gamma u^{33}ndu^{55} \, ni^{33} . \]

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

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

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

pen whose DEC

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

It is mine.

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

pen I GNT DEC

Is this your ink?

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

this you GNT ink IRG DEC

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

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

Yes. It is my ink.

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

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

\[
\text{wo}^{33} \text{tsu}^{55} \ ?\text{tsu}^{55} = \gamma^{35} \ \text{nu}^{33} \text{ku}^{55} \ \text{he}^{33} = \eta^{55} \ \text{ti}^{33}?
\]

that s/he GNT pen IRG DEC

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

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

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

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

NEG DEC s/he GNT pen NEG DEC

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

0011. Who are you?

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

you who DEC

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

The example shows a typical change in pronunciation from Written Tibetan to Mu-nya pronunciation: [tša⁵⁵ei³³] < Tib. bKra shis.

Who is this person?

This sentence is asking about a third person, using DEC / ni³³ / for a general statement.

S/he is my classmate.

This sentence translates to: / kʰi³³zi⁵⁵mi³³ / ‘classmate’ < / kʰi³³zi⁵⁵ / ‘study’ + / =mi³³ / NMR (person) + / ndzu⁵⁵ / ‘friend’

Are you a teacher?

The interrogative forms of Declaratives are: / fia³³ = ni⁵⁵? /, / fi⁵⁵ = ni⁵⁵? /, and / fi⁵⁵ = ni⁵⁵ = ti³³? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ fi³³ = ti⁵⁵? /.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0016. No. I’m not a teacher.

\( \text{nuu}^{33} = \text{n}^{55}. \ \ \text{nuu}^{55} \text{ge}^{33} \text{ge}^{55} \ \text{nuu}^{33} = \text{n}^{55}. \)

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\( \text{tsu}^{55} \text{nuu}^{55} = \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \text{fu}^{33} = \text{n}^{55} \text{ti}^{33}? \)

s/he also student IRG DEC

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

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

\( \text{ti}^{55}. \ \ \text{tsu}^{55} \text{nuu}^{55} \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{35}. \)

DEC s/he also student DEC

0019. Which class are you in?

\( \text{da}^{33} \text{dzu}^{55} \text{ndzu}^{33} \text{tsa}^{55} \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{33}? \)

you what class student DEC

\( / \text{ndzu}^{33} \text{tsa}^{55} / \) ‘class’ < Tib. 'dzin grwa

77
I’m in the Tibetan class.

\[
\eta u^{55} \ pu^{55} \ yu^{33} ndu^{33} \ k^{h_i^{33}} zi^{55} mi^{33} \ \eta e^{33}.
\]

I Tibetan letters student DEC

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

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

\[
\eta e^{55} tsu^{33} \ mu^{33} ri^{55} \ le^{33} ka^{55} \ le^{33} tse^{55} =k^{h_u^{33}} k^{h_i^{33}} zi^{55} mi^{33}
\]
s/he nationalities work school inside student

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

IRG DEC

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

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

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

NEG DEC s/he nationalities GNT teacher do person

= \eta a^{33} la^{55} tsa^{55} = k^{h_u^{33}} k^{h_i^{33}} zi^{55} mi^{33} \ \eta e^{55} ti^{33}.

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

0023. Who sweeps the floor today?

puu₃si₃₅ fi₃₃₃₮₃₅t₃₉₅₅=ra₃₃₃ₘi₃₃₃ₙ₃₅nu₃₅₅ni₃₃₃?
today DIR sweep NMR person who DEC

/*ra₃₃/ NMR [genitive] < /ru₃₃/ NMR + /ya₃₃/ PCL [genitive]
A Mu-nya verb consists of a DIR and a stem. They have 8 DIRes which are:
{tu₃₃₃₃₃₅} [upward] {mu₃₃₃₃₃₅} [downward]
{yu₃₃₃₃₃₅} [to upper stream] {fa₃₃₃₃₃₅} [to down stream]
{ngu₃₃₃₃₃₅} [towards the speaker] {te₃₃₃₃₃₅} [away from the speaker]
{ru₃₃₃₃₃₅} [rounding] {ku₃₃₃₃₃₅} [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.

ηu₃₅₃ [ηb₃₃₃ni₃₃₃].
I DEC

0025. Who played ball yesterday?

ji₃₅₃si₃₅₃pa₃₅₅lo₃₅₃ku₃₃₃₃₃₃₃₅₃₅₃₅₅=mi₃₅₃ₙ₃₃₃₃₃₃₃₃₃₅₃ni₃₅₃?
yesterday ball DIR play person who DEC

/*ji₃₃₃si₃₅₃~ji₃₃₃₃₃₃₃₅₃ru₃₃₃si₃₅₃~pu₃₃₃si₃₅₃~pu₃₃₃su₃₅₃~‘today’;/sa₃₃₃si₃₅₃~sa₃₃₃su₃₅₃~‘tomorrow’
/*pa₃₅₅lo₃₅₅~ ‘ball’<Tib. spo lo
/*ku₃₃₃₃₃₃₃₃₃₃₃₅₅~‘play’ has DIR {ku₃₃₃₃₃₅₅} [non-specific direction]
0026. The students from the math class.

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

mathematics  student  GNT  friend  (pl.)  DEC

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

0027. Where is your hometown?

\textit{na}^{33} = \textit{ya}^{55} p^h a^{33} ju^{55} \textit{he}^{33} \textit{ge}^{55} ni^{33}?

you  GNT  hometown  where  DEC

/ p^h a^{33} ju^{55} / ‘hometown’ < Tib. \textit{pha yul} ‘home country’

0028. I’m from \textit{sDe dge}.

\textit{nu}^{33} = \textit{ya}^{55} p^h a^{33} ju^{55} de^{33} \textit{ge}^{55} ni^{33}.

I  GNT  hometown  \textit{sDe dge}  DEC

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

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

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

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

/ ta^{55} tsu^{55} ndu^{33} / (place name) < Tib. \textit{Dar rtse mdo}
/ pa^{55} / (sfx) < Tib. \textit{pa} (suffix: indicating person)
0030. No, s/he is from dKar mdzes.

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

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

0031. Whose child is this?

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

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

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

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

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

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

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

See 0003 note.

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

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

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

\[ ?e^{33} tsu^{55} kw^i^{55} ha^{33} ko^{55} = ki^{33} ni^{33}. \]
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. / tu^{55} = lo^{55} / 2. / tu^{33} = ze^{55} / 3. / so^{55} = lo^{55} / 4. / ru^{55} = lo^{55} / 5. / no^{55} = lo^{55} / 6. / tci^{55} = lo^{55} / 7. / ni^{55} = lo^{55} / 8. / ce^{55} = lo^{55} / 9. / nge^{55} = lo^{55} / 10. / fia^{55} ko^{33} = lo^{33} / The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

\[ na^{55} ko^{55} fie^{33} = ne^{55} ti^{33} ru^{55} pu^{33} pa^{55} ni^{33}? \]
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} = ne^{55} ti^{33} ru^{55} B ni^{33}\|?

0036. I’m Han-Chinese.

\[ nu^{55} ko^{55} ni^{33}. \]
I Han DEC
0037. Does s/he study Chinese or Tibetan?

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.

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

0039. What is the date today?

/ tsʰe³³pa₅⁵ / ‘date’ < Tib. tshes pa
0040. Today is May first.

\[ \text{ptu}^{55}\text{si}^{55} \text{nda}^{33}\text{wa}^{55} \text{na}^{33}\text{pa}^{55} \text{tsi}^{33} \text{tsi}^{55} \text{ni}^{33}. \]

\( \text{month} \) five-th date one

/ \text{nda}^{33}\text{wa}^{55} / 'month' < \text{Tib. } zla ba
/ \text{na}^{33}\text{pa}^{55} / 'fifth' < \text{Tib. } nga pa
/ \text{tsi}^{33} \text{tsi}^{55} / 'day first' < \text{Tib. } \text{tshes gcig}

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as
/ \text{nda}^{33}\text{wa}^{55} / 'month' + 1st to 12th. Tibetan numerals in Mu-nya pronunciation
are as follows: 1. / tpi^{55} / gcig 2. / ni^{55} / gnyis 3. / sö^{55} / gsum 4. / zi^{55} / bzhi
10. / tgu^{55} / bçu 11. / tgu^{55} tsi^{55} / bçu gcig 12. / tgu^{55} ni^{55} / bçu gnyis. Tibetan
ordinal numbers are made by basic numerals plus suffix / pa^{55} / pa, except for the
'first': / ta^{33}mbu^{55} / dang po.

0041. What day of the week is it today?

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

today week how-many

/ \text{zv}^{55} / 'week' < \text{Tib. } gza'

0042. Today is Friday.

\[ \text{ptu}^{55}\text{si}^{55} \text{zv}^{55} \text{pa}^{55}\text{sö}^{55} \text{ni}^{33}. \]

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} / gza' ngyi ma ‘Sunday’
/ \text{zv}^{55} \text{nda}^{55}\text{wa}^{55} / gza' zla ba ‘Monday’
/ \text{zv}^{55} \text{mi}^{55}\text{ma}^{55} / gza' mig dmar ‘Tuesday’
/ \text{zv}^{55} \text{la}^{55}\text{pa}^{55} / gza' lhaq pa ‘Wednesday’
/ \text{zv}^{55} \text{tshu}^{55}\text{pu}^{55} / gza' phur pu ‘Thursday’
/ \text{zv}^{55} \text{pa}^{55}\text{sö}^{55} / gza' pa sangs ‘Friday’
/ \text{zv}^{55} \text{pè}^{55}\text{mbs}^{55} / gza' spen pa ‘Saturday’
0043. What time is it now?

\[ t\text{h}u^{55} t\text{h}u^{33} t\text{h}u^{55} \chi a^{33} t\text{i}^{55} t\text{h}u^{33}\text{-va}^{55} = \text{su}^{33} ? \]

now hour how-many DIR pass SFX

/ \text{t}^{3}\text{h}\text{u}^{33}\text{t}^{3}\text{h}\text{u}^{55} / 'hour' < \text{Tib. chu}\text{ tshod} \\
/ \text{t}^{3}\text{h}\text{u}^{33}\text{va}^{55} / '(time) pass' has DIR \{t^{3}v^{33}\} \text{[away from the speaker]} . \\
/ \text{su}^{33} / is a suffix that is put after a (controllable) verb to indicate perfective.

0044. Five past ten.

\[ t\text{h}u^{33} t\text{h}u^{55} \text{fi}^{33} \text{ku}^{55} = \text{o}^{33} \text{ru}^{55} \text{ka}^{33} \text{ma}^{55} \text{Na}^{33} = \text{o}^{53} \text{h}\text{u}^{33}\text{-va}^{55} = \text{su}^{33}. \]

hour ten CLS and minute five CLS DIR pass SFX

/ \text{ka}^{33} \text{ma}^{55} / 'minute' < \text{Tib. skar ma} \\
Basic numerals from 1 to 10 with general classifier / =\text{o}^{55} / , see 0034 note.

0045. Is this folding knife sharp?

\[ \text{te}^{55} \text{tsu}^{33} \text{fi}^{33} \text{gu}^{55} \text{ru}^{33} \text{te}^{55} \text{ndza}^{33} \text{ndza}^{55} ?\text{a}^{55} = t\text{i}^{33} ? \]

this folding knife sharp IRG DEC

The basic structure of the modification in Mu-nya is as follows:
(Pronoun) \Rightarrow \text{Noun} \Leftarrow (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 / ndzā\textsuperscript{33}ndzā\textsuperscript{55} / '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?

/ mbu\textsuperscript{55} / [v.] ‘feel good; be comfortable’

/ pa\textsuperscript{55} / 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 =pa\textsuperscript{33} ηe\textsuperscript{55} [+certain] ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.
0050. I'm fine.

ηu⁵⁵ m bú⁵³ = po⁵⁵ Ṯhtub².
I fine SFX DEC

The vowel of imperfective SFX / po⁵⁵ / agrees with person of the subject. 
1st (sg./pl.) || V = po⁵⁵ Ṯhtub² [+certain].

0051. How's bKra shis?

tša⁵⁵ ci³³ m bú⁵⁵ ?a⁵⁵ = pi³³?
bKra shis fine IRG SFX

The vowel of imperfective SFX / pi³³ / agrees with person of the subject. 
3rd (sg./pl.) || V = pi³³ mi³³[-certain]).

0052. bKra shis is fine.

tša⁵⁵ ci³³ m bú⁵⁵ tʰa³³ tʃo⁵⁵ ni³³.
bKra shis fine really DEC

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

0053. How is the harvest this year?

pu³³ vur⁵⁵ lọ³³ tọ⁵⁵ si⁵³ vur⁵⁵ hia³³ = ti⁵⁵?
this year harvest good IRG DEC

/ ji³³ vur⁵⁵ / ‘last year’; / pu³³ vur⁵⁵ / ‘this year’; / sa³³ vur⁵⁵ / ‘next year’. 
/ lọ³³ tọ⁵⁵ / ‘harvest’ < Tib. lo tog ‘crops’
/ si⁵³ vur⁵⁵ / [si⁵³ vur⁵⁵]: the morph / si⁵³ / is longer than / vur⁵⁵ /.
0054. The harvest is good.

\( \text{pu}^{33} \text{vur}^{55} \text{ lo}^{33} \text{to}^{55} \text{ si}^{55} \text{vur}^{55} \text{ ti}^{33}. \)

this year harvest good DEC

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

0055. Is your family okay?

\( \text{tec}^{33} = \text{k}^{\text{h}} \text{u}^{55} \text{ ndzu}^{33} = \text{ri}^{55} \text{ cha}^{33} \text{tsu}^{55} \text{mu}^{33} \text{ ti}^{33}? \)

house inside eat NMR how-about DEC

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

/ cha\(^{33}\)tsu\(^{55}\)mu\(^{33}\) / ‘how about’ < / cha\(^{33}\)tsu\(^{55}\) / ‘how’ + / mu\(^{33}\) / ‘exist’

0056. They (We)’re fine.

\( \text{tec}^{33} = \text{k}^{\text{h}} \text{u}^{55} \text{ ndzu}^{33} = \text{ri}^{55} \text{ tec}^{\text{h}} \text{u}^{33} \text{te}^{\text{h}} \text{a}^{55} \text{ si}^{55} \text{vur}^{55} \text{ ti}^{33}. \)

house inside living very good DEC

0057. Can I write it like this?

\( \eta^{55} \text{ v}^{33} \text{mu}^{55} \text{nu}^{33} = \text{tsu}^{33} \text{kur}^{33} \text{ k}^{\text{h}} \text{u}^{33} - \text{ri}^{55} = \text{h}^{\text{e}}^{33} \text{ni}^{55} \text{ ha}^{33} = \text{eta}^{55} \)

I [AGT] this way with DIR write if IRG proper ti\(^{333}\)?

DEC

/ \( \eta^{55} / ‘I’ [agentive form] < / \eta^{55} / ‘I’ + / ji\(^{55}\) / PCL [agentive] / Verb/Adjective + / \eta^{33}ni\(^{55}\) / ‘if~’ / \eta^{55} / [eta\(^{55}~eta^{55}\) ‘proper, well’ this adjective combine with DEC / ti\(^{33}\). The vowel of / eta\(^{55}\) / [eta ~ eta] is front, distinguished from DEC / eta\(^{33}\) / whose vowel is central [\( \text{ti} \)].
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

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

\[ v^{33} m u^{55} n u^{33} k^{b} u^{33} \text{-} r i^{55} = t h^{33} n i^{33} n a^{33} t i^{55}. \]

This way Dir rite if proper Dec

The verb / k\(^{b}\)u\(^{33}\)-ri\(^{55}\) / ‘write’ has Dir \{k\(^{b}\)u\(^{33}\}\} [non-specific direction].

0059. Did I write this correctly?

\[ n i^{55} k^{b} u^{33} \text{-} r i^{55} l e^{33} t o^{55} f a^{33} = n a^{55} t i^{33}? \]

I [AGT] Dir writeway IRG proper Dec

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

0060. Yes!

\[ n a^{33} t i^{55}. \]

proper Dec

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

\[ t e^{55} t s u^{33} y u^{33} n d u^{55} k^{b} u^{33} \text{-} r i^{55} l e^{33} t o^{55} f a^{33} = n a^{55} t i^{33}? \]

this letter(s) Dir writeway IRG proper Dec

0062. You wrote it very well.

\[ k^{b} u^{33} \text{-} r i^{55} t c^{b} u^{33} t c^{b} a^{55} t h^{33} t h^{55} - n a^{55} - s u^{33}. \]

Dir write very Dir do well SFX

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

ね33 は33 ぐ55 るう33 つが55 は55 なつざ33 ね33 ?
you [AGT] folding knife IRC have DEC

/ ね33 / ‘you’ [agentive form] < / な33 / ‘you’ + / ジ55 / PCL [agentive]

/ なつざ33 / [v] ‘have’ requires agentive PCL to the subject. And the vowel / a / agrees
with the 2nd person subject. The paradigm of the verb / なつざ33 / ‘have’ is in appendix: Declaratives and classification of verbs.

0064. Yes, I have a knife.

に55 は33 ぐ55 るう33 つが55 つ33 なつざ33 ね33 .
I [AGT] folding knife one CLS have DEC

/ るう33 つが55 つ33 なつざ33 / ‘a knife’: Noun ⇔ NUM + CLS

0065. Does s/he have a bamboo pen?

ひ33 つ33 す33 し55 ぬ33 く55 は33 = なつざ33 つ33 ?
s/he [AGT] pen IRC have DEC

/ ぬ33 く55 / (bamboo) pen < Tib. smyu gu

/ なつざ33 / ‘have’ has a different vowel / よ / which agrees with the 3rd person subject
in this sentence. And the 3rd person subject requires DEC / つ33 / [+confirm].
0066. S/he has a good bamboo pen.

\( \text{vę}^{33} \text{tsį}^{55} \text{nų}^{33} \text{ku}^{55} \text{si}^{33} \text{vų}^{55} \text{ta}^{33} = \text{za}^{55} \text{ndzų}^{55} \text{ti}^{33}. \)

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

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

0067. How many Tibetan textbooks do you have?

\( \text{ne}^{55} \text{pu}^{55} \text{ji}^{55} \text{kʰi}^{33} \text{zi}^{55} = \text{tsą}^{33} = \text{ya}^{33} \text{yu}^{33} \text{ndų}^{55} \text{χa}^{33} \text{ti}^{55} \text{ndza}^{55} \)

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

ŋę?
DEC

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

0068. I only have one Tibetan textbook.

\( \text{ŋi}^{55} \text{pu}^{55} \text{ji}^{55} \text{kʰi}^{33} \text{zi}^{55} = \text{tsą}^{33} = \text{ya}^{33} \text{yu}^{33} \text{ndų}^{55} \text{ta}^{55} = \text{va}^{55} \)

I [AGT] Tibetan study NMR GNT book one CLS

\( \text{muų}^{33} \text{tsʰe}^{55} \text{na}^{33} = \text{ndzę}^{33} \text{ŋę}^{33}. \)

except for NEG have DEC

/ \( \text{ta}^{55} = \text{va}^{55} \) / μųʰ / can also be expressed as / \( \text{ta}^{33} = \text{lo}^{55} \) μųʰ / / \( \text{ndzę}^{33} / \) 'have': the vowel / \( \text{ę} / \) agrees with the 1st person subject.
0069. How many dictionaries does s/he have?

\[\text{tsh}^{33}\text{tsi}^{55}\text{ tsh}^{55}\text{ndzo}^{55}\text{ yu}^{55}\text{ndu}^{33}\text{ xa}^{33}\text{ti}^{55}\text{ ndzy}^{55}\text{ ti}^{33}?)\]

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

/ tsʰi⁵⁵ndzo⁵⁵ / dictionary' < Tib. tshig mdzod

0070. S/he only has one dictionary.

\[\text{tsh}^{33}\text{tsi}^{55}\text{ tsh}^{55}\text{ndzo}^{55}\text{ yu}^{55}\text{ndu}^{33}\text{ ta}^{55}=\text{va}^{55}\text{ mu}^{33}\text{tsʰe}^{55}\]

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

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

NEG have DEC

/ ta⁵⁵=va⁵⁵ mu⁵³⁵tsʰe⁵⁵ / can also be expressed as / te⁵³⁵lo⁵⁵ mu⁵³²tö⁵⁵ /.

0071. How many people are there in your family?

\[\text{na}^{55}=\text{ya}^{33}\text{ tce}^{33}=\text{kʰu}^{55}\text{ mu}^{33}\text{ni}^{55}\text{ xa}^{33}\text{ti}^{55}\text{ ndzu}^{33}\text{ nə}^{33}?)\]

you GNT house inside people how many have DEC

/ tce³³ / 'house' also means 'home'. / =kʰu⁵⁵ / 'in' is a PCL put after nouns.
This interrogative sentence takes DEC / nə³³ / [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).
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0072. There are six people in my family.

\[ \text{\( \eta \text{nu}^{55} = \text{\( \nu \)}^{33} \text{tce}^{33} = \text{\( h \)}^{55} \text{mu}^{33} \text{ni}^{55} \text{tc}^{55} = \text{\( u \)}^{33} \text{ndzu}^{33} \text{n}^{33}. \) } \]

I GNT house inside people six CLS have DEC

\(/ = \text{zu}^{33} / \) is the CLS for counting people. The expression for counting one to ten people are as follows: / \text{tu}^{33} = \text{ziu}^{55} / \) ‘one person’, / \text{nu}^{33} = \text{zu}^{55} / \) ‘two people’, / \text{so}^{33} = \text{zu}^{55} / \) ‘three people’, / \text{ri}^{33} = \text{zu}^{55} / \) ‘four people’, / \text{n}^{33} = \text{zu}^{55} / \) ‘five people’, / \text{te}^{33} = \text{zu}^{55} / \) ‘six people’, / \text{n}^{33} = \text{zu}^{55} / \) ‘seven people’, / \text{ci}^{33} = \text{zu}^{55} / \) ‘eight people’, / \text{n}^{33} = \text{zu}^{55} / \) ‘nine people’, / \text{fi}^{33} = \text{zu}^{55} / \) ‘ten people’.

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

\[ \text{\( \text{?e}^{55} \text{tsu}^{33} = \text{\( \nu \)}^{33} \text{tce}^{33} = \text{\( h \)}^{55} \text{mu}^{33} \text{ni}^{55} \text{\( \chi \)}^{33} = \text{\( z \)}^{55} \text{\( \eta \)}^{33} \text{\( \eta \)}^{33}. \) } \]

s/he GNT house inside people how many have DEC

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

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

\[ \text{\( \text{?e}^{55} \text{tsu}^{33} = \text{\( \nu \)}^{33} \text{tce}^{33} = \text{\( h \)}^{55} \text{ni}^{33} = \text{\( u \)}^{55} \text{ce}^{33} = \text{\( z \)}^{55} \text{\( \eta \)}^{33} \text{\( \eta \)}^{33}. \) } \]

s/he GNT house inside seven CLS eight CLS have DEC

93
0075. What do you do (are you doing) today?

\[ \text{pu}^{55} \text{si}^{55} [\text{na}^{33} \text{a}^{33} \text{dzuu}^{55} \text{vuu}^{33}] = \text{ri}^{55} \text{ndze}^{55} \eta\varepsilon^{33}? \]

today you what do NMR have DEC.

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

\[ \text{pu}^{55} \text{si}^{55} [\eta\nu^{55} \text{a}^{33} \text{ti}^{55} \text{vuu}^{55}] = \text{ri}^{55} \text{mi}^{55} = \text{ndze}^{55} \eta\varepsilon^{33}. \]

today I any do NMR NEG have DEC.

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

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

now you any do NMR IRG have DEC.

The subject / na\(^{55}\) / ‘you’ is not agentive and does not agree with the verb / ndze\(^{55}\) / ‘have’ in this sentence. See 0075 note.
IRG \{\text{fa}^{33}\} has allophones: [\text{fa}^{33} \sim \text{te}^{33}], and the vowel will be assimilated to the stem of the verb.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0078. I need to wash clothes now.

\[\text{tc}^h\text{u}^{55}\ [\eta\mu^{55}\ \text{ts}^h\text{e}^{55}\eta\text{gu}^{55}\ \text{na}^{33}\text{-ko}^{55}]\text{=ri}^{55}\ \text{ndze}^{53}\ \eta\text{e}^{33}.\]

/ \text{na}^{33}\text{ko}^{55} / ‘wash’ has DIR {ne}^{33} [downward] whose vowel is assimilated to the stem.

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

0079. Where was bKra shis just now?

\[\text{t}\text{s}a^{55}\text{ci}^{33}\ \text{tc}^h\text{u}^{55}\ ?e^{33}\ \chi\text{a}^{55}\ \text{ndzi}^{33}?\]

bKra shis now where exist

/ \text{t}sa^{55}\text{ci}^{33} / (personal name) < Tib. bKra-shis

/ \text{ndzi}^{33} / ‘have; exist’; the vowel agrees with the 2nd person subject: When this verb is used to express the existence of something, the evidential of the verb is [-confirm], so the speaker does not know whether the respondent has seen bKra shis or not in this interrogative sentence. DEC / ni^{33} / [general statement] can be added after the verb / \text{ndzi}^{33} /.

0080. bKra shis was in the classroom just now.

\[\text{t}\text{s}a^{55}\text{ci}^{33}\ \text{tc}^h\text{u}^{55}\ [\k^h\eta^{33}\text{-zi}^{55}\text{=ri}^{33}\ \text{tce}^{33}]\text{=}\text{k}^h\text{u}^{55}\ \text{mu}^{33}.\]

bKra shis now DIR study NMR house inside exist

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

[kʰʰ cyclists] =kʰ cyclists house inside who who exist

/ ‘exist’ [+confirm]: the speaker predicts the one who will answer this question saw someone was in the classroom.
/ ‘who were there?’ duplicated interrogative pronouns predict that there were more than one person in the classroom.

Tshe ring and Blo bzang were.

[Tshe ring and Blo bzang (pl.) exist]

What is on the platform?

The verb / ‘speak’ has DIR / < {downward}. The verb / ‘put’ has DIR / < {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.

\[ \text{yu'^33ndu'^33 \text{ru'^33sa'^33nu'^33ru'^33-tc'u'^55=stu'^33}. } \]

book and chalk DIR put SFX

/sa'^33nu'^33 / 'chalk' < Tib. sa smyug
SFX / stu'^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?

\[ \text{thi'^33phE'^55 mu'^33ni'^55=nu'^35 \text{a'^33dzul'^55 \text{vul'^33=pi'^33?}. } } \]

there people (pl.) what do SFX

/thi'^33phE'^55 / 'that side; there', which is distinct from / n'^33phe '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.

\[ \text{me'^33me'^55 tsu'^33=jl'^35 \text{yu'^33ndu'^33 k'h'u'^33-t'h'u'^55=pi'^35}. } \]
everybody AGT book DIR buy SFX

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

The duplication of the interrogative pronouns such as /χあざず/ ‘what (and) what’ predicate the answer will include more than one thing.

The verb /\textit{thi33-ji55}/ ‘sell’ has DIR /\textit{thi33-}/ [away from the speaker], the vowel of pfx is assimilated to the stem.

There are all kinds of books for sale.

Interrogative pronouns are also used as indefinite pronouns with other words: /χあざず/ ‘what’ > /χあざず\textit{la33le55}/ ‘whatever; anything’

What’s your name?

(a) \textit{na33-le55 mi55 χあざず mi33 ni55}?

(b) \textit{na33-le55 mi55 χあざず tu33-pi55 ni33}?

It is unnatural to use genitive PCL /\textit{ya33}/ instead of dative PCL /\textit{le55}/ in these sentences.

The verb /\textit{tu33-pi55}/ ‘call’ has DIR /\textit{tu33-}/ [upward].
0090. **My name is Tshe ring.**

\[
\eta u^{55} = l e^{33} \ mi^{55} \ ts h^{3} e^{55} r i^{33} \ tu r^{33} - p i^{55} \ ni^{33}.
\]

I DAT name Tshe ring DIR call DEC

// ts h^{3} e^{55} r i^{55} // (personal name) < Tib. Tshe ring

0091. **What’s his/her name?**

\[
\theta e^{33} t s u^{55} = l e^{33} \ mi^{55} \ xa^{33} d z u^{55} \ tu r^{33} - p i^{55} \ ni^{33}?
\]

s/he DAT name what DIR call DEC

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

\[
\theta e^{33} t s u^{55} = l e^{33} \ to^{33} n d z u^{55} \ tu r^{33} - p i^{55} \ ni^{33}.
\]

s/he DAT Don grub DIR call DEC

// to^{33} nd z u^{55} // (personal name) < Tib. Don grub

0093. **Where are you going?**

\[
na^{55} \ xa^{55} \ t h^{33} n d a^{55} \ ni^{33}?
\]

you where DIR go DEC

The interrogative pronoun ‘where’ has some word forms:

/ \(\theta e^{33} x a^{55}\) / \(\sim / \theta e^{33} x a^{55} t h^{33}\) / \(\sim / x a^{33} t h^{55}\) /

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

ηυυ55  η33. ηυυ55
I over there  DIR go  DEC

/ η33, ηυυ55 / ‘that side; there’, often used to indicate the opposite bank. This word is distinct from / υυυ33, ηυυ55 / ‘this side; here’.

0095. What are you going to do?

ηυυ55  ηυυ33  ηυυ33  ηυυ55
you what do to go  SFX  DEC

‘go to do (sth.)’ is expressed as / V =υυυ55  ηυυ33  (=po55) / . This frame is used for the imperfect aspect. cf. 0099 note.

PCL / υυυ55 / means ‘in order to; for the purpose of’.

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

ηυυ55  ηυυ33  ηυυ33  ηυυ55  kυυ33 ηυυ55  =υυυ55  ηυυ33
I book DIR borrow to go  SFX  DEC

The verbs for ‘borrow’ and ‘lend’ share the same stem but distinct by different DIRes. / kυυ33-ηυυ55 / ‘borrow’ has DIR {kυυ33-} [non-specific direction]; / υυυ33-ηυυ55 / ‘lend’ has DIR {υυυ33-} [away from the speaker] respectively.
0097. Where did s/he go?

\[ \text{r}^{55} \text{tsu}^{33} \chi^{33} \text{t}^{33} \text{t}^{55} \text{ra}^{33} = \text{su}^{55} \text{ni}^{33} ? \]

s/he where gone SFX DEC

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

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

\[ \text{r}^{55} \text{tsu}^{33} \text{t}^{33} \text{h}^{33} \text{t}^{55} = \text{ku}^{53} \text{ra}^{33} = \text{su}^{55} \text{ni}^{33} . \]

s/he market place inside gone SFX DEC

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

0099. What did s/he go to do?

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

s/he what do to gone SFX DEC

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

0100. S/he went to buy some stuff.

\[ \text{r}^{55} \text{tsu}^{33} \text{tca}^{55}k^{55} \text{a}^{55} \text{q}^{33} \text{tu}^{33} = \text{ru}^{55} \text{ra}^{33} = \text{su}^{55} \text{ni}^{33} . \]

s/he stuff DIR buy to gone SFX DEC

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

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

you library inside go SFX IRG DEC

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

Yes, I want to go and read the \textit{dKar mdzes} newspaper.

\[ \text{ne}^{33}. \text{ nu}^{55} \text{ k}\text{A}^{33} \text{ ndze}^{55} \text{ sa}^{33} \text{ ndzu}^{55} \text{ k}^h\text{ u}^{33} - \text{ tc}\text{A}^{55} \text{ ri}^{33} = \text{ re}^{33} \text{ xu}^{33} \]

DEC I \textit{dKar mdzes} news paper DIR read to go

=po^{55} \text{ ne}^{33}.

SFX DEC

/ \text{ k}\text{A}^{33} \text{ ndze}^{55} / (place name) < Tib. \textit{dKar mdzes}
/ \text{ sa}^{33} \text{ ndzu}^{55} / 'news' < Tib. \textit{gsar 'gyur}

Shall we both (dual) go together?

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

we [inclusive] together go IRG MOD

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

exclusive / \text{ nu}^{33} \text{ nu}^{55} / 'we' / \text{ nu}^{33} \text{ ni}^{55} \text{ nu}^{33} / 'we two' [dual]

inclusive / \text{ je}^{33} \text{ nu}^{55} / 'we (with you)' / \text{ je}^{33} \text{ ni}^{55} \text{ nu}^{33} / 'you and I' [dual]
/ \text{ 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.

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

MOD / DEC we [inclusive] together DIR go MOD

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

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

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

s/he teacher place gone SFX IRG DEC

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

0106. Yes, s/he did.

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

gone SFX DEC

0107. Where are you from?

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

you where come SFX DEC

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

0108. I am from *Li thang*.

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

I *Li thang* from come SFX DEC

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

0109. Where is s/he from?

(a) \( r^3 t^5 u^{55} \chi^3 t^5 = t^3 u^{33} k u^{33} r e^{33} = p i^{55} n i^{33} ? \)

s/he what from come SFX DEC

(b) \( r^3 t^5 u^{55} f i a^{33} \chi^5 = l e^{33} r e^{33} = p i^{55} n i^{33} ? \)

s/he where from come SFX DEC

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

/ \eta u^{55} (1st) || V = p o ni. /; / n a^{55} (2nd) || V = p b ni. /; / v^{55} t^3 u^{33} (3rd) || V = p i ni. /

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

0110. S/he is from *Chab mdo*.

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

s/he *Chab mdo* from come SFX DEC

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

0111. When did you go?

\( n a^{55} z u^{33} m u r^{55} \chi^3 t^5 x u^{33} ? \)

you date what go
0112. I went yesterday.

\[ \eta_u^{55} \text{ ji}^{55} \text{ su}^{55} \text{ xu}^{55} \eta_e^{33}. \]

I yesterday go DEC

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

0113. Did you both come together?

\[ \text{na}^{33} \text{ ni}^{55} \text{ nu}^{33} \text{ ta}^{33} \text{ la}^{55} \text{ ra}^{33} = \text{sc}^{55} \text{ ?a}^{33} = \eta_e^{55} \text{ ti}^{33}? \]

you two (pl.) together come SFX IRG DEC

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

0114. No! I came alone.

\[ \eta_u^{55} = \eta_e^{55} \text{ ti}^{33}. \text{ [\eta_u^{55} / \eta_e^{55}]} \text{ ta}^{55} = \text{zu}^{55} \text{ je}^{33} \text{ vo}^{55} \text{ ra}^{33} \eta_e^{55}. \]

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

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

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

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

you come since how many day do DEC

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

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

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

0117. How many people came with you?

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

you with together come NMR person how many CLS exist

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

The subject phrase in this sentence is / [na\(^{55}\)=tc\(^{h i}^{55}\) ta\(^{33}\)la\(^{55}\) ra\(^{33}\)]=mi\(^{55}\) / 'the person who came with you'. / sb=t\(c^{h i}^{55}\) ta\(^{33}\)la\(^{55}\) / 'together with sb'.

0118. Five or six people.

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

person five six CLS about exist DEC

/ 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'.

106
0119. Are you planning to go to Dar rtse mdo?

\[
\text{na}^{55} \text{ tu}^{55} \text{ tsū}^{55} \text{ ndu}^{33} \text{ ne}^{33} \text{- xu}^{55} \text{ xi}^{33} \text{ sō}^{55} \text{ = pa}^{55} \text{ a}^{33} = \text{ ye}^{55}? \\
\text{you} \text{ Dar rtse mdo} \text{ DIR go MOD think SFX IRG DEC}
\]

/ tūː5ːtsūː5ːndūː3ː / (place name) < Tib. *Dar rtse mdo*
/ neː3ː-xuː5ː / ‘go down to’ has DIR {neː3ː} [down].
/ xiː3ː / is a Modal put after a verb to express ‘need to; will’.
/ sōː5ː=paː5ː aː3ː = yeː5ː? / ‘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.

\[
\text{ŋu}^{55} \text{ xu}^{33} \text{ xi}^{55} \text{ sō}^{55} \text{ = po}^{33} \text{ ŋu}^{55} = \text{ ye}^{33}. \\
\text{I go MOD think SFX NEG DEC}
\]

0121. Do you want to go watch a movie?

\[
\text{na}^{55} \text{ tie}^{33} \text{ ji}^{55} \text{ kʰu}^{33} \text{- ja}^{55} = \text{ re}^{33} \text{ xu}^{33} \text{ xi}^{55} \text{ sā}^{55} = \text{ pa}^{55} \text{ he}^{33} = \text{ ye}^{55}? \\
\text{you movie DIR watch to go MOD think SFX IRG DEC}
\]

/ tieː3ːjiː5ː / ‘movie’ < Chn. diànyīng
The verb / kʰuː3ː-jaː5ː / ‘watch’ has DIR {kʰuː3ː} [non-specific direction].

0122. Yes, I want to.

\[
\text{xu}^{33} \text{ xi}^{55} \text{ sā}^{55} \text{ = pa}^{55} \text{ ye}^{33}. \\
\text{go MOD think SFX DEC}
\]

SFX {po} [imperfect] should appear as / poː5ː / in the 1st person subject sentence, but speakers also use the allophone / paː5ː / which appeared in the previous 2nd person subject interrogative sentence.
0123. Will s/he come to our school?

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

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

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

/la^{33} tsa^{55}/ [la^{33} tsa^{55} ~ le^{33} tse^{55}] 'school' < Tib. slob grwa

0124. Yes, s/he will.

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

come SFX DEC

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

\[ ne^{33} =ji^{55} xa^{33} du^{55} vu^{33} =pa^{55} [n^{e} e^{35} / ni^{35}]? \]

you AGT what do SFX DEC

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

cf. 0075 'have sth to do'

0126. I'm going to wash clothes.

\[ n^{j} e^{55} tse^{55} ngu^{55} na^{33} -ko^{55} =po^{33} n^{e} e^{55}. \]

I [AGT] cloth DIR wash SFX DEC

cf. 0078. 'have sth to do'

0127. What is s/he going to do?

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

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

\text{?\text{-}s{\text{-}}33\text{tsi}^55\text{-}n\text{-}u55\text{-}t\text{-}se55\text{-}\eta\text{-}g\text{-}u55\text{-}n\text{-}a33\text{-}k\text{-}o55\text{-}p\text{-}i33\text{-}n}^55.

\text{s/he [AGT] also cloth DIR wash SFX DEC}

0129. What are you doing?

\text{\text{n}a55\text{-}ji33\text{-}\chi\text{a}33\text{dzu}55\text{-}v\text{u}u33\text{-}p\text{a}55\text{-}n}^55?}

\text{you AGT what do SFX DEC}

0130. I’m writing a letter.

\text{\eta}^55\text{-}v\text{u}u^55\text{-}n\text{d}u\text{u}33\text{-}k\text{h}\text{u}u^33\text{-}r\text{i}^55\text{-}p\text{o}33\text{-}n}i.\text{-ni.}

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

The verb / k\text{h}\text{u}u^33\text{-}r\text{i}^55 / ‘write’ has DIR \{k\text{h}\text{u}u^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, / \eta\text{u}u^55 || V =po^55\text{-}\eta\text{e}^33 / means ‘having intention of doing’, whereas / \eta\text{u}u^55 || V =po^55\text{-}n}i^33 / means ‘in progress’; cf. 0126.

0131. What are they doing?

\text{\text{?\text{-}e}33\text{-}n}^55\text{-}\chi\text{a}33\text{dzu}55\text{-}v\text{u}u33\text{-}p\text{i}55\text{-}n}^33?\text{-ni}^35?

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

/ \text{?\text{-}e}33\text{-}n}^55 / is the agentive form which is derived from / \text{?\text{-}e}33\text{-}n\text{u}u55 / ‘they’ + PCL / \text{j}i^33 / [agentive].

The 3rd person subject sentence with / V =p\text{i}55\text{-}n}i^33 / means ‘in progress’.

109
0132. They are studying.

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

They [AGT] DIR study SFX DEC

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

0133. What did you do?

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

You AGT what DIR do SFX DEC

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

/ j\(^{i^{55}}\) (1st. AGT) || V = s\(^{o^{55}}\) ni\(^{33}\); / n\(^{e^{55}}\) (2nd. AGT) || V = s\(^{y^{55}}\) ni\(^{33}\); / u\(^{33}\)tsi\(^{55}\) (3rd. AGT) || V = su\(^{55}\) ni\(^{33}\). cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

\( \eta^{i^{55}} \ y^{u^{55}} ndu^{33} \ t^{a^{33}}=za^{55} k^{h^{u^{33}}}-ri^{55} = so^{33} ni^{33} . \)

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?

\( ?e^{33} ni^{55} \chi^{a^{33}} dzu^{55} \ t^{h^{u^{33}}}-vu^{55} = su^{33} ni^{35} ? \).

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^{u^{33}}}\}\} [away from the speaker], but the vowel of pfx shows something strange, which might agree with the plural subject (?)
0136. They danced Tibetan dances.

\[ \text{th} \text{e}^{33} \text{n}^{55} \quad \text{ts} \text{h}^{33} \text{la}^{55} \quad \text{ro}^{33} \text{-zu}^{55}=\text{su}^{33} \quad \text{n}^{33}. \]

they [AGT] Tibetan dance DIR dance SEX DEC

The verb / \text{ro}^{33} \text{-zu}^{55} / ‘dance’ has DIR {\text{ruu}^{33}} [rounding].

0137. What did bKra shis give you?

\[ \text{t} \text{sa}^{33} \text{ci}^{55} \text{-ji}^{35} \quad \text{na}^{33}=\text{le}^{55} \quad \chi^{33} \text{dzu}^{55} \quad \text{th} \text{a}^{33} \text{-k} \text{e}^{55} \quad \text{ra}^{33}? \]

bKra shis AGT you DAT what DIR give DEC

‘give sb sth’ or ‘give sth to sb’ is expressed as / S -ji^{33} [AGT] || sb -le^{33} sth [-φ] t^{b}e^{55}.

\text{DEC} / \text{ra}^{33} / is different from other Declaratives, always used with verb and not used independently, which means ‘have happened sth to (the speaker)’ with evidential [+realize] or [+discover].

0139. Who is the teacher talking to?

\[ \text{ge}^{33} \text{ge}^{55}=\text{ji}^{33} \quad \chi^{33} \text{nur}^{33}=\text{le}^{33} \text{ke}^{33} \text{tca}^{55} \quad \text{tu}^{33} \text{-cē}^{55} =\text{pi}^{33} \quad \text{n}^{33}? \]

teacher AGT who DAT words DIR talk SFX DEC

The verb / \text{tu}^{33} \text{-cē}^{55} / ‘speak; talk’ has DIR {\text{tur}^{33}} [up].
0140. He is talking to Blo bzang.

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

*Blo bzang* DAT words DIR talk SFX DEC

/ ke\textsuperscript{33}tea\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] tuu\textsuperscript{33}-cəv\textsuperscript{55} DEC /. cf. 0137, 0138.

0141. Could you help me?

\[ \text{na}^{33} = \text{ji}^{55} \text{ nu}^{33} = \text{ya}^{55} \text{ tu}^{55} \text{yo}^{55} \text{ khur}^{33}-\text{təur}^{55} \text{ ha}^{33} = \text{th}^{55} \text{ v}^{55}? \]

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
generative form.
The dative marker / le\textsuperscript{33} / cannot be used in place of the genitive marker / ya\textsuperscript{33} / in this construction.
/ thv\textsuperscript{55} / ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

\[ \text{ni}^{55} \text{ na}^{33} = \text{ya}^{55} \text{ qho}^{55} -\text{ko}^{55} \text{ lo}^{33} \text{ th}^{55} \text{ v}^{33}. \]

I [AGT] you GNT DIR help CLS MOD

/ lo\textsuperscript{53} / is a general measure word, but it means ‘once’ or ‘a bit’ here.
The verb / q\textsuperscript{h}o\textsuperscript{55}-ko\textsuperscript{55} / ‘help’ has an allomorph of DIR \{khur{-} [non-specific
direction].
0143. What do you need to help?

\[ \text{na}^{33} = \text{ya}^{55} \ \chi \text{a}^{33} \text{dzu}^{55} \ q^{10} \text{o}^{55} - \text{ko}^{55} \ \xi^{33} \ \text{ti}^{35} ? \]

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

‘help sb to do sth’ is expressed as ‘do sb’s help’ in Mu-nya and takes syntactic frame as / S =ji^{33} [\text{AGT}] || sb =\text{ya}^{33} q^{10} \text{o}^{55} - \text{ko}^{55} (\text{MOD}) \ \text{DEC} /.

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

0144. Please explain this to me.

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

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

/ \text{ndze}^{33} \text{pa}^{55} / ‘explanation’ < Tib. ‘\text{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 / \text{ve}^{33} / ‘do’, the vowel agrees with the omitted 2nd person subject in this sentence.

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

\[ \eta^{55} \ \text{te}^{h} \text{nu}^{33} \text{nu}^{55} \ \text{na}^{33} = \text{le}^{55} \ \text{ta}^{33} = \text{ra}^{55} \ \text{tu}^{33} - \text{ye}^{55} \ \text{ve}^{33} = \ \text{ti}^{33} ? \]

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

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

0146. Okay! Please tell me once more.

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

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

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

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

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

\text{NMR} \quad \text{exist} \quad \text{DEC}

/ \text{na}^{33}\text{na}^{55} / \text{‘your’ [genitive]} \less / \text{na}^{33}\text{nu}^{55} / \text{‘you’ (pl.)} \plus / \text{ya}^{33} / \text{PCL [genitive]}.  
‘plan to do’ is expressed as / S = \text{ya}^{33} \ || \ V = \text{ri}^{33} \ \text{ndu}^{55} \ \text{DEC}.  
‘sb’s doing exist’ literally in Mu-nya. cf. 0075–0078. ‘have sth to do’

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

/ q^{h}\text{u}^{55} - ts^{h}\text{o}^{55} / \text{may consist of DIR} \ {k^{h}\text{u}-} \ {\text{non-specific direction]} + / ts^{h}\text{o}^{55} / \text{‘gathering’ < Tib.} \ t\text{shogs}

0148. We want to have a party.

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

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

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

0149. What are they doing in the classroom?

\[ ?\text{e}^{33}\text{ni}^{55} \quad [k^{h}\text{i}^{33} - \text{zi}^{55} = \text{re}^{33} \ \text{tee}^{33}] = k^{h}\text{u}^{55} \ \chi\text{a}^{33} \ \text{t}^{h}\text{e}^{55} = \text{pl}^{55}? \]

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

/ ?\text{e}^{33} \ \text{ni}^{55} / \text{‘they’ [agentive]} \less / ?\text{e}^{33}\text{nu}^{55} / \text{‘they’ (pl.)} \plus / ji^{55} / \text{PCL [agentive]}.  
/ t^{h}\text{e}^{55} / \text{‘do’ has the nuance of ‘(be intending to) do’. See 0141 note.}
0150. They are singing in the classroom.

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

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

0151. Has dawn come?

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

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

0152. Yes, dawn has come.

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

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

0153. Did the bell ring?

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

/'t\text{si}\textsuperscript{55}bu\textsuperscript{55} / 'bell' < Tib. \textit{dril bu}.

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

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

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

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

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

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

/ t^{\text{h}}a^{33}\text{-da}^{55} / ‘finish’ comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of \(t^{\text{h}}\text{a}^{33-}\) [away from the speaker], and the vowel in the stem agrees with the 2nd person subject.

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

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

'I finish doing' is expressed as / S =ji^{55} [AgT] \| V t^{\text{h}}\text{a}^{33}\text{-do}^{55} (\text{ra}^{33}) /. 
The vowel of / t^{\text{h}}\text{a}^{33}\text{-do}^{55} / agrees to the person of the subject, (1st) / t^{\text{h}}\text{a}^{33}\text{-do}^{55} / ;

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

0157. Have they finished eating?

\[ \text{nu}^{33}\text{ni}^{55} \text{ndzu}^{55} \text{fā}^{33}\text{-ndzu}^{55} \text{t}^{\text{h}}\text{a}^{33}\text{-di}^{55} \text{ra}^{33}? \]

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

\[ \text{fi\textsuperscript{a}33-ndzu\textsuperscript{r}55 t\textsuperscript{\text{a}}33-di\textsuperscript{55} ra\textsuperscript{33}.} \]

\text{DIR eat DIR finish DEC}

0159. Did you see bKra shis?

\[ \text{na\textsuperscript{33}=ji\textsuperscript{35} t\textsuperscript{s}a\textsuperscript{55} ci\textsuperscript{55} ?a\textsuperscript{55} = ta\textsuperscript{33}?} \]

\text{you AGT bKra shis IRG see}

0160. No, I didn’t see (him).

\[ \text{me\textsuperscript{33} = to\textsuperscript{55}.} \]

\text{NEG see}

0161. Do you remember that?

\[ \text{to\textsuperscript{55}=nda\textsuperscript{55} =tsu\textsuperscript{33} na\textsuperscript{33}=ji\textsuperscript{55} \eta\textsuperscript{gur}\textsuperscript{33}-\text{ci\textsuperscript{55} [?a\textsuperscript{55} = pi\textsuperscript{33} / ?e\textsuperscript{55} = su\textsuperscript{33}} situation (the) you AGT DIR remember IRG SFX IRG SFX /?e\textsuperscript{55} = ra\textsuperscript{33}]}? \]

\text{IRG DEC}

The verb / \eta\textsuperscript{gur}\textsuperscript{33}-\text{ci\textsuperscript{55} / has DIR \{\eta\textsuperscript{gur}\textsuperscript{33} / towards the speaker].

The distribution of Suffixes and Declaratives by aspect and tense is as follows:

/ \eta\textsuperscript{gur}\textsuperscript{33}-\text{ci\textsuperscript{55} ?a\textsuperscript{55} = pi\textsuperscript{33} / imperfect / present

/ \eta\textsuperscript{gur}\textsuperscript{33}-\text{ci\textsuperscript{55} ?e\textsuperscript{55} = su\textsuperscript{33} / perfect / past

/ \eta\textsuperscript{gur}\textsuperscript{33}-\text{ci\textsuperscript{55} ?e\textsuperscript{55} = ra\textsuperscript{33} / perfect / present [+realize]
0162. I remember now.

ηγυη^33-ζλ^55=πλ^33. imperfect / present
ηγυη^33-ζλ^55=συ^33. perfect / past
ηγυη^33-ζλ^55 ρα^33. perfect / present [+ realize]

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

nα^33=ξκ^55 πυ^55 ιυ^33-νδυ^55 k^3^i^33-ζλ^55 λ^55= ινδα^53 [ιν^33 / ιν^33]?
you AGT Tibetan letters DIR study IRG have DEC

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

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

ηι^55 πυ^55 ιυ^33-νδυ^55 k^3^i^33-ζλ^55 μο^55= ινδα^53 (ιν^33).
I AGT Tibetan letters DIR study NEG have DEC

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

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

?τς^3^ι^5^5 πυ^55 ιυ^33-νδυ^55 k^3^ι^33-ζλ^55 λ^55= ινδα^53 ιν^33?
s/he AGT Tibetan letters DIR study have DEC

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

?τς^3^ι^5^5 πυ^55 ιυ^33-νδυ^55 k^3^ι^33-ζλ^55 ινδα^53 ιν^33.
s/he AGT Tibetan letters DIR study have DEC
0167. Can you speak Tibetan?

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

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: \((1\text{st}) / \text{na}^{55} /; \ (2\text{nd}) / \text{na}^{55} /; \ (3\text{rd}) / \text{ni}^{55} /\) and requires agentive form to the subject.

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

0168. I only know a few Tibetan sentences.

\[
\text{ŋi}^{55} \quad \text{pu}^{55} \text{sù}^{55} \quad \text{d}^{33}\text{nu}^{55} \text{ts}^{33} \text{i}^{33} \quad \text{me}^{33} \text{t}^{55} \quad \text{nu}^{33} = \text{ne}^{55} \quad \text{ŋe}^{33}.
\]

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

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

/ \text{me}^{33} \text{t}^{55} / \text{‘except for’} < \text{Tib. ma togs}

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

\[
\text{?u}^{33} \text{tsi}^{55} \quad \text{pu}^{55} \text{sù}^{55} \quad \text{?u}^{33} = \text{ni}^{55} \quad \text{ni}^{33} \, ?
\]

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

0170. His Tibetan is very good.

\[
\text{?e}^{33} \text{tsi}^{55} \quad \text{pu}^{55} \text{sù}^{55} \quad \text{j}^{55} \quad \text{t}^{33} \text{a}^{55} \text{t}^{33} \text{o}^{55} \quad \text{ni}^{55} \quad \text{ni}^{33}.
\]

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

/ \text{j}^{55} / \text{‘good’} < \text{Tib. yag po}

/ \text{t}^{33} \text{a}^{55} \text{t}^{33} \text{o}^{55} / \text{‘exactly, definitely’} < \text{Tib. thag chod}

119
0171. Did you see (Have you seen) \textit{Lha mo}? 

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

\text{you AGT Lha mo IRG see}

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

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. 

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

\text{I [AGT] her NEG see}

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

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

0173. Are you going out to the market now? 

\begin{enumerate}
  \item [(a)] \[ \text{na}^{33} \quad \text{te}^{55} \quad \text{wu}^{55} \quad \text{t}^{55} \quad \text{b}^{55} = \text{k}^{55} \quad \text{u}^{55} \quad \text{xu}^{33} = \text{pa}^{55} \quad \text{?e}^{55}= \text{ye}^{33}? \]

\text{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)’. 

\text{/ t}^{55} \text{b}^{55} / ‘market’ < \text{Tib. \textit{khrom}}

\item [(b)] \[ \text{na}^{33} \quad \text{te}^{55} \quad \text{u}^{55} \quad \text{t}^{55} \quad \text{b}^{55} = \text{k}^{55} \quad \text{u}^{55} \quad \text{na}^{33} \quad \text{nda}^{55} \quad \text{?e}^{55}= \text{ye}^{33}? \]

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

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

(a) \( \text{n}|\text{tu}^{33} \text{ t}|\text{c}|\text{h}|\text{u}^{55} \text{ t}|\text{s}|\text{h}|\text{v}^{55} = \text{k}|\text{h}|\text{u}^{55} \text{ x}|\text{u}|\text{r}^{55} \text{ n}|\text{tu}^{33} = \text{p}|\text{v}^{33} \text{ p}|\text{v}^{33}. \)

I now market in go NEG SFX DEC

(b) \( \text{n}|\text{tu}^{33} \text{ t}|\text{c}|\text{h}|\text{u}^{55} \text{ t}|\text{s}|\text{h}|\text{v}^{55} = \text{k}|\text{h}|\text{u}^{55} \text{ m}|\text{A}^{33} = \text{n}|\text{d}|\text{o}^{55}. \)

I now market in NEG go

0175. Where did bKra shis and the others go?

\( \text{t}|\text{sa}^{55} \text{ ci}^{33} \text{ ?}\text{e}^{33} \text{n}|\text{tu}^{55} \text{ ?}\text{p}|\text{u}^{55} \text{ t}|\text{h}|\text{v}^{33} \text{-r}\text{a}^{33}? \)

bKra shis they where DIR gone

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

0176. They went to the playground.

\( \text{?}\text{e}^{33} \text{n}|\text{tu}^{55} \text{ p}|\text{u}^{55} = \text{p}|\text{u}^{33} \text{ t}|\text{h}|\text{v}^{33} \text{-n}\text{t}|\text{c}|\text{h}|\text{v}^{53} = \text{r}|\text{b}^{33} \text{ r}|\text{a}^{33}. \)

they plain on DIR picnic to gone

\( / \text{p}|\text{u}^{55} / \) 'plain' < Tib. spang

\( / \text{t}|\text{h}|\text{v}^{33} \text{-n}\text{t}|\text{c}|\text{h}|\text{v}^{53} / \) 'picnic (v)' contains DIR \( \{\text{t}|\text{h}|\text{v}^{33}\} \) [away from the speaker].

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

\( \text{t}|\text{c}|\text{h}|\text{u}^{55} \text{ ?}\text{e}^{33} \text{n}|\text{tu}^{55} \text{ w}|\text{b}^{55} \text{ k}|\text{h}|\text{v}^{33} \text{k}|\text{h}|\text{u}^{33} \text{-t}|\text{s}|\text{a}^{53} = \text{s}|\text{u}^{33} \text{ ?}\text{a}^{33} = \text{n}|\text{d}|\text{u}^{55}? \)

now they that place DIR arrive SFX IRG exist

\( / \text{k}|\text{h}|\text{u}^{33} \text{-t}|\text{s}|\text{a}^{53} / \) 'arrive' contains DIR \( \{\text{k}|\text{h}|\text{u}^{33}\} \) [non-specific direction].
0178. By now they have probably gotten there.

\[ tc^h\text{uu}^{55} k^h\text{uu}^{33} -t\text{sa}^{53} =\text{su}^{33} \text{n}d\text{uu}^{55}. \]

now \hspace{1em} \text{DIR} \hspace{1em} \text{arrive} \hspace{1em} \text{SFX} \hspace{1em} \text{exist}

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

\[ na^{33} \text{n}u^{55} p\text{a}^{55} =\text{pu}^{33} t^h\text{b}^{33} -\text{n}t\text{e}^{h}^{53} =\text{rb}^{33} \text{xu}^{33} =\text{su}^{55} ?a^{33} = \eta e^{55} ti^{33} ? \]

you (pl.) \hspace{1em} \text{plain} \hspace{1em} \text{on} \hspace{1em} \text{DIR} \hspace{1em} \text{picnic} \hspace{1em} \text{to} \hspace{1em} \text{go} \hspace{1em} \text{SFX} \hspace{1em} \text{IRG} \hspace{1em} \text{DEC}

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

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

\[ \eta e^{35} \text{.} \eta u^{33} \text{n}u^{55} nd\text{q}^{33} q^h\text{a}^{55} t^h\text{b}^{33} -\text{n}t\text{e}^{h}^{53} =\text{rb}^{33} \text{tu}^{33} -\text{x}e^{55} \eta e^{33} . \]

Dec \hspace{1em} \text{we (pl.)} \hspace{1em} \text{mountain top} \hspace{1em} \text{DIR} \hspace{1em} \text{picnic} \hspace{1em} \text{to} \hspace{1em} \text{DIR} \hspace{1em} \text{go} \hspace{1em} \text{DEC}

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

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

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

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

It is impossible to use */ ?a\(^{33}\) = ?e\(^{55}\) ti\(^{33}\)? / in this sentence, if use it instead of / ?a\(^{33}\) = ti\(^{33}\)? /, then it will be asking about the place the listener plans to go. Compare below.

Are you going somewhere far away?

\[\text{[na}^{33}\text{na}^{55}\text{ xu}^{33}] = \text{re}^{55}\text{ q}^{b}\text{a}^{55}\text{ ra}^{33}\text{ ?a}^{33} = ?e^{55}\text{ ti}^{33}\?\]

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

0182. Not very far.

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

far away so NEG DEC

q\(^b\)a\(^{55}\) ra\(^{33}\) = pa\(^{33}\) nu\(^{33}\) = ?e\(^{55}\). ( [+confirm]: the speaker has not been there)

far away so NEG DEC

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

0183. What time did you get up this morning?

pu\(^{33}\)si\(^{55}\) nu\(^{33}\)na\(^{55}\) na\(^{55}\) χ\(^{33}\)ts\(^{55}\)i\(^{55}\) = pu\(^{33}\) tu\(^{33}\)-re\(^{55}\)?

today morning you when on DIR get up

/ tu\(^{33}\)-re\(^{55}\) / ‘get up’ contains DIR {tu\(^{33}\-)}[up].
TAKUMI IKEDA

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

\[
\text{pu}_t^{s_3} \text{si}^{s_5} \text{ne}^{s_3} \text{ne}^{s_5} \text{tc}_h^{h} \text{u}^{s_3} \text{ts}_u^{h} \text{u}^{s_5} \text{ts}_u^{s_5} \text{pa}^{s_5} \text{ru}_t^{s_3} \text{ru}_t^{s_5} \eta^{s_3}.
\]

\ tod\y\ morn\ing\ o\c\lock\six-th\on\dir\get\up\dec

/ \text{pu}_t^{s_3} \text{si}^{s_5} \text{ne}^{s_3} \text{ne}^{s_5} / 'this morning' \ cf. / \text{pu}_t^{s_3} \text{xu}^{s_5} / 'this evening'

/ \text{sa}_s^{s_3} \text{si}^{s_5} \text{ne}^{s_3} \text{ne}^{s_5} / 'tomorrow morning' \ cf. / \text{sa}_s^{s_3} \text{xu}^{s_5} / 'tomorrow evening'

/ \text{tc}_h^{h} \text{u}^{s_3} \text{ts}_u^{h} \text{u}^{s_5} \text{ts}_u^{s_5} \text{pa}^{s_5} / 'six o'clock' \ < \text{Tib.} \ chu \ tshod \ drug \ pa

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\[
\text{tc}_h^{h} \text{u}^{s_3} \text{ts}_u^{h} \text{u}^{s_5} \text{xa}_a^{s_3} \text{ti}^{s_5} = \text{pu}_t^{s_3} \text{nd}_h^{o} \text{q}^{h} \text{\Lambda}^{s_3} \text{tc}_o^{s_3} - \text{t}_s^{s_5} \text{ra}^{s_5} ?
\]

\ o\c\lock\how\many\on\hil\top\dir\arr\ive\dec

/ \text{tc}_o^{s_3} - \text{t}_s^{s_5} / 'arrive' \ contains \ dir \ \{\text{tu}^{s_3}\}\{\up\}. \ cf. 0177 note.

0186. We got to the mountain at nine.

\[
\text{tc}_h^{h} \text{u}^{s_3} \text{ts}_u^{h} \text{u}^{s_5} \text{\eta}_g^{o} = \text{lo}^{s_5} = \text{pu}_t^{s_3} \text{nd}_h^{o} \text{q}^{h} \text{\Lambda}^{s_3} \text{tc}_o^{s_3} - \text{t}_s^{s_5}.
\]

\ o\c\lock\nine\cls\on\hil\top\dir\arr\ive

/ \text{\eta}_g^{o} \text{lo}^{s_5} / 'ninth' = / \text{gu}^{s_3} \text{pa}^{s_5} / < \text{Tib.} \ dgu \ pa \ See notes in 0034 and 0040.

0187. Did many people go for a picnic today?

\[
\text{pu}_t^{s_3} \text{si}^{s_5} \text{[tc}_h^{e} \text{ntc}_h^{h} \text{\text{xu}^{33}] = \text{mu}^{s_3} \text{ni}^{s_5} \text{ka}^{s_3} \text{ji}^{s_5} \text{te}^{s_5} = \text{ti}^{33} ?}
\]

\ tod\y\ dir\pic\nic\go\nmr\per\son\man\y\ir\g\dec

This is the sentential predicate construction. The main subject of this sentence
/ \text{[tc}_h^{e} \text{ntc}_h^{h} \text{\text{xu}^{33}] = \text{mi}^{s_5} / 'the person who went picnic' is actually the topic of
the statement or conversation.
0188. Lots of people went for a picnic.

[tʰeⁿⁿ₃₃-n³eⁿᵉⁿ₃₃ xuⁿᵉⁿ₃₃] =mᵢⁿⁿ₃₅ muⁿⁿᵢⁿⁿ₃₅ kaⁿⁿᵢⁿⁿ₃₃ tiⁿⁿ₃₃.

\[\text{DIR picnic go NMR person many DEC}\]

/ kaⁿⁿᵢⁿⁿ₃₃ / ‘many, much’ \(\Leftrightarrow\) / niⁿⁿᵢⁿⁿ₃₅ / ‘few, little’

DEC / tiⁿⁿ₃₃ / represents the evidential [+confirm], which expresses the speaker went to picnic and saw many people attended.

0189. Did you have fun today?

pt³ⁿⁿ₅₅ tⁿⁿᵢⁿⁿ₅₅ ṭᵉⁿⁿ₅₅ = raⁿⁿ₅₃?

today pleasant IRG DEC

/ tⁿⁿᵢⁿⁿ₅₅ / ‘pleasant’ < Tib. skyid po

0190. Yes, I had a good time!

tⁿⁿᵢⁿⁿ₅₅ puⁿⁿ₅₅ raⁿⁿ₃₃.

pleasant DEC

DEC / raⁿⁿ₃₃ / 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?

naⁿⁿ₅₃₃ nuⁿⁿ₅₅ ṭʰⁿⁿⁿⁿ₃₃-cheⁿⁿ₃₃ ṭʰⁿⁿⁿⁿ₅₅ = raⁿⁿ₃₃?

you (pl.) DIR tired IRG DEC

/ ṭʰⁿⁿⁿⁿⁿⁿ₃₃ / ‘tired [v.]’ contains DIR {ṭaⁿⁿ₃₃-} [go downstream].
0192. No, I’m not tired

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

DIR NEG tired DEC

The NEG / me\(^{55}\) comes into the position after DIR before stem as / fia\(^{33}\).

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

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

hilltop rain DIR fall IRG DEC

/ nda\(^{33}\)-qha\(^{55}\)/ ‘(rain) fall’ contains an allomorph of DIR {me\(^{33}\)} [down].

0194. It didn’t rain at all.

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

rain one CLS yet DIR NEG fall DEC

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

0195. Will people be going there tomorrow as well?

\[ \text{sa}^{33} \text{su}^{55} \text{ nuu}^{55} \text{ [wA}^{33} \text{ k}^{h} \text{ a}^{55} \text{ xu}^{33}] = \text{mi}^{55} \text{ ndu}^{55} \text{ re}^{33} = \text{nb}^{55} \text{ ti}^{35}? \]

tomorrow also that place go NMR exist IRG DEC

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

/ wA\(^{33}\)k\(^{h}\)a\(^{55}\)/ ‘that place’ ↔ / tu\(^{33}\)k\(^{h}\)u\(^{55}\)/ ‘this place’
0196. They’re saying that people will go tomorrow as well.

\[\text{sa}^{33} \text{su}^{55} \text{nu}^{55} \text{nu}^{33} = \text{nd}^{55} \text{ni}^{55} \text{tu}^{33} = \text{pi}^{33}.\]

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

0197. Will it rain tomorrow?

\[\text{sa}^{33} \text{su}^{55} \text{mu}^{55} \text{ng}^{33} - \text{q}^{33} \text{a}^{55} [\text{ta}^{33} = \text{ka}^{55} / \text{ta}^{33} = \text{vu}^{55}]?\]

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

0198. I doubt it will rain tomorrow.

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

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

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

?\(\text{ṭe}^{33} = \text{ṭe}^{53}\)?  
IRG MOD

A sentence + / \(\text{ṭe}^{55} \text{ni}^{55}\) / expresses ‘If ~’
/ \(\text{ṭe}^{33} \text{ṭe}^{55} \text{ṭe}^{55}\) / ‘eight o’clock’ < Tib. \textit{chu tshod brgyad}. See notes in 0043 and 0040.
/ \(\text{ṭe}^{53}\) / is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’. See 0141 note.

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

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

/ VP =\(\text{ṛu}^{33}\) va\(^{33}\) =\(\text{ṛu}^{33}\) / expresses ‘probably’.
References


TAKUMI IKEDA

Distribution of Declaratives

In Mu-nya, ‘A [noun] is B [noun]’ is expressed as N (A) || N (B) DEC. with speaker’s evidential on the Declarative. Mu-nya has three kinds of Declaratives for statement: /ni33/, /ηη33/, and /ti33/. They represent evidentiality of the statement by the speaker. /ni33/ is used for general statements, /ηη33/ is used for statement with certainty, and /ti33/ expresses confirmation or discovery. /ηη33/ and /ti33/ are often combined together as /ηη33 ti55/, but the order cannot be reversed: */ti55 ηη33/. The /ηη33/ 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 /ηη33/ + /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 /ηη/ and pronounce the sequence as /ηη33 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>ηη33 / ti33</td>
<td></td>
<td>a33 = ηη55 / ti33?</td>
<td>ηη33 / ti33</td>
</tr>
<tr>
<td>2nd person</td>
<td>ni33</td>
<td>nu33 = ηη55 / ti33</td>
<td>a55 = ni33?</td>
<td>ni33</td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

/ηη33/: 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

prefix | Stem of Verb (Modal) | Suffix | Declarative
---|---|---|---
direction | aspect | evidentiality | person

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

Direction-marking Verb prefixes

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

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

/ tui³³ xuⁿ⁵⁵ / ‘go up’  
/ yul³³ xuⁿ⁵⁵ / ‘go upper stream’  
/ nguⁿ³³ xuⁿ⁵⁵ / ‘come over’  
/ ngtuⁿ³³ xuⁿ⁵⁵ / ‘go down’  
/ fiᵃⁿ³³ xuⁿ⁵⁵ / ‘go down stream’  
/ t'eqⁿ³³ xuⁿ⁵⁵ / ‘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. / fiᵃⁿ³³ xuⁿ⁵⁵ / ‘eat’), uncontrollable verbs (e.g. / tʰɑⁿ³³ qaⁿ⁵⁵ / ‘scared’), and static verbs (e.g. / ndz̄eⁿ⁵⁵ / ‘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 controlable Verb

**imperfect** (present; progressive)

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg./pl.):</td>
<td>cV =poɔ5ni33</td>
<td>cV =poɔ5ŋe33</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg./pl.):</td>
<td>cV =pe5mi33</td>
<td>cV =pa55 v55 = ŋe33 ? (IRG)</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (sg./pl.):</td>
<td>cV =pi5ni33</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 =so5ni33</td>
<td>cV ŋe33</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>cV =sy5ni33</td>
<td>*</td>
<td>cV ra33</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>cV =siu55 ni33</td>
<td>*</td>
<td>cV ra33</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>cV =su55 ni33</td>
<td>*</td>
<td>cV ra33</td>
</tr>
</tbody>
</table>

Example of controllable Verb: / fia33-ndzu55 / ‘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>fia33-ndzu55 =po33 ni33</td>
<td>fia33-ndzu55 =po55 ŋe33</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia33-ndzu55 =pe33 ni33</td>
<td>fia33-ndzu55 =pa55 v55 = ŋe33 ?</td>
<td>*</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia33-ndzu55 =pi33 ni33</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>fia33-ndzu55 =so55 ni33</td>
<td>fia33-ndze55 ŋe33</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia33-ndzu55 =sy55 ni33</td>
<td>*</td>
<td>fia33-ndzi55 ra33</td>
</tr>
<tr>
<td>3 rd person</td>
<td>fia33-ndzu55 =su55 ni33</td>
<td>*</td>
<td>fia33-ndzu55 ra33</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>fia33-ndzu55 =su55 ni33</td>
<td>*</td>
<td>fia33-ndzu55 ra33</td>
</tr>
</tbody>
</table>

/* fia33-ndze55 ra33 / can not be used for 1st person, must be said as / fia33-ndze55 ŋe33 / instead of it.
### B. Distribution of Declaratives with uncontrolable Verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>Imperfect (present; progressive)</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>ucV -certain, -realize</td>
<td>ucV +certain</td>
</tr>
<tr>
<td></td>
<td>ucV ti33</td>
<td>ucV ro33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>ucV pi33</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>ucV ra33</td>
<td>ucV ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>ucV pi33</td>
<td>*</td>
</tr>
</tbody>
</table>

**Example of uncontrolable Verb:** \(t^h\alpha^{33} qa^{55}\) 'scared'

<table>
<thead>
<tr>
<th>Subject</th>
<th>Imperfect (present; progressive)</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>t^h\alpha^{33} qa^{55} ti33</td>
<td>t^h\alpha^{33} qa^{55} ro33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>t^h\alpha^{33} qa^{55} pi33</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>t^h\alpha^{33} qa^{55} ra33</td>
<td>t^h\alpha^{33} qa^{55} ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>t^h\alpha^{33} qa^{55} pi33</td>
<td>*</td>
</tr>
</tbody>
</table>

### C. Distribution of Declaratives with stative Verb and Adjective

<table>
<thead>
<tr>
<th>Subject</th>
<th>General statement</th>
<th>Imperfect (present; progressive)</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>Adj ni33</td>
<td>stV ndz\eta^{55}</td>
<td>stV ni33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(stV/Adj ni33)</td>
<td>stV/Adj ni33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>ndz\eta^{55}</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td></td>
<td></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 \{pr\}[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 / ndz\eta^{55} ni33 / as / (ndz\eta^{55} ni33 = ji^{55}) ndz\eta^{55} ki33 / 'I have' and cannot be said as */ ndz\eta^{55} ni33 /; Adjective + DEC. must use / ni33 / as / (ndz\eta^{55} ki33 ni33 = ji^{55}) ndz\eta^{55} / 'I am big', and if one say as */ ki33 ni33 / then it will mean 'I AM big,' with the nuance of ‘you didn’t know, did you?’ or ‘whether you believe it or not’ as a kind of special situation.
**Example of stative Verb: / ndzu55 / ‘have’**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg.):</td>
<td>*</td>
<td>ndzu55/ndzu55 ην53</td>
<td>*</td>
</tr>
<tr>
<td>(pl.):</td>
<td>*</td>
<td>ndzu55 ην53</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>ndze55 ni33</td>
<td>v33 = ndze55 ην53? (IRG)</td>
<td>ndzu55 ηη33</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndze55 ni33</td>
<td>v33 = ndze55 (ην33)? (IRG)</td>
<td>ndzu55 ηη33</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>ndzy55~ndzi55 ni33</td>
<td>(ndzy55~ndzi55 ην53)</td>
<td>ndzy55~ndzi55 ηη33</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndzy55~ndzi55 ni33</td>
<td>(ndzy55~ndzi55 ην53)</td>
<td>ndzy55~ndzi55 ηη33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person:</td>
<td>ki33ke55 ni33</td>
<td>(ki33ke55 ην53)</td>
<td>*</td>
</tr>
<tr>
<td>2nd person:</td>
<td>ki33ke55 ni33</td>
<td>*</td>
<td>ki33ke55 ηη33</td>
</tr>
<tr>
<td>3rd person:</td>
<td>ki33ke55 ni33</td>
<td>(ki33ke55 ην53)</td>
<td>ki33ke55 ηη33</td>
</tr>
</tbody>
</table>

*/ ki33ke55 ην53 / 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 ηη33 / 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.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

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. 你是哪个班的学生?  Which class are you in?
0020. 我是藏文班的学生。  I'm in the Tibetan class.
0021. 他是民族干部学校的学员吗?  Is s/he a student at the Nationalities Cadre School?
0022. 他是民族师范学校的学员。  No, s/he is a student at the Nationalities Teacher Training School.

0023. 今天扫地的是谁?  Who sweeps the floor today?
0024. 是我。  Me.
0025. 昨天打球的是哪些人?  Who played ball yesterday?
0026. 是数学班的同学们。  The students from the math class.
0027. 你的家乡是哪里?  Where is your hometown?
0028. 我的家乡是德格。  I'm from sDe dge.
0029. 他是康定人吗?  Is s/he from Dar ri te 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?
TAKUMI IKEDA

0036. 我是汉族。
I'm Han-Chinese.

0037. 他是学汉文的还是学藏文的?
Does s/he study Chinese or Tibetan?

0038. 他是学藏文的。
S/he studies Tibetan.

0039. 今天几号?
What is the date today?

0040. 今天五月一号。
Today is May first.

0041. 今天星期几?
What day of the week is it today?

0042. 今天星期五。
Today is Friday.

0043. 现在几点钟?
What time is it now?

0044. 十点零五分。
Five past ten.

0045. 这把小刀锋利吗?
Is this folding knife sharp?

0046. 这把小刀很锋利。
This folding knife is very sharp.

0047. 你的这枝钢笔是新的吗?
Is your pen new?

0048. 我这枝钢笔是崭新的。
My pen is brand new.

0049. 您好吗?
How are you?

0050. 我很好。
I'm fine.

0051. 扎西好吗?
How's bKra shis?

0052. 扎西很好。
bKra shis is fine.

0053. 今年收成好吗?
How is the harvest this year?

0054. 今年收成好。
The harvest is good.

0055. 家里生活怎样?
Is your family okay?

0056. 生活很好。
They (We) 're fine.

0057. 我这样写行吗?
Can I write it like this?

0058. 这样写行。
Yes, you can (write it this way).

0059. 我的写法对吗?
Did I write this correctly?

0060. 对!
Yes!

0061. 这个字写得好吗?
Did I write this word/letter(character) well?

0062. 写得很好。
You wrote it very well.

0063. 你有小刀吗?
Do you have a small knife?

0064. 我有把小刀。
Yes, I have a knife.

0065. 他有竹笔吗?
Does s/he have a bamboo pen?

0066. 他有一枝好竹笔。
S/he has a good bamboo pen.

0067. 你有多少藏文课本?
How many Tibetan textbooks do you have?

0068. 我只有一本藏文课本。
I only have one Tibetan textbook.

0069. 他有几本词典?
How many dictionaries does s/he have?

0070. 他只有一本词典。
S/he only has one dictionary.

0071. 你家里有多少人?
How many people are there in your family?

0072. 我家里有六口人。
There are six people in my family.

0073. 他家里有多少人?
How many people are there in his/her family?
0074. There are seven or eight people in his family.
0075. What do you do (are you doing) today?
0076. I don’t have anything to do today.
0077. What do you need to do now?
0078. I need to wash clothes now.
0079. Where was bKra shis just now?
0080. bKra shis was in the classroom just now.
0081. Who else is in the classroom?
0082. Tshe ring and Blo bzang were.
0083. What is on the platform?
0084. There are books and chalk.
0085. What are those people doing?
0086. They are all buying books.
0087. What kind of books are for sale?
0088. There are all kinds of books for sale.
0089. What’s your name?
0090. My name is Tshe ring.
0091. What’s his/her name?
0092. His name is Don grub.
0093. Where are you going?
0094. I’m going over there.
0095. What are you going to do?
0096. I’m going to borrow (a) book(s).
0097. Where did s/he go?
0098. S/he went out (to town).
0099. What did s/he go to do?
0100. S/he went to buy some stuff.
0101. Do you want to go to the library?
0102. Yes, I want to go and read the dKar mdzes daily.
0103. Shall we both (dual) go together?
0104. Okay! Let’s both go together.
0105. Did s/he go to see his teacher?
0106. Yes, s/he did.
0107. Where are you from?
0108. I am from Li thang.
0109. Where is s/he from?
0110. S/he is from Chab mdo.
0111. When did you go?
0112. 我昨天去的。
0113. 你俩一同来的吗？
0114. 不！我一个人来的。
0115. 你来了多少天了？
0116. 我来了很多天了。
0117. 跟你一同来的有多少人？
0118. 有五、六个人。
0119. 你打算去康定去吗？
0120. 我不打算去。
0121. 你想去看电影吗？
0122. 想去。
0123. 他要到我们学校来吗？
0124. 要来。
0125. 你要做什么？
0126. 我要洗衣服。
0127. 他要做什么？
0128. 他也要洗衣服。
0129. 你在做什么？
0130. 我在写信。
0131. 他们在做什么？
0132. 他们在学习。
0133. 你做什么了？
0134. 我写了封信。
0135. 他们做什么了？
0136. 他们跳藏舞了。
0137. 扎西给的你什么？
0138. 他给了我一本书。
0139. 老师在对谁讲话？
0140. 在对洛绒讲话。
0141. 你帮助我一下好吗？
0142. 我当然要帮助你。
0143. 你需要什么帮助？
0144. 请帮我讲解一下吧。
0145. 我再给你讲一遍好吗？
0146. 好！请再讲一遍。
0147. 你们要在会议室里做什么？
0148. 我们要开个晚会。
0149. What are they doing in the classroom? 200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE
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. Has s/he studied Written Tibetan?
0166. Yes, s/he has studied Written Tibetan.
0167. Can you speak Tibetan?
0168. I only know a few Tibetan sentences.
0169. Does s/he know (understand) Tibetan?
0170. His Tibetan is very good.
0171. Did you see (Have you seen) lhako?
0172. No, I haven’t seen her.
0173. Are you going out to the market now?
0174. No, I’m not going out now.
0175. Where did bkra shis and the others go?
0176. They went to the playground.
0177. I wonder if they’ve arrived there (yet).
0178. By now they have probably gotten there.
0179. Did you (pl.) go to the playground?
0180. Yes, we went up the mountain to have a picnic.
0181. Did you go somewhere far away?
0182. Not very far.
0183. What time did you get up in this morning?
0184. We got up at six (in the morning).
0185. 几点钟到山上的？
0186. 九点钟到山上。
0187. 今天去的人多吗？
0188. 去的人非常多。
0189. 今天好了吗？
0190. 好了！
0191. 你们累了吗？
0192. 不累。
0193. 山上下雨了吗？
0194. 一点也没有下雨。
0195. 明天也有人去那里吗？
0196. 听说明天也有人去。
0197. 明天会不会下雨啊？
0198. 明天不会下雨吧！
0199. 走早些八点钟可能到得了？
0200. 可能到得了。

TAKUMI IKEDA

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).