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<th>தலைப்பு</th>
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</tbody>
</table>
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 inorder to show the phonetic features and word forms of the Mu-nya language, comparing it with written Tibetan and reconstructed word forms of Proto-Tibeto-Burman, but did not mention their syntax.

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

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

This paper records the expressions of the Mu-nya Tanggu 汤古 (Thang mgo) dialect. Tanggu village is on the way from Kangding 康定 (Dar rtse mdo) to Jiulong 九龙 (brGyad zil rdzong), about 85 km away from 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. Blö 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. Yasuyiko 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>
</tr>
<tr>
<td>sb</td>
<td>somebody</td>
<td>sth</td>
<td>something</td>
<td>V</td>
<td>Verb</td>
</tr>
</tbody>
</table>
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0001. What is this?

ʔe³³tsu₅⁵ xำ₅ⁿ₃dzu₅⁵ ni₃⁵?
this what DEC

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

0002. This is a book.

ʔe³³tsu₅⁵ yu₃³ndu₅⁵ ni₃⁵.
this book DEC

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

0003. Whose book is this?

ʔe³³tsu₅⁵ xำ₅ⁿ₃₃ na₅ⁿ₃ yu₃³ndu₅⁵ ni₃⁵?
this whose book DEC

/ xำ₅ⁿ₃₃/ ‘whose’ is the genitive form derived from / xำ₅ⁿ₃u₃₃/ ‘who’ + / ya₃₃/
PCL [genitive]: / xᵃ⁵ⁿ₃u₃ⁿ₃=ya₃ⁿ₃/> / xᵃ⁵ⁿ₃₃/. 

0004. This is my book.

ʔe³³tsu₅⁵ n₃u₅ⁿ₅=ya₅ⁿ₅ yu₃³ndu₅⁵ ni₃⁵.
this I GNT book DEC

/ ya₃ⁿ₅/ has allophones: [Ya ~ kæ ~ yæ]. This PCL is the genitive marker, which
represents possession and modification.

73
0005. Whose pen is it?

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

\(\text{pen whose} \ GNT \ DEC\)

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

0006. It is mine.

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

\(\text{pen I} \ GNT \ DEC\)

0007. Is this your ink?

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

\(\text{this you GNT ink IRG DEC}\)

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

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

0008. Yes. It is my ink.

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

\(\text{DEC I GNT ink DEC}\)
0009. Is that his/her bamboo pen?

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

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

Proximal / ?\text{te}^{55}\text{tsu}^{55}/ ‘this’ ‘s/he’ [sg.] / ?\text{te}^{55}\text{nu}^{55}/ ‘these’ ‘they’ [pl.]
Distal / \text{wo}^{33}\text{tsu}^{55}/ ‘that’ ‘s/he’ [sg.] / \text{wo}^{33}\text{nu}^{55}/ ‘those’ ‘they’ [pl.]

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

\[
\text{nu}^{33}=\text{eta}^{55} \ \text{ti}^{33}. \ \ ?\text{te}^{55}\text{tsu}^{55}=\text{ya}^{35} \ \text{nu}^{33}\text{ku}^{55} \ \text{nu}^{33}=\text{eta}^{55} \ \text{ti}^{33}. \\
\text{NEG} \ \text{DEC} \ \text{s/he} \ \text{GNT} \ \text{pen} \ \text{NEG} \ \text{DEC}
\]

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

0011. Who are you?

\[
\text{na}^{55} \ \text{ya}^{35}\text{nu}^{33} \ \text{eta}^{35}? \\
\text{you} \ \text{who} \ \text{DEC}
\]

This IRG sentence assumes the answer will use DEC / \text{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.
TAKUMI IKEDA

0012. I'm bKra shis.

\[\eta u^{55} \text{ ts}a^{55} \text{ ci}^{33} \eta e^{33}\]

I bKra shis DEC

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

0013. Who is this person?

\[?\epsilon^{33} \text{ tsu}^{55} \chi a^{55} \text{ nu}^{33} \text{ ni}^{33}\]

s/he who DEC

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

0014. S/he is my classmate.

\[?\epsilon^{33} \text{ tsu}^{55} \eta u^{55} = \chi a^{33} \text{ k}^{33} \text{ zi}^{55} \text{ mi}^{33} \text{ ndzu}^{35} \text{ ni}^{33}\]

s/he I GNT student friend DEC

/k^{33}zi^{55}mi^{33}ndzu^{35} / ‘classmate’ < / k^{33}zi^{55} / ‘study’ + / =mi^{33} / NMR (person)
+ / ndzu^{35} / ‘friend’

0015. Are you a teacher?

\[\text{na}^{55} \text{ ge}^{33} \text{ ge}^{55} \text{ fe}^{33} = \eta e^{35}\]

you teacher IRG DEC

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

The interrogative forms of Declaratives are: / fia^{33} = ni^{55} /, / fia^{33} = fe^{55} /, and / fe^{33} = fe^{55}ti^{33}? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ fia^{33} = ti^{55}? /.

76
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0016. No. I’m not a teacher.

nu\textsuperscript{33} = \textit{ну}\textsuperscript{55}. \textit{нуту}\textsuperscript{55} ge\textsuperscript{33} ge\textsuperscript{55} nu\textsuperscript{33} = \textit{ну}\textsuperscript{55}.

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\textit{ны}\textsuperscript{33} tsu\textsuperscript{55} = nu\textsuperscript{55} ki\textsuperscript{33} zi\textsuperscript{55} mi\textsuperscript{33} fi\textsuperscript{33} = \textit{ну}\textsuperscript{55} ti\textsuperscript{33}?

s/he also student IRG DEC

/=nu\textsuperscript{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.

\textit{ны}\textsuperscript{33} ti\textsuperscript{55}. \textit{ны}\textsuperscript{33} tsu\textsuperscript{55} = nu\textsuperscript{55} ki\textsuperscript{33} zi\textsuperscript{55} mi\textsuperscript{33} ni\textsuperscript{33}.

DEC s/he also student DEC

0019. Which class are you in?

\textit{ны}\textsuperscript{33} χ\textsuperscript{33} dzu\textsuperscript{55} ndzu\textsuperscript{33} tça\textsuperscript{55} ki\textsuperscript{33} zi\textsuperscript{55} mi\textsuperscript{33} ni\textsuperscript{33}?

you what class student DEC

/ndzu\textsuperscript{33} tça\textsuperscript{55} / 'class' < Tib. 'dzin grwa
I’m in the Tibetan class.

ηυυ⁵⁵ υυ⁵⁵ ηυυ³³ ηυυ³³ kʰi³³ zi⁵⁵ mi³³ ηυυ³³.
I Tibetan letters student DEC

/ υυ⁵⁵ / ‘Tibetan’ < Tib. Bod
The object is put after the verb without PCL. i.e. ‘study Tibetan’ is expressed as
/ υυ⁵⁵ υυυ³³ ηυυ³³ [=∅] kʰi³³ zi⁵⁵ / ‘Tibetan letters study’ [object + verb] literally.

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

ʔe⁵⁵ tsu⁵⁵ ηυυ³³ ηυυ³³ le³³ ka⁵⁵ le³³ tʃe⁵⁵ kʰu⁵⁵ kʰi³³ zi⁵⁵ mi³³
s/he nationalities work school inside student

ηe³³ = υe⁵⁵ ti³³?
IRG DEC

/ ηυυ³³ / ‘nationalities’ < Tib. mi rigs ‘race’
/ le³³ ka⁵⁵ / ‘work’ < Tib. las ka
/ le³³ tʃe⁵⁵ / ‘school’ < Tib. slob grwa

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

ηυυ³³ = υe⁵⁵ ti³³, ʔe⁵⁵ tsu⁵⁵ ηυυ³³ ηυυ³³ = ʔa³³ ge³³ ge⁵⁵ vui³³ = mi⁵⁵
NEG DEC s/he nationalities GNT teacher do person

= ʔa³³ la⁵⁵ tʃa⁵⁵ = kʰu³³ kʰi³³ zi⁵⁵ mi³³ ηe⁵⁵ ti³³.
GNT school inside student DEC
0023. Who sweeps the floor today?

\[ \text{pu}^{33}\text{si}^{55} \text{ fia}^{33} -\text{ru}^{55} =\text{ra}^{33} =\text{mi}^{33} \chi a^{33} \text{ nu}^{33} \text{ ni}^{33}? \]

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

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

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

- \{tu^{33}-.\} \quad \text{[upward]} \\
- \{\gamma u^{33}-.\} \quad \text{[to upper stream]} \\
- \{ngur^{33}-.\} \quad \text{[towards the speaker]} \\
- \{ru^{33}-.\} \quad \text{[rounding]} \\
- \{m^{33}-.\} \quad \text{[downward]} \\
- \{fa^{33}-.\} \quad \text{[to down stream]} \\
- \{r^{33}-.\} \quad \text{[away from the speaker]} \\
- \{k^{33}ur^{33}-.\} \quad \text{[non-specific direction]}

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

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

0024. Me.

\[ \eta u^{55} [\eta^{33}/\text{ni}^{33}]. \]
I \quad \text{DEC}

0025. Who played ball yesterday?

\[ \text{ji}^{55}\text{si}^{35} \text{ pa}^{55}\text{lo}^{55} \text{ k}^{b}\text{ur}^{33} -\text{ts}^{h}\text{.}^{55} =\text{mi}^{33} \chi a^{55} \text{ nu}^{33} \text{ ni}^{33}? \]

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

/\text{ji}^{33}\text{si}^{55}–\text{ji}^{33}\text{su}^{55} / \text{‘yesterday’}; /\text{pu}^{33}\text{si}^{55}–\text{pu}^{33}\text{su}^{55} / \text{‘today’}; /\text{sa}^{33}\text{si}^{55}–\text{sa}^{33}\text{su}^{55} / \text{‘tomorrow’} \\
/\text{pa}^{55}\text{lo}^{55} / \text{‘ball’} < \text{Tib. spo lo} \\
/\text{k}^{b}\text{ur}^{33}–\text{ts}^{h}\text{.}^{55} / \text{‘play’ has DIR}\ {\text{k}^{b}\text{ur}^{33}-.}\ [\text{non-specific direction}]
0026. The students from the math class.

\[\text{tsi}^{55}\text{tsu}^{55} \quad \text{khi33} \quad \text{mi}^{33}=\text{y}^{\text{a}}^{55} \quad \text{ndzu}^{33}=\text{nu}^{55} \quad \text{ni}^{33}.\]

\text{mathematics student friend friend (pl.) DEC}

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

0027. Where is your hometown?

\[\text{na}^{33}=\text{y}^{\text{a}}^{55} \quad \text{pha}^{33}\text{ju}^{55} \quad \text{he}^{33} \quad \text{ni}^{33}?\]

\text{you hometown where DEC}

\text{/ pha}^{33}\text{ju}^{55} / 'hometown' < Tib. \text{pha yul} ‘home country’

0028. I'm from \text{sDe dge}.

\[\text{ni}^{33}=\text{y}^{\text{a}}^{55} \quad \text{pha}^{33}\text{ju}^{55} \quad \text{de}^{33}\text{ge}^{55} \quad \text{ni}^{33}.\]

\text{I hometown sDe dge DEC}

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

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

\[\text{tie}^{33}\text{tsu}^{55} \quad \text{ta}^{55}\text{tsu}^{55}\text{ndu}^{33}=\text{pa}^{55} \quad \text{he}^{33}=\text{te}^{55} \quad \text{ti}^{33}?\]

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

\text{/ ta}^{55}\text{tsu}^{55}\text{ndu}^{33} / (place name) < Tib. \text{Dar rtse mdo}

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

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

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

0031. Whose child is this?

\[\text{pu}^{33} \text{ts}^{h}i^{55} \text{tsu}^{33} \text{ta}^{55} \text{tsu}^{33} \text{xa}^{55} \text{na}^{33} \text{ni}^{55}?\]

child small (it) whose DEC

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

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

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

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

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

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

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

\[?\text{e}^{33} \text{tsu}^{55} \text{kwi}^{55} \text{xa}^{33} \text{ts}^{i}i^{55} \text{ni}^{33}?\]

s/he age how-many DEC

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

\( ?e^{33} tsu^{55} kwI^{55} ha^{33} ko^{55} = ki^{33} ni^{33} \)

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. / ti^{55}=lo^{55} / 7. / ni^{55}=lo^{55} / 8. / ve^{55}=lo^{55} / 9. / ngu^{55}=lo^{55} / 10. / fa^{33} ko^{55}=lo^{33} / . The ‘2’ shows an irregular form, which means ‘one pair’.

Are you Han-Chinese or Tibetan?

\( na^{55} ko^{55} fi{e}^{33} = \eta e^{55} ti^{33} ru^{55} pa^{33} ni^{33} ? \)

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 fi^{33}=\eta e^{55}ti^{33} ru^{55} B ni^{33}?

I’m Han-Chinese.

\( \eta u^{55} ko^{55} ni^{33} \)

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

\[
\text{\texttt{?e}^{33} \texttt{tsu}^{55} \texttt{ra}^{33} \texttt{yu}^{55}ndu^{33} \texttt{ki}^{33}zi^{55}mi^{33} \texttt{he}^{33} = \texttt{he}^{55} \texttt{ti}^{33} \texttt{ru}^{55}}
\]

s/he Han letters student IRG DEC or

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

Tibetan letters student DEC

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

0038. S/he studies Tibetan.

\[
\text{\texttt{?e}^{33}tsu^{55} \texttt{pu}^{55} \texttt{yu}^{33}ndu^{33} \texttt{ki}^{33}zi^{55}mi^{33} ni^{33}.}
\]

s/he Tibetan letters student DEC

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

0039. What is the date today?

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

today date how-many DEC

/ ts^{33}pa^{55} / ‘date’ < Tib. tshes pa
0040. Today is May first.

\[ \text{puu}^{55} \text{si}^{55} \text{nna}^{33} \text{wa}^{55} \text{xna}^{33} \text{pa}^{55} \text{tsi}^{33} \text{tci}^{55} \text{ni}^{33}. \]

today month five -th date one

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

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as
/ \text{nna}^{33} \text{wa}^{55} / 'month' + 1st to 12th. Tibetan numerals in Mu-nya pronunciation
are as follows: 1. / \text{tpi}^{55} / gcig 2. / \text{u.i}^{55} / gnyis 3. / \text{si}^{55} / gsum 4. / \text{bzi}^{55} / gsum 5. / \text{pa}^{55} / gsum 6. / tshu^{55} / drug 7. / \text{dlo}^{55} / bdun 8. / dzwe^{55} / brgyad 9. / gu^{55} / dgu 10. / \text{tsu}^{55} / bcu 11. / \text{tsi}^{55} / bcu gcig 12. / \text{tsi}^{55} / bcu gcig. Tibetan
ordinal numbers are made by basic numerals plus suffix / \text{pa}^{55} / pa, except for the
'first': / ta^{33}mbu^{55} / dang po.

0041. What day of the week is it today?

\[ \text{puu}^{55} \text{si}^{55} \text{zv}^{55} \text{xa}^{33} \text{tsi}^{55} \text{ni}^{33}? \]

today week how-many

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

0042. Today is Friday.

\[ \text{puu}^{55} \text{si}^{55} \text{zv}^{55} \text{pa}^{55} \text{s}\text{u}^{55} \text{ni}^{33}. \]

today week Friday

Mu-nya uses the Tibetan system for the days of the week as follows:
/ \text{zv}^{55} \text{ni}^{55}\text{ma}^{55} / \text{gza'} \text{nyi ma} 'Sunday'
/ \text{zv}^{55} \text{nna}^{55} \text{wa}^{55} / \text{gza'} \text{zla ba} 'Monday'
/ \text{zv}^{55} \text{mi}^{55} \text{ma}^{55} / \text{gza'} \text{mig dm} \text{mar} 'Tuesday'
/ \text{zv}^{55} \text{la}^{55} \text{pa}^{55} / \text{gza'} \text{lha} \text{ag pa} 'Wednesday'
/ \text{zv}^{55} \text{phu}^{55} \text{pu}^{55} / \text{gza'} \text{phur pu} 'Thursday'
/ \text{zv}^{55} \text{pa}^{55} \text{s}\text{u}^{55} / \text{gza'} \text{pa} \text{angs} 'Friday'
/ \text{zv}^{55} \text{pe}^{55} \text{m} \text{be}^{55} / \text{gza'} \text{spen pa} 'Saturday'
0043. What time is it now?

\[ \text{tē₄₄u}^{55} \text{tē₄₄u}³³ \text{ts₄₄u}^{55} \text{χ₃₃t₄₄i}^{55} \text{t₄₄u}³³ \text{va}^{55} \text{=su₄₄}^{33}? \]

now hour how-many DIR pass SFX

/tē₄₄u₃³ts₄₄u₃⁵⁵/ ‘hour’ < Tib. chu ṭshod
/t₄₄u₃³va₄⁵⁵/ ‘(time) pass’ has DIR \{t₄₄v₃³\} [away from the speaker].
/su₄₄/ is a suffix that is put after a (controllable) verb to indicate perfective.

0044. Five past ten.

\[ \text{tē₄₄u}^{33} \text{ts₄₄u}^{55} \text{fia}³³ \text{k₄₄u}^{55} \text{=l₄₄}^{33} \text{rui}^{55} \text{k₄₄u}^{33} \text{ma}^{55} \text{ND₃₃} \text{=lo}^{53} \text{t₄₄u}³³ \text{va}^{55} \]

hour ten CLS and minute five CLS DIR pass

=\text{su₄₄}^{33}.

SFX

/ka₄₄u₄₃ma₅₅/ ‘minute’ < Tib. skar ma
Basic numerals from 1 to 10 with general classifier / =lo₄₃⁵⁵/, see 0034 note.

0045. Is this folding knife sharp?

\[ \text{ṭe}^{55} \text{tsu}^{33} \text{fia}³³ \text{g₄₄u}^{55} \text{ru}³³ \text{t₄₄u}^{33} \text{ce}^{55} \text{ndza}³³ \text{ndza}^{55} \text{?a}^{55} \text{= ti}^{33}? \]

this folding knife sharp IRG DEC

The basic structure of the modification in Mu-nya is as follows:
(Pronoun) \Rightarrow 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 \( \text{ndz}^\text{33} \text{ndza}^\text{55} \) / 'sharp'. (Duplicated) adjectives can occur predicatively with Declaratives:

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?

Is your pen new?

My pen is brand new.

How are you?

\( \text{mbu}^\text{55} / [v.] \) 'feel good; be comfortable'

\( \text{pa}^\text{55} / \) 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 \( =\text{pa}^\text{33} \text{eta}^\text{55} \ [+\text{certain}] \) ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.
0050. I’m fine.

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

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

0051. How’s bKra shis?

\[ tša^{55} \text{ ci}^{33} \text{ mbu}^{55} \text{ ṭa}^{55} = \text{pi}^{33}? \]
bKra shis fine IRG SFX

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

0052. bKra shis is fine.

\[ tša^{55} \text{ ci}^{33} \text{ mbu}^{55} \text{ ṭa}^{33} \text{tc}^{055} \text{ ni}^{33}. \]
bKra shis fine really DEC

/ ṭa^{33}tc^{055} / ‘really’ < Tib. thag chod

0053. How is the harvest this year?

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

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

\[ \text{puu}^{33} \text{vu}^{55} \text{lo}^{33} \text{to}^{55} \text{si}^{55} \text{vu}^{55} \text{ti}^{33}. \]
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}^{h} \text{u}^{55} \text{ndzu}^{33} = \text{ri}^{55} \text{\(\chi\alpha\)}^{33} \text{tsu}^{55} \text{mu}^{33} \text{ti}^{33}? \]
house inside eat NMR how-about DEC

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

0056. They (We)’re fine.

\[ \text{tec}^{33} = \text{k}^{h} \text{u}^{55} \text{ndzu}^{33} = \text{ri}^{55} \text{te}^{55} \text{mu}^{55} \text{ti}^{33}. \]
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{ku}^{33} \text{k}^{h} \text{u}^{33} - \text{ri}^{55} = \text{t}^{h} \text{e}^{33} \text{ni}^{55} \text{ha}^{33} = \text{\(\eta\)}^{55} \]
I [AGT] this way with DIR write if IRG proper

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

/ \eta^{55} / ‘I’ [agentive form] < / \etau^{55} / ‘I’ + / ji^{55} / PCL [agentive]
Verb/Adjective + / t^{h}v^{33}ni^{55} / ‘if~’
/ \eta^{55} / [\eta^{55} ~ \etae^{55}] ‘proper, well’ this adjective combine with DEC / ti^{33} / The vowel of / \eta^{55} / [\etaa ~ \etae] is front, distinguished from DEC / \eta^{33} / whose vowel is central [\text{ti}].

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

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

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

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

0059. Did I write this correctly?

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

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

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

0060. Yes!

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

proper  \text{DEC}

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

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

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

0062. You wrote it very well.

\[ \text{h}^{33}\text{u}^{33}\text{-ri}^{55}\text{tc}^{33}\text{hu}^{33}\text{tc}^{33}\text{a}^{55}\text{th}^{33}\text{-} \eta^{55}\text{-su}^{33}. \]

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

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

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

you [AGT] folding knife irg have dec

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

0064. Yes, I have a knife.

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

I [AGT] folding knife one cls have dec

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

0065. Does s/he have a bamboo pen?

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

s/he [AGT] pen irg have dec

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

\[ \text{\texttt{me}^{33} \texttt{tsi}^{55} \text{nu}^{33} \text{ku}^{55} \text{si}^{33} \text{vu}^{55} \text{ta}^{33} =za^{55} \text{ndzy}^{55} \text{ti}^{33}} \]

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

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

(Pronoun) Noun \(\equiv\) (Adjective) (Numeral + Classifier); ( ) shows it can be omitted. If the pronoun does not take the agentive; e.g. / \texttt{me}^{33} \texttt{tsu}^{55} \text{nu}^{33} \text{ku}^{55} \text{si}^{33} \text{vu}^{55} \text{ta}^{33} =za^{55} /, then this phrase means ‘this good bamboo pen’ literally, / \texttt{me}^{33} \text{tsu}^{55} / will be a demonstrative pronoun. But the pronoun in the above example shows the agentive form which agrees with the verb / \texttt{ndzy}^{55} / ‘have’; it is not a demonstrative pronoun but rather is the subject. Demonstrative pronouns never take the agentive form contrastively.

0067. How many Tibetan textbooks do you have?

\[ \text{\texttt{ne}^{55} \texttt{pu}^{55} \text{ji}^{55} \text{ki}^{33} \texttt{zi}^{55} =ta^{33} =ya^{33} \text{yu}^{33} \text{ndu}^{55} \text{xa}^{33} \text{ti}^{55} \text{ndza}^{55}} \]

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

\(\eta\)?

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

0068. I only have one Tibetan textbook.

\[ \text{\texttt{ni}^{55} \texttt{pu}^{55} \text{ji}^{55} \text{ki}^{33} \texttt{zi}^{55} =ta^{33} =ya^{33} \text{yu}^{33} \text{ndu}^{55} \text{ta}^{55} =va^{55}} \]

I [AGT] Tibetan study NMR GNT book one CLS

\[ \text{\texttt{mu}^{33} \text{ts}^{b} e^{55} \text{ni}^{33} = ndze^{33} \text{\eta}^{33}} \]

except for NEG have DEC

/ \texttt{ta}^{55} =va^{55} \text{mu}^{33} \text{ts}^{b} e^{55} / can also be expressed as / \texttt{te}^{33} =lo^{55} \text{mu}^{33} \text{to}^{55} / 

/ \texttt{ndze}^{33} / ‘have’: the vowel / \text{\texttt{e}} / agrees with the 1st person subject.
0069. How many dictionaries does s/he have?

\[\text{?e}^{33} \text{tsi}^{55} \text{ts'h}^{55} \text{ndzo}^{55} \text{yu}^{55} \text{ndu}^{33} \text{xa}^{33} \text{ti}^{55} \text{ndzy}^{55} \text{ti}^{33}?\]

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

/ ts'h^{55}ndzo^{55} / ‘dictionary’ < Tib. *tshig mdzod*

0070. S/he only has one dictionary.

\[\text{?e}^{33} \text{tsi}^{55} \text{ts'h}^{55} \text{ndzo}^{55} \text{yu}^{55} \text{ndu}^{33} \text{ta}^{55} =\text{va}^{55} \text{mu}^{33} \text{ts'h}^{33} \text{e}^{55}\]

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

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

NEG have DEC

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

0071. How many people are there in your family?

\[\text{na}^{55} =\text{ya}^{33} \text{tce}^{33} =\text{k'h}^{55} \text{mu}^{33} \text{ni}^{55} \text{xa}^{33} \text{ti}^{55} \text{ndzu}^{33} \text{ny}^{33}?\]

you GNT house inside people how many have DEC

/ tce^{33} / ‘house’ also means ‘home’. / =k'h^{55} / ‘in’ is a PCL put after nouns. This interrogative sentence takes DEC / ny^{33} / [certain statement; basically used with the 1st person subject] because this question predicts the answer from the 1st person’s point of view (i.e. the answering person’s own situation).
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0072. There are six people in my family.

\[ \eta \mu^{55} = \gamma^{33} \ tce^{33} = k^{h}u^{55} \ mu^{33} \ ni^{55} \ te^{h}i^{55} = zu^{33} \ ndz\mu^{33} \ \eta^{33}. \]

I GNT house inside people six CLS have DEC

\( / = zu^{33} / \) is the CLS for counting people. The expression for counting one to ten people are as follows: \( / tu^{33} = zu^{55} / \) ‘one person’, \( / nu^{33} = zu^{55} / \) ‘two people’, \( / so^{33} = zu^{55} / \) ‘three people’, \( / ru^{33} = zu^{55} / \) ‘four people’, \( / no^{33} = zu^{55} / \) ‘five people’, \( / te^{h}i^{33} = zu^{55} / \) ‘six people’, \( / ni^{33} = zu^{55} / \) ‘seven people’, \( / ce^{33} = zu^{55} / \) ‘eight people’, \( / ngwu^{33} = zu^{55} / \) ‘nine people’, \( / ha^{33} k^{h} o^{55} = zu^{33} / \) ‘ten people’.

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

\[ ?\varepsilon^{55} tzu^{33} = \gamma^{33} \ tce^{33} = k^{h}u^{55} \ mu^{33} \ ni^{55} \ \chi^{33} f^{55} \ ndz\i^{33} \ ni^{33} ? \]

s/he GNT house inside people how many have DEC

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

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

\[ ?\varepsilon^{55} tzu^{33} = \gamma^{33} \ tce^{33} = k^{h}u^{55} \ ni^{33} = zu^{55} \ c\varepsilon^{33} = zu^{55} \ ndz\i^{33} \ ni^{33} . \]

s/he GNT house inside seven CLS eight CLS have DEC
0075.  今日は何を（お仕事を）するの？

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 / ndze⁵⁵ / ‘have’ which requires an agentive form for the subject, but agrees with the verb / vtu³³ / ‘do’ in the phrase / [na³³ χa³³ dzu⁵⁵ vuu³³]=ri⁵⁵ / ‘what (do) you do’, which does not require the agentive form.

0076.  今日は何もしない。

today I any do NMR NEG have DEC.

The subject / na⁵⁵ / ‘you’ is not agentive and does not agree with the verb / ndze⁵⁵ / ‘have’ in this sentence. See 0075 note.

IRG {fin³³} has allophones: [fia³³- 2.01], and the vowel will be assimilated to the stem of the verb.

0077.  今何をすすめる？

now you any do NMR IRG have DEC

The subject / na⁵⁵ / ‘you’ is not agentive and does not agree with the verb / ndze⁵³ / ‘have’ in this sentence. See 0075 note.
IRG {fin³³} has allophones: [fia³³- 2.03], 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.

\[ \text{tc}^\text{h} \text{u}^{55} [\text{mu}^{55} \text{ts}^\text{h} \text{e}^{55} \text{ngu}^{55} \text{na}^{33-\text{k}o}^{55}] = \text{ri}^{55} \text{nd}^* \text{e}^{53} \text{qe}^{33} \].

now I cloth DIR wash NMR have DEC

/ na^{33-\text{k}o}^{55} / 'wash' has DIR {nr^{33-}} [downward] whose vowel is assimilated to the stem.
The subject / \text{mu}^{55} / 'I' is not agentive and does not agree with the verb / nd\text{qe}^{53} / 'have' in this sentence. See 0075 note.

0079. Where was bKra shis just now?

\[ \text{t}^\text{s} \text{a}^{55} \text{ci}^{33} \text{tc}^\text{h} \text{u}^{55} ?\text{e}^{33} \text{x}^\text{a}^{55} \text{nd} \text{zi}^{33} ? \]

bKra shis now where exist

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

0080. bKra shis was in the classroom just now.

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

bKra shis now DIR study NMR house inside exist

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

\[ \text{study} \ NMR \ GNT \ house \ inside \ who \ who \ exist \]

/ \text{exist} / [+confirm]: the speaker predicts the one who will answer this question saw someone was in the classroom.

/ \text{who were there}? / duplicated interrogative pronouns predict that there were more than one person in the classroom.

0082. Tshe ring and Blo bzang were.

[tshe \text{exist}]

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

/ tshe / (personal name) < Tib. Tshe ring
/ lb / (personal name) < Tib. Blo bzang

0083. What is on the platform?

\[ \text{podium} \ on \ what \]

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.

\[\text{book and chalk DIR put SFX}\]

/ sa'\text{33}nu'\text{33} / ‘chalk’ < Tib. sa smyug

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

0085. What are those people doing?

\[\text{there people (pl.) what do SFX}\]

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

0086. They are all buying books.

\[\text{everybody AGT book DIR buy SFX}\]

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

\[
yu^{55} ndu^{33} \chi^a^{33} dzu^{55} \chi^a^{33} dzu^{55} t^h^i^{55} -ji^{55} =ri^{33} mu^{55}?
\]

The duplication of the interrogative pronouns such as / \(\chi^a^{33} dzu^{55}\ \chi^a^{33} dzu^{55}\) / ‘what (and) what’ predicate the answer will include more than one thing. The verb / \(t^h^i^{55}\) / ‘sell’ has DIR / \(t^h^i^{33}\) / [away from the speaker], the vowel of pfx is assimilated to the stem.

0088. There are all kinds of books for sale.

\[
yu^{55} ndu^{33} \chi^a^{33} dzu^{55} k\beta^{33} \eta^{55} t^h^i^{55} -ji^{55} =ri^{33} mu^{55}.
\]

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

0089. What’s your name?

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

\(you\ \ DAT\ \ name\ \ what\ \ name\ \ DEC\)

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

\(you\ \ DAT\ \ name\ \ what\ \ DIR\ \ call\ \ DEC\)

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

\( \text{ŋu}^{55} = \text{le}^{33} \text{ mi}^{55} \text{ tsʰ}^{55} \text{ri}^{33} \text{ tu}^{33} - \text{pi}^{55} \text{ ni}^{33} \).

I DAT name Tshe ring DIR call DEC

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

0091. What’s his/her name?

\( ?\text{e}^{33} \text{tsu}^{55} = \text{le}^{33} \text{ mi}^{55} \text{ xa}^{33} \text{dzur}^{55} \text{ tu}^{33} - \text{pi}^{55} \text{ ni}^{33} ? \)

s/he DAT name what DIR call DEC

0092. His name is Don grub.

\( ?\text{e}^{33} \text{tsu}^{55} = \text{le}^{33} \text{ tó}^{33} \text{nduzu}^{55} \text{ tu}^{33} - \text{pi}^{55} \text{ ni}^{33} . \)

s/he DAT Don grub DIR call DEC

/ tó^{33}nduzu^{55} / (personal name) < Tib. Don grub

0093. Where are you going?

\( \text{na}^{55} ?\text{v}^{33} \text{xa}^{55} \text{ tʰa}^{33} - \text{nda}^{55} \text{ ni}^{33} ? \)

you where DIR go DEC

The interrogative pronoun ‘where’ has some word forms:

/ ?\text{v}^{33} \text{xa}^{55} / ~ / ?\text{e}^{33} \text{xa}^{55} \text{tu}^{33} / ~ / ?\text{e}^{33} \text{ta}^{55} / ~ / ?\text{e}^{33} \text{ta}^{55} . /

The verb / tʰa^{33}nda^{55} / ‘go’ has DIR {tʰa^{33}} [away from the speaker]. This verb mainly focuses on the starting point where the speaker is, and seeing the answerer is going to leave there and go somewhere else.
0094. I’m going over there.

\[ \eta u^{55} t^h i^{33} p^h v^{53} t^h a^{33} - n d o^{35} \eta v^{33} . \]

I over there DIR go DEC

/t^h i^{33} p^h v^{55}/ ‘that side; there’, often used to indicate the opposite bank. This word is distinct from /t^h v^{33} p^h v^{55}/ ‘this side; here’.

0095. What are you going to do?

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

you what do to go SFX DEC

‘go to do (sth.)’ is expressed as / V = r e^{55} x u^{33} (= p o^{55}) /. This frame is used for the imperfect aspect. cf. 0099 note.

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

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

\[ \eta u^{55} y u^{33} n d u^{55} k^h u^{33} - \eta u^{55} = r e^{33} x u^{33} = p o^{55} \eta v^{33} . \]

I book DIR borrow to go SFX DEC

The verbs for ‘borrow’ and ‘lend’ share the same stem but distinct by different DIRes. / k^h u^{33} - n u^{55} / ‘borrow’ has DIR {k^h u^{33}} [non-specific direction]; / t^h v^{33} - n u^{55} / ‘lend’ has DIR {t^h v^{33}} [away from the speaker] respectively.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0097. Where did s/he go?

\[ \text{?e}^{55} \text{tsu}^{33} \text{xa}^{33} \text{te}^{55} \text{ru}^{33} =\text{su}^{55} \text{ni}^{33}? \]

s/he where gone SFX DEC

The interrogative pronoun ‘where’ has some word forms: see 0093 note.
The verb \( \text{ru}^{33} \) (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 \( \text{ra}^{33} \) in perfect aspect when the action has done, distinct from PCL \( =\text{ru}^{33} \) ‘in order to’: see 0099 note.

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

\[ \text{?e}^{55} \text{tsu}^{33} \text{ho}^{33} \text{ts}^{55} \text{ru}^{53} =\text{ku}^{53} \text{ru}^{33} =\text{su}^{55} \text{ni}^{33}. \]

s/he market place inside gone SFX DEC

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

0099. What did s/he go to do?

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

s/he what do to gone SFX DEC

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

0100. S/he went to buy some stuff.

\[ \text{?e}^{55} \text{tsu}^{33} \text{ca}^{55} \text{kha}^{55} \text{hu}^{33} \text{tu}^{55} =\text{ru}^{55} \text{ru}^{33} =\text{su}^{55} \text{ni}^{33}. \]

s/he stuff DIR buy to gone SFX DEC

\( / \text{ca}^{55} \text{kha}^{55} / \) ‘stuff’ < Tib. \text{kha} (Khams dialect)
TAKUMI IKEDA

0101. Do you want to go to the library?

na₄⁵⁵ pe₄⁵⁵ ndze₅⁵ k₄⁵⁵ u₅⁵ =k₄⁵⁵ u₃³³ xu₃³³ =pa₄⁵⁵ ha₃³³ = Ṉ₇ₑ?
you library inside go SFX IRG DEC

/ pe₄⁵⁵ ndzo₅⁵ k₄⁵⁵ / ‘library’ < Tib. dpe mdzod khang

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

ŋe³₃. Ṉu₅⁵ k₄³₃ ndze₅⁵ sa₃³³ ndzu₅⁵ k₄³₃ u₃³³ -tɕ₅⁵ ri₃³³ =ɾe₃³³ xu₃³³
DEC I dKar mdzes newspaper DIR read to go

=po₅⁵ ŋe³₃.
SFX DEC

/ k₄³³ ndze₅⁵ / (place name) < Tib. dKar mdzes
/ sa₃³³ ndzu₅⁵ / ‘news’ < Tib. gsar ’gyur

0103. Shall we both (dual) go together?

je³³ ni₅⁵ Ṉu₃³³ ta³³ l₅⁵ xe₅⁵ ?a₅⁵ =ɾi₃³³?
we [inclusive] together go IRG MOD

The personal pronoun ‘we’ distinguishes exclusive/inclusive of the listener or audience as follows:
exclusive / Ṉu₃³³ ni₅⁵ / ‘we’ / Ṉu₃³³ ni₅⁵ ni₅⁵ / ‘we two’ [dual]
inclusive / je³³ ni₅⁵ / ‘we (with you)’ / je³³ ni₅⁵ ni₅⁵ / ‘you and I’ [dual]
/ ri₃³³ / ‘let’s —; shall we ~’, is a modal verb? Function and usage of this word is unidentified, it is necessary further investigation.
0104. Okay! Let’s both go together.

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

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

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

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

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

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

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

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

0106. Yes, s/he did.

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

\[ \text{gone SFX DEC} \]

0107. Where are you from?

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

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

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

\[ \eta u^{55} li^{33} t^a^{55} =tsu^{33} ku^{33} re^{33} =po^{55} ni^{33} \]
I Li thang from come SFX DEC

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

0109. Where is s/he from?

(a) \[ ?e^{33} tsu^{55} \dot{\chi}^{33} ti^{55} =tsu^{33} ku^{33} re^{33} =pi^{55} ni^{33}? \]
s/he what from come SFX DEC

(b) \[ ?e^{33} tsu^{55} fi^{33} \chi^{55} =le^{33} re^{33} =pi^{55} ni^{33}? \]
s/he where from come SFX DEC

The vowel alternation in imperfect SFX \{po^{55}\} agrees with the person of subject is as follows:
/ \[ \eta u^{55} \] (1st) \| \[ V =po ni./ \]; / \[ na^{55} \] (2nd) \| \[ V =\dot{\varphi} ni./ \]; / \[ v^{55}tsu^{33} \] (3rd) \| \[ V =\pi ni./ \]

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

0110. S/he is from Chab mdo.

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

s/he Chab mdo from come SFX DEC

/ \[ te^{h\lambda^{33}} ndu^{55} / \] (place name) < Tib. Chab mdo.

0111. When did you go?

\[ na^{55} zu^{33} mur^{55} \dot{\chi}^{33} ti^{55} xu^{33}? \]
you date what go
0112. I went yesterday.

\[ \text{n} \text{u}^{55} \text{i}^{55} \text{s} \text{u}^{55} \text{r} \text{a}^{55} \text{n} \text{e}^{33}. \]

I yesterday go DEC

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

0113. Did you both come together?

\[ \text{n} \text{a}^{33} \text{n} \text{i}^{55} \text{n} \text{u}^{33} \text{t} \text{a}^{33} \text{l} \text{a}^{55} \text{r} \text{a}^{33} \text{s} \text{e}^{55} \text{r} \text{a}^{33} \text{n} \text{e}^{55} \text{t} \text{i}^{33}? \]

you two (pl.) together come SFX IRG DEC

The dual forms of personal pronouns are as follows: / \text{n} \text{u}^{33} \text{n} \text{i}^{55} \text{n} \text{u}^{33} / ‘we two’ [dual]; / \text{j} \text{e}^{33} \text{n} \text{i}^{55} \text{n} \text{u}^{33} / ‘you and I’ [dual]; / \text{n} \text{a}^{33} \text{n} \text{i}^{55} \text{n} \text{u}^{33} / ‘you two’ [dual]; / \text{r} \text{u}^{33} \text{n} \text{i}^{55} \text{n} \text{u}^{33} / ‘they two’ [dual]. Also see 0103 note.

0114. No! I came alone.

\[ \text{n} \text{a}^{33} \text{n} \text{e}^{55} \text{t} \text{i}^{33}. [\text{n} \text{u}^{55} / \text{n} \text{e}^{55}] \text{t} \text{a}^{55} \text{z} \text{u}^{55} \text{j} \text{e}^{33} \text{v} \text{e}^{55} \text{r} \text{a}^{33} \text{n} \text{e}^{55}. \]

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

The subject can also be pronounced [\text{n} \text{e}^{55}] in this sentence. It might be an allophone of the agentive form / \text{n} \text{i}^{55} / < / \text{n} \text{u}^{55} + \text{j} \text{i}^{33} /.

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

\[ \text{n} \text{a}^{55} \text{r} \text{a}^{33} = \text{t} \text{s} \text{u}^{33} \text{k} \text{u}^{33} \text{\chi}^{33} \text{t}^{55} \text{s} \text{i}^{33} \text{v} \text{a}^{55} \text{r} \text{a}^{35}? \]

you come since how many day do DEC

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

ηυ\(^{55}\) ρα\(^{55}\) =τσυ\(^{33}\) κυ\(^{33}\) σι\(^{33}\) τς\(^{h}\) ε\(^{55}\) κα\(^{33}\) χι\(^{55}\) τθυ\(^{33}\) -βα\(^{55}\) ρα\(^{33}\).

I come since day number many DIR do DEC

The verb / τθυ\(^{33}\) -βα\(^{55}\) / 'do' has DIR {τθυ\(^{33}\)} [away from the speaker].

0117. How many people came with you?

[να\(^{55}\) =τε\(^{h}\) ε\(^{55}\) τα\(^{33}\) λα\(^{55}\) ρα\(^{33}\)] =μι\(^{55}\) μυ\(^{33}\) νι\(^{55}\) χα\(^{33}\) τι\(^{55}\) =ζυ\(^{33}\) ηνζυ\(^{33}\).

you with together come NMR person how many CLS exist

ηε\(^{35}\)? DEC

The subject phrase in this sentence is / [να\(^{55}\) =τε\(^{h}\) ε\(^{55}\) τα\(^{33}\) λα\(^{55}\) ρα\(^{33}\)] =μι\(^{55}\) / 'the person who came with you'. / sb =τε\(^{h}\) ε\(^{55}\) τα\(^{33}\) λα\(^{55}\) / 'together with sb'.

0118. Five or six people.

μυ\(^{33}\) νι\(^{55}\) ηα\(^{33}\) / τε\(^{h}\) ε\(^{55}\) =ζυ\(^{33}\) τι\(^{55}\) ηνζυ\(^{33}\) ηε\(^{33}\).

person five six CLS about exist DEC

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

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

\[na^{55} \, tu^{55} \, tsu^{55} \, ndu^{33} \, ne^{33} \, xu^{55} \, xi^{33} \, s\circ^{55} = pa^{55} \, qa^{33} = \, \eta e^{55}?\]

You Dar rtse mdo Dir go Mod think SFX IRG DEC

/ \(tu^{55} \, tsu^{55} \, ndu^{33}\) / (place name) < Tib. *Dar rtse mdo*

/ \(ne^{33} \, xu^{55}\) / *go down to* has DIR \(\{ne^{33}\}\) [down].

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

/ \(s\circ^{55} = pa^{55} \, qa^{33} = \eta e^{55}\) / *are you thinking?* SFX \{po\} [imperfect] appears as / \(pa^{55}\) / in the 2nd person subject interrogative sentence. Cf. below. Also see 0109 note.

0120. No, I’m not planning to go.

\[ni^{55} \, xu^{33} \, xi^{55} \, s\circ^{55} = po^{33} \, ni^{55} = \eta e^{33}.\]

I go Mod think SFX NEG DEC

0121. Do you want to go watch a movie?

\[na^{55} \, tia^{33} \, ji^{55} \, k^h u^{33} \, ja^{55} = re^{33} \, xu^{33} \, xi^{55} \, s\circ^{55} = pa^{55} \, \eta e^{33} = \eta e^{55}?\]

You movie Dir watch to go Mod think SFX IRG DEC

/ \(tia^{33} \, ji^{55}\) / *movie* < Chn. *diānyīng*

The verb / \(k^h u^{33} \, ja^{55}\) / *watch* has DIR \(\{k^h u^{33}\}\) [non-specific direction].

0122. Yes, I want to.

\[xu^{33} \, xi^{55} \, s\circ^{55} = pa^{55} \, \eta e^{33}.\]

Go Mod think SFX DEC

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

`?e33 tsu55 ja33 na55 la33 tsa55=khu33 re33 =pi55 ?e33 =ne55 ti33?`

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

/ ja33 na55 / 'our' is the genitive form which derived from / ja33 nu55 / 'we' [inclusive] + /ya53 / PCL [genitive].
/ la33 tsa55 / [la33 tsa55 ~ le33 tse55] 'school' < Tib. slob grwa

0124. Yes, s/he will.

`re33 =pi55 ni33.
come SFX DEC`

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

`ne33 =ji55 cha33 zu55 vu33 =pa55 [ne55 / ni33]?
you AGT what do SFX DEC`

'going to do sth' is expressed as / $S=$ji55 || (sth) V{$=$pa55} DEC / in Mu-nya.
cf. 0075 'have sth to do'

0126. I'm going to wash clothes.

`ne55 tse55 ngu55 na33-kos55 =po33 ne55.
I [AGT] cloth DIR wash SFX DEC`

cf. 0078. 'have sth to do'

0127. What is s/he going to do?

`?e33 tsi55 cha33 zu55 vu33 =pi55 ni35?
s/he [AGT] what do SFX DEC`
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

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

\[ ?e^{33} tsi^{55} nu^{55} tse^{55} ñgu^{55} na^{33} -so^{55} =pi^{33} \text{ ni}^{55} . \]

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

0129. What are you doing?

\[ na^{55} =ji^{33} \chi a^{33} dzuv^{55} vuu^{33} =pa^{55} \text{ ni}^{35}? \]

you AGT what do SFX DEC

0130. I’m writing a letter.

\[ ñi^{55} yuu^{55} ndu^{33} k^{b} w^{33} -ri^{55} =po^{33} \text{ ni}. \]

I [AGT] letter DIR write SFX DEC

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

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

0131. What are they doing?

\[ ?e^{33} ni^{55} \chi a^{33} dzuv^{55} vuu^{33} =pi^{55} \text{ ni}^{35}? \]

they [AGT] what do SFX DEC

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

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

109
0132. They are studying.

\[?e^{33}ni^{55} \; k'hi^{33}-zi^{55}=pi^{55} \; ni^{33}.\]

They [AGT] DIR study SFX DEC

The verb / k'hi^{33}-zi^{55} / ‘study’ has DIR {k'ur^{33}} [non-specific direction].

0133. What did you do?

\[na^{55}=ji^{33} \; \chi^{33}dzu^{55} \; t'v^{33}-vu^{55}=sy^{55} \; ni^{35}?\]

You AGT what DIR do SFX DEC

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

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

0134. I wrote a letter.

\[ni^{55} \; yu^{55}ndu^{33} \; ta^{33}=za^{55} \; k'hu^{33}-ri^{55}=so^{33} \; ni^{33}.\]

I [AGT] letter one CLS DIR write SFX DEC

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

0135. What did they do?

\[?e^{33}ni^{55} \; \chi^{33}dzu^{55} \; t'v^{33}-vu^{55}=stu^{33} \; ni^{35}?\]

They [AGT] what DIR do SFX DEC

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

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

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

0137. What did bKra shis give you?

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

‘give sb sth’ or ‘give sth to sb’ is expressed as / S =ji\(^{33}\) [AGT] sb =le\(^{33}\) sth [-∅] tʰe\(^{55}\)-kʰ-e\(^{55}\) DEC/ in Mu-nya. The subject takes the agentive form. The verb / th₄a\(^{33}\)-kʰ-e\(^{55}\) / ‘give’ has DIR \{tʰe\(^{33}\)-\} [away from the speaker].

0138. He gave me a book.

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

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

0139. Who is the teacher talking to?

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

The verb / tu₄₃-ɕe₄₅ / ‘speak; talk’ has DIR \{tu₄₃-\} [up].
0140. He is talking to Blo bzang.

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

*Blo bzang* DAT words DIR talk SFX DEC

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

0141. Could you help me?

\[na^{33}=ji^{55}\text{yu}^{33}=ya^{55}\text{tu}^{55}\text{yo}^{55}\text{ku}^{33}\text{-cu}^{55}\text{ha}^{33}= t^{b}v^{55}?
\]

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 agentive form.

The dative marker /le^{33}/ cannot be used in place of the genitive marker /ya^{33}/ in this construction.

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

0142. Of course I’ll help you.

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

I [AGT] you GNT DIR help CLS MOD

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

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

You GNT what DIR help MOD DEC

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

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

0144. Please explain this to me.

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

I DAT explanation one time DIR speak MOD

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

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

\[ \eta i^{55} \ te^{h} u^{33} nu^{55} na^{33} =le^{55} ta^{33} =ra^{55} tu^{33} - \phi e^{55} \ hi^{55} = ti^{33} ? \]

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

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

0146. Okay! Please tell me once more.

\[ \phi o^{55} ja^{35} . \ te^{h} u^{33} nu^{55} ta^{33} =ra^{55} tu^{33} - \phi e^{55} \ ve^{33} . \]

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

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

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

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

NMR exist DEC

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

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

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

/ \text{q}^{h}\text{u}^{55} -\text{ts}^{h}\text{o}^{55} / may consist of DIR \{k^{h}u^{-}\} [non-specific direction] + / ts^{h}o^{55} / ‘gathering’ < Tib. tshogs

0148. We want to have a party.

\text{\eta}u^{33} \text{nu}^{55} \ \text{tu}^{55} \ \text{t}a^{33} \text{ts}^{h}\text{o}^{55} \ \text{q}^{h}\text{u}^{55} -\text{tc}^{h}\text{i}^{55} =\text{pc}^{33} \ \eta\text{b}^{33} .

we (pl.) night meeting DIR hold SFX DEC

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

0149. What are they doing in the classroom?

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

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

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

/ \text{t}^{h}\text{e}^{55} / ‘do’ has the nuance of ‘(be intending to) do’. See 0141 note.
0150. They are singing in the classroom.

\( \text{tæ}^{33} \text{ni}^{55} \quad [k^h \text{i}^{33} \text{-zi}^{55}=\text{ru}^{33} \text{te}^{33}] =k^h \text{u}^{55} \text{tu}^{33} \text{-vu}^{55} =\text{pi}^{33}. \)

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

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

0151. Has dawn come?

\( \text{mu}^{55} \text{to}^{33} \text{-SA}^{55} \text{tæ}^{55} =\text{ra}^{33} ? \)

sky DIR break IRG DEC

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

0152. Yes, dawn has come.

\( \text{mu}^{55} \text{to}^{33} \text{-SA}^{55} \text{ra}^{33} . \)

sky DIR break DEC

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

0153. Did the bell ring?

\( \text{tší}^{55} \text{bu}^{55} \text{tō}^{33} \text{-nda}^{55} \text{tæ}^{55} =\text{ra}^{33} ? \)

bell DIR ring IRG DEC

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

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

\[ tc^{33}nu^{55}t\nu^{33}-ma^{33}=nd\alpha^{55}ra^{33}. \]

Negatives come between pfx and stem of the verb as /tõ^{33}-nd\alpha^{55}/ ‘rang’ \[\Rightarrow/\] /tu^{33}-mu^{33}=nd\alpha^{55}/ ‘have not rung’.

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

\[ na^{33}=ji^{55}yo^{33}je^{55}nb^{33}=yo^{55}t^{\lambda^{33}}da^{55}\ ?r^{55}=ra^{33}? \]

‘finish’ comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of DIR \{t^{\lambda^{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.)

\[ n^{55}yo^{33}je^{55}ne^{33}=yo^{55}t^{\lambda^{33}}do^{55}. \]

The vowel of /t^{\lambda^{33}}da^{55}/ agrees to the person of the subject, (1st) /t^{\lambda^{33}}da^{55}/; (2nd) /t^{\lambda^{33}}da^{55}/; (3rd) /t^{\lambda^{33}}di^{55}/.

0157. Have they finished eating?

\[ ry^{33}ni^{55}ndzu^{55}h\alpha^{33}-ndzu^{55}t^{\lambda^{33}}di^{55}\ ?r^{33}=ra^{33}? \]

The vowel of /t^{\lambda^{33}}di^{55}/ agrees to the person of the subject, (1st) /t^{\lambda^{33}}di^{55}/; (2nd) /t^{\lambda^{33}}di^{55}/; (3rd) /t^{\lambda^{33}}di^{55}/.
0158. Yes, they have finished eating.

fä³³-ndzu⁵⁵  tʰa³³-di⁵⁵  ra³³.

DIR  eat  DIR  finish  DEC

0159. Did you see bKra shis?

na³³-ji³⁵  tša⁵⁵-ci⁵⁵  rᵃ⁵⁵ = ta³³?

you AGT  bKra shis  IRG  see

0160. No, I didn’t see (him).

mᵇ³³ = to⁵⁵.

NEG  see

0161. Do you remember that?

t⁵⁵-da⁵⁵ = tsú⁵⁵  na³³-ji³⁵  ngu⁵⁵-čₐ⁵⁵  [rᵃ⁵⁵ = pi³³ / rᵉ⁵⁵ = su⁵⁵
situation (the) you AGT  DIR  remember  IRG  SFX  IRG  SFX

/ rᵉ⁵⁵ = ra³³]?

IRG  DEC

The verb / ngu⁵⁵-čₐ⁵⁵ / has DIR {ngu³³-} [towards the speaker].
The distribution of Suffixes and Declaratives by aspect and tense is as follows:

/ ngu³³-čₐ⁵⁵  rᵃ⁵⁵ = pi³³ /  imperfect / present
/ ngu³³-čₐ⁵⁵  rᵉ⁵⁵ = su⁵⁵ /  perfect / past
/ ngu³³-čₐ⁵⁵  rᵉ⁵⁵ = ra³³ /  perfect / present [+realize]
0162. I remember now.

ηγω33-ζΑ55=πη33. imperfect / present

ηγω33-ζΑ55=συ33. perfect / past

ηγω33-ζΑ55 ρα33. perfect / present [+ realize]

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

na33=ςι55 pu55 υυ33-ndu55 kʰi33-zi55 Λ55= nda53 [ni33 / ηε33]?

you AGT Tibetan letters DIR study IRG have DEC

V + / nda53 / ‘have experience in doing’.

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

ηι55 pu55 υυ33-ndu55 kʰi33-zi55 mo55= nda53 (ηε33).

I [AGT] Tibetan letters DIR study NEG have DEC

DEC / ni33 / cannot be used in this sentence answering own experience.

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

ʔε33-ςι55 pu55 υυ33-ndu55 kʰi33-zi55 Λ55= nda53 ni33?

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

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

ʔε33-ςι55 pu55 υυ33-ndu55 kʰi33-zi55 ndo35 ni33.

s/he [AGT] Tibetan letters DIR study have DEC
0167. Can you speak Tibetan?

na₃³=ji₅⁵ pu₅⁵sū₅⁵ ?u₃³ = na₅⁵ ṇe₃³?
you AGT Tibetan IRG know DEC

/pu₅⁵sū₅⁵/ ‘Tibetan (language)’ < Tib. bod gsung
The word for ‘know; understand’ has vowel alternation according to person of the subject: (1st) / na₅⁵ /; (2nd) / na₅⁵ /; (3rd) / ni₅⁵ / and requires agentive form to the subject.
‘sb know sth’ is expressed as / S =ji₃³ [AGT] || sth [=φ] na₅⁵ ~ na₅⁵ ~ ni₅⁵ DEC /.

0168. I only know a few Tibetan sentences.

ŋi₅⁵ pu₅⁵sū₅⁵ d₃³nu₅⁵tsʰi₃³ me₃³to₅⁵ nu₃³ = ne₅⁵ ṇe₃³.
I [AGT] Tibetan a few except for NEG know DEC

DEC / ni₃³ / cannot be used in answer sentence to state own condition, knowledge, ability, etc.
/me₃³to₅⁵/ ‘except for’ < Tib. ma togs

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

ʔu₃³tsi₅⁵ pu₅⁵sū₅⁵ ?u₃³ = ni₅⁵ ni₃³?
s/he [AGT] Tibetan IRG know DEC

0170. His Tibetan is very good.

ʔu₃³tsi₅⁵ pu₅⁵sū₅⁵ ja₅⁵ tʰu₃³twʰo₅⁵ ni₅⁵ ni₃³.
s/he [AGT] Tibetan good exactly know DEC

/ja₅⁵/ ‘good’ < Tib. yag po
/tʰu₃³twʰo₅⁵/ ‘exactly, definitely’ < Tib. thag chod
0171. Did you see (Have you seen) Lha mo?

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

\hspace{1em} you \ AGT \ \text{Lha mo} \ IRG \ see

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

\[ \eta j^{55} \ v^{33} \text{tsu}^{55} \ m\lambda^{55}= \text{to}^{33}. \]

\hspace{1em} I [AGT] her \ NEG \ see

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

cf. / nau^{55} v^{33} \text{tsu}^{55} nau^{55}= \text{to}^{33}./ 'I do not see her.'

0173. Are you going out to the market now?

(a) \[ \text{na}^{33} \ \text{tc}^{h} \text{wu}^{55} \ \text{ts}^{h} \text{be}^{55}=\text{k}^{h} \text{u}^{55} \ \text{xu}^{33}=\text{pa}^{55} \ ?v^{55}= \eta \nu^{33}? \]

\hspace{1em} you now market in \ go \ SFX \ IRG \ DEC

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

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

(b) \[ \text{na}^{33} \ \text{tc}^{h} \text{wu}^{55} \ \text{ts}^{h} \text{be}^{55}=\text{k}^{h} \text{u}^{55} \ \text{na}^{33}\text{-nda}^{55} \ ?v^{55}= \eta \nu^{33}? \]

\hspace{1em} you now market in \ DIR \ go \ IRG \ DEC

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

(a) ṭbu\(^{55}\) te\(^{h}\) u\(^{55}\) tš\(^{h}\)=k\(^{h}\) u\(^{55}\) xur\(^{55}\) nu\(^{33}\) = pb\(^{53}\) pb\(^{33}\).
I now market in go NEG SFX DEC

(b) ṭbu\(^{55}\) te\(^{h}\) u\(^{55}\) tš\(^{h}\)=k\(^{h}\) u\(^{55}\) ma\(^{33}\) = ndo\(^{55}\).
I now market in NEG go

0175. Where did bKra shis and the others go?

tṣa\(^{55}\) ci\(^{33}\) ṭe\(^{3}\) nu\(^{55}\) ṭb\(^{3}\)=r\(^{3}\)?
bKra shis they where DIR gone

/ ṭb\(^{3}\)=r\(^{3}\) / ‘(has) gone’ contains DIR {ṭb\(^{3}\)=} [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.

ṭe\(^{3}\) nu\(^{55}\) pā\(^{55}\)=pu\(^{33}\) ṭb\(^{3}\)=ntc\(^{h}\) u\(^{53}\) =rb\(^{3}\) ra\(^{3}\).
they plain on DIR picnic to gone

/ pā\(^{55}\) / ‘plain’ < Tib. spang
/ ṭb\(^{3}\)=ntc\(^{h}\) u\(^{53}\) / ‘picnic (v)’ contains DIR {ṭb\(^{3}\)=} [away from the speaker].

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

tc\(^{h}\) u\(^{55}\) ṭe\(^{3}\) nu\(^{55}\) wb\(^{55}\)=k\(^{h}\) u\(^{33}\) k\(^{h}\) u\(^{33}\)-tṣa\(^{53}\) =su\(^{3}\) ṭa\(^{3}\) = ndu\(^{55}\)?
now they that place DIR arrive SFX IRG exist

/ k\(^{h}\) u\(^{33}\)-tṣa\(^{53}\) / ‘arrive’ contains DIR {k\(^{h}\) u\(^{33}\)=} [non-specific direction].

121
0178. By now they have probably gotten there.

\( \text{tc}^{h}u^{55} \text{ k}^{h}u^{33} -t\text{sa}^{53} =su^{33} \text{ ndu}^{55}. \)
\( \text{now} \text{ dir} \text{ arrive sfx} \text{ exist} \)

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

\( \text{na}^{33} \text{ nu}^{55} \text{ pa}^{55} =pu^{33} \text{ t}^{h}e^{33} -nt\text{c}^{h}e^{53} =re^{33} \text{ xu}^{33} =su^{55} \text{ ?a}^{33} = \eta \text{e}^{55} \text{ ti}^{33} ? \)
\( \text{you (pl.) plain on dir picnic to go sfx irg dec} \)

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

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

\( \eta \text{e}^{35}. \text{ \eta nu}^{33} \text{ nu}^{55} \text{ ndq}^{33} \text{ q}^{h}a^{55} \text{ t}^{h}e^{33} -nt\text{c}^{h}e^{53} =re^{33} \text{ tu}^{33} -xe^{55} \eta \text{e}^{33}. \)
\( \text{dec we (pl.) mountain top dir picnic to dir go dec} \)

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

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

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

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

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

Are you going somewhere far away?

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

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

0182. Not very far.

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

far away so NEG DEC

q^h a^{55} ra^{33} =pa^{33} n\eta u^{33} = \eta^55 . \ [+confirm]: the speaker has not been there

far away so NEG DEC

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

0183. What time did you get up this morning?

pu^{33} si^{55} na^{33} nu^{55} na^{55} \chi a^{33} ts'hi^{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].

123
TAKUMI IKEDA

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

\[ \text{pur}^{33} \text{si}^{55} \text{ne}^{33} \text{ne}^{55} \text{te}^{33} \text{ts}^{33} \text{u}^{55} \text{tsu}^{55} \text{pa}^{55} = \text{pu}^{33} \text{tu}^{33} \text{ru}^{55} \text{ne}^{33}. \]

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

/ \text{pur}^{33} \text{si}^{55} \text{ne}^{33} \text{ne}^{55} / ‘this morning’ \cf / \text{pu}^{33} \text{xu}^{55} / ‘this evening’
\/
/ \text{sa}^{33} \text{si}^{55} \text{ne}^{33} \text{ne}^{55} / ‘tomorrow morning’ \cf / \text{sa}^{33} \text{xu}^{55} / ‘tomorrow evening’
\/
/ \text{te}^{33} \text{ts}^{33} \text{u}^{55} \text{tsu}^{55} \text{pa}^{55} / ‘six o’clock’ < \text{Tib. chu tshod drug pa}

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\[ \text{te}^{33} \text{ts}^{33} \text{u}^{55} \chi^{33} \text{ti}^{55} = \text{pu}^{33} \text{nd}^{33} \text{q}^{33} \text{t}^{53} \text{t}^{33} \text{ts}^{55} \text{r}^{35} ? \]

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

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

0186. We got to the mountain at nine.

\[ \text{te}^{33} \text{ts}^{33} \text{u}^{55} \text{ngo}^{33} = \text{lo}^{55} = \text{pu}^{33} \text{nd}^{33} \text{q}^{33} \text{t}^{53} \text{t}^{33} \text{ts}^{55} \text{ra}^{35} . \]

\[ \text{o’clock nine CLI on hilltop DIR arrive} \]

/ \text{ngo}^{33} \text{lo}^{55} / ‘ninth’ = / \text{gu}^{33} \text{pa}^{55} / < \text{Tib. dgu pa} See notes in 0034 and 0040.

0187. Did many people go for a picnic today?

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

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

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

\[ t^h33-ntc^h53 xu^33 =m155 mu^33 ni^55 ka^33 ji^53 ti^33. \]

DIR picnic go NMR person many DEC

/ ka^33 ji^55 / ‘many, much’ ⇔ / ni^33 ni^55 / ‘few, little’

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

0189. Did you have fun today?

\[ pu^33 si^55 tci^33 pu^55 ?e^55 = ra^33? \]

today pleasant IRG DEC

/ tci^33 pu^55 / ‘pleasant’ < Tib. skyid po

0190. Yes, I had a good time!

\[ tci^33 pu^55 ra^33. \]

pleasant DEC

DEC / ra^33 / 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?

\[ na^33 nu^55 fe^55-ce^33 fe^55 = ra^33? \]

you (pl.) DIR tired IRG DEC

/ fe^55-ce^33 / ‘tired [v.]’ contains DIR {fe^33} [go downstream].

125
0192. No, I’m not tired

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

\[ \text{DIR} \quad \text{NEG} \quad \text{tired} \quad \text{DEC} \]

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

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

\[ \text{nd}^{33} \text{q}^{h} \text{a}^{55} \text{ ru}^{33} \text{te}^{55} \text{ ng}^{33} - \text{q}^{h} \text{a}^{55} \text{ he}^{33} = \text{ra}^{35}? \]

\[ \text{hilltop} \quad \text{rain} \quad \text{DIR} \quad \text{fall} \quad \text{IRG} \quad \text{DEC} \]

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

0194. It didn’t rain at all.

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

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

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

0195. Will people be going there tomorrow as well?

\[ \text{sa}^{33} \text{su}^{55} \text{ nu}^{55} \text{ [wa}^{33} \text{k}^{h} \text{x}^{55} \text{xu}^{33}] = \text{mi}^{55} \text{ ndu}^{55} \text{ te}^{33} = \text{eb}^{55} \text{ ti}^{35}? \]

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

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

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

tomorrow also go NMR exist DEC talk SFX

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

0197. Will it rain tomorrow?

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

tomorrow also DIR fall IRG MOD IRG MOD

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

0198. I doubt it will rain tomorrow.

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

tomorrow DIR fall NEG MOD

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

A sentence + / tʰuⁿ/tshod brgyad. See notes in 0043 and 0040.

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

/ VP =ruⁿ vaⁿ =suⁿ / expresses ‘probably’.
References


Distribution of Declaratives

In Mu-nya, ‘A [noun] is B [noun]’ is expressed as N (A) || N (B) DEC. with speaker’s evidential on the Declarative. Mu-nya has three kinds of Declaratives for statement: /ni33/, /etji/, and /ti33/. They represent evidentiality of the statement by the speaker. /ni33/ is used for general statements, /etji/ is used for statement with certainty, and /ti33/ expresses confirmation or discovery. /etji/ and /ti33/ are often combined together as /etji ti55/, but the order cannot be reversed: */ti55 etji/. The /etji/ 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 /etji/ + /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 /etji/ and pronounce the sequence as /etji ti33/. 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>nji33 / ti33</td>
<td></td>
<td>a33 = nji55 / ti33?</td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td>nji33</td>
<td>nji33 = nji55 / ti33</td>
<td>a55 = nji33?</td>
<td>nji33</td>
</tr>
<tr>
<td>3rd person</td>
<td>nji33</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.

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

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

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

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

Direction-marking Verb prefixes

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

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

/ tui33 xu55 / ‘go up’
/ ne33 xu55 / ‘go down’
/ yul33 xu55 / ‘go upper stream’
/ fia33 xu55 / ‘go down stream’
/ ngu33 ru55 / ‘come over’
/ thr33 xu55 / ‘go away’

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

Declaratives and classification of verbs

Mu-nya Declarative is a part of speech which also appears in the verb phrase or the adjective phrase in the predicate of sentences. The basic structure of the verb phrase in the predicate is: Verb + SFX + DEC, and the adjective phrase is: Adj + DEC. respectively. Mu-nya verbs can be classified as controllable verbs (e.g. / fia33ndzu55 / ‘eat’), uncontrollable verbs (e.g. / t³a33qa55 / ‘scared’), and static verbs (e.g. / ndze55 / ‘have’) according to the distribution in combination with suffixes and Declaratives. Agreement with the person of the subject appears as a vowel alternation in suffixes {po}[imperfect] and {stu}[perfect], or on the stem when the verb takes no suffix.
A. Distribution of Declaratives with controllable Verb

**imperfect (present; progressive)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg./pl.):</td>
<td>cV =po55ni33</td>
<td>cV =po55yn33</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg./pl.):</td>
<td>cV =pe55ni33</td>
<td>cV =pa55yn55 = y55 ? (IRG)</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (sg./pl.):</td>
<td>cV =pi55ni33</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 =so55 ni33</td>
<td>cV y55</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>cV =sy55 ni33</td>
<td>*</td>
<td>cV ra33</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>cV =su55 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>

/ fia33-ndzu55 / ‘cat’

**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 y55</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia33-ndzu55 =pe33 ni33</td>
<td>fia33-ndzu55 =pa55 y55 = y33 ?</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 y55</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>3rd 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 y33 / instead of it.
B. Distribution of Declaratives with uncontrolable Verb

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

Example of uncontrolable Verb: \( t^h\alpha33\text{qa}55 \) /‘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>* t(\alpha33\text{qa}55 ) ti33</td>
<td>t(\alpha33\text{qa}55 ) ra33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>t(\alpha33\text{qa}55 ) pi33 *</td>
<td>t(\alpha33\text{qa}55 ) ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>t(\alpha33\text{qa}55 ) pi33 *</td>
<td>t(\alpha33\text{qa}55 ) ra33</td>
</tr>
</tbody>
</table>

C. Distribution of Declaratives with stative Verb and Adjective

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[ + certain]</th>
<th>[ + realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>Adj ni33</td>
<td>stV (\eta\eta33 )</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>(\eta\eta33 = stV \eta\eta33 ) (IRG)</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>(stV/Adj (\eta\eta33 ))</td>
<td>stV/Adj ti33</td>
</tr>
</tbody>
</table>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes \{ \text{ps} \}[imperfect] nor \{\text{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 /\(\eta\eta33 / as / (\eta33 < \eta\eta33 =ji55) ndze55 \eta\eta33 / ’(I have’ and cannot be said as */ ndze55 ni33 /; Adjective + DEC. must use /ni33 / as / (\(\eta\eta33 \)) ki33\text{rb}55 ni33 / ’(I am) big’, and if one say as */ ki33\text{rb}55 \eta\eta33 / 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 ṭu³³</td>
<td>*</td>
</tr>
<tr>
<td>(pl.):</td>
<td>*</td>
<td>ndzu⁵⁵ ṭu³³</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>ndzu⁵⁵ ni³³</td>
<td>n⁵³ = ndzu⁵⁵ ṭu³³ (IRG)</td>
<td>ndzu⁵⁵ ti³³</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndze⁵⁵ ni³³</td>
<td>n³³ = ndzu⁵⁵ (ṭu³³) ? (IRG)</td>
<td>ndzu⁵⁵ ti³³</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>ndzy⁵⁵–ndzi⁵⁵ ni³³</td>
<td>(ndzy⁵⁵–ndzi⁵⁵ ṭu³³)</td>
<td>ndzy⁵⁵–ndzi⁵⁵ ti³³</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndzy⁵⁵–ndzi⁵⁵ ni³³</td>
<td>(ndzy⁵⁵–ndzi⁵⁵ ṭu³³)</td>
<td>ndzy⁵⁵–ndzi⁵⁵ ti³³</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person:</td>
<td>ki³³ke⁵⁵ ni³³</td>
<td>(ki³³ke⁵⁵ ṭu³³)</td>
<td>*</td>
</tr>
<tr>
<td>2nd person:</td>
<td>ki³³ke⁵⁵ ni³³</td>
<td>*</td>
<td>ki³³ke⁵⁵ ti³³</td>
</tr>
<tr>
<td>3rd person:</td>
<td>ki³³ke⁵⁵ ni³³</td>
<td>(ki³³ke⁵⁵ ṭu³³)</td>
<td>ki³³ke⁵⁵ ti³³</td>
</tr>
</tbody>
</table>

*/ ki³³ke⁵⁵ ṭu³³ / 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 ṭu³³ / 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. 那枝笔是谁的?  Whose pen is it?
0006. 那枝是我的。  It is mine.
0007. 这是你的墨水吗?  Is this your ink?
0008. 是。是我的墨水。  Yes. It is my ink.
0009. 那是他的竹笔吗?  Is that his/her bamboo pen?
0010. 不是。不是他的竹笔。  No. That is not his/her bamboo pen.
0011. 你是谁?  Who are you?
0012. 我是扎西。  I’m bKra shis.
0013. 他是谁?  Who is this person?
0014. 他是我的同学。  S/he is my classmate.
0015. 你是老师吗?  Are you a teacher?
0016. 不是。我不是老师。  No. I’m not a teacher.
0017. 他也是学生吗?  Is s/he also a student?
0018. 是。他是学生。  Yes. S/he is a student, too.
0019. 你是哪个班的学员?  Which class are you in?
0020. 我是藏文班的学员。  I’m in the Tibetan class.
0021. 他是民族干部学校的学员吗?  Is s/he a student at the Nationalities Cadre School?
0022. 他是民族师范学校的学员。  No, s/he is a student at the Nationalities Teacher Training School.
0023. 今天扫地的是谁?  Who sweeps the floor today?
0024. 是我。  Me.
0025. 昨天打球的是哪些人?  Who played ball yesterday?
0026. 是数学班的同学们。  The students from the math class.
0027. 你的家乡在哪里?  Where is your hometown?
0028. 我的家乡是德格。  I’m from sDe dge.
0029. 他是康定人吗?  Is s/he from Dar rtse mdo?
0030. 不是。他是甘孜人。  No, s/he is from dKar mdzes.
0031. 这个孩子是谁的?  Whose child is this?
0032. 是洛绒家的。  It is Blo bzang’s family’s (child).
0033. 他几岁了?  How old is s/he? (For children below the age of ten)
0034. 今年10岁。  He is ten (this year).
0035. 你是汉族还是藏族?  Are you Han-Chinese or Tibetan?
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.  'ii  tc.T.A.--E..  A.  r-1  A. 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.
TAKUMI IKEDA

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. 你打算到康定去吗？
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. 你们要在会议室做什么？
0148. 我们要开个晚会。

I went yesterday.
Did you both come together?
No! I came alone.
How long ago has it been since you come?
I came many days ago.
How many people came with you?
Five or six people.
Are you planning to go to Dar rtse mdo?
No, I’m not planning to go.
Do you want to go watch a movie?
Yes, I want to.
Will s/he come to our school?
Yes, s/he will.
What are you going to do?
(What do you want to do?)
I’m going to wash clothes.
What is s/he going to do?
S/he is going to wash clothes, too.
What are you doing?
I’m writing a letter.
What are they doing?
They are studying.
What did you do?
I wrote a letter.
What did they do?
They danced Tibetan dances.
What did bKra shis give you?
He gave me a book.
Who is the teacher talking to?
He is talking to Blo bzang.
Could you help me?
Of course I’ll help you.
What do you need to help?
Please explain this to me.
I’ll tell you one more time, all right?
Okay! Please tell me once more.
What are you going to do in the conference room?
We want to have a party.
0149.  What are they doing in the classroom?
0150.  They are singing in the classroom.
0151.  Has dawn come?
0152.  Yes, dawn has come.
0153.  Did the bell ring?
0154.  Not yet. (It hasn’t rung yet.)
0155.  Did you wash your face?
0156.  (Have you washed your face?)
0157.  Yes, I did. (Yes, I have washed my face.)
0158.  Have they finished eating?
0159.  Yes, they have finished eating.
0160.  Did you see bKra shis?
0161.  No, I didn’t see (him).
0162.  Do you remember that?
0163.  I remember now.
0164.  (Have you studied Written Tibetan?)
0165.  I didn’t study (haven’t studied) Written Tibetan.
0166.  Has s/he studied Written Tibetan (before)?
0167.  Yes, s/he has studied Written Tibetan.
0168.  Can you speak Tibetan?
0169.  I only know a few Tibetan sentences.
0170.  Does s/he know (understand) Tibetan?
0171.  His Tibetan is very good.
0172.  Did you see (Have you seen) Lha mo?
0173.  No, I haven’t seen her.
0174.  Are you going out to the market now?
0175.  No, I’m not going out now.
0176.  Where did bKra shis and the others go?
0177.  They went to the playground.
0178.  I wonder if they’ve arrived there (yet).
0179.  By now they have probably gotten there.
0180.  Did you (pl.) go to the playground?
0181.  Yes, we went up the mountain to have a picnic.
0182.  Did you go somewhere far away?
0183.  Not very far.
0184.  What time did you get up in this morning?
0185.  We got up at six (in the morning).
What time did you get to the mountain?
We got to the mountain at nine.
Did many people go for a picnic today?
Lots of people went for a picnic.
Did you have fun today?
Yes, I had a good time!
Are you tired?
No, I’m not tired.
Did it rain (when you were) on the mountain?
It didn’t rain at all.
Will people be going there tomorrow as well?
They’re saying that people will go tomorrow as well.
Will it rain tomorrow?
I doubt it will rain tomorrow.
If (we) leave early, we can probably get there by eight o’clock, right?
You (We) probably can arrive (on time).