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Preface

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

In this paper I describe an outline of the syntax of Mu-nya using 200 sentence examples. These sentences are quoted from a text book of the Tibetan Khams dialect of: Ma Yuehua 马月华 (ed.) Jichu Zangwen keben (Kang fangyan) 《基础藏文课本（康方言）》 [*Elementary Tibetan text of Khams dialect] vol. 2. Southwest University for Nationalities, 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 貢嘎山乡; the old name was Liūbā xiāng 六巴乡 (Klu pa)), where one finds the starting point of the trekking course to Mt. Minya kongka. My collaborator was Mr. Blo bzang bKra shis (read as Lyuza Trashi), an educated Tibetan Buddhist from Tanggu village. He provided me with very suitable and natural expressions for the sample sentences in his mother dialect. I analyzed the structure of each sentence and glossed each word in the sentence. Additional explanations such as typical syntactic frames, word order, lexical borrowings from Tibetan, and the grammatical behavior of function words are described in the notes as needed.

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

**Abbreviations**

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

ʔe³³tı³³ ʔa³³ ndu³³ ni³³?

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

0002. This is a book.

ʔe³³tı³³ ʔu³³ ndu³³ ni³³.

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

0003. Whose book is this?

ʔe³³tı³³ ʔa³³ na³³ ʔu³³ ndu³³ ni³³?

/ ʔa³³ na³³/ ‘whose’ is the genitive form derived from / ʔa³³ nu³³/ ‘who’ + / ʔa³³/ PCL [genitive]: / ʔa³³ nu³³ ʔa³³/ $\rightarrow$ / ʔa³³ na³³/.

0004. This is my book.

ʔe³³tı³³ ʔu³³ =ʔa³³ ʔu³³ ndu³³ ni³³.

/ ʔa³³/ has allophones: [ʔa ~ ʔæ ~ ʔæ]. This PCL is the genitive marker, which represents possession and modification.
Whose pen is it?

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

It is mine.

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

Is this your ink?

\[ \text{t}^{33}\text{ts}^{55} \text{na}^{33} \text{ya}^{55} \text{nu}^{33}\text{ts}^{55} \text{fu}^{33} = \text{nu}^{55} \text{ti}^{33}? \]

Yes.

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

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

It is my ink.

\[ \text{ti}^{55}. \text{ya}^{55} \text{nu}^{33}\text{ts}^{55} \text{ni}^{33}. \]
0009. Is that his/her bamboo pen?

\[ \text{wo}^{33} \text{tsu}^{55} \ \text{?e}^{55} \text{tsu}^{55} = \text{ya}^{35} \ \text{nu}^{33} \text{ku}^{55} \ \text{he}^{33} = \text{ye}^{55} \ \text{ti}^{33}? \]

that s/he GNT pen IRG DEC

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

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

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

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

NEG DEC s/he GNT pen NEG DEC

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

0011. Who are you?

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

you who DEC

This IRG sentence assumes the answer will use DEC / ye^{55} / to express the topic on the person himself who answers this question as the 1st person subject. This shows that the DEC does not always correspond to the person of the subject.
0012. I'm bKra shis.

\[ \text{ŋu}^{55} \text{ tṣa}^{55} \text{ci}^{33} \text{ ŋe}^{33}. \]

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: [tṣa^{55}ci^{33}] < Tib. bKra shis.

0013. Who is this person?

\[ ?\text{e}^{33} \text{tsu}^{55} \chi\text{a}^{55} \text{nu}^{33} \text{n}i^{33}? \]

s/he who DEC

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

0014. S/he is my classmate.

\[ ?\text{e}^{33} \text{tsu}^{55} \text{ŋu}^{55} = \chi\text{a}^{33} \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \text{ndzu}^{35} \text{n}i^{33}. \]

s/he I GNT student friend DEC

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

0015. Are you a teacher?

\[ \text{na}^{55} \text{ge}^{33} \text{ge}^{55} \text{he}^{33} = \text{ŋe}^{35}? \]

you teacher IRG DEC

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

The interrogative forms of Declaratives are: / ūa^{33} = ni^{55}? /, / ūe^{33} = ŋe^{55}? /, and / ūe^{33} = ŋe^{55} ti^{33}? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ ūa^{33} = ti^{55}? /.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0016. No. I’m not a teacher.

\[ \text{nu}^{33} = \text{ŋe}^{55}. \text{ŋu}^{55} \text{ge}^{33} \text{ge}^{55} \text{nu}^{33} = \text{ŋe}^{55}. \]

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\[ \text{ʁe}^{33} \text{tsu}^{55} = \text{nu}^{55} \text{kʰi}^{33} \text{zi}^{55} \text{mi}^{33} \text{fu}^{33} = \text{ŋe}^{55} \text{ti}^{33}? \]

s/he also student IRG DEC

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

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

\[ \text{ŋe}^{33} \text{ti}^{55}. \text{ʁe}^{33} \text{tsu}^{55} = \text{nu}^{55} \text{kʰi}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{35}. \]

DEC s/he also student DEC

0019. Which class are you in?

\[ \text{na}^{55} \text{χa}^{33} \text{dzu}^{55} \text{ndzu}^{33} \text{tɕa}^{55} \text{kʰi}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{33}? \]

you what class student DEC

/ndzu^{33}tɕa^{55} / ‘class’ < Tib. 'dzin grwa'
TAKUMI IKEDA

0020. I’m in the Tibetan class.

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

I Tibetan letters student DEC

\[ / \ \text{pu}^{55} / \text{‘Tibetan’} < \text{Tib.} \text{ Bod} \]
The object is put after the verb without PCL. i.e. ‘study Tibetan’ is expressed as

\[ / \ \text{pu}^{55} \ yu^{33} \ ndu^{33} [= \varnothing] \ k^h_i^{33} \ zi^{55} / \text{‘Tibetan letters study’ [object + verb] literally.} \]

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

\[ \eta e^{55} \ tsu^{33} \ mu^{33} \ ri^{55} \ le^{33} \ ka^{55} \ lb^{33} \ tse^{55} = k^h_u^{33} \ k^h_i^{33} \ zi^{55} \ mi^{33} \]

s/he nationalities work school inside student

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

IRG DEC

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

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

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

NEG DEC s/he nationalities GNT teacher do person

\[ = \gamma a^{33} \ \lambda^{55} \ tsa^{55} = k^h_u^{33} \ k^h_i^{33} \ zi^{55} \ mi^{33} \ \eta e^{55} \ ti^{33}. \]

GNT school inside student DEC
0023. Who sweeps the floor today?

puu\textsuperscript{33} si\textsuperscript{55} fi\textsuperscript{33}-ru\textsuperscript{55}=ra\textsuperscript{33}=mi\textsuperscript{33} χa\textsuperscript{55} nu\textsuperscript{33} ni\textsuperscript{33}?

today DIR sweep NMR person who DEC

/ ra\textsuperscript{33} / NMR [genitive] < / ru\textsuperscript{55} / NMR + / χa\textsuperscript{55} / PCL [genitive]

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

\{tu\textsuperscript{33}-\} [upward] \{mo\textsuperscript{33}-\} [downward]

\{yu\textsuperscript{33}-\} [to upper stream] \{fi\textsuperscript{33}-\} [to down stream]

\{ngur\textsuperscript{33}-\} [towards the speaker] \{tu\textsuperscript{33}-\} [away from the speaker]

\{ru\textsuperscript{33}-\} [rounding] \{k\textsuperscript{h}ur\textsuperscript{33}-\} [non-specific direction]

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

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

0024. Me.

ηu\textsuperscript{55} [ηβ\textsuperscript{33}/ni\textsuperscript{33}].

I DEC

0025. Who played ball yesterday?

ji\textsuperscript{55} si\textsuperscript{35} pa\textsuperscript{55} lo\textsuperscript{55} k\textsuperscript{h}ur\textsuperscript{33}-ts\textsuperscript{h} λ\textsuperscript{55} =mi\textsuperscript{33} χa\textsuperscript{55} nu\textsuperscript{33} ni\textsuperscript{33}?

yesterday ball DIR play person who DEC

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

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

/ k\textsuperscript{h}ur\textsuperscript{33}-ts\textsuperscript{h} λ\textsuperscript{55} / ‘play’ has DIR {k\textsuperscript{h}ur\textsuperscript{33}-} [non-specific direction]
0026. The students from the math class.

\[ \text{tsi}^{55}\text{tsu}^{55} \quad \text{ki}^{33}\text{zi}^{55}\text{mi}^{33} = \text{ya}^{55} \quad \text{ndzu}^{33} = \text{nu}^{55} \quad \text{ni}^{33}. \]

mathematics student GNT friend (pl.) DEC

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

0027. Where is your hometown?

\[ \text{na}^{33} = \text{ya}^{55} \quad \text{pha}^{33}\text{ju}^{55} \quad \text{he}^{33}\text{he}^{55} \quad \text{mi}^{33}? \]

you GNT hometown where DEC

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

0028. I'm from sDe dge.

\[ \text{nu}^{33} = \text{ya}^{55} \quad \text{pha}^{33}\text{ju}^{55} \quad \text{ge}^{33}\text{ge}^{55} \quad \text{ni}^{33}. \]

I GNT hometown sDe dge DEC

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

0029. Is s/he from Dar rtse mdo?

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

s/he Dar rise mdo person IRG DEC

/ ta^{55}\text{tsu}^{55}\text{ndu}^{33} / (place name) < Tib. Dar rtse mdo
/ pa^{55} / (sfx) < Tib. pa (suffix: indicating person)
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0030. No, s/he is from dKar mdzes.

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

NEG DEC s/he dKar mdzes person DEC

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

0031. Whose child is this?

\[ \text{pu}^{33} \text{tsi}^{55} \text{tsu}^{55} \text{tsa}^{55} \text{tsu}^{33} \text{xā}^{55} \text{na}^{33} \text{ni}^{55}? \]

child small (it) whose DEC

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

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

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

\n
Blo bzang [pl. GNT] DEC

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

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

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

\[ \text{?e}^{33} \text{tsu}^{55} \text{kwī}^{55} \text{xā}^{53} \text{tsi}^{55} \text{ni}^{33}? \]

s/he age how-many DEC

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

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

s/he age ten CLS DEC

CLS / ki^{33} / is a measure word for counting age. Mu-nya numerals are usually used with classifiers (CLS) or measure words. The numerals from 1 to 10 with the general classifier /lo^{55}/ are as follows: 1. /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. /te^{55} = lo^{55}/ 7. /ni^{55} = lo^{55}/ 8. /ce^{55} = lo^{55}/ 9. /nu^{55} = lo^{55}/ 10. /fi^{33}ko^{55} = lo^{33} /. The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

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

you Han IRG DEC or Tibetan DEC

/ pu^{33} pa^{55} / ‘Tibetan’ < Tib. Bod pa
The frame for ‘Is/Are (S) A or B?’ is expressed as (S) || A fi^{33} = \etae^{55} ti^{33} ru^{55} B ni^{33} ?.

0036. I’m Han-Chinese.

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

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

\[
?t^3\mathrm{u}^5^5 \ k\alpha^3 \ y\alpha^5^5 \ ndu^3^3 \ k\beta^3^3 \ zi^5^5 \ mi^3^3 \ fe^3^3 = \ ?b^5^5 \ ti^3^3 \ ru^5^5
\]

s/he  Han  letters  student  IRG  DEC  or

\[
p^5^5 \ y\alpha^3^3 \ ndu^3^3 \ k\beta^3^3 \ zi^5^5 \ mi^3^3 \ ni^5^5?
\]

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.

\[
?t^3\mathrm{u}^5^5 \ p^5^5 \ y\alpha^3^3 \ ndu^3^3 \ k\beta^3^3 \ zi^5^5 \ mi^3^3 \ ni^3^3.
\]

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?

\[
p^5^5 \ si^5^5 \ ts^3\mathrm{e}^3^3 \ pa^5^5 \ xa^3^3 \ ti^5^5 \ ni^3^3?
\]

today  date  how-many  DEC

/ ts^3\mathrm{e}^3^3 \ pa^5^5 / ‘date’ < Tib. tshes pa
0040. Today is May first.

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

today month five-th date one

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

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as / \text{nda}^{33}\text{wa}^{55} / 'month' + 1st to 12th. Tibetan numerals in Mu-nya pronunciation are as follows: 1. / tpi^{55} / gcig 2. / ni^{55} / gnyis 3. / sə^{55} / gsum 4. / zi^{55} / bzhig 5. / pa^{55} / nga 6. / tşı^{55} / drug 7. / dö^{55} / bdon 8. / dzwe^{55} / brgyad 9. / gu^{55} / dgu 10. / tɕu^{55} / bchu 11. / tɕi^{55}tɕi^{55} / bchu gcig 12. / tɕu^{55}ni^{55} / bchu gnyis. Tibetan ordinal numbers are made by basic numerals plus suffix / pa^{55} / pa, except for the 'first': / tɕa^{55}mbu^{55} / dang po.

0041. What day of the week is it today?

\[ \text{ptu}^{55}\text{si}^{55} \text{za}^{55} \text{a}^{33}\text{tsi}^{55} \text{ni}^{33}? \]

today week how-many

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

0042. Today is Friday.

\[ \text{ptu}^{55}\text{si}^{55} \text{za}^{55} \text{pu}^{55}\text{sə}^{55} \text{ni}^{33}. \]

today week Friday

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

/ \text{za}^{55} \text{ni}^{55}\text{ma}^{55} / \text{gza' ngyi ma} 'Sunday' \\
/ \text{za}^{55} \text{nda}^{55}\text{wa}^{55} / \text{gza' zla ba} 'Monday' \\
/ \text{za}^{55} \text{mi}^{55}\text{ma}^{55} / \text{gza' mig dmar} 'Tuesday' \\
/ \text{za}^{55} \text{la}^{55}\text{pa}^{55} / \text{gza' lhag pa} 'Wednesday' \\
/ \text{za}^{55} \text{bhu}^{55}\text{pu}^{55} / \text{gza' phur pu} 'Thursday' \\
/ \text{za}^{55} \text{pa}^{55}\text{sə}^{55} / \text{gza' pa sangs} 'Friday' \\
/ \text{za}^{55} \text{pə}^{55}\text{mbu}^{55} / \text{gza' spen pa} 'Saturday'
0043. What time is it now?

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

now hour how-many DIR pass SFX

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

0044. Five past ten.

\[
t\text{e}^h\text{u}^{33} \, t\text{e}^h\text{u}^{55} \, \text{fi}^{33} \, \text{ku}^{55} = \text{lo}^{33} \, \text{ru}^{55} \, \text{ka}^{33} \, \text{ma}^{55} \, \text{nu}^{33} = \text{lo}^{53} \, t\text{h}\text{u}^{33} - \text{va}^{55} = \text{su}^{33}.
\]

hour ten CLS and minute five CLS DIR pass SFX

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

0045. Is this folding knife sharp?

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

this folding knife sharp IRG DEC

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

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

 Predicate Adjective + Declarative

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

Is your pen new?

My pen is brand new.

How are you?

/ mbu / [v.] ‘feel good; be comfortable’
/ pa / is a suffix that is put after a (controllable) verb to indicate the imperfective.

The vowel of this SFX agrees with the person of the subject. 2nd (sg./pl.) || V IRG =pa [+certain] ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.
0050. I’m fine.

\[ \eta u^{55} \ mbu^{33} = po^{55} \ \eta u^{33} \]

I\hspace{1cm}\text{fine} \hspace{1cm} \text{SFX} \hspace{1cm} \text{DEC}

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

0051. How’s bKra shis?

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

bKra shis\hspace{1cm}\text{fine} \hspace{1cm} \text{IRG} \hspace{1cm} \text{SFX}

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

0052. bKra shis is fine.

\[ t\text{sa}^{55} \ \text{ci}^{33} \ mbu^{55} \ t^b\text{a}^{33} \text{t}co^{55} \ ni^{33} \]

bKra shis\hspace{1cm}\text{fine} \hspace{1cm} \text{really} \hspace{1cm} \text{DEC}

/ t^b\text{a}^{33} \text{t}co^{55} / ‘really’ < Tib. thag chod

0053. How is the harvest this year?

\[ pu^{33} \text{vui}^{55} \ l\text{o}^{33} \text{to}^{55} \ si^{55} \text{vui}^{55} \ h\text{a}^{33} = ti^{55}? \]

this year\hspace{1cm} \text{harvest} \hspace{1cm} \text{good} \hspace{1cm} \text{IRG} \hspace{1cm} \text{DEC}

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

`puu³vur⁵⁵ `lo³⁵ `si⁵⁵ vur⁵⁵ ti³³.

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?

`tce³³=kʰ u⁵⁵ ndzu³³=ri⁵⁵ χa³³ tsu=⁵⁵ mu=³³ ti⁵⁵?`  
house inside eat NMR how-about DEC

/ `ndzu³³ ri=⁵⁵` 'the condition of living' < / `ndzu³³` 'eat' + / `ri⁵⁵` NMR = 'eating'
/ `χa³³ tsu=⁵⁵ mu=³³` 'how about' < / `χa³³ tsu=⁵⁵` 'how' + / `mu=³³` 'exist'

0056. They (We)'re fine.

`tce³³ =kʰ u⁵⁵ ndzu³³=ri⁵⁵ tcʰ u=³³ tcʰ a⁵⁵ si⁵⁵ vur⁵⁵ ti³³.`  
house inside living very good DEC

0057. Can I write it like this?

`ŋi³⁵ v=³³ mu=⁵⁵ nu=³³ =tsu=³³ kur³³ kʰ u=³³ =ti³³ ni=³³ ka³³ =ŋa³³`  
I [AGT] this way with DIR write if IRG proper ti³³?

DEC

/ `ŋi³⁵` / 'I' [agentive form] < / `ŋu³³` / 'I' + / `ji³³` / PCL [agentive]
Verb/Adjective + / tʰ v³³ ni³³ / 'if~'
/ `ŋa³³` / [ŋa³³ ~ ŋə³³] 'proper, well' this adjective combine with DEC / ti³³ / The vowel of / `ŋa³³` / [ŋa ~ ŋə] is front, distinguished from DEC / `ŋe³³` / whose vowel is central [tə].
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

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

υ³³μυ⁵⁵νυ³³ κʰυ³³-ρι⁵⁵ =τʰυ³³νι³³ ηα³³ τι⁵⁵.
this way DIR rite if proper DEC

The verb / κʰυ³³-ρι⁵⁵ / 'write' has DIR {κʰυ³³-} [non-specific direction].

0059. Did I write this correctly?

ηι⁵⁵ κʰυ³³-ρι⁵⁵ λε³³το⁵⁵ ηα³³ = ηα⁵⁵ τι³³;
I [AGT] DIR write way IRG proper DEC

/ λε³³το⁵⁵ / 'way' < Tib. las stangs

0060. Yes!

ηα³³ τι⁵⁵.
proper DEC

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

ʔɛ⁵⁵ςυ³³ υυ³³νυ³³ κʰυ³³-ρι⁵⁵ λε³³το⁵⁵ ηα³³ = ηα⁵⁵ τι³³?
this letter(s) DIR write way IRG proper DEC

0062. You wrote it very well.

κʰυ³³-ρι⁵⁵ ιɛʰυ³³ιɛʰα⁵⁵ τʰɛ³³-ψι⁵⁵-ςυ³³.
DIR write very DIR do well SFX

/ τʰɛ³³ψι⁵⁵ / is a verb derived from adjective / ψι⁵⁵ /. This verb consists of DIR {τʰɛ³³-} [away from the speaker] and stem / ψι⁵⁵ /, whose vowel is different from the corresponding adjective / ψι⁵⁵ /. See 0057 note.
0063. Do you have a small knife?

/ne³³ hā³³ gu⁵⁵ ru²³ tce⁵⁵ hā⁵⁵ = ndza³³ nē³³?/
you [AGT] folding knife IRG have DEC

/ ne³³ /‘you’ [agentive form] < / na³³ /‘you’ + / ji⁵⁵ / PCL [agentive]
/ ndza³³ / [v] ‘have’ requires agentive PCL to the subject. And the vowel / a / agrees with the 2nd person subject. The paradigm of the verb / ndza³³ / ‘have’ is in appendix: Declaratives and classification of verbs.

0064. Yes, I have a knife.

/nē⁵⁵ hā³³ gu⁵⁵ ru³³ tce⁵⁵ ta³³ = za⁵⁵ ndza³³ nē³³. /
I [AGT] folding knife one CLS have DEC

/ ru³³ tce⁵⁵ ta³³ = za⁵⁵ /‘a knife’: Noun ⇔ NUM + CLS

0065. Does s/he have a bamboo pen?

/?u³³ tsi⁵⁵ nu³³ ku⁵⁵ hē³³ = ndzy⁵⁵ ti³³? /
s/he [AGT] pen IRG have DEC

/ nu³³ ku⁵⁵ /‘(bamboo) pen’ < Tib. smyu gu
/ ndzy³³ /‘have’ has a different vowel / Y / which agrees with the 3rd person subject in this sentence. And the 3rd person subject requires DEC / ti³³ / [+confirm].
0066. S/he has a good bamboo pen.

\[
\text{\(\text{\~n}e^{33} tsu^{55}\text{ nu}^{33} ku^{55}\text{ si}^{33} vur^{55}\text{ ta}^{33}=za^{55}\text{ ndzy}^{55}\text{ ti}^{33} .\)}
\]

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

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

0067. How many Tibetan textbooks do you have?

\[
\text{\(\text{ne}^{55}\text{ pu}^{55}\text{ ji}^{55}\text{ khi}^{33}\text{ zi}^{55}=ya^{33}\text{ yu}^{33}\text{ ndu}^{55}\text{ xa}^{33}\text{ ti}^{55}\text{ ndza}^{55}\)}\]

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

\(\eta\) ?

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

0068. I only have one Tibetan textbook.

\[
\text{\(\eta i^{55}\text{ pu}^{55}\text{ ji}^{55}\text{ khi}^{33}\text{ zi}^{55}=ya^{33}\text{ yu}^{33}\text{ ndu}^{55}\text{ ta}^{55}=va^{55}\)}\]

I [AGT] Tibetan study NMR GNT book one CLS

\(\text{mu}^{33}\text{ ts}^{b e}^{55}\text{ nd}^{33}=\text{ ndze}^{33}\text{ \(\eta e^{33}\)}\).

except for NEG have DEC

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

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

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

/ ts'i'^55 ndzo'^55 / 'dictionary' < Tib. tshig mdzod

0070. S/he only has one dictionary.

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

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

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

NEG have DEC

/ ta'^55 = va'^55 mu'^33 ts'^55 / can also be expressed as / te'^33 = l'o'^55 mu'^33 to'^55 /.

0071. How many people are there in your family?

\[ \text{na}^{55} = \text{ya}^{33} \text{te}^{33} = \text{k}^{h} \text{u}^{55} \text{mu}^{33} \text{ni}^{55} \text{xa}^{33} \text{ti}^{55} \text{ndzu}^{33} \text{eta}^{33} \? \]

you GNT house inside people how many have DEC

/ tce'^33 / 'house' also means 'home'. / =k'h'u'^55 / 'in' is a PCL put after nouns.
This interrogative sentence takes DEC / eta'^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).
0072. There are six people in my family.

\[ \text{ŋu}^{55} = \text{ya}^{33} \text{ tce}^{33} = \text{kh}^{55} \text{ mu}^{33} \text{ ni}^{55} \text{ tʃi}^{55} = \text{zu}^{33} \text{ ndzu}^{33} \text{ ne}^{33}. \]

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: / tʃi^{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’, / tʃi^{55} =zu^{55} / ‘six people’, / ni^{33} =zu^{55} / ‘seven people’, / ci^{33} =zu^{55} / ‘eight people’, / nʒu^{33} =zu^{55} / ‘nine people’, / ha^{33} kə^{55} =zu^{33} / ‘ten people’.

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

\[ ?p^{55} \text{ tsu}^{33} = \text{ya}^{33} \text{ tce}^{33} = \text{kh}^{55} \text{ mu}^{33} \text{ ni}^{55} \text{ xa}^{33} =\text{ti}^{55} \text{ ndzi}^{33} \text{ ni}^{33}? \]

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.

\[ ?p^{55} \text{ tsu}^{33} = \text{ya}^{33} \text{ tce}^{33} = \text{kh}^{55} \text{ ni}^{33} =\text{zu}^{55} \text{ ce}^{33} =\text{zu}^{55} \text{ ndzi}^{33} \text{ ni}^{33}. \]

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

puu55 si55 [na33 χa33 dzur55 vu33] =ri55 ndze55 ηę33?
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 / vu33 / ‘do’ in the phrase / [na33 χa33 dzur55 vu33] =ri55 / ‘what (do) you do’, which does not require the agentive form.

I don’t have anything to do today.

today I any do NMR NEG have DEC.

/ ji33 su55 / ‘yesterday’; / puu55 su55 / ‘today’; / sa33 su55 / ‘tomorrow’. cf. ‘last year; this year; next year’ in 0053 note.
The subject does not agree with the verb / ndze55 / ‘have’ which requires the agentive form for the subject, but agrees with the verb / vu33 / ‘do’ in the phrase / [νjuu55 ?a33 ti55 vu55] =ri55 / ‘(that) I do anything’, which does not require the agentive form.

What do you need to do now?

tcũu55 [na55 ?a33 ti55 vu33] =ri55 ηę33 = ndze53 ηę33?
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 {fi'} has allophones: [fi' ~ ηę'], and the vowel will be assimilated to the stem of the verb.
0078. I need to wash clothes now.

\[ tc^h u^55 [\eta u^55 \ ts^b z^55 \ \eta g w^55 \ na^33-\kappa o^55] = r i^55 \ ndz e^53 \ \eta e^33. \]

Now I cloth DIR wash NMR have DEC

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

0079. Where was bKra shis just now?

\[ t s a^55 c i^33 \ tc^h u^55 ? e^33 \ \chi a^55 \ nd z i^33? \]

bKra shis now where exist

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

0080. bKra shis was in the classroom just now.

\[ t s a^55 c i^33 \ tc^h u^55 [k^h i^33-z i^55 = r i^33 \ t c e^33] = k^h u^55 \ mu^33. \]

bKra shis now DIR study NMR house inside exist

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

[kʰʰə³³-zi³³ =rə³³ (=Ya³³) tće³³] =kʰ.u⁵⁵ χa⁵⁵ nu³³ χa⁵⁵ nu³³ mu⁵⁵?

DIR study NMR GNT house inside who who exist

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

/ χa⁵⁵ nu³³ χa⁵⁵ nu³³ mu⁵⁵? / ‘who were there?’ duplicated interrogative pronouns predict that there were more than one person in the classroom.

0082. Tshe ring and Blo bzang were.

[tsʰe⁵⁵ ri³³ ru³³ lu⁵⁵ zā] =nu³³ mu⁵⁵.

Tshe ring and Blo bzang (pl.) exist

/ tsʰe⁵⁵ ri³³ / (personal name) < Tib. Tshe ring
/ ly⁵⁵ zā³³ / (personal name) < Tib. Blo bzang

0083. What is on the platform?

[nu³³-ča⁵⁵ =rə³³ tsʰu⁵⁵] =pu⁵⁵ χa³³ dzu⁵⁵ ru³³-tču⁵⁵ =su³³?

DIR speak NMR GNT podium on what DIR put SFX

The verb / nu³³-ča⁵⁵ / ‘speak’ has DIR / nu³³ / < {nu³³-} [downward].
The verb / ru³³-tču⁵⁵ / ‘put’ has DIR / ru³³ / < {ru³³-} [rounding], but this pfx does not express real direction of the action, but takes habitual combination in this case.
0084. There are books and chalk.

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

book and chalk DIR put SFX

/ sa^{33}nu^{33} / ‘chalk’ < Tib. sa smyug
SFX / su^{33} / is put after a verb and means the verb has done and remaining its result.
The paradigm of SFX is in appendix: Declaratives and classification of verbs.

0085. What are those people doing?

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

there people (pl.) what do SFX

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

0086. They are all buying books.

\[ \text{me}^{33} \text{me}^{55} \text{ tsu}^{33} = \text{ji}^{35} \text{ yu}^{55} \text{ ndu}^{33} \text{ kʰv}^{33} \text{-tcv}^{55} = \text{pi}^{35}. \]

everybody AGT book DIR buy SFX

The verb / kʰv^{33} \text{-tcv}^{55} / ‘buy’ has DIR {kʰw^{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?

\[ \gamma \hat{u}^{55} n\hat{d} u^{33} \chi^{33} dzu^{55} \chi^{33} dzu^{55} \hat{t}^{55} \hat{\hat{i}}^{55} - j^{55} = r^{33} m^{55} ? \]
book what what DIR sell NMR exist

The duplication of the interrogative pronouns such as "what (and) what" predicate the answer will include more than one thing. The verb \[ \hat{t}^{55} - j^{55} \] 'sell' has DIR / \[ \hat{t}^{55} - j^{55} / < \{ t^{33} - p \} \] [away from the speaker], the vowel of pfx is assimilated to the stem.

0088. There are all kinds of books for sale.

\[ \gamma \hat{u}^{55} n\hat{d} u^{33} \chi^{33} dzu^{55} k e^{33} \eta^{55} \hat{t}^{55} - j^{55} = r^{33} m^{55} . \]
book what kind DIR sell NMR exist

Interrogative pronouns are also used as indefinite pronouns with other words:
\[ \chi^{33} dzu^{55} / 'what' \rightarrow \chi^{33} dzu^{55} / 'what kind' = 'whatever; anything'

0089. What's your name?

(a) \[ n a^{33} - l e^{55} m i^{55} \chi^{33} dzu^{55} m i^{33} n i^{55} ? \]
you DAT name what name DEC

(b) \[ n a^{33} - l e^{55} m i^{55} \chi^{33} dzu^{55} t u^{33} - p i^{55} n i^{33} ? \]
you DAT name what DIR call DEC

It is unnatural to use genitive PCL /=\gamma a^{33} / instead of dative PCL /=l e^{55} / in these sentences. The verb / tu^{33} - p i^{55} / 'call' has DIR / tu^{33} / [upward].
0090. My name is Tshe ring.

\[ \text{ŋu}^{55} \= \text{le}^{33} \quad \text{mi}^{55} \quad \text{ts}^{3} \= \text{ri}^{33} \quad \text{tu}^{33} \= \text{pi}^{55} \quad \text{ni}^{33}. \]

I DAT name Tshe ring DIR call DEC

/ ts^3ri^55 / (personal name) < Tib. Tshe ring

0091. What’s his/her name?

\[ \text{se}^{33} \text{tsu}^{55} \= \text{le}^{33} \quad \text{mi}^{55} \quad \text{xa}^{33} \quad \text{dzur}^{55} \quad \text{tu}^{33} \= \text{pi}^{55} \quad \text{ni}^{33}? \]

s/he DAT name what DIR call DEC

0092. His name is Don grub.

\[ \text{se}^{33} \text{tsu}^{55} \= \text{le}^{33} \quad \text{t}^{3} \= \text{ndzu}^{55} \quad \text{tu}^{33} \= \text{pi}^{55} \quad \text{ni}^{33}. \]

s/he DAT Don grub DIR call DEC

/ t^3ndzu^55 / (personal name) < Tib. Don grub

0093. Where are you going?

\[ \text{na}^{55} \quad \text{xa}^{55} \quad \text{t}^{3} \= \text{nda}^{55} \quad \text{ni}^{33}? \]

you where DIR go DEC

The interrogative pronoun ‘where’ has some word forms:
/ t^3xa^55 / ~ / t^3xa^55 t^3e^33 / ~ / xa^33 t^3e^55 /.

The verb / t^3nda^55 / ‘go’ has DIR {t^3e^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.
I’m going over there.

ηω55  θή33-πθ55  θή33-νδο35  ηω33.

I over there  DIR  go  DEC

/θή33-πθ55/ ‘that side; there’, often used to indicate the opposite bank. This word is distinct from /θή33-πθ55/ ‘this side; here’.

What are you going to do?

να55  [Χα33-δζυ55  νυω33] =ρυ55  ξυω33 =πα55  νε33?

you  what  do  to  go  SFX  DEC

‘go to do (sth.)’ is expressed as /V =ρυ55  ξυω33 (=πο55)/. This frame is used for the imperfect aspect. cf. 0099 note.

PCL / ρυ55/ means ‘in order to; for the purpose of’.

I’m going to borrow (a) book(s).

ηω55  ξυω33-νδω55  θήω33-ηω55 =ρυ33  ξυω33 =πο55  νε33.

I  book  DIR  borrow  to  go  SFX  DEC

The verbs for ‘borrow’ and ‘lend’ share the same stem but distinct by different DIRes. /θήω33-ηω55/ ‘borrow’ has DIR {θήω33-} [non-specific direction]; /θή33-ηω55/ ‘lend’ has DIR {θή33-} [away from the speaker] respectively.
0097. Where did s/he go?

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

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

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

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

/tsh\(^{33} \)te\(^{55} \)/ ‘market place’ < Tib. tshong khrom

0099. What did s/he go to do?

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

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

0100. S/he went to buy some stuff.

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

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

na₃⁵ pe₃⁵ ndxe₃⁵ kʰa₃⁵ xu₃³ = pa₃⁵ ha₃³ = ṅe ?
you library inside go SFX IRG DEC

/pə⁵⁵ nձo⁵⁵ kʰa² / ‘library’ < Tib. dpe mdzod khang

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

ŋe³³ nu₃⁵ kₐ³³ ndxe₃⁵ sa³³ ndzuᵢ₃⁵ kʰu₃³ - tcₐ³⁵ ri³³ = re³³ xuᵢ³³
DEC I dKar mdzes newspaper DIR read to go

= po₃⁵ ŋe³³.
SFX DEC

/kₐ³³ ndxe⁵⁵ / (place name) < Tib. dKar mdzes
/sa³³ ndzuᵢ⁵⁵ / ‘news’ < Tib. gsar ’gyur

0103. Shall we both (dual) go together?

je³³ ni₃⁵ nuᵢ³³ ta³³ la₅⁵ xe₅⁵ ri³³?
we [inclusive] together go IRG MOD

The personal pronoun ‘we’ distinguishes exclusive/inclusive of the listener or audience as follows:
exclusive / nuᵢ³³ nuᵢ³³ / ‘we’ / nuᵢ³³ ni₃⁵ nuᵢ³³ / ‘we two’ [dual]
inclusive / je³³ nuᵢ³³ / ‘we (with you)’ / je³³ ni₃⁵ nuᵢ³³ / ‘you and I’ [dual]
/ ri³³ / ‘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.

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

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

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

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

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

\( \text{s/he teacher place gone SFX IRG DEC} \)

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

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

0106. Yes, s/he did.

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

\( \text{gone SFX DEC} \)

0107. Where are you from?

\[ \text{na}^{55} \text{re}^{33} \text{x}^{a}^{55} \text{te}^{33} = \text{tsu}^{33} \text{k}^{u}^{33} \text{re}^{33} = \text{pe}^{55} \text{ni}^{33}? \]

\( \text{you where from come SFX DEC} \)

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*.

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

I *Li thang* from come SFX DEC

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

0109. Where is s/he from?

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

s/he what from come SFX DEC

(b) \[ ?e^{33} tsu^{55} \ fi^{33} xa^{55} \ le^{33} \ re^{33} =pi^{55} ni^{33}? \]

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 =p\# 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*.

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

s/he *Chab mdo* from come SFX DEC

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

0111. When did you go?

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

you date what go
0112. I went yesterday.

\[\text{ηυ} ^{55} \text{ ji} ^{55} \text{ su} ^{55} \text{ xu} ^{55} \text{ ηβ} ^{33}\].
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?

\[\text{na} ^{33} \text{ ni} ^{55} \text{ nu} ^{33} \text{ ta} ^{33} \text{ la} ^{55} \text{ ra} ^{33} =\text{sc} ^{55} \text{ ?a} ^{33} = \text{ ηβ} ^{55} \text{ ti} ^{33} ?\].
you two (pl.) together come SFX IRO DEC

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

0114. No! I came alone.

\[\text{na} ^{55} \text{ ra} ^{55} =\text{tsu} ^{33} \text{ ku} ^{33} \text{ χκ} ^{33} \text{ ti} ^{55} \text{ si} ^{33} \text{ va} ^{55} \text{ ra} ^{35} ?\].
you come since how many day do DEC

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

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

\[\text{na} ^{55} \text{ ra} ^{55} =\text{tsu} ^{33} \text{ ku} ^{33} \text{ χκ} ^{33} \text{ ti} ^{55} \text{ si} ^{33} \text{ va} ^{55} \text{ ra} ^{35} ?\].
you come since how many day do DEC

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

\[ \etau^{55} \, \text{ra}^{55} = \text{tsu}^{33} \, \text{ku}^{33} \, \text{si}^{33} \, \text{ta}^{55} \, \text{ka}^{33} \, \text{ji}^{55} \, \text{t}^{55} \text{u}^{33} \, \text{va}^{55} \, \text{ra}^{33}. \]

I came since day number many \text{DIR do DEC}

The verb / \text{t}^{33} \text{u}^{33} \text{va}^{55} / ‘do’ has \text{DIR} \{ \text{t}^{33} \text{u}^{33} \} [away from the speaker].

0117. How many people came with you?

\[ [\etaa^{55} = \text{te}^{55} \, \text{hi}^{55} \, \text{ta}^{33} \, \text{la}^{55} \, \text{ra}^{33}] = \text{mi}^{55} \, \text{mu}^{33} \, \text{ni}^{33} \, \chi^{33} \text{ti}^{55} = \text{zu}^{33} \, \text{ndzu}^{33} \]

you with together come \text{NMR person how many CLS exist}

\[ \etae^{33}? \]

\text{DEC}

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

0118. Five or six people.

\[ \text{mu}^{33} \, \text{ni}^{33} \, \etaa^{33} / \text{te}^{55} \, \text{hi}^{55} = \text{zu}^{33} \, \text{ti}^{55} \, \text{ndzu}^{55} \, \etae^{33}. \]

person five six \text{CLS about exist DEC}

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

`na55 tu55 tsu55 ndu33 ne33-xu55 xi33 s655=pa55 qa33 = x655?`

you Dar rtse mdo DIR go MOD think SFX IRG DEC

/ `tu55-tsu55 ndu33` / (place name) < Tib. Dar rtse mdo
/ `ne33-xu55` / ‘go down to’ has DIR `{ne33-}` [down].
/ `xi33` / is a Modal put after a verb to express ‘need to; will’.
/ `s655=pa55 qa33 = x655?` / ‘are you thinking?’ SFX `{po}` [imperfect] appears as `/ pa /` in the 2nd person subject interrogative sentence. cf. below. Also see 0109 note.

0120. No, I’m not planning to go.

`ntu55 xu33 xi55 s655=po33 ntu55 = x655.`

I go MOD think SFX NEG DEC

0121. Do you want to go watch a movie?

`na55 tia33 ji55 kh33-ja55=re33 xu33 xi55 sa55=pa55 x655 = x655?`

you movie DIR watch to go MOD think SFX IRG DEC

/ `tia33 ji55` / ‘movie’ < Chn. diányìng
The verb `/ kh33-ja55` / ‘watch’ has DIR `{kh33-}` [non-specific direction].

0122. Yes, I want to.

`xu33 xi55 sa55 = pa55 x655.`

go MOD think SFX DEC

SFX `{po}` [imperfect] should appear as `/ po55 /` in the 1st person subject sentence, but speakers also use the allophone `/ pa55 /` which appeared in the previous 2nd person subject interrogative sentence.
TAKUMI IKEDA

0123. Will s/he come to our school?

\[\text{re}^{33}\text{tsu}^{55} \quad \text{ja}^{33}\text{na}^{55} \quad \text{la}^{33}\text{tseg}^{55} \quad \text{ki}^{33}\text{re}^{33} = \text{pi}^{55} \quad \text{re}^{33} = \\eta e^{55} \quad \text{ti}^{33}?\]

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

/ ja^{33}\text{na}^{55} / ‘our’ is the genitive form which derived from / ja^{33}\text{nuu}^{55} / ‘we’ [inclusive] + /ya^{33} / PCL [genitive].
/ la^{33}\text{tseg}^{55} / [la^{33}\text{tseg}^{55} \sim \text{le}^{33}\text{tseg}^{55}] ‘school’ < Tib. slob grwa

0124. Yes, s/he will.

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

come SFX DEC

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

\[\text{ne}^{33} = \text{ji}^{55} \quad \chi a^{33}\text{dzu}^{55} \quad \text{vu}^{33} = \text{pa}^{55} \quad [\eta e^{35} / \text{ni}^{35}]?\]

you AGT what do SFX DEC

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

0126. I’m going to wash clothes.

\[\eta e^{55} \quad \text{tse}^{55} \eta gtu^{55} \quad \text{no}^{33} = \text{bo}^{55} = \text{po}^{33} \quad \eta e^{55}.\]

I [AGT] cloth DIR wash SFX DEC

cf. 0078. ‘have sth to do’

0127. What is s/he going to do?

\[\text{re}^{33}\text{tsi}^{55} \quad \chi a^{33}\text{dzu}^{55} \quad \text{vu}^{33} = \text{pi}^{55} \quad \text{ni}^{35}?\]

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

\[ \text{ʔe}^{33}\text{tsi}^{55} \text{nu}^{55} \text{tse}^{55}\text{ŋgu}^{55} \text{na}^{33}-\text{ko}^{55}=\text{pi}^{33} \text{ni}^{55}. \]

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

0129. What are you doing?

\[ \text{na}^{55}=\text{ji}^{33} \text{\texta}^{33}\text{dzu}^{55} \text{vu}^{33}=\text{pa}^{55} \text{ni}^{55}? \]

you AGT what do SFX DEC

0130. I’m writing a letter.

\[ \text{ŋi}^{55} \text{yu}^{55}\text{ndu}^{33} \text{k}^{\text{h}\text{u}}^{33}-\text{ri}^{55}=\text{po}^{33} \text{ni}. \]

I [AGT] letter DIR write SFX DEC

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

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

0131. What are they doing?

\[ \text{ʔe}^{33} \text{ni}^{55} \text{\texta}^{33}\text{dzu}^{55} \text{vu}^{33}=\text{pi}^{55} \text{ni}^{35}? \]

they [AGT] what do SFX DEC

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

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

？ei33 ni55 kī33-zi55 =pi55 ni33.
they [AGT] DIR study SFX DEC

The verb / kī33-zi55 / 'study' has DIR {kī33-} [non-specific direction].

0133. What did you do?

na55=ji33 xa33dzu155 thē33-v1155 = sy55 ni35?
you AGT what DIR do SFX DEC

The vowel alternation in perfect SFX {sul55} agrees with the person of subject as follows:
/ jī55 (1st. AGT) || V =s055 ni33./; / ne55 (2nd. AGT) || V =sy55 ni33./; / u33tsi55 (3rd. AGT) || V =sul55 ni33./ cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

ni55 yū55 ndu33 ta33-za55 kī33-ri55 =so33 ni33.
I [AGT] letter one CLS DIR write SFX DEC

The verb / kī33-ri55 / 'write' has DIR {kī33-} [non-specific direction].

0135. What did they do?

？ei33 ni55 xi33dzu55 tū33-vu55 =su33 ni35?
they [AGT] what DIR do SFX DEC

The verb / tū33-vu55 / has DIR / tū33- / derived from {tū33-} [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 [-\(\varphi\)] th\(^{a}h\)^{33} -k\(^{h}\) e\(^{55}\) DEC / in Mu-nya. The subject takes the agentive form. The verb / th\(^{a}a\)^{33} -k\(^{h}\) e\(^{55}\) / ‘give’ has DIR {th\(^{a}h\)} [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 / tu\(^{33}\)-\(\varphi\) e\(^{55}\) / ‘speak; talk’ has DIR {tu\(^{33}\)} [up].
0140. He is talking to Blo bzang.

\[ ly^{33} za^{33} = le^{33} ke^{33} tca^{55} tuu^{33} = pi^{33} ni^{33} . \]

*Blo bzang* DAT words DIR talk SFX DEC

/ ke^{33} tca^{55} / ‘words; speech’ < Tib. *skad cha*

‘speak sth to sb’ takes the same syntactic frame as ‘give sth to sb’: / S = ji^{33} [AGT] ||

sb = le^{33} sth [- q] tuu^{33} = pi^{55} DEC / . cf. 0137, 0138.

0141. Could you help me?

\[ na^{33} = ji^{55} nuu^{33} = ya^{55} tu^{55} yo^{55} khu^{33} - tcar^{55} ha^{33} = t^b v^{55}? \]

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.

/ t^b v^{55} / ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

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

I [AGT] you GNT DIR help CLS MOD

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

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

\[ \text{na}^{33}=\text{ya}^{55} \quad \text{qho}^{55}\text{-ko}^{55} \quad \text{xi}^{33} \quad \text{ti}^{35}? \]

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

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

0144. Please explain this to me.

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

'I DAT explanation one time DIR speak MOD

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

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

\[ \eta \text{i}^{55} \quad \text{tu}^{33}\text{-nu}^{55} \quad \text{na}^{33}=\text{le}^{55} \quad \text{ta}^{33}=\text{ra}^{55} \quad \text{tu}^{33}\text{-ce}^{55} \quad \text{fa}^{55}=\text{ti}^{33}? \]

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

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

0146. Okay! Please tell me once more.

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

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

\[ \text{n}a^{33}\text{na}^{55} \quad [\text{q}^{55}\text{u}^{33}\text{-t}^{15}\text{o}^{55}=\text{ru}^{33}=\text{ya}^{33}\text{ t}^{55}\text{c}^{33}] \quad =\text{k}^{55}\text{u}^{33} \quad \text{ya}^{33}\text{dzu}^{55}\text{v}^{33}\text{u}^{33}\text{v}^{33}\text{r}^{33}\text{n}^{33}\text{ti}^{55}] \]

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

\[ \text{=ri}^{33} \quad \text{ndu}^{33} \quad \text{ti}^{55}\text{v}^{33}\text{n}^{33}\text{u}^{55}\text{t}^{55}\text{y}^{33}\text{e}^{33}\text{t}^{33}\text{e}^{55}\text{y}^{33} \quad \text{khU}^{55} \quad \text{Za}^{33}\text{dZU}^{55}\text{V}^{33}\text{U}^{13}\text{33} \]

NMR exist DEC

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

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

\[ / \text{q}^{55}\text{u}^{33}\text{-t}^{15}\text{o}^{55}=\text{ru}^{33}=\text{ya}^{33}\text{ t}^{55}\text{c}^{33} / \quad \text{‘house/room for meeting’} \quad > \quad \text{‘conference room’} \]

\[ / \text{q}^{55}\text{u}^{33}\text{-t}^{15}\text{o}^{55} / \quad \text{may consist of} \quad \text{DIR} \quad \{\text{k}^{55}\text{u}^{33}\} \quad \text{[non-specific direction]} \quad + \quad / \text{ts}^{55}\text{h}^{33} / \]

‘gathering’ < Tib. tshogs

0148. We want to have a party.

\[ \text{nu}^{33}\text{na}^{55} \quad \text{xu}^{55} \quad \text{t}^{33}\text{A}^{33}\text{t}^{15}\text{h}^{55} \quad \text{q}^{33}\text{u}^{33}\text{t}^{15}\text{i}^{55} \quad =\text{pe}^{33} \quad 1^{33}\text{,t}^{33}\text{,t}^{33}\text{h}^{55} \quad \text{q}^{33}\text{h}^{33}\text{e}^{33}\text{hi}^{55} \quad =\text{pe}^{33} \quad \text{nu}^{33}\text{.} \]

we (pl.) night meeting DIR hold SFX DEC

The verb \[ q^{33}\text{u}^{33}\text{-t}^{15}\text{hi}^{55} / \quad \text{has} \quad \text{DIR} / \quad q^{33}\text{u}^{33}\text{/-} / \quad \text{derived from} \quad \{k^{55}\text{u}^{33}\} \quad \text{[non-specific direction]} \]

0149. What are they doing in the classroom?

\[ \text{?}^{33}\text{n}^{35} \quad [\text{ki}^{33}\text{-zi}^{55}=\text{ru}^{33}\text{ t}^{55}\text{c}^{33}] \quad =\text{k}^{55}\text{u}^{33} \quad \text{chi}^{33} \quad \text{t}^{55}\text{e}^{55}=\text{pi}^{33}\text{v}^{35}\text{?} \]

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

\[ / \text{?}^{33}\text{n}^{35} / \quad \text{‘they’} \quad \text{[agentive]} \quad < \quad / \text{?}^{33}\text{nu}^{55} / \quad \text{‘they’ (pl.)} \quad + \quad / \text{ji}^{55} / \quad \text{PCL [agentive]} \]

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

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

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

0151. Has dawn come?

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

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

0152. Yes, dawn has come.

\[\text{sky break DEC}\]

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

0153. Did the bell ring?

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

"/tši^{55}bu^{55}/ ‘bell’ < Tib. dril bu.

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

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

Negatives come between pfx and stem of the verb as / tō^{33}-nda^{55} / ‘rang’ \(\Rightarrow\) / tu^{33}-

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

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

\[
\text{na}^{33}=\text{ji}^{55}\text{ xo}^{33}\text{je}^{55}\text{ ne}^{33}=\text{xo}^{55}\text{ tʰa}^{33}=\text{da}^{55}\text{ thə}^{55}=\text{ra}^{33}?
\]

\(\text{thə}^{55}=\text{ra}^{33}\)

\(\text{you} \ [\text{AGT}] \ \text{face} \ \ \text{DIR wash} \ \text{DIR finish} \ \text{IRG} \ \text{DEC}\)

/ tʰa^{33}-da^{55} / ‘finish’ comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of DIR \{tʰe^{33}-\} [away from the speaker], and the vowel in the stem agrees with the 2nd person subject.

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

\[
\text{ni}^{55}\text{ xo}^{33}\text{je}^{55}\text{ ne}^{33}=\text{xo}^{55}\text{ tʰa}^{33}=\text{do}^{55}.
\]

\(\text{I} \ [\text{AGT}] \ \text{face} \ \ \text{DIR wash} \ \text{DIR finish}\)

‘finish doing’ is expressed as / S =\text{ji}^{55} [\text{AGT}] || V tʰ\text{a}^{33}=\text{do}^{55} (\text{ra}^{33}) /.

The vowel of / tʰ\text{a}^{33}=\text{do}^{55} / agrees to the person of the subject, (1st) / tʰ\text{a}^{33}=\text{do}^{55} /;

(2nd) / tʰ\text{a}^{33}=\text{da}^{55} / ; (3rd) / tʰ\text{a}^{33}=\text{di}^{55} /.

0157. Have they finished eating?

\[
\text{ni}^{33}\text{ ndzu}^{55}\text{ xā}^{33}=\text{ndzu}^{55}\text{ tʰa}^{33}=\text{di}^{55}\text{ thə}^{33}=\text{ra}^{33}?
\]

\(\text{thə}^{33}=\text{ra}^{33}\)

\(\text{they} \ [\text{AGT}] \ \text{meal} \ \ \text{DIR eat} \ \text{DIR finish} \ \text{IRG} \ \text{DEC}\)
0158. Yes, they have finished eating.

fiá³³-ndzu⁵⁵ tʰa³³-di⁵⁵ ra³³.

DIR eat DIR finish DEC

0159. Did you see bKra shis?

na³³=ji³⁵ tša⁵⁵-ci⁵⁵ ?a⁵⁵ = ta³³?

you AGT bKra shis IRG see

0160. No, I didn’t see (him).

mr³³ = tø⁵⁵.

NEG see

0161. Do you remember that?

tø⁵⁵-nda⁵⁵ -tsu⁵⁵ na³³ =ji³⁵ ngur³³ -çA³⁵ [?a⁵⁵ = pi³³ / ?e⁵⁵ = su⁵³

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

/?e⁵⁵ = ra³³]?

IRG DEC

The verb / ngur³³ -çA³⁵ / has DIR {ngur³³} [towards the speaker]. The distribution of Suffixes and Declaratives by aspect and tense is as follows:

/ ngur³³ -çA³⁵ ?a⁵⁵ = pi³³ / imperfect / present
/ ngur³³ -çA³⁵ ?e⁵⁵ = su⁵³ / perfect / past
/ ngur³³ -çA³⁵ ?e⁵⁵ = ra³³ / perfect / present [+realize]
0162. I remember now.

ηгу thuê =пъи imperfect / present
ηгу thuê =сут perfect / past
ηгу thuê ръ perfect / present [+ realize]

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

на =йи пъ юу нду къи зи лъ =нда [ни / ръ]?
you AGT Tibetan letters DIR study IRG have DEC

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

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

ни пъ юу нду къи зи мо лъ =нда (ръ).
I AGT Tibetan letters DIR study NEG have DEC

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

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

?э тси пъ юу нду къи зи лъ =нда ни [ръ]?
s/he AGT Tibetan letters DIR study IRG have DEC

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

?э тси пъ юу нду къи зи ндо ни.
s/he AGT Tibetan letters DIR study have DEC
0167. **Can you speak Tibetan?**

\[ \text{na}^{55} = \text{ji}^{55} \ \text{pu}^{55} \ \text{sū}^{55} \ \text{?u}^{33} = \text{na}^{55} \ \text{ηe}^{33}? \]

you \ \text{AGT} \ \text{Tibetan} \ \text{IRG} \ \text{KNOW DEC}

/ \text{pu}^{55} \text{sū}^{55} / \text{‘Tibetan (language)’} < \text{Tib. bod gsung}

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

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

0168. **I only know a few Tibetan sentences.**

\[ \text{ṛji}^{55} \ \text{pu}^{55} \ \text{sū}^{55} \ \text{dā}^{33} \ \text{nu}^{55} \ \text{ts}^{h}i^{33} \ \text{me}^{33} \ \text{to}^{55} \ \text{nū}^{33} = \ \text{ne}^{55} \ \text{ηe}^{33}. \]

I \ [AGT] \ \text{Tibetan} \ \text{a few} \ \text{except for} \ \text{NEG} \ \text{KNOW DEC}

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

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

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

\[ \text{ḥtsi}^{55} \ \text{pu}^{55} \ \text{sū}^{55} \ \text{?u}^{33} = \ \text{ni}^{55} \ \text{ni}^{33}? \]

s/he \ [AGT] \ \text{Tibetan} \ \text{IRG} \ \text{KNOW DEC}

0170. **His Tibetan is very good.**

\[ \text{ḥe}^{33} \ \text{tsi}^{55} \ \text{pu}^{55} \ \text{sū}^{55} \ \text{ja}^{55} \ \text{ṭu}^{33} \ \text{ṭe}^{h}o^{55} \ \text{ni}^{55} \ \text{ni}^{33}. \]

s/he \ [AGT] \ \text{Tibetan} \ \text{good exactly} \ \text{KNOW DEC}

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

/ \text{ṭu}^{33} \text{ṭe}^{h}o^{55} / \text{‘exactly, definitely’} < \text{Tib. thag chod}
0171. Did you see (Have you seen) Lha mo?

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

you AGT Lha mo IRG see

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

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

0172. No, I haven’t seen her.

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

I [AGT] her NEG see

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

cf. / na^{55} tsu^{33} / 'I do not see her.'

0173. Are you going out to the market now?

(a) \[
\text{na}^{33} \text{ tu}^{55} \text{ h}^{55} \text{ xu}^{33} = \text{ pa}^{55} \ ?a^{55} = \text{ ne}^{33}?
\]

you now market in go SFX IRG DEC

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

/ t\text{h}^{55} / 'market' < Tib. khrom

(b) \[
\text{na}^{33} \text{ tu}^{55} \text{ h}^{55} \text{ na}^{33} - \text{nda}^{55} \ ?a^{55} = \text{ ne}^{33}?
\]

you now market in DIR go IRG DEC

/ na^{33}-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) ṇnu³³ teʰu⁵⁵ tsʰ=e⁵⁵=kʰu⁵⁵ xu⁵⁵ ṇnu³³ = pe³³ ṇb³³.
   I now market in go NEG SFX DEC

(b) ṇnu³³ teʰu⁵⁵ tsʰ=e⁵⁵=kʰu⁵⁵ ma³³ = ndo⁵⁵.
   I now market in NEG go 

0175. Where did bKra shis and the others go?

tṣa⁵⁵ ci³³ ?e³³ nu³³ ṇb⁵⁵ tʰΛ⁴³-ra³³?
bKra shis they where DIR gone

/tʰΛ⁴³-ra³³/ ‘(has) gone’ contains DIR {tʰ³³-} [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.

?e³³ nu³³ pâ⁵⁵=pu³³ tʰ=e⁵⁵-nteʰ=e⁵³ =rb³³ ra³³.
they plain on DIR picnic to gone

/pâ⁵⁵/ ‘plain’ < Tib. spang
/tʰ=e⁵³-nteʰ=e⁵³/ ‘picnic (v)’ contains DIR {tʰ³³-} [away from the speaker].

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

teʰu⁵⁵ ṇe³³ nu³³ wb⁵⁵=kʰ=e³³ kʰu³³-tṣa⁵³ =su³³ ṇa³³ = ndu⁵⁵?
now they that place DIR arrive SFX IRG exist

/kʰu³³-tṣa⁵³/ ‘arrive’ contains DIR {kʰu³³-} [non-specific direction].
0178. By now they have probably gotten there.

\[ t\text{ch}u^{55} \text{kh}u^{33} \text{ts}a^{53} = su^{33} \text{n}du^{55}. \]

now DIR arrive SFX exist

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

\[ na^{33} nu^{55} \text{pa}^{55} = pu^{33} t\text{h}b^{33} - nt\text{h}b^{53} = \text{re}^{33} xu^{33} = su^{55} ?a^{33} = \eta e^{55} ti^{33} ? \]

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

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

xu^{33} / in Mu-nya.

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

\[ \eta e^{35}. \eta u^{33} nu^{55} \text{nd}q^{33} q^{h} a^{55} t\text{h}b^{33} - nt\text{h}b^{53} = \text{re}^{33} tu^{33} - xe^{55} \eta e^{33}. \]

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

/ tu^{33} - xe^{55} / ‘went (up)’ contains a DIR {tu^{33} - } [up].
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0181. Did you go somewhere far away?

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

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

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

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

Are you going somewhere far away?

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

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

0182. Not very far.

\[
\text{qh}^{55} \text{ra}^{33} = \text{pa}^{33} \text{me}^{33} = \text{ti}^{55}. 
\]

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

far away so NEG DEC

\[
\text{qh}^{55} \text{ra}^{33} = \text{pa}^{33} \text{ne}^{33} = \text{ne}^{55}. 
\]

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

far away so NEG DEC

The partial negation is expressed as \(/ \text{Adj} = \text{pa} \text{NEG DEC} / . \) 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 / xu^{33}=/ (negation for imperfect aspect) + DEC / ne^{55} / (evidential [+confirm]) expresses 'It is not so far away. (The speaker has not been there, so answered depending on his knowledge)'.

0183. What time did you get up this morning?

\[
\text{pu}^{33}\text{si}^{55} \text{ne}^{33}\text{ne}^{55} \text{na}^{55} \text{?a}^{33}\text{ts}^{55} = \text{pu}^{33} \text{tu}^{33}\text{re}^{55}? 
\]

today morning you when on DIR get up

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

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

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

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\[ \text{tc}^{h}\text{u}^{33}\text{ts}^{h}\text{u}^{55} \text{xa}^{33}\text{ti}^{55} = \text{pu}^{33} \text{nd}^{33}\text{qh}^{53} \text{tq}^{33} - \text{tse}^{55} \text{ra}^{35}? \]

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

\text{ta}^{33}\text{-tse}^{55} / ‘arrive’ contains \text{DIR} \{\text{tui}^{33}\} \text{[up]}, \text{cf.} 0177 note.

0186. We got to the mountain at nine.

\[ \text{tc}^{h}\text{u}^{33}\text{ts}^{h}\text{u}^{55} \text{ng}^{33}\text{lo}^{55} = \text{lu}^{55} \text{pu}^{33} \text{nd}^{33}\text{qh}^{53} \text{tq}^{33} - \text{tse}^{55}. \]

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

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

0187. Did many people go for a picnic today?

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

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

This is the sentential predicate construction. The main subject of this sentence / \{t^{h}e^{33}-\text{nte}^{h}e^{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.

[tʰɛ̃33-nɛ̃ɛ̃33 xú33] = mi̤55 mṳ33 ni̤55 ka̤33 ji̤53 ti̤33.

/ ka̤33 ji̤55 / ‘many, much’ ⇔ / ni̤33 ni̤55 / ‘few, little’

DEC / ti̤33 / represents the evidential [+confirm], which expresses the speaker went to picnic and saw many people attended.

0189. Did you have fun today?

ptũ33 si̤55 tci̤33 pṳ55 ?ɛ̃55 = ra̤33?

/ tci̤33 pṳ55 / ‘pleasant’ < Tib. skyid po

0190. Yes, I had a good time!

tci̤33 pṳ55 ra̤33.

DEC / ra̤33 / 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?

nã33 nû55 he̤55-ce̤33 he̤55 = ra̤33?

/ fia̤55-ce̤33 / ‘tired [v.]’ contains DIR {fia̤33-} [go downstream].
0192. No, I’m not tired

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

DIR NEG tired DEC

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

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

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

hilltop rain DIR fall IRG DEC

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

0194. It didn’t rain at all.

\[ \text{ru}^{33}\text{tc}^{55} \text{ tu}^{33}=\text{lo}^{55}=\text{nu}^{45} \text{ ne}^{33} - \text{me}^{33}= \text{q}^{33}\text{v}^{55} \text{ ra}^{35}. \]

rain one CLS yet DIR NEG fall DEC

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

0195. Will people be going there tomorrow as well?

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

tomorrow also that place go NMR exist IRG DEC

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

/ wA^{33}\text{k}^{33}\text{a}^{55} / ‘that place’ ⇔ / ru^{33}\text{k}^{33}\text{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?

\[ sa^{33} su^{55} nu^{55} ng^{33} - q^{33} a^{55} [ ? a^{33} = \sigma^{55} / ? a^{33} = vu^{55}] ? \]

tomorrow also DIR fall IRG MOD IRG MOD

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

0198. I doubt it will rain tomorrow.

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

tomorrow DIR fall NEG MOD

V + / nu^{33} = vu^{55} / expresses ‘will not do’.

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0199. If (we) leave early, we can probably get there by eight o’clock, right?

A sentence + / tʰϕ^55 ni^55 / expresses ‘If ~’.  
/ tʰϕ^53 / is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’. See 0141 note.

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

A sentence + / tʰϕ^55 ni^55 / expresses ‘If ~’.  
/ tʰϕ^53 / is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’. See 0141 note.
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 /, / je33 /, and / ti33 /. They represent evidentiality of the statement by the speaker. / ni33 / is used for general statements, / je33 / is used for statement with certainty, and / ti33 / expresses confirmation or discovery. / ni33 / and / ti33 / are often combined together as / ni33 ti55 /, but the order cannot be reversed: */ ti55 ni33 /. The / je33 / 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 / je33 / + / 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 / je / and pronounce the sequence as / je55 ni33 /. Their distribution over persons of the subject are as follows:

<table>
<thead>
<tr>
<th>subject</th>
<th>indicative</th>
<th>negative</th>
<th>interrogative</th>
<th>WH-question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>ni33     /  ti33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td></td>
<td>ni33     /  ni33</td>
<td>a33 = je55 /  ti33</td>
<td>je33 /  ti33</td>
</tr>
<tr>
<td>3rd person</td>
<td>ni33</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.

/ je33 / : certain statement [+certain, -confirm], generally used in the 1st person subject sentence. When it is used with 3rd person or things for the subject in the sentence, it means recollection with certainty by the speaker in his mind.

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

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

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

Direction-marking Verb prefixes

<table>
<thead>
<tr>
<th>Direction</th>
<th>prefix (Vstem)</th>
<th>Direction</th>
<th>prefix (Vstem)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. upward</td>
<td>tui -</td>
<td>5. towards the speaker</td>
<td>ngtu -</td>
</tr>
<tr>
<td>2. downward</td>
<td>ne -</td>
<td>6. away from the speaker</td>
<td>thr -</td>
</tr>
<tr>
<td>3. to upper stream</td>
<td>yul -</td>
<td>7. rounding</td>
<td>ruz -</td>
</tr>
<tr>
<td>4. to down stream</td>
<td>fia -</td>
<td>8. non-specific direction</td>
<td>kʰtu -</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’
/ yul33 xu55 / ‘go upper stream’
/ ngu33 rA55 / ‘come over’
/ fia33 xu55 / ‘go down stream’
/ mb33 xu55 / ‘go down’
/ fia33 xu55 / ‘go down stream’
/ th33 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. / fia33 ndzu55 / ‘eat’), uncontrollable verbs (e.g. / tʰα33 qa55 / ‘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 {su} [perfect], or on the stem when the verb takes no suffix.
A. Distribution of Declaratives with controllable Verb

**imperfect (present; progressive)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg./pl.):</td>
<td>cV =po$^{55}$ni$^{33}$</td>
<td>cV =po$^{55}$ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg./pl.):</td>
<td>cV =pe$^{55}$ni$^{33}$</td>
<td>cV =pa$^{55}$ŋe$^{33}$? (IRG)</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (sg./pl.):</td>
<td>cV =pi$^{55}$ni$^{33}$</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 =so$^{55}$ni$^{33}$</td>
<td>cV ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>cV =sy$^{55}$ni$^{33}$</td>
<td>*</td>
<td>cV ra$^{33}$</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>cV =su$^{55}$ni$^{33}$</td>
<td>*</td>
<td>cV ra$^{33}$</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>cV =su$^{55}$ni$^{33}$</td>
<td>*</td>
<td>cV ra$^{33}$</td>
</tr>
</tbody>
</table>

Example of controllable Verb: \( / fia^{33}-ndzu^{55} / \) ‘eat’

**imperfect (present; progressive)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>fia$^{33}$-ndzu$^{55}$ =po$^{33}$ni$^{33}$</td>
<td>fia$^{33}$-ndzu$^{55}$ =po$^{55}$ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =pe$^{33}$ni$^{33}$</td>
<td>fia$^{33}$-ndzu$^{55}$ =pa$^{55}$ŋe$^{33}$? (IRG)</td>
<td>*</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =pi$^{33}$ni$^{33}$</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>fia$^{33}$-ndzu$^{55}$ =so$^{33}$ni$^{33}$</td>
<td>fia$^{33}$-ndzu$^{55}$ ŋe$^{33}$</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =sy$^{33}$ni$^{33}$</td>
<td>*</td>
<td>fia$^{33}$-ndzi$^{55}$ ra$^{33}$</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia$^{33}$-ndzu$^{55}$ =su$^{33}$ni$^{33}$</td>
<td>*</td>
<td>fia$^{33}$-ndzu$^{55}$ ra$^{33}$</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>fia$^{33}$-ndzu$^{55}$ =su$^{55}$ni$^{33}$</td>
<td>*</td>
<td>fia$^{33}$-ndzu$^{55}$ ra$^{33}$</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>imperfect (present; progressive)</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[-certain, -realize]</td>
<td>[+certain]</td>
</tr>
<tr>
<td>1st person (s/p):</td>
<td>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:** /thα33qa55/ ‘scared’

<table>
<thead>
<tr>
<th>Subject</th>
<th>imperfect (present; progressive)</th>
<th>perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>general statement</td>
<td>[+certain]</td>
</tr>
<tr>
<td>1st person (s/p):</td>
<td>tʰα33qa55 ti33</td>
<td>tʰα33qa55 ra33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>tʰα33qa55 pi33 *</td>
<td>tʰα33qa55 ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>tʰα33qa55 pi33 *</td>
<td>tʰα33qa55 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 ηv33</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>ηv33 = stV ηv33 (IRG)</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>stV/Adj ni33</td>
<td>(stV/Adj ηv33)</td>
<td>stV/Adj ti33</td>
</tr>
</tbody>
</table>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes {pr}[imperfect] nor {su}[perfect], showing an almost identical distribution to Adjectives in their combination with person of the subject and Declarative. The only difference is: stative Verb + DEC. in the 1st person subject sentence must use /ηv33/ as /ηv53 = ji35 /ndze55 ηv33/ ‘(I) have’ and cannot be said as */ ndze55 ni33 /; Adjective + DEC. must use /ni33/ as /(ηv53) ki33k3η55 ni33/ ‘(I am) big’, and if one say as */ ki33k3η55 ηv33/ then it will mean ‘I AM big,’ with the nuance of “you didn’t know, did you?” or “whether you believe it or not” as a kind of special situation.
**Example of stative Verb:** / ndzu⁵⁵ / ‘have’

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+certain]</th>
<th>[+realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (sg.):</td>
<td>*</td>
<td>ndzu⁵⁵/ndzu⁵⁵ ni³³</td>
<td>*</td>
</tr>
<tr>
<td>(pl.):</td>
<td>*</td>
<td>ndze⁵⁵ ni³³</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>ndzu⁵⁵ ni³³</td>
<td>v³³= ndze⁵⁵ ni³³ (IRG)</td>
<td>ndzu⁵⁵ ti³³</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndze⁵⁵ ni³³</td>
<td>v³³= ndze⁵⁵ (ni³³) ? (IRG)</td>
<td>ndze⁵⁵ ti³³</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ni³³</td>
<td>(ndzy⁵⁵~ndzi⁵⁵ ni³³)</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ti³³</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ni³³</td>
<td>(ndzy⁵⁵~ndzi⁵⁵ ni³³)</td>
<td>ndzy⁵⁵~ndzi⁵⁵ ti³³</td>
</tr>
</tbody>
</table>

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

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

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

*/ ki³³ke⁵⁵ ni³³ / under 3rd person subject means ‘I KNOW (s/he is) big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.
What is this?
This is a book.
Whose book is this?
This is my book.
Whose pen is it?
It is mine.
Is this your ink?
Yes. It is my ink.
Is that his/her bamboo pen?
No. That is not his/her bamboo pen.
Who are you?
I’m bKra shis.
Who is this person?
S/he is my classmate.
Are you a teacher?
No. I’m not a teacher.
Is s/he also a student?
Yes. S/he is a student, too.
Which class are you in?
I’m in the Tibetan class.
Is s/he a student at the Nationalities Cadre School?
No, s/he is a student at the Nationalities Teacher Training School.
Who sweeps the floor today?
Me.
Who played ball yesterday?
The students from the math class.
Where is your hometown?
I’m from sDe dge.
Is s/he from Dar rtse mdo?
No, s/he is from dKar mdzes.
Whose child is this?
It is Blo bzang’s family’s (child).
How old is s/he? (For children below the age of ten)
He is ten (this year).
Are you Han-Chinese or Tibetan?
I'm Han-Chinese. Does s/he study Chinese or Tibetan?  
S/he studies Tibetan. What is the date today?  
Today is May first. What day of the week is it today?  
Today is Friday. What time is it now?  
Five past ten. Is this folding knife sharp?  
This folding knife is very sharp. Is your pen new?  
My pen is brand new. How are you?  
I'm fine. How's bKra shis?  
bKra shis is fine. How is the harvest this year?  
The harvest is good. Is your family okay?  
They (We) 're fine. Can I write it like this?  
Yes, you can (write it this way). Did I write this correctly?  
Yes! Did I write this word/letter/character well?  
You wrote it very well. Do you have a small knife?  
Yes, I have a knife. Does s/he have a bamboo pen?  
S/he has a good bamboo pen. How many Tibetan textbooks do you have?  
I only have one Tibetan textbook. How many dictionaries does s/he have?  
S/he only has one dictionary. How many people are there in your family?  
There are six people in my family. How many people are there in his/her family?
There are seven or eight people in his family.
What do you do (are you doing) today?
I don’t have anything to do today.
What do you need to do now?
I need to wash clothes now.
Where was bKra shis just now?
bKra shis was in the classroom just now.
Who else is in the classroom?
Tshe ring and Blo bzang were.
What is on the platform?
There are books and chalk.
What are those people doing?
They are all buying books.
What kind of books are for sale?
There are all kinds of books for sale.
What’s your name?
My name is Tshe ring.
What’s his/her name?
His name is Don grub.
Where are you going?
I’m going over there.
What are you going to do?
I’m going to borrow (a) book(s).
Where did s/he go?
S/he went out (to town).
What did s/he go to do?
S/he went to buy some stuff.
Do you want to go to the library?
Yes, I want to go and read the dKar mdzes daily.
Shall we both (dual) go together?
Okay! Let’s both go together.
Did s/he go to see his teacher?
Yes, s/he did.
Where are you from?
I am from Li thang.
Where is s/he from?
S/he is from Chab mdo.
When did you go?
0112. 我昨天去的。
I went yesterday.
0113. 你俩一同来的吗?
Did you both come together?
0114. 不！我一个人来的。
No! I came alone.
0115. 你来了多少天了?
How long ago has it been since you come?
0116. 我来了很多天了。
I came many days ago.
0117. 跟你一同来的有多少人?
How many people came with you?
0118. 有五、六个人。
Five or six people.
0119. 你打算到康定去吗?
Are you planning to go to Dar rtse mdo?
0120. 我不打算去。
No, I’m not planning to go.
0121. 你想去看电影吗?
Do you want to go watch a movie?
0122. 想去。
Yes, I want to.
0123. 他要到我们学校来吗?
Will s/he come to our school?
0124. 要来。
Yes, s/he will.
0125. 你要做什么?
What are you going to do?
0126. 我要洗衣服。
(What do you want to do?)
0127. 他要做什么?
I’m going to wash clothes.
0128. 他也要洗衣服。
What is s/he going to do?
0129. 你在做什么?
S/he is going to wash clothes, too.
0130. 我在写信。
What are you doing?
0131. 他们在做什么?
I’m writing a letter.
0132. 他们在学习。
What are they doing?
0133. 你做什么了?
They are studying.
0134. 我写了封信。
What did you do?
0135. 他们做什么了?
I wrote a letter.
0136. 他们跳藏舞了。
What did they do?
0137. 扎西给了你什么?
They danced Tibetan dances.
0138. 他给了我一本书。
What did bKra shis give you?
0139. 老师在对谁讲话?
He gave me a book.
0140. 在对洛绒讲话。
Who is the teacher talking to?
0141. 你帮助我一下好吗?
He is talking to Blo bzang.
0142. 我当然要帮你。
Could you help me?
0143. 你需要什么帮助?
Of course I’ll help you.
0144. 请帮我讲解一下吧。
What do you need to help?
0145. 我再给你讲一遍好吗?
Please explain this to me.
0146. 好！请再讲一遍。
I’ll tell you one more time, all right?
0147. 你们要在会议室里做什么?
Okay! Please tell me once more.
0148. 我们要开个晚会。
What are you going to do in the conference room?
We want to have a party.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0149. 他们在教室里做什么?
What are they doing in the classroom?
0150. 他们在教室里唱歌。
They are singing in the classroom.
0151. 天亮了没有?
Has dawn come?
0152. 天亮了。
Yes, dawn has come.
0153. 打铃了吗?
Did the bell ring?
0154. 还没有。
Not yet. (It hasn’t rung yet.)
0155. 你想洗脸了吗?
Did you wash your face?
(Have you washed your face?)
0156. 我洗完了。
Yes, I did. (Yes, I have washed my face.)
0157. 他们吃完饭了吗?
Have they finished eating?
0158. 吃完了。
Yes, they have finished eating.
0159. 你看见扎西了吗?
Did you see bKra shis?
0160. 没有看见。
No, I didn’t see (him).
0161. 那件事你想起来了吗?
Do you remember that?
0162. 现在我想起来了。
I remember now.
0163. 你学过藏文吗?
Did you study Written Tibetan?
(Have you studied Written Tibetan?)
0164. 我没有学过藏文。
I didn’t study (haven’t studied) Written Tibetan.
0165. 他学过藏文吗?
Has s/he studied Written Tibetan (before)?
0166. 他学过藏文。
Yes, s/he has studied Written Tibetan.
0167. 你会藏话吗?
Can you speak Tibetan?
0168. 我只会几句藏话。
I only know a few Tibetan sentences.
0169. 他懂藏语吗?
Does s/he know (understand) Tibetan?
0170. 他藏语非常好。
His Tibetan is very good.
0171. 你见到拉姆没有?
Did you see (Have you seen) Lha mo?
0172. 我没有见到她。
No, I haven’t seen her.
0173. 你现在到街上去吗?
Are you going out to the market now?
0174. 我现在不到街上去。
No, I’m not going out now.
0175. 扎西他们哪里去了?
Where did bKra shis and the others go?
0176. 他们去坝子去了。
They went to the playground.
0177. 不知道他们现在到那里没有?
I wonder if they’ve arrived there (yet).
0178. 现在可能到了。
By now they have probably gotten there.
0179. 你们去坝子了吗?
Did you (pl.) go to the playground?
0180. 是的。我们到山上要去了。
Yes, we went up the mountain to have a picnic.
0181. 你们去的地方远吗?
Did you go somewhere far away?
0182. 不很远。
Not very far.
0183. 今早，你们何时起床的?
What time did you get up in this morning?
0184. 早上六点钟起床的。
We got up at six (in the morning).
0185. 几点钟到山上的？
What time did you get to the mountain?
0186. 九点钟到山上。
We got to the mountain at nine.
0187. 今天去玩的人多吗？
Did many people go for a picnic today?
0188. 去玩的人非常多。
Lots of people went for a picnic.
0189. 今天玩好了吗？
Did you have fun today?
0190. 挺好了！
Yes, I had a good time!
0191. 你们累了吗？
Are you tired?
0192. 不累。
No, I’m not tired.
0193. 山上下雨了吗？
Did it rain (when you were) on the mountain?
0194. 一点也没有下雨。
It didn’t rain at all.
0195. 明天也有人去那里吗？
Will people be going there tomorrow as well?
0196. 听说明天也有人去。
They’re saying that people will go tomorrow as well.
0197. 明天会不会下雨啊？
Will it rain tomorrow?
0198. 明天不会下雨吧！
I doubt it will rain tomorrow.
0199. 走早些八点钟可能到得了吗？
If (we) leave early, we can probably get there by eight o’clock, right?
0200. 可能到得了。
You (We) probably can arrive (on time).