<table>
<thead>
<tr>
<th>Title</th>
<th>200 Example Sentences in the Mu-nya Language (Tanggu Dialect)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Type</td>
<td>Departmental Bulletin Paper</td>
</tr>
</tbody>
</table>
200 Example Sentences in the Mu-nya Language

(Tanggu Dialect)

Takumi IKEDA

Preface

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

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

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

This paper records the expressions of the Mu-nya Tanggu 淙古 (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 (Gònggāshān xiāng 贡嘎山乡; 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?

\[\text{?e}^3\text{tsu}^5\text{5} \quad \chi^a^{33} \text{dzu}^5\text{5} \quad \text{ni}^{35}?\]
this what DEC

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

0002. This is a book.

\[\text{?e}^3\text{tsu}^5\text{5} \quad \gamma^u^{33} \text{ndu}^5\text{5} \quad \text{ni}^{33}.\]
this book DEC

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

0003. Whose book is this?

\[\text{?e}^3\text{tsu}^5\text{5} \quad \chi^a^{55} \text{na}^{33} \quad \gamma^u^{33} \text{ndu}^5\text{5} \quad \text{ni}^{35}?\]
this whose book DEC

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

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

0004. This is my book.

\[\text{?e}^3\text{tsu}^5\text{5} \quad \eta^{55} =\gamma^a^{55} \quad \gamma^u^{33} \text{ndu}^5\text{5} \quad \text{ni}^{33}.\]
this I GNT book DEC

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

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

pen whose DEC

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

0006. It is mine.

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

pen I GNT DEC

0007. Is this your ink?

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

this you GNT ink IRG DEC

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

0008. Yes. It is my ink.

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

DEC I GNT ink DEC
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0009. Is that his/her bamboo pen?

\text{\textit{wɔ}33\textit{tsu}55 \textit{ʔe}55\textit{tsu}33=\textit{ya}35 \textit{nu}33\textit{ku}55 \textit{he}33= \textit{ŋe}55 \textit{ti}33?}

That  s/he  GNT  pen  IRG  DEC

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

Proximal / \textit{ʔe}33\textit{tsu}55/ ‘this’ ‘s/he’ [sg.]  / \textit{ʔe}33\textit{nu}55/ ‘these’ ‘they’ [pl.]

Distal / \textit{wɔ}33\textit{tsu}55/ ‘that’ ‘s/he’ [sg.]  / \textit{wɔ}33\textit{nu}55/ ‘those’ ‘they’ [pl.]

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

\text{\textit{nu}33= \textit{ŋe}55 \textit{ti}33. \textit{ʔe}33\textit{tsu}55=\textit{ya}33 \textit{nu}33\textit{ku}55 \textit{nu}33= \textit{ŋe}55 \textit{ti}33.}

NEG  DEC  s/he  GNT  pen  NEG  DEC

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

0011. Who are you?

\text{\textit{na}55 \textit{ya}55\textit{nu}33 \textit{ŋe}35?}

You  who  DEC

This IRG sentence assumes the answer will use DEC / \textit{ŋe}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.

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

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: \([tša^{55}ci^{33}] < \text{Tib.} \, \text{bKra shis.}\)

0013. Who is this person?

\[ ?\text{r}^{33} \text{tsu}^{55} \overset{χa}{33} \text{nu}^{33} \text{ni}^{33}? \]

s/he who DEC

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

0014. S/he is my classmate.

\[ ?\text{r}^{33} \text{tsu}^{55} \overset{ŋu}{55} = \overset{χa}{33} \overset{kʰi}{33} \overset{zi}{55} \overset{mi}{33} \overset{ndzu}{35} \text{ni}^{33}. \]

s/he I GNT student friend DEC

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

0015. Are you a teacher?

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

you teacher IRG DEC

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

The interrogative forms of Declaratives are: / ña^{33} = ni^{55}? /, / ńę^{33} = ńę^{55}? /, and / ūę^{33} = ūę^{55}tį^{33}? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form */ ña^{33} = ti^{55}? /.
0016. No. I’m not a teacher.

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

IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

\[ ?\text{v}^{33} \text{tsu}^{55} = \text{nu}^{55} \quad \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \quad \text{fiu}^{33} = \text{ηβ}^{55} \text{ti}^{33}? \]

s/he also student IRG DEC

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

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

\[ \text{ηv}^{33} \text{ti}^{55}. \quad ?\text{v}^{33} \text{tsu}^{55} = \text{nu}^{55} \quad \text{khi}^{33} \text{zi}^{55} \text{mi}^{33} \text{ni}^{35}. \]

DEC s/he also student DEC

0019. Which class are you in?

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

you what class student DEC

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

0020. I’m in the Tibetan class.

\[ \text{ŋuu}\ 55\ pu\ 55\ \text{yùi}33\ ndu33\ \text{khi}33\ \text{zi}\ 55\ \text{mi}\ 33\ \text{ŋe}\ 33. \]

I Tibetan letters student

/ pu55 / ‘Tibetan’ < Tib. Bod
The object is put after the verb without PCL. i.e. ‘study Tibetan’ is expressed as

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

\[ ?e55\ tsu\ 33\ mu33\ ri55\ le33\ ka55\ lh33\ tše55 = ku33\ khi33\ zi\ 55\ mi\ 33 \]

s/he nationalities work school inside student

\[ \text{fi}\ 33 = \text{ŋe}\ 55\ ti33? \]

IRG DEC

/ mu33 ri55 / ‘nationalities’ < Tib. mi rigs ‘race’
/ le33 ka55 / ‘work’ < Tib. las ka
/ lh33 tše55 / ‘school’ < Tib. slob grwa

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

\[ \text{nuu}\ 33 = \text{ŋe}\ 55\ ti33, \ ?e55\ tsu33\ mu33\ ri55 = ya33\ ge33\ ge55\ yu33 = mi33 \]

NEG DEC s/he nationalities GNT teacher do person

\[ = ya33\ l\ 55\ tša55 = ku33\ khi33\ zi\ 55\ mi\ 33\ ŋe\ 55\ ti33. \]

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

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

today \text{ DIR sweep NMR person who DEC}

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

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

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

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

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

0024. Me.

\[ \text{nu}^{55} [\text{nb}^{33}/\text{ni}^{33}]. \]
I \text{ DEC}

0025. Who played ball yesterday?

\[ \text{ji}^{55}\text{si}^{35} \text{ pa}^{55}\text{lo}^{55} \text{ khu}^{33}-\text{ts}^{h}\text{sa}^{55} =\text{mi}^{33} \text{ xa}^{55}\text{nu}^{33} \text{ ni}^{33}? \]

yesterday \text{ ball DIR play person who DEC}

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

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

Where is your hometown?

/ p^h^a^3^3ju^5^5/ 'hometown' < Tib. pha yul 'home country'

I'm from sDe dge.

/ de^3^3ge^5^5/ (place name) < Tib. sDe dge

Is s/he from Dar rtse mdo?

/ ta^5^5tsu^5^5/ (place name) < Tib. Dar rtse mdo
/ pa^5^5/ (sfx) < Tib. pa (suffix: indicating person)
0030. No, s/he is from dKar mdzes.

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

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

/k\text{\textacuten}^{33} \text{ndzi}^{35}/ \text{(place name) < Tib. dKar mdzes}\n
0031. Whose child is this?

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

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

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

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

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

/ly^{55}zo^{33}/ \text{(personal name) < Tib. Blo bzang}\n
/na^{33}/ \text{[pl. GNT] < /nu^{33}/ (pl.) + /ya^{33}/ PCL [genitive] cf. /cha^{55}na^{33}/ ‘whose’. See 0003 note.\n
0033. How old is s/he? (For children below the age of ten)

\[\text{te}^{33} \text{tsu}^{55} \quad \text{kwi}^{55} \quad \text{ts}^{33} \text{tsi}^{55} \text{ ni}^{33}?\]

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

/\text{ts}^{33} \text{tsi}^{55} \sim \text{ts}^{33} \text{ti}^{55}/ (+ \text{CLS}) ‘how many’\n
81
0034. He is ten (this year).

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

s/he age ten CLS DEC

CLS / ki^{33} / is a measure word for counting age. Mu-nya numerals are usually used with classifiers (CLS) or measure words. The numerals from 1 to 10 with the general classifier /=lo^{55} / are as follows: 1. / tu^{55}=lo^{55} / 2. / tu^{33}=ze^{55} / 3. / so^{55}=lo^{55} / 4. / ru^{55}=lo^{55} / 5. / na^{55}=lo^{55} / 6. / tsa^{55}=lo^{55} / 7. / nia^{55}=lo^{55} / 8. / ce^{55}=lo^{55} / 9. / nge^{55}=lo^{55} / 10. / fia^{33}\text{ko}^{55}=lo^{33}. \] The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

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

you Han IRG DEC or Tibetan DEC

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

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

0036. I’m Han-Chinese.

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

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

\[ ?v^{33} tsu^{55} \ \alpha^{33} yu^{55} ndu^{33} \ \khi^{33} zi^{55} \ \mi^{33} \ \he^{33} = \ \eta^{55} ti^{33} \ ru^{55} \]

s/he  Han  letters  student  IRG  DEC  or

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

Tibetan letters  student  DEC

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

0038. S/he studies Tibetan.

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

s/he  Tibetan letters  student  DEC

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

0039. What is the date today?

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

today  date  how-many DEC

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

\[
\text{pu}^{55}\text{si}^{55} \text{nda}^{33}\text{wa}^{55} \text{na}^{33}\text{pa}^{55} \text{ts}^{33}\text{e}^{33} \text{tei}^{55} \text{ni}^{33}.
\]

Today month five-th date one DEC

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

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as /nda\^{33}\text{wa}^{55} / 'month' + 1st to 12th. Tibetan numerals in Mu-nya pronunciation are as follows: 1. /tsi^{55} / gcig 2. /ni^{55} / gnyis 3. /s\^{55} / gsum 4. /zi^{55} / bzhi 5. /pa^{55} / lnga 6. /tsu^{55} / drug 7. /do^{55} / bdun 8. /dzwe^{55} / brgyad 9. /gu^{55} / dgu 10. /t\^{55} / bcu 11. /t\^{55}tei^{55} / bcu gcig 12. /t\^{55}n\^{55} / bcu gnyis. Tibetan ordinal numbers are made by basic numerals plus suffix /pa^{55} / pa, except for the 'first': /ta^{33}\text{mbu}^{55} / dang po.

0041. What day of the week is it today?

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

Today week how-many DEC

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

0042. Today is Friday.

\[
\text{pu}^{55}\text{si}^{55} \text{zv}^{55} \text{pa}^{55}\text{s\^{5}5} \text{ni}^{33}.
\]

today week Friday DEC

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

/\text{zv}^{55} / 'Sunday'
/\text{nda}^{55}\text{wa}^{55} / 'Monday'
/\text{mi}^{55}\text{ma}^{55} / 'Tuesday'
/\text{la}^{55}\text{pa}^{55} / 'Wednesday'
/\text{pu}^{55}\text{pu}^{55} / 'Thursday'
/\text{pa}^{55}\text{s\^{5}5} / 'Friday'
/\text{p\^{5}5}\text{mbu}^{55} / 'Saturday'
0043. **What time is it now?**

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

now hour how-many DIR pass SFX

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

0044. **Five past ten.**

\[ t^h u^{33} t^h u^{55} f i^{33} k u^{55} = l o^{33} r u^{55} k a^{33} m a^{55} n o^{33} = l o^{53} t^h u^{33} \text{-va}^{55} \]

hour ten CLS and minute five CLS DIR pass

= \( s u^{33} \).

SFX

/ \( k a^{33} m a^{55} \) / ‘minute’ < Tib. *skar ma*

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

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

\[ t e^{55} t s u^{33} f i a^{33} g u^{55} r u^{33} t c e^{55} n d z a^{33} n d z a^{55} ? a^{55} = t i^{33} ? \]

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.
0046. This folding knife is very sharp.

Many Mu-nya adjectives are duplicated in their basic forms like / ndzā₃₃ndzā₅₅ / ‘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.

0047. Is your pen new?

Is your pen new?

0048. My pen is brand new.

0049. How are you?

How are you?
0050. I’m fine.

\[ \text{ŋu}^{55} \text{ mbu}^{33} = \text{po}^{55} \text{ ŋu}^{33}. \]

The vowel of imperfective SFX / po^{55} / agrees with person of the subject.

1st (sg./ pl.) || V = po^{33} ŋu^{55} [+certain].

0051. How’s bKra shis?

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

bKra shis fine IRG SFX

The vowel of imperfective SFX / pi^{33} / agrees with person of the subject.

3rd (sg./pl.) || V = pi^{33} (ni^{33}[-certain]).

0052. bKra shis is fine.

\[ \text{tša}^{55} \text{ ci}^{33} \text{ mbu}^{55} \text{ !b}^{33} \text{ to}^{55} \text{ ni}^{33}. \]

bKra shis fine really DEC

/ !b^{33}to^{55} / ‘really’ < Tib. thag chod

0053. How is the harvest this year?

\[ \text{pu}^{33} \text{ vu}^{55} \text{ lo}^{33} \text{ to}^{55} \text{ si}^{55} \text{ vu}^{55} \text{ ha}^{33} = \text{ti}^{55}? \]

this year harvest good IRG DEC

/ ji^{33}vu^{55} / ‘last year’; / pu^{33}vu^{55} / ‘this year’; / sa^{33}vu^{55} / ‘next year’.

/ lo^{33}to^{55} / ‘harvest’ < Tib. lo tog ‘crops’

/ si^{55}vu^{55} / [si^{55}vu^{55}]: the morph / si^{55} / is longer than / vu^{55} /.
0054. The harvest is good.

puu₅⁴ vur₅⁵ lo₅⁴ to₅⁵ 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 =k₅₅ u₅⁵ ndzu₃³ =ri₅⁵ χ₃₃ tsu₅₅ mu₅₃ ti₃⁵?
house inside eat NMR how-about DEC

/ ndzu₃₃ ri₅⁵ / ‘the condition of living’< / ndzu₃₃ / ‘eat’ + / ri₅⁵ / NMR = ‘eating’
/ χ₃₃ tsu₅₅ mu₅₃ / ‘how about’< / χ₃₃ tsu₅₅ / ‘how’ + / mu₅₃ / ‘exist’

0056. They (We)’re fine.

tce₃³ =k₅₅ u₅⁵ ndzu₃³ =ri₅⁵ te₅₃ tsu₅₅ te₅₃ a₅₅ si₅⁵ vur₅⁵ ti₃³.
house inside living very good DEC

0057. Can I write it like this?

ŋi₅⁵ v₃₃ mu₅₅ nu₃₃ =tsu₃₃ ku₃₃ k₅₅ wu₃₃ =ri₅⁵ =tu₃₃ ni₅₅ ŋ₃₃ = ŋ₃₃
I [AGT] this way with DIR write if IRG proper ti₃³²?
DEC

Verb/Adjective + / tu₃₃ ni₅₅ / ‘if ~ ’
/ ŋ₃₃ / [ŋ₃₃ ~ ŋ₃₃] ‘proper, well’ this adjective combine with DEC / ti₃³ / The vowel of / ŋ₃₃ / [ŋ₃₃ ~ ŋ₃₃] is front, distinguished from DEC / ŋ₃₃ / whose vowel is central [u].
0058. Yes, you can (write it this way).

\[ ν^33 \text{mu}^55\text{nu}^33 \text{kh}^33\text{ri}^55 = t^hν^33\text{ni}^33 \text{ṇa}^33 \text{ti}^55. \]

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

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

0059. Did I write this correctly?

\[ ṇi^55 \text{k}^h\text{u}^33\text{-ri}^55 \text{le}^33\text{t}^55 \text{ḷa}^33 = ṇa^55 \text{ti}^33? \]

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

/ \text{le}^33\text{t}^55 / ‘way’ < Tib. \text{las stangs}

0060. Yes!

\[ ṇa^33 \text{ti}^55. \]

\text{proper DEC}

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

\[ ṭe^55\text{tsu}^33 \text{yū}^33\text{ndu}^55 \text{k}^h\text{u}^33\text{-ri}^55 \text{le}^33\text{t}^55 \text{ḷa}^33 = ṇa^55 \text{ti}^33? \]

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

0062. You wrote it very well.

\[ \text{k}^h\text{u}^33\text{-ri}^55 \text{ṭe}^h\text{u}^33\text{ṭe}^h\text{a}^55 \text{ṭh}^33\text{-ṇe}^55\text{-su}^33. \]

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

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

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

You [AGT] folding knife IRG have DEC

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

0064. Yes, I have a knife.

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

I [AGT] folding knife one CLS have DEC

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

0065. Does s/he have a bamboo pen?

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

S/he [AGT] pen IRG have DEC

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

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

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

(Pronoun) Noun (Adjective) (Numeral + Classifier); \( \) shows it can be omitted. If the pronoun does not take the agentive; e.g. \( \text{\text{S/he} [\text{AGT}] \text{pen} \text{good} \text{one} \text{CLS} \text{have} \text{DEC}} \)

0067. How many Tibetan textbooks do you have?

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

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

0068. I only have one Tibetan textbook.

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

\( / \text{ta}^{55} = \text{va}^{55} \text{mu}^{33} \text{ts}^{b} \text{e}^{55} \text{nd} = \text{ndza}^{33} \text{\eta}^{33}. \) except for \( \text{NEG} \) \text{have} \text{DEC} \)

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

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

\[ ?e^{33}tsi^{55} tsi^{55}ndzø^{55} yũu^{55}ndu^{33} xə^{33}ti^{55} ndzø^{55} ti^{33} ? \]

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

/ ts'i^{55}ndzø^{55} / 'dictionary' < Tib. tshig mdzod

0070. S/he only has one dictionary.

\[ ?e^{33}tsi^{55} tsi^{55}ndzø^{55} yũu^{55}ndu^{33} ta^{55} =va^{55} mu^{33}ts^{55}e^{55} \]

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

\[ ni^{33} = ndzø^{55} ti^{33} . \]

NEG have DEC

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

0071. How many people are there in your family?

\[ na^{55} =ya^{33} tce^{33} =kʰu^{55} mu^{33}ni^{55} xə^{33}ti^{55} ndzøu^{33} ṭə^{33} ? \]

you GNT house inside people how many have DEC

/ tce^{33} / 'house' also means 'home'. / =kʰu^{55} / 'in' is a PCL put after nouns.

This interrogative sentence takes DEC / ṭə^{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.

\[ \eta u^{55} = y a^{33} \text{ tce}^{33} = k h u^{55} \text{ mnu}^{33} \text{ ni}^{55} \text{ te}^{h i}^{55} = zu^{33} \text{ ndzu}^{33} \eta e^{33}. \]

I GNT house inside people six CLS have DEC

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

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

\[ \eta e^{55} \text{ tsu}^{33} = y a^{33} \text{ tce}^{33} = k h u^{55} \text{ mnu}^{33} \text{ ni}^{55} \chi a^{33} \text{ ti}^{55} \text{ ndzi}^{33} \text{ ni}^{33}? \]

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.

\[ \eta e^{55} \text{ tsu}^{33} = y a^{33} \text{ tce}^{33} = k h u^{55} \text{ n}i^{33} = zuu^{55} \text{ ce}^{33} = zu\text{u}^{55} \text{ ndzi}^{33} \text{ ni}^{33}. \]

s/he GNT house inside seven CLS eight CLS have DEC
0075. What do you do (are you doing) today?

puu²⁵si²⁵ [na³³ χa³³ dzu²⁵ vuu³³] =ri²⁵ ndze²⁵ ηr³³?
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 / ndzew²⁵ / 'have' which requires an agentive form for the subject, but agrees with the verb / vuu³³ / 'do' in the phrase / [na³³ χa³³ dzu²⁵ vuu³³] =ri²⁵ / 'what (do) you do', which does not require the agentive form.

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

puu²⁵si²⁵ [i'jtu²⁵ ?a³³ ti²⁵ vuu²⁵] =ri²⁵ m¹³ = ndze²⁵ ηr³³.
today I any do NMR NEG have DEC.

/ji³³ sau²⁵ / 'yesterday'; / puu³³ sau²⁵ / 'today'; / sa³³ sau²⁵ / 'tomorrow'. cf. 'last year; this year; next year' in 0053 note.
/ ?a³³ ti²⁵ / [?a³³ ti³³~ fia³³ ti³³~ χa³³ ti²⁵] 'how many; what; any'. cf. 0067, 0069, 0071, 0073.
The subject does not agree with the verb / ndzew²⁵ / 'have' which requires the agentive form for the subject, but agrees with the verb / vuu³³ / 'do' in the phrase / [puu²⁵ ?a³³ ti²⁵ vuu²⁵] =ri²⁵ / '(that) I do anything', which does not require the agentive form.

0077. What do you need to do now?

teu²⁵ [na²⁵ χa³³ ti²⁵ vuu³³] =ri²⁵ ηr³³ = ndze²⁵ ηr³³?
now you any do NMR IRG have DEC

The subject / na²⁵ / 'you' is not agentive and does not agree with the verb / ndze³³ / 'have' in this sentence. See 0075 note.
IRG {fia³³} has allophones: [fia³³ ~ ηr³³], and the vowel will be assimilated to the stem of the verb.
0078. I need to wash clothes now.

\[ t\text{cu}^{55} \, [\eta u^{55} \, ts\text{e}^{55} \eta gu^{55} \, na^{33}-\kappa o^{55}] =ri^{55} \, nd\text{z}e^{55} \, \eta e^{33}. \]

now \ I \ cloth \ DIR \ wash \ NMR \ have \ DEC

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

0079. Where was bKra shis just now?

\[ t\text{sa}^{55}\, ci^{33} \, t\text{cu}^{55} \, ?e^{33} \, \chi a^{55} \, nd\text{zi}^{33}? \]

bKra shis \ now \ where \ exist

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

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

0080. bKra shis was in the classroom just now.

\[ t\text{sa}^{55}\, ci^{33} \, t\text{cu}^{55} \, [k\, hi^{33}-zi^{55} =r\, \chi^{33} \, t\text{ce}^{33}] =k\text{u}^{55} \, mu^{33}. \]

bKra shis \ now \ DIR \ study \ NMR \ house \ inside \ exist

/ mu^{33} / ‘exist’ [+confirm]: the speaker saw bKra-shis was in the classroom.
TAKUMI IKEDA

0081. Who else is in the classroom?

[kʰu33-zi55 =ra33 (=ya33) tce33] =ku55 xa55 nuu33 xa55 nuu33 mu55?

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

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

0082. Tshe ring and Blo bzang were.

[tsʰe55 ri55 ruu33 lu55 zā] =nu33 mu55.

Tshe ring and Blo bzang (pl.) exist

/ tsʰe55 ri55 / (personal name) < Tib. Tshe ring

/ ly55 za33 / (personal name) < Tib. Blo bzang

0083. What is on the platform?

[nu33-ça55 =ra33 tʃu55] =pu55 xa33 dzu45 ru33-teu55 =suu33?

The verb / nu33-ça55 / ‘speak’ has DIR / nu33 / < {nu33-} [downward].

The verb / ru33-teu55 / ‘put’ has DIR / ru33 / < {ru33-} [rounding], but this pfx does not express real direction of the action, but takes habitual combination in this case.
0084. There are books and chalk.

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

book and chalk DIR put SFX

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

0085. What are those people doing?

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

there people (pl.) what do SFX

/ thi^{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.

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

everybody AGT book DIR buy SFX

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

The duplication of the interrogative pronouns such as /ˈwhat (and) what/ predicate the answer will include more than one thing. The verb /‘sell’ has DIR /<{tʰi³³-/} [away from the speaker], the vowel of pfx is assimilated to the stem.

There are all kinds of books for sale.

Interrogative pronouns are also used as indefinite pronouns with other words: /‘what’ > /‘whatever; anything’

What’s your name?

It is unnatural to use genitive PCL /=ya³³/ instead of dative PCL /=le⁵⁵/ in these sentences. The verb /‘call’ has DIR /{tʰu³³-/} [upward].
0090. My name is Tshe ring.

\[ \eta \u01a5 = \text{le}^{33} \text{ mi}^{55} \text{ ts'e}^{55} \text{ ri}^{33} \text{ tu}^{33} \text{-pi}^{55} \text{ ni}^{33} \].

I DAT name Tshe ring DIR call DEC

/ ts'e^{55} \text{ri}^{55} / (personal name) \text{< Tib. Tshe ring}

0091. What’s his/her name?

\[ ?e^{33} \text{tsu}^{55} = \text{le}^{33} \text{ mi}^{55} \chi^{33} \text{dzur}^{55} \text{ tu}^{33} \text{-pi}^{55} \text{ ni}^{33}? \]

s/he DAT name what DIR call DEC

0092. His name is Don grub.

\[ ?e^{33} \text{tsu}^{55} = \text{le}^{33} \text{ to}^{33} \text{ndzur}^{55} \text{ tu}^{33} \text{-pi}^{55} \text{ ni}^{33} \].

s/he DAT Don grub DIR call DEC

/ \text{to}^{33} \text{ndzur}^{55} / (personal name) \text{< Tib. Don grub}

0093. Where are you going?

\[ \text{na}^{55} ?\varepsilon^{33} \chi^{55} \text{ta}^{33} \text{-nda}^{55} \text{ ni}^{33}? \]

you where DIR go DEC

The interrogative pronoun ‘where’ has some word forms:
/ \text{\varepsilon}^{33} \chi^{55} / \sim / ?e^{33} \chi^{55} \text{ta}^{33} / \sim / \chi^{33} \text{ta}^{55} / .

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

ηɯ^55 tʰi^33 pʰe^53 tʰe^33-ndo^35 ηe^33.

I over there DIR go DEC

/ tʰi^33 pʰe^55 / ‘that side; there’, often used to indicate the opposite bank. This word is distinct from / tʰi^33 pʰe^55 / ‘this side; here’.

0095. What are you going to do?

na^55 [xa^33 dzu^55 vɯ^33] =re^55 xɯ^33 =pa^55 ηe^33?

you what do to go SFX DEC

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

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

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

ηɯ^55 yu^33 ndu^55 kʰu^33 -ηɯ^55 =re^33 xɯ^33 =po^55 ηe^33.

I book DIR borrow to go SFX DEC

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

\(te^{55}tsu^{33} \chi a^{33} te^{b^{55}} ra^{33}=su^{55} ni^{33} ?\)

s/he where gone SFX DEC

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

S/he went out (to town).

\(te^{55}tsu^{33} ts^{h^{33}}ts^{h^{55}} =k^{h}u^{53} ra^{33}=su^{55} ni^{33}.\)

s/he market place inside gone SFX DEC

/ ts^{h^{33}}ts^{h^{55}} / ‘market place’ < Tib. tshong khrom

What did s/he go to do?

\(te^{55}tsu^{33} [\chi a^{33}dzu^{55} vu^{33}] =rb^{55} ra^{33}=su^{55} ni^{33} ?\)

s/he what do to gone SFX DEC

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

S/he went to buy some stuff.

\(te^{55}tsu^{33} tca^{55}kh^{a^{55}} q^{h}ur^{33}-tu^{55}=rb^{33} ra^{33}=su^{55} ni^{33}.\)

s/he stuff DIR buy to gone SFX DEC

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

\[
\text{na}^{55} \text{ pe}^{55} \text{ndze}^{55} \text{k u}^{55} = \text{ha}^{33} \text{ xu}^{33} = \text{pa}^{55} \text{ ha}^{33} = \eta e^{33}?
\]

you library inside go SFX IRG DEC

\[/ pe^{55} ndzo^{55} k u^{55} / \text{‘library’} < \text{Tib. dpe mdzod khang}\]

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

\[
\eta e^{33}. \text{ nu}^{55} \text{ ka}^{33} \text{ndze}^{55} \text{ sa}^{33} \text{ndzu}^{55} \text{ ku}^{33} - \text{tc}^{55} \text{ ri}^{33} = \text{re}^{33} \text{ xu}^{33}
\]

DEC I dKar mdzes newspaper DIR read to go

\[=\text{po}^{55} \eta e^{33}.\]

SFX DEC

\[/ ka^{33} ndze^{55} / \text{place name} < \text{Tib. dKar mdzes}\]
\[/ sa^{33}ndzu^{55} / \text{‘news’} < \text{Tib. gsar ’gyur}\]

0103. Shall we both (dual) go together?

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

we [inclusive] together go IRG MOD

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

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

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

/ \text{ri}^{33} / ‘let’s ~; shall we ~’ is a modal verb? Function and usage of this word is unidentified, it is necessary further investigation.
0104. Okay! Let’s both go together.

ri! / ṇe33 ti55! je33 ni55 nuu33 ta33 la55 (tʰa33-) xu55 xi35.
MOD / DEC we [inclusive] together DIR go MOD

/ xi33 / ‘need to; will’ is a Modal put after other verbs.

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

ʔe55 tsuu33 ge33 ge55 =ke33 ra33 =su5 = ʔa33 = ṇe55 ti35?
s/he teacher place gone SFX IRG DEC

/ ge33 ge55 / ‘teacher’ < Tib. dge rgen
sb + / ke33 / ‘place’ means ‘somebody’s place’.

0106. Yes, s/he did.

ra33 = su5 ni35.
gone SFX DEC

0107. Where are you from?

na55 ṇe33 xa55 ṛe33 =tsuu33 ku33 re33 =pe55 ni33?
you where come SFX DEC

Asking or explaining someone’s home town as ‘Where are you from?’ ‘I am from …’, Mu-nya expresses / ra33 / ‘come’ plus imperfect (including progressive/condition) SFX {po55} with DEC / ni33 / [general statement]. It is worthy of note that the perfect SFX {suu33} cannot be used instead of {po55} in this sentence.
I am from Li thang.

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

Where is s/he from?

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

(b) \[?e^{33} \text{tsu}^{55} \text{ha}^{33} \text{a}^{55} = \text{le}^{33} \text{re}^{33} = \text{pi}^{55} \text{ ni}^{33}?\]

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

\[
/ \eta u^{55} (1st) || V = \text{po ni}. /; / na^{55} (2nd) || V = \text{pi ni}. /; / \text{v}^{55} \text{tsu}^{33} (3rd) || V = \text{pi ni}. /
\]

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

S/he is from Chab mdo.

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

When did you go?

\[\text{na}^{55} \text{zu}^{33} \text{mur}^{55} \text{ha}^{33} \text{ti}^{55} \text{xu}^{33}?\]
0112. I went yesterday.

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

\[ na^{33} ni^{55} nu^{33} ta^{33} la^{55} \ ra^{33} =se^{55} \ ?a^{33} = \ \eta v^{55} \ ti^{33}?. \]
you two (pl.) together come SFX IRG DEC

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

0114. No! I came alone.

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

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

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

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

/ ra^{33} / is a Declarative only used in perfect aspect and expresses evidential [+real-
ize]. 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’.
I came many days ago.

The verb / tʰu=33-va=33 / 'do' has DIR {tʰu=33} [away from the speaker].

How many people came with you?

The subject phrase in this sentence is / [na=55=tcʰi=55 ta=33la=55 ro=33]=mi=55 / 'the person who came with you'. / sb=tcʰi=55 ta=33la=55 / 'together with sb'.

Five or six people.

/ ti=55 / 'about' comes after CLS and expresses 'round (numbers)', this word might be derived from CLS / ti=55 / in / χα=33ti=55 / 'how many'.

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

\[ na^{55} tu^{55} tstu^{55} ndu^{33} ne^{33}-xu^{55} xi^{33} sõ^{55} =pa^{55} ?a^{33} = ñe^{55} ? \]

you Dar rtse mdo DIR go MOD think SFX IRG DEC

/\tu^{55} -tstu^{55} ndu^{33} / (place name) < Tib. Dar rtse mdo
/\ne^{33}-xu^{55} / ‘go down to’ has DIR \{\ne^{33}\} [down].
/\xi^{33} / is a Modal put after a verb to express ‘need to; will’.
/sõ^{55} =pa^{55} ?a^{33} = ñe^{55} ? / ‘are you thinking?’ SFX \{po\} [imperfect] appears as /pa/ in the 2nd person subject interrogative sentence. cf. below. Also see 0109 note.

0120. No, I’m not planning to go.

\[ ñu^{55} xu^{33} xi^{55} sõ^{55} =po^{33} ñu^{55} = ñe^{33}. \]

I go MOD think SFX NEG DEC

0121. Do you want to go watch a movie?

\[ na^{55} tia^{33}\text{ji}^{55} k^{h} u^{33} -ja^{55} =re^{33} xu^{33} xi^{55} sâ^{55} =pa^{55} ñe^{33} = ñe^{55} ? \]

you movie DIR watch to go MOD think SFX IRG DEC

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

0122. Yes, I want to.

\[ xu^{33} xi^{55} sâ^{55} =pa^{55} ñu^{33}. \]

go MOD think SFX DEC

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

\[ \text{왜 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]

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

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

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

0124. Yes, s/he will.

\[ \text{저 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]

\[ \text{저 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]

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

\[ \text{어떤 \text{말씀인가요?}} \]

\[ \text{어떤 \text{말씀인가요?}} \]

0126. I’m going to wash clothes.

\[ \text{저 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]

\[ \text{저 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]

0127. What is s/he going to do?

\[ \text{왜 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]

\[ \text{왜 speculate \text{님을 부르고}} \text{일단 쌍에 들어 오실 \text{말씀인가요?}} \]
0128. S/he is going to wash clothes, too.

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

0129. What are you doing?

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

0130. I’m writing a letter.

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

The verb / leitu33-ri55 / ‘write’ has DIR {khru33-} [non-specific direction].

The verb phrase: Verb {=po55} 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, / V =pos51103./ means ‘having intention of doing’, whereas / V =po55 ni33./ means ‘in progress’; cf. 0126.

0131. What are they doing?

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

/ ?e33ni55 / is the agentive form which is derived from / ?e33nu55 / ‘they’ + PCL / ji33 / [agentive].

The 3rd person subject sentence with / V =pi55 ni33. / means ‘in progress’.
0132. They are studying.

They [AGT] study SFX DEC

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

0133. What did you do?

You AGT what DIR do SFX DEC

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

/ 1st. AGT 11 V =s 55 ni 33./; / 2nd. AGT 11 V =sy 55 ni 35./; / 3rd. AGT 11 V =st 55 ni 33.1 cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

I [AGT] letter one CLS DIR write SFX DEC

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

0135. What did they do?

They [AGT] what DIR do SFX DEC

The verb / 'write' has DIR / deriving from {tʰu^-} [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{\textsc{\(\text{t}\)e\textasciicircum{3}ni\textasciicircum{3}55 ts\textasciicircum{h}e\textasciicircum{3}3la\textasciicircum{55} ro\textasciicircum{3}3-zu\textasciicircum{55}=su\textasciicircum{3}3 ni\textasciicircum{3}3\).}} \]

they \([\text{AGT}]\) Tibetan dance \(\text{DIR}\) dance \(\text{SEX}\) \(\text{DEC}\)

The verb / \(\text{ro}\textasciicircum{3}3-zu\textasciicircum{55}\) / ‘dance’ has DIR \{\text{ruu}\textasciicircum{3}\}\} [rounding].

0137. What did \(\text{bKra shis}\) give you?

\[ \text{\textsc{\(\text{t}\)s\textasciicircum{a}3\textasciicircum{3}ci\textasciicircum{55}=ji\textasciicircum{35} na\textasciicircum{33}=le\textasciicircum{55} \text{\(\chi\)a\textasciicircum{3}3dzu\textasciicircum{55} \text{\(t\)h\textasciicircum{a}33-\text{k}\textasciicircum{h}e\textasciicircum{55} ra\textasciicircum{33}\)?}} \]

\(\text{bKra shis} \ \text{AGT}\) you \(\text{DAT}\) what \(\text{DIR}\) give \(\text{DEC}\)

‘give sb sth’ or ‘give sth to sb’ is expressed as / \(\text{S =ji\textasciicircum{33} [AGT]} \| \text{sb =le\textasciicircum{33} sth [-\(\varphi\]} \text{t\textasciicircum{h}a}\textasciicircum{33-\text{k}\textasciicircum{h}e\textasciicircum{55} DEC} / \text{in Mu-nya. The subject takes the agentive form. The verb / \text{t\textasciicircum{h}a}\textasciicircum{33-\text{k}\textasciicircum{h}e\textasciicircum{55}} / ‘give’ has DIR \{\text{t\textasciicircum{h}e}\textasciicircum{33}\} [away from the speaker].

0138. He gave me a book.

\[ \text{\textsc{\(\text{t}\)e\textasciicircum{3}3tsi\textasciicircum{55} nu\textasciicircum{33}=le\textasciicircum{55} \text{\(\varnothing\)u\textasciicircum{55}ndu\textasciicircum{33} \text{\(t\)a\textasciicircum{33}=lo\textasciicircum{55} \text{\(t\)h\textasciicircum{a}\textasciicircum{33-\text{k}\textasciicircum{h}e\textasciicircum{55} ra\textasciicircum{33}\).}} \]

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

DEC / \(\text{ra}\textasciicircum{33}\) / 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{\textsc{\(\text{g}\)e\textasciicircum{33}ge\textasciicircum{55}=ji\textasciicircum{33} \text{\(\chi\)a\textasciicircum{3}3nu\textasciicircum{33}=le\textasciicircum{33}ke\textasciicircum{33}tca\textasciicircum{55} \text{tuu}\textasciicircum{33-\text{c}\textasciicircum{v}\textasciicircum{55}=pi\textasciicircum{33} ni\textasciicircum{33}\).}} \]

te\(\text{eacher} \ \text{AGT who} \ \text{DAT words} \ \text{DIR talk} \ \text{SFX} \ \text{DEC}\)

The verb / \(\text{tuu}\textasciicircum{33-\text{c}\textasciicircum{v}\textasciicircum{55}} / ‘speak; talk’ has DIR \{\text{tuu}\textasciicircum{33}\} [up].
0140. He is talking to Blo bzang.

\[
\text{ly}^{55}\text{za}^{33}\text{=le}^{33}\text{ke}^{33}\text{ta}^{55}\text{tu}^{33}\text{-cu}^{55}\text{=pi}^{33}\text{ni}^{33}.
\]

\text{Blo bzang} \quad \text{DAT} \quad \text{words} \quad \text{DIR} \quad \text{talk} \quad \text{SFX} \quad \text{DEC}

\text{/ ke}^{33}\text{ta}^{55} \quad \text{‘words; speech’} < \text{Tib. skad cha}

‘speak sth to sb’ takes the same syntactic frame as ‘give sth to sb’: \( \text{/ S = ji}^{33} \ [\text{AGT}] \ || \ sb = \text{le}^{33} \text{ sth [- q]} \text{ tu}^{33}\text{-cu}^{55} \text{ DEC} / \). cf. 0137, 0138.

0141. Could you help me?

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

\text{you} \quad \text{AGT} \quad \text{I} \quad \text{GNT} \quad \text{assistance} \quad \text{DIR} \quad \text{help} \quad \text{IRG} \quad \text{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 \( / \text{le}^{33} / \) cannot be used in place of the genitive marker \( / =\text{ya}^{33} / \)
in this construction.
\text{/ t^b}^{55} / ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

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

\text{I} \ [\text{AGT}] \quad \text{you} \quad \text{GNT} \quad \text{DIR} \quad \text{help} \quad \text{CLS} \quad \text{MOD}

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

\[ \text{na}^{33} = \text{ya}^{55} \cdot \text{cha}^{33} \text{dzu}^{55} \cdot \text{qho}^{55} \cdot \text{ko}^{55} \cdot \text{xi}^{33} \cdot \text{ti}^{35} ? \]

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

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

0144. Please explain this to me.

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

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

/ S (2nd) || (sth) V ve^{55} / expresses 'request sb to do (sth)'

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

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

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

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

0146. Okay! Please tell me once more.

\[ \text{hoo}^{55} \cdot \text{ja}^{35} . \]

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

\[
\text{na}^{33}\text{na}^{55} \quad [q^55\text{u}^{55}\text{-ts}^55\text{o}^{53}=\text{re}^{33}=\text{ya}^{33}\text{ tce}^{33}]=k^55\text{u}^{55} \chi a^{33}\text{dzu}^{55}\text{vu}_{5}^{33}
\]

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

\[=\text{ri}^{33}\text{ ndu}^{33} \text{ t}^{55}5\text{?}
\]

\text{NMR exist} \text{ DEC}

/ \text{na}^{33}\text{na}^{55} / ‘your’ [genitive] \text{<} / \text{na}^{33}\text{nu}^{55} / ‘you’(pl.) + / \text{ya}^{33} / \text{PCL [genitive]}. ‘plan to do’ is expressed as / S=\text{ya}^{55} \text{ V=ri}^{33} \text{ ndu}^{55} \text{ DEC. / ‘sb’s doing exist’ literally in Mu-nya. cf. 0075–0078. ‘have sth to do’} / q^55\text{u}^{55}\text{-ts}^55\text{o}^{53}=\text{re}^{33}=\text{ya}^{33}\text{ tce}^{33} / ‘house/room for meeting’ > ‘conference room’ / q^55\text{u}^{55}\text{-ts}^55\text{o}^{53} / may consist of \text{DIR} \{k^55\text{u}-\} [non-specific direction] + / ts^55\text{o}^{55} / ‘gathering’ < Tib. \text{tshogs}

0148. We want to have a party.

\[\eta u^{33}\text{nu}^{55} \text{xu}^{55} \tau a^{33}\text{ts}^55\text{o}^{55} \quad q^55\text{u}^{55}\text{-tc}^55\text{i}^{55}=\text{pc}^{53} \eta \text{b}^{33}.
\]

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

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

0149. What are they doing in the classroom?

\[?\text{e}^{33}\text{ni}^{55} \quad [k^55\text{h}^{33}\text{-zi}^{55}=\text{re}^{33}\text{ tce}^{33}]=k^55\text{u}^{55} \chi a^{33}\text{ t}\text{e}^{55}=\text{pl}^{55}5\?\]

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

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

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

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

0151. Has dawn come?

\[ \text{mu}^{55} \text{to}^{33} - \text{SA}^{55} \text{?e}^{55} = \text{ra}^{33} ? \]

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

0152. Yes, dawn has come.

\[ \text{mu}^{55} \text{to}^{33} - \text{SA}^{55} \text{ra}^{33} \].

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

0153. Did the bell ring?

\[ \text{tst}^{55} \text{bu}^{55} \text{t}^{33} - \text{nda}^{55} \text{?e}^{55} = \text{ra}^{33} ? \]

\[ / \text{tst}^{55} \text{bu}^{55} / 'bell' < \text{Tib.} \text{dril bu.} \]

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

\[tc\]u\(^{33}\) nu\(^{55}\) tu\(^{33}\)- ma\(^{33}\) = nd\(^{55}\) ra\(^{33}\).  
Now also dir neg ring dec

Negatives come between pfx and stem of the verb as / t\(^{33}\)-nda\(^{55}\) / ‘rang’ \(\Rightarrow\) / tu\(^{33}\)-mu\(^{33}\)-nda\(^{55}\) / ‘have not rung’.

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

\[na\]\(^{33}\)=ji\(^{55}\) k\(^{0}\)o\(^{33}\)je\(^{55}\) ne\(^{33}\)-k\(^{0}\)o\(^{55}\) t\(^{b}\)a\(^{33}\)-da\(^{55}\) ?\(\rho\) \(^{55}\) = \(\rho\) \(^{33}\)?

You agt face dir wash dir finish irg dec

/ t\(^{33}\)-da\(^{55}\) / ‘finish’ comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of dir \{t\(^{33}\)-\} [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.)

\[ni\]\(^{55}\) k\(^{0}\)o\(^{33}\)je\(^{55}\) ne\(^{33}\)-k\(^{0}\)o\(^{55}\) t\(^{b}\)a\(^{33}\)-do\(^{55}\).

I [agt] face dir wash dir finish

‘finish doing’ is expressed as / S =ji\(^{55}\) [agt] \|| V t\(^{b}\)\(\lambda\)\(^{33}\)-do\(^{55}\) (\(\rho\)\(^{33}\)) ./

The vowel of / t\(^{b}\)\(\lambda\)\(^{33}\)-do\(^{55}\) / agrees to the person of the subject, (1st) / t\(^{b}\)\(\lambda\)\(^{33}\)-do\(^{55}\) / ;

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

0157. Have they finished eating?

\[\rho\]\(^{33}\)ni\(^{55}\) nd\(\text{zu}\)\(^{55}\) h\(\text{a}\)\(^{33}\)-nd\(\text{zu}\)\(^{55}\)t\(^{b}\)a\(^{33}\)-di\(^{55}\) ?\(\rho\) \(^{33}\) = \(\rho\) \(^{33}\)?

They [agt] meal dir eat dir finish irg dec
0158. Yes, they have finished eating.

fiā³³-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).

mØ³³ = to⁵⁵.

NEG see

0161. Do you remember that?

to⁵⁵-nda⁵⁵ =tsu³³ na³³ =ji³⁵ ?ngu⁵⁵-ča⁵⁵ [?a⁵⁵ = pi³³ / ?e⁵⁵ = su³³

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

/ ?e⁵⁵ = ra³³?]

IRG DEC

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

/ ?ngu³³-ča⁵⁵ ?a⁵⁵ = pi³³ / imperfect / present

/ ?ngu³³-ča⁵⁵ ?e⁵⁵ = su³³ / perfect / past

/ ?ngu³³-ča⁵⁵ ?e⁵⁵ = ra³³ / perfect / present [+realize]
0162. 我现在记住了。

ηgu33-ça55=pi33. imperfect / present

ηgu33-ça55=su33. perfect / past

ηgu33-ça55 ra33. perfect / present [ + realize]

0163. 你学习了藏文吗？（你学习了藏文吗？）

na33=ji55 pu55 yu33=ndu55 khi33-zi55 å55= nda55 [ni33 / ηb33]?
you AGT Tibetan letters DIR study IRG have DEC

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

0164. 我没有学习藏文。（我没学藏文）

ηi55 pu55 yu33=ndu55 khi33-zi55 mo55= nda55 (ηb33).
I [AGT] Tibetan letters DIR study NEG have DEC

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

0165. 他/她学习藏文（之前）？

ʔe33=tsi55 pu55 yu33=ndu55 khi33-zi55 å55= nda55 ni33?
s/he [AGT] Tibetan letters DIR study IRG have DEC

0166. 是的，他/她学习了藏文。

ʔe33=tsi55 pu55 yu33=ndu55 khi33-zi55 ndo35 ni33.
s/he [AGT] Tibetan letters DIR study have DEC
0167. Can you speak Tibetan?

\[ \text{na}^{33}=\text{ji}^{55} \ \text{pu}^{55}\text{sû}^{55} \ \text{?u}^{33} = \text{na}^{55} \ \text{òe}^{33}? \]

you \ AGT \ Tibetan \ ILG \ know \ DEC

/ \text{pu}^{55}\text{sû}^{55} / ‘Tibetan (language)’ < 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} \ DEC /. 

0168. I only know a few Tibetan sentences.

\[ \text{èn}^{55} \ \text{pu}^{55}\text{sû}^{55} \ \text{dì}^{33}\text{nu}^{55}\text{tsù}^{55} \ \text{me}^{33}\text{to}^{55} \ \text{nu}^{55}= \text{nèe}^{55} \ \text{òe}^{33}. \]

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

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

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

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

\[ \text{èn}^{55} \ \text{tsì}^{55} \ \text{pu}^{55}\text{sû}^{55} \ \text{?u}^{33} = \text{ni}^{55} \ \text{ni}^{33}? \]

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

0170. His Tibetan is very good.

\[ \text{èn}^{55} \ \text{tsì}^{55} \ \text{pu}^{55}\text{sû}^{55} \ \text{jà}^{55} \ \text{th}^{33}\text{ò}^{55} \ \text{ni}^{55} \ \text{ni}^{33}. \]

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

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

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

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

\text{you AGT Lha mo IRG see}

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

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

0172. No, I haven’t seen her.

\[
\eta^{j55} \text{ u}^{33} \text{tsu}^{55} \text{ ma}^{55}=\text{to}^{33}.
\]

\text{I [AGT] her NEG see}

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

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

0173. Are you going out to the market now?

\begin{enumerate}[\text{(a)}]
\item \[
\text{na}^{33} \text{te}^{h}\text{u}^{55} \text{t}^{h}\text{b}^{55}=\text{k}^{h}\text{u}^{55} \text{xu}^{33}=\text{pa}^{55} \text{ta}^{55}=\text{ve}^{33}?\]
\text{you now market in go SFX IRG DEC}
\end{enumerate}

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

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

\begin{enumerate}[\text{(b)}]
\item \[
\text{na}^{33} \text{te}^{h}\text{u}^{55} \text{t}^{h}\text{b}^{55}=\text{k}^{h}\text{u}^{55} \text{na}^{33}\text{-nda}^{55} \text{ta}^{55}=\text{ve}^{33}?\]
\text{you now market in DIR go IRG DEC}
\end{enumerate}

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

(a) \( \text{ŋu}^{33} \text{ te}^{h} \text{u}^{55} \text{ tš}^{h} \text{e}^{55} = \text{k}^{h} \text{u}^{55} \text{ xu}^{55} \text{ nu}^{33} = \text{pe}^{53} \text{ mb}^{33} \).

I now market in go NEG SFX DEC

(b) \( \text{ŋu}^{33} \text{ te}^{h} \text{u}^{55} \text{ tš}^{h} \text{e}^{55} = \text{k}^{h} \text{u}^{55} \text{ ma}^{33} = \text{nd}^{55} \).

I now market in NEG go

0175. Where did \( b\text{Kra shis} \) and the others go?

\( \text{tša}^{55} \text{ ci}^{33} \text{ te}^{33} \text{nu}^{55} \text{ xb}^{55} \text{ t}^{h} \text{A}^{33} \text{-ra}^{33}? \)

\( b\text{Kra shis} \) they where DIR gone

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

0176. They went to the playground.

\( \text{te}^{33} \text{nu}^{55} \text{ pa}^{55} = \text{pu}^{33} \text{ t}^{h} \text{e}^{33} \text{-nt}^{h} \text{e}^{53} = \text{rb}^{33} \text{ ra}^{33} \).

they plain on DIR picnic to gone

\( / \text{pa}^{55} / \) ‘plain’ < Tib. \text{spang}

\( / t^{h} \text{e}^{33} \text{-nt}^{h} \text{e}^{53} / \) ‘picnic (v)’ contains DIR \{t\text{v}^{33}\} [away from the speaker].

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

\( \text{te}^{h} \text{u}^{55} \text{ te}^{33} \text{nu}^{55} \text{ wb}^{55} \text{k}^{h} \text{e}^{33} \text{ k}^{h} \text{u}^{33} \text{-tša}^{53} = \text{su}^{33} \text{ ra}^{33} = \text{nd}^{55} \text{?}\)

now they that place DIR arrive SFX IRG exist

\( / k^{h} \text{u}^{33} \text{-tša}^{53} / \) ‘arrive’ contains DIR \{k\text{u}^{33}\} [non-specific direction].
0178. By now they have probably gotten there.

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

now  \( \text{dir} \)  arrive  \( \text{sfx} \)  exist

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

\[ na^{33} \ nu^{55} \ p\alpha^{55} =\text{pu}^{33} \ t\text{h}^{3}\text{e}^{33} -n\text{t}\text{c}^{h}\text{e}^{53} =\text{re}^{33} \ xu^{33} =\text{su}^{55} \ ?a^{33} = \ \eta\varepsilon^{55} \ ti^{33} ? \]

you (pl.) plain on  \( \text{dir} \)  picnic  \( \text{to} \)  go  \( \text{sfx} \)  \( \text{irg} \)  \( \text{dec} \)

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

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

\[ \eta\varepsilon^{35} \ . \ \eta\nu^{33} \ nu^{55} \ ndq^{33} q\alpha^{55} \ t\text{h}^{3}\text{e}^{33} -n\text{t}\text{c}^{h}\text{e}^{53} =\text{re}^{33} \ tu^{33} -x\text{c}^{55} \ \eta\varepsilon^{33}. \]

Dec  we (pl.) mountain top  \( \text{dir} \)  picnic  \( \text{to} \)  \( \text{dir} \)  go  \( \text{dec} \)

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

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

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

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

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

Are you going somewhere far away?

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

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

0182. Not very far.

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

far away so NEG DEC

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

far away so NEG DEC

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

0183. What time did you get up this morning?

pu^{33}si^{55} nu^{33}na^{55} na^{55} \chi a^{33}ts^{hi}\^{55}=pu^{33} tu^{33}-re^{55}?

today morning you when on DIR get up

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

\[
\text{pur}^{33}\text{si}^{55}\ \text{ne}^{33}\text{ne}^{55}\ \text{tc}^{33}\text{u}^{33}\text{ts}^{33}\text{u}^{55}\ \text{t\textsc{su}}^{55}\text{pa}^{55}=\text{pu}^{33}\text{tu}^{33}\text{ru}^{55}\ \text{ne}^{33}.
\]

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

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

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

/ \text{tc}^{33}\text{u}^{33}\text{ts}^{33}\text{u}^{55}\ \text{t\textsc{su}}^{55}\text{pa}^{55} / \text{’six \ o’clock’} < \text{Tib. chu \ tshod \ drug \ pa}

See notes in 0034 and 0040.

0185. What time did you get to the mountain?

\[
\text{tc}^{33}\text{u}^{33}\text{ts}^{33}\text{u}^{55} \ \text{xa}^{33}\text{ti}^{55}-\text{pu}^{33} \ \text{ndo}^{33}\text{C}^{111}\text{A}^{53} \ \text{t}^{033}\text{-tF}^{55} \ \text{ru}^{35}?
\]

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

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

0186. We got to the mountain at nine.

\[
\text{tc}^{33}\text{u}^{33}\text{ts}^{33}\text{u}^{55} \ \text{ng\textsc{o}}^{33}-\text{lo}^{55}=\text{pu}^{33} \ \text{ndo}^{33}\text{q}^{53} \ \text{t}^{33}-\text{t\textsc{se}}^{55} \ \text{ru}^{35}.
\]

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

/ \text{ng\textsc{o}}^{33}\text{lo}^{55} / \text{’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?

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

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

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

\[ \text{[t}^{n} \text{-ntc}^{w} \text{-e}^{53} \text{-xu}^{33}] = \text{mi}^{55} \text{ mu}\text{u}^{33} \text{ni}^{55} \text{ ka}^{33} \text{ji}^{53} \text{ ti}^{33}. \]

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

/ ka^{33} jî^{55} / ‘many, much’ ⇔ / ni^{33} ni^{55} / ‘few, little’

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

0189. Did you have fun today?

\[ \text{ptu}^{33} \text{si}^{55} \text{ tci}^{33} \text{pu}^{55} \text{ ?e}^{55} = \text{ ra}^{33}?. \]

today pleasant IRG DEC

/ tci^{33} pu^{55} / ‘pleasant’ < Tib. \text{skyid po}

0190. Yes, I had a good time!

\[ \text{tci}^{33} \text{pu}^{55} \text{ ra}^{33}. \]

pleasant DEC

DEC / ra^{33} / represents the evidential [+realize], which is used with uncontrollable verb or adjective expresses some condition or emotion have occurred to oneself. Also see 0115 note.

0191. Are you tired?

\[ \text{na}^{33} \text{nu}^{55} \text{ fia}^{55-\text{ce}}^{33} \text{ fia}^{55} = \text{ ra}^{33}?. \]

you (pl.) DIR tired IRG DEC

/ fia^{55-\text{ce}}^{33} / ‘tired [v.]’ contains DIR {fia^{33}} [go downstream].
0192. No, I’m not tired

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

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

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

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

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

0194. It didn’t rain at all.

\[ \text{nu}^{33} \text{te}^{55} = \text{lo}^{55} = \text{nu}^{45} \text{ne}^{33} - \text{mb}^{33} = \text{qa}^{55} \text{ra}^{35}. \]

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

0195. Will people be going there tomorrow as well?

\[ \text{sa}^{33} \text{su}^{55} \text{nu}^{55} [\text{wa}^{33} \text{ka}^{55} \text{xu}^{33}] = \text{mi}^{55} \text{ndu}^{55} \text{ne}^{33} = \eta \text{ti}^{35}? \]

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

/ wa\(^{33}\)-ka\(^{55}\) / ‘this place’
0196. They’re saying that people will go tomorrow as well.

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

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?

\[ \text{sg}^{33} \text{su}^{55} \text{mu}^{55} \text{ng}^{33} - q^{h} \alpha^{55} [?\alpha^{33} = \text{nu}^{55} / ?\nu^{33} = \text{vu}^{55}]? \]

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

0198. I doubt it will rain tomorrow.

\[ \text{sg}^{33} \text{su}^{55} \text{ng}^{33} - q^{h} \alpha^{55} \text{nu}^{33} = \text{vu}^{55}. \]

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

\[ \text{If (we) leave early, we can probably get there by eight o’clock, right?} \]

\[ \text{If } \text{we} \text{tše } \text{tshod brgyad. See notes in 0043 and 0040.} \]

\[ \text{If } \text{we} \text{can } \text{tše } \text{tshod brgyad. See notes in 0043 and 0040.} \]

\[ \text{If we can } \text{tše } \text{tshod brgyad. See notes in 0043 and 0040.} \]

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

\[ \text{You (We) probably can arrive (on time).} \]

\[ \text{You } \text{we} \text{can } \text{tše } \text{tshod brgyad. See notes in 0043 and 0040.} \]

\[ \text{You can } \text{tše } \text{tshod brgyad. See notes in 0043 and 0040.} \]

\[ \text{You can } \text{tše } \text{tshod brgyad. See notes in 0043 and 0040.} \]
References


Distribution of Declaratives

In Mu-nya, ‘A [noun] is B [noun]’ is expressed as N (A) || N (B) DEC. with speaker’s evidential on the Declarative. Mu-nya has three kinds of Declaratives for statement: / ni33 /, / 33 /, and / ti33 /. They represent evidentiality of the statement by the speaker. / ni33 / is used for general statements, / 33 / is used for statement with certainty, and / ti33 / expresses confirmation or discovery. / 33 / and / ti33 / are often combined together as / 33 ti55 /, but the order cannot be reversed: */ ti55 33 /. The / 33 / and / ti33 / share the same semantic field in their evidentiality, although the degree is different, so they can be used together. But / ni33 / occupies a different position in the semantic field, so it cannot be used with other Declaratives simultaneously. That is why there are no combinations like */ ni33 ti33 /, etc. Yet there is a combination / 33 / + / ni33 /, which can be used with a special meaning when expressing a suspicious attitude. In this usage speakers add rising intonation to the former syllable / e / and pronounce the sequence as / 35 ni33 /. Their distribution over persons of the subject are as follows:

<table>
<thead>
<tr>
<th>subject</th>
<th>indicative</th>
<th>negative</th>
<th>interrogative</th>
<th>WH-question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>33 / ti33</td>
<td></td>
<td>a33 = 35 / ti33?</td>
<td>33 / ti33</td>
</tr>
<tr>
<td>2nd person</td>
<td>ni33 = 33 / ti33</td>
<td></td>
<td>a55 = ni33?</td>
<td>ni33</td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

/ 33 /: certain statement [+certain, -confirm], generally used in the 1st person subject sentence. When it is used with 3rd person or things for the subject in the sentence, it means recollection with certainty by the speaker in his mind.

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

<table>
<thead>
<tr>
<th>prefix</th>
<th>Stem of Verb</th>
<th>(Modal)</th>
<th>Suffix</th>
<th>Declorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>direction</td>
<td>(person)*</td>
<td></td>
<td>aspect</td>
<td>evidentiality</td>
</tr>
<tr>
<td>person</td>
<td></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</th>
<th>Direction</th>
<th>prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. upward</td>
<td>tui -Vstem</td>
<td>5. towards the speaker</td>
<td>ngtu -Vstem</td>
</tr>
<tr>
<td>2. downward</td>
<td>ne -Vstem</td>
<td>6. away from the speaker</td>
<td>t⁰⁰e -Vstem</td>
</tr>
<tr>
<td>3. to upper stream</td>
<td>yul -Vstem</td>
<td>7. rounding</td>
<td>rui -Vstem</td>
</tr>
<tr>
<td>4. to down stream</td>
<td>fia -Vstem</td>
<td>8. non-specific direction</td>
<td>k⁴⁴u -Vstem</td>
</tr>
</tbody>
</table>

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

/ tui³³ xu⁵⁵ / ‘go up’  
/ yul³³ xu⁵⁵ / ‘go upper stream’  
/ ngu³³ rx⁵⁵ / ‘come over’  
/ fia³³ xu⁵⁵ / ‘go down stream’  
/ ngtu³³ xu⁵⁵ / ‘go down’  
/ t⁰⁰e 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. / fiadzat⁵⁵ / ‘eat’), uncontrollable verbs (e.g. / t⁰³α³³ qø⁵⁵ / ‘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})(\eta)^{33}</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg./pl.):</td>
<td>cV =pe(^{55})ni(^{33})</td>
<td>cV =pa(^{55})(\eta)^{55} = (\eta)^{33} ? (IRG)</td>
<td>*</td>
</tr>
<tr>
<td>3rd person (sg./pl.):</td>
<td>cV =pl(^{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 (\eta)^{33}</td>
<td>*</td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>cV =sy(^{55}) ni(^{33})</td>
<td>*</td>
<td>cV (\eta)^{33}</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>cV =su(^{55}) ni(^{33})</td>
<td>*</td>
<td>cV (\eta)^{33}</td>
</tr>
<tr>
<td>pl. (1st/2nd/3rd)</td>
<td>cV =su(^{55}) ni(^{33})</td>
<td>*</td>
<td>cV (\eta)^{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}) (\eta)^{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}) (\eta)^{55} = (\eta)^{33} ?</td>
<td>*</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia(^{33})-ndzu(^{55}) =pl(^{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})-ndze(^{55}) (\eta)^{33}</td>
<td>*</td>
</tr>
<tr>
<td>2nd person</td>
<td>fia(^{33})-ndzu(^{55}) =sy(^{55}) ni(^{33})</td>
<td>*</td>
<td>fia(^{33})-ndzi(^{55}) (\eta)^{33}</td>
</tr>
<tr>
<td>3rd person</td>
<td>fia(^{33})-ndzu(^{55}) =su(^{55}) ni(^{33})</td>
<td>*</td>
<td>fia(^{33})-ndzu(^{55}) (\eta)^{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}) (\eta)^{33}</td>
</tr>
</tbody>
</table>

*/ fia\(^{33}\)-ndze\(^{55}\) \(\eta\)^{33} / can not be used for 1st person, must be said as / fia\(^{33}\)-ndzu\(^{55}\) \(\eta\)^{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 ro33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>ucV pi33 *</td>
<td>ucV ro33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>ucV pi33 *</td>
<td>ucV ro33</td>
</tr>
</tbody>
</table>

Example of uncontrolable Verb: /tʰɑ^33 qa^55/ ‘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>tʰɑ^33 qa^55 ti33</td>
<td>tʰɑ^33 qa^55 ra33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>tʰɑ^33 qa^55 pi33 *</td>
<td>tʰɑ^33 qa^55 ra33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>tʰɑ^33 qa^55 pi33 *</td>
<td>tʰɑ^33 qa^55 ra33</td>
</tr>
</tbody>
</table>

C. Distribution of Declaratives with stative Verb and Adjective

<table>
<thead>
<tr>
<th>Subject</th>
<th>general statement</th>
<th>[+ certain]</th>
<th>[+ realize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person (s/p):</td>
<td>Adj ni33</td>
<td>stV ηη^33</td>
<td>stV/Adj ti33</td>
</tr>
<tr>
<td>2nd person (s/p):</td>
<td>stV/Adj ni^33</td>
<td>η^33 = stV ηη^33? (IRG)</td>
<td>stV/Adj ti^33</td>
</tr>
<tr>
<td>3rd person (s/p):</td>
<td>stV/Adj ni^33</td>
<td>(stV/Adj ηη^33)</td>
<td>stV/Adj ti^33</td>
</tr>
</tbody>
</table>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes {ps}{imperfect} nor {su}{perfect}, showing an almost identical distribution to Adjectives in their combination with person of the subject and Declarative. The only difference is: stative Verb + DEC. in the 1st person subject sentence must use /ηη^33/ as / (ηη^55 < ηη^33 =ji^55) ndỳe^55 ηη^33/ ‘(I) have’ and cannot be said as */ndỳe^55 ni^33/; Adjective + DEC. must use /ni^33/ as /(ŋmu^55) ki^33kw^55 ni^33/ ‘(I am) big’, and if one say as */ki^33kw^55 ηη^33/ 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:** / ndu55 / ‘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>ndu55/ndu55 ni33</td>
<td>*</td>
</tr>
<tr>
<td>(pl.):</td>
<td>*</td>
<td>ndu55 ni33</td>
<td></td>
</tr>
<tr>
<td>2nd person (sg.):</td>
<td>ndu55 ni33</td>
<td>v33= ndu55 ni33 (IRG)</td>
<td>ndu55 ti33</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndu55 ni33</td>
<td>v33= ndu55 ni33 (IRG)</td>
<td>ndu55 ti33</td>
</tr>
<tr>
<td>3rd person (sg.):</td>
<td>ndu55~ndzi55 ni33</td>
<td>(ndu55~ndzi55 ni33)</td>
<td>ndu55~ndzi55 ti33</td>
</tr>
<tr>
<td>(pl.):</td>
<td>ndu55~ndzi55 ni33</td>
<td>(ndu55~ndzi55 ni33)</td>
<td>ndu55~ndzi55 ti33</td>
</tr>
</tbody>
</table>

**Example of Adjective:** / ki33ka55 / ‘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>ki33ka55 ni33</td>
<td>(ki33ka55 ni33)</td>
<td>*</td>
</tr>
<tr>
<td>2nd person:</td>
<td>ki33ka55 ni33</td>
<td>*</td>
<td>ki33ka55 ti33</td>
</tr>
<tr>
<td>3rd person:</td>
<td>ki33ka55 ni33</td>
<td>(ki33ka55 ni33)</td>
<td>ki33ka55 ti33</td>
</tr>
</tbody>
</table>

*/ ki33ka55 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.

*/ ki33ka55 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.
0001. 这是什么?  What is this?
0002. 这是书。  This is a book.
0003. 这是谁的书?  Whose book is this?
0004. 这是我的书。  This is my book.
0005. 那（枝）钢笔是谁的?  Whose pen is it?
0006. 那（枝）是我的。  It is mine.
0007. 这是你的墨水吗?  Is this your ink?
0008. 是。是我的墨水。  Yes. It is my ink.
0009. 那是他的竹笔吗?  Is that his/her bamboo pen?
0010. 不是。不是他的竹笔。  No. That is not his/her bamboo pen.
0011. 你是谁?  Who are you?
0012. 我是扎西。  I’m bKra shis.
0013. 他是谁?  Who is this person?
0014. 他是我的同学。  S/he is my classmate.
0015. 你是老师吗?  Are you a teacher?
0016. 不是。我不是老师。  No. I’m not a teacher.
0017. 他也是学生吗?  Is s/he also a student?
0018. 是。他是学生。  Yes. S/he is a student, too.
0019. 你是哪个班的学员?  Which class are you in?
0020. 我是藏文班的学员。  I’m in the Tibetan class.
0021. 他是藏文干部学校的学员吗?  Is s/he a student at the Nationalities Cadre School?
0022. 他是藏文师范学校的学员。  No, s/he is a student at the Nationalities Teacher Training School.
0023. 今天扫地的是谁?  Who sweeps the floor today?
0024. 是我。  Me.
0025. 昨天打球的是哪些人?  Who played ball yesterday?
0026. 是数学班的同学们。  The students from the math class.
0027. 你的家乡是哪里?  Where is your hometown?
0028. 我的家乡是德格。  I’m from sDe dge.
0029. 他是康定人吗?  Is s/he from Dar rtse mdo?
0030. 不是。他是甘孜人。  No, s/he is from dKar mdzes.
0031. 这个孩子是谁的?  Whose child is this?
0032. 是洛绒家的。  It is Blo bzang’s family’s (child).
0033. 他几岁了?  How old is s/he? (For children below the age of ten)
0034. 今年10岁。  He is ten (this year).
0035. 你是汉族还是藏族?  Are you Han-Chinese or Tibetan?
I'm Han-Chinese.

Does s/he study Chinese or Tibetan?

S/he studies Tibetan.

What is the date today?

Today is May first.

What day of the week is it today?

Today is Friday.

What time is it now?

Five past ten.

Is this folding knife sharp?

This folding knife is very sharp.

Is your pen new?

My pen is brand new.

How are you?

I'm fine.

How's bKra shis?

bKra shis is fine.

How is the harvest this year?

The harvest is good.

Is your family okay?

They (We) are 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?
<table>
<thead>
<tr>
<th>#</th>
<th>Mu-Nya</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>0074.</td>
<td>निर्देशक ḍेेरा चाहिँ जोहा।</td>
<td>There are seven or eight people in his family.</td>
</tr>
<tr>
<td>0075.</td>
<td>जिन्दगी में क्या हैं हाल (क्या कर रहे हैं) आज?</td>
<td>What do you do (are you doing) today?</td>
</tr>
<tr>
<td>0076.</td>
<td>आज कैसे काम करा (कर रहा हैं)।</td>
<td>I don’t have anything to do today.</td>
</tr>
<tr>
<td>0077.</td>
<td>आज क्या हैं काम की गति।</td>
<td>What do you need to do now?</td>
</tr>
<tr>
<td>0078.</td>
<td>आज में क्या हैं कपड़े की पारशु या।</td>
<td>I need to wash clothes now.</td>
</tr>
<tr>
<td>0079.</td>
<td>जहाँ रहा आज का स्कूल?</td>
<td>Where was bKra shis just now?</td>
</tr>
<tr>
<td>0080.</td>
<td>जहाँ रहा आज का स्कूल?</td>
<td>bKra shis was in the classroom just now.</td>
</tr>
<tr>
<td>0081.</td>
<td>आज क्या हैं कक्षा में और क्यों?</td>
<td>Who else is in the classroom?</td>
</tr>
<tr>
<td>0082.</td>
<td>त्सिन हेंग और ब्लो ब्जांग थे।</td>
<td>Tshe ring and Blo bzang were.</td>
</tr>
<tr>
<td>0083.</td>
<td>राहत पर क्या है?</td>
<td>What is on the platform?</td>
</tr>
<tr>
<td>0084.</td>
<td>राहत पर क्या है?</td>
<td>There are books and chalk.</td>
</tr>
<tr>
<td>0085.</td>
<td>उस लोगों का क्या कर रहा हैं?</td>
<td>What are those people doing?</td>
</tr>
<tr>
<td>0086.</td>
<td>सब तूफान के।</td>
<td>They are all buying books.</td>
</tr>
<tr>
<td>0087.</td>
<td>उसे किताब बिक्री के?</td>
<td>What kind of books are for sale?</td>
</tr>
<tr>
<td>0088.</td>
<td>उसे किताब बिक्री के।</td>
<td>There are all kinds of books for sale.</td>
</tr>
<tr>
<td>0089.</td>
<td>उस का नाम क्या हैं?</td>
<td>What’s your name?</td>
</tr>
<tr>
<td>0090.</td>
<td>उस का नाम त्सिन हेंग।</td>
<td>My name is Tshe ring.</td>
</tr>
<tr>
<td>0091.</td>
<td>उस का नाम क्या हैं?</td>
<td>What’s his/her name?</td>
</tr>
<tr>
<td>0092.</td>
<td>उस का नाम धोंगर।</td>
<td>His name is Don grub.</td>
</tr>
<tr>
<td>0093.</td>
<td>आज कहाँ जा रहा हैं?</td>
<td>Where are you going?</td>
</tr>
<tr>
<td>0094.</td>
<td>आज कहाँ चला।</td>
<td>I’m going over there.</td>
</tr>
<tr>
<td>0095.</td>
<td>आज कहाँ कर रहा हैं काम का काम।</td>
<td>What are you going to do?</td>
</tr>
<tr>
<td>0096.</td>
<td>आज कहाँ चला।</td>
<td>I’m going to borrow (a) book(s).</td>
</tr>
<tr>
<td>0097.</td>
<td>आज कहाँ चला।</td>
<td>Where did s/he go?</td>
</tr>
<tr>
<td>0098.</td>
<td>आज कहाँ चला।</td>
<td>S/he went out (to town).</td>
</tr>
<tr>
<td>0099.</td>
<td>आज कहाँ चला।</td>
<td>What did s/he go to do?</td>
</tr>
<tr>
<td>0100.</td>
<td>आज कहाँ चला।</td>
<td>S/he went to buy some stuff.</td>
</tr>
<tr>
<td>0101.</td>
<td>आज कहाँ चला।</td>
<td>Do you want to go to the library?</td>
</tr>
<tr>
<td>0102.</td>
<td>आज कहाँ चला।</td>
<td>Yes, I want to go and read the dKar mdzes daily.</td>
</tr>
<tr>
<td>0103.</td>
<td>आज कहाँ चला।</td>
<td>Shall we both (dual) go together?</td>
</tr>
<tr>
<td>0104.</td>
<td>आज कहाँ चला।</td>
<td>Okay! Let’s both go together.</td>
</tr>
<tr>
<td>0105.</td>
<td>आज कहाँ चला।</td>
<td>Did s/he go to see his teacher?</td>
</tr>
<tr>
<td>0106.</td>
<td>आज कहाँ चला।</td>
<td>Yes, s/he did.</td>
</tr>
<tr>
<td>0107.</td>
<td>आज कहाँ चला।</td>
<td>Where are you from?</td>
</tr>
<tr>
<td>0108.</td>
<td>आज कहाँ चला।</td>
<td>I am from Li thang.</td>
</tr>
<tr>
<td>0109.</td>
<td>आज कहाँ चला।</td>
<td>Where is s/he from?</td>
</tr>
<tr>
<td>0110.</td>
<td>आज कहाँ चला।</td>
<td>S/he is from Chab mdo.</td>
</tr>
<tr>
<td>0111.</td>
<td>आज कहाँ चला।</td>
<td>When did you go?</td>
</tr>
</tbody>
</table>
TAKUMI IKEDA

0112. I went yesterday.
0113. Did you both come together?
0114. No! I came alone.
0115. How long ago has it been since you came?
0116. I came many days ago.
0117. How many people came with you?
0118. Five or six people.
0119. Are you planning to go to Dar rtse mdo?
0120. No, I’m not planning to go.
0121. Do you want to go watch a movie?
0122. Yes, I want to.
0123. Will s/he come to our school?
0124. Yes, s/he will.
0125. What are you going to do?
0126. I’m going to wash clothes.
0127. What is s/he going to do?
0128. S/he is going to wash clothes, too.
0129. What are you doing?
0130. I’m writing a letter.
0131. What are they doing?
0132. They are studying.
0133. What did you do?
0134. I wrote a letter.
0135. What did they do?
0136. They danced Tibetan dances.
0137. What did bKra shis give you?
0138. He gave me a book.
0139. Who is the teacher talking to?
0140. He is talking to Blo bzang.
0141. Could you help me?
0142. Of course I’ll help you.
0143. What do you need to help?
0144. Please explain this to me.
0145. I’ll tell you one more time, all right?
0146. Okay! Please tell me once more.
0147. What are you going to do in the conference room?
0148. We want to have a party.
200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0149. They are doing in the classroom?
0150. They are singing in the classroom.
0151. Has dawn come?
0152. Yes, dawn has come.
0153. Did the bell ring?
0154. Not yet. (It hasn’t rung yet.)
0155. Did you wash your face?
0156. (Have you washed your face?)
0157. Did they finish eating?
0158. Yes, they have finished eating.
0159. Did you see bKra shis?
0160. No, I didn’t see (him).
0161. Do you remember that?
0162. I remember now.
0163. Did you study Written Tibetan?
0164. (Have you studied Written Tibetan?)
0165. Has/she studied Written Tibetan (before)?
0166. Yes, s/he has studied Written Tibetan.
0167. Can you speak Tibetan?
0168. I only know a few Tibetan sentences.
0169. Does s/he know (understand) Tibetan?
0170. His Tibetan is very good.
0171. Did you see (Have you seen) Lha mo?
0172. No, I haven’t seen her.
0173. Are you going out to the market now?
0174. No, I’m not going out now.
0175. Where did bKra shis and the others go?
0176. They went to the playground.
0177. I wonder if they’ve arrived there (yet).
0178. By now they have probably gotten there.
0179. Did you (pl.) go to the playground?
0180. Yes, we went up the mountain to have a picnic.
0181. Did you go somewhere far away?
0182. Not very far.
0183. What time did you get up in this morning?
0184. We got up at six (in the morning).
What time did you get to the mountain?
We got to the mountain at nine.
Did many people go for a picnic today?
Lots of people went for a picnic.
Did you have fun today?
Yes, I had a good time!
Are you tired?
No, I’m not tired.
Did it rain (when you were) on the mountain?
It didn’t rain at all.
Will people be going there tomorrow as well?
They’re saying that people will go tomorrow as well.
Will it rain tomorrow?
I doubt it will rain tomorrow.
If (we) leave early, we can probably get there by eight o’clock, right?
You (We) probably can arrive (on time).