Aspects of the grammar of Thulung Raian endangered Himalayan language
Aimée Lahaussois

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Aspects of the grammar of Thulung Rai:
an endangered Himalayan language

by

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Committee in charge:
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Abstract

Aspects of the grammar of Thulung Rai: an endangered Himalayan language

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Doctor of Philosophy in Linguistics

University of California, Berkeley

Professor James A. Matisoff, Chair

Thulung Rai is an endangered Tibeto-Burman language of eastern Nepal, currently spoken by approximately one thousand people. It is a member of the Kiranti group in the Himalayish branch of Tibeto-Burman, along with languages characterized principally by their complex pronominalizing verbal inflectional systems.

This dissertation provides an overview of the grammar of the Thulung language, along with selected texts and a glossary. The aspects of the grammar which are discussed are those which are particularly relevant as far as Thulung’s heritage as a Tibeto-Burman language is concerned. The chapters discuss the phonological system of the language; the case marking system; the use of discourse particles; nominalization and its etymological and semantic relationship with relativization and genitivization; the finite verbs, with their complex agreement system and stem alternations; the augmentation of verbs with aspect-bearing derivational suffixes; clause-combining by means of converbs and sequencers.
Each of these topics bears a significance to Tibeto-Burman studies as a whole, and these are characteristic features of languages from this area. The areal context for Thulung is another important aspect of this dissertation. The endangered status of Thulung is a result of the inroads of the Indo-Aryan national language of Nepal, Nepali. Each chapter, in addition to describing and analyzing particular grammatical topics, also discusses the equivalent constructions in Nepali in light of whether they constitute the source for the construction in Thulung as it stands today.

The contributions of this dissertation are in providing reliable and up-to-date information on a little-known minority Tibeto-Burman language of Nepal. This is an important addition to the field of Himalayan languages and will be useful for efforts towards reconstructing the development of Tibeto-Burman languages in the Himalayas. An important dimension of this dissertation is that it looks at grammatical features in one language in the context of their distribution over the linguistic area, even across language family boundaries. In this way, the materials presented are useful as another case-study of an intense language contact situation.
Acknowledgments

Jim Matisoff is the ultimate inspiration behind this work: he introduced me to Tibeto-Burman studies through his classes, mentoring and STEDT project, exposing me to a language family which has changed my outlook on language and the world.

John McWhorter, Bill Hanks and Leanne Hinton provided very helpful discussion and suggestions.

Bala Thulung, Yelung Kirant and Major Mani Rai are responsible for the success of my trip to the field: they generously shared their language, knowledge, time and homes, welcoming me into their community and allowing me a rare glimpse of the Thulung and their language. It is my hope that this dissertation will somehow be useful to them in their efforts to bring back the Thulung language, and my inspiration to continue work in this area is due to their energy and enthusiasm.

I am grateful to the Fulbright Commission which sponsored my field research trip to Nepal, and particularly to Mike Gill, the executive officer in Nepal.

I also received money from the Social Sciences and Humanities Fellowship, which I used on a first exploratory trip to Nepal to set up research.

Curtis and Alexandre provided the comic relief which gave me a sound perspective on life while I carried out research and wrote up this dissertation. And I thank my parents for providing a bilingual and then trilingual environment, which gave me direct experience of language contact long before I learned how to analyze any of it.
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List of glosses

CASE:
ERG ergative -ka
DAT dative (ie primary object) -lai
ABL ablative -lam, -laŋka
LOC generic locative -ra,- RGBA
hiLOC high-locative -la
loLOC low-locative -ju
levLOC level-locative -nu
COM comitative -num
INSTR instrumental -ka
GEN genitive -ku, -kam

PRAGMATIC:
TOP topic, ne
FOC focus, re
CONTR contrastive, tsahi
EMPH emphasis -ŋa

SC simultaneous converb -to
AC anterior converb -saka
SS simultaneous sequencer -lo
AS anterior sequencer ma

NEXP negative experiential -thi
Npst.PRT non-past participle -pa
Pst.PRT part participle -ma
PROG progressive -saŋa
IRR irrealis -wa/-a
COND conditional -la/ mala
N.COND negative conditional -mela
PURP purposive -ra/-ŋa
HS hear-say -ʔe

2IMP 2s imperative suffix  a/ra/ka
VN verbal noun -si
OBL obligation basi
NEG.OBL negative obligation myny
N.OBL loan obligation marker, from Nepali parne, parjo

NOM nominalizer -m, -mim
NOM.inf infinitive -mu, -m
NOM.rel relativizer -m, -mim
L.NOM locative nominalizer -khop, -khom
PLU nominal pluralizer, -mim
DU nominal dualizer, -tsi
NEG negation, -mi

1POSS First person possessive pronoun: a, aki, ama, akima
2POSS Second person possessive pronoun: i, ini, ima, inima
3POSS Third person possessive pronoun: u, uni, uma, unima

In combination with a person number, pronouns are
s singular
d dual
p plural
de dual exclusive
di dual inclusive
pe plural exclusive
pi plural inclusive
(NB there has been a shift in the pronouns, with the introduction of politeness distinctions. I use the old pronoun labels, because these are what is reflected in the verbal forms)

Aspectivizers:
CAU causativizer, be
DET detransitivizer, si
BEN benefactive, sa
HAB habitual, thal
STA stative, ta
DEF definitive, so
PON ponent, jutl
RES resultative, le
ITF intensifier, tha
APX approximative, bal/bhal

N. precedes the gloss of any lexical item which is a loan from Nepali.
INTRODUCTION

Language and people

Thulung Rai is spoken by some thousand people in the Middle Hills of Eastern Nepal, on the Western edge of the Kirant region. The homeland of the Thulung people is considered to be the settlement of Mukli, covering a hillside at the juncture of the Dudh Kosi (a major river in Eastern Nepal, which flows down from the heart of the Everest region) and the Solu Khola rivers. Other Thulung settlements are Tingla, Deusa, Lokhim, Jubu, Kangel, and these are within a few hours’ walk from Mukli. The settlements are at a moderate altitude (averaging about 1500 meters), spread out over the hillside. Each house is surrounded by terraced fields, where the main crops are rice, corn and millet. These grains form the basis of the Thulung diet, supplemented by sweet potatoes, oranges, chayote squash and its leaves, and buttermilk from the family buffalo or cow. Chickens and goats are also kept, but their meat is reserved for holidays, such as Dasai (Nepali holiday in October) and the local festivals.

The Thulung people live for the most part in a cashless economy, producing what they need to live. Water comes from nearby rivers, and there is no electricity. There is, however, a weekly market in the village of Nele, two hours above Mukli, where villagers buy cloth, pots and grains (there are often shortages, when locally produced grain is not
sufficient to feed people, and must be imported from other regions of Nepal). The money which Thulung people use at the market is usually sent to them by relatives living in Kathmandu or other urban settings, and it is used exceedingly sparingly. Oftentimes, Thulung will travel to the larger market town of Jiri in order to save money on certain basic purchases, particularly around holiday times when they often need to supplement the food they produce to accommodate visiting relatives.

Traveling from Mukli to Kathmandu is not easy, and the trip is undertaken very infrequently and with much planning and some trepidation. From Mukli one must walk an average of three days to the town of Jiri (which is incidentally the beginning of the Everest trek--it takes a fast walker about ten days to reach Everest basecamp from Jiri), and from there Kathmandu is a twelve hour busride along treacherous mountain roads. The trails from Mukli to Jiri are not in particularly good condition, and become virtually impassable during the monsoon, when landslides along the trails claim the lives of several travelers every year. Within the last couple of years, an airport has been built in Phaplu, a day’s walk northwest of Mukli, and there are biweekly flights to Kathmandu (often cancelled due to poor visibility). These flights do not have a large impact on the Thulung, for whom the tickets are expensive and difficult to come by. Nonetheless the improving infrastructure does allow for considerably more mobility with each generation, and Thulung living in Kathmandu frequently receive visits from villagers who come to see the sights.

There is a school in Mukli, but in order to take classes up to the level of the SLC (School Leaving Certificate) students must walk to the market-town of Nele, about two hours in each direction. The curriculum at both the Mukli and Nele schools is in Nepali.
The Nepali constitution states that different groups have a right to education in their own languages (Bandhu, 1999:9), but this is logistically problematic: the lack of a writing system for Thulung makes it an unlikely medium for education, and the population of Mukli includes non-Thulung minorities as well as those whose native language is Nepali.

Pursuing post-secondary education requires heading to Kathmandu, and this is one reason for emigration by young Thulung. The capital and the world beyond provide economic opportunities which are simply unavailable in the Thulung homeland, and for the most part, people do not return to live in Mukli once they have left.

The anthropologist Nicholas J. Allen has written much about the Thulung Rai, and reconstructs a history consisting of four general periods (1997: 305): 1. a first period when the hills of Nepal were densely forested, at which time the population density was very low and hunting played a considerable part in the Thulung economy; 2. “the establishment of the first sedentary village at Mukli… followed by secondary foundation of other sedentary villages”; 3. “the Gorkha conquest of 1770’ and the subsequent use of local clan headmen to rule indirectly; 4. “the period since 1950” corresponding to the introduction of education, weekly regional markets and the (limited) influx of cash into the economy.

Allen links these historical periods with the Hinduization of the Thulung people, and shows a progression from jungle-dwellers to farmers dwelling in settlements, with other groups being accepted into these settlements: the Brahmins would have been welcomed for their astrological skills, and accompanied by the untouchable castes with whom they shared a symbiotic relationship, and these immigrations were followed by various others who were either useful in some ways to the Thulung or simply accepted.
The result is a multi-layered community, comprised of not only Thulung, undoubtedly the original settlers, but representatives of all the Indo-Aryan castes (Brahmins, Chetris, and the four untouchable castes) as well as other Tibeto-Burman groups (such as Magar, Gurung, other Rai, Limbu). Thus there is an influx of non-Thulung speaking people¹, as well as the assimilation of the Thulung into a caste-system, which as Allen shows is a necessary result of contact with castes.² Interaction with these other groups most probably has had an impact as far as the Thulung language is concerned: the result is that Nepali has become a language of communication, even within the Thulung village.

**Classification of Thulung within Tibeto-Burman**

Thulung Rai is a Kiranti language. The Kiranti group is relatively well-studied, characterized by complex pronominalizing verbal systems, and includes languages such as Limbu, Belhare, Yamphu, Camling, Athpare, Hayu.

Kiranti languages are considered part of the Bahing-Vayu group of Benedict (1972), but Matisoff (1991) proposes a variation on Benedict’s scheme, based on research carried out on the Sino-Tibetan Etymological Dictionary and Thesaurus (STEDT) project. The aim of the project is to create an enormous and comprehensive database of as many Sino-Tibetan (but primarily Tibeto-Burman) languages as possible, with the

¹ The non-Thulung speaking people speak Nepali: even Tibeto-Burman ethnic minorities, such as the Gurung, represented in Mukli do not speak their ancestral languages.
intention to use the data to carry out comparative/reconstructive work on the family. As a result of the data he takes into account, Matisoff’s scheme is much more up-to-date than previous classificatory schemes.

Table 1 The Tibeto-Burman family (according to Matisoff)

Matisoff breaks down the Himalayish branch as in the following table.

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2 One cannot interact with castes without participating in the notion of the hierarchies and levels of purity with which they are associated.
Table 2. Matisoff’s Himalayish

<table>
<thead>
<tr>
<th>sub-branch</th>
<th>languages</th>
<th>location</th>
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<tbody>
<tr>
<td>West-Himalayish</td>
<td>Kanauri, Thebor, Bunan, Manchati, Chamba Lahuli, Tangkas</td>
<td>Himachal Pradesh, Kashmir, Almora</td>
</tr>
<tr>
<td>Bodish</td>
<td>Tibetan and dialects (Amdo, Balti, Derge, Jirel, Kaise, Khams, Lhasa, Purik, Sherpa, Spiti)</td>
<td>Tibet, and also Nepal, Bhutan, Sikkim, Kashmir, Pakistan, Gansu, Qinghai, Sichuan</td>
</tr>
<tr>
<td>Tamangish (‘TGT’M’)</td>
<td>Tamang, Gurung, Thakali, Manang, Narphu</td>
<td>Central Nepal</td>
</tr>
<tr>
<td>Chepangish</td>
<td>Chepang, Kham, Magar, Hayu, Sunwar</td>
<td>Central Nepal</td>
</tr>
<tr>
<td>Rai (=Kiranti)</td>
<td>Bahing, Dumi, Khambu, Lambichong, Limbu, Lohorong, Todong, Thulung, Waling, Yakha 4</td>
<td>Eastern Nepal</td>
</tr>
<tr>
<td>Newari</td>
<td>Newari</td>
<td>Kathmandu Valley, Dolakha</td>
</tr>
<tr>
<td>Lepcha</td>
<td>Lepcha</td>
<td>Sikkim, Eastern Nepal, Western Bhutan</td>
</tr>
</tbody>
</table>

Thulung, along with its immediate geographical neighbours, is in the Kiranti branch. Allen (1975: 3) judges that Thulung’s closest relationship is with Bahing, in terms of lexical evidence. Having had the opportunity to examine a word list for Bahing provided by Bart de Boer (collected in 1999 in Okhaldunga), I concur with this judgment.

Previous research

The main data on Thulung prior to 1999 is that of Allen. He published a *Sketch of Thulung Grammar* in 1975, which is, as the name implies, a grammatical overview of the

---

3 In addition to Benedict’s scheme there is also that of Shafer (1974), based on the same data-base as Benedict’s but somewhat different in the arrangement of the family.

4 We can add to this sub-branch: Chulung, Yamphu, Belhare, Camling, Athpare, among others.
language, along with some texts. Texts are also included in his unpublished doctoral dissertation, which Karen Ebert has mined for the Thulung data in her very useful “Structure of the Kiranti languages”. Before the Allen publication came a booklet written by Agan Sing Deusa Rai (1944), and before that a vocabulary list by Hodgson (1857.)

Another source is a dictionary compiled by Yelung Kirant, with the assistance of Major Mani Prasad Rai, which is a result of data collection from numerous native speakers of various ages. This is a Thulung-Nepali dictionary, with the Thulung transcribed using devanagari\(^5\), and includes paradigms (mostly incomplete, but still useful) of verbs: it is called Iki Lwa (“our language”).

My research was carried out on a Fulbright fellowship and with a Humanities and Social Sciences grant from UCB, during the academic year 1999-2000. I was primarily stationed in Kathmandu, where my principal consultant was Bala Thulung, a 24-year old Thulung woman studying at the university in the capital but who had lived until age 18 in Mukli. I collected materials during field trips to Mukli, where I also did some elicitation, and these materials were analyzed with the assistance of Bala back in Kathmandu.

**Goals of this dissertation**

This dissertation aims to give an overview of the Thulung language. The reason for the title “Aspects of the grammar of Thulung Rai: an endangered language of the Himalayas” is that I choose not to follow the typical organization for a grammar, but rather to discuss aspects of the grammar in the context of their significance for Thulung.

\(^5\) Despite initial misgivings, I realize now that this is as good a transcription tool as any, and in fact probably far superior to IPA in that it is accessible to a generation of younger literate Thulung who are otherwise losing their language.
as a Tibeto-Burman language. The result is quite like a grammar, but the grouping into topics is rather different. Important features of a Kiranti/TB language are: relatively systematic case marking; nominalization and its relationship with relativization and genitivization; the finite verbs, with their complex pronominalizing agreement system; the formation of verb complexes for the expression of aspect and Aktionsart; clause-combining. These are therefore the themes of the several chapters.

These topics are important from a diachronic perspective, in terms of efforts towards reconstructing earlier stages of TB presence in the Himalayas, but also in terms of areal phenomena.

Case marking and the presence of ergativity is a topic which has received a great deal of attention: while it appears that ergativity is an areal feature of languages of South Asia, affecting Indo-European languages of this area as well as Tibeto-Burman languages (Bickel 1999b: 2-3), there is also a debate as to whether to reconstruct ergative case marking to the proto-language or whether it is a feature which arose independently in different branches (LaPolla 1985).

Nominalization and nominalizing strategies are of great interest in the Tibeto-Burman family, and have been treated quite extensively (Matisoff 1972; Noonan 1997; DeLancey 1999; Bickel 1999a): evidence linking the seemingly distinct phenomena of nominalization, relativization and genitivization is being found in language after language of the TB family as the data emerges.

Finite verbs and the agreement system are the subject of a long-standing debate in terms, once again, of whether it is possible to reconstruct a verbal agreement system back to the proto-Tibeto-Burman level (Sun 1985; Nishi 1985; DeLancey 1989.) This issue
bears on that of classification of the whole family, certain scholars proposing different family trees based on where verbal agreement appears.

Aspectivizers are interesting in the areal context of the Himalayas, and are found in many Kiranti languages (vividly described for Limbu and Dumi by Van Driem and for Yamphu by Rutgers) as well as in Nepali (Pokharel 1999) and beyond (Masica 1976, 1991). While they are not a significant topic as far as the larger Tibeto-Burman family is concerned, they are important to the South Asian region.

Clause-combining and the use of converbs is another topic which is interesting from the point of view of areal linguistics: Tibeto-Burman languages of South Asia tend to use converbs for clause-chaining, like neighbouring Indo-Aryan languages, whereas Tibeto-Burman languages from East and South East Asia instead primarily link clauses by means of verb serialization (Bickel 1999b: 4).

The main topics discussed in this dissertation are significant because they fall into one or more of the following categories:

1) they are the subject of debate for Tibeto-Burman in terms of whether or not they constitute a feature of the proto-language (like case-marking and verbal agreement morphology.)

2) they represent phenomena which are being found to be more and more wide-spread across the entire family (such as nominalization and related functions.)

3) they are important in terms of the areal context of the South Asian region, as features also found in Indo-European languages spoken nearby (like clause-combining and aspectivizers.)
The second part of the title refers to the endangered nature of the language, due to the inroads of the Indo-Aryan national language of Nepal, Nepali. This contact has significantly influenced the structure of Thulung, and thus every chapter deals with its main topic in light of the impact of Nepali and possible resulting effect on Thulung. Particularly fortunate for the study of Thulung is the fact that it was recorded in the 1970’s by Nicholas Allen, and this record can be used to document change over the past thirty years. Because of a drive to set up schools throughout rural parts of Nepal, this happens to have been a period of significant increase in language contact.

Inroads of Nepali into Thulung Rai

The inroads of Nepali in Thulung are great, as in most other minority languages of Nepal. The sociopolitical status of Nepali means that it has had considerable influence on Thulung for several hundred years, but this influence has been particularly strong over the last thirty or so years, with better infrastructure allowing for more movement from the villages to the capital (and back), and education becoming better established. At this point, I believe it is accurate to say that all Thulung speakers are bilingual in Nepali, and transmission to future generations seems less and less likely. Education and economy seem to be the two main forces endangering Thulung. Although of course education provides people with opportunities and is a valuable contribution to any community by the State, it certainly seems to be responsible for what in the case of Thulung is most likely to result in language death. Because of the ethnic make-up of villages such as Mukli, education cannot reasonably be carried out in Thulung, or part of the village population of Indo-Aryan background would be left out. Additionally, because of the
fact that Thulung is an unwritten language, using it for the purposes of education would require the creation or adoption of a transcription method: devanagari, the script used for Nepali, can be adapted fairly easily to write Thulung. The Constitution of Nepal officially protects the right of children to be educated in their mother tongue (Bandhu, 1999:9), but the reality is that villages where many tribes cohabit cannot afford to have several schools, and the default language of education is Nepali. Additionally, parents who want to give their children an economic opportunity beyond the confines of the village naturally want those children to be as proficient as possible in Nepali. When combined with attitudes throughout Nepal about ethnic minorities, imperfect Nepali (as a result of favouring Thulung) would be a serious impediment to the advancement of young Thulung people. While there does not seem to be any shame attached to being Thulung, and I have heard Thulung people in Kathmandu using Thulung in public places, rather proud not to be understood, there are definite disadvantages to not mastering Nepali.

Another issue is that of inter-marriage between Thulung and other tribes or castes, which happens quite frequently. If the marriage partner of a Thulung is of Indo-Aryan descent the couple will certainly speak Nepali, and most often even if the partner is another Rai, Nepali will be the intra-family lingua franca. The result of this is that as soon as inter-marriage takes place, the chances of the next generation learning Thulung are very limited.

I believe that the areas in which we see the influence of Nepali result in a situation of moderate to heavy borrowing, according to the scheme drawn up by Thomason and
Kaufman (1988). The situation is one of “heavy contact, including much bilingualism among borrowing-language speakers” (Thomason and Kaufman 1988: 50). Their stipulation that bilingualism be over a long period of time is one I cannot determine for Thulung: while bilingualism is certainly well-established now, and there has been a long history of contact, the extent of bilingualism one hundred years ago is not known. At the same time, the results predicted from the situation of intensive contact and bilingualism which Thomason and Kaufman describe are met: “much lexical borrowing, moderate to heavy structural borrowing, especially phonology and syntax” (50). Adding to the level of influence is the fact that the languages are typologically close (52), which is itself a result of very long-term contact between the Tibeto-Burman languages of Nepal and the neighbouring Indo-Aryan languages (addressed generally by Masica 1976 in the context of South Asia). The question I wish to address in terms of language contact concerns more recent contact phenomena. It is of course difficult to distinguish this from older contact influence: in this respect I base much of my information on the grammar of Allen, in order to see what evidence of change now exists which did not at the time of his writing.

The area where the influence of Nepali is most clear is, unsurprisingly, the lexicon, including basic vocabulary. In some cases, the native word coexists alongside the loanword. I found that when a speaker was performing a story for me to record, whatever audience there was would routinely interrupt to ‘correct’ the speaker and feed him a native word when he could only think of the Nepali borrowing. (Michailovsky reports the same scenario in his work with Hayu. 1988: 44)
The borrowing of lexical items from Nepali is manifested in two different ways: the words are either borrowed directly, with no phonological changes, or they are somewhat phonologically modified. In the glossary provided in the appendix, the words marked “(Nepali)” are those which are clearly and undoubtedly borrowed from Nepali, in being directly taken from Nepali with no phonological changes, or with minor phonological changes. When the changes are more significant (such as birma, ‘cat’, where the Nepali is [biralo]) I do not mark these as loanwords: they appear to be derived from the Nepali form, but are different enough that there is some doubt. Words such as these perhaps represent older loans, which have been used in Thulung long enough to be assimilated into the language according to some criteria which is not apparent to me. Other words are only somewhat modified, such as makai, ‘corn’, from Nepali [mɔkai], and I have not been able to determine whether the modifications are consistent across the population, or whether the words are borrowed on the fly, and whether the changes undergone are a matter of how well the speakers knows Nepali. It is interesting that for words which distinctly show phonological properties not found in Thulung, the borrowed form is much more likely to be very close to what the word is in Nepali: Thulung does not have initial /t/, and words which are t-initial are therefore marked in terms of their origin, and not assimilated.

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6 Generally, Nepali [ɔ] is rendered as Thulung [ɔ], yet I never encountered [mɔkai] but always [makai].

7 təu ‘place’, tel ‘oil’ are borrowed as is, whereas a word like haddhi ‘elephant’ is slightly different from the Nepali hatti.
Specific lexical changes

Numerals: Matisoff (1997) points out that in many TB languages of Nepal, native numbers are now limited to the first three or four cardinals, with Nepali used elsewhere, despite the difficulty of Nepali numerals past ten\(^8\). The same is the case in Thulung: no one in Mukli can count past four in Thulung (Allen reports the same phenomenon in the 1970’s). The first three numerals are used fairly often in set expressions and are therefore still used, always in an expression with a classifier (ko-le, nɔ-le, su-le: ‘one’, ‘two’, ‘three’ with the generic classifier). All other numerals have fallen out of use and have been replaced by Nepali.

Numeral classifiers are a common feature of Sino-Tibetan, and consequently TB, languages. In some languages, there are a large number of classes, such as in Newari. In Thulung, however, there are very few classes left, even at the time of Allen’s research. The remaining classifiers are the generic classifier -le, used for both animate and inanimate nouns; -phe (most often replaced by the general classifier), used for counting generally round objects, such as coins, bananas, bread; -lem, used for counting days (but only up to three nowadays: ko-lem, nɔ-lem, su-lem being ‘one’, ‘two’ and ‘three days’ respectively). Allen reports the general and the day-counting classifiers, and mentions earlier research during the 19th century which describes separate classes for round (-bop), elongated (-stul) and flat (-phe) objects, the first two of which have fallen out of use.

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\(^8\) The following list of numbers 1-30 shows that the patterns are difficult to identify, making the learning of the cardinal numbers a matter of memorization, as opposed to logical deduction.

Nepali has a very simple system of numeral classifiers, with one for humans (-jaanaa) and another generic (-jaa), and the reduction in the system of Thulung looks to be a result of the influence of Nepali. This is an interesting development considering that according to Matisoff (1978: 78) “it seems obvious that the Nepali and Bengali classifier systems are due to TB influence”.

There are productive rules for nativizing Nepali verbs into Thulung, and the verb valence is taken into account: the verb is made into a verbal noun, in -e. It is followed by bo-mu ‘to do’ for transitive verbs. It appears that bo-mu is often elided to -mu, the native infinitive suffix. Some examples of both forms include tshôle bo-mu (vt) ‘to deceive’, sölba bo-mu (vt) ‘to decide’, and pare-mu (vt) ‘to study’, hule-mu (vt) ‘to bring in’. For intransitive verbs, dym-mu, ‘to become’, follows the verbal noun: søre dym-mu (vi) ‘to move houses’, potti dym-mu (vi) ‘to believe’.

For transitives, it seems that the degree of integration into Thulung determines how the borrowed verbs are conjugated, in other words whether or not they are transparently formed from bo-mu or not. Thus hurke bo-mu, ‘to raise a child’, is inflected for 1s agent and 3s patient as hurke be-uto, whereas other verbs are better integrated, such as khade-mu, ‘to stuff’ (from Nepali kha-du), which for the same person combination is khade-uto (stuff-1s/3s.PST). In some cases though, there is variation

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9 The argument for the treatment of certain verbs as forms showing the elision of bo-mu is that there are quite a few verbs in the language, which are clearly borrowed from a recognizable Nepali verb, which have an e- final root, following by the Thulung infinitive marker. These forms are sometimes interchangeable with forms root+e bo-mu. Additionally, Nepali loan verbs which are borrowed as root-e-mu are exclusively transitive, while the intransitive borrowed verbs always end with dym-mu.
between the form with bo-mu and the more integrated verb: pare-mu and pare bo-mu (vt) ‘to study’ (from Nepali parau-nu) are both found, as indicated by the 3s agent/3s patient forms pary-ry and pare by-ry (study-3s/3s.PST and study do-3s/3s.PST respectively, both uttered by the same speaker). The same is true of tsa e bo-mu (vt) ‘to want, to need’, which is variously tsa e be-u or tsa e-u (need do-1s/3s or need-1s/3s respectively). This type of flexibility with respect to how the verb is inflected, reflecting bo-mu or a more integrated infinitive suffix -mu, seems to apply to many borrowed transitive verbs.

Nepali copulas ho and tsha are borrowed into Thulung, in invariable form, alongside the single native copula, bu-mu (in the infinitive). Their use is described in the chapter on finite verbs.

Function words:

Certain Nepali function words are pervasive in Thulung narratives. One is tsahi, the contrastive marker, for which there is no native equivalent. Other loanwords which appear frequently in story-telling are čha ‘now’, othwa ‘or’, ki ‘or, right?’, ni ‘indeed’, ta ‘indeed’, tær ‘but’, as well as expressions based on the borrowed copula such as ho ta ni, expressing confirmation, and ho ki, asking for confirmation. ki, which is used sentence finally, is the equivalent of English ‘right?’, in story-telling--it creates a small pause for the audience to assimilate what is being said. ki is also a subordinator, discussed below.
Certain collocations are borrowed from Nepali, and nativized by using Thulung function words while borrowing the content word and the form of the expression. The Nepali expression (NP)-ko bare-ma\textsuperscript{10} (lit. ‘(NP)-GEN regards-LOC’) is rendered in Thulung as (NP)-kam bare-ra, with the native genitive and locative markers inserted into the otherwise unchanged expression. This is also seen with Nepali (NP)-ko laagi ‘for the sake of (NP)’, which in Thulung becomes (NP)-kam lagi (with native genitive marker -kam), in other words again borrowing the expression but nativizing it somewhat.

Phonological:

Whereas vowel length is contrastive in Thulung according to Allen’s study, I found that such contrasts are no longer phonemic or consistent nowadays. In his grammar, Allen lists a number of length-contrastive minimal and near-minimal pairs, but he states that in certain non-verbal forms, long and short vowels are in free variation. This free variation seems to have been taken to its logical end, resulting in the present situation.

Nepali does not make vowel length distinctions\textsuperscript{11} and the reduction in the phonological system of Thulung can be seen as a move towards the Nepali system. Phonological reduction is one of the first things to happen across generations in language death/loss situations, with bilingual speakers making fewer phonological distinctions than

\textsuperscript{10} Where NP represents whatever Noun Phrase is inserted into the collocation.

\textsuperscript{11} It does in the writing system, devanagari, which distinguishes long and short a, u, i, but this is a remnant of distinctions made in Sanskrit which do not apply to modern spoken Nepali. Devanagari long and short a correspond to /a/ and /a/-as Thulung has no schwa, it renders the schwa as /a/, like in native Thulung words.
fully competent speakers, such as by losing contrastive vowel length (when not in the dominant language) (Campbell and Muntzel 1989: 186).

Allen mentions finding certain tonal contrasts in Thulung at the time of his research. The constrasts result in some words having what Allen calls ‘tense’ tone (1975: 32), but the ‘great majority’ of words were not marked with this tone. They are generally inconsistent when no minimal pairs are available (even for the same informant), but consistent for minimal pairs (1975: 33). He also notes that the great majority of Thulung words sound equally natural with or without tone. He never encountered difficulties with others understanding his Thulung, even though he never used tones, but tone still seemed to be a contrastive device for some speakers of the language.

I have not found any evidence of tone in Thulung. Allen does mention that it is mostly older speakers who made any tonal distinctions he found, and none of these individuals are alive any longer. Tone loss can be assumed to be another facet of change that comes from bilingual speakers reducing the phonological system of one language to be more like that of another, making fewer phonological distinctions than a fully competent speaker is capable of (Campbell and Muntzel 1989: 186). The fact that there is no tone in Nepali makes the loss look convincingly like a contact phenomenon.

The question of tone is quite puzzling, as tonal contrasts are very uncommon among Kiranti languages (Distinctive tone is found in Khaling, according to Ebert 1994: 17; it is also found in Sherpa (Barbara Kelly, pc), which, although not a member of the Kiranti branch, is spoken a few hours by foot away from Mukli). Thulung is considered to form a separate subgroup from the other Kiranti languages (Bradley 1997: 18), and the presence of tone may be responsible for this analysis. It seems that the inconsistency with
which tone is present nowadays hints at a tonal system which faded out before being fully established.

Morphosyntax:

Pronoun system: The seeds of change are already visible in Allen’s data, as he notes that there is a beginning of a tendency to use the second plural personal pronoun as an honorific (1975: 40). I found that the pattern is now strongly established, and that the pronoun system has shifted from a fairly simple system:

1s 1de 1di 1pe 1pi\(^{12}\)
2s 2d 2p
3s 3d 3p
to a more complex system (because of the addition of honorific forms in the second and third person singular):

1s 1de 1di 1pe 1pi
2s 2s-formal 2d 2p
3s 3s-formal 3d 3p

These distinctions are made in the personal pronouns, but not in the verb inflection, which maintains only the pronominal distinctions found in the older system. This means that 2s-formal and 3s-formal take the verbal endings which also apply to 2p and 3p respectively.

Honorific pronominal forms are found in Burmese and Tibetan, as well as in Newari (a TB language of Nepal), but otherwise such an honorific distinction is quite

\(^{12}\) where s, d, p stand for singular, dual, plural respectively, and i and e stand for inclusive and exclusive.
unusual for TB. Their presence in Thulung is the direct result of the influence of Nepali, which makes such distinctions among its pronouns.

Case-marking: Thulung has a split ergative system, with the split occurring along pronominal lines. According to Allen, the split used to occur between second and third persons, a typologically common position for such a split, with the first and second persons being marked for nominative/accusative and the third person and all other NPs taking ergative/absolutive marking. The split is no longer as simple as it was, as a result of the shifted pronoun system. Ergative/absolutive marking is now applied to second person plural, all third persons and common NPs, whereas the nominative/accusative marking is taken by all first persons, and second singular, singular honorific and dual. While this is not the same split ergative system as we see in Nepali (where the split occurs along the lines of tense, with past tense marked for ergative and non-past for accusative), the shift in the Thulung system is a direct result of a change brought about through contact with Nepali, namely the shift in the pronoun system.

Thulung has a dative\textsuperscript{13} case-marker, -\textit{lai}, which has been borrowed from Nepali, where it covers the same roles. Allen claims that traditionally both direct and indirect objects were unmarked (1975: 92), but his comment that “it is very frequent in present day Thulung for one or the other to be marked with the Nepali suffix -lai especially if they are animate” (1975: 92) does not help clarify any rough time frame for the introduction of the marker into Thulung.

\textsuperscript{13} The term is used for primary objects: ie direct object of monotransitives, and indirect object of ditransitives. (Bickel and Nichols, 2001 ms.: 93)
The dative marker is used, optionally, in expressions of bodily and mental states: the experiencer receives dative marking, and the verb is in an impersonal 3S form. Example 1 shows the Thulung construction, followed by the direct Nepali equivalent (example 2). In 3 we have another Thulung sentence with the same construction.

1. go-lai kwara ly-ra\textsuperscript{14}  
   1s-DAT thirst feel-3S.PST  
   I am thirsty

2. ma-laai tirkhaa laag-yo  
   I-DAT thirst affect-3S.PST  
   I am thirsty.

3. go-lai thʃoktʃho bɔk-ta  
   1s-DAT anger arise-3S.PST  
   I am angry (‘anger arose in me’)

This shows that the incorporation of the construction into Thulung has gone rather far, to the point that it is even used with verbs different from those in the canonical Nepali expression (which is always laagnu).

For some expressions, the ‘impersonal’ construction coexists with a similar expression of canonical transitive form, with an agent which commands the inflected verb.

4. go-lai bira ɲim ly-ra  
   1s-DAT leech fear feel-3s.PST  
   I am afraid of leeches.

\textsuperscript{14} The use of the past tense form in verbs of emotion and sensation is common to languages of this area, including Nepali. Van Driem says about Limbu that “Verbs of perception are telic statives and take the preterit when their English translation requires a present tense. The choice of tense in Limbu is contingent upon the moment of perception.” (1987: 89)
5. go bira-num ṇi-ṇu.
   I am afraid of leeches.

6. go-lai Phaplu lɔ-lo dwa
   I want to go to Phaplu.

7. go-lai Phaplu lɔ-mu dwa
   I want to go to Phaplu.

8. go Phaplu lɔ-mu dwak-pu
   I want to go to Phaplu.

For expressions of obligation, there is hesitation about the marking of the agent, as in example 9:

9. go/go-lai swar kho-mu basi
   I must prepare the bamboo (for basket making.)

My informant claimed that the -lai form was ‘more correct’ even though both types of marking are found commonly in speech. The Nepali equivalent of the sentence is seen in 10.

10. ma tʃoja banau-nu par-cha
    I bamboo prepare-INF must-3s

It is possible that the -lai form for Thulung is prefered by my informant because it is less Nepali-like.

There are therefore certain constructions where the subject is dative-marked and an impersonal form of the inflected verb is used. These expressions coexist alongside
nominative-marked subject sentences. Bickel (1999b) mentions how this is typical of languages “at the border between the South Asian and the South East Asian domain of influence”, which typically show patterns of experiencer-marking seen in both areas: with the dative, like the Sino-Tibetan languages of South Asia\textsuperscript{16}, and with the nominative, like the languages of South-East Asia (“in line with Tai-Kadai, Miao-Yao and Mon-Khmer languages” (ibid: 3). Thulung, then, is behaving according to a pattern also seen in other Tibeto-Burman languages in its same geographical area. The dative marker is almost certainly a borrowing from Nepali, where it marks the same functions, and the use of the dative marker in ‘emotive predicates’ therefore appears to be a result of long-standing contact with Indo-European languages of the area, broadly, and Nepali, more specifically. For my young informant, the preferred constructions in Thulung were the least Nepali ones, perhaps representing a perception that the construction is borrowed and encroaching upon earlier Thulung constructions.

The purposive is expressed with the locative marker, -ra/-\textit{d}a, which is suffixed to the verb root.

\begin{verbatim}
11. gui po-\textit{d}i \textbf{breb-\textit{d}a} badzar \textit{b}-mu basi \\
    lpi chicken-egg buy-PURP market go-NOM.inf OBL \\
\end{verbatim}

\textit{We must go to the market in order to buy eggs.}

\textsuperscript{15} Reduplication of the verb root before the modal \textit{dwa-mu} ‘to want, to like’ is seen quite frequently, but by no means necessary. If the verb complement is not reduplicated, then it must be in infinitive form, as in examples 7 and 8.

\textsuperscript{16} And like Indo-European languages from South-Asia, which “encode experiencers as the ‘goal’ or ‘receiver’…, i.e. by using a dative or accusative case.” (Bickel 1999: 3)
However, the formula most often used nowadays is a nativized Nepali borrowing, -\textit{kam lagi}, which is affixed to the infinitive form of the verb.

12. gui po-\textit{di} bre-\textit{mu-kam lagi} badzar lo-mu basi lpi chicken-egg buy-NOM.inf-GEN N.sake N.market go-NOM.inf OBL

We must go to the market in order to buy eggs.

The original construction in Nepali is -\textit{ko lagi}, where -\textit{ko} is the genitive marker, which is replaced by the native genitive marker -\textit{kam} in Thulung. Allen does not mention this borrowed construction at all, suggesting that it may be a recent arrival into Thulung.

The causal marker is an instrumental marker, used to subordinate a clause which provides the explanation for the event described in the main clause. The marker -\textit{ka} is suffixed to the nominalized finite verb in the subordinate:

13. ama-bida \textit{bu-mim-ka} go khusi bu-\textit{nu} 1POSS-N.holiday be-NOM-INSTR 1s N.happy be-1s

Because I have a holiday, I am happy.

There is another common construction to express causality:

14. go khusi bu-\textit{nu ha\textit{\textsuperscript{\textasciitilde}a-bhane} ama-bida} bu 1s N.happy be-1s why-N.if 1POSS-N.holiday be.3s

I am happy because I have a holiday.

\textit{ha\textit{\textasciitilde}a-bhane} is a calque of Nepali \textit{kinaa bhane}, also used to give an explanation for a certain event: \textit{ha\textit{\textasciitilde}a} is the Thulung equivalent of Nepali question word ‘why’, and \textit{bhane}, the conditional/quotative particle, is borrowed as is.

What is interesting about this example is that it causes a shift in word order: whereas the Thulung order was originally causal clause + subordinator -\textit{ka} + main clause, the order with this borrowed subordinator is reversed to main clause + subordinator ha\textit{\textasciitilde}a \textit{bhane} + causal clause. This is reminiscent of the change in word order seen in Kupwar
Kannada with the introduction of subordinator -\textit{ki} to embed quotes or question sentences (Thomason and Kaufman 1988: 88).

The -\textit{ka} construction is still widely used, but the existence of the alternative may eventually gain ground. Interestingly though, Nepali also has an equivalent of the -\textit{ka} construction, using the Nepali instrumental marker -\textit{le} in much the same way as -\textit{ka} in Thulung. It is possible that this is contributing to the maintenance of the construction with -\textit{ka}, despite the presence of a borrowed alternative.

The subordinator \textit{ki} is borrowed to embed quotations, just like in Kupwar Kannada where \textit{ki} is borrowed for the same purpose from Hindi-Urdu (Thomason and Kaufman 1988: 88).

15. ama-wotsy u-sathi-mim-lai rak-ta
    1POSS-husband 3POSS-N.friend-PLU-DAT say-3s/3s.PST

\textit{ki} go mi-br\textit{opa} dzam khok-pu
KI 1s NEG-good food cook-1s/3s

My husband told his friends that I cook terrible food.

This construction with the borrowed subordinator is not terribly frequent, and quotations are more often embedded directly with no subordinating material.\footnote{This is discussed in the “embedded quotations” section under each of the two converbs and sequencers, in the chapter on clause-combining.} However, when it does occur, it also has an effect on the word order (as with causal clauses, seen above), by resulting in matrix clause + subordinator \textit{ki} + subordinate clause order. The Thulung order would be as follows, with the subordinate clause embedded into the matrix and no subordinator present (the translation into English is the same).
Temporal clauses show the influence of Nepali, where borrowed time words are being used to form constructions for which there is a native alternative.

Thulung has a generic temporal marker -ka (which appears in some time words: dika, ‘tomorrow’; bastaka, ‘yesterday’; hamsika, ‘when’), which is also used post-nominally, including after nominalized clauses.

17. **tshaubis sal-ka** ghumne pani lāk-tsoko-m
   N.24 N.year-TEMP Ghumne Pani go-1pe.PST-NOM
   We went to Ghumne Pani in the year 2024 (Nepali calendar)

   There are also converbal suffixes, -to and -saka, and sequencers, -lo and ma, which are used to express the temporal sequence of events. The primary functions of these are to express simultaneity and anteriority, respectively, both for the converbs and sequencers.

   All five of these native time-related suffixes are commonly used, but alternatives also have a strong presence in the language: patshi ‘after’ and bela-ka (lit. N.time-TEMP) ‘when’ are used post-nominally with great frequency.

   The expression bela-ka can be substituted for the temporal marker -ka. Thus the example above could also be rendered as

18. **tshaubis sal-kam bela-ka** ghumne pani lāk-tsoko-m
   N.24 N.year-GEN N.time-TEMP Ghumne Pani go-1pe.PST-NOM
   We went to Ghumne Pani in the year 2024 (Nepali calendar)
The simultaneous converb and sequencer are often replaced by the nominalized clause followed by bela-ka, indicating the simultaneity of the two clauses. The following three sentences have the same temporal composition (in 19 we see the borrowed bela-ka, in 20, the simultaneous converb, and in 21, the simultaneous sequencer.)

19. mu lo bône-mu bela-ka, mu deuta rok-ta
    that frog prepare-NOM.inf N.time-TEMP that N. god come-3s.PST

20. mu lo bônet-to mu deuta rok-ta
    that frog prepare-SC that N. god come-3s.PST

21. mu lo bône by-ry-lo mu deuta rok-ta
    that frog prepare do-3s/3s.PST-SS that N. god come-3s.PST

While he was preparing the frog, the god arrived.

The anterior converb (as seen in 23 below) and sequencer (as seen in 24) are often replaced by patshi (as in 22), following the nominalized clause, indicating the anteriority of the marked clause with respect to that which follows.

The following three sentences all have the same temporal sequencing between the clauses, and the same translation applies to all three.¹⁹

22. mari mu hoć-miri-m patshi happa mwasy tshabeť-miri
    much fire light-3p/3s.PST-NOM N.after much soot spread-3p/3s.PST

23. mari mu ho-saka happa mwasy tshabeť-miri
    much fire light-AC much soot spread-3p/3s.PST

24. mari mu hoć-miri ma mepmam happa mwasy tshabeť-miri.
    much fire light-3p/3s.PST AS like.that much soot spread-3p/3s.PST

¹⁸ These are the subject of the chapter entitled “Clause-combining”.

27
They lit a huge fire and then spread the soot all over.

The Nepali temporal expressions have by no means replaced the native words, and coexist with them even though they overlap functionally.

Comparative constructions: -ram, probably a locative (-ra) followed by a relativizer (-m), is suffixed to the object of comparison.

25. ama-lwak **go-ram** jepa bu
   1POSS-brother 1s-than tall be.3s
   My brother is taller than I am.

   An alternative means of comparing, now perhaps more common than the Thulung above, is to use the Nepali comparative **bhanda**.

26. ama-lwak **go-bhanda** jepa bu
   1POSS-brother 1s-N.than tall be.3s
   My brother is taller than I am.

Superlatives also show this alternation between native and borrowed material, in addition to which the very form of the superlative construction is the same across the two languages.

27. ama-del **khotle-ram/bhanda** dzupa bu
   1POSS-village all-than/N.than beautiful be.3s
   My village is the most beautiful.

The Nepali equivalent is:

19 Only example 22 uses the Nepali loanword **patshi**, whereas examples 23 and 24 are native constructions (discussed at greater length in the chapter on Clause-combining.)
28. mero gaũ sab-bhanda ramro tsha
    my village all-than beautiful copula
    My village is the most beautiful.

    Most clear as far as comparatives and superlatives go is that Nepali is the source
    of an alternative comparative, with bhanda. Also possible, but potentially an areal
    pattern instead, is the fact that Nepali is the source of the superlative construction using
    ‘all’ followed by the comparative.

    Conditional clauses are marked with mala (sometimes just -la), and either one of
    the clauses can be non-past or past, or irrealis.

    The following sentence has non-past verbs in both clauses.

29. go mukli mi-bi-ŋu mala ama-mam-ka dykha bo-mi
    1s Mukli NEG-come-1s COND 1POSS-mother-ERG N.difficulty do-3p
    If I don’t come to Mukli, my mother will struggle.

    The same sentence, refering to an unrealized past situation, is in the irrealis mode20.

30. go mukli mi-bi-ŋ- wa-m mala
    1s Mukli NEG-come-1s-IRR-NOM.rel COND

    ama-mam-ka dykha be-m-ba
    1POSS-mother-ERG N.difficulty do-3p-IRR

    If I had not come to Mukli, my mother would have struggled.

    The following two examples show conditional clauses where the condition is
    expressed in the past tense, while the main verb is non-past.

31. go kwara si-ŋro mala, go aimee-num ra-ŋu
    1s thirst feel-1s.PST COND 1s Aimee-COM say-1s/3s

20 “A prototypical irrealis mode makes no [assertion that a specific event or state of affairs has actually
    happened]” (Payne 1998: 244) This definition helps clarify why the irrealis would occur with an
    unrealized event.
If I am thirsty I will tell Aimee.

32. ama-wa-ka  ḍokpu mycy-num bia  be-mri  mala  
    1POSS-o.sibling-ERG big  man-COM N.marriage do-3p/3s.PST  COND

    ḍokpu neb-ra  dym-mi
    big  house-LOC become-3p

    If my big sister marries an important person, she will live in a big house.

    The use of the past tense in the conditional clause is reminiscent of its occurrence
in the same construction in Nepali. I believe the situation to be as follows: Thulung
conditional clauses can be expressed in the non-past or with irrealis, non-past refering to
a future situation, and irrealis to a hypothetical past situation. The past tense was
probably never used in conditionals (except that the form was the same for irrealis and
negative past tenses, obscuring things somewhat\(^{21}\)), until it came into Thulung under the
influence of Nepali. Nepali expresses the conditional clause as either past or non-past,
with the past used to make the situation more hypothetical. I believe that the use of the
past tense in the first clause of a conditional sentence is a result of the influence of
Nepali.

What I have described above are what I consider fairly recent examples of the
influence of Nepali on Thulung. These include much lexical borrowing, even of basic
vocabulary, with a productive strategy for the borrowing of Nepali verbs. Function
words are also borrowed: invariable forms of both Nepali copulas; the contrastive
marker tsahi (along with nasalization, only present in loanwords); sentence-final pragmatic markers *ki, ni, ta, ho ki, ho ta ni, retsha* (evidential marker indicating good probability); subordinators *ki, haŋa bhane, kam lagi*; temporal subordinators *belaka, patshi, sɔmma*; comparative *bhanda*. Phonological changes are the loss of contrastive vowel length and tone. Morphosyntactic changes include the creation of a set of formal pronouns; a shift in the ergative split as a result of the introduction of new pronouns; the introduction of the dative marker -lai; the use of the past tense in conditional clauses (which are otherwise non-past or irrealis-marked); the word order change which results from using the loan subordinators *ki* and *haŋa bhane*.

These changes are a result of intensive contact with Nepali, which is a typologically similar language of high sociopolitical status. The phenomena we have seen above fall into the category of moderate interference, which I believe places Thulung on the borderline of categories 3 and 4 of the scale set up by Thomason and Kaufman. Because of the limited number of speakers (my estimate hovers around 1000) and increasing pressure of Nepali (as more and more young Thulung decide to settle permanently in Kathmandu, away from a strong speaker population), the transition to language death could be a very rapid affair.

---

21 The use of irrealis in the formation of negative past tense forms is discussed in the chapter on finite verbs.
22 This borrowing scale goes from 1 to 5: 1 is casual contact, with lexical borrowing only; 2 is slightly more intense contact (lexical plus slight structural borrowing); 3 is more intense contact (with slightly more structural borrowing than level 2); 4 is strong cultural pressure (with moderate structural borrowing); 5 is very strong cultural pressure (with heavy structural borrowing). The levels of the scale are amply exemplified with data from various languages. I have modeled my brief discussion on the inroads of
Typological overview of the language

Salient typological features of Thulung include the following:

- Extensively suffixing language, with basic S O V order.

- Nouns can be inflected for number, singular, dual or plural.

- Large number of grammatical and local case enclitics, which are all suffixal except for the negation and pronominal prefixes.

- Morphological ergative split, with nominative-dative marking for 1 person and 2 singular and dual; ergative-dative marking for 2 plural, third persons, and all other NPs.

- Verbs can be inflected for tense, aspect, mood; verbs are inflected for person, with up to two suffixal slots, maximally filled by agent and non-third person primary object.

Nepali on their case studies and examples, in trying to cover the same type of range of contact-induced phenomena for Thulung as Thomason and Kaufman use in their book.
This chapter describes the sound system of the language, as well as the morphophonological rules which affect the grammar.

**Syllable structure**

(Ci) (G1) (G2) V (Cf)

The syllable structure is simple: Ci represents initial consonants, G represents glides (which are part of the consonant inventory: l, r, w, j), V represents the vowel (including diphthongs: only in loanwords can a string of two vowels occur within the same morpheme), Cf represents the final consonants.

The parentheses mark certain phonemes as optionally part of the basic syllable: a morpheme can minimally be a single vowel, such as o, ‘this’.

The discussion which follows treats Ci, V and Cf separately, showing what can occur in the slots of the syllable structure. The phonemes which are not discussed separately are the glides. These are l, r, j, w, and can be broken down into G1: l, r, and G2: w, j. Because of the parentheses, marking the optional nature of any of these, a
syllable can begin with any Ci, as well as with any G1 or G2. The logic behind G1 and G2 is that when both glide slots are filled, they will occur in a fixed order: the possibilities for two glides are rw, rj, lw and lj. These combinations of glides are seen in the following words.

G1: r G2: w
rwa tapeworm
brwa cliff
G1: r G2: j
rja-mu to write
G1: l G2: w
lwa-mu to see, to find
glwa-mu to win
G1: l G2: j
lju bamboo

As we will see, the Cf class is more restricted than the Ci: aspirated consonants do not occur here, nor do voiced consonants (unless they are word-internal and followed by a voiced segment.)
Initial consonants

The following table shows consonants which can appear in the initial position, within a morpheme or syllable. This table shows only initial consonants as they appear in native words.

<table>
<thead>
<tr>
<th>Initial consonants</th>
<th>Hindi, Tibetan, Mongolian, Indo-Tibetan loanwords</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>kh</td>
</tr>
<tr>
<td>g</td>
<td></td>
</tr>
<tr>
<td>η</td>
<td></td>
</tr>
<tr>
<td>ts</td>
<td>tsh</td>
</tr>
<tr>
<td>dz</td>
<td>dzh</td>
</tr>
<tr>
<td>tt</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
<tr>
<td>dh</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td></td>
</tr>
<tr>
<td>q</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>ph</td>
</tr>
<tr>
<td>b</td>
<td>bh</td>
</tr>
<tr>
<td>m</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td></td>
</tr>
<tr>
<td>l</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>h</td>
</tr>
<tr>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>

Table 3  Initial consonants

Nepali loanwords additionally make use of gh, ṭ, ḍh, ḍh.

The symbols in the table have the IPA values. The exceptions are /kh/, /th/, /ph/, /dh/, /bh/ which are IPA [kʰ], [tʰ], [pʰ], [dʰ], [bʰ] respectively. The other set of exceptions are the affricates: I represent affricates [ts], [tsʰ], [dz], [dzʰ] as /ts/, /tsh/, /dz/, /dzh/, but it
must be noted that younger speakers used [tʃ], [tʃʰ], [dʒ], [dʒʰ] (the alveo-palatal series), which are the same affricates found in Nepali. This is presumably because of bilingualism with Nepali.

Voicing is phonemic, as is shown by the following minimal and near-minimal pairs.

<table>
<thead>
<tr>
<th>Voicing</th>
<th>Word 1</th>
<th>Word 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>k, g</td>
<td>ku ‘water’, gu ‘3s pronoun’; ke ‘curry/vegetables’, ge ‘he comes up’</td>
<td></td>
</tr>
<tr>
<td>ts, dz</td>
<td>tsamsi-mu ‘to play’, dzam ‘rice (cooked)’</td>
<td></td>
</tr>
<tr>
<td>tsh, dzh</td>
<td>tsha-mu ‘to spread out’, dzham-mu ‘to be able to’</td>
<td></td>
</tr>
<tr>
<td>t, d</td>
<td>ta-mu ‘to fall down’, damu ‘sky’</td>
<td></td>
</tr>
<tr>
<td>th, dh</td>
<td>tha-mu ‘to convince’, dha-mu ‘to dig’</td>
<td></td>
</tr>
<tr>
<td>p, b</td>
<td>pɔ ‘yam’, bɔ ‘he rises’, pun-mu ‘to spring out from the ground’, bu-mu ‘to be’</td>
<td></td>
</tr>
<tr>
<td>ph, bh</td>
<td>phurku ‘dust’, bhur-mu ‘to get angry’</td>
<td></td>
</tr>
<tr>
<td>m, n, ŋ</td>
<td>malom ‘baby’, nalesam-mu ‘to tease’, ŋali ‘appearance’</td>
<td></td>
</tr>
</tbody>
</table>

Aspiration is also phonemic.

<table>
<thead>
<tr>
<th>Aspiration</th>
<th>Word 1</th>
<th>Word 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>kh, k</td>
<td>khöle ‘everything’, köl ‘face’, pakha outside, lamtsaka ‘door’</td>
<td></td>
</tr>
<tr>
<td>ts, tsh</td>
<td>tse-mu ‘to pick through’, tshe-mu ‘to know’, noktsho shaman, tshoktso ‘anger’</td>
<td></td>
</tr>
<tr>
<td>th, t</td>
<td>tho ‘big pot’, tosi ‘religious festival’, mamtha ‘last year’, pumta ‘buttocks’</td>
<td></td>
</tr>
</tbody>
</table>
Aspirated phonemes are not found in syllable-final position. The one exception, *siphsiph*, ‘cricket’, is an onomatope. As mentioned in conjunction with the consonant inventory, gh only appears in loan words and Nepali place names.

Allophony:

s becomes [ʃ] before y, u and is realized as [s] elsewhere.

sy [ʃy] who
subum [ʃubem] bread
nepsum [nepsum] sun
si-mu [simu] to die
ser [ser] bone

d and t are in complementary distribution in native words: d is devoiced to t in word-final position. Syllable-finally, the voicing is maintained if the following syllable begins with a voiced segment.

du-mu to drink
ho[t] bet, contest
sed-dy kill-3s/3s.PST
Vowels

Monophthongs

\[ i \quad y \quad u \quad u \]
\[ e \quad o \]
\[ œ \]
\[ a \]

Table 4 Vowels

Some minimal pairs distinguish these vowels

\[
\begin{align*}
i, y & \quad li, ‘teeth’; ly, ‘it tastes, it feels’ \\
u, u & \quad mu, ‘that’; mu, ‘fire’ \\
o, œ & \quad lo, ‘frog’; Ṽo, ‘he goes’
\end{align*}
\]

Diphthongs

I treat the most important falling “diphthongs” (like \(ja\), \(wa\)) as combinations of a glide and vowel, rather than as diphthongs. This is due to the fact that they occur word-initially (which the other diphthongs do not). I sometimes use the notation \(ia\), and this is at times when, in loanwords, each vowel carries its own weight: generally these words in Nepali have an \(h\) between the vowels, which is not rendered in Thulung.
Diphthongs do not appear very frequently in native words, occurring much more often in Nepali loan words. Some native examples are given below.

ai only found in loanwords (except for one word, paitaŋ ‘copper’)
au bhausa ‘fox’; sau ‘blacksmith (caste)’
ea khle ‘dog’ (sounds distinct from the glide + vowel, but is the only exemplar of this diphthong, and the only falling diphthong which I have not treated as a glide + vowel)
eu neunem ‘day before yesterday’; Deusa (place name)

ɔi mɔipu ‘quail’
ɔu khɔulŋ ‘money’

Diphthongs in general in Thulung are not very common within a morpheme, although they are quite likely to be found across morpheme boundaries when a personal ending is added to a verb root.

Nasality

Nasalized vowels are found in loan words, such as tsāhi, tāu, as well as ahā?, ‘yeah’, but otherwise are not a distinctive feature in Thulung.
Final consonants

The following table shows the consonants which can occur in morpheme or syllable final position in native words. All symbols have IPA values.

\[
\begin{align*}
k & \quad \eta \\
(d) & \\
n & \\
(t) & (d) \\
p & (b) \\
m & \\
r & \quad l \\
(s) & 
\end{align*}
\]

Table 5  Final consonants

The parentheses indicate final consonants which only occur word-internally:

In the case of b, d and q the voiced nature of the consonant is a result of voicing assimilation with the following consonant (eg *suhadda* ‘three years ago’, *nahadda* ‘two years ago’, *nebdikebdii* ‘place to stay’, *subdi* ‘forest’, *khad-dý* ‘he drove him out’)

s appears word-internally in words such as *basta* ‘yesterday’, *buskam* ‘log’.
Distribution patterns for final consonants

Voiced and aspirated stops are not found word-finally. Voiced segments are found syllable-finally only as a result of assimilative voicing with the following segment.

p and k are found word-finally, t is not.

Words exemplifying final consonants

k lwak ‘y.sibling’
p anep ‘today’, pap ‘father’
t hoṭ ‘bet’
ŋ luŋ ‘stone’
n din ‘pond’
m nem ‘day’
r ser ‘bone’
l del ‘village’

Rhymes

For native Thulung words, the possible combinations of Vowel plus Final Consonant are as follows.

Rhymes with stops are formed exclusively with voiceless unaspirated velar and bilabial stops. The exceptions are siphsiph, ‘cricket’, which is an onomatope, and word-internal exceptions consisted of voiced stops where the initial of the following syllable
was voiced, such as *subdi*, ‘forest’. This is simple voicing assimilation, and only occurs
word-internally.

Rhymes with a voiceless retroflex consonant were found, although these are
statistically very infrequent. Examples are *bɔtstu*, ‘guest’ (not found in the Iki Lwa
Thulung dictionary); *hot*, ‘bet’. Verbs with an alternating stem in -dį can have syllable
final -dį or -tį, depending on the personal ending which follows. This suggests the
distribution pattern discussed above, whereby dį and tį are in complementary distribution:

\( dį \) occurs word-initially and syllable-finally before voiced segments, \( tį \) occurs syllable-
and word-finally.

Rhymes with affricates were not found.

Rhymes with nasals are well-attested: all combinations of vowel plus nasal are
possible except for yŋ and uŋ

<table>
<thead>
<tr>
<th>iŋ</th>
<th>in</th>
<th>im</th>
</tr>
</thead>
<tbody>
<tr>
<td>yŋ</td>
<td>ym</td>
<td></td>
</tr>
<tr>
<td>eŋ</td>
<td>en</td>
<td>em</td>
</tr>
<tr>
<td>aŋ</td>
<td>an</td>
<td>am</td>
</tr>
<tr>
<td>oŋ</td>
<td>on</td>
<td>om</td>
</tr>
<tr>
<td>uŋ</td>
<td>un</td>
<td>um</td>
</tr>
<tr>
<td></td>
<td>uŋm</td>
<td></td>
</tr>
</tbody>
</table>

---

\(^1\) See the chapter on Finite verbs for more discussion of the verb classes.
Examples of each rhyme are seen in the following (reflecting the gaps seen above):

kwaktsingel ‘snail’
din ‘pond’
ŋim ‘fear’
hyn-mu ‘have time’
dym ‘become.3s’
koreŋ ‘dried’
jen-mu ‘to call’
sem ‘hair’
munaŋ ‘spring, well’
bante ‘where’
ham ‘how’
ŋoŋ ‘name’
gon-mu ‘to sit’
ɔm-mu ‘to sleep’
ghorkoŋ ‘second’
on-mu ‘to run’
hom ‘like this’
luŋ ‘rock’
hun-mu ‘to fly’
nunumu ‘green’
thun-ðy
rum ‘body’

Noticeable here though is the distribution in word-final and syllable-final position:

Apart from in no -n-final rhyme is found in word-final position.

iŋ was not found word-finally.

ɔm was not found word-finally.

The general patterns arising from this are that rhymes with m as final consonant are readily available, in combination with all vowels but e.

iŋ, uŋ, yŋ were not found word-finally (and of these only iŋ was found word-externally), but the remaining high vowel u is used to form what is probably the most common -ŋ- final rhyme in the language: uŋ

The laterals are well-represented in rhymes.
Examples with Cf \( r \)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ir</td>
<td>birma ‘cat’</td>
</tr>
<tr>
<td>yr</td>
<td>thyr-mu ‘to pull’</td>
</tr>
<tr>
<td>er</td>
<td>ser ‘bone’</td>
</tr>
<tr>
<td>ar</td>
<td>d(\text{q})umar ‘torch’</td>
</tr>
<tr>
<td>ur</td>
<td>d(\text{q})ur ‘deer’</td>
</tr>
<tr>
<td>ur</td>
<td>kur ‘hole’</td>
</tr>
<tr>
<td>or</td>
<td>sor ‘uncooked rice’</td>
</tr>
</tbody>
</table>

(no or)

The high front vowels do not form rhymes with \( r \) which occur word-finally, but only word-internally. \( or \) is found in neither position.

Examples with Cf \( l \)

(no il)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>yl</td>
<td>syl ‘imprint’</td>
</tr>
<tr>
<td>el</td>
<td>sypel ‘mosquito’</td>
</tr>
<tr>
<td>al</td>
<td>bhal ‘far off’</td>
</tr>
<tr>
<td>ul</td>
<td>dzul-mu ‘to place for someone’</td>
</tr>
<tr>
<td>ul</td>
<td>khul ‘shade’</td>
</tr>
<tr>
<td>ol</td>
<td>ol ‘sunlight’</td>
</tr>
<tr>
<td>ol</td>
<td>br(\text{o})l ‘seed’</td>
</tr>
</tbody>
</table>
Cf l can occur in many rhymes word-finally. Only il does not occur at all, and ul is restricted to word-internal positions.

Rhymes with -s were only found syllable-finally (as opposed to word-finally), and were limited to as and us (egs. basta, ‘yesterday’; buskam, ‘log’)

Vowel length

Allen describes the sound system of Thulung as having distinctive vowel length, as well as phonemic tone, neither of which I found at the time of my research. Very occasionally vowels would be long, but this was not phonemic but rather as a result of grammatical constructions, such as verbal inflections on a vowel-final stem which would appear as a long vowel when it was in fact a grammatically constructed geminate. Also vowel length (and similarly, consonant gemination) could sometimes be used for emphasis: make (‘long ago’) could be pronounced maake (‘very long ago’), but I do not think this makes vowel length s a significant phonemic factor in the language.

I believe that vowel length was indeed an integral part of the language in earlier times. A dictionary compiled over the last decade by some Thulung people marks vowel length. Additionally, the inflectional system is described by Allen as showing compensatory lengthening where a verb stem disappears (in alternating between two stems).

In the cases where I was given pairs of lexical items with different vowel length, these were not consistent, and would sometimes be switched by the next elicitation session. This is similar to the situation described by Allen regarding tone. It suggests
very strongly that this language once had a regular, phonemic vowel length distinction, and that it is in the process of being lost. As mentioned above, it is still used “intonationally” for emphasis.

Tone

Allen also mentioned the existence of tone in Thulung. At the time of his research, tone already was restricted to a small number of infrequently used words, in addition to which the tonal rendition of these words was not consistent (even with the same informant) over the course of time. Additionally, he mentions that in speaking himself he never used tone, and this did not affect his audience’s understanding nor did his inability to catch tonal distinctions affect his comprehension of the language. I did not notice any evidence of tone while I was working with informants on Thulung. The tonogenesis Allen mentions is a matter of maintaining tense distinctions in verbs in compensation for the loss of segmental phonemes in those forms. At any rate, it seems that by the time he was working on the language, tone was very inconsistently marked in the few cases where it was marked at all, and he mentioned that the influence of Nepali was eroding even that. Thirty years of ever more intense contact must have taken care of completing the loss, because no sign was left when I was collecting my field data.

As far as vowel length goes, the situation reported by Allen for tone is similar to what I found on phonemic vowel length. Because I was looking for contrastive length, I kept asking for it, and to placate me, the informant would give me minimal pairs of words

2 The tonal opposition Allen found is one of tense versus lax. Tense is described as being “pronounced faster and in a more fortis manner” (1975: 32) and is marked with an apostrophe preceding the word. Some
where vowel length was supposedly significant. This showed no consistency, and vowel length was not a noticeable factor in fluent speech. I take this to mean that vowel length is no longer phonemic, except for emphasis.

Morphophonological rules

r/ŋ distribution

r and ŋ are two separate phonemes, but they are in an allophonic relationship when they are morpheme-initial in grammatical material.

Lexically, the two are distinct, as shown by the following minimal pairs: rym-mu, ‘to pick up’ vs ḏymla, ‘culture’; rum, ‘body’, vs ḏūma, ‘millet paste’; rokti, ‘he came’, vs ḏokpu, ‘big’.

Grammatically, their distribution is different. They appear in the general locative marker, the past 3s and 1pi forms of some verbs, and in the purposive form of verbs. In such cases, the distribution is as follows.

-ra can appear in any environment:

iskul-ra
N.school-LOC
tukumtsim-ra
dusk-LOC
neb-ra
house-LOC
ţau-ra
N.place-LOC
subdi-ra

pairs are clearly distinguished, such as saw ‘blacksmith’ and saw ‘tiger’; other words are inconsistently tonal: yaw ‘important man’ and yaw ‘season’ can be either tense or lax. Discussion is on pages 32-37.
forest-LOC
koṭha-ra
N.room-LOC
tsutsu-ra
child-LOC (during childhood)

-də is blocked postvocally

*Mukli-ɖə
*koṭha-ɖə
*ku-ɖə *ku-ɖra

and can only appear as -ɖə in such positions
ku-ɖə
water-LOC
kwa-ɖə
mud-LOC

-də is allowed post-consonantly
neb-ɖə
house-LOC
pareb-ɖə
study-PURP
in order to study
peb-ɖə
eat-PURP
in order to eat
grum-ɖə
meet-PURP
in order to meet

In sum, r and də are in free variation post-consonantly, but only r occurs post-vocally. An allomorph -ɖə of the locative is used for vowel-final words, as an alternative to -ra.

This distribution does not only concern the locative, and the same distribution is found in combining verb roots and endings (as seen in the next section), and also within endings:
ra-mri, ra-mdj
say-3p.PST

Personal ending allomorphy

Some personal endings\(^3\) show allomorphy depending on their environment, i.e. depending on the root to which they attach. Most personal ending forms are invariable, but two personal endings show allomorphy. These are the forms which are portmanteau morphemes encoding third person singular (3s) and first person plural inclusive (1pi) subject or agent and past tense.

The verb root environment triggers a different personal ending, but this is the case only with 3s and 1pi agents or subjects in the past, whereas other personal endings are invariable. Examples of this allomorphy are seen below (all examples are of a 3s agent acting on a 3s object in the past). The basic shape of these examples is

verb.root-personal.ending

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>rjak-ty</td>
<td>‘he wrote it’</td>
</tr>
<tr>
<td>lwas-ty</td>
<td>‘he saw it’</td>
</tr>
<tr>
<td>kur-ry</td>
<td>‘he carried it’</td>
</tr>
<tr>
<td>cai-ry</td>
<td>‘he burned it’</td>
</tr>
<tr>
<td>mal-ly</td>
<td>‘he searched for it’</td>
</tr>
<tr>
<td>seq-dy</td>
<td>‘he killed it’</td>
</tr>
<tr>
<td>mun-ry/mun-dy</td>
<td>‘he established it’</td>
</tr>
<tr>
<td>plym-ry/plym-dy</td>
<td>‘he put it in water’</td>
</tr>
<tr>
<td>đun-ry/đun-dy</td>
<td>‘he drank it’</td>
</tr>
<tr>
<td>reb-ry/reb-dy</td>
<td>‘he watched it’</td>
</tr>
</tbody>
</table>

\(^3\) These are discussed fully in the chapter on Finite verbs.
The allomorphy of the personal endings is conditioned by the phonological environment of the verb root is combines with. The distribution for 3s agent endings is as follows:

[ty] is found following a root ending in /k/ or /s/
[ry] is found following a root ending in /r/ or V (any vowel)
[ly] is found following a root ending in /l/
[dy] is found following a root ending in /d/
There is free variation [ry] and [dy] following roots ending in /n/, /m/, /ŋ/, /b/.

The same distribution is found with the personal ending encoding 3s subject past (the allomorphs are ta, ra, la, ḏa and ra/ḏa) and the personal ending encoding 1pi subject or agent for past events (the allomorphs are ti, ri, li, ḏi and ri/ḏi).

I posit a basic form for these person ending which is t-initial. The logic behind the choice is that the environments where these allomorphs are found is the most varied, whereas in the cases of the others, there are assimilative explanations.

The rules conditioning the choice of personal ending for 3s and 1pi agents or subjects for past events are therefore as follows:

\[/t/ \rightarrow [r] / r + __, V + __\]
\[/t/ \rightarrow [l] / l + __\]
\[/t/ \rightarrow [d] / d + __\]
\[/t/ \rightarrow [d] or [r] in free variation / n + __, m + __, ŋ + __, b + __\]
\[/t/ remains [t] elsewhere.\]
Allomorphy of verb stems

Some verbs have alternating stems (this is discussed in the chapter on Finite Verbs). There are two stems for such verbs, a “strong” stem called Stem I and a “weak” stem, Stem II. Two classes of alternating-stem verbs show allomorphy before endings.

q-stem verbs:

The allomorphic distribution of Stem I form verbs in q is as follows:

-q → -t / _ p, _ k, _ nasals

set-pu (1s/3s), set-miri (3p.PST/3s), rembe-ŋini (2p/1s), rembe-kini (2p/1pe), rembe-ni (2p/3s), set-ni (2p/3s), kwa-ŋa (Pst.PRT)

-q → -t / _ t, _ ts

set-to (1s/3s.PST), set-tsoko (1de/3s.PST), set-tsi (2d/3s.PST), set-toko (1pe/3s.PST)

-q → -r / _ V

ser-i (1pi/3s), ser-y (3s/3s), kwa-ři (1pi/3s)

-q remains -q / _ q

sed-q (1pi/3s.PST), sed-ŋ (3s/3s.PST), sed-ŋa (PURP)

p-stem verbs:

Although the allomorphic distribution suggests that maybe this verb class should have a different label, I chose “q-stem” because of its allomorphic realization as r before vowels. r is in an interesting distribution with q, yet if we posit an r-final version as the underlying form of stem I, it is difficult to see how the allomorphs in t and t arise in certain environments.
Verbs with Stem I in -p generally voice the final before endings beginning with r/d, so the distribution is as follows:

\[-p \rightarrow -b / _r, _d\]

-p elsewhere

An example of this is the verb rem-mu ‘to see’. The forms affected by this allomorphic variation are the purposive form, and 3s/3s past and 1pi/3s past.

reb-ra (PURP), reb-dy (3s/3s.PST), reb-d̪i (1pi/3s.PST).

Some examples of other items in the paradigm show the the stem is -p-final elsewhere:
rep-to (1s/3s.PST), rep-miri (3p/3.PST), rep-na (2s/3s.PST), rep-y (3s/3s)

Some of my data does not fit the pattern, such as the purposive for the verb tsamsi-mu, ‘to play’, which is tsamsip-ra and not the expected tsamsib-ra.

Assimilation of bilabial nasal before velars

There is a rule about assimilation of the bilabial nasal to the velar nasal when followed by a velar element. This rule applies at the juncture of tightly bound morphemes, such as with the ergative or instrumental case markers -ka, as well as between verb roots and personal endings.

Some examples follow.

m-mu ‘to sleep’, becomes ŋu (1s non-past), ŋoro (1s past)\(^5\)

\(^5\) This contrasts with on-mu, ‘to run’: on-ŋu (1s non-past), on-ŋoro (1s past)
*kham-mu* ‘to be about to’, becomes *khaŋ-ku* (1pe non-past) but the root stays *kham-* with all non-velar-initial personal endings

*mam* ‘mother’ in the ergative case becomes *maŋ-ka*

The rule can be formalized as the following.

\[ /m/ \rightarrow [ŋ]/ ___ + velars \]
This chapter describes the case marking system in Thulung. The case markers are used to code the semantic roles of participants in a given event, and are “features of the content of the discourse” while the pragmatic markers indicate the speaker’s view of the relative significance and prominence of the participants, and “relate the content to the context” (Payne 1997: 261). The case markers are morphologically bound to their heads: morphophonological rules (such as -m > -ŋ/ _ k) generally apply. Also, case markers are suffixed to noun phrases exclusively: nouns and pronouns, although I do have examples of numeral+classifier which are case-marked.

The case marking system of Thulung is interesting in that it reflects the effects of language contact. Thulung has a split system for nominal case marking, where some nominals pattern as nominative and others as ergative. The distribution of the marking is different from that of neighbouring languages, and we will see the diachronic context for the unusual split. The case marking system is also interesting in the marking of objects. In addition, the case system includes locative markers which encode altitudinal information, this being an example of the language reflecting a salient feature of the environment in which it is spoken.
S and A marking

We begin with the marking of S, which is the single participant in intransitive sentences.

33. a-wotsy pakha 1ɔ-mri.
    1POSS-husband outside go-3p
    My husband went outside.

The subject of the sentence, *woct*, shows no overt case marking.

Example 34 exhibits the marking of A, the agent participant in a transitive sentence.

34. jelun-ka thulu-lwa si-mu basi.
    Yelung-ERG Thulung-language learn-NOM.inf OBL
    Yelung must learn Thulung.

We see that A takes ergative marking in this sentence. The ergative marker is -*ka*.

Proper nouns and common nouns, such as the A in the sentence above, always receive ergative marking when in the A role in transitive sentences. However the distribution is not so simple, because Thulung has a nominal split in the system, and certain pronouns do not receive ergative marking when acting as A participants. The following examples exemplify the marking for various pronouns.

1s\(^1\) agent

35. go mag djo-uto
    1s mug drop-1s/3s\(^2\).PST
    I dropped the mug.

\(^1\) In the person glosses, the correspondences will be the following: 1s=1\(^st\) singular, 1de=1\(^st\) dual exclusive, 1di=1\(^st\) dual inclusive, 1pe=1\(^st\) plural exclusive, 1pi=1\(^st\) plural inclusive, 2s=2\(^nd\) singular, 2d=2\(^nd\) dual, 2p=2\(^nd\) plural, 3s=3\(^rd\) singular, 3d=3\(^rd\) dual, 3p=3\(^rd\) plural. When necessary I also use 2s.polite to represent the polite form for 2\(^nd\) singular, and parallelly, 3s.polite for the 3\(^rd\) singular polite pronoun.

\(^2\) Because subject and object are both marked in verbal endings, I use the following system to show the participants: X/Y, where X is the agent acting on patient Y, as in 1s/3s, which indicates that the ending on the verb stands for a first singular agent acting on a third singular patient.
We must wash the dishes.

You two must go visit mother.

You must read this book by tomorrow.

She must learn Thulung.

They must teach daily.

What we notice from looking at these sentences is that there is a discrepancy in the marking of the A, and it occurs between the second person dual and the second person plural. The second person dual and pronouns “above” it receive no marking when in the A role, while the second person plural and pronouns “below” it are marked with the ergative -ka.

---

3 This sentence contains no overt object, but does have a transitive verb, ‘to teach’. The ergative marking on the agent shows that the transitivity of the sentence is not in doubt.
This constitutes a pronominal split in the marking of A. Such splits are not rare typologically, and in fact a number of the world’s languages have pronominal splits between ergative and nominative marking for the A role, in a good number of cases pairing the first and second persons on the one hand, against the third person and other nouns on the other: the classic example is Dyirbal, which has nominative-accusative marking for first and second pronouns, and ergative-absolutive for third person pronouns (Dixon 1994: 86). What is unusual in Thulung is that such a split occurs between the second dual and second plural pronouns, in effect splitting up the second person.

In order to understand how such a situation came to be, we must look at historical data on Thulung as far as A role marking is concerned. We are lucky that such data exist, in the form of a sketch of the language written by Nicholas Allen who carried out research on Thulung in the early 1970’s. Allen lists a suffix -ka, marking agents of transitive sentences, but in his case the distribution is different. The pattern he describes is of a pronominal split whereby the first and second persons receive no marking in the A role, while the third person and all other nouns receive the ergative marker -ka. The difference of course is that in my data the split occurs within the second person. This is Allen’s general pattern, but he does report some speaker variation, stating that -ka is “rarely suffixed to first or second persons”, and listing a few examples where first and second persons are marked with the ergative case. Apart from these examples, A marking is consistent in his grammar following the pattern he describes, as it is in my

---

4 The data was collected in the village of Mukli, unless otherwise noted, which is also the provenance of my present-day data.
5 Of these counterexamples he lists, none involve the second person plural, which, as we will remember, is the shifted pronoun in my data.
data according to the pattern I have described above. This raises the question of how such a complete shift in the system for marking A could have occurred in just thirty years. My only guess at this point is that Allen’s principal informants, whom he describes as being school teachers, presented him with a conservative version of the language.

A comparison of the marking of the A role over a period of thirty years reveals a shift in the position of the pronominal split. The second person plural used to be marked in the same way as the other second person pronouns, whereas now it is paired with third persons and common NPs. In order to see how this came about, we must look at the pronoun systems of the language and see where the change operated.

---

6 I did find some discrepancy in the main pattern I discuss for modern data, in that one speaker living in Kathmandu exhibits a different ergative split from the villagers. This particular speaker, a woman from the village of Kangel (a three day walk from Mukli, with a much smaller group of speakers) uses the ergative in the same way it appears in Nepali—the split is based on tense (past tense is ergative-absolutive, non-past is nominative-accusative) applying to all persons equally. Considering this particular speaker is married to a non-Thulung speaker, and uses the language very seldom in day-to-day life, it is probably just an example of pronounced contact with Nepali in one particular person’s speech, rather than internal Thulung dialectal variation.
Modern Thulung shows a fairly complex pronoun system:

<table>
<thead>
<tr>
<th>person</th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>exclusive</td>
<td>inclusive</td>
</tr>
<tr>
<td>first</td>
<td>go</td>
<td>gutsuku</td>
<td>gutsi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>guku</td>
<td>gui</td>
</tr>
<tr>
<td>second</td>
<td>plain</td>
<td>gatsi</td>
<td>ganimim</td>
</tr>
<tr>
<td></td>
<td>polite</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gana</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gani</td>
<td></td>
<td></td>
</tr>
<tr>
<td>third</td>
<td>plain</td>
<td>gutsi</td>
<td>gumimim</td>
</tr>
<tr>
<td></td>
<td>polite</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gu</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gumi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 Thulung independent pronouns

The system makes dual-plural as well as inclusive-exclusive distinctions, both characteristic of other related languages in the same general region of Nepal. The presence of honorifics, however, is unusual for Tibeto-Burman languages. It is attested in Burmese and Tibetan, both languages with a long literary tradition, and in Newar, which has long been in contact with Nepali as well as being the language of the first kings of the Kathmandu Valley. So while the existence of honorific pronouns is documented for a few TB languages, these tend to be languages spoken in more explicitly hierarchical, urban societies than the smaller, rural ones that make up most of the language family. In other words, the pronoun system of present-day Thulung is typical of
its Kiranti heritage, while containing an unusual element in the existence of polite and plain distinctions for the second and third person singular pronouns.

The pronoun system recorded by Allen is presented in the following table:

<table>
<thead>
<tr>
<th>person</th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>go</td>
<td>exclusive</td>
<td>inclusive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gutsuku</td>
<td>gutsi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>goku</td>
<td>gui</td>
</tr>
<tr>
<td>second</td>
<td>gana</td>
<td>gatsi</td>
<td>gani</td>
</tr>
<tr>
<td>third</td>
<td>gu</td>
<td>gutsi</td>
<td>gumi</td>
</tr>
</tbody>
</table>

Table 7 1975 Thulung independent pronouns (Allen 1975)

This table shows a prototypical Kiranti pronoun system. We can see from a comparison of these two pronoun charts that the change rests in the addition of the honorific pronouns for the modern version of the language. The creation of a new set of polite pronouns for the second and third singular forms resulted in a rearrangement of the system: the old second singular *gana* shifted into being used as a plain second singular, and the former second plural *gani* became the polite second singular. Interestingly this is the same pattern as in many Indo-European languages, where the second plural represents the polite equivalent of the second singular pronoun. In Thulung, the shift of second plural into polite second singular resulted in a gap in the second person plurals. A new form was needed to replace the missing plural, and this was created with the help of the nominal pluralizing suffix, *-mim*, resulting in a new second plural *gani-mim*. The same

---

7 The contact which led to the formal/informal distinctions is a result of such changes as the beginning of education for Thulung people, as well as greater mobility and therefore contact due to the improving paths in the area. We will see these in more detail later.

8 such as in French, where the 2p *vous* is the polite form (even for singular), or Italian, where 2p *voi* can be used as the singular polite form.
situation occurred in the third person, resulting in a parallel shift in the pronouns and creation of a new plural form.

More schematically, where the old second person pronoun system was:

\[
\begin{align*}
2s & \ gana & 2d & \ gati & 2p & gani \\
\end{align*}
\]

it shifted to

\[
\begin{align*}
2s & \ plain & gana & 2s & polite & gani & 2d & gati, \\
\end{align*}
\]

requiring the creation of a new 2p, which was the old 2p gani plus the affixation of a pluralizing morpheme, -mim, resulting in a new set of second person pronouns:

\[
\begin{align*}
2s & \ plain & gana & 2s & polite & gani & 2d & gati & 2p & gani-mim. \\
\end{align*}
\]

Similarly for the third person:

\[
\begin{align*}
3s & \ gu & 3d & \ gutsi & 3p & gumi \\
\end{align*}
\]

changed to

\[
\begin{align*}
3s & \ plain & gu & 3s & polite & gumi & 3d & gutsi, \\
\end{align*}
\]

and the creation of a new 3 plural, from the old 3 plural plus -mim, leading to

\[
\begin{align*}
3s & \ plain & gu & 3s & polite & gumi & 3d & gutsi & 3p & gumi-mim. \\
\end{align*}
\]

The present-day pronoun system is much more similar to Nepali and other Indo-Aryan languages. Nepali makes honorific distinctions, in fact making a three-way formality distinction\(^9\), for both second and third persons. Thulung, then, has copied the

---

\(^9\) The levels of formality are often called ‘low’, ‘middle’ and ‘high’ in grammars of Nepali: ‘low’ is used for animals, untouchable castes, and anyone to whom one wishes to express scorn or superiority, and sometimes also for wives and children. ‘Middle’ is most commonly used to refer to intimates, such as wives and children (although a wife will never refer to her husband by the same form, but rather use ‘high’). ‘High’ is used in addressing strangers, parents and other elders.
concept without achieving exactly the same result. Nepali pronouns are listed in the following table\textsuperscript{10}.

<table>
<thead>
<tr>
<th>person\number</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>ma</td>
<td>hami</td>
</tr>
<tr>
<td>second</td>
<td>low</td>
<td>middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>low/middle</td>
</tr>
<tr>
<td></td>
<td>ta</td>
<td>timi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>timiharu</td>
</tr>
<tr>
<td>third\textsuperscript{11}</td>
<td>low</td>
<td>middle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>low/middle</td>
</tr>
<tr>
<td></td>
<td>ta</td>
<td>u</td>
</tr>
<tr>
<td></td>
<td></td>
<td>uniharu</td>
</tr>
</tbody>
</table>

Table 8 Nepali independent pronouns

The Nepali plural pronouns for second and third person are formed by adding a nominal pluralizing suffix \textit{-haru} to the singular pronouns (except in the case of \textit{u} which becomes \textit{uniharu}, with the addition of an extra syllable \textit{-ni}-). This suffix is productive for pluralizing objects: \textit{manche}, ‘person’, for example, becomes \textit{mancheharu}, ‘people.’

In Thulung, pluralized nouns seem to pattern similarly to the way they do in Nepali. Apparently, overt pluralization of common nouns is an unusual feature for Tibeto-Burman languages (Matisoff, p.c.), although as Thulung readily dualizes animate objects (\textit{a-khleatsip}, my two dogs; \textit{a-tsyytsip}, my two grandchildren), perhaps dualizing and pluralizing are local to Thulung and its Kiranti relatives. The Thulung suffix for

\textsuperscript{10} These pronouns are taken from David Matthews’ A Course in Nepali (1998). There are different interpretations for which level the pronouns actually represent--the important thing here is to note that there are honorific distinctions in Nepali, and the plural forms are often singular + haru (nominal pluralizer)

\textsuperscript{11} Additionally, Nepali has third person feminine pronouns, with distinct verb paradigms, but these are being used much less frequently nowadays. Dahaal (personal communication) claims this is an effect of the influence of the Tibeto-Burman languages of Nepal, none of which have gender-based pronouns, on
formation of plural forms of nominals is \(-mim\), and we see how the creation of the new second and third plural pronouns, \(gani-mim\) and \(gumi-mim\), is perfectly analogous to the corresponding plural forms in Nepali.

We have seen how both the ergative marking split and the pronoun system in Thulung have shifted over the last thirty years, and the next issue is to correlate the two. In older Thulung, the ergative splits along a clear first and second person vs third person pattern\(^{12}\), whereas it now splits within the second person. This is exemplified by the following representation, where // stands for the position of the split in the system:

**Older system**
```
go gutsuku gutsi guku gui gana gatsi gani // gu gutsi gumi
1s 1de 1di 1pe 1pi 2s 2d 2p // 3s 3d 3p
```  

**New system**
```
go gutsuku gutsi guku gui gana gani gatsi/gani-mim gu gumi gutsi gumi-mim
1s 1de 1di 1pe 1pi 2s 2s.polite 2d // 2p 3s 3s.polite 3d 3p
```  

If we look at the pronouns which are to the left of the // split mark, they are identical in form, even if their referents are slightly rearranged.\(^{13}\) According to this representation, the shift in the split looks quite natural, and its explanation lies in the behavior of the pluralizing suffix, \(-mim\). By virtue of being exclusively a nominal pluralizer, before its relatively recent appearance on pronouns, \(-mim\) was limited to common nouns, which are by nature treated as third persons. Looking at the representation of the new split system above, we see that all pronouns on the right side (and therefore receiving ergative

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\(^{12}\) If we ignore the few examples where first and second person take ergative -\(ka\) (these cases are not well explained, and more complete data would probably clarify their presence), and consider that the Ribdung dialect is outside the scope of this discussion.

\(^{13}\) Some linguists might express skepticism that low-prestige TB languages should be able to have any influence on the language of the high-caste elite.
marking) of the // mark are either third persons or marked with the pluralizer associated with common NPs. The formation of the new second person plural pronoun is through suffixation of the nominal pluralizer, which has always been associated with NP’s which can receive ergative marking. Through analogy with all other -mim marked plural NP’s, gani-mim takes ergative marking in appropriate contexts.

The above is the explanation for the unusual position of the nominal split in modern Thulung, which divides the second person pronouns in their case marking. I have used historical data on A role marking as well as a comparison of the old and new pronoun systems, and we have seen how ultimately, the shift in the marking is a result of the contact situation with Nepali.

O marking

The O role is that of the less agent-like argument of a transitive clause. For a monotransitive clause, this is the direct object. In Thulung, the case marker applied to such a role is -lai. There is an animacy constraint for the use of the marker, as we will see below.

O is marked with -lai when human:

41. gu-ka gana-lai jal-na
   3s-ERG 2s-DAT hit-3s/2s
   He hits you

42. *gu-ka gana jal-na

A non-human animate can be either marked or unmarked:

---

13 In other words, the second person pronouns to the left of the // are still gana gatsi and gani, even if the gani now represents a formal second singular instead of the plural it used to be.
14 The use of the term ‘dative’ for the O marker will be explained later.
43. gu-ka khlea-lai jal-y
3s-ERG dog-DAT hit-3s/3s
He hits the dog

44. gu-ka khlea jal-y
3s-ERG dog hit-3s/3s
He hits the dog.

Inanimate objects are unmarked:

45. gu-ka gari thur-y
3s-ERG car drive-3s/3s
He drives the car

46. *gu-ka gari-lai thur-y
Thus there is a correlation between the animacy of the O and its marking with -lai, with only animate objects being able to receive the marker.\(^{15}\)

Ditransitive sentences are those with two objects, one of which is the recipient (otherwise known as indirect object) and the other the theme (or direct object). In such sentences, it is the recipient which is marked with -lai, while the theme does not get overtly marked.

47. mam-ka u-tsü-tsi-lai pomu-hok gwak-ty
mother-ERG her-children-dual-DAT food give-3s/3s.PST
The mother gave her two children food.

When both the indirect and direct object are animate, the direct object still lacks -lai:

48. go a-mam-lai tsutsu gwak-tomi
1s my-mother-DAT child give-1s/3p.PST
I gave the child to my mother.

The absence of marking on the direct object in ditransitives is a common phenomenon, and can be explained in terms of the avoidance of potential ambiguity. There is a much

\(^{15}\) This is a general Tibeto-Burman tendency, and a similar pattern can be seen in Lahu, with marker thäʔ, Burmese, with kou, Jinghpo with phèʔ, among others (Matisoff, pc)
greater possibility of the (animate, usually human) indirect object being an agent-like participant than the (usually inanimate) direct object. In other words, the marking on the indirect object serves to diminish the chances of confusing it with the agent, by tagging it as clearly un-agentive\textsuperscript{16}. Thus the marker \textit{-lai} appears on the (most) animate object in ditransitive sentences, in the same way that it was restricted to animate objects for monotransitives. This pairing of transitive direct object and ditransitive indirect object follows a pattern which has been called primary object marking\textsuperscript{17}.

We therefore have, as far as objects are concerned, the marker \textit{-lai} applied to the primary object, which is, as we saw above, the term covering direct objects of monotransitives and indirect objects of ditransitives. This patterning means that we cannot apply the label accusative to the marker, as it covers not the accusative but the dative participant of ditransitives. An additional complication concerning the primary object is with respect to the absolutive case. The absolutive is the case of a transitive sentence’s object (when the agent is ergative) and of the subject of an intransitive sentence. As a result, these two roles should receive the same case marking, yet in Thulung they do not: The primary object in a sentence will receive the \textit{-lai} marker, whether the agent is marked as ergative or nominative (in other words accusative and “absolutive (as object)” take the same marker, while “absolutive (as intransitive subject)” takes no marking.

\textsuperscript{16} This seems to be a universal tendency in participant marking. Lahu uses a similar strategy to clarify the roles of the participants in ditransitives (Matisoff 1991: 388).
\textsuperscript{17} I have chosen to label Primary Objects as dative, which is the suggestion in Bickel and Nichols’ chapter on Inflectional Morphology (ms).
Comrie offers the solution to this problem, in pointing out that “in most languages that use the … methods above\textsuperscript{18} for indicating less natural combinations of A and P\textsuperscript{19}, the case marking of A and P is determined independently.” (1989: 130) In other words, the case of the agent is determined based on the nature of the agent and how it fares in our pronominal hierarchy (so if second dual or higher, it gets the nominative; if second plural or lower, the ergative). This marking is carried out independently of that of the object in the same sentence, which is marked depending on whether it is an animate primary object (in which case it gets -\textit{lai}) or not (in which case it is unmarked.)

So in fact, rather than speaking of a system where nominative-accusative and ergative-absolutive are competing, we instead have a simpler system:

S is always unmarked (as we saw above, this is regardless of where it stands within the nominal hierarchy) and considered to be in the nominative case.

A, depending on the type of the NP, will be in the nominative or ergative case. The nominative will apply when the agent is a pronoun from the class \{first person, second person singular, second person dual\}; elsewhere, it will be in the ergative case, receiving -\textit{ka} marking.

O is determined separately from case marking on the agent. The marker -\textit{lai} will be applied to the most agent-like participant which is not the agent, if it is animate. This will be the direct object for monotransitive verbs, and the indirect object for ditransitives, \textsuperscript{18}The relevant method in this case is the application of -lai only to objects high in animacy. This is considered an unusual situation, because the prototypical scenario for a transitive event will be that the agent is much higher than the object in animacy. \textsuperscript{19}Comrie, like Dixon, uses the term P to refer to the less-agentive participant in a monotransitive event. This corresponds to what I call O.
otherwise known as the primary object. I follow Bickel and Nichols in calling this the dative, which is “sometimes used for primary objects” (2001 ms: 93; Bickel, pc).

We therefore have a system in which there is no place for the absolutive and the accusative. There is no such class as the absolutive in Thulung, because the only time the S of intransitives and the O of transitives receive the same case marker is when O is inanimate and therefore unmarked (and even then this needs to be a scenario where the agent of the sentence needs to be from the class {second person plural, third person, and other nouns}).

Thinking about this situation in historical terms proves useful, although even then it is a matter of speculation, because the primary object marking was much the same at the time of Allen’s research. Allen noted the discrepancy in the marking of the “absolutive”, noticing that it only received marker -lai when it served as the O in a sentence, but never the S. He saw this as indicative of the breakdown of the ergative structure in the language20. Furthermore, he mentions that “there can be no doubt at all that traditionally both the direct and indirect objects have been unmarked.”(92) I do not see a basis for making such a comment, but it does raise an interesting point. Considering that -lai very much appears to be a borrowing from Nepali, where it has the same distribution as well as phonological form21, it raises the issue of what Thulung was like before the borrowing.

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20 “Although we have presented Thulung as an ergative language, it is clear … that this is ceasing to be the case.” (93)
21 Examples of Nepali -laai in these three case functions follow. Nepali has the same animacy constraints as mentioned for Thulung, so my examples all have an animate participant for the highlighted case. Also noteworthy is that the ergative split in Nepali is based on tense, so the ergative-absolutive only appears in the past tense, and nominative-accusative only in non-past tenses.

Accusative: ma tapai-laai dekchhu
I you-ACC see-1s_NPST
In theory, for a language with verbal concord coding both A and O, the verb ending provides enough information to identify the roles of the participants in the sentence even if they are unmarked. Sentences such as example 49 are entirely unambiguous:

49. go bwa sul-u.
    1s pig clean-1s/3s
    I clean the pig.

The pig does not receive the primary object marker -lai, although as it is a non-human animate primary object, the marking could go either way. Even with no marking, the situation is unambiguous: the most agent-like participant is the de facto agent, and this is reinforced by the verbal suffix which codes a 1s participant acting on a 3s, so that the interpretation cannot be mistaken.

Even a sentence with a human animate does not really need the -lai marker. Example 50 is the grammatical version of a certain scenario:

50. go ama-mam-lai hapa mim-pu.
    1s 1POSS-mother-DAT much think-1s/3s
    I think of my mother a lot.

However we see that there is no reason for a different interpretation to ensue should the -lai marker be ommitted (although the sentence is in fact ungrammatical):

51. *go ama-mam hapa mim-pu.

I see you.
Absolutive: mai-le tapaai-laai dekhe
    I-erg you-ABS see-1s_PST
    I saw you.
Dative: meero aamaa ma-laai khaana dinuhuncha
    my mother 1s-DAT food give-3s_NPST
    My mother gives me food.
The reason is that the verbal suffix shows the relationship between the participants, indicating that it is, once again, a 1s acting on a 3s.

In fact, the only situation in which there could potentially be confusion is if we had two participants of the same number and person, such as a 3s acting upon a 3s, or a 3p acting upon a 3p. But such cases are not problematic either, even though the verbal suffix is of no assistance in the disambiguation, because for third person agents, the ergative marker -ka is applied, making it clear which participant is in the agent role.

52. gu-ka a-lwak-lai suq-d-y.
    3s-ERG 1POSS-y.brother-DAT bring.down-3s/3s.PST
    He brought my brother down.

In example 52 we have two third singular human participants, and predictably the verb simply indicates 3s acting on 3s. The roles of the two participants are made clear by the case marking, so there is no ambiguity, but in fact, the ergative marking alone would be enough.

53. *gu-ka a-lwak suq-d-y

Example 53 is not grammatical nowadays. Nevertheless, we see that the language is functionally set up so that even if there were no primary object marking, Thulung could easily distinguish between the participants. Between the verbal endings and the ergative marking scheme, we see that Thulung does not need the marker -lai to identify participant roles in a monotransitive sentence with agent and patient slots.

In ditransitive sentences as well, the primary object (which in a ditransitive is the indirect object) is what is coded in the verbal ending. In other words, the verbal suffixes

The Nepali marker is different only in that is has a long a:, which is the way it is recorded in Allen’s Thulung. I found that there was no contrastive vowel length in modern-day Thulung, so the marker has
in ditransitives also make it clear how the various participants are related to the action: the agent and indirect object are coded into the verb, and the direct object is the one which is not (also tending to be the least animate of the three, which again helps the interpretation).

The following two sentences provide an interesting look at how useful the verbal ending is in helping one interpret the action.

54. gu-ka gana-lai subem tsa-be-na
    3s-ERG 2s-DAT bread bake-CAU-3s/2s
    She makes you bake bread.

This is a straightforward causativized ditransitive: the verb shows a 3s agent acting on a 2s indirect object; thus even if there were no -lai marked on the indirect object, the interpretation would be clear.

Example 55 proves this once again, because the indirect object (recipient of the order of the causative verb in this case) is not even present in the sentence. Instead, the recipient of the product of the action (the bread) is marked with -lai, yet it is still clear from the verb ending that the person instructed to make bread is a 2s.

55. gu-ka mam-lai subem tsa-be-na
    3s-ERG mother-DAT bread bake-CAU-3s/2s
    She makes you bake bread for mother.

It is interesting how central the verb ending is to the interpretation of the event, independent of any case markers on participants. Because the disambiguation mechanism provided by the verbs is so strong, the dative -lai is not functionally necessary for identifying grammatical relations within the sentence.
There is a possibility that this borrowing was facilitated by a grammatically and phonologically similar native case marker in Sherpa, Tibetan and other Tibeto-Burman dialects. Sherpa uses -la in much the same way as -lai functions in Thulung, and although it seems that -lai is indeed a borrowing, the path for the borrowing may have been eased by the presence of a very similar case marker in related and neighbouring languages.

Other case markers

Genitive:

Thulung has two genitive markers, -ku²² and -kam, as seen in the following examples.

56. khel-ku mīksi
   leg-GEN eye
   ankle

57. po-ku ḭi
   chicken-GEN egg
   hen’s eggs

58. je-ku ṛoŋ
   clothes-GEN N.colour
   The colour of the clothes

59. po-ku u-suŋ
   pig-GEN 3POSS-meat
   the pig’s meat

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²² -ku is reminiscent of the Newari genitive marker -gu (DeLancey 2002)
²³ Sometimes the genitive marker is used in conjunction with a possessive pronoun. The doubling of possessive marking occurs with inalienable possession, such as when the possessed are body parts or kin. (But the possessive pronoun is not necessary for a grammatical expression even in these cases)
These examples show that both genitive markers occur in the same semantic range (with relational nouns, kin, body parts\textsuperscript{24}) and the distribution is not therefore one connected to alienability. However there are some differences in the distribution of the two markers: -\textit{ku} participates more frequently in generic possessive constructions like those seen above. -\textit{kam}, on the other hand, is also involved in possessive-like constructions of different semantics.

One very frequent use of -\textit{kam} is to form a genitive which then stands as a noun in the sentence.

64. po-mu-\textbf{\textit{kam}}
    eat-INF-GEN
    food

65. o prōcw-\textbf{\textit{kam}} hopmam thupro  bu
    this Rai-GEN like.this  N.plenty be.3s
    There are many Rai [stories] like this.

This cannot be done with -\textit{ku}, which needs to be followed by the possessed.
-kam is also used in Nepali loan expressions, such as X-kam lagi, “for the purpose of X”, and X-kam bare-ra, “regarding X”. -ku is not found in these expressions.

66. gui po-dì bre-mu-kam lagi badzar lò-mu basi
1pi chicken-egg sell-NOM.inf-GEN N.purpose N.market go-NOM.inf OBL
In order to sell the eggs, we must go to the bazaar.

67. pòribòrtòn-kam bare-ra tsahi…
N.change-GEN N.regarding-LOC CONTR…
As far as change is concerned…

In other cases where -kam has a genitive-like function, it seems that the origin of the marker is perhaps more complex. This is a result of the other functions of -ka, which can be a temporal marker, or the instrumental/ergative, and the fact that -m is a nominalizer25.

68. lòrai-kam bela
N.war-GEN N.time
war-time
=N.war-TEMP-NOM N.time ?

69. meran-kam ke
that-GEN curry
Curry made from that one (person)
=that-INSTR-NOM curry?

70. pants mahina-kam gòrbòr-ra
five months-GEN womb
five months pregnant
=five months-TEMP-NOM womb-LOC?

-m, which originally is clearly a nominalizer (see the chapter on Nominalization for comparative TB data as well), is now also a relativizer26, and therefore has attributive functions. It is possible that while the three examples above (of which there are many

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24 These semantic domains are among those which will be marked as inalienable, if such a distinction is made by the genitive marking system of the language (Heine 1997: 10).
25 For more discussion of the functions of -m, see the chapter on Nominalization.
more) look like they contain genitive markers, in the sense of the prototypical possessive relationship, they may in fact be combinations of other markers and the nominalizer, in an attributive rather than possessive relationship with the head noun.

**Comitative:**

- *num* is the case marker used to show that the marked object is being accompanied.

71. **go pap-** *num** bu-ŋu
    1s father-COM live-1s
    I live with my father.

72. **go Hari-** *num** bia bet-to.
    1s Hari-COM N.marriage do-1s/3s.PST
    I got married with/to Harry.

    It is also used to indicate possession when used with the copula.

73. **go-** *num** wossu-tsü bu, **go-** *num** mesem-tsü wo bu.
    1s-COM male-child be.3s, 1s-COM female-child also be.3s.
    I have a son, I also have a daughter.

    In yet another use, it marks the object certain actions. Generally these are indirect objects, as in the case of speaking, whispering, begging of someone; in the case of ‘to fear’ it seems that the object of fear is a direct object.

74. **dzukpa-ka** haŋ-***num** rak-ta gu-ka
    monkey-ERG king-COM say-3s/3s.PST 3s-ERG

    gumi-lai khlutu-pa bu-mi.
    3p-DAT help-Npst.PRT be-3p

26 The relationship between the two functions is seen in the relevant chapter.
The monkey told the king he would help him.

75. oram-ka muu-num sypilwa by-ry.
   this-ERG that-COM whisper do-3s/3s.PST
   He whispered to that fellow.

76. basi bihan hunummi nep-nu-m mesem
   yesterday N.morning there house-levLOC-NOM woman

   go-num tsum phoi-ra
   1s-COM very be.angry-3s.PST

   Yesterday morning the woman from the next house got angry at me.

77. go gani-num mi-ŋi-ŋu
   1s 2p-COM NEG-fear-1s/3s
   I am not afraid of you.

78. go a-sathi-num khouluŋ bi-uto-m bai-ra.
   1s 1POSS-N.friend-COM money beg-1s/3s.PST-NOM be-3s.PST
   I begged for money from my friends.

These examples show that the comitative marker is used to express one of the objects present in an action, and generally this is the indirect object. In some cases -num can be substituted with -lai (in all examples above apart from those where the main verb is ‘to be angry’ and ‘to fear’): this raises the question of whether -num was originally an oblique marker, which was displaced to a more marginal status when -lai was introduced.
The instrumental, -ka, is isomorphic with the ergative marker, as is common in this part of the world (DeLancey, 1984:LTBA 8.1:59-77), not only within Tibeto-Burman languages but as an areal phenomenon.

The function of the instrumental marker is straightforward.

79. gani-mim-ka mu mi-hõnpa betho-ka mi-dzhak-ni
    2p-PLU-ERG that NEG-sharp knife-INSTR NEG-cut-2p/3s
    You should not cut wood with that blunt knife.

Sometimes, of course, the difference between an instrumental and an ergative is not so easily made. For the following sentence, because of the indiscriminate verb marking ‘3s agent acting on 3s patient’, the interpretation could go either way.

80. blyt-pa ku-ka u-tsu-ku lwa glus-ta.
    hot water-INSTR/ERG 3POSS-child-GEN hand blister-3s.PST
    The hot water blistered her child’s hand
    or
    Her child’s hand blistered with the hot water.

It is such sentences which hint at the origin of ergative marking, which could have been a matter of reinterpretation of a sentence such as the above to make the water the agent of the action. The reanalysis of instrumentals from oblique arguments into subject arguments is discussed by Garrett (1990) for Anatolian and Gorokan, and proposed as the origin of ergative marking in some systems.

Another use of the instrumental is found in subordinating nominalized clauses in a causal relationship with the main sentence. This is seen in other related languages (such as Belhare, Bickel 1999: 274; Bickel glosses the marker ERG), and the cognitive connection seems to be one of the causal clause being treated as the instrument used to accomplish something.
81. go basin dzam pe-uto-m-ka homlo nupā bu-ŋu
1s N.leftover rice eat-1s/3s.PST-NOM-INSTR now sick be-1s
Because I ate leftover rice, I am sick now.

82. major kathmandu bu-mi-m-ka, asinda-m u-je-mim
Major Kathmandu be-3p-NOM-INSTR here-NOM 3POSS-field-PLU
jaṃnim-ka-ŋa bomtha bo-mi
someone-ERG-EMPH care.for-3p/3s

Because Major is in Kathmandu, someone else takes care of his fields here.

Subordinators are often related to case markers, either directly or through a path of grammaticalization. This is attested cross-linguistically, and particularly in Bodic languages, as discussed by DeLancey (1984). This pattern applies not only with the instrumental which takes on the role of marking causal clauses, but also, as we see below, with the locative case marker being used to create a purposive clause.

Locatives

The generic locative marker is -ra/qa, and this can be used either to mark the location at which an event takes place, or to mark the allative, the location towards which a motion event is occurring.

83. go iskul-ra angredzi si-pu
1s N.school-LOC N.English teach-1s/3s
I teach English at the school.

84. oram sisa qa hums-ta-ma bi-ra.
this N.glass floor-LOC fall-3s.PST-AS break-3s.PST
This glass fell onto the floor and broke.
The alternation between the /r/ and the /d/ appears elsewhere in the language, such as within certain verbal paradigms. As seen in the section on phonology, the alternation between -ra and -da is as follows:

- ra can occur in any environment
- da is blocked post-vocally, an environment in which it can be realized as -daq instead

Thus we have

neb-ra, neb-da
house-LOC

Mukli-ra, *Mukli-da, but Mukli-da
Mukli-LOC

Additionally, the locative can be used to make time words, by combining with a noun with clear temporal connections.

85. tukumtsim-ra bi-ŋro
   Darkness-LOC come-1s.PST
   I will come at dark.

86. tsutsu-ra go ba-ŋro-m del dzupa bai-ra.
    child-LOC 1s live-1s.PST-REL village beautiful be-3s.PST
    The village I lived in when I was a child was beautiful.

As we have seen, this is considered the generic locative, but there are other locatives which are more specific in the reference to location.

The locative marker used to refer to a position higher than the speaker is -la, and that for a position lower than the speaker is -ju. These markers which encode elevation

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27 Matisoff has pointed out to me that this is probably related to PTB *ʔ-yuk, ‘to descend’
information are called altitudinal terms by Ebert, who has a very good discussion of
them, based on data from Allen’s Sketch and also data which she extracted from his
ethnographic texts. (Ebert 1999)

The two locative markers appear in adverbial form with another syllable, of hV form:
huium, meaning ‘down below’ (this is a nominalized form), and hala, ‘above’.

87. gumi-ka bloku-ju-m ku khe-saka pem-thal-miri
     3p-ERG river-lowLOC-NOM water bring-AC drink-3p-HAB-3p/3s.PST
They brought the water from down in the river and were drinking it.

Sometimes the sentence doubles the locative meaning with a place adverb in order to
reinforce it.

88. tsɔŋra, hui mədes-ju løs-ta, meram khɔbɔr
     later down Tarai-lowLOC go-3s.PST that N.news
     Later, that news spread down to the Tarai

As a locative indicating location higher than the speaker, -la appears in sentences like the
following.

89. Lukla ra-ma  tau-la
     Lukla call-Pst.PRT N.place-highLOC
     In the place up from here called Lukla

-la also occurs in adverbs, such as hala and ola, meaning ‘above (general)’ and ‘up here’
respectively.

90. gu malo-ŋa o-la-m løs-ta.
     3s just-EMPH here-highLOC-REL go-3s.PST
     He just left from here.

     It also appears in the spatial postposition -qola, ‘above’, with an unknown first
morpheme, and -gola, ‘up inside’, where -gu/-go is the same morpheme as we see in -
gunu, ‘inside’.

Ebert mentions these same altitudinal locative markers -la and -iu, as well as another encoding location level with speaker, -no (1999:106). This locative marker still exists (with allomorph -nu).

91. Deusa-\texttt{nu}-m Darim Popnar ra-ma dadzju Deusa-levelLOC-REL Darim Popnar call-Pst.PRT N.o.brother

bhai noktsho get-tsi.
N.y.brother shaman come.up-3d.PST

A pair of brother magicians, called Darim and Popnar, came up across from Deusa.\textsuperscript{28}

-\texttt{nu}/-\texttt{no} is also found in other locative expressions. Thus the spatial terms for locations relative to a structure show the morpheme -nu, as in the following.

\texttt{tsu\textsuperscript{nu}}: outside, as in nem-ku tsu\texttt{nu}, the outside of the house

\texttt{-ts\textsuperscript{ynu}}: -backside, as in nemts\texttt{ynu}, the backside of the house

\texttt{-gunu}: -inside, as in ne\texttt{gunu}, the inside of the house

Additionally, the same morpheme is found in some spatial adverbs:

\texttt{hunu} over there

\texttt{meno} there

\texttt{ano} here

There are two interchangeable ablative markers in Thulung. These are -\texttt{lam} and -\texttt{layka}, as in examples 92 and 93.

92. ba-\texttt{lam} rok-na-m?
where-ABL come-2s-REL?
Where are you coming from?
eye-ABL spark emerge-3s.PST-REL N.until
muu-kka go-lai jal-njiri
that-ERG 1s-DAT hit-3s/1s.PST

He hit me until sparks came out of my eyes.

-lam is reminiscent of a very well-attested Tibeto-Burman etymon: *lam, ‘road’ (Benedict 1972: 32), which is also seen in Thulung in lamdi, ‘road’. The grammaticalization of this etymon into an ablative or path-marker is common in the Kiranti languages: it is found in Limbu (-lam), Athpare (-lamma), Camling (-la), and Khaling (-la) as well, to name but a few languages (Ebert 1994: 81). -lajka appears to be this same lam with suffix -ka, which is probably the instrumental marker. According to this hypothesis, the ablative is grammaticalized from a combination of the morphemes for road and the instrumental, ‘by what road’.

Thulung has no distinct allative marker, a function which is covered by the generic locative -ra/qa, or, one of the altitudinal locative markers, where appropriate.

Another use of the generic locative, -ra/-qa, is in purposive clauses. The locative marker is suffixed directly to the verb root. This is similar to what we saw with the locatives, which could be grammaticalized into causal markers.

28 The combination of a level locative and the verb ‘to come up’ looks a little suspicious, but I believe it is plausible. The ‘level’ locative is used because the village is at the same level as Mukli (where the speaker was), but the path dips, so that the final directional motion is to come up the hill into the village.
95. a-wotsy hellolo tenis tsamsip-ra lō-mi
1POSS-husband daily tennis play-PURP go-3p
My husband goes to play tennis every day.

96. go-num lōqai beb-ra geq-qa-m
1s-COM N.fight do-PURP come.up-3s.PST-NOM
He came to fight with me.

The use of the locative for the creation of purposive clauses is found in other languages of Nepal\(^{30}\): the cognitive connection seems to conceptualize the purpose as being a goal, which has a locative connotation.

\(^{29}\)The velar, where we expect -m, is a result of the assimilation of m to ŋ, a morphophonological rule which applies throughout the language.

\(^{30}\)The same pattern is found in Chantyal (Noonan 1997: 376), and Khaling (Ebert 1994: 56)
Chapter 3

**DISCOURSE MARKERS**

There are four particles which serve as pragmatic status markers in Thulung, encoding the notions of topic, focus, contrast and emphasis. These markers can follow nouns which already bear case-markers, and are also found with other parts of speech. This is therefore different from the overlay system of languages such as Japanese, where the pragmatic marker replaces the case marker\(^1\): the Thulung discourse markers never take the place of case markers, and if both are present, the discourse markers will follow the case-marked noun phrase. They serve to specify how the marked participants function in the discourse as a whole, across the boundary of individual sentences, as opposed to the case markers which indicate the grammatical role within a given sentence: they supplement the case markers within the much larger context of the narrative, indicating whether the marked items are new or old information, whether showing a contrast with another element, or rather emphasizing it for effect. Another important difference between case and pragmatic markers is that the use of the latter is never obligatory for grammaticality, and the choice of whether to use them is up to the individual speaker. Also significant is that these markers hardly make any appearance in elicitation situations, emerging only in narrative. Because the markers are tied to how

\(^1\) An example of this is the following:

Unmarked: Kenji-ga tegami-wo kaita
           Kenji-AGENT letter-OBJ write-PST

When the pragmatic marker wa is used to topicalize either the agent or patient, the grammatical case markers disappear:

Agent-topicalized: Kenji-wa tegami-wo kaita
Object-topicalized: Tegami-wa Kenji-ga kaita.
participants fit into whole narratives, beyond the level of single sentences, this is to be expected: a single elicited sentence does not offer the context necessary for their use.

**Topic marker *ne***

I use the term topic marker for the marker which highlights given information, which has already come up in the context of the narrative and is present in the mind of the audience. This stands in opposition to the focus marker *re* which marks new information and is discussed later, although a focus marked element need not be present in a sentence where there is a topic marked element. The topic marked item is brought to prominence, and the information contained in the rest of the sentence revolves around it. The marker functions similarly to the way *wa* does in Japanese, translating in English as “As for …”.

Generally, *ne* follows noun phrases, which can be case-marked, but it is also found following temporal adverbs, spatial adverbs, infinitive forms of verbs, nominalized finite verbs and sequencer-marked finite verbs. We first look at examples of *ne* following noun phrases.

Example 97 occurs in the context of the description of an intense emotion.

97. a-njm-ka       go *ne*       a-kol       khrep-to
   1POSS-fear-INSTR 1s  TOP 1POSS-face cover-1s/3s.PST
   I covered my face in fear.

Because of the possessive pronouns on both ‘fear’ and ‘face’, as well as the verbal morphology, there is no doubt that we are dealing with a 1s pronoun. Yet the speaker choses to reiterate the pronoun *go*, and to mark it with the topic marker for prominence.
The following sentence, example 98, shows *ne* marking the contextually prominent spatial term *ḥinda*, ‘here’.

98. Ḫinda ne hamsika tsahi ku pu-ry-ma Ḫu-mu
here TOP when CONTR water emerge-3s-AS drink-NOM.inf
When water comes out here drink it.

The context for this sentence is a drought: a shaman tells the villagers he will reactivate their well, but they must wait and only drink from the well, not the river. The topic marker has a general constrastive sense because it highlights ‘here’, in opposition to anywhere else. (The villagers disobey, and disaster strikes.)

The topic marker occurs in certain set expressions and constructions. One of these is *na ne bo-mu*, ‘to decide’.

99. Mukotima hunu-lanja bik-pa na ne by-ry
afterwards there-ABL come-Npst.PRT mind TOP do-3s/3s.PST
After that, he decided to come from there.

An example of a set construction with *ne* is seen in examples 100 and 101.

100. Bi-mu ne bik-ta.
come-NOM.inf TOP come-3s.PST
As for coming, he came.

101. Ro-mu ne mi-rok-a-wa
come-NOM.inf TOP NEG-come-2IMP-IRR
As for coming, he didn’t come.

The construction consists of an infinitive verb followed by the topic marker and then a finite form of the same verb. This is very similar to a Nepali construction, using the Nepali topic marker *ta*. The construction is used in narrative, and is the resolution of a
build-up, usually of several sentences, where events lead up to the participant’s decision to follow through or not on an action.

The topic marker can also be used several times in the same sentence, with the same referent even if it is in different cases (and the word order is rearranged for emphasis, resulting in a sentence-final topic-marker).

102. \texttt{lu, etha gatsi ne, bju-ka re salpo-tsi, gatsi-lai ne} \\
\texttt{N.hey, now 2d TOP eagle-ERG FOC devour-3s/2d, 2d-DAT TOP} \\
Hey you-two, the eagle will devour you.

In this story a mother who has been abducted by an eagle is urging her two children, who have found her, to hide before they become his prey. The second dual pronoun appears twice in the sentence, in different cases (the first as a vocative, the second in the dative). Both instances of the pronoun are topic marked: despite their changing semantic role in the sentence, they are still the most prominent topic, which is why they are marked. This sentence also shows the relationship of the topic marker, \texttt{-ne}, with the focus marker \texttt{-re}, setting up a contrast between the pronoun (which refers to the children who are already an important and expected part of the story) and the eagle (which has not been mentioned for a while, has to a certain extent faded from the picture, and is thus recalled with the new information marker).

The topic marker can occur on several noun phrases within the same sentence.

103. \texttt{make ne mu ghumne pani gele ne ba-m-thal-miri ni mumim} \\
\texttt{long.ago TOP that Ghumne Pani up TOP be-3p-HAB-3p.PST N.indeed they} \\
\texttt{luludym ra-ma ne thupro ba-m-thal-miri} \\
Luludym call-Pst.PRT TOP N.many be-3p-HAB-3p
Long ago, they were living up at Ghumne Pani, there were many of those we call Luludym.

This extensive usage within the same sentence suggests that topic marking may sometimes be mechanical rather than indicating what the speaker identifies as the most prominent topic within a sentence. This may be an example of change in the system: the topic marker, which was originally used to indicate the prominence of given information in a sentence, might be seen as punctuating the sentence, following the introduction of each element which was already part of the narrative event.

The topic marker can also be used with a contrastive sense, and in this case overlaps with the loan contrastive marker *tsahi*.

104. go tsahi hellowo miksi-lam mi-lwa-pa mu nem ne la-uto
    1s CONTR always eye-ABL NEG-see-Npst.PRT that day TOP see-1s/3s.PST
    I don’t usually ‘see’ (ie the supernatural) but on that day, I saw.

An opposition is set up which contrasts *hellowo*, ‘always’ with *mu nem*, ‘that day’.

The same contrastive sense emerges in the following, which enumerates the strange qualities of a mysterious being.

105. o kurkuttsa ne ŋado re bu ta o breptsu tsahi tsɔŋ-ra
    this N.heel TOP front FOC be.3s N.indeed this toe CONTR back-LOC
    ōkoti dhypa u-sem ne tuluulu thys-ty…
    this.much long 3POSS-hair TOP very.long pull-3s/3s.PST…

    His heel was in front and his toes were in back (of his foot) and he pulled his hair this long…

    In this sentence we see that *ne* and *tsahi* are both used to make a list of the oddities of the character, contrasting the different body parts and how unusual they are.
Focus marker \textit{re}

I use the label focus marker for $\textit{re}^2$, which marks new information. Generally this marks information which is being introduced into the discourse for the first time, but can also be used for an element which was previously mentioned but is no longer prominent in the mind of the audience. Generally, $\textit{re}$ is a counterpart to the topic marker (indicating given information) but this is not necessarily the case.

New information often contains an element of surprise, as is seen in the following examples 106 through 108.

106. Ľsinľa ne mytsy \textit{re} bu-mi tsha  
    Here TOP man FOC be-3p COP.tsha  
    There’s a man here! (indicating surprise, as noone was present before)

107. go ne bia \textit{re} be-uto  
    1s TOP N.marriage FOC do-1s/3s.PST  
    I got married (said to someone who hasn’t seen me since)

108. anep ne inima \textit{re} palo ne  
    Today TOP 2POSS FOC N.turn TOP  
    Today it’s your turn (unexpected)

In these examples, the topic marker is also present, and this given information sets the context in which the new information appears.

Because questions seek new information, question words are often accompanied by the focus marker.

\footnote{Matisoff points out that this may be related to the Sino-Tibetan copula \textit{ray}.}
After the eagle arrived, the eagle [said] "Where is the human smell coming from today, where and what?"

Elsewhere, both the topic and focus marker can be applied to the same entity, which has two different referents.

The sentence above is equating the 2s pronoun with the term ‘nomad’. The pronoun is a given (in a pragmatic situation where deictic referents are known) and marked as such, whereas the derogatory appellation ‘nomad’ has the focus marker for new information: this is because the term is used for the first time, and the speaker’s equating the two is a new concept.

Example 111 shows re marking elements which have already been introduced into the narrative.

This sentence comes from a story of a contest between a boy and a group, legitimacy belonging to the one who arrived first. Both of the referents for the pronouns are known information, as they are clearly identifiable from the narrative. However, the outcome of the contest is not known (arriving yadom, ‘first’ being equated with winning) so the focus marker is applied to both of them as potential winners in an unknown situation.
We have seen that these two pragmatic status markers are quite consistent in marking given and new information of relevance to the story. There are two other markers as well, the contrastive marker and the emphasis marker. Like the topic and focus markers, both these markers can appear after any part of speech, although statistically they favour nouns$^3$. For the contrastive marker the part of speech will make no difference to the meaning, whereas the emphasis marker acts differently when it follows adjectives and adverbs.

**Contrastive marker** *tsahi*

The contrastive marker in Thulung is used in much the same way as the Nepali equivalent, also *tsahi*, which is the source for the borrowing. It serves to show a contrast between different participants, and typically follows each of the participants for whom a contrast is being established. It can occur following any part of speech, although it generally is seen following nouns, and the position generally favoured is post-nominal (which is largely a matter of nouns being the most commonly appearing part of speech in discourse.)

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$^3$ As these make up a greater percentage of any given text, and are also more likely to be singled out for pragmatic purposes.
It seems those other four brothers killed him, but it seems the youngest did not kill him.

This is a clear case of *tsahi* used as a contrastive marker. The sentence makes a contrast between four brothers on the one hand, and the youngest brother on the other, describing how their actions differ. We see that *tsahi* follows the case-marked noun, so that the grammatical roles of the participants are still clear, with the contrastive marker added to show pragmatic status but not to take over the role of grammatical role marking.

It is not necessary that there be two overt parallel participants marked by contrastive *tsahi*, as the following shows.

It used to be the custom that a pig and a chicken were killed and given to the dead person. Now, though, the custom is that while the dead person’s name is said, the meat is eaten (by the living)
The relevant part of this long sentence is the contrastive marker on the time word *homlo*, which sets up a contrast with the covertly expressed time frame “then” which is summoned by the tense of the verb *baira*.

The following shows the same situation, of a contrast set up with an understood other entity.

114. ọsinđa *tsahi* doi-ŋa kha[t]-dpla ọm-tsí-m retsha.  
here CONTR N.two-EMPH N.bed-on sleep-3d-NOM N.seem  
And here the two seem to be sleeping in the bed.

The contrastive marker is contrasting the marked element, ọsinđa ‘here’ (this is the Frog Story, and ọsinđa refers to the currently described cartoon picture) with the previously discussed pictures.

The same is true of the following sentence.

115. khle[a-ka] *tsahi* mu bọ[ŋ]-gunu u-bwi phik-y.  
dog-ERG CONTR that N.bottle-inside 3POSS-head stick.in-3s/3s  
The dog sticks his head inside the bottle.

*tsahi* is used here because there are two main participants in the scene, the boy and the dog, and the dog’s actions are highlighted and contrasted with the boy’s. There is certainly overlap between *tsahi* and the topic marker *ne*, as was mentioned earlier. *tsahi* here is selecting one participant and his behaviour is seen as contrasting with that of the other, but the *tsahi* also serves to mark the prominent topic of the sentence: the dog is given information (he has been present from the start) and his prominence in the sentence is similar to what we saw with *ne*-marked elements.
Emphasis marker -ŋa

The marker -ŋa is used for emphasis, and appears after nouns as well as adjectives, adverbs, or verbs. When used with a noun or verb, the emphasis refers to the status of that element within the sentence or event, whereas with an adverb or adjective, it is an intensifier, augmenting the descriptive power of these modifiers. -ŋa is different from the other discourse markers in that it is not a particle, but rather a suffix: there are certain morphophonological changes when it combines with bilabial nasal-final elements, and these imply a boundedness greater than seen with other discourse particles. Two examples of this are given: tsum ‘very, much’ sometimes combines with the emphasis marker to give tsunŋ-ŋa; konyŋ ‘only’ appears to be made up of ko ‘one’ and the emphasis marker, and has become lexicalized. The role of -ŋa as an intensifier of adjectives and adverbs is different from the role of the other discourse markers which serve to highlight the pragmatic status of certain participants or themes: instead -ŋa modifies the modifiers, affecting the semantics of the sentence rather than its information structure. For this reason, I believe -ŋa to be different from the other discourse markers, and this is reflected by its nature as a suffix instead of being a particle like the other markers.

116. mu tukisale-ŋa tsar-saq-dy-ʔe
    that spool-EMPH throw-BEN-3s/3d.PST-RS
    She threw the spool to them.

---
4 This morphophonological rule is discussed in the section on Phonology. It does not always apply with tsum, suggesting that perhaps the boundedness of -ŋa is a matter of personal preference.
The spool plays a central role in the beginning of this story, as it is the means through which the children find their mother. Because of its prominence in the story, the emphasis marker is used, and it is used to mark the spool even in simple sequential sentences where there is no doubt about what the spool is: the marker points to the important role of the spool of thread.

117. gumi homlo neb-ra-ŋa bu-mi.
    3p now home-LOC-EMPH be-3p
She is at home now.

In the context of a question as to the whereabouts of her aunt, the speaker responded with the above sentence, with the emphasis marker on the locative expression. This is in a way similar to the focus marker, highlighting the new information.

118. oram je-ku ṭoŋ go-ŋa tshen-to-m
    this clothes-GEN N.colour 1s-EMPH choose-1s/3s.PST-NOM
I am the one who chose the colour of these clothes.

In example 118 as well, the emphasis marker highlights new information in the context of a question, similarly to the function of the focus marker. Beyond that, it also emphasizes the 1s nature of the answer, also accomplished by the nominalization of the entire sentence\(^5\), so that it can be paraphrased “What’s important is that it is I who chose the colour of these clothes”.

The above show the emphasis marker in its pragmatic use, pointing to the marked noun to highlight its role in the sentence.

A post-verbal use of the emphasis marker follows in 119.

\(^5\) The use of nominalization for pragmatic purposes is discussed in the chapter on Nominalization, Relativization, Genitivization.
119. ro-mu-ŋa mi-rok-a-wa
   come-NOM.inf-EMPH NEG-come-2IMP-IRR
   As for coming, he did not come.

This sentence appears in the context of a husband abandoning his pregnant wife, and not coming back even when the child was born. The emphasis marker seems to highlight the expectation of his return, which we then find does not occur. This is similar to a sentence we saw with the topic marker, bimu ne bikta (‘As for coming, he came’) with the significant difference that the emphasis marker is followed by a negated verb form. As I do not have further examples of the same type, I cannot judge whether the pattern of topic marker + fulfilled expectations vs emphasis marker + unfulfilled expectations is significant.

When used with modifiers, such as adjectives or adverbs, the emphasis marker serves a semantic function rather than a pragmatic one. In such cases, the semantic force of the modifiers is intensified, but the pragmatic status of any participant is not affected.

120. oram nem ama mala tsum-ŋa dwak-pu
   this house 1POSS COND very-EMPH like-1s/3s
   If this house were mine, I would REALLY like it.

121. ḷuma hir-mu sədzilo-ŋa bu
   millet.paste stir-Nom.inf N.easy-EMPH be.3s
   Making ḷuma is so easy.

   It also appears in certain grammatical constructions, such as those indicating obligation or interdiction, and ability. In these instances, the use of -ŋa is optional.
122. go resepma mi-khli-u-wa mala a-tsu-mim-ka
    Is rice.unhusked NEG-plant-1s-IRR COND 1POSS-child-PLU-ERG
    po-mu-ŋa mi-lwa-mi-ja
    eat-NOM.inf-EMPH NEG-able-3p-IRR

    If I didn’t plant rice, my children would be unable to eat.

123. gumi-ka thululwa si-mu-ŋa basi
    3p-ERG Thulung.language learn-NOM.inf-EMPH OBL
    They must learn Thulung.

124. gumi-lai dzam gwak-tomi-m pesi-ŋa myny-ja
    3p-DAT rice.cooked give-1s/3p.PST-NOM.rel eat-EMPH NEG.OBL-IRR
    They shouldn’t have eaten the rice I gave them.

These are three grammatical constructions where the emphasis marker is by no means
necessary, but is used with great frequency. Because of the pragmatics of these speech
situations the use of an emphasis marker is natural, as they are speech acts of heightened
emotional status and as such, emphasis, on the verb in all cases, is entirely reasonable.

In addition to these constructions, the progressive construction requires -ŋa. I do
not understand the connection between the emphasis marker and the progressive
construction, except that it may be highlighting the ongoing aspect of the verb, a state
which is of course relevant to progressive events.

125. meram tsutsu krymsi-ra-m-ka khrap-sa-ŋa bu
    that child be.hungry-3s.PST-REL-CAUSE cry-AC+EMPH be.3s
    The child is crying because it is hungry.

---

6 This periphrastic construction involving the emphasis marker is discussed in greater detail in the chapter
on clause-combining.
Because of the obligatory nature of -ηa as part of this construction, I do not mark it as a separate morpheme. If it is indeed related to the emphasis marker, and the origin of the construction is, as mentioned, to highlight the -sa marker on the verb which indicates an action underway, then the morpheme has since lost its status as a morpheme, as it is an obligatory part of the construction and can no longer be analyzed as an independent morpheme.
Chapter 4

NOMINALIZATION, RELATIVIZATION, GENITIVIZATION

Matisoff (1972) was the first to point out the relationship in several Asian languages between genitivization, relativization, and nominalization. These functions are all conveyed by the same particle in Lahu, ve, as seen in the following examples.

Genitive
126. ŋà ve mí-chɔ
    I shoulder-bag
    my shoulder-bag

Relativization
127. và? qhe chu ve Pîchɔ-pā ᵑ tê γâ
    pig as fat Shan that one person
    That Shan over there who’s fat as a pig

Nominalization
128. ɔ-ʃi tsɔ? la ve thɔ? nɔ mā ɣa mɔ lâ
    blood emerge come ACC you NEG get see Q
    Didn’t you see that blood was coming out?

These patterns are well-established in Tibeto-Burman, and have also been found across language family boundaries, indicating the areal nature of the phenomenon.

The Standard Sino-Tibetan Nominalization\(^1\) pattern is also relevant with respect to Thulung, as the same set of linguistic elements participates, as in Lahu, in relativization, genitivization and nominalization. In contrast to Lahu, then, where a single element covers all the functions, Thulung has a small set of elements, apparently closely related. The set is made up of -m, -mim, -mu and -ma, and the various functions
are covered either by a single element from the set, or by two in complementary
distribution, or by two or more in what appears to be free variation. Where the
synchronic picture appears a little chaotic, there is some evidence for a cleaner
distribution in earlier stages of the language. In addition to this set of what we will call,
generically, nominalizers\(^2\), there are alternative techniques to relativize, genitivize,
nominalize, which we shall explore as well.

Nominalization is seen by Noonan to be the core cognitive concept from which a
number of different functions radiate. His examples are drawn from Chantyal in his
study of the “versatile nominalizations” found in the language, but the patterns are clearly
the same as are seen in great number of regional languages. Chantyal has a nominalizer -
\textit{wa} (which can be traced to a Proto-Bodic nominalizer, *-pa), used for nominalization,
verb complementation, noun complementation, purpose clauses, relative clauses, to form
non-relative attributives, agent and patient nominals, attributive nominals, in verbal
periphrasis and and the nominalization of main verbs. Examples from Chantyal of these
functions follow, most of which are shared by Thulung in their expression with a
nominalizer.

Nominalization:

129. \textit{p}_\text{\textit{w}}\text{\textit{i}}-\text{\textit{w}}\text{\textit{u}} \text{\textit{g}}\text{\textit{a}}\text{\textit{r}}\text{\textit{a}}\text{\textit{w}}\text{\textit{a}} \text{\textit{m}}\text{\textit{u}}
study-NOM good-NOM be+NPST
Studying is good.

Verb complements:

130. \textit{n}_\text{\textit{h}}\text{\textit{i}}\text{\textit{i}}-\text{\textit{s}}\text{\textit{o}} \text{\textit{r}}\text{\textit{e}}\text{\textit{y}}\text{\textit{s}}\text{\textit{i}} \text{\textit{t}}\text{\textit{u}}\text{\textit{w}}\text{\textit{a}} \text{\textit{a}}\text{\textit{k}}\text{\textit{h}}\text{\textit{a}}\text{\textit{m}} \text{\textit{m}}\text{\textit{u}}.
we-ERG raksi drink-NOM NEG-be+able be+NPST

\(^1\) As the “morphological convergence of [these] syntactic functions” is called by Bickel (1999)
\(^2\) reflecting what is perceived to be the historical evolution of these markers.
We aren’t able to drink raksi

Noun complements

131. na-ra reysi thu-wa mən kha-i
    I-DAT raksi drink-NOM desire come-PERF
    I want to drink raksi

Purpose clauses³:

132. khi ca-wa-ri kha-i.
    he eat-NOM-LOC come-PERF
    He came to eat.

Relative clauses:

133. gay-ye sya ca-wa mənchi
    cow-GEN meat eat-NOM person
    the person who is eating beef

Non-relative attributive:

134. təyla-wa saka
    yesterday-NOM ancestor
    yesterday’s ancestors

Attributive nominals:

135. na-sə məŋəle-ri-wa-mə-ra kwi pin-ji
    I-ERG Mangale-LOC-NOM-PL-DAT water give-PERF
    I gave water to the people from Mangale.

Agent/patient nominals⁴:

136. ca-wa
    eat-NOM
    eating or eater

Periphrasic verb:

137. kadmandu-ri fiya-si-wa fiin

³ In Thulung purpose clauses are formed by directly suffixing the locative marker to the verb root.
⁴ Thulung forms agent/patient nominals with the non-past participial marker -pa, which is cognate with Chantyal -wa.
I’ve gone to Kathmandu.

Main verb:

138. cia-wa də
sit-NOM fact
I’ll stay!

Most of these functions are also expressed with a nominalizer in Thulung, and I divide them into the three main functions of relativization, nominalization, and genitivization. While Chantyal has one neat particle which is used for all of the various functions, Thulung uses a collection of particles, all sharing a bilabial nasal and presumably related, but with their own complex distribution patterns depending on the function they serve. While these functions are all clearly related cognitively and the phonological similarity of the elements implies a historical connection between them, the relationship is much more tentative than in Chantyal. Because they all appear to be derived from nominalizers, like in other Tibeto-Burman languages, I gloss all of these functions with NOM, for nominalizer.

Each function is examined in turn, in light of the distribution of elements from the set of nominalizers, and alternative methods of accomplishing the same function are then examined.
Relativization

Thulung has externally-headed relative clauses, which are most commonly preposed to the nominal head. The relative clause is therefore one from which the head has been removed, the finite verb (which is clause final) taking the relativizing suffix.

139. [go khok-to-m] dzam brøpa ba-ira
    1s cook-1s/3s.PST-NOM rice good be-3s.PST
The food I cooked was good.

The rearrangement brought about by relativization can be seen from comparison with the corresponding simple sentence.

140. go dzam khok-to
    1s rice cook-1s/3s.PST
I cooked rice

Relativization can be accomplished on a number of participants, in addition to the transitive patient in the example above.

-transitive agent of the relativized clause:

141. wa-lwak-mim-ka [makai py-ry-m] bwa brem-ri.
    o.brother-y.brother-PLU-ERG N.corn eat-3s/3s.PST-REL pig buy-3p/3s.PST
my brothers bought a pig that ate corn.

-intransitive subject:

142. [go bu-ŋu-m] dhwagui koŋmi mytsy bu.
    1s live-1s-REL beneath other person be.3s
There’s another person below where I’m living.

-locative:

143. [go oŋ-ŋu-m] otshen helolo krokpa dym
    1s sleep-1s-REL N.bed every.day hard become.3s
The bed I sleep in is always hard.
A blister rose up on the hand I milled flour with and is painful.

The examples above show that the relativizer is -m, suffixed to the finite verb of the relative clause.

There is also a relativizer -mim, however this relativizer is limited to non-past relativization.

The book I am reading is very long.

The bed I sleep on is very hard.

These clothes I am wearing are very nice.

These examples all use -mim as the relativizer, although in all cases, -m could be used equally well. -mim cannot however be used to relativize past clauses.

There are also instances in which only -m can be used to relativize. What is relevant in these cases is the syllable length of the finite verb.

This is an unusual example of a post-posed relative clause: still externally-headed, but the relative clause follows the noun is modifies.
the day we die

but *gui si-m din

149. gui pi-mim bela
1pi eat-1p/3s-REL N.time
After we eat

but *gui pi-m bela

150. gu-ka ra-mim bela
3s-ERG say-3s-REL N.time
At the time when he says

but *gu-ka ra-m bela

Thus finite single-syllable verbs cannot be relativized with -m, but need -mim, presumably to give them more weight phonologically. It is interesting to note that only non-past forms (and only 1s, 3s and 1pi forms at that) are mono-syllabic.

The synchronic distribution of the relativizers is a little messy:

-m is the general relativizer, regardless of aspect or grammatical relation/semantic role, provided the finite verb to which is it suffixed has at least two syllables.

-mim must be used with monosyllabic finite verbs, and can be used anytime we have non-past verb form being relativized.

This distribution favours -m, which is the predominant relativizer found in modern Thulung. Historically, though, the distribution appears to have been rather different. Allen states that “it would seem that mim is to present tense forms what -m is to past tense ones”6 (1975: 88). Thus the distribution was made along tense lines. What is

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6 This clear-cut analysis is undermined by one example where -m is used to relativize a non-past form
mi theTpum loa koŋŋa reakpu
not I-understand+m words only I-write
interesting about this is that we can see the path of change in the current distribution: -mim was originally used to relativize non-past clauses. Some non-past forms of verbs (3s intransitive, 1s and 1pi transitive) are mono-syllabic, and at some point there was a reanalysis of the salient factor in determining the choice of relativizer from being tense to being syllable length. The fact that any non-past form may still be relativized optionally with -mim shows that this process of change is still underway.

Genetti (1992) points out, in her comparative study of relativization in various languages of Nepal, that there are three general patterns which emerge as relativization strategies. Some languages (such as Kham, Limbu, Dolakha Newari) have distinct relativizers to indicate the grammatical relations of the relativized head with respect to the sentence (generally, these languages will have one relativizer for the subject, and another for non-subject). Other languages (like Nepali) use the tense/aspect of the clause to determine which relativizer to use, and often times this falls along the lines of perfective/imperfective. Yet other languages have mixed systems, involving a combination of grammatical relation and tense/aspect (Hayu, Tibetan), or taking into account animacy and plurality of the head noun.

None of these scenarios apply to Thulung, which has a synchronically unusual distribution of relativizers, reflecting, as we have seen, an original distribution according to more typologically and areally plausible lines.

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I’ll only write down the things I can’t understand
theTpu (+theTpu) is the non-past form of the verb.
Alternative relativization with participial forms

Thulung has other means of forming relatives as well, involving participial forms, which directly parallel to the situation in Nepali. Nepali takes into account the aspect of the clause being relativized, and like Thulung at an earlier stage, has two distinct relativizers: perfective clauses use -eko, and imperfective, -ne (J. Peterson 1999). The aspectual suffixes for relativization in Nepali are used with the verb root rather than a finite verb form, and they are used fairly consistently according to aspect.

Thulung has two such participles at its disposal, a past and a non-past participle, in -ma and -pa respectively. The difference between participial relativization and that seen above is that the participles are not finite, and therefore do not encode participant information unless it is specified by a pronoun.

151. [nem bane-pa] a-lwak khole-num dzuupa dze.  
My brother who builds houses speaks nicely with everyone.

152. [gu-ka tsa-pa] mambatti  
The candle he lights.

The last example shows that specification of the agent is possible, through the use of a personal pronoun, even though the verb does not convey such participant information.

153. khok-ma dzam  
Cooked rice (by anyone)

154. go khok-to-m dzam  
Rice I cooked

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7 This is the gloss I use for the non-past participial form.
The participial form can therefore be used when one chooses to be less specific about the action being described, in contrast to the -m-relativized forms where the verbal ending unmistakably identifies the participants.

It is possible that this relativization strategy, with its direct equivalence in Nepali, is on the rise in Thulung. One possibility is that the two types of relativization complement each other: when it is crucial to identify the participants in the clause being relativized, the -m/-mim type is used, as it is highly specific about subject (and object, where relevant). When instead it is aspect which is the feature which must be highlighted, then the speaker has the option to use the -ma/-pa type of relativization. Of course, specification of aspect is still clear in -m/-mim clauses, and participant identification is possible in -ma/-pa types, but this may be the beginning of a trend of separate types of relative clause usage depending on what is most important to the speaker.8

8 Interestingly, it is these forms (the imperfective form in particular) which looks to be cognate to other relativizers around Nepal, particularly those of the Bodic languages. It corresponds to what is -wa in Chantyal, -pa in Tibetan, -ba in Gurung, these being languages which do not inflect verbs for person, so that this alternative relativization in Thulung looks more like that of its neighbours than the finite + -m/-mim variety I have described above. Perhaps in fact, this alternative construction is gaining ground as a result of contact influence, which may explain the fact that what was probably at one time a clear-cut aspectual distinction using different relativizers has become more blurred.
Nominalization

Noonan lists certain types of nominalization as so well-attested as to be protoypical, needing to further explanation on their nominal status. Of these, Thulung has the following.

Citation form of verbs, -mu

The citation form of verbs is the form used when the verb root functions as a nominal element. Matisoff states that “as a general rule of thumb applicable throughout the Tibeto-Burman family, whenever one discovers the particle used in verb citation, one can be sure of having discovered the most important nominalizer of the language.” (1972: 248) Noonan explains that nominalized verbal forms “are used in discourse as names of activities or states.” (1997:375)

The following examples illustrate the nominal status of verbs in citation form.

157. make sinben-mu hapa kam bo-mu basi.
    grain plant-NOM much N.work make-NOM OBL
    Planting grains requires a lot of work.

158. on-mu-lai tsapa bane-mu basi
    run-NOM-DAT strong make-NOM OBL
    To run, one must make oneself strong.

159. khomu-kam lagi⁹ …
    cook-NOM-GEN N.sake
    In order to cook,

  ⁹ In addition to this more predictable form, with the nominalized verb taking genitive case marking, I also have an example of the infinitive directly followed by the noun it modifies.

    ḍquma khomu lagi ŋado lama banem basi
    ḍquma cook-NOM N.sake first ingredients prepare OBL
    In order to cook ḍquma, one must first prepare the ingredients.
“lamdi-mu bhanda-ne plen-ra lɔ-mu ṭhik” raŋ-ro 
walk-NOM N.than-TOP E.plane-LOC go-NOM N.fine” say-1s/3sPST 
I said “going by plane is better than walking”

The fact that the nominalized verbal element takes case marking is a good indication of its nominal status.

*Verb complementation, mu*

With verb complementation, a nominalized clause is the complement of the verb, taking on the role of participant in the event.

161. go dika [mukli lɔ-mu] tsahebe-u. 
1s tomorrow Mukli go-INF N.need-1s/3s 
I must go to Mukli tomorrow.

162. go [dzudzuluŋ ho-mu] dwak-pu.¹⁰ 
1s mountain climb-INF like-1s/3s 
I like to climb mountains.

Less prototypical kinds of nominalization are discussed below.

*Clause nominalization, -m, -mim*

Causal clauses are all nominalized before the cause-marking element -ka. As seen in the chapter on case marking, -ka is the instrumental case marker, thus the nominalization of the clause preceding this marker is to be expected.¹¹

---

¹⁰ Another means of making complement clauses is through reduplication of the verb root, as in the following:

golai iskul lɔɔ midwa 
1s-DAT N.school go-go NEG-like-3s/3s 
I don’t like going to school.

This raises the issue of the nature of the reduplicated verb root as a nominal.
163. go po-mu-ṭhok mi-pe-wa-m-ka krym si-ṇro.
1s eat-NOM-N.stuff NEG-eat-1s/3s-NOM-INSTR hunger feel-1sPST
Because I didn’t eat, I felt hungry.

164. meram tsutsu krym si-ra-m-ka khrap-saṇa bu
that child hunger feel-3sPST-NOM-INSTR cry-AC+EMPH be.3s
Because that child is hungry, he is crying.

165. gu-ka mukli-ra-m mesem bia by-ry-m-ka
3s-ERG Mukli-LOC-NOM woman N.marriage do-3s/3sPST-NOM-INSTR
go kusi dwaṇ-ro
1s N.happy like-1s/3sPST
Because he married a girl from Mukli, I feel happy.

Temporal clauses marked with the Nepali loan *patshi* (after) and *ṣomma* (until) are also consistently nominalized.\(^{12}\)

166. burkum-ra mwasy tsha-bet-miri-m patshi ethama
cave-LOC soot spread-CAU-3p/3sPST-NOM N.after there

wo waṇmim potte dym-miri-ʔe
also other N.believe become-3pPST-HS

After the Thulung spread the soot in the cave, others believed it.

167. bju-ka lɔ-ry-m patshi mʊ u-tsu-tsip-ka
eagle-ERG carry-3s/3sPST-NOM N.after that 3POSS-child-DU-ERG

mal-to mal-to lɔk-tsi-ʔe
search-SC search-SC go-3dPST-HS

After the eagle carried her off, her two children went searching.

---

\(^{11}\) This being said, I must mention that the purposive construction is formed with a non-finite verb root, followed by the locative marker: this suggests that verb roots are themselves nominal elements, if they can cooccur with case markers.

\(^{12}\) Temporal clauses which are complements to the Nepali loan noun *bela*, ‘time’, also have the same format, but in that case it appears that a better label is relativization, as the temporal element is brought in by the head noun.
168. swar kho-ki-m **patshi** tsahi hepmam khal-kam
bamboo prepare-1pe-NOM N.after CONTR that N.kind-GEN

krɔ bone-m basi
basket make-NOM OBL

After preparing the bamboo, we must make that kind of basket.

169. meno roŋpha-ŋu-ma ḍhol kuk-pu-m **somma**…
there arrive-1s-AS drum beat-1s/3s-REL N.until…
Until I arrive there and beat the drum…

The same distribution is found as with relativization, with monosyllabic verbs
requiring nominalization with -mim.

168. meram si-mim patshi
that die.3s-NOM N.after
After she dies

**Verbal periphrasis, -m**

Verbal periphrasis is the means of expressing perfect aspect: the finite verb is
nominalized and followed by an inflected copula. This construction also appears in a
number of TB languages of Nepal such as Hayu, Chantyal, Limbu, Yamphu (among
others.)

169. dzetha-mim tsahi waŋthu babante ḍam-ri-m **bu**.
older.brother-PLU CONTR other where go-3p-NOM be.3s
The older ones went somewhere else.

170. manja-ne “hopmam mi-dzuŋa lamdi khrekhreja be-pa
mother-TOP “like.this NEG-good road bumpy made-Npst.PRT
lamdi ḍɔk-τsi” **rak-τa-m bu-mi**
road go-2d” say-3s/3s-NOM be-3p
Mother said “Go on a bad, bumpy road like this.”

171. *hu* **gre nem-ra** _los-ta-m_ **bu**  
there nettle-LOC go-3s.PST-NOM be.3s  
She went out for nettles.

Thus -m is used to nominalized the finite verb which is then combined with the inflected copula. Because this periphrastic construction is always based on a past form of the finite input verb, there is never a situation in which a monosyllabic verb could occur. The result is that -m is always used as the nominalizer.

There is an alternative means of forming the periphrastic construction to express the perfect. This is to use a past participial form of the relevant verb followed by the inflected copula. This is the same pattern as used in Nepali, and is reminiscent of the alternative means of relativizing (also using the participle) which we saw earlier.

172. *twak-ku* **dymla-laŋka tsahi phɔl-mu pórne ho**  
self-GEN culture-ABL CONTR cut-NOM N.must COP ho  
_tɔra_ phɔl-mu **dqiŋ-ma bu**  
N.but cut-INF abandon-Pst.PRT be.3s  
According to our own culture we must slaughter [the pig and chicken] but we have stopped slaughtering [them]

173. *u-dikam-ne* bante hunu kerao **phɔt-ma bai-ra**  
3POSS-tomorrow-TOP where there N.peas plant-Pst.PRT be-3s.PAST  
The next day she had planted peas off somewhere.
Sentence nominalization, -m

The nominalization of entire sentences is common in Thulung, both in conversational exchange, as well as in narrative. Matisoff terms this “reification”, and it is often translated with “it is a fact that…”

Nominalized sentences punctuate narrative, and are very frequently found in combination with hearsay markers. What is interesting is that these nominalized sentences are not pragmatically marked: there are very frequent, and sometimes there is a run of nominalized sentences, and sometimes instead they are sprinkled throughout. Because of the semantic content of the nominalized sentences, I believe they cannot be pragmatically marked: sometimes the marked sentences are crucial to the narrative, and sometimes they are not at all. This situation is similar to that in Lahu, where a nominalized sentence is the most unmarked way in which it can occur (Matisoff 1972 and pc).

Some nominalized sentences follow.

174. memma meram badzi-laŋka iki-beppap-mim glwa-mri-ma then that N.bet-ABL 1POSS-ancestor-PLU win-3p/3sPST-AS
tsahi gui thulun dys-tiʔe-m.
CONTR 1pi Thulung become-1pi-HS-NOM

After our ancestors won that bet, we became Thulung.

175. ikima-laŋka make phwamsi-mri-ma lɔm-ri-m. 1POSS-ABL long.ago separate-3pPST-AS go-3p.PST-NOM
They separated from our [people] long ago and left.

176. aki-pap-nuŋ badze-ka nɔk-koṭha 1POSS-father-COM N.grandfather-ERG two-N.room
tseuga-ra pi-mriʔe-m.
N.farthest.field-LOC break-3s.pol/3sPST-HS-NOM
My grandfather, with my father, destroyed two rooms [of the old palace] in the farthest field.

177. memiŋ-ka koreŋ be-mri-ma seŋ-miri-m.
those-ERG dry do-3p/3sPST-AS kill-3p/3s.PST-NOM
They dried him [on a fire] and killed him.

Nominalization of sentences is a means of marking them pragmatically in other languages related to Thulung. Bickel reports that for Belhare, nominalized sentences are related to focus constructions: they can “fill a presumed gap in the addressee’s knowledge” (completive focus), “reject what is perceived to be a wrong variable instantiation (as in contrastive focus)”, or can be used in narrative “not only … when a speaker corrects himself…, but also when s/he is not sure whether a previous instantiation of a core variable is enough well-established to continue a narration” (1999: 280-287). According to Noonan, nominalized sentences in Chantyal as well are pragmatically marked, indicating that “the situation in the clause is contrary to expectation or somehow exasperating” (1997: 381).

Noonan also says that “there is little doubt that [sentence nominalization] derived historically from the use of -wa [the nominalizer] in verbal periphrasis where the syntactic main verb had undergone elipsis” (1997: 381), even though the nominalization of sentences has now taken on a pragmatically marked meaning. It is possible that Thulung represents an earlier stage of development than Chantyal: nominalized sentences represent what is a periphrastic construction (the perfect) from which the inflected copula has been elided, resulting in no pragmatic difference between the two.
If this is indeed the case for Thulung, then we would expect to find nominalized sentences only where the verb is a past form. This is almost universally true (but then most stories are told in the past tense, and it is mostly in stories that we see sentence nominalization, so it is difficult to disentangle the two), and in this context it is useful to look at a conversational exchange.

178. A : gumi bante bu-mi?
    3p where live-3p
    Where does she live?

    B : gumi basbari-ra bu-mi.
    3p basbari-LOC live-3p
    She lives in Basbari.

    A : gumi ba-laŋka rom-ri-m?
    3p where-ABL come-3p.PST-NOM
    Where is she from?

    B : gumi mukli-laŋka rom-ri-m.
    3p mukli-ABL come-3p.PST-NOM
    She is from Mukli.

What is significant here is that in this exchange, the first question and answer are non-past and not nominalized, whereas the second are past and nominalized as well. This suggests that nominalized sentences are indeed related to the periphrastic forms, whereas the non-past is not nominalized because it does not participate in this type of periphrasis.

Genitivization

A genitive relationship between two nouns is usually with the case markers -ku or -kam, as was seen in the chapter on case marking. Thus Thulung is already different
from Lahu in that genitivization is most commonly expressed using these case markers, whereas in Lahu, a genitive relationship is marked by ve or apposition. (Matisoff 1972)

However there are certain situations in which Thulung uses a genitive marker which is related to the nominalizers we have been discussing. These are the genitivization of time words and locatives, as well as two other cases which seem to be cross-overs between several functions (possessive pronouns and noun complementation)

Genitivization of time words, -m, -mim

An attributive relationship between two nouns is expressed with -m and -mim when the possessor is a time word (either native or borrowed from Nepali)

179. nemtha-m  dzam
    evening-NOM rice
    the evening meal

180. dika-m  lagi
    tomorrow-NOM N.sake
    tomorrow’s sake, ie. for tomorrow

but  *dika-mim lagi

181. aneb-mim  din
    today-NOM N.day
    today’s day, ie these days

The distribution of -m and -mim is phonological: -m is used postvocically and -mim post-consonantally.

13 I have chosen to gloss these specified genitivizers as NOM, for nominalizer. This is because these are not general genitivizers, that role being filled by -ku and -kam, as we have already seen. DeLancey, like
There are also instances in which the same construction is made but the head is elided. These genitivized time words are used to refer to a person or animal by the day of birth (this is surprisingly common in Thulung). In all cases we can assume an elided head such as nani (Nepali loan for child)

182. buddhabar-mim
    Wednesday-NOM
    [The child] born on Wednesday

183. bam-din-mim
    which-N.day-NOM
    the one from which day (N.kun din-ko)

184. neonem-mim
    other.day-NOM
    the one born the other day

185. sunem-mim
    three.days.ago-NOM
    the one born three days ago

186. basta-m
    yesterday-NOM
    the one born yesterday

but *basta-mim

The same phonologically based distribution applies as seen above, with -mim occurring post-consonantally and -m post-vocalically.

**Genitivization of locative-marked elements, -m**

Following a locative case marked noun, -m is used to express an attributive relationship with the possessed head noun.

---

Noonan, sees nominalization as the core concept connecting these functions, with an interpretation of genitives as sequences of nominals in apposition.
187. mukli-ra-m mesem  
mukli-LOC-NOM woman  
A woman from Mukli.

188. dzɔŋɡɔl-ra-m soŋ  
N. forest-LOC-NOM wood  
Wood from the forest

189. pokhari-ra-m deuta  
N. pond-LOC-NOM N. god  
The god of the pond

Examples 187-189 above are of the genitivized generic locative-marked place noun, but other locatives are found as well, as in 190, 191.

190. bloku-ju-m ku  
river-loLOC-NOM water  
water from down in the river

191. deusa-nu-m darim popnar  
Deusa-levLOC-NOM Darim Popnar  
Darim and Popnar from across in Deusa

The distribution of nominalizers is presumably the same here as with time word genitivization, but because the locatives are all vowel-final, only the postvocalic form -m arises.

I believe the demonstratives to also have the same format, although it is difficult to analyze something presumably as grammaticalized as a demonstrative. *oram* and *meram* are the proximal and distal demonstratives, also used as substantives. Yet if we look at their structure, these can be analyzed as containing the locative and -m, with the original elements, *o* and *me*, possibly refering to locations, here and there respectively. Their structure would then be the following
192. o-ra-m  
here-LOC-NOM  
here’s, ie this

which functions in the same way as the other locative genitives we have seen. The only problem with this interpretation is establishing whether the o and me originally refer to locations or are demonstratives at their core.\footnote{If so, then these deictics correspond to “spatial demonstratives” found in Lahu.}

DeLancey (1989) offers a useful interpretation of the possible development of the genitivization function of what are otherwise primarily nominalizers. He suggests that apposition of two nominal elements might have been reanalyzed as expressing a genitive relationship, and nominalizing marking on the first nominal element would have reinterpreted as genitive marking. As far as our first example of genitivization above is concerned, this would be as follows.

193. nemtha-m  dzam  
evening-NOM  rice  
the evening meal

could originally arise from the apposition of two nominal elements, with the following interpretation

“the evening thing, the meal”

The nominalizing element -m would then be reinterpreted as a genitive, creating an attributive relationship between the two nouns.

Thus we get an interesting interpretation whereby an original nominalizer is reinterpreted to have a genitivizing function. The genitive-marked noun can then appear without the possessed head, which can be elided in some cases, to function as a nominal element in its own right.
We can see the evolution as follows:

two nominal elements are in apposition

194. bhudabar-mim, nani
    Wednesday-NOM, child
    Wednesday’s thing, the child

the nominalizer on the first element is reinterpreted as being a genitive marker

195. bhudabar-mim nani
    Wednesday-NOM child
    Wednesday’s child

And finally, the head noun can be elided, so that the genitivized possessor noun functions as a nominal element again.

196. Bhudabar-mim
    Wednesday-NOM
    Wednesday’s, ie the one from Wednesday

Thus in this case we appear to have come full circle, but the use of -mim/-m in cases where the head cannot be elided shows that the genitivizing function is currently robust.

_Pronominal nominalization, -ma_

Possessive pronouns are another area where there is overlap between nominalization and genitivization. Thulung has four sets of possessive pronouns, clearly related, and interchangeable when used prenominally.
1 person 2 person 3 person

<table>
<thead>
<tr>
<th>a</th>
<th>aki(^{15})</th>
<th>i</th>
<th>ini</th>
<th>u</th>
<th>uni</th>
</tr>
</thead>
<tbody>
<tr>
<td>ama</td>
<td>akima</td>
<td>ima</td>
<td>inima</td>
<td>uma</td>
<td>unima</td>
</tr>
</tbody>
</table>

Table 9 Possessive pronouns

The possessive pronouns do not take into account number (or, therefore, politeness\(^{16}\)). We can see from the above that the first column contains the information that clearly identifies the pronoun as belonging to a specific person, and represents the pronouns at their most basic. As I have mentioned, all of these are interchangeable in a prenominal position.

In other words, “my dog” could be rendered as any of the following:

- a-khlea
- ama-khlea
- aki-khlea
- akima-khlea

There is, however, a difference between the possessive pronouns when not in a prenominal position.

197. a-ts\(\text{u}\) uma ram wo \(\text{q}\)\(\text{o}\)kpu bu
    1POSS-child 2POSS COMP even big be.3s
    My child is bigger than yours.

\(^{15}\) I also find iki and ikima here, which is used for inclusive forms for first plural (these are not used for non-plural).

\(^{16}\) These possessive pronouns seem to have originally shown number distinctions, according to the table given in Allen (1975: 101): he lists a i u for singular, aci, ici, uci for dual, and aki, ini, uni for plural (all in order of 1,2,3 persons)
As the example shows, the last two columns in the table represent the possessive pronouns that can stand in for the noun, whereas the first two cannot. Thus the -ma which is common to all pronouns which can function as independent nouns has a nominalizing function.

We therefore have a set of pronouns which can be used genitivally as well as nominally, suggesting that -ma as it appears with these possessive pronouns synchronically marks both functions. It seems that the evolution of the genitivizing function must have followed the same lines as discussed above with genitive-marking -m/-mim, namely from a situation where two nouns were in apposition and the nominalizer was reinterpreted as being a genitivizer. Here, it maintains the nominalizing function while also taking on the genitivizing.

It is interesting to note that -ma is also seen elsewhere in connection with nominalization and relativization: it is used to form the past participle, which can be used to relativize and for verbal periphrasis (which is nominalization of a finite verb, followed by a copula.). DeLancey (2002: 13) relates -ma, along with -pa, to the gender suffixes found in Tibetan nouns and adjectives, suggesting that the relationship of -ma to nominal elements goes back to the proto-level for Bodic.

**Noun complementation, -mu**

Another instance of attribution is found in what Noonan calls noun complementation (1995: 376). This name is in parallel with verb complementation: a clause is complement to a noun, and this clause has a non-finite verb marked with -mu.
198. pare-mu iskul
    learn-NOM N.school
    a learning school, a school to learn in

199. kho-mu lagi
    cook-NOM N.sake
    In order to cook

200. mu lo bone-mu bela-ka
    that frog prepare-NOM N.time-TEMP
    When it was time to prepare the frog

201. si-mu nem
    die-NOM day
    Death day/the day one die

We note that -mu was also seen as a nominalizer in verb citation forms and verb complementation. The examples above show noun complementation, which is an attributive relationship between the clause and the noun it modifies. Noonan (1995: 388) suggests as a path of development whereby the genitive (which can be considered a non-relative attributive) evolves from a reinterpretation of the attributive function once it becomes established in relative clauses. The problem with such an interpretation as far as the Thulung data is concerned is that -mu is not used for relativizing, so that the input for the path of development suggested is missing.

I propose a different interpretation. I suggest that “noun complementation” is a subset of relativization. It seems that the use of -mu, which marks the verb citation form (infinitive) of verbs, is used in analogy to the alternative relativization using participials. The participials encode tense (past for -ma, non-past for pa), and the -mu form of the verb is considered the equivalent minus any coding of tense. The result is an irrealis reading to the clause which modifies the head noun. I suggest that the use of -mu here then stems, not from its independent nominalizing function, which might be reinterpreted as
attributive, but rather from an analogy drawn between the tense-marked participials and the tense-void infinitive (which happens to be marked with the nominalizer, but this is not related to the motivation for its use here.)

The following table gives brief summary of the findings related to the interconnectedness of nominalization, relativization and genitivization in Thulung:

<table>
<thead>
<tr>
<th>function</th>
<th>relativization</th>
<th>genitivization</th>
<th>nominalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>-m</td>
<td>• general relativizer (blocked with mono-syllabic inflected verb)</td>
<td>• of time words (vowel-final)</td>
<td>• verbal periphrasis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• with locative-marked nouns</td>
<td>• temporal, causal clauses (with non-mono-syllabic finite verb)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• sentence-final</td>
</tr>
<tr>
<td>-mim</td>
<td>• relativizer with mono-syllabic finite verbs; can be used with any non-past finite verb</td>
<td>• of time words (consonant-final)</td>
<td>• temporal, causal clauses (with mono-syllabic finite verb)</td>
</tr>
<tr>
<td>-mu</td>
<td>• noun complementation (irrealis relativization)</td>
<td>• noun complementation</td>
<td>• citation form of verbs</td>
</tr>
<tr>
<td>-ma</td>
<td>(alternative past relativization on non-finite forms)</td>
<td>• possessive pronouns</td>
<td>• possessive pronouns (• alternative verbal periphrasis)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>possessive substantives</td>
</tr>
</tbody>
</table>

Table 10  Compared functions and forms of relativizers, genitivizers and nominalizers

As we saw, genitivization was the function which was least clear-cut, often overlapping with other functions. I list such cases under both functions (such as verb complementation, which can be seen as genitivization, but also as irrealis relativization; possessive pronouns, where those ending in -ma are used both as modifiers but also as nominals).

The ideas of DeLancey (1989, 2002) and Noonan (1995) are very helpful in sorting out the inter-relationship of these functions in Thulung. They show that the nominalizing function is at the heart (both cognitively and etymologically) of these three
functions, and suggest very convincing paths of grammaticalization for the nominalizer into the other functions. A brief overview of their ideas has relativization deriving quite naturally from nominalization, through the eventual erosion of the genitive marker which was originally present between the relative clause and the head noun (this genitive marker is still present, and obligatory, in many languages). The evolution of the nominalizer into the genitive function is a matter of analogy with the use of the nominalizer in relative functions, which is extended to use with non-relative attribution.

The complication as far as Thulung goes is that fact that four different markers are variously used to express these related functions. At present there is not enough historical or comparative data to understand the path of evolution, but the different distributions (of m and mim say, which are sometimes in phonological complementary distribution, and sometimes in a vaguer distribution, such as with relativization) suggest that these nominalizers are undergoing change and moving in different directions. Whatever their current distribution, the picture presented by Noonan and DeLancey is convincing one, and I believe all of these roles to have evolved from an original nominalizer, which has taken on different phonological colourings and distributions over time.

There are other nominalizers in Thulung which I shall discuss in closing this chapter. There are three further nominalizers, used to create agent/patient nominals (this is accomplished with the same nominalizer as for the other functions in Chantyal, and in fact the Thulung form does appear to be that cognate form, -pa, which is also used for alternative relativization, showing a further connection), locative nominals, with -khop/-
khom, and a very limited set of nominals in -la, the class of which also seems to include conditional clauses.

**Agent/patient nominals, in -pa.**

The non-past participle, formed with suffix -pa, results in a nominalized form. This is probably the result of a participle being used as an attributive with the noun it qualifies. When the noun is later dropped, the participial form carries the full substantive weight: thus *sisipa tsu*, ‘a learning child’, becomes, when *tsu* is dropped, *sisipa*, which takes on the full status of the noun it used to modify, meaning ‘student’.

Nouns in -pa derived from transitive verbs result in agent or patient nominals (in other words in an agentive or in an instrumental). I have not managed to determine how to predict whether the result of nominalization of any given verb will be exclusively an agent nominal, both an agent and patient nominal, or exclusively a patient nominal, all of which are attested. Stative verbs will result in a nominal which represents a certain class of elements with a given characteristic.

Examples of the first scenario, where the nominalized form is exclusively an agent, include the following.

*phirmu:* to sew  
*phirpa:* tailor (this word is used to denote the caste of tailors)

*kam bomu:* to do work  
*kambepa:* worker

*bimu:* to beg  
*bipa:* beggar

*bremu:* to sell  
*bretpa:* salesman, shopkeeper

*simu:* to teach  
*sipa:* teacher
203. a-tsua sipa bu
   1POSS-child teacher be.3s
   My child is a teacher.

\textit{dzhomu}: to plow \hspace{1cm} \textit{dzhopa}: plower

204. dzhopa-lai khadza lọk-sara
   plower-DAT N.snack bring-2s.IMP
   Bring a snack to the plower.

   Then there is the category of verbs which produces both agent and patient
   nominals when nominalized with \textit{-pa}.

\textit{rjamu}: to write \hspace{1cm} \textit{rjakpa}: pen; writer

205. meram mytsy rjakpa retsha
   that person write-NOM appear
   He is a writer/scribe.

206. go-lai ko-le rjakpa ren-sakŋi
   1s-DAT one-CL write-NOM bring-2s/1s
   Bring me a pen.

\textit{khomu}: to cook \hspace{1cm} \textit{khokpa}: cook; pot

   Some verbs block the agentive reading and produce exclusively patient nominals.

\textit{tshimu}: to sweep \hspace{1cm} \textit{tshipa}: broom; *sweeper

\textit{khlysimu}: to wear shoes \hspace{1cm} \textit{khlysipa}: shoes; *shoe-wearer

\textit{phölmu}, to cut \hspace{1cm} \textit{phölpa}: knife; *cutter

   Perhaps it is the case that in the situations such as the above, where the agentive
   reading is blocked, it is a matter of there not being enough of a niche for that job
   description. The verbs which allow an agentive reading, some of which we saw above,
   share that they are significant enough activities that they are principal occupations within
the society (something which is the not the case for ‘sweeper’, given that sweeping is a
minor chore, carried out by any given individual)

Intransitive and stative verbs are quite different. The noun resulting from
nominalization with -pa is usually a term which describes a main characteristic of the
item or group of items it refers to. Some examples follow.

*dzhyrmu:* to be sour    *dzhyrpa:* sour-tasting fruits (lemons, limes).

*dumu:* to be spicy    *dukpa:* chili

*dzhumu:* to jump down    *dzhukpa:* monkey (transparent nickname, apparently: he who
jumps down. Real word is sokse)

*simu:* to die    *sipa:* corpse

Locative nominals, in -khop/-khom

Two nominalizers, -khom and -khop, are used to create nominals refering to
locations where certain activities take place. The difference between the two is to be the
nature of the input: when formed from a noun, the locative nominal ends in -khom,
whereas a verbal input is nominalized with -khop.

From nouns:

*tosi-khom*--place for the tosi festival

*bia-khom*--place for the wedding (from N.biha, ‘wedding’)

*khötser-khom*--kitchen for preparation of wedding feast

From verbs:

207. mu sipa phar-ra mi-lök-sa
    that die-NOM near-LOC NEG-go-2s.IMP
    Don’t go near that corpse.
**ba-khop pe-khop**: living space    **bamu**: to be, **pomu** (*pe* in compounds): to eat

**jem-khop**: bed    **jemmu**: to sleep

**khlysi-khop**: shoes    **khlymsimu**: to wear on feet.

This last example is unusual in that it does not refer to a location, but rather to a patient (we also saw above how **khlysipa**, the patient nominal, meant shoes as well). Another instance of a **-khop** nominal functioning somewhat differently from those above is found in the following examples.

208. **taro**    **bai-ra?-e**,  **b-khop**  **tau**  **wo**
N. far  **be-3s.PST-HS**,  **go-L.NOM N.place also**
The place he was going was far as well.

209. **nia**    **be-khop**  **tau**
N.**justice do-L.NOM N.place**
A place to do justice

Here the locational nominal is, in both cases, followed by a Nepali loan word meaning ‘place’. One possible explanation for these two back to back nominals could be a phenomenon I found in other situations: in stories, a speaker uses a Thulung word, then following it with the Nepali word, for clarification (to an audience which perhaps understands less and less, as the better speakers die). However, the fact that in both cases the following word is merely **tau**, ‘place’, without specification of what kind of place (which the Thulung gives), it seems that the speakers of these sentences did not have a strong sense of the locative meaning which the **-khop/khom** carries. This implies that the usefulness of these suffixes as productive nominalizers in the language is shifting.

This nominalizer does appear in various place names, but I have no information about its origins.
Nouns in -la

I cannot call this a nominalizing suffix as it is not found frequently and is not at all productive. However its presence on certain nouns hints at a nominalizing quality to the suffix, suggests that perhaps it was originally a nominalizing method, now obsolete.

Most centrally to Thulung culture, it appears in the word ֶיַּמְלָא, culture. It also features in two verbs, the second element of which is ָבּו-מּע, to do (this type of verb is usually made up of a nominal element followed by bomu): ָהלָא ָבּו-מּע ‘to ask a question’, and ָסְוָלָא ָבּו-מּע ‘to whistle’.

There are a few animal names ending in -ла:

ָועְצִיפֲלָא, earthworm; ְדָּלָא, deer; ָסְיַנְּטָלָא, cockroach; ָנָמּוֹלָא, sheep; ֶבּוֹבְּלָא, tadpole.

Other words are ֶנוֹפְהָלָא, ear; ֶגּוּלָה, mist; and ֶסְוַלָא, youth.

The small number of animal names where -ла appears indicates that this is not an animal suffix of any kind. The animals found on the list do, however, have fairly distinctive ways of moving, so perhaps the names in -ла are an indication of an agentive nominal form derived from a verb which describes a distinctive characteristic of these animals.

The suffix, as we can see, is not remotely productive at this point, but I believe it worthy of mention because it does give indications of having been a nominalizer at some earlier stage.

One other possible connection worth mentioning here is that the conditional is formed by suffixing -ла to the finite verb of the conditional clause. This too may indicate some nominalizing power of -ла, which was later grammaticalized into forming conditional clauses.
Chapter 5

FINITE VERBS

The inflectional system for Thulung, known as ‘pronominalized’\(^1\) like its other Rai relatives, is quite complex: both the agent and one other participant (generally patient, but in three-person verbs this is the indirect object instead, according to primary object patterns: see the chapter on Thulung’s case-marking system) are encoded into the verbal ending.

This chapter examines the finite verb system of Thulung, through the following issues: verb paradigms for personal endings, stem alternation, tense-aspect-mood, evidentiality, negation, and adjective formation.

Stems with alternating initials: morphological causatives.

Thulung, like most other Tibeto-Burman languages\(^2\), has pairs of verbs which differ in their initial consonant and are semantically linked. These pairs are made up of simplex/causative verbs or transitive/intransitive verbs, and they are etymologically related. Generally, the causative or transitive member of the pair differs from its counterpart (simplex or intransitive, respectively) by having the corresponding aspirated

---

1 Grierson, in the Linguistic Survey of India, divides Himalayan languages into the two categories of ‘pronomalizing’ and ‘non-pronominalizing’, based on the inflectional morphology, and Thulung falls into the group known as ‘pronominalizing’.

2 This pattern is much more widespread than just Tibetan and other languages in the Himalayas, and can be found in TB languages as far away as China and Thailand, such as those in the Lolo-Burmese family.
or devoiced initial consonant. This is a reflection of a proto-Tibeto-Burman prefix, *s-, which indicated causativity. The process is no longer productive, but the verb pairs remain, coexisting alongside a causative construction based on an aspectivizer which augments the verb by increasing its valence (discussed in the chapter on aspectivizers).

The pairs I have identified are the following:

<table>
<thead>
<tr>
<th>SIMPLEX</th>
<th>CAUSATIVE/TRANSITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>bō-mu</td>
<td>to wake; to get up</td>
</tr>
<tr>
<td>bi-mu</td>
<td>to break (vi)</td>
</tr>
<tr>
<td>bi-mu</td>
<td>to come here</td>
</tr>
<tr>
<td>dzham-mu</td>
<td>to be possible</td>
</tr>
<tr>
<td>dzhar-mu</td>
<td>to fall</td>
</tr>
<tr>
<td>gen-mu</td>
<td>to come up</td>
</tr>
<tr>
<td>gō-mu</td>
<td>to be born</td>
</tr>
<tr>
<td>phō-mu</td>
<td>to raise</td>
</tr>
<tr>
<td>pi-mu</td>
<td>to break (vt)</td>
</tr>
<tr>
<td>phin-mu</td>
<td>to bring here</td>
</tr>
<tr>
<td>tsam-mu</td>
<td>to be able to</td>
</tr>
<tr>
<td>tsar-mu</td>
<td>to fell</td>
</tr>
<tr>
<td>khen-mu</td>
<td>to bring up</td>
</tr>
<tr>
<td>kō-mu</td>
<td>to give birth</td>
</tr>
</tbody>
</table>

These are all mentioned by Allen as well, but some others of his pairs are no longer in use. This is possibly a result of the causativizing auxiliary, which may have taken over some of the earlier causatives. At the same time there are other pairs which he did not list which I found to have the same relationship.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gle-mu</td>
<td>to be left over</td>
</tr>
<tr>
<td>bram-mu</td>
<td>to scratch (animals)</td>
</tr>
<tr>
<td>ḍu-mu</td>
<td>to drink</td>
</tr>
<tr>
<td>klen-mu</td>
<td>to have leftovers</td>
</tr>
<tr>
<td>phram-mu</td>
<td>to scratch</td>
</tr>
<tr>
<td>thu-mu</td>
<td>to feed a drink</td>
</tr>
</tbody>
</table>

**Inflectional system of the language**

Inflection in Thulung is expressed through personal endings which are suffixed to a verb root. For transitive verbs, two endings are suffixed to the root, encoding two participants in the event. Additionally, certain verbs show stem alternation of a fairly
complex nature. I will first discuss the inflectional system of the language looking at the personal endings, followed by a discussion of the stem alternation. I also use the data on the inflectional system from Allen for comparison with modern Thulung, which notably shows very little change over the thirty years.

One of the biggest changes which concerns the verbs is that the pronoun system has changed over this thirty year period. We saw in the chapter on case-marking that a politeness distinction is now made, under the influence of Nepali, with a resulting shift in the pronouns. However, the rearrangement of the pronominal system has not affected the inflectional system. I therefore discuss the verbal paradigm using the same labels for pronouns as appear in Allen’s treatment: thus I call gani 2p and gumi 3p, even though these are now the equivalent singular polite forms, with the new plural pronouns formed with the addition of the plural nominalizer (ie ganimim and gumimim respectively). My reasoning for using the old labels is that the inflectional system, as ‘complex pronominalizing’, develops the personal endings from the original independent pronouns. Additionally, the inflectional system has not caught up, so that second singular polite and second plural agents receive the same marking. Using the same labels also simplifies comparison with Allen.

3 In some cases, as we see in Chapter 6, both the old form and the new productive construction occur, with slight differentiations of meaning.
Intransitive paradigm

The following is the inflectional paradigm of the verb *onmu*, ‘to run’.\(^4\) The person endings (indicating the nature of the subject) are indicated in bold, for non-past (middle column) and past (right-most column).

<table>
<thead>
<tr>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1s</strong> on-ŋu</td>
<td>on-ŋoro</td>
</tr>
<tr>
<td><strong>1de</strong> on-tsuku</td>
<td>on-tsoko</td>
</tr>
<tr>
<td><strong>1di</strong> on-tsi</td>
<td>on-tsi</td>
</tr>
<tr>
<td><strong>1pe</strong> on-ku</td>
<td>on-toko</td>
</tr>
<tr>
<td><strong>1pi</strong> on-dji</td>
<td>on-dji</td>
</tr>
<tr>
<td><strong>2s</strong> on-na</td>
<td>on-na</td>
</tr>
<tr>
<td><strong>2d</strong> on-tsi</td>
<td>on-tsi</td>
</tr>
<tr>
<td><strong>2p</strong> on-ni</td>
<td>on-ni</td>
</tr>
<tr>
<td><strong>3s</strong> on-tsi</td>
<td>on-tsi</td>
</tr>
<tr>
<td><strong>3d</strong> on-tsi</td>
<td>on-tsi</td>
</tr>
<tr>
<td><strong>3p</strong> on-mi</td>
<td>on-miri</td>
</tr>
</tbody>
</table>

Table 11  Intransitive verb paradigm (with personal ending in bold)

We see a consistent root *on-* in both tenses, with assimilation to the velar nasal for the 1s forms. There are also fairly distinct endings associated with different participants, shown in bold in the table. We also notice that some of these endings are portmanteau morphemes, encoding both person/number and tense, whereas in other cases only person is marked and there is no tense distinction for the forms.

Based on this, the personal endings for single participant events are the following.

---

\(^4\) The tables in this chapter all follow the same format: The persons listed in the left-most column represent the subject/agent, with a 3s object when relevant. The next column lists, for each of those persons, the relevant verb form for the non-past: in this case, on (or onŋ-) is the stem, and the following morpheme is the inflectional ending. The third column gives the past forms of the verb for each person. The inflectional endings, which identify the combination of participants in any event, are in bold.
These are the endings found in intransitive paradigms, with a few variations:

1) in verbal paradigms, there are several allomorphs for the 1pi (non-past and past) and 3s (past) endings: -ŋu is in allomorphic variation with -ri and -ti, and -ŋa with -ra and -ta.

There is assimilation with liquids: if the verb root is -l-final, these same endings will be -l-initial (ie li and la)

2) 1pi non-past is sometimes -i instead of one of the allomorphs of -ŋi.

3) epenthesis occurs for past 1s and 3p forms when the stem is consonant-final: this is to prevent a sequence of three consonants. The epenthetic vowel is the same as the final vowel for these endings, in other words -o- for 1s and -i- for 3p. Epenthesized forms are seen with the verb on-mu, ‘to run’:

1s past  oŋ-ŋoro
3p past  on-miri

---

The variation between ŋi and ri, and ŋa and ra is the same as elsewhere in the language: post-vocally, only the r variant appears; following -ŋ (eg, a stem which is -ŋ final), the ŋ allomorph is used; post-consonantally (except after ŋ), ŋ and r and in free variation.

Ebert’s analysis of the 1s form with epenthesis is -ŋu-to/to. This has the advantage of breaking the intransitive 1s past down into the non-past intransitive ending -ŋu and the transitive past 1s ending -to.
The non-epenthesized endings are -ŋro (1s past) and -mri (3p past), in post-vocalic position. These are seen with the vowel-final verb si-mu, ‘to die’:

1s past si-ŋro
3p past si-mri

_Transitive paradigm_

The transitive paradigm is more involved, considering that it encodes two participants on each verb. The following chart shows, in the left-hand column, the agent participant, and in the top-most row, the other marked participant (the primary object: by default the patient, but otherwise the indirect object if present). The endings in the following paradigm are those for the verb jal-mu, ‘to hit’, because it is a stereotypical transitive verb but also because it is the verb used by Allen for the main paradigm (and comparison between his paradigm and mine is relevant.) This verb has the additional advantage of having a non-alternating root, clarifying the morpheme break between root and ending.

Inflectional endings for various person combinations are seen in the following table.

---

7 In the following two tables, the first of which exemplifies non-past endings, and the second past endings, the left-most column shows the various agent-role persons, while the top-most row shows that various patient-role persons. In order to find the appropriate ending for a 2s agent acting on a 3d patient, for example, we must find the 2s in the left-most column, and follow that row across to the intersection with the 3d column. The ending is -na, which is added to the verb root.
<table>
<thead>
<tr>
<th>Patient►</th>
<th>1s</th>
<th>1de</th>
<th>1di</th>
<th>1pe</th>
<th>1pi</th>
<th>2s</th>
<th>2d</th>
<th>2p</th>
<th>3s</th>
<th>3d</th>
<th>3p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agent▼</td>
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<td>1s</td>
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<td>-u</td>
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<td>-umi</td>
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<td>-tsuku</td>
<td>-tsuku</td>
<td>-tsuku</td>
<td>-tsuku</td>
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<tr>
<td>1di</td>
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<td>-tsi</td>
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<td>1pe</td>
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<td>-ku</td>
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<td>1pi</td>
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<td></td>
<td></td>
<td>-i</td>
<td>-itsi</td>
</tr>
<tr>
<td>2s</td>
<td>-ŋj</td>
<td>-ŋjtsi/-tsiki</td>
<td>-ki</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2d</td>
<td>-ŋjtsi</td>
<td>-tsiki</td>
<td>-tsiki</td>
<td></td>
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<td>-tsi</td>
<td>-tsi</td>
<td>-tsi</td>
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<td></td>
<td></td>
</tr>
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<td>-kini</td>
<td>-kini</td>
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<td>3s</td>
<td>-ŋj</td>
<td>-ŋjtsi/-tsiki</td>
<td>-tsiki</td>
<td>-ki</td>
<td>-sa</td>
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<tr>
<td>3d</td>
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<td>-sa</td>
<td>-sa/-kini</td>
<td>-sami</td>
<td>-natsi</td>
<td>-natsi</td>
<td>-nimi/-nitsi</td>
<td>-ytsi</td>
<td>-ytsi</td>
<td>-ytsi</td>
</tr>
<tr>
<td>3p</td>
<td>-ŋjimi</td>
<td>-tsiki</td>
<td>-sami</td>
<td>-sami/-kimi</td>
<td>-sami</td>
<td>-nami</td>
<td>-nitsi/-natsimi</td>
<td>-nimi</td>
<td>-mi</td>
<td>-ytsi/-mi</td>
<td>-mi</td>
</tr>
</tbody>
</table>

Table 13  Non-past personal endings for transitive verbs
I must preface this discussion of transitive endings with the caveat that it is rather difficult to elicit a complete transitive paradigm. This is partly because some of the combinations come up very infrequently in narrative, and people are quite resistant to the idea of listing sequences of verbs if a paradigm is elicited directly (in addition to which this method may lead to erroneous forms, considering they are out of any context where

<table>
<thead>
<tr>
<th>Pat►</th>
<th>1s</th>
<th>1de</th>
<th>1di</th>
<th>1pe</th>
<th>1pi</th>
<th>3p</th>
<th>2d</th>
<th>2p</th>
<th>3s</th>
<th>3d</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s</td>
<td>-ni</td>
<td>-nitsi</td>
<td>-nini</td>
<td>-to</td>
<td>-totsi</td>
<td>-tomi</td>
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<td>1de</td>
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<tr>
<td>1di</td>
<td>-tsoko</td>
<td>-tsoko</td>
<td>-tsoko</td>
<td>-tsoko</td>
<td>-tsoko</td>
<td>-tsoko</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pi</td>
<td>-li</td>
<td>-li</td>
<td>-li</td>
<td>-li</td>
<td>-li</td>
<td>-li</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2s</td>
<td>-ŋiri</td>
<td>-tsiki</td>
<td>-tiki</td>
<td>-na</td>
<td>-natsi</td>
<td>-nami</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2d</td>
<td>-ŋiritsi</td>
<td>-tsiki</td>
<td>-tiki</td>
<td>-tsi</td>
<td>-tsi</td>
<td>-tsi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2p</td>
<td>-ŋirini</td>
<td>-tiki/ -tsiki</td>
<td>-tiki</td>
<td>-ni</td>
<td>-nitsi</td>
<td>-nimi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3s</td>
<td>-ŋiri</td>
<td>-tsiki</td>
<td>-tsiki/ saqatsi</td>
<td>-tiki</td>
<td>-saqatsi</td>
<td>-na</td>
<td>-natsi</td>
<td>-nimi</td>
<td>-ly</td>
<td>-lytsi</td>
</tr>
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<td>-ŋiritsi</td>
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<td>-tiki</td>
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<td>-nimi</td>
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<td>-saqamisi</td>
<td>-tikimi</td>
<td>-saqamisi</td>
<td>-nami</td>
<td>-natsimi</td>
<td>-nimi</td>
<td>-miri</td>
<td>-miri</td>
</tr>
</tbody>
</table>

Table 14  Past personal endings for transitive verbs
the appropriate ending is natural to the speaker). In sum, I was able to get only one complete paradigm, of all possible person combinations, for a transitive verb.

*Verbal suffixes: chart and comparison with related pronouns*

The inflectional endings seen in the two tables above are in fact combinations of suffixes: they are made up of an ending representing the agent and an ending representing the patient. These endings are phonologically related to the independent pronouns they reference (which is why these languages are sometimes called pronominalizing), as is seen when we compare a list of pronouns with the endings which represent them.

The following table is a breakdown of the verb endings seen above into two suffixes, one for the agent and one for the patient. The person is listed in the left-most column. The next column to the right is a list of the full pronouns, as they appear independently (for comparison with the person endings). The person endings are then separated according to grammatical role (agent or patient), and within these two categories, according to non-past or past. The function of the table is to maximally break down the inflectional endings seen on verbs into their various parameters: grammatical role, person, tense. The purpose is to see how these endings compare to the independent pronouns, as well as to see which endings are portmanteau morphemes combining tense and person.
Table 15  Independent pronouns compared to agent and patient personal markers

We see several things from looking at this table:

1) Only some of the persons are differentiated for grammatical role by the endings, as witnessed by the similarity/dissimilarity of the agent vs patient columns.

2) Just as in the intransitive ending paradigm, some suffixes are portmanteau morphemes, encoding person as well as tense. These occur with 1s, 1de, 1pe, 1pi, 3s, and 3p, whereas the other persons have the same marker for past and non-past. The markers for 1pi and 3s do not always distinguish tense: in combination with some verbs, there is a tense distinction, with the past personal endings being the allomorphs -ry/-ly/-ty/-dy (for 3s) or -ri/-li/-ti/-dj (for 1pi). For some verbs, these past personal endings are used for the non-past as well, in which case the tense distinction is neutralized.

---

8 Where the combined inflectional ending actually is comprised of two suffixes. Sometimes it is not, as is the case with some combinations of third persons.

9 This allomorphy of 3s and 1pi past personal endings is discussed in the Phonology chapter. In the table above, I give the allomorph is [I] for the 1pi and 3s past personal endings. This is because these endings are derived from the conjugation of the verb jal-mu, where the root-final l- provides the environment for the allomorph in [I]
3) The ending for some persons is the number marker rather than an intrinsic person marker. Thus 1d(i), 2d, and 3d receive the same marking in agent role, namely -tsi, which indicates their dual number rather than the person involved.10 This number marker is also seen in the equivalent pronouns, which are gutsi, gatsi, and gutsi, respectively.

Transitive verbs have two suffixal slots for the person markers, and the order in which these suffixes are organized is significant. Where one might expect that the ordering might be dictated by a hierarchy placing the agent ending closer to the root than the patient, this is not the case in Thulung. The ordering of suffixes is based exclusively on a person hierarchy, whereby persons are ranked according to 1>2>3. The result is that the endings marking a person higher on the hierarchy is in the first of two slots, regardless of its grammatical role. Although paradigms, such as the ones above, show distinct endings for each combination of agent/patient, as we see from the table comparing the independent pronouns with their affixal forms, these can be broken down into endings representing each participant involved in the action.

The result of the hierarchy is that there can sometimes be confusion about participant roles, given that the ordering of the suffixes does not indicate anything more than where in the hierarchy the persons stand relative to each other. This is presumably why there is some differentiation with regard to agent and patient endings for some of the persons. Some examples clarify this somewhat.

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10 The unclear line separating person and number is interesting. The number markers reappear with nominals as well: -ci or -cip for duals and -mim for plurals. Thus the number markers for persons are -ci and -mi for dual and plural respectively. Yet 2p’s ending is -ni (which derives from *g-nyis, ‘two’).
The verb form jal-na (based on root jal-, ‘to hit’) could be one of several forms, because the second suffixal slot is not filled. It could be jal-2s/3s or it could also represent jal-3s/2s, in other words ‘You hit him’ or ‘He hit you’.

At the same time, even in situations, such as that above as well, where the hierarchy results in a single dominant suffix, the existence of patient endings can sometimes clarify a situation. Thus jal-ŋi (hit-1s/2s) and jal-ŋi (hit-2s/1s), I hit you and You hit me respectively, are differentiated, by virtue of 1s being manifested differently as an agent or patient.

The dominance of this hierarchy in the ordering of suffixes is seen when we look at combinations of persons. We begin by looking at inflections involving first persons, and then work our way down the hierarchy.

The first person is the highest in the hierarchy, and takes precedence either by being the first of two suffixes (whether it is in a patient or agent role) or by being the only suffix.

Agent:

There is a difference between the behaviour of the first person singular as agent and the rest of the first person: while all first person agent endings are in the first suffixal slot, the second suffixal slot, for patient marking, in generally only available when the agent is the first person singular. With other first person agents, the second suffixal slot is (mostly) blocked.

First person singular agent, with various patients:

1s/2s non-past\(^{11}\) is -ni (=1sAgent), eg jalni, ‘I hit you’;

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\(^{11}\) While the examples I give are all non-past, the same patterns apply to past endings as well.
1s/2d non-past is -nitsi (=1sAgent+2dPatient), as in jalnitsi, ‘I hit you two’;
1s/2p non-past is -nini (=1sAgent+2pPatient), as in jalnini, ‘I hit you all’;
1s/3s non-past is -u (=1sAgent), as in jalu, ‘I hit him’;
1s/3d non-past is -utsi (=1sAgent+3dPatient), as in jalutsi, ‘I hit them both’;
1s/3p non-past is -umi (=1sAgent+3pPatient), as in jalumi, ‘I hit them’.

The rest of the first person, when in agent role, appears alone, with no slots available for the patient: The 1de, 1di, 1pe agents are represently exclusively on the verb endings for all patients:
1de agent with any of 2s, 2d, 2p, 3s, 3d, 3p patients for non-past is always -tsuku, as in jaltsuku, ‘We two hit you/you two/you all/him/them two/them all’;
1di agent with any of 2s, 2d, 2p, 3s, 3d, 3p patients for non-past is always -tsi, as in jaltsi, ‘We two hit you/you two/you all/him/them two/them all’;
1pe agent with any of 2s, 2d, 2p, 3s, 3d, 3p patients for non-past is always -ku, as in jalku, ‘We hit you/you two/you all/him/them two/them all’.

1pi agent is generally the exclusively marked participant (like 1de, 1di, 1pe seen above), with ending -i for non-past, as in jali, ‘We hit you/you two/you all/him/them all’. The exception is with 3d patients, which are represented: 1pi/3d non-past -itsi, as in jalitsi, ‘We hit them two’.

**Patient:**

The 1s patient suffix, -ŋi, is always present in combinations involving a 1s patient, but the presence of the agent suffix is not consistent: when the agent is a singular form,
there is no suffix to represent it; when the agent is dual or plural in form, it is represented by a suffix in second position:

2s/1s non-past is -ŋi, as in jalŋi, ‘You hit me’
2d/1s non-past is -ŋitsi, as in jalŋitsi, ‘You two hit me’
2p/1s non-past is -ŋini, as in jalŋini, ‘You all hit me’
3s/1s non-past is -ŋi, as in jalŋi, ‘He hit me’
3d/1s non-past is -ŋitsi, as in jalŋitsi, ‘They two hit me’
3p/1s non-past is -ŋimi, as in jalŋimi, ‘They hit me’

What we see from these person combinations is that the suffix representing 1s, even as a patient, is in the first suffixal slot. When the patient is dual and plural, an appropriate suffix appears to mark this patient in the second suffixal slot.

The 1de patient is represented by either of two suffixes: -ŋitsi or -tsiki\textsuperscript{12}. Either suffix fills the suffixal slot, with no patient suffix represented in almost all cases. There is one exception to this (in the non-past only; for past, there is perfect consistency), with the 2p agent.

2s/1de non-past is -ŋitsi or -tsiki, as in jalŋitsi or jalsiki, ‘You hit us two’
2d/1de non-past is -tsiki, as in jaltsiki, ‘You two hit us two’
2p/1de non-past is -kini, as in jalŋitsi or jalsiki, ‘You hit us two’
3s/1de non-past is -ŋitsi or -tsiki, as in jalŋitsi or jalsiki, ‘He hit us two’
3d/1de non-past is -ŋitsi or -tsiki, as in jalŋitsi or jalsiki, ‘They two hit us two’
3p/1de non-past is -tsiki, as in jaltsiki, ‘They all hit us two’
These examples show that the 1de patient suffix is the exclusive ending, with no slot for the agent, except in the case of a 2p agent. The 2p agent, with its characteristic suffix -ni, is represented in the second suffixal slot. The first slot is occupied by -ki, which is typically the 1pe marker.

The 1pe patient is represented by suffix -ki. It is consistently present\(^\text{13}\), but the ordering of suffixes shows less consistency than elsewhere. One consistent factor is that with singular agents, only the 1pe patient is represented in the suffixal slot, whereas with dual and plural agents, the agent is represented as well.

2s/1pe non-past is -ki, as in jalki, ‘You hit us’

2d/1pe non-past is -tsiki, as in jaltsiki, ‘You two hit us’

2p/1pe non-past is -kini, as in jalkini, ‘You all hit us’

3s/1pe non-past is -ki, as in jalki, ‘He hit us’

3d/1pe non-past is -kini or -sa, as in jalkini or jalsa, ‘They two hit us’

3p/1pe non-past is -kimi or -sami, as in jalkimi or jalsami, ‘They all hit us’

What is notable about this set of ending combinations is the inconsistency of the ordering. With singular agents, the agent ending is not present. With dual and plural agents, there is a suffixal slot available for agent marking. We would expect, according to how the hierarchy seems to be of primary importance in suffixal ordering, for the agent suffixes to always follow the 1pe patient suffix, but this is not always the case. With a 2d agent, the 1pe patient suffix comes in second position: -tsi-ki is the ordering, with -tsi representing the 2d agent and -ki representing the 1pe patient.

\(^{12}\)-ŋitsi is a dualized form of the 1s patient ending, -tsiki is a combination of the dual marker tsi with the 1pe patient marker -ki.

\(^{13}\)Apart from two alternative forms, which show no -ki.
One other surprise in this set is the 3d/1pe combination, which results in ending -kini. Broken down into separate suffixes this is -ki-ni, which appear to be the 1pe patient and 2p agent endings respectively. The appearance of the 2p agent ending instead of the 3d ending may simply be a matter of contamination.

The inclusive first persons appear with fewer combinations\(^\text{14}\). As patients, in combination with third person agents, they show considerably less transparency than other combinations.

3s/1di non-past is -tsiki, as in jaltsiki, ‘He hit us two’

3d/1di non-past is -sa, as in jalsa, ‘They two hit us two’

3p/1di non-past is -sami, as in jalsami, ‘They hit us two’

3s/1pi non-past is -sa, as in jalsa, ‘He hit us’

3d/1pi non-past is -sami, as in jalsami, ‘They two hit us’

3p/1pi non-past is -sami, as in jalsami, ‘They hit us’

-sa seems to be the marker of an exclusive patient, appearing in the past forms as well. With 3p agents, the typical ending -mi appears in the second suffixal slot. Its appearance in the second slot for the 3d/1pi combination seems to be a matter of contamination, where we would expect a dual marker -tsi. Nonetheless, this set of combinations of endings shows that the first person, even as patient, is generally in the first suffixal slot.

The first person is clearly dominant in the hierarchy. Next, we see the interaction of second and third persons.

\(^{14}\) Because of their inclusiveness, inclusive first persons do not occur in combination with second persons.
The **second person** is next along in the person hierarchy.

**Agent**

With non-first person patients (discussed in the previous section), the second person agent is exclusively marked, making unavailable the second suffixal slot. This is seen in the following person combinations.

2s/3s non-past is -na, as jalna, ‘You hit him’

2s/3d non-past is -na, as jalna, ‘You hit them two’

2s/3p non-past is -na, as jalna, ‘You hit them’

2d/3s non-past is -tsi, as jaltsi, ‘You two hit him’

2d/3d non-past is -tsi, as jaltsi, ‘You two hit them two’

2d/3p non-past is -tsi, as jaltsi, ‘You two hit them’

2p/3s non-past is -ni, as jalni, ‘You all hit him’

2p/3d non-past is -ni, as jalni, ‘You all hit them two’

2p/3p non-past is -ni, as jalni, ‘You all hit them’

There is perfect consistency in the combinations seen: only the agent, which is a second person, is marked in the verb ending, blocking the second suffixal slot.

**Patient:**

As a patient as well, the second person (with non-first person agents) occupies the first suffixal slot. With a singular agent, the second person patient occupies the only suffixal slot, whereas with dual and plural agents, the second slot is occupied by a suffix representing the agent.

3s/2s non-past is -na, as in jalna, ‘He hit you’
3d/2s non-past is -natsi, as in jalnatsi, ‘They two hit you’
3p/2s non-past is -nami, as in jalnami, ‘They hit you’
3s/2d non-past is -natsi, as in jalnatsi, ‘He hit you two’
3d/2d non-past is -natsi, as in jalnatsi, ‘They two hit you two’
3p/2d non-past is -nitsi or -natsimi, as in jalnitsi or jalnatsimi, ‘They hit you two’
3s/2p non-past is -nimi, as in jalnimi, ‘He hit you all’
3d/2p non-past is -nimi or -nitsi, as in jalnimi or jalnitsi, ‘They two hit you all’
3p/2p non-past is -nimi, as in jalnimi, ‘They hit you all’

The combinations involving singular agents have an ending which represents only
the second person patient: with the 2s patient, this is the simple -na, with the 2d patient,
this is -na with a dual suffix -tsi, resulting in -natsi, with the 2p patient, the ending is -nimi,
which is a combination of the 2p suffix -ni as well as a pluralizing suffix -mi.

Dual and plural agents are represented in the second suffixal slot, some
of which are somewhat opaque. 3d/2s is -na-tsi, the second suffix representing the 3d
agent; 3p/2s is -na-mi, the second suffix representing the 3p agent; 3d/2d is -na-tsi: the
second suffix -tsi, and probably represents the 3d agent (although the fact that both agent
and patient are dual makes this less transparent); 3p/2d is either -ni-tsi or -natsi-mi: the
second of these is more transparent, with the second suffix representing the 3p agent.
The variant -ni-tsi is more opaque: -ni is the 2p marker, but it is possible that -ni is used
as an indication of the pluralness of the agent. 3d/2p is -ni-mi or -ni-tsi: in the second
variant, the second suffix -tsi represents the 3d agent, whereas the first variant -ni-mi
appears to give no indication of the nature of the agent. 3p/2p is -nimi, which could be
the same suffix as for 3d/2p or could be a combination where the second slot is filled with the 3p suffix.

The least marked person is the **third person**. Whether in agent or patient role, third persons are either unmarked or in the second suffixal slot. The paradigm shows that a singular third person will show a distinctive marking only when both participants are third persons:

- 3s/3s non-past is -y, as in jaly, ‘He hit him’
- 3s/3d non-past is -ytsi, as in jalytsi, ‘He hit them two’
- 3s/3p non-past is -ymi, as in jalymi, ‘He hit them’
- 3d/3s non-past is -ytsi, as in jalytsi, ‘They two hit him’
- 3d/3d non-past is -ytsi, as in jalytsi, ‘They two hit them two’
- 3d/3p non-past is -ytsi, as in jalytsi, ‘They two hit them’
- 3p/3s non-past is -mi, as in jalmi, ‘They hit him’
- 3p/3d non-past is -ytsi or -mi, as in jalytsi or jalmi, ‘They hit them two’
- 3p/3p non-past is -mi, as in jalmi, ‘They hit them’

What this set of combinations shows is that in a situation where the agent and patient are the same person (with number as the only variable), it is the agent role which takes precedence over the patient: the dual and plural agents are exclusively marked in the suffixal slot.
The overwhelming pattern which is clear from this discussion is that there is a person hierarchy which ranks the persons in the order 1>2>3. This is manifested by the fact that whether in the agent or patient role, the person higher in the hierarchy will either be the only one represented by a suffix, or will appear in the first of two suffixal slots. Where the paradigms show that a certain combination of participants results in a suffix which is not related to either participant, suggesting contamination from neighbouring participants.

The hierarchy which places person above participant role in terms of position of representation on the verb ending results in some scholars labelling languages such as these as *ergative* from the point of view of their verbal paradigms. DeLancey calls this type of person hierarchy-based verbal marking an example of split ergativity (1989), while others (such as La Polla, 82: see Nishi 85 for ref) disagree and claim that such a definition of ergativity is not standard.15

*Change in the paradigm: comparison with Allen.*

Considering that we have older data with which to compare these more recent forms, it is important to address the issue of change. Many aspects of the grammar have subtly (or not so subtly) changed in the thirty years since Allen’s work. What is surprising about the verb paradigms is how little things have changed. As mentioned above, Allen makes note of some variant forms, by an informant “whose knowledge of the language, certainly as regards vocabulary, was less than G’s [principal informant]”. These variant forms are the same I was given, concerning the 1de and 1pe agent with a
second person patient. In Allen’s case, the variant forms are only for the non-past forms of the verbs, whereas in my case, this ‘simplification’ had stretched to include the past-forms as well. The variant forms are an analogy of the 3 person patient forms into the 2 person patients as well, so that the forms are all leveled to only show the influence of the 1de and 1pe agents. I believe this could be the influence of Nepali, in that Indo-Aryan languages only inflect for the agent, and the paradigm, as far as the present change is concerned, shows a leveling to give greater influence to the agent.

One other change I notice, which is also probably indicative of change, is that often only the agent will be encoded, with an assumed 3s patient, even when the narrative (and other verb forms) make clear that the patient is 3d. This too seems to be a simplification of the system, which is a move towards that of Nepali, whether or not that is the stimulus.

Specific differences between Allen’s reported paradigm and my own are the following:
Non-past:
1s/2p: my form is -nini, whereas Allen’s is -ni. In order to see the pattern, I list the other related forms: 1s/2s: -ni, 1s/2d: -nitsi. Thus the -ni marker we see in all three dual patient forms is related to the 1s agent, which also happens to look like the suffix which typically represents the 2d, also -ni. The 1s/2p form which I was given, -nini, thus consistently marks both participants, similarly to the way this has been done for 2s and 2d patients. Thus it is Allen’s form which appears to be inconsistent with the endings, and he

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15 This is all part of the debate on whether or not ergativity is a feature of PTB (and as a result, the definition of ergativity seems particularly important!)
mentions -nini as a variant which “is sometimes heard in place of -ni and is perhaps the older form” (50). This is the case in both non-past and past forms, as they share the same endings.

2s/1pe: the non-past suffix I collected is -ki, whereas Allen has -kimi. Allen’s appears to be the unusual form, in that -mi is a 3p suffix (admittedly sometimes used, in both modern and 1970’s paradigms, to reaffirm the plural number of forms where it is already obvious). Allen’s table actually has -kimi all the way down for the 1pe object, whereas the forms I have are more diversified in that column.

2p/1de: whereas Allen has -tsiki here (the same as the entire column for 1de patient), I have -kini, the -ni reflecting the nature of the 2p agent

Past

There are fewer differences between the past paradigms collected by Allen and myself. The most notable difference which was found in the non-past is also found in the past:

where Allen has

1de/2s -natsi 1de/2d -natsi 1de/2p -nitsimi 1de/3s -tsoko 1de/3d -tsoko 1de/3p -tsoko
1pe/2s -nami 1pe/2d -natsimi 1pe/2p -nimi 1pe/3s -toko 1pe/3d -toko 1pe/3p -toko

these have been leveled in my data to

1de/2s -tsoko 1de/2d -tsoko 1de/2p -tsoko 1de/3s -tsoko 1de/3d -tsoko 1de/3p -tsoko
1pe/2s -toko 1pe/2d -toko 1pe/2p -toko 1pe/3s -toko 1pe/3d -toko 1pe/3p -toko

16 ie -tsuku and -ku (past -tsoko and -toko) with all patients, whereas Allen had 1de/2s naci, 1de/2d naci, 1de/2p nicimi, 1pe/2s nami, 1pe/2d nacimi, 1pe/2p nimi (identical forms in past)
showing that the agent marker is becoming more dominant, and is the only person being encoded, where before the combination of 1de or 1pe agent with 2 objects resulted in some marking of the 2object on the verb.

The main thing to note in comparing the paradigms I collected and those described by Allen is that they are remarkably similar, considering that other parts of the grammar have changed so much more significantly over the same period of time. Very generally, one could say that the changes we do see in the paradigms appear to give more weight to the agent participant, even in cases where traditionally the person hierarchy would have resulted in a different arrangement of suffixes. The main example of this, which Allen had already noted as being used by the weaker informant, is the 1de and 1pe agent with second person patient. Interestingly these are also the persons involved in the other notable change: whereas 1de and 1pe patients used to result in the same suffix regardless of agent (tsiki for 1de, and kimi/tiki -- for non-past/past-- for 1pe), those patients now show less consistent suffixal marking, and the agent is participating more in the suffix: in the past forms, this is apparent with a 3p agent, which manifests itself with a -mi suffix in second slot (whereas it used to be completely absent); in the non-past, there is an interesting change in the 1de suffix: the older form is -tsiki, which is acceptable now as well and appears to be a combination of the dual -tsi and the pe -ki, whereas the new suffix is -ŋitsi which is the 1s suffix and the dual -tsi. Apart from this the only noticeable difference in the 1de patient column is the fact that with a 2p agent, the suffix is -kini, with the -ni being the 2p ending. The same occurs with the 1pe patient with 2p agent, again with the same suffix -kini. Another possible sign of change is that the
2d/1pe non-past suffix is -tsiki, whereas it was formerly -kimi. This is either a copy of the 2s/1de suffix (both columns are growing to look more and more similar), or an acknowledgement of the dual component of the agent (not very likely considering the person hierarchy).

In conclusion, change over the last thirty years is minimal as far as the inflectional paradigm is concerned. The few changes which are seen are consistent: they result in greater prominence for the agent (relative to the earlier paradigm, not relative to the patient--the person hierarchy is still important), even in situations where the person hierarchy would have erased all trace of the agent. This is likely a result of influence from Nepali, which has the typical Indo-Aryan verbal inflection system which only encodes the agent. At the same time, it may merely be the result of natural shifts through what is a fairly complex paradigm which combines person hierarchies with the potential for marking both participants (in a system which has eleven pronouns, including the presence of duals and inclusive/exclusive distinctions.)

Stem alternations

Thulung shows stem alternation in verbs. There is a three-way division in the behaviour of verbs in the language, as far as alternation goes. Some verbs have alternating stems, and these more or less map onto tense, with one stem appearing mostly with non-past and another mostly with past forms. Another group has an underlying stem, which surfaces with certain person combinations, but has nothing to do with tense. This group distinguishes the tenses through the portmanteau person endings which

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encode tense, and where this is not the case, through reduplication of the ending initial. There is a third group which has no alternation whatsoever.

Thulung is not alone is showing stem alternation, and this is in fact quite common among Kiranti languages. For most Kiranti languages, the alternation is between two stems and is a matter of the nature of the initial of the following suffix: Stem I is the ante-vocalic stem, and Stem II is the ante-consonantal. As a result, the infinitive form of verbs is made from Stem II, the infinitive marker being nasal-initial in all these languages.

The alternation is not phonologically based in Thulung, as the same ending will occur with both stems. Allen’s treatment of the alternations is to divide all verbs into stem-classes, of which there are ten. He provides a table which is then used, once one knows the stem-class of a given verb, to arrive at the proper stem for combination with various endings. (1975: 61) While this system is ingenious, it is also terribly cumbersome, and fails, I believe, to see simpler patterns which emerge from the data. It also does not mention some very frequent variant forms I found (perhaps because they were not commonly used at the time.)

The simplest way to look at the situation is to treat each of the three categories of verb separately.

1) Verbs with “tense-based” alternating stems
These verbs have two alternating stems, which I label Stem I (more complex phonologically, generally manifested in past) and Stem II (phonologically simpler, generally seen in non-past)\(^{17}\).

There are three types of “tense-based” alternating stem verb:

<table>
<thead>
<tr>
<th>Stem I</th>
<th>Stem II</th>
</tr>
</thead>
<tbody>
<tr>
<td>-k</td>
<td>-ø</td>
</tr>
<tr>
<td>-p</td>
<td>-m</td>
</tr>
<tr>
<td>-d(_j)</td>
<td>-ø/-n(^{18})</td>
</tr>
</tbody>
</table>

Certain patterns emerge when we look at paradigms involving these verbs.

--1s transitive always uses Stem I (even in non-past) and 1s intransitive always uses Stem II (even in the past)

--3s transitive always uses Stem I (even in non-past)

--1pi always uses Stem I (even in non-past)

--3p almost always uses Stem II (even in past)

Thus 1s, 3s, 1pi and 3p are the persons which disrupt the assignment of the stems to particular tenses. It is interesting that these are some of the pronouns whose endings are portmanteau morphemes, encoding both person and tense. (The other two persons which have such portmanteau morphemes are 1de and 1pe).

\(^{17}\) The logic behind using these somewhat arbitrary labels, Stem I and Stem II, is so that Thulung, like the other Kiranti languages, has Stem II used for the infinitive form of the verb.
What we have for alternating stem verbs then is the following quite consistent pattern.\textsuperscript{19}

Stem used for specific person for transitive and intransitive verbs in non-past and past:

<table>
<thead>
<tr>
<th></th>
<th>transitive</th>
<th>intransitive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-past</td>
<td>Past</td>
</tr>
<tr>
<td>1s</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>1de</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>1di</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>1pe</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>1pi</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>2s</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>2d</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>2p</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>3s</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>3d</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>3p</td>
<td>II</td>
<td>II~I</td>
</tr>
</tbody>
</table>

Table 16  Distribution of Stem I and Stem II for various person/tense combinations

The personal endings which we discussed in the previous sections are those I am considering basic. They occur with a non-alternating stem verb. In order to combine them with the verb roots of alternating-stem verbs, some changes must be applied.\textsuperscript{20}

These are as follows.

**Stem I in -k**

The stem alternation is as follows:

Stem I :-k   Stem II: -Ø

\textsuperscript{18} This class is made up of some verbs which take -n in Stem II form, and some which do not. This appears most obviously in the infinitive forms of verbs: both sen-mu ‘to kill’ and tsɔ-mu ‘to close’ are in this class, yet sen-mu cannot be se-mu (‘to fart’) and tsɔ-mu cannot be tsɔn-mu.

\textsuperscript{19} The exceptions are for 3p past: while this is usually formed based on Stem II, there are some cases where Stem I is used. Sometimes, this is dependent on the speaker, other times, certain verbs seem to favour one stem in this position.

\textsuperscript{20} Those changes which are a matter of allophonic variation within the r, t, d, q, ĭ class are not mentioned. These are explained in the chapter on phonology.
For transitive verbs, the non-past 1s/3s is -pu (instead of -u) \(^{21}\). All other personal endings are as in the table of transitive personal endings.

I exemplify this with a 3s patient paradigm for the transitive *rja-mu* ‘to write’\(^{22}\). The verb stem is in bold, showing the alternation between two stems depending on the person combination (given in the left-most column) and the tense (the middle column illustrates non-past forms, while the right-most column illustrates past forms).

<table>
<thead>
<tr>
<th><strong>rja-mu, ‘to write’</strong></th>
<th><strong>Non-past</strong></th>
<th><strong>Past</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>rjak-pu</td>
<td>rjak-to</td>
</tr>
<tr>
<td>1de/3s</td>
<td>rja-tsuku</td>
<td>rjak-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>rja-tsi</td>
<td>rjak-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>rja-ku</td>
<td>rjak-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>rjak-i</td>
<td>rjak-ti</td>
</tr>
<tr>
<td>2s/3s</td>
<td>rja-na</td>
<td>rjak-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>rja-tsi</td>
<td>rjak-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>rja-ni</td>
<td>rjak-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>rjak-y</td>
<td>rjak-ty</td>
</tr>
<tr>
<td>3d/3s</td>
<td>rja-tsi</td>
<td>rjak-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>rja-mi</td>
<td>rja-mri</td>
</tr>
</tbody>
</table>

**Table 17** Stem in -k paradigm

**Stem I in -p**

The alternation is as follows:

Stem I: -p    Stem II: -m

The personal endings apply as in the tables of intransitive and transitive personal endings.

---

\(^{21}\) For 3d and 3p objects, the number markers are added, just as they are in the original chart of endings.

\(^{22}\) Other example verbs from this class are pho-mu ‘to raise’, mo-mu ‘to hold’, tho-mu ‘to hide’, gwa-mu ‘to give’.
I exemplify this with a 3s patient paradigm for the transitive *rem-mu*, ‘to look’. The verb stems are in bold, to show how they contrast according to tense and person combination.

<table>
<thead>
<tr>
<th><em>rem-mu</em>, ‘to look’</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>rep-u</td>
<td>rep-to</td>
</tr>
<tr>
<td>1de/3s</td>
<td>rem-tsoku</td>
<td>rep-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>rem-tsi</td>
<td>rep-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>rem-ku</td>
<td>rep-ku</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>rep-i</td>
<td>rep-dj</td>
</tr>
<tr>
<td>2s/3s</td>
<td>rem-na</td>
<td>rep-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>rem-tsi</td>
<td>rep-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>rem-ni</td>
<td>rep-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>rep-y</td>
<td>rep-dy</td>
</tr>
<tr>
<td>3d/3s</td>
<td>rem-ksi</td>
<td>rep-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>rem-mi</td>
<td>rep-miri</td>
</tr>
</tbody>
</table>

Table 18  Stem in -p paradigm

This class uses Stem I for past 3p forms.

**Stem I in -q.**

This class of verbs has two possible forms for Stem II, one with a stem-final -n, and another without the stem-final -n. The presence of the -n seems to be lexically determined, appearing in some verbs and not in others.24

---

23 Other verbs in this class include *phram-mu* ‘to scratch’, *rym-mu* ‘to pick up’, *om-mu* ‘to throw’, *mum-mu* ‘to bury’.

24 Matisoff points out (p.c.) that many PTB languages have a reconstructed -r or -l where the daughter languages now have -n, possibly reflecting the same relationship we see in some of the verbs of this class, which have a Stem I with -q (which is often a variant of -r in Thulung) and Stem II with -n.
For transitive verbs, 1s/3s non-past is -pu (instead of -u as given in Tables 14 and 15)\textsuperscript{25}. The other forms take the personal endings as given in the relevant tables of intransitive and transitive personal endings.

Additionally, the Stem I final manifests itself as -t-, -t or -c-, depending on the initial of the ending.\textsuperscript{26} It appears variable whether the 3p past form uses Stem I or Stem II. Examples: thuțmiri (to hear). It also appears variable whether the 1s non-past is based on Stem I or Stem II: thuțpu (ie Stem II) vs. sețpu (Stem I). This perhaps correlates with the infinitive form, and whether it has a Stem II which ends in -n or not (eg sen-mu vs thuț-mu).

The following paradigm shows the inflection of the verb senmu, ‘to kill’, with a 3s patient\textsuperscript{27}. The verb stem is in bold, illustrating the alternation in the stem ending according to tense and agent/patient combination.

\textsuperscript{25} Very occasionally, the 1s forms of transitives are built on Stem II instead of I: eg plymsynmu, to flee, is plynsyụpu (1s/3s) instead of the expected plynsyụpu; thuμu, to feed water, is thuụpu (1s/3s) and not the expected thuụụpu.

\textsuperscript{26} This allomorphy is discussed in the chapter on Phonology.
Many verbs in this class use Stem I for the past 3p form, but there is an interesting correlation between the infinitive form of the verbs showing a stem final -n (for Stem II) and the appearance of Stem I in past 3p forms. We will remember that this class of verbs is made up of two subgroups: those which have Stem II in -n (like the paradigm above) and those which do not. It is those which do have Stem II in -n which use Stem I (in -d) for the past 3p. The others do not. Described above are the two extreme scenarios, and there are others in between: for infinitives which use a non-n Stem II, the -n sometimes emerges elsewhere (eg phōmsi-mu ‘to wear’, is one of these: generally, Stem I is in -d, and Stem II in -ø, but for non-past 1pe, the form is phōsin-ku, with the -n emerging stem-finally. It is evident in no other form.)

Verbs I have found with past 3p using Stem I are:

27 Other verbs in this class include dzen-mu ‘to grab’, blan-mu ‘to dry (vt)’, bon-mu ‘to tie up’, un-mu ‘to push’, tso-mu ‘to close’, ro-mu ‘to take by force’, tshe-mu ‘to know someone’.

<table>
<thead>
<tr>
<th>senmu, ‘to kill’</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>set-pu</td>
<td>set-to</td>
</tr>
<tr>
<td>1de/3s</td>
<td>sen-tsuku</td>
<td>set-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>sen-tsi</td>
<td>set-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>sen-ku</td>
<td>set-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>ser-i</td>
<td>set-tdj</td>
</tr>
<tr>
<td>2s/3s</td>
<td>sen-na</td>
<td>set-dj</td>
</tr>
<tr>
<td>2d/3s</td>
<td>sen-tsi</td>
<td>set-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>sen-ni</td>
<td>set-tni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>ser-y</td>
<td>set-dy</td>
</tr>
<tr>
<td>3d/3s</td>
<td>sen-tsi</td>
<td>set-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>sen-mi</td>
<td>set-miri</td>
</tr>
</tbody>
</table>

Table 19  Stem in -d paradigm

Verbs of this class I find to use Stem II are:

romthi-mu ‘to arrive’, khanso-mu ‘to drive out’

but thu-mu ‘to hear’, shows no Stem II-final -n, yet the past 3p is thufr-miri.

It is possible that this class was originally two separate classes, according to the distinctions noted above: both classes have the same Stem I (in -d) but Stem II is, for one group, -n final, and for another, ---final. Both may have merged, due to the identical Stem I, and the -n from the group where it originally appeared for Stem II sometimes made its way into the other subgroup.

2) Verbs with restricted person-based stem alternation.

There are three classes of verb within this category: those which have an underlying -ŋ, those with an underlying -s and those with underlying -i, the underlying phoneme emerging specifically in combination with certain persons\textsuperscript{28}.

These verbs are different from those with alternating stems seen above, because of the restricted environment in which the underlying phoneme emerges: it only emerges in 1pi and 3s forms, for both past and non-past. If the verb is an intransitive, the 3s non-past form is truncated, and the underlying phoneme does not appear there.
Stem with underlying -ŋ:

The endings are the same as those in the ending paradigm, the only changes being that all l-initial endings become r-initial, and the 1s past is -uto rather than -to as predicted by the personal ending table.

The following paradigm illustrates the inflection of the verb *qumu*, ‘to drink’, with a 3s patient. The verb stem is in bold, and the forms with underlying -ŋ are shaded.

```
<table>
<thead>
<tr>
<th></th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td><em>qu</em>-u</td>
<td><em>qut</em>-uto</td>
</tr>
<tr>
<td>1de/3s</td>
<td><em>qut</em>-tsuku</td>
<td><em>qut</em>-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td><em>qut</em>-tsi</td>
<td><em>qut</em>-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td><em>qut</em>-ku</td>
<td><em>qut</em>-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td><em>qun</em>-i</td>
<td><em>qun</em>-ri</td>
</tr>
<tr>
<td>2s/3s</td>
<td><em>qun</em>-na</td>
<td><em>qun</em>-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td><em>qut</em>-tsi</td>
<td><em>qut</em>-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td><em>qun</em>-ni</td>
<td><em>qun</em>-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td><em>qun</em>-y</td>
<td><em>qun</em>-ry</td>
</tr>
<tr>
<td>3d/3s</td>
<td><em>qut</em>-tsi</td>
<td><em>qut</em>-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td><em>qun</em>-mi</td>
<td><em>qun</em>-mri</td>
</tr>
</tbody>
</table>
```

Table 20 Stem in underlying -ŋ paradigm

What we see from the above table is that -ŋ emerges on the root for 1pi and 3s forms, both past and non-past. The underlying phoneme seems to have a historical basis: the

---

28 The choice of the term ‘underlying’ is because the phoneme seems to be etymologically relevant, as discussed later. The general term for this category of verb class “restricted person-based stem alternation” is a matter of the limited environment in which the underlying phonemes emerge.

29 The appearance of -l allomorphs in the transitive personal ending tables is a result of assimilation that occurs as the verb used to elicit these endings was jal-mu, with a root ending in l.

30 Some other verbs from this class are swa-mu ‘to escape’, hu-mu ‘to enter’.
proto-Tibeto-Burman form of ‘to drink’ is reconstructed as *taŋ (Matisoff 1988:720. The reconstruction predates any information on Thulung).

Another difference shows up between the non-past and past root for other persons: the past root manifests itself by (anticipatory) reduplication of the ending-initial. Interestingly, a similar pattern emerges here as with the alternating stem verbs: 1s, 3p, 1pl and 3s distinguish themselves from the other persons. 1pl and 3s are different in that they show the underlying -ŋ; 1s and 3p are different in that they alone, for the past forms, do not use reduplication to distinguish past from non-past forms.

I believe that the reduplication must be a reflection of a past marker which was presumably suffixed to the verb root before the endings. This past marker is -ta (derived from intransitive 3s past forms: the 3s is maximally unmarked for the intransitive, with the non-past 3s form being the verb root alone, while in the past, there is a marker -ta on the verb root; this is also suggested by comparative data from other Kiranti languages).

According to Allen, the -ŋ also appears in the 1s non-past, but this was not the case in my data. It is interesting that -ŋu/-ŋoro are the endings for 1s non-past/past for intransitive verbs. For the alternating-stem verbs, the strong stem (Stem I) was used for 1s forms as well, both past and non-past. For the underlying stems, the 1s is excluded from showing the strong stem: one can imagine a scenario where the 1s intransitive endings are in fact those originally associated with underlying -ŋ verbs, subsequently analogized to all verbs.
Stem I with underlying -s

One peculiarity of this class is that those members which have an infinitive root with a -wa- mark the 1s forms with -a- instead.

The personal endings which apply to this verb class are the same as those in the personal ending tables for transitive and intransitive verbs, with the difference that 1s/3s past is -uto (rather than -to.)

The following table shows the paradigm for the transitive verb lwamu, ‘to see’, with a 3s object. The verb stem is shown in bold, and the forms with underlying -s are shaded.

<table>
<thead>
<tr>
<th>lwamu, ‘to see’</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>la-u</td>
<td>la-uto</td>
</tr>
<tr>
<td>1de/3s</td>
<td>lwa-tsuku</td>
<td>lwat-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>lwa-ksi</td>
<td>lwat-ksi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>lwa-ku</td>
<td>lwat-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>lwas-i</td>
<td>lwas-ksi</td>
</tr>
<tr>
<td>2s/3s</td>
<td>lwa-na</td>
<td>lwan-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>lwa-ksi</td>
<td>lwat-ksi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>lwa-ni</td>
<td>lwan-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>lwas-y</td>
<td>lwas-ty</td>
</tr>
<tr>
<td>3d/3s</td>
<td>lwa-ksi</td>
<td>lwat-ksi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>lwa-mi</td>
<td>lwa-mri</td>
</tr>
</tbody>
</table>

Table 21  Stem in underlying -s paradigm

Like with verbs with underlying -ŋ, the only forms in which the underlying stem phoneme emerges is the 1pi and 3s forms, both non-past and past. Additionally, the past forms (except for the 1s and 3p) all use a stem which is enhanced by a presumed past marker which manifests itself as reduplication of the initial of the ending.
Like with the class of underlying -ŋ verbs there seems to be a historical basis for the presence of -s in these verbs: the verb thu-ŋ-mu ‘to hear’ which is a member of this class is given in Benedict’s Conspectus as *ta-s in its proto-Tibeto-Burman form (Benedict 1972: 99 (415))

Another very interesting thing about this underlying -s class of verbs is that the distinctive 3s past forms (-sty for transitive, -sta for intransitive) are borrowed as variants for other verbs as well. Very often these are verbs from the alternative stems class with Stem I in -k. Depending on the idiosyncracies of the verb, both the expected form and the ‘contaminated’ s-version are found, or sometimes only the variant form exists. The examples I have found of this phenomenon follow:

khlo-ŋ-mu ‘to return’ khlosty or khlokty ‘he returned it’
dɔ-ŋ-mu ‘to drop’ dɔsty or dɔkty ‘he dropped it’
thɔ-ŋ-mu ‘to hide’ thɔsta ‘he hid’, no thɔkta (the expected form for the intransitive verb; cf thɔkty ‘he hid it’ for the transitive version of the verb)
gɔ-ŋ-mu ‘to be born’ gɔsta ‘he was born’, no gɔkta (the expected form: cf gɔkti, 1pi past)
lɔ-ŋ-mu, to go lɔsta ‘he went’, no lɔkta (the expected form)
kro-ŋ-mu, to plant krosty ‘he planted’, no krokty (the expected form)

31 Other verbs from this class are glwamuu ‘to win’, lwamu ‘to see/to be available’, plwamu ‘to forget’, bwamu ‘to boil (food)’, thuamuu ‘to hear’, rimuu ‘to laugh’, phomuu ‘to vomit’, these can also have a final -m in Stem II but -s, as well, in Stem I: ɔɔmnu ‘to sleep’, dymmu ‘to finish/become’, hummu ‘to make fall’.
Stems with an underlying -i (e.g., μumu, to pick up, tsamu, to burn, thamu, to convince, phɔmu, to be angry with, khlumu, to help, khremu, to hit, simu, to die)

The class of verbs with underlying -i emerging in 1pi and 3s person combinations is large: it is made up of all verbs with a vowel-final stem, which are not part of ‘tense-based’ or restricted ‘person based’ alternating stem classes\(^{32}\). The verbs in this class have an underlying -i which emerges in two specific person combinations: when 1pi or 3s are agent or subject. The difference between this class of person-based alternating stems, the underlying phoneme only emerges in past forms, and not in the non-past forms. Other persons in the past (except for 1s and 3p) show reduplication of their ending-initial

A transitive paradigm for tsa-mu, ‘to burn’, with a 3s patient, follows. The verb stem is in bold, showing the alternation.

<table>
<thead>
<tr>
<th>tsamu, ‘to burn’</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>tsa-u</td>
<td>tsa-uto</td>
</tr>
<tr>
<td>1de/3s</td>
<td>tsa-tsuku</td>
<td>tsa-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>tsa-tsi</td>
<td>tsa-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>tsa-ku</td>
<td>tsa-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>tsa-i</td>
<td>tsa-ri</td>
</tr>
<tr>
<td>2s/3s</td>
<td>tsa-na</td>
<td>tsa-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>tsa-tsi</td>
<td>tsa-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>tsa-ni</td>
<td>tsa-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>tsa-ry</td>
<td>tsa-ry</td>
</tr>
<tr>
<td>3d/3s</td>
<td>tsa-tsi</td>
<td>tsa-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>tsa-mi</td>
<td>tsa-mri</td>
</tr>
</tbody>
</table>

Table 22 Stem in underlying -i paradigm

\(^{32}\) We saw that for Stem I in -k and in -d, Stem II is sometimes vowel-final; also this class of verbs is mutually exclusive with the classes with ‘person-based’ underlying stem phonemes, which are also vowel-final when the underlying phoneme is not present.
It seems possible that the underlying -i is not seen in non-past forms because the personal endings for 1pi and 3s in the non-past are high vowels, and the underlying -i and the personal endings have merged, or simply go unnoticed.\(^{33}\)

Like with other restricted person based alternating stem verbs in this category, the past forms show reduplication of the personal-ending-initial phoneme, suggesting, as for other verbs in the language, the presence of an original past morpheme -ta.

3) non-alternating stem verbs:

The last class of verbs is those for which there is no alternation in the stem. There is a single root, and non-past/past distinctions are expressed through the portmanteau person endings where these encode past, and are otherwise unexpressed. The possibilities for non-alternating stems are those which end in consonants -l, -r, -n, -m.

In combination with the endings listed above, only a few changes must be made, and these are given below.

**l-final**

The transitive paradigm of the verb \textit{mal-mu}, to search, is given below, with a 3s patient.\(^{34}\) The verb root is given in bold (it does not alternate.)

---

\(^{33}\) While the past endings for these forms also have high vowels, as -ri and ry for 1pi and 3s past respectively, these are separated from the stem with -r-.

\(^{34}\) Other verbs in this class include \textit{pholmu} 'to cut', \textit{salmu} 'to pick through', \textit{holmu} 'to open'.

169
<table>
<thead>
<tr>
<th>mal-mu, ‘to search’</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>mal-u</td>
<td>mal-to</td>
</tr>
<tr>
<td>1de/3s</td>
<td>mal-tsuku</td>
<td>mal-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>mal-tsi</td>
<td>mal-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>mal-ku</td>
<td>mal-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>mal-i</td>
<td>mal-li</td>
</tr>
<tr>
<td>2s/3s</td>
<td>mal-na</td>
<td>mal-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>mal-tsi</td>
<td>mal-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>mal-ni</td>
<td>mal-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>mal-y</td>
<td>mal-ly</td>
</tr>
<tr>
<td>3d/3s</td>
<td>mal-tsi</td>
<td>mal-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>mal-mi</td>
<td>mal-miri</td>
</tr>
</tbody>
</table>

Table 23  Stem in -l paradigm

r-final

The following table is the paradigm for the transitive verb kurmu, to carry, with a 3s object. The root is in bold, and does not alternate.

<table>
<thead>
<tr>
<th>kurmu, ‘to carry’</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>kur-u</td>
<td>kur-to</td>
</tr>
<tr>
<td>1de/3s</td>
<td>kur-tsuku</td>
<td>kur-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>kur-tsi</td>
<td>kur-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>kur-ku</td>
<td>kur-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>kur-i</td>
<td>kur-ri</td>
</tr>
<tr>
<td>2s/3s</td>
<td>kur-na</td>
<td>kur-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>kur-tsi</td>
<td>kur-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>kur-ni</td>
<td>kur-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>kur-y</td>
<td>kur-ry</td>
</tr>
<tr>
<td>3d/3s</td>
<td>kur-tsi</td>
<td>kur-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>kur-mi</td>
<td>kur-miri</td>
</tr>
</tbody>
</table>

Table 24  Stem in -r paradigm

The only change in the personal endings used is that the endings which are l-initial in the tables of transitive and intransitive personal endings are r-initial instead.

35 Another such verb is phir-mu ‘to sew.’
**m-final/n-final**

The following two paradigms show the transitive verbs *plym-mu* ‘to put in water’ and *mun-mu* ‘to establish’ with a 3s object. The verb roots, which are invariable, are in bold.

<table>
<thead>
<tr>
<th>plymmu, ‘to soak’</th>
<th>Non-Past</th>
<th>Past</th>
<th>munmu, ‘to establish’</th>
<th>Non-Past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s/3s</td>
<td>plym-pu</td>
<td>plym-to</td>
<td>1s/3s</td>
<td>mun-pu</td>
<td>mun-to</td>
</tr>
<tr>
<td>1de/3s</td>
<td>plym-tsuku</td>
<td>plym-tsoko</td>
<td>1de/3s</td>
<td>mun-tsuku</td>
<td>mun-tsoko</td>
</tr>
<tr>
<td>1di/3s</td>
<td>plym-tsi</td>
<td>plym-tsi</td>
<td>1di/3s</td>
<td>mun-tsi</td>
<td>mun-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>plym-ku</td>
<td>plym-toko</td>
<td>1pe/3s</td>
<td>mun-ku</td>
<td>mun-toko</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>plym-i</td>
<td>plym-ri</td>
<td>1pi/3s</td>
<td>mun-i</td>
<td>mun-ri</td>
</tr>
<tr>
<td>2s/3s</td>
<td>plym-na</td>
<td>plym-na</td>
<td>2s/3s</td>
<td>mun-na</td>
<td>mun-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>plym-tsi</td>
<td>plym-tsi</td>
<td>2d/3s</td>
<td>mun-tsi</td>
<td>mun-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>plym-ni</td>
<td>plym-ni</td>
<td>2p/3s</td>
<td>mun-ni</td>
<td>mun-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>plym-y</td>
<td>plym-ry</td>
<td>3s/3s</td>
<td>mun-y</td>
<td>mun-ry</td>
</tr>
<tr>
<td>3d/3s</td>
<td>plym-tsi</td>
<td>plym-tsi</td>
<td>3d/3s</td>
<td>mun-tsi</td>
<td>mun-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>plym-mi</td>
<td>plym-miri</td>
<td>3p/3s</td>
<td>mun-mi</td>
<td>mun-miri</td>
</tr>
</tbody>
</table>

Table 25  Stem in -m and stem in -n paradigms

The changes in the endings from the person ending paradigm are all for non-past forms. In all cases, the change applies to 3d and 3p patients, in addition to the 3s patient forms which I list.

1s/3s non-past is -pu (instead of -u)

For past forms, assimilation occurs, and all the endings which are -l-initial change to -r.

All of the paradigms we have seen in this section on stem alternation are transitive paradigms, with a 3s (because unmarked) object. The entire discussion applies equally

---

36 Progressive assimilation is responsible for this, with the quality of the root final affecting the ending initial consonant.
37 Other such verbs include, for -m: *tsymmu* ‘to catch’, *mimmu* ‘to think of’.
to intransitives: they too are divided into the three categories (alternating stems, underlying stems, non-alternating stems). The only difference is in certain endings, which are different depending on the transitivity of the verb: 1s and 3s use different endings, as is shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th>1s</th>
<th>Non-past</th>
<th>Past</th>
<th>3s</th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitive</td>
<td>-u, -pu</td>
<td>-to</td>
<td>-y</td>
<td>-ry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intransitive</td>
<td>-ŋu</td>
<td>-ŋro</td>
<td>--</td>
<td>-ta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 26 Differences between transitive and intransitive personal endings

Another difference, which was mentioned above, concerns alternating stems:

For transitive verbs, 1s forms, both non-past and past, are based on Stem I. For intransitive verbs, the 1s forms are based on Stem II, both in the non-past and past.

An example of this is found in the verb ləmu, as it can be either transitive or intransitive, and shows stem alternation between Stem I in -k and Stem II without the -k. The 1s forms for these verbs are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Non-past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>ləmu, vt, ‘to carry off’</td>
<td>lək-pu</td>
<td>lək-to</td>
</tr>
<tr>
<td>ləmu, vi, ‘to go’</td>
<td>lə-ŋu</td>
<td>lə-ŋro</td>
</tr>
</tbody>
</table>

38 I discuss earlier the difficulty is eliciting full paradigms of all possible combinations of persons. As such, most of my data on verbs is with a neutral 3s object, by far the most commonly seen object in the language for transitive verbs. Because of the stability of the verb forms, the personal endings I list in the table of transitive and intransitive personal endings apply almost without change to all verbs, and the reader can apply these endings to verbs to get forms with non-3s objects.

39 A 3s object is understood here.
Irregular verbs

There are three irregular verbs in Thulung, bomu, ‘to do’, pomu, ‘to eat’ and bumu, ‘to be’ (which is the copula, discussed in the following section). These verbs show vowel alternation within the stem, something which happens in no other verbs in Thulung. It is presumably related to their extensive use.

<table>
<thead>
<tr>
<th></th>
<th>pomu, ‘to eat’</th>
<th></th>
<th>bomu, ‘to do’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>non-past</td>
<td>past</td>
<td>non-past</td>
</tr>
<tr>
<td>1s/3s</td>
<td>pe-u</td>
<td>pe-uto</td>
<td>be-u</td>
</tr>
<tr>
<td>1de/3s</td>
<td>po-tsuku</td>
<td>pet-tsoko</td>
<td>bo-tsuku</td>
</tr>
<tr>
<td>1di/3s</td>
<td>po-tsi</td>
<td>pet-tsi</td>
<td>bo-tsi</td>
</tr>
<tr>
<td>1pe/3s</td>
<td>po-ku</td>
<td>pet-toko</td>
<td>bo-ku</td>
</tr>
<tr>
<td>1pi/3s</td>
<td>pi</td>
<td>pi-ri</td>
<td>bi</td>
</tr>
<tr>
<td>2s/3s</td>
<td>po-na</td>
<td>pen-na</td>
<td>bo-na</td>
</tr>
<tr>
<td>2d/3s</td>
<td>po-tsi</td>
<td>pet-tsi</td>
<td>bo-tsi</td>
</tr>
<tr>
<td>2p/3s</td>
<td>po-ni</td>
<td>pen-ni</td>
<td>bo-ni</td>
</tr>
<tr>
<td>3s/3s</td>
<td>py</td>
<td>py-ry</td>
<td>by</td>
</tr>
<tr>
<td>3d/3s</td>
<td>po-tsi</td>
<td>pet-tsi</td>
<td>bo-tsi</td>
</tr>
<tr>
<td>3p/3s</td>
<td>po-mi</td>
<td>pe-mri</td>
<td>bo-mi</td>
</tr>
</tbody>
</table>

Table 29  Verbs po-mu and bo-mu

40 The -r is replaced by the appropriate member of the class -r, -t, -d.
Table 28  Verb bu-mu

<table>
<thead>
<tr>
<th></th>
<th>Non-Past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s</td>
<td>bu-ŋu</td>
<td>ba-ŋro</td>
</tr>
<tr>
<td>1di</td>
<td>bu-tsi</td>
<td>bat-tsi</td>
</tr>
<tr>
<td>1de</td>
<td>bu-tsuku</td>
<td>bat-tsoko</td>
</tr>
<tr>
<td>1pi</td>
<td>bu-i</td>
<td>bai-ri</td>
</tr>
<tr>
<td>1pe</td>
<td>bu-ku</td>
<td>bat-toko</td>
</tr>
<tr>
<td>2s</td>
<td>bu-na</td>
<td>ban-na</td>
</tr>
<tr>
<td>2d</td>
<td>bu-tsi</td>
<td>bat-tsi</td>
</tr>
<tr>
<td>2p</td>
<td>bu-ni</td>
<td>ban-ni</td>
</tr>
<tr>
<td>3s</td>
<td>bu</td>
<td>bai-ra</td>
</tr>
<tr>
<td>3d</td>
<td>bu-tsi</td>
<td>bat-tsi</td>
</tr>
<tr>
<td>3p</td>
<td>bu-mi</td>
<td>ba-mri</td>
</tr>
</tbody>
</table>

Both bomu and pomu exhibit the same vowel alternations across their forms: -o is the stem vowel in the non-past and -e in the past, apart from the exceptions of 1pi and 3s, which, in the non-past, have a stem consisting solely of the consonant, with the vowel representing the person ending (in the past the stem vowel appears to harmonize with the ending vowel).

The verb bumu also shows root vowel alternation: its root is ba- for past forms. Otherwise, the verb root functions much like verbs with underlying -i: in the past, the 1pi and 3s forms show an emergent -i on the verb stem, and the past is otherwise expressed with a stem-final -t (which assimilates to the nasal before nasal endings).

Copulas

Thulung has one native copula, bumu (glossed ‘to be’) serving equative, locational, existential and possessive functions. Examples of each type of predication follow:
Equative predication

209. mū mytsy a-pap-ku ṅopstũ bu that man 1POSS-father-GEN friend be.3s that man is my father’s friend.

210. go dzāŋgōli bu-ŋu 1s N.forest-man be-1s I am a forest-man.

Locational predication

211. gumi neb-raŋa bu-mi 3p house-LOC-EMPH be-3p She is at home.

212. dzubu bloku hombu-nu bu Jubu river across-levLOC be.3s Jubu is across the river.

Existential predication

213. go bu-ŋu-m dhwagwi koŋmi mytsy bu 1s sit-1s-NOM.rel under another person be.3s There is another person under where I am sitting.

214. dher protsũ sama bu, oɖ ça. N.many Rai caste be.3s, here. There are many Rai castes here.

Possessive predication

215. go-nuŋ ḏokpu dzahan bu 1s-COM big N.family be.3s I have a big family

216. uni-wotsy, uni-tsun-mim bu-mi 3POSS-husband 3POSS-child-PLU be-3p She has a husband and children
The copula is also used with adjectives.

217. inima-del dzupa bu.
    2POSS-village beautiful be.3s
    Your village is beautiful.

Most adjectives appear to be derived, for the most part, from participial forms of verbs. These are discussed in the final section of this chapter.

Apart from these predicative functions, the verb *bumu* is used as an auxiliary to form aspectual constructions.

1) It is used with converbs to form progressives.

Two examples of this follow, the first with the simultaneous converb, and the second with the anterior converb.

218. m
    that-DU N.happy like-SC be-INF begin-3d-HS
    They started feeling happy.

219. muu-llai⁴¹ rep-saŋa bu-tsi
    that-DAT watch-AC+EMPH be-3d
    They are watching him.

2) It is used with past participles or nominalized past forms of verbs to form the perfect (the same is the case in Nepali, with past participles).

In the examples below, the first shows the relativized past form followed by the copula, and the second illustrates the past participle followed by the copula, both with perfect readings.

220. khojkheja be-pa ləməd lɔk-tsi rak-ta-m bu-mi
    bumpy do-Npst.PRT road go-2d.IMP say-3s/3.PST-NOM be-3p
    She said “Take the bumpy road”

⁴¹ The case markers take on a peculiar form with muu ‘that’: dative marker -lai becomes -llai and genitive marker -ku becomes -kku. I am unable to explain this phenomenon.
221. homlo ne nemnem-ra ku-ku paip-mim
now TOP house.house-LOC water-GEN E.pipe-PLU

luk-ta-m bu, khlu-ma bu
remove.transitive-3s.PST-NOM be.3s, remove.transitive-PST.PRT be.3s

But now, water pipes are brought into every house. [ie removed from the market]

3) It is occasionally seen with nominalized non-past verbs in forming progressives.

222. dhewan-ku tsu-re holle-u-mim bu-ŋu retsha.
Dhewan-GEN child-FOC move-1s-NOM be-1s N.seem
I am rocking Dhewan’s child.

The progressive used here is non-past but only in the context of the narrative, where it is actually describing a past event, which is being recounted in actual time to make it more vivid. Perhaps this accounts for the unusual combination of tenses.

The same is found elsewhere.

223. mim-pu-m bu-ŋu.
remember-1s/3s-NOM be-1s
I remember.

224. mu bɔŋ-gui-m boro-lai mɔdza-ka rem-tsi-m bu-ɔsi
that E.bottle-down-NOM.rel frog-DAT N.fun-INSTR look-3d-NOM be-3d
For fun, they are looking at the frog down in the bottle.

These are unusual progressive forms for Thulung, which typically uses the progressive construction seen in 1). The Nepali equivalent of this construction, combining a non-past relativized verb with the copula, results in a future, which is not the case here, showing that the Thulung construction is not borrowed from Nepali.

The verb bumu is also used as an auxiliary with a Nepali borrowing: Nepali thahaa hunu ‘to know’ (where hunu is the infinitive form of both copulas in Nepali) becomes taa bumu in Thulung.
Thulung also uses two other copulas, which are borrowings from Nepali. These are *tsha* and *ho*, both borrowed in 3s non-past form, and invariable in their use in Thulung. *tsha* in Nepali is the copula used for existential, locational and possessive predication, whereas *ho* is used for equative predication. While Thulung’s single native copula covers all these forms of predication, we see some evidence of a distinction being made in the use of the borrowed copulas.

*Borrowed copula tsha*

This borrowed copula, like the native one, is also used in an aspectual construction, resulting in the perfect. In this case, however, the past finite verb form is not nominalized before the copula.

225. prɔtsu lɔ-sta-ma nɔ-lem su-lem ŋado bai-ra tsha.
Rai go-3s.PST-AS two-CL:day three-CL:day early be-3s.PST COP.tsha
The Rai went and was there two, three days earlier.

226. ɔni tɔŋra thulunŋ tsahi lɔ-sta tsha.
N.and later Thulung CONTR go-3s.PST COP.tsha
And later the Thulung left.

Just about as frequent as *tsha* after a past-tense inflected verb is *retsha*. This is somewhat puzzling because *retsha* is borrowed[^42], yet the similarity between *tsha* and

[^42]: The following two sentences contain this Nepali evidential marker, which is variously translated as ‘It seems…’, ‘maybe’, ‘probably’. While it is often accompanied by the hearsay marker, that is not necessarily the case: in other words, it has its own evidential value, independent of the hearsay marker.

```
mut-kku des-ra rokhit-tsi retsha-ʔe.
that-GEN N.country-LOC arrive-3d.PST N.seem-HS
When they went, they arrived in the country of the cannibal called Lamkane.
```

```
muu leb-dy-m bela-ka-ne khes-ta retsha-ʔe.
that lick-3s/3s.PST-NOM N.time-TEMP-TOP be.bitter-3s.PST N.seem-HS
When she licked it, it tasted bitter
```
retsha might have resulted in some merging of the two. Interestingly, this correlates with a similar problem in the interpretation of some of the sentences with the other borrowed copula, ho, because of the presence of another borrowed evidential marker, hola, which is also used in Thulung. It is not always clear which is meant, and it seems that sometimes the copula and the evidential markers have merged in Thulung.

The borrowed copula tsha is blocked with question words, which are only found with the native copula, or with ho.43

227. *gani-lai thaa bu bala-ku nem bam tsha?
   2p-DAT N.know be.3s Bala-GEN house which COP.tsha
   Do you know which house is Bala’s?

This is interesting because it shows that although Thulung does not distinguish any functions in its own native copula, there is an awareness that Nepali does separate various predicational functions for its copulas. The result is that question words can only accompany the borrowed copula, which is originally the equational copula in Nepali.

Borrowed copula ho

As we saw at the end of the previous section, there is an awareness of the functional load which the loan copulas have in their original language. This sometimes results in a certain amount of confusion in Thulung.

I was told that in the following sentence only ho could be used, whereas both bumu and tsha were ungrammatical.

228. gani-lai thaa bu bala-ku nem bam ho?
   2p-DAT N.know be.3s Bala-GEN house which COP.ho

43 The grammatical version, with ho, is seen in the next section.
Do you know which house is Bala’s?

This directly contrasts with the grammaticality of the following sentence, uttered by the same speaker:

229. nepal-ra khọtle-ra-m wo dzuña del bam bu?
Nepal-LOC all-LOC-NOM even beautiful village which be.3s
Which is the nicest village in Nepal?

Other situations in which we get grammaticality judgments which restrict the use of the native copula are the following:

230. go solu tingla-ra go-ŋro-m ho
1s Solu Tingla-LOC be.born-1s.PST-NOM COP ho
I was born in Tingla, in Solu district.

The reason given for this interdiction was that there is no time phrase in the sentence. The following, because of the specified time frame, could use either ho or bumu.

231. 1994 sal dzeth mọhina-ka go-ŋgro-m ho.
1994 N.year N.Month/June N.month-TEMP be.born-1s.PST-NOM COP ho
I was born in the month of Jeth in 1994 (Nepali calendar).

My interpretation of these inconsistent usages and unsatisfactory explanations is that there is an awareness, if somewhat blurred, that the two loan copulas have a certain distribution. Because borrowed copula tsha has a wider range of predicative functions (existential, possessive, locational), perhaps it is felt instinctively to be closer to the native bumu than is the borrowed copula ho. This could then result in an alignment of bumu and tsha versus ho, which causes speakers to judge bumu (which really covers all predicative functions) as being blocked in certain situations (seen above) where tsha is blocked.

Ho does not otherwise seem to participate in the same range of functions as the other copulas. It appears before certain Nepali borrowings, such as ki ‘or’, ta ‘topic
marker’, and also before bhane, resulting in a conditional clause. Ho ki ‘right?’ and ho ta ‘indeed’ are extremely common expressions in Nepali, which probably accounts for their being borrowed whole.

232. kho-le-ka bre-mu mal-pa ho ki.
   Everyone wants to buy it, right?

233. m-gwi mari ham phik-ty ho ta
   that-inside much what put.in-3s/3s.PST COP.ho N.TOP
   bikh phik-ty ki.
   N.poison put.in-3s/3s.PST N.or

   That which he put lots of inside, it was poison, right?

234. mer-am tsahi deuta ho ni ta.
   that CONTR N.god COP.ho N.indeed N.TOP
   That was indeed a god.

The Nepali conditional construction is borrowed, as seen in the following examples:

235. mytsy-ku bhör-ra par-dztul-mu
   person-GEN N.trust-LOC leave-PON-NOM.inf

   ho bhane mi-tsa-pu.
   COP.ho N.COND NEG-be.able-1s

   If it’s leaving her in someone’s trust, I cannot.

236. bia-ka ho bhane…
   N.wedding-TEMP COP.ho N.COND
   If it’s when there’s a wedding…

In both of these examples, the ‘ho bhane’ could be replaced with the native baja mala.

This copula is also often associated with commands, following the appropriate imperative form.
237. “lōhai a-tsysy rem-sa-ŋni ho”
N.Hey 1POSS-grandchild look-BEN-2p/1s COP.ho
Hey, look at my grandchild for me.

238. “mima lōhai tsōŋkha ba-ni ho. nu thōŋki phiṭ-ni ho”
Grandmother-VOC N.hey N.clever be-2p COP.ho. that resin bring-2p COP.ho
Hey, grandmother, be clever. Bring that resin here.

After question words:

239. “ane ham ho ko-le mesem u-breptsu
today what COP.ho one-CL woman 3POSS-finger

wo ṭnu hik-ty ma tułumram gele lō-sta”
also this.way turn-3s/3s.PST AS quickly go-3s.PST

Today, what is it, a woman turned her fingers this way [backwards] and went away uphill, quickly.

240. meram ŭau tsahi mesinḍa bōrkhu-dōla badzi dzyl-pa
that N.place CONTR there Borkhu-above N.bet place-Npst.PRT

tsahi tōrō ṭbō bu-m parne ŭau tsahi bante ho
CONTR N.but N.well be-NOM.inf N.must N.place CONTR where COP.ho

That place is there above Borkhu, where the bet is placed, but the place where people must live, where is that?

241. etha wo ham ho ham ho rak-pa…
now also what COP.ho what COP.ho say-Npst.PRT
Even now, saying “what is it, what is it”…

What is interesting is that this copula does not appear in perfect constructions, except for gongrom ho which appears to be a perfect form, as can be made from a nominalized past form followed by the other copulas. In Nepali as well, the perfect is made from cha and not ho, so here too the speakers seem to have maintained some of the restrictions on functions of these borrowed copulas, even though the native copula covers all functions (being the only copula).
Tense-aspect-mood

Tense

The main tense distinction which is marked on all verbs is one of non-past versus past, and it is the past forms which are marked\(^{44}\). The reason for calling this a tense distinction rather than an aspectual one is that the past tense can cooccur with aspects which are considered non-perfective, such as the habitual.

242. u-tsú-tsi-kam dherai maja ly-thal-la?-e.
3POSS-child-DU-GEN N.much N.love feel-HAB-3s.PST-HS
When they arrived the father was very happy because he felt great love for this children.

243. gu-ka sondai dzam khok-to, kamso by-thal-y
3s-ERG N.always rice cook-SC song do.3s-HAB-3s
He always sings while he is cooking.

Aspect

Aspect is manifested in several different ways in Thulung:

1) There is a class of compound verbs where the second element has aspectual meaning.

These are discussed in the chapter called Aspectivizers.

Aspectual distinctions are marked by a number of aspectivizers which are suffixed to verb roots. Of these several show aspectual distinctions, such as the progressive, the habitual, etc. The following example shows the habitual marked in this way.

244. go athal iskul lη-thal-ηu

\(^{44}\) Because of the marked nature of the past forms, in glosses, I only mark those verbal endings which are past (with .PST following the person combination). The non-past forms only indicate the person agreement.
I go to school regularly these days.

2) Thulung has a perfect construction, made of a past-form which is nominalized and followed by the copula. Some examples of this were shown above, in the discussion of the copula. The pluperfect is made by combining a past form of the copula with this perfect construction. This construction is reminiscent of an identical Nepali construction, called the First Perfect Tense by Matthews (1998).

245. bante lom-ri-m bu-mi.  
    where go-3p-NOM be-3p
    Where did they go?

3) There are progressives, which are formed from converbs followed by the copula. These are discussed in the chapter on Clause-combining, because of the use of the converb.

246. boro pakhara lu-mu mal-sanja bu
    frog outside go.out-NOM.inf search-AC+EMPH be-3s
    The frog is trying to get outside.

The primary means of expressing aspect is through the suffixing of aspectivizers to verbs.

Mood

Grammaticalized mood in Thulung expresses irrealis, imperative, and obligation.

---

45 The perfect construction is also seen in the chapter on Nominalization.  
46 The equivalent in Nepali would be:
    kahaa ga-eko chan?  
    where go-perfective.participle be.3p
Irrealis

The irrealis marker has two allophones, which are -wa and -ja. The distribution appears to be fairly straightforward: generally, -wa follows vowels a and u, while -ja follows vowels y and i. There are no instances where e appears before the irrealis marker. In instances of consonants appearing in pre-marker position, generally these are forms in which the original vowel has been elided, and the original vowel determines the allophone choice: lɔŋ-wa takes -wa because the form is originally (and still transparently) lɔŋ-yu.

The one exception to this (and it may be an error, because of the misfit it shows with the pattern) is the negative past 1pi form of tsam-mu ‘to be able to’: instead of the expected mi-tsap-si-ja I was given the form mi-tsap-si-wa.

Sometimes -wa becomes -ba, as in seen a number of times with lɔŋ-ba.

The irrealis appears in the following contexts:

1) in conditional clauses: either in both clauses, or in the protasis marked with mala (or in neither)

In both:

247. muu nem ɗi-sɔʈ-pu-wa mala
that day leave-DEF-1s/3s-IRR COND

dzhjal-laŋka ботse-ŋa mi-dyp-sa-wa
N.window-ABL N.survive-EMPH NEG-become-2IMP47-IRR

If I had left her that day, she would not have survived the window (ie when she climbed out and fell)

In the protasis:

47 This gloss stands for second person imperative form: the connection between this and the negative past form of 3s verbs is explained later.
248. mi-tsap-sy-ja mala kitsu phul kam-mu basi
NEG-able-3s/3s-IRR COND little flour add-NOM.inf OBL
If he is not able [to guess the right amount], he must add a little flour.

2) in the past tense of negative transitive verbs: these are unchanged from their non-negative past forms but for the irrealis marker, which is suffixed after the regular person ending.

Examples:

mi-lwa-ku-wa vs. lwat-toko
NEG-see-1pe/3s-IRR see-1pe/3s.PST
We did not see it. We saw it.

mi-by-ja vs. by-ry
NEG-do.3s/3s-IRR do-3s/3s.PST
He did not do it. He did it.

mi-su-u-wa vs. suu-uto
NEG-tell-1s/3s-IRR tell-1s/3s.PST
I did not tell it. I told it.

Occasionally, non-negative past forms of transitive verbs are composed of a non-past form and an irrealis suffix.

3) in the past tense of negative intransitive verbs. For most persons, the non-past form of the verb has a negative prefix and an irrealis suffix, in addition to the appropriate person ending.

Examples.

mi-lo-ŋ-wa vs. lo-ŋ-ro
NEG-go-1s-IRR go-1s.PST
I did not go. I went.

mi-ba-mi-ja vs. ba-mri
NEG-be-3p-IRR be-3p.PST
They were not. They were.

The negative form of past intransitive 3s includes an extra element, either -a or -sa, as well as the irrealis marker.

Examples

<table>
<thead>
<tr>
<th>Negative Form</th>
<th>Imperative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>mi-bik-a-wa</td>
<td>bik-ta</td>
</tr>
<tr>
<td>NEG-come-2IMP-IRR</td>
<td>come-3s.PST</td>
</tr>
<tr>
<td>He did not come.</td>
<td>He came.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Form</th>
<th>Imperative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>mi-lɔk-sa-wa</td>
<td>lɔ-sta</td>
</tr>
<tr>
<td>NEG-go-2IMP-IRR</td>
<td>go-3s.PST</td>
</tr>
<tr>
<td>He did not go.</td>
<td>He went.</td>
</tr>
</tbody>
</table>

This form which is used to make the 3s negative past intransitive is based on Stem I (where this is relevant, for alternating-stem verbs), followed by -a or -sa before the irrealis marker is added. This is the same pattern as for the formation of 2s imperative forms.

This section has served to show the functions of the irrealis marker, giving examples of where it occurs. The notion of irrealis is grammaticalized, as a marker exists in the language, which can be used in constructions which do typically use irrealis.

*Imperative*

For alternating-stem verbs, the imperative forms are based on Stem I. For single-stem verbs, the imperative is formed from the simple root (ie infinitive less -mu) For 2s
forms, -a is suffixed to this stem, for 2d and 2p forms, the typical endings, -tsi and -ni respectively, are suffixed to the stem.

Examples.

Non-alternating stems:

jal-mu, to hit  
  2s jala  
  2d jaltsi  
  2p jalni  

thel-mu, to peel  
  2s thela  
  2d theltsi  
  2p thelni

Stem I in -k:

ro-mu, to come  
  2s roka  
  2d roktsi  
  2p rokni  

ra-mu, to say  
  2s raka  
  2d raktsi  
  2p rakni  

gwa-mu, to give  
  2s gwaka  
  2d gwaktsi  
  2p gwakni  

bi-mu, to come  
  2s bika  
  2d biktsi  
  2p bikni

Stem I in -ŋ (with -r or -ŋ in free variation, before -a, and devoicing before -tsi):

si-mu, to teach  
  2s sira  
  2d sittsi  
  2p siŋni  

bre-mu, to buy  
  2s brera  
  2d brettsi  
  2p breŋni

Verbs which are part of the class for which Stem I is in -p use a 2s imperative marker -ra instead of the -a seen elsewhere.

Stem I in -p:

rem-mu, to see  
  2s repra  
  2p repni  

lym-mu, to touch  
  2s lypra  
  2p lypni  

khram-mu, to cry  
  2s mikhrapra  
  2p mikhrapni  

khrem-mu, to cover  
  2s khrepra  
  2p khrepni  

krim-mu, to cut  
  2s khripra  
  2p khripni

For verbs with underlying alternating stems, the emerging phoneme is only seen with 2s:

Stem I in -ŋ:

ḏu-mu, to drink  
  2s ḏuŋa  
  2d ḏuŋtsi  
  2p ḏuŋni

Stem I in -s:
thu-mu, to hear 2s thu-sa 2p thu-ni
dzen-mu, to speak 2s dzesa 2p dzeni

When there is a third participant involved (the indirect object), Stem I is still used, and
the usual verbal endings for non-past, for the appropriate person combination, are applied
(which maintains the distinction between imperative and past forms\textsuperscript{48})

PO: 1s, eg show me your face
rem-ben-mu 2s rem-be\textsuperscript{\-}t-\textsuperscript{\-}ni 2d rem-be\textsuperscript{\-}t-\textsuperscript{\-}nts\textsuperscript{i} 2p rem-be\textsuperscript{\-}t-\textsuperscript{\-}nts\textsuperscript{i}

PO: 1pe, eg give us something
gwa-mu 2s gwak-ki 2d gwak-ki\textsuperscript{\-}nts\textsuperscript{i} 2p gwak-ki\textsuperscript{\-}nts\textsuperscript{i}

Some verbs instead form 2s imperatives by using the 1pi non-past, and substituting -a for
the final -i. The following pair of verbs shows this, with \textit{l\textsuperscript{o}mu}, which as a transitive verb
is ‘to carry away’ and as an intransitive verb, ‘to go’. I believe this unusual imperative
formation may be due to the need for a means of distinguishing the transitive from the
intransitive. The 2d and 2p imperatives are formed as usual, with Stem I plus 2d or 2p
ending (-tsi or -ni), making them indistinguishable.

\textit{l\textsuperscript{o}mu} (vt) 2s \textit{l\textsuperscript{o}ra} 2p \textit{l\textsuperscript{o}k-ni}
\textit{l\textsuperscript{o}mu} (vi) 2s \textit{l\textsuperscript{o}ksa} 2p \textit{l\textsuperscript{o}k-ni}

Irregular verbs have their own imperative forms as well.

bu-mu, to be 2s ba-ja 2p ba-ni
po-mu, to eat 2s pe 2p pe-ni
bo-mu, to do 2s be 2p be-ni

\textsuperscript{48} Because usually Stem II combines with the non-past and Stem I with past endings.
Obligation

The typical pattern for obligation marking is an infinitive verb form followed by basi, with an experiencer either in the nominative or ergative case, depending on the transitivity of the main event.

249. gu-ka su po-mu basi
     3s-ERG meat eat-NOM.inf OBL
     He must eat meat.

250. gu mukli-ra lɔ-mu basi
     3s Mukli-LOC go-NOM.inf OBL
     He must go to Mukli.

There are two degrees of strength of obligation, the stronger being marked with an emphatic marker suffixed to the infinitive of the verb. Thus po-mu-ŋa basi ([We] really must eat) is stronger than po-mu basi.

There is also a means of marking impersonal obligation, and accomplished by means of a non-past participle followed by a 3s copula.

251. po-mu basi[ŋ]-pa bu
     eat-NOM.inf OBL-Npst.PRT be.3s
     Eating must be done.

The fact that it can be used to form a participle leads us to speculate about what form basi represents. One possibility is that it is an independent verb. Based on the forms basi and basipə, it would probably be basimu, an intransitive verb meaning “there is a need”, where the most common form of the obligation marker, basi, represents a 3s non-past form.

The following sentence shows yet another form of the underlying verb.
I had to watch him sometimes, and sometimes I had to leave him behind and walk.

If we assume that this form is the past form of the source verb, then *basi-mu*, suggested above, is not very convincing. Perhaps the hypothetical *basi-mu* represents a form enhanced by the detransitiving aspectivizer (discussed in chapter 7): *basipa* is the participial form of the aspectivized verb, and *basta* represents the 3s past tense of the input to the detransitivizing process.

**Negative obligation**

Negative obligation is expressed by combining the main verb, in the infinitive or in -si (the related verbal noun) and *myny*.

253. gani dika khok-si myny
     2p tomorrow cook-VN NEG.OBL
     Tomorrow, you must not cook.

The strength of interdiction can be increased by suffixing the emphasis marker to the verbal form.

The above becomes

254. gani dika khok-si-ŋa myny
     2p tomorrow cook-VN-EMPH NEG.OBL
     You absolutely must not cook tomorrow.

In addition to the infinitive and verbal noun forms, I found one case of a converb preceding *myny*.
Because of the presence of the anterior converb, the translation is probably best expressed as “not having come, that would not do”. This leads us to examine the nature of the form myny, because its appearance with the converb suggests it can function as its own clause.

On closer examination, myny appears to be the negative form of the verb 3s non-past nymu, ‘to become, to occur’, with vowel harmony rounding the original vowel in the negative prefix: mi-ny, with transparent negative prefix, is thus changed to myny. The verbal nature of myny then allows us to analyze a frequent variant, myny-ja, as myny followed by the irrealis marker, the combination being a past form of the negative intransitive.

I also found an instance of mynypa.

Children should not be brought to that cave and left.

I am not sure how to interpret the resulting combination of forms, but what is important is that myny is seen to act similarly to other verbs, in being able to form participles and take the irrealis marker.
Evidentiality

Thulung has a hearsay evidential marker, used with great frequency in narratives to relate an event not personally witnessed. This particle is -?e, and I label it HS in glosses.

257. meram khram-lo mɔ̄ni lɔ̄-mi?-e
that cry.3s-SS N.good.man go-3p-HS
Apparently, when he cries, good people die.

This marker identifies events which have been related, rather than directly witnessed, and in the context of story-telling, this constitutes the majority of the narrative. It is not unusual to see every sentence in a story marked with -?e.

It is interesting to note the contexts in which -?e does not occur. I elicited the frog story (told from drawings), and it did not arise at all during the course of the narration. This is because the relating of the story is not based on what the speaker had heard, but what she was experiencing directly (even though she was imposing her interpretation on events that may seem somewhat puzzling in their relevance). The marker also does not occur when people relate personal stories which they have experienced themselves.\(^50\)

Thus the hearsay marker is exactly that: it marks information which people have attained by being told, as opposed to having witnessed the events personally.

---

49 This is reminiscent of the Japanese equivalent: konakereba naranai, the similarity extending to naranai being a negative form of naru ‘to become’.
50 The one time in occurred during a “life story” was when one speaker mentioned the day of his birth:
bar-cahi budhabar-kam?-e
N.day-CONTR N.Wednesday-GEN-HS
As for the day, it was apparently a Wednesday.
Of course the use of the hearsay marker is because he has no direct experience of this fact, which has been related to him.
Also used is the Nepali loan *hola*, which in Nepali means ‘maybe’, and is most likely related to the Nepali copula *ho*. This relationship with the borrowed copula is difficult to tease apart, and sometimes *hola* occurs in Thulung as a sort of copula, whereas other times, it clearly follows a verb and has no verbal content.

There is another evidential marker borrowed from Nepali, and that is *retsha*. Whereas it was originally *rahecha* (‘it seems’) in Nepali, it has been somewhat nativized. As with *hola*, I believe that there is a certain amount of overlap in the use of *retsha* and the borrowed copula *tsha*, because of their phonological similarity.

**Negation**

Negation is treated differently according to tense, and transitivity also sometimes plays a role in determining the form of the negative expression. This was discussed briefly in the section on irrealis above.

For both transitive and intransitive verbs, the non-past negative paradigms are identical with the affirmative paradigms, but for the presence of the negative prefix, *mi-* on the verb.

Thus,

258. mukli-ra lā-na  
mukli-LOC go-2s  
You are going to Mukli.

259. mukli-ra mi-lā-na  
mukli-LOC NEG-go-2s  
You are not going to Mukli.

and

260. khlea-ku sū po-ku  
dog-GEN meat eat-1pe  
We eat dog meat.

261. khlea-ku sū mi-po-ku  
dog-GEN meat NEG-eat-1pe  
We do not eat dog meat.
show verb forms unchanged but for the negative prefix.

Past paradigms, however, are different, and feature the irrealis marker\textsuperscript{51}: 

For transitive verbs, the negative past paradigms are based on the negative non-past with the addition of the irrealis marker.\textsuperscript{52} The following chart shows the range of possibilities involving non-past/past and affirmative/negative for a few transitive verbs.

<table>
<thead>
<tr>
<th>verb</th>
<th>non-past affirmative</th>
<th>past affirmative</th>
<th>non-past negative</th>
<th>past negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>krimmu, to cut</td>
<td>krip-ku</td>
<td>krip-toko</td>
<td>mi-krip-ku</td>
<td>mi-krip-ku-wa</td>
</tr>
<tr>
<td>1pe/3s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tsəmu, to know</td>
<td>tsək-pu</td>
<td>tsək-to</td>
<td>mi-tsək-pu</td>
<td>mi-tsək-pu-wa</td>
</tr>
<tr>
<td>1s/3s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunbenmu, to fly (vt)</td>
<td>hunbe-ki</td>
<td>hunbe-tiki</td>
<td>mi-hunbe-ki</td>
<td>mi-hunbe-ki-ja</td>
</tr>
<tr>
<td>3s/1pi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gwamu, to give</td>
<td>gwak-y</td>
<td>gwak-ty</td>
<td>mi-gwak-y</td>
<td>mi-gwak-y-ja</td>
</tr>
<tr>
<td>3s/3s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pomu, to eat</td>
<td>py</td>
<td>py-ry</td>
<td>mi-py</td>
<td>mi-py-ja</td>
</tr>
<tr>
<td>3s/3s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 29  Examples of transitive verbs showing non-past/past and affirmative/negative morphology

From this table we see that the affirmative past is the only combination which is based on a past form, all the others being built on non-past forms. The negative past is distinguished from negative non-past by the irrealis suffix.

For intransitive verbs, the situation is mostly similar to that for transitive verbs, with the exception of some 3s subject forms: in addition to the negative prefix and

\textsuperscript{51} In all my data, I found one negative past form which did not include the irrealis marker: mileṭtsi ma biktsi. I believe this could be due to the anterior sequencer’s presence on the verb form.

\textsuperscript{52} Although matters of stem alternation here are somewhat confusing, with Stem I sometimes appearing even though this is supposedly non-past in essence.
irrealis suffix, these forms have an extra morpheme. These have the same base as 2s imperative forms.

The following table shows some examples of intransitive verbs with non-3s subjects, followed by some examples of 3s-subject forms.

<table>
<thead>
<tr>
<th>verb person</th>
<th>non-past affirmative</th>
<th>past affirmative</th>
<th>non-past negative</th>
<th>past negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>lamu, to go 1s</td>
<td>l-o-ŋu</td>
<td>l-o-ŋro</td>
<td>mi-l-o-ŋu</td>
<td>mi-l-o-ŋ-wa</td>
</tr>
<tr>
<td>bimu, to come 1s</td>
<td>bi-ŋu</td>
<td>bi-ŋro</td>
<td>mi-bi-ŋu</td>
<td>mi-bi-ŋ-wa</td>
</tr>
<tr>
<td>bumu, to be 1s</td>
<td>bu-ŋu</td>
<td>ba-ŋro</td>
<td>mi-bu-ŋu</td>
<td>mi-ba-ŋ-wa</td>
</tr>
<tr>
<td>romu, to come 2d</td>
<td>ro-tsi</td>
<td>rok-tsi</td>
<td>mi-ro-tsi</td>
<td>mo-rok-tsi-ja</td>
</tr>
<tr>
<td>bumu, to be 3p</td>
<td>bu-mi</td>
<td>ba-mri</td>
<td>mi-bu-mi</td>
<td>mi-ba-mi-ja</td>
</tr>
<tr>
<td>bimu, to come 3s</td>
<td>bi</td>
<td>bik-ta</td>
<td>mi-bi</td>
<td>mi-bik-a-wa</td>
</tr>
<tr>
<td>romu, to come 3s</td>
<td>ro</td>
<td>rok-ta</td>
<td>mi-ro</td>
<td>mi-rok-a-wa</td>
</tr>
<tr>
<td>lamu, to go 3s</td>
<td>l-o</td>
<td>l-o-sta</td>
<td>mi-l-o</td>
<td>mi-lok-sa-wa</td>
</tr>
<tr>
<td>lumu, to leave 3s</td>
<td>lu</td>
<td>luk-ta</td>
<td>mi-lu</td>
<td>mi-luk-a-wa</td>
</tr>
<tr>
<td>dymmu, to become 3s</td>
<td>dym</td>
<td>dy-sta</td>
<td>mi-dym</td>
<td>mi-dym-sa-wa</td>
</tr>
</tbody>
</table>

Table 30 Examples of intransitive verbs showing non-past/past and affirmative/negative morphology

We see that the negative past forms use Stem I (apart from 1s subject, which never uses Stem I, past or non-past, for intransitive verbs), which is typical of past forms. Apart from this it appears that the non-past endings are suffixed to Stem I for the past negative paradigm, followed by the irrealis suffix.
3s forms differ in that, inserted into the sequence negative prefix-Stem II-irrealis there is an extra element, either -a or -sa. The result is that past negative 3s forms look just like 2s imperative forms with the negative prefix and the irrealis marker. For the above 3s subject forms, the corresponding 2s imperatives are the following: *bika, roka, loka*, *luka, dymsa*.

The result of this similarity between 2s imperatives and negative past 3s intransitives is that the only difference between them, when the imperatives are negative, is the irrealis marker. This is interesting in light of the function of the irrealis. T. Payne says that “if a language grammaticalizes the notion of irrealis, chances are that interrogative and/or imperative clauses will fall into the irrealis category” (1997: 245), yet the imperative here is precisely distinguished from the past negative forms by virtue of NOT having an irrealis marker, where the latter does.

The negative prefix is almost always *mi-* in the data I collected, although occasionally it may be found as *me-* . Negation is the only productive verbal operation which is prefixal in Thulung.

While the copulas are negated predictably for non-past, there are some variant forms. These are *me-?e* and *mi-u*, both used as negative 3s copulas, interchangeably with *mi-bu*. I do not have any insights as to the origin of these forms, but considering the frequency of such utterances, it is not surprising that they should be unusual.
Adjectives

Adjectives are discussed in this chapter because, apart from a small set which seems to be archaic, adjectives are deverbal in Thulung. In combination with the copula, they form predicates.

The older set of adjectives follows. There is nothing about their morphology that indicates that they form a set, unlike the newer deverbal adjectives.

khrekhreja, bumpy, rough
plæplæja, smooth
צוקפ, big
jakke, small
dala, fast
wakha, slow
ŋaŋdo, early
ŋatsu, old
malomtsu, young

Colour terms are also adjectival in nature, and this set is based on a phonological pattern.

lalam red
gigim green
kekem black (<N.kaalo?)
ʔoʔom yellow
bubum white
nunum blue

When comparing this data with Bahing (collected by de Boer in 1999), I noticed an almost identical list of colour terms for that language. It is interesting to note that they all share the same form: they all consist of a reduplicated element, and are nominalized in form.
All other adjectival forms I have found in the language are derived from verbs, some of which have transparent sources. These are non-past participial forms, based on the source verb root and the non-past participial suffix -pa.

jepa, high
dhypa, long
tetpa, smart
tsapa, strong <tsammu, able
dzupa, good
tshokpa, cold
dzalpa, hot
tsisitpa, wet53
sapa, dry <samu, to dry
khepa, sour
brapa, tasty <bramu, to have taste
lempa, sweet <lemmu, to lick
dukpa spicy
dzyrpa bitter

53 There is a verb dzhinmu, to make wet. This looks like the intransitive equivalent, with the detransitivizing -si-. The adjective also seems to be based on a verb which has a voiceless initial in relation to the related causative verb: this could be the work of the PTB causativizing prefix *-s, except that the voicing distinction between dzhinmu and the presumed tsinmu is the opposite of what one would expect.
Chapter 6

ASPECTIVIZERS

Aspectivizer\(^1\) is the name given to the derivational suffixes which are used in Thulung to semantically augment verbs. The import of the derivational suffixes tends to be aspectual in nature, but they are also involved in valence changes. It is quite clear that these *aspectivizers* are derived from original aspectivizers, like for other Kiranti languages (where the corresponding aspectivizers are used to make aspectual and other semantic distinctions, and are still independent verbs in the modern languages.\(^2\)) The term ‘compound verb’ is used commonly for South Asian languages: usually it refers to a “close union” of two verbs, which can be represented as Vv, where “the second verb (v) is drawn from a small set of special aspectivizers.” (Masica 1991: 326). These aspectivizers serve to enhance the aspectivized verb, in what Masica calls “manner-specification”, otherwise known as Aktionsart.\(^3\)

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\(^1\) I borrow this term from van Driem, who uses the term for languages (Dumi and Limbu) for which the aspectivizers appear to be verbs as opposed to derivational affixes. According to van Driem, “aspectivizers are verbs which express Aktionsart and, as such, can add semantic dimension... to the meaning of the verb they modify.”

\(^2\) see Ebert 1994: 61. Table 8 compares the aspectivizers for four Kiranti languages (in addition to Thulung), and the majority of them (according to her data) are still independently attested verbs.

\(^3\) The main difference between the typical South Asian compound verb and the Kiranti compound verb is the form: in South Asian languages, the first verb (V) is in the form of a conjunctive participle, whereas for Kiranti it is instead a minimally inflected verb, with the main person concord and tense-aspect-mood marking on the aspectivizer. The second verb is called an aspectivizer for Kiranti languages as well (see Ebert 1994: 60 ff) because, like with the typical South Asian construction, it is drawn from a limited set of verbs, and has been semantically bleached.
Thulung is different from its Kiranti relatives: where other languages have aspectivizers as the second verb (v), in Thulung these verbs generally no longer exist as independent verbs, and are only present in the language as derivational suffixes. The verbal nature of these derivational suffixes is clear from the fact that some show alternation between two stems, similar to main verbs, and the endings show appropriate allomorphy in combining with the aspectivizer suffixes. While the majority of the aspectivizers are suffixal in nature, there is one class of verbal affixes which are prefixal: the class is unusual in that the semantic import of the prefixes is highly specific (they all denote suddenness) and each prefix is limited to appearing with a specific main verb.

The terms used for the aspectivizers is a combination of traditional aspect terms (such as habitual), terms I have borrowed from other linguists working on Kiranti languages (such as *ponent*, borrowed from van Driem 1993), and others which I have invented or adapted (such as *definitive*). The use of semantically ‘augmented’ verbs in Kiranti languages is extremely frequent, and covers a unique combination of aspect with other manner-specification (using Masica’s label) which is particular to each language. The result is that traditional terminology does not cover the semantic range of possibilities, and terms must be borrowed, adapted and invented.

One particularity of aspectivized verbs is the presence of truncated person inflection on the main verb, preceding the aspectivizer, which in turn takes full person and tense-mood marking. This is discussed below. The aspectivizers are suffixes to the verb root, but as we saw, certain Thulung verbs have alternating stems. In such cases, the stem which is used to form an aspectivized verb is the same as would have been chosen (for the particular tense/person combination) had there been no derivational suffix.
This is seen in the following:

djidzul-to
leave-PON-1s/3s.PST (cf djt-to: 1s/3s past)

grok-sot-to
throw-DEF-1s/3s.PST (cf grok-to: 1s/3s past)

rjak-dzul-to
write-PON-1s/3s.PST (cf rjak-to: 1s/3s past)

løt-thad-dy
wait-ITF-3s.PST (cf lød-dy: 3s past)

gwag-bhal-ly
give-APX-3s/3s.PST (cf gwak-ty: 3s/3s past)

løk-let-tsi
go-RES-3d (cf løk-tsi: 3s past)

sui-thad-dy
tell-ITF-3s.PST (cf suii-ry: 3s past; underlying -i stem type)

bai-thal-la
be-HAB-3s.PST (cf bai-ra: 3s past; underlying -i stem type)

In cases where an alternative form is used (in other words unrelated to the verb stem alternation, and probably a result of contamination) for the unaspectivized verb, the same stem is used for the aspectivized verb.

løs-led-da
go-RES-3s.PST (cf 3s past form is løsta, even though lømu has an alternating stem in -k, cf 2p is løk-ni.)

The verb stem used as the input for the derivational process involving the aspectivizer is therefore the same as it would be, for a given tense/person combination, if
the verb were unaspectivized. In cases of alternating stems, the appropriate stem is used, and following by the aspectivizer and then full person and tense endings.

The above cases (apart from those with underlying -i stems) result in a consonant final verb stem before the aspectivizer is suffixed. These verbs, along with verbs whose root does not alternate or show an emergent phoneme (in other words verbs with root-final -m, -n, -r, -l), are aspectivized by straightforward suffixing.

Other verbs, however, are more complex: if the verb and person combination results in a main verb stem which is vowel-final, then truncated inflectional endings appear.

ra-m-thal-miri
say-3p-HAB-3p/3s.PST (cf ra-mri, 3p/3s past)

lɔ-ŋ-thal-ŋu
come-1s-HAB-1s (cf lɔ-ŋu, 1s non-past)

bu-ŋ-thal-ŋu
be-1s-HAB-1s (cf bu-ŋu, 1s non-past)

bi-ŋ-le-ŋro
come-1s-RES-1s.PST (cf bi-ŋro, 1s past)

phɔ-ŋ-si-ŋro
wear-1s-DET-1s.PST

bu-m-sa-mri
collect-3p-BEN-3p/3s.PST (cf bu-mri, 3p past)

si-m-le-mri
die-3p-RES-3p.PST (cf si-mri, 3p past)

ɖu-m-le-mri
drink-3p-RES-3p.PST (cf ɖu-mri, 3p past)

be-u-dzul-u
do-1s/3s-PON-1s/3s (cf be-u: 1s non-past)
pe-u-let-pu
eat-1s/3s-RES-1s/3s (cf pe-u: 1s non-past)

la-u-thal-u
see-1s/3s-HAB-1s/3s (cf la-u: 1s non-past)

dha-u-dzuul-to
dig-1s-PON-1s/3s.PST (cf dha-uto: 1s past)

be-u-bal-to
do-1s/3s-APX-1s/3s.PST (cf be-uto: 1s past)

The truncated inflectional material is consistent in being a single phoneme, namely the first of the expected full person/tense ending. Exceptionally, for 3s non-past forms (where the stem and person ending are often fused), no extra material is inserted, but the stem vowel is altered to what it would be for the non-aspectivized form.

lu-le
exit.3s-RES.3s (cf lu: 3s past)

by-dzuul-ly
do.3s-PON-3s/3s.PST (cf by-ry: 3s/3s past)

py-led]-dy
eat.3s-RES-3s.PST (cf py-ry: 3s past)

This brief discussion of the formation of the aspectivized verbs serves to recognize the forms encountered in this chapter.

The organization of this chapter will be to treat each aspectivizer in turn and see what it contributes to the main verbs when suffixed. The aspectivizers that group together through a shared feature are treated sequentially, under a broad heading naming the relevant feature (this will apply to valence-changing suffixes, and to two aspectual categories, duratives and completives.) Other aspectivizers will be treated independently.
We also see a class of directional verbs which are compound verbs: while quite similar to aspectivized verbs, they are distinct in that both elements are independently attested in modern Thulung. We end with a discussion of a set of verbs which connote suddenness when augmented by a particular aspectivizer.

Valence-changers

Causativizer -be-

-be- is a valence-increaser, adding another grammatical role to the frame of the verb it is modifying: intransitive verbs become transitive, monotransitive verbs become ditransitive. It is used productively for verbs for which no corresponding lexical causative exists, but we will see that it is sometimes also used when an existing lexical causative does not cover the full range of semantic possibilities of the verb.

A few pairs of sentences follow, illustrating the valence-increasing function of -be- with both intransitive and transitive verbs. I label -be- CAU in the glosses, for causativizer.

262. u-po-mim tsum tsha-mri
    3POSS-chicken-PLU much spread-3p.PST
    His chickens spread out all over.

263. go buŋma-ku brol hapa tsha-be-pu
    1s flower-GEN seed much spread-CAU-1s
    I spread many flower seeds.

264. gu-ka a-je phid-dy
    3s-ERG 1POSS-clothes bring-3s/3s.PST
    He brought my clothes.

265. go mut-llai po-ku ḍi phin-be-to
    1s that-DAT chicken-GEN egg bring-CAU-1s/3s.PST
    I made him bring eggs.
While the intransitive verbs are changed to transitives, the transitive verbs are changed to ditransitives, as the term valence-increase implies. The above pairs of sentences show verbs for which no lexical version of the valence-increased verb exists, and it is therefore generated with -be-. This is the most common use of the aspectivizer, namely to supplement the lexicon with verbs of increased valence.

Additionally, -be- is used even where the intransitive-transitive or transitive-bitransitive pair already exists, and in such cases, the aspectivized verb fills a different semantic space from the lexical equivalent.

The intransitive verb qun-mu, ‘to drink’, has a causative equivalent, which is thun-mu. I also came across the aspectivized verb qu-ben-mu (intransitive plus -be-) in my data, and context revealed that there is indeed a semantic difference between the morphological causative (that in -be-) and the other causative4.

266. gu-ka muu-luai dy qu-bed-dy
     3s-ERG that-DAT alcohol drink-CAU-3s/3s.PST
     He made him drink alcohol.

267. gu-ka muu-luai dy thuq-dy
     3s-ERG that-DAT alcohol feed.drink-3s/3s.PST
     He fed him alcohol to drink.

The difference is that the non-be causative is reserved for making someone drink who is incapable of doing it for himself, such as a child or an animal (or an incapacitated adult). The morphological causative proved to be used for people who are usually considered

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4 It is tempting to call this “other” causative a lexical causative. The problem with such an approach, as pointed out by Matisoff, is that these causatives are in fact originally morphological: they arise from an original s- prefix at the Tibeto-Burman level, which signalled causation, leading to verb pairs of causative/non-causative, which are distinguished, in many modern languages, by aspiration (the reflex of the original proto-prefix). In order to avoid confusion, then, I call these descendants of *s-causatives “non-be causatives” (quite awkwardly, admittedly)
capable of feeding themselves, and therefore carried a strong sense of compulsion, of
causation, which was not present in the lexical version of the verb.

Similarly, the verb *sin-mu* ‘to die,’ had both a lexical causative and a
morphological version, each with different semantics.

268. **gu-ka** mu-llai si-*bed*-dy
3s-ERG that-DAT die-CAU-3s/3s.PST
He ordered her to die.

269. **gu-ka** mu-llai se-*d*-dy
3s-ERG that-DAT kill-3s/3s.PST
He killed her.

While the transitive, *sen-mu*, is more straightforward semantically, being the simple
equivalent of intransitive ‘to die,’ the morphological verb again has more convoluted
semantics. It conveys a stronger causational relationship than the does non-*be* version,
with much more volitionality encoded.

Sometimes, however, there seems to be no difference between the lexical and
morphological forms of the verb. I was told that the following two sentences (exs 270
and 271) have exactly the same meaning.

270. **oraŋ-ka** sisa bi-*bed*-dy.
this-ERG N.bottle break(vi)-CAU-3s/3s.PST
She broke the bottle. (both sentences)

271. **oraŋ-ka** sisa pi-ry.
this-ERG N.bottle break(vt)-3s/3s.PST

Although we might well imagine a distinction between the two versions based on
the distinctions we have seen above, with the morphological causative carrying more
volitionality, I was informed that such was not the case with these sentences. This could
be related to the fact that the object in this sentence is inanimate, and the notion of control
usually associated with the suffixed causative (the one with -be-) is brought out by having two animate participants (because in such a case, a power hierarchy must be established between the two participants.)

I was struck with the similarities between the form of the morphological causative and the reciprocal. The construction is in fact rather different, the reciprocal being formed through the affixation of the verb bomu, ‘to do,’ to the stem of the main verb. Thus the verb in example 272 below

272. muu-miŋ-ka uni-lwa suu-be-mri
that-PLU-ERG 3POSS-story tell-do-3p.PST
They told each other their news.

is the reciprocal while the morphological causative equivalent would be subemmiri.

One thing we notice from these examples is that the aspectivizer is a verb with Stem I in -Ɂ; in other words past forms of the aspectivized verb show Stem I allomorphs (ie beɁ-, bet-, beɁ-) in combination with person endings. Non-past forms use -be- in combination with the relevant endings (except for 3s and 1pi subjects, which, as seen in the chapter on finite verbs, use Stem I). As the phonologically simplest form of the aspectivizer, this is the default form I use when refering to the causativizer.

One can speculate about the origin of -be-, which is most probably grammaticalized from a previously full verb in the language. The best candidate for a valence-increaser would logically be a prototypical transitive verb, such as ‘to make’. This verb is bone-mu in Thulung, a verb which is thought by locals to be borrowed from the Nepali banaau-nu, implying that perhaps the original Thulung (and source for the aspectivizer) has been lost. Bo-mu ‘to do’, could originally, before the borrowing of
*banemu*, have covered both meanings of doing and making, and lost the latter once a distinct verb was borrowed from Nepali. In sum, there is no way to ascertain what the source of the causativizer is in this case.

**Detransitivizer -si-**

Parallel with the function of the causativizer -be-, -si- is an aspectivizer which decreases valence. I call it detransitivizer because it primarily reduces transitive verbs to intransitives, in other words reducing the number of participants by one. (It occurs in glosses with the label -DET.)

The function of aspectivizer -si- is to form intransitives in form, but the verbs which incorporate this aspectivizer turn out to be semantically middle verbs. Kemmer (1993) has a taxonomy of uses of the middle voice, which delineates the semantic range which can be covered by the middle marker in different languages. All Thulung verbs with marker -si- fit into her classification, which includes the following categories: grooming/body care (*sulsi-mu*, ‘to wash oneself’, *khlysi-mu*, ‘to wear on feet’, *khremsi-mu* ‘to dress oneself’, *khumsi-mu* ‘to wear on head’); change in body posture (*jemsi-mu* ‘to stand up’); self-benefactive (*khirsi-mu* ‘to walk around’\(^5\), *sisi-mu* ‘to learn’); naturally-reciprocal (*tsamsi-mu* ‘to play with each other’); emotion (*grams-mu* ‘to be disgusted’, *bisi-mu* ‘to respect’); cognition (*mimsi-mu* ‘to think’); translational motion (*khlomsi-mu* ‘to return’); spontaneous events (*krymsi-mu* ‘to become hungry’, *kwarasi-mu* ‘to grow thirsty’, *qosi-mu* ‘to wake up’, *holsi-mu* ‘to open’, *tsharsi-mu* ‘to burn’, *hasi-__

\(^5\) This is within the context of the culture, and will be explained below.
mu ‘to spill’, dzhimsi-mu ‘to get wet’); reflexive (thəsi-mu ‘to hide’, tsemsi-mu ‘to hang oneself’). All of these categories radiate out from a core semantic notion summed up by Lyons’ characterization: “the action or state affects the subject of the verb or his interests” (cited in Kemmer 1993:1). This accounts for those verbs which are not intransitive in form, such as verbs concerning the wearing of certain articles of clothing: because such verbs specify where the article is to be worn (head, feet, etc) they in effect greatly reduce the role of that object (as it already more or less known what it is: hat, shoes, etc) and really function more as intransitives, with the main participant focus being on the subject. All verbs in -si- can therefore be seen as intransitive in nature, by virtue of sharing the middle semantics, and there is no inconsistency in calling -si- a detransitivizer when some of the resulting aspectivized verbs look more like transitives grammatically.

Some of the middle verbs are so for cultural reasons, and this context is essential for proper interpretation. One interesting example is the verb khirsi-mu, which fits into the middle category of self-benefactive.

273. gu  mandir-ra         khir-si
     3s  N.templ-LOC circle-DET.3s
     He circled around at the temple

274. gu-ka     mandir-lai         khi-ry
     3s-ERG N.templ-DAT circle-3s/3s.PST
     He circled around the temple.

In example 274, the verb is a basic transitive with two participants, agent and patient. The agent, gu, is in the ergative case, and the patient, mandir, in the dative and is a direct object. In 273 on the other hand, the verb is intransitive in form, now governing only the subject, while the temple has been shifted into the locative case (marked with -ra), no
longer one of the central participants in the action. This may look like a simple scenario of a transitive verb and its intransitive equivalent, but the semantics are what point to something less clear-cut. In the context of Nepal, circling around at a temple is a way of ingratiating oneself with the gods and generating better karma. Self-benefaction is one of the semantic categories which is part of the middle voice, and *khirsi-mu*, while intransitive in form, is therefore semantically a middle verb.

Another interesting situation is the question of the formation of these aspectivized verbs. There is an assumption that the detransitivized verbs are formed from basic transitive verbs, but such is not always the case. The verb *jemsi-mu*, 'to stand up', seems to be the base form itself, with -*si-* signifying its intransitive/middle nature, but there is not, synchronically at least, a verb *jemu* with an appropriate meaning. Furthermore, *jemsi-mu* is used as the input for the formation of the corresponding transitive verb. *jemsi-ben-mu*, ‘to stand something/someone up’, is formed with the causativizer -*be-* from *jemsi-mu*. Most of the middle verbs seem to have a corresponding transitive which is the input for the detransitivization (such as *khir-mu*, ‘to walk around’, vt, being the input for *khir-si-mu*, ‘to walk around’, vi), but the example of *jemsi-mu* proves that this is not always the case.

The aspectivizer used for detransitiving has a Stem I in -daq, and this is mostly seen in past forms where the stem appears: lwasidaq, holsipa. Thus, predictably, si is the default form of the aspectivizer which is used for non-past forms (except for 1pi and 3s subjects/agents), and the appropriate allomorph is used in the past.
Benefactive -sa-

The aspectivizer -sa- is used to form verbs which are benefactive, in other words bringing in a recipient participant (not necessarily otherwise overtly expressed). This aspectivizer is a verb with Stem I in -d, which means that allomorphs -sad-, -sat-, -sat- will be used. The default non-past allomorph is -sa-. (The gloss for this aspectivizer is BEN)

274. muu tukisale-ŋa tsar-sad-ty.
that spool-EMPH throw-BEN-3s/3s.PST
She threw the spool of thread to them.

The verb, even in the absence of an overt beneficiary in the sentence, is signifying that the action is a benefactive. If the sentence were non-benefactive, with no implication of a beneficiary of the action, then it would be the following.

275. muu tukisale-ŋa tsar-ry.
that spool-EMPH throw-3s/3s.PST
She threw the spool of thread (at no-one in particular).

In both cases, the verb shows concord for the subject and direct object (in other words, 3s subject--she-- and 3s object--the spool), while the beneficiary, which is a 3d (they are a sister and brother gone in search of their mother), does not get encoded into the verb ending. Thus the benefactive -sa- is crucial in showing that there are other participants than just the overt subject and object, bringing the beneficiaries to the attention of the audience.

Similarly, example 276 does not overtly mention the beneficiary of the action, and it participates in the sentence through the benefactive aspectivizer -sa-.
When the beneficiary is mentioned overtly in the sentence, it is with the dative case-marker -lai, but the verb still only encodes the beneficiary through the aspectivizer -sa-, rather than with any agreement marking, as in the following sentence.

277. go oram nem a-lwak-lai  dj-sat-pu
     1s this house 1POSS-y.brother-DAT leave-BEN-1s/3s
     I leave this house to my brother

Van Driem (1993: 205) calls a similar aspectivizer in Dumi the “profferative”, because there is not necessarily a positive outcome attached with the action (the term benefactive implying profit). I have not found any such examples in Thulung, but certainly there are instances of -sa- verbs where the reading is not the prototypical benefactive, thus it is probably similar to the situation in Dumi. For example in the first example above, the woman who throws the spool of thread is helping the children, but the sentence translates as ‘she threw the spool to them’, so that the emphasis seems to be on a recipient dative rather than a beneficiary.

The origin for the -sa- is not clear synchronically. Allen lists samu as ‘to give’ in his lexicon of Thulung but I did not find samu as a full verb. Ebert shows that the benefactive in other Kiranti languages (Limbu, Athpare, Bantawa in this case) is derived from an existing full-verb meaning ‘to give.’ (While these verbs are all clear cognates

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6 See the chapter on case-marking. This has to do with a recipient inevitably being higher on the animacy scale than the direct object within a ditransitive sentence.

7 This can be contrasted with the non-benefactive
go oram nem djit-pu
I leave this house
amongst themselves, as well as cognate with the Camling benefactive aspectivizer which is not attested as a full verb⁹, the Thulung is not cognate to the form.) A common source verb for benefactives tends to be the verb ‘to give’ cross-linguistically, and this is also the case in Nepali, which uses the aspectivizer *di-nu* (‘to give’ as a full verb.) With the strong connection between ‘to give’ and benefactive both among the Kiranti languages and Nepali, as well as the cross-linguistic tendency for such a grammaticalization resulting in the benefactive, the absence of such a full verb in my data is not troublesome. This is especially true if *sa-mu* was indeed ‘to give’ as an independently attested verb in the 1970’s and its disappearance is a result of attrition.

The aspectivizers we have seen above, *-be-, -si-, and -sa-* are somewhat at odds with the rest of the Aktionsart aspectivizers treated in this chapter. As causativizer, detransitivizer, benefactive, they are involved in valence-changing operations. They serve a grammatical function whereas the other aspectivizers discussed here are of a semantic nature, affecting the Aktionsart of the sentence but not the subcategorization frames of the verb. According to Masica, a distinction must be made between things that have a grammatical versus a semantic role, and he says about Aktionsarten that “however ubiquitous and productive, they are not predictably the same for all verbs, and they do modify the meaning of the verb itself, however subtly and in many cases untranslatably, which purely grammatical elements should not do.” (1991:268). The valence changers

⁹ Allen could perhaps have been extracting ‘to give’ from the beneficial aspectivizer, and making the connection with the Nepali form. He lists sat- as ‘to give’ but this definition is followed by “(in a few idioms)”, leaving it questionable whether the independent verb was attested.
on the other hand, have a predictable, grammatical function, but as we have seen with the
detransitivizer, the lines are somewhat blurred between purely grammatical and purely
semantic functions. I have chosen to treat them together, because they are changes to the
verb brought about by suffixing an aspectivizer from a specific subset of verbs, and
because I see the line between grammatical and semantic as being less clear-cut than
Masica implies.

**Habitual -thal-**

The aspectivizer used to express habitual aspect is -thal-. This aspectivizer, like
other verbs with a root ending in -l, is non-alternating, and thus is of a single form, -thal-.
(The gloss used for the aspectivizer is HAB)

278. make ne mu ghumnepani gele ne bam-thal-miri
long.ago TOP that Ghumnepani up TOP live-HAB-3p.PST
Long ago they used to live up from Ghumne Pani

279. go athal iskul la-ŋ-thal-ŋu
1s nowadays N.school go-1s-HAB-1s
I go to school regularly these days.

280. gu-ka sondai dzam khok-to, kamso by-thal-y
3s-ERG N.always rice cook-SC song do.3s-HAB-3s
He always sings while he is cooking.

281. go mu-llai hellolo wo ŋima-ra la-u-thal-u.
1s that-DAT daily also dream-LOC see-1s-HAB-1s/3s
I dream of him every day.

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9 they all share a basic root pi
As can be seen in the above examples, -thal- adds habitual Aktionsart. All of these examples have some reference to regular (either current or past) occurrence, with words such as athal\textsuperscript{10}, ‘regularly’, s\textsuperscript{ndai}, ‘always’, hellolowo, ‘everyday’. When punctual time words are substituted for these adverbs in the above sentences, the resulting sentences are all ungrammatical. The reason is that -thal- contributes a habitual feature to the verbs and this cannot cooccur with punctual time words, because the habitual by nature does not refer to specific events but rather to the occasional occurrence of an event.

282. *ko khep ra-m-thal-miri
one N.time say-3p-HAB-3p.PST
they were saying it once….

As per traditional terminology, the habitual is used to “describe a situation which is characteristic of an extended period of time, so extended in fact that the situation referred to is viewed not as an incidental property of the moment but, precisely, as a characteristic feature of a whole period.” (Comrie 1976: 28). The habitual can cooccur with past or non-past tense. Examples above show non-past forms, and the following show past tense forms.

283. meram akima-ra hellolo wo rok-thal-la
that 1POSS-LOC daily also come-HAB-3s.PST

athaldika ne bante l\textsuperscript{s}-ta?
nowadays TOP where go-3s.PST

He used to come to my house everyday, where is he now?

284. make ne mu ghumnepani gele ne ba-m-thal-miri.
long.ago TOP that Ghumnepani up TOP be-3p-HAB-3p
Long ago, they used to live up from Ghumnepani.

\textsuperscript{10} I believe that the similarity of form between this adverb and the habitual marked is not coincidental.
Stative -\textit{ta}-

Aspectivizer -\textit{ta}- is found with intransitive verbs, focusing these verbs into statives: \textit{g\textcircled{\textit{\textendash}}}\textit{nu} ‘to sit’ becomes \textit{g\textcircled{\textit{\textendash}}}\textit{ntasi-mu} ‘to keep sitting, to be sitting’; \textit{ph\textcircled{\textit{\textendash}}}\textit{msi-mu} ‘to wear’ becomes \textit{ph\textcircled{\textit{\textendash}}}\textit{mtasi-mu} ‘to keep wearing, to be wearing’. These verbs point to the continuation and maintenance of the state they describe. (This aspectivizer is glossed STA.)

The stative is distinct from the habitual in that the habitual is a non-continuous aspect, whereas the stative refers to a durative event. This is consistent with Comrie’s classification of aspect, as he separates imperfectives into habitual on the one hand, and continuous (also known as durative) on the other (table I, 1976: 25). According to this taxonomy, what I call the stative aspectivizer corresponds to the non-progressive aspect within the continuous (the other branch being the progressive). Comrie says that in many languages, there is a clear distinction between progressive and non-progressive, in that progressive aspect and stativity cannot cooccur (1976: 35). Interestingly, this is what we find in Thulung as well. Thulung also has a progressive, which is formed by means of a periphrastic construction combining a converbal form with the copula\textsuperscript{11}. The stative class discussed here is distinct from the progressive: although the progressive can be formed with intransitive verbs, these are never stative verbs, and there is always a clear action implicit in them.

\textsuperscript{11} This is discussed in the chapter on clause-combining.
If we compare the verb ‘to sit’ in its stative and progressive forms, gɔntasimu and gɔnsaya bumu respectively, the readings are rather different: the stative marks the maintenance of the sitting down state, whereas the progressive refers to the process of getting into a sitting position, in other words it is the dynamic dimension of the verb which is brought out.

The Nepali equivalent of verbs aspectivized with -ta- is consistently formed with the aspectivizer rahanu, ‘to remain.’ I have not found a source verb for -ta- in Thulung, but it is noteworthy that the PTB for *s-ta means ‘to put, to place’, which has the right semantic properties for grammaticalization into a durative/continuous (of which the statives form one category).\(^{12}\)

Completives

The three following aspectivizers we will see share the feature of completive aspect. This aspect, as its name implies, expresses the completion of an event, and can be translated into English with expressions such as ‘to be done with’, ‘to finish’. Additionally, the three aspectivizers add their own nuances to the verbs to which they are suffixed, and the labels I have given them refer to these distinctive features.

Definitive -so-

The salient feature of verbs in -so- is their emphasis on completion. In addition to a completive aspect which is present in all the -so- verbs, there is also a focus on another feature of completedness, which is most often the definitiveness of the action. The

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\(^{12}\) Lahu in fact has tā as a durative.

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aspectivizer is of the alternating stem class of stem I in -d. Thus allomorphs -soq-, -sot-, -sot- are found in appropriate contexts for past forms, while -so- is used as the default non-past. The aspectivizer appears in glosses as DEF.

The following pair of sentences (exs 285 and 286) shows the strong element of permanence which distinguishes the verb in -so- from the simple verb.

285. gu-ka surti ḍu-mu ḍj-soq-dy
3s-ERG N.tobacco drink abandon-DEF-3s/3.PST
He gave up smoking (for good).

286. gu-ka surti ḍu-mu ḍj-dy.
3s-ERG N.tobacco smoke-NOM.inf abandon-3s/3.PST
He gave up smoking (but might start up again any time)

Another similar pair is the following (exs 287 and 288).

287. muu-kka a-kitab grok-soq-dy.
that-ERG 3POSS-N.book throw-DEF-3s/3.PST
He threw away my book (permanently).

288. muu-kka a-kitab grok-ty.
that-ERG 3POSS-N.book throw-3s/3.PST
He threw away my book (but the trash hasn’t been destroyed and I could get it back).

The context shows that the feature imparted to the sentence by the aspectivizer -so- is a sense of definitiveness: an event in -so- cannot be undone once it has taken place.

There are three ways in which verbs in -so- are rendered in their Nepali equivalent, and these are with the verbs saknu (to finish), halnu (to throw), and paThaunu (to send), the last two carrying the same sense we have mentioned of permanence, whereas the first has a clear completive sense.
In her comparative study of Kiranti languages, Ebert relates -so- to aspectivizers in other Kiranti languages which can be traced to the source verb “to send”\(^{13}\). While so-\(mu\) does not mean ‘to send’ in my Thulung data (nor in that of Allen), there is a metaphorical connection between sending and the notion of permanently being finished with something.

\[
\text{gu-ka homsaka hon-mu basi ra-mim} \\
\text{3s-ERG like.this light-NOM.inf OBL say-3s/3-NOM}
\]

\[
\text{bela-ka \(u\)-so-ra} \\
\text{N.time-TEMP push-DEF-2s.IMP}
\]

When she says “light it like this” give her a good shove.

This sentence, taken from a Thulung recounting of Hansel and Gretel, describes Hansel’s instructions to his sister to push the witch into the fire while Gretel is lighting it. The context certainly calls for a definitive interpretation of the verb: the push is meant to permanently deal with the situation and put the witch out of commission.

If the aspectivizer is indeed grammaticalized from a now-lost verb ‘to send’, the semantics fit very nicely with the verbs which we see in -so-. ‘To send’ implies that an action is dispatched, dispensed with. This is directly connected with the main feature we see emerging from verbs in -so-. They refer to the completion of an action in such a way that it is definitively done with, and as such I have labeled -so- the definitive marker.

\text{Ponent -dzuul-}

This aspectivizer, like the previous one, adds completive aspect. (It is glossed PON.) In addition to this, there are three main features that emerge from looking at all

\(^{13}\) None of which are cognate to the Thulung.
the examples I found containing -dzul-. The aspectivized verbs break up into the following three classes:

a) Actions involving the placement of something somewhere, and the extension of this to actions carried out at a specific location.

290. hamsika oram gən-pa dym-ma gəd-dzul-u
    when this sit-Npst.PRT become-Pst.PRT sit(vt)-PON-1s/3
When she became able to sit, I set her down in a sitting position.

In example 290, a baby is set down to sit so that her mother can carry on with her own work. The -dzul- conveys both the completive aspect of the action (‘I finished setting her down’) and the fact that the child is set down in one place: she is not only made to sit, but placed in a particular location to do her sitting.

291. go nem-laŋka khadza kur-to-m bai-ra,
    1s house-ABL N.snack carry-1s/3.PST-NOM be-3s.PST
    dzhims-ta retsha lamdi-ra-ʈa
    rot-3s.PST N.seem road-LOC-EMPH
grok-dzul-to.
    throw-PON-1s/3.PST

I brought a snack from home, it seemed to have gone bad and I threw it down along the road.

The verb in example 290 leads to the reading that the snack is abandoned in one specific place, while the person is sitting perhaps. This is in contrast to the same sentence where the verb is groksotto, in which case the reading is one of the snack being tossed rather than set down, perhaps even while walking. The point is that with -dzul- the snack ends up somewhere specific and identifiable, whereas with -so- it is either more spread out or
further from the path, but at any rate, the location where it ends up cannot be found easily.

b) Things done temporarily, where the action can be undone. This is the non-permanence of action scenario (which makes it the opposite of the definitive -so-).

292. go mamtha-ka a-nem muu-llai diq-dzul-to
    1s last.year-TEM 1POSS-house that-DAT abandon-PON-1s/3.PST
Last year I left my house to him (but I can take it back later).

The use of -dzul- here conveys the non-permanence of the action, and the ability for the speaker to change her mind. This contrasts with the same sentence with the simple verb din-mu (in other words the - dzul-less version), ‘to abandon’ where the reading is necessarily one of permanence: the action is for good.

c) Things done ahead of time, such as eating for the next day, doing work in advance.

This is the preparation for second event scenario.

293. go beno-laai ghas phol-dzul-to-m bu.
    1s ox-DAT N.grass cut-PON-1s/3.PST-NOM be.3s
I have cut the grass for the ox (but will give it to him later)

This is an example of an action being carried out as preparation for future actions. The grass is cut ahead of time for the animal’s feed. The same scenario is seen in 294.

294. dika lamdi-ra krymsi-na, homlo hapa pe-dzul-a.
    tomorrow road-LOC be.hungry-2s now much eat-PON-2IMP
Eat lots now for tomorrow when you’re hungry on the road.

Today’s eating is done in anticipation of tomorrow’s hunger, and to compensate for the situation by stocking up on food. Another version of the same scenario is seen in 295.

295. go bi-ŋu-m bela-ka muhan sjaŋ-dzul-a
The non -*dzul*- equivalent of this sentence would have the action of cleaning carried out after the arrival of the speaker, whereas here it must precede the arrival. This too is an example of one action, signalled by the verb, being carried out in anticipation of another, which can either be explicit, as in these last two examples, or implicit, as in the example about cutting the grass (where the fact that it is cut in anticipation of feeding the ox is understood but not stated).

We have seen the three main scenarios which emerge from the use of verbs in -*dzul*-, and I believe they are all very much related semantically. It is useful to think about the path of grammaticalization of the aspectivizer. A strong candidate for the source verb should be the verb ‘to place’, but here we run into a little trouble: the closest candidate phonologically (with the same vowel) is *dzul*-mu, which means ‘to put aside for someone’, whereas the best semantic match would be the verb ‘to place, to put’, which is *dzyl*-mu. The two verbs are clearly very close, both phonologically and semantically, and the scenarios for -*dzul*- can be seen to be related to both verbs, with ‘to put aside for someone’ leading to the preparation for a second event scenario, while ‘to place’ leads to our main reading.

We will assume that the core notion conveyed by the aspectivizer is indeed that of placing something somewhere. This is a basic notion, and the other readings are natural extensions of this concept. The centrality of object placement is the reason I have chosen
to call this aspectivizer the ‘ponent’. The preparation for another event scenario\(^{14}\) comes out of the frame through which placing something somewhere is a deliberate, thought-out gesture, and as such can serve as the stage upon which another action is set. The non-permanence scenario, instead, comes from the fact that when an object is placed somewhere (rather than thrown or scattered) then it is somewhere specific where it can be found. If it can be found, it can also be picked up again, and the action is reversible.

This last scenario of reversibility of action is particularly pleasing in the light of our analysis of -so- in the preceding section. -So-, also a completive, is interpreted as adding a definitive, ‘for good’ reading to the aspectivized verbs, which is precisely the opposite of the non-permanent reading which emerges from some of the -dzul- examples. This provides a nice symmetry in the potential for expression of the completives.

Resultative -le-

Verbs formed with -le- are also completive, but have the added feature of resultativeness. By this, I mean that the event has been carried through to its logical conclusion, which is the attainment of the state implicit within the action. (This aspectivizer is of an alternating stem class, with stem I in -\(\ddagger\). Thus allomorphs which appear are -\(\text{led}^-\), -\(\text{le}^-\), -\(\text{led}^-\) where appropriate, whereas the default non-past form is -le-.

The gloss used is RES)

An example makes this clearer:

\(^{14}\) Assuming that this is indeed derived from the central concept of ‘placing something somewhere’, rather
If I eat lots of ghee, I’ll be fat.

This example is contrasted with the unaugmented version which would be the verb *bǝllo* *dymmu*, ‘to become fat’. Instead the resultative version points to the state which is a result of the action, namely, to be fat (or to have become fat).

Other examples reinforce this interpretation.

A very thirsty person (i.e., a person having reached an incredible state of thirst)

The element of reaching a certain state is important because it is the main distinguishing feature between verbs in *-le-* and verbs without. There is a significant difference between becoming thirsty (*kwaraka lele dym-mu*) and having become thirsty (*kwaraka lele dym-* *len-mu*).

Another expression for which a verb in *-le-* is very commonly used is *nɔ tshem-len-mu* ‘to become mature’ (literally ‘to develop in the brain’), as in the following.

How fast children these days become mature.

Here too, maturity is a state which is achieved, and indeed, the process of becoming mature is the expression *nɔ tshem-mu*, without the *-le-*.

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15 This is a mysterious verb which seems to be *lenmu*, in infinitive form, and which does not exist nowadays as an independent verb. It appears in periphrastic constructions expressing progressive (see Clause-combining) and as the possible source for the resultative aspectivizer discussed in this section.
for being drunk, *dy-ka sen-len-mu*, which stands in opposition to *dy-ka sen-mu*, ‘to get drunk’.

Thus we have a good number of examples of verbs which describe an action, and when they are formed into verbs with *-le-*, the reading becomes the attainment of the state which is the result of the action.

One very common use of *-le-* is with *si-mu*, ‘to die’. In fact, most references to dying in my texts were as verbs with *-le-.*

299. go mi-gk-thi-ŋa a-bep sim-le-mri
1s NEG-be.born-NEXP-EMPH 1POSS-grandfather die-RES-3p.PST
I wasn’t born yet when my grandfather was already dead/had already died.

300. go gɔ-mu bhanda ŋado a-bep si-mri.
1s be.born-NOM N.comp early 1POSS-grandfather die-3p.PST
Before I was born my grandfather died.

When first noticing examples of *sim-len-mu*, I thought it was a matter of the sequencing of the death to the other events being narrated, but it turns out that it is instead the simplest interpretation which fits best: *-le-* contributes the same resultative feature, and *si-mu*, which focuses on the process of dying, becomes *sin-len-mu*, where the key feature is the resulting state.

This resultative feature is the main one we see in addition to completiveness, but there is also another dimension present, which follows fairly naturally from the focus on resulting state. Certain examples, mostly concerning the consumption of food or drink, must be interpreted in terms of a scenario where it is the amount consumed which is surprising to the participants.

301. mu-ŋka muk-kom dzam u-twak-ka-ŋa py-tek-dy retsha.
that-ERG that-much rice 3POSS-self-ERG-EMPH eat-RES-3s/3.PST N.seem
He ate that much rice on his own!

I believe these can be seen as an extension of the attainment of a state scenario. *Mtukom dzam*, the amount of food found surprising by the speaker of the sentence, can be seen as the bar which is cleared, leading to the eater’s being propelled into the exalted state. The same applies to examples with drink, such as the following.

302. muu-mim-ka muuk-kom dy qum-le-mri ma that-PLU-ERG that-much alcohol drink-RES-3p/3.PST AS

wo pheri bi-saŋa ba-mri
also N.again beg-AC+EMPH be-3p.PST

They drank that much alcohol and they were begging for more.

303. a-beno-lai ko bhaqə ku gwak-to-m
1POSS-ox-DAT one N.pot water give-1s/3.PST-NOM

ne khotle qul-leq-dy retsha
TOP all drink-RES-3s/3.PST N.seem

I gave a pot of water to my ox and he drank up the whole thing.

Managing to accomplish something seen as surprising in all three examples concerned with consumption can be seen to be parallel to the attainment of a state scenario which I am claiming is the main distinctive feature of verbs in -le-.

Yet another use of -le-, but which I believe can be explained simply, is with verbs of motion.

304. go bia-qə lə-ŋro-m bai-ra gharkoŋ
1s N.wedding-LOC go-1s.PST-NOM be-3s.PST N.second

ba-ŋro ma bi-ŋro.
be-1s.PST AS come-1s-RES-1s.PST

I went to the wedding, stayed a second, and came back.
Again my first encounter with such sentences left me confused as to how \textit{-le-} was functioning with these motion verbs, and what could possibly be the resulting state. But again, we can interpret the result of the action as the present location of the participant, and this is equivalent to a state: the state of being gone from the party in the first case, and the state of being gone in the second.

We have seen in the above section how \textit{-le-}, while being a completive (like \textit{-so-} and \textit{-dzul}), distinguishes itself by having a resultative focus. The main function is to render actions into the resulting states. This is extended, quite naturally, into a ‘managing to accomplish something’ scenario, where the accomplishment of something surprising leads to a new state for the performer. The resultative interpretation also accounts for motion verbs, which, in their aspectivized form, describe the state of presence or absence of the agent.

\textbf{Intensifier -tha-}

The role of aspectivizer \textit{-tha-} is initially fairly difficult to see, because the verbs to which it is suffixed have quite varied semantic ranges. The following sentences show some of the range covered by these verbs, with the aspectivizer labeled ITF in the glosses.
306. oram dzam pom-tha-mu ni, etha mytsy-ka ḍar-sa-mi
    this rice eat-ITF-NOM N.indeed now person-ERG meet-BEN-3p
Eat up this food quickly, someone has arrived for us.

307. go müi-lai thama somma lɔ-tha[-pu
    1s that-DAT later N.until wait-ITF-1s/3
I’ll wait on for him, until later.

In the first example, -tha- highlights the speed of accomplishment of the action. In the second example, on the other hand, the emphasis seems to be on the duration of the waiting.

In yet another sentence, another sense is brought out by -tha-.

308. meram-lai mi-su tableName-ne suui-tha[-dy retsha
    that-DAT NEG-tell-IRR say-1s/3.PST-NOM TOP tell-ITF-3s/3s.PST N.seem
I told him not to tell but he said it anyway.

An examination of a number of further examples reveals that the function of -tha- is to emphasize the maximum potential of the action it modifies: the verb is one which exaggerates the action, taking it to an extreme. Ebert (1994: 63) points out the possibility of -tha- in Thulung coming from the verb than-mu ‘to take out, remove’. This source verb fits both phonologically and cognitively, and there is in fact a parallel grammaticalization in English, seen in expressions such as ‘eat away’, ‘hide away’, ‘waste away’. The use of ‘away’ presumably derives from the concept of removal, but has grammaticalized into a sense of doing something maximally, in other words either focussing on the extent of time (as with ‘to wait’), or the speed/amount (as in ‘to eat away’), or the efficiency of the action (as in ‘to hide away’).

An extension of the maximal performance of an action can be, for certain verbs, the suddenness and speed with which it is carried out, as in the following.
309. haṅko tsito ku pu-thaq-dy
how N.fast water emerge-ITF-3s.PST
How fast the water came gushing out!

310. go mi-tsobe-mu ra-ηro-m ne oran-ka
1s NEG-dip-NOM.inf say-1s/3.PST-NOM TOP this-ERG

tsoby-thaq-dy retsha
dip.3s-ITF-3s/3.PST N.seem

I said I wouldn’t dip it in but he dunked it all of a sudden

311. ghume bo-mu thale-thaq-dy
walk do-NOM.inf start-ITF-3s.PST
He started all of a sudden to leave.

In example 311, the verb is in an odd form, as the root is a Nepali verb. Thulung has a fairly productive process for borrowing verbs from Nepali: -e is suffixed to the borrowed root, which is followed with a Thulung infinitive. This is most often bo-mu ‘to do’ to form analytic causatives from borrowed verbs. This is the only instance I have seen where than-mu (‘to remove’) is used as the infinitive in such a structure, and the result is a maximal reading of the borrowed verb, similar to those that use -tha- as an aspectivizer.

312. muu-llai dzam gwak-tha-ra, hoṛar by-mim bu
that-DAT rice give-ITF-2sIMP N.hurry do.3s-NOM be.3s
Hurry up and give him food, he’s in a hurry.

313. ham ra-mu khap-na-m bai-ra rak-tha-ra ṇado
what say-NOM.inf be.about.to-2s-NOM be-3s.PST say-ITF-2sIMP fast
Quickly say what you were about to say!

The patterns we see in verbs with -tha- do hold together quite well: there are those verbs which emphasize the speed of the action, as with the last two examples (312 and 313). There are those where it is the suddenness which is relevant, as we saw above. There is also the long duration of the action, as with examples where the main verb is ‘to
wait’, and indeed for stative verbs such as waiting, we could not very well have speed of action, so it is the ‘maximal action’ scenario which is useful in these cases.

314. mesinə khou dzy-tto-m bai-ra, o-kka
   there money place-1s/3.PST-NOM be-3s.PST this-ERG

   bante tho-thaq-dy retsha
   where hide-ITF-3s/3.PST N.seem

   I put the money there, someone must have hidden it away somewhere.

315. meram-lai mi-su-jə ra-ŋro-m ne sut-i-thaq-dy retsha
   that-DAT NEG-tell-IRR say-1s/3.PST-NOM TOP tell-ITF-3s/3.PST N.seem

   I told him not to tell but he said it anyway.

Examples such as these are hard to fit into the scenario, but if we take the speed/suddenness aspects of the aspectivizer, we can see how they might apply in these cases: perhaps the speed with which the money was hidden which results in the speaker being unable to find it or account for it. And in the second example, the speed or suddenness of utterance could account for the lack of control on the part of the person trying to prevent the other from saying certain things.

We have seen that speed and suddenness are key features of -tha-, fitting into many of the scenarios where the verbs appear and useful even to explain some examples which initially look aberrant. However, because of other examples such as with stative verbs like ‘to wait’, the most comprehensive interpretation of -tha- is as an aspectivizer which brings out the maximal performance scenario of the action being carried out.

The aspectivizer used here is an alternating stem verb, with stem I in -q.

Allomorphs for past forms are -thaq-, -that-, -thaq-, with -tha- considered the default for appropriate non-past forms.
Approximative -bal-

This aspectivizer is not very common, and I found it concentrated in the speech of a few individuals, not appearing at all in that of most others. There is in fact a certain amount of confusion surrounding -bal- and -bhal-, both in terms of what it really adds to the sentence and its distribution. My principal informant feels that -bal- is the aspectivizer, and that the form bhal only occurs as a spatial term, its use as an aspectivizer being ungrammatical and merely a matter of confusion with the spatial term. Her cousin, from the same village and of the same age, believes instead -bal- and -bhal- are interchangeable as aspectivizers, and offered the possibility that some villages use only -bhal- as an aspectivizer. I collected instances of both -bal- and -bhal- being used as aspectivizers (but only bhal as a spatial term), seemingly contributing the same semantics: these verbs share an approximativeness about the action, manifested either through the lack of a clear direction of action, lack of a specific object, or lack of specific time frame. The aspectivizer is glossed APX, and -bal- has a non-alternating stem.

316. mamtha nəna be-u-bal-to
    last.year last.last.year do-1s-APX-1s/3.PST
    I did (these things) last year and the previous year.

317. *mamtha be-u-bal-to
    last.year do-1s-APX-1s/3.PST
    I did (these things) last year.

In looking at this pair, it seems that the second is considered ungrammatical because the time frame was reduced and therefore perhaps made too precise. In order for -bal- to be permissible, there had to be more vagueness with respect to the time frame of the action.
This contrasts, however, with other sentences in which a time word such as
*mamtha* and aspectivizer *-bal-* are able to coexist.

318. muu-miŋ-ka mamtha-ka akima bhore wo deusi bi-m-bal-miri.
that-PLU-ERG last.year-TEMP 1POSS near also festival beg-3p-APX-3p.PST
They begged around near our house as well last year at the festival.

Perhaps the time word becomes permissible because of the vagueness both of the location
(‘near our house’) and the general directionlessness of the action. On the other hand it
may be grammatical here simply because *-bal-*, not being a commonly used aspectivizer,
has led to some idiosyncratic usages.

Generally though, the examples all point to a lack of focus either in the direction
of the action (for verbs of motion), such as in the following.

319. oran-ka bante meno si-bhal-ly retsha
this-ERG where there teach.3s-APX-3s/PST N.seem
That one has taught around everywhere.

320. go mukli bhore ghume dym-bhal-ŋoro
1s Mukli near N.walk become-APX-1s/PST
I wandered everywhere around Mukli.

321. a-so bai-ra-lo bante meno kam be-u-bal-to,
1POSS-strength be-3s/PST-SS where there N.work do-1s-APX-1s/PST
atha ne so
now TOP strength
huk-ta mi-tsha-pu
finish-3s.PST NEG-be.able-1s

When I was strong I did work everywhere, now my strength is gone and I cannot.

Another possibility is the lack of purpose and goal, such as

322. mu tsutsu, sy lwa-sy, muu-nu-m-ŋa do-bal.
that child who see-3s/3 that-levLOC-NOM.rel-EMPH move-APX.3s
That child, whoever she sees, she moves towards.
That dog was pulling around at my clothes, where did he go put them?

The child is an aimless creature, attempting to go, perhaps not very successfully, in the
direction of anything that moves. The dog is similarly unfocussed in terms of a goal, and
pulls at the clothes playfully but without true aim.

Some examples are less straightforward:

I gave him a little money last year, and now I stopped giving.

In this case, the recipient of the money is specified, and -bal- is perhaps used to maintain
the vagueness about the amount given, with the aspectivizer serving to downplay her
contribution to this person.16

In the examples we have seen, and indeed all those I have collected, the general
function of -bal- and -bhal- appears to be the same. Verbs with this aspectivizer lack
focus, having some usually important notion unspecified, be this the location of action,
the patient, the time.

16 This sentence is peculiar to begin with, complicated by different notions of the meaning of charity from
those in the West.
The other use of *bhal* is with spatial terms, and this appeared much more commonly than as an aspectivizer. It tends to be used with a nominal, and modifies it spatially, making the location more approximate, more vague.

325. ini-delphu *bhal* bi-ŋro-m bai-ra, khlea retsha.
    2POSS-house.front near come-1s.PST-NOM be-3s.PST dog N.seem
    I went near the front of your house, and a dog was there.

326. othotse inima *bhal* ma haŋko ny-ra.
    this.year 2POSS near grain how.much be.ripe-3s.PST
    So much of the grain nearby your house got ripe this year!

In both of these examples, *bhal* follows place nouns, but it can also occur independently as a spatial term.

327. *bhal* lɔk-sa
    near go-2IMP
    Go off a little (but not too far)

    Spatial terms in Thulung deserve much longer treatment (as is predictable considering the language is spoken in the Himalayas!), and I give these few examples of *bhal* because they show the terms used for designating space, but there too has the same property as the aspectivizer of keeping the location vague. If this is indeed the source for our aspectivizer, it would have been extended from spatial vagueness to lack of focus on other levels as well.\(^{17}\)
Directional verbs

Thulung, as a good Himalayan language, has a certain number of directional verbs, which encode vertical as well as horizontal direction. I include these directional verbs in this chapter because they are compound verbs, with the first verb being the main one and the auxiliary adding semantics which make the compound more precise. The list of directional compounds in Thulung is as follows:

rojomu--to arrive here from up above
rogemu--to arrive here from down below
rothimu--to arrive there (from either up, down or across)
rophamu--to arrive here (from any direction)
robimu--to arrive here (from any direction)

Some sentences illustrate their use.

328. paphlu-ku ḍjl-ra roget-toko
Paphlu-GEN hill-LOC arrive.up-1pe.PST
We arrived up at the hill in Paphlu.

329. mal-to          mal-to       hapa hunu bhal ḍ-tsi, stubdi-ku lamdi-ra rothin-ṭsi
Search-SC  Search-SC much far    near go-3d, forest-GEN path-LOC arrive-3d
Searching and searching, they go very far, and arrive at the path for the forest.

The verb ro-mu is ‘to come’, and we can see that it is still the main verb in all of the above directional compounds. The verbs jo-mu, ge-mu and bi-mu all exist synchronically, meaning ‘to come down’, ‘to come up’, and ‘to come, to get closer’ respectively. Pha- and thi- are the two auxiliaries which I cannot identify, although Allen (1975: 74) lists both roots pha- and thi- as meaning “to give”.

17 This is reminiscent of English ‘around’ which combines with verbs to create the likes of ‘fool around’, ‘hang around’, ‘beat around (the bush)’.

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Aspectivizers denoting suddenness:

There is also a class of aspectivized verbs of the shape vV, where the main verb appears after the aspectivizer. All the aspectivized verbs seen above have postverbal aspectivizers, but there is a small class of aspectivizers which is made up of a preverbal aspectivizer and a main verb. They are also unusual in that these preverbal aspectivizers are limited to a single lexical item in their occurrence, never appearing (at least synchronically) with any other verb. Additionally, they all seem to add the same Aktionsart to the verbs they modify: in all cases, the preverb adds a dimension of suddenness to the aspectivized verb.

The list is as follows:

pulitsharmu--to make something fall quickly (cf tsharmu--to make fall)
lathanmu--to pull out suddenly (cf. thanmu--to pull out, vt)
tshagromu--to throw immediately (cf. gromu--to throw)
buŋswamu--to flee quickly (cf. swamu--to flee, vi)
tsuukrwamu--to push in violently, suddenly (cf. krwamu--to push into, vt)
lebbomu--to throw someone down violently during a fight (cf. bomu--to throw in anger)
thsokkonmu--to drench all of a sudden (cf. konmu--to make wet)

My attempts at finding any remnants of lexical items which might elucidate the preverbs were unsuccessful, although the main verb exists independently in each case. The difference in meaning between the aspectivized verb and the main verb is always one of the suddenness with which the action is carried out.

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18 An entire book is devoted to this theme: Himalayan Space: cultural horizons and practices (edited by Balthasar Bickel and Martin Gaenszle, 1999, Voelkerkundemuseum Zuerich)
It is interesting that this language should have a number of productive aspectivizers, seen above, and then a set of completely unproductive ones as well. There is a certain inefficiency to having a number of different preverbs, in each case limited to a single lexical item, to express the same Aktionsart of suddenness. One explanation is that these are in fact onomatopeia, where the aspectivizer is in fact the rendition of the sound made when the action is carried out suddenly. This sound symbolism idea is quite appealing: the aspectivizers are perhaps not verbal at all, but rather adverbial accompaniments to better describe the swiftness of the action. This would in fact account for their position in front of the verb, as that is the position of adverbs in Thulung, as distinct from the postverbal elements which are so different in nature.
In this chapter I discuss four clause-combining strategies, two of which are based on *converbs* and another two on morphemes combining with finite verbs, which I label *sequencers*. The converb is defined as “a nonfinite verb form whose main function is to mark adverbial subordination” (Haspelmath 1995: 3), and two such forms exist in Thulung for the purposes of the building of multi-clause complex sentences. Converbs are considered to be part of the inflectional paradigm by some scholars (Haspelmath 1995), yet do not contain any information about inflection, aspect, or tense. It is for this reason that they are considered non-finite (although Ebert suggests, 1999, that finiteness is scalar rather than absolute in this part of the world).

The sequencers primcombine with finite verb forms, and the verb’s inflectional and tense/aspect material is therefore present (although other degrees of finiteness, such as participial forms, are sometimes seen). -lo, which is used in temporal subordination, is restricted to verbs, but *ma* appears with nouns as well as sentence-finally, apparently also in a conjoining function.
-to, -saka, -lo, ma, comprise the main mechanisms for combining clauses in Thulung1. They are discussed below as they appear in natural discourse situations, most of the data being taken from conversation and story narration. In my analysis of these clause-combining techniques, I conclude that both the converbs and sequencers can be used for the same, rather varied functions. In order to distinguish the clause-combining material, I use the terms anterior and simultaneous: -saka and ma fall into the anterior category, and -to and -lo are considered primarily simultaneous. What is important about these labels is that they concern the primary but not unique functions of the clause-combining suffixes and particles: the main function (in terms of frequency, but possibly also in terms of the original use of the material) of -saka and ma is to establish an anterior relationship between the marked material and that in the main clause, while the primary function of -to and -lo is to mark simultaneity between the marked clause and the main clause. These labels then serve as an indication of the most frequent function of these clause-combining materials, but what is interesting about the language in its current state is that all functions can be covered by any of these suffixes or particles. To illustrate the similarity in the range of functions of both the converbs and the sequencers, the discussion is ordered in the same way for each clause-combiner (only the categories which apply in each case are present in the relevant section): adverbial use, expression of manner, simultaneous clauses, sequential clauses, embedded quotation, periphrastic construction, recapitulation

1 Other clause-combining phenomena include relativization, complementation, and these are treated in a
Converbs

The converbs are forms which are used in clause-chaining, indicating an asymmetrical, dependent relationship with the main clause. They are non-finite forms, with no indication of tense/aspect or verbal inflection, and their subordinate status hinges on the fact that converbal clauses cannot stand alone. Converbal forms are used for subordination of the converbal clause to the main clause of the sentence. Generally, the functions conveyed by such subordinate clauses are of manner or sequential relationship, and this is what we see in Thulung as well. Haspelmath discusses the nature of converbs in relation to medial verbs, and decides that these terms apply to what is most probably the same category, converb being the term used for languages of South Asia, while medial verb is used for Papuan languages.

Thulung has two converbal forms, formed from the suffixes -to and -saka. In describing their functions, our main goal will be to determine what distinguishes them.

Converb in -to

Converbal forms in -to are used primarily to encode the simultaneity of the converbal clause with the main event, but other functions include manner adverbials, sequential linking of clauses, as well as occasional use for the embedding of quotes and a periphrastic construction expressing progressive aspect. Reflecting its predominant function, I label this converb the Simultaneous Converb (which appears in glosses as SC.)
The converb in -to is formed by suffixing -to to the Stem I of alternating verbs, with the appropriate morphophonological changes on the stem to accommodate the ending. Verbs with underlying stems use the stem without the emergent phoneme but with the reduplication of the initial of the ending, as with inflected past forms. Non-alternating verbs use their single root to form the converb.

A chart shows the infinitival and converbal in -to forms for verbs from each stem class:

<table>
<thead>
<tr>
<th>Verb type</th>
<th>infinitive</th>
<th>converb in -to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stem I in -k</td>
<td>rja-mu, to write</td>
<td>rjak-to</td>
</tr>
<tr>
<td>Stem I in -p</td>
<td>rem-mu, to see</td>
<td>rep-to</td>
</tr>
<tr>
<td>Stem I in -ŋ</td>
<td>sen-mu, to kill</td>
<td>set-to</td>
</tr>
<tr>
<td>underlying -ŋ</td>
<td>dũ-mu, to drink</td>
<td>dũt-to</td>
</tr>
<tr>
<td>underlying -s</td>
<td>lwa-mu, to see</td>
<td>lwat-to</td>
</tr>
<tr>
<td>underlying -i</td>
<td>tsä-mu, to burn</td>
<td>tsat-to</td>
</tr>
<tr>
<td>non-alternating in -l</td>
<td>mal-mu, to search</td>
<td>mal-to</td>
</tr>
<tr>
<td>non-alternating in -r</td>
<td>kur-mu, to carry</td>
<td>kur-to</td>
</tr>
<tr>
<td>non-alternating in -m</td>
<td>plym-mu, to put in water</td>
<td>plym-to</td>
</tr>
<tr>
<td>non-alternating in -n</td>
<td>mun-mu, to establish</td>
<td>mun-to</td>
</tr>
</tbody>
</table>

Table 31  Formation of converbal form in -to for various verb classes

**Expression of manner**

Converbs are considered to be adverbial modifiers, and the function of expressing manner is aligned with this definition. Converbal clauses with this function describe the manner in which the main event (of the clause to which the converbal clause is subordinate) is carried out. The alignment of what is primarily a simultaneous converb with the expression of manner is not limited to Thulung, and found in Chantyal (Noonan

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2 Interestingly all except for the verb types with underlying phonemes have the same form for the converb in -to and the 1s/3s past form.
1999: 405\textsuperscript{3}), Burushaski (Tikkanen 1995: 492\textsuperscript{4}), Bantawa (Ebert 1994: 115). In fact, the interpretation of simultaneous clauses as potentially involved in the expression of manner appears to be well-established.

330. thursi dwak-to po-mu gwak-tytsi-ʔe
    happy like-SC food-NOM.inf give-3s/3d.PST-HS
    She happily fed the two of them.

331. mi-tsap-to wo sathi-num ləs-ta
    NEG-able-SC even N.friend-COM go-3s.PST
    Even though she was (hardly) able (to follow them), she went with her friends.

A subset of the converbal manner clauses is a type of construction which involves a converbal clause followed by a main finite motion verb. In such cases, the relationship between the converbal and main clauses is very close: the same combinations of converb and motion verb are seen quite often, generally there is no lexical material inserted, and the converb is sometimes reduplicated. The motion verb behaves like an auxiliary, indicating general aspectual information about the verb which carries the semantic weight, which happens to be converbal in form. The fact that lexical material can sometimes be inserted between the clauses suggests that the grammaticalization process has not yet been carried out fully in this construction.

The motion verbs involved in this construction are the following:

- to + ləmu (to go)
- to + romu (to come)
- to + bimu (to come)
- to + genmu (to come up)

\textsuperscript{3} “The basic meaning of the progressive [=simultaneous] converb allows for a range of interpretations which includes the expression of manner…”
By far the most common of these constructions is with  لما, and a few examples are shown here.

332. meram tsahi wakha wakha  male  lk-si
that CONTR slowly slowly search-SC go-1pi
We’re going to go search for it (ie whether the story is true) slowly.

333. paret-to paret-to  las-ta-m  patshi, …
N.learn-SC N.learn-SC go-3s.PST-NOM N.after
After she went off to study, …

334. homlo tsahi meram ham dys-ta bhane
now CONTR that what become-3s.PST N.QUOT
khâle-ka bitsar  bet-to  la-ma-lo…
all-ERG N.think do-SC go-PST.PRT-SS

Now, though, when everyone went and thought about how that was, …

The motion verb لما, ‘to go’ indicates the initiation of an action or even a thought process.

The verb ロー, ‘to come’, can sometimes imply a purposive sense to the sentence, as in the first example.

335. lo  bit-to  rok-ta
frog beg-SC come-3s.PST
He came begging for frogs.

In other cases, it does not add any aspectual meaning.

336. dzæŋöl  dym-to  ro-tsi-lo
N.forest finish-SC come-3d-SS
When they come out of the forest…

337. meram wak-pa  luŋ  khłk-to  khłk-to bik-tsi-lo
that shine-Npst.PRT stone follow-SC follow-SC come-3d-SS

4 Where one set of converbs is referred to as “simultaneous same-subject temporal/manner converbs.”
When they follow the shining stones they arrive home correctly.

In this example, the converb *khlɔ-mu*, ‘to follow’, already indicates motion. The motion verb *bimu* contributes to the sentence the directional sense of “coming”, which implies a return to the point of departure, appropriately, as the children are heading home.

The verb *gen-mu* does not appear to impart any aspectual meaning.

Dragging his machete along noisily, he came up.

When lexical material is inserted, there is still a sense that the construction is to be interpreted as one event rather than two separate clauses. In my data, the inserted lexical material is adverbial.

They go search very far away.

The dog, following the deer with the boy, goes ahead.

There are no instances of new arguments being introduced between the clauses in this type of construction.

The connection between this construction and manner is in the converb’s modification of the motion verb event, to the point that the semantically fuller verb acquires the converbal form.
Simultaneous clauses

Converbal phrases can also be used to describe an event occurring at the same time as that of the main verb, describing two simultaneously occurring events.

341. mepma mepmam dykha **bet-to**, bolla kitsu
like.that like.that N.difficulty do-SC, N.finally a.little

neŋ-gunu tsupnu be-pa dys-ta.
house-inside ouside do-Npst.PRT become-3s.PST

While I was struggling, she finally grew to be able to do a little [work] inside and outside the house.

342. go tsahi ɔnek **mal-to**, mebore bante
1s CONTR N.everywhere search-SC, all.around where

suul-ka djak-ty
leave-INSTR cover-3s.PST

As I looked around, everywhere leaves covered [the ground].

343. “…” rak-to baikhere **bet-to** kwa dęb-ry-ʔe- lo
say-SC mutter do-SC mud pound-3s.PST-HS-SS

“tsjartsjar” rak-ta-ʔe
[onomatopeia] say-3s.PST-HS

When, muttering “…”, he pounded the mud, the sound “ciarcia” came out.

344. u-bahini **khrap-to** u-dadzju-lai suii-ry-ʔe
3POSS-N.sister cry-SC 3POSS-N.o.brother-DAT tell-3s/3s.PST-HS

“hom hom rak-ta ŋami-ka gana-lai”
“like.this like.this say-3s.PST hag-ERG 2s-DAT”

His sister, crying, told her brother “the hag said these kinds of things about you…”
These examples are just a few which illustrate the use of the converb in -to to express simultaneously occurring events. The difference with converbal manner clauses is that with a manner situation, the arguments are the same across both clauses, a requirement which is not made of simultaneous clauses. Simultaneous clauses usually refer to completely distinct events in each clause.

Sequential clauses

Converbal clauses can also chain events into a sequence. This is significantly different from the relationship brought about by a converb used to express manner or simultaneity. A similar relationship between a primarily simultaneous converb and the expression of sequence is seen in Chantyal (Noonan 1999: 407-8)

345. krisi kam bet-to, ‘british army’ lọ-ọro
    N.farmer N.work do-SC, British Army go-1s.PST
    I did farmer’s work, and then went to the British Army.

346. mu tsutsuu-mim ne khọtle lok-to, pet-to, mu u-bala-mim
    those child-PLU TOP all bring-SC eat-SC that 3POSS-N.bracelet-PLU
    tsọọra orar-ra ba-i-thal-la?e
    after N.cave-LOC stay-3s-HAB-3s.PST-HS
    The children were brought to the cave, eaten, and their bracelets remained in the cave afterwards.

347. a-tsọọtsọọ bi, koibela ne, pọrke be-u-mim ni,
    1POSS-back come.3s N.sometimes TOP N.hit do-1s/3s-NOM N.well,
    neholo pọrke bet-to-m u-pap-ka dzọndai seṣ-ṣiri
    once N. hit do-SC-NOM.rel 3POSS-father-ERG N.nearly kill-3s/1s.PST

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5 This is similar to the use of the -te form in Japanese.
6 The progressive converb -kay can sometimes be used to express a sequence of events.
She comes on my back, and sometimes I hit her, and once I hit her and her father nearly killed me.

The above three examples cannot be interpreted in any way but as sequential clauses. In the first example, being a farmer and joining the army cannot cooccur, and must therefore be sequentially related. The third example shows an action (hitting the child) which brings on another, a causal relationship which must also be sequential.

In some cases of sequential events, a certain amount of ambiguity exists as to whether we have a converb or otherwise inflected verb, because the ending for the 1s/3s.PST form of transitive verbs is also -to. Examples such as the following are ambiguous as to whether or not the verbs are inflected and the clauses are apposed, or whether instead it is converbs which are chained.

348. ḥɔɾ be-utoma rukh-ɖọla hu-ŋro ma, ghas phɔl-to
   N.hurry do-1s/3s.PST-AS N.tree-above climb-1s AS, N.grass cut-SC?

   nɔl  hip-to  dale phɔl-to.
   N.millet cut-SC? N. leaves cut-1s/3s.PST.

   I hurried and climbed into the tree, and cut grass, and cut millet, and cut leaves.

Because the converb in -to has the function of chaining sequentially, as well as simultaneously, the ambiguity is unimportant, as the interpretation of the sentence remains the same either way. The sequential function is interesting for a converb, which, as an adverbial modifier, seems like it is more natural for adverbial modifiers to express manner than simultaneity. It is conceivable that the ambiguity described above, with the similarity of the converb in -to to the very commonly recurring 1s/3s.PST inflection, could have resulted in the extension of the converb in -to to sequential use.
Embedded quotations

The “double say” construction is fairly common in South Asian languages for the embedding of direct quotation: a special form of the verb functions as the quotative, signalling the embedding of what precedes, and it is followed by a finite form of another verb of utterance. This type of construction occurs in Thulung, with the converb rakto as the quotative marker, but it occurs very infrequently. Direct speech is much more often embedded with no quotative marker at all. One possibility for the cases where the quotative does appear is that it is due to contact influence of Nepali, which always uses a quotative.

349. “subupoka tɔ-ŋi pari ku-ka do-ŋi” rak-to
cock c row-3s/1s heaven water-INSTR wet-3s/1s” say-SC

baikhere bet-to kwa ḍeb-ry-lo…. 
mutter do-SC mud pound-3s/3s.PST-SS…

When, muttering “the cock will crow for me, and the heavens will wet me”, he pounded the ground….

However, this quotative construction does not occur with any great consistency, and more often, the embedded quote is merely inserted directly into the text unmarked.

A simple example shows this, and any number of examples could illustrate the lack of a quotative marker equally well.

350. mʊpatshi ne « gana ne bhɔtuwa re hunu lɔk-qa »
after TOP « 2s TOP N.nomad FOC there go-2IMP »

bem-ri ma, mʊdɔdɔm-ka 
do-3p.PST AS, they-ERG
After that, « you, nomad, leave », they said, and they prepared to chase him away.

The verb of utterance is simply *bomu*, ‘to do’, but the reading as direct quotation is clear from the use of the pronoun (in a story where participants are otherwise all third persons) and context.

*Periphrastic construction*

Converbs are often used in periphrastic constructions, with a locative or existential copula (Haspelmath 1995: 43). The converb in *-to* is used in such a construction with an auxiliary, *lenmu*, rather than with a copula. This verb does not, as far as I was able to determine, have any meaning synchronically and is limited to two constructions: the periphrastic construction with the converb in *-to* (discussed presently), and also as an aspectivizer, *-le*\(^7\), inserted into verbs to form aspectivized constructions, with a resultative reading.

In the construction with the converb, no lexical material\(^8\) can be inserted between the converbal form and *lenmu*, which implies the monoclausal nature of the combination and suggests a process of grammaticalization.

351. *liser sit-to le-ry*
    millet bear-SC aux-3s.PST
    The millet is bearing fruit.

\(^7\) This is discussed in the chapter on Aspectivizers: *-le* is the auxiliary *lenmu*, which is the same verb we see here.

\(^8\) Except, in one instance, for an emphasis marker *ŋa*. This has parallels to the other converb also used in a periphrastic construction, *-səŋa bumu*, to form the progressive.
352. тोरो होम्लो तस्हि मनेट-टो ले-मा तस्हि परम्परा
N.बुत नो CONTR रेस्पेक्ट-SC आयु पर-पार्ट CONTR N.त्रादिशन

पद्धसार-का बिा बि-लो…
N.आनुसार-INSTR N.म्यारीजन डो.1पी-SS

But now when those of us who believe [in Hindu religion] get married…

353. किराती-का होम्लो सोम्मा तिका साधारण बाट-टो ले-मी
Kiranti-ERG now N.अंतिक N.तिका N.साधारण wear-SC aux-3p

Kirantis until now are wearing simple tikas.

This construction conveys a progressive aspectual meaning. However, the most common
means of forming the progressive is another periphrastic construction, involving the other
converb, in -saka. Although the lenmu construction also appears to be progressive, it is
used much less frequently. This comes across most noticeably in the following excerpt
(taken from a discussion on the improvement of society)

354. मेराम वा कर्मोसा सोरकर-का बेसान्या ले-र्या
that also N.ग्राद्युय N.सरकार-ERG do-AC+EMPH aux-3s.PST.

ठोप्खो मॅन्त्री-मिउ-का बेटो-णा ले-मी. दजंटा-का
N.or N.मिनिस्टर-PLU-ERG do-SC-EMPH aux-3p. N.सत्ता-ERG

वा माग बेटो-णा ले-मी. तोरो
also N.देमांड do-SC-EMPH aux-3p. N.बुत

होम्लो-म अमा उदेस तस्हि कु-कम सोमस्ता
now-REL 1POSS N.आयु CONTR water-GEN N.समस्या

वा सोमाध्यात्र द्यम-सान्या ले-र्या
also N.समस्या finish-AC+EMPH aux-3s.PST

That too the government is doing gradually. Or the ministers are doing it. Also,
the people are making this demand. But my current goal is getting a solution to
our water problem.
Throughout this excerpt, the speaker is using the progressive, and keeps alternating between the constructions in -to and in -saja, both followed by the auxiliary lenmu.

Thus the converb in -to can be used to form a periphrastic construction which signals progressive aspect. It appears to be completely equivalent to another converb-based progressive which we will see at the end of the next section on the converb in -saka.

Converb in -saka

The second converb in Thulung is a form in -saka. Ebert, using other Kiranti data (1999: 375), has the converbal suffix for Thulung as -sa, which she calls the ‘non-specialized’), and suggests that where -saka is found, it is most probably a combination of -sa and a temporal marker, -ka (Ebert 1994: 116). However, I chose to say that synchronically the converb is of the form -saka: regardless of the origin of the -ka, it has become absorbed into the construction to the point of no longer maintaining separate semantics: the converb in -saka covers a range of functions, not just temporal (as would be implied if -ka were treated as a separate morpheme) and should now be considered to be of the form -saka rather than just -sa. There is a remnant of the converbal form being -sa, and that is found in a periphrastic expression to convey progressive aspectual meaning, which we will discuss below.

The following paragraphs explore the various functions of -saka. For the purpose of comparison, the order in which these functions are presented is the same as with the simultaneous converb, in -to, and is not an expression of relative prominence as a
function. After carefully reviewing the evidence, I feel that the converb in -saka is predominantly used for sequential clause-combining. When I asked my informant for a simple, example sentence with the converb in -saka, I got the following.

355. go bian pe-saka, bi-ŋro.
   1s N.morning eat-AC come-1s.PST
   Having eaten in the morning, I came.

I interpret this as indicating that although this converb can be found in a number of functions, as we see below, its primary function is to sequence clauses by marking one event as anterior to the other. I therefore call this converb the anterior converb (labelled AC in glosses).

The converb in -saka is formed by suffixing -saka to the Stem I of alternating verbs when these are in -k or in -p. Verbs with Stem I in -q use Stem II instead for this converbal form. Verbs with underlying stems use the stem without the emergent phoneme and with no reduplication (such as is found in past forms): the same stem is used as is found in the infinitive. Non-alternating verbs use their single root to form the converb.

A chart shows the infinitival and converbal in -saka forms for verbs from each stem class:

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9 The fact that both converbal forms are found in a number of similar functions implies that they are both ‘contextual’ (as per Nedjalkov 1995), and therefore non-specialized.
Verb type | Infinitive | converb in -saka
---|---|---
Stem I in -k | rja-mu, to write | rjak-saka
Stem I in -p | rem-mu, to see | rep-saka
Stem I in -q | sen-mu, to kill | se-saka
underlying -ŋ | ñu-mu, to drink | ñu-saka
underlying -s | lwa-mu, to see | lwa-saka
underlying -i | tsam-u, to burn | tsak-saka
non-alternating in -l | mal-mu, to search | mal-saka
non-alternating in -r | kur-mu, to carry | kur-saka
non-alternating in -m | plym-mu, to put in water | plym-saka
non-alternating in -n | mun-mu, to establish | mun-saka

Table 32  Formation of converbal form in -saka for various verb classes

Thus the only verb types which use their more phonologically complex stem to form this converb are verbs with Stem I in -k or -p. All others use the simpler stem (for those verb types where there are more than one.)

**Expression of manner**

The following examples show the converb in -saka when it participates in a manner clause, modifying the event in the main clause. The participation of what is primarily an anterior converb in the expression of manner is also found in Chantyal (Noonan 1999: 410).

356. **lamdi-saka** lök-si
    walk-AC  go-1pi
    Let’s go by walking.

357. **lamdi-saka** rem-mu  basi-?e
    walk-AC  look-NOM.inf  OBL-HS
    They say we must look on foot. (in the context of looking meaning sightseeing)
He got there by crawling.

By feeding him good food she began to fatten him up.  

The sentences where the converbal clause is indicating manner cannot have different subject arguments across the clauses: manner describes how an action is carried out, and subject coreference is a requirement in this type of situation.

The above examples are all cases of manner converbal clauses, yet I found that statistically, converbal manner clauses in -saka are not as frequent as those in -to. There is however a class of manner adverbs which are formed with this morpheme. They differ from converbs in that the suffix does not attach to a verb root, but rather to a deictic marker or question word. Thus we have the following forms.

hesaka, ‘how’
homsaka, ‘like this’
memsaka, ‘like that’

Examples of these in sentences follow.

Long ago, when this child was born, we lived like this, with one mother (ie grandmother).

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10 Noonan uses the term ‘sequential’ converb where I use ‘anterior’, and gives examples where this converb is used to describe manner.

11 This sentence could be interpreted as sequential as well, but it seems to me that the logic of the situation makes the converbal clause expressive of the manner with which the second event is carried out.
361. “o ne ma... go-ŋa mini, hesaka mur mi-neŋ-ŋu? »
this TOP AS... 1s-EMPH human, how odor NEG-smell-1s
This, well, I am human, how can I not emit [such a] smell? »

362. u-miksi-ra memsaka-ŋa suk-ty- tên
3POSS-eye-LOC like.that stick.in-3s/3.PST-HS
She stuck it into his eye like that.

These adverbs, with their irregular form combining a nominal element with the converbal ending, are most probably derived from a contraction of he besaka, how do-AC, hopmam besaka, like-this do-AC, mepmam besaka, like-that do-AC. This is a possible explanation for the presence of the converbal ending on deictics and question words, and the fact that the resulting words are manner adverbials fits with one of the functions of the converb in -saka (although manner is not the prototypical function for this converb).

**Sequential clauses**

The marking of an element within a sequence is another function of the converb in -saka. The frequency of its occurrence in this function convinces me that this is its primary role.

363. homlo tsahi sipa-ku noŋ be-saka twak-ka
Now CONTR dead-GEN name do-AC self-ERG
pe-pa tsholōn bai-ra.
eat-Npst.PRT N.habit be-3s.PST

Now (at that time) there was a custom of calling the dead’s name and then eating the meat oneself.

364. hunulam athulam je-ka bop-saka
that.side this.side clothes-INSTR stuff-AC
I stuffed clothes all around here, set her down, and did my work.

These two examples are fairly straightforward, in that they chain two actions, the first of which is converbal in form. It is also possible to have a sequence of more than one converb, resulting in a more involved chain of events.

365. make solla **dzak-saka**
long.ago N.tree cut-AC
khotehar **bone-saka**
N.torch make-AC
meran-ka rako-kam botti tsa-saka bat-pa
that-INSTR N.flame-GEN N.candle burn-AC be-Npst.PRT
tsholın wo bai-ra
N.custom even be-3s.PST

Long ago, there was even a custom of cutting a tree, making a torch, and burning it.

It is also possible to have sequential converbal clauses with different arguments, as the following example shows.

366. bloku-ju-m ku **khe-saka**, pe-m-thal-miri
river-lowLOC-NOM water emerge-AC, drink-3p-HAB-3p/3s.PST
When the water had come up from out of the river, they drank it.

367. memma meram tsahi ḉsinดา **bik-saka**, gu-ka mu khambe
then that CONTR here come-SC 3s-ERG that spell
kwiba han-saka ḗbo mina **se-saka** ḅu-m parne.
bad.spirits throw-AC N.now thing kill-AC drink-NOM N.OBL

After that, that one would have come here and thrown out the bad spirits and killed them, and then they were to drink.
The sentence above shows that converbal clauses in sequence can combine transitive and intransitive verbs. The subject in all clauses is the same, but because the first converb is intransitive, whereas the next two are transitive, the agent must be restated for the second clause and given the appropriate ergative marker.

One interesting difference between the two converbs which arises out of this is that the anterior converb can be used to string quite a few clauses together, something which occurs less frequently with the simultaneous converb. It seems to me that this is a matter of the primary functions the two converbs convey: events which are sequential can form much longer chains of clauses than can simultaneous clauses, which are limited by how many events can cooccur (while contextually close enough to merit discussion in the same sentence.)

Embedded quotations

As was the case with -to, the use of -saka in quotational contexts is occasional and not at all consistent, and the quotes are most often embedded without the use of a quotation marker. Two instances of the quotative were with the verbs ‘to know’ and ‘to make a bet’, both marginally verbs which can use a quotative, the first, as a verb of cognition and the second as a verb of utterance. The problem with interpreting raksaka as a quotative in these cases is that it would imply the grammaticalization of raksaka into a full quotational which does not retain its semantics as a converb. What makes this seem unlikely is precisely the fact that the use of raksaka (or rakto) is not obligatory and even fairly infrequent, even with simple utterance verbs such as ‘to say’.
368. thuluŋ-ka thā lwas-ty poila-ŋa oram rok-ta ma
Thulung-ERG N.know see-3s/3.PST N.first-EMPH this come-3s/3.PST AS

bu-mim rak-saka thā lwas-ty.
stay.3s-NOM.rel say-AC N.know see-3s/s.PST

The Thulung understood, he understood that this one came first and would stay.

While the grammaticalization of *raksaka* into a full quotational seems unlikely because of its infrequency of occurrence, the above sentence does seem to show a fairly abstract quotative in *raksaka*, as the verb ‘to say’ as a full verb does not have a place in the sentence. Likewise with the use of *raksaka* in the next sentence.

369. uhem ŋado rothi meraŋ-ka tsahi oram ūau-ra
he.who first come.3s that-ERG CONTR this place-LOC

baŋ-pa rak-saka hot be-mri
stay-Npst.PRT say-AC bet do-3p/3.PST

They bet that he who came first, he would stay in this place.

*Periphrastic progressive construction*

The converb is also involved in a periphrastic construction with progressive aspectual meaning. In this construction, the form of the converb is in *-sa*, augmented with an emphasis marker *-ŋa*, and followed by an inflected copula. The use of a converb as the main verb in a periphrastic construction to express aspectual meaning is common (Haselmath 1995: 43).
While the two sleep, the frog is trying to get outside.

Nowadays people who study are not finding jobs.

The auxiliary lenmu can also replace the copula, with the same aspectual meaning.\(^\text{13}\)

Irrigation facilities are also coming into being.

As discussed above, in the section on periphrastic constructions from the verb in -to, lenmu is currently bleached of meaning, which allows it to appear in this construction functioning as an auxiliary.

**Summary of converbs**

The two converbal forms share the same range of possible functions (except that -to can additionally express simultaneity), and as such appear to be *contextual*, in the sense of Nedjalkov (1995), whose typology of converbs divides them into *specialized* (with one or two meanings), *contextual* (with “three or more adverbial meanings, realized

\(^{13}\) Haspelmath gives examples of the verb used to make periphrastic progressives in Spanish, Limbu and Tamil, showing that this is a cross-linguistic pattern.
under certain conditions” (106)) and narrative (which “express a coordinative connection that advances the narrative” (106)). Despite being contextual, these two converbs do appear to favour one particular function, and the terms I use for them, ‘anterior’ and ‘simultaneous’, reflect that primary function.

Sequencers

What I call the sequencers, -lo and ma, are in many ways equivalent to the converbs, pairing with them well: in the same way that -to was the simultaneous converb and -saka the anterior, the sequencers also pattern into what is primarily simultaneous clause chaining, achieved with suffix -lo, and primarily sequential chaining, with ma.

The main difference between the converbs and sequencers, given that they pattern similarly, is one of finiteness: the converbal constructions are non-finite, whereas the sequencers follow finite forms of verbs. The issue of finiteness is significant in that whereas converbal clauses have an asymmetrical, dependent relationship to the main inflected verb, the clauses marked by sequencers could stand independently as main clauses (minus the sequencers of course).

The sequencers are used to create clauses which have the same functions as the converbal clauses: they too are used to express manner, simultaneity of events, sequences of events, as well as, in a limited capacity, to embed quotations. Additionally,

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13 It seems highly significant that lenmu appears in the periphrastic construction with the converb in -to (but in that case, the copula was not a possibility.)

14 It is interesting to note the parallel between the pairing of finite and non-finite clause-combining forms, on the one hand, and the pairing of finite and non-finite relativizing techniques on the other. In both cases, there seems to be very little difference between the techniques apart from their finiteness.
the sequencers are both used for recapitulation, something which the converbs cannot do in Thulung but commonly do in other related languages (such as Dolakha Newar: Genetti, pc).

As to the nature of the sequencer clauses, they appear to be different. One of the tests for coordinate versus subordinate clauses is that the coordinate cannot have their order reversed, as the tense iconicity involved would result in a different scenario (Haspelmath 1995: 13). Clauses with -lo can be postposed to the other clause, while those in ma cannot, so there is a discrepancy between them in this respect. Adding to the evidence that ma is used to form coordinate clauses, while -lo forms subordinate clauses, are restrictiveness and focusability, both of which are characteristics of subordinate but not coordinate clauses. Only subordinates may be interpreted restrictively, narrowing the reference of the main clause, with the use of restrictive markers such as ‘also’, ‘only’, ‘even’, and focus markers (Haspelmath 1995: 15). While clauses in ma are not restricted in this way, -lo clauses are often followed by the topic marker ne, or by wo, ‘also’, leading to the interpretation that -lo clauses are subordinate, while ma clauses are coordinate.

There is also a difference in the morphological nature of the two: -lo is a suffix, which is affixed to the verb forms it modifies. There are morphophonological changes at the boundaries of affixation: the combination of ra-ŋu (say-1s) and -lo results in elipsis of the verb-ending final -u, giving raŋlo. The boundedness of -lo to the verb form is probably also what allows the -lo marked clause to be restricted with wo, ‘also’ and the topic marker. ma on the other hand appears to be a particle: there are no morphophonological changes operating on the preceding word, and the class of words it
follows is much wider than that for -lo. ma can occur sentence-initially, and also following NPs (in cases of rearranged word order).

Yet because of the shared functions of these clauses, and the fact that in post-verbal position, there is characteristic finiteness of the verb, I categorize -lo and ma together, with the label *sequencers*. The choice of this term is intended to be more neutral than *conjunctions*, which because of their presence in Indo-European languages, are subject to a certain number of preconceptions. ‘Sequencer’ is intended to be neutral enough to cover particles used in the formation of coordinate clauses, on the one hand, and subordinate on the other. Yet it is also intended to convey the idea that these particles are involved in clause-combining operations, joining clauses together with a number of different semantic results.

**Sequencer -lo**

The simultaneous sequencer is -lo, as the term described its primary function. It follows finite forms of verbs. I gloss -lo : SS (Simultaneous Sequencer).

**Temporal adverbs**

We saw that the converb in -saka was used in the formation of manner adverbs, probably arising from a contraction of a deictic or question word and the converbal form of the verb ‘to do’. The same is true for lo, which can also be combined with deictics to form adverbs. Unlike those in -saka, these adverbs are temporal in nature, in keeping with the nature of -lo as temporally-relevant subordinator. While only the first two in the
list are transparent, the fact that -lo is present in other temporal adverbs is significant, even if the individual morphemes can no longer be identified.

*memlo*, at that time <like that

*homlo*, at this time, now <like this

*hellol*, daily

*malo*, just

*jaylo*, sometimes

These adverbs are used with great frequency in story-telling, often occurring at the beginning of sentences, connecting them with the continuation of the narrative.

Interestingly, I have found some of these adverbs supplemented with the temporal marker -ka, such as *memloka*. The speakers who add -ka to *memlo* must feel that there is a need to reinforce the temporal nature of the adverb.

**Simultaneous clauses**

The following examples show -lo clauses in a simultaneous relationship with the event of the main clause. This is the primary function of -lo clauses

374. memlo tsahi  *khiri-m-thal-miri-lo*  waŋmim
    then  CONTR walk.around-3p-HAB-3p.PST-SS someone

    waŋmim prɔtsu-num tsahi  unima  gumi  grum-miri-ʔe
    someone  Rai-COM  CONTR  3POSS  3p  meet-3p/3p.PST-HS

    At that time, while they were walking, they met other Rais.

375. *um-miri-lo*  ne  wossu u-tsyysy-lai  hala
    sleep-3p.PST-SS  TOP  male  3POSS-grandchild-DAT above
While they slept, she put her male grandchild to sleep up above on top of the rack (above the hearth).

Both examples involve a non-punctual verb in the -lo clause, creating a time frame within which another event can occur leading to two events taking place at the same time.

This example leads to an interesting situation, because of the different nature of the verbs appearing in the two -lo clauses. The first clause, concerning marriage, is about a non-punctual event, which allows the interpretation of the following clause (‘doing the culture’) to be simultaneous. The second -lo clause though is about dying, which is, in Thulung, a liminal verb--in other words it cannot be interpreted as a process. ‘Doing the culture’ in this context cannot occur at the same time, but must follow the death instead, because the nature of the verb ‘to die’ in Thulung does not allow for a durative reading (which would in turn allow the following clause to be interpreted as simultaneous.)

The result of this situation is that the -lo clauses in this sentence must be analyzed differently, with the first, regarding marriage, as cooccurrent with the appropriate cultural activities, and the second, regarding death, as in a sequential relationship with the...
following description of cultural events. What this does is redefine the term *simultaneous* which is being applied to these *-lo* clauses: by *simultaneous*, what is meant is that the events occur within the same overall time frame, which is contextually defined, and might receive the English translation ‘at the time of X’. This is, in fact, the alternative which Thulung speakers use, namely the loan expression from Nepali, *bela-ka*, meaning ‘at the time of’, which often appears where one might expect a clause in *-lo*.

This redefinition enables us to apply the term *simultaneous* to almost all examples of *-lo* clauses (apart from the other categories, namely embedded quotation and recapitulation). If we try to distinguish between events occurring simultaneously and sequentially, in *-lo* clauses, it turns out that such makes no sense: *-lo* is used to create clauses which can be chained to others in order to express the temporal relevance of the events. This temporal relevance is a matter of either exact simultaneity or temporal proximity of such a nature as to occur within the same time frame.

The following examples show events which are sequentially linked, but so closely temporally that it makes sense in the context of the sentence to call the events simultaneous (as per the definition above.)

377. gumi-ka happa mu hot-miri-lo mu luŋ-ra mwasy
    3p-ERG much fire blow-3p.PST-SS that stone-LOC soot
    kems-ta ma ɔkoko jepa dys-ta-m bai-ra.
    cover-3s.PST AS that.much high become-3s.PST-NOM be.PST

    When they started a lot of fire, the soot covered that stone and went high up.

While the fire must be started and burn for a while before the soot accumulates on the wall; in the context of the general story, these events are temporally linked in such a way
as to be considered simultaneous, as signalled by the choice of -lo to join the clauses together.

378. noktsho get-tsi-lo mɯ-gora-m mɯ shaman come.up-3d.PST-SS that-around-NOM.rel that

pokhari-ra-m deuta-ka thunyry-tsi-tɕe…
N.pond-LOC-NOM N.god-ERG stop-3s/3d.PST-HS

Once the shamans came up, the god from the pond around there stopped them [from going to the water]

This example as well describes what is actually a sequence of two events, the god stopping the shamans only after their arrival in the area. But -lo indicates that what is relevant about the connection between the clauses is that they are combined into what is seen as one continuous event, and can therefore be thought of as simultaneous.

Every example of -lo used for clause-chaining, other than examples which fit into the following two categories, can be seen to fit into this same pattern. Regardless of the exact nature of the connection between the events (dictated by logic and nature), -lo indicates that the relationship between them is for all intents and purposes simultaneous temporally, and the second clause is to be interpreted in the context of the time frame of the first, -lo-marked, clause.

*Embedded quotations*

As we saw with the two converbs, Thulung does not usually resort to the use of a quotative, although the ‘double-say’ construction is a typical means of embedding quotes in South Asian languages. What we find with -lo is that it is not used as a quotative per se but as a means of marking conversational exchange. This follows from the function
we saw in the last section, which is the labeling of the clauses as temporally tightly connected. The following exemplifies the use of -lo in showing dialogue exchange.

379. “gana haŋa homsaka əno ne meʔə əno ə-tsi” rak-ta-lo,
    2s why like.this this.way TOP no this.way go-1d say-3s.PST-SS

    u-ritsikuma-ka “meʔe…” rak-ta-teto ma meno ətk-tsiʔe
3POSS-sister-ERG no… say-3s.PST-HS AS that.way go-3d-HS

    When he said “Why do you [do] this? It’s not this way, let’s go this way”, his sister said “No,…” and they went that (other) way.

This example is absolutely typical of conversational exchanges, with -lo on the verb of utterance signaling a response that follows the first statement, establishing a dialogue. Another similar example is the following.

380. “ane ham ho ko-le mesem u-breptsu wo ənu hik-ty ma
today what N.be one-CL woman 3POSS-finger also this.way return-3s.PST AS

    tuultumram gele əs-ta” raŋ-ro-lo “ʔe, lwan-na gana wo”
quickly up go-3s.PST say-1s.PST-SS oh see-2s/3s.PST 2s also

    ra-mri səsura-ka
say-3p.PST N.father.in.law-ERG

    When I said “What is it today, a woman whose fingers pointed this way returned and quickly went uphill.” my father-in-law said “Oh, you saw her as well…”

And again the same exchange of dialogue is signalled by -lo in the following.

381. “əgora go re dzogeb-ra dzogeb-ra” raŋ-lo ne
this.inside 1s FOC N.preserve-PURP preserve-PURP say-1s/3s-SS TOP

    “maimpi, a-tsisy re” rwa.
Auntie 1POSS-grandchild FOC say.3s

    “I’ll be protecting him inside here” I say, and she says “Auntie, it’s my grandchild”
This is seen again and again in the embedding of direct quotes that are part of an exchange. Although this section is entitled ‘embedded quotation’, -lo clauses are not used in a quotative function: as with the converbs, the quote is most often directly embedded without the use of a subordinate form of the utterance verb. Embedded quotation does however get marked by -lo suffixed to the verb of utterance to signal an exchange of information, involving an interaction between several speakers.

Recapitulation

Recapitulation is often accomplished by means of a loan construction, in which the main verb of the preceding clause is nominalized and loan word -patshi (‘after’) is added. Whereas patshi, ‘after’, implies that the recapitulated action is completed, the Tibeto-Burman recapitulation technique does not, restating the action without necessarily implying the degree of completion. Nevertheless, it appears that the reason for the decrease in the use of native recapitulation strategies is a result of the increasing presence of the loan structure.

382. Deusa-nu-m darim popnar ra-ma dadzju
deusa-levelLOC-NOM.rel Darim Popnar say-Pst.PRT N.o.brother

bhai noktsho get-tsi. noktsho get-tsi-lo…
N.y.brother shaman go.up-3d.PST. shaman go.up-3d.PST-SS …

A pair of brother magicians called Darim and Popnar came across from Deusa.
When the magicians came up…

383. sintha dys-ta-m patshi, u-lwak khrab-ra-?e.
night become-3s.PST-NOM N.after 3POSS-y.sister cry-3s.PST-HS.

oni u-lwak
N.and 3POSS-y.sister
After it became night, his younger sister cried. And when his younger sister cried, the brother said “Don’t cry”

This is a classic Tibeto-Burman pattern, of recapitulating the previous sentence at the beginning of the next, and it gives a cohesion to the narrative. While this is done with converses in some languages (such as Dolakha Newari, Genetti, pc), in this case, the converses cannot perform this function and a -lo clause is used instead. It does not, however, occur with the frequency that it does in languages such as Lahu (Matisoff, trickster paper), but rather in fairly isolated instances.

Sometimes recapitulation involves some manipulation of the form in which the material last appeared.

A fish came to bite his leg. When it bit his leg…

In this case the use of -lo is a little different from mere recapitulation: while the previous sentence has ‘to bite’ in a purposive form, the recapitulation instead changes the form of the verb to a past form which no purposive.

Elsewhere, a verb form is changed from a present participle into a past form for recapitulation.
by-ry-lo, ham by-ry-ʔe bhane…
do-3s/3s.PST-SS, what do-3s/3s.PST-HS N.if

Saying “…”, he prepared to do justice. When he did justice, when you ask how he did it,…

The recapitulation therefore not only sums up the action of the last sentence but places it into the form which is most natural for narrative flow into what follows. Recapitulation becomes a process of reworking the grammatical choices so they are available in a tangible form to the audience.

Sometimes, new information is worked into the recapitulative clause.

386. ṣoni mōdes-lan̂ka mōdisge geq̣-qa gupsy dys-ta ma,
N.and Tarai-ABL Tarai.person come-3s.PST tiger become-3s.PST AS

mōdisge gupsy dys-ta ma hui tserkhu gele
tara.person tiger become-3s.PST AS down Cerkhu up

geq̣-qa-ʔe-lo ne
come.up-3s.PST-HS-SS TOP …

Then a Tarai person came up from the Tarai, he changed into a tiger, the Tarai person changed into a tiger and when he came up from down at Cerkhu…

Whereas the information was initially just ‘come up from the Tarai’, when it is recapitulated more specific information is added (such as the town of origin). Thus recapitulation also provides a way of enhancing the narrative as it is being produced, of adding information that is deemed to be relevant during the course of the story.
Sequencer *ma*

As a clause-coordinator, *ma* is particle which is in clause-final position in a clause which is followed by another clause. The result is two (or more) temporally conjoined clauses, the order of which is important is understanding their temporal relationship. I call *ma* the anterior sequencer (AS in glosses), for the reason that I believe its primary function is to create a relationship between two clauses whereby the marked clause is temporally anterior to the following. The result of this is that *ma* is most often seen to link clauses sequentially.

In some rare instances of unusual clause word order, *ma* follows a noun. This is what suggests that its nature is different from that of -lo, which suffixes directly to verbal forms.

387. gagri kur-pa krɔ-lai “pani ɗoko”
N.pot carry-Npst.PRT long.basket-DAT “N.water N.long.basket”

ra-m-thal-miri
call-3p-HAB-3p/3.PST

**purkha-miŋ-ka ma** “pani ɗoko” ra-ki
ancestor-PL-ERG AS “N.water N.long.basket” call-1pi/3s

The ancestors used to call the Kurpa Krɔ pot “pani ɗoko” and we call it “pani ɗoko”.

Sometimes *ma* is found at the beginning of a sentence. Within a narrative sequence, this is analyzable as the conjoining of two clauses: the *ma* intial utterance is the continuation of the previous sentence. However *ma* in initial position is also found in conversation, with a change of speakers between the two clauses, signalling interruption or the completion of the previous thought.
C: “didi brɔ-re-retsha” raŋ-ro-m ne
N.o.sister taste.good-3s-FOC-N.seem say-1s/3s.PST-NOM TOP

didi ri-mri ma mi-dwak-pa meno ne”
N.o.sister laugh-3p.PST AS NEG-like-Npst.PRT there TOP

D: “ma atha ne dwa-ni ɖumɑ?”
AS now TOP like-2s/3s millet.past

C: “Sister, it tastes good” I said, and my sister laughed, and I didn’t like it
there [at home, before]”

D: “And now you like ɖumɑ?”

The relevant sequencer is that initiating the response from D. I suggest that this be seen
as a means of expressing continuation of a thought, with the chaining ma almost
functioning resumptively, tying the statement into the fabric of the previous utterance.

Parallel to this is the fact that it appears sentence-finally sometimes, particularly
in conversations. This could be a result of a broken thought, left off midway, even
though the speaker has already used the chaining mechanism to signal that the clause is
part of a complex sentence.

389. ane basta-ka he-ka romthi-mri ra-mi ma
today yesterday-TEMP how-INSTR arrive-3p say-3p AS
They say :today, tomorrow, how did they arrive?

390. bante ɬok-ni-m ma
where go-2p-NOM AS
where is it you went?

The interpretations of these unusual occurrences of ma are in the context of its usual
clause-final position. These examples then are taken as indicators of an incomplete
expression, either because they are at the beginning of an utterance, impying that the
previous sentence was incomplete, or they are utterance-final, implying an unfinished thought.

Whereas *ma* generally marks finite clauses, this is not always the case.

*ma* can combine two infinitive forms.

391. ḷuma kho-mu *ma* po-m parjo.
millet.paste cook-NOM.inf AS eat-NOM.inf N.OBL

One cooks the paste and must eat it.

There are two interpretations of the combining of the clauses in this sentence. The first is that it consists of two clauses, conjoined by *ma*. Because this sentence is from a recipe (for a traditional millet-based dish), the generic nature of the narrative form accounts for the neutral, infinitive form in the first clause.

The second interpretation is that *ma* conjoins the two infinitives, which together form a unit then modified by the borrowed obligation marker, *parjo*. Another similar example, where *ma* marks an infinitive, follows.

392. mu orar-ra tsahi tsuutsu-mim ḷo-mu *ma* ḷi-si
that cave-LOC CONTR child-PL bring-NOM.inf AS abandon-VN

myny-pa bai-ra-*e
NEG.OBL-Npst.Prt be-3s.PST-HS

Children were brought to the cave and were not to be left there /Children were not to be brought into that cave and left.

Again there are two interpretations, depending on whether we consider *ma* to conjoin both verb forms together, with the obligation (here negative obligation) marker applied to the resulting unit, or whether we interpret the first clause as having an infinitive as its main verb. (The alternative translations show the difference, respectively.)
If the interpretation is [lɔmu ma disi]-myny, with the negative obligation marker applying to both verbs, then there is a discrepancy in the verb forms: both the infinitive in -mu and the form in -si can be used with the negative obligation, but it seems that a speaker would want to ensure the application of -myny to both verbs by showing their parallelness through the choice of a similar form.

The above shows that finiteness is not a requirement for the use of sequencer ma. In fact, I found one example of ma used to conjoin two nouns.

393. nemphu ma sintha ma saro-ŋa dykha dys-ta.  
day AS night AS N.many-EMPH N.difficulty be-3s.PST  
Even during the day and even during the night, there were great difficulties [for me].

I do not understand how this is to be interpreted, in light of the other more typical functions of the sequencer. The nouns are conjoined equally (something which renders confusing the label, which works well elsewhere, of anterior sequencer). This is the only such example in my data, and could be an on-the-fly innovation, or could instead represent an idiomatic expression.

Temporal adverbs

As with -saka and -lo, ma is also used to create adverbs, all of which are temporal.

mekotima
mesimma
mettamma
all indicate that what follows comes after the previously recounted event. The only piece of these adverbs which is transparent is the first syllable, *me*, which means ‘there’, and is found in a number of deictic expressions (meram, that, mesində, there,…). These adverbs are common occurrences in narratives, summing up the previous event, and using it as the departure point for what follows. As with the other adverbs, we can imagine a derivation which would originally have come from an expression along the lines of “that having been done”, but with opaque morphemes in the adverbs, it is difficult to tell.

*Expression of manner*

The sequencer can be used to form clauses which specify the manner in which the action of the other clause is carried out. This is unusual for a sequencer which expresses anteriority, but we see the same thing with the converb in *-saka*: both the converb and the sequencer primarily express anteriority, which is used to form chains of sequenced events, yet they can also be used for the expression of manner as well.

394. u-manę-ka dhawa dhawa by-ry ma po-mu
3POSS-mother-ERG N.hurry hurry do-3s/3s.PST AS eat-NOM

bonę by-ry ma gwak-tytsi.
N.make do-3s/3s.PST AS give-3s/3d.PST.

Their mother hurried to make food and gave it to them.

There are two *ma* sequencers in this sentence, of which the relevant one for manner is the first. The adverb in the clause would suffice to give a manner reading, and the fact that no other lexical material is present, apart from the verb ‘to do’ makes it into a manner clause. The second *ma* clause has a sequential reading, so that the literal translation of the sentence is “the mother did in a hurry and made food and gave it to them.” Thus the
manner reading is in reference to the second *ma* clause, modifying the action of preparing the food.

Another *ma* manner clause is found in the following.

395. “**lu etha lôk-si-lo ne lamdi-*mu* **ma lô-*mu* basi” ra-mi

Hey, when we go now, we must go by walking, he says.

There is a certain ambiguity to the reading of the clauses conjoined by *ma*. This looks similar to an example we saw earlier of combining infinitives into a unit to which the obligation marker was applied. The problem with such an interpretation in this case is logic: because lamdimu, ‘to walk’, is within the semantic subset of lômu, ‘to go’, the two cannot be combined in parallel. The default reading is one of manner, a fact which is supported by the rest of the conversation, in which the speaker explains that she isn’t feeling well but that her family is forcing her to walk (rather than ride the bus).

Yet another example concerning sight-seeing in Kathmandu15 is the following.

396. aki-mam ne mari lamdi-*lo* wo khel-ka khirsi-*m*

When my mother is walking a lot she must go around on foot. Doing this, she looks [around].

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15 This is a frequent topic of conversation: Thulung living in Kathmandu quickly lose their ability to walk great distances, and are much teased about this when Thulung come visit them in the capital from the village.
The relevant *ma* clause in this sentence is that connecting *bomi* with *remmi*, resulting in a reading of manner, as the mother does her sight-seeing by going around on foot, indicating the way in which she does her visiting.

Another example which I interpret as expressing manner follows.

397. kôtsja kur-to ma sokmu lô-ŋro.
long.basket carry-1s/3s.PST AS forest go-1s.PST
Carrying a basket, I went into the forest.

The reason I consider this an expression of manner is that the sequencer does not link the events sequentially (as the woman enters the forest with the basket, the two events are clearly cooccurring). Instead the clause with *ma*, ‘carrying the basket’, modifies the action described in the second clause, showing the way in which the action is carried out.

These manner clauses are unusual for *ma*, which primarily links clauses together sequentially. We see examples of this most typical usage in the next section.

*Sequential clauses*

398. sôsura-ka “nuhemu ma kôŋŋa po-mu »
N.father.in.law-ERG N.bathe-NOM.inf AS only eat-NOM.inf
ra-mri ma…
say-3p/3s.PST AS

My father in law said “Bathe and only then, eat”, and…

What is interesting about the *ma* found within the quote is that its role has a strong temporal factor: the presence of *kôŋŋa* reinforces the fact that *ma* establishes a sequence to the events, with one action taking place after the other. This is related to the iconicity
of conjunction (vs converbs), where whatever event is mentioned first is assumed to also occur first. Whereas MA sometimes seems neutral, merely listing various events, it is clear in this example that the sequential reading is intentional.

In one instance the meaning seems to be offering an alternative to the first clause.

399. sy-ka gwak-y ma gwa-mu tsap-sy ma mu kom
who-ERG give-3s/3s AS give-NOM.inf be.able-3s AS that much
Who gives or is able to give that much? (in the context of the price of an airplane ticket)

This use is certainly different from others seen so far, as the connection between the clauses is neither one of manner or sequence, and is instead a presentation of two alternatives. This is the diametrical opposite of the conjoining of time words which we saw above, with nemphuma sinthama, where the understanding is that these are alternative states, and that both apply.

Several ma clauses can be strung together (which is awkward with -lo, because it confuses the interpretation if too many events are brought in to what is, in theory, a simultaneous linking of events)

400. thuluŋ-mim-ka tsahi mina lɔ-ŋiri-ʔe ma kiŋəni
Thulung-PL-ERG CONTR thing go-3p.PST-HS AS N.establish

be-ŋiri-ʔe ma dui tin rat-ka mari mu
do-3p/3s.PST-HS AS N.two N.three N.night-TEMP much fire
hoŋ-ŋiri-ʔe ma
blow-3p/3s.PST-HS AS

ɓo ɓo mepmam happa mwasy tsha-beŋ-ŋiri-ʔe
N.now like.that much soot spread-CAUS-3p/3s.PST-HS.

The Thulung went and set up and for two, three nights, made fire and spread lots of soot.
Embedded quotations

As with the other converbs and with -lo, there are examples of ma being used to embed direct quotes into the narrative.

401. memma “mima, a-lwak ne ba re los-ta”
then Grandmother 3POSS-y.sibling-TOP where-FOC go-3s.PST

ra ma hilaby-?e.
say AS ask.3s/3s-HS

After that, “Grandmother, where did my little sister go?”, he asks.

Interestingly, there is ambiguity about the nature of ma in this sentence. It could be, in addition to the sequencer, the past participial form of the verb (here with ramu, ‘to say’). Both these possibilities have Nepali equivalents. With the sequencer ma, rama in the sentence above would be equivalent to Nepali quotative bhanera, which is the verb ‘to say’ in converbal form. As a past participial form, there is again a parallel with Nepali, which uses the past participle to give explanations of terms, as in English “that is”. The following Thulung excerpt shows such a borrowed usage.

402. thu ra-ma mwasy, luŋ ra-ma, luŋ dys-ta,
Thu say-Pst.PRT soot, stone say-Pst.PRT, stone become-3s.PST

thulunj ra-ma mwasy-ku poka retsha
Thulung say-Pst.PRT soot-GEN ash N.seem

“thu” means soot, “luŋ” means, well, stone, “thulung” probably means the ash of the soot.

This use is different from the quotative, as it is not followed by any verb of utterance, and its purpose is explicative. Yet I include this example to show that there are two possible calques of the Nepali, both of which use the verb ‘to say’ as a base and both
with the form *rama*. The past participial form and the quotative are therefore difficult to disambiguate.

*Recapitulation*

*ma*, like *-lo*, can be used for recapitulative purposes, to link the sentences of a narrative.

403. dzho-si myny kɔk-si myny meram ham-ʔe ra-ki-lo
Plow-VN NEG-OBL dig-VN NEG-OBL that what-HS say-1pi/3s-SS

bari siʔe. bari siʔe ma mi-kɔ-ki mi-dzho-ri
N.field die-3s-HS. N.field die.3s-HS AS NEG-dig-1pi NEG-plow-1pi

mu nətəi nəmsi-m basi.
that day CONTR rest-NOM OBL.

Plowing, digging are not allowed, we say this is because that the fields will die. The fields will die and [so] we do not dig or plow on that day and we must rest.

404. mukotima mari mu hod̪-dy tsha. mʊ hʊd̪-dy ma ...
afterwards much fire blow-3s/3.PST COP.tsha. fire blow-3s/3.PST AS
Afterwards, he built a big fire. He started a fire and …

The repetition of the last clause in the previous sentence, with particle *ma*, ensures that the events are well-woven into the narrative as it unfolds. It is interesting that recapitulation is accomplished through sequencers but that no examples of converbs have been found in this capacity: the converbs cover the same general functions as the sequencers, in terms of linking clauses together in simultaneous- or sequence-dominant chains of events, yet it is a peculiarity of Thulung that it makes this functional distinction between the two types of clause-chaining mechanisms.
Summary of sequencers

Both sequencers are used in a predominantly temporal role, linking clauses with reference to the temporal connection between them. They can both cover the same range of functions in this respect, as we saw in the sections discussing them individually. The main difference is that -lo is primarily used for linking clauses in a simultaneous temporal relationship, whereas ma is used for clauses where the sequential nature of the events dominates.

A simple example illustrates this.

405. go dzam pe-uto-lo ke dher duk-ta
    1s rice eat-1s/3s.PST-SS curry much be.spicy-3s.PST
As I ate the food, the curry was very spicy.

406. go dzam pe-uto ma kam-ra laŋro.
    1s rice eat-1s/3s.PST AS work-LOC go-1s.PST
After I ate the food, I went to work.

These sentences were given in elicitation when I asked for simple sentences exemplifying the uses of -lo and ma. This shows that the main function of -lo is to combine clauses with a simultaneous temporal connection, while ma joins those clauses which are temporally sequential. These sentences also suggest that the other functions discussed, namely use of sequencers for recapitulation and the embedding of quotation, as well as the expression of manner in the case of ma, are all fairly marginal, compared to the main function.

It is interesting to note that the nature of these sequencers does not play much of a role in distinguishing them: it seems irrelevant, as far as their functions are concerned,
that -lo is part of a subordinate clause while ma clauses are coordinate with other sentential material.
Bibliography


Bala’s Life

oram nani gɔs-ta-m bela-ka hom-saka
this N.child be.born-3s.PST-NOM N.time-TEMP this-AC

ko-le mam-num guku bat-toko.
one-CL mother-COM 1pe be-1pe.PST

When this child was born, we lived like this with Mother.

nɔ-le koŋŋa bat-toko.
two-CL only be-1pe.PST
There were only two of us.

mam, go bat-toko-m bela-ka hepam bai-ra neb-ɗa?
mother, 1s be-1pe.PST-NOM N.time-TEMP how be-3s.PST house-LOC
At the time when Mother and I were together, how were things at home?

khɔle-m ʈhok-kam dykha bai-ra.
all-NOM N.thing-GEN N.difficulty be-3s.PST
Everything was difficult.

akheri-ka hoŋka oram gɔs-ta-m patshi
N.finally-TEMP like.this this be.born-3s.PST-NOM N.after

tsun-ŋa dykha be-uto.
much-EMPH N.difficulty do-1s/3s.PST

Finally after this one was born like this, I struggled a lot.
All day and all night, there were great difficulties.

Through those difficulties, I raised this one.

I carried her, sometimes on my back, sometimes in a basket, sometimes I said “when this one becomes able to sit, I will set her down and do my work” and how I hurried.

Then after she became able to sit, I breathed a little better.

Then again, “when will she walk” I said, and waited.
Finally, she walked, she stood, after she was able to walk, I breathed.

Then carrying this basket and sickle, I went to the forest.

In the field, having stuffed the basket with cloth all around, I set her down and worked.

I had cattle, cows, a baby.

I had milking to do.
I carried the child in the basket and brought her and set her in the shade of a tree, this way and that.

She wasn’t sitting, she was just a baby.

I stuffed lots of cloth in the basket this way and that, set her down and cut leaves in the trees.

When she slept for a second, I hurried and climbed the tree and cut leaves, millet and leaf.

I did my work hurriedly.
mesimma mem bet-to bet-to kur-saka,
then like.that do-SC do-SC carry-AC

thy-saka onek be-uto ma memsaka dykha
pull-AC N.several do-1s/3s.PST AS like.that N.difficulty

be-uto ma kitsu ḍokpu dys-ta ma bame säre dym-pa
do-1s/3s.PST AS a.little big become-3s.PST AS N.crawl N.move become-Npst.PRT

ṭukṭuku lamdi-pa dys-ta ma kitsu a-sam geḍ-ḍa.
N.toddling walk-Npst.PRT become-3s.PST AS a.little 1POSS-breath come-3s.PST

Then, doing things like carrying, pulling, and various other difficulties, she grew bigger and able to crawl, and able to walk, and I breathed.

mepmamepmam dykha bet-to, bolla kitsu
like.that N.difficulty do-SC N.finally a.little

neṅ-gunu tsuṣpu be-pa dys-ta.
house-inside outside do-Npst.PRT become-3s.PST

After all these difficulties, she finally was able to do things inside and out.

“sṃ phi-ra, ku phi-ra, mu ho-ra” rak-pa dys-ta.
wood bring-2IMP water bring-2IMP fire light-2IMP say-Npst.PRT become-3s.PST
She was able to be told “Fetch wood, fetch water, light the fire”

muṅkoti dys-ta-m patshi kitsu a-sam geḍ-ḍa
then become-3s.PST-NOM N.after a.little 1POSS-breath come-3s.PST

muṅkotima pants barsa liḍ-dy-m patshi dherai a-sam geḍ-ḍa.
then N.five year reach-3s.PST-NOM N.after N.much 1POSS-breath come-3s.PST

After this, I was a little relieved, and when she became five, I was very relieved.

mettamma tsahi, hunu-ra athu by-ry, ghas pat by-ry,
then CONTR there-LOC here do-3s.PST N.leaf N.grass do-3s/3s.PST
Then she went here and there, cut grass and leaves, went with her friends even when she couldn’t.

I took her and placed her in school.

After I placed her in school, after she went to study, I was alone at home with my only friend, his [husband’s] mother.

As for her father, he left, he abandoned his child when I was five months pregnant, and never came back, and as much as I struggled, she studied that hard.
Kathamandu-gunu lɔs-ta  ma
Kathamandu-inside go-3s.PST AS
dykha-ka-ŋa    oram-ka pare    by-ry    sukha
N.difficulty-INSTR-EMPH this-ERG N.study do-3s/3s.PST N.ease
mi-dyp-sa-wa.
NEG-become-2IMP-IRR

After studying this much and passing her School Leaving Certificate exams, she went to
Kathmandu, and studied surrounded by challenge.

hello lo atha ne  khel-ra lamdu-pa  dys-ta-ŋ-ka
today  now TOP leg-LOC walk-Npst.PRT become-3s.PST-NOM-INSTR
dherai  go-lai wo dykhai  bu.
N.much 1s-DAT also N.difficulty be.3s

Now that she walks on her own legs, there are still great difficulties for me.

etha wo  ham ho  ham ho  rak-pa
now also what COP.ho what COP.ho say-Npst.PRT

oram ʒokpu  dys-ta-lo  wo  go-lai  tsutsuŋ-ŋa  bu  hopmam ni.
this  big  become-3s.PST-SS even 1s-DAT child-EMPH be.3s like.this  N.indeed

Even now I wonder how she is, and even though she is big, she is like a child to me.

huk-ta  mėkoti-ŋa  hola.
finish-3s.PST that.much-EMPH N.maybe
That’s it.
Millet paste recipe

$q\text{umu}$ kho-mu lagi $nd\text{ado}$ lama bône-m basi.
$q\text{umu}$ cook-NOM.inf N.sake first ingredients prepare-NOM.inf OBL
In order to make $q\text{umu}$, one must first prepare the ingredients.

khuruk-ra phul hi-mu basi.
mill-LOC flour grind-NOM.inf OBL
One must grind the flour on the mill.

phul hi-mu ma khôtsa-ra phul rym-mu basi.
flour grind-NOM.inf AS basket-LOC flour collect-NOM.inf OBL
After grinding the flour, one must collect it in a basket.

phul ryp-ma patshi ke khomu basi.
flour collect-Pst.PRT N.after curry cook-NOM.inf OBL
After collecting the flour, one must cook the curry.

ke kho-mu ma gôn-mu basi.
curry cook-NOM.inf AS remove-NOM.inf OBL
After cooking the curry, one must remove it [from the fire].

mesimma ku kwa-mu basi.
then water boil-NOM.inf OBL
Then one must boil the water.

$q\text{umu}$ hi-mu-lai mu $q\text{umakap}$ kwa-ri-m patshi phul-ka
$q\text{umu}$ cook-NOM.inf-DAT that $q\text{uma}$.water boil-1pi-NOM N.after flour-INSTR
rim-mu basi
twist-NOM.inf OBL

In order to cook the $q\text{uma}$, after you boil that $q\text{uma}$ water, one must “twist” it with flour.
One must stir and sprinkle.

Then it boils, and after the ḡuma water boils, one must pour the correct amount of flour which is appropriate for the water.

After pouring the flour in, one must mix with a wooden spoon.

After mixing, later, if one was unable [to guess the amount of flour] one must add a little flour.

After adding [more flour], one must stir with the spoon, one must stir lots.
Then after removing it [from fire] and serving it, one must put it in a plate and hand it out and eat it. That’s it.
Eagle story

make ko-le mim-num tsysy bat-tsi-ʔe.
long.ago one-CL grandmother-COM grandchild be-3d.PST-HS.
Long ago, there was a grandmother with her grandchildren.

nɔ-le u-tsui-num u-mam bai-ra-ʔe.
two-CL 3POSS-child-COM 3POSS-mother be-3s.PST-HS
There were two children with their mother.

mu ne u-mam tsahi bju-ka lɔ-ry-ʔe.
that TOP 3POSS-mother CONTR eagle-ERG carry.away-3s/3s.PST-HS
An eagle carried her, their mother, away.

bju-ka lɔ-ry-m patshi mu u-tsui-tsip-ka
eagle-ERG carry.away-3s/3s.PST-NOM N.after that 3POSS-child-DU-ERG

mal-to mal-to lɔk-tsi-ʔe.
search-SC search-SC go-3d.PST-HS
After the eagle carried her away, her children went looking for her.

hilabet-to hilabet-to lɔk-tsi-lo, lamdi-ra ko-le
ask-SC ask-SC go-3d.PST-SS road-LOC one-CL

mesem-ka tukisale gwak-ty-ʔe.
woman-ERG spool.of.thread give-3s/3s.PST-HS
When they went asking, a woman on the road gave them a spool of thread.

tukisale gwak-ty-m patshi “lu oram tsar-to tsar-to
spool.of.thread give-3s/3s.PST-NOM N.after “N.hey this throw-SC throw-SC

lɔk-tsi, bante tsahi ɔrke dym mesi-ŋa
go-3d.PST where CONTR N.stop become.3s there-EMPH

itsi-mam bu” rak-ta ma gwak-ty-m patshi
After giving them the spool, she said « throw this as you go, and where it stops will be where your mother is » and they threw the spool as they went and it got tangled in a big tree.

The eagle had carried their mother away to there and built a house in the tree.

After the spool got tangled up there, they called from below « mother mother » and their mother spoke from above « come » and she threw them the spool.
They caught the spool and went.

Then they went there and it was a big house.

“Now the eagle is going to devour you two” said the mother and hurried prepared some food and gave it to them.

After they ate, she hid them and carried them away and hid them, covering them with ash.

After she covered them and hid them the eagle returned.

bju rokphaŋ-da-m patshi bju-ka “bante re ane eagle arrive-3s.PST-NOM N.after eagle-ERG « where FOC today

mini re mur nem bante re ham re” rwa-ʔe, bju-ka human FOC odor smell.3s where FOC what FOC » say.3s-HS eagle-ERG

memloka u-manj-ka “o ne go-ŋa mini,
After the eagle arrived, he said “where and what is the human smell today?” and the mother replied “I am human, how should I smell?”, telling him a lie and deceiving him.

After the eagle left the next day, she came and hurriedly made her children food and gave it to them:go, the eagle will eat you here, leave without stopping. Do not take the bad tood, take the good road, do not go on the bumpy road, go on the smooth road” she said and set them away, and they went on the rough, bumpy road.

In that way, we women are insistent.
The boy said “our mother told us “go on this kind of road” he said “why do you go here like this, let’s go this way” he said and his sister said “no, our mother said to go on this kind of bad, bumpy road”, and they went there.

There was a man-eating female there.

When they went, they arrived in the country of the cannibal called Lamkane.
“Grandchildren, where are you coming, where are you arriving?

lu bik-tsi neŋ-gunu bik-tsi » rak-ta ma huly-rytsi-ʔe
N.hey come-2d house-inside come-2d” say-3s/3s.PST AS N.bring.in-3s/3d.PST-HS

neŋ-gunu.
house-inside

Come inside the house” she said, and brought them inside.

thuṛsi dwak-to po-mu gwak-tytsi-ʔe.
happy like-SC eat-NOM.inf give-3s/3d.PST-HS
She happily gave them food.

mettamma nemtha-ka ʔom-miri-ʔe.
then evening-TEMP sleep-3p.PST-HS
Then when it was evening, they slept.

ʔom-miri-lo ne wossu u-tsyisy-lai hala
sleep-3p.PST-SS TOP male 3POSS-grandchild-DAT above

bhar-ɖola am-ry-ʔe.
N.rack-above make.sleep-3s/3s.PST-HS

When they were sleeping, she put the male grandchild to sleep above the rack.

mesem u-tsyisy tsahi u-godzy-ra am-ry-ʔe.
female 3POSS-grandchild CONTR 3POSS-lap-LOC make.sleep-3s/3s.PST-HS
She put the female grandchild in her lap to sleep.

ɖɔkpu ɖɔkpu sɔŋ tsai-ry-m bai-ra-ʔe.
big big wood burn-3s/3s.PST-NOM be-3s.PST-HS
She made a big big fire.

mu ne sintha happa mu hoɁ-Ɂy-ʔe ma mu u-mesem
that TOP night much fire light-3s/3s.PST-HS AS fire 3POSS-female
At night, she light a lot of fire and heated the wooden tongs for the female grandchild, and burned her eye and the brain came out.

She licked the brain.

After she killed the girl, she dried her, turning her, and made her very dry and hid her.

Then the next day she fed the boy curry from her.

“grandmother, where did my sister go” he asked.
“hunu grenem-ra ǀos-ta-m  bu” by-ry-ʔe.
there nettles-LOC go-3s.PST-NOM be.3s do-3s/3s.PST-HS
She went to the nettles” she replied.

lwak-ku suu-ku ke-num dzam gwak-ty-lo
y.sibling-GEN meat-GEN curry-COM rice give-3s/3s.PST-SS

wa-ka mi-py-ja-ʔe.
o.sibling-ERG NEG-eat.3s-IRR-HS
The boy did not eat the rice with curry from his sister’s meat.

pe-pa lis-ta ma thɔk-ty-ʔe.
eat-Npst.PRT pretend-3s.PST AS hide-3s/3s.PST-HS
He pretended, and hid it.

mesimma “mima ane a-lwak ba ǀos-ta” by-ʔe.
then grandmother today 1POSS-y.sibling where go-3s.PST do.3s-HS
Then he asked “grandmother, where did my sister go?”

“hunu bwa dzam-ra ǀos-ta-m  bu, grenem
there pig rice-LOC go-3s.PST-NOM be.3s nettles

theb-ɗa re ǀos-ta-m  bu etha ro” by-ry-ʔe.
pick-PURP FOC go-3s.PST-NOM be.3s now come.3s do-3s/3s.PST-HS.

“She went there for the pig’s meel, she went to pick nettles, she’s coming soon”, she replied.

mekɔtŋa nem tan-ɗa-ʔe.
then day fall-3s.PST-HS
Then the day ended.

nemtha-ka pheri mʊ wɔsɔtu tsɔsy-lai nemtha-ka
evening-TEMP N.again that male grandchild-DAT evening-TEMP

po-mu-kam-ʔe “mima go ne aneb ne o tshɔkɔr-ra re
eat-NOM.inf-GEN-HS grandmother 1s TOP today TOP this N.wood.rack-LOC FOC

ŋ-ŋu, sleep-1s
dape-ŋola re ŋ-ŋu” rak-ta-ŋe ma ŋms-ta-ŋe-m ne. N.rack-above FOC sleep-1s say-3s/3s.PST-HS AS sleep-3s.PST-HS-NOM TOP

In the evening, she [fed] the male grandchild a meals, and he said “grandmother, today, I will sleep on this rack” he said and slept.

u-twap tsahi thos-ta-ŋe. 3POSS-self CONTR hide-3s.PST-HS
He hid himself.

dape-ra bom am-ŋy-ŋe bom am-ry-m patshi N.rack-LOC gourd make.sleep-3s/3s.PST-HS gourd make.sleep-3s/3s.PST-NOM N.after
thama u-bodzoi-ku palo bok-ta-ŋe ma later 3POSS-N.grandmother-GEN N.turn rise-3s.PST-HS AS
menka-ŋa tsimta tsai-ry.
that.way-EMPH N.wooden.tongs burn-3s/3s.PST

He put a gourd to sleep on the rack, and then when the grandmother’s turn came up, she heated the wooden tongs.

tsimta tsai-ry ma ratonarato by-ŋe N.wooden.tongs burn-3s/3s.PST AS N.very.red do-3s/3s.PST

ma u-miksi-ra memsaka-ŋa suk-ty-ŋe. AS 3POSS-eye-LOC like.that-EMPH stick.in-3s/3s.PST-HS

After she heated the tongs bright red, and stuck them into his eyes like that.

grappai suk-ty-ŋe ma lathas-ty ma leb-ŋy retsha-ŋe. N.forcefully stick.in-3s/3s.PST-HS AS pull-3s/3s.PST AS lick-3s/3s.PST N.seem-HS
She stuck them in forcefully and pulled them out and licked them
When she licked them, it tasted bitter (she stuck them in the gourd, why wouldn’t it be bitter?)

“The girl tasted good, the boy is bitter”, she said.

He went and ate many peas.

Then he said “grandmother, today,a boar came and ate all our peas”
He piled the pea skins into a heap.

mesimma “lu subdibwa-ka ne kerao ne khòtle-ŋa py-ry retsha,
then N.hey boar-ERG TOP N.peas TOP all-EMPH eat-3s/3s.PST N.seem

aba go subdibwa set-pu.
N.now 1s boar kill-1s/3s

Then “ the boar ate all our peas, and I’ll kill him.

mima gani tsòŋkha ba-ni ho” by-ry retsha-?e.
grandmother 2p N.good be-2p COP.ho do-3s/3s.PST N.seem-HS
Grandmother, be wise and stay here” he said.

Then she said “kill him” and he said “when it’s time to kill the boar, heat up some resin
in a pot.”

mesimma bep òsinŋa ba-ni, mim ò-gunu, neŋ-gunu ba-ni ”
then grandfather here be-2p grandmother this-inside house-inside be-2p
by-ry ma u-twap tsahi lòs-ta-?e.
do-3s/3s.PST AS 3POSS-self CONTR go-3s.PST-HS

Then he said “grandfather, stay here inside the house” and left.

« bik-ta hai bik-ta hai »
come-3s.PST N.right come-3s.PST N.right
Saying “[the boar] came, it came” he made his grandfather prepare the gun.

“[it came, came] grandfather, be good, it came” he said.

Saying that, he came and shot and killed his grandfather with the gun.

Then he said “grandmother, be good.

“kho to phi-t-ni, kho to” by-ry-e ma “tho-k, mu tho-k phi-t-ni ho” N.resin bring-2p N.resin do-3s/3s.PST-HS AS that
rak-ta-e ma mu tho-k khare dym-pa tho-k
I killed the boar” and told his grandmother “bring the resin” and she brought the hot resin and he threw it all over his grandmother’s face.

After he fled, he had carried two eggs. It was far, the place he was going.

Then he arrived at a bamboo grove.

one-CL hen-GEN egg throw.suddenly-3s/3s.PST N.seem-HS
After she was about to catch up with him, he threw an egg.

"nardu bone dym-sa" by-ry ma po-ku di bamboo.grove N.made become-2IMP do-3s/3s.PST AS hen-GEN egg
grok-ty-m patshi nardu bone dys-ta?-e.

"Become a bamboo grove" he said, and threw the egg, and it did.

løs-ta ma u-min-ka ḍar-mu ḍar-mu
go-3s.PST AS 3POSS-grandmother-ERG meet-NOM.inf meet-NOM.inf

khap-dy-m bela-ka
be.about.to-3s/3s.PST-NOM N.time-TEMP

kangjo-num thaggro tshagrok-ty?-e ma nardu
N.comb-COM N.bamboo.brush throw.suddenly-3s/3s.PST-HS AS bamboo.grove
dys-ta ma mutta ølmøle dys-ta?-e.
become-3s.PST AS there N.be.stuck become-3s.PST-HS

He left and when his grandmother was about to reach him, he threw a cook and brush, and the grove appeared and she got stuck.

pheri wo mutta ølmøle dys-ta.
N.again even there N.be.stuck become-3s.PST

løs-ta løs-ta, pheri wo ḍar-mu khap-dy?-e.
go-3s.PST go-3s.PST N.again even meet-NOM.inf be.about.to-3s/3s.PST-HS

She got stuck there, and he went, and again she was about to catch him.

mekøtima ko-le khola bai-ra retsha?-e.
then one-CL N.river be-3s.PST N.seem-HS

ðokpu, òre dym-μu-ŋa mi-dzha-pa.
big N.cross become-NOM.inf-EMPH NEG-be.able-Npst.PRT

Then there was a river. It was big, and uncrossable.
meram-qi mu po-ku dqi tshagrok-ty-m ne pul
that-LOC that hen-GEN egg throw.suddenly-3s/3s.PST-NOM TOP N.bridge

bone dys-ta retsha-?e.
N.make become-3s.PST N.seem-HS

He threw the egg in there and a bridge appeared.

mekotima, mu pul-laŋka hunuhombu luk-ta ma gôn-qi.
then that N.bridge-ABL opposite.side come.out-3s.PST AS sit-3s.PST
Then he came out on the other side of the bridge and sat.

pul wo khotsujub-?y retsha-?e.
N.bridge also suck.away-3s/3s.PST N.seem-HS
[the water] sucked away the bridge.

hunuhombu luk-ta ma gôn-qi ma “mimao,
opposite.side come.out-3s.PST AS sit-3s.PST AS grandmother

bik-ni hai” rak-ta-?e
come-2p N.right say-3s/3s.PST-HS

He came out on the other side and sat and said “grandmother, come”

“ritsikuwa, gana ne hesaka re luk-na.
boy 2s TOP how FOC come.out-2s

go wo si-ŋi-ka.
1s also teach-2s/1s-2IMP

“Boy, how did you come out over there? Teach me.

go wo bi-ŋu” by-ry retsha-?e “o ne lu go ne
1s also come-1s do-3s/3s.NOM N.seem-HS this TOP N.hey 1s TOP

a-katsi re mina be-uto ma hôm-to ma bi-ŋro.
1POSS-sarong FOC thing be-1s/3s.PST AS spread.out-1s/3s.PST AS come-1s.PST
I am also coming” she said. “I spread out my sarong and came.

mima gani wo mți ini-guntu hơm-ni ma bik-ni, grandmother 2p also that 2POSS-sarong spread.out-2p AS come-2p

thmployee hơm-ni ma bik-ni”
cloth.belt spread.out-2p AS come-2p

by-ry retsha-lo ne thmployee hơm-ry ma do-3s/3s.NOM N.seem-SS TOP cloth.belt spread,out-3s/3s.PST AS

luk-ta-lo ne
come.out-3s.PST-SS TOP

khola-ka khotsubuj-dy-?e lɔ-ry-?e.
N.river suck.in-3s/3s.PST-HS carry.away-3s/3s.PST-HS

“Grandmother, you too spread out your sarong and come, spread out your belt and come”: he said and she spread her belt and when she came out, and river sucked her in and carried her away.

mți wosstu tsahi nem lɔs-ta-?e. huk-ta.
that male CONTR house go-3s.PST-HS. finish-3s.PST
The boy went home. The end.
Dilwar

make deusa-kam tsahi ham bai-ra?-e bhane
long.ago Deusa-GEN CONTR what be-3s.PST-HS N.QUOT

o waetsu bante bai-ra.
this child.from.below where be-3s.PST

Long ago there was a story from Deusa about a child from down below.

u-sősural tsahi mela retsha.
3POSS-father.in.law.home CONTR there N.seem
His father in law’s home was there.

u-badze b ödzoî konja bat-tsi.
3POSS-N.grandfather N.grandmother only be-3d.PST
He only had his grandparents.

dilwar ra-ma tsahi utsi-tsysy bai-ra tsha.
Dilwar call-Pst.PRT CONTR 3POSS-grandchild be-3s.PST COP.tsha
They had a grandchild named Dilwar.

meran-kam waethum ba deu bai-ra ba ham bai-ra ni
that-GEN Waethem or Deu be-3s.PST or what be-3s.PST N.indeed.
He was from the Waethem or Deu or something [caste].

badze b ödzoî-num meram bai-ra tsha.
N.grandfather N.grandmother-COM that be-3s.PST COP.tsha
He lived with his grandparents.

diphu ḥokpu dys-ta.
later big become-3s.PST
Then he grew.

kam tsahi mi-be-pa?-e.
N.work CONTR NEG-do-Npst.PRT-HS
He didn’t work.
His grandparents said to him “You lazy, go on home!” and sent him off.

He went down to the river and put his legs in the water, into the river.

A fish came and bit his leg.

When the fish came and bit his leg, he threw it.
When he threw it, he killed the fish.

He brought the fish and later came there [to grandparents’].

His grandparents were unable to eat the fish.

When he brought it up they said “Oh my, what has he brought?”

“Oh my, this, Grandmother and Grandfather, is a fish, a fish”, he said “this is for us to eat.”
He said this, prepared it and gave it to them.

Later on, his grandparents died.

His grandparents died.

After that, [the villagers] said “hey you, nomad, get out of here”, and they prepared to drive him away.

Then he said to them “Which of us was here first?” and prepared to do justice.
When it was time to do justice, what he did is catch a bird called a Cemphra, dig a hole in the mud and bury the bird in there.

N.justice do-L.NOM N.place prepare-3s/3s.PST N.indeed
He prepared the place of justice.

He planted a long bamboo pole.

He cut a diagonal piece of bamboo and planted it in the place of justice and poured water on it and tied it up.

Then he prepared to do justice, at night he gathered all the pig shit in his pig’s styf and prepared to do justice.

He did justice.
pari-kam ku-ka dɔni, go ṣado-m retsha mala heaven-GEN water-ERG wet-3s/2p 1s first-NOM N.seem COND

subupu-ka tbody pari ku-ka ṣɔŋi. »
cock-ERG crow-3s/1s heaven water-ERG wet-3s/1s

rak-to baikhere bet-to kwa ḍeb-ry-ʔe-lo
say-SC mutter do-SC group pound-3s/3s.PST-HS-SS

« tsjar tsjar » rak-taʔe ḱni pheri baikhere (onomatopeia) say-3s/3s.PST-HS N.and N.again mutter

bet-to mu tharsaŋ-ra hol-lyry-lo ne mu
do-SC that bamboo.pole-LOC N.shake-3s/3s.PST-HS TOP that
ku dɔk-ta ni ta.
water wet-3s/3s.PST N.indeed

“Hey, if you were here first, the cock will crow for you and water from heaven will wet you, if I was first, the cock will crow for me and the water from heaven will wet me” he said and muttered and when he pounded the ground [the bird] said “chiar chiar” and he muttered again and when he shook the bamboo pole, the water wet him.

ku-ka dɔk-ty ni ta.
water-ERG wet-3s/3s.PST N.indeed
The water wet him.

mettamma nija-ra glwas-ta.
then N.justice-LOC win-3s/3s.PST
Then he had won justice.

jaŋ høre dym-miri.
other N.lose become-3p.PST
The others lost.

memma meram dilwar ra-ma dɔŋpu dys-ta.
then that Dilwar call-Pst.PRT big become-3s.PST
Then Dilwar grew bigger.
After he grew bigger, he went down to the Tarai, but I cannot tell that story.

A Tarai person changed into a tiger and came up, and when this Tarai tiger came up from Cerkhu, he was unable to come up on account of the heat from Dilwar.

He returned and went down to the river.

He drinks water, again comes up, again is unable to come up.

He gets tired and is unable to come up.
mi-tsaps-y-ja, bloku-ju ku Ḟuŋ-ry by-ry ma NEG-able-3s-IRR river-loLOC water drink-3s/3s.PST do-3s/3s.PST AS

 athw’homba-laŋka gelaksi gele geŊ-d较大 this.way.that.way-ABL Gelaksi above come.up-3s.PST

 ma dzhōreni lōs-tа-ʔe. AS Jhoreni go-3s.PST-HS

 He was unable, drank water from the river, went up to Gelaksi from various sides and went to Jhoreni.

 ñi dzhōreni-gola lōs-tа ma 记者了解-ʔe. N.and Jhoreni-inside.above go-3s.PST AS roar-3s.PST-HS

 He went up into Jhoreni and roared.

 ñur-ра-m patshi, tha bu ni dilwar-lai. roar-3s.PST-NOM N.after N.know be.3s N.indeed Dilwar-DAT

 After he roared, Dilwar knew:

 « go-num lŊdай beb-ra geŊ-d较大-m » rak-saka 1s-COM N.war do-PURP come.up-3s.PST-NOM say-AC

 meram-ka sani tam-ry bini tam-ry this-ERG [ritual word] collect-3s/3s [ritual word] make.liquor-3s/3s

 ra-mа Ḟy khok-ty Ḟy tam-ry. call-Pst.PRT alcohol cook-3s/3s.PST alcohol make.liquor-3s/3s

 He collected various things and made alcohol, that it he cooked and prepared alcohol.

 bini ra-mа bom-ra phik-ty. bini call-Pst.PRT gourd-LOC pour-3s/3s.PST

 “Bini” means ‘He poured into a gourd’

 mтu-gwi mari ham phik-ty ho ta bikh phik-ty that-under lots what pour-3s/3s.PST COP ho N.indeed N.poison pour-3s/3s.PST
What he poured in there is lots of poison.

“thama akima dzit dys-ta-la səŋlo ku
later 1POSS N.victory become-3s.PST-COND N.clear water
lu uma dzit dys-ta mala dhəmilo lu hoi”
come.out. 3s 3POSS N.victory become-3s.PST COND N.cloudy come.out.3s N.right
rak-taʔe ma ləs-taʔe.
say-3s/3s.PST-HS AS go-3s.PST-HS

“Later, if the victory is ours, clear water will come out, if the victory is his, cloudy water will come out” he said and left.

Dilwar had two young sons.

His children went this way and that.

He wound a whole piece of cloth around his wrist and carried the gourd and walked.

He had an older and a younger son.
They went around with bows.

After they went, the tiger from there went “aha” and opened his mouth and came down to eat them.

Then with the wrist wrapped in cloth, he shoved the gourd into his mouth.

When he pushed it into his mouth, the incisors came in contact with his baby finger.

Then his older son shot an arrow, but it did not strike.
His name was Lannacho.

When the younger son shot, he struck, and his name was Seljang.

He made them take the nicknames, Lannacho for the elder, Seljang for the younger.

And they came down like that.

Down below, cloudy water was emerging.

That CONTR a.little 3POSS-N.baby N.finger-LOC
It was coming out cloudy because his little finger was injured.

Then news came from Dodi.

Then the Sherpas from Dodi were also preparing to fight, and again they sent news from Dodi.

Then after he went to Dodi, they sent a horse against him.

They made him fight against the horse.

They made him fight against the horse.

They made him fight against the horse.
The horse thought “I’ll give him a kick like this” and when he aimed, [Dilwar] came out from below.

“ɔnu .CompareTo  ma  gwak-pu”  ra-lo  hui-laŋka  lu-le-ʔe.
here  jump-1s  AS  give-1s/3s  say.3s/3s-SS  down-ABL  exit-RES.3s-HS
When he said “I’ll jump here and give him [a kick] [Dilwar] came out.

dui-khep  tin-khep-kam  bela-ka  ne  ghora-ŋa
N.two-N.times  N.three-N.times-GEN  N.time-TEMP  TOP  N.horse-EMPH

tswaćtai  wad-dy-ʔe  ma  pulitshas-ty-ʔe  ghora.
N.abruptly  cut-3s/3s.PST-HS  AS  push.suddenly-3s/3s.PST-HS  N.horse

This happened two, three times, and then Dilwar abruptly killed the horse, making it fall.

ma « lu  mi-dzha-pa  retsha »  be-mri-ʔe  ma
AS  N.hey  NEG-able-Npst.PRT  N.seem  do-3p/3s.PST-HS  AS

« khôtle  golaita,  khôtle  ham  lô-na »  ra-mri  ma
all  N.carpet  all  what  carry.away-2s/3s  say-3p/3s.PST  AS

bum-sa-mri-ʔe.
heap-BEN-3p/3s.PST-HS

And they said “this is impossible; take all the carpets, take everything” and heaped them up.

“ima-dzit  dys-ta”  be-mri  ma  thama  ne  ko-le
2POSS-N.victory  become-3s.PST  do-3p/3s.PST  AS  later  TOP  one-CL

raksàŋ  re  khumsi-mu-ʔe  ma  u-ʃɔrbar
copper.pot  FOC  wear.on.head-NOM.inf-HS  AS  3POSS-N.machete

khjarere  thyt-to  ged-ɗa-ʔe.
scraping.sound  pull-SC  come.up-3s.PST-HS

They said “it was your victory” and later, wearing a copper pot and scraping his machete, he went up.
He who was called Dilwar had such power.

Then there were the brothers, Lannacho and Seljang.

And nowadays in Deusa the family of Krisnesor are the kin of Seljang.
Ghumne Pani

Long ago there was a pond called Ghumne Pani.

Two shaman brothers from Deusa, called Darim and Popnar, came up there.

When the shamans went up there, the god from around that pond stopped them, but with their power they did what they wanted and threw a headdress into the pond and opened it.

After they opened it, all the water flowed out.
After the water was gone, they caught all the frogs from there and brought them down.

They placed them in their load and brought them down.

After they placed them in their load and brought them down, what they did is put them down inside the house.

After they put them down, they closed the door.

When it was time to prepare the frogs, the god Leledym came again.

He came to beg for the frogs.

At that time, they were prepare them in turns.
And they prepared them in turns, one of them prepared a pipe of marijuana and when they lit it, the god disappeared.

When one of them blew through a small hole in the door, he left.

All night, and after dawn they stopped and left.

Where to?

they Dip FOC what Robutkhom-LOC come-3p.PST-HS
They came to Dip, to what was Robutkhom.
rambokhom-ra bi-mri ma mümüŋ-ka rœŋma be-mri-ʔe.
Rambokhom-LOC come-3p.PST AS they-ERG prayer do-3p/3s.PST-HS
They came to Rambokhom and they prayed.

rœŋma ra-ma khrapsyly hopam “ dym-na, gana
prayer say-Pst.PRT cry like.this become-2s 2s
mepmam dym-na” ra-ma.
like.that become-2s say-Pst.PRT

“Rœŋma” means saying “Become this” in a crying manner.

rœŋma be-mri-m patshi muurtsip-ka pheri hala-laŋka
prayer do-3p/3s.PST NOM N.after they.2-ERG N.again above-ABL

mʊ luŋ dzəpet-tsi ma op-tsi-ʔe.
that stone cast.spell-3d.PST AS shoot-3d.PST-HS

After they prayed, they put a spell on the rock and threw it.

mʊpatshi mümüŋ-ka dिṭ-miri-ʔe ma lo-mri-ʔe.
then they-ERG abandon-3p/3s.PST-HS AS go-3p.PST-HS
Then they gave stopped and left.

mettamma mesinḍa pokhari khole dys-ta.
then there N.pond N.open become-3s.PST
Then the pond opened there.

mesinḍa ko-le nag bai-ra-ʔe.
there one-CL N.cobra be-3s.PST-HS
They was a cobra there.

meram nag swa-ŋra-ʔe ma bæŋge dys-ta-m-ʔe meram ŭau
that N.cobra flee-3s.PST-HS AS N.crooked become-3s.PST-NOM-HS that N.place
ghumne pani ra-mi-m?-e.
Ghumne Pani call-3p-NOM-HS

That cobra fled and they call the place that became crooked Ghumne Pani.

meram nag mu-laŋka hunu munaŋdin ra-ma-nu lös-ta?-e
that N.cobra that-ABL there Munangdin call-Pst.PRT-levLOC go-3s.PST-HS
That cobra went to a place called Munangdin from there.

munaŋdin ra-ma o tshaga-ku sir ber-y, nagdoho ra-mi
Munangdin call-Pst.PRT this Chaga-GEN N.top occur-3s.PST Nagdoho call-3p/3s

athambili,
nowadays

meno lɔ-mri?-e rak-pa lwa be-m-thal-miri.
there go-3p.PST-HS say-Npst.PRT talk do-3p-HAB-3p/3s.PST

Munangdin is located above Chaga, what we now call Nagdaha, and the story is that [the
cobra’ went there.

meram nag baŋge dys-ta-m tsahi mu-laŋka
that N.cobra N.crooked become-3s.PST-NOM CONTR that-ABL

swa-ŋra-m?-e.
flee-3s.PST-NOM-HS

That cobra fled from the crooked place.

ţau mal-ly ma lös-ta-m ni mu tsahi muŋda-m,
N.place search-3s/3s.PST AS go-3s.PST-NOM N.indeed that CONTR there-NOM

pokhari-ra-m
N.pond-LOC-NOM.rel

lo dzɔtti tsahi noktsho-ka lɔk-øsi.
frog N.all CONTR shaman carry.away-3d.PST

He searched for a place and went, the shamans had carried off all that frogs from the
pond.
The cobra fled and [the place] became crooked.

“My frogs, my frogs” he called.

We call the one called Leledym Bayehop in our language, and the Chetris call him Jhakri in their language, he is indeed a god.

They did that out of anger.

It is said that when we are there on our own, we get lost there.
Long ago a Tamang boy called Dorje disappeared but now noone disappears.

There was a herder, maybe eight or nine years old.

He was near Ghumne Pani.

Then he vanished.

Long ago they were living up above Ghumne Pani, those called the Leledym.
Children were not to be brought to the cave and left.

Long ago, those children brought to the cave and eaten, their bracelets were still in the cave later.

Long ago, they came like this.

I saw a Leledym.

At that time, when my child was not born yet, I saw him.

We went to Ghumne Pani in the year 24.
We went there to sleep, and father and son worked quickly and prepared food.

There was a child called Pichom, the son of Thokor.

They chased him away, these two.

He stole curd and went into the cow’s shed and slept.

I never have special sight, but that day I did.

This heel was in front.

This finger was in backside.

This much hair was very long.
This toe was backwards, and he pulled his hair this long.

Because that Chetri stole curd in the shed, it became ritually polluted.

Maybe that’s why he did it [ie why Leledym came out]

I covered my face in fear, and said nothing.

After that, I wouldn’t go sleep in Ghumne Pani.

He [Leledym god] is always wandering.
Now he appears, and those who can see him do, and those who cannot do not.

The shaman calls him.

He doesn’t call him Jhakri.

The one called Jhakri became settled long ago.

He is like a forest dweller, but we normal-sighted ones cannot see him.

Those can see him with their eyes do.

If he cries, things go wrong.
He does magic too.

We can’t see him, but they say there are those who do.

I saw him, before my child was born.

Near the water tap, I saw him there, and I also saw him here.

There was an eclipse that day.

My father in law said “We can only bathe and eat [on this day]”, and I went to bathe.

“Bathe quickly, the eclipse is gone, we must eat” he said.

At that time I was pregnant.
I went, and said “what shall I do: I must start by washing my head” and I put my clothes in the water and washed them.

Then I washed my head and body and went outside, and as I put on my clothes, he went by in a flash on the road above.

I didn’t even feel afraid.
raŋro-lo “¿e, lwan-na gana wo” ra-mri sosura-ka.
say-1s/3s.PST-SS ah see-2s/3s.PST 2s also say-3p.PST N.father.in.law-ERG

I went home and when I said “what is that woman with her toes backwards who ran away in a flash” my father in law said “oh, you saw her also?”

mtukoti no-khep tsahi go la-uto.
then two-N.times CONTR 1s see-1s/3s.PST
Then I saw her twice.

athlonka ne go mi-la-u.
nowadays TOP 1s NEG-see-1s/3s.
Now, I don’t see her.

do-mu tsahi do, luŋ-ka ob-ry-¿e.
move-NOM.inf CONTR move.3s stone-INSTR shoot-3s/3s.PST-HS
As for moving, [the god] moves, and throws stones.

noktsho-ka ne tsinta bo-mi-lo wo ro.
shaman-ERG TOP N.magic do-3p-SS also come.3s
When the shaman does magic [the god] comes.

lamdi-mi-lo wo nalesa-rymi, noktsho-lai ne.
walk-3p-SS also tease-3s/3p shaman-DAT TOP
When he walks, [the god] teases the shaman.

koptse pap hunu, dhara phar rothi-saka phørke dys-thal-la
Kopce father there N.tap near arrive-AC N.return become-HAB-3s.PST
Kopce, the shaman, arrived near the water tap and left again.

janlo mu khrab-ða bhane tsahi mytsy si-mi.
sometimes that cry-3s.PST N.if CONTR man die-3p
Sometimes if [the god] cries, people die.
When we forget the power of his crying, men die.

But when he cries good men go.

Very kind, good pious men die.
Frog story

ọsinọ ko-le nem-ku koṭha bu.
here one-CL house-GEN N.room be.3s
Here is a room in a house.

ọ nem-ku koṭha-gunu ko-le wossu tsutsu-num khlea bu-tsi.
this house-GEN N.room-inside one-CL male child-COM dog be-3d
Inside the room in this house are a boy and a dog.

ọ-tsip-ka ọsinọ o bọṭl-gunu ko-le boro dzyl-tsi-m retsha.
this-DU-ERG here this N.bottle-inside one-CL frog put-3d/3s-NOM N.seem
Here, these two have put a frog inside this bottle.

mụ-llai rep-saŋa bu-tsi.
that-DAT watch-AC+EMPH be-3d
They are watching it.

mụ-kku hunum-pọtji-tsheu-ra ko-le tsọkpu hopmam lwas-i.
that-GEN that.way-NOM-N.side-N.edge-LOC one-CL bird like.this see-1pi
Around the other side of the bottle, we see a bird.

ọsinọ ko-le ọm-khop khaṭ-num hunu-m-pọtji
here one-CL sleep-NOM.loc N.bed-COM that.way-NOM-N.side

dzhjal wo lwas-i.
N.window also see-1pi

Here we see a bed and a window on the far side.

dzhjal-ku pakha-laŋka ko-le khlumu wo lwas-i.
N.window-GEN outside-ABL one-CL moon also see-1pi
We also see the moon outside the window.

memma or-tsip ọsinọ mụ bọṭl-gwi-m boro-lai
then this-DU here that N.bottle-down-NOM frog-DAT

mọdza-ka rem-tsi-m bu-tsi.
fun-INSTR watch-3d-NOM be-3d

Then here these two are looking at the frog in the bottle for fun.
Here the two seem to be sleeping in the bed.

While they sleep, the frog is trying to get out.

There, near the bed, are a chair and a pair of shoes.

From here, we also see a pair of sandals.

Then in another [picture] the dog and boy wake up and are looking at the frog.

But the frog isn’t there.

They search all over the room.

“where go-PST frog say-3d/3s AS all there search-3d
“Where did the frog go?” they say, and search everywhere.

khlea-ka tsahi mu bɔŋl-gunu u-bwi phik-y.
dog-ERG CONTR that N.bottle-inside 3POSS-head stick.in-3s/3s
The dog sticks his head inside the bottle.

u-bwi mugu-nuŋ-ŋa ɔrke dym.
3POSS-head that-inside-EMPH N.be.stuck become.3s
His head gets stuck in there.

dzhjal-ланка doi-ka rem-ṭsi pakhara.
N.window-ABL N.two-ERG look-3d/3s outside
The two look out from the window.

khlea tsahi dzhjal-ланка mugu bɔŋl-nuŋ-ŋa dhali hum pakhara lɔ
dog CONTR N.window-ABL that N.bottle-COM-EMPH down fall.3s outside go.3s
The dog falls out the window with the bottle.

memma mu wossu hɔŋar hɔŋar lɔ ma
then that male N.quickly N.quickly go.3s AS

mu khlea-lai tsym-ry.
that dog-DAT catch-3s/3s
Then the boy hurries over and catches the dog.

mu patshi muur-ʦip boro-lai mal-to mal-to lɔ-tsi.
that N.after that-DU frog-DAT search-SC search-SC go-3d
Then they go off looking for the frog.

mal-to mal-to hapa hunubhal lɔ-tsi, subudi-ku lamdi-ra rothin-tsi.
search-SC search-SC much far.away go-3d forest-GEN road-LOC arrive-3d
Searching and searching, they go very far and arrive at a path in the forest.

subudi-ra rothin-tsi-m patshi tsuutsuŋ-ka tsahi
forest-LOC arrive-3d-NOM N.after child-ERG CONTR
ko-le dulo lwas-y muu lamdi-ra.
one-CL N.hole see-3s/3s that road-LOC
After the arrive in the forest, the child sees a hole in the path.
“muu-gwi boro hna-ra-m bu re” rak-saka rep-sanja bu.
that-down frog fall-3s.PST-NOM be.3s FOC say-AC look-AC+EMPH be.3s
“Maybe the frog fell down there” he says, looking.

khlea-ka muu rukh-ra plym-ku nem lwas-y.
dog-ERG that N.tree.LOC wasp-GEN house see-3s/3s
The dog sees a wasp’s nest in a tree.

boro tsahi muu dulo-laŋka lu ma wossu-ku miksi-ra khre-ry.
frog CONTR that N.hole-ABL exit.3s AS male-GEN eye-LOC bite-3s/3s.PST
A frog comes out of the hols and bites the boy in the eye.

khlea tsahi muu rukh-ra hu ma plym-ku nem hums-y.
dog CONTR that N.tree-LOC go.up.3s AS wasp-GEN house make.fall-3s/3s
The dog goes up into the tree and makes the wasp nest fall.

ɔsinɖa tsahi khlea-lai plym-ka khren-mu-kam lagi
here CONTR dog-DAT wasp-ERG sting-NOM.inf-GEN N.sake

plym-ku gola khlea-dɔla lɔ-mi.
wasp-GEN N.group dog-above go-3p

Here in order to sting the dog, the group of wasps come after the dog.

khlea u-ŋim-ka swa.
dog 3POSS-fear-INSTR flee.3s
The dog flees in fear.

wossu tsahi rukh-ra hu ma muu rukh-ku pwal-ra reb-ry.
male CONTR N.tree-LOC go.up.3s AS that N.tree-GEN N.hole look-3s/3s.PST
The boy goes up into the tree and looks into the hole.

mesinɗa ko-le bobop lu ma muu tsutsu-ai kɔk-y.
there one-CL owl exit.3s AS that child-DAT peck-3s/3s
There an owl comes out and pecks at the child.

tutsu ts-a-ma kwa-ɖa hum.
child fall-Pst.PRT ground-LOC fall.3s
The boy falls and lands on the ground.
khlea-lai plyn-ka kha-saŋa bu-mi.
dog-DAT wasp-ERG chase-AC+EMPH be-3p
The wasps are chasing the dog.

khlea on-saŋa bu.
dog run-AC+EMPH be.3s
The dog is running.

ɔsinɗa tsutsu-lai bobop-ka kha-saŋa bu.
here child-DAT owl-ERG chase-AC+EMPH be.3s
Here the owl is chasing the boy.

memma ɔsinɗa ko-le luŋ-ra khlea-num tsutsu swa-saŋa bu-tsi.
then here one-CL rock-LOC dog-COM child flee-AC+EMPH be-3d
Then here the dog and child are fleeing onto a rock.

wosstu tsutsu tsahi luŋ-ɖøla hu.
male child CONTR rock-above go.up.3s
The boy climbs onto the rock.

mesinɗa ko-le dzɔrajo dym.
there one-CL N.deer become.3s
There there is a deer.

dzɔrajo-ku bwi-ɖøla tsutsu dym
N.deer-GEN head-above child become.3s
The child is on the deer’s head.

dzɔrajo-ka mu tsutsu-lai on-ber-y.
N.deer-ERG that child-DAT run-CAU-3s/3s
The deer makes the boy run.

mu khlea tsutsu-num dzɔrajo-lai khloŋ-to ŋando ŋando lo.
that dog child-COM N.deer-DAT follow-SC first first go.3s
The dog, following the deer with the child, goes in front.

ko-le ḏaŋa-ra dzɔrajo rothi.
one-CL N.ridge-LOC N.deer arrive.3s
The deer arrives at a ridge.
The deer throws the child and the dog into a pond full of water below the ridge.

Then the child and the dog go under the water.

Swimming they try to get out.

Around there they see a trunk.

They go there are try to get out.

Then first the child pulls the dog out onto the wooden trunk.

Then he pulls himself out, but on the other side of the trunk they see many frogs.
They see the frogs and are frightened.

Then they return there.

They when they fall in the water, swim over there and get out, they meet their frog from before.

The child catches the frog in his hand.

The other frogs from there get up on the trunk and watch the dog and child.

The dog and child also look at the frogs and leave from there.
Hansel and Gretel

Long ago two children, Hansel and Gretel, lived in a house.

They lived with their father and stepmother.

Together they were a family of four people.

There wasn’t much food at their house.

The lack of food worried the stepmother greatly.
And one day the stepmother had an idea: she decided, with their father, to take the children into the woods under the pretext of fetching wood, and abandoning them in the forest.

The night they decided [on the plan], because the older child heard, he picked up stones that shone in the evening moonlight, and picked a pocketful.

The next day the stepmother gave them one piece of bread each and say to the children “Today we are going to fetch wood” and they went to the forest with their father.
In the middle of the forest they said “we’ll go search for wood and return, you two stay here and sleep” and they lit a fire and left.

And the children slept.

Later, after it had become dark, they woke up, and their parents did not come.

Later, after it had become dark, they woke up, and their parents did not come.

N.correctly house-LOC come.out-3d.PST-HS
When it became night, the younger child cried and the older child said to her “Don’t cry, in one second, after the moon rises, we will go” and when the moon rose, the stones thrown earlier shone and following these shining stones they arrived home safely.

When they got home, their father and stepmother had arrived before and finished sleeping.

When they arrived the father was very happy because he felt great love for this children.

After abandoning his children like that, when they were able to find their way home, he was very happy.

But their stepmother was furious, and did not allow them outside the next day.
She locked them inside.

Then again they went for wood.

“We must go for wood” she said and again they abandoned them in the forest.

In the middle of the forest, when it was time to return, it got dark.

When the mother and father came, the children had not been able to collect stones that day and had brought and dropped their snack.
other go-3d.PST-HS

Various insects ate that bread and because it didn’t shine in the moon, the two got lost that day and went elsewhere.

dzhɔn dɔkpu sokmu-gunù lɔk-tsi-ʔe
N.more big forest-inside go-3d.PST-HS
They went into an even bigger forest.

muttamma meŋka lɔk-tsi hoŋŋa, pakha mi-lu-ka-waʔe.
then like.that go-3d.PST only outside NEG-exit-2IMP-IRR-HS
They went like that, and couldn’t get out.

dzhɔn sokmu koŋŋa ɗar-tsi-ʔe-lo udzjalo dys-taʔe.
N.more forest only meet-3d-HS N.light become-3s.PST-HS
They only found more forest, when it got light.

udzjalo dys-ta-m ʃatʃi ko-le tsɔkpu rok-ta ma muɾ-tsip-ku
N.light become-3s.PST-NOM N.after one-CL bird come-3s.PST AS that-DU-GEN

utsi-ŋadə ŋado prok-to ʃo-taʔe.
3POSS-front front jump-SC go-3s.PST-HS

After it became light, a bird came and jumped in front of them.

prok-to ʃo-ta-ɬo ko-le kʰɔtɬe pepaʈhɔk-ka bhɔr-e dym-let-ɬə
jump-SC go-3s.PST-SS one-CL all food-INSTR N.be.full-RES-Npst.PRT

bɾɔpə bɾɔpə pepaʈhɔk-ka bhɔr-e dym-let-ɬə pɔs-ɬ-ra rokthit-tsiʔe.
delicious delicious food-INSTR N.be.full-RES-Npst.PRT N.shop-LOC arrive-3d.PST-HS

When the bird jumped, they arrived at a shop full of delicious delicious food.

ɔnɨ meram nem-kam tsahi kʰɔtɬe u-tshanə-maɾe
N.and that house-GEN CONTR all 3POSS-N.roof-around

u-dzhjal-maɾe pepaʈhɔk bai-raʔe.
3POSS-N.window-around food be-3s.PST-HS

And all around that house’s windows and roofs was food.
And when they saw the delicious food and cakes, they ate happily in a fit of hunger.

And an old woman came out of the house.

That woman was a witch.

And the old woman came out and happily said “Come here” and called to them.

After the old woman said “you two stay here” they began to feel happy.
And the old woman started to feed the children in order to eat them.

She placed the brother into a cage and giving him delicious food, began to fatten him up.

The brother being mature, because he was big, was quite clever, and everyday when it was time to eat, the hag would say “give me your arm, how fat have you gotten?” and he stuck out another already eaten calf-bone and she said “He isn’t getting fat” and she fed him more.
His sister kept making the food.

Then one day she said “your brother is not becoming fat, today I will eat him as he is anyway”.

The brother heard too, and the younger sister, crying, told her brother “The hag said this and this about you” and he said “Now later she will probably have you cook bread, at that time, tell her “I can’t” and she will probably have you light the fire, and at that time tell her “I can’t” and she will say “This is how you light it” and at that time, push her in.
After he had told her these things, later she made the sister light the fire to cook bread, and when the old was very hot, then the sister say “I can’t’.

“You must light it like this”, said the old woman, and stuck her head into the oven and demonstrated, and the sister pushed her and the witch burned up in there.

After she had died the sister freed her brother and then the two went out and gathered all the hag’s riches and returned home.
When they were going home, they finished crossing the forest, and then a big pond emerged, and they must come out on the other side of the pond.

They can’t come out there, and they see a duck.

Then the duck takes the two one at a time and brings them to the opposite side, and when he brings them there they see their village clearly.

When they arrive home, their stepmother has died.
Their father is very happy and they give him all the riches and they are rich again and their life becomes easy and they live together, just the tree of them.
Appendix 2

Glossary

dola 
dolma 
dolmakap 
dolmar 
do-mu 
du-mu 
dur 
dada 
dale 
dar-mu 
tau 
tel 
dem-mu 
thal 
thikhko, thikoi 
thon 
di 
di-mu 
din-mu 
skoti, skoko 
saldzhe dym-mu 
selmelo dym-mu 
sam-mu 
sepek 
sepi 
sepo 
septa 
sepotom 
dokpu 
dor

deer
paste made from millet flour, eaten warm
water for making dolma
torch
vt. to drop; lose; sow
vt. to pick up; count
deer
(Nepali) ridge
(Nepali) lead
vt. to meet
(Nepali) place
(Nepali) oil
vt. to pound, beat
(Nepali) plate
(Nepali) correct, correctly
(Nepali) thing
egg
vt. to lay an egg
vt. to leave
this much
(<Nepali) vi. to be tangled
(<Nepali) vi. to be confused
vi. to sleep
(Nepali) various
(Nepali) and then
here
(Nepali) small hole
yellow
big
fat bamboo
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ḍerko</td>
<td>(Nepali) other</td>
</tr>
<tr>
<td>ḍerke dym-mu</td>
<td>(&lt;Nepali) vi. to be stuck</td>
</tr>
<tr>
<td>ṣindha</td>
<td>here</td>
</tr>
<tr>
<td>ṡthu</td>
<td>this side</td>
</tr>
<tr>
<td>ṡthotse</td>
<td>this year</td>
</tr>
<tr>
<td>ḍube dym-mu</td>
<td>(&lt;Nepali) vi. to drown</td>
</tr>
<tr>
<td>ṭukutuku</td>
<td>(Nepali) onomatopeia for unsteady walking</td>
</tr>
<tr>
<td>dy</td>
<td>alcohol made from millet and corn</td>
</tr>
<tr>
<td>dymluṣ</td>
<td>mortar and pestle</td>
</tr>
<tr>
<td>dym-mu</td>
<td>vt. to grind and mix</td>
</tr>
<tr>
<td>akheri</td>
<td>(Nepali) finally</td>
</tr>
<tr>
<td>am-mu</td>
<td>vt. to put to sleep</td>
</tr>
<tr>
<td>anep, ane</td>
<td>today</td>
</tr>
<tr>
<td>athu, athulam</td>
<td>this way</td>
</tr>
<tr>
<td>atha</td>
<td>now, today</td>
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<tr>
<td>athaldika</td>
<td>these days</td>
</tr>
<tr>
<td>athambili</td>
<td>these days</td>
</tr>
<tr>
<td>bōj</td>
<td>ritual food offering</td>
</tr>
<tr>
<td>bōṣol</td>
<td>(Nepali &lt; English) glass bottle</td>
</tr>
<tr>
<td>bōṭsu</td>
<td>guest</td>
</tr>
<tr>
<td>bōdzoi</td>
<td>(Nepali) grandmother</td>
</tr>
<tr>
<td>bōdze</td>
<td>(Nepali) grandfather</td>
</tr>
<tr>
<td>bōksiluṣ</td>
<td>flintstone</td>
</tr>
<tr>
<td>bōltu</td>
<td>(Nepali) fat</td>
</tr>
<tr>
<td>bōlla</td>
<td>(Nepali) finally</td>
</tr>
<tr>
<td>bō-mu</td>
<td>vi. to rise, wake up</td>
</tr>
<tr>
<td>bō-mu</td>
<td>vt. to wipe</td>
</tr>
<tr>
<td>bōnduk</td>
<td>(Nepali) gun</td>
</tr>
<tr>
<td>bōne-mu</td>
<td>(&lt;Nepali) vt. to prepare</td>
</tr>
<tr>
<td>bōn-mu</td>
<td>vt. to tie up, bind</td>
</tr>
<tr>
<td>bōntsusu</td>
<td>small scythe</td>
</tr>
<tr>
<td>bōpherma</td>
<td>butterfly</td>
</tr>
<tr>
<td>bōsttu</td>
<td>(Nepali) cattle</td>
</tr>
<tr>
<td>badzi</td>
<td>Chettri caste</td>
</tr>
<tr>
<td>badzilwa</td>
<td>Chettri language</td>
</tr>
<tr>
<td>bahini</td>
<td>(Nepali) younger sister</td>
</tr>
<tr>
<td>balokọ</td>
<td>(Nepali) child</td>
</tr>
<tr>
<td>balam</td>
<td>shoulder-blade</td>
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<td>bam</td>
<td>which</td>
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<tr>
<td>Term</td>
<td>Meaning</td>
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<tr>
<td>bamesor</td>
<td>(Nepali) crawl</td>
</tr>
<tr>
<td>bamsi-mu</td>
<td>vi. to do things, to be busy</td>
</tr>
<tr>
<td>ba-mu</td>
<td>vt. to wear</td>
</tr>
<tr>
<td>bante, ba</td>
<td>where</td>
</tr>
<tr>
<td>bange dym-mu</td>
<td>(&lt;Nepali) vi. to be crooked</td>
</tr>
<tr>
<td>barsa</td>
<td>(Nepali) year</td>
</tr>
<tr>
<td>basi</td>
<td>OBL</td>
</tr>
<tr>
<td>basta</td>
<td>yesterday</td>
</tr>
<tr>
<td>batsa</td>
<td>(Nepali) baby</td>
</tr>
<tr>
<td>beben-mu</td>
<td>vt. to cause, make someone do something</td>
</tr>
<tr>
<td>bela</td>
<td>(Nepali) time</td>
</tr>
<tr>
<td>bem</td>
<td>slug</td>
</tr>
<tr>
<td>ben-mu</td>
<td>vi. to occur</td>
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<tr>
<td>beno</td>
<td>ox</td>
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<tr>
<td>bep</td>
<td>grandfather</td>
</tr>
<tr>
<td>beppap</td>
<td>ancestor</td>
</tr>
<tr>
<td>bere-mu</td>
<td>(&lt;Nepali) vt. to wind around</td>
</tr>
<tr>
<td>besari</td>
<td>(Nepali) strongly</td>
</tr>
<tr>
<td>betho</td>
<td>knife</td>
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<tr>
<td>bhore dym-mu</td>
<td>(&lt;Nepali) vi. be full of, be filled with</td>
</tr>
<tr>
<td>bhori</td>
<td>(Nepali) around, all over</td>
</tr>
<tr>
<td>bhal</td>
<td>there, over there</td>
</tr>
<tr>
<td>bhansa</td>
<td>(Nepali) food</td>
</tr>
<tr>
<td>bhar</td>
<td>(Nepali) rack</td>
</tr>
<tr>
<td>bhari</td>
<td>(Nepali) load</td>
</tr>
<tr>
<td>bhausa</td>
<td>fox</td>
</tr>
<tr>
<td>bhur-mu</td>
<td>vt. to get angry with</td>
</tr>
<tr>
<td>biddhja</td>
<td>(Nepali) power</td>
</tr>
<tr>
<td>bikh</td>
<td>(Nepali) poison</td>
</tr>
<tr>
<td>bi-mu</td>
<td>vi. to break</td>
</tr>
<tr>
<td>bi-mu</td>
<td>vi. to come</td>
</tr>
<tr>
<td>bi-mu</td>
<td>vt. to beg</td>
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<tr>
<td>bira</td>
<td>land leech</td>
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<tr>
<td>birma</td>
<td>cat</td>
</tr>
<tr>
<td>bisi-mu</td>
<td>vt. to obey, respect</td>
</tr>
<tr>
<td>bjaŋsi</td>
<td>irrigated field</td>
</tr>
<tr>
<td>bju</td>
<td>eagle</td>
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<tr>
<td>blaktsi</td>
<td>lightning</td>
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<tr>
<td>blan-mu</td>
<td>vt. to dry</td>
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<td>ble</td>
<td>penis</td>
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<td>blo</td>
<td>snake</td>
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<td>blodzy</td>
<td>wind</td>
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<tr>
<td>bloku</td>
<td>river</td>
</tr>
<tr>
<td>blu</td>
<td>four years from now</td>
</tr>
<tr>
<td>bluhaḍḍa</td>
<td>three days from now</td>
</tr>
</tbody>
</table>
bluna four years ago
blunem three days ago
blyn-mu vi. to boil
bobla tadpole
bobop owl
bokoli hearth
boksi (Nepali) witch
bom gourd
bom-mu vt. to stuff around with cloth
bo-mu vt. to do
bo-mu vt. to shove, to push onto ground
boro frog
brɔksy antelope
brɔl seed
brɔ-mu vi. to taste good, be delicious
bro-mu vt. to weed around plants
bru-mu vi. to become worn
bram-mu vt. to scratch with nails
bramu buckwheat
brem ly-mu vi. to be lazy
bre-mu vt. to buy
brepa lazy
breptsu finger; toe
breptsusyl fingerprint
brwa cliff
brwassai (Nepali) hissing sound (onomatope)
brymsi mole (animal)
bubum white
budyum monkey
bulylym thunder
bu-mu copula; to be, to live, to stay
bu-mu vt. to make a pile, heap
buŋma flour
buplo chick
burba grasshopper
burkhum cave
buskam log
bwa pig
bwa-mu vt. to boil (for solids)
bwi head
byrym belly-button
do field
dɔhi (Nepali) curd
| dəktsi         | bosom       |
| dūm-mu        | vt. to taste|
| du-mu         | vt. to share|
| d̪a-mu        | vt. to wet   |
| dərmati       | (Nepali) pious person |
| dosi-mu       | vi. be trapped|
| dala          | fast, quickly|
| dam-mu        | vi disappear |
| dam-mu        | vt. to lose   |
| damu          | sky          |
| dape          | (Nepali) rack |
| dekal         | light        |
| del           | village      |
| delpa         | villager     |
| dem-mu        | vt. to step over |
| dep           | classifier for place |
| deptsinč̣̄    | nickname; ritual name |
| der           | nail (eg finger) |
| des           | (Nepali) country |
| deuta         | (Nepali) god  |
| dhōmilo       | (Nepali) cloudy, dim |
| dhōnī         | (Nepali) rich |
| dhōnukar      | (Nepali) bow and arrow |
| dhali         | down, below; less |
| dha-mu        | vt. to dig   |
| dhara         | (Nepali) water tap |
| dhawa         | (Nepali) quick |
| dherai        | (Nepali) lots |
| dhjandra      | lion         |
| dhule-mu      | (<Nepali) vt. to stir |
| dhypa         | long         |
| didimọ         | termite      |
| dika          | tomorrow     |
| din           | pond         |
| dindiri       | heel         |
| diphu         | later        |
| dipluŋ         | boulder      |
| dja-mu        | vt. to cover, block |
| doi           | (Nepali) two  |
| do-mu         | vi. to move  |
| dukpa         | spicy; chili pepper |
| dulo          | (Nepali) hole |
| duŋ            | liver        |
duŋma rja-mu  vi get dark
dwa-mu       vt. to love, to like
dydy         breast
dydy         milk
dykhā        (Nepali) difficulty
dym-mu       vi. to become
dym-mu       vt. to finish
dzudzuлуŋ    mountain
dzul-mu      vt. to put aside for someone
dzungöl      (Nepali) forest
dzopen-mu    vt. to put a spell on something
dzorajo      (Nepali) deer
dzotti       (Nepali) all
dzutti       (Nepali) all
dzaba        peacock
dzal          mouse
dzalpa       hot (for liquids and solids)
dz-a-mu      vt. to graze
dzana        (Nepali) person classifier
dzedze ri-mu vi. to smile
dzem          weed
dze-mu       vi. to live, be alive
dze-mu       vt. to speak
dze-mu, dzen-mu vt. to catch
dzepser      wheat
dzham-mu     vi to be able to
dzha-mu      vt. to cut
dzhera       chameleon
dzherem      rib
dzhim-mu     vi. to rot, go bad
dzhin-mu     vt. to make wet
dzhjal       (Nepali) window
dzho-mu      vt. to plow
dzhukpa      monkey
dzhu-mu      vi. to jump down
dziddiwal    (Nepali) insistent
dzu          cold (ambient)
dzutho       (Nepali) ritually polluted
dzugujum     hawk
dzukti khja-mu (<Nepali) vt. to make a plan
dzuta        (Nepali) shoes
dzydzili     incisor
dzyl-mu      vt. to put, place
dzyrpa       bitter
ektshin (Nepali) one second (time)
e-mu vi. to defecate
etha now
god-dzuul-mu vt. to set down
go-mu vi. to be born
gon-khop chair, place to sit
gon-mu vt. to remove (from fire)
gon-mu vi. to sit/ vt. to set down
golbīr womb
gai (Nepali) cow
gam-mu vi. to set (sun)
gana 2s
gani 2p (now used for polite form of 2s)
gapu crow
gle up; more
gelunţ ember, coal
ge-mu, gen-mu vi. to come up
ghorko second [time]
ghorshin (Nepali) second [time]
ghas (Nepali) leaf
ghaspat (Nepali) leaves and grass
ghora (Nepali) horse
ghum (Nepali) straw mat used as rain protection
ḡi (Nepali) brain
gigim green
giligili quicksand
gjumo big green fly
glum-mu vt. to sit on eggs
glu-mu vi. to blister from hot liquids
gle-mu vi. to be leftover
glwa-mu vt. to win
go 1s
godzy lap
-gola inside and above
gon-mu vt. to dry
goso knee
gososer kneecap
gər̄hon (Nepali) eclipse
gərkatalum boulder, large rock
grum-mu vt. to meet
gromsi-mu vi. to feel disgusted
grapai (Nepali) forcefully
grawa crab
grenem
nettles
gro-mu
vt. to throw
gruksi
silk cotton tree
gry-mu
vi. to blister from fire or heat from solids
gu
3s
gudy
hunchback
gui
1pi
guku
1pe
gunu
sarong, woman’s skirt
gundyry
throat
gunu
inside
gypsy
tiger
gypsyli
bicuspид; tusk
gutha
society
gwal
alcohol
gwal
sweat
gwa-mu
vt. to give
-gwi
under
hoiran dym-mu
(<Nepali) vi. to become tired
hôm-mu
vt. to spread out
hore dym-mu
(<Nepali) vi. to lose
hotar
(Nepali) hurry
hafta
alcohol
haddhi
(Nepali) elephant
hadi
earthquake
hakama bo-mu
vt. to yawn
hala
up, above
ham
what
hamsika
when
han-mu
vt. to spill
haŋko
how much
happa, hapa
much
has
(Nepali) duck
hellolo
daily
hem-mu
vi. to disappear from view
hepmam
how
hesaka
like that
hidima bo-mu
vi. to hiccough
hilabo-mu
vt. to ask a question
hilahisibo-mu
vt. to ask about a situation or person
him-mu
vt. to cut
hi-mu
vt. to grind
hi-mu
vt. to cook
hi-mu
vt. to return
hir-mu vt. to stir
ho (Nepali) copula, invariable in Thulung
hoṭ bet
hola (Nepali) maybe, probably; evidential marker
holle-mu (<Nepali) vt. to shake
hol-mu vt. to open
hom this
homlo now
homsaka like this
homu bear
ho-mu vt. to peel off
hon-mu vt. to light (fire, lamp); to blow
hopka like this
hopmam like this
hotoma older sister
hubo-mu vi. to rise suddenly
huju down, below
hule-mu (<Nepali) vt. to bring in
hum-mu vi. to fall/vt. to make fall
hu-mu vi. to bark (only dogs)
hu-mu vi. to enter
hu-mu vi. to go up, to climb
hu-mu vi. to be finished
hu-mu vt. to make fall
hun-mu vi. to fly
hunu, hunulam that way
hunubhal far away
hunuhombu over there, opposite side
hunumlampotṭi around on the other side (that.way-ABL-N.side)
hunummitesheu around there
hunumpotṭi that side (that.way-NOM-N.side), the other side
hunumpotṭitisheu around that side, around the other side
hurke-mu (<Nepali) vt. to raise a child
hur-mu vt. to wash head, hair
hyn-mu vi. to have time
ini 2POSS
iskul (Nepali) school
jadzi chin
jakapta jaw
jakke small
jal-mu vt. to hit
jam ly-mu vi. to tickle
ja-mu vi. to pucker from sour
jañlo sometimes
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>clothes, cloth</td>
</tr>
<tr>
<td>je</td>
<td>non-irrigated field</td>
</tr>
<tr>
<td>jemsi-mu</td>
<td>vi. to stand</td>
</tr>
<tr>
<td>je-mu</td>
<td>vi. to make characteristic animal sound</td>
</tr>
<tr>
<td>jen-mu</td>
<td>vt. to call to</td>
</tr>
<tr>
<td>jepa</td>
<td>high, tall</td>
</tr>
<tr>
<td>jo</td>
<td>salt</td>
</tr>
<tr>
<td>joku</td>
<td>salt water</td>
</tr>
<tr>
<td>jo-mu</td>
<td>vi. to come down</td>
</tr>
<tr>
<td>jula</td>
<td>mist, haze</td>
</tr>
<tr>
<td>jum</td>
<td>power</td>
</tr>
<tr>
<td>kəkhrim</td>
<td>bamboo ladder</td>
</tr>
<tr>
<td>kəksa</td>
<td>squirrel</td>
</tr>
<tr>
<td>kəl</td>
<td>face</td>
</tr>
<tr>
<td>kəm-mu</td>
<td>vt. to make or repair thatch of roof</td>
</tr>
<tr>
<td>kə-mu</td>
<td>vt. to give birth</td>
</tr>
<tr>
<td>kə-mu</td>
<td>vt. to peck at</td>
</tr>
<tr>
<td>kən</td>
<td>pus</td>
</tr>
<tr>
<td>kəŋkə</td>
<td>hill</td>
</tr>
<tr>
<td>kəŋkə</td>
<td>shin</td>
</tr>
<tr>
<td>kərai</td>
<td>(Nepali) pot</td>
</tr>
<tr>
<td>kal-mu</td>
<td>vt. to mix, stir with spoon</td>
</tr>
<tr>
<td>kam</td>
<td>(Nepali) work</td>
</tr>
<tr>
<td>kamli</td>
<td>molar</td>
</tr>
<tr>
<td>kam-mu</td>
<td>vt. to add</td>
</tr>
<tr>
<td>kam-mu</td>
<td>vt. to chew</td>
</tr>
<tr>
<td>kamso</td>
<td>song</td>
</tr>
<tr>
<td>kanapeper</td>
<td>centipede</td>
</tr>
<tr>
<td>kango</td>
<td>(Nepali) comb</td>
</tr>
<tr>
<td>katsi</td>
<td>sarong for men</td>
</tr>
<tr>
<td>katsopat</td>
<td>(Nepali) marijuana-like herb</td>
</tr>
<tr>
<td>ke</td>
<td>rice accompaniment (curry; vegetables)</td>
</tr>
<tr>
<td>kek</td>
<td>(Nepali) (English)</td>
</tr>
<tr>
<td>kekem</td>
<td>black</td>
</tr>
<tr>
<td>kekuwa</td>
<td>hawk</td>
</tr>
<tr>
<td>kem-mu</td>
<td>vt. to bite</td>
</tr>
<tr>
<td>kem-mu</td>
<td>vt. to stick onto, to cover</td>
</tr>
<tr>
<td>kerao</td>
<td>pea</td>
</tr>
<tr>
<td>kho</td>
<td>husband (colloquial)</td>
</tr>
<tr>
<td>khəbər</td>
<td>(Nepali) news, information</td>
</tr>
<tr>
<td>khəle, khole</td>
<td>all, everything, everyone</td>
</tr>
<tr>
<td>khəs</td>
<td>(Nepali) Chetri</td>
</tr>
</tbody>
</table>
khotsa  basket
khuluŋ  money
khats  (Nepali) bed
khadosl  (Nepali) hole
khade-mu  (<Nepali) vt. to stuff, to push inside
khadza  (Nepali) snack
khalamba  cold
khalem  ant
khali  (Nepali) always
khalmu  vt. to make oil
kham-mu  vi. to be about to, to begin
khanapina  (Nepali) food
khan-mu  vt. to pursue; to drive out; to chase
khare-mu  (<Nepali) vt. to cook for a long time, to make very hot
khase  cloud, fog
khel  leg, foot
khel-ku breptsu  toe
khel-ku miksi  foot knuckle
khel-ku syl  footprint
khelsum  leg hair
khe-mu  vi. to be bitter
khen-mu  vt. to bring up
khepa  sour
khilam  ghee
khirsi-mu  vi. to walk around
khja-mu  vi. to turn black from burning
khlum  moon
khlu-mu  vi. to follow
khlum-mu  vt. to help
khlambe  spell
khlea  dog
khleali  canine tooth
khlep  hornbill
khli bundija  beetle
khli  excrement
khli-mu  vt. to plant
khlos-mu, khlosi-mu  vi. to return
khlo-mu  vt. to return
khlu-mu  vt. to pull out, remove from; to send away
khlysikhop  shoes
khlysi-mu  vt. to wear on feet
kho  axe
khoto  (Nepali) resin
khodybi  mongoose
khokhoma  silkworm
khola  (Nepali) river
khole-mu  (<Nepali) vt. to open
khomdzul  goiter
khom-mu  vt. to collect, gather (dry things)
 kho-mu  vt. to cook
kho-mu  vi. to be full, be satiated
khor  (Nepali) cage
khor-mu  vi. to snore
khor-mu  vt. to attend to soil around a plant
khosta  (Nepali) peel, eg of fruit
khotstujum-mu  vt. to suck away suddenly
khram-mu  vi. to cry
khrapsyly  crying sound (cry+?)
khrekhreja  rough, bumpy
khrem-mu  vt. to cover
khremsi-mu  vi. to dress oneself
khre-mu  vt. to hit, strike
khren-mu  vt. to bite, sting
khrepa  witch
khudo  honey
khul  shade
khumsi-mu  vt. to wear on or over head
khu-mu  vt. to steal
khuru  (Nepali) without stopping
khuruk  mill
khusi dwa-mu  (<Nepali) vi. to be happy
khwatssep  stomach
kiki, kitsuu  a little
kjaksi  soy bean
klo-mu  vt. to paint floor with mud
klen-mu  vt. to leave
ko din  (Nepali) one day
ko godzi  (<Nepali) one pocketful
ko tshin  (<Nepali) one second
ko  one
koṭha  (Nepali) room
kodali  (Nepali) spade
ko-dzor  (Nepali) one pair
kokokoko  all in one
kokro  basket
kokso  scab
kokte  skin
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kol-mu</td>
<td>vi. to get big</td>
</tr>
<tr>
<td>kol-mu</td>
<td>vt. to drive out</td>
</tr>
<tr>
<td>ko-mu</td>
<td>vt. to crush (fingers)</td>
</tr>
<tr>
<td>ko-mu</td>
<td>vt. to lift</td>
</tr>
<tr>
<td>kon-mu</td>
<td>vt. to make wet, paint</td>
</tr>
<tr>
<td>koŋmi</td>
<td>other</td>
</tr>
<tr>
<td>koŋja</td>
<td>only</td>
</tr>
<tr>
<td>koreŋ</td>
<td>dry</td>
</tr>
<tr>
<td>korku</td>
<td>stream</td>
</tr>
<tr>
<td>kor-mu</td>
<td>vt. to bring somewhere</td>
</tr>
<tr>
<td>koro</td>
<td>landslide</td>
</tr>
<tr>
<td>kortsüm</td>
<td>wooden spoon, paddle</td>
</tr>
<tr>
<td>koti</td>
<td>about, circa</td>
</tr>
<tr>
<td>krö</td>
<td>basket, long</td>
</tr>
<tr>
<td>krümsi</td>
<td>tick</td>
</tr>
<tr>
<td>krim-mu</td>
<td>vt. to cut</td>
</tr>
<tr>
<td>kro-mu</td>
<td>vt. to plant upright</td>
</tr>
<tr>
<td>krori</td>
<td>maggot</td>
</tr>
<tr>
<td>krym si-mu</td>
<td>vi. to be hungry</td>
</tr>
<tr>
<td>ku</td>
<td>water</td>
</tr>
<tr>
<td>kubi</td>
<td>sparrowhawk (kind of eagle)</td>
</tr>
<tr>
<td>kubirma</td>
<td>dragonfly (=water-cat)</td>
</tr>
<tr>
<td>kujum</td>
<td>darkness</td>
</tr>
<tr>
<td>ku-mu</td>
<td>vt. to build (ritual: making or using wooden shaman tools)</td>
</tr>
<tr>
<td>kuppi</td>
<td>forehead</td>
</tr>
<tr>
<td>kuppitawa</td>
<td>lucky</td>
</tr>
<tr>
<td>kur</td>
<td>hole</td>
</tr>
<tr>
<td>kuri</td>
<td>porcupine</td>
</tr>
<tr>
<td>kurkuttsa</td>
<td>(Nepali) heel</td>
</tr>
<tr>
<td>kurmisem</td>
<td>eyebrow</td>
</tr>
<tr>
<td>kur-mu</td>
<td>vt. to carry</td>
</tr>
<tr>
<td>kurpa</td>
<td>porter</td>
</tr>
<tr>
<td>kwa</td>
<td>mud, ground</td>
</tr>
<tr>
<td>kwakmo</td>
<td>phlegm</td>
</tr>
<tr>
<td>kwaktsingel</td>
<td>snail</td>
</tr>
<tr>
<td>kwa-mu</td>
<td>vt. to place on fire (for cooking)</td>
</tr>
<tr>
<td>kwa-mu</td>
<td>vt. to boil</td>
</tr>
<tr>
<td>kwara si-mu</td>
<td>vi. to be thirsty</td>
</tr>
<tr>
<td>kwiku</td>
<td>smoke</td>
</tr>
<tr>
<td>lə</td>
<td>water leech</td>
</tr>
<tr>
<td>ləhai</td>
<td>(Nepali) hey</td>
</tr>
<tr>
<td>ləktsa</td>
<td>neck</td>
</tr>
<tr>
<td>lulam</td>
<td>voice</td>
</tr>
<tr>
<td>lə-mu</td>
<td>vi. to go</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>lə-mu</td>
<td>vt. to bring</td>
</tr>
<tr>
<td>lə-mu</td>
<td>vt. to carry away</td>
</tr>
<tr>
<td>lən-mu</td>
<td>vi. to wait</td>
</tr>
<tr>
<td>laṭamugli</td>
<td>kind of eagle</td>
</tr>
<tr>
<td>lagi</td>
<td>(Nepali) sake</td>
</tr>
<tr>
<td>lalam</td>
<td>red</td>
</tr>
<tr>
<td>lalaper, lapter</td>
<td>wing</td>
</tr>
<tr>
<td>lamṭa</td>
<td>nipple</td>
</tr>
<tr>
<td>lama</td>
<td>ingredients</td>
</tr>
<tr>
<td>lambo-mu</td>
<td>vi. to go ahead</td>
</tr>
<tr>
<td>lamdi</td>
<td>road</td>
</tr>
<tr>
<td>lamdi-mu</td>
<td>vi. to walk</td>
</tr>
<tr>
<td>lampa</td>
<td>freckle</td>
</tr>
<tr>
<td>lamtsaka</td>
<td>door</td>
</tr>
<tr>
<td>-laŋka</td>
<td>ABL</td>
</tr>
<tr>
<td>latha-mu</td>
<td>vt. to pull</td>
</tr>
<tr>
<td>latti</td>
<td>(Nepali) leg, kick</td>
</tr>
<tr>
<td>lebbo-mu</td>
<td>vt. to throw down suddenly</td>
</tr>
<tr>
<td>lele dym-mu</td>
<td>vi to be very thirsty</td>
</tr>
<tr>
<td>lem</td>
<td>tongue</td>
</tr>
<tr>
<td>lem-mu</td>
<td>vt. to lick</td>
</tr>
<tr>
<td>lempa</td>
<td>sweet; sugar</td>
</tr>
<tr>
<td>li</td>
<td>tooth</td>
</tr>
<tr>
<td>liben-mu</td>
<td>vt. to make last, make suffice</td>
</tr>
<tr>
<td>lima then-mu</td>
<td>vt. to tell a lie</td>
</tr>
<tr>
<td>li-mu</td>
<td>vt. to pretend</td>
</tr>
<tr>
<td>lin-mu</td>
<td>vi. to reach (for age changes)</td>
</tr>
<tr>
<td>lin-mu</td>
<td>vi. to suffice, be enough</td>
</tr>
<tr>
<td>liser</td>
<td>millet</td>
</tr>
<tr>
<td>lju</td>
<td>bamboo</td>
</tr>
<tr>
<td>lo</td>
<td>frog</td>
</tr>
<tr>
<td>losy</td>
<td>hail</td>
</tr>
<tr>
<td>lu-mu</td>
<td>vi. to exit, come out, leave</td>
</tr>
<tr>
<td>luŋ</td>
<td>stone, rock</td>
</tr>
<tr>
<td>lwa bo-mu</td>
<td>vt. to talk</td>
</tr>
<tr>
<td>lwa</td>
<td>hand, arm</td>
</tr>
<tr>
<td>lwak</td>
<td>younger sibling</td>
</tr>
<tr>
<td>lwakhel</td>
<td>limb (=arm-leg)</td>
</tr>
<tr>
<td>lwa-ku miksi</td>
<td>knuckle</td>
</tr>
<tr>
<td>lwa-mu</td>
<td>vt. to find; to get, receive</td>
</tr>
<tr>
<td>lwa-mu</td>
<td>vt. to see</td>
</tr>
<tr>
<td>lym-mu</td>
<td>vt. to touch</td>
</tr>
<tr>
<td>ly-mu</td>
<td>vi. to feel</td>
</tr>
<tr>
<td>mu</td>
<td>that</td>
</tr>
<tr>
<td>Nepal script</td>
<td>Romanized</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>māddzaka</td>
<td>(Nepali) lots</td>
</tr>
<tr>
<td>mādz</td>
<td>(Nepali) fun</td>
</tr>
<tr>
<td>mui-ṇa</td>
<td>down there</td>
</tr>
<tr>
<td>māipu</td>
<td>quail</td>
</tr>
<tr>
<td>mukoti</td>
<td>that much</td>
</tr>
<tr>
<td>mukotila</td>
<td>then, at that time</td>
</tr>
<tr>
<td>mukotima</td>
<td>then</td>
</tr>
<tr>
<td>māske-mu</td>
<td>(&lt;Nepali) to stir</td>
</tr>
<tr>
<td>mutta, meṛa</td>
<td>there</td>
</tr>
<tr>
<td>muttamma</td>
<td>then</td>
</tr>
<tr>
<td>ma</td>
<td>grain</td>
</tr>
<tr>
<td>maʔa</td>
<td>mother (vocative)</td>
</tr>
<tr>
<td>mabo</td>
<td>fish (archaic word)</td>
</tr>
<tr>
<td>mahina</td>
<td>(Nepali) month</td>
</tr>
<tr>
<td>maja</td>
<td>(Nepali) love</td>
</tr>
<tr>
<td>makai</td>
<td>(Nepali) corn</td>
</tr>
<tr>
<td>make</td>
<td>long ago</td>
</tr>
<tr>
<td>mala, -la</td>
<td>COND</td>
</tr>
<tr>
<td>mal-mu</td>
<td>vt. to search</td>
</tr>
<tr>
<td>malom</td>
<td>baby</td>
</tr>
<tr>
<td>malo-ṇa</td>
<td>just</td>
</tr>
<tr>
<td>mam</td>
<td>mother</td>
</tr>
<tr>
<td>mamtha</td>
<td>last year</td>
</tr>
<tr>
<td>manthi</td>
<td>without</td>
</tr>
<tr>
<td>maṇkantshi</td>
<td>(Nepali) stepmother</td>
</tr>
<tr>
<td>mapakaṇku</td>
<td>magpie</td>
</tr>
<tr>
<td>-mare</td>
<td>around</td>
</tr>
<tr>
<td>mari</td>
<td>lots</td>
</tr>
<tr>
<td>mela-ṇa</td>
<td>up there</td>
</tr>
<tr>
<td>mem</td>
<td>like that</td>
</tr>
<tr>
<td>memiṇka</td>
<td>therefore</td>
</tr>
<tr>
<td>memlo</td>
<td>then, at that time</td>
</tr>
<tr>
<td>memma</td>
<td>then, after that</td>
</tr>
<tr>
<td>meno</td>
<td>there</td>
</tr>
<tr>
<td>mepmam</td>
<td>like that</td>
</tr>
<tr>
<td>mer</td>
<td>tail</td>
</tr>
<tr>
<td>meram</td>
<td>that</td>
</tr>
<tr>
<td>merser</td>
<td>tailbone</td>
</tr>
<tr>
<td>mesem</td>
<td>woman, female</td>
</tr>
<tr>
<td>mesimma</td>
<td>then</td>
</tr>
<tr>
<td>mesinđa</td>
<td>there</td>
</tr>
<tr>
<td>mettamma</td>
<td>then, after that</td>
</tr>
<tr>
<td>miksi</td>
<td>eye</td>
</tr>
</tbody>
</table>
miksi dzhimke-mu (<Nepali) blink
miksi milwapa blind
miksikokte eyelid
mile-mu (<Nepali) vt. to adjust, arrange properly
milypa menstruating woman (=untouchable)
mim moth
mim, mima grandmother
mim-mu vt. to think of
mimsi-mu vi. to think
mina, minaka “thing” (used when word is not found)
mini human
miŋka because, as
miski-ku gera pupil (of eye)
mo-mu vt. to hold, receive, take
mu fire
mu sen-mu vt. to extinguish a fire
mum shell
mum-mu vt. to bury, cover over
munəŋ ghost
mun-mu vi. to become established (for society), be conceived
mur odor
mur nem-mu vi. to give off smell, vt. to smell
mura (Nepali) tree trunk
murkho one not gifted with special sight
mursum facial hair
mwasy soot
mysy buffalo
mytsy human, man
nu bi-my vt. to blow nose
nọ tshemlen-mu vi. to mature (=mind develop)
no brain (locus of thoughts)
nu nose, snout
nō two
nubli arrow
nōl (Nepali) millet
nōlikhtṭa (Nepali) calf bone
nu-mu vi. to be ill; hurt
nō-mu vi. to burp, belch
nōmula sheep
nōna year before last
nēt name
nūpa sick
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nuSEM</td>
<td>nose hair</td>
</tr>
<tr>
<td>NAG</td>
<td>(Nepali) cobra (representation of god)</td>
</tr>
<tr>
<td>nahadda</td>
<td>day after tomorrow</td>
</tr>
<tr>
<td>nahli</td>
<td>snot</td>
</tr>
<tr>
<td>nalesam-mu</td>
<td>vt. to tease, taunt</td>
</tr>
<tr>
<td>nam-mu</td>
<td>vt. to milk</td>
</tr>
<tr>
<td>namthema</td>
<td>light</td>
</tr>
<tr>
<td>nani</td>
<td>(Nepali) child</td>
</tr>
<tr>
<td>nangum</td>
<td>rainbow</td>
</tr>
<tr>
<td>nardu</td>
<td>small bamboo grove</td>
</tr>
<tr>
<td>nari</td>
<td>(Nepali) wrist</td>
</tr>
<tr>
<td>nathepma</td>
<td>caterpillar</td>
</tr>
<tr>
<td>nebdikebdiki</td>
<td>place, field, space</td>
</tr>
<tr>
<td>neho</td>
<td>before</td>
</tr>
<tr>
<td>nem</td>
<td>day</td>
</tr>
<tr>
<td>nem</td>
<td>house</td>
</tr>
<tr>
<td>nem-mu</td>
<td>vi. to smell</td>
</tr>
<tr>
<td>nemphu</td>
<td>daytime</td>
</tr>
<tr>
<td>nemsoso, nemsonj</td>
<td>dawn</td>
</tr>
<tr>
<td>nemtha</td>
<td>evening, dusk</td>
</tr>
<tr>
<td>nepsunj</td>
<td>sun; heat</td>
</tr>
<tr>
<td>neptsy</td>
<td>brain</td>
</tr>
<tr>
<td>neunem</td>
<td>day before yesterday</td>
</tr>
<tr>
<td>nija</td>
<td>(Nepali) justice</td>
</tr>
<tr>
<td>njalduñ</td>
<td>infant</td>
</tr>
<tr>
<td>nju</td>
<td>(Nepali) pretext</td>
</tr>
<tr>
<td>noktsho</td>
<td>shaman</td>
</tr>
<tr>
<td>noktsy</td>
<td>earwax</td>
</tr>
<tr>
<td>noktsy</td>
<td>monkey</td>
</tr>
<tr>
<td>nophla mithupa</td>
<td>deaf</td>
</tr>
<tr>
<td>nophla</td>
<td>ear</td>
</tr>
<tr>
<td>nou</td>
<td>two years from now</td>
</tr>
<tr>
<td>nunum</td>
<td>green-blue</td>
</tr>
<tr>
<td>ny-mu</td>
<td>vi. to become, be</td>
</tr>
<tr>
<td>nypa</td>
<td>kind, gentle</td>
</tr>
<tr>
<td>ɳado</td>
<td>first, early; front side of body</td>
</tr>
<tr>
<td>ɳajem</td>
<td>crown of head</td>
</tr>
<tr>
<td>ɳali</td>
<td>appearance, face</td>
</tr>
<tr>
<td>ɳami</td>
<td>hag, old woman</td>
</tr>
<tr>
<td>ɳatsuu</td>
<td>older</td>
</tr>
<tr>
<td>ɳim</td>
<td>fear</td>
</tr>
<tr>
<td>ɳima lwa-mu</td>
<td>vt. to dream</td>
</tr>
<tr>
<td>ɳi-mu</td>
<td>vi. to fear</td>
</tr>
<tr>
<td>ɳja-mu</td>
<td>vt. to cover</td>
</tr>
<tr>
<td>ɳjemsi-mu</td>
<td>vi. to rest</td>
</tr>
</tbody>
</table>
ŋo fish
ŋome wart
ŋopsu friend
ŋosi-mu vi. to wake up
ŋur-mu vi. to roar
ol sunlight
om-mu vt. to shoot
on-ben-mu vt. to make run
on-mu vi. to run
oram this
ortsip these two
othur idiot
po yam, taro
pøriwar (Nepali) family
pørne dym-mu (<Nepali) to have to
pøsol (Nepali) shop
pøtte dym-mu (<Nepali) vi. to believe
pøure dym-mu (<Nepali) vi. to swim
pa?a (vocative) father
paitañ copper
pakha, pakha-ra outside
pala, palo (Nepali) turn (as in ‘to do something in turns’)
palai (Nepali) one at a time
pali next year
palsu calf or thigh (?)
pants (Nepali) five
pap father
parbum shaman’s headdress
par-dzul-mu vt.to abandon
pare-mu (<Nepali) vt. to study
pari heaven
par-mu vt. to throw away
parne (Nepali) obligation
patshi (Nepali) after
pel shadow, shade
pepaṭhok (<Nepali) food (eat-Npst.PRT-N.thing)
pepertsu wooden tongs
phøl-mu vt. to cut; by extension, to kill
phø-mu vi. to be angry with
phø-mu vt. to raise; collect
phørke dym-mu (<Nepali) vi. to return
phar nearby
phatso  udder
phe  classifier for (some) round things: money, bread, bananas
phemto  lap
phen-mu  vi. to be the right amount (only in the context of cooking)
phen-mu  vt. to serve food
pheri  (Nepali) again
phil  kpu swallow
philo ŋ  go spark from fire
phim-mu  vt. to suck
phi-mu  vt. to pour, put in; to stick in; to place
phi-mu  vi. to become stale, go bad
phin-mu  vt. to bring here, fetch
hipa  stale food
phir-mu  vt. to sew
phirpa  tailor
phoka  ash
phol-mu  vt. to mix
phom, phomku  vomit
phomu  snow
pho-mu  vi. to vomit
phon-mu  vt. to sprinkle, sow
phon-mu  vt. to plant
phosyp  cheek
phram-mu  vt. to scratch
phro-mu  vt. to untie
phul  flour
phurku  dust
phursy  frost
phutsy roktsy  various insects
phutsy  insect; small snake
phuttai  (Nepali) suddenly, vigorously
phwamsi-mu  vi. to be separated
phwa-mu  vt. to separate
phyrym  ginger
pi-mu  vt. to break
plym  moth
pir dym-mu  (Nepali) vi. to feel worried
plö  tear (of eye)
pløpøja  smooth
plapsy  eye-sand
plemtsi  brown lentil
plwa-mu  vt. to forget
plym  wasp
plym-mu  vt. to dip in water
po  chicken
pokhari (Nepali) pond, pool
poktsyum hillock
po-ku mam hen
po-mu vt. to eat
pomukam food
posem-mu, poses-mu (<Nepali) vt stuff, feed
pro-mu vt create, invent
pratsu Rai
pro-mu vi. to jump
projdzys spider
projdzys-ku nem spider web (=spider’s house)
pupka ku spring water
pul (Nepali) bridge
pulitsha-mu vt to push suddenly
pumta buttocks
pun-mu vi. to spring out from underground
pwakti bat (animal)
pwal (Nepali) hole
rum body
rumsum body hair
rang horn, antler
rangli starvation, destitution
rangma type of plaintive prayer, incantation
rupram ro-mu vi. to menstruate
raksan copper pot
ramma from (temporal)
ra-mu vt. to say, tell, call
rat (Nepali) night
remben-mu vt. to watch, look after
rembo-mu vi. to look at each other
rem-mu vt. to look at
re-mu vt. to reach for something
ren-mu vt. to bring here
resepmma unhusked rice
rigirigi alright
rikmo small fish
rim-mu vt. to block sunlight or view
rim-mu vt. to twist, stir
ri-mu vi. to laugh
ripap male sibling
rits female sibling
ritsikuma female sibling
ritsikuwa male sibling
rjakpa  pen
rja-mu  vt write
ro-mu  vi. to come
ron-mu  vt take by force
ropha-mu, rompha-mu  vi. to arrive here
rothi-mu  vi. to arrive there
rugh  (Nepali) tree
ruku lā-mu  vi. to blaze
ruku  bonfire
runben-mu  vt shake someone
run-mu  vi. to tremble, shake
rwa  tapeworm
ry  wood handle, on knife, shovel
rym-mu  vt. to collect, to gather
sū  meat
subdi  forest
subdibwa  wild boar (“forest pig”)
suubem  bread
suki  cough
sollā bo-mu  (<Nepali) vt. to decide
sul-mu  vt. to wash hands, pots, face, body
suulsi-mu  vi. to wash oneself
sum-mu  vt. to wash (e.g. clothes)
sumpūtī, sumpūti  (Nepali) riches
sumu  fly
sō-mu  vi. to be healthy
su-mu  vi. to lose
sui-mu  vt. to say
sō-mu  vt. to string beads or flowers
sun-mu  bring down
sōn  wood
sōnlo  (Nepali) clear
sur  bee
sōsur  (Nepali) father in law
sale  thread
sal-mu  vt. to pick out bad items
salpo-mu  vt. to devour
sam  breath
sam khen-mu  vi. to breathe
sama  caste, tribe
sam-mu  vt. to ripen; make warm
sa-mu vi. to dry
sarki urine
sar-mu vi. to urinate
saro (Nepali) much
sathi (Nepali) friend
sau blacksmith (caste)
segre sand
selam leaf; paper
sem hair, feather, fur
se-mu vi. to fart
sen-mu vt. to kill
si midzepa mute, dumb
si mouth
sikokte lip
sili traditional dance
si-mu vi. to die
si-mu vt. to teach
sin-mu vi. to bear fruit; be ready (for grain, fruit)
sintha nighttime
sipa rum corpse
siphsiph cricket
sir (Nepali) top, above
sisi lo-mu vi. to bleed
sisi blood
sisi-mu vi. to learn
so power, energy
soila bo-mu vt. to whistle
sokmu forest
sokmubwa boar (=forest pig)
sokse monkey
so-mu vt. to pay
sor uncooked rice
sorip vein
sorluŋ star
su three years from now
subupo cock
suhadda two days from now
sukha (Nepali) ease
sukhi (Nepali) one with a life without struggle
suktym shoulder blade
su-mu vt. to stick in
suna three years ago
sunem two days ago
swala young boy
swalame young girl
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>swa-mu</td>
<td>vi. to choke</td>
</tr>
<tr>
<td>swa-mu</td>
<td>vi. to flee</td>
</tr>
<tr>
<td>swar ko-mu</td>
<td>vt. to prepare bamboo for basket making</td>
</tr>
<tr>
<td>sy</td>
<td>who</td>
</tr>
<tr>
<td>syl</td>
<td>imprint</td>
</tr>
<tr>
<td>symburma</td>
<td>caterpillar</td>
</tr>
<tr>
<td>sy-mu</td>
<td>vi. to itch</td>
</tr>
<tr>
<td>syntila</td>
<td>cockroach</td>
</tr>
<tr>
<td>sypel</td>
<td>mosquito</td>
</tr>
<tr>
<td>sypilwa bo-mu</td>
<td>vt. to whisper</td>
</tr>
<tr>
<td>tômakhû</td>
<td>(Nepali) pipe</td>
</tr>
<tr>
<td>tô-mu</td>
<td>vi. to crow or vt. to crow at someone</td>
</tr>
<tr>
<td>tôc</td>
<td>(Nepali) but</td>
</tr>
<tr>
<td>tôre dym-mu</td>
<td>(&lt;Nepali) vi. to be crossable, eg a river</td>
</tr>
<tr>
<td>tôrse dym-mu</td>
<td>(&lt;Nepali) vi. to be frightened</td>
</tr>
<tr>
<td>tam-mu</td>
<td>vt. to mix with water: part of alcohol-making process</td>
</tr>
<tr>
<td>tan-mu</td>
<td>vt. to pick at something</td>
</tr>
<tr>
<td>tan-mu, ta-mu</td>
<td>vi. to fall</td>
</tr>
<tr>
<td>târo</td>
<td>(Nepali) far</td>
</tr>
<tr>
<td>ten-mu</td>
<td>vt. to turn</td>
</tr>
<tr>
<td>terse-mu</td>
<td>(&lt;Nepali) vt. to put straight, stick straight out</td>
</tr>
<tr>
<td>tho</td>
<td>evil ghost</td>
</tr>
<tr>
<td>thôkpuri</td>
<td>cloth belt</td>
</tr>
<tr>
<td>thôksi ben-mu</td>
<td>vt. to spit on someone/something</td>
</tr>
<tr>
<td>thôksi bo-mu</td>
<td>vt. to spit</td>
</tr>
<tr>
<td>thôksilele</td>
<td>freckle</td>
</tr>
<tr>
<td>thumbok</td>
<td>stomach; locus of emotions</td>
</tr>
<tr>
<td>thô-mu</td>
<td>vt./vi. to hide</td>
</tr>
<tr>
<td>thû-mu</td>
<td>vt. to drive</td>
</tr>
<tr>
<td>thû-mu</td>
<td>vt. to hear</td>
</tr>
<tr>
<td>thû-mu</td>
<td>vt. to make drink, feed liquids</td>
</tr>
<tr>
<td>thôŋki õ-mu</td>
<td>vt. to swallow</td>
</tr>
<tr>
<td>thôŋki</td>
<td>resin</td>
</tr>
<tr>
<td>thôŋki</td>
<td>saliva</td>
</tr>
<tr>
<td>thûrsi dwa-mu</td>
<td>vi. to feel happy</td>
</tr>
<tr>
<td>thôsi-mu</td>
<td>vi. to hide</td>
</tr>
<tr>
<td>thôtse</td>
<td>time</td>
</tr>
<tr>
<td>tha bo-mu</td>
<td>vt. to know</td>
</tr>
<tr>
<td>thâggro</td>
<td>(Nepali) bamboo brush</td>
</tr>
<tr>
<td>thama</td>
<td>later</td>
</tr>
<tr>
<td>tham-mu</td>
<td>vi. to take the wrong road</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>tha-mu</td>
<td>vt. to convince</td>
</tr>
<tr>
<td>than-mu</td>
<td>vt. to pull out</td>
</tr>
<tr>
<td>tharsaŋ</td>
<td>bamboo pole</td>
</tr>
<tr>
<td>thel-mu</td>
<td>vt. to peel (fruit, potatoes)</td>
</tr>
<tr>
<td>them-mu</td>
<td>vt. to pick, gather</td>
</tr>
<tr>
<td>then-mu</td>
<td>vt be able to</td>
</tr>
<tr>
<td>thete</td>
<td>middle</td>
</tr>
<tr>
<td>thi-mu</td>
<td>vi. to ripen</td>
</tr>
<tr>
<td>tho</td>
<td>big pot</td>
</tr>
<tr>
<td>thoksi</td>
<td>spit</td>
</tr>
<tr>
<td>thoŋko-mu</td>
<td>vt. to make wet suddenly</td>
</tr>
<tr>
<td>thu</td>
<td>soot (archaic)</td>
</tr>
<tr>
<td>thanemmu</td>
<td>(&lt;Nepali) vt. to stop</td>
</tr>
<tr>
<td>thupar-mu</td>
<td>(&lt;Nepali) vt. to collect</td>
</tr>
<tr>
<td>thupro</td>
<td>(Nepali) lots, many</td>
</tr>
<tr>
<td>thy-mu, thy-n-mu</td>
<td>vt. to pull</td>
</tr>
<tr>
<td>thyr-mu</td>
<td>vt. to send</td>
</tr>
<tr>
<td>tophrim</td>
<td>big round basket</td>
</tr>
<tr>
<td>tosi</td>
<td>religious ceremony (six times a year)</td>
</tr>
<tr>
<td>tsɔk</td>
<td>(Nepali) rage</td>
</tr>
<tr>
<td>tsɔkpu</td>
<td>(Nepali) sandals</td>
</tr>
<tr>
<td>tsɔkpu-ku nem</td>
<td>nest (=bird’s house)</td>
</tr>
<tr>
<td>tsɔkpusum</td>
<td>feather (=bird hair)</td>
</tr>
<tr>
<td>tsukrwa-mu</td>
<td>vt. to shove something inside violently</td>
</tr>
<tr>
<td>tsɔlakh</td>
<td>(Nepali) clever</td>
</tr>
<tr>
<td>tsɔlni</td>
<td>temple (body part)</td>
</tr>
<tr>
<td>tsum</td>
<td>very</td>
</tr>
<tr>
<td>tsum-mu</td>
<td>vt. to gather things together (just cut or fallen, not dried)</td>
</tr>
<tr>
<td>tsum-mu</td>
<td>vt. to start</td>
</tr>
<tr>
<td>tsɔ-mu</td>
<td>vi. to break (long things: bones, sticks)</td>
</tr>
<tr>
<td>tsɔ-mu</td>
<td>vi. to mature (food, also humans)</td>
</tr>
<tr>
<td>tsɔ-mu</td>
<td>vt. to close</td>
</tr>
<tr>
<td>tsɔ-mu</td>
<td>vt. to know, understand</td>
</tr>
<tr>
<td>tsɔŋ</td>
<td>back (body part, also relational noun)</td>
</tr>
<tr>
<td>tsɔŋkha</td>
<td>(Nepali) good, clever</td>
</tr>
<tr>
<td>tsɔŋnu</td>
<td>backside of</td>
</tr>
<tr>
<td>tsɔŋra</td>
<td>later</td>
</tr>
<tr>
<td>tsumnu</td>
<td>outside</td>
</tr>
<tr>
<td>tsɔra</td>
<td>rat</td>
</tr>
</tbody>
</table>
tsutstu child
tsuutstu-ku li baby tooth
tsa dym-mu (<Nepali) vi. to need
tsam-mu vt. to be able to
tsamsi-mu vt. to play
tsa-mu vt. to burn, heat up, cook
tsar-mu vt. to throw
tsekhra small green bamboo (grass-like)
tsemphra type of small bird
tsemsi-mu vi. to hang oneself
tse-mu vt. to pick through
tsen-mu vt. to hang
tser comb of rooster
tshoba stinkbug
tshokar (Nepali) wooden rack
tshokpa cold (solids, liquids; not ambient)
tshoktsa bō-mu vi. to get angry
tshole bomu (<Nepali) vt. to deceive
tshum-ben-mu vt. to make dance
tshum-mu vi. to dance
tshu-mu vi. to work quickly
tshunjia wasp
tshaben-mu vt. to spread out
tshagro-mu vt. to throw suddenly
tshahari (Nepali) shadow, shade
tsha-mu vi. to spread out
tshana (Nepali) roof
tshari younger
tshe-mu vt. to know someone
tshen-mu vt. to rinse
tshoktsa bō-mu vi. to get angry
tshwa heat
tswara goat
tswyryp tswyryp ly-mu vi. to feel rushed, worried
tsija Sherpa
tshikhi intestines
tsimja (Nepali) wooden tongs
tsinta (Nepali) magic
tsirbju swallow (bird)
tsit (Nepali) fast
tsobe-mu (<Nepali) vt. to dip in liquid
tsulo (Nepali) oven
tsuppa bo-mu vt. to kiss
tsy

tsymp-mu

tsyrm-mu

tsyrm-yu

tsyry-mu

tsyrysy

tukisale

tuktukur

tuku

tukumtsim

twak, twap

twakpa

udikam

udzjalo

un-mu

wa

wa?a

waben-mu

wadzi bo-mu

wakha

wakpa

walikheli

wam

wam-mu

wa-mu

wan-mu

wanjmi

wanjthu

watsiphula

wer

wha-mu

wo

wo

wossstu