A GRAMMAR OF BAO’AN TU,  
A MONGOLIC LANGUAGE OF NORTHWEST CHINA

by

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by

Robert Wayne Fried

2010
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*soli Deo gloria*
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## Abbreviations

1. first person  
2. second person  
3. third person  
A. agent-like argument of transitive verb  
ABL. ablative  
ACC. accusative  
Adj. adjective  
AG. agentive  
AMDO. Amdo Tibetan  
ANTIC. anticausative  
Aux. auxiliary verb  
BEN. benefactive  
CAUS. causative  
CHIN. Mandarin Chinese  
COLL. collective  
CONC. concessive  
COND. conditional  
CONT. continuous aspect  
COP₁. copula, the copula *wa/wi* (see §5.2.5)  
COP₂. copula, the copula *ba/bi* (see §5.2.5)  
DAT. dative  
DEEMPH. de-emphasis  
Deg. degree word modifying an adjective  
Dem. demonstrative  
DU. dual number  
DUR. durative  
EMPH. emphatic  
EXCL. exclusive  
EXCLAM. exclamatory  
FAM. familiar  
FUT. future  
GEN. genitive  
GS. ‘Gasare’ (dialectal variant unique to speakers from Gasare village)  
HAB. habitual  
HES. hesitation  
HON. honorific  
IMP. imperative  
IMPF. imperfective  
INCL. inclusive  
INDEF. indefinite  
INST. instrumental  
IRR. irrealis  
*lit.*. ‘literally’; indicates a literal translation  
LOC. locative
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOG</td>
<td>logophoric</td>
</tr>
<tr>
<td>MOD</td>
<td>modifying</td>
</tr>
<tr>
<td>N, n.</td>
<td>noun</td>
</tr>
<tr>
<td>NARR</td>
<td>narrative</td>
</tr>
<tr>
<td>NEG</td>
<td>negative</td>
</tr>
<tr>
<td>NMLZ</td>
<td>nominalizer</td>
</tr>
<tr>
<td>Num</td>
<td>numeral</td>
</tr>
<tr>
<td>O</td>
<td>object</td>
</tr>
<tr>
<td>OBJ</td>
<td>objective speaker perspective</td>
</tr>
<tr>
<td>ORD</td>
<td>ordinal number marker</td>
</tr>
<tr>
<td>P</td>
<td>patient-like argument of transitive verb</td>
</tr>
<tr>
<td>PAU</td>
<td>paucal number</td>
</tr>
<tr>
<td>PERF</td>
<td>perfective aspect</td>
</tr>
<tr>
<td>PL</td>
<td>plural number</td>
</tr>
<tr>
<td>Po</td>
<td>postposition</td>
</tr>
<tr>
<td>POS</td>
<td>epistemic possibility</td>
</tr>
<tr>
<td>PRED.POSS</td>
<td>predicate possessive</td>
</tr>
<tr>
<td>PRT</td>
<td>particle</td>
</tr>
<tr>
<td>PURP</td>
<td>purposive</td>
</tr>
<tr>
<td>Q</td>
<td>question suffix</td>
</tr>
<tr>
<td>QUOT</td>
<td>quotative marker</td>
</tr>
<tr>
<td>RECP</td>
<td>reciprocal voice</td>
</tr>
<tr>
<td>REDUP</td>
<td>reduplication</td>
</tr>
<tr>
<td>Rel</td>
<td>relative clause</td>
</tr>
<tr>
<td>S</td>
<td>argument of intransitive verb, subject</td>
</tr>
<tr>
<td>SG</td>
<td>singular number</td>
</tr>
<tr>
<td>STAT</td>
<td>stative</td>
</tr>
<tr>
<td>SUBJ</td>
<td>subjective speaker perspective</td>
</tr>
<tr>
<td>TERM</td>
<td>terminative</td>
</tr>
<tr>
<td>TOP</td>
<td>topic marker</td>
</tr>
<tr>
<td>V</td>
<td>verb</td>
</tr>
<tr>
<td>VBZ</td>
<td>verbalizer</td>
</tr>
<tr>
<td>VOL</td>
<td>voluntative</td>
</tr>
</tbody>
</table>
Abstract

The present study is a grammatical overview of the Bao’an Tu language (one of the varieties included in the designation ‘ISO6393-3:PEH’, also known as ‘Tongren Monguor’, ‘Southwestern Monguor’, or ‘Tongren Tu’). Bao’an Tu is spoken by approximately 4,000 people who live on the Qinghai-Tibetan Plateau in Tongren County, Huangnan Prefecture, Qinghai Province in the northwest region of the People’s Republic of China.

Although the speakers of Bao’an Tu have close cultural ties to surrounding Tibetan groups, their language is clearly of Mongolic origin. According to the Ethnologue, Bao’an is a member of the Monguor sub-branch of the Eastern branch of the Mongolic language family along with the variety of Bao’an spoken in Gansu Province, Kangjia, Tu (including Mangghuer and Mongghul), Dongxiang, and East Yugur (Gordon 2005). Bao’an Tu has SOV word order and suffixing, agglutinative morphology; it also has a large number of enclitics.

This study is based on data collected in Qinghai Province from March 2006 to August 2007 and January 2009 to August 2009. It uses Basic Linguistic Theory (Dixon 1997, Dryer 2006) to describe the grammar of Bao’an Tu, including its phoneme inventory and syllable structure, morphology and cliticization, the noun phrase, the clause, and clause combining. It also includes an appendix with three Bao’an Tu oral texts. At every level of the grammar, the influence of local Tibetic varieties (primarily spoken Amdo Tibetan and Modern Literary Tibetan) is apparent. Examples of this include the size and make-up of the phoneme inventory, the word order of constituents in
the noun phrase, and a fully developed system of speaker perspective (also known as the conjunct/disjunct distinction in Tibetic languages).

It is my hope that this synchronic descriptive grammar of Bao’an Tu will be useful to as broad an audience of linguists as possible, including typologists, area specialists, Mongolic specialists, and explanatory theorists alike; especially since language shift is underway among the language community, and language death appears to be imminent.
Chapter 1: Introduction

This dissertation is a description of the grammar of the variety of Bao’an spoken in Tongren County, Qinghai Province, in the People’s Republic of China. Because it is primarily descriptive, I have not used an explanatory linguistic theory to organize or analyze the data. Rather, I have used the descriptive theory referred to as Basic Linguistic Theory (Dixon 1997, Dryer 2006) to analyze and present my findings. The terms used here are generally in common use by linguists (particularly linguists engaged in descriptive and typological studies of language), except where I have found it necessary to use terms specific to Mongolic studies, and these are explained as they are introduced.

This chapter gives the genetic classification of the language as well as a typological overview and discussion of previous scholarship in section 1.1. Section 1.2 introduces the people who speak Bao’an Tu, including a brief overview of their historical, physical, social, and sociolinguistic context. Section 1.3, then, outlines the theoretical underpinnings of the study and describes the methods of data collection and analysis. The rest of the dissertation is organized as follows: chapter two contains a phonological sketch; chapter three gives an overview of Bao’an morphology; chapter four contains a description of the syntax of the noun phrase; chapter five gives an account of the clause; and chapter six discusses clause combining.

1.1 Linguistic Context

1.1.1 Genetic Classification

According to the Ethnologue, Bao’an is a member of the Monguor sub-branch of the Eastern branch of the Mongolic language family. Other members of this sub-branch
include Kangjia, Tu, Dongxiang, and East Yugur (Gordon 2005). An alternative classification proposed by Rybatzki (2003) places Bao’an in the Southeast Mongolic branch of the Mongolic family and includes Mongghul, Mangghuer, and Santa in this branch.¹ Based on a list of shared taxonomic features, Rybatzki posits that the language most closely related to Bao’an is Santa, followed by Mangghuer, and then Mongghul (2003:387-8). Bao’an is also known in the literature as Bonan, Boan, Paoan, Paongan, Baonan, or treated as a dialect of Monguor or “Tu”.² It falls under the ISO classification ISO639-3: PEH, which includes two main dialects: one spoken in Jishishan, Gansu Province, and one spoken in Tongren County, Qinghai Province. The dialect in Gansu is spoken by the Bao’an nationality (保安族), who are Muslim; while the dialect in Qinghai is spoken by a community who adhere to Tibetan Buddhism and are classified by the Chinese government as being part of the Tu nationality (土族). The ancestors of the Bao’an nationality lived in Tongren County until c.1860, when unrest between the two religious groups prompted the emigration of the Muslim portion of the population. Due to their geographical separation as well as their differences in culture, the dialects spoken by the two communities are quite divergent. This dissertation is a description of the dialect spoken in Tongren County, Qinghai Province, by people who are considered by the central government to be a small subset of the Tu ethnic minority nationality.

The Mongolic languages spoken in the Qinghai-Gansu Sprachbund have been highly influenced by the languages around them, including Amdo Tibetan, Salar, A

¹ Mongghul and Mangghuer together make up the category labeled “Tu” in the Ethnologue, and Santa is an alternative label for the variety listed as “Dongxiang” in the Ethnologue.
² When referred to as a dialect of Monguor or Tu, a geographic appellation is usually used to distinguish Bao’an from other varieties of Monguor or Tu (e.g. ‘Tongren Monguor’, ‘Southwestern Monguor’, or ‘Tongren Tu’).
Standard Mandarin, and various local varieties of Northwest Mandarin (Slater 2003a), and Bao’an is no exception. The Tongren variety of Bao’an (called “Bao’an Tu” in this dissertation) in particular has a high degree of lexical borrowing from Amdo Tibetan\(^3\) as well as a speaker perspective system borrowed from Amdo Tibetan, but structurally it remains an identifiably Mongolic language.

1.1.2 Typological Overview

The dominant word order in Bao’an is SOV.\(^4\) Obliques such as NP’s in the locative, dative, or ablative case, postpositional phrases, and most adverbs typically occur immediately preceding the verb; but many types of obliques occur in other positions in the clause as well, often as a result of topic fronting. A list of word order pairings is given in table 1.1; details and examples of the pairings are given in the relevant chapters of the dissertation.

---

\(^3\) Wu estimates that 43-54% (depending on the village) of the Bao’an Tu lexicon is borrowed from Amdo Tibetan (2003:344).

\(^4\) The primary criterion I have used to determine this is frequency, but speakers also report that this ordering is pragmatically neutral.
Table 1.1 Bao’an Tu word order pairings

<table>
<thead>
<tr>
<th>Dominant word order:</th>
<th>SOV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order of S and ( V_{\text{intransitive}} ):</td>
<td>SV</td>
</tr>
<tr>
<td>Order of object, oblique, and verb:</td>
<td>(no order dominant)(^5)</td>
</tr>
<tr>
<td>Order of lexical verb and auxiliary verb:</td>
<td>V, Aux</td>
</tr>
<tr>
<td>Order of NP and adposition:</td>
<td>NP, Po</td>
</tr>
<tr>
<td>Order of genitive and noun:</td>
<td>Gen, N</td>
</tr>
<tr>
<td>Order of noun and adjective:</td>
<td>N, Adj(^6)</td>
</tr>
<tr>
<td>Order of demonstrative and noun:</td>
<td>Dem, N</td>
</tr>
<tr>
<td>Order of noun and numeral:</td>
<td>N, Num</td>
</tr>
<tr>
<td>Order of relative clause and noun:</td>
<td>Rel, N</td>
</tr>
<tr>
<td>Order of degree word and adjective:</td>
<td>Deg, Adj</td>
</tr>
<tr>
<td>Position of question particle:</td>
<td>n/a</td>
</tr>
<tr>
<td>Position of interrogative phrases in content questions:</td>
<td>in situ</td>
</tr>
<tr>
<td>Position of adverbal subordinators:</td>
<td>at the end of the subordinate clause</td>
</tr>
</tbody>
</table>

1.1.3 Previous Scholarship

The Bao’an language is first mentioned in linguistic literature in Potanin (1893), in which Bao’an is classified as a Shirongolic variety (Wu 2003:326). The largest linguistic study of the Tongren variety of Bao’an (i.e. Bao’an Tu) to date was undertaken in 1980-1 by Chen Naixiong and Wu Hugjiltu. That study resulted in a glossary (Chen 1985), a volume of language materials (Chen 1986), and a diachronic comparative study (Chen & Chingeltei 1986). Wu (2003) is a summary based on those publications. Another publication resulting from that research is a dialectal study (Chen 1994). Previous

---

\(^5\) Both OXV and XOV occur with a high degree of frequency.

\(^6\) This means Bao’an would be classified as Greenbergian type 24 (SOV, Po, GenN, NAdj)(Greenberg 1963), which is anomalous for a Mongolic language (most of which are type 23 (SOV, Po, GenN, AdjN)). In fact, all of the Mongolic languages for which I could find the relevant data have the relative ordering Adj,N (these include: Santa (Kim 2003), Mangghuer (Slater 2003a), Mongghul (Georg 2003a), Ordos (Georg 2003b), Khalkha (Binnick 1979), Buriat (Poppe 1960), Khamnigan Mongol (Janhunen 2003a), and Dagur (Martin 1961)). Although both orderings occur in Bao’an, N,Adj is dominant. This may be from Modern Literary Tibetan, which a large majority of Tongren Bao’an speakers are literate in.

\(^7\) I have analyzed the question morpheme as a suffix rather than a particle or clitic, because it is phonologically part of the word preceding it, and since it occurs at the end of a sentence (and Bao’an is strictly verb-final), it is always hosted by a verb.
scholarship in related languages is listed in the following paragraphs, beginning with the varieties most closely related to Bao’an Tu.

Todaeva (1966) contains a grammar sketch, language materials, and wordlist of the Gansu variety of Bao’an. Todaeva (1963) and Todaeva (1997a) also give grammar sketches of this variety (Wu 2003:326). In addition to these, Charles Li has written a number of works on language contact and language change that make reference to Gansu Bao’an (1983, 1984, 1985, 1986).

The earliest published work on Santa (also known as Dongxiang, Dunxian, or in earlier literature, Mongolian Huihui, or Dongxiang Huihui) is a lexical study by Potanin (1893). Grammatical sketches appear in Todaeva (1959) and Todaeva (1997b), and a grammar with texts and vocabulary are contained in Todaeva (1961). Chinese scholarship includes a grammar (Liu 1981), a glossary (Buhe et al 1983), a collection of texts (Buhe et al 1986), and a comparative grammar (Buhe & Chingletei 1985). Finally, Field (1997) and Kim (1998) are dissertations on the grammar and morphology of Santa, and Kim (2003) gives a grammar sketch.

The only major work on Mangghuer I am aware of is Slater (2003a). A summary of this work also appears as Slater (2003b).

Mongghul (called ‘Monguor’ in much of the English language literature, and ‘Tu,’ ‘Tuyu,’ or Tuzu Yu’ in Chinese literature) is by far the most well-studied and well-documented of the languages in the Monguor sub-branch or Southeast Mongolic branch. Grammatical descriptions are given in Smedt & Mostaert (1964) and Chingletei & Li (1988). The Tu-Chinese Dictionary by Li Keyu (1988) is also a noteworthy source because of its use of the Mongghul orthography that has been approved for testing and
because of its intended use by learners of that orthography. There are also many published Mongghul textual materials, including Heissig’s publication (1980) of Dominik Shröder’s transcription of 12,000 lines of the Amdo Geser Epic. There are many other worthwhile works on Mongghul; many of them can be found listed in the references of Georg (2003a).8

1.2 Bao’an Speakers and Their Context

The approximately 4,000 speakers9 of Bao’an Tu live in four villages in the Longwu River valley in Tongren County, Huangnan Prefecture, in the Qinghai Province of the People’s Republic of China: Nianduhu (35°32’N,102°01’E), Guomare (35°34’N,102°02’E), Gasare (35°36’N,102°02’E), and Bao’an Xiazhuang (35°39’N,102°04’E).10 The name used by linguists to refer to the language spoken in these four villages comes from the name of the village of Bao’an. The Bao’an speakers living in this area do not have an ethnonym for themselves or their language. Many I spoke with have a vague idea that they have Mongolian heritage, but almost all self-identify as Tibetans—in spite of their official classification as members of the Tu nationality.11 When pressed, some will indicate an awareness of being related to the tu or

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8 Another bibliographic source for Mongghul is the Wikipedia entry ‘Monguor,’ though the sources listed there are wider in scope than just linguistic studies.
9 This number is an approximation. Wu surmises that the number is around 3,500 based on 1980 census statistics. The reason an exact number is elusive is that population figures are typically given by ethnic breakdown, and the members of the Tu nationality in Tongren do not all speak Bao’an Tu. There is one village of people classified as members of the Tu nationality who speak a Sinitic variety referred to as Wutun (Janhunen et al 2008).
10 These are the Chinese names for these villages. Their Tibetan names are: gNyan.thog, sGo.dmar, sKa.gsar, and Mtho rgya bod skor, respectively.
11 It is the case that the state-issued identity papers of the Bao’an speakers in Tongren county indicate that they belong to the Tu nationality (or Hor in the Tibetan language), but the majority of the Tu nationality live over 200 kilometers away in the Tu Autonomous County of Huzhu and in the Tu and Hui Autonomous County of Minhe. This population has significantly different religious and material culture from that of the Bao’an speakers in Tongren County. The question of ethnic identity is a complicated one, and is the topic of Fried (2009).
monguar—but they also clarify that these names refer primarily to the Tu nationality living in Huzhu and Minhe counties—not themselves. Others offer maŋə ‘1PL.INCL.COLL’ or the Amdo Tibetan terms dorda or hor as autonyms; but maŋə is not in common usage as a name, and of the latter two, the first is considered to be pejorative by most Bao’an speakers and the second is not in common usage among Bao’an Tu speakers themselves.

1.2.1 Historical, Physical, and Social Context

There are competing theories both among scholars and among the oral traditions of the people themselves regarding the origins of the Tu people in general and the Bao’an speakers in Tongren in particular. Chinese and Tu scholars are divided into two basic camps regarding the origins of the Tu nationality in general. One maintains that the Tu are the descendents of military personnel (of Mongolian and/or Shat’o Turkic extraction) sent to defend the border between China and Tibet during either the Yuan (1277-1367 C.E.) or the Ming (1368-1644 C.E.) dynasties (Li & Li 2005). The other school of thought is that the Tu are descendents of the Tuyuhun from the Xi Xia Kingdom (1038-1227 C.E.), who are thought to have spoken an Altaic language (Slater 2003).

When asked about their origins, the Bao’an speakers living in Tongren county give many different answers. Those with higher education may offer an explanation similar to those given above, but most give various other accounts. Some maintain that they are the descendents of the soldiers of a famous Han Chinese army general, Gomerelang (Erlangshen). Others maintain that they are simply a subset of the many...
Tibetan clans who have “always” lived in the area. One high school graduate insisted that they must be the descendents of officials (of Han or Mongolian extraction) sent to the area by a Qing (1644-1911 C.E.) emperor, because the mountain deities in their local shrines are depicted wearing clothing similar to what was worn in Qing courts. Almost all are quick to add that whatever their origins, they are Tibetans.

What is known with relative certainty is that all four of the Bao’an speaking villages in Tongren County were established by (Chinese) dynastic authority as military stockades in an area that was at the time the border between China and Tibet. Of the four, Nianduhu was established first and Bao’an Xiazhuang was established last, and the latter was established in 1585 C.E. (Wu 2003).

The four villages in Tongren county inhabited by Bao’an speakers are located on fertile farmland in the broad Longwu river valley at an average elevation of 7,865 feet above sea level. Before liberation by the Chinese Communist Party, nearly all farmed highland barley as well as some wheat and broad beans. In addition to this, men were either engaged in trade or were religious professionals (Buddhist monks or lamas). After liberation, trade and monastic life were no longer options as vocations, and those who could not procure government jobs worked on collective farms. Since the economic and social reforms of the 1980s, many continue to farm (mainly wheat), but most have sold the majority of their land (especially in Nianduhu, the village nearest the county and prefectural seat—which is sprawling in the direction of Nianduhu on land once farmed by inhabitants of Nianduhu) and have turned to the production of Tibetan Buddhist religious art as their main means of livelihood. The area is famous for its thangka painting,
duixiu, and sculpture, and estimates run as high as 90% of households who have at least one member involved in this profession.

These four Bao’an speaking villages are located in a Tibetan autonomous county (Tongren) in a Tibetan autonomous prefecture (Huangnan). Thus the Tibetan language and culture have particular salience for them. In addition, they are devout Tibetan Buddhists, and so in many ways their culture is very closely related to the larger Tibetan culture around them. In addition to Tibetan Buddhism they retain pre-Buddhist shamanistic practices, some of which are shared by other Tibetan villages in the valley and some of which are unique to these four villages. Their main festivals include the observance of Tibetan New Year, lapsi (a spring festival in which allegiance to local mountain deities is renewed), leru (a pre-harvest festival in honor of the mountain deities; perhaps the biggest festival besides Tibetan New Year), and wutun (a mid-winter festival celebrated in Nianduhu to rid the village of the year’s sickness and bad luck). The latter two have become tourist events, and as such are important to the local economy in addition to their religious and cultural significance. Their traditional clothing, much like their festivals, shares many similarities with Tibetan dress, but there are nonetheless distinguishing characteristics that differentiate them from the Amdo Tibetans around them.

1.2.2 Sociolinguistic Context

As was mentioned above, Tongren County is a Tibetan autonomous county. This means that government business is conducted in Tibetan, the medium of education in most

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13 Duixiu is a Tibetan Buddhist art form invented in Nianduhu in which religious subjects (similar to those of thangka paintings) are depicted in the medium of cardboard and silk; many small pieces of cardboard are cut to form the image desired, and each one is then covered in silk fabric and reassembled; the effect is much like a quilt or a fabric mosaic.
schools is Tibetan, and all government documents are available in both Standard Mandarin Chinese and Tibetan. Tibetan media is both available and popular on television and radio. Additionally, the Bao’an speakers in Tongren adhere to Tibetan Buddhism, the rites of which are performed in Tibetan. For all these reasons both written Tibetan and spoken Amdo Tibetan have much relevance for the Tongren Tu. Many speak Bao’an in their homes and perhaps on the road with others whom they know are Bao’an speakers, but otherwise most of their business and religious life is conducted in Amdo Tibetan. Therefore, all except some of the youngest children and some very elderly women are bilingual in Amdo Tibetan. In addition, those with education beyond the primary level usually have some control of standard Mandarin Chinese.

Tibetan is viewed by Bao’an Tu speakers as having higher status than Bao’an for many reasons: it has a long literary tradition while Bao’an has no writing system; it is the language of high religion; it has official status with the government (which among other things means jobs as translators); it is the language of educational opportunity; and it is the language of the more powerful majority in the area. Tibetans in the area often derogatorily refer to Bao’an as “bird talk.” During my fieldwork, many high school and college graduates who had left the village to pursue secondary and post-secondary education related experiences of trying to hide what their mother tongue was in order to avoid ridicule and abuse by Tibetan speaking classmates. Another indicator of the language attitudes in the area is that bilingualism is most definitely unilateral; a Tibetan claiming to be able to speak Bao’an is unheard of. During my fieldwork I met many Tibetans who had married into Bao’an speaking families and lived in Bao’an speaking
villages who claimed to understand “some” Bao’an, but all of them without exception claimed absolutely no speaking ability.

It is not surprising, then, that language shift appears to be underway among Bao’an speakers in Tongren. I did not conduct a formal sociolinguistic survey, but one anecdotal experience (that was repeated in more than one home) serves as an example. When I visited the home of a Bao’an speaking friend in Bao’an Xiazhuang in the summer of 2007, I found myself alone in the room with my friend’s four-year-old niece, and I began asking her a few simple questions in my broken Bao’an. Encountering her looks of bewilderment, I was dismayed at the ineffectiveness of my Bao’an language skills until my friend’s mother entered and told me, “Oh, she doesn’t understand Tu [Bao’an]; her parents only speak to her in Tibetan so that she’ll have a better chance at doing well in school”. In addition to the factors above, intermarriage between Bao’an speaking men and Tibetan women appears to be happening more frequently, which means more and more children in these four villages are growing up in otherwise Bao’an speaking homes and villages, but have Tibetan as their mother tongue. These children appear to be acquiring only passive knowledge of Bao’an.

1.3 Theory and Methods

1.3.1 Language Description and Basic Linguistic Theory

This grammar is intended to be a synchronic description of the variety of Bao’an spoken in Tongren County (referred to here as “Bao’an Tu”). To achieve this goal, I have used terms from a theoretical framework often claimed to be theory-neutral by those who use it (usually to write grammars), but which has more recently been referred to as Basic Linguistic Theory (Dixon 1997, Dryer 2006). To say that this grammar is synchronous
means that the description here differs from many grammars of Mongolic languages written to date in that I have not used the traditional glossing labels based on morphemes’ Mongolic etyma, and I have not undertaken the diachronic study necessary to theorize about the place of Bao’an in the Mongolic language family, though I hope the description presented here will be useful to Mongolic comparativists. To say that this grammar is a description means that I have refrained from offering much explanation. This reflects my position that language structure and language function are distinct (albeit very related) phenomena, and that the task of language description is to capture language structure. Only once this has been accomplished can that structure be explained in terms of its function (Dryer 2006). Where possible explanations are offered here, they are offered as asides—not as part of the main work of the dissertation—and are generally presented from a functionalist framework. It is my hope that by approaching the description of Bao’an Tu in this way this grammar will be useful to as broad an audience of linguists as possible, including typologists, area specialists, Mongolic specialists, and explanatory theorists alike.

1.3.2 Data

The data used in this study were collected during the period of March 2006 to August 2007, and January 2009 to August 2009. During this time I lived in both Nianduhu Village, Tongren Tibetan Autonomous County, Tibetan Huangnan Autonomous Prefecture (March 2006-September 2006 and April 2007-August 2007); and Xining City (October 2006-March 2007 and January 2009-August 2009) in China’s Qinghai Province. I collected data in Nianduhu, Guomare, Bao’an Xiazhuang, Tongren, and Xining from speakers from all four Bao’an speaking villages in Tongren. Data collection
was carried out in Mandarin Chinese. I have invited much input from the consultants with whom I work regarding the content of the elicited data as well as topics and themes for interviews and personal narratives used in this research, and I have made a concerted effort to use examples of language data that reflect on the Bao’an Tu culture in a respectful and accurate way. The data I have elicited and the examples included in this dissertation obviously reflect my choices and thought processes as a linguist and an outsider, however. Snippets of language data removed from context should not be considered to represent the “voice” of the Bao’an Tu themselves.

The data for this present study consist of a 2,004-item wordlist developed by Chinese linguists for use among China’s minority populations, elicited from multiple consultants from all four of the Bao’an speaking villages in Tongren. In addition, approximately 1050 lines (containing about 1150 clauses) of elicited grammatical data were transcribed and glossed by Ms. Caiguoji (a university educated native speaker of Bao’an from Nianduhu) and myself (these data are cited in this dissertation as “Caiguoji”).

A number of oral texts were also collected for this study. Two personal narratives were collected and transcribed by Mr. Dorje Jiashi (a high school graduate and native Bao’an speaker from Nianduhu) and myself; one from a man in his late teens (Disappointment), and one from a woman in her early seventies (Skirmish). A personal narrative and a procedural text were collected, transcribed, and glossed by Ms. Caiguoji and myself; these were from a woman in her early twenties (How to Make Bread, and Parents’ Instructions). Finally, two interviews on the topic of the Leru festival were analyzed; one was conducted by M. Heather Y. Fried and Ms. Caiguoji and transcribed
and glossed by Ms. Caiguoji and myself (Dzokoləru), and one was collected by Mr. Dorje
Jiashi and myself and transcribed and glossed by Ms. Caiguoji and myself (Łəru
Dancing); the first interviewee was a man in his sixties, the second was a man in his
thirties. The narrators and interviewees are all fluent speakers who have Bao’an as their
first language. The texts number around 915 clauses, and represent much spontaneous
Bao’an speech; no false-starts, disfluencies, slips of the tongue, interruptions, or listener
contributions have been omitted. These texts as well as the elicited data were then
digitized and analyzed with the aid of Fieldworks Language Explorer software (©SIL
International). Some of these texts are not suitable for publishing, but three of the texts
(How to Make Bread, Parents’ Instructions, and Łəru Dancing) are included in the
Appendix.
Chapter 2: Phonology

The phonology of Bao’an has been influenced by neighboring languages in the Qinghai-Gansu sprachbund; most notably by Amdo Tibetan. Bao’an has a rather large consonant inventory, which is atypical for the Mongolic family and reflects the influence of Amdo.

There are a few discrepancies between the phoneme inventory presented here and those given in Chen & Chingeltei (1986) and Wu (2003). These discrepancies are minor and are discussed in this chapter. Perhaps the biggest difference between earlier descriptions of Bao’an phonology and the current one is the re-analysis of distinctive vowel length. The data for the descriptions given in Chen & Chingeltei (1986) and Wu (2003) were collected in 1980-1 whereas the data for the current description were collected in 2006-9 primarily from relatively young speakers. Therefore, I believe that the two descriptions—rather than being competing analyses—represent a record of a shift that has happened in Bao’an phonology in that 25-year span.
2.1 Phoneme Inventory

2.1.1 Consonants

The consonant inventory of Bao’an Tu is given in table 2.1.

Table 2.1. Consonant phoneme inventory of Bao’an Tu

<table>
<thead>
<tr>
<th></th>
<th>Labial</th>
<th>Alveolar</th>
<th>Retroflex</th>
<th>Alveopalatal</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
</tr>
</thead>
<tbody>
<tr>
<td>plosives</td>
<td>pʰ</td>
<td>tʰ</td>
<td>kʰ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p</td>
<td>t</td>
<td>k</td>
<td></td>
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<td>b</td>
<td>d</td>
<td>g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>h_p</td>
<td>h_t</td>
<td>h_k</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>affricates</td>
<td>ʈʂʰ</td>
<td>ʈʂʰ</td>
<td>ʈɕʰ</td>
<td>ʈɕʰ</td>
<td>ʈɕ</td>
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</tr>
<tr>
<td></td>
<td>ʈʂ</td>
<td>ʈʂʰ</td>
<td>ʈɕʰ</td>
<td>ʈɕ</td>
<td>z</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fricatives</td>
<td>f</td>
<td>s</td>
<td>ʂ</td>
<td>ç</td>
<td>ç</td>
<td>ç</td>
<td>χ</td>
</tr>
<tr>
<td></td>
<td>z</td>
<td>z</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nasals</td>
<td>m</td>
<td>n</td>
<td>ŋ</td>
<td>ŋ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>approximants</td>
<td>ɬ</td>
<td>w</td>
<td>l</td>
<td>ɻ</td>
<td>j</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall, the size and makeup of the consonant inventory as well as the vowel to consonant ratio (6:34)\(^{14}\) is fairly typical (Maddieson 1984). The one exception is the large inventory of fricatives. Six places of articulation and nine overall fricatives is atypically high (though this is not unusual for languages in the neighboring Tibeto-Burman family). The only glaring gap is the absence of a /v/ phoneme. The sound [v] does exist in free variation with [w], but /w/ was chosen as the representative phoneme because [w] occurs more frequently than [v].

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\(^{14}\) The ratio is 6:38 if the pre-aspirated plosives are included in the count.
The inventories of Chen & Chingeltei (1986) and Wu (2003) are given below for comparison.

Table 2.2. Bao’an consonant inventory from Chen & Chingeltei (1986)

<table>
<thead>
<tr>
<th></th>
<th>Labial</th>
<th>Alveolar</th>
<th>Retroflex</th>
<th>Alveopalatal</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Pharyngal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>plosives</strong></td>
<td>p&lt;sup&gt;h&lt;/sup&gt;</td>
<td>t&lt;sup&gt;h&lt;/sup&gt;</td>
<td>k&lt;sup&gt;h&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p</td>
<td>t</td>
<td>k</td>
<td>q</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>affricates</strong></td>
<td>ts&lt;sup&gt;h&lt;/sup&gt;</td>
<td>tʃ&lt;sup&gt;h&lt;/sup&gt;</td>
<td>tʃ&lt;sup&gt;h&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ts</td>
<td>tʃ</td>
<td>tʃ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>fricatives</strong></td>
<td>f</td>
<td>s</td>
<td>c</td>
<td>ç</td>
<td>χ</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>z</td>
<td>ʒ</td>
<td>ç</td>
<td>χ</td>
<td>h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td>n</td>
<td>ñ</td>
<td>η</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>nasals</strong></td>
<td>mb</td>
<td>nd, ndz</td>
<td>ndz</td>
<td>ndz</td>
<td>ng</td>
<td>ηg</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>liquids, glides</strong></td>
<td>ḷ</td>
<td>w</td>
<td>l</td>
<td>r</td>
<td>j</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hₜ, hʃ</td>
<td>hₜʃ</td>
<td>hₜʃ, hʃ</td>
<td>hʃ</td>
<td>hk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pre-nasalized</strong></td>
<td>ţp, ţm</td>
<td>ţt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pre-aspirated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pre-rhotacized</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Chen & Chingeltei (1986) and Wu (2003) worked from the same data, but their analyses of the phoneme inventory differ slightly: in Wu (2003) the /ç/ and /ʕ/ phonemes are omitted, the /q/ phoneme is re-analyzed as /ɣ/, and /χ/ is re-analyzed as the velar phoneme /x/.

There are also a few differences between the phoneme inventory presented in Wu (2003) and the one given here. There are three changes actually involving an increase or decrease in the number of consonant phonemes: the palatal fricative /ç/ has been re-instated (see 2.1.1.3 for a discussion of this), and /h/ has been omitted because there is no evidence in my data of a phonemic distinction between [h] and [χ]. Some speakers never produce [h], and for those who do, it is in the same words where other speakers have [χ].
The other loss of phonemic distinction is the disappearance of the pre-rhotacized series of consonants. This is discussed in §2.1.1.1.

The differences between Wu’s description and mine in plosives and affricates may appear to be rather significant, but in fact it does not represent a change in the overall system of phonemic distinctions. In addition to the two-way voice onset timing (VOT) distinction in plosives included in the phoneme inventory, Wu reports that there is also a series of prenasalized plosives. I have chosen to represent them as a series of voiced plosives, because the early VOT rather than the nasalization appears to be the significant indicator of the phonemic distinction (see §2.1.1.1 for examples). Similarly, the three-way VOT contrast in retroflex affricates results from a reanalysis of the prenasalized phoneme /ndʐ/. Finally, the robust series of pre-aspirated consonants reported by Chen & Chingeltei (1986) and Wu (2003) appears to have shrunk dramatically, leaving only /ʰp/, /ʰt/, /ʰk/, and /ʰtɕ/ in my data (see §2.1.1.1 for discussion and examples).

Finally, Wu describes the back set of fricatives as /x/ and /ɣ/, while they are presented here as /χ/ and /ʁ/. While no acoustic analysis has been carried out to determine the precise place of articulation of these fricatives, they have the allophones [q] and [ɢ] respectively. So ga [ɡa] ‘saddle’ and ʂa [ɡa] ‘fox’, for example, remain distinct even though both begin with voiced plosives. My decision to represent the back fricatives as /χ/ and /ʁ/ rather than /x/ and /ɣ/is based on this fact.
The consonant phoneme inventories of Santa, Mangghuer, Mongghul, and Amdo Tibetan are provided here for purposes of comparison with Bao’an Tu. The former three are the three Mongolic languages most closely related to Bao’an Tu, while the latter is the variety of spoken Tibetan prevalent in Tongren. A comparison of these inventories reveals the heavy influence of Amdo Tibetan on the phoneme inventory of Bao’an Tu.

### Table 2.4. Santa consonant phoneme inventory (Kim 2003)

<table>
<thead>
<tr>
<th></th>
<th>Labial</th>
<th>Alveolar</th>
<th>Retroflex</th>
<th>Alveopalatal</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>plosives</td>
<td>p</td>
<td>t</td>
<td></td>
<td></td>
<td>k</td>
<td>q</td>
<td></td>
<td></td>
</tr>
<tr>
<td>affricates</td>
<td>ts</td>
<td>tʂ</td>
<td>tɕ</td>
<td></td>
<td>dz</td>
<td>dz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fricatives</td>
<td>f</td>
<td>s</td>
<td>ʂ</td>
<td>x</td>
<td></td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nasals</td>
<td>m</td>
<td>n</td>
<td></td>
<td>η</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>liquids, glides</td>
<td>w</td>
<td>l</td>
<td>r</td>
<td>j</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 2.5. Mangghuer consonant phoneme inventory (Slater 2003a)

<table>
<thead>
<tr>
<th></th>
<th>Labial</th>
<th>Alveolar</th>
<th>Retroflex</th>
<th>Alveopalatal</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
</tr>
</thead>
<tbody>
<tr>
<td>plosives</td>
<td>pʰ</td>
<td>tʰ</td>
<td></td>
<td></td>
<td>kʰ</td>
<td>qʰ</td>
<td></td>
</tr>
<tr>
<td>affricates</td>
<td>tsʰ</td>
<td>tʂʰ</td>
<td>tɕʰ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fricatives</td>
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Table 2.7. Tongren Amdo Tibetan consonant phoneme inventory (Hua 2002)

<table>
<thead>
<tr>
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<td>ntʃʰ, ndtʃ</td>
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<td>nŋ</td>
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<td>rɕ</td>
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</tbody>
</table>

2.1.1.1 Plosives

There is a four-way contrast between aspirated, voiceless unaspirated, voiced, and pre-aspirated voiceless plosives in Bao’an. Only the voiceless unaspirated plosives occur in syllable codas; they are unreleased when they occur in this position.
The voiced plosives are the same series of phonemes described as pre-nasalized plosives in earlier descriptions of Bao’an (Chen & Chingeltei (1986), Wu (2003)), and voiced plosives occur in free variation with their pre-nasalized counterparts. The pre-nasalized variants are particularly likely to show up in the speech of older speakers and in words with emphatic stress.

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15 As was mentioned in §1.2.2, Bao’an Tu has no orthography. Language examples in this dissertation are given in phonemicized IPA based on the phonological analysis presented in this chapter except where otherwise indicated (e.g. with phonetic brackets [ ] ). There are three cases where this ad hoc orthography differs from the IPA symbols given in the phoneme inventory in Table 2.1. First, pre-aspirated plosives are written with a digraph containing the use of the non-superscripted symbol ‘h’ (e.g. \( \text{hp} \)) rather than a plosive preceded by a superscripted ‘h’ (e.g. \( /h^p/ \)) in order to disambiguate between aspiration and pre-aspiration. This digraph does not create any potential ambiguity, because the (non-superscripted) symbol ‘h’ is not otherwise used in the orthography (there is no /h/ phoneme in Bao’an). Second, affricates are written without ligatures for the sake of convenience. Again, the potential for ambiguity is not great, because consonant clusters do not occur in syllable onsets or codas, and even single consonant codas do not occur very frequently. Third, the voiced retroflex approximant is written ‘r’.
In addition to pre-nasalization, Chen & Chingeltei (1986) and Wu (2003) report a robust series of pre-aspirated and pre-rhotacized aspirated and unaspirated plosives and affricates, fricatives, nasals, liquids, and glides. The contrast between pre-aspirated and pre-rhotacized consonants appears to have collapsed in the speech of younger speakers, however, and the inventory of pre-aspirated consonants has shrunk to include only the unaspirated plosives /ʰpʰ /ʰtʰ /ʰkʰ/ and the affricate /ʰtɕʰ/.

4) a. /ʰp/ /ʰp/ mehpo [mei.ʰpo] ‘strong’
   b. /ʰt/ /ʰt/ htoŋ ‘tooth’
   c. /ʰk/ /ʰk/ hko ‘big’
   d. /ʰtɕ/ /ʰtɕ/ htcida ‘middle’

Wu (2003) gives rko ‘big’ (pronounced [ʂko]) as an example of pre-rhotacization. Younger speakers produce both [ʂko] and [ʰko], however, and claim that there is no difference between the two. In addition, the words hku ‘die’ (also phonemically transcribed by Wu as hku) and hko are considered by the same speakers to be a minimal pair differing only in their vowel. Based on the data collected for this study, I have concluded that pre-rhotacization only has phonemic status in instances of code-switching (i.e. the use of Amdo Tibetan pronunciation with Amdo Tibetan words used when speaking Bao’an).

2.1.1.2 Affricates

Consonant clusters do not otherwise occur in either the onset or coda of the syllable in Bao’an, so the best analysis of the sequences /tsʰ tʃʰ tɕʰ ts tʃ tɕ dzʰtɕʰ/ is that they are
single phonemes. Since consonant clusters do not occur in Bao’an and my data do not contain any morphologically simple lexical items in which a plosive is followed by an affricate across a syllable boundary, it is difficult to demonstrate the distinctiveness of $\text{/ts/}$ and the sequence $/t/+/s/$, for example. There are instances where the sequence $/t/+/s/$ occurs across a morphological boundary, and in this case this sequence of two phonemes is distinct from the single phoneme $/\text{t} \text{̜} \text{s}/$ in a similar environment.

5)  
   a. $\text{disot} = \text{sa} [\text{di}.\text{sot}^{'}.\text{sa}]$  ‘clock = ABL’  
   b. $\text{ji-tsho} [\text{ji}.\text{t} \text{̜} \text{sho}]$  ‘COP2.SUBJ-POS’

There is basically a two-way contrast in VOT in Bao’an affricates, but the three-way VOT contrast in Amdo retroflex affricates is likely to be maintained in loanwords from Amdo, and a three-way contrast between voiceless aspirated, voiceless unaspirated, and pre-aspirated is preserved in the alveopalatal affricates. This is especially true for speakers who are bilingual in Bao’an and Amdo—which is a majority of the Bao’an speaking community. My data contain no Mongolic lexical items that demonstrate the former distinction, so it is unclear whether this phonemic distinction has been fully integrated into Bao’an phonology. On the other hand, there are so many Amdo loanwords in the Bao’an varieties of Qinghai that a loss of this distinction would likely render so many homophones as to hinder understanding. The following near minimal sets demonstrate these voicing contrasts.

6)  
   a. $\text{ts}^{'}.\text{am}$  ‘comb’  
   b. $\text{dzaŋ}$  ‘crowded’

7)  
   a. $\text{tś}^{'}.\text{oma}$  ‘to be left; remain’  
   b. $\text{tšo}$  ‘dance’ (n.) AMDO: $[\text{tšo}]$ ‘dance’  
   c. $\text{dzōma}$  ‘Droma’ (proper name) AMDO: $[\text{dzōma}]$
8) a. ʨʰɔ  ‘you (2SG)*
   b. ʨɔ [ʨə]~[ʥə]  ‘to call, to be called’
   c. ʰʨida  ‘middle’

There is a three-way distinction in the place of articulation of affricates.

9) a. ʦʰɔχɔma  ‘stubble’
   b. ʦʰɔkɔ  ‘to pass (a test); to fit’
   c. ʨʰɔkɔ  ‘to offer a sacrifice to a deity’

10) a. ʦanŋ  ‘crowded’
    b. ʦama  ‘window’
    c. ʨama  ‘chef, cook’

2.1.1.3 Fricatives

Fricatives have the broadest range of place of articulation: labiodental, alveolar, retroflex, alveopalatal, palatal and uvular. There is a two-way contrast in VOT with some exceptions; neither /f/ nor /ç/ have voiced counterparts. This asymmetry may be due to the fact that /f/ and /ç/ are relatively recent additions to the phoneme inventory; they mainly occur in loanwords. There is also no voiced counterpart of /ʂ/. The approximant /r/ is optionally spirantized and realized as [ʐ] when it occurs word initially, however.

The distinctiveness of /f/ and /s/ is demonstrated by the following pair.

11) a. ʨənaŋ,  ‘smoke’
    b. ʦə-naŋ  ‘in the water’

Wu says that both /f/ and /χ/ are reflexes of proto-Mongolic *x, and that the two phonemes are in complementary distribution, with /f/ occurring before /u/, and /χ/
occurring elsewhere (Wu 2003:329). However, as a result of continued borrowing, /χ/ can now occur before /u/, making possible minimal pairs such as the following:

12) a. :flexion ‘red’
   b.  χulə ‘peddler’

The phonemic distinction between the alveolar fricatives /s z/ and affricates /tsʰ dz/ is not very robust, in that most if not all of the minimal pairs demonstrating this distinctiveness contain one or more loanwords. So while there are minimal pairs like dzonə ‘green onion’ (CHIN: 葱 [tsʰoŋ]) and zonə ‘county’ as well as tsʰə ‘vinegar’ (CHIN: 醋 [tsʰù]) and sə ‘water’, there are also many words (particularly among native Mongolic vocabulary) in which the fricative and affricate occur in free variation. For example, su ‘sit, stay’ has the pronunciations [su] and [tsʰu], and both are reported to be acceptable.

The phonemic status of /s/ /ʂ/ and /ɕ/ is demonstrated by the minimal set in (13).

13) a. sakə ‘cheap’
   b.  şakə ‘good’ AMDO: [ʂa yə] ‘good’
   c.  ɕakə ‘paralysis’

The retroflex /ʂ/ does not occur as frequently in the lexicon as the others, and usually occurs in loans from Amdo Tibetan.

---

16 The phoneme inventories of neighboring Sinitic languages contain /s/ /tsʰ/ and /dz/, and Amdo Tibetan has /s/ /tsʰ/ /z/ /dz/.

17 Throughout this dissertation, I use the conventional Mandarin pinyin notation for indicating tone in both phonetic transcriptions (those contained by square brackets []) and when using the Mandarin pinyin spelling system. First tone (pitch value: 55) is indicated by a macron (e.g. ā). Second tone (pitch value: 35) is indicated by an acute accent (e.g. á). Third tone (pitch value: 214) is indicated by a háček (e.g. ě). Fourth tone (pitch value: 51) is indicated by a grave accent (e.g. ě). Fifth or ‘neutral’ tone has a varying pitch value depending on its context and is indicated by no diacritic.
The phonemic status of /z/ /r/ and /ʑ/ is demonstrated by the minimal pairs and near minimal pairs in (14). The phoneme /r/ is included in this section because although there is no phoneme /ʑ/ in Bao’an, /r/ is realized as [z] in free variation with the realization [ɾ] in the speech of some speakers, but the majority consistently produce only [ɾ].

14) a. zoŋ ‘county’  
    zaŋ ‘messy’  
    b. roŋ [zoŋ]~[zoŋ] ‘prefecture’  
    raŋ [zan]~[zan] ‘informal’  
    c. zoχ ‘for’  
    zanba ‘other’

The voicing distinction between the apical fricatives is demonstrated in the following near minimal pairs.

15) /s/ and /z/  
    a. so ‘partially digested food in the intestines of a butchered animal’  
    b. zoŋ ‘county’

16) /ʃ/ and /ɾ/  
    a. šakə ‘good’  
    b. ra ‘courtyard’

17) /ɕ/ and /ʑ/  
    a. ɕoχtə ‘there’  
    b. zoχkə ‘peel’

The status of the phoneme /ɕ/ as distinct from /ɕ/ is demonstrated by the following near minimal pair.
18)  a. ɕikə ‘very’
    b. ɕi ~ ɕi ‘forest’

The distinction between /ɕ/ and /χ/ is lost preceding /i/, as is demonstrated by the word
ɕi~χi ‘tree’. /ɕ/ is actually another marginal phoneme in the sense that it occurs
infrequently, and when it does occur it is often in loanwords. This may be why Wu
(2003) omitted it from his presentation of the phoneme inventory. I have included it
however, because it does occur distinctively in some places, as in the minimal pair in
(19).

19)  a. çu ‘tree’ (CHIN: 树 [ʂù])
    b. χu ‘water jug’ (CHIN: 壶 [χú] ‘kettle’)

The voiced fricative /ʁ/ is realized as both /ɢ/ and /ɢʷ/ when it precedes /a/ (e.g.
-ʁala [gæ.la]~[ ɡʷa.la] ‘INST’). This variation does not appear to be phonologically
conditioned. The question of how to label the back fricative phonemes with regard to
their place of articulation was discussed in §2.1.1; but there is also some question with
regard to their manner of articulation. Table 2.8 gives the realizations of these two
phonemes in various environments.
Table 2.8. Allophones of /χ/ and /ʁ/

<table>
<thead>
<tr>
<th>Environment:</th>
<th>Realization of /χ/:</th>
<th>Realization of /ʁ/:</th>
</tr>
</thead>
<tbody>
<tr>
<td>word initially:</td>
<td>[χ]: χani [χɑ.'ni] ‘all’</td>
<td>[ɡ]: ɡar [ɡɑr] ‘two’</td>
</tr>
<tr>
<td>followed by a plosive:</td>
<td>[q]: ʰtɔχɔtɔ [tɔ.ˌtɔ] ‘bicycle’</td>
<td>0  \footnote{18}</td>
</tr>
<tr>
<td>intervocally:</td>
<td>[χ]: tɔχɔn [tɔ.ˌχn] ‘white’</td>
<td>[ʂ]: masа [ma.'ʂa] ‘meat’</td>
</tr>
<tr>
<td>word finally:</td>
<td>[χ]: jɪχ ‘to hit’</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on frequency of occurrence, these two phonemes should be called /χ/ and /ɡ/,
which is more or less what Chen & Chingeltei (1986) did (represented above as /χ/ and
unaspirated /q/). This is somewhat problematic, however, because it creates a gap in the
inventory of fricatives (/ʁ/) as well as gaps in the inventory of plosives (/qʰ/ /q/). Thus
for reasons of symmetry in the phoneme inventory, it is better to consider them both to
be either plosives or fricatives. The benefit of calling them plosives is that the
realization of /ɡ/ as /ʁ/ intervocally is much easier to motivate phonologically than
/ʁ/ → [ɡ] / word initially. On the other hand, this leaves us with /q/ being implausibly
realized as [χ] both intervocally and word initially. Furthermore, the would-be pair
/q/ /ɡ/ does not participate in the three-way VOT plus pre-aspiration distinction that the
other plosives do. For these reasons, I have chosen to represent them as fricative
phonemes. (20) gives a minimal set for the velar plosives and uvular fricatives.

\footnote{18} Neither consonant clusters nor lone voiced plosives or fricatives occur in the coda of the syllable. See §2.2.
20) a. \( k^ʰa \) ‘cargo’
b. \( ka \) ‘pillar’
c. \( ga \) ‘saddle’
d. \( χa [χa] \) ‘closed’
e. \( ka [ga] \) ‘fox’

2.1.1.4 Nasals

There are four nasal phonemes in Bao’an. Minimal pairs and near minimal pairs for them are given in (21).

21) a. \( moɕi \) ‘snake’
b. \( noɕi \) ‘dog’
   \( nasa \) ‘disease’
c. \( ja \) ‘yoke’
d. \( gasi \) ‘early’

A common areal phenomenon is the free variation of [l] and [n]. These two phonemes do not overlap in Bao’an, however.

22) a. \( na \) ‘to fall’
b. \( la \) ‘to cry’

2.1.1.5 Liquids

Bao’an has both voiced and voiceless lateral consonant phonemes\(^{19}\) as well as a retroflex approximant phoneme.

23) a. \( loma \) ‘student’
b. \( loma \) ‘leaf’

---

\(^{19}\) Wu states that in addition to the phoneme /ɬ/, the /l/ may be pre-aspirated, yielding the onset cluster /hl/. The speakers I worked with maintained that there is no phonemic distinction between [l] and [hl]. The strength of Wu’s analysis is that it identifies the two distinct diachronic sources for what synchronically constitutes the single phoneme /ɬ/ (2003:329-30).
The following pairs demonstrate that /l/ and /r/ are distinctive in both onset and coda position.

24) a. /r/ rəmo ‘picture’
χar ‘fire’
b. /l/ lemə ‘water goddess’
χal ‘arm/hand’

2.1.1.6 Glides

Bao’an has two glides: /w/ and /j/. /w/ is alternately pronounced [w] and [ʋ].

25) a. wama [wamə]~[ʋamə] ‘pot’
wi [wi]~[vi] ‘COP2.SUBJ’
b. jama ‘stuff’
jiχ ‘to hit’

2.1.2 Vowels

Bao’an has six phonemic vowels.

Table 2.9. Bao’an Tu vowel phoneme inventory

<table>
<thead>
<tr>
<th>i</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

The high vowels are pronounced much as the phoneme symbols would suggest ([i] and [u]). The vowel represented by the symbol /e/ is typically diphthongized to some degree ([ei]), and the vowel represented by the symbol /o/ is pronounced [ɤ] by many speakers. Mid central /ə/ is pronounced [ə]. The low vowel /a/ is realized as low central vowel ([a]) when it is followed by /n/ in the syllable coda (e.g. /man/ [măn] ‘medicine’).
It is realized as a low back vowel ([u]) elsewhere (e.g. /χapa/ [χa.pa] ‘dog’, /saŋ/ [sɑŋ] ‘offering’). The list in (26) gives a minimal set for the six vowel phonemes.

26) i:  χi ~ çi ‘forest’
    ə:  χə ‘other side’
    a:  χa ‘closed’
    o:  χo ‘roof beam’
    u:  χu ‘water jug’
    e:  χe ‘shoes’ (GS)

Wu’s analysis posits a five-vowel inventory with length distinctions as follows:

a [a, a:], e [o, e:], i [e, i:], o [ɤ, ɤ:], u [u, u:] (2003:327-8). Contrastive vowel length is well attested in proto-Mongolic and is still robust in the majority of Mongolic languages still spoken today. Among younger speakers of Bao’an, however, vowel length has ceased to be distinctive, which has led to the phonemic merger of the long and short variants of /a/, /o/, and /u/. What were formerly minimal pairs containing the long and short realizations of these vowels are now reported to be homophonous by my primary language consultants (varying in age from eighteen to twenty-eight).
Wu’s /e/ [ə, eː] and /i/ [e, iː], on the other hand, appear to have split into the three phonemes /ə/, /e/, and /i/. The diagram in (27) represents this in a schematic way.

27) **Impact of loss of vowel length on the Bao’an vowel phoneme inventory:**

The diphthong [ao] also occurs infrequently in Bao’an speech, and only in loanwords. Furthermore, many Bao’an speakers who do not speak Mandarin Chinese do not produce this diphthong; rather, they pronounce these loanwords with the vowel [o] rather than a diphthong. Based on this evidence, [ao] is not included in the phoneme inventory.

The vowel inventories of Santa, Mangghuer, Mongghul, and Amdo Tibetan are provided here for purposes of comparison.

**Table 2.10. Santa vowel phoneme inventory (Kim 2003)**

```
       i          u
       e          o
       a
```

**Table 2.11. Mangghuer vowel phoneme inventory (Slater 2003a)**

```
       i          u
       e          o
       a
```
Table 2.12. Mongghul vowel phoneme inventory (Georg 2003a)

![Mongghul vowel phoneme inventory](image)

Table 2.13. Tongren Amdo Tibetan vowel phoneme inventory (Hua 2002)

![Tongren Amdo Tibetan vowel phoneme inventory](image)

2.2 Syllable Structure

The syllable in Bao’an minimally consists of a lone vowel nucleus and optimally allows for a single consonant in both the onset and coda, for a template of (C)V(C). Speakers of Bao’an Tu readily pause between syllables if they are interrupted or speaking extremely slowly for some other reason. The vowels /a/ /u/ /ə/ and /o/ all occur by themselves in onsetless coda-less syllables. It is unclear whether the absence of any examples containing /i/ and /e/ is due to a phonotactic constraint prohibiting front vowels from occurring in these minimal syllables or whether it is due to an accidental gap in the data.

29) Examples of syllables with a lone nucleus:

- a.ku ‘girl’
- u ‘to drink’
- a.no ‘this’
- o.loŋ ‘many’

All of the consonants in the phoneme inventory can occur in onset position, including /ŋ/ (e.g. nasi ‘early’). This sets Bao’an apart from both Mandarin Chinese and
Mangghuer, neither of which allows /ŋ/ in the onset (Slater 2003a). The inventory of consonants allowed in the coda is more limited. A list of these with examples is given in (30).

30) /p/ \textit{ap} ‘take, buy’  
/t/ \textit{di.sot} ‘clock’  
/k/ \textit{jak.sa} ‘pretty’  
/χ/ \textit{tʰm.tʰ ox} ‘mianpian’ (type of noodles)  
/m/ \textit{sam.toχ} ‘gift’  
/n/ \textit{tʰa.un} ‘five’  
/ŋ/ \textit{na.rag} ‘sun’  
/l/ \textit{kʰol} ‘say’  
/r/ \textit{gor} ‘house’

There are a handful of syllable shapes occurring in my data that are not covered by this analysis: \textit{χwa, χwe, kwo, and ejao}. These syllables occur infrequently and only in loanwords, as demonstrated in (31).

31) a. \textit{cun χwa} ‘Xunhua county’ CHIN: 循化 [cún χuà]  
b. \textit{dzɔχ.xwa} ‘herdsman’ AMDO: [ndzɔk kwa] ‘herdsman’  
c. \textit{χwe} ‘custom, example’ AMDO: [htam hwe] ‘proverb, saying’  
d. \textit{pʰəŋ.kwo} ‘apple’ CHIN: 苹果 [pʰɪŋ kwɔ] ‘apple’  
e. \textit{ejao.dzan} ‘principal’ CHIN: 校长 [ciaò dzǎn] ‘principal’

For this reason, I have decided not to include CGV (where G represents the glides /w j/) in the list of possible syllable shapes in Bao’an Tu.
2.3 Word Stress

Word stress falls fairly regularly on the final syllable. The following examples demonstrate that this holds true for monomorphemic lexical words as well as for words hosting enclitics and inflectional and derivational suffixes.

32)  a.  $\chi ani$ [χɑ.'ni] ‘all’
    b.  $\chi ani = la$ [χɑ.ni.'la] ‘all = PL’
    c.  $\chi ani = la = da$ [χɑ.ni.la.'da] ‘all = PL = LOC’

33)  a.  nat$^h\omega$ [.na.'tʰə] ‘dance’
    b.  nat$^h\omega$-tɕə [.na.'tʰə.'tɬə] ‘dance-IMPF’
    c.  nat$^h\omega$-tɕə=ku [.na.'tʰə.tɬə.'ku] ‘dance-IMPF = IMPF.NMLZ’
Chapter 3: Morphology

Bao’an is a dependent marking language in both the locus of the clause and the possessive noun phrase. Bao’an arguments are marked for case regardless of whether they are expressed by nouns or pronouns, and there is no agreement marking on the verb.20

Subjects of both intransitive and transitive clauses are zero-marked for nominative case, and direct objects are optionally marked with the accusative enclitic =nɔ.

1) \(\text{nənto} \text{lak}^h_4 \text{att}^h_4 \text{og} \text{ŋamada} \text{nət}^h_4 \text{-t}^c_o\)
   Nianduhu.Laka most behind dance-IMPF.OBJ
   S V
   ‘Nianduhu Laka village dances very last.’
   (Ləru Dancing 92)

2) \(\text{coŋjisa} \text{atcəŋ} \quad əl \text{a-}tə-m\)
   originally 3SG NEG go-IMPF-NARR
   S V
   ‘He doesn’t usually go.’
   (Caiguoji)

3) \(t^h_2ər=\text{nə} \text{χi}t^h_2u=\text{da} \text{lota} \text{da}t\text{c}0\text{rn}=\text{nə} \text{tcark}^c_2 \text{-t}^c_2\text{-t}^c_2\)
   that=ACC next.day=LOC school report=ACC post-PERF-IMPF.OBJ
   A P V
   ‘On the next day the school posted a report.’
   (Disappointment 53)

4) \(\text{atcəŋ} \text{mənda} \text{jị}^c\text{-t}^c_2\)
   3SG I SG.ACC hit-IMPF.OBJ
   A P V
   ‘He hit me.’
   (Caiguoji)

---

20 The category of speaker perspective, which is marked on most finite verbs, superficially looks like a system of agreement, but is not (for a discussion of speaker perspective, see §5.1.3).
In possessive noun phrases, the possessor is marked with the accusative enclitic =nə, while the possessed noun phrase is unmarked. Sentences (5) and (6) give examples in context.

5) su ɬot sa=nə ɬosi=la ɬonda cuan-kə-tə=təo
so school=ACC teacher=PL 1SG.ACC choose-VBZ-PERF=QUOT.IMPF.OBJ
POSSESSOR POSSESSED
‘So (he said that) the school’s teachers chose me.’

   (Disappointment 5)

6) sateʰə ɬozə=nə sateʰə wa
place self=ACC place COP2.OBJ
POSSESSOR POSSESSED
‘(the) land is (our) own land.’

   (Skirmish 16)

Bao’an morphology is primarily comprised of suffixes.21 The two word classes with the largest membership by far are nouns and verbs. Nouns are marked for number, case, and in a marginal way, definiteness; nominal morphology is treated in section 3.1. Verbs take morphological marking for finiteness, tense/aspect/mood, and speaker perspective; verbal morphology is treated in section 3.2. Quotative complements of verba dicendi typically host the quotative enclitic =tə or =tə/=təi, these are discussed in section 3.3. Some adjectives can take verbal morphology; section 3.4 gives an introduction to the morphology of these adjectives and discusses adjectival reduplication. The status of adjectives as a word class in Bao’an is addressed in more detail in chapter four (§4.3.3). Section 3.5 describes the morphology associated with numerals. Other classes of words in Bao’an include pronouns, postpositions, adverbs, and particles. As

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21 Most morphology in Bao’an appears on verbs. Nominal grammatical categories are primarily marked by enclisis.
these classes do not evidence morphological marking, they are not discussed in this
chapter.

3.1 Nominal Morphology

3.1.1 Inflectional Morphology

Number (§3.1.1.2) and case (§3.1.1.1) are marked by enclisis in Bao’an. When both
number and case are marked on one NP, the number enclitic occurs in the first position
following its host, and the case enclitic follows, as demonstrated in (7). The phonetic
transcriptions show that word stress shifts from the clitic’s host and moves to the final
clitic hosted by a given word. This is phonological evidence that these morphemes are
not phonologically independent words. Syntactic evidence for their status as clitics
follows example (7).

7)   a. $\chi_{ani}$ [\$\alpha'.ni] ‘all’
    b. $\chi_{ani}=\lambda a$ [\$\alpha.ni.'la] ‘all = PL’
    c. $\chi_{ani}=\lambda a=\lambda da$ [\$\alpha.ni.la.'da] ‘all = PL = LOC’

Number and case enclitics are hosted by the last element in a noun phrase,
including a (headless) relative clause or a nominalized clause. The following set of
example sentences demonstrates the use of number enclitics. Sentence (8) contains the
plural enclitic $=\lambda a$ hosted by a noun; (9) contains the same enclitic hosted by an adjective;
(10) contains the plural enclitic hosted by a headless relative clause; and (11) contains
the singular indefinite enclitic $=g\theta$ hosted by a nominalized action.
The following sentences give examples of case enclitics. Sentence (12) contains the locative enclitic =da used to mark a lexical noun as an indirect object. Sentence (13) gives an example of =da hosted by an adjective. Sentence (14) contains =da hosted by a headless relative clause, and (15) contains the accusative enclitic =nə hosted by a nominalized action.

12) \( dʒo \)ma \( [ga] an =da \) \( tʰ\text{mt} \oχ \) \( təl-təo \)  
Droma child=PL=LOC mianpian prepare-IMPF.OBJ  
‘Droma made mianpian noodles for the children.’ (Caiguoji)
13) \[pʰi\text{do} \ \chioluŋ\] = da ke = ku
\[\text{kang} \ \text{hot=LOC} \ \text{put=IMPF.NMLZ}\]
‘Putting it on a hot kang’

(How to Make Bread 4)

14) dzoma [dewa = no nydıa su-tçə = ku] = la = da tʰəmtʰox
\[\text{Droma village=ACC in stay-IMPF=IMPF.NMLZ=PL=LOC mianpian}\]
\[\text{təəl-}\text{təə}\]
\[\text{prepare-IMPF.OBJ}\]
‘Droma made mianpian noodles for (those) who live in the village.’

(Caiguoji)

15) [χεɕaŋ nətʰ-o-sə jango = da sətɕi = ku] = no kʰəl
\[\text{Leru dance-COND what=LOC benefit=IMPF.NMLZ=ACC say}\]
\[\text{kʰər-səŋ-u}\]
\[\text{be.required-POS-Q}\]
‘Should (I) tell what benefits derive from dancing Leru?’

(Ləru Dancing 5)

When two NP’s are coordinated, the case enclitic is hosted by the second NP (see §4.3.8 for a discussion of NP coordination and more examples of case enclitics hosted by coordinated NP’s).

16) mənə nəy = da morə lutsʰa = no çarwaŋ koćda
\[\text{1SG.GEN time=LOC horse mule=ACC Xiabulang on.the.other.side.of}\]
\[\text{o-tçə səmba nỳnda χila-sə}\]
\[\text{go-IMPF March in graze=COND}\]
‘In my day, if we took the horses and mules to the other side of Xiabulang village to graze in March, . . .’

(Skirmish 28)

22 A kang is a heated platform used both as a sleeping space and as a place to entertain guests, particularly in cold weather.
17)  โป silaŋ = ต่อ นัมต'oχ = ดา su-tei
1SG Xining=and Nianduhu=LOC stay-IMPF.SUBJ
‘I live in Xining and Nianduhu.’

(Caiguoji)

The enclitic =tsʰaŋ ‘family’ appears between the number and case clitics when it
occurs (see §3.1.1.3). Definiteness (§3.1.1.4) is indicated through the use of
determiners. The following sections treat the inflection of noun phrases containing
lexical nouns. Personal pronouns inflect for number and case very similarly, with just a
few exceptions. For a discussion of the inflection of personal pronouns, see §4.2.1.

3.1.1.1 Case

Bao’an has a nominative-accusative case marking system, as demonstrated by the pair of
sentences below. The S in (18) is zero-marked for case in the same way that the A in
(19) is, while the P in (19) is case marked with the enclitic =nə.

18)  au = gə wilə-κə-təo
    man=SG.INDEF work-VBZ-IMPF.OBJ
    S V
‘A man is working.’

(Caiguoji)

19)  aku = gə cazo = nə jiχ-təo
    woman=SG.INDEF child=ACC hit-IMPF.OBJ
    A P V
‘A woman hit the child.’

(Caiguoji)
Case is marked by enclisis on the noun phrase. The case enclitics are listed in Table 3.1.

Table 3.1 Bao’an Tu case enclitics

<table>
<thead>
<tr>
<th>Case Marking</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ø</td>
<td>nominative</td>
</tr>
<tr>
<td>=nə</td>
<td>accusative/genitive²³</td>
</tr>
<tr>
<td>=da</td>
<td>dative/locative²⁴</td>
</tr>
<tr>
<td>=də</td>
<td>locative (GS dialect only)</td>
</tr>
<tr>
<td>=sala</td>
<td>instrumental²⁵</td>
</tr>
<tr>
<td>=sa</td>
<td>ablative</td>
</tr>
<tr>
<td>=gaŋ</td>
<td>predicate possessive</td>
</tr>
</tbody>
</table>

3.1.1.1.1 Nominative Case

Zero case marking is used with subjects of both transitive and intransitive clauses, indefinite direct objects, nominal predicates (expressed by means of copular clauses), objects of some postpositions, and vocatives. Time nouns used as adverbs also frequently occur with no case marking. The following sentences contain examples of the single argument of an intransitive clause zero-marked for nominative case.

20) \(\text{laka}^h\text{a} \quad \text{terəŋ} \quad \text{də} \quad \text{manda} \quad \text{nat}^h\text{a}-\text{la}\)  
Nianduhu.Laka four day 1PL.INCL.COLL.LOC dance-PURP

\(\text{ər}-\text{tə-ci-saŋ}\)  
come-IMPF.SUBJ-POS
‘Nianduhu Laka village comes to dance for us for four days.’  
(Laru Dancing 93)

---

²³ Mongolicists call this case the ’connective’ case, and gloss it CONN. As is demonstrated below, this enclitic serves to mark both accusative case in the clause and to mark genitive case when used adnominally (usually indicating possession). I gloss it here as “ACC” regardless of whether it is being used to indicate accusative or genitive case.
²⁴ I gloss this form “LOC” regardless of whether it is being used to indicate locations, destinations, indirect objects, or other beneficiaries.
²⁵ Linguists working in related languages call this the sociative case, and gloss both instrumental functions as well as what I consider to be dual number ‘SOC’ (e.g. Wu 2003, Janhunen et al 2008).
21) \(t^h \text{or} = n \text{o} \ \text{cila} = g \ \text{au} = \text{la} \ \text{jindam} \text{anda} \ \text{ula} = \text{da} \ \text{t}^h \text{a}\)
that=ACC night boy=PL definitely mountain=LOC sleep

\(k^h \text{or}-\text{sa}g\)
be.required-POS

‘The boys must definitely sleep on the mountain that night.’

(Ləru Dancing 100)

The next two examples contain subjects of transitive clauses zero-marked for case.

22) \(\text{ćarwa} = g \ \text{ago} = n \text{o} \ \text{sate}^h \text{a} = n \text{o} \ \text{lahk}^h \text{or}-\text{t}^c \ \text{mant}^h \text{ol}-\text{ka}-\text{sa}\)
Xiabulang household=ACC land=ACC rent-IMPF dig-CAUS-COND

\(t^h \text{or} \ \text{da} \ \text{ə}lə \ dzək-kə-na \ \text{pe}\)
that also NEG right-VBZ-DUR EMPH

‘Xiabulang rented out the families’ land and let (others) dig it; that was also not right!’

(Skirmish 24)

23) \(\text{χe} = s\text{a} \ \text{nat}^h \text{a} = k\text{u} \ \text{t}^e^h \text{χa}g\text{a}n\text{a}g \ \text{k}^h \text{og} \ \text{χa}n\text{i} \ \text{k}^h \text{ol} \ \text{χa}r = n \text{o}\)
Ləru dance=IMPF.NMLZ time people all foot hand=ACC

\(\text{dabra}-\text{t}^c \ \text{jaks}^h \text{a}-\text{t}^c \ \text{nat}^h \ \text{k}^h \text{or}-\text{na}\)
raise-IMPF pretty-IMPF dance be.required-DUR

‘When dancing Ləru, the people should all raise their feet and hands and dance nicely.’

(Ləru Dancing 39)

The following are examples of indefinite direct objects with no overt case marking.

24) \(\text{guda} \ \text{te}w\text{dzi} \ \text{na} = \text{nda} \ \text{so} \ \text{təm} = \text{mə}g\text{o} = \text{la} \ \text{gol} \ \text{təm} = \text{mə}g\text{o}\)
before large.bowl in water little flour little

\(k^h \text{i}-\text{t}^c \ \text{htər} = \text{g} \text{o} - \text{t}^c\)
pour-IMPF stir-PERF

‘First, pour a little water and a little flour in a large bowl and stir (it).’

(How to Make Bread 1)

25) \(\text{kut} \text{con} = \text{da} \ \text{se} \ \text{χal} \ \text{k}^h \text{or}-\text{na}\)
neck=LOC sash wear be.required-DUR

‘(One) should wear a sash on (one’s) neck.’

(Ləru Dancing 29)
Zero case marking also encodes nominal predicates.

26) \( jərə \) \( amɨcətə=ɔn=əm \) \( səmə \) \( bɨ-səɲ \)

yerza Amishatchon=ACC hat COP₂.SUBJ-POS

‘The ‘yerza’ is Amishatchon’s hat.’

(Dzəkələru 123)

27) \( tʰ=ɔr \) \( rəŋkə \) \( tʰ=təŋtə=go \) \( bɨ-səɲ \) \( çə \)

that commoner small.small=SG.INDEF COP₂.SUBJ-POS NEG.COP₂.OBJ

‘He is not an insignificant common (one).’

(spoken of the Tibetan Buddhist deity Amimaqin)

(Dzəkələru 111)

The objects of postpositions in the following example are in nominative case.

28) \( kɔsə=ə \) \( dəwə \) \( nəjdu \) \( kʰ=ə \) \( jɑntʰ=go \) \( nətʰ-ə-sə \)

self=ACC village in person what.kind=SG.INDEF dance-COND

\( tʰ=la \) \( pʰtʰ=ə \) \( aτqənə \) \( məqə \) \( ol-tʰ=ə \) \( da \) \( ole \)

that=PL all 3SG.GEN soldier become-POS also right

‘In any given village, whoever dances, they all also become his (Gomerelang’s) soldiers. Right.’

(Dzəkələru 90)

29) \( tʰ=əsənə \) \( ləkə \) \( kʰ=ədə \) \( epsu=teə \) \( əmdəu=ənə \) \( hτar-ə=tə \)

next bread.pan on grass=and leaves=ACC burn-CAUS-PERF

‘Next, burn grass and leaves on top of the pans.’

(How to Make Bread 12)

The following examples are lexical NP’s used in vocative situations.

30) \( əkə! \)

girl

‘Daughter!’

31) \( Səŋəu! \)

Caiguoji

‘Caiguoji!’
Finally, the time nouns functioning as adverbs in the following examples are not marked for case.

32) **danon**  əndo  mohton  kina
    last.year  here  tree  NEG.COP₁.OBJ
‘There were no trees here last year.’  
(Caiguoji)

33) **erhte**  morhtə  au=la=ņo  χamda  su-sa  kʰamər
    morning  other  boy=PL=ACC  with  stay-COND  ceremonial.needle
    \( jiχ = ku \)
    do=IMPF.NMLZ  when  harm  COP₁.SUBJ
‘If (they) sit with the other boys in the morning, (they) will be harmed when (they) do the kamer.’  
(Ləru Dancing 107)

### 3.1.1.1.2 The Accusative Enclitic =nə

The accusative enclitic =nə has a wide range of functions. When hosted by a clausal argument, it encodes definite direct objects of transitive clauses, causees that are subjects of intransitive sentences, and direct objects of ditransitive clauses and transitive clauses that have been causativized. When its host modifies another noun, it indicates various forms of possession and dates. Finally, its use is required by some postpositions.

The accusative enclitic =nə is typically optional when the subject of the clause is expressed lexically. When it is used in this context, it usually indicates definiteness.

This is illustrated by comparing the reading of (19) above (repeated here as (34)) where the use of =nə indicates a definite object, with (35) in which the object not marked with =nə has an indefinite reading.

34) **aku = go**  cazo = nə  \( jiχ=teχ \)
    woman=SG.INDEF  child=ACC  hit-IMPF.OBJ
‘A woman hit the child.’  
(Caiguoji)
35) \( aku = gə \ cazo \ jiχ-τə \)
girl=SG.INDEF child hit-IMPF.OBJ
‘A woman hit a child/children.’

(Caiguoji)

If a direct object occurs alone in a transitive clause (i.e. the subject is implicit),

\( =nə \) is generally obligatory, as in (36) and (37).

36) \( tʰomtʰɔχ = nə \ τεοl-τə \)
\( \text{mianpian=ACC prepare-IMPF.OBJ} \)
‘(she) made mianpian noodles.’
(or ‘(the) mianpian was made.’)

(Caiguoji)

37) \( mərku = nə \ jangətə \ mər \ kʰər-si \)
clothing=ACC how wear be.required-Q
‘How should (one) wear the clothing?’
(or ‘How should the clothing be worn?’)

(Ləru Dancing 6)

The use of \( =nə \) is also obligatory when the direct object occurs in a clause also containing an instrumental oblique.

38) \( satsu \ tεʰ \ nəkə \ jiχ-τə-səŋ = kəla \ tεʰənə \ nɛə = nə \)
but 2SG one hit-IMPF-PERF.NMLZ=INST 2SG.GEN name=ACC

\( \text{ap-səŋ} \)
take-POS
‘But because you got into a fight, your name was removed.’
(lit. ‘But with you having fought one (a fight), (they) removed your name.’)

(Disappointment 75)

39) \( au = gə \ χapə = nə \ kərə = kəla \ jiχ-τə \)
boy= SG.INDEF dog=ACC stick=INST hit-IMPF.OBJ
‘A man hit the dog with a stick.’

(Caiguoji)
Finally, accusative =nə is usually used when a direct object is fronted, as in (40) and (41).

(40) $dzojal =nə$ dorte $tcolse = da$ $ke-tco$

dish=ACC Dorje table=LOC put-IMPF.OBJ

‘The dish, Dorje put (it) on the table.’

(Caiguoji)

(41) $wadzə =nə$ $χani = la$ $təqənum-kə-tco$ $mor$ $kʰər-na$

sock=ACC all=PL collective-VBZ-IMPF wear be.required-DUR

‘As for socks, everyone should wear the same (kind).’

(Ləru Dancing 31)

Accusative =nə is used to mark the subject of an intransitive clause when it becomes the causee of a causative construction.

(42) $pə$ $cazə =nə$ $χateʰə-kə-tə̝-to$

1SG child=ACC laugh-VBZ-CAUS-PERF

‘I made the child laugh.’

(Caiguoji)

Definite direct objects of ditransitive clauses and of transitive clauses that have been causativized also host =nə as in (43) and (44), respectively.

(43) $au = go$ $aku = go = da$ $saməχ =nə$ $οχ-tco$

boy=SG.INDEF girl=SG.INDEF =LOC gift=ACC give-IMPF.OBJ

‘A boy gave the gift to a girl.’

(Caiguoji)

(44) $ačəŋ$ $cazə = da$ $nokə$ $man =nə$ $u-əa-tə̝-o$

3SG child=LOC that medicine=ACC drink-CAUS-IMPF.OBJ

‘She made the child take that medicine.’

(Caiguoji)
When \( =nə \) is hosted by an NP modifying another noun, it marks a possessor. The use of \( =nə \) is obligatory when indicating possession.

45) \( kʰəmə \quad nəkə \quad jɨx-sa \quad ənə \quad nəkə=\text{nə} \quad kʰəmə \quad bi-say \)

ceremonial.needle one hit-COND sheep one=ACC position COP₂.SUBJ-POS

‘Performing one ‘kamer’ equals (offering) one sheep.’

\textit{(lit. ‘if (I/you/he...) does one ‘kamer’, (it) is one sheep’s position.’)}

\textit{(Ləru Dancing 98)}

46) \( χərəntəŋ=\text{nə} \quad uər=\text{da} \quad de\text{wa=\text{nə}} \quad natʰoŋ \quad wo \)

twenty-four=ACC day=LOC village=ACC Natong COP₁.OBJ

‘The village’s Natong festival is on the 24\textsuperscript{th}.’

\textit{(Dzəkələru 153)}

There is no distinction between alienably and inalienably possessed objects.\textsuperscript{26}

47) \( nəkə \quad au=\text{nə} \quad kʰəldaku \)

that man=ACC shoe

‘that man’s shoe’

\textit{(Caiguoji)}

48) \( nəkə \quad au=\text{nə} \quad papa \)

that man=ACC father

‘that man’s father’

\textit{(Caiguoji)}

49) \( nəkə \quad au=\text{nə} \quad nəɾ \)

that man=ACC face

‘that man’s face’

\textit{(Caiguoji)}

\textsuperscript{26} The paradigm of personal pronouns does not uniformly use the accusative enclitic \( =nə \) to indicate genitive case (see §4.2.1 for the full paradigm of personal pronouns). However, the lack of distinction between alienably and inalienably possessed NP’s appears to hold for possessive pronouns as well as possessive NP’s headed by lexical NP’s. See §4.2.1.2 for a discussion.
Accusative \(=n\) is also used to indicate dates. The enclitic is hosted by a numeral which in turn modifies the head noun udə ‘day’.

50) \(\chiɾəɾəɾəɾ=\text{n}o\) udə hko natʰəŋ =təə \(\text{tsʰ} \text{owa} =gə =n\) natʰəŋ
\(\text{twenty-two}=\text{ACC}\) \(\text{day}\) \(\text{big}\) Natong=and \(\text{clan}=\text{SG.INDEF}=\text{ACC}\) Natong
\(\text{wo}\)
\(\text{COP}_1.\text{OBJ}\)
‘On the 22\textsuperscript{nd}, there is both a big festival and one clan’s festival.’
\(\text{(Dzəkələru 135)}\)

The head noun udə ‘day’ in this construction is often omitted, as in the following example.

51) \(\chiɾəɾəɾəɾəɾəɾə=\text{n}o\) dewa \(\text{χani} \text{ap-təə} \text{οχ} \text{kʰəɾ-saŋ}\)
\(\text{twenty-four}=\text{ACC}\) \(\text{village}\) all take-\text{IMPF} give be.required-\text{POS}
‘On the 24\textsuperscript{th}, the whole village must bring (them) and give (them).’
\(\text{(Ləru Dancing 90)}\)

Some postpositions govern the use of \(=n\). This phenomenon is further discussed in §5.5.

52) \(\text{nokə au nohkor} =\text{la}=\text{n}o\) \(\text{χamدا} \text{silə} =\text{da} \text{ο-təə}\)
that man friend=\text{PL}=\text{ACC} with Xining=\text{LOC} go-\text{IMPF.OBJ}
‘That man is going to Xining with (his) friends.’
\(\text{(Caiguoji)}\)

53) \(\text{nokə au gəɾ=}\text{n}o\) \(\text{sapda} \text{wa}\)
that man house=\text{ACC} near \(\text{COP}_1.\text{OBJ}\)
‘That man is near the house.’
\(\text{(Caiguoji)}\)

54) \(\text{ʨəci} \text{daŋ dzama=}\text{vala}=\text{n}o\) \(\text{htɕida} \text{su-təə}\)
Jiashi door window=\text{DU}=\text{ACC} between stay-\text{IMPF.OBJ}
‘Jiashi is sitting between the door and the window.’
\(\text{(Caiguoji)}\)
55) monə gor dzoŋteʰər =nə cida wi
1SG.GEN house city=ACC outside COP1.SUBJ
‘My house is outside the city.’

(Caiguoji)

3.1.1.1.3 Locative Enclitics

3.1.1.1.3.1 The Locative Enclitic =da

In Nianduhu, Guomare, and Bao’an Xiazhuang villages, the enclitic =da is used to encode: 1) indirect objects, 2) NP’s indicating the location or destination of an action, 3) nouns indicating the time of the predication, 4) subjects of transitive clauses that are causees in causative constructions, 5) possessors in clauses of predicate possession, 6) sources of happiness expressed by the verb gakə ‘be.happy’, and 7) adjectives denoting the resulting state of the verbs ɡatə ‘go’ and ol ‘become’ in the constructions meaning ‘become ADJECTIVE’. Sentences (56)-(59) contain recipient and benefactive indirect objects marked by =da.

56) au = go aku = go = da samtaχ = go oχ-təo
boy= SG.INDEF girl= SG.INDEF =LOC gift= SG.INDEF give-IMPF.OBJ
‘A boy gave a gift to a girl.’

(Caiguoji)

57) thəsənə pə kʰətʰə o-təo anə = da kʰəl-təo
then 1SG home.LOC go-IMPF mother=LOC say-PERF
‘Then I went home and told my mother (the news).’

(Disappointment 10)

58) au = go ca = la = da thəmtʰəχ teəl-təo
woman= SG.INDEF child=PL=LOC mianpian noodles prepare-IMPF.OBJ
‘A woman made mianpian noodles for the children.’

(Caiguoji)
59) manəŋ da pəntəŋ/lakʰa =da natʰə-la o kʰər-saŋ
1PL.INCL.COLL also Niandu.Laka=LOC dance-PURP go be.required-POS
‘So we also have to go to dance for Niandu Laka.’

Sentences (60)-(65) contain locations and destinations marked by =da.

60) nokə au siləŋ =da su-teçi-saŋ
that man Xining=LOC stay-IMPF.SUBJ-POS
‘That man lives in Xining.’

61) potəsaŋ =la nemo =da carga kʰər-saŋ
small=PL back=LOC line.up be.required-POS
‘The younger ones should line up in back.’

62) nokə au siləŋ =da o-teɔ
that man Xining=LOC go-IMPF.OBJ
‘That man is going to Xining.’

63) tʰəsana pə hlokoʰəŋ naŋda o-teɔ kəzo=na kʰəma =da
then 1SG classroom inside go-IMPF self=ACC position=LOC
dondi-to
sit.down-PERF
‘Then I went into the classroom and sat down in my spot.’

64) təala nəkə kʰoŋ əsə ɣəl-sa ɬawa aməŋ =da nəkə nəkə
false.braid one person NEG wear-COND shaman mouth=LOC one one
jix-teo
hit-IMPF.OBJ
‘If anyone doesn’t wear a təala, the shaman hits each of them on the mouth.’

(Ləru Dancing 94)

(Ləru Dancing 126)

(Caiguoji)

(Caiguoji)

(Disappointment 18)

(Ləru Dancing 37)
65) aman⁷=da war kʰər-sa⁷ ço
mouth=LOC hold.up be.required-POS NEG.COP2.OBJ
'(you) don’t have to hold it up to (your) mouth.'

(LoRu Dancing 14)

One specific type of goal or destination marked by =da is the person experiencing a desire in the ‘want’ construction, as in the examples below.

66) tʰəm⁵=da jangə⁷ kʰəl=ku taraŋ ər-sa jangə kʰəl-sa⁷
heart=LOC what say=IMPF.NMLZ desire come-COND what say-COND

tʰəke-sa⁷
permit-POS
'(you) can say whatever you want to say.’
(lit. ‘If the desire to say [what] comes to (your) heart, (you) can say [what].’)

(LoRu Dancing 4)

67) dzoma⁵=da silaŋ⁷=da o=ku taraŋ ər-tə⁷-Oct
Droma=LOC Xining=LOC go=IMPF.NMLZ desire come-IMPF.OBJ
‘Droma wants to go to Xining.’
(lit. ‘The desire that (shei) go to Xining comes to Droma.’)

(Caiguoji)

Example (3) is repeated here as an example containing a time noun indicating the time of the predication marked with =da.

68) tʰər=no xitɕʰu⁵=da ʃotša datcoren=no tɕarkɔ-tɕɔ-tɕo⁷-Oct
that=ACC next.day=LOC school report=ACC post-PERF-IMPF.OBJ
‘On the next day the school posted a report.’

(Disappointment 53)

69) pitɕaŋ⁷ ti=da dewa nəŋda ʃoŋtʃa⁴=da oχ=ku
small time=LOC village in school=LOC go=IMPF.NMLZ

tɕʰəγaŋ⁷
time
‘When (I was) young in the village, when I went to school . . .’

(Parents’ Instructions 2-3)
Subjects of transitive and ditransitive clauses are marked by the enclitic \(=da\) when they are causees in the causative strategy using the causative suffix \(-\text{ɾa}\).

70) \(ana\) \(ca = la = da\) \(t^h\text{mt}^b\text{ox}\) \(u\text{-k}a\text{-te}\)

mother child=PL=LOC mianpian noodles drink-CAUS-PERF
‘Mother fed the children mianpian noodles.’
(lit. ‘Mother caused the children to drink mianpian noodles.’) (Caiguoji)

71) \(ca = la\) \(dzoma = da\) \(t^h\text{mt}^b\text{ox}\) \(t\text{c}"\text{rl}\text{-k}a\text{-te}\)

child=PL Droma=LOC mianpian noodles prepare-CAUS-IMPF.OBJ
‘The children made Droma prepare mianpian noodles.’ (Caiguoji)

This can result in two arguments in the same clause marked for locative/dative case if the clause contains an indirect object, as in the following examples.

72) \(htema = n\) \(man\) \(s\text{engu-ts}^b\text{an} = n\) \(ana\)

bread=ACC 1PL.INCL.COLLOC.C.OC Caiguoji-HON=ACC mother
DIRECT OBJECT INDIRECT OBJECT CAUSER

\(s\text{engu} = da\) \(ap\text{-te}\) \(\text{ər-k}a\text{-san}\)
Caiguoji=LOC take-IMPF come-CAUS-POS CAUSER
‘Caiguoji’s mother made Caiguoji bring us bread.’ (Caiguoji)

73) \(pante\text{rn}\) \(dor\text{te} = da\) \(\text{χ}ote^b\text{a} = n\) \(ts^b\text{ran} = da\)

class.teacher Dorje=LOC book=ACC Tserang=LOC
CAUSER CAUSER DIRECT OBJECT INDIRECT OBJECT

\(\text{oχ-k}a\text{-te}\)
give-CAUS-IMPF.OBJ

‘(Our) class teacher made Dorje give the book to Tserang.’ (Caiguoji)
The following sentences give examples of $=da$ used to encode the possessor in a predicate of possession.

74) $tecai =da$ $werp$ $wa$
    Jiashi=LOC  wife  COP1.OBJ
    ‘Jiashi has a wife.’
    (Caiguoji)

75) $tecai =da$ $kormu$ $wa-u$
    Jiashi=LOC  money  COP1.OBJ-Q
    ‘Does Jiashi have (any) money?’
    (Caiguoji)

In the following examples, $=da$ encodes the source of happiness expressed by the verb $gakə$ ‘be.happy’.

76) $au=la$ $çongə$ $aku$ $jaksə=la=da$ $gakə$ $ke-saŋ$
    boy=PL  originally  girl  pretty=PL=LOC  be.happy  put-POS
    ‘Boys will always like pretty girls.’
    (Caiguoji)

77) $po$ $kara=da$ $gakə-na$
    1SG  sugar=LOC  be.happy-DUR
    ‘I like candy.’
    (Caiguoji)

Finally, $=da$ is hosted by an adjective when the adjective expresses the resulting state of the verbs $χatə$ ‘go’ and $ol$ ‘become’ in the constructions expressing the meaning ‘become ADJECTIVE’. The default strategy for expressing the meaning ‘become ADJECTIVE’ employs the use of the verb $χatə$. By “default” I mean that this is the one strategy for expressing this meaning that can be used with all adjectives.
In addition to this strategy, the verb ol ‘become’ may be used. In this construction, however, most adjectives do not require the use of the locative enclitic =da; as in the following examples:

80) au = la  mu  ol-tɕo
   boy=PL  ugly  become-IMPF.OBJ
   ‘The boys became ugly.’

81) aku = la  hkam’ti  ol-tɕo
   girl=PL  skinny  become-IMPF.OBJ
   ‘The girls became skinny.’

There is a small class of adjectives, however, that do require the use of the locative enclitic =da when the verb ol ‘become’ is used to express the meaning ‘become ADJECTIVE’, as in the following examples.27

82) aku = la  jaksa = da  ol-tɕo
    girl=PL  pretty=LOC  become-IMPF.OBJ
    ‘The girls became pretty.’

---

27 These are the only examples in my data of adjectives requiring the use of =da in this construction. These adjectives (jaksa and cəgo) are both borrowings from Amdo Tibetan, but this does not explain the use of =da here, as there are other adjectives of Amdo origin that do not require the use of =da in this construction.
83) ɕa=da ol-ćə
    child good=LOC become-IMPF.OBJ
    ‘The child became good.’

(Caiguoji)

3.1.1.3.2 The Locative Enclitic =də

The enclitic =də is used in the dialect spoken in Gasare village, and it is used to indicate
the location or destination of the predication (the second function listed in §3.1.1.3.1
above).

84) htcirląŋgə war-ćə lambə=da gol=ə ćər
    ferment finish-IMPF wooden.board=LOC flour=ACC knead

kʰər-səŋ
    be.required-POS
    ‘After it has finished fermenting (rising), knead the dough on a wooden board.’ (GS)
    (How to Make Bread 8)

85) tʰəsanə tʰaroχ=da o-ćə lokə=nə gargo-ka-ćə
    next oven=LOC go-IMPF bread.pan=ACC hot-CAUS-IMPF
    ‘Next, (you) go to the oven and heat up the bread pans.’ (GS)
    (How to Make Bread 9)

Speakers from Gasare retain the enclitic =da in its other functions listed in §3.1.1.3.1
(the most frequent usage being to mark indirect objects), so the Gasare dialect has a
distinction between dative case (marked with =da) and locative case (marked with =də).

This distinction is demonstrated by the following pair of sentences.

86) dzəma kʰontʰarhtə=tʰəy=da samtəχ=ə oχ-ćə
    Droma Kuantaiji= family=DAT²⁸ gift= SG.INDEF give-IMPF.OBJ
    ‘Droma gave Kuantaiji’s family a gift.’ (GS)

(Caiguoji)

²⁸ Elsewhere in the dissertation, I gloss the enclitic =da as ‘LOC’. When it is used in the speech of a
speaker from Gasare who makes the distinction between dative =da and locative =də, however, I gloss =da
as ‘DAT’.

58
There is one instance in my data where both enclitics are used in the same clause.

88) \(p^ʰi = də\quad χoöləŋ = də\quad ke = ku\)
\(kang = \text{LOC}\quad \text{hot} = \text{DAT}\quad \text{put} = \text{IMPF.NMLZ}\)
‘Putting it on a \(kang\) for the heat—’ (GS)

(Caiguoji)

One final note regarding locative case is that the word \(gər\) ‘house/home’ has a
lexically locative form: \(k^ʰər^ʰə\). It seems likely that through frequent usage, the form has
become a single morpheme via the path \(gər = də/da > k^ʰər^ʰə\). These two forms are
demonstrated in the following examples.

89) \(gər\) in nominative case:
\(te^ʰənə\quad gər\quad anə\quad bi\)
\(2\text{SG.GEN house which COP}_2\text{.SUBJ}\)
‘Which house is yours?’

(Caiguoji)

90) \(gər\) in accusative case:
\(nokə\quad gər = nə\quad təəci\quad wələ-kə-səŋ\)
\(\text{that house=ACC Jiashi work-VBZ-POS}\)
‘As for that house, Jiashi built (it).’

(Caiguoji)

91) \(k^ʰər^ʰə\) (lexically locative):
\(əsə\quad çorigə-sə\quad χena\quad k^ʰətə\quad ər-sə\quad orhtə\quad dzijə\)
\(\text{NEG make.effort-COND afterward home.LOC come-COND again test}\)
\(p^ʰak^ʰə\quad k^ʰər-səŋ\)
\(\text{take.a.test be.required-POS}\)
‘If you don’t (study) hard, when you come home you’ll have to take the test again.’

(Parents’ Instructions 26)

As proof that the form has become monomorphemic, number enclitics (which precede
case enclitics) are hosted by the entire word \(k^ʰər^ʰə\)—not inserted between the two syllables
that might otherwise be analyzed as a head noun and locative enclitic. Although the noun is inherently locative, when it occurs with a number enclitic, the locative enclitic is also used. This is redundant from a purely grammatical perspective, but perhaps it facilitates parsing for interlocutors who are accustomed to processing first number and then case.

92) \(aku = \text{kala}\) \(\text{at\c{s}a\c{g}ala\c{n\c{e}\c{e}} = la = \text{do}}\) \(o-t\c{e}^{-3}e-t\c{e}\)  
woman\(=\text{DU}\) 3DU.GEN house.\(\text{LOC=PL=LOC}\) go-RECP-IMPF.OBJ  
‘The (two) women go to each other’s houses.’ (GS)  
(Caiguoji)

3.1.1.1.4 The Instrumental Enclitic \(=\text{kala}\)

The instrumental case marker derives from the dual marker (Wu 2003: 334), and it is phonologically identical to the dual number marker, but its function is distinct from the dual meaning, as is demonstrated by the following example.

93) \(au = g\c{e}\) \(\chi\c{a}\c{p}a = n\c{e}\) \(\text{kar} = \text{kala}\) \(j\c{i}x-t\c{e}\)  
man\(=\text{SG.INDEF}\) dog=\text{ACC} stick=\text{INST} hit-IMPF.OBJ  
‘A man hit a dog with a stick.’  
*‘A man hit a dog with two sticks.’  
(Caiguoji)

The instrumental enclitic encodes instruments through which an action is accomplished (as in (94) and (95)), the medium through which an action is accomplished (as in (96) and (97)), the materials from which something is composed (as in (98) and (99)), and less frequently the manner in which an action is accomplished (as in (100) and (101)).\(^{29}\) It also encodes impersonal non-animate subjects and reason clauses.

\(^{29}\) The noun \(\text{\c{c}i}\c{t}a\c{v}\) ‘force’ is the only word in my data used in instrumental case to indicate manner.
94) atṣaŋ  koni=na  kʰeçoŋ =rala  jix-tə  ala-tə
   3SG  sheep=ACC  gun=INST  hit-IMPF  kill-PERF
   ‘He shot and killed the antelope.’
   (lit. ‘He hit the antelope with a gun and killed (it).’)  
   (Caiguoji)

95) atṣaŋ  jəsə =la =rala  dəŋ =na  ne-tə
   3SG  key=PL=INST  door=ACC  open-IMPF.OBJ
   ‘He used the keys to open the door.’  
   (Caiguoji)

96) jinjoχ =rala  asaχ-tə
   English=INST  ask-IMPF.OBJ
   ‘(She) asked (the questions) in English.’  
   (Disappointment 47)

97) atṣaŋ  doχəka  kar =rala  remo  pʰətə-tə
   3SG  color  two=INST  picture  write-IMPF.OBJ
   ‘He painted the picture in two colors.’  
   (Caiguoji)

98) anə  təolə=na  çəŋ =rala  welə-kə-san
   this  table=ACC  wood=INST  work-VBZ-POS
   ‘This table is made of wood.’
   (or ‘(you/he/she...) made this table of wood.’)  
   (Caiguoji)

99) anə  mərkə=na  re =rala  hteər-san
   this  clothing=ACC  cotton.cloth=INST  do-POS
   ‘This clothing is made of cotton cloth.’
   (or ‘(you/he/she...) made this clothing of cotton cloth.’)  
   (Caiguoji)

100) tečəi  çi=na  rala  gakə-tə
    Jiashi  force=INST  be.happy-IMPF.OBJ
    ‘Jiashi laughed.’  
    (Caiguoji)
There is also one instance in my data where =kala marks an impersonal, non-animate subject; this sentence is given in (102).

102) hkutə = ku  kʰi  hko = kala  atcan = tsʰan = nə  gor = nə
       yesterday = IMPF.NMLZ  wind  big = INST  3SG = family = ACC  house = ACC

dəp-ko-ka-təə
collapse-VBZ-CAUS-PERF
‘Yesterday’s big wind caused their house to collapse.’
(Caiguoji)

The following examples contain reason clauses marked with the enclitic =kala.

103) [kʰol-san]  gi = ku =kala  kamun = go
    say-PERF.NMLZ  NEG.COP₁.SUBJ=IMPF.NMLZ=INST  difficult = SG.INDEF

    wa  jo
    COP₁.OBJ  NEG.EMPH
‘It is difficult since (I) haven’t talked about (this before).’
(lit. ‘with not having talked, there is a difficulty.’)
(Ləru Dancing 12)

104) satsu  [tʰə  nəko  jix-təə-san] = kala  teʰənə  nerc = nə
    but  2SG  one  hit-IMPF-PERF.NMLZ=INST  2SG.GEN  name = ACC

    ap-san
    take-POS
‘But because you got into a fight, your name was removed.’
(lit. ‘But with you having fought one (a fight), (they) removed your name.’)
(Disappointment 75)

When two entities are referred to in instrumental case by means of lexical nouns, the noun phrase cannot host both the dual enclitic and the instrumental enclitic. Rather, the lexical number kəɾ ‘two’ is used.
105)  atcəŋ tʰər karə kar=kala χapa=nə jix-teə
3SG that stick two=INST dog=ACC hit-IMPF.OBJ
‘He hits the dog with those two sticks.’
(Caiguoji)

106)  *atcəŋ tʰər karə=kala=kala χapa=nə jix-teə
3SG that stick=DU=INST dog=ACC hit-IMPF.OBJ
*‘He hits the dog with those (two) sticks.’
(Caiguoji)

This constraint does not apply to pronouns, which can host both the dual enclitic and the instrumental enclitic.

107)  dortə atcəŋ=kala=kala χapa jix-teə
Dorje 3SG=DU=INST dog hit-IMPF.OBJ
‘Dorje uses them (two) to hit the dog.’
(Caiguoji)

108)  dortə tʰər=kala=kala χapa jix-teə
Dorje that=DU=INST dog hit-IMPF.OBJ
‘Dorje uses those (two) to hit the dog.’
(Caiguoji)

The enclitic =kala has been analyzed as a sociative case marker, including both instrumental functions (as in the examples given above) and comitative functions (as in the examples given in §3.1.1.2.3 below) (Wu 2003, Janhunen et al 2008), but I analyze the use of =kala in contexts like those discussed in §3.1.1.2.3 as instances of dual number marking (see the discussion §3.1.1.2.3).  

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30 Wu (2003) uses the term “sociative case” to refer to this case morpheme, and describes it as meaning “together with”.

63
3.1.1.5 The Ablative Enclitic \(=sa\)

The ablative case marks locational sources, as in (109) and (110). It also delimits a set from which an example is drawn or a choice is made, as in (111) and (112).

109) \(\text{nokə au silaŋ}=sa\ \text{ər-}=\text{tɕə}\)
that man Xining=ABL come-PERF
‘That man came from Xining.’

(Caiguoji)

110) \(\text{ə}=sa\ \text{ap-}=\text{tɕə}\ \text{o-sa}=\text{ŋ}\ \text{alma}\)
this=ABL take-IMPF go-PERF.NMLZ fruit
‘apricots that are taken from here’

(Caiguoji)

111) \(\text{ə}=\text{sə}\ \text{sola-}=\text{ku}=\text{tɕə}\ \text{na}=\text{tʰoŋ}=\text{🤗=}\text{sa}\ \text{hko}\ \text{na}=\text{tʰoŋ}\)
this water irrigate-IMPF=IMPF.NMLZ=and festival=DU=ABL big festival

\(k^{ʰ}=\text{.onreadystatechange}\ \text{hko} \ tʰ=\text{قراءة الف(review)}\)
be.required-Q water big head be.required-Q=QUOT.IMPF
‘He said, “out of irrigation or a festival, do you want a big festival or a big well?”’

(Dzəkələru 142)

112) \(\text{tʰ}=\text{兑现}\ \text{guraŋ}\ \text{nə}=\text{sa}\ \text{mannə}\ \text{nə}=\text{tʰ}=\text{όχ}\ \text{ma}\)
that three inside=ABL 1PL.INCL.COL集合 gen Nianduhu TOP

\(\text{wi}=\text{sa}\)
COP\_1.SUBJ-COND
‘Among those three, we (in) Nianduhu (for example), . . .’

(Dzəkələru 10)
3.1.1.6 The predicate possessive enclitic \( =\text{gay} \)

The enclitic \( =\text{gay} \) marks a possessor NP occurring in the predicate of a predicate of possession.\(^{31}\)

\[ 113) \quad \text{a}n\text{o} \quad \text{m}ör\text{k}u \quad \text{w}ö\text{l}ðö \; = \la \; =\text{gay} \; \text{ba} \]
\[ \text{this clothing Tibetan} = \text{PL} = \text{PRED.POSS} \; \text{COP} \text{2.OBJ} \]
\[ \text{‘This clothing is Tibetan.’} \]
\[ \text{(lit. ‘This clothing is Tibetans’ (clothing).’)} \]

(Caiguoji)

\[ 114) \quad \text{m}än\text{g}ö \quad \text{t}ș\text{ho}\text{ma} \quad \text{çarw}ənə \quad \text{χ}ə\text{n}i = \la = \text{gay} \; \text{ba} \]
\[ \text{1PL.INCL.COLL Chuma.village Xiabulang.village all} = \text{PL} = \text{PRED.POSS} \; \text{COP} \text{2.OBJ} \]
\[ \text{‘Us, Chuma, Xiabulang, (the land) was all of ours.’} \]

(Skirmish 9)

Like the other case enclitics, \( =\text{gay} \) is hosted by the last element in a noun phrase. In the following example, \( =\text{gay} \) is hosted by an adjective.

\[ 115) \quad \text{a}n\text{o} \quad \text{lərgi} \quad \text{çəra} = \text{gay} \; \text{ba} \]
\[ \text{this wardrobe yellow} = \text{PRED.POSS} \; \text{COP} \text{2.OBJ} \]
\[ \text{‘This is the yellow wardrobe’s.’} \]
\[ \text{(i.e. ‘This is from the yellow wardrobe.’)} \]

(Caiguoji)

3.1.1.2 Number

Number marking on nouns is not obligatory, but it is optionally marked by the singular indefinite, dual, paucal, and plural enclitics \( =\text{gə}, =\text{kala}, =\text{kula}, \text{and} =\text{ka}, \text{respectively.} \)

The status of these morphemes as clitics was discussed in §3.1.1. Within the paradigm of number marking, singular is most often zero-marked, and the use of \( =\text{gə} \) is reserved for singular indefinite NP’s. Thus, the indication of number in many cases is intertwined

\(^{31}\) This is not the only predicate possession construction in Bao’an. See §5.2.5.1 for a discussion of the full range of predicate possession constructions.
with other grammatical meaning. Table 3.2 gives a summary of the uses of the number enclitics.

Table 3.2 Bao’an Tu number enclitics

<table>
<thead>
<tr>
<th>Enclitic</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ø</td>
<td>used to indicate definite singular, generic, or indefinite non-singular, and when number is expressed lexically</td>
</tr>
<tr>
<td>=gə</td>
<td>(SG.INDEF) singular indefinite</td>
</tr>
<tr>
<td>=kala</td>
<td>(DU) dual</td>
</tr>
<tr>
<td>=kula</td>
<td>(PAU) paucal</td>
</tr>
<tr>
<td>=la</td>
<td>(PL) plural</td>
</tr>
</tbody>
</table>

3.1.1.2.1 Noun Phrases with No Number Enclitic

Noun phrases uninflected for number may refer to singular or non-singular entities. These forms without number marking are used in instances of non-specificity or when number is expressed lexically.

116) ŋantuŋo =da ɬawa zaija bi-san
past=LOC shaman strong COP2.SUBJ-POS
‘In the past, shamans were very powerful.’

(Laru Dancing 67)

117) lokə nachda ke kʰor-san
bread.pan in put be.required-SUBJ-POS
‘(You) need to put (it) in bread pans.’

(How to Make Bread 11)

118) au nako welo-kə-təo
man one work-VBZ-IMPF.OBJ
‘One man works.’

(Caiguoji)

119) atcaŋ çaça tʰaun wi-san
3SG child five COP1.SUBJ-POS
‘She/he has five children.’

(Caiguoji)
3.1.1.2.2 The Singular Indefinite Enclitic =gə

Singular number is indicated by the enclitic =gə. This enclitic is used only with nouns referring to single specific indefinite entities, so it is an indefinite marker as well as a singular number marker. Chen & Chingeltei (1986) note that at the time of their fieldwork (1956) older speakers used the form =ŋgə and surmise that this form arose via the postnominal use of *nəgə ‘one’. In the sentences prior to (120), the speaker has listed the villages that participate in the Ləru festival; he then goes on to say in (120) that it would not be acceptable for a village other than the ones listed to participate. Sentence (121) introduces the noun deda ‘grandfather’ (or ‘elderly man’) marked with the singular indefinite =gə in for the first time in this discourse.

120) tʰə sanɔ mori tə dewa =gə or-tə natʰə-sa tʰə
that besides other village=SG.INDEF come-IMPF dance-COND that
napə ə-saŋ ço
ok go-POS NEG.COP2.OBJ
‘Apart from that, it would not be OK if another village came and danced.’
(or ‘Apart from that, if an other village came and danced, that would not be OK.’)

121) da deda =gə =da hko natʰəŋ kʰər-tə
also grandfather=SG.INDEF=LOC big festival be.required-IMPF
saga-tə or-tə da
choose-IMPF come-PERF also
‘And a grandfather wanted a big festival and chose (it), and...’

(Dzəkələru 88)

(Dzəkələru 144)

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32 My data also contain the variations [ŋgə] and [gə]; this is expected since the voiced plosives all evidence free variation between plain voiced and pre-nasalized realizations (see §2.1.1.1).
3.1.1.2.3 The Dual Enclitic =ʁala

The enclitic =ʁala marks dual number. One might object that this form should be analyzed as the numeral ‘two’ (ʁar) plus the plural marker =lɑ. However, indicating ‘two’ lexically by means of the numeral ʁar differs from the use of =ʁala in that ʁar is not phonologically part of the preceding word, and no number enclitic is used. Additionally, the use of lexical number rather than a number enclitic usually indicates indefiniteness. Compare (122) and (123).

122) au ʁar silaŋ = da o-tɕo
    man two Xining = LOC go- IMPF.OBJ
‘Two men are going to Xining.’

123) au =ʁala silaŋ = da o-tɕo
    man=DU Xining = LOC go- IMPF.OBJ
‘The (two) men are going to Xining.’

Furthermore, the use of the plural enclitic =lɑ alone to refer to two entities is ungrammatical, which is evidence that the distinction between dual and plural number is a fully integrated part of the number system. Synchronically speaking, then, the form =ʁala is best analyzed as a monomorphemic dual marker, the morphological transparency of its pathway of grammaticalization notwithstanding. The following sentences contain further examples of NP’s marked for dual number.

124) ənɔ phinkwɑ =ʁala naŋda Gorsɬi wa
    this apple = DU in bug COP1.OBJ
‘There are worms in these two apples.’

(Caiguoji)
Dual number is also used when two noun phrases are coordinated by the conjunction =tɕə (as in (126) and (127)) or simply juxtaposed with no coordinating morpheme (as in (128) and (129)). The dual enclitic is hosted by the second NP.

126) pə ɲəntʰoχ kʊŋpa =tɕə roŋ kʊŋpa =sala nɛnɡa saŋ
1SG Nianduhu monastery=and city monastery=DU in offering
χaɾ-ʊa wa
burn-CAUS COP₁.OBJ
‘I burned offerings in the Nianduhu monastery and the city monastery.’

127) dʐoma =tɕə tɕaɕi =sala h肾脏-tɕə
Droma=and Jiashi=DU kiss-IMPF.OBJ
‘Droma and Jiashi kissed.’

128) makatʂʰo çarwavŋ tʂɔma =sala =ɡaŋ ba
mainly Xiabulang Chuma=DU=PRED.POSS COP₂.OBJ
‘Mainly (it) was Xiabulang and Chuma’s.’

129) jaŋ papa ana =sala guda kʰɔl-saŋ sanə
again father mother=DU before speak-PERF.NMLZ besides
‘Again, (my) father and mother, in addition to what (they) said before, . . .’

This use of =sala occurs with both inanimate nouns (as in (126)) and animate nouns (as in (127) and (129)), though its use appears to be optional with inanimate nouns (compare (126) with 130)) while it is required with animate nouns.
This type of sentence has been previously analyzed as an instance of the comitative use of the “sociative” (in my analysis “instrumental”) enclitic =ɾala (Wu 2003). When two coordinated NP’s occur as case-marked arguments or obliques, however, the dual marker =ɾala is retained and a case enclitic attaches to it. This is what would be expected if =ɾala is functioning as a number marker in these instances. If, on the other hand, this use of =ɾala meaning ‘dual number’ were analyzed as part of the case system, situations like the those in (131-135) below would have to be analyzed as double case marking. Since double case marking in Bao’an is not independently motivated and since the instrumental and dual functions of =ɾala are clearly distinguishable, I have analyzed them as two distinct morphemes. In the examples below, the dual enclitic hosts the various case enclitics.

131) ənə ɲ̀kwọ =ɾala =nə ʨʰə χɑl =sa  ap  wa
this apple=DU=ACC 2 SG where=ABL buy COP1.OBJ
‘These (two) apples, where did you get (them) from?’

132) atɕəŋ  dzɔma =tɕə  kʰontʰarhtɕə =ɾala =də  tʰəmtɕɨ tɕəl-tɕə
3SG Droma=and Kuantaiji=DU=LOC mianpian make-IMPF.OBJ
‘He made mianpian noodles for Droma and Kuantaiji.’

(Caiguoji)
133) *dortɕə atɕaj = kala = kala ɕapa jix-tɕo*
Dorje 3SG=DU=INST dog hit-IMPF.OBJ
‘Dorje uses them (two) to hit the dog.’

(Caiguoji)

134) *ənə sə sola-tɕo = ku = tɕə natʰoŋ = kala = sa hko natʰoŋ*
this water irrigate-IMPF=IMPF.NMLZ=and festival=DU=ABL big festival

*kʰəɾ-u sə hko tʰorun kʰəɾ-u = tɕə*
be.required-Q water big head be.required-Q=QUOT.IMPF
‘He said, “between irrigation and a festival, do you want a big festival or a big well?”’

(Dzəkələru 142)

135) *renzen nokə oron = kala = gaŋ ji = tɕə  kʰəɾ-tɕo*
Renzen that 3SG.LOG=DU=PRED.POSS COP2.SUBJ=QUOT.IMPF say-IMPF.OBJ
‘Renzen said that that belongs to them (where the set denoted by 'them' contains two people, one of them Renzen).’

(Caiguoji)

3.1.1.2.4 The Paucal Enclitic = *kula*

The status of the paucal enclitic = *kula* is not as clear-cut as that of the other number
markers. It typically refers to three or four entities, but it is not absolutely constrained to
this upper limit.

136) *au = kula silaŋ = da o-tɕo*
man=PAU Xining=LOC go-IMPF.OBJ
‘A few men are going to Xining.’

(Caiguoji)

137) *aku = la say = nə tɕokse = kula = da jix-tɕo*
woman=PL offering=ACC table=PAU=LOC hit-IMPF.OBJ
‘The women put the offerings on the few tables.’

(Caiguoji)
The paucal enclitic, like the dual enclitic, can be hosted by the last NP in a list, as in

\[ \text{(Caiguoji)} \]

\[ \text{(Dz̄kalaaru 19)} \]

Chen & Chingeltei (1986:85) gloss \(=\text{\textit{kula}}\) as a ‘small number plural’ and hypothesize that it is derived from \(=\text{\textit{kuraj}}\) ‘three’ \(+ =\text{\textit{kt}}\) ‘PLURAL’. In the following example, speaker B uses the paucal form to refer to the four animals listed by speaker A. Although the following example contains a pronominal rather than a lexical form, it shows that whatever the etymology of \(=\text{\textit{kula}}\), in its modern usage it is not limited to the meaning ‘three’.
140) A: *htɔ́χ neke sange neke onə teʰonŋ neke dzə neke tʰər*
tiger one lion one this phoenix one dragon one that

\[ te = la \quad o-\text{tsʰonŋ} \quad ja \]
four=PL (COP)-POS PRT

‘...one tiger, one lion, this one phoenix, one dragon, those four.’

B: *aτcaŋ*ulada naŋdun ᵇkʰə =gə wi-sanŋ ba-u?
3PAU.LOC meaning big= SG.INDEF COP₁.SUBJ-PERF.NMLZ COP₂.OBJ-Q

‘Do those few have any special meaning?’

(Dzəkələru 180-181)

It is acceptable to use the plural form =la rather than =sula to refer to as few as three
tentities depending on context, so there is some overlap between the domains of these two
enclitics. Further study is needed to determine the exact status of =sula in the Bao’an
number system. As with the other number markers, the paucal enclitic is not typically
used if an NP has some other overt quantifier, such as the quantifying phrase *nekə kʰəl⁰onŋ*
‘a few’ in (141).

141) *hkutə teći siləŋ =da o =ku teʰɔŋnəŋ aτcaŋ panteʰe*
yesterday Jiashi Xining=LOC go=IMPF.NMLZ time 3SG bus

*derə ahku nekə kʰəl⁰onŋ teoləwa-teə*
on Buddhist.monk one how.many meet-PERF

‘Jiashi met a few monks on the bus when he went to Xining yesterday.’

(Caiguoji)

3.1.1.2.5 The Plural Enclitic =la

Plural is marked by the enclitic =la. Chen & Chingeltei (1986) gloss this morpheme
‘plural’, while Slater (2003a) glosses its cognate in closely related Mangghuer as
‘collective’ based on its appearance only in cases where the individuals act “in concert
with one another” or “should be viewed together as a group” (107). In Bao’an, this
restriction does not hold. Although the use of $=la$ is not required with all plural NP’s, its omission or inclusion appears to have more to do with the indefiniteness of the NP rather than whether the participants are acting together as a group. Plural $=la$ is used with a definite subject in (142) and (144), a definite object in (143), and a definite dative oblique in (144), while it does not appear on the generic direct object nosi ‘dog’ in (145) or the specific indefinite object $təəkələm$ ‘rule’ in (146).

142) \(au = la\) silaŋ $= da$ o-təo
\[\text{man=PL Xining=LOC go-IMPF.OBJ}\]
\[\text{‘The men are going to Xining.’}\]
(Caiguoji)

143) \(səme = la = nə\) ula $= da$ daba-təo o $k^{hər}-na$
\[\text{god.box=PL=ACC mountain=LOC raise-IMPF go be.required-DUR}\]
\[\text{‘(we) must carry the god boxes to the mountain.’}\]
(Ləru Dancing 35)

144) \(au = la\) congə aku jaksa $= la = da$ gake ke-səŋ
\[\text{boy=PL originally girl pretty=PL=LOC be.happy put-POS}\]
\[\text{‘The boys will always like (‘be pleased with’) the pretty girls.’}\]
(Caiguoji)

145) talo naŋda nosi dox-ə-ə-sa hkamo wa
\[\text{tall.building in dog raise-VBZ-COND difficult COP₁.OBJ}\]
\[\text{‘Keeping dogs in an (apartment) building is difficult.’}\]
(Caiguoji)

146) ula $= da$ kʰɛxue-ko-təo $təəkələm = nə\ k^{həl} k^{hər}-na$
\[\text{mountain=LOC hold.meeting-VBZ-IMPF rule=ACC say be.required-DUR}\]
\[\text{‘On the mountain, a meeting is held and rules must be stated.’}\]
(Ləru Dancing 36)
3.1.1.3 The Enclitic =$ts^h$ag ‘family’

The enclitic =$ts^h$ag retains the lexical meaning ‘family’, but it occurs as an enclitic following number enclitics and preceding case enclitics.

\[ nudo\ p\ot\la\ t^ha\eta k^hla\ p^h\it\ot\omega = ku\ k^h\omega = ts^hag = da \]

today 1PL.EXCL tangka.painting write=IMPF.NMLZ people=family=LOC

\[ o-gi \]
go=FUT.SUBJ

‘We are going to the family of the person who paints (lit. ‘writes’) tangka paintings today.’

(Caiguoji)

The use of =$ts^h$ag is most commonly dictated by constraints of politeness. It is inherently plural, and it is the most common way to show respect when speaking about an interlocutor’s family members or matters relating to an interlocutor’s family.

\[ t^w^h\omega nno\ ana \]

2SG.GEN mother

‘your(SG) mother’ (grammatically correct, but disrespectful)

(Caiguoji)

\[ ta = ts^hag = n\omega\ ana \]

2PL.COLL=family=ACC mother

‘your(PL) family’s mother’ (respectful)

(Caiguoji)

\[ dzoma = n\omega\ ana \]

Droma=ACC mother

‘Droma’s mother’ (grammatically correct, but disrespectful)

(Caiguoji)

\[ dzoma = ts^hag = n\omega\ ana \]

Droma=family=ACC mother

‘Droma’s family’s mother’ (respectful)

(Caiguoji)
Although $=ts^h ay$ has lexical meaning, it cannot stand alone; it must be hosted by an NP. When a word meaning ‘family’ is required to be the head of an NP, the noun $tcəmsan$ ‘family/household’ rather than $=ts^h ay$ is used, as in the following sentence.

152) $tcəmsan = la \chi ani \sigma r k^h \sigma r - təo$
family=pl all come be.required-impf.obj
‘The families must all come.’

(Caiguoji)

In natural speech, $=ts^h ay$ does not typically co-occur with a number enclitic. Such co-occurrence is not judged to be grammatically unacceptable when it does occur and it is easily elicited, however, so $=ts^h ay$ cannot be considered to be part of the paradigm of grammatical number.

153) $atcaŋ \ t^h aun = la = ts^h ay \chi amda \ o - gəwa$
3sg five=pl=family together go-fut
‘Their five families will go together.’

(Caiguoji)

154) $atcaŋ \ tə = xuła = ts^h ay = nə \ gojoχ - \sigma - təo$
3sg 2=pau=family=acc cheat-vbz-perf
‘He cheated you few families.’

(Caiguoji)

The morpheme $=ts^h ay$ is phonologically a part of the word preceding it, meaning it receives primary stress if it is not followed by any other enclitics. When it co-occurs with case and number enclitics, it comes after the number enclitic and before the case enclitic. These facts are demonstrated in (155) below.
I demonstrated in §3.1.1 that number enclitics are enclitics rather than suffixes, so the fact that =$ts^h\text{a}ŋ$ follows number enclitics is strong evidence that it is a clitic rather than an affix. Additional evidence of its status as an enclitic is that it may be hosted by lexical nouns (see (158)), proper nouns (as in (151)), numerals (see (153)), and headless relative clauses (as in (156)).

The only restriction on which noun phrase constituents can host =$ts^h\text{a}ŋ$ is a constraint against adjectives as hosts. Adjectives can host case and number enclitics (as shown in §3.1.1), but when =$ts^h\text{a}ŋ$ is the first enclitic hosted by an NP, any adjective in the NP is required to precede the head noun—thus precluding the adjective’s hosting =$ts^h\text{a}ŋ$.
\(158\) \(jaksa\ aku = ts^h ay = da\ kormu\ wa\)

pretty girl=family=LOC money COP1.OBJ

‘(The) pretty girl’s family is rich.’

(Caiguoji)

When the dual number enclitic =\(bala\) and the enclitic =\(ts^h ay\) are both hosted by a personal pronoun (as in (159)), or when =\(ts^h ay\) is hosted by an NP containing a personal pronoun and the lexical number \(bar\) (as in (160)), the syntax occurs more or less as expected based on the description above.

\(159\) \(peta = bala = ts^h ay\ \chi amda\ o-gi\)

1 DU/PL.EXCL=DU=family together go-FUT.SUBJ

‘Our (two) families will go together.’

(Caiguoji)

\(160\) \(peta\ bar = ts^h ay\ \chi amda\ o-gi\)

1 DU/PL.EXCL two=family together go-FUT.SUBJ

‘Our two families will go together.’

(Caiguoji)

When pronouns have plural number marking with or without lexical number larger than two co-occurring with =\(ts^h ay\) as in example (153) above, however, they exhibit unique syntactic characteristics. If no lexical number is indicated, the pronominal stem is reduplicated, and plural =\(la\) is hosted by the stem, followed by =\(ts^h ay\) as in (161). The unacceptability of (162) shows that this reduplication of the pronominal stem is obligatory. When lexical number is used, the pronominal stem is not reduplicated. The numeral follows the pronoun stem and hosts the plural enclitic as in (163). This is one of the few times when a numeral and the plural enclitic both occur modifying the same entity. In fact, the use of the plural enclitic is obligatory in this situation, as the unacceptability of (164) shows; and it must be hosted by the numeral rather than the
pronoun, as the unacceptability of (165) shows. The use of a numeral to modify a
personal pronoun is also the only time first and second person non-singular pronominal
stems occur as a phonologically independent word (see §4.2.1 for a discussion of these
facts).

161) ipətə = la = tsʰaŋ  χamda  o-gi
    1DU/PAU/PL.EXCL=1DU/PAU/PL.EXCL =PL=family  together  go-FUT.SUBJ
‘Our families will go together.’
    (Caiguoji)

162) *ipətə = la = tsʰaŋ  χamda  o-gi
    1DU/PL.EXCL=PL=family  together  go-FUT.SUBJ
*‘Our families will go together.’

163) ipətə  tʰaun = la = tsʰaŋ  χamda  o-gi
    1DU/PL.EXCL  five=PL=family  together  go-FUT.SUBJ
‘Our five families will go together.’
    (Caiguoji)

164) *ipətə  tʰaun = tsʰaŋ  χamda  o-gi
    1DU/PL.EXCL  five=family  together  go-FUT.SUBJ
*‘Our five families will go together.’
    (Caiguoji)

165) *ipətə = la  tʰaun = tsʰaŋ  χamda  o-gi
    1DU/PL.EXCL=PL  five=family  together  go-FUT.SUBJ
*‘Our five families will go together.’
    (Caiguoji)

The enclitic =tsʰaŋ co-occurs freely with the various case enclitics, with the
exception of the instrumental enclitic =sala, which appears to be barred from co-
occuring with =tsʰaŋ for pragmatic reasons.
166) with no case enclitic (nominative case):

\[ \text{ta-}ta = \text{la} = ts^b\text{ag} \quad \chiamda \quad o-\text{gi-}sa\eta \quad bu \]

2DU/PAU/PL ~ 2DU/PAU/PL = PL = family together go-FUT.SUBJ-POS COP2.SUBJ.Q

‘Will you two families go together?’

(Caiguoji)

167) with accusative enclitic =nə:

a. \text{tundax} \quad enə \quad \text{dzoma} = ts^b\text{ag} = nə \quad dox\text{dayap-gə-}təə

matter this Droma = family = ACC hurt-VBZ-PERF

‘This matter wounded Droma’s family.’

(Caiguoji)

b. \text{ts}^{hə} \quad \text{dzoma} = ts^b\text{ag} = nə \quad k^{hə}təə \quad o-təə \quad ts^{h}i \quad cikə \quad de

2 SG Droma = family = ACC house.LOC go-IMPF vegetable very eat

‘When you go to Droma’s family’s house, eat up!’

(Caiguoji)

168) with locative enclitic =da:

a. \text{dzoma} = ts^b\text{ag} = da \quad k^{h}oŋ \quad wa-u

Droma = family = LOC person COP1.OBJ-Q

‘Is there anyone in Droma’s house?’

(Caiguoji)

b. \text{jaksə} \quad \text{aku} = ts^b\text{ag} = da \quad kormu \quad wa

pretty girl = family = LOC money COP1.OBJ

‘The beautiful girl’s family is rich.’

(Caiguoji)

169) with ablative enclitic =sa:

\[ \text{dzoma} = ts^b\text{ag} = sa \quad k^{h}oŋ = gə \quad o \quad k^{h}ər-na \]

Droma = family = ABL person = SG.INDEF go be.required-DUR

‘A person from Droma’s family should go.’

(Caiguoji)

170) with predicate possessive enclitic =gan:

\[ \text{nokə} \quad \chiotc^{h}a = \text{la} \quad \text{dzoma} = ts^b\text{ag} = ganə \quad ba \]

that book = PL Droma = family = PRED.POSS COP2.OBJ

‘Those books are Droma’s family’s.’

(Caiguoji)
There are contexts in which \(=ts^h\alpha\eta\) appears to pattern with postpositions, such as in the pair of sentences below (see §5.5 for the discussion on postpositions).

171)  \[\text{dzo} = k^b\text{ont}^b\text{arht} = ts^h\alpha\eta = da = \text{wa}\]  
Droma Kuantaiji=LOC COP1.OBJ  
‘Droma is at Kuantaiji’s family (‘house’).’  
(Caiguoji)

172)  \[\text{nok} = a = g\dot{o} = \text{ra} = \text{nayda} = \text{wa}\]  
that boy house in COP1.OBJ  
‘That man is in (the) house.’  
(Caiguoji)

There are two principal arguments against considering \(=ts^h\alpha\eta\) a postposition, however.

The first is a phonological one; as is demonstrated in (155) above, \(=ts^h\alpha\eta\) is part of the phonological word preceding it. This is evidenced by the fact that it draws primary word stress away from the word hosting it (demonstrated again in (173a)). Postpositions, on the other hand, are phonologically independent words (as is demonstrated in (173b)).

173)a.  \[\text{aku} = [\text{a}.'\text{ku}] \quad \rightarrow \quad \text{aku} = ts^h\alpha\eta = [\text{a}.'\text{ku}.'\text{ts}^h\alpha\eta]\]  
‘girl’  
‘girl’s family’

b.  \[\text{go} = [\text{go}.'\text{si}] \quad \rightarrow \quad \text{go} = \text{na} = [\text{go}.'\text{si} \quad \text{na}.'\text{da}]\]  
‘store’  
‘in (the) store’

The second argument against considering \(=ts^h\alpha\eta\) a postposition is a syntactic one. When an NP hosting \(=ts^h\alpha\eta\) is used to modify a noun, the accusative enclitic \(=n\alpha\) is used to mark it as a nominal modifier (as in (174a)). Postpositions by contrast are marked with the nominalizer \(=ku\) when they are used adnominally (as in (174b); see §4.3.7.1 for the details of this use of \(=ku\)).
174a. $dzōma =t'sʰaŋ \rightarrow dzōma =t'sʰaŋ =nə$  
Droma=family $\rightarrow$ Droma=family=ACC yogurt
‘Droma’s family’ $\rightarrow$ ‘Droma’s family’s yogurt’

174b. $gɔŋsi$ $nəŋda \rightarrow gɔŋsi$ $nəŋda =ku$  
store in $\rightarrow$ store in=IMPF.NMLZ yogurt
‘in (the) store’ $\rightarrow$ ‘(the) yogurt in (the) store’

For these reasons, $=t'sʰaŋ$ is best considered an enclitic in a class of its own.

3.1.1.4 Articles/Definiteness

Both definite and indefinite NP’s may appear as bare nouns with no enclitics. To ensure a definite meaning, the demonstratives $nokə$, $tʰə$, and $ənə$ may be used.33  Singular indefinite NP’s with referential, pragmatically non-referential, or semantically non-referential meaning may take the singular indefinite enclitic $=gə$.

175) $həkutə$ $tɛəci$ $siləŋ=da$ $o=ku$ $te'hɔŋŋəŋ$ $aτəŋ$ $pantə'ñe$  
yesterday Jiashi Xining=LOC go=IMPF.NMLZ time 3SG bus

$teɾə$ $ahku =gə$  
on Buddhist.monk= SG.INDEF meet-PERF
‘Jiashi met a monk on the bus when he went to Xining yesterday.’
(Caiguoji)

176) $pə$ $həkutə$ $bəndɔə=gə$ $ap$ $wa$  
1SG yesterday notebook= SG.INDEF take COP1.OBJ
‘I bought a notebook yesterday.’
(Caiguoji)

177) $dzōma$ $htɛɔχə$ $κənə=gə$ $ap =ku$ $təɾəŋ$ $ər-teə$  
Droma bicycle new= SG.INDEF take=IMPF.NMLZ desire come-IMPF.OBJ
‘Droma wants to buy a new bike.’
(Caiguoji)

33 These demonstratives are further discussed in §4.3.2.
Generic NP’s do not take the singular indefinite enclitic. Sentence (116) is repeated here as an example of a generic subject. Sentence (145) is repeated as (179) as an example of a generic direct object. Sentence (180) gives an example of a generic predicate noun.

178) \( gante^{h\omega} = da \ tawa \ zaixa \ bi-sa\) 
past=LOC shaman strong COP2.SUBJ-POS

‘In the past, shamans were very powerful.’ (Laru Dancing 67)

179) \( talo \ na\text{-}nda \ no\text{-}ri \ do\text{-}k\text{-}sa \ hkamo \ wa \)
tall.building in dog raise-VBZ difficult COP1.OBJ

‘Keeping dogs in an (apartment) building is difficult.’ (Caiguoji)

180) \( tcaci \ gorgon \ ji-sa\)

Jiashi teacher COP2.SUBJ-POS

‘Jiashi is a teacher.’ (Caiguoji)

With plural NP’s, indefiniteness is expressed periphrastically through the use of phrases such as \( n\text{-}k\text{-}k\text{-}t\text{-}ho\text{-}yo\) ‘a few/some’ or \( n\text{-}k\text{-}o \ sar\) ‘one or two’. Sentence (141) is repeated here as (181) as an illustration.

181) \( hkuto \ tcaci \ sila=da \ o=ku \ te\text{-}h\text{-}\text{xya}nny=atca= \ pante^{h\omega} \)
yesterday Jiashi Xining=LOC go=IMPF.NMLZ time 3SG bus

\( tero \ ahku \ nako \ k\text{-}h\text{-}ho\text{-}yo \ t\text{c}\text{a}l\text{a}k\text{a}-t\text{e}\)
on Buddhist.monk one how.many meet-PERF

‘Jiashi met a few monks on the bus when he went to Xining yesterday.’ (Caiguoji)
3.1.2 Derivational Morphology

3.1.2.1 Reduplication

There are two forms of nominal reduplication in Bao’an. The first forms an echo construction by replacing the onset of the first syllable of the second iteration of a noun with the prefix /m~/. This type of reduplication is used to express annoyance or a negative feeling toward the referent. For example, someone annoyed with a neighbor’s noisy dog might utter (183).

183) χapa m~apa
dog REDUP~dog
‘That dog!’

A few more examples of this type of reduplication are given in (184) and (185).

184) mərkə m~ərkə oloŋ wa
clothing REDUP~clothing many COP₁.OBJ
‘There is clothing (and junk) everywhere!’

185) pə kəqəŋ m~əqəŋ=da ələ gakə-na
1SG sour REDUP~sour=LOC NEG like-DUR
‘I don’t like sour stuff.’
Nominal reduplication is also effected by means of simple reiteration of the entire noun without the use of any extra morphemes. This type of reduplication has a range of functions, the most typical of which is to indicate ‘each (noun)’.

186) sat̕ʰa-sat̕ʰa = da kogo-kogo = nə⁴³ ɕwei nəkə-nəkə wi-saŋ

each.place=LOC each.self=ACC custom each.one COP₁.SUBJ-POS

‘Each place has its own unique custom.’

(Dzakalaru 6)

187) tʰer ɕant̕ʰa sanə da tsʰowə-tsʰowə natʰə-təə = ku

that besides besides also each.clan dance-IMPF=IMPF.NMLZ

tʰonṭʰəŋə wo

like.that COP₁.OBJ

‘Also, in addition to that (i.e. the big day when all the clans dance), each clan dances like so (i.e. each on its own day).’

(lit. ‘Also, in addition to that, each clan’s dancing has/is like that.’)

(Dzakalaru 126)

3.1.2.2 Deverbal Nouns

Nouns are formed from verbs by use of the nominalizers³⁵ –saŋ, =ku, and -tʰəŋə. Of these three, the first two (–saŋ and =ku) have a broad range of functions, and can derive relative clauses, nominalized actions, and nominal complement clauses (see §6.1 for a discussion). Additionally, =ku can be hosted by words other than verbs to form adnominal modifiers. This is the reason for its status as a clitic rather than a suffix; for a discussion of this use of =ku see §4.3.7. The nominalizer -saŋ, on the other hand, is hosted exclusively by verbs, so it is treated here as a verbal suffix. The nominalizer –saŋ

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³⁴ For further discussion of the use of kogo as a reflexive pronoun, see §4.2.2.
³⁵ Wu (2003) refers to these as participles. Slater (2003a) refers to their cognates in Mangghuer as nominalizers. In Mongolic studies, verbs with this class of suffixes are referred to as participles while verbs with the non-finite verbal suffixes discussed in §3.2.1.2 are considered to be converbs.
is used with perfective predications, while =ku is used with imperfective ones. They commonly function to derive a nominalized action as in (188) and (189).

188) natʰ-san = soko
dance-PERF.NMLZ fun
‘The dancing was fun.’
(Caiguoji)

189) koza=koza = da natʰ = ku = ga wi=san
self=self=LOC dance=IMPF.NMLZ= SG.INDEF COP1.SUBJ-POS
‘Each (village) has its own type of dancing.’
(Dzəkaləru 36)

In some cases, they also derive nouns referring to the actors of the verbs from which they are derived, as in (190) and (191).36

190) natʰ-san = la jaka wa
dance-PERF.NMLZ=PL pretty COP1.OBJ
‘Those who danced are pretty.
(Caiguoji)

191) xantʰ-ada = ku = la da hkora = ga tʰora kʰor-tsʰon
stay.together=IMPF.NMLZ=PL also circle=SG.INDEF circle be.required-POS
‘(The ones dancing) together also must (dance) in a circle.’
(Dzəkaləru 166)

Finally, there are a few cases where =ku derives a noun that is the direct object of the verb from which it is derived.

192) am = ku waldo = la = gaj ba
this wear=IMPF.NMLZ Tibetan=PL=PRED.POSS COP2.OBJ
‘This clothing is Tibetan (lit. This clothing is Tibetans’).
(Caiguoji)

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36 These are arguably headless relative clauses rather than nominalized actions, but both are included in the category I call “nominalized clauses”. See §6.1.2.3 for a discussion of the difficulty in distinguishing between headless relative clauses and nominalized actions in Bao’an Tu.
193) ənə  de=ku  amlʰə  wa
   this  eat=IMPF.NMLZ  delicious  COP1.OBJ
   ‘This food is delicious.’
   (Caiguoji)

194) ətcaŋ  məsə  naka  kəɾ=əɾ  dəpə=ku=la=ɾəla
   3SG  meat  type  two=and  sprinkle=IMPF.NMLZ=PL=INST

   tsʰi  həɾə=ɾə
   vegetable  prepare-IMPF.OBJ
   ‘She used two types of meat and the spices (lit. ‘(things) that are sprinkled’) to
   make (the) vegetables.’
   (Caiguoji)

These cases are not numerous and are probably grammaticalized words; as far as I can
tell from informal questioning, speakers perceive these as being morphologically simple.
The path of grammaticalization is likely: (relative clause + jama ‘thing’) → (headless
relative clause) → (lexicalization as a monomorphemic word).

The nominalizer =ku can also be affixed to various non-verbal words such as
postpositions, time words, as well as other words that are locative in nature in order to
form nominal modifiers. The full discussion of this use of =ku is contained in §4.3.7, but
a few examples are included here.

195) teʰaka  dəɾə=ku  dəɾəjəl=la=nə  pə  wəsə  wəɾ-o
   shelf  on=IMPF.NMLZ  bowl=PL=ACC  1SG  wash  hold-PERF
   ‘As for the bowls on the shelf, I have finished washing (them).’
   (Caiguoji)

196) pə  ana=da  nudə=ku  cəwa=nə  kʰəl  wa
   1SG  mother=LOC  today=IMPF.NMLZ  thing=ACC  say  COP1.OBJ
   ‘I told mother today’s news.’
   (Caiguoji)
The suffix -tɕʰaŋ is more limited in its use; it is used only to derive an agent who performs the action indicated by the verb to which it is suffixed.

`If (they) sleep at home, if there are girls at home, (they) will not be ceremonially clean.`

(Lɔru Dancing 101-102)

The suffix -tɕʰag is more limited in its use; it is used only to derive an agent who performs the action indicated by the verb to which it is suffixed.

`The vegetable sellers are all on Kangle Road.`

(Caiguoji)

`The “hitter/fighter” (person who hit/fought) had to stay in the hospital.`

(Caiguoji)

### 3.2 Verbal Morphology

#### 3.2.1 Tense/Aspect/Modality

Tense/aspect/modality is marked on finite verbs, and aspect is marked on non-finite verbs by use of suffixes. Auxiliary verbs also play a role in marking tense/aspect/modality, but they are not included in the discussion here because they are not part of the system of verbal suffixation. See §5.1.4 for a discussion of auxiliary verbs.
as the epistemic possibility suffix \(-san\).\(^{38}\) The grammatical meaning of these suffixes is discussed more fully in §5.1.2. By way of summary, \(-na\) ‘DUR’, \(-m\) ‘NARR’, and \(-tei/-te\) ‘IMPF’ are imperfective; \(-to\) ‘PERF’ and \(-tɕə\) ‘PERF’ are perfective; and \(-gəwə/-gi\) ‘FUT’ indicates future tense. The suffixes \(-teo/-tei\) ‘IMPF’ and \(-gəwə/-gi\) ‘FUT’ also mark for the distinction between objective and subjective speaker perspective, which is introduced in §3.2.2 and discussed more fully in §5.1.3. Sentences (200)-(206) serve here as examples.

200) \(naroŋ\ wi-sada\ pə\ taroŋ\ taro\-na\)
\[\text{sun COP1.SUBJ-CONC 1SG still cold-DUR}\]
‘Although the sun is out, I still feel cold.’

(Caiguuoji)

201) \(hko\ m-o\ ola\ medo\-m\)
\[\text{big REDUP-big NEG know-NARR}\]
‘I don’t know that it's so big.’

(Caiguuoji)

202) \(pə\ hkutə\ orə-si\ aə\ orə-si\ aə\ med-o\)
\[\text{1SG yesterday rain-Q NEG rain-Q NEG know-PERF}\]
‘I don't know whether it rained or not yesterday.’

(Caiguuoji)

203) \(təb\ jama\ təə=ku\ təbχəŋnaŋ\ dzuwa=la\ kʰur-tə\)
\[\text{2SG thing prepare=IMPF.NMLZ time guest=PL arrive-PERF}\]
‘Guests arrived when you were cooking.’

(Caiguuoji)

204) \(pə\ hko\ təbərhtən\ wi=ku\ dewa\ naŋda\ su-tɕi\)
\[\text{1SG big stupa COP1.SUBJ=IMPF.NMLZ village in stay-IMPF.SUBJ}\]
‘I live in the village that has the big stupa.’

(Caiguuoji)

\(^{38}\) \(-san\) has the dialectal variant \(-tsə\) in Gasare village.
205) dzoma tsʰeran ron-da o-gəwa=təo kʰəl-təo
Droma Tserang county.seat-LOC go-FUT.OBJ=QUOT.IMPF say-IMPF.OBJ
‘Droma said Tserang is going to go to town.’

206) jangtəo kʰəl kʰər-saŋ
how speak be.required-POS
‘How to say (it)...?’
(or ‘How is (it) possible to say (it)?’)

3.2.1.2 Non-finite Forms

Known as converbs in Mongolic studies, non-finite suffixes occur on non-final verbs.\(^{39}\)
They often contain aspectual information as well as information about interclausal relationships. This section gives a brief overview and introduction to the non-finite verbal suffixes; non-finite clauses are discussed in more detail in §5.1.1 and §6.3.

By far the most commonly used converbs are -təo indicating imperfective aspect and serving a coordinative function, and conditional -sa.

207) kʰontʰarhtəo tʰəmtʰoɣ u-təo təci maba de-təo
Kuantaiji noodles drink-IMPF Jiashi meat eat-IMPF.OBJ
‘Kuantaiji ate noodles and Jiashi ate meat.’

208) cida ɣargu-təo gər na-təo=təo
outside go.out-IMPF house fall-PERF=QUOT.IMPF.OBJ
‘They say (they) went outside, and the house fell in.’

209) aəə orə-sa dzəŋtəa-la ɣuo-kə wa
NEG rain-COND harvest-PL wither-VBZ COP1.OBJ
‘If it doesn’t rain, the crops will wither.’

\(^{39}\) The term ‘converb’ typically refers to the verb form (plus its morphology), but it is also common to use the term to refer to the suffixes themselves.
The less frequently used suffixes -la (purposive), -sada (concessive) and -tɕate (reason) also mark non-final clauses.

211) \[p\ o\ rong = da\ tsi^h\ i\ ap-la\ o-gi\]
1SG prefecture town=LOC vegetable take-PURP go-FUT.SUBJ
‘I'm going to go to buy vegetables in town.’
(Caiguoji)

212) \[na\'ro\ wi-sada\ p\ o\ taro\ tara-na\]
sun COP1.SUBJ-CONC 1SG still cold-DUR
‘Although the sun is out, I still feel cold.’
(Caiguoji)

213) \[a\'ca\ŋ\ rak\ o\ tɕate\ oph\-saŋ\]
3SG alcohol drink-REASON be.sick-POS
‘Because he drank alcohol, he got sick.’
(Caiguoji)

Wu (2003) also reports the two converbs /j-aŋ (modifying) and -tala/-sala (terminative).

As these do not occur in the data analyzed for this study, it is not clear what their status in current Bao’an Tu speech is. The following examples are taken from Wu (2003).

214) \[la\'j-aŋ\ xara-te\]
cry-MOD curse-IMPF.OBJ
‘[he] cried and cursed.’
(Wu 2003:338)

215) \[p\ o\ te\'nda\ os-sala\ sasa-ja\]
1SG 2SG.LOC come-TERM wait-1.IMP
‘Let me wait until you come!’
(Wu 2003:339)
3.2.2 Subjective/Objective Speaker Perspective

The category of speaker perspective (also known as the conjunct/disjunct distinction in Tibetic languages) distinguishes between first person subjects (marked with ‘subjective’ verbal suffixes and copulas) on one hand and second and third person subjects (marked with ‘objective’ forms) on the other in declarative sentences. In interrogative contexts, clauses with second person subjects receive subjective marking, while clauses with first and third person subjects receive objective marking. This is an areal feature, developed under the influence of neighboring Tibetic varieties. Speaker perspective is primarily marked by suppletive sets of copulas, but the most frequently used finite tense/aspect suffixes (i.e. -tɕø/-tɕi ‘IMPF’ and -gəwa/-gi ‘FUT’) are also comprised of suppletive pairs that mark for speaker perspective. Examples are provided here as an introduction to the morphological means by which speaker perspective is indicated; the grammatical details of speaker perspective are covered in §5.1.3. The following give examples of sentences containing subjective copulas and the subjective finite suffixes -tɕi (IMPF.SUBJ) and –gi (FUT.SUBJ).

216) mənda nɔbɪ wər wi
1SG.LOC dog two COP1.SUBJ
‘I have two dogs.’
(Caiguoji)

217) tɕʰənə gər anə bɨ
2SG.GEN house which COP2.SUBJ
‘Which house is yours?’
(Caiguoji)

40 The factors determining the use of the subjective and objective speaker perspective forms are actually more complex than this. They are spelled out in §5.1.3.
218) *manda nɔxì kiwə*  
1SG.LOC dog NEG.COP1.SUBJ  
‘I do not have dogs.’  
(Caiguoji)

219) *pe o-kə ɕi*  
1SG go-FUT NEG.COP2.SUBJ  
‘I am not going to go.’  
(Caiguoji)

220) *pə hko teʰorhtən wi=ku dewa nəndə su-τɕi*  
1SG big stupa COP1.SUBJ=IMPF.NMLZ village in stay-IMPF.SUBJ  
‘I live in the village that has the big stupa.’  
(Caiguoji)

221) *dzoma atcaŋ roŋ=da o-ɡi=tsə kʰəl-tɕo*  
Droma 3SG county.seat=LOC go-FUT.SUBJ=QUOT.IMPF say-IMPF.OBJ  
‘Droma said she is going to go to town.’  
(Caiguoji)

Corresponding examples with objective copulas and the objective finite suffixes

-τɕo (IMPF.OBJ) and -ɡəwa (FUT.OBJ) are given below.

222) *tɕaɕi silaŋ=da wa*  
Jiashi Xining=LOC COP1.OBJ  
‘Jiashi is in Xining.’  
(Caiguoji)

223) *atcaŋ o-τɕo=ku gunpa roŋ-gunpa ba*  
3SG go-IMPF=IMPF.NMLZ monastery city-monastery COP2.OBJ  
‘The monastery he goes to is the city monastery.’  
(Caiguoji)

224) *tɕaɕi=da nɔxì kina*  
Jiashi=LOC dog NEG.COP1.OBJ  
‘Jiashi does not have dogs.’  
(Caiguoji)
3.2.3 Negation of Verbs

Verbal negation in Bao'an Tu is realized through the use of preverbal negative particles or negative copulas. The one morphological means of expressing negation is by means of the prefix *mə-. This prefix is only used with the property term *sakə 'good', and its use is not productive. It is discussed in §3.4.2.

3.2.3.1 Negative Particles *əla and *əsa

The particles *əla and *əsa have primary word stress, and appear immediately before the verb. The particle *əla generally occurs in imperfective clauses, while *əsa appears to occur with perfective ones. A more complete discussion of the negative particles is contained in §5.4.1.
228) conjisa pə alo o-təm
originally 1SG NEG go-NARR
‘I don’t usually go.’

(Caiguoji)

229) ana dewa ma tʰontʰen tar-kə-teə chətʰɔɾ da
this village TOP like.that establish-VBZ-IMPF approximately also

lo htongə təɬ-teə wi-si gi-si alo
year thousand do-IMPF COP1.SUBJ-Q NEG.COP1.SUBJ-Q NEG

medə-na
know-DUR
‘As for this village, I don’t know whether it has also been about a thousand years
since (it) was founded or not.’

(Dzəkələru 56)

230) nonəɾənte pə silaŋ = da aə o-to
this.morning 1SG Xining=LOC NEG go-PERF
‘I did not go to Xining this morning.’

(Caiguoji)

231) ko佐 aə tʰəŋətəɬ dappʰa aə go-sa
self NEG in.that.way faith NEG do-COND

pʰamba ki
benefit NEG. COP1.SUBJ
‘If a person doesn’t do that, and doesn’t have faith, (he) doesn’t get the benefits.’

(Ləru Dancing 76)

3.2.3.2 Negative Copulas ki/kina and či/çɔwa

The negative copulas ki/kina and či/çɔwa are the negative counterparts of the copula
wi/wa and the copula bi/ba, respectively. As noted above in §3.2.2, the copulas

41 The exact meaning of the narrative and durative suffixes is not completely clear, but their meaning
appears to include imperfective aspect. Further discussion of these suffixes is contained in §5.1.2. the
imperfective suffix -təɬ-teə ‘IMPF’ does not occur in negative constructions. Because negated imperfective
predicates are irrealis, they require the use of either -m ‘NARR’ or -na ‘DUR’. These facts are presented in
more detail in §5.4.
participate in the system of subjective/objective speaker perspective marking. The forms *ki* (or *kiwə*) and *çi* indicate subjective speaker perspective, while *kina* and *çəwa* (or *çə*) indicate objective speaker perspective. Negative copulas are discussed in more detail in §5.4.2.

232) *manda* *nɔsi* *kiwə*
   1SG.LOC dog NEG.COP1.SUBJ
   ‘I do not have dogs.’
   (Caiguoji)

233) *ʨəci = da* *nɔsi* *kina*
   Jiashi=LOC dog NEG.COP1.OBJ
   ‘Jiashi does not have dogs.’
   (Caiguoji)

234) *pɔ* *o-go* *çi*
   1SG go-FUT NEG.COP2.SUBJ
   ‘I am not going.’
   (Caiguoji)

235) *mɔnwa* *nerə = nɔ* *ap-san* *əno* *pɔ* *jix-ʨə-san = nɔ*
   1SG.GEN name=ACC take-PERF.NMLZ this 1SG hit-IMPF-PERF.NMLZ=ACC
   *ʨənsan* *çəwa*
   reason NEG.COP2.OBJ
   ‘The reason they removed my name is not that I was fighting.’
   (Disappointment 83)

### 3.2.4 Imperative Mood

Second person imperative is most often indicated by a bare verb stem.

236) *htema* *de*
   bread eat
   ‘Have some bread.’
   (Caiguoji)

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42 A more complete discussion of speaker perspective can be found in §5.1.3.
Second person imperative may also be indicated by the suffix -də.

238) (ʨʰə)  kʰəɾ  o-ɗa
2SG  home.LOC  go-IMP
‘(you) go home.’

(Caiguoji)

239) (ʨʰə)  kʰəɾ-ɗa
2SG  say-IMP
‘(you) speak.’ (or ‘Say it.’/ ‘tell him/her.’)

(Caiguoji)

Wu 2003 reports that this suffix expresses perfective aspect, but in my data it is consistently used in imperative contexts. These forms are generally less polite than the bare-stem imperatives; for further discussion, see §5.9.

First person imperative or voluntative is marked by the verbal suffix –ja.

240) mangəlala  nəkə-nəkə = da  nohkor-kə-ja
1DU.INCL  one~one=LOC  friend-VBZ-1.IMP
‘Let's help each other.’

(Caiguoji)

241) po  tʰoro-ka-ja
1SG  go.around-CAUS-1.IMP
‘I'll drive.’

(Caiguoji)

Third person imperative or permissive is indicated by the suffix -kə.

242) atcəŋkəla  tca-sa  tca-kə
3PAU  tattle-COND  tattle-3.IMP
‘If they’re going to tattle, let (them) tattle.’

(Caiguoji)
3.2.5 Polar Questions

The most common strategy for forming polar questions is by the use of the verbal suffix \(-u\).

243) \textit{te\textsuperscript{h}\textch{\textnine}nda kormu k\textsuperscript{h}\textor-\textu}  
\textsuperscript{2SG.LOC money be.required-Q}  
‘Do you need money?’  
(Caiguoji)

244) \textit{htema de-u}  
\textsuperscript{bread eat-Q}  
‘Do (you) eat bread?’  
(Caiguoji)

The question suffix \(-u\) is affixed to copulas as well as lexical verbs.

245) \textit{t\textch{\textnine}\textbar ci sila\textch{\textnine}na =da wa-\textu}  
\textsuperscript{Jiashi Xining=LOC COP\textone.OBJ-Q}  
‘Is Jiashi in Xining?’  
(Caiguoji)

246) \textit{at\textch{\textnine} g\textor\textch{\textnine}n ba-\textu}  
\textsuperscript{3SG teacher COP\texttwo.OBJ-Q}  
‘Is s/he a teacher?’  
(Caiguoji)

If a verb is inflected with the narrative suffix \(-m\) or the durative suffix \(-na\), the aspectual suffix is retained when a polar question is formed, and the aspectual suffix and question suffix coalesce into a single syllable.

247) \textit{te\textsuperscript{h}\textbar max\textor\textch{\textnine} ode-mu}  
\textsuperscript{3SG tomorrow go-NARR.Q}  
‘Will you go tomorrow?’  
(Caiguoji)

248) \textit{k\textsuperscript{h}amga-nu}  
\textsuperscript{like-DUR.Q}  
‘Do (you) like (it)?’  
(Caiguoji)
Rhetorical questions are formed using the suffix -si. Example (249) is a series of two rhetorical questions followed by a polar question.

249) a. χeçaŋ jangəə bə natʰə kʰər-si
    Leru how dance be.required-Q
    ‘How should (one) dance Leru?’

b. lo jangəə jix kʰə-si
    gong how hit be.required-Q
    ‘How should (one) hit the gong?’

c. tʰə=la χaninə=kə kʰəl kʰər-saŋ ba-u
    that=PL all=ACC say be.required-PERF.NMLZ COP2.OBJ-Q
    ‘Those (things), should I tell about (them) all?’

(Ləru Dancing 8-10)

3.2.6 Derivational Morphology

3.2.6.1 The Verbalizer -kə

The suffix -kə is used to derive verbs from nouns. In example (250) (which is repeated from §3.1.1.1.2) the word nohkor ‘friend’ functions as a noun, while in (251) the addition of -kə to nohkor derives the verb ‘help’. In (252) the word wela ‘work, job’ functions as a noun, but with the addition of -kə (as in (253)) it becomes a verb (in this context meaning ‘build’).

250) nokə au nohkor=la=nə χamda silaŋ=da o-teə
    that man friend=PL=ACC with Xining=LOC go-IMPF.OBJ
    ‘That man is going to Xining with (his) friends.’

(Caiguoji)

251) mangəala nokə-nokə=da nohkor-kə-ja
    1DU.INCL one~one=LOC friend-VBZ-1.IMP
    ‘Let’s help each other.’

(Caiguoji)
252) po wela = da ölo gakə-na
1SG work = LOC NEG be.happy-DUR
‘I don’t like work.’

(Caiguoji)

253) tcaci ger wela-kə-təo
Jiashi house work-VBZ-IMPF.OBJ
‘Jiashi is building a house.’

(Caiguoji)

The verbalizer -kə is also suffixed to borrowed verbs, regardless of their syntactic class in the source language. In the following examples, -kə is added to the Standard Mandarin borrowings tsʰantca 'participate' and cuan ‘choose’, even though the words 参加 (cānjīa) and 选 (xuǎn) are already verbs in Standard Mandarin.

254) ə-nʌŋda kʰɑŋ = gə tsʰantca-ko kʰər-san
this-in who= SG.INDEF participate-VBZ be.required-POS
‘Who participates in this?’

(Dz̥skələru 77)

255) su lətsʰa = nə ləsi = la mʊnda cuan-kə-təo = təo
so school=ACC teacher=PL 1SG.ACC choose-VBZ-PERF=QUOT.IMPF.OBJ
‘So the school’s teachers chose me (he said).’

(Disappointment 5)

Due to the large number of Amdo and Mandarin borrowings in Bao’an Tu, -kə is used about as often to mark a borrowed verb as to derive a verb from a noun.

3.2.6.2 The Verbalization of Adjectives

3.2.6.2.1 The Verbalization of Color Terms

Color terms of Mongolic origin can derive verbs meaning ‘become (color)’, but the means of deriving these verbs is irregular. The most common strategy is by replacing the
rhyme of the final syllable of a color term with the suffix -e. This strategy is used with the terms for ‘black’, ‘white’, and ‘red’.

256) χara ‘black’ → χal-e ‘become black’
   teχəχəŋ ‘white’ → teχαχ-e ‘become white’
   fulaŋ ‘red’ → ful-e ‘become red’

The remaining color terms of Mongolic origin derive verbs in idiosyncratic ways.

257) çara ‘yellow’ → çərla ‘become yellow’
   kʰəgo ‘blue’ → kʰəgor ‘become blue’

This completes the list of Mongolic color terms. Color terms borrowed from Amdo Tibetan do not derive verbs, and neither do color terms whose primary denotation is a concrete object (e.g. meŋgu ‘silver’ (n.)).

3.2.6.2.2 The Verbalization of Other Adjectives

As was mentioned in §3.1.1.1.3.1, the default syntactic strategy for expressing ‘become ADJECTIVE’ is to attach the locative enclitic =da to the adjective and use the verb χatə ‘go’. This strategy can be used with all of the adjectives for which data are available. In addition to this strategy, however, many adjectives can derive verbs by other morphological means.

First, borrowed adjectives may derive verbs meaning ‘become ADJ’ by use of the verbalizer -kə, discussed in §3.2.6.1.

258) cačə ləlun-kə-tə
child old-VBZ-PERF
‘The child became old.’ (AMDO: lolon ‘old/elderly’)  

(Caiguoji)
There is also a class of words whose primary membership is in the syntactic category of nouns, but that are used as adjectives without any phonological or morphological changes. When these adjectives derive verbs, they use the suffix -la.

259)  
\[ \text{cazo} \quad t^h\text{arkoŋ-la-tcə} \]  
child fat-VBZ-PERF  
‘The child became fat.’ \((t^h\text{arkoŋ} \text{‘fat’ (n.)})\)  
(Caiguoji)

260)  
\[ \text{çuru} \quad \text{depeç-la-tcə} \]  
earth plate-VBZ-PERF  
‘The dirt became flat \((\text{lit. ‘plate-like’})\).’ \((\text{depeçay} \text{‘plate’ (n.)})\)  
(Caiguoji)

3.2.6.3 Verbal Reduplication

Verbal reduplication is effected by repeating the entire verb stem. Verbal suffixes are then attached to the second iteration of the verb stem. Reduplication of verbs usually indicates an extension of time over which the event occurred (translated in the following examples as ‘for a long time’ or ‘V and V’).

261)  
\[ \text{atçaŋ} \quad k^h\text{əl}~k^h\text{əl-tcə} \]  
3SG speak~speak-PERF  
‘He talked and talked \((\text{for a long time})\).’  
(Caiguoji)

262)  
\[ \text{nudə} \quad \text{pə} \quad \text{nat^hən}~\text{nat^hə-tcə} \quad \text{ər} \quad \text{wa} \]  
today 1SG dance~dance-IMPF come COP1.OBJ  
‘Today I danced and danced and then came.’  
(Caiguoji)

Depending on the semantics of the verb, reduplication may indicate multiple iterations of the event.

263)  
\[ \text{atçaŋ} \quad \text{bəldzir} \quad \text{ala}~\text{ala-tcə} \quad \text{niwa} \quad \text{wi-gəwa} \]  
3SG antelope kill~kill-IMPF crime COP1.SUBJ-FUT.OBJ  
‘He killed and killed (many) antelope, \(\text{so he will have a lot of bad karma.}\)’  
(Caiguoji)
There are a handful of verbs that have specialized meaning other than ‘for a long time’ when they are reduplicated, depending on context. In the following pair of sentences, the verb \( mər \) ‘wear’ has the expected meaning ‘wear for a long time’ when it is reduplicated in (264). Example (265), however, shows that the default meaning for the reduplicated version of \( mər \) is ‘wear many layers of clothing’.

264) \( mərk\ u\ mər–mər-tə\ dəsəra\ su-tco\ )
clothing \( \text{wear–wear–IMPF tear stay–IMPF.OBJ} \)
‘(s.b.) wore the clothing for a long time, and it was torn (worn out).’

(Caiguoji)

265) \( mərk\ u\ mər–mər\ su-tco\ )
clothing \( \text{wear–wear stay–IMPF.OBJ} \)
‘(He) wears a lot (many layers) of clothing.’

(Caiguoji)

3.2.6.4 Changes in Valence

3.2.6.4.1 Causative Suffix -əʁa

The most common strategy for forming a causative predicate is by the use of the verbal suffix -əʁa. The causative suffix is affixed to the verb stem, and is followed by any TAM suffixes that may be affixed to the verb. A more complete discussion of the strategies used to form causative predicates in Bao’an can be found in §5.2.6.1.

266) \( cəzd\ \ dzo\ \ tʰəmtʰo\ \ htcəl–əʁa-tco\ )
children \( \text{Droma=LOC mianpian prepare-CAUS–IMPF.OBJ} \)
‘The children make Droma prepare mianpian noodles.’

(Caiguoji)
3.2.6.4.2 The Anticausative Suffix -ra

The verbal suffix -ra is used to form anticausatives. It appears to be productive, although it is not frequently used. Like the causative suffix, -ra attaches directly to the verb stem and then in turn hosts any TAM suffixes that may be affixed to the verb. A more complete discussion of the use of anticausatives in Bao’an Tu is contained in §5.2.6.2.

268) *de apa ogoŋ war-ra-tsə*
    now father daughter finish-ANTIC-PERF
    ‘Now the old ones have passed away.’
    *(lit. ‘Now fathers (and) daughters have finished.’)*
    *(Skirmish 15)*

269) *dzama kovol-ra-tsə*
    window shatter-ANTIC-PERF
    ‘(The) window shattered.’
    *(Caiguoji)*

3.2.6.4.3 The Reciprocal Suffix -tə̂e

The suffix -tə̂e marks a transitive verb with a non-singular subject and no expressed direct object as reciprocal. In syntactic terms, then, this in effect creates an intransitive clause from a transitive one. The following examples show the use of the verb *jiŋ* ‘hit’ as a transitive verb (both with and without an overt direct object) as well as its use as a reciprocal (intransitive) verb. Further discussion of reciprocal clauses can be found in §5.2.4.

43 The initial /s/ in -eə is elided when the verb stem to which it is attached ends with an open syllable.
270) non-reciprocal use of jiχ ‘hit’:

\[\text{dort} \text{cə} = tə \quad \text{tseraŋ} = \text{kəla} \quad \text{dzoma} = nə \quad \text{jiχ-tcə} \]

Dorje=and Tseraŋ=DU Droma=ACC hit-IMPF.OBJ

‘Dorje and Tserang are hitting Droma.’

(Caiguoji)

271) non-reciprocal use of jiχ ‘hit’ (with no overt direct object):

\[\text{dort} \text{cə} = tə \quad \text{tseraŋ} = \text{kəla} \quad \text{jiχ-tcə} \]

Dorje=and Tseraŋ=DU hit-IMPF.OBJ

‘Dorje and Tserang are hitting (someone/me/you/him...).’

*‘Dorje and Tserang are hitting each other.’

(Caiguoji)

272) reciprocal use of jiχ ‘hit’:

\[\text{dort} \text{cə} = tə \quad \text{tseraŋ} = \text{kəla} \quad \text{jiχ-tcʰe-tcə} \]

Dorje=and Tseraŋ=DU hit-RECP-IMPF.OBJ

‘Dorje and Jiashi are fighting (lit. hitting each other).’

(Caiguoji)

3.3 Quotative Enclitics

Quotative complements of verba dicendi typically host a quotative enclitic indicating their status as direct or indirect quotations. The enclitic =tcə is used when the complement is not the final constituent in the sentence; the enclitics =tcə and =tcəi are used sentence finally. See §6.2 for further discussion of the use and origin of the quotative enclitics and the syntactic properties of the complements that host them. The content of quotations in the following examples is marked with square brackets.

273) dzōma [pə roŋ=da o-ki]=tə kʰəl-tcə

Droma 1SG prefecture.town-LOC go-FUT.SUBJ=QUOT.IMPF say-IMPF.OBJ

‘Droma said, “I am going to go to town.”’

(Caiguoji)
274) [lọpọcọ ọkọ naagda jindamọnda ọwọx ọcọgọ]
school big in definitely test pass

\(k^h_\text{ọr-saŋ} = t\)ọ  
\(k^h_\text{ọl-tę} = t\)ọ
be.required-POS=QUOT.IMPF speak-PERF

“(You) definitely want to test into university”, they said.’

(Parents’ Instructions 22)

275) ațça nọnda k^h_ọl = ku = da  [su manno tọtę^h_ọ = nọ]
3SG 1SG.LOC say=IMPF.NMLZ=LOC so 1PL.INCL.COLL.GEN school=ACC

\(l\)ọma nago \(t^h_\text{ai}k\)ọ \(x\)ala = \(g\)ọ = da
student only.one Thailand where=SG.INDEF=LOC

\(o-t\)ọ-\(k\)a-tę = t\)ọ

go-IMPF-CAUS-IMPF.OBJ=QUOT.IMPF.OBJ

‘He told me, “so, (we) are letting only one student from our school go to
(someplace in) Thailand”.’

(Disappointment 3)

276) [su jin\i=j = da jindamọnda \(s\)ak \(o^h_\text{ọr-na} = t\)ọ]
so English=LOC definitely good be.required-DUR=QUOT.IMPF.OBJ

‘So (that student) definitely must be proficient in English, (he said).’

(Disappointment 4)

277) [pətəla tę^h_ọnda ɕu\a\n-kę-tę] = t\i
1PL.EXCL 2SG.ACC choose-VBZ-IMPF.SUBJ=QUOT.IMPF.SUBJ

‘(I said), “we are choosing you”.’

(Caiguoji)

278) [pə o-gọ či] = t\i
1SG go-FUT NEG.COP2.SUBJ=QUOT.IMPF.SUBJ

‘I do not plan to go tomorrow.’

(lit. ‘(I say) “I will not go tomorrow”.’)

(Caiguoji)
3.4 Adjectival Morphology

3.4.1 Adjectives with the Non-final Imperfect Suffix -tɕə

When adjectives function as predicates in non-finite clauses the non-final imperfect verbal suffix -tɕə is affixed directly to the adjective. It would appear that this is the result of a copula being omitted.

\[
\chi\epsilon\alpha\gamma = da \quad m\epsilon\tau k u \quad m\epsilon r \quad k^{b}\epsilon\tau-s\epsilon \quad k^{b}\epsilon da
\]
Ləru.festival=LOC clothing wear be.required-IMPF.NMLZ on

\[
\text{jaksa}-tɕə \quad n\epsilon^{b}\epsilon \quad da \quad k^{b}\epsilon\tau-s\epsilon
\]
pretty-IMPF dance also be.required-POS

‘At the Ləru festival, in addition to having to wear clothes, one should also dance prettily.’
(Caiguoji)

280) \[
\epsilon^{b}\epsilon\alpha\chi\epsilon \quad hko-tɕə \quad o\epsilon-tco
\]
pear big-IMPF give-IMPF.OBJ

‘The pears are big, and (they) give (them).’
(Caiguoji)

3.4.2 The Negative Prefix mə-

The negative prefix mə- is an Amdo Tibetan borrowing, and its use is not productive in Bao’an. It co-occurs only with the Amdo borrowing ʂakə ‘good’.44 It does not co-occur with any other borrowed Amdo property terms or with any native adjectives or verbs.

281) \[
d\epsilon\alpha\omega \quad m\epsilon-\epsilon\alpha\omega
\]
Droma NEG-good

‘Droma is not good.’
(Caiguoji)

44 §4.3.3 contains a discussion of the syntactic characteristics of the property term ʂakə.
3.4.3 Adjectival Reduplication

Adjectives undergo two types of reduplication. The first is a straightforward reduplication of the entire word. This type of reduplication indicates an intensification of the meaning of the adjective.

283) atçan jaksə–jaksə wa
3SG pretty–pretty COP1.OBJ
‘She is very beautiful.’

(Caiguoji)

284) noŋ mohton kʰa[də] a[la] oloŋ–oloŋ su–teo
this.year tree on apricot many–many stay–IMPF.OBJ
‘There are very many apricots on the tree this year.’

(Caiguoji)

285) atçan teʰi[sʰə] kordon–kordon = go ap-teo
3SG car fast–fast=SG.INDEF buy–PERF
‘He bought a very fast car.’

(Caiguoji)

The second type of reduplication adjectives undergo is similar to the strategy for nominal reduplication discussed in §3.1.2.1 in which the whole word is reduplicated, but the onset of the first syllable in the echo construction is replaced with /m~/. This type of reduplication indicates skepticism.

286) kordon m–ordon = go olo meo–m
fast REDUP–fast=SG.INDEF NEG know-NARR
‘(I) don’t know (that/if it’s very) fast.’

(Caiguoji)
3.5 Morphology of Numerals

3.5.1 Reduplication of Numerals

When numerals are reduplicated, the entire word is reduplicated and a distributive numeral is derived. The reduplicated numeral is often followed by χamdom ‘together’, though this is not obligatory. See the following sentences for examples.

287) *hko m-ə sə medə-m*

big REDUP-big NEG know-NARR
‘(I) don’t know (that it’s so) big.’

(Caiguoji)

288) *səɾə = la xamə natʰo-tən*

young=PL two–two together dance-IMPF.OBJ
‘The young ones dance two by two.’

(Caiguoji)

289) *teɾəŋ~teɾəŋ (χamdo) sərə*

four–four together come
‘Come four by four.’

(Caiguoji)

Reduplication of the numeral *nəkə* ‘one’ is a special case. It can either mean ‘each one’ as in (290) and (291) or it can convey a reciprocal meaning (translated as ‘each other’ in (292) and (293)).

290) *sətəʰ-a~sətəʰ = da kozə~kozə = nə xeï nəkə-nəkə wi-səŋ*

place–place=LOC self–self custom one–one COP1.SUBJ-POS
‘Each place has (its own unique) customs.’

(Dzəkələru 6)
291) "tcala nəkə kʰonə əsə ɬal-sa ɬawa amən=da nəkə-nəkə ʃala nəkə NEG wear-CR shaman mouth=LOC one~one
jiʃ-teə hit-IMPF.OBJ
‘If anyone doesn’t wear a false braid, the shaman hits each of them on the mouth.’
(Ləru Dancing 37)

292) əku=əlala çuru=nə nəkə-nəkə kʰadə jiʃ-teə
girl=DU dirt=ACC one~one on hit-IMPF.OBJ
‘The (two) girls threw mud on each other.’
(Caiguoji)

293) dʒoma=tə ɬəci=əlala nəkə-nəkə=da ʃamətəχ oχ-teə
Droma=and Jiashi=DU one~one=LOC gift give-IMPF.OBJ
‘Droma and Jiashi give each other gifts.’
(Caiguoji)

3.5.2 The Ordinal Suffix -mo

The suffix -mo is affixed to numerals to indicate an ordinal numeral.

294) au səmbałə-mo gərəqən bi-səŋ
man third-ORD teacher COP2.SUBJ-POS
‘The third man is a teacher.’
(Caiguoji)

295) natʰə-teə=ku=la nən=sa niwə-mo mənnə
dance-IMPF=IMPF.NMLZ=PL inside=ABL second-ORD 1SG.GEN
iʃəədu ji
younger.sister COP2.SUBJ
‘Of the dancers, the second is my younger sister.’
(Caiguoji)
Chapter 4: The Noun Phrase

Noun phrases in Bao’an typically have either a noun or pronoun at their core. After a brief note on lexical nouns (§4.1), this chapter discusses Bao’an pronouns (§4.2). It then turns to the noun phrase and its various constituents in section 4.3.

4.1 Nouns

The class of lexical nouns can host case and number enclitics, may occur as the object of a postposition or as an argument of a clause, and can be directly modified by an adjective (i.e. without the use of a copular predicate). When a lexical noun co-occurs with other elements in a noun phrase such as a relative clause, possessor, demonstrative, adjective, or numeral, the lexical noun serves as the head of the noun phrase in that it is modified by the other elements with which it co-occurs.

4.2 Pronouns

Pronouns frequently occur alone as a noun phrase. Personal pronouns, reflexive pronouns, demonstrative pronouns, and interrogative pronouns are discussed in this section.

4.2.1 Personal pronouns

Personal pronouns inflect for case and number very similarly to nouns, with a few exceptions. Dual and paucal number are marked by the enclitics =ʁala and =ʁula, respectively. In first and second person, singular vs. plural, dual and paucal number as well as the inclusive/exclusive distinction (in first person) are indicated by sets of suppletive stems. The norm for the plural forms is the inclusion of the plural enclitic =la;

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45 Paucal forms are in fact used very infrequently. The only ones attested in my data are atcagula (1PAU), atcagulada (1PAU.LOC), and potcule (1PAU.EXCL). For this reason, they are not included in table 4.1.
when it is left off its absence indicates collective number. The collective/non-collective
distinction is very robust in the first person plural inclusive paradigm, but is somewhat
less so in the first person plural exclusive and second person plural paradigms. In fact, some speakers report that the first person plural exclusive stem and second person plural stem are ungrammatical without the plural enclitic =la (indicating non-collective) when asked directly, but I have come across these pronouns in natural speech. Furthermore they occur with the full range of inflection for case and with such frequency that it does not seem plausible that they are simply speech errors. For this reason, I include them in table 4.1.

46 In fact, some speakers report that the first person plural exclusive stem and second person plural stem are ungrammatical without the plural enclitic =la (indicating non-collective) when asked directly, but I have come across these pronouns in natural speech. Furthermore they occur with the full range of inflection for case and with such frequency that it does not seem plausible that they are simply speech errors. For this reason, I include them in table 4.1.

47 There are some inconsistencies in the use of =nə and =da in the first person, second person, and logophoric pronoun paradigms. For this reason, I have used a three-way case distinction in glossing personal pronouns (ACC, GEN, LOC) rather than the two-way distinction (ACC, LOC) used to gloss these two enclitics elsewhere.

48 In fact, the personal pronouns marked for number and case are not monomorphemic, as is evidenced by the fact that a numeral may be inserted between the stem and number enclitic of a non-singular personal

(footnote continued on next page)
Table 4.1. Paradigm of personal pronouns

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</tbody>
</table>

The following sentences show the inflected forms of the first person singular pronouns in context as examples of one line of the personal pronoun paradigm.

1)  
\[
\begin{align*}
pə & \quad \text{sila} & = & \text{da} & \quad \text{wi} \\
1\text{SG} & \quad \text{Xining}= & \text{LOC} & \text{COP1.SUBJ} \\
\text{‘I am in Xining.’} & \quad & \text{(Caiguoji)}
\end{align*}
\]

pronoun and from the fact that the enclitic =tɛʰəŋ can occur between the stem and case enclitics (for singular personal pronouns) or between the number and case enclitics (for non-singular pronouns).
I have not included a column for instrumental case in table 4.1 for a combination of two reasons. First, first and second person pronouns do not occur in instrumental case; and second, although third person pronouns can occur in instrumental case, there is a preference for using demonstrative pronouns rather than personal pronouns in these contexts. There seems to be a general constraint against nouns or pronouns with animate referents appearing in instrumental case. Third person pronouns with non-animate referents, however, can occur in instrumental case, as in (6)-(8).
Due to the strong preference for using the demonstrative pronouns ṭʰər ‘that’ and ənə ‘this’ rather than the third person personal pronoun atənə when referring to an inanimate object, however, sentence (6) could very easily be misunderstood to mean “Dorje hit them (two) and (a) dog.” The meaning expressed by the free translation of (6) would more commonly be expressed using a demonstrative pronoun as in (9).

Likewise, the meanings expressed in the free translations of (7) and (8) would be expressed as in (10) and (11).

I pointed out in §3.1.1.1.4 that an NP headed by a lexical noun cannot host both the dual enclitic =sala and the instrumental enclitic =sala. As is demonstrated by (7) and (10)
above, this constraint does not hold for pronouns. In fact, these two sentences are
reported to be more colloquial sounding than their counterparts (12) and (13) (expressing
the number ‘two’ lexically).

12) dortɕo atɕəŋ sar=xala χapa jix-tɕo
Dorje 3SG two=INST dog hit-IMPF.OBJ
‘Dorje used them two to hit (a) dog.’ *(more formal sounding)*

(Caiguoji)

13) dortɕo tʰar sar=xala χapa jix-tɕo
Dorje that two=INST dog hit-IMPF.OBJ
‘Dorje used those two to hit (a) dog.’ *(more formal sounding)*

(Caiguoji)

The first person singular stem mən- never occurs alone as a free morpheme. The
plural stems *(mangə ‘1PL.INCL’, potə ‘1PL.EXCL’, and ta ‘2PL’)* typically only occur as
freestanding phonological words when they are followed by a lexical numeral.

14) mangə tʰaun=la χamda ju ba
1PL.INCL five=PL with go COP2.OBJ
‘Let’s us five (INCL) go together!’

(Caiguoji)

15) potə tʰaun=la χamda o-gi
1PL.INCL five=PL with go-FUT.SUBJ
‘We five (EXCL) are going to go together.’

*(Caiguoji)*

16) ta tʰaun=la o-gə bu
2PL five=PL go-FUT COP2.SUBJ.Q
‘Are you five going to go?’

*(Caiguoji)*

Unlike NP’s headed by a lexical noun, when a personal pronoun is modified by a
numeral, the plural enclitic =la on the numeral is obligatory. Thus, the distinction
between collective and non-collective meanings is lost, because the absence or presence
of the plural enclitic is what signals the distinction between collective and non-collective
throughout the rest of the pronominal paradigm. In practice, however, a collective meaning can be emphasized through the use of the word *χαμδα* ‘together’.

When a pronoun modified by a numeral hosts a case enclitic, the case enclitic follows the number enclitic.

17) **pronominal stems with lexical number in accusative case:**

<table>
<thead>
<tr>
<th>car</th>
<th>1 PL.EXCL</th>
<th>five=PL=ACC</th>
<th>hit-PERF</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>tʰitsʰo</em></td>
<td><em>pʰtə</em></td>
<td><em>tʰaun</em> = <em>la</em> = <em>no</em></td>
<td><em>jix-tʰə</em></td>
</tr>
</tbody>
</table>

‘The car hit us five.’

(Caiguoji)

18) **pronominal stem with lexical number in locative case:**

<table>
<thead>
<tr>
<th>principal</th>
<th>2 PL</th>
<th>five=PL=LOC</th>
<th>gift=SG.INDEF</th>
<th>give-PERF</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>caotʰaŋ</em></td>
<td><em>tʰaun</em> = <em>la</em> = <em>no</em></td>
<td><em>χoxtʰa</em></td>
<td><em>χani</em></td>
<td><em>jəxə-tʰə</em></td>
</tr>
</tbody>
</table>

‘The principal gave you five a gift.’

(Caiguoji)

19) **pronominal stem with lexical number in predicate possessive case:**

<table>
<thead>
<tr>
<th>that book</th>
<th>1 PL.EXCL</th>
<th>five=PL=PRED.POSS</th>
<th>COP₂.SUBJ</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>nokʰə</em></td>
<td><em>χoxtʰa</em></td>
<td><em>pʰtə</em></td>
<td><em>tʰaun</em> = <em>la</em> = <em>gaŋ</em></td>
</tr>
</tbody>
</table>

‘Those books are us five’s.’

(Caiguoji)

In the first person inclusive plural, a distinction is made between collective and non-collective pronouns. Interestingly, it is the non-collective paradigm that uses the plural marker *=la*, which was historically a collective marker. So sentence (21) has a collective reading, while (22) does not.

21) **pronominal stem with lexical number in predicate possessive case:**

<table>
<thead>
<tr>
<th>originally 1 PL.INCL.COLL.LOC</th>
<th>also land COP₁.SUBJ-POS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>cəŋə</em></td>
<td><em>manda</em></td>
</tr>
</tbody>
</table>

‘Originally, we (the whole village) also owned this land.’

(Skirmish 3)
22) atçaŋ mangleada tsʰamhtoχ=go oχ-tɕə
3SG 1PL.INCL.LOC gift= SG.INDEF give- IMPF.OBJ
‘He gave us a gift.’ (allows for the reading, ‘He gave us each a gift’.)

(Caiguoji)

In the first person, the form =la is only left off in the nominative or accusative case. There are only a few instances of these forms in my data, and all involve collective ownership or possession (a clan’s festival or a family’s house, for example). Native speakers’ explanations indicate that the absence of the enclitic =la has less to do with the referents acting together as a whole and more to do with indicating that the referents comprise an intimately connected group (such as a clan or family). So in (23) and (25) the group referred to by the pronouns containing =la are not intimately connected groups of this type. In (24), on the other hand, the grandfather is speaking for his clan, and in (26) the speaker is referring to her family; therefore the forms without =la are used.

23) pətəla kʰə=sa jama u-ʨi sakəŋ u-ʨə
1PL.EXCL house=ABL stuff drink-IMPF.SUBJ restaurant drink-IMPF
ki
NEG. COP₁.SUBJ
‘We ate stuff from home instead of eating at a restaurant.’
(lit. ‘We drank stuff from home. (We) did not drink (at) a restaurant.’)

(Caiguoji)

24) deda garwaŋ=go pətə xəcaŋ pɨtəcaŋ
grandfather powerful= SG.INDEF 1PL.EXCL.COLL Leru small

kʰor-sanə=nə tʰorun hko=ənə kʰəɾo=tɕə
be.required-PERF.NMLZ=ACC head big=ACC be.required=QUOT.IMPF

kʰəl-sanə
say-POS
‘A powerful grandfather said, “as we have to have the small Leru festival, (we) must have a big well”.’

(Ləru Dancing 81)
25) atcaŋla potlana utŋa-te o-te ɕedə wa
3PL 1PL.EXCL.ACC compare-IMPF strong COP1.OBJ
‘They are stronger than us.’

(Caiguoji)

26) tʰə silaŋ =da o-sa potnə kʰətə
2SG Xining=LOC go-COND 1PL.EXCL.GEN.COLL home.LOC

su-sa tʰəke-səŋ
stay-COND can-POS
‘If you go to Xining, (you) can stay at our house.’

(Caiguoji)

The few instances of the second person plural stem without the enclitic =la also seem to indicate this more specific sense of collective. The following example is given with the surrounding context to show that the referents of the pronoun comprise a family who collectively experience a calamity in the form of the collapse of their house.

27) kudə atcaŋla rakə u = ku tʰəχənnaŋ ɬawa
before 3PL alcohol drink=IMPF.NMLZ time shaman

a = tʰəŋə =ə  kʰətə ɕol-teə o-teə
3SG=family=ACC house.LOC run-IMPF go-PERF
‘One time when some people were drinking, the shaman went running to their house.’

(Ləru Dancing 72)

28) tada tunda =ɡə ɕardə-nə ta rəmgə-teə cida
2PL.COLL.LOC matter= SG.INDEF happen-DUR 2PL.COLL hurry-IMPF outside

ɕar kʰor-na =tə kʰəl-səŋ
go.out be.required-DUR=QUOT.IMPF say-POS
‘(he) said, “something’s going to happen to you; you should hurry and go outside”.’

(Ləru Dancing 73)

29) cida ɕargu-teə ɡər na-teə =tə
outside go.out-IMPF house fall-PERF=QUOT.IMPF.OBJ
‘They say (they) went outside, and the house fell in.’

(Ləru Dancing 74)
As was mentioned in the first paragraph of this section, the singular/non-singular distinction in the third person personal pronouns is signalled by the use of the plural enclitic =/la rather than by stem suppletion. This means that there is no formal distinction between collective and non-collective third person pronouns (recall that the omission of plural =/la is the means of marking ‘COLLECTIVE’ in the second and third person plural paradigms). In actual practice, most situations in which a collective meaning would be intended also require (for reasons of politeness) the use of the enclitic =/tsʰaŋ ‘family’, which is inherently collective (the syntactic characteristics of =/tsʰaŋ are discussed in §3.1.1.3).

30) sə =nə kutcə oχ-ša atçaŋ =tsʰaŋ =nə tsʰowa kutcə
   water=ACC before give-COND 3SG=family=ACC clan before

   sola hta-na
   irrigate be.able-DUR
   ‘Since the water is given (to them) first, their clan is able to irrigate first.’
   (Ləru Dancing 83)

31) hkutə = ku kʰi hko =bala atçaŋ =tsʰaŋ =nə
   yesterday=IMPF.NMLZ wind big=INST 3SG=family=ACC

   gər =nə dep-kə-ka-təɾə
   house=ACC collapse-VBZ-CAUS-PERF
   ‘Yesterday’s big wind caused their house to collapse.’
   (Caiguoji)

In addition to their normal use, second person dual forms are used as a polite way to refer to a person who is present in the discourse situation but is not the intended addressee of the utterance. The context of the following example is that an American woman is interviewing an elderly man when the man’s wife enters and asks him whether
the American interviewer has taken any of the bread she (the wife) has put out for her (the interviewer).

32) \[\text{htemə = nə tasala ap-tce ør-saŋ bu} \]
\[\begin{align*}
\text{bread} & = \text{ACC} \\
\text{2DU} & = \text{take-IMPF} \\
\text{come-POS} & = \text{COP₂.SUBJ.Q}
\end{align*}\]
‘The bread, has she taken (any)?’
\[\text{(lit. ‘The bread, is [it the case] that you two have taken (any)?’)}\]

4.2.1.1 Logophoric Pronouns

Logophoric pronouns are used in speech complements when the pronoun in the speech complement is coreferential with the subject of the matrix clause.

33) \[\text{[oroŋ tʰər = nə vali-la tə-ʃo] kʰəl-saŋ ja} \]
\[\begin{align*}
\text{3SG.LOG} & = \text{that=ACC} \\
\text{see-PURP} & = \text{do-PERF} \\
\text{say-POS} & = \text{PRT}
\end{align*}\]
‘(He₁) said that he₁ went to see that.’

The use of logophoric pronouns is not obligatory, however. The ordinary third person singular pronouns can also be used in this grammatical context, as demonstrated in (34).

34) \[\text{dzoma [atçaŋ roŋ = da o-gi] = təo kʰəl-təo} \]
\[\begin{align*}
\text{Droma} & = \text{3SG} \\
\text{town=LOC} & = \text{go-FUT.SUBJ=QUOT.IMPF} \\
\text{say-IMPF.OBJ} & = \text{PRT}
\end{align*}\]
‘Droma, said she₁ is going to go to town.’

In this sentence, the coreferentiality of \text{atçaŋ} ‘3SG’ and \text{dzoma} ‘Droma’ is indicated by the subjective form of the verb in the speech complement (see §5.1.3 for a discussion of the use of subjective verb forms in speech complements). Thus the referent of the pronoun in the speech complement is usually unambiguous regardless of whether or not a logophoric pronoun is used.

The use of logophoric pronouns is not restricted to nominative-marked subjects of speech complements. In sentence (35) the logophoric pronoun is a possessive pronoun.
modifying the subject of the speech complement. The logophoric pronoun in (36) is a
dative marked subject of a possessive predicate.

35) çarwaŋ [oroŋo]nt$̂ha bi $tə-saj
   Xiabulang 3SG.LOG.GEN land COP2.SUBJ=QUOT.IMPF-POS
   ‘Xiabulang, (village) said that it is its land.’
   (Skirmish 7)

36) aku [oroŋda] kormu ki $tə k$̂ha l-tə $k^h$ol-tə;
   woman 3SG.LOC money NEG.COP1.SUBJ=QUOT.IMPF say-IMPF.OBJ
   ‘The woman, said that she, does not have any money.’
   (Caiguoji)

Logophoric pronouns only occur in the singular form in the spoken texts analyzed
for this study. Forms inflected for dual number occur only in elicited data. In (37) the
dual logophoric pronoun denotes a pair of people including Renzen.

37) rənzəŋ noko [oroŋralagen] ji $tə k$̂ha l-tə;
   Renzen that 3DU.LOG.PRED.POSS COP2.SUBJ=QUOT.IMPF say-IMPF.OBJ
   ‘Renzen said that that belongs to them (where the set denoted by 'them' contains two
   people, one of them Renzen).’
   (Caiguoji)

I do not know of a reason that there should be no plural forms of the logophoric pronoun,
but I was unable to elicit any. The form *oroŋla (3PL.LOG) was consistently rejected by
my language consultants.

4.2.1.2 A Note on Possessive Pronouns

Relying on natural language data alone, it is difficult to demonstrate that there is no
distinction between alienable and inalienable possession, because the convention is to use
collective plural first and second person pronouns or the enclitic =ts$^h$əŋ ‘family’ (hosted
by third person pronouns) when referring to family members, which makes it difficult to
find the data to fill out a singular paradigm of possession. Filling out a paradigm for the
collective plural pronouns is also difficult, however, because discourse situations in
which items (or people) other than family members or houses are collectively possessed rarely occur. By means of elicitation, however, complete paradigms of possession can be obtained, demonstrating that there is indeed no distinction between alienable and inalienable possession marked by the possessive pronouns. The following example gives the possessive forms of the third person singular and plural pronouns.

38) \textit{atcāŋnə wama} ‘his pot’
\textit{atcāŋnə ana} ‘his mother’\textsuperscript{49}
\textit{atcāŋnə χə} ‘his hand’
\textit{atcāŋnə lənə wama} ‘their pot(s)’\textsuperscript{50}
\textit{atcāŋnə lənə ana} ‘their mother(s)’
\textit{atcāŋnə lənə χə} ‘their hands’

\textbf{4.2.2 Reflexive Pronominal Reference: Uses of \textit{kozə} ‘self’}

The word \textit{kozə} ‘self’ is used both non-reflexively and reflexively; in both uses it is marked for case just like other NP’s. The following examples contain \textit{kozə} in a non-reflexive situation meaning something like ‘a certain person’.

\textsuperscript{49} This form is reported to be grammatically acceptable, but it is rarely used in natural speech, because it is considered impolite. The usual way to express this makes use of the enclitic \textit{=tsʰaŋ} ‘family’: \textit{atcāŋ =tsʰaŋ =nə ana} ‘his family’s mother’.

\textsuperscript{50} Because of the lack of a collective form in third person plural pronouns and because the plural enclitic is not always used, there is possible ambiguity in both this phrase and the one following it as to whether one pot or mother is collectively possessed or whether multiple pots or mothers are individually possessed. In most discourse situations this ambiguity would be resolved by context, but in fact this form is not frequently used in natural speech. Rather, the forms with the enclitic \textit{=tsʰaŋ} are usually used—perhaps to avoid the ambiguity: \textit{atcāŋ =tsʰaŋ =nə ana} ‘his family’s mother’ or \textit{atcāŋ =la =tsʰaŋ =nə ana} ‘their families’ mothers’.
nohkur-ko ji-san
friend-VBZ COP2.SUBJ-POS
‘If something was going to happen to someone (‘self’), the shaman would help that person (‘self’).’

(Ləru Dancing 70)

koza = tsʰaŋ = no daŋ na-sa ɬawa tanə daŋ
self=family=ACC door fall-COND shaman 2PL.COLL.GEN door

na-təo = təo kʰəl-la or-tei-san
fall-IMPF.OBJ=QUOT.IMPF speak-PURP come-IMPF.SUBJ-POS
‘If someone’s door is going to fall, the shaman will come to tell (them), “your door is falling”.’

(Ləru Dancing 71)

In the following examples, koza is used as a reflexive pronoun in nominative, accusative, and locative case.

koza as an object of a postposition (no case enclitic):

po çuru = no koza kʰada htcu-go-təo
1SG dirt=ACC self on spill-VBZ-PERF
‘I got dirt on myself.’

(Caiguoji)

koza as a direct object (with accusative enclitic =no):
atcaŋ koza = no wasa-təo
3SG self=ACC wash-IMPF.OBJ
‘He washed himself.’

(Caiguoji)

koza as a possessive NP (with accusative enclitic =no):
atcaŋ koza = no bolzoχ = no dzuka-təo
3SG self=ACC finger=ACC burn-PERF
‘She burnt her own finger.’

(Caiguoji)
kozə as an indirect object (with locative enclitic =da)

\[ pə \ kozə = da \ tʰəmtʰəχ \ htcəl \ wa \]
1SG self=LOC mianpian prepare COP1.OBJ
‘I made myself mianpian noodles.’

The reflexive pronoun kozə does not host the ablative enclitic =sa. When it
occurs in a context that requires the ablative case, a positional noun or postposition such
as kʰə or derə ‘on/top’ follows it, and the ablative enclitic is hosted by the positional noun
or postposition, as in the following example. Reflexive kozə does not occur in
instrumental case.

\[ pə \ kozə \ derə = sa \ zantəʰə \ oloŋ = go \ mede-to \]
1SG self on=ABL good.point many=SG.INDEF know
‘I know many good points about myself.’
(lit. ‘I know a few (many) good points from myself.’)

In plural situations, kozə optionally hosts the plural enclitic =la.

\[ atçaɣla \ ŋorhta \ n nowrap kozə(=la)=nə \ sali-təo \]
3PL mirror in self (=PL)=ACC see-IMPF.OBJ
‘They see themselves in the mirror.’

In most contexts, when reflexive kozə is reduplicated the reduplication indicates
the meaning ‘each’, as in (47) and (48).

\[ sateʰə~sateʰə = da \ kozə-kozə = nə \ ɕwei \ nəko~nəko \ wi-saŋ \]
place~place=LOC self~self=ACC custom one~one COP1.SUBJ-POS
‘Each place has its own unique custom.’

(Dzəkəlaru 6)
In a transitive clause however, if the subject is non-singular, and reduplicated kozo comprises the direct object, a reciprocal (rather than reflexive) meaning is conveyed, as is demonstrated in the following pair of sentences.

49) dortɕə = tɕə tɕʰerαŋ = kala ɲorhta naŋda kozo = nə kali-teo
   Dorje=and Tserang=DU mirror in self=ACC see-IMPF.OBJ
   ‘Dorje and Tserang see themselves in the mirror.’
   (Caiguoji)

50) dortɕə = tɕə tɕʰerαŋ = kala ɲorhta naŋda kozo–kozə = nə kali-teo
   Dorje=and Tserang=DU mirror in self~self=ACC see-IMPF.OBJ
   ‘Dorje and Tserang see each other in the mirror.’
   (Caiguoji)

The form kozo is also used appositively to emphasize that its referent acted independently. In these cases, kozo is coreferential with an overtly expressed personal pronoun or lexical noun.

51) pə kozə tʰmtʰox htcəl wa
    1SG self mianpian prepare COP1.OBJ
    ‘I made mianpian noodles myself.’
    (Caiguoji)

52) (tɕʰə) kozə o-do
    2SG self go-IMP
    ‘(You) go (by) yourself.’
    (Caiguoji)
4.2.3 Demonstrative Pronouns

In addition to their adnominal uses (discussed in §4.3.2), the demonstratives ənə ‘this’ and tʰər ‘that (out of sight)’ (and much less frequently, nokə ‘that’), can be used pronominally, as is demonstrated by the following pairs of sentences. Sentences (55), (57), and (59) are elicited data; the referents of the demonstrative pronouns contained in them were present in the physical context—they are not co-referential with other NP’s in the discourse itself.

54) ənə deku amtə wa
    this food delicious COP1.OBJ
    ‘This food is delicious.’

55) ənə amtə wa
    this delicious COP1.OBJ
    ‘This is delicious.’

56) nokə mərku kʰada tsʰə teʰkʰə su-teo
    that clothing on dirtiness stick stay-IMPF.OBJ
    ‘That clothing is dirty.’

57) nokə kʰada tsʰə teʰkʰə su-teo
    that on dirtiness stick stay-IMPF.OBJ
    ‘That is dirty.’

58) tʰər gər ədəpka-teo
    that.out-of-sight house collapse-IMPF.OBJ
    ‘That house collapsed.’
The pronominal use of "ənə" and "tʰər" is often anaphoric. In their anaphoric use, the demonstrative pronouns may be co-referential with participants or objects in the discourse or with portions of the discourse itself. There are no instances in my data of the pronoun "nokə" being used anaphorically. For a discussion of the anaphoric uses of adnominal "ənə", "nokə", and "tʰər", see section 4.3.2. The following two examples contain instances where "ənə" and "tʰər" are co-referential with participants who have already been introduced in the discourse. In the sentences previous to (60), the narrator has described in detail the specific dances that must be danced and the offerings that must be offered for the village’s mountain deities. The "ənə" in boldface refers to these dances and offerings.

60)  nəkə  χον = da  waκə  dzəkə  naŋda  ənə  jindəmənda
   one  year=LOC  HES  sixth.lunar.month  in  this  definitely

tʰəpə  ənə  wi  kʰər = ku
   food.offering  this  COP1.SUBJ  be.required=IMPF.NMLZ
   ‘In (the course of) a year...uh, in the sixth month there definitely must be these, (and) these qoba food offerings.’

   (Dzəkələru 20)

In the sentence previous to (61), the narrator has listed four villages in the area that celebrate a particular festival at about the same time. The "tʰər" in boldface refers to these four villages.
The following two sentences give examples in which \( ena \) and \( t^h \) are co-referential with preceding portions of the discourse. In (62), the \( ena \) in boldface refers to an episode in which the servant in question ran away to attend a festival.

\[
\text{62) } t^h_{\text{angosada}} \ ja \ ena \ cintec^\text{hada} \ da \ ena \ t^c \ s\u00f0\text{u} = ku
\]

so \( \text{PRT this after also this do stay=} \) \( \text{IMPF.NMLZ} \)

\( t^c \text{nggo-tc} \)

\( \text{think-IMPF} \)

‘So (Zongkaba thought), “and after this he will want to keep doing this...”’

(Dzâkâlâru 72)

In (63), the \( t^h \) in boldface refers to a story that has just been told. The story is reported to be 800 years old and it makes reference to the festival “liuyuehui”.

\[
\text{63) } t^h_{\text{anggo}} \ ke-sa \ ena \ “liuyuehui” \ ena \ t^h \ jantec^\text{hada} \ wa
\]

that \( \text{put-COND this “liuyuehui” here that before COP1.OBJ} \)

‘Given that, this “liuyuehui” was here before that.’

(Dzâkâlâru 75)

The demonstrative pronouns \( ena \) and \( t^h \) inflect for case and number in the same way lexical nouns and personal pronouns do. The following sentences contain examples of demonstrative pronouns with the enclitic \( =na \) in its various functions (discussed in \( \S 3.1.1.1.2 \)).
64) tʰər as the causee of an intransitive clause:
\[ kʰən \ towö = sa \ tʰər = nə \ o-do-ə-ra = ku \quad \emptyset - to = təo \]
who first=ABL that=ACC go-IMP-CAUS=IMPF.NMLZ (COP2)-PERF=QUOT.IMPF.OBJ
‘(They said) whoever was first would be allowed to go.’
(or ‘Out of the first [who], that (one) would be allowed to go.’)

(Disappointment 25)

65) tʰər as a possessive pronoun:
\[ tʰər \ reləŋ \ tʰər = nə \ məχ \ tʰər \ jəŋə \ natʰə \]
that army.officer that=ACC soldier that how dance

kʰər-si
be.required-Q
‘That army officer, how should his (lit. ‘that (one)’s’) soldiers dance that?’

(Dzəkələru 35)

66) anə as a direct object:
\[ atcəŋ \ anə = nə \ jɨɤ- təo \]
3SG this=ACC hit-IMPF.OBJ
‘He hits this (one).’

(Caiguoji)

67) anə as the causee of an intransitive clause:
\[ atcəŋ \ anə = nə \ o-do-ə-ra-təo \]
3SG this=ACC go-IMP-CAUS-IMPF.OBJ
‘He makes this (one) go.’

(Caiguoji)

68) anə as a possessive pronoun:
\[ tʰosənə \ anə = nə \ anə = nə \ lordzi = da \ jantʰəχ = go \ wi-si \]
next this=ACC this=ACC history=LOC what.kind=SG.INDEF COP1.SUBJ-Q
‘Next, what is this one’s, this one’s history like?’
(lit. ‘next, what kind of (one) does this one’s, this one’s history have?’)

(Dzəkələru 41)
The following sentences give examples of the demonstrative pronouns inflected for locative case by the use of the enclitic =da (or =də).\textsuperscript{51}

69) \textit{tʰər} as a location:
\begin{verbatim}
mangəda \hspace{1cm} tʰər=da \hspace{1cm} kʰəl=ku \hspace{1cm} oloŋ-san
\end{verbatim}
\begin{tabular}{l}
1PL.INCL.COLL.LOC that=LOC speak=IMPF.NMLZ many-POS
\end{tabular}
‘We have many stories about him \textit{(lit. ‘that’).’}’

(Dzəkalarəu 113)

70) \textit{tʰər} referring to time:
\begin{verbatim}
tʰər=da \hspace{1cm} kuda \hspace{1cm} jinjəχ \hspace{1cm} təoşi \hspace{1cm} oχ-san \hspace{1cm} χotəʰa=gə
\end{verbatim}
\begin{tabular}{l}
that=LOC before English teacher give-PERF.NMLZ book=SG.INDEF
\end{tabular}
\begin{verbatim}
wə
cop1.OBJ
\end{verbatim}
‘At that (time), before, there was a book that (my) English teacher had given me.’

(Disappointment 32)

71) \textit{ənə} as an indirect object:
\begin{verbatim}
atəcəg \hspace{1cm}ən=da\hspace{1cm}loχtei=gə \hspace{1cm} oχ-təo
\end{verbatim}
\begin{tabular}{l}
3SG this=LOC gift=SG.INDEF give-IMPF.OBJ
\end{tabular}
‘She gave this (one) a gift.’

(Caiguoji)

72) \textit{ənə} as the causee of a transitive clause:
\begin{verbatim}
atəcəg \hspace{1cm}ən=da \hspace{1cm} tʰəmtʰəχ \hspace{1cm} u-əa-təo
\end{verbatim}
\begin{tabular}{l}
3SG this=LOC mianpian drink-CAUS-IMPF.OBJ
\end{tabular}
‘She made this (one) eat mianpian noodles.’

(Caiguoji)

73) \textit{ənə} as a possessor in a clause of possession:
\begin{verbatim}
ən=da \hspace{1cm} kormu \hspace{1cm} oloŋ \hspace{1cm} wa
\end{verbatim}
\begin{tabular}{l}
this=LOC money many cop1.OBJ
\end{tabular}
‘This (one) has a lot of money.’

(Caiguoji)

\textsuperscript{51}Sentence (69) was spoken by a man from Gasare, so locative case is indicated by the enclitic =de rather than =da in this example. See §3.1.1.3.2 for a discussion of the distinction between dative and locative case in the Gasare dialect.

\textsuperscript{52}When \textit{ənə} hosts the locative enclitic, the final /ə/ is dropped.
The following sentences give examples of the demonstrative pronouns inflected for instrumental case.

74) thə as an anaphoric pronoun referring to a reason:

\[
\begin{align*}
thə & = \text{ra} \quad \text{tə} = \text{ra} \quad d & = \text{ku} \quad \text{zīg} \quad \text{śitćan} \quad tʰə = \text{ra} \\
\text{thə} & = \text{ra} \quad \text{do} \quad \text{wi} = \text{ku} \quad \text{tʰə} \quad \text{wo}
\end{align*}
\]

six day COP₁.SUBJ=IMPF.NMLZ little time long

‘Because of that, there are six days—the time is a little long—there are six days; it’s like that.’

(Dzêkələru 132)

75) thə as an instrument:

\[
\begin{align*}
\text{atcaŋ} \quad \text{thə} & = \text{ra} \quad \text{htema} \quad \text{χəra-tə} \\
3 \text{SG} & \quad \text{that}=\text{INST} \quad \text{bread} \quad \text{burn-IMPF.OBJ}
\end{align*}
\]

‘She used that to make bread.’

(Caiguoji)

76) nokə as an instrument:

\[
\begin{align*}
\text{atcaŋ} \quad \text{nokə} & = \text{ra} \quad \text{htema} \quad \text{χəra-tə} \\
3 \text{SG} & \quad \text{that}=\text{INST} \quad \text{bread} \quad \text{burn-IMPF.OBJ}
\end{align*}
\]

‘She used that to make bread.’

(Caiguoji)

77) anə as an instrument:

\[
\begin{align*}
\text{atcaŋ} \quad \text{anə} & = \text{ra} \quad \text{jimaŋ} = \text{nə} \quad \text{ala-tə} \\
3 \text{SG} & \quad \text{this}=\text{INST} \quad \text{goat}=\text{ACC} \quad \text{kill-PERF}
\end{align*}
\]

‘He used this to kill the goat.’

(Caiguoji)

78) anə as an anaphoric pronoun referring to a reason:

\[
\begin{align*}
\text{anə} & = \text{ra} \quad \text{pə} \quad \text{χećan} = \text{da} \quad \text{or-da-gə} \quad \text{ço} \\
\text{this}=\text{INST} \quad \text{1SG} \quad \text{Ləru}=\text{LOC} \quad \text{come-can-FUT} \quad \text{NEG.COP₂.OBJ}
\end{align*}
\]

‘Because of this, I can’t come to Ləru.’

(Caiguoji)
The following examples contain the demonstrative pronouns \textit{tʰər} and \textit{ənə} with the ablative case marker \textit{=sa}.

79) \textit{tʰər} as an anaphoric pronoun:
\begin{align*}
tʰə &= \textit{sa} \quad \text{χar-тек} \quad \text{so}=\textit{te} \quad \text{goler}=\textit{na} \quad \text{oloŋ} \quad \text{da} \quad \text{tʰi-тек}
\end{align*}
that=ABL arrive-IMPF water=and flour=ACC many also add-IMPF
\begin{align*}
\text{atcaŋŋə} \quad \text{htɕərgo-тек}
\end{align*}
\begin{align*}
3SG.ACC \quad \text{stir-PERF}
\end{align*}
‘From there, add more water and flour and stir it.’
\begin{align*}
\text{(How to Make Bread 3)}
\end{align*}

80) \textit{tʰər} as source:
\begin{align*}
tʰə &= \textit{sa} \quad \text{ər-səŋ} \quad \text{pʰiŋkwo}
\end{align*}
that=ABL come-PERF.NMLZ apple
\begin{align*}
\text{‘apples that come from there’}
\end{align*}
\begin{align*}
\text{(Caiguoji)}
\end{align*}

81) \textit{ənə} as a source:
\begin{align*}
\text{ən} &= \textit{sa} \quad \text{mərku} \quad \text{ən}=\textit{sa} \quad \text{ap} \quad \text{wa}
\end{align*}
this clothing this=ABL take COP1.OBJ
\begin{align*}
\text{‘This clothing was bought from here.’}
\end{align*}
\begin{align*}
\text{(Caiguoji)}
\end{align*}

82) \textit{ənə} as a source:
\begin{align*}
\text{ən} &= \textit{sa} \quad \text{ap-тек} \quad \text{o-səŋ} \quad \text{alma}
\end{align*}
this=ABL take-IMPF go-PERF.NMLZ apricot
\begin{align*}
\text{‘apricots that were taken from here’}
\end{align*}
\begin{align*}
\text{(Caiguoji)}
\end{align*}

---

\textsuperscript{53} When the ablative enclitic is attached to the demonstrative pronoun \textit{tʰər} ‘that’, the final /r/ is elided in normal speech. Similarly, when the ablative enclitic is attached to the demonstrative pronoun \textit{ənə} ‘this’, the final /s/ is elided.
Sentences (83) and (84) give examples of \( t^h \)ər inflected for number, and sentence (85) gives and example of \( t^h \)ər inflected for both case and number.

83) \[ t^h \text{ə}r = \text{la} \quad p^h \text{ə}htoŋ \quad n\text{ə}t^h-\text{tə} = ku \quad u\text{ə}r \quad \text{χa}t^h\text{ə}r \quad nəkə \]
\[ \text{that=PL} \quad \text{all} \quad \text{dance-IMPF=IMPF.NMLZ} \quad \text{day} \quad \text{approximately} \quad \text{one} \]
\[ \text{wo} \]
\[ \text{COP}_1.\text{OBJ} \]
\[ \text{‘The date that they (lit. ‘those’) all dance on is about the same.’} \]
\[ (\text{Dzəkələru\ 96}) \]

84) \[ t^h \text{ə}r = \text{go} \quad \text{wa}-\text{sa} \quad \text{da} \quad t^h\text{o}wə \quad \text{zigə} \quad hko-səp \]
\[ \text{that=SG.INDEF} \quad \text{COP}_1.\text{OBJ-COND} \quad \text{also} \quad \text{clan} \quad \text{little} \quad \text{big-POS} \]
\[ \text{‘Since there’s that, the clan is a little big.’} \]
\[ (\text{Dzəkələru\ 140}) \]

85) \[ t^h \text{ə} = \text{la} = nə \quad k^h\text{ə}l-\text{do} \]
\[ \text{that=PL=ACC} \quad \text{speak-IMP} \]
\[ \text{‘Tell about those.’} \]
\[ (\text{Ləru\ Dancing\ 20}) \]

4.2.4 Interrogative Pronouns

Interrogative pronouns occur in the same position in the clause as non-interrogative arguments and obliques. The following examples use the pronoun \( k^h\text{ə}ŋ \) ‘who’ to show that Bao’an pronouns are marked with case enclitics in the same way nouns are. Each pair of examples contains a declarative and interrogative form of a similar sentence to demonstrate that the interrogative pronouns occur \textit{in situ}.

86) \[ \text{a}t\text{cənŋ} \quad \text{mənnə} \quad \text{lo}\text{sɨ} \quad \text{yi} \]
\[ 3\text{SG} \quad 1\text{SG.GEN} \quad \text{teacher} \quad \text{COP}_2.\text{OBJ} \]
\[ \text{‘He is my teacher.’} \]
\[ (\text{Caiguoji}) \]
87) atçaŋ kʰaŋ wa
   3SG who COP1.OBJ
   ‘Who is he?’
(Caiguoji)

88) teći tsʰamdoχ = nə dzōma = da oχ-tco
   Jiashi gift-ACC Droma=LOC give- IMPF.OBJ
   ‘Jiashi gave a gift to Droma.’
(Caiguoji)

89) teći tsʰamdoχ = nə kʰaŋ = da oχ-tco
   Jiashi gift-ACC who=LOC give- IMPF.OBJ
   ‘Who did Jiashi give a gift to?’
(Caiguoji)

90) nokə au nohkor = la = nə χanda silaŋ = da o-tco
   that man friend=PL=ACC with Xining=LOC go-IMPF.OBJ
   ‘That man went to Xining with friends.’
(Caiguoji)

91) teći kʰaŋ = nə χanda silaŋ = da o-tco
   Jiashi who=ACC with Xining=LOC go- IMPF.OBJ
   ‘Who did Jiashi go to Xining with?’
(Caiguoji)

92) enə məɾku wəlde = la = gəŋ ba
   this clothing Tibetan=PL=PRED.POSS COP2.OBJ
   ‘This clothing is Tibetan.’
   (lit. ‘This clothing is Tibetans’.)
(Caiguoji)

93) enə χotəʰa kʰaŋ = gəŋ ji
   this book who=PRED.POSS COP2.SUBJ
   ‘Whose book is this?’
(Caiguoji)

---

54 It appears to be the case that in the interrogative form predicate nominals make use of the copula wi/wa rather than the copula ba/bi.
The interrogative pronouns in Bao’an are listed in table 4.2.

<table>
<thead>
<tr>
<th>Table 4.2. Interrogative pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>$k^h$aj</td>
</tr>
<tr>
<td>$k^h$angaj</td>
</tr>
<tr>
<td>$ja$</td>
</tr>
<tr>
<td>jangə</td>
</tr>
</tbody>
</table>

Examples (94) through (97) show the use of $ja$ ‘what/some’ and jangə ‘what’ in context.

94) $t^h$ər $ja$ wo
that what COP1.OBJ
‘Why is that?’ (lit. ‘That is what?’)
(Dzəkələru 127)

95) $t^h$ər =$da$ $ja$ te$ən$an =$go$ wi =$ku$
that=LOC what reason=SG.INDEF COP1.SUBJ=IMPF.NMLZ
‘What is the reason for that...?’ (lit. ‘What is a reason for that...?’)
(Dzəkələru 141)

96) $ə$rhte te$h$ə $jangə$ u wa
morning 2SG what drink COP1.OBJ
‘What did you have for breakfast (this) morning?’
(Caiguoji)

97) $jangə$ $ə$li-$kə =$ku =$no$ $da$ $ə$lə medə-na
what look-VBZ=IMPF.NMLZ=ACC also NEG know-DUR
‘And I didn’t know what to look at.’
(Disappointment 31)

$^{55}$ In some contexts, this form might be better translated as ‘doing what’. It is included here, however, because in most contexts it is the argument of a clause and as such functions as a pronoun. For further discussion on the morphological complexity of interrogative forms containing jang, see §5.8.2.
As a final note, the interrogative pronoun *jaŋ* ‘what’ is also used in two non-interrogative sentences in my data. In these contexts it means something like ‘whatever’.

98) \(tsʰəm = da \ jaŋə \ kʰəl = ku \ \ təraŋ \ ər-sa \ \ jaŋə \ kʰəl-sa\)
heart=LOC what say=IMPF.NMLZ desire come-COND what say-COND

\(tʰəke-saŋ\)
permit-POS
‘(You) can say whatever you want to say.’
(lit. ‘If the desire to say what comes to (your) heart, (you) can say what.’)
(Ləru Dancing 4)

99) \(jaŋə \ kʰəl-sa \ tʰəke-na \ pe\)
what speak-COND permit-DUR EMPH
‘(I) can say whatever, right?’
(lit. ‘(I) can say what [EMPH].’)
(Ləru Dancing 24)

4.2.5 The Use of *χani* ‘all’ as a Resumptive Pronoun

The form *χani* ‘all’ is used both as a quantifier modifying a head noun (see §4.3.1) and as a pronoun. When it is used pronominally, it most often functions as a resumptive pronoun referring to a fronted topic (see §5.7 for a discussion of topic marking and topic fronting in Bao’an Tu).

100) \(aː \ mehpəcahpo = da \ \ χani = da \ mantəl-əna \ kʰər-na \ pe\)
HES poor=LOC all=LOC dig-CAUS be.required-DUR EMPH
‘Um, the poor, (they) all should be allowed to dig!’
(Skirmish 26)

101) \(wadzə = nə \ \ χani = la \ təχəpəłəm-kə-teə \ mor \ kʰər-na\)
sock=ACC all=PL collective-VBZ-IMPF wear be.required-DUR
‘As for socks, everyone should wear the same (kind).’
(Ləru Dancing 31)
4.3 Noun Phrases

The relative ordering of the constituents of the noun phrase (NP) is given in (102).

102) \[(NMLZ) \ (POSS) \ (DEM) \ *(ADJ \ 2) \ N \ (ADJ \ 1) \ (NUM)\]

This template reflects the preferred word order in NP’s spoken in isolation and NP’s functioning as the arguments of predicates in Bao’an. There are circumstances in which alternative word orders appear to be preferred, however. These are noted in the relevant sections (e.g. in the discussion of the enclitic $=ts^h a^j \ ‘family’$ (§3.1.1.3) and the discussion of postpositions (§5.5)).

NMLZ is either a relative clause or a nominal modifier marked by the nominalizer $=ku$. Relative clauses are discussed in §4.3.6 (and §6.1.1), and other nominal modifiers marked by $=ku$ are discussed in §4.3.7. POSS is a possessive NP (§4.3.4). Demonstratives (DEM) are discussed in §4.3.2.

Adjectives normally occur immediately following the head noun (in the slot labeled ADJ1), but if there is more than one adjective modifying the same noun, one will immediately follow the noun while the others immediately precede the noun (in the ADJ2 slot). Degree words modifying adjectives occur immediately preceding the adjective they modify. See §4.3.3 for a discussion of the syntactic characteristics of adjectives in Bao’an Tu.

N is a head noun. A lexical noun typically functions as the head of an NP. The template in (102) indicates that the head noun is the only necessary component of a noun phrase, but in fact Bao’an Tu does allow headless NP’s. Section 4.3.5 below gives a description of headless NP’s. N may also be comprised of either a compound noun or two phonologically separate nouns where the first noun modifies the second. Compound
nouns are comprised of two lexical nouns that form one phonological word—that is, together they share only one primary word stress. In (103) məχ [ˈməχ] ‘soldier’ and χun [ˈχun] ‘officer’ combine to create məχχun [məχ.’χun] ‘military officer’ (or in this context, məχχun=təɔ [məχ.χun.’təɔ] ‘military.officer=QUOT.IMPF’). In (104) lər [ˈlər] ‘water deity’ and se [ˈsei] ‘dance’ comprise the term referring to a particular type of dance performed in honor of water deities (lərse [lər.’sei], or in accusative case lərse=nə [lər.sei.’nə]).

103) məχχun=təɔ ur=ku ᵜ sanə
   military.officer=QUOT.IMPF call=IMPF.NMLZ besides
   ‘Besides calling them ‘military officer’, . . .’
   (Dzəkələrə 25)

104) da lərse=nə kʰama wo
   also water.deity.dance=ACC position COP.OBJ
   ‘And the water deity dance is most important.’
   (lit. ‘Also there is (the) water deity dance’s position.’)
   (Dzəkələrə 11)

When a head noun is modified by a noun, the modifying noun occurs first, and the head noun follows. In (105) and (106) the modifying nouns sari [ga.’i] ‘pig’ and alma [ɔl.’ma] ‘fruit’ retain their primary word stress.

105) hkudə po sari məsa ᵜ kurəŋ məŋ ap wa
   yesterday 1SG pig meat three pound buy COP1.OBJ
   ‘I bought three pounds of pork yesterday.’
   (Caiguoji)

106) nokə alma mohtun under wa
   that fruit tree tall COP1.OBJ
   ‘That fruit tree is tall.’
   (Caiguoji)
The NUM slot is the final slot in the NP and can be occupied by numerals optionally preceded or followed by mensural classifiers, ordinal numbers, or quantifiers such as \( \chi ani \) ‘all’. These are all discussed in section 4.3.1. The coordination of NP’s is discussed in §4.3.8.

4.3.1 Numerals, Quantifiers, and Classifiers

Numerals and quantifiers generally follow the noun they modify. When two contiguous numbers occur together, the meaning is something like “three or four”, for example (see (109)).

107) \textit{tce}n\textit{bote} \( ^{h}i = da \quad \textit{tcama} \quad \textit{sar} \quad \textit{wi-sa}\n\)
\text{Zongkaba=LOC} \quad \text{cook} \quad \text{two} \quad \text{COP}_{1}.\text{SUBJ-POS}

‘Zongkaba had two cooks.’

(Dzøkälørə 62)

108) \textit{su} \quad \textit{kama} \quad t\textit{aun} \quad \textit{\chiar}-k\textit{a-tæ} \quad m\textit{anda} \quad \textit{or}-k\textit{a-то}
\text{so} \quad 	ext{minute} \quad \text{five} \quad \text{arrive-VBZ-IMPF} \quad \text{1SG.LOC} \quad \text{come-CAUS-PERF}

‘So (after) five minutes passed, (they) let me go.’

(Disappointment 52)

109) \textit{man\textit{no}} \quad k\textit{hoz} \quad \textit{ando} \quad \textit{rekoŋ} \quad k\textit{hoz} \quad \textit{ando}
1\text{PL.INCL.COLL.GEN} \quad \text{vicinity} \quad \text{here} \quad \text{Rebgong} \quad \text{vicinity} \quad \text{here}

\textit{nat\textit{ho}-tæ} = \textit{ku} \quad \textit{naka} \quad \textit{guraŋ} \quad \textit{terāŋ} \quad \textit{jango} \quad \textit{wo}
\text{dance-IMPF=IMPF.NMLZ} \quad \text{type} \quad \text{three} \quad \text{four} \quad \text{what} \quad \text{COP}_{1}.\text{OBJ}

‘In our area—here in the Rebgong area—there are three or four types that are danced here.’

(Dzøkälørə 7)

This respective ordering applies for ordinal numbers as well. Terms for ordinal numbers are borrowed from Amdo Tibetan, and the ordinal suffix –\( \textit{mo} \) is affixed to the number.
110) *au samba-mo gərəən bi-san*  
man third-ORD teacher COP₂.SBJ-POS  
‘The third man is a teacher.’  
(Caiguoji)

111) *aku niwə-mo attʰogə jəkə wa*  
girl second-ORD most pretty COP₁.OBJ  
‘The second girl is the prettiest.’  
(Caiguoji)

The quantifier *χani* ‘all’ also follows the noun it modifies, as in the following examples.

112) *kʰəl-tɕʰə=ku adzi iɕtəedu aku χani=nə*  
home.LOC=IMPF.NMLZ older.sister younger.sister girl all=ACC  

*kʰəl-tɕi-san*  
say-IMPF.SBJ-POS  
‘(This) includes (lit. ‘says (to)’) all older sisters, younger sisters, and girls who are at home.’  
(Ləru Dancing 104)

113) *mango tʃʰoma çarwan χani=la=gaŋ ba*  
1PL.INCL.COLL Chuma Xiabulang all=PL=PRED.POSS COP₂.OBJ  
‘It belongs to all (of us)--us, Chuma, and Xiabulang.’  
(lit. ‘(It) is our, Chuma, (and) Xiabulang all’s.’)  
(Skirmish 9)

Bao’an does not have sortal numeral classifiers. With some mass nouns, it is possible to use mensural numeral classifiers like ‘cup’ or ‘bowl’ or units of measurement.56 If the mensural classifier is a lexical noun whose primary meaning denotes a physical object (such as ‘bowl’, ‘cup’, etc.), it occurs between the head noun and the numeral, as in (114) and (115). If the mensural classifier is a word whose lexical

56 The terms used to refer to classifiers in this discussion are from Gil (2008). Mensural quantifiers are defined as the “additional items” required when nouns of “low countability” occur together with a numeral, such as “glass” in “one glass of water” (Gil 2008). Sortal classifiers are an “additional grammatical element” required in some languages any time nouns occur “in construction with numerals. . .even when such nouns are of high countability” (Gil 2008).
meaning is simply a unit of measurement, it occurs after the numeral, as in (116) and 

(117).

114) tʰəmtʰɔχ dzəjɔl tʰɑun
      mianpian  bowl  five
      ‘five bowls of mianpian noodles.’
      (Caiguoji)

115) kəɾɡələŋ twəi rəko  dampe  sʊɾaŋ  u-teə
      last.night  Jiashi  alcohol  bottle  three  drink-PERF
      ‘Jiashi drank three bottles of beer last night.’
      (Caiguoji)

116) kəɾɡələŋ twəi rəko  sʊɾaŋ  məŋ7  u-teə
      last.night  Jiashi  alcohol  three  liter  drink-PERF
      ‘Jiashi drank three liters of beer last night.’
      (Caiguoji)

117) həkudə po sɐɾi məɾə  sʊɾaŋ  məŋ ap wa
      yesterday  1SG  pig  meat  three  pound  buy COP1.OBJ
      ‘I bought three pounds of pork yesterday.’
      (Caiguoji)

There are a few instances in my data in which a numeral precedes rather than 
follows the noun it modifies. Slater (2003a) states that the difference in word order 
indicates a distinction in definiteness in Mangghuer, but there are not enough occurrences 
of this word order in my data to draw conclusions about whether or not it marks 
definiteness in Tongren Bao’an.

118) mənnə  çʊŋa  =da  da  səwə  sər  uʃər  wo
      1PL.INCL.COLL.GEN Cenga=LOC  also  important  two  day  COP1.OBJ
      ‘Here in Cenga, there are also two important days.’
      (Dzəkələru 134)

57 The unit of measurement maŋ is an Amdo Tibetan loanword whose meaning is similar to the Mandarin 
word 斤 jin. When used as a measurement of weight or mass it is equal to about .5 kilograms (or about one 
pound); when used as a measurement of volume, it is equal to about one liter.
Numerals and quantifiers are unique among the other elements of the NP. While the other modifying elements of the NP (relative clauses, possessive NP’s, determiners, and adjectives) do not typically occur as modifiers of pronouns in Bao’an Tu, numerals and the quantifier χani do modify pronouns.

119) atćiŋ  tʰaun = la  losi = da  samtɕ = gə  ox-gəwa
   3SG  five=PL  teacher=LOC  gift=a  give-FUT
   ‘They five are going to give teacher a gift.’
   (Caiguoji)

120) maŋə  χani  amicatsʰon = nə  məɕ  bi-saŋ
    1PL.INCL.COLL  all  Amishatchon=ACC  soldier  COP₂.SUBJ-POS
    ‘We all are Amishatchon’s soldiers.’
    (Ləru Dancing 124)

4.3.2 Demonstratives

The Bao’an demonstratives are ənə, noko, and tʰər. They encode a two-way distinction between proximal (ənə) and distal (noko). The third demonstrative (tʰər) indicates a referent that is out of sight. Demonstratives usually precede the nouns they modify.

121) ənə  deku  antə  wa
    this  food  delicious  COP₁.OBJ
    ‘This food is delicious.’
    (Caiguoji)

122) noko  marku  kʰada  tsʰə  teʰəkʰə  su-tɕo
    that  clothing  on  dirtiness  stick  stay-IMPF.OBJ
    ‘That clothing is dirty.’
    (Caiguoji)

123) tʰər  gor  adpəkə-tɕo
    that.out-of-sight  house  collapse- IMPF.OBJ
    ‘That house collapsed.’
    (Caiguoji)
There are instances in the data in which \(\text{nə}\) follows the noun it modifies, but I have yet to identify what this reversal in ordering indicates. The other demonstratives are also reported to exhibit this flexibility in word order, but neither \(\text{tə}\) nor \(\text{nokə}\) occur after the noun they modify anywhere in my non-elicited data.

124) \(\text{nə}\) \(\text{χοŋ} = \text{da}\) \(\text{wakə}\) \(\text{dzəkə}\) \(\text{nəŋda}\) \(\text{ənə}\)
   One year=LOC completely sixth.month in this

   \(\text{jindamənda}\) \(\text{ʨʰopa}\) \(\text{ənə}\) \(\text{wi}\) \(\text{kʰər = ku}\)
   definitely food.offering this COP1.SUBJ be.required=IMPF.NMLZ
   ‘Once a year, uh, in the sixth month, (we) definitely must have this, these food offerings...’

   (Dżəkalaru 20)

125) \(\text{ɾəmə}\) \(\text{ənə}\) \(\text{pʰətɕə-saŋ}\) \(\text{kʰoŋ}\) \(\text{siŋə = da}\) \(\text{ɕatɕə-to}\)
   painting this paint-PERF.NMLZ person Xining=LOC leave-PERF
   ‘The person who painted this painting went to Xining.’

   (Caiguoji)

The demonstratives in (121)-(123) and (125) are from elicited data, and are used non-anaphorically. The demonstratives (in their adnominal use) are also used anaphorically, however. Both \(\text{ənə}\) and \(\text{tʰər}\) are used anaphorically to refer to discourse participants.

Example (124) is taken from an interview about a festival that is called \text{liuyuehui} in Mandarin Chinese. After speaking for a while about the festival, the interviewee is asked the question in (126) by one of the interviewers.

126) \(\text{kʰətɕəɕaŋ} = \text{sənə}\) \(\text{liuyuehui}\) \(\text{ənə}\) \(\text{wi-saŋ}\)
   when=besides liuyuehui this COP1.SUBJ-POS
   ‘So when did this “liuyuehui” (festival) start?’

   (Dżəkalaru 53)
In the sentences prior to (127), the speaker has introduced the village’s most important mountain deity and explained that he was a famous army officer in the past.

127) \( tʰər \) relaŋ \( tʰər = nə \) məx \( tʰər \) jangə natʰə

that army.officer that=ACC soldier that how dance

\( kʰər-si \)

be.required-Q

‘That army officer, how should his soldiers dance that (dance)?’

(Dzəkələru 35)

\( anə \) is also used anaphorically to refer to portions of discourse. Example (128) is a cataphoric reference to a story that follows it.

128) \( anə \) da amimatɕʰin=nə teɾsan ba

this story Amimaqin reason COP2.OBJ

‘This story is about Amimaqin.’

(lit. ‘This story is Amimaqin’s thing/affair.’)

(Caiguoji)

In my data the adnominal demonstrative \( nokə \) only occurs once in a discourse context, and it is used to refer to a participant who may be assumed to have been present, but is being referred to in a specific way for the first time. In the sentences previous to (129), the narrator describes a scene in which he is being interviewed by a panel of teachers. The particular teacher referred to as \( nokə \) aku loσi ‘that female teacher’ is introduced as an individual for the first time in (129).

129) \( nokə \) aku loσi mənda dzəsi asox-təo

that girl teacher ISG.LOC question ask-IMPF.OBJ

‘That female teacher asked me questions.’

(Disappointment 46)

---

58 My data do not contain any examples of the adnominal use of \( tʰər \) used anaphorically to refer to portions of discourse. Because the use of adnominal demonstratives to refer anaphorically to portions of discourse occurs so infrequently in Bao’an, it is unclear whether this is a property of Bao’an grammar or whether it is simply an accidental gap in the data.
4.3.3 Adjectives

Adjectives share more syntactic characteristics in common with nouns than with verbs, but they do not pattern identically with nouns. Adjectives from the native vocabulary occur adnominally without any morphology, usually require the use of the copula when used predicatively, and do not take most verbal morphology.

When used adnominally, adjectives usually follow the head noun without any morphological marking.

130) *atcaŋ* *mọnda* *mebiŋ* *tɔɔx*=ŋ *ɔx-ʨɔ*
   3SG 1SG.LOC flower white= SG.INDEF give-IMPF.OBJ
   ‘He gave me a white flower.’

   (Caiguoji)

131) *nɔŋdun* *hko* *wi-tsʰŋ* ɔnɔ *nɔŋdun* *hko* *wi-tsʰŋ*
   content big COP1.SUBJ-POS this content big COP1.SUBJ-POS
   ‘(They) have significant meaning; these have significant meaning.’

   (Dzəkələru 184)

One exception to this ordering is when there are multiple adjectives modifying one head noun. In these cases, one or more adjectives precede the noun they modify.

132) *atcaŋ* *məɾku=la=*nɔ *ɔtɔɔ=tsʰŋ=ɔŋ* ɔnɔ *ap-saŋ* ɔŋə
   3SG clothing=PL=ACC 3SG=family=ACC mother buy-PERF.NMLZ new

   çəɾa ləɾki hko nɔnda ke-ʨɔ
   yellow wardrobe big in put-IMPF.OBJ
   ‘She put the clothes in the big new yellow wardrobe that her mother bought.’

   (Caiguoji)

Additionally, when multiple adjectives modify one noun, if any of the adjetival phrases contain more than just a lone adjective, all of the adjectives may precede the modified
noun. In the following example, the phrases \(\text{χ ara dəʁa} \) ‘black color’ and \(\text{jaksə gi}^{59}\)
‘pretty NEG.COP1.SUBJ’ both contain more than just a lone adjective, and all of the
adjectives in this noun phrase precede the noun they modify.

\[
\begin{align*}
\text{χara dəʁa} & \quad \text{xeitʰaŋ} & \quad \text{jaksə gi} & \quad \text{məɾku} \\
\text{black color old pretty NEG.COP1.SUBJ clothing} \\
\text{‘ugly old black clothing’}
\end{align*}
\]
(Caiguoji)

As a final note on the word order of adjectives within the NP, there are many
syntactic situations in which a single adjective precedes rather than follows the noun it
modifies. One example of this is when the NP hosts the enclitic \(=tʰaŋ \) ‘family’.\(^{60}\)

\[
\begin{align*}
\text{jaksə aku=} & \quad \text{tsʰaŋ} & \quad \text{kormu} & \quad \text{wa} \\
\text{pretty girl=family money COP1.OBJ} \\
\text{‘The pretty girl’s family is rich.’}
\end{align*}
\]
(Caiguoji)

Adjectives differ from nouns in that modifying nouns precede the nouns they
modify (see §4.3 and examples (105) and (106) above), while adjectives typically follow
the nouns they modify. Compare (130) and (131) with (135) and (136) below, for
example.

\[
\begin{align*}
\text{atɕaŋ} & \quad \text{məndə} & \quad \text{wartʰoŋ} & \quad \text{mehtoχ} & \quad \text{oχ-təo} \\
3\text{SG} & \quad 1\text{SG.LOC} & \text{peony} & \text{flower} & \text{give-IMPF.OBJ} \\
\text{‘He gave me a peony flower.’}
\end{align*}
\]
(Caiguoji)

\[
\begin{align*}
\text{alma} & \quad \text{mohtun} \\
\text{fruit} & \quad \text{tree} \\
\text{‘fruit tree’}
\end{align*}
\]
(Caiguoji)

\(^{59}\) This sentence is the only occurrence of \(\text{jaksə gi} \) in my data. Because the negative copula \(\text{gi} \) is verbal, I
hypothesize that a nominalizer (probably \(=\text{ku ‘IMPF.NMLZ’} \)) has been omitted (\(\text{jaksə gi=}\text{ku} \rightarrow \text{jaksə gi} \)).

\(^{60}\) Another such situation is when an NP is the object of a postposition; see §5.5.
Although both adjectives and nouns make use of a copula when they are used
predicatively, adjectival predicates use the copula \textit{wa/wi}, while nominal predicates
typically make use of the copula \textit{ba/bi}. The copulas are discussed in §5.2.5.

137) \textit{nokə mohton undər \textit{wa}}
\begin{itemize}
  \item that
  \item tree
  \item tall
\end{itemize}
\textit{COP\textsubscript{1}.OBJ}
\begin{itemize}
  \item ‘That tree is tall.’
\end{itemize}
(Caiguoji)

138) \textit{ʨaɕi gəɾɡən bi-səŋ}
\begin{itemize}
  \item Jiashi
  \item teacher
\end{itemize}
\textit{COP\textsubscript{2}.SUBJ-POS}
\begin{itemize}
  \item ‘Jiashi is a teacher.’
\end{itemize}
(Caiguoji)

The use of \textit{wa/wi} is similar to possessive constructions, so it might be tempting to
translate (137) more literally as something like “that tree has tallness”. This would be a
mistake, however, because predicates of possession differ from adjectival predicates in
that the possessor in a predicate of possession is marked with dative case.

139) \textit{ʨaɕi=da noɕi kəɾ \textit{wa}}
\begin{itemize}
  \item Jiashi=LOC
  \item dog
  \item two
\end{itemize}
\textit{COP\textsubscript{1}.OBJ}
\begin{itemize}
  \item ‘Jiashi has two dogs.’
\end{itemize}
(Caiguoji)

Locative predicates also use the copula \textit{wa/wi}, but in locative predicates the location is
marked by the locative enclitic as in (140), whereas the adjective in an adjectival
predicate does not co-occur with any case enclitic.

140) \textit{ʨaɕi səɭəŋ=da \textit{wa}}
\begin{itemize}
  \item Jiashi
  \item Xining=LOC
\end{itemize}
\textit{COP\textsubscript{1}.OBJ}
\begin{itemize}
  \item ‘Jiashi is in Xining.’
\end{itemize}
(Caiguoji)
Table 4.3 lists the case marking properties and copula used by adjectival predicates, nominal predicates and predicates of possession for purposes of comparison.

Table 4.3. Properties of copular predicates

<table>
<thead>
<tr>
<th></th>
<th>case marking of S</th>
<th>copula used</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjectival predicate:</td>
<td>nominative</td>
<td>wa/wi</td>
</tr>
<tr>
<td>nominal predicate:</td>
<td>nominative</td>
<td>ba/bi</td>
</tr>
<tr>
<td>predicate of possession:</td>
<td>dative</td>
<td>wa/wi</td>
</tr>
</tbody>
</table>

As was mentioned in 3.4.1, imperfect non-finite adjectival predicates do not make use of the copula wa/wi. As a result, the coordinative imperfect verbal suffix -tɕə is hosted by the adjective itself in non-finite adjectival predicates marked with -tɕə.

141) atcaŋ tamo-tɕə o-tɕo

3SG slow-IMPF go-IMPF.OBJ

‘He goes slowly.’

(or ‘He is slow and goes.’)

(Caiguoji)

142) teŋli hko-tɕə oχ-tɕo

pear big-IMPF give-IMPF.OBJ

‘The pears are big, and (they) give (them).’

(Caiguoji)

This phenomenon is likely due more to the constraint against copulas hosting -tɕə

rather than to any verb-like properties inherent in adjectives, but the fact remains that this is a morphological characteristic not shared with nouns.

Table 4.4 lists the nominal characteristics of adjectives (showing that they are distinct from verbs) as well as the characteristics that distinguish them from nouns,

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61 This constraint is mentioned in §5.2.5, and it also appears to result in the hosting of the nominalizer =ku ‘IMPF.NMLZ’ by postpositions and other locative and temporal obliques when they modify nouns (see §4.3.7).
supporting the claim that adjectives form a separate syntactic class distinct from both
nouns and verbs.

Table 4.4. Morphological and syntactic characteristics of adjectives

<table>
<thead>
<tr>
<th>Nominal characteristics</th>
<th>Non-nominal characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• occur adnominally with no morphology</td>
<td>• follow (rather than precede) the noun they modify</td>
</tr>
<tr>
<td>• usually make use of a copula when used predicatively</td>
<td>• co-occur with the copula wa/wi (without the locative case enclitic) rather than ba/bi when used predicatively</td>
</tr>
<tr>
<td>• do not take most verbal morphology</td>
<td>• do take non-finite imperfect verbal suffix -təə</td>
</tr>
</tbody>
</table>

There are a few exceptions to this pattern: the borrowed property terms ʂəakə ‘good’ (>Amdo Tibetan ʂə ɣə ‘good’) and gəakə ‘happy’ (>Amdo Tibetan hga ‘happy’) occur as predicates without a copula and occasionally take finite morphology. Compare (137) and (138) above with the following examples.

143) nokə ɣoτəhə ʂəakə
that book good
‘That book is good.’

(Disappointment 9)

Although ʂəakə fills the syntactic slot of the verb, it often appears without any verbal morphology. For this reason, it is something of an anomaly, forming a syntactic class all on its own. gəakə on the other hand usually patterns syntactically with the class of verbs.
Regular adjectives as well as the more verb-like property terms ʂakə and gakə are modified by ɕikə ‘very’. The intensifier ɕikə directly precedes the adjective it modifies.

145) disot nakə = do = ku techitə ɕikə tamo wa
clock one=LOC=IMPF.NMLZ car very slow COP1.OBJ
‘The one’o’clock bus is very slow.’
(Caiguoji)

146) nokə kʰọŋ ɕikə hko wa
that person very big COP1.OBJ
‘That person is very big.’
(Caiguoji)

147) səmba-mo ɕikə sa-no
third-ORD very good-DUR
‘The third is the best.’
(Caiguoji)

148) məχə təaci ɕikə gakə-gəwa
tomorrow Jiashi very happy-FUT.OBJ
‘Jiashi will be very happy tomorrow.’
(Caiguoji)

Adjectives are also modified by the word attʰogə ‘most’.

149) nəntox/łakʰə attʰogə ɲamada nətʰə-teə
Nianduhu.Laka most behind dance-IMPF.OBJ
‘Nianduhu Laka village dances very last.’
(Ləru Dancing 92)

150) aku niwə-mo attʰogə jaksa wa
girl second-ORD most pretty COP1.OBJ
‘The second girl is the prettiest.’
(Caiguoji)

62 The intensifier ɕikə is most often used to modify adjectives, but it can also modify verbs. See §5.3 for examples.
4.3.4 Possessive NP’s

Nominal possessors take the accusative enclitic =nə and precede the noun they modify.

The possessed noun is not marked for possession.

151) ənə da amimatʰin =nə dzəmsan ba
this story Amimaqin=ACC matter COP₂.OBJ
‘This story is about Amimaqin.’
(lit. ‘This story is Amimaqin’s affair.’)
(Caiguoji)

Bao’an does not make a grammatical distinction between alienably and inalienably possessed NP’s.

152) a. nokə au =nə kʰoldaku ‘that man’s shoe’
b. nokə au =nə nor ‘that man’s face’
c. nokə au =nə papa ‘that man’s father’

The internal word order of a possessive NP is the same as that of a regular NP, with the exception that there is a strong preference for avoiding adjectives following the head noun. The following sentences contain possessive NP’s with an adjective (153), numeral (154), and relative clause (155).

153) hko dedə =nə kʰoldaku dasəra-təo
big grandfather=ACC shoe tear-IMPF.OBJ
‘The elderly grandfather’s shoe was ruined.’
(Caiguoji)

154) hko dedə tʰaun =lə =nə kʰoldaku dasəra-təo
big grandfather five=PL=ACC shoe tear-IMPF.OBJ
‘The five elderly grandfather’s shoes were ruined.’
(Caiguoji)

155) tʰagka pitə =ku kʰonə =nə kʰoldaku dasəra-təo
tangka write=IMPF.NMLZ person=ACC shoe tear-IMPF.OBJ
‘The shoe of the person who paints tangka was ruined.’
(Caiguoji)
Adnominal NP’s marked with =nə express a broad range of semantic relationships to the modified NP. Table 4.5 gives some examples.

<table>
<thead>
<tr>
<th>Semantic relationship</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ownership:</td>
<td>nokə au =nə kʰoldaku ‘that man’s shoe’</td>
</tr>
<tr>
<td>inherent characteristic:</td>
<td>nokə au =nə nər ‘that man’s face’</td>
</tr>
<tr>
<td>familial relationship:</td>
<td>nokə au =nə papa ‘that man’s father’</td>
</tr>
<tr>
<td>participation:</td>
<td>nokə au =nə dewa ‘that man’s village’</td>
</tr>
<tr>
<td>source:</td>
<td>unanə =nə nizi ‘cow’s milk’</td>
</tr>
<tr>
<td>group membership:</td>
<td>roŋ =nə kʰon ‘city person’</td>
</tr>
<tr>
<td>origin:</td>
<td>gasər =nə kʰon ‘person from Gasare’</td>
</tr>
<tr>
<td>partitive:</td>
<td>roŋ =nə gor ‘house in town’</td>
</tr>
<tr>
<td>agentive participation:</td>
<td>aku =nə welə ‘women’s work’</td>
</tr>
</tbody>
</table>

### 4.3.5 Headless NP’s

Referring expressions that otherwise function as NP’s but do not contain a head noun occur in Bao’an. These headless NP’s typically consist of an adjective, a demonstrative, or a quantifier or numeral (or a combination of a demonstrative and a numeral), as in the following examples. For a discussion of headless relative clauses, see section 4.3.6 below.

156) **headless NP comprised of an adjective:**

\[
\text{atɕəŋə pe undər wa-sa } jəysə =gə \ \text{ço}
\]

3SG.GEN body tall COP1.OBJ-COND pretty= SG.INDEF NEG.COP2.OBJ

‘Although he is tall, he is not good-looking (lit. ‘not a good-looking [one]’).’

(Caiguoji)
157) headless NP comprised of a demonstrative and a numeral:
\[ t^hər \ gurəŋ \ naŋ-sa \ mənnə \ pənt^oχ \ ma \ wi-sa, \]
that three in-ABL 1PL.INCL.PAUC Nianduhu TOP COP1.SUBJ-COND
\[ da \ lərse=ⁿə \ kʰama \ wo \]
also water god dance=ACC position COP1.OBJ
‘From among those three, if it’s our Nianduhu village also, the water god dance is most important (lit. ‘water god dance’s position is’).’
(Dzəkələru 10-11)

158) headless NP comprised of an ordinal numeral:
\[ səmba-mo \ o-təo \]
third-ORD go-IMPF.OBJ
‘The third (one) is going.’
(Caiguoji)

159) headless NP comprised of a quantifier:
\[ xəni=la \ pəm-kə-təo \ natʰə-sa \ jaksə \ wa \]
all=PL tidy-VBZ-IMPF dance-COND pretty COP1.OBJ
‘If all dance nicely, (it) is pretty.’
(Ləru Dancing 45)

Possessors marked with the accusative enclitic =ⁿə do not occur without their modified head nouns. The motivation for this may be to avoid confusion that would arise due to the use of the same clitic (=ⁿə) to indicate both genitive and accusative case.

Possessive nouns (and pronouns) marked with the predicate possessive enclitic =gay, however, do occur without a possessed head noun, as is demonstrated in (161) and (162).

160) *dz̥oma=ⁿə \ łożkʰaŋ \ nənda \ wa \]
Droma=ACC school in COP1.OBJ
*‘Droma’s is at school.’
(Caiguoji)

161) dz̥oma =gay \ łożkʰaŋ \ nənda \ wa \]
Droma=PRED.Poss. school in COP1.OBJ
‘Droma’s is at school.’
(Caiguoji)
162) **manga**
   \(^{kʰətʰ}^j\)i
   1SG.PRED.POSS house.LOC COP2.SUBJ
   ‘Mine is at home.’

   (Caiguoji)

   A specific use of a numeral in an NP without a head noun is the use of \(nəkə\) ‘one’ as the predicate in a nominal predicate to mean ‘the same’.

163) \(tʰər = \text{la}\)  \(pʰətʰəŋ\)  \(nətʰə-təə = ku\)  \(udɔr\)  \(χatʰər\)  \(nəkə\)
that=PL all dance-IMPF=IMPF.NMLZ day approximately one

   \(wo\)
   COP1.OBJ
   ‘The date that they all dance is about the same.’

   (Dzəŋkələru 96)

164) \(tʰər\)  \(çi-sa\)  \(mətʰə-\text{la}\)  \(χani\)  \(χatʰər\)  \(nəkə\)
that NEG.COP2.OBJ-COND other=PL all approximately

   \(nəkə\)  \(wo\)
   one COP1.OBJ
   ‘If not for that, (it) would be about the same as all the others.’

   (Dzəŋkələru 116)

   This construction appears to be a shortened form of the phrase \(nəkə\) \(da\) \(nəkə\) ‘one and one’.

165) \(a:\)  \(məχse = sa\)  \(tɛhɛ\)  \(təɾse\)  \(ləɾse = ʁula\)
HES soldier.dance=ABL no.matter god.dance water.dance=PAU

   ...\(wakə\)...  \(nətʰə-təə = ku\)  \(nədən\)  \(nəkə\)  \(da\)  \(nəkə\)
completely dance-IMPF=IMPF.NMLZ content one also one

   \(ji-saŋ\)
   COP2.SUBJ-POS
   ‘...uh...Out of the soldier dances, no matter whether (it is) the dancing of god dance or the water dance...um...the meaning is the same.’

   (Dzəŋkələru 19)
166) \[ \text{da} \quad \text{tcʰokə-tɕə} = \text{ku} \]
also offer.burnt.offering-IMPF=IMPF.NMLZ all content one

\[ \text{da} \quad \text{nəkə} \quad \text{wo} \]
also one COP1.OBJ
‘The meaning of all the burnt offerings is the same.’

(Dzøk醤ru 37)

4.3.6 Relative Clauses

Relative clauses in Bao’an precede the nouns they modify and are marked by the
nominalizers \( =\text{ku} \) and \(-\text{səŋ}. \) \( =\text{ku} \) indicates imperfect aspect, and \(-\text{səŋ} \) indicates perfective
aspect. This yields the respective ordering “REL-/=NMLZ N”, where “REL” is the
relative clause, “NMLZ” is the nominalizer \( =\text{ku} \) or \(-\text{səŋ} \), and “N” is the noun modified by
the relative clause. The argument in the relative clause that is co-referential with the head
noun is implicit, leaving a gap in the relative clause.

167) \[ \text{tʰəmtʰɔx} \quad \text{htɕal-tɕə} = \text{ku} \]
\[ \text{tʰər} \quad \text{aku} \quad \text{dortɕɛ} = \text{tsʰaŋ} = \text{nə} \]
mianpian prepare-IMPF=IMPF.NMLZ that woman Dorje=family=ACC

\[ \text{ana} \quad \text{ba} \]
mother COP2.OBJ
‘That woman making mianpian noodles is Dorje’s mother.’

(Caiguoji)

168) \[ \text{ramo} \quad \text{əna} \quad \text{pʰatɕə}-\text{səŋ} \quad \text{kʰoŋ} \quad \text{silaŋ} = \text{da} \quad \text{χaʨə-to} \]
painting this paint-PERF.NMLZ person Xining=LOC leave-PERF
‘The person who painted this painting went to Xining.’

(Caiguoji)
The modified nouns in these constructions are frequently omitted, creating headless relative clauses.\(^{63}\) Compare (167) and (168) with (169) and (170) below.

**169)** 
\[tʰam\textbf{t}χ \textit{htɕəl-ṭə}] = \textit{ku} \\
mianpian \hspace{1cm} \text{prepare-IMPF=IMPF.NMLZ} \\
Dorje = \text{family=ACC} \\
\text{mother COP}_2\text{OBJ} \\
\text{‘(The one) making mianpian noodles is Dorje’s mother.’} \\
\text{(Caiguoji)}

**170)** 
\[\textit{rəmo} \hspace{0.5cm} \textit{anə} \hspace{0.5cm} \textit{pʰətə]-san}] \\
painting \hspace{1cm} \text{this paint-PERF.NMLZ} \\
Xining = \text{LOC} \\
\text{leave-PERF} \\
\text{‘(The one who) painted this painting went to Xining.’} \\
\text{(Caiguoji)}

Direct objects, indirect objects, locative expressions (regardless of whether they are marked with locative case or are postpositional phrases), and genitives can be relativized. Neither case enclitics nor postpositions persist in the relative clause when the noun with which they are associated is relativized (compare (171) with (172) and (175) with (176) below for examples), which is not surprising given that the enclitic’s host noun is gapped.

Indirect objects are marked with the dative =\textit{da} as in (171) below, but when they become the head of a relative clause, they are case marked for their grammatical role in the matrix clause.

**171)** 
\textit{dortɕə} \hspace{0.5cm} \textit{aku =gə =da} \hspace{0.5cm} \textit{samtɕə =gə} \hspace{0.5cm} \textit{ox-ṭəo} \\
\textit{Dorje girl=SG.INDEF =LOC gift=SG.INDEF give-IMPF.OBJ} \\
\text{‘Dorje gave a girl a present.’} \\
\text{(Caiguoji)}

**172)** 
\textit{[dortɕə samtɕə =gə ox]-san} \hspace{0.5cm} \textit{aku əndə su-ṭəo} \\
\textit{Dorje gift=SG.INDEF give-PERF.NMLZ girl here live-IMPF.OBJ} \\
\text{‘The girl Dorje gave a present to lives here.’} \\
\text{(Caiguoji)}

---

\(^{63}\) It is often difficult to determine whether clauses like these are relative clauses or nominalized actions. See §6.1.2.3 for a discussion of these facts.
Locative expressions are marked either with the locative enclitic =da (as in (173)) or by a postposition, such as kʰ ada in (175). As is evident in (174) and (176), neither the locative enclitic nor postpositions are retained in the relative clause when the noun from the locative expression is relativized.

173) pə silaŋ =da o-gi
     1SG Xining=LOC go-FUT.SUBJ
     ‘I am going to go to Xining.’
     (Caiguoji)

174) [pə ade o-tɕə] = ku satʰ a silaŋ yi
     1SG just go-IMPF=IMPF.NMLZ place Xining COP2.SUBJ
     ‘The place I have just gone to is Xining.’
     (Caiguoji)

175) atɕəŋ dzəjaŋ = na tʰ akʰ a kʰ ada ke-tɕə
     3SG dish=ACC shelf on put-IMPF.OBJ
     ‘She is putting dishes on the shelf.’
     (Caiguoji)

176) dortɕə [atɕəŋ dzəjaŋ = na ke-tɕə] = ku tʰ akʰ a = da
     Dorje 3SG dish=ACC shelf on put-IMPF.OBJ shelf=LOC
     tʰɔχ-ko-tɕə
collision-VBZ-IMPF.OBJ
     ‘Dorje bumped into the shelf he put the dishes on.’
     (Caiguoji)

Genitive nouns may also be relativized without retaining any indication that the relativized noun is a possessor in the relative clause.

177) pə atɕəŋə χotʰ a = na kui wa
     1SG 3SG.GEN book=ACC borrow COP1.OBJ
     ‘I borrowed his book.’
     (Caiguoji)

178) [pə χotʰ a kui]-saŋ kʰəŋ mnənə laoʃi yi
     1SG book borrow-PERF.NMLZ person 1SG.GEN teacher COP2.SUBJ
     ‘The person whose book I borrowed is my teacher.’
     (Caiguoji)
Obliques with ablative case and objects of comparison cannot be relativized.

179) pə ade ɕənə silaŋ =sa ər wa
1SG just new Xining=ABL come COP1.OBJ
‘I have just come from Xining.’

(Caiguoji)

180) * [pə ade əɭ]-saŋ satca silaŋ yi
1SG just come-PERF.NMLZ place Xining COP2.SUBJ
‘The place I have just come from is Xining.’

(Caiguoji)

181) tɕaɕi nokə kʰon utɕə-təə meχpʰo wa
Jiashi that person compare-IMPF poor COP1.OBJ
‘Jiashi is poorer than that person.’

(Caiguoji)

182) [dɔɾtɕə tɕaɕi utɕə-təə meχpʰo wi]=ku kʰon =da
Dorje Jiashi compare-IMPF poor COP1.SUBJ=IMPF.NMLZ person=DAT

kormu oɕɭ-təə
money give-IMPF.OBJ
‘Dorje gave money to the person who is poorer than Jiashi.’

*‘Dorje gave money to the person whom Jiashi is poorer than.’

(Caiguoji)

Assuming that ablatives are obliques, this poses one small exception to Keenan & Comrie’s (1977) accessibility hierarchy:

\[
\text{S} > \text{DO} > \text{IO} > \text{OBL} > \text{GEN} > \text{OBJ of COMPARISON}
\]

This hierarchy predicts that if genitive noun phrases are able to be relativized, then all obliques will also be relativized. Bao’an genitive noun phrases are able to be relativized, but obliques do not act uniformly as a natural class. Locatives may be relativized while ablatives may not. This yields a hierarchy of accessibility slightly different from Keenan & Comrie’s hierarchy:
Finally, while ablatives and objects of comparison may not be relativized, the second noun phrase in a postpositional phrase meaning ‘between x and y’ may be relativized. See (183) for an example.

183) \textit{tcaci} \textit{day=tɕ} \textit{dzama=kala=nə} \textit{htɕida su-tɕo}  
\hspace{2em} Jiashi door=and window=DU=ACC middle sit-IMPF.OBJ  
\hspace{2em} ‘Jiashi is sitting between the door and the window.’  
\hspace{2em} (Caiguoji)

184) \textit{dor-teɕ} \textit{[tcaci day=tɕ} \textit{dzama=kala=nə} \textit{htɕida su-tɕo]=ku}  
\hspace{2em} Dorje Jiashi door=and window=DU=ACC middle sit-IMPF=IMPF.NMLZ  
\hspace{2em} (dzama)=nə \textit{kosol-tɕo}  
\hspace{2em} window=ACC break-PERF  
\hspace{2em} ‘Dorje broke the window that Jiashi is sitting between the door and (it).’  
\hspace{2em} (Caiguoji)

Unlike other relative clauses, the relativized NP is retained in the relative clause in this case (meaning there is no gap in the relative clause).\textsuperscript{64} The parentheses around the second occurrence of \textit{dzama} ‘window’ indicate that it is optional. If it is left out, the sentence is grammatically ambiguous as to whether the door or the window was broken. If it is the window that is broken, it is natural to omit \textit{dzama}. Based on their knowledge that windows are more fragile than doors, Bao’an interlocutors assume that barring any specification to the contrary it was the window rather than the door that was broken.

\hspace{2em}\textsuperscript{64} My data do not contain any other instances of either internally headed or double-headed relative clauses.
4.3.7 Other Nominal Modifiers Marked by =ku

In addition to marking relative clauses, the nominalizer =ku is hosted by postpositions as well as some other locative obliques and time words to mark them as nominal modifiers.

4.3.7.1 Postpositional Phrases Used as Nominal Modifiers

Postpositional phrases functioning as clausal constituents are discussed in §5.5.

Postpositional phrases also occur as constituents of the NP, however; and when this happens, they are marked by the nominalizer =ku.

185) teʰaka dero =ku dzejal =la =no po waɾa war-ø
shelf on=IMPF.NMLZ bowl=PL=ACC 1SG wash hold-PERF
‘As for the bowls on the shelf, I have finished washing them.’

186) tʰamajimago lo dzɔtɕə nɑŋda =ku dedo =la
even year sixty in=IMPF.NMLZ grandfather=PL

satɕə-tɕə tʰoɾun =da laɕci tɕo-tɕə ke-tɕə da
go.through-IMPF head=LOC towel wear-IMPF put-IMPF also

jindamənda hkuraŋ jɨx kʰəɾ-saŋ
definitely circle hit be.required-POS
‘Even the grandfathers under sixty must put a towel on (their heads) and go in a circle.’

(Dǝkəɭəru 164)

The distinction between a postposition hosting =ku and one without =ku can be a fine one, as in the following pair of sentences.

187) noko goŋsi nɑŋda =ku çola çu-tɕə
that store in=IMPF.NMLZ yogurt spoil-PERF
‘The yogurt in that store spoiled.’

(Caiguojii)
There are isolated instances of this use of =ku that can be replaced with the accusative enclitic =nə and still be marginally acceptable, but the use of =ku is preferred in these sentences, as in the example below.

189) *mohto nə =ku alma la hteʃə-kə-teə
tree on=IMPF.NMLZ fruit=PL prepare-VBZ-PERF
‘The fruit on the tree ripened.’

190) *mohto nə =nə alma la hteʃə-kə-teə
tree on=ACC fruit=PL prepare-VBZ-PERF
?‘The fruit on the tree ripened.’

These cases are rare, however. Normally a postpositional phrase modifying a noun must be marked with =ku as the unacceptability of (191) and (192) with =nə (rather than =ku) demonstrates.

191) *te٥aka nə dzejal la nə po waka war-o
shelf on=ACC bowl=PL=ACC 1SG wash hold-PERF
*‘As for the bowls on the shelf, I have finished washing them.’

192) *nokə gənsi nəndə =nə cola çu-teə
that store in=ACC yogurt spoil-PERF
*‘The yogurt in that store spoiled.’
4.3.7.2 Other Locative Obliques Used as Nominal Modifiers

When the deictic place terms \(t^h \text{nda} \) ‘there’ and \(\text{nda} \) ‘here’, and the word \(k^b \text{th}^b \text{ə} \) ‘house.LOC’ are used to modify nouns, they are marked with the nominalizer =\(ku\).

193) \(t^h \text{nda} = ku \) mehtoχ
there=IMPF.NMLZ flower
‘flowers (that are) there’
(Caiguoji)

194) \(\text{nda} = ku \) mehtoχ
here=IMPF.NMLZ flower
‘flowers (that are) here’
(Caiguoji)

195) \(k^b \text{th}^b \text{ə} \) t\(^a\)-sa \(k^b \text{th}^b \text{ə} = ku \) aku = la
home.LOC sleep-COND home.LOC=IMPF.NMLZ girl=PL
wi-sa sauma wi-sag čəwa
COP1.SUBJ-COND ceremonially.clean COP1.SUBJ-POS NEG.COP2.OBJ
‘If (they) sleep at home, if there are girls at home, (they) will not be ceremonially clean.’
(Laru Dancing 101-102)

4.3.7.3 Time Words as Nominal Modifiers

There are two time words in my data that appear as nominal modifiers: \(hkutə \) ‘yesterday’ and \(nudə \) ‘today’. Both of these words require the use of =\(ku\) when used adnominally.

196) \(hkutə = ku \) k\(^i\) hko = \(\text{v}a\)la atčō = ts\(^b\)āŋ = \(n\)ō
yesterday=IMPF.NMLZ wind big=INST 3SG=family=ACC
gō\(n\)ō dąp-kə-\(t\)ə-čō
house=ACC collapse-VBZ-CAUS-PERF
‘Yesterday’s big wind caused their house to collapse.’
(Caiguoji)

197) \(pō \) ana = da \(nudə = ku \) čawa = \(n\)ō k\(^b\)əl wa
1SG mother=LOC today=IMPF.NMLZ thing=ACC say COP1.OBJ
‘I told mother today’s news.’
(Caiguoji)
4.3.7.4 The Use of \( =d\theta \) Plus \( =ku \) to Mark Nominal Modifiers

Finally, there are two instances in my data in which \( =ku \) appears to be hosted by a noun phrase hosting the enclitic \( =d\theta \) ‘LOC’ to form a nominal modifier.

198) \( \text{disot} \quad n\text{\c{c}ko}=d\theta=ku \quad t\text{\c{c}}\text{\^{i}}t\text{\c{c}}\theta \quad cik\theta \quad tamo \quad wa \)  
\text{o.clock} \quad \text{one=LOC=IMPF.NMLZ} \quad \text{car} \quad \text{very slow} \quad \text{COP1.OBJ}  
‘The one o’clock bus is very slow.’  

(Caiguoji)

199) \( t\c{c}\text{\^{a}}\text{\c{c}}=d\theta=ku \quad meht\text{\^{a}} \)  
\text{white} \quad \text{color=LOC=IMPF.NMLZ} \quad \text{flower}  
‘white colored flower’  

(Caiguoji)

4.3.7.5 Concluding Remarks on the Use of \( =ku \) to Mark Nominal Modifiers

It is striking that in most of the cases in which \( =ku \) is used to mark a nominal modifier, it is hosted by a word that is either hosting a locative enclitic (listed in (200a)) or whose etymology includes a locative enclitic (listed in (200b)).

200)a. \textit{noun phrases hosting} \( =d\theta \) ‘LOC’  
\( \text{disot} \quad n\text{\c{c}ko}=d\theta \) ‘o.clock one=LOC’  
\( t\text{\c{c}}\text{\^{i}}t\text{\c{c}}\theta \quad cik\theta \)  

b. \textit{words with etymologies including} \( =d\theta \) ‘LOC’  
\( n\text{\c{c}o} \) ‘this’ + \( =da \) ‘LOC’ \( > \text{nda} \) ‘here’  
\( t\text{\^{a}}\text{\c{c}} \) ‘that’ + \( =da \) ‘LOC’ \( > t\text{\^{a}}\text{\c{c}}\text{\^{n}}\text{\c{c}} \) ‘there’  
\( n\text{\c{c}}\text{\^{a}} \) ‘inside (AMDO)’ + \( =da \) ‘LOC’ \( > n\text{\c{c}}\text{\^{d}}\text{\c{c}} \) ‘in (pp.)’  
\( k\text{\c{c}}\text{\^{a}} \) ‘house’ + \( =da \) ‘LOC’ \( > k\text{\^{a}}\text{\c{c}}\text{\^{h}} \) ‘at/to home’

There are two types of exception to this pattern. The first involves the time words \( \text{hkut\^{a}} \) ‘yesterday’ and \( nud\theta \) ‘today’. It does not seem likely that their etymologies include the locative enclitic like those in (200b). However, the use of \( =ku \) with these words may have come about by analogy since their phonological shape is so similar to the words listed in (200b) (i.e. they end in -\( \text{toa/-d}\theta \)).
The second exception to the pattern is the postposition derə ‘on’. Again, its etymology does not appear to include the absorption of the locative enclitic. It may be the case, however, that as the morphological makeup of postpositions whose etymologies do include the locative enclitic has become more fossilized, the use of =ku to form nominal modifiers has been extended to the entire class of postpositions. This explanation also may shed some light on the fact that the use of the genitive enclitic =nə is marginally acceptable only with derə (‘on’) and not with any of the postpositions ending in [da]. The hesitance to use =ne with postpositions ending in [da] may be a vestige from when [da] was still analyzable as a case enclitic; thus the addition of =nə would have constituted double case marking, which does not occur in Bao’an Tu.

It may be that this use of =ku with words that are not verbs arises from the omission of a copula to which the nominalizer =ku was attached. Not only does this hypothesis straightforwardly explain why a morpheme whose primary use is verbal (and would otherwise be analyzed as a verbal suffix) is hosted by non-verbal words, but also omitting copulas is a common phenomenon both cross linguistically and specifically in this branch of Mongolic languages. It is not difficult to imagine that sentence (187), for example, may have one time been expressed as (201).

(201) *nokə goəi nənda wi=ku cola çu-tə

that store in COP1.SUBJ=IMPF.NMLZ yogurt spoil-PERF

*‘The yogurt that is in that store spoiled.’

When asked directly whether the addition of the copula wi in this manner is acceptable, my language consultant responded in the negative, but such examples do infrequently occur in a text spoken by one elderly speaker.
Thus it is likely that =ku was historically a verbal suffix. However, its historical source notwithstanding, in this usage the nominalizer =ku is hosted by words of a number of different syntactic categories; and when it is hosted by a word heading up a phrase (e.g. a postposition), it appears to mark the entire phrase (e.g. postpositional phrase) rather than the host word only. For these reasons it must be analyzed as a clitic rather than a suffix.
4.3.8 Coordination of NP’s

4.3.8.1 Coordination of Two NP’s

The coordinating enclitic =$tɕə$ is usually affixed to the first NP in a pair of conjoined NP’s. The brackets in the following examples indicate NP boundaries.

(204) atɕaŋ $[[dzəjaŋ]=gə=tɕə$ $k^b{idzə}=gə]$ $ap$-$tɕə$
3SG bowl=SG.INDEF =and chopstick=SG.INDEF buy-IMPF.OBJ
‘He bought a bowl and a (pair of) chopsticks.’

(Caiguoji)

(205) $χapa$ $[[dzəjaŋ]=ʁala=tɕə$ $gaŋzi]=ʁula]=nə$ $ktək-tɕə$
dog bowl=DU=and cup=PAU=ACC break-PERF
‘The dog broke two bowls and a few cups.’

(Caiguoji)

In this construction, the second of two human referents is followed by the dual enclitic =$ʁala$. If a case enclitic is present, it follows the dual enclitic, as in the following example.

(206) atɕaŋ $[[dzəma]=tɕə$ $k^b{ont^b}arhtɕə]]=ʁala=da$ $t^bəmt^bχ$ $htɕəl-tɕə$
3SG Droma=and Kuantaiji=DU=LOC mianpian prepare-IMPF.OBJ
‘She made mianpian noodles for Droma and Kuantaiji.’

(Caiguoji)

If the second of two coordinated NP’s has its own number enclitic, however, the dual enclitic =$ʁala$ is not added to the second of the coordinated NP’s.

(207) atɕaŋ $[[ahku]=ʁala=tɕə$ $loma]=la]=da$ $hkutɕə$ $htɕəl-tɕə$
3SG monk=DU=and student=PL=LOC dinner prepare-IMPF.OBJ
‘She made dinner for the (two) monks and the students.’

(Caiguoji)

65 As was mentioned in §3.1.1.2.3, the use of the dual enclitic =$ʁala$ is usually required with human referents, while it is optional with inanimate referents.
In nominative case, =ʨə may be omitted as in (208).

208) [[dortɕə] [tɕəɕi]]=sala roŋ=da o-tɕə
    Dorje Jiashi=DU prefecture.town=LOC go- IMPF.OBJ
    ‘Dorje and Jiashi are going to town.’

(Caiguoji)

Case of coordinated NP’s is indicated by an enclitic hosted by the second
coordinated NP.

209) **Coordinated NP’s occurring as the object of a postposition (no case enclitic):**
    atɕŋ htema=nə [[depɕəl]=la=tɕə [lenχua]=la] naŋda ke-tɕə
    3SG bread=ACC plate=PL=and large.bowl=PL in put-IMPF.OBJ
    ‘He put the bread on/in the plates and the large bowls.’

(Caiguoji)

210) **Coordinated NP’s with accusative case enclitic =nə:**
    [[tsanṭem]=sala=tɕə [dzəjan]=la]=nə tɕʰakʰa=da ke-tɕə
    teakettle=DU=and bowl=PL=ACC shelf=LOC put-IMPF.OBJ
    ‘The (two) teakettles and the bowls were put on the shelf.’

(Caiguoji)

211) **Coordinated NP’s hosting genitival use of =nə:**
    [[ənə tsanṭem]=sala=tɕə [dzəjan]=la]=nə dəʁa ələ htcigə-na
    this teakettle=DU=and bowl=PL=ACC color NEG same-DUR
    ‘The color of these two teakettles and the bowls is not the same.’

(Caiguoji)

212) **Coordinated NP’s hosting locative case enclitic =da:**
    [[tsanṭem]=sala=tɕə [dzəjan]=la]=da kormu tɕə alda-tɕə
    teakettle=DU=and bowl=PL=LOC money one.hundred spend-PERF
    ‘The (two) teakettles and the bowls cost one hundred yuan.’
    *(lit. ‘(someone) paid one hundred yuan for the (two) teakettles and the bowls.’)*

(Caiguoji)
213) Coordinated NP’s hosting instrumental case enclitic =ʁala:

\( atc\aŋ \quad [\{m\a\a\a \ n\a\a \ k\a\a\} = t\a\a \ [d\a\o\g\a\o\k\a\u] = la] = ʁala \quad ts^{bi} \)
3SG meat type two=and spice=PL=INST vegetable

\( htc\a\a-t\a\a \)
do-IMPF.OBJ
‘She used two types of meat and the spices to make dishes.’
(Caiguoji)

214) Coordinated NP’s hosting ablative case enclitic =sa:

\( \a\a\a \quad "[\{s\a \ s\a-l-a-t\a\a = k\a\a\} = t\a\a \ [n\a\b\o\g\a\a]] = ʁala = sa \quad hko \quad n\a\b\o\g \)
this water irrigate-IMPF=IMPF.NMLZ=and festival=DU=ABL big festival

\( k^{b}\a\r-u, \quad s\a \quad hko \quad t^{b}\a\o\r\a \quad k^{b}\a\r-u" = t\a\a \)
be.required-Q water big head be.required-Q=QUOT.IMPF
‘He said, “out of irrigation or a festival, do you want a big festival or a big well?”’
(Džəkələru 142)

It appears to be the case that the ablative enclitic =sa cannot be hosted directly by the superordinate NP containing the two coordinated NP’s, so if the dual enclitic =ʁala is not hosted by the superordinate NP, the form nəŋ ‘inside’ must be inserted. This is demonstrated in the following examples.66

215) \( atc\aŋ \quad [\{\a\a \ ts\a\r\a\r\a\r\a\} = ʁala = t\a\a \ [d\a\o\j\a\a\] = la] = sa \quad ts\a\r\a\r\a\r\a = ʁala = n\a \)
3SG this teakettle=DU=and bowl=PL=ABL teakettle=DU=ACC

\( saga-t\a\a \)
choose-PERF
∗‘Out of these two teakettles and the bowls, he chose the two teakettles.’
(Caiguoji)

---

66 For a discussion of postpositions such as nəŋ hosting the ablative enclitic =sa, see §5.5.
216)  
\[
\begin{align*}
&at\text{aŋ} \hspace{1cm} [[\text{enə} \hspace{1cm} ts\text{aŋ}\text{tem}] = k\text{ala} = t\text{ə} = \text{DU=} \hspace{1cm} [dz\text{əjəŋ}] = la] \hspace{1cm} \text{naŋ} = sa \\
&\hspace{1cm} 3\text{SG} \hspace{1cm} \text{this} \hspace{1cm} \text{teakettle=} \hspace{1cm} \text{DU=} \hspace{1cm} \text{and} \hspace{1cm} \text{bowl=} \hspace{1cm} \text{PL=} \hspace{1cm} \text{ABL} \hspace{1cm} \text{inside=} \hspace{1cm} \text{ABL}
\end{align*}
\]

\[
\begin{align*}
&ts\text{aŋ}\text{tem} = k\text{ala} = n\text{ə} \hspace{1cm} s\text{aga-}t\text{ə} \\
&\hspace{1cm} \text{teakettle=} \hspace{1cm} \text{DU=} \hspace{1cm} \text{ACC} \hspace{1cm} \text{choose-} \hspace{1cm} \text{PERF}
\end{align*}
\]

‘From among these two teakettles and the bowls, he chose the two teakettles.’

(Caiguoji)

4.3.8.2 Lists

Lists of more than two noun phrases are not common. When they do occur in natural speech, they are typically immediately followed by an appositive phrase (usually containing a numeral). In these situations, the appositive hosts the number and case enclitics if there are any, as in the following example.

217)  
\[
\begin{align*}
&\text{kasər} \hspace{1cm} \text{komər} \hspace{1cm} n\text{eŋ}^\text{h} \text{əχ} \hspace{1cm} \text{segəŋəŋ} \hspace{1cm} \text{one} \hspace{1cm} \text{dera=} \hspace{1cm} \text{la=} \hspace{1cm} \text{no} \hspace{1cm} \text{nero} \hspace{1cm} t\text{ʃ}^\text{h} \text{idə} \\
&\text{Gaser} \hspace{1cm} \text{Gomer} \hspace{1cm} \text{Nianduhu} \hspace{1cm} \text{Wutun} \hspace{1cm} \text{this} \hspace{1cm} \text{four=} \hspace{1cm} \text{PL=} \hspace{1cm} \text{ACC} \hspace{1cm} \text{name} \hspace{1cm} \text{Chize}
\end{align*}
\]

\[
\begin{align*}
&\text{dera=} \hspace{1cm} \text{la} \hspace{1cm} \text{kə-kə} \\
&\hspace{1cm} \text{four=} \hspace{1cm} \text{PL} \hspace{1cm} \text{do-} \hspace{1cm} \text{PERF}
\end{align*}
\]

‘Gaser, Gomer, Nianduhu, Wutun, the name of these four—‘Chize’ these four are called.’

(Dzəkəloːru 95)

In elicited data, lists of NP’s occur without appositive phrases. One difference between the one list contained in natural speech in my data and the elicited lists is that the first NP in the elicited lists hosts the enclitic =tə ‘and’. In these situations, each NP in the list may have its own number. In most situations the enclitic marking the case of the NP comprised of the list is hosted by the final member of the list, as in the following examples.
218) a list of NP’s functioning as the object of a postposition (no case enclitic):

\[
\text{pətəla} \quad \text{hkuda} \quad [(\text{go}pna)] = la = tə \quad [\text{sasaɾa}] = la \quad [(\text{go}si)] = la \quad \text{nagda}
\]

IPL.EXCL yesterday monastery=PL=and restaurant=PL store=PL in

\[
o-ðə \quad \text{wa}
\]
go-IMP COP1.OBJ

‘We went to the monasteries, restaurants, and stores yesterday.’

(Caiguoji)

219) a list of NP’s functioning as a direct object:

\[
\text{aɾtçaŋ} \quad \text{əŋə} \quad [(\text{tsaɾdəm})] = rala = tə \quad [tə³ə \quad \text{be}] = rala \quad [\text{dzəjaŋ}]
\]

3SG this teakettle=DU=and tea cup=PAU bowl

\[
te] = la] = nə \quad \text{roŋ} = sa \quad \text{aɾ-pəɾaŋ}
\]

four=PL=ACC prefecture.town=ABL buy-POS

‘He bought these two teakettles, the few teacups, and the four bowls in town.’

(Caiguoji)

220) a list of NP’s functioning as an indirect object:

\[
\text{aɾtçaŋ} \quad [(\text{caɾoɾaɾa}] = tə \quad [\text{hoɾa}] = la \quad [\text{loɾi}] = la] = da \quad \text{jama}
\]

3SG principal=and student=PL teacher=PL=LOC stuff

\[
\text{həɾoɾ-əɾə}
\]

prepare-IMPF.OBJ

‘He made food for the principal, students and teachers.’

(Caiguoji)

As is the case with two coordinated NP’s, the exception to this pattern is the ablative case. NP’s that are comprised of a list and would be expected to occur in ablative case are followed by the form \text{nəɾj} = \text{sa} ‘inside=ABL’ rather than directly hosting the ablative enclitic = \text{sa}.

221) *\text{aɾtçaŋ} \quad [(\text{əɾə} \quad \text{tsaɾəɾən})] = rala = tə \quad [tə³ə \quad \text{be}] = la \quad [\text{dzəjaŋ}]

3SG this teakettle=DU=and tea cup=PL bowl

\[
te] = la] = sa \quad \text{tsaɾəɾən} = rala = nə \quad \text{sara-ɾəɾə}
\]

four=PL=ABL teakettle=DU=ACC choose-PERF

*‘From among these two teakettles, the teacups and the four bowls, he chose the two teakettles.’

(Caiguoji)
From among these two teakettles, the teacups and the four bowls, he chose the two teakettles.

(Caiguoji)
Chapter 5: The Clause

The Bao’an clause is composed of a verb and its arguments as well as obliques and other particles. The basic word order of the constituents in the clause is SOXV where ‘X’ is an indirect object or an oblique NP. Section 5.1 deals with the verb; section 5.2 discusses valence and argument expression. The chapter then treats the remaining word classes found in the clause: adverbs (§5.3), negative particles and copulas (§5.4), postpositions (§5.5), and other particles (§5.6). The chapter then turns to the phenomenon of topic marking (§5.7), and concludes with a treatment of interrogative and imperative clauses (§5.8 and §5.9, respectively).

5.1 The Verb

The verb is the locus of tense/aspect/modality (TAM) marking as well as mood and speaker perspective marking. These categories are indicated by means of verbal suffixes and auxiliary verbs. Multiple non-finite clauses (i.e. clauses containing verbs marked with one of the set of non-finite verbal suffixes listed in §5.1.1) may precede a final clause with a finite-marked verb (i.e. a verb with one of the finite verbal suffixes listed in §5.1.2). Non-finite verbal suffixes indicate aspect and/or the logical or temporal relation of the non-finite clause to the clause following it in the sentence. Finite verbal suffixes primarily indicate either temporal aspect, tense, and speaker perspective or mood or epistemic modality.
5.1.1 Non-finite Verbs

A list of non-finite verbal suffixes is given in table 5.1.\textsuperscript{67}

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tɕə</td>
<td>(IMPF) imperfect, coordinating</td>
</tr>
<tr>
<td>-sa</td>
<td>(COND) conditional, irrealis</td>
</tr>
<tr>
<td>-la</td>
<td>(PURP) purposive</td>
</tr>
<tr>
<td>-sada</td>
<td>(CONC) concessive</td>
</tr>
<tr>
<td>-te</td>
<td>(REASON) reason</td>
</tr>
</tbody>
</table>

Of these, the imperfect suffix -tɕə and the conditional -sa are by far the most frequently occurring. In addition to imperfect aspect, -tɕə expresses coordination—usually indicating a sequential relationship between the clause in which it occurs and the following clause, as in the following sentences.

1) pə o-sa kʰo-tɕə o-te tɕia-tʂən = da kʰo-tɕə
   1SG go-COND home.LOC go-IMPF head.of.household=LOC say-PERF
   ‘If I was going to go, I was to go home and talk to my parents.’
   (Disappointment 6)

2) dorpə wor-tɕə htoŋ = na wəxa-tɕə tɕʰa u-tɕə
   Dorje wake.up-IMPF tooth=ACC wash-IMPF tea drink-IMPF

    compareTo = da o-tɕə
   school=LOC go-IMPF.OBJ
   ‘Dorje woke up, and brushed his teeth, and ate breakfast, and went to school.’
   (Caiguoji)

---
\textsuperscript{67} As was mentioned in §3.2.1.2, Wu (2003) reports two more non-finite verbal suffixes: /j-aŋ ‘modifying’ and -tala/-sala ‘terminative’. Since these two do not occur anywhere in my data, I have not included them in the discussion here. See §3.2.1.2 for examples from Wu (2003) containing these two suffixes.
The imperfect suffix -tɕə can also indicate a relationship of simultaneity between predications, as in the following.

3) pantʂurən mənda dzagə-tɕə hlokʰañ nənda ɣata-tɕə
class.teacher 1SG.ACC look.for-IMPF classroom in arrive-PERF
‘The classroom teacher entered the classroom looking for me.’

   (Disappointment 2)

4) kʰontʰarhtɕə tʰəmtʰox u-tɕə teɕi mawa de-tɕə
Kuantaiji mianpian drink-IMPF Jiashi meat eat-IMPF.OBJ
‘Kuantaiji ate mianpian noodles, and Jiashi ate meat.’

   (Caiguoji)

The conditional suffix -sa typically indicates conditionality (as in (5) and (6)), but it can also serve other functions—usually expressing some type of irrealis situation (as in (7) and (8)).

5) təla nəkə kʰəŋ əsə ɣal-sa ɬawa aməŋ =da nəkə nəkə
false.braid one person NEG wear-COND shaman mouth=LOC one one

   jix-tɕə
hit-IMPF.OBJ
‘If anyone doesn’t wear a false braid, the shaman hits each of them on the mouth.’

   (Ləru Dancing 37)

6) kʰətʰə tʰə-sa kʰətʰə = ku akə = la
home.LOC sleep-COND home.LOC=IMPF.NMLZ girl=PL

   wi-sa sauma wi-saŋ ɣəwa
COP1.SUBJ-COND ceremonially.clean COP1.SUBJ-POS NEG.COP2.OBJ
‘If (theyi) sleep at home, if there are girls at home, (theyi) will not be ceremonially clean.’

   (Ləru Dancing 101-102)
7) əσə çorigə-sa χena ʰəto ər-sa ərhəcə dzix
NEG make.effort-COND afterward home.LOC come-COND again test

pʰakʰə ʰər-sanp
take.a.test be.required-POS
‘If you don’t (study) hard, when you come home you’ll have to take the test again.’
(Parents’ Instructions 26)

8) əpə çəzə hko əl-sa maba=gə əl-sa-sa
1SG child big become-COND doctor=SG.INDEF become-CAUS-COND

sixde-tep
hope-IMPF.OBJ
‘I hope (my) child grows up and becomes a doctor.’
(lit. ‘If my child becomes big, if (he) becomes a doctor, I hope (it).’)
(Caiguoji)

The purposive suffix -la indicates that the clause expresses the purpose for which
the action of the finite clause is undertaken.

9) pantərən mənda jə ur-la χateqə-tep
class.teacher 1SG.LOC also call-PURP return-PERF
‘The class teacher came back to look for me again.’
(Disappointment 39)

10) kozə =tsʰəŋ =nə daŋ na-sa ɭawa tənə daŋ
self=family=ACC door fall-COND shaman 2PL.COLL.GEN door

na-tep =təp ʰəl-la ər-tei-sanp
fall-IMPF.OBJ=QUOT.IMPF speak-PURP come-IMPF.SUBJ-POS
‘If someone’s door is going to fall, the shaman will come to tell (them), “your door
is falling”.’
(Ləɾu Dancing 71)
The concessive suffix *-sada* is used with non-finite clauses expressing a concession of some sort.

11) *atcan* *taue* *naŋ = sa* *tʰarciŋ-go-sada* *dau* *cawa*

   3SG university inside=ABL graduate-VBZ-CONC still job

   \( \chi a r = d o \ \sigma r-təo \ kina \)

   hand=LOC come-IMPF NEG.COP1.OBJ

   ‘Although she graduated from university, (she) still hasn’t found a job.’

   (Caiguoji)

12) *atcan* *wor* *go* *kunaj* *χoŋ = da* *tʰor-sada*

   3SG Tibetan language three year=LOC study-CONC

   *dau* *kʰol* *me-tsə* *kina*

   still say know-IMPF NEG.COP1.OBJ

   ‘Although he studied Tibetan for three years, (he) still doesn’t know how to speak it.’

   (Caiguoji)

The reason suffix *-teate* marks a non-finite clause expressing the reason or cause for the action predicated by the finite clause.

13) *nuo* *pə* *cikə* *olə-teate* *pə* *ŋasi* *u-to*

   today 1SG very hungry-REASON 1SG early drink-PERF

   ‘Because I was very hungry today, I ate early.’

   (Caiguoji)

14) *atcan* *rakə* *u-teate* *əpθə-saŋ*

   3SG alcohol drink-REASON be.sick-POS

   ‘Because he drank alcohol, he got sick.’

   (Caiguoji)
Copulas can occur in non-finite clauses formed with the conditional suffix -sa and the concessive -sada. Copulas do not take the imperfect suffix -tə or the purposive suffix -la, however.

15) *tʰə guraŋ naŋ =sa ma nəntʰox ma*

\[
\begin{array}{l}
\text{that three inside=ABL IPL.INCL.COLL.GEN Nianduhu TOP} \\
\text{tʰə} \quad \text{guraŋ} \quad \text{naŋ =sa} \quad \text{mənə} \quad \text{nəntʰox} \quad \text{ma}
\end{array}
\]

‘Among those three, as for us here in Nianduhu, the water god dance is the most important.’ (lit. ‘Among those three, if it is our Nianduhu, there also is the water god dance’s position.’)

(Džəkələru 10)

16) *morhtɕə =da meʃə lərse tʰə wi-sada*

\[
\begin{array}{l}
\text{other=LOC soldier.dance water.god.dance that} \quad \text{COP₁.SUBJ-COND} \\
\text{morhtɕə} \quad \text{da} \quad \text{meʃə} \quad \text{lərse} \quad \text{tʰə} \quad \text{wi-sada}
\end{array}
\]

\[
\begin{array}{l}
\text{əntʰongə tɕap kina} \\
\text{this.type large.scale NEG.COP₁.OBJ}
\end{array}
\]

‘...although other (festivals) have those soldier dances and water god dances, they are not on this large a scale.’

(Džəkələru 21)

### 5.1.2 Finite Verbs

Finite verbs are marked with a separate set of verbal suffixes indicating aspect and tense or mood or epistemic modality. The declarative finite verbal suffixes indicating tense, aspect, and epistemic modality are listed in table 5.2. Some finite verbal suffixes also indicate speaker perspective; these are listed as pairs with the subjective suffix listed first and the objective suffix listed second. A discussion of speaker perspective follows in section 5.1.3.
Table 5.2. Finite verbal suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Label</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tɕi / -tɕo</td>
<td>IMPF</td>
<td>imperfective aspect</td>
</tr>
<tr>
<td>-to</td>
<td>PERF</td>
<td>perfective aspect</td>
</tr>
<tr>
<td>-tɕɔ</td>
<td>PERF</td>
<td>perfective aspect</td>
</tr>
<tr>
<td>-m</td>
<td>NARR68</td>
<td>stative or habitual aspect</td>
</tr>
<tr>
<td>-na</td>
<td>DUR</td>
<td>stative aspect, future tense</td>
</tr>
<tr>
<td>-gi / -gɔwa</td>
<td>FUT</td>
<td>future tense</td>
</tr>
<tr>
<td>-saj69</td>
<td>POS</td>
<td>epistemic possibility</td>
</tr>
</tbody>
</table>

The imperfective suffix -tɕi/-tɕo is by far the most commonly used finite suffix. This suffix appears to indicate imperfective aspect without any reference to tense.

17) teʰɦ anə gor su-tɕi
   2SG which house stay-IMPF.SUBJ
   ‘Which house do you live in?’
   (Caiguoji)

18) su kʰɔl=ku=da ɬotɕa o-tɕo tɕiɡo-tɕo gaoɔr=ŋo
    so say=IMPF.NMLZ=LOC school go-IMPF discuss-IMPF sophomore=ACC
    ɬoma ɬar=da nəkə pisai-ɕa-tɕi
    student twelve=LOC one compete-CAUS-IMPF.SUBJ
    ‘The school discussed it and decided that twelve sophomores would be allowed to compete in a (competition).’
    (Disappointment 24)

19) jangə kʰɔl=ku sokʰa ɕa-tɕo
    what say=IMPF.NMLZ appearance arrive-IMPF.OBJ
    ‘(He) looked like he had something to say.’
    (Disappointment 22)

68 The glosses NARR and DUR are abbreviations of the terms ‘narrative’ and ‘durative’, respectively. I am adopting these labels from the Common Mongolic forms from which these suffixes are derived (Wu 2003:339).
69 This suffix is pronounced -tsʰoŋ in the Gasare dialect.
20) *dortɕə* *tsʰamdoχ* *øy-sañ* *aku* *əndə* *su-tyo*

Dorje gift give-PERF.NMLZ girl here stay-IMPF.OBJ

‘The girl Dorje gave a gift to lives here.’

(Caiguoji)

21) *tʰalk-sa* *su* *tʰalk-tyo = ku* *lan = nə* *ap-tyo*

agree-COND so agree-IMPF=IMPF.NMLZ answer=ACC take-IMPF

ərə-tyo

come-IMPF.OBJ

‘If they agreed, then I was to bring the answer of agreement back.’

(Disappointment 7)

Wu (2003) reports that perfective -to functions as a simple past tense marker and -tyo functions as a complex past tense marker (and comments that the difference is difficult to distinguish), and that both are neutral in regard to speaker perspective. In my data, however, -to is used much more often in subjective situations than in objective situations, while -tyo is used almost exclusively in objective situations. It appears that the pair is being re-analyzed. It appears that they are shifting from marking a distinction between two different past tenses to indicating a distinction in speaker perspective.70

22) *tʰɔsanə* *pə* *tɔkən* *nənda* *o-tyo* *kɔzə = nə* *kʰama = da*

next 1SG classroom in go-IMPF self=ACC position=LOC

*dondi-to*

sit.down-PERF

‘Then I went into the classroom and sat down in my spot.’

(Disappointment 18)

23) *de* *apa* *ogon* *warə-tyo*

now father daughter hold-PERF

‘The old ones have already passed away.’

(Skirmish 15)

---

70 Because some exceptions to this pattern occur in the data, I have refrained from including ‘SUBJECTive’ and ‘OBJECTive’ speaker perspective in the glosses of these two suffixes.
The narrative suffix -m and durative suffix -na are likewise difficult to
distinguish; both seem to refer to continuing states. For habitual aspect, however, only
-m may be used.

24) congisa atcaŋla olo ote-m
originally 3PL NEG go-NARR
‘They don’t (usually) go.’

25) pə malatʰŋə olo de-m
1SG malatang NEG eat-NARR
‘I don’t eat hot and spicy soup.’

Wu notes that the use of -na is restricted to a rather small set of verbs, and my data bear
this out (‘feel’, ‘like’, ‘know’, ‘should’, the construction expressing ‘want’ clauses, and
negatives).

26) mənda silaŋ =da o=ku taraŋ ør-na
1SG.LOC Xining=LOC go=IMPF.NMLZ desire come-DUR
‘I want to go to Xining.’
(lit. ‘The desire to go to Xining comes to me.’)

27) pə kara=da gako-na
1SG sugar=LOC happy-DUR
‘I like candy.’

28) təɔməŋə nər medo-na
little face know-DUR
‘(I) recognized (their) faces a little.’

29) manda da mantəl-əa kʰør-na pe
1PL.INCL.COLL.LOC also dig-CAUS be.required-DUR EMPH
‘(They) should also let us dig!’

(Skirmish 23)
It may be the case that the use of -na is restricted to irrealis contexts, but the converse is not true; irrealis situations do not require the use of -na, as evidenced in the following example.

31) ḥko m~o ṣǀə medə-m
big REDUP~big NEG know-NARR
‘I don’t know that it’s big.’
(Caiguoji)

The suffix -gi/-gəwa marks future tense; -gi indicates subjective speaker perspective, and -gəwa marks for objective speaker perspective (see §5.1.3 for the facts regarding speaker perspective).

32) ṣǀə oδə-ʋa- tên jəŋ-kə-ɡi
NEG go-CAUS-IMPF what-VBZ-FUT.SUBJ
‘How can (I) not let (you) go?’
(Disapointment 14)

33) tɕʰə su jo. pə o-ɡi.
2SG stay DEEMPH 1SG go-FUT.SUBJ
‘You stay. I’m leaving.’
(Caiguoji)

34) dʒoma tsʰeɾaŋ ɾon = da o-gəwa = tə o-ɡəwa = tə ɡəkə-ɡəwa
droma Tserang prefecture.town=LOC go-FUT.OBJ=QUOT.IMPF say-IMPF.OBJ
‘Droma says Tserang will go to town.’
(Caiguoji)

35) məχəɾ tɕaci cikə gəkə-gəwa
tomorrow Jiashi very happy-FUT.OBJ
‘Jiashi will be very happy tomorrow.’
(Caiguoji)
With the exception of future tense, copulas do not inflect for tense and aspect when they occur in finite clauses.

36)  doɾtɕə = da  hkuɬə  boŋtɕə = ɡə  wa
     Dorje = LOC  yesterday  notebook = SG. INDEF  COP1.OBJ
     ‘Dorje had a notebook yesterday.’

(Caiguoji)

37)  nɔkə  xoɬə  atcəŋaŋ  ba
     that notebook 3SG. PREDPOS  COP2.OBJ
     ‘That notebook is his/hers.’

(Caiguoji)

In future tense, the subjective forms of the copulas combine with the objective future tense suffix -ɡəwa, regardless of whether the context is subjective or objective (thus the distinction between objective and subjective speaker perspective is lost when copulas are inflected for future tense).

38)  məcə  tcəɬ  loptɕə  nɑŋda  wi-ɡəwa
     tomorrow  Jiashi school in  COP1.SUBJ-FUT.OBJ
     ‘Jiashi will be in school tomorrow.’

(Caiguoji)

39)  məcə  po  loptɕə  nɑŋda  wi-ɡəwa
     tomorrow  1SG school in  COP1.SUBJ-FUT.OBJ
     ‘I will be in school tomorrow.’

(Caiguoji)

The last suffix from table 5.1, -saŋ, occurs in finite contexts, but it differs from the other finite suffixes in that it may appear alone or in addition to any of the subjective finite suffixes (with the exception of the subjective future suffix -gi) or the suffix -tɕə.

Although it primarily indicates epistemic possibility, its use is also governed by considerations of politeness. See the discussion below for details.
40) \(t^\text{ʰə}=\text{na} \ htuŋ \ tɛəgɔ-\text{tɛə} \ tɛ^\text{ʰə}=\text{da} \ \text{-worker} \text{money exchange-IMPF Chuma=LOC give-POS} \)

\(\begin{array}{l}
\text{‘We gave that to Chuma village as blood money.’}
\end{array}\)  

(Laru Dancing 61)

41) \(nɔkɔ \ \text{au} \ silaŋ=\text{da} \ su-tɕi-saŋ \)

\(\begin{array}{l}
\text{that man Xining=LOC stay-IMPF.SUBJ-POS} \text{‘That man lives in Xining.’}
\end{array}\)

(Caiguoji)

42) \(ənə \ go-tɕə \ rɔlaŋ=\text{la}=\text{no} \ nɛr=\text{no} \ ɕa-tɕə \ ke-tɕə-saŋ \)

\(\begin{array}{l}
\text{this speak-IMPF officer=PL=ACC name=ACC name-IMPF put-IMPF-POS} \text{‘In this way, the army officers’ names came to be named.’}
\end{array}\)

(Dzəkaləru 34)

Another syntactic behaviour that makes -\text{saŋ} unique is that it freely co-occurs with the subjective copulas \text{bi} and \text{wi}.

43) \(kɔzə \ kɔzə=\text{da} \ nətʰə=\text{ku}=\text{gə} \ \text{wi-saŋ} \)

\(\begin{array}{l}
\text{self self=LOC dance=IMPF.NMLZ= SG.INDEF COP1.SUBJ-POS} \text{‘Each (village) has its own type of dancing.’}
\end{array}\)

(Dzəkaləru 36)

44) \(k^{h}=\text{amər} \ nɔkɔ \ jix-zA \ kɔnɨ \ nɔkɔ=\text{no} \ k^{h}=\text{ama} \)

\(\begin{array}{l}
\text{ceremonial.skewer one hit-COND sheep one=ACC position} \text{bi-saŋ} \text{COP2.SUBJ-POS} \text{‘Performing one kamer equals (offering) one sheep.’}
\end{array}\)

(Laru Dancing 98)

In fact, Wu speculates that the use of this form with lexical verbs derives from a copula plus the perfective nominalizer (e.g. \text{wi-saŋ} > \text{Ø-saŋ}) and states that it refers to past tense (2003:342-3). There are many cases where it could be argued that -\text{saŋ} does refer to a predication that has taken place in the past, but my data also contain examples where past tense is clearly not indicated (such as in (41), (43), and (44), for example). The Bao’an speakers I have asked about this form say that it is used when one is unsure of the
statement being made or when one wants to sound less forceful. The data seem to bear this out. I posit that the primary function of -say when used in a finite context (i.e. on the last verb of a sentence) is to indicate epistemic possibility; thus I gloss it ‘POS’.

From its primary function as a marker of speculative epistemic modality, the use of -say has also been extended to indicate a form of politeness. There are contexts when -say is used not so much because the speaker is actually uncertain about the statement he is making, but rather because he desires to show deference to an interlocutor who is deemed to be more of an expert or insider with regard to the statement. This use of -say also shows up in situations where the speaker wants to express that she does not consider herself an expert (regardless of the interlocutor’s perceived level of expertise on the matter). There appears to be a wide latitude for how often -say is used in this function, with some speakers using it relatively little and others using it anytime they make a statement not regarding themselves or their immediate family.

As a final note on finite verbal suffixes, my data contain a handful of examples in which the objective imperfective suffix -təo is attached to a verb already inflected with the non-finite imperfective suffix -təe, as in the following examples.

45) tʰər = nə χɨtɛh u = da ɨtʃa ɗatcem = nə ʨarkə-ʨə-ʨə
   that=ACC next.day=LOC school report=ACC post-IMPF-IMPF.OBJ
   ‘On the next day, the school posted a report.’
   (Disappointment 53)

46) dawu da jɔrtɛ ʨartɛ ɕara-təo-təo
    still also here there taunt-IMPF-IMPF.OBJ
    ‘(We) taunt (each other) back and forth now still.’
    (Ləru Dancing 54)
It is not immediately apparent what function this doubling up of suffixes serves. The examples are too few in number to reveal any patterns. It seems that the most likely source for this morphology is an auxiliary verb that is no longer overtly expressed, leaving behind only its finite verbal morphology. This, however, would not explain why -tɕo is the only finite tense/aspect suffix that appears in this context. Another possibility is that these are occurrences of the quotative enclitic =tɕo (discussed in §3.3 and §6.2). There is no indication in the narrative context that these sentences are quoted material, however. It is possible that the use of quotative =tɕo is being extended to include marking of some sort of indirect evidentiality. The problem with this analysis, however, is that evidentiality is not an otherwise attested grammatical category in Bao’an Tu. Furthermore, it is not immediately obvious why either of these two statements would require such evidential marking; both are part of first-hand accounts. Further study is needed to describe this phenomenon thoroughly and accurately.

5.1.3 Speaker Perspective

The category of speaker perspective is an areal feature of the Qinghai-Gansu sprachbund, and represents the influence of Amdo Tibetan on the other languages of the region (Slater 2003a). It is often called the ‘conjunct/disjunct’ distinction in the literature on Tibetic languages, and is considered a system of evidentiality (Hale 1980, DeLancey 1992). Following the precedent of other scholars who study the Mongolic languages of the region, I will refer to these categories as ‘subjective’ and ‘objective’ (Slater 2003a, Wu 2003). In Bao’an Tu the basic pattern in declarative sentences is that the subjective forms are used with first person referents, and objective forms are used with second and third
person referents. In interrogative sentences, the subjective forms are used with second
person referents, while the objective forms are used with first and third person referents.
Copulas along with their negative counterparts and some of the finite TAM suffixes
distinguish between subjective and objective speaker perspective. Although speaker
perspective marking is limited to finite verbal morphology, it is not an obligatory
category of finite verbal morphology (the finite suffixes –m ‘NARR’, -na ‘DUR’, and –say
‘POS’ do not inflect for speaker perspective). The forms that do inflect for speaker
perspective are listed below.

Table 5.3. Speaker perspective markers

<table>
<thead>
<tr>
<th>finite verbal suffixes:</th>
<th>Subjective</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPF</td>
<td>-tci</td>
<td>-tco</td>
</tr>
<tr>
<td>PERF 71</td>
<td>-to</td>
<td>-tco</td>
</tr>
<tr>
<td>FUT</td>
<td>-gi</td>
<td>-gəwa</td>
</tr>
</tbody>
</table>

| copulas:               |           |           |
| COP₁                   | wi         | wa/wo     |
| NEG. COP₁              | ki/kiwa    | kina      |
| COP₂                   | bi/ji 72   | ba        |
| NEG. COP₂              | či         | čəwa/čo   |

The following examples contain the basic use of subjective speaker perspective.

47) first person declarative:

\[ pə \quad o-tci \]
\[ 1SG \quad go-IMPF.SUBJ \]
\[ ‘I am going.’ \]  

(Caiguoji)

---

71 As mentioned in the previous section, the status of the perfective suffixes as indicating speaker perspective is perhaps not yet fully established.
72 Pairs listed in the same cell in this table indicate either dialectal variants or forms that vary with careful/casual speech.
48) second person interrogative:
\[tə^nə^o\ gər\ anə\ bi\]
2SG.GEN house which COP2.SUBJ
‘Which house is yours?’

(Caiguoji)

Additionally, subjective perspective is used in the quotative complement clause of a verb of speech or perception when the subject of the complement is co-referential with the subject of its matrix clause.\(^{73}\)

49) subject of the complement of a verbum dicendi is coreferential with the subject of the matrix clause:
\[dʒə^o^mə,\ \{a^tə^ɛŋ,\ rəŋ = da\ \ o-gi\} = tə\]
Droma 3SG town=LOC go-FUT.SUBJ=QUOT.IMPF say-IMPF.OBJ
‘Droma said she is going to go to town.’

(Caiguoji)

Finally, subjective perspective is regularly used when the possessor in a predicate of possession is a first person referent, and when a third person subject is possessed by a first person possessor.

50) first person predicate possessor:
\[nə^kə\ χətə^hə\ məŋəŋ\ bi\]
that book mine COP2.SUBJ
‘That book is mine.’

(Caiguoji)

51) first person possessor of a third person subject:
\[mənə\ χətə^hə\ caotəŋə\ nəŋda\ wi\]
1SG.GEN book school in COP1.SUBJ
‘My book is at school.’

(Caiguoji)

\(^{73}\) The facts about the use of the subjective and objective speaker perspective in reported speech are the same, regardless of whether the speaker is (or is perceived to be) lying.
The following sentences illustrate the basic use of objective speaker perspective.

52) *second person declarative:*

\[
\text{côngô te}\text{ŋ} ba
\]

originally 2SG COP₂.OBJ

‘Originally you were (first place).’

(Disappointment 73)

53) *third person declarative:*

\[
nokɔ au silaŋ=da o-tɕo
\]

that man Xining=LOC go-IMPF.OBJ

‘That man is going to Xining.’

(Caiguoji)

54) *first person interrogative:*

\[
au pɔ lo kʰɔtʰɔŋ wa
\]

boy 1SG year how.many COP₁.OBJ

‘Son, how old am I?’

(Skirmish 12)

55) *third person interrogative:*

\[
tɕaɕi dʐɔ=da jaŋɔ oɕ-tɕo
\]

Jiashi Droma=LOC what give-IMPF.OBJ

‘What is Jiashi giving Droma?’

(Caiguoji)

56) *subject of complement of a verbum dicendi not co-referential with the subject of the matrix clause:*

\[
dʐɔ=da \text{[atəŋ]} rɔŋ=da o-gɔwa=te kʰɔl-tɕo
\]

Droma 3SG town=LOC go-FUT.OBJ=QUOT.IMPF say-IMPF.OBJ

‘Droma, said she, is going to go to town.’

(Caiguoji)

Unlike person marking, the speaker perspective distinction can be used in ways that fall outside the basic pattern in order to indicate what Slater (2003a:194) refers to as the ‘degree of speaker involvement’. Thus a statement with a first person subject may contain objective perspective marking to indicate the speaker’s lack of control or unwillingness to vouch for the veracity of the claim.
The use of *wa* rather than *wi* in (57) emphasizes the speaker’s lack of control over her age (perhaps to avoid appearing to be rude to the interlocutor). This same sentence with a third person standard of comparison typically uses the subjective copula *wi* (e.g. *pə tɕʰə nda utɕə-ɕə hko wi* ‘I am older than Jiashi’). Objective perspective may also be used in contexts that would otherwise require subjective perspective if the predication is new information to the speaker. So if a speaker were at someone’s house and discovered a book of hers that she did not know was there, the predication in (50) might be spoken as in (58).

Conversely, a declarative sentence with a third person subject may have subjective perspective morphology if the speaker wants to assert certainty about a claim or if the subject NP contains a first person genitival pronoun or is a mass noun that includes the speaker. So in (59) the subject of the first sentence is *jama* ‘thing’, which is third person. The speaker is relating a personal narrative, however, and is emphasizing that he can vouch for the fact that not a moment passed. Similarly, the subject of the verb *pisai-ʁə-tɕi* ‘compete-CAUS-IMPF.SUBJ’ in sentence (60) is an implicit reference to *ɬotɕa* ‘school’, which is technically third person; but the speaker turns out to be one of the twelve students comprising the causee of the sentence (*gaoər=ŋə toma ɬarənsar=da*).
This marked use of speaker perspective is best described as a way of indicating epistemic modality rather than evidentiality, because it primarily indicates certainty or uncertainty about the predication (or in some cases mirativity) rather than how the information is known (Aikhenvald 2004).

Finally, it should be noted that there are situations in which copulas do not maintain the distinction between subjective and objective speaker perspective. First, when used as an auxiliary verb, the objective form of the copula wa is always used, irrespective of the person of the subject (see §5.1.4 below for a discussion of auxiliary verbs).
Second, when copulas are relativized or when they take either one of the non-finite suffixes -sa ‘CONDITIONAL’, or -sada ‘CONCessive’ or the finite epistemic uncertainty marker -say, only the subjective forms (wi and bi) are used—again, regardless of the person category of the subject of the sentence. So although the copulas maintain their objective or subjective form, the distinction between objective and subjective speaker perspective is lost in these contexts.

63) \( tc^h \ co\ \ ts^h \ era \q r o n = d a \ \ c h a t c o - t o = t c o \ \ k^h c a l \ wa \)
2SG Tserang town=LOC arrive-PERF=QUOT.IMPF say COP1.OBJ
‘You said Tserang went to town.’
(Caiguoji)

64) \( ts^o m a n g o \ d a w u \ a s u \ d a w u \ p a n t s u r e n \ j o \ c h a t c o \ wa \)
a.little later NEG later class.teacher also arrive COP1.OBJ
‘A little later, the class teacher also arrived.’
(Disappointment 20)

65) \( a t c a n \ ts^b a m d o c h \ a p - t c o \ \ l o p t c a \ n a n d a \ n a r m e - s a n g \ a k u \)
3SG gift buy-IMPF school in meet-PERF.NMLZ girl
\( j a k s a = g o \ \ wi = k u \ \ t^b o r = d a \ \ o c h - t c o \)
pretty= SG.INDEF COP1.SUBJ=IMPF.NMLZ that=LOC give-IMPF.OBJ
‘He bought a gift and gave it to that pretty girl he met at school.’
(Caiguoji)

66) \( m o n n o \ d e w a \ wi - s a \ d a \ g o m o r o l a n g \ wa \)
1SG.GEN village COP1.SUBJ-COND also Gomerelang COP1.OBJ
‘As for my village, (we) also have Gomerelang (mountain deity).’
(Dzâkkâluru 80)

67) \( m o r h t c o = d a \ m e x s e \ l a r s e \ t^b o r \ wi - s a d a \)
other=LOC soldier.dance water.god.dance that COP1.SUBJ-CONC
\( a n t^b o m o g o \ t c a p \ k i n a \)
this.type large.scale NEG. COP1.OBJ
‘...although other (festivals) have those soldier dances and water god dances, they are not on this large a scale.’
(Dzâkkâluru 21)
68) *mangə* and *bi-say*
   1PL.INCL.COLL which COP2.SUBJ-POS
   ‘Which (clan animal) are we?’
   (Ləru Dancing 118)

69) *teči* *wałde* *bi-say*
   Jiashi Tibetan COP2.SUBJ-POS
   ‘Jiashi is a Tibetan.’
   (Caiguoji)

70) *atćandə* *cazə* *taun* *wi-say*
   3SG.LOC child five COP1.SUBJ-POS
   ‘She has five children.’
   (Caiguoji)

The one exception to this is when the copula *wa/wi* is functioning as an auxiliary verb. In this case, the objective form is used even if a verbal suffix is attached.

71) *tʰor* *či-sa* *ənə* *tsʰowa~tsʰowa = gə = tə* *ər*
   that NEG.COP2.SUBJ-COND this clan=clan=SG.INDEF=and come

   *wa-sa* *kʰorí* *tsʰowa = da* *natʰo-lə-tə*
   COP1.OBJ-COND particular clan=LOC dance-PURP-IMPF

   *kʰor-say* *ćə*
   be.required-PERF.NMLZ NEG.COP2.OBJ
   ‘If it weren’t for that, there wouldn’t be any of (this) every single clan coming to dance for a particular clan.’
   (Dżokoloro 129)
5.1.4 Auxiliary Verbs

My data contain seven auxiliary verbs; they are given in table 5.4.74

<table>
<thead>
<tr>
<th>verb</th>
<th>lexical gloss</th>
<th>function as auxiliary verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>su</td>
<td>‘sit, live, stay’</td>
<td>continuative aspect</td>
</tr>
<tr>
<td>wa</td>
<td>‘COP1.OBJ’</td>
<td>past tense</td>
</tr>
<tr>
<td>war</td>
<td>‘hold’</td>
<td>completive aspect</td>
</tr>
<tr>
<td>ke</td>
<td>‘put’</td>
<td>change of state</td>
</tr>
<tr>
<td>ør</td>
<td>‘come’</td>
<td>direction toward speaker</td>
</tr>
<tr>
<td>ke²ør</td>
<td>‘be required’</td>
<td>deontic necessity</td>
</tr>
<tr>
<td>tøke</td>
<td>‘permit’</td>
<td>deontic possibility</td>
</tr>
</tbody>
</table>

Auxiliary verbs in Bao’an carry aspectual and modal meaning. They immediately follow the main verb in a clause and host the verbal suffixes expressing tense, aspect, and perspective. Most lexical verbs that co-occur with auxiliary verbs appear as bare stems, though there are two exceptions to this, and they are noted below. With the exception of tøke, all of the auxiliary verbs in my data still occur as lexical verbs (or in the case of wa, a copula) as well.

Of the auxiliary verbs with aspectual meaning, three co-occur with uninflected lexical verbs. The verb su ‘stay, sit, live’ indicates continuative aspect when used as an auxiliary verb. The first sentence in each set of examples in this section illustrates the use of the verb in question as a lexical verb; the following sentences give examples of the verb’s use as an auxiliary.

72) su used as a lexical verb:

\[
\begin{align*}
\text{te}^\text{ª} & \quad \text{ano} & \quad \text{gør} & \quad \text{nagda} & \quad \text{su-tøi} \\
2\text{SG} & \quad \text{which} & \quad \text{house} & \quad \text{in} & \quad \text{stay-IMPF.SUBJ} \\
& \quad \text{‘Which house do you live in?’} & \quad \text{(Caiguoji)}
\end{align*}
\]

74 Chen & Chingeltei (1986) and Wu (2003) report more auxiliary verbs than these, but I found no evidence of them in my data, so I have not included them here.
73) **su used as an auxiliary verb:**

\[
\begin{align*}
\text{dzōma} & \quad o = ku & \quad tɛ'ɛχænæŋ & \quad pə & \quad kela & \quad \text{su-tɕi} \\
\text{Droma} & \quad \text{go} = \text{IMPF.NMLZ} & \quad \text{time} & \quad 1\text{SG} & \quad \text{sleep} & \quad \text{stay-IMPF.SUBJ} \\
\end{align*}
\]
‘I was sleeping when Droma left.’

(Caiguoji)

74) **su used as an auxiliary verb:**

\[
\begin{align*}
\text{ana} & \quad \text{ron} = \text{da} & \quad o = ku & \quad tɛ'ɛχænæŋ & \quad pə & \quad \text{wel-o-ɡə} \\
\text{mother} & \quad \text{prefecture.town=LOC} & \quad \text{go} = \text{IMPF.NMLZ} & \quad \text{time} & \quad 1\text{SG} & \quad \text{work-VBZ} \\
\end{align*}
\]

\text{su-tɕi}

stay-IMPF.SUBJ

‘When mother went to town, I was working.’

(Caiguoji)

The verb *war* ‘hold’ indicates completive aspect when used as an auxiliary verb.

Sentence (75) gives an example of *war* used as a lexical verb, while sentences (76) and (77) illustrate the use of *war* as an auxiliary verb.

75) **war used as a lexical verb:**

\[
\begin{align*}
\text{atɕaŋ} & \quad χɔtɛ'ə & \quad \text{hko} = \text{ɡə} & \quad \text{war} & \quad \text{su-tɕə} \\
3\text{SG} & \quad \text{book} & \quad \text{big=} & \quad \text{SG.INDEF} & \quad \text{hold} & \quad \text{stay-IMPF.OBJ} \\
\end{align*}
\]

‘He was holding a big book.’

(Caiguoji)

76) **war used as an auxiliary verb:**

\[
\begin{align*}
\text{dzjx} & \quad tɛ'ɔχəɡə & \quad \text{war-tɕə} & \quad \text{jaŋ} & \quad \text{papa} & \quad anə = \text{kala} \ldots \\
\text{test} & \quad \text{pass} & \quad \text{hold-IMPF} & \quad \text{again father mother=} & \quad \text{DU} \\
\end{align*}
\]

‘once (I) passed the test, again (my) mother and father (said) . . .’

(Parents’ Instructions 23)

77) **war used as an auxiliary verb:**

\[
\begin{align*}
pə & \quad \text{wel-o-ɡə} & \quad \text{war-tɕə} & \quad tɛ'ə & \quad \text{u} & \quad \text{wa} \\
1\text{SG} & \quad \text{work-VBZ} & \quad \text{hold-IMPF} & \quad \text{tea} & \quad \text{drink} & \quad \text{COP1.OBJ} \\
\end{align*}
\]

‘I finished working, then I had dinner.’

(Caiguoji)

When used as an auxiliary verb, the copula *wa* indicates past tense. It typically co-occurs with an uninflected lexical verb as in (79), but there are a few instances in the
data where the preceding lexical verb has the non-finite imperfective suffix -tɕə, as in (80). In (78), wa is used as a copula, while in (79) and (80) it is used as an auxiliary verb.

78) wa used as a copula:
\[
t^ʰər \ nəŋdə \ k^ʰoju \ oloŋ \ çəŋ = gə \ wa
\]
that in spoken language many little= SG.INDEF COP1.OBJ
‘There was a good bit of spoken language in there.’  
(Disappointment 34)

79) wa used as an auxiliary verb:
\[
pə \ kozə = da \ t^ʰmt^ʰɔχ \ htcəl \ wa
\]
1SG self=LOC mianpian prepare COP1.OBJ
‘I made myself mianpian noodles.’  
(Caiguoji)

80) wa used as an auxiliary verb:
\[
təmangə \ dawu \ əsu \ dawu \ pəntšurən \ jo \ ɕa-tɕə \ wa
\]
a.bit late NEG late class.teacher again arrive-IMPF COP1.OBJ
‘A little later, the class teacher also arrived.’  
(Disappointment 20)

Two of the auxiliary verbs with aspectual meaning always co-occur with lexical verbs inflected with the non-finite imperfective suffix -tɕə. The auxiliary verb ke ‘put’ indicates that the predication is a change of state. In (81) ke is used as a lexical verb, and in (82) and (83) it is used as an auxiliary verb.

81) ke used as a lexical verb:
\[
ləkə \ nəŋdə \ ke \ k^ʰər-səŋ
\]
bread.pan in put be.required-POS
‘(You) need to put (it) in bread pans.’  
(How to Make Bread 11)
82) *ke* used as an auxiliary verb:

\[
\begin{align*}
\text{atacň} & \quad \text{x̂o} & \quad \text{tɕʰo'orhton} & \quad \text{welo-ke-tɕo} & \quad \text{ke-tɕo = ku} & \quad \text{najda} \\
3SG & \quad \text{new} & \quad \text{stupa} & \quad \text{work-VBZ-IMPF} & \quad \text{put-IMPF = IMPF.NMLZ} & \quad \text{in} \\
\text{su-tɕo} \\
\text{stay-IMPF.OBJ}
\end{align*}
\]

‘He lives in (the one) where (they’re) building the new stupa.’

(Caiguoji)

83) *ke* used as an auxiliary verb:

\[
\begin{align*}
\text{atacň} & \quad \text{saŋ} & \quad \text{χar-ɕa-tɕo} & \quad \text{ke-tɕo} \\
3SG & \quad \text{offering} & \quad \text{burn-CAUS-IMPF} & \quad \text{put-IMPF.OBJ}
\end{align*}
\]

‘He burned the offering up.’

(Caiguoji)

The verb *ər* ‘come’ indicates direction toward the speaker. In (84), *ər* is used as a lexical verb; in the following examples it is used as an auxiliary verb.

84) *ər* used as a lexical verb:

\[
\begin{align*}
pantsuren & \quad \text{mone} & \quad \text{səpda} & \quad \text{ər-tɕo} \\
\text{class.teacher} & \quad \text{1SG.GEN} & \quad \text{front} & \quad \text{come-PERF}
\end{align*}
\]

‘The class teacher came up to me.’

(Disappointment 65)

85) *ər* used as an auxiliary verb:

\[
\begin{align*}
t'alkə-sa & \quad \text{su} & \quad t'alkə-tɕo = ku & \quad \text{lan = nə} & \quad \text{ap-tɕo} \\
\text{agree-COND} & \quad \text{so} & \quad \text{agree-IMPF = IMPF.NMLZ} & \quad \text{answer = ACC} & \quad \text{take-IMPF} \\
\text{ərə-tɕo} \\
\text{come-IMPF.OBJ}
\end{align*}
\]

‘If they agreed, then I was to bring the answer of agreement back.’

(Disappointment 7)

86) *ər* used as an auxiliary verb:

\[
\begin{align*}
\text{ke-tɕo} & \quad \text{ərə-m} \\
\text{put-IMPF} & \quad \text{come-NARR}
\end{align*}
\]

‘(We) got them (all in one spot).’

(Skirmish 32)

Because these two auxiliary verbs co-occur with lexical verbs bearing non-finite morphology, the argument might be made that these are simply instances of a non-finite
verb (converb) followed by a finite lexical verb rather than auxiliary verb constructions. This might be a logical analysis for some cases, but there are many instances where the semantic bleaching of these final verbs has occurred to the extent that they are better understood as auxiliary verbs even though they do not differ formally from a combination of two lexical verbs (see chapter six for a discussion of clause combining in Bao’an). Sentences (85) and (87), for example, appear to have undergone differing amounts of semantic bleaching. So *ər* in sentence (87) very plausibly retains the meaning ‘come’ and may not be an auxiliary verb in this case.

\[\begin{array}{llllll}
\text{htema} = nə & sengu = tsʰəŋ = nə & \text{ana} & sengu = da & \text{ap- tcə} & \\
\text{bread=ACC} & \text{Caiguoji=family=ACC} & \text{mother} & \text{Caiguoji=LOC} & \text{take-IMPF} & \\
\hline
\end{array}\]

\textit{ər-əra-səŋ}

\textit{come-CAUS-POS}

‘Caiguoji’s mom made her bring the bread.’

(Caiguoji)

Further along the path to grammaticalization is the occurrence of *ər* as a directional indicator where the meaning ‘direction toward the speaker’ may have a more abstract application, as in sentence (85). In these cases, the verb retains the sense of directionality toward the speaker without entailing literal movement. So in the context of (85), for example, ‘bringing the answer back’ might simply mean making a phone call.

Of the two modal auxiliary verbs, *kʰər* ‘be required’ immediately follows uninflected lexical verbs, and indicates deontic necessity when used as an auxiliary verb. Sentence (88) gives an example of *kʰər* used as a lexical verb; sentences (89) and (90) contain examples of *kʰər* used as an auxiliary verb.
88) \(kʰə\) used as a lexical verb:

\[
\text{hko nato} kʰə-u sə hko torun kʰə-u=tə.
\]

big festival be.required-Q water big head be.required-Q=QUOT.IMPF

‘...do (you) want a big festival or a big well?’ (he said.)

(Dz̄kələru 143)

89) \(kʰə\) used as an auxiliary verb:

\[
əno=na aŋə=da wa kʰər-sag ba-u.
\]

this=ACC mouth=LOC hold be.required-PERF.NMLZ COP2.OBJ-Q

‘Should (I) hold this up to (my) mouth?’

(Ləru Dancing 13)

90) \(kʰə\) used as an auxiliary verb:

\[
kutəŋ=da se ɕəl kʰər-na.
\]

neck=LOC sash wear be.required-DUR

‘(One) should wear a sash on (one’s) neck.’

(Ləru Dancing 29)

In addition to being preceded by uninflected lexical verbs, \(kʰə\) can also be

immediately preceded by either a lexical verb with the causative suffix \(-əʁə\) (with no

TAM morphology) or by an aspectual auxiliary verb.

91) \(manda da mantəl-ʁə kʰər-na pe\)

1PL.INCL.COLL.LOC also dig-CAUS be.required-DUR EMPH

‘(They) should let us also dig!’

(Skirmish 23)

92) \(kʰəma nəkə=da ke-ʁə or kʰə=kə wa\)

position one=LOC put-IMPF come be.required=IMPF.NMLZ COP1.OBJ

‘We had to get them all in one place.’

(or ‘It was the case that we had to get them all in one place.’)

(Skirmish 31)

The second modal auxiliary verb, \(tʰəke\) ‘permit’, indicates deontic possibility

when used as an auxiliary verb. It is preceded by a lexical verb with either the non-finite

conditional suffix \(-sa\) or the familiar imperative suffix \(-də\). Again, because these lexical

verbs are fully inflected with either a non-finite suffix or an imperative suffix, it could be
argued that this is a simple case of clause combining. There are two reasons for including \(t^h\)ake here, however: it does not freely occur with lexical verbs bearing any other non-finite morphology, and its meaning of deontic possibility in these constructions means that it patterns with \(k^h\)r in terms of its usage. My data contain no sentences in which \(t^h\)ake is used as a lexical verb; (93) is an example of \(t^h\)ake co-occurring with a lexical verb marked with the familiar imperative suffix -\(d\), and (94) is an example of \(t^h\)ake co-occurring with a lexical verb marked with the non-finite conditional suffix -\(sa\).

93) \(jan-k\a-t\a\) \(k^h\a=ku\) \(dar\a\) \(\sigma-rsa\) \(jan-k\a-t\a\)
what-VBZ-IMPF say=IMPF.NMLZ thought come-COND what-VBZ-IMPF
\(k^h\a\)-\(do\) \(t^h\ake-sa\)
say-IMP permit-POS
‘You can say whatever comes to mind to say.’

(L\a ru Dancing 22)

94) \(dedo=la\) \(laxci\) \(t\o-t\a\) \(saro=la=no\) \(\chiamdo\) \(hkura=go\)
grandfather=PL towel wear-IMPF young=PL=ACC together circle= SG.INDEF
\(jix-sa\) \(t^h\ake-sa\)
do-COND permit-POS
‘The grandfathers can wear a towel and (dance) in a circle with the young (men).’

(L\a ru Dancing 113)

5.2 Valence and Argument Expression

5.2.1 Intransitive Clauses

In intransitive clauses, the single argument precedes the verb and is zero-marked for nominative case.

95) \(ts^h\edzigesom\) \(tso\x\k\a\) \(su-t\a\) \(pe\)
holy.ones gather stay-IMPF.OBJ EMPH
S V
‘The holy ones have gathered (and are waiting)!’

(Dz\xk\l\xru 69)
5.2.2 Transitive Clauses

In transitive clauses, agents are zero-marked for nominative case and patients are optionally marked with the accusative enclitic $=nə$. The unmarked relative ordering of the arguments is SOV, though OSV ordering occurs when O is topical (see §5.7 for a discussion of topic fronting in Bao’an Tu).

96) \[\begin{array}{l}
dedə = la & la\chi ei & tə =təo \\
\text{grandfather=PL} & \text{towel} & \text{wear-IMPF} \\
A & P & V
\end{array}\]

‘The grandfathers wear towels...’  
(Laru Dancing 113)

5.2.3 Ditransitive Clauses

Ditransitive clauses contain an agent zero-marked for nominative case, a theme optionally marked with the accusative enclitic $=nə$, and a recipient marked with the locative enclitic $=da$.

97) \[\begin{array}{l}
təəci & tsəamtoχ = gə & dzoma = da & oχ-təo \\
\text{Jiashi} & \text{gift=SG.INDEF} & \text{Droma=LOC} & \text{give-IMPF.OBJ} \\
A & DO & IO & V
\end{array}\]

‘Jiashi gave a gift to Droma.’  
(Caiguoji)

Because the theme receives the same case marking as the direct object of a monotransitive clause while the recipient takes the locative case, I call these two arguments the direct object and indirect object, respectively (Dryer 1986). The relative ordering of the direct and indirect object varies, depending on which is in focus. The one immediately preceding the verb is in focus, so (97) above would be a natural answer to the question, “who did Jiashi give a gift to?” If the question, “what did Jiashi give Droma?” were asked, a more natural answer would be (98).
5.2.4 Reciprocal and Reflexive Clauses

Reciprocal clauses are typically (but not always) formed by means of the suffix -tɕʰe, which attaches to the verb stem and in turn hosts TAM suffixes. The facts about the formation of reciprocal clauses differ depending on the valence of the verbs from which they are formed. Accordingly, I have organized this section according to the valence of the verbs from which reciprocal clauses are formed, followed by a note on reflexive clauses.

5.2.4.1 Reciprocal Clauses Formed from Transitive Verbs

There are a few transitive verbs that are understood to be reciprocal without any morphological marking when they appear with dual or plural subjects and no direct objects. Syntactically then, these verbs are intransitive in these contexts.

99) non-reciprocal use of tšaka ‘run.into’:

\[
\begin{array}{llll}
\text{dzöma} & \text{šitʃʰaj} & \text{naŋda} & \text{kontʰarhtɕo} = \text{no} \\
& & & \text{tšaka-tɕo}
\end{array}
\]

Droma market in Kuantaiji=ACC run.into-IMPF.OBJ

‘Droma saw Kuantaiji at the market.’

100) reciprocal use of tšaka ‘run.into’:

\[
\begin{array}{llll}
\text{dzöma} = \text{tɕo} & \text{kʰontʰarhtɕo} = \text{vala} & \text{tšaka-tɕo}
\end{array}
\]

Droma=and Kuantaiji=DU run.into-PERF

‘Droma and Kuantaiji saw each other.’
101) non-reciprocal use of h₇ərgə ‘kiss’:

\[
\text{dort} = k^{b}\text{ont}^{b}\text{arht} = no \quad h₇ə-gə-tə
\]

Dorje Kuantaiji=ACC kiss-VBZ-IMPF.OBJ

‘Dorje kissed Kuantaiji.’

(Caiguoji)

102) reciprocal use of h₇ərgə ‘kiss’:

\[
\text{dort} = tə \quad k^{b}\text{ont}^{b}\text{arht} = kala \quad h₇ə-gə-tə
\]

Dorje=and Kuantaiji=DU kiss-VBZ-IMPF.OBJ

‘Dorje and Kuantaiji kissed.’

(Caiguoji)

Most transitive verbs, however, require the use of the reciprocal suffix -tə⁷⁵ in order to have reciprocal meaning if no overt direct object is expressed, as the following examples demonstrate. In (104), the verb jiχ with coordinated subjects, no direct object, and no reciprocal suffix is understood to mean that the two men hit a third party. In order to get a reciprocal reading, the reciprocal suffix must be used, as in (105).

103) non-reciprocal use of jiχ ‘hit’:

\[
\text{dort} = tə \quad tseraŋ = kala \quad dzoma = no \quad jiχ-tə
\]

Dorje=and Tseraŋ=DU Droma=ACC hit-IMPF.OBJ

‘Dorje and Tserang are hitting Droma.’

(Caiguoji)

104) non-reciprocal use of jiχ ‘hit’ (with no overt direct object):

\[
\text{dort} = tə \quad tseraŋ = kala \quad jiχ-tə
\]

Dorje=and Tseraŋ=DU hit-IMPF.OBJ

‘Dorje and Tserang are hitting (me/you/him...).’

*‘Dorje and Tserang are hitting each other.’

(Caiguoji)

---

⁷⁵ In careful articulation, the form of this suffix is actually -tə⁷⁵ətə⁷⁵. In normal speech, however, it is shortened to -tə⁷⁵e with no change in meaning.
105) reciprocal use of jiχ ‘hit’:

dortɕə = tɕə tseraŋ = kala jiχ-teʰe-teə
Dorje=and Tseraŋ=DU hit-RECP-IMPF.OBJ
‘Dorje and Jiashi are fighting (lit. hitting each other).’

(Caiguoji)

The following sentences give further examples of the use of the reciprocal suffix -teʰe.

106) χapa = tɕə muзи = kala dzu-teʰe-teə
dog=and cat=DU bite-RECP-IMPF.OBJ
‘The dog and cat bit each other.’

(Caiguoji)

107) aku = la mərkə = nə mərkə-teʰe-teə
girl=PL clothing=ACC wear-CAUS-RECP-IMPF.OBJ
‘The girls dressed each other (lit. caused each other to wear clothing).’

(Caiguoji)

Another strategy for forming reciprocal clauses from transitive sentences with
non-singular subjects is to use the reduplicated form of koʑə ‘self’ as the direct object of
the clause. These clauses remain syntactically transitive, and the reciprocal suffix -teʰe is
not used.

108) dortɕə = tɕə tsʰerəŋ = kala nərhtə nanda koʑə-koʑə = nə kəli-teə
Dorje=and Tseraŋ=DU mirror in self-self=ACC see-IMPF.OBJ
‘Dorje and Tserang see each other in the mirror.’

(Caiguoji)

In contexts in which the agents of the reciprocal action do not form the subject
and direct object of a transitive verb—but rather the subject of a verb and object of a
postposition—then the valence of the verb is not changed; it remains transitive. The object
of the postposition is comprised of a reduplicated form of either nəkə ‘one’ or koʑə ‘self’.

As is demonstrated in (109), if nəkə is used, then the reciprocal suffix -teʰe is optional
(just as in the formation of reciprocals from ditransitive verbs–see the next section). If
kozo is used, then the reciprocal suffix is obligatory for a reciprocal meaning (see (110));
without the reciprocal suffix, the clause has a reflexive meaning (as in (111)).

109) nəkə~nəkə used as object of postposition, reciprocal suffix optional:
   aku=qala čuru=nə nəkə~nəkə kʰada jix(-tʰe)-təo
girl=DU dirt=ACC one~one on hit(-RECP)-IMPF.OBJ
   ‘The (two) girls threw mud on each other.’

(Caiguoji)

110) kozə~kozə used as object of postposition, reciprocal suffix obligatory:
   aku=qala čuru=nə kozə~kozə kʰada jix-tʰe-təo
girl=DU dirt=ACC self~self on hit-RECP-IMPF.OBJ
   ‘The (two) girls threw mud on each other.’

(Caiguoji)

111) kozə~kozə used as object of postposition, reciprocal suffix is not used; reciprocal
   meaning is not attained:
   aku=qala čuru=nə kozə~kozə kʰada jix-təo
   girl=DU dirt=ACC self~self on hit-IMPF.OBJ
   ‘The (two) girls threw mud on themselves.’
   *‘The (two) girls threw mud on each other.’

(Caiguoji)

5.2.4.2 Reciprocal Clauses Formed from Ditransitive Verbs

The agent argument(s) of a reciprocal ditransitive verb receives nominative case, the
theme is expressed as an accusative-marked direct object, and the form nəkə~nəkə=da
‘one~one=LOC’ comprises the indirect object. Use of the reciprocal suffix -tʰe is
optional in these sentences.

112) dzoma=təo təæi=qala nəkə~nəkə=da tʰamtʰoχ oχ(-tʰe)-təo
   Droma=and Jiashi=DU one~one=LOC gift give(-RECP)-IMPF.OBJ
   ‘Droma and Jiashi gave each other gifts.’

(Caiguoji)
I stated in §3.5.1 that when the number nəka ‘one’ is reduplicated, it typically means ‘each one’. Thus, if the reciprocal suffix -tcʰe is not used in a sentence like (112) above, the meaning is ambiguous with the meaning: ‘[Droma and Jiashi] gave [each one] gifts.’ In most contexts, the syntactic ambiguity does not hinder understanding, and so the reciprocal suffix is often left off. If for some reason a speaker wants to be particularly clear that a reciprocal meaning (rather than the meaning ‘each one’) is intended, she will use the reciprocal suffix.

### 5.2.4.3 Reciprocal Clauses Formed from Intransitive Verbs

My data contain just one intransitive reciprocal clause. It makes use of the reciprocal suffix -tcʰe, and the valence of the clause remains intransitive.

113) \[\text{aku=ʁala atcaŋkalænə kʰətʰə=la=də o-tcʰe-tɕə}\]
    \[\text{girl=DU 3DU.GEN house.LOC=PL=LOC go-RECP-IMPF.OBJ}\]
    ‘The (two) women go to each other’s houses.’ (GS)  
    (Caiguoji)

### 5.2.4.4 A Note on Reflexives

The strategies for encoding reciprocal clauses (the use of the reflexive suffix -tcʰe and the use of the reduplicated forms koza~koza or nəka~nəka) differ from that used for encoding reflexives, which makes use of the reflexive pronoun koza (without reduplication).

Reflexive examples (42)-(44) from §4.2.2 are repeated here as (114)-(116) for comparison. For the full discussion of reflexives, see §4.2.2.

114) \[\text{atcaŋ koza=nə wasə-tɕə}\]
    \[\text{3SG self=ACC wash- IMPF.OBJ}\]
    ‘He washed himself.’  
    (Caiguoji)
115) \textit{at\text{-}c\text{-}ŋ} \quad \textit{k\text{-}zo} = \textit{no} \quad \textit{b\text{-}dzo\text{-}c} = \textit{no} \quad \textit{dz\text{-}a\text{-}tc\text{\text{-}}} \\
3SG \quad \text{self=ACC} \quad \text{finger=ACC} \quad \text{burn- PERF} \\
‘She burnt her own finger.’ \\
(Caiguoji)

116) \textit{p\text{\text{-}}} \quad \textit{k\text{-}zo} = \textit{da} \quad \textit{t\text{'\text{-}m\text{'}\text{-}b\text{\text{-}c\text{-}}} \quad \textit{ht\text{-}c\text{\text{-}}} \quad \textit{wa} \\
1SG \quad \text{self=LOC} \quad \text{mianpian} \quad \text{prepare} \quad \text{COP1.OBJ} \\
‘I made myself mianpian noodles.’ \\
(Caiguoji)

5.2.5 Copular Clauses

The copula \textit{wa/wi} is used in predicates of possession, predicate adjectives, locational predicates, and existential predicates; it is glossed ‘\textit{COP1}’.\textsuperscript{76} The copula \textit{ba/bi} is used in nominal predicates; it is glossed ‘\textit{COP2}’.\textsuperscript{77} There is some question whether the copulas are verbs or not. On the one hand, they do not take most finite verbal morphology; but on the other hand, they do host non-finite verbal suffixes (including the nominalizers) as well as the finite modal suffix -\textit{saŋ}.\textsuperscript{78} They also appear in the same position in the clause as lexical verbs, so I consider them here to be verbs—albeit a special sub-class of verbs.

5.2.5.1 Predicate Possession

When possession of an indefinite object is predicated, the possessor is marked by the locative enclitic =\textit{da} (discussed in §3.1.1.3.1), and the possessed NP functions grammatically as the subject of an intransitive sentence with the copula \textit{wa/wi}.

\textsuperscript{76} This copula is referred to by Wu (2003) as an existential verb and is glossed ‘exist’. This is likely due to the influence of studies in Sinitic languages, in which the copula 有名\textit{(y\text{\text{-}}ou)}, which has a very similar range of functions, is glossed ‘exist’ (e.g. Li & Thompson 1981). The copula \textit{wa/wi} is used in a much broader range of functions than just existential predicates, however, so I refrain from glossing it ‘exist’.

\textsuperscript{77} A third copula \textit{j\texttext{-}i/o} is reported in Wu (2003), but the speakers I have consulted insist that \textit{j\texttext{-}i} is a dialectal variant of \textit{bi} (Gasare dialect), and that \textit{o} is a variant of \textit{wa} showing up in casual or fast speech. My data bear this out.

\textsuperscript{78} The exception to this is that copulas do not host the non-finite suffixes -\textit{t\text{-}c\text{\text{-}}} ‘IMP’ or -\textit{te\text{-}} ‘REASON’. 
‘I have a notebook.’

‘Dorje has a notebook.’

Note that the usual word order for an intransitive sentence with an oblique noun phrase is SXV (where ‘X’ denotes an oblique), but in predicates of possession the dative marked possessor is normally the first element in the clause, yielding XSV.

A second type of predicate possession is used when the possessed object rather than the possessor is topical. In these situations, the possessed object is the subject of a nominal predicate while the possessor hosts the enclitic =gaŋ (discussed in §3.1.1.6) and makes up the nominal predicate.

‘This clothing is Tibetan (lit. This clothing is Tibetans’).’

‘That notebook is mine.’

The key indicator that these sentences are nominal predicates is that the copula ba/bi rather than the copula wa/wi is used. See section 5.2.5.3 for further discussion of nominal predication.

79 A full list of the predicate possessive pronouns is given in table 4.1.
5.2.5.2 Predicate Adjectives

As was shown in §4.3.3, most Bao’an property terms are not verbal. Predicate adjectives occur immediately preceding the copula wa/wi. The noun phrase being modified is the subject of the intransitive sentence.

121) nokə mohton under wa
    that tree tall COP1.OBJ

   ‘That tree is tall.’

   (Caiguoji)

122) χani=la nəm-kə-təə natʰə-sa jaksə wa
    all=PL tidy-VBZ-IMPF dance-COND pretty COP1.OBJ

   ‘If everyone dances nicely, (it) is pretty.’

   (Ləru Dancing 45)

5.2.5.3 Nominal Predication

Nominal predicates make use of the copula ba/bi, and both arguments appear in nominative case (zero-marked). This is true for both equational and non-equational predicates. Sentences (123) and (124) give examples of non-equational predicates, while (125) and (126) are examples of equational predicates (by way of reminder, the use of the accusative clitic =nə on htema ‘bread’ in (124) indicates the genitival relationship between htema ‘bread’ and roχ ‘type’; see §3.1.1.1.2 for a discussion of the functions of =nə).

123) dzoma gərgən bi-səŋ
    Droma teacher COP2.SUBJ-POS

   ‘Droma is a teacher.’

   (Caiguoji)

124) tʰəsər htema=nə roχ=gə ba
    tagor bread=ACC type=SG.INDEF COP2.OBJ

   ‘Tagor is a type of bread.’

   (Caiguoji)
5.2.5.4 Locative Predication

The word ordering of constituents of locative predicates is S LOC V, where ‘LOC’ is a locative phrase and ‘V’ is the copula wa/wi. Locative phrases consist of either a postpositional phrase or an NP marked with the locative enclitic =da.

127) teaci hloptca nayda wa
    Jiashi school in COP1.OBJ
    ‘Jiashi is at school.’

128) teaci sila=da wa
    Jiashi Xining=LOC COP1.OBJ
    ‘Jiashi is in Xining.’

5.2.5.5 Existential Predicates

Existential predicates use the copula wa/wi.

129) sotca =da kʰatsʰaŋ natʰa =ku wa
    Soja=LOC complete dance=IMPF.NMLZ COP1.OBJ
    ‘Everyone dances for Soja clan.’
    (lit. ‘There is complete dancing for Soja clan.’)

130) tʰəsanə jama kʰsl=ku wa-u
    next thing speak=IMPF.NMLZ COP1.OBJ-Q
    ‘Is there anything more to say?’
5.2.6 Valence Changing Strategies

Valence changing strategies in Bao’an include the causative construction, anticausative construction, and some reciprocal constructions (see §5.2.4 for the various strategies for forming reciprocals). Bao’an has no passive construction. The functional equivalent of an actorless passive is a transitive clause in which no actor is expressed, and the actor is interpreted as non-specific. In these sentences, use of the accusative clitic =nə to mark the patient is obligatory. (131) is an active transitive sentence with both arguments expressed, and (132) is the equivalent of an actorless passive version of (131).

131) \textit{dzoma dʒama =nə kərol-tə\textsuperscript{a}}
\hspace{1cm} Droma\textsuperscript{a} window\textsuperscript{a} =ACC\textsuperscript{a} break\textsuperscript{a}-PERF
\hspace{1cm} ‘Droma broke the window.’

(Caiguoji)

132) \textit{dʒama =nə kərol-tə\textsuperscript{a}}
\hspace{1cm} window\textsuperscript{a} =ACC\textsuperscript{a} break\textsuperscript{a}-PERF
\hspace{1cm} ‘The window was broken.’
\hspace{1cm} (or ‘(I/you/he...) broke the window.’\textsuperscript{80})

(Caiguoji)

The fact that the patient in this type of sentence retains its accusative case marking, together with the lack of special verbal morphology, indicate that this is a transitive clause with no overtly expressed actor rather than a true passive construction.

5.2.6.1 Causative Constructions

Causative constructions introduce an argument into a clause by expressing an argument referring to a causing agent. The causative suffix -ə\textsuperscript{a} appears on the verb in these clauses, and the causing agent appears in nominative case. The subject of an intransitive

\textsuperscript{80} The interpretation of this sentence is dependent on context. A transitive clause with no overtly expressed actor can either be interpreted as having a non-specific actor (in which case the clause is the functional equivalent of an actorless passive) or it can be interpreted as having a highly topical actor that has been left unexpressed because of its topicality.
sentence hosts the accusative enclitic \=nə when it becomes a causee, as in (134) and (136).

133) **Non-causative intransitive:**

\[
\text{dzəjəŋ} \quad \text{na-ʨə} \\
\text{dish} \quad \text{fall-PERF} \\
\text{‘The dish fell.’}
\]
(Caiguoji)

134) **Causative:**

\[
\begin{array}{c}
\text{dortɕə} \quad \text{dzəjəŋ} = \text{nə} \\
\text{Dorje} \quad \text{dish=ACC} \quad \text{fall-CAUS-PERF} \\
\text{‘Dorje made the dish fall.’}
\end{array}
\]
(Caiguoji)

135) **Non-causative intransitive:**

\[
\begin{array}{c}
\text{ɕaʑə} \quad \text{ɕone-ʨə} \\
\text{child} \quad \text{smile-IMPF.OBJ} \\
\text{‘The child is smiling.’}
\end{array}
\]
(Caiguoji)

136) **Causative:**

\[
\begin{array}{c}
\text{dzoma} \quad \text{ɕaʑə} = \text{nə} \quad \text{ɕone-sama-ʨə} \\
\text{Droma} \quad \text{child=ACC} \quad \text{smile-CAUS-IMPF.OBJ} \\
\text{‘Droma makes the child smile.’}
\end{array}
\]
(Caiguoji)

When the subject of a transitive verb becomes a causee, it takes the locative enclitic \=da. The direct object in these sentences takes the same case marking in the causative sentence as it would in its non-causative equivalent. So the indefinite direct object *man* ‘medicine’ does not host the accusative enclitic in either the non-causative or causative sentences given in (137) and (138).

\[81\] The initial /ɜ/ in –eʁə is elided when the verb stem to which it is attached ends with an open syllable.
non-causative predicate with indefinite direct object:

\[ \text{cazə} \quad \text{man} \quad \text{u-tco} \]
child medicine drink-IMPF.OBJ
‘The child took medicine.’

(Caiguoji)

causative predicate with indefinite direct object:

\[ \text{atcan} \quad \text{cazə = da} \quad \text{man} \quad \text{u-ʁa-tco} \]
3SG child=LOC medicine drink-CAUS-IMPF.OBJ
CAUSER CAUSEE DO
‘She made the child take medicine.’

(Caiguoji)

A definite direct object, on the other hand, does take the accusative enclitic in both non-causative and causative sentences, as is demonstrated by (139) and (140).

non-causative predicate with definite direct object:

\[ \text{cazə} \quad \text{nokə} \quad \text{man = no} \quad \text{u-tco} \]
child that medicine=ACC drink-IMPF.OBJ
‘The child took that medicine.’

(Caiguoji)

causative predicate with definite direct object:

\[ \text{atcan} \quad \text{cazə = da} \quad \text{nokə} \quad \text{man = no} \quad \text{u-ʁa-tco} \]
3SG child=LOC that medicine=ACC drink-CAUS-IMPF.OBJ
CAUSER CAUSEE DIRECT OBJECT
‘She made the child take that medicine.’

(Caiguoji)

Bao’an verbs do not have person marking (except in imperative mood), but the perspective marking on the examples below show that the causer replaces the causee as the grammatical subject of a causative sentence. In (141), the subject of the declarative sentence is first person, so the subjective verbal suffix \(-tɕi\) is used. When a third person causer (and causative verbal morphology) is added (as in (142)), the subjective verbal suffix is replaced with the objective suffix \(-tco\).
As is apparent from the above examples, causative predicates expressed by means of the suffix -əʁa cover a broad semantic range from direct causation (as in (134)) to secondary causation (as in (136)). The semantic range of -əʁa also includes permission, as in (143).

There are two instances in my data in which a causative sentence has an intransitive causee in accusative case, but does not have the verbal suffix -əʁa. One example is given here.

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82It should be noted that dondi is not lexically causative. See (227) for an example of the typical transitivity of dondi.
This strategy for expressing causation appears much less frequently than the strategy employing the causative suffix -əʁa; it accounts for just two of sixty-seven causative clauses in my data.

### 5.2.6.2 The Anticausative Construction

The suffix -ra is attached to a lexically transitive verb. The verb is then intransitive; the patient of the verb appears in nominative case, and the actor is omitted completely. The following pair of sentences demonstrates the use of the verb kosol ‘shatter’ as both a transitive verb and an intransitive verb (intransitive because of the use of -ra).

145)  
\[
\text{cazə dzama =nə kosol-ʨə} \\
\begin{array}{l}
\text{child window=ACC shutter-PERF} \\
\text{‘The child(ren) shattered the window.’}
\end{array}
\]  

(Caiguoji)

146)  
\[
dzama kosol-ra-tɕə \\
\begin{array}{l}
\text{window shutter-ANTIC-PERF} \\
\text{‘(The) window shattered.’}
\end{array}
\]  

(Caiguoji)

The patient of a verb marked with -ra cannot receive any case marking other than zero case marking (indicating nominative case), which is strong proof of its status as the grammatical subject of the clause. Furthermore, it is not acceptable to express the actor of a verb marked with -ra as either an argument or an oblique. Bao’an Tu speakers assert that unlike the actorless passive equivalent discussed in §5.2.6, no actor (other than the grammatical subject) is assumed to exist when -ra is used. When questioned more closely about these sentences, they explain that the window in (146), for example, is assumed to have simply broken of its own accord (perhaps from old age) without any obvious third-party causer. Because the subjects of these clauses are semantically
patients, but are expressed as active subjects (and there is no implication of an actor the way there is with active transitive verbs), I have glossed the suffix -ra as ‘ANTIC’ indicating ‘anticausative’. The following sentences give two more examples of the use of the anticausative suffix.

147) *de apa ogoŋ war-*ra-*tɕə*
    now father daughter finish-ANTIC-PERF
    ‘Now the old ones have passed away.’
    *(lit. ‘Now fathers (and) daughters have finished.’)*
    (Skirmish 15)

148) *gə htar-*ra-*tɕə*
    house burn-ANTIC-PERF
    ‘(The) house burned.’
    (Caiguoji)

5.2.7 Argument Expression

Arguments and obliques are expressed by full noun phrases containing lexical nouns, complement clauses, pronouns, or by no overt expression at all. Although I have not conducted a formal statistical study, there seems to be a strong preference in natural speech for expressing just one argument in a clause or sentence and leaving the rest implicit. Many clauses contain no overtly expressed arguments. The following sentences give examples of intransitive, transitive, and ditransitive sentences with various combinations of overtly expressed and non-overtly expressed subjects, objects, and indirect objects.

149) *ɕida χargə-tɕə gər na-tɕə = tɕə*
    outside leave-IMPF house fall-PERF=QUOT.IMPF.OBJ
    ‘They say (they) went outside, and the house fell in.’
    *(χargə : intrans, ø subject)*
    *(na : intrans, NP subject)*
    (Laru Dancing 74)
150) \(tʰorun=da\ \text{te}la\ \chi al\ kʰor-na\)
\(\text{head}=\text{LOC}\ \text{false.braid wear be.required-DUR}\)
‘(Everyone) should wear a false braid on (one’s) head.’
\((\chi al)\ : \text{trans, } \emptyset \text{ subject, NP object, NP oblique})

(Ləru Dancing 28)

151) \(təwa\ \text{aman}=da\ \text{nəkə~nəkə}\ jich-teo\)
\(\text{shaman mouth}=\text{LOC}\ \text{one~one hit-IMPF.OBJ}\)
‘...the shaman hits each of them on the mouth.’
\((jich)\ : \text{trans, NP subject, pronoun object, NP oblique})

(Ləru Dancing 37)

152) \(dawu\ \text{da jɔrtə} \text{tɔrtə} \chi ara-tə-tə\)
\(\text{still also here there taunt-IMPF-IMPF.OBJ}\)
‘(We) taunt (each other) back and forth now still.’
\((\chi ara)\ : \text{trans, } \emptyset \text{ subject, } \emptyset \text{ object})

(Ləru Dancing 54)

153) \(manda\ \text{kormu}\ oχ=ku\ ki\)
\(1\text{PL.INCL.COLL.LOC money give=IMPF.NMLZ NEG. COP1.SUBJ}\)
‘We did not have money to give (them).’
\((oχ)\ : \text{ditrans, pronoun subject, NP object, } \emptyset \text{ indirect object})

(Ləru Dancing 59)

154) \(kʰətʰə\ \text{χəpəə-ka-sa}\ rakə\ oχ-təi-səŋ\)
\(\text{home.LOC come-CAUS-COND alcohol give-IMPF.SUBJ-POS}\)
‘If (one) invited (him) to one’s home, (one) would give (him) alcohol.’
\((\chiəpəə-ka)\ : \text{trans, } \emptyset \text{ subject, } \emptyset \text{ object, NP oblique})
\((oχ)\ : \text{ditrans, } \emptyset \text{ subject, NP object, } \emptyset \text{ indirect object})

(Ləru Dancing 68)

These examples do not exhaust all of the logically possible combinations of arguments expressed as full NP’s, pronouns, or not overtly expressed, but they suffice to show the wide variety of argument expression used by Bao’an speakers. I have not conducted a study of what discourse situations allow for the non-overt expression of clausal arguments, but it appears to be the case that anytime the referent of an argument is identifiable in the discourse context, the argument may be left unexpressed.
5.3 Adverbs

Bao’an has a class of uninflected phonologically independent words I will refer to as adverbs. These words fall into three natural groupings: 1) deictic terms referring to spatial orientation, 2) adverbs referring to time and frequency, 3) and adverbs indicating degree, epistemic likelihood, and the meanings ‘also’, ‘again’, and ‘together’.

The most common spatial deictic terms are əndə ‘here’ and thəndə ‘there’. They typically occur in clause initial position, but they may also occur in second position.

155) tʰəndə nenə hko = gə wa
‘There is a very old grandmother there.’
(Cainguoji)

156) danoŋ andə mohton kina
‘There were no trees here last year.’
(Cainguoji)

The deictic terms jortə ‘here’ and dortə ‘there’ occur much less frequently, and in my data they always occur together as a phrase indicating a meaning something like ‘here and there’. Like əndə and tʰəndə, this phrase occurs either in clause initial position or in second position.

157) dortə jortə kʰonŋ somtə soni ala-san = teə
‘They say thirty-two people from here and there died.’
(Ləru Dancing 57)
Lexical nouns referring to a specific time often occur as oblique expressions without any case inflection, and so in effect behave syntactically the same as other uninflected time expressions that are not lexical nouns. They are also distinct from other nouns in that when used adnominally they host the nominalizer =ku ‘IMPF.NMLZ’ rather than the accusative enclitic =nə (see §4.3.7.3 for a discussion of this use of =ku).

Therefore, they are included in the discussion here; a list of those found in my data is given in (159).

159)  
ciləŋ ‘night’  
danəŋ ‘last year’  
ərhə ‘morning’  
hkutə ‘yesterday’  
məχəə ‘tomorrow’  
nəciləŋ ‘this evening’  
nəŋwarhə ‘this morning’  
nədə ‘today’  
jits’əŋda ‘next year’
The following sentences give examples of the use of this class of adverbs.

160) \(t^{h}or=n\ \text{cilag} \ au=la \ jindam\\text{\text{"a}}nda \ ula=da \ t^{h}a\)
that=ACC night boy=PL definitely mountain=LOC sleep

\(k^{h}or-sa\qquad\)
be.required-POS
‘The boys must definitely sleep on the mountain that night.’  
(Ləru Dancing 100)

161) \(\text{dan}on\ \text{t}\text{\text{"a}}\text{ci}=da \ nosi \ kina\)
last.year Jiashi=LOC dog NEG.COP1.OBJ
‘Jiashi did not have dogs last year.’  
(Caiguoji)

162) \(p^{o} \ h\text{\text{"a}}\text{tu} \ b\text{\text{"a}}\text{n}\text{\text{"a}}=g^{o} \ ap \ wa\)
1SG yesterday notebook=SG.INDEF buy COP1.OBJ
‘I bought a notebook yesterday.’  
(Caiguoji)

163) \(\text{\text{"a}}\text{\text{"a}}\text{\text{"a}}t\text{\text{"e}} \ n\text{\text{"a}}r=n^{o} \ sauma-t\text{\text{"e}} \ waba-t\text{\text{"e}}\)
morning face=ACC ceremonially.clean-IMPF wash-PERF
‘In the morning (they) wash their faces, making them ceremonially clean.’  
(Ləru Dancing 106)

164) \(m\text{\text{"o}}\text{\text{"o}} \ \text{t}\text{\text{"a}}\text{ci} \ lopedia \ n\text{\text{"a}}\text{\text{"a}}da \ wi-g\text{\text{"o}}\text{\text{"a}}w\)
tomorrow Jiashi school in COP1.SUBJ-FUT.OBJ
‘Tomorrow Jiashi will be in school.’  
(Caiguoji)

165) \(n\text{\text{"u}}\text{\text{"o}} \ \text{t}\text{c}u \ ap-t\text{\text{"e}}-sa\text{\text{"a}}=t\text{\text{"e}}\)
today exam take-IMPF-POS=QUOT.IMP  
‘“Today (you) take the exam,” (he said)...’  
(Disappointment 40)
In addition to the adverbial time nouns, Bao’an has adverbs that refer to less specific time as well as adverbs that refer to frequency. They are listed in (166).

166)  
dawu ‘later/still’
de ‘just/now’
nadamada ‘long ago’
najay ‘at that time’
tarate ‘before/in the past’
to ‘still’
conjiya ‘originally/always’
congo ‘originally/always’
samsamda ‘sometimes’
orhta ‘again’
orhtamorht ‘often’

These adverbs of time and frequency usually occur clause initially, but they may also occur in second position.

167)  
dawu da jort¢a tort¢a χara-te-t¢o
still also here there taunt-IMPF-IMPF.OBJ
‘(We) taunt (each other) back and forth now still.’
(Laru Dancing 54)

168)  
pə de χənə silaŋ = sa ər wa
1SG just new Xining=ABL come COP1.OBJ
‘I just came from Xining.’
(Caiguoji)

169)  
congo te ba
originally 2SG COP2.OBJ
‘Originally it was you.’
(Disappointment 73)
‘When the grandfathers dance, sometimes they teach the younger ones to dance Leru.’

(Lo’ru Dancing 114)

‘(They) often said, “when you go to the dormitory, be harmonious toward the students.’”

(Parents’ Instructions 18-19)

Finally, the third class of adverbs is more motley in terms of its semantics; these adverbs indicate degree and epistemic likelihood in addition to the meanings ‘also’, ‘again’, and ‘together’. A list of these is given in (172).

‘very/very much’
‘a little’
‘completely’
‘definitely’
‘probably’
‘also/again’
‘again’
‘together’

In terms of syntactic behavior, however, they are distinct from the previous two classes of adverbs in that they typically occur immediately preceding the verbs they modify, as in (173)-(177).
Like the other adverbs, their position in the clause is not rigidly fixed; they occur in positions other than immediately preceding the verb.

178) **teömango nər mədə-na**
\> a.little face know-DUR
\> ‘(I) recognized (their) faces a little.’
\> (Disappointment 44)

179) **tecu ap-sə pʰätcər teʰ bi-səŋ = təo**
\> exam take-COND probably 2SG COP₂.SUBJ-POS=QUOT.IMPF.OBJ
\> “If (you) take the exam, it will probably be you", (he said).”
\> (Disappointment 27)
Finally, it is worth mentioning that negative particles also immediately precede the verb.

Unlike these adverbs, however, their position is fixed. They are discussed in the next section.

5.4 Negation

Negation is achieved primarily through two means: the negative particles ələ and əsə, and the negative copulas çi, çəwa, ki, and kina. In addition to these, negative commands are constructed using the negative imperative particle tʰəkə; and the negative prefix m- is used solely with the borrowed property term şukə ‘good’.

5.4.1 Negation of Lexical Verbs

The negative particles ələ and əsə are used to negate lexical verbs. The particle ələ is generally used to negate imperfective predicates. In finite contexts, ələ co-occurs with the narrative suffix -m and the durative suffix -na.

180) conjisa atcaŋla ələ odo-m
    originally 3PL NEG go-NARR
    ‘They don’t usually go.’
    (Caiguoji)

181) dzoma ənə=nə ələ medə-m=təə kʰəl-təə
    Droma this=ACC NEG know-NARR=QUOT.IMPF say-IMPF.OBJ
    ‘Droma said, “I don’t know this”.’
    (Caiguoji)

182) jangə kaligə=ku=nə da ələ medə-na
    what see=IMPF.NMLZ.ACC also NEG know-DUR
    ‘And I didn’t know what to look at.’
    (Disappointment 31)

183) xɔtʰə=rała ələ htcigə-na
    book=DU NEG be.same-DUR
    ‘The (two) books are not the same.’
    (Caiguoji)
In non-finite contexts, əla co-occurs with the imperfective suffix -təə. It also co-
occurs with the imperfect nominalizer =ku.

184) əla  odo-əə-təə  jəŋ-kə-gi
NEG   go-CAUS-IMPF what-VBZ-FUT.SUBJ
‘How can (I) not let (you) go?’

185) əla  pʰiće-təə  naptə  o-go  çə
NEG  write-IMPF success go-FUT NEG.COP2.OBJ
‘It’s not okay (for) (me) not to write (it).’
(lit. ‘(I) don’t write (it) and (it) will not be okay.’)

186) əsə  tʰal-kə-sa  əla  tal-kə=ku  lan=na
NEG  agreement-VBZ-COND  NEG  agreement-VBZ=IMPF.NMLZ  answer=ACC
ap-əə  oəə-əə
take-IMPF come-IMPF.OBJ
‘If (they) didn’t agree, I was to bring back the answer of non-agreement.’

The particle əsə generally occurs in perfective predicates. In finite contexts, it co-
occurs with the perfective suffixes -təə and -to, as well as with verbs modified by the
auxiliary wa ‘COP1.OBJ’ (indicating past tense).

187) əla  medə=ku=la=na  pʰiće-təə ərə
NEG  know=IMPF.NMLZ=PL=ACC write-IMPF  come
‘Write down and bring the (things) (you) don’t know.’

188) təʰa=na  əsə  təəl-təə
tea=ACC  NEG  prepare-PERF
‘(you) didn’t make (dinner).’
189) **nudə erhte teaci silaŋ = da əsə o-tɕə**

today morning Jiashi Xining=LOC NEG go-PERF

‘Jiashi didn’t go to Xining this morning.’

(Caiguoji)

190) **nonŋkarhte pə silaŋ = da əsə o-to**

this.morning 1SG Xining=LOC NEG go-PERF

‘I didn’t go to Xining this morning.’

(Caiguoji)

191) **pə dzoma jaŋə dali-tɕə = ku = nə əsə med-o**

1SG Droma what see-IMPF=IMPF.NMLZ=ACC NEG know-PERF

‘I didn’t know what Droma was looking at.’

(Caiguoji)

192) **təmənəŋə su wuu əsə su wuu noko**

a.little stay COP1.SUBJ.Q NEG stay COP1.SUBJ.Q that

*aku laoși mənda [dəsəi] asətɕə*

girl teacher 1SG.ACC question ask-IMPF.OBJ

‘Without wasting a moment, that female teacher asked me a question.’

(lit. ‘Did (it) stay or not stay? that female teacher was asking me a question.”)

(Disappointment 46)

In non-finite contexts, əsə precedes verbs marked with the conditional suffix -sa; in

nominalized clauses it co-occurs with the perfective nominalizer -say.

193) **kari = la əsə natʰ-sa jaksa kina**

some=PL NEG dance-COND pretty NEG. COP1.OBJ

‘If some of them don’t dance (like this) it’s not beautiful.’

(Ləru Dancing 50)

194) **əsə orə-sa dzəŋtɕə = la ɕuo-gəwə**

NEG rain-COND harvest wither-FUT.OBJ

‘If it doesn’t rain, the crops will wither.’

(Caiguoji)

195) **naraŋ əsə or-saŋ kuda təmənəŋə tɔɾə-na**

sun NEG come-PERF.NMLZ before a.little cold-DUR

‘Before (when) the sun hadn’t come out, it was a little cold.’

(Caiguoji)
196) ɕatʰaŋ = da əə ər-saŋ  kʰoŋ = la  weļ-o-təo  
    school=LOC NEG go-PERF.NMLZ people=PL  work-VBZ-IMPF.OBJ  
    ‘The people who don’t go to school do manual labor.’  
    (Caiguoji)

əə is also used in alternative questions and rhetorical questions where the verb is marked  
with the interrogative suffix -si.

197)  po  hkuṭə  or-si  əə  or-si  əə  med-o  
    1SG  yesterday  rain-Q  NEG  rain-Q  NEG  know-PERF  
    ‘I don’t know whether it rained or not yesterday.’  
    (Caiguoji)

198)  aṭcaŋ  tčakʰa  ap-si  əə  ap-si  po  tčʰənda  
    3SG  success  take-Q  NEG  take-Q  1SG  2SG.LOC  
    kʰəl-ja  
    say-1.IMP  
    ‘Did he succeed or not? Let me tell you.’  
    (Caiguoji)

Finally, the borrowed property term ᵇakə ‘good’ is negated by affixing the  
borrowed negative prefix mə-.

199)  kʰəl  əə  me-sa  mə-ʃakə  ba  
    say  NEG  know-COND  NEG-good  COP2.OBJ  
    ‘I don’t know how to speak (/what to say); it’s not good!’  
    (Ləru Dancing 2)

200)  htema  da  mə-ʃakə  ja  
    bread  also  NEG-good  PRT  
    ‘And the bread is no good!’  
    (Caiguoji)
5.4.2 Negative Copulas

The negative copulas kiw/kina and či/çwa\(^{83}\) correspond one-to-one with the subjective and objective pairs of the copulas wi/wa and bi/ba, respectively. In their primary use, they function similarly to the positive copulas. In the examples below, kiw/kina is used to negate existential, locative, and adjectival predicates as well as the regular possession construction.

201) **subjective kiw used to negate a locative predicate:**

\[
\begin{array}{ll}
pə & \text{silaŋ} = da \quad \text{kiw} \\
1SG & \text{Xining}=\text{LOC} \quad \text{NEG. COP1.SUBJ} \\
\end{array}
\]

‘I am not in Xining.’

(Caiguoji)

202) **subjective kiw used to negate an adjectival predicate:**

\[
\begin{array}{llll}
mə & \text{nnə} & \text{be \; undə} \quad \text{kiw} \\
1SG.GEN & \text{body} & \text{tall} \quad \text{NEG. COP1.SUBJ} \\
\end{array}
\]

‘I am not tall.’

(Caiguoji)

203) **subjective kiw used to negate the possession construction:**

\[
\begin{array}{ll}
mə & \text{nda noɾi} \quad \text{kiw} \\
1SG.LOC & \text{dog} \quad \text{NEG. COP1.SUBJ} \\
\end{array}
\]

‘I do not have dogs.’

(Caiguoji)

204) **objective kina used to negate an existential predicate:**

\[
\begin{array}{llll}
əndə & \text{mohton} & \text{kina} \\
\text{here} & \text{tree} & \text{NEG. COP1.OBJ} \\
\end{array}
\]

‘There are no trees here.’

(Caiguoji)

205) **objective kina used to negate a locative predicate:**

\[
\begin{array}{llll}
təcəɨ & \text{silaŋ} = da \quad \text{kina} \\
\text{Jiashi} & \text{Xining}=\text{LOC} \quad \text{NEG. COP1.OBJ} \\
\end{array}
\]

‘Jiashi is not in Xining.’

(Caiguoji)

---

\(^{83}\) ki is a shortened form of kiwə, and čo is a contracted form of çwa; both occur frequently in casual speech.
206) objective kina used to negate an adjectival predicate:
   kari=la əsə natʰə-sa jaksa kina  
   some=PL NEG dance-COND pretty NEG. COP1.OBJ
   ‘If some of them don’t dance (like this) it’s not beautiful.’ 
   (Ləru Dancing 50)

207) objective kina used to negate the possessive construction:
   atçaŋda kormu kina  
   3SG.LOC money NEG. COP1.OBJ
   ‘He doesn’t have any money.’ 
   (Caiguoji)

   In the following sentences, çi/cəwa is used to negate a nominal predicate and a
   predicate of possession.

208) çewa used to negate a nominal predicate:
   mənə nərə çəwa  
   1SG.GEN name NEG.COP2.OBJ
   ‘(It) was not my name.’ 
   (Disappointment 58)

209) çewa used to negate a predicate of possession:
   tʂʰəma atçaŋgaŋ çə  
   Chuma 2SG.PRED.POSS NEG.COP2.OBJ
   ‘(it) was not Chuma village’s alone.’ 
   (Skirmish 4)

   In addition to these uses, çi/cəwa is used along with the suffix -ɡə to negate future
   tense in finite contexts. This is true of both lexical verbs and copulas.

210) noçəlaŋ pə o-gə çi  
    this.evening 1SG go-FUT NEG.COP2.SBJ
    ‘I will not go this evening.’ 
    (Caiguoji)

211) jitsʰaŋda pə əceŋə natʰə-gə çi  
    next.year 1SG Leru dance-FUT NEG.COP2.SBJ
    ‘I will not dance Leru next year.’ 
    (Caiguoji)
212) นแซะ ตวิเชิ โอ-ก โซ
   this.evening Jiashi go-FUT NEG.COP2.OBJ
   ‘Jiashi will not go this evening.’
   (Caiguoji)

213) จิตสะญา ตวิเชิ ซินาง = ด้า ไว-ก โซ
   next.year Jiashi Xining=LOC COP1.SUBJ-FUT NEG.COP2.OBJ
   ‘Jiashi will not be in Xining next year.’
   (Caiguoji)

   Additionally, สะ is used to negate finite clauses containing the epistemic
   possibility marker -say. Like its positive counterpart, this construction is the same for
   lexical verbs and copulas.

214) ตค งนด้า มอรกุ จาซำ อาซ โมร-ตซำ = ตซำ เดกุ อันตสะ อาซ
   2SG.LOC clothing pretty NEG wear-IMPF=QUOT.IMPF food delicious NEG

   เด-ตซำ = ตซำ กกอล-ซำ สะวำ
   eat-IMPF=QUOT.IMPF say-POS NEG.COP2.OBJ
   ‘(they) will not say that your clothing isn’t pretty to wear or that your food isn’t
delicious to eat.’
   (Parents’ Instructions 24)

215) พ่ำ ไว-สะ โซ
   problem COP1.SUBJ-POS NEG.COP2.OBJ
   ‘There will be no problem.’
   (Læru Dancing 3)

   It was stated above that when copulas occur in non-finite clauses and nominalized
   clauses, the subjective forms are used in both subjective and objective contexts, thus
   eliminating the distinction of speaker perspective. The same is true for negative copulas
   used in these contexts.
216) \( t^h \alpha \rho g - \chi i - sa \quad morht\rho - = \chi a n i \quad \chi a t e ^h \alpha \rho \quad n o k o \)
that NEG.COP2.SUBJ-COND other=PL all approximately one

\( wo \)
COP1.OBJ
‘If (it) were not for that, (the village) would be the same as all the others.’

(Dzõkålårù 116)

217) \( k^h \alpha t^h \omega \quad \chi æpø \alpha \gamma - t o - = \chi u \quad tçawa \quad jama \)
home.LOC come.HON-CAUS-IMPF=IMPF.NMLZ fortune stuff

\( ki = \chi u \quad tçar-tçi-\sigma \)
NEG. COP1.SUBJ=IMPF.NMLZ do-IMPF.SUBJ-POS
‘(one) invites (the shaman) to come to (one’s) home and avoids misfortune.’

(Lårù Dancing 78)

Finally, there is one instance in my data in which \( ki \) is used to negate an adjective that is in turn modifying a noun.

218) \( \chi a r a \quad døkø \quad \chi æt e ^h \alpha \gamma \quad jaksø \quad ki \quad mørkø \)
black color old pretty NEG.COP1.SUBJ clothing
‘old black ugly clothing’

(Caiguoji)

Table 5.5 summarizes the uses of \( ølø, \ asø, \) and the negative copulas; ‘V’ stands for a lexical verb stem. The use of the negative prefix \( mø- \) is not included because it is only used with the borrowed stative verb \( søkø \ ‘good’ \).
### Table 5.5. Negation strategies for lexical verbs and copulas

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### 5.4.3 Negation of Imperatives

The negative imperative particle ʰəkə occurs immediately before the verb in imperative sentences. Its use is the same regardless of whether the imperative is formed with a bare verb stem or with the familiar imperative suffix -də.

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⁸⁴ The finite imperfect suffix -tɕi/-tɕo does not occur in negative constructions. Because negated predicates are irrealis, they require the use of either -m or -na in imperfective contexts.

⁸⁵ My data contain no instances of the non-finite suffixes -la (PURP), -sada (CONC), or -tɕəte (REASON) occurring in negative constructions. These suffixes occur so infrequently that it is difficult to tell whether this is due to a grammatical generalization or to an accidental gap in the data.

⁸⁶ Neither the copulas nor the negative copulas occur in imperfective non-finite contexts (i.e. with the non-finite verbal suffix –tɕə).

⁸⁷ My data do not contain any instances of the negative copula çi/ɕowa taking the nominalizing suffixes =ku or –san.
219) da ji tsʰəm tʰəkə dugo.
also COP₂.SUBJ heart NEG.IMP be.sad

pʰa wi-san čəwa
problem COP₁.SUBJ-POS NEG.COP₂.OBJ
‘And don’t be sad. It’s not a big deal.’

(Disappointment 77)

220) dzix teʰoxə war-teə jaŋ papa anə=wala tloptəca
test pass hold-IMPF again father mother=DU school

naŋda o-teə morku=teə deku=nə loma=la=da tʰəkə
in go-IMPF clothing=and food=ACC student=PL=LOC forbid

tcamnə=teə
compare=QUOT.IMPF
‘Once (I) passed the test, again (my) mother and father (said), “when you go to school, don’t compare (your) food and clothing to (other) students”...’

(Parents’ Instructions 23)

221) tloptəca=la=da tʰəkə kʰəl-da
classmate=PL=LOC NEG.IMP say-IMP
‘Don’t argue with (your) classmates.’

(Parents’ Instructions 6)

222) dzoma mənda roŋ=da tʰəkə o-da=teə
Droma 1SG.LOC prefecture.town=LOC NEG.IMP go-IMPF=QUOT.IMPF

kʰəl-teə
say-IMPF.OBJ
‘Droma told me, “don’t go to town”.’

(Caiguoji)

5.5 Postpositions

Postpositions play a role similar to the locative use of the enclitic =da in that they indicate the goal, location or time of the predication. In contrast to =da, however, they are phonologically separate words from the nouns they follow; and while =da indicates a generic location, postpositions further specify the spatial relation between the predication and the noun phrase they follow.
The majority of the postpositions in my data have the form \( X.da \), where \( X \) is an identifiable relational noun (e.g. \( nay \) ‘inside’ (n.), \( nayda \) ‘in/inside’ (Po)). This begs the question how motivated a separate class of postpositions is. Sentence (224), for example might perhaps be more literally translated as something like “at the shelf’s top”. For the two most frequently used postpositions (\( nayda \) ‘in’ and \( k^hada \) ‘on’) as well as for the less frequently used \( koxda \) ‘at the other side of’ and \( cint^a \) ‘after’, however, it is the case that the lexical nouns that immediately precede them do not take any case enclitics. This
would be unexpected if the postposition were simply a relational noun with locative case marking; under that analysis the preceding noun would be expected to make use of the accusative enlictic =nə to mark genitive case as in the possessive phrase kozo =nə kʰama in (228).

228) tʰəsanə pə təkʰaŋ nəŋda ə-o-təə kozo =nə kʰama =da
then 1SG classroom in go-IMPF self=ACC position=LOC
dondi-to
sit.down-PERF
‘Then I went into the classroom and sat down in my spot.’
(Disappointment 18)

This is in fact the construction found with four of the other (less frequently occurring) postpositions in my data: χamda ‘with’, səpda ‘near’, htəida ‘between’, and əida ‘outside’. All follow nouns with genitive case marking, as illustrated in the examples below.

229) ərhte ərhtəə su =la =nə χamda su-sa kʰamər
morning other boy=PL=ACC with stay-COND ceremonial.skewer
jìx =ku təʰχəŋnəŋ nəpʰə wi
do=IMPF.NMLZ time harm COP1.SUBJ
‘If (they) sit with the other boys in the morning, (they) will be harmed when (they) do the kamer.’ 88
(L̃əru Dancing 107)

230) pəntʃurən məmə məndə səpda ə-o-təə
classroom.teacher 1SG.GEN near come-PERF.OBJ
‘The class teacher came up to me.’
(Disappointment 65)

88 The kʰamer is a ceremonial skewer used to pierce the cheeks and backs of young men during the festival of χəcəŋ.
Because these four relational nouns indicate specific locations and usually do not occur without a preceding possessor NP and the enclitic =da, I consider them to be in the same class of words as naŋda and kʰada and refer to them as postpositions, recognizing that they are not as far down the path to being grammaticalized as true postpositions.

There are three postpositions that are not of the form X.da. The first is sanə ‘besides’.

Another distinguishing characteristic of sanə is that it usually takes a nominalized clause as its object rather than a pronoun or an NP headed by a lexical noun.
Another postposition that only takes a nominalized clause as its object is \( r\alpha t\a \) ‘during’. The context of (235) is that the speaker was happy because he did not yet realize that he had not been chosen as the winner of a contest. The irony is that all the while he was feeling happy (because he was confident he had won), in reality his name was \( \neg \) on the announcement naming the winner.

\[
\begin{align*}
\text{235)} & \quad p\circ \quad k\text{s}l\text{s}a=ku \quad r\alpha t\a \quad o-sa\text{ŋ}=n\circ \quad m\text{n}n\text{n}\circ \quad n\circ m \\
& \quad 1\text{SG} \quad \text{happy}^{\text{IMPF.NMLZ}} \quad \text{during} \quad \text{go}^{\text{PERF.NMLZ}=\text{ACC}} \quad 1\text{SG.GEN} \quad \text{name} \\
& \quad \text{\( \neg \)wa-t\circ o} \\
& \quad \text{NEG.COP}_{2}\text{.OBJ-IMPF.OBJ} \\
& \quad \text{‘While I was happy; it was not my name.’} \\
& \quad \text{(Disappointment 54-55)}
\end{align*}
\]

The third postposition that is not of the form \( X.da \) is \( d\circ r\) ‘on/on top of’.

\[
\begin{align*}
\text{236)} & \quad a\text{t}\circ n\circ \quad j\text{m}a \quad d\circ e=ku \quad r\alpha t\a \quad k^{b}\text{apda-g\o-t\circ o} \\
& \quad 3\text{SG} \quad \text{stuff} \quad \text{eat}=\text{IMPF.NMLZ} \quad \text{during} \quad \text{chat-VBZ-IMPF.OBJ} \\
& \quad \text{‘He chats while he eats.’} \\
& \quad \text{(Caiguoji)}
\end{align*}
\]

\[
\begin{align*}
\text{237)} & \quad b\text{ando} \quad d\circ r\o \quad \chi o\text{t}^{h}\alpha \quad w\circ a \\
& \quad \text{stool} \quad \text{on} \quad \text{book} \quad \text{COP}_{1}\text{.OBJ} \\
& \quad \text{‘There are books on the stool.’} \\
& \quad \text{(Caiguoji)}
\end{align*}
\]

\[
\begin{align*}
\text{238)} & \quad g\o r \quad d\circ r\o \quad \text{\( \o \)psun} \quad w\circ r \quad s\circ u-t\circ o \\
& \quad \text{house} \quad \text{on} \quad \text{grass} \quad \text{grow} \quad \text{stay-IMPF.OBJ} \\
& \quad \text{‘Grass is growing on top of the house.’} \\
& \quad \text{(Caiguoji)}
\end{align*}
\]

The forms \( k^{b}\text{ada} \) and \( d\circ r\o \) have both been glossed ‘on’. In fact, I have not been able to discover a difference in their semantic range. Both appear to be of Mongolic origin. Both can mean ‘over’ (with no contact between the figure and ground) as in (239). Both can mean ‘on top of’ (with contact between figure and ground) as in (240).
Either can be used to mean ‘covering’ as in (241) or ‘on the face of’ as in (242); and both can be used figuratively as in (243).

239) a. *bungu* mehtoxy *dery* məɾ-tʃə
   bee      flower on  fly-IMPF.OBJ
   
   b. *bungu* mehtoxy *kʰada* məɾ-tʃə
   bee     flower on  fly-IMPF.OBJ
   ‘The bee is flying over the flower.’
   (Caiguoji)

240) a. *jamola* tɕʰitsʰə *dery* wa
   stuff car on  COP1.OBJ
   
   b. *jamola* tɕʰitsʰə *kʰada* wa
   stuff car on  COP1.OBJ
   ‘The luggage is on (top of) the bus.’
   (Caiguoji)

241) a. *cazo* *dery* natʰu=nə menbə-to
   child on  blanket=ACC spread.PERF
   
   b. *cazo* *kʰada* natʰu=nə menbə-to
   child on  blanket=ACC spread.PERF
   ‘The blanket has been spread over the child.’
   (Caiguoji)

242) a. *tʰaŋkʰa* tam *dery* wa
   Thangka   wall on  COP1.OBJ
   
   b. *tʰaŋkʰa* tam *kʰada* wa
   Thangka   wall on  COP1.OBJ
   ‘The Thangka painting is on the wall.’
   (Caiguoji)
Although there appears to be no difference in the semantic range of these two forms, there is a syntactic difference between their related forms when they are used in an ablative context. The ablative enclitic =sa is hosted directly by the form derə, while the form kʰada is shortened to simply kʰa- when it hosts ablative =sa.90

The words identified as postpositions in this section can also be used without a corresponding head noun. In these cases, these words function as adverbs rather than postpositions. The exceptions to this pattern are the Amdo Tibetan borrowing koχda ‘on the other side of’ and sanə ‘besides’, which always require a preceding head noun functioning as the object of the postposition.
Table 5.6 gives a summary of the characteristics of Bao’an postpositions.

Recalling from §3.1.1.1.2 that the enclitic =nə is used in both accusative and genitive
contexts and that I have glossed it ACC, it may at first seem odd to state that the objects of
the postpositions hosting the enclitic =nə are in genitive case (rather than accusative
case). In the first person singular pronoun paradigm, however, a distinction is made
between accusative and genitive case (mənda ‘1SG.ACC’ vs. mənə ‘1SG.GEN’; see
§4.2.1), and as can be seen in (230) and (232) it is the genitive pronoun rather than the
accusative pronoun that occurs as the object of the postpositions that require the use of
the enclitic =nə. Extrapolating from the use of the genitive pronominal forms, I consider
that the lexical nouns hosting the enclitic =nə in these contexts are also in genitive case.

Table 5.6 Characteristics of postpositions

<table>
<thead>
<tr>
<th>postposition</th>
<th>characteristics of postpositional object</th>
<th>used as adverb?</th>
</tr>
</thead>
<tbody>
<tr>
<td>naŋda ‘in’</td>
<td>nominative case</td>
<td>yes</td>
</tr>
<tr>
<td>kʰada ‘on’</td>
<td>nominative case</td>
<td>yes</td>
</tr>
<tr>
<td>dera ‘on’</td>
<td>nominative case</td>
<td>yes</td>
</tr>
<tr>
<td>koχda ‘on the other side of’</td>
<td>nominative case</td>
<td>no</td>
</tr>
<tr>
<td>jinteʰada ‘before’</td>
<td>nominative case</td>
<td>yes</td>
</tr>
<tr>
<td>cinteʰada ‘after’</td>
<td>nominative case</td>
<td>yes</td>
</tr>
<tr>
<td>χamda ‘with’</td>
<td>genitive case</td>
<td>yes</td>
</tr>
<tr>
<td>səpda ‘near’</td>
<td>genitive case</td>
<td>yes</td>
</tr>
<tr>
<td>htci da ‘between’</td>
<td>genitive case</td>
<td>yes</td>
</tr>
<tr>
<td>cida ‘out’</td>
<td>genitive case</td>
<td>yes</td>
</tr>
<tr>
<td>sana ‘besides’</td>
<td>usually a nominalized clause</td>
<td>no</td>
</tr>
<tr>
<td>rəta ‘while’</td>
<td>usually a nominalized clause</td>
<td>no</td>
</tr>
</tbody>
</table>

Postpositional phrases contain NP’s as their objects. In natural speech, the NP
functioning as a postpositional object is most frequently comprised of a single lexical
noun. In general, however, the NP’s functioning as postpositional objects can be as
complex as the template for NP’s given in §4.3 allows. Sentences (254) and (255)
contain examples of NP’s comprised of multiple constituents and a headless NP,
respectively, functioning as objects of postpositions.
The one exception to this is in regards to the respective word order of the constituents of an NP functioning as the object of a postposition. Recall from §4.3 that if an NP contains only one adjective, the adjective usually follows the head noun. It is only when multiple adjectives occur in the same NP that one or more of them precede the head noun while only one of them follows the head noun. In NP’s functioning as objects of postpositions, however, modifying elements—including adjectives—precede the head noun. The only exception to this is when three or more modifying elements occur in the NP; in this case, one adjective sometimes follows rather than precedes the head noun (either ordering is acceptable; see (258)). This word ordering is demonstrated in the following examples.
256)a. typical word ordering within the NP:

\[ \text{tɛʰaka} \quad \chiəna \]

shelf new
‘new shelf’

b. word ordering in an NP functioning as the object of a postposition:

\[ \text{atçəŋ} \quad \text{dzəjal} = \text{nə} \quad \chiəna \quad \text{tɛʰaka} \quad \text{derə} \quad \text{ke-əcə} \]

3SG bowl=ACC new shelf on put-IMPF.OBJ
‘She puts the bowls on the new shelf.’

257)a. typical word ordering within the NP:

\[ \chiəna \quad \text{tɛʰaka} \quad \çəra \]

new shelf yellow
‘new yellow shelf’

b. word ordering in an NP functioning as the object of a postposition:

\[ \text{atçəŋ} \quad \text{dzəjal} = \text{nə} \quad \chiəna \quad \text{çəra} \quad \text{tɛʰaka} \quad \text{derə} \quad \text{ke-əcə} \]

3SG bowl=ACC new yellow shelf on put-IMPF.OBJ
‘She put the bowls on the new yellow shelf.’

258)a. three modifying elements in an NP functioning as the object of a postposition:

\[ \text{atçəŋ} \quad \text{dzəjal} = \text{nə} \quad \text{nokə} \quad \chiəna \quad \text{çəra} \quad \text{tɛʰaka} \]

3SG bowl=ACC yellow new yellow shelf

derə ke-əcə

‘She put the bowls on that new yellow shelf.’

b. three modifying elements in an NP functioning as the object of a postposition, with one adjective following the head noun:

\[ \text{atçəŋ} \quad \text{dzəjal} = \text{nə} \quad \text{nokə} \quad \chiəna \quad \text{tɛʰaka} \quad \text{çərado} \]

3SG bowl=ACC yellow new shelf yellow.color

derə ke-əcə

‘She put the bowls on that new yellow shelf.’

(Caiguoji)
As a final note on postpositions, postpositional phrases can also be used as nominal modifiers by use of the nominalizer \(=ku\). The details of this use of postpositions are covered in §4.3.7.1 and will not be repeated here. One example is included here by way of reminder.

\[
\begin{align*}
\text{259) } & \text{ noko } \text{ goysi } \text{ naŋda} = ku \text{ cola } \text{ çu-tɕə} \\
& \text{ that store in=IMPF.NMLZ yogurt spoil-PERF} \\
& \text{ ‘The yogurt in that store spoiled.’}
\end{align*}
\]

(Caiquojii)

5.6 Particles

There is one final class of phonologically independent words that do not fit neatly into any of the previously discussed categories; I will call these particles. There are three categories of particles plus one particle in a class all its own that are addressed here. First there are sentence initial particles whose function is to maintain the flow of the discourse. I call these “discourse connectors”. Second, there are particles that occur sentence finally. Although they pattern together syntactically, they are diverse in their functions; I refer to them here as “final particles”. The third set is a class of particles that typically occur utterance finally, but they differ from final particles in their usage in that they occur in their own intonation group and can stand alone as an utterance. I call them “exclamatory particles”. Finally, there is the particle \(da\), which I gloss ‘also’. It modifies the syntactic unit that immediately precedes it.

5.6.1 Discourse Connectors

Discourse connectors occur sentence initially and function to connect one sentence to another. The most straightforward discourse connector is \(su\) ‘so’. In the sentences prior

\[91\text{For verbal uses of }=ku, \text{ see } 3.1.2.2 \text{ and }6.1.\]
to (260c) the narrator has returned home to explain to his mother that there is an English
c ompetition at school and to ask her permission to compete. In the sentence preceding
(261b), the speaker states that two days went by without him realizing it while he was
preparing for his exam.

260)a. \( t'h\text{san}a \quad p\text{a} \quad k'h\text{et}h\text{a} \quad o-t\text{a} \quad ana = da \quad k'h\text{el-t\text{a}} \)
\begin{align*}
\text{then} & \quad 1\text{SG home.LOC go-IMPF mother=LOC say-PERF}
\end{align*}
‘Then I went home and told my mother.’

b. \( t\text{unda} \quad t'h\text{ent}h\text{og\text{e}} \quad wa \)
\begin{align*}
\text{matter} & \quad \text{like.that COP1.OBJ}
\end{align*}
‘The matter was like that.’

c. \( s\text{u} \quad m\text{onda} \quad o-d\text{-\text{a}}a \quad k\text{e-say} \)
\begin{align*}
\text{so} & \quad 1\text{SG.LOC go-IMP-CAUS put-POS}
\end{align*}
‘“So will (you) let me go?”’

(Disappointment 10-12)

261)a. \( t'h\text{ent}h\text{om\text{ent}h\text{og\text{e}}t\text{e}} \quad s\text{ar} \quad r\text{u\text{d\text{e}}} \quad j\text{ang\text{e\text{e}}} \quad o-si \quad da \quad \text{e\text{lo}} \)
\begin{align*}
\text{somehow} & \quad \text{two day how go-Q also NEG}
\end{align*}
\begin{align*}
\text{med\text{o-na}} & \\
\text{know-DUR}
\end{align*}
‘Somehow, two days passed without (my) knowing how.’

b. \( s\text{u} \quad \text{t\text{e\text{u}}} \quad \text{ap=k\text{u}} \quad d\text{isot} \quad \text{go-t\text{e}} \)
\begin{align*}
\text{so exam take=IMPF.NMLZ time do-PERF}
\end{align*}
‘So the time came to take the exam.’

(Disappointment 37-38)

In addition to \( \text{su} \), there are a series of discourse connectors that appear to be
various inflections or derivations of \( j\text{ay} \) ‘what’ and \( t'h\text{er} \) ‘that’. Although the
morphological makeup of many of these words is relatively transparent, many others do
not follow the usual patterns for the suffixes and enclitics used. Furthermore, when
asked, Bao’an speakers are unwilling to parse them in the same way that they are willing
to parse regularly inflected nouns and verbs. Inquiries into morphological breakdowns
typically elicit responses like, “it just means 那样(nèi yàng)” (a Mandarin Chinese phrase meaning ‘like that’ or ‘that way’ and often used as a discourse connector in the local varieties of Chinese); so speakers appear to conceive of these words as morphologically simple, despite the large number of derivational and inflectional variants (my data include three inflectional/derivational variants of jaŋ and sixteen variants of trə). The following sentences give a few examples.

262) jaŋməła naron = da ke-tə
alternatively sun=LOC put-PERF
‘Or (you) can also put (it) in the sun.’

(How to Make Bread 5)

263) tʰəsanə pə kʰətə o-tə ana = da kʰəl-tə
next 1SG home.LOC go-IMPF mother=LOC say-PERF
‘Then I went home and told (it) to my mother.’

(Disappointment 10)

264) tʰəŋkətə mənda kəpədə-tə
in.that.way 1SG.ACC exhort-PERF
‘In that way (they) instructed (me).’

(Parents’ Instructions 14)

265) tʰəŋkəutə pə da jinjəx dadoχ = kala landap = na
After.that 1SG also English complete=INST answer=DUR
‘After that, I, too, had to use all English to answer.’

(Disappointment 48)

266) da tʰəntəon məχə tʰər guraŋ wo
also like.that important that three COP1.OBJ
‘And so those three are the most important.’

(Dźəkəłəru 9)

Variations of tʰəŋkətə and tʰəsanə are by far the most frequently used discourse connectors in my data. The specific discourse motivation for the use of these particles is unclear at this point. Speakers appear to have fairly wide latitude in how often and when they use them.
5.6.2 Final Particles

These particles occur sentence finally following a fully inflected verb and serve modal and discourse functions. They differ from the exclamatory particles in that they occur within the same intonation group as the preceding sentence and they are not typically used as single-word utterances. The final particles are listed in table 5.7.

Table 5.7. Final particles

<table>
<thead>
<tr>
<th>Particle</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ki</td>
<td>POS</td>
<td>indicates deontic possibility</td>
</tr>
<tr>
<td>ri</td>
<td>EXCLAM</td>
<td>used to form an exclamation</td>
</tr>
<tr>
<td>pe</td>
<td>EMPH</td>
<td>emphasis, expressing that something is obvious or inevitable</td>
</tr>
<tr>
<td>ba</td>
<td>COP2.OBJ</td>
<td>indicates strong degree of emphasis</td>
</tr>
<tr>
<td>jo</td>
<td>DEEMPH</td>
<td>used to soften a contradiction or command</td>
</tr>
<tr>
<td>ja</td>
<td>PRT</td>
<td>generally indicates surprise or approbation</td>
</tr>
</tbody>
</table>

The modal particle *ki* indicates deontic possibility and always co-occurs with the word *χina* ‘future’, as demonstrated in the following examples.

267) χina jantʰɔχ əlo ədə-na ki
    - future which NEG go-DUR POS
    - ‘In the future I can go anywhere.’

    (Disappointment 92)

268) χina ər=ku=nə kʰaŋ mei ki
    - future come=IMPF.NMLZ who know POS
    - ‘Who knows what the future will hold?’

    (Caiguoji)

The particle *ri* is used to form an exclamation.

269) dəku oloŋ wa ri
    - food much COP1.OBJ EXCLAM
    - ‘There is a lot of food!’

    (Caiguoji)

---

92 This is the copula discussed in §5.2.5, but its use as a final particle is syntactically distinct from the copular uses discussed in §5.2.5.

93 It should be noted that my data contain one instance in which *ki* is inflected with the epistemic modal suffix –*saŋ*. I am not sure how to explain this unless it is in the process of being re-analyzed as an auxiliary verb.
270) natʰə-saŋ jak̕sa wa ri
   dance-PERF.NMLZ pretty COP₁.OBJ EXCLAM
   ‘The dancing was so pretty!’

(Caiguoji)

The particle pe emphasizes that the predication is obvious (or should be obvious) or that the speaker is resigned to the inevitability of the predication.

271) tʂʰəma = da da mantəl-ka kʰər-na pe
   Chuma=LOC also dig-CAUS be.required-DUR EMPH
   ‘They should also let Chuma village dig!’

(Skirmish 21)

272) xani = la welə-kə kʰər-na pe
   all=PL work-VBZ be.required-DUR EMPH
   ‘Everyone should work!’

(Caiguoji)

The particle ba indicates strong emphasis.⁹⁴

273) pə onə tʂʰu-kə-ʨə ba
   1SG this mistake-VBZ-PERF COP₂.OBJ
   ‘I (thought), “they made a mistake!”’

(Disappointment 61)

274) tʰəŋətə kʰəl-sa mə-ʃakə ba
   that.way talk-COND NEG-good COP₂.OBJ
   ‘It’s not good to talk like that!’

(Caiguoji)

The particle jo is often used as a polite way to soften a contradiction, deny a request, or soften a command. The declaration expressed in (275) is potentially face-threatening, because it is in effect denying a request to tell an interviewer more about a particular festival. The particle jo softens the statement and renders it less face-threatening.

⁹⁴ This use of ba is actually something of a hybrid between a final particle and an exclamatory particle. It occurs in the same tone group as the preceding sentence on one hand, but it can also be used as a single-word utterance as an answer to a polar question.
The particle *jo* is also often used when speaking to babies or very small children. The following expressions can often be overheard being spoken to babies in a high-pitched, singsong voice.

276) *kelə-do jo*

sleep-IMP DEEMPH

‘Go to sleep.’

277) *mərmə-mər-də jo*

clothing=ACC wear-IMP DEEMPH

‘Put on your clothes.’

278) *tʰəkə la jo*

NEG.IMP cry DEEMPH

‘Don’t cry.’

Another common context in which *jo* follows an imperative verb is in leave taking expressions. The following sentence is a common polite leave taking expression used when the interlocutor is not leaving the immediate locality (e.g. said to a host when leaving his home).

279) *tcʰə su jo*

2SG stay DEEMPH

‘You stay.’

Most expressions of leave taking contain the particle *jo*, whether they are an imperative or not.

280) *o-gi jo*

go-FUT.SUBJ DEEMPH

‘I’m leaving.’
The particle *jo* is usually only used once within an expression of leavetaking, as is evidenced in example (281). If *jo* were used at the end of both sentences forming this leave taking expression (as in example (282)), the impression given would be that the speaker is being excessively (and perhaps ironically) polite.

281)  
\[ tə^bə \text{ su } jo. \quad pə \quad o-gi. \]  
2SG stay DEEMPH 1SG go-FUT.SUBJ  
‘You stay. I’m leaving.’  
(Caiguoji)

282)  
\[ ?tə^bə \text{ su } jo. \quad pə \quad o-gi \quad jo. \]  
2SG stay DEEMPH 1SG go-FUT.SUBJ DEEMPH  
? ‘You stay. I’m leaving.’ *(might be perceived to be ironic or excessively polite)*  
(Caiguoji)

The particle *ja* is described by native speakers as adding emphasis to a predication; it often indicates surprise or approbation. The context of (283) is that Amimachin is a cook who is expected to cook for honored guests, but when the time comes to serve the meal, the host discovers that Amimachin is missing.

283)  
\[ t^{həŋə} \quad t^{bə}χαραναŋ = da \quad amimat^{n}in = da \quad wi \quad ki-səŋ \quad ja \]  
that time=LOC Amimachin=LOC COP1.SUBJ  
NEG. COP1.SUBJ-POS PRT  
‘Then (at that time) Amimachin was not there!’  
(Dzəkələru 66)

284)  
\[ makʃə \quad məŋəla \quad χαmanda \quad o \quad kʰər-səŋ \quad ja \]  
tomorrow 1PL.INCL with go be.required-POS PRT  
‘We should go together tomorrow!’  
(Caiguoji)

5.6.3 Exclamatory Particles

There are two exclamatory particles, both indicating affirmation, that occur alone in their own intonation group and are frequently used as one-word utterances. They are *ja*
‘yeah’, and *ole* ‘right’. Their most frequent use as one-word utterances is in contexts of back channeling or in answer to polar questions whose expected answer is affirmative, but they are not limited to these uses. The exclamatory particle *ja* is homophonous with one of the final particles, but has a different function and displays different syntactic behavior. This homophony may be a result of the two words’ differing etymologies. The final particle is a Mandarin borrowing (呀 *ya*) while the exclamatory particle is an Amdo Tibetan borrowing (*ja*). The exclamatory particle *ja* indicates affirmation.

285) *satɕəwatopɡə su-tɕə, ja*
Sajewatopge stay-PERF yeah
‘(He) has long had the name “Sajewatopge”, yeah.’

(Dzskalrıru 112)

286) *pə ja=tɕə rəmgə-tɕə o-to*
1SG yeah=QUOT.IMPF hurry-IMPF go-PERF
‘I said, “yeah” and hurried and went.’

(Disappointment 67)

The exclamatory particle *ole* also indicates affirmation.

287) *tsʰowa χani notala natʰo-tɕə wa. ole*
clan all together dance-IMPF COP1.OBJ right
‘All of the clans dance together. Right.’

(Dzskalrıru 130)

288) *manna rekon =da moχa =la wi-saŋ*
1PL.INCL.COLL.GEN Rebgong=LOC many=PL COP1.SUBJ-POS

*ɕo. ole*
NEG.COP2.OBJ right
‘Here in Rebgong, there are not many. Nope.’

(Dzskalrıru 108)

5.6.4 The Particle *da* ‘also’

The particle *da* is glossed here as ‘also’, and it emphasizes the inclusion or introduction of the syntactic unit that immediately precedes it. It is tempting to think of this particle as
an adverb, but it is not nearly as proscribed in its use as are the adverbs listed in section 5.3; it can modify a noun phrase (regardless of whether it is an argument or oblique, fronted or not), postpositional phrase, adverb, nominalized clause, non-finite clause, or finite clause. When used sentence finally after a finite verb, it has a forward-looking coordinating function (see §6.4.1 for discussion and examples of the use of da with independent clauses). Examples of the many uses of da are given below (some are repeated from elsewhere in the chapter for the sake of comparison):

289) **modifying an argument:**
\[
tʰŋəŋkutə \ pə \ da \ jinjə \ \text{dado}=kala \ \text{landab-na}
\]
because.of.that \ 1SG \ also \ English \ complete=INST \ answer-DUR
‘Because of that I also had to use all English to answer.’
(Disappointment 48)

290) **modifying a case-marked oblique:**
\[
\text{manna} \ \text{çenga}=\text{da} \ \text{da} \ \text{sowu} \ \text{bar} \ \text{udər} \ \text{wa}
\]
1PL.ICL.COLL.GEN \ Çenga=LOC \ also \ important \ two \ day \ COP1.OBJ
‘In our Çenga, too, there are two important days.’
(Džəkələru 134)

291) **modifying a fronted topic:**
\[
\text{toma}=\text{la} \ \text{da} \ \text{χani} \ \text{təkan} \ \text{naŋda} \ \text{χa-tə}=\text{wa}
\]
student=PL \ also \ all \ classroom \ in \ arrive-IMPF \ COP1.OBJ
‘The students also, all (of them) entered the classroom.’
(Disappointment 19)

292) **modifying a postpositional phrase:**
\[
\text{təkan} \ \text{naŋda} \ \text{da} \ \text{o-tə} \ \text{toma}=\text{la}=\text{da} \ \text{dzɔɡə=}=\text{tə}
\]
classroom \ in \ also \ go-IMPF \ student=PL=LOC \ be.harmonious=QUOT.IMPF
‘When (you) go into the classroom, too, be harmonious with the students...’
(Parents’ Instructions 20)

---

95 It is usually difficult to distinguish whether an S or A is a fronted topic, because they normally appear in first position in the clause anyway. The quantifier χani, however, is typically a constituent of an NP. The fact that it is to the right of both the plural enclitic and da rules out the possibility that it is part of the NP headed by toma. Consequently it must be heading its own (resumptive) NP—a function that is not uncommon for χani. See §4.3.1, §4.3.5, and §5.7 for more examples containing χani.
modifying an adverb:
\(dawu \ da \ forte \ torte \ xara-tce-tce\)
still also here there taunt-IMPF-IMPF.OBJ
‘(We) taunt (each other) back and forth now still.’

( despre Dancing 54)

modifying a nominalized clause:
\(jangle \ bali-koe=ku=ne \ da \ akoe \ medo-na\)
what look-VBZ=IMPF.NMLZ=ACC also NEG know-DUR
‘And I didn’t know what to look at.’

(Disappointment 31)

modifying a non-finite clause:
\(atcanla \ xue \ nokoe \ ke-tce-sa \ da \ dzerenbottle^hi=da \ teama\)
3PL example one put-IMPF-COND also Zongkaba=LOC cook

\(kar \ wi=sa\)
two COP1.SUBJ-POS
‘They give an example, too; Zongkaba had two cooks.’

(Dzakaloru 62)

modifying a finite clause:
\(gomoralag \ ma\ \ wa \ da\)
Gomerelang soldier COP1.OBJ also

\(t\aro \ atca\ \ najox \ da \ wi=ku \ xani \ atca\ma\)
that 3PL subordinate also COP1.SUBJ=IMPF.NMLZ all 3SG.GEN

\(ma\ \ te\aro \ k\aro\=sa\)
soldier do be.required-POS
‘Gomerelang is a soldier. And so all those who are his subordinates also must be his soldiers.’

(Dzakaloru 85-86)
The particle *da* is also used in the constructions meaning “the same” (see §4.3.5) and “not only...but also”.

297) a:  
\[\text{məχse} = \text{sa} \quad \text{te}^h \text{e} \quad \text{łarse} \quad \text{lərse} = \text{vidence} \]
HES soldier.dance=ABL no.matter god.dance water.dance=PAU

\[\ldots \text{wakə} \ldots \quad \text{nat}^h \text{-tə} = \text{kə} \quad \text{nagdu} \quad \text{_mkə} \quad \text{da} \quad \text{nəkə} \]
completely dance-IMPF=IMPF.NMLZ content one also one

*jı-saŋ*
COP2.SUBJ-POS
‘...uh...Out of the soldier dances, no matter whether (it is) the dancing of god dance or the water dance...um...the meaning is the same.’

(Dzəkələru 19)

298) *Dzoma tɔmbo tira jaksə da wa*
Droma smart not.only pretty also COP1.OBJ
‘Droma is not only smart; (she) is pretty also.’

(Caiguoji)

When used in the “not only...but also” construction, *da* can even occur between a lexical verb and an auxiliary verb, as in the following sentence.

299) *χɛceŋ = da mərkə mər kʰør-saŋ kʰada*
Ləru.festival=LOC clothing wear be.required-IMPF.NMLZ on

\[\text{jaksə}-tə \quad \text{nat}^h \quad \text{da} \quad \text{kʰør-saŋ} \]
pretty-IMPF dance also be.required-POS
‘At the Ləru festival, in addition to having to wear (traditional) clothes, one should also dance prettily.’

(Caiguoji)

5.7 Topic Marking and Topic Fronting

Topics here are taken to be referring expressions that “set[s] a spatial, temporal, or individual framework within which the main predication holds” (Li & Thompson 1981:85). There are two strategies for marking topics in Bao’an. The first is through the use of the topic particle *ma*. The topic particle occurs immediately after the NP being
topicalized, and the topic is often further marked by being made the subject of a conditional copular clause. Sentences (300)-(302) give an examples of the use of the topic marker ma alone to mark both lexical nouns and pronouns, and (303) and (304) give an examples of the use of both ma and a conditional copula together.

300) \[tsʰəm \text{ ma } tcipogə \text{ wa}\]
   heart TOP comfortable COP1.OBJ
   ‘(my) heart, it was happy.’
   (Disappointment 16)

301) \[kʰoŋ \text{ ma } oləŋ \text{ wa}\]
   people TOP many COP1.OBJ
   ‘(The) people, there were many.’
   (Caiguoji)

302) \[pə \text{ ma } oə \text{ medə-m}\]
   ISG TOP NEG know-NARR
   ‘As for me, (I) don’t know.’
   (Caiguoji)

303) \[da \text{ gomər } \text{ ma } \text{ wi-sa } \text{ dzawobenχua } \text{ rəlaŋ } \text{ go-ko}\]
   also Gomer TOP COP1.SUBJ-COND drawobeinhua army.officer call-VBZ.PERF
   ‘And as for Gomer village, (they) called (him) Officer Drawobeinhua.’
   (Dzəkələru 31-32)

304) \[gəər \text{ ma } \text{ wi-sa } \text{ wantʰəndzoχə } \text{ reləŋ } \text{ ge-ko}\]
   Gaser TOP COP1.SUBJ-COND Wantenzohe army.officer call-VBZ.PAST
   ‘As for Gaser village, (they) called (him) “Officer Wantenzohe”.’
   (Dzəkələru 33)

Another means of marking non-subject topics is by fronting them. The basic word order in Bao’an is SOXV, but topical objects or oblique NP’s may appear in clause initial position rather than in their usual preverbal position. Topic-fronted direct objects are usually case marked with the accusative enclitic =nə. In the sentences previous to

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96 This suffix does not show up elsewhere in my data. I surmise that it is a contraction of the verbalizer –kə and the objective copula wo, used here as an auxiliary verb indicating past tense.
(305), the speaker lists the various items of clothing worn for a particular ceremony;

(306) is another example of a fronted direct object.

305) \[
\begin{align*}
\text{wadzə} & = nə & \chiani & = lə & \text{tə}^{b} \text{ŋum-kə-tə} & mər & k^{b}ər-na \\
\text{sock=ACC} & \text{all=PL} & \text{collective-VBZ-IMPF} & \text{wear} & \text{be.required-DUR}
\end{align*}
\]

‘As for socks, everyone should wear the same (kind).’ (O\(_{\text{TOPIC SV}}\))

(Ləru Dancing 31)

306) \[
\begin{align*}
\text{jiŋju} & = nə & \chiani & = lə & \text{naŋdaŋ-kə-tə} & \text{toptəŋ-kə-tə} \\
\text{English=ACC} & \text{all=PL} & \text{conscientious-VBZ-IMPF} & \text{study-VBZ-IMPF.OBJ}
\end{align*}
\]

‘English, everyone studies conscientiously.’ (O\(_{\text{TOPIC SV}}\))

(Caiguoji)

Topical pronouns can be fronted as well.

307) \[
\begin{align*}
\text{atcəŋno} & \quad \text{hkudə} & \quad \text{dortə} & \quad \text{jix-saŋ} \\
\text{3SG.ACC} & \quad \text{yesterday} & \quad \text{Dorje} & \quad \text{hit-POS}
\end{align*}
\]

‘Him, Dorje hit yesterday.’ (O\(_{\text{TOPIC SV}}\))

(Caiguoji)

In the following clause chain, the first and third clauses conform to the basic constituent ordering SOXV, but the second clause has a topical locative phrase that is fronted.

308a) \[
\begin{align*}
\text{semə} & = nə & \text{ula} & = də & \text{dapla-tə} & \text{o-tə} \\
\text{god.box=ACC} & \text{mountain=LOC} & \text{raise-IMPF} & \text{go-IMPF}
\end{align*}
\]

‘(They) carry the god boxes up to the mountain,’ (O\(_{\text{X TOPIC V}}\))

(Ləru Dancing 51)

b. \[
\begin{align*}
\text{lapsi} & = də & \text{saŋ} & \chiəra-tə \\
\text{Lapsi=LOC} & \text{offering} & \text{burn-IMPF}
\end{align*}
\]

‘and at Lapsi (they) burn offerings,’ (X\(_{\text{TOPIC OV}}\))

(Leru Dancing 52a)

c. \[
\begin{align*}
\text{tə}^{b} \text{oma} & = nə & \chiara-tə \\
\text{Chuma=ACC} & \text{taunt-IMPF.OBJ}
\end{align*}
\]

‘and taunt Chuma.’ (O\(_{\text{V}}\))

(Leru Dancing 52b)
Example (309) has a fronted indirect object, also marked with the locative enclitic =da.

309) $dzoma = da \quad dian\chiua \quad jix-\nu \quad kina$

Droma=LOC telephone hit-IMPF NEG.COP1.OBJ

‘As for Droma, (no one) has given (her) a call.’

(Caiguoji)

Sometimes a fronted topic is co-referential with the quantifier $\chi ani$, acting as a resumptive pronoun in the clause, as in (309c).

310)a. $\chi ec\nu \quad jang\nu wu \quad nat^h \quad k^h or-si$

Leru how dance be.required-Q

‘How should (one) dance Leru?’

(Laru Dancing 8)

b. $lo \quad jang\nu wu \quad jix \quad k^h or-si$

gong how hit be.required-Q

‘How should (one) hit the gong?’

(Laru Dancing 9)

c. $t^h = la \quad \chi ani = no \quad k^h el \quad k^h or-say \quad ba-u$

that=PL all=ACC say be.required-POS COP2.OBJ-Q

‘Those (things), should I tell about (them) all?’

(Laru Dancing 10)

Fronted topics usually consist of just one word, but the quantifier $\chi ani$ ‘all’ sometimes occurs in a fronted NP. For comparison, the progression of sentences (311)-(313) gives an example of $\chi ani$ functioning as a non-pronominal quantifier (311), an example of $\chi ani$ acting as a resumptive pronoun (312), as well as its occurrence within a fronted NP (313). When $\chi ani$ occurs in a fronted NP, it cannot also occur as a resumptive pronoun coreferential with that fronted NP, as the unacceptability of (314) shows.
311)  *sentence containing χani and no fronted topic:*

\[
pə mərkə χani = lə = nə  ləkə  wər-ro \textcolor{red}{^97}
\]

1SG clothing all=PL=ACC wash hold-PERF

‘I finished washing all the clothes.’

(Caiguoji)

312)  *sentence with a fronted topic and resumptive use of χani:*

\[
mərkə = nə  pə  χani = nə  ləkə  wər-ro
\]

clothing=ACC 1SG all=ACC wash hold-PERF

‘As for the clothes, I finished washing all (of them).’

(Caiguoji)

313)  *sentence with a fronted topic containing χani:*

\[
mərkə  χani = nə  pə  ləkə  wər-ro
\]

clothing all=ACC 1SG wash hold-PERF

‘As for all the clothes, I finished washing (them).’

(Caiguoji)

314)  *unacceptable sentence with χani used both in fronted topic and resumptively:*

\[
* mərkə  χani = nə  pə  χani = nə  ləkə  wər-ro
\]

clothing all=ACC 1SG all=ACC wash hold-PERF

*‘As for all the clothes, I finished washing all (of them).’*

(Caiguoji)

5.8 Interrogatives

5.8.1 Polar Questions

The most common strategy for forming a true polar question (i.e. a polar question to which neither an affirmative nor a negative answer is expected more than the alternative) is by means of the question suffix -u. When -u is suffixed to imperfective lexical verbs, it replaces the imperfective suffix (-tɕi/-tɕo). Similarly, when it is suffixed to perfective verbs, it replaces the perfective suffixes -tə and -tɕə.

\textcolor{red}{^97} This verbal suffix (-ro) is an allomorphic variation of the perfective suffix -tə ‘PERF’. 

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When -\(u\) is suffixed to lexical verbs with the durative suffix -\(na\), the fusional suffix -\(nu\) is formed (-\(na + -u \rightarrow -nu\)).

A similar process occurs whereby the form -\(mu\) is formed when the interrogative -\(u\) is attached to the narrative suffix -\(m\).

---

\(^98\) Although grammatically correct, this form of interrogative is very infrequently used. Rather, the polite use of the epistemic possibility marker is usually preferred. In which case, an objective form of either copula plus the question suffix indicates a polar question (\(V-saŋ ba-u\) or \(V-saŋ wa-u\)).
Affixation of the question suffix to the copula bi/ba yields the forms bu/bau [ba'.u].

321)  
htemə =nə  təkəla  ap-tɔə  ør-səŋ  bu
bread=ACC  2DU  take-IMPF  come-PERF.NMLZ  COP₂.SUBJ.Q
‘The bread, has she taken (any)?’
(lit. ‘The bread, is [it the case] that you two have taken (any)?’)
(Dzəkələr̥u 100)

322)  
əcəŋda  kərmu  kʰər-səŋ  ba-u
3SG.LOC  money  be.required-PERF.NMLZ  COP₂.OBJ-Q
‘Does he need money?’
(Caiguoji)

The question suffix is similarly affixed to the copula wi/wa, yielding the subjective form wu or wuu [wu.'u] and the objective form wau [wa.'u].

323)  
tə'bənda  kərmu  wuu
2SG.LOC  money  COP₁.SUBJ.Q
‘Do you have any money?’
(Caiguoji)

324)  
təci  silaŋ =da  wa-u
Jiashi  Xining=LOC  COP₁.OBJ-Q
‘Is Jiashi in Xining?’
(Caiguoji)

5.8.2 Content Questions

Interrogative phrases occur in situ in Bao’an content questions. An expanded version of the list of interrogative pronouns from §4.2.4 is given below, this time including non-pronominal interrogative phrases.

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99 The nominalization of the predication as well as the use of the second person dual form to refer to a third party who is present in the discourse context are both forms of politeness.
Table 5.8. Interrogative phrases

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kʰaŋ</td>
<td>‘who’</td>
</tr>
<tr>
<td>kʰaŋaŋ</td>
<td>‘whose’ (predicate possession)</td>
</tr>
<tr>
<td>kʰətʰoŋ</td>
<td>‘how many’</td>
</tr>
<tr>
<td>anə</td>
<td>‘which’</td>
</tr>
<tr>
<td>χala</td>
<td>‘where’</td>
</tr>
<tr>
<td>kʰətɕə</td>
<td>‘when’</td>
</tr>
<tr>
<td>jaŋ</td>
<td>‘what/some’</td>
</tr>
<tr>
<td>jaŋə</td>
<td>‘what/doing what’</td>
</tr>
<tr>
<td>jaŋətɕə</td>
<td>‘how’ ('doing what')</td>
</tr>
<tr>
<td>jaŋəsaŋ</td>
<td>‘why’</td>
</tr>
<tr>
<td>jantʰoχ</td>
<td>‘what kind’</td>
</tr>
</tbody>
</table>

The interrogative word χala ‘where’ was not listed with the interrogative pronouns in §4.2.4 because it does not take the locative enclitic =da when it occurs in the situations that would call for =da on a lexical noun or pronoun (as is apparent from comparing (325) with (326)).

325) dʐoma silaŋ =da o-to  
Droma Xining=LOC go-PERF  
‘Droma went to Xining.’  
(Caiguoji)

326) dʐoma χala o-to  
Droma where go-PERF  
‘Where did Droma go?’  
(Caiguoji)

It does, however, require the ablative enclitic =sa when it refers to a source. This sets it apart from the other non-pronominal interrogative forms, which do not host case enclitics.

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100 It may be that this form is actually two homophonous forms: 1) jaŋ ‘what’ + =go ‘SG.INDEF’, and 2) jaŋ ‘what’ + -ko ‘VBZ’. This would explain why the form is sometimes used pronominally (form 1) and sometimes used as an “interrogative verb” (form 2).
The following sentences give examples of the use of the rest of the non-pronominal interrogative forms.

327) ənə pîŋkwo = la = no ənal = sa ap wa
    this apple=PL=ACC where=ABL take COP1.OBJ
    ‘These apples, where were they bought?’
    (Caiguoji)

328) tɛʰonə no si kʰet⁹onə wi
    2SG.LOC dog how many COP1.SUBJ
    ‘How many dogs do you have?’
    (Caiguoji)

329) da rɛloŋ əno rɛloŋ ji-sa,
    and army officer which army officer COP2.SUBJ-COND
    ‘...so (one can clarify) which army officer the army officer is...’
    (Dʒəkələru 28)

330) tjɛci kʰetɛ o-to
    Jiashi when go-PERF
    ‘When did Jiashi go?’
    (Caiguoji)

331) htema jangɛtɛ əɾa kʰor-saŋ
    bread how burn be.required-POS
    ‘How do (you) bake bread?’
    (Caiguoji)

332) rango = da ahku kina ne, tʰaŋ = da ənal-tɕʰaŋ
    mountain=LOC monk COP1.NEG.OBJ QUOT ground=LOC watch-AG.NMLZ

    ahku ənə kar wa ne, tʰər jangəsan
    monk one two COP1.OBJ QUOT that why
    ‘(She) says there are no monks on the mountain, but there are one or two watching
down on the ground; why is that?’
    (Dʒəkələru 460)

333) tɛʰonə htcɔtə = əno dəŋa jant⁹ɔx = əŋə ji
    2SG.GEN bicycle=ACC color what.kind= SG.INDEF COP2.SUBJ
    ‘What color is your bike?’
    (lit. ‘Your bike’s color is what kind?’)
    (Caiguoji)
5.8.3 Rhetorical Questions

Rhetorical questions are marked with the verbal suffix -si. In the following example, the speaker asks this question in order to introduce an explanation of how a “soldier dance” is performed.

334) $t^b_ər$ $rələŋ$ $t^b_ər=ə$ $məχ$ $t^b_ər$ $jəŋə$ $nət^b_ə$  
that army.officer that=ACC soldier that how dance  

$k^b_ər-si$  
be.required-Q  
‘That army officer, how should his soldiers dance that (dance)?’  
(Dzəkəɬəru 35)

In (335), the speaker is suggesting a topic of discussion (relating to the Ləru festival) to an interviewee.

335) $t^b_ə$ $kozə$ $jəŋətəcə$ $t^b_ər-si$? $jəŋətəcə$ $nət^b_ə-sa$  
2SG self how learn-Q how dance-COND  

$jaksə$ $wa$  
pretty COP1.OBJ  
‘How did you yourself learn? How do (you) dance so that (it) looks nice?’  
(Ləru Dancing 19)

The suffix -si is also used to mark alternative questions forming the complement of the verb medə ‘know’ or other interrogative complements of the verb medə ‘know’ when medə is negated.

336) $pə$ $həkutə$ $orə-si$ $əə$ $orə-si$ $əə$ $med-ə$  
1SG yesterday rain-Q NEG rain-Q NEG know-PERF  
‘I don’t know whether it rained or not yesterday.’  
(Caiguoji)

337) $pə$ $əə$ $χəτə$ $k^b_ə$ $p^b_ətə-si$ $əə$ $medə-na$  
1SG this book=ACC who write-Q NEG know-DUR  
‘I don’t know who wrote this book.’  
(Caiguoji)
5.9 Imperatives

Imperative mood is indicated by the use of bare verb stems as well as by use of verbal suffixes. Distinctions are made for person, but not for number. The imperative suffixes are listed in table 5.9.

Table 5.9. Imperative suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ø (IMP)</td>
<td>second person imperative mood</td>
</tr>
<tr>
<td>-do (IMP)</td>
<td>second person familiar imperative mood</td>
</tr>
<tr>
<td>-ja (1.IMP)</td>
<td>voluntative mood (first person imperative)</td>
</tr>
<tr>
<td>-kə (3.IMP)</td>
<td>third person imperative mood</td>
</tr>
</tbody>
</table>

The difference between the bare stem second person imperative and imperatives formed with the suffix -de appears to be one of politeness. So (338) and (339) would be spoken to a guest, while (340) was spoken to a family member of the same gender and same age set as the speaker and (341) might be said to a child or close friend. The use of -do in imperative contexts seems to be a relatively recent innovation.

338) htema de
    bread eat
    ‘Have some bread.’
    (Caiguoji)

339) tɕʰa u
    tea drink
    ‘Have some tea.’
    (Caiguoji)

340) tʰə =la =no kʰəl-də
    that=PL=ACC speak-IMP
    ‘Tell about those.’
    (Laru Dancing 20)

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101 Wu (2003:342) identifies this suffix as “a special formative expressing perfective aspect” which was once an auxiliary verb, but has been grammaticalized as a suffix. In my data, it shows up most often in second person imperative contexts.
First person imperatives occur less frequently than second person imperatives, but two examples are given below.

342) 
\[\text{maŋəla} \quad \text{htem} = \text{nə} \quad \text{χəra-ja}\]
1PL.INCL bread=ACC burn-1.IMP

‘Let’s bake some bread.’

(Caiguoji)

343) 
\[\text{de} \quad \text{pə} \quad \text{ʂala-kə-ja} = \text{təə}\]
now 1SG exert.oneself-VBZ-1.IMP=QUOT.IMPF

‘“Now I’ll (study) hard,” (I) said...’

(Disappointment 29)

The following example from Wu (2003) demonstrates the use of the third person imperative suffix -kə.

344) 
\[\text{atcəŋəla} \quad \text{jəŋə} \quad \text{jar-sa} \quad \text{jarə-kə}\]
3PAU what do-COND do-3.IMP

‘Let them do what they want.’

(Wu 2003:337)

My elicited data contain two examples of the use of the third person imperative form, and both of them are preceded by a non-finite clause marked with the conditional suffix -sa.

345) 
\[\text{atcəŋəla} \quad \text{χəla} \quad \text{o-sa} \quad \text{oə-kə}\]
3PAU where go-COND go-3.IMP

‘Let them go where they want.’

(Caiguoji)

346) 
\[\text{atcəŋəla} \quad \text{təə-sa} \quad \text{təə-kə}\]
3PAU tattle-COND tattle-3.IMP

‘If they tattle, let (them) tattle.’

(Caiguoji)
Chapter 6: Clause Combining

This chapter is organized around the syntactic means by which clauses are combined in Bao’an Tu. One of the consequences of this organization is that the semantic relations between clauses are not necessarily organized neatly in one spot. So, for example, strategies for encoding adverbial clauses are discussed both in section 6.1.1 as relativized time words and in section 6.3 as non-final clauses marked with non-finite verbal suffixes. This chapter makes use of the notions of embedding and dependence to describe the syntactic characteristics of clause types in Bao’an. Clauses that comprise a constituent of a superordinate clause (or a constituent of a constituent of a superordinate clause, etc.) are considered embedded. Dependent clauses are clauses that either a) take non-finite verbal morphology (discussed in §3.2.1.2 and §5.1.1) and therefore do not inflect for mood, speaker involvement, or person, or b) exhibit some other form of dependence on their matrix clause (such as logophoric pronominal reference or the use of speaker perspective, see §6.2.2). Nominalized clauses (§6.1) are both embedded and dependent, as are quotative complements of verba dicendi (§6.2). Non-final clauses (§6.3) are dependent, and their status vis-à-vis embedding is somewhat ambiguous, though they appear not to be embedded. Section 6.4 addresses the coordination of independent clauses, which are neither embedded nor dependent.

6.1 Nominalized Clauses Marked with =ku and -san

Bao’an clauses are nominalized by means of the enclitic =ku and the verbal suffixes -san and –teŋ. The agentive nominalizer –teŋ is used relatively infrequently and is

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102 Comparative constructions can be found in §6.3.1; ‘want’ complement clauses in §6.1.3; purpose clauses in §6.1.3 and §6.3.3; ‘when’ clauses in §6.1.3; and for reason clauses refer to §6.1.3 and §6.3.5.
adequately described in §3.1.2.2. Sentence (198) from that section is repeated here as an example.

1) \[tsʰi taltə-tɕʰaŋ] = la kʰaŋlo mor = da wa
   vegetable sell-AG,NMLZ=PL “kangle” road=LOC COP1,OBJ
   ‘The vegetable sellers are all on Kangle Road.’

   (Caiguoji)

The nominalizers =ku (IMPERFECTIVE) and –saŋ (PERFECTIVE) are used to form relative clauses as well as nominalized actions and nominal complement clauses. They are typically hosted by or suffixed to bare verb stems, but occasionally the verbs to which they are attached already have the non-finite imperfective suffix –tɕə affixed. In either case, these verbs lack finite verbal morphology and their clauses are therefore dependent clauses. Relative clauses are a constituent of a noun phrase (with or without a head noun) and nominalized actions and nominal complement clauses are typically arguments or oblique constituents of the matrix clauses in which they occur; therefore all clauses with verbs marked with =ku and -saŋ are embedded.

6.1.1 Relative Clauses

As was mentioned in §4.3.6, relative clauses precede the nouns they modify. The argument of the relative clause that is co-referential with the relative clause’s head noun is omitted in the relative clause, leaving a gap. An example from §4.3.6 is repeated here for consideration.

2) \[rəmo ənə pʰətɕə-saŋ] kʰoŋ silaŋ = da ɕatɕə-to
   painting this paint-PERF,NMLZ person Xining=LOC leave-PERF
   ‘The person who painted this painting went to Xining.’

   (Caiguoji)
‘When’ clauses are typically constructed using the imperfective nominalizer =ku.

In this strategy, the ‘when’ clause is a relative clause modifying the time word
tcʰɤχaŋnaŋ ‘time’.

3) \([kʰəl=ku] tcʰɤχaŋnaŋ mənə kʰəl-səŋ \text{ci təvə}\\haus\)
say=IMPF.NMLZ time 1SG.GEN say-PERF.NMLZ very appropriate

‘When (I) spoke, my speaking (i.e. what I said) was very appropriate.’

(Disappointment 50)

4) ərhte mortə au = la = nə χanda su-sə \([kʰamər\\haus\)
morning other boy=PL=ACC together stay-COND ceremonial.needle

jɨχ = ku] tcʰɤχaŋnaŋ nopʰə wi\)
hit=IMPF.NMLZ time harm COP1.SBJ
‘If (they) sit with the other boys in the morning, (they) will be harmed when (they)
do kəməɾ.’

(Ləru Dancing 107)

It was mentioned in §4.3.3 that the borrowed property terms ʂəkə and ʁələka take

verbal morphology; this includes the nominalizer =ku.

5) \([tcʰənda ʂa-təcə] = ku kʰon kʰəŋ wa\\haus\)
1SG.DAT good-IMPF=IMPF.NMLZ person who COP1.OBJ
‘Who are the people who are good to you?’

(Caiguoji)

6) \([kʰətʰə ʂəpə-gə-təcə = ku tcʰimsam = da\\haus\)
home=LOC come.HON-IMPF=IMPF.NMLZ household=LOC

ʂəkə-təcə] = ku tʰəntʰəŋə ba
good-IMPF=IMPF.NMLZ that.way COP2.OBJ
‘That’s the benefit to (one’s) household of (the shaman’s) coming to (one’s) home.’

(Ləru Dancing 77)
7)  
\[ pə [dzoma gako]=ku alma ap wa \]
1SG  Droma  happy=IMPF.NMLZ  fruit  take  COP1.OBJ
‘I bought fruit that Droma likes.’

(Caiguoji)

8)  
\[ [tɕʰə gako]=ku kʰoŋ kʰaŋ wa \]
2SG  happy=IMPF.NMLZ  person  who  COP1.OBJ
‘Who are the people whom you like?’

(Caiguoji)

There are no examples in my data of any other property terms taking the nominalizers

=ku or –say; the following sentences serve as examples of the unacceptability of such
constructions.

9)  
\[ *χəna=ku χotɕʰa \]
new=IMPF.NMLZ  book
‘book that is new’

(Caiguoji)

10)  
\[ *χotɕʰaŋ=ku χotɕʰa \]
old=IMPF.NMLZ  book
‘book that is old’

(Caiguoji)

The grammatical way to relativize χotɕʰa in (9), for example, would be to use the copula

wi, as in χəna wi=ku χotɕʰa ‘the book that is new’.

6.1.2 Nominalized Actions

6.1.2.1 Internal Structure of Nominalized Actions

The nominalizers =ku and –say are affixed to verb stems to form nominalized actions.

Subjects of nominalized actions (if they appear overtly) are marked for genitive case by
the accusative enclitic =nə (as in (11)), or by the use of the genitive form of a pronoun if
they are pronominal (as in (12)). Sentence (3) is repeated here as (12) by way of
example.
11) $[\text{government} = \text{ACC} \text{country} = \text{ACC} \text{matter say-PERF.NMLZ also} \text{goŋma = no} \text{dzəl}kʰəp = no \text{tunday kʰɔl-san}] \text{da}$

government= ACC country= ACC matter say-PERF.NMLZ also

gəŋdəntcawo = go noma təndago çə

just.thing= SG.INDEF really very NEG.COP2.OBJ

‘The government’s ruling was also really very unfair.’

(lit. ‘[the government’s saying (decision) of the rural matter] was also really very much an unjust (one).’)

(Skirmish 25)

12) $kʰɔl = ku \text{tcʰɔɛŋmaŋ} [\text{menne} kʰɔl-san] \text{ɕi tɕo}kə$

say= IMPF.NMLZ time 1SG.GEN say-PERF.NMLZ very appropriate

wa

COP1.OBJ

‘When (I) spoke, my speaking (i.e. what I said) was very appropriate.’

(Disappointment 50)

6.1.2.2 External Characteristics of Nominalized Actions

Nominalized actions are not typically propositional in nature, and they do not appear to be limited in the range of matrix verbs with which they occur. They appear to occur in any syntactic position that may be occupied by a noun, and they can be modified by demonstratives and can host case and number enclitics.

In the following examples, the bracketed nominalized actions function as the subject of a transitive verb.

13) $[kʰɔtʰə \text{χəpgo-qa-tə} = ku] \text{təwa jama}$

home.LOC come.HON-CAUS-IMPF= IMPF.NMLZ fortune stuff

$ki = ku \text{təɾ-təi-san}$

NEG.COP1.SUBJ= IMPF.NMLZ do-IMPF.SUBJ-POS

‘(One) invites (the shaman) to come to one’s home and avoids misfortune.’

(lit. ‘[having (the shaman) come to (one's) home] does [not having (bad) fortune].’)

(Ləru Dancing 78)
Examples (15) and (16) contain nominalized actions that are subjects of the existential use of the copula *wa*.

15) \[sotɕa=da \text{ } kʰatsʰaŋ \text{ } natʰ=ku\] \*wa
Soja=LOC complete dance=IMPF.NMLZ COP1.OBJ
‘Everyone dances for Soja clan.’
*(lit. ‘There is [dancing all together for Soja clan].’)*

(Ləru Dancing 88)

16) \[tʰsaŋ \text{ } [jama \text{ } kʰ=[\text{ku}]\] \*wa-u
next thing speak=IMPF.NMLZ COP1.OBJ-Q
‘Is there anything more to say?’

(Ləru Dancing 127)

Nominalized actions can also form the subject of a predicate adjective, as in (17).

17) \[natʰ=saŋ\] \*jaksa \*wa
dance-PERF.NMLZ pretty COP1.OBJ
‘The dancing is pretty.’

(Caiguoji)

In (18) and (19), the bracketed nominalized actions are the subject of a nominal predicate.

18) \[kʰamər \text{ } jįx-tɕə=ku\] \text{ } jangə \*o=saŋ
ceremonial.needle hit-IMPF=IMPF.NMLZ what (COP)-POS
‘What is doing *kamer*?’

(Ləru Dancing 96)

19) \[htempa \text{ } xəra=ku\] \*aku=la=nə \*wela \*ba
bread burn=IMPF.NMLZ woman=PL=ACC work COP2.OBJ
‘Baking bread is women’s work.’

(Caiguoji)
Nominalized actions also appear as the direct object of a transitive verb. Example (13) is repeated here as (20). In sentence (21), the subject of the matrix clause is implicit, and the bracketed nominalized action is the direct object of the matrix verb *molan* ‘wish’ (note that the subject of the nominalized action, *tʰər* ‘that’, is marked for accusative case).

20) \[kʰətʰəχəpgə-tɕə=ku\]  
home.LOC come.HON-CAUS-IMPF=IMPF.NMLZ fortune stuff  
\[ki=ku\]  
NEG.COP₁.SUBJ=IMPF.NMLZ do-IMPF.SUBJ-POS  
‘(One) invites (the shaman) to come to one’s home and avoids misfortune.’  
(lit. ‘[having (the shaman) come to (one’s) home] does [not having (bad) fortune].’)

(Lo ru Dancing 78)

21) \[[tʰər=ŋə\] tʊndaχətʂəgə-tɕətʂakəɕikə=ku\]  
that=ACC matter complete-IMPF be.lucky=IMPF.NMLZ wish-PERF  
‘(I) wish (him) accomplishment and good luck in all his affairs.’  
(lit. ‘(I) wish [that (one)’s completing (his) matters and being lucky].’)

(Disappointment 95)

The bracketed nominalized actions in (22) and (23) are the nominal element of the predicate in a nominal predicate structure (see §5.2.5.3 for other examples of nominal predication).

22) \[kʰamər jix-tɕə=ku\]  
ceremonial.needle hit-IMPF=IMPF.NMLZ past=LOC thing=PL=LOC  
\[tganteʰə=da\] jama=la=da  
\[sortʰi-tɕə=ku\]  
sacrifice.animal-IMPF=IMPF.NMLZ that COP₂.OBJ  
‘Doing kamer takes the place of the animal sacrifices (we) did in the past.’  
(lit. ‘Doing kamer is that [sacrificing (animals) in the past for the things (i.e. the festivities)].’)

(Lo ru Dancing 97)

23) \[pətələnə gankʰər [naŋ=ŋə aləsə=ku]\]  
1PL.EXCL.GEN task inside=ACC clean=IMPF.NMLZ COP₂.OBJ  
‘Our task is cleaning up inside.’

(Caiguoji)
Nominalized actions can also function as objects of postpositions, as in the following examples.

24) \[\chi\text{e}caŋ = da \quad mərk\text{u} \quad mər \quad k^hər\text{-saŋ}] \quad k^hada \quad jaksa-t\text{-tə}  
Leru=LOC \quad clothing \quad wear \quad be\text{-required-PERF.NMLZ} \quad on \quad pretty-IMPF  
\[\text{nat}^h\text{ə} \quad da \quad k^hər\text{-saŋ}]  
dance \quad also \quad be\text{-required-POS}  
‘On top of wearing (traditional) clothing at Leru, (one) should also dance prettily.’  
(Caiguoji)

25) \[j\text{aŋ} \quad papa \quad ana=\text{kala}] \quad [guda \quad k^həl\text{-saŋ}] \quad sanə  
again \quad father \quad mother=DU \quad before \quad speak-PERF.NMLZ \quad besides  
\[\text{lo}t\text{aŋ} = gə \quad j\text{an}gə \quad k^həl-t\text{-tə}-sa]  
extra=SG.INDEF \quad what \quad speak-IMPF-COND  
‘Again, (my) father and mother, in addition to what (they) said before, added one thing...’  
(Parents’ Instructions 16-17a)

The sentences below give examples in which nominalized clauses host number enclitics.

26) \[kozə-kozə = da \quad [\text{nat}^h\text{ə} = ku] = gə \quad wi\text{-saŋ}  
self~self=LOC \quad dance=IMPF.NMLZ=SG.INDEF \quad COP1.SUBJ-POS  
‘Each (deity) has a dance (of his own).’  
(Dzəkələru 36)

27) \[\chi\text{amtc}^h\text{ə} = ku] = la \quad da \quad hkora = gə \quad t^h\text{orə} \quad k^hər\text{-ts}^h\text{ə}ŋ  
stay.together=IMPF.NMLZ=PL \quad also \quad circle=SG.INDEF \quad circle \quad be\text{-required-POS}  
‘(The ones dancing) together also must (dance) in a circle.’  
(Dzəkələru 166)

28) \[\text{nat}^h\text{ə}-saŋ] = la \quad \chi\text{ani} \quad mərk\text{u} \quad jaksa \quad mər \quad su\text{-tə}  
dance-PERF.NMLZ=PL \quad all \quad clothing \quad pretty \quad wear \quad stay-IMPF.OBJ  
‘The dancers were all wearing pretty clothing.’  
(Caiguoji)

The nominalized clauses in (27) and (28) differ from the nominalized clauses presented so far in this section in that they derive an actor rather than an action.
Although the nominalizers -saŋ and =ku typically derive actions, it appears to be the case that the addition of the plural enclitic =la indicates a derived actor rather than an action. Compare the translations of the minimal pair formed by example sentence (17) above and example (29).

29) \[nat^{h-o-saŋ}=la \quad jaksawa\]
   dance-PERF.NMLZ=PL pretty COP1.OBJ
   ‘The dancers are pretty.’
   (Caiguoji)

   Nominalized actions can be modified by a demonstrative; sentence (22) is repeated here by way of example.

30) \[kʰamər \quad jix-tɔ=ku \quad \{yantɛ^{h-o}=da \quad jama=la=da\]
   ceremonial.needle hit-IMPF=IMPF.NMLZ past=LOC thing=PL=LOC
   sort^{h-i-tɔ=ku} \quad tʰɔr \quad ba
   sacrifice.animal-IMPF=IMPF.NMLZ that COP2.OBJ
   ‘Doing kamer takes the place of the animal sacrifices (we) did in the past.’
   (lit. ‘Doing kamer is that [sacrificing (animals) in the past for the things (i.e. the festivities)].’)
   (Ləru Dancing 97)

   Finally, in one instance in my data, a nominalized action is even modified by an adjective:

31) \[mortɛ=la=da \quad \{nat^{h-o}=ku\} \quad hko=nə \quad kʰɔr-tɔ=ku\]
   other=PL=LOC dance=IMPF.NMLZ big be.required-IMPF.OBJ
   ‘The festival for the others must be a big one.’
   (lit. ‘a big dancing is required for the others.’)
   (Ləru Dancing 84)

6.1.2.3 Ambiguity between Headless Relative Clauses and Nominalized Actions

Many clauses nominalized by the use of =ku and –saŋ have neither a relativized head NP nor internal arguments that are overtly expressed, as in the example below:
The nominalized action in this example is the subject of a nominal predicate. This
nominalized action cannot be construed as a headless relative clause. Although it does
not have an overtly expressed subject, this potential gap cannot be co-referential with an
unexpressed head noun of a relative clause, with a meaning something like ‘who is (the
one) that is doing kamer?’ The reason for this is that the verb jiχ in the nominalized
clause requires a human subject in this context, and the interrogative form jaŋə in the
matrix clause must have a non-human referent (a human referent would require the use of
the interrogative pronoun kʰaŋ ‘who’). Therefore this is unambiguously a nominalized
action.

Most nominalized clauses with no overtly expressed arguments and no overtly
expressed relativized head noun, however, are ambiguous as to whether they are headless
relative clauses or whether they are nominal complement clauses. The source of this
ambiguity is a convergence of two factors. First, nominal arguments that are identifiable
in the discourse context are often left unexpressed, creating many potential relativized
gaps in nominal clauses; thus it is only a small minority of nominalized actions that have
all of their arguments overtly expressed (which would be the most straightforward way to
determine that a nominalized clause is not a relative clause). Second, as was mentioned
in chapter four, headless noun phrases are quite common in Bao’an, and by extension, so
are headless relative clauses. In some contexts it is clear that the implicit head of a
headless relative clause is co-referential with a gapped argument in the relative clause (or
conversely, that a potentially implicit head could not be co-referential with any of the
“gapped” arguments in the nominalized clause in question, as in (32)), but in most of
these cases the ambiguity remains unresolved, as in the following example.

33)  
ko̱ʑə~ko̱ʑə = da   [natʰə = ku] = go      wi-saŋ
self~self = LOC  dance = IMPF.NMLZ = SG.INDEF  COP₁,SUBJ-POS
‘Each (deity) has his own (festival) that is danced.’
or ‘Each (deity) has his own dancing.’
(natʰə can be either transitive or intransitive)

(Dzəkalaçu 36)

There are likely some cases in which the ambiguity entrenched in the recorded
data could be resolved by going back to the speakers and asking whether they had an
action/state or a (relativized) actor/patient/oblique in mind when they made the utterance.
So, for example, one could possibly ask the speaker of (33) whether he was referring
specific festivals held for each deity (as in the first free translation) or whether he was
referring to an event of dancing possessed by each deity (as in the second free
translation). For the majority of these cases, however, the distinction is not salient to the
predication being made. In these situations, it would appear to make little difference in
the predication whether the nominalized clause in question is a headless relative clause or
a nominal complement clause, and one can imagine that questioning the speaker about
which he had in mind would not be likely to yield a definitive answer.

6.1.3 Nominal Complement Clauses

6.1.3.1 Internal Structure of Nominal Complement Clauses

The nominalizers =ku and –saŋ are also used to form nominal complement clauses.
Unlike the subjects of nominalized actions, which are marked for genitive case, subjects
of nominal complement clauses (if they appear overtly) are zero-marked for nominative case.

34) atɕaŋ mənda [saro = la] laxi = nə jangətəo war
3SG 1SG.DAT young.man=PL towel=ACC how hold

\[ k^bər = ku ] = nə asaχ-təo \\
be.required=IMPF.NMLZ=ACC ask-IMPF.OBJ

‘He asked me how the young men should hold the towels.’

(Caiguoji)

35) [pə dzəma=da samtəχ=go oχ = ku] tarəŋ ør-na
1SG Droma=LOC gift=SG.INDEF give=IMPF.NMLZ desire come-DUR

‘I want to give a gift to Droma.’

(lit. ‘The desire that I give a gift to Droma comes’.)

(Caiguoji)

36) mənənə nərə = nə ap-saŋ ønə [pə]
1SG.GEN name=ACC take-PERF.NMLZ this 1SG

\[ jix-təo-saŋ ] = nə dzəmsan çəwa \\
hit-IMPF-PERF.NMLZ=ACC reason NEG.COP2.OBJ

‘The reason (they) removed my name is not that I was fighting.’

(lit. ‘this removing of my name is not (that)-I-was-fighting reason.’)

(Disappointment 83)

37) satsu [təpə nəko jix-təo-saŋ] = kala tebənənə nərə = nə
but 2SG one hit-IMPF-PERF.NMLZ=INST 2SG.GEN name=ACC

ap-saŋ

take-POS

‘But because you got into a fight, your name was removed.’

(lit. ‘But with you having fought one (a fight), (they) removed your name.’)

(Disappointment 75)

6.1.3.2 External Properties of Nominal Complement Clauses

Nominal complement clauses denote a proposition. They occur as non-quotative direct objects of a limited set of speech and cognition verbs (\( k^bəl \) ‘speak’, \( medə \) ‘know’, \( ts^bər \) ‘learn’, and \( asaχ \) ‘ask’), as adnominal modifiers of a limited set of nouns (\( tarəŋ \) ‘desire’, 

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kar ‘permission’, dzømsan ‘reason’, and tundaχ ‘matter’)\textsuperscript{103}, and as instrumental obliques marked with the instrumental enclitic =ʁala (forming one strategy for encoding a ‘reason’ clause).

The verb $k^həl$ ‘speak’ occurs as both an intransitive and transitive verb. When it is transitive, it can take an NP, a non-quotative nominal complement clause, or a quotative complement clause (quotative complement clauses are discussed in §6.2) as its direct object. The following sentences contain examples of $k^həl$ with a nominal complement clause as its direct object.

38) \[
\begin{array}{llllll}
\chi\text{ceŋ} & \text{nat}^h\text{-}sa & \text{jăng} = \text{da} & \text{sətci} = \text{ku} = \text{nə} & k^həl \\
\text{Leru} & \text{dance-COND} & \text{what=} \text{LOC} & \text{benefit=} \text{IMPF.NMLZ=} \text{ACC} & \text{say} \\
\hline
\hline
k^hər\text{-san}-u \\
\text{be.required-POS-Q} \\
\text{‘Should (I) tell what benefits derive from dancing Leru?’} \\
\end{array}
\]

(Leru Dancing 5)

39) \[
\begin{array}{llllll}
pə & \text{papa} = \text{da} & \text{tacwe} = \text{da} & \text{ətciχ} & \text{tc}^h\text{okgo}-\text{san}] = \text{nə} & k^həl \\
1\text{SG} & \text{father=} \text{LOC} & \text{university=} \text{LOC} & \text{test} & \text{pass-} \text{PERF.NMLZ=} \text{ACC} & \text{say} \\
\hline
\hline
wa \\
\text{COP}_1.OBJ \\
\text{‘I told father that (I) tested into university.’} \\
\end{array}
\]

(Caiguoji)

The verb məda ‘know’ can be either transitive or intransitive; when it is transitive it takes either an NP or a non-quotative nominal complement clause as its direct object.

\textsuperscript{103} Dixon states that “[i]t is unusual to encounter a noun (or NP) which can govern a complement clause,” but that such complement clauses do exist. He gives the English example, “John told me the news [that Fred had broken his leg]” and analyzes the complement clause as an appositive of the NP “the news” (2006:11). The complement clauses governed by the head nouns tarəŋ ‘desire’, dzømsan ‘reason’, tundaχ ‘matter’, and kar ‘permission’, are additional examples of complement clauses governed by a noun (or NP).
Sentence (40) gives an example of *meda* with no direct object. Sentence (41) contains *meda* with an NP direct object. Sentences (42) and (43) give examples of *məda* with nominal complement clauses as direct objects.

40)  
\( pə\ əlo\ meda-na \)  
1SG NEG know-DUR  
‘I don’t know.’  
(Caiguoji)

41)  
\( təŋə\ [nər]\ meda-na \)  
(a.little face know-DUR  
‘(I) knew (their) faces a little.’  
(Disappointment 44)

42)  
\( [jaŋ\ ɾali-kə=ku]=nə\ da\ əlo\ meda-na \)  
what look-VBZ=IMPF.NMLZ=ACC also NEG know-DUR  
‘And I didn’t know what to look at.’  
(Disappointment 31)

43)  
\( [laχci=nə\ jaŋətə\ war\ kʰər=ku]=nə\ me-ə\ kʰər-na \)  
towel=ACC how hold be.required=IMPF.NMLZ=ACC know-IMP  
be.required-DUR  
‘(Everyone) should know how the towel should be held.’  
(Ləru Dancing 40)

The verb *tshər* ‘learn’ can be either intransitive or transitive; when it is transitive it can take either an NP or a non-quotative nominal complement clause as its direct object.

Sentence (44) contains an example of intransitive *tshər*. Sentence (45) is an example of transitive *tshər* with an NP direct object, and sentences (46) and (47) give examples of transitive *tshər* with a nominal complement clause as its direct object.
‘How did you yourself learn? How do (you) dance so that (it) looks nice?’

(Laru Dancing 19)

‘It would be good if Droma learned Tibetan.’

(Caiguojí)

‘When the grandfathers dance, sometimes they teach the younger ones to dance Leru.’

(Ləru Dancing 114)

‘Droma is learning how to drive a car.’

(Caiguojí)

‘Want’ complements are constructed by means of nominal complement clauses; the desideratum of a ‘want’ construction is framed as a nominal complement clause modifying the noun taray ‘desire’, which is in turn the subject of the intransitive verb or ‘come’. Although taray is clearly a noun in terms of its ability to act as a clausal argument, it is unique in that it can only be modified by a nominal complement clause; it does not occur with other nominal modifiers such as adjectives, demonstratives, or possessive NP’s.
The desired outcome expressed by this construction is viewed to be more or less within the power of the experiencer of the desire to execute. Therefore, the experiencer is the subject of both the matrix clause and the nominal complement clause. This is shown by the following examples.

51)  * menda [dzoma silaŋ = da o-də = ku] taraŋ ər-təo
1SG.LOC Droma Xining=LOC go=IMP=IMPF.NMLZ desire come-IMPF.OBJ
* ‘I want Droma to go to Xining.’
(lit. ‘The desire that Droma go to Xining comes to me.’)  
(Caiguoji)

52) [pə dzoma = nə silaŋ = da o-də-əa = ku] taraŋ ər-təo
1SG Droma=ACC Xining=LOC go=IMP-CAUS=IMPF.NMLZ desire come-IMPF.OBJ
 ‘I want to have Droma go to Xining.’
(lit. ‘The desire that I cause Droma go to Xining comes (to me).’)  
(Caiguoji)
There are various other ways to express ‘want’ complements that contain subjects which are not coreferential with the experiencer of the desire, or that are otherwise not within the power of the experiencer of the desire to carry out. These other methods do not involve the use of nominal complement clauses, but two examples are given here for the purpose of comparison.\textsuperscript{104}

53) \textit{pə ana rəmgo-təə or-sa siyde-təə}
\begin{align*}
1SG & \text{ mother} & \text{ hurry-IMPF} & \text{ come-COND} & \text{ hope-IMPF.OBJ} \\
& \text{ ‘I hope mother returns quickly.’} & \\
\end{align*}
(Caiguoji)

54) \textit{məχə or-sa ʂakə\textsuperscript{105}}
\begin{align*}
tomorrow & \text{ rain-COND} & \text{ good} \\
& \text{ ‘It would be good if it rained tomorrow.’} \\
\text{(note: elicited as ‘(I) hope it will rain tomorrow.’)} & \text{我希望明天下雨。} & \\
\end{align*}
(Caiguoji)

The argument expressing the experiencer of the desire in \textit{taraŋ} constructions may either appear as a dative-marked oblique in the matrix clause (as in the examples (48-50) above), or it may appear (in nominative case) as the subject of the nominal complement clause expressing the desideratum (as in (52) above and (55) below), but the subject cannot be overtly expressed in both the nominal complement clause and the matrix clause.

55) \textit{[pə dzoma=da santoχ=gə oχ=ku] taraŋ or-na}
\begin{align*}
1SG & \text{ Droma=LOC} & \text{ gift=SG.INDEF} & \text{ give=IMPF.NMLZ} & \text{ desire come-DUR} \\
& \text{ ‘I want to give a gift to Droma.’} \\
\text{(lit. ‘The desire that I give a gift to Droma comes.’)} & \\
\end{align*}
(Caiguoji)

\textsuperscript{104} Use of conditional -\textit{sa} along with the verb \textit{siyde} ‘hope’ or the property term \textit{ʂakə} ‘good’ to express ‘want’ complements is further discussed in §6.3.2.

\textsuperscript{105} The syntactic characteristics of the property term \textit{ʂakə} ‘good’ are discussed in §4.3.3.
Further investigation is needed to determine what the difference between these two strategies signals.

Nominal complement clauses also occur as adnominal modifiers modifying the noun *raŋ* ‘authority’.

56) **raŋ** appears to have full status as a noun. In addition to acting as a clausal complement, it can also be modified by nominal modifiers, as in the following examples.

57) *raŋ* modified by an adjective:

\[ \text{raŋ } hko \text{ wa} \]

‘(you/he/she...) has a lot of authority.’

(lit. ‘(your/his/her...) authority is big.’)

(Caiguoji)

58) *raŋ* modified by a possessive pronoun:

\[ \text{atəŋə } \text{raŋ } \text{pitaŋə } \text{wa} \]

‘He doesn’t have much authority.’

(lit. ‘His authority is small.’)

(Caiguoji)

Nominal complement clauses are used by three different strategies for forming ‘reason’ constructions. In two of the strategies, a nominal complement clause functions
as a modifier of a head noun (either dzəmsan ‘reason’ or tundaχ ‘matter’). In the third strategy, a nominal complement clause is case marked with the instrumental enclitic =kala.

In the first of these strategies, either of the nominalizers =ku or -saŋ can be used. It appears to be the case that when the imperfective =ku is used no case marking is required, as in (60) and (61). When the perfective suffix -saŋ is used, however, the nominal complement clause hosts the accusative enclitic =nə (marking genitive case), as in (62) and (63). This is the only situation in which the external syntactic properties of a nominalized clause appear to depend on which nominalizer is used.

60) [dewa tʰəŋəsa da t قولɡə də natʰə
village in.that.way also six day dance

kʰər =ku] dzəmsan tʰər wo
be.required=IMPF.NMLZ reason that COP1.OBJ
‘That’s the reason the village has to dance like that for six days.’

(Dzəkələru 115)

61) [χara-tə =ku] dzəmsan tʰər bi-saŋ
taunt=IMPF=IMPF.NMLZ reason that COP2.SUBJ-POS
‘That’s the reason (we) taunt them.’

(Ləru Dancing 63)

62) mənə ənə =nə ap-saŋ ənə /pə
1SG.GEN name=ACC take-PERF.NMLZ this 1SG

jix-tə-saŋ] =nə dzəmsan çəwa
hit-IMPF-PERF.NMLZ=ACC reason NEG.COP2.OBJ
‘The reason (they) removed my name is not that I was fighting.’
(lit. ‘this removing of my name is not (that)-I-was-fighting reason.’)

(Disappointment 83)
Xiabulang Chuma=DU struggle-PERF.NMLZ=ACC reason important

‘So what was the main reason that Xiabulang and Chuma fought?’ (Skirmish 1)

Although dzəmsan cannot be modified by adjectives, it does act as a clausal argument, and it can be modified by a possessive NP (as in the following examples), so it is clearly a noun.

‘(That) is not the reason for that.’ (lit. ‘(It) is not (the case that) that’s reason is.’) (Caiguoji)

‘It is for the sake of the mountain god that there are offerings, food offerings, and dancing here and there.’ (lit. ‘For the mountain gods here and there, ah, if there are offerings, if there are food offerings also, dancing--all (of it) is that reason.’) (Dzəkalaru 18)

In the second strategy for expressing a ‘reason’ clause, a nominal complement clause modifies the noun tundaχ ‘matter’. In this construction, the imperfective nominalizer =ku is used, and the nominal complement clause optionally hosts the
accusative enclitic =nə (indicating genitive case). In this strategy, the clause containing the dependent event follows the clause containing the necessary cause.

66) dzɔma  si læ = da  ør-tɕə  [dɔɾ  gə]
Droma  Xining=LOC  come-IMPF  Monguor  language

tsʰø=ku](=nə)  tundai  ji-saŋ
study=IMPF.NMLZ=ACC  matter  COP₂.SUBJ-POS
‘Droma came to Xining in order to study Monguor.’
(lit. ‘Droma came to Xining (and) (it) is the matter of studying Monguor.’)
(Caiguoji)

67) pə  roŋ = da  o-tɕə  [tsʰi  ap=ku](=nə)
1SG  prefecture.town=LOC  go-IMPF  vegetable  take=IMPF.NMLZ=ACC

tundai  yi
matter  COP₂.SUBJ
‘The reason I am going to town is to buy vegetables.’
(lit. ‘I am going to town (and) (it) is the matter of buying vegetables.’)
(Caiguoji)

A variation on this strategy is that the NP containing the nominal complement clause and headed by the noun tundai may form a locative oblique of a finite clause expressing the dependent event, as in the example below.

68) [atcaŋ  sə = nə  χa-va=ku](=nə)  tundai = da  məɾku = nə
3SG  water=ACC  close-CAUS=IMPF.NMLZ=ACC  matter=LOC  clothes=ACC

nitʰør-ə-tɕə
wet-CAUS-PERF
‘(His) clothes got wet because he turned the water off.’
(lit. ‘In/for the matter (i.e. process) (that) he caused the water to be closed (his) clothes were caused to be wet.’)
(Caiguoji)

106 I have not yet determined what difference in meaning is signaled by the use or non-use of the accusative enclitic in these constructions.
107 I have relied on Cristofario (2008a, 2008b) for the terms used in this discussion of purpose and result clauses.
It is difficult to decide whether to label these constructions ‘reason’ or ‘purpose’ constructions, because neither the clause encoding the dependent event nor the clause encoding the necessary cause is an independent clause (the first would yield a ‘reason’ clause; the second would yield a ‘purpose’ clause). I have called these reason clauses because the clause encoding the goal or dependent event, being nominalized, seems farther removed from being an independent clause than does the clause encoding the necessary cause (which is a non-finite clause).

In addition to acting as a clausal argument, $\text{tund}x$ can be modified by an adjective or a possessive NP, just like other nouns.

69) $\text{cong}e$ $\text{naj}e$ $\text{hko}$ $\text{tund}x$ $\text{ts}^{h}m$
originally that.time big matter heart

$\text{ehte-s}a = \text{ku} = \text{go}$
$\text{ba-s}a$
$\text{su--}$
wound-CAUS=IMPF.NMLZ=SG.INDEF COP$_2$.OBJ-COND so

‘At the time it was a big deal that caused me grief, but–’
(lit. ‘If originally at the time (the) big matter was a cause of my heart being wounded, so–’)

(Disappointment 88)

70) $\text{su}$ $\text{manno}$ $\text{tund}x$ $\text{e}nt^{h} = \text{go}$ $\text{wa}$
so 1SG.GEN matter this.that=SG.INDEF COP$_1$.OBJ

‘So that’s my story.’

(Disappointment 93)

In the third strategy employing nominal complement clauses to form a reason construction, the nominal complement clause forms an instrumental oblique of the matrix clause. As is evident in the following examples, these nominal complement clauses are marked with the instrumental enclitic $=\text{bala}$. Note that the bracketed clause in (71) looks on the surface like it might be a nominalized action. However, if an overt subject is expressed in these clauses, it appears in nominative case rather than genitive case (as in
(72)). For this reason, I have classed these clauses as nominal complement clauses rather than nominalized actions.

71) \[ kʰə-l-saŋ \quad gi = ku] = ʁała \\
\quad kaməŋ = ʁə \\
\quad say-\text{PERF.NMLZ} \quad \text{NEG. COP}_1\text{.SUBJ=IMPF.NMLZ=INST} \quad \text{difficult= SG.INDEF} \\
wa \quad jo  \\
\text{COP}_1\text{.OBJ} \quad \text{NEG.EMPH} \\
\text{It is difficult since (I) haven’t talked about (this before).’} \\
\text{(lit. ‘with not having talked, there is a difficulty.’)}  \\
\text{(Ləru Dancing 12)}

72) \[ satsu \quad [tə-bə \quad nəkə \quad jix-tə-\text{saŋ}] = ʁała \quad teʰənəə \quad nəɾə = nə \\
\quad \text{but} \quad \text{2SG} \quad \text{one} \quad \text{hit-IMPF-PERF.NMLZ=INST} \quad \text{2SG.GEN} \quad \text{name=ACC} \\
\quad \text{ap-\text{saŋ}} \\
\quad \text{take-POS} \\
\text{‘But because you got into a fight, your name was removed.’} \\
\text{(lit. ‘But with you having fought one (a fight), (they) removed your name.’)}  \\
\text{(Disappointment 75)}
Table 6.1 gives a summary of the clause types formed by use of the nominalizers

\[=ku\] and \[-san\].

<table>
<thead>
<tr>
<th>Clause Type</th>
<th>Internal Characteristics</th>
<th>External Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative Clause</td>
<td>the argument that is coreferential with the (external) head noun is gapped</td>
<td>precedes the noun it modifies</td>
</tr>
<tr>
<td>Nominalized Action</td>
<td>subjects are marked for genitive case</td>
<td>can occur in any syntactic position normally occupied by a noun; can host case and number enclitics</td>
</tr>
<tr>
<td>Nominal Complement Clause</td>
<td>subjects are in nominative case</td>
<td>syntactic position restricted to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-direct object of a limited set of verbs of speech and cognition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-adnominal modifiers of a restricted set of nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-instrumental obliques (in one specific strategy for forming ‘reason’ clauses)</td>
</tr>
</tbody>
</table>

6.1.4 Other Uses of \(=ku\) and \(-san\)

The non-verbal uses of \(=ku\) are discussed in §4.3.7. That entire discussion will not be repeated here, but by way of reminder, \(=ku\) can be affixed to postpositions, time words, and other words that are either inherently locative or are marked as locative (by use of the locative enclitic \(=da\) or \(=də\)) to form nominal modifiers. A few examples are repeated here.
Even year sixty in= IMPF.NMLZ grandfather= PL

'Even the grandfathers under sixty must put a towel on (their heads) and go in a circle.'

(Dzəkələru 164)

Yesterday’s big wind caused their house to collapse.’

(Caiguōji)

‘If (they) sleep at home, if there are girls at home, (they) will not be ceremonially clean.’

(Ləru Dancing 101-102)

‘white colored flower’

(Caiguōji)

Finally, –say infrequently co-occurs with the enclitic =ne in situations where the nominalized clause would not be expected to take accusative (or genitive) case. In these cases an adverbial clause that functions much like a nominal time oblique is formed. This construction appears to indicate simultaneity of the nominalized and matrix predicates.
As (I) entered, I pretty much recognized the faces of all the teachers giving the exam.

(Disappointment 42)

As (I) was standing talking to myself, the class teacher came up to me...

(Disappointment 64-65)

Wu posits that this is the genitive use of =nə being used as a substantivizer (2003:341), which is a common phenomenon in other Altaic languages. The resulting clauses do appear to be nominal in nature, but it is unclear why a substantivizing enclitic would be necessary in addition to –san=ŋ, which is itself a nominalizing suffix. The answer to this question likely lies in the path of grammaticalization of this construction. One such path that seems plausible is that these clauses modified a head noun such as tcʰəχaŋnaŋ which has since come to be omitted. One argument in favor of this explanation is that these clauses are identical in form to the nominal complement clauses used to modify the head noun dzɔmsan ‘reason’ in sentences like (62) and (63).

6.2 Quotative Complements of Verba Dicendi

Quotative complements of the speech verbs kʰəl ‘say’, asəx ‘ask’, and kʰapda-kə ‘urge’, function as arguments of those verbs, and as such are embedded clauses. They are also dependent clauses, but the dependence between quotative complements and their
superordinate clauses is of a different nature than the dependence between nominalized clauses (§6.1) and their respective superordinate clauses. Nominalized clauses take non-finite verbal morphology, meaning that they are dependent on their matrix clauses for mood, speaker perspective, and person. Quotative complements, in contrast, have finite verbal morphology (and therefore are inflected for mood and speaker perspective, and in imperative mood they are inflect for person as well). The dependence between quotative complements and their superordinate clauses involves pronominal reference and the use of speaker perspective marking rather than finite vs. non-finite verbal inflection. This is discussed in §6.2.2. Sentence (79) gives an example of a quotative complement (with the finite verbal suffix -to ‘PERF’).

79) [oroŋ tʰər=nə bali-la tʃə-to] kʰəl-saŋ ja
   3SG.LOG that=ACC see-PURP do-PERF say-POS PRT
   ‘(Hei) said that hei went to see that.’
   (Dzəkələru 71)

6.2.1 Use of the Quotative Enclitics =tpə/-tpi and =tpə

Another difference between quotative complements of verba dicendi and nominal complement clauses is that in addition to their own non-finite verbal morphology, they usually have an “extra” verbal suffix attached. If this “extra” suffix is attached to the complement of a verbum dicendi, the verbum dicendi itself is often omitted. When the verbum dicendi is not overtly expressed and its complement is the final constituent in the sentence, the finite suffix -tʃə/-tʃi is used (as in (83)-(86)). Otherwise, the non-finite suffix -tʃə is used (as in (80)-(82)).
80) [ta raŋɔ-tɕə cida χar kʰɔr-na] = tɕə
2PL.COLL hurry-IMPF outside go be.required-DUR=QUOT.IMPF

kʰɔl-sanŋ
say-POS
‘...you should hurry and go outside”, (he) said.’
(Ləru Dancing 73)

81) [uḷa = nə atcaŋlada oy-tə] = tɕə kʰɔl-tɕi-sanŋ
mountain=ACC 3PL.LOC give-PERF=QUOT.IMPF say-IMPF.SBJ-POS
‘(they) say (we) gave them the mountain.’
(Ləru Dancing 62)

82) atcaŋ mənda [htema de kʰɔr-sanŋ] = tɕə kʰapda-kə-tɕə
3SG 1SG.LOC bread eat be.required-POS=QUOT.IMPF chat-VBZ-IMPF

htema de-kə-tɕə
bread eat-CAUS-IMPF.OBJ
‘She persuaded me to eat bread.’
(lit. ‘she caused me to eat bread, urging, “(you) should eat (some) bread”.’)
(Caiguoji)

83) sʊ [totɔa = nə tɔsi = la mənda cuan-kə-tɕə] = tɕə
so school=ACC teacher=PL 1SG.ACC choose-VBZ-PERF=QUOT.IMPF.OBJ
‘So (he said that) the school’s teachers chose me.’
(Disappointment 5)

84) pantsuŋə məno səpda əɾ-tɕə [mənda tɕoŋtɕiaotʃʰu
class.teacher 1SG.GEN front come-IMPF 1SG.ACC principal
ur-tɕə] = tɕə
call-IMPF.OBJ=QUOT.IMPF.OBJ
‘The class teacher came up to me and (said that) the principal was calling me.’
(Disappointment 65-66)

85) [pʊtəla tɕʰənda cuan-ke-tɕi] = tɕi
1PL.EXCL 2SG.ACC choose-VBZ-IMPF.SBJ=QUOT.IMPF.SBJ
‘(I/we said), “we are choosing you”.’
(Caiguoji)
These verbal suffixes are likely the morphological vestiges of a lost verb of saying, such as go ‘speak’ (Wu 2003). Synchronically speaking, it might be more accurate to say that these verbal endings can be attached to a complement of a verbum dicendi and function as a quotative marker. It is also more accurate to classify them as clitics rather than suffixes. Although they are not phonological words in their own right, there is no specific class of words (e.g. ‘verbs’) to which they attach. Thus far, all of the examples of complements of verba dicendi have been clauses (with verbs as the last word in the clause), but they need not be complete clauses. In the following example, the speech complement is simply the exclamatory particle ja, demonstrating that the quotative marker should be thought of as being hosted by an utterance rather than by a verb.

6.2.2 Indirect Quotation as a Demonstration of Dependence

The content of a quotative complement may be either a direct quotation or an indirect quotation. In many sentences containing a quotative complement it is not possible to make the distinction between the two based on syntactic criteria, as is demonstrated by the two possible interpretations of the example below.
There are at least two contexts,\textsuperscript{108} however, in which the quotative complement is unambiguously not a direct quotation, and these are the contexts in which the dependent nature of quotative complements is evident. Examples of these are given here, along with a discussion of each context.

First, any time the third person logophoric personal pronoun is used in a quotative complement, the quoted material cannot, by definition, be a direct quote. For example, in (79) above (and repeated here as (89)) the speaker (the Buddhist deity Amimaqin) would have used the ordinary first person singular pronoun \textit{pə} rather than the logophoric pronoun \textit{oroŋ} in his original statement (see §4.2.1.1 for a discussion of the use of \textit{oroŋ}). Therefore, the use of \textit{oroŋ} in quotative complements is dependent on the referent of the subject of the superordinate clause.

\begin{verbatim}
88) dzōma [tsʰeraŋ roŋ =da o-gəwa] =tə kʰəl-tə
Droma Tserang prefecture.town=LOC go-FUT.OBJ=QUOT.IMPF say-IMPF.OBJ
‘Droma says that Tserang is going to go to town.’
‘Droma says, “Tserang is going to go to town”.’ (Caiguoji)
\end{verbatim}

\begin{verbatim}
89) [oroŋ tʰər=νə səli-la tə=to] kʰəl-səŋ ja
3SG.LOG that=ACC see-PURP do-PERF say-POS PRT
‘(He) said that he went to see that.’ (Dʒəkələru 71)
\end{verbatim}

\textsuperscript{108} It is likely that there are more than two contexts in which quoted material unambiguously comprises an indirect quote. For example, if the subject of a quotative complement were first person and non-coreferential with the subject of the matrix verb, and the verbal morphology of the quotative complement inicated speaker perspective, then presumably the possibility of the quoted material being a direct quote would be ruled out by the co-occurrence of a first person subject and objective speaker perspective marking on the verb in the quotative complement. Such a sentence might mean something like ‘he/you said that I am going to goOBJ to town’, and would demonstrate (in much the same way (90) does) the dependence of the quotative complement on its matrix clause in the determination of which speaker perspective to use. Unfortunately, no such sentence exists in my data; and due to a combination of difficulties arising from both the pragmatic unlikelihood of speaking such a sentence in Bao’an Tu culture as well as my own shortcomings in using Mandarin, I have been heretofore unable to elicit one.
Next, if the subject of the matrix verb is both third person and coreferential with the subject of the quotative complement, then the use of subjective speaker perspective in the quotative complement is required, even though the subject of the quotative complement is in third person. Therefore the coreferentiality of \textit{dzoma} and \textit{atcaŋ} in (90), for example, shows not only that the content of the quotative complement is not a direct quote (because Droma would not use the third person pronoun to refer to herself in the original statement), but it also shows that the quotative complement is dependent on the matrix clause for the determination of whether subjective or objective speaker perspective is used.

\begin{verbatim}
90) dzoma [atcaŋ, roŋ = da o-gi] = təo kʰəl-təo

Droma 3SG town=LOC go-FUT.SUBJ=QUOT.IMPF say-IMPF.OBJ
‘Droma said that \textit{she} is going to town’.
*‘Droma said, \textit{she} is going to town’.
\end{verbatim}

Additionally, there is one context in which the content of a quotative complement most likely \textit{is} a direct quote: in informal situations, a speaker may elect not to use the logophoric pronominal form (\textit{orøy}) even though the syntactic criteria are met, as in (91).

In this sentence, the use of the subjective verbal suffix in the quotative complement indicates that the first person pronoun subject of the quotative complement is coreferential with the subject of the matrix clause. Thus the most natural reading is that a direct quotation is intended.

\begin{verbatim}
91) dzoma [pə, roŋ = da o-gi] = təo kʰəl-təo

Droma 1SG town=LOC go-FUT.SUBJ=QUOT.IMPF say-IMPF.OBJ
‘Droma said, \textit{I} am going to go to town’.
* ‘Droma said, \textit{I} am going to go to town’.
\end{verbatim}

(Caiguoji)
If a speaker intends to relay an indirect quote in this context, she is most likely to use a third person pronoun as the subject of the quotative complement (and, obligatorily, subjective speaker marking on the verb of the quotative complement), as in (90) above.

6.2.3 Concluding Remarks on Quotative Complements

It is worth noting that the verba dicendi discussed in this section do not require that their complements be quotative (finite) complements. The verbs $k^h:\ell$ ‘say’ and $as\alpha\chi$ ‘ask’ in particular display great versatility in terms of transitivity and what kind of direct object they take. The following examples give evidence of this versatility.

92) $k^h:\ell$ ‘say’\textsuperscript{109}

a. with no direct object:
\[ at\z\textsc{a} \quad k^h:\ell-k^h:\ell-\textsc{t}\omega \]
3SG speak~speak-PERF
‘He talked and talked (for a long time).’

\[ (\text{Caiguoji}) \]

b. with no overt (implicit) direct object:
\[ t^h:\z\textsc{san}\omega \quad p\omega \quad k^h:\ell\quad o-\textsc{t}\omega \quad \textsc{ana}=\textsc{da} \quad k^h:\ell-\textsc{t}\omega \]
next 1SG house.LOC go-IMPF mother=LOC say-PERF
‘Then I went home and told my mother.’
\[ (\text{referent of implicit direct object is recoverable from discourse context}) \]
\[ (\text{Disappointment 10}) \]

\textsuperscript{109} In addition to these possibilities, there are two instances in the data in which the verb $k^h:\ell$ is itself nominalized by means of the suffix -\textit{ku} and then marked with the locative enclitic =\textit{da}. In these two sentences, the nominalized clause containing $k^h:\ell$ precedes a finite quotative complement (which in turn hosts a quotative enclitic such as =\textit{t\omega}).

93) \[ at\z\quad \textsc{monda} \quad k^h:\ell-\textsc{ku}=\textsc{da} \quad [su \quad \textsc{manno} \quad \textsc{tote}^h=a=\textsc{no} \]
3SG 1SG.LOC say-IMPF.NMLZ=LOC so 1PL.INCL.COLL.GEN school=ACC

\[ \textsc{loma} \quad \textsc{nago} \quad t^h:\z\textsc{aikwo} \quad \textsc{gala}=\textsc{go}=\textsc{da} \]
student only.one Thailand where=SG.INDEF=LOC

\[ o-\textsc{to}-\textsc{ra-\textsc{t}\omega}=\textsc{t}\omega \]
go-IMPF-CAUS-IMPF.OBJ=QUOT.IMPF.OBJ
‘He told me, “so, (we) are letting only one student from our school go to (someplace in) Thailand”.’
\[ (\text{Disappointment 3}) \]
c. with an NP direct object:

\[ mənda \ [kajɔŋ] = go \quad kⁿɔl-tɔo \quad ər-ŋa-tɔo \]

1SG.ACC nice.word=SG.INDEF say-IMPF come-CAUS-PERF

‘(he) said some nice words and let me go.’

(Disappointment 81)

d. with a nominal complement clause:

\[ [χɛçəŋ \ natʰɔ-sa \ jangɔ = da \ ʂatci = ku] = nɔ \quad kⁿɔl \]

Leru dance-COND what=LOC benefit=IMPF.NMLZ=ACC say

\[ kⁿɔr-say-u \]

be.required-POS-Q

‘Should (I) tell what benefits derive from dancing Leru?’

(Leru Dancing 5)

e. with a quotative (finite) complement:

\[ [tɔpɛca \ hko \ nayda \ jindamɔnda \ ətɕɬ \ teʰɔçɡə] \]

school big in definitely test pass

\[ kⁿɔr-saj] = tɔo \quad kⁿɔl-tɔo \]

be.required-POS=QUOT.IMPF speak-PERF

‘‘You definitely want to test into university”, they said.’

(Parents’ Instructions 22)

94) əsəχ ‘ask’

a. with no overt direct object:

\[ jiniʃɔ = kala \quad əsəχ-tɔo \]

English=INST ask-IMPF.OBJ

‘(She) asked using English.’

(Disappointment 47)

b. with an NP direct object:

\[ teɔməŋə \ su \ wu\u0101u \ əso \ su \ wu\u0101u \ nokə \]

a.little stay COP1.SUBJ.Q NEG stay COP1.SUBJ.Q that

\[ aku \ laosi \ mənda \ [dzɔsi] \ əsəχ-tɔo \]

girl teacher 1SG.ACC question ask-IMPF.OBJ

‘Without wasting a moment, that female teacher asked me a question.’

(Disappointment 46)
c. with a nominal complement clause:

\[ \text{ts} \text{ʰ}{\text{era} \text{j} \text{manda} [\text{dzoma} \text{htema} \text{jangotco} \text{χora}} \]

Tserang 1SG.LOC Droma bread how burn

\[ k^{\text{ʰ}r = ku} = nə \text{ asax-tco} \]

be.required=IMPF.NMLZ=ACC ask-IMPF.OBJ

‘Tserang asked how Droma should bake bread.’

(Caiguoji)

d. with a quotative (finite) complement:

\[ \text{dzoma} [\text{ts}^{\text{ʰ}}{\text{era} \text{j} \text{roŋ} = da} \text{o-го} \text{ba-u} = tə] \]

Droma Tserang prefecture.town=LOC go-FUT.OBJ COP2-Q=QUOT.IMPF

\[ \text{asax-tco} \]

ask-IMPF.OBJ

‘Droma asked, “is Tserang going to go to town?”’

(or ‘Droma asked if Tserang is going to go to town.’)

(Caiguoji)

As a final note, there are cases in which it would appear that complements of
verba dicendi are postposed after the verb of the matrix clause, as in the following example. Since verba dicendi do not absolutely require overt direct objects, however, it is difficult to argue convincingly that the contents of the quotation are a syntactic complement of the clause containing the verba dicendi. Rather, I analyze these cases as the juxtaposition of two independent clauses. See §6.4.2 for a discussion of this coordination strategy.

95) \[ \text{ki-tco} \text{ke-tco da asax-saŋ [amimate}^{\text{ʰ}in} \text{te}^{\text{ʰ}o} \]

NEG. COP1,SUBJ-IMPF put-IMPF also ask-POS Amimaqin 2SG

\[ \text{χala təŋ-tə]} \]

where do-PERF

‘When it came about that (he) was not there, (they) asked, “Amimaqin, where did you go?”’

(lit. ‘and so (it) came about that (he) was not there and they asked. Amimaqin, where did you go?’)

(Dzokalaru 67)
6.3 Non-final Clauses

Dependent clauses are often referred to as either converbs or medial clauses in a clause chain, depending on whether or not they are subordinate (i.e. both dependent and embedded). If they are subordinate, then they are considered converbs; if they are co-subordinate (i.e. dependent but not embedded (Foley & VanValin 1984, VanValin & LaPolla 1997)) they are better thought of as medial verbs in a clause chain (Haspelmath 1995). According to this definition, then, the distinction between converbs and medial verbs in a clause chain hinges on whether the clauses in question are embedded in the superordinate (finite) clause or not. Non-final clauses in Bao’an are unambiguously dependent, because their verbs do not have finite morphology. Whether or not they are embedded, however, is not immediately obvious. The embedded status of the vast majority of non-final clauses is irresolvably ambiguous. Take for example sentence (96), given here with two alternative embedding analyses.

96) a. \[t^h\varnothing san\varnothing t^h\varnothing ar\varnothing=da o-t\varnothing\] \[t^h\varnothing lok\varnothing=n\varnothing garg\varnothing-ra-t\varnothing\]
next oven=LOC go-IMPF bread.pan=ACC hot-CAUS-IMPF
‘Next (you) go to the oven and heat up the bread pans.’

b. \[t^h\varnothing san\varnothing t^h\varnothing ar\varnothing=da o-t\varnothing\] \[t^h\varnothing lok\varnothing=n\varnothing garg\varnothing-ra-t\varnothing\]
next oven=LOC go-IMPF bread.pan=ACC hot-CAUS-IMPF
‘Next, going to the oven, (you) heat up the bread pans.’

(How to Make Bread 9)

Because clausal arguments are so often implicit in Bao’an, it is impossible to determine in sentences like this whether non-final clauses are embedded or not based on the criteria Haspelmath calls “clause-internal word order” (i.e. the embedded clause

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110 Haspelmath also notes that different traditions are more or less likely to use the term ‘converb’ vs. ‘medial verb’. For example, many of the clauses that are called converbs by Altaicists often have very similar characteristics to those that linguists working in Papua New Guinea would call medial clauses in a clause chain (1995:23).
causes discontinuity in the constituents of the superordinate clause (1995:12-3)). Postposing, cataphoric pronominal reference, and possibility of extraction are three more criteria for subordination (which entails embeddedness, Haspelmath 1995:12), but none of these phenomena occur in my data. Another of Haspelmath’s criteria is the semantic restrictiveness of the embedded clause (1995:15-6).\footnote{Haspelmath says that converbs are semantically restrictive in that they “modify the main clause in such a way that its reference is narrowed” (1995:15).} It is true that these non-finite clauses are often interpretable as being semantically restrictive, but they are not necessarily so; and in the absence of any syntactic indicator of semantic restrictiveness, it is questionable whether such a semantic distinction is relevant to speakers themselves (Genetti 2005). Hypotheses can be made about the embedded status of some of these clauses based on discourse/pragmatic facts; but their status nonetheless remains ambiguous from a syntactic perspective.

There are no examples in my data in which a non-finite clause is clearly embedded; perhaps the closest any sentence comes is the one in (97).

97) $\emptyset_i$ kʰoldaku $[\emptyset_i$ tɛʰənum-kə-teə] mər kʰər-na

shoes collective-VBZ-IMPF wear be.required-DUR

\begin{array}{cccc}
A_{\text{matrix}} & \quad P_{\text{matrix}} & \quad [S_{\text{embedded}} & V_{\text{embedded}}] & \quad V_{\text{matrix}} \\
& \quad & \quad & \quad & \quad \\
\end{array}

‘(everyone) should, acting collectively, wear shoes.’

(i.e. Everyone should wear the same type of shoes.)

(Ləru Dancing 30)

The verb tɛʰənum is intransitive and usually requires a volitional subject, so kʰoldaku is not likely its argument. On the other hand kʰoldaku is in all probability a fronted topic, in which case the non-final clause need not be analyzed as embedded; this analysis is represented in (98).
As for shoes, (everyone) should act collectively; (everyone) should wear them.’ 
(i.e. Everyone should wear the same type of shoes.)

The two clauses in (99), on the other hand, do not have any implicit arguments, and none of their arguments are co-referential. It is hard to imagine how the non-final clause could be construed as an adverbial modifier of the final clause, so it would appear to be clearly not embedded.

One might posit that all non-finite clauses are non-embedded based on the fact that there are no clear cases of embedded non-finite clauses while clear-cut cases of non-embedded non-finite clauses do exist. Since the very large majority of non-final clauses are neither clearly embedded nor clearly non-embedded, however, they are not easy to classify as either converbs (adverbial clauses) or medial clauses in a clause chain according to Haspelmath’s definition. Bickel (1998) has suggested that this type of verb form (i.e. non-finite verb forms that conflate adverbial and chaining functions) be recognized as a specifically Asian type of converb (as distinct from European converbs, which typically function as adverbial modifiers only). Genetti (2005) proposes a revised cross-linguistic definition of converbs that does not require a converb to be subordinate to

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112 Haspelmath does note that medial verbs in a clause chain (like the one in (99)) may be non-prototypical cases of converbs—but still converbs nonetheless (1995:8).
the main clause, thus including “Asian converbs”. Genetti’s five criteria for defining a

converb are:

   i) converbial clauses are neither arguments nor attributes
   ii) they are marked by non-finite verbal affixation
   iii) they are morphologically and distributionally dependent
   iv) they may be syndetic and semantically narrow or asyndetic with a range of
       semantic interpretations
   v) they vary in length with the possibility of chains (2005:81).

Non-finite verbs in Bao’an Tu are a good example of what Bickel (1998) calls the

“Asian converb” (i.e. they are non-finite verb forms that conflate adverbial and chaining
functions). They would also be included in the expanded definition of converb proposed
by Genetti (2005): i) Bao’an Tu non-finite clauses are neither arguments nor attributes of
the main clause, ii) their verbal affixation is non-finite (discussed in §3.2.1.2, §5.1.1, as
well as in this chapter), iii) they are dependent (again, discussed in §3.2.1.2, §5.1.1, as
well as in this chapter), iv) the non-finite suffixes -sa ‘COND’ (conditional), -la ‘PURP’
(purposeful), -sada ‘CONC’ (concessive), and -təste ‘REASON’ are syndetic (i.e. indicate the
semantic interpropositional relationship between the non-finite and finite clause–see
§5.1.1 as well as §6.3.2, §6.3.3, §6.3.4, and §6.3.5 for discussion of the functions of these
suffixes), while the coordinative suffix -tə ‘IMPF’ has a wide range of functions and is
dependent on context and pragmatic considerations for the interpretation of its
interpropositional relationship to the main clause (see §5.1.1 and §6.3.1 for discussion
and examples), and v) non-final Bao’an Tu clauses may vary in length with regard to
chaining, as is demonstrated in the texts contained in the appendix.

A word on verb serialization is in order at this point. Slater (2003a) provides a
useful summary of the various constructions different authors have in mind when they
use the term serial verb and boils the consensus down to a syntactic criterion and a semantic criterion: the syntactic criterion is that a verb occurs without any morphology or other syntactic indicator of the relationship between it and another verb, while the semantic criterion is that the predications of serialized verbs be viewed as two parts of one single event or state. From a semantic point of view, it makes sense to think of (100) as an instance of verb serialization.

(100) ərhte nər=nə sauma-teə waxa-teə
morning face=ACC ceremonially.clean-IMPF wash-PERF
‘In the morning (they) wash their faces, making them ceremonially clean.’
(or ‘In the morning (they) wash their faces clean.’)

(Laru Dancing 106)

This sentence does not meet the syntactic criteria stated above, however, because sauma has the imperfective non-finite suffix -teə. The only time Bao’an verbs occur without any morphology to indicate their relationship with a following verb is in auxiliary verb constructions, discussed in §5.1.4. Sentence (73) from that section is repeated here as (101).

(101) dzoma o=ku teʰχαɲnaŋ pə kela su-teçi
Droma go=IMPF.NMLZ time 1SG sleep stay-IMPF.SUBJ
‘I was sleeping when Droma left.’

(Caiguoji)

In this case, since the final verb is not a lexical verb, it does not predicate a second state or event that is to be viewed together with the preceding bare verb as one whole state or event. Rather, these auxiliary verbs convey temporal, aspectual, or modal information, and therefore do not meet the semantic criterion for serial verb constructions. This lack of verb serialization in Bao’an is expected based on Bisang’s findings that serial verbs

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and converbs cover “roughly the same functional area” (1995:171-2), and that a low degree of indeterminateness (i.e. non-obligatory marking of agreement, TAM, participation, etc., on verbs) that allows for the development of asymmetry in finite and non-finite verb forms leads to the development of converb constructions rather than robust systems of verb serialization (1995:176).

6.3.1 Coordinative -tɕə

The non-finite suffix -tɕə serves to coordinate predications and indicates imperfective aspect. It most commonly coordinates two clauses with a sequential temporal relationship, as in (102).

102) dʐəŋba gaga ai nŋəŋmo pətəʊʊla tʂʰəlʊŋdɔla=nə tʰəndə
Drenba uncle aunt Njangmo 1PAU.EXCL Chelgondola=ACC there
o-tɕə tɕʰə tɕəl-tɕə atsʰɔŋ=nə lʊla-tɕə
go-IMPF tea prepare-IMPF animal=ACC round.up-PERF
‘Uncle Drenba, Auntie Njangmo, (and I) we few went over there to Chelgondola, made tea, and rounded up the animals.’
(Skirmish 30)

103) dɔrtɕə wɔr-ﬂa hton=ŋə wawa-tɕə tɕʰə u-tɕə
Dorje wake.up-IMPF tooth=ACC wash-IMPF tea drink-IMPF
ɬoŋtɕə=da o-tɕə
school=LOC go-IMPF.OBJ
‘Dorje woke up, brushed his teeth, ate breakfast, and went to school.’
(Caiguoji)
Coordinative -tɕə is also used to coordinate clauses with a simultaneous temporal relationship.

104) 
\( \text{ula} = \text{da} \quad \text{kʰɛχue-} \text{k-} \text{-tɕə} \quad \text{tɕəkələm} = \text{nə} \quad \text{kʰəl} \)  
\text{mountain=} \text{LOC} \quad \text{hold.a.meeting-} \text{VBZ-} \text{IMPF} \quad \text{rule=} \text{ACC} \quad \text{say}  

\( \text{kʰər-na} \)  
\text{be.required-DUR}  
\text{‘On the mountain, a meeting is held and rules are stated.’}  
(Ləru Dancing 36)

105) 
\( \text{kʰon'tʰarhtɕə} \quad \text{tʰəntʰox} \quad \text{u-tɕə} \quad \text{tcaci} \quad \text{makə} \quad \text{de-tɕə} \)  
\text{Kuantaiji} \quad \text{mianpian} \quad \text{drink-} \text{IMPF} \quad \text{Jiashi} \quad \text{meat} \quad \text{eat-} \text{IMPF.OBJ}  
\text{‘Kuantaiji ate mianpian noodles, and Jiashi ate meat.’}  
(Caiguoji)

In some of these instances of simultaneous coordination (e.g. (106) and (107) below), it is plausible that –tɕə is serving the function of a converb; that is, that the non-final clause in which it occurs is adverbial, but this is difficult to demonstrate on syntactic grounds.

106) 
\( \text{de} \quad \text{χani} = \text{la} \quad \text{jaksə-} \text{tɕə} \quad \text{natʰə} \quad \text{kʰər-na} \)  
\text{now} \quad \text{all=} \text{PL} \quad \text{pretty-} \text{IMPF} \quad \text{dance} \quad \text{be.required-DUR}  
\text{‘Now, everyone is pretty and should dance.’}  
\text{or} \text{‘Now, everyone should dance prettily.’}  
(Ləru Dancing 44)

107) 
\( \text{da} \quad \text{deda} = \text{gə} = \text{da} \quad \text{hko} \quad \text{natʰəŋ} \quad \text{kʰər-tɕə} \)  
\text{also} \quad \text{grandfather=} \text{SG.INDEF=} \text{LOC} \quad \text{big} \quad \text{festival} \quad \text{be.required-} \text{IMPF}  
\text{saga-tɕə} \quad \text{ər-tɕə} \quad \text{da} \quad \text{choose-} \text{IMPF} \quad \text{come-PERF} \quad \text{also}  
\text{‘And a grandfather wanted a big festival and chose (it), and...’}  
\text{or} \text{‘And a grandfather, wanting a big festival, chose (it), and...’}  
(Dzəkələru 144)
The comparative construction takes the form of a non-finite clause containing the
verb utive ‘to look/compare’ with the coordinative suffix -tə affixed. The object of
comparison (or comparee) is the subject of this clause, while the standard is the direct
object of the clause and obligatorily takes the accusative enclitic =na. The predicative
scale follows the non-finite clause of comparison.

(108) fulaŋ mehtəχ teʰχan mehtəχ = na utɕə-tə jaksa wa
red flower white flower = ACC compare- IMPF pretty COP1.OBJ

‘The red flower is prettier than the white flower.’

(Caiguouji)

(109) po dorcə = na utɕə-tə hko wi
1SG Dorje = ACC compare- IMPF big COP1.SUBJ
‘I am older than Dorje.’

(Caiguouji)

Alternatively, the standard may appear alone in the non-finite clause with utive as its verb
 stil hosting the accusative enclitic =na), while the comparee forms its own non-finite
clause marked with the non-finite conditional enclitic =sa. The predicative scale is
predicated in the finite clause. This appears to be the preferred strategy for constructing
comparisons when the comparee and the standard are clausal in their own right.

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114 The terms used here for discussing comparative constructions are from Stassen (2008).
Coordinative –tɕə is also affixed to the lexical verbs in clauses containing the auxiliary verbs ke and ər.

111) ən-kə-tɕə rəlaŋ = la = nə nərə = nə ɬa-tɕə ke-tɕə-saŋ
this-VBZ-IMPF army.officer=PL=ACC name=ACC name-IMPF put-IMPF-POS
‘In this way, the army officers’ names came to be named.’
(Dzəkələru 34)

112) da dedə = ɡə = da hko natʰəŋ kʰərə-tɕə
also grandfather= SG.INDEF =LOC big festival be.required-IMPF

sagə-tɕə ər-tɕə
choose-IMPF come-PERF
‘And a grandfather wanted a big festival and chose (that).’
(Dzəkələru 144)

6.3.2 Conditional -sa

The main function of the non-finite suffix -sa is to indicate a condition upon which the predication of the finite clause can or will take place. It is also used to indicate irrealis predicates (including the desideratum of the verb siχde ‘hope’ and the adjectives ʂakə ‘good’ and pare ‘great’), to introduce topics, and to mark predicates containing the auxiliary verb təke ‘permit’. The following sentences demonstrate the first of these functions.
Another related function of -sa is to indicate an irrealis predication. In (115), for example, the stress is not so much on the fact that the ‘saying’ in the finite clause is conditional upon the ‘wanting’. Rather, the suffix -sa emphasizes the irrealis nature of the ‘wanting’, which will happen in the future. In (116), the predication ‘raising dogs’ is part of a general statement—not a specific, actual event.

(Disappointment 6)

(Ləru Dancing 105)

(Ləru Dancing 4)

(Caiguoji)
The irrealis use of -sa along with the verb siχde ‘hope’ or the property terms ʂakə ‘good’ or pare ‘great’ is used to indicate a hope or desire for the future.

117) po cazə hko ol-sa maba =go ol-ʂa-sa
1SG child big become-COND doctor=SG.INDEF become-CAUS-COND

siχde-təo
hope-IMPF.OBJ
‘I hope (my) child grows up and becomes a doctor.’
(lit. ‘If my child becomes big, if (he) becomes a doctor, I hope (it).’)
(Caiguoji)

118) mɔχə orə-sa ʂakə
tomorrow rain-COND good
‘It would be good if it rained tomorrow.’
(Caiguoji)

119) mɔχə orə-sa pare
tomorrow rain-COND great
‘It would be great if it rained tomorrow.’
(Caiguoji)

It is interesting to note that in all of the examples in my data with first person subjects of siχde ‘hope’, objective speaker perspective is indicated by the finite verbal morphology (if speaker perspective is indicated). First person subjects of declarative sentences typically require the use of subjective speaker perspective, so this is a further indication that subjects of siχde are non-volitional experiencers rather than volitional agents (see the discussion of speaker perspective and speaker involvement in §5.1.3).

The non-volitional nature of subjects of siχde is alluded to in the discussion of the difference between the irrealis use of -sa with the verb siχde and the want construction composed of a nominal complement modifying the noun taranj ‘desire’ in §6.1.3.2. The construction involving -sa indicates that the experiencer has less ability to effect the desired outcome; this difference is highlighted by the pair of sentences below.
As was mentioned in §5.7, a copula inflected with conditional -sa is used along with the topic marker ma as one strategy for topic marking a referring expression.

Recall from §5.1.4 that conditional -sa is also affixed to verbs followed by the auxiliary verb tʰəke.

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115 This suffix does not show up elsewhere in my data. I surmise that it is a contraction of the verbalizer –kə and the objective copula wo, used here as an auxiliary verb indicating past tense.
If you go to Xining, you can stay at our house.

6.3.3 Purposive -la

Purposive -la is used exclusively to mark purpose clauses (i.e. clauses that predicate a goal or desired outcome), and is not as frequently used as the imperfective or conditional non-finite verbal suffixes.\(^{116}\)

Nianduhulaka four day 1 PL.INCL.COLL.LOC dance-PURP

Nianduhulaka also Niandu Laka= LOC dance-PURP go be.required-POS

\(^{116}\) Some of the strategies for forming reason clauses discussed in §6.1.3 might also be characterized as another way of encoding the ‘purpose’ relationship between predications.
6.3.4 Concessive –sada

Concessive –sada is even less frequently used. It is used in clauses predicating a concession to the predication of the finite clause in the sentence.

128) morhtə = da məxəsə lərəsə tʰor wi-sada
other=LOC soldier.dance water.god.dance that COP1.SUBJ-CONC
antʰongə təcap kina
this.type large.scale NEG. COP1.OBJ
‘...although other (festivals) have those soldier dances and water god dances, they are not on this large a scale.’

(Džəkələru 21)

129) nəroŋ wi-sada pə təroŋ təra-na
sun COP1.SUBJ-CONC 1SG still cold-DUR
‘Although the sun is out, I still feel cold.’

(Caiguoji)

6.3.5 Reason –tɕəte

Non-finite verbs with the suffix -tɕəte predicate the reason (i.e. a pre-existing condition or cause)\(^{117}\) for the predication of the finite clause to happen.\(^{118}\)

130) nuðə pə cikə oɬə-tɕəte pə ɣasi u-to
today 1SG very hungry-REASON 1SG early drink-PERF
‘Because I was very hungry today, I ate early.’

(Caiguoji)

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\(^{117}\) See §6.1.3 for another strategy for encoding ‘reason’ clauses.

\(^{118}\) Although -tɕəte is clearly a suffix and patterns with the other non-finite verbal suffixes in these contexts, there are two other instances in my data where a homophonous form occurs as a phonologically independent word at the end of what appears to be a finite clause with no finite verb and no verbal morphology (much like the borrowed property term ʂakə, discussed in §4.3.3). It is unclear whether this is a separate morpheme and what its status is.
6.4 Coordination of Independent Clauses

6.4.1 Coordinative use of da ‘also’

Coordination of events or states is most often accomplished through the use of a series of non-finite clauses followed by one finite clause. There are, however, a few instances in my data in which a verb with finite morphology is followed by the particle da ‘also’. It appears that da functions in these instances as a coordinating conjunction between two sentences. In the passage below, the uses of da in this coordinating function are in bold face.

133) χορας-τερας = nə udər = da sowo wo
 twenty-four=ACC day=LOC importance COP1.OBJ
 ‘The 24th (of the sixth lunar month) has the most importance.’

134) hko = nə udər = da tʰər wo da
 big=ACC day=LOC that COP1.OBJ also
 ‘The big day is that one, and’

135) dewa tʰər = nə udər = da kʰatsʰəŋ tsoχkə kʰər-tsʰəŋ[121] da
 village that=ACC day=LOC complete gather be.required-POS also
 ‘The village must all gather on that day, so’

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119 See section 5.6.4 for a discussion of the full range of uses of da.
120 wo is a dialectal (GS) variant of wa.
121 -tsʰəŋ is a dialectal (GS) variant of –saŋ.
6.4.2 Juxtaposition of Verba Dicendi and Quotative Content

As was briefly mentioned in §6.2, there are many cases in my data in which a finite clause containing the verb $k^həl$ ‘say’ is immediately followed by either a direct or indirect quote (also with finite verbal morphology). There is not necessarily a syntactic link between the two, but this juxtaposition of two independent clauses can be considered a complementation strategy based on the semantic link. The following portions of text give examples of this strategy.

137) a. $t^həŋə$ dondi = ku-tɛə dei atcan $k^həl$-to
   that sit=IMPF.NMLZ-IMPF now 3SG say-PERF
   ‘So once I was sitting, he spoke.’

b. $təŋə$ tɛ $b$-a
   originally 2SG COP$_2$ OBJ
   ‘“Originally (it) was you.”’

c. $təŋə$ tɛ $b$-a
   first 2SG COP$_2$ OBJ
   ‘First place was you.’

(Disappointment 72-74)
138) a. orhtənəmorhtə kʰəl-tɕə
    often say-PERF
    ‘(they) often said.’

b. ɲakʰaŋ naŋda o-tɕə
    dormitory in go-IMPF
    ‘“When you go to the dormitory,”’

c. hloma=la=da dʒogə kʰar-səŋ
    student=PL=LOC be.harmonious be.required-POS
    ‘...you should be harmonious toward the students.”’

(Parents’ Instructions 18-19)

6.5 Concluding Remarks

This chapter has presented strategies for clause combining in Bao’an Tu. The
nominalizers =ku and -sanə are used to form a variety of types of nominalized clauses, all
of which are both dependent and embedded. Quotative complements of verba dicendi
have likewise been shown to be embedded and dependent. Non-final clauses are
dependent, but likely not embedded. Finally, independent clauses are neither dependent
nor embedded. Table 6.2 summarizes these facts.

Table 6.2. Summary of Bao’an Tu clause combining strategies

<table>
<thead>
<tr>
<th>Clause type</th>
<th>Morphological/syntactic characteristics</th>
<th>Status vis-à-vis dependence and embedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>nominalized clauses</td>
<td>marked with =ku and -sanə</td>
<td>dependent and embedded</td>
</tr>
<tr>
<td>quotative complements</td>
<td>typically marked with =tɕi/=tɕə or =tɕə</td>
<td>dependent and embedded</td>
</tr>
<tr>
<td>non-final clauses</td>
<td>marked with non-finite verbal morphology</td>
<td>dependent, not likely embedded</td>
</tr>
<tr>
<td>coordinated independent clauses</td>
<td>take finite verbal morphology</td>
<td>neither embedded nor dependent</td>
</tr>
</tbody>
</table>
Appendix: Three Bao’an Tu Texts

Text 1: How to Make Bread

1) \( guda \quad t\text{eirdzi} \quad n\text{anda} \quad s\bar{a} \quad t\text{eomang}\bar{e} \quad gol\bar{e} \quad t\text{eomang}\bar{e} \)
   before large.bowl in water little flour little

\( k^{bi-\text{t}\bar{e}o} \quad h\text{teirlang}\bar{e}-\text{t}\bar{e}o \)
pour-IMPF stir-PERF
‘First, pour a little water and a little flour in a large bowl and stir (it).’

2) \( a\text{tcasho} \quad h\text{teirlang}\bar{e}-\text{ka} \quad k^{b\bar{e}-\text{san}} \)
   3SG.ACC ferment-CAUS be.required-POS
   ‘It has to be allowed to ferment.’

3) \( t^{\text{b}\bar{o}} = s\bar{a} \quad \chi\text{ar-}\text{t}\bar{e}o \quad s\bar{e} = t\bar{e}o \quad gol\bar{e} = n\bar{o} \quad olo\bar{g} \quad da \quad t^{bi-\text{t}\bar{e}o} \)
   that=ABL arrive-IMPF water=and flour=ACC many also add-IMPF

\( a\text{tcasho} \quad h\text{teirlang}\bar{e}-\text{t}\bar{e}o \)
3SG.ACC stir-PERF
‘From there, add more water and flour and stir it.’

4) \( p^{hi} = do \quad \chi\text{o}l\bar{u}g = da \quad ke = ku \)
   kang=LOC hot=DAT put=IMPF.NMLZ
   ‘Putting it on a kang \(^{122}\) for the heat—’

5) \( j\text{a}n\text{maal}a \quad naro\bar{g} = da \quad ke-\text{t}\bar{e}o \)
   alternatively sun=LOC put-PERF
   ‘or (you) can also put (it) in the sun.’

6) \( n\text{anda} \quad soda = t\bar{e}o \quad t\text{eomenen} \quad da\text{bgo-}\text{t}\bar{e}o \)
   in baking.soda=and baking.powder sprinkle-PERF
   ‘Sprinkle in baking soda and baking powder.’

7) \( h\text{teirlang}\bar{e}-\text{ka} \quad k^{b\bar{e}-\text{san}} \)
   ferment-CAUS be.required-POS
   ‘(It) has to be allowed to ferment.’

\(^{122}\) A *kang* is a heated platform used both as a sleeping space and as a place to entertain guests, particularly in cold weather.
8) hteirlango war-te war-te lямaŋ = do golŋ = no teira
ferment finish-IMPF wooden.board=LOC flour=ACC knead

kʰer-san
be.required-POS

‘After it has finished fermenting (rising), knead the dough on a wooden board.’

9) tʰəsan tʰaroχ = do o-te loko = no garga-ňa-te
next oven=LOC go-IMPF bread.pan=ACC hot-CAUS-IMPF

‘Next, (you) go to the oven and heat up the bread pans.’

10) golŋ = no lepəp teər-te
flour=ACC flat do-PERF

‘Flatten out the dough.’

11) loko nanda ke kʰer-san
bread.pan in put be.required-POS

‘(You) need to put (it) in bread pans.’

12) tʰəsan loko kʰada epsu = teχ χəmdu = no htar-ňa-te
next bread.pan on grass=and leaves=ACC burn-CAUS-PERF

‘Next, burn grass and leaves on top of the pans.’

13) htema = no bol-ŋa kʰer-san
bread=ACC be.done-CAUS be.required-POS

‘The bread has to be done.’

14) bol war-te teəmŋe kʰitʰer-ŋa-te
be.done finish-IMPF little cool-CAUS-PERF

‘When (it) is done, let (it) cool a little.’

15) de-sa tʰeke-san
eat-COND permit-POS

‘(you) can eat (it).’
Text 2: Parents’ Instructions

1) *papa ana = nə kʰapda tʰopsu*
   father mother=ACC chat instruction
   ‘Parents’ Instructions’

2) *pitəŋaŋ ti = da dewa naŋda*
   small time=LOC village in
   ‘When (I was) young in the village...’

3) *tʰoptca = da oχ = ku tɛʰɔŋnaŋ*
   school=LOC go=IMPF.NMLZ time
   ‘When I went to school’

4) *papa ana = kala tʰoptca naŋda o-tə*
   father mother=DU school in go-IMPF
   ‘(my) father and mother (exhorted me), “when you go to school,”’

5) *tʰoptcaŋ çərigə*
   studies make.effort
   ‘study hard’

6) *tʰoptca = la = da tʰɔkə kʰɔl-da*
   classmate=PL=LOC NEG.IMP say-IMP
   ‘Don’t argue with (your) classmates.’

7) *gərəŋən = da sokɔrə*
   teacher=LOC respect
   ‘Respect the teachers”,’

8) *tʰəŋətə nərhtəməɾhtə kʰapda-kə-tə*
   in.that.way often instruction-VBZ-PERF
   ‘(They) often instructed (me) in that way.’
9) tʰsəsanə χar-teŋ roŋ = da ćoŋte = da ə = ku
next arrive-IMPF prefecture.town=LOC school=ACC go=IMPF.NMLZ
tcʰχəŋəŋ

time
‘Then, when I went to school in town’

10) jaŋ papa ana = kala ɲakʰəŋ naŋda ćoma = la = da
again father mother=DU dormitory in student=PL=LOC
dzōgo-teŋ

be.harmonious-PERF
‘(My) father and mother again (instructed me), “get along with the students in the
dorm.’

11) ćokaŋ naŋda o-sa ćoma = la = da dzōgo-teŋ
classroom in go-COND student=PL=LOC be.harmonious-PERF
‘when you’re in the classroom, get along with the students.’

12) gorgɔn = da ɕikə sokergɔ-teŋ
teacher=LOC very respect-PERF
‘Be very respectful toward the teachers.’

13) ćoŋteŋ = da ɕorigə
studies=LOC make.effort
‘Study hard’.

14) tʰŋgəteŋ mənda kapdago-teŋ
like.that 1SG.ACC instruct-PERF
‘In that way (they) instructed (me).’

15) tʰsəsanə χar-teŋ kodzəŋ naŋda ə = ku tcnʰχəŋəŋ
next arrive-IMPF high.school in go=IMPF.NMLZ time
‘Then, when I went to high school,’

16) jaŋ papa ana = kala guda kʰəl-saŋ sanə
again father mother=DU before speak-PERF.NMLZ besides
‘Again, (my) father and mother, in addition to what (they) said before,’
17) ɬoχaŋ = gə  jəŋə  kʰəl-tə-sə  hko  ɬoŋtə  nəŋda  
extra=SG.INDEF what speak-IMPF-COND big school in  
ətəix  tʰəokə  kʰər = kə = nə  
test pass be.required=IMPF.NMLZ=ACC  
‘(they) said another thing. “(you) want to test into a university”,’

18) orhtənomorhtə  kʰəl-tə  nəkʰəŋ  nəŋda  o-ə  
often say-PERF dormitory in go-IMPF  
‘(they) often said. “When you go to the dormitory,”

19) həoma = la = da  dzəɡə  kʰər-səŋ  
student=PL=LOC be.harmonious be.required-POS  
‘...you should be harmonious toward the students.’

20) ɬoŋtə  nəŋda  da  o-ə  ɬoma = la = da  dzəɡə = tə  
classroom in also go-IMPF student=PL=LOC be.harmonious=QUOT.IMPF  
‘When (you) go into the classroom, too, be harmonious with the students...’

21) ɡəɾɡən = da  cəkə  səkəɾəɡə  kʰər-səŋ = tə  kʰəl-tə  
teacher=LOC very respect be.required-POS=QUOT.IMPF speak-PERF  
‘(you) should be very respectful toward the teachers”, (they) said.’

22) ɬoŋtə  hko  nəŋda  jindamənda  ətəix  tʰə̱oχə  
school big in definitely test pass  
kʰər-səŋ = tə  kʰəl-tə  
be.required-POS=QUOT.IMPF speak-PERF  
“(You) definitely want to test into university”, they said.’

23) ɬəiχ  tʰə̱oχə  wəɾ-tə  ɬaŋ  papa  anə = əla  ɬoŋtə  nəŋda  
test pass hold-IMPF again father mother=DU school in  
 o-tə  məɾku = tə  dəku = nə  ɬoma = la = da  tʰəkə  təɾnəɡə = tə  
go-IMPF clothing=and food=ACC student=PL=LOC forbid compare=QUOT.IMPF  
‘Once (I) passed the test, again (my) mother and father (said), “when you go to school, 
don’t compare (your) food and clothing to (other) students”...’
24) **tcʰənda mərkə jəksə əsə mər-təə =tcə dektə amtʰə əsə**
2SG.LOC clothing pretty NEG wear-IMPF=QUOT food delicious NEG
də-təə =tcə kʰəł-sənə čəwa
eat-IMPF=QUOT say-POS NEG.COP₂.OBJ
‘(they) will not say that your clothing isn’t pretty to wear or that your food isn’t delicious to eat.’

25) **loptənəŋ =da çorigə kʰər-səŋ**
studies=LOC make.effort be.required-POS
‘(you) should study hard.’

26) **əsə çorigə-sə xəna kʰətə ər-sə orhtəə dzix**
NEG make.effort-COND afterward home.LOC come-COND again test
pʰakʰə kʰər-səŋ
take.a.test be.required-POS
‘If you don’t (study) hard, when you come home you’ll have to take the test again.’

27) **əteix pakʰə-təə əsə tcʰokgə-sə tsʰəmtʰən =no tcəp =sa**
test take-IMPF NEG pass-COND everyone=ACC togetherness=ABL
htəcər-pə-sə
be.left.out-IMPF-CAUS
‘If (you) take the test and don’t pass, (you) out of everyone else will be left behind.’

28) **htəcər-sə ɲorisa bi-səŋ**
be.left.out-COND shame COP₂.SUBJ-POS
‘If (you) are left behind, (you) will be shamed’.

29) **tʰəŋətəə kʰapda-kə-təə**
in.in.that.way instruction-VBZ-PERF
‘In that way they instructed (me).’
Text 3: Leru Dancing

1) A: \textit{jangə }\textit{k}^{h}\textit{əl }\textit{k}^{h}\textit{ər-saŋ}
   what speak be.required-POS
   ‘What should (I) say?’

2) \textit{k}^{h}\textit{əl }\textit{osə }me-sa \textit{ma-šakə }ba
   say NEG know-COND NEG-good COP₂.OBJ
   ‘I don’t know how to speak (/what to say); it’s not good!’

3) B: \textit{p}^{h}a \textit{wi-saŋ }\textit{ço}
   problem COP₁.SUBJ-POS NEG.COP₂.OBJ
   ‘There is no problem.’

4) \textit{ts}^{h}\textit{əm=da }\textit{jangə }\textit{k}^{h}\textit{əl=ku }\textit{taŋə }\textit{ər-sa }\textit{jangə }\textit{k}^{h}\textit{əl-sa}
   heart=LOC what say=IMPF.NMLZ desire come-COND what say-COND
   \textit{t}^{h}\textit{əke-saŋ}
   permit-POS
   ‘(you) can say whatever you want to say.’

5) A: \textit{χeçaŋ }\textit{nat}^{h}\textit{-sa }\textit{jangə=da }\textit{ṣați}=\textit{ku}=\textit{no }\textit{k}^{h}\textit{əl}
   Leru dance-COND what=LOC benefit=IMPF.NMLZ=ACC say
   \textit{k}^{h}\textit{ər-saŋ-u}
   be.required-POS-Q
   ‘Should (I) tell what benefits derive from dancing Leru?’

6) B: \textit{marku}=\textit{no }\textit{jangətə}=\textit{mor }\textit{kor-si }\textit{nat}^{h}\textit{ə }\textit{k}^{h}\textit{ər-si}
   clothing=ACC how wear be.required-Q dance be.required-Q
   \textit{t}^{h}\textit{ə}=\textit{la}=\textit{no }\textit{k}^{h}\textit{əl }\textit{k}^{h}\textit{ər-saŋ}
   that=PL=ACC speak be.required-POS
   ‘How to dress? How to dance? (You) should tell about those.’
7) \( tcʰ \) \( kʰəl-saŋ \) \( atcaŋ \) \( manno \) \( kʰatɕə = nə \)
   2SG  speak-PERF.NMLZ  3SG  1PL.INCL.COLL.GEN  language=ACC

\( jinjɛ = da \)  \( zox-ko \)  \( kʰər-saŋ \)
English=LOC  translate-VBZ  be.required-POS
‘He wants to translate what you say from our language into English.’

8) A: \( xɛcaŋ \) \( jangətəə \) \( natʰə \) \( kʰər-si \)
   Leru how dance be.required-Q
   ‘How should (one) dance Leru?’

9) \( lo \)  \( jangətəə \) \( ̩jiχ \) \( kʰər-si \)
gong how hit be.required-Q
   ‘How should (one) hit the gong?’

10) \( tʰɛ = la \)  \( ̩xani = nə \)  \( kʰəl \)  \( kʰər-saŋ \) \( ba-u \)
   that=PL all=ACC  say be.required-PERF.NMLZ  COP2.OBJ-Q
   ‘Those (things), should I tell about (them) all?’

11) \( səme \)  \( jama \)  \( jangətəə \)  \( o-tɕə-si \)  \( tʰɛ = la = da = nə \)  \( kʰəl \)
god.box  thing  how  go-IMPF-Q  that=PL=LOC=ACC  speak
   \( kʰər-saŋ \)  \( ba-u \)
   be.required-POS  COP2.OBJ-Q
   ‘How do the god boxes, etc., go? Should (I) tell about all that?’

12) \( kʰəl-saŋ \)  \( gi = ku = ʰala \)  \( kamun = go \)
say-PERF.NMLZ  NEG.  COP1.SUBJ=IMPF.NMLZ=INST  difficult= SG.INDEF
   wa  \( jo \)
   COP1.OBJ  NEG.EMPH
   ‘It is difficult since (I) haven’t talked about (this before).’

13) \( ənə = nə \)  \( aman = da \)  \( war \)  \( kʰər-saŋ \) \( ba-u \)
   this=ACC  mouth=LOC  hold  be.required-PERF.NMLZ  COP2.OBJ-Q
   ‘Should (I) hold this up to (my) mouth?’

14) B: \( aman = da \)  \( war \)  \( kʰər-saŋ \)  \( ço \)
mouth=LOC  hold.up  be.required-POS  NEG.COP2.OBJ
   ‘(you) don’t have to hold it up to (your) mouth.’
15) \( t^h\text{ŋtə} c^e-sa \ t^e^h\text{nda} \ t^e\text{ŋg} \ wa \)

in.that.way put-COND 2SG.LOC convenient COP1.OBJ

‘Putting it that way is (more) convenient for you.’

16) A: \( \text{χe} \text{ca} = n^o \ j\text{ŋtə} \text{c} \ na-si = n^o \ j\text{ŋtə} \text{c} \ k^h\text{ɬ} \ k^h\text{ɬr-sə} \)

Ləru=ACC how dance-Q=ACC how speak be.required-POS

‘How should I tell how Ləru is danced?’

17) B: \( t^e^h\text{ɬ} \ k\text{zo} \ j\text{ŋtə} \text{c} \ na-si \)

2SG self how dance-Q

‘How do you yourself dance?’

18) \( lo \ k^h\text{ɬ}^\text{ŋ} \ \text{sano} \ \text{n}^a \ \text{t}^h\text{ɬ}^\text{ŋ}^{\text{h}}-\text{sə} \ t^h\text{ɬ} = l^a = n^o \ k^h\text{ɬ} \)

age how.many besides dance-PERF.NMLZ that=PL=ACC speak

‘How old you had to be to dance, tell about all that.’

19) \( t^e^h\text{ɬ} \ k\text{zo} \ j\text{ŋtə} \text{c} \ ts^h\text{ɬr-si} \ j\text{ŋtə} \text{c} \ n^a \text{t}^h\text{ɬ}^\text{ŋ} \)

2SG self how learn-Q how dance-COND

\( \text{jaks} \ a \ wa \)

pretty COP1.OBJ

‘How did you yourself learn? How do (you) dance so that (it) looks nice?’

20) \( t^h\text{ɬ} = l^a = n^o \ k^h\text{ɬ}^\text{ɬ}-d\text{ɬ} \)

that=PL=ACC speak-IMP

‘Tell about those.’

21) \( t^e^h\text{ɬ} \ \text{əj} \ k^h\text{ɬr-sə} \ \text{ʃə} \)

2SG fear be.required-POS NEG.COP2.OBJ

‘You don’t have to be afraid.’

22) \( j\text{ŋp-κə-tə} c^e \ k^h\text{ɬ}^\text{ɬ} = k^\text{u} \ \text{tara} \ \text{ʃə}-sə \)

what-VBZ-IMPF say=IMPF.NMLZ desire come-COND

‘Whatever comes to mind to say...’
23) **jaŋ-ko-teə**  
**kʰo-l-do**  
**tʰo-ke-saŋ**  
what-VBZ-IMPF  
say-IMP  
permit-POS  
‘...you can say that.’

24) **A:** **jaŋ**  
**kʰo-l-sa**  
**tʰo-ke-na**  
pe  
what  
speak-COND  
permit-DUR  
EMPH  
‘(I) can say whatever, right?’

25) **xe ça**  
**na=kʰo**  
**tʰo-xaŋnaŋ**  
**ŋemsəŋ**  
**ə-əa**  
Ləru  
dance=IMPF.NMLZ  
time  
posture  
come-CAUS  
**kʰo-ə-na**  
be.required-DUR  
‘(One) should achieve (a certain) posture when dancing Ləru.’

26) **mərkə=ŋə**  
**teθe=χə**  
**mər**  
**kʰo-ə-na**  
clothing=ACC  
clean  
wear  
be.required-DUR  
‘Clean clothing should be worn.’

27) **se=ŋə**  
**ja=kə-teə**  
**təo**  
**kʰo-ə-na**  
hat=ACC  
pretty-IMPF  
wear  
be.required-DUR  
‘The hats, (everyone) should wear (them) looking nice.’

28) **tʰo-run=da**  
**teθa**  
**χəl**  
**kʰo-ə-na**  
head=LOC  
false.braid  
wear  
be.required-DUR  
‘(Everyone) should wear a false braid on (one’s) head.’

29) **kutə=ŋə**  
**sa**  
**χəl**  
**kʰo-ə-na**  
neck=LOC  
sash  
wear  
be.required-DUR  
‘(One) should wear a sash on (one's) neck.’

30) **kʰol=kə-teə**  
**tʰo-apum-kə-teə**  
**mər**  
**kʰo-ə-na**  
shoes  
collective-VBZ-IMPF  
wear  
be.required-DUR  
‘(everyone) should, acting collectively, wear shoes.’  
(i.e. ‘Everyone should wear the same type of shoes.’)

31) **wa=ŋə**  
**χəni=la**  
**tʰo-apum-kə-teə**  
**mər**  
**kʰo-ə-na**  
sock=ACC  
all=PL  
collective-VBZ-IMPF  
wear  
be.required-DUR  
‘As for socks, everyone should wear the same (kind).’
32) əso teʰənum-ko-sa ənaptə ələ o-ən-ə-na
NEG collective-VBZ-COND OK NEG go-IMP-DUR
‘(Things) will not go well if (everyone) doesn’t act together.’

33) əmdu ənani kʰəgo mər kʰər-na
pants all blue wear be.required-DUR
‘(Everyone) should wear blue pants.’

34) ula=da o=ku teʰəxanṣəŋ di-sot tar-təə kʰur
mountain=LOC go=IMPF.NMLZ time clock keep-IMPF arrive
kʰər-na
be.required-DUR
‘When (we/you/they...) go to the mountain, (everyone) should arrive on time.’

35) some=la=nə ula=da dabla-təə o kʰər-na
god.box=PL=ACC mountain=LOC raise-IMPF go be.required-DUR
‘(we) must carry the god boxes to the mountain.’

36) ula=da kʰəχue-kə-təə teəkəlmən=nə kʰəl kʰər-na
mountain=LOC hold.meeting-VBZ-IMPF rule=ACC say be.required-DUR
‘On the mountain, a meeting is held and rules must be stated.’

37) teəla nəko kʰəŋ əso əxəl-sa ɬəwa a-məŋ=da nəko~nəko
false.braid one person NEG wear-COND shaman mouth=LOC one~one
jix-təə
hit-IMPF.OBJ
‘If anyone doesn’t wear a false braid, the shaman hits each of them on the mouth.’

38) ɬəwa jix-sa de ənani=da aji-təə təəkəlmən tar-təə
shaman hit-COND just all=LOC fear-IMPF rule keep-IMPF
natʰə-təə
dance-IMPF.OBJ
‘Once the shaman hits (them), everyone is afraid and dances by the rules.’
39) 
\[
\chi e\xi\eta \ \text{nat}^{\text{b}o} = ku \ \text{te}^{\text{b}o} \chi e\xi\eta n\bar{\eta} \ \text{k}\text{h}^{\text{b}o}\eta \ \chi a\text{n}i \ \text{k}\text{h}^{\text{b}o}l \ \chi a\text{r} = n\bar{\eta} \\
\text{L}\text{r}u \ \text{dance} = \text{IMPF.NMLZ} \ \text{time} \ \text{people} \ \text{all} \ \text{foot} \ \text{hand} = \text{ACC}
\]

\[
dabla\text{-te}^{\text{c}} \ \text{jaks}^{\text{a}-\text{te}^{\text{c}}} \ \text{nat}^{\text{b}o} \ \text{k}\text{h}^{\text{b}o}r\text{-na}
\]

raise-IMPF pretty-IMPF dance be.required-DUR

‘When dancing L\text{r}u, the people should all raise their feet and hands and dance nicely.’

40) 
\[
l\alpha^{\text{c}}\text{ci} = n\bar{\eta} \ \text{jang}^{\text{e}-\text{t}\bar{\eta}^{\text{c}}} \ \text{war} \ \text{k}\text{h}^{\text{b}o}r = ku = n\bar{\eta} \ \text{me} = \text{do}
\]

towel = ACC how hold be.required = IMPF.NMLZ = ACC know-IMP

\[
k^{\text{b}o}r\text{-na}
\]

be.required-DUR

‘(Everyone) should know how the towel should be held.’

41) 
\[
m \ \text{de}
\]

HES just
‘umm... now...’

42) 
\[
jang^{\text{e}t\bar{\eta}^{\text{c}}} \ \text{k}\text{h}^{\text{b}o}l \ \text{k}\text{h}^{\text{b}o}r\text{-san}
\]

how speak be.required-POS

‘How to say it...?’

43) 
\[
de
\]

just
‘so...’

44) 
\[
de \ \chi a\text{n}i = \text{la} \ \text{jaks}^{\text{a}-\text{t}\bar{\eta}^{\text{c}}} \ \text{nat}^{\text{b}o} \ \text{k}\text{h}^{\text{b}o}r\text{-na}
\]

now all = PL pretty-IMPF dance be.required-DUR

‘Now, everyone should dance prettily.’

45) 
\[
\chi a\text{n}i = \text{la} \ \text{nem-k\text{e}-t}\bar{\eta}^{\text{c}} \ \text{nat}^{\text{b}o-sa} \ \text{jaks}^{\text{a}} \ \text{wa}
\]

all = PL tidy-VBZ-IMPF dance-COND pretty COP_{1.OBJ}

‘If everyone dances nicely, it is pretty.’
46) *ŋaregaŋ pyəm-kə* *ŋaregaŋ oə* *pyəm-kə-sa* *jaksa*
some collective-VBZ some NEG collective-VBZ-COND pretty

*kina*
NEG. COP1.OBJ
‘If some (dance) together and some do not, it doesn’t look nice.’

47) *kʰ ol χar χani=no* *kudola-ka-təə* *jaksa-təə* *natʰə-təə*
foot hand all=ACC move.upward-CAUS-IMPF pretty-IMPF dance-PERF
‘Everyone should dance nicely, raising (their) hands and feet.’

48) *dɔŋzo=la=no* *jaksa-təə* *or-ka-təə*
movement=PL=ACC pretty-IMPF come-CAUS-PERF
‘The movements should be done prettily.’

49) *tamo-təə* *natʰə* *kʰər-sa*
slow-IMPF dance be.required-POS
‘(They) should dance slowly.’

50) *kari=la oə* *natʰə-sa* *jaksa* *kina*
some=PL NEG dance-COND pretty NEG. COP1.OBJ
‘If some of them don’t dance (like this) it’s not beautiful.’

51) *səme=no* *ula=da* *dabla-təə* *o-təə*
god.box=ACC mountain=LOC raise-IMPF go-IMPF
‘(They) carry the god boxes up to the mountain,’

52) *lapsi=da saŋ* *χəra-təə* *teʰəma=no* *χara-təə*
Lapsi=LOC offering burn-IMPF Chuma=ACC taunt-IMPF.OBJ
‘and at Lapsi (they) burn offerings, and taunt Chuma.’

53) *guda təʰəma-təə* *manga* *nimaŋ* *jərsəŋ* *χəŋ=da*
before Chuma-and 1PL.INCL.COLL eight nine year=LOC

*kʰəl-də-təə*
speak-IMP-PERF
‘In the past, we and Chuma village feuded for eight or nine years.’
54) *dawu da jortəo tortəo χara-təə-təo*
still also here there taunt-IMPF-IMPF.OBJ
‘(We) taunt (each other) back and forth now still.’

55) *nadamada kʰəl-do = ku teχəŋmaŋ jiμaŋ = gə = na*
long.ago speak-IMPF=IMPF.NMLZ time goat=SG.INDEF=ACC

*suga-san = tə kʰəl-na*
argue-POS=QUOT.IMPF speak-DUR
‘It is said that long ago, when (we) were fighting, (we) were arguing over a goat.’

56) *nanteʰə = na dedə = la tʰəŋtəcə kʰəl-na*
past=ACC grandfather=PL that.way speak-DUR
‘That’s what the grandfathers of the past say.’

57) *dortəo jortəo kʰoŋ somtəa soni ala-san = təo*
there here people thirty two die-POS=QUOT.IMPF.OBJ
‘They say thirty-two people from here and there died.’

58) *mansa xorən kar guranŋ ala-san = təo*
1PL.INCL.COLLAB twenty two three die-POS=QUOT.IMPF.OBJ
‘They say twenty-two or three from among us were killed.’

59) *manda kormu oχ = ku ki*
1PL.INCL.COLLAB money give=IMPF.NMLZ NEG. COP₁.SUBJ
‘We did not have money to give.’

60) *uŋtəa ula təgə-təə tʰəntʰəŋə wi-san*
Ungja mountain exchange-PERF like.that COP₁.SUBJ-POS
‘We exchanged Ungja Mountain; it was like that.’

61) *tʰəɾ = na htəŋ təgə-təə tʰəma = da oχ-san*
that=ACC blood.money exchange-IMPF Chuma=LOC give-POS
‘We gave that to Chuma village as blood money.’

62) *ula = na atəŋlaŋa oχ-to = təə kʰəl-təi-san*
mountain=ACC 3PL.LOC give-PERF=QUOT.IMPF say-IMPF.SUBJ-POS
‘(they) say (we) gave them the mountain.’
63) χara-tɕə = ku  tɕənsan  tʰər  bi-saŋ
taunt-IMPF=IMPF.NMLZ  reason  that  COP₂.SUBJ-POS
‘That’s the reason (we) taunt them.’

64) manno  kʰonŋ  ala-saŋ  naŋ = sa  utciga
1PL.INCL.COLL  people  die-PERF.NMLZ  inside=ABL  Wutun
nəkə  wi-saŋ = tɕə
one  COP₁.SUBJ-POS=QUOT.IMPF.OBJ
‘They say that among our dead was one (person from) Wutun village.’

65) tʰər  da  χonŋda  wi-saŋ = tɕə.
that  also  pregnant  COP₁.SUBJ-POS=QUOT.IMPF.OBJ
tʰər = nə  sar  kʰonŋ = da  tʰola-tci-saŋ
that=ACC  two  people=LOC  count-IMPF.SUBJ-POS
‘They say that (person) was pregnant, too. So (we) count that as two people.’

66) de  χara-tɕə = ku  tɕənsan  sowu  ula = nə
just  taunt-IMPF=IMPF.NMLZ  reason  important  mountain
oχ-to = tci-saŋ
give-PERF=QUOT.IMPF.SUBJ-POS
‘But we consider the main reason for taunting (them) to be that we gave them the
mountain.’

67) ɲantɕʰə = da  tawa  zaija  bi-saŋ
past=LOC  shaman  strong  COP₂.SUBJ-POS
‘In the past, shamans were very powerful.’

68) kʰətʰə  χəpqo-wa-sa  rakə  oχ-tci-saŋ
home.LOC  come-CAUS-COND  alcohol  give-IMPF.SUBJ-POS
‘If (one) invited (him) to one’s home, (one) would give (him) alcohol.’

69) nəkə  χonŋ = nə  tcawa = nə  oχ  kʰər-tɕə-saŋ
one  year=ACC  fortune=ACC  give  be_required-IMPF-POS
‘(He) told the fortune for the year.’
70) ɬawa  kɔzə = da  tundaɬ  jåŋgə  pɔŋgə-sa  kɔzə = da
shaman  self=LOC  matter  matter  happen-COND  self=ACC

*nokkur-kə  ji-san*
friend-VBZ  COP₂.SUBJ-POS
‘If something was going to happen to someone, the shaman would help that person.’

71) ɬawa  kɔzə = tsʰəŋ = na  dan  na-sa  ɬawa  tanə  dan
shaman  self=family=ACC  fall-COND  shaman  2PL.COLL.GEN  door

na-teə = tə  kʰel-la  sə-tei-san
fall-IMPF.OBJ=QUOT.IMPF  speak-PURP  come-IMPF.SUBJ-POS
‘If someone’s door is going to fall, the shaman will come to tell (them), “your door is falling”.’

72) ɬavo  atçəŋla  rakə  u = ku  teʰɬəŋənəŋ  ɬawa
before  3PL  alcohol  drink=IMPF.NMLZ  time  shaman

a = tsʰəŋ = na  kʰətə  χəl-teə  o-teə
3SG=family=ACC  house.LOC  run-IMPF  go-PERF
‘One time when some people were drinking, the shaman went running to their house.’

73) tada  dondoɬ = gə  χərdə-na  ta  rəməŋə-teə  eida
2PL.COLL.LOC  matter=SG.INDEF  happen-DUR  2PL.COLL  hurry-IMPF  outside

χər  kʰəɾ-na = tə  kʰel-san
go.out  be.required-DUR=QUOT.IMPF  say-POS
‘(he) said, “something’s going to happen to you; you should hurry and go outside”.’

74) eida  χərgu-teə  gər  na-teə = tə
outside  go.out-IMPF  house  fall-PERF=QUOT.IMPF.OBJ
‘They say (they) went outside, and the house fell in.’

75) ɬawa = da  htəŋə-sa  tʰəntʰəŋə  səkə
shaman=LOC  trust-COND  that.way  good
‘It is good to trust in the shaman.’
76) kozə əə  tʰəŋətəə  dappʰə əə  go-sa
self NEG in.that.way faith NEG do-COND

pʰamba  ki
benefit NEG. COP1.SUBJ
‘If a person doesn’t do that, and doesn’t have faith, (he) doesn’t get the benefits.’

77) kʰəlʰ  χəpgə-tcə = ku
tcʰimsam = da
home=LOC come.HON-IMPF=IMPF.NMLZ household=LOC

ʔakə-tcə = ku  tʰəntʰəŋə  ba
good-IMPF=IMPF.NMLZ that.way COP2.OBJ
‘That’s the benefit to (one’s) household of (the shaman’s) coming to (one’s) home.’

78) kʰəlʰ  χəpgə-ka-tcə = ku
tcawa jama
home.LOC come.HON-CAUS-IMPF=IMPF.NMLZ fortune stuff

ki = ku  tčar-tcí-sañ
NEG.COP1.SUBJ=IMPF.NMLZ do-IMPF.SUBJ-POS
‘(One) invites (the shaman) to come to one’s home and avoids misfortune.’

79) pitekəŋ  χɛcəŋ  atcaŋ  tsʰəwa = sʰəŋ = da  bətər  oloŋ
small Ləru 3SG clan=family=LOC ground many

wi-sañ = tco
COP1.SUBJ-POS=QUOT.IMPF.OBJ
‘It is said that, the clan with the small Ləru, it has many fields.’

80) dedə = go = da  χɛcəŋ = no  sago = ɩŋ = ku  tcʰɛʔəŋənəŋ
grandfather=SG.INDEF=LOC Ləru=ACC choose=CAUS=IMPF.NMLZ time
‘When a certain grandfather was made to choose a Ləru,’
81) deda ɣarwaŋ = go ɣoŋə ɣeŋə ɣiŋə ɣinəŋ
grandfather powerful= SG.INDEF 1PL.EXCL.COLL Leru small

kʰər-saŋ = nə tʰorun hko = nə kʰəɾ = tə
be.required-PERF.NMLZ=ACC head big=ACC be.required=QUOT.IMPF

kʰəl-saŋ
say-POS
‘A powerful grandfather said, “as we have to have the small Leru festival, we must
have a big well”.’

82) su ɣiŋə ɣawaŋ niwa = da sə = nə tʰorun = nə
so work.unit one two=LOC water=ACC head=ACC

oɣ-tə = ku ɣwən-san tʰər bi-saŋ = tə
give-IMPF=IMPF.NMLZ reason that COP2.SUBJ-POS=QUOT.IMF.OBJ
‘So they say that’s why the well was given to the first two work units.’

83) sə = nə ɣutə oɣ-sa ɣatcanə = tʰaŋə = nə tʰəəwa ɣutə
water=ACC before give-COND 3SG=family=ACC clan before

sola ɣhta-na
irrigate be.able-DUR
‘Since the water is given (to them) first, their clan is able to irrigate first.’

84) mortəə = la = da nətʰə = ku hko = nə kʰəɾ-təə
other=PL=LOC dance=IMPF.NMLZ big=ACC be.required-IMPF.OBJ
‘The festival for the others must be a big one.’
(lit. ‘a big dancing is required for the others.’)

85) sə ɣəma kʰəɾ-təə
water finally be.required-IMPF.OBJ
‘(They) get the water last.’

86) ɣəteʰə = da ɣatcanəla kʰəl-saŋ ɣtʰəəkə-təə = tə
past=LOC 3SG.PL say-PERF.NMLZ be.wrong-IMPF=QUOT.IMPF.OBJ
‘(They say ) (the thing) that they chose in the past was wrong.’

87) ɣəŋə ɣoŋə tʰorun wi-sa ɣuda ɣsəla ɣhta-na
originally water head COP1.SUBJ-COND before irrigate be.able-DUR
‘After all, if (they) had chosen a well, they would be able to irrigate first.’
88) *sotca = da kʰatsʰaŋ natʰə = ku wa*  
Soja=LOC complete dance=IMPF.NMLZ COP₁.OBJ  
‘Everyone dances for Soja clan.’  
*(lit. ‘There is complete dancing for Soja clan.’)*

89) *tərga = la = nə kozə–kozə = nə tsʰəowa ap-təo*  
food.offerings=PL=ACC self~self=ACC clan take-IMPF.OBJ  
*ōχ kʰər-saŋ*  
give be.required-POS  
‘Each clan must bring food offerings and give (them) (for Soja clan’s day).’

90) *χorən terəŋ = nə dewa χani ap-təo ōχ kʰər-saŋ*  
twenty four=ACC village all take-IMPF give be.required-POS  
‘On the 24th, the whole village must bring and give (them).’

91) *rako tərga saŋ χani = nə ap-təo ōχ kʰər-saŋ*  
alcohol food.offerings offering all=ACC take-IMPF give be.required-POS  
‘Alcohol, food offerings, (other) offerings, these must all be brought and given.’

92) *npəntɔxɔlʰa attʰɔgə ŋamada natʰə-təo*  
Niaanduhu.Laka most behind dance-IMPF.OBJ  
‘Niaanduhu Laka village dances very last.’

93) *lakʰa terəŋ də manda natʰə-la*  
Niaanduhu.Laka four day 1PL.INCL.COLL.LOC dance-PURP  
*ər-tei-saŋ*  
come-IMPF.SUBJ-POS  
‘Niaanduhu Laka village comes to dance for us for four days.’

94) *məŋə da npəntɔxɔlʰa = da natʰə-la o kʰər-saŋ*  
1PL.INCL.COLL also Niaanduhu.Laka=LOC dance-PURP go be.required-POS  
‘So we also have to go to dance for Niaanduhu Laka.’

95) *tʰər ɕeçaŋ = nə hka bi-saŋ*  
that Laru=ACC concession COP₂.SUBJ-POS  
‘That is (what we do for) Laru.’
96) B: \[kʰamər \quad jiɣ-tɕə = ku \quad jaŋɡə \quad o-saŋ\]
ceremonial.needle hit=IMPF=IMPF.NMLZ what (COP)-POS
‘What is kamer?’
(lit. ‘Hitting kamer (is) what?’)

97) A: \[kʰamər \quad jiɣ-tɕə = ku \quad jaŋɡə \quad o-saŋ \quad ja \quad la = da \quad tʰə \quad ba\]
ceremonial.needle hit=IMPF=IMPF.NMLZ past=LOC thing=PL=LOC

\[sɔrtʰi-tɕə = ku \quad tʰə \quad ba\]
sacrifice.an.animal-IMPF=IMPF.NMLZ that COP₂.OBJ
‘Doing kamer takes the place of the animal sacrifices (we) did in the past.’

98) \[kʰamər \quad nəkə \quad jiɣ-sə \quad ʁənə \quad nəkə = nə \quad kʰama \quad bɨ-saŋ\]
ceremonial.needle one hit-COND sheep one=ACC position COP₂.SUBJ-POS
‘Performing one ‘kamer’ equals (offering) one sheep.’

99) \[ʁənə = nə \quad sɔrtʰi-saŋ = nə \quad ʁətɕə-tɕə\]
sheep=ACC sacrifice.an.animal-IMPF=NMLZ=ACC compare-IMPF

\[kʰamər \quad jiɣ-sə \quad ʁətɕi-saŋ\]
ceremonial.needle hit-COND good=IMPF.SUBJ-POS
‘Compared to sacrificing sheep, doing kamer is better.’

100) \[tʰə = nə \quad ʁila \quad au = la \quad jindamənda \quad ula = da \quad tʰa\]
that=ACC night boy=PL definitely mountain=LOC sleep

\[kʰə-saŋ\]
be.required-POS
‘The boys must definitely sleep on the mountain that night.’

101) \[kʰotʰə \quad tʰa-sa \quad kʰotʰə = ku \quad aku = la\]
home.LOC sleep-COND home.LOC=IMPF.NMLZ girl=PL

\[wi-sa\]
COP₁.SUBJ-COND
‘If (they) sleep at home, if there are girls at home,’
102) \(sauma\) \(\text{wi-saŋ}\) \(\text{çəwa}\)
ceremonially.clean \text{COP1.SUBJ-POS} \text{NEG.COP2.OBJ} ‘(they) will not be ceremonially clean.’

103) \(aku=la\) \(\text{wer}_{o}\) \(\text{htca}\) \(\text{bi-saŋ}\) \(\text{ço}\)
girl=PL wife exception \text{COP2.SUBJ-POS} \text{NEG.COP2.OBJ} ‘Daughters and wives are no exception.’

104) \(k^{h_{o}}=ku\) \(\text{adzi}\) \(\text{iχtədu}\) \(\text{aku}\) \(\text{χani=na}\)
home.\text{LOC=IMPF.NMLZ} older.sister younger.sister girl all=\text{ACC}
\(k^{h_{o}-təi-saŋ}\)
say-IMPF.SUBJ-POS
‘(This) includes (lit. ‘says to’) all older sisters, younger sisters, and girls who are at home.’

105) \(ula=da\) \(t^{h-a-sa}\) \(\text{sauma}\) \(\text{wi-saŋ}\)
mountain=LOC sleep-COND ceremonially.clean \text{COP1.SUBJ-POS}
‘If they sleep on the mountain, they are ceremonially clean.’

106) \(əχhte\) \(nər=na\) \(\text{sauma-țə}\) \(\text{waβə-țə}\)
morning face=ACC ceremonially.clean-IMPF wash-PERF
‘In the morning (they) wash their faces, making them ceremonially clean.’

107) \(əχhte\) \(\text{morhtə}\) \(\text{au}=\text{la}=\text{na}\) \(\text{χamda}\) \(\text{su-sa}\) \(\text{k^{h}amər}\)
morning other boy=PL=ACC with stay-COND ceremonial.needle
\(jɨχ=ku\) \(\text{te}^{b}\text{χəŋnaŋ}\) \(\text{nop^{h}a}\) \(\text{wi}\)
do=IMPF.NMLZ time harm \text{COP1.SUBJ}
‘If (they) sit with the other boys in the morning, (they) will be harmed when (they) do the kamer.’

108) \(\text{χamda}\) \(\text{su-va-tə}\) \(\text{wi-saŋ}\) \(\text{çəwa}\)
together sit-CAUS-IMPF \text{COP1.SUBJ-PERF.NMLZ} \text{NEG.COP2.OBJ}
‘(They) are not allowed to sit together.’
109) sauma-tɕə kʰamər jix-sa tʰəol-tɕə

ceremonially.clean-IMPF cerremontial.needle hit-COND hurt-IMPF

wi-saŋ čo
COP₁.SUBJ-PERF.NMLZ NEG.COP₂.OBJ
‘If (they) do the kamer (when they) are ceremonially clean, it doesn’t hurt.’

110) B: dedə=la jix kʰər-saŋ čəwa

grandfather=PL hit be.required-PERF.NMLZ NEG.COP₂.OBJ
‘Don’t the grandfathers have to do it?’

111) A: lō kuda χar-sa jix kʰər-saŋ čo

age before arrive-COND hit be.required-PERF.NMLZ NEG.COP₂.OBJ
‘If (they) have already reached (a cert ain) age, (they) don’t have to do (it).’

112) tʰə=r=no sarə=la jix kʰər-saŋ

that=ACC young=PL hit be.required-POS
‘The young should do that.’

113) dedə=la lazci tɕo-tɕə sarə=la=no χamdo hkurə=go

grandfather=PL towel wear-IMPF young=PL=ACC together circle=SG.INDEF

jix-sa tʰəke-saŋ

do-COND permit-POS
‘The grandfathers can wear a towel and (dance) in a circle with the young (men).’

114) dedə=la natʰə=kun tɕʰəŋquaŋ samsamda

grandfather=PL dance=IMPF,NMLZ time sometimes

sarə=la=da χəŋaŋ natʰə=kun=no tɕʰəɾ-sa-tei-saŋ

young.one=PL=LOC Leru dance=IMPF,NMLZ=ACC learn-CAUS-IMPF,SUBJ-POS
‘When the grandfathers dance, sometimes they teach the younger ones to dance Leru.’

115) natʰə-tɕə ki=ku=la=no natʰə=tɕə

dance-IMPF NEG.COP₁.SBJ=IMPF,NMLZ=PL=ACC dance=QUOT.IMPF

kʰəl-tei-saŋ

speak-IMPF,SUBJ-POS
‘(They) tell (those) who are not dancing, “dance”.’
116) B:  tʊdər = ɬa  jɑŋə  ø-saŋ
flag=PL what (COP)-POS
‘What are the flags for?’

117) A:  hʊχə  saŋ  tɛʰoŋ  dzoχə  bi-saŋ
tiger lion phoenix dragon COP2.SUBJ-POS
‘(They) are the tiger, lion, phoenix, and dragon.’

118) B:  mɑŋə  anə  bi-saŋ
1PL.INCL.COLL which COP2.SUBJ-POS
‘Which are we?’

119) A:  sɑŋə  bi-saŋ
lion COP2.SUBJ-POS
‘(We) are the lion.’

120)  di  nəkə = da  dar  nəkə–nəkə  bi-saŋ
work.unit one=LOC flag one~one COP2.SUBJ-POS
‘Each work unit has its own flag.’

121)  natʰə  war = ku-tɔə  tɛʰimsam = la = da  χəpga-tɔə
dance hold=IMPF.NMLZ-IMPF household=PL=LOC come.HON-IMPF
wi-saŋ
COP1.SUBJ-POS
‘(They) finish dancing and come to (all) the households.’

122) B:  jɔrza  jɑŋə  bi-saŋ
ceremonial.hat what COP2.SUBJ-POS
‘What are the yerza for?’

123) A:  jɔrza  amicatsʰon = nə  sema  bi-saŋ
ceremonial.hat Amishatchon=ACC hat COP2.SUBJ-POS
‘The yerza is Amishatchon’s hat.’

124)  mɑŋə  χani  amicatsʰon = nə  məχ  bi-saŋ
1PL.INCL.COLL all Amishatchon=ACC soldier COP2.SUBJ-POS
‘We all are Amishatchon’s soldiers.’
‘When (we) line up, the older ones should line up in the front.’

‘The younger ones should line up in back.’

‘Is there anything more to say?’

‘Other than that there’s nothing more to say!’
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