Lamei, another dialect of Lamo (mDzogong, TAR)
——Vocabulary and sentence structure——[*]

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Summary

This article primarily explores the vocabulary and sentence structure of Lamei, a dialect spoken in Zhonglinka Township, mDzogong County, Chamdo Municipality, Tibet Autonomous Region (TAR), China. Lamei is one of the two principal dialects of Lamo, a recently recognised non-Tibetic Tibeto-Burman language. The article contains approximately 500 lexical entries and 166 sentence examples with glossing, as well as preliminary findings and remarks presented in the material. The data of Lamei provided in the article were collected in the summer of 2019 at the local site. We had collaborators, from Ruoba and Wamei, respectively. Slight differences in the pronunciation have been observed between the two speeches. However, they do not affect mutual intelligibility. Section 1 briefly reviews the non-Tibetic Tibeto-Burman languages in the southeastern area of TAR, and specifies the Lamei-speaking area. Section 2 provides the sound system of Lamei, divided into syllable structure, consonantism, vocalism, and suprasegmentals. Section 3 introduces essential findings of phonological and morpho-syntactic features of Lamei; it includes four features: sound correspondence of native forms between Lamei and Lamo focusing on a rhyme and uvular initials; sound correspondence of Written Tibetan forms focusing on several initial sounds; copulative and existential verbs; and verb suffixes. Section 4 and Section 5 are vocabulary and sentence examples, respectively. The vocabulary consists of English meaning, Lamei form, and notes specifying a potential origin when a given lexical item is a loanword.

Key words: Chamdo, non-Tibetic Tibeto-Burman language, Lamo, word list, basic construction

关键词：昌都、非藏语支藏缅语、拉茉语、词汇表、基本结构

1.   Introduction

This article examines the vocabulary and sentence structure of the Lamei dialect of Lamo, a recently recognised Tibeto-Burman language, spoken in mDzogong [mDzo sgang] County, Chamdo [Chab mdo] Municipality, Tibet Autonomous Region, China. Suzuki and Tashi Nyima (2016) were the first to report the existence of non-Tibetic languages in Chamdo, and Tashi Nyima and Suzuki (2019) officially published an article regarding four newly recognised Tibeto-Burman languages in Chamdo and Dzayul [rDza yul], including Lamo, Larong sMar, Drag-yab sMar, and gSerkhu. Other works have been published as well: Zhao (2018, 2019) describes Larong sMar, and dKon-mchog rGyal-mtshan (2018) describes Drag-yab sMar. Suzuki and Tashi Nyima (2018) examine a phonological, lexical comparison among Lamo (Kyilwa dialect), Larong sMar (Tangre Chaya and Phagpa dialects), and Drag-yab sMar (Razi dialect). Suzuki et al. (2018) provide a word list of Lamo (Kewa dialect), Larong sMar (Phagpa dialect), and Drag-yab sMar (Razi dialect); Suzuki et al. (2021) present a word list of Drag-yab sMar (mBengo dialect); in addition, Suzuki and Tashi Nyima (this volume) present a detailed description of the Lamo evidential system.
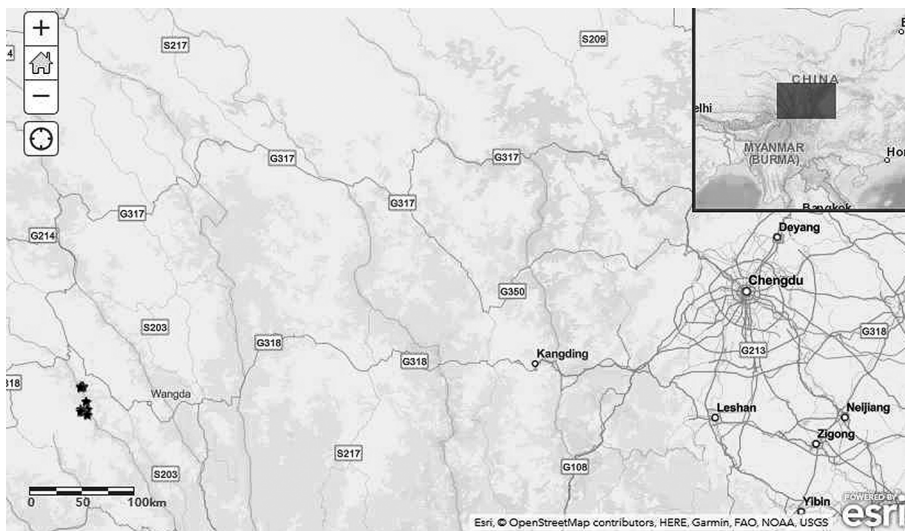
Map 1   Lamo-speaking area in the eastern Tibetosphere

Lamo has between 6500 and 7000 speakers. It principally has two dialects: Lamo and Lamei. The former is spoken in lDongpa [lDong pa] Township, and the latter in Zhonglinka Township (see Maps 1 and 2), in which only five hamlets are inhabited by Lamei speakers, namely, Shizika, Luoba, Ruoba, Wadui, and Wamei (see Map 3). Both are spoken in the area along the rGyal-mo rNgul-chu River (Nujiang) in mDzogong County. According to
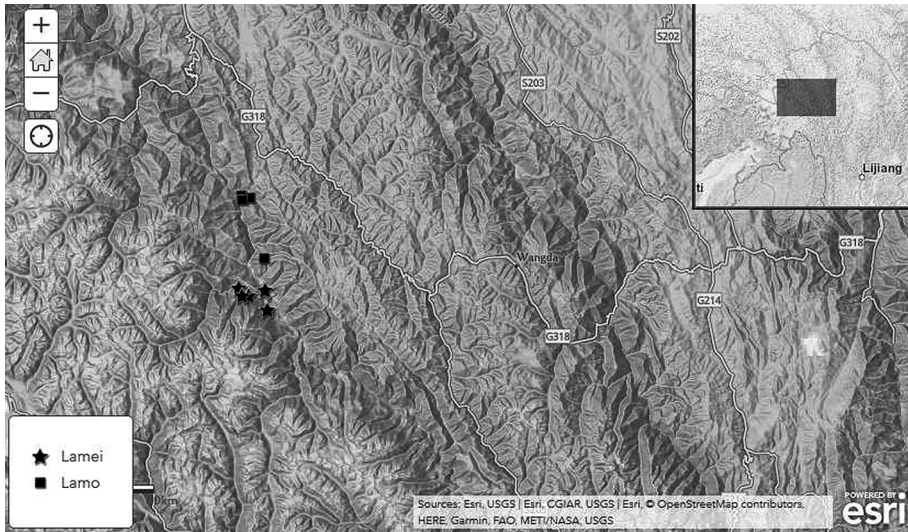
Map 2   Location of Lamo and Lamei

Map 3   Lamei-speaking hamlets and recorded varieties (Wamei and Ruoba)

the speakers, Lamo and Lamei are the mutually intelligible varieties. Lexical data of Lamo have been published in Tashi Nyima and Suzuki (2019), as well as Suzuki et al. (2018); however, any materials of Lamei have not been published so far.

Lamo is described as one of three 'special dialects' in *Changdu Diquzhi* (2005: 819). Roche and Suzuki (2018) list up minority languages spoken in the Chinese Tibetosphere; however, they do not mention any non-Tibetic languages in Chamdo Municipality. Suzuki and Tashi Nyima (2016) firstly recognise this language as a non-Tibetic variety, but they mistakingly name it 'Bo, which is an exonym by the surrounding native speakers of Khams Tibetan. Lamo is the name used by its native speakers. Following this report, Lamo (lDongpa Lamo) has been selected as a target language of the China's national project named *Zhongguo yuyan ziyuan baohu gongcheng* 'China's Language Resource Protection Project'; the recording work of words, sentences, and stories of Lamo has been completed by Chinese scholars. The results are to be archived and put online for the public. On the contrary, to the best of our knowledge, Lamei has not been described so far.

The data of Lamei provided in the present article were collected and recorded by the second two authors in the summer of 2019 at the local site. We had collaborators, from Ruoba and Wamei, respectively. Slight differences in the pronunciation have been observed between the two speeches. However, they do not affect mutual intelligibility.

A brief sound system of Lamei, as well as preliminary findings of its linguistic features, are described in Sections 2 and 3, respectively. Since the article aims to provide language materials of Lamei, the description is as simple as possible. A vocabulary (Section 4) contains approximately 500 entries, each of which consists of English meaning, Lamei form, and notes. The order of the lexical items is principally according to the word list provided by Nagano and Prins (2013), as well as Suzuki et al. (2018). Sentence examples (Section 5), containing 166 utterances, include morpheme-by-morpheme glossing with a full English translation. These examples are selected from Ikeda (2008), as well as Nagano and Prins (2013), all of whom refer to Ma's (1987) 200 sentence examples. Due to the restricted quantity of the collected data, our analysis remains preliminary. Romanisation of the Tibetan script follows the style of de Nebesky-Wojkowitz (1956).

2.   Sound system of Lamei

This section consists of four parts: syllable structure, consonantism, vocalism, and suprasegmentals. The method for displaying the syllable structure follows Suzuki (2005). The description of segmental sounds follows the framework by Zhu (2010, 2015) as well as Suzuki (2016), including IPA (International Phonetic Alphabet) symbols and additional indispensable phonetic symbols employed in Chinese linguistics. The analysis of suprasegmental sounds follows Kitamura (1977), with a necessary expansion.

The description is restricted in the data that we were able to obtain. A full phonological

analysis is left for future studies.

Syllable structure

The maximum syllable structure of Lamei is summarised as ^{C}CGV, where ^{C} is a preinitial, C is a main initial, G is a glide, and V is a nucleus, that is, a vowel. CV is a minimum, indispensable unit of a syllable. We also find coalescence of syllables. Lamei exhibits coalescence of syllables, especially within a single tone-bearing unit (TBU). For example, the ACP.Q suffix /-la sa/ as a surface form is analysed /-le sə-ʔa/ '-ACP-Q'.

Consonantism

Table 1 represents a list of initial simplex sounds.

Table 1 List of consonants

		A	B	C	D	E	F	G	H
plosive	aspirated	pʰ	tʰ	ʈʰ			kʰ	qʰ	
	non-aspirated	p	t	ʈ			k	q	ʔ
	voiced	b	d	ɖ			g	ɢ	
affricate	aspirated		tsʰ		tɕʰ				
	non-aspirated		ts		tɕ				
	voiced		dz		dʑ				
fricative	voiceless		s		ɕ		x	χ	h
	voiced		z		ʑ			ʁ	ɦ
nasal	voiced	m	n				ŋ	ɴ	
	voiceless	m̥	n̥				ŋ̊		
liquid	voiced		l	r					
	voiceless		l̥						
semi-vowel	voiced	w				j			

N.B. A: bilabial; B: denti-alveolar; C: retroflex; D: prepalatal; E: palatal; F: velar; G: uvular; H: glottal

Preinitial is occupied by either a nasal (prenasalisation) or a glottal fricative (preaspiration).

Vocalism

Vowels have 12 tongue positions and are divided into three types: plain, nasalised, and creaky, as shown in Table 2.

Table 2   List of vowels

plain	i	e	ɛ	a	ɑ	ɔ	o	u	ɯ	ʉ	ə	ɵ
nasalised	ĩ	ẽ	ɛ̃		ɑ̃	ɔ̃	õ	ũ				
creaky		ḛ	ɛ̰	a̰	ɑ̰	ɔ̰		ṵ			ə̰	

We observe a 'vowel harmony'-like phenomenon for specific words. For instance, the vowel quality of a negative prefix depends on a verb stem's vowel, as demonstrated in (10) and (60) (see Section 5).

Suprasegmentals

There is two-way pitch distinction at a word-initial position: high (‾) and low (´). The TBU is a phonological word (a root plus affixes), up to the first two syllables. Tones are not distinctive over syllables from the third syllable of a word, as well a phonological word, being realised as low level. An apostrophe (') appearing between first and second syllables denotes that the second syllable is out of the TBU and thus atonal. See Suzuki and Sonam Wangmo (2019) for a similar description on suprasegmentals of Lhagang Choyu.

3.   Findings and remarks

Among the limited number of words and sentences, we have discovered some remarkable features regarding differences between Lamei and Lamo (Kewa dialect). We summarise below the following three features: native lexical forms, written Tibetan (WrT) sound correspondence, and copulative and existential verbs. Finally, we present a summary of Lamei verb suffixes arranged with TAM (tense-aspect-modality) and evidentiality.

3.1   Sound correspondence of native forms

The most remarkable sound correspondence between Lamei and Lamo is presented in Table 3.

Table 3   Rhyme correspondence /wi/-/ʉ/

meaning	Lamei	Lamo
dog	‾kʰwi	‾kʰʉ
tooth	´xwi	´xʉ

From these examples, we find a sound correspondence between /wi/ and /ʉ/. The form of 'dog' in Lamei suggests that it is derived from a proto-form with a /w/-glide, as attested in Lolo-Burmese, and not a /j/-glide, as attested in Tibetic. Although Lamei has a /ʉ/-vowel, this sound is related to Tibetic loans.

Sound correspondences of uvular initials are mostly regular, as shown in Table 4.

Table 4   Uvular correspondence

meaning	Lamei	Lamo
round	ˉqo qo	ˉqo qo
bad	ˊʔa qɛ	ˊʔa qa
hard	ˉka’ ᴺɢa	ˉka’ ᴺɢa
how	ˉχa’ wa sə	ˉχa
ten	ˉʁɑ	ˊʁɑ
five	ˉɴwə	ˉɴwɔˈ
milk	ˉqʰwə	ˊχɔ

Except for the word 'milk', the initial sound is identical to both the varieties. The existence of uvulars seems to be stable in the non-Tibetic languages in Chamdo (see also Suzuki and Tashi Nyima 2018).

There are word forms unique to Lamei, for example, /ˉʔo’ re/ 'pig' and /ˉʔi/ 'gate'. We cannot find their cognates in Tibetic as well as Qiangic languages.

3.2   Sound correspondence of Written Tibetan forms

We present two sound correspondences of the WrT, the *ny* initial and *sh/zh* initials, in Table 5.

Table 5   Sound correspondences of WrT *ny*

WrT	Lamei	Lamo
nya 'fish'	ˊnɛ	ˊɲɛ
rnying pa 'old'	⁻ꜝŋu’ ꜝbɛ	⁻ꜝɲe’ pɛ

The WrT *ny* initial does not correspond to a prepalatal nasal in Lamei, but to an alveolar or velar nasal. This sound correspondence is restricted by its phonological system lacking prepalatal nasals (see Section 2). Hence, it is unlikely that Lamei borrowed the word form for 'fish' from a dialect which lacks prepalatal nasal consonants, such as sMarkhams (Suzuki 2018, Suzuki et al. forthcoming) and Sangdam (Suzuki 2012). The sound correspondence of WrT *ny* with the velar nasal is attested in Balti (Sprigg 2002).

Table 6   Sound correspondences of WrT *sh/zh* and *Py*-series

WrT	Lamei	Lamo
shugs 'power'	ˉɕu	ˉxɯ
bshad 'talk'	⁻ʰɕe	˒ʰɕə
phyed ka 'half'	´ɕe kʰe	ˉɕe kʰe
byed 'do' (light verb)	´ɕi	´ɕi

The WrT *sh/zh* initials mostly correspond to prepalatal fricatives, with an exception of *shugs* 'power' in Lamo. Lamo's basic sound correspondence to WrT *sh/zh* are, in fact, 'palato-velar' fricatives (e.g. [x, ɕ͡x] for /x/), as attested in Southern Route Khams including the dialects of mDzogong, sMarkhams, and mBathang (see Tournadre and Suzuki 2021 for the dialectal classification). The variation of sounds corresponding to WrT *sh/zh* is displayed in Suzuki et al. (2019). This phenomenon further suggests that the Tibetan superstratum varies in Lamei and Lamo.

The WrT *Py*-series (forms including *py*, *phy*, and *by*) correspond to prepalatal fricatives; the sound correspondences of WrT *sh/zh* and *Py*-series are thus identical in Lamei. Many dialects of Khams Tibetan display the sound correspondence between WrT *Py*-series and prepalatal fricatives; however, we shoud note that different sound correpondence patterns are found in several dialects spoken along the rGyal-mo rNgul-chu River, for example, the Tshawarong dialect exhibiting a correpondence between the WrT *Py*-series and denti-alveolar affricates.

3.3   Copulative and existential verbs

Copulative and existential verbs of Lamei exhibit different stems according to the evidential category. See also Suzuki and Tashi Nyima's (this volume) detailed description of copulative and existential verbs of Lamo.

We compare Lamei's related verb stems with Lamo's in Table 7.

Table 7   Copulative and existential verb stems

meaning	Lamei	Lamo
CPV.E	´ŋo	´ŋo
CPV	´tʰe	´tɕʰʉ
EXV.E	´kʰo	´kʰo
EXV.SEN	⁻ŋ̊a	⁻n̥e

The stem difference in both the varieties exists in evidential categories. Two stems are identical, while the other two vary, although they are similar in the phonetic aspect; from our data, we cannot verify that each pair is a cognate.

An EXV form consists of the EXV.E stem + another syllable: Lamei is /ˈkʰo’ ɕi/, and Lamo is /ˈkʰo tɕʰɯ/. Lamo's morphology corresponds to WrT *yod red* (EXV.E stem + CPV stem). Lamei's suffix is common to the form of PROG/STA (see Section 3.4). Based on the present data, Lamei's CPV.SEN form does not appear.

The EXV.SEN forms might be cognates; however, this yet has to be confirmed. It is noteworthy that the EXV.SEN form in Lamei seems to be close to that in Larong sMar (Dongba dialect): /ŋa¹³/ (Zhao 2019: 51–54), although the voicing and suprasegmental features are different.

Lamei has a negative stem for the copulative egophoric verb (CPV.E.NEG): /me/. The existence of the negative stem differs from Lamo, which always uses a negative prefix.

3.4 Verb suffixes

Verb suffixes of Lamei, based on our restricted data, can be arranged with TAM and evidentiality as presentet in Table 8:

Table 8 TAM evidential system of verb suffixes of Lamei

TAM \ evidentiality	egophoric	statemental	sensory
nonperfect (NPFT)	-tɕu sə ŋo	-tɕu ɕi	-tɕu sə
accomplished (ACP)	-le sə ŋo	-la ɕi	-le sə
perfect (PFT)		-pə ᵗʰe / -nə	
aorist (AOR)	-wə zə ŋo	DIR-V-sə	-wə sə
stative (STA)	-ɕi	-ɕi	-sə
progressive (PROG)	-ɕi	-ɕi	
future (FUT)		-re / -pə ⁿgo	

The division of TAM is preliminary, induced from the limited examples in Section 5, and it awaits rigorous investigation. At present, we confirm an evidential-marking system with at least three categories: egophoric, statemental (or factual), and sensory. This category classification is identical to the copulative and existential verbs. The sensory forms contain a syllable /-sə/; however, the same syllable appearing with a directional prefix (DIR) does not function as sensory, but as a part of aorist statemental (AOR). So is the form 'DIR-V-le sə', that is analysed as accomplished statemental (ACP).

Other than the forms in the list, there is a suffix: /-ta/, primarily functioning as 'perfect cislocative' (PFT.CIS). The category 'cislocative' describes an action or a status coming towards the speaker. It is noteworthy that this function corresponds to WrT *byung* (PFT.CIS) attested in Lhasa Tibetan, as well as many Khams Tibetan varieties.

A short description on the suffixes of Lamo is provided in Tashi Nyima and Suzuki (2019: 68–69), exhibiting different forms and categories from Lamei; however, they do

not display a whole picture of the TAM-evidential category in Lamo, and hence we do not compare them. See also Suzuki and Tashi Nyima (this volume) for a more detailed description on the evidential system in Lamo.

4. Vocabulary

The order of the entries is arranged by semantic fields, principally ordered as Body Parts, Clothing, Food, Housing, Utensils, Tools, Persons, Society, Nature, Various adjectives, Direction, Time, Numbers, Pronouns, and others. However, in the following word list, we do not separate data into different sections based on these classifications, but just consecutively arrange them in order. Additional words appearing in Section 5 are attached at the end of the list.

Meaning	Lamei	N.B.
head	ˊwɑ	
forehead	ˊtʰɑ pɛ	WrT *thad pa*.
eye	ˊmu̱	
eyebrow	ˊmu̱ ʰpu	The second syllable WrT *spu*.
tear	ˊmu̱ tɕʰə	The second syllable WrT *chu*.
blind	ˊko tsa	
nose	⁻n̥i	
ear	⁻ɦna tɕo	WrT *rna cog*.
deaf	ˊja ko	
mouth	ˊɕe	
lip	⁻n̥tɕʰə to	WrT *mchu to*.
tongue	⁻l̥ɛ	
mute	ˊɦdʐo po	
tooth	ˊxwi	
saliva	ⁿdʐu rɑ	
breath	⁻ʔu̱	WrT *dbugs*.
voice	⁻ʰkɛ̱	WrT *skad*.
cough	⁻ʰtsɛ	
sneeze	⁻ʔa' tɕʰə	
yawn	⁻ʔu̱ ⁿdʐi	
chin	ˊma ni	WrT *ma ne*.
face	ˊwɑ ji	
cheek	ⁿɖɛ ᵐbɛ	WrT *'gram pa*.
moustache	ˊkʰə ʰpu	WrT *kha spu*.
neck	ˊka tse̱	

Meaning	Lamei	N.B.
throat	⁻ʔu̯ t̪ʰo	
shoulder	⁻t̪ʰɑ pɛ	WrT *phrag pa*.
elbow	´ʈɯ ⁿdʑo	The first syllable WrT *gru*.
hand	´lɑ̯	
breast	´ʈã ka	The first syllable WrT *brang*.
heart	⁻n̥ə	
belly	⁻ꞓdu	
liver	⁻pʰo kɛ	
navel	⁻ʰtə ji	
back	´ꞓgʉ pɛ	WrT *sgal pa*.
waist	⁻ʰtɕə ᵑgo	WrT *dpyi 'go*.
	/ ⁻ʰke̯	WrT *rked*.
knee	⁻po mo	WrT *pus mo*.
leg	⁻sə ʈi	
foot	⁻sə ʈi	Same as 'leg'.
cripple	´ꞓdʐɑ la	
body	´zu po	WrT *gzugs po*.
hair	⁻ʰpu	WrT *spu*.
skin	⁻ꞓmo	
pus	⁻ʰpɑ	
sweat	´tse pɛ	
dirt	´ʈə mɛ	WrT *dri ma*.
blood	⁻sɑ̯	
bone	⁻tɕə ri	
muscle	⁻n̥tɕʰi	Same as 'meat'.
power	⁻ꞔu	WrT *shugs*.
look	⁻ʈu	
smell	⁻n̥u	WrT *snom*.
listen	⁻ꞓdu	
laugh	⁻ꞓge	WrT *dgod*.
weep	´qwə	
shout	⁻wu ꞓɖo	
clothes	⁻ko zə	WrT *gos zan*.
wear	⁻ᵑgwi	
	/ ⁻ᵑgi	
put off	⁻pɯ	
animal skin	´ꞓdʐa ma	

Meaning	Lamei	N.B.
needle	ˊʁɑ	
thread	⁻ʰtɕo	
sew	ˊrwə	
food	⁻ʰto	WrT *lto*.
flour	ˊʈə tsa	
meat	⁻n̥tɕʰi	
fruit	⁻ɕi ⁿdo	WrT *shing tog*.
seed	ˊsɛ	WrT *son*.
egg	ˊɦgwɛ	WrT *sgong*.
salt	⁻tsʰo	
fat	ˊtsɛ̰	
milk	⁻qʰwə̃	
water	⁻tɕə	
boil	ˊɦzu	
be ripe	⁻m̥e' da	WrT *smin*.
eat	⁻ⁿdzə	
lick	⁻ɦda̰	WrT *ldag*.
chew	⁻n̥tɕʰə̰	
drink	ⁿ̥tʰi	
suck	ⁿ̥dʑu	
vomit	ᵐ̥pʰi	
spit saliva	ⁿ̥dʑə ro ˊtɕʰə̃	
be hungry	⁻ɦdu ˊzɛ	
be thirsty	⁻ɕe ˊro	
	/ ⁻ɕe pɛ ˊna	
tasty	⁻kə' lə nə	
sweet	⁻kə' ŋa	
spicy	⁻ɕɛ̃' na	
bitter	⁻qʰo' tɕu	
sour	⁻ʰku' tɕu	
house	⁻tɕo	
build a house	⁻tɕo ˊɦzu	
gate	⁻ʔi	
wall	ˊɕõ	
window	⁻ⁿda ka	
roof	⁻tɕo ⁿ̥kʰe tɕe	
fire	⁻mɯ	

Meaning	Lamei	N.B.
smoke	´te	WrT *dud*.
dust	ˉse	
die out	´tɛ	
burn	ˉrɯ ʰpa	
sit	´tʰo	
sleep	˄ɦgɯ	
dream	⁻ɦmə lã	WrT *rmi lam*.
stand up	ˉtə tɛ	
open	ˉçi	WrT *phye*.
live	´wo	
earthen tray	⁻ʈʰə	
	/ ´tsɛ lã	
knife	˄ⁿdzə ʰtse	
blade	´xwi	Same as 'tooth'.
ash	´ʈə ma	
wipe	⁻çe	WrT *'phyid*.
rope	⁻tɕu	
rod	´pɛ ɦgɛ	
give birth	⁻ᵐbə	
grow up	⁻tə ˄ɦdi	
be alive	⁻sɵ ᵐbu	WrT *gson po*.
fat	˄ɦdʐɑ	WrT *rgyags*.
slim	˄ⁿtsʰe ⁿ̥tsʰe	
tired	´ʐe ɦa	
disease	´nɛ	
wound	⁻ɦmo ˄ɦzu	
hurted	´za	
itchy	´qa	
scratch	⁻ʈʰu	WrT *'phrug*.
medicine	⁻m̥ɛ	WrT *sman*.
see a doctor	⁻m̥ɛ ᵐbɛ ´ʈu' tɕʰi	
kill	⁻ʰsa	
die	´se	
deity	⁻l̥ɛ	WrT *lha*.
fight	⁻ⁿdzə mõ	
quarrel	⁻kʰa ʰtse ˄ɦdʑɔ	WrT *kha rtsod rgyags*.
flee	˄ʰtse	

Meaning	Lamei	N.B.
chase	ˉᵐpʰo	
arrow	ⁿdɛ	WrT *mda'*.
gun	´mə ⁿdɛ	WrT *me mda'*.
person	ˉma	
male	ˉzẽ	
female	ˉm̥i	
child	ˉno no	
young	´ro tse	
father	ˉʔa ba	
mother	ˉʔa ma	
son	ˉno no	
daughter	ˉm̥i	
sibling	ˉʔa ja ʔa bə	
elder sister	ˉʔa ja	
husband	´ʔo ⁿdʑu	
wife	´ʔo ⁿdʑu	
village	ˉtsʰũ	Chn *cun*.
fire a gun	´mə ⁿdɛ ´ɕi	WrT *me mda' byed*.
	/ ´mə ⁿdɛ ˉl̥ɛ	The first two syllables WrT *me mda'*.
steal	ˉʰkə ´wu	
work	´tɕo ɦu	
take a rest	´mɛ ʰsu ´ɕi	WrT *mal gso byed*.
peel skin	ⁿdʑɑ ma ´ma	
go	ˉxo	
	/ ⁿ̥tʰə	
	/ ˀɦga	
come	ˀʰtə	
go out	ˉɕə' la ˉwu	The first two syllables WrT *phyi la*.
enter	´nə ŋa ˉlu	The first syllable WrT *nang*.
turn	ˉtɕʰə' kə ´tu	
stop	´wɔ kə lɑ	
walk	ⁿgɑ' pə tɕʰə	
run	´tsɛ̠	
fast	´nə ma	
slow	´kɛ lɛ	WrT *ga le*.
crawl	ˉtə ⁿdʑe	
road	ˉtɕa	

Meaning	Lamei	N.B.
bridge	ˊzɑ ᵐbɛ	WrT *zam pa*.
wheel	ˊmo ʈa ˆⁿkʰu lu	WrT *mo Ta 'khor lo*.
ship	ˊʈu ze	WrT *gru gzings*.
language	⁻ʰke	WrT *skad*.
make a speech	⁻ʔa la ⁻ʰɕe	The third syllable WrT *bshad*.
talk	⁻ʰɕe	WrT *bshad*.
ask	ˊʈi	WrT *dri*.
call	ˊrɛ	
name	⁻mi	
amuse oneself	⁻ʔa ⁿdʐu̱ ˊwə	
sing a song	⁻ɦʑi ˊlɛ	WrT *gzhas len*.
dance	ˊʑi ⁻ⁿ̥tɕʰo	WrT *zhabs 'cham*.
meet	ˆⁿ̥ʈʰɛ	WrT *'phrad*.
encounter	ˆⁿ̥ʈʰɛ	WrT *'phrad*.
wait	⁻ɦgu	WrT *sgug*.
beat	⁻l̥ɛ	
bite	ˊqa	
fetch	⁻lu	
get	ˊji lu	
catch	ⁿ̥tsʰe	
release	ˊwu lɛ	
throw	ˊji ⁿdʑɔ	
touch	ⁿ̥tʰɯ	
wipe	⁻ɕɯ	WrT *'phyid*.
shake	⁻ɦjə	WrT *g.yug*.
push	ᵐpʰi	
carry on the back	⁻ʰko	
kick	ˆɦdo la ˊɕi	WrT *rdog la byed*.
step	ˆɦdɔ	
hide	⁻ɦzɛ	
look for	⁻ɕɯ	
find	⁻ko te	
show	⁻ʈu ʈi	
leave	⁻tɕa	
do	ˊwə	
break	ˊmə ⁿdʑɑ ˆɦzo	
repair	⁻ɦzɔ	WrT *bzo*.

Meaning	Lamei	N.B.
split	´ke ʰsu ´tɕu	
bend	⁻ŋgwə ŋgɔ	
break	⁻ŋgo' lɑ	
wash	⁻wɔ̥	
fasten	ˊɦɖɔ	
untie	´wu ɦlɛ	
	/ ´ji ɦlɛ	
wear (a hat)	⁻ŋge	
swell	⁻ɦdʑɑ	
stick	´pi	
cut	⁻ʰtə	
mix	⁻tə lu	
carve	⁻qo	
dig	⁻tu ⁿɖɔ	
move	⁻ŋgi	WrT 'gul.
go upstairs	⁻kʰe' tɕʰe	
go downstairs	´le tse	
fall	⁻no' xwɑ	
	/ ´xwɑ' le	
inflow	ˊɦdɛ	
dry	´ru ro	
consider	⁻ʰsɑ nə ˊɦlɛ	The first syllable WrT bsam.
know	⁻ha ´ko	WrT ha go.
forget	⁻ɦno	
teach	⁻ze	
fear	⁻ɦlɛ	
love	⁻ɦgɛ	WrT dga'.
glad	⁻ɦgɛ	WrT dga'.
get angry	⁻tsʰə ʰpɛ ´zɛ	WrT tshig pa za.
mind	⁻n̥ə gɛ	
sky	⁻mu	
	/ ´mu ŋgu	
cloud	⁻ʰʈi ᵐbi	WrT sprin pa.
fog	⁻ʰʈi	WrT sprin.
rain	⁻mu	
thunder	⁻ⁿɖu	WrT 'brug.
lightning	⁻ɦlɑ ɕi	

Meaning	Lamei	N.B.
rainbow	⁻ⁿdʑɛ	WrT *'ja'*.
snow	´wi	
ice	´tɕʰa ro	WrT *chab rom*.
freeze	´tɕʰa ro ˆꜛbja	The first two syllables WrT *chab rom*.
melt	´tɕʰa ˆꜛda	
sun	⁻ne	
moon	⁻le	
star	⁻ʰke mɛ	WrT *skar ma*.
light	´we ʰɕi	
shadow	´ʈə mɛ	WrT *grib ma*.
clear	⁻ʰka ʰsɛ	WrT *dkar gsal*.
dark	⁻tə ɳɛ	
wind	⁻mɛ̰	
wind blows	⁻mɛ̰ ´ɕi	
hot	⁻ꜛdu	
cold	ˆⁿdʑɑ	
warm	´ʈo	WrT *dro*.
mountain	´rə	WrT *ri*.
valley	⁻qʰu	
mountain cave	´ʈɑ qu	WrT *brag khung*.
forest	ˆꜛdʑɛ ne	WrT *rgya nags*.
plain	⁻ʰpo	WrT *spang*.
lake	⁻ⁿ̥tsʰo	WrT *mtsho*.
river	⁻tɕə	Same as 'water'.
bubble	⁻ꜛbɛ	WrT *lbu*.
sink	⁻ⁿdə	
float	´lə ʰqo	
flow	⁻nə ᵐbo	
shore	⁻ʰtse kʰɛ	
wave	⁻ꜛbɛ ˆꜛŋɑ	The first syllable WrT *rba*.
stone	⁻ꜛdo ꜛgu	The first syllable WrT *rdo*.
sand	´ɕe mɛ	WrT *bye ma*.
soil	⁻ⁿdʑɔ̰	
grass	⁻ʰtsɛ	WrT *rtswa*.
tree	⁻ɕi pʰu	WrT *shing phung*.
bark	⁻ɕi pʰu ˆꜛdʑɑ' mɑ	
stalk	⁻ʰtsɛ	Same as 'grass'.

Meaning	Lamei	N.B.
twig	ˊlɑ ma	
leaf	ⁿdʑa ma	
flower	ˊmə to	WrT *me tog*.
root	ⁿɖɛ	
apple	ˉgu ɕi	
grow	⁻ɦdi	
wither	ˊlo lɑ̥	
	/ ˊro tʰɑ	
animal	ˉso tɕə	WrT *srog chags*.
bird	ˊwo ze	
fish	ˊnɛ	WrT *nya*.
bug	ˊmbɯ lɔ	The first syllable WrT *'bu*.
dog	ˉkʰwi	
pig	ˉʔoʼ re	
ant	ˊʈo mɛ	WrT *grog ma*.
mosquito	ˊmba ʰtsa ˊmbɯ	
fly	⁻ʰtsaʼ jə	
flea	ⁿdʑɛ	
louse	ˉɕu	
snake	ˊʈʰɑ	
horn	ˊra tɕu	WrT *rwa co*.
tail	⁻ɦŋɛʼ mɛ	WrT *rnga ma*.
peck	ˊwo zə ˊɕe	
wing	ˊɕa pɛ	WrT *gshog pa*.
bird nest	ˊwo zi ⁻tsʰɔ	The third syllable WrT *tshang*.
fly	⁻m̥pʰɯ	WrT *'phur*.
swim	ⁿdʑɛ	
round	ˉqo qo	
sharp	ˉkoʼ ⁿdʑo	
blunt	ˊxwi ˊmə ŋa	
cave	ˉkʰu	WrT *khug*.
straight	⁻n̥tʰɛ ɣɛ	
big	⁻ɦdi	
small	ˊʔa tsi	
long	ⁿdʑə ro	
short	ⁿtʰu n̥tʰu	WrT *thung thung*.
thick	⁻tʰu po	WrT *mthug po*.

Meaning	Lamei	N.B.
thin	ˊʔa wɔ	
colour	ˊtsʰɛ tɛ	The first syllable WrT *tshos*.
red	⁻ˑma' ne ne	The first syllable WrT *dmar*.
blue	⁻ŋ̊o' ɕɥ ɕɥ	The first syllable WrT *sngon*.
yellow	⁻se se	WrT *ser ser*.
green	⁻ŋ̊o ŋ̊o	WrT *sngon sngon*.
white	⁻tə' ⁿ̊ʈʰɑ	
black	⁻tə ne	
sound	⁻ʰkɛ	WrT *skad*.
smelling	ˊʈə mɛ	WrT *dri ma*.
strong	⁻ɕu ˊwə	The first syllable WrT *shugs*.
weak	⁻ɕu ⁻ˑda	The first syllable WrT *shugs*.
correct	ˊwo me	
good	ˊʔa mo	
bad	ˊʔa qɛ	
delicate	⁻ⁿdʑɑ ᵐbo	WrT *'jam po*.
rough	⁻ʰtsu̯ po	WrT *rtsub po*.
old	⁻ˑŋu' ˑbɛ	WrT *rnying pa*.
new	⁻ʰsɛ' bɛ	WrT *gsar pa*.
beautiful	⁻ka' tɕe	
clean	⁻ʰtsɔ mɛ	WrT *btsog pa*.
dirty	ˊʔa qɛ	Same as 'bad'
hard	⁻ka' ᴺɢa	
soft	⁻ka' na	
frontward	⁻ŋ̊o so	The first syllable WrT *sngon*.
backward	ˊnɑ ŋa	
middle	ˊpa la	WrT *bar la*.
	/ ⁻ʰtɕe kʰa	WrT *dkyil kha*.
upward	⁻kʰə' tɕə	
downward	ˊwa ra	
inside	ˊnɔ ŋa	The first syllable WrT *nang*.
outisde	⁻ɕə' la	WrT *phyi la*.
right side	ˊtʰɑ pa	
left side	⁻tə' pʰa	
far	ˊˑdʑə rɔ̃	WrT *rgyang ring*.
	/ ⁻tʰɑ ˊrĩ ᵐbo	WrT *thag ring po*.
high	ˊʔa tso	

Meaning	Lamei	N.B.
	/ ˊtə ˨di	
low	ˊʔa tsi	
profound	ˉʰtsɔ mɛ	
shallow	ˊʔa tso ˊŋa	
wide	ˊʔa tso	
narrow	ˊʔa tsi	
together	ˉ˦nə' ᵐbo	WrT *mnyam po*.
	/ ˉ˦nɑ' ᵐbo	WrT *mnyam po*.
full	ˉsa ra	
empty	ˉʰtɑ ᵐbɛ	WrT *stong pa*.
morning	ˊʁɑ ˨lə	
noon	ˉɲi ɕe	
daytime	ˉna na	
evening	ⁿtsʰɛ' na	The first syllable WrT *mtshan*.
night	ⁿtsʰɛ' na	The first syllable WrT *mtshan*.
early	ˊwə ˨lə	
	/ ˉka na	
late	ˉtɕʰə' da	The first syllable WrT *phyi*.
now	ˊʔa kʰa	
earlier	ˊtɑ ᵐbo	
later	ˉpʰə ʑi	
always	ˉna ko ˉɣə' na	
today	ˉpə si	
yesterday	ˊji si	
tomorrow	ˊse si	
day after tomorrow	ˊwɑ si	
everyday	ˉna ko ˉɣə' na	
day	ˊʑe me	
year	ˉlo	WrT *lo*.
number	ˉʔa ᵑgi	WrT *ang ki*.
one	ˉdə	
two	ˉna	
three	ˊɕɔ̃	
four	ˉle	
five	ˉɴwə	
six	ˉtɕʰu	
seven	ˉni̥	

Meaning	Lamei	N.B.
eight	⁻ʱdʑa	
nine	⁻ᵑgo	
ten	⁻ʁɑ	
twenty	´nə ɕu	WrT *nyi shu*.
thirty	⁻suɯ ⁿdʑu	WrT *sum cu*.
hundred	⁻ʱdʑi	WrT *brgya*.
thousand	⁻ʰtõ ´də	The first syllable WrT *stong*.
	/ ⁻ʰto ´də	The first syllable WrT *stong*.
ten thousand	⁻ʈʰə ´də	The first syllable WrT *khri*.
time	´tʰe mɛ	WrT *thengs ma*.
all	´tʰɑ tɕʰe	WrT *thams cad*.
half	´ɕe kʰe	WrT *phyed ka*.
heavy	⁻ke' de	
light	´ʑi ʑi	
many	´ʔa wɑ	
few	´tɕi ʰkɛ	
I	⁻ŋa	
my (1SG.GEN)	⁻ŋo	
we (INCL)	´ji nə kʰɑ	
we (EXCL)	⁻ʔa nə kʰɑ	
you (2SG)	⁻ne	
your (2SG.GEN)	⁻no	
you (2PL)	⁻nə nə kʰɑ	
he/she/it (3SG)	⁻ma	
they	⁻ma nə kʰɑ	
self	⁻ŋa	
this	⁻ʔə	
that	⁻kə	
here	⁻ʔa rə	
there	⁻ke' rə	
who	⁻sə	
what	⁻χa	
which	⁻ʔa' wə	
how	⁻χa' wa sə	
where	´ʔa rə	
when	´nɑ	
how many	´ʱa ʱdə	

Meaning	Lamei	N.B.
	/ ˊχa ˦ɦdə	
a little	ˊtɕi ʰkɛ	
	/ ˊtsə kɛ	
not yet	ˀ̊ŋkʰə sə ˊne	
just	ˉne ˀkʰa	
and	ˊpʰe	
be (CPV.E)	ˊŋo	
be (CPV)	ˀtʰe	
not be (CPV.E.NEG)	ˊme̞	
be (EXV.E)	ˀkʰo	
be (EXV)	ˀkʰo' ɕi	
be (EXV.SEN)	ˉŋ̊a	
not be (EXV.E.NEG)	ˊmo̞	
very	ˉzə tɕe	
however	ˊma ʰtse	WrT *ma tshad*.
can	ˉɕi	
same	ˉtɕi pɛ	WrT *gcig pa*.
different	ˀɦʑɛ mɛ	WrT *gzhan ma*.
for the purpose	ˊte ⁿda	
book	ˉde̞	WrT *deb*.
pen	ⁿɖi tʰə	WrT *'bri thur*.
ink	ˉn̥ɑ tsʰa	WrT *snag tsha*.
school	ˉl̥e ʈɛ	WrT *slob grwa*.
student	ˊʈu pɛ	WrT *phrug pa*.
	/ ˉl̥e ʈu	WrT *slob phrug*.
dictionary	ˊtsʰə djɛ̃	Chn *cidian*
classroom	ˉl̥a kʰɔ	WrT *slob khang*.
teacher	ˀɦgɛ	WrT *rgan*.
	/ ˀɦge ɦgɛ	WrT *dge rgan*.
question	⁻ʰtsi	
say	ˊzə ⁿdʑɛ	
want	⁻ⁿdʑɛ	
talk	⁻ⁿ̥tsʰɛ	
class	ˉl̥o tsʰɛ	WrT *slob tshan*.
learn	⁻ɦʑɔ̃	WrT *sbyang*.
have a meeting	ˊtsʰo̞ ⁿdə	WrT *tshogs 'du*.
homeland	ˊpʰe ji	WrT *pha yul*.

Meaning	Lamei	N.B.
Tibetan	ˊpe	WrT *bod*.
Han Chinese	ˆﬁdʑɛ	WrT *rgya*.
fine	ˊwɑ	
life	⁻n̥tsʰɔ	WrT *'tsho ba*.
write	ˊri	
script	ˊji ke	WrT *yi ge*.
Tibetan script	ˊpe ji	WrT *bod yig*.
affair	ˊtɕu	
afternoon	ˊmɑ na	
time	⁻tɕʰə tsʰe	WrT *chu tshod*.
a while ago	⁻m̥e kʰa	
remain	⁻ﬁʐɑ	WrT *bzhag*.
buy	⁻n̥tʰɛ	
be named	ˊje	
thing	⁻tɕa' lɑ	WrT *ca lag*.
borrow	ˊŋɛ	
pass	ˆŋga	
give	⁻kʰɑ	
help	ˆndʑo	
be over	ˊtɕe	
meal	ˆndʑə lə	
see	⁻ko	
matter	ˊtẽ ndɑ	WrT *don dag*.
remember	ˊʈɛ̃	WrT *dran*.
experience	⁻nde	
spoken Tibetan	ˊpe ʰkɛ	WrT *bod skad*.
excellent	ˊjɑ po	WrT *yag po*.
town	⁻ʈʰõ	WrT *khrom*.
arrive	⁻ﬁzə	
climb	⁻ʰtu	
get up	ˊŋe	
wake up	⁻tĩ	
day break	⁻ﬁnɑ ʰsɛ	WrT *gnam gsal*.
it rains	⁻mu ⁻tsṵ	
over there	⁻tʰe' rə̰	
also	-ﬁV	V corresponds to a precedent vowel.
or	-ka	

Meaning	Lamei	N.B.
may	¯ti	
alone	¯kʰɛ ⁿdi	
again	´ta ra	
still	´ta	
(not) yet	ˀʔa rõ	

5.   Sentence structure

All the sentence examples have been obtained by elicitation. Most examples are presented as a pair of a question and an answer.

(1)   ¯ʔə   ¯χa   ´tʰe
       this   what   CPV
       'What is this?'

(2)   ¯ʔə   ¯dẽ   ´tʰe
       this   book   CPV
       'This is a book.'

(3)   ¯ʔə   ¯sə-wo   ¯dẽ   ´tʰe
       this   who-GEN   book   CPV
       'Whose book is this?'

(4)   ¯ʔə   ¯ŋo   ¯dẽ   ´tʰe
       this   1SG.GEN   book   CPV
       'This is my book.'

(5)   ¯ʔə   ⁿɖi tʰə   ¯sə-wo   ´tʰe
       this   pen   who-GEN   CPV
       'Whose is this pen?'

(6)   ¯ŋo   ´tʰe
       1SG.GEN   CPV
       '(It) is mine.'

(7)   ¯ʔə   ¯n̥ɑ tsʰa   ¯no   ´tʰe-ji
        this   ink   2SG.GEN   CPV-Q
        'Is this ink yours?'

(8)   ´tʰe   ¯ŋo   ´tʰe
        CPV   1SG.GEN   CPV
        'Yes. (It) is mine.'

(9)   ¯ʔə   ¯ma-ɦa   ⁿɖi tʰə   ´tʰe-ji
        this   3SG-GEN   pen   CPV-Q
        'Is this his pen?'

(10)   ´me-tʰe   ¯ʔə   ¯ma-ɦa   ⁿɖi tʰə   ´me-tʰe
       NEG-CPV   this   3SG-GEN   pen   NEG-CPV
       'No. This is not his.'

(11)   ¯ne   ¯sə   ´ŋo
       2SG   who   CPV.E
       'Who are you?'

(12)   ¯ŋa   ¯ʰʈa ɕi   ´ŋo
       2SG   PSN   CPV.E
       'I am Trashi.'

(13)   ¯ma   ¯sə   ´tʰe
       3SG   who   CPV
       'Who is he?'

(14)   ¯ma   ¯ŋo   ¯l̥e ʈɛ   ´ʈu pɛ   ´tʰe
       3SG   1SG.GEN   school   student   CPV
       'He is my school student.'

(15)   ¯ne   ´ɦge ɦgɛ   ´ŋo-ʔə ji
       2SG   teacher   CPV.E-Q
       'Are you a teacher?'

(16) ´me-tʰe   ¯ŋa   ꞈɦge ɦgɛ   ´me̱
      NEG-CPV   1SG   teacher   NEG.CPV.E
      'No. I am not a teacher.'

(17) ¯ma-ɦa   ¯l̥e ʈu   ´tʰe-ji
      3SG-also   student   CPV-Q
      'Is he also a student?'

(18) ´tʰe   ¯ma   ´tʰe
      CPV   1SG.GEN   CPV
      'Yes. He is (also a student).'

(19) ¯pə si   ´ɕɑ mɛ ¯ɕɑ-wə   ¯sə   ´tʰe
      today   sweep-NML   who   CPV
      'Who is the person who sweeps today?'

(20) ¯ŋa   ´tʰe
      1SG   CPV
      '(It) is me.'

(21) ¯no   ´pʰe ji   ꞋɁa rə   ´tʰe
      2SG.GEN   homeland   where   CPV
      'Where is your homeland?'

(22) ¯ŋo   ´pʰe ji   ꞈⁿdzo ɦgɔ   ´tʰe
      1SG.GEN   homeland   PLN   CPV
      'My hometown is mDzogong.'

(23) ¯ma   ⁿdzo ɦgɔ ma   ´tʰe-ji
      3SG   person from mDzogong   CPV-Q
      'Is he a person from mDzogong?'

(24) ´me-tʰe   ¯ma   ¯m̥ã kʰã ma   ´tʰe
      NEG-CPV   3SG   person from sMarkhams   CPV
      'No. He is a person from sMarkhams.'

(25) ⁻ʔə   ⁻no no   ⁻sə-wo   ´tʰe
      this   child   who-GEN   CPV
      'Whose is this child?'

(26) ⁻ꟸlo ꟸzɔ   ⁻tɕo-wu   ´tʰe
      PSN   house-GEN   CPV
      '(He) is of Lozong's family.'

(27) ⁻ma   ⁻lo   ´ꟸia ꟸdə   ´tʰe
      3SG   year   how many   CPV
      'How old is he?'

(28) ⁻lo   ⁻ʁɑ   ´tʰe
      year   ten   CPV
      '(He) is ten years old.'

(29) ⁻ne   ´pe   ´ŋo-ka   ⁻ꟸdʑɛ   ´ŋo
      2SG   Tibetan   CPV.E-or   Han   CPV.E
      'Are you Tibetan or Han Chinese?'

(30) ⁻ŋa   ´pe   ´ŋo
      1SG   Tibetan   CPV.E
      'I am Tibetan.'

(31) ⁻pə si   ⁻tsʰe pɛ   ´χa ꟸdə   ´tʰe
      today   day   how many   CPV
      'What is the date today?'

(32) ⁻pə si   ⁻ꟸda ⁻ꟸŋa bɛ   ⁻tsʰe ꟸdə   ´tʰe
      today   May   the first day   CPV
      'It is the fisrt of May today.'

(33) ⁻pə si   ⁻ɕĩ tɕʰi   ´ꟸia ꟸdə   ´tʰe
      today   week   how many   CPV
      'What day of the week is it today?'

(34) ⁻pə si   ⁻ɕĩ tɕʰi ´wu   ´tʰe
      today   Friday   CPV
      'It is Friday today.'

(35) ´ʔa kʰa   ⁻tɕʰə tsʰe   ´ɦa ⁿdə   ´tʰe
      now   time   how many   CPV
      'What time is it now?'

(36) ´ʔa kʰa   ´mɑ na   ⁻tɕʰə tsʰe ´ⁿʐə bɛ   ´tʰe
      now   afternoon four o'clock   CPV
      'It is four o'clock p.m. now.'

(37) ⁻ʔə   ⁿɖi tʰə   ⁻ʰsɛʔ bɛ   ´tʰe-ji
      this   pen   new   CPV-Q
      'Is this pen new?'

(38) ⁻ʰsɛʔ bɛ   ´tʰe
      new   CPV
      '(It) is new.'

(39) ⁻no   ⁿɖi tʰə-ɦə   ⁻ʰsɛʔ bɛ   ´tʰe-ji
      2SG   pen-also   new   CPV-Q
      'Is your pen also new?'

(40) ⁻ŋo   ⁿɖi tʰə-ɦə   ⁻ʰsɛʔ bɛ   ´tʰe
      this   pen-also   new   CPV-Q
      'My pen is also new.'

(41) ⁻ne   ⁻ʔa-wɑ
      2SG   Q-fine
      'Are you fine?'

(42) ⁻ŋa   ´ʔa mo   ´ŋo
      1SG   good   CPV
      'I am good.'

(43) ⁻ʰʈa ɕi   ´ʔa mo   ´ŋo-ɦa
      1SG   good   CPV.E-Q
      'Is Trashi good?'

(44) ⁻tɕo-na-ta   ⁻ⁿ̥tsʰɔ   ⁻χa mɛ   ⁻ŋ̊a
      house-LOC-TOP   life   how   EXV.SEN
      'How is the life in the house?'

(45) ⁻ⁿ̥tsʰɔ   ´ʔa mo   ⁻ŋ̊a
      living   good   EXV.SEN
      'The life is good.'

(46) ⁻ŋe   ´ʔa mɛ   ´ri-kə-nə   ´wɑ-ɕi-ji
      1SG.ERG   like this   write-NML-TOP   fine-STA-Q
      'Is what I write like this fine?'

(47) ⁻ŋe   ´ri-tʰo   ´wɑ-ɕi-ji
      1SG.ERG   write-NML   fine-STA-Q
      'Is the way I write fine?'

(48) ´wɑ-ɕi
      fine-STA
      '(It) is fine.'

(49) ⁻ʔə   ´ji ke   ´ʔa mo   ´nə-ri-si
      this   script   good   DIR-write-AOR.Q
      'Were these scripts written well?'

(50) ´ʔa mo   ´zə tɕe   ´nə-ri-sə
      good   very   DIR-write-AOR
      '(They) were written very well.'

(51) ⁻ne   ⁿdzə ʰtse   ʾkʰo-ji
      2SG   knife   EXV.E-Q
      'Do you have a knife?'

(52) ˉŋa ⁿdzə ʰtse ˉdə ʔkʰo
   1SG knife one EXV.E
   'I have one knife.'

(53) ˉne-lə ˊpe ji ˉde̥ ˊχa ɦdə ʔkʰo
   2SG-DAT Tibetan book how many EXV.E
   'How many Tibetan books do you have?'

(54) ˉma-lə ˊtsʰə djɛ̃ ˊχa ɦdə ʔkʰo' ɕi
   3SG-DAT dictionary how many EXV
   'How many dictionaries does he have?'

(55) ˉma-lə ˊtsʰə djɛ̃ ˉdə ⁿdzi ɦdə ʔkʰo' ɕi
   3SG-DAT dictionary one only EXV
   'He has only one dictionary.'

(56) ˉne ˉtɕo-na ˉma ˊɦia ɦdə ʔkʰo' ɕi
   2SG house-LOC person how many EXV
   'How many persons does your family have?'

(57) ˉŋo ˉtɕo-na ˉma ˉtɕʰu ʔkʰo' ɕi
   1SG.GEN house-LOC person six EXV
   'My family has six persons.'

(58) ˉma-ɦia ˉtɕo-na ˉma ˊɦia ɦdə ʔkʰo' ɕi
   3SG-GEN house-LOC person how many EXV
   'How many persons does his family have?'

(59) ˉne ˉpə si ˊtɕu ˉχa ʔkʰo
   2SG today affair what EXV.E
   'What affairs do you have today?'

(60) ˉŋa ˊtɕu ˉχa ˊmo-kʰo
   1SG thing what NEG-EXV.E
   'I do not have any affairs.'

(61) ⁻ne   ˊʔa kʰa   ˊtɕu   ⁻χa   ˊkʰo-ji
      2SG   now   thing   what   EXV.E-Q

      'Do you have something to do now?'

(62) ⁻ŋa   ˊʔa kʰa   ˊko zə   ˊwɔ-re
      1SG   now   clothes   wash-FUT

      'I need wash clothes now.'

(63) ⁻ʰʈa ɕi   ⁻m̥e kʰa   ˊʔa rə   ⁻ŋ̊a
      PSN   a whil ago where   EXV.SEN

      'Where was Trashi a while ago?'

(64) ⁻ʰʈa ɕi   ⁻m̥e kʰa   ⁻l̥a kʰɔ-na   ⁻ŋ̊a
      PSN   a whil ago classroom-LOC EXV.SEN

      'Trashi was in the classroom a while ago.'

(65) ⁻l̥a kʰɔ-na   ˊta ra   ⁻ma   ˊɦʐɛ mə   ⁻sə   ⁻ŋ̊a
      classroom-LOC again   person other   who   EXV.SEN

      'Are there anyone who is in the classroom other than (you)?'

(66) ˊɦɖwa ʰtsə   ˊkə ɦdʑa   ⁻χa   ˊta   ⁻ɦʐɑ-sə
      platform   upside   what   still remain-STA.SEN

      'What remains on the teacher's platform?'

(67) ⁻ke' rə   ⁻ma-kə   ⁻χa   ˊwə-ɕi
      there   person-ERG what   do-PROG

      'What are the persons over there doing?'

(68) ⁻ma   ˊtʰɑ tɕe   ⁻de̠   ⁻ⁿ̩tʰɛ-ɕi
      person all   book   buy-PROG

      'All the persons are buying books.'

(69) ⁻ne   ⁻mi   ⁻χa   ˊje-ɕi
      2SG   name   what   call-STA

      'What is your name?'

(70) ⁻ŋo   ⁻mi   ⁻tsʰə ri   ´je-ɕi
     1SG.GEN   name   PSN   call-STA
     'My name is Tshering.'

(71) ⁻ma-lə   ⁻mi   ⁻χa   ´je-ɕi
     3SG-LOC   name   what   call-STA
     'What is his name?'

(72) ⁻ma-lə   ⁻mi   ´tɵ ⁿdu   ´je-ɕi
     3SG-LOC   name   PSN   call-STA
     'His name is Dongrub.'

(73) ⁻ne   ´ʔa rə   ⁻xo-tɕu sə ŋo
     2SG   where   go-NPFT.E
     'Where are you going?'

(74) ⁻ŋa   ⁻tʰe' rə   ⁻xo-ŋo
     1SG   over there   go-NPFT.E
     'I am going over there.'

(75) ⁻ne   ⁻χa   ´wə-tɕu sə ŋo
     2SG   what   do-NPFT.E
     'What are you going to do?'

(76) ⁻ŋa   ⁻de̠   ´ŋɛ-tɕu sə ŋo
     2SG   book   borrow-NPFT.E
     'I am going to borrow a book.'

(77) ⁻ma   ´ʔa rə   ⁿga-pə tʰe
     3SG   where   go-PFT
     'Where did he go?'

(78) ⁻ma   ⁻ʈʰɵ̃-na   ⁿga-pə tʰe
     3SG   town-LOC   go-PFT
     'He went to the town.'

(79) ¯ma ¯χa ´wə-ɕi
    3SG what do-PROG
    'What is he doing?'

(80) ¯ma ¯tɕa' lɑ ⁻ⁿtʰɛ-ɦia ˀᵑga-nə
    3SG thing buy-NML go-PFT
    'He goes to buy things.'

(81) ´ji nə ¯na ˀᵑga-ɕi ´wɑ-ɕi-ji
    1PL two go-PROG fine-STA-Q
    'Is it fine that we two go together?'

(82) ´ja ja ´ji nə ¯na ˀᵑga-ɕi
    INTJ 1PL two go-PROG
    'Sure, we two go together.'

(83) ¯ma ˀɦge ¯tsʰə' rə ˀɦga-pə tʰe-ji
    3SG teacher there go-PFT-Q
    'Did he go to the place of the teacher?'

(84) ˀɦga-pə tʰe
    go-PFT
    '(He) went (there).'

(85) ¯ne ˀʔa rə ˀʰtə
    3SG where come
    'From where do you come?'

(86) ¯ŋa ¯m̥ã kʰã ´nə-ʰtə-le sə
    1SG PLN DIR-come-ACP
    'I come from sMarkhams.'

(87) ¯ma ˀʔa rə ´re-ɕi
    3SG where come-STA
    'From where does he come?'

(88) ⁻ma   ⁻tɕʰɑ' ⁿdu-mə   ´re-ɕi
      3SG   PLN-ABL   come-STA
      'He comes from Chamdo.'

(89) ⁻ne   ´nɑ   ´tʰo-wə zə ŋo
      3SG   when   go-AOR.E
      'When did you go?'

(90) ⁻ŋa   ´ji si   ´tʰo-wə zə ŋo
      3SG   yesterday   go-AOR.E
      'I went yesterday.'

(91) ⁻ne nə   ⁻na   ´wu-ʰtə-la sa
      2PL   two   DIR-come-ACP.Q
      'Did you two come together?'

(92) ´me-tʰe   ⁻ŋa   ⁻kʰɛ ⁿdi   ´ʰtə-le sə ŋo
      NEG-CPV   1SG   alone   come-ACP.E
      'No, I came alone.'

(93) ⁻ne   ⁻ʔa rə   ´re-tʰɑ   ´ʑe me   ´χa ʰdə   ⁻ʔa-ŋga-nə
      2SG   here   come-after   day   how many   DIR-pass-PFT
      'How many days have passed since you came here?'

(94) ⁻ŋa   ´re   ´ʑe me   ´ʔa wɑ   ´ⁿga-nə
      1SG   come   day   many   pass-PFT
      'Many days have passed since I came.'

(95) ⁻ne   ⁻ʰnɑ' ᵐbo   ´re-gə   ⁻ma   ´χa ʰdə   ´kʰo' ɕi
      2SG   together   come-NML   person   how many   EXV
      'How many persons who had come together with you were there?'

(96) ⁻ma   ⁻ɴwə   ⁻tɕʰu-də   ´kʰo' ɕi
      person   five   six-around   EXV
      'There were five or six persons.'

(97) ‾ne   ‾tɕʰɑ’ ⁿdu-lə   ˊlə-xo-tɕu sa
      2SG   PLN-LOC   DIR-go-NPFT.Q
      'Are you going to Chamdo?'

(98) ‾ŋa   ‾xo-tɕu sə mę
      1SG   go-NPFT.NEG.E
      'I am not going (there).'

(99) ‾ne   ˊtɛ̃ ji   ‾ʈu-ɸiə   ‾xo-re   ‾na-ⁿdʑɛ-ji
      2SG   film   look-NML   go-NML   DIR-want-Q
      'Do you want to go to watch a film?'

(100) ˊɸiə̃
      INTJ
      'Yes.'

(101) ‾ma   ˊjə ni kʰɑ-wə   ‾l̥e ʈɛ-na   ˊre-tɕu ɕi-ji
      3SG   1PL.INCL-GEN   school-LOC   come-NPFT-Q
      'Is he coming to our school?'

(102) ‾ma   ˊre-tɕu ɕi
      3SG   come-NPFT
      'He is coming.'

(103) ‾ne   ‾χa   ˊwə-tɕu sə
      2SG   what   do-NPFT.SEN
      'What are you going to do?'

(104) ‾ŋa   ˊko zə   ˊwɔ-tɕu sə
      1SG   clothes   wash-NPFT.SEN
      'I am going to wash clothes.'

(105) ‾ma nə kʰɑ   ‾χa   ˊwə-ɕi
      3PL   what   do-PROG
      'What are they doing?'

(106) ˉma nə kʰɑ   ´pe ʑi   ⁻ⁿ̊tɕʰõ-ɕi
      3PL   Tibetan dance   dance-PROG
      'They are dancing a Tibetan dance.'

(107) ˉma nə kʰɑ   ˉne-lə   ˉχa   ˉkʰɑ-nə ta
      3PL   2SG-DAT   what   give-PFT.CIS
      'What did they give you?'

(108) ˉma nə kʰɑ   ˉŋa-lə   ˉde̠   ˉdə   ˉkʰɑ-nə ta
      3PL   1SG-DAT   book   one   give-PFT.CIS
      'They gave me a book.'

(109) ꞈfigɛ-ji   ˉsə-lə   ˉʔa la ⁻ʰɕe-ɕi
      teacher-ERG   who-DAT   make a speech-PROG
      'To whom is the teacher talking?'

(110) ˉma   ⁻filo fizɔ-lə   ˉʔa la ⁻ʰɕe-ɕi
      3SG   PSN-DAT   make a speech-PROG
      'He is talking to Lozong.'

(111) ˉne   ˉŋa   ꞈⁿdʐo   ´də' ne   ´wɑ-da   ´wɑ-ɕi-ji
      2SG   1SG   help   a little   do-NML   fine-STA-Q
      'Is it fine that you help me a little?'

(112) ˉŋe   ˉne   ꞈⁿdʐo   ´wə
      1SG.ERG   2SG   help   do
      'I will (definitely) help you.'

(113) ˉne-lə   ꞈⁿdʐo   ˉχa   ´wə   ˉti-re
      2SG-DAT   help   what   do   may-FUT
      'What do (I) help you?'

(114) ˉŋa-lə   ˉʔə   ⁻ʰtsi   ´də   ´ze   ⁻ⁿdʐɛ
      1SG-DAT   this   question   a little   explain   want
      'Please explain this question a little to me.'

(115) ⁻ŋe   ´ta la   ⁻ne-lə   ⁻ⁿtsʰɛ   ⁻də   ´ze   ´wɑ-nə-ji
      1SG.ERG   again   2SG-DAT time   one   explain fine-PFT-Q
      'Is it fine that I explain (it) to you once more?'

(116) ´ja ja   ´ta la   ⁻də   ⁻ʰɕe   ⁻ⁿdʑɛ
      INTJ   again   a little tell   want
      'Yes, please tell (me it) again briefly.'

(117) ⁻nə nə kʰɑ   ⁻l̥a kʰɔ-na   ⁻χa   ´wə-tɕu sə ŋo
      2PL   classroom-LOC   what   do-NPFT.E
      'What are you going to do in the classroom?'

(118) ⁻ʔa nə kʰɑ   ⁻l̥o tsʰɛ-de   ´tsʰo̯ ⁿdə-ɕi
      1PL.EXCL   class-COM   have a meeting-PROG
      'We are having classes and a meeting.'

(119) ⁻ᶠinɑ   ⁻ʰsɛ-la sə-ji
      sky   clear-ACP.SEN-Q
      'Has day broken?'

(120) ⁻ᶠinɑ   ⁻ʰsɛ-la sə
      sky   clear-ACP.SEN
      'Day has broken.'

(121) ⁻l̥o tsʰɛ   ´tɕe   ⁻da-tʰo-ji
      class   end   DIR-complete-Q
      'Were the classes over?'

(122) ´ʔa rõ   ´tɕe-nə mo̯
      yet   end-PFT.NEG
      'They have not been over yet.'

(123) ⁻ne   ´wɑ ji   ´nə-wo̯-sa
      2SG   face   DIR-wash-AOR.Q
      'Have you washed the face?'

(124) ⁻ŋa   ´nə-wɔ̣-sə
       1SG   DIR-wash-AOR
       'I have washed (the face).'

(125) ⁻ma nə kʰɑ   ˄ⁿdzə lə   ⁻ⁿdzə-la ɕi-ji
       3PL   meal   eat-ACP-Q
       'Have they finished eating meal?'

(126) ⁻ⁿdzə-la ɕi
       eat-ACP
       'They have finished eating (meal).'

(127) ⁻ne   ⁻ʰʈa ɕi   ⁻ko-te ji
       2SG   PSN   see-PFT.CIS.Q
       'Have you seen Trashi?'

(128) ˄ʔa hõ   ´me-tʰe
       INTJ   NEG-PFT
       'No, I have not.'

(129) ⁻kə   ´tẽ ⁿdɑ-wə   ⁻ne   ´ʈɛ̃-sə-ji
       that   matter-TOP   2SG   remember-PFT.SEN-Q
       'Do you still remember that thing?'

(130) ⁻ŋa   ⁻ha   ´ʈɛ̃-ta
       1SG   just   remember-PFT.CIS
       'I have just remembered (it).'

(131) ⁻ne   ´pe ji   ⁻ɦʑɔ̃   ⁻ⁿde-ji
       2SG   Literary Tibetan   learn   experience-Q
       'Have you ever learnt Literary Tibetan?'

(132) ⁻ŋa   ´pe ji   ⁻ɦʑɔ̃   ´mə-ⁿde
       1SG   Literary Tibetan   learn   NEG-experience
       'I have never learnt Literary Tibetan.'

(133) ⁻ma   ´pe ji   ⁻ꜛzɔ̃   ⁻ⁿde-ji
     3SG   Literary Tibetan   learn   experience-Q
     'Have you ever learnt Literary Tibetan?'

(134) ⁻ŋa   ´pe ji   ⁻ꜛzɔ̃   ⁻ⁿde-ɕi
     3SG   Literary Tibetan   learn   experience-STA
     'He has ever learnt Literary Tibetan.'

(135) ⁻ne   ´pe ʰkɛ   ⁻ɕi-nə-ji
     2SG   Tibetan   know-PFT-Q
     'Do you know Tibetan?'

(136) ⁻ŋa   ´tsə kɛ   ᵑgi   ⁻də   ´ma ʰtsɛ   ´mə-ɕi
     1SG   a little   phrase   one   except   NEG-know
     'I just know a few phrases.'

(137) ⁻ma   ´pe ji   ´jɑ po   ´kʰoʼ ɕi
     3SG   Literary Tibetan   excellent   EXV
     'As for him, (the competence of) Literary Tibetan is excellent.'

(138) ⁻ne   ⁻l̥a mo   ⁻ko-te ji
     2SG   PSN   see-PFT.CIS-Q
     'Have you seen Lhamo?'

(139) ⁻ŋa   ⁻ma   ´me-tʰe
     2SG   3SG   NEG-PFT
     'I have not (seen) her.'

(140) ⁻ne   ´ʔa kʰa   ⁻ʈʰɔ̃-na   ⁻xo-ra
     2SG   now   town-LOC   go-FUT.Q
     'Do you go to the town now?'

(141) ⁻ŋa   ´ʔa kʰa   ⁻xo-mẹ
     1SG   now   go-NPFT.NEG
     'I do not go now.'

(142) ⁻ʰʈa ɕi   ⁻ma nə kʰɑ   ´ʔa rə   ˥ŋga-pə tʰe
      PSN   3PL   where   go-PFT
      'Where did Trashi and they go?'

(143) ⁻ma nə kʰɑ   ⁻ʔa ⁿdʐu̱ ´wə   ˥ŋga-pə tʰe
      3PL   amuse oneself   go-PFT
      'They went to amuse themselves.'

(144) ´ʔa kʰa   ⁻ma nə kʰɑ   ⁻kɛ' tɛ   ⁻ꜛzə-wə sə-na   ⁻ha ´mə-ko-sə
      now   3PL   there   arrive-AOR.SEN-CMPL   know NEG-STEM-STA.SEN
      'I wonder if they arrived there at the present.'

(145) ´ʔa kʰa   ⁻ꜛzə-ⁿtʰɑ ko ko
      now   arrive-INFR
      'I believe that (they) already arrived.'

(146) ⁻nə nə kʰɑ   ⁻ɕə' la   ⁻ʔa ⁿdʐu̱ ´wə   ⁻xo-wə sa
      2PL   outside   amuse oneself   go-AOR.SEN.Q
      'Did you go outside to amuse yourselves?'

(147) ´tʰe   ⁻ʔa nə kʰɑ   ´rə-kʰə ɕi   ⁻ʔa ⁿdʐu̱ ´wə   ⁻ʰtu-wə sə ŋo
      CPV   1PL.EXCL   mountain-upward   amuse oneself   climb-AOR.E
      'Yes, we climbed upwards to the mountain to amuse ourselves.'

(148) ⁻nə nə kʰɑ   ⁻xo-wə re-ta   ⁻tʰɑ ´rĩ ᵐbo-sə-ji
      2PL   go-NML-TOP   far-STA.SEN-Q
      'Is the place where you go far?'

(149) ´ʔə hõ   ⁻tə   ⁻tʰɑ ´rĩ ᵐbo-ha   ´mə-ŋ̊a
      INTJ   that   far-even   NEG-EXV.SEN
      'No, that is even not far.'

(150) ⁻nə nə kʰɑ   ⁻pə si   ⁻ŋ̊a-la   ´nɑ   ´tə-ŋe-sə-ꜛo
      2PL   today   morning-LOC   when   DIR-get up-AOR-PART
      'When did you get up this morning?'

(151) ⁻tɕʰə tsʰe ́ʈu pɛ   ́xə-tĩ
    six o'clock   DIR-awaken
    '(We) got up at six o'clock.'

(152) ⁻ne   ⁻tɕʰə tsʰe   ́χa ᶠidə-kə tɕə   ⁻l̥a kʰɔ-na   ⁻ʰtə-le sə
    2SG   time   how many-around   classroom-LOC   come-ACP.SEN
    'Around what time did you come to the classroom?'

(153) ⁻tɕʰə tsʰe ́ᶠidʑɛ ᶠibɛ   ⁻ʰtə-le sə
    eight o'clock   come-ACP.SEN
    '(I) came at eight o'clock.'

(154) ⁻pə si   ⁻ɕi' la-jə   ⁻ʔa ⁿdʑu̠ ́wə   ⁻xo-ma   ́ʔa wɑ   ⁻ŋa-ji
    today   outside-?   amuse oneself-NML   go-NML   many   EXV.SEN-Q
    'Are there many persons who amuse themselves outside today?'

(155) ⁻ma   ́ʔa wɑ   ́zə tɕe   ⁻ŋa
    person   many   very   EXV.SEN
    'There are so many persons.'

(156) ⁻pə si   ⁻ke tɕʰo   ́ɦia-n̥a-ta-ji
    today   for fun   DIR-feel-AOR.CIS-Q
    'Have (you) enjoyed today?'

(157) ⁻ke tɕʰo   ́ɦia-n̥a-ta
    for fun   DIR-feel-AOR.STA
    '(I) have enjoyed.'

(158) ⁻nə nə kʰɑ   ́ʑe ɦia-nə ta-ji
    2PL   tired-PFT.CIS-Q
    'Are you tired?'

(159) ́ʑe ɦia-nə mə ta
    tired-PFT.CIS.NEG
    '(We) are not tired.'

(160) ´rə-kʰə t̠ɕe   ¯mu ¯tsu̱-wə n̥ɔ-ji
   mountain-upper rain fall-AOR.SEN-Q
   'Did it rain on the upper side of the mountain?'

(161) ¯mu   ⁻ɦda ¯tsu̱-nə mɔ̥
   rain at all fall-AOR.NEG
   'It did not rain at all.'

(162) ´se si-ta   ¯ke' rə ¯ma ¯xo-wu ´kʰo' ɕi-ji
   tomorrow-also there person go-NML EXV-Q
   'Are there persons who will go there tomorrow too?'

(163) ´jɛ lu ¯ma ¯ka' ɦa ¯xo-wu ´je zə ¯ŋa-si
   hear person there go-NML some EXV.SEN-HS
   'I hear that there will be persons going there.'

(164) ´se si ¯mu ¯tsu̱-wə ɕi ga
   tomorrow rain fall-INFR.Q
   'Can it rain tomorrow?'

(165) ´se si-ta   ¯mu ¯tsu̱ ´mə-ti
   tomorrow-TOP rain fall NEG-may
   'Tomorrow it might not rain.'

(166) ´ʁɑ ɦlə ¯ka' na ´ŋga-pə ɦgo-na ¯t̠ɕʰə tsʰe ´ɦdʑe ɦbɛ ´pə ʑɑ
   morning there   go-FUT-CONJ eight o'clock   possible

   ⁻ɦzə-ᵐpʰu-ɕi
   arrive-can-STA
   'If we go there in the morning, we can possibly arrive (there) at eight o'clock.'

Abbreviations

-	morpheme boundary	AOR	aorist
1	1st person	Chn	Chinese
2	2nd person	CIS	cislocative
3	3rd person	CMPL	complementiser
ACP	accomplished	COM	comitative

CONJ	conjunction word	NML	nominaliser
CPV	copulative verb	NPFT	nonperfect
DAT	dative	PFT	perfect
DIR	directional prefix	PL	plural
E	egophoric	PLN	place name
ERG	ergative	PROG	progressive
EXCL	exclusive	PSN	person name
EXV	existential verb	Q	question marker
GEN	genitive	SEN	sensory
HS	hearsay	SG	singular
INCL	inclusive	STA	stative
INFR	inferential	STEM	verb stem
INTJ	interjection	TOP	topic marker
LOC	locative	WrT	Written Tibetan
NEG	negative		

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