

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.

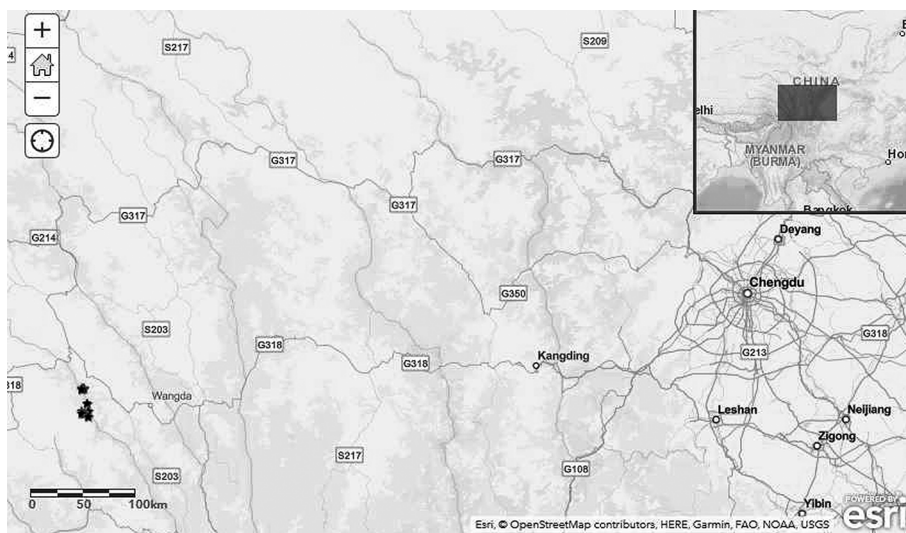
Key words: Chamdo, non-Tibetic Tibeto-Burman language, Lamo, word list, basic construction

关键词：昌都、非藏语支藏缅语、拉莱语、词汇表、基本结构

*We are grateful to Tashi Nyima for his practical help with an arrangement of our fieldwork. This work is funded by three Grants-in-Aid for Scientific Research from the Japan Society for the Promotion of Science [JSPS]: ‘International Field Survey of Tibeto-Burman Link Languages’ (headed by Yasuhiko Nagano; No. JP16H02722), ‘Investigation of Undescribed Languages in the Eastern Tibetosphere and their Geolinguistic Research’ (headed by the first author; No. JP17H04774), and ‘Geolinguistic Studies of China and Adjacent Multilingual Areas Using High-resolution and Wide-area Maps’ (headed by Mitsuki Endo; No. JP18H00670).

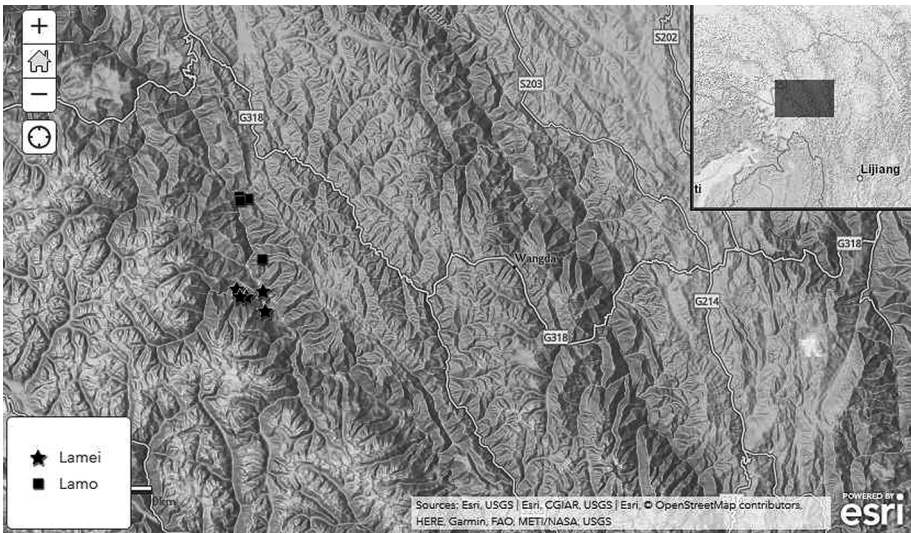
1. Introduction

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 gSerku. 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 Tibetsphere

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 mistakenly 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 ^CCGV, 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	p ^h	t ^h	t̪ ^h			k ^h	q ^h	
	non-aspirated	p	t	t̪			k	q	ʔ
	voiced	b	d	d̪			g	ɣ	
affricate	aspirated		ts ^h		tɕ ^h				
	non-aspirated		ts		tɕ				
	voiced		dz		dʒ				
fricative	voiceless		s		ɕ		x	χ	h
	voiced		z		ʒ			ʁ	ɦ
nasal	voiced	m	n				ɲ	ŋ	
	voiceless	m̥	n̥				ɲ̥	ŋ̥	
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	ʊ	ʉ	ə	ɵ
nasalised	ĩ	ẽ	ɛ̃		ã	õ	õ	ũ				
creaky		ɛ̰	ɛ̰	ɑ̰	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 (ˈ) 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	˥k ^h wi	˥k ^h ʉ
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	ṽqo qo	ṽqo qo
bad	ʔa qɛ	ʔa qa
hard	ṽkaʼ ^N Ga	ṽkaʼ ^N Ga
how	ṽχaʼ wa sə	ṽχa
ten	ṽba	ʼba
five	ṽnwə	ṽnwɤ̃
milk	ṽqʰwə	ʼχɔ̃

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, /ṽʔoʼ re/ ‘pig’ and /ṽʔi/ ‘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
<i>nya</i> ‘fish’	ʼnɛ	ʼnɛ
<i>rnying pa</i> ‘old’	ṽ ^{fi} juʼ ^{fi} bɛ	ṽ ^{fi} nɛʼ 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
<i>shugs</i> ‘power’	ṽcu	ṽxu
<i>bshad</i> ‘talk’	ṽḥce	ṽḥcə
<i>phyed ka</i> ‘half’	ṽce k ^h e	ṽce k ^h e
<i>byed</i> ‘do’ (light verb)	ṽci	ṽci

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, ɕ̞x] 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 should note that different sound correspondence patterns are found in several dialects spoken along the rGyal-mo rNgul-chu River, for example, the Tshawarong dialect exhibiting a correspondence 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	ṽjo	ṽjo
CPV	ṽt ^h e	ṽtḥ ^h u
EXV.E	ṽk ^h o	ṽk ^h o
EXV.SEN	ṽṽa	ṽṽe

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 /ʔkʰoʔ ɕi/, and Lamo is /ʔkʰo tɕʰu/. 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 ŋgo	

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	ʼwa	
forehead	ʼtʰa pɛ	WrT <i>thad pa</i> .
eye	ʼmɯ	
eyebrow	ʼmɯ ʰpu	The second syllable WrT <i>spu</i> .
tear	ʼmɯ tɕʰə	The second syllable WrT <i>chu</i> .
blind	ʼko tsa	
nose	ni	
ear	ʰna tɕo	WrT <i>rna cog</i> .
deaf	ʼja ko	
mouth	ʼɕe	
lip	ʰtɕʰə to	WrT <i>mchu to</i> .
tongue	lɛ	
mute	ʰdzo po	
tooth	ʼxwi	
saliva	ʰdzu ra	
breath	ʼʔu	WrT <i>dbugs</i> .
voice	ʰkɛ	WrT <i>skad</i> .
cough	ʰtsɛ	
sneeze	ʼʔaʼ tɕʰə	
yawn	ʼʔu ʰdzi	
chin	ʼma ni	WrT <i>ma ne</i> .
face	ʼwa ji	
cheek	ʰqɛ mbe	WrT <i>'gram pa</i> .
moustache	ʰkʰə ʰpu	WrT <i>kha spu</i> .
neck	ʼka tsɛ	

Meaning	Lamei	N.B.
throat	ṽṽ tʰo	
shoulder	ṽṽ a pɛ	WrT <i>phrag pa</i> .
elbow	ʽtʷ ʰdzo	The first syllable WrT <i>gru</i> .
hand	ʽlɑ	
breast	ʽtã ka	The first syllable WrT <i>brang</i> .
heart	ṽṽ nɔ	
belly	ṽṽ du	
liver	ṽṽ pʰo kɛ	
navel	ṽṽ tɔ ji	
back	ṽṽ gʷ pɛ	WrT <i>sgal pa</i> .
waist	ṽṽ tɕɔ ʷgo	WrT <i>dpyi 'go</i> .
	/ ṽṽ kɛ	WrT <i>rked</i> .
knee	ṽṽ po mo	WrT <i>pus mo</i> .
leg	ṽṽ sɔ ti	
foot	ṽṽ sɔ ti	Same as 'leg'.
cripple	ṽṽ dʒa la	
body	ʽzu po	WrT <i>gzugs po</i> .
hair	ṽṽ pu	WrT <i>spu</i> .
skin	ṽṽ mo	
pus	ṽṽ pa	
sweat	ʽtse pɛ	
dirt	ʽtɔ mɛ	WrT <i>dri ma</i> .
blood	ṽṽ sɑ	
bone	ṽṽ tɕɔ ri	
muscle	ṽṽ tɕʰi	Same as 'meat'.
power	ṽṽ ɕu	WrT <i>shugs</i> .
look	ṽṽ tu	
smell	ṽṽ nu	WrT <i>snom</i> .
listen	ṽṽ du	
laugh	ṽṽ ge	WrT <i>dgod</i> .
weep	ʽqwɔ	
shout	ṽṽ wu ʰdo	
clothes	ṽṽ ko zɔ	WrT <i>gos zan</i> .
wear	ṽṽ gwi	
	/ ṽṽ gi	
put off	ṽṽ pu	
animal skin	ṽṽ dʒa ma	

Meaning	Lamei	N.B.
needle	ʼḡa	
thread	⁻ʰtəo	
sew	ʼrwə	
food	⁻ʰto	WrT <i>lto</i> .
flour	ʼtə tsa	
meat	⁻ḡtəʰi	
fruit	⁻çi ᵑdo	WrT <i>shing tog</i> .
seed	ʼsɛ	WrT <i>son</i> .
egg	ʳḡwɛ	WrT <i>sgong</i> .
salt	⁻tsʰo	
fat	ʼtsɛ	
milk	⁻qʰwə	
water	⁻təə	
boil	ʳḡzu	
be ripe	⁻mɛ' da	WrT <i>smin</i> .
eat	⁻ᵑdzə	
lick	⁻ḡda	WrT <i>ldag</i> .
chew	⁻ḡtəʰə	
drink	ᵑtʰi	
suck	ᵑdzu	
vomit	ᵑpʰi	
spit saliva	ᵑdzə ro ʼtəʰə	
be hungry	⁻ḡdu ʼzɛ	
be thirsty	⁻çɛ ʼro / ⁻çɛ pɛ ʼna	
tasty	⁻kə' lə nə	
sweet	⁻kə' ŋa	
spicy	⁻çɛ' na	
bitter	⁻qʰo' tɕu	
sour	⁻ʰku' tɕu	
house	⁻təo	
build a house	⁻təo ʳḡzu	
gate	⁻ʔi	
wall	ʼçə	
window	⁻ᵑda ka	
roof	⁻təo ḡkʰe tɕe	
fire	⁻mu	

Meaning	Lamei	N.B.
smoke	ʼte	WrT <i>dud</i> .
dust	ˉse	
die out	ʼtɛ	
burn	ˉruu ^h pa	
sit	ʼt ^h o	
sleep	ʼfi ^h gu	
dream	ˉfi ^h mə lā	WrT <i>rmi lam</i> .
stand up	ˉtə tɛ	
open	ˉci	WrT <i>phyɛ</i> .
live	ʼwo	
earthen tray	ˉt ^h ə / ʼtsɛ lā	
knife	ˉn ^h dzə ^h tse	
blade	ʼxwi	Same as 'tooth'.
ash	ʼtə ma	
wipe	ˉce	WrT <i>'phyid</i> .
rope	ˉtɕu	
rod	ʼpɛ ^h gɛ	
give birth	ˉm ^h bə	
grow up	ˉtə ʼfi ^h di	
be alive	ˉsə ^h bu	WrT <i>gson po</i> .
fat	ʼfi ^h dʒa	WrT <i>rgyags</i> .
slim	ˉn ^h ts ^h e ^h n ^h ts ^h e	
tired	ʼze fia	
disease	ʼnɛ	
wound	ˉfi ^h mo ʼfi ^h zu	
hurt	ʼza	
itchy	ʼqa	
scratch	ˉt ^h u	WrT <i>'phrug</i> .
medicine	ˉmɛ	WrT <i>sman</i> .
see a doctor	ˉmɛ ^h m ^h bɛ ʼtu' tɕ ^h i	
kill	ˉh ^h sa	
die	ʼse	
deity	ˉlɛ	WrT <i>lha</i> .
fight	ˉn ^h dzə mō	
quarrel	ˉk ^h a ^h tse ʼfi ^h dʒə	WrT <i>kha rtsod rgyags</i> .
flee	ʼh ^h tse	

Meaning	Lamei	N.B.
chase	^m p ^h o	
arrow	ⁿ dε	WrT <i>mda'</i> .
gun	ʼmə ⁿ dε	WrT <i>me mda'</i> .
person	ˉma	
male	ˉzē	
female	ˉm̥i	
child	ˉno no	
young	ʼro tse	
father	ˉʔa ba	
mother	ˉʔa ma	
son	ˉno no	
daughter	ˉm̥i	
sibling	ˉʔa ja ʔa bə	
elder sister	ˉʔa ja	
husband	ʼʔo ⁿ dzu	
wife	ʼʔo ⁿ dzu	
village	ˉts ^h ū	Chn <i>cun</i> .
fire a gun	ʼmə ⁿ dε ʼci	WrT <i>me mda' byed</i> .
	/ ʼmə ⁿ dε ˉl̥ε	The first two syllables WrT <i>me mda'</i> .
steal	ˉ ^h kə ʼwu	
work	ʼtɕo fiu	
take a rest	ʼmε ^h su ʼci	WrT <i>mal gso byed</i> .
peel skin	ⁿ dʒa ma ʼma	
go	ˉxo	
	/ ⁿ t ^h ə	
	/ ^{fi} ga	
come	^h tə	
go out	ˉɕə' la ˉwu	The first two syllables WrT <i>phyi la</i> .
enter	ʼnə ŋa ˉlu	The first syllable WrT <i>nang</i> .
turn	ˉtɕ ^h ə' kə ʼtu	
stop	ʼwɔ kə la	
walk	^ŋ ga' pə tɕ ^h ə	
run	ʼtsɛ	
fast	ʼnə ma	
slow	ʼkε le	WrT <i>ga le</i> .
crawl	ˉtə ⁿ dʒe	
road	ˉtɕa	

Meaning	Lamei	N.B.
bridge	ʼza ^m bɛ	WrT <i>zam pa</i> .
wheel	ʼmo ʈa ʼŋk ^h u lu	WrT <i>mo Ta 'khor lo</i> .
ship	ʼtu ze	WrT <i>gru gzings</i> .
language	⁻ ^h ke	WrT <i>skad</i> .
make a speech	⁻ʔa la ⁻ ^h ɕe	The third syllable WrT <i>bshad</i> .
talk	⁻ ^h ɕe	WrT <i>bshad</i> .
ask	ʼti	WrT <i>dri</i> .
call	ʼre	
name	⁻mi	
amuse oneself	⁻ʔa ⁿ dzu ʼwə	
sing a song	⁻ ^{fi} zi ʼle	WrT <i>gzhas len</i> .
dance	ʼzi ⁻ ^{fi} tɕ ^h o	WrT <i>zhabs 'cham</i> .
meet	ʼtɕ ^h ɛ	WrT <i>'phrad</i> .
encounter	ʼtɕ ^h ɛ	WrT <i>'phrad</i> .
wait	⁻ ^{fi} gu	WrT <i>sgug</i> .
beat	⁻lɛ	
bite	ʼqa	
fetch	⁻lu	
get	ʼji lu	
catch	ʼn ^{ts} hɛ	
release	ʼwu lɛ	
throw	ʼji ⁿ dzo	
touch	ʼn ^{ts} hɯ	
wipe	⁻ɕu	WrT <i>'phyid</i> .
shake	⁻ ^{fi} jə	WrT <i>g.yug</i> .
push	ʼm ^p hi	
carry on the back	⁻ ^h ko	
kick	ʼfi ^{do} la ʼci	WrT <i>rdog la byed</i> .
step	ʼfi ^{do}	
hide	⁻ ^{fi} zɛ	
look for	⁻ɕu	
find	⁻ko te	
show	⁻tu ti	
leave	⁻tɕa	
do	ʼwə	
break	ʼmə ⁿ dza ʼfi ^{zo}	
repair	⁻ ^{fi} zo	WrT <i>bzo</i> .

Meaning	Lamei	N.B.
split	ʔe ^h su ʔtɕu	
bend	ʔgwa ^ɟ go	
break	ʔgo ^ʔ la	
wash	ʔwɔ	
fasten	ʔi ^ʔ qɔ	
untie	ʔwu ^ʔ lɛ / ʔji ^ʔ lɛ	
wear (a hat)	ʔge	
swell	ʔi ^ʔ dza	
stick	ʔpi	
cut	ʔtə	
mix	ʔtə lu	
carve	ʔqo	
dig	ʔtu ^ʔ qɔ	
move	ʔgi	WrT 'gul.
go upstairs	ʔk ^h e ^ʔ tɕ ^h e	
go downstairs	ʔle tse	
fall	ʔno ^ʔ xwa / ʔxwa ^ʔ le	
inflow	ʔi ^ʔ dɛ	
dry	ʔru ro	
consider	ʔsa nə ʔi ^ʔ lɛ	The first syllable WrT <i>bsam</i> .
know	ʔha ʔko	WrT <i>ha go</i> .
forget	ʔi ^ʔ no	
teach	ʔze	
fear	ʔi ^ʔ lɛ	
love	ʔi ^ʔ gɛ	WrT <i>dga'</i> .
glad	ʔi ^ʔ gɛ	WrT <i>dga'</i> .
get angry	ʔts ^h ə ^ʔ hpe ʔze	WrT <i>tshig pa za</i> .
mind	ʔnə gɛ	
sky	ʔmu / ʔmu ^ʔ gu	
cloud	ʔti ^ʔ mbi	WrT <i>sprin pa</i> .
fog	ʔti	WrT <i>sprin</i> .
rain	ʔmu	
thunder	ʔi ^ʔ qu	WrT 'brug.
lightning	ʔi ^ʔ la ɕi	

Meaning	Lamei	N.B.
rainbow	⁻ⁿ dʒɛ	WrT 'ja'.
snow	ʼwi	
ice	ʼtɕ ^h a ro	WrT <i>chab rom</i> .
freeze	ʼtɕ ^h a ro ^{ʰi} bja	The first two syllables WrT <i>chab rom</i> .
melt	ʼtɕ ^h a ^{ʰi} da	
sun	⁻ ne	
moon	⁻ le	
star	^{-h} ke mɛ	WrT <i>skar ma</i> .
light	ʼwe ^h ci	
shadow	ʼtə mɛ	WrT <i>grib ma</i> .
clear	^{-h} ka ^h sɛ	WrT <i>dkar gsal</i> .
dark	⁻ tə nɛ	
wind	⁻ mɛ	
wind blows	⁻ mɛ ʼci	
hot	^{-ʰi} du	
cold	^ʷ dʒa	
warm	ʼto	WrT <i>dro</i> .
mountain	ʼrə	WrT <i>ri</i> .
valley	⁻ q ^h u	
mountain cave	ʼta qu	WrT <i>brag khung</i> .
forest	^{ʰi} dʒɛ ne	WrT <i>rgya nags</i> .
plain	^{-h} po	WrT <i>spang</i> .
lake	⁻ⁿ ts ^h o	WrT <i>mtsho</i> .
river	⁻ tɕə	Same as 'water'.
bubble	^{-ʰi} bɛ	WrT <i>lbu</i> .
sink	⁻ⁿ də	
float	ʼlə ^h qo	
flow	⁻ nə ^m bo	
shore	^{-h} tse k ^h ɛ	
wave	^{-ʰi} bɛ ^{ʰi} ŋa	The first syllable WrT <i>rba</i> .
stone	^{-ʰi} do ^{ʰi} gu	The first syllable WrT <i>rdo</i> .
sand	ʼce mɛ	WrT <i>bye ma</i> .
soil	⁻ⁿ dʒɔ	
grass	^{-h} tse	WrT <i>rtswa</i> .
tree	⁻ ci p ^h u	WrT <i>shing phung</i> .
bark	⁻ ci p ^h u ^{ʰi} dʒa' ma	
stalk	^{-h} tse	Same as 'grass'.

Meaning	Lamei	N.B.
twig	ʼla ma	
leaf	ᵐdza ma	
flower	ʼmə to	WrT <i>me tog</i> .
root	ᵐdɛ	
apple	ᵐgu ɕi	
grow	ᵐdi	
wither	ʼlo ʼla / ʼro tʰa	
animal	ᵐso tɕə	WrT <i>srog chags</i> .
bird	ʼwo ze	
fish	ʼne	WrT <i>nya</i> .
bug	ᵐbuw lo	The first syllable WrT <i>'bu</i> .
dog	ᵐkʰwi	
pig	ᵐʔo' re	
ant	ʼto mɛ	WrT <i>grog ma</i> .
mosquito	ᵐbaʰtsa ᵐbuw	
fly	ᵐtsa' jə	
flea	ᵐdʒɛ	
louse	ᵐɕu	
snake	ʼtʰa	
horn	ʼra tɕu	WrT <i>rwa co</i> .
tail	ᵐɲɛ' mɛ	WrT <i>mga ma</i> .
peck	ʼwo zə ʼɕe	
wing	ʼɕa pɛ	WrT <i>gshog pa</i> .
bird nest	ʼwo zi ᵐtsʰɔ	The third syllable WrT <i>tshang</i> .
fly	ᵐpʰu	WrT <i>'phur</i> .
swim	ᵐdʒɛ	
round	ᵐqo qo	
sharp	ᵐko' ᵐdʒo	
blunt	ʼxwi ʼmə ŋa	
cave	ᵐkʰu	WrT <i>khug</i> .
straight	ᵐtʰɛ ɣɛ	
big	ᵐdi	
small	ʼʔa tsi	
long	ᵐdʒə ro	
short	ᵐtʰu ᵐtʰu	WrT <i>thung thung</i> .
thick	ᵐtʰu po	WrT <i>methug po</i> .

Meaning	Lamei	N.B.
thin	ʔa wə	
colour	ʔs ^h ɛ tɛ	The first syllable WrT <i>tshos</i> .
red	ˈfi ma' ne ne	The first syllable WrT <i>dmar</i> .
blue	ˈŋo' ɕu ɕu	The first syllable WrT <i>sngon</i> .
yellow	ˈse se	WrT <i>ser ser</i> .
green	ˈŋo ŋo	WrT <i>sngon sngon</i> .
white	ˈtə' ɿt ^h a	
black	ˈtə ne	
sound	ˈhke	WrT <i>skad</i> .
smelling	ʔə mɛ	WrT <i>dri ma</i> .
strong	ˈɕu ʔwə	The first syllable WrT <i>shugs</i> .
weak	ˈɕu ˈfi da	The first syllable WrT <i>shugs</i> .
correct	ʔwo me	
good	ʔa mo	
bad	ʔa qɛ	
delicate	ˈn dʒa mbo	WrT <i>'jam po</i> .
rough	ˈh tsu po	WrT <i>rtsub po</i> .
old	ˈfi ŋu' fi bɛ	WrT <i>rmying pa</i> .
new	ˈh se' bɛ	WrT <i>gsar pa</i> .
beautiful	ˈka' tɕe	
clean	ˈh tso mɛ	WrT <i>btsog pa</i> .
dirty	ʔa qɛ	Same as 'bad'
hard	ˈka' ˈŋa	
soft	ˈka' na	
frontward	ˈŋo so	The first syllable WrT <i>sngon</i> .
backward	ˈna ŋa	
middle	ʔpa la / ˈh tɕe k ^h a	WrT <i>bar la</i> . WrT <i>dkyil kha</i> .
upward	ˈk ^h ə' tɕə	
downward	ʔwa ra	
inside	ˈno ŋa	The first syllable WrT <i>nang</i> .
outside	ˈɕə' la	WrT <i>phyi la</i> .
right side	ʔt ^h a pa	
left side	ˈtə' p ^h a	
far	ˈfi dʒə rɔ̃ / ˈt ^h a ʔr mbo	WrT <i>rgyang ring</i> . WrT <i>thag ring po</i> .
high	ʔa tso	

Meaning	Lamei	N.B.
	/ ʔə ^{fi} di	
low	ʔa tsi	
profound	ʔ ^h tsə me	
shallow	ʔa tso ʔja	
wide	ʔa tso	
narrow	ʔa tsi	
together	ʔ ^{fi} naʔ ^m bo	WrT <i>mnyam po</i> .
	/ ʔ ^{fi} naʔ ^m bo	WrT <i>mnyam po</i> .
full	ʔ ^h sa ra	
empty	ʔ ^h ta ^m bɛ	WrT <i>stong pa</i> .
morning	ʔ ^h ba ^{fi} lə	
noon	ʔ ^h ni ɕe	
daytime	ʔ ^h na na	
evening	ʔ ^h ts ^h ɛʔ ^m na	The first syllable WrT <i>mtshan</i> .
night	ʔ ^h ts ^h ɛʔ ^m na	The first syllable WrT <i>mtshan</i> .
early	ʔ ^h wə ^{fi} lə	
	/ ʔ ^h ka na	
late	ʔ ^h tɕ ^h əʔ ^m da	The first syllable WrT <i>phyi</i> .
now	ʔa k ^h a	
earlier	ʔa ^m bo	
later	ʔ ^h p ^h ə ʔi	
always	ʔ ^h na ko ʔ ^h əʔ ^m na	
today	ʔ ^h pə si	
yesterday	ʔ ^h ji si	
tomorrow	ʔ ^h se si	
day after tomorrow	ʔ ^h wa si	
everyday	ʔ ^h na ko ʔ ^h əʔ ^m na	
day	ʔ ^h ze me	
year	ʔ ^h lo	WrT <i>lo</i> .
number	ʔa ŋgi	WrT <i>ang ki</i> .
one	ʔ ^h də	
two	ʔ ^h na	
three	ʔ ^h ɕɕ̃	
four	ʔ ^h le	
five	ʔ ^h nwə	
six	ʔ ^h tɕ ^h u	
seven	ʔ ^h ni	

Meaning	Lamei	N.B.
eight	^{-fi} dza	
nine	^{-ŋ} go	
ten	⁻ ɛa	
twenty	ʼnə ɕu	WrT <i>nyi shu</i> .
thirty	⁻ suw ⁿ dzu	WrT <i>sum cu</i> .
hundred	^{-fi} dzi	WrT <i>brgya</i> .
thousand	^{-h} tō ʼdə	The first syllable WrT <i>stong</i> .
	/ ^{-h} to ʼdə	The first syllable WrT <i>stong</i> .
ten thousand	^{-tʰ} ə ʼdə	The first syllable WrT <i>khri</i> .
time	ʼtʰe mɛ	WrT <i>thengs ma</i> .
all	ʼtʰa tɕʰe	WrT <i>thams cad</i> .
half	ʼɕe kʰe	WrT <i>phyed ka</i> .
heavy	⁻ keʼ de	
light	ʼzi zi	
many	ʼʔa wa	
few	ʼtɕi ^h kɛ	
I	⁻ ŋa	
my (1SG.GEN)	⁻ ŋo	
we (INCL)	ʼji nə kʰa	
we (EXCL)	⁻ ʔa nə kʰa	
you (2SG)	⁻ ne	
your (2SG.GEN)	⁻ no	
you (2PL)	⁻ nə nə kʰa	
he/she/it (3SG)	⁻ ma	
they	⁻ ma nə kʰa	
self	⁻ ŋa	
this	⁻ ʔə	
that	⁻ kə	
here	⁻ ʔa rə	
there	⁻ keʼ rə	
who	⁻ sə	
what	⁻ ɣa	
which	⁻ ʔaʼ wə	
how	⁻ ɣaʼ wa sə	
where	ʼʔa rə	
when	ʼna	
how many	ʼfiə ^{fi} də	

Meaning	Lamei	N.B.
a little	/ ʰχa ^{hi} də ʰtɕi ^{hi} kɛ / ʰtsə kɛ	
not yet	ʰk ^{hi} ə sə ʰne	
just	ˉne ʰk ^{hi} a	
and	ʰp ^{hi} e	
be (CPV.E)	ʰŋo	
be (CPV)	ʰt ^{hi} e	
not be (CPV.E.NEG)	ʰmɛ	
be (EXV.E)	ʰk ^{hi} o	
be (EXV)	ʰk ^{hi} o' ɕi	
be (EXV.SEN)	ˉŋja	
not be (EXV.E.NEG)	ʰmɔ	
very	ˉzə tɕe	
however	ʰma ^{hi} tse	WrT <i>ma tshad.</i>
can	ˉɕi	
same	ˉtɕi pɛ	WrT <i>gcig pa.</i>
different	ʰi zɛ mɛ	WrT <i>gzhan ma.</i>
for the purpose	ʰte ⁿ da	
book	ˉdɛ	WrT <i>deb.</i>
pen	ʰdʒi ^{hi} t ^{hi} ə	WrT <i>'bri thur.</i>
ink	ˉŋa ts ^{hi} a	WrT <i>snag tsha.</i>
school	ˉlɛ tɕe	WrT <i>slob grwa.</i>
student	ʰtu pɛ / ˉlɛ tu	WrT <i>phrug pa.</i> WrT <i>slob phrug.</i>
dictionary	ʰts ^{hi} ə dʒɛ	Chn <i>cidian</i>
classroom	ˉla k ^{hi} ɔ	WrT <i>slob khang.</i>
teacher	ʰi gɛ / ʰi gɛ ^{hi} gɛ	WrT <i>rgan.</i> WrT <i>dge rgan.</i>
question	ˉh tsi	
say	ʰzə ⁿ dʒɛ	
want	ˉh dʒɛ	
talk	ˉh ts ^{hi} ɛ	
class	ˉlo ts ^{hi} ɛ	WrT <i>slob tshan.</i>
learn	ˉh zɔ	WrT <i>sbyang.</i>
have a meeting	ʰts ^{hi} ɔ ⁿ də	WrT <i>tshogs 'du.</i>
homeland	ʰp ^{hi} e ji	WrT <i>pha yul.</i>

Meaning	Lamei	N.B.
Tibetan	ʼpe	WrT <i>bod</i> .
Han Chinese	ʼfi dzɛ	WrT <i>rgya</i> .
fine	ʼwa	
life	ⁿtsʰɔ	WrT <i>'tsho ba</i> .
write	ʼri	
script	ʼji ke	WrT <i>yi ge</i> .
Tibetan script	ʼpe ji	WrT <i>bod yig</i> .
affair	ʼtɕu	
afternoon	ʼma na	
time	ⁿtɕʰə tsʰe	WrT <i>chu tshod</i> .
a while ago	ⁿmɛ kʰa	
remain	ⁿfi zɑ	WrT <i>bzhag</i> .
buy	ⁿtʰɛ	
be named	ʼje	
thing	ⁿtɕa' la	WrT <i>ca lag</i> .
borrow	ʼɲɛ	
pass	ʼɲga	
give	ⁿkʰɑ	
help	ⁿdzɔ	
be over	ʼtɕe	
meal	ⁿdzə lə	
see	ⁿko	
matter	ʼtɛ ⁿda	WrT <i>don dag</i> .
remember	ʼtɛ	WrT <i>dran</i> .
experience	ⁿde	
spoken Tibetan	ʼpe ʰkɛ	WrT <i>bod skad</i> .
excellent	ʼja po	WrT <i>yag po</i> .
town	ⁿtʰō	WrT <i>khrom</i> .
arrive	ⁿfi zə	
climb	ⁿtu	
get up	ʼɲe	
wake up	ⁿtɿ	
day break	ⁿfi na ʰsɛ	WrT <i>gnam gsal</i> .
it rains	ⁿmu ⁿtsu	
over there	ⁿtʰe' rə	
also	ⁿfiV	V corresponds to a precedent vowel.
or	ⁿka	

Meaning	Lamei	N.B.
may	ṽti	
alone	ṽk ^h ε ⁿ di	
again	ʼta ra	
still	ʼta	
(not) yet	ʼʔa rō	

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) ṽʔə ṽχa ʼt^he
 this what CPV
 ‘What is this?’
- (2) ṽʔə ṽdε ʼt^he
 this book CPV
 ‘This is a book.’
- (3) ṽʔə ṽsə-wo ṽdε ʼt^he
 this who-GEN book CPV
 ‘Whose book is this?’
- (4) ṽʔə ṽŋo ṽdε ʼt^he
 this 1SG.GEN book CPV
 ‘This is my book.’
- (5) ṽʔə ṽṽḍi t^hə ṽsə-wo ʼt^he
 this pen who-GEN CPV
 ‘Whose is this pen?’
- (6) ṽŋo ʼt^he
 1SG.GEN CPV
 ‘(It) is mine.’

- (7) ʔə ʔna tsʰa ʔno ʔʰe-ji
 this ink 2SG.GEN CPV-Q
 ‘Is this ink yours?’
- (8) ʔʰe ʔjo ʔʰe
 CPV 1SG.GEN CPV
 ‘Yes. (It) is mine.’
- (9) ʔə ʔma-fia ʔdi tʰə ʔʰe-ji
 this 3SG.GEN pen CPV-Q
 ‘Is this his pen?’
- (10) ʔme-tʰe ʔə ʔma-fia ʔdi tʰə ʔme-tʰe
 NEG-CPV this 3SG.GEN pen NEG-CPV
 ‘No. This is not his.’
- (11) ʔne ʔsə ʔjo
 2SG who CPV.E
 ‘Who are you?’
- (12) ʔja ʔʰta ɕi ʔjo
 2SG PSN CPV.E
 ‘I am Trashi.’
- (13) ʔma ʔsə ʔʰe
 3SG who CPV
 ‘Who is he?’
- (14) ʔma ʔjo ʔle tɕ ʔtu pɕ ʔʰe
 3SG 1SG.GEN school student CPV
 ‘He is my school student.’
- (15) ʔne ʔʰige ʰige ʔjo-ʔə ji
 2SG teacher CPV.E-Q
 ‘Are you a teacher?’

- (16) 'me-t^he 'ŋa 'fi ge fi ge 'me
 NEG-CPV 1SG teacher NEG.CPV.E
 'No. I am not a teacher.'
- (17) 'ma-fia 'le tu 't^he-ji
 3SG-also student CPV-Q
 'Is he also a student?'
- (18) 't^he 'ma 't^he
 CPV 1SG.GEN CPV
 'Yes. He is (also a student).'
- (19) 'pə si 'ca me 'ca-wə 'sə 't^he
 today sweep-NML who CPV
 'Who is the person who sweeps today?'
- (20) 'ŋa 't^he
 1SG CPV
 '(It) is me.'
- (21) 'no 'p^he ji 'ʔa rə 't^he
 2SG.GEN homeland where CPV
 'Where is your homeland?'
- (22) 'ŋo 'p^he ji 'ndzo fi go 't^he
 1SG.GEN homeland PLN CPV
 'My hometown is mDzogong.'
- (23) 'ma 'ndzo fi go ma 't^he-ji
 3SG person from mDzogong CPV-Q
 'Is he a person from mDzogong?'
- (24) 'me-t^he 'ma 'mā k^hā ma 't^he
 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) ʰlo ʰzə tʰo-wu tʰe
 PSN house-GEN CPV
 ‘(He) is of Lozong’s family.’
- (27) ma lo ʰfia ʰdə tʰe
 3SG year how many CPV
 ‘How old is he?’
- (28) lo ʰa tʰe
 year ten CPV
 ‘(He) is ten years old.’
- (29) ne pe ʰjo-ka ʰdzɛ ʰjo
 2SG Tibetan CPV.E-or Han CPV.E
 ‘Are you Tibetan or Han Chinese?’
- (30) ʰja pe ʰjo
 1SG Tibetan CPV.E
 ‘I am Tibetan.’
- (31) pə si tʰe pe ʰʂa ʰdə tʰe
 today day how many CPV
 ‘What is the date today?’
- (32) pə si ʰda ʰja be tʰe ʰdə tʰe
 today May the first day CPV
 ‘It is the first of May today.’
- (33) pə si ʰɕi tʰɕi ʰfia ʰdə tʰe
 today week how many CPV
 ‘What day of the week is it today?’

- (34) $\bar{p}\bar{o}$ si $\bar{c}\bar{i}$ t $\bar{c}^h$ i 'wu t $\bar{h}e$
 today Friday CPV
 'It is Friday today.'
- (35) 'ʔa k $\bar{h}$ a $\bar{t}\bar{c}^h\bar{o}$ ts $\bar{h}e$ 'fi $\bar{a}$ $\bar{f}\bar{i}$ d $\bar{o}$ t $\bar{h}e$
 now time how many CPV
 'What time is it now?'
- (36) 'ʔa k $\bar{h}$ a 'm $\bar{a}$ na $\bar{t}\bar{c}^h\bar{o}$ ts $\bar{h}e$ 'fi $\bar{z}$ $\bar{o}$ b $\bar{e}$ t $\bar{h}e$
 now afternoon four o'clock CPV
 'It is four o'clock p.m. now.'
- (37) $\bar{?}\bar{o}$ 'ŋ $\bar{d}\bar{i}$ t $\bar{h}$ $\bar{o}$ $\bar{h}$ s $\bar{e}$ ' b $\bar{e}$ t $\bar{h}e$ -ji
 this pen new CPV-Q
 'Is this pen new?'
- (38) $\bar{h}$ s $\bar{e}$ ' b $\bar{e}$ t $\bar{h}e$
 new CPV
 '(It) is new.'
- (39) $\bar{n}\bar{o}$ 'ŋ $\bar{d}\bar{i}$ t $\bar{h}$ $\bar{o}$ -fi $\bar{o}$ $\bar{h}$ s $\bar{e}$ ' b $\bar{e}$ t $\bar{h}e$ -ji
 2SG pen-also new CPV-Q
 'Is your pen also new?'
- (40) $\bar{ŋ}\bar{o}$ 'ŋ $\bar{d}\bar{i}$ t $\bar{h}$ $\bar{o}$ -fi $\bar{o}$ $\bar{h}$ s $\bar{e}$ ' b $\bar{e}$ t $\bar{h}e$
 this pen-also new CPV-Q
 'My pen is also new.'
- (41) $\bar{n}\bar{e}$ $\bar{?}\bar{a}$ -wa
 2SG Q-fine
 'Are you fine?'
- (42) $\bar{ŋ}\bar{a}$ 'ʔa mo 'ŋ $\bar{o}$
 1SG good CPV
 'I am good.'

- (43) $\text{ʰtʰa} \text{ci}$ ʔa mo ʔo-fia
 1SG good CPV.E-Q
 ‘Is Trashi good?’
- (44) ʔo-na-ta ʔtsʰo ʔa mɛ ʔa
 house-LOC-TOP life how EXV.SEN
 ‘How is the life in the house?’
- (45) ʔtsʰo ʔa mo ʔa
 living good EXV.SEN
 ‘The life is good.’
- (46) ʔe ʔa mɛ ʔi-kə-nə ʔa-ci-ji
 1SG.ERG like this write-NML-TOP fine-STA-Q
 ‘Is what I write like this fine?’
- (47) ʔe ʔi-tʰo ʔa-ci-ji
 1SG.ERG write-NML fine-STA-Q
 ‘Is the way I write fine?’
- (48) ʔa-ci
 fine-STA
 ‘(It) is fine.’
- (49) ʔə ʔi ke ʔa mo ʔə-ri-si
 this script good DIR-write-AOR.Q
 ‘Were these scripts written well?’
- (50) ʔa mo ʔə tɕe ʔə-ri-sə
 good very DIR-write-AOR
 ‘(They) were written very well.’
- (51) ne $\text{ʔdzə}^{\text{h}}\text{tse}$ kʰo-ji
 2SG knife EXV.E-Q
 ‘Do you have a knife?’

- (52) ʔa ʔdzə^htse ʔdə kʰo
 1SG knife one EXV.E
 ‘I have one knife.’
- (53) ʔne-lə ʔpe ji ʔde ʔχa^{fi}də kʰo
 2SG-DAT Tibetan book how many EXV.E
 ‘How many Tibetan books do you have?’
- (54) ʔma-lə ʔtsʰə djē ʔχa^{fi}də kʰo' ɕi
 3SG-DAT dictionary how many EXV
 ‘How many dictionaries does he have?’
- (55) ʔma-lə ʔtsʰə djē ʔdə ʔdzi^{fi}də kʰo' ɕi
 3SG-DAT dictionary one only EXV
 ‘He has only one dictionary.’
- (56) ʔne ʔtɕo-na ʔma ʔfia^{fi}də kʰo' ɕi
 2SG house-LOC person how many EXV
 ‘How many persons does your family have?’
- (57) ʔŋo ʔtɕo-na ʔma ʔtɕʰu kʰo' ɕi
 1SG.GEN house-LOC person six EXV
 ‘My family has six persons.’
- (58) ʔma-fia ʔtɕo-na ʔma ʔfia^{fi}də kʰo' ɕi
 3SG-GEN house-LOC person how many EXV
 ‘How many persons does his family have?’
- (59) ʔne ʔpə si ʔtɕu ʔχa kʰo
 2SG today affair what EXV.E
 ‘What affairs do you have today?’
- (60) ʔa ʔtɕu ʔχa ʔmo-kʰo
 1SG thing what NEG-EXV.E
 ‘I do not have any affairs.’

- (61) ʔne ʔa kʰa ʔtɕu ʔχa ʔkʰo-ji
 2SG now thing what EXV.E-Q
 ‘Do you have something to do now?’
- (62) ʔŋa ʔa kʰa ʔko zə ʔwɔ-re
 1SG now clothes wash-FUT
 ‘I need wash clothes now.’
- (63) ʔʰta ɕi ʔmɛ kʰa ʔa rə ʔŋa
 PSN a while ago where EXV.SEN
 ‘Where was Trashi a while ago?’
- (64) ʔʰta ɕi ʔmɛ kʰa ʔla kʰɔ-na ʔŋa
 PSN a while ago classroom-LOC EXV.SEN
 ‘Trashi was in the classroom a while ago.’
- (65) ʔla kʰɔ-na ʔta ra ʔma ʔfi zɛ mə ʔsə ʔŋa
 classroom-LOC again person other who EXV.SEN
 ‘Are there anyone who is in the classroom other than (you)?’
- (66) ʔfi qwa ʰtsə ʔkə ʔdza ʔχa ʔta ʔfi za-sə
 platform upside what still remain-STA.SEN
 ‘What remains on the teacher’s platform?’
- (67) ʔkeʰ rə ʔma-kə ʔχa ʔwə-ɕi
 there person-ERG what do-PROG
 ‘What are the persons over there doing?’
- (68) ʔma ʔtʰa tɕe ʔde ʔtʰɛ-ɕi
 person all book buy-PROG
 ‘All the persons are buying books.’
- (69) ʔne ʔmi ʔχa ʔje-ɕi
 2SG name what call-STA
 ‘What is your name?’

- (70) ʼŋo ʼmi ʼtsʰə ri ʼje-çi
 1SG.GEN name PSN call-STA

‘My name is Tshering.’

- (71) ʼma-lə ʼmi ʼχa ʼje-çi
 3SG-LOC name what call-STA

‘What is his name?’

- (72) ʼma-lə ʼmi ʼtə ʼlqu ʼje-çi
 3SG-LOC name PSN call-STA

‘His name is Dongrub.’

- (73) ʼne ʼʔa rə ʼxo-tçu sə ŋo
 2SG where go-NPFT.E

‘Where are you going?’

- (74) ʼŋa ʼtʰeʼ rə ʼxo-ŋo
 1SG over there go-NPFT.E

‘I am going over there.’

- (75) ʼne ʼχa ʼwə-tçu sə ŋo
 2SG what do-NPFT.E

‘What are you going to do?’

- (76) ʼŋa ʼdɛ ʼŋɛ-tçu sə ŋo
 2SG book borrow-NPFT.E

‘I am going to borrow a book.’

- (77) ʼma ʼʔa rə ʼŋga-pə tʰe
 3SG where go-PFT

‘Where did he go?’

- (78) ʼma ʼtʰõ-na ʼŋga-pə tʰe
 3SG town-LOC go-PFT

‘He went to the town.’

- (79) ʔma ʔχa ʔwə-çi
 3SG what do-PROG
 ‘What is he doing?’
- (80) ʔma ʔtɕaʔ la ʔᵐtʰɛ-fia ʔga-nə
 3SG thing buy-NML go-PFT
 ‘He goes to buy things.’
- (81) ʔji nə ʔna ʔga-çi ʔwɔ-çi-ji
 1PL two go-PROG fine-STA-Q
 ‘Is it fine that we two go together?’
- (82) ʔja ja ʔji nə ʔna ʔga-çi
 INTJ 1PL two go-PROG
 ‘Sure, we two go together.’
- (83) ʔma ʔᶜge ʔtsʰəʔ rə ʔga-pə tʰe-ji
 3SG teacher there go-PFT-Q
 ‘Did he go to the place of the teacher?’
- (84) ʔga-pə tʰe
 go-PFT
 ‘(He) went (there).’
- (85) ʔne ʔʔa rə ʔtə
 3SG where come
 ‘From where do you come?’
- (86) ʔŋa ʔᵐᵃ kʰᵃ ʔnə-ʰtə-le sə
 1SG PLN DIR-come-ACP
 ‘I come from sMarkhams.’
- (87) ʔma ʔʔa rə ʔre-çi
 3SG where come-STA
 ‘From where does he come?’

- (88) ʔma ʔtʰaʔⁿdu-mə ʔre-çi
 3SG PLN-ABL come-STA
 ‘He comes from Chamdo.’
- (89) ʔne ʔna ʔtʰo-wə zə ŋo
 3SG when go-AOR.E
 ‘When did you go?’
- (90) ʔŋa ʔji si ʔtʰo-wə zə ŋo
 3SG yesterday go-AOR.E
 ‘I went yesterday.’
- (91) ʔne nə ʔna ʔwu-^htə-la sa
 2PL two DIR-come-ACP.Q
 ‘Did you two come together?’
- (92) ʔme-tʰe ʔŋa ʔkʰɛⁿdi ʰtə-le sə ŋo
 NEG-CPV 1SG alone come-ACP.E
 ‘No, I came alone.’
- (93) ʔne ʔʔa rə ʔre-tʰa ʔze me ʔχa^{fi}də ʔʔa-ŋga-nə
 2SG here come-after day how many DIR-pass-PFT
 ‘How many days have passed since you came here?’
- (94) ʔŋa ʔre ʔze me ʔʔa wə ʔŋga-nə
 1SG come day many pass-PFT
 ‘Many days have passed since I came.’
- (95) ʔne ʔfiⁿnaʔ^mbo ʔre-gə ʔma ʔχa^{fi}də ʔkʰoʔ^{ci}
 2SG together come-NML person how many EXV
 ‘How many persons who had come together with you were there?’
- (96) ʔma ʔnwə ʔtʰu-də ʔkʰoʔ^{ci}
 person five six-around EXV
 ‘There were five or six persons.’

- (97) ʔne ʔtɕʰaʔⁿdu-lə ʔlə-xo-tɕu sa
 2SG PLN-LOC DIR-go-NPFT.Q
 ‘Are you going to Chamdo?’
- (98) ʔŋa ʔxo-tɕu sə mɛ
 1SG go-NPFT.NEG.E
 ‘I am not going (there).’
- (99) ʔne ʔtɛ̃ ji ʔtu-fiə ʔxo-re ʔna-ⁿdzɛ-ji
 2SG film look-NML go-NML DIR-want-Q
 ‘Do you want to go to watch a film?’
- (100) ʔfĩ
 INTJ
 ‘Yes.’
- (101) ʔma ʔjə ni kʰa-wə ʔle tɛ-na ʔre-tɕu ɕi-ji
 3SG 1PL.INCL-GEN school-LOC come-NPFT-Q
 ‘Is he coming to our school?’
- (102) ʔma ʔre-tɕu ɕi
 3SG come-NPFT
 ‘He is coming.’
- (103) ʔne ʔχa ʔwə-tɕu sə
 2SG what do-NPFT.SEN
 ‘What are you going to do?’
- (104) ʔŋa ʔko zə ʔwɔ-tɕu sə
 1SG clothes wash-NPFT.SEN
 ‘I am going to wash clothes.’
- (105) ʔma nə kʰa ʔχa ʔwə-ɕi
 3PL what do-PROG
 ‘What are they doing?’

- (106) ʔma nə kʰa ʔpe ʒi ʔtʃʰõ-çi
 3PL Tibetan dance dance-PROG
 ‘They are dancing a Tibetan dance.’
- (107) ʔma nə kʰa ʔne-lə ʔχa ʔkʰa-nə ta
 3PL 2SG-DAT what give-PFT.CIS
 ‘What did they give you?’
- (108) ʔma nə kʰa ʔŋa-lə ʔde ʔdə ʔkʰa-nə ta
 3PL 1SG-DAT book one give-PFT.CIS
 ‘They gave me a book.’
- (109) ʔfiŋe-ji ʔsə-lə ʔʔa la ʔhçe-çi
 teacher-ERG who-DAT make a speech-PROG
 ‘To whom is the teacher talking?’
- (110) ʔma ʔfiʔo fiʔo-lə ʔʔa la ʔhçe-çi
 3SG PSN-DAT make a speech-PROG
 ‘He is talking to Lozong.’
- (111) ʔne ʔŋa ʔndzo ʔdə ne ʔwə-da ʔwa-çi-ji
 2SG 1SG help a little do-NML fine-STA-Q
 ‘Is it fine that you help me a little?’
- (112) ʔŋe ʔne ʔndzo ʔwə
 1SG.ERG 2SG help do
 ‘I will (definitely) help you.’
- (113) ʔne-lə ʔndzo ʔχa ʔwə ʔti-re
 2SG-DAT help what do may-FUT
 ‘What do (I) help you?’
- (114) ʔŋa-lə ʔʔə ʔhʔsi ʔdə ʔze ʔndʒe
 1SG-DAT this question a little explain want
 ‘Please explain this question a little to me.’

- (115) ʔe ʔa la ʔe-lə ʔtsʰe ʔdə ʔze ʔwa-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) ʔja ja ʔa la ʔdə ʔʰe ʔdzɛ
 INTJ again a little tell want

‘Yes, please tell (me it) again briefly.’

- (117) ʔnə nə kʰa ʔla kʰɔ-na ʔʰa ʔwə-tɕu sə ŋo
 2PL classroom-LOC what do-NPFT.E

‘What are you going to do in the classroom?’

- (118) ʔa nə kʰa ʔlo tsʰe-de ʔtsʰo ʔdə-ɕi
 1PL.EXCL class-COM have a meeting-PROG

‘We are having classes and a meeting.’

- (119) ʔna ʔsɛ-la sə-ji
 sky clear-ACP.SEN-Q

‘Has day broken?’

- (120) ʔna ʔsɛ-la sə
 sky clear-ACP.SEN

‘Day has broken.’

- (121) ʔlo tsʰe ʔtɕe ʔda-tʰo-ji
 class end DIR-complete-Q

‘Were the classes over?’

- (122) ʔa rɔ ʔtɕe-nə mɔ
 yet end-PFT.NEG

‘They have not been over yet.’

- (123) ʔne ʔwa ji ʔnə-wɔ-sa
 2SG face DIR-wash-AOR.Q

‘Have you washed the face?’

- (124) ཁྱེད་ཀྱི་མཆོད་པ་བཤམ་གྱི་ཡོད།
 1SG DIR-wash-AOR
 ‘I have washed (the face).’
- (125) ཁོ་ཚོ་ཀླ་མ་འཇུག་པ་འཇུག་པ་ལ་ཤི་ཞི
 3PL meal eat-ACP-Q
 ‘Have they finished eating meal?’
- (126) འཇུག་པ་ལ་ཤི
 eat-ACP
 ‘They have finished eating (meal).’
- (127) ཁྱེད་ཀྱི་མཆོད་པ་ལ་ཤི་ཞི་མཆོད་པ་ལ་ཤི་ཞི
 2SG PSN see-PFT.CIS.Q
 ‘Have you seen Trashi?’
- (128) ཁྱེད་ཀྱི་མཆོད་པ་ལ་ཤི་ཞི་མཆོད་པ་ལ་ཤི་ཞི
 INTJ NEG-PFT
 ‘No, I have not.’
- (129) ཁྱེད་ཀྱི་མཆོད་པ་ལ་ཤི་ཞི་མཆོད་པ་ལ་ཤི་ཞི
 that matter-TOP 2SG remember-PFT.SEN-Q
 ‘Do you still remember that thing?’
- (130) ཁྱེད་ཀྱི་མཆོད་པ་ལ་ཤི་ཞི་མཆོད་པ་ལ་ཤི་ཞི
 1SG just remember-PFT.CIS
 ‘I have just remembered (it).’
- (131) ཁྱེད་ཀྱི་མཆོད་པ་ལ་ཤི་ཞི་མཆོད་པ་ལ་ཤི་ཞི
 2SG Literary Tibetan learn experience-Q
 ‘Have you ever learnt Literary Tibetan?’
- (132) ཁྱེད་ཀྱི་མཆོད་པ་ལ་ཤི་ཞི་མཆོད་པ་ལ་ཤི་ཞི
 1SG Literary Tibetan learn NEG-experience
 ‘I have never learnt Literary Tibetan.’

- (133) ma 'pe ji ^{-fi}zō ⁻ⁿde-ji
 3SG Literary Tibetan learn experience-Q

'Have you ever learnt Literary Tibetan?'

- (134) ^{-ŋa} 'pe ji ^{-fi}zō ⁻ⁿde-^{-ci}
 3SG Literary Tibetan learn experience-STA

'He has ever learnt Literary Tibetan.'

- (135) ne 'pe ^hkε ^{-ci}-nə-ji
 2SG Tibetan know-PFT-Q

'Do you know Tibetan?'

- (136) ^{-ŋa} 'tsə kε ^ŋgi ^{-də} 'ma ^htsε 'mə-^{-ci}
 1SG a little phrase one except NEG-know

'I just know a few phrases.'

- (137) ma 'pe ji ^{-ja} po '^ho' ^{-ci}
 3SG Literary Tibetan excellent EXV

'As for him, (the competence of) Literary Tibetan is excellent.'

- (138) ne ^{-la} mo ^{-ko}-te ji
 2SG PSN see-PFT.CIS-Q

'Have you seen Lhamo?'

- (139) ^{-ŋa} ^{-ma} ^{-me}-t^he
 2SG 3SG NEG-PFT

'I have not (seen) her.'

- (140) ne '^{-a} k^ha ^{-t^hō}-na ^{-xo}-ra
 2SG now town-LOC go-FUT.Q

'Do you go to the town now?'

- (141) ^{-ŋa} '^{-a} k^ha ^{-xo}-mε
 1SG now go-NPFT.NEG

'I do not go now.'

- (142) ^{-h}ʈa ɕi ⁻ma nə k^hɑ ʔa rə ʷga-pə t^he
PSN 3PL where go-PFT

‘Where did Trashī and they go?’

- (143) ⁻ma nə k^hɑ ⁻ʔa ʱdzɯ ʼwə ʷga-pə t^he
3PL amuse oneself go-PFT

‘They went to amuse themselves.’

- (144) ʔa k^ha ⁻ma nə k^hɑ ⁻kɛ’ tɛ ⁻ʰzə-wə sə-na ⁻ha ʼmə-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 k^ha ⁻ʰzə-ʱt^hɑ ko ko
now arrive-INFR

‘I believe that (they) already arrived.’

- (146) ⁻nə nə k^hɑ ⁻ɕə’ la ⁻ʔa ʱdzɯ ʼwə ⁻xə-wə sa
2PL outside amuse oneself go-AOR.SEN.Q

‘Did you go outside to amuse yourselves?’

- (147) t^he ⁻ʔa nə k^hɑ ʼrə-k^hə ɕi ⁻ʔa ʱdzɯ ʼwə ⁻tu-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 k^hɑ ⁻xə-wə re-ta ⁻t^hɑ ʼrĩ m^hbo-sə-ji
2PL go-NML-TOP far-STA.SEN-Q

‘Is the place where you go far?’

- (149) ʔə hō ⁻tə ⁻t^hɑ ʼrĩ m^hbo-ha ʼmə-ŋa
INTJ that far-even NEG-EXV.SEN

‘No, that is even not far.’

- (150) ⁻nə nə k^hɑ ⁻pə si ⁻ŋa-la ʼna ʼtə-ŋe-sə-fio
2PL today morning-LOC when DIR-get up-AOR-PART

‘When did you get up this morning?’

- (151) ʔtɕʰə tsʰe ʔtu pɛ ʔxə-tʃ
 six o'clock DIR-awaken
 '(We) got up at six o'clock.'
- (152) ʔne ʔtɕʰə tsʰe ʔχa ʰdə-kə tɕə ʔla kʰɔ-na ʔhətə-le sə
 2SG time how many-around classroom-LOC come-ACP.SEN
 'Around what time did you come to the classroom?'
- (153) ʔtɕʰə tsʰe ʔʰdzɛ ʰbɛ ʔhətə-le sə
 eight o'clock come-ACP.SEN
 '(I) came at eight o'clock.'
- (154) ʔpə si ʔci' la-jə ʔʔa ʰdzɛ ʔwə ʔxo-ma ʔʔa wɔ ʔŋa-ji
 today outside-? amuse oneself-NML go-NML many EXV.SEN-Q
 'Are there many persons who amuse themselves outside today?'
- (155) ʔma ʔʔa wɔ ʔzə tɕe ʔŋa
 person many very EXV.SEN
 'There are so many persons.'
- (156) ʔpə si ʔke tɕʰo ʔfia-ŋa-ta-ji
 today for fun DIR-feel-AOR.CIS-Q
 'Have (you) enjoyed today?'
- (157) ʔke tɕʰo ʔfia-ŋa-ta
 for fun DIR-feel-AOR.STA
 '(I) have enjoyed.'
- (158) ʔnə nə kʰa ʔze fia-nə ta-ji
 2PL tired-PFT.CIS-Q
 'Are you tired?'
- (159) ʔze fia-nə mə ta
 tired-PFT.CIS.NEG
 '(We) are not tired.'

- (160) ʼrə-k^hə t̤e ʼmu ʼtsu-wə ŋə-ji
 mountain-upper rain fall-AOR.SEN-Q
 ‘Did it rain on the upper side of the mountain?’
- (161) ʼmu ʼfi da ʼtsu-nə m̄
 rain at all fall-AOR.NEG
 ‘It did not rain at all.’
- (162) ʼse si-ta ʼkeʼ rə ʼma ʼxo-wu ʼk^hoʼ ʼci-ji
 tomorrow-also there person go-NML EXV-Q
 ‘Are there persons who will go there tomorrow too?’
- (163) ʼje lu ʼma ʼkaʼ fia ʼxo-wu ʼje zə ʼŋa-si
 hear person there go-NML some EXV.SEN-HS
 ‘I hear that there will be persons going there.’
- (164) ʼse si ʼmu ʼtsu-wə ʼci ga
 tomorrow rain fall-INFR.Q
 ‘Can it rain tomorrow?’
- (165) ʼse si-ta ʼmu ʼtsu ʼmə-ti
 tomorrow-TOP rain fall NEG-may
 ‘Tomorrow it might not rain.’
- (166) ʼba^h lə ʼkaʼ na ʼŋga-pə^h go-na ʼt̤e^hə ts^he ʼfi d̤ze^h fi b̤e ʼpə zə
 morning there go-FUT-CONJ eight o’clock possible
 ʼfi zə-m̄p^hu-ʼci
 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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