

A Primer for Colloquial Tibetan

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Preface

In the curriculum of the Karmapa Institute three months altogether are devoted to learning daily spoken Tibetan. Two books deal with this subject. Beginners study the book *Colloquial 1* during the whole first semester of the first level. On the second level the book *Colloquial 2* is studied for one month. All the remaining time is spend on acquiring skills in the classical language.

Though the emphasis is on being learned in classical Tibetan and becoming a translator still it is meaningful to learn spoken Tibetan in order to be able to communicate with Tibetans in daily life. Most of the students in KIBI meet Tibetans either while travelling in Nepal, India, and Sikkim, or in Europe during lama visits. Moreover, nowadays Tibetan teachers explain Dharma mixing spoken language into the classical. That is another reason why it is necessary to learn spoken Tibetan.

The purpose of this book is to enable you to converse in Tibetan. No prior knowledge of Tibetan is needed.

The Alphabet

Lesson 1

1. Helpful hints for writing and reading:
 - a) Writing
 - b) Reading
2. Presentation of the first 12 letters:
 - a) Writing
 - b) Reading
 - c) Pronunciation
3. Exercises
4. Check your knowledge
5. What is to be memorized

1. Helpful hints for writing and reading

a) Writing

In order for the letters to become nice one should from the very start put some energy into learning the direction and order in which the lines of a letter should be drawn as well as put much attention into how the lines look. A few helpful hints might be:

- at the beginning use only a pencil; it is quite difficult to get nice shapes when training with a ball-pen. When you become pretty good at drawing the letters you can change the pencil to a pen.
- the best is if you get yourself a note book with ruled paper or one may draw the lines oneself
- the letters should be drawn quite big since it is easier to control the shape. Later on one can decide what size is the most suitable for making notes and exercises
- it is extremely helpful to, from the very beginning, draw the letters by simply copying them through transparent paper. The main chart with the alphabet and small charts with the combined letters

can be used for this purpose

- always remember the direction and the order of the lines, in other words the stroke order
- notice that the Tibetan letters are characterized by having both thin and thick lines. Try yourself to draw the letters in the same way - a pencil is very good for this purpose for one can by turning it in a special way express both kinds of lines
- what is also very important is to pronounce the letters while drawing them
- do not consider many hours you will have to spend above the desk writing the letters again and again as wasted time. On the contrary the fruits of that careful and diligent work will come and you will be very satisfied

b) Reading

- the fastest and most efficient way to learn is to read the letters together with a Tibetan person. Since the teachers are Tibetans this will not present any problem. It is almost impossible for a Westerner to pronounce the letters with their specific pitch and tone in the same way as Tibetans do. Thus, advice number one is to learn from them.
- each language has its own phonetic systems for foreign languages. Here you will find the most universal one. Through listening to a Tibetan and looking at the system you will recognize what English connotation corresponds to which Tibetan letter.
- do not get discouraged if your pronunciation does not sound as perfect as you would like it to be. What is the most important is that you can distinguish between the letters when listening to a Tibetan.
- you have read so many advices on what to do. Now one very important advice on what you should not do: **You should never under any circumstances write the pronunciation under the Tibetan letters in your own language. Simply, never do it! Learn from the beginning to read and write directly and only in Tibetan!** It will pay you off immensely. Though it might appear a bit tough in the beginning, you will learn faster by avoiding to write the pronunciation. It is a fact that a pronunciation is given in the charts, but it is only for sake of knowing how to pronounce the letters.
- 30 letters of the alphabet is pretty much to learn by heart. You could try to learn it by heart by reciting it every day many times. There is one checked method. If you have a rosary, recite the whole alphabet 108 times with it in the hand. After that you will know it by heart.
- finally a last hint. Cut small square pieces of paper and write on each piece one letter. Mix all the pieces and try to recognize and read the letters one by one.

2. Presentation of the first 12 letters

a) Writing

b) Reading

Read the letters combining them into groups of four each:

ཀ ཁ ག ཅ

ཙ མ ཇ ཉ

ཏ ཐ ཎ ད

c) Pronunciation

As mentioned, a full and accurate account of Tibetan pronunciation is fairly complex, and is best learnt from a native speaker. A simplified version is here presented as a pronunciation guide. Next to the Tibetan letters you will find English words. A blueprint letter points to the approximate pronunciation of a respective Tibetan letter. For example ཀ is pronounced like the English k in

king. Given English words are meant to be only a support in your home study since the correct pronunciation will be given in the classes by a Tibetan teacher. If you find some word in your own language in which a certain letter corresponds more accurately to the Tibetan, you are welcome to write it next to the words already given.

ཀ kill, king, seek, cap

ཁ ink-horn, cold

ག gun, go, dog, gone, good

ཅ sing, king, ring

ཙ teacher, chill

མ church-hill, champ, touchhole

ཇ jet, jump, jam, Jack

ཉ canyon, news

ཏ hatter, scatter

ཐ nut-hook, toe

ཎ dice, done

ད nut, no, not

A detailed presentation of phonetical transcription will be presented in the book *Colloquial 2*. It is not necessary at the beginner level to present a more advanced pronunciation system, especially since you are going to hear the correct Tibetan pronunciation everyday in the class. Thus, you can get used to the pronunciation through listening rather than by means of a written theory. However, for the sake of showing how the tongue should be

placed while pronouncing words and to point out the low and high pitches the following chart has been made. Do not let the chart confuse you, but treat it as a possible support. You can decide for yourself whether it is useful or not. You may omit this part in your home studies and concentrate on learning what is the most important and which is underlined in the memorization part.

	unaspirated surd short high pitch	aspirated high pitch	aspirated sonant long low pitch	unaspirated nasal soft & long low pitch
guttural	ཀ་	ཁ་	ག་	ང་
palatal	ཅ་	ཆ་	ཇ་	ཉ་
dental	ཏ་	ཐ་	ད་	ན་

3. Exercises

- Train writing the letters according to the advices given previously. Write them for as long as needed until you have perfected them.
- Read many times the 12 letters in the given order and according to the advices.

4. Check your knowledge

- How do you read and in which order and direction do you draw the lines of the following letters:
ཀ་ ཁ་ ག་ ང་ ཅ་ ཆ་ ཇ་ ཉ་ ཏ་ ཐ་ ད་ ན་ ཇ་ ཅ་
- Say all twelve letters by heart.

5. What is to be memorized

- The order and direction in which one draws the lines of the letters
- Recitation of the twelve letters

Lesson 2

1. Presentation of the second set of the twelve letters:
 - a)writing
 - b)reading
2. Excercices
3. Check your knowledge
4. What is to be memorized



- 1.Presentation of the second set of the twelve letters.

a)writing

b) Reading

Read the letters combining them into groups of four each:

q' r' s' t'

u' v' w' x'

y' z' a' b'

c) Pronunciation

q' page, pull, people, pat

r' uphill, pen, top-hat

s' boy, ball, bubble, bard

t' man, map, mat

u' parts, grits, eats, hats

v' tsar

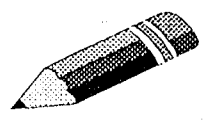
w' guards, adds

x' way, wave, water

y' shone, leisure, shah

- ॐ azure, as, sargeant
- २ hour, honour
- ॣ yard, year, yes, yawn

	unaspirated surd short high pitch	aspirated high pitch	aspirated sonant long low pitch	unaspirated nasal soft & long low pitch
labial	ॡ	ॢ	ॣ	।
palatal- sibilant	॥	०	ॢ	ॣ
sibilant	ॣ	।	॥	ॢ



2. Excercices

- a) Train yourself in writing the letters according to the advices
- b) Read the 12 letters many times in the given

order



3. Check your knowledge

- a) How do you read the following letters:

ॡ ॢ ॣ । ॥ ० ॢ ॣ

ॣ । ॥ ॢ ॣ । ॥ ॢ ॣ

ॡ ॢ ॣ । ॥ ॢ ॣ । ॥ ॢ ॣ

- b) Recite all 24 letters by heart in the right order



4. What is to be memorized

- a) The order in which one draws the lines of the letters
- b) The given letters in their correct order

Lesson 3

1. Presentation of the six remaining letters:
 - a) writing
 - b) reading
 - c) pronunciation
2. Presentation of the four vowels:
 - a) writing
 - b) reading
 - c) pronunciation
 - d) spelling
3. Exercices
4. Check your knowledge
5. What is to be memorized



1. Presentation of the six remaining letters:

- a) Writing

b) Reading

Read the letters combining them into groups:

ར་ འ་ ཤ་ ས་

ཉ་ ཨ་

c) Pronunciation

ར་ ray, rope, run, rail

འ་ last, large, laugh, light

ཤ་ sharp, ship

ས་ same, soon, sun

ཉ་ half, happy, heart, hut

ཨ་ far

	unaspirated surd short high pitch	aspirated high pitch	aspirated sonant long low pitch	unaspirated nasal soft & long low pitch
semivowel		ར་	འ་	
semivowel	ཤ་	ས་	ཉ་	ཨ་

3. The four vowels

Besides the vowel ཨ་ that is implicit in all consonants, there are four other vowels. A vowel sign is placed either above or below a consonant. These four have their own Tibetan names, which are important to know for the sake of spelling.

ཨི་ is called gigoo

ཨུ་ is called shabkyoo

ཨོ་ is called drengboo

ཨེ་ is called naro

Adding a vowel sign does not affect the pitch, aspiration or length of the consonant.

a) Writing

b) Reading

Read the four vowels in the given order:

ཨི ཨུ ཨེ ཨོ

c) Pronunciation

ཨི hit, relieve

ཨུ to, moon

ཨེ met, let

ཨོ or, low

d) Spelling

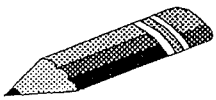
The method of spelling consonants in conjunction with vowels is basically a matter of adding up the components and pronouncing the final result. First pronounce the consonant, next the respective vowel's name and finally the resultant pronunciation.

ཀི ka gigoo gi

ཀུ ka shabkyoo ku

ཀེ ka drengboo ke

ka naro ko



2. Excercices

a) Train in writing the letters and the vowels according to the advice

b) Read many times the remaining six letters and the vowels

c) Spell the four vowels with all the thirty consonants



3. Check your knowledge

a) How do you read the following signs?

b) How do you spell the following consonants with vowels?

ka na ro ko

ka na ro ko

ka na ro ko



vowels

c) Recite the whole alphabet and the four vowels by heart

4. What is to be memorized

a) The remaining letters and the vowels

b) Their writing, reading and spelling

The syllable

Lesson 4

1. The Tibetan syllable
2. Presentation of the ten suffixes
 - a) Pronunciation
 - b) Spelling
3. Presentation of the second suffix
 - a) Pronunciation
 - b) Spelling
 - c) Dadra
4. Exercises
5. Check your knowledge
6. What is to be memorized



1. Tibetan syllables

The 30 letters of the alphabet can be combined in various ways to form complex Tibetan syllables. Every letter of the Tibetan alphabet is in fact a syllable, and inherently contains the vowel **a**. Such letter-syllables represent the minimum word unit in Tibetan. Every syllable ends with a dot, called **tsek**. The function of these dots is to separate the syllables. A Tibetan word can thus consist of either one or several syllables.

In a phonebook the names are arranged alphabetically according to the first letter of each name. This letter can be compared to what in Tibetan is referred to as the root letter of a syllable; it is the sound one pronounces first and upon which the rest of the syllable is based. This root letter can be surrounded by various other parts making up the syllable. Some are written in front of it, others above or below it and finally some are written after it. What follows now is a list of the possible elements of a syllable:

- the root letter	mingshi
- a vowel sign (unless the vowel is a)yang	
- a suffix	jenjuk
- a second suffix	yangjuk
- a prefix	ngönjuk
- a subscribed letter	ta
- a superscribed letter	go

2. Presentation of the ten suffixes

There are ten consonants that may be placed after a root letter within the same syllable. These are called suffixes. They function as the ending sound of the syllable. Since a syllable can only contain one vowel, one cannot pronounce the suffix with the sound **a**. For example in the word མར་ there are two letters མ་ and ར་. The first

letter is pronounced **ma**. The second letter is however not pronounced **ra** as if it was supposed to sound **mara**. We read it **mar**. These are the ten suffixes given in an alphabetical order:

ག ང ཅ ཉ ཐ མ ཡ ས ལ ས

a) Pronunciation

ག becomes a swallowed sound; it is pronounced so slightly that it can

ལག lak

ཐག thok

However, when followed by another syllable that is part of the word, it is often clearly pronounced and does not affect the length of the preceding vowel.

ལགཔ lakpa

ཐགཔ thukpa

ང is pronounced normally and produces a falling tone.

གང kang

ཅུང chung

རུངཔ rungwa notice that if ག or ཐ is the last syllable in a word it is pronounced wa or wo respectively.

ཅ is always silent and produces a falling tone.

སེཅ si

~~It also alters the pronunciation of certain preceding vowels:~~
a becomes similar to short e like in met, bed or long e in day
u becomes similar to German ü in dünn or the French u in sur
o becomes similar to German ö in fur or the French eu in jeu
These vowel sounds tend to be short.

ནེ ne

ཅེུ khü

ཐོེ bö

ཉ is pronounced normally.

སེཉ min

སེན་མོ་ senmo

It changes into m before the labials བ་ ཅ་ བ་ and མ་ within the same word.

རིན་པོ་ཆེ་ rimpoche

It also alters the pronunciation of certain preceding vowels in the same way as the suffix ཅ་

ཉན་ nyen

མུན་ mün

ཐོན་ཀ་ thönka

བ་ becomes very soft.

ལུབ་ nup

ཆབ་ chap

མ་ is pronounced normally and produces a falling tone.

ལམ་ lam

ཞིམ་པོ་ zhimpo

འ་ is called achung and is not pronounced. It does not affect the vowel's quality or length.

བཀའ་ ka

One often finds a vowel sign added to this suffix serving a grammatical purpose. In these cases the pronunciation is as follows.

མར་པའི་ marpey

ཞིམ་པའི་ zhimii

མེའི་ mey

མོའི་ khöy

ཀུའི་ gau

བེའི་ biu

ལེའུ་ leu

ལཔ་པའོ་ lappao

ཆེན་པོ་ chenpoo

ར་ lengthens the vowel and is pronounced softly.

ཐར་པ་ tharpa

གུར་ gur

ལ་ is pronounced softly.

རོལ་མོ་ rolmo

ནལ་ nal

ས་ is always silent, produces a falling tone and lengthens the vowel.

མིས་ mi

རིས་ re

It also alters the pronunciation of certain preceding vowels in the same way as the suffix ཏ་

ནས་ ne

དུས་ dü

མོས་པ་ möpa

b) Spelling

When spelling one first pronounces the main letter, the vowel, the suffix, and at the very end the final sound.

མིང་ ma gigu mi nga ming

དང་ da nga dang

དག་ da ga dak

རིའ་ ra drengboo re a shabkhyoo u reu

ནང་པ་ na nga nang pa nangpa

ནང་མིག་ na nga nang ma gigoo mi ga mig nangmig

ཇམ་བུ་ནད་ dza ma dzam ba shabkyoo bu na da ne dzambune

3. Presentation of the second suffix

There is only one second suffix letter ས', and it only occurs after the four letters ག་ ང་ བ་ མ་ .

a) Pronunciation

The second suffix does not affect pronunciation, which means that the final sound is determined by the first suffix letter.

ཁུངས་ khung

རིགས་ rig

རོགས་པ་ rokpa

b) Spelling

The second suffix is pronounced right after the first suffix.

སངས་ sa nga sa sang

གངས་ ga nga sa gang

ཐགས་ tha shabkyoo thu ga gas thuk

c) Dadra

In ancient Tibetan, there existed another second suffix letter ཏ་

called dadra. Although it is no longer written, it is understood to be present after the past tense of verbs ending on ན་ མ་ ལ་ . This is its only significance today. These are examples taken from old texts:

ཀུན་དུ་བཟང་པོ་

མཁུན་པ་

ཕ་རོལ་དུ་སྤྱིན་པ་

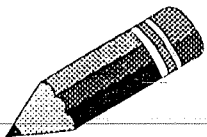


4. Excercices

a) Read, spell and write the following words:

ཉི་ལོ་པ་ ན་རོ་པ་ མར་པ་ མི་ལ་རས་པ་ མེར་ ལས་ དང་པོ་ དང་པ་ དོན་ རྟོན་པ་ ལོ་གུ་
 ཚམ་པ་ བད་ཀན་ རྩམ་བུ་ ན་རྩལ་ ཤེས་པ་ རག་པ་ ནམ་གུང་ རྩེ་ རྩོངས་པ་ ཚང་ རོག་
 ཉི་མ་ ཚམ་ཚམ་ རོང་པ་ ར་ དལ་ རྒྱུ་གོག་ མང་པོ་ ཉན་དུར་ རྩོག་མ་ མེད་པ་ བག་པ་ རིད་པ་
 ཚོར་བ་ ལུས་ངན་ ལེགས་པ་ ཤར་ ཉོར་ སེམས་ རྩིག་ ལམ་ཚི ལུགས་ཚེ་བ་ ཡིན་ རི་ཤང་ ལཱ་ལུ་
 རམས་ རྒྱལ་ ཡིད་ ནག་པོ་ ཡི་གེ་ བགས་པ་ དུག་ ལ་དོག་ རྩེ་ བེར་ནག་ཚན་ ཚན་དན་ ཚད་མ་
 ལབ་ ལུས་ རྩོགས་ལམ་ བོད་པ་ ལཱ་མོ་ ཚང་ཉི་བུ་ ལམ་བུ་ ལམ་ཀ་ དེབ་ རམ་པ་ ལུ་
 རས་ དག་པའི་རྩིང་ལམས་ རབས་ ཡི་ཤེས་ བལ་ལུལ་ ལག་པོ་ ཤེས་རབ་ ཉམ་པ་ ལང་གི་ ལོ་ལོ་
 བག་རྒྱལ་
 ལམ་སང་ ཤིན་དུ་ རུས་པ་ ལུས་མ་ རིལ་བུ་ རོ་མ་ རྒྱབས་ ལིན་ཇི་ ཉན་ཚོས་

b) Identify the root letter, vowel, suffix and second suffix in the words given in excercise a)



5. Check your knowledge

- a) What is a suffix?
- b) What happens to the inherent a of the suffix letter?
- c) Which suffixes are silent?
- d) Which suffixes alter the vowel?
- e) Which vowels are then altered and how?
- f) How do you pronounce བ་ and མོ་ when they are the last syllable of a word?
- g) Does one pronounce the second suffix?
- h) How does one pronounce a word ending with achung

- having a vowel?
i) How does one spell if the word has a second suffix?

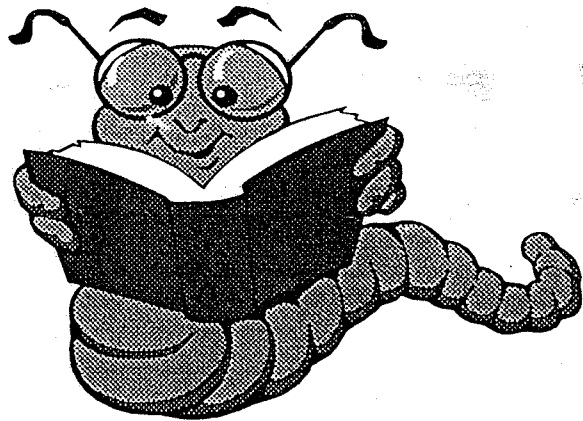
6. What is to be memorized

- a) The ten suffixes (for the tough ones!)
- b) Which suffixes are silent
- c) Which suffixes alter the vowel
- d) How the vowels are altered
- e) The second suffix is always er

- f) How er and er are pronounced

when they are the last syllable of a word

- g) How the suffix achung is pronounced when it carries a vowel



Lesson 5

1. Presentation of the five prefixes
 - a) pronunciation
 - b) spelling
2. Identifying the root letter
3. Exercises
4. Check your knowledge
5. What is to be memorized



1. Presentation of the five prefixes

There are five consonants that may be placed in front of the root letter within the same syllable. These are called prefixes and are never pronounced. They seem to be remainders of pronunciation in ancient Tibetan. Nowadays one could say that their function is to distinguish homophones in writing. These are the five prefixes given in an alphabetical order:

ག་ ད་ བ་ མ་ འ་

a) Pronunciation

In some cases prefixes alter the pronunciation of the root letter. These changes are, however, very subtle and will not be explained here. They will be learned through experience.

ག་ Examples:

གཡུ་ yu

གནས་ ne

གཡག་ yak

ད་ Examples:

དཀར་པོ་ karmo

དགའ་བ་ gawa

དམན་ men

One peculiar combination which has a unique pronunciation is the prefix ད་ plus the root letter བ་ .

- when བ་ is prefixed by ད་ alone without a vowel then it is pronounced wa

དབང་ wang

- When བ་ is preceded by ད་ and has a vowel then only the vowel is pronounced:

དབུ་ oo

དམོ་ o

དབུས་ ü

བ་ Examples:

བཞེས་ she

བསོད་ནམས་ sönam

མ་ Examples:

མགོ་ go

མཇུག་ juk

འ་ Examples:

འཁོར་བ་ khorwa

འཇིག་ jik

When the prefix འ་ is preceded by a syllable ending on a vowel within the same word, it is pronounced as n.

དགོ་འདུན་ gendün

མ་འགགས་པ་ mangäpa

b) Spelling

When spelling words with prefixes one adds the sound o to the prefix.

གཙོད་ gao ca naro co da cö

དགོ་བ་ dao ga drenboo ge wa gewa

དབུ་ dao wa shabkyu u

དམུ་ dao ma shabkyu mu

དབང་པོ་ dao wa nga wang po naro po wangpo

དགོ་འདུན་ dao ga drenboo ge ao da shabkyoo du na dün gendün

བཞི་ bao zha gigu zhi

བཀུ་བ་ bao ka shabkyoo ku ba kuwa

མདོ་ mao da naro do

མགོ་མོ་གཡོག་ mao ga naro go ma naro mo gao ya naro yo ga yok gomoyok

འདུ་ ao da shabkyu du

འབྲུགས་པ་ ao ba shabkyoo bu ga sa buk pa bukpa

2. Identifying the root letter

Since the root letter is fundamental to figuring out both how to pronounce a syllable as well as how to look up this word in a dictionary, we will cover all the possibilities to be found. The root letter is easily found whenever there is a written vowel above or below:

ཚོས་ མིན་ དངོས་

If there is no written vowel which means that the vowel is a , then:

- if there are two letters, the first one is the root letter:

དམ་ ཅན་ དང་

note if the second letter were to be the root letter and the first a prefix then an འ་ must be added after the second

letter to indicate this spelling.

མང་ མངའ་ དག་ དགའ་

- if there are four letters in a row the second one is the root letter

བཞགས་ གདམས་ འབངས་ འབབས་

- if there are three letters in a row, this is the only case that can be ambiguous.

a) if the final letter is not ས་ then the second letter is the root

letter. Another way to check this is that the first letter must be a prefix letter ག་ ད་ བ་ མ་ འ་

དམན་ བདག འཇམ་ དབལ་

b) if the final letter is ས་ and the second letter is not ག་ ད་ བ་ མ་

then the second letter is the root letter.

གནས་ བདས་ འདས་

c) if the final letter is ས་ and the second letter is ག་ ད་ བ་ མ་

then the first letter is the root letter

ལགས་ བབས་ ལངས་

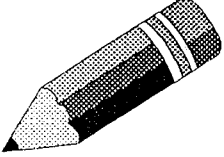
There are eight exceptions where the root letter is the second one, for example:

དགས་ དམས་ འགས་ མངས་

3. Excercices

a) Read, spell and write the following words:

འཆི་བ་ བཅད་པ་ དདུལ་ འཕུར་བ་ བཟོད་པ་ གཡུ་ གངས་ ལུགས་མཐུན་ བཞི་བཅུ་ཐམ་པ་ མ་མཚམས་ དབང་ཚེན་ འཚོབས་ མགོ་ནད་
 མཐའ་ཚད་ ཞི་འཁོན་ ནང་གི་ཨ་མ་ དཔེ་མཚོན་ བཟོ་བ་ གཞུགས་པོ་ ཁམས་ བཀའ་དབང་ གཟིག་ ཉུས་
 འཁོར་ བདེ་པོ་ འདུག་ འདོད་པ་ ག་བར་ མཚུབ་མོ་ གཙོ་པོ་ མི་མདའ་ བདག་པོ་ འབག་ གཟའ་མིག་
 དམར་ ཡག་ཤོས་ དཀོན་མཚོག་ དབུ་མ་ ག་དུས་ མཁས་པ་ མཐོང་བ་ མཚན་ ཨོ་ཁུང་ གཟིག་ གཉིས་
 གསུམ་ བཞི་ བདུན་ དགུ་ བཅུ་ རག་ ཟངས་ གོས་ཚེན་ དབུགས་ དགུན་ཀའི་གནམ་གཤིས་ ཉ་ཅང་
 དགོངས་དག་ བཏང་བ་ ནམ་མཁའ་ ནག་པ་ འཇའ་ཚོན་ ཙོ་ཙོ་ མ་ལྷང་ ནང་གསེས་ མངོས་པོ་ ན་བཟའ་



གཅན་གཟན་ མཁན་པོ་ གཞུང་འཇིན་

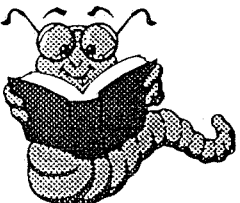
b) Identify the root letter, prefix, vowel, suffix and second suffix in the words from the excercise a)



4. Check your knowledge

- a) What is a prefix?
- b) Are prefixes silent?
- c) How are བ་ and འ་ pronounced when they are preceded by the prefix ད་

d) How does the prefix achung change when it within the same word is preceded by a syllable ending with a vowel?



5. What is to be memorized

- a) The five prefixes
- b) The rules for བ་ being preceded by the prefix ད་
- c) The pronunciation of the prefix achung when it within the same word is preceded by a syllable ending with a vowel
- d) How to spell prefixes

Lesson 6

1. The demonstrative pronouns and demonstrative adjectives
 - a) Singular
 - b) Plural
2. Simple sentence structure
 - Word order
 - Shek
 - The verb རིན་
3. Exercises
4. Check your knowledge
5. What is to be memorized
6. Vocabulary



1. The demonstrative pronouns and demonstrative adjectives

a) Singular

There are two main demonstrative pronouns:

འདི་ this དེ་ that

If the demonstrative pronouns are joined with a noun they become demonstrative adjectives, which are always placed **after** the noun:

དེབ་འདི་ this book དེབ་དེ་ that book

ནག་པང་འདི་ this blackboard ་ནག་པང་དེ་ that blackboard

ཁང་པ་འདི་ this house ཁང་པ་དེ་ that house

b) Plural

There are two plural demonstrative pronouns:

འདི་ཚོ་ these དེ་ཚོ་ those

If these plural demonstrative pronouns are joined with a noun, they become demonstrative adjectives, which are always placed **after** the noun:

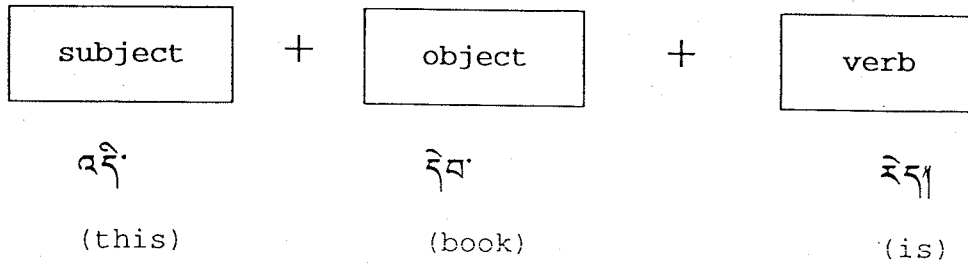
དེབ་འདི་ཚོ་ these books དེབ་དེ་ཚོ་ those books

ནག་པང་འདི་ཚོ་ these blackboards ་ནག་པང་དེ་ཚོ་ those blackboards

ཁང་པ་འདི་ཚོ་ these houses ཁང་པ་དེ་ཚོ་ those houses

2. Simple sentence structure

In Tibetan the verb always comes at the end of the sentence. The verb is preceded by the subject which is followed by the object:

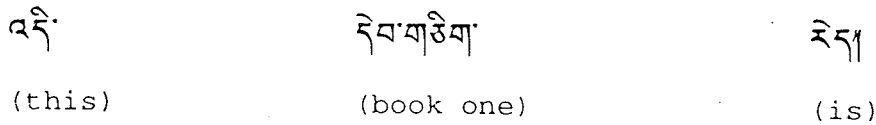


This is a book.

Note that the sentence ends with a vertical line, which is called **shek**. Its function is to indicate a full stop.

In spoken Tibetan there is no article to denote a chair - it is implied. If you want to specify one of something, for instance **one book**, use the word for one གཅིག་ that is placed after the noun it

refers to:



This is one book.

Sentences with demonstrative pronouns:

འདི་ནག་པང་རེད། This is a blackboard.

དེ་ཁང་པ་རེད། That is a house.

འདི་ཚོ་ནག་པང་རེད། These are blackboards.

དེ་ཚོ་ཁང་པ་རེད། Those are houses.

Sentences with demonstrative adjectives:

དེབ་འདི་ནག་པོ་རེད། This book is black.

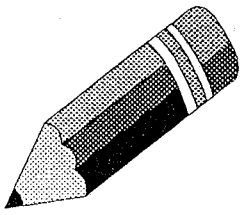
ནག་པང་དེ་ནག་པོ་རེད། That blackboard is black.

ཁང་པ་འདི་ཚོ་དམར་པོ་རེད། These houses are red.

དེབ་དེ་ཚོ་དམར་པོ་རེད། Those books are red.

3. Exercises

a) Train your reading with the following sentences.



འདི་མི་དོག་རེད། མི་དོག་འདི་མཛེས་པོ་རེད། མི་དོག་ཁ་ཤམ་དཀར་པོ་རེད། མི་དོག་གཞན་དག་མིར་པོ་
 རེད། འདི་ཚོ་བྱ་མོ་རེད། བྱ་མོ་འདི་ཚོ་རྒྱང་རྒྱང་རེད། བྱ་མོ་ཁ་ཤམ་མཛེས་པོ་རེད། བྱ་མོ་འདི་ཚོ་བོད་པ་
 རེད། དེ་མཉེ་རེད། མ་ཉེ་དེ་ཚེན་པོ་རེད། མ་ཉེ་ཁ་ཤམ་ནག་པོ་རེད། མ་ཉེ་དེ་གཞོན་གཞོན་རེད། དེ་ཚོ་
 ཚོང་པ་རེད། ཚོང་པ་དེ་ཚོ་བོད་པ་རེད། ཚོང་པ་ཁ་ཤམ་ཡག་པོ་རེད། ཚོང་པ་ཁ་ཤམ་ངན་པ་རེད། འདི་ཀ

བ་རེད། ཀ་བ་འདི་མཐོ་བོ་རེད། ཀ་བ་ཁ་ཤམ་ནག་པོ་རེད། ཀ་བ་གཞན་དག་དམར་པོ་རེད།

b) Spell all the words from the exercise a)

c) Translate into English:

འདི་ དེ་ འདི་ཚོ་ དེ་ཚོ་

མི་དོག་འདི་ བྱ་མོ་དེ་ དེབ་དེ་ཚོ་ ཉེ་འདི་ཚོ་

འདི་མི་དོག་རེད། དེ་བྱ་མོ་རེད། འདི་ཚོ་ནག་པང་རེད། དེ་ཚོ་མ་ཉེ་རེད།

དེབ་འདི་གསར་པ་རེད། ར་དེ་ཚ་པོ་རེད། མ་ཉེ་འདི་ཚོ་ཚེན་པོ་རེད། ནག་པང་དེ་ཚོ་ནག་པོ་རེད།

d) Translate into Tibetan:

this that these those
 this boy that tea these flowers those people
 This is a hand. That is a house. These are girl
 Those are heads. This water is hot. That hand is big.
 These businessmen are good. Those flowers are beautiful.

e) Get hold of a Tibetan and say three sentence to him/her, for example:

འདི་དེབ་རེད། This is a book.

ཁང་པ་དེ་དམར་པོ་རེད། That house is red.

འདི་ནག་པོ་རེད། This is black.

4. Check your knowledge



- a) Say the four demonstrative pronouns
- b) Where do you place a demonstrative adjective in connection with a noun?
- c) Where are verbs placed in a sentence?
- d) What do you call the vertical line that ends a sentence?



5. What is to be memorized

- a) The four demonstrative pronouns
- b) The word order
- c) The verb རེད་
- d) The fact that the demonstrative adjectives in connection with nouns are placed right **after** the nouns.
- e) Only for tough ones - the vocabulary!

6. Vocabulary

ཁང་པ་ house

ཕུ་ boy

མགོ་བོ་ head

ཕུ་མོ་ girl

གཅིག་ one

མ་ཉེ་ water buffalo

ཚུ་ water

མེ་དྲོག་ flower

ཆེན་པོ་ big

དམར་པོ་ red

ཇ་ tea

ཚ་པོ་ hot

ཉ་ fish

ཚོང་པ་ businessman

དེ་ that

མཛེས་པོ་ beautiful

དེ་ཚོ་ those

རེད་ is, are

དེབ་ book

ལག་པ་ hand

འདི་ this

གསར་པ་ new

འདི་ཚོ་ these

ནག་པང་ blackboard

ནག་པོ་ black

Lesson 7

1. Question and answers with རེད་

2. Negation with རེད་

a) Negation of a statement

b) Negation of answers

c) Negated questions

3. Exercises

4. Check your knowledge

5. What is to be memorized

6. Vocabulary



1. Question and answers with རེད་

To form a question in a sentence with རེད་ one adds བས། at the end:

འདི་དེབ་རེད་པས།

Is this a book?

If one wants to answer this question with yes, one repeats རེད་. This is because there is no specific word for yes in Tibetan. In order to make the answer sound polite one first says ལགས་ which does not carry any real meaning apart from giving a sense of politeness.

ལགས་རེད།

Yes, it is.

Examples:

དེ་ཁང་པ་རེད་པས།

Is that a house?

ལགས་རེད།

Yes, it is.

འདི་ཚོ་ནག་པང་རེད་པས།

Are these blackboards?

ལགས་རེད།

Yes, they are.

ཁང་པ་དེ་ཚོ་དམར་པོ་རེད་པས།

Are those houses red?

ལགས་རེད།

Yes, they are.

2. Negation with རེད་

a) Negation of a statement

One negates རེད་ by placing མ་ in front of it:

འདི་དེབ་མ་རེད། This is not a book.

Examples:

དེ་ནག་པང་མ་རེད། This is not a blackboard.

མ་ཉི་འདི་ཚོ་ཚེན་པོ་མ་རེད། These water buffalos are not big.

b) Negation of answers

འདི་མི་དོག་རེད་པས། Is this a flower?

ལགས་མ་རེད། No, it is not.

Examples:

དེ་ཁང་པ་རེད་པས། Is this a house?

ལགས་མ་རེད། No, it is not.

ནག་པང་འདི་ཚོ་དམར་པོ་རེད་པས། Are these blackboards red?

ལགས་མ་རེད། ནག་པོ་རེད། No, they are not. They are black.

ཀ་བ་དེ་ཚོ་སེར་པོ་རེད་པས། Are those pillars yellow?

ལགས་མ་རེད། དམར་པོ་རེད། No, they are not. They are red.

c) Negated questions

འདི་དེབ་མ་རེད་པས། Is this not a book?

ལགས་རེད། Yes, it is.

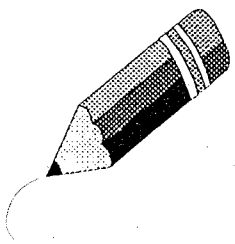
ལགས་མ་རེད། No, it is not.

Examples:

དེ་ཁང་པ་མ་རེད་པས།	Is that not a house?
ལགས་མ་རེད། དེ་དགོན་པ་རེད།	No, it is not. It is a monastery.
མེ་དྲོག་འདི་ཚོ་མཛེས་པོ་མ་རེད་པས།	Are these flowers not beautiful?
ལགས་རེད།	Yes, they are.

3. Exercises

a) Train your reading with the following sentences:



འདི་ནག་པང་རེད་པས། ལགས་རེད། ནག་པང་འདི་ཆེན་པོ་རེད་པས། ལགས་རེད།
 ནག་པང་དེ་ཆེན་པོ་རེད་པས། ལགས་མ་རེད། ནག་པང་དེ་རྒྱང་རྒྱང་རེད། ནག་པང་འདི་
 ཚོ་དམར་པོ་མ་རེད་པས། ལགས་མ་རེད། ནག་པང་འདི་ཚོ་ནག་པོ་རེད། ནག་པང་དེ་ཚོ་རྒྱང་རྒྱང་རེད་པས།
 ནག་པང་ཁ་གསུང་རྒྱང་རྒྱང་རེད། ནག་པང་ཁ་གསུང་རྒྱང་རྒྱང་མ་རེད། ཁང་པ་དེ་ཆེན་པོ་མ་རེད་པས། ལགས་མ་
 རེད། ཁང་པ་དེ་མཛེས་པོ་རེད་པས། ལགས་རེད། ཁང་པ་དེ་ཉ་ཅང་མཛེས་པོ་རེད། ཁང་པ་དེ་ནག་པོ་མ་རེད་
 པས། ལགས་མ་རེད། ཁང་པ་དེ་དམར་པོ་རེད།

b) Spell all the words from exercise a)

c) Translate into English:

འདི་འོ་མ་རེད་པས། ལགས་རེད།
 དེ་འདི་ཆེན་པོ་རེད་པས། ལགས་རེད།
 དགོན་པ་དེ་ཚོ་གསར་པ་མ་རེད་པས། ལགས་མ་རེད།
 ཚོང་པ་འདི་ཚོ་ཡག་པོ་རེད་པས། ལགས་མ་རེད།

d) Translate into Tibetan:

Is this a hand? No, it is not.
 Aren't these girls beautiful? Yes, they are.
 Isn't this water hot? No, it is not.
 Is that house a monastery? Yes, it is.

e) Get hold of a Tibetan and ask him three questions.



4. Check your knowledge

- How does one make a question with རེད་?
- How does one say yes and no in Tibetan?
- How does one make negations?



5. What is to be memorized

- The question particle
- The negation particle
- How to say yes and no in Tibetan
- For the tough ones - the vocabulary

6. Vocabulary

ཀ་བ་ pillar

འཛ་ milk

ཁ་ཤས་ some

ཡག་པོ་ good

དགོན་པ་ monastery

སེར་པོ་ yellow

ཚུང་ཚུང་ little

དྲ་ཅང་ very

1. Presentation of the seven combination letters with subscribed w

2. Six personal pronouns.

3. Excercices.

4. Check your knowledge.

5. Memorization.

1. Presentation of the first seven combination letters.

2. Personal pronouns.

3. Excercices.

4. Check your knowledge.

5. Memorization.

Lesson 7

1. Presentation of the possessive case.
2. Presentation of the six possessive pronouns.
3. Exercices.
4. Check your knowledge.
5. Memorization.

1. Possessive case.
p.20french
2. Possessive pronouns.
3. Exercices.
4. Check your knowledge.
5. Memorization.

Lesson 8

1. Presentation of the 14 combination letters with subscribed མ.

2. Presentation of the first question word བཅིང

3. Excercices.

4. Check your knowledge.

5. Memorizatiion.

1. The 14 subscribed combination letters.

2. The question word. _____

3. Excercices.

4. Check your knowledge.

5. Memorization.

Lesson 9

1. Presentation of the six combination letters with subscribed འ

2. Presentation of the Tibetan words: འ་ རྣམ་ ག་པར་ ག་པར་རྣམ་

3. Exercises.

4. Check your knowledge.

5. Memorization.

1. The six combination letters with subscribed འ

2. The first two grammatical particles and two more question words.

3. Exercises.

3. Check your knowledge.

4. Memorization.

Lesson 10

1. Review.
2. Exercices.

1. Reviewing lessons 1-9

2. Exercices.

Lesson

1. Presentation of the 12 combination letters with superscribed α .
2. Presentation of the 10 combination letters with superscribed α .
3. Presentation of the combination letters with superscribed α .
4. Spelling.
5. Excercises.
6. Check your knowledge.
7. Memorization.

1. Presentation of the letters with superscribed α .
2. Letters with superscribed α .
3. Letters with superscribed α .
4. Spelling.
5. Excercises.
6. Check your knowledge.
7. Memorization.

Lesson 12

1. Dictionary

Lesson 8

1. Nouns and adjectives together
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. Nouns and adjectives together

Adjectives always come after the noun that they modify. In the following examples the order in which various kinds of adjectives follow after the noun is given:

- a noun together with a single adjective

ཁང་པ་ཆེན་པོ་ a big house

- a noun together with a demonstrative adjective

ཁང་པ་འདི་ this house

- a noun together with an adjective and a demonstrative adjective

ཁང་པ་ཆེན་པོ་འདི་ this big house

- a noun together with an adjective and a quantitative adjective

ཁང་པ་ཆེན་པོ་གང་ག་ all big houses

མི་ཡག་པོ་ཚང་མ་ all good people

Notice that གང་ག་ refers to things and ཚང་མ་ refers to beings

མི་དོག་སེར་པོ་ཁ་ཤས་ some yellow flowers

བྱ་མོ་ཆུང་ཆུང་ཉུང་ཉུང་ a few small girls

ནག་པང་ནག་པོ་མང་པོ་ many black blackboards

- a noun together with an adjective, a numeral adjective and a demonstrative adjective

ཁང་པ་ཆེན་པོ་གསུམ་པོ་དེ་ those three big houses

དེབ་དམར་པོ་དང་པོ་ the first red book

ལག་པ་དཀར་པོ་གསུམ་པ་

the third white hand

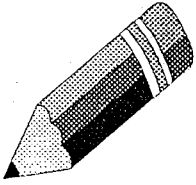
Notice how to make ordinal numbers; one simply adds པ་ to the cardinal number. The only exception is first.

- a noun together with an adjective and a distributive adjective

ཀ་བ་མཛེས་པོ་རི་རི་

each beautiful pillar

2. Exercises



a) Train your reading on the following sentences:

འདི་ལག་པ་རིང་པས། ལགས་རིད། ལག་པ་འདི་ཆེན་པོ་རིང་པས། ལགས་

མ་རིད། ལག་པ་འདི་རྒྱང་རྒྱང་རིད། ལག་པ་རྒྱང་རྒྱང་འདི་དམར་པོ་རིད། དེ་

གཞུ་གཅིག་རིང་པས། ལགས་མ་རིད། དེ་ཚོ་གཞུ་གསུམ་རིད། གཞུ་དང་པོ་དེ་མཛེས་པོ་རིད།

ཡིན་ན་ཡང་གཞུ་གཉིས་པ་དེ་མཛེས་པོ་མ་རིད། གཞུ་གསུམ་པ་དེ་ཉ་ཅང་རྒྱང་རྒྱང་མ་རིང་པས།

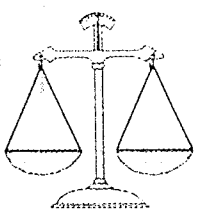
ལགས་མ་རིད། ཆེན་པོ་རིད།

- b) Spell the words from exercise a)
- c) Translate exercise a) into English
- d) Translate into Tibetan:

These big water buffaloes are not black.
 These ten red houses are beautiful.
 Is this little girl a Tibetan?
 Those are nine flowers.
 Isn't this hot tea delicious?
 Is that new monastery big? Yes, it is.
 Are all flowers yellow? No, they are not.
 Some flowers are yellow. Others are red.
 Aren't many Tibetans small?

e) Get hold of a Tibetan and ask him three different questions

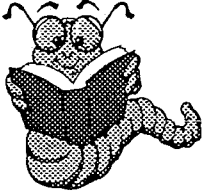
3. Check your knowledge



- a) Where is an adjective placed in relation to a noun?
- b) What is the order of demonstrative adjectives, nouns and adjectives?
- c) What order do you place adjectives, nouns and numeral adjectives in?

4. What is to be memorized

- The order in which various adjectives come after a noun
- For the tough ones - the vocabulary



5. Vocabulary

གང་ག་	all	གཞུང་	relic box, a gau
དགུ་	nine	གཅིག་	one
བཅུ་	ten	ཉུང་ཉུང་	few
གཉིས་པ་	second	དང་པོ་	first
བོད་པ་	Tibetan	མི་	people
ཚང་མ་	all	ཞིམ་པོ་	delicious
གཞན་དག་	other, others	ཡིན་ན་ཡང་	but, however
རི་རི་	each, every	གསུམ་	three
གསུམ་པ་	third		

Lesson 9

1. The interrogative pronouns:

a) ག་རེ་

b) སུ་

2. Exercises

3. Check your knowledge

4. What is to be memorized

5. Vocabulary



1. The interrogative pronouns:

Questions are formed either by adding the interrogative particle ལས་

as explained in lesson 7 or by using an interrogative pronoun, such as **what** or **who**. These two interrogative pronouns will be presented in this lesson.

a) ག་རེ་ what

འདི་

(this)

ག་རེ་

(what)

རེད།

(is)

What is this?

When one uses an interrogative pronoun, one should not add the interrogative particle ལས་ after the verb. Following the rule that the subject is placed first and the verb at the end of the sentence, the interrogative pronoun is placed in between.

Examples:

འདི་ག་རེ་རེད།

What is this?

འདི་དེབ་རེད།

This is a book.

འདི་ཚོ་ག་རེ་རེད།

What are these?

འདི་ཚོ་དགོན་པ་རེད།

These are monasteries.

གཞུ་ག་རེ་རེད།

What is a gau?

དབུ་མ་ག་རེ་རེད།

What is the Middle Way?

ཁང་པ་དེ་ཚོ་ག་རེ་རེད།

What are those houses?

ཁང་པ་དེ་ཚོ་དགོན་པ་རེད།

Those houses are monasteries.

b) ལྟ་ ལྟ་ who

དེ་ ལྟ་ རེད།
(that) (who) (is)

Who is that?

The rules mentioned under point a) also apply here.

Examples:

དེ་ལྟ་རེད། Who is that?

དེ་པ་སངས་ལྟ་རེད། That is Pasang.

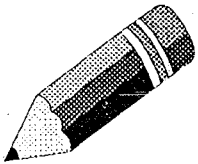
མི་དེ་ཚོ་ལྟ་རེད། Who are those people?

མི་དེ་ཚོ་བོད་པ་རེད། Those people are Tibetans.

པ་སངས་ལྟ་རེད། Who is Pasang?

པ་སངས་བོད་པ་ཞིག་རེད། Pasang is a Tibetan.

2. Exercises



a) Train reading on the following sentences:

འདི་ག་རེ་རེད། འདི་ཞི་མི་རེད། ཞི་མི་འདི་ཚེན་པོ་མ་རེད་པས། ལགས་མ་རེད།
ཞི་མི་འདི་དྭ་ཅང་རྒྱང་རྒྱང་རེད། ཞི་མི་ཚང་མ་རྒྱང་རྒྱང་རེད་པས། ལགས་མ་རེད།
ཞི་མི་ཁ་ཤས་ཚེན་པོ་རེད། གཞན་དག་རྒྱང་རྒྱང་རེད། དེ་ག་རེ་རེད། དེ་ཡང་ཞི་མི་རེད།

b) Spell the words from exercise a)

c) Translate the sentences in exercise a)

d) Translate into Tibetan:

What is this?
What is that?
What are these?
Are these blackboards red?
What are those things?

This is a head.
That is a yellow book.
These are blackboards.
No, they are not.
These are books and papers.

Who is this?
Is this girl a Tibetan?
Who are those businessmen?
Who is that man?
What is a carpenter?

This is a girl.
No, she is not.
Those businessmen are Tibetans.
That man is a carpenter.
It is a profession.



3. Check your knowledge

- What are the two interrogative pronouns presented in this lesson and what do they mean?
- Where are interrogative pronouns placed in a sentence?

4. What is to be memorized

- The two interrogative pronouns
- Where one places the interrogative pronoun
- How to ask questions with **ག་རེ** and **སུ**
- The vocabulary



5. Vocabulary

ག་རེ	what
ཅ་ལག	things
དང	and
མི	man
འཚོ་ཁབས་	profession
ཞི་མི	cat
ཡང	also
གིང་བཟོ་བ་	carpenter
ཤོག་པུ་	papers
སུ	who

Lesson 10

1. Presentation of the subscribed letter ཡ'
- a) Writing
- b) Pronunciation
- c) Spelling
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. Presentation of the subscribed letter ཡ'

As was mentioned in lesson 4 a syllable may contain various elements. So far the root letter, vowel sign, suffixes, second suffix, and prefixes have been presented. Now follows an explanation on the subscribed letters of which there are four:

- ཡ'བདགས་ yata (affixed ya)
- ར'བདགས་ rata (affixed ta)
- ལ'བདགས་ lata (affixed la)
- སྐ་ཟུར་ wasur (wa corner)

These are placed under the root letter in a modified form. In this lesson only the first subscribed letter will be presented.

Yata is subscribed to seven letters in an abbreviated form

- a) Writing

b) Pronunciation

When subfixed in this way ལ་ affects the pronunciation of the syllable. The three glottals ཀ་ ཁ་ ག་ are pronounced normally with a y sound added. The pitch of the letters remain the same:

ཀ་	ཁ་	ག་
kya	khya	gya

The four labials བ་ མ་ བ་ མ་ are totally palatalized, though the pitches remain the same:

ཅ་	ཇ་	ཉ་	ལ་
ca	cha	ja	nya

c) Spelling

Here also one spells by adding the elements of a syllable in the following order:

- ཀ་ ka yata kya
- ཁ་ kha yata khya
- ག་ ga yata gya
- ཅ་ pa yata ca
- ཇ་ pha yata cha
- ཉ་ ba yata ja
- ལ་ ma yata nya
- ལཱ་ kha yata khya gigoo khyi

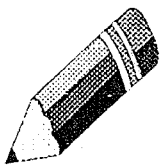
ལྷོང་བ་ ma yata nya naro nyo nga nyong wa nyongwa

འཕུག་པ་ ao pha yata cha shabkyoo chu ga chug pa chugpa

དབྱར་ཀ་ dao wa yata ya ra yar ka yarka (notice the pronunciation of བ་ with yata when preceded by the prefix ད་)

2. Exercises

a) Train your reading with the following sentences:



དེ་ཚོ་ག་རེ་རེ་དཀ། དེ་ཚོ་བྱ་རེ་དཀ། བྱ་ཁ་ལས་བྱ་རེ་ག་རེ་དཀ། བྱ་གཞན་དག་བྱ་མོ་དང་བྱ་མོ་
 རེ་དཀ། བྱ་མོ་འདི་མགྲོགས་པོ་རེ་དཀ། ཡིན་ན་ཡང་བྱ་མོ་དེ་དལ་པོ་རེ་དཀ། བྱ་རེ་ག་གང་ག་ཉ་ཅང་
 མགྲོགས་པོ་རེ་དཀ། འདི་ག་རེ་རེ་དཀ། སྤྱི་ལཱ་མ་རེ་དཀ་པས། ལགས་རེ་དཀ། འདི་ཚོ་ག་རེ་རེ་དཀ། འདི་
 ཚོ་བྲི་རེ་དཀ། བྲི་འདི་ཚོ་ནག་པོ་རེ་དཀ།

b) Spell the sentences from exercise a)

c) Translate the sentences from exercise a)

d) Translate into Tibetan:

Aren't these two dogs big? Yes, they are.
 Isn't this the northern direction? No, it is not.
 Aren't those small birds fast? Yes, they are.
 Isn't that leopard fast? Yes, it is.
 Aren't those turquoises and corals beautiful? Yes, they are.

3. Check your knowledge

a) How many subscribed letters are there?

b) How do you read and spell the following words:



བྱ་མོ་ མུ་གྱ་ བྱང་ བྱག་ དཀྱིལ་འཁོར་ དབྱིབས་ བྱེ་མ་ཀར་ འགྱུར་བ་
 མུ་ངན་ལས་འདས་པ་ དབྱེ་བ་ བྱང་རྩལ་ ལྷུང་བ་ དཀྱུས་མ་ དབྱུངས་ཅན་མ་

4. What is to be memorized

a) Writing, pronunciation, and spelling of the seven yatas

b) How to pronounce བྱ when it is preceded by the prefix ད

c) The vocabulary



5. Vocabulary

	ཁྱི་	dog	བྱ་རོག་	crow
ག་ལེ་	slow		བྱང་ཕྱོགས་	northern direction
མགྲོགས་པོ་	fast		བྱིའུ་	small bird
དལ་པོ་	slow (for movements)		བྱ་རུ་	coral
བྱ་	bird		གཞིག་	leopard
བྱ་ཕོ་	rooster		གཡུ་	turquoise
བྱ་མོ་	hen			

Advice! Buy yourself a small notebook and put the vocabularies of all the lessons into it following the alphabetical order of the English words.

Lesson 11

1. Presentation of personal pronouns
2. Presentation of the verb ཡིན་
 - a) Statement
 - b) Negation
 - c) Question
3. Exercises
4. Check your knowledge
5. What is to be memorized
6. Vocabulary



1. Presentation of personal pronouns

There are many words that are used as personal pronouns in Tibetan - there are, for example, more than eight words just for I! It is, however, not necessary to learn all of these, so just the most common ones will be given here:

singular		plural	
ང་རང་	I	ང་ཚོ་	we
ཁྱེད་རང་	you	ཁྱེད་རང་ཚོ་	you
ཁོ་རང་	he, she, it	ཁོ་རང་ཚོ་	they

Notice that the personal pronouns in plural end on ཚོ་. This is so called plural particle, i.e. a certain syllable that can be added to a noun or pronoun, and thus indicates plural.

You have previously seen the same plural particle in connection with the demonstrative pronouns. Like adjectives, plural particles are always added after the noun or pronoun they refer to. If the noun is modified by an adjective, the plural particle is placed after this adjective. Quite often Tibetan does not indicate the plural when it is obvious from the context that a noun is to be understood as such.

2. Presentation of the verb ཡིན་

The two verbs རིན་ and ཡིན་ basically mean the same in that they both identify people and things. The difference between them is that they are used in relation to different persons. The verb རིན་ can be used with any person, whereas the verb ཡིན་ is only used with the first person both singular and plural, and with questions posed directly to someone else. Thus, both verbs mean *is* and *are*. In accordance with the rules explained previously both verbs are always placed at the end of the sentence.

- a) Statement

ང་	བོད་པ་	ཡིན།
(I)	(Tibetan)	(am)
	I am a Tibetan.	

ང་ཚོ་	བོད་པ་	ཡིན།
(we)	(Tibetans)	(are)
We are Tibetans.		

b) Negation

Like with the verb རེད་ the negation མ་ is also used with ཡིན་, thus becoming མ་ཡིན་. It is, however, common in this case to join the negation and the verb together, thus giving the short form མིན་.

ང་	བོད་པ་	མིན།
(I)	(Tibetan)	(am not)
I am not a Tibetan.		

ང་ཚོ་	བོད་པ་	མིན།
(we)	(Tibetans)	(are not)
We are not Tibetans.		

c) Question

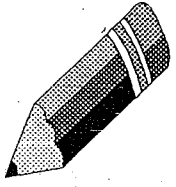
When one poses a question in Tibetan one always, out of politeness, uses the verb that the person one talks to has to answer with. The verb ཡིན་ is only used with the first person. One must therefore use this verb when one asks a question with you, since the other person must answer with I.

ཁྱེད་རང་བོད་པ་ཡིན་པས།	Are you a Tibetan?
ལགས་ཡིན། ང་རང་བོད་པ་ཡིན།	Yes, I am a Tibetan.
ཁྱེད་རང་ནང་པ་ཡིན་པས།	Are you a Buddhist?
ལགས་མིན། ང་རང་ནང་པ་མིན།	No, I am not a Buddhist.

If one asks a question about oneself, then one must use རེད་ as the person one talks to must answer with you and therefore has to use this verb.

ང་རང་མཛེས་པོ་རེད་པས།	Am I beautiful?
ལགས་རེད། ཁྱེད་རང་མཛེས་པོ་རེད།	Yes, you are beautiful.

3. Exercises



a) Train your reading on the following sentences:

དེ་སྲུ་རེད། དེ་ངག་དབང་དགེ་ལེགས་རེད། ཁོ་རང་བོད་པ་མ་རེད་པས། ལགས་རེད། ཁོ་རང་བོད་
 པ་རེད། ང་ཚོ་བོད་པ་མིན། ང་ཚོ་རྒྱ་བོ་ལྷན་པ་ཡིན། བྱིད་རང་ཡང་བོད་པ་ཡིན་པས། ལགས་ཡིན།
 ང་རང་བོད་པ་ཡིན། ང་རང་བོད་པ་མ་རེད་པས། ལགས་མ་རེད། བྱིད་རང་རྒྱ་བོ་ལྷན་པ་རེད།

b) Spell the words from exercise a)

c) Translate the sentences in exercise a)

d) Translate into Tibetan:

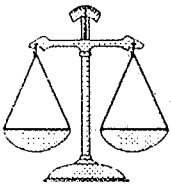
Who is that? That is Ngawang.
 Is he a westerner? No, he is a Tibetan.
 Is he a carpenter? No, he is a Buddhist.

Are you a carpenter? No, I am a cook.
 What are you? I am a businessman.

Are they businessmen? No, they are carpenters.
 We are also carpenters. But he is a cook.

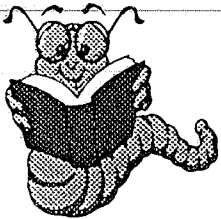
e) Get hold of a Tibetan and ask him at least three questions

4. Check your knowledge



- Name all the personal pronouns
- What is the difference between ཡིན and རེད ?
- Which verb should one use when asking with you?
- How does one negate the verb ཡིན ?
- What is the rule for verbs when asking questions?

5. What is to be memorized



- The personal pronouns
- The verb ཡིན and its negation
- The rules for verbs when asking questions
- The vocabulary

6. Vocabulary

དགེ་ལེགས་	Geleg (name)	ངག་དབང་	Ngawang (name)
ནང་པ་	Buddhist	རྒྱ་བོ་ལྷན་པ་	Westerner
ས་ཚེན་	cook		

Lesson 12

1. Presentation of the genitive case
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. Presentation of the genitive case

The genitive case shows possession. In English we do so by adding 's to a noun, for example Tom's book or the minister's wife. In Tibetan the same function is done by the **dreldra**. This is a particle which is placed after the person, personal pronoun, or thing that possesses something. In written Tibetan one finds this particle in different forms depending on the last letter of the word preceding it. In spoken Tibetan, however, one only needs to know two forms:

- གི་ which is used after words having a suffix
- འི་ which is added to words having no suffix

ཁོ་རང་	གི་	དེས།
(he)	('s)	(book)
his book		

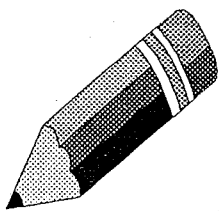
དེས་	གི་	ཁ་དོག་
(book)	('s)	(colour)
the book's colour		

Examples:

- | | |
|---------------------------------|----------------------------|
| པ་སངས་གི་ཁང་པ་ | Pasang's house |
| ཞི་མིའི་ཁ་དོག་ | the cat's colour |
| འདི་ཨ་མའི་ཁང་པ་རེད། | This is mother's house. |
| འདི་ང་རང་གི་ཨ་མའི་ཁང་པ་རེད། | This is my mother's house. |
| འདི་ཚོ་ཁོ་རང་གི་སྲི་རེད། | These are his dogs. |
| དེ་ཚོ་སྲིད་རང་གི་ཅ་ལག་མ་རེད་པས། | Aren't these your things? |

གུ་མོ་དེ་ཁྱེད་རང་གི་རིད་པས།

Is that hen yours?



2. Exercises

a) Train your reading with the following sentences:

འདི་སྐུ་རིད། འདི་ང་རང་གི་ཨ་མ་རིད། ཁོ་རང་གི་མིང་ག་རིད། ཁོ་རང་གི་མིང་
དབང་མོ་རིད། འདི་ག་རིད། འདི་ཨ་མའི་བྱི་རིད། ཁྱི་དེ་མགྲོགས་པོ་རིད་པས། ལགས་མ་རིད། ཁོ་
རང་ག་ལེ་རིད། ཁྱིའི་མགོ་ཚེན་པོ་མ་རིད་པས། ལགས་རིད། ཏ་ཅང་ཚེན་པོ་རིད།

b) Spell the sentences from exercise a)

c) Translate the sentences from exercise a)

d) Translate into Tibetan:

my book

his dog

their house

Your cat is white.

Is that our house?

What is your profession?

What is his profession?

This is not my paper.

Yes, it is.

I am a carpenter.

He is a cook.

e) Get hold of a Tibetan and ask him three questions.



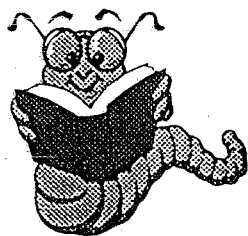
3. Check your knowledge

a) What is the particle expressing genitive case called?

b) Is it placed before or after the word it relates to?

c) When to use འི་ ?

d) How does one say in Tibetan: my, your, his, her, our
your, their?



4. What is to be memorized

a) The two forms of dreltra

b) The rule for when to use ཞི་ and འི་

c) The six personal pronouns in genitive case

5. Vocabulary

དཀར་པོ་

white

དབང་མོ་ wangmo (name)

ལ་དོག་
མགོ་

colour
head

མིང་

name

མེ་མ་

mother



Lesson 13

1. Presentation of the subscribed letter π

- a) Writing
- b) Pronunciation
- c) Spelling

2. Exercises

- 3. Check your knowledge
- 4. What is to be memorized
- 5. Vocabulary



1. Presentation of the subscribed letter π

Rata is subscribed to fourteen letters in the abbreviated form

- a) Writing

b) Pronunciation

त्र	ड	त्र ड	tra
थ्र	थ्र	थ्र ड	thra
ड्र	ड	ड्र ड	dra
	न		na
	म		ma
	श		sha
	स		sa
	ह		hra

tr as in trill, try
 thr as in a strongly pronounced triumph
 dr as in drill, dry

In all cases, the r part should not be articulated separately from the t or d sound, but should be simultaneous. Like in try, the tongue should touch the palate.

c) Spelling

त्र	ka rata	tra
थ्र	kha rata	thra
ड्र	ga rata	dra
ड	ta rata	tra
थ्र	tha rata	thra
ड	da rata	dra
न	na rata	na

པ་ར་ཏ་ pa rata tra
 ཕ་ར་ཏ་ pha rata thra
 བ་ར་ཏ་ ba rata dra
 མ་ར་ཏ་ ma rata ma
 ཤ་ར་ཏ་ sha rata sha

ས་ར་ཏ་ sa rata sa

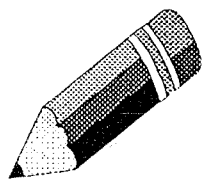
ཧ་ར་ཏ་ ha rata hra

ཀ་ར་ཏ་ ka rata tra ma tram

འགོ་བ་ ao ga rata dra naro dro wa drowa

ཧྱི་ ha rata hra gigoo hri

འབྲུ་ས་ འཁྲུ་ས་བུ་ ao ba rata dra sa dre wa shabkyoo wu drewu



2. Exercises

a) Train your reading on the following sentences:

འདི་ག་རེ་རེད། འདི་འཁྲུག་ཡུལ་གི་ས་བྲུ་རེད། ས་བྲུ་འདི་ཆེན་པོ་མ་རེད་པས། ལགས་མ་རེད།

དེ་སྲུ་རེད། དེ་ང་རང་གི་སྲིང་མོ་རེད། འདི་ཚོ་ག་རེ་རེད། འདི་ཚོ་མོ་རང་གི་བྲི་རེད།

འདི་ག་རེ་རེད། འདི་བྲོམས་རེད། འདི་འཁྲུག་གི་བྲོམས་རེད་པས། ལགས་མ་རེད། འདི་ཤེས་བྲོམས་
 རེད།

- b) Spell the words in the sentences from exercise a)
- c) Translate the sentences from exercise a)
- d) Translate into Tibetan:

What is this?	This is a knife.
What are those?	Those are maps.
Are these your maps?	No, these are her maps.



Is that dragon yours? No, it is ours.

3. Check your knowledge

How do you read and spell the following words:

ཁྲུང་ བཟ་ཤིས་ ཀུན་དགེས་ མཁའ་མ་ འུ་བཞི་ རི་ཤུལ་ རྟ་པོ་ རྟ་

དཀྱི་ ཀ་མ་བ་བ་ ཀན་ ཀང་ ཀམ་ཟེ་ ཀུག་གུ་ འཁུག་ཡུལ་ སྲིང་མོ་ འཁྱི་ སྲིང་མོ་

4. What is to be memorized

- a) Writing, pronunciation, and spelling of the fourteen ratas
- b) The vocabulary

5. Vocabulary

ཁྲོམ་ས་ market

ཤི་ knife

འཁྱམ་ rice

འཁུག་ dragon

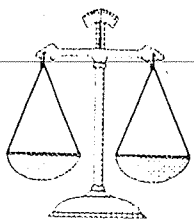
འཁུག་ཡུལ་ Bhutan

མོ་རང་ she

ཕ་ meat

ས་ཁྲ་ map

སྲིང་མོ་ sister



Lesson 14

1. Presentation of the subscribed letter ँ
 - a) Writing
 - b) Spelling
2. Presentation of the subscribed letter ञ
 - a) Writing
 - b) Spelling
3. Exercises
4. Check your knowledge
5. What is to be memorized
6. Vocabulary



1. Presentation of the subscribed letter ँ

- a) Writing

The shape of the letter ँ is unmodified when subfixed. It is used in combination with six letters only:

With one exception lata has the same effect in every combination. They are pronounced as a high tone la. The one exception is ञ which is pronounced as a low tone da.

b) Spelling

ལྷ་ ka lata la

ལྷ་ ga lata la

ལྷ་ ba lata la

ལྷ་ ra lata la

ལྷ་ sa lata la

ལྷ་ za lata da

ལྷ་ལྷ་ ba lata la ma lama

ལྷ་ལྷ་ za lata da wa dawa

ལྷ་རྩེ་ ga lata la nga lang cha drenboo che na chen lang chen

2. Presentation of the subscribed letter ལྷ་

Wasur is placed under the root letter in a modified form

4

a) Writing

Wasur has no effect on pronunciation or tone, and is mainly used as a device to mark the main letter of a word in cases of ambiguity or to differentiate two words that sound the same and that would otherwise have the same spelling.

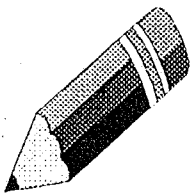
b) Spelling

ཀ	ka wasur	ka
ཁ	kha wasur	kha
ག	ga wasur	ga
ང	ca wasur	ca
ཉ	nya wasur	nya
ཏ	ta wasur	ta
ཐ	da wasur	da
ཅ	tsha wasur	tsha
ཆ	tsha wasur	tsha
ཇ	zha wasur	zha
མ	za wasur	za
ཙ	ra wasur	ra
ལ	la wasur	la
ཤ	sha wasur	sha
ས	sa wasur	sa
ཧ	ha wasur	ha

དུགས་པོ་ da wasur da ga sa dak pa naro po dakpo

ཞུ་དམར་ zha wasur zha dao ma ra mar zhamar

ཚུ་ཚོལ་ tsha wasur tsha tsha gigoo tshi la tshil tshatshil



3. Exercises

a) Train your reading with the following sentences:

འདི་སྐྱ་རེད། འདི་ལྷ་མ་དགེ་འདུན་རེད། ཁོང་སྐྱའི་ལྷ་མ་རེད། ཁོང་མོ་རང་གི་ལྷ་མ་རེད།

མོ་རང་སྐྱ་རེད། མོ་རང་ལྷ་མ་འདིའི་སྐྱོབ་མ་རེད། མོ་རང་གི་མིང་ག་རེ་རེད། ཚོ་རིང་རེད།

དེ་ག་རེ་རེད། དེ་ལྷ་བ་རེད། ལྷ་བ་དཀར་པོ་དེ་མཛེས་པོ་མ་རེད་པས། ལགས་རེད། ཞེ་དུག་མཛེས་པོ་རེད།

- b) Spell the sentences from exercise a)
- c) Translate the sentences from exercise a)
- d) Translate into Tibetan:

What are these? Aren't these apples and pears? Yes, they are.

What is the colour of the pears? Some are yellow.

What is the colour of the apples? They are red.

Isn't that an elephant? Yes, it is.

That elephant is big and very slow.



4. Check your knowledge

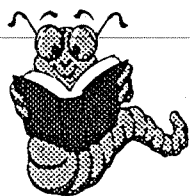
a) Does the subscribed letter ལ་ change the pronunciation of the root letter? If yes then how? Is it the same for all cases?

b) Does the subscribed letter ས་ change the pronunciation of the root letter?

c) How do you read and spell the following words:

མཚོ་ རྒྱུ་ ལ་དཔལ་ རྫོས་ རྒྱུ་ཁང་ བསྐྱེ་བ་ ཉུགས་ རྒྱུ་མ་པ་ རྒྱུ་ རྫོ་
 ལ་ལོ་ རྫོ་ལོ་ འགྲུ་བ་པ་ རྒྱུ་ ཉུ་སྐྱུ་ རྫོ་མ་ དུགས་ རྫོ་ཆེན་ དུགས་པ་
 རྫོ་པ་དུ་ རྫོ་ན་པ་ ལ་འཕྱུར་ ལ་ རྫོ་ན་པ་ རྒྱུ་ རྫོ་ག་ རྫོ་གོས་ རྫོ་བུར་ རྫོར་
 རྫོར་མོ་ དུགས་པ་ ལན་ཚུ་ རྫོ་རོལ་པ་ འདོད་ཁམས་ ཅ་ཅུས་ འདས་པ་

5. What is to be memorized



a) Writing, pronunciation, and spelling of the six latas and sixteen wasurs.

b) The vocabulary

6. Vocabulary

ཀུ་གུ་	apple	ཚོ་རིང་	name, long life
ཁོང་	he (polite)	ཞི་དག་	very
མང་ཆེན་	elephant	ཟླ་བ་	moon
དགོ་འདུན་	name, sangha	ལྗི་	pear

ལྷ་མ་

lama

ལྷོ་བ་མ་ disciple

Lesson 15

1. Presentation of the superscribed letter ར་
 - a) Writing
 - b) Spelling
2. Presentation of the superscribed letter ལ་
 - a) Writing
 - b) Spelling
3. Presentation of the superscribed letter ས་
 - a) Writing
 - b) Spelling
4. Exercises
5. Check your knowledge
6. What is to be memorized



As we saw in the lesson 4 a syllable may contain various elements. By now we have finished with the explanation on the root letter, vowel sign, suffixes, second suffix, prefix, and subscribed letters. Now only the superscribed letters are left to be presented. This lesson finishes the second chapter of this book on the *Syllable*. The first chapter was dealing with the *Alphabet*. Thus, the presentation of the alphabet and all the possible combinations of the letters closes with this lesson. We will then mainly concentrate on reading and spelling until you are fluent in these. Being fluent and fast in reading is half the way to understanding and translating Tibetan texts. Therefore, please put some effort now into reading. It would be good if you always have a text written only in the Tibetan on your desk, for example *The Jewel Ornament of Liberation*, and read it every day for half an hour without thinking about its meaning but only focussing on the pronunciation of the words. It would be an especially good idea to do it together with a Tibetan in order to improve your pronunciation.

The letters ར་, ལ་, and ས་ are sometimes written above a root letter. None of these superfixes affect the pronunciation, with the exception of ལ་ which is pronounced as hla.

When these three letters are placed on top of the main letter they are called:

ར་མགོ། rago (ra head)

ལ་མགོ། lago (la head)

ས་མགོ། sago (sa head)

1. Presentation of the superscribed letter ར་

Rago is superscribed on twelve root letters, and except for ན་ the superscribed letter ར་ appears in the abbreviated form. Basically the pronunciation remains unchanged. However when listening to Tibetans one will notice subtle differences.

a) Writing

b) Spelling

𑀓	ra kata	ka
𑀔	ra gata	ga
𑀕	ra ngata	nga
𑀖	ra jata	ja
𑀗	ra nyata	nya
𑀘	ra tata	ta
𑀙	ra data	da
𑀚	ra nata	na
𑀛	ra bata	ba
𑀜	ra mata	ma
𑀝	ra tsata	tsa
𑀞	ra dzata	dza

རྩེ་	ra data da naro do ra jata ja drenboo je dorje
རྩེ་	ra gata ga yata gya shabkyoo gyu
མི་ལམ་	ra mata ma gigoo mi la ma lam milam
རྩེ་	ra kata ka yata kya drenboo kye na kyen
བུ་ཅན་	bao ra dzata dza shabkyoo dzu na dzün

2. Presentation of the superscribed letter ལ'

Lago is superscribed on ten root letters. It does not change its shape, but is written slightly smaller.

a) Writing

b) Spelling

ཀལ་	la kata ka
ཁལ་	la gata ga
ངལ་	la ngata nga
ཅལ་	la cata ca
ཇལ་	la jata ja
ཉལ་	la tata ta
དལ་	la data da
པལ་	la pata pa

ལ། la bata ba

ལྷ། la hata hla

ལྷ་ཁང་། la hata hla kha nga khang hlakhang

ལྷ་ཏ། la tata ta wa tawa

ལྷ་ཁ་པ། la kata ka shabkyoo ku ga sa kuk pa kukpa

3... Presentation of the superfixed letter ལ'

Sago is superscribed on eleven root letters. It also keeps the same shape and is written slightly smaller. Only in case of one combination the flag on the ལ' goes down to avoid running into the ལ' on top.

a) Writing

b) Spelling

ལ། sa kata ka

ལྷ། sa gata ga

ལྷ་ཁ། sa ngata nga

ལྷ་ཏ། sa nyata nya

ལྷ་ཏ། sa tata ta

ལྷ་ཏ། sa data da

ལྷ་ཏ། sa nata na

ལྷ་ཏ། sa pata pa

ལྷན་ ལྷན་ sa bata ba
 ལྷན་ ལྷན་ sa mata ma

ལྷན་ ལྷན་ sa tsata tsa

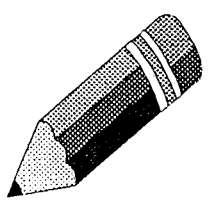
ལྷན་ ལྷན་ sa gata ga naro go

ལྷན་ ལྷན་ sa ngata nga naro ngo na ngon ma naro mo ngonmo

ལྷན་ ལྷན་ sa data da shabkyoo du ga duk bao sa ngata nga la ngal du.ngal

ལྷན་ ལྷན་ sa gata ga rata dra naro dro

ལྷན་ ལྷན་ sa pata pa yata ca na cen ra sa re gao
 za gigoo zi ga sa zig cenrezig



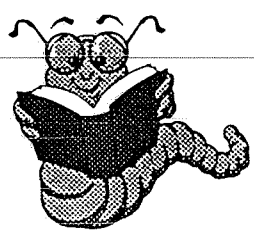
4. Exercises

a) Read and spell the following sentences:

བཅུ་ལྷན་ལྷན་གྱི་མཁའ་རབ་འོད་ཟེར་གྱིས། 1
 བདག་སློབ་པའི་གཏེ་སྲིད་ལྷན་ལྷན་པ་རབ་བསལ་ནས། 1
 བཀའ་དང་བསྐྱེད་བཅོས་གཞུང་ལུགས་རྟོགས་པ་ཡི། 1
 ལྷན་གྱིས་སློབས་པའི་སྲུང་བ་སྐྱེལ་དུ་གསོལ།



5. Check your knowledge



- a) How many superscribed letters are there?
- b) Do all of them change the pronunciation?
- c) Do the superscribed letters change their shape? If yes then how?

6. What is to be memorized

- a) Writing, pronunciation, and spelling of the rago, lago, and sago.

Verbs

Lesson 16

1. The verb to be:
 - a) Identifying
 - b) Expressing existence
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. The verb to be

The verb to be is used in Tibetan in four different ways:

- to identify
- to express existence
- to express possession
- as an auxiliary verb

This may seem a bit confusing at first, but it is in fact handy, since one does not need to learn different verbs to express existence and possession. The verb to be does not show tense or number, but it is conjugated according to the person. In this lesson the first two ways of using this verb will be explained.

a) Identifying

The Tibetan verbs ཡིན and རེད are equivalent to the English verb to be when used to identify people or things. ཡིན is only used with the first person, singular and plural, whereas རེད can be used for all persons. For example:

ང་རང་གིང་བཟོ་བ་ཡིན། I am a carpenter.

ཁྱེད་རང་མ་ཚེན་རེད། You are a cook.

ཁོ་རང་བོད་པ་རེད། He is a Tibetan.

མོ་རང་རྒྱབ་ཕྱོགས་པ་རེད། She is a Westerner.

འདི་གལ་ཚེན་པོ་རེད། This is important.

ང་རང་ཚོ་སློབ་ཁྱུ་ལྟ་ཡིན། We are students.

ཁྱེད་རང་ཚོ་རྒྱབ་ཕྱོགས་པ་རེད། You are Westerners.

འདི་ཚོ་དེ་བ་རེད། These are books.

This has already been explained.

b) Expressing existence

In English one can use the verb **to be** to express the existence of a person or a thing in a given place, for example: **there is** a book on the table, or, I **am** in Tibet. In Tibetan three verbs are used to express existence:

ཡོད་ is used for the first person, singular and plural

ཡོད་རེད་ is used for the second and third person, singular and plural

འདུག་ is used for the second and third person, singular and plural

These verbs expressing existence are always accompanied by a particle called *ladön*, such as ལ་ that means *at, on, in, etc.*

ང་རང་	རྒྱ་གར་	ལ་	ཡོད།
(I)	(India)	(in)	(am)

I am in India.

How come ཡོད་རེད་ and འདུག་ are both used for the second and third person, singular and plural? Though they are both verbs showing existence, འདུག་ is used when the speaker has actually experienced what he or she is talking about, whereas ཡོད་རེད་ is used when one speaks about something one knows in general but has not experienced personally.

If we for example have been to India and have seen water buffaloes there, we could say:

རྒྱ་གར་ལ་མ་མ་ཉི་འདུག། There are water buffaloes in India.

But if we have not been to Nepal, but we know that water buffaloes also live there, we would say:

བལ་ཡུལ་ལ་མ་མ་ཉི་ཡོད་རེད། There are water buffaloes in Nepal.

Here are some more examples:

ང་རང་ནལ་ཆའི་ནང་ལ་ཡོད། I am in the bed.

ཁོ་རང་རྒྱ་གར་ལ་ཡོད་རེད། He is in India.

ཁོ་རང་དགོན་པ་ལ་འདུག། He is in the monastery.

ཁོ་རང་བོད་ལ་ཡོད་རེད། He is in Tibet.

ཁོ་རང་སློབ་གྲྭ་ལ་འདུག། He is in the school.

མོ་རང་རྒྱུང་ཁ་ལ་ཡོད་རེད། She is in the garden.

མོ་རང་ཁང་པ་ལ་འདུག

She is in the house.

དེ་ཙོག་ཙེ་ཐོག་ལ་ཡོད་རེད།

That is on the table.

འདི་རྒྱབ་རྒྱུག་ཐོག་ལ་འདུག

It is on the chair.

ང་ཚོ་རྒྱ་ནག་ལ་ཡོད།

We are in China

ཁྱེད་རང་ཚོ་ཤར་ཕྱོགས་ལ་ཡོད་རེད།

You are in the East.

ཁྱེད་རང་ཚོ་སློབ་གྲྭ་ལ་འདུག

You are in the school.

ཁོ་རང་ཚོ་འཛིན་གྲྭ་ལ་འདུག

They are in the class.

ཁོ་རང་ཚོ་ཟ་ཁང་ལ་འདུག

They are in the restaurant.

དགོན་པ་ལ་གྲུ་པ་ཡོད་རེད།

There are monks in the monastery.

ཁང་མིག་ལ་ཙེ་ཙེ་འདུག

There are mice in the room.

སློབ་གྲྭ་ལ་དགོ་ཚུན་ཡོད་རེད།

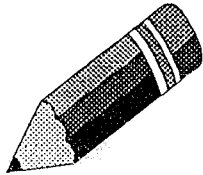
There are teachers in the

school.

ཙོག་ཙེ་ཐོག་ལ་དེབ་འདུག

There are books on the

table.



2. Exercises

- a) Read and spell a part from The Jewel Ornament of Liberation
- b) Read the following sentences and translate them into English:

ད་ལྟ་ང་རང་རྒྱ་གར་ལ་ཡོད། རྒྱ་གར་ལ་མི་མང་པོ་འདུག རྗེ་ལི་ལ་ཀི་བི་འདུག ཀི་བི་ལ་སློབ་ཕྱུག་མང་པོ་
 འདུག སློབ་ཕྱུག་ཁ་ཤས་རྒྱབ་ཕྱོགས་པ་རེད། སློབ་ཕྱུག་གཅིག་སྐྱེ་ཞབས་དབང་རེད། ད་ལྟ་ཁོ་རང་གླིང་ཁ་
 ལ་འདུག ལྷ་ཏོ་ཁོ་རང་འཛིན་གྲྭ་ལ་ཡོད་རེད། འདི་རྒྱ་གར་ལ་འདུག མོ་རང་སྐད་ར་པ་རེད། ལྷ་ཏོ་མོ་རང་
 འཛིན་ཁང་ལ་ཡོད་རེད། ལྷ་ཏོ་རྒྱ་གར་ལ་ཡོད་རེད། འདི་ངག་དབང་དགོ་ཡིགས་རེད། ཁོ་
 རང་དགོ་ཚུན་རེད། ལྷ་ཏོ་ལ་ཁོ་རང་ལྷ་ཁང་ལ་ཡོད་རེད། ད་ལྟ་ཁོ་རང་ཟ་ཁང་ལ་འདུག

- c) Translate the following sentences into Tibetan:

This is a table. On the table are three books. Two books are red. One book is black. This is Tsering. Now Tsering is in Tibet. Tsering's house is in Lhasa. In Lhasa are many lamas. Some lamas are Kagyupas. This Lama is in the big monastery. That lama is in the little monastery. In Lhasa are many big monasteries. I am in

India. In india are many cars. This is Pasang's wife. In the afternoon she is in the garden. In the morning she is in the room.

- d) Formulate and write down two sentences in Tibetan for each of the three persons in both singular and plural using the verbs expressing existence.



- e) Get hold of a Tibetan and try to speak with him using the sentence structures you have learned here.

3. Check your knowledge

- a) What are the Tibetan verbs expressing identification?
 b) What are the Tibetan verbs expressing existence?
 c) What is the difference between འདུག་ and ཡོད་ཅིང་ ?
 d) In what case does one use ཡོད་ ?
 e) What is the particle called that always accompanies the verbs expressing existence?



4. What is to be memorized

- a) The verbs expressing existence
 b) The difference between ཡོད་ཅིང་ and འདུག་
 c) Which verbs expressing existence are used with the different persons in singular and plural
 d) As much of the vocabulary as possible

5. Vocabulary

ཀི་ཀི་	Kiki (name)	ཀི་བི་	Kibi (name)	ཀླུ་ལྷན་པ་	chair
སྐད་ ར་བ་	translator	སྐུ་ཞབས་	Mister	སྐྱུ་མ་དམན་	wife, woman
ཡག་འ་བ་ཀླུ་ད་པ་	Kagyupa	ཁང་མིག་	room	གལ་ཆེན་པོ་	important
གྲུ་པ་	monk	སྒྲིང་ཁ་	garden	དགེ་གན་	teacher
ཀྲུ་གར་	India	ཀྲུ་ནག་	China	ལྷི་ཡི་	Delhi
སྐྱུ་རྩ་	morning	ཅོག་ཅོ་	table	ཉལ་བྱི་	bed
ད་སྐད་	now	ཐོག་	on	སྐུ་མ་འཁོར་	car
སྐྱུ་རྩ་	afternoon	ལྷ་མ་	lama	དབང་	Wang (name)
མང་པོ་	many	ཅོ་ཅོ་	mouse	འཛིན་ཁང་	classroom

འཛིན་གྲྭ་	class	ཟེ་ཁང་	restaurant	སྐྱ་ཁང་	shrine room
ལྷ་ས་	Lhasa	ཤག་	(your) flat	ཤར་ཕྱོགས་	the East
གསུམ་	three	སློབ་གྲྭ་	school	སློབ་ཕྲུག་	student

Lesson 17

1. Verbs expressing identification
 - a) Negation
 - b) Questions
2. Verbs expressing existence
 - a) Negation
 - b) Questions
3. The interrogative pronoun **where**
4. Exercises
5. Check your knowledge
6. What is to be memorized
7. Vocabulary



1. Verbs expressing identification

a) Negation

As mentioned in the previous lesson the verbs expressing identification are ཡིན་ and རེད་ . Both of these are negated with the adverb མ་ thus becoming མ་ཡིན་ and མ་རེད་ respectively. The form མ་ཡིན་ is mostly used in its short form མིན་ . This has already been explained.

ང་རང་གྲུ་པ་མིན། I am not a monk.

དེ་རྒྱུ་པ་མ་རེད། That is not a chair.

b) Questions

Questions are formed with the verbs expressing identification by adding the ending པས་ .

ཁྱེད་རང་རྒྱ་གར་པ་ཡིན་པས། Are you an Indian?

འདི་ཙམ་ཙེ་རེད་པས། Is this a table?

ཁྱེད་རང་སློབ་ཕྱུག་མིན་པས། Aren't you a student?

དེ་ཏཱ་མ་རེད་པས། Isn't that a horse?

2. Verbs expressing existence

a) Negation

In the last lesson three verbs were presented that express existence:

ཡོད་, ཡོད་རེད་ and འདུག་ . Each of these are negated differently. ཡོད་ is negated by replacing it with the verb མེད་ . ཡོད་རེད་ is negated by using the form ཡོད་མ་རེད་ . འདུག་ is negated by using the form མི་འདུག་ .

ང་རང་རྒྱ་ནག་ལ་མེད།	I am not in China.
བོད་ལ་གཞུང་གི་ཡོད་མ་རེད།	There are no aeroplanes in Tibet.
བསོད་ནམས་སྒྲིང་ཁ་ལ་མི་འདུག།	Sonam is not in the garden.

b) Questions

One can make a question with ཡོད་ and ཡོད་རེད་ by adding the ending བས་ . With the verb འདུག་ one must add the ending གས་ . Notice that these endings are not used, if the sentence contains an interrogative pronoun, such as ག་རེ་ or སུ་ , etc.

ཁྱེད་རང་འབྲས་ལྗོངས་ལ་ཡོད་པས།	Are you in Sikkim?
ཡིད་བཞིན་ཞོར་བུའི་བཞུགས་ས་འབྲས་ལྗོངས་ལ་ཡོད་རེད་པས།	Is His Holiness' residence in Sikkim?
ཚེ་རིང་ཟུང་ལ་འདུག་གས།	Is Tsering in the restaurant?
ཁྱེད་རང་འབྲས་ལྷུ་ལ་ལ་མེད་པས།	Aren't you in Bhutan?
ལྷ་ཁང་ལ་སྐུ་འདྲ་ཡོད་མ་རེད་པས།	Aren't there statues in the shrine room?
སྟོབས་བཙུ་འཛིན་གྲ་ལ་མི་འདུག་གས།	Isn't Tobchu in the class?

3. The interrogative pronoun where

The interrogative pronoun where is ག་བར་ in Tibetan. When asking questions with an interrogative pronoun one does not add the interrogative ending to the verbs as was mentioned above.

ཐྲེ་བ་ག་བར་འདུག།	Where is Dawa?
ཐྲེ་བ་སྟོབ་གྲ་ལ་འདུག།	Dawa is in the school.
བོད་ག་བར་ཡོད་རེད།	Where is Tibet?
བོད་རྒྱ་གར་གི་བྱང་ཕྱོགས་ལ་ཡོད་རེད།	Tibet is north of India.
ཁྱེད་རང་རྒྱ་ནག་ལ་ཡོད་པས།	Are you in China?
ང་རང་གི་དེབ་ག་བར་འདུག།	Where is my book?
ཁྱེད་རང་གི་དེབ་ཙོག་ཙོག་ཐོག་ལ་འདུག།	Your book is on the table.

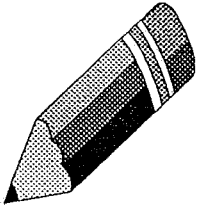
A special form of the interrogative pronoun **where** is **from where** which in Tibetan is ག་ནས་ . ནས་ means from and must be used in the answer.

ཁྱེད་རང་ག་ནས་ཡིན། Where are you from?

ང་རང་བལ་ཡུལ་ནས་ཡིན། I am from Nepal?

མོ་རང་ག་ནས་རེད། Where is she from?

མོ་རང་འབྲས་ལྗོངས་ནས་རེད། She is from Sikkim.



4. Exercises

a) Train reading with the Gateway to Knowledge

b) Read and spell the following sentences:

ཁྱེད་རང་ག་ནས་ཡིན། ང་རང་བོད་ནས་ཡིན། བོད་ལ་དགོན་པ་རྫིང་པ་མང་པོ་འདུག་གས།
 ལགས་འདུག། ང་རང་གི་སྲད་ས་ལ་ཡང་དགོན་པ་རྫིང་པ་ཆེན་པོ་གཅིག་འདུག། དགོན་པ་དེའི་མིང་ག་རེ་
 རེད།། བསམ་ཡས་རེད།། དགོན་པ་དེ་ལ་སྐུ་འདྲ་མང་པོ་འདུག་གས། ལགས་འདུག། སྐུ་འདྲ་ཙུ་
 ཆེན་པོ་ཞེ་དྲག་མང་པོ་འདུག། ལྷ་ས་ལ་ཡང་དགོན་པ་མང་པོ་ཡོད་མ་རེད་པས། ལགས་ཡོད་རེད།།
 དགོན་པ་ཉ་ཅང་ཆེན་པོ་གསུམ་ཡོད་རེད།། ཀམ་དགོན་ག་བར་ཡོད་རེད།། ཀམ་དགོན་ཁམས་ལ་ཡོད་རེད།།
 ཁམས་ལ་བཀའ་བརྒྱུད་པ་མང་པོ་ཡོད་རེད་པས། ལགས་ཡོད་རེད།།

b) Translate the sentences from exercise a)

c) Translate the following sentences into Tibetan:

Where is Sonam? Sonam is in the school. Is she a student? No, she is a teacher. Are there many students in the school? No, there are ten students. Where is that student from. He is from Sikkim. Where is she from. She is from Nepal. Are there many Indians in this school? There are three Indians. They are teachers. Who is she? She is a translator. In the morning she is at the school, but in the afternoon she is at the hospital.

d) Get hold of a Tibetan and ask him a few questions in Tibetan.



5. Check your knowledge

a) Say the negated forms of the two verbs expressing identification

b) How does one form questions with the verbs expressing identification?

c) Say they negated forms of the verbs expressing existence

d) How does one form questions with the verbs expressing existence?

- e) How does one say **where** in Tibetan?
- f) Does one add a question ending to the verbs when one uses **where**?
- g) Can you make a question with **where**?
- h) How does one say **from where** in Tibetan?
- i) How does one say **from** in Tibetan?
- j) How does one say **Where are you from?** in Tibetan?



6. What is to be memorized

- a) The negations of the verbs expressing identification
- b) How to make questions with the verbs expressing identification
- c) The negations of the verbs expressing existence
- d) How to make questions with the verbs expressing existence
- e) The interrogative pronouns **ག་བར་** and **ག་ནས་**
- f) The preposition **ནས་**
- g) The vocabulary

7. Vocabulary

ཀམ་དགོན་	Karma Gon (n. of monastery)	སྐུ་འདྲ་	statue
ཁམས་	Kham (area in East Tibet)	རྒྱ་གར་བ་	an indian
གཅིག་	one	བཅུ་	ten
རྒྱུ་བ་	old	རྩ་	horse
སྤང་ས་	place of living, residence	གནམ་གྲུ་	aeroplane
བལ་ཡུལ་	Nepal	བཟོ་སྐྱེད་ས་	Sikkim
སྨན་ཁང་	hospital	རྩ་ཆེན་པོ་	precious
བཞུགས་ས་	residence (honorific)	ཡིད་བཞིན་ལོང་གྲུ་	His Holiness
གསུམ་	three	བསམ་ཡས་	Samye (name of a monastery)

Lesson 18

1. The verbs expressing possession
 - a) Statements
 - b) Negations
 - c) Questions
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. The verbs expressing possession

a) Statements

In Tibetan the verb to have does not exist. Instead the verbs expressing existence are used in that one for example says:

ང་རང་	ལ་	དེ་གཉིས་	ཡོད།
(me)	(for)	(two books)	(there are)

I have two books

One must thus always remember to place a ladon ལ་ after the person who has something. As in the case of expressing existence ཡོད་ is used with the first person singular and plural, and ཡོད་རེད་ and འདུག་ are used with the second and third person singular and plural.

ང་རང་ལ་ཁང་གཉིས་ཡོད།	I have two houses.
ཁྱེད་རང་ལ་ཚོག་ཚོ་ཆེན་པོ་ཡོད་རེད།	You have a big table.
ཁྱེད་རང་ལ་ཁྱི་ཞིག་འདུག།	You have a dog.
ཁོ་རང་ལ་སྐུ་མ་འཁོར་ཡོད་རེད།	He has a car.
མོ་རང་ལ་སྲིད་མོ་གསུམ་འདུག།	She has three sisters.
ང་ཚོ་ལ་དགེ་ལམ་ཞིག་ཡོད།	We have a teacher.
ཁྱེད་རང་ཚོ་ལ་ཉལ་བེལ་ཡོད་རེད།	You have beds.
ཁྱེད་རང་ཚོ་ལ་བ་ཡང་འདུག།	You have cows.
ཁོ་རང་ཚོ་ལ་ཚ་ལྷ་མ་ཡོད་རེད།	They have oranges.
ཁོ་རང་ཚོ་ལ་ལྷ་མོ་འདུག།	They have hats.

b) Negations

The verbs expressing possession are negated in the same way as the verbs expressing existence.

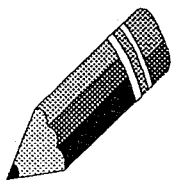
ང་རང་ལ་དེབ་མེད།	I do not have a book.
ཁྱེད་རང་ལ་བ་ལང་ཡོད་མ་རེད།	You do not have cows.
ཁྱེད་རང་ལ་ག་མི་འདུག།	You do not have (any) meat.
ཁོ་རང་ལ་རི་བོང་ཡོད་མ་རེད།	He does not have a rabbit.
མོ་རང་ལ་མོ་མི་འདུག།	She does not have (any) teeth.
ང་ཚོ་ལ་མ་གུ་མེད།	We do not have peacocks.
ཁྱེད་རང་ཚོ་ལ་གྲི་ཡོད་མ་རེད།	You do not have knives.
ཁྱེད་རང་ཚོ་ལ་རྩ་མི་འདུག།	You do not have stones.
ཁོ་རང་ཚོ་ལ་སྐྱེའུ་ཡོད་མ་རེད།	They do not have monkeys.
ཁོ་རང་ཚོ་ལ་ཟ་ཡག་མི་འདུག།	They do not have food.

c) Questions

Questions with the verbs expressing possession are formed in the same way as with verbs expressing existence. Remember that one must always ask with the verb the person one is speaking to has to answer with. Thus, one must use ཡོད་ when asking someone directly.

ང་རང་ལ་ཤེས་རབ་ཡོད་རེད་པས།	Do I have intelligence?
ཁྱེད་རང་ལ་ཁྱི་ཡོད་པས།	Do you have a dog?
ཁོ་རང་ལ་དངུལ་ཡོད་རེད་པས།	Does he have money?
མོ་རང་ལ་སྒོ་ཚལ་འདུག་གས།	Does she have vegetables?
ཁྱེད་རང་ལ་དུས་ཚོད་མེད་པས།	Don't you have any free time?
ཁོ་རང་ལ་ལུག་ཡོད་མ་རེད་པས།	Doesn't he have sheeps?
ཁོ་རང་ཚོ་ལ་སྐུ་གུ་མི་འདུག་གས།	Don't they have pens?

2. Exercises



- a) Train reading with The Jewel Ornament of Liberation
- b) Read, spell and translate the following sentences:

བགྲུ་ཤིས་བདེ་ལེགས། བྱིད་རང་ལ་ཚ་ལུ་མ་ཡོད་པས། ལགས་མེད།
 ང་རང་ལ་ཀུ་ལུ་ཡོད། ཁོ་རང་ལ་སྒོ་ཚལ་འདུག་གས། ཁོ་རང་ལ་སྒོ་ཚལ་མང་པོ་མི་འདུག
 ཡིན་ན་ཡང་ཁོ་རང་ལ་ཞེ་གོག་འདུག མོ་རང་ལ་ཞེ་འདུག་གས། ལགས་འདུག
 རྫོ་རྫོ་ག་བར་འདུག རྫོ་རྫོ་ཉི་ལྟུ་མིང་ལ་འདུག ཁོ་རང་ལ་ང་རང་གི་དེབ་འདུག་གས།
 ལགས་མི་འདུག བྱིད་རང་གི་དེབ་སྐྱལ་བཟང་ལ་འདུག འདི་སྤུ་རེད། འདི་སྤུང་མོ་ཞིག་རེད།
 མོ་རང་ལ་དངུལ་ཡོད་མ་རེད་པས། ལགས་ཡོད་མ་རེད། མོ་རང་ལ་བྱིས་ཡོད་མ་རེད།
 སྤང་མོའི་སྤང་ས་ག་བར་འདུག། བ་གིར་འདུག།

- c) Translate the following sentences into Tibetan:

Do you have sugar. No, but I have milk. I have tea. Does she have sugar? Yes. Does he have a pot? Yes.
 Does the neighbor have a dog? No, but he has seven goats. Does he also have cows? No, he has some horses.
 Do you have bread? No, I have butter. She has bread. Does she have a knife? Yes. Don't you have a plate? No.

- d) Get hold of a Tibetan and ask him questions using the verbs expressing possession

3. Check you knowledge



- a) What are the verbs expressing possession?
- b) How are these verbs used with the different persons?
- c) What is the difference between ཡོད་རེད and འདུག ?

- d) How one negate the verbs expressing possession?

- e) How does one form questions with the verbs expressing possession?

- f) What should be placed after the person possessing something?

4. What is to be memorized

- a) How to make statements, negations, and questions with the verbs expressing possession
- b) The vocabulary



5. Vocabulary

བཀྲ་ཤིས་བདེ་ལེགས་	good day	སྐལ་བཟང་	Kalzang (name)
ཁ་ལག་	food	ལྷོག་མ་	pot
ཟ་ལག་	food (in the sense of something to eat)		
ཁྱིམ་	home	ཁྱིམ་མཚོས་	neighbor
གླི་	knife	དངུལ་	money
སྒོ་ཚལ་	vegetables	ཉི་འཁོར་	lawn
རྩ་	stone	རྩེ་	Dörje (name)
བདུན་	seven	ལྗང་མ་	plate
སྒོད་ཆས་		ལྟོ་	monkey
སྤང་མོ་	beggar	ཕ་གིས་	over there
བ་ལང་	cow	བག་ལེབ་	bread
བྱི་མ་ཀར་	sugar	མར་	butter
མ་བྱ་	peacock	ལྷ་ལྷ་	pen
ཚ་ལྷ་མ་	an orange	ལྷ་མོ་	hat
ལོ་	curd	ལོ་གོག་	potato
ར་	goat	རི་བོང་	rabbit
ལུག་	sheep	ཤ་	meat
མ་	teeth		

Lesson 19

1. Presentation of འདུག as a verb expressing identification
2. Presentation of the most important postpositions
3. Exercises
4. Check your knowledge and memorize



1. Presentation of འདུག as a verb expressing identification

འདུག can sometimes be used instead of རེད in cases of personal experience or an opinion about something.

ཚུ་མངར་མོ་ཞིམ་པོ་འདུག Coca-cola is delicious.

དེབ་འདི་ཡག་པོ་མི་འདུག This book is not good.

2. Presentation of the most important postpositions

In English words such as above, under, on, etc. are called prepositions. In Tibetan these words are called postpositions because they are always placed after the word they refer to. In English we for example say: there is a book under the table. In Tibetan the same sentence would be:

ཚོག་ཚེ་	འོག་ལ་	དེབ་གཅིག་	འདུག
(table)	(under)	(one book)	(there is)

There is a book under the table.

~~Postpositions always require the same structure. First comes the object that the postposition refers to (ཚོག་ཚེ་). Right after this comes dreltra (འི་) that connects the object with the postposition. Then comes the postposition (འོག་) itself which must be followed by ladön (ལ་):~~

ཚོག་ཚེ་	འི་	འོག་	ལ་	དེབ་གཅིག་	འདུག
(object)	(dreltra)	(postp.)	(ladön)		

Here are some of the most common postpositions:

ལྗང་	above	འོག་	under, below
མདུན་	in front of	རྒྱབ་	behind
ནང་	inside	སྤྱི་	outside
གཡས་	right	གཡོན་	left
སྔོན་	before	རྗེས་	after
མོག་	on	གང་	on
དབུས་	middle	དཀྱིལ་	middle
བར་	in between	སྐབས་	during
བྱང་	North	ཤར་	East
ལྗོངས་	South	ལྷོ་	West
འབྲིས་	near, close to		

Examples:

ཁང་པའི་ལྗང་ལ་བྱ་འདུག།	There is a bird above the house.
རྒྱབ་རྒྱག་གི་འོག་ལ་སྐྱུ་གུ་གཅིག་འདུག།	There is a pen under the chair.
སློབ་གཞི་མདུན་ལ་གླིང་ཁ་ཡོད་ཅིང་པས།།	Is there a park in front of the school?
ཁང་པ་འདིའི་རྒྱབ་ལ་སྐྱུ་མ་འཁོར་མི་འདུག།	There is no car behind this house.
དགོན་པ་འདིའི་ནང་ལ་གྲག་པ་མང་པོ་འདུག།	There are many monks inside this monastery.
མོ་རང་ཁང་པའི་སྤྱི་ལ་འདུག།	She is outside the house.

3. Exercises

- Make sentences with the remaining postpositions
- Get hold of a Tibetan and ask him a few questions using postpositions
- Train reading with The Jewel Ornament of Liberation

4. Check your knowledge and memorize

- The structure of a sentence with a postposition

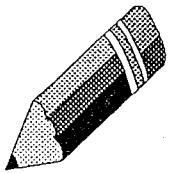
མོ་རང་གི་བེ་ལ་འོང་གི་འདུག་གས།

Is she coming to Kibi?

མོ་རང་གི་བེ་ལ་ག་དུས་སློབ་གི་རེད།

When will she arrive at Kibi?

4. Exercises



- Train reading with The Jewel Ornament of Liberation
- Negate the verb to see in all tenses
- Translate the following sentences into Tibetan:

Did you see that house? Yes, it is my house. Who is staying in your house. My mother and sister is staying there (in that). When did your mother come to India? She came to India three years ago (before). Where is your father? He went to Nepal. Do you smell the fragrance of that incense? My father is selling that in Nepal. The incense has a good smell. I will go now. See you soon!

- Make 5 sentences in Tibetan using negated verbs of experience
- Make three questions using the verb to go
- Make three questions using the verb to come

5. Check your knowledge



- Name the negations of the verbs of experience in all tenses
- What are the two possibilities for making questions with verbs of experience; give examples!
- What does one use instead of to come in the past tense?
- Conjugate the verb to go in all tenses
- Conjugate the verb to come in all tenses



6. What is to be memorized

- The negations of verbs of experience in all tenses
- How to make questions with the verbs of experience
- How to use the verbs to come and to go
- The interrogatives how and when

7. Vocabulary

བཀའ་ཚེས་	teaching	ག་དུས་	when
ག་འདྲ་	how	གོ་	(all tenses) to hear
སྒྲིག་བརྒྱུན་	movie	མགྲོགས་པོ་མཇལ་ཡོང་།	See you soon!
འགྲོ་	(all tenses) to go	བཟུ་	(fut.) to watch
སྤྱིན་	(pf.) to go	སྐ་ལམ་གཏོང་	(pr.) to dream
ཚོང་	(all tenses) to sell	འོང་	(pr./fut.) to come
ལོ་	year	སློབ་	(pr./fut.) to arrive
སློབས་	(pf./imp.) to arrive	ཙམ་	father
འབྲོར་བ་	to arrive (polite)	མི་འཁོར་	train
སྒོ་སྤུང་	incense		

Lesson 24

1. Special structures:
 - a) To like
 - b) To need
 - c) To want
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. Special structures

In the last two lessons we will go through certain special verbs that are very useful in daily speech.

a) To like

In Tibetan one can express fondness for something by using དགའ་པོ་

fondness. One combines this noun with the verb to have. The thing or person one likes must be followed by a *ladön* which thus indicates the object of one's fondness. Therefore, in order to avoid confusion, one does not put a *ladön* with the person who possesses this fondness. Examples:

ང་རང་ཀུ་ལྷ་ལ་དགའ་པོ་ཡོད།	I like apples.
ཁྱེད་རང་ལི་ལ་དགའ་པོ་འདུག།	You like pears.
ཁོ་རང་ཞོ་ལ་དགའ་པོ་འདུག།	He likes curd.
ཁྱེད་རང་ག་ལ་དགའ་པོ་ཡོད་པས།	Do you like meat?
ལགས་དགའ་པོ་ཡོད།	Yes, I do.
ཁོ་རང་ཚུ་ལྷ་མ་ལ་དགའ་པོ་འདུག་གས།	Does he like oranges?
ལགས་དགའ་པོ་འདུག།	Yes, he does.

b) To need

The verb to need དགོས་ requires that a *ladön* is placed after the person who has the need. For example:

ང་རང་ལ་དེབ་གཟིག་དགོས།	I need a book.
ཁོ་རང་ལ་ས་ཁྲ་གཟིག་དགོས་གི་རེད།	He needs a map.

དགོས་ can also be conjugated as an involuntary verb of action:

ང་རང་ལ་བག་ལེབ་དགོས་གི་འདུག། I will need bread.
 ཁོ་རང་ལ་བག་ལེབ་དགོས་གི་རེད། He will need bread.

Likewise, དགོས་ can also be negated:

འདི་མ་དགོས། This is not necessary.
 འདི་དགོས་གི་མི་འདུག། This is not necessary.
 ང་རང་ལ་ཞུ་མོ་དགོས་གི་མེད། I don't need a hat.
 མོ་རང་ལ་དངུལ་དགོས་གི་མི་འདུག། She doesn't need money.

ཁྱེད་རང་ལ་ཕི་ཤ་དགོས་གི་ཡོད་པས། Will you need money?
 ལགས་དགོས་གི་མ་རེད། No, I will not.

The verb དགོས་ can also be joined with other verbs to express the need for an action:

ང་རང་ཁྲོམས་ལ་འགྲོ་དགོས་ཡོད། I have to go to the market.
 ཁྱེད་རང་ལྷ་ས་ལ་འགྲོ་དགོས་གི་འདུག་གས། Do you have to go to Lhasa?

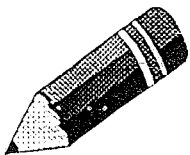
c) To want

The verb to want འདོད་ can also be joined with other verbs to express the wish and intention for doing something. For example:

ང་རང་ལྷ་ས་ལ་འགྲོ་འདོད་ཡོད། I want to go to Lhasa.
 ཁོ་རང་བལ་ཡུལ་ལ་འགྲོ་འདོད་འདུག། He wants to go to Nepal.
 མོ་རང་འདིར་འོང་འདོད་གི་འདུག། She wants to come here.
 ང་རང་རྒྱ་ནག་ལ་འགྲོ་འདོད་གི་མེད། I don't want to go to China.
 ཁོ་རང་ཤ་ཟ་འདོད་གི་མི་འདུག། He doesn't want to eat meat.

2. Exercises

a) Train reading with The Jewel Ornament of Liberation



b) Translate the following sentences into Tibetan:

I am Dorje. I want to go to Lhasa. I like monasteries. I want to see many statues. But I need a map of Lhasa. This is my sister. Her name is Chokyi. She wants to go to Nepal. She likes restaurants. She needs to eat a lot of food. Do you have a map of Nepal? I need three maps.

c) Get hold of a Tibetan and ask him a few questions using the special structures mentioned in this lesson.

3. Check your knowledge



a) Where must one place a ladön when using the verb to like?

b) Where should one place the ladön when using the verb to need or to want?

c) Say: I don't like apples

d) Say: I don't need to eat apples

e) Say: I don't want to eat apples

4. What is to be memorized

a) The uses of to like, to need, and to want



5. Vocabulary

ལྷོ་མ་མ་

market

ཇོ་མ་ལྷོ་ལྷོ་

Chokyi (name)

དོ་རྟེ་

Dorje (name)

ཟ་

to eat

Lesson 25

1. Special structures
 - a) To be allowed
 - b) It is alright
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. Special structures

a) To be allowed

To be allowed is formed by adding ཚོག་གི་རེད་ after the verb stem.
Examples:

ང་རང་ལྷ་ཁང་ནང་ལ་ལ་འགྲོ་ཚོག་གི་རེད་པས།	Am I allowed to go into the shrine room?
ལགས་འགྲོ་ཚོག་གི་རེད།	Yes, you are allowed to go [there].
ང་རང་གིས་དཔར་རྒྱུ་ཚོག་གི་རེད་པས།	Am I allowed to take photos?
ལགས་ཚོག་གི་མ་རེད།	No, you are not allowed.
བྱི་ལ་དོ་རྒྱུ་ཚོག་གི་མ་རེད།	[One] is not allowed to throw stones after the dogs

b) It is alright

One can ask with is it alright by adding ན་འགྲིགས་གི་རེད་པས་ after the verb stem. ན་ is here a conditional tense meaning "if I do something, will it be alright?" There is a slight pause after the ན་ particle and then the འགྲིགས་གི་རེད་པས་ phrase is spoken quickly together. Examples:

ང་རང་གིས་འདི་ཉོ་ན་འགྲིགས་གི་རེད་པས།	Is it alright if I buy this?
ལགས་འགྲིགས་གི་རེད།	Yes, it is alright.
ང་རང་འདིར་སྐད་ན་འགྲིགས་གི་རེད་པས།	Is it alright if I stay here?
ལགས་འགྲིགས་གི་རེད།	Yes, it is alright.
བྱིད་རང་སང་ཉིན་འོང་ན་འགྲིགས་གི་རེད།	It is alright if you come tomorrow.

Lesson 20

1. Presentation of verbs of action and verbs of experience
 - a) Introduction
 - b) Voluntary and involuntary verbs
2. Presentation of the conjugation of action verbs
 - a) Past tense
 - b) Present tense
 - c) Future tense
3. Exercises
4. Check your knowledge
5. What is to memorized
6. Vocabulary



1. Presentation of verbs of action and verbs of experience

a) Introduction

So far we have been presented with verbs expressing identification and existence. We have said for example: this is a book or there is a book on the table. But nothing much has happened yet. We have not described any actions where someone is doing something, as in the sentences: the cat ate the fish or I am going to the market. Nor have we described any experiences, as in the sentences: the dog is sick or I smell the flower. Thus, in Tibetan one distinguishes between verbs of action and verbs of experience. This difference comes up when conjugating those verbs.

b) Voluntary and involuntary verbs

The distinctions we make in English between active and passive voices, transitive and intransitive verbs do not occur in Tibetan. There is, however, a distinction in Tibetan which is of prime importance, namely that between voluntary and involuntary verbs. In the case of voluntary verbs someone or something is doing the action intentionally. For example: he is turning the prayer wheel. In the case of involuntary verbs the action is taking place without anyone or anything doing it intentionally. For example: the prayer wheel turned for a long time. A Tibetan verb is always either voluntary or involuntary; a verb cannot in some cases be voluntary and in other cases be involuntary. Therefore, in the example with the prayer wheel given above a different verb would be used in each case although the verb to turn is the same in English.

Another important indicator of whether a verb is voluntary or involuntary is that in the case of voluntary verbs there is someone or something who is intentionally doing the action. This someone or something is underlined in Tibetan by adding a particle to it called jedra. In classical Tibetan there are five forms of jedra which depend on the ending of the preceding syllable. In the colloquial language Tibetans mostly use two forms:

གིས་ after any suffix in the preceding syllable, f.ex. མོ་རང་གིས་

་་་ས་ after syllables with no ending, f.ex. བྱིས་

2. Presentation of the conjugation of action verbs

a) Past tense

Voluntary verbs:

Past tense	
First person	verb + བ་ཡིན་
Second person	verb + བ་རེད་ or verb + སོང་
Third person	

Examples:

ང་རང་	གིས་	དབ་ཞིག་	བྲིས་	བ་ཡིན།
(I)	(jedra)	(a book)	(write)	(did)

I wrote a book.

ཁྱེད་རང་གིས་དོ་བརྒྱབས་བ་རེད། You threw a stone.

ཞི་མིས་ཉ་བཟས་སོང་། The cat ate the fish.

Involuntary verbs:

Past tense	
All pronouns	verb + སོང་

Examples:

ང་རང་བོད་ལ་སྐྱེས་སོང་། I was born in Tibet.

ཉི་མ་ཤར་སོང་། The sun rose.

b) Present tense

Voluntary and involuntary verbs:

Present tense	
First person	verb + གི་ཡོད་
Second person	
Third person	verb + གི་འདུག

Examples:

ང་རང་ གིས་ ཇི་ འཐུང་ གི་ཡོད།
 (I) (jedra) (tea) (drinking) (am)

I am drinking tea.

ཁྱེད་རང་གིས་སློབ་སྦྱོང་བྱེད་གི་འདུག You are studying.

ཁོ་རང་ཚོ་དགོན་པ་ལ་ཐུག་གི་འདུག They meet in the monastery.

སྒོ་ཕྱེ་གི་འདུག The door opens.

c) Future tense

Voluntary and involuntary verbs:

Future tense	
First person	verb + གི་ཡིན་
Second person	
Third person	verb + གི་རེད་

Examples:

ང་རང་ གིས་ དེབ་གཟིགས་ རོ་ གི་ཡིན།
 (I) (jedra) (a book) (buy) (will)

I will buy a book.

ཁོ་རང་འདིར་སྡོད་གི་རེད།

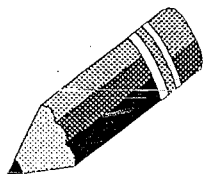
He will stay here.

ཁྱེད་རང་འཆི་གི་རེད།

You are going to die!

Notice that some verbs change their spelling in the different tenses. These you may find in a dictionary or in the book *The Complete Tibetan Verb Forms*.

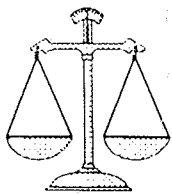
3. Exercises



- a) Train reading with *The Jewel Ornament of Liberation*
- b) Translate the following sentences into Tibetan:

I will write a book. They stayed here. You are meeting in the monastery. The cat will eat the fish. We drank tea. They talked. The sun will rise. I stayed in the house. The dog died.

4. Check your knowledge



- a) Explain the difference between voluntary and involuntary verbs
- b) Can you list the conjugations in all tenses for both voluntary and involuntary verbs?

5. What is to be memorized



- a) The difference between voluntary and involuntary verbs
- b) All the conjugations

Notice! It is absolutely essential for being able to speak Tibetan to know these conjugations - so work hard with it.

6. Vocabulary

Abbreviations: pf. perfektum (past tense)
pr. present tense
fut. future tense
imp. imperative

གློ་ཆ་	a talk	སྐྱེས་	(pf./imp.) to be born
མོ་	door	འཆི་	(pr./fut.) to die
ཉི་མ་	sun	ཉོ་	(pr./fut.) to buy
ཐུག་	(all tenses) to meet		
འཐུང་	(pr.) to drink	རྩ་	stone
ལྡན་	(all tenses) to stay	འདིར་	here
བྱེད་	(pr.) to do	བྱུག་	(all tenses) to do, to make
བཟས་	(pf.) to eat	གྲར་	(pf./imp.) to rise
བཤད་	(pf./fut.) to talk	སློབ་སྦྱོང་	studies
ཡིས་	(pf.imp.) to write	ཡི་	(fut.) to write
བཟའ་	(fut.) to eat	བཏུངས་	(pf.) to drink
འཆར་	(pr./fut.) to rise	མི་	(pf./imp.) to die

Lesson 21

1. Negations of the verbs of action
2. Questions with the verbs of action
3. Exercises
4. Check your knowledge
5. What is to be memorized



1. Negations of the verbs of action

Voluntary and involuntary verbs:

Past tense	
First person	verb + བ་མིན་
Second person	verb + བ་མ་རེད་ or verb + མ་སོང་
Third person	

Examples:

ང་རང་	གིས་	དེ་བའདི	བྲིས་པ་	མིན།
(I)	(jedra)	(this book)	(write)	(did not)

I didn't write this book.

ཁྱེད་རང་གིས་དོ་བརྒྱབས་པ་མ་རེད། You didn't throw a stone.

ཞེ་མིས་ཉ་བཟུང་མ་སོང་། The cat didn't eat the fish.

ང་རང་བོད་ལ་སྐྱེས་མ་སོང་། I wasn't born in Tibet.

ཉི་མ་ཤར་མ་སོང་། The sun didn't rise.

Voluntary and involuntary verbs:

Present tense	
First person	verb + གི་མེད་
Second person	verb + མི་འདུག
Third person	

Examples:

ང་རང་གིས་ཇ་འཐུང་གི་མེད།

I am not drinking tea.

ཁྱེད་རང་གིས་སློབ་སྦྱོང་བྱེད་གི་མི་འདུག

You are not studying.

ཁོ་རང་ཚོ་དགོན་པ་ལ་ཐུག་གི་མི་འདུག

They are not meeting at the monastery.

སྒྲོ་ཕྱུ་གི་མི་འདུག

The door is not opening.

Voluntary and involuntary verbs:

Future tense	
First person	verb + གི་མིན་
Second person	verb + གི་མ་རེད་
Third person	

Examples:

ང་རང་གིས་དེ་བ་གཅིག་ཉོ་གི་མིན།

I will not buy one book.

ཁོ་རང་འདིར་སྡོད་གི་མ་རེད།

He will not stay here.

ཁྱེད་རང་འཆི་གི་མ་རེད།

You are not going to die!

2. Questions with the verbs of action

One can form a question with either voluntary or involuntary verbs by adding a question particle to its conjugation or by putting an interrogative word in the sentence. Remember to use the verb conjugation the person has to answer.

Examples:

ཁྱེད་རང་གིས་ཇ་འབྲུང་གི་ཡོད་པས།

Are you drinking tea?

ཁྱེད་རང་གིས་དེབ་འདི་བྲིས་པ་ཡིན་པས།

Did you write this book?

ཞི་མིས་ཉ་བཟུང་སོང་བས།

Did the cat eat the fish?

ཁྱེད་རང་གིས་དེབ་འདི་ཉོ་གི་ཡིན་པས།

Are you going to buy this book?

ཁྱེད་རང་ཐོད་ལ་སྐྱེས་པ་རེད་པས།

Were you born in Tibet?

ཁོ་རང་སློབ་སྦྱོང་བྱེད་གི་འདུག་གས།

Is he studying?

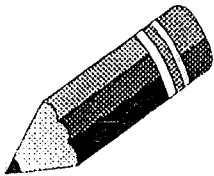
ཁྱེད་རང་འཆི་གི་མ་རེད་པས།

Are you not going to die?

སློབ་ཁྱེད་གི་མི་འདུག་གས།

Isn't the door opening?

3. Exercises



- Train reading with The Jewel Ornament of Liberation
- Write 5 sentences in Tibetan using the verbs of action with negations
- Write 8 questions in Tibetan using the verbs of action
- Get hold of a Tibetan and ask him a few questions using verbs of action



4. Check your knowledge

- Explain how to negate the verbs of action in all tenses
- Explain how to make questions with the verbs of action



5. What is to be memorized

- The negations of the verbs of actions
- How to make questions with the verbs of action

Lesson 22

1. Presentation of the verbs of experience
2. Exercises
3. Check your knowledge
4. What is to be memorized
5. Vocabulary



1. Presentation of the verbs of experience

Verbs of experience are the verbs where the subject experiences something, such as seeing, hearing, feeling, and so forth. As these verbs are inflected in another way than the verbs of actions, they are here explained separately.

Voluntary and involuntary verbs:

Past tense	
All pronouns	verb + སོང་

Examples:

ང་རང་	ན་	སོང་།
(I)	(sick)	(was)

ཁྱེད་རང་གིས་མི་ལམ་བཏང་སོང་། You dreamt.

ཁོ་རང་ཚོ་བསམས་སོང་། They thought.

Voluntary and involuntary verbs:

Present tense	
All pronouns	verb + གི་འདུག

Examples:

ང་རང་གིས་ཁང་པ་འདི་མཐོང་གི་འདུག I see this house.

བྲིད་རང་གིས་རོལ་མོ་ཐོས་གི་འདུག

You listen to music.

མོ་རང་གིས་མེ་དྲོག་གི་དྲི་མ་ཚོར་གི་འདུག

She smells the fragrance of the flower.

Voluntary and involuntary verbs:

Future tense	
All pronouns	verb + གི་རེད་

Examples:

ཡིག་རྒྱུགས་ཡག་པོ་འབྲུང་གི་རེད།

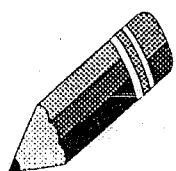
The exam will go well.

ང་རང་ལ་ཡི་གེ་འབྲུར་གི་རེད།

I will receive a letter.

ཁོ་རང་ཚོས་ཁང་པ་དེ་ཚེད་གི་རེད།

They will find that house.



2. Exercises

- a) Train reading with The Jewel Ornament of Liberation
- b) Fill in the missing conjugation:

ང་རང་གིས་བྲི་འདི་མཐོང་.....།

I saw this dog.

ཁོ་རང་ཚོ་ན་.....།

They are sick.

བྲིད་རང་ལ་ཡི་གེ་འབྲུར་.....།

You received a letter.

ང་རང་ཚོས་སེམས་.....།

We are thinking.

མོ་རང་ལ་དེ་བའི་ཚེད་.....།

She will find this book.

ཁོ་རང་གིས་མི་ལམ་བདང་.....།

He dreamt.

གུང་མེད་ཡག་པོ་བྱུང་.....།

The holiday went well.

སློབ་སློང་ཡག་པོ་འབྲུང་.....།

The studies are going well.

ང་རང་གིས་མི་བདེ་བ་འཚོར་.....།

I don't feel well.

- c) Make five sentence in Tibetan using verbs of experience in different tenses
- d) Get hold of a Tibetan and say three sentences using verbs of experience



3. Check your knowledge

- a) Conjugate the verb to see in all tenses



4. What is to be memorized

- a) The conjugations of verbs of experience in all tenses

5. Vocabulary

གུང་མེད་ holiday

ཚིན་ (fut.) to find

ཐོས་ (all tenses) to listen

སཐོང་ (all tenses) to see

དྲི་མ་ smell, fragrance

ན་ (all tenses) to be sick

བྱུང་ (pf./imp.) to happen

འབྱུང་ (pr./fut.) to happen

འབྱོར་ (all tenses) to receive

ཚོར་ (all tenses) to feel, experience

མི་ལམ་བདེད་ (pf./fut.) to dream

ཡག་པོ་ good, well

ཡི་གེ་ a letter

རོལ་མོ་ music

སེམས་ (pr.) to think

བསམས་ (pf.) to think

Lesson 23

1. Negations of the verbs of experience
2. Questions with the verbs of experience
3. The verbs to come and to go
4. Exercises
5. Check your knowledge
6. What is to be memorized
7. Vocabulary



1. Negations of the verbs of experience

Voluntary and involuntary verbs:

Past tense	
All pronouns	verb + མ་སོང་།

Examples:

ང་རང་།	ནྱ་	མ་སོང་།
(I)	(sick)	(was not)

I was not sick.

བྱིད་རང་གིས་མི་ལམ་བཏང་མ་སོང་།

You did not dream.

ཁོ་རང་ཚོས་བསམས་མ་སོང་།

They did not think.

Voluntary and involuntary verbs:

Present tense	
All pronouns	verb + གི་མི་འདུག།

Examples:

ང་རང་གིས་ཁང་པ་འདི་མཐོང་གི་མི་འདུག།

I don't see the house.

བྱིད་རང་གིས་རྩལ་མོ་ཉན་གི་མི་འདུག།

You do not listen to the music.

མོ་རང་གིས་མེ་ཉོག་གི་རྒྱུ་མཚོར་གི་མི་འདུག

She does not smell the fragrance
of the flowers.

Voluntary and involuntary verbs:

Future tense	
All pronouns	verb + གི་མ་རེད་

Examples:

ཡིག་རྒྱུགས་ཡག་པོ་འབྱུང་གི་མ་རེད།

The exam will not go well.

ང་རང་ལ་ཡི་གེ་འབྲོར་གི་མ་རེད།

I will not receive any letter.

ཁོ་རང་ཚོ་ལ་ཁང་པ་དེ་རྙེད་གི་མ་རེད།

They will not find the house.

2. Questions with verbs of experience

Just like with the verbs of action, questions are formed with verbs of experience by adding a questing particle after the verb conjugation or by using an interrogative in the sentence. Examples:

བྱིད་རང་གིས་བྱི་དེ་མཐོང་སོང་བཅས།

Did you see that dog?

ཁོ་རང་གིས་བཀའ་ཚུལ་གོ་སོང་བཅས།

Did he hear the teaching?

བྱིད་རང་མི་ལམ་གཏོང་གི་འདུག་གས།

Are you dreaming?

བྱི་དེས་ག་རེ་སེམས་གི་འདུག

What is that dog thinking?

བྱིད་རང་གིས་སློབས་བརྒྱན་བཞུགས་གི་རེད་པཅས།

Are you going to watch the movie?

ཡིག་རྒྱུགས་ག་འདྲ་འབྱུང་གི་རེད།

How will the exam go?

3. The verbs to come and to go

As the verbs to come and to go are very useful, they will here be explained separately. To come and to go are both **involuntary verbs** of action; one does therefore not put any jedra with the person who is coming or going. The verb to come is only used in the present and future tenses; instead of using **came** in the past tense, Tibetans use the verb **arrived** when saying that someone has come. The place one is going to or arriving at must be followed by a **ladön**. Examples:

In the past tense of to go one often finds a special past tense form of this verb: ཕྱིན

ང་རང་བོད་ལ་ཕྱིན་པ་ཡིན།	I went to Tibet
ང་རང་བོད་ལ་འགོ་གི་ཡོད།	I am going to Tibet.
ང་རང་བོད་ལ་འགོ་གི་ཡིན།	I will go to Tibet.
མོ་རང་རྒྱ་གར་ལ་འགོ་སོང་།	She went to India.
མོ་རང་རྒྱ་གར་ལ་ཕྱིན་པ་རེད།	She went to India.
མོ་རང་རྒྱ་གར་ལ་འགོ་གི་འདུག།	She is going to India.
མོ་རང་རྒྱ་གར་ལ་འགོ་གི་རེད།	She will go to India.

ང་རང་བོད་ལ་འབྱོར་སོང་།	I arrived in Tibet.
ང་རང་བོད་ལ་འོང་གི་ཡོད།	I am coming to Tibet.
ང་རང་བོད་ལ་འོང་གི་ཡིན།	I will come to Tibet.
མོ་རང་རྒྱ་གར་ལ་སླེབས་སོང་།	She arrived in India.
མོ་རང་རྒྱ་གར་ལ་སླེབས་པ་རེད།	She arrived in India.
མོ་རང་རྒྱ་གར་ལ་འོང་གི་འདུག།	She is coming to India.
མོ་རང་རྒྱ་གར་ལ་འོང་གི་རེད།	She will come to India.

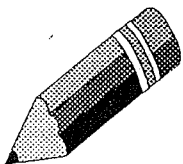
The verb to arrive can of course also be used in other tenses, for example:

མི་འཁོར་ག་དུས་སླེབ་གི་རེད། When will the train arrive?

Some more examples with to come and to go:

ཁྱེད་རང་རྒྱ་ནག་ལ་འགོ་གི་ཡིན་པས།	Will you go to China.
ལགས་ཡིན། ང་རང་རྒྱ་ནག་ལ་འགོ་གི་ཡིན།	Yes, I will go to China.

2. Exercises



- a) Train reading with The Jewel Ornament of Liberation
- b) Translate the following sentences into Tibetan:

I have to go to the market. Would it be alright if you bought meat for me? Yes, it is alright. Is Tsering allowed to go together with you? Yes, (he) is allowed. Where is the market? It is close to the school. Do you have to go to the school? Yes, I have to go to the school. Do you also want to go? No, I don't.

- c) Get hold of a Tibetan and ask him a few questions using the special structures taught in this lesson

3. Check your knowledge



- a) How does one say Am I allowed to ...?
- b) How does one say Is it alright if ...?
- c) What is the function of མ་ after a verb?

4. What is to be memorized



- a) The two special structures taught in this lesson

5. Vocabulary

མཉམ་དུ་ together with (postposition)

དཔར་ཀླབ་ to take photos (voluntary verb of action)

སང་ཉིན་ tomorrow