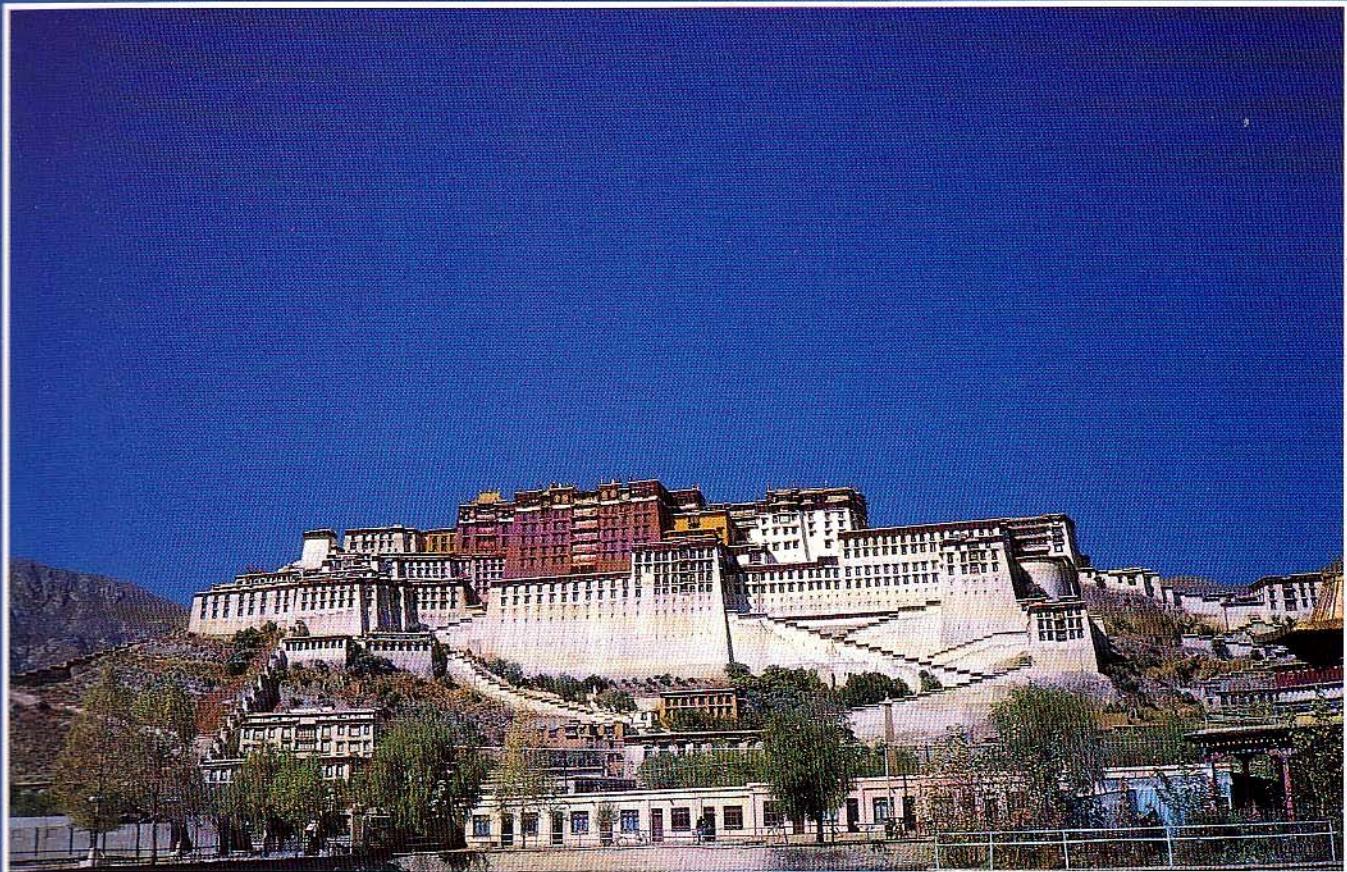


FLUENT TIBETAN



A PROFICIENCY ORIENTED LEARNING SYSTEM
Novice and Intermediate Levels

William A. Magee and Elizabeth S. Napper
Jeffrey Hopkins, General Editor

In collaboration with:

Ngawang Thondup Narkyid
Geshe Thupten Jinpa
Kunsang Y. King
Jules B. Levinson

Jigme Ngapo
Daniel E. Perdue
Dolma Tenpa
Steven N. Weinberger

VOL. 1

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Preface

The creation of this book was a collaborative effort by the eleven persons listed on the title page, reflecting two years (1990-92) of teamwork under a grant by the International Research and Studies Program in the Department of Education, Washington, D.C. Among the Tibetan collaborators:

- Mr. Ngawang Thondup Narkyid co-wrote the dialogues, checked all of the practice sentences, made suggestions for improvement, and recorded the male voice for Units One through Three.
- Geshe Thupten Jinpa checked all of the practice sentences and made suggestions for improvement.
- Ms. Kunsang Y. King recorded the female voice for Units One through Three.
- Mr. Jigme Ngapo recorded the male voice for Units Four through Fifteen.
- Ms. Dolma Tenpa recorded the female voice for Units Four through Fifteen.

We also wish to thank Mr. Thupten T. Taikang of the Tibetan Buddhist Learning Center in Washington, New Jersey, for his input on many difficult points of usage; his readiness for consultation was a great help. Many thanks also to Mr. Nathaniel Garson, a graduate student in the Department of Religious Studies at the University of Virginia, for computer assistance.

The project benefited from a Tibetan Instructional Conference held at Indiana University in Bloomington in 1990 and attended by teachers of Tibetan language from the Universities of Indiana, Michigan, Virginia, and Washington. At that conference our Virginia project was introduced, and initial steps were taken toward conceptualizing the ideal colloquial Tibetan text. In addition, a list of dialogue topics was compiled, some of which were used in formulating this text.

The occasional mis-readings that occurred in the process of recording the twenty-six hours of practice material are listed in a section at the end of the book entitled "Tape Errata". In all cases the book should be considered the final form.

William A. Magee
Elizabeth S. Napper
P. Jeffrey Hopkins, General Editor

How to Use the Book

Fluent Tibetan: A Proficiency Oriented Learning System—Novice and Intermediate Levels is based upon the courses developed by the U.S. State Department's Foreign Service Institute (FSI) specifically for diplomats needing to learn a language quickly. The FSI method, unsurpassed in its proven effectiveness, acquaints students with the sounds and patterns of a living language through repetitive interactive drills—enabling them to learn increasingly complex structures quickly—and in this way promotes rapid progress in speaking a foreign language.

The *Fluent Tibetan* package consists of a textbook and a set of tape recordings, arranged in fifteen Units. The intent is to provide a system for becoming proficient with basic elements of colloquial Tibetan as it is spoken in the Central Dialect. The special features of this learning system are:

- training in both honorific and non-honorific forms of speech from the beginning through learning basic speaking paradigms that are a mixture of non-honorific forms for oneself and honorific forms for others
- establishing a strong foundation by practicing the multiple forms of the highly complex verb “to be”
- becoming attuned to natural speech rhythms by practicing typical dialogues and abbreviated, non-stilted response patterns
- learning verb forms in order of their frequency of usage—first the future, then the present, and then the past
- training in changing auxiliary verbs in the first person singular and plural to de-emphasize intentionality
- learning to switch from non-honorific to honorific verbs forms in the first person plural to honor others when you are in an esteemed group
- becoming familiar with basic numerical forms such as ordinal and cardinal numbers, telling time, and making calculations.

This performance oriented system has 752 drills with over 7000 practice sentences arranged in a sequence of increasing complexity to provide thorough-going opportunities for familiarizing with creative manipulation of sentence patterns. Practice with the twenty-six hours of tapes—with alternating male and female indigenous Tibetan voices—will yield both acquaintance and facility with basic forms of the spoken language.

The first three units are devoted to recognition and pronunciation of the Tibetan alphabet and its combinations in syllables and words. Beginning with Unit Four, vocabulary and grammatical patterns are introduced in the form of situational dialogues. Each dialogue is followed by extensive drills which repeat the vocabulary and grammatical patterns in different contexts. In this way the student learns not merely to mimic the phrases but to use the language creatively.

In order to use the *Fluent Tibetan* learning system to best advantage, the following procedures should be adopted:

- 1 Read all drill instructions carefully, making sure you know what is required in each phase of the drill. In most drills you are given a word to substitute into a sentence; first say the sentence with the substitution, then listen to the sentence provided on the tape, and finally repeat the sentence again. It is important to remember to repeat the sentence after listening to it on the tape.
- 2 Try to repeat the sounds on the tape as soon as they are spoken without first thinking of their meaning; this will root you firmly in the *sounds* of the language.
- 3 Work solely from the tapes as much as possible, without looking at the tapescript of the drill. If it is necessary to look at the tapescript either because of being confused or because of inadequate information from the tape, use two file cards to cover the right and left columns so that only the middle column of the drill is exposed. Always try to get free of the written word as quickly as possible. You will find that initially meaning emerges *after* repeating the sounds and finally will emerge *while* repeating the sounds. Stretch your capacity to respond to the tape without the aid of the written word, using the tapescripts only when confused; this technique is particularly important for persons who are visually oriented and seem to require visualization of the spelling of a word before they can say it. It is easy to train yourself out of this counter-productive habit by first merely repeating the sounds and then, if confused, checking the tapescript to determine the meaning.
- 4 Practice each sentence over and over again, each time repeating it without any pause after the Tibetan speaker. When you gain proficiency, move to the next sentence, repeating the same process. Then return to the previous sentence and quickly do two sentences one after the other. The important point is to repeat what you are supposed to repeat and to formulate what you are supposed to formulate *as quickly as possible* without waiting to make sure you can visualize the spelling or know the meaning. The meaning will naturally come. The point is not how much you do but how well you do

it. (When using a tape recorder, at the beginning you may have to start and stop the machine frequently even though there are pauses between the spoken elements giving you time to repeat what you have heard or to formulate a reply. The timing of the taped material is geared to bring you up to the proper speed.)

These four procedures should be followed to insure that full benefit is derived from the *Fluent Tibetan* language learning system. In the classroom situation, material can be drawn from the drills to be used as a basis for creative conversations and skits after the drills have been practiced at home or in the language lab.

Vocabulary

Three compilations of the vocabulary of all Units are given after Unit 15. First, the vocabulary is given in unit-by-unit form providing easy access to the words learned to any specific point for use in creative sentence-making. Then, there is a complete vocabulary from Tibetan to English in Tibetan alphabetical order, and finally there is a complete vocabulary from English to Tibetan in English alphabetical order.

Grammar

Points of grammar are introduced in each Unit as needed, with all of the grammatical material repeated in a separate section after the Vocabulary, arranged under the parts of speech. Translations of all drills in Units 4 through 15 are given at the end of the book.

Dialects

The dialects spoken in the various areas of Tibet differ considerably from one another; therefore, the dialect presented in this text and on its accompanying tapes may not be the only accent you will be required to speak and understand. The tapescripts found in each unit may be read to you by a Tibetan indigenous to the area whose dialect you wish to learn; in this way, *Fluent Tibetan* may be tailored to your needs. Also, even though *Fluent Tibetan* is not a textbook for classical Tibetan or modern literary Tibetan, Tibetan script (as opposed to phonetics) is used because (1) in the long run it is easier to use the Tibetan script, (2) many students of the colloquial language are also students of Tibetan literature, and (3) Tibetans reading the tapescript will find it easy to pronounce the Tibetan script in accordance with their own dialect.

Other Works for Further Reference

Even though grammar is introduced in each Unit as needed, *Fluent Tibetan* is a proficiency-based system and not a complete Tibetan grammar reference. Moreover, *Fluent Tibetan* does not present many advanced colloquial constructions—those above the Intermediate levels (see the Proficiency Guidelines below). For students interested in a complete Tibetan grammar reference or in more advanced colloquial constructions, the following very helpful modern spoken Tibetan instructional materials are available in English:

Modern Spoken Tibetan, (with cassette tapes) by Melvyn C. Goldstein and Nawang Nornang, adapted for use at the University of Virginia by Elizabeth S. Napper

(Charlottesville: Ibis Publishing, 1989). Goldstein's text is organized according to grammatical constructions. It can be ordered by calling 1-800-476-2665.

Textbook of Colloquial Tibetan, by George N. Roerich and Lobsang Phuntshok Lhalungpa, second edition revised and enlarged by Lobsang Phuntshok Lhalungpa (New Delhi: Mañjuśrī Publishing House, 1972). This text describes colloquial constructions through the advanced level and also gives a series of increasingly complex dialogues demonstrating these constructions.

Spoken Tibetan, (with cassette tapes) by Kun Chang and Betty Shefts (Tapei: Institute of History and Philology, Academia Sinica, 1978). This text presents a series of dialogues between Tibetan persons, as well as vocabulary lists. For high-level intermediate and advanced students.

Handbook of Tibetan, by Tengye Tensang (LaRochette: Karma Ling Prajña Edition, 1987). This text is similar to Goldstein's in that it is organized around grammatical constructions.

Textbook of Colloquial Tibetan Language, by Sherab Gyaltzen Amipa (Zurich: Tibetan Institute, 1974). This text also presents increasingly complex grammatical constructions and sample sentences for memorization.

Translating Buddhism From Tibetan, by Joe Wilson (Ithaca: Snow Lion Publications, 1992). This volume presents the reader with a complete grammatical presentation for literary Tibetan, together with exercises in grammatical analysis. Much of this material—especially Wilson's discussion of case usages—is valuable for students of colloquial Tibetan as well.

Proficiency Guidelines

Fluent Tibetan: A Proficiency Oriented Learning System—Novice and Intermediate Levels is a practical introduction to modern colloquial Tibetan, especially to the dialects spoken in Central Tibet.¹ The intent of *Fluent Tibetan* is to acquaint students with the sounds and patterns of Tibetan speech, enable them to learn increasingly complex structures quickly, and in that way to promote more rapid progress in speaking the Tibetan language than has been possible for most indigenous English speakers thus far. The aim is to learn how to use with ease whatever elements have been introduced in a particular exercise. Having completed this text, students should be capable of Intermediate speech as defined by the University of Virginia's Tibetan Oral Proficiency Guidelines, formulated by William Magee. These guidelines, given below, describe the Intermediate levels as a speaker's ability (1) to sustain minimal basic communicative tasks, (2) to ask and answer questions, and (3) to combine

¹ Many dialects can be distinguished within Central Tibet; that taught in this book is a generalized version.

memorized elements so as to create new and appropriate sentences.

The proficiency guidelines for spoken Tibetan conform, when possible, to the Generic Speaking Proficiency Guidelines developed by the American Council of Teachers of Foreign Languages (ACTFL). These guidelines present a hierarchy of descriptive statements representing a particular range of abilities, each level including the abilities characterizing the levels below it. The guidelines measure speaking performance—what a student can say; thus, they are designed to assess the interviewee's current ability to use the language.

Fluent Tibetan is designed to help students attain the Intermediate-Low level in terms of grammatical diversity and amount of vocabulary and attain higher levels in terms of pronunciation, usage of honorifics, and communication skills. Following are the Tibetan specific descriptions for the generic ACTFL proficiency levels:

NOVICE

The novice level is defined as the ability to communicate minimally with memorized material.

NOVICE-LOW

No functionality in spoken Tibetan beyond 0-10 memorized vocabulary words and phrases. Communicative skills are essentially absent.

NOVICE-MID

Able to function in a limited capacity within elementary courtesy situations. All functionality is limited to memorized phrases. Creative usage is practically non-existent. The majority of utterances consist of isolated words and memorized fragments. Utterances are marked with long pauses and repetitions. Pronunciation is poor. Communication of information is non-existent or minimal.

NOVICE-HIGH

This level speaker is able to satisfy basic survival and social requirements involving short memorized phrases. However, there is no demonstrable ability to create sentences or cope with situations beyond the use of learned utterances. There is some evidence of emerging spontaneity and utterance length, but frequent long pauses and errors still occur. Vocabulary is limited to common words, and verb usage is confused and inadequate. This level speaker is still unable to make needs known and to communicate information in basic survival and social situations.

INTERMEDIATE

The Intermediate levels are characterized by the speaker's ability (1) to create with language by combining memorized elements, (2) to sustain minimal basic communicative tasks, and (3) to ask and answer questions.

INTERMEDIATE-LOW

Able to satisfy basic survival needs and minimum courtesy requirements. Able to ask and answer simple questions, although in a restricted and inaccurate manner. Performable tasks include introducing self and others, ordering a meal, asking directions, making purchases. Vocabulary is limited, and grammatical constructions are limited to basic constructions. These include linking verbs, correct use of definite and indefinite verbs of existence, interrogatives, and the negatives of these. Limited verb-object constructions and adverbial constructions are also possible. Creative constructions are often inaccurate. Honorifics are rarely employed, and verb tenses are often misused. Frequent long pauses result from inability quickly to create appropriate language forms, and vocabulary is limited to common nouns and verbs. Since pronunciation is poor, this level speaker must often repeat utterances to be understood. Inevitably, there is little precision in information conveyed.

INTERMEDIATE-MID

Able to handle successfully a variety of basic communicative tasks and social situations. Able to talk simply about self and family members, and to participate in conversations concerning personal history, interests, travel arrangements, and so forth. More advanced grammatical constructions are incorporated into language strategies. These include constructions of probability and improbability, involuntary constructions, before and after constructions, the use of reasons, polite requests, and some verbal suffixes including wanting and needing. Utterance length increases as grammatical paradigm use becomes more fluent. The use of honorifics increases. Frequent long pauses are still unavoidable. Although pronunciation remains poor, this level speaker can generally be understood by sympathetic listeners.

INTERMEDIATE-HIGH

Able to handle successfully most uncomplicated communicative tasks and social situations. Although errors are evident, can initiate, sustain, and close a general conversation employing a number of appropriate grammatical constructions. These include when and while constructions, volunteering constructions, substantives, should constructions, and more advanced verbal constructions including future *ya* constructions, constructions involving trying, and the verbal suffixes indicating about to, readiness, and just. Although use of honorifics is generally appropriate, vocabulary is still limited, creating hesitation. There is, however, emerging evidence of connected discourse, although only for simple narration and description. Can sporadically form multi-clause and linked-sentence utterances. Although errors still occur in complicated sentences, there is growing ability to communicate precise information. This level speaker can generally be understood by sympathetic listeners, but usually not by the general public.

ADVANCED

The two advanced levels (Advanced and Advanced-Plus) are characterized by the speaker's ability (1) to converse in a participatory manner, (2) to initiate, sustain, and close a wide variety of communicative tasks, including those that require complex discourse strategies due to complicated situations or unforeseen events, (3) satisfy the requirements of academic and work situations, and (4) to narrate and describe with paragraph-length connected discourse.

ADVANCED

Able to handle everyday situations and routine school and work situations. Elaborating, complaining, and apologizing can be handled with confidence but not fluency. Narrative and descriptive sentences can be linked together smoothly. Advanced grammatical constructions (such as relative clauses and hypothetical constructions) are quickly implemented, alone and in combination. Strategies include pause fillers, stalling devices, and different rates of speech. Although some groping for words may still be evident, general syntax and word-order are correct. This level speaker is understood without difficulty by indigenous speakers.

ADVANCED-PLUS

Able to successfully deal with a wide variety of interpersonal, academic, and work situations. Can discuss topics related to special fields of interest. This level speaker can support opinions, explain in detail, and demonstrate a wide variety of communicative strategies, such as paraphrasing and circumlocution, enabling this speaker to make up for remaining inadequacies in native-like discourse. Vocabulary and intonation can be used to convey fine shades of meaning. Although the Advanced-Plus speaker shows fluency and ease of speech, language may still prove inadequate under pressure or the demands of complex Superior-level tasks.

SUPERIOR

The Superior level is characterized by the speaker's ability (1) to participate fully in most conversations on practical, professional, social, and abstract topics, and (2) to support opinions and hypotheses using native-like discourse strategies. Although occasional errors may occur during complex discourse, no patterns of error are evident. This level speaker can discuss particular interests and special fields of competence with relative ease. Control of grammar is good, and vocabulary is broad. There is solid evidence of command of idiomatic and colloquial expressions. Errors virtually never interfere with understanding and do not perturb the indigenous listener.

Fluent Tibetan
Volume One

NOVICE LEVEL

Unit 1

ਤੈਤੀ ਕਾਨੂੰਨੀ

The Thirty Consonants

THE FIRST FOUR ROWS

The Tibetan alphabet looks strange initially, but it is not difficult to learn. Traditionally, the thirty consonants are learned first. They are arranged systematically in rows and columns. The members of a given row or column usually share certain characteristics, as you will see. Table One shows all thirty consonants. They will be read as Tibetans traditionally read them—by row, left to right, and top to bottom.

Table 1: The Thirty Consonants and Their Phonetic Equivalents

	Column 1	Column 2	Column 3	Column 4
Row 1	ਗ	ga	ਖ	kha
Row 2	ਯ	ja	ਚ	cha
Row 3	ਦ	da	ਤ	tha
Row 4	ਬ	ba	ਫ	pha
Row 5	ਡ	dza	ਤਸ	tsha
Row 6	ਸ਼	sha	ਸ	sa
Row 7	ਰ	ra	ਲ	la
Row 8	ਹ	ha	ਅ	a

THE FIRST ROW ད ག ར ཅ

ଡ (gā)

ଘ (kha)

ଡ (ka)

ଘ (nga)

Please repeat each consonant:

Tapescript

ଡ

ଘ

ଡ

ଘ

ଡ

ଘ

ଡ

ଘ

In this row, as in the next four, the consonants follow a pattern related to tone and aspiration. The first consonant in the row is high in tone. A consonant that is high in tone—marked in the phonetic system by a macron over the letter (e.g., $\bar{g}a$)—is pitched higher and more sharply than are the lower tones.

In the first five rows the consonant in the first column lacks aspiration, and the consonant in the second column has strong aspiration. Aspiration refers to the amount of breath expelled with the consonant. When a sound is aspirated, a puff of breath will be felt if the hand is held close to the mouth. Consonants in the second column have a moderately high pitch. Third column consonants have a moderate amount of aspiration and are low in tone, unless affected by a prefix or head letter, as will be explained below.

Notice the differences between the first and second column consonants:

Tapescript

ଡ

ଘ

ଡ

ଘ

ଡ

ଘ

ଡ

ଘ

ଡ

ଘ

In speaking Tibetan it is important to use the proper tone and aspiration. Not doing so will cause you to be misunderstood.

DRILL 1

Repeat after the tape and write the letter that you hear, using Tibetan script:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ད | 2. བ | 3. བ | 4. ད | 5. བ |
| 6. ད | 7. བ | 8. ད | 9. བ | 10. ད |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ད | 2. བ | 3. བ | 4. ད | 5. བ |
| (first column) | (second column) | (second column) | (first column) | (second column) |
| 6. ད | 7. བ | 8. ད | 9. བ | 10. ད |
| (first column) | (second column) | (first column) | (second column) | (first column) |

Third column consonants in the first five rows, that is, ད (ka) བ (ca) བ (ta) ད (pa) and བ (dza) are low in tone and have moderate aspiration, unless affected by a prefix or head letter, as will be explained below. Repeat after the tape:

Tapescript

ད བ ད

DRILL 2

In this drill, you will hear letters from the second and third columns of row 1. Repeat after the tape and write the letter that you hear, using Tibetan script:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ། | 2. ་ | 3. ་ | 4. ། | 5. ་ |
| 6. ། | 7. ་ | 8. ། | 9. ་ | 10. ། |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ། | 2. ་ | 3. ་ | 4. ། | 5. ་ |
| (third column) | (second column) | (second column) | (third column) | (second column) |
| 6. ། | 7. ་ | 8. ། | 9. ་ | 10. ། |
| (third column) | (second column) | (third column) | (second column) | (third column) |

DRILL 3

In this drill, you will hear letters from the first three columns. Repeat after the tape and write the letter that you hear, using the Tibetan script:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ། | 2. ༌ | 3. ། | 4. ་ | 5. ་ |
| 6. ། | 7. ། | 8. ༌ | 9. ་ | 10. ། |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|----------------|----------------|----------------|-----------------|-----------------|
| 1. ། | 2. ་ | 3. ༌ | 4. ༄ | 5. ༅ |
| (third column) | (first column) | (third column) | (second column) | (second column) |
| 6. ། | 7. ་ | 8. ༌ | 9. ༄ | 10. ༅ |
| (third column) | (third column) | (first column) | (second column) | (third column) |

The consonants in the fourth column of each of the first four rows are nasal: ཅ (nga) གྷ (nya) ཁ (na) ག (ma). Their tone is very low. The nasal of the first row is ཅ (nga). In Tibetan, this sound is very common. It begins syllables as a ‘nga’ and ends them as a ‘ng’. At the end of syllables it is formed like the ‘ng’ in the English word ‘song’. The letter ཅ (nga) by itself means “I” in Tibetan. Repeat after the tape:

Tapescript

අ ཅ ཅ

DRILL 4

In this drill, you will hear letters from all four columns of the first row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ། | 2. ་ | 3. ༅ | 4. ༌ | 5. ༄ |
| 6. ༅ | 7. ༄ | 8. ༌ | 9. ། | 10. ་ |
| 11. ༅ | 12. ་ | 13. ༄ | 14. ༌ | 15. ༅ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. མ	2. ཚ	3. བ	4. མ	5. ཚ
(third column)	(first column)	(fourth column)	(third column)	(second column)
6. བ	7. ཚ	8. མ	9. མ	10. ཚ
(fourth column)	(second column)	(third column)	(third column)	(first column)
11. བ	12. ཚ	13. ཚ	14. མ	15. བ
(fourth column)	(first column)	(second column)	(third column)	(fourth column)

THE SECOND ROW ཁ ག གྷ ང

ଁ (ja) ଂ (cha) གྷ (ca) ང (nya)

Repeat after the tape:

Tapescript

ଁ	ଂ	ୟ	ୄ
ଁ	ଂ	ୟ	ୄ

In the second row, as in the first, the consonants follow a pattern related to tone and aspiration. The first consonant in the row is high in tone and lacks aspiration, while the second consonant has strong aspiration. The third column consonant has a moderate amount of aspiration and is low in tone. Notice the difference in aspiration between the first and second column consonants:

Tapescript

ଁ	ଂ
ଁ	ଂ
ଁ	ଂ

DRILL 5

Repeat after the tape and write the letter that you hear, using the Tibetan script:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ཀ | 2. ཁ | 3. ག | 4. གྷ | 5. ང |
| 6. ཁ | 7. ཅ | 8. ཆ | 9. ཇ | 10. ཈ |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|----------------|-----------------|-----------------|
| 1. ཀ | 2. ཁ | 3. ག | 4. གྷ | 5. ང |
| (second column) | (second column) | (first column) | (first column) | (first column) |
| 6. ཁ | 7. ཅ | 8. ཆ | 9. ཇ | 10. ཈ |
| (second column) | (first column) | (first column) | (second column) | (second column) |

DRILL 6

In this drill, you will hear letters from the first two columns of the rows covered so far.

Repeat after the tape and write the letter that you hear, using the Tibetan script:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ཌ | 2. ཁ | 3. ཌྷ | 4. ཅ | 5. ཁ |
| 6. ཌྷ | 7. ཅ | 8. ཁ | 9. ཌ | 10. ཅ |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. བ | 2. ཁ | 3. ལ | 4. ག | 5. ཁ |
| (second column) | (second column) | (first column) | (first column) | (second column) |
| 6. ལ | 7. ལ | 8. ཁ | 9. བ | 10. ག |
| (first column) | (first column) | (second column) | (second column) | (first column) |

Now notice the difference in aspiration between the second and third column letters:

Tapescript

- | | |
|---|---|
| କ | ଏ |
| କ | ଏ |
| କ | ଏ |

DRILL 7

In this drill, you will hear letters from the second and third columns of the second row. Repeat after the tape and write the letter that you hear, using the Tibetan script:

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ཁ | 2. ཁ | 3. ཏ | 4. ཏ | 5. ཁ |
| 6. ཏ | 7. ཏ | 8. ཁ | 9. ཁ | 10. ཏ |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|----------------|----------------|----------------|
| 1. ཁ | 2. ཁ | 3. ཏ | 4. ཏ | 5. ཏ |
| (second column) | (second column) | (third column) | (third column) | (third column) |

6. ཁ 7. ບ 8. ພ 9. ཁ 10. ཁ

(second column) (third column) (third column) (second column) (second column)

DRILL 8

In this drill, you will hear letters from the first three columns of the second row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.

6. 7. 8. 9. 10.

Tapescript

1. ཁ 2. ບ 3. ຕ 4. ຕ 5. ບ

6. ຕ 7. ບ 8. ཁ 9. ຕ 10. ບ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ཁ 2. ບ 3. ຕ 4. ຕ 5. ບ

(second column) (third column) (first column) (first column) (third column)

6. ຕ 7. ບ 8. ཁ 9. ຕ 10. ບ

(first column) (third column) (second column) (first column) (third column)

Like all the nasals, ད (nya) is very low in tone. In Tibetan ‘nya’ is heard only at the beginning of syllables. It is formed like the ‘nya’ in ‘piñata’. Repeat after the tape, correctly pronouncing the different nasal sounds:

Tapescript

ດ ດ

ດ ດ

ດ ດ

DRILL 9

In this drill, you will hear letters from the first two rows in groups of two, grouped by column. Repeat after the tape and write the letters that you hear, using the Tibetan script.

1.

2.

3.

4.

Tapescript

1. བ· ཁ·

2. ལ· ག·

3. མ· ཅ·

4. ཤ· ར·

Now these letters will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. བ· ཁ·

2. ལ· ག·

3. མ· ཅ·

4. ཤ· ར·

(second column)

(first column)

(third column)

(fourth column)

DRILL 10

In this drill, you will hear letters from the first two rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Tapescript

1. ཁ·

2. ལ·

3. ག·

4. ཤ·

5. ཅ·

6. ག·

7. ར·

8. བ·

9. ཁ·

10. བ·

11. ཅ·

12. ཁ·

13. བ·

14. ལ·

15. ར·

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ཀ | 2. བྷ | 3. ཁ | 4. ཅ | 5. ཆ |
| (second column) | (first column) | (first column) | (fourth column) | (third column) |
| 6. ག | 7. གྷ | 8. ང | 9. ཁ | 10. ཅ |
| (first column) | (fourth column) | (second column) | (first column) | (second column) |
| 11. ཆ | 12. ཀ | 13. ང | 14. བྷ | 15. གྷ |
| (third column) | (second column) | (second column) | (first column) | (fourth column) |
-

THE THIRD ROW ཅ མ ང ཉ

අ (da) ມ (tha) ང (ta) ཉ (na)

Repeat after the tape:

Tapescript

- | | | | |
|---|---|---|---|
| අ | ມ | ྃ | ྉ |
| අ | ມ | ྃ | ྉ |

In the third row, as in the first and second rows, the consonants follow a pattern related to tone and aspiration. The first consonant in the row is high in tone and lacks aspiration; the second consonant has strong aspiration. The third column consonant has a moderate amount of aspiration and is low in tone.

DRILL 11

In this drill, you will hear letters from the first two columns of the third row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| (second column) | (second column) | (first column) | (first column) | (second column) |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |
| (first column) | (second column) | (second column) | (first column) | (second column) |

DRILL 12

In this drill, you will hear letters from the first two columns of the first three rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| (first column) | (second column) | (first column) | (second column) | (first column) |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |
| (first column) | (first column) | (second column) | (first column) | (second column) |

DRILL 13

In this drill, you will hear letters from the second and third columns of the third row. Notice the difference in aspiration and tone between the second and third column consonants. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ༩ | 2. ༩ | 3. ༮ | 4. ༮ | 5. ༩ |
| 6. ༮ | 7. ༩ | 8. ༩ | 9. ༮ | 10. ༩ |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ༩ | 2. ༩ | 3. ༮ | 4. ༮ | 5. ༩ |
| (second column) | (second column) | (third column) | (third column) | (second column) |
| 6. ༮ | 7. ༩ | 8. ༩ | 9. ༮ | 10. ༩ |
| (third column) | (second column) | (second column) | (third column) | (second column) |

DRILL 14

In this drill, you will hear letters from the first three columns of the first three rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

Tapescript

- | | | | | |
|------|------|------|------|------|
| 1. ཁ | 2. ལ | 3. ཅ | 4. ༮ | 5. ཉ |
|------|------|------|------|------|

- | | | | | |
|-------|-------|-------|-------|-------|
| 6. ཅ | 7. ཆ | 8. ཇ | 9. ཁ | 10. ང |
| 11. ཋ | 12. ཅ | 13. ང | 14. ཌ | 15. ཅ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ཀ | 2. ཌ | 3. ཁ | 4. ཅ | 5. ཋ |
| (second column) | (first column) | (first column) | (first column) | (third column) |
| 6. ཅ | 7. ཆ | 8. ང | 9. ཁ | 10. ང |
| (third column) | (second column) | (second column) | (first column) | (second column) |
| 11. ཋ | 12. ཅ | 13. ང | 14. ཌ | 15. ཅ |
| (third column) | (third column) | (second column) | (first column) | (first column) |

Like all the nasals, ཁ (na) is very low in tone. In Tibetan ‘na’ is heard at the beginning of syllables, and ‘n’ is heard at the end of syllables. ཁ is pronounced like the ‘na’ in the English word ‘not’. Repeat after the tape, carefully duplicating the different nasal sounds:

Tapescript

- | | | |
|---|---|---|
| କ | ଢ | ତ |
| ଖ | ଚ | ଣ |
| ଙ | ନ | ଫ |

DRILL 15

In this drill, you will hear letters from the first three rows in groups of three, grouped by column. Repeat after the tape and write the letters that you hear, using the Tibetan script.

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|

Tapescript

- | | | | |
|----------|----------|----------|----------|
| 1. ཌ ཁ ཅ | 2. ཆ ཋ ཅ | 3. ང ཁ ཆ | 4. ཅ ར ཁ |
|----------|----------|----------|----------|

Now these letters will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ལ ག ཅ 2. ར གྷ ཆ 3. ལ ཁ ང 4. ཆ ཉ ཈

(first column) (third column) (second column) (fourth column)

DRILL 16

In this drill, you will hear letters from the first three rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ཁ | 2. ལ | 3. ག | 4. ཅ | 5. གྷ |
| 6. ཆ | 7. ང | 8. ལ | 9. ཉ | 10. ཁ |
| 11. གྷ | 12. ཆ | 13. ཈ | 14. ལ | 15. ཅ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ཁ | 2. ལ | 3. ག | 4. ཅ | 5. གྷ |
| (second column) | (first column) | (first column) | (first column) | (fourth column) |
| 6. ཆ | 7. ང | 8. ཁ | 9. ཉ | 10. ཁ |
| (third column) | (second column) | (second column) | (fourth column) | (second column) |
| 11. གྷ | 12. ཆ | 13. ཈ | 14. ལ | 15. ཅ |
| (third column) | (third column) | (fourth column) | (first column) | (first column) |
-

THE FOURTH ROW བ མ ཟ ཡ

པ' (ba)

ພ' (pha)

པ' (pa)

ມ' (ma)

Repeat after the tape:

Tapescript

པ'

ພ'

པ'

ມ'

པ'

ພ'

པ'

ມ'

In this row, as in the first, second, and third rows, the consonants follow a pattern related to tone and aspiration. The first consonant in the row is high in tone and lacks aspiration, while the second consonant has strong aspiration. The consonant in the third column has a moderate amount of aspiration and is low in tone. As you repeat after the tape, notice the difference in aspiration between the first and second column consonants:

Tapescript

པ'

ພ'

པ'

ພ'

པ'

ພ'

DRILL 17

In this drill, you will hear letters from the first two columns of the fourth row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Tapescript

1. ས'

2. ཕ'

3. ར'

4. ཤ'

5. ར'

6. ར'

7. ཕ'

8. ར'

9. ཤ'

10. ར'

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. བ | 2. བ | 3. བ | 4. བ | 5. བ |
| (second column) | (second column) | (first column) | (first column) | (second column) |
| 6. བ | 7. བ | 8. བ | 9. བ | 10. བ |
| (first column) | (second column) | (second column) | (first column) | (second column) |

DRILL 18

In this drill, you will hear letters from the first two columns of the first four rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. མ | 2. ཛ | 3. ཅ | 4. བ | 5. བ |
| 6. བ | 7. བ | 8. བ | 9. ཅ | 10. བ |
| 11. ཁ | 12. བ | 13. བ | 14. ཁ | 15. བ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. མ | 2. ཛ | 3. ཅ | 4. བ | 5. བ |
| (second column) | (first column) | (first column) | (first column) | (second column) |
| 6. བ | 7. བ | 8. བ | 9. ཅ | 10. བ |
| (first column) | (second column) | (second column) | (first column) | (second column) |

11. བ 12. ག 13. ང 14. བ 15. ཁ
 (second column) (first column) (second column) (second column) (first column)

DRILL 19

In this drill, you will hear letters from the second and third columns of the fourth row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.
 6. 7. 8. 9. 10.

Tapescript

1. ང 2. ཁ 3. ཁ 4. ཁ 5. ཁ
 6. ཁ 7. ཁ 8. ཁ 9. ཁ 10. ཁ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ཁ 2. ཁ 3. ཁ 4. ཁ 5. ཁ
 (second column) (second column) (third column) (third column) (second column)
 6. ཁ 7. ཁ 8. ཁ 9. ཁ 10. ཁ
 (third column) (second column) (second column) (third column) (second column)

DRILL 20

In this drill, you will hear letters from the first three columns of the first four rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.
 6. 7. 8. 9. 10.
 11. 12. 13. 14. 15.

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ག | 2. ང | 3. ཅ | 4. ཆ | 5. ཇ |
| 6. ཁ | 7. ཈ | 8. ཉ | 9. ཊ | 10. ཋ |
| 11. ཌ | 12. ང | 13. ཁ | 14. ཉ | 15. ཋ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ག | 2. ང | 3. ཅ | 4. ཆ | 5. ཇ |
| (second column) | (first column) | (first column) | (first column) | (second column) |
| 6. ཁ | 7. ཈ | 8. ཉ | 9. ཊ | 10. ཋ |
| (first column) | (second column) | (second column) | (first column) | (second column) |
| 11. ཌ | 12. ང | 13. ཁ | 14. ཉ | 15. ཋ |
| (third column) | (third column) | (third column) | (second column) | (first column) |

Like all the nasals, ཋ (ma) is very low in tone. In Tibetan 'ma' is heard at the beginning of syllables, and 'm' is heard at the end of syllables. Repeat after the tape, carefully differentiating the different nasal sounds:

Tapescript

- | | | | |
|---|---|---|---|
| ଘ | ଘ | ଘ | ଘ |
| ଘ | ଘ | ଘ | ଘ |
| ଘ | ଘ | ଘ | ଘ |

DRILL 21

In this drill, you will hear letters from the first four rows in groups of four, grouped by column. Repeat after the tape and write, in the Tibetan script, what letters you hear.

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|

Tapescript

1. ། ཇ ད མ 2. ལ ག ཁ གྷ 3. ར ག ད མ 4. ན ཉ ད མ

Now these letters will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | |
|----------------|-----------------|----------------|-----------------|
| 1. ། ཇ ད མ | 2. ལ ག ཁ གྷ | 3. ར ག ད མ | 4. ན ཉ ད མ |
| (third column) | (second column) | (first column) | (fourth column) |

DRILL 22

In this drill, you will hear letters from the first four rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ན | 2. ཉ | 3. ཁ | 4. ང | 5. བ |
| 6. མ | 7. ཁ | 8. ལ | 9. ཉ | 10. མ |
| 11. ཇ | 12. མ | 13. ཁ | 14. ར | 15. ང |
| 16. ག | 17. ཅ | 18. ཁ | 19. ང | 20. མ |

Now these twenty will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|----------------|-----------------|----------------|----------------|-----------------|
| 1. ན | 2. ཉ | 3. ཁ | 4. ང | 5. བ |
| (third column) | (fourth column) | (first column) | (first column) | (fourth column) |

6. ଏ	7. ସ	8. ଫ	9. ଟ	10. କ
(third column)	(second column)	(second column)	(fourth column)	(second column)
11. ଏ	12. ଏ	13. ମ	14. ପ	15. ଏ
(third column)	(third column)	(fourth column)	(first column)	(first column)
16. କ	17. ଏ	18. ଏ	19. ଏ	20. ପ
(second column)	(fourth column)	(second column)	(third column)	(third column)

THE SECOND FOUR ROWS

THE FIFTH ROW

Repeat after the tape:

Tapescript

In the fifth row, as in the first four rows, the consonants follow a pattern related to tone and aspiration. The first consonant in the row is high in tone and lacks aspiration, while the second consonant has strong aspiration. The third column consonant in the row has a moderate amount of aspiration and is low in tone. However, ئِ almost always appears with a prefix or head letter; so one rarely hears it pronounced *tsa*. (Two exceptions are the words ئِئِئِئِ meaning “messy” and ئِئِئِ meaning “dirty”). Repeat after the tape, noticing the difference in tone and aspiration between the first and second consonants:

Tapescript

84

ಹ

DRILL 23

In this drill, you will hear letters from the first two columns of the fifth row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.
6. 7. 8. 9. 10.

Tapescript

1. ହୁ 2. ହୁ 3. ହୁ 4. ହୁ 5. ହୁ
6. ହୁ 7. ହୁ 8. ହୁ 9. ହୁ 10. ହୁ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ಹ್ | 2. ಹ್ | 3. ಹ್ | 4. ಹ್ | 5. ಹ್ |
| (second column) | (second column) | (first column) | (first column) | (second column) |
| 6. ಹ್ | 7. ಹ್ | 8. ಹ್ | 9. ಹ್ | 10. ಹ್ |
| (first column) | (second column) | (second column) | (first column) | (second column) |

DRILL 24

In this drill, you will hear letters from the first two columns of the first five rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.
6. 7. 8. 9. 10.
11. 12. 13. 14. 15.

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ཅ | 2. ཆ | 3. ཁ | 4. ཈ | 5. ཉ |
| 6. ཇ | 7. ཋ | 8. ཌ | 9. ཁ | 10. ཁ |
| 11. ཁ | 12. ཈ | 13. ཋ | 14. ཁ | 15. ཉ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. ཅ | 2. ཆ | 3. ཁ | 4. ཈ | 5. ཉ |
| (first column) | (first column) | (first column) | (first column) | (second column) |
| 6. ཇ | 7. ཋ | 8. ཌ | 9. ཁ | 10. ཁ |
| (first column) | (second column) | (second column) | (second column) | (first column) |
| 11. ཁ | 12. ཈ | 13. ཋ | 14. ཁ | 15. ཉ |
| (second column) | (first column) | (second column) | (second column) | (first column) |

DRILL 25

In this drill, you will hear letters from the second and third columns of the fifth row. Notice the difference in aspiration and tone between the second and third column consonants. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ཁ | 2. ཁ | 3. ཁ | 4. ཁ | 5. ཁ |
| 6. ཁ | 7. ཁ | 8. ཁ | 9. ཁ | 10. ཁ |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ཀ | 2. ཁ | 3. གྷ | 4. ང | 5. ཅ |
| (second column) | (second column) | (third column) | (third column) | (second column) |
| 6. ཆ | 7. ཈ | 8. ཉ | 9. ཊ | 10. ཋ |
| (third column) | (second column) | (second column) | (third column) | (second column) |

DRILL 26

In this drill, you will hear letters from the first three columns of the first five rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ཅ | 2. ཁ | 3. ཁ | 4. ང | 5. ཁ |
| 6. ཆ | 7. ཉ | 8. ཉ | 9. ཊ | 10. ཉ |
| 11. ང | 12. ཆ | 13. ཉ | 14. ཌ | 15. ཆ |
| 16. ཀ | 17. ང | 18. ཉ | 19. ཆ | 20. ཉ |

Now these twenty will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|----------------|-----------------|-----------------|----------------|-----------------|
| 1. ཅ | 2. ཁ | 3. ཁ | 4. ང | 5. ཁ |
| (third column) | (first column) | (first column) | (first column) | (second column) |
| 6. ཆ | 7. ཉ | 8. ཉ | 9. ཊ | 10. ཉ |
| (third column) | (second column) | (second column) | (third column) | (second column) |

- | | | | | |
|-----------------|----------------|-----------------|----------------|----------------|
| 11. གྷ | 12. ང | 13. ཆ | 14. ཉ | 15. ཊ |
| (third column) | (third column) | (second column) | (first column) | (first column) |
| 16. ཁ | 17. ཅ | 18. ཇ | 19. ཈ | 20. ཉ |
| (second column) | (third column) | (second column) | (third column) | (third column) |

ྂ (wa), the consonant in the fourth column of the fifth row, is rarely seen as a root consonant. Most often it appears as a subsidiary part of a Tibetan syllable, as in the syllable མྂ, and is not pronounced. Repeat after the tape:

Tapescript

ଘྂ ഘྂ ഘྂ

DRILL 27

In this drill, you will hear letters from the first five rows, in groups of five, grouped by column. Repeat after the tape and write, in the Tibetan script, what letters you hear.

1. 2. 3. 4.

Tapescript

1. ཁྃ ཁྃ ཁྃ ཁྃ 2. ཆ ཆ ཆ ཆ 3. ཉ ཉ ཉ ཉ 4. ཈ ཈ ཈ ཈

Now these letters will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. ཁྃ ཁྃ ཁྃ ཁྃ | 2. ཆ ཆ ཆ ཆ | 3. ཉ ཉ ཉ ཉ | 4. ཈ ཈ ཈ ཈ |
| (fourth column) | (second column) | (third column) | (first column) |

DRILL 28

In this drill, you will hear letters from the first five rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. ཅ | 2. གྷ | 3. ཁ | 4. ང | 5. ཇ |
| 6. ཋ | 7. ཉ | 8. ཌ | 9. ཅ | 10. ཉ |
| 11. ཋ | 12. ཁ | 13. ང | 14. ཌ | 15. ཁ |
| 16. ཁ | 17. ཅ | 18. ཋ | 19. ང | 20. ཌ |

Now these twenty will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. ཅ
(third column) | 2. གྷ
(fourth column) | 3. ཁ
(first column) | 4. ང
(first column) | 5. ཇ
(fourth column) |
| 6. ཋ
(third column) | 7. ཉ
(second column) | 8. ཌ
(second column) | 9. ཅ
(first column) | 10. ཉ
(second column) |
| 11. ཋ
(third column) | 12. ཁ
(second column) | 13. ང
(fourth column) | 14. ཌ
(first column) | 15. ཁ
(first column) |
| 16. ཁ
(second column) | 17. ཅ
(fourth column) | 18. ཋ
(third column) | 19. ང
(second column) | 20. ཌ
(third column) |

THE SIXTH ROW ཤ ར ས ཡ

ଶ (sha)

ର (ra)

ସ (sa)

ଯ (ya)

Repeat after the tape:

Tapescript

ବ୍ ବ୍ ବ୍ ବ୍
ବ୍ ବ୍ ବ୍ ବ୍

In the sixth row, the consonants follow no pattern related to tone and aspiration. ବ୍ (sha) is low in tone; ବ୍ (sa) is low in tone; ବ୍ (a) is low in tone; and ବ୍ (ya) is also low in tone.

DRILL 29

In this drill, you will hear letters from the first two columns of the sixth row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

1. ବ୍ 2. ବ୍ 3. ବ୍ 4. ବ୍ 5. ବ୍
6. ବ୍ 7. ବ୍ 8. ବ୍ 9. ବ୍ 10. ବ୍

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ବ୍	2. ବ୍	3. ବ୍	4. ବ୍	5. ବ୍
(second column)	(second column)	(first column)	(first column)	(second column)
6. ବ୍	7. ବ୍	8. ବ୍	9. ବ୍	10. ବ୍
(first column)	(second column)	(second column)	(first column)	(second column)

DRILL 30

In this drill, you will hear letters from the third and fourth columns of the sixth row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

6. 7. 8. 9. 10.

Tapescript

1. ཨ	2. ཨ	3. ཡ	4. ར	5. ཨ
6. ར	7. ཨ	8. ཨ	9. ར	10. ཨ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ཨ	2. ཨ	3. ར	4. ར	5. ཨ
(fourth column)	(fourth column)	(third column)	(third column)	(fourth column)
6. ར	7. ཨ	8. ཨ	9. ར	10. ཨ
(third column)	(fourth column)	(fourth column)	(third column)	(fourth column)

DRILL 31

In this drill, you will hear all the letters from the sixth row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1. 2. 3. 4. 5.
6. 7. 8. 9. 10.

Tapescript

1. ར	2. ལ	3. ར	4. ར	5. ཨ
6. ལ	7. ར	8. ཨ	9. ར	10. ལ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ར	2. ལ	3. ར	4. ར	5. ཨ
(second column)	(first column)	(third column)	(second column)	(fourth column)

6. ག' 7. ་ 8. ཙ' 9. ར' 10. ཁ'
 (first column) (second column) (fourth column) (third column) (first column)

DRILL 32

In this drill, you will hear letters from the first six rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Tapescript

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. ཀ' | 2. ་' | 3. ཅ' | 4. ཁ' | 5. ཁ' |
| 6. ཅ' | 7. ་' | 8. གྷ' | 9. ཅ' | 10. ་' |
| 11. ཉ' | 12. ཀ' | 13. ར' | 14. ཟ' | 15. ཙ' |
| 16. ཀ' | 17. ཅ' | 18. ཉ' | 19. ཁ' | 20. ཟ' |

Now these twenty will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ཀ' | 2. ་' | 3. ཅ' | 4. ཁ' | 5. ཁ' |
| (second column) | (fourth column) | (first column) | (first column) | (first column) |
| 6. ཅ' | 7. ་' | 8. གྷ' | 9. ཅ' | 10. ་' |
| (third column) | (second column) | (second column) | (first column) | (second column) |
| 11. ཉ' | 12. ཀ' | 13. ར' | 14. ཟ' | 15. ཙ' |
| (third column) | (second column) | (third column) | (first column) | (fourth column) |

16. ར

17. ལ

18. ཤ

19. ས

20. བ

(second column) (fourth column) (third column) (second column) (third column)

THE SEVENTH ROW ར ལ ས བ

ར (ra)

ଲ (la)

ସ (śha)

ବ (śa)

Repeat after the tape:

Tapescript

ର

ଲ

ସ

ବ

ର

ଲ

ସ

ବ

Note that in the dialect spoken in Hla-śa, the difference in pronunciation between the sibilants of row seven—ସ (śha) ବ (śa)—and those of the sixth—ଶ (sha) ଷ (sa)—is one of tone. In some of the dialects of eastern Tibet, ଶ (sha) and ଷ (sa) are pronounced zha and za; in this text we will follow Hla-śa pronunciation.

DRILL 33

In this drill, you will hear letters from the first two columns of the seventh row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Tapescript

1. ଲ

2. ଲ

3. ର

4. ର

5. ଲ

6. ର

7. ଲ

8. ଲ

9. ର

10. ଲ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| (second column) | (second column) | (first column) | (first column) | (second column) |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |
| (first column) | (second column) | (second column) | (first column) | (second column) |

DRILL 34

In this drill, you will hear letters from the third and fourth columns of the seventh row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ། | 2. ། | 3. ། | 4. ། | 5. ། |
| (fourth column) | (fourth column) | (third column) | (third column) | (fourth column) |
| 6. ། | 7. ། | 8. ། | 9. ། | 10. ། |
| (third column) | (fourth column) | (fourth column) | (third column) | (fourth column) |

DRILL 35

In this drill, you will hear all the letters from the seventh row. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

6. 7. 8. 9. 10.

Tapescript

1. ཨ	2. ཤ	3. ས	4. ཨ	5. ཤ
6. ཤ	7. ཨ	8. ས	9. ས	10. ཤ

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ཨ	2. ཤ	3. ས	4. ཨ	5. ཤ
(second column)	(first column)	(third column)	(second column)	(fourth column)
6. ཤ	7. ཨ	8. ས	9. ས	10. ཤ
(first column)	(second column)	(fourth column)	(third column)	(first column)

DRILL 36

In this drill, you will hear letters from the first seven rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.

Tapescript

1. ཤ	2. ས	3. ཤ	4. ཤ	5. ས
6. ས	7. ཤ	8. ས	9. ས	10. ཤ
11. ཨ	12. ཤ	13. ཤ	14. ས	15. ཨ

16. କୁ 17. ମୁ 18. ଶୁ 19. ଷୁ 20. ସୁ
 21. ରୁ 22. ତୁ 23. ଗୁ 24. ହୁ 25. ବୁ

Now these twenty-five will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. ମ	2. ପ	3. ଶ	4. କ	5. ର
(first column)	(third column, seventh row)	(fourth column, seventh row)	(fourth column)	(first column, sixth row)
6. ତ	7. ସ	8. ଫ	9. ହ	10. ଟ
(third column)	(second column)	(second column)	(first column)	(second column, sixth row)
11. ଏ	12. କ	13. ର	14. ଟ	15. ଘ
(third column)	(second column)	(third column)	(first column)	(fourth column)
16. ଖ	17. ମ	18. ଏ	19. କ	20. ପ
(second column)	(fourth column)	(third column)	(second column)	(third column)
21. ଦ	22. ନ	23. ଭ	24. ଠ	25. ଗ
(fourth column)	(first column)	(fourth column)	(first column)	(first column, sixth row)

THE EIGHTH ROW ၅၁

Repeat after the tape:

Tapescript

ଦ୍ୱାରା
ଦ୍ୱାରା

In this eighth row, the two letters ཉ (ha) and ཤ (ā) are high in tone. ཤ (ā) is represented with a macron (ā) to differentiate it from the shorter sound of ཤ (a).

DRILL 40 (No drills 37-39)

In this drill, you will hear all the letters from the seventh and eighth rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

Tapescript

- | | | | | |
|------|------|------|------|-------|
| 1. ཉ | 2. ཤ | 3. ས | 4. ལ | 5. ར |
| 6. ཤ | 7. ལ | 8. ཉ | 9. ས | 10. ཤ |

Now these ten will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-------------------------|-------------------------|------------------------|-------------------------|-------------------------|
| 1. ཉ
(first column) | 2. ཤ
(first column) | 3. ས
(third column) | 4. ལ
(second column) | 5. ར
(fourth column) |
| 6. ཤ
(second column) | 7. ལ
(second column) | 8. ཉ
(first column) | 9. ས
(third column) | 10. ཤ
(first column) |

DRILL 41

In this drill, you will hear letters from all eight rows. Repeat after the tape and write the letter that you hear, using the Tibetan script.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

- | | | | | |
|-----|-----|-----|-----|-----|
| 21. | 22. | 23. | 24. | 25. |
| 26. | 27. | 28. | 29. | 30. |

Tapescript

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. କ | 2. ପ | 3. ଣ | 4. ଖ | 5. ବ |
| 6. ଙ | 7. ସ | 8. ଫ | 9. ଛ | 10. ଶ |
| 11. ଇ | 12. ହ | 13. ର | 14. ଟ | 15. ଘ |
| 16. ଝ | 17. ମ | 18. ଏ | 19. ଷ | 20. ଳ |
| 21. ଠ | 22. ତ | 23. ଢ | 24. ଡ | 25. ଣ |
| 26. ଖ | 27. ନ | 28. ପ | 29. ତ | 30. ମ |

Now these thirty will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. କ | 2. ପ | 3. ଣ | 4. ଖ | 5. ବ |
| (first column) | (third column) | (fourth column) | (fourth column) | (first column) |
| 6. ଙ | 7. ସ | 8. ଫ | 9. ଛ | 10. ଶ |
| (third column) | (second column) | (second column) | (first column) | (second column) |
| 11. ଇ | 12. ହ | 13. ର | 14. ଟ | 15. ଘ |
| (third column) | (second column) | (third column) | (first column) | (fourth column) |
| 16. ଝ | 17. ମ | 18. ଏ | 19. ଷ | 20. ଳ |
| (second column) | (fourth column) | (third column) | (second column) | (third column) |
| 21. ଠ | 22. ତ | 23. ଢ | 24. ଡ | 25. ଣ |
| (fourth column) | (first column) | (fourth column) | (first column) | (first column) |
| 26. ଖ | 27. ନ | 28. ପ | 29. ତ | 30. ମ |
| (fourth column) | (first column) | (third column) | (first column) | (fourth column) |

Table 2: Tibetan Vowels and Their Phonetics

Vowel	Primary sound	Primary sound phonetics	modified by suffix ཅ	modified sound phonetics	glottal stop with ཅ	glottal stop phonetics	fall-off with ཁ	fall-off phonetics
අ	අ	sa	අ	ngän	අ	të'-ba	ທ	chë>-ba
ଓ	ଓ	mí	ଓ	yin	ଓ	y'	କ୍ଷ	chí>
ୟ	ୟ	ru	ୟ	yül	ୟ	gyü'	କ୍ଷ	chü>
ୟ	ୟ	té	ୟ	sêm	ୟ	mé'-ba	କ୍ଷ	ché>
ଓ	ଓ	nyo	ଓ	tön	ଓ	pö'	କ୍ଷ	chö>

Each of the five vowel sounds has two basic forms. The primary form is the unaffected vowel sound. The modified form occurs before the suffixes ཅ, ཁ, ཁ, and ཁ. The modified form in turn has two variations, caused by the two suffixes ཁ and ཁ. The former brings about a glottal stop, shown by a straight apostrophe ('), and the latter brings about a gradual fall-off in the sound of the vowel, shown by a greater-than sign (>).

Unit 2

ਤ੍ਰਿਸ਼ਾਹਕ ਮਾਨਿਸ਼ਾ ਧਾ

The Four Vowels

As we have heard in listening to the thirty consonants, each consonant has an inherent vowel sound, 'a'. There are four vowel sounds that can replace the inherent 'a' of any consonant. Their pronunciations are closer to the French pronunciations of these letters than to standard English pronunciation.

The Tibetan 'i' is pronounced like the 'ee' in *keep*.

The Tibetan 'u' is pronounced like the 'u' in *tune*.

The Tibetan 'e' is usually pronounced like the 'a' in *fade*.

The Tibetan 'o' is pronounced like the 'o' in *bone*.

These vowels never stand alone but are always written above or below the letter they modify. When written out in a listing of the alphabet they are placed over or under the letter ཉ, i.e., ཉ, ཉ, ཉ, ཉ

(Note: for the remainder of this unit, the sounds you will hear in pronunciation drills are merely sounds that occur in Tibetan words, but are not necessarily words by themselves. In later units all sounds on the tape will be complete Tibetan words.)

THE VOWEL ཉ

Repeat after the tape:

Tapescript

ା

ୀ

ୁ

ୌ

DRILL 1

Add the vowel ଔଁ to the following consonants. On the tape you will first hear the consonant without the ଔଁ vowel. During the pause repeat the consonant with the ଔଁ vowel added. The tape will then give the correct pronunciation, which you should repeat.

Tapescript

ା

ୀ

ୀ

ୀ

ା

ୀ

ା

ୀ

ା

ୀ

ା

ୀ

THE VOWEL ଔଁ

Repeat after the tape:

Tapescript

ା

ୀ

ୁ

ୌ

ା

ୀ

ୁ

DRILL 2

Add the vowel ଔଁ to the following consonants. On the tape you will first hear the consonant without the ଔଁ vowel. During the pause repeat the consonant with the ଔଁ vowel added. The tape will then give the correct pronunciation, which you should repeat.

Tapescript

ʌ
ə
ɒ
ʌ
ɔ
ʌ
ɪ
ɛ
ʌ
ʌ
ɔ
ɪ
ɛ
ʌ

THE VOWEL ʌ

Repeat after the tape:

Tapescript

ʌ	ə	ɔ	ɪ
ʌ	ɔ	ɛ	ʌ

DRILL 3

Add the vowel ʌ to the following consonants. On the tape you will first hear the consonant. During the pause repeat the consonant with the ʌ vowel added. The tape will then give the correct pronunciation, which you should repeat.

Tapescript

w	ɔ
p	ɔ
f	ɔ
θ	ɔ

අ	අ̄
ආ	ආ̄
ඇ	ඇ̄
ඈ	ඈ̄

THE VOWEL අ̄

Repeat after the tape:

Tapescript

අ	අ̄	ඇ	ඇ̄	ඉ	ඉ̄
ආ	ආ̄	ඇ	ඇ̄	ඉ	ඉ̄
ඇ	ඇ̄	ඉ	ඉ̄	ඉ	ඉ̄
ඈ	ඈ̄	ඉ	ඉ̄	ඉ	ඉ̄

DRILL 4

Add the vowel අ̄ to the following consonants. On the tape you will first hear the consonant without the අ̄ vowel. During the pause repeat the consonant with the අ̄ vowel added. The tape will then give the correct pronunciation, which you should repeat.

Tapescript

ඇ	ඇ̄
ආ	ආ̄
ඇ	ඇ̄
ඉ	ඉ̄
ඉ	ඉ̄
ඉ	ඉ̄

2.	2.
4.	4.
6.	6.
8.	8.
10.	10.
12.	12.
14.	14.
16.	16.

DRILL 5

Repeat after the tape and write the letters that you hear along with their vowels.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Tapescript

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. ɔ̄. | 2. ɔ̄. | 3. ɔ̄. | 4. ɔ̄. | 5. ɔ̄. |
| 6. ɔ̄. | 7. ɔ̄. | 8. ɔ̄. | 9. ɔ̄. | 10. ɔ̄. |
| 11. ɔ̄. | 12. ɔ̄. | 13. ɔ̄. | 14. ɔ̄. | 15. ɔ̄. |
| 16. ɔ̄. | 17. ɔ̄. | 18. ɔ̄. | 19. ɔ̄. | 20. ɔ̄. |

Now these twenty will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

1. བ	2. མ	3. ས	4. ཁ	5. ག
(first column)	(third column)	(third column)	(first column)	(second column)
6. ཤ	7. ཀ	8. ཅ	9. གྷ	10. ང
(fourth column)	(second column)	(third column)	(fourth column)	(second column)
11. ཇ	12. ཉ	13. ཈	14. ཌ	15. ཉ
(second column)	(fourth column)	(third column)	(fourth column)	(fourth column)
16. ཆ	17. ཊ	18. ཉ	19. ཋ	20. ཎ
(fourth column)	(third column)	(first column)	(first column)	(second column)

Unit 3

ଓଡ଼ିଆ କର୍ତ୍ତା ସମ୍ପଦ

Pronunciation changes

Tibetan builds complex syllables through the use of prefixes, superscribed letters, subscripted letters, and suffixes. These affect pronunciation of the syllable in various ways. Although they may seem overwhelming to a beginner, these changes are finite, regular, and easy to learn if one goes about it systematically. We will begin with prefixes.

PRONUNCIATION CHANGES WITH PREFIXES

Only five consonants can be prefixes: ଷ୍ ନ୍ ଧ୍ ମ୍ ର୍. Prefixes themselves are never themselves pronounced; however, they do affect the pronunciation of third and fourth column consonants and nasals. Third column consonants lose their moderate aspiration and become unaspirated while remaining low in tone. Nasals become high in tone. For instance, the third column consonant ଶ୍ is normally low in tone and moderately aspirated. However, when preceded by a prefix, it loses all aspiration. Compare the word ଶ୍ରୀ, meaning ‘to hear’, with the word ଶ୍ରମ୍, meaning ‘head’. The former is ko; the latter is go. Repeat the following after the tape:

Tapescript

ଶ୍	ଶ୍ରୀ
ଶ୍	ଶ୍ରମ୍
ଶ୍	ଶ୍ରମ୍
ଶ୍	ଶ୍ରମ୍

Compare the word **Ѐ**, meaning ‘tea’, with the word **ЀҼ**, meaning ‘rainbow’. The former is ca; the latter is ja. Repeat after the tape:

Tapescript

π π π π

Compare the word, **ତ** meaning 'now', with the word **ଶବ୍ଦ**, meaning 'arrow'. The former is ta; the latter is da. Repeat after the tape:

Tapescript

୯୧ ଶନ୍ତିର
୯୨ ଶନ୍ତିର
୯୩ ଶନ୍ତିର
୯୪ ଶନ୍ତିର

Compare the word பு, meaning ‘son’, with the word பு, meaning ‘insect’. The former is pu; the latter is bu. Repeat after the tape:

Tapescript

卷之三

Compare the word ຂົ້າຂົ້າຂົ້າ, meaning ‘messy’ with the word ຂົວຂົວ, meaning ‘friendship’.

However, the letter ཅ is an exception in that many Tibetan speakers always pronounce it as if it had a prefix or head letter because it almost always appears that way. Thus, instead of pronouncing it with moderate aspiration as tsa, it is pronounced as if it were a low-toned consonant without aspiration—dza. Thus, frequently one will hear no difference between the root letter ཅ and ཅ as pronounced in the word འཇེར, meaning ‘friendship’. Repeat the following after the tape:

Tapescript

ཇ་རྩྫྫྫྫ

འཇେର

ཇ་རྩྫྫྫྫ

འཇେର

ཇ་රྩྫྫྫྫ

འཇେର

DRILL 1

Repeat after the tape and identify the syllables as having either moderate aspiration or no aspiration.

Tapescript

- | | | | | |
|-------|-------|----------|--------|--------|
| 1. ཅ | 2. ཁ | 3. རྩྫ | 4. མྤ | 5. དେର |
| 6. ས | 7. གྲ | 8. ཅ | 9. རྩྫ | 10. ཅ |
| 11. ཅ | 12. ས | 13. འཇେର | 14. གྲ | 15. མྤ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| 1. ཅ | 2. ཁ | 3. རྩྫ | 4. མྤ | 5. དେର |
| (semi-aspirate) | (semi-aspirate) | (non-aspirate) | (non-aspirate) | (non-aspirate) |
| 6. ས | 7. གྲ | 8. ཅ | 9. རྩྫ | 10. ཅ |
| (semi-aspirate) | (non-aspirate) | (semi-aspirate) | (non-aspirate) | (semi-aspirate) |

- | | | | | |
|-----------------|-----------------|----------------|----------------|----------------|
| 11. གྷ | 12. ག | 13. ཁ | 14. ང | 15. ཅ |
| (semi-aspirate) | (semi-aspirate) | (non-aspirate) | (non-aspirate) | (non-aspirate) |

Prefixes and superscribed letters affect fourth column consonants in the same way: they make these consonants become high in tone. For this reason, the change in their pronunciation will be presented and described in the following section on superscribed letters.

PRONUNCIATION CHANGES WITH SUPERSCRIBED LETTERS

Three letters, ག, ཁ and ང, can be superscribed. Superscribed letters are not themselves pronounced, but, like prefixes, they affect the pronunciation of the third and fourth column consonants in rows one through five (with the exception of ཁ). The third column consonants lose their moderate aspiration and become unaspirated while remaining low in tone; that is to say, the addition of a superscripted letter changes their sound in just the same way that the addition of a prefix does. For instance, the third column consonant ཁ is normally low in tone with moderate aspiration. However, when it has a superscripted letter it loses all aspiration. Compare the word ཁ, meaning ‘hear’, with the word ཁ, meaning ‘door’. Note that although a very refined speaker of central Tibetan dialect will make a slight differentiation between the syllables with a prefix and those with a superscription, such as between ཁ meaning ‘head’ and ཁ meaning ‘door’, most speakers do not, and thus in spoken Tibetan they can usually be distinguished only by the meaning appropriate to the context in which they occur. Repeat the following after the tape:

Tapescript

ଁ	ଁ
ଁ	ଁ
ଁ	ଁ

Compare the word ཁ, meaning ‘tea’, with the word ཁ, meaning ‘tongue’. Repeat the following after the tape:

Tapescript

ମୁଖ୍ୟ
ମୁଖ୍ୟ
ମୁଖ୍ୟ
ମୁଖ୍ୟ

Compare the word, ମୁଖ୍ୟ, meaning 'now', with the word ମୁଖ୍ୟ, meaning 'signal'. Repeat the following after the tape:

Tapescript

ମୁଖ୍ୟ
ମୁଖ୍ୟ
ମୁଖ୍ୟ
ମୁଖ୍ୟ

Compare the word ମୁଖ୍ୟ, meaning 'ivory', with the word ମୁଖ୍ୟ, meaning 'pollute'. Note that many Tibetan words are made up of two, three, or even four syllables. Repeat the following after the tape:

Tapescript

ମୁଖ୍ୟ
ମୁଖ୍ୟ
ମୁଖ୍ୟ
ମୁଖ୍ୟ

DRILL 2

Repeat after the tape and identify the syllables as having either moderate aspiration or none.

Tapescript

- | | | | | |
|-------|---------|--------|----------|----------|
| 1. དྲ | 2. རྩླླ | 3. བ | 4. དྲྩ | 5. གྱ |
| 6. ཉ | 7. ཁ | 8. ཁ | 9. གྱ | 10. རྩླླ |
| 11. ཅ | 12. དྲྩ | 13. དྲ | 14. རྩླླ | 15. ཅ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|------------------|------------------|------------------|------------------|------------------|
| 1. དྲ | 2. རྩླླ | 3. བ | 4. དྲྩ | 5. གྱ |
| (non-aspirated) | (non-aspirated) | (semi-aspirated) | (semi-aspirated) | (non-aspirated) |
| 6. ཉ | 7. ཁ | 8. ཁ | 9. གྱ | 10. རྩླླ |
| (semi-aspirated) | (non-aspirated) | (non-aspirated) | (non-aspirated) | (non-aspirated) |
| 11. ཅ | 12. དྲྩ | 13. དྲ | 14. རྩླླ | 15. ཅ |
| (semi-aspirated) | (semi-aspirated) | (non-aspirated) | (non-aspirated) | (semi-aspirated) |

Note that ཁ is pronounced "hla".

PRONUNCIATION CHANGES TO NASALS

With a prefix or superscripted letter, the nasal letters of the first four rows become high in tone. Compare the word, ཅ, meaning 'I', with the word ཅ, meaning 'five'. nga changes to ñga. Repeat the following after the tape:

Tapescript

- | | |
|---|----|
| ଅ | ଅୟ |

Compare the word གྷ, meaning 'fish', with the word གྷୋୡ, meaning 'together'. Repeat

the following after the tape:

Tapescript

ନ୍ତି	ଶନିମା

Compare the word, ନ୍ତି, meaning 'to be sick', with the word ଶନିମା, meaning 'sky'. Repeat the following after the tape:

Tapescript

କୁ	ଶନିମା

Compare the word, ମୀଷା, meaning 'eye', with the word ମୁଣ୍ଡିପମା, meaning 'dream'. Repeat the following after the tape:

Tapescript

ମୀଷା	ମୁଣ୍ଡିପମା

DRILL 3

Repeat after the tape and identify the syllables as either high or low in tone.

Tapescript

- | | | | | |
|----------|-------------|-----------|----------|-----------|
| 1. ମୁଣ୍ଡ | 2. ମୁଖୀ | 3. ଗୁରୁ | 4. ମୁଖ୍ୟ | 5. ତୃପ୍ତି |
| 6. କୁଳ | 7. ମନ୍ତ୍ରୀ | 8. ତୃପ୍ତି | 9. ମୁଣ୍ଡ | 10. ଶକ୍ତି |
| 11. ମୁଖୀ | 12. ମନ୍ତ୍ରୀ | 13. ଶକ୍ତି | 14. କୁଳ | 15. ଗୁରୁ |

Now these fifteen will be repeated again and identified. Be sure to repeat after the tape:

Tapescript

- | | | | | |
|------------|-------------|-------------|-------------|-------------|
| 1. ഞ | 2. മീശ | 3. ഇ | 4. മീഘമ | 5. ട |
| (low tone) | (low tone) | (high tone) | (high tone) | (low tone) |
| 6. ക | 7. സൗഖ്യ | 8. ട | 9. ഞ | 10. ഷക്തി |
| (low tone) | (high tone) | (low tone) | (low tone) | (high tone) |
| 11. മീശ | 12. സൗഖ്യ | 13. ഷക്തി | 14. ക | 15. ഇ |
| (low tone) | (high tone) | (high tone) | (low tone) | (high tone) |

PRONUNCIATION CHANGES WITH SUFFIXES

Ten consonants can be suffixes: ສ, ດ, ດ, ຕ, ສ, ມ, ອ, ດ, ພ. They are written after the root letter. Six of these ດ, ດ, ຕ, ມ, ອ, and ພ mainly add their own sound—minus their otherwise inherent ‘a’—to the sounds of the consonants and vowels that have preceded them in the syllable. For instance, ກດ is pronounced “chang”, ດສ is pronounced “tak”, ກຕ is pronounced “tshar”, ອສອ is pronounced “ba”, and ພກມ is pronounced “gam”. In suffix position, ສ sounds like ‘p’ rather than ‘b’. Thus, ສົມ is pronounced “thop.”

The other four suffixes—**ኅ**, **ኋ**, **ኊ**, and **኉**—modify the sound of the vowel they follow. **ኋ** and **ኊ** add or suggest their own sound at the end of the syllable, while the other two, **ኅ** and **኉**, do not add their own sound.

NOTE: The letter 'ŋ' also functions as a secondary suffix; that is to say, it follows another suffix. As a secondary suffix, 'ŋ' is not pronounced and does not affect the pronunciation of the syllable in which it appears, although it may cause the syllable to be

slightly stressed. From this point on, many examples will include the secondary suffix **ଶ୍ଵ**.

SUFFIXES THAT ADD THEIR OWN SOUND WITHOUT CHANGING THE VOWEL

THE SUFFIX **ଶ୍ଵ**

As a suffix, the consonant **ଶ୍ଵ** sometimes adds its own sound, minus the inherent ‘a’, and at other times it is diminished to a ‘glottal stop’: the syllable is shortened and cut off in the back of the throat. We will represent the glottal stop sound with a single straight quote marker ('). Thus **ରିଷାଧ**, meaning ‘intelligence’, is pronounced “rିଷକ ବା”, but **ଶ୍ଵଯଶ**, meaning ‘yak’ (the animal), is pronounced “ଯା”’. Repeat the following examples:

Tapescript

ରିଷାଧ କେଷ ଶ୍ଵଯଶ ତେଷ ଶ୍ଵଯଶ

DRILL 4

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add the suffix **ଶ୍ଵ** to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ର	now add the suffix ଶ୍ଵ	ରିଷ
କ	now add the suffix ଶ୍ଵ	କେଷ
ଶ	now add the suffix ଶ୍ଵ	ଶ୍ଵଯଶ
ତ	now add the suffix ଶ୍ଵ	ତେଷ
ଶ	now add the suffix ଶ୍ଵ	ଶ୍ଵଯଶ

In the following examples the consonant **ଶ୍ଵ** is diminished to a glottal stop. Repeat the following examples:

Tapescript

བྱୁମା· ର୍ୟମା· ତ୍ୱମା· ଶ୍ୱମା· ତ୍ୱମା·

DRILL 5

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ସ୍ୱା	now add the suffix ମ୍	ସ୍ୱାମା
ର୍ୟା	now add the suffix ମ୍	ର୍ୟାମା
ତ୍ୱା	now add the suffix ମ୍	ତ୍ୱାମା
ଶ୍ୱା	now add the suffix ମ୍	ଶ୍ୱାମା
ତ୍ୱମା	now add the suffix ମ୍	ତ୍ୱମାମା

THE SUFFIX ମ୍

As a suffix, the consonant ମ୍ adds its own sound, minus the inherent “a”. Repeat the following examples:

Tapescript

ମ୍ହୁ· ମ୍ହନ୍ତୁ· ମ୍ହର୍ମୁ· ମ୍ହନ୍ତୁ· ମ୍ହର୍ମୁ·

DRILL 6

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added, and you should repeat it again.

Tapescript

ମ୍ହ	now add the suffix ମ୍	ମ୍ହମ୍ହ
ମ୍ହ	now add the suffix ମ୍	ମ୍ହମ୍ହ

ଶ୍ରୀ	now add the suffix ଏ	ଶ୍ରୀଏ
ମୁଁ	now add the suffix ଏ	ମୁଁଏ
ପୁଁ	now add the suffix ଏ	ପୁଁଏ
ମୁଁ	now add the suffix ଏ	ମୁଁଏ
ଜୁଁ	now add the suffix ଏ	ଜୁଁଏ
କୁଁ	now add the suffix ଏ	କୁଁଏ
ଗୁଁ	now add the suffix ଏ	ଗୁଁଏ
ଶୁଁ	now add the suffix ଏ	ଶୁଁଏ
ଖୁଁ	now add the suffix ଏ	ଖୁଁଏ

THE SUFFIX ଏ

As a suffix, the consonant ଏ adds its own sound, minus the inherent “a”. Repeat the following examples:

Tapescript

ଶରୀ ମୁଁଶରୀ ପୁଁଶରୀ କୁଁଶରୀ ଜୁଁଶରୀ

DRILL 7

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ଶରୀ	now add the suffix ଏ	ଶରୀଏ
ମୁଁଶରୀ	now add the suffix ଏ	ମୁଁଶରୀଏ
ପୁଁଶରୀ	now add the suffix ଏ	ପୁଁଶରୀଏ
କୁଁଶରୀ	now add the suffix ଏ	କୁଁଶରୀଏ
ଜୁଁଶରୀ	now add the suffix ଏ	ଜୁଁଶରୀଏ

ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ

THE SUFFIX མ

As a suffix, the consonant མ adds its own sound, minus the inherent “a”. In addition, it softens the vowel ང (which changes from é to ê). Repeat the following examples:

Tapescript

ཡມ ། རୟ ། ཤମଶ ། སମ

DRILL 8

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ
ཇ	now add the suffix མ	ཇມ

ଶ	now add the suffix ମ	ଶମ
ତ	now add the suffix ମ	ତମ
ହେ	now add the suffix ମ	ହେମ
ରେ	now add the suffix ମ	ରେମ
ବୀ	now add the suffix ମ	ବୀମ
ମୁ	now add the suffix ମ	ମୁମ
ଶ୍ରୀ	now add the suffix ମ	ଶ୍ରୀମ
ନ୍ତି	now add the suffix ମ	ନ୍ତିମ

THE SUFFIX $\text{ର}'$

As a suffix, the consonant $\text{ର}'$ does not *add* its own sound in the sense that its sound—"a"—is already present in the syllable; nor is the inherent "a" lengthened. Repeat after the tape:

Tapescript

ମସର' ରମର' ରେର' ଶର'

DRILL 9

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ମସ'	now add the suffix $\text{ର}'$	ମସର'
ରମ'	now add the suffix $\text{ର}'$	ରମର'
ରେ'	now add the suffix $\text{ର}'$	ରେର'
ଶର'	now add the suffix $\text{ର}'$	ଶରର'

༄	now add the suffix །	༄
༄༅	now add the suffix །	༄༅༅
༄	now add the suffix །	༄༅
ཇ	now add the suffix །	ཇ༅

THE SUFFIX །

As a suffix, the consonant ། adds its own sound, minus the inherent “a”. However, in central Tibetan dialect, it tends to lengthen the vowel with the ། sound being only suggested. Repeat the following examples:

Tapescript

ཡ

བ

ସ

ମ

ର

DRILL 10

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ཡ	now add the suffix །	ཡ
ବ	now add the suffix །	ବ
ସ	now add the suffix །	ସ
ମ	now add the suffix །	ମ
ର	now add the suffix །	ର
ୟ	now add the suffix །	ୟ
ବି	now add the suffix །	ବି
ସି	now add the suffix །	ସି

ରୁଁ	now add the suffix ରୁଁ	ରୁଁରୁଁ
ତୀ	now add the suffix ତୀ	ତୀତୀ
ଶତୀ	now add the suffix ଶତୀ	ଶତୀଶା
ଦୁଁ	now add the suffix ଦୁଁ	ଦୁଁଦୁଁ
ତ୍ରୀ	now add the suffix ତ୍ରୀ	ତ୍ରୀତ୍ରୀ
ଶବୀ	now add the suffix ଶବୀ	ଶବୀଶବୀ

SUFFIXES THAT ADD OR SUGGEST THEIR OWN SOUND AND CHANGE THE VOWEL

THE SUFFIX \bar{r}

The suffix \bar{r} changes the pronunciation of the vowel that precedes it, and is often itself not pronounced clearly but rather lengthens the vowel and is itself merely suggested. For example, the inherent \bar{e} sound is softened to “ \ddot{e} ”, as in the case of the syllable $\ddot{\text{m}}\bar{e}\bar{n}$, which is pronounced “ $\ddot{m}en$ ”. The vowel \bar{i} (i) is softened to become “ \ddot{i} ”, as in the case of the syllable $\ddot{\text{y}}\bar{in}$, which is pronounced, “ $\ddot{y}in$ ”, which sounds like the English word “bin” rather than the English word “bean”. The vowel \bar{u} (u) is softened to become “ \ddot{u} ”, as in the case of the syllable $\ddot{\text{d}}\bar{u}\bar{n}$, which is pronounced “ $\ddot{d}ün$.” The vowel \bar{e} (é) is softened to become “ \ddot{e} ”, as in the case of the syllable $\ddot{\text{d}}\bar{e}\bar{n}$, which is pronounced “ $\ddot{d}en$ ”. The vowel \bar{o} (o) is softened to become “ \ddot{o} ”, as in the case of the syllable $\ddot{\text{t}}\bar{o}\bar{n}$ which is pronounced “ \ddot{ton} ”.

Repeat after the tape:

Tapescript

ଶବୀ ଯିନୀ ଏନ୍ଦୁଁ ଏନ୍ଦିନୀ ନୁଁ

DRILL 11

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

༄	now add the suffix །	༄
༅	now add the suffix །	༅
༄	now add the suffix །	༄
༄	now add the suffix །	༄
༄	now add the suffix །	༄
༄	now add the suffix །	༄
༄	now add the suffix །	༄
༄	now add the suffix །	༄
༄	now add the suffix །	༄
༄	now add the suffix །	༄

THE SUFFIX ཙ

As a suffix, the consonant ཙ adds its own sound, minus the inherent ཤ. Again, in central Tibetan dialect, it tends to lengthen and partially nasalize the vowel without itself being clearly pronounced. It also modifies the vowel sounds ཤ ཤྷ ཤྐྵ in the same way that the suffix ། does. Repeat after the tape:

Tapescript

༄ ཙ ཙ ཙ ཙ

DRILL 12

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ବୁ	now add the suffix ଏ	କବୁ
ମୁ	now add the suffix ଏ	ମବୁ
ପୁ	now add the suffix ଏ	ପବୁ
ଶୁ	now add the suffix ଏ	ଶବୁ
ହୁ	now add the suffix ଏ	ହବୁ
ଗୁରୁ	now add the suffix ରୁ	ଗରୁ
ଶୁରୁ	now add the suffix ରୁ	ଶରୁ
ବୁଲୁ	now add the suffix ଏ	ବଲୁବୁ
ଫୁରୁ	now add the suffix ରୁ	ଫରୁ
ତୁମୁ	now add the suffix ଏ	ତମୁ

SUFFIXES THAT DO NOT ADD THEIR OWN SOUND**THE SUFFIX ଡ଼**

The suffix ଡ଼ �modifies the vowel sounds ଅ ଔ ଓ ଇ ଉ ି in the same way as the suffixes ରୁ and ଏ, but ଡ଼ itself is not pronounced. Rather, it causes a glottal stop. That is, the syllable is shortened and cut off in the back of the throat. For instance, ଡ଼ିନ୍ �is pronounced *të'.* Repeat the following examples after the tape:

Tapescript

ଡ଼ ଅଟି ଫଟି ଶଟି ଷଟି

DRILL 13

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ཇ	now add the suffix ན	ཇන
ཆ	now add the suffix ན	ཆන
ཤ	now add the suffix ན	ཤන
ས	now add the suffix ན	සන
ྨ	now add the suffix ୱ	ྨୱନ
ସྤ	now add the suffix ୱ	ସྤୱନ
ସྤྱ	now add the suffix ୱ	ସྤྱନ
ସྤྱྱ	now add the suffix ୱ	ସྤྱྱନ
ସྤྱྱྱ	now add the suffix ୱ	ସྤྱྱྱନ
ସྤྱྱྱྱ	now add the suffix ୱ	ସྤྱྱྱྱନ
ସྤྱྱྱྱྱ	now add the suffix ୱ	ସྤྱྱྱྱྱନ

THE SUFFIX ས

A ས in the suffix position modifies vowels in much the same way that ད མ and ན would. Although not pronounced, ས in the suffix position causes a gradual fall-off in the preceding vowel. For instance, པସ is pronounced lë>. Repeat the following examples after the tape:

Tapescript

འସ ། རୁସ ། རୁସ ། ཁସ ། ཁସ །

DRILL 14

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be

asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

ବୁ	now add the suffix ଣ୍ଟ	ବୁଣ୍ଟ
ମୁଣ୍ଡ	now add the suffix ଣ୍ଟ	ମୁଣ୍ଡଣ୍ଟ
ଥାଣ୍ଡ	now add the suffix ଣ୍ଟ	ଥାଣ୍ଡଣ୍ଟ
ଫାଣ୍ଡ	now add the suffix ଣ୍ଟ	ଫାଣ୍ଡଣ୍ଟ
ଗାଣ୍ଡ	now add the suffix ଣ୍ଟ	ଗାଣ୍ଡଣ୍ଟ
ପାଣ୍ଡ	now add the suffix ଣ୍ଟ	ପାଣ୍ଡଣ୍ଟ
କ୍ଲାନ୍ଟ	now add the suffix ଣ୍ଟ	କ୍ଲାନ୍ଟଣ୍ଟ
ଶ୍ଲାନ୍ଟ	now add the suffix ଣ୍ଟ	ଶ୍ଲାନ୍ଟଣ୍ଟ
ମୂଲ୍ୟ	now add the suffix ଣ୍ଟ	ମୂଲ୍ୟଣ୍ଟ
ଶ୍ରୀ	now add the suffix ଣ୍ଟ	ଶ୍ରୀଣ୍ଟ
ଶ୍ରୀନ୍ଦ୍ରି	now add the suffix ଣ୍ଟ	ଶ୍ରୀନ୍ଦ୍ରିଣ୍ଟ
ଶ୍ରୀନ୍ଦ୍ରିନ୍ଦ୍ରି	now add the suffix ଣ୍ଟ	ଶ୍ରୀନ୍ଦ୍ରିନ୍ଦ୍ରିଣ୍ଟ
ବ୍ରାନ୍ଡ	now add the suffix ଣ୍ଟ	ବ୍ରାନ୍ଡଣ୍ଟ
ଫ୍ରାନ୍ଟ	now add the suffix ଣ୍ଟ	ଫ୍ରାନ୍ଟଣ୍ଟ
ର୍ବାନ୍ଟ	now add the suffix ଣ୍ଟ	ର୍ବାନ୍ଟଣ୍ଟ
ମ୍ରାନ୍ଟ	now add the suffix ଣ୍ଟ	ମ୍ରାନ୍ଟଣ୍ଟ
ହ୍ରାନ୍ଟ	now add the suffix ଣ୍ଟ	ହ୍ରାନ୍ଟଣ୍ଟ

DRILL 15

In this drill, you will first hear a syllable without a suffix. After repeating this, you will be asked to add a suffix to that syllable. After a pause, the syllable will be repeated with the suffix added and you should repeat it again.

Tapescript

བ.	now add the suffix ພ.	ཡ.
རྒ.	now add the suffix ພ.	རྒྱ.
ཇ.	now add the suffix ພ.	ཇ.
ସ୍ତୁ.	now add the suffix ພ.	ସ୍ତୁ.
ଗ୍ର.	now add the suffix ພ.	ଗ୍ର.
ସ୍ତ.	now add the suffix ພ.	ସ୍ତ.
ଶ୍ର.	now add the suffix ພ.	ଶ୍ର.
ସ୍ତୁର୍.	now add the suffix ພ.	ସ୍ତୁର୍.
ଗ୍ରୁ.	now add the suffix ພ.	ଗ୍ରୁ.
ସ୍ତୁର୍ବ.	now add the suffix ພ.	ସ୍ତୁର୍ବ.
ଶ୍ରୁ.	now add the suffix ພ.	ଶ୍ରୁ.
ସ୍ତୁରୁ.	now add the suffix ພ.	ସ୍ତୁରୁ.
ଗ୍ରୁର୍.	now add the suffix ພ.	ଗ୍ରୁର୍.
ସ୍ତୁରୁର୍.	now add the suffix ພ.	ସ୍ତୁରୁର୍.
ଶ୍ରୁର୍.	now add the suffix ພ.	ଶ୍ରୁର୍.
ସ୍ତୁରୁର୍ବ.	now add the suffix ພ.	ସ୍ତୁରୁର୍ବ.
ଶ୍ରୁରୁ.	now add the suffix ພ.	ଶ୍ରୁରୁ.
ସ୍ତୁରୁରୁ.	now add the suffix ພ.	ସ୍ତୁରୁରୁ.

ର୍ହୀ	now add the suffix ଏ	ର୍ହୀଏ
ଶବ୍ଦ	now add the suffix ର୍	ଶବ୍ଦର୍
ପାତ୍ର	now add the suffix ସ୍	ପାତ୍ରସ୍
ପଞ୍ଚ	now add the suffix କ୍	ପଞ୍ଚକ୍
ଦୟା	now add the suffix ମ୍	ଦୟାମ୍
ଯମ	now add the suffix ର୍	ଯମର୍
ଫ୍ରେ	now add the suffix ଏ	ଫ୍ରେଏ
ଶ୍ରୀ	now add the suffix ମ୍	ଶ୍ରୀମ୍
ର୍ହୁ	now add the suffix ଏ	ର୍ହୁଏ
ଶ୍ରୀ	now add the suffix ର୍	ଶ୍ରୀର୍
ଶତ୍ରୀ	now add the suffix ସ୍	ଶତ୍ରୀସ୍
ପର୍ବ	now add the suffix ର୍	ପର୍ବର୍
ଶ୍ରୀ	now add the suffix ମ୍	ଶ୍ରୀମ୍
ଶ୍ରୀମନ୍ଦିର	now add the suffix ର୍	ଶ୍ରୀମନ୍ଦିରର୍

PRONUNCIATION CHANGES WITH SUBSCRIPTS

Now, the final hurdle: subscribed letters. Three letters can be subscribed: ଏ, ର୍, and ମ୍. They will now be described individually.

SUBSCRIBED ଏ

ଏଁ can be subscribed to seven letters: ଟ୍, ପ୍, ଶ୍, ଧ୍, ଷ୍, ସ୍, and ମ୍. With ଟ୍, ପ୍, and ଶ୍, the ଏଁ adds its own sound to the consonant making ଗ୍ୟା (gya) ଖ୍ୟା (khyā) and କ୍ୟା (kyā). All other phonetic elements, prefixes, superscribed letters, suffixes, and so forth, continue to affect pronunciation as described above. Repeat the following examples after the tape:

Tapescript

ཇ	ཇ
ན	ན
ས	ສ

DRILL 16

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe ཙ to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

ཇ	now subscribe ཙ	ཇ
ན	now subscribe ཙ	ན
ສ	now subscribe ཙ	ສ
ჿ	now subscribe ཙ	ჿ
ჿ	now subscribe ཙ	ჿ
ჿ	now subscribe ཙ	ჿ
ჿ	now subscribe ཙ	ჿ
ჿ	now subscribe ཙ	ჿ
ჿ	now subscribe ཙ	ჿ
ჿ	now subscribe ཙ	ჿ

With མ, བ, and ཉ, a subscribed ཙ changes the sound of the consonant to that of the corresponding consonants in the second row. Hence, ཤ becomes “ja”, ཤ becomes “cha”, and ཤ becomes “cha” (moderate aspiration). All other phonetic elements, prefixes, superscribed letters, suffixes, and so forth, continue to affect pronunciation as described above. Repeat

the following examples after the tape:

Tapescript

ए	ए
ऐ	ऐ
ए	ए
ए	ए
ऐ	ऐ
ए	ए

DRILL 17

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe ए् to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

ए	now subscribe ए्	ए
ऐ	now subscribe ए्	ऐ
ए	now subscribe ए्	ए
ऐ	now subscribe ए्	ऐ
ए	now subscribe ए्	ए
एष्टा	now subscribe ए्	एष्टा
ऐर	now subscribe ए्	ऐर
अ॒ह	now subscribe ए्	अ॒ह
उ॒स	now subscribe ए्	उ॒स

ସାନ୍	now subscribe ଯ	ସାନ୍
ଶାନ୍	now subscribe ଯ	ଶାନ୍
ଶାନ୍	now subscribe ଯ	ଶାନ୍
ଶାନ୍	now subscribe ଯ	ଶାନ୍

The combination of ନ and ଯ (ନ୍ୟ) is pronounced nya. All other phonetic elements, prefixes, superscriptions, suffixes, and so forth, continue to affect pronunciation as described above. Repeat the following examples after the tape:

Tapescript

ନ୍ ନ୍ ନ୍ୟ ନ୍ୟ ନ୍ୟ

DRILL 18

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe ଯ to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

ନ	now subscribe ଯ	ନ
ନ୍	now subscribe ଯ	ନ୍
ନ୍	now subscribe ଯ	ନ୍
ନ୍	now subscribe ଯ	ନ୍
ନ୍	now subscribe ଯ	ନ୍
ନ୍ୟ	now subscribe ଯ	ନ୍ୟ
ନ୍ୟ	now subscribe ଯ	ନ୍ୟ

DRILL 19

In this drill, you will first hear a syllable without a subscript. After repeating this, you will

be asked to subscribe ঃ to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

প	now subscribe ঃ	ট
ম	now subscribe ঃ	চ
শ	now subscribe ঃ	ছ
ব	now subscribe ঃ	ঙ
ভ	now subscribe ঃ	ঝ
ষ্টু	now subscribe ঃ	ষ্টু
ষ্ণু	now subscribe ঃ	ষ্ণু
ধু	now subscribe ঃ	ধু
ঢু	now subscribe ঃ	ঢু
শুরু	now subscribe ঃ	শুরু
শুষ্মা	now subscribe ঃ	শুষ্মা
শুঁয়ু	now subscribe ঃ	শুঁয়ু
শুঁড়ু	now subscribe ঃ	শুঁড়ু
শুঁড়ুয়ু	now subscribe ঃ	শুঁড়ুয়ু

SUBSCRIBED ঃ

ঃ can be subscribed to thirteen letters: $\text{প ম শ হ ষ ন ব ধ ষ্ট ষ্ণ ঢ ঢু শু চু ছু ঙু নু}$

The consonants in the first column to which ঃ can be subscribed— $\text{প ম শ ব ধ ষ ষ্ট ষ্ণ ঢ ঢু}$, making $\text{ট হ চ ছ ষ্টু ষ্ণু ঢু শু চু ছু ঙু নু}$ —are all pronounced “da”: an unaspirated retroflex that is high in

tone. Retroflex means that the tongue is bent back, touching the roof of the mouth. To obtain this sound, try saying the English word “dog” with your tongue at the roof of your mouth. Repeat the following after the tape:

Tapescript

23. $\exists x \forall y \exists z$ $(P(x) \wedge Q(y) \wedge R(z))$

DRILL 20

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe $\tilde{\cdot}$ to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

၁။	now subscribe	၂။
၃။	now subscribe	၄။
၅။	now subscribe	၆။
၇။	now subscribe	၈။
၉။	now subscribe	၁၀။
၁၁။	now subscribe	၁၂။
၁၃။	now subscribe	၁၄။
၁၅။	now subscribe	၁၆။
၁၇။	now subscribe	၁၈။

The consonants in the second column to which **া** can be subscribed—**া**, **া** and **া**, making **া**, **া** and **া**—are all pronounced “tha”: a fully aspirated retroflex that is high in tone. Repeat after the tape:

Tapescript

১৮৫৩ সালে প্রকাশিত এই গ্রন্থটি বাংলাদেশ জাতীয় বাচন প্রতিষ্ঠানের সম্পদ।

DRILL 21

In this drill, you will first hear a syllable without a subscript. After repeating this, you will

be asked to subscribe ତ to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

ତ	now subscribe ତ	ତ
ଶ	now subscribe ଶ	ଶ
ଷ	now subscribe ଷ	ଷ
ତ୍ୟମ୍ବକ	now subscribe ତ୍ୟମ୍ବକ	ତ୍ୟମ୍ବକ
ହୃତ	now subscribe ହୃତ	ହୃତ
ତ୍ୟ	now subscribe ତ୍ୟ	ତ୍ୟ
ଶ୍ଵର	now subscribe ଶ୍ଵର	ଶ୍ଵର
ଷ୍ଵର	now subscribe ଷ୍ଵର	ଷ୍ଵର
ତ୍ୟୁତ୍ୟ	now subscribe ତ୍ୟୁତ୍ୟ	ତ୍ୟୁତ୍ୟ
ତ୍ୟୁତ୍ୟୁତ୍ୟ	now subscribe ତ୍ୟୁତ୍ୟୁତ୍ୟ	ତ୍ୟୁତ୍ୟୁତ୍ୟ
ଶ୍ଵେତ	now subscribe ଶ୍ଵେତ	ଶ୍ଵେତ
ଷ୍ଵେତ	now subscribe ଷ୍ଵେତ	ଷ୍ଵେତ

The consonants in the third column to which ତ can be subscribed— ତ , ଶ , and ଷ , making ତ , ଶ , and ଷ —are all pronounced “ta”: a moderately aspirated retroflex that is low in tone. Repeat after the tape:

Tapescript

ତ ଶ ଷ ତ ଶ ଷ

DRILL 22

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe ତ to that syllable. After a pause, the syllable will be repeated with

the subscript added and you should repeat it again.

Tapescript

༄	now subscribe	༄	༄
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅
༅	now subscribe	༅	༅

The pronunciation of མ without a subscribed ཉ and མ with a subscribed ཉ is identical. However, when preceded by a prefix or superscripted letter ཉ becomes high in tone. Repeat after the tape:

Tapescript

ଶ୍ରୀ ଶ୍ରୀ ଶ୍ରୀ ଶ୍ରୀ

ଶ୍ରୀ with a subscribed ର୍ଣ୍ଣ is sometimes pronounced “ଶା”, as in ଶା, meaning “earth”, and sometimes like an unaspirated retroflex that is high in tone as in ପଶ୍ଚିମଶା (ଦେ’), meaning “roast”.¹ Repeat after the tape:

Tapescript

ଶ୍ରୀ ଶ୍ରୀପ୍ର ଶ୍ରୀଷ୍ଟ ପଶ୍ଚିମଶା ଶ୍ରୀଷ୍ଟ ଶ୍ରୀଗ୍ରୀ

As in these examples, the pronunciation as “ଶା” is the more common. However, note the following examples, meaning “pea” and “daughter”, respectively:

Tapescript

ଶ୍ରୀମା ଶ୍ରୀମା

ହ୍ରୀ with a subscribed ର୍ଣ୍ଣ, which occurs very infrequently, is pronounced “hra”. Repeat after the tape:

Tapescript

ହ୍ରୀ ହ୍ରୀ ହ୍ରୀ ହ୍ରୀ

DRILL 23

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe ର୍ଣ୍ଣ to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

ଶ୍ରୀ now subscribe ର୍ଣ୍ଣ

¹ Often pronounced “ଦା”.

བ୍ྱଶ	now subscribe ྃ.	୧୯
୧୯	now subscribe ྃ.	୨୦
ସ୍ୱର୍ଣ୍ଣ	now subscribe ྃ.	୨୧
୩	now subscribe ྃ.	୨୨
୪୧	now subscribe ྃ.	୨୩
୪୨	now subscribe ྃ.	୨୪
୫	now subscribe ྃ.	୨୫
୧୯୪	now subscribe ྃ.	୨୬
୧୯୫	now subscribe ྃ.	୨୭
୧୯୬	now subscribe ྃ.	୨୮
୧୯୭	now subscribe ྃ.	୨୯
୧୯୮	now subscribe ྃ.	୨୧୦
୧୯୯	now subscribe ྃ.	୨୧୧
୧୯୧୦	now subscribe ྃ.	୨୧୨
୧୯୧୧	now subscribe ྃ.	୨୧୩
୧୯୧୨	now subscribe ྃ.	୨୧୪
୧୯୧୩	now subscribe ྃ.	୨୧୫
୧୯୧୪	now subscribe ྃ.	୨୧୬
୧୯୧୫	now subscribe ྃ.	୨୧୭
୧୯୧୬	now subscribe ྃ.	୨୧୮
୧୯୧୭	now subscribe ྃ.	୨୧୯
୧୯୧୮	now subscribe ྃ.	୨୨୦
୧୯୧୯	now subscribe ྃ.	୨୨୧
୧୯୨୦	now subscribe ྃ.	୨୨୨
୧୯୨୧	now subscribe ྃ.	୨୨୩
୧୯୨୨	now subscribe ྃ.	୨୨୪
୧୯୨୩	now subscribe ྃ.	୨୨୫
୧୯୨୪	now subscribe ྃ.	୨୨୬
୧୯୨୫	now subscribe ྃ.	୨୨୭
୧୯୨୬	now subscribe ྃ.	୨୨୮
୧୯୨୭	now subscribe ྃ.	୨୨୯
୧୯୨୮	now subscribe ྃ.	୨୨୧୦
୧୯୨୯	now subscribe ྃ.	୨୨୧୧
୧୯୧୦	now subscribe ྃ.	୨୨୧୨
୧୯୧୧	now subscribe ྃ.	୨୨୧୩
୧୯୧୨	now subscribe ྃ.	୨୨୧୪
୧୯୧୩	now subscribe ྃ.	୨୨୧୫
୧୯୧୪	now subscribe ྃ.	୨୨୧୬
୧୯୧୫	now subscribe ྃ.	୨୨୧୭
୧୯୧୬	now subscribe ྃ.	୨୨୧୮
୧୯୧୭	now subscribe ྃ.	୨୨୧୯
୧୯୧୮	now subscribe ྃ.	୨୨୨୦
୧୯୧୯	now subscribe ྃ.	୨୨୨୧
୧୯୧୧୦	now subscribe ྃ.	୨୨୨୨
୧୯୧୧୧	now subscribe ྃ.	୨୨୨୩
୧୯୧୧୨	now subscribe ྃ.	୨୨୨୪
୧୯୧୧୩	now subscribe ྃ.	୨୨୨୫
୧୯୧୧୪	now subscribe ྃ.	୨୨୨୬
୧୯୧୧୫	now subscribe ྃ.	୨୨୨୭
୧୯୧୧୬	now subscribe ྃ.	୨୨୨୮
୧୯୧୧୭	now subscribe ྃ.	୨୨୨୯
୧୯୧୧୮	now subscribe ྃ.	୨୨୨୧୦
୧୯୧୧୯	now subscribe ྃ.	୨୨୨୧୧
୧୯୧୧୧୦	now subscribe ྃ.	୨୨୨୧୨
୧୯୧୧୧୧	now subscribe ྃ.	୨୨୨୧୩
୧୯୧୧୧୨	now subscribe ྃ.	୨୨୨୧୪
୧୯୧୧୧୩	now subscribe ྃ.	୨୨୨୧୫
୧୯୧୧୧୪	now subscribe ྃ.	୨୨୨୧୬
୧୯୧୧୧୫	now subscribe ྃ.	୨୨୨୧୭
୧୯୧୧୧୬	now subscribe ྃ.	୨୨୨୧୮
୧୯୧୧୧୭	now subscribe ྃ.	୨୨୨୧୯
୧୯୧୧୧୮	now subscribe ྃ.	୨୨୨୨୦
୧୯୧୧୧୯	now subscribe ྃ.	୨୨୨୧୧୧
୧୯୧୧୧୧୦	now subscribe ྃ.	୨୨୨୧୨୨
୧୯୧୧୧୧୧	now subscribe ྃ.	୨୨୨୧୩୩
୧୯୧୧୧୧୨	now subscribe ྃ.	୨୨୨୧୪୪
୧୯୧୧୧୧୩	now subscribe ྃ.	୨୨୨୧୫୫
୧୯୧୧୧୧୪	now subscribe ྃ.	୨୨୨୧୬୬
୧୯୧୧୧୧୫	now subscribe ྃ.	୨୨୨୧୭୭
୧୯୧୧୧୧୬	now subscribe ྃ.	୨୨୨୧୮୮
୧୯୧୧୧୧୭	now subscribe ྃ.	୨୨୨୧୯୯
୧୯୧୧୧୧୮	now subscribe ྃ.	୨୨୨୨୦୦
୧୯୧୧୧୧୯	now subscribe ྃ.	୨୨୨୧୧୧୧
୧୯୧୧୧୧୧୦	now subscribe ྃ.	୨୨୨୧୨୨୨
୧୯୧୧୧୧୧୧	now subscribe ྃ.	୨୨୨୧୩୩୩
୧୯୧୧୧୧୧୨	now subscribe ྃ.	୨୨୨୧୪୪୪
୧୯୧୧୧୧୧୩	now subscribe ྃ.	୨୨୨୧୫୫୫
୧୯୧୧୧୧୧୪	now subscribe ྃ.	୨୨୨୧୬୬୬
୧୯୧୧୧୧୧୫	now subscribe ྃ.	୨୨୨୧୭୭୭
୧୯୧୧୧୧୧୬	now subscribe ྃ.	୨୨୨୧୮୮୮
୧୯୧୧୧୧୧୭	now subscribe ྃ.	୨୨୨୧୯୯୯
୧୯୧୧୧୧୧୮	now subscribe ྃ.	୨୨୨୨୦୦୦
୧୯୧୧୧୧୧୯	now subscribe ྃ.	୨୨୨୧୧୧୧୧

SUBSCRIBED རྒ

ྒ can be subscribed to six letters: ། ༌ ་ ༎ ༏ ༐ and ༓, making ། ༌ ་ ༎ ༏ ༐ ༓ and ༓ ༓. All but ༓ ༓ are pronounced la, as a high-tone. ༓ ༓ is pronounced low-tone da. Repeat after the tape:

Tapescript

୧୯	୧୯	୧୯	୧୯	୧୯	୧୯
୧୯	୧୯	୧୯	୧୯	୧୯	୧୯

24) 24.
24) 24.
24) 24.
24) 24.

DRILL 24

In this drill, you will first hear a syllable without a subscript. After repeating this, you will be asked to subscribe \bar{w} , \bar{x} , or \bar{y} to that syllable. After a pause, the syllable will be repeated with the subscript added and you should repeat it again.

Tapescript

ସ	now subscribe ଘ	ଶ୍ରୀ
ଶ୍ରୀନ୍ଦ୍ର	now subscribe ଘ	ଶ୍ରୀନ୍ଦ୍ର

EXCEPTIONS INVOLVING ଏ

When ଏ is preceded by the prefix ନ୍ତ୍ର, it is pronounced either as *wa* or it is not pronounced at all and one hears merely the vowel that accompanies it. Before ନ୍ତ୍ର, a ନ୍ତ୍ର prefix changes the pronunciation of the syllable to *ya*. Listen and repeat after the tape:

Tapescript

ନ୍ତ୍ରମ୍ବା ନ୍ତ୍ରମ୍ବନ୍ଧା ନ୍ତ୍ରମ୍ବା ନ୍ତ୍ରମ୍ବନ୍ଧା ନ୍ତ୍ରମ୍ବି ନ୍ତ୍ରମ୍ବା
ନ୍ତ୍ରମ୍ବନ୍ଧା ନ୍ତ୍ରମ୍ବି

DRILL 25

In this drill, you will first be asked to read aloud a word in the textbook. After a pause, the word will be pronounced correctly by the tape and you should then repeat it again.

Tapescript

1. ନ୍ତ୍ରମ୍ବା now repeat after the tape: ନ୍ତ୍ରମ୍ବା
2. ନ୍ତ୍ରମ୍ବନ୍ଧା now repeat after the tape: ନ୍ତ୍ରମ୍ବନ୍ଧା
3. ନ୍ତ୍ରମ୍ବା now repeat after the tape: ନ୍ତ୍ରମ୍ବା
4. ନ୍ତ୍ରମ୍ବା now repeat after the tape: ନ୍ତ୍ରମ୍ବା
5. ନ୍ତ୍ରମ୍ବି now repeat after the tape: ନ୍ତ୍ରମ୍ବି
6. ନ୍ତ୍ରମ୍ବନ୍ଧା now repeat after the tape: ନ୍ତ୍ରମ୍ବନ୍ଧା
7. ନ୍ତ୍ରମ୍ବା now repeat after the tape: ନ୍ତ୍ରମ୍ବା
8. ନ୍ତ୍ରମ୍ବନ୍ଧା now repeat after the tape: ନ୍ତ୍ରମ୍ବନ୍ଧା
9. ନ୍ତ୍ରମ୍ବା now repeat after the tape: ନ୍ତ୍ରମ୍ବା
10. ନ୍ତ୍ରମ୍ବି now repeat after the tape: ନ୍ତ୍ରମ୍ବି

11. དྲୁସନ୍

now repeat after the tape:

ଦୁସନ୍

Other exceptions will be noted as they occur. When words are read from a page, their pronunciation follows very regular rules. However, in colloquial Tibetan speech, the pronunciation of words tends toward whatever is easy to say and pleasing to the ear. Therefore, it is essential to rely closely on the tapes.

Tests on Units One, Two, and Three

Test on the thirty consonants

1. Write the 30 consonants in order. Give their English phonetic equivalents. Stop the tape until you have completed this question.

2. Listen to the following 30 consonants and write them in the order in which you hear them. Each consonant will be repeated twice.

- | | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |
| 21. | 22. | 23. | 24. | 25. |
| 26. | 27. | 28. | 29. | 30. |

Tapescript

- | | | | | |
|-------------|-------------|-------------|-------------|-------------|
| 1. ପ୍ର ପ୍ର | 2. ମ୍ର ମ୍ର | 3. ର୍କ ର୍କ | 4. ଫ୍ର ଫ୍ର | 5. ଶ୍ର ଶ୍ର |
| 6. ଯ୍ର ଯ୍ର | 7. ଷ୍ଟ ଷ୍ଟ | 8. ସ୍ତ ସ୍ତ | 9. ଙ୍ଗ ଙ୍ଗ | 10. ନ୍ଦ ନ୍ଦ |
| 11. ହ୍ର ହ୍ର | 12. ଘ୍ର ଘ୍ର | 13. ତ୍ର ତ୍ର | 14. କ୍ର କ୍ର | 15. ପ୍ର ପ୍ର |
| 16. ହ୍ର ହ୍ର | 17. ଷ୍ଟ ଷ୍ଟ | 18. ଏୟୁ ଏୟୁ | 19. ନ୍ଦ ନ୍ଦ | 20. କ୍ର କ୍ର |
| 21. ତ୍ର ତ୍ର | 22. ଶ୍ର ଶ୍ର | 23. ଅୟୁ ଅୟୁ | 24. ନ୍ଦ ନ୍ଦ | 25. ବ୍ର ବ୍ର |
| 26. ସ୍ତ ସ୍ତ | 27. ଏୟୁ ଏୟୁ | 28. କ୍ର କ୍ର | 29. ନ୍ଦ ନ୍ଦ | 30. ହ୍ର ହ୍ର |

Test on the four vowels

In this section you will listen to the tape and write the consonant and vowel combination that you hear. Each syllable will be repeated twice.

- | | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

6. 7. 8. 9. 10.

11. 12. 13. 14. 15.

16. 17. 18. 19. 20.

Tapescript

1. སྒྱ	2. སྒྱ	3. སྒྱ	4. སྒྱ	5. སྒྱ
6. སྒྱ	7. སྒྱ	8. སྒྱ	9. སྒྱ	10. སྒྱ
11. སྒྱ	12. སྒྱ	13. སྒྱ	14. སྒྱ	15. སྒྱ
16. སྒྱ	17. སྒྱ	18. སྒྱ	19. སྒྱ	20. སྒྱ

Test on pronunciation changes

1. Write out the prefixes and suffixes.

2. Write out the suffixes that *do not* change vowel sounds.

3. Write out the suffixes that *do* change vowel sounds.

4. In this section, listen to the tape and write the *root letter and vowel* of the syllable that you hear. Each syllable will be repeated twice.

1. 2. 3. 4. 5.

- | | | | | |
|-----|-----|-----|-----|-----|
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. |

Tapescript

- | | | | |
|------------------|------------------|------------------|---------------|
| 1. ହୁମୁ | 2. ରହି ରହି | 3. ଶୁଣୁ ଶୁଣୁ | 4. ହୈ ହୈ |
| 5. ଘର୍ଷା ଘର୍ଷା | 6. ଘର୍ଷନ୍ ଘର୍ଷନ୍ | 7. ସତ୍ତନ୍ ସତ୍ତନ୍ | 8. ଘିନ୍ ଘିନ୍ |
| 9. ନୁହିଲା ନୁହିଲା | 10. ଦନ୍ ଦନ୍ | 11. ଶୁଣୁ ଶୁଣୁ | 12. ଶିନ୍ ଶିନ୍ |
| 13. ଶିଖି ଶିଖି | 14. ଶା ଶା | 15. ସିଧା ସିଧା | 16. ଛିନ୍ ଛିନ୍ |
| 17. ପ୍ରି ପ୍ରି | 18. ହୁଏ ହୁଏ | 19. ଦୟା ଦୟା | 20. ନେନ୍ ନେନ୍ |

Unit 4

ਲੰਗਾਕਾਂਧਾਰੀ

1. Dialogue: “Are you well?”

Two Tibetans, Döl-ma and Yé-shë>, meet each other on the road.

ਲੰਗਾਕਾਂਧਾਰੀ དོལ་ਮਾ ཡੇ-ਸ਼ੇ དོල ମା ཡੇ- ଶੇ	Yé-shë>, are you well? ¹ Yé-shë> (proper name) honorific particle body (h) ² happy, comfortable, healthy to be interrogative particle
ਓ-ਸਿ-ਨਾ ས୍ତୋ-ਸୁ-ਨ ଓ- ସି- ନା	I'm well. Are you well? I you (h)
ਲੰਗਾਕਾਂਧਾਰੀ དੱਲ-ਕਾ-ਕਾ-ਨ ଲੰ- ଗା- କା- ନା	I'm well. ³

¹ The Tibetan functions as the equivalent of the English “How are you?”

² “(h)” indicates the honorific form. Words without this indicator are non-honorific.

³ The subject “I” is understood implicitly.

2. Building Sentences

DRILL 4.1

In this drill the sentences are built part by part to help you gain facility with the sounds. Each word, phrase, and sentence will be repeated several times. Repeat after the tape:

Tapescript

ཡි-මි-ෂ-අ-ය-ස-භ-ා	යි-මි-ෂ-අ-ය-ස-භ-ා	යි-මි-ෂ-අ-ය-ස-භ-ා
ඹ-ෂ-ඩ-ෂ-ජ-	ඹ-ෂ-ඩ-ෂ-ජ-	ඹ-ෂ-ඩ-ෂ-ජ-
ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ-	ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ-	ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ-
ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- ප-භ-ා	ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- යි-ං- ප-භ-ා	ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- යි-ං- ප-භ-ා
ඛ-.	ඛ-.	ඛ-.
ඛ- එ-ඩ-ෂ- යි-ං- ප-භ-ා	ඛ- එ-ඩ-ෂ- යි-ං- ප-භ-ා	ඛ- එ-ඩ-ෂ- යි-ං- ප-භ-ා
ඩ- එ-ඩ-.	ඩ- එ-ඩ-.	ඩ- එ-ඩ-.
ඩ- එ-ඩ- ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ-	ඩ- එ-ඩ- ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ-	ඩ- එ-ඩ- ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ-
ඩ- එ-ඩ- ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- ප-භ-ා	ඩ- එ-ඩ- ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- යි-ං- ප-භ-ා	ඩ- එ-ඩ- ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- යි-ං- ප-භ-ා
එ-ඩ-ෂ- යි-ං- ප-භ-ා	එ-ඩ-ෂ- යි-ං- ප-භ-ා	එ-ඩ-ෂ- යි-ං- ප-භ-ා

DRILL 4.2: Repeating the dialogue

In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat it. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

යි-මි-ෂ-අ-ය-ස-භ-ා
ඹ-ෂ-ඩ-ෂ-ජ- එ-ඩ-ෂ- යි-ං- ප-භ-ා

ඛ- එ-ඩ-ෂ- යි-ං- ප-භ-ා

එ-ඩ-ෂ- යි-ං- ප-භ-ා

Second run-through

ཡྱ-ସିଶା-ୟଷତ୍ରା କ୍ଲୁ-ଶ୍ଵେଶା-ସଦି-ହୀନ୍-ୟତ୍ରା

ମ-ସଦି-ହୀନ୍କା ତ୍ରିଦ-ସଦ-କ୍ଲୁ-ଶ୍ଵେଶା-ସଦି-ହୀନ୍-ୟତ୍ରା

ସଦି-ହୀନ୍କା

3. Tibetan to English**DRILL 4.3**

In this drill you are to translate the Unit 4 dialogue into English. After each line the speaker pauses for you to give the translation. After the pause, the translation is provided, and you should say it again.

Tapescript

ଯୀ-ସିଶା-ୟଷତ୍ରା	କ୍ଲୁ-ଶ୍ଵେଶା-ସଦି-ହୀନ୍-ୟତ୍ରା	Yé-shë>, are you well?
ମ-ସଦି-ହୀନ୍କା	ତ୍ରିଦ-ସଦ-କ୍ଲୁ-ଶ୍ଵେଶା-ସଦି-ହୀନ୍-ୟତ୍ରା	I'm well. Are you well?
ସଦି-ହୀନ୍କା		I'm well.
ଯୀ-ସିଶା-ୟଷତ୍ରା	କ୍ଲୁ-ଶ୍ଵେଶା-ସଦି-ହୀନ୍-ୟତ୍ରା	Yé-shë>, are you well?
ମ-ସଦି-ହୀନ୍କା	ତ୍ରିଦ-ସଦ-କ୍ଲୁ-ଶ୍ଵେଶା-ସଦି-ହୀନ୍-ୟତ୍ରା	I'm well. Are you well?
ସଦି-ହୀନ୍କା		I'm well.

Practice this section until you can give the English without hesitation.

4. English to Tibetan**DRILL 4.4**

In this drill you are to translate the Unit 4 dialogue into Tibetan. After each line the speaker pauses for you to give the translation. After the pause, the translation is provided, and you should say it again.

Tapescript

Yé-shé>, are you well?	ୟେଁଶେ ଯେ କୁମାରା ସନ୍ଦିଧ୍ୟିତ ପଶ୍ଚା
I'm well. Are you well?	ସନ୍ଦିଧ୍ୟିତ କୁମାରା ସନ୍ଦିଧ୍ୟିତ ପଶ୍ଚା
I'm well.	ସନ୍ଦିଧ୍ୟିତ
Yé-shé>, are you well?	ୟେଁଶେ ଯେ କୁମାରା ସନ୍ଦିଧ୍ୟିତ ପଶ୍ଚା
I'm well. Are you well?	ସନ୍ଦିଧ୍ୟିତ କୁମାରା ସନ୍ଦିଧ୍ୟିତ ପଶ୍ଚା
I'm well.	ସନ୍ଦିଧ୍ୟିତ

Practice this section until you can give the Tibetan without hesitation.

5. New Vocabulary

କୁମାରାର୍	body	କୁମାରା	body (h)
ସନ୍ଦିଧ୍ୟ	healthy	ଆମ୍ରାଦିଆ	America/American
ସନ୍ଦିଧ୍ୟ	Tibetan	ଜୀତ୍ତିହ୍ଲି	English person or Westerner ¹
ମୁ	I	ଭ୍ରମ	you (h singular)
ମୁ	she/he (h)		

The complete set of pronouns is:

ମୁ	I	ଭ୍ରମ / ଭ୍ରମକ୍	we
ଭ୍ରମ	you (singular)	ଭ୍ରମ	you (h singular)
ଭ୍ରମକ୍ / ଭ୍ରମଙ୍କ	you (plural)	ଭ୍ରମଙ୍କ	you (h plural)
ମୁ / ମୁମୁ	he	ମୁ	he/she (h)
ମୁ / ମୁମୁ	she	ମୁ	she/he (h)
ମୁକ୍ / ମୁମୁକ୍	they (m)	ମୁକ୍	they (m/f) (h)
ମୁକ୍ମଙ୍କ	they (f)	ମୁକ୍ମଙ୍କ	they (f/m) (h)

¹ Another commonly used term is ବ୍ରାହ୍ମିଆ (“foreigner”). Still another is ବ୍ରାହ୍ମିନ୍ୟାସ୍ୟ, “person from the West”.

6. Expansion Materials

INTERROGATIVE PARTICLE

The interrogative particle །သာ, as in the question གྲྷ ພྜ ສନ୍ତ ວିନ୍ ພଥା ("Are you well?"), is a common question ending. The response is ཁ ວିନ୍ ວିନ୍କା ("I'm well") or simply ວିନ୍ ວିନ୍କା ("I'm well"). In responding, one uses the verb pattern that was used in the question but omits the interrogative particle. Note that in Tibetan, unlike English, one's voice does not rise as much, if at all, at the end of an interrogative sentence. Listen to the exchange again, and repeat after the tape:

Tapescript

ଶ୍ରୀ ພྜ ສନ୍ତ ວିନ୍ ພଥା	ଁ ວିନ୍ ວିନ୍କା
ଶ୍ରୀ ພྜ ສନ୍ତ ວିନ୍ ວିନ୍କା	ଁ ວିନ୍ ວିନ୍କା

NAMES

Many Tibetan names can be used for persons of either gender. Moreover, most Tibetans, lay government officials being the main exception, do not use a family name as a last name and do not distinguish between "first" and "last" names in the way that Europeans and Americans do.¹ Tibetans usually have two names, like ས୍ଵିତ୍ତ ພଥା ສ୍ରତିମା. Like most words in Tibetan, names tend to be disyllabic (two syllables), and any name can be in either the first position or in the second position. Although many Tibetans in the West have adopted the custom of referring to people by first name only, frequently both names are used, without implying the same degree of formality that is the case when using first and last names in a Western context. One traditional way of shortening a name, as with friends, is to use the first and third syllables of the pair of names. Hence ས୍ଵିତ୍ତ ພଥା ປେତ୍ର, for instance, shortens to ས୍ଵିତ୍ତ ປେ. Indeed, using the first and third syllables is a typical way of making abbreviations in Tibetan. Further, although names are not rigidly gender specific, it is often possible to tell from a name whether someone is male or female and also whether they are either a layperson or a monk or nun. Most Tibetan names have a meaning reflecting the close link between Buddhism and Tibetan culture. Buddhist virtues, good luck wishes, and the days of the week—usually reflecting the day on which a child was born—are commonly used as

¹ This is not to say that Tibetans do not distinguish between family and personal names.

names. For instance, ଶିକ୍ଷା means “wisdom”. Some common names are:

པ་-ສි	<u>Pa</u> -shí	good luck/auspicious
ཚ-රි	Tshé-ríng	long life [life-long]
ඇ- ພ- ສ- ດ-	<u>Gé</u> -sang	good fortune [fortune-good]
ල- ພ- ສ- ດ-	<u>Lo</u> -sang	good mind [mind-good]
ພ- ດ- ດ-	<u>Dé</u> -n-dzín	bearer of the teachings [teachings-bearer]
ພ- ຢ-	<u>Bé</u> '-ma	lotus [transliteration of the Sanskrit <i>padma</i>]
ຮ- ພ- ຢ-	<u>Bé</u> l-déñ	glorious [glory-possessing]
ຕ- ສ- ສ-	<u>Tön</u> -dup	accomplished the purpose [purpose-accomplished; Sanskrit: <i>Siddhārtha</i>]
ດ- ຜ- ສ- ມ- ດ-	<u>Jík</u> -mé'	fearless [fear-without; used as a personal name for male only]
ສ- ພ- ດ-	Thup-déñ	teaching of the Muni [Muni-teaching]
ພ- ດ- ຢ- ສ-	<u>Sö</u> '-nam	merit
ພ- ສ- ສ- ດ-	<u>Dé</u> -gyí'	healthy-happy [used as personal name for female only]
ດ- ລ- ດ-	<u>Dor</u> -jé	thunderbolt [Sanskrit: <i>vajra</i>]
ສ- ພ- ຢ-	<u>Döl</u> -ma	savioress (a goddess) [Sanskrit: Tārā; used as a personal name for female only]
ສ- ພ- ດ- ດ-	<u>Döl</u> -gar	White Tārā [Tārā-white; used as a personal name for female only]
ສ- ສ- ອ- ອ-	<u>Gya</u> -tsho	ocean [vast-lake]
ອ- ຢ-	<u>Nyi</u> -ma	sun [often named so because of being born on Sunday]
ນ- ສ-	<u>Da</u> -wa	moon [often named so because of being born on Monday]
ຖ- ສ- ສ- ດ-	<u>Nam</u> -gyéł	conquering
ດ- ສ- ສ- ດ- ດ-	<u>Thin</u> -lé>	exalted activities
ດ- ສ- ດ- ດ-	<u>Nga</u> '-wang	power of speech [speech-power]

someone—for example, མྱེ་གྲྙ་འཇྸྟ ། or རྩ୍ଶ୍ଵଦ୍ ཁྲྙྡྚྙ །—to express affection and respect.

DRILL 4.5: "I am བ྾ଦ྾-ସྒྱିନୀ."

In this drill you will practice saying sentences that have the subject ཐ ("I"), a Tibetan proper name, and the verb ། ("to be"). Repeat after the tape.

Tapescript

- | | | |
|-----------------------|-------------------------|----------------------|
| ୧ ད·ସྔ·ସྒྱିନୀ | ୩ ད·କେଁସ୍ତେଁୟିନୀ | ୫ ད·ଜ୍ଞାପ୍ୟତ୍ୱଦ୍ୟିନୀ |
| ୮ ད·ଶ୍ଵଦ୍ସତ୍ୱଦ୍ୟିନୀ | ୮ ད·ସଞ୍ଚକ୍ରଦ୍ୱୈତ୍ୟିନୀ | ୯ ད·ସଦ୍ୱାପ୍ୟିନୀ |
| ୯ ད·ଧ୍ୱନିଲ୍ଲକ୍ୟିନୀ | ୧୦ ད·ର୍ଦ୍ଦୁନ୍ତ୍ରୁଷ୍ଟିନୀ | ୧୧ ད·ର୍ଦ୍ଦେଶ୍ବର୍ମିନୀ |
| ୧୦ ད·ସୁଷ୍ଣାଶକ୍ୟିନୀ | ୧୧ ད·ସର୍ବଦ୍ ཁྲྙྡྚྙ ། | ୧୨ ད·ର୍ଦ୍ଦିଶ୍ଵିନୀ |
| ୧୧ ད·ର୍ଦ୍ଦିହ୍ୟିନୀ | ୧୨ ད·କ୍ଷେତ୍ରପ୍ୟାନୀ | ୧୩ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୨ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୩ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୧୪ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୩ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୪ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୧୫ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୪ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୫ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୧୬ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୫ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୬ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୧୭ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୬ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୭ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୧୮ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୭ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୮ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୧୯ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୮ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୧୯ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୨୦ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |
| ୧୯ ད·କ୍ଷୁଦ୍ରିକ୍ତ୍ୟିନୀ | ୨୦ ད·କ୍ଷେତ୍ରମ୍ୟିନୀ | ୨୧ ད·କ୍ଷେତ୍ରନାର୍ଥୀନୀ |

DRILL 4.6: Name substitution in declarative sentences

In this drill the basic sentence is ད·ସྔ·ସྒྱିନୀ ("I am བ྾ଦ྾-ସྒྱିନୀ"). The speaker gives another Tibetan name which you are to substitute for མླྔ·ସྒྱିନୀ. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ད·ସྔ·ସྒྱିନୀ	କେଁସ୍ତେଁ	ଦ·କେଁସ୍ତେଁୟିନୀ
୩	ଜ୍ଞାପ୍ୟତ୍ୱଦ୍	ଦ·ଜ୍ଞାପ୍ୟତ୍ୱଦ୍ୟିନୀ
୫	ଶ୍ଵଦ୍ସତ୍ୱଦ୍	ଦ·ଶ୍ଵଦ୍ସତ୍ୱଦ୍ୟିନୀ
୮	ସଞ୍ଚକ୍ରଦ୍ୱୈତ୍	ଦ·ସଞ୍ଚକ୍ରଦ୍ୱୈତ୍ୟିନୀ
୯	ସଦ୍ୱାପ୍ୟାନୀ	ଦ·ସଦ୍ୱାପ୍ୟାନୀ
୧୦	ଧ୍ୱନିଲ୍ଲକ୍	ଦ·ଧ୍ୱନିଲ୍ଲକ୍ୟିନୀ
୧୧	ର୍ଦ୍ଦୁନ୍ତ୍ରୁଷ୍ଟି	ଦ·ର୍ଦ୍ଦୁନ୍ତ୍ରୁଷ୍ଟି

୧	ରେଣ୍ଟାମିନ୍	ରେଣ୍ଟାମିନ୍-ୟିକ୍
୨	ସୁଷାମିନ୍	ସୁଷାମିନ୍-ୟିକ୍
୩୦	ସନ୍ତାମିନ୍	ସନ୍ତାମିନ୍-ୟିକ୍
୨୨	ସନ୍ତିଶ୍ଵିନ୍	ସନ୍ତିଶ୍ଵିନ୍-ୟିକ୍
୨୩	ହ୍ରିଂ	ହ୍ରିଂ-ୟିକ୍
୨୪	ଶ୍ରୀପା	ଶ୍ରୀପା-ୟିକ୍
୨୫	ଶ୍ରୀପାନ୍ତା	ଶ୍ରୀପାନ୍ତା-ୟିକ୍
୨୬	ଶ୍ରୀମତ୍	ଶ୍ରୀମତ୍-ୟିକ୍
୨୭	ଶ୍ରୀମା	ଶ୍ରୀମା-ୟିକ୍
୨୮	ଶ୍ରୀମା	ଶ୍ରୀମା-ୟିକ୍
୨୯	ଶ୍ରୀମାନ୍	ଶ୍ରୀମାନ୍-ୟିକ୍
୨୧	ଶ୍ରୀମାନ୍ତା	ଶ୍ରୀମାନ୍ତା-ୟିକ୍
୩୦	ଦେଶମିନ୍	ଦେଶମିନ୍-ୟିକ୍

SHORTENED FORMS OMITTING THE SUBJECT

In Tibetan, when asking a second person question such as ପିନ୍ ସନ୍ ମାମିନ୍ ଏତ୍ ଏତ୍ ("Are you Bé'-ma?" h), one uses the form of the verb that will be used in the answer. Thus, one might just as clearly have said ଏତ୍ ମାମିନ୍ ଏତ୍ ଏତ୍ ("Are you Bé'-ma?"), omitting the pronoun ପିନ୍ ସନ୍ ("you" h) which is obvious. In practice, Tibetans tend to use the shortened form more than the full form. In answer to the question, ପିନ୍ ସନ୍ ମାମିନ୍ ଏତ୍ ଏତ୍ ("Are you Bé'-ma? h), one might say ଏତ୍ ମାମିନ୍ ("[I] am Bé'-ma") instead of ଏତ୍ ମାମିନ୍ ("I am Bé'-ma"), omitting the pronoun ଏତ୍ ("I") without any loss of clarity. Since the goal of this text is to teach Tibetan as it is spoken by indigenous speakers, we will generally employ these shortened forms in the drills.

DRILL 4.7: Name substitution in declarative sentences, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying ଏତ୍ ଦାଶି ଏତ୍ ଏତ୍ ("I am Da-shi"), one says simply

एग्ने शिष्यांचीना ("I am दा-शि"). Here again the speaker gives another name which you are to substitute for एग्ने शिष्य ("दा-शि"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

१ एग्ने शिष्यांचीना	हे शिष्य	हे शिष्यांचीना
२	आप्पा शेवट	आप्पा शेवटांचीना
३	व्हा शेवट	व्हा शेवटांचीना
४	एक्कु राहिने	एक्कु राहिने चीना
५	एद्या	एद्यांचीना
६	दृष्टिगत्तु	दृष्टिगत्तुंचीना
७	रुक्मीष्या	रुक्मीष्या चीना
८	उमीषामेद	उमीषामेदांचीना
९	स्त्री एक्कु	स्त्री एक्कु चीना
१०	एक्कु रुमसा	एक्कु रुमसांचीना
११	एद्यांक्षिणी	एद्यांक्षिणींचीना
१२	रुक्मी	रुक्मींचीना
१३	मुख्या मा	मुख्या मांचीना
१४	क्षेत्र दग्धा	क्षेत्र दग्धा चीना
१५	कुंभकोँ	कुंभकोँचीना
१६	कुंमा	कुंमांचीना
१७	व्हा ए	व्हा एंचीना
१८	कुम्भकुपा	कुम्भकुपांचीना
१९	उक्किन रुमसा	उक्किन रुमसांचीना

၃၀	ཇྙାନଶ	ཇྙାନଶ୍ୟକ
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THE ABBREVIATED ANSWER ພଷଣ୍ୟକ

In responding to questions, Tibetans often give an initial abbreviated answer beginning with the particle ພଷଣ୍ୟ (which here means “Yes” or perhaps simply “I have heard you”) with the affirmative or negative verb ending used in the question. Thus, in answering the question ତ୍ରିଦ୍ୟର୍ବାପାନ୍ଧେଷାପଷଣ୍ୟକପଶା (“Are you ଦାଶି?” h), one might politely say ພଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା (“Yes, I am ଦାଶି”) or, in the negative, ພଷଣ୍ୟ ମିକ୍ତା ଏପାନ୍ଧେଷାମିକ୍ତା (“No, I am not ଦାଶି”). The questions all use the first person affirmative form of the verb “to be” ପିକ୍ତା with the interrogative particle ପଶା, and the answers use the first person affirmative ପିକ୍ତା or negative ମିକ୍ତା.

DRILL 4.8: Responding to name questions, affirmative

In this drill you are asked several questions, such as ତ୍ରିଦ୍ୟର୍ବାପାନ୍ଧେଷାପିକ୍ତାପଶା (“Are you ଦାଶି?” h), to which you should respond in the affirmative, giving first the abbreviated answer ພଷଣ୍ୟ ଯିକ୍ତା (“Yes,”) and then the response ଏପାନ୍ଧେଷାପିକ୍ତା (“I am ଦାଶି”). Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|------------------------------------|------------------------------|
| ୧ ତ୍ରିଦ୍ୟର୍ବାପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୨ ତ୍ରିଦ୍ୟକେଂର୍ଦ୍ରପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏକେଂର୍ଦ୍ରପିକ୍ତା |
| ୩ ତ୍ରିଦ୍ୟକ୍ଷେତ୍ରପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏକ୍ଷେତ୍ରପିକ୍ତା |
| ୪ ତ୍ରିଦ୍ୟଶ୍ଵରପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏଶ୍ଵରପିକ୍ତା |
| ୫ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୬ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୭ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୮ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୯ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୧୦ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |
| ୧୧ ତ୍ରିଦ୍ୟପାନ୍ଧେଷାପିକ୍ତାପଶା | ପଷଣ୍ୟ ଯିକ୍ତା ଏପାନ୍ଧେଷାପିକ୍ତା |

၁၃ မြိုင်-ဆွဲ-မြိုင်-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-မြိုင်-မြိုင်-ပိုက်
၁၄ မြိုင်-ဆွဲ-ထွဲ-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-ထွဲ-ထွဲ-ပိုက်
၁၅ မြိုင်-ဆွဲ-ချွဲ-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-ချွဲ-ချွဲ-ပိုက်
၁၆ မြိုင်-ဆွဲ-ချွဲ-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-ချွဲ-ချွဲ-သမာန-ပိုက်
၁၇ မြိုင်-ဆွဲ-စူး-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-စူး-စူး-ပိုက်
၁၈ မြိုင်-ဆွဲ-စီး-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-စီး-စီး-ပိုက်
၁၉ မြိုင်-ဆွဲ-အေး-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-အေး-အေး-ပိုက်
၂၀ မြိုင်-ဆွဲ-ခံ့-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-ခံ့-ခံ့-ပိုက်
၂၁ မြိုင်-ဆွဲ-တော်-သမာန-ပိုက်-သာ	သမာန-ပိုက် ၄-တော်-တော်-ပိုက်

DRILL 4.9: Responding to name questions, affirmative, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. If the subject is obvious, both the question and answer are often shortened by omitting the subject. Thus, rather than asking မြိုင်-ဆွဲ-သဗ္ဗာ-မိုး-သမာန-ပိုက်-သာ ("Are you ဗ္ဗာ-မိုး?"), one asks သဗ္ဗာ-မိုး-သမာန-ပိုက်-သာ ("Are you ဗ္ဗာ-မိုး? h), and rather than responding သမာန-ပိုက် ၄-သဗ္ဗာ-မိုး-ပိုက် ("Yes, I am ဗ္ဗာ-မိုး") one says သမာန-ပိုက် သဗ္ဗာ-မိုး-ပိုက် ("Yes, I am ဗ္ဗာ-မိုး"). Give the answer; listen to it on the tape; then say it again.

Tapescript

၁ သဗ္ဗာ-မိုး-သမာန-ပိုက်-သာ	သမာန-ပိုက် သဗ္ဗာ-မိုး-ပိုက်
၂ အေး-သမာန-ပိုက်-သာ	သမာန-ပိုက် အေး-ပိုက်
၃ ခံ့-သမာန-ပိုက်-သာ	သမာန-ပိုက် ခံ့-ပိုက်
၄ ချွဲ-သမာန-ပိုက်-သာ	သမာန-ပိုက် ချွဲ-ပိုက်
၅ စူး-သမာန-ပိုက်-သာ	သမာန-ပိုက် စူး-ပိုက်
၆ စီး-သမာန-ပိုက်-သာ	သမာန-ပိုက် စီး-ပိုက်
၇ ထွဲ-သမာန-ပိုက်-သာ	သမာန-ပိုက် ထွဲ-ပိုက်
၈ ခွဲ့-သမာန-ပိုက်-သာ	သမာန-ပိုက် ခွဲ့-ပိုက်

६ དྲୟାଖନ୍ྯୁସାୱୀକାରୀ	ସାହାରୀ དྲୟାଖନ୍ྯୁସାୱୀକାରୀ
୮ དକ୍ଷୁସାୱୀକାରୀ	ସାହାରୀ དକ୍ଷୁସାୱୀକାରୀ
୯ ରୈଶାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ରୈଶାୱିନ୍ୟୁସାୱୀକାରୀ
୧୦ ସୁଷାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ସୁଷାୱିନ୍ୟୁସାୱୀକାରୀ
୧୧ ସଞ୍ଚଦ୍ରମୁସାୱୀକାରୀ	ସାହାରୀ ସଞ୍ଚଦ୍ରମୁସାୱୀକାରୀ
୧୩ ସଦ୍ଵିଜ୍ଞାନୁସାୱୀକାରୀ	ସାହାରୀ ସଦ୍ଵିଜ୍ଞାନୁସାୱୀକାରୀ
୧୫ ତ୍ରୈପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ
୧୬ ଶ୍ଵର୍ଣ୍ଣପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ଶ୍ଵର୍ଣ୍ଣପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ
୧୭ ଶ୍ଵର୍ଣ୍ଣଦ୍ଵାରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ଶ୍ଵର୍ଣ୍ଣଦ୍ଵାରାୱିନ୍ୟୁସାୱୀକାରୀ
୧୮ ଶ୍ରୁତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ଶ୍ରୁତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ
୧୯ ତ୍ରୈମାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈମାୱିନ୍ୟୁସାୱୀକାରୀ
୨୧ ତ୍ରୈସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈସାୱୀକାରୀ
୨୨ ତ୍ରୈମୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈମୁସାୱୀକାରୀ
୨୩ ତ୍ରୈପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ
୨୪ ତ୍ରୈଦ୍ଵାରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈଦ୍ଵାରାୱିନ୍ୟୁସାୱୀକାରୀ
୨୫ ତ୍ରୈମତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈମତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ
୨୬ ତ୍ରୈମୁତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈମୁତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ
୨୭ ତ୍ରୈମତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ତ୍ରୈମତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ

DRILL 4.10: Responding to name questions, negative

In this drill you are asked several questions, such as ତ୍ରୈମାୱିନ୍ୟୁସାୱୀକାରୀ (“Are you *Dā-shí?*”) h), to which you should respond in the negative, giving first the abbreviated answer ସାହାରୀ (“No,”) and then the response ନେହାରୀ (“I am not *Dā-shí!*”). Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ତ୍ରୈମାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ନେହାରୀ
୩ ତ୍ରୈମତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ନେହାରୀ
୪ ତ୍ରୈମୁତ୍ତିପ୍ରାୱିନ୍ୟୁସାୱୀକାରୀ	ସାହାରୀ ନେହାରୀ

੧ ਤ੍ਰਿਦੁਨ੍ਹੱਸ਼ਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਨੱਸ਼ਵਾਵਸ਼ਾਮੈਨੁ
੨ ਤ੍ਰਿਦੁਨ੍ਹੱਸ਼ਕੁਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਸ਼ਕੁਵਾਵਸ਼ਾਮੈਨੁ
੩ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੪ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੫ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੬ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੭ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੮ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੯ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੦ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੧ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੨ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੩ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੪ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੫ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੬ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੭ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੮ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੧੯ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੨੦ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ
੨੧ ਤ੍ਰਿਦੁਨ੍ਹੱਵਾਵਸ਼ਾਘੀਨੁਵਾ	ਵਸ਼ਾਮੈਨੁ ੮.ਵਾਵਸ਼ਾਮੈਨੁ

DRILL 4.11: Responding to name questions, negative, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying ਵਸ਼ਾਮੈਨੁ ੮.ਸ਼ਾਮੈਨੁ ("No, I am not *Da-shi*"), one says ਵਸ਼ਾਮੈਨੁ ਸ਼ਾਮੈਨੁ ("No, I am not *Da-shi*"). Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|---|--|
| ၁ ཆིད·ស୍ତ୍ର·ସ୍ତ୍ର·ସୀଷ·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ସ୍ତ୍ର·ସୀଷ·ମୈନ୍ |
| ၂ ཆིද·ସ୍ତ୍ର·କେ·ସ୍ତ୍ର·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କେ·ସ୍ତ୍ର·ମୈନ୍ |
| ၃ ཆིද·ସ୍ତ୍ର·କେ·ସ୍ତ୍ର·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କେ·ସ୍ତ୍ର·ସମ୍ବା·ମୈନ୍ |
| ၄ ཆིද·ସ୍ତ୍ର·ଶ୍ଵର୍ଣ୍ଣ·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ଶ୍ଵର୍ଣ୍ଣ·ସମ୍ବା·ମୈନ୍ |
| ၅ ཆིද·ସ୍ତ୍ର·ସ୍ତ୍ରଙ୍ଗର୍ଦ୍ବୈନ୍·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ସ୍ତ୍ରଙ୍ଗର୍ଦ୍ବୈନ୍·ମୈନ୍ |
| ၆ ཆིද·ସ୍ତ୍ର·ସନ୍ଦ·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ସନ୍ଦ·ସମ୍ବା·ମୈନ୍ |
| ၇ ཆིද·ସ୍ତ୍ର·ନ୍ୟାଯପାତ୍ରକ·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ନ୍ୟାଯପାତ୍ରକ·ସମ୍ବା·ମୈନ୍ |
| ၈ ཆིද·ସ୍ତ୍ର·ନ୍ତର୍କୁସୁମ·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ନ୍ତର୍କୁସୁମ·ସମ୍ବା·ମୈନ୍ |
| ၉ ཆིද·ସ୍ତ୍ର·ରେହିଶା·ମିନ୍·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ରେହିଶା·ମିନ୍·ସମ୍ବା·ମୈନ୍ |
| ၁୦ ཆིද·ସ୍ତ୍ର·ସୁମା·ସଙ୍ଗକ·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ସୁମା·ସଙ୍ଗକ·ସମ୍ବା·ମୈନ୍ |
| ၁୧ ཆིද·ସ୍ତ୍ର·ସଞ୍ଚନ୍ଦ୍ରକୁମରା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ସଞ୍ଚନ୍ଦ୍ରକୁମରା·ସମ୍ବା·ମୈନ୍ |
| ၁୨ ཆིද·ସ୍ତ୍ର·ସନ୍ଦିକ୍ଷିନ୍ଦ୍ରା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ସନ୍ଦିକ୍ଷିନ୍ଦ୍ରା·ସମ୍ବା·ମୈନ୍ |
| ၁୩ ཆིද·ସ୍ତ୍ର·କ୍ରେହି·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ରେହି·ମୈନ୍ |
| ၁୪ ཆིද·ସ୍ତ୍ର·କ୍ଷେତ୍ରପାତ୍ରା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ଷେତ୍ରପାତ୍ରା·ସମ୍ବା·ମୈନ୍ |
| ၁୫ ཆིද·ସ୍ତ୍ର·କ୍ଷେତ୍ରଦ୍ଵାରା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ଷେତ୍ରଦ୍ଵାରା·ସମ୍ବା·ମୈନ୍ |
| ၁୬ ཆଇ·ସ୍ତ୍ର·କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ମୈନ୍ |
| ၁୭ ཆଇ·ସ୍ତ୍ର·କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ମୈନ୍ |
| ၁୮ ཆଇ·ସ୍ତ୍ର·କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ମୈନ୍ |
| ၁୯ ཆଇ·ସ୍ତ୍ର·କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ କ୍ଷୁଣ୍ଣମହାତ୍ମା·ସମ୍ବା·ମୈନ୍ |
| ၂୦ ཆଇ·ସ୍ତ୍ର·ରକ୍ଷିତ୍ରି·ସମ୍ବା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ରକ୍ଷିତ୍ରି·ସମ୍ବା·ସମ୍ବା·ମୈନ୍ |
| ၂୧ ཆଇ·ସ୍ତ୍ର·ରେଶା·ନ୍ୟାଯଦ୍ଵାରା·ସମ୍ବା·ୟିନ୍·ସମ୍ବା | ସମ୍ବା·ମୈନ୍ ରେଶା·ନ୍ୟାଯଦ୍ଵାରା·ସମ୍ବା·ମୈନ୍ |

DRILL 4.12: Responding to name questions, negative, with substitution

In this drill you are asked ཆྫନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା ("Are you Da-shí?" h), to which you should respond in the negative. The speaker will give a name such as କେଣ୍ଟିଙ୍ ("Tshé-ring") for you to use in your reply. Thus, in your answer, give first the abbreviated answer ନୀତ୍ତା ("No") and then an affirmative response ମୁଁ କେଣ୍ଟିଙ୍ ପିନ୍ ("I am Tshé-ring"). Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେଣ୍ଟିଙ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେଣ୍ଟିଙ୍ ପିନ୍
୨ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ପତ୍ରଦ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ପତ୍ରଦ୍ ପିନ୍
୩ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ପତ୍ରଦ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ପତ୍ରଦ୍ ପିନ୍
୪ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ରାମ୍ଭିନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ରାମ୍ଭିନ୍ ପିନ୍
୫ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମା	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମା ପିନ୍
୬ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ପାଲ୍କା	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ପାଲ୍କା ପିନ୍
୭ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ଶୁଷ୍ଟା	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ଶୁଷ୍ଟା ପିନ୍
୮ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମେନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମେନ୍ ପିନ୍
୯ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମହାନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମହାନ୍ ପିନ୍
୧୦ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମହାନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମହାନ୍ ପିନ୍
୧୧ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା କ୍ରୀନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା କ୍ରୀନ୍ ପିନ୍
୧୨ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ହିନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ହିନ୍ ପିନ୍
୧୩ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମା	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମା ପିନ୍
୧୪ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ଦାର୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ଦାର୍ ପିନ୍
୧୫ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମହାନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମହାନ୍ ପିନ୍
୧୬ ଆୟନ୍ ຂଦ୍ ସାନ୍ ༗େତ୍ସା ପିନ୍ ପଶା	କେନ୍ଦ୍ରା ମହାନ୍	ନୀତ୍ତା ମୁଁ ମୁଁ କେନ୍ଦ୍ରା ମହାନ୍ ପିନ୍

၁၈ ཆଡ·ර୍ଦ·བླྲ·຿ସ·ໝୟଶ·ຍିତ୍·ປଣ୍ଡା	ନྚ' ສ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଦ·ନྚ' ପ୍ଯିନ୍ଦ୍ରା
୧୯ ཆଡ·ର୍ଦ·ବ୍ଳྲ·຿ସ·ଔୟଶ·ଯିତ୍·ପଣ୍ଡା	କୁମ୍ବୁତ୍	ଔୟଶ·ମୀନ୍ଦ୍ରା ଦ·କୁମ୍ବୁତୁପ୍ଯିନ୍ଦ୍ରା
୨୦ ཆଡ·ର୍ଦ·ବ୍ଳྲ·຿ସ·ଔୟଶ·ଯିତ୍·ପଣ୍ଡା	ରଙ୍ଗିନ୍ଦ୍ରା	ଔୟଶ·ମୀନ୍ଦ୍ରା ଦ·ରଙ୍ଗିନ୍ଦ୍ରାପ୍ଯିନ୍ଦ୍ରା
୨୧ ཆଡ·ର୍ଦ·ବ୍ଳྲ·຿ସ·ଔୟଶ·ଯିତ୍·ପଣ୍ଡା	ରମ୍ବନ୍ଦା	ଔୟଶ·ମୀନ୍ଦ୍ରା ଦ·ରମ୍ବନ୍ଦାପ୍ଯିନ୍ଦ୍ରା

DRILL 4.13: Responding to name questions, negative, with substitution, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying ଆୟଶ·ମୀନ୍ଦ୍ରା ଦ·ହେ·ର୍ଦ୍ଦେ·ପ୍ଯିନ୍ଦ୍ରା ("No, I am Tshé-ring"), one says ଆୟଶ·ମୀନ୍ଦ୍ରା ହେ·ର୍ଦ୍ଦେ·ପ୍ଯିନ୍ଦ୍ରା ("No, I am Tshé-ring"). Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ହେ·ର୍ଦ୍ଦେ	ଆୟଶ·ମୀନ୍ଦ୍ରା ହେ·ର୍ଦ୍ଦେପ୍ଯିନ୍ଦ୍ରା
୨ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶ୍ଵାପ·ଶବ୍ଦ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶ୍ଵାପ·ଶବ୍ଦପ୍ଯିନ୍ଦ୍ରା
୩ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶ୍ଵାପ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶ୍ଵାପପ୍ଯିନ୍ଦ୍ରା
୪ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶ୍ଵାପନ୍ଦେନ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶ୍ଵାପନ୍ଦେନପ୍ଯିନ୍ଦ୍ରା
୫ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦପ୍ଯିନ୍ଦ୍ରା
୬ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକପ୍ଯିନ୍ଦ୍ରା
୭ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକା	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାପ୍ଯିନ୍ଦ୍ରା
୮ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନପ୍ଯିନ୍ଦ୍ରା
୯ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନି	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନିପ୍ଯିନ୍ଦ୍ରା
୧୦ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନିନ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନିନପ୍ଯିନ୍ଦ୍ରା
୧୧ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନିନି	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନିନିପ୍ଯିନ୍ଦ୍ରା
୧୨ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନିନିନ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନିନିନପ୍ଯିନ୍ଦ୍ରା
୧୩ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନିନିନି	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନିନିନିପ୍ଯିନ୍ଦ୍ରା
୧୪ ସ୍ମୃ·ମୀନ୍ଦ୍ରା	ଶବ୍ଦନ୍ତିକାନିନିନିନ	ଆୟଶ·ମୀନ୍ଦ୍ରା ଶବ୍ଦନ୍ତିକାନିନିନିନପ୍ଯିନ୍ଦ୍ରା

၁၃ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	အံသု-နှား	ပရာ-မိန္ဒာ အံသု-နှား-ပို့
၁၄ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	စူးမွန်း	ပရာ-မိန္ဒာ စူးမွန်း-ပို့
၁၅ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	ဒီးမာ	ပရာ-မိန္ဒာ ဒီးမာ-ပို့
၁၆ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	နှံးမာ	ပရာ-မိန္ဒာ နှံးမာ-ပို့
၁၇ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး-ပို့
၁၈ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး-ပို့
၁၉ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး-ပို့
၂၀ ပရ္မာ-မိန္ဒာ-ပရာ-မနာ	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး-ပို့

DRILL 4.14: Questions using the verb "to be", first person

In this drill the speaker asks questions about names, such as မြိုင်-ဆုံးမှု-ပရာ-မိန္ဒာ ("Are you Bé'-ma?"), and then provides a name, such as ော်-ဘွဲ့ ("Nga'-wang"). Using this name, give the correct response, such as ပရာ-မိန္ဒာ ော်-ဘွဲ့-ပို့ ("No, I am Nga'-wang"). Give the correct response; listen to it on the tape; then say it again.

Tapescript

၁ မြိုင်-ဆုံးမှု-ပရာ-မိန္ဒာ	ပုံးမာ	ပရာ-မိန္ဒာ ပုံးမာ-ပို့
၃ မြိုင်-ဆုံးများ-ပရာ-မိန္ဒာ	ပရ္မာ-မိန္ဒာ	ပရာ-မိန္ဒာ ပရ္မာ-မိန္ဒာ
၅ မြိုင်-ဆုံးစူးမွန်း-ပရာ-မိန္ဒာ	စူးမွန်း	ပရာ-မိန္ဒာ စူးမွန်း-ပို့
၇ မြိုင်-ဆုံးဒီးမာ-ပရာ-မိန္ဒာ	ဒီးမာ	ပရာ-မိန္ဒာ ဒီးမာ-ပို့
၉ မြိုင်-ဆုံးနှံးမာ-ပရာ-မိန္ဒာ	နှံးမာ	ပရာ-မိန္ဒာ နှံးမာ-ပို့
၁၁ မြိုင်-ဆုံးနှံးနှံး-ပရာ-မိန္ဒာ	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး-ပို့
၁၃ မြိုင်-ဆုံးနှံးနှံး	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး
၁၅ မြိုင်-ဆုံးနှံးနှံး	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး
၁၇ မြိုင်-ဆုံးနှံးနှံး	နှံးနှံး	ပရာ-မိန္ဒာ နှံးနှံး

DRILL 4.15: Questions using the verb "to be", third person, affirmative

In this drill the speaker asks questions about others' names, such as မြိုင်-အံပါ-ပရာ-မိန္ဒာ-

བྱଶྲ (“Is he Gäl-sang?” h), which you answer affirmatively འୟଶྲ ན୍ଦୁ རୋ ପ୍ରେସେ འୟଶྲ ན୍ଦୁ (“Yes, he is Gäl-sang” h). Notice that the questions all use the third person pronoun ན୍ଦୁ (“she/he” h) and the third person affirmative form of the verb “to be” ན୍ଦୁ with the interrogative particle འୟଶྲ. Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|---------------------------------|-------------------------------------|
| ୧ ན୍ଦୁ ༜ୋ ପ୍ରେସେ འୟଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ༜ୋ ପ୍ରେସେ འୟଶྲ ན୍ଦୁ |
| ୨ ན୍ଦୁ ༤େ ན୍ଦୁ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ༤େ ན୍ଦୁ ພଶྲ ན୍ଦୁ |
| ୩ ན୍ଦୁ ༣୍ଣ ༕େ ན୍ଦୁ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ༣୍ଣ ༕େ ན୍ଦୁ ພଶྲ ན୍ଦୁ |
| ୪ ན୍ଦୁ ༧ଳକ ଉହେନ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ༧ଳକ ଉହେନ ພଶྲ ན୍ଦୁ |
| ୫ ན୍ଦୁ ଧନ ମ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ଧନ ମ ພଶྲ ན୍ଦୁ |
| ୬ ན୍ଦୁ ଧଯ ଘନ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ଧଯ ଘନ ພଶྲ ན୍ଦୁ |
| ୭ ན୍ଦୁ ର୍ଦ୍ର ମୁଷ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ର୍ଦ୍ର ମୁଷ ພଶྲ ན୍ଦୁ |
| ୮ ན୍ଦୁ ରହିଷା ହିନ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ରହିଷା ହିନ ພଶྲ ན୍ଦୁ |
| ୯ ན୍ଦୁ ସୁଧ ଧଳକ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ସୁଧ ଧଳକ ພଶྲ ན୍ଦୁ |
| ୧୦ ན୍ଦୁ ସର୍ଦନ କମଶ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ସର୍ଦନ କମଶ ພଶྲ ན୍ଦୁ |
| ୧୧ ན୍ଦୁ ସଦ କ୍ଷିଦ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ସଦ କ୍ଷିଦ ພଶྲ ན୍ଦୁ |
| ୧୨ ན୍ଦୁ ର୍ଦ୍ର ହି ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ର୍ଦ୍ର ହି ພଶྲ ན୍ଦୁ |
| ୧୩ ན୍ଦୁ କ୍ଷୁଯ ମ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ କ୍ଷୁଯ ମ ພଶྲ ན୍ଦୁ |
| ୧୪ ན୍ଦୁ କ୍ଷୁଯ ଦଗ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ କ୍ଷୁଯ ଦଗ ພଶྲ ན୍ଦୁ |
| ୧୫ ན୍ଦୁ କ୍ଷୁଯ କହ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ କ୍ଷୁଯ କହ ພଶྲ ན୍ଦୁ |
| ୧୬ ན୍ଦୁ କ୍ଷୁଯ ମ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ କ୍ଷୁଯ ମ ພଶྲ ན୍ଦୁ |
| ୧୭ ན୍ଦୁ କ୍ଷୁଯ ଦା ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ କ୍ଷୁଯ ଦା ພଶྲ ན୍ଦୁ |
| ୧୮ ན୍ଦୁ କ୍ଷୁଯ କୁପ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ କ୍ଷୁଯ କୁପ ພଶྲ ན୍ଦୁ |
| ୧୯ ན୍ଦୁ ରହିନ ພଶྲ ན୍ଦୁ ພଶྲ | ଓୟଶྲ ན୍ଦୁ ན୍ଦୁ ରହିନ ພଶྲ ན୍ଦୁ |

୩୦ ପାତା.୫୫୫.୫୫୫.୫୫୫

ବ୍ୟକ୍ତିଗତ ସମ୍ପଦବିଷୟରେ ଅନୁଭବ କରିବାକୁ ପାଇଲା

DRILL 4.16: Questions using the verb “to be”, third person, affirmative, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying **ཡ****ស****ស****ា****េ****ោ** **វ****ិ****ន****ា** **អ****ិ****រ****ិ****ប****ា** **ិ****ស****េ****ោ** **វ****ិ****ន****ា** ("Yes, she is Gél-sang" h), one says **យ****ស****ស****ា****េ****ោ** **វ****ិ****ន****ា** **អ****ិ****រ****ិ****ប****ា** **ិ****ស****េ****ោ** **វ****ិ****ន****ា** ("Yes, she is Gél-sang" h), omitting the personal pronoun **វ****ិ****ន****ា** ("she/he" h). Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|----------------------|------------------------------------|
| ୧୯ ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟା | ପଦ୍ରଷ୍ଟାନ୍ତା ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟାନ୍ତା |
| ୨୦ ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟା | ପଦ୍ରଷ୍ଟାନ୍ତା ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟାନ୍ତା |
| ୨୧ ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟା | ପଦ୍ରଷ୍ଟାନ୍ତା ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟାନ୍ତା |
| ୨୨ ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟା | ପଦ୍ରଷ୍ଟାନ୍ତା ଶିଦ୍ଧାନ୍ତପଦ୍ରଷ୍ଟାନ୍ତା |

DRILL 4.17: Questions using the verb “to be”, third person, negative

In this drill the basic question is །ଦ·ଘୁ·ସ୍ମୀଷ·ଘୁଷା·ହେ·ଘୁଷା ("Is he Ḍa-śhí?" h), which you answer in the negative. The speaker will give a name such as କେ·ର୍ଦ୍ରିଙ୍ ("Tshé-ríng") for you to use in your reply. Thus, in your answer, give first the abbreviated answer ଘୁଷା·ମା·ହେ ("No,") and then an affirmative response །ଦ·କେ·ର୍ଦ୍ରିଙ୍·ହେ ("He is Tshé-ríng" h). Give the answer; listen to it on the tape; then say it again.

Tapescript

੧	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਤੰ. ਸੰ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਕੋ. ਸੰਦੁ. ਘਣਾਵਣਾ ਸੰਦੁ
੨	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਕੋਵਾ. ਸੰਦੁ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਕੋਵਾ. ਘਣਾਵਣਾ ਸੰਦੁ
੩	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਤੰ. ਸੰਦੁ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਸੰਦੁ. ਘਣਾਵਣਾ ਸੰਦੁ
੪	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਪਲੜਕ. ਰਹੈਂਕ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਪਲੜਕ. ਰਹੈਂਕ. ਘਣਾਵਣਾ ਸੰਦੁ
੫	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਖੜ. ਮ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਖੜ. ਮ. ਘਣਾਵਣਾ ਸੰਦੁ
੬	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨਖਾਰ. ਲੜ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨਖਾਰ. ਲੜ. ਘਣਾਵਣਾ ਸੰਦੁ
੭	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨਖਾਰ. ਲੜ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨਖਾਰ. ਲੜ. ਘਣਾਵਣਾ ਸੰਦੁ
੮	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨੜ. ਸੂਟ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨੜ. ਸੂਟ. ਘਣਾਵਣਾ ਸੰਦੁ
੯	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨੜੀ. ਸਾ. ਹੈਂਕ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨੜੀ. ਸਾ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ
੧੦	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨੱਕ. ਕੁਮਾਰ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨੱਕ. ਕੁਮਾਰ. ਘਣਾਵਣਾ ਸੰਦੁ
੧੧	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨੱਕ. ਕੁਮਾਰ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨੱਕ. ਕੁਮਾਰ. ਘਣਾਵਣਾ ਸੰਦੁ
੧੨	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨੱਕ. ਕੁਮਾਰ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨੱਕ. ਕੁਮਾਰ. ਘਣਾਵਣਾ ਸੰਦੁ
੧੩	ਤੰਦੁ. ਪਾਨੁ. ਮੰਨਿਆਵਣਾ ਸੰਦੁ. ਪਕਾ	ਨੱਕ.	ਅਸਥਾਮ. ਸੰਦੁ ਤੰਦੁ. ਨੱਕ. ਘਣਾਵਣਾ ਸੰਦੁ

၁၃ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀପାତ୍ର	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀପାତ୍ର ପରିଷାମ ହେଲା
၁୪ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀପାତ୍ରଙ୍କ	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀପାତ୍ରଙ୍କ ପରିଷାମ ହେଲା
၁୫ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀମହେତୁ	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀମହେତୁ ପରିଷାମ ହେଲା
၁୬ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀମ	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀମ ପରିଷାମ ହେଲା
၁୭ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀମା	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀମା ପରିଷାମ ହେଲା
၁୮ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀମାତ୍ର	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀମାତ୍ର ପରିଷାମ ହେଲା
၁୯ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀମାତ୍ରି	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀମାତ୍ରି ପରିଷାମ ହେଲା
၂୦ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀମାତ୍ରିନ୍ଦ୍ର	ପରିଷାମ ହେଲା ଶ୍ରୀଶ୍ରୀମାତ୍ରିନ୍ଦ୍ର ପରିଷାମ ହେଲା

DRILL 4.18: Questions using the verb “to be”, third person, negative, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying ପରିଷାମ ହେଲା ଶ୍ରୀ ହେଲା ଶ୍ରୀ ପରିଷାମ ହେଲା (“No, she is Tshé-ring” h), one says ପରିଷାମ ହେଲା ହେଲା ଶ୍ରୀ ପରିଷାମ ହେଲା (“No, she is Tshé-ring”), omitting the personal pronoun ଶ୍ରୀ (“she/he” h). Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ହେଲାନ୍ତି	ପରିଷାମ ହେଲା ହେଲାନ୍ତି ପରିଷାମ ହେଲା
୩ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	କ୍ଲାପ ପତନ	ପରିଷାମ ହେଲା କ୍ଲାପ ପତନ ପରିଷାମ ହେଲା
୪ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଶ୍ରୀ ପତନ	ପରିଷାମ ହେଲା ଶ୍ରୀ ପତନ ପରିଷାମ ହେଲା
୫ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଏଲ୍ଲାକୁହେତୁ	ପରିଷାମ ହେଲା ଏଲ୍ଲାକୁହେତୁ ପରିଷାମ ହେଲା
୬ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଏହି	ପରିଷାମ ହେଲା ଏହି ପରିଷାମ ହେଲା
୭ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଏହିପାଞ୍ଚ	ପରିଷାମ ହେଲା ଏହିପାଞ୍ଚ ପରିଷାମ ହେଲା
୮ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଏହିପାଞ୍ଚକୁ	ପରିଷାମ ହେଲା ଏହିପାଞ୍ଚକୁ ପରିଷାମ ହେଲା
୯ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଏହିପାଞ୍ଚକୁମୁଖ	ପରିଷାମ ହେଲା ଏହିପାଞ୍ଚକୁମୁଖ ପରିଷାମ ହେଲା
୧୦ ଶ୍ରୀ ସ୍ତ୍ରୀ ସୈଣ୍ୟ ପରିଷାମ ହେଲା	ଏହିପାଞ୍ଚକୁମୁଖକୁ	ପରିଷାମ ହେଲା ଏହିପାଞ୍ଚକୁମୁଖକୁ ପରିଷାମ ହେଲା

੧ ། རྒྱྲ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	ସୁଧା. ମହିଳା.	ଦେଖିବା ପାଇଁ କାହାର ଦେଖିବା ପାଇଁ
୨୦ ། རྒྱྲ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	ଏକାଙ୍କାରୀ.	ଦେଖିବା ପାଇଁ ଏକାଙ୍କାରୀ ଦେଖିବା ପାଇଁ
୨୧ ། རྒྱྲ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	ଏକିକୀନ୍.	ଦେଖିବା ପାଇଁ ଏକିକୀନ୍ ଦେଖିବା ପାଇଁ
୨୨ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	ହାହି.	ଦେଖିବା ପାଇଁ ହାହି ଦେଖିବା ପାଇଁ
୨୩ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	ଛୁପାମ.	ଦେଖିବା ପାଇଁ ଛୁପାମ ଦେଖିବା ପାଇଁ
୨୪ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	ଛୁପାନ୍ଗାର.	ଦେଖିବା ପାଇଁ ଛୁପାନ୍ଗାର ଦେଖିବା ପାଇଁ
୨୫ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	କୁଂହାର.	ଦେଖିବା ପାଇଁ କୁଂହାର ଦେଖିବା ପାଇଁ
୨୬ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	କୁଂହାର.	ଦେଖିବା ପାଇଁ କୁଂହାର ଦେଖିବା ପାଇଁ
୨୭ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	କୁଂହାର.	ଦେଖିବା ପାଇଁ କୁଂହାର ଦେଖିବା ପାଇଁ
୨୮ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	କୁଂହାର.	ଦେଖିବା ପାଇଁ କୁଂହାର ଦେଖିବା ପାଇଁ
୨୯ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	କୁଂହାର.	ଦେଖିବା ପାଇଁ କୁଂହାର ଦେଖିବା ପାଇଁ
୩୦ ། རྒྯ. ພྫ. ເଣ୍ଟା. ດଷାନ୍ତା. ରେନ୍. ପଶା	କୁଂହାର.	ଦେଖିବା ପାଇଁ କୁଂହାର ଦେଖିବା ପାଇଁ

DRILL 4.19: Responding to name questions, affirmative and negative

In this drill you will be asked several questions, such as ། རྒྯ. ຮୁ. ດଷାନ୍ତା. ରେନ୍. ପଶା ("Are you Sö-nam?" h), which you should answer either in the affirmative or in the negative, as directed. If your answer is negative, the speaker will give another name for you to use in your reply. For instance, if the tape says, "negative/ଲୋଙ୍ସା", you answer, ଦେଖିବା ପାଇଁ ଲୋଙ୍ସା ("No, I am Lo-sang"). Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ། རྒྯ. ຮୁ. ດଷାନ୍ତା. ରେନ୍. ପଶା	negative ନୀତିକାରୀ.	ଦେଖିବା ପାଇଁ <u>ଲୋଙ୍ସା</u> ("No, I am <u>Lo-sang</u> ").
୩ ། རྒྯ. ຮୁ. ດଷାନ୍ତା. ରେନ୍. ପଶା	negative ନୀତିକାରୀ.	ଦେଖିବା ପାଇଁ ། རྒྯ. ອେନ୍ଦୁ. ପଶା ("No, I am <u>Renju</u> ").
୪ ། རྒྯ. ຮୁ. ອେନ୍ଦୁ. ପଶା	affirmative	ଦେଖିବା ପାଇଁ <u>ଲୋଙ୍ସା</u> ("Yes, I am <u>Lo-sang</u> ").

၁ မြင်·သန္တု·လောက်·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative အိုး·ပုဒ္ဓ	ပုဂ္ဂန္တ·မာ·ဒါန၊ မြင်·အဲပံ·ပုဒ္ဓ·ပုဂ္ဂန္တ·ပုဂ္ဂ
၂ မြင်·သန္တု·လောက်·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative စွဲ·ပုဇ္ဇာ	ပုဂ္ဂန္တ·မီနာ၊ ၄·စွဲ·ပုဇ္ဇာ·ပုဂ္ဂ
၃ မြင်·စွဲ·ပုဇ္ဇာ·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative ဂျီးပုံ·မီနာ	ပုဂ္ဂန္တ·မာ·ဒါန၊ မြင်·ဂျီးပုံ·ပုဂ္ဂန္တ·ပုဂ္ဂ
၄ မြင်·သန္တု·လောက်·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative မန္တု·ရုပ္ပ	ပုဂ္ဂန္တ·မီနာ၊ ၄·မန္တု·ရုပ္ပ·ပုဂ္ဂ
၅ မြင်·သန္တု·လောက်·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative အေး·နှုံး	ပုဂ္ဂန္တ·မာ·ဒါန၊ မြင်·အေး·နှုံး·ပုဂ္ဂ

DRILL 4.20: Responding to name questions, affirmative and negative, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying ပုဂ္ဂန္တ·မီနာ၊ ၄·နှုံး·ပုဒ္ဓ·ပါ့နာ ("No, I am Lo_sang"), one says ပုဂ္ဂန္တ·မီနာ၊ နှုံး·ပုဒ္ဓ·ပါ့နာ ("No, I am Lo_sang"), omitting the personal pronoun ၄ ("I"). Give the answer; listen to it on the tape; then say it again.

Tapescript

၁ မန္တု·ရုပ္ပ·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative နှုံး·ပုဒ္ဓ	ပုဂ္ဂန္တ·မီနာ၊ နှုံး·ပုဒ္ဓ·ပါ့နာ
၂ မြင်·သန္တု·လောက်·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative ဂျီးပုံ·မီနာ	ပုဂ္ဂန္တ·မာ·ဒါန၊ ဂျီးပုံ·မီနာ·ပုဂ္ဂ
၃ အေး·နှုံး·ပုဂ္ဂန္တ·ပုဂ္ဂ	affirmative	ပုဂ္ဂန္တ·မီနာ၊ အေး·နှုံး·ပါ့နာ
၄ မြင်·သန္တု·လောက်·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative အိုး·ပုဒ္ဓ	ပုဂ္ဂန္တ·မာ·ဒါန၊ အိုး·ပုဒ္ဓ·ပုဂ္ဂ
၅ နှုံး·ပုဂ္ဂန္တ·ပုဂ္ဂ	negative စွဲ·ပုဇ္ဇာ	ပုဂ္ဂန္တ·မီနာ၊ စွဲ·ပုဇ္ဇာ·ပါ့နာ

੯ ਸ਼ੁਦਾ ਸ਼ਲੋਕ ਵਿਅਸ਼ ਸੰਨ ਵਿਅਸ਼	negative ਵਿਅਸ਼ ਮੰਦ	ਵਿਅਸ਼ ਹੈ ਸੰਨ ਵਿਅਸ਼ ਮੰਦ ਵਿਅਸ਼ ਸੰਨ
੧੦ ਸ਼ੁਦਾ ਵਿਅਸ਼ ਵਿਅਸ਼ ਵਿਅਸ਼	negative ਸੰਨ ਵਿਅਸ਼	ਵਿਅਸ਼ ਮੀਤੀ ਸੰਨ ਵਿਅਸ਼ ਮੀਤੀ
੧੧ ਸ਼ੁਦਾ ਵਿਅਸ਼ ਵਿਅਸ਼ ਵਿਅਸ਼	negative ਕੌਰੀ	ਵਿਅਸ਼ ਹੈ ਸੰਨ ਕੌਰੀ ਵਿਅਸ਼ ਸੰਨ

DRILL 4.21: Answering questions about nationality

In this drill you will be asked several questions, such as མི་ ལྷ ། ༉ ར དྷ ད ན བ ག ཕ དྷ ད ན བ ག ཕ ("Are you Tibetan?" or "Are you a Tibetan?" h) and མ དྷ ད ན བ ག ཕ དྷ ད ན བ ག ཕ ("Is she Tibetan?" or "Is she a Tibetan?" h), which you should answer as directed in the affirmative or the negative and in the full or shortened form.

In the first section of the drill, give the abbreviated affirmative first person answer བྱଶ୍ରୀ “Yes,” and the full response with pronoun དྲ୍ୟତ୍ୱାବ୍ୟଶ୍ରୀ “I am Tibetan” or “I am a Tibetan”. Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|-------------------------------|--------------------------------|
| ୨ ଶିଦ୍ଧ-ସତ୍ୟାର୍ଥିକ-ପଶ୍ଚା | ପଶ୍ଚା-ପିନ୍ଧା ୮-ସତ୍ୟାର୍ଥିକ |
| ୩ ଶିଦ୍ଧ-ଜୀବ-ରେଣ୍ଟାର୍ଥିକ-ପଶ୍ଚା | ପଶ୍ଚା-ପିନ୍ଧା ୯-ଜୀବ-ରେଣ୍ଟାର୍ଥିକ |
| ୪ ଶିଦ୍ଧ-ଜୀବ-ହି-ପିନ୍ଧା-ପଶ୍ଚା | ପଶ୍ଚା-ପିନ୍ଧା ୧୦-ଜୀବ-ହି-ପିନ୍ଧା |

In this section, give the abbreviated affirmative first person answer ཙ རྒྱྲ (‘Yes,’) and the shortened form of the response བ୍ର རྒྱྲ (‘I am Tibetan’).

Tapescript

- | | | |
|----|----------------------------------|----------------------------------|
| ၁။ | နိုင်-နှင့်-စွဲ-ပါန်-ပနာ | ပါနာ-ပို့ကာ စွဲ-ပါန်-ပနာ |
| ၂။ | နိုင်-နှင့်-အမြေ-ရေး-ကျ-ပါန်-ပနာ | ပါနာ-ပို့ကာ အမြေ-ရေး-ကျ-ပါန်-ပနာ |
| ၃။ | နိုင်-နှင့်-ဇီန်-ဟို-ပါန်-ပနာ | ပါနာ-ပို့ကာ ဇီန်-ဟို-ပါန်-ပနာ |

In this section, give the abbreviated negative first person answer བ୍ୟାମ୍ବିକୁ ("No,") and the full response with pronoun ཐ གୁରୁ ପାମ୍ବିକୁ ("I am not Tibetan").

Tapescript

- ۷۰ ཆྱନ୍ ༄ ཆྱନ୍ བྱିନ୍ དଶ
۷۱ ཆྱନ୍ ༄ ཆྱନ୍ ཁྱା ཁྱା བྱିନ୍ དଶ
۷۲ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା བྱିନ୍ དଶ
- ସମ୍ବାଦ མྲା གྱନ୍ བྱିନ୍ དଶ
ସମ୍ବାଦ མྲା ཁྱା ཁྱା ཁྱା བྱିନ୍ མྲା
ସମ୍ବାଦ མྲା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ མྲା

In this section, give the abbreviated negative first person answer ସମ୍ବାଦ མྲା ("No,") and the shortened form of the response ཆྱନ୍ བྱିନ୍ ("I am not Tibetan").

Tapescript

- ۷۳ ཆྱନ୍ ༄ ཆྱନ୍ བྱିନ୍ དଶ
۷۴ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା བྱିନ୍ དଶ
۷۵ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ དଶ
- ସମ୍ବାଦ མྲା ཆྱନ୍ བྱିନ୍ དଶ
ସମ୍ବାଦ མྲା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ མྲା
ସମ୍ବାଦ མྲା ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ མྲା

In this section, give the abbreviated affirmative third person answer ସମ୍ବାଦ ཁྱା ("Yes,") and the full response with pronoun ཆྱନ୍ བྱିନ୍ ("He is Tibetan" h).

Tapescript

- ۷۶ ཆྱନ୍ ༄ ཆྱନ୍ བྱିନ୍ ཁྱା
۷۷ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା
۷۸ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା
- ସମ୍ବାଦ ཁྱା ཆྱନ୍ བྱିନ୍ ཁྱା
ସମ୍ବାଦ ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା
ସମ୍ବାଦ ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା

In this section, give the abbreviated affirmative third person answer ସମ୍ବାଦ ཁྱା ("Yes,") and the shortened form of the response ཆྱନ୍ བྱିନ୍ ("She is Tibetan").

Tapescript

- ۷۹ ཆྱନ୍ ༄ ཆྱନ୍ བྱିନ୍ ཁྱା
۸۰ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା
۸۱ ཆྱନ୍ ༄ ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା
- ସମ୍ବାଦ ཁྱା ཆྱନ୍ བྱିନ୍ ཁྱା
ସମ୍ବାଦ ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା
ସମ୍ବାଦ ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା ཁྱା བྱିନ୍ ཁྱା

In this section, give the abbreviated negative third person answer ସମ୍ବାଦ མྲା ("Yes,") and the full response with pronoun ཆྱନ୍ ༄ ཆྱନ୍ བྱିନ୍ ("He is not Tibetan" h).

Tapescript

- ၃၇ །ད·ཤད·པ·རྩ·པ୍ତ୍ୟ
38 །ད·ଆ·ມ·ର୍ଦ୍ଦୀ·ଗ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ
၃၉ །ଡ·ଓିକ୍·ହୀ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ
- ཡସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଡ·ଶଦ·ପ୍ତ୍ୟ·ମ·ର୍ଦ୍ଦୀ
ଘସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଡ·ଆ·ମ·ର୍ଦ୍ଦୀ·ଗ·ମ·ର୍ଦ୍ଦୀ
ଘସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଡ·ଓିକ୍·ହୀ·ମ·ର୍ଦ୍ଦୀ

In this section, give the abbreviated negative third person answer མସନ୍ତା·ମ·ର୍ଦ୍ଦୀ (“Yes,”) and the shortened form of the response །ଦ·ପ୍ତ୍ୟ·ମ·ର୍ଦ୍ଦୀ (“She is not Tibetan”).

Tapescript

- ၄၁ །ଡ·ଶଦ·ପ୍ତ୍ୟ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ
42 །ଡ·ଆ·ମ·ର୍ଦ୍ଦୀ·ଗ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ
၄၃ །ଡ·ଓିକ୍·ହୀ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ
- ଘସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଦ·ପ୍ତ୍ୟ·ମ·ର୍ଦ୍ଦୀ
ଘସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଆ·ମ·ର୍ଦ୍ଦୀ·ଗ·ମ·ର୍ଦ୍ଦୀ
ଘସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଓିକ୍·ହୀ·ମ·ର୍ଦ୍ଦୀ

DRILL 4.22: Answering questions about nationality, affirmative and negative, shortened form

In this drill you will be asked several questions, such as །ତିନ୍ ଏହୁ ଓିକ୍-ହୀ-ୟିକ୍-ପ୍ତ୍ୟ (‘Are you English?’ h), which you should answer in the shortened form of either the affirmative or the negative, as directed. If your answer is negative, the speaker will give another nationality in English which you should translate and use in your reply. For instance, if the tape says, “negative/ American”, you answer, མସନ୍ତା·ମ୍ବିଳ୍ଲା །ଆ·ମ·ର୍ଦ୍ଦୀ·ଗ୍ୟିଳ୍ଲା (‘No, I am an American’). Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ །ଓିକ୍-ହୀ-ୟିକ୍-ପ୍ତ୍ୟ	negative American	ଘସନ୍ତା·ମ୍ବିଳ୍ଲା །ଆ·ମ·ର୍ଦ୍ଦୀ·ଗ୍ୟିଳ୍ଲା
୩ །ଡ·ଶଦ·ପ୍ତ୍ୟ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ	affirmative Tibetan	ଘସନ୍ତା·ର୍ଦ୍ଦୀ །ଦ·ପ୍ତ୍ୟ·ର୍ଦ୍ଦୀ
୪ །ଡ·ଆ·ମ·ର୍ଦ୍ଦୀ·ଗ·ର୍ଦ୍ଦ·ପ୍ତ୍ୟ	negative English	ଘସନ୍ତା·ମ·ର୍ଦ୍ଦୀ །ଓିକ୍-ହୀ-ର୍ଦ୍ଦୀ
୫ །ଦ·ପ୍ତ୍ୟ·ମ୍ବିଳ୍ଲା	affirmative Tibetan	ଘସନ୍ତା·ମ୍ବିଳ୍ଲା །ଦ·ପ୍ତ୍ୟ·ମ୍ବିଳ୍ଲା

ਮਾ ਅਮੀਰੀਕਾਨੀ	affirmative American	ਅਮਰੀਕਾਨੀ
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DRILL 4.23: Translating questions and answers into Tibetan

In this drill you are given several statements, such as "Are you well?", which you are to translate into Tibetan. Give the translation; listen to it on the tape; then say it again.

Tapescript

- | | |
|---------------------------|---------------------------|
| 1 Are you well? | ਸ਼੍ਰੀਮਾਨਾਂ ਏਤੇਹਾਂ ਘਾਟਾਂ |
| 2 I'm well. | ਦੁਹੁਕਾਂ |
| 3 I'm well. Are you well? | ਦੁਹੁਕਾਂ ਸ਼੍ਰੀਮਾਨਾਂ ਏਤੇਹਾਂ |
| 4 Is he <u>Tön-dup</u> ? | ਚੰਦੁਕੁਲ ਸ਼੍ਰੀਮਾਨਾਂ |
| 5 He is <u>Tön-dup</u> . | ਚੰਦੁਕੁਲ ਸ਼੍ਰੀਮਾਨਾਂ |
| 6 Is she <u>Sö'-nam</u> ? | ਚੰਦੁਕੁਲ ਸ਼੍ਰੀਮਾਨਾਂ |
| 7 She is <u>Sö'-nam</u> . | ਚੰਦੁਕੁਲ ਸ਼੍ਰੀਮਾਨਾਂ |
| 8 I am an American. | ਅਮੀਰੀਕਾਨੀ |
| 9 Is she Tibetan? | ਚੰਦੁਕੁਲ ਸ਼੍ਰੀਮਾਨਾਂ |
| 10 Are you a Tibetan? | ਚੰਦੁਕੁਲ ਸ਼੍ਰੀਮਾਨਾਂ |

7. Participation

DRILL 4.24: Dialogue repetition

Reviewing the dialogue. In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

*Tapescript***First run-through**

ਅਮੀਰੀਕਾਨੀ ਸ਼੍ਰੀਮਾਨਾਂ ਏਤੇਹਾਂ

六. ༐ ས୍ତ୍ର རྩ ཡିନ ༈ ས୍ର གୁ མୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ

Second run-through

ଘ དେ རୁ རୁ

六. ༐ ས୍ତ୍ର རྩ ཡିନ ༈ ས୍ର གୁ མୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ ལୁ

ଘ དେ རྩ ཡିନ

Unit 5

ਲੰਗ ਕਰਾਉਧਾ

1. Dialogue: “Welcome.”

Tshé-ríng comes to Sö'-nam's home.

<p>ਲੰਗ ਕਰਾਉਧਾ</p> <p>ਤੁਸੀਂ ਵਿਦਿਆਰਥੀ ਹੋ ਰਿਹਾ ਹੋ।</p> <p>ਕਰਨਾ</p> <p>ਕਰਨਾ</p>	<p>Tshé-ríng, you have arrived. Welcome. coming (h). ਤੁਸੀਂ ਵਿਦਿਆਰਥੀ ਹੋ। literally means “[Your] trip is done” and idiomatically means “You have arrived. Welcome.” It is used when someone you have not seen for a while arrives at your home, village, town, city, etc.</p> <p>to do (h)</p> <p>past tense indicator</p>
<p>ਕੈਂਡੀ</p> <p>ਵਿਦਿਆਰਥੀ ਹੋ ਰਿਹਾ ਹੋ।</p> <p>ਅਵਾਜ਼ ਪ੍ਰਦਾਨ ਕਰਨਾ</p> <p>ਅਵਾਜ਼ ਪ੍ਰਦਾਨ ਕਰਨਾ</p>	<p>I have. Are you doing well? verb of existence to reside (h). With ਅਵਾਜ਼ ਪ੍ਰਦਾਨ this is an idiom that means “Are you staying at home com- fortably?” or “Are you free?”</p>
<p>ਲੰਗ ਕਰਾਉਧਾ</p> <p>ਤੁਸੀਂ ਵਿਦਿਆਰਥੀ ਹੋ ਰਿਹਾ ਹੋ।</p> <p>ਅਵਾਜ਼ ਪ੍ਰਦਾਨ ਕਰਨਾ</p> <p>ਅਵਾਜ਼ ਪ੍ਰਦਾਨ ਕਰਨਾ</p>	<p>Yes, I am. Are you well?</p>

 འྱଶା·ହୀନା	I'm well. Are you well?
 ພର୍ଦ୍ଦିତମଶା	<p>I'm well. Please come in and sit down.</p> <p>up</p> <p>to come, to go (h). “Come up” is a standard polite way of saying, “Please come in.”</p> <p>to reside (h). Idiom meaning “Please sit down.”</p>
 འྱଶା ସୁୟଶାହିକା	<p>Thank you.</p> <p>compassion (h)</p> <p>great</p>

2. Building Sentences

DRILL 5.1

In this drill the sentences are built part by part to help you gain facility with the sounds. Each word, phrase, and sentence will be repeated several times. Repeat after the tape:

Tapescript

କେ·ର୍ଦ୍ଦ·ଅଶା	କେ·ର୍ଦ୍ଦ·ଅଶା	କେ·ର୍ଦ୍ଦ·ଅଶା
କୁଷା·ଧିଶା	କୁଷା·ଧିଶା	କୁଷା·ଧିଶା
କୁଷା·ଧିଶା·ଶବ୍ଦ·ଶୂନ୍ୟ	କୁଷା·ଧିଶା·ଶବ୍ଦ·ଶୂନ୍ୟ	କୁଷା·ଧିଶା·ଶବ୍ଦ·ଶୂନ୍ୟ
ଅଶା·ହୀନା	ଅଶା·ହୀନା	ଅଶା·ହୀନା
ଅଶା·ହୀନା·ପରିଚାଯା	ଅଶା·ହୀନା·ପରିଚାଯା	ଅଶା·ହୀନା·ପରିଚାଯା
ଅଶା·ହୀନା·ପରିଚାଯା·ହୀନା	ଅଶା·ହୀନା·ପରିଚାଯା·ହୀନା	ଅଶା·ହୀନା·ପରିଚାଯା·ହୀନା

ଓଷାଙ୍କାଙ୍କିତା	ଓଷାଙ୍କାଙ୍କିତା	ଓଷାଙ୍କାଙ୍କିତା
ଶ୍ରୀମଦ୍	ଶ୍ରୀମଦ୍	ଶ୍ରୀମଦ୍
ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନ	ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନ	ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନ
ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶ	ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶ	ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶ
ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶାଙ୍କିତ	ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶାଙ୍କିତ	ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶାଙ୍କିତ
ବସାମଦିଶାଙ୍କିତା	ବସାମଦିଶାଙ୍କିତା	ବସାମଦିଶାଙ୍କିତା
ଅନୁଷ୍ଠାନିକା	ଅନୁଷ୍ଠାନିକା	ଅନୁଷ୍ଠାନିକା
ବସା ସ୍ଥାନାହିଁକି	ବସା ସ୍ଥାନାହିଁକି	ବସା ସ୍ଥାନାହିଁକି

DRILL 5.2: Repeating the dialogue

In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat it. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

କେଣ୍ଟିଲାବସା କୁଷାଂଧିଷାମନ୍ଦର୍ମୁଦ୍।

ବସାଙ୍କିତା ସବୁଷାମନ୍ଦର୍ମୁଦ୍ବେଷାଙ୍କିତାଙ୍କିତା

ବସାଙ୍କିତା ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶାଙ୍କିତାଙ୍କିତା

ବସାଙ୍କିତା ଶ୍ରୀମଦ୍ଭ୍ରାଗମାନାମଦିଶାଙ୍କିତାଙ୍କିତା

ବସାମଦିଶାଙ୍କିତା ଅନୁଷ୍ଠାନିକା ସବୁଷାମନ୍ଦର୍ମୁଦ୍ବେଷା

ବସା ସ୍ଥାନାହିଁକି

Second run-through

କେଣ୍ଟିଲାବସା କୁଷାଂଧିଷାମନ୍ଦର୍ମୁଦ୍।

ବସାଙ୍କିତା ସବୁଷାମନ୍ଦର୍ମୁଦ୍ବେଷାଙ୍କିତାଙ୍କିତା

ཡྤଶାୟଦା ପ୍ରିନ୍ ସ୍ଟେଜ୍ ମାତ୍ରମାତ୍ର ସଦିଁ ହୀନ୍ ଧରା
 ଯୁଗମାତ୍ରକା ପ୍ରିନ୍ ସ୍ଟେଜ୍ ମାତ୍ରମାତ୍ର ସଦିଁ ହୀନ୍ ଧରା
 ଯୁଗମାତ୍ରମଦିଁ ହୀନ୍ କା ଯର୍ଦ୍ଦିଷ୍ଟମା ମବୁମାତ୍ରମଦିଁ ରେମା
 ଯୁଗମା ମୁଗମାହିଂକି

3. Tibetan to English

DRILL 5.3

In this drill you are to translate the Unit 5 dialogue into English. After each line the speaker pauses for you to give the translation. After the pause, the translation is provided, and you should say it again.

Tapescript

ହେଲ୍‌ଲେ ଯୁଗମା ମୁଗମାଖିଷ୍ଟମାତ୍ରମଦିଁ ରୁଦ୍ଧା।	Tshé-ring, you have arrived. Welcome.
ଯୁଗମାୟଦା ମବୁମାତ୍ରମଦିଁ ରେମାୟଦାୟମା	I have. Are you doing well?
ଯୁଗମାୟଦା ପ୍ରିନ୍ ସ୍ଟେଜ୍ ମାତ୍ରମାତ୍ର ସଦିଁ ହୀନ୍ ଧରା	Yes I am. Are you well?
ଯୁଗମାୟଦା ପ୍ରିନ୍ ସ୍ଟେଜ୍ ମାତ୍ରମାତ୍ର ସଦିଁ ହୀନ୍ ଧରା	I'm well. Are you well?
ଯୁଗମାୟଦା ଯର୍ଦ୍ଦିଷ୍ଟମା ମବୁମାତ୍ରମଦିଁ ରେମା	I'm well. Please come in and sit down.
ଯୁଗମା ମୁଗମାହିଂକି	Thank you.

Practice this section until you can give the English without hesitation.

4. English to Tibetan

DRILL 5.4

In this drill you are to translate the Unit 5 dialogue into Tibetan. After each line the speaker pauses for you to give the translation. After the pause, the translation is provided, and you should say it again.

Tapescript

Tshé-ring, you have arrived. Welcome.	ହେଲ୍‌ଲେ ଯୁଗମା ମୁଗମାଖିଷ୍ଟମାତ୍ରମଦିଁ ରୁଦ୍ଧା।
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I have. Are you doing well?	འଡྰ ། འରୁ ଶାଶ୍ଵତ ଦେଶା ଘନ ଧରିଥା
Yes I am. Are you well?	ଆହୁ ହୁ କୁ ଶାଶ୍ଵତ ଦେଶା ଘନ ଧରିଥା
I'm well. Are you well?	ଆହୁ ହୁ କୁ ଶାଶ୍ଵତ ଦେଶା ଘନ ଧରିଥା
I'm well. Please come in and sit down.	ଆହୁ ହୁ କୁ ଶାଶ୍ଵତ ଦେଶା ଘନ ଧରିଥା
Thank you.	ଧ୍ୱନି ହୁ

Practice this section until you can give the Tibetan without hesitation.

5. New Vocabulary

କୁ	who (interrogative pronoun)	କୁ ଏବଂ	Indian
ରୁସ୍ଷ	Russian	କୁ ମୀ	Chinese
ଫର୍ନେସ୍	French	କୁ ଲୈ	compassion
ସ୍ମରଣାହିଁ	compassion (h)	ହି	great, big, large

6. Expansion Materials

GREETING

This dialogue presents a standard exchange of greetings that Tibetans use when one acquaintance arrives at the home or town of another. It is idiomatic, and a literal translation does not express the full meaning and flavor of the exchange. For now, just memorize it, and gradually develop a sense of the exchange. Note that there are several possible responses to the question ଶାଶ୍ଵତ ଦେଶା ଘନ ଧରିଥା ("Are you well?" h). In the Unit 4, the responses given were ହୁ କୁ ଶାଶ୍ଵତ ଦେଶା ("I am well"), simply ଆହୁ ହୁ କୁ (literally, "Yes, [I] am"), and ଆହୁ ହୁ କୁ ଶାଶ୍ଵତ ଦେଶା (literally, "Yes, [I] am well"). The response given is influenced by factors such as the degree of formality of the situation.

THE PARTICLE ପ୍ରାଣ

This dialogue also highlights the omnipresence of the syllable ପ୍ରାଣ. By itself, this particle is difficult to translate, for it sometimes conveys the sense of "yes", at other times may be used (in a rather informal way) like "Huh?", and at the very least acknowledges the other

person's statement. It is put before almost any response as an indication of politeness and is put after any name for the same reason.

THE ETIQUETTE OF “THANK YOU”

This dialogue introduces the Tibetan word for “thank you” མྱାଁତ୍ୱ. It is important to keep in mind that Tibetans use མྱାଁତ୍ୱ far less frequently than Americans, for instance, use “thank you”. Three specific occasions where “thank you” is used in English but མྱାଁତ୍ୱ is not used in Tibetan are:

- 1 In response to the question ཆହେ କୁମାରଶାପଦି ଧୀରପଣା (“Are you well?”). In English, “I am fine, thank you,” is a polite response whereas in Tibetan it would be odd to add མྱାଁତ୍ୱ to one’s answer.
- 2 When refusing something that has been offered to you. In English, “No, thank you” is a polite negative response. In Tibetan, one merely says ନାହିଁଲା (“No”). The particle ଯଥାର୍ଥ here conveys appropriate politeness.
- 3 Upon receiving a compliment, English speakers say, “Thank you,” whereas Tibetan speakers remain silent. For Tibetans, to say མྱାଁତ୍ୱ after a compliment would suggest that the compliment was insincere.

INTERROGATIVE PRONOUN କୁ “WHO”

So far we have seen only simple questions calling for an affirmative or negative response, such as ཆହେ କୁମାରଶାପଦି ଧୀରପଣା (“Are you well?” h), ཆହେ କୁ ମାଧ୍ୟମଶାଖିକାପଣା (“Are you Bé-ma?” h), and କିମ୍ବା କୁମାରଶାପଦି ଧୀରପଣା (“Is he Jík-mé?” h). Such questions are marked in Tibetan by the particle ଯଥାର୍ଥ, and in answering them one merely omits the particle ଯଥାର୍ଥ and mirrors the verb that was used in the question, either in the affirmative or the negative. Thus, to the question ཆହେ କୁମାରଶାପଦି ଧୀରପଣା (“Are you well?” h) you might answer ହୁଅ ଧୀରପଣା (“Yes, I am well”), and to the question ཆହେ କୁ ମାଧ୍ୟମଶାଖିକାପଣା (“Are you Bé-ma?” h) you might answer ହୁଅ ମାଧ୍ୟମଶାଖିକାପଣା (“No, I’m not Bé-ma”). Likewise, to the question କିମ୍ବା କୁମାରଶାପଦି ଧୀରପଣା (“Is he Jík-mé?” h) you might answer ହୁଏ କିମ୍ବା କିମ୍ବା କୁମାରଶାପଦି ଧୀରପଣା (“Yes, he is Jík-mé”) h) or ନାହିଁ କିମ୍ବା କିମ୍ବା କୁମାରଶାପଦି ଧୀରପଣା (“No, he is not Jík-mé”) h). In this unit we will begin to work with more complex questions constructed using interrogative particles such as “who”, “what”, “where”, “when”, “how”, and so forth. We will start with କୁ (“who”).

Second person questions with an interrogative pronoun end with the particle କୁ. For instance, “Who are you?” (h) is ཆହେ କୁମାରଶାପଦି ଧୀରପଣା. Third person questions with an interroga-

tive pronoun have no special particle ending. For instance, "Who is she/he?" (h) is དྲ୍ଦ རྩ གྱྭ. Study the following chart to understand the structure:

ତ୍ରୁଟ୍ ହୁ ଯିକ୍ ଧା	Who are you?
ମ୍ତ୍ରୁ ସିନ୍ କେ ହୁ ଯିକ୍ ଧା	[I] am ଡାଶି ତ୍ଶେରିଙ୍.
ହୁ ରୁ ହେନ୍	Who is she?
ମ୍ତ୍ରୁ କମଣ୍ ପାତାନ୍ ହେନ୍	[She] is ସୋନାମ.
ହୁ ରୁ ହେନ୍	Who is he?
ହୁ ସତ୍ତା କମଣ୍ ପାତାନ୍ ହେନ୍	[He] is ଲୋଙ୍ଗ ତୋନ୍ଦୁପ.

DRILL 5.5: Answering questions with ରୁ

In this drill you are asked several questions, such as ତ୍ରୁଟ୍ ହୁ ଯିକ୍ ଧା ("Who are you?" h). The speaker will give a name for you to use in each reply. Give the answer; listen to it on the tape; then say it again. Remember to add the particle ପାତାନ୍ after others' names.

Tapescript

୧ ତ୍ରୁଟ୍ ହୁ ଯିକ୍ ଧା	ମ୍ତ୍ରୁ ସିନ୍ କେ ହୁ	ହୁ ମ୍ତ୍ରୁ ସିନ୍ କେ ହୁ ଯିକ୍ ଧା
୨ ହୁ ରୁ ହେନ୍	ମ୍ତ୍ରୁ କମଣ୍ ପାତାନ୍	ହୁ ମ୍ତ୍ରୁ କମଣ୍ ପାତାନ୍ ହେନ୍
୩ ହୁ ରୁ ହେନ୍	ହୁ ସତ୍ତା କମଣ୍ ପାତାନ୍	ହୁ ହୁ ସତ୍ତା କମଣ୍ ପାତାନ୍ ହେନ୍
୪ ତ୍ରୁଟ୍ ହୁ ଯିକ୍ ଧା	ରୁ କମଣ୍ ପାତାନ୍	ହୁ ରୁ କମଣ୍ ପାତାନ୍ ଯିକ୍ ଧା
୫ ହୁ ରୁ ହେନ୍	ଯି କମଣ୍ ହେନ୍	ହୁ ଯି କମଣ୍ ହେନ୍ ହେନ୍
୬ ତ୍ରୁଟ୍ ହୁ ଯିକ୍ ଧା	ହୈ କମଣ୍ ହେନ୍	ହୁ ହୈ କମଣ୍ ହେନ୍ ହେନ୍
୭ ହୁ ରୁ ହେନ୍	ହୈ ହେନ୍	ହୁ ହୈ ହେନ୍

DRILL 5.6: Answering questions with ରୁ, shortened form

This drill is similar to the previous drill except that here one uses the shortened form omitting the subject. Thus, rather than saying ହୁ ମ୍ତ୍ରୁ ସିନ୍ ଯିକ୍ ଧା ("I am ଡାଶି") one says simply ମ୍ତ୍ରୁ ସିନ୍ ଯିକ୍ ଧା ("I am ଡାଶି"). Here again the speaker will give a name for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

1) ཆིද·ང་නු·ཡින·པ།	න්· ນ ན ད ·	න්· ນ ན ད · ພිනා
2) ཆིද·නු·རිනා	සු ສ · ນ ང ཁ · ຖු · ພ ອ ທ ·	සු ສ · ນ ང ཁ · ຖු · ພ ອ ທ · ວ ຢ ສ ණ · ໃ ຕ න ྏ
3) ཆིද·නු·ටිනා	ཆේ · ບී ཅ · ຖ ວ · ມ ·	චේ · ບී ཅ · ຖ ວ · ມ · ວ ຢ ສ ණ · ໃ ຕ න ྏ
4) ཆິດ·ངດ·නු·ཡින·པ	ນ ລ ຣ · ນ ລ ດ ·	ນ ລ ຣ · ນ ລ ດ · ພිනා
5) ཆິດ·ངດ·නු·ཡින·ປ	චැ · ລ ຩ · ຖ ວ · ມ ·	චැ · ລ ຩ · ຖ ວ · ມ · ພිනා
6) ཆິດ·நட·நூ·யின·ப	ந ລ ສ · ந ລ ດ ·	ந ລ ສ · ந ລ ດ · ພිනා
7) ཆິດ·நட·நூ·யිன·ப	ந ລ ຩ · ந ລ ແ · ມ ·	ந ລ ຩ · ந ລ ແ · ມ · ພිනා
8) ཆິດ·நட·நூ·ரු	ந ລ ສ · ந ລ ແ ·	ந ລ ສ · ந ລ ແ · ວ ຢ ສ ණ · ໃ ຕ න ྏ
9) ཆິດ·நட·நூ·கු	ந ລ ສ · ந ລ ແ · க ຕ ·	ந ລ ສ · ந ລ ແ · க ຕ · ວ ຢ ສ ණ · ໃ ຕ න ྏ
10) ཆິດ·நட·நூ·கු·யි	ந ລ ສ · ந ລ ແ · க ຕ · ய ອ ·	ந ລ ສ · ந ລ ແ · க ຕ · ய ອ · ວ ຢ ສ ණ · ໃ ຕ න ྏ
11) ཆິດ·நட·நூ·கු·வි	ந ລ ສ · ந ລ ແ · க ຕ · வ ອ ·	ந ລ ສ · ந ລ ແ · க ຕ · வ ອ · ວ ຢ ສ ණ · ໃ ຕ න ྏ
12) ཆິດ·நட·நூ·கු·ஷ්	ந ລ ສ · ந ລ ແ · க ຕ · ஷ ·	ந ລ ສ · ந ລ ແ · க ຕ · ஷ · ວ ຢ ສ ණ · ໃ ຕ න ྏ

DRILL 5.7: Answering name and nationality questions

In this drill you will be asked several questions, such as ཆິດ·நட·ந ລ ສ · ந ລ ແ · க ຕ · ஷ · ວ ຢ ສ ණ · ພ ອ · ພ ອ · ("Are you Sö'-nam?" h) and ཆິດ·நட·ஞි-ந ອ · ஜ ເ-ந ອ · ந ອ · ("Are you English?" h), which you should answer in the affirmative or the negative, as directed. If your answer is negative, the speaker will give another name or nationality for you to use in your reply. For instance, if the tape says, "negative/ ນ්· ນ ན ད ·", you answer, ວ ຢ ສ ණ · ນ්· ນ ན ད · ພිනා ("No, I am Lo-sang"). Remember to use the appropriate verb endings for first and third person answers and to add the particle ວ ຢ ສ ණ · after others' names. Give the answer; listen to it on the tape; then say it again.

Tapescript

1) ཆິດ·நட·நු·යින·ப	ந ລ ດ ·	ந ລ ດ · ພිනා
2) ཆິດ·நட·நු·யින·ப	affirmative	ව ຢ ສ ණ · ນ ລ ດ · ພිනා

୩ ପ୍ରିଦ୍ବନ୍ଦ ଅନ୍ତିମିକ୍ରିଯାପକ୍ଷା	negative ଧର୍ମଶୀ	ଯଶଶମ୍ଭିନୀ ଧର୍ମଶୀଘିନୀ
୪ ପ୍ରିଦ୍ବନ୍ଦ ହେତୁ	କ୍ଷେତ୍ରମ	କ୍ଷେତ୍ରମଯାପକ୍ଷାହେତୁ
୫ ପ୍ରିଦ୍ବନ୍ଦ କ୍ଷେତ୍ରପକ୍ଷା	affirmative	ଯଶଶମ୍ଭିନୀ କ୍ଷେତ୍ରପକ୍ଷା
୬ ପ୍ରିଦ୍ବନ୍ଦ ସତ୍ୟପକ୍ଷାଧର୍ମପକ୍ଷା	negative ଧର୍ମଶବ୍ଦପକ୍ଷା	ଯଶଶମ୍ଭିନୀ ଧର୍ମଶବ୍ଦପକ୍ଷାଧର୍ମପକ୍ଷାହେତୁ
୭ ପ୍ରିଦ୍ବନ୍ଦ କ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	affirmative	ଯଶଶମ୍ଭିନୀ କ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୮ ପ୍ରିଦ୍ବନ୍ଦ ହେତୁଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	ହେତ୍ରଧର୍ମକ୍ଷେତ୍ର	ହେତ୍ରଧର୍ମକ୍ଷେତ୍ରକ୍ଷେତ୍ରଧର୍ମପକ୍ଷାହେତୁ
୯ ପ୍ରିଦ୍ବନ୍ଦ କ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	negative ଧର୍ମଧ	ଯଶଶମ୍ଭିନୀ ଧର୍ମଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୧୦ ପ୍ରିଦ୍ବନ୍ଦ କ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	affirmative	ଯଶଶମ୍ଭିନୀ କ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୧୧ ପ୍ରିଦ୍ବନ୍ଦ ଯେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	negative କ୍ଷେତ୍ରଯେ	ଯଶଶମ୍ଭିନୀ କ୍ଷେତ୍ରଯେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୧୨ ପ୍ରିଦ୍ବନ୍ଦ ଯେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	affirmative	ଯଶଶମ୍ଭିନୀ କ୍ଷେତ୍ରଯେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୧୩ ପ୍ରିଦ୍ବନ୍ଦ ଧୂଘିକ୍ରମ	ଧୂଘିକ୍ରମ	ଧୂଘିକ୍ରମଧୂଘିକ୍ରମ
୧୪ ପ୍ରିଦ୍ବନ୍ଦ ଧୂଘିକ୍ରମଧୂଘିକ୍ରମ	affirmative	ଯଶଶମ୍ଭିନୀ ଧୂଘିକ୍ରମଧୂଘିକ୍ରମ
୧୫ ପ୍ରିଦ୍ବନ୍ଦ ଜୀବନ	John	ଜୀବନଧୀନ
୧୬ ପ୍ରିଦ୍ବନ୍ଦ ଆମ୍ରିଣାଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	negative ଆମ୍ରିଣ	ଯଶଶମ୍ଭିନୀ ଆମ୍ରିଣାଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୧୭ ପ୍ରିଦ୍ବନ୍ଦ ଆମ୍ରିଣାଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	negative ଆମ୍ରିଣି	ଯଶଶମ୍ଭିନୀ ଆମ୍ରିଣିଧିକ୍ରମ
୧୮ ପ୍ରିଦ୍ବନ୍ଦ ଆମ୍ରିଣାଧର୍ମକ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	negative ଆମ୍ରିଣାହେତୁ	ଯଶଶମ୍ଭିନୀ ଆମ୍ରିଣାଧର୍ମକ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା
୧୯ ପ୍ରିଦ୍ବନ୍ଦ ଆମ୍ରିଣାଧର୍ମକ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷା	affirmative	ଯଶଶମ୍ଭିନୀ ଆମ୍ରିଣାଧର୍ମକ୍ଷେତ୍ରଧର୍ମପକ୍ଷାଧର୍ମପକ୍ଷାହେତୁ

DRILL 5.8: Translating questions and answers into Tibetan

In this drill you are given several statements, such as “Are you well?”, which you are to translate into Tibetan. Give the translation; listen to it on the tape; then say it again.

Tapescript

1 Are you well?	ཇੀ. ། མྔྱྤ ຖ ສ ສ ວ ຕ ພ ຕ ວ ຕ
2 I'm well. Please come in and sit down.	འ ພ ຕ ສ ວ ຕ ພ ຕ ວ ຕ ໃ ພ ຕ ສ ສ ວ ຕ
3 Who are you?	ଓ େ େ େ େ
4 I'm Da-shí Tshé-ríng.	ର ස ප ස ස ස ස ස
5 Who is she?	ମ ස ස ස ස
6 She is Sö'-nam.	ସ ස ස ස ස ස ස
7 Are you English?	ଓ େ େ େ େ େ େ
8 No, I am American.	འ ພ ຕ ສ ສ ວ ຕ ພ ຕ
9 Is she Tibetan?	ଓ େ େ େ େ
10 Are you a Tibetan?	ଓ େ େ େ େ େ
11 Is he Chinese?	ଓ େ େ େ େ
12 Yes, he is Chinese.	འ ພ ຕ ສ ສ ວ ຕ ພ ຕ
13 Is he Indian?	ଓ େ େ େ େ
14 No, he is not Indian.	འ ພ ຕ ສ ສ ວ ຕ ພ ຕ
15 Are you Tibetan?	ଓ େ େ େ େ େ
16 Yes, I am Tibetan.	འ ພ ຕ ພ ຕ
17 Are you Russian?	ଓ େ େ େ େ
18 No, I am not Russian. I am French.	འ ພ ຕ ສ ສ ວ ຕ ພ ຕ

7. Participation

DRILL 5.9: Dialogue repetition

Reviewing the dialogue. In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

କେନ୍ଦ୍ରୀୟମାତ୍ରା ଶ୍ରୀପିତାମହାଦ୍ୱାରା
 ଯତ୍ତାର୍ଥିନୀ ସବୁମାତ୍ରାମହାଦ୍ୱାରାର୍ଥିନୀର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ଶ୍ରୀପିତାମହାଦ୍ୱାରାର୍ଥିନୀର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ଶ୍ରୀପିତାମହାଦ୍ୱାରାର୍ଥିନୀର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ଯତ୍ତାର୍ଥିନୀ ସବୁମାତ୍ରାମହାଦ୍ୱାରାର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ସବୁମାତ୍ରାହିତୀ

Second run-through

କେନ୍ଦ୍ରୀୟମାତ୍ରା ଶ୍ରୀପିତାମହାଦ୍ୱାରା
 ଯତ୍ତାର୍ଥିନୀ ସବୁମାତ୍ରାମହାଦ୍ୱାରାର୍ଥିନୀର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ଶ୍ରୀପିତାମହାଦ୍ୱାରାର୍ଥିନୀର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ଶ୍ରୀପିତାମହାଦ୍ୱାରାର୍ଥିନୀର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ଯତ୍ତାର୍ଥିନୀ ସବୁମାତ୍ରାମହାଦ୍ୱାରାର୍ଥିନୀ
 ଯତ୍ତାର୍ଥିନୀ ସବୁମାତ୍ରାହିତୀ

Unit 6

ཇ්වලක්තුණාථ

1. Dialogue: “Where are you going?”

Gäl-sang and Bé'-ma meet on the road.

<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">ཇ්වලක්තුණාථ</td></tr> </table> <p>ཇ්වලක්තුණාථ සූද්‍යන් පර් තිස්සා මා¹</p> <p>සෑම සෑම සෑම පා</p>	ཇ්වලක්තුණාථ	<p>Gäl-sang, where are you going?²</p> <p>where (interrogative particle)</p> <p>to go (h)</p> <p>interrogative verbal auxiliary</p>
ཇ්වලක්තුණාථ		
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">ජ්වලක්තුණාථ</td></tr> </table> <p>ජ්වලක්තුණාථ සූද්‍යන් පර් තිස්සා මා¹</p> <p>සෑම සෑම සෑම පා</p>	ජ්වලක්තුණාථ	<p>I'm going to the market. Where are you going?</p> <p>market</p> <p>to (case particle)</p> <p>case particle, here part of the future tense construction</p> <p>to go</p>
ජ්වලක්තුණාථ		

¹ The Tibetan convention is to omit the vertical line, |, when a sentence ends with the letter ལ or ལ. We will not follow this convention; thus, in this text a vertical line will follow a ལ or ལ at the end of a sentence.

² As will be explained later in this unit, ທිස්සා මා is a future form but is also used, as it is here, for what would be the continuous present in English.

བද་ນ ພ. ཡଙ୍ଗ. །ସୁ. ພ. ອୟ. ສ୍ତୋ. ພୀ. ຕୋ. ພ.	<p>I too am going to the market.</p> <p>too, also (note that ພ. ཡଙ୍ଗ. is usually pronounced “nga-ঁ”)</p>
ଆପି. ସ୍ତୋ. ପ୍ରଶାନ୍ତ ଯୁଦ୍ଧ ମନ୍ଦିର ଅପଶମନ୍ତି	<p>In that case, let's go together.</p> <p>in that case (literally, “if done”)</p> <p>two (with ພ. [“I”] it means “we two” or “us”)</p> <p>together</p> <p>let's go (mild imperative of the verb “to go” h)</p>
ବିନାମ ଆପଶାନ୍ତି. ଏବଂ. ଏବଂ.	<p>All right.</p> <p>to come; ଆପଶାନ୍ତି. ଏବଂ. is a standard way of agreeing to a suggestion</p>

2. Building Sentences

DRILL 6.1

In this drill the sentences are built part by part to help you gain facility with the sounds. Each word, phrase, and sentence will be repeated several times. Repeat after the tape:

Tapescript

ଆପି. ସ୍ତୋ. ଆପଶା	ଆପି. ସ୍ତୋ. ଆପଶା	ଆପି. ସ୍ତୋ. ଆପଶା
ପ୍ରଶାନ୍ତ	ପ୍ରଶାନ୍ତ	ପ୍ରଶାନ୍ତ
ପ୍ରଶାନ୍ତ. ଯୁଦ୍ଧ	ପ୍ରଶାନ୍ତ. ଯୁଦ୍ଧ	ପ୍ରଶାନ୍ତ. ଯୁଦ୍ଧ
ପ୍ରଶାନ୍ତ. ଯୁଦ୍ଧ. ଅପଶମନ୍ତି	ପ୍ରଶାନ୍ତ. ଯୁଦ୍ଧ. ଅପଶମନ୍ତି. ଆପଶା	ପ୍ରଶାନ୍ତ. ଯୁଦ୍ଧ. ଅପଶମନ୍ତି. ଆପଶା
ଏବଂ	ଏବଂ	ଏବଂ
ଏବଂ. །ସୁ. ພ.	ଏବଂ. །ସୁ. ພ.	ଏବଂ. །ସୁ. ພ.

ନେତ୍ରମାଲାର୍କାଶୀଯିକା	ନେତ୍ରମାଲାର୍କାଶୀଯିକା	ନେତ୍ରମାଲାର୍କାଶୀଯିକା
ନେତ୍ର	ନେତ୍ର	ନେତ୍ର
ନେତ୍ରମାଲା	ନେତ୍ରମାଲା	ନେତ୍ରମାଲା
ନେତ୍ରମାଲାର୍କାଶୀଯିକା	ନେତ୍ରମାଲାର୍କାଶୀଯିକା	ନେତ୍ରମାଲାର୍କାଶୀଯିକା
ପୁଷ୍ଟା	ପୁଷ୍ଟା	ପୁଷ୍ଟା
ନେତ୍ରକୀଣ	ନେତ୍ରକୀଣ	ନେତ୍ରକୀଣ
ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁ	ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁ	ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁ
ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁକ୍ଷିଷଣାର୍ତ୍ତ	ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁକ୍ଷିଷଣାର୍ତ୍ତ	ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁକ୍ଷିଷଣାର୍ତ୍ତ
ଅଶାର୍କନ୍ଦା	ଅଶାର୍କନ୍ଦା	ଅଶାର୍କନ୍ଦା

DRILL 6.2: Dialogue repetition

In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

ଜୀବନକାରୀ କ୍ରିତ୍ ସମ୍ବନ୍ଧମାନ୍ଦୁ

ନେତ୍ରମାଲାର୍କାଶୀଯିକା କ୍ରିତ୍ ସମ୍ବନ୍ଧମାନ୍ଦୁ

ନେତ୍ରମାଲାର୍କାଶୀଯିକା

ପୁଷ୍ଟା ନେତ୍ରକୀଣମଳ୍ଲମାନ୍ଦୁକ୍ଷିଷଣାର୍ତ୍ତ

ଅଶାର୍କନ୍ଦା

Second run-through

ଜୀବନକାରୀ କ୍ରିତ୍ ସମ୍ବନ୍ଧମାନ୍ଦୁ

ନେତ୍ରମାଲାର୍କାଶୀଯିକା କ୍ରିତ୍ ସମ୍ବନ୍ଧମାନ୍ଦୁ

ନେତ୍ରମାଲାର୍କାଶୀଯିକା

ਮुश्का ད་བྱତ୍ତିଷ୍ଠାମନ୍ତମାନ୍ୟିଷଶର୍ତ୍ତ
ଘଣଶର୍ତ୍ତର୍ତ୍ତା।

3. Tibetan to English

DRILL 6.3

In this drill you are to translate the Unit 6 dialogue into English. After each line the speaker pauses for you to give the translation. Give the translation; listen to it on the tape; then say it again.

Tapescript

ଆପାପତ୍ତଦିଲାଖା କ୍ରିଦ୍ ସନ୍ ଶାପନ୍ ଥିଷଶାଗ୍ଗା	Gel-sang, where are you going?
ଦ୍ୱାର୍ତ୍ତମାଧାରଶ୍ଵରୀଙ୍କା କ୍ରିଦ୍ ସନ୍ ଶାପନ୍ ଥିଷଶାଗ୍ଗା	I'm going to the market. Where are you going?
ଦ୍ୱାର୍ତ୍ତମାଧାରଶ୍ଵରୀଙ୍କା	I too am going to the market.
ମୁଶ୍କା དାବ୍ତ୍ତିଷ୍ଠାମନ୍ତମାନ୍ୟିଷଶର୍ତ୍ତ ଘଣଶର୍ତ୍ତର୍ତ୍ତା।	In that case, let's go together.
ଘଣଶର୍ତ୍ତର୍ତ୍ତା।	All right.

Practice this section until you can give the English without hesitation.

4. English to Tibetan

DRILL 6.4

In this drill you are to translate the Unit 6 dialogue into Tibetan. After each line the speaker pauses for you to give the translation. Give the translation; listen to it on the tape; then say it again.

Tapescript

Gel-sang, where are you going?	ଆପାପତ୍ତଦିଲାଖା କ୍ରିଦ୍ ସନ୍ ଶାପନ୍ ଥିଷଶାଗ୍ଗା
I'm going to the market. Where are you going?	ଦ୍ୱାର୍ତ୍ତମାଧାରଶ୍ଵରୀଙ୍କା କ୍ରିଦ୍ ସନ୍ ଶାପନ୍ ଥିଷଶାଗ୍ଗା
I too am going to the market.	ଦ୍ୱାର୍ତ୍ତମାଧାରଶ୍ଵରୀଙ୍କା

In that case, let's go together.	ପ୍ରକାଶ ଏମନ୍ତିକାମନ୍ତବ୍ୟାଦୁଥିଷାର୍ତ୍ତି
All right.	ଅଧିକାର୍ଯ୍ୟଦର୍ତ୍ତି

Practice this section until you can give the Tibetan without hesitation.

5. New Vocabulary

ଚୀନ୍	China	ଚୀନ୍	India
ତିବେ	Tibet	ତିବେ	Canada
ଇଂଲାନ୍ଡ୍	England ¹	ଇଂଲାନ୍ଡ୍	Germany
ଫରେନ୍ସ୍	France	ଫରେନ୍ସ୍	Sikkim
ଭୁଟାନ	Bhutan	ଭୁଟାନ	Darjeeling
ଲାଦାଖ	Ladakh	ଲାଦାଖ	Delhi
ବୋଧଗ୍ୟ	Bodh Gaya	ବୋଧଗ୍ୟ	Hla-ସା
କଟମନ୍ଦୁ	Katmandu	କଟମନ୍ଦୁ / କଟମନ୍ଦୁ	school
ରେସ୍ଟୋରନ୍	restaurant	ରେସ୍ଟୋରନ୍	monastery
ହାର୍ଡ୍ସଟ୍	store	ହାର୍ଡ୍ସଟ୍	hospital
ବାହ୍ୟ	home	ବାହ୍ୟ	home (h)

Additional vocabulary not recorded:

ବର୍ଷମାଳା	market	ବର୍ଷମାଳା	let's (mild imperative)
ପ୍ରକାଶକ	well then (literally, "if done")	ଏମନ୍ତିକା	we two, the two of us (literally, "I" and "two")
ମନ୍ତବ୍ୟ	together	ମନ୍ତବ୍ୟ	together (h)
ପାପନ୍	where (interrogative particle)		

¹ Tibetans also say ଓର୍ଦ୍ଦମାଳା. This is technically more correct but is less frequently used.

6. Expansion Materials

GREETINGS

The most common way to start a conversation in Tibetan with an acquaintance you meet on the street is ། མ ན ག ད དྷ མ བ ༈ (‘Where are you going?’ h), not ‘Hello’ or ‘How are you?’ as in English. From much contact with Westerners, some Tibetans have picked up the custom of using the phrase ། མ ན ག ད དྷ མ བ ༈ (literally, ‘good luck’) as a greeting, particularly to foreigners. However, the question ། མ ན ག ད དྷ མ བ ༈ (‘Where are you going?’ h) is still what Tibetans commonly say to acquaintances when they meet on the street. This is used only when meeting someone you already know, and not when initiating conversations with a stranger.

HONORIFICS

Tibetan uses both common forms and honorific or more polite forms of address. These honorific forms occur for nouns, pronouns, adjectives, and verbs. Basically, honorifics show respect for equals and superiors and hence should be used in almost all situations; therefore, a good rule of thumb is to use them whenever either directly addressing someone or talking about someone else. Because they do express respect, polite self-effacement also demands that one not use them when referring to oneself. The implications of this in a conversation are shown in the first two lines of the dialogue. The question ། མ ན ག ད དྷ མ བ ༈ (‘Where are you going?’ h) is asked using the honorific form of the verb ‘to go’ (ྩ ད དྷ) and is answered using the non-honorific form (ྩ ད). It is easier when discussing a third party; the question form would be ། བ ༈ མ ན ག ད དྷ མ བ ༈ ར ཟ ད ན (‘Where will she/he go?’ h), and the answer would be given still using the honorific ། བ ༈ མ ན ག ད དྷ མ བ ༈ ར ཟ ད ན (‘She/he will go to the market’ h).

DESTINATIONS

The particle ལ has a number of different usages in Tibetan. An important one introduced in this unit is its use as a mark for the destination of the verb ‘to go’; that is, ལ indicates the place to which someone or something is going. Sometimes ས substitutes for ལ, as for instance when the word ལ ཟ (‘Hla-ṣa’) becomes ལ ཟ ན instead of ལ ཟ མ. In other words, if the destination indicated has no final suffix, as with ལ ཟ, then the particle ས can be added to the end of the word. When this occurs, the ས is not strongly pronounced; rather, it lengthens the vowel.

PRONUNCIATION OF अ॒

The word ଯାଏଁ (“too”, “also”) when spoken quickly is often pronounced as a long “é” or “yé” as in the dialogue sentence ମୁଁ ଯାଏଁ ଶିଖିବା ପାଇବା ଚାହିଁବାକୁ (“I too will go to the market”). However, if one is speaking slowly, the word should be pronounced “yang”.¹

DRILL 6.5: Adding የወ. to subjects

In this drill you are given several declarative sentences, such as ଦେଖିବାପରିଶ୍ରମୀଙ୍କା ("I will go to the market"). Add the syllable ଏହି ("too", "also") to the subject to make the new sentence ଏହିଦେଖିବାପରିଶ୍ରମୀଙ୍କା ("I too will go to the market"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା
୩	ର୍ତ୍ତକ୍ଷେତ୍ରମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତକ୍ଷେତ୍ରମାପାଦଶ୍ଵରୀଘନା
୪	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା
୫	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା
୬	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା
୭	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା
୮	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା	ଫର୍ମ.	ର୍ତ୍ତମାପାଦଶ୍ଵରୀଘନା

TERMINATING PARTICLE

The fourth line of the dialogue ଦେଖିଲାମନ୍ତରୁ କିମ୍ବାହାରିବାରେ ("Let's go together") introduces the terminating particle ରେ. When used with a verb such as "to go", "to do", or "to eat", it conveys a mild imperative; it suggests "let's do" whatever the action in question is.

DRILL 6.6: Substituting subjects in sentences with 𠎤

In this drill the basic sentence is ଏମନ୍ତିକାମଦ୍ୱୟିଷଣରେ ("Let's go together"). The speaker

¹ The particle やは and its complementary particles やく and やく are used with both conjunctive meaning (“also”) and disjunctive meaning (“but”, “although”) as well as with the sense of “even”. The particle やく follows the suffixes よ ん よ ん や; the particle やは follows the suffixes ん よ よ ん や and sometimes words without a suffix; the particle やく follows the suffix ん as well as words without a suffix.

will give a subject which you are to substitute for ཅ·་ ཤ· ། ("we two", "us"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ཅ· ཤ· ། མନୁ ། གେଷା །	୮· ཀ୍	୮· ཀ୍ མନୁ ། གେଷା །
୨	୮· ཁ୍	୮· ཁ୍ མନୁ ། གେଷା །
୩	୧୨	୮· ཁ୍ མନୁ ། ର୍ଶ୍
୪	ସବ	୮· ཁ୍ མନୁ ། ସବ
୫	ସକ୍ଦ	୮· ཁ୍ མନୁ ། ସକ୍ଦ

PRONOUNS

The basic personal pronouns are ཅ· ("I"), པ· ན· ("you" h), and བ୍ର୍ଦ· ("she" or "he" h). The latter two, པ· ན· and བ୍ର୍ଦ·, are honorific forms. Pronouns are made plural by the addition of the particle ཀ୍, making ཅ· ཀ୍ ("we"), པ· ན· ཀ୍ ("you" h), and བ୍ର୍ଦ· ཀ୍ ("they" h).

Basic Pronouns			
Singular		Plural	
୮· or པ· ན·	I	୮· ཀ୍ or པ· ན· ཀ୍	we
୔· ན·	you (h)	୔· ན· ཀ୍	you (h)
ବ୍ର୍ଦ·	she/he (h)	ବ୍ର୍ଦ· ཀ୍	they (m/f) (h)

The first person plural pronoun པ· ན· ཀ୍ tends to include the person to whom one is speaking into the unit of "we" whereas ཅ· ཀ୍ tends to exclude that person.

Alternative personal pronouns. There are also alternative non-honorific personal pronouns for the second and third persons; these are པ· ན· ("you"),¹ ར୍ or ར୍ ན· ("he"), and འ୍ ཡ୍ ན· ("she"). Again, the plural is formed by adding ཀ୍ to form པ· ན· ཀ୍ ("you"),² ར୍ ཀ୍, and ར୍ ན· ཀ୍ ("they");³ also འ୍ ན· ཀ୍ is "they" (f.) but is rarely used. The pronoun ར୍

¹ The second person singular pronoun ར୍ without ན· is seldom used in the Hla-ṣa dialect.

² The second person plural pronoun ར୍ ཀ୍ without ན· is seldom used in the Hla-ṣa dialect; when it is used, it is nasalized so that it is pronounced "khyön tso".

³ Some Central Tibetans say that these terms are used only for males, whereas others say that these are used

ຂ is nasalized so that it is pronounced “khon tso”.

The word 𠂊 means “self”. However, when added to pronouns, it does not change their basic meaning; 𠂊 and 𠂊𠂊 both mean “I”. Adding 𠂊 to a pronoun puts a bit more emphasis on it, but the distinction is subtle. To shift the meaning, for instance, from “I” to “I myself”, it is necessary to add a second 𠂊; hence, 𠂊𠂊𠂊 means “I myself”.

In the Hla-ša dialect in general, the non-honorific pronouns are used infrequently, their usage reserved mainly for children or in cases of clear social inequality. The alternative pronouns are all non-honorific:

Alternative Pronouns			
Singular		Plural	
ତୁ ତୁ	you	ତୁ ତୁ ହେ or ତୁ ହେ	you
ତେ or ତେ ତୁ	he	ତେ ହେ or ତେ ତୁ ହେ	they
ତେ ହେ or ତେ ତୁ ହେ	she	ତେ ତେ ହେ	they

Notice that the above chart has no first person singular, since one always uses non-honorifics to refer to oneself. Also, note that some Central Tibetans advocate not using མ'ན་^ན and མ'ན་^ན:

As in the sentence in the dialogue ଏମିକୁ ଯତ୍ନୀ ଦେଖିବାରୀ ("Let's go together"), singular pronouns, such as ଏମୁଁ ("I"), are made dual by the use of the number two (ଦେଖିବାରୀ).

FUTURE TENSE

We will use the English convention of conjugating verbs in the first, second, and third persons, but it should be understood that because of the downplaying of the self in Tibetan

for both males and females.

culture there is no layout corresponding to a system in which oneself is the first person. If anything, others are the first person, and oneself is in a secondary category.

FUTURE TENSE: BASIC FORMS

The future tense is built using the future form of the verb plus the particle ། (or its equivalents རྩ ན རྩ ན) and an auxiliary verb. For first person, the auxiliary verb is འିନླ ན for second and third persons, the auxiliary verb is ཁ୍ରେତྫ.

Basic Future: Affirmative Declarative			
Singular		Plural	
ཇୋଷ୍ଟ�ଶୀୟିନླ	I will go	ཇୋହେଜୋଷ୍ଟ�ଶୀୟିନླ	We will go
ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରିଷ୍ଟ୍ରେତྫ	You will go (h)	ତ୍ରୈନ୍ଦ୍ରାହେଜୋଷ୍ଟ�ଶୀୟିନླ	You will go (h)
ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫ	She/he will go (h)	ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫ	They (m/f) will go (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

Although the full paradigm of the future tense is given in the chart, in actual usage the second person declarative form is seldom used. Rather, conversation involving the second person tends to revolve around questions, such as ମାଧ୍ୟମାଷ୍ଟ୍ରିଷ୍ଟ୍ରାପାଳା ("Where will you go?" or "Where are you going?" h) or ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫାର୍ଥୀଷ୍ଟ୍ରେତྫାପାଳା ("Will you go to the market?" or "Are you going to the market?" h). Since the aim of this book is to teach the language as it is actually used, second person forms will be drilled mainly in the interrogative. Also, for the second and third persons, we will concentrate primarily on the honorific pronouns since they are used more frequently and since it is important to become accustomed to two ways of expressing the same meaning, honorifically and non-honorifically.

Interrogative: The second person uses the third person auxiliary verb ending ཁ୍ରେତྫ for declarative statements, as in ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫା ("You will go" h), and uses the first person auxiliary verb ending འିନླ for the interrogative, as in ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫାଠୀଷ୍ଟ୍ରେତྫା ("Will you go?" or "Are you going?" h). (Note that the contracted form of ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫାଠୀଷ୍ଟ୍ରେତྫା is ତ୍ରୈନ୍ଦ୍ରାଷ୍ଟ୍ରେତྫାଗା.) Therefore, we will refer to the two forms འିଷ୍ଟ୍ରେତྫ and འିଷ୍ଟ୍ରେତྫ respectively as the first person form and the third person form. To repeat: Second person declarative statements use the third person auxiliary verb ending ཁ୍ରେତྫ, and second person interrogatives use

¹ འି follows the suffixes ଏ and ଏ; རྩ follows କୁ ମୁ ରୁ and ଏ; and རྩ ན follows କୁ ଏ and ଏ. In literary Tibetan the suffix ଏ becomes རྩ ན, and words without a suffix are followed by རྩ ན or འି, but in the spoken language this distinction is not closely followed, and འି is often used.

the first person auxiliary verb ending ପିନ୍. The latter is in deference to the other person, since that person will use the first person auxiliary verb in her or his reply; for instance, one says ତୁ ମୁହଁ ଯାଏଇଷା ଗୁଣିକା ଧରା (‘Will you go to the market?’) or ‘Are you going to the market?’) so that it accords with the form in which the answer will be given— ମୁ ମୁହଁ ଯାଏଇଷା ଗୁଣିକା (‘I will go to the market’ or ‘I am going to the market’). The same principle is used for first person questions; the auxiliary verb ending କିନ୍ is used because the answer will be given in the second person, as in ମୁ ଯାଏଇଷା କିନ୍ ଧରା (‘Will I go?’) which is answered ତୁ ଯାଏଇଷା ଗୁଣିକା (‘You will go’).

Basic Future: Affirmative Interrogative			
Singular		Plural	
ମୁ ଯାଏଇଷା	Will I go?	ମୁ ହେଲୁ ଯାଏଇଷା ¹	Will we go?
ତୁ ମୁହଁ ଯାଏଇଷା ଗୁଣିକା ଧରା	Will you go? (h)	ତୁ ମୁହଁ ହେଲୁ ଯାଏଇଷା ଗୁଣିକା ଧରା	Will you go? (h)
ତୁ ମୁହଁ ଯାଏଇଷା ଗାନ୍ଧା		ତୁ ମୁହଁ ହେଲୁ ଯାଏଇଷା ଗାନ୍ଧା	
ମନ୍ଦ ଯାଏଇଷା ଗୁଣିକା ଧରା	Will she/he go? (h)	ମନ୍ଦ ହେଲୁ ଯାଏଇଷା ଗୁଣିକା ଧରା	Will they (m/f) go? (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.7: Pronouns and future tense forms

Repeat after the tape. Notice that ମୁହଁ is pronounced ମୁ.

Tapescript

- ୧ ମୁ ଯାଏଇଷା ଗୁଣିକା
- ୩ ମୁହଁ ଯାଏଇଷା ଗୁଣିକା
- ୫ ମୁ ହେଲୁ ଯାଏଇଷା ଗୁଣିକା
- ୭ ତୁ ମୁହଁ ଯାଏଇଷା ଗୁଣିକା ଧରା
- ୯ ତୁ ମୁହଁ ହେଲୁ ଯାଏଇଷା ଗାନ୍ଧା
- ୧୧ ତୁ ମୁହଁ ଯାଏଇଷା ଗୁଣିକା ଧରା
- ୧୩ ମନ୍ଦ ଯାଏଇଷା ଗୁଣିକା ଧରା
- ୧୫ ମନ୍ଦ ହେଲୁ ଯାଏଇଷା ଗାନ୍ଧା

¹ If one is asking a fellow member of the group, one also could say ମୁହଁ ହେଲୁ ଯାଏଇଷା ଗୁଣିକା ଧରା or ମୁହଁ ଯାଏଇଷା ଗାନ୍ଧା.

BASIC FIRST PERSON FUTURE DRILLS**DRILL 6.8: Destination substitution in “I will go home”**

In this drill the basic sentence is ཅ. ཀླ. ພ. ອ. ສ. ປ. ໃ. ນ. (“I will go home” or “I am going home”). The speaker will give a new destination which you are to substitute for ອ. (“home”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	අ. ກ. ພ. ອ. ສ. ປ. ໃ. ນ.	ສ. ບ.	අ. ສ. ທ. ພ. ອ. ສ. ປ. ໃ. ນ.
၂		ສ. ທ. ພ.	අ. ສ. ທ. ພ. ອ. ສ. ປ. ໃ. ນ.
၃		ຫ. ຖ. ພ.	අ. ຫ. ຖ. ພ. ອ. ສ. ປ. ໃ. ນ.
၄		ຫ. ຖ.	අ. ຫ. ຖ. ອ. ສ. ປ. ໃ. ນ.
၅		ກ. ທ. ພ.	අ. ກ. ທ. ພ. ອ. ສ. ປ. ໃ. ນ.
၆		ກ. ທ. ພ.	අ. ກ. ທ. ພ. ອ. ສ. ປ. ໃ. ນ.

DRILL 6.9: Destination substitution in “I will go home”, omitting subject

When the subject is obvious it is frequently left out of the sentence. This drill is similar to the previous drill except that the subject ຅. (“I”) is omitted from the basic sentence and from your response. The basic sentence is ກ. ພ. ອ. ສ. ປ. ໃ. ນ. (“I will go home” or “I am going home”). The speaker will give a new destination which you are to substitute for ອ. (“home”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	ກ. ພ. ອ. ສ. ປ. ໃ. ນ.	ສ. ບ.	ສ. ທ. ພ. ອ. ສ. ປ. ໃ. ນ.
၂		ສ. ທ. ພ.	ສ. ທ. ພ. ພ. ອ. ສ. ປ. ໃ. ນ.
၃		ຫ. ຖ. ພ.	ຫ. ຖ. ພ. ພ. ອ. ສ. ປ. ໃ. ນ.
၄		ຫ. ຖ.	ຫ. ຖ. ພ. ອ. ສ. ປ. ໃ. ນ.
၅		ກ. ທ. ພ.	ກ. ທ. ພ. ພ. ອ. ສ. ປ. ໃ. ນ.
၆		ກ. ທ. ພ.	ກ. ທ. ພ. ພ. ອ. ສ. ປ. ໃ. ນ.

६	ਕੁਝ ਸ਼ਬਦ	ਕੁਝ ਸ਼ਬਦ ਵਿਚ ਸ਼ਬਦ
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DRILL 6.10: Destination substitution in “We will go to Tibet”

In this drill the basic sentence is ੮. ਕੱਝ ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ (‘‘We will go to Tibet’’ or ‘‘We are going to Tibet’’). The speaker will give a new destination which you are to substitute for ਸ਼ਹਿਰ (‘‘Tibet’’). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

੧	੮. ਕੱਝ ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ	ਮਾਨਸਿਕ	੮. ਕੱਝ ਮਾਨਸਿਕ ਵਿਚ ਹੋਣਾ
੩		ਕੁਝ ਸ਼ਬਦ	੮. ਕੱਝ ਕੁਝ ਸ਼ਬਦ ਵਿਚ ਹੋਣਾ
੫		ਕੁਝ ਸ਼ਬਦ	੮. ਕੱਝ ਕੁਝ ਸ਼ਬਦ ਵਿਚ ਹੋਣਾ
੮		ਕੁਝ ਸ਼ਬਦ	੮. ਕੱਝ ਕੁਝ ਸ਼ਬਦ ਵਿਚ ਹੋਣਾ
੫		ਕੁਝ ਸ਼ਬਦ	੮. ਕੱਝ ਕੁਝ ਸ਼ਬਦ ਵਿਚ ਹੋਣਾ
੬		ਕੁਝ ਸ਼ਬਦ	੮. ਕੱਝ ਕੁਝ ਸ਼ਬਦ ਵਿਚ ਹੋਣਾ

The circumstances would have to be unusual to use ਮਾਨਸਿਕ instead of ਕੁਝ in these sentences since ਮਾਨਸਿਕ tends to include the person to whom one is speaking.

DRILL 6.11: Answering destination questions in the affirmative

In this drill you are asked several questions, such as ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ? (‘‘Will you go to the market?’’ or ‘‘Are you going to the market?’’), which you should answer in the affirmative. Give the answer; listen to it on the tape; then say it again.

Tapescript

੧	ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ?	ਹਾਂ। ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ।
੩	ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ?	ਹਾਂ। ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ।
੫	ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ?	ਹਾਂ। ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ।
੮	ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ?	ਹਾਂ। ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ।
੫	ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ?	ਹਾਂ। ਸ਼ਹਿਰ ਵਿਚ ਹੋਣਾ ਹੈ।

DRILL 6.12: Answering destination questions in the affirmative, shortened verb form

In this drill the basic sentence is the shortened question form མྱା·ପ୍ରିଷଣ୍ଟା (‘Will you go to the market?’) or ‘Are you going to the market?’ h). Notice that the subject ତୁ (‘you’ h) is omitted and the contracted form of the auxiliary verb ending is used. You will be asked several questions to which you should respond in the affirmative. Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ମྱା·ପ୍ରିଷଣ୍ଟା	ଯଶ୍ରୀପିକା ମྱା·ପ୍ରିଷଣ୍ଟା
୩ ହେଲ୍ପା·ପ୍ରିଷଣ୍ଟା	ଯଶ୍ରୀପିକା ହେଲ୍ପା·ପ୍ରିଷଣ୍ଟା
୪ ସାମ୍ବାନ୍ଦା·ପ୍ରିଷଣ୍ଟା	ଯଶ୍ରୀପିକା ସାମ୍ବାନ୍ଦା·ପ୍ରିଷଣ୍ଟା
୫ ନ୍ଯକ୍ତା·ପ୍ରିଷଣ୍ଟା	ଯଶ୍ରୀପିକା ନ୍ଯକ୍ତା·ପ୍ରିଷଣ୍ଟା
୬ କୁରମା·ପ୍ରିଷଣ୍ଟା	ଯଶ୍ରୀପିକା କୁରମା·ପ୍ରିଷଣ୍ଟା

BASIC THIRD PERSON FUTURE DRILLS

DRILL 6.13: Destination substitution in “She will go to the school”

In this drill the basic sentence is ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା (‘She will go to the school’ h). The speaker will give a new destination which you are to substitute for ନିଃଶବ୍ଦ (‘the school’). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା	ଶିଳ୍ପିନ୍ଦା	ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା
୩	ନ୍ଯକ୍ତା·ପ୍ରିଷଣ୍ଟା	ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା
୪	ହେଲ୍ପା·ପ୍ରିଷଣ୍ଟା	ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା
୫	ଧନ୍ୟବାଦା·ପ୍ରିଷଣ୍ଟା	ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା
୬	କୁରମା·ପ୍ରିଷଣ୍ଟା	ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା
୭	କୁରମା	ମିମିଶାନ୍ତା·ପ୍ରିଷଣ୍ଟା

DRILL 6.14: Destination substitution in "They will go to the hospital"

In this drill the basic sentence is ଶିଦ୍ଧାତ୍ମକାରୀପାଇସନ୍ଦୁରୁହିନ୍ଦା ("They will go to the hospital" h). The speaker will give a new destination which you are to substitute for ଶିଦ୍ଧାତ୍ମକାରୀ ("the hospital"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ଶିଦ୍ଧାତ୍ମକାରୀପାଇସନ୍ଦୁରୁହିନ୍ଦା	ରହୁଣାଲ୍ଲଙ୍ଘା	ଶିଦ୍ଧାତ୍ମକାରୀରହୁଣାଲ୍ଲଙ୍ଘାପାଇସନ୍ଦୁରୁହିନ୍ଦା
୩		ନାଶିପା	ଶିଦ୍ଧାତ୍ମକାରୀନାଶିପାପାଇସନ୍ଦୁରୁହିନ୍ଦା
୫		ଅନୁଷାଶା	ଶିଦ୍ଧାତ୍ମକାରୀଅନୁଷାଶାପାଇସନ୍ଦୁରୁହିନ୍ଦା
୯		କଟ୍ଟାନନ୍ଦ	ଶିଦ୍ଧାତ୍ମକାରୀକଟ୍ଟାନନ୍ଦପାଇସନ୍ଦୁରୁହିନ୍ଦା
୧୨		ରହୁଣାଯୁଵ	ଶିଦ୍ଧାତ୍ମକାରୀରହୁଣାଯୁଵପାଇସନ୍ଦୁରୁହିନ୍ଦା
୧୫		କ୍ରୂରମା	ଶିଦ୍ଧାତ୍ମକାରୀକ୍ରୂରମାପାଇସନ୍ଦୁରୁହିନ୍ଦା

DRILL 6.15: Future declarative, transforming pronoun, noun, or destination

In this drill, the basic sentence is ଶିଦ୍ଧାତ୍ମକାରୀପାଇସନ୍ଦୁରୁହିନ୍ଦା ("She/he will go to the school" h). The speaker will give a new element—either a pronoun, proper name, or destination—for you to use in constructing a new sentence. Only the honorific verb (*ପାଇସନ୍ଦ*) will be used. You should use ପିଏଶାରୁହିନ୍ଦା for the first person plural. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation.

Tapescript

୧	ଶିଦ୍ଧାତ୍ମକାରୀପାଇସନ୍ଦୁରୁହିନ୍ଦା	ମୁଁ ହୁଁ	ଶିଦ୍ଧାତ୍ମକାରୀମୁଁହୁଁପାଇସନ୍ଦୁରୁହିନ୍ଦା
୩		ଏନ୍ଦ୍ରାଶୀ	ଶିଦ୍ଧାତ୍ମକାରୀଏନ୍ଦ୍ରାଶୀପାଇସନ୍ଦୁରୁହିନ୍ଦା
୫		ଗୁହ୍ନେ	ଶିଦ୍ଧାତ୍ମକାରୀଗୁହ୍ନେପାଇସନ୍ଦୁରୁହିନ୍ଦା
୯		କଟ୍ଟାନନ୍ଦ	ଶିଦ୍ଧାତ୍ମକାରୀକଟ୍ଟାନନ୍ଦପାଇସନ୍ଦୁରୁହିନ୍ଦା
୧୨		ଶ୍ରୀମାନ୍ଦିନୀ	ଶିଦ୍ଧାତ୍ମକାରୀଶ୍ରୀମାନ୍ଦିନୀପାଇସନ୍ଦୁରୁହିନ୍ଦା
୧୫		ଶ୍ରୀମାନ୍ଦିନୀ	ଶିଦ୍ଧାତ୍ମକାରୀଶ୍ରୀମାନ୍ଦିନୀପାଇସନ୍ଦୁରୁହିନ୍ଦା

۷	ଲୁ'ଶ'	ଶ୍ରୀପ'ମ'ବିଷାଳ'ଶନ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା
୮	ସୁମାଲ୍ଲକ'ବିଷାଳ'	ସୁମାଲ୍ଲକ'ବିଷାଳ'ଶନ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା

DRILL 6.16: Answering destination questions in the affirmative

In this drill you are asked several questions, such as ଶିଦ୍ଧ'ଥ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା ("Will she/he go to France?"), which you should answer in the affirmative, omitting the subject. Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|--|----------------|
| ୧ ଶିଦ୍ଧ'ଥ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୨ ଶିଦ୍ଧ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୩ ଶିଦ୍ଧ'ହେ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୪ ଶିଦ୍ଧ'ଶିଵ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୫ ଶିଦ୍ଧ'ହେ'ଶିଵ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୬ ଶିଦ୍ଧ'ଶିମ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୭ ଶିଦ୍ଧ'ହେ'ଶିମ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |
| ୮ ଶିଦ୍ଧ'ନନ୍ଦ'ଶିମ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା | ଧିଷତ୍ତୁ'ଟିନ୍ଦା |

DRILL 6.17: Answering “who” questions

In this drill you are asked several questions, such as ହେ'ନନ୍ଦ'ଶିଵ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା ("Who will go to Bodh Gaya?" h). The speaker will give a subject which you are to use in formulating the non-honorific answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ହେ'ନନ୍ଦ'ଶିଵ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା	ଶିଖ'ଶିଖ'	ଶିଖ'ଶିଖ'ବିଷାଳ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା
୨ ହେ'ଶିମ'ନନ୍ଦ'ଶିଵ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା	ହେ'ନନ୍ଦ'	ହେ'ନନ୍ଦ'ବିଷାଳ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା
୩ ହେ'ଶିମ'ନନ୍ଦ'ଶିମ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା	ହେ'ନନ୍ଦ'	ହେ'ନନ୍ଦ'ବିଷାଳ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା
୪ ହେ'ନନ୍ଦ'ଶିମ'ନନ୍ଦ'ଶିମ'ନନ୍ଦ'ଶିଵ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା	ହେ'ନନ୍ଦ'	ହେ'ନନ୍ଦ'ବିଷାଳ'ଧିଷତ୍ତୁ'ଟିନ୍ଦା

۱۴ دشک پاپا سو ایسنا گری دنما	پاپا	پاپا ایسنا گری دنما
۱۵ آئی هدیه نوچ پاپا سو ایسنا گری دنما	پاپا	پاپا نوچ ایسنا گری دنما
۱۶ شک ناد پاپا سو ایسنا گری دنما	پاپا	پاپا ناد ایسنا گری دنما
۱۷ گد پک نوچ پاپا سو ایسنا گری دنما	پاپا	پاپا نوچ ایسنا گری دنما
۱۸ دشک پاپا سو ایسنا گری دنما	پاپا	پاپا دشک ایسنا گری دنما
۱۹ دشک پاپا سو ایسنا گری دنما	پاپا	پاپا دشک ایسنا گری دنما

BASIC FUTURE DRILLS: ALL PERSONS**DRILL 6.18: Pronoun substitution in “He will go to the hospital”**

In this drill the basic sentence is پاپا شک ناد پا ایسنا گری دنما (“He will go to the hospital” h). The speaker will give a new pronoun for the “goer” which you are to substitute for پاپا (“he”/“she” h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

۱ پاپا شک ناد پا ایسنا گری دنما	پاپا	پاپا شک ناد پا ایسنا گری دنما
۲	پاپا پا	پاپا پا شک ناد پا ایسنا گری دنما
۳	پاپا	پاپا شک ناد پا ایسنا گری دنما
۴	پاپا	پاپا شک ناد پا ایسنا گری دنما
۵	پاپا	پاپا شک ناد پا ایسنا گری دنما
۶	پاپا	پاپا شک ناد پا ایسنا گری دنما
۷	پاپا	پاپا شک ناد پا ایسنا گری دنما

DRILL 6.19: Answering “where” questions

In this drill you are asked several questions, such as پاپا شک ناد پا ایسنا گری دنما (“Where will you go?” or “Where are you going?” h), The speaker will give an answer in English which you are to translate and use in formulating the answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତା	home	ବିଦ୍ୟାଧର୍ମବିଷକ୍ତା
୩ ଏତମାଧ୍ୟବିଷକ୍ତାକାମଦିଵିଷକ୍ତାଶୁଣ୍ଡିଏତ ବିଷକ୍ତା	negative market	ବିଷକ୍ତାମାନ୍ଦିଏତ ଶିମାଦିଵିଷକ୍ତାଶୁଣ୍ଡିଏତ
୪ କ୍ଷେତ୍ରବିଷକ୍ତାମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିକ୍ଷେତ୍ର ଶୁଣ୍ଡିଏତବିଷକ୍ତା	negative Tibet	ବିଷକ୍ତାମାନ୍ଦିଏତ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ
୫ କ୍ଷେତ୍ରବିଷକ୍ତାମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତବିଷକ୍ତା	Tibet	ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ
୬ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତବିଷକ୍ତା	negative tavern	ବିଷକ୍ତାମାନ୍ଦିଏତ କହାମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ
୭ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ	market	ଶିମାଦିଵିଷକ୍ତାଶୁଣ୍ଡିଏତ
୮ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତବିଷକ୍ତା	monastery	ବିଦ୍ୟାଧର୍ମବିଷକ୍ତାଶୁଣ୍ଡିଏତ
୯ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ	home	ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ
୧୦ ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ	China	ଶିଦ୍ଧାତମାଧ୍ୟବିଷକ୍ତାଶୁଣ୍ଡିଏତ

DRILL 6.20: Answering “who” questions

In this drill you are asked several questions, such as ཅ་හි... ພදක... ດැ... ສු... ເස... ຖු... ຂේ (‘Who will go to Bodh Gaya?’ h). The speaker will give a name which you are to use in formulating the answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

१ द्वृष्टि-प्रदर्शन-व्याख्या-धिष्ठान-संगठन	पश्चिमी-प्रदर्शन	पश्चिमी-प्रदर्शन-व्याख्या-धिष्ठान-संगठन
२ श्वेत-प्रभा-व्याख्या-धिष्ठान-संगठन	केंद्रीय-	केंद्रीय-प्रदर्शन-व्याख्या-धिष्ठान-संगठन
३ अनुप्राणी-व्याख्या-धिष्ठान-संगठन	पश्चिमी-	पश्चिमी-प्रदर्शन-व्याख्या-धिष्ठान-संगठन
४ द्वितीय-व्याख्या-धिष्ठान-संगठन	पश्चिमी-व्याख्या-	पश्चिमी-व्याख्या-धिष्ठान-संगठन
५ व्याख्या-व्याख्या-धिष्ठान-संगठन	पश्चिमी-	पश्चिमी-व्याख्या-धिष्ठान-संगठन
६ जीव-व्याख्या-धिष्ठान-संगठन	व्याख्या-	व्याख्या-व्याख्या-धिष्ठान-संगठन

୮ ଶିଖ'ମର'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ଶିଖ'ଶୁଣ'	ଶିଖ'ଶୁଣ'ପଥା'ଥିଏନା'ଗୁ'ହେତୁ
୯ ଗନ୍ଧ'ମନ୍ଦ'କୁ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ଗନ୍ଧ'ମନ୍ଦ'	ଗନ୍ଧ'ମନ୍ଦ'ପଥା'ଥିଏନା'ଗୁ'ହେତୁ
୧୦ ରମ୍ଭୁ'ପୁଅ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ରମ୍ଭୁ'ପୁଅ'	ରମ୍ଭୁ'ପୁଅ'ପଥା'ଥିଏନା'ଗୁ'ହେତୁ
୧୧ ରମ୍ଭୁ'ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ରମ୍ଭୁ'ମନ୍ଦ'	ରମ୍ଭୁ'ମନ୍ଦ'ପଥା'ଥିଏନା'ଗୁ'ହେତୁ

DRILL 6.21: Pronoun substitution in “Where will she go?

In this drill the basic sentence is ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ ("Where will she/he go?" h). The speaker will give a new pronoun for the "goer" which you are to substitute for ମନ୍ଦ' ("she/he" h). You need not answer the question—just construct the new question using the new pronoun and appropriate verb. Say the new question; listen to it on the tape; then say it again.

Tapescript

୨ ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ମନ୍ଦ'ହେତୁ	ମନ୍ଦ'ହେତୁ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ
୩	ମନ୍ଦ'ମନ୍ଦ'	ମନ୍ଦ'ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ
୪	ମନ୍ଦ'ମନ୍ଦ'ହେତୁ	ମନ୍ଦ'ମନ୍ଦ'ହେତୁ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ
୫	ମନ୍ଦ'ହେତୁ	ମନ୍ଦ'ହେତୁ'ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ
୬	ମନ୍ଦ'ହେତୁ'ମନ୍ଦ'	ମନ୍ଦ'ହେତୁ'ମନ୍ଦ'ହେତୁ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ
୭	ମନ୍ଦ'ହେତୁ'	ମନ୍ଦ'ହେତୁ'ମନ୍ଦ'ହେତୁ'ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ

DRILL 6.22: Answering “where” questions

In this drill you will be asked several questions, such as ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ ("Where will he/she go?" h). The speaker will give a destination for you to use in each reply. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ଜୀବ'ହିନ୍ଦ'ପୁଅ'ପ'	ଜୀବ'ହିନ୍ଦ'ପୁଅ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ
୩ ମନ୍ଦ'ହେତୁ'ମନ୍ଦ'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ	ଧ'ର୍ମ'ଶ୍ଵର'	ଧ'ର୍ମ'ଶ୍ଵର'ପ'ଶୁ'ଥିଏନା'ଗୁ'ହେତୁ

୩ ཅ·କ୍ଷ·ସ·ପ·ର୍ଶ·ୟେ·ଦ୍ୱା	ଓଶାହୁନ୍ତା	ଓଶାହୁନ୍ତା·ପ·ବେଶାର୍ଣ୍ଣେ·ଦ୍ୱା
୪ ତ୍ରିଦ୍ୱା·କ୍ଷ·ସ·ପ·ର୍ଶ·ବେଶାଗା	ରେନ୍ମାନ୍ଦ	ରେନ୍ମାନ୍ଦ·ପ·ବେଶାର୍ଣ୍ଣେ
୫ ତ୍ରିଦ୍ୱା·କ୍ଷ·ସ·ପ·ର୍ଶ·ବେଶାର୍ଣ୍ଣେ	କ୍ଷମାନ୍ଦ	କ୍ଷମାନ୍ଦ·ପ·ବେଶାର୍ଣ୍ଣେ
୬ ཅ·କ୍ଷ·ସ·ପ·ର୍ଶ·ୟେ·ଦ୍ୱା	ମାନ୍ଦ	ମାନ୍ଦ·ପ·ବେଶାର୍ଣ୍ଣେ
୭ ତ୍ରିଦ୍ୱା·କ୍ଷ·ସ·ପ·ର୍ଶ·ବେଶାଗା	କ୍ଷମାନ୍ଦ	କ୍ଷମାନ୍ଦ·ପ·ବେଶାର୍ଣ୍ଣେ

NEGATIVE OF THE FUTURE TENSE: BASIC FORM

The negative of the future tense is built like the affirmative except that, in the first person the negative auxiliary verb ମୀନ୍ ପାଇଁ is used instead of ପିନ୍ ପାଇଁ and in the second and third person the negative auxiliary verb is ମୁହୁନ୍.

Basic Future: Negative Declarative			
Singular		Plural	
ମୁହୁନ୍ ପାଇଁନ୍	I will not go	ମୁହୁନ୍ ପାଇଁନ୍	We will not go
ତ୍ରିଦ୍ୱା·ବେଶାର୍ଣ୍ଣେ·ମୁହୁନ୍	You will not go (h)	ତ୍ରିଦ୍ୱା·କ୍ଷ·ବେଶାର୍ଣ୍ଣେ·ମୁହୁନ୍	You will not go (h)
ତ୍ରିଦ୍ୱା·ବେଶାର୍ଣ୍ଣେ·ମୁହୁନ୍	She/he will not go (h)	ତ୍ରିଦ୍ୱା·କ୍ଷ·ବେଶାର୍ଣ୍ଣେ·ମୁହୁନ୍	They (m/f) will not go (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

Interrogative: The interrogative adds the question particle ଏଥା. Just as second person interrogatives use first person endings because they will be answered in the first person, so, first person interrogatives use second person endings because they will be answered in the second person.

Basic Future: Negative Interrogative			
Singular		Plural	
ନୁହେଁମାହିଦ୍ୟତା	Won't I go?	ନୁହେଁକେବେଳେମାହିଦ୍ୟତା ¹	Won't we go?
ନୁହେଁକେବେଳେମାହିଦ୍ୟତା ²	Won't you go? (h)	ନୁହେଁକେବେଳେମାହିଦ୍ୟତା ³	Won't you go? (h)
ନୁହେଁକେବେଳେମାହିଦ୍ୟତା	Won't she/he go? (h)	ନୁହେଁକେବେଳେମାହିଦ୍ୟତା	Won't they (m/f) go? (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.23: Answering second person negative destination questions in the negative

In this drill you are asked several questions, such as ନୁହେଁକେବେଳେମାହିଦ୍ୟତା ("Won't you go to the market?" or "Aren't you going to the market?" h), which you should answer in the negative. Give the answer; listen to it on the tape; then say it again.

Tapescript

- | | |
|----------------------|----------------------|
| ନୁହେଁକେବେଳେମାହିଦ୍ୟତା | ନୁହେଁକେବେଳେମାହିଦ୍ୟତା |

¹ If one is asking a fellow member of the group, one also could say ନୁହେଁକେବେଳେମାହିଦ୍ୟତା. It might seem that the shortened form of the latter, ନୁହେଁକେବେଳେମାହିଦ୍ୟତା, would have the same meaning, but it does not; rather, it means "Might we not go?" with the sense that the speaker wishes that they not go.

² It might seem that the shortened form of this, ନୁହେଁକେବେଳେମାହିଦ୍ୟତା, would have the same meaning, but it does not; rather, it means "Might you not go?" with the sense that the speaker wishes that the person not go.

³ It might seem that the shortened form of this, ନୁହେଁକେବେଳେମାହିଦ୍ୟତା, would have the same meaning, but it does not; rather, it means "Might you not go?" with the sense that the speaker wishes that the persons not go.

DRILL 6.24: Answering second person destination questions in the negative with destination substitution

In this drill you are asked several questions, such as ପିଦ୍-ମନ୍ତ୍ରମାଧ୍ୟ-ବିଷ୍ଣୁ-ପିନ୍ଦ୍ରମାଧ୍ୟ ("Will you go to the market?" or "Are you going to the market?") h), which you should answer in the negative. The speaker will give a destination for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

२ श्रमाप्यक्षेषणगुणितपत्रा	अंकद्विद्युदप	पत्रामीका अंकद्विद्युदपवर्षयोग्यी
३ श्रद्धाप्यक्षेषणगता	द्रुष्टाभ्युप	पत्रामीका द्रुष्टाभ्युपपवर्षयोग्यी
४ श्रद्धाप्यक्षेषणगुणितपत्रा	हृष्टिक्षीर्	पत्रामीका हृष्टिक्षीरपवर्षयोग्यी
५ श्रद्धाप्यक्षेषणगता	धस्तक्षीर्	पत्रामीका धस्तक्षीरपवर्षयोग्यी
६ श्रुत्याप्यक्षेषणगुणितपत्रा	वद्रुष्टाभ्युप	पत्रामीका वद्रुष्टाभ्युपपवर्षयोग्यी

DRILL 6.25: Answering second person negative destination questions in the affirmative

In this drill you are asked several questions, such as ନୁମାପାକିଷଣ୍ଟାର୍ଗ୍ରୀମ୍ବିନ୍ଦୁପଞ୍ଜୀ ("Won't you go to the market?" or "Aren't you going to the market?" h), which you should answer in the affirmative including the verb in the first part as in ପଞ୍ଜୀର୍ବନ୍ଧୁଶୀଖିନ୍ତା ନୁମାପାର୍ବନ୍ଧୁଶୀଖିନ୍ତା since merely saying ପଞ୍ଜୀଯିନ୍ତା would confirm that you will not go. Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ଶିମ'ପ'କ୍ଷିଷଣ'ଗୁ'ମୀଳ'ପଣ	ପଣଶ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା ଶିମ'ପ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା
୩ ଶିମ'ପ'କ୍ଷିଷଣ'ଗୁ'ମୀଳ'ପଣ	ପଣଶ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା ଶିମ'ପ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା
୪ ଶିମ'ପ'କ୍ଷିଷଣ'ଗୁ'ମୀଳ'ପଣ	ପଣଶ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା ଶିମ'ପ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା
୫ ଶିମ'ପ'କ୍ଷିଷଣ'ଗୁ'ମୀଳ'ପଣ	ପଣଶ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା ଶିମ'ପ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା
୬ ଶିମ'ପ'କ୍ଷିଷଣ'ଗୁ'ମୀଳ'ପଣ	ପଣଶ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା ଶିମ'ପ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା
୭ ଶିମ'ପ'କ୍ଷିଷଣ'ଗୁ'ମୀଳ'ପଣ	ପଣଶ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା ଶିମ'ପ'ରଙ୍ଗ'ଶୀ'ଫିଲ୍କା

DRILL 6.26: Answering second person negative destination questions in the negative with destination substitution

In this drill you are asked several questions, such as ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା ("Won't you go to the market?" or "Aren't you going to the market?" h), which you should answer in the negative. The speaker will give a destination for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଜୀବିହିନୀପ୍ରଦାଯା	ଯତନାମେତ୍ର ଜୀବିହିନୀପ୍ରଦାଯାରଶ୍ରୀମିତ୍ରା
୩ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ରମ୍ଭାଲ୍ଲାପା	ଯତନାମେତ୍ର ରମ୍ଭାଲ୍ଲାପାରଶ୍ରୀମିତ୍ରା
୫ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଦୁର୍ଗାପା	ଯତନାମେତ୍ର ଦୁର୍ଗାପାରଶ୍ରୀମିତ୍ରା
୮ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଶିଶୁପା	ଯତନାମେତ୍ର ଶିଶୁପାରଶ୍ରୀମିତ୍ରା
୧୦ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଶିଶୁପାଲା	ଯତନାମେତ୍ର ଶିଶୁପାଲାରଶ୍ରୀମିତ୍ରା

DRILL 6.27: Answering third person destination questions in the negative

In this drill you are asked several questions, such as ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା ("Will she/he go to France?"), which you should answer in the negative. Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଯତନାମେତ୍ର ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା
୩ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଯତନାମେତ୍ର ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା
୫ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଯତନାମେତ୍ର ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା
୮ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଯତନାମେତ୍ର ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା
୧୦ ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା	ଯତନାମେତ୍ର ଶିମାପ୍ରକଟିଷଣାଗୁଣିତପଥା

DRILL 6.28: Answering third person destination questions in the negative with destination substitution

In this drill you are asked several questions, such as །རྒ. བ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ. ("Will she/he go to France?" h), which you should answer in the negative. The speaker will give a destination for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

1 །රྒ. བ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	ཇ.	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
2 །රྒ. བ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	ཇ. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
3 །රྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	ସୁ. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
4 །ରྒ. བྷ. ། ། རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	ହେ. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
5 །ରྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	ଦ୍ଵି. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
6 །ରྒ. ན. ། ། རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	କୁ. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
7 །ରྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	ବୁ. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.
8 །ରྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	କୁ. །	འୟଶ. ମ. རྩ. ། ། རྒ. བ. ག. མ. རྩ. ད. མ. ཤ.

DRILL 6.29: Answering third person negative destination questions in the affirmative

In this drill you are asked several questions, such as །ରྒ. བ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ. ("Won't he/she go to France?" h), which you should answer in the affirmative. Give the answer; listen to it on the tape; then say it again.

Tapescript

1 །ରྒ. བ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	འୟଶ. ག. མ. རྩ. ད. མ. ཤ.
2 །ରྒ. བ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	འୟଶ. ག. མ. རྩ. ད. མ. ཤ.
3 །ରྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	འୟଶ. ག. མ. རྩ. ད. མ. ཤ.
4 །ରྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	འୟଶ. ག. མ. རྩ. ད. མ. ཤ.
5 །ରྒ. ཕ. ཤ. རྩ. ༐. ཨ. ག. མ. རྩ. ད. མ. ཤ.	འୟଶ. ག. མ. རྩ. ད. མ. ཤ.

- १ ମିନ୍ ପ୍ରମାଦ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା
 ୨ ମିନ୍ କେତୁ ଶର୍ଦ୍ଦା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା
 ୩ ମିନ୍ ନର୍ତ୍ତକ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା
- ଯତ୍ତା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ପ୍ରମାଦ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
 ଯତ୍ତା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ କେତୁ ଶର୍ଦ୍ଦା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
 ଯତ୍ତା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ନର୍ତ୍ତକ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ

DRILL 6.30: Answering third person negative destination questions in the negative with destination substitution

In this drill you are asked several questions, such as ମିନ୍ ନର୍ତ୍ତକ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା ("Won't he/she go to the monastery?"), which you should answer in the negative. The speaker will give a destination for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ମିନ୍ ନର୍ତ୍ତକ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	ହେତୁ	ଯତ୍ତା ମାହେତୁ ହେତୁ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୩ ମିନ୍ କେତୁ ଶର୍ଦ୍ଦା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	କେତୁ ମିନ୍	ଯତ୍ତା ମାହେତୁ କେତୁ ଶର୍ଦ୍ଦା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୫ ମିନ୍ ଦ୍ରିଷ୍ଟିକୁ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	କୁର୍ତ୍ତା	ଯତ୍ତା ମାହେତୁ କୁର୍ତ୍ତା ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୬ ମିନ୍ ଗାନ୍ଧାର ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	ଗାନ୍ଧା	ଯତ୍ତା ମାହେତୁ ଗାନ୍ଧା ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୮ ମିନ୍ କେତୁ ମିନ୍ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	ମିନ୍	ଯତ୍ତା ମାହେତୁ ମିନ୍ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୯ ମିନ୍ ପ୍ରମାଦ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	ପ୍ରମାଦ	ଯତ୍ତା ମାହେତୁ ପ୍ରମାଦ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୧୦ ମିନ୍ କେତୁ ଶର୍ଦ୍ଦା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	ଶର୍ଦ୍ଦା	ଯତ୍ତା ମାହେତୁ ଶର୍ଦ୍ଦା ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ
୧୧ ମିନ୍ ନର୍ତ୍ତକ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ ଯତ୍ତା	ନର୍ତ୍ତକ	ଯତ୍ତା ମାହେତୁ ନର୍ତ୍ତକ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ହେତୁ

DRILL 6.31: Answering first person destination questions in the negative

In this drill you are asked several questions, such as ମାହେତୁ ଫର୍ନେ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା ("Will I go to France?"), which you should answer in the negative. Give the answer; listen to it on the tape; then say it again.

Tapescript

- ୧ ମାହେତୁ ଫର୍ନେ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା

ଯତ୍ତା ମାହେତୁ ଫର୍ନେ ଥାପ ଥିଏଷା ଗୁଣ୍ଠା

၃	င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	သမားမှုဆိုင်ရာ င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၄	င်္တာ၏နှိပ်ဆိုင်ရာ မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	သမားမှုဆိုင်ရာ င်္တာ၏နှိပ်ဆိုင်ရာ မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၅	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	သမားမှုဆိုင်ရာ င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၆	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	သမားမှုဆိုင်ရာ င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၇	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	သမားမှုဆိုင်ရာ င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၈	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	သမားမှုဆိုင်ရာ င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ

DRILL 6.32: Destination substitution in “Won’t I too go to Nepal?”

Here the basic sentence is င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ (“Won’t I too go to Nepal?”). The speaker will give a new destination which you are to substitute for မြတ်သွေးရန် (“Nepal”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၂	င်္တာ၏နှိပ်ဆိုင်ရာ မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏နှိပ်ဆိုင်ရာ မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၃	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၄	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၅	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
၆	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏မြတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ

DRILL 6.33: Answering first person destination questions in the negative with destination substitution

In this drill you are asked several questions, such as င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ (“Will I go to France?”), which you should answer in the negative. The speaker will give a destination for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

၁	င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ	င်္တာ၏မှတ်သွေးရန်၏အားလုံး၏အိန္ဒိယ
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୩ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା	ବାପଦ	ଯଶଶାମାର୍ତ୍ତି ବାପଦିଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି
୪ ହିନ୍ଦୁମହିମାନାମାର୍ତ୍ତପଣା	ଛୁଟା	ଯଶଶାମାର୍ତ୍ତି ଛୁଟାଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି
୫ ଶକ୍ତିମାନାମାର୍ତ୍ତପଣା	ହିନ୍ଦୁମାନ	ଯଶଶାମାର୍ତ୍ତି ହିନ୍ଦୁମାନାଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି
୬ ହିନ୍ଦୁମାନାମାର୍ତ୍ତପଣା	ହିନ୍ଦୁମାନ	ଯଶଶାମାର୍ତ୍ତି ହିନ୍ଦୁମାନାଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି
୭ ଶକ୍ତିମାନାମାର୍ତ୍ତପଣା	ଶକ୍ତିମାନ	ଯଶଶାମାର୍ତ୍ତି ଶକ୍ତିମାନାଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି
୮ ଶକ୍ତିମାନାମାର୍ତ୍ତପଣା	ଶକ୍ତିମାନ	ଯଶଶାମାର୍ତ୍ତି ଶକ୍ତିମାନାଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି
୯ ଶକ୍ତିମାନାମାର୍ତ୍ତପଣା	ଶକ୍ତିମାନ	ଯଶଶାମାର୍ତ୍ତି ଶକ୍ତିମାନାଲାଖିଷଶାର୍ଗୁର୍ତ୍ତି

DRILL 6.34: Answering first person negative destination questions in the affirmative

In this drill you are asked several questions, such as ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା ("Won't I go to France?"), which you should answer in the affirmative. Give the answer; listen to it on the tape; then say it again.

Tapescript

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|--------------------------------|---|
| ୧ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୨ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୩ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୪ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୫ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୬ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୭ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୮ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |
| ୯ ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା | ଯଶଶାମାର୍ତ୍ତି ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା |

DRILL 6.35: Answering first person negative destination questions in the negative with destination substitution

In this drill you are asked several questions, such as ମନ୍ଦିରକାଳିଯାଇଶ୍ଵରୀମାର୍ତ୍ତପଣା ("Won't I go to the monastery?"), which you should answer in the negative. The speaker will give a

destination for you to use in each reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ དྲྱଙྕྤྚྱାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	୩·	ଘଣାମାର୍ଦ୍ଦା ର୍ଦ୍ଦ୍ଵାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୨ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୩ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୪ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୫ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୬ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୭ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୮ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୯ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା
୧୦ དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦྚྯଶା	ଶ୍ଵାପଦ·	ଘଣାମାର୍ଦ୍ଦା ଶ୍ଵାପଦାପାଞ୍ଚଶାର୍ଗୁର୍ଦ୍ଦା

FUTURE TENSE: ALTERNATIVE FORMS

There are also alternative future verb forms. These are of three types:

- 1 changing auxiliary verbs in the first person singular and plural to de-emphasize intentionality.
- 2 changing from non-honorific to honorific verbs in the first person plural to honor the other members of your esteemed group.
- 3 changing from honorific to non-honorific pronouns and verbs in the second and third person singular and plural to speak in a common manner.

ALTERNATIVE FUTURE: DE-EMPHASIZING FIRST PERSON

INTENTIONALITY

The third person auxiliary verb ending ଶୀର୍ଦ୍ଦା is used quite often for the first person to de-emphasize the intentionality of the agent of the verb, “I” or “we”. For instance དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦା (“I will go to the market” or “I am going to the market) is more assertive and indicates that it is one’s own decision, whereas དୱାନ୍ତ୍ରାପାରସ୍ତྚྯିମାର୍ଦ୍ଦା (“I will go to the market”)¹ is

¹ It is for a similar reason that in first person statements Tibetans often drop the agent altogether, no matter what auxiliary verb form they are using. Thus, if the auxiliary verb form communicates who the agent is,

less assertive and can indicate that one's going depends upon conditions or will occur along the way. Note that the form with ། ན ད ན ན is used only for the future and not for actions that are currently taking place.

Alternative Future: De-Emphasizing First Person Intentionality Affirmative Declarative			
Singular	Plural		
ན ག ར ཟ ན ན ན	I will go	ན ག ཕ ག ར ཟ ན ན ན	We will go

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.36: Destination substitution in “We will go to Tibet”, non-honorific

In this drill the auxiliary verb ending is ། ན ན ན rather than ། མ དྷ ན. Here the basic sentence is ན ག ཕ ཕ བ བྷ ར ཟ ན ན ན (“We will go to Tibet [in the course of our trip]”). The speaker will give a new destination which you are to substitute for ན ན (“Tibet”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ན ག ཕ ཕ བ བྷ ར ཟ ན ན ན	ନ ཕ ཕ ཕ	ନ ག ཕ ཕ བ བྷ ར ཟ ན ན ན
୨	ଅ ମ ହ ର ି ପ ଦ ି ଯ	ନ ག ཕ ཕ བ བྷ ར ཟ ན ན ན
୩	କ ଦ ି ଏ ଦ	ନ ག ཕ ཕ བ བྷ ར ཟ ན ན ན
୪	ବ ନ ଶ ଶ	ନ ག ཕ ཕ བ བྷ ར ཟ ན ན ན
୫	ଦ ନ କ ି ଏ ନ	ନ ག ཕ ཕ བ བྷ ར ཟ ན ན ན
୬	ସ ବ ଯ ଲ ି	ନ ག ཕ ཕ བ བྷ ར ཟ ན ན ན

DRILL 6.37: Answering destination questions in the affirmative

In this drill you are asked several questions, such as ན ཕ ཕ བ བྷ ར ཟ ན ན ན (“Will you go to the market [in the course of your outing]?”) h), which you should answer in the affirmative. Give the answer; listen to it on the tape; then say it again.

as in ན ཕ ཕ བ བྷ ར ཟ ན ན ན (“I will go to the market”), the subject is most frequently dropped.

Tapescript

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|---|---------------------------------------|
| ୨ ତ୍ରୈନ୍ ସନ୍ ଫ୍ରିମ୍ ଏ କିଷଣ୍ ଗୁଣ୍ ରେନ୍ ଏଣ୍ | ଯଶା ରେନ୍ ଫ୍ରିମ୍ ଏ ବର୍ଷା ଶିଂ ରେନ୍ |
| ୩ ତ୍ରୈନ୍ ସନ୍ ସନ୍ ଏ କିଷଣ୍ ଗୁଣ୍ ରେନ୍ ଏଣ୍ | ଯଶା ରେନ୍ ରେନ୍ ଏ ବର୍ଷା ଶିଂ ରେନ୍ |
| ୪ ତ୍ରୈନ୍ ସନ୍ ଯାନ୍ ଏ କିଷଣ୍ ଗୁଣ୍ ରେନ୍ ଏଣ୍ | ଯଶା ରେନ୍ ରେନ୍ ଏ ବର୍ଷା ଶିଂ ରେନ୍ |
| ୯ ତ୍ରୈନ୍ ସନ୍ ଦ୍ରାଙ୍ ଏ କିଷଣ୍ ଗୁଣ୍ ରେନ୍ ଏଣ୍ | ଯଶା ରେନ୍ ରେନ୍ ଏ ଦ୍ରାଙ୍ ବର୍ଷା ଶିଂ ରେନ୍ |
| ୫ ତ୍ରୈନ୍ ସନ୍ କୁଣ୍ ଏ କିଷଣ୍ ଗୁଣ୍ ରେନ୍ ଏଣ୍ | ଯଶା ରେନ୍ ରେନ୍ ଏ କୁଣ୍ ବର୍ଷା ଶିଂ ରେନ୍ |

The negative of the alternative forms of the future tense is built like the affirmative except that the negative auxiliary verb ମା ରେନ୍ is used.

Alternative Future: De-Emphasizing First Person Intentionality Negative Declarative			
Singular		Plural	
ରେବ୍ରା ଶିଂ ରେନ୍	I will not go	ରେହ୍ ରେବ୍ରା ଶିଂ ରେନ୍	We will not go

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.38: Destination substitution in “We will not go to England”

The basic sentence is ରେହ୍ ଜୀକ୍ ହିନ୍ ପ୍ରୁଦ୍ ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍ (“We will not go to England [in the course of our trip]”). The speaker will give a new destination which you are to substitute for ଜୀକ୍ ହିନ୍ ପ୍ରୁଦ୍ ଏ” (“England”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ରେହ୍ ଜୀକ୍ ହିନ୍ ପ୍ରୁଦ୍ ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍	ରେହ୍ ରେହ୍	ରେହ୍ ରେହ୍ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍
୩	କୁଣ୍	ରେହ୍ କୁଣ୍ ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍
୪	ଧାନ୍	ରେହ୍ ଧାନ୍ ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍
୯	ଲୁହା	ରେହ୍ ଲୁହା ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍
୫	ମାନ୍	ରେହ୍ ମାନ୍ ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍
୬	ଶପ୍ତାଳ	ରେହ୍ ଶପ୍ତାଳ ଏ ପା ବର୍ଷା ଶିଂ ମା ରେନ୍

ALTERNATIVE FUTURE: HONORING THE OTHER MEMBERS OF YOUR ESTEEMED GROUP

Tibetans do not use honorific forms for the first person singular but to respect others will sometimes employ the honorific in the first person plural. Hence, when one is in groups that include esteemed persons, such as one's parents, teachers, ordained persons, government officials, and so forth, one can use an honorific verb form for the first person plural, since the reference of the honorific is not to oneself but to others in the group.¹ Therefore, instead of མྱା, the common form of the verb "to go", one uses གྲୟଶྙ, the honorific form. Also, in order to be less assertive, one uses the third person auxiliary verb ending རྩ୍ୟୁଁ, making དྲ୍କྚྰୟଶྙରྩ୍ୟୁଁ ("We will go").

Alternative Future: Honoring Your Group Affirmative Declarative		
Singular	Plural	
	ଦ୍ରକ୍ତ୍ୟଶ୍ଙର୍ଯୁଁନ୍ତା	We will go (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.39: Destination substitution in “We will go to Tibet”, honorific

In this drill, imagine that you are in a group that includes esteemed persons and use the honorific གྲୟଶྙରྩ୍ୟୁଁ for first person plural. The basic sentence is དྲ୍କྚྰୟଶྙରྩ୍ୟୁଁନ୍ତା ("We will go to Tibet [in the course of our trip]" h). The speaker will give a new destination which you are to substitute for ད୍ଵି ("Tibet"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ དྲ୍କྚྰୟଶྙରྩ୍ୟୁଁନ୍ତା	ଘରକୀ	ଦ୍ରକ୍ତ୍ୟଶ୍ଙର୍ଯୁଁନ୍ତା
୨	ବୀରୀ	ଦ୍ରକ୍ତ୍ୟବୀରୀ
୩	ପାନ୍ଧମନ୍ତ୍ର	ଦ୍ରକ୍ତ୍ୟପାନ୍ଧମନ୍ତ୍ର
୪	ଶୁଣା	ଦ୍ରକ୍ତ୍ୟଶୁଣା

¹ Nevertheless, some Tibetans find it uncomfortable to refer to themselves with the honorific and so find other ways to express honorific first-person plural constructions.

四	ན་མྱଦ·	ବ୍ୟକ୍ତି·ନ୍ତ୍ରନ୍ତୀ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ
五	କ୍ଷେତ୍ରମྱଦ·	ବ୍ୟକ୍ତି·କ୍ଷେତ୍ରମྱଦ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ

Interrogative: The interrogative adds the question particle ଏଥା. Just as second person interrogatives use first person endings because they will be answered in the first person, so, first person interrogatives use second person endings because they will be answered in the second person.

Alternative Future: Honoring Your Group Affirmative Interrogative		
Singular	Plural	
	ବ୍ୟକ୍ତି·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ	Will we go? (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.40: Destination substitution in “Will we too go to Delhi?”

For this drill, imagine that you are in a group that includes esteemed persons and use the honorific ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ for first person plural interrogative. The basic sentence is ବ୍ୟକ୍ତି·ଯଦ·କ୍ଷେତ୍ରମྱଦ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ (‘Will we too go to Delhi?’ h). The speaker will give a new destination which you are to substitute for କ୍ଷେତ୍ରମྱଦ (‘Delhi’). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ବ୍ୟକ୍ତି·ଯଦ·କ୍ଷେତ୍ରମྱଦ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ	ଜୈତି·ହିନ୍ଦି·ଭୁବନ୍ଦି·ପା	ବ୍ୟକ୍ତି·ଯଦ·ଜୈତି·ହିନ୍ଦି·ଭୁବନ୍ଦି·ପା·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ
୨		ବୃଦ୍ଧି·ଭୂଷା	ବ୍ୟକ୍ତି·ଯଦ·ବୃଦ୍ଧି·ଭୂଷା·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ
୩		ଶ୍ରୀମତୀ	ବ୍ୟକ୍ତି·ଯଦ·ଶ୍ରୀମତୀ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ
୪		ଶ୍ରୀନାଥ	ବ୍ୟକ୍ତି·ଯଦ·ଶ୍ରୀନାଥ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ
୫		ପାତ୍ରମା	ବ୍ୟକ୍ତି·ଯଦ·ପାତ୍ରମା·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ
୬		କ୍ଷେତ୍ରମྱଦ	ବ୍ୟକ୍ତି·ଯଦ·କ୍ଷେତ୍ରମྱଦ·ପ୍ରଥିଷଣ୍ଟୁ·ସ୍ତ୍ରୀ

¹ If one is asking a fellow member of the group, one also could say ବ୍ୟକ୍ତି·ପ୍ରଥିଷଣ୍ଟୁ·ହିନ୍ଦି·ପା or ବ୍ୟକ୍ତି·ପ୍ରଥିଷଣ୍ଟୀ·ଗା

Alternative Future: Honoring Your Group Negative Declarative		
Singular	Plural	
	ନ୍ତେ ଥିବା ଶ୍ରୀମଦ୍ଦିବା	We will not go (h)

DRILL 6.41: Destination substitution in “We will not go to Tibet”

For this drill, imagine that you are in a group that includes esteemed persons and use the honorific ଥିବା ଶ୍ରୀମଦ୍ଦିବା for first person plural. The basic sentence is ନ୍ତେ ଶଦ୍ୟ ଥିବା ଶ୍ରୀମଦ୍ଦିବା (“We will not go to Tibet [in the course of our trip]” h). The speaker will give a new destination which you are to substitute for ଶିଳ୍ପି (“Tibet”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ନ୍ତେ ଶଦ୍ୟ ଥିବା ଶ୍ରୀମଦ୍ଦିବା	ଭାଷା	ନ୍ତେ ଲୋକର ଥିବା ଶ୍ରୀମଦ୍ଦିବା
୨	କଟାଇ	ନ୍ତେ କଟାଇ ଥିବା ଶ୍ରୀମଦ୍ଦିବା
୩	ଦୂରଦ୍ୱାରା	ନ୍ତେ ଦୂରଦ୍ୱାରା ଥିବା ଶ୍ରୀମଦ୍ଦିବା
୪	ଦୁଇମାତ୍ରାଙ୍କାରୀ	ନ୍ତେ ଦୁଇମାତ୍ରାଙ୍କାରୀ ଥିବା ଶ୍ରୀମଦ୍ଦିବା
୫	କାନ୍ତାରାଙ୍କାରୀ	ନ୍ତେ କାନ୍ତାରାଙ୍କାରୀ ଥିବା ଶ୍ରୀମଦ୍ଦିବା
୬	କାନ୍ତାରାଙ୍କାରୀ	ନ୍ତେ କାନ୍ତାରାଙ୍କାରୀ ଥିବା ଶ୍ରୀମଦ୍ଦିବା

DRILL 6.42: Answering first person destination questions

For this drill, imagine that you are in a group that includes esteemed persons and use the honorific ଥିବା ଶ୍ରୀମଦ୍ଦିବା for first person plural interrogative. You will be asked several questions, such as ନ୍ତେ କାନ୍ତାରାଙ୍କାରୀ ଥିବା ଶ୍ରୀମଦ୍ଦିବା (“Will we go to Katmandu?” h), which you should answer in the affirmative or negative as directed. Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ନ୍ତେ କାନ୍ତାରାଙ୍କାରୀ ଥିବା ଶ୍ରୀମଦ୍ଦିବା	affirmative	ବସନ୍ତ ଶିଳ୍ପି ଆଜି କାନ୍ତାରାଙ୍କାରୀ ଥିବା ଶ୍ରୀମଦ୍ଦିବା
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୩	negative ବସୁଷାହୁଦ୍ସା	ଘରଶାମାହିନ୍ତା ବସୁଷାହୁଦ୍ସାପାଧିଷର୍ଣ୍ଣିହିନ୍ତା
୪	negative ଯାନୁଶା	ଘରଶାମାହିନ୍ତା ଯାନୁଶାପାଧିଷର୍ଣ୍ଣିହିନ୍ତା
୫	negative ବସୁଷାଧୁବ	ଘରଶାମାହିନ୍ତା ବସୁଷାଧୁବପାଧିଷର୍ଣ୍ଣିହିନ୍ତା
୬	negative ଶୁନୁଶା	ଘରଶାମାହିନ୍ତା ଶୁନୁଶାପାଧିଷର୍ଣ୍ଣିହିନ୍ତା
୭	negative ଶିଦ	ଘରଶାମାହିନ୍ତା ଶିଦପାଧିଷର୍ଣ୍ଣିହିନ୍ତା
୮	negative ଦୁଇଲୁଚି	ଘରଶାମାହିନ୍ତା ଦୁଇଲୁଚିପାଧିଷର୍ଣ୍ଣିହିନ୍ତା

Alternative Future: Honoring Your Group

Negative Interrogative

Singular	Plural	
	ଏହୋକେ ଘରଶାମାହିନ୍ତାମାହିନ୍ତା ଘରା ¹	Won't we go? (h)

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.43: Destination substitution in “Won’t we go to Tibet?”

For this drill, imagine that you are in a group that includes esteemed persons and use the honorific ଘରଶାମାହିନ୍ତାମାହିନ୍ତା for first person plural negative interrogative. The basic sentence is ଏହୋକେ ଶିଦପାଧିଷର୍ଣ୍ଣିମାହିନ୍ତାମାହିନ୍ତା (“Won’t we go to Tibet?” h). The speaker will give a new destination which you are to substitute for ଶିଦ (‘Tibet’). Say the new sentence; listen to it on the tape; then say it again.

¹ If one is asking a fellow member of the group, one also could say ଏହୋକେ ଘରଶାମାହିନ୍ତାମିନ୍ଦିପାଧା. It might seem that the shortened form of the latter, ଏହୋକେ ଘରଶାମାହା, would have the same meaning, but it does not; rather, it means “Might we not go?” with the sense that the speaker wishes that they not go.

Tapescript

१	न.हे.स्तु.वा.क्षिप्ता.ग्री.मा.स्तु.पता	वा.पत.	न.हे.वा.पत.वा.क्षिप्ता.ग्री.मा.स्तु.पता
२		ल्ल.ा.	न.हे.ल्ल.ा.वा.क्षिप्ता.ग्री.मा.स्तु.पता
३		हेद.पत.	न.हे.हेद.पत.वा.क्षिप्ता.ग्री.मा.स्तु.पता
४		द्विक.पा.	न.हे.द्विक.पा.वा.क्षिप्ता.ग्री.मा.स्तु.पता
५		त्रिम.पा.	न.हे.त्रिम.पा.वा.क्षिप्ता.ग्री.मा.स्तु.पता
६		ब्रह्माल्ल.ा.	न.हे.ब्रह्माल्ल.ा.वा.क्षिप्ता.ग्री.मा.स्तु.पता

DRILL 6.44: Answering negative interrogative destination questions

In this drill you are asked several questions, such as न.हे.गद.मन्.कू.वा.क्षिप्ता.ग्री.मा.स्तु.पता ("Won't we go to Katmandu?" h), which you should answer in the affirmative or negative as directed. Give the answer; listen to it on the tape; then say it again.

Tapescript

१	न.हे.गद.मन्.कू.वा.क्षिप्ता.ग्री.मा.स्तु.पता	affirmative	वा.क्षिप्ता.ग्री.मा.स्तु. गद.मन्.कू.वा.क्षिप्ता.ग्री.मा.स्तु.
२		negative ब्रह्माल्ल.ा.	वा.क्षिप्ता.ग्री.मा.स्तु. ब्रह्माल्ल.ा.वा.क्षिप्ता.ग्री.मा.स्तु.
३		negative ब्रह्माल्ल.ा.	वा.क्षिप्ता.ग्री.मा.स्तु. ब्रह्माल्ल.ा.वा.क्षिप्ता.ग्री.मा.स्तु.
४		negative ब्रह्माल्ल.ा.	वा.क्षिप्ता.ग्री.मा.स्तु. ब्रह्माल्ल.ा.वा.क्षिप्ता.ग्री.मा.स्तु.
५		negative त्रिम.पा.	वा.क्षिप्ता.ग्री.मा.स्तु. त्रिम.पा.वा.क्षिप्ता.ग्री.मा.स्तु.
६		negative हेद.पत.	वा.क्षिप्ता.ग्री.मा.स्तु. हेद.पत.वा.क्षिप्ता.ग्री.मा.स्तु.
७		negative ल्ल.ा.	वा.क्षिप्ता.ग्री.मा.स्तु. ल्ल.ा.वा.क्षिप्ता.ग्री.मा.स्तु.

ALTERNATIVE FUTURE: NON-HONORIFIC SECOND AND THIRD PERSON

Since honorifics show respect for equals, superiors, or anyone to whom you wish to show deference, they should be used in almost all situations. Therefore, as was indicated earlier, a good rule of thumb is to use them whenever either directly addressing or speaking of someone else. Still, it is important to know how to use non-honorific forms of the second and third person (in addition to those for the first person which you normally should use) since some people, especially those from the southeastern province of Kam (甘南), use few or no honorifics. For the third person one simply uses the non-honorific personal pronouns ། and ། with the non-honorific form of the verb, in this instance འଶྲ, and the third person ending നୀ ନୀ making ། འଶྲ നୀ ("She will go") and ། འଶྲ നୀ ("He will go"). Second person declarative statements are formed in the same way as they are for the third person, making ། འଶྲ നୀ ("You will go").

**Alternative Future: Non-Honorific Second and Third Person
Affirmative Declarative**

Singular		Plural	
ସୁଦ୍ ନୁ འଶྲ നୀ	You will go	ସୁଦ୍ ନୁ କେ འଶྲ നୀ	You will go
ମୁହଁ འଶྲ നୀ	He will go	ମୁହଁ འଶྲ നୀ	They will go
ମୁହଁ འଶྲ നୀ	She will go	ମୁହଁ འଶྲ നୀ ¹	They will go

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.45: Destination substitution in “She will go to the restaurant”

In this drill the basic sentence is ། ନୁ འଶྲ നୀ ("She will go to the restaurant"). The speaker will give a new destination which you are to substitute for ନୁ ("restaurant"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ། ନୁ འଶྲ നୀ	ଆଜି ହିନ୍ଦୁ ପ୍ଲଟ୍ ଏ	ମାଞ୍ଜିକ ହିନ୍ଦୁ ପ୍ଲଟ୍ ଏ འଶྲ നୀ
୨	ଶ୍ରୀମତୀ	ମାଞ୍ଜିକ ଶ୍ରୀମତୀ འଶྲ നୀ
୩	ଶ୍ରୀମତୀ	ମାଞ୍ଜିକ ନୁ འଶྲ നୀ

¹ The feminine plural pronoun ། ନୁ କେ is very rare; some Central Tibetans advocate not using it at all; in place of it they use ། କେ.

੧	ਦੂਸਰਾ ਪ੍ਰਾਤਿ	ਮਾਡੁਸਾ ਘੁਵਾਵਾ ਵਾਵਾ ਸੰਨਾ
੨	ਗੁ.	ਮਾਕਦ ਵਾਵਾ ਸੰਨਾ
੩	ਹੁ.	ਮਾਵਦ ਵਾਵਾ ਸੰਨਾ

DRILL 6.46: Destination substitution in "He will go to the school"

In this drill the basic sentence is ਸਿੱਖਿ ਸਾਥੁ ਵਾਵਾ ਸੰਨਾ ("He will go to the school"). The speaker will give a new destination which you are to substitute for ਸਾਥੁ ("the school"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

੧	ਮਾਵਦ ਸਾਥੁ ਵਾਵਾ ਸੰਨਾ	ਮਾਵਦ ਗੁ. ਵਾਵਾ ਸੰਨਾ
੨	ਗੁ. ਸਾਥੁ	ਸਿੱਖਿ ਸਾਥੁ ਵਾਵਾ ਸੰਨਾ
੩	ਹੁ. ਸਾਥੁ	ਸਿੱਖਿ ਹੁ. ਸਾਥੁ ਵਾਵਾ ਸੰਨਾ
੪	ਕਾ. ਸਾਥੁ	ਸਿੱਖਿ ਕਾ. ਸਾਥੁ ਵਾਵਾ ਸੰਨਾ
੫	ਗੁ.	ਸਿੱਖਿ ਗੁ. ਵਾਵਾ ਸੰਨਾ
੬	ਅਗੁ. ਸਾਥੁ	ਸਿੱਖਿ ਅਗੁ. ਸਾਥੁ ਵਾਵਾ ਸੰਨਾ

DRILL 6.47: Pronoun substitution in "He will go to the hospital"

In this drill the basic sentence is ਸਿੱਖਿ ਸਾਫਤ ਵਾਵਾ ਸੰਨਾ ("He will go to the hospital"). The speaker will give a new pronoun for the "goer" which you are to substitute for ਸਿੱਖਿ ("he"). For this drill, use the verbal auxiliary ਸੰਨਾ with the first person pronouns "I" and "we". Say the new sentence; listen to it on the tape; then say it again.

Tapescript

੧	ਸਿੱਖਿ ਸਾਫਤ ਵਾਵਾ ਸੰਨਾ	ਸਿੱਖਿ ਹੁ. ਵਾਵਾ ਸੰਨਾ
੨	ਸਿੱਖਿ.	ਸਿੱਖਿ ਸਿੱਖਿ ਸਾਫਤ ਵਾਵਾ ਸੰਨਾ
੩	ਸਿੱਖਿ. ਹੁ.	ਸਿੱਖਿ ਸਿੱਖਿ. ਹੁ. ਸਾਫਤ ਵਾਵਾ ਸੰਨਾ
੪	ਸਿੱਖਿ. ਕਾ.	ਸਿੱਖਿ ਸਿੱਖਿ. ਕਾ. ਸਾਫਤ ਵਾਵਾ ਸੰਨਾ

DRILL 6.48: Future declarative, transforming pronoun, noun, or destination

In this drill, the basic sentence is ଶୁଣ୍ଟାନ୍ତପାଦ୍ରାଷ୍ଟିକା ("He will go to India"). The speaker will give a new element—either a pronoun, proper name, or destination—for you to use in constructing a new sentence. Only the non-honorific verb (ହେବୁ) will be used. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation.

Tapescript

୧	ଶ୍ରୀ. ପାତ୍ର. କଣ୍ଠାରୀ	ଶ୍ରୀ. କଣ୍ଠାରୀ	ଶ୍ରୀ. ପାତ୍ର. କଣ୍ଠାରୀ
୨		ଶ୍ରୀ.	ଶ୍ରୀ. ପାତ୍ର. କଣ୍ଠାରୀ
୩		ଶ୍ରୀ. ପାତ୍ର. କଣ୍ଠାରୀ	ଶ୍ରୀ. ପାତ୍ର. କଣ୍ଠାରୀ
୪		ଶ୍ରୀ.	ଶ୍ରୀ. ପାତ୍ର. କଣ୍ଠାରୀ
୫		ଶ୍ରୀ. କଣ୍ଠାରୀ	ଶ୍ରୀ. କଣ୍ଠାରୀ
୬		ଶ୍ରୀ. କଣ୍ଠାରୀ	ଶ୍ରୀ. କଣ୍ଠାରୀ
୭		ଶ୍ରୀ. କଣ୍ଠାରୀ	ଶ୍ରୀ. କଣ୍ଠାରୀ

Interrogative: The interrogative adds the question particle ଏକ୍ତି.

Alternative Future: Non-Honorific Second and Third Person Affirmative Interrogative			
<i>Singular</i>		<i>Plural</i>	
ਤੁਹਾਨੂੰ ਵਾਸ਼ਾ ਚਿਕਾ ਪਣਾ	Will you go?	ਤੁਹਾਨੂੰ ਕੱਵਾਸ਼ਾ ਚਿਕਾ ਪਣਾ	Will you go?
ਤੁਹਾਨੂੰ ਵਾਸ਼ਾ		ਤੁਹਾਨੂੰ ਕੱਵਾਸ਼ਾ	
ਉਹਾਨੂੰ ਵਾਸ਼ਾ ਤੇਹਾਨੂੰ ਪਣਾ	Will he go?	ਉਹਾਨੂੰ ਕੱਵਾਸ਼ਾ ਤੇਹਾਨੂੰ ਪਣਾ	Will they go?
ਉਹਾਨੂੰ ਵਾਸ਼ਾ ਤੇਹਾਨੂੰ ਪਣਾ	Will she go?	ਉਹਾਨੂੰ ਕੱਵਾਸ਼ਾ ਤੇਹਾਨੂੰ ਪਣਾ ¹	Will they go?

¹ The feminine plural pronoun མ་རང་ནི is very rare; some Central Tibetans advocate not using it at all; in place of it they use མིན་.

DRILL 6.49: Future interrogative, alternative

In this drill, the basic sentence is ଶିତ୍କାରୀହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା ("Will he go to Darjeeling?"). The speaker will give a new element—either a pronoun, proper name, or destination—for you to use in constructing a new sentence. Only the non-honorific verb (ଗଲିବା) will be used. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation.

Tapescript

୧	ଶିତ୍କାରୀହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା	ଯାନୁଷା	ଶିତ୍କାରୀହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୨		ମୁ	ମୁଯାନୁଷାହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୩		ହିନ୍ଦି	ହିନ୍ଦିଯାନୁଷାହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୪		ଯାନୁ	ଯାନୁହିନ୍ଦିଯାନୁଷାହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୫		ଶିତ୍କା	ଶିତ୍କାହିନ୍ଦିଯାନୁଷାହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୬		ଶିତ୍କାରୀ	ଶିତ୍କାରୀହିନ୍ଦିଯାନୁଷାହିନ୍ଦିଯାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା

DRILL 6.50: Pronoun substitution in "Where will he go?"

In this drill the basic sentence is କିମ୍ବାପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା ("Where will he go?"). The speaker will give a new pronoun for the "goer" which you are to substitute for ତା ("he"). You need not answer the question—just construct the new question using the new pronoun and appropriate verb. Say the new question; listen to it on the tape; then say it again. Notice that କିମ୍ବାପଦାରୀ is pronounced କିମ୍ବାରୀ.

Tapescript

୧	କିମ୍ବାପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା	ଶିତ୍କା	ଶିତ୍କାକିମ୍ବାପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୨		କିମ୍ବାରୀ	କିମ୍ବାରୀପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୩		କିମ୍ବାରୀକା	କିମ୍ବାରୀକାପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୪		କିମ୍ବାରୀକୁ	କିମ୍ବାରୀକୁପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୫		ଶିତ୍କା	ଶିତ୍କାକିମ୍ବାପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା
୬		ଶିତ୍କାରୀ	ଶିତ୍କାରୀକିମ୍ବାପଦାରାଷ୍ଟ୍ରାଷ୍ଟ୍ରିର୍ଦ୍ଦସବ୍ରାତା

୧	ସ୍ତ୍ରୀ	ସ୍ତ୍ରୀ
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DRILL 6.51: Answering “where” questions

In this drill you will be asked several questions, such as ଶିଥାପନାକିମ୍ବା (“Where will he go?”). The speaker will give a destination for you to use in each reply. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ଶିଥାପନାକିମ୍ବା	ଶିଥାପନ	ଶିଥାପନାକିମ୍ବା
୨ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୩ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୪ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୫ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୬ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୭ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୮ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା
୯ ଶିଥାକେଣାକିମ୍ବା	ଶିଥାକୁ	ଶିଥାକୁପାକିମ୍ବା

The negative of the alternative forms of the future tense is built like the affirmative except that the negative auxiliary verb ହାନ୍ତିମ୍ବା is used for all persons.

Alternative Future: Non-Honorific Second and Third Person Negative Declarative			
Singular		Plural	
ଶିଥାନ୍ତିମ୍ବା	You will not go	ଶିଥାନ୍ତିମ୍ବା	You will not go
ଶିଥାନ୍ତିମ୍ବା	He will not go	ଶିଥାନ୍ତିମ୍ବା	They will not go
ଶିଥାନ୍ତିମ୍ବା	She will not go	ଶିଥାନ୍ତିମ୍ବା ¹	They will not go

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

¹ The feminine plural pronoun ମାନ୍ଦକେ is very rare; some Central Tibetans advocate not using it at all; in place of it they use ଶିଥାନ୍ତି.

DRILL 6.52: Alternative second person negative declarative

In this drill the basic sentence is ତୁ ନାହିଁ ଜାଣାଯାଇଶୀ ମାନ୍ଦିବା ("You will not go to the hospital"). The speaker will give either a new destination or a new pronoun and destination pair for you to use in each reply. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ତୁ ନାହିଁ ଜାଣାଯାଇଶୀ ମାନ୍ଦିବା	ନାହିଁ	ତୁ ନାହିଁ ନାହିଁ ଜାଣାଯାଇଶୀ ମାନ୍ଦିବା
୨		ତୁ ନାହିଁ କେ କୌଣସି	ତୁ ନାହିଁ କେ କୌଣସି ଯାଇଶୀ ମାନ୍ଦିବା
୩		ତୁ ନାହିଁ କୁନ୍ତା	ତୁ ନାହିଁ କୁନ୍ତା ଯାଇଶୀ ମାନ୍ଦିବା
୪		ତୁ ନାହିଁ କୁନ୍ତା କୁନ୍ତା	ତୁ ନାହିଁ କୁନ୍ତା କୁନ୍ତା ଯାଇଶୀ ମାନ୍ଦିବା
୫		ତୁ ନାହିଁ ରହିଥାଏ	ତୁ ନାହିଁ ରହିଥାଏ ଯାଇଶୀ ମାନ୍ଦିବା
୬		ତୁ ନାହିଁ ଗଲିଯାଇଥାଏ	ତୁ ନାହିଁ ଗଲିଯାଇଥାଏ ଯାଇଶୀ ମାନ୍ଦିବା
୭		ତୁ ନାହିଁ କୁଣ୍ଡଳା	ତୁ ନାହିଁ କୁଣ୍ଡଳା ଯାଇଶୀ ମାନ୍ଦିବା
୮		ତୁ ନାହିଁ ପାଖୁଚା	ତୁ ନାହିଁ କେ ପାଖୁଚା ଯାଇଶୀ ମାନ୍ଦିବା
୯		ତୁ ନାହିଁ ରମ୍ଭାଯିବା	ତୁ ନାହିଁ କେ ରମ୍ଭାଯିବା ଯାଇଶୀ ମାନ୍ଦିବା

DRILL 6.53: Alternative third person negative declarative

In this drill the basic sentence is །ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན' ("He will not go to the school"). The speaker will give either a new destination or a new pronoun and destination pair for you to use in each reply. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

1	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'	ཇ' བ' ཁ' ཁ' ཁ' ཁ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
2		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
3		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
4		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
5		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
6		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
7		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
8		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
9		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'
10		ཇ' བ' ཁ' ཁ'	ྱ' ཤ්ව' སු' ལ' རු' ག් ཡ' མ' ན' ད' ན'

Interrogative: The interrogative adds the question particle ལྷ.

Alternative Future: Non-Honorific Second and Third Person Negative Interrogative			
Singular		Plural	
ସିଦ୍ୟନ୍ତକୁର୍ବାଶିମୀନ୍ ଏଥା ¹	Won't you go?	ସିଦ୍ୟନ୍ତକୁର୍ବାଶିମୀନ୍ ଏଥା ²	Won't you go?
ଶିର୍ବନ୍ଧଶିବାନ୍ତଦିନ୍ତା	Won't he go?	ଶିକ୍ତର୍ବନ୍ଧଶିବାନ୍ତଦିନ୍ତା	Won't they go?
ମର୍ବନ୍ଧଶିବାନ୍ତଦିନ୍ତା	Won't she go?	ମର୍ବନ୍ଧକୁର୍ବାଶିମୀନ୍ ଏଥା ³	Won't they go?

Note: use all appropriate pronouns as they are given in the chart above in this Unit.

DRILL 6.54: Destination substitution in “Won’t you go home?”

Here the basic sentence is ଶିର୍ବନ୍ଧକୁର୍ବାଶିମୀନ୍ ଏଥା (“Won’t you go home?” or “Aren’t you going home?”). The speaker will give either a new destination or a new pronoun and destination pair. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ଶିର୍ବନ୍ଧକୁର୍ବାଶିମୀନ୍ ଏଥା	ଜୀନ୍ ହିନ୍ଦି ପ୍ଲେଟ୍ ଏ	ଶିର୍ବନ୍ଧ ଜୀନ୍ ହିନ୍ଦି ପ୍ଲେଟ୍ ଏ ପାର୍ବତୀଶିମୀନ୍ ଏଥା
୩	ଶିର୍ବନ୍ଧକୁ ବ୍ୟାପ୍ତିବ୍ୟାପ୍ତି	ଶିର୍ବନ୍ଧକୁ ବ୍ୟାପ୍ତିବ୍ୟାପ୍ତି ପାର୍ବତୀଶିମୀନ୍ ଏଥା
୩	ଶିର୍ବନ୍ଧ ଗ୍ରାମୀନ୍	ଶିର୍ବନ୍ଧ ଗ୍ରାମୀନ୍ ପାର୍ବତୀଶିମୀନ୍ ଏଥା

¹ It might seem that the shortened form of this, ଶିର୍ବନ୍ଧଏଥାଶିମୀନ୍, would have the same meaning, but it does not; rather, it means “Might you not go?” with the sense that the speaker wishes that the person not go.

² It might seem that the shortened form, ଶିର୍ବନ୍ଧଏଥାଶିମୀନ୍, would have the same meaning, but it does not; rather, it means “Might you not go?” with the sense that the speaker wishes that the person not go.

³ The feminine plural pronoun ମର୍ବନ୍ଧକୁ is very rare; some Central Tibetans advocate not using it at all; in place of it they use ଶିକ୍ତକୁ.

੧	ସୁଦ୍‌ରୁତେ ସୁନ୍‌ଦୀ	ସୁଦ୍‌ରୁତେ ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା
୨	ସୁଦ୍‌ରୁ ସୁନ୍‌ଦା	ସୁଦ୍‌ରୁ ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା
୩	ସୁଦ୍‌କେ କୁର୍ବା	ସୁଦ୍‌କେ ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା

DRILL 6.55: Destination substitution in “Won’t he go home?”

Here the basic sentence is ସିଂହଦ୍‌ରୁ ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା (“Won’t he go home?”). The speaker will give either a new destination or a new pronoun and destination pair. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ସିଂହଦ୍‌ରୁ ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା	ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା
୨		କୁର୍ବା
୩		ଅମ୍‌ରେଣ୍ଟ
୪		କୁର୍ବା
୫		କୁର୍ବା
୬		କୁର୍ବା
୭		କୁର୍ବା
୮		କୁର୍ବା

SUMMARY DRILL 6.56: Future declarative, transforming pronoun

In this drill, the basic sentence is ଏବେମା ଯଥ୍‌କୌଣ୍ସିଲ୍‌ମ୍‌ହୁମ୍‌ମୈନ୍‌ପଶ୍ଚା (“Be-ma will go home”)

h). The speaker will give a new element—either a pronoun, proper name, or destination—for you to use in constructing a new sentence. Both the non-honorific form (ခြံ့စား) and the honorific form (ခိုးစား) of the verb “to go” will be used. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation. In this drill use the basic form ခြံ့စားပါ့ပါ့နဲ့ for the first person plural.

Tapescript

၁	ပုံမှသမာနမျိုးမှုပုံမှသမာနမှုပုံမြန်မာရုံး	တွေ့ကျေး	ပုံမှသမာနမှုပုံမှသမာနမှုပုံမြန်မာရုံးပါ့ပါ့နဲ့
၃		မြေ	မြေတွေ့ကျေးပုံမြန်မာရုံးပါ့ပါ့နဲ့
၅		ရွှေ	ရွှေတွေ့ကျေးပုံမြန်မာရုံးပါ့ပါ့နဲ့
၇		ရွှေ	ရွှေတွေ့တွေ့ကျေးပုံမြန်မာရုံးပါ့ပါ့နဲ့
၉		ရွှေ	ရွှေတွေ့တွေ့တွေ့ကျေးပုံမြန်မာရုံးပါ့ပါ့နဲ့
၁၁		မြေ	မြေတွေ့မြေတွေ့တွေ့ကျေးပုံမြန်မာရုံးပါ့ပါ့နဲ့
၁၂	နယ်လွှဲသမာန	နယ်လွှဲသမာနမှုပုံမြန်မာရုံး	နယ်လွှဲသမာနမှုပုံမြန်မာရုံးပါ့ပါ့နဲ့
၁၄		ရွှေ	ရွှေနယ်လွှဲသမာနမှုပုံမြန်မာရုံးပါ့ပါ့နဲ့

SUMMARY DRILL 6.57: Future declarative, transforming pronoun, noun, or destination

In this drill, the basic sentence is ပုံမှသမာနမျိုးမှုပုံမှသမာနမှုပုံမြန်မာရုံး (“Bé'-ma will go home” h). The speaker will give a new element—either a pronoun, proper name, destination, or verbal ending—for you to use in constructing a new sentence. Both the non-honorific form (ခြံ့စား) and the honorific form (ခိုးစား) of the verb “to be” will be used. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation. In this drill use the basic form for the first person plural unless otherwise directed.

Tapescript

၁	ပုံမှသမာနမျိုးမှုပုံမှသမာနမှုပုံမြန်မာရုံး	တွေ့ကျေး	ပုံမှသမာနမှုပုံမှသမာနမှုပုံမြန်မာရုံးပါ့ပါ့နဲ့
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୧	ସ୍ତୁ	ମୁକ୍ତୁକ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷା
୨	ବ୍ୟୁଷୀଙ୍କିତିପକ୍ଷା	ମୁକ୍ତୁକ୍ଷାପଦ୍ରୂପୀଙ୍କିତିପକ୍ଷା
୩	ଗ୍ରହିତକ୍ଷେ	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପୀଙ୍କିତିପକ୍ଷା
୪	କ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷା	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷା
୫	ଗ୍ର.	ଗ୍ରହିତକ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷିନ୍ଦା
୬	ଗ୍ରହିତକ୍ଷେ	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୭	କ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷୁମଙ୍କ୍ଷା	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷୁମଙ୍କ୍ଷା
୮	ଗ୍ରହିତକ୍ଷୁମଙ୍କ୍ଷା	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷୁମଙ୍କ୍ଷା
୯	ଗ୍ରହିତକ୍ଷୁମଙ୍କ୍ଷେ	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷେନ୍ଦା
୧୦	ଗ୍ରହିତ	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷେନ୍ଦା
୧୧	ଗ୍ରହିତକ୍ଷେ	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୧୨	ନିଷାଳ	ନିଷାଳକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୧୩	ନିଷାଳକ୍ଷେ	ନିଷାଳକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୧୪	ନିଷାଳକ୍ଷେ	ନିଷାଳକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା

SUMMARY DRILL 6.58: Reconstructing “going” questions

In this drill you are given several answers, such as ଯତ୍କାପିନ୍ଦା ମୁକ୍ତୁକ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷିନ୍ଦା (“Yes, I will go to the market” or “Yes, I am going to the market”). You are to reconstruct a possible question without the interrogative particle କିମ୍ବା (“where”) that might prompt such an answer. Say the question; listen to it on the tape; then say it again.

Tapescript

୧ ଯତ୍କାପିନ୍ଦା ମୁକ୍ତୁକ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷିନ୍ଦା	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୨ ଯତ୍କାପିନ୍ଦା ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷିନ୍ଦା	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୩ ଯତ୍କାପିନ୍ଦା କ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷିନ୍ଦା	କ୍ଷିପଣ୍ଯୁଙ୍କ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା
୪ ଯତ୍କାପିନ୍ଦା ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପୀଙ୍କ୍ଷିନ୍ଦା	ଗ୍ରହିତକ୍ଷୁକ୍ଷାପଦ୍ରୂପକ୍ଷିତକ୍ଷେନ୍ଦା

੫ ਧਸ਼ਾਂਦੀ ਪ੍ਰਾਣੀਵਸ਼ਾਕੁਕਸਾਵਾਖੇਵਸ਼ਾਗ੍ਰੰਦੀ	ਪ੍ਰਾਣੀਵਸ਼ਾਕੁਕਸਾਵਾਖੇਵਸ਼ਾਗ੍ਰੰਦੀ
੬ ਧਸ਼ਾਂਘੀ ਹੰਨੀਸਤਕਾਵਾਵਸ਼ਾਂਘੀ	ਹੰਨੀਸਤਕਾਵਾਵਸ਼ਾਂਘੀ
੭ ਧਸ਼ਾਂਦੀ ਮੱਥਾਖਾਵਾਵਸ਼ਾਂਘੀ	ਮੱਥਾਖਾਵਾਵਸ਼ਾਂਘੀ
੮ ਧਸ਼ਾਂਦੀ ਸੰਦਿਵਾਵਾਵਸ਼ਾਂਘੀ	ਸੰਦਿਵਾਵਾਵਸ਼ਾਂਘੀ
੯ ਧਸ਼ਾਂਘੀ ਵਸ਼ਾਵਾਵਸ਼ਾਂਘੀ	ਵਸ਼ਾਵਾਵਸ਼ਾਂਘੀ
੧੦ ਧਸ਼ਾਂਘੀ ਸੰਖੀਵਾਵਾਵਸ਼ਾਂਘੀ	ਸੰਖੀਵਾਵਾਵਸ਼ਾਂਘੀ

7. Participation

DRILL 6.59: Dialogue repetition

Reviewing the dialogue. In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

ଶ୍ରୀମତୀ. ପାତ୍ରମା ପ୍ରିଯାମାନାନ୍ଦାଙ୍କା

ନେତ୍ରମୁଖରୁଷ୍ଣୀଯିକା ଭିଦ୍ଧିରୁଷ୍ଣୀଯିକା

ମୁଦ୍ରାକାରୀ ପତ୍ର ପରିଚୟ

ପ୍ରଶାନ୍ତ ଏଣ୍ଟିଷାମନ୍‌ଦ୍ୱାରା

ପ୍ରମାଣିତ

Second run-through

ଶ୍ରୀ ପତ୍ନୀ ପାତ୍ରା ପ୍ରମାଣିତ ହେଲାମା ।

ମୁଖ୍ୟାବଦ୍ୟାଶୀଘ୍ରିକୁ ତିନ୍ଦ୍ରାଷ୍ଟରାଧିକାରୀ

ད·ཡང·ਤ੍ਰਮਾਵ·ਦੱਸ·ਓ·ਚੈ
ਮੁਖ·ਨਾ ད·ਸਤ්ਰි·ਸ·ਮਤਮ·ਨු·ਥਿ·ਧਕ·ਨ
ਘ·ਗ·ਗ·ਘ·ਗ·

Unit 7

ବ୍ୟାପକ ସମ୍ବନ୍ଧ

1. Dialogue: “What will you buy?”

Da-shí and Tön-dup meet in the marketplace.

<p>ଦୁଃଖ</p>	
<p>ଏହି ମନ୍ଦିରରେ କେତେ ଦିନ ଯାଇବାକୁ ପାଇବାକୁ ଚାହିଁଲା</p>	<p>Da-shí, what will you buy? what (interrogative pronoun) to buy, to see (h)</p>
<p>ଫୁଲ</p>	<p>I'll buy fruit. What are you going to buy?¹</p>
<p>ଫୁଲ</p>	<p>fruit to buy</p>
<p>ଦୁଃଖ</p>	<p>I too am going to buy fruit.</p>
<p>ଏହି ମନ୍ଦିରରେ କେତେ ଦିନ ଯାଇବାକୁ ପାଇବାକୁ ଚାହିଁଲା</p>	<p>What fruit will you buy?</p>

¹ In English a more idiomatic way of saying “What will you buy?” is “What are you going to buy?” (This is to be distinguished from “I am going to the store to buy...”, which is the present progressive.) Therefore, the future will occasionally be translated as “...going to...”

རྩ୍ବୁସ	
ଗୁସୁନ୍ଦକ୍ଲୁଷ୍ଟିଶିଯିକା ଗୁସୁ ନ୍ଦ କ୍ଲୁଷ୍ଟିଶି	I'll buy apples and oranges. apple and orange
ସ୍ମୃତିଶି	
ର୍ୟନ୍ଗୁସୁକ୍ଷିଯିକା ଏନ୍ଦିନ୍ଦିଶାକ୍ରମ୍ସନ୍ତାପନ୍ ର୍ୟନ୍ଗୁ କ୍ରମ ଶନ୍ତି ନ୍ଦୁମା	I too am going to buy apples. Where is the fruit seller? to sell one who...(nominalizing particle) to exist (also verb "to be")
ର୍ୟନ୍ଗୁନ୍ଦୁମା	
ଧର୍ମିନ୍ଦୁମା ଧର୍ମି ଧର୍ମିନ୍	[He/she] is over there. that over there (adjective) over there (adverb)

2. Building Sentences

DRILL 7.1

In this drill the sentences are built part by part to help you gain facility with the sounds. Each word, phrase, and sentence will be repeated several times. Repeat after the tape:

Tapescript

ସ୍ମୃତିଶାପମା	ସ୍ମୃତିଶାପମା	ସ୍ମୃତିଶାପମା
ଟ୍ରେନ୍ ଟ୍ରେନ୍	ଟ୍ରେନ୍ ଟ୍ରେନ୍	ଟ୍ରେନ୍ ଟ୍ରେନ୍
ଟ୍ରେନ୍ ଟ୍ରେନ୍ ଶାହି	ଟ୍ରେନ୍ ଟ୍ରେନ୍ ଶାହି	ଟ୍ରେନ୍ ଟ୍ରେନ୍ ଶାହି
ଟ୍ରେନ୍ ଟ୍ରେନ୍ ଶାହି ଗୁସୁକ୍ଷିଶିଯିକା	ଟ୍ରେନ୍ ଟ୍ରେନ୍ ଶାହି ଗୁସୁକ୍ଷିଶିଯିକା	ଟ୍ରେନ୍ ଟ୍ରେନ୍ ଶାହି ଗୁସୁକ୍ଷିଶିଯିକା
ଗା	ଗା	ଗା

DRILL 7.2: Repeating the dialogue

In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

ପ୍ରାଣିଶବ୍ଦଶବ୍ଦ ମିଳିବାରେ ଶବ୍ଦଶବ୍ଦାନ୍ତରେ

ན·សେଂ·ਤ୍ୱସ·ਕ୍ਰେ·ਯୀ·ཡୀନା ଶ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ନ·ୟଦ·ସେଂ·ਤ୍ୱସ·ਕ୍ਰେ·ਯୀ·ཡୀନା
 ସେଂ·ਤ୍ୱସ·ସା·ସା·ସେଂ·ସେଂ·ସେଂ·ସେଂ
 ଗୁ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ନ·ୟଦ·ଗୁ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ ସେଂ·ତ୍ୱସ·କ୍ରେ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ଥୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ

Second run-through

ଘୁ·ସୈଣା·ସମଶା ଶ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ନ·ୟଦ·ତ୍ୱସ·କ୍ରେ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ନ·ୟଦ·ସେଂ·ତ୍ୱସ·କ୍ରେ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ସେଂ·ତ୍ୱସ·ସା·ସା·ସେଂ·ସେଂ·ସେଂ
 ଗୁ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ନ·ୟଦ·ଗୁ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ ସେଂ·ତ୍ୱସ·କ୍ରେ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ
 ଥୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ

3. Tibetan to English

DRILL 7.3

In this drill you are to translate the Unit 7 dialogue into English. After each line the speaker pauses for you to give the translation. Give the translation; listen to it on the tape; then say it again.

Tapescript

ଘୁ·ସୈଣା·ସମଶା ଶ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ	Da-shí, what will you buy?
ନ·ୟଦ·ତ୍ୱସ·କ୍ରେ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ ଶ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ	I'll buy fruit. What are you going to buy?
ନ·ୟଦ·ସେଂ·ତ୍ୱସ·କ୍ରେ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ·ସ୍ତ୍ରୀ	I too am going to buy fruit.

ପିତ୍ର ଫୁଲ କିମ୍ବା ଫୁଲ କିମ୍ବା ଫୁଲ କିମ୍ବା	What fruit will you buy?
ଗୁମୁଦ କିମ୍ବା କିମ୍ବା କିମ୍ବା	I'll buy apples and oranges.
ଏ ଯଦି ଗୁମୁଦ କିମ୍ବା କିମ୍ବା କିମ୍ବା	I too am going to buy apples. Where is the fruit seller?
ଏ କିମ୍ବା କିମ୍ବା	[He/she] is over there.

Practice this section until you can give the English without hesitation.

4. English to Tibetan

DRILL 7.4

In this drill you are to translate the Unit 7 dialogue into Tibetan. After each line the speaker pauses for you to give the translation. Give the translation; listen to it on the tape; then say it again.

Tapescript

Da-shí, what will you buy?	દાશી, તમે કેવી વિષાળ ખ્રિયા કરો?
I'll buy fruit. What are you going to buy?	ને, મૈં ફુલ કુપાર કરું છુટું. તમે કેવી વિષાળ ખ્રિયા કરો?
I too am going to buy fruit.	ને, આપણા પણ ફુલ કુપાર કરું છુટું.
What fruit will you buy?	તમે કેવી વિષાળ ખ્રિયા કરો?
I'll buy apples and oranges.	ને, મૈં અર્જુન કુપાર કરું છુટું.
I too am going to buy apples. Where is the fruit seller?	ને, આપણા પણ અર્જુન કુપાર કરું છુટું. એની વિષાળ ખ્રિયા ક્ષેત્રમાં કોણ હું રહ્યું છુટું?
[He/she] is over there.	એની વિષાળ ખ્રિયા ક્ષેત્રમાં કોણ હું રહ્યું છુટું?

Practice this section until you can give the Tibetan without hesitation.

5. New Vocabulary

ମୁଖ୍ୟମା	food	ବିଭିନ୍ନମା	food (h)
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ହ୍ୟ	vegetable or stir-fry dish	ସବିଶାହ୍ୟ	vegetable or stir-fry dish (h)
ର୍ୟ	milk	କଷାର୍ତ୍ତ	milk (h)
ତ୍ର	water	କଷ	water (h)
ମ୍ର	meat	ମର୍କ୍ଷାଯାମୁ	meat (h)
ର୍ସା	rice	ସବିଶାର୍ସା	rice (h)
ପରାଦିଶ	bread	ସବିଶାପରା	bread (h)
ର୍ତ୍ତ	tea	ମର୍କ୍ଷାର୍ତ୍ତ	tea (h)
ର୍ତ୍ତ	yogurt	ମର୍କ୍ଷାର୍ତ୍ତି	yogurt (h)
କର୍	beer, barley wine	କର୍ତ୍ତକର୍	beer, barley wine (h)
କ୍ରୂମ୍	orange	ସବିଶାର୍କ୍ରୂମ୍	orange (h)
ଅମ୍	mango	ଅମ୍ବା	banana
ତ୍ରୁମ୍	oil	ସବିଶାତ୍ରୁମ୍	oil (h)
ପିନ୍ଦିଶା	fruit	ପିନ୍ଦିଶା	cabbage
ଗ୍ରୁପ୍	apple	ସବିଶାଗ୍ରୁପ୍	apple (h)
କ୍ରୁନ୍ଦିଫ୍ରେମ୍	carrot	କ୍ରୁନ୍ଦିଫ୍ରେମ୍	grape
ବିଶାର୍କିଶା	potato	ସବିଶାର୍କିଶା	potato (h)
ଓଣ୍ଡ	onion	ସବିଶାଓଣ୍ଡ	onion (h)
ପିଶାନ୍ତ୍ର ¹	paper	ପିଶାନ୍ତ୍ର	paper (h)
ଦିଶ	book	ଦିଶାନ୍ତ୍ର	book (h)
କ୍ରୁମ୍ବା	pen	କ୍ରୁମ୍ବାକ୍ରୁମ୍ବା	pen (h)
କର୍ମାଧର	magazine	କର୍ମାଧର	pencil

¹ Pronounced shu-gu.

ସ୍କେନ୍ ଫ୍ରୁଟ୍ ହେଲ୍ଡର୍	fruit seller	ସାପିଶ ହେଲ୍ଡର୍	baker, bread seller
ଚିତ୍ରମାଲାର୍	movie theater	ଚିତ୍ରମାଲା	post office
କଦମ୍ବାର	tavern	କଦମ୍ବାର	tea house, tea stall
ମର୍କେଟ୍	market	ମର୍କେଟ୍ ହାଉସ୍	library
ଖାଇଁ	to eat	ଖାଇଁନ୍	to eat (h)
ପାନ୍ଦିତ୍ ¹	to drink	ପାନ୍ଦିତ୍	to drink (h)
ପାନ୍ଦିତ୍ ²	to read	ପାନ୍ଦିତ୍ ପାନ୍ଦିତ୍	to read (h)
କାନ୍ଦିତ୍	to buy	କାନ୍ଦିତ୍ ପାନ୍ଦିତ୍	to buy (h)
ଲିଙ୍ଗ	to lick		
ଧାରୀ	that over there	ଧାରୀର	over there, there
ଧାରୀ	that up there	ଧାରୀର	up there
ଧାରୀ	that down there	ଧାରୀର	down there
ତିଥି	that	ତିଥିଲ୍	in, inside
ଦିନ୍ଦି	this	ଦିନ୍ଦିର	here

6. Expansion Materials

INSTRUMENTAL CASE

This dialogue indirectly introduces one of the most common Tibetan constructions, the instrumental case. When Tön-dup asks Da-shí what he is going to buy, he says ପ୍ରିନ୍ ସନ୍ ପାନ୍ଦିତ୍ ପାନ୍ଦିତ୍ ପାନ୍ଦିତ୍ ("What will you buy?" h). Also, when Da-shí answers he is going to buy

¹ Although the actual future of the verb "to drink" is ପାନ୍ଦିତ୍, most Tibetans say ପାନ୍ଦିତ୍, and therefore we will use this form.

² Although the actual future of the verb "to read" is ପାନ୍ଦିତ୍, most Tibetans say ପାନ୍ଦିତ୍, and therefore we will use this form.

fruit, he says ཅ·ཤེད·ର୍ତ୍ସ·ତ୍ୱ·ସୀ·ଘୀନ୍ଦ୍ରା ("I'll buy fruit"). Technically, Tön-dup should have said ཆନ୍ତ୍ରିକ୍ ଶିକ୍ଷା ମାର୍ଗେ ପାଇଁ ଗୁଣ୍ଡାଧିକା, and Da-shí should have answered ཅନ୍ତ୍ରିକ୍ ଶିକ୍ଷା ତ୍ୱର୍ତ୍ତ୍ତୁ ଗୁଣ୍ଡାଧିକା. Adding ଶିକ୍ଷା to ཆନ୍ତ୍ରିକ୍ puts ཆନ୍ତ୍ରିକ୍ into the third grammatical case, called ପ୍ରତିକ୍ରିୟା, the "term of the agent" or the instrumental case. Adding ତ୍ୱର୍ତ୍ତ୍ତୁ to the suffixless ཅନ୍ତ୍ରିକ୍ puts ཅନ୍ତ୍ରିକ୍ into the third case. The instrumental is used to mark the agent or the means of an action. Here is a chart showing the five ପ୍ରତିକ୍ରିୟା and the suffixes with which they are used.

Suffix	Ending
ଅ·ଶିକ୍ଷା	ଗୁଣ୍ଡାଧିକା
ଅ·ର୍ତ୍ତ୍ତୁ	ତ୍ୱର୍ତ୍ତ୍ତୁ
ଅ·ମାର୍ଗେ	ମାର୍ଗେ
ଅ· or no suffix	(ରୈ)ଶିକ୍ଷା or ଗୁଣ୍ଡାଧିକା ¹

Most verbs of action require that a ପ୍ରତିକ୍ରିୟା be affixed to their agents, but as can be seen from the sentences in this dialogue, they are frequently dropped in common usage. The rules for this are difficult to formulate, but ପ୍ରତିକ୍ରିୟା are almost always omitted in the first person future and in questions in the second person future, as is seen in the first two lines of the dialogue. In the second person declarative and in the third person declarative and interrogative, the ପ୍ରତିକ୍ରିୟା is generally used. We will drill according to these conventions.

Other verbs such as verbs of motion, living, eating/drinking, and thinking do not call for a ପ୍ରତିକ୍ରିୟା. Thus, in the previous unit, instrumental particles were not used in the sentences ଆନ୍ତ୍ରିକ୍ ମାର୍ଗେ ଯଥିଏନ୍ତାଙ୍କା ("Where will you go" or "Where are you going?" h) and ଅନ୍ତ୍ରିକ୍ ମାର୍ଗେ ଯଥିବାନ୍ତିକା ("I'll go to the market" or "I'm going to the market") because ଯଥିବା and ଯଥିବାନ୍ତିକା are verbs of motion.

OBJECTS OF VERBS

Da-shí's answer ཅ·ଶିକ୍ଷା ତ୍ୱର୍ତ୍ତ୍ତୁ ଗୁଣ୍ଡାଧିକା ("I'll buy fruit") introduces another important construction, the treatment of the direct object of a verb of action. Fruit (ଶିକ୍ଷା) serves as the direct object of ତ୍ୱର୍ତ୍ତ୍ତୁ ("to buy"). Here, ଶିକ୍ଷା is an instance of the first grammatical case, called ପ୍ରତିକ୍ରିୟା କରମ୍, which means "just the name"; as the term implies, no grammatical particles are affixed to the noun or pronoun in question. The ପ୍ରତିକ୍ରିୟା କରମ୍ case is roughly equivalent to the nominative case in English grammar, and words in ପ୍ରତିକ୍ରିୟା କରମ୍ in Tibetan perform many of the func-

¹ In literary Tibetan, ଗୁଣ୍ଡାଧିକା sometimes is used when there is no suffix, but it rarely occurs in the spoken language.

tions of words in the nominative in English. For instance, words in the ཆིད·ཆཻ་ case can serve as the subject of the verb "to be", as ད' ("I") does in the sentence ད·ཤད·པའིན། ("I am a Tibetan"), they can serve as predicate nominatives, as ཤད·པ' ("Tibetan") does in the sentence ད·ཤད·པའིན། ("I am a Tibetan"), and they can serve as agents of verbs of motion, living, eating/drinking, and thinking, as ད' does in the sentence ད·ཚོགས་པ་འཇོག·ཞེ་ཡිན། ("I will go to the market" or "I am going to the market"). Agents of other verbs are placed in the instrumental case, and the object of the verb is placed in ཆິດ·ཆົ་ (the nominative case), such as in ཨིང·ཆິດ·ਕ୍ର୍ମ·ਚੀ·ਖେନ නା ("He will buy fruit"). It is important to understand that Tibetan does not have separate active and passive verb forms. Therefore, the sentence ཨིང·ਚਿਦ·ਕ୍ର୍ମ·ਚੀ·ਖେନ නା can be translated into English either through an active construction, "He will buy fruit," or a passive construction, "The fruit will be bought by him."¹

THE POSTPOSITIONS ལ' AND ར'

In the previous unit we saw the use of ལ' to mark the destination in a sentence with a verb of motion, as in the sentence ད·ཚོགས·པ·འཇྨ·ཞියින නା ("I will go to the market" or "I am going to the market"). This same particle, which functions much like an English preposition (but since it is affixed *after* rather than *before* the word it modifies, it is in fact a postposition), is also used to mark the place of existence, the locative, as in ཨིང·ਚਿਦ·ਕ୍ਰ୍ਮ·ਪ·ਅਤ୍ୱା ("She is at the market"). In the final line of the dialogue པ·ਚී·ਨ·ਅਤ୍ୱା ("[The fruit seller] is over there"), the same construction is employed, but ལ' is not used because the word to which the location marker is affixed (ਚී) has no suffix. In such situations, the letter ར' is used instead of ལ' and fuses with the syllable to which it is affixed; hence པ·ਚී· becomes པ·ਚී·ର. Such substitution occurs frequently. Later in this lesson we will see the words མ·ਚී· and མ·ਚී·² which become མ·ਚී·ର ("up there") and མ·ਚී·ର ("down there") when indicating a place of existence. Another common example is ས୍ଵା· which, when fused with ར' as ས୍ଵା·ର, means "here". This is illustrated in the question, ཨິ·ਕ୍ର୍ମ·ਕ୍ଷେତ·ਕ୍ର୍ਮ·ਕ୍ର୍ମ·ਪ·ਅਤ୍ୱା ("Where is the fruit seller?"), and the answer, ས୍ଵା·ର·ਅਤ୍ୱା ("[He or she] is here").

ADDING ར

As you can see from words in the New Vocabulary, the names for many businesses,

¹ Note that Tibetan allows for other word orders, such as ཨິ·ਕ୍ର୍ମ·ਕ୍ଷେତ·ਕ୍ର୍ਮ·ਕ୍ର୍ମ·ਪ·ਅਤ୍ୱା, to express changes in emphasis.

² The word མ·ਚී· is a pointer meaning "that up there". The word མ·ਚී· is a pointer meaning "that down there".

offices, and so forth are formed by adding the syllable ମନ୍ୟ to a noun or a verb. The word ମନ୍ୟ by itself means “house” or “building”, and in these compounds it has the sense of “house of...”, as in ଖାଦ୍ୟମନ୍ୟ “house of eating” or “restaurant”; କର୍ମମନ୍ୟ “house of selling” or “shop”; and ଔଷଧମନ୍ୟ “house of medicine” or “hospital”.

HONORIFICS

Honorific words are either entirely different from the non-honorific equivalent, as in ମନ୍ଦିର' (ମନ୍ଦିର) ("temple") and ମନ୍ଦିର' ("temple"), or combine part of the non-honorific word with an honorific particle, as in ସୁଖାଦିପ' ("book" h), which combines ଦିପ' ("book") with ସୁଖ' (honorific of ଦିପ' "hand"). Other frequent honorific particles are ସବିଷା' ("take", "partake" h.), used to form the honorific of many foods such as ସବିଷାକଟପ' ("vegetable" h) and ସବିଷାରସା' ("rice" h), and ସବଦ' (honorific of କରିବ' "to do"), as in ଲୁହାଶାସନାଶବଦ' ("to read" h) and many other verbs. The honorific is not a separate language, and learning it is considerably simpler than having to learn two different words for each noun, verb, and adjective since many honorifics are formed by combining the non-honorific word with an honorific particle.

FUTURE TENSE DRILLS

DRILL 7.5: Future declarative, object substitution, honorific

In this drill the basic sentence is **ଶୁଦ୍ଧ-ମୀଳ-ଏକ୍ଷା-ପ୍ରେସ-ଫ୍ରେଶ-ଟ୍ରେନ୍** ("He will buy meat"¹¹ h). The speaker will name an object which you are to substitute for **ଏକ୍ଷା-ପ୍ରେସ** ("meat" h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ମୂଳ·ଶିକ୍ଷା·ପାଠ୍ୟ·ଗୁରୁ·ମହାତ୍ମାଗାନ୍ଧୀ	ମୂଳ·ଦସ୍ତଖତ	ମୂଳ·ଶିକ୍ଷା·ଶ୍ରୀ·ମହାତ୍ମାଗାନ୍ଧୀ
୨		ମରିଶ·କଟ୍ଟା	ମରିଶ·ମରିଶ·କଟ୍ଟା·ମହାତ୍ମାଗାନ୍ଧୀ
୩		ମରିଶ·ଫ୍ରାମ	ମରିଶ·ମରିଶ·ଫ୍ରାମ·ମହାତ୍ମାଗାନ୍ଧୀ
୪		ମରିଶ·ଏମ୍	ମରିଶ·ମରିଶ·ଏମ୍·ମହାତ୍ମାଗାନ୍ଧୀ
୫		ମରିଶ·ଏମା	ମରିଶ·ମରିଶ·ଏମା·ମହାତ୍ମାଗାନ୍ଧୀ
୬		ମରିଶ·ଦସ୍ତଖତ	ମରିଶ·ମରିଶ·ଦସ୍ତଖତ·ମହାତ୍ମାଗାନ୍ଧୀ

¹ It is helpful to keep in mind that in colloquial English the future is often expressed with “going to” as in “He is going to buy meat.”

DRILL 7.6: Future declarative, object substitution, honorific

In this drill the basic sentence is ఈడు పరిశు కలు పుక్కడ స్తోం దేవా (“She’ll eat stir-fry” h). The speaker will name an object which you are to substitute for పరిశు కలు (“vegetables” or “stir-fry” h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ଶିଦ୍ୟବିଷାକତ୍ୟମକତ୍ୟରୀଣ୍ୟ	ଶବ୍ଦିଷାମ୍ବୁ	ଶିଦ୍ୟବିଷାମ୍ବମକତ୍ୟରୀଣ୍ୟ
୨		ଶିଦ୍ୟ	ଶିଦ୍ୟମକତ୍ୟରୀଣ୍ୟ
୩		ଶିଦ୍ୟମକ	ଶିଦ୍ୟମକତ୍ୟରୀଣ୍ୟ
୪		ଅଶିଦ୍ୟ	ଅଶିଦ୍ୟମକତ୍ୟରୀଣ୍ୟ
୫		ଶିଦ୍ୟମକତ୍ୟ	ଶିଦ୍ୟମକତ୍ୟରୀଣ୍ୟ
୬		ଶିଦ୍ୟମକତ୍ୟମକ	ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟରୀଣ୍ୟ
୭		ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟ	ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟରୀଣ୍ୟ
୮		ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟମକ	ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟମକତ୍ୟରୀଣ୍ୟ
୯		ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟମକତ୍ୟ	ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟମକତ୍ୟରୀଣ୍ୟ
୧୦		ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟମକତ୍ୟମକ	ଶିଦ୍ୟମକତ୍ୟମକତ୍ୟମକତ୍ୟମକତ୍ୟରୀଣ୍ୟ

DRILL 7.7: Future declarative, subject substitution, honorific

In this drill the basic sentence is ଶିଦ୍-ଷକ୍ତି-ରୁ-ହା ("He will drink tea" h). The speaker will give a new pronoun or proper name for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ପ୍ରଦ୍ୟମନାଶକ	ପ୍ରଦ୍ୟମନାଶକ
୨	ପ୍ରତିକ୍ରିଯା	ପ୍ରତିକ୍ରିଯା
୩	ପ୍ରକାଶ	ପ୍ରକାଶ
୪	ପ୍ରକାଶକ	ପ୍ରକାଶକ

ਮ	ཇ.	ଜାଗରଣ ମହାନ୍ତିର
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DRILL 7.8: Future interrogative, object substitution, honorific

In this drill the basic sentence is ସବିଷାଦସ୍ତାମହିମାଣ୍ଡା ("Will you buy rice?" h), the shortened form of ତେବେ ସବିଷାଦସ୍ତାମହିମାଣ୍ଡା in which the subject is omitted and the auxiliary verb ending is contracted from ମହିମାଣ୍ଡାଁଯିକ୍ତାପଣ୍ଟା to ମହିମାଣ୍ଡା (note that this contraction applies only to the second person interrogative ending ମହିମାଣ୍ଡାଁଯିକ୍ତାପଣ୍ଟା; it does *not* apply to the third person interrogative ending ମହିମାଣ୍ଡାଁତେବେପଣ୍ଟା). The speaker will name an object which you are to substitute for ସବିଷାଦସ୍ତା ("rice" h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ସବିଷାଦସ୍ତାମହିମାଣ୍ଡା	ଶୁଣ୍ଡରମ୍	ଶୁଣ୍ଡରମ୍ମା ମହିମାଣ୍ଡା
୩	ସବିଷାକପା	ସବିଷାକପା ମହିମାଣ୍ଡା
୩	ସବିଷାଫୁମ୍	ସବିଷାଫୁମ୍ ମହିମାଣ୍ଡା
୮	ସବିଷାଷା	ସବିଷାଷା ମହିମାଣ୍ଡା
୫	ସବିଷାକପା	ସବିଷାକପା ମହିମାଣ୍ଡା
୯	ସବିଷାକ୍ରିମ୍	ସବିଷାକ୍ରିମ୍ ମହିମାଣ୍ଡା

DRILL 7.9: Future interrogative, object substitution, honorific

In this drill the basic sentence is ତେବେ କେ ଖାପାମହାନ୍ତିର ମହିମାଣ୍ଡା ("Will you eat?" h). The speaker will name an object which you are to substitute for ଖାପାମା ("food" h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ତେବେ କେ ଖାପାମହାନ୍ତିର ମହିମାଣ୍ଡା	ସବିଷାମୁ	ତେବେ କେ ସବିଷାମୁ ମହାନ୍ତିର ମହିମାଣ୍ଡା
୩	ଗୋପା	ତେବେ କେ ଗୋପା ମହାନ୍ତିର ମହିମାଣ୍ଡା
୩	ଏନ୍ କପା	ତେବେ କେ ଏନ୍ କପା ମହାନ୍ତିର ମହିମାଣ୍ଡା
୮	ଆମ୍	ତେବେ କେ ଆମ୍ ମହାନ୍ତିର ମହିମାଣ୍ଡା

೫	ಷಾಷ್ಟಿಯಾಗು	ತ್ರಿದ್ವಂಡ್ಹೆಷಾಷ್ಟಿಯಾಗುಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ
೬	ಷಬ್ದಿಸಾಹಬಾ	ತ್ರಿದ್ವಂಡ್ಹೆಷಬ್ದಿಸಾಹಬಾಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ
೭	ಹುಹುಹು	ತ್ರಿದ್ವಂಡ್ಹೆಹುಹುಹುಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ
೮	ಹಾಬಿ	ತ್ರಿದ್ವಂಡ್ಹೆಹಾಬಿಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ
೯	ಷಾಷ್ಟಿಯಾಂ	ತ್ರಿದ್ವಂಡ್ಹೆಷಾಷ್ಟಿಯಾಂಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ
೧೦	ಷಾಷ್ಟಿಯಾಂ	ತ್ರಿದ್ವಂಡ್ಹೆಷಾಷ್ಟಿಯಾಂಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ
೧೧	ಹಾ	ತ್ರಿದ್ವಂಡ್ಹೆಹಾಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ

Tibetans often completely eliminate the subject (i.e., agent) when the subject is obvious. Therefore, the same drill will be repeated, omitting the subject ತ್ರಿದ್ವಂಡ್ಹೆ ("you" h) and contracting the auxiliary verb ending from ಷಂಹೆತ್ತಿಷ್ಟಿತಿಷಾ to ಷಂಹೆತ್ತಾ.

Tapescript

೧ ಇವಾಪಾಷಂಹೆತ್ತಾ	ಷಬ್ದಿಸಾಂ	ಷಬ್ದಿಸಾಂಷಂಹೆತ್ತಾ
೨	ಣಾಂ	ಣಾಂಷಂಹೆತ್ತಾ
೩	ಧ್ವಂಹಬಾ	ಧ್ವಂಹಬಾಷಂಹೆತ್ತಾ
೪	ಅಂ	ಅಂಷಂಹೆತ್ತಾ
೫	ಷಾಷ್ಟಿಯಾಗು	ಷಾಷ್ಟಿಯಾಗುಷಂಹೆತ್ತಾ
೬	ಷಬ್ದಿಸಾಹಬಾ	ಷಬ್ದಿಸಾಹಬಾಷಂಹೆತ್ತಾ
೭	ಹುಹುಹು	ಹುಹುಹುಷಂಹೆತ್ತಾ
೮	ಹಾಬಿ	ಹಾಬಿಷಂಹೆತ್ತಾ
೯	ಷಾಷ್ಟಿಯಾಂ	ಷಾಷ್ಟಿಯಾಂಷಂಹೆತ್ತಾ
೧೦	ಷಾಷ್ಟಿಯಾಂ	ಷಾಷ್ಟಿಯಾಂಷಂಹೆತ್ತಾ
೧೧	ಹಾ	ಹಾಷಂಹೆತ್ತಾ

DRILL 7.10: Future declarative, object substitution, non-honorific

In this drill the basic sentence is ཅ·ཤེད·རྩ୍ଶ·ཚྫ·ཡිନ୍ଦୀ (“I’ll buy fruit”). The speaker will name an object which you are to substitute for རྩ୍ଶ·ཚྫ (“fruit”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	අ·ཤེດ·රྩ୍ଶ·ཚྫ·යිନ୍ଦୀ	ଚୁକୁ·ରସୁମ	ଅ·ଚୁକୁ·ରସୁମ·ତ୍ୱେ·ଯිନ୍ଦୀ
୨		କୁଲୁମ	ଅ·କୁଲୁମ·ତ୍ୱେ·ଯිନ୍ଦୀ
୩		ସଷାପେଶ	ଅ·ସଷାପେଶ·ତ୍ୱେ·ଯිନ୍ଦୀ
୪		ବ୍ରିକ୍ଷାର୍ଥିଶା	ଅ·ବ୍ରିକ୍ଷାର୍ଥିଶା·ତ୍ୱେ·ଯිନ୍ଦୀ
୫		ରସା	ଅ·ରସା·ତ୍ୱେ·ଯිନ୍ଦୀ
୬		ହଲ	ଅ·ହଲ·ତ୍ୱେ·ଯිନ୍ଦୀ

DRILL 7.11: Future declarative, object substitution, non-honorific

In this drill the basic sentence is དେଵ·ରྩ୍ଶ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ (“I’ll eat fruit”), the shortened form of ཅ·ଶେଦ·ରྩ୍ଶ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ in which the subject is omitted. The speaker will name an object which you are to substitute for རྩ୍ଶ·ରྩ୍ଶ (“fruit”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ୱେଦ·ରྩ୍ଶ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ	ଗୁ·ମୁ	ଗୁ·ମୁ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ
୨		ଗୋଲା	ଗୋଲା·ସତ୍ତା·ସୀଫୀନ୍ଦୀ
୩		ପଦ୍ମହଲ	ପଦ୍ମ·ହଲ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ
୪		ଅମ	ଅମ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ
୫		ଏ	ଏ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ
୬		ହଲ	ହଲ·ସତ୍ତା·ସୀଫୀନ୍ଦୀ

DRILL 7.12: Future declarative, object substitution, non-honorific

In this drill the basic sentence is ཅ·ରସୁଦ·ସୀଫୀନ୍ଦୀ (“I’ll drink tea”), the shortened form of ཅ·ରସ

ରୁଦ୍ଧୀଷିଯିନ୍ଦୀ in which the subject is omitted. The speaker will name an object which you are to substitute for ରୁ (‘tea’). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	ରୁଦ୍ଧୀଷିଯିନ୍ଦୀ	କର	କରିରୁଦ୍ଧୀଷିଯିନ୍ଦୀ
୩		ରୁମା	ରୁମାରୁଦ୍ଧୀଷିଯିନ୍ଦୀ
୪		କୁ	କୁରୁଦ୍ଧୀଷିଯିନ୍ଦୀ
୫		ଶ୍ରୀ	ଶ୍ରୀରୁଦ୍ଧୀଷିଯିନ୍ଦୀ ¹
୬		ରୁ	ରୁରୁଦ୍ଧୀଷିଯିନ୍ଦୀ

DRILL 7.13: Future declarative, object substitution, non-honorific

In this drill the basic sentence is ଶିଶ୍ରୁତିରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା (“He’ll buy grapes”). The speaker will name an object which you are to substitute for ଶିଶ୍ରୁତିରସୁମା” (“grapes”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	ଶିଶ୍ରୁତିରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା	ଶ୍ରୁତି	ଶିଶ୍ରୁତିଶ୍ରୁତିର୍ତ୍ତିଷିର୍ଦ୍ଦା
୩		ଶ୍ରୁତିରସୁମା	ଶ୍ରୁତିଶ୍ରୁତିରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା
୪		ଶ୍ରୀରୁଦ୍ଧୀ	ଶ୍ରୀଶ୍ରୀରୁଦ୍ଧୀରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା
୫		ଶ୍ରୀ	ଶ୍ରୀଶ୍ରୀରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା
୬		କର	କରିଶ୍ରୀରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା
୭		କରାରୁ	କରାରିଶ୍ରୀରସୁମାର୍ତ୍ତିଷିର୍ଦ୍ଦା

DRILL 7.14: Future declarative, object substitution, non-honorific

In this drill the basic sentence is ହାତମାପତାଷିର୍ଦ୍ଦା (“She’ll eat a mango”). The speaker will name an object which you are to substitute for ହାତମା” (“mango”). Say the new sentence; listen to it on the tape; then say it again.

¹ In Tibetan yogurt (ଶ୍ରୀ) is not eaten (ପଚା); it is licked (ଛାଇ). Also, some Tibetans say that it is drunk (ରୁଦ୍ଧି).

Tapescript

၁	ཇ'အ'ମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା	କ'ଲୁ'ଆ'	ହ'କ'ଲୁ'ମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
၃		କ୍ଷର'ଲ'କ୍ଷ୍ମା	ହ'କ୍ଷର'ଲ'କ୍ଷ୍ମା'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
၅		ମ'ଲମ'	ହ'ମ'ଲମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୮		ଦୟା	ହ'ଦୟା'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୫		କପ'	ହ'କପ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୬		ମା'ଲିମ'	ହ'ମା'ଲିମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା

DRILL 7.15: Future declarative, object substitution, non-honorific

In this drill the basic sentence is ଶ'ନ'ଦୟା'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା ("He'll drink tea"). The speaker will name an object which you are to substitute for ଦୟା ("tea"). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	ଶ'ନ'ଦୟା'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା	ଦୟା	ଶ'ନ'କ'ଲମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୩		କ୍ଷର'	ଶ'ନ'କ୍ଷର'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୫		ର'	ଶ'ନ'ର'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୮		କି	ଶ'ନ'କି'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୫		କନ'	ଶ'ନ'କନ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା

DRILL 7.16: Future interrogative, subject substitution, honorific

In this drill the basic sentence is ଶିଦ'ଅ'ମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା ("Will she eat a mango?" h). The speaker will give a new pronoun or proper name for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	ଶିଦ'ଅ'ମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା	ଶିଦ'ରମ'	ଶିଦ'ରମ'ଅ'ମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା
୩		ଶିଦ'ରମ'କ'	ଶିଦ'ରମ'କ'ଅ'ମ'ଶ'ବ'ଦ'ସୀ'ର୍ଦ୍ଧା

୩	ଶ୍ରୀକୃଷ୍ଣ	ଶ୍ରୀକୃଷ୍ଣାମହତ୍ତମାଦୟବା
୮	ଶ୍ରୀମହତ୍ତମା	ଶ୍ରୀମହତ୍ତମାଅମାମହତ୍ତମାଦୟବା
୫	ଶ୍ରୀମାଦ୍ୟବା	ଶ୍ରୀମାଦ୍ୟବାଅମାମହତ୍ତମାଦୟବା

DRILL 7.17: Future declarative, subject substitution, non-honorific

In this drill the basic sentence is ଶ୍ରୀରାମାଦୟବା ("He will drink tea"). The speaker will give a new pronoun or proper name for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	ଶ୍ରୀରାମାଦୟବା	ହୁ	ହୁଏଇରାମାଦୟବା
୩	ଶ୍ରୀରାମାକୃଷ୍ଣ	ଶ୍ରୀରାମାକୃଷ୍ଣାଦୟବା	
୫	ଶ୍ରୀମାତ୍ରପିଲ	ଶ୍ରୀମାତ୍ରପିଲାଦୟବା	
୯	ରାଧିକାଦୟବା		ରାଧିକାଦୟବାଦୟବା

DRILL 7.18: Future declarative, subject substitution, honorific and non-honorific

In this drill the basic sentence is ଶ୍ରୀମାକୃମାକୃମାମାତ୍ରିଷାଦୟବା ("She will buy a pen" h). The speaker will give a new pronoun or proper name for you to use in constructing a new sentence. Make all elements of the sentence honorific or non-honorific in accordance with the pronoun or name. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	ଶ୍ରୀମାକୃମାକୃମାମାତ୍ରିଷାଦୟବା	ହୁ	ହୁଏଇଶ୍ରୀମାକୃମାକୃମାମାତ୍ରିଷାଦୟବା
୩		ହୁ	ହୁଏଇଶ୍ରୀମାକୃମାଦୟବା
୫	ହୁଏ		ହୁଏଇଶ୍ରୀମାକୃମାମାତ୍ରିଷାଦୟବା
୮	ହୁ		ଶ୍ରୀମାକୃମାକୃମାମାତ୍ରିଷାଦୟବା
୯		ହୁ	ଶ୍ରୀମାକୃମାକୃମାମାତ୍ରିଷାଦୟବା

ମୁଖ୍ୟମନ୍ତ୍ରୀ ପାଇଁ

DRILL 7.19: Future declarative, substituting object or verb, honorific

In this drill the basic sentence is ଶେ ସବିଷା ରସା ଖାଦ୍ୟ କରିବା ("She will eat rice" h). The speaker will give a new object or verb for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

DRILL 7.20: Future declarative, substituting object or verb, non-honorific

In this drill the basic sentence is ଶେଇଷାପତାକୀଟିନ୍ଦା ("He will eat rice"). The speaker will give a new object or verb for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	မြန်မာ ရွှေပါယ် ရွှေ ပြင်	မြန်မာ ရွှေပါယ်	မြန်မာ ရွှေပါယ် ရွှေ ပြင်
၂		မြန်မာ ရွှေပါယ်	မြန်မာ ရွှေပါယ် ရွှေ ပြင်
၃		မြန်မာ ရွှေပါယ်	မြန်မာ ရွှေပါယ် ရွှေ ပြင်

၁	မြေးစာ	မြေးမြေးနှံဖို့ပေါ်
၂	အွန်းဆွဲမှု	အွန်းအွန်းဆွဲမှုဖို့ပေါ်
၃	ကျော်ပူး	ကျော်ကျော်ပူးဖို့ပေါ်
၄	အွေး	အွေးအွေးရွှေးဖို့ပေါ်
၅	ပြု	ပြုပြုရွှေးဖို့ပေါ်
၆	တို့	ပြုပြုတို့ဖို့ပေါ်

DRILL 7.21: Future declarative, transforming non-honorific to honorific

In this drill the speaker will give a non-honorific sentence that you are to transform into an honorific one. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

- | | |
|--------------------------------------|--|
| ၁ အောင်မြှုပ်နည်းပေါ် | အောင်မြေးမြေးနှံဖို့ပေါ် |
| ၂ အောင်လုပ်နည်းပေါ် | အောင်လုပ်မြေးနှံဖို့ပေါ် |
| ၃ အောင်လုပ်မှုနည်းပေါ် | အောင်လုပ်လုပ်မြေးနှံဖို့ပေါ် |
| ၄ အောင်မြေးမြေးပေါ် | အောင်မြေးမြေးမြေးနှံဖို့ပေါ် |
| ၅ အောင်လုပ်ပေါ် | အောင်လုပ်လုပ်မြေးနှံဖို့ပေါ် |
| ၆ အောင်လုပ်လုပ်ပေါ် | အောင်လုပ်လုပ်လုပ်မြေးနှံဖို့ပေါ် |
| ၇ အောင်လုပ်လုပ်လုပ်ပေါ် | အောင်လုပ်လုပ်လုပ်လုပ်မြေးနှံဖို့ပေါ် |
| ၈ အောင်လုပ်လုပ်လုပ်လုပ်ပေါ် | အောင်လုပ်လုပ်လုပ်လုပ်လုပ်မြေးနှံဖို့ပေါ် |
| ၉ အောင်လုပ်လုပ်လုပ်လုပ်လုပ်ပေါ် | အောင်လုပ်လုပ်လုပ်လုပ်လုပ်လုပ်မြေးနှံဖို့ပေါ် |
| ၁၀ အောင်လုပ်လုပ်လုပ်လုပ်လုပ်လုပ်ပေါ် | အောင်လုပ်လုပ်လုပ်လုပ်လုပ်လုပ်လုပ်မြေးနှံဖို့ပေါ် |

DRILL 7.22: Future declarative, transforming agent, object, or verb

In this drill the basic sentence is ၆. ပြုရွှေးဖို့ပေါ် ("I'll read a book"). The speaker will give a new element—either a pronoun, noun, proper name, or verb—for you to use in construct-

ing a new sentence. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation.

Tapescript

၁	င့်ပါန်းဆုံးဖို့	င့်ပါ	င့်ပါန်းဆုံးဖို့
၃	အဲ	အဲ	င့်ပါန်းအဲ
၅	ပါ	ပါ	ပါပါန်းအဲ
၇	အဲ	အဲ	မြန်ပါန်းအဲ
၉	မြော	မြော	မြောမြန်ပါန်းအဲ
၁၁	မြောခြား	မြောခြား	မြောမြောခြားအဲ
၁၂	မြောနှုန်း	မြောနှုန်း	မြောမြောနှုန်းအဲ
၁၄	အဲ	အဲ	မြောနှုန်းအဲ
၁၆	ပါ	ပါ	ပါမြောနှုန်းအဲ
၁၈	လျှော့စွဲ	လျှော့စွဲ	လျှော့စွဲမြောနှုန်းအဲ
၁၉	င့်ပါ	င့်ပါ	င့်ပါလျှော့စွဲအဲ
၂၀	လျှော့စွဲပါ	လျှော့စွဲပါ	လျှော့စွဲပါလျှော့စွဲအဲ
၂၁	င့်ပါန်းမြော	င့်ပါ	င့်ပါန်းမြောလျှော့စွဲအဲ
၂၃	င့်ပါ	င့်ပါ	င့်ပါန်းမြောလျှော့စွဲအဲ
၂၅	ကုန်ပါ	ကုန်	ကုန်ပါလျှော့စွဲအဲ
၂၆		ပါ	ပါလျှော့စွဲအဲ

DRILL 7.23: Future declarative, first person singular, transforming object or verb

In this drill the basic sentence is င့်နှုန်းအဲ (‘I will buy a pen’). The speaker will give a new object or verb for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

१. न् शुक्र क्षेत्रीया	पूर्णा शु.	न् पूर्णा शुक्र क्षेत्रीया
२.	कृद.	न् कृद क्षेत्रीया
३.	पश्चद.	न् कृद पश्चद क्षेत्रीया
४.	पात्यमा.	न् पात्यमा पश्चद क्षेत्रीया
५.	क्षि.	न् पात्यमा क्षुक्र क्षेत्रीया
६.	वृद्धमा.	न् वृद्धमा क्षुक्र क्षेत्रीया
७.	वृश्चु.	न् वृद्धमा वृश्चु क्षेत्रीया
८.	कद.	न् कद वृश्चु क्षेत्रीया
९.	क्षि.	न् कद क्षुक्र क्षेत्रीया
१०.	निसा.	न् निसा क्षुक्र क्षेत्रीया
११.	क्षुमा.	न् क्षुमा क्षुक्र क्षेत्रीया
१२.	क्षुष्मा.	न् क्षुष्मा क्षुक्र क्षेत्रीया

Now repeat this drill, omitting the subject न् ("I").

Tapescript

१. शुक्र क्षेत्रीया	पूर्णा शु.	पूर्णा शुक्र क्षेत्रीया
२.	कृद.	कृद क्षेत्रीया
३.	पश्चद.	पश्चद क्षेत्रीया
४.	पात्यमा.	पात्यमा पश्चद क्षेत्रीया
५.	क्षि.	पात्यमा क्षुक्र क्षेत्रीया
६.	वृद्धमा.	वृद्धमा क्षुक्र क्षेत्रीया
७.	वृश्चु.	वृश्चु क्षुक्र क्षेत्रीया

୧	କନ୍	କନ୍ଦସୁର୍ଯ୍ୟିକା
୨	ତ୍ରୀ	କନ୍ତ୍ରୀଯିକା
୩୦	ଦ୍ୱିଷ	ଦ୍ୱିଷତ୍ରୀଯିକା
୩୧	ଦ୍ୱିଷା	ଦ୍ୱିଷାତ୍ରୀଯିକା
୩୨	କଷାପନ୍	କଷାପନ୍ଦ୍ୱିଷାତ୍ରୀଯିକା

DRILL 7.24: Future declarative, first person plural, transforming object or verb

In this drill, imagine that you are in a group that includes esteemed persons and use the honorific. The basic sentence is ମୁହଁକୁ କହିବାକୁ କହିବାକୁ କହିବାକୁ କହିବାକୁ ("We'll buy pens" h). The speaker will give a new object or verb for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ମୁହଁକୁ କହିବାକୁ କହିବାକୁ କହିବାକୁ କହିବାକୁ	କହିବାକୁ	ମୁହଁକୁ କହିବାକୁ କହିବାକୁ କହିବାକୁ
୨		ଏବିଷାର୍ତ୍ତନ୍	ମୁହଁକୁ ଏବିଷାର୍ତ୍ତନ୍ କହିବାକୁ କହିବାକୁ
୩		ଏକନ୍	ମୁହଁକୁ ଏବିଷାର୍ତ୍ତନ୍ ଏକନ୍ କହିବାକୁ କହିବାକୁ
୪		ବ୍ୟାପାର	ମୁହଁକୁ ବ୍ୟାପାର ଏକନ୍ କହିବାକୁ କହିବାକୁ
୫		ଶ୍ଵରିଷାକୁ	ମୁହଁକୁ ବ୍ୟାପାର ଶ୍ଵରିଷାକୁ କହିବାକୁ କହିବାକୁ
୬		କଷାବିର୍ତ୍ତି	ମୁହଁକୁ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ
୭		ଏକନ୍	ମୁହଁକୁ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ
୮		ଏକନ୍ କନ୍	ମୁହଁକୁ ଏକନ୍ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ
୯		ଏକନ୍ କହିବାକୁ	ମୁହଁକୁ ଏକନ୍ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ
୧୦		କହିବାକୁ ଦ୍ୱିଷ	ମୁହଁକୁ କହିବାକୁ ଦ୍ୱିଷ ଏକନ୍ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ
୧୧		ଲୁଷାନ୍ତ୍ରିଷାକରନ୍	ମୁହଁକୁ କହିବାକୁ ଦ୍ୱିଷ ଲୁଷାନ୍ତ୍ରିଷାକରନ୍ ଏକନ୍ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ
୧୨		କଷାପନ୍	ମୁହଁକୁ କଷାପନ୍ ଲୁଷାନ୍ତ୍ରିଷାକରନ୍ ଏକନ୍ କଷାବିର୍ତ୍ତି ଏକନ୍ କହିବାକୁ କହିବାକୁ

DRILL 7.25: Future declarative, first person plural, transforming non-honorific to honorific

In this drill the speaker will give a non-honorific sentence that you are to transform into an honorific one. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

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| १ द·क्त्सा·त्क्षी·यि॒न् | द·क्त्सा·त्क्षी·यवि॒ष्णा·र्गु॒॑स्न् |
| ३ द·क्त्सा·त्क्षी·यि॒न् | द·क्त्सा·वि॒ष्णा·त्क्षी·यवि॒॑ष्णा·र्गु॒॑स्न् |
| ५ द·क्त्सा·त्क्षी·यि॒न् | द·क्त्सा·वि॒ष्णा·त्क्षी·यवि॒॑ष्णा·र्गु॒॑स्न् |
| ८ द·क्त्सा·वि॒ष्णा·त्क्षी·यि॒न् | द·क्त्सा·वि॒ष्णा·त्क्षी·यवि॒॑ष्णा·र्गु॒॑स्न् |
| १० द·क्त्सा·वि॒ष्णा·त्क्षी·यि॒न् | द·क्त्सा·वि॒ष्णा·त्क्षी·यवि॒॑ष्णा·र्गु॒॑स्न् |
| ११ द·क्त्सा·वि॒ष्णा·त्क्षी·यि॒न् | द·क्त्सा·वि॒ष्णा·त्क्षी·यवि॒॑ष्णा·र्गु॒॑स्न् |
| १३ द·क्त्सा·वि॒ष्णा·त्क्षी·यि॒न् | द·क्त्सा·वि॒ष्णा·त्क्षी·यवि॒॑ष्णा·र्गु॒॑स्न् |

DRILL 7.26: Future declarative, transforming all elements

In this drill the basic sentence is मङ्कद·व्यु॒द्य॒॑शी॒॑स्न् ("He will drink beer"). The speaker will give a new element—either a pronoun, noun, proper name, or verb—for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basis for the next transformation.

Tapescript

१ मङ्कद·व्यु॒द्य॒॑शी॒॑स्न्	मङ्क	मङ्कद·व्यु॒द्य॒॑शी॒॑स्न्
३	मङ्क	मङ्कद·व्यु॒द्य॒॑शी॒॑स्न्

୩	ସବ୍ରିଷ୍ଟା	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା
୪	ଗ.	ଦ୍ୱାରାହାତ୍ସୀପିକା
୫	ଗ.ହେ	ଦ୍ୱାରାହାତ୍ସୀପିକା
୬	ସବ୍ରିଷ୍ଟା	ଦ୍ୱାରାହାତ୍ସୀପିକା
୭	ସବ୍ରିଷ୍ଟାକଷା	ଦ୍ୱାରାହାତ୍ସୀପିକା
୮	ଶ୍ରୀଷ୍ଟା	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା
୯	ଶ୍ରୀଷ୍ଟାକଷା	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା
୧୦	ଦ୍ୱାରାହାତ୍ସୀପିକା	ଦ୍ୱାରାହାତ୍ସୀପିକାଶ୍ରୀଷ୍ଟାତ୍ସୁର୍ମିନ୍ଦା
୧୧	ଶ୍ରୀଷ୍ଟାହାତ୍ସୀ	ଦ୍ୱାରାହାତ୍ସୀପିକାଶ୍ରୀଷ୍ଟାତ୍ସୁର୍ମିନ୍ଦା
୧୨	ଦ୍ୱାରା	ଦ୍ୱାରାହାତ୍ସୀପିକାଶ୍ରୀଷ୍ଟାତ୍ସୁର୍ମିନ୍ଦା

DRILL 7.27: Future declarative, transforming all elements

In this drill the basic sentence is ଦ୍ୱାରାହାତ୍ସୀପିକା ("I will read a book"). The speaker will give a new element—either a pronoun, noun, proper name, or verb—for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basis for the next transformation.

Tapescript

୧ ଦ୍ୱାରାହାତ୍ସୀପିକା	କଷାଧର	ଦ୍ୱାରାହାତ୍ସୀପିକା
୨	ଦ୍ୱାରା	ଦ୍ୱାରାହାତ୍ସୀପିକା
୩	ଦ୍ୱାରାହାତ୍ସୀପିକାଶ୍ରୀଷ୍ଟା	ଦ୍ୱାରାହାତ୍ସୀପିକାଶ୍ରୀଷ୍ଟା
୪	ଶ୍ରୀଷ୍ଟା	ଦ୍ୱାରାହାତ୍ସୀପିକାଶ୍ରୀଷ୍ଟା
୫	ଶ୍ରୀଷ୍ଟା	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା
୬	ଶ୍ରୀଷ୍ଟାକଷା	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା
୭	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା	ଶ୍ରୀଷ୍ଟାକଷାତ୍ସୁର୍ମିନ୍ଦା

६	ଶ୍ରୀହେ	ଶ୍ରୀହେ ସବିଷା କଲା ମହନ୍ତ୍ରୀ ଦେବ
୭	ସବିଷା ସମ୍ମା	ଶ୍ରୀହେ ସବିଷା ସମ୍ମା ମହନ୍ତ୍ରୀ ଦେବ
୮୦	ଶର୍ଣ୍ଣପାଦ	ଶ୍ରୀହେ ଶର୍ଣ୍ଣପାଦ ମହନ୍ତ୍ରୀ ଦେବ

DRILL 7.28: Second person question and answer, affirmative

In this drill the speaker will ask a question that you are to answer in the affirmative. Remember to transform all honorific elements to non-honorific ones. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

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| ୧ ଶ୍ରୀହେ ସବିଷା ସୁମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା ଗୁମ୍ଫା ସବର ଶୀଘ୍ରିଙ୍କା |
| ୨ ଶ୍ରୀହେ ଗୋପା ମହିଷା ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା ଗୋପାଙ୍କା ମହିଷା ଗଣ୍ଠା |
| ୩ ଶ୍ରୀହେ ଯଦ୍ର କଲା ମହିଷା ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା ଯଦ୍ର କଲା ମହିଷା ଗଣ୍ଠା |
| ୪ ଶ୍ରୀହେ କେଣ୍ଟା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କେଣ୍ଟା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା |
| ୫ ଶ୍ରୀହେ କେଣ୍ଟା ଶର୍ଣ୍ଣପାଦ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କେଣ୍ଟା ଶର୍ଣ୍ଣପାଦ ଗଣ୍ଠା |
| ୬ ଶ୍ରୀହେ ସବିଷା କଲା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କଲା ସବର ଶୀଘ୍ରିଙ୍କା |
| ୭ ଶ୍ରୀହେ କେନ୍ତା ମହନ୍ତ୍ରୀ କଲା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କେନ୍ତା ମହନ୍ତ୍ରୀ କଲା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା |
| ୮ ଶ୍ରୀହେ କେନ୍ତା ମହନ୍ତ୍ରୀ କଲା ମହନ୍ତ୍ରୀ ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କେନ୍ତା ମହନ୍ତ୍ରୀ କଲା ମହନ୍ତ୍ରୀ ମହନ୍ତ୍ରୀ ଗଣ୍ଠା |
| ୯ ଶ୍ରୀହେ କେନ୍ତା ଶର୍ଣ୍ଣପାଦ ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କେନ୍ତା ଶର୍ଣ୍ଣପାଦ ମହନ୍ତ୍ରୀ ଗଣ୍ଠା |
| ୧୦ ଶ୍ରୀହେ କଳା ସବର ଶର୍ଣ୍ଣପାଦ ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କଳା ସବର ଶର୍ଣ୍ଣପାଦ ମହନ୍ତ୍ରୀ ଗଣ୍ଠା |
| ୧୧ ଶ୍ରୀହେ କେନ୍ତା କଳା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା | ଘରଶାଖୀଙ୍କା କେନ୍ତା କଳା ମହନ୍ତ୍ରୀ ଗଣ୍ଠା |

The same drill is now repeated, omitting the subject ଶ୍ରୀହେ or ଶ୍ରୀହେ କେ (‘you’ h) and using the expanded interrogative form ଶ୍ରୀଘ୍ରିକ୍ଷଣା.

Tapescript

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| ୧ ସବିଷା ସୁମହନ୍ତ୍ରୀ ଶ୍ରୀଘ୍ରିକ୍ଷଣା | ଘରଶାଖୀଙ୍କା ଗୁମ୍ଫା ସବର ଶୀଘ୍ରିଙ୍କା |
| ୨ ଗୋପା ମହିଷା ଶ୍ରୀଘ୍ରିକ୍ଷଣା | ଘରଶାଖୀଙ୍କା ଗୋପାଙ୍କା ମହିଷା ଶ୍ରୀଘ୍ରିଙ୍କା |

୩ ଧନ୍ ହପ୍ ଶ୍ଵିଷଣ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଧନ୍ ହପ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୪ ଅମା ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଅମା ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୫ ଶର୍ଷପାଲୁମା ଶ୍ଵିଷଣ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶର୍ଷପାଲୁମା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୬ ସବିଷା ହପ୍ ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ହପ୍ ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୭ ମହଦ୍ କଦମ୍ବମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ କଦମ୍ବମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୮ କୁମାର୍ଦ୍ଦିଷା ଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ କୁମାର୍ଦ୍ଦିଷା ଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୯ ଶର୍ଷପାଲ ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶର୍ଷପାଲ ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୧୦ କଷା ପଦାଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ କଷା ପଦାଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୧୧ କଷା ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ କଷା ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା

DRILL 7.29: Second person question and answer, negative

In this drill the speaker will ask a question that you are to answer in the negative. Remember to transform all honorific elements to non-honorific ones. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ଶ୍ରୀ ମହା ସବିଷା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ସବିଷା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୩ ଶ୍ରୀ ମହା ପାଲୁମା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ପାଲୁମା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୪ ଶ୍ରୀ ମହା ହପ୍ ଶ୍ଵିଷଣ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ହପ୍ ଶ୍ଵିଷଣ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୫ ଶ୍ରୀ ମହା ଅମା ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ଅମା ମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୬ ଶ୍ରୀ ମହା ଶର୍ଷପାଲୁମା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ଶର୍ଷପାଲୁମା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୭ ଶ୍ରୀ ମହା ସବିଷା ହପ୍ ଶ୍ଵିଷଣ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ସବିଷା ହପ୍ ଶ୍ଵିଷଣ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୮ ଶ୍ରୀ ମହା ମହଦ୍ କଦମ୍ବମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା ମହଦ୍ କଦମ୍ବମହଦ୍ ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୯ ଶ୍ରୀ ମହା କୁମାର୍ଦ୍ଦିଷା ଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା କୁମାର୍ଦ୍ଦିଷା ଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା
୧୦ ଶ୍ରୀ ମହା କଷା ପଦାଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା	ଘରଶାୟିକୀ ଶ୍ରୀ ମହା କଷା ପଦାଲୂଷଣା ଶ୍ରୀ ପିତ୍ ପଣ୍ଡା

၁၃ ཆད·ဆု·ཆံ·ཆရာ·ဆတ်·ရှိ·ပါ·ပနာ

ယရာ·မိန္ဒၢီနာ စူးပြုးပြုးမိန္ဒၢီနာ

Now the same drill is repeated without the subject ཆଡ·ဆု· or ཆଡ·ဆု·^h ("you" h).

Tapescript

၁ ຄରିଷ·ସ୍ତୁ·ପକ୍ତଦ·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ୟୁ·ସ୍ତୁ·ପବ·ଶି·ମୀନା
၂ ଗୋ·ପା·ଶିଶା·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ଗୋ·ପା·ଶି·ମୀନା
၃ ଏନ·ହଲ୍ୟ·ଶିଶା·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ଏନ·ହଲ୍ୟ·ଶି·ମୀନା
၄ ଅମା·ପକ୍ତଦ·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ଅମା·ପବ·ଶି·ମୀନା
၅ ସର୍ବା·ଗୁପ୍ତ·ଶିଶା·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ସର୍ବ·ଶି·ମୀନା
၆ ຄରିଷ·ହଲ୍ୟ·ପକ୍ତଦ·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ହଲ୍ୟ·ପବ·ଶି·ମୀନା
၇ ପକ୍ତଦ·କଦ·ପକ୍ତଦ·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା କଦ·ପବ·ଶି·ମୀନା
၈ କୁଷ·ଦିଷ·ଲ୍ୟାଶା·ରୂପ·ଶକ୍ତ·ଶି·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ଦିଷ·ଲ୍ୟାଶା·ଶି·ମୀନା
၉ ସର୍ବା·ଦ·ପକ୍ତଦ·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା ଦ·ପବ·ଶି·ମୀନା
၁୦ କରା·ପର·ଲ୍ୟାଶା·ରୂପ·ଶକ୍ତ·ଶି·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା କରା·ପର·ଲ୍ୟାଶା·ଶି·ମୀନା
၁၁ କରା·ପକ୍ତଦ·ରୂ·ପିନ·ପନ୍ଥା	ଯରା·ମୀନା କରା·ପବ·ଶି·ମୀନା

THE VERB "TO BE"

Another important point in this unit is the different usages of ରୁଣ and ରେନ to express being. In English, "She is over there" says something about where she exists. "She is an American" says something about who she is. The verb "is" functions differently in these statements. In Tibetan, different verbs are used to indicate something about *where* a person or object exists and to indicate *who* or *what* a person or object is. The verb ରୁଣ is used in the sentence ଶିଦ·ରୁଣ·କଦ·ପାଶକ·ଶି·ରୁଣ·ପନ୍ଥା ("The fruit seller is over there") because one is saying *where* the seller is. The verb ରେନ is used in the sentence ଶିଦ·ଆ·ମେ·ରେଣ·ରେନ ("She is an American") because one is declaring something about *who* she is. We will see other uses of ରୁଣ later.¹

¹ For the time being, note that ରୁଣ and ରେନ are also used as linking verbs for predicate adjectives and for predicate nouns modified by adjectives.

DRILL 7.30: Answering location questions

In this drill you will be asked several questions, such as ཨුෂා ພ්ඩ් ອැන් ສෑ ພස් ອතුෂා (“Where is the cinema?”). The speaker will give a location for you to use in each reply. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

1 ཨුෂා ພ්ඩ් ອැන් ສෑ ພස් ອතුෂා	අ·ෂී	අ·ෂී ප්ඩ් තැන් සෑ පස් තතුෂා
2 කේ ප්ඩ් සෑ පස් ອතුෂා	ය·ෂී	කේ ප්ඩ් යැෂී සෑ පස් ອතුෂා
3 දිජ් ම්ව් ප්ඩ් සෑ පස් ອතුෂා	ධ·ෂී	දිජ් ම්ව් ප්ඩ් සෑ ප්ස් තතුෂා
4 ශ්‍රා ප්ඩ් සෑ පස් ອතුෂා	ං·ෂී	ශ්‍රා ප්ඩ් තතුෂ් සෑ පස් ອතුෂා
5 ඩිජ් ණ්සා කේ ප්ඩ් සෑ පස් ອතුෂා	ඩ·ෂී	ඩිජ් අ්සා කේ ප්ඩ් සෑ පස් ອතුෂා
6 ව්‍යු ප්ඩ් සෑ පස් ອතුෂා	ව·්‍යු	ව්‍යු ප්ඩ් සෑ පස් ອතුෂා
7 ව්‍යු ප්ඩ් සෑ පස් ອතුෂා	ව·්‍යු	ව්‍යු ප්ඩ් සෑ පස් ອතුෂා
8 ප්‍රා ප්ඩ් සෑ පස් ອතුෂා	ප·්‍රා	ප්‍රා ප්ඩ් සෑ පස් ອතුෂා
9 ප්‍රා ප්ඩ් සෑ පස් ອතුෂා	ප·්‍රා	ප්‍රා ප්ඩ් සෑ පස් ອතුෂා

Again, when the subject is obvious, Tibetans often omit it. Therefore, the same drill will be repeated; you are to answer in the shortened form, omitting the subject.

Tapescript

1 ཨුෂා ພ්ඩ් ອැන් ສෑ ພස් ອතුෂා	අ·ෂී	අ·ෂී සෑ තතුෂා
2 කේ ප්ඩ් සෑ පස් ອතුෂා	ය·ෂී	ය·ෂී සෑ පස් ອතුෂා
3 දිජ් ම්ව් ප්ඩ් සෑ පස් ອතුෂා	ධ·ෂී	ධ·ෂී සෑ පස් ອතුෂා
4 ශ්‍රා ප්ඩ් සෑ පස් ອතුෂා	ං·ෂී	ං·ෂී සෑ පස් ອතුෂා
5 ඩිජ් ණ්සා කේ ප්ඩ් සෑ පස් ອතුෂා	ඩ·ෂී	ඩ·ෂී සෑ පස් ອතුෂා
6 ව්‍යු ප්ඩ් සෑ පස් ອතුෂා	ව·්‍යු	ව·්‍යු සෑ පස් ອතුෂා
7 ව්‍යු ප්ඩ් සෑ පස් ອතුෂා	ව·්‍යු	ව·්‍යු සෑ පස් ອතුෂා
8 ප්‍රා ප්ඩ් සෑ පස් ອතුෂා	ප·්‍රා	ප·්‍රා සෑ පස් ອතුෂා
9 ප්‍රා ප්ඩ් සෑ පස් ອතුෂා	ප·්‍රා	ප·්‍රා සෑ පස් ອතුෂා

୬ ସନ୍ଦମାଯଷଶାପନ୍ତରୁଣା	ନ୍ୟାମେନ୍ଦ୍ରିୟ	ନ୍ୟାମେନ୍ଦ୍ରିୟରୁଣା
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DRILL 7.31: Answering location questions

In this drill you will be asked several questions, such as ଶ୍ରୀମାନ୍ଦିରରୁଣାକିମ୍ବାକିମ୍ବା (‘Is the cinema over there?’), which you should answer either in the affirmative or in the negative, as directed. If your answer is negative, the speaker will give another word with which you formulate a reply. For instance, if the tape says, ‘negative/ ଅଣ୍ଟି’’, you answer, ଘରକିମ୍ବା ଅଣ୍ଟିରୁଣା (‘No, it’s up there’). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ଶ୍ରୀମାନ୍ଦିରରୁଣାକିମ୍ବାକିମ୍ବା	negative ଅଣ୍ଟି	ଘରକିମ୍ବାରୁଣା ଅଣ୍ଟିରୁଣା
୩ କର୍ମଚାରୀରୁଣାକିମ୍ବାକିମ୍ବା	affirmative	ଘରକିମ୍ବାରୁଣା କର୍ମଚାରୀରୁଣା
୪ ନ୍ୟାମେନ୍ଦ୍ରିୟରୁଣାକିମ୍ବାକିମ୍ବା	negative ରହି	ଘରକିମ୍ବାରୁଣା ରହିରୁଣା
୫ ଶ୍ରୀମାନ୍ଦିରରୁଣାକିମ୍ବାକିମ୍ବା	affirmative	ଘରକିମ୍ବାରୁଣା ଶ୍ରୀମାନ୍ଦିରରୁଣା
୬ ଶ୍ରୀମାନ୍ଦିରକେନ୍ଦ୍ରିୟରୁଣାକିମ୍ବାକିମ୍ବା	negative ଶ୍ରୀମାନ୍ଦିରରୁଣା	ଘରକିମ୍ବାରୁଣା ଶ୍ରୀମାନ୍ଦିରରୁଣା
୭ ଶ୍ରୀମାନ୍ଦିରରୁଣାକିମ୍ବାକିମ୍ବା	affirmative	ଘରକିମ୍ବାରୁଣା ଶ୍ରୀମାନ୍ଦିରରୁଣା
୮ ଏକାକିନୀରୁଣାକିମ୍ବାକିମ୍ବା	negative ଅଣ୍ଟି	ଘରକିମ୍ବାରୁଣା ଏକାକିନୀରୁଣା
୯ ଏକାକିନୀରୁଣାକିମ୍ବାକିମ୍ବା	affirmative	ଘରକିମ୍ବାରୁଣା ଏକାକିନୀରୁଣା

AGENT NOUNS

The dialogue ends with Da-shí saying ଶ୍ରୀରାମକେନ୍ଦ୍ରିୟରୁଣାକିମ୍ବାକିମ୍ବା (‘Where is the fruit seller?’), and Tön-dup replying ଏକାକିନୀରୁଣା (‘Over there’). The word କେନ୍ଦ୍ରିୟ is the verb ‘to sell’; the particle କିମ୍ବା turns କେନ୍ଦ୍ରିୟ into an agent noun; thus, କେନ୍ଦ୍ରିୟକିମ୍ବା means ‘seller’ or ‘vendor’, as when in the dialogue Da-shí asks ଶ୍ରୀରାମକେନ୍ଦ୍ରିୟରୁଣାକିମ୍ବାକିମ୍ବା (‘Where is the

fruit seller?”). Affixing **ମୂର୍ଖ**’ to a verb is one of the more common ways of making an agent noun from a verb. For instance, କାହିଁ**ମୂର୍ଖ**’ means “buyer”, and **ଯତ୍କିଷ୍ଣମୂର୍ଖ**, **ଦୟମୂର୍ଖ**, and **ଦେଶମୂର୍ଖ** mean “buyer” (h), “goer”, and “goer” (h), respectively.

DRILLS WITH એસ્કુ

DRILL 7.32: Changing locations

In this drill you are asked ਸੰਦੇਖ ਕੌਰ ਮਾਨਸ ਦੁਆਰਾ (“Where is the fruit seller?”). The speaker will give a different location for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

੧	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸੁਖ ਸਾਥ ਵਿਚੂ	ਅ.ਸੀ.	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸੁਖ ਅਥੀਰ ਵਿਚੂ
੨	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਦਿਪੀ ਮਹੌਲ ਸਾਡੇ	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸੁਖ ਦਿਪੀ ਮਹੌਲ ਸਾਡੇ ਵਿਚੂ
੩	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਮ.ਸੀ.	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸੁਖ ਮ.ਸੀ.ਰ ਵਿਚੂ
੪	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਕਦ ਸਾਡੇ ਕਦ	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸੁਖ ਕਦ ਸਾਡੇ ਕਦ ਵਿਚੂ
੫	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਅ.ਸੀ.	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਅ.ਸੀ.ਰ ਵਿਚੂ
੬	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਲ੍ਲਾਸ ਏਨ੍ਡ ਸਾਡੇ ਕਦ	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਲ੍ਲਾਸ ਏਨ੍ਡ ਸਾਡੇ ਕਦ ਵਿਚੂ
੭	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	੮੯	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਓਦੀਸ ਵਿਚੂ
੮	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	੮੯	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਓਦੀਸ ਵਿਚੂ
੯	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਟਾਈ ਕਦ	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਟਾਈ ਸਾਡੇ ਕਦ ਵਿਚੂ
੧੦	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਸਾਥ ਵਿਚੂ	ਅ.ਸੀ.	ਬੰਦੁ ਕੁਝ ਹੋ ਗਿਆ ਅ.ਸੀ.ਰ ਵਿਚੂ

DRILL 7.33: Changing locations

This drill is similar to the previous drill except that here you are asked ସମ୍ବିଶ୍ରତ୍ତଦିକ୍ଷା (Where is the bread seller?).

Tapescript

୨ ସମ୍ବିଦ୍ଧାକ୍ଷରମ୍ଭକାରୀଙ୍କୁ	ଶିଖି	ସମ୍ବିଦ୍ଧାକ୍ଷରମ୍ଭମ୍ଭକାରୀଙ୍କୁ
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୩ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	କରିବାରି	ଏହାଙ୍କରିତାକାରୀଙ୍କରିତା
୪ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ବିନ୍ଦି	ଏହାଙ୍କରିତାକାରୀଙ୍କରିତା
୫ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ଶ୍ରୀମଦ୍	ଏହାଙ୍କରିତାକାରୀଶ୍ରୀମଦ୍ବିତୀ
୬ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ଶ୍ରୀମଦ୍	ଏହାଙ୍କରିତାକାରୀଶ୍ରୀମଦ୍ବିତୀ
୭ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ଯାଚି	ଏହାଙ୍କରିତାକାରୀଯାଚି
୮ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ଶ୍ରୀମଦ୍	ଏହାଙ୍କରିତାକାରୀଶ୍ରୀମଦ୍ବିତୀ
୯ ସମ୍ବିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ଶ୍ରୀମଦ୍	ଏହାଙ୍କରିତାକାରୀଶ୍ରୀମଦ୍ବିତୀ

DRILL 7.34: Answering “who” questions

In this drill you are asked several questions. The speaker will give a proper name for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ଶିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା	ବ୍ୟାଜିକ	ବ୍ୟାଜିକାରୀଙ୍କରିତା
୨ ଛାତ୍ରାଙ୍କରିତାକାରୀଙ୍କରିତା	କ୍ରିଶୁଷ	କ୍ରିଶୁଷାରୀଙ୍କରିତା
୩ ଶ୍ରୀମଦ୍ବିତୀରିତାକାରୀଙ୍କରିତା	ରହିଷାମିନ୍	ରହିଷାମିନ୍ଦାରୀଙ୍କରିତା
୪ ଦ୍ୱିତୀୟାଙ୍କରିତାକାରୀଙ୍କରିତା	ଶ୍ରୀମଦ୍	ଶ୍ରୀମଦ୍ବିତୀରୀଙ୍କରିତା
୫ ଶ୍ରୀମଦ୍ବିତୀରୀଙ୍କରିତାକାରୀଙ୍କରିତା	ପଞ୍ଚଦିନ	ପଞ୍ଚଦିନାରୀଙ୍କରିତା
୬ ଶ୍ରୀମଦ୍ବିତୀରୀଙ୍କରିତାକାରୀଙ୍କରିତା	ପଞ୍ଜି	ପଞ୍ଜିରୀଙ୍କରିତା

DRILL 7.35: Answering “who” questions

In this drill you are asked to identify certain people. The speaker will name a place. You should say that the person about whom you have been asked is the one going to that place. For instance, when asked କୌଣସି କୌଣସି କାରୀଙ୍କରିତା? ("Who is BéI-dén?" h) and given the place ଶିଦ୍ଧାଙ୍କରଣାକାରୀଙ୍କରିତା ("Tibet"), you should say କୌଣସି କୌଣସି କାରୀଙ୍କରିତା? ("BéI-dén is the one going to Tibet" h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

1 དਪའ་ཐྰ·ལྷନ·འྱଶଶ·ସ୍ତୁ·ରେନା	ଦ୍ୟ.	ଦପ'ାତ୍ର·ଲ୍ହନ·ଆଶଶ·ର୍ଦ୍ଦ·ଲ୍·କ୍ଷିଣଶ·ମ୍ୟକ୍ରି·ସ୍ତୁ
2 ད୍ରୁ·ସ୍ତୁ·ଲ୍ହନ·ଚ୍ଛବି·ରେନା	ଛ୍ଲା·ଶ.	ଦ୍ରୁ·ସ୍ତୁ·ଲ୍ହନ·ଚ୍ଛବି·ର୍ଦ୍ଦ·ଲ୍·କ୍ଷିଣଶ·ମ୍ୟକ୍ରି·ସ୍ତୁ
3 ରୈଶଶ·ମ୍ୟକ୍ରି·ଲ୍ହନ·ଚ୍ଛବି·ରେନା	ରୈଶ.	ରୈଶଶ·ମ୍ୟକ୍ରି·ଲ୍ହନ·ଚ୍ଛବି·ର୍ଦ୍ଦ·ଲ୍·କ୍ଷିଣଶ·ମ୍ୟକ୍ରି·ସ୍ତୁ
4 ସ୍ତୁ·ଚ୍ଛବି·ଲ୍ହନ·ଚ୍ଛବି·ରେନା	ଲ୍ହନ·ଚ୍ଛବି.	ସ୍ତୁ·ଚ୍ଛବି·ଲ୍ହନ·ଚ୍ଛବି·ର୍ଦ୍ଦ·ଲ୍·କ୍ଷିଣଶ·ମ୍ୟକ୍ରି·ସ୍ତୁ
5 ସଞ୍ଚଦ·କୁମାର·ଚ୍ଛବି·ରେନା	କୁମାର.	ସଞ୍ଚଦ·କୁମାର·ଚ୍ଛବି·ର୍ଦ୍ଦ·ଲ୍·କ୍ଷିଣଶ·ମ୍ୟକ୍ରି·ସ୍ତୁ
6 ସନ୍ତୁତୀ·ଚ୍ଛବି·ରେନା	ଚ୍ଛବି.	ସନ୍ତୁତୀ·ଚ୍ଛବି·ର୍ଦ୍ଦ·ଲ୍·କ୍ଷିଣଶ·ମ୍ୟକ୍ରି·ସ୍ତୁ

The same drill is now repeated, omitting the subject in the answer since the name usually is not used in the answer.

Tapescript

1 དପା'ତ୍ର·ଲ୍ହନ·ଚ୍ଛବି·ସ୍ତୁ	ଦ୍ୟ.	ଦ୍ୟ·ଲ୍ହନ·ଚ୍ଛବି·ସ୍ତୁ
2 ད୍ରୁ·ସ୍ତୁ·ଲ୍ହନ·ଚ୍ଛବି	ଛ୍ଲା·ଶ.	ଦ୍ରୁ·ସ୍ତୁ·ଲ୍ହନ·ଚ୍ଛବି
3 ରୈଶଶ·ମ୍ୟକ୍ରି·ଲ୍ହନ·ଚ୍ଛବି	ରୈଶ.	ରୈଶଶ·ମ୍ୟକ୍ରି·ଲ୍ହନ·ଚ୍ଛବି
4 ସ୍ତୁ·ଚ୍ଛବି·ଲ୍ହନ·ଚ୍ଛବି	ଲ୍ହନ·ଚ୍ଛବି.	ସ୍ତୁ·ଚ୍ଛବି·ଲ୍ହନ·ଚ୍ଛବି
5 ସଞ୍ଚଦ·କୁମାର·ଚ୍ଛବି	କୁମାର.	ସଞ୍ଚଦ·କୁମାର·ଚ୍ଛବି
6 ସନ୍ତୁତୀ·ଚ୍ଛବି	ଚ୍ଛବି.	ସନ୍ତୁତୀ·ଚ୍ଛବି

DRILL 7.36: Answering in affirmative and negative

In this drill you will be asked several questions. Answer them in the affirmative or negative, as directed. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

1 କୁମାର·ଲ୍ହନ·ଚ୍ଛବି	affirmative	ଚ୍ଛବି·କୁମାର। ଏ·କୁମାର।
2 ଆ·ମୋର୍ତ୍ତିଳା·ଲ୍ହନ·ଚ୍ଛବି	negative	ଚ୍ଛବି·ମୋର୍ତ୍ତିଳା। ନେ·ମୋର୍ତ୍ତିଳା।
3 କୁମାର·ଲ୍ହନ·ଚ୍ଛବି	negative	ଚ୍ଛବି·କୁମାର। ନେ·କୁମାର।

၁ အိန္ဒိတီရွှေ့သပါမိနာများ၊ နှင့် ၂ ယိန္ဒိနာ	affirmative	များမြို့၏ ၃ ယိန္ဒိနာ
၄ အူနှစ်ရွှေ့သပါမိနာများ၊ နှင့် ၅ ယိန္ဒိနာ	negative	များမြို့၏ ၆ ယိန္ဒိနာ
၆ ခုံနှင့် ၇ ယိန္ဒိနာများ၊ နှင့် ၈ ယိန္ဒိနာ	affirmative	များမြို့၏ ၉ ယိန္ဒိနာ

FUTURE VERB FORMS WITH များ AND ဒုက္ခ

The basic future construction is verb plus auxiliary မျှော် or မျှေးဒုံး, as in ၁။ မျှော်မျှော် ("I will go") and ၂။ များမြို့သပါမိနာ၏ ၃။ မျှော်ဒုံး ("He will go" h). An alternate construction uses verb plus များမြို့၏, များမြို့ဒုံး, ဒုက္ခမြို့၏, or ဒုက္ခဒုံး,¹ as in ၄။ များမြို့များမြို့၏ ("I will go"), ၅။ များမြို့ဒုက္ခမြို့၏ ("I will go"), ၆။ များမြို့သပါမိနာ၏ ("She will go" h), and ၇။ များမြို့ဒုက္ခဒုံး ("He will go" h). As you will remember, များမြို့၏ is used to form verbal agent nouns; thus, a super-literal translation of ၄။ များမြို့များမြို့၏ might be "I am the goer," and of ၇။ များမြို့ဒုက္ခဒုံး၏, "She is the goer" (h); however, to say "I am the one who is going" one adds ဒုံး, as in ၈။ များမြို့များမြို့၏မြို့၏, and to say "She is the one who is going" one says ၉။ များမြို့ဒုက္ခဒုံး၏မြို့၏. Therefore, this construction without ဒုံး is better understood as another way of forming the future tense.² The following drills will practice this form of the future tense.

DRILL 7.37: Destination substitution with များ, first person singular

In this drill the basic sentence is ၁။ များမြို့များမြို့၏ ("I will go home"), the shortened form of ၂။ များမြို့သပါမိနာ၏. The speaker will give a destination which you are to substitute for ၄။ မြို့၏ ("home") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁ များမြို့များမြို့၏	၄။ မြို့	၅။ များမြို့များမြို့၏
၂	၆။ မြို့	၇။ မြို့များမြို့၏
၃	၈။ မြို့	၉။ မြို့များမြို့၏
၄	၁။ မြို့	၁၃။ မြို့များမြို့၏

¹ Sometimes these are pronounced as ၄။ မြို့၏ and ၅။ ဒုံး၏.

² Nevertheless, that it is not always the same as the future is indicated by its being used for "I am the one to go to the market, but I will not go" — ၁။ များမြို့များမြို့၏များမြို့၏။

۴	ରୁହିଣୀ	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା
୫	ଶ୍ରୀମଦ୍	ଶ୍ରୀମଦ୍ବରଶ୍ଵମୟକ୍ଷିତା

DRILL 7.38: Destination substitution with ତତ୍, first person singular

In this drill the basic sentence is ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା ("I will go home"). The speaker will give a destination which you are to substitute for ରୁହିଣୀ ("home") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା	ରୁହିଣୀ	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା
୩		ଶ୍ରୀମଦ୍	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା
୪		ଶ୍ରୀମଦ୍	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା
୫		ଶ୍ରୀମଦ୍	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା
୬		ଶ୍ରୀମଦ୍	ରୁହିଣୀନାମଶ୍ଵମୟକ୍ଷିତା

DRILL 7.39: Destination substitution with ମୟକ୍ଷ, first person plural

In this drill the basic sentence is କେନ୍ଦ୍ରନାମଶ୍ଵମୟକ୍ଷିତା ("We will go to Tibet"). The speaker will give a destination which you are to substitute for କେନ୍ଦ୍ର ("Tibet") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨	କେନ୍ଦ୍ରନାମଶ୍ଵମୟକ୍ଷିତା	କେନ୍ଦ୍ରମ	କେନ୍ଦ୍ରନାମଶ୍ଵମୟକ୍ଷିତା
୩		ଜିନିହିନ୍ଦିଯାମ	କେନ୍ଦ୍ରଜିନିହିନ୍ଦିଯାମଶ୍ଵମୟକ୍ଷିତା
୪		କେନ୍ଦ୍ରମ	କେନ୍ଦ୍ରକେନ୍ଦ୍ରନାମଶ୍ଵମୟକ୍ଷିତା
୫		କେନ୍ଦ୍ରମ	କେନ୍ଦ୍ରକେନ୍ଦ୍ରନାମଶ୍ଵମୟକ୍ଷିତା
୬		କେନ୍ଦ୍ରମ	କେନ୍ଦ୍ରକେନ୍ଦ୍ରନାମଶ୍ଵମୟକ୍ଷିତା

DRILL 7.40: Destination substitution with དྲྲ, first person plural

In this drill the basic sentence is དྲྲ· གྱତ୍ସନ୍ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ଦେବ୍ ("We will go Tibet"). The speaker will give a destination which you are to substitute for གྱତ୍ସନ୍ ("Tibet") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍	ବାପଦ	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍
୨		କୁମର	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍
୩		ହେମପଦ	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍
୪		କନ୍	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍
୫		ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍
୬		ମହାମୁଦ୍	ଦୁଃଖେଣ୍ଟିକ୍ଷାମାନ୍ତର୍ଯ୍ୟାନ୍ ଦେବ୍

DRILL 7.41: Destination substitution with ମ୍ୟାନ୍, second person

In this drill the basic sentence is ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍ ("You will go to Tibet" h). The speaker will give a destination which you are to substitute for གྱତ୍ସନ୍ ("Tibet") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍	ମହାମୁଦ୍	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍
୨		କୁମର	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍
୩		ଗନ୍ଧମାନ୍ତର୍	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍
୪		କୁମର	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍
୫		ବାପଦ	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍
୬		ହେମପଦ	ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ମ୍ୟାନ୍ ଦେବ୍

DRILL 7.42: Destination substitution with ତ୍ରୈନ୍, second person

In this drill the basic sentence is ତ୍ରୈନ୍ ରମ୍ଭାଲ୍ଲକ୍ଷ୍ମୀ ଯାଇଶ୍ଵର୍ତ୍ତନ୍ ତ୍ରୈନ୍ ଦେବ୍ ("You will go to Tibet" h). The speaker will give a destination which you are to substitute for གྱତ୍ସନ୍ ("Tibet") in a new

sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

१	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਸ਼ਦ੍ ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ	ਥਾ'ਰਨ੍ ਸ਼ੀ'	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਥਾ'ਰਨ੍ ਸ਼ੀ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ
੩		ਕ੍ਰੀ'ਵੀ'	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਕ੍ਰੀ'ਵੀ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ
੫		ਗਦ੍ ਮਕ੍ ਨੁ'	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਗਦ੍ ਮਕ੍ ਨੁ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ
੮		ਕੁ'ਕਸਾ'	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਕੁ'ਕਸਾ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ
੮		ਤਾ'ਸਦ'	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਤਾ'ਸਦ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ
੯		ਹੱਦ੍ ਸਦ'	ਤ੍ਰਿਨ੍ ਰੁਦ੍ ਹੋਂ ਹੱਦ੍ ਸਦ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ

DRILL 7.43: Destination substitution with ਘਾਗ੍, third person

In this drill the basic sentence is ਸਿਦ੍ ਲੱਖਣ੍ ਸ਼ੂਨ੍ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ ("He will go to the school" h). The speaker will give a destination which you are to substitute for ਲੱਖਣ੍ ("the school") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

੧	ਸਿਦ੍ ਲੱਖਣ੍ ਸ਼ੂਨ੍ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ	ਛੈਕ੍ ਸਦ'	ਸਿਦ੍ ਛੈਕ੍ ਸਦ'ਵਾ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ
੩		ਨਾਚ੍ ਧ'	ਸਿਦ੍ ਨਾਚ੍ ਧ'ਵਾ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ
੫		ਹੱਦ੍ ਸਦ'	ਸਿਦ੍ ਹੱਦ੍ ਸਦ'ਵਾ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ
੮		ਗਦ੍ ਮਕ੍ ਨੁ'	ਸਿਦ੍ ਗਦ੍ ਮਕ੍ ਨੁ'ਵਾ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ
੮		ਕੁ'ਕਸਾ'	ਸਿਦ੍ ਕੁ'ਕਸਾ'ਵਾ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ
੯		ਤਾ'ਸਦ'	ਸਿਦ੍ ਤਾ'ਸਦ'ਵਾ ਥਿਏਸਾ'ਮਾਫਕ੍ ਰੇਨਾ

DRILL 7.44: Destination substitution with ਤਕ੍, third person

In this drill the basic sentence is ਸਿਦ੍ ਹੋਂ ਛੈਕ੍ ਸਦ'ਵਾ ਥਿਏਸਾ'ਤਕ੍ ਰੇਨਾ ("They will go to the hospital" h). The speaker will give a destination which you are to substitute for ਛੈਕ੍ ਸਦ' ("the hospital") in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

१	ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ	ରମ୍ବାଲ୍ଲକ୍ଷ୍ମୀ	ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ
୨	କୃତ୍ତିବ୍ସି	କୃତ୍ତିବ୍ସି	କୃତ୍ତିବ୍ସିଯାପିଷବାନ୍ଦିନୀ
୩	ଅନୁମତି	ଅନୁମତି	ଅନୁମତିଯାପିଷବାନ୍ଦିନୀ
୪	ହେତୁମନ୍ଦି	ହେତୁମନ୍ଦି	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ
୫	ରମ୍ବାଲ୍ଲୟୁଲି	ରମ୍ବାଲ୍ଲୟୁଲି	ରମ୍ବାଲ୍ଲୟୁଲିଯାପିଷବାନ୍ଦିନୀ
୬	ଶ୍ରୀକୁମର	ଶ୍ରୀକୁମର	ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ

DRILL 7.45: Pronoun substitution with ଆସନ୍ତି

In this drill the basic sentence is ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ ("He will go to the hospital"). The speaker will give a pronoun that you are to substitute for ଶ୍ରୀ ("he") in a new sentence. Remember, if the pronoun is "I" or "we" the verbal auxiliary will be ଏମିନ୍ଦି rather than ହେବେନ୍ଦି. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ	ହେତୁ	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ
୨		ହେତୁ	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ
୩		ହେତୁ	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ
୪		ହେତୁ	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ
୫		ଶ୍ରୀକୁମର	ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ
୬		ହେତୁ	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ
୭		ହେତୁ	ହେତୁମନ୍ଦିଯାପିଷବାନ୍ଦିନୀ

DRILL 7.46: Pronoun substitution with ତାଙ୍କ

In this drill the basic sentence is ଶ୍ରୀକୁମରାଯିଷବାନ୍ଦିନୀ ("He will go to the hospital" h). The speaker will give a pronoun for the "goer" which you are to substitute for ଶ୍ରୀ ("she"/"he" h) in a new sentence. Say the new sentence; listen to it on the tape; then say it again. For this drill, imagine that you are in a group that includes esteemed persons and use

the honorific དිසන්ඤක්ස් ແරු ໂදා for first person plural.

Tapescript

၁	၃	၅	၇	၉	၁၁
၃	၅	၇	၉	၁၁	၁၃
၅	၇	၉	၁၁	၁၃	၁၅
၇	၉	၁၁	၁၃	၁၅	၁၇
၉	၁၁	၁၃	၁၅	၁၇	၁၉
၁၁	၁၃	၁၅	၁၇	၁၉	၁၁

DRILL 7.47: Destination substitution with ພැයක්

In this drill the basic sentence is ཨේ ස්වීඩ් මූල්‍ය පැයක් ໂදා (“He will go to school”). The speaker will give a destination which you are to substitute for ස්වීඩ් (“the school”) in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

၁	၃	၅	၇	၉	၁၁
၃	၅	၇	၉	၁၁	၁၃
၅	၇	၉	၁၁	၁၃	၁၅
၇	၉	၁၁	၁၃	၁၅	၁၇
၉	၁၁	၁၃	၁၅	၁၇	၁၉
၁၁	၁၃	၁၅	၁၇	၁၉	၁၁

DRILL 7.48: Destination substitution with ຊක්

In this drill the basic sentence is ມෝ ພාද් ພාද් ຊක් ໂදා (“She will go to the restaurant”). The speaker will give a destination which you are to substitute for ພාද් (“restaurant”) in a new sentence. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

२	मङ्गलवारश्चात्रकंदा	मङ्गलवारश्चात्रकंदा
३	खेला	मङ्गलवारश्चात्रकंदा
४	शैक्षण्य	मङ्गलवारश्चात्रकंदा
५	दस्तावेज	मङ्गलवारश्चात्रकंदा
६	कुपोषण	मङ्गलवारश्चात्रकंदा
७	कुपोषण	मङ्गलवारश्चात्रकंदा

FUTURE INTERROGATIVE

The question in the first line of the dialogue निन्दनम् श्रीमति शशीलाल गुरुजी का "What will you buy?" is an expanded form of a construction we have already seen. In the previous unit we had the question एहसन कहे? ("Where are you going?" h) and in line four of this dialogue there is the question एहसन कहे? ("What will you buy?" h). These are contracted interrogative forms. The expanded sentences are एहसन कहे? and एहसन कहे? In the expanded form it is easy to see the structure of the pattern: an interrogative pronoun, a future tense verb, and the particle ह which is used with questions having an interrogative pronoun.

DRILL 7.49: Answering "what"

In this drill you are asked एहसन कहे? ("What will you buy?" h), the shortened form of निन्दनम् श्रीमति शशीलाल गुरुजी का in which the subject is omitted. The speaker will give an object for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

२	एहसन कहे?	एहसन कहे?
३	एहसन कहे?	एहसन कहे?
४	एहसन कहे?	एहसन कहे?
५	एहसन कहे?	एहसन कहे?

୨ ଶାର୍ଦ୍ଦ୍ସତ୍ତ୍ୱାଶ୍ରୀପ୍ରିଣ୍ଟିପ୍ରା	କଷାପର	କଷାପରକ୍ଷେତ୍ରମୌଖିକ
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DRILL 7.50: Answering “what”

In this drill you are asked ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା|| (“What will you eat/drink?” h). The speaker will give an object for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	ଅମା	ଆମାଶବଦମୌଖିକ
୩ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	ରାତ୍ରି	ରାତ୍ରିଶବଦମୌଖିକ
୪ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	ଏ	ଏଶବଦମୌଖିକ
୫ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	କୁଳ	କୁଳଶବଦମୌଖିକ
୬ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	କଦମ୍ବ	କଦମ୍ବଶବଦମୌଖିକ
୭ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	ଗୋଲା	ଗୋଲାଶବଦମୌଖିକ
୮ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	କପା	କପାଶବଦମୌଖିକ
୯ ଶାର୍ଦ୍ଦ୍ସକ୍ତିଗା	ବିଲା	ବିଲାଶବଦମୌଖିକ

DRILL 7.51: Answering in affirmative and negative

In this drill you are asked ମୈଦିର୍ହଶାର୍ଦ୍ଦ୍ସତ୍ତ୍ୱାଶ୍ରୀପ୍ରିଣ୍ଟିପ୍ରା (“Will you buy fruit?” h), which you should answer either in the affirmative or in the negative, as directed. If your answer is negative, the tape will give another word with which you formulate a reply. For instance, if the tape says, “negative/ କପା” you answer, ଘରାଶାମୀକା କପାକ୍ଷେତ୍ରମୌଖିକ (“No, I’ll buy vegetables”). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ମୈଦିର୍ହଶାର୍ଦ୍ଦ୍ସତ୍ତ୍ୱାଶ୍ରୀପ୍ରିଣ୍ଟିପ୍ରା	negative କପା	ଘରାଶାମୀକା କପାକ୍ଷେତ୍ରମୌଖିକ
୩ ମୈଦିର୍ହଶାର୍ଦ୍ଦ୍ସତ୍ତ୍ୱାଶ୍ରୀପ୍ରିଣ୍ଟିପ୍ରା	affirmative	ଘରାଶାମୀକା ମୈଦିର୍ହଶାକ୍ଷେତ୍ରମୌଖିକ

୩ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା	negative ରୁହା	ଯଶଶମ୍ଭିନୀ ରୁହାକ୍ଷେତ୍ରିନୀ
୪ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା	negative ରୁହା	ଯଶଶମ୍ଭିନୀ ରୁହାକ୍ଷେତ୍ରିନୀ
୫ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା	affirmative	ଯଶଶମ୍ଭିନୀ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା
୬ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା	negative ରୁହା	ଯଶଶମ୍ଭିନୀ ବିଶାର୍ଦ୍ଦାକ୍ଷେତ୍ରିନୀ
୭ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା	affirmative	ଯଶଶମ୍ଭିନୀ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା
୮ ସିଦ୍ଧମାତ୍ରିଷାନ୍ତୁପୀକ୍ରମଶା	negative ରୁହା	ଯଶଶମ୍ଭିନୀ ବିଶାର୍ଦ୍ଦାକ୍ଷେତ୍ରିନୀ

DRILL 7.52: Answering "where" with ଯାଏନ୍ and ତଥା

In this drill you are asked questions such as କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ ("Where will you go?" h) and କ୍ଷିତିରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ ("Where will she go?" h). The speaker will give a destination for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ଜୀବିନ୍ଦୁରୁହାଯାଏନ୍	କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୨ କ୍ଷିତିରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ଶ୍ଵରମୁଖ	କ୍ଷିତିରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୩ କ୍ଷିତିରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ଶ୍ଵରମଧୁ	ଶ୍ଵରମଧୁରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୪ କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ରମ୍ଭମୁଖ	ରମ୍ଭମୁଖରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୫ କ୍ଷିତିରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ରୁହା	କ୍ଷିତିରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୬ ମାତ୍ରାରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ରୁହା	ମାତ୍ରାରୁହାଯାଏନ୍ ତଥାରୁହାଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୭ କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ରୁହା	କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ
୮ କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ	ରୁହା	କ୍ଷିତିରୁହାଯାଏନ୍ ଯାଏନ୍ତିମାନ୍ତ୍ରିକୀ

၉ ଶାପନ୍ କ୍ଷେତ୍ରକାମାଧିକାରୀ	ଶୁଣନ୍	ଶୁଣନ୍ ଯାଇବାକାମାଧିକାରୀ
୧୦ ମ୍ରାପନ୍ ରାଜ୍ୟକାମାଧିକାରୀ	କହନ୍ତିଥିଲା	କହନ୍ତିଥିଲା ରାଜ୍ୟକାମାଧିକାରୀ

7. Participation

DRILL 7.53: Dialogue repetition

Reviewing the dialogue. In this drill the speaker will run through the entire dialogue twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken or the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

First run-through

ଏହା ମୈଣିକା ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୧. ସିଦ୍ଧାଂତିକା ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୨. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୩. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୪. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୫. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୬. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୭. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୮. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୯. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୧୦. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ

Second run-through

ଏହା ମୈଣିକା ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୧. ସିଦ୍ଧାଂତିକା ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୨. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୩. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୪. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ
 ୫. ଯଦ୍ବିନ୍ଦୁ ପାଇଁ ଆମା କାମାଧିକାରୀ

ଶୁଣ୍ଡକଲୁମଞ୍ଜିଣୀ
ର୍ଯ୍ୟନ୍ ଶୁଣ୍ଡଜିଣୀ ସିଦ୍ଧିଷାହେନ୍ ପରିମଳା
ଧାରୀନ୍ ପରିମଳା

Unit 8: Review

ଶ୍ଵେତରୁ ସନ୍ତୁଦ୍ଧା

1. Rehearsing the Dialogues

DRILL 8.1: Repeating the dialogues

In this drill the speaker will run through the dialogues from Units 4-7 twice, pausing line-by-line for you to repeat. Carefully reproduce the pronunciation as spoken on the tape, and practice this section until you can say the lines as quickly as the speaker does.

Tapescript

Unit 4: First run-through

ଯିବେଶାପଣଶା କ୍ଲ୍ରାମକ୍ରମଶା ସନ୍ଦିହ୍ୟାପଣଶା

ଏବେଶାପଣଶା କ୍ଲ୍ରାମକ୍ରମଶା ସନ୍ଦିହ୍ୟାପଣଶା

ସନ୍ଦିହ୍ୟାପଣଶା

Unit 4: Second run-through

ଯିବେଶାପଣଶା କ୍ଲ୍ରାମକ୍ରମଶା ସନ୍ଦିହ୍ୟାପଣଶା

ଏବେଶାପଣଶା କ୍ଲ୍ରାମକ୍ରମଶା ସନ୍ଦିହ୍ୟାପଣଶା

ସନ୍ଦିହ୍ୟାପଣଶା

Unit 5: First run-through

କେବେଦିପଣଶା ପ୍ରମାଣିଷଶା ପରଦିପୁରା

ପରଶାର୍ଥା ସବୁପଣଶା ପରଦିପୁରା

ପରଶାର୍ଥା କ୍ଲ୍ରାମକ୍ରମଶା ସନ୍ଦିହ୍ୟାପଣଶା

འཕ୍ଲ འ ས୍ତ୍ର ཨ ར ཤ୍ର ཨ ལ ཀྵ ཨ ལ ཨ ལ ཨ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ ວ ສ ວ ສ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ ວ ສ ວ ສ

Unit 5: Second run-through

ཇ ས ས ས ས ས ས ས ས ས ས
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ ວ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ ວ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ ສ

Unit 6: First run-through

ཇ ས ས ས ས ས ས ས ས ས
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ
 ພ ສ ສ ວ ສ ວ ສ ວ ສ
 ພ ສ ສ ວ ສ ວ ສ ວ
 ພ ສ ສ ວ ສ ວ
 ພ ສ ສ ວ

Unit 6: Second run-through

ཇ ས ས ས ས ས ས ས ས ས
 ພ ສ ສ ວ ສ ວ ສ ວ ສ ວ
 ພ ສ ສ ວ ສ ວ ສ
 ພ ສ ສ ວ
 ພ ສ ສ ວ

Unit 7: First run-through

एग्नि शावमशा त्रिदं स्तुष्टु श्वेषश्च गृष्मिन् धा
 दं श्वेदं हृष्टु श्वेषी यिना त्रिदं स्तुष्टु श्वेषश्च गृष्मिन् धा
 दं यद्य श्वेदं हृष्टु श्वेषी यिना
 श्वेदं हृष्टु श्वेषश्च गा
 गृष्मु ददं क्षयु श्वेषी यिना
 दं यद्य गृष्मु श्वेषी यिना श्वेदं हृष्टु श्वेदं श्वेषश्च गृष्मु ददा
 श्वेषश्च गृष्मु ददा

Unit 7: Second run-through

एग्नि शावमशा त्रिदं स्तुष्टु श्वेषश्च गृष्मिन् धा
 दं श्वेदं हृष्टु श्वेषी यिना त्रिदं स्तुष्टु श्वेषश्च गृष्मिन् धा
 दं यद्य श्वेदं हृष्टु श्वेषी यिना
 श्वेदं हृष्टु श्वेषश्च गा
 गृष्मु ददं क्षयु श्वेषी यिना
 दं यद्य गृष्मु श्वेषी यिना श्वेदं हृष्टु श्वेदं श्वेषश्च गृष्मु ददा
 श्वेषश्च गृष्मु ददा

2. Repeating Comprehensive Drills

In this section major drills from previous units are repeated.

DRILL 8.2: Responding to name questions, affirmative and negative, shortened form

In this drill one uses the shortened form of both a name question and the reply by omitting the subject. Thus, the personal pronouns are omitted. Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ଏଣ୍ଡିନ୍ କୁମାର୍ ପ୍ରଶାନ୍ତିକୁ ଧରା	negative ନୀତିତିତି	ଧରାମୀନ୍ ନୀତିତିତିଧିନ୍
୩ ମିନ୍ ନ୍ ପଥାଲ୍ କୁମାର୍ ରେନ୍ ଧରା	negative ରେନ୍ କୁମାର୍ ମିନ୍	ଧରାମ୍ ରେନ୍ ରେନ୍ କୁମାର୍ ମିନ୍
୪ କେଂ ରେନ୍ ପ୍ରଶାନ୍ତିକୁ ଧରା	affirmative	ଧରାଯିନ୍ କେଂ ରେନ୍ ଯିନ୍
୫ ମିନ୍ ସଙ୍ଗମ୍ ରେନ୍ ପ୍ରଶାନ୍ତିକୁ ଧରା	negative କୁମାର୍ ସଙ୍ଗମ୍	ଧରାମୀନ୍ ରେନ୍ କୁମାର୍ ସଙ୍ଗମ୍
୬ ର୍ଦ୍ର ଶୁଷା ପ୍ରଶାନ୍ତିକୁ ଧରା	negative ଶୁଷା ସଙ୍ଗମ୍	ଧରାମୀନ୍ ଶୁଷା ର୍ଦ୍ର ଯିନ୍
୭ ମିନ୍ ଶୁଷା ସଙ୍ଗମ୍ ପ୍ରଶାନ୍ତିକୁ ଧରା	negative ରେନ୍ କୁମାର୍ ମିନ୍	ଧରାମ୍ ରେନ୍ ରେନ୍ କୁମାର୍ ମିନ୍
୮ ନୀତିତିତି ପ୍ରଶାନ୍ତିକୁ ଧରା	negative ଏଣ୍ଡିନ୍ କୁମାର୍	ଧରାମୀନ୍ ନୀତିତିତି ଏଣ୍ଡିନ୍ କୁମାର୍ ଯିନ୍
୯ ମିନ୍ ସଙ୍ଗମ୍ ରେନ୍ ପ୍ରଶାନ୍ତିକୁ ଧରା	negative କେଂ ରେନ୍	ଧରାମ୍ ରେନ୍ କେଂ ରେନ୍ ପ୍ରଶାନ୍ତିକୁ

DRILL 8.3: Answering name and nationality questions

In this drill you will be asked several questions, such as ମିନ୍ ରେନ୍ ଏଣ୍ଡିନ୍ କୁମାର୍ ପ୍ରଶାନ୍ତିକୁ ଧରା ("Are you Sö'-nam?" h) and ମିନ୍ ରେନ୍ ଜୀନ୍ ହିଁ ପ୍ରଶାନ୍ତିକୁ ("Are you English?" h), which you should answer in the affirmative or the negative, as directed. If your answer is negative, the speaker will give another name or nationality for you to use in your reply. For instance, if the tape says, "negative/ ନୀତିତିତି", you answer, ଧରାମୀନ୍ ନୀତିତିତି ଏଣ୍ଡିନ୍ କୁମାର୍ ("No, I am Lobsang"). Remember to use the appropriate verb endings for first and third person answers and to add the particle ଧରା after others' names. Give the answer; listen to it on the tape; then say it again.

Tapescript

୨ ମିନ୍ ରେନ୍ ଶୁଷା ପ୍ରଶାନ୍ତିକୁ	ର୍ଦ୍ର ହିଁ	ର୍ଦ୍ର ହିଁ ଯିନ୍
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୧ ଶ୍ରୀନାଥାପଣାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ତୋପିନ୍ଦା
୨ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୩ ଶ୍ରୀନାଥା	କ୍ଷେତ୍ରପାତ୍ର	କ୍ଷେତ୍ରପାତ୍ରାପଣାପିନ୍ଦା
୪ ଶ୍ରୀନାଥାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୫ ଶ୍ରୀନାଥାପଣାପିନ୍ଦା	negative ପଣାପିନ୍ଦା	ପଣାପିନ୍ଦା ସନ୍ଦର୍ଭପଣାପିନ୍ଦା
୬ ଶ୍ରୀନାଥାପଣାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୭ ଶ୍ରୀନାଥାପଣାପିନ୍ଦା	କେନ୍ଦ୍ରପତ୍ରପାତ୍ର	କେନ୍ଦ୍ରପତ୍ରପାତ୍ରାପଣାପିନ୍ଦା
୮ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୯ ଶ୍ରୀନାଥାପଣାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୧୦ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୧୧ ଶ୍ରୀନାଥାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୧୨ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୧୩ ଶ୍ରୀନାଥାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୧୪ ଶ୍ରୀନାଥାପିନ୍ଦା	ଏନ୍‌ହୁଅନ୍‌ଡାର୍	ଏନ୍‌ହୁଅନ୍‌ଡାର୍ପିନ୍ଦା
୧୫ ଶ୍ରୀନାଥାପିନ୍ଦା	affirmative	ପଣାପିନ୍ଦା ଶ୍ରୀନାଥା
୧୬ ଶ୍ରୀନାଥାପିନ୍ଦା	John	ଜୋନ୍‌ନାନ୍ଦା
୧୭ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାନ୍ଦା
୧୮ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାନ୍ଦା
୧୯ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାନ୍ଦା
୨୦ ଶ୍ରୀନାଥାପିନ୍ଦା	negative ପିନ୍ଦା	ପଣାପିନ୍ଦା ଶ୍ରୀନାନ୍ଦା

୧୯ ମିନ୍ଦୁଣ୍ଡନା ନ୍ତ୍ରଦଶାତକାଜ୍ଞାହ୍	affirmative	ଘରଶାସନା ନ୍ତ୍ରଦଶାତକାଜ୍ଞାହ୍ ଘରଶା
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DRILL 8.4: Answering questions

In this drill you are asked several questions, such as ମିନ୍ଦୁଣ୍ଡନା ଅନ୍ତିମାହିତୀଏଇନ୍ଦ୍ରାଧିକା ("Are you English?" h) and ମିନ୍ଦୁଣ୍ଡନା ଭୁବନାଲ୍ୟପାଦାଧିଷ୍ଠାତ୍ରୀଏଇନ୍ଦ୍ରାଧିକା ("Will they go to Bhutan?" h). The speaker will give an answer which you are to translate and use in your reply. Give the answer; listen to it on the tape; then say it again.

Tapescript

୧ ମିନ୍ଦୁଣ୍ଡନା ଅନ୍ତିମାହିତୀଏଇନ୍ଦ୍ରାଧିକା	negative American	ଘରଶାମିନ୍ଦା ଆମେରିକାଏଇନ୍ଦ୍ରା
୩ ମିନ୍ଦୁଣ୍ଡନା ତିବେତାଧିକା	affirmative Tibetan	ଘରଶାସନା ତିବେତାଏଇନ୍ଦ୍ରା
୫ ମିନ୍ଦୁଣ୍ଡନା ଅମ୍ରିଣାଏଇନ୍ଦ୍ରାଧିକା	negative English	ଘରଶାମାସନା ଅମ୍ରିଣାଏଇନ୍ଦ୍ରା
୮ ମିନ୍ଦୁଣ୍ଡନା ତିବେତାଏଇନ୍ଦ୍ରାଧିକା	affirmative Tibetan	ଘରଶାବିନ୍ଦା ତିବେତାଏଇନ୍ଦ୍ରା
୯ ମିନ୍ଦୁଣ୍ଡନା ଅମ୍ରିଣାଏଇନ୍ଦ୍ରାଧିକା	affirmative American	ଘରଶାସନା ଅମ୍ରିଣାଏଇନ୍ଦ୍ରା
୧୦ ମିନ୍ଦୁଣ୍ଡନା ଭୁବନାଲ୍ୟପାଦାଧିଷ୍ଠାତ୍ରୀଏଇନ୍ଦ୍ରାଧିକା	affirmative Bhutan	ଘରଶାସନା ଭୁବନାଲ୍ୟପାଦାଧିଷ୍ଠାତ୍ରୀଏଇନ୍ଦ୍ରା
୧୨ ମିନ୍ଦୁଣ୍ଡନା ଅନ୍ତିମାହିତୀଏଇନ୍ଦ୍ରାଧିକା	negative England	ଘରଶାମିନ୍ଦା ଅନ୍ତିମାହିତୀଏଇନ୍ଦ୍ରାଧିକା
୧୩ ମିନ୍ଦୁଣ୍ଡନା ଦର୍ଜେଲିଏଇନ୍ଦ୍ରାଧିକା	negative Darjeeling	ଘରଶାମିନ୍ଦା ଦର୍ଜେଲିଏଇନ୍ଦ୍ରାଧିକା

DRILL 8.5: Pronoun substitution in “He will go to the hospital”

In this drill, the basic sentence is ମିନ୍ଦୁଣ୍ଡନା ଅନ୍ତିମାହିତୀଏଇନ୍ଦ୍ରାଧିକା ("He will go to the hospital" h). The speaker will give a new pronoun for the “goer” which you are to substitute for ମିନ୍ଦୁଣ୍ଡନା (“he”/“she” h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୨ ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା
୩	ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା
୪	ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା
୫	ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା
୬	ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା
୭	ଶିଥାପନାରୁକୁଣ୍ଡା	ଶିଥାପନାରୁକୁଣ୍ଡା

DRILL 8.6: Answering “where” questions

In this drill you are asked several questions, such as ଶିଥାପନାରୁକୁଣ୍ଡା (“Where will you go?” or “Where are you going?” h). The speaker will give an answer in English which you are to translate and use in formulating the answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ଘରାରୁକୁଣ୍ଡା	home	ଘରାରୁକୁଣ୍ଡା
୨ ମାର୍କେଟାରୁକୁଣ୍ଡା	negative market	ମାର୍କେଟାରୁକୁଣ୍ଡା
୩ ଶିଥାପନାରୁକୁଣ୍ଡା	negative Tibet	ଶିଥାପନାରୁକୁଣ୍ଡା
୪ ଶିଥାପନାରୁକୁଣ୍ଡା	Tibet	ଶିଥାପନାରୁକୁଣ୍ଡା
୫ ଶିଥାପନାରୁକୁଣ୍ଡା	negative tavern	ଶିଥାପନାରୁକୁଣ୍ଡା
୬ ଶିଥାପନାରୁକୁଣ୍ଡା	monastery	ଶିଥାପନାରୁକୁଣ୍ଡା
୭ ଶିଥାପନାରୁକୁଣ୍ଡା	home	ଶିଥାପନାରୁକୁଣ୍ଡା

៩ ། ພ.	China	西藏自治区 ພ.
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DRILL 8.7: Answering “who” questions

In this drill you are asked several questions, such as ། ພ. ພ. ພ. ພ. ພ. ພ. (“Who will go to Bodh Gaya?” h). The speaker will give a name which you are to use in formulating the answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

១ ། ພ.	ປ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
២ ສ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៣ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៤ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ປ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៥ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៦ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ປ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៧ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៨ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
៩ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
១០ ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.

DRILL 8.8: Pronoun substitution in “Where will she go?”

In this drill, the basic sentence is ། ພ. ພ. ພ. ພ. (“Where will she go?” h). The speaker will give a new pronoun for the “goer” which you are to substitute for ། (“she/he” h). You need not answer the question—just construct the new question using the new pronoun and appropriate verb. Say the new question; listen to it on the tape; then say it again.

Tapescript

១ ། ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.
២	ຫ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.	西藏自治区 ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ. ພ.

୩	ରୁହାଙ୍କ	ରୁହାଙ୍କେଷାପରିଶ୍ରମୀଙ୍କନ
୪	ଶ୍ରୀହଙ୍କ	ଶ୍ରୀହଙ୍କେଷାପରିଶ୍ରମୀଙ୍କନ
୫	ଶ୍ରୀରୁହଙ୍କ	ଶ୍ରୀରୁହଙ୍କେଷାପରିଶ୍ରମାଙ୍ଗ
୬	ରୁହ	ରୁହେଷାପରିଶ୍ରମୀଙ୍କନ
୭	ଶ୍ରୀରୁହ	ଶ୍ରୀରୁହେଷାପରିଶ୍ରମାଙ୍ଗ

DRILL 8.9: Answering “where” questions

In this drill you will be asked several questions, such as ଶ୍ରୀରୁହେଷାପରିଶ୍ରମୀଙ୍କନ (“Where will he go?” h). The speaker will give a destination for you to use in each reply. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ଶ୍ରୀରୁହେଷାପରିଶ୍ରମୀଙ୍କନ	ଶ୍ରୀରୁହେଷାପରିଶ୍ରମୀଙ୍କନ
୨ ଶ୍ରୀହଙ୍କେଷାପରିଶ୍ରମୀଙ୍କନ	ଶ୍ରୀହଙ୍କେଷାପରିଶ୍ରମୀଙ୍କନ
୩ ରୁହେଷାପରିଶ୍ରମୀଙ୍କନ	ରୁହେଷାପରିଶ୍ରମୀଙ୍କନ
୪ ଶ୍ରୀରୁହେଷାପରିଶ୍ରମାଙ୍ଗ	ଶ୍ରୀରୁହେଷାପରିଶ୍ରମାଙ୍ଗ
୫ ଶ୍ରୀରୁହେଷାପରିଶ୍ରମୀଙ୍କନ	ଶ୍ରୀରୁହେଷାପରିଶ୍ରମୀଙ୍କନ
୬ ରୁହେଷାପରିଶ୍ରମୀଙ୍କନ	ରୁହେଷାପରିଶ୍ରମୀଙ୍କନ
୭ ଶ୍ରୀରୁହେଷାପରିଶ୍ରମାଙ୍ଗ	ଶ୍ରୀରୁହେଷାପରିଶ୍ରମାଙ୍ଗ

DRILL 8.10: Future declarative, transforming pronoun, noun, or destination

In this drill, the basic sentence is ବେମାଯଥାଏହିମାପରିଶ୍ରମୀଙ୍କନ (“Bé-ma will go home” h). The speaker will give a new element—either a pronoun, proper name, destination, or verbal ending—for you to use in constructing a new sentence. Both the non-honorific form (ରୁହେଷା) and the honorific form (ଶ୍ରୀରୁହେଷା) of the verb “to go” will be used. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basic sentence for the next transformation. In this drill use the basic form for the first person plural unless otherwise directed.

Tapescript

၁	བද ། ມාචු ། ອු ອු ພිෂ ། ໃ ། ໃ །	ස් ອු ອු	ບද ། ມාචු ། ອු ອු ພිෂ ། ໃ ། ໃ །
၂		හ්	හ් ອු ອු ພිෂ ། ໃ །
၃		ව් මී ། ໃ ། ພිෂ	ව් ອු ອු ພිෂ ། ໃ ། ພිෂ
၄		ඛ ສ් ອු ອු	ඛ ສ් ອු ອු ພිෂ ། ໃ ། ພිෂ
၅		ශි ພිෂ ། ໃ །	ශි ອු ອු ພිෂ ། ໃ ། ພිෂ
၆		ඛ	ඛ ອු ອු ພිෂ ། ໃ ། ໃ །
၇		ඛ ອු	ඛ ອු ອු ພිෂ ། ໃ ། ໃ །
၈		ඛ ອු ອු	ඛ ອු ອු ພිෂ ། ໃ ། ໃ །
၉		ඛ ອු ອු ພිෂ	ඛ ອු ອු ພිෂ ། ໃ ། ໃ །
၁၀		ඛ ສ්	ඛ ສ් ອු ອු ພිෂ ། ໃ ། ໃ །
၁၁		ඛ ສ්	ඛ ສ් ອු ອු ພිෂ ། ໃ ། ໃ །
၁၂		ඛ ສ්	ඛ ສ් ອු ອු ພිෂ ། ໃ ། ໃ །
၁၃		ඛ ສ්	ඛ ສ් ອු ອු ພිෂ ། ໃ ། ໃ །
၁၄		ඛ ສ්	ඛ ສ් ອු ອු ພිෂ ། ໃ ། ໃ །

DRILL 8.11: Reconstructing “going” questions

In this drill you are given several answers, such as ພිෂ ། ໃ ། (“Yes, I will go to the market”) or (“Yes, I am going to the market”). You are to reconstruct a possible question without the interrogative particle ສෑ ພිෂ (“where”) that might prompt such an answer. Say the question; listen to it on the tape; then say it again.

Tapescript

၁ ພිෂ ། ໃ །

ඛ ສ් ອු ອු ພිෂ ། ໃ །

୩ ଯମଶାୟିକା	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀୟିକା	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାୟିକା
୪ ଯମଶାସ୍ତ୍ରି	ଶ୍ରୀନ୍ଦ୍ରାଯାଦଶ୍ଵରୀସ୍ତ୍ରି	ଶ୍ରୀନ୍ଦ୍ରାଯାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା
୫ ଯମଶାୟିକା	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀୟିକା	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାୟିକା
୬ ଯମଶାସ୍ତ୍ରି	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀସ୍ତ୍ରି	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାସ୍ତ୍ରି
୭ ଯମଶାୟିକା	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀୟିକା	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାୟିକା
୮ ଯମଶାସ୍ତ୍ରି	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀସ୍ତ୍ରି	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାସ୍ତ୍ରି
୯ ଯମଶାୟିକା	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀୟିକା	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାୟିକା
୧୦ ଯମଶାସ୍ତ୍ରି	ର୍ତ୍ତକ୍ଷଣାଯାଦଶ୍ଵରୀସ୍ତ୍ରି	ଶ୍ରୀନ୍ଦ୍ରାହ୍ଲେଷନ୍ଦ୍ରାସ୍ତ୍ରି

DRILL 8.12: Future declarative, transforming all elements

In this drill, the basic sentence is ଶ୍ରୀନ୍ଦ୍ରାଯାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା ("He will drink beer"). The speaker will give a new element—either a pronoun, noun, proper name, or verb—for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basis for the next transformation.

Tapescript

୧ ଶ୍ରୀନ୍ଦ୍ରାଯାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା	ହୁ	ହୁଏଇବାଯାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା
୨	ର୍ତ୍ତମା	ର୍ତ୍ତମାଯାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା
୩	ସମ୍ବିଳିତ	ଶ୍ରୀନ୍ଦ୍ରାକର୍ତ୍ତବ୍ୟାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା
୪	ଗୁରୁ	ଗୁରୁଯାଦଶ୍ଵରୀୟିକା
୫	ଗୁରୁ	ଗୁରୁର୍ତ୍ତକ୍ଷଣାୟିକା
୬	ସମ୍ବିଳିତ	ଗୁରୁକର୍ତ୍ତବ୍ୟାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା
୭	ସବେଶାକଲା	ଗୁରୁକର୍ତ୍ତବ୍ୟାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା
୮	ଶ୍ରୀନ୍ଦ୍ରା	ଶ୍ରୀନ୍ଦ୍ରାକର୍ତ୍ତବ୍ୟାଦଶ୍ଵରୀସ୍ତ୍ରୀନ୍ଦ୍ରା

၂၀	ငားနေ့	ငားနေ့သမာန်ရှုံးခါးသာမာန်ရှုံးဒေါ်
၂၁	ဆန်းပါ၏	ငားနေ့သမာန်ရှုံးဆန်းပါ၏မာန်ရှုံးဒေါ်
၂၃	မူး	ငားနေ့၏မူးမီးဒေါ်

DRILL 8.13: Future declarative, transforming all elements

In this drill, the basic sentence is ငားနေ့သမာန်ရှုံးပါ၏ ("I will read a book"). The speaker will give a new element—either a pronoun, noun, proper name, or verb—for you to use in constructing a new sentence. Say the new sentence; listen to it on the tape; then say it again. This new sentence then becomes the basis for the next transformation.

Tapescript

၁	ငားနေ့သမာန်ရှုံးပါ၏	ကဗျာများ	ငားကဗျာများနေ့သမာန်ရှုံးပါ၏
၂		ဦး	ဦးကဗျာများနေ့သမာန်ရှုံးပါ၏
၃		မူးမီး	ဦးမူးမီးကဗျာများနေ့သမာန်ရှုံးပါ၏
၄		မာန်ရှုံး	ဦးမာန်ရှုံးကဗျာများနေ့သမာန်ရှုံးပါ၏
၅		မြတ်	မြတ်မာန်ရှုံးကဗျာများနေ့သမာန်ရှုံးပါ၏
၆		မာန်ရှုံး	မြတ်မာန်ရှုံးမာန်ရှုံးကဗျာများနေ့သမာန်ရှုံးပါ၏
၇		မာန်ရှုံး	မြတ်မာန်ရှုံးမာန်ရှုံး
၈		မာန်ရှုံး	မြတ်မာန်ရှုံးမာန်ရှုံးမာန်ရှုံး
၉		မာန်ရှုံး	မြတ်မာန်ရှုံးမာန်ရှုံးမာန်ရှုံး
၁၀		မာန်ရှုံး	မြတ်မာန်ရှုံးမာန်ရှုံးမာန်ရှုံး

DRILL 8.14: Second person question and answer, affirmative

In this drill the speaker will ask a question that you are to answer in the affirmative. Remember to transform all honorific elements to non-honorific ones. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

- २ श्रीनगर बिश्वासु यह कह गए
३ श्रीनगर जो लोग बिश्वासु गए
४ श्रीनगर एक लोग बिश्वासु गए
५ श्रीनगर को जो लोग बिश्वासु गए
६ श्रीनगर को जो लोग बिश्वासु गए
- विश्वासीं तो गुरु वशीर विश्वासीं तो
विश्वासीं तो गोपी विश्वासीं तो
विश्वासीं तो एक विश्वासीं तो
विश्वासीं तो अमावश्वर विश्वासीं तो
विश्वासीं तो एक विश्वासीं तो

DRILL 8.15: Second person question and answer, negative

In this drill the speaker will ask a question that you are to answer in the negative. Remember to transform all honorific elements to non-honorific ones. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

- १ एविषा कहा महकद गुरु यिकू यसा
२ महकद कहा महकद गुरु यिकू यसा
३ भुषा दिवाली यासु शुभा याकू यिकू यसा
४ याकू दिवाली यासु शुभा यिकू यसा
५ कषा यामाली यासु शुभा यिकू यसा
६ कषा यामाली यासु शुभा यिकू यसा
- विश्वासीं तो कहा विश्वासीं तो
विश्वासीं तो कहा विश्वासीं तो
विश्वासीं तो दिवाली यासु शुभा यिकू यसा
विश्वासीं तो दिवाली यासु शुभा यिकू यसा
विश्वासीं तो कषा यामाली यासु शुभा यिकू यसा
विश्वासीं तो कषा यामाली यासु शुभा यिकू यसा

DRILL 8.16: Changing locations

In this drill you are asked श्रीनगर कहा यापक यापन याद्युषा (“Where is the fruit seller?”). The speaker will give a different location for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

१ श्रीनगर कहा यापक यापन याद्युषा।	धर्मी	श्रीनगर कहा यापक यापन याद्युषा।
२ श्रीनगर कहा यापक यापन याद्युषा।	दधि घर्वन याद्युषा	श्रीनगर कहा यापक याद्युषा।
३ श्रीनगर कहा यापक यापन याद्युषा।	मायी	श्रीनगर कहा यापक यापन याद्युषा।

๑ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	କ ད མ ད ཁ ད	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୨ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ୟ ན	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୩ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ସ୍ତ୍ରୀ ཁ ད མ ད	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୪ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	୧୯	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୫ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ମ୍ୟ ད མ ད	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୬ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ସ୍ତ୍ରୀ ཁ ད མ ད	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୭ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	୧୯	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୮ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ମ୍ୟ ད མ ད	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୯ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ସ୍ତ୍ରୀ	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ
୧୦ ། ད୍ରେ རେ ཁେ ཅ འ གྷ ག ཉ ན ཉ ན ཉ	ୟ ན	ୟ ད བྷ ད ཁ ད ཅ འ གྷ ག ཉ ན ཉ ན ཉ

DRILL 8.17: Answering “who” questions

In this drill you are asked to identify certain people. The speaker will name a place. You should say that the person about whom you have been asked is the one going to that place. For instance, when asked ད୍ୟ ཡ ར བ ད ན ཉ ན ཉ (“Who is Bél-dén?”) and given the place ག ད (“Tibet”), you say ད୍ୟ ཡ ར བ ད ན ཉ ན ཉ བ ད ན ཉ ན ཉ (“Bél-dén is the one going to Tibet” h). Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧ ད୍ୟ ཡ ར བ ད ན ཉ ན ཉ	ମ୍ୟ	ୟ ཡ ར བ ད ན ཉ ན ཉ བ ད ན ཉ ན ཉ
୨ ད ན ཉ ན ཉ	ଭୁ	ଭୁ ཡ ར བ ད ན ཉ ན ཉ བ ད ན ཉ ན ཉ
୩ ରେ ଶା ମିନ୍ ଯ ଶା ଶୁ ଦେନ୍	ସ୍ତ୍ରୀ	ସ୍ତ୍ରୀ ଶା ମିନ୍ ଯ ଶା ଶୁ ଦେନ୍ ଯ ଶା ମିନ୍ ଦେନ୍
୪ ସୁଷ ସଙ୍କଳ ଯ ଶା ଶୁ ଦେନ୍	ମ୍ୟ ད མ ད	ମ୍ୟ ད མ ད ସୁଷ ସଙ୍କଳ ଯ ଶା ଶୁ ଦେନ୍ ଯ ଶା ମିନ୍ ଦେନ୍
୫ ଏଷନ୍ କୁଣ୍ଡଲ ଯ ଶା ଶୁ ଦେନ୍	ମ୍ୟ ད མ ད	ଏଷନ୍ କୁଣ୍ଡଲ ଯ ଶା ଶୁ ଦେନ୍ ଯ ଶା ମିନ୍ ଦେନ୍
୬ ଏନ୍ କୁଣ୍ଡଲ ଯ ଶା ଶୁ ଦେନ୍	ସ୍ତ୍ରୀ ཁ ད མ ད	ସ୍ତ୍ରୀ କୁଣ୍ଡଲ ଯ ଶା ଶୁ ଦେନ୍ ଯ ଶା ମିନ୍ ଦେନ୍

DRILL 8.18: Answering in affirmative and negative

In this drill you will be asked several questions. Answer them in the affirmative or negative, as directed. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

२ शुक्रावधिष्ठामपक्षिद्युद्येत्यवा	affirmative	पशुष्टिका देखिका
३ अमार्दीगावधिष्ठामपक्षिद्युद्येत्यवा	negative	पशुष्टिका देखिका
४ शुक्रावधिष्ठामपक्षिद्युद्येत्यवा	negative	पशुष्टिका देखिका
५ जित्वैत्यूद्यावधिष्ठामपक्षिद्युद्येत्यवा	affirmative	पशुष्टिका देखिका
६ ज्ञान्सुरधिष्ठामपक्षिद्युद्येत्यवा	negative	पशुष्टिका देखिका
७ धर्मक्षेत्रधिष्ठामपक्षिद्युद्येत्यवा	affirmative	पशुष्टिका देखिका

DRILL 8.19: Answering “what”

In this drill you are asked एस्त्रैष्टिष्ठागृष्टिक्षया (“What will you buy?” h), the shortened form of प्रिद्युद्यावस्त्रैष्टिष्ठागृष्टिक्षया in which the subject is omitted, or एस्त्रैमक्षद्या (“What will you eat/drink?” h), the shortened and contracted form of प्रिद्युद्यावस्त्रैमक्षद्युष्टिक्षया. The speaker will give an object for you to use in each answer. Give the response; listen to it on the tape; then say it again.

Tapescript

१ एस्त्रैष्टिष्ठागृष्टिक्षया	पशुविष	पशुविषक्षेत्रैष्टिक्षया
२ एस्त्रैमक्षद्या	इ	इवस्त्रैमक्षद्या
३ एस्त्रैष्टिष्ठागृष्टिक्षया	गुरु	गुरुक्षेत्रैष्टिक्षया
४ एस्त्रैमक्षद्या	गोव	गोवस्त्रैमक्षद्या
५ एस्त्रैष्टिष्ठागृष्टिक्षया	क्षमावस्था	क्षमावस्थक्षेत्रैष्टिक्षया
६ एस्त्रैमक्षद्या	बि	बिल्लिक्षेत्रैमक्षद्या

DRILL 8.20: Answering “going” questions

In this drill you are asked several questions, such as प्रिद्युद्याविष्टिष्ठागृष्टिस्त्रिया (“Where will she go?” h). The speaker will give a destination for you to use in each answer. Give the response; listen to it on the tape; then say it again.

Tapescript

1 མྒྱ. ༄ ལྷ གྲ གྲ གྲ གྲ གྲ	ཇྱ ཁ ཁ ཁ ཁ ཁ	ཇྱ ཁ ཁ ཁ ཁ ཁ
2 མྒྱ. ཁ ཁ ཁ ཁ ཁ ཁ ཁ	ྃ ཁ ཁ ཁ ཁ ཁ	ྃ ཁ ཁ ཁ ཁ ཁ
3 མྒྱ. ཁ ཁ ཁ ཁ ཁ ཁ ཁ	୧ ཁ ཁ ཁ	୧ ཁ ཁ ཁ ཁ ཁ
4 མྒྱ. ༄ ཁ ཁ ཁ ཁ ཁ	ྃ ཁ ཁ ཁ	ྃ ཁ ཁ ཁ ཁ
5 མྒྱ. ༄ ཁ ཁ ཁ ཁ ཁ	୧ ཁ ཁ	୧ ཁ ཁ ཁ ཁ

DRILL 8.21: Transforming subjects and locations

In this drill, the basic sentence is མྒྱ. ༄ ཁ ཁ ཁ ཁ ཁ ཁ ("Bé-ma will go home"). The tape will give a new element—either a pronoun, noun, or destination—for you to use in constructing a new sentence. Give the response; listen to it on the tape; then say it again. This new sentence then becomes the basis for the next transformation. In this drill use གྲ གྲ གྲ གྲ གྲ གྲ" with first person plural.

Tapescript

1 མྒྱ. ༄ ཁ ཁ ཁ ཁ ཁ ཁ	ྃ ཁ	ଘ ཁ ཁ ཁ ཁ ཁ
2	ྃ	ଘ ཁ ཁ ཁ ཁ ཁ
3	୧ ཁ	୧ ཁ ཁ ཁ ཁ ཁ
4	୧ ཁ	୧ ཁ ཁ ཁ ཁ ཁ
5	୧ ཁ	୧ ཁ ཁ ཁ ཁ ཁ
6	୧ ཁ	୧ ཁ ཁ ཁ ཁ ཁ
7	୧ ཁ	୧ ཁ ཁ ཁ ཁ ཁ
8	୧ ཁ	୧ ཁ ཁ ཁ ཁ ཁ

DRILL 8.22: Answering in affirmative and negative

In this drill you will be asked several questions. Answer them in the affirmative or negative, as directed. Give the response; listen to it on the tape; then say it again.

Tapescript

१ न्हाव'क्षेत्रा'गु'यैक'पत्रा	affirmative	पत्रा'यैका न्हाव'वर्ष'यै'यैका
२ र्द'व'क्षेत्रा'गता	negative	पत्रा'यैका र्द'व'वर्ष'यै'यैका
३ मैम'पद'व'क्षेत्रा'गु'यैक'पत्रा	affirmative	पत्रा'यैका पद'व'वर्ष'यै'यैका
४ न्हृक'व'व'क्षेत्रा'गु'यैक'पत्रा	negative	पत्रा'यैका न्हृक'व'व'वर्ष'यै'यैका
५ कु'क्षा'व'क्षेत्रा'गता	affirmative	पत्रा'यैका कु'क्षा'व'वर्ष'यै'यैका
६ श्व'स्व'व'क्षेत्रा'गता	affirmative	पत्रा'यैका श्व'स्व'व'वर्ष'यै'यैका
७ श्व'ष्टक'पद'व'क्षेत्रा'गु'यैक'पत्रा।	negative	पत्रा'यैका श्व'ष्टक'पद'व'वर्ष'यै'यैका।
८ कद'पद'व'क्षेत्रा'गता	affirmative	पत्रा'यैका कद'पद'व'वर्ष'यै'यैका
९ न्हृक'व'व'क्षेत्रा'गता	negative	पत्रा'यैका न्हृक'व'व'वर्ष'यै'यैका
१० न्य'मह्न'पद'व'क्षेत्रा'गु'यैक'पत्रा।	affirmative	पत्रा'यैका न्य'मह्न'पद'व'वर्ष'यै'यैका।

DRILL 8.23: Pronoun substitution with क्षेत्रा

In this drill, the basic sentence is न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'ह्ना ("He will go to the hospital") The speaker will give a pronoun for the "goer" which you are to substitute for न्ह' ("he") in new sentence. Remember, if the pronoun is "I" or "we", the verbal auxiliary will be यैक rather than ह्ना. Say the new sentence; listen to it on the tape; then say it again. In this dr I use वर्ष'म्यपक'यैक' with first person plural.

Tapescript

१ न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'ह्ना	न'ह्नः	न'ह्नः न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'यैका
२	ह्नः	ह्नः न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'ह्ना
३	न'ह्नः	न'ह्नः न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'यैका
४	ह्नः	ह्नः न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'ह्ना
५	न'	न' न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'ह्ना
६	न'	न' न्ह'श्व'ष्टक'पद'व'वर्ष'म्यपक'यैका

۱	ସାହେବ	ଶିଖାନାମଦିଲାର୍ଷୁମ୍ପକାନ୍ଦା
୨	ମା	ମେଳାନାମଦିଲାର୍ଷୁମ୍ପକାନ୍ଦା
୩	ମା	ମେଳାନାମଦିଲାର୍ଷୁମ୍ପକାନ୍ଦା
୧୦	ସାହେବ	ଶିଖାନାମଦିଲାର୍ଷୁମ୍ପକାନ୍ଦା

DRILL 8.24: Answering “where” with ମୁହଁ and ତଥା

In this drill you are asked questions such as କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା (“Where will you go?” h) and କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା (“Where will she go?” h). The speaker will give a destination for you to use in each answer. Say the new sentence; listen to it on the tape; then say it again.

Tapescript

୧	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	ଅନ୍ଧାରୀଲୁଗିଲୁବାକିମୁହଁକା
୨	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୩	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୪	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୫	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୬	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୭	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୮	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୯	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା
୧୦	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା	କୌଣସିଲୁଗିଲୁବାକିମୁହଁକା

3. Creative Drill

DRILL 8.25: Using many constructions

This drill employs many of the constructions used in Units Four through Seven in a continuous conversation. You are asked questions, and the tape provides information for you to use in your reply. Give the reply; listen to it on the tape; then say it again.

२ ଦ୍ରୁତିଯିକା ପ୍ରିଦ୍ରମ୍ଭୁଯିକାଧା	ପଞ୍ଚଦଶମଶ	ପଞ୍ଚଦଶମଶାଯିକା
୩ କ୍ଷେତ୍ରାଧିକାରୀଯିକାଧା	negative ପଞ୍ଚଦଶମଶ	ଧାରୀଯିକା ପଞ୍ଚଦଶମଶାଯିକା
୪ ଗ୍ରୁହନ୍ୟୁଯିକାଧା	negative ପଞ୍ଚଦଶ	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୫ କ୍ରମାଧିକାରୀଯିକାଧା	affirmative	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୬ କ୍ରମାଧାରୀଯିକାଧା	ପଞ୍ଚଦଶ	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୭ ପରିମାଣାଧାରୀଯିକାଧା	negative ଧାରୀଯିକା ପଞ୍ଚଦଶ	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା ପରିମାଣାଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୮ ପରିମାଣାଧାରୀଯିକାଧା	negative ଧାରୀଯିକା ପଞ୍ଚଦଶ	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା ପରିମାଣାଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୯ ପରିମାଣାଧାରୀଯିକାଧା	negative ଧାରୀଯିକା ପଞ୍ଚଦଶ	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା ପରିମାଣାଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୧୦ ସବିଷ୍ଟାଧାରୀଯିକାଧା	negative	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା ପରିମାଣାଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୧୧ ପରିମାଣାଧାରୀଯିକାଧା	negative	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା ପରିମାଣାଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା
୧୨ ପରିମାଣାଧାରୀଯିକାଧା	negative ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା	ଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା ପରିମାଣାଧାରୀଯିକା ପଞ୍ଚଦଶାଯିକା

၂၃ བ୍ରି-କେ-ଶୁ-କ୍ଷା-ପ-କ୍ଷିତଶ-ଶୁ-ମ-ଦ୍ଵ- ଶଶ	affirmative	ଘଣଶ-କ୍ଷିତଶ-ଶୁ-ଦ୍ଵା ଶୁ-କ୍ଷା-ପ-କ୍ଷିତଶ-ଶୁ- ଦ୍ଵା
၂၄ བ୍ରି-ହି-ଶନକ-ପ-ଶୁ-କ୍ଷିତଶ-ଶୁ-ଦ୍ଵା	ଘଣ-ଶିଶ	ଘଣ-ଶିଶ-ଘଣଶ-କ୍ଷିତଶ-ଶୁ-ଦ୍ଵା
၂၅ ସାଗ-ଶିଶ-ଘଣଶ-ଦ୍ଵି-ହି-ଶନକ-ପ-ଶା- ଶନ-କ୍ଷିତଶ-ଶୁ-ଦ୍ଵା	ଦ୍ଵିଶ-ଶ	ଦ୍ଵିଶ-ଶ-ପ-କ୍ଷିତଶ-ଶୁ-ଦ୍ଵା
၂୬ ଦ୍ଵି-ଶ-ଦ୍ଵି-ହି-ଶନକ-ପ-କ୍ଷିତଶ-ଶା	negative	ଘଣଶ-ଶିକା ଦ୍ଵି-ହି-ଶନକ-ପ-ଦଶ-ଶି-ଶିକା
၂୭ ଦ୍ଵି-ହି-ଶନକ-ପ-କ୍ଷିତଶ-ଶୁ-ମିନ-ଶଶ	negative	ଘଣଶ-ଦଶ-ଶି-ଶିକା
၂୮ ସଙ୍କଟ-ଦହିନ-ପଥଶ-ଶା-ପଦ-ଦନ୍ତଶା	ଦହିନ-ଶଦ	ଦହିନ-ଶଦ-ପଦ-ଦନ୍ତଶା
၂୯ ଦହିନ-ଶଦ-ପଦ-ଶା-ପଦ-ଦନ୍ତଶା	ଶ-ଶି	ଶ-ଶି-ପଦ-ଦନ୍ତଶା
၃୦ ଦ୍ଵି-ଶ-ଦ୍ଵି-ଶ-ପଦ-କ୍ଷିତଶ-ଶୁ-ଚିନ-ଶା	home	ଦ୍ଵି-ଶ-ଦ୍ଵି-ଶ-ପଦ-କ୍ଷିତଶ-ଶୁ-ଚିନ-ଶା
၃୧ ସାବ୍ଦିମ-ପଦ-ପ-ଦୁଷ-ଦି-ଶ-ଲୁପଶ-ଶୁ- ଶା-ଦ-ଶି-ଚି-ନ-ଶଶ	affirmative	ଘଣଶ-ଚିନା ଦି-ଶାଶ-ଶି-ଚିନା
၃୨ ଦ-ଶାଶ-ପ-ଦ-କତ-ଶ-ଶା	affirmative	ଘଣଶ-ଚିନା ଦ-ଶାଶ-ଶି-ଚିନା
၃୩ ଦ-ଶାଶ-ପ-ଦ-କତ-ଶ-ଶା	affirmative	ଘଣଶ-ଚିନ-ଦ-

FLUENT TIBETAN

The most systematic and extensive course system available in spoken Tibetan language, *Fluent Tibetan* was developed by a team of language experts working in conjunction with five indigenous Tibetan speakers, over a two-year period, under a grant from the International Research and Studies Program of the Department of Education in Washington, D.C.

Fluent Tibetan is based upon the courses developed by the U.S. State Department's Foreign Service Institute (FSI) specifically for diplomats needing to learn a language quickly. The FSI model used for this course is unsurpassed in its proven effectiveness.

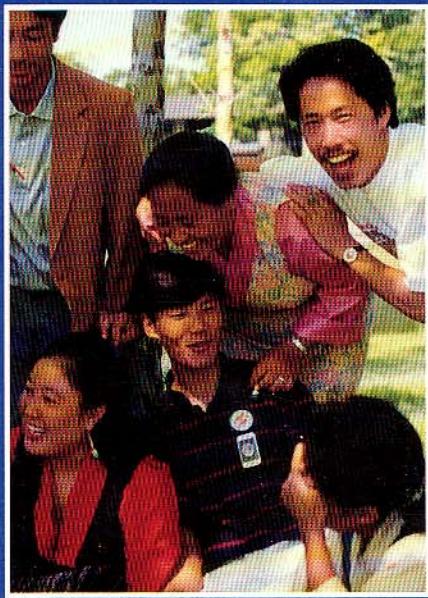
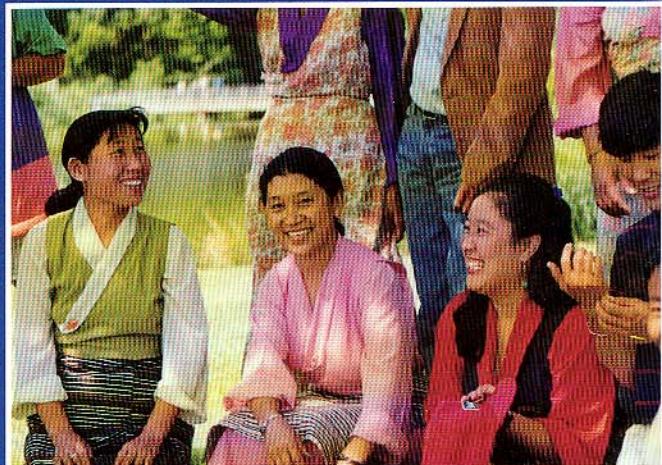
The method acquaints students with the sounds and patterns of Tibetan speech, through repetitive interactive drills, enabling them to learn increasingly complex structures quickly, and in this way promotes rapid progress in speaking the Tibetan language. *Fluent Tibetan* is the best course available anywhere for learning Tibetan on your own.

The *Fluent Tibetan* package consists of a three-volume textbook and a set of tape recordings, arranged in fifteen units. The first three units are devoted to recognition and pronunciation of the Tibetan alphabet and its combinations in syllables and words. Beginning with unit four, vocabulary and grammatical patterns are introduced in the form of situational dialogues. Each dialogue is followed by

extensive drills which repeat the vocabulary and grammatical patterns in different contexts. In this way the student learns not merely to mimic the phrases but to use the language creatively.

All the voices in the dialogues and drills are those of indigenous Tibetan speakers and the material is given by both male and female voices alternately. The Tibetan voices on the tape are exceptionally clear. The end-of-text glossary is both Tibetan-English and English-Tibetan.

The material covered in *Fluent Tibetan* roughly corresponds to what is covered in two semesters of college-level language study. Having completed this text, students should be capable of intermediate level speech as defined by the University of Virginia's Tibetan Oral Proficiency Guidelines formulated by William Magee.



A Namgyal Institute Textbook

Snow Lion

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Three-volume, 1027-page textbook with 26 hours of accompanying cassette tapes

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