

**INTRODUCTION**  
**TO**  
**SAY IT IN KAREN**  
**HOW TO READ AND WRITE SGAW KAREN**

လံာ်တၢ်မၤလိမ္မးဒီးကွဲးပှၤကညီအကိုၣ်





## Foreword

### တၢ်ကတိၤလၢညၢ

The purpose of the Introduction to Say It in Karen—How to Read and Write Sgaw Karen is to enable the learner to become familiar enough with the Karen script and its sounds that he/she may then be able to concentrate on learning to speak the language. For the most part the Karen language is pronounced the way it is written. Where there are dialectical differences in pronunciation, the changes usually follow a set pattern which is not very difficult to learn. In addition to this book the learner should also have the tape which goes with it. For best results there should also be a Karen helper to correct the learner when he/she pronounces a word incorrectly.

There are 8 lessons. If a person is studying full time, perhaps one lesson can be studied in the morning and another one in the afternoon. However, it may be necessary in later lessons to do only one new lesson a day. People vary in how much time they need to use to get a lesson, and there is no reason to become discouraged if one does not absorb 2 lessons, or even 1 lesson, in a day. On the other hand, it is not necessary to master these lessons before going on to Say It in Karen Book I, since the difficult sounds, the tones, and the writing practice will be worked on in Book I as well.

When you see the Karen script written in italics, as below, it is instructions or explanations for the teacher and the student can ignore it.

သရၣ်--လံာ်တဘျုးအံၤတၢ်ပညိၣ် နိသိးကမၤစၢၤပုၤကွၢ်ဖိဘၣ်ယးတၢ်ဖးဒီးကွဲးပုၤကညိၣ်အလံာ် ဒီး ဘၣ်ယးအက လုၢ်အသိၣ်သ့ၣ်တဖၣ်တချုးအစးထီၣ်မၤလိတၢ်ကတိၤအစီပညိၣ်ဒီးဘၣ်.မ့ၢ်သ့ၣ်န့ၣ် ကြးမၤလိ လံာ်တဘျုးအံၤလၢဂီၤ တဘျီဟၢတဘျီ.မ့ၢ်မၤလိဒ်အံၤန့ၣ် ၁-၂ နံၣ်ကဖျိဝဲလီၤ. ဘၣ်ဆၣ်သရၣ်တဘျုးဆိကမိၣ်လၢပုၤကွၢ်ဖိကဘၣ်ဖျိဒီးတိၢ်န့ၣ် လံာ်အံၤခဲလၢာ်တချုးဒီးလၢနလံၤဆူ လံာ်နီၣ်ဂံၢ် ၁ ဘၣ်.နသိၣ်လိမ့ၢ်ဖျိန့ၣ်ဂ့ၤဒိၣ်မၤလံၤလၢခဲလၢ လံာ်နီၣ်ဂံၢ် ၁ အပူၤန့ၣ်တၢ်သ့ၣ်တဖၣ်အံၤကတိၤဒီး.

## LESSON 1

### တၢ်မၤလိ ၁

#### 1.1 Consonants

##### ၁.၁ လံာ်မံာ်ဖျၢၣ်အိၣ်ထံးတကလုာ်

There are 25 consonants in Karen, most of which are based on the circle. The names of the consonants are derived from the sound of the consonant when used in words, plus a long "a" vowel sound cut off short (as in the word "mama"). Some of them also have longer names, but it is not necessary for you to learn them now.

LOOK at the following 4 letters and repeat the names of them after the teacher one after the other several times. Then, as the teacher points to them, first in consecutive order and later in random order, you give the correct names.

သရၣ်--အိၣ်ထံးတၢ်မၤပုၤကွၢ်ဖိကွၢ်လံာ်မံာ်ဖျၢၣ် ၄ ဖျၢၣ်အံၤ ဒီးဖးယုၤပုၤကွၢ်ဖိကွၢ်--"ဝဲ, ထဲ, သဲ, အဲ" (တဘျီဖး "ဝဲကဝီ" ထဲသဲယံာ်, သဲဒိၣ်ယံာ်, အဲခဲဆီ ဘၣ်). ဝဲသရၣ်ဖးအဲခါ သရၣ်ကဘၣ်န့ၣ်ပုၤကွၢ်ဖိကွၢ် ဒီးမၤပုၤကွၢ်ဖိဖးပိာ်သရၣ်အဲ. ဖးတဖျၢၣ်ဘၣ်တဖျၢၣ်ခံဝီသဝီဝံၤ မၤပုၤကွၢ်ဖိဖးဒၣ်ဝဲ. ခံဘျီတဘျီန့ၣ်ကွၢ်န့ၣ်ပုၤကွၢ်ဖိဒီးမၤပုၤကွၢ်ဖိဖး.

ဝ    ဝ    သ    အ

#### 1.2 Vowels

##### ၁.၂ လံာ်မံာ်ဖျၢၣ်ခံကလုာ်တကလုာ်

There are 9 vowels in Karen. Some of the vowel signs are written above the consonant, some below the consonant, and some following the consonant. Below are 2 of them. (The line at the bottom indicates the place where the consonant would be.) The name of the vowels is the same as their sound when used in words.

REPEAT the sounds after the teacher.

သရၣ်--ဖးဒီးန့ၣ်လံာ်ခံဖျၢၣ်အံၤဒီးမၤပုၤကွၢ်ဖိဖးပိာ်သရၣ်အဲတဝီခံဝီဝံၤ မၤပုၤကွၢ်ဖိဖးဒၣ်ဝဲတဝီ.

၂    ဝ

- (1) LOOK at the 4 consonants already learned below combined with each of the 2 vowel signs. REPEAT them after the teacher one after the other several times in order. Then as the teacher points to them in order (and later in random order), give the correct pronunciation of each. Don't go on to the next section until you have them fixed in your mind.



(a) ဝါ	(b) ထါ	(c) သါ	(d) အါ
ဝံ	ထံ	သံ	အံ

**LISTEN** as the teacher repeats the 2 words in each column one after the other several times so that you can hear the difference in the tones.

သရုပ်--မယုပျံ့ကိုဖိတင်ကတိဝံဗျာန်လ၊ (a) ဒီးမယုပျံ့ကိုဖိကန့်. ဝံသရုပ်မအခါန့် သရုပ်ကဘုန်န့်န့်ပျံ့ကိုဖိစိုက်နီ. မယုပျံ့ကိုဖိဝံသီဝံသီဝံသီ လဲကဒီးဆူ (b), (c), ဒီး (d) တုအကတိ.

**IDENTIFY.** After you have listened to the above words a few times, the teacher should pronounce them in random order, and you should point to the one you think he/she is saying each time. When you can identify them correctly each time, go on to the next step.

သရုပ်--မကျော်ကျီတင်ကတိတဖန်အံဒီးမယုပျံ့ကိုဖိန့်. မဒ်အံတုပျံ့ကိုဖိန့်ဘုဂုဂု.

**REPEAT** the above syllables after the teacher several times until you can pronounce the words correctly and promptly.

သရုပ်--မယုပျံ့ကိုဖိမိသရုပ်အံ ၃-၄ ဝီတုလပျံ့ကိုဖိမိဘုဂုဂုတစဲ.

(2) **LISTEN** as the teacher repeats the 2 words in each column below one after the other several times.

(၂) သရုပ်--မယုပျံ့ကိုဖိတင်ကတိလ၊ (a), (b), (c), ဒီး (d) တကူဘုန်တကူဝံသီဝံသီဒီးမယုပျံ့ကိုဖိကန့်. သရုပ်မအခါသရုပ်ကဘုန်န့်န့်ပျံ့ကိုဖိ.

(a) ဝံ	(b) ထံ	(c) သံ	(d) အံ
ဝံ	ထံ	သံ	အံ

**IDENTIFY.** After you have listened to the above words a few times, the teacher should pronounce them in random order, and you should point to the one you think he/she is saying each time. When you can identify them correctly each time, go on to the next step.

သရုပ်--မကျော်ကျီတင်ကတိတဖန်အံဒီးမယုပျံ့ကိုဖိန့်. မဒ်အံတုပျံ့ကိုဖိန့်ဘုဂုဂု.

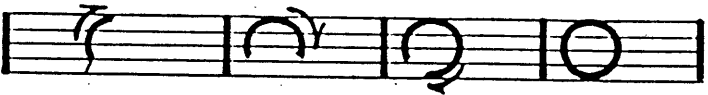
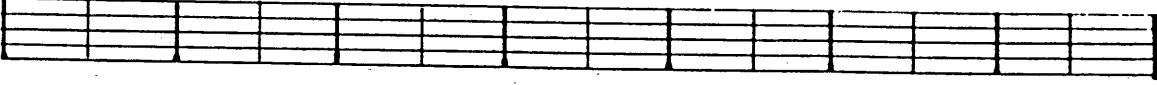

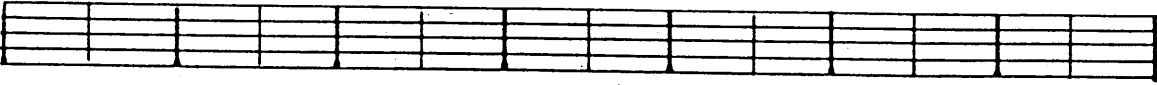
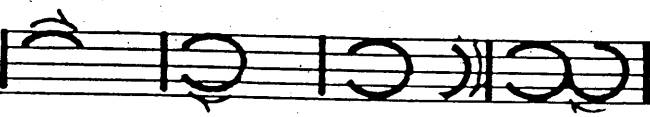
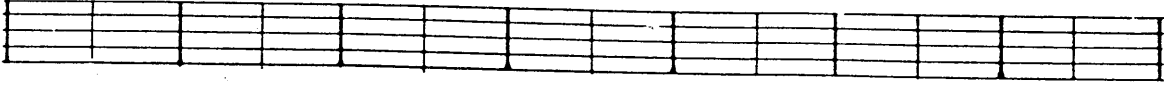
**REPEAT** the above syllables after the teacher several times until you are able to pronounce the words correctly and reasonably fluently.

သရုပ်--မယုပျံ့ကိုဖိမိသရုပ်အံ ၃-၄ ဝီတုလပျံ့ကိုဖိမိဘုဂုဂုတစဲ.

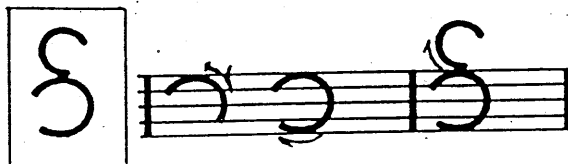
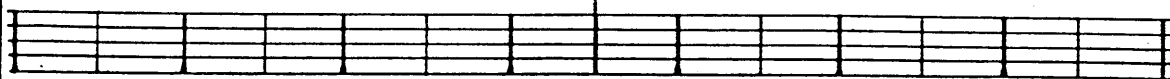
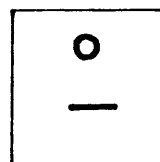
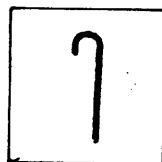
## 1.4 Writing and Spelling

### ၁.၄ တၢ်ကွဲးဒီးတၢ်ကဒီးပုၤကညီအလံာ်

- (1) REPEAT the names of the following consonants, vowel signs, and the tone mark after the teacher once, then say them once again by yourself. Then go on to (2). Later at home, practice writing the consonants, vowel signs, and the tone mark in the spaces provided below.
- (၁) သရၣ်--အဒိၣ်ထံးန့ၣ်သရၣ်ကဘၣ်ဖးယုၤပုၤကွဲးလၢလံာ်မံၣ်ဖျၢၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွဲးဖိဖိသရၣ်အခံတဝီဝံၤ မၤပုၤကွဲးဖိဖိကဒီးဒုၣ်ဝဲတဝီဝံၤလဲၤဆူ (၂). ဘၣ်ဆၣ်မၤပုၤကွဲးဖိကွဲးလၢလံာ်မံၣ်ဖျၢၣ်တဖၣ်အံၤလၢအဒၢၤ. လၢခံတဘျီန့ၣ်သရၣ်ကဘၣ်ကွဲးပုၤကွဲးဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤမုၢ်အဘၣ်န့ၣ်. မုၢ်တဘၣ်ဘၣ်သရၣ်ကဘၣ်ကွဲးဘၣ်န့ၣ်ကွဲးပုၤကွဲးဖိ.

<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em;">ဝ</span> </div>	 
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em;">ဝ</span> </div>	 
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 2em;">သ</span> </div>	 





- (2) Spelling. In Karen, when spelling a word, the name of the consonant is given first, followed by the name of the vowel (which is the same as its sound), then the name of the tone mark (if any), after which the word is pronounced; e.g., "o!" is spelled "ဝ-အါ-ဝ!" (The "i" indicates that the vowel sound is high and cut off short.) "ဝ်" is spelled "ဝ- အးသံ - ဝ်" .

REPEAT the spelling of the words in both columns below after the teacher.

- (၆) သရၣ်--သရၣ်ကဘၣ်ကဒီးယုပုၤကွဲဖိအတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအဖီလၢအံၤ ဒီးမၤပုၤကွဲဖိကဒီးပိၣ်သရၣ်အခဲတဝ်ခိၣ် ဝံၤဒီးမၤပုၤကွဲဖိကဒီးဒၣ်ဝဲ.

ဝ!						ဝံ					
ထ!						ထံ					
သ!						သံ					
အါ						အံ					
ဝ်						ဝံ					
ထ်						ထံ					
သ်						သံ					
အံ						အံ					

- (3) READ all of the words above without spelling them; then practice writing them at home in the spaces provided.

- (၂) သရၣ်--မၤပုၤကွဲဖိအတၢ်ကတိၤလၢအဖီခိၣ်သ့ၣ်တဖၣ်အံၤတဝ် (တဘၣ်ကဒီးအံၤလၢဘၣ်) ဒီးမၤအကွဲလိၣ်အံၤဝဲတၢ်လိၣ်လိၣ်အံၤလၢအဒၢ.

## LESSON 2

### တၢ်မၤလိ ၂

#### 2.1 Review

##### ၂.၁ တၢ်ကွၢ်ကဒၢက့ၢ်တၢ်မၤလိ ၁

- (1) Review the drills in 1.3 (1) and (2), repeating after the teacher once. Then as the teacher points to the syllables in random order, you give the correct pronunciation, paying special attention to the tones. The teacher should correct any mistakes in pronunciation.
- (၁) သရၣ်--ကွၢ်ကဒၢက့ၢ် ၁.၃ (၁) ဒီး (၂). အစီၣ်ထံးတဝ် သရၣ်ကဘၣ်မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံတၢ်တၢ်ဝံၤ သရၣ်ကဘၣ်န့ၣ်က့ၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒီးမၤပုၤကွၢ်ဖိဖး. ပုၤကွၢ်ဖိဖးမ့ၢ်တဘၣ်ဘၣ်သရၣ်ကဘၣ်ဖးယုၤကဒီးပုၤကွၢ်ဖိတၢ်ဒီးဒီးမၤပုၤကွၢ်ဖိဖးပိၣ်သရၣ်အခံ.
- (2) Look back at 1.4 (3). Spell all of the words. Then read them again without spelling them. The teacher should correct any mistakes in spelling or pronunciation.
- (၂) သရၣ်--ကွၢ်ကဒၢက့ၢ် ၁.၄. အစီၣ်ထံးတဝ် မၤပုၤကွၢ်ဖိကဒီးကွၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်အံၤတဖျၢၣ်ဘၣ်တဖျၢၣ်. ပုၤကွၢ်ဖိကဒီးမ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်ကဒီးယုၤပုၤကွၢ်ဖိတၢ်ဒီးဒီးမၤပုၤကွၢ်ဖိကဒီးပိၣ်သရၣ်အခံ. ခံဝ်တဝ် မၤပုၤကွၢ်ဖိဖး, ဘၣ်ဆၣ်တဘၣ်ကဒီးလၢဘၣ်. ပုၤကွၢ်ဖိဖးမ့ၢ်တဘၣ်ဘၣ်သရၣ်ကဘၣ်ဖးယုၤပုၤကွၢ်ဖိတၢ်ဒီးကဒီး.

#### 2.2 Consonants

##### ၂.၂ လံာ်မဲၣ်ပျၢၣ်အစီၣ်ထံးတကလုာ်

- (1) ဟ
- (၁) ဟ

You should have no difficulty in pronouncing “ဟ” as it is equivalent to the English letter “h”.

REPEAT after the teacher 2-3 times.

သရၣ်--မၤပုၤကွၢ်ဖိဖးပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဟါ      ဟာ်      ဟံ      ဟံာ်

- (2) တ, ဒ
- (၂) တ, ဒ

In English the letter “t” at the beginning of a word is pronounced with a puff of air preceding the vowel sound. However, in many dialects of English (but not all) a double “t” in the middle of a word (e.g., better) is pronounced with no such puff of air. Likewise, when a word begins with “t” in English (e.g., team), the “t” is spoken with a puff of air; but if the “t” is preceded by another consonant (e.g., steam), the “t” is

not spoken with a puff of air. Karen has both kinds of "t" at the beginning of words-- one with a puff of air (∞) and one without a puff of air (○). The one without the puff of air (○) is like a whispered "d".

Tear off a tiny strip of thin paper (e.g., kleenex) about 1" x 1/4" and hold it by one end at the level of your mouth but about 2 inches away while you alternately pronounce "t" (∞) and "d" (○) combining them with a long "a" sound cut off short, as in "mama" (which is the name of the consonants in Karen). You will notice that with the "t" (∞) sound there is a puff of air which blows the paper, while with the "d" (○) sound there is no such puff of air.

Now, instead of holding the piece of paper in front of your mouth, place your fingers on your larynx (voice box) and repeat the two consonants several times one after the other. You will notice that when you make the "d" (○) sound, the vocal cords start vibrating before you get to the vowel sound, whereas when you make the "t" (∞) sound, they do not vibrate at all until you get to the vowel sound and then not very much.

The Karen letter "တ" is halfway between the "t" (∞) and the "d" (○); i.e., like the "d" (○) there is no puff of air, but like the "t" (∞) the vocal cords do not vibrate.

LISTEN as the teacher pronounces the syllables in (a) and (b) below several times, so that you can hear the difference between the consonant sounds. Then IDENTIFY the words in (c) as the teacher pronounces them in random order.

သရက်--သရက်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိလၢ (a) ဒီကျိ ၂ ဝီ ၃ ဝီ ဒီးမၤပုကွဲဖိကန့ၣ်. ဝံးဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (c) န့ၣ် သရက်ကဘဉ်ဖးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒီးမၤပုကွဲဖိန့ၣ်စ့ၢ်ကိးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒ်သရက်ဖးအံၤအသိးတဝီ. ခံဝီတဝီ သရက်ကဘဉ်ဖးကျိၣ်ကိးတၢ်ကတိလၢ (c) တကျိၤအံၤဒီးမၤပုကွဲဖိန့ၣ်ဒ်သိးပုကွဲဖိကန့ၢ်ဟူၤအသိၣ်လီၤဆီလိာ်အသး. မၤဒ်အံၤတုၤလၢပုကွဲဖိန့ၣ်ဝဲဘဉ်ဂ့ၤတစဲး.

- |     |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| (a) | ဒါ | တါ | ဒါ | တါ | ဒါ | တါ |
| (b) | ထါ | တါ | ထါ | တါ | ထါ | တါ |
| (c) | တါ | ဒါ | ထါ |    |    |    |
| (d) | တါ | ထါ | ဒါ |    |    |    |

REPEAT after the teacher beginning with (a) and working through to (d) repeating each drill several times. Don't become discouraged if you can't get the "တ" sound quickly. Work on it with your teacher, work on it again at home both with and without the tapes, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရက်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုပုကွဲဖိတုၤလၢ (a) ကတၢ် ဝံးဒီးမၤပုကွဲဖိဖးပိာ်ထွဲသရက်အံၤ (တမ့ၢ်မၤပုကွဲဖိဖးပိာ်ထွဲသရက်အံၤတဖျၢၣ်ဘဉ်တဖျၢၣ်ဘဉ်.) မၤလွံၢ်ဝီယံၢ်ဝီ ဝံးလဲၤဆူ (b), (c), (d), ဖးယုကဒီးပုကွဲဖိ ၄-၅ ဝီ. မၤဒ်အံၤတကျိၤဘဉ်တကျိၤတုၤလၢအကတၢ်ကိးကျိၤဒီး.

(3) က, ခ

(၃) က, ခ

Karen also has 2 kinds of "k" at the beginning of words- -one with a puff of air (ခ) and one without a puff of air (က). The one without the puff of air (က). is like a whispered hard "g, " and differs from the "g" sound in that with "က" the vocal cords do not vibrate whereas with the hard "g" sound the vocal cords do vibrate. (Karen has no hard "g" sound; it is mentioned for comparison's sake only.)

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher says them in random order.

သရော်--သရော်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိလၢအဖိလၢအံၤဖး (a) ဒီကျိညါခံဝီသၢဝီ ဒီးမၤပုကွဲဖိကန့ၣ်. ဝံၤဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (c) န့ၣ် သရော်ကဘဉ်ဖးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒီးမၤပုကွဲဖိန့ၣ်. စ့ၢ်ကိးတဖျၢၣ်ဘဉ်တဖျၢၣ်သရော်ဖးဝဲအသိးတဝီ. ခံဝီတဝီ သရော်ကဘဉ်ဖးကျဲၣ်ကျိတၢ်ကတိလၢ (c) တကျိအံၤဒီးမၤပုကွဲဖိန့ၣ်. မၤဒ်အံၤတုၤလၢပုကွဲဖိန့ၣ်ဝဲဘဉ်ဂ့ၤတဖဲး.

- |     |    |    |    |    |    |    |
|-----|----|----|----|----|----|----|
| (a) | ခါ | ကါ | ခါ | ကါ | ခါ | ကါ |
| (b) | ခံ | ကံ | ခံ | ကံ | ခံ | ကံ |
| (c) | ကါ | ခါ | ကံ | ခံ |    |    |
| (d) | ကါ | ကံ | ခါ | ခံ |    |    |

REPEAT after the teacher beginning with (a) and working through to (d) repeating each drill many times. Don't become discouraged if you can't get the "က" sound quickly. Work on it with your teacher, work on it again at home both with and without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရော်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုပုကွဲဖိတုၤလၢ (a) ကတၢ် ဝံၤဒီးမၤပုကွဲဖိဖးပိာ်ထွဲသရော်အံၤ. (တမ့ၢ်မၤပုကွဲဖိဖးပိာ်သရော်အံၤတဖျၢၣ်ဘဉ်တဖျၢၣ်ဘဉ်.) မၤဒ်အံၤ ၄-၅ ဝီဝံၤလဲၤဆူ (b), (c), (d), ဖးယုကဒီးပုကွဲဖိ ၄-၅ ဝီ. မၤဒ်အံၤတကျိဘဉ်တကျိတုၤလၢအကတၢ်ကိးကျိဒီး.

## 2.3 Vowels

၂.၃ လံာ်မံာ်ဖျၢၣ်ခံကလုာ်တကလုာ်

(1)  $\bar{u}$ ,  $\bar{i}$

(၁)  $\bar{u}$ ,  $\bar{i}$

The  $\bar{u}$  vowel is like the English "oo" in "boot". The  $\bar{i}$  vowel sound is made by pronouncing the "oo" vowel with the lips in the "ee" position (sometimes called the "smiling u"). The  $\bar{i}$  vowel differs from the  $\bar{u}$  vowel in the position of the lips; it

differs from the "ee" vowel in the position of the tongue--forward for "ee" and backed slightly for  $\bar{u}$ . (To see the difference, look at your tongue in a mirror while you say "ee-oo" over and over several times. You will see that your tongue moves back slightly when producing the "oo" sound.) The trick is to learn to place the tongue in the "oo" position while placing the lips in the "ee" position. To do this, say "oo" while smiling.

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher points to them in random order.

သရော်--သရော်ကဘဉ်ဖးယုပုကွိဖိတၢ်ကတိလၢ (a) ဒီကျိညါခံဝီသၢဝီ ဒီးမၤပုကွိဖိကန့ၣ်. ဝံဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (c) န့ၣ် သရော်ကဘဉ်ဖးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒီးမၤပုကွိဖိန့ၣ်စ့ၢ်ကိးတဖျၢၣ်ဘဉ်တဖျၢၣ်တဝီ. ခံဝီတဝီ သရော်ကဘဉ်ဖးကျိၣ်ကျိတၢ်ကတိလၢ (c) ဒီးမၤပုကွိဖိန့ၣ်. မၤဒ်အံၤတုၤလၢပုကွိဖိန့ၣ်ဝဲဘဉ်.

(a)	ထံ	ထု	ထံ	ထု	ထံ	ထု
(b)	သု	သု	သု	သု	သု	သု
(c)	ထု	ထု	ထံ			
(d)	သု	သံ	သု			

REPEAT after the teacher beginning with (a) and working through to (d), repeating each drill many times. Don't become discouraged if you can't get the  $\bar{u}$  sound quickly. Work on it with your teacher, work on it again at home, both with and without the tapes, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရော်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုပုကွိဖိတုၤလၢ (a) ကတၢၢ်ဝံဒီးမၤပုကွိဖိဖိပိာ်ထွဲသရော်အံၤ. မၤဒ်အံၤ ၄-၅ ဝီ ဝံလဲၤကဒီးဆူ (b), (c), (d), ဖးယုကဒီးပုကွိဖိ ၄-၅ ဝီ. မၤဒ်အံၤတကျိၤဘဉ်တကျိၤတုၤလၢအကတၢၢ်ကိးကျိၤဒီး.

(2) -1

(J) -1

To learn how to pronounce this vowel, which doesn't occur in English, first note the difference between the vowel sounds in the English words "boot" and "book." As you say them one after the other over and over, you will become aware that in order to give the sound in "book" your tongue moves a little further away from the roof of the mouth, whereas when saying "boot" the tongue moves a little closer to the roof of the mouth. Now try saying the same 2 words one after the other with your lips in the smiling position (as when saying  $\bar{u}$ ).

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher says them in random order.

သရဉ်--သရဉ်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိလၢ (a) ခံဝီသၢဝီ ဒီးမၤပုကွဲဖိကနဉ်. ဝံဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (c) န့ၣ်သရဉ်ကဘဉ်ဖးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒီးမၤပုကွဲဖိန့ၣ်စ့ၢ်ကိးတဖျၢၣ်ဘဉ်တဖျၢၣ်တဝီ. ခံဝီတဝီန့ၣ်သရဉ်ကဘဉ်ဖးကွဲၣ်ကိးတၢ်ကတိလၢ (c) တကိးအံၤဒီးမၤပုကွဲဖိန့ၣ် ဝံသီးပုကွဲဖိကနဉ်ဟ့ၣ်အသိၣ်လီၤဆီလီၣ်အသး. မၤဒ်အံၤတုၤလၢပုကွဲဖိန့ၣ်ဝံဘဉ်ဂ့ၤတဝဲ.

(a)	ခု	ခါ	ခု	ခါ	ခု	ခါ
(b)	ဒူ	ဒါ	ဒူ	ဒါ	ဒူ	ဒါ
(c)	ခါ	ခု	ခု			
(d)	ဒါ	ဒူ	ဒူ			

REPEAT after the teacher beginning with (a) and working through to (d) repeating each drill many times. Don't become discouraged if you can't get the ၁ sound quickly. Work on it with your teacher, work on it at home both with and without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရဉ်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုပုကွဲဖိတုၤလၢ (a) ကတၢ် ဝံမၤပုကွဲဖိဖးပိၣ်တွဲသရဉ်အခံ. (တမ့ၢ်မၤပုကွဲဖိဖးပိၣ်သရဉ်အခံတဖျၢၣ်ဘဉ်တဖျၢၣ်ဘဉ်.) မၤဒ်အံၤ ၄-၅ ဝီ ဝံလဲၤကဒီးဆူ (b), (c), (d) ဒီးဖးယုကဒီးပုကွဲဖိ ၄-၅ ဝီ. မၤဒ်အံၤ တကိးဘဉ်တကိးတုၤလၢအကတၢ်ကိးကိးဒီး.

## 2.4 Tones

### ၂.၄ လံာ်မံာ်ဖျၢၣ်သၢကလုာ်တကလုာ်

Syllables written with the “၍” tone mark (called အာသံ) are pronounced low in most dialects, usually without gliding upward at all, but sometimes gliding from low to slightly lower when emphasizing a word.

LISTEN as the teacher repeats the following words one after the other a few times so that you can hear the difference between the tones.

သရဉ်--ဖးယုပုကွဲဖိတၢ်ကတိလၢသ့ၣ်တဖျၢၣ်အံၤဒီးမၤပုကွဲဖိကနဉ်. ဖဲသရဉ်ဖးအခါ သရဉ်ကဘဉ်န့ၣ်န့ၣ်ပုကွဲဖိစ့ၢ်ကိး. မၤဒ်အံၤ ၂-၄ ဝီ ဝံဒီးလဲၤဆူညါ.

ဝါ ဝံ ဝါ

IDENTIFY. The teacher should now pronounce the above words in random order, asking you to point to the one he/she is saying each time. When you can identify them correctly each time, go on to the following drills.

သရဉ်- သရဉ်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိလၢ (a) ခံဝီသၢဝီဒီးမၤပုကွဲဖိကနဉ်. ဝံဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (c) န့ၣ် သရဉ်ကဘဉ်ဖးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒီးမၤပုကွဲဖိန့ၣ်စ့ၢ်ကိးတဖျၢၣ်ဘဉ်တဖျၢၣ်တဝီ.

ခံဝီတဝီသရဉ်ကဘဉ်ဖးကျဉ်ကျိတၢ်ကတိလၢ (c) တကျိဘၣ်ဒီးမၤပုၤကျိဖိန့ၣ်သးပုၤကျိဖိကန့ၣ်ဟူၤအသိၣ်လီၤ ဆီလိာ်အသး. မၤဒ်အံၤတုၤလၢပုၤကျိဖိန့ၣ်ဝဲဘဉ်ဂ့ၤတစဲ.

- (a)    ဝါ      ဝ်      ဝါ      ဝ်      ဝါ      ဝ်
- (b)    ဝံ      ဝ်      ဝံ      ဝ်      ဝံ      ဝ်
- (c)    ဝ်      ဝါ      ဝံ
- (d)    ဝ်      ဝံ      ဝါ

REPEAT after the teacher beginning with (a) and working through to (d) repeating each drill many times. Don't become discouraged if you can't get the ၁ tone quickly. Work on it with your teacher, work on it at home both with and without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.


သရဉ်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုၤပုၤကျိဖိတုၤလၢ (a) ကတၢ် ဝံမၤပုၤကျိဖိဖးပိာ်ထွဲသရဉ်အခံ. မၤဒ်အံၤ ၄-၅ ဝီ ဝံလဲၤကဒီးဆူ (b), (c), (d), ဖးယုၤကဒီးပုၤကျိဖိ ၄-၅ ဝီ. မၤဒ်အံၤတကျိဘၣ်တကျိတုၤလၢအကတၢ်ကိးကျိဒီး.

## 2.5 Writing and Spelling

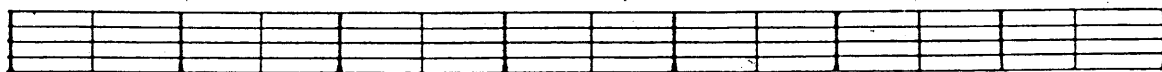
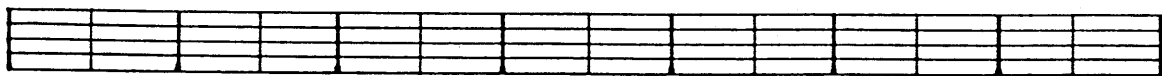
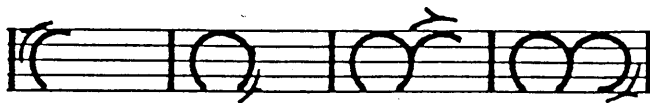
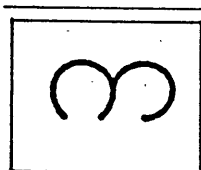
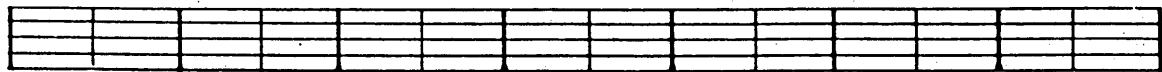
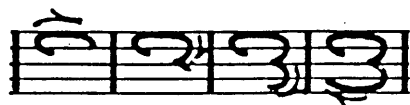
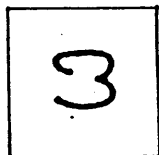
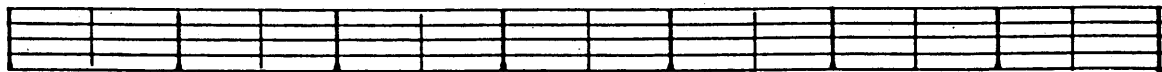
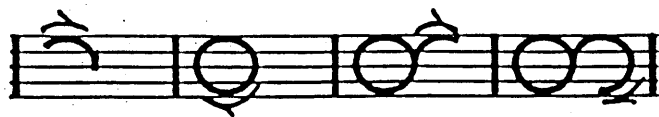
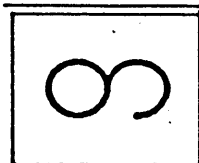
၂.၅ တၢ်ကွဲးဒီးကဒီးပုၤကညီအကျိၣ်

- (1) REPEAT the name of each of the following letters after the teacher once. Then practice writing them at home in the spaces provided.
- (၁) သရဉ်--အခီၣ်ထံးန့ၣ် သရဉ်ကဘဉ်ဖးယုၤပုၤကျိဖိလၢလံာ်မံၣ်ဖျၢၣ်တဖဉ်အံၤ ဒီးမၤပုၤကျိဖိဖးပိာ်သရဉ်အခံတဝီဝံ မၤပုၤကျိဖိဖးကဒီးဒုၣ်ဝဲတဝီ. မၤပုၤကျိဖိကွဲးလိလံာ်မံၣ်ဖျၢၣ်တဖဉ်အံၤလၢဒၢဖးဝံဒီးလဲၤဆူ (2).

ဟ







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(2) Spelling. As the teacher spells the words in both columns below, spell after him/her. Then read all of the words once again without spelling them. At home practice writing them in the spaces provided.

(၂) သရက်ကဘဉ်ကဒီးယုပုကွဲဖိအတၢ်ကတိၤသ့တဖၣ်လၢအဖီလၢအံၤ ဒီးမၤပုကွဲဖိကဒီးပိၣ်သရက်အခံတဝ် ဝံၤဒီးမၤပုကွဲဖိကဒီးကွၢ်ဒ်ဝဲ. တုၤပုကွဲဖိကဒီးဝဲဘဉ်လံၤန့ၣ် မၤပုကွဲဖိဖးတၢ်ကတိၤသ့တဖၣ်အံၤတဝ်ဒီး မၤပုကွဲဖိကွဲးလိၤအံၤလၢဒၤ. ဒီးသရက်ကဘဉ်ကွၢ်အတၢ်ကွဲးသ့တဖၣ်အံၤမ့ၢ်အဘဉ်ၤ. မ့ၢ်တဘဉ်ဘဉ် သရက်ကဘဉ်ကွဲးဘဉ်န့ၣ်ကုၤပုကွဲဖိ.

ဟံၤ						တၢ်					
ဒံၤ						ဝံၤ					
တၢ်						ကုၢ်					
ထူ						တူၢ်					
ခဲ						ကၢၢ်					
အါ						ဟံၣ်					
ကု						ဝံၣ်					
သံ						တူၣ်					

(3) READ all of the words above without spelling them; then practice writing them at home in the spaces provided.

(၃) သရုပ်--မာပုဂံကိုဖိဖိတင်ကတိလအာဖိခိန်သုန်တဖန်အံတဝီ. (တဘန်ကဒီးလၢဘန်) ဝံမအာကွဲလိအံဖဲ  
တင်လိလိဟံအံလအာဒၢ.

## LESSON 3

### တစ်မာလီ ၃

#### 3.1 Review

##### ၃.၁ တစ်ကွက်ကဒါကု

(1) Review the pronunciation drills in 2.2 (2) and (3), 2.3, and 2.4.

(၁) ကွက်ကဒါကု ၂.၂ (၂) ဦး (၃), ၂.၃ ဦး ၂.၄.

(2) Have the teacher correct your writing exercises in 2.5 (1) and (2) Then spell the words in (2), the teacher making any necessary corrections.

(၂) သရဏ်--ကွပ်ကွေ့ဖိအတတ်ကွေ့သုတ်တဖန်လၢ ၂.၅ (၁) ဦး (၂) မှ်အဘဉ်ဇၢ. မှ်တဘဉ်ဘဉ် သရဏ်ကဘဉ် ကွေ့ဘဉ်န့ၣ်ကုၤအံၤ. မှ်ဝံၤ မၤပုၤကွေ့ဖိကဒီးကွေ့တတ်ကတိၤသုတ်တဖန်လၢ (၂). ပုၤကွေ့ဖိကဒီးဝံၤမှ်တဘဉ်ဘဉ်န့ၣ် သရဏ်ကဘဉ်ကဒီးယုၤပုၤကွေ့ဖိတဘျီ ဦးမၤပုၤကွေ့ဖိကဒီးပိၣ်ထွဲသရဏ်အံၤ.

(3) READ the following syllables, the teacher correcting you where necessary.

(၃) သရဏ်--မၤပုၤကွေ့ဖိကွေ့တတ်ကတိၤတဖန်လၢတတ်ဖိလၢအံၤတဝီ. ပုၤကွေ့ဖိမၤမှ်တဘဉ်ဘဉ် သရဏ်ကဘဉ်ကဒီးယုၤ ပုၤကွေ့ဖိမၤပုၤကွေ့ဖိပိၣ်ထွဲသရဏ်အံၤ.

တူ နီ ထူ ကူ ခူ ဝူ သူ ဟူ အူ  
ဟူ ခု အူ သူ ဝု ဒု တု ကု ထု  
ကၢ ဝၢ သၢ အၢ ဒၢ ခၢ ဟၢ ထၢ တၢ

#### 3.2 Consonants

##### ၃.၂ လိပ်မံၣ်ပျဉ်အဒိၣ်ထံးတကလုၣ်

(1) ဝ, ဖ, ဘ

(၁) ဝ, ဖ, ဘ

Karen has 2 kinds of "p" at the beginning of words--one with a puff of air (ဖ) and one without a puff of air (ဝ). The one without the puff of air (ဝ) is like a whispered "b" (ဘ), and differs from the "b" (ဘ) in that with "ဝ" the vocal cords do not vibrate.

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher says them in random order.

သရဏ်--သရဏ်ကဘဉ်ကဒီးယုၤပုၤကွေ့ဖိတတ်ကတိၤလၢ (a) ခံဝီသၢဝီ ဦး မၤပုၤကွေ့ဖိကန့ၣ်. ဝံၤဖးကဒီး (b) ခံဝီသၢဝီ. မှ်တုၤလၢ (c) န့ၣ် သရဏ်ကဘဉ်ကဒီးတဖျဉ်ဘဉ်တဖျဉ် ဦးမၤပုၤကွေ့ဖိန့ၣ်စ့ၣ်ကီးတဖျဉ်ဘဉ်တဖျဉ်တဝီ. ခံဝီတဝီ သရဏ်ကဘဉ်ကဒီးကျိၣ်တတ်ကတိၤလၢ (c) တကျိၣ်အံၤဦးမၤပုၤကွေ့ဖိန့ၣ် နီသီးပုၤကွေ့ဖိကန့ၣ်ဟူအသိၣ်လီၤဆီလိၣ် အသး. မၤဒ်အံၤတုၤလၢပုၤကွေ့ဖိန့ၣ်ဝဲဘဉ်ဂ့ၤတဝဲ.

- |     |     |    |     |    |     |    |
|-----|-----|----|-----|----|-----|----|
| (a) | ဘူ  | ပူ | ဘူ  | ပူ | ဘူ  | ပူ |
| (b) | ဖုံ | ဝံ | ဖုံ | ဝံ | ဖုံ | ဝံ |
| (c) | ပူ  | ဖူ | ဘူ  |    |     |    |
| (d) | ဝံ  | ဘံ | ဖုံ |    |     |    |

REPEAT after the teacher beginning with (a) and working through to (d) repeating each drill a number of times. Don't become discouraged if you can't get the "ဝ" sound quickly. Work on it with your teacher, work on it again at home both with and without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရော်--စာထိုင်ကဒီးလ၊ (a) တဘျီဖေးယုပုကွီဖိတုလ၊ (a) ကတၢ် ဝံမာပုကွီဖိဖေးပိာ်ထွဲသရော်အခံ.  
(တမုၢ်မာပုကွီဖိဖေးပိာ်ထွဲသရော်အခံတဖျၢၣ်ဘၣ်တဖျၢၣ်န့ၣ်ဘၣ်.) မၤဒ်အံၤ ၄-၅ ဝီဝံလဲၤဆူ (b), (c), (d),  
ဖေးယုကဒီးပုကွီဖိ ၄-၅ ဝီ. မၤဒ်အံၤတက့ၢ်ဘၣ်တက့ၢ်တုၤလၢအကတၢ်ကိၤကိၤဒီး.

(2) ခု, ကွ

(၂) ခု, ကွ

Karen also has 2 kinds of "ch" sounds at the beginning of words—one with a puff of air (ခု) and one without a puff of air (ကွ). The one without the puff of air (ကွ) is like a whispered "j", and differs from a "j" in that with the ကွ sound the vocal cords do not vibrate, whereas with the "j" sound they do vibrate. (Karen has no "j" sound.)

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher says them in random order. Note that when the vowel signs ၀ and ၁ are used together with a consonant sign such as ဘ and there is no room for the vowel under the consonant, the vowel is written as -၀ and -၁ respectively beside the consonant.

သရော်--သရော်ကဘၣ်ဖေးယုပုကွီဖိတၢ်ကတိၤလ၊ (a) ခံဝံသၢဝီ ဒီး မာပုကွီဖိကန့ၣ်. ဝံဖေးကဒီး (b) ခံဝံသၢဝီ. မုၢ်တုၤလ၊ (c) န့ၣ် သရော်ကဘၣ်ဖေးတဖျၢၣ်ဘၣ်တဖျၢၣ်ဒီးမာပုကွီဖိန့ၣ်စ့ၢ်ကိၤတဖျၢၣ်ဘၣ်တဖျၢၣ်တဝီ. ခံဝံတဝီ သရော်ကဘၣ်ဖေးကွီၣ်ကိၤတၢ်ကတိၤအံၤ ဒီးမာပုကွီဖိန့ၣ် န်သ်ပုကွီဖိကန့ၢ်ဟူအသိၣ်လီၤဆီလိာ်အသး. မၤဒ်အံၤတုၤလၢပုကွီဖိန့ၣ်ဝဲဘၣ်.

- |     |      |      |      |      |      |      |
|-----|------|------|------|------|------|------|
| (a) | ခု၁  | ကွ၁  | ခု၁  | ကွ၁  | ခု၁  | ကွ၁  |
| (b) | ကွ၁၁ | ခု၁၁ | ကွ၁၁ | ခု၁၁ | ကွ၁၁ | ခု၁၁ |
| (c) | ခု၁  | ကွ၁  | ကွ၁၁ | ခု၁၁ |      |      |

REPEAT after the teacher beginning with (a) and working through to (c), repeating each drill many times. Don't become discouraged if you can't get the "ကွ" sound

quickly. Work on it with your teacher, work on it again at home both with and without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရော်--စာထိုင်ကဒီးလါ (a) တဘျီဖးယုပုကွီဖိတုလါ (a) ကတၢ်ဝံမၤပုကွီဖိဖးပိာ်ထွဲသရော်အံ. (တမ့ၢ်မၤပုကွီဖိဖးပိာ်ထွဲသရော်အံတဖျၢၣ်ဘၣ်တဖျၢၣ်ဘၣ်.) မၤဒ်အံ ၄-၅ ဝီဝံ လဲၤဆူ (b), (c), ဒီးဖးယုကဒီးပုကွီဖိ ၄-၅ ဝီ. မၤဒ်အံတကွီၤဘၣ်တကွီၤတုလါအကတၢ်ကိးကျိၤဒီး.

(3) စ, ဆ

(၃) စ, ဆ

There are very few Karen words written with “ကွ” and “ခွ”. However, there are 2 other Karen letters that in the colloquial dialects are pronounced the same; i.e., “စ” is often pronounced “ကွ” and “ဆ” is often pronounced “ခွ”. The choice of consonant is determined by the meaning of the word; e.g., the following 2 words are often pronounced the same especially in the villages, but the meanings are different.

ကွ - “school, monastery”      ဝီ - “odor, smell”

Although the two words may be pronounced the same, the listener can distinguish between them by the context in which they are used.

REPEAT the words below in (a) - (d) after the teacher a number of times pronouncing “စ” as “ကွ” and “ဆ” as “ခွ”.

သရော်--စာထိုင်လါ (a) နှံ ဖးယုပုကွီဖိတုလါ (a) ကတၢ်ဝံ မၤပုကွီဖိဖးပိာ်ထွဲသရော်အံ. (တမ့ၢ်မၤပုကွီဖိဖးပိာ်ထွဲသရော်အံတဖျၢၣ်ဘၣ်တဖျၢၣ်ဘၣ်.) မၤဒ်အံ ၄-၅ ဝီဝံ လဲၤဆူ (b), (c), ဒီးဖးယုကဒီးပုကွီဖိ ၄-၅ ဝီ. မၤဒ်အံတကွီၤဘၣ်တကွီၤတုလါ အကတၢ်ကိးကျိၤဒီး. (ဖး “ဆ” န “ခွ” ဒီး “စ” န “ကွ”.)

(a)	ဆၢ	စၢ	ဆၢ	စၢ	ဆၢ	စၢ
(b)	စု	ဆု	စု	ဆု	စု	ဆု
(c)	စၢ	ဆၢ	ဆု	စု		

### 3.3 Vowels

၃.၃ လံာ်ခဲၣ်ဖျၢၣ်ခဲၣ်ကလုာ်တကလုာ်

(1) :

(၁) :

In English the “ay” sound (as in “day”) glides up to an “ee” sound at the end, but when pronouncing the Ka.en vowel : , there is no such glide; the tongue must be kept steadily in the position of the initial vowel sound. To remind you of this, an \* will

be written beside the words containing this vowel during the first few lessons. (Look at your tongue in the mirror as you pronounce the English "ay" vowel sound several times and notice how your tongue moves upward at the end. Then continue looking at your tongue as you try to say the Karen "ꠊ" vowel keeping your tongue from moving upward as you say it.) Because there is no glide, the resulting vowel sound may sound to you as though it is halfway between "ay" and "eh."

LISTEN as the teacher repeats the following words one after the other a few times so that you can hear the difference between the vowels.

Then IDENTIFY the words in (c) as the teacher pronounces them, first in consecutive order, then in random order.

သရဉ်--သရဉ်ကဘဉ်ဖးယုပုကွိဖိတၢ်ကတိလၢ (a) ခံဝိသၢဝိဒီးမၤပုကွိဖိကနဉ်. ဝံဖးကဒီး (b) ခံဝိသၢဝိ. မုၢ်တုၤလၢ (c) န့ၣ် သရဉ်ကဘဉ်ဖး တဖျဉ်ဘဉ်တဖျဉ်ဒီးမၤပုကွိဖိန့ၣ်စ့ၢ်ကိးတဖျဉ်ဘဉ်တဖျဉ်တဝိ. ခံဝိတဝိသရဉ်ကဘဉ်ဖးကျိတၢ်ကတိလၢ (c) တကျိဘၣ်မၤပုကွိဖိန့ၣ် ဒ်သိပုကွိဖိကနဉ်ဟူအသိၣ်လီၤဆီလိာ်အသး. မၤဒ်အံၤတုၤလၢပုကွိဖိန့ၣ်ဝဲဘဉ်ဂ့ၤတစဲ. (တၢ်ပနီၣ် \* အံၤမုၢ်တၢ်ပနီၣ်လၢပုကွိဖိအဂီၢ်တဘဉ်ဃးဒီးသရဉ်အတၢ်သိၣ်လိဘဉ်.)

(a)	သံ	သ့*	သံ	သ့*	သံ	သ့*
(b)	ခ့*	ခံ	ခ့*	ခံ	ခ့*	ခံ
(c)	သ့*	သံ	ခံ	ခ့*		

REPEAT after the teacher beginning with (a) and working through to (d), repeating each drill many times. Don't become discouraged if you can't get the ꠊ sound quickly. Work on it with your teacher, work on it again at home, both with and without the tapes, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရဉ်--စးထီၣ် ကဒီး လၢ (a) တဘျီ ဖးယုပုကွိဖိတုၤလၢ (a) ကတၢ်ဝံၤ မၤပုကွိဖိဖးပိာ်သရဉ်အခံ. (တမုၢ်ဖးတဖျဉ်ဒီးမၤပုကွိဖိဖးပိာ်ထွဲသရဉ်အခံဘဉ်) မၤဒ်အံၤ ၄-၅ ဝိဝံၤလဲၤဆူ (b), (c), ဖးယုကဒီးပုကွိဖိ ၄-၅ ဝိ. မၤဒ်အံၤတကျိဘဉ်တကျိ တုၤလၢအကတၢ်ကိးကျိဒီး.

- (2) °  
(၂) °

In English the "o" vowel (as in "toe") glides up to an "oo" sound, but in Karen there is no such glide. The tongue must be kept steadily in the position at the beginning of the "o" sound and not allowed to move upwards in the mouth at all. (Look at your tongue in the mirror as you pronounce the English "o" vowel several times and notice how the tongue moves upward at the end. Then continue looking at your tongue as you try to say the Karen "°" keeping your tongue from moving upward as you say it.) To remind you not to glide an \* will be written beside this vowel during the first few

lessons. Because there is no glide, the resulting vowel sound may sound to you to be halfway between "o" and "aw".

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher say them in random order.

သရော်--သရော်ကဘဉ်ဖးယုပုကွိဖိတကတိလော (a) ခံဝီသဝီဒီးမယုပုကွိဖိကန့်. ဝံဖးကဒီး (b) ခံဝီသဝီ. မုတ်တုလော (c) နှံသရော်ကဘဉ်ဖး တဖျဉ်ဘဉ်တဖျဉ်ဒီးမယုပုကွိဖိန့်စုဂ်ကီးတဖျဉ်ဘဉ်တဖျဉ်တဝီ. ခံဝီတဝီ သရော်ကဘဉ်ဖး ကျဉ်ကွိတကတိသုဉ်တဖဉ်အံဒီးမယုပုကွိဖိန့်. မဒ်အံတုလောပုကွိဖိန့်ဝဲဘဉ်ဂုဂုတစဲ.

(a)	ဝူ	ထိ*	ဝူ	ထိ*	ဝူ	ထိ*
(b)	အိ*	အူ	အိ*	အူ	အိ*	အူ
(c)	ထိ*	ဝူ	အူ	အိ*		

REPEAT after the teacher beginning with (a) and working through to (c), repeating each drill many times. Don't become discouraged if you can't get the "ဝ" sound quickly. Work on it with your teacher, work on it at home both with and without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရော်--စးထီဂ်ကဒီးတဘျီလော (a) ဖးယုပုကွိဖိတုလော (a) ကတိဝ် ဝံမယုပုကွိဖိဖးပိဉ်ထွဲသရော်အခံ. မဒ်အံဝံလဲဆူ (b) ဒီးဖးယုပုကွိဖိ ၄-၅ ဝီ. မဒ်အံတကွိဘဉ်တကွိတုလောအကတိကီးကျိဒီး.

### 3.4 Tones --န

#### ၃.၄ လံခဲယျဉ်သကလုဉ်တကလုဉ်

The tone indicated by "န" ( called ဟးသံ ) varies from district to district . For example, in the Maesariang District it is the same as the low short tone indicated by "၄"; in the Musikee area it is the same as the high tone (which has no tone mark); and in the Kanchanaburi Province it is the same as that indicated by "၆". The result is that many Karens tend to misspell some words written with the "န" tone mark, writing them using the other tone mark which is similar (or vice versa).

LISTEN to the pronunciation of (a)-(d) below a number of times. Then IDENTIFY the words in (d) as the teacher says them in random order. (The tapes are made using the Maesariang dialect. If you are in an area where this tone is pronounced differently, get your teacher to record the drills for you the way they are pronounced in the area where you are. The teacher may try to make an artificial distinction because he/she has been taught that they are supposed to be different. If so, do your best to imitate him/her, but don't worry too much if you can't hear the distinction between it and some other tone.



သရော်--သရော်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိလၢ (a) ခံဝိသၢဝိဒီးမၤပုကွဲဖိကနဉ်. ဝံဖးကဒီး (b) ဒီး (c) ၄-၅ ဝီ. မ့ၢ်တုၤလၢ (d) န့ၣ် သရော်ကဘဉ် ဖးတဖျၢၣ်ဘဉ်တဖျၢၣ်ဒီးမၤပုကွဲဖိန့ၣ်စၢ်ကိးတဖျၢၣ်ဘဉ်တဖျၢၣ်တဝီ. ခံဝိတဝီ သရော်ကဘဉ်ဖးကွဲၣ်ကျိတၢ်ကတိလၢ (d) တကျိအံၤဒီးမၤပုကွဲဖိန့ၣ်ဒ်သိးပုကွဲဖိကနဉ်ဟံၣ်အသိၣ်လၢ ဆိလိာ်အသး. မၤဒ်အံၤတုၤလၢပုကွဲဖိန့ၣ်ဝဲဘဉ်ဂ့ၤတစး.

(a)	ဝါ	ဝံ	ဝါ	ဝံ	ဝါ	ဝံ
(b)	ဝါ	ဝံ	ဝါ	ဝံ	ဝါ	ဝံ
(c)	ဝံ	ဝံ	ဝံ	ဝံ	ဝံ	ဝံ
(d)	ဝါ	ဝါ	ဝံ	ဝံ		

REPEAT after the teacher beginning with (a) and working through to (d), repeating each drill many times.

သရော်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုပုကွဲဖိတုၤလၢ (a) ကတၢ် ဝံဒီးမၤပုကွဲဖိဖးပိာ်ထွဲသရော်အခံ. မၤဒ်အံၤ ၄-၅ ဝီဝံ လဲၤဆူ (b), (c), (d), ဖးယုကဒီးပုကွဲဖိ ၄-၅ ဝီ. မၤဒ်အံၤတကျိဘဉ်တကျိတုၤလၢ အကတၢ်ကိးကျိဒီး.

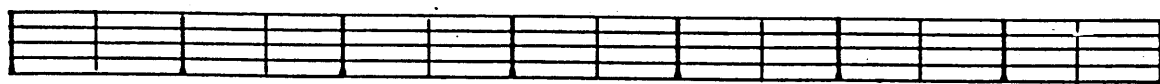
### 3.5 Writing and Spelling

၃.၅ တၢ်ကွဲဒီးတၢ်ကဒီးပုကွဲညီအကျိၣ်

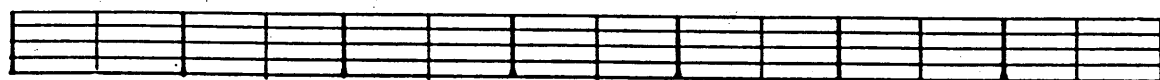
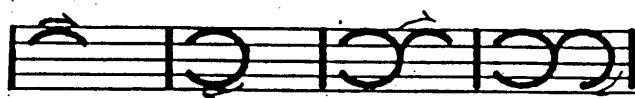
- (1) REPEAT the names of the following consonants, vowel signs, and the tone mark after the teacher once, then say them once again by yourself. Then go on to (2). Later at home, practice writing the consonants, vowel signs, and the tone mark in the spaces provided below.
- (၁) သရော်--သရော်ကဘဉ်ဖးယုပုကွဲဖိလၢလံာ်မၤဖျၢၣ်တဖျၢၣ်အံၤဒီးမၤပုကွဲဖိ ဖးပိာ်သရော်အခံတဝီဝံ မၤပုကွဲဖိဖးကဒီးဒုၣ်တဝီ. မၤပုကွဲဖိကွဲလဲလံာ်မၤဖျၢၣ်တဖျၢၣ်အံၤလၢအဒီး ဝံဖးဒီးလဲၤဆူ (2).

ဝ

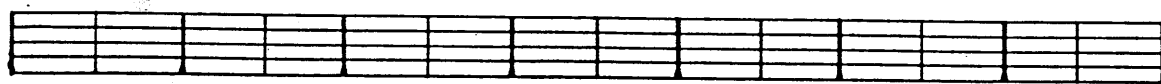
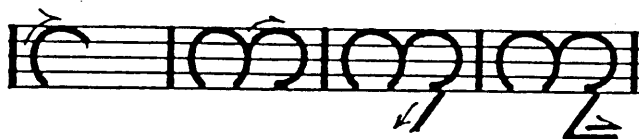
9



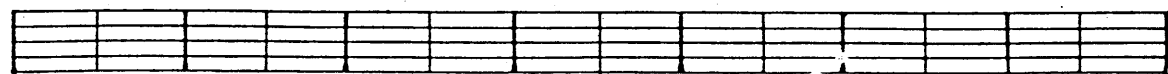
3

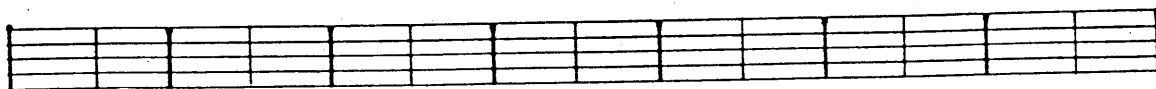
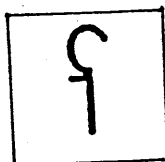
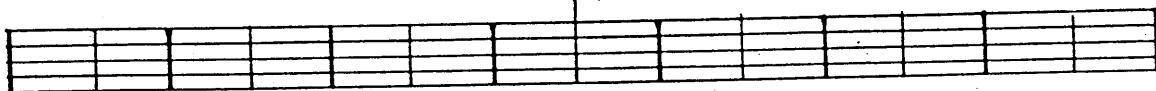
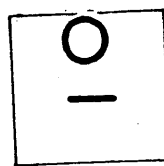
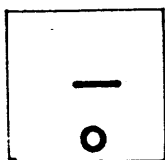
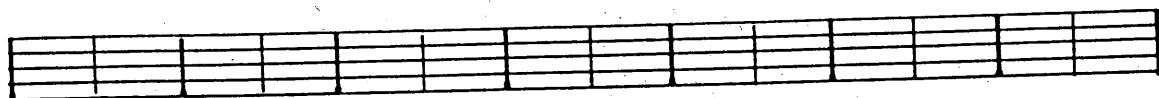
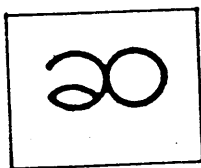
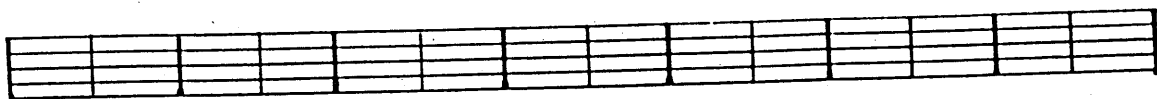
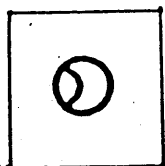


2



2





(2) REPEAT the spelling of the words in both columns below after the teacher once, then try spelling them yourself.

(၂) သရက်--သရက်ကဘက်ကဒီးယုပုကွဲဖိအတက်ကတိသုတ်တဖန်လၢအဖိလၢအံ၊ ဒီးမၤပုကွဲဖိကဒီးပိသရက်အံ တဝီခံဝီခံမၤဒီး မၤပုကွဲဖိကဒီးဒုတ်ဝဲ.

ပု						ဘက်							
ဖိ						ကိတ်							
ပု						သုတ်							
စၢ						ထုတ်							
ဒုတ်						ကု							
ဒုတ်						ကု							
ဒုတ်						တုတ်							
ပု						ဆုတ်							

(3) READ all of the above words once again, this time without spelling them. Then practice writing them in the spaces provided.

(၃) သရက်--မၤပုကွဲဖိအတက်ကတိသုတ်တဖန်အံတဝီခံ၊ မၤပုကွဲဖိကွဲလၢအံ.

## LESSON 4

### တၢ်မၤလိံ င

#### 4.1 Review

##### ၄.၁ တၢ်ကွၢ်ကဒၢက့ၤ

- (1) Review the pronunciation drills in 2.2 (2) and (3), 2.3 (1) and (2), 3.2 (1)-(3), 3.3 (1) and (2), 3.4.

(၁) သရၣ်--ကွၢ်ကဒၢက့ၤ ၂.၂ (၂) ဒီး (၃), ၂.၃ (၁) ဒီး (၂), ၃.၂ (၁)-(၃), ၃.၃ (၁) ဒီး (၂), ၃.၄.

- (2) Have the teacher correct your writing exercises in 3.5 (1) and (2). Then spell the words in (2), the teacher making any corrections necessary.

(၂) ကွၢ်ပုၤကွၢ်ဖိအတၢ်ကွၢ်သ့ၣ်တဖၣ်လၢ ၃.၅ (၁) ဒီး (၂) မ့ၢ်အဘၣ်ဃၤ. မ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်ကွၢ်ဘၣ်န့ၢ်က့ၤဒီး. မ့ၢ်ဝံၤ မၤပုၤကွၢ်ဖိကဒီးကွၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢ (၂). ပုၤကွၢ်ဖိကဒီးမ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်ကဒီးမၤပုၤကွၢ်ဖိတဘျီဒီးမၤပုၤကွၢ်ဖိကဒီးပိၣ်ထွဲသရၣ်အခံ.

- (3) Read the following syllables, the teacher correcting you where necessary.

(၃) သရၣ်--မၤပုၤကွၢ်ဖိမၤကွၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢတၢ်ဖိလၢအံၤတဝ်. ပုၤကွၢ်ဖိမၤမ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်တဖၣ်မၤပုၤကွၢ်ဖိဒီးမၤပုၤကွၢ်ဖိပိၣ်ထွဲသရၣ်အခံ. (ကိး “စ” အသိၣ်လၢ “က” ဒီး “ဆ” အသိၣ်လၢ “ခ.”)

(a) ကူ ဆူ ကူ|| ခူ စူ ခူ||

(b) ခုၢ် စုၢ် ခုၢ် ကုၢ် ကုၢ် ဆုၢ်

(c) တၢ် ပိၢ် ဖး ဘၣ် ဒိ သ့

#### 4.2 Consonants

##### ၄.၂ လံၢ်မံၤပျၢၣ်အခိၣ်ထံးတကလုၢ်

- (1) ဃ, ဃ

- (၁) ဃ, ဃ

The letter “ယ” is equivalent to the English “y” although a given speaker often changes from the “y” sound to the “z” sound as in “azure” without realizing the change. In the villages it is often pronounced as “က” or “z” as in “zoo;” but for the time being, concentrate on learning the “y” pronunciation.

The letter “ဃ” has no equivalent in English. It sounds something like a person clearing his throat. To make the ဃ sound, first make an ordinary “h” (ဟ) sound, then move the back of the tongue a fraction closer to the roof of the mouth so that the sound begins to sound as though you are clearing your throat, but not close enough to stop the flow of air completely as when making a “k” (က) sound. However, before practicing this sound, first LISTEN as your teacher pronounces the words in (a) and (b) below several times, so that you can hear

the difference. Then try to IDENTIFY which sound the teacher is making in (c) as he/she pronounces them in random order.

LISTEN to the pronunciation of (a) and (b) below several times, then IDENTIFY the words in (c) as the teacher says them in random order.

သရဏ်--သရဏ်ကဘဉ်ဖးယုပုကွိဖိတကတိလၢ (a) ခံဝိသၢဝိဒိမာပုကွိဖိကနဉ်. ဝံဖးကဒိ (b) ခံဝိသၢဝိ. မုၢ်တုလၢ (c) နှဉ်သရဏ်ကဘဉ်ဖးတဖျဉ်ဘဉ်တဖျဉ် ဒိမာပုကွိဖိနဉ်စ့ၢ်ကိတဖျဉ်ဘဉ်တဖျဉ်ဒိသိပုကွိဖိကနဉ်ဟူအသိဉ်လိဆိလိာ်အသး. မၤဒ်အံၤတုပုကွိဖိနဉ်ဝဲဘဉ်.

(a) ဟါ ဃါ ဟါ ဃါ ဟါ ဃါ

(b) ယု ဃု ယု ဃု ယု ဃု

(c) ဟါ ဃါ ဃု ယု

(d) ဟိ\* ဃိ\* ယု\* ဃု\*

REPEAT (a) through (d) after the teacher a number of times.

သရဏ်--စးထီၣ်ကဒိလၢ (a) တဘျီ ဖးယုပုကွိဖိတုလၢ (a) ကတၢ်ဝံဒိမာပုကွိဖိဖးပိာ်ထွဲသရဏ်အခံ. (တမုၢ်မာပုကွိဖိဖးပိာ်ထွဲသရဏ်အခံတဖျဉ်ဘဉ်တဖျဉ်ဘဉ်.) မၤဒ်အံၤ ၄-၅ ဝိဝံလံၤဆူ (b), (c), (d), ဒိမာပုကွိဖိ ၄-၅ ဝိ. မၤဒ်အံၤတကိၤဘဉ်တကိၤတုလၢ (d) အကတၢ်ကိၤကိၤဒိ.

(2) မ, န

(၂) မ, န

The two nasal consonants, "m" (မ) and "n" (န) are pronounced the same as in English, so you should have no problem with pronouncing them. (Note: When writing န by hand combined with the ၵ, ၶ, or ၷ vowels, the vowel is usually written slightly to the right of the tail end of the consonant, whereas in printing the vowel comes on top of the tail end of the consonant. Or sometimes, the tail of the န is slanted to the right and the vowel sign written as usual.)

REPEAT after the teacher several times.

သရဏ်--မာပုကွိဖိဖးပိာ်ထွဲသရဏ်အခံ ၃-၄ ဝိဝံမး မာပုကွိဖိဖးဒုာ်ဝဲတဝိ.

(a) မံ နံ မံ နံ မံ နံ

(b) နူ မူ နူ မူ နူ မူ

### 4.3 Vowels

#### ၄.၃ လံာ်မဲာ်ဖျါာ်ခဲကလုာ်တကလုာ်

(1) ၊, ။

(၁) ၊, ။

The ၊ vowel is pronounced like the short "e" in words like "met, men," etc. The ။ vowel is pronounced like the "aw" in words like "saw," etc. You should have no problem with pronouncing them, though you must learn to connect the Karen vowel signs with their equivalent pronunciation.

REPEAT after the teacher several times.

သရၢာ်--မၤပုၤက့ၢ်ဖိဖိသရၢာ်အံၤ ၃-၄ ဝီ ဝံၤမၤပုၤက့ၢ်ဖိဖိကွၢ်ဒၢာ်ဝဲတဝီ.

(a) ကဲ က့\* ကဲ က့\* ကဲ က့\*

(b) ထိ\* ထိ ထိ\* ထိ ထိ\* ထိ

(c) ကဲ က့\* ထိ\* ထိ

### 4.4 Tones--၁ (ကုာ်ဖိ)

#### ၄.၄ လံာ်မဲာ်ဖျါာ်သၢကလုာ်တကလုာ်

The "၁" tone mark indicates a mid tone; i.e., it is slightly higher than a low tone and slightly lower than a high tone.

LISTEN to the pronunciation of (a), (b), (c), and (d) below several times.

Then IDENTIFY the words in (e) as the teacher says them in random order.

သရၢာ်--သရၢာ်ကဘၣ်ဖိဖိသရၢာ်ကတိၤလၢ (a) ခံဝီသၢဝီဒီးမၤပုၤက့ၢ်ဖိကန့ၢ်. ဝံၤဖိကန့ၢ် (b), (c), (d), ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (e) န့ၢ် သရၢာ်ကဘၣ်ဖိဖိတဖျါာ်ဘၣ်တဖျါာ်ဒီးမၤပုၤက့ၢ်ဖိန့ၢ်စ့ၢ်ကိၤတဖျါာ်ဘၣ်တဖျါာ်တဝီ. ခံဝီတဝီ သရၢာ်ကဘၣ်ဖိဖိက့ၢ်ကိၤတိၤလၢ (e) တက့ၢ်အံၤဒီးမၤပုၤက့ၢ်ဖိန့ၢ်ဒီးသိၤပုၤက့ၢ်ဖိကန့ၢ်ဟ့ၢ်အသိၣ်လီၤဆီလိာ်အသး. မၤဒ်အံၤတုၤလၢပုၤက့ၢ်ဖိန့ၢ်ဝဲဘၣ်.

(a) မၤ မၤၤ မၤ မၤၤ မၤ မၤၤ

(b) မၤၢ် မၤၤ မၤၢ် မၤၤ မၤၢ် မၤၤ

(c) မၤၣ် မၤၤ မၤၣ် မၤၤ မၤၣ် မၤၤ

(d) မၤၤ မၤၤ မၤၤ မၤၤ မၤၤ မၤၤ

(e) မၤ မၤၤ မၤၢ် မၤၣ် မၤၤ

REPEAT (a) - (e) after the teacher a number of times.


သရှ်--စထီန်ကဒီးလ (a) တဘျီ. ဖယုပုကွဲဖိတုလ (a) ကတၢ်ဝံဒီးမပုကွဲဖိဖးပိန်သရှ်အံ (တမု်မပုကွဲဖိဖးပိန်သရှ်အံတဖျၢန်ဘၣ်တဖျၢန်ဘၣ်.) မၤဒ်အံ ၄-၅ ဝိဝံလဲၤဆူ (b), (c), (d), (e), ဖယုကဒီးပုကွဲဖိ ၄-၅ ဝိ. မၤဒ်အံတကျိၤဘၣ်တကျိၤတုလအကတၢ်ကိးကျိၤဒီး.


#### 4.5 Writing and Spelling


၄.၅ တၢ်ကွဲးဒီး တၢ်ကဒီးပုကွဲအလံာ်

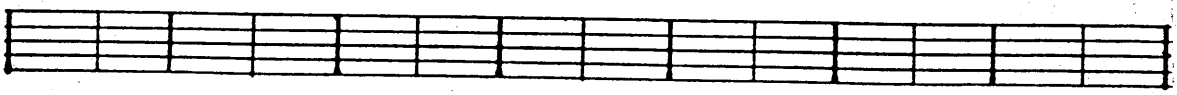
- (1) REPEAT the names of the following consonants, vowel signs, and the tone mark after the teacher once, then say them once again by yourself. Then go on to (2). Later at home, practice writing the consonants, vowel signs, and the tone mark in the spaces provided below.
- (၁) သရှ်--သရှ်ကဘၣ်ဖးယုပုကွဲဖိလလံာ်မၤဒ်ဖျၢန်တဖျၢန်အံ ဒီးမပုကွဲဖိဖးပိန်သရှ်အံတဝိဝံ မပုကွဲဖိဖးကဒီးဒ်ဝဲတဝိ. မပုကွဲဖိကွဲးလလံာ်မၤဒ်ဖျၢန်တဖျၢန်အံလၢအာအံမးဒီးလဲၤဆူ (2).

ယ



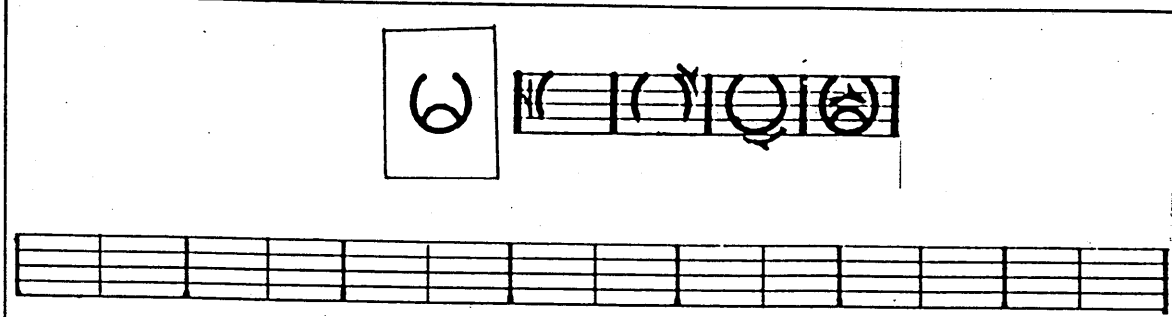




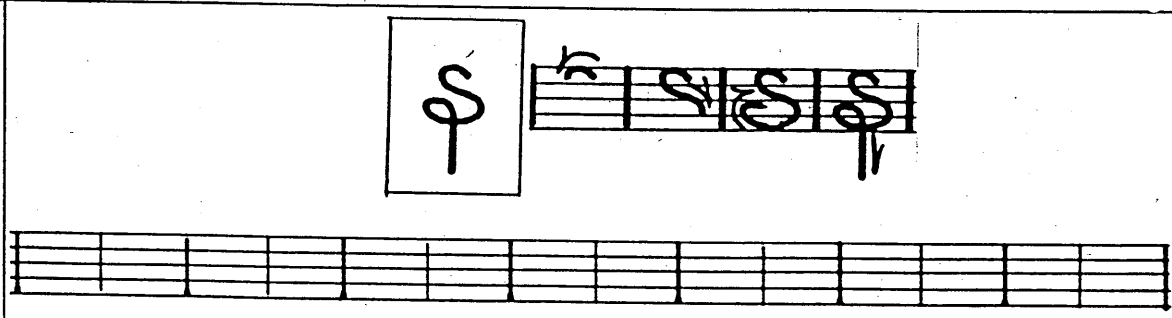




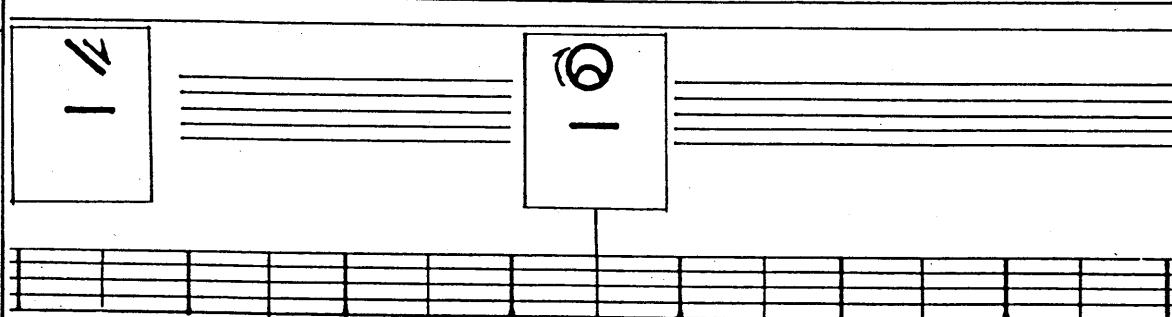
6



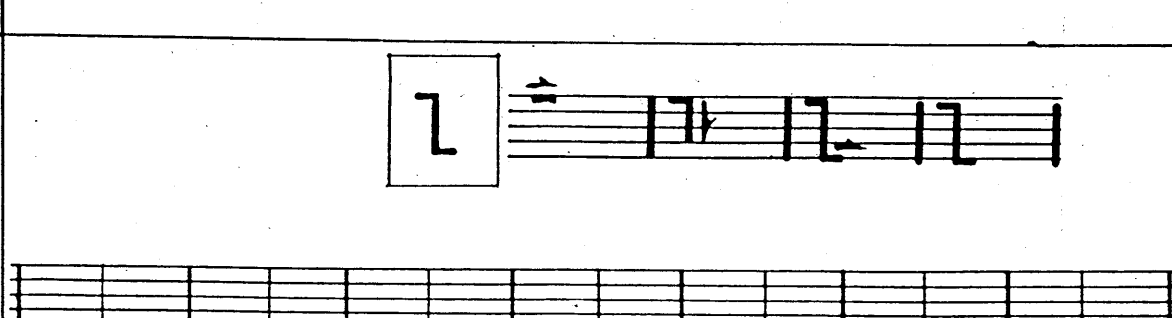
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7



- (၂) သရက်--သရက်ကဘက်ကဒီးယုပျေကိုဖိအတားကတီးသွန်တဖန်လအဖိလင်အံ၊ ဒီးမပျေကိုဖိကဒီးပိသရက်အံ တဝီခံဝီ ဝံမေးဒီးမပျေကိုဖိကဒီးဘုဝံ.

ယ						မှ်					
သ						ဝံ					
ဃ						န့					
ဗု						ယျ					
မံ						လျ					
န						တျ					

- (၃) သရုပ်--မာပုကိုဖိစီးတက်ကတီးသွန်တဖန်အံ့တေဝီဝံ၊ မာပုကိုဖိကွေးလိလဒား။

## LESSON 5

### တၢ်မၤလိ ၅

#### 5.1 Review

##### ၅.၁ တၢ်ကွၢ်ကဒါက့ၤ

- (1) Review the pronunciation drills in 3.2 (1)-(3), 3.3 (1) and (2), 4.2 (1), 4.4. Also review any pronunciation drills in Lesson 2 with which you still have a problem.
- (၁) ကွၢ်ကဒါက့ၤ ၃.၂ (၁)-(၃), ၃.၃ (၁) ဦး (၂), ၄.၂ (၁), ၄.၄. လၢတၢ်မၤလိ ၂ န့ၣ် လံာ်မံာ်ဖျၢၣ်လၢပုၤကွၢ်ဖိ တဲဝဲမ့ၢ်တဘျီတၢ်သ့ၣ်တဖၣ်န့ၣ် မၤသရၣ်ကကွၢ်ကဒါက့ၤစ့ၢ်ကိၤတက့ၢ်.
- (2) Have the teacher correct your writing exercises in 4.5 (1) and (2). Then spell the words in (2), the teacher making any corrections necessary.
- (၂) ကွၢ်ပုၤကွၢ်ဖိအတၢ်ကွၢ်သ့ၣ်တဖၣ် လၢ ၄.၅ (၁) ဦး (၂) မ့ၢ်အဘျီတၢ်. မ့ၢ်တဘျီတဘျီန့ၣ် သရၣ်ကဘျီ ကွၢ်ဘျီန့ၣ်က့ၤအံၤ. မ့ၢ်ဝဲမၤမၤပုၤကွၢ်ဖိကိၤအံၤကွၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢ (၂). ပုၤကွၢ်ဖိကိၤမ့ၢ်တဘျီတဘျီ သရၣ်ကဘျီကိၤယုၤပုၤကွၢ်ဖိတဘျီ ဦးမၤပုၤကွၢ်ဖိကိၤပိာ်ထွဲသရၣ်အံၤ.
- (3) Read the following syllables, the teacher correcting you where needed.
- (၃) မၤပုၤကွၢ်ဖိမၤကွၢ်တၢ်ကတိၤလၢအံၤလံာ်သ့ၣ်တဖၣ်အံၤ. ပုၤကွၢ်ဖိမၤမ့ၢ်တဘျီတဘျီ သရၣ်ကဘျီမၤ ယုၤပုၤကွၢ်ဖိ ဦးမၤပုၤကွၢ်ဖိမၤပိာ်သရၣ်အံၤ.

ဟိ	ဃိ	ယိ	သိ	ကိ	ဘိ	ထိ
တဲ	ဘ့*	ဒံ	မူ	နၢ	ပု	ခိ*

#### 5.2 Consonants

##### ၅.၂ လံာ်မံာ်ဖျၢၣ်အိၣ်တၢ်ကလုာ်

- (1) “ဂ”
- (၁) “ဂ”

The sound of “ဂ” is like that of “ဃ” except that with “ဂ” the vocal cords also vibrate when producing it (something like the sound made when gargling). In order to say it, start out with “တ”, move your tongue to the “ဃ” position, and then say it making your vocal cords vibrate at the same time. But first listen to the teacher as below.

LISTEN to the pronunciation of (a), (b), and (c) below several times. Then IDENTIFY the words in (d) as the teacher says them in random order.

သရၣ်--သရၣ်ကဘျီမၤယုၤပုၤကွၢ်ဖိတၢ်ကတိၤလၢ (a) ခံဝီသၢဝီဦးမၤပုၤကွၢ်ဖိကန့ၣ်. ဝဲမၤကဦး (b), (c) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (d) န့ၣ်သရၣ်ကဘျီမၤတဖျၢၣ်ဘျီတဖျၢၣ်ဦးမၤပုၤကွၢ်ဖိန့ၣ်စ့ၢ်ကိၤတဖျၢၣ်ဘျီတဖျၢၣ်တဝီ.

ခံဝီတဝီ သရက်ကဘဉ်ဖးကျဲၣ်ကျိတၢ်ကတိၤလၢ (d) တကျိၤဘၣ်ဒီးမၤပုၤကွဲၣ်န့ၣ် ဒ်သီးပုၤကွဲၣ်န့ၣ်ဟူၣ်အသိၣ် လီၤဆီလိၣ်အသး. မၤဒ်ဘၣ်တၢ်လၢပုၤကွဲၣ်န့ၣ်ဝဲဘဉ်.

- |     |    |    |    |    |    |
|-----|----|----|----|----|----|
| (a) | ဟါ | ဃါ | ဂါ | ဃါ | ဂါ |
| (b) | ဟီ | ဃီ | ဂီ | ဃီ | ဂီ |
| (c) | ဂဲ | ဃဲ | ဂဲ | ဃဲ | ဂဲ |
| (d) | ဂဲ | ဟဲ | ဃဲ |    |    |

REPEAT (a)-(d) after the teacher a number of times.

သရက်--စးထီၣ်ကဒီးလၢ (a) တဘျီ ဖးယုၤပုၤကွဲၣ်န့ၣ်တၢ်လၢ (a) ကတၢ် ဝံၤမၤပုၤကွဲၣ်န့ၣ်ဖးပိၣ်ထွဲသရက်အခံ. (တမ့ၢ်မၤပုၤကွဲၣ်န့ၣ်ဖးပိၣ်ထွဲသရက်အခံတဖျါဘဉ်တဖျါဘဉ်.) မၤဒ်ဘၣ် ၄-၅ ဝီဝံၤလၢဆူ (b), (c), (d), ဖးယုၤကဒီးပုၤကွဲၣ်န့ၣ် ၄-၅ ဝီ. မၤဒ်ဘၣ်တကျိၤဘၣ်တကျိၤတၢ်လၢ (d) အကတၢ်ကိၤကျိၤဒီး.

(2) စ, ဆ (alternate pronunciation)

(j) စ, ဆ (အသိၣ်ခံကလုာ်တကလုာ်)

In Lesson 3 you learned that in North Thailand ဆ is usually pronounced the same as ခဲ both in the towns and in the rural areas, and that in the rural areas စ is usually pronounced as က. However, there is an alternate pronunciation; and since you are likely to hear it from some Karen speakers, you should be familiar with both kinds of pronunciation. In fact, your teacher may tend to use this alternate pronunciation with you often, because the Karens are being taught that it is more proper to pronounce the words as written. The alternate pronunciation of စ is like the English "s" and will not cause you any trouble as far as pronunciation is concerned. In fact, you are advised to learn all words written with this letter with the "s" sound, as this is most often used in the towns. The alternate pronunciation of ဆ is more difficult for Westerners because it is a sound which doesn't occur in English. Just as ဝ, ထ, ခ, and ခဲ all are said with a puff of air, so the alternate pronunciation of ဆ is an "s" with a puff of air before the vowel sound. To say this sound, try saying "saha" (the first vowel being unemphasized like the first syllable of "support" and the second syllable being a long "a" as in father, but cut of short (like the name of the consonant ဟ). Say this expression several times, then gradually combine the two syllables into one by dropping the unaccented vowel. But first listen to the teacher as below.

LISTEN to the pronunciation of (a) and (b) below several times. Then IDENTIFY the words in (c) as the teacher says them in random order.

သရက်--သရက်ကဘဉ်ဖးယုၤပုၤကွဲၣ်န့ၣ်တၢ်ကတိၤလၢ (a) ခံဝီသၢဝီ ဒီးမၤပုၤကွဲၣ်န့ၣ်. ဝံၤဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တၢ်လၢ (c) န့ၣ် သရက်ကဘဉ်ဖးတဖျါဘဉ်တဖျါဘဉ် ဒီးမၤပုၤကွဲၣ်န့ၣ်စၢ်ကိၤတဖျါဘဉ်တဖျါဘဉ်တဝီ. ခံဝီတဝီ သရက်ကဘဉ်ဖးကျဲၣ်ကျိတၢ်ကတိၤလၢသ့ၣ်တဖျါဘဉ် ဒီးမၤပုၤကွဲၣ်န့ၣ် ဒ်သီးပုၤကွဲၣ်န့ၣ်ဟူၣ်အသိၣ်လီၤဆီလိၣ်အသး. မၤဒ်ဘၣ်တၢ်လၢပုၤကွဲၣ်န့ၣ်ဝဲဘဉ်.

- |     |    |    |    |     |     |       |
|-----|----|----|----|-----|-----|-------|
| (a) | စံ | ဆံ | စံ | ဆံ  | စံ  | ဆံ    |
| (b) | ဆု | စု | ဆု | စု  | ဆု  | စု    |
| (c) | စံ | ဆံ | ဆု | စု  |     |       |
| (d) | ဆူ | ဆီ | ဆဲ | ဆိ* | ဆ့* | ဆါ ဆါ |

REPEAT the above words after the teacher a number of times.

သရော်--စာထိုင်ကဒီးလ၊ (a) တဘျီ ဖယုပုကွိဖိတုလ၊ (a) ကတၢ် ဝံဒီးမပုကွိဖိဖိတုလသရော်အံ.  
(တမုၢ်မပုကွိဖိဖိတုလသရော်အံတဖျၢ်ဘၣ်တဖျၢ်ဘၣ်.) မၤဒ်အံ ၄-၅ ဝီ ဝံလံဆူ (b), (c), (d),  
ဒီးဖယုကွိဖိတုလ ၄-၅ ဝီ. မၤဒ်အံတက့ၢ်ဘၣ်တက့ၢ်တုလ၊ အကတၢ်ကိးကိးဒီး.

(3) လ

(၃) လ

The လ consonant is pronounced like the consonant "l" in English, so you should have no trouble with pronouncing it.

REPEAT the following words after the teacher a few times.

သရော်--မပုကွိဖိဖိတုလသရော်အံ ၃-၄ ဝီတုပုကွိဖိဖိဘၣ်ဂုၤတစဲ.

- |     |    |     |    |    |    |    |
|-----|----|-----|----|----|----|----|
| (a) | လု | လါ  | လု | လံ | လု | လူ |
| (b) | လံ | လ့* | လဲ |    |    |    |
| (c) | လူ | လိ* | လီ |    |    |    |

### 5.3 Consonant signs

#### ၅.၃ တပ်နီၣ်လၢတၢ်သ့ၣ်ဒီးလၢလံာ်မံၣ်ဖျၢၣ်အလီၢ်

In English we often have several consonants combined into a consonant cluster at the beginning of words; e.g., cloak, trim, spleen. Karen has 5 consonants which can be used as the second consonant in a consonant cluster; but in Karen the second consonant is indicated by a consonant sign which is a substitute for the letter itself. This consonant sign is attached to the first consonant. You will learn one of them in this lesson.

(1) -ၣ်

(၁) -ၣ်

The consonant sign -ၣ် takes the place of “ L ” when it is the second consonant sound in a given syllable; e.g., ဝ + လ = ဝၣ်.

REPEAT the following words after the teacher several times.

သရၣ်--မၢပုၤကွၢ်ဖိဖးပိာ်သရၣ်အံၣ် ၃-၄ ဝီတုၤပုၤကွၢ်ဖိဖးဘၣ်ဂ့ၤတဲး.

- |     |      |      |       |       |            |
|-----|------|------|-------|-------|------------|
| (a) | ပျၢ် | ပျံၤ | ပျဲ   | ပျိၢ် |            |
| (b) | ဖျါ  | ဖျိ  | ဘျဲး  | ဘျၢ်  | မျၢ် မျိၢ် |
| (c) | ကျဲ  | ကျံၤ | ချၢ်  | ချိ   |            |
| (d) | ပျၢ် | ချၢ  | ကျၢၣ် | ဖျၢ်  |            |

### 5.4 Tones

#### ၅.၄ လံာ်မံၣ်ဖျၢၣ်သၢကလုာ်တကလုာ်

(1) “း” (ဖျၢၣ်ဆံး)

(၁) “း” (ဖျၢၣ်ဆံး)

In most parts of North Thailand the : tone mark indicates a mid-to-high tone plus glottal stop; i.e., the syllable is cut off short by stopping the flow of air in the voice box.

LISTEN to the pronunciation of (a)-(d) below several times. Then IDENTIFY the words in (e) as the teacher says them in random order.

သရၣ်--သရၣ်ကဘၣ်ဖးယုၤပုၤကွၢ်ဖိတၢ်ကတိၤလၢ (a) ခံဝီသၢဝီဒီးမၢပုၤကွၢ်ဖိကန့ၣ်. ဝံဖးကဒီး (b) ခံဝီသၢဝီ. မ့ၢ်တုၤလၢ (c) န့ၣ် သရၣ်ကဘၣ်ဖးတဖျၢၣ်ဘၣ်တဖျၢၣ်ဒီးမၢပုၤကွၢ်ဖိန့ၣ်စ့ၢ်ကိၤတဖျၢၣ်ဘၣ်တဖျၢၣ်တဝီ. ခံဝီတဝီ သရၣ်ကဘၣ်ဖးကျဲၣ်ကိၤတၢ်ကတိၤလၢ (d) တကိၤအံၣ်ဒီးမၢပုၤကွၢ်ဖိန့ၣ်ဒ်သိးပုၤကွၢ်ဖိကန့ၢ်ဟူၤအသိၣ်လီၤဆီလိာ် အသး. မၤဒ်အံၣ်တုၤလၢပုၤကွၢ်ဖိန့ၣ်ဝဲဘၣ်.

(a)	ဝါ	စး	ဝါ	စး	ဝါ	စး
(b)	ဝါ	စး	ဝါ	စး	ဝါ	စး
(c)	ဝါ	စး	ဝါ	စး	ဝါ	စး
(d)	ဝါ	စး	ဝါ	စး	ဝါ	စး
(e)	ဝါ	ဝါ	စး	ဝါ	ဝါ	

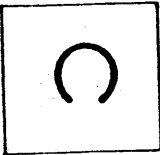
REPEAT (a)-(e) after the teacher a number of times.


သရော်--စာထိုင်ကဒီးလ၊ (a) တဘျီ ဖးယုပုကွဲဖိတုလ၊ (a) ကတၢ် ဝံဒီးမာပုကွဲဖိဖးပိင်ထွဲသရော်အခံ.  
(တမ့ၢ်မာပုကွဲဖိဖးပိင်ထွဲသရော်အခံတဖျၢန်ဘဉ်တဖျၢန်ဘဉ်.) မၤဒ်အံၤ ၄-၅ ဝံဝံလဲၤဆူ (b), (c), (d), (e),  
ဒီးဖးယုကဒီးပုကွဲဖိ ၄-၅ ဝံ. မၤဒ်အံၤတကိၤဘဉ်တကိၤတုလ၊ အကတၢ်ကိးကျိၤဒီး.

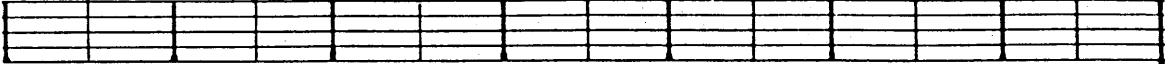
## 5.5 Writing and Spelling

၅.၅ တၢ်ကွဲးဒီးတၢ်ကဒီးပုကညီအလံၤ

- Repeat the names of the following consonants, vowel signs, consonant sign, and tone mark after the teacher once, then say them once again by yourself. Then go on to (2). Later, at home, practice writing the consonants, vowel and consonant signs, and the tone mark in the spaces provided below.
- သရော်ကဘဉ်ဖးယုပုကွဲဖိလၢလံၤခဲၣ်ဖျၢန်တဖဉ်အံၤ ဒီးမာပုကွဲဖိဖးပိင်သရော်အခံတဝီ ဝံမာပုကွဲဖိဖးကဒီးဒဉ် ဝဲတဝီ. မာပုကွဲဖိကွဲးလိလံၤခဲၣ်ဖျၢန်တဖဉ်အံၤလၢအဒၢ ဝံမးလဲၤဆူ (j).











(3) Read the words in (2) above without spelling them. Then practice writing them in the spaces provided.

(၃) သရော်--မာပုကိုဖိဖတ်ကတိသျှတ်တဖန်အံတဝီဝံမာပုကိုဖိကွဲလိလဒေ။

## LESSON 6

### တၢ်မၤလိံ ၆

#### 6.1 Review

##### ၆.၁ တၢ်ကွၢ်ကဒါကုၤ

- (1) Review the pronunciation drills in 4.2 (1), 4.4, 5.2 (1) and (2), and 5.4. Also review any pronunciation drills in Lessons 2 and 3 with which you still have a problem.
- (၁) သရၣ်--ကွၢ်ကဒါကုၤ ၄.၂ (၁), ၄.၄, ၅.၂ (၁) ဒီး (၂), ဒီး ၅.၄. လၢတၢ်မၤလိံ ၂ ဒီး ၃ န့ၣ် လိာ်မံၣ်ပျၢၣ်လၢပုၤကွၢ်ဖိတဲၣ်မ့ၢ်တဘျီတၢ်သ့ၣ်တဖၣ်န့ၣ် သရၣ်ကကွၢ်ကဒါကုၤစ့ၢ်ကိး တက့ၢ်.
- (2) Have the teacher correct your writing exercises in 5.5 (1) and (2). Then spell the words in (2), the teacher making any corrections necessary.
- (၂) ကွၢ်ပုၤကွၢ်ဖိတၢ်ကွၢ်သ့ၣ်တဖၣ်လၢ ၅.၅ (၁) ဒီး (၂) မ့ၢ်အဘျီတၢ်. မ့ၢ်တဘျီတၢ်န့ၣ် သရၣ်ကဘျီကွၢ်ဘျီတၢ်ကုၤပုၤကွၢ်ဖိ. မ့ၢ်ဝံၤ မၤပုၤကွၢ်ဖိကဒီးကွၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢ (၂). ပုၤကွၢ်ဖိကဒီးမ့ၢ်တဘျီတၢ်သ့ၣ်တဖၣ်ကဒီးမၤပုၤကွၢ်ဖိတဘျီဒီးမၤပုၤကွၢ်ဖိကဒီးပိာ်ထွဲသရၣ်အခဲ.
- (3) Read the following syllables, the teacher correcting you where necessary.  
Note: Pronounce the consonants in (d) above as written; i.e., with the alternate pronunciation as taught in the previous lesson.
- (၃) မၤပုၤကွၢ်ဖိမးကွၢ်တၢ်ကတိၤလၢအဖိလၢသ့ၣ်တဖၣ်အံၤတဝီၤ ဝံၤမးမၤပုၤကွၢ်ဖိကွၢ်လိလၢဒၢ. လၢ (d) န့ၣ် သရၣ်ကဘျီမးသီၣ် “စ” ဒီး “ဆ” ဒ်လၢလိာ်အသိး (တမ့ၢ်မးသီၣ်အံၤလၢ “ကွ” ဒီး “ခွ” ဘျီ).

(a)	ဃု	ဃၢ	ဃၢၤ		
(b)	ဂၢ်	ဂီၤ	ဂံၢ်		
(c)	လါ	သါ	တါ	ဘါ	လါ
(d)	စိ*	စ့*	ဆိ	ဆၢ	ဆူ

#### 6.2 Consonants

##### ၆.၂ လိာ်မံၣ်ပျၢၣ်အခီၣ်ထံးတကလုာ်

- (1) င
- (၁) င

You have already learned the consonant ဘ to indicate an initial glottal stop. Karen also has a few syllables which Westerners would consider as beginning with a vowel but which are not preceded by a glottal stop; rather the vowel from the previous syllable glides into that of the next without the air being cut off in the throat. The consonant

used for this meaningful absence of initial glottal stop is **ခ**, and words spelled with **ခ** and with **ဘ** have different meanings; e.g., ဟဲဘါ means "to come in large numbers," while ဟဲခါ means "Has he/she come?" (Note: Syllables beginning with **ခ** must always be preceded by another syllable, so to pronounce the **ခ** consonant by itself may be difficult for your teacher.)

**LISTEN** to the pronunciation of (a)-(f) below several times. Then **IDENTIFY** the words as the teacher says them in random order.

သရက်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိလၢ (a), (b), (c), (d), (e), (f), တကူၢ်ဘဉ်တကူၢ်, တကူၢ်န့ၣ်ဖးဘီၤခံဝံသၢဝီ, တုၤလၢဘၢကတၢၢ်ကိၤကူၢ်ဒဲး. မ့ၢ်ဝံၤမးန့ၣ် သရက်ကဘဉ်ဖးက့ၢ်န့ၣ်တၢ်ကတိလၢ (a) တုၤလၢ (f) သ့ၣ်တဖၣ်ဘီၤတက့ၢ်ဘဉ်တက့ၢ်ဒီးမးပုကွဲဖိန့ၣ် နီသ့ၣ် ပုကွဲဖိကနၢ်ဟ့ၣ်အသီၣ်လီၤဆီလိာ်ဘၢသ့ၣ်. မၤဒ်ဘီၤတုၤပုကွဲဖိန့ၣ်ဝဲဘဉ်.

(a) ဟဲဘါ	(c) ဟဲဘီၣ်	(e) ဘီၣ်ခဲၢ်
ဟဲခါ	ဟဲခိၢ်	မၤခဲၢ်
(b) လဲၤဘါ	(d) လဲၤဘီၣ်	(f) ဒိၣ်ခါ
လဲၤခါ	လဲၤခိၢ်	ဝီၤခါ

(2) ရ

(၂) ရ

The sound of the consonant "ရ" is like the English "r" although it tends to be rolled more than in most English dialects.

**REPEAT** after the teacher.

သရက်--မၤပုကွဲဖိဖးပိာ်ထွဲသရက်အခံတဝီၤခံဝီ.

ရါ      ရံး      ရါၢ်      ရူ      ရွ\*      ရဲၣ်      ရိၣ်\*      ရိၢ်

(3) ရှ

(၃) ရှ

The letter ရှ is like the English "sh" sound. There are very few Karen words written with this letter. It is mostly used for writing words borrowed from the Burmese language, or for transliterating foreign names, or sometimes as an alternate spelling to words which begin with a combination of ဆ and ဝ.

**REPEAT** after the teacher.

သရဉ်--မၤပုၤကွီၤဖိၤပိၤသရဉ်အခံတဝီခံဝီ.

ရှုး      ရှိၣ်      ရှးန့ၣ်      ယုၣ်ရှုး

### 6.3 Vowels

၆.၃ လိၣ်မိၣ်ပျဉ်ခံကလုာ်တကလုာ်

You have already learned all 9 of the Karen vowels. In most cases they are pronounced as written, but there is one notable exception. The  $\text{e}^\circ$  vowel followed by either  $\text{h}$  or  $\text{s}$  is almost always pronounced as  $\text{e}^\bullet$  when speaking, although it may be pronounced as written when reading or singing words spelled that way. For example, ကိး is pronounced ကိး when speaking but may be pronounced as ကိး when reading or singing. Likewise, ကိၣ် is pronounced ကိၣ် when speaking but pronounced ကိၣ် when reading or singing.

REPEAT the following words after the teacher, first as written, then as spoken colloquially.

သရဉ်--မၤပုၤကွီၤဖိၤပိၤသရဉ်အခံ. အခိၣ်ထံးတဝီန့ၣ် ဖၤတၢ်ကတိၤလံာ်လိာ်အသိး (အဒိ, ကိး, ထိး).  
ခံဝီတဝီ ဖၤသိၣ်အိၣ်ပုၤကစၢ်ခိၣ်ဖိတဲဝဲအသိး (အဒိ, ကိး, ထိး).

ကိး      ထိး      ဘိး      ခိး      ပိၣ်      လိၣ်      မိၣ်      ယိၣ်

### 6.4 Consonant signs

၆.၄ တၢ်ပနီၣ်လၢတၢ်သုၤအိၣ်လၢလိာ်မိၣ်ပျဉ်အလီၢ်

(၁)  $\text{h}$

(၂)  $\text{h}$

The consonant sign  $\text{h}$  takes the place of  $\text{h}$  when the latter is the second consonant sound in a syllable; e.g.,  $\text{v} + \text{h} = \text{v}^\bullet$ .

REPEAT after the teacher a number of times. Pronounce the consonant in (c) first as written, then repeat pronouncing the colloquial way.

သရဉ်--မၤပုၤကွီၤဖိၤပိၤသရဉ်အခံ ၄-၅ ဝီ. မ့ၢ်တုၤလၢ (c) တကျိၤန့ၣ်အခိၣ်ထံးတဝီဖၤတၢ်ကတိၤလံာ်လိာ်အသိး. ခံဝီတဝီ ဖၤသိၣ်အိၣ်ပုၤကစၢ်ခိၣ်ဖိတဲဝဲအသိး (အဒိ, ခံ, ခိၣ်, ကုၤ, ကိၣ်).

- |     |     |       |       |        |
|-----|-----|-------|-------|--------|
| (a) | ဖုံ | ဖူ    | ဖူး   |        |
| (b) | ဘါ  | ဘာ    | မံ    | မဲ     |
| (c) | ဆုံ | ဆိုင် | စာ    | စီ     |
| (d) | ပာ  | ပဲ    | ပိုင် | ပိုင်* |

## 6.5 Single consonants

### ၆.၅ လံာ်မံာ်ပျာ်လၢအာ်အိၣ်ကလီ

Consonants which appear alone without any vowel signs or tone marks are unaccented syllables which are linguistically connected to the following syllable. They have a neutral vowel sound like the sound of the "a" in "about," and the tone is usually somewhere around the mid tone.

REPEAT the following expressions after the teacher.

သရၣ်--မၤပုၤကွၢ်ဖိဖိသရၣ်အံၤ ၂-၃ ဝီ.

ယနီၣ်      နစီ      အဒါး      ပသး      ယကလဲၤ      တဟဲဘၣ်

## 6.6 Summary of Vowels and Tones

### ၆.၆ တၢ်ကွၢ်ကဒါက့ၤလံာ်မံာ်ပျာ်ခံကလုာ်တကလုာ်ဒီးသၢကလုာ်တကလုာ်

Below is a chart of the Karen vowels and tone marks combined with the consonant က. The vowels and tone marks are listed in the order in which they occur in the Karen dictionary.

REPEAT after the teacher, first reading down and then reading across.

သရၣ်--မၤပုၤကွၢ်ဖိဖိသရၣ်အံၤ. အခိၣ်ထံးတဝီၣ်န့ၣ် ဖးလီၤအိၣ်တဂ့ၢ်ဘၣ်တဂ့ၢ် (အဒိ, ကါ, ကံ, ကါ).  
ခံတဝီၣ် ဖးတကျိၤဘၣ်တကျိၤ (အဒိ, ကါ, ကါ, ကံ).

ကါ	ကါ်	ကါ်	ကး	ကည်	ကါ
ကံ	ကံ်	ကံ်	ကံး	ကံည်	ကံါ
ကၢ	ကၢ်	ကၢ်	ကၢး	ကၢည်	ကၢါ
ကု	ကု်	ကု်	ကုး	ကုည်	ကုါ
ကူ	ကူ်	ကူ်	ကူး	ကူည်	ကူါ
က့*	က့်*	က့်*	က့း*	က့ည်*	က့ါ*
ကဲ	ကဲ်	ကဲ်	ကဲး	ကဲည်	ကဲါ
ကိ*	ကိ်*	ကိ်	ကိး	ကိည်*	ကိါ*
ကီ	ကီ်	ကီ်	ကီး	ကီည်	ကီါ

## 6.7 Writing and Spelling

၆.၇ တၢ်ကွဲးဒီးတၢ်ကဒီးပုၤကညီအလံၣ်

- (1) REPEAT the names of the following consonants and consonant signs after the teacher once, then say them once again by yourself. Then go on to (2). Later at home, practice writing the consonants and consonant sign in the spaces provided below.
- (၁) သရၣ်ကဘၣ်ဖးယုၤပုၤကွဲးလၢလံၣ်မံၣ်ဖျၢၣ်တဖၣ်အံၤဒီးမၤပုၤကွဲးဖိဖးပိၣ်သရၣ်အခံတဝီၣ်မံၣ် မၤပုၤကွဲးဖိဖးကဒီးဒၣ်ဝဲတဝီၣ်. မၤပုၤကွဲးကွဲးလံၣ်မံၣ်ဖျၢၣ်တဖၣ်အံၤလၢအာအာဝံၤမးလဲၤဆူ (၂).

က




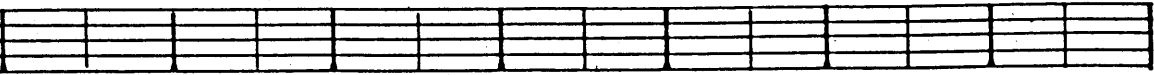
ဂ






၇

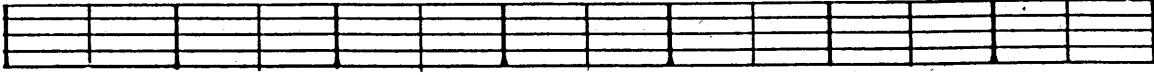




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၅





(2) Repeat the spelling of the following words after the teacher once or twice, then spell them yourself.\*

(၂) သရက်ကဘက်ကဒီးယုပုကွဲဖိအတက်ကတီးသွပ်တဖန်လအာဖီလင်အံ၊ ဒီးမပုကွဲဖိကဒီးပိပ်သရက်အ ခံ ၁-၂  
စိဝံ၊ မပုကွဲဖိကဒီးဒုဝံ၊ ဖလီအံတဂုန်ဘက်တဂုန် (အဒိ၊ ဂံ၊ ဂဲ၊ ဂိ)

အါဂါ.....			သးဖုံ.....		
ဖအံ.....			စိုအကျိန်.....		
အံယံ.....			ကဆဲကဆိ.....		
အိန်လံ.....			စိဆုံ.....		
မိင်.....			စုဂါ.....		
နိင်.....			ပုတက်.....		
ပုအရု.....			ပုတံ့.....		
ဟဲဒိ.....			လီဘူး.....		
ရှလိန်.....			စုမံ.....		
ယုဂူး.....			စုခါ.....		

(3) Read the words in (2) above without spelling them. Then practice writing them in the spaces provided.

(၃) သရက်--မပုကွဲဖိအတက်ကတီးသွပ်တဖန်အံတစိဝံမပုကွဲဖိကွဲလီလအာ.

\* When spelling words which have a single consonant without any vowel sign or tone mark, that consonant is called ကလီ; e.g., ကး-ကလီ-က.

## LESSON 7

### တၢ်မၤလိၤ

#### 7.1 Review

##### ၇.၁ တၢ်ကွၢ်ကဒါက့ၤ

- (1) Review the pronunciation drills in 5.2 (1) and (2), 5.4, 6.2 (1), 6.3, 6.4, 6.5, 6.6. Also review any pronunciation drills in Lessons 2-4 with which you still have a problem.
- (၁) ကွၢ်ကဒါက့ၤ ၅.၂ (၁) ဒီး (၂), ၅.၄, ၆.၂ (၁), ၆.၃, ၆.၄, ၆.၅, ၆.၆. လၢတၢ်မၤလိ ၂-၄ န့ၣ် လံာ်မံၤဖျၢၣ်လၢပုၤကွၢ်ဖိတဲဝဲမ့ၢ်တဘျီဒီးသ့ၣ်တဖၣ်န့ၣ် မံၤသ့ၣ်ကကွၢ်ကဒါစ့ၢ်ကိးတက့ၢ်.
- (2) Have the teacher correct your writing exercises in 6.6 (1) and (2). Then spell the words in (2), the teacher making any corrections necessary.
- (၂) သရၣ်--ကွၢ်ပုၤကွၢ်ဖိတၢ်ကွၢ်သ့ၣ်တဖၣ်လၢ ၆.၆ (၁) ဒီး (၂) မ့ၢ်အဘျီဒီးမ့ၢ်တဘျီသရၣ်ကဘျီ ကွၢ်ဘျီန့ၣ်က့ၤပုၤကွၢ်ဖိ မ့ၢ်ဝဲမး မၤပုၤကွၢ်ဖိကဒီးကွၢ် တၢ်ကတိၤသ့ၣ်တဖၣ်လၢ (၂). ပုၤကွၢ်ဖိကဒီးမ့ၢ်တဘျီသရၣ်ကဘျီကဒီးယုၤပုၤကွၢ်ဖိတဘျီ ဒီးမၤပုၤကွၢ်ဖိကဒီးပိာ်သ့ၣ်အဝဲ.
- (3) Read the following names of some of the books of the Bible, the teacher making corrections where necessary.
- (၃) မၤပုၤကွၢ်ဖိမးကွၢ်လံာ်စီဆ့ၢ်အလံာ်အမံၤလၢအဖီလံာ်သ့ၣ်တဖၣ်အံၤ. ပုၤကွၢ်ဖိ မးမ့ၢ်တဘျီသရၣ်ကဘျီမးယုၤ ပုၤကွၢ်ဖိ ဒီးမၤပုၤကွၢ်ဖိမးပိာ်သရၣ်အဝဲ.

လံာ်ယီၤရှု	လံာ်နီၢ်ရှုသး
လံာ်ရှုမူၤအွဲးလး	လံာ်ယံးရမံၤယၤ
လံာ်ယရှုၤယၤ	လံာ်ဒေၤမိာ်
လံာ်ဟိၤရှု	လံာ်ဒိၤဘါဒယၤ

#### 7.2 Consonants

##### ၇.၂ လံာ်မံၤဖျၢၣ်အဒိာ်ထံးတကလုာ်

(1) ည

(၁) ည

The ည consonant sound is a combination of “n” and “y” (“ny”). It probably won’t be very difficult for you.

REPEAT after the teacher several times.



သရော်--မာယုကွိဖိဖေပိင်သရော်အခံ ၃-၄ ဝိ.

ညါ    ညဲ    ညံ    ည\*    ည(ညါ)    ည(ညါ)

(2) “င”

(၂) “င”

The “c” consonant has the sound of “ng;” but whereas in English the sound occurs at the end of syllables (e.g., “sing”), in Karen it occurs at the beginning of syllables, which is difficult for Westerners. Perhaps the easiest way to learn to pronounce this sound is to say some thing like “ding-a-ling-a-ling” without any break between the syllables. Then try saying “ding-a-nga,” i.e., just repeating the second syllable with the tongue in the same “ng” position. After you can say that correctly, then change the vowel to “ding-o-ngo” or ding-ee-ngee,” etc.

LISTEN to the sounds of the consonants in (a),(b),(c) and (d) below several times.

သရော်--သရော်ကဘဉ်ဖေယုပုကွိဖိတၢ်ကတိလၢ (a) ခံဝိသၢဝီ ဒီးမာယုကွိဖိကနဉ် ဝံဖေကဒီး (b),(c),(d) တကျိးခံဝိသၢဝီ.

(a)	နါ	ငါ	နါ	ငါ	နါ	ငါ
(b)	ဂူ	ဂူ	ဂူ	ဂူ	ဂူ	ဂူ
(c)	နါ	ငါ	နါ	ငါ	နါ	ငါ
(d)	ငံ	နံ	ငံ	နံ	ငံ	နံ

REPEAT (a)-(d) after the teacher a number of times. Don't become discouraged if you can't get the “c” sound quickly. Work on it with your teacher, work on it again at home both with or without the tape, then review it again each of the next few sessions with your teacher. Gradually you will improve in your ability to get it.

သရော်--စးထီၣ်ကဒီးလၢ (a) တဘျီ. ဖေယုပုကွိဖိတုလၢ (a) ကတၢ်ဝံ မာယုကွိဖိဖေပိင်ထွဲသရော်အခံ, (တမၢ်မာယုကွိဖိဖေပိင်ထွဲသရော်အခံတဖျၢၣ် ဘဉ်တဖျၢၣ်ဘဉ်.) မၤဒ်အံၤ ၄-၅ ဝီဝံ လဲၤဆူ (b),(c),(d), ဖေယုကဒီးပုကွိဖိ ၄-၅ ဝီ. မၤဒ်အံၤတကျိးဘဉ်တကျိး တုလၢအကတၢ်ကံကျိးဒီး.

### 7.3 Consonant signs

၇.၃ တၢ်ပနီၣ်လၢတၢ်သုဒ္ဓါလၢလံာ်မဲၣ်ဖျၢၣ်အလီၢ်

(1) ဃ = ဃ

(၁) ဃ = ဃ

The consonant sign  $\bar{z}$  is used as a substitute for  $\omega$  when combined with  $o$ ,  $u$ ,  $a$ , or  $e$ . However, when combined with  $က$  or  $ခ$ , the result is  $က့$  and  $ခ့$ , which are pronounced as you already learned in lesson 3.

REPEAT after the teacher several times.

သရော်--မၤပုၤက့ၢ်ဖိဖိသရော်အံၣ် ၃-၄ ဝီ.

- |     |      |      |      |       |
|-----|------|------|------|-------|
| (a) | ပုၣ် | ပုၣ် | ပုၣ် |       |
| (b) | ဖုၣ် | ဖုၣ် | ဖုၣ် | ဖုၣ်* |
| (c) | ဘုး  | ဘုး* |      |       |
| (d) | မ့*  | မ့   | မ့   |       |
| (e) | က့ၣ် | က့ၣ် | က့ၣ် | က့ၣ်* |
| (f) | ခ့း  | ခ့ၣ် | ခ့ၣ် | ခ့ၣ်  |

(2)  $o = \bar{o}$

(၂)  $o = \bar{o}$

The consonant sign  $\bar{o}$  takes the place of the Karen consonant  $o$  when it is the second consonant in a syllable; e.g.,  $က + o = က့$ .

REPEAT after the teacher several times.

သရော်--မၤပုၤက့ၢ်ဖိဖိသရော်အံၣ်တက့ၢ်တက့ၢ် ၂-၃ ဝီ.

- |     |      |      |       |       |
|-----|------|------|-------|-------|
| (a) | က့ၣ် | က့ၣ် | က့ၣ်  | က့ၣ်* |
| (b) | ခ့း  | ခ့ၣ် | ခ့ၣ်  | ခ့ၣ်  |
| (c) | ပုၣ် | ပုၣ် | ပုၣ်* |       |
| (d) | ဖုး  | ဖုၣ် |       |       |

#### 7.4 Review of consonants + vowels. (The consonants and vowels are given in the order in which they occur in the dictionary.)

၇.၄ တၢ်ကွၢ်ကဒါက့ၢ်လံာ်မဲၣ်ပျၢၣ်အိၣ်ထံးတကလုာ်ဒီးခံၣ်တကလုာ်

REPEAT after the teacher line by line.

သရက်ကဘတ်ဖယုပုကိုဖိတကျ၊ဘတ်တကျ၊ ဒီးမပုကိုဖိဖိပိတ်ထွဲသရက်အခဲ.

ကါ	ကံ	ကၢ	ကု	ကူ	က့	ကဲ	ကိ	ကီ
ခါ	ခံ	ခၢ	ခု	ခု	ခု့	ခဲ	ခိ	ခီ
ဂါ	ဂံ	ဂၢ	ဂု	ဂူ	ဂ့	ဂဲ	ဂိ	ဂီ
ဃါ	ဃံ	ဃၢ	ဃု	ဃူ	ဃ့	ဃဲ	ဃိ	ဃီ
ငါ	ငံ	ငၢ	ငု	ငူ	င့	ငဲ	ငိ	ငီ
စါ	စံ	စၢ	စု	စူ	စ့	စဲ	စိ	စီ
ဆါ	ဆံ	ဆၢ	ဆု	ဆူ	ဆ့	ဆဲ	ဆိ	ဆီ
ရှါ	ရှံ	ရှၢ	ရှု	ရှူ	ရှ့	ရှဲ	ရှိ	ရှီ
ညါ	ညံ	ညၢ	ညု	ညူ	ည့	ညဲ	ညိ	ညီ
တါ	တံ	တၢ	တု	တူ	တ့	တဲ	တိ	တီ
ထါ	ထံ	ထၢ	ထု	ထူ	ထ့	ထဲ	ထိ	ထီ
ဒါ	ဒံ	ဒၢ	ဒု	ဒူ	ဒ့	ဒဲ	ဒိ	ဒီ
နါ	နံ	နၢ	နု	နူ	န့	နဲ	နိ	နီ
ပါ	ပံ	ပၢ	ပု	ပူ	ပ့	ပဲ	ပိ	ပီ
ဖါ	ဖံ	ဖၢ	ဖု	ဖူ	ဖ့	ဖဲ	ဖိ	ဖီ
ဘါ	ဘံ	ဘၢ	ဘု	ဘူ	ဘ့	ဘဲ	ဘိ	ဘီ
မါ	မံ	မၢ	မု	မူ	မ့	မဲ	မိ	မီ
ယါ	ယံ	ယၢ	ယု	ယူ	ယ့	ယဲ	ယိ	ယီ
ရါ	ရံ	ရၢ	ရု	ရူ	ရ့	ရဲ	ရိ	ရီ
လါ	လံ	လၢ	လု	လူ	လ့	လဲ	လိ	လီ
ဝါ	ဝံ	ဝၢ	ဝု	ဝူ	ဝ့	ဝဲ	ဝိ	ဝီ
သါ	သံ	သၢ	သု	သူ	သ့	သဲ	သိ	သီ

ဟါ	ဟံ	ဟာ	ဟု	ဟူ	ဟ့	ဟဲ	ဟိ	ဟီ
အါ	အံ	အာ	အု	အူ	အ့	အဲ	အိ	အီ
ဧါ	ဧံ	ဧာ	ဧု	ဧူ	ဧ့	ဧဲ	ဧိ	ဧီ

## 7.5 Numbers

### ၇.၅ နံပါတ်

The Karen numbers are quite different from both the Arabic and the Roman numerals used by Westerners. You will learn the first 5 numbers in this lesson together with their names. You should memorize the names so that you know what to call the number symbols.

REPEAT after the teacher several times, looking at the words; then again looking at the numbers.

သရက်--အဆီ သရက်ကဘဉ်ဖးယုပုကွဲဖိတၢ်ကတိၤလၢအအိၣ်လၢစုစ့ၣ်တပၤဒီးမၤပုကွဲဖိ ဖးပိၣ်သရက်အခံ ၂-ဉ် ဝီၣ်မၤပုကွဲဖိကွဲၣ်နီၣ်ဂံၢ်လၢစုထွဲတပၤ ဒီးဖးယုကတိၤပုကွဲဖိ ၂-ဉ် ဝီၣ်မၤပုကွဲဖိ ကဒီးတၢ်ရူးနီၣ်ဂံၢ်သ့ၣ်တဖၣ်အံၤလၢအၤ။

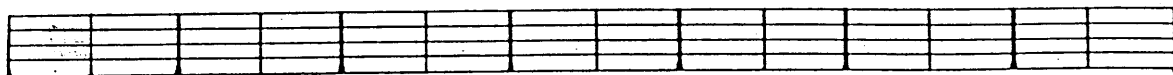
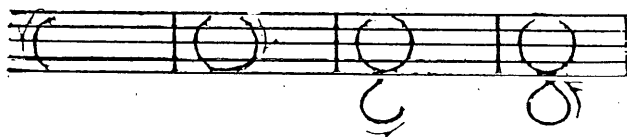
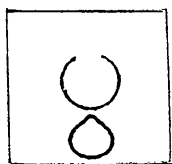
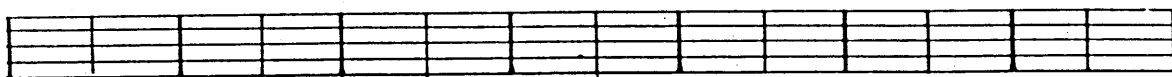
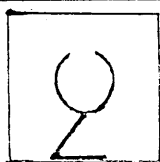
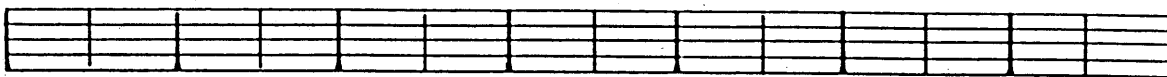
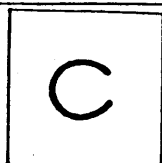
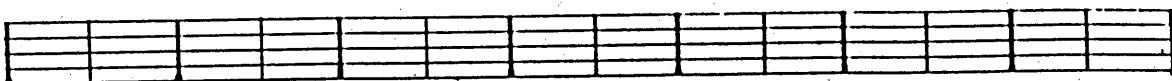
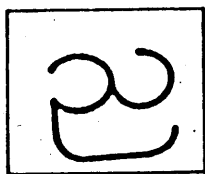
တၢ	၁
ခံ	၂
သၢ	၃
လွံၣ်	၄
ယံၣ်	၅

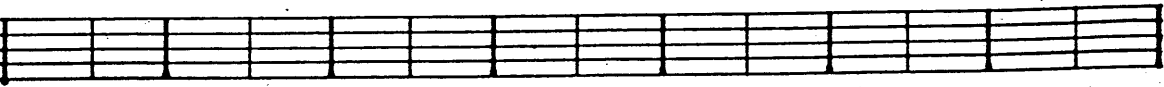
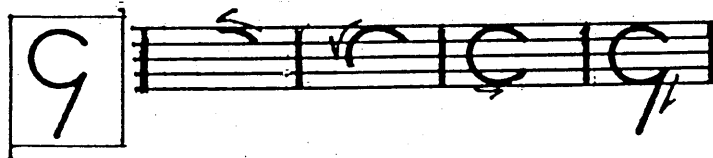
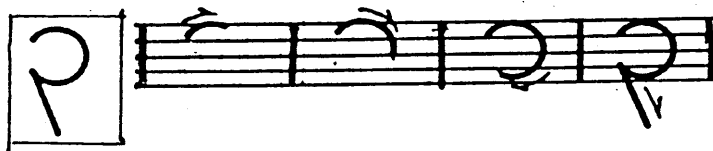
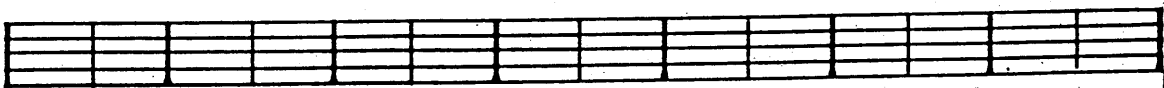
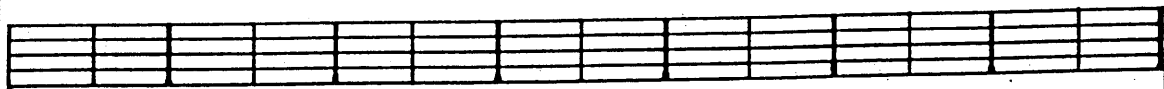
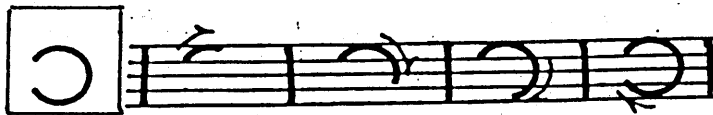
## 7.6 Writing and Spelling

### ၇.၆ တၢ်ကွဲးဒီးတၢ်ကဒီးပုကွဲဖိအလံၣ်

(1) REPEAT the names of the following consonants, consonant signs, and numbers after the teacher once, then say them once again by yourself. Go on to (2), but later on at home, practice writing the consonants, consonant signs, and numbers in the spaces provided.

(၁) သရက်ကဘဉ်ဖးယုပုကွဲဖိလၢလံၣ်မံၣ်ဖျၢၣ်ဒီးနီၣ်ဂံၢ်သ့ၣ်တဖၣ်အံၤ ဒီးမၤပုကွဲဖိဖးပိၣ်သရက်အခံတဝီၣ်မၤပုကွဲဖိဖးကဒီးဒုၣ်ဝဲတဝီၣ် မၤပုကွဲဖိကွဲၣ်လိလံၣ်မံၣ်ဖျၢၣ်တဖၣ်အံၤလၢအအၢၤဝံၤမးဒီးလဲၤကဒီးဆူ (၂).







(2) Spell the following words after the teacher.

- (၂) သရက်ကဘက်ကဒီးယုပုကွဲဖိအတက်ကတိသျှတ်တဖန်လအဖီလင်အံဒီး မပုကွဲဖိကဒီးပိတ်သရက်အခံ ၁-၂ ဝိဝံဒီးမပုကွဲဖိကဒီးဒုတ်ဝဲ.

သရက်						ဘက်					
ကဒီး						သရက်					
ယုပု						ဆုပု					
ကွဲဖိ						ပိတ်					
အတက်						သရက်					
ပုကွဲ						မပု					
ဖိအ						ပု					
တက်						ကဒီး					
ကတိ						သရက်					
သျှတ်						အခံ					
တဖန်						ဝိဝံဒီး					
လအ											
ဖီလင်											
အံဒီး											

(3) READ the above words without spelling them. Then practice writing them in the spaces provided.

- (၃) သရက်--မပုကွဲဖိအတက်ကတိသျှတ်တဖန်အံတဝီဝံ ကွဲလ်အီလအဖီ.

## LESSON 8

### တၢ်မၤလိာ် ဂ

#### 8.1 Review

##### ၈.၁ တၢ်ကွၢ်ကဒါကျိ

- (1) REVIEW the pronunciation drills in 6.2 (1) and (2), 6.3, 6.4, 6.5, 6.6, 7.2 (1) and (2), 7.4, and 7.5. Also count from 1-5 without looking at the book.
- (၁) ကွၢ်ကဒါကျိ ၆.၂ (၁) ဒီး (၂), ၆.၃, ၆.၄, ၆.၅, ၆.၆, ၇.၂ (၁) ဒီး (၂), ၇.၄, ဒီး ၇.၅. မၤပုၤကွၢ်ဖိဒွဲး ၁ တုၤလၢ ၅ (တဘျီတဘျီမၤပုၤကွၢ်ဖိကွၢ်လိာ်ဘျီ).
- (2) Have the teacher correct your writing exercises in 7.6 (1) and (2). Then spell the words in (2), the teacher making any corrections necessary.
- (၂) ကွၢ်ပုၤကွၢ်ဖိတၢ်ကွၢ်သ့တဖၣ်လၢ ၇.၆ (၁) ဒီး (၂) မ့ၢ်အဘျီတၢ်မၤ. မ့ၢ်တဘျီတဘျီ သရၣ်ကဘျီကွၢ်ဘျီန့ၢ်ကုၤပုၤကွၢ်ဖိ. မ့ၢ်ဝံၤမၤပုၤကွၢ်ဖိကဒီးကွၢ်တၢ်ကတိၤသ့တဖၣ်လၢ (၂). ပုၤကွၢ်ဖိကဒီးမ့ၢ်တဘျီတဘျီ သရၣ်ကဘျီကဒီးယုၤပုၤကွၢ်ဖိတဘျီဒီးမၤပုၤကွၢ်ဖိကဒီးပိာ်ထွဲသရၣ်အံၤ.
- (3) Read the following syllables, the teacher correcting you where needed.
- (၃) မၤပုၤကွၢ်ဖိတၢ်ကတိၤလၢအံၤလိာ်သ့တဖၣ်အံၤ. ပုၤကွၢ်ဖိတၢ်မ့ၢ်တဘျီတဘျီ သရၣ်ကဘျီတၢ်မၤယုၤပုၤကွၢ်ဖိဒီးမၤပုၤကွၢ်ဖိတၢ်မၤပိာ်ထွဲသရၣ်အံၤ.

လၢညါ	မငါကၢၣ်	နဒိာ်ဒါ
ညၢ်ကသု	ပုၤတငါဖိ	တဲသ့ဒါ
သ့ညါ	ငါကလၢၣ်	သရၣ်ဒါ

#### 8.2 Consonants

##### ၈.၂ လိာ်မဲၤပျၢၣ်အဒိာ်ထံးတကလၢၣ်

You have now learned all of the Karen consonants. However, there are 2 words with special spellings. They are as follows:

- (1) ၵ is pronounced ၵိ, and this special spelling doesn't occur in the Dictionary of the Sgaw Karen Language published in 1896. At some point since that time it became the custom to use ၵ when the meaning is related to "like" or "how?" but to use the spelling ၵိ when the meaning is "still, yet." It is not necessary to remember the meanings now; just learn how to write and pronounce ၵ.

REPEAT after the teacher several times.



သရော်--မာယုကျိဖိဖးပိင်သရော်အခံ ၃-၄ ဝီ.

ဒ်လဲဉ်

ဒ်လီဉ်

ဒ်အံၤ

ဒ်န့ဉ်

ဒ်သိး

- (2) **မိ** is pronounced **မိၤ**, and this special spelling came to be used sometime since the publication of the Karen dictionary mentioned in (1) above. This word is mostly used in prayers, blessings, and occasional formal speech, and is roughly equivalent to "May . . . (so-and-so do or receive such-and-such)," or "May . . . (such-and-such a thing happen)."

REPEAT after the teacher several times.

သရော်--မာယုကျိဖိဖးပိင်သရော်အခံ ၃-၄ ဝီ.


မိယုၤဆိဉ်ဂ့ၤန့ၤတက့ၢ်.


မိနကဘဉ်အမုဉ်တက့ၢ်.



မိတၢ်ကကဲထီဉ်လၢနဂီၢ်တက့ၢ်.

### 8.3 Consonant signs

၈.၃ တၢ်ပနီဉ်လၢတၢ်သ့အီၤလၢလံာ်မဲဉ်ပျဉ်အလီၢ်

(1) ဂ = 

(၁) ဂ = 

The consonant sign  takes the place of ဂ when it is the second consonant sound in a given syllable; e.g., က + ဂ = .

REPEAT after the teacher several times.

သရော်--မာယုကျိဖိဖးပိင်သရော်အခံ ၄-၅ ဝီ.

း

း

ၢ်

း

ၤ

း

ၢ်

ၤ

### 8.4 Summary of consonants + consonant signs

၈.၄ တၢ်ကွၢ်ကဒါက့ၤတၢ်ပနီဉ်လၢတၢ်သ့အီၤလၢလံာ်မဲဉ်ပျဉ်အလီၢ်

Below is a summary of all of the consonant signs and the consonants with which they may be combined. Both the consonants and the consonant signs are listed in the order in which they occur in the dictionary.

REPEAT after the teacher, first reading down and then reading across.

သရော်--မၤပုၤကွိၣ်ဖိဖိသရော်အံၣ်. အခိုင်ထံၣ်တဝီၣ် ဖတၢ်ဂ့ၢ်ဘၣ်တၢ်ဂ့ၢ် (အဒိ ၅, ဆု, ပု). ခံဝီတဝီၣ် ဖတၢ်ဂ့ၢ်ဘၣ်တၢ်ဂ့ၢ် (အဒိ ကု, ကြ, ကျ).

-	ကု	ကြ	ကျ	ကွ
-	ခ	စ	ချ	ဆ
၅	-	စ	-	စ
ဆု	-	မ္ၚ	-	ဆု
-	-	မ္ၚ	-	မ္ၚ
-	-	မ္ၚ	-	မ္ၚ
-	-	မ္ၚ	-	မ္ၚ
ပု	ပု	င	ပု	ပု
ဖု	ဖု	င	ဖု	ဖု
ဘု	ဘု	-	ဘု	-
မု	မု	-	မု	မု
-	-	-	-	ယု
-	-	-	-	စါ
-	-	-	-	လွ
-	-	သ	-	သ

## 8.5 Numbers

၈.၅ နံၣ်ဂံၢ်

Below are the numbers 6-10. Multiples of ten are formed by combining the appropriate number with the zero (called ဝါ in Karen); e.g., 20 = ၂ဝါ.

REPEAT after the teacher several times looking at the words, then again looking at the numbers. Note: When တါ is followed by another syllable the vowel is dropped.

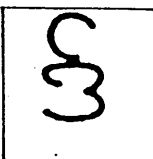
သရော်--အဆီ သရော်ကဘဉ်ဖးယုပုကွဲဖိလၢစုစဉ်တဟ၊ ဒီးမၤပုကွဲဖိဖးပိာ်သရော်အခံ ၂-၃ ဝီ ဝံ၊ မၤကဒီးပုကွဲဖိကွဲနီၣ်ဂံၢ်လၢစုထွဲတဟ၊ ဖးယုကဒီးပုကွဲဖိ ၂-၃ ဝီ၊ မၤပုကွဲဖိကုၤတၢ်ဂီၢ်နီၣ်ဂံၢ် သ့ၣ်တဖဉ်အံၤလၢဒၤ။

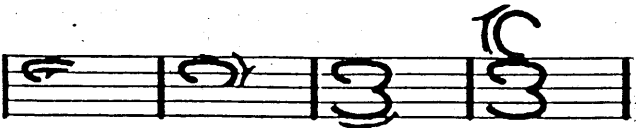
ယု	၆
နံ	၇
ဃီး(ဃီး)	၈
ခံ	၉
တဆံ	၁၀
တဆံတၢ	၁၁
ခံဆံ	၂၀
သၢဆံ	၃၀

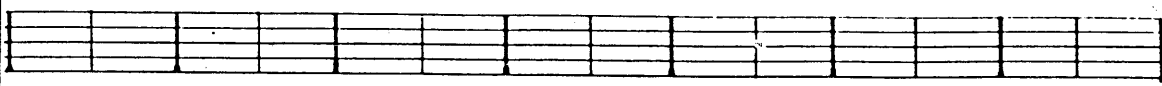
## 8.6 Writing and Spelling

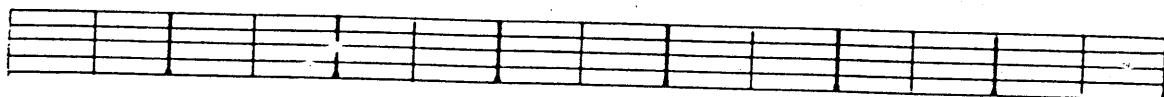
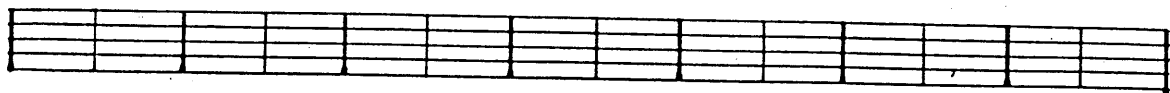
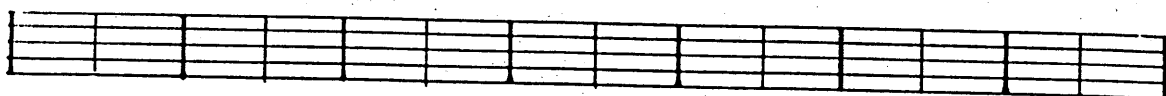
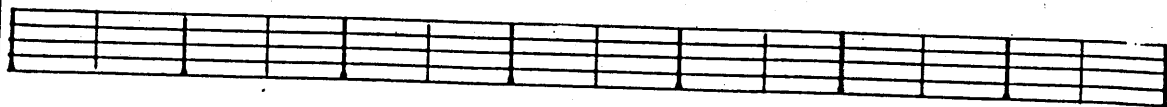
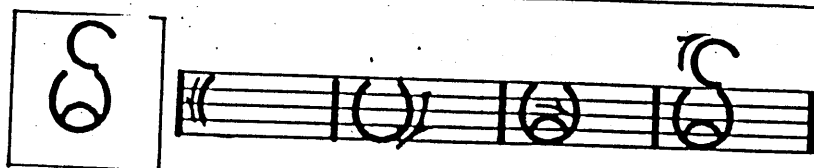
၈.၆ တၢ်ကွဲးဒီးတၢ်ကဒီးပုကညီအလံာ်

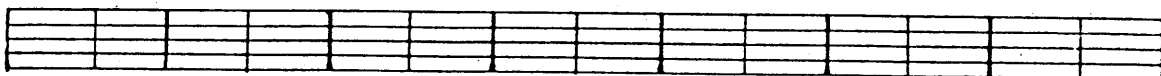
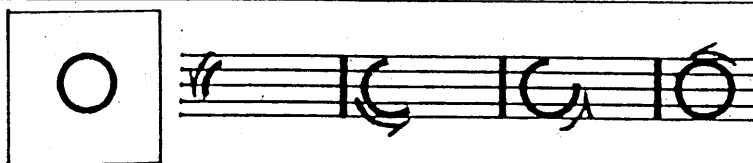
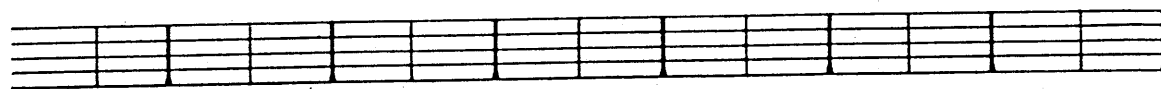
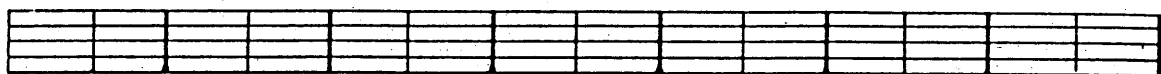
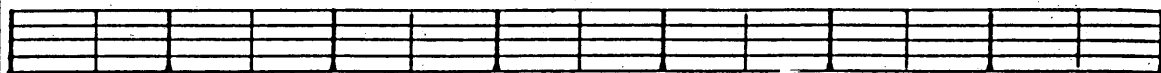
- (1) REPEAT the names of the following special consonants, consonant sign, and numbers after the teacher once, then say them once again by yourself. Then go on to (2). Later at home, practice writing the special consonants, consonant sign, and numbers in the spaces provided. (Note: “ဒ်” is spelled “ဒ သကွဲၣ်ခံ ဒ်း,” and “မိ” is spelled “မ သကွဲၣ်ခံ မိ.”)
- (၁) သရော်ကဘဉ်ဖးယုပုကွဲဖိလၢလံာ်မံၣ်ဖျၢၣ်သ့ၣ်တဖဉ်အံၤ ဒီးမၤပုကွဲဖိဖးပိာ်သရော်အခံတဝီဝံ၊ မၤပုကွဲဖိဖးကဒီးဒုာ်ဝဲတဝီ။ မၤပုကွဲဖိကွဲလံာ်မံၣ်ဖျၢၣ်တဖဉ်အံၤလၢဒၤအံၤမး ဒီးလဲၤကဒီးဆူ (၂)။ (ကွဲနီၣ်--“ဒ်”န့ၣ်တၢ်ကဒီးအံၤလၢ “ဒ သကွဲၣ်ခံ ဒ်း”, ဒီး “မိ”န့ၣ်တၢ်ကဒီးအံၤလၢ “မ သကွဲၣ်ခံ မိ.”)။











(2) Spell the words below after the teacher, then spell them yourself.

- (၂) သရက်ကဘက်ကဒီးနုပုကွဲဖိအတက်ကတိဒီးနီဂံသုတ်တဖတ်လအာဖိလင်အံ၊ ဒီးမပုကွဲဖိကဒီးပိတ်သရက်အံ  
၁-၂ ဝိ ဝိမးဒီးမပုကွဲဖိကဒီးဒုတ်ဝဲ။

ကိး						သွံး					
ဖျး						ယာ					
သွံး						ပု					
ဘး						လီ					
တံး						နီ					
ပု						ပျံ					
ခဲ						သွံ					
ထီ						ကံ					
သွံ						တံ					
စျး						တံ					

(3) Read the above words without spelling them. Then practice writing them in the spaces provided.

- (၃) မပုကွဲဖိအတက်ကတိသုတ်တဖတ်အံတဝိဝိ၊ မပုကွဲဖိကွဲလီလဒါ။

You have now learned to read, write, and spell all of the symbols used in the Karen written language. The purpose of these preliminary lessons has been to help you to become familiar enough with them so that you can concentrate on learning to really use and understand the Karen language in everyday conversation. So don't worry if you haven't mastered the above lessons. In Say It in Karen Book I you will be introduced to only a few new words in each lesson, and those words will be used over and over again in many ways so that you will come to know them and be able to use them in everyday situations. Pronunciation drills and writing practice will be continued in Book I in connection with the vocabulary you learn.

သရက်--တုသရက်သိုလ်တံမလီနီဂံ ၈ အံကတိဝိလံနု လံကဒီးဆူ နီဂံ ၁ သု. ပုကွဲဖိကဘက် သုဖလင်ဒီးကွဲလင်လီတံလီဆဲးတချူအလဲဆူညါနုတမုာ်ဘက်. လလံနီဂံ ၁ အပူနုကကွာ်ကဒါ ကတိသုတ်တဖတ်အံခဲအံခဲအံစုာ်ကီလီ.

(သရဏ--တၢ်ဂ့ၢ်လၢအဖီလၢခံတီးအံၤန့ၣ်ပုၤကွၢ်ဖိတၢ်နီၤကေအံၣ်ဒီးသ့ၣ်ညါအံၤ၊  
ဘၣ်ဆၣ်တၢ်လိာ်လၢပုၤကွၢ်ဖိကဘၣ်တိၢ်ဂျးအံၤဘၣ်.)

၁. လိပ်မိတ်ဖျက်အမဲလောလောပွဲ၊

## Letter



က ခြံထဲး

2

ခ ကဝီ

○

၈ ကျော်လီ

ယ

ယ ဒိုင်

C

C 3271

①

စ ဖျာဉ်

20

ဆ ဘံ

९

၅ ခွဲပေါ်

2

ည ညှိန်ခိုက်

8

ଅ ଓଡ଼ି

ထ သဗ္ဗင်္ဂ

3

3 သဒ္ဒါ

န  
ပ  
ဖ  
ဘ  
မ  
ယ  
ရ  
လ  
ဝ  
သ  
ဟ  
အ  
ဇ

န ဆံး  
ပ တခီ  
ဖ ပဝံင်  
ဘ တကူ  
မ ခွံးသး  
ယ အီထီ  
ရ ကွန်ကူ  
လ ကွန်  
ဝ ကဝီ၊  
သ ဒိုင်ဃီ၊  
ဟ ကွန်လီ၊  
အ ခံဆီ  
ဇ ကတၢ်

---



## 2. Common Pronunciation Differences between Standard and Colloquial Karen

၂. လိပ်မိတ်ဗျာန်လၢအသိုက်လီၤဆီၤလိာ်အသးလၢလိာ်ပုၤဒီးလၢတၢ်ကတိၤမုၢ်ဆၢန့ၢ်မုၢ်ဂီၤ.

The Karen alphabet was designed in Burma many years ago, and the Karens in north Thailand have decided that the Karen Bible should be the standard for spelling and pronouncing words. In the chart below the standard pronunciation is compared with the usual colloquial pronunciation. (Pronunciation differences characteristic of only one area are not indicated.)

Letter	Standard Pronunciation	Colloquial Pronunciation
ဝ	ဝ (like "s")	ကွ
ဆ	ဆ (like "s" with a puff of air)	ခွ
ယ	ယ (like "y," or the "z" in azure)	ကွ (if the meaning is "I" or "my") ဇ ("z", otherwise)
ဝ	ဝ (like "w")	- (like "v")
သ	သ (like English "th")	ဝ (like "s")
ဝ+း	ဝ+း (e.g., ပဲး)	ဝ+း (e.g., ပဲး)
ဝ+်	ဝ+် (e.g., ပိ်)	ဝ+် (e.g., ပိ်)
တ+း	တ+း (e.g., တဲး)	ထ+း (e.g., ထဲး)
တ+်	တ+် (e.g., တဲ်)	ထ+် (e.g., ထဲ်)
ဝ+း	ဝ+း (e.g., ကိး)	ဝ+း (e.g., ကိး)
ဝ+်	ဝ+် (e.g., လိ်)	ဝ+် (e.g., လိ်)



