

SAY IT IN KAREN  
Book II

by  
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## Foreword

### Aim of *Say It in Karen Books I, II, and III*

This is the second of a planned series of three volumes of Say It in Karen (not including the Introduction book on how to read and write Sgaw Karen). The aim is that by the time you have completed all 3 books, you will have been introduced to all of the more common grammatical constructions in the spoken language as well as to a fair amount of everyday vocabulary, and that you will have been given practice in obtaining new vocabulary by various methods and come to realize the importance of using the new words or phrases right way in as many ways as possible to help fix them in your minds. Thus, upon completion of these books you will be able to carry on by yourself, increasing your vocabulary day by day according to your needs.

### Format of the Lessons

The format of Book II is essentially the same as that of Book I, with 10-12 new words or expressions in the Useful Words and Phrases section, followed by two Pattern Sentences and Phrases sections to illustrate how the new vocabulary is used; Substitution Drills, Completion Drills, Expansion Drills, Command and Response Drills, and Question and Answer Drills are included to give you practice in using particular expressions or grammatical structures and to help you think in the language and respond automatically; a section on Word Usage and Grammar explains some things about the language; Reading and Writing exercises help you remember how the words are spelled; the Listening and Speaking section helps you get out among the Karens and learn from listening to and responding to them and learning how they speak in natural situations; a Cultural Assignment for each 5 lessons helps you become better oriented to and more observant of the Karen culture; also one or more sections on Conversation Practice are included in each lesson. These conversation practice sections are the most important (although the other sections are needed to prepare you for them), and you should spend an increasing amount of time on conversing with your teacher as well as with other Karens outside of the classroom as you study these lessons. Don't feel that you have to finish each lesson in a given number of days--stay with each lesson until you have gotten it well and are able to use the new vocabulary and sentence structures in your conversation, together with what you have learned in previous lessons. As in Book I, every fifth lesson is a review lesson. Instructions to the teacher are given in Karen italics for the benefit of those who are not very fluent in English.

In Book II a few common dialectical differences have been noted in footnotes. However, it still seems advisable for you to learn to speak the standard Karen first (especially if you work with the Thailand Karen Baptist Convention), yet learning to recognize the colloquial expressions used in your area. If you work with the TKBC, you will no doubt need to work with Karens from all areas where the convention has work, so you don't want to speak only one certain colloquial dialect. After you know the language better, you will be able to switch from the standard Karen to the colloquial way of speaking in the area where you live and vice versa.

### Evaluation

When you have completed the 20 lessons in this book, it is strongly recommended that you have your progress in using the Karen language evaluated. Suggestions for this will be found at the end of Lesson 20, and a suggested evaluation form in both English and Karen will be found in the appendix. Your level of competence will no doubt be slightly higher than that at the end of Book I, although because you will be conversing with a Karen other than your teacher, that may affect your conversation during the evaluation a bit. However, it will result in a more accurate evaluation of your level of competence.

### Constructive Criticism and Suggestions

As you study these lessons, make a note of difficulties you meet and/or constructive criticism and suggestions you have, and upon completion of the book send them to the Language and Orientation Committee, Thailand Baptist Missionary Fellowship, P.O. Box 29, Chiang Mai, 50000. Then, if at a later date the lessons are revised, your comments can be considered.

### Acknowledgements

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ယစံးဘျးဘၣ်သရၣ်ဒိၣ်သုနွံးလၢအမၤစၢၤယၤဘၣ်ဃးဒီးပှၤကွဲၣ်ဖိအတၢ်မၤလိလၢပှၤကညီအကျိၣ်လၢလံာ်တဘျီအံၤအပူၤ, ဒီးယစံးဘျးဘၣ်အီၤဒီးသရၣ်မွၢ်သံၣ်ထူလၢအမၤစၢၤယၤဘၣ်ဃးတၢ်သ့ၣ်န့ၣ်အကလုာ်ဆူခဲဆဲးအပူၤ. ယအံၣ်ဒီးစံးဘျးစ့ၢ်ကီးသရၣ်မွၢ်နးဖါမ့ၢ်လၢယွၤတချးကီးက့ၤအီၤဒီးဘၣ်န့ၣ် အဝဲမၤစၢၤယၤအါတစံးဘၣ်ဃးသရၣ်အတၢ်သိၣ်လိတၢ်အကျဲလၢပှၤကညီအကျိၣ်လၢလံာ်ပူၤအံၤ. ယစံးဘျးစ့ၢ်ကီးသရၣ်မွၢ်နီၤဝုလၢအဖးကွၢ်လံာ်တဘျီအံၤ ဒီးဟ့ၣ်ကူၣ်ဟ့ၣ်ဖးယၤဘၣ်ဃးတၢ်ကတိၤတနီၤ လီၤဆီဒိၣ်တၢ်ဘၣ်ဃးလၢပှၤမူစ့ၣ်ခဲမိကတိၤတၢ်လီၤဆီဒီးပှၤကညီလၢတၢ်လီၤအဂၢၢ်လဲၣ်ဒ်လဲၣ်အဂ့ၢ်န့ၣ်လီၤ.

## LESSON 1

### တၢ်မၤလိ ၁

#### 1.1 Useful Words and Phrases

၁.၁ တၢ်ကတိၤလၢအကဲဘျးတဖၣ်

**REPEAT** after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်ထွဲသရၢ်အခဲ ၁-၂ ဘျီ.

သးလီ	To covet, desire, want to have
ပှၤ (တၢ်)	To buy, purchase
အပှၤ	Price
ပှၤပှၤတၢ်ဖိ	Buyer
စ့ၤ	To be few in number, be scarce
စ့ၤလီၤ	To become fewer in number, become scarcer
မၤစ့ၤလီၤ (တၢ်)	To reduce in number, quantity, or degree
လီၤတဲၣ်/ထဲၣ်	To fall off or from accidentally
အပှၤလီၤတဲၣ်/ထဲၣ်	To come to in price
ဆဲးအါလၢ်/လီၣ် <sup>၁</sup>	How much? How many?
ဆဲးဒိၣ်လီၣ်/လဲၣ်	How large?
ဆဲးယံၣ်လီၣ်/လဲၣ် <sup>၂</sup>	How long in time?
တၢ်	Brass, copper; coin, money
တၢ်ခဲဆဲယံၣ်ဘျး/တၢ်သံးဘျး	Twenty-five satangs
စ့	Silver, money
ဘး	Baht
တၢ်တဘး/စ့တဘး	One baht
ဝီၢ်	Multiple of hundred (refers to money)
တၢ်တဝီၢ်/စ့တဝီၢ်	One hundred baht
ဘျဲၣ်	To be left over, remain over and above
(အ)ဘျဲၣ်	Remainder, left-over; more than
ကလုၣ်/မ့ၢ် <sup>၃</sup>	Classifier for kinds of things
က့ၤ	To revert back, to recur again

<sup>1</sup> In some areas, such as the Musikee area, the expression ထဲလီၣ်/လဲၣ် or ဒိၣ်ထဲလီၣ်/လဲၣ် is used rather than ဆဲးအါလၢ်/လဲၣ်.

<sup>2</sup> In some areas, such as the Musikee area, the expression ခဲလီၣ်/လဲၣ် is used more often than ဆဲးယံၣ်လီၣ်/လဲၣ်.

<sup>3</sup> In some areas, such as in the Musikee area, the word စဲ is used more than ကလုၣ် or မ့ၢ် as a classifier for kinds of things.

## 1.2 Pattern Sentences and Phrases

၁.၂ တၢ်ကတိၤအဒိ

### (1) Use of သးလီ, "to covet, desire, want to have"

(၁) တၢ်သူတၢ်ကတိၤ "သးလီ"

REPEAT after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်ထွဲသရၢ်အခဲ ၂-၃ ဝီ.

နသးလီမတၤလီၣ်/လဲၣ်

What do you want?

ယသးလီလံၣ်သးဝံၣ်

I want hymnbooks.

ယသးလီသကွံ

I want bananas.

ယသးလီထီးညှၣ်

I want pork.

ယသးလီဆီဒံၣ်

I want eggs.

ယသးလီတၢ်ဒီးတၢ်လၢၣ်

I want vegetables.

### (2) Use of အပူၤ, "price"

(၂) တၢ်သူတၢ်ကတိၤ "အပူၤ"

REPEAT after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်ထွဲသရၢ်အခဲ ၂-၃ ဝီ.

အပူၤဒ်လီၣ်/လဲၣ်

How (What) is the price?

အပူၤလီၤတဲၣ်(ထဲၣ်)ခံဆံခံဘး

The price comes (falls) to 22 baht.

အပူၤဘၣ်

The price is cheap (correct).

အပူၤဒိၣ်

The price is expensive (big).

အပူၤထီၣ်

The price has gone up.

အပူၤလီၤ

The price has come down.

### (3) Use of တၢ်/စ, "money, coin;" ဘး, baht;" and ဝီ, classifier for hundreds of baht.

(၃) တၢ်သူတၢ်ကတိၤ "တၢ်/စ," "ဘး," ဒီး "ဝီ"

REPEAT after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်ထွဲသရၢ်အခဲ ၂-၃ ဝီ.

(a) တၢ် ၅ ဘၣ်/တၢ်တဘျဲ

5 satangs

တၢ်အဘျဲတဆံ/တၢ်တဆိ

10 satangs

တၢ် ၁၅ ဘၣ် (တၢ်တဆိဘျဲ)

15 satangs

တၢ် ၂၅ ဘၣ်/တၢ်သးဘျဲ

25 satangs

တၢ်အဘျဲ ၅၀/တၢ်ယဲၣ်ဆိ

50 satangs

တၢ် ၇၅ ဘၣ်/တၢ်နွံဆိဘျဲ

75 satangs

(b) တၢ် ၄၅ ဘး

45 baht

တၢ် ၅၀ ဘး/တၢ်အဘး ၅၀

50 baht



တိန် ၁၀၀ ဘး/တိန်တပီ	100 baht
တိန် ၂၀၀ ဘး/တိန်ခံပီ	200 baht
တိန် ၅၅၀ ဘး/တိန်ယဲပ်ပီယဲပ်ဆံ	550 baht

Repeat (b) using စု in place of တိန်. Repeat a second time omitting both တိန် and စု;  
e.g., ၄၅ ဘး.

သရော်-တဲလီ (b) ကဒီးတဘျီ ဘုန်ဆုန်အအံတဘျီလါ "တိန်" အလီနီနီတဲလါ "စု". သါဝီတဝီနီနီ မါလီ တဲပ်  
"တိန်" ဒီး "စု" ခံမံလါ. အဒိ-သရော်ကတဲ "၄၅ ဘး."

(c) တဘး ၂၅ ဘုန်/တဘးသံးဘွဲ	1 baht 25 satang
ခံဘးအဘုန်ယဲပ်ဆံ/ခံဘးယဲပ်ဆွဲ	2 baht 50 satang
သါဘး ၇၅ ဘုန်/သါဘးနံဆွဲဘွဲ	3 baht 75 satang
(d) တဖျုန်တဘး	One round thing for a baht.
ဃုဖျုန်ယဲပ်ဘး	Six for five baht.
ခံဘုန်တဆံယဲပ်ဘး	Two flat things for 15 baht.
အဘိတဆံ ၉၄ ဘး	Ten long things for 94 baht.
လံင်ခံဘုန်တပီ	Two books for 100 baht.
သါဖျုန်ခံဘးယဲပ်ဆွဲ	Three round things for 2.50.

(4) Use of ဘျဲပ်. "to be over and above, be left-over; more than

(၄) တင်သုတင်ကတိ "ဘျဲပ်,"

REPEAT after the teacher.

သရော်-မၤပုၤကွဲၤဖိတဲပိၤထွဲသရော်အံ ၂-၃ ဝီ.

(a) မုၤအိန်ဘျဲပ်.	Some rice is left over.
ကသုအိန်ဘျဲပ်.	Some curry is left over.
သကံသုအိန်ဘျဲပ်သါဖျုန်	Three bananas are left over.
ထံချီအဝါအိန်ဘျဲပ်	Some hot drink with milk in it is left over.
(b) တိန်အဘျဲပ်	Left-over money, change
မုၤအဘျဲပ်	Left-over rice
ကသုအဘျဲပ်	Left-over curry
တိန်ချီထံအဘျဲပ်	Left-over soup
တိန်ဒီးတိန်လုန်အဘျဲပ်	Left-over vegetables
ဆီညုန်အဘျဲပ်	Left-over chicken
(c) တကံလီၤအဘျဲပ်	More than a kilogram/kilometer
အဂါခံဆံအဘျဲပ်	More than 20 people.
ထီးအဒုတဆံအဘျဲပ်	More than ten pigs.
ညုန်ဖိအဘိယဲပ်ဆံအဘျဲပ်	More than 50 fish

သကွံသုန်အဖျာၣ် ၂၀ အဘျဉ်

More than 20 bananas

Repeat (c) omitting the particle အ which precedes ဘျဉ်.

သရော်-တဲလိ (c) ကဒီးတဘျီ ဘျဉ်ဆုန်အအံတဘျီ မလီတဲင် "အ" လါအဒိန်လါ "ဘျဉ်" အမဲင်ညါ. အဒိ--တကံလိဘျဉ်.

(d) တကံလိအဘျဉ်ဖးဖီ.

One and a half kilos

သါဘးအဘျဉ်တိၣ် ၅၅ ဘျဉ်

Three baht 55 satangs.

ခံဆံတဘးအဘျဉ်တိၣ် ၁၉ ဘျဉ်

21 baht 19 satangs.

၁၈ ဘးအဘျဉ်တိၣ်ခံဆံယဲၣ်ဘျဉ်

18 baht 25 satangs

၆၅ ဘးအဘျဉ်တိၣ်အဘျဉ်ယဲၣ်ဆံ

65 baht 50 satang.

၄ ဘး အဘျဉ်တိၣ်အဘျဉ် ၃၀

4 baht 30 satang.

၅၀ ဘးအဘျဉ်တိၣ် ၈၈ ဘျဉ်

50 baht 88 satang

၁ ဘးအဘျဉ်တိၣ် ၁၅ ဘျဉ်

1 baht 15 satang

ခံဘးအဘျဉ်တိၣ် ၉၉ ဘျဉ်

2 baht 99 satang

Repeat (d) omitting the particle အ which precedes ဘျဉ်. Then repeat again omitting the expression အဘျဉ်.

သရော်-တဲလိကဒီးတဘျီ ဘျဉ်ဆုန်အအံတဘျီ မလီတဲင် "အ" လါ "ဘျဉ်" အမဲင်ညါ. အဒိ--တကံလိဘျဉ်. သာဝီတဝီ မလီတဲင် "အဘျဉ်." အဒိ--"တကံလိဖးဖီ."

**(5) Use of ကလုၣ်/မိ, classifier for kinds of things**

(၅) တၢ်သူတၢ်ကတိၣ် "ကလုၣ်/မိ"

REPEAT after the teacher.

သရော်-မၤပုၤကွီၤဖိတဲပိၣ်ထွဲသရော်အံၣ် ၂-၃ ဝီ.

(a) ပုၤခံကလုၣ်

Two kinds of people

ညုၣ်ဖိလွံၣ်ကလုၣ်

Four kinds of fish

ဆီသၤကလုၣ်

Three kinds of chickens

တၢ်အလွံၣ်ဃီးကလုၣ်

Eight colors

လံၣ်ခံကလုၣ်

Two kinds of books

(b) တၢ်သးဝံၣ်လွံၣ်ကလုၣ်ယဲၣ်ကလုၣ်

4 or 5 kinds of songs

တိၢ်တဘးအိၣ် ၂ ကလုၣ် ၃ ကလုၣ်

2 or 3 kinds of 1-baht coins

ကသူတကလုၣ်ခံကလုၣ်

1 or 2 kinds of curry

လံၣ်သးဝံၣ် ၃ ကလုၣ် ၄ ကလုၣ်

3 or 4 kinds of hymnbooks

(c) သကွံအကလုၣ်ကလုၣ်

A variety of bananas

ဒါးအကလုၣ်ကလုၣ်

A variety of houses

လံၣ်အကလုၣ်ကလုၣ်

A variety of books

တၢ်အလွံၣ်အကလုၣ်ကလုၣ်

A variety of colors

Repeat (a), (b), and (c) above using မို့ instead of ကလုန်. If you are in an area where စင် is used rather than ကလုန် or **Psg**, repeat (5) again using စင်.

သရော်-တဲလီ (a), (b), ဒီး (c) ကဒီးတဘျီ ဘုတ်ဆတ်အအံၤတဘျီအံၤ လါ "ကလုန်" အလီၢ်န့ၣ် တဲလီ "မို့."  
ဖဲပုၤကွဲၤအိၣ်အလီၢ်န့ၣ် ပုၤမ့ၢ်တဲညီၣ်န့ၢ်လါ "စင်" န့ၣ် တဲလီကဒီးတဘျီ ဘုတ်ဆတ်လါ "ကလုန်" အလီၢ် တဲလီ  
"စင်."

#### (6) Use of က့ၤ, "to return or revert back or again"

(၆) တၢ်သုတၢ်ကတိၤ "က့ၤ"

က့ၤက့ၤ	To return back, go back home
ပှၤက့ၤ	To buy back
ကိးက့ၤ	To call back
ဟဲစီၣ်က့ၤ	To bring back
ဆုၣ်နီၤက့ၤ	To sit back down
ထံၣ်က့ၤ	To see again or find something lost or misplaced
လဲၤန့ၣ်က့ၤ	To go back in
မၤလိက့ၤလံၣ်	To go back and study
ဟံးန့ၣ်က့ၤ	To take back
အါထီၣ်က့ၤ	To become more again, increase again
ဒိၣ်ထီၣ်က့ၤ	To become big again
ဂ့ၤထီၣ်က့ၤ	To become good again

### 1.3 Conversation Practice

၁.၃ တၢ်မၤလိဘုတ်ဃးတၢ်တဲသကိးတၢ်

- (1) In this exercise you be the buyer and the teacher will be the seller. Use the basic con-versation below over and over making substitutions from the list on the right of the first blank. The teacher will insert an approximate price using even numbers in the second blank. Be sure to cut that price in half for the third blank. After you can say your part correctly and reasonably fluently in each case, change parts and you become the seller.

(၁) သရော်-မၤပုၤကွဲၤကဲပုၤပုၤတၢ် (Buyer) ဒီးသရော်ကကဲပုၤဆါတၢ် (Seller). တဲလီသကိးတၢ်ဒ်အဒိလၢအဖီ လၢအံၤအသိးအါဝီတဲး. မ့ၢ်တုၤလၢတၢ်လီၤလီၤဟံၣ်အခီၣ်ထံးတတီၤန့ၣ် ပုၤကွဲၤကဲဘုတ်တုၤန့ၣ်တၢ်ကတိၤလၢ အအိၣ်လၢ ( ) အပူၤတဘျီတဖျၢၣ်တဘျီတဖျၢၣ်ဝံၤဒီး တုၤတၢ်လီၤလီၤဟံၣ်ခံတီၤတတီၤန့ၣ် သရော်ကဘုတ်တုၤ န့ၣ်တၢ်အပူၤလၢအကြးဒီးတၢ်အိၣ်လၢပုၤကွဲၤသးလီၤန့ၣ် ဒီးတုၤလၢတၢ်လီၤလီၤဟံၣ်သၢတီၤတတီၤန့ၣ် ပုၤကွဲၤကဲ ဘုတ်တဲက့ၤလၢဖးဖိကံလိအပူၤ. ဒ်သိးကညီၣ်လၢပုၤကွဲၤအဂီၢ်န့ၣ် သရော်ဂ့ၤတဲအပူၤလၢပမ့ၢ်နီၤဖးဒီးခံန့ၣ်အဘျီ တအိၣ်ဘုတ်. အဒိ-ခံဘး, ၁၈ ဘး, အဘး ၄၀.

Seller-နသးလီၤမတၤလီၢ်.

Buyer-ယသးလီၤ\_\_\_\_\_.

(ညၢၣ်ဖိ, ထီးညၢၣ်, ဆီညၢၣ်, မူးသုၣ်, ပသၢဝါ, ပသၢဂီၤ, အံသုၣ်ဆါ)

--အပြုလုပ်လိမ့်.

Seller--အပြုတကံလိမ့်\_\_\_\_\_ဘး.

Buyer--ယကဟံးနုဖးဖိကံလိမ့်.

Seller--အအံးဖးဖိကံလိမ့်.

Buyer--အအံး\_\_\_\_\_ဘး.

- (2) In the following exercise the seller will state a price in baht and satang, the latter being in multiples of 25; i.e., 25, 50, or 75 satang. You respond by offering a sum in round numbers slightly larger than the stated price (as though you didn't have the exact change), and the seller will reply stating the amount of change being given. After doing this 3-4 times substituting different amounts each time, switch parts. Drill until you can respond with the correct amount of change promptly.

(၂) သရော်--တၢ်မၤလိတတၢ်အံးန့ၣ် သရော်ကကဲပုၤဆါတၢ်ဒီးပုၤကိၣ်ဖိကကဲပုၤပုၤတၢ်ဒ်လၢအဖီခိၣ်အသး. သရော်ကတဲတၢ်အပြုလၢအမုၢ်ဘးဒီးအဘျဲၣ် ဝံးဒီးပုၤကိၣ်ဖိကပၣ်မၤအသးလၢအတၢ်အဘျဲၣ်တအိၣ်ဘၣ်အဃိ ဟ့ၣ်တၢ်အါန့ၣ်တၢ်အပြု. သရော်ကဘၣ်တဲဆၢလၢသါဟ့ၣ်ကုၤပုၤကိၣ်ဖိအတၢ်လီၤဖဲဆဲးအါလဲၣ်န့ၣ်. တဲလိတၢ်ဒ်အဒိလၢအဖီလၢအံးအသးအါတဲတဲ. တုၤပုၤကိၣ်ဖိတဲတၢ်ဘၣ်ဘျဲလဲန့ၣ် မၤပုၤကိၣ်ဖိကကဲပုၤပုၤဆါတၢ်ဒီးသရော်ကကဲပုၤပုၤတၢ်ဝံး တဲလိကဒီးတၢ်အါတဲတဲတုၤပုၤကိၣ်ဖိတဲတၢ်ဘၣ်ဘျဲလဲတက့ၢ်.

Seller--အပြုလီၤတဲၣ်\_\_\_\_\_ဘးတၢ်\_\_\_\_\_ဘၣ်.

Buyer--အအံး\_\_\_\_\_ဘး.

Seller--အအံး\_\_\_\_\_.

#### 1.4 Pattern Sentences and Phrases

၁.၄ တၢ်ကတိၤအဒိ

##### (1) Use of စၢ, "to be few"

(၁) တၢ်သ့တၢ်ကတိၤ "စၢ"

REPEAT after the teacher.

သရော်--မၤပုၤကိၣ်ဖိတဲတၢ်သရော်အခံ ၂-၃ ဝီ.

ပုၤဟဲစၢလၢ

ပုၤကိၣ်ဖိအဒိအိၣ်ဝဲစၢလၢ

ယလံၣ်သးဝံၣ်အိၣ်စၢဘျဲ

ဟဲစိၣ်လီၤဆုၣ်နီၤစၢဖျါ

A few people came.

There are a few older school children.

I have a few songbooks.

Bring a few chairs.

##### (2) Use of လီၤ, "to become less"

(၂) တၢ်သ့တၢ်ကတိၤ "လီၤ"

REPEAT after the teacher.

သရော်--မၤပုၤကိၣ်ဖိတဲတၢ်သရော်အခံ ၂-၃ ဝီ.

အပြုလီၤတဲး

The price has come down a bit.

ပြုအနီဂံၣ်စၢလီၤတဲး  
 တနံၣ်အံၤပြုၤကိၣ်အနီဂံၣ်စၢလီၤ  
 ယဆီၣ်စၢလီၤလံ.  
 နဂ့ၤအိၣ်စၢလီၤမ့ၤတဲး

The number of people has decreased a little.  
 This year the number of school children has become less.  
 The number of my chickens has decreased.  
 It would be good if you ate a little less rice.

(3) Use of ထီၣ်, "to become more"

(၃) တၢ်သ့တၢ်ကတိၤ "ထီၣ်"

REPEAT after the teacher.

သရၢ်-မၤပြုၤကိၣ်ဖိတဲးပိၣ်ထွဲသရၢ်အံၤ ၂-၃ ဝီ.

ပြုအနီဂံၣ်အါထီၣ်  
 ယဆီၣ်အါထီၣ်အဘျဉ်တဆံ  
 ယနီၤပၢ်တၢ်အါထီၣ်လံ.  
 ပြုအါထီၣ်အံၤသုၣ်ဆၢတကံလီၤ.  
 နဖိတဂၤအံၤဒိၣ်ထီၣ်ဖးဒိၣ်ညါလံ.  
 အဝဲတဲကညီၣ်ကျိၣ်သ့ထီၣ်တဲးလံ.  
 ညၣ်ဖိအပ္ပၤထီၣ်လံ.  
 ပသၢဝါအပ္ပၤထီၣ်တဲး.

The number of people increased.  
 My chickens increased by ten.  
 I understand it better already.  
 Buy an additional kilo of sugar.  
 This child of yours has grown quite a bit larger.  
 She is already a bit more able to speak Karen.  
 The price of fish has gone up.  
 The price of garlic has gone up a bit.

(4) Use of ဆံး with descriptive verbs + လီၣ်/လဲၣ်

(၄) တၢ်သ့တၢ်ကတိၤ "ဆံးအါလဲၣ်," "ဆံးဒိၣ်လဲၣ်," ဒီး "ဆံးယံၣ်လဲၣ်."

REPEAT after the teacher.

သရၢ်-မၤပြုၤကိၣ်ဖိတဲးပိၣ်ထွဲသရၢ်အံၤ ၂-၃ ဝီ.

ဆံးအါလီၣ်  
 ဆံးဒိၣ်လီၣ်  
 ဆံးယံၣ်လီၣ်  
 ဆံးယံၣ်လံလီၣ်  
 နဟဲဆံးယံၣ်လံလီၣ်  
 နဖိခွါဒိၣ်ဆံးဒိၣ်လီၣ်  
 နဟဲက့ၤပြုၤညၣ်ဖိဆံးအါလီၣ်  
 နပသၢဂီၤအိၣ်ဆံးအါလီၣ်  
 ထီးညၣ်အပ္ပၤဆံးအါလီၣ်  
 ညၣ်ဖိအပ္ပၤဆံးဒိၣ်လီၣ်

How much? How many?  
 How big? How large?  
 How long in time?  
 How long ago?  
 How long ago did you come?  
 How big is your son?  
 How much fish did you buy?  
 How many onions do you have?  
 How much is the price of pork?  
 How big is the price of fish?

Repeat using လဲ instead of လီ. If you are in an area where ထဲလီ/လဲ is used more than ဆဲးအါလီ/လဲ and ဆဲးဒိုင်လီ/လဲ, and where ခဲလီ/လဲ is used more than ဆဲးယံလီ/လဲ, repeat the above drill once more substituting these words.

သရော်-တဲလိကဒီးတဘျီ ဘုတ်ဆုတ်အအံတဘျီအံလဲ လါ "လီ" အလီန့တ် တဲလါ "လဲ." ပှါကွဲဖိမု်အိုင်လါ တါလီဖဲပှါတဲလါ "ထဲလီ/လဲ" အါန့တ်တါကတိ "ဆဲးအါလီ/လဲ" ဒီး "ဆဲးဒိုင်လီ/လဲ" ဒီးဖဲပှါတဲလါ "ခဲ လီ/လဲ" အါန့တ်တါကတိ "ဆဲးယံလီ/လဲ" န့တ် တဲလိကဒီးတဘျီဒီးသူတါကတိ "ထဲလီ/လဲ" ဒီး "ခဲ လီ/လဲ."

(5) Use of လီတဲ, "to fall off or from accidentally"

(၅) တါသူတါကတိ "လီတဲ"

REPEAT after the teacher.

သရော်-မၤပှါကွဲဖိတဲပိတ်ထဲသရော်အံ ၂-၃ ဝီ.

ဖိသုတ်လီတဲ

The child fell off (from something).

လံလီတဲ

The book fell down.

ဆီဒိုင်တဖျုတ်လီတဲ

An egg fell down.

အပှါလီတဲဆဲးအါလဲ

How much does the price come to? (literally, fall to?)

ဖးဖိကံလိကလီတဲဆဲးအါလီ

How much will a half kilo come to?

တါအပှါခဲလါလီတဲအဘး ၆၀)

တါခဲလါအပှါလီတဲအဘး ၆၀}

The total price comes to 60 baht.

တါခဲလါလီတဲအပှါအဘး ၆၀)

Repeat the above pronouncing လီတဲ as လီထဲ. If you are in an area where ထဲလီ/လဲ is used more than ဆဲးအါလီ/လဲ and ဆဲးဒိုင်လီ/လဲ, repeat the last 5 sentences above once more using ထဲလီ/လဲ.

သရော်-တဲလိတဘျီဒီး ဘုတ်ဆုတ်အအံတဘျီအံလဲလါ "လီတဲ" အလီန့တ် တဲက့လါ "လီထဲ." ပှါကွဲဖိ မု်အိုင်လါတါလီဖဲပှါတဲလါ "ထဲလီ/လဲ" အါန့တ်တါကတိ "ဆဲးအါလီ/လဲ" ဒီး "ဆဲးဒိုင်လီ/လဲ," တဲ လိကဒီးတဘျီဒီးသူတါကတိ "ထဲလီ/လဲ."

(6) Use of မ + descriptive verb + လီ or ထီ, "to cause to increase or decrease"

(၆) တါသူတါကတိ "မ" ဃုတ်ဒီး "လီ" မတမု် "ထီ"

REPEAT after the teacher.

သရော်-မၤပှါကွဲဖိတဲပိတ်ထဲသရော်အံ ၂-၃ ဝီ.

မအါထီတါ

To increase the number or amount

မစ့လီတါ

To decrease the number or amount.

မအါထီအပှါ

To raise the price.

မစ့လီအပှါ

To lower the price.

မဂ့ထီက့တါ

To make better; repair (i.e., make become good again)

မဒိုင်ထီတါ

To enlarge

မယဝ်ထီၣ်တၢ်  
 နမၤဂ့ၤထီၣ်က့ၤယလီၤဆ့ၣ်နီၤသ့ၤ  
 မၤဒိၣ်ထီၣ်အီၤတဲး  
 အဝဲမယဝ်ထီၣ်တၢ်.

To draw out the time, delay  
 Can you repair my chair?  
 Make it a little larger.  
 He took a long time (dragged out the time).

## 1.5 Questions and Answers

၁.၅ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) LISTEN, then answer. (You may need to jot the prices down as you hear them and then add them up before answering.)

(၁) သရၣ်ကဘၣ်သံကွၢ်ပုၤကွၢ်ဖိဒ်အဖီလၢအံၤဒီးမၤပုၤကွၢ်ဖိစံးဆၢ. တဘၣ်ပုၤကွၢ်ဖိကွၢ်အလံာ်ဘၣ်. ဘၣ်ဆၣ်ပုၤကွၢ်ဖိမ့ၢ်အဲၣ်ဒီးကွဲးနီၣ်တၢ်အပ္ပၤသ့ၣ်တဖၣ်လၢစးခိအလီၤဝံၤဒွဲးဖျိၣ်အီၤန့ၣ်သ့.

(a) လံာ်သးဝံၣ်တဘၣ်အပ္ပၤလီၤတဲာ် ၇၀ ဘး.  
 နမ့ၢ်ဟ့ၣ်တၢ်ယံာ်ဝီၢ်န့ၣ်နကန့ၢ်ပုၤဘၣ်လဲၣ်.

(b) လံာ်တၢ်တဲတဘၣ်အပ္ပၤ ၁၅ ဘး.  
 နသးလီ ၃ ဘၣ်.  
 အပ္ပၤကလီၤတဲာ်ဆံးအါလဲၣ်.

(c) ဆီဒံၣ်တဖျၢၣ်အပ္ပၤတၢ်အဘၣ် ၉၀.  
 နမ့ၢ်ပုၤ ၆ ဖျၢၣ်ဒီး, ကလီၤတဲာ်ဆံးအါလီၣ်.

(d) ထီးညၣ်တကံလိ ၅၆ ဘး.  
 နသးလီတကံလိအဘျဲးဖးဖီ.  
 ကလီၤတဲာ်အပ္ပၤဆံးအါလီၣ်.

(e) နပ္ပၤပသၢဝါ ၁၆ ဘး, ပသၢဝါအဘး ၃၀, ဆီညၣ် ၂၇ ဘး, ဒီးသကံသုၣ် ၈ ဘးန့ၣ်,  
 ခဲလၢၣ်အပ္ပၤကလီၤတဲာ်ဆံးအါလဲၣ်.

(f) နပ္ပၤမူးသုၣ်အဘးတဆံ, တၢ်ဒီးတၢ်လၢ ၂၁ ဘး, ဒီးဆီဒံၣ် ၁၈ ဘးန့ၣ်  
 အပ္ပၤလီၤတဲာ်ခဲလၢၣ်ဆံးအါလဲၣ်.

(g) တၢ်အပ္ပၤလီၤတဲာ် ၄ ဘးတၢ် ၇၅ ဘၣ်.  
 နဟ့ၣ်အဘးတဆံလံ.  
 ပုၤကဘၣ်ဟ့ၣ်က့ၤနဆံးအါလဲၣ်.

(2) The teacher should ask the questions below inserting in the blank one word from the list below the blank each time, and you should give the true answer. On the second round the teacher should substitute မိ for ကလၢ.

(၂) သရၣ်ကဘၣ်သံကွၢ်ပုၤကွၢ်ဖိဒ်အဖီလၢအံၤဒီးမၤပုၤကွၢ်ဖိတဲဆၢဒ်အနီၢ်နီၢ်အသး. တဘၣ်ပုၤကွၢ်ဖိကွၢ်အလံာ်ဘၣ်. ဖဲသရၣ်သံကွၢ်တၢ်အခါန့ၣ် သရၣ်ကဘၣ်တၢ်န့ၣ်တၢ်ကတိၤလၢအအိၣ်လၢတၢ်သံကွၢ်အံၤအဖီလၢ တဘျီတဖျၢၣ် တဘျီတဖျၢၣ်လၢတၢ်လီၤလီၤဟံၣ်န့ၣ်စးထီၣ်လၢအအိၣ်ထံးတုၤလၢအကတၢ်. ခံတီတီန့ၣ်လၢတၢ်ကတိၤ "ကလၢ" အလီၢ်န့ၣ်တဲလၢ "မိ."

န\_\_\_\_\_အိပ်ပွဲကလုလဲန့်.

လီၤဆုၣ်နီၤ

စဘုၣ်

တၢ်ဒီးတၢ်လၢ

လံၤစီဆံၣ်

လံၤသးဝံၣ်

How many kinds of \_\_\_\_\_do you have?..

chairs

tables

vegetables

Bibles

songbooks

## 1.6 Notes on Word Usage and Grammar

၁.၆ သရၣ်-မၤပၤကၠိၤဖိဖးဒ်ဝဲလၢဒါး.

### (1) Use of လီၤ, "to become less," and ထီၣ်, "to become more"

You already learned in Book I that လီၤ means "to descend" and ထီၣ် means "to ascend" in a literal sense. In this lesson you have been introduced to a use of these verbs in a figurative sense; i.e., "to become less" or "to become more" respectively; e.g., စ့ၤလီၤ, "to become less in amount or fewer in number;" အါထီၣ်, "to become more in number or amount;" ဒိၣ်ထီၣ်, "to become larger;" ယံၣ်ထီၣ်, "to become longer in time." It can be seen from these examples that in such cases the လီၤ or ထီၣ် always follows a descriptive verb. (See 1.4 (2,3) for further examples.)

### (2) Use of မၤ + descriptive verb + လီၤ or ထီၣ်, "to cause to become more or less".

When the verb မၤ is followed by a descriptive verb + လီၤ or ထီၣ်, it gives the meaning of causing (or making) the object of the verb become as indicated by the descriptive verb which follows မၤ; e.g., မၤအါထီၣ်တၢ်, "to cause to become more in number, to make a larger amount;" မၤဒိၣ်ထီၣ်တၢ်, "to make larger." In such cases မၤ precedes the descriptive verb, လီၤ or ထီၣ် follows it, and the resulting expression is followed by an object.

### (3) Use of ဆံး with descriptive verbs + လီၣ်/လဲၣ်

The particle ဆံး preceding a descriptive verb + လီၣ် or လဲၣ် conveys the idea of "how?" in the sense of "to what degree is the quality indicated expressed?" e.g., ဆံးအါလဲၣ်, "How long in time?" ဆံးယံၣ်လဲၣ်, "How long ago? How long already?" Although in English the meaning of both ဆံး . . . လဲၣ် and ဒိၣ်လဲၣ် are expressed as "How?" yet the usage differs--ဆံး . . . လဲၣ် refers to the degree of the quality indicated, whereas ဒိၣ်လဲၣ် refers to the manner in which the action indicated is carried out. As noted earlier in the footnotes, in some areas, such as the Musikee area, the expression ထဲလီၣ်/လဲၣ် is used rather than ဆံးအါလီၣ်/လဲၣ် and ဆံးဒိၣ်လီၣ်/လဲၣ်, and ခဲလီၣ်/လဲၣ် is used rather than ဆံးယံၣ်လီၣ်/လဲၣ်.

### (4) Counting money

In Thailand တီၢ် refers to Thai money, the basic unit of which is တး, "baht. If one wishes to speak of a 5-baht coin or a 20-baht note, the word တီၢ်, "money, coin," is used together with the number and the classifier; e.g., တီၢ် ၅ တး, တီၢ်အတး ၂၀.



Sometimes in everyday conversation the word တိန် is omitted, and sometimes multiples of ten are simplified to တဆံဘး, ခံဆံဘး, etc., instead of အဘးတဆံ, အဘးခံဆံ, etc. When referring to so many or so much of something for so many baht in multiples of ten, even the word ဘး is often omitted; e.g., တကံလိယိဆံ, "50 baht a kilo;" နွံ ဖျာဉ်တဆံ, "7 for 10 baht."

The root meaning of တိန် is "copper, brass," and so it was used to refer to copper and brass coins, which were less than 1 baht in value. However, in north Thailand it has been used colloquially for silver coins, bank notes, and money in general as well, although sometimes စု, "silver" is used for baht or money in general (though never for satang specifically).

When referring to the amount of satangs, the common classifier is ဘုဉ်; e.g., တိန်ခဲဘုဉ်, "two satangs." (The expression could also refer to 2 coins.) (In north Thailand the Karens sometimes use the Thai word "satang.") When referring to baht plus satangs, the more complete expression is the number of baht + အဘျဉ် + the number of satangs; e.g., ခံဘးအဘျဉ်ခံဆံယိဘုဉ်, "B2.25." However, in everyday conversation the word အဘျဉ် is often omitted. Baht in terms of hundreds is sometimes expressed using the term ဝီ for multiples of a hundred; e.g., အဘးတကယု = တဝီ; တကယုယိဆံဘး = တဝီယိဆံ, ယိကယုဘး = ယိဝီ. Either way is correct.

Nowadays about the only time one has to express satangs in other than 25-, 50-, or 75-satangs is in bank transactions, and in financial reports which include bank transactions, since coins of less than 25-satangs in value are rarely seen any more. As mentioned above, the usual classifier for satang is ဘုဉ်; however, there is another way of referring to them which is sometimes used. The word သံဘျဲ refers to 25 satangs, ယိဆိ refers to 50 satangs, and နွံဆိဘျဲ refers to 75 satangs. When a decimal-based currency system was adopted in Burma in the early 1900's, တဘျဲ was used to refer to a 5-pya coin, တဆိ to a 10-pya coin, တသံ to a 25-pya coin, and တပု to a 50-pya coin. Seventy-five pyas was called သုသံ, i.e., "3 25-pya coins." This system of terminology was evidently introduced to Thailand by Karens from Burma; but instead of calling 50 satangs တပု, "one fifty-satang coin," they called it ယိဆိ, i.e., "5 10-satang coins;" 75 satangs was called နွံဆိဘျဲ, i.e., "7 10-satang coins + 1 5-satang coin;" and 15 satangs was called တဆိဘျဲ. If this system of terminology had been carried out consistently, 25 satangs would have been called ခံဆိဘျဲ, "2 10-satang coins + 1 5-satang coin;" but instead it is illogically called သံဘျဲ, literally, 1 25-satang coin + 1 5-satang coin, which is the incorrect amount; so it must be that the term ဘျဲ in this combination simply indicates that it is satang and not baht. Unless these names for 25-, 50-, and 75-satangs are often used in your area you don't need to learn to count money that way; but you should be familiar enough with the terms to understand them if you hear them.

(5) Use of ဘျဉ်, "to be left over, remain over and above, be more than"

Like the descriptive verb အိ, the verb ဘျှပ် is not usually used alone as a main verb; rather it is used together with verbs like အိပ်; e.g., ကသုအိပ်ဘျှပ်, "Curry is left over." ဆီညှပ်ချိတ်အိပ်ဘျှပ်အိတစ်, "Quite a bit of chicken soup was left over." See 1.2 (4-a) for further examples. More commonly, ဘျှပ် or အဘျှပ် is used as a modifier rather than as part of the main verb; e.g., ထီးညှပ်အဘျှပ်, "the left-over pork;" ပွဲဟဲအဂါတကယဘျှပ်, "More than 100 people came." See 1.2 (4-b, c) for further examples.

(6) Use of ကလုင်/ခွဲ, classifier for kinds of things

You have already learned that ခဲ is the classifier for "things" and can also be used as the classifier for "kinds of things." In this lesson you are introduced to 2 other words which can be used to classify kinds of things; i.e., ကလုင်/ခွဲ. The latter comes from Burmese, but in some parts of Thailand ခွဲ is more commonly used by Karens than ကလုင်, which is the true Karen word. As noted in the footnotes, in some areas, such as the Musikee area the word စပ် (also from the Burmese) tends to be used more often than ကလုင် or ခွဲ as the classifier for kinds of things.

(7) Use of က့, "to revert back, to recur again"

In Book I you learned that the verb က့ means "to return, go back home." In this lesson you are introduced to its use with other verbs to indicate "to return or revert back to a previous condition or situation." When combined with action verbs, the က့ is equivalent to "back," and when combined with descriptive verbs + ထိပ် or လီ, it is equivalent to "to become again;" e.g., ပပ်က့, "to put back;" ဂုထိပ်က့, "to become good again."

(8) Pronunciation of unaspirated consonants in syllables ending with ၏.

In Book I you learned that the consonant in the syllable ဝိ is often pronounced colloquially as though written with the aspirated consonant ဖ; e.g., NhnPcp, Nhnခွါ. Now in this lesson you have learned that the syllable ဝဲ in the expression လီဝဲ is often pronounced colloquially as ထဲ; i.e., လီထဲ. This is generally true of all unaspirated consonants (က, ခ, တ, ပ) in syllables ending with the ၏ tone mark. (The word ကိုဝဲဝဲ, "Thai," is an exception to this rule.) When such words are introduced in a given lesson, both types of pronunciation will be indicated, and you should practice both ways so that you can recognize the words whichever way they are pronounced. However, you should make it your habit in ordinary conversary to use the pronunciation which the teacher teaches you.

1.7 Questions and Answers

၁.၇ တိုင်ကွဲဒီးတိုင်ဆါ

In the pictures below compare the second picture in each row with the first one, then answer the following questions as asked by the teacher. The answers to the first 2 questions are given as a sample. You won't be able to give a detailed answer for (f) and (g), so the teacher will ask only one question for each.

သရော်-မပြုမီကွက်တင်ဂီလေအဖီလတ်တဖန်အံ၊ ဒီးထိုင်သတြီအီဒ်တင်သံကွက်လေအပိတ်လိတ်တင်ဂီတကွက်ဒီး တကွက်အခံ. တင်ဂီ (a) တုလေ (e) အိုင်ဒီးတင်သံကွက်တကွက်ခံကျိတကွက်ခံကျိ. သရော်ကဘဉ်သံကွက်ပြုမီကွက် ဖိဒ်တင်သံကွက်အခိုင်ထံးတကျိဒီးမပြုမီကွက်တဲဆာဝဲဝံးမး သရော်ကဘဉ်သံကွက်ဒ်တင်သံကွက်ခံကျိတကျိအသီး ဒီး မပြုမီကွက်ဖိစံးဆာဒီး. မ့မုာ် (f) ဒီး (g) နှံ တင်သံကွက်အိုင်ဒ်တင်ဂီတကွက်တကျိ တကွက်တကျိလီ. အခိုင် ထံးတဝီနှံပြုမီကွက်အလံာ်သ့. ခံဝီတဝီနှံမပြုမီကွက်ဖိကးဘာယတ်တင်သံကွက်ဒီးတင်စံးဆာဝဲ ကွက်ထဲတင်ဂီ. သရော်သံကွက်တင်အခါနှံသရော်ကဘဉ်နှံယတ်တင်ဂီလေပြုမီကွက်ဖိအလံာ်ပူနှံလီ.

- |                              |                         |
|------------------------------|-------------------------|
| (a) T. ဆီဒ်အါထိုင်ခါ.        | S. တအါထိုင်ဘဉ်, စှလီ.   |
| T. စှလီဆံးအါလဲဉ်             | S. စှလီခံဖျဉ်.          |
| (b) T. ထီးတဒုအံဒိုင်ထိုင်ခါ. | S. ဒိုင်ထိုင်.          |
| T. ဒိုင်ထိုင်ဆံးအါလဲဉ်       | S. ဒိုင်ထိုင်ဖးဒိုင်ညါ. |
| (c) T. တင်အပ္ပထိုင်ခါ.       | S.                      |
| T. ဆံးအါလဲဉ်.                | S.                      |
| (d) T. တင်အပ္ပထိုင်ခါ.       | S.                      |
| T. ဆံးအါလဲဉ်.                | S.                      |
| (e) T. လံာ်အါထိုင်ခါ.        | S.                      |
| T.ဆံးအါလဲဉ်                  | S.                      |
| (f) T.ဖိသဉ်ဒိုင်ထိုင်ခါ      | S.                      |
| (g) T. လီဆုန်နီဂုထိုင်က့လံခါ | S.                      |

Repeat the above drill several times without looking at the questions or answers. Later the teacher may point to the pictures in random order as he/she asks the corresponding questions.

သရော်ကဘဉ်တဲလိတ်တင်သံကွက်လေအဖီခိုင်တဖန်အံအါဝီတစဲး. တုပြုမီကွက်တဲဆာတင်ဘဉ်ဘျုဂုလံနံ သရော် ကဘဉ်နှံကျဲကျိတင်ဂီနံတက့.

1.8 Conversation Practice (Learn the previous sections well first.)

၁.၈ တၢ်မၤလိာ်ဘၣ်ဃးတၢ်တဲသကိးတၢ် (တချုးသၢ်သိၣ်လိာ်တၢ်တကတိၢ်အံၤန့ၣ် ပှၤကွၢ်ဖိကြးနီၤပၤတၢ်မၤလိာ် အပူၤကွၢ်ဂ့ၤတၢ်ဘၣ်တဲး.)

LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သၢ်ကတၢၢ်ဃးတၢ်ကတိၢ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခါထံးတုၤလၢအကတၢၢ်ခဲဝီၤဒီးမၤပှၤကွၢ်ဖိကန့ၣ်. ဖဲသၢ်ဃးအခါ သၢ်ကတၢၢ်ဃးထီၣ်စ့ၢ်ကိး "နီၢ်ဝါ" ဒီး "နီၢ်သူ" အမံၤဒီးသီးပှၤကွၢ်ဖိကသ့ၣ်ညါဝဲပှၤမတၤတဂၤကတိၢ်တၢ်လဲၣ်. တုၤသၢ်ဃးတၢ်ကတိၢ်ခဲဝီၤလဲၣ်န့ၣ် မၤပှၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်လၢအပိၣ်လိာ်ပှၤခဲၤအတၢ်ကတိၢ်အခဲအံၤ. ဖဲပှၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်အခါ တဘၣ်မၤပှၤကွၢ်ဖိကွၢ်လၢလံာ်ပှၤဘၣ်. တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သၢ်ကတၢၢ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သၢ်ကတၢၢ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝဲလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤကွၢ်ဖိစးဆၢဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သၢ်ကတၢၢ်ဃးကွၢ်ပှၤခဲၤအတၢ်ကတိၢ်တဝီၤကဒီးဝဲ သံကွၢ်ကဒီးပှၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤကွၢ်ဖိစးဆၢအီၤ.

နီၢ်ဝါ--ပကဘၣ်ဒုးအိၣ်ပှၤဘါယွၤဖိအမ့ၤတဘျီ.

--ပှၤကတဲအဂၤ ၁၀၀ ဘျဲၣ်.

--ပကဘၣ်ပှၤတၢ်အိၣ်ဆံးအါလဲၣ်.

နီၢ်သူ--သုကဒုးအိၣ်အဝဲသ့ၣ်မနုၤလဲၣ်.

နီၢ်ဝါ--ပကဒုးအိၣ်အီၤထီးညၣ်ဒီးတၢ်ဒီးတၢ်လၢ.

နီၢ်သူ--သုကဘၣ်ပှၤထီးညၣ်အကံလီၤတဆံ.

--တကံလီၤအဘး ၄၀, ကလီၤတဲာ် ၄ ပီၤ.

--ပကဘၣ်ပှၤတၢ်ဒီးတၢ်လၢအါတဲး, ကလီၤတဲာ်တၢ်တပီၤဘျဲၣ်.

--မူးသု, ပသၢဝါ, ပသၢဂီၤ, ဒီးအံၤသုကလီၤတဲာ်အဘးခံဆံ.

နီၢ်ဝါ--အအံၤ ၆ ပီၤ.

--နဲနဲလဲၤပှၤတၢ်နီၤ. ယဲယကဖိမ့ၤ.

နီၢ်သူ--ယဟဲကွၢ်ပှၤတၢ်ဝံလံ.

--ထီးညၣ်အပှၤထီၣ်တဲး, ယဘၣ်ဟ့ၣ်တကံလီၤ ၄၅ ဘး.

--တၢ်အိၣ်ဘျဲၣ်အဘး ၃၀.

နီၢ်ဝါ--တၢ်ဘျဲၣ်.

--ပကဖိအိၣ်သကိးကသူနီၤ.

နီၢ်သူ--ယကဘၣ်မၤမနုၤလဲၣ်. တဲယၤဒီးယကမၤ.

နီၢ်ဝါ--အၢၣ်, ယကတဲနုၤ.

Questions (တၢ်သံကွၢ်)

၁. နီၢ်ဝါတဲလၢအဝဲသ့ၣ်ကဘၣ်ဒုးအိၣ်ပှၤဘါယွၤဖိအမ့ၤပှၤဂၤလဲၣ်

၂. အဝဲသ့ၣ်ကဘၣ်ပှၤအိၣ်တၢ်အိၣ်ပှၤမ့ၢ်လဲၣ် မ့ၢ်မနုၤတဖၣ်လဲၣ်

- ၃ နီၣ်သူတဲလၢထီးညၣ်အကံလီၤတဆံကလီၤတဲၣ်ဆံးအါလဲၣ်
- ၄ နီၣ်ဝါဟ့ၣ်နီၣ်သူတိၣ်ဆံးအါလဲၣ်
- ၅ ထီးညၣ်အပွၤထီၣ်ဒါ မ့ၢ်အလီၤလဲၣ်
- ၆ တိၢ်အိၣ်ဘျဲၣ်ဆံးအါလဲၣ်
- ၇ မတၤကဖီအိၣ်ကသူလဲၣ်

After you have answered all of the questions correctly, you take the part of နီၣ်သူ and have your teacher take the part of နီၣ်ဝါ. Go through the conversation several times until you can take your part smoothly. Then change parts, and drill some more. The next day try making 1-2 slight changes by substituting other items or amounts. Going through the conversation a number of times like this will help fix it in your mind so that you will be able to understand and/or use the expressions correctly in actual situations sooner.

သရၣ်-ပှၤကွဲၣ်ဖိစံးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ် မၤပှၤကွဲၣ်ဖိကဲ "နီၣ်သူ" ဒီးသရၣ်ကကဲ "နီၣ်ဝါ." ကတိၤလီၤသကိးတၢ်ကတိၤအါဝီတဲး ဒ်သီးပှၤကွဲၣ်ဖိတဲးနီၣ်သူအတၢ်ကတိၤကဘၣ်ဘျဲၣ်တဲး. တုၤပှၤကွဲၣ်ဖိတဲးတၢ်ဘၣ်ဘျဲၣ်လဲၣ်န့ၣ် မၤပှၤကွဲၣ်ဖိကဲကုၤနီၣ်ဝါဒီးသရၣ်ကဲကုၤနီၣ်သူ ဒီးတဲးလိကဒီးအါဝီတဲး. လၢခံတန့ၢ် တုၤပှၤကွဲၣ်ဖိတဲးတၢ်ဘၣ်ဘျဲၣ်လဲၣ်န့ၣ် ကတိၤလီၤသကိးတၢ်ကဒီးတၢ်ဘျီ ဘၣ်ဆၣ်အအံၤတၢ်ဘျီန့ၣ် သရၣ်မ့ၢ်ဂ့ၤပှၤကွဲၣ်ဖိမ့ၢ်ဂ့ၤ ကဘၣ်လဲၣ်ကတိၤပှၤပှၤပှၤဆုတၢ်ကတိၤအဂၤလၢပှၤကွဲၣ်ဖိမၤလိတုၢ်လဲၣ်န့ၣ်လီၤ.

## 1.9 Reading and Writing

၁.၃ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီၣ်ကိၣ်

Repeat the following sentences after the teacher. Then at home copy them twice each in the spaces provided. Be sure to leave a space between the numbers and what you have written. Also, you should read the sentences aloud, and the teacher should correct your pronunciation.

သရၣ်-မၤပှၤကွဲၣ်ဖိဖးဝီၣ်သရၣ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၤပှၤကွဲၣ်ဖိကွဲးလိလၢဒီးတကျိၤန့ၣ်ခံဘျီ ဖဲတၢ်လီၤလီၤဟံန့ၣ်. လၢခံတန့ၢ်သရၣ်ကဘၣ်ကွၢ်ပှၤကွဲၣ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤမ့ၢ်အဘၣ်ဒါ. ဝံၤမၤပှၤကွဲၣ်ဖိဖးယုၤသရၣ်. ပှၤကွဲၣ်ဖိမ့ၢ်ကမၣ် သရၣ်ကဘၣ်ဖးယုၤပှၤကွဲၣ်ဖိတၢ်ဘျီဝံၤ မၤပှၤကွဲၣ်ဖိဖးဝီၣ်သရၣ်အခံတကျိၤဒီး.

ယသးလိထီးညၣ်တကံလီၤ. ကလီၤတဲၣ်ဆံးအါလဲၣ်.

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အပွၤတကံလီၤ ၅၀ ဘး. ခံကံလီၤကလီၤတဲၣ်တဝီၢ်.

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လိပ်အအံတကလုန့်အိန်ဘျဲ ၇ ဘျဲ.

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### 1.10 Listening and Speaking

၁.၁၀ တၢ်မၤလိာ်ကနုၤဒီးကတိၤပုၤကညိၤအကျိၢ်လၢပုၤကညိၤအဟံၣ်

(1) Try to spend at least an hour each day just listening to Karens speak with each other as well as conversing with them yourself. If any of the Karens have a shop, visit the shop at a time when people tend to go and buy things (for example, before or after school when school children stop in to buy a snack), and listen to the conversation between the shopkeeper and the customers.

(၁) သရၣ်-မၤပုၤကွဲၤဖိလဲၤအိၣ်သကိးပုၤကညိၤဒ်သိးကကနုၤပုၤကညိၤကတိၤသကိးတၢ် ဒီးဒ်သိးကကတိၤလိာ်တၢ် ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိာ်တၢ်လဲၣ်.

(2) Go to a Karen shop and find out the price of 5 items, using only Karen. Or if there is no Karen shop nearby, find out from a Karen using only the Karen language how much the present price of 5 items you know the names of is. The next day tell your teacher in Karen what you learned.

သရၣ်-မၤပုၤကွဲၤဖိသ့ၣ်ပုၤကညိၤအကျိၢ်ဒီးသံကွၢ်ပုၤကညိၤအဂၢၢ်ဒ်သိးကဃုသ့ၣ်ညါတၢ်ယဲၣ်မံၤအ့ၤပုၤ. လၢခံတနံၤ သရၣ်ကဘၣ်သံကွၢ်ပုၤကွဲၤဖိလၢပုၤကညိၤအကျိၢ်မ့ၢ်အတဲမတၢ်တဖၣ်အ့ၤပုၤသ့ၣ်လဲၣ်ဒီးအ့ၤပုၤလီၤတဲၣ်ဆဲးအါလဲၣ်.

### 1.11 Cultural Assignment for Lessons 1-5

၁.၁၁ တၢ်ဃုသ့ၣ်ညါပုၤကညိၤအလုၢ်အလၢ်

Describe the types of clothing worn by men, women, and children. Is this clothing distinctive to the ethnic group? Is clothing bought or home-made? At what ages do boys and girls begin to wear clothing regularly? Do articles of clothing indicate rank, status, or marital condition? How much of the body needs to be covered? Do people have many changes of clothes? Are different sets worn to work, on special occasions, for sleeping, for trips to town, etc.? What types of ornaments are worn on the clothes (buttons, clasps, fringes, coins, seeds, embroidery, etc.)? What kinds of jewelry (earrings, nose rings, beads, bracelets, rings, etc.) are worn and by whom?

သရၣ်-တၢ်မၤလိာ်တကတိၢ်အံၤန့ၣ်တဘျဲဃးဒီးပုၤကညိၤကျိၢ်ဘၣ်. ပုၤကွဲၤဖိကမၤဒေၣ်ဝဲ.

## LESSON 2

### တၢ်မၤလိၤ ၂

#### 2.1 Useful Words and Phrases

၂.၁ တၢ်ကတိၤအသီၤလၢအကဲၤဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၤပၤကိၣ်ဖိတဲပိၣ်သရၣ်အခံတၢ်ခံၣ်ဘျီ.

ဆါ (တၢ်)	To sell (things)
ပှၤဆါတၢ်ဖိ	Seller
ပှၤဆါတၢ်အလီၢ်	Store, shop, stall, i.e., place for selling
သခီးသၣ် (သခီးသၣ်)	Mango
သခီးသၣ်တဖျၢၣ်	A mango
သကီၤသၣ်	Eggplant (brinjal)
သကီၤသၣ်တဖျၢၣ်	An eggplant (a brinjal)
ဆံၣ်	To be sour, acid, tart
သကီၤဆံၣ်သၣ်	Tomato
ညါ	Before, in front, in advance of
လၢညါ <sup>၄</sup>	In the past (i.e., before the present); the former, formerly; before
ဆူညါ	After this (In the near future, future in general); next
ခံ	The back, rear
လၢခံ	After, afterwards; later
ဆူခံ	After this (In the more distant future, the entire future from now to the end)
ခဲအံၤ	Now, at present, without delay
ခဲအံၤခဲအံၤ၅	Often, frequently
ရဲ	To be many, numerous, plentiful
ထဲ	Only
ထဲတၢ်	Only one person
လီၣ်/လဲၣ် <sup>၆</sup>	Particle ending an exclamatory sentence
အါ	Exclamation indicating surprise, delight, longing

<sup>4</sup> In some areas, such as the Musikee area, the expression လၢအတိၤခါ is used in place of လၢညါ when the meaning is "formerly."

<sup>5</sup> In some areas, such as the Musikee area, the word **Cao** is used rather than ခဲအံၤခဲအံၤ.

<sup>6</sup> In some areas, such as the Musikee area, the expression လဲၣ်လဲၣ် is used rather than လီၣ်/လဲၣ် as an exclamation.

နံ

To succeed in accomplishing something, to be able to succeed in carrying out an act; to get to do something.

## 2.2 Pattern Sentences and Phrases

၂.၂ တၢ်ကတိၤအဒိ

### (1) Use of ခဲအံၤ, "now, at present, without delay," and ခဲအံၤခဲအံၤ, "often"

(၁) တၢ်သုတၢ်ကတိၤ "ခဲအံၤ" ဒီး "ခဲအံၤခဲအံၤ"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

(a) ခဲအံၤယဖိအိၣ်ခံၤ.

Now I have 2 children.

ခဲအံၤယတအိၣ်လၢဝုၣ်ပူၤလၢၤဘၣ်.

Now I'm no longer in the city.

ခဲအံၤနမိၢ်နပၢ်အိၣ်ဒံးဧါ.

At present are your parents still living?

ခဲအံၤနအိၣ်ဖဲအံၤမုၢ်ဧါ.

Are you enjoying it here now?

ခဲအံၤယကဘၣ်လဲၤပွၤအိၣ်တၢ်တဖဲ.

Now I must go and buy a bit of food?

ခဲအံၤယဆီဒိၣ်အိၣ်ထဲခံၤဖျၢၣ်.

At present I have only two eggs.

(b) လဲၤခဲအံၤ.

Go now. (Go without delay.)

ဟဲအိၣ်မုၢ်ခဲအံၤ.

Come and eat now (without delay).

နကဘၣ်တဲအီၤခဲအံၤ.

You must tell her now.

(c) ယဖိအပၢ်ဘၣ်လဲၤဆူဝုၣ်ပူၤခဲအံၤ

My husband has to go to town often.

ခဲအံၤ.

ပွၤတဂၤန့ၣ်သးဝံၣ်တၢ်ခဲအံၤခဲအံၤ.

That person frequently sings.

အဝဲဟဲစီၣ်န့ၣ်ယၤတၢ်သုခဲအံၤခဲအံၤ.

She often brings me curry.

ယမိၢ်ဟဲအိၣ်သကီးယၤခဲအံၤခဲအံၤ.

My mother comes and visits me often.

ယဖိခွါလဲၤပိၤအံၤခဲအံၤခဲအံၤ.

My son often goes with him.

If you are in an area where ဃံး is used rather than ခဲအံၤခဲအံၤ, repeat (c) above using ဃံး.

သရၢ်-ပွၤကွီုဖိမုၢ်အိၣ်လၢတၢ်လီၤဖျၢၣ်န့ၣ်တဲလၢ "ဃံး" လၢ "ခဲအံၤခဲအံၤ" အလီၢ်န့ၣ် တဲလိ (c) ကဒီးတၢ်ဒီးတဲလၢ "ဃံး."

### (2) Use of လၢညါ, "in the past; before, the former, formerly;" လၢခံ, "later, afterwards;" ဆူညါ, "after this (in the near future or future in general), next;" and ဆူခံ, "after this (in the distant future or the entire future from now to the end)"

(၂) တၢ်သုတၢ်ကတိၤ "လၢညါ," "လၢခံ," "ဆူညါ," "ဆူခံ."

REPEAT after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဘျီ.

(a) လၢညါယတအိၣ်တၢ်အဟဲဘၣ်.

Formerly (in the past) I didn't eat spicy hot foods.

လၢညါယဖိဒိၣ်တဘါယွၤဘၣ်.

Formerly (in the past) my nephew didn't worship God.



- လၢညါယသရၢ်အိၣ်လၢဝံၣ်ပူၤ.  
လၢညါန့ၣ်ညါအီၤဒါ.  
လၢညါအဝဲအိၣ်တၢ်အါမး.  
(b) အးလၢညါတဖျၢၣ်န့ၣ်ဆံးတစဲး.  
ကိၣ်လၢညါတဂၤမ့ၢ်အဝီၣ်မ့ၢ်.  
လံာ်လၢညါတဘျီန့ၣ်မ့ၢ်ဒိၣ်မး.  
(c) လဲၤလၢညါ. ယကဝီၣ်န့ၣ်.  
ဟးနဲလၢညါ. ယကဟးဝီၣ်န့ၣ်.  
အိၣ်နဲလၢညါ. ယကအိၣ်လၢခံ.  
မၤနဲလၢညါ. ယကမၤလၢခံ.  
န့ၣ်ခွါကသးဝံၣ်တၢ်လၢညါ. ယဖိမ့ၢ်  
ကသးဝံၣ်တၢ်လၢခံ.  
(d) လၢညါယဘါယွၤတမ့ၢ်ဘၣ်. လၢ  
ခံယဘါယွၤမ့ၢ်ထီၣ်ဖးဒိၣ်ညါ.  
လၢညါယတနၢ်ပၢၢ်ကိၣ်တဲာ်ကိၣ်  
ဘၣ်. လၢခံယမၤလိကိၣ်တဲာ်ကိၣ်  
တန့ၣ် ဒီးခဲအံၤယနၢ်ပၢၢ်အါထီၣ်.  
လၢညါပမ့ၢ်ဆါသကံသ့န့ၣ် ပှၤတ  
အိၣ်ပှၤဘၣ်. လၢခံပှၤသးလီၤအါ  
ဒီးပန့ၢ်ဆါဝုၤမး.  
လၢညါသကီၤဆံၣ်သ့တအိၣ်ဖဲအံၤ  
ဘၣ်. လၢခံပှၤဟဲဆါသကီၤဆံၣ်  
သ့ဖဲအံၤအါထီၣ်.  
(e) လၢခံဟဲအိၣ်သကီၤပှၤကဒီးနီၤ.  
ဟဲပှၤလၢခံဒီးမိၣ်.  
ဟဲအိၣ်မ့ၢ်ဒီးပှၤလၢခံဒီးမိၣ်.  
လၢခံပကလဲၤဟးအိၣ်သကီၤန့ၣ်.  
လၢခံပကလဲၤပှၤတၢ်လၢကးပူၤ.  
(f) လဲၤဆူညါဆူဒီးတဖျၢၣ်န့ၣ်.  
ခဲအံၤနမၤသ့လံာ်. မၤဆူညါကဒီး.  
(g) အးဆူညါတဖျၢၣ်မ့ၢ်ယမိၢ်ယပၢ်အး.  
ဆူညါတလိတၢ်ကစူၤအါဒါ.  
ဆူညါတဂၤအမံၤဒဲလဲၣ်.  
(h) ဆူညါသ့အိၣ်ဖဲအံၤတသ့လၢဘၣ်.
- Formerly (in the past) my teacher lived in the city.  
Did you know her in the past (formerly)?  
In the past (formerly) he ate a great deal.  
The former house was a bit small.  
The former principal was a woman.  
The former book was very enjoyable.  
Go on ahead. I'll follow you.  
Walk on ahead. I'll follow you.  
Go ahead and eat. I'll eat later.  
Go ahead and work. I'll work later.  
Your son will sing first. My daughter will sing later.  
I didn't enjoy going to church before. Later, I came to enjoy it quite a bit.  
In the past I didn't understand Thai. Later I studied Thai for a year, and now I understand more.  
In the past if we sold bananas, people didn't buy them. Later people wanted a lot, and we got to sell them very well..  
In the past there were no tomatoes here. Later, many people came to sell tomatoes here.  
Come and visit us again later, won't you?  
Come and buy again later, won't you?  
Come and eat with us again later, won't you?  
Later, we'll go and visit you.  
Later on we'll go shopping in the market.  
Continue on to that house. (Go on farther to that house.)  
Now you are already skilled in doing it. Carry on some more.  
The next house (the house on ahead) is my parent's house.  
Will it rain a lot next month?  
What is the name of the next person?  
After this (in the future) you can't stay here any more.

ဆူညါသူကနုမလိလံာ်.

After this (in the future) you'll get to study (i.e., get an education).

ဆူညါယဖိဝဲကိကလဲအိန်လၢဝုၤပူၤ

In the future my oldest son will go to the city.

ဆူညါအပ္ပၤကထီၣ်.

After this (in the near future) the price will go up.

ဆူညါတအိန်လၢၤဘၣ်.

After this (in the near future) there won't be any more.

Repeat the last two sentences in (d) above using ဆူခံ in place of ဆူညါ. The meaning will change to "in the distant future." (If you are in an area where the expression အတိၤ ခိၣ် is used in place of **SbH'** to mean "formerly," repeat (a) above using **WlqqAgp.**)

သရၣ်--တဲလိအကတၢ်ခံကျိၤကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် လၢ "ဆူညါ" အလီၢ်တဲလၢ "ဆူခံ." (ပုၤကိၣ် ဖိမ့ၢ်အိန်လၢတၢ်လီၢ်ဖိပုၤညီန့ၢ်တဲလၢ "အတိၤခိၣ်" လၢ "လၢညါ" အလီၢ်န့ၣ် တဲလိ (a) ကဒီးတဘျီ ဒီးတဲလၢ "အတိၤခိၣ်".)

(3) Use of ထဲ, "only."

(၃) တၢ်သူတၢ်ကတိၤ "ထဲ"

REPEAT after the teacher.

သရၣ်--မၤပုၤကိၣ်ဖိတဲပိၣ်ထဲသရၣ်အခံ ၂-၃ ဝီ.

(a) ထဲတဂၤ

Only one person. (Just one person.)

ထဲတဒု

Only one quadruped.

ထဲတဖျၢၣ်

Only one round thing.

ထဲတဘၣ်

Only one flat thing.

ထဲတနံၣ်

Only one year.

ထဲတလါ

Only one month.

ထဲတသီ

Only one day.

ထဲတဘျီ

Only one time

(b) ထဲနၤတဂၤ

Only you

ထဲယၤတဂၤ

Only me

ထဲယဖိခံၣ်

Only my two children

ထဲနီၢ်ဝါမိၢ်တဂၤ

Only Naw Wah Mo

(c) ထဲအသကိးခံၣ်

Only her two companions

ထဲခံဘျီ

Only twice

ထဲသၢသီ

Only 3 days

ထဲအခိၣ်ထံးတလါ

Only the first month

ထဲစီၤဂီၤဒီးအဖိခွါခံၣ်

Only the two--Saw Gaw and his son

(d) ယသးလီၤသကိးဆၣ်သၣ်ထဲတဖျၢၣ်.

I only want one tomato.

I'm going to buy just one fish.

I have only five baht.

My father came alone. (Only my father came.)

(4) Use of ۹۰, "to be many, numerous, plentiful"

(၄) တၢ်သုတၢ်ကတိၤ "ရး"

Teacher has many books.

My elder sister has lots of sarongs and blouses.

At present I don't have many tomatoes any more.

This year mangoes are extremely plentiful.

What a lot of people have come!

## 2.3 Questions and Answers

၂.၃ တာ်သံကွါဒီးတာ်စံးဆါ

- (1) Be sure that you know the meaning of *ထဲ* before you start this drill. As the teacher asks the following questions, answer them using the verb from the question + *ထဲ* + any numeral you wish which would be less than the expected number + the appropriate classifier. (For example, if the teacher asks, *၂၀ ကတဲပွဲၤလဲၣ်နီၣ်*, "How many people will come?" you might answer, *ကတဲထဲသၢၤ*, "Only 3 people will come.")

(၁) မပြုကုန်သေးသော အချက်အလက်များကို အောက်ဖော်ပြပါအတိုင်း စစ်ဆေးရန် အမတ်များမှ အမတ်ချုပ်ထံသို့ တောင်းဆိုနိုင်ပါသည်။

နဒီပျိုဝဲ၍အိပ်ပွဲၤၤလဲၣ်.

ပုလဲ၊ဝီၤနခဲပဲၤဂၤလဲၣ်.

နစဘဲအိပ်ပဲ့ဖျုန်လဲန့်.

နုလီဆွဲနီအိပ်ပွဲဖျါလဲန့.

ပုကလဲပဲဂေါ်နီ.

ပုကသးဝံင်တၢ်ပဲၤဂၤလီၤ.

နသးလီဆီဒ်ပွဲဖျါလီန.

နကပှၤထီးညာ်ပဲၤကံလိၤလီၤ.

ပုဗ္ဗဘိယုပွဲဂေလီန့်.

- (2) Be sure that you understand the meaning of *မဲအံ*, *မဲအံမဲအံ*, *လာညါ*, *လာခံ*, and *ဆူညါ* before you start this drill. Answer the following questions any way that makes sense and within the limits of your vocabulary.



နွံဖျာန်န့ယဆါတဆံ.  
 တကံလီန့ယဆါတဆံ.  
 (d) ဆါဘာ်လီန့ပှါတစဲးမိာ်.  
 လီန့ပှါအပ္ပတစဲးမိာ်.  
 နလီန့ပှါအပ္ပတစဲးသုခါ.  
 ယကလီန့န့အပ္ပသု. (ယလီန့  
 န့အပ္ပကသု.)  
 ယလီန့န့အပ္ပတသုဘာ်.  
 နမ့ပှါအါန့ ယကလီန့န့အပ္ပသု.

Seven I sell for 10 baht.  
 A kilo I sell for 10 baht.  
 Sell (them) to me (us) a little cheaper, won't you?  
 Lower the price for me (us) a little, won't you?  
 Can you lower the price for me a little?  
 I'll lower the price for you.  
 I can't lower the price for you.  
 If you buy a lot, I can lower the price for you.

(2) Use of ဆံာ်, "to be sour, acid, tart"

(၂) တာ်သူတာ်ကတိာ် "ဆံာ်"

REPEAT after the teacher.

သရော်-မာ်ပှါကွီဖိတဲပိာ်ထွဲသရော်အခံ ၂-၃ ဝီ.

သခီးသုာ်သုာ်တဖုာ်အံၤတမံးဒဲးဘာ်.  
 ဆံာ်ဒိာ်မး.  
 သခီးသုာ်တဖျာန်အံၤဆံာ်ဆါဂုၤမး.  
 အအံၤမုာ်ထီးညာ်ကသုအဆံာ်ဆါ.  
 ဟဲစီာ်အံၤသုာ်ဆါတစဲး. ထံချံာ်အံၤဆံာ်ဒဲး.

These mangoes aren't ripe yet. They are very sour.  
 This mango is sweet and sour (just like I like it).  
 This is sweet and sour pork curry.  
 Bring a bit of sugar. This cold drink is still sour.

(3) Use of အါ, exclamation indicating surprise

(၃) တာ်သူတာ်ကတိာ် "အါ"

REPEAT after the teacher.

သရော်-မာ်ပှါကွီဖိတဲပိာ်ထွဲသရော်အခံ ၂-၃ ဝီ.

"ယကလီန့န့အပ္ပတစဲးသု." "အါ,  
 တာ်ဘျးနီ."  
 "အံၤ. ယဟဲစီာ်န့န့သခီးသုာ်." "အါ,  
 တာ်ဘျးမးဒိာ်ညါ."  
 "ဆုညါန့တဲပှါကညီကီာ်ကသုမးဒိာ်ညါ."  
 "အါ, တဲတသုဘာ်."  
 "နဟ့ာ်လီန့ယန့တိာ်အဘးတဆံသုခါ."  
 "အါ, ယတိာ်အဘးတဆံတအိာ်  
 ဘာ်."

"I can bring the price down a little for you."  
 "Oh, thank you!"  
 "Here I have brought you mangoes." "Oh, thank you so much."  
 "In the future you'll be able to speak Karen very well." "Ah, I can't say (that it will be so)."  
 "Can you give me 10 baht of your money?"  
 "Gee, I don't have ten baht."

(4) Use of လီာ်/လဲာ်, particle ending an exclamatory sentence

(၄) တၢ်သုတၢ်ကတိၤ "လီၤ/လဲၤ"

REPEAT after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၤထံၤသရၢ်အံၤ ၂-၃ ဝီ.

နဲလဲၤတၢ်ယံၣ်ဒိၣ်လီၤ.

What a long time you took!

သုတဲတၢ်အါမးလီၤ.

How much you talk!

အဝဲသုၣ်မၤတၢ်သုမးလီၤ.

How skillful they are!

နဲဆါတၢ်အပူၤဒိၣ်လီၤ.

What a big price you sell things for!

Repeat using လဲၤ in place of လီၤ. If you are in an area where လီၤ/လဲၤ is not used as the ending for an exclamation, repeat the above drill again using လဲၤလဲၤ in place of လီၤ/လဲၤ.

သရၢ်-တဲလိကဒီး, ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် လၢတၢ်ကတိၤ "လီၤ" အလီၢ်န့ၣ်တဲလၢ "လဲၤ." ပၤကွီုဖိမ့ၢ်အိၣ် လၢတၢ်လီၤဖဲပၤတသုတၢ်ကတိၤ "လီၤ/လဲၤ" ဒ်လၢအဖီခိၣ်အံၤအသိးဘၣ်န့ၣ် တဲလိကဒီးတဘျီ ဒီးတဲလၢ "လဲၤလဲၤ" လၢ "လီၤ/လဲၤ" အလီၢ်န့ၣ်.

(5) Use of န့ၢ်, "to succeed in accomplishing something, to be able to succeed in accomplishing something; to get to do something"

(၅) တၢ်သုတၢ်ကတိၤ "န့ၢ်"

REPEAT after the teacher.

သရၢ်-မၤပၤကွီုဖိတဲပိၤထံၤသရၢ်အံၤ ၂-၃ ဝီ.

(a) "နဲဟဲက့ၤပၤသးသးသးန့ၢ်ဧါ." "န့ၢ်."

"Did you succeed in buying mangoes? (Were you able to buy mangoes?)" "Yes."

"နဲဆါန့ၢ်တဲဒုန့ၢ်လဲၤဧါ." "တန့ၢ်ဒီးဘၣ်."

"Have you succeeded in selling your pig? (Have you been able to sell your pig yet?)" "No, not yet."

"နဲမၤဂ့ၤထီၣ်က့ၤယလီၢ်ဆုၣ်နီၤန့ၢ်လဲၤဧါ." "န့ၢ်လဲၤ."

"Have you been able to repair my chair yet? (Have you succeeded in repairing my chair yet?)" "Yes."

"နဲလဲၤကီးန့ၢ်ယၤနစီၣ်န့ၢ်ဧါ." "တန့ၢ်ဘၣ်."

"Did you succeed in calling your older brother for me? (Were you able to call your older brother for me?)" "No, I didn't."

ယတဲန့ၢ်ပၤသရၢ်လၢအဂ့ၢ်န့ၢ်လဲၤ.

I succeeded in telling the teacher about it.

ယဟံးလီၤလံၣ်သးဝံၣ်တန့ၢ်ဘၣ်.

I can't reach the Bible (to get it down).

နစီၣ်ထီၣ်န့ၢ်ယစၣ်တဖျါန့ၢ်န့ၢ်ဧါ.

Can you carry my table up for me? (Can you succeed in carrying my table up for me?)

ယလဲၤစီၣ်န့ၢ်လံၣ်သ့ၣ်တဖျါစ့ၢ်ကီးကန့ၢ်

I can manage to carry your books also.

(b) ယန့ၢ်မံလၢသရၢ်အဒါး.

I got to sleep at the teacher's house.

အဝဲန့ၢ်ပၤလံၣ်စီၣ်ဆ့ၣ်အသီတဘျီန့ၢ်.

He got to buy a new Bible.

ယဖီခါတန့ၢ်လဲၤလၢဘၣ်.

My son didn't get to go after all.

ယတန့်တဲဘဉ်န့ဖိမုၣ်ဒဲးဘဉ်.

I didn't have a chance to tell your daughter yet.

လာခံယတန့်မၤလိလံာ်လာဘဉ်.

Afterwards I didn't get to study go to school any more.

## 2.5 Notes on Word Usage and Grammar

၂.၅ သရၣ်--မၤပၤကၣ်ဖိဖးဒုၣ်ဝဲလာဒါး.

### (1) Use of လၢညါ, လၢခံ, ဆူညါ, ဆူခံ.

The word "လၢညါ" usually refers to the past or to former things or times. (See 2.2 (2-a & b)). However, it is sometimes used to refer to going ahead of someone else or doing something ahead of someone else, as in 2.2 (2c).

The word ဆူညါ, on the other hand, usually refers to the future or to the next of something, as in 2.2 (2g & 2h). However, it can also refer to action continuing farther on in direction or further on in time, as in 2.2 (2f)

The word ဆူခံ refers to the distant future or to the entire future from now to the end; as in 2.2 (2g, the last two sentences).

The word လၢခံ can refer to either past or present time and means "after," "later," or "afterwards." See 2.2 (2d & e).

Do not confuse these words with the words for "in front of" or "in back of" as the Karens have different words for these expressions.

### (2) Use of န့ၣ်, "to succeed in accomplishing something, to be able to succeed in carrying out an act; to get to do something"

As you have already learned, the basic meaning of the word န့ၣ် is "to get or obtain something." In this lesson you are introduced to 2 related uses:

(a) န့ၣ် can be used to mean to succeed in accomplishing what one sets out to do. As can be seen from the English translations of the examples in 22.4 (5-a), the meaning of "can" or "to be able" is often expressed in Karen using န့ၣ် when it refers to ability with reference to the effectiveness of effort; i.e., being able to accomplish what one attempts." In these cases the verb န့ၣ် follows the object of the first verb or verbs.

(b) န့ၣ် can also be used to mean "to get to do something, to have the chance to do something, as in 12.4 (5-b). In such cases the verb န့ၣ် precedes the other verb(s) in the clause.

### (3) Use of ဝဲ

The use of the word ဝဲ can easily be understood from the examples in 22.2 (3). However, it should be noted that it is always used together with a numeral and a classifier even where in English the number would probably not be mentioned; e.g.,

ထဲနီဝါမိတဂ၊ "Only Naw Wa Mo." ထဲစီၤစီၤအဖိခွါခံၤ would most likely be translated into English, "Only Saw Gaw and his son." The Karen has a different word, which you will learn later, to express the idea of "only, just" in situations where no numeral or classifier would be used.

(4) Use of the first person plural for the first person singular

Sometimes when speaking in a general way a Karen will use the pronoun ဝ for "I" even though there are no others in his/her party. (See 22.2 (d) the first 2 sentences for examples.) You should not try to use it yourself until you have listened to the Karens over a long period of time and have gotten the feel of when to do so. But in the meantime, keep your ears open for times when the Karens do speak this way and note the context and who the speaker and the listener are. .

(5) Use of လိပ်/လဲပ်, particle ending an exclamatory sentence

In English the words "who," "what," "how," etc., are most commonly used as question words. However, such words can be used in exclamatory sentences also; e.g., "How big your child is!" "What a nice day this is!" In these examples we can tell that the sentences are not questions by the word order. (If it were a question the verb "is" would precede the subject; e.g., "How big is your child?" "What kind of day is this?") In other words we can tell by the sentence structure whether it is a question or an exclamation.

In the same way the particle endings လိပ် and လဲပ် usually indicate a question, in which case there would also be an interrogative word like မတၢ(လဲပ်), ဒိ(လဲပ်), ဖဲ(လဲပ်), etc., included in the sentence. (E.g., မတၢကလဲလဲပ်. ပကမဒိလဲပ်.) But when the လိပ် or လဲပ် are used without any such question words in the sentence, the sentence is an exclamation, not a question; e.g., နဖီကသူဟဲဒိပ်လိပ်, "How hot you make your curry!" In such sentences there will always be a descriptive verb, and some intensifying word is usually used as well. The only intensifying words you have learned so far are ဒိပ် and မ; e.g., မုဒိပ်လဲပ်, အါမးလိပ်. (When ဒိပ် is used as the main verb, sometimes no other intensifying word is used; e.g., ဒိပ်လဲပ်.) As noted in the footnotes, in some areas, like the Musikee area, လဲပ်လဲပ် is used instead of လိပ်/လဲပ်.

(6) Spelling and pronunciation of names of fruits

In this lesson you have been introduced to the names of 3 kinds of "fruit" which begin with သ; i.e., သခီးသပ်, "mango;" သကီသပ်, "eggplant/brinjal; and သကီဆပ်သပ်, "toma-to." There are 2 things to note:

(a) All of these words end in the syllable သပ်, which means "fruit." (The word for fruit in general is တၢသပ် or တၢသူတၢသပ်.) The name for banana may also end in သပ်, although bananas are so common that the name is often shortened to just သကွံ. The above words without the syllable သပ် refer to the species of plant or tree; e.g., သခီး, "the mango;" သကွံ, "the banana;" သကီဆပ်, "the tomato." Other parts of the tree or



plant are indicated by adding the appropriate word to the basic term for the species; e.g., သကွံလှ်, "banana leaf/leaves;" သီးအလှ်, the leaf/leaves of the mango."

(b) Names of fruits (or plants) beginning with သ in north Thailand may be written and pronounced as beginning with တ in central Thailand and many parts of Burma, so you may find such spelling in literature produced in these areas; or if someone from those areas comes to north Thailand, you may hear them pronounce the names that way; e.g., တီးသုၣ်, တကီၤသုၣ်, တကွံသုၣ်.

(7) Use of ရဲ, "to be many, numerous, plentiful"

The descriptive verb ရဲ has the same meaning and usage as အါ, but in many areas it is a more colloquial word than the latter. Like အါ, ရဲ is rarely used alone; rather it usually follows some other verb, such as ဟဲ, လဲၤ, or အိၣ်. See examples in 2.2 (4).

2.6 Substitution Drill

၂.၆ တၢ်ဆီတလဲတၢ်ကတိၤ

After reading these directions, do not look at your book. As the teacher reads the sentences below one after the other, you change them into exclamatory sentences by dropping ဖး and ညါ, using ဒိၣ် and/or မး together with လီၣ်. For example, တၢ်သူအံၤဖးဝံၣ်ညါ should be changed to တၢ်သူအံၤဝံၣ်ဒိၣ်လီၣ်. (If you are in an area where the Karens do not use လီၣ်/လဲၣ် in exclamations, repeat the drill using လဲၣ်လဲၣ် instead.)

သရၣ်ကဘၣ်ဖးတၢ်ကတိၤအခိၣ်ထံးတကျါဝံၤမၤပူၤကွီၤဖိတဲကဒီးတဘျီဒီးလဲလီၣ်တၢ်ကတိၤအကတၢ် ၃ ဖျၢၣ် ဒ်သးကသူတၢ်ကတိၤ "ဒိၣ်" မ့တမ့ၢ် "မး" ဃုၣ်ဒီး "လီၣ်." အဒိ-သရၣ်ကစံးလၢ "တၢ်လီၤဖဲအံၤဖးချံၣ်ညါ." ပှၤကွီၤဖိကတဲကလၢ "တၢ်လီၤဖဲအံၤချံၣ်ဒိၣ်လီၣ်." ပှၤကွီၤဖိတဲဘၣ်မ့ၢ်ဂ့ၤတဘၣ်ဘၣ်မ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်တဲလီၤတၢ်န့ၢ်ကုၤပူၤကွီၤဖိတဘျီဒီးလၢ "တၢ်လီၤဖဲအံၤချံၣ်ဒိၣ်လီၣ်." ဝံၤဒီး သရၣ်ကဖးဆူညါတကျါဒီးပှၤကွီၤဖိကဆီတလဲတၢ်ကတိၤအကတၢ် ၃ ဖျၢၣ်ဒ်အခိၣ်အသးဝံၤ သရၣ်ကတဲလီၤတၢ်န့ၢ်ကုၤပူၤကွီၤဖိတဘျီဒီး တဲလိကးကျါဒီးဒ်အံၤအသးစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ် (ပှၤကွီၤဖိမ့ၢ်အိၣ်လၢတၢ်လီၤဖဲပှၤတသူတၢ်ကတိၤ "လီၣ်/လဲၣ်" ဒ်လၢအခိၣ်အသးဘၣ်န့ၣ် တဲလိကဒီးတဘျီ ဒီးသူ "လဲၣ်လဲၣ်" လၢ "လီၣ်/လဲၣ်" အလီၤန့ၣ်..

တၢ်လီၤဖဲအံၤဖးချံၣ်ညါ.

နဖီအိၣ်တၢ်, အံၤသုၣ်ဖးဟီညါ.

ပှၤအိၣ်လၢန့ၣ်ဖးအါညါ.

ယဖီအပၢ်မၤတၢ်ဖးယံၣ်ညါ.

ထံၣ်အံၤဖးဆါညါ.

နဟ့ၣ်တၢ်အပှၤဖးဒိၣ်ညါ.

2.7 Conversation Practice--Learn the previous sections well first.

၂.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်ကတိၤအံၤန့ၣ် ပှၤကွီၤဖိကြးန့ၢ်ပၢ်တၢ်မၤလိလၢအပူၤကွီၤဂ့ၤတဘၣ်တစဲး.)

LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of

them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရော်ကဘဉ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခါၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပုၤကွၢ်ဖိကန့ၣ်. ဖဲသရော်ဖးအခါ သရော်ကဘဉ်ဖးထီၣ်စ့ၢ်ကိး "A" ဒီး "B" အမံၤဒ်သးပုၤကွၢ်ဖိကသ့ၣ်ညါဝဲ ပုၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်. တုၤသရော်ဖးတၢ်ကတိၤခံၣ်ဝံၤလဲၣ်န့ၣ် မၤပုၤကွၢ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအဝီၣ်လိာ်ပုၤခံၣ်အတၢ်ကတိၤအခံအံၤ. ဖဲပုၤကွၢ်ဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပုၤကွၢ်ဖိကွၢ်လၢလံာ်ပူၤဘဉ်. ပုၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဉ်ဘဉ်ဒီး သရော်ကဘဉ်မၤနီၣ်ဃာ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွၢ်ဖိစံးဆၢဝဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဉ်ဖးကုၤပုၤခံၣ်အတၢ်ကတိၤတဝီၣ်ကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွၢ်ဖိစံးဆၢအံၤ.

- A. နဆါသမီးသဉ်အံၤဒ်လဲၣ်.
- B. ယဆါဃီးဖျၢၣ်တဆံ.
- A. နဆါတၢ်အပ္ပၤဒိၣ်လဲၣ်. ဆါဘဉ်လီၤန့ၢ်ယၤတစးမိၣ်.
- B. နမ့ၢ်ပွၤအါန့ၣ် ယကလီၤန့ၢ်နၤအပ္ပၤသ့.
- A. ယကပ္ပၤအဖျၢၣ်ခံဆံ. ယကဟ့ၣ်နၤ ၂၂ ဘး န့ၢ်ခါ.
- B. သ့. ယဆါန့ၢ်ထဲနၤတဂၤလီၤ.
- A. အါ, တၢ်ဘျးနီၤ.
- B. တၢ်ဘျး, တၢ်ဘျး. ဟဲပွၤလၢခံဒီးမိၣ်.
- A. အာၣ်, အာၣ်.

#### Questions (တၢ်သံကွၢ်)

- ၁. "B" တဂၤန့ၣ် ဆါသမီးသဉ်ဒ်လဲၣ်.
- ၂. အပ္ပၤဘဉ်ခါ.
- ၃. "B" ဆါဘဉ်လီၤန့ၢ် "A" အပ္ပၤသ့ခါ.
- ၄. "B" မၤစ့ၤလီၤန့ၢ် "A" အပ္ပၤပွဲၤဘးလဲၣ်.
- ၅. "B" ကဆါဘဉ်လီၤန့ၢ်ပုၤခဲလၢာ်အပ္ပၤဒ်န့ၣ်ခါ.

(a) After you can answer all of the questions correctly, you take the part of A while your teacher takes the part of B. Go through the conversation several times until you can take your part smoothly. Then change parts, and drill some more.

သရော်-ပုၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဘဉ်လဲၣ်န့ၣ်မၤပုၤကွၢ်ဖိကဲ "A" ဒီးသရော်ကကဲ "B". ကတိၤလိသကိးတၢ်ကတိၤသ့ၣ်တဖၣ်စ့ၢ်ဝံၤ မၤပုၤကွၢ်ဖိကးဘၤဃာ်အလံာ်. ဝံၤဒီး တဲလိသကိးတၢ်အါဝီၣ်ဒီးတုၤလၢပုၤကွၢ်ဖိတဲ "A" အတၢ်ကတိၤဘဉ်ဘျးတစး. လၢခံတနံၤန့ၣ် ကွၢ်ကဒါကတၢ်ဒ်လၢအဖီခိၣ်အံၤအသး ဝံၤဒီးမၤပုၤကွၢ်ဖိကဲ ကုၤ "B" ဒီးသရော်ကကဲကုၤ "A." တဲလိကဒီးတၢ်ဒ်အဖီခိၣ်အံၤအသးအါဝီၣ်တစး.

(b) At a later session repeat the conversation substituting သင်္ကြံသုပ် for သစ်သုပ်. Your teacher should state an appropriate price (probably in terms of the price per kilo). You should plan to buy at least 1 1/2 kilos or more, and suggest a slightly reduced price. Repeat again, substituting သင်္ကြံဆိုင်သုပ် for သစ်သုပ်.

သရော်--တု၊ ပြုလုပ်ကုန်တဲ "A" မှ်ဂု၊ "B" မှ်ဂု၊ အတၢ်ကတိၤသုၣ်တဖၣ်ဘၣ်ဘျုးလံၣ်န့ၣ် တဲလိကဒီး ဘၣ်ဆၢအံၤ အံၤတၢ်န့ၣ် လၢ "သစ်သုပ်" အလီၤန့ၣ် မၤပြုလုပ်ကုန်တဲလၢ "သင်္ကြံသုပ်" မ့တမ့ၢ် "သင်္ကြံဆိုင်သုပ်" ဝံၤဒီးသရော်ကတဲကုၤအပ္ပၤလၢအကြၢၤဝဲဘၣ်ဝဲ. အဒိ--"တကံလီၤ ၁၅ ဘး." ပြုလုပ်ကုန်တဲဘၣ်ဟံးန့ၣ်အစ့ၤကတၢၢ်တကံလီၤဘျုးဖးဖီ ဒီးကဘၣ်တဘၣ်လီၤကွၢ်ကုၤအပ္ပၤတဖဲ.

(c) Look back at 2.4 (1-d) to see the different ways of requesting that the price be lowered and the responses. Then go through the above conversation again using သစ်သုပ် but changing the 4th line to one of the alternate requests in 2.4 (1-d). The teacher should likewise change the response in the 5th line to one of the other responses in 2.4 (1-d). If the teacher's response is negative, end the conversation by saying something like "မ့ၢ်တသ့ဘၣ်န့ၣ် ယကပ္ပၤထဲဃီးဖျါၣ်."

လၢခံတနံၤန့ၣ်ကွၢ်ကဒါကုၤ ၂.၄ (1-d) တဝီ, (တၢ်ကတိၤအခီၣ်ထံး ၃ ကျိန့ၣ် မှ်တၢ်ကတိၤလၢ "A" သံကွၢ်သ့ ဒီးတၢ်ကတိၤဆူညါ ၃ ကျိန့ၣ်မှ်တၢ်ကတိၤလၢ "B" တဲဆၢသ့.) တဲလိကုၤ "A" ဒီး "B" အတၢ်ကတိၤလၢအဖီခိၣ်အံၤကဒီးတဘျီ ဘၣ်ဆၢအံၤတၢ်န့ၣ် သရော်ဒီးပြုလုပ်ကုန်တဲဘၣ်လဲကုၤတၢ်ကတိၤ ဒီးသုကွၢ်တၢ်ကတိၤလၢ ၂.၄ (1-d) တဘျီတမံၤတဘျီတမ့ၢ်န့ၣ်. သရော်မှ်တဲဆၢလၢ "ယလီၤန့ၣ်န့ၣ်အပ္ပၤတသ့ဘၣ်" န့ၣ် ပြုလုပ်ကုန်တဲဆၢသ့လၢ "မ့ၢ်တသ့ ဘၣ်န့ၣ် ယကပ္ပၤထဲဃီးဖျါၣ်."

## 2.8 Reading and Writing

၂.၈ တၢ်မၤလိဖးဒီးကွဲးပြုကညီကျိၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်--မၤပြုလုပ်ကုန်တဲဃးဝိၣ်သရော်အံၤတကျိၤတဘျီတဝီ ဝံၤမၤပြုလုပ်ကုန်တဲကွဲးလၢအးတကျိၤန့ၣ်ခံဝီတၢ်လီၤလီၤဟံၢ်. လၢခံတနံၤသရော်ကဘၣ်ကွၢ်ပြုလုပ်ကုန်တဲကွဲးသုၣ်တဖၣ်အံၤ မှ်အဘၣ်ခါ. ဝံၤမၤပြုလုပ်ကုန်တဲဃးယုၤသရော်. ပြုလုပ်ကုန်တဲဃးမှ်ကမၢၣ် သရော်ကဘၣ်ဃးယုၤပြုလုပ်ကုန်တဘျီဒီး.

ယပ္ပၤအိၣ်သင်္ကြံဆိုင်သုပ်ခဲအံၤခဲအံၤ.

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လၢညါယတဆါယသစ်သုပ်ဘၣ်.

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"ယကလီနီနုအပ္ပတစဲးသု." "အါ, တၢ်ဘျးနီ."

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## 2.9 Listening and Speaking

၂.၉ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပှၤကညီအကျိၣ်လၢပှၤကညီအဟံၣ်.

Continue to take time to listen to the Karens talk with each other and to converse with them. If there are any Karen shops, try asking the price of some things. If you don't know the names of the items, point to them and refer to them as "အအံၤ" or "အန့ၣ်." If there is something in the shop you can buy, carry the transaction through using Karen as far as possible.

If there are no Karen shops, get some Karen to go with you to whatever shop is nearby, and even though you know the shopkeeper's language, pretend that you don't. Rather ask your companion in Karen about the price of some items, and have your companion translate the answer into Karen for you.

## 2.10 Cultural Assignment

၂.၁၀ တၢ်ဃုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

Continue to note down and file your observations concerning clothing as in 2.9.

သရၣ်-တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘျီဃးဒီးပှၤကညီကျိၣ်ဘၣ်. ပှၤက့ၢ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 3

### တၢ်မၤလိ ၃

#### 3.1 Useful Words and Phrases

၃.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

အဲၣ်, အဲၣ်ဒီး/အဲၣ်ဒီး

To love, like, be pleased with; to want

တၢ်မိၣ်...သး

To desire, want to obtain

နံၣ်

Wrap-around skirt, sarong/longyi

ကူၣ်

Classifier for garments worn by wrapping around the waist

ဇဲၣ်

Particle used to correct a wrong assumption, to indicate surprise that something is contrary to one's expectation, or to make a statement less abrupt

ကွၢ်

To look at, look after, watch; to do by way of trial

အိၣ်ကွၢ်(တၢ်)

To try eating something

အချၢ်

The breadth of a thing (used for items made from cloth)

လဲၣ်

To be wide, broad

အံၣ်

To be narrow

ဆံး

To be small

ထံၣ်

Classifier for moments or very short intervals of time

တထံၣ်

A moment

ကဲၣ်ဆီး/ကဲၣ်ဆီး

Excessively, beyond what is fit or desirable

#### 3.2 Pattern Sentences and Phrases

၃.၂ တၢ်ကတိၤအဒိ

(1) Use of အဲၣ်/အဲၣ်ဒီး/အဲၣ်ဒီး, "to love, like, be pleased with; to want"

(၁) တၢ်သူတၢ်ကတိၤ "အဲၣ်/အဲၣ်ဒီး/အဲၣ်ဒီး"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

(a) ပၤတၢ်အံၤအဲၣ်အပူၤဝုၤမး.

This person loves his younger sibling very much.

ပၤဒီပူၤဝဲၣ်လွံၣ်ဂၤန့ၣ် အဲၣ်အမိၢ်အပၢ်  
ဝုၤမး.

Those 4 brothers and sisters love their parents very much.

<sup>7</sup> In some areas, such as the Musikee area, the particle ဇဲၣ် is not used, rather ညးၣ်/သးၣ် is used instead; but in most areas the latter has a different meaning from the meaning of ဇဲၣ်.

ပဘဉ်အဲၣ်ပှၤခဲလၢၣ်.	We should love everyone.
ယွၤအတၢ်အဲၣ်ဒိၣ်န့ၣ်ပှၤကညီအတၢ်အဲၣ်.	God's love is greater than the love of human beings.
ပှၤမၤဒ်န့ၣ်န့ၣ် ယတအဲၣ်ဘဉ်.	I don't like people doing that.
(b) ယအဲၣ်ဒီးအိၣ်မ့ၤ.	I want to eat (rice).
ယအဲၣ်ဒီးအိၣ်ထံ.	I want to drink (some) water.
ယအဲၣ်ဒီးလဲၤဆူန့ၣ်.	I want to go there.
ယအဲၣ်ဒီးက့ၤဆူဒး.	I want to go home.
ယအဲၣ်ဒီးဖိအိၣ်ထီးညဉ်ကသူ.	I want to cook pork curry.
ယအဲၣ်ဒီးတၢ်ပသၢၤဝါတဲး.	I want to pound a bit of garlic.
ယတအဲၣ်ဒီးကွၢ်တၢ်ဂီၤဘဉ်.	I don't want to look at the picture.
ယတအဲၣ်ဒီးဒုးအိၣ်အိၣ်သးသးသ့ဘဉ်.	I don't want to give him mangoes to eat.
(c) အဝဲသ့ၣ်အဲၣ်ဒီးအိၣ်မ့ၤလံ.	They want to eat already.
သုအဲၣ်ဒီးလဲၤဝီၣ်ပခံၤ.	Do you want to go with us?
အဝဲသ့ၣ်တအဲၣ်ဒီးကီးတၢ်သးဝံၣ်ဘဉ်.	They don't want to sing.
ယမိၢ်ယပၢ်အဲၣ်ဒီးလဲၤပှၤတၢ်ခဲအံၤ.	My parents want to go shopping now.
သုအဲၣ်ဒီးပှၤမတၤလီၣ်.	What do you want to buy?
(d) ယအဲၣ်ဒီးလၢနကလဲၤ.	I want you to go.
ယအဲၣ်ဒီးလၢအဝဲကသးဝံၣ်တၢ်.	I want him to sing.
ယပုၢ်အဲၣ်ဒီးလၢယကပှၤန့ၣ်အိၣ်န့ၣ်တက့ၢ်.	My younger sibling wants me to buy her a sarong.
ယမိၢ်တအဲၣ်ဒီးလၢနကတဲသရၣ်လၢအဝံၣ်ဘဉ်.	My mother doesn't want you to tell the teacher about it.
နဂီၢ်မိၢ်အဲၣ်ဒီးလၢနကလဲၤဆူအိၣ်.	Your friend wants you to go to her.

Repeat (b), (c), and (d) above using အဲၣ်ဒီး in place of အဲၣ်ဒီး.  
သရၣ်-တဲလိ (b). (c), ဒီး (d) ကဒီးတၢ်ဘျီ ဘဉ်ဆုၣ်အအံၤတၢ်ဘျီန့ၣ် လၢ "အဲၣ်ဒီး" အလီၢ်တဲလိ "အဲၣ်ဒီး."

## (2) Use of တၢ်မိၢ်...သး, "to desire, want to obtain"

(၂) တၢ်သုတၢ်ကတိၤ "တၢ်မိၢ်...သး"

REPEAT after the teacher

သရၣ်-မၤပှၤကွၢ်ဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

(a) တၢ်မိၢ်အိၣ်ယသးလၢမ့ၤ.	I want to eat (rice).
တၢ်မိၢ်အိၣ်ယသးလၢထံ.	I want to drink (some) water.
တၢ်မိၢ်လဲၤယသးဆူန့ၣ်.	I want to go there.
တၢ်မိၢ်က့ၤယသးဆူဒး.	I want to go home.

တၢ်မိၣ်ဖီအိၣ်ယသးလၢထီးညၣ်ကသူ.	I want to cook pork curry
တၢ်မိၣ်တၢ်ယသးလၢပသၢဝါတစဲ.	I want to pound a bit of garlic.
တၢ်တမိၣ်ကွၢ်ယသးလၢတၢ်ဂီၤဘၣ်.	I don't want to look at the pictures.
တၢ်တမိၣ်ဒုးအိၣ်ယသးအိၣ်လၢသခိး သၣ်ဘၣ်.	I don't want to give him mangoes to eat.
(b) အဝဲသ့ၣ်တၢ်မိၣ်အိၣ်အသးလၢမ့ၤလံ.	They want to eat already.
သုတၢ်မိၣ်လဲၤပိၣ်သုသးလၢပခံၤ.	Do you want to go with us?
အဝဲသ့ၣ်တၢ်တမိၣ်ကီးအသးလၢတၢ် သးဝံၣ်ဘၣ်.	They don't want to sing any songs (lit., call any songs).
ယမိၣ်ယပၢ်တၢ်မိၣ်လဲၤပွၤအသးတၢ် ခဲအံၤ.	My parents want to go shopping now.
သုတၢ်မိၣ်ပွၤသုသးလၢမတၢ်လဲၣ်.	What do you want to buy?

The examples in (2-a) and (2-b) above have the same meaning as the corresponding examples in (1-b) and (1-c) above. Note that in order to express the meaning of the sentences in (1-d) above, it is necessary to use a word which you have not yet learned.

### (3) New descriptive verbs

(၃) တၢ်သူတၢ်ကတိၤ "လဲၣ်," "အံၣ်," ဒီး ဆဲး"  
REPEAT after the teacher  
သရၣ်-မၤပွၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၣ် ၂-၃ ဝီ.

နံၣ်အအံၤတကူၣ်အချၢ်လဲၣ်. နံၣ်အန့ၣ် တကူၣ်အချၢ်အံၣ်.	This sarong's breadth is wide; that sarong's breadth is narrow.
စဘဲတဖျၢၣ်အံၤလဲၣ်. အန့ၣ်တဖျၢၣ်အံၣ်.	This table is wide; that one is narrow.
အးအအံၤတဖျၢၣ်ဒိၣ်. အန့ၣ်တဖျၢၣ်ဆဲး.	This house is large; that one is small.
ဆုကၤတဘျီအံၤဆဲးကဲၣ်ဆိး.	This shirt is too small.
ဖိသၣ်တဂၤန့ၣ်ဆဲးတစဲ.	That child is a bit small.

### (4) Use of ကဲၣ်ဆိး/ကဲၣ်ဆိး, "excessively, beyond what is fit or desirable"

(၄) တၢ်သူတၢ်ကတိၤ "ကဲၣ်ဆိး/ကဲၣ်ဆိး"  
REPEAT after the teacher.  
သရၣ်-မၤပွၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၣ် ၂-၃ ဝီ.

လီၤဆုၣ်နီၤတဖျၢၣ်အံၤဒိၣ်ကဲၣ်ဆိး.	This chair is too big.
သုတဲသကီးတၢ်ယံၣ်ကဲၣ်ဆိး.	You talk together too long.
နပူၤတဂၤန့ၣ်ဆဲးကဲၣ်ဆိး.	That younger sibling of yours is too small.

နံပါတ်ကုန်အံ့အံ့ကပ်ဆီး.  
 ဖိသပ်ဟဲအါကပ်ဆီး.  
 ဆီဒံအံ့အံ့ကပ်ဆီး.  
 သကွံတဖျါနံ့မံကပ်ဆီး.  
 ကသုအံ့ဟီကပ်ဆီး.  
 ထံချီအံ့ဆါကပ်ဆီး.

This sarong is too narrow.  
 Too many children came.  
 There are too few eggs.  
 That banana is too ripe.  
 This curry is too salty.  
 This hot drink is too sweet.

Repeat the above drill using ကပ်ဆီး in place of ကဲဆီး.

(5) Use of ကွၢ်, "to look at, look after, watch"

(၅) တၢ်သုတၢ်ကတိၤ ကွၢ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲန့ၣ် ၂-၃ ဝီ.

(a) ကွၢ်ဆူန့ၣ်. (ကွၢ်လၢန့ၣ်.)  
 ကွၢ်ဆူအံၤ. (ကွၢ်လၢအံၤ.)  
 ကွၢ်ဆူယအိၣ်. (ကွၢ်လၢယအိၣ်)  
 ကွၢ်ထီၣ်ဆူန့ၣ်. (ကွၢ်ထီၣ်လၢန့ၣ်.)  
 ကွၢ်လီၤဆူအံၤ. (ကွၢ်လီၤလၢအံၤ.)  
 ဟဲကွၢ်ယအိၣ်.  
 ကွၢ်ထီၣ်တဒုန့ၣ်.  
 ကွၢ်နုၤပုၤဂုၤဂုၤ.  
 ကွၢ်ယဖိမိၣ်.

Look over there.  
 Look here.  
 Look toward me.  
 Look up there.  
 Look down here.  
 Come and see (look at) my house.  
 Look at that pig.  
 Take good care of your younger sibling.  
 Look after my child, will you?

(b) ယလဲၤတသ့ဘၣ်. ယဘၣ်ကွၢ်ယပုၤ.  
 အဝဲဘၣ်ကွၢ်အမိၢ်အပၢ်.  
 ယပၢ်လဲၤကွၢ်ကွၢ်တဖျါန့ၣ်.  
 ယအံၤဒီးကွၢ်နုၤလံၣ်သ့ၣ်တဖၣ်. သုၤခါ.  
 ကွၢ်ထီၣ်ဆူန့ၣ်. ဆီတဘျီလဲၤန့ၣ်  
 ဆူန့ၣ်ဒီးပုၤ.

I can't go. I must look after my younger sibling.  
 He has to take care of his parents.  
 My father went to look at the school.  
 I want to look at your books. May I?  
 Look up there. A chicken has entered your house.

(c) နကလဲၤခါကလဲၤဘၣ်ခါ ကွၢ်လၢန့ၣ်.  
 နကပွၤခါတပွၤဘၣ်လဲၣ်န့ၣ် ကွၢ်လၢန့ၣ်.  
 "ပကပွၤဒီးတၢ်အံၤတဖၣ်နီၤ." "ကွၢ်လၢ  
 သုၤ."  
 "ယမ့ၢ်ဟ့ၣ်အီၤလၢယဆူကၢအသီတ  
 ဘျီအံၤကဂုၤခါ." "ကွၢ်လၢန့ၣ်."

Whether you go or not is up to you.  
 Whether you buy or not is up to you.  
 "We'll buy a little of this, okay?" "It's up to you."  
 "If I give her this new blouse of mine would that be good?" "It's up to you."

(d) ...ကွၢ်ဖဲအဘၣ်နသး.  
 ...ကွၢ်ဖဲပုၤကဟ့ၣ်နတမံၤမံၤ.

...whatever pleases you.  
 ...whatever people will give you..



...ကွပ်ပေဟဲနုဆိတဂါဂါ.

...whoever arrives first.

...ကွပ်နုဖိနုတဘုတ်ဘုတ်.

...whichever one you're able to catch.

...ကွပ်အလီတဲင်လါမုနီနီနီ.

...whichever ones fall down at night.

...ကွပ်ပေကလဲကျဲအဝဲနုတဂါဂါ.

...whoever goes by that road.

### 3.3 Questions and Answers

၃.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆါ

- (1) Repeat both the questions and the answers after the teacher once, then close your book. As the teacher asks the questions in order, give the response indicated. After you can respond correctly and promptly, the teacher should point to various articles in the house or in pictures and ask the opposite of what he/she thinks its description is; e.g., pointing to a small table, the question should be စဉ်းတဖျၢၣ်အံၤဒိၣ်ခါ, and you should answer as in the drill. For articles the name of which you haven't learned yet, the teacher can simply use အအံၤ, တၢ်အံၤ, အန့ၣ်, or တၢ်(အဝဲ)န့ၣ် to refer to it.

(၁) သရၣ်--အဆိတဘျီ မၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲသရၣ်အခံၤကိၤကျိၤဝံၤ မၤပုၤကွၢ်ဖိကးဘၢယၢ်အလံၤ. သံကွၢ်ပုၤကွၢ်ဖိဒီးမၤပုၤကွၢ်ဖိ စံးဆါဒီးအိၣ်ဝဲအသိး. ပုၤကွၢ်ဖိစံးဆါန့ၣ်ဝံၤ နကဘၣ်တဲလီၤတၢ်န့ၣ်ကဒီးတၢ်စံးဆါတဘျီ ဒီးမၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲကဒီးန့ၣ်. လၢခံတဝီ သရၣ်ကသံကွၢ်ကဒီးပုၤကွၢ်ဖိဒီးမၤပုၤကွၢ်ဖိစံးဆါကဒီး. ဘၣ်ဆၣ်တဘျီအံၤ ပုၤကွၢ်ဖိစံးဆါတၢ်မုၢ်ဘၣ် သရၣ်တလိၣ်တဲန့ၣ်ပုၤကွၢ်ဖိလၢဘၣ်. သရၣ်ကဘၣ်သံကွၢ် ၃-၄ ဝီတုၤလၢပုၤကွၢ်ဖိတဲဘၣ် ဘျီဘျီတဲစံး. တုၤပုၤကွၢ်ဖိတဲဆါဘၣ်ဘျီလဲန့ၣ် သရၣ်ကန့ၣ်တၢ်လၢဒီးပုၤတမံၤဘၣ်တမံၤ ဒီးသံကွၢ်ပုၤကွၢ်ဖိဒီးအိၣ်ဝဲအသိး ဒီးမၤပုၤကွၢ်ဖိစံးဆါ. သရၣ်မုၢ်န့ၣ်တၢ်တမံၤမံၤလၢပုၤကွၢ်ဖိတသ့ၣ်ညါအမံၤဒီးဘၣ် (အဒိ, န့ၣ်ရံၣ် တဖျၢၣ်) န့ၣ် သရၣ်ကတဲလၢ "အအံၤ," "တၢ်အံၤ," "အန့ၣ်," မ့တမ့ၢ် "တၢ်(အဝဲ)န့ၣ်. "အဒိ--သရၣ်မုၢ်န့ၣ်န့ၣ်ရံၣ် လၢအဒိတဖျၢၣ်န့ၣ် သရၣ်ကသံကွၢ်လၢ "အန့ၣ်တဖျၢၣ်န့ၣ်ဆံးခါ." ဒီးပုၤကွၢ်ဖိကစံးဆါလၢ "တဆံးဘၣ်. ဒိၣ်."

T. အးတဖျၢၣ်န့ၣ်ဒိၣ်ခါ.

Is the house large?

S. တဒိၣ်ဘၣ်. ဆံး.

Not large. Small.

T. စဉ်းတဖျၢၣ်န့ၣ်လဲၣ်ခါ.

S. တလဲၣ်ဘၣ်. အံၤ.

T. ညၣ်ဖိတဖၣ်အိၣ်စ့ၤခါ.

S. အိၣ်တစ့ၤဘၣ်. အိၣ်အါ.

T. နံၣ်တကူၣ်န့ၣ်အခါအံၤခါ.

S. တအံၤဘၣ်. လဲၣ်.

T. သးသးသးအိၣ်အါခါ.

S. အိၣ်တအါဘၣ်. အိၣ်စ့ၤ.

T. လီၤဆုၣ်နီၤတဖျၢၣ်န့ၣ်ဆံးခါ.

S. တဆံးဘၣ်. ဒိၣ်.

- (2) Repeat both the questions and the answers after the teacher once, then close your book. Then as the teacher asks the questions in order, give the answer indicated.

(၂) သရၣ်--အဆိသရၣ်ကဖးတၢ်သံကွၢ်ဒီးတၢ်စံးဆါ ဒီးမၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲသရၣ်အခံၤ မၤပုၤကွၢ်ဖိကးဘၢယၢ်အလံၤ. သရၣ်ကသံကွၢ်ကဒီးပုၤကွၢ်ဖိတဝီ ဒီးမၤပုၤကွၢ်ဖိတဲဆါတၢ်ဒိၣ်တၢ်စံးဆါအိၣ်ဝဲအသိး. ပုၤကွၢ်ဖိစံးဆါတၢ်ဝံၤ သရၣ်ကဘၣ်တဲလီၤတၢ်န့ၣ်ကဒီးတၢ်စံးဆါ ဒီးမၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲသရၣ်အခံၤ. မၤပုၤကွၢ်ဖိဒီးအံၤတုၤလၢပုၤကွၢ်

ဖိတ်ဘတ်ဘျတစ်စုံ. လာခံတစ်နှစ် သရော်ကသံကွက်ကဒီးပုကွက်ဖိ. မပုကွက်ဖိစံးဆာကဒီး ဘတ်ဆတ်တဘျီအံ ပုကွက်ဖိစံးဆာတံမုတ်ဘတ် သရော်တလိပ်တဲနုပုကွက်ဖိလာဘတ်. ဘတ်ဆတ်ပုကွက်ဖိစံးဆာမုတ်တဘတ်ဘတ် သရော်က ဘတ်တဲဘတ်နုကုပုကွက်ဖိစံး မပုကွက်ဖိတဲပိတ်ထွဲသရော်အခဲ. သရော်ကဘတ်သံကွက်ပုကွက်ဖိ ၃-၄ ပီတုလျာပုကွက် ဖိစံးဆာဘတ်ဘျတစ်စုံ.

T. နံပါတ်ကူအံဘတ်ခါ.	Does this sarong fit correctly? (Is this sarong correct?)
S. တဘတ်ဘတ်. လဲကဲနံးဆီး.	No, it's too wide.
T. ဖိသပ်တဂါအံလဲသုခါ.	Can this child go?
S. တသုဘတ်. ဆံးကဲနံးဆီး.	No, he's too small.
T. စဘွဲတဖျာအံဘတ်ခါ.	Is this table all right?
S. တဘတ်ဘတ်. ဒိပ်ကဲနံးဆီး.	No, it's too big.
T. နကဟံးနုအဖျာတဆံခါ.	Will you take ten?
S. တဟံးဘတ်. အါကဲနံးဆီး.	Not, it's too much.
T. တကံလီကအါခါ.	Will a kilo be plenty?
S. တအါဘတ်. စွဲကဲနံးဆီး.	No, it's too small an amount..
T. တဖိအိပ်အလီအံဘတ်ခါ.	Is this cooking place all right?
S. တဘတ်ဘတ်. အံနံကဲနံးဆီး.	No, it's too narrow.

### 3.4 Pattern Sentences and Phrases

၃.၄ တက်ကတိအဒိ

#### (1) Use of ကွပ်, "to try out, do by way of trial"

(၁) တက်သုတက်ကတိ "ကွပ်"

REPEAT after the teacher.

သရော်-မပုကွက်ဖိတဲပိတ်ထွဲနံ ၂-၃ ပီ.

(a) အိပ်ကွပ်

အီကွပ်

ကွပ်ကွပ်

ပုကွပ်

ဆါကွပ်

မကွပ်

တဲကွပ်

မလိကွပ်

ဖီကွပ်

ချီကွပ်

ဟံးလီကွပ်ကွပ်

(b) အိပ်ကွပ်ကသုအံ, မုတ်အဆာအဟဲ  
ဘတ်ခါ.

Try eating it. (Eat it and see.)

Try drinking it. (Drink it and see.)

Look and see.

Buy it and see. (Try buying it.)

Sell it and see. (Try selling it.)

Try doing it. (Do it and see.)

Try telling it.

Try studying it.

Try cooking it

Try boiling it.

Take it down and see.

Taste this curry and see if it is hot enough with  
spices.

အီကွတ်တင်ချီထံအံ၊ မှ်အဆာအဟီ  
ဘၣ်ဇါ.

Taste this soup and see if it is salty enough.

တဲကွတ်အီလၢပၤကညီကီၣ်, မှ်ကန်  
ပၢ်နၢဇါ.

Try telling him in Karen and see if he will understand you.

ဆါကွတ်သဒီးသၣ်သ့တဖၣ်အံ၊ မှ်ပၤ  
ကပၤဇါ.

Try selling these mangoes and see if people will buy them.

(2) Use of ထံၣ်, classifier for moments and very short intervals of time

(၂) တၢ်သ့တၢ်ကတိၤ "ထံၣ်"

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်ထံၣ်သရၣ်အံ ၂-၃ ဝီ.

ဟ့ၣ်ယၤနလီၤဆ့ၣ်နီၤတထံၣ်.

Give me your chair a moment.

ယကလဲၤဟးအိၣ်အီၤတထံၣ်.

I'm going to go and visit her a moment.

ဝံသးစူၤ, ယကအိၣ်မ့ၤတထံၣ်.

Excuse me, I'm going to eat rice a moment.

ကီးကုၤနဖိတထံၣ်.

Call your child back a moment.

ဒုးကွတ်ယၤနတၢ်ဂီၤတထံၣ်.

Let me see your pictures a moment.

ဆ့ၣ်နီၤတထံၣ်. ယအဲၣ်ဒီးတဲသကီးတၢ်  
ဒီးနၤတဲး.

Sit down a moment. I want to talk with you a bit.

(3) Use of ဇဲၢ်, particle used when correcting a wrong assumption or to make a statement

less abrupt

(၃) တၢ်သ့တၢ်ကတိၤ "ဇဲၢ်"

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်ထံၣ်သရၣ်အံ ၂-၃ ဝီ.

"နကလဲၤဆူလီၣ်." "ယကလဲၤဆူယဝဲၢ်ဖိ  
အဒးဇဲၢ်."

"Where are you going?" "I'm going to my elder brother's house."

"နဟဲမၤမတၤလီၣ်." "ယဟဲအိၣ်သကီးနၤ  
ဇဲၢ်."

"What did you come to do?" "I came to visit you."

"မတၤဟဲပိၣ်နံတဂၤလဲၣ်." "ယဖိခွါဇဲၢ်."

"Who came with you?" "My son."

"နအိၣ်မ့ၤဝံလဲၣ်ဇါ." "တဝံဒံးဘၣ်ဇဲၢ်."

"Have you eaten yet?" "No, I haven't."

"ပၤတအိၣ်လၢဒးဇါ." "အိၣ်ဇဲၢ်."

"Isn't anybody home?" "Sure."

"နကုၤဖိအိၣ်ကွတ်တၢ်ဒီးအံၤတဲး. ဆၢဖးဒိၣ်  
ညါ." "ယကကုၤဖိအိၣ်ကွတ်ကွၢ်ဇဲၢ်."

"Take a little of this vegetable home and try cooking it. It's quite tasty." "Well, I'll try cooking it and see."

"ဟဲအိၣ်မ့ၤဒီးပၤတထံၣ်." "ပဲအိၣ်မ့ၤဝံလဲၣ်  
ဇဲၢ်."

"Come and eat with us a moment." "Why, we've already eaten."

"နဆါတၢ်အပ္ပၤဒိၣ်ဇၢ်."

"You sell it expensively."

"နဟ့ၣ်တၢ်အပ္ပၤဒိၣ်ဇၢ်."

"You paid a big price for it."

အဝဲအိၣ်တၢ်အဟဲန့ၣ်ဖးဒိၣ်ဇၢ်."

"He can certainly eat things very spicy hot!"

Note that when the particle ဇၢ် is used, the preceding word is pronounced with a mid-to-high tone regardless of the tone mark with which it is written, due to a superimposed intonation pattern.

If you are in an area where ဇၢ် is not used, repeat the above using ညၢၣ် in place of ဇၢ်. But if ဇၢ် is used in your area, do not practice with ညၢၣ်, as in most areas it has a different meaning.

သရၣ်-ပှၤကွဲၣ်ဖိမ့ၢ်အိၣ်လၢတၢ်လီၤဖှိၣ်တသ့တၢ်ကတိၤ "ဇၢ်" ဘၣ်န့ၣ် တဲလိကဒီးတဘျီ ဒီးလၢ "ဇၢ်" အလီၤ တဲလၢ "ညၢၣ်." ဘၣ်ဆၣ်ပှၤကွဲၣ်ဖိမ့ၢ်အိၣ်လၢတၢ်လီၤဖှိၣ်ညၢၣ်န့ၣ်တဲလၢ "ဇၢ်" န့ၣ် တဘၣ်သ့လၢ "ညၢၣ်" လၢတဘၣ်.

(4) Use of တၢ်လၢ, etc., "some, any"

(၄) တၢ်သ့တၢ်ကတိၤ "တၢ်လၢ," "တဘျီဘျီ" ဒီးတၢ်ကတိၤအၤဒ်န့ၣ်အသိး

REPEAT after the teacher.

သရၣ်-မၤပှၤကွဲၣ်ဖိတဲပိၣ်ထွဲသရၣ်အခဲ ၂-၃ ဝီ.

(a) တဘျီဘျီ

Sometime, sometimes, anytime

တၢ်လၢ

Someone, somebody, anyone, anybody

တမံၤမံၤ

Something, anything

တဒုဒု

Some quadruped, any quadruped

တဖျၢၣ်ဖျၢၣ်

Some round thing, any round thing

တဘ့ၣ်ဘ့ၣ်

Some flat thing, any flat thing

တဘိဘိ

Some long thing, any long thing

တလါလါ

Some month, any month

တနံၣ်နံၣ်

Some year, any year

တကူၣ်ကူၣ်

Some wrap-around garment, any wrap-around garment

တမိမိ

Some kind, any kind

(Note: Theoretically one could also say တကလုၣ်ကလုၣ်, but it seems awkward and the Karens usually don't say it.)

(b) တဘျီဘျီယမၤတၢ်တမ့ၣ်ဘၣ်.

Sometimes I don't enjoy working.

ပှၤမ့ၢ်ဟဲတၢ်လၢန့ၣ် ကီးယၤနီၤ.

If anybody comes, call me, won't you?

ဟဲစီၣ်န့ၣ်ယၤဆီတဘ့ၣ်ဘ့ၣ်.

Bring me any chicken

နညၣ်ဖိအိၣ်တဘိဘိခါ.

Do you have any fish?

ဘၣ်တနံၣ်နံၣ်သးသးတအိၣ်အါဘၣ်.

Some years there aren't many mangoes.

နလံတၢ်တဲအိၣ်တဘျီတဘျီနီၤ.

Do you have some storybooks?

### 3.5 Questions and Answers

၃.၅ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Go through the following drill once repeating both the question and the answer after the teacher. On the second round the teacher will ask the question referring to the picture beside it, and you should give the response indicated. On the third round cover up the questions and answers looking only at the pictures as the teacher points to one after another. After you can respond correctly and promptly, the teacher should sometimes change the verb to the opposite, thus making it necessary for you to give a negative answer. (Follow the pattern in 3.3 (1) in such cases.) For example, referring to the first picture, the teacher may ask ဒီးတဖျၢၣ်န့ၣ်ဆံးဇၢ်, "Is this house small?" and you would answer, တဆံးဘၣ်. ဒိၣ်, "Not small. Large." But if the teacher asks the question as it is written next to the picture, you should answer affirmatively using ဇၢ်. The teacher may also mix up the order of the pictures, sometimes asking the question requiring an affirmative answer, sometimes asking one requiring a negative answer. The teacher may also ask you about some things in the house or in other pictures in such a way that you must sometimes answer affirmatively and sometimes negatively. (If you are in an area where the people do not use ဇၢ်, then substitute ညၢၣ်; but if ဇၢ် is used in your area, don't practice with ညၢၣ်, as in most areas the latter word has a different meaning.)

သရၣ်-အဆိတဘျီ မၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲၣ်သရၣ်အဆံးကးကျါဒီး. လၢခံတဝီန့ၣ် သရၣ်ကသံကွၢ်တၢ် ဒီးပုၤကွၢ်ဖိကစံးဆၢဝဲဝဲ သရၣ်ကဘၣ်တဲလီၤတၢ်န့ၣ်ကဒီးတၢ်စံးဆၢတဘျီ ဒီးမၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲၣ်ကဒီးသရၣ်အဆံ. သၢဝီတဝီန့ၣ် မၤဒံခံတဝီအသး ဘၣ်ဆုၣ်အအံၤတဘျီအံၤ မၤပုၤကွၢ်ဖိကးဘၢယၢ်တၢ်ကတိၤတဖၣ်ဒီးကွၢ်ထဲတၢ်ဂီၤ. လွံၣ်ဝီတဝီန့ၣ် ပုၤကွၢ်ဖိတဲဆၢသရၣ်မ့ၢ်ဘၣ်န့ၣ် သရၣ်တလိၣ်တဲလီၤတၢ်န့ၣ်ပုၤကွၢ်ဖိလၢဘၣ်. တုၤပုၤကွၢ်ဖိတဲဆၢတၢ်ဘၣ်ဘျီလံန့ၣ် သရၣ်ကသံကွၢ်ကျဲၣ်ကျီတၢ်-တဘျီတဘျီကသံကွၢ်တၢ်ဒ်အဒိအိၣ်ဝဲအသး ဒီးပုၤကွၢ်ဖိကဘၣ်တဲဆၢတၢ်ဒီးသုတၢ်ကတိၤ "ဇၢ်." ဒီးတဘျီဘျီသရၣ်ကသံကွၢ်ခိၣ်ခံတၢ်. အဒိ-သရၣ်ကသံကွၢ်ဘၣ်ဃးတၢ်ဂီၤ အခိၣ်ထံးတဘျီဒီးတဲလၢ "ဒီးတဖျၢၣ်န့ၣ်ဆံးဇၢ်." ပုၤကွၢ်ဖိကစံးဆၢလၢ "တဆံးဘၣ်. ဒိၣ်." မၤဒံအံၤတုၤလၢ ပုၤကွၢ်ဖိတဲဆၢတၢ်ဘၣ်ဘျီတဖၣ်. လၢခံ ဒ်သးတဘျီတဘျီပုၤကွၢ်ဖိကဘၣ်စံးဆၢတမ့ၢ်ဒီးတဘျီတဘျီကဘၣ်စံးဆၢလၢ အဂၤတမ့ၢ်န့ၣ် သရၣ်မ့ၢ်န့ၣ်တၢ်ဖိတၢ်လံၤလၢဒီးပုၤမ့ၢ်ဂ့ၤ တၢ်ဂီၤလၢလံၤတဘျီတဘျီအပူၤမ့ၢ်ဂ့ၤ ဒီးသံကွၢ်ကျဲၣ်ကျီတၢ်သ့. (ပုၤကွၢ်ဖိမ့ၢ်အိၣ်လၢတၢ်လီၤဖဲပုၤတသုတၢ်ကတိၤ "ဇၢ်" ဘၣ်န့ၣ် မၤပုၤကွၢ်ဖိတဲလၢ "ညၢၣ်" ဘၣ်ဆုၣ် ပုၤမ့ၢ်တဲညၢၣ်လၢ "ဇၢ်" န့ၣ် တဘၣ်သုလၢ "ညၢၣ်" ဘၣ်.)

T. ဒီးတဖျၢၣ်န့ၣ်ဒိၣ်ဇၢ်.

Is the house big?

S. ဒိၣ်ဇၢ်.

Yes, it's big.

T. စဘဲတဖျၢၣ်န့ၣ်လဲၣ်ဇၢ်.

Is the table wide?

S. လဲၣ်ဇၢ်.

Yes, it is.

T. ညၢၣ်ဖိတဖၣ်န့ၣ်အိၣ်စ့ၤဇၢ်.

Are the fish few in number?

S. အိၣ်စ့ၤဇၢ်.

Yes, they are.

T. နံပါတ်ကုန်အခါအံ့အါ.	Is the breadth of the skirt narrow?
S. အံ့အါ.	Yes, it is.
T. သီးသစ်အံ့အါ.	Are there many mangoes?
S. အံ့အါ.	Yes, there are.
T. လီဆုန်နီတဖျာအံ့အါ.	Is the chair small?
S. အံ့အါ.	Yes, it is.

### 3.6 Notes on Word Usage and Grammar

၃.၆ သရုပ်-မဟုတ်ကိစ္စအုပ်စုလေး.

#### (1) Use of ကွပ်, "to look at, look after, watch" and "to do by way of trial."

In this lesson you have been introduced to four uses of ကွပ်--

(a) When ကွပ် is the main verb, it means "to look at, look after, watch." In such cases it is often the only verb. However, sometimes it may be preceded by a verb indicating movement which precedes the looking; e.g., ဟဲကွပ်, "Come and look;" and may be followed by a verb which modifies the looking; e.g., ကွပ်ထိပ်, "Look up." See the examples in 3.2 (5-a).

(b) In the second use of ကွပ် some other action verb is the main verb, and ကွပ် follows it indicating that the action is performed by way of trial; e.g., မကွပ်, "try doing (it)." Sometimes the ကွပ် is reduplicated, giving the meaning to "try and see," and sometimes the main verb is followed by ဒီးကွပ်ကွပ်, which has essentially the same meaning. You should learn to recognize the expressions when you hear them, but at the beginning you would be wiser just to use a single ကွပ် after the main action verb when you are doing the speaking in everyday situations. See the examples in 3.2 (5-b).

(c) The expression ကွပ်လဲနီ is an idiomatic expression equivalent to the English "It's up to you (lit., look to you)." See examples in 3.2 (5-c).

(d) The verb ကွပ် followed by a clause introduced by ဝဲ gives the idea of "whoever," "whichever," "whatever," etc. Often reduplicated classifiers together with the numeral ၈ are used at the end of such clauses. See examples in 3.2 (5-d).

#### (2) Use of ခဲ, particle used when correcting a wrong assumption or to make a statement less abrupt.

The particle **ဧ်** is used at the end of declarative expressions (1) to correct a wrong assumption; e.g., "ပုၤတအိၣ်လၢဒးဧ်." "အိၣ်ဧ်." "Is nobody at home?" "Sure, there is." (2) To express surprise that something is contrary to what the speaker had expected; e.g., နဆါတၢ်အပ္ပၤဒိၣ်ဧ်, "You sell things very expensively!" (3) To provide a less abrupt ending to a statement, especially one that is a bit short; e.g., "မတၤဟံၣ်ဝီၣ်နခံတဂၤလဲၣ်." "ယဖိၣ်ဧ်." "Who has come with you?" "My son." (In this latter sense **ဧ်** is similar to **လီၤ** in everyday speech.) Note that when the particle **ဧ်** is used, the preceding word is pronounced with a mid-to-high tone regardless of the tone mark with which it is written, due to a superimposed intonation pattern. As indicated in the footnotes, in some areas the word **ညးၣ်/သးၣ်** is used in place of **ဧ်**, but in most areas **ညးၣ်/သးၣ်** has a different meaning, which you will learn later.

(3) Use of **ထံၣ်**, classifier for moments or short intervals of time

The word **ထံၣ်** is used as a classifier for moments or short intervals of time; e.g., ယကကွၢ်တၢ်ဂီၤတထံၣ်, "I'll look at the pictures a moment." When it has this meaning, it is usually used only with the number "one;" as in တထံၣ်.

(4) Use of **အဲၣ်** and **အဲၣ်ဒီး/အဲၣ်ဒီး**, "to love, like, be pleased with; to want"

You have already learned the word **သးလီ**, "to want, desire, covet." In this lesson you have been introduced to another word **အဲၣ်ဒီး/အဲၣ်ဒီး** which can also mean "to want/to want to do." While it is occasionally used as a single verb followed by an object meaning "to want" (e.g., ယအဲၣ်ဒီးလံၣ်သးဝံၣ်, "I want a hymnbook"), it is more commonly used followed by another verb; e.g., ယအဲၣ်ဒီးပှၤလံၣ်သးဝံၣ်, "I want to buy a hymnbook." To express the idea that you want someone else to carry out a given action, the word **အဲၣ်ဒီး** is usually followed by **လၢ** + the subject whom you want to have carry out the action + the verb indicating the action you want him/her to carry out; e.g., ယအဲၣ်ဒီးလၢနကပှၤလံၣ်သးဝံၣ်, "I want you to buy a hymnbook."

(5) Use of **တၢ်မိၣ်...သး**, "to desire, want to obtain"

The syllable **မိၣ်** meaning "to desire, to want to obtain" is never used alone but only in the idiomatic expression **တၢ်မိၣ်...သး** with one or more verbs following **မိၣ်** and with a personal pronoun preceding **သး**. The meaning is similar to that of **အဲၣ်ဒီး** but the grammatical construction is more complicated. The differences can be seen by comparing the examples in 3.2 (2b & c) with those in 3.2 (3a & b), which have the same English meaning. It can be seen from these examples that if the subject is "I," the subject does not need to be expressed, (although for emphasis **ယဲၣ်** can be used at the beginning.) However, if the subject is "you" or "he/she/they," it must be expressed. Then comes the expression **တၢ်မိၣ်** followed by the verb(s). The word **သး** is always preceded by a possessive pronoun which agrees with the subject; i.e., **ယ** for "my;" **န** for "your (singular);" **အ** for "his/her/their;" or **သု** for "your (plural)." The most complicated part is the placement of the object of the main verb(s).. If there is only one object (as in the first 7 sentences in 3.2 (2b), the object is preceded by **လၢ**

(with the exception of တ်, which is not preceded by လၢ); but if there are 2 objects (as in the 8th sentence), the first object immediately follows the word သး and only the second object is introduced by လၢ. You can see from the last 2 examples of 3.2 (2b) that the negative တ comes between တ် and မိၣ်. You should become familiar with the use of both အဲၣ်ဒီး and with ImPgp...Uo, but in everyday conversation practice using the one which your teacher says is more commonly used in your area. Note that if the subject wants someone else to do something, as in 3.2 (2d), you can use အဲၣ်ဒီး, but not တ်မိၣ်...သး until you learn the word for "to ask someone to do something" in lesson 14.

### 3.7 Substitution Drill

၃.၇ တ်ဆိတလဲတက်ကတိ

Below are some sentences using တ်မိၣ်...သး with "I" (understood) as the subject. Change each one using the expression in ( ) as the subject and changing the pronoun which precedes သး accordingly. If the expression in ( ) is န or သု, change the sentence to a question by adding ခါ at the end.

သရၣ်-မၤပုၤကွီၣ်တဲပိၣ်ထွဲသရၣ်အခံတဝီ ဘၣ်ဆၣ်တဘၣ်သုတက်ကတိလၢအအိၣ်လၢ ( ) အပူၤဒီးဘၣ်. ခံဝီတဝီန့ၣ် မၤပုၤကွီၣ်တဲပိၣ်ထွဲသရၣ်အခံတဝီလၢအအိၣ်လၢ ( ) အပူၤ ဒီးတုၣ်န့ၣ်အိၣ်ဖဲတက်ကတိဒီးကွီၣ်အခိၣ်ထံး ဒီးဆိတလဲစ့ၣ်ကီးတက်ကတိ "ယ" ဆူ "န," "အ," "ပ" မ့တမ့ၢ် "သု" ဒ်အလီၢ်အိၣ်ဝဲအသး ဝံဒီးဖးဒီးကွီၣ်ကးဒီးတဘျီ. အဒိ --"ယမိၣ်တ်မိၣ်လဲၤအသးလၢသုသကီး." တ်ကတိလၢအအိၣ်လၢ ( ) အပူၤ မ့မ့ၢ် "န" မ့တမ့ၢ် "သု (ဝဲသုၣ်)," န့ၣ် ပုၤကွီၣ်တဲကဘၣ်တုၣ်န့ၣ်စ့ၣ်ကီး "ခါ" ဖဲအကတိ. အဒိ--"သုဝဲသုၣ်တ်မိၣ်လဲၤဝီသုသးလၢသရၣ်အခံစ့ၢ်ခါ."

တ်မိၣ်လဲၤယသးလၢသုသကီး.	(ယမိၣ်)
တ်မိၣ်လဲၤဝီယသးလၢသရၣ်အခံစ့ၢ်.	(သုဝဲသုၣ်)
တ်မိၣ်လဲၤယသးဒီးသုတဘျီညါအံၤ.	(ယပုၤ)
တ်မိၣ်ပုၤယသးဖးဒိၣ်ညါ.	(ပဝဲ)
တ်မိၣ်မၤယသးခဲအံၤခဲအံၤ.	(အဝဲသုၣ်)
တ်မိၣ်အိၣ်ယသးထီးညၣ်တဘျီကဒီး.	(ယဂီၢ်မိၣ်)
တ်မိၣ်အိၣ်ယသးလၢသးသးသး:	(ယဲဒုၣ်)
ယံၣ်လံ.	
တ်မိၣ်ဆါယသးလၢစ့ၣ်တဖျါအံၤ.	(နဲဒုၣ်)

### 3.8 Conversation Practice--Learn the previous sections well first.

၃.၈ တ်မၤလိဘၣ်ဃးတက်ကတိသကီးတ် (တချုးသရၣ်သိၣ်လိတ်တကတိအံၤဒီးဘၣ်န့ၣ် ပုၤကွီၣ်ကြးန့ၣ်ပၤတ်မၤလိလၢအပူၤကွီၣ်တဲကဘၣ်တဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to



answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရော်ကဘဉ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခဲဝီၤဒီးမၤပုၤကွီၤဖိကန့ၣ်. ဖဲသရော်ဖးအခါ သရော်ကဘဉ်ဖးထီၣ်စ့ၢ်ကီၢ်: "A" ဒီး "B" အမံၤ ဒ်သီးပုၤကွီၤဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်. တုၤသရော်ဖးတၢ်ကတိၤခဲဝီၤဝံၤလဲၣ်န့ၣ် မၤပုၤကွီၤဖိတဲဆၢတၢ်သံကွၢ်လၢအဝီၣ်လိာ်ပုၤခဲၤအတၢ်ကတိၤအခံအံၤ. ဖဲပုၤကွီၤဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပုၤကွီၤဖိကွၢ်လၢလံာ်ပူၤဘဉ်. ပုၤကွီၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဉ်ဘဉ်ဒီး သရော်ကဘဉ်မၤနီၣ်ဃာ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွီၤဖိစံးဆၢဝဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဉ်ဖးကုၤပုၤခဲၤအတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွီၤဖိလၢတၢ်သံကွၢ်လၢအဝဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီၤဖိစံးဆၢအံၤ.

A. ယကဘဉ်လဲၤပွၤတၢ်တစဲး. နကွၢ်န့ၢ်ယဖိသ့ၣ်ဧါ.

B. သ့. ကွၢ်သ့.

A. နအဲၣ်ဒီးတၢ်မနုၤလဲၣ်. ယကဟဲကုၤပွၤန့ၢ်န့ၢ်.

B. ယအဲၣ်ဒီးသကီၤဆံၣ်သၣ်တကံလီၤ. တကံလီၤမ့ၢ်အပွၤဒ်လဲၣ်.

A. သကီၤဆံၣ်သၣ်ခဲအံၤတကံလီၤဃီးဘး. ယကလဲၤနီၣ်.

B. အံၤ. ယဟ့ၣ်န့ၢ်ခဲအံၤဃီးဘး.

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A. ယဟဲကုၤလဲၤ. အံၤ, သကီၤဆံၣ်သၣ်.

B. နဲန့ၣ်ပွၤတၢ်မနုၤလဲၣ်.

A. ယပွၤတၢ်ဒီးတစဲး, ထီးညဉ်တစဲး, ပသၢဂီၤပသၢဝါ သမီးသၣ်အဖျၢၣ်တဆံ.

B. နပွၤသမီးသၣ်န့ၣ်အပွၤဆံးဒိၣ်လဲၣ်.

A. အဝဲသ့ၣ်ဆါတဖျၢၣ်တဘး. ခဲအံၤအဝဲလီၤန့ၢ်ယၢအဖျၢၣ်တဆံအံၤဃီးဘး.

ယကဟ့ၣ်ဒုးအိၣ်န့ၢ်ယဲၢ်ဖျၢၣ်. နအိၣ်ဒီးကွၢ်ကွၢ်.

B. နဟ့ၣ်အိၣ်ယၢလဲၤလီၣ်.

A. တရးဘဉ်. နကွၢ်န့ၢ်ယဖိတၢ်ဘျးဒိၣ်မး. အအံၤ, ယနံၣ်တကူၣ်အံၤ ယကူတဘဉ်ဘဉ်.

အံၣ်ကဲၣ်ဆီး. နသးလီၤဧါ.

B. အါ, နနံၣ်တကူၣ်ဖးဂုၤညါ. နကူမ့ၢ်တဘဉ် ယကကူကုၤယဲၤနီၣ်. နကဆါကုၤအီၤဧါ.

A. နဲန့ၣ် ယတဆါန့ၢ်န့ၢ်ဘဉ်. ယဟ့ၣ်န့ၢ်ဒ်န့ၣ်လီၤ.

B. အါ, တၢ်ဘျးဒိၣ်လီၣ်.

Questions (တၢ်သံကွၢ်)

၁. "A" ကဘဉ်လဲၤမၤမတၢ်လီၣ်.

၂. အဝဲအဲၣ်ဒီးလၢ "B" ကမၤမတၢ်လီၣ်.

၃. "B" အဲၣ်ဒီးလၢ "A" ကဟဲကုၤပွၤန့ၢ်အီၤမတၢ်လီၣ်.

၄. အပွၤကလီၤတဲၣ်ဆံးအါလီၣ်.

၅. "A" ပွၤန့ၢ်အီၤန့ၢ်ဧါ.

၆. "A" ဟဲကုၤပွၤမတၢ်တဖၣ်လီၣ်.

၇. "A" ဘဉ်ဟ့ၣ်သမီးသၣ်အပွၤဆံးဒိၣ်လီၣ်.

- ဂ. "A" ဟုတ်ဘဲ "B" လာတင်ခံမံ၊ မှီမတၢတဖၣ်လီၣ်.
- ဇ. နံၣ်တကူၣ်န့ၣ် "A" ကူဘၣ်ခါ.
၁၀. နံၣ်တကူၣ်န့ၣ် "B" ကူဘၣ်ခါ.

(a) After you can answer all of the questions correctly, you take the part of B while your teacher takes the part of A. Go through the conversation several times until you can take your part smoothly. Then change parts, and drill some more.

သရၣ်-ပုၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ်မၤပုၤကွၢ်ဖိကဲ "B" ဒီးသရၣ်ကကဲ "A" ကတိၤလိသကိးတၢ်ကတိၤသ့ၣ်တဖၣ်စၢၤဝံၤ မၤပုၤကွၢ်ဖိကဲဘၢဃၢ်အလံၢ်. ဝံၤဒီးတဲလိသကိးတၢ်အါဝံၤဒီးတုၤလၢပုၤကွၢ်ဖိကဲ "B" အတၢ်ကတိၤဘၣ်ဘျုးတဖၣ်. လၢခံတနံၣ်န့ၣ် ကွၢ်ကဒါကတိၤတၢ်ဒ်လၢအဖီခိၣ်အံၤအသး ဝံၤဒီးမၤပုၤကွၢ်ဖိကဲကူၤ "A" ဒီးသရၣ်ကကဲကူၤ "B." တဲလိကဒီးတၢ်ဒ်အဖီခိၣ်အံၤအသးအါဝံၤတဖၣ်.

(b) Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes in what you ask for, what the price is, what A actually brings back, etc., but sticking to the vocabulary already learned.

သရၣ်-ဆူညါစၢၤသီအတီၢ်ပုၤန့ၣ်ကွၢ်ကဒါကူၤပုၤခံၣ်အတၢ်ကတိၤအံၤတနံၣ်တၢ်တၢ်တၢ်. ပုၤကွၢ်ဖိကဲ "A" မ့ၢ်ဂ့ၤ "B" မ့ၢ်ဂ့ၤအတၢ်ကတိၤသ့ၣ်တဖၣ်မ့ၢ်ဘၣ်ဘျုးလဲၣ်န့ၣ် သရၣ်ဒီးပုၤကွၢ်ဖိကဲလဲၣ်ကတိၤပုၤဖျၢၣ်ပုၤဖျၢၣ်ဆူတၢ်ကတိၤအဂၤလၢပုၤကွၢ်ဖိမၤလိတုၤလဲၣ်န့ၣ်.

- (2) Every day spend some time talking with your teacher using expressions you have learned in the past. Try to say more than just a simple answer to the teacher's questions. For example, you might report on where you went the day before, whom you visited, who came to see you, what you bought and what you paid for it, etc. Or you might enquire what the teacher did the day before or comment on the teacher's sarong (if she is a woman and if the sarong is especially becoming), or on the weather. Or both of you can pretend to be someone else and role play; e.g., buyer and seller, mother and child, missionary and servant, etc. However, both you and the teacher should stick to the vocabulary you have already learned as far as possible

(၂) သရၣ်-ကိးနံၣ်ဒီးသရၣ်ဒီးပုၤကွၢ်ဖိကဲဟံးန့ၣ်အဆၢကတိၤတနီၤလၢကကတိၤသကိးတၢ်ဘၣ်ဃးတၢ်ဂ့ၢ်အကလုာ်ကလုာ်လၢပုၤကူၣ်ညီၣ်. အဒိ-လၢအပုၤကွၢ်တနံၣ်န့ၣ်ပုၤကွၢ်ဖိမ့ၢ်တမ့ၢ်သရၣ်မၤမတၢမတၢလီၣ်. မ့တမ့ၢ်သရၣ်ဒီးပုၤကွၢ်ဖိကဲပာ်မၤအသးလၢအမ့ၢ်ပုၤအဂၤတဂၤဝံၤ ကတိၤသကိးတၢ်. အဒိ-ပုၤဆၢတၢ်ဖိဒီးပုၤတၢ်ဖိ, မိမ့တမ့ၢ်ပာ်ဒီးအဖီ, မံးရှၢၣ်န့ၣ်တဂၤဒီးအပျဲၢ်, အကစၢ်ဒီးပုၤသမ့ၢ်.

### 3.9 Reading and Writing

၃.၉ တၢ်မၤလိဖးဒီးကွဲးပုၤကူၣ်ညီၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရၣ်-မၤပုၤကွၢ်ဖိဖးဝံၤသရၣ်အခံတကျိၤဘၣ်တကျိၤတဝံၤ ဝံၤမၤပုၤကွၢ်ဖိကဲလၢအးတကျိၤန့ၣ်ခံဝံၤတၢ်လီၤလီၤဟံး. လၢခံတနံၣ်သရၣ်ကဘၣ်ကွၢ်ပုၤကွၢ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံၤမၤပုၤကွၢ်ဖိဖးယုၤသရၣ်. ပုၤကွၢ်ဖိဖးမ့ၢ်ကမ့ၢ် သရၣ်ကဘၣ်ဖးယုၤပုၤကွၢ်ဖိတၢ်တၢ်ဒီး.

ယလဲဝိင်နခံတသ့ဘၣ်. ယကဘၣ်ကွၢ်နဝဲၣ်နီၣ်အဖီ.

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ဟ့ၣ်လီၤန့ၣ်ယၤန့ၣ်အဂီၢ်တကူၣ်န့ၣ်. ယကကူၣ်ကွၢ်တထံၣ်.

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အခါၣ်အံၣ်ကဲၣ်ဆိး. တၢ်မိၣ်န့ၣ်ယသးလၢန့ၣ်လၢအခါၣ်လဲၣ်တစဲး.

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### 3.10 Listening and Speaking

၃.၁၀ တၢ်မၤလိၤကန့ၣ်ဒီးကတိၤပှၤကညီၤအကျိၣ်လၢပှၤကညီၤအဟံၣ်.

- (1) In Book I you were given practice in increasing your vocabulary by obtaining the names of objects using only the vocabulary and sentence structure you had already learned and then using the new words over and over in a number of ways to help you remember them. Now, in Book II you will start learning how to increase the verbs in your Karen vocabulary.

For your first new action verb, learn the word for "to write" using your teacher as the informant, because this word will be very useful as you learn new words in the future. Since action verbs usually require an object, when you ask for the name of an action you are carrying out, you can expect that the informant will tell you the verb plus တၢ် or some other object. In the case of reading and writing the object will usually be လိၤ, which refers to any written material. You should use the new verb together with the same object as the teacher did unless you mention some other specific object; e.g., "Write your name." In the following conversation you take the part of A and your teacher will take the part of B. As you ask the first question, carry out the action indicated. From then on, in each blank space indicated by .....insert verbally the word for "write" plus its object as given by the teacher

(unless some other object is given), and you or the teacher should actually write something in the blank spaces indicated by \_\_\_\_\_.

(၁) သရုပ်-တင်မလိတကတီးအံ့အတင်ပညာဉ်မုဒ်သီးပုကွဲဖိကနုပာ်ကွဲလအကယုသုညါတင်ကတီးအသီဖိဖျိအပုးစုပုးခိဉ်ယုဒ်ဒီးအသံကွဲတင်နုဉ်. ခဲအံ့တဘျီအံ့ ဒ်သီးပုကွဲဖိကနုပုသုညါတင်ကတီးအသီလအမုဒ် "ကွဲးလံင်" နုဉ် မပုကွဲဖိက "A" ဒီးသရုပ်ကကဲကွဲ "B" ဝံ ဖးသကီးတင်ကတီးလအဖိလံင်သုတဖုဒ်အံ့. ဖဲပုကွဲဖိဖးတင်သံကွဲအခိဉ်ထံးတကျါအခါနုဉ် ပုကွဲဖိကကွဲးယုတင်ကတီးစုထံဉ်လအစိတကုအလီ ဒီးသရုပ်ကတဲဆါဒ်ခံကျါတကျါ ဒီးတုဒ်တင်ကတီး "ကွဲးလံင်" ဖဲတင်လီလီဟံပု. အဒီး-"နကွဲးလံင်." ပုကွဲဖိကကဲကွဲလအ "ယကွဲးလံင်ခါ." ဒီးသရုပ်ကတဲဆါလအ "မုဒ်, နကွဲးလံင်." ဝံဒီးပုကွဲဖိကယုကညးသရုပ်ဒီးတဲလအ "တင်ကတီး "ကွဲး" နုဉ်ပုကွဲးအီဒ်လဲဉ်." သရုပ်ကတဲဆါလအ "ပုကွဲးအီဒ်အံ့" ဝံဒီး ကကွဲးလီတင်ကတီး "ကွဲး" ဖဲတင်လီလီဟံပု. ဝံဒီးပုကွဲဖိကသံကွဲသရုပ်လအ "နကွဲးနမံလအပုကညါကျိဒ်လဲဉ်." ဒီးသရုပ်ကတဲဆါလအ "ယကွဲးအီဒ်အံ့" ဝံဒီးသရုပ်ကကွဲးလီအမံဒုဝဲဖဲတင်လီလီဟံပု. ပုကွဲဖိကသံကွဲကဒီးလအ "နကွဲးယမံလအပုကညါကျိသုခါ." ဒီးသရုပ်ကတဲဆါလအ "သု. ပကွဲးအီဒ်အံ့." ဝံဒီးသရုပ်ကကွဲးလီပုကွဲဖိကအမံဖဲတင် လီလီဟံဆုညါတတီးအပု. ပုကွဲဖိကကဲကဒီးလအ "တင်ဘျး. ယကကွဲးကွဲးယဲစုဒ်နီ." ဝံကကွဲးကွဲးဝဲ ဒီးသံကွဲကဒီးသရုပ်လအ "ယကွဲးတင်ဘျခါ." ပုကွဲဖိကကွဲးတင်မုဒ်ဘျနုဉ် သရုပ်ကတဲဆါလအ "ဘျ." ပုကွဲဖိကကွဲးတင်မုဒ်ဘျဒ်ဘျနုဉ် သရုပ်ကတဲဆါလအ "တဘျဒ်ဘျ." ဒီးကကွဲးလီကဒီးပုကွဲဖိကတဘျီဝံ မပုကွဲဖိကကွဲးကွဲးကဒီးတဘျီ..

A. ဝံသးစုတဲယလအပုကညါကျိ, မုဒ်ယမံမတလီဉ်. (Start writing on a piece of paper.)

B. န ..... .

A. ယ ..... ခါ.

B. မုဒ်. န ..... .

A. တင်ကတီး ..... နုဉ် ပု ..... အီဒ်လဲဉ်.

B. ပု ..... အီဒ်အံ့ \_\_\_\_\_.

A. န ..... နမံလအပုကညါကျိဒ်လဲဉ်.

B. ယ ..... အီဒ်အံ့. \_\_\_\_\_.

A. န ..... ယမံလအပုကညါကျိသုခါ.

B. သု. ပ ..... အီဒ်အံ့ \_\_\_\_\_.

A. တင်ဘျး. ယက ..... ကွဲးယဲစုဒ်နီ. (Try writing your name in

Karen.) \_\_\_\_\_

ယ ..... တင်ဘျခါ.

B. ဘျ. (တဘျဒ်ဘျ.)

A. တင်ဘျးဒိဉ်မး.

Repeat this drill several times until you can say your part smoothly. Then study it at home so that the next day you can say your part without looking at the book. Be sure to carry out (or at least pretend to carry out) the actions indicated each time. Also try to think of other ways you can use this new word with your teacher as well as with others. The teacher will also plan to use that word from time to time in the next few days during the lessons. Sometimes he/she may add another verb which you have learned, such as လီ or ကွဲ.

လာခံတန်နှစ် တဲသကီး တၢ်ကတိၤလၢအဖီခိၣ်အံၤတၢ်ဂျီကဒီး ဘၣ်ဆၣ်အံၤတၢ်ဂျီန့ၣ် မၤပုၤကွီဖိကးဘၢဃၣ် အလံၣ်. (တလိၣ်ကွဲးတၢ်နီၣ်နီၣ်လၢဘၣ်. မ့ၢ်ပၣ်ကွဲးသုးလၢတၢ်ကတိၤန့ၣ်သ့.) ပုၤကွီဖိတဲတၢ်မ့ၢ်ဘျုး ဂုၤလံၣ်န့ၣ် သရၣ်မ့ၢ်ဂုၤပုၤကွီဖိမ့ၢ်ဂုၤ သုတၢ်ကတိၤ "ကွဲး" လၢကွဲးအဂၤတနီၤသ့, ဘၣ်ဆၣ်သုးဃၣ်ထဲတၢ်ကတိၤ လၢပုၤကွီဖိမၤလိတၢ်လဲၣ်တဖၣ်န့ၣ်. အဒိ-သရၣ်ကမၤပုၤကွီဖိကွဲးလီၤနီၣ်ဂံၢ်တဖျၢၣ်ဝံၤတဖျၢၣ်ဒိသရၣ်ကးထီၣ်အီၤ အသိး ဒီးတဲလၢ "ကွဲးနီၣ်ဂံၢ် ၂." "ကွဲးနီၣ်ဂံၢ် ၄၈၉." မ့တမ့ၢ်သရၣ်ကယၢၤထီၣ် ပုၤကညီလၢပုၤကွီဖိသ့ၣ်ညါ ဝဲတဂၤလၢအမံၤ ဒီးမၤပုၤကွီဖိကွဲးကွဲးအမံၤ. အဒိ-သရၣ်ကတဲလၢ "ကွဲးကွဲးစီၤလၢဟ့ အ မံၤ." မ့တမ့ၢ်ပုၤကွီဖိ ကကွဲးလီၤတၢ်တမံၤမံၤဝံၤသံကွၢ် "ယကွဲးတၢ်ဘၣ်နီၤ." သရၣ်ဒီးပုၤကွီဖိမ့ၢ်သုတၢ်ကတိၤ အသိတဖျၢၣ်အံၤခဲအံၤ ခဲအံၤန့ၣ် ကမၤစၢၤဒိသိးပုၤကွီဖိတသးပုၤနီၣ်အီၤလၢဘၣ်.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning. For example, you can ask Karens what they paid for various things you see at their houses or in their hands. Vary the way you ask; e.g., Did you buy this? Where? Was it expensive? How much did it cost? Do you buy it often (referring to food items)? Or you might ask such things as, Who looks after you child when (if) you work? Or if you see people doing something like pounding paddy, winnowing milled rice, pounding chillies, weaving cloth, weaving mats, making baskets, etc., you might say that you want to try doing it. If they let you, no doubt your efforts will be clumsy, so laugh with them and don't do it long enough to spoil anything for them.

(၂) သရၣ်-မၤပုၤကွီဖိလဲၤအိၣ်သကီးပုၤကညီဒိသိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတၢ်လဲၣ် ဒီးဒိသိး ကကန့ၣ်ပုၤကညီကတိၤသကီးတၢ်.

### 3.11 Cultural Assignment

၃.၁၁ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 1.11.  
သရၣ်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပုၤကညီကျိၣ်ဘၣ်. ပုၤကွီဖိကမၤဒၣ်ဝဲ.

## LESSON 4

### တၢ်မၤလိ ၄

#### 4.1 Useful Words and Phrases

၄.၁ တၢ်ကတိၤအသီၤလၢအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ဆူၣ်	To be strong, forcible, energetic
အိၣ်ဆူၣ်	To be strong and healthy, in good health
အလွံၣ်ဂီၤဆူၣ်	To be bright (strong) red in color
စၢ်	To be weak, not strong; tender, immature
အလွံၣ်ဂီၤစၢ်	To be light red in color
ဘၣ်	To hit, encounter, come into contact with; verb indicating that action passes over to the object
သး	Heart, mind, soul, spirit, life
ဘၣ်သး	To be pleased with, to approve of
သးဆူၣ်	To be enthusiastic, eager (lit., his heart is energetic)
သးစၢ်	To be young, immature (refers to human beings)
သးစီဆုံ	Holy Spirit
န့ၢ်	Particle indicating comparison
န့ၢ်အလီၢ်	More than before
သါ	Particle indicating intention or request
ပုၤ <sup>၈</sup>	To be just right, to happen at just the right moment
ကူ	To wear by fastening around the waist
ကူနံၣ်	To wear (put on) a sarong
ဆ့	Garment suspended from the shoulders; e.g., dress, shirt, jacket
ကၢ	To put on by throwing over the shoulders, as a blouse, shirt, jacket, shawl, or dress (not used for Karen pull-over blouses or long white dress)
ဆ့ကၢ	Blouse, shirt, jacket
ဆ့ကၢတဘျီ	A blouse, shirt, jacket
ဒိန့ၢ်ဒါဒိန့ၢ်	Idiomatic expression indicating acceptance of a suggestion or situation

<sup>8</sup> In some areas, such as the Musikee area, the particle ဃဲ is used instead of ပုၤ.

## 4.2 Pattern Sentences and Phrases

၄.၂ တၢ်ကတိၤအဒိ

### (1) Use of ဆှ်, "to be strong, forcible, energetic"

(၁) တၢ်သုတၢ်ကတိၤ "ဆှ်"

REPEAT after the teacher

သရၢ်-မၤပုၤကိၤဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

(a) အဝဲလဲၤတၢ်ဆှ်.

He travels energetically; i.e., a great deal.

အဝဲဘၢယုၤဆှ်.

He worships God energetically (a great deal).

အဝဲသးဝံၣ်တၢ်ဆှ်.

She sings energetically (a great deal).

အဝဲမၤလိလံၣ်ဆှ်.

She studies hard.

အဝဲအိၣ်တၢ်ဆှ်.

He eats energetically (an enormous amount)

အဝဲမၤတၢ်ဆှ်.

She works hard.

အဝဲကတိၤတၢ်ဆှ်ဒိၣ်မး.

He speaks very forcefully

(b) နမိၢ်အိၣ်ဆှ်ခါ.

Is your mother well?

အိၣ်ဆှ်.

Yes, she's well.

အိၣ်ဆှ်ဂ့ၤမး.

She is quite well.

အိၣ်တဆှ်ဘၣ်. (တအိၣ်ဆှ်ဘၣ်.)

She isn't well.

အိၣ်တဆှ်အါအါဘၣ်.

She isn't very well.

(တအိၣ်ဆှ်အါအါဘၣ်.)

### (2) Use of စါ, "to be weak, not strong, tender, immature"

(၂) တၢ်သုတၢ်ကတိၤ "စါ"

REPEAT after the teacher

သရၢ်-မၤပုၤကိၤဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

ပကအိၣ်တၢ်ဒီးအစါ.

We'll eat tender, succulent vegetables.

သးသးအစါဆံၣ်.

Unripe mangoes are sour.

ယဖိမုၢ်မၤလိလံၣ်ကိၤတဲၣ်စါတဲး.

My daughter is weak in her Thai course.

ယဆုၤကၢအလဲၣ်ဂီၤစါအိၣ်တဘျီ.

I have a pale red (pink) dress.

### (3) Use of ဒိန့ၣ်အိၣ်န့ၣ်, idiomatic expression indicating acceptance of a suggestion or situation

(၃) တၢ်သုတၢ်ကတိၤ "ဒိန့ၣ်အိၣ်န့ၣ်"

REPEAT after the teacher

သရၢ်-မၤပုၤကိၤဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

"နဆိဒိၣ်အံၤ ယဟ့ၣ်နၢၤခံဆဲးယဲၤဘး." "ဒိန့ၣ်  
အိၣ်န့ၣ်."

"For these eggs of yours I'm giving you twenty  
baht." "So be it."

"ယကအိၣ်ဒါးလၢအံၤတဖျါၣ်. အိၣ်နဲၣ်လၢန့ၣ်တဖျါၣ်." "ဒိန့ၣ်ဒါဒိန့ၣ်."	"I'll stay in this house; you stay in that one." "That's all right with me."
"က့ၤတဲဘၣ်န့ၣ်မိၢ်လၢယတက့ၤအိၣ်မ့ၤလၢတဘၣ်. ယအိၣ်မ့ၤဖဲအံၤလံၤ." "ဒိန့ၣ်ဒါဒိန့ၣ်."	"Go home and tell your mother that I won't eat at home after all (anymore); I've already eaten here." "All right, so be it."
"ဆ့ကၤတဘျီအံၤယကဟံး." "ဟံးက့ၤနဲၣ်လၢယဆ့ကၤတဘျီန့ၣ်." "ဒိန့ၣ်ဒါဒိန့ၣ်."	"I'll take this shirt; you take mine." "That's all right with me."
"အိၣ်နဲၣ်မ့ၤလၢညါ, ယဲယကအိၣ်က့ၤလၢခံၤ." "ဒိန့ၣ်ဒါဒိန့ၣ်."	"You eat first; I'll eat later." "Okay, so be it."

#### (4) Ways of expressing the comparative degree

(၄) တၢ်သ့တၢ်ကတိၤ န့ၢ်

(a) By using န့ၢ်

(က) တၢ်သ့တၢ်ကတိၤ န့ၢ်

**REPEAT after the teacher**

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ယဖိဝဲၣ်ကိဆံးန့ၢ်ယဖိဝဲၣ်တဂၤ.	My oldest child is smaller than my second child.
အဝဲတဲပုၤကညီၣ်ကျိၣ်သ့န့ၢ်ကျိၣ်တဲၣ်ကျိၣ်.	He speaks Karen better than Thai.
ဆ့ကၤတဘျီအံၤဂ့ၤန့ၢ်အဝဲတဘျီ.	This blouse is better than that one.
စၣ်တဖျါန့ၢ်လဲၣ်န့ၢ်အံၤတဖျါ.	That table is wider than this one.
ကသုအံၤဟဲန့ၢ်ကသုအဝဲန့ၢ်.	This curry is hotter than that.
အဝဲသးဝံၣ်တၢ်မုၢ်န့ၢ်ယၤ.	She sings more sweetly than I.
ပုၤတဂၤအံၤအိၣ်ဆူၣ်ဂ့ၤန့ၢ်အဝဲတဂၤ.	This person is in better health than that one.

Note that the tone of the descriptive verb which precedes the particle န့ၢ် tends to rise regardless of the tone mark with which the word is written, due to a superimposed intonation pattern. The same is true of (b) below.

(b) By using န့ၢ်အလီၢ်

(ခ) တၢ်သ့တၢ်ကတိၤ န့ၢ်အလီၢ်

**REPEAT after the teacher**

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ယပုၤစၣ်အသီတဖျါဒိၣ်န့ၢ်အလီၢ်.	I bought a bigger table than before. (The table I bought is bigger than the previous one.)
ယလဲၤအိၣ်ဒါးတဖျါန့ၢ်ဆံးန့ၢ်အလီၢ်.	The house I have moved to is smaller than the previous one. It's latrine is wider than the previous one.
အတၢ်ဟးလီၢ်လဲၣ်န့ၢ်အလီၢ်.	



ယဉ်ပုန့်အသီတကူအခါအံ့န့အလီ.

The new sarong I bought is narrower than the previous one. (I bought a narrower sarong than before.)

ခဲအံယဆီအိအါန့အလီ, ပှဟဲပှ  
ဆီဒံစှန့အလီ.

Now I have more chickens than before.  
People come and buy less chicken eggs than before.

ပဘါယွတဘျီအံယံန့အလီ.  
ဖိသံသးဝံတံမုန့အလီ.

This time we worshipped God longer than usual. The children sang more sweetly than usual.

#### 4.3 Substitution Drills

၄.၃ တံဆီတလဲတံကတိ

Below are several groups of 2 pictures each, which have opposite characteristics to each other. Look at the 2 pictures in each group to see what the outstanding contrasting characteristic is. Then, on the first round repeat after the teacher as he/she makes statements following the pattern sentence comparing the item in the first picture with that in the second. Then cover up the words, and referring to the pictures make the comparative statements yourself. The first time after you have said it, the teacher will say it again, and you should repeat it after him/her to fix the correct pronunciation in your mind. Then go through the drill several more times, the teacher correcting you where necessary. Each time you make a comparison, point to the items being referred to. After you can make the comparisons correctly and reasonably fluently, change and compare the second picture to the first one.

သရံ-အခိယံးတဘျီ သရံကမပှကွဲဖိတဲပိယံသရံအခံတကျီဘျီတကျီ၊ စးထီလံအခိယံးတုလံ၊ အကတံတံတံဝံ၊ မပှကွဲဖိကးဘာယံတံကတိသုတဖုဒီးကွဲထဲတံဂီ၊ မပှကွဲဖိထီသံတြီတံဒ်အဒိ အိဝဲအသးတကျီဘျီတကျီတုအကတံ၊ ပှကွဲဖိတဲဘုဂံ၊ တဘုဂံ၊ သရံကဘုတဲလီတံန့ကဒီး ပှကွဲဖိတဘျီ ဒီးမပှကွဲဖိတဲပိယံသရံအခံ၊ လံတံပှကွဲဖိတဲတံမုဘု သရံတလီတဲန့ပှကွဲဖိလံဘု၊ ကးဘျီဒီး သရံဖးယုပှကွဲဖိမုဂံ၊ ပှကွဲဖိမုတဲတံမုဂံ၊ ကဘုန့န့ယုတံဂီတဘုတဲတဘုန့၊ တုပှကွဲဖိတဲတံဘုဘုလံန့ မပှကွဲဖိမကဒီးတဘျီ ဘုဆုအအံတဘျီအံ၊ ကဘုတဲလံ တံဂီခံဘုတဘုအဂံလံညါ၊ အဒိ-“ဒီး တဖျုအံဆံးန့ဒီးအအံတဖျု.”

ဒီးတဖျုအံဒိန့ဒီးအအံတဖျု.

စဘဲတဖျုအံလဲန့စဘဲအအံတဖျု.

န့တကူအံအခါအံန့အအံတကူ.

ညဉ်ဖိဖဲအံၤအိၣ်အါန့ၢ်ညဉ်ဖိဖဲအံၤ.

ဆ့ကၢတဘျဉ်အံၤအပူၤဘၣ်န့ၢ်ဆ့ကၢအအံၤ  
တဘျဉ်.

လီၢ်ဆ့ၣ်နီၤတဖျဉ်အံၤဂ့ၢ်န့ၢ်လီၢ်ဆ့ၣ်နီၤအ  
အံၤတဖျဉ်.

#### 4.4 Pattern Sentences and Phrases

၄.၄ တၢ်ကတိၤအဒိ

##### (1) Use of သါ, particle indicating intention or request

(၁) တၢ်သူတၢ်ကတိၤ သါ

REPEAT after the teacher.

သရၣ်--မၤပူၤကိၣ်တဲၤပိၣ်ထွဲသရၣ်အံၤ ၂-၃ ဝီ.

(a) "သုသါလဲၤဆူလီၣ်." "ပသါလဲၤဆူဝံၣ်  
ပူၤဇၢ်."

"နသါလဲၤပူၤအိၣ်မတၤလဲၣ်." "ယသါ  
လဲၤပူၤအိၣ်ညဉ်ဖိတဖဲဇၢ်."

အဝဲသါကဆါအနီၣ်အသီတကူၣ်န့ၢ်.  
ယသါကလဲၤဘါယွဲယဝဲၣ်နီၣ်အဒါး.

(b) "ပကကုၤဒီးနီၣ်." "သုသါကုၤကဒီးဇၢ်."

"ယကလဲၤကဒီးဆူညါမိၣ်." "နသါလဲၤ  
ဆူညါဒီးဇၢ်."

"ပကကုၤခဲအံၤမိၣ်." "နသါကုၤခဲအံၤန့ၢ်.  
အိၣ်ကွၢ်မုၤလၢညါမိၣ်."

(c) နနီၣ်အလဲၤအိၣ်တကူၣ်ကူၣ်ဇၢ်. မ့ၢ်အိၣ်  
နသါဟံးလီၤကွၢ်ကွၢ်တထံၣ်.

နသါဟ့ၣ်လီၤန့ၢ်ယသါကွံသုတဖျဉ်ခံ  
ဖျဉ်.

"Where do you intend to go?" "We intend to  
go to the city."

"What do you intend to buy?" "I was planning  
to buy some fish to eat."

She intends to sell her new sarong.

I intended to go to my elder sister's house for  
a worship service.

"We'll be returning home, okay?" "You intend  
to go home again?"

"We'll be moving on, okay?" "You're planning  
to go farther on?"

"We're going back home now, okay?" "You  
intend to go back now? Try eating a meal  
first, won't you?"

Do you have any wide sarongs? If so, would  
you hand them down (to me) to look at and  
see a moment?

Would you hand me down one or two  
bananas?

နသါဟဲက့ၤစီၣ်န့ၣ်ယၤအံၤသ့ၣ်ဆၢဖးဖီကံ လီၤ.	Would you bring me back a half kilo of sugar?
နသါအီၣ်ကွၢ်တၢ်ချီထံအံၤတဲး, မ့ၢ်အံၤ သ့ၣ်ဆၢဒါ.	Would you mind tasting this soup and seeing if it has enough salt?
သုၤသါတဲယမိၢ်လၢယဟဲက့ၤတသ့ဒီး ဘၣ်.	Would you tell my mother that I can't go back home yet?

(2) Use of ဘၣ်, "to hit, encounter, come into contact with;" verb indicating that the action passes over to the object (often not expressed in English)

(၂) တၢ်သ့တၢ်ကတိၤ "ဘၣ်"

REPEAT after the teacher

သရၣ်-မၤပုၤကိၣ်တဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

နဘၣ်မတၤလီၣ်. (နဘၣ်မန့ၣ်လဲၣ်.)	What's happened to you? (Lit., What did you encounter?)
တၢ်ဘျးလၢနတဲဘၣ်ယၤ.	It's a blessing that you told me. (Lit., that you told encountered me)
တဲဘၣ်ယသရၣ်လၢယအိၣ်တဆူၣ်ဘၣ်နီၣ်.	Tell the teacher that I'm not well, will you?
နထံၣ်ဘၣ်အီၤဆံးယံၣ်လဲၣ်.	When did you see her? (Lit., when did you see encounter her?)
ယန့ၣ်လဲၤဘၣ်ဆူတၢ်မၤလိလံၣ်စီဆွံ.	I got to go to the Bible training institute. (I got to go encounter the Bible training institute.)
ယပုၤန့ၣ်မၤဘၣ်တၢ်လၢဝုၢ်ပူၤခံၣ်န့ၣ်လံ.	My younger sibling got to work in the city for 2 years already.
တၢ်ဘျးလၢယန့ၣ်လဲၤသကီးဘၣ်တၢ်ဒီးသု.	It was a blessing that I got to go together with you.

(3) Use of သး, "heart, mind, soul, spirit, life"

(၃) တၢ်သ့တၢ်ကတိၤ "သး"

REPEAT after the teacher

သရၣ်-မၤပုၤကိၣ်တဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ယပၢ်အသးတဂ့ၤလၢၤဘၣ်.	My father's heart is not good any more.
အသးဟးထီၣ်လံ.	Her life has departed (she has died).
ယဖိအသးစၢ်ဒီး.	My child is still young.
ဖဲယသးစၢ်အခါန့ၣ် ယအဲၣ်တၢ်လိၣ်ကွဲ ဒိၣ်မး.	When I was young, I loved sports very much.
နသးဆူၣ်လဲၤဒါ.	Are you enthusiastic about going?
နဖိခွဲၤအသးဆူၣ်လၢကမၤလိလံၣ်စီဆွံ.	Your son is eager to study the Bible.

(4) Use of ဘၣ်သး, "to be pleased with, to meet one's approval"

(၄) တၢ်သ့တၢ်ကတိၤ "ဘၣ်သး"

REPEAT after the teacher

သရော်-မပြုကုန်တဲပိတ်သရော်အခံ ၂-၃ ဝီ.

အဝဲတဲတၢ်န့ၣ် ဘၣ်ပွါခဲလၢၣ်အသး.  
နကမၤလိလံာ်ဆူညါန့ၣ် ဘၣ်ယသးဂ့ၤမး.  
ယမ့ၢ်လဲၤဆူဝုၣ်ပူၤန့ၣ် ကဘၣ်နသးဒါ.  
တဘၣ်ယသးလၢနကဆါနထီၣ်ခဲအံၤဘၣ်.  
ယွၤဘၣ်အသးလၢနကသ့ၣ်ညါအဖီခွါ.  
ယဖီအတၢ်ဂီၤတဘၣ်အံၤဘၣ်ယသးဒိၣ်မး.

What he said pleased everybody.  
Your studying further pleases me very much.  
If I go to town, will it meet with your approval?  
I don't approve of your selling your pig now.  
It pleases God for you to know His Son.  
This picture of my child pleases me very much.

(5) Use of ပူး, "to be just right, to happen at just the right moment"

(၅) တၢ်သုတၢ်ကတိၤ ပူး

REPEAT after the teacher.

သရော်-မပြုကုန်တဲပိတ်သရော်အခံ ၂-၃ ဝီ.

နတဲတၢ်န့ၣ်ဘၣ်ပူး.  
"အံၤသုၣ်ဆါဒါ." "ဆါ. ဘၣ်ပူး."  
"တဟီတဘျါဘၣ်. ယဲယအိၣ်ဘၣ်ပူးလီၤ."  
နံၣ်တကူၣ်အံၤဘၣ်ယပူး.  
"နကၤကွၢ်ဆုကၤတဘၣ်အံၤ မ့ၢ်ကဘၣ်နါ  
ဒါ." "အါၣ်, ဘၣ်ယပူး."  
နဟဲဘၣ်လၢယကက့ၤပူး.  
နဟဲဘၣ်ပူး, ဘၣ်လၢယကက့ၤခဲအံၤ.  
နဟဲဘၣ်ပူး, လဲၤအိၣ်မ့ၢ်ဒီးယၤ.

What you said is exactly right! (Your saying that hit the nail on the head!)  
"Is it salty enough?" "It's just right!"  
"It's neither too salty nor too insipid. It suits me exactly!"  
This sarong fits me perfectly!  
"Try on this jacket to see if it fits you." "Yes, it fits me exactly!"  
You came just as I was going home!  
You came at just the right time! I'm just returning home now.!  
You came at just the right time! Go and eat with me.

If you are in an area where မဲး is used rather than ပူး, repeat the above using မဲး.

သရော်-ပွါကုန်တဲပိတ်သရော်အခံတၢ်လီၤဖဲပွါတဲညီနီၣ် "မဲး" လၢ "ပူး" အလီၤန့ၣ် တဲလိကဒီးတဘျီဒီးတဲလၢ "မဲး."

4.5 Expansion Drills

၄.၅ တၢ်မၤအါထီၣ်တၢ်ကတိၤ

- (1) First, repeat the following commands after the teacher once. Then expand the expressions by inserting the words ယသါ at the beginning of each; e.g., ယသါဒူးအိၣ်ယဖီ လၢဆီဒံၣ်ချီမံ, "I intend (plan) to feed my child some hard boiled egg." Each time you make such a statement, the teacher should say it again and you should repeat it after him/her to fix the correct pronunciation in your mind. Repeat this drill several times until you can make the changes correctly and promptly.

(၁) သရော်-အဆိတဝီ မပြုကုန်တဲပိတ်သရော်အခံတကျါဘၣ်တကျါ. ခံဝီတဝီန့ၣ် သရော်ကမးအခိၣ်ထံးတကျါ.ဝံၤ မပြုကုန်တဲပိတ်သရော်အခံတကျါ "ယသါ" ဖဲအကျါအဝဲန့ၣ်အခိၣ်ထံးဝံၤ ဖးဒီကျါ. အဒိ-သရော်ကတဲလၢ "ဒူးအိၣ်ယဖီ လၢဆီဒံၣ်ချီမံ." ဝံၤဒီးပွါကုန်တဲပိတ်သရော်အခံတကျါ "ယသါဒူးအိၣ်ယဖီလၢဆီဒံၣ်ချီမံ." ပွါကုန်တဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရော်က

ဘုတ်တဲလီတံင်နီဒီးပုကွဲဖိတဘျီ ဒီးမပုကွဲဖိတဲပိတ်ထွဲကဒီးသရဲအခဲ. မပုကွဲဖိတဲလိဒ်အံတက့ါဘုတ်တဲ ကျီတုအကတါ. သဝီတဝီန့ၣ် မပုကွဲဖိတဲကဒီး ဘုတ်ဆုတ်အအံတဝီန့ၣ် ပုကွဲဖိတဲမုၢ်ဘုတ် သရဲတလိတ် တဲန့ၢ်ပုကွဲဖိလၢဘုတ်.

ဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံ.  
လဲမၤလိလံၣ်စီဆွံ.  
ဟံစီၣ်လိၢ်ဆုၣ်နီၤ.  
လဲဟးလိၣ်ကွဲ.  
ဟ့ၣ်အိၣ်သးသုၣ် ၂ ဖျၢၣ် ၃ ဖျၢၣ်.  
လဲကီးကွဲယပုၢ်.

(2) Repeat the above drill, using an appropriate third person subject (e.g., he, she, my father, your sister, etc.) + သါ in place of ယသါ in the above drill; e.g., ယမိၢ်သါက ဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံ, "My mother intends/plans to feed my child some hard boiled egg."

(၂) သရဲ--တဲလိကဒီးဒ်လၢ (၁) အပူၤအသီး ဘုတ်ဆုတ်အအံတဘျီ လၢ "ယသါ" အလီၢ်န့ၣ် မပုကွဲဖိတဲလၢပုၤ အဂၤတဂၤလၢအမံၤဃုတ်ဒီး "သါက". အဒိ--"ယမိၢ်သါကဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံ"

(3) Repeat the above expressions a third time, this time inserting the words နသါ at the beginning and changing the command to a question by adding ဧါ at the end; e.g., နသါဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံဧါ, "Do you intend/plan to feed my child some hard boiled eggs?"

(၃) သရဲ--တဲလိကဒီးဒ်လၢ (၁) အပူၤအသီး ဘုတ်ဆုတ်အအံတဘျီ လၢ "ယသါ" အလီၢ်န့ၣ် မပုကွဲဖိတဲလၢ "နသါ" ဝံးဒီး မၤကတၢၢ်တၢ်ကတိၤတက့ါဒီးတက့ါလၢ "ဧါ." အဒိ--"နသါဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံဧါ."

(4) Repeat the drill a fourth time, this time inserting the words နသါ at the beginning, as in (3) above, and ending the sentence with န့ၣ်, thus changing the command to a request; e.g., နသါဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံန့ၣ်.

(၄) သရဲ--တဲလိကဒီးဒ်လၢ (၁) အပူၤအသီး ဘုတ်ဆုတ်အအံတဘျီလၢ "ယသါ" အလီၢ်န့ၣ် မပုကွဲဖိတဲကဒီးလၢ "န သါ" ဝံးဒီး မၤကတၢၢ်တၢ်ကတိၤတက့ါဒီးတက့ါလၢ "န့ၣ်." အဒိ--"နသါဒုးအိၣ်ယဖိလၢဆီဒံၣ်ချီမံန့ၣ်."

#### 4.6 Notes on Word Usage and Grammar

၄.၆ သရဲ--မပုကွဲဖိဖးအံၣ်လၢဒီး.

##### (1) Use of အိၣ်ဆူၣ်, "to be well, healthy"

The question, နအိၣ်ဆူၣ်ဧါ, "Are you well? (How are you? How do you do?)" is often used by Karens in the towns as a greeting to someone whom they haven't seen for awhile. However, they would not greet people whom they see nearly every day in that way any more than we would in English. In the villages where everybody knows everyone else and their affairs, this question would be reserved for persons who have recently been ill.

As in the case of နှိပ်, in some areas the words အိပ်ဆူ have become a compound verb, in which case the negative particle တ precedes the verb အိပ်; e.g., ယတအိပ်ဆူသည်. However, usually it is considered 2 separate verbs, and so the တ precedes the verb ဆူ; e.g., ယအိပ်တဆူသည်.

(2) Ways of Expressing Comparison

You have now learned 3 ways of expressing comparison:

(a) By using ထိပ်, "to increase," or လီ, "to decrease;" e.g., နဖီဒိပ်ထိပ်လံ, "Your child has gotten bigger." In such cases the comparison is not between 2 things but rather between the condition of something or someone at 2 different times.

(b) By using Lim, particle indicating comparison; e.g., ယဖိဒိပ်နီနဖီ, "My child is bigger than your child." In such cases, 2 things or persons are compared on the basis of some characteristic. Note that the နီ indicating comparison is written with ဖိ.

(c) By using နီအလီ, "More so than before;" e.g., ဒါးအသီတဖျဉ်အံ့မုန်နီအလီ, "This new house is more pleasant than the previous one." In such cases, something from the past is compared to a similar type of thing in the present.

Note that in (b) and (c) above the tone of the descriptive verb which precedes နီ tends to rise regardless of the tone mark with which the word is written, due to a superimposed intonation pattern.

(3) Use of သါ, particle indicating intention or a request.

When the word သါ comes between the subject and the main verb, it usually indicates intention or planning in one's mind what to do. (A different word is used for making careful plans.). In such cases, as can be seen from the examples in 4.4 (1-a & b), the subject can be either first or third person in a statement; but the second person is used only in ခါ-questions or in requests; e.g., ယသါကွိတ်ဂီတထိပ်, "I was intending (planning) to look at the pictures a moment." အဲသါလဲဆူကးပူ, "He intends (plans) to go to the market." နသါအိပ်မုနဲအံ့ခါ, "Do you intend to eat now? (Are you planning to eat now?)" When the second person pronoun is followed by သါ in a statement, it indicates a request rather than an intention; e.g., နသါဟံစီနီယယလံစီဆွံ, "Would you bring me my Bible." (Note that the examples given in 4.4 (1-b) are typical ways of taking leave and appropriate responses to the same.)

(4) Use of သး, "heart, mind, soul, spirit, life"

To the Karen the heart, သး, is not only the physical organ that pumps the blood but is also the seat of the intellect, the emotions, and the will. It can also refer to the spirit or to spirits, as well as to one's life. There are many compound expressions in Karen using this word, but in this lesson you have been introduced to just four; i.e.,

သးစ်, "to be young, immature;" သးဆူဉ်, "to be enthusiastic, eager;" သးစီဆုံ, "Holy Spirit;" and ဘဉ် သး, "to be pleased with, to approve of." The word သးစီဆုံ has become a compound noun and can be used without a possessive pronoun, but in the other three expressions the word သး must be possessed; e.g., ယသးဆူဉ်, "I am eager to go (lit., My heart is energetic about going.)" ယဖီအသးစ်ဒီး, "My child is still young (lit., My child's heart/life is still young.)" ဘဉ်ယသးလာပကလဲ, "I approve of our going ." (See (6) below.) Note that the word သးစ် is never used for animals or plants, only for human beings. Note also that "life" is usually expressed by longer expressions than just သး.

(5) Use of ဘဉ်, "to hit, encounter, come into contact with;" verb indicating that action passes over to the object

The root meaning of the word ဘဉ် is "to hit," literally or figuratively. In Book I you already learned two ways that it is used figuratively and now in this lesson you are introduced to a third way.

(a) ဘဉ်--"to have to do, must." If you look at the examples in Book I, 19.2 (3), you will see that in every case the ဘဉ် comes between the subject and the main verb. In Karen to say that one has to do something is to say literally that one encounters the action indicated; e.g., အဝဲဘဉ်အိဉ်မုၤချီ, "He has to eat boiled rice." (literally, "He encounters eating boiled rice.")

(b) ဘဉ်--"to do correctly, be able to do correctly." If you look back at Book I, 14.4 (4), you will see from the examples given that in every case except the last sentence (where the subject and verb are understood) there is a subject followed by a verb followed by an object or modifying phrase, all of which is followed by ဘဉ်, which itself has no object. In Karen to say that one does something correctly is to say literally that doing that thing "hits the mark;" e.g., ယကီးနမံၤဘဉ်ခါ, "Did I call your name correctly?" (literally, "I called your name, did it hit the mark?")

(c) ဘဉ်--verb indicating that the action passes over to the object. In this lesson you are introduced to a third way of using ဘဉ် figuratively. Look at the examples in this book 4.4 (2) and (3). In the first sentence ဘဉ် is the only verb and it is used with a literal meaning. In the remaining examples, however, the meaning is figurative. In such cases, ဘဉ် is the last verb in a main verb cluster and it is either followed by an object; e.g., ဝဲဘဉ်ယ, "Tell me (lit., Tell encounter me)." Or it may be followed by a phrase; e.g., ယန့ၢ်လဲၤဘဉ်ဆူတၢ်မၤလိလံာ်စီဆုံ, "I got to go to the Bible institute (lit., I got to go and encounter the studying of the Bible)." In such cases the ဘဉ် indicates that the action passes over to the object (which may include the object of a preposition phrase) and it would usually not be expressed in English. Even in Karen its use is often optional, especially in everyday conversation. You probably won't be wrong not to use it when you speak, but you should understand what is

referred to when you hear others say it. Try to note under what circumstances they use it.

To the Karens the second and third ways of using ဘဉ် (and perhaps the first way as well) may seem like the same ဘဉ်; but a distinction has been made in this book because the word order is slightly different and because in English they are expressed differently. Don't worry about the literal meanings expressed above--they are an attempt to link the meanings to the basic meaning in the hope that it may help you to understand better.. The important thing is to keep clearly in mind the position of ဘဉ် in the sentence in each of its uses so that you may use it correctly.

(6) Use of ဘဉ်သး, "to be pleased with, to approve of"

The expression ဘဉ် . . . သး means literally "to encounter (one's) heart" and is equivalent in meaning to the English "to be pleased with" or "to approve of." (The idiomatic expression "It strikes my fancy," gives a similar idea to the literal meaning.) You will notice from the examples in 4.4 (3) that the word သး, "heart," must always be preceded by a possessive pronoun. That which pleases one may be expressed by a noun or pronoun or a phrase introduced by လၢ; e.g., ဘဉ်ယသးလၢနၤ, "I am pleased with you." ဘဉ်ယသးလၢနဖီမုၢ်အတၢ်မၤ, "I am pleased with your daughter's work." That which pleases one may also be expressed as a clause. The clause may come first in the sentence, in which case the clause ends with န့ၣ် as in the first 3 sentences in 4.4 (3). If the clause follows the ဘဉ်သး-expression, the clause is introduced by လၢ, as in the last 2 examples in 4.4 (3).

(7) Use of ဝူ, "to be just right, to happen at just the right moment"

The word ဝူ is always used in an emphatic sense to indicate that something is just right or happened at just the right moment. It is usually used together with ဘဉ်, "to encounter;" e.g., န့တဲတၢ်ဘဉ်ဝူ, "What you said is exactly right." န့တဲဘဉ်လၢယကကူဝူ, "You came just as I was going home!" The word ဝူ is used more commonly in Chiangmai and Maesariang, whereas မဲး is more common in Musikee. You should learn to recognize both, but when you speak, practice using the one most common in the area where you are living.

4.7 Conversation Practice--Learn the previous sections well first.

၄.၇ တၢ်မၤလိဘဉ်ဃးတၢ်ကတဲသကးတၢ် (တချုးသရဲသိၣ်လိတၢ်တကတီၢ်အံၤဒီးဘဉ်န့ၣ် ပုၤကွဲၤဖိကြးနီၤပၢၢ်တၢ် မၤလိလၢအပူၤကွဲၤဂ့ၤတၢ်ဘဉ်တဲး.)

- (1) Listen as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incor-rectly or did not know the answer to any of them, instead of correcting you, the teach-er should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.



သရော်ကဘဉ်ဖးတၢ်ကတိၤသ့တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပုၤကွီဖိကန့ၣ်. ဖသရော်ဖးအခါ သရော်ကဘဉ်ဖးထီၣ်စ့ၢ်ကီး "A" ဒီး "B" အမံၤ ဒ်သီးပုၤကွီဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတိၤ တၢ်လဲၣ်. တုၤသရော်ဖးတၢ်ကတိၤခံဝီဝံၤလဲၣ်န့ၣ် မၤပုၤကွီဖိတဲဆၢတၢ်သံကွၢ်လၢအဝီၣ်လီၤပုၤခံၣ်အတၢ်ကတိၤ အခံအံၤ. ဖဲပုၤကွီဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပုၤကွီဖိကွၢ်လၢလံာ်ပူၤဘဉ်. ပုၤကွီဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤ မ့ၢ်တဘဉ်ဘဉ်ဒီး သရော်ကဘဉ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၢ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွီဖိစံးဆၢဝဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဉ်ဖးကုၤပုၤခံၣ်အတၢ်ကတိၤတဝီကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွီဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီဖိစံးဆၢဒီး.

- A. နအဲၣ်ဒီးပုၤဒီးမတၢ်လဲၣ်.
- B. ယအဲၣ်ဒီးပုၤနီၣ်လၢအလွဲၢ်ဂီၤဂီၤတကူၣ်ခါ.
- A. နီၣ်အလွဲၢ်ဂီၤဂီၤန့ၣ်အပူၤဒိၣ်တစဲး.
- B. နပံးလီၤကွၢ်. ယကကွၢ်ကွၢ်တထံၣ်.
- A. အအံၤ. အိၣ်ခံကလုာ်--အလွဲၢ်ဂီၤဆူၣ်တကလုာ်, အလွဲၢ်ဂီၤစၢ်တကလုာ်.  
ကွၢ်ကွၢ်ဖဲအဘဉ်နသး.
- B. ယသးလီၤလၢအအံၤတကူၣ်. အလွဲၢ်ဂီၤဂီၤတစဲး. အပူၤဆံးဒိၣ်လဲၣ်.
- A. အပူၤတဒိၣ်ဘဉ်. တကူၣ်တပီၢ်ယဲၢ်ဆံးဘးလီၤ.
- B. အပူၤဒိၣ်လီၤ. အခါၣ်လဲၢ်ကဲၣ်ဆီးတစဲး.
- A. နသးလီၤလၢအခါၣ်အံၣ်န့ၣ်အအံၤခါ. အိၣ်.
- B. မ့ၢ်အိၣ်, နသါဟ့ၣ်လီၤကွၢ်ကွၢ်တထံၣ်ခါ.
- A. အအံၤနကူဒီးကွၢ်ကွၢ်, ကဘဉ်နစ့ၢ်ခါ.
- B. အါၣ်, ဘဉ်ပူၤ. အပူၤဆံးဒိၣ်လဲၣ်.
- A. အအံၤအခါၣ်အံၣ်တစဲး, အပူၤဘဉ်တစဲး.
- B. ဒ်လီၤ. တပီၢ်ခံဆံကန့ၢ်ခါ.
- A. အါၣ်, အါၣ်. ဒ်န့ၣ်ဒ်ဒ်န့ၣ်.

### Questions (တၢ်သံကွၢ်)

- ၁. "A" တဂၤအဲၣ်ဒီးပုၤတၢ်မနုၤလဲၣ်.
- ၂. "B" ဟ့ၣ်လီၤကွၢ်န့ၢ်အီၤပွဲၤကလုာ်လဲၣ်. မ့ၢ်တၢ်ဒ်လဲၣ်.
- ၃. "A" ဘဉ်အသးလၢလဲၣ်တကလုာ်လဲၣ်.
- ၄. အပူၤဘဉ်အသးခါ.
- ၅. အခါၣ်ဘဉ်အသးခါ.
- ၆. "A" ဘဉ်အသးလၢကကွၢ်ဒီးဒ်လဲၣ်တကူၣ်လဲၣ်.
- ၇. တုၤ "A" ကူကွၢ်လၢခံတကူၣ်န့ၣ် မ့ၢ်အဘဉ်အီၤခါ.
- ၈. "A" သါကဟ့ၣ်အပူၤဆံးအါလဲၣ်.
- ၉. "B" ဘဉ်အသးခါ.

(a) After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရော်-ပုၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၢ်မ့ၢ်ဘၣ်လံၤန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွၢ်ဖိစးတဲၤဝိၣ်သရော်အခံတဝီၤ ဝံၤဒီးမၤပုၤကွၢ်ဖိကဲၤ "B" ဒီးသရော်ကကဲၤ "A." ကတိၤလၢသကိးတၢ်ကတိၤအါဝီၤတဲၤဒ်သိးပုၤကွၢ်ဖိကဲၤ "B" အတၢ်ကတိၤဘၣ်ဘျုးတဲၤတဲၤ. တုၤပုၤကွၢ်ဖိတဲၤတၢ်ဘၣ်ဘျုးတဲၤလံၤန့ၣ် မၤပုၤကွၢ်ဖိကဲၤက့ၤ "A" ဒီးသရော်ကကဲၤက့ၤ "B" ဝံၤတဲၤလိကဒီးအါဝီၤတဲၤ. တုၤပုၤကွၢ်ဖိတဲၤတၢ်ဘၣ်ဘျုးတဲၤလံၤန့ၣ် တဲၤလိသကိးတၢ်ကဒီးတဘျီၤ ဘၣ်ဆုၣ်အအံၤတဘျီၤန့ၣ် သရော်မ့ၢ်ပုၤကွၢ်ဖိမ့ၢ်ပုၤ ကဘၣ်လဲက့ၤတၢ်ကတိၤပုၤဖျၢၣ်ပုၤဖျၢၣ်ဆူတၢ်ကတိၤအဂၤလၢပုၤကွၢ်ဖိမၤလိတုၢ်လဲၣ်န့ၣ်လီၤ. တဲၤလိသကိးတၢ်ဒ်အံၤအသိးကိးနံၤဒီးဆူညါၤ သီအတီၢ်ပုၤ.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရော်-ကိးနံၤဒီး သရော်ဒီးပုၤကွၢ်ဖိဝံၤဟံးန့ၣ်အဆၢကတိၢ်တနီၤလၢကကတိၤသကိးတၢ်လၢပုၤကညီၤကျိၣ် ဘၣ်ဃးတၢ်ဝံၤအကလုာ်ကလုာ်.

#### 4.8 Reading and Writing

၄.၈ တၢ်မၤလိဖးဒီးကွဲးပုၤကညီၤကျိၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မၤပုၤကွၢ်ဖိဖးဝိၣ်သရော်အခံတကျိၤဘၣ်တကျိၤတဝီၤဝံၤ မၤပုၤကွၢ်ဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီၤတၢ်လီၢ်လီၢ်ဟံၤလၢခံတနံၤသရော်ကဘၣ်ကွၢ်ပုၤကွၢ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံၤမၤပုၤကွၢ်ဖိဖးယုၤသရော်. ပုၤကွၢ်ဖိဖးမ့ၢ်ကမၣ် သရော်ကဘၣ်ဖးယုၤပုၤကွၢ်ဖိတဘျီၤဒီး.

ယလဲၤဝီၣ်နခံတသ့ဘၣ်. ယကဘၣ်ကွၢ်နဝဲၢ်နီၢ်အဖီ.

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ဟ့ၣ်လီၤန့ၣ်ယၢန့ၣ်အဂီၢ်တကူၣ်န့ၣ်. ယကကွၢ်တထံၣ်.

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အချာအံ့ကဲကဲဆီး. တၢ်မိၣ်န့ၣ်ယသးလၢအချာလၢတဲး.

#### 4.9 Listening and Speaking

၄.၉ တၢ်မၤလိာ်န့ၣ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

(1) Using the sample conversation in 3.10 as a basis, learn the word for "to read" by asking someone other than your teacher in Karen. (Plan ahead of time what to do and say.) When you carry out the action, it would be better to read a few words aloud. (You might try reading the title of the next lesson in Karen or the name of the Bible on the outside or on the title page.) After repeating it, as in A's second question, ask how to write the new word (for "read"), as in A's third question. In order to ask the ခိလဲၣ်-question, as in A's fourth question, point to a word in the next lesson or in the Karen hymnal or Bible (e.g., the name of a hymn or book of the Bible) and ask how we read it. Then say that you will try reading it. Do so, and ask if you read it correctly. If your informant corrects your pronunciation, repeat the word after him/her until he is satisfied. You might ask how to read several other Karen words in the same way. Be sure to thank your informant before you leave. The next day tell the teacher the new word which you have learned. Then you and the teacher should try to use this word both in and out of class many times, so that you won't forget it.

(၁) သရၣ်-မၤပုၤကိၣ်သ့တၢ်အဒိလၢ ၃.၁၀ (၁) ဒီးမၤပုၤကိၣ်သ့သ့ညါတၢ်ကတိၤအသီတထံၣ် လၢအမ့ၢ်တၢ်ကတိၤ "read" အစီပညီလၢပုၤကညီကျိၣ် လၢဆူညါ ၂၄ န့ၣ်ရံၣ်အတီၢ်ပူၤ. မၤဒီးတနံၤ မၤပုၤကိၣ်သ့တဲးသရၣ် လၢတၢ်ကတိၤအသီလၢအမ့ၢ်န့ၣ်လဲၣ်တဖျါအံၤ တံၤဒီးသရၣ်ဒီးပုၤကိၣ်သ့ကတိၤလိာ်တၢ်ကတိၤတဖျါအံၤ.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရၣ်-မၤပုၤကိၣ်သ့လဲၣ်အိၣ်သကိးပုၤကညီ ဒ်သိးကကတိၤလိာ်တၢ်ကတိၤသ့တဖျါလၢအမၤလိာ်တၢ်လဲၣ် ဒီးဒ်သိးကကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

#### 4.10 Cultural Assignment

၄.၁၀ တၢ်ဃုသ့ညါပုၤကညီအလုၢ်အလၢ်

Continue to note down and file your observations concerning clothing as in 1.11mm .

သရၣ်-တၢ်မၤလိာ်တကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပုၤကညီကျိၣ်ဘျီ. ပုၤကိၣ်သ့ကမၤဒၣ်ဝဲ.

## LESSON 5 - REVIEW

### တၢ်မၤလိ ၅ - တၢ်ကွၢ်ကဒါက့ၤ

#### 5.1 Basic Sentences and Phrases

၅.၁ တၢ်ကတိၤအဒိတဖၣ်

##### (1) Phrases Using Classifiers

(၁) တၢ်ကွၢ်ကဒါက့ၤတၢ်ကတိၤ "ဘး," "ဝီၢ်," "ကူၣ်," "ကလုၣ်," "ဗွဲ," "ဒီး" "ထံၣ်"

(a) In Lessons 1-4 of this book you have learned 6 new classifiers; i.e.,

ဘး - classifier for baht

ဝီၢ် - classifier for bahts in hundreds

ကူၣ် - classifier for garments wrapped around the waist

ကလုၣ် - classifier for kinds of things

ဗွဲ - classifier for kinds of things

ထံၣ် - classifier for moments

(You were also introduced to ဘွဲ, ဆွဲ, and သံး for coins but have not been required to master them unless they are commonly used in your area.) All of these classifiers except ထံၣ် (which is a time classifier) are used with nouns (expressed or understood).

See how many of the above classifiers can be used with the two nouns below together with the numeral တ.

သရၣ်--မၤပုၤကွၢ်ဖိပၣ်တၢ်ကတိၤလၢအဖီလၢအံၤအခီၣ်ထံးတဖျၢၣ် ဃုၣ်ဒီးတၢ်ကတိၤ "တ" ဒီးတၢ်ကတိၤလၢအဖီခီၣ်ဃုၣ်အံၤအကျိတဖျၢၣ်ဘၣ်တဖျၢၣ်လၢပတဲသ့. အဒိ--"တၢ်တဘး," "တၢ်တဝီၢ်," "တၢ်တကလုၣ်," "တၢ်တဗွဲ." ဝံၤဒီး မၤပုၤကွၢ်ဖိတဲလိတၢ်ကတိၤခဲတဖျၢၣ်တဖျၢၣ်လၢအဖီလၢအံၤ ဒ်အတဲလိအခီၣ်ထံးတဖျၢၣ်အသိး.

(1) တၢ်

(2) နံၣ်

(b) You have now learned 2 new expressions which are used with numerals + classifiers; e.g., ထဲ, "only," and ဘျဲၣ် (or အဘျဲၣ်), "over and above;" e.g., ထဲတၢ်, "only one person;" တဆံးယၢ်ဘျဲၣ်, "more than 15 people." Note that the ထဲ always precedes the numeral + classifier whereas the ဘျဲၣ်/အဘျဲၣ် immediately follows the numeral + classifier.

Use each of the following nouns with ထဲ + the number in ( ) + the appropriate classifier; e.g., ပုၤကညီထဲ ၅ ဂၤ.

သရၣ်--မၤပုၤကွၢ်ဖိတၢ်ကတိၤလၢအဖီလၢသ့တဖျၢၣ်အံၤဃုၣ်ဒီး "ထဲ" ဒီးနီၢ်ဂံၢ်လၢအခီၣ်လၢ ( ) အပူၤ. အဒိ--"ပုၤကညီထဲ ၅ ဂၤ."

(1) ပုၤကညီ (၅)

(2) သးသး (၂)

(3) ဆုၤကၤ (၁)

- (4) တိန် (၄)  
(5) အလွဲ (၃)

Repeat the above using the word ဘဲ or အဘဲ rather than ထဲ and multiply the number by 5; e.g., instead of 5, say 25.

သရော်-မပုကွဲဖိတဲလိကဒီးတၢ်ကတိလၢအဖီခိၣ်အံၤ ဘၣ်ဆၢအံၤတဘျီအံၤကဘၣ်ဂံၢ်အါထီၣ်နီၣ်ဂံၢ်အိၣ်လၢ ( ) အပူၤ ၅ ဘျီဒီးလၢ "ထဲ"အလီၤန့ၣ်ကဘၣ်သုယုၣ်တၢ်ကတိ "ဘဲ" မ့တမ့ၢ် "အဘဲ". အဒိ--"ပုကညီ ၂၅ ဂၤဘဲ".

## (2) Verb Phrases

In the last 4 lessons you have learned 6 new uses of verbs combined with other verbs; i.e.,

လီၤ - to decrease

ထီၣ် - to increase

မၤ - to cause to become

ကွၢ် - to try out

န့ၣ် - to succeed in doing

ဘၣ် - to indicate that action passes over to the object

You have also learned the verb modifier, ကဲၣ်ဆိး/ကဲၣ်ဆိး, "excessively, beyond what is fit or desirable."

(a) Look at the descriptive verbs below and see which ones can be combined with လီၤ and which can be combined with ထီၣ်. For this drill ignore the words in ( ).

သရော်-မပုကွဲဖိကွၢ်တၢ်ကတိလၢအဖီလၢသ့ၣ်တဖၣ်အံၤ ဝံၤဒီးတၢ်ကတိလၢပုၤတဲယုၣ်ဒီးတၢ်ကတိ "လီၤ" သ့သ့ၣ်တဖၣ်န့ၣ် မပုကွဲဖိတဲယုၣ်တဖျါဘၣ်တဖျါ. အဒိ--"စၢ်လီၤ," "ဆဲးလီၤ." လၢခံတဝီန့ၣ် မပုကွဲဖိယုၣ်တၢ်ကတိလၢပုၤသ့ၣ်ဒီး "ထီၣ်" သ့သ့ၣ်တဖၣ် ဒီးယုၣ်တဖျါဘၣ်တဖျါ. အဒိ--"ဆူၣ်ထီၣ်" "ဒိၣ်ထီၣ်". (ကွၢ်ကပၣ်ကွၢ်တၢ်ကတိလၢအအိၣ်လၢ ( ) အပူၤတက့ၢ်.)

ဆူၣ်	(အလွဲ)	လဲၣ်	(စဘဲ)
စၢ်	(အလွဲ)	အံၣ်	(စဘဲ)
ဒိၣ်	(ဆုကၤတဘျီ)	အါ/ရဲ	(တၢ်အိၣ်)
ဆဲး	(ဆုကၤတဘျီ)	စ့ၤ	(တၢ်အိၣ်)

Repeat the above using မၤ before the combination of the descriptive verb and လီၤ and ထီၣ်, indicating causing to decrease or increase in the quality indicated, and adding the object in ( ); e.g., မၤဆူၣ်ထီၣ်အလွဲ, "မၤဆဲးလီၤဆုကၤတဘျီ."

သရော်-မပုကွဲဖိတဲလိကဒီးတဘျီ ဘၣ်ဆၢအံၤတဘျီန့ၣ် ကဘၣ်တၢ်န့ၣ်တၢ်ကတိ "မၤ" ဖဲတၢ်မဲၣ်ညါ ဒီးတၢ်ကတိလၢအအိၣ်လၢ ( ) အပူၤဖဲအကတၢ်. အဒိ--"မၤဆူၣ်ထီၣ်အလွဲ," "မၤဆဲးလီၤဆုကၤတဘျီ."

(b) Go through the above list of descriptive verbs again combining them with ကဲ့သို့ဆိုး; e.g., ဆွတ်ကဲ့သို့ဆိုး စက်ကဲ့သို့ဆိုး. Then combine them in pairs using the words above as in the example below.

သရော်-မပြုကုန်ဖိစားကဒီးတက်ကတိလေ (a) အပူ၊ ဘုတ်ဆုတ်အအံ့တဘျီအံ့၊ လာ "လီ၊" ဒီး "ထိုင်" အလီ၊နဲ့ ကဘုတ်တဲလ၊ "ကဲ့သို့ဆိုး". အဒိ--"ဆွတ်ကဲ့သို့ဆိုး", "စက်ကဲ့သို့ဆိုး." လာခံတဝီနဲ့ မပြုကုန်ဖိစားတက်ကတိလေအ ခိုင်ခံ့လိာ်အသးတစွာဝံ့တစွာ ဒ်အဒိအိုင်လ၊အဖီလင်အံ့အသး. အဆိ သရော်ကဘုတ်ဖးအဒိ ဒီးမပြုကုန်ဖိစား ပိတ်သရော်အခံ. ဝံ့ဒီး မပြုကုန်ဖိစားတက်ကတိလေတစွာဘုတ်တစွာဒ်အဒိအိုင်ဝံ့အသး. ပြုကုန်ဖိစားတက်ဘုတ် တဘုတ်ဂ၊ သရော်ကဘုတ်တဲလီတိုင်နီဒီးမပြုကုန်ဖိစားဘျီ ဒီးမပြုကုန်ဖိစားပိတ်သရော်အခံ. လာခံတဝီ ပြုကုန်ဖိစား တက် မှ်ဘုတ် သရော်တလိတ်တဲနီအီလ၊ဘုတ်.

အလွဲအံ့ဆွတ်ကဲ့သို့ဆိုး. နမ၊စက်လီ၊နီယ၊သုဒေါ.

(c) Use each of the following expressions in a sentence of your own.

သရော်-မပြုကုန်ဖိစားနီတက်ကတိလေအဖီလင်အံ့အခိုင်ထံးတဖျာ် ဒီးဒုးကဲထိုင်အီလ၊တက်ကတိဒီကျီ. အ ဒိ--"ယကအီကွိုင်ထံချိုင်အံ့တစဲနီ." တက်ကတိလေတဖျာ်ဘုတ်တဖျာ် မပြုကုန်ဖိစားကဲထိုင်အီလ၊တက်က တိဒီကျီစုဂ်း.

အီကွိုင်  
ဆါကွိုင်  
တဲဘုတ်အီ၊  
အိုင်ဘုတ်ယ၊  
ပူ၊နီ  
ဟံးနီ

### (3) Particles

In the last 4 lessons you have learned 5 new particles which are used with verbs; i.e.,

လိပ်/လဲပ်	particle ending an exclamatory sentence
ဇိုင်	particle used when correcting a wrong assumption or making a statement less abrupt
ပူး/မဲး	particle indicating that something is just right or happens at just the right time
သါ	particle indicating intent or request
နီ	particle indicating comparison

The first 3 occur at the end of the sentence (though ပူး/မဲး may be followed by လီ. The fourth one, သါ, occurs near the beginning of the sentence following the subject; and the last one, နီ, occurs in the middle between the 2 things being compared. The first one, လိပ်/လဲပ်, and the last one, နီ, are used only with descriptive verbs and verbs of ability. The third one, ပူး/မဲး, and the fourth one, သါ, are used only with action verbs. On the other hand, the second one, ဇိုင်, may be used with either kind of verb.

Repeat changing Sfp to Shp.

ဆွဲကတော့ဘုရားအံ့ဆေး.  
ဆွဲကတော့ဘုရားအံ့အပ္ပဘေ.  
ဆွဲကတော့ဘုရားအံ့အလွဲစိ.  
နံတကူအံ့အလွဲဂူ.  
နံတကူအံ့အခါလဲ.  
နံတကူအံ့အခါအံ့.

"ဆွေကတော့အံ့တဆုံးပေါ့။" "ဆုံးပေါ့။"

အိပ်                      လဲ၊                      ပွဲ၊                      အိပ်

နသါကမမေတလီၣ်.  
 နသါကလဲအိၣ်ဖဲလီၣ်.  
 နသါကလဲဆူလီၣ်.  
 နသါကပွဲမေတလီၣ်.  
 နသါကဟ့ၣ်ဘၣ်နမိၣ်လမေတလီၣ်.

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aloud. Repeat inserting each of the other clauses into the blank in turn. Do the same with the second pattern sentence.

သရော်-မပြုကွဲဖိတုန်တုန်တုန်ကတိ၊ "ပကအိန်မု၊" ဖဲတုန်လီလီဟိလ၊ (၁) လ၊တုန်ဖိလင်အံ၊အပူဝံ၊ ဖးဒိကျိ၊  
ဝံ၊ဒီး မပြုကွဲဖိဟံးနုန်တုန်ကတိ၊အဂ၊သုတ်တဖုတ်တဖုတ်ဝံ၊တဖုတ် ဒီးတုန်နုန်အံ၊ဆုတုန်လီလီဟိဝံ၊ ဖးဒိကျိ၊  
ပြုကွဲဖိဖးကီးကျိဒီးမု၊ဘျဲလံနုန် တဲလိ (၂) ဒ် (၁) အသီး၊ (ပြုကွဲဖိမု၊အိန်လ၊တုန်လီလီဖဲပြုတဲ "မဲး" လ၊ "ပူး"  
အလီလီနုန် မပြုကွဲဖိတဲလ၊ "မဲး" လ၊ "ပူး" အလီလီ.)

(1) နဟဲဘဉ်လ၊ \_\_\_\_\_ပူး. (2) နဟဲဘဉ်ပူး. ဘဉ်လ၊\_\_\_\_\_.

ပကအိန်မု၊  
ပတဲတုန်လ၊နဂု၊  
ပြုကီးထီဉ်နမံ၊  
ယကကု၊  
ပကလဲ၊ဆုဝု၊ပူ၊

Repeat the above exercise using မဲး instead of ပူး.

သရော်-မပြုကွဲဖိတဲလိကဒီးတဘျီ ဘဉ်ဆဉ်အအံ၊တဘျီ လ၊ "ပူး" အလီလီနုန် တဲလ၊ "မဲး."

(e) Make sentences comparing 2 things using the following descriptive verbs + နုန်.

သရော်-မပြုကွဲဖိသုတ်ကတိ၊လ၊အဖိလင်အံ၊တဖုတ်ဘဉ်တဖုတ် ဒီးသုဃုဒီး "နုန်" ဒ်သီးကထီဉ်သ၊တြီ၊တုန်  
ခံမံ၊ တုန်ခံမံ၊ကမု၊တုန်တမံ၊ဂု၊တမံ၊ဂု၊ ကွပ်ဖဲဒုတ်ပြုကွဲဖိအသီး၊ အဒီး--"ဆုက၊တဘဉ်အံ၊ဒိဉ်နုန်အနုန်တ  
ဘဉ်."

ဒိဉ်	အံဉ်	ဆံဉ်	ဟဲ
ဆံး	ဂု၊	ဆ၊	ဘျါ
လိ	မု၊	ဟီ	

(f) Make sentences comparing something with a previous one of the same category by using the descriptive verbs in (e) above + နုန်အလီလီ.

သရော်-မပြုကွဲဖိတဲလိကဒီးတုန်လ၊ (e) အသီး ဘဉ်ဆဉ်အအံ၊တဘျီ ကဘဉ်သုဃုဒီး "နုန်အလီလီ" ဒ်သီးက  
ထီဉ်သ၊တြီ၊တုန်ခံမံ၊ အဒီး--"ဆုက၊တဘဉ်အံ၊ဒိဉ်နုန်အလီလီ."

#### (4) Time Expressions

In the last 4 lessons you have learned 7 new time expressions; i.e.,

လ၊ညါ	Before
ဆူညါ	Later, in the near future
လ၊ခံ	Later, afterwards
ဆူခံ	Later, in the distant future
ခဲအံ၊	Now
ခဲအံ၊ခဲအံ၊	Often
ထံဉ်	Classifier for moments



(a) Read the following sentences comparing situations in the remote past with those in the near past. The teacher should correct any mistakes in pronunciation. Be sure you understand the meanings. The meaning of the first sentence is "Formerly we did like that; later we did like this."

သရော်-မပြုကုန်ဖူးတုန်းကတော့လောအဖီလင်အံတကျိဘော်တကျိ. ပြုကုန်ဖူးမှတ်တဘဉ်ဘဉ် သရော်ကဘဉ်ဖူးန့ ပြုကုန်တဘဉ် ဦးမပြုကုန်ဖူးတဲပိတ်သရော်အခံ. မဒ်အံတုပြုကုန်ဖူးဘဉ်ဘျဘျတစဲး.

လပြုပမဒ်န့. လခံပမဒ်အံ.

လပြုပမလိကိုင်တဲကိုင်. လခံပမလိပုကညီကိုင်.

လပြုပတပွဒ်အိတ်သကွံသဉ်ဘဉ်. လခံပတပွဒ်အိတ်အိတ်မး.

လပြုပတသုဉ်ညါအိတ်ဘဉ်. လခံယသုဉ်ညါအိတ်ဂုမး.

လပြုပပတ်အထီးအိတ်ထဲခံဒု. လခံအထီးအိတ်အိတ်မး.

လပြုပကုန်တဘဉ်ဘဉ်. လခံယကုန်တဘဉ်ဘဉ်.

(b) Now compare the same situations in the past with the present by changing the words လခံ in the second clause of each sentence to ခဲအံ; e.g., လပြုပမဒ်န့. ခဲအံ ပမဒ်အံ, "In the past we did like that; now we do like this." In the last sentence add the word လံ at the end to complete the meaning.

သရော်-မပြုကုန်ဖူးကဒီးတုန်းကတော့လောအဖီခိုင်အံတဘျိ ဘဉ်ဆဉ်လံ "လခံ" အလီန့ကဘဉ်တဲလံ "ခဲ အံ." အဒိ-"လပြုပမဒ်န့. ခဲအံပမဒ်အံ." မ့မုတ်အကတော်တကျိန့ ပြုကုန်ကဘဉ်တုန့စုတ်ကီးတု ကတိတ် "လံ" ဖဲအကတော်. ပြုကုန်ဖူးတုမှတ်တဘဉ်ဘဉ် သရော်ကဘဉ်ဖူးန့ ပြုကုန်တဘဉ် ဦးမပြုကုန်ဖူးတဲပိတ် သရော်အခံ. မဒ်အံတုပြုကုန်ဖူးဘဉ်ဘျဘျတစဲး.

(c) Read the sentences below comparing the situations at present with the future. The meaning of the first sentence is, "Now we do like this; I don't know how we'll do it later on." Be sure you understand the meaning of the remaining sentences.

သရော်-မပြုကုန်ဖူးတုကတိတ်သုဉ်တဖဉ်အံတကျိဘော်တကျိ. ပြုကုန်ဖူးမှတ်တဘဉ်ဘဉ် သရော်ကဘဉ်ဖူးန့ အိတ်တဘျိ ဦးမပြုကုန်ဖူးပိတ်သရော်အခံ. မဒ်အံတုလပြုကုန်ဖူးဘဉ်ဘျဘျတစဲး.

ခဲအံပမဒ်အံ. လခံပကမဒ်လဲဉ် ယတဲတဘဉ်ဒီးဘဉ်.

ခဲအံယမလိကိုင်တဲကိုင်. လခံယကမလိကိုင်မနုလဲဉ် ယတဲတဘဉ်ဒီးဘဉ်.

ခဲအံပတပွဒ်အိတ်သကွံသဉ်ဘဉ်. လခံပတပွဒ်အိတ်အိတ်မး ယတဲတဘဉ်ဒီးဘဉ်.

ခဲအံယတသုဉ်ညါအိတ်ဘဉ်. လခံယကသုဉ်ညါအိတ်မး ယတဲတဘဉ်ဒီးဘဉ်.

ခဲအံယပတ်အထီးအိတ်ထဲခံဒု. လခံအထီးကအိတ်ပဲဒုလဲဉ်န့ ယတဲတဘဉ်ဒီးဘဉ်.

ခဲအံယကုန်တဘဉ်ဘဉ်. လခံယကုန်တဘဉ်မး ယတဲတဘဉ်ဒီးဘဉ်.

Repeat (c) changing လခံ in the second clause to ဆူညါ and the first ဘဉ် in the third clause to သု. (ဘဉ် and သု can be used interchangeably.) E.g., ခဲအံပမဒ်အံ. ဆူညါ ပကမဒ်လဲဉ် ယတဲတသုဒီးဘဉ်, Now we do like this; I don't know how we'll do it in the future (future in general or in the near future)."

သရော်-မပြုကုန်ဖူးကဒီးတဘျိ ဘဉ်ဆဉ်တဘျိအံ လံ "လခံ" အလီန့ မအတဲလံ "ဆူညါ" ဦးလံ "ဘဉ်" အလီန့ မအတဲလံ "သု." အဒိ-"ခဲအံပမဒ်အံ. ဆူညါပကမဒ်လဲဉ် ယတဲတသုဒီးဘဉ်."

Repeat (c) again changing လာခံ in the second clause to ဆူခံ and the first ဘုတ် in the clause to သု; e.g., ခဲအံပမဒ်အံ. ဆူခံပကမဒ်လဲယတဲတသုဒ်ဘုတ်, "Now we do like this; I don't know how we'll do it in the distant future."

သရော်-မပုကွဲဖိဖးကဒီးတဘျီ ဘုတ်ဆုတ်တဘျီအံ လာ "လာခံ" အလီန့ၣ် ကဘုတ်တဲလာ "ဆူခံ" ဒီးလာ "ဘုတ်" အလီန့ၣ် ကဘုတ်တဲကဒီးလာ "သု." အဒိ-"ခဲအံပမဒ်အံ. ဆူခံပကမဒ်လဲယတဲတသုဒ်ဘုတ်."

(d) Read the sentences below, the teacher correcting your pronunciation where necessary. The meaning of the first sentence is "He is worshipping God now." Be sure you understand the remaining sentences.

သရော်-မပုကွဲဖိဖးတၢ်ကတိလၢအဖီလၢအံတက့ၢ်တက့ၢ်. ပုကွဲဖိဖးမ့ၢ်တဘုတ်ဘုတ်န့ၣ် သရော်ကဘုတ် ဖးယုပုကွဲဖိတဘျီ ဒီးမပုကွဲဖိဖးပိၣ်သရော်အခံ.

အဝဲဘါယွဲခဲအံ.

အဝဲအိၣ်ထီးညုၣ်ခဲအံ.

အဝဲဆါအထီးဖိခဲအံ.

အဝဲကူန့ၣ်ခဲအံ.

အဝဲကွၢ်ပုကွဲဖိခဲအံ.

Repeat (d) using ခဲအံခဲအံ, "often," in place of ခဲအံ, "now." Be sure you understand the meaning of each. (If you are in an area where ဃံး is used instead of ခဲအံခဲအံ, then use ဃံး in this exercise.)

သရော်-မပုကွဲဖိဖးကဒီးတဝီ ဘုတ်ဆုတ်အံတဘျီ လာ "ခဲအံ" အလီန့ၣ် မအတဲလာ "ခဲအံခဲအံ." အဒိ-"အဝဲဘါယွဲခဲအံခဲအံ." (ပုကွဲဖိမ့ၢ်အိၣ်လၢတၢ်လီၤဖဲပုတဲလာ "ဃံး" လာ "ခဲအံခဲအံ" အလီန့ၣ် မပုကွဲဖိ တဲ "ဃံး" လာ "ခဲအံ" အလီလၢတၢ်ဖိခိၣ်အံ.)

## (5) Idiomatic Expressions

You have now learned 3 idiomatic expressions, as follows:

(a) ဒ်န့ၣ်ဒ်န့ၣ်, particle indicating acceptance of a suggestion or situation.

Read the following expressions aloud once, the teacher saying each one again and you repeating it after him/her. Make sure that you understand the meaning of each. The second time, read the first sentence and have the teacher respond with ဒ်န့ၣ်ဒ်န့ၣ်. Then the teacher should read the second sentence and you respond. Alternately read and respond in this way until the end.

သရော်-မပုကွဲဖိဖးတၢ်ကတိလၢသုၣ်တဖၣ်အံတက့ၢ်တက့ၢ်တဝီ. ပုကွဲဖိဖးဘုတ်ဂုတဘုတ်ဂု သရော်ကဘုတ် ဖးကဒီးတဘျီ ဒီးမပုကွဲဖိတဲပိၣ်သရော်အခံ. တုပုကွဲဖိဖးဘုတ်ဘျီတဲစဲးဝံလဲန့ၣ် မပုကွဲဖိဖးကဒီးအခိၣ်ထံး တက့ၢ် ဒီးသရော်ကတဲဆါလၢ "ဒ်န့ၣ်ဒ်န့ၣ်." ခံက့ၢ်တက့ၢ်န့ၣ် သရော်ကဖး ဒီးပုကွဲဖိကတဲဆါလၢ "ဒ်န့ၣ်ဒ်န့ၣ်." ဖးယုပုကွဲဖိဖးအံအသးစးထီၣ်လၢအခိၣ်ထံးတုလၢအကတၢ်.

ကူန့ၣ်န့ၣ်ကီၣ်တဲၣ်. ယကကူန့ၣ်ပုကွဲဖိ.

လဲၤစီၣ်နဲလံၣ်သးဝံၣ်ဖးဖိ. ယကလဲၤစီၣ်ဖးဖိ.

ဟ့ၣ်အီၤနုတိၢ်တဆံးဘး. ယကဟ့ၣ်အါထီၣ်တဆံးယဲၢ်ဘး.

ယကပ္ပကွၢ်အအံၤတကလုၢ်. ပွၤကွၢ်နဲအန့ၢ်တကလုၢ်.  
 ယကတဲတၢ်လၢကွၢ်တဲၤကွၢ်. တဲနဲလၢပွၤကညီကွၢ်.  
 နသကီၤဆံၣ်သၣ်အံၤ ယကဟ့ၣ်န့ၤ ၈ ဘး.  
 ဆ့ကတဘျဲအံၤဆံးတဲး. ၅၀ ဘးကန့ၢ်ခါ.

See if you can make up one or two examples yourself based on one or more of the sentences above.

သရၣ်-မၤပွၤကွၢ်ဖိဟ့ၣ်အါထီၣ်အဒိတမံၤခံၤဒ်အတၢ်ဆိကနီၣ်ဒၣ်ဝဲအသိး. ပွၤကွၢ်ဖိတဲတၢ်မ့ၢ်တဘျဲသရၣ် ကဘျဲတဘျဲန့ၢ်က့ၤအီၤ ဒီးမၤပွၤကွၢ်ဖိတဲတၢ်သရၣ်အခံ.

(b) ကွၢ်လၢန့ၤ, "It's up to you"

Below are 4 questions followed by the above expression as a response. The teacher will read the first question and you respond. Then you read the second and the teacher will respond. Continue reading alternately the third and fourth questions and responses.

သရၣ်-ဖဲတၢ်ဖိလၢအံၤအိၣ်တၢ်သံကွၢ်လၢအစုစုတပၤဒီးတၢ်စံးဆၢလၢအစုထွဲတပၤန့ၢ်. သရၣ်ကသံကွၢ်ပွၤကွၢ် ဖိလၢတၢ်သံကွၢ်အိၣ်ထံးတကျိၤဒီးပွၤကွၢ်ဖိကတဲဆၢ. ဝံဒီးပွၤကွၢ်ဖိကသံကွၢ်တၢ်ဒ်ခံကျိၤတကျိၤအသိးဒီးသရၣ် ကတဲဆၢဝဲ. သံကွၢ်ယၢ်ခီၤခီၤအံၤအသိးစးထီၣ်လၢအိၣ်ထံးတုၤလၢအကတၢ်တဝီ.

"ပဂ့ၤပွၤသကီၤဆံၣ်သၣ်ခါ. အပွၤထီၣ်တဲး."	"ကွၢ်လၢန့ၤ."
"ယအံၣ်ဒီးဟ့ၣ်ယမိၢ်လၢသခီးသၣ်န့ၢ်. ယ ဂ့ၤပွၤပွၤဖျၢၣ်လီၣ်."	"ကွၢ်လၢန့ၤ."
"ပကက့ၤခါ ပကလဲၤဆူညါခါ."	"ကွၢ်လၢန့ၤ."
"ပကဆါသကံၤအဘျဲၣ်ခါ ပတဆါအီၤဘၣ် လဲၣ်."	"ကွၢ်လၢန့ၤ."

Combine each of the last 2 sentences with the response by omitting the quotation marks and inserting န့ၢ် between the question and the response, thus making it all one person's words, then read them aloud, the teacher making corrections if necessary.

သရၣ်-မၤပွၤကွၢ်ဖိတုၤန့ၢ်တၢ်ကတိၤ "န့ၢ်" ဖဲတၢ်သံကွၢ်လၢသၢကျိၤတကျိၤအကတၢ်ဒီးပံၤဖျိၣ်အီၤယုၣ်ဒီးတၢ်စံးဆၢ ဒ်သိးကကံၤထီၣ်က့ၤတကျိၤယီ. အဒိ--"ပကက့ၤခါပကလဲၤဆူညါခါန့ၢ် ကွၢ်လၢန့ၤ." မၤပွၤကွၢ်ဖိတဲတၢ်လိလံၤကျိၤတ ကျိၤဒ်သၢကျိၤတကျိၤအံၤအသိး.

(c) တၢ်မိၣ်...သး, "to want to do something"

You will recall that the word order for the use of this idiomatic expression is as below. However, if the subject is "I," then the subject is usually unexpressed."

Subject + တၢ်မိၣ် + action verb + possessive pronoun + သး + object

Change the sentences below, using တၢ်မိၣ်...သး in place of အံၣ်ဒီး.

သရၣ်-မၤပွၤကွၢ်ဖိတဲတၢ်ကတိၤလၢအဖိလၢအံၤတကျိၤဘၣ်တကျိၤ. ပွၤကွၢ်ဖိတဲတၢ်မ့ၢ်တဘျဲသရၣ်ကဘျဲသး လီၤတၢ်န့ၢ်က့ၤပွၤကွၢ်ဖိကဒီးတဘျီ ဒီးမၤပွၤကွၢ်ဖိတဲတၢ်သရၣ်အခံဒီး. ခံဝီတဝီ တဲလိကဒီးတဘျီ ဘၣ်ဆုၣ်အအံၤ

တဘျီနဲ့ မပုကွဲဖိထူးကွပ်တက်ကတိ၊ "အဲဒ်ဒီး" ဝံဒီးတွန်နဲ့ "တင်မိပ်" ဒီး "သး" ဖဲတင်လိာ်လအဘုန်. ပုကွဲ ဖိမုာ်ဘုန်တွန်နဲ့တက်ကတိအကစုာ်ကီးသု. အဒိ-- "တင်မိပ်အိပ်ယသးလအိပ်ညုန်."

ယအဲဒ်ဒီးအိပ်ဆိညုန်.  
ယပာ်အဲဒ်ဒီးလဲလအိပ်ပု.  
ဖိသုန်အဲဒ်ဒီးလိာ်ကွဲလအိပ်.  
နအဲဒ်ဒီးကီးတင်သးဝံဒ်ဒေါ.  
ယမိာ်အဲဒ်ဒီးပုနုန်တကုန်.

## 5.2 Pronunciation Drill

၅.၂ တင်ကတိအသိပ်လအကိတစဲ

- (1) Review the following difficult consonants and vowels by reading the words in each section aloud. If you mispronounce any of them, the teacher should drill you many times for several days on those sounds which you are not pronouncing correctly.

(၁) သရုန်-မပုကွဲဖိတဲပိာ်ထွဲသရုန်အခံတဝီဝံ မပုကွဲဖိဖူးဒုာ်တဝီ. ပုကွဲဖိကီးထီာ်တင်ကတိအသိပ်မုာ်ဘုန်ဝံ ဝံလဲနဲ့ လဲဆူညါတပတီာ်. ဘုန်ဆုာ်ပုကွဲဖိကီးတင်ကတိအသိပ်မုာ်ဘုန်ဝံဒီးဘုန် သရုန်ကဘုန်ဖူးကဒီးတဘျီ ဒီး မပုကွဲဖိတဲပိာ်သရုန်အခံတဘျီဒီး.

(a) တ		
အိပ်တင်	တင်အိပ်	တိာ်တဝီ
တဲတင်	တင်တဲ	ကွိပ်တဲ
ဟုန်တင်	တင်ဟုန်	လီတဲ
ကတိတင်	တင်ကတိ	

For further practice, review 1.2 (3-a) using တိာ် throughout; also 1.4 (6); 2.2 (3-a); 3.4 (4-a and b); 4.2 (4).

သရုန်-ပုကွဲဖိကီး "တ" အသိပ်မုာ်ဘုန်ဝံဒီးဘုန်နဲ့ မအကွာ်ကဒါကုာ် ၁.၂ (၃-a), ၁.၄ (၆), ၂.၂ (၃-ဓ), ၃.၄ (၄-a ဒီး b), ဒီး ၄.၂ (၄). သရုန်ကဘုန်ဖူးတကွါဘုန်တကွါ ဒီးမပုကွဲဖိဖူးပိာ်သရုန်အခံတဝီဝံ ဝံဒီး မပုကွဲဖိဖူးကွိပ်ဒဲ. တဲလိဒ်အံအါဝီတစဲတုပုကွဲဖိဖူးဘုန်ဘုန်တစဲ.

(b) က	
ကုန်	ဒိပ်ကုန်ဆိး
နုန်တကုန်	သကီသုန်
ကလဲကုန်	တကလုန်ခံကလုန်

For further practice, review 1.2 (5); 3.2 (3) & (4); 3.4 (1)..

သရုန်-ပုကွဲဖိကီး "က" အသိပ်မုာ်ဘုန်ဝံဒီးဘုန်နဲ့ မအကွာ်ကဒါကုာ် ၁.၂ (၅), ၃.၂ (၃) ဒီး (4), ဒီး ၃.၄ (၁). သရုန်ကဘုန်ဖူးတကွါဘုန်တကွါ ဒီးမပုကွဲဖိဖူးပိာ်သရုန်အခံတဝီဝံ ဝံဒီးမပုကွဲဖိဖူးကွိပ်ဒဲ. တဲ လိဒ်အံအါဝီတစဲတုပုကွဲဖိဖူးဘုန်ဘုန်တစဲ.

(c) B

BgqPhp  
MUbBhq  
NoBeqH`  
WBhqIOep

Mrkqlm  
ImWMrkq  
MrkqLImQq  
WMrkqShqlfn

MrqF`ImNg  
MrqMrkqlmNg  
PqErqShqlm

(d) ဃ

ဃုဂ  
ဃုဒ  
ဃီးဂ  
ဃီးဒ

ဃုဆံဃုဂ  
အဂဃုကယ  
ဃီးဆံဃီးဂ  
အဂဃီးကယ

(e) ဆ

ဆံးအါလဲ  
ဆံးဒိလဲ  
ဆံးယံလဲ  
ဆံးတဲး

ဆါတ  
ပုဆါတဖိ  
ပုဆါတအလီ  
အိန်ဆု

ဆံဆါ  
သကီဆံသံ  
ဆုက

For further practice, review 1.4 (4); 2.2 (2-d); 2.4 (1) & (2); 3.2 (3); 4.2 (1).

သရုပ်-ပုကိတိကိ: "ဆ" အသံမူတဘဉ်ဂုဒ်န့ၣ် မအကွၢ်ကဒါကုၤ ၁.၄ (၄), ၂.၂ (၂-d), ၂.၄ (၁) နီ (၂), ၃.၂ (၃), နီ ၄.၂ (၁). သရုပ်ကဘဉ်ဖးတကျါဘဉ်တကျါ နီမပုကိတိဖးပိသရုပ်အခံတဝီခံဝီ ဝံးနီ မပုကိတိဖးကွၢ်ဒ်ဝဲ. တဲလိဒ်အံးအါဝီတဲးတုပုကိတိဖးဝဲဘဉ်ဘျုးတဲး.

(f) ဇ

နအိန်မုၤ. အိန်ခဲ.  
နကလဲၤ. ကလဲၤခဲ.  
နကဟ့ၣ်အါၤ. ကဟ့ၣ်ခဲ.  
အဒးဒိန်. ဒိန်ခဲ.

For further practice review 3.4 (3) and 3.5.

သရုပ်-ပုကိတိကိ: "ဇ" အသံမူတဘဉ်ဂုဒ်န့ၣ် မအကွၢ်ကဒါကုၤ ၃.၄ (၃) နီ ၃.၅. သရုပ်ကဘဉ်ဖးတကျါဘဉ်တကျါ နီမပုကိတိဖးပိသရုပ်အခံတဝီခံဝီ ဝံးနီ မပုကိတိဖးကွၢ်ဒ်ဝဲ. တဲလိဒ်အံးအါဝီတဲးတုပုကိတိဖးဝဲဘဉ်ဘျုးတဲး.

(g) Review 4.2 (4-a and b) especially noting the intonation pattern.

သရုပ်-ကွၢ်ကဒါကုၤ ၄.၂ (၃-က နီ ၁). သရုပ်ကဘဉ်ဖးယုပုကိတိဖးမပုကိတိဖးပိသရုပ်အခံတဝီ ဝံး မပုကိတိဖးကွၢ်ဒ်ဝဲတဝီ. ကွၢ်နီၣ်လီၤဆီဒ်တၢ်အကလုၢ်ထီၣ်အကလုၢ်လီၤ.

(2) Practice reading the expressions below, first pronouncing the words the way they are written and then a second round pronouncing them the colloquial way.

(၂) သရုပ်-မပြုကိုဖိတ်ထဲသို့သရုပ်အခံ. အချိန်ထုံးတမ်း ဖူးထိပ်အိမ်လှည့်လှည့်အသီး. မီးတီးတစ် ဖူးအိမ်ပြုက စာချိန်ဖိတ်တစ်အသီး.

(a) ဆ/ခ  
နုဆါတင်အံဆံးဒိပ်လှ်.  
ဆွဲကတဘုဉ်အံအလွှ်ဆွဲကဲဉ်ဆီး.  
ဆွဲသါသကီဆဲဉ်သင်အပြုကဘဉ်.

(b) စ/က  
တင်ဒီးစင်စုလီလံ.

(c) သ/စ  
အဝဲသးလီသကီသင်တကံလီ.  
ယသါပြုသမီးသင်နုဉ်.  
တင်မိဉ်အိဉ်ယသးမ့.

(d) အိး/အီး, အိဉ်/အိဉ်  
နုဟုဉ်ယသမီးသင်အါကဲဉ်ဆီး.  
ယအဲဉ်ဒီးလိဉ်ကွဲခဲအံ. (Note: လိဉ်ကွဲ is never pronounced လိဉ်ကွဲ.)

### 5.3 Commands & Responses, Questions & Answers, Substitution Drills, and Expansion Drills

၅.၃ တင်မီးတင်မထွဲအခံ, တင်သံကွဲဒီးတင်စံဆါ, တင်ဆိတလဲတင်ကတိ, ဒီးတင်မအါထီဉ်တင်ကတိ

Review sections 1.5, 1.7, 2.3, 2.6, 3.3, 3.5, 3.6, 4.3, & 4.5.

သရုပ်-ကွဲကဒါကတင်မလီ ၁.၅, ၁.၇, ၂.၃, ၂.၆, ၃.၃, ၃.၅, ၃.၆, ၄.၃, ဒီး ၄.၅.

### 5.4 Conversation Practice

၅.၄ တင်မလီဘဉ်ဃးတင်ကတဲသကီးတင်.

(1) Review the conversations in 1.3, 1.8, 2.7, 3.8, 3.9 and 4.7

(၁) သရုပ်-ကွဲကဒါကတင်မလီ ၁.၃, ၁.၈, ၂.၇, ၃.၈, ၃.၉ ဒီး ၄.၇.

(2) You and your teacher should spend time talking together about various things using the vocabulary and sentence patterns you have learned.

(၂) သရုပ်-သရုပ်ဒီးပြုကိုဖိတ်ဘဉ်သုအဆါကတိ ဒီးသီးကကတိသကီးတင်ဘဉ်ဃးတင်ဂွံအကလုဉ်ကလုဉ် ဒီးသု တင်ကတိသုဉ်တဖဉ်လှပြုကိုဖိတ်မလီတုဉ်လဲ.

(3) LISTEN to the following conversation as the teacher reads it without looking at the book yourself. The teacher should identify the speakers each time. After you have heard the entire conversation, tell in Karen what you understood and remembered. If you didn't get it all, have the teacher read it again as often as necessary, each time giving you a chance to tell what else you understood from it. After you understand it all, take the second part while the teacher takes the first part and practice reading it through once or twice. Then try saying your part without looking at the book. After

you can say your part correctly and smoothly, change parts and practice the same way again.

(၃) သရုပ်-သရုပ်ကဘဉ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွၢ်ဖိကန့ၣ်. ဖဲသရုပ်ဖးအခါ သရုပ်ကဘဉ်ဖးထီၣ် "A" ဒီး "B" အမံၤ ဒ်သီးပုၤကွၢ်ဖိကသ့ၣ်ညါပုၤမတၤကတိၤတၢ်လဲၣ်. သရုပ်ဖးတဝီၣ်ဒီး, မၤပုၤကွၢ်ဖိတဲဒီးကွၢ်လၢပုၤကညီၣ်ပုၤကွၢ်ဖိန့ၣ်ပၢၢ်ပဲၤလဲၣ်. ပုၤကွၢ်ဖိမ့ၢ်တန့ၢ်ပၢၢ်ဒီးဘဉ်, သရုပ်ကဖးကဒီးတဝီၣ်ဝံၤသ့ ဒီးမၤပုၤကွၢ်ဖိတဲဒီးတၢ်လၢအန့ၢ်ပၢၢ်အီၣ်ဝဲသ့ၣ်တဖၣ်န့ၣ်. ပုၤကွၢ်ဖိမ့ၢ်တန့ၢ်ပၢၢ်ခဲလၢဒ်ဒီးဘဉ်န့ၣ် မၤပုၤကွၢ်ဖိအိၣ်ထီၣ်အလံၣ်ဝံၤဒီး ကွၢ်ပိၣ်သရုပ်အခဲသရုပ်ဖးယုၤကဒီးပုၤကွၢ်ဖိအခါ. တုၤပုၤကွၢ်ဖိန့ၢ်ပၢၢ်ခဲလၢဒ်လဲၣ်န့ၣ် မၤပုၤကွၢ်ဖိကဲ "B" ဒီးသရုပ်ကကဲ "A". ဖးတဝီၣ်ဝံၤ မၤပုၤကွၢ်ဖိကးဘၤယုၤအလံၣ်ဒီးတဲကွၢ် "B" အတၢ်ကတိၤ. တဲလိဒ်အံၤ ၃-၄ ဝီၣ်ဒီး ဆူညါတသီတဲလိဒ်န့ၣ်အသီးဒီး. တုၤပုၤကွၢ်ဖိတဲဘဉ်ဘျုးဘျုးလဲၣ်န့ၣ် မၤပုၤကွၢ်ဖိကဲက့ၤ "A" ဒီးသရုပ်ကကဲ က့ၤ "B." တဲလိဒ်အံၤအါဝီၣ်တစဲးတုၤလၢပုၤကွၢ်ဖိတဲဘဉ်ဘျုးဘျုးတစဲး. မ့ၢ်စးထီၣ်မၤလိတၢ်မၤလိ ၆ သန့ၣ်ကွၢ်ကဒါက့ၤတၢ်မၤလိတတီၢ်အံၤစ့ၢ်ကီးတသီခံသီ.

A. LU@vaUpSbL@F`WhqWgpKaoX`.

B. တအိၣ်အါအါလၢၤဘဉ်.

A. နသးသးလဲၣ်.

B. အၢၣ်, မ့ၢ်သးသးန့ၣ် အိၣ်ဒီးဖးရးညါ.

A. နဆါတကံလီၤအပူၤဒ်လဲၣ်.

B. ယဆါတကံလီၤခံဆံယဲၢ်ဘး.

A. နဆါလၢဒီးခါ, နလဲၤဆါလၢကးပူၤခါ.

B. အၢ, ယဆါလၢဒီးလီၤ.

A. နဆါန့ၢ်အပူၤဆဲးအါလဲၣ်.

B. ယဆါန့ၢ်ခံပီၢ်အဘျီၣ်လဲၣ်.

A. နဆါဒီးတၢ်မနုၤတဖၣ်လဲၣ်.

B. ယဆါဒီးဆီဒံၣ်, ဆီညဉ်, ထီၣ်ညဉ်, ညဉ်ဖိ, ဒီးတၢ်ဒီးတၢ်လုၣ်သ့ၣ်တဖၣ်လီၤ.

A. နတၢ်ဟဲန့ၣ်အါန့ၢ်နတၢ်ဟးထီၣ်, မ့ၢ်နတၢ်ဟးထီၣ်အါန့ၢ်နတၢ်ဟဲန့ၣ်လဲၣ်.

B. ယတၢ်ဟဲန့ၣ်အါန့ၢ်ယတၢ်ဟးထီၣ်တစဲး.

A. လၢနဒီးန့ၣ် ပုၤအိၣ်တၢ်ပွဲၤလဲၣ်.

B. ယဲယဒီးန့ၣ် ပုၤအိၣ်တၢ်ယဲၢ်ဂၤတဘျီဘျီ, ပုၤအဂၤတဆံတဘျီဘျီ.

A. နမိၢ်နပၢ်အိၣ်ဒီးခါ.

B. ယမိၢ်အိၣ်ဒီး. ယပၢ်တအိၣ်လၢၤဘဉ်.

A. နမိၢ်အိၣ်ဆူၣ်စ့ၢ်ခါ.

B. ယမိၢ်န့ၣ်အိၣ်ဆူၣ်ဂ့ၤမး, မၤတၢ်ဆူၣ်မးလီၤ.

A. ယဟ့ၣ်နဖိအဆုၤကၢန့ၣ် ကၢဝဲဘဉ်ခါ.

B. ကၢဝဲဘဉ်ပူၤခဲလၢဒ်လီၤ.

A. ပကတိၤတၢ်ဒီးန့ၢ်အါကဲၣ်ဆီးလဲၣ်.

B. တအါကဲၣ်ဆီးဘဉ်. ဘဉ်ပူၤလီၤ.

A. ယကက့ၤကဒီးနီၤ.

B. ဘဉ်မဲး. ယကလဲၤပီၢ်နခံစ့ၢ်.

After you can say either part correctly and reasonably fluently, try making variations in the details still following the pattern of the conversation. Continue to work on this conversation for several days even though you go on to the next lesson.

သရော်-ပြာကိုဖိတဲလိတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤမ့ၢ်ဘျုးလံၣ်န့ၣ် သရော်မ့ၢ်ဂ့ၤပြာကိုဖိမ့ၢ်ဂ့ၤ လဲက့ၤတၢ်ကတိၤပူၤဖျါၣ်ပူၤ ဖျါၣ်သ့ တဘျီတစဲးတဘျီတစဲး.

## 5.5 Listening and Speaking

၅.၅ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပြာကညီၣ်ကျိၣ်လၢပြာကညီၣ်အဟံၣ်

(1) Review the new vocabulary you obtained yourself while studying Book I, as well as the new verbs you obtained in 3.9 (1) and 4.9 (1), by carrying on a conversation in Karen with your teacher and using them.

(၁) သရော်-ကွၢ်ကဒါက့ၤတၢ်ကတိၤအသီလၢပြာကိုဖိယုသ့ၣ်ညါဒၣ်ဝဲဖဲအမၤလိလံၣ်အခီၣ်ထံးတဘျီအခါမ့ၢ်ဂ့ၤ ဖဲအမၤလိလံၣ်ခံဘျီတဘျီအံၤ ၃.၉ (၁) ဒီး ၄.၉ (၁) အခါမ့ၢ်ဂ့ၤ. သရော်ဒီးပြာကိုဖိကဘျီကတိၤသကိးတၢ်ဒီးသူတၢ်ကတိၤအဝဲန့ၣ်သ့ၣ်တဖၣ်.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရော်-မၤပြာကိုဖိလဲၤအိၣ်သကိးပြာကညီၣ်ဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လံၣ် ဒီးဒ်သိးကကန့ၣ်ပြာကညီၣ်ကတိၤသကိးတၢ်.

## 5.6 Cultural Assignment

၅.၆ တၢ်ယုသ့ၣ်ညါပြာကညီၣ်အလုၢ်အလၢ်

This assignment should have been completed by now. Save it and update it from time to time as you learn more about the Karen customs in connection with clothing.

သရော်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပြာကညီၣ်အကျိၣ်ဘျီ. ပြာကိုဖိကမၤဒၣ်ဝဲ.



## LESSON 6

### တၢ်မၤလိ ၆

#### 6.1 Useful Words and Phrases

၆.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤက့ၣ်ဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

နံၤ (မုၢ်နံၤ)

တနံၤအံၤ

ခဲ

ခဲလဲၣ်/လီၣ်

ဟါ (မုၢ်ဟါ, မဟါ)

ခဲမဟါ

တဟါအံၤ

ဖါတၢ် (တၢ်)

မုၢ်ဂၢ်

ဖိဒိၣ်

ဖိဒိၣ်ခွါ

ဖိဒိၣ်မုၢ်

နီၤ(တ)

နီၤ(တ)မံၤ

နီၤ(တ)ဂၢၤ

မံ

မံအိၣ်

မံလီၤ, မံနီၤ

လီၤမံ

တၢ်မံ

တုၤ

Day (as opposed to night)

Today, this day

Particle indicating approaching time

When? At what period of time?

Evening

This coming evening

This evening

Uncle

Aunt

Nephews & nieces

Nephew

Niece

None, not any

Nothing, not anything

Nobody, not anybody

To sleep

To stay and sleep (stay overnight)

To lie down, lie

Bed, sleeping place

Sleep

To arrive, reach (a place, period of time or event); when; until

#### 6.2 Pattern Sentences and Phrases

၆.၂ တၢ်ကတိၤအဒိ

(1) Use of နံၤ, "day (as opposed to night)"

(၁) တၢ်သ့တၢ်ကတိၤ နံၤ

REPEAT after the teacher

သရၣ်-မၤပုၤက့ၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပထံၣ်ဘၣ်အီၤထဲတနံၤ.

We saw him only one day.

ပလဲဘၣ်သၢနံညါ.  
 တနံအံဟဲအိၣ်သကီးမုဒီးယၢမိၣ်.  
 တနံအံယတဘၣ်လဲထီၣ်တၢ်မၤဘၣ်.  
 တနံအံယဟဲအိၣ်ဒီးန့ၣ်သၢနံလဲ.  
 တနံအံမုၢ်မိၢ်အမုၢ်နံ.  
 တနံအံမုၢ်ပၢ်အမုၢ်နံ.  
 တနံအံမုၢ်ဖိသုၣ်အမုၢ်နံ.  
 တနံအံမုၢ်လံာ်စီဆွဲအမုၢ်နံ.

We went for three whole days.  
 Today come and eat with me, won't you.  
 Today I don't have to go to work.  
 Today I have been with you for three days already.  
 Today is Mother's Day.  
 Today is Father's Day.  
 Today is Children's Day.  
 Today is Bible Day (Bible Sunday).

(2) Use of တၢ် (မုၢ်တၢ်, မဟါ), "evening"

(၂) တၢ်သုတၢ်ကတိၤ "တၢ်"

REPEAT after the teacher  
 သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

တဟါအံပကကီးသကီးတၢ်သးဝံၣ်.  
 တဟါအံယမိၢ်ယပၢ်ကဟဲဟး.  
 တဟါအံနကအိၣ်ဒီးဒါ.  
 တဟါခံတၢ်ဝံၤ ပလဲဘၢယွၤ.  
 လဲၤဝီၤယခံထဲတဟါမိၣ်.  
 မုၢ်တၢ်လံၤ. ပတထံၣ်တၢ်လၢဘၣ်.  
 မုၢ်တၢ်လံၤ. ယတန့ၣ်လဲၤဆူယဂီၢ်မိၣ်အအိၣ်  
 ဒံးဘၣ်.

This evening we'll sing together.  
 This evening my parents will come on a trip.  
 This evening will you be at home?  
 After 1-2 evenings we went to church.  
 Go with me just one evening, won't you?  
 It's already evening; we can't see any more.  
 It's already evening; I haven't gotten to my friend's house yet.

(3) Use of ခဲ, particle indicating approaching time

(၃) တၢ်သုတၢ်ကတိၤ "ခဲ"

REPEAT after the teacher  
 သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

(a) နဟဲခဲလဲၣ်.  
 သုကုၤဆူဒီးခဲလဲၣ်.  
 နဖိဒိၣ်လဲၤထီၣ်ကွဲၤခဲလဲၣ်.  
 နမိၢ်ကဟဲခဲလဲၣ်.  
 သုကကီးတၢ်ဘါခဲလဲၣ်.  
 ပုၤကအိၣ်မုၢ်ခဲလဲၣ်.  
 သခီးသုၣ်ကမံခဲလဲၣ်.  
 နဂီၢ်မိၣ်ကကုၤခဲလဲၣ်.  
 နကဟဲကွဲၤတၢ်ဂီၢ်ခဲလဲၣ်.  
 (b) ခဲမဟါပကလဲၤဟးလိာ်ကွဲၤ.

When did you come?  
 When did you return home?  
 When did your niece go to school?  
 When will your mother come?  
 When will you call (hold) the worship service?  
 When are the people going to eat?  
 When will the mangoes be ripe?  
 When will your friend return home?  
 When will you come to look at the pictures?  
 This coming evening we'll go take a stroll.

ခဲမဟိပကဖီအိဉ်ညဉ်ဖိ.

ခဲမဟိယကလဲပွဲလံာ်စီဆွံ.

ခဲမဟိပကအိဉ်မတဲလဲဉ်.

ခဲမဟိပကဟဲဉ်ဂဲလဲဉ်.

This coming evening we'll cook fish curry.

This coming evening we'll go and buy Bibles.

This coming evening what will we eat?

This coming evening how many people will come?

Repeat (a) and the last 2 sentences in (b) using လီဉ် in place of လဲဉ်.

သရော်-တဲလီ (a) ကီးကျီဒဲဒီး (b) အကတၢ်ခံကျီ ကဒီးတၢ်ဘျီ ဘဉ်ဆဉ်အအံတၢ်ဘျီအံ လါ "လဲဉ်" အလီၢ် တဲလါ "လီဉ်."

(4) Use of ဖါတၢ်, "uncle;" မုၢ်ဂၢ်, "aunt;" and ဖိဒိဉ်, "nieces and nephews"

(၄) တၢ်သူတၢ်ကတိၤ ဖါတၢ်, "မုၢ်ဂၢ်," ဒီး "ဖိဒိဉ်"

REPEAT after the teacher

သရော်-မၤပုၤကိတဲတဲပိသရော်အံ ၂-၃ ဝီ.

(a) စီၤဂီၤဒီးနီၤမုၢ်န့ၢ်အဖါတၢ်လၢစီၤလါ.

အဝဲသ့ၣ်မုၢ်ပုၤဒီးဖိဒိဉ်ဖါတၢ်လီၤ.

(b) စီၤဂီၤဒီးနီၤမုၢ်န့ၢ်အမုၢ်ဂၢ်လၢ နီၤဆဲး.

အဝဲသ့ၣ်မုၢ်ပုၤဒီးဖိဒိဉ်မုၢ်ဂၢ်လီၤ.

(c) စီၤဂီၤဒီးနီၤမုၢ်အပၢ်အမံၤလၢ စီၤသူ.

စီၤသူအပုၤသဒါလၢစီၤလါ.

စီၤလါမုၢ်စီၤဂီၤဒီးနီၤမုၢ်အ ဖါတၢ်ဒါလီၤ.

(d) စီၤဂီၤဒီးနီၤမုၢ်အမိၢ်အမံၤလၢ နီၤဝါ.

နီၤဝါအပုၤသဒါလၢနီၤဆဲး.

နီၤဆဲးမုၢ်စီၤဂီၤဒီးနီၤမုၢ်အ မုၢ်ဂၢ်ဒါလီၤ.

(e) တၢ်ဧၤ, နကဟဲက့ၤဆဲးယံာ်လီဉ်.

တၢ်ဧၤ, နအိဉ်ဖဲလီဉ်.

Saw Gaw's and Naw Mu's uncle is Saw Lah.

They are niece/nephew-uncle in relationship.

Saw Gaw's and Naw Mu's aunt is Naw Chee.

They are niece/nephew-aunt in relationship

Saw Gaw's and Naw Mu's father is named Saw Thu.

Saw Thu's youngest brother is Saw Lah.

Saw Lah is Saw Gaw's and Naw Mu's youngest uncle.

Saw Gaw's and Naw Mu's mother is named Naw Wah..

Naw Wah's youngest sister is Naw Chee.

Naw Chee is Saw Gaw's and Naw Mu's youngest aunt.

Uncle, when will you come back?

Uncle, where are you?

6.3 Question and Answer Drill

၆.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

In the following diagram there are 3 sets of parents. Of their children, the spouses of 2 couples as well as their children (the parents' grandchildren) are also shown. Study the diagram until you understand it, then answer the questions below as asked by the teacher.

- (၁) နီဝါအဒိပုဝဲအိန်ပွဲဂါလဲန့်.
- (၂) အမုန်ပွဲဂါ, အခွဲပွဲဂါလဲန့်.
- (၃) စီသုအဒိပုဝဲအိန်ပွဲဂါလဲန့်.
- (၄) အမုန်ပွဲဂါ, အခွဲပွဲဂါလဲန့်.
- (၅) နီဝါဒီးစီသုအဖိအိန်ပွဲဂါလဲန့်.
- (၆) အဖိမုန်အမံဒဲလဲန့်.
- (၇) အဖိခွဲအမံဒဲလဲန့်.
- (၈) နီမုဒီးစီဂါအဖါတံအိန်ပွဲဂါလဲန့်.
- (၉) အမုန်အိန်ပွဲဂါလဲန့်.
- (၁၀) အဝဲသုအဖါတံဒါအမံဒဲလဲန့်.
- (၁၁) စီလါအဖိအိန်ပွဲဂါလဲန့်.
- (၁၂) အဖိအိန်အိန်ပွဲဂါလဲန့်.
- (၁၃) အဖိအိန်မုန်ပွဲဂါ, အဖိအိန်ခွဲပွဲဂါလဲန့်.
- (၁၄) စီသုအဖိအိန်အိန်ပွဲဂါလဲန့်.
- (၁၅) အဖိအိန်မုန်ပွဲဂါ, အဖိအိန်ခွဲပွဲဂါလဲန့်.

#### 6.4 Pattern Sentences and Phrases

##### ၆.၄ တံကတိအဒိ

##### (1) Use of နီတ..., "none, not any"

##### (၁) တံသုတံကတိ "နီတ..."

REPEAT after the teacher.

သရော်--မၤပုၤကွဲၤဖိတဲပိၤထွဲသရော်အံၤ ၂-၃ ဝီ.

ပုၤတဟဲနီတဂါဘၣ်.

Nobody came.

ယတဟဲစီတံနီတမံၤဘၣ်.

I didn't bring anything.

သဒီးသုတအိန်နီတဖျါလၢဘၣ်.

There aren't any more mangoes.

အလံၤစီဆွံတအိန်နီတဘၣ်ဘၣ်.

She doesn't have any Bible.

အဝဲတဘၣ်အသးနီတစဲးဘၣ်.

He isn't the least bit pleased.

ယပံၤတလဲၤဆူဝုၤပုၤနီတဘျီဒဲးဘၣ်.

My father has never yet gone to the city.

Repeat using only နီ instead of နီတ...

သရော်--တဲလိကဒီးတဘျီ ဘၣ်ဆုၣ်အအံၤတဘျီ လါ "နီတ..." အလီၢ်န့ၣ် တဲလါ "နီ..." အဒိ--"နီဂါ, နီမံၤ."

##### (2) Use of တုၤ, "to arrive, reach;" "when;" "until"

##### (၂) တံသုတံကတိ "တုၤ"

REPEAT after the teacher

သရော်--မၤပုၤကွဲၤဖိတဲပိၤသရော်အံၤ ၂-၃ ဝီ.

(a) သုဟဲတုခဲလဲၣ်.  
 ပဟဲတုခဲအံၤခါ.  
 ပှၤကိၣ်ဖိဟဲတုလံၤခါ.  
 ပလဲၤကတုဆံးယံၣ်လဲၣ်.  
 တယံၣ်ဘၣ်ကတု.  
 ပလဲၤတုမးပကအိၣ်မ့ၤ.  
 အဝဲဟဲတုလံၤဖဲလဲၣ်.

(b) တုယဂီၤမိၣ်ဟဲတုန့ၣ် ပလဲၤဟးလိၣ်  
 ကွဲး.  
 တုယဂီၤမိၣ်ဟဲတုန့ၣ်, ပလဲၤအိၣ်သ  
 ကီးမ့ၤ.  
 တုယဂီၤမိၣ်ဟဲတုန့ၣ် ပကက့ၤကီး  
 အိၣ်ဆူဒါး.  
 တုယဂီၤမိၣ်ဟဲတုန့ၣ် ပကတဲအိၣ်လၢ  
 တၢ်ဘါအဂ့ၢ်.  
 တုယလဲၤတုဖဲန့ၣ်န့ၣ် ယတထံၣ်ပှၤ  
 နီတဂၤဘၣ်.  
 တုအဝဲသးဝံၣ်တၢ်ဝံၤန့ၣ် အဝဲဟဲက့ၤ  
 ဆ့ၣ်နီၤ.  
 တုနတဲလံၤ နဘၣ်မၤလီၤ.  
 တုနထံၣ်အိၣ်န့ၣ် ဟဲကီးအိၣ်ဆူယအိၣ်.  
 တုပှၤအိၣ်မ့ၤဝံၤန့ၣ် ဒုးအိၣ်ကဒီးအိၣ်  
 လၢသမီးသၣ်.

(c) အိၣ်ဖဲအံၤတုလၢယဟဲက့ၤ.  
 အိၣ်ဖဲအံၤတုလၢပှၤက့ၤ.  
 အိၣ်ဖဲအံၤတုလၢပှၤဘါယွဲၤဝံၤ.  
 အိၣ်ဖဲအံၤတုလၢယဖါတၢ်ဟဲတု.  
 ယကအိၣ်ဖဲန့ၣ်တုလၢယတၢ်မၤဝံၤ.  
 ယကမၤလိပှၤကညီကျီၣ်တုလၢယ  
 ကတိၤတၢ်သ့ဂ့ၤတဖဲး.  
 နကဘၣ်အိၣ်ဖဲအံၤတုလၢနဆါသမီး  
 သၣ်ခဲလၢၣ်ဝံၤ.  
 နကဘၣ်ဖိအိၣ်ထီးညၣ်တုလၢအမံၤဂ့ၤ  
 ဂ့ၤ.  
 ပကအိၣ်ဖဲအံၤတုလၢလၢထီၣ်သၢသီ.

When did you arrive?  
 We've just arrived. (We arrived just now.)  
 Have the school children arrived yet?  
 When will we arrive?  
 We'll arrive before long.  
 Only after we arrive will we eat.  
 Where has he already reached to?  
 When my friend arrived, we took a stroll.

When my friend arrived, we went and ate  
 together.  
 When my friend arrives, we'll take him back to  
 our house.  
 When my friend arrives, we'll tell her about the  
 worship service.  
 When I reached there, I didn't see anyone.  
 When he finished singing, he came back and  
 sat down.  
 When you have said it, you must do it  
 When you see him, bring him to me.  
 When people have finished eating, feed them  
 mangoes again.  
 Stay here until I come back.  
 Stay here until the people go home.  
 Stay here until people finish worshipping.  
 Stay here until my uncle arrives.  
 I'll stay there until my work is finished.  
 I'm going to study Karen until I can speak it  
 fairly well.  
 You must stay here until you finish selling all of  
 the mangoes  
 You must cook the pork until it is well done.  
 We'll be here until the third day of the month.

Repeat (c) using only တု instead of တုလ and dropping the final နှ် (if any).  
 သရော်-တဲလ် (c) ကဒီးတဘျီ ဘုတ်ဆုတ်အအံတဘျီအံ လာ "တုလ" အလီ တဲလ် "တု" ဒီးတဂ်ကတိ "နှ်"  
 မှ်အိတ်ဖဲတကျိကျိအကတိနုတ် မလီတဲလ်အံ. အဒိ--နကဘုတ်ဖိအိတ်ထီးညုတ်တုအမံဂု."

### (3) Use of မံ, "to sleep"

(၃) တဂ်သုတဂ်ကတိ "မံ"

REPEAT after the teacher.

သရော်-မပုကုဖိတဲလ်သရော်အမံ ၂-၃ ဝီ.

(a) နမံလံခါ.

Are you already sleeping?

ယဖိဒိတ်မုတ်မံလံ.

My niece is already asleep.

နမံမုတ်ခါ.

Did you sleep well? (Did you enjoy sleep-  
ing?)

ယကကုမံ.

I'm going to bed.

ယဖါတဂ်မံတနုတ်ဘုတ်သလီလွံသလီလံ.

My uncle hasn't been able to sleep for 3-4  
days.

ပအိတ်တဂ်မှ်ရးနုတ် ပမံမုတ်မံ.

If we eat a lot, we sleep well

(b) မံလီဖဲအံ.

Lie down here.

နအံဒီးမံလီခါ.

Do you want to lie down?

ဖဲအံသါကမံလီ, ပုကီးအိကဒီး.

When she was intending to lie down, she was  
called again

ယမုဂ်မံနီဖဲနုတ်ယံလံ.

My aunt has lain there a long time.

(c) အံအံမုဂ်ယပဂ်အလီမံ.

This is my father's bed.

အံသုတ်အလီမံတအိတ်ဘုတ်.

They don't have a bed.

ယကွံနလီမံဂုဒိတ်မံ. မုဂ်အသီခါ.

Your bed looks very nice. Is it new?

တဂ်မံနုတ်မုဂ်တဂ်တမံလောယွဟုတ်  
ဘုတ်ပု.

Sleep is a good thing which God has given us.

## 6.5 Question and Answer Drill

၆.၅ တဂ်သံကွံဒီးတဂ်စံးဆါ

In the following drill the teacher will ask the questions given below, and you should answer using နီတ... plus the appropriate classifier. It isn't necessary to repeat the subject in your answer. Be sure to use the negative with the verb in your answer; e.g., နလံတဂ်တဲအိတ်တဘုတ်ဘုတ်ခါ. "တအိတ်နီတဘုတ်ဘုတ်," "Do you have any storybooks?" "No, I don't have any." ("I have none.")

သရော်ကဘုတ်သံကွံပုကုဖိလံတဂ်ကတိလံအအိတ်ဖျိဝဲလံအဖိလံအံ ဒီးမပုကုဖိတဲဆါတဂ်. လံအတဂ်  
စံးဆါအပူနုတ် ပုကုဖိကဘုတ်သုတဂ်ကတိ "နီတ..." အဒိ--သရော်မုဂ်သံကွံ "နလံတဂ်တဲအိတ်တဘုတ်ဘုတ်ခါ"  
နုတ် ပုကုဖိကတဲဆါလံ "တအိတ်နီတဘုတ်ဘုတ်."

၁. နသုတ်ညါပုဖဲအံပုဂဲလဲလံ.

၂. နမုဂ်အထီးအိတ်ပုဒဲလဲလံ.

၃. နဖါတံလဲဆူဝှ်ပူတဘျီဘျီလံင်
၄. နမူးသန်တံအိန်ခါ.
၅. နဆါသမီးသန်နွံပွဲဖျါလံင်.
၆. နထံနွံလံင်တံတဲတဘျီဘျီလံင်.
၇. နလဲတဲဘျီပွဲပွဲလဲ.
၈. နမုဂ်ဂံဟဲစိတ်တံတဲတဖျါလံင်.

Repeat using only နီ rather than နီတ... in your answer.

သရော်-တဲလံကဒီးတဘျီ ဘျီဆန်အဲတဘျီအဲ လါ "နီတ..." အလီနွံ မၤပုၤကွဲဖိတဲဆါလါ "နီ..." ထဲတဖျါ. အဒိ-"တအိန်နီဘျီဘျီ."

## 6.6 Completion Drills

၆.၆ တံတုၤနွံပွဲထီၣ်တံကတိၤ

Using the pattern sentences below, see how many different expressions you can insert in the blank space; e.g., (a) တုၤယကၤထီၣ်ယဆူကၤဝံၤနွံ ပကအိန်မုၤ, "When I have put on my shirt, we'll eat." Make up at least 6 other expressions to substitute in the pattern sentence. (b) E.g., ကွၢ်ယဖိတုၤလၢယတံၤမူးသန်ဝံၤနီ, "Look after my child until I have finished pounding chillies, okay?" Make up at least 6 other expressions to substitute in this pattern sentence as well.

သရော်-တံမၤလိတပတီၢ်အဲ ပုၤကွဲဖိကဘျီယနွံအတံကတိၤဒေဝဲ ဒီးသုယုဒီးတံကတိၤဖဲ (a) လဲတံဖိလံင် အဲ. အဒိ-ပုၤကွဲဖိကတဲလါ "တုၤယကၤထီၣ်ယဆူကၤဝံၤနွံ ပကအိန်မုၤ." ပုၤကွဲဖိတဲဘျီဂ့ၤတဘျီဂ့ၤသရော် ကဘျီတဲကဒီးတဘျီ ဒီးမၤပုၤကွဲဖိတဲပိၣ်သရော်အဲဒီး. မၤပုၤကွဲဖိဟ့ၣ်အဲအဲကတိၤ ၆ မ့ၤ. မုၤဝံၤဒီးမၤပုၤကွဲဖိ တဲလံကဒီး (b) ဒ်လါ (a) အသီးနွံ.

(a) တုၤ\_\_\_\_\_နွံ ပကအိန်မုၤ.

(b) ကွၢ်ယဖိတုၤလၢ\_\_\_\_\_နီ.

## 6.7 Notes on Word Usage and Grammar

၆.၇ သရော်-မၤပုၤကွဲဖိဒေဝဲလါဒီး.

### (1) Use of ခဲ, particle indicating approaching time

You have already learned the expression ခဲအဲ, "now" (literally, "this approaching moment"). Now in this lesson you are introduced to 2 new expressions using ခဲ; i.e., ခဲလဲ (ခဲလီၣ်), "when?" and ခဲမဟါ, "this coming evening." Thus it can be seen that the word ခဲ refers to the very near future which is approaching, except for the question expression, ခဲလဲ, "when?" which can refer to the recent past as well as to the near future. Later on, you will learn other expressions combined with this particle.

### (2) Use of ဟါ, "evening"

As with the English word "evening," the word ဟါ refers to any time from about 4 p.m. until bedtime, even though it may already be dark. The two expressions ခဲမဟါ (ခဲမုၤဟါ) and IV`Waq can both be translated as "this evening," but the former is

used when speaking in the morning or early afternoon referring to the coming evening, whereas the latter is used if speaking when it is already evening..

(3) Use of ဖိတ်, "uncle;" မိတ်, "aunt;" and ဖိန့်, "nephews/nieces"

The word ဖိတ် is used to refer to an uncle on either the mother's or father's side, and if the youngest sibling of either parent is masculine, he is often referred to as ဖိတ်ဒါ. Likewise, the word မိတ် refers to an aunt on either side of the family, and if the youngest sibling of either parent is feminine, she may be referred to as မိတ်ဒါ. Within close circles, the word ဖိတ် is often shortened to ဖိတ် when addressing one's uncle directly; e.g., တိတ်, နအိတ်ဖဲလဲ, "Uncle, where are you?"

The word ဖိန့်, "nieces/nephews" is a general term used for nieces and/or nephews in a non-specific way. If one wishes to be more specific, ခွါ or မှ် are added; e.g., ဖိန့်မှ်, "niece;" ဖိန့်ခွါ, "nephew."

Persons who are not related to each other often use the above terms when addressing someone in an informal manner; e.g., if someone is about the same age as one's parents, one may address him/her as မိတ် or ဖိတ် (but not တိတ်), and if someone is young enough to be one's child, one may address him/her as ဖိန့်ခွါ or ဖိန့်မှ်.

(4) Use of နီတ..., "none, not any"

The expression နီတ... plus the appropriate classifier and used with a verb in the negative gives the meaning of "none, not any, no;" e.g., နီတလ, "nobody, not anybody;" နီတမံ, "nothing, not anything;" နီတဘျီ, "never, not ever;" နီတစဲ, "not a bit, not at all." It can be used only in negative sentences. Often the numeral တ is dropped in everyday speech.

(5) Use of မံ, "to sleep"

You should have no problem with the use of မံ, "to sleep." However, it should be noted that မံလီ and မံနီ have slightly different meanings. The expression မံလီ refers to the act of moving from an upright or sitting position to a reclining position and is equivalent to the English "lie down." On the other hand, မံနီ is usually used to refer to someone who is bedridden and is equivalent to the English "lay/lie;" e.g., အဝဲမံနီယံလံခါ, "Has she lain there a long time?" (An occasional speaker, however, may use မံနီ like မံလီ to mean "to lie down.")

(6) Use of တု, "to arrive, reach (a place, period of time, event); when; until"

In this lesson you have been introduced to 3 uses of တု--

(a) When တု is used as the main verb, it means "to arrive, reach" and it is usually preceded by ဟဲ, လဲ, or ကု; e.g., ယမီဟဲတုလံ, "My mother has arrived." Note that



words and particles like မှ်, က, and တ usually come between the 2 verbs; e.g., နဟဲမှ်တု..., ပလဲကတု..., အဝဲလဲတတုဒဲးဘဉ်.

(b) The word တု is also used to mean "when," in which case it is the first word in the clause; e.g., တုအဝဲသးဝံဉ်တု..., "When he sang ..." (literally, "arriving at the time he sang").

(c) The word တု is also used (usually together with လါ) to mean "until;" e.g., အဝဲမံ တုလါယဟဲကုလါကးပူ, "He slept until I got back from the market." (literally, "He slept arriving at my returning from the market.") In this case, the expression တု(လါ) joins the 2 clauses.

In other words, the position of တု in the sentence determines what the English equivalent would be (although all 3 expressions may mean the same thing in the mind of Karens.)

## 6.8 Conversation Practice

၆.၈ တၢ်မၤလိဘဉ်ဃးတၢ်ကတိၤသကိးတၢ်

(1) Tell all you can about your aunts, uncles, nieces, and nephews. (If you have any photos, so much the better.) Then find out all you can about your teacher's aunts, uncles, nieces, and nephews.

(၁) သရၢ်-သရၢ်ဒီးပုၤကွီုဖိကဘဉ်တဲသကိးတၢ်ဘဉ်ဃးတၢ်ဒီးတၢ်အမၤဂၢ်ဖါတၢ်ဒီးဖိဒိၣ်သ့ၣ်တဖၣ်အဂ့ၢ်န့ၣ်.

(2) Be sure to learn the other sections well before going on to this conversation.

(၂) တချုးသရၢ်သိၣ်လိတၢ်ကတိၤအံၤဒဲးဘဉ်န့ၣ် ပုၤကွီုဖိကဒီးန့ၣ်ပၢ်တၢ်မၤလိလါအပူၤကွံာ်ဂ့ၢ်ဂ့ၢ်ဘဉ်တဲး.

LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရၢ်ကဘဉ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒဲးထီၣ်လါအခါထံးတုၤလါအကတၢ်ခံဝီဒီးမၤပုၤကွီုဖိကန့ၣ်. ဖဲသရၢ် ဃးအခါ သရၢ်ကဘဉ်ဃးထီၣ်စ့ၢ်ဂီၤ: "A" ဒီး "B" အမံၤ ဒ်သိးပုၤကွီုဖိကသ့ၣ်ညါဝဲပုၤမတၤတၢ်ကတိၤတၢ်လဲၣ်. တုၤသရၢ်ဃးတၢ်ကတိၤခံဝီဝံၤလဲၣ်န့ၣ် မၤပုၤကွီုဖိတဲဆၢတၢ်သံကွၢ်လါအဝီၣ်လိၣ်ပုၤခံၣ်အတၢ်ကတိၤအခံအံၤ. ဖဲ ပုၤကွီုဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပုၤကွီုဖိကွၢ်လါလံာ်ပုၤဘဉ်. ပုၤကွီုဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဉ် ဘဉ်ဒီး သရၢ်ကဘဉ်မၤနီၣ်ဃဉ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၢ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လါ ပုၤကွီုဖိစံးဆၢတဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရၢ်ကဘဉ်ဃးကုၤပုၤခံၣ်အတၢ်ကတိၤတေၣ်ကဒီးဝံၤ သံကွၢ်ကဒီးပုၤ ကွီုဖိလါတၢ်သံကွၢ်လါအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီုဖိစံးဆၢအီၤ.

A. အါ, ဖိဒိၣ်, နဟဲတုၤဖဲအံၤခဲလဲၣ်.

B. ယဟဲတုၤခဲအံၤခဲၣ်.

A. နသါကလဲၤဆူမတၤအဒီးလဲၣ်.

B. ယသါကလဲၤဆူဖါဂီၤပၢ်အဒီးခဲၣ်. ယတထံၣ်အဒီးလါဘဉ်အံၤ.

- A. ဖါဂီပေါ်အအေးနဲ့ အိပ်ကွာလေနဲ့.
- B. အဝဲကအိပ်လအေးစိုခါ.
- A. အိပ်, အိပ်. တနံအံပှတလဲတော်နီတဂါဘော်.  
လဲမံအိပ်ယါမိပ်.
- B. အာပ်, ယကလဲမံအိပ်နု.
- A. ခဲအံနအိပ်ဘော်မုလံခါ.
- B. တနုအိပ်ဒဲဘော်ခါ.
- A. လဲ, လဲ. အိပ်မုဒီးယါခဲအံ. ခဲမဟါယကလဲကီးနုဆူဖါဂီပေါ်အအေး.
- B. အာပ်, အာပ်. တဂါဘျူး.

#### Questions (တဂါသံကွါ)

- ၁. B သါကလဲဆူမတါအအေးလဲပ်.
- ၂. မု B ထံပှတဂါနဲ့အအေးခါ.
- ၃. ပှလအအိပ်လါဖါဂီပေါ်အအေးကလဲတော်တဂါဂါ.
- ၄. B ကလဲမံအိပ်မတါလဲပ်.
- ၅. B အိပ်မုဝံလံခါ.
- ၆. B ကလဲအိပ်မုဖဲလဲပ်.
- ၇. လါဟါအဝဲနဲ့ A ကကီး B ဆူလီပ်.

(a) After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရော်-ပှကွဲဖိစီးဆါတဂါသံကွါခဲလါမုဘော်လံနဲ့ သရော်ကဘော်ဖီးတဂါကတီးလါအဖီခိတ်တဖုအံ ဒီးမပှကွဲဖိတဲဝံသရော်အခံတဝီ ဝံဒီးမပှကွဲဖိကဲ "B" ဒီးသရော်ကကဲ "A." ကတီးလါသကီးတဂါကတီးအါဝီတစဲဒ်သီး ပှကွဲဖိကတဲ "B" အတဂါကတီးဘော်ဘျူဂါတစဲ. တုပှကွဲဖိတဲတဂါဘော်ဘျူဂါလံနဲ့ မပှကွဲဖိကဲ "A" ဒီး သရော်ကကဲကု "B" ဝံ တဲလိကဒီးအါဝီတစဲ. တုပှကွဲဖိတဲတဂါဘော်ဘျူဂါလံနဲ့ ကတီးလါသကီးတဂါကဒီးတဘျီ ဘော်ဆော်အအံတဘျီနဲ့ သရော်မုဂှပှကွဲဖိမုဂှ ကဘော်လဲကတီးပှကွဲဖိပှကွဲဖိဆူတဂါကတီးအဂါလါပှကွဲဖိမုလိတုလံဝဲနဲ့လီ. တဲလိသကီးတဂါဒ်အံအသီးကီးနံဒဲဆူညါစါသီအတီပှ.

#### 6.9 Reading and Writing

၆.၉ တဂါမလိဖီးဒီးကွဲပှကညီကျိပ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မၤပုၤကွဲၤဖိဖိးဝိၣ်သရော်အခံတၢ်ကျိၤတၢ်တၢ်ဝံၤ မၤပုၤကွဲၤဖိကွဲးလၢဒါးတၢ်ကျိၤန့ၣ်ခံဝိတၢ်လီၤလီၤဟံၤ  
လၢခံတနံၤသရော်ကဘၣ်ကွၢ်ပုၤကွဲၤဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ဒါ. ဝံၤမၤပုၤကွဲၤဖိဖိးယုၤသရော်. ပုၤကွဲၤဖိ  
ဖိမ့ၢ်ကမၣ် သရော်ကဘၣ်ဖိယုၤပုၤကွဲၤဖိတၢ်ကျိၤဒီး.

ခဲမဟါယဖါတၢ်ကဟဲမံအိၣ်ပုၤ.

ယဖိဒိၣ်ခွါတဂၤသါကဟဲတုၤတနံၤအံၤ.

ယမုၢ်ဂၢ်တအိၣ်နီတဂၤဘၣ်.

## 6.10 Listening and Speaking

၆.၁၀ တၢ်မၤလိၤကန့ၣ်ဒီးကတိၤပုၤကွဲၤအကျိၣ်လၢပုၤကွဲၤအဟံၣ်.

- (1) During the next 24 hours learn from someone other than your teacher the Karen word for an action verb which you are likely to need or have occasion to use fairly often. Plan ahead of time how to obtain this word; e.g., Will you act it out? Will you refer to someone carrying out the action and ask what he/she is doing? Or will you show a picture of someone carrying out the action and ask what he/she is doing? After you have been told the word, be sure to repeat it, imitating the pronunciation as best you can and ask if you're saying it correctly, as in 3.9 (1). Then have the person write it down. (Some village Karens aren't very good at writing or spelling Karen, so if your informant is reluctant or says he/she can't write it, ask if there is someone who can write it for you or ask, "Who can write it down for me?" If there is no one, write it down the way it sounds to you and ask the teacher to correct it the next day.) Then try using the new word in various ways, such as asking a question, or trying to make a sentence and asking if you can say that.

If the action verb doesn't take an object (e.g., "run"), you will probably only be given the main verb or a combination of verbs. In all probability you will already know any helping verbs; but in any event, the word that comes first will be the main verb. If several verbs are given and you try to use them in another sentence, it may be that only the first one can be used; e.g., you might show the picture of persons running in

a competition in which case the informant will give you 2 verbs which together mean "to race." Then when you try to use the verb combination in another sentence, you would probably be corrected and told to use only the first verb. That is the verb you want to remember. If the verb you have asked for takes an object (e.g., "to comb hair"), you can expect to be told the main verb (+ helping verbs, if any) and finally an object. The latter may be a specific object or the indefinite object *oŋ*. In such cases, try using the new verb together with a specific object and see if it is accepted by your informant. If the informant corrects you, repeat the corrected expression after the person who corrected you. At the end before you leave, be sure to thank your informant(s).

There are some groups of actions for which in English there is a general word, as well as a number of more specific ones; e.g., (1) General word--cut; specific words--chop, hack, slice, peel, cut with scissors or shears; etc. (2) General word--wash; specific words--bathe, launder, shampoo. In Karen there is usually no general word that can be used for all of the more specific types of actions because the verbs usually refer to a particular type of motion. Keep this in mind as you choose what new verb to ask for and try to choose one for which in English there is no specific word (e.g., wash dishes) or a specific one for which you suspect that you can substitute other words you have already learned (e.g., cut up mangoes/tomatoes/eggplant/onions/bananas). When you try the new verb in some other sentence and your informant says you can't say that, write down (or get someone to write down for you) the correct way and repeat it after the informant. If it is the verb that is incorrect, try other examples of using the original new verb to see when you can say it and when you must use the second one. If it is the object which wasn't accepted, try other examples to see what objects for which you have the vocabulary can be used with the original new word and which ones cannot. Like a detective you may find clues to help you put the acceptable and unacceptable objects into categories. Don't worry about mastering any secondary new verbs or objects at this time (though you would be wise to keep them written down for future reference); rather concentrate on mastering the one new verb which you asked for + its object, if that was a new word for you also. Never ask Karens why they say things the way they do--the chances are they have never studied the grammar nor analyzed their language and you will just embarrass them. Just make a mental note of your question and keep your ears open for other illustrations of the same type of expression. Eventually, you will understand when the Karens use it and get a feel for what is meant by it.

The next day be sure to tell your teacher what the new verb you have learned is so that you and he/she can practice using it. You should also seek opportunities to use it when talking with other Karens. Two or three days later try learning another new word the same way.

သရော်-မပြုကုန်ကွက်ကဒါကတုတ်အဒီလ၊ ၃.၉ (၁) ဒီးမပြုကုန်ကွက်သုညတုတ်ကတုတ်အသီတမံမံလောဆူညါ  
၂၄ နှ်ရံအတုတ်ပူ၊ မဒီးတနံ၊ မပြုကုန်ကွက်သရော်တုတ်ကတုတ်အသီလအသုနုလံဝဲတဖျာအံ၊ ဒီးသရော်  
ဒီးမပြုကုန်ကွက်ကတုတ်လိတုတ်ကတုတ်တဖျာအံ၊

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရော်-မပြုကုန်ကွက်အိုင်သကီးပြုကုန်ကွက်သီးကကတုတ်လိတုတ်ကတုတ်သုညတဖျာလအမလိတုတ်လံဝဲ ဒီးဒီးသီး  
ကကနုပြုကုန်ကွက်ကတုတ်သကီးတုတ်၊

#### 6.11 Cultural Assignment for Lessons 6-10

၆.၁၁ တုတ်သုညတုတ်ပြုကုန်ကွက်အလုအလု

Note the types of food eaten. How many dishes are served with rice? What are the ingredients? How is the food prepared? How much of it is gathered, grown in family gardens, and bought at market? What types of seasonings are used? Who eats where and at what times? Do men and women eat together? How many meals are eaten a day? How does the food taste to you? What utensils are used at mealtimes? How are people called to come eat? Do people converse while they eat? Note the sounds which accompany eating (smacking of lips, belching, etc.) Do people drink during a meal or after? Find the polite phrases to use when invited to a meal, when urged to eat more, and when finishing a meal.

သရော်-တုတ်မလိတကတုတ်အံနုတဘုတ်ဃးဒီးပြုကုန်ကွက်ကျိတ်ဘုတ်၊ ပြုကုန်ကွက်မဒ်ဝဲ၊

## LESSON 7

### တၢ်မၤလိ ၇

#### 7.1 Useful Words and Phrases

၇.၁ တၢ်ကတိၤအသီလာအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

တၢ်	To make a stop, break, juncture
မံတၢ်	To stay overnight, break a trip by sleeping somewhere
ဆိကမိၣ် (ဆိမိၣ်)	To think
ကွၢ်ဆိကမိၣ် (ကွၢ်ဆိမိၣ်)	To consider, deliberate on a subject
သးခု	To be glad, joyful, rejoice
တၢ်သးခု	Joy, gladness, rejoicing
န့ၣ်ရံၣ်	Clock, watch; o'clock; classifier for hours
နၤ (မုၢ်နၤ)	Night, nighttime
ခဲမုၢ်နၤ	This coming night
တနၤအံၤ	Tonight
ခီ	Classifier for sides of a thing
ဟါခီ	Evening (as opposed to morning)
မုၢ်နၤခီ	Nighttime (as opposed to daytime)
တခီ	One side; half-past; as for ..., whereas
စၢ်ခီ (ခီ)	Particle used when urging someone to do something he/she hesitates to do
မုၢ်လၢ, အယံ	Because
တစီၣ်ဖိ	A short period of time
အိ (အါ)	Exclamation of surprise or regret
အီ	Particle used when responding to a new bit of information or a new thought just come to mind

#### 7.2 Pattern Sentences and Phrases

၇.၂ တၢ်ကတိၤအဒိ

(1) Use of တၢ်, "to make a stop, break, juncture"

(၁) တၢ်သ့တၢ်ကတိၤ တၢ်

**REPEAT after the teacher**

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

မံတၢ်ဒီးယၢတသီခံသီ.

Spend the night with me 1-2 days.

အိၣ်တၢ်ဒီးယၢဖဲအံၤတလါ.

Stay over with me for a month.

အဝဲအိပ်တီဒီးအဖါတံ၊ တဟဲကုဝဲဘဉ်.  
 အဝဲတမံတီနီတသီဘဉ်.  
 နမ့ၢ်မံတီဖဲနဂါးမိၢ်အဒါန့ၣ် ယဲယကလဲၤ  
 မံလၢယဖါတံအဒါ.  
 နကမံတီၣ်နီ နကလဲၤဆူညါၣ်.

He has stayed on with his uncle. He's not coming back.  
 He didn't spend a single night.  
 If you spend the night at your friend's house, I'll go and sleep at my uncle's.  
 Are you going to stay over or go on?

(2) Use of ဆိကမိၣ်/ဆိမိၣ်

(၂) တၢ်သုတၢ်ကတိၤ "ဆိကမိၣ်/ဆိမိၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

နဆိကမိၣ်ဒ်လဲၣ်.  
 ယဆိကမိၣ်လၢနဟဲကတုၤခဲမဟါ.  
 ယတဆိကမိၣ်လၢနကတဲတၢ်ဒ်အံၤဘဉ်.  
 ကွၢ်ဆိကမိၣ်လၢအဂ့ၢ်.  
 ယကွၢ်ဆိကမိၣ်ဝံၤလဲ.  
 ကွၢ်ဆိကမိၣ်ကွၢ်ကွၢ်လၢညါ.  
 ယကကွၢ်ဆိကမိၣ်ဒ်.

What (How) do you think?  
 I thought that you would arrive this coming evening.  
 I didn't think that you would tell it like this.  
 Think about it. (Deliberate on it.)  
 I have already thought about it.  
 Think (test by thinking) about it beforehand.  
 I'll still consider it.

Repeat using ဆိမိၣ် in place of ဆိကမိၣ်.

သရၣ်-တဲလိကဒီးတၢ်ဘျီ ဘဉ်ဆဉ်အအံၤတၢ်ဘျီန့ၣ် လၢ "ဆိကမိၣ်" အလီၢ် တဲလၢ "ဆိမိၣ်."

(3) Use of ခီ, classifier for sides of a thing; half-past; as for, whereas

(၃) တၢ်သုတၢ်ကတိၤ "ခီ"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

လဲၤနဲလၢန့ၣ်တခီ. ယဲယကလဲၤလၢအံၤတခီ.  
 ယမိၢ်လဲၤပွၤတၢ်. ယပၢ်တခီအိၣ်လၢအံၤ.  
 ယမိၢ်လဲၤဘါယွၤ. ယပၢ်တခီမံလၢအံၤပူၤ.  
 ယမိၢ်လဲၤအိၣ်သကိးအဝဲၢ်နီၢ်. ယပၢ်တခီလဲၤမၤတၢ်.  
 ယသးဝံၣ်တၢ်တဂၤ. အဝဲတခီတသးဝံၣ်ပိၣ်ယခံဘဉ်.  
 ယအံၤဒီးလဲၤတဲအံၤတၢ်ဘျီအံၤ. မ့မ့ၢ်နဲတခီနကတဲဒ်လဲၣ်.

You go that side (direction); i'll go this side (direction).  
 My mother went to buy things; as for my father, he's at home.  
 My mother went to church; as for my father, he's asleep in the house.  
 My mother went to visit her elder sister; whereas my father has gone to work.  
 I sang alone; as for her, she didn't sing with me.  
 I want to go and tell him this time. As for you, what do you say?

(4) Use of နှစ်ရံ, "clock, watch; o'clock;" classifier for hours

(၄) တၢ်သုတၢ်ကတိၤ "နှစ်ရံ"

REPEAT after the teacher

သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

(a) နှစ်ရံတဖျၢၣ်

သၢနှစ်ရံ

ယဲၣ်နှစ်ရံ

အနှစ်ရံတဆံ

တဆံနှစ်ရံတခီ

တဆံခဲနှစ်ရံတခီ

A clock, a watch

Three o'clock

Five o'clock

Ten o'clock

Ten thirty

Half past twelve

(b) နှစ်ရံတဖျၢၣ်န့ၣ်အပူၤဆံးဒိၣ်လဲၣ်.

(ဆံးအါလဲၣ်).

လၢယဒးပူၤန့ၣ်နှစ်ရံအိၣ်ခဲဖျၢၣ်--အဒိၣ်

တဖျၢၣ်, အဆံးတဖျၢၣ်.

"ခဲအံၤဘၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်." "အနှစ်ရံ

တဆံလဲၣ်."

How much did your watch cost?

There are two clocks at my house--a large one, a small one.

"What time is it now?" "Ten o'clock."

အဝဲသ့ၣ်အိၣ်မုၤလၢယးနှစ်ရံ, ဟါခီ

လၢယဲၣ်နှစ်ရံ.

ခွဲနှစ်ရံတခီပကဘၣ်ဟးထီၣ်လဲၣ်တၢ်

လီၤ.

They eat at 8 o'clock, in the evening at 5 o'clock.

At 9:30 we must leave on our trip.

(5) Use of နၢ, မုၢ်နၢ, "night"

(၅) တၢ်သုတၢ်ကတိၤ "နၢ, မုၢ်နၢ"

REPEAT after the teacher

သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

နၢအဝဲအံၤပမံမုၢ်မး.)

တနၢအံၤပမံမုၢ်မး. )

တနၢအံၤယကက့ၤမဲဖဲဃီးန့ၣ်ရံၣ်.

ခဲမုၢ်နၢပကမဲဖဲလဲၣ်.

နဖါတၢ်ဟဲကတုၤခဲမုၢ်နၢ.

မုၢ်နၢခီယမံတန့ၢ်အါအါဘၣ်.

မုၢ်နၢခီန့ၣ်တၢ်ချီၣ်တဖဲး.

This night we surely slept well.

Tonight I'm going to bed at 8 o'clock.

Where will we sleep tonight?

Your uncle will arrive tonight.

I'm not able to sleep very much at night.

It's a bit cool at night.

7.3 Question and Answer Drill

၇.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ



For this drill the teacher will need to use a clock or watch in order to change the time before asking the question. Each time he/she asks what time it is, you should answer according to the time shown on the clock or watch. For this drill use only the hours and the half hours.

သရော်ကဘက်ထိုင်ကျွန်ုပ်တို့နံရံ၊ ဘက်တဘျီဘျီထိုင်လာအနံရံ ဘက်တဘျီဘျီထိုင်လာဖေးဖီနံရံ ဒီးသံကွပ်ပြာ ကိုဖိတ်တင်သံကွပ်အိုင်ဖိတ်လဲအံ့အေးသီး၊ ပြာကွဲဖိကဘက်စံးဆာဒ်တင်ဆာကတီအိုင်ဖျါအသီး၊ မဒ်အံ့အါ ဘျီတစံးတုလပြာကွဲဖိတဲဆာဝဲဘက်ဂုဂု၊

T. ခဲအံ့ဘက်ပွဲနံရံလဲလဲနံရံ.

S. (ဘက်)\_\_\_\_\_ (နံရံ)လဲ.

#### 7.4 Pattern Sentences and Phrases

၇.၄ တင်ကတီအေဒီ

##### (1) Use of မှ်လါ/အယ်, "because"

(၁) တင်သူတင်ကတီ "မှ်လါ/အယ်"

REPEAT after the teacher.

သရော်-မပြာကွဲဖိတဲပိတ်ထွဲသရော်အံ ၂-၃ ဝီ.

(a) မှ်လါနတအိုင်ဘက်အယ် ပတလဲလါဘက်.

Because you weren't there, we no longer went.

မှ်လါနတအိုင်ဘက်အယ် အဝဲတမံတီဘက်.

Because you weren't there, he didn't spend the night.

မှ်လါနတအိုင်ဘက်အယ် အဝဲလဲတင်ဆူညါ.

Because you weren't there, he went on ahead.

မှ်လါယမုဂ်ဂါတင်တဟဲဘက်အယ် ယလဲတင်တသ့ဘက်.

Because my aunt and uncle didn't come, I can't go.

မှ်လါယကဘက်လဲထိုင်ဘါယွါအယ် ယလဲတင်တသ့ဘက်.

Because I have to go to church, I can't go.

မှ်လါတင်မတဝံဒဲးဘက်အယ် ယလဲတင်တသ့ဘက်.

Because the job isn't finished, I can't go.

မှ်လါနဖါတင်တဲတင်အါအယ် ပြာတမလါတင်နီတမံဘက်.

Because your uncle talked so much, people aren't going to do anything any more.

မှ်လါဒါးတဖျါအံဆဲးတစဲးအယ် ပကလဲအိုင်လါဒါးအိုင်တဖျါ.

Because this house is a bit small, we'll go and stay in the big house.

(b) ယဆိကမိဂ်လါနကဟဲအယ်, ယဟဲယဲလီ.

I thought that you were coming, so I came.

ယနဂ်ပဂ်လါနအိုင်လဲအယ်, ယတဒုးအိုင်နါဘက်.

I understood that you had eaten, so I didn't feed you.

ယသ့ၣ်ညါလၢန့ၣ်အဃိ ယတၢ်ပၤလၢ ဘၣ်.	I knew that you had already bought (it/some), so I no longer bought any.
(c) ပတအီၣ်မ့ၤအံၤလၢၤဘၣ်, မ့ၢ်လၢပၤ အီၣ်အါလံ. ပလဲၤတသ့ဘၣ်, မ့ၢ်လၢသရၣ်မ့ၢ်က ဟံ. ယလဲၤသ့ မ့ၢ်လၢယတၢ်မၤဝံၤလံ. ယပၤန့ၢ် မ့ၢ်လၢယတၢ်အီၣ်.	We won't eat here after all, because people have already eaten a lot (and there isn't much left). We can't go because Teacher is coming.  I can go because my work is finished. I can buy it because I have the money.

## (2) Use of စၣ်စီ (ဒီ)

(၂) တၢ်သ့တၢ်ကတိၤ "စၣ်စီ (ဒီ)"

REPEAT after the teacher

သရၣ်-မၤပၤကွီၤတဲၤပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

လဲၤစၣ်စီ, ယကလဲၤလၢခံတဲး.	Go ahead and go. I'll go a bit later.
မၤစၣ်စီ, ယဲယတမၤဒဲးဘၣ်.	Go ahead and do it. I'm not going to do it yet.
အီၣ်စၣ်စီ, တဘၣ်တၢ်နီၣ်တမံၤဘၣ်.	Go ahead and eat. It doesn't matter.
ဟံစၣ်စီ, ပၤအဲၣ်ဒီးထံၣ်န့ၤ.	Go ahead and come. Folks want to see you.
အီၣ်စၣ်စီဖဲန့ၣ်, ယကလဲၤဟံးန့ၢ်န့ၤ.	Just stay there. I'll go and get it for you.

## (3) Use of သးခဲ, "to be glad, joyful, rejoice"

(၃) တၢ်သ့တၢ်ကတိၤ "သးခဲ"

REPEAT after the teacher

သရၣ်-မၤပၤကွီၤတဲၤပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

(a) ယသးခဲလၢယထံၣ်ဘၣ်န့ၤ.	I'm glad to see you.
ယသးခဲလၢနဟဲအီၣ်သကီးယမိၢ်.	I'm glad you came to visit my mother.
ယသးခဲလၢယန့ၢ်ဘၣ်န့ၣ်ရံၣ်အသီ တဖျၢၣ်.	I'm glad that I got a new watch.
ယသးခဲလၢနတဲၣ်န့ၢ်ပၢၢ်ယၤလၢအဂ့ၢ်.	I'm glad that you explained about it to me.
ယသးခဲလၢယဆါယဒးန့ၢ်.	I'm glad that I was able to sell my house.
(b) ယထံၣ်ဘၣ်န့ၤ ယသးခဲဒိၣ်မးလီၤ.	I'm glad to see you. (I see you, i'm very glad.)
နဟဲအီၣ်သကီးယမိၢ်န့ၣ် ယသးခဲဒိၣ် မးလီၤ.	I'm glad you came to visit my mother.
ယန့ၢ်ဘၣ်န့ၣ်ရံၣ်အသီတဖျၢၣ်အဃိ ယသးခဲဒိၣ်မးလီၤ.	I'm glad that I got a new watch.

နတ်နပ်ပါယလအဂ္ဂါနု ယသးခု ဒိဉ်မးလီၤ.	I'm glad that you explained about it to me.
ယဆါယအးနုနု ယသးခုဒိဉ်မးလီၤ.	I'm glad that I was able to sell my house.
(c) နဖိဒိဉ်အိဉ်ဆူဉ်ထီဉ်က့ၤ နတသးခုခါ.	Aren't you glad that your nephew has gotten well again?
နမုဂ်ဖါတံကဟဲအယိ နသးခုခါ.	Are you glad that your aunt and uncle are coming?
နမိနပ်မုထံဉ်ဘဉ်နမုဂ်ဖါတံ ဟဲဒီး၊ အသးကခုခါ.	If your parents see your aunt and uncle come, will they be glad?
ယဖါတံကက့ၤနု ယသးတခုနီတ စဲးဘဉ်.	I'm not at all glad that my uncle is going back home.

#### (4) Use of တစိဖိ, "a short interval of time"

(၄) တၢ်သ့တၢ်ကတိၤ "တစိဖိ"

REPEAT after the teacher

သရၢ်-မၤပုၤကိတဲတဲပိသရၢ်အခံ ၂-၃ ဝီ.

အိဉ်ဖဲအံၤတစိဖိ. နမုဂ်ကဟဲက့ၤ.	Stay here a short while. Your aunt will be coming back.
ဆူဉ်နီၤဖဲအံၤတစိဖိ. ယကလဲၤကီးယမိၤ.	Sit here a short while. I'll go call my mother.
အိဉ်သကီးဖဲအံၤတစိဖိ. ယကမၤတၢ် တစဲး.	Visit here a short while. I'm going to do a bit of work.
ယကလဲၤဆူမုဂ်ဒါအအးတစိဖိ.	I'm going to my youngest aunt's (my mother's or father's youngest sister's) house for a short while.
ယကလဲၤဆူသရၢ်အအိဉ်တစိဖိနီ.	I'm going to go to the teacher for a short time, okay?
ယကမံတစိဖိဝံၤ ပကအိဉ်မ့ၤ.	I'm going to sleep a short while, after which we'll eat.
နမုဂ်လဲၤတစိဖိ သ့.	If you go for a short while, you may.

#### (5) Use of အိ/အါ, exclamation of surprise or regret

(၅) တၢ်သ့တၢ်ကတိၤ "အိ/အါ"

REPEAT after the teacher

သရၢ်-မၤပုၤကိတဲတဲပိသရၢ်အခံ ၂-၃ ဝီ.

အိ, သရၢ်, ယအဲဉ်ဒီးတဲနၤတၢ်တမံၤ.	Oh, Teacher, I want to tell you something.
အိ, နဟဲတုၤခဲလဲဉ်.	Oh, when did you arrive?
အိ, ယဖါတံဟဲလၢန့ဉ်.	Hey! my uncle is coming there!
အိ, ယတလဲၤလၢဘဉ်.	Oh, I'm no longer going.
အိ, ယသ့ဉ်ညါလံ--ယကဟ့ဉ်အီၤလၢ သခီးသဉ်.	Oh, I know--I'll give her mangoes.

Repeat using အာ in place of အိ.

သရော်-တဲလိကဒီးတဘျီ ဘုရ်ဆုတ်အအံတဘျီအံလဲ လာ "အိ" အလီၣ် တဲလဲ "အာ."

(6) Use of အိ, particle used when responding to a new bit of knowledge or a new thought just come to mind

(၆) တၢ်သုတၢ်ကတိၤ "အိ"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၣ်သရော်အံ ၂-၃ ဝီ.

"တနံၣ်ညါအံပသဒီးသုၣ်ထီၣ်အါမး" "အိ,  
နဆါန့ၣ်အံပၤဂ့ၤခါ."

"ပဆါအိၤန့ၣ်ဃုၤပီၤညါ." "အိ, ဂ့ၤဒိၣ်မး."

"ယသါပၤဒိၣ်သကီၤဆံၣ်သုၣ်." "အိ, လာ  
အံလဲ."

"ခဲအံၤအဝဲအိၣ်ဒီးအမုၢ်ဂၢ်ဖါတၢ်." "အိ, အ  
မိၢ်အပၢ်တအိၣ်လာဘၣ်ခါ."

အိ, နဟဲတုၤလဲခါ.

အိ, ယသါတဲန့ၣ်တၢ်တမံၤ.

အိ, ဟဲစီၣ်လံာ်စီဆံၣ်လံာ်သးဝံၣ်စ့ၢ်နီၤ.

"This year our mango trees bore a lot of fruit."  
"Oh, and did you get a good price?"

"We got 600 baht from their sale!" "Oh, that's  
very good!"

"I was wanting to buy tomatoes." "Oh, over  
there."

"Now he is with his aunt and uncle." "Oh, are  
his parents no longer living?"

So! Have you arrived already?

I just remembered, I intended to tell you  
something.

By the way, bring along some hymns and  
Bibles also.

(7) Use of interrogative expressions in relative clauses

(၇) တၢ်သုတၢ်ကတိၤ "လီၣ်/လဲၣ်" လၢတမ့ၢ်တၢ်သက့ၢ်ဘၣ်.

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၣ်သရော်အံ ၂-၃ ဝီ.

သရော်ကကီၤပၤဆူလဲၣ်န့ၣ် သုၣ်သ့ၣ်ညါခါ.

ပၤတဂၤန့ၣ်မ့ၢ်မတၤလဲၣ် နသ့ၣ်ညါခါ.

ပကသးဝံၣ်နီၢ်ဂံၢ်ဆံးအါလဲၣ်န့ၣ် နသ့ၣ်ညါ  
ခါ.

ပကမၤဒဲလဲၣ် ယတဲတဘျီဘၣ်.

အဝဲကလဲၤတၢ်ဆံးယံၣ်လဲၣ် ပတသ့ၣ်  
ညါဘၣ်.

ယဖိခွါလဲၤဆူလဲၣ် ယတဲတဘျီဘၣ်.

နကဟဲခဲလဲၣ်န့ၣ် ဒုးသ့ၣ်ညါယၤနီၤ.

နကလဲၤအိၣ်ဖဲလဲၣ်န့ၣ် ဒုးသ့ၣ်ညါပၤစ့ၢ်.

Do you know where Teacher is taking us?

Do you know who that person is?

Do you know what number we're going to  
sing?

I don't know what (how) we'll do?

We don't know when he's going to go.

I don't know where my son got to.

Let me know when you're coming, won't you?

Also let us know where you will go to stay.

(8) Use of reduplicated expressions

(ဂ) တၢ်သ့တၢ်ကတိၤလၢၤကျၢၢ်ကထၢၤခဲၤတၢ်ခဲၤတၢ်  
**REPEAT after the teacher**  
 သရၢ်-မၤပၤကွၢ်ဖိတဲတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

- (a) အဝဲကဟဲခဲလဲၣ်ခဲလဲၣ်န့ၣ် ပတသ့ၣ်  
 ညါဘၣ်  
 နကလဲၤအိၣ်ဖဲလဲၣ်ဖဲလဲၣ် ကွၢ်လၢနၤ.  
 ဘၣ်ပွဲၤန့ၣ်ရံၣ်ပွဲၤန့ၣ်ရံၣ် နတကွၢ်ဒါ.  
 (b) အဝဲဟ့ၣ်ပွၤသးသးတၢ်တဖျၢၣ်  
 တၢ်တဖျၢၣ်.  
 ပဟဲတုၤ ပလဲၤထီၣ်ပွၤဒၢတၢ်တဖျၢၣ်  
 တၢ်တဖျၢၣ်.  
 သုကဘၣ်ကွၢ်လံၤသးဝံၣ်တဘျီခဲၤ  
 တဘျီခဲၤ.  
 က့ၤစီၣ်လံၤဖိတဖျၢၣ်အံၤတဘျီခဲၤ.  
 (c) ပွၤတၢ်န့ၣ်ဒိလဲၣ်--တစီၣ်ဖိအိၣ်မ့ၤ  
 တစီၣ်ဖိအိၣ်မ့ၤ.  
 အဝဲဘၣ်မၤတၢ်နံၤနံၤနၤနၤ.  
 အဝဲအိၣ်တၢ်တခီၤ မၤတၢ်တခီၤ.

We don't know when he will come.  
 It's up to you where you go to stay (Lit., Look to you as to where you go.)  
 Didn't you look to see what time it was?  
 He gave a mango to each person. (Lit., one person one mango, one person one mango.)  
 We arrived and each went to a different house. (Lit., one person one house, one person one house.)  
 You'll have to use (look at) one hymnal for two persons.  
 Each of you take home one of these booklets.  
 What's the matter with that person?--he eats every few minutes!  
 He has to work day and night.  
 He alternately eats and works. (Lit., eats and works, eats and works.)

## 7.5 Completion Drills

၇.၅ တၢ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

Using the pattern sentences below, see how many different expressions you can insert in the blank spaces; e.g., (a) ယဆိကမိၣ်လၢနကအဲၣ်ဒီးလဲၤ, "I thought that you would want to go/I think that you will want to go." The teacher should correct any mistakes in pronunciation or word order, then say the whole sentence once more and have you repeat it after him/her. Try to give at least 3 expressions for each pattern sentence.

သရၢ်-တၢ်မၤလိတပတီၢ်အံၤ ပၤကွၢ်ဖိကဘၣ်ဃုန့ၣ်အတၢ်ကတိၤဒုၣ်ဝဲ ဒီးသုဃုဒီးတၢ်ကတိၤလၢ (a) လၢအဖီလံၤအံၤ. အဒိ-ပၤကွၢ်ဖိကတဲလၢ "ယဆိကမိၣ်လၢနကအဲၣ်ဒီးလဲၤ." ပၤကွၢ်ဖိတဲဘၣ်ဂ့ၤတဘျီခဲၤ သရၢ်ကဘၣ်တဲကဒီးတဘျီဒီးမၤပၤကွၢ်ဖိတဲပိၤသရၢ်အခံဒီး. ပၤကွၢ်ဖိကဘၣ်ဟ့ၣ်အဒိအစၢၤကတၢ် ၃ မံၤ. မ့ၢ်ဝံၤဒီးမၤပၤကွၢ်ဖိတဲလိ (b) ဒီး (c) ဒ် (a) အသးအံၤ.

- (a) ယဆိကမိၣ်လၢ\_\_\_\_\_.  
 (b) **QIFgPgpSb**\_\_\_\_\_.  
 (c) **QUoAcSb**\_\_\_\_\_.

## 7.6 Notes on Word Usage and Grammar

၇.၆ သရၢ်-မၤပၤကွၢ်ဖိဖးဒုၣ်ဝဲလၢဒၢပူၤ.

- (1) Use of တီၢ်, "to make a stop, break, juncture"

The word တီ in the sense of "to make a stop, break, juncture" refers to making a break in one's trip, whether one would be continuing on or returning on a round trip later on. Used in this sense, တီ is always preceded by a verb indicating the purpose of the break, and the most common verbs used with it are မံ and အိပ်; e.g., မံတီ, "to break a trip by sleeping (i.e., spending the night);" အိပ်တီ, "to break a trip by staying over some place for awhile (i.e., staying on before eventually continuing on or returning to where one started from.)"

(2) Use of ဆိကမိပ်/ဆိမိပ်, "to think, give one's mind to, consider"

The word ဆိကမိပ် is used much in the same way as the verb "to think" is in English. Just as the use of "that" to introduce the subject of one's thinking is optional, so in Karen the use of လာ is optional; e.g., ယဆိကမိပ်လၢနတဟဲလၢဘၣ်/ယဆိကမိပ်နတဟဲလၢဘၣ်, "I thought you weren't coming any more." When the word ကွံ precedes ဆိကမိပ်, it indicates that one looks at something mentally (i.e., considers it) while thinking about it. In the few cases where ကွံ follows ဆိကမိပ်, it means to think about something by way of trial; i.e., to "consider and see (whether a certain thing would be wise, etc.)." The second syllable "က" is often dropped in the colloquial; e.g., "ယဆိမိပ်လၢ..."

(3) Use of ခီ, "side" classifier for sides; "as for, whereas."

The word Ah is used for sides of things which occur in opposites; e.g., "left side, right side; outside, inside; the far side, the near side; etc., but you haven't learned the words for these in Karen. It is also used as the classifier for one of a pair; e.g., an arm, leg, ear, eye, shoe, sock, day or night, etc. Again you haven't learned the words for most of these. (You have learned မုနီခီ, "nighttime," but not the word for "daytime;" and you have learned "evening time" but not "morning time.") Also, the expression for "half-past" the hour is in the same category; it is as though the clock face has 2 sides--the side where the hands move from top to bottom and the side where the hands move from bottom to top; so when the minute hand has gotten to the juncture of the 2 sides, the word ခီ is added to the words for the hour to indicate "half-past;" e.g., ယဲနနံရံ တခီ, "half-past five."

The word ခီ is also used for figurative "sides" to indicate contrast; e.g., ယဟ် ဆိကမိပ်ဒ်န့ၣ်. ယဲတခီယဆိကမိပ်ဒ်အံၤ, "My father thinks like that; on the other hand (whereas/ as for me) I think like this."

(4) Use of နနံရံ, "clock, watch; o'clock;" classifier for hours

If you refer to the examples in 7.2 (4), the use of နနံရံ should become clear. However, you should note that in telling time Karen uses the word ဘၣ်, "to encounter" rather than the verb "to be." You should also note that Karen uses the word လံ whereas in English we would not be so likely to say "already;" e.g., ဘၣ်ညးနနံရံလံလဲၣ်, "What time is it?" (ဘၣ်)ခဲနနံရံလံ, "Two o'clock."

(5) Use of နံ, မှီနံ, "night, nighttime:

The word နံ refers to nighttime in general, or to the time of night when people are usually asleep; e.g., တနင်္လာတိုင်းခင်းနီ, "Tonight it's very cold, isn't it?" Just as in English, when referring to the first part of the night while people are still up the word တို, "evening" is used even though it is already dark. The word မဲမှီနံ refers to the coming night and is spoken sometime during the day, whereas တနင်္လာ is spoken when it is already night (or during the first 2-3 hours after daybreak).

(6) Use of မှီလာ and အဟိ, "because, so, since

By looking at the examples in 7.4 (1), it can be seen that "because" can be expressed by using မှီလာ (or just လာ) at the beginning of the clause and အဟိ at the end, or by using မှီလာ without the အဟိ, or by using အဟိ without မှီလာ. In (a) the "because" clauses come first in the sentences, and in such cases the clause begins with မှီလာ and ends with အဟိ. In (b) the sentences begin with expressions such as ယဆီကမိဂ်လာ..., ယထံဂ်လာ..., ယသုဂ်ညါလာ... In each case there is already a လာ, and so the မှီလာ is omitted, but since the "because" clause precedes the main clause the အဟိ is used to end the "because" clause. In (c) the main clause comes first, followed by the "be-cause" clause, and in such cases the latter begins with မှီလာ (literally, "it is that ..."), but usually there is no အဟိ at the end.

(7) Use of စင်ခီ, particle used when urging someone to do something he/she hesitates to do

By referring to the examples in 7.4 (2) the use of စင်ခီ should be quite clear. It is always used with verbs in the form of commands, and the expression is usually very brief. Sometimes the စင် is dropped and only ခီ is used; but if it is at the end of a short command, you will know that it has the above meaning. Sometimes the ခီ may be pronounced ဃီ in the colloquial.

(8) Use of သးခု, "to be glad, joyful, rejoice"

Like the expression နှိပ်, "to understand," the expression သးခု is a combination of a noun, သး, "heart," and a verb, ခု, "to be elated." In some areas the combination has come to be thought of as a compound verb and so the future and negative particles and words like မှီ, "if," are used at the beginning of the expression; e.g., ယကသးခု... ယတသးခုတုဂ်. ယမှီသးခု... In other areas the 2 words are still thought of as separate words and so the above particles come between သး and ခု; e.g., ယသးကခု... ယသးတခုတုဂ်. ယသးမှီခု... Both ways will be understood in all areas, and some people may sometimes say it one way and sometimes the other; so learn the way the teacher says is most common in the area where you are.

(9) Use of question words in relative clauses

You have already learned a number of question words; e.g., ဖဲလီဂ်, မတလီဂ်, ခီလဲဂ်, ခဲလဲဂ်, etc., Just as in English, questions can be used indirectly as part of a longer

sentence, in which case they are really not questions any longer; e.g., အဲဒီမှာလဲနဲ့ ယတသ့ညါဘဲ, "I don't know where he is." If you refer back to the examples in 7.4 (7) you will see that the indirect question comes first in the sentence and is then followed by the main clause. The use of နဲ့ at the end of the first clause is optional.

Questions ending in ခါ can also be used indirectly; e.g., ယမိဖုကကဲခါ ယတဲတဘဲဒဲးဘဲ, "I can't say yet whether my mother will be able (physically) to come. (or not)." If 2 alternate questions are used indirectly, the first one will always end in ခါ, but the second one may end either in ခါ or in လိပ်/လဲ, depending upon the speaker's habit; e.g., ယဂုလဲခါ တဂုလဲဘဲခါ ယတသ့ညါဘဲ (ယဂုလဲခါ တဂုလဲဘဲလဲ ယတသ့ညါဘဲ) "I don't know whether it is good to go or not."

#### (10) Use of reduplicated expressions

Reduplicating expressions emphasizes them in one way or another. In 7.4 (8) you are given examples of the reduplication of several kinds of expressions:

(a) In the first 3 sentences it is the indirect interrogative expressions (relative clauses) that are reduplicated, the reduplication giving an emphasis to the aspect of the interrogative expression. It is as though one were saying, "I have no idea when he'll be coming.: "You can go and stay wherever you want--it's up to you." "Don't you ever look at the time?" As explained in (9) above, the indirect interrogative expressions come first in the sentence.

(b) In this section it is 2 kinds of classifiers that are reduplicated, and here the emphasis is equivalent to saying "each" one; e.g., "He gave a mango to each person." Note that if the number is "one" for both of the classifiers, the numeral is sometimes omitted, as in the last sentence in this section.

(c) The examples in this section show ways of emphasizing that the action(s) are repeated over and over again. In the first sentence it is the time element and the action together which are reduplicated. In the second sentence it is the expression ခီ indicating contrast which is reduplicated and then used with the numeral for "one", the whole expression then being reduplicated again to indicate that the 2 actions are alternately repeated over and over again. In the third sentence it is the words for day and night which are reduplicated thus indicating that the action is carried on day and night over a long period of time.

### 7.7 Completion Drills

၇.၇ တၢ်မၤအါထီၣ်တၢ်ကတိၤ

- (1) Read aloud the following sentence inserting one word after the other from the right-hand column in the first blank and inserting in the second and third blanks the number indicated in ( ) plus the appropriate classifier; e.g., ဟ့ၣ်ဘၣ်အဲသ့ၣ်လၢလံၣ်သးဝံၣ်တၢ်တဘျီၣ် တၢ်တဘျီၣ်.



(၁) သရော်-မပြုမိကတိလောစုစုတပအံ၊ ဒီးတုန့်တိကတိလောစုစုတပအံနိထံးတကျါ၊ ဖဲတင်္ဂါလီလီဟီအံနိထံးတတိဝံ၊ တုန့်နီဂံလါအံနိထံး ( ) အပူယုဒီးတိကတိလောစုစုတပအံနိထံးတကျါ၊ "ဘုဉ်," "ဒု," "ဗျုဉ်," ဖဲတင်္ဂါလီလီဟီအံတိတတိဒီးသတိတတိ. အဒိ-ပုကိမိကတိလောစုစုတပအံ "ဟုဉ်ဘုဉ်အံသုဉ်လါလံသးဝံတဂါတဘုဉ်တဂါတဘုဉ်." ပုကိမိတဲဘုဉ်တဘုဉ်တဘုဉ် သရော်ကဘုဉ်တဲဒိကျါကဒီးတဘျီ ဒီးမပြုမိတဲပိသရော်အံ. မပြုမိတုန့်တိကတိလောစုစုတဘျီဘုဉ်တကျါစးထီဉ်လါအံနိထံးတုလါအကတါ. ခံတီတီ မပြုမိကတိဘုဉ်အံလံ ဝံဒီးသရော်ကကိထီဉ်တိကတိလောစုစုတဘျီယုဒီးနီဂံလါ ( ) အပူဝံ မပြုမိသုဉ်တိကတိလောစုစုတဘျီဒီးတဲဒိကျါ. တဲလံဒ်အံစးထီဉ်လါအံနိထံးတုလါအကတါအါတဲစး တုလါပုကိမိတဲဘုဉ်ဘုဉ်ဘုဉ်

ဟုဉ်ဘုဉ်အံသုဉ်လါ \_\_\_\_\_ တဂါ \_\_\_\_\_ တဂါ \_\_\_\_\_ .

လံသးဝံ (၁).

သကံသုဉ် (၂)

ထီးဖိ (၂)

ဆီဒံ (၃)

ဆုကါ (၁)

အံသုဉ်ဆါ (ဖးဖိကံလါ)

(2) (a) Below are 2 groups of statements. Those in the first column are the reason clauses and those in the second column are the result clauses. Combine the first sentence in each column into a single sentence using the pattern below: e.g., မုလါပသါဝါအပူဒိအံ ဃိ, ယဟဲကုပူထဲဖးဖိကံလါ. The teacher will say it again and you should repeat it after him/her. Do the same with the other pairs of clauses.

(၂) (a) သရော်-မပြုမိကတိလောစုစုတပအံနိထံးတကျါ၊ ဒီးလောစုစုတပအံနိထံးတကျါ၊ ဒီးဒုးကဲထီဉ်ကုအံလါတိကတိလောစုစုတဘျီယု ဒ်အံဒိအံနိထံးတဲဒိကျါအံသးအံ. အဒိ-ပုကိမိကတိလောစုစုတပအံ "မုလါပသါဝါအပူဒိအံဃိ, ယဟဲကုပူထဲဖးဖိကံလါ." ပုကိမိတဲဘုဉ်မုလါတဘုဉ်မုလါ သရော်ကဘုဉ်တဲဒိကျါဒီးမပြုမိတဲပိသရော်အံ. မပြုမိတဲလံတိကတိလောစုစုတဘျီအံလံတကျါဘုဉ်တကျါစးထီဉ်လါအံနိထံးတုလါအကတါ ၂-၃ တီ တုလါပုကိမိတဲဘုဉ်ဘုဉ်တဲစး.

မုလါ \_\_\_\_\_ အံ, \_\_\_\_\_ .

ပသါဝါအပူဒိ

အံနိအံနိထံနံအံလီလံ

မုဟါလံ

ယတိတအါဘုဉ်

ပတသုဉ်ညါနုဉ်ရံဘုဉ်

ယဟဲကုပူထဲဖးဖိကံလါ

ယအံဒီးဟုဉ်အံအံသိတကုဉ်

ပတလဲဆုညါလါဘုဉ်

ယတဟဲကုဖိတိတနီတမံဘုဉ်

ပတလဲဘါယုဘုဉ်

(b) Repeat the above, this time using the following pattern; e.g., ယထံလါပသါဝါအပူဒိအံဃိ, ယဟဲကုပူထဲဖးဖိကံလါ. Use the first alternative word (ပုဉ်) in the first sentence, the second one in the second sentence, etc. The teacher will say each sentence again, and you should repeat it after him/her.

သရော်--လၢတၢ်ကတိလၢအဖီလၢတကျါအံၤန့ၣ် တၢ်ကတိအိၣ်ဝဲလွံၣ်ဖျါလၢ ( ) အပူၤ--"ထံၣ်," "ဆိကမိၣ်," "သ့ၣ်ညါ," ဒီး "န့ၣ်ပၢ်." မၤပူၤကွီုဖိဟံးန့ၣ်တၢ်ကတိလၢအဖီခိၣ်အခိၣ်ထံးတကျါခံပၤလၢဒီးတၢ်န့ၣ်အံၤဖဲတၢ်လီၤလီၤဟံးတၢ်လၢအဖီလၢအံၤအပူၤတပူၤတကျါဝံၤ ဖးဒီးကွီုဒီးသ့ၣ်တၢ်ကတိအခိၣ်ထံးတကျါလၢအအိၣ်လၢ( ) အပူၤ--"ထံၣ်." အဒိ--"ယထံၣ်လၢပသၢဝါအပူၤဒိၣ်အဃိ, ယဟဲက့ၤပူၤထဲဖးဖိကံလီၤ." မၤပူၤကွီုဖိဟံးန့ၣ်ကဒီးတၢ်ကတိခံကျါတကျါလၢအဖီခိၣ်အံၤဒီးတၢ်န့ၣ်အံၤလၢတၢ်ကတိလၢအဖီလၢတကျါအံၤအပူၤဝံၤ ဖးဒီးကွီု ဘၣ်ဆၣ်အအံၤတဘျီသ့ၣ်လၢတၢ်ကတိခံကျါတကျါလၢအအိၣ်လၢ( ) အပူၤ--"ဆိကမိၣ်." တဲလိတၢ်ကတိသၢကျါတကျါတုၤလၢယံၣ်ကျါတကျါလၢအဖီခိၣ်အံၤဒီးအခိၣ်ထံးတကျါအသး ဘၣ်ဆၣ်သ့ၣ်တၢ်ကတိလၢအအိၣ်လၢ( ) အပူၤတဘျီတကျါတဘျီတကျါန့ၣ်.

ယ (ထံၣ်/ဆိကမိၣ်/သ့ၣ်ညါ/န့ၣ်ပၢ်) လၢ \_\_\_\_\_ အဃိ, \_\_\_\_\_ .

(c) Repeat the above exercise again, reversing the order of the clauses so that the "result" clause comes first and the "reason" clause comes second, using the pattern below; e.g., ယဟဲက့ၤပူၤပသၢဝါထဲဖးဖိကံလီၤ, မ့ၢ်လၢအပူၤဒိၣ်. (In this example, the object ပသၢဝါ is transferred from the "reason" clause to the "result" clause to make the meaning clear.) The teacher will say each sentence again, and you should repeat after him/her.

သရော်--တဲလိတၢ်ကတိလၢ (a) အပူၤအံၤကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် မၤပူၤကွီုဖိသ့ၣ်တၢ်ကတိလၢစုထွဲတပၤညါဝံၤမး သ့ၣ်တၢ်ကတိလၢစုစုတပၤ. တဲဒ်အဒိလၢအဖီလၢအသးအံၤ. အဒိ--"ယဟဲက့ၤပူၤပသၢဝါထဲဖးဖိကံလီၤ မ့ၢ်လၢအပူၤဒိၣ်."

\_\_\_\_\_, မ့ၢ်လၢ \_\_\_\_\_ .

- (3) Complete the following sentences in any way that makes sense. The teacher will say each sentence again, and you should repeat after him/her.
- (၃) သရော်--တၢ်မၤလိတပတီၢ်အံၤ ပူၤကွီုဖိကဘၣ်ဃုန့ၣ်အတၢ်ကတိအိၣ်ဝဲ ဒီးသ့ၣ်ဒီးတၢ်ကတိလၢအဖီလၢသ့ၣ်တဖၣ်အံၤတကျါဘၣ်တကျါဖးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်. ပူၤကွီုဖိတဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရော်ကဘၣ်တဲကဒီးတဘျီ ဒီးမၤပူၤကွီုဖိတဲပိၣ်ထွဲသရော်အခိၣ်ဒီး.

(၁) ယဝဲၢ်လဲၤမၤလိလံာ်လၢဝုၢ်ပူၤ. ယပုၢ်တခီ \_\_\_\_\_ .

(၂) အဖါတၢ်မံတီၢ်ဖဲန့ၣ်. အဖီခိၣ်တခီ \_\_\_\_\_ .

(၃) သကီၤဆံၣ်သၣ်အပူၤထီၣ်. သခိးသၣ်တခီ \_\_\_\_\_ .

- 7.8 Conversation Practice--Learn the previous sections well first.
- ၇.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိသကးတၢ် (တချုးသရော်သိၣ်လိတၢ်ကတိအံၤန့ၣ် ပူၤကွီုဖိကြးန့ၣ်ပၢ်တၢ်မၤလိလၢအပူၤကွီုဖိဂ့ၤတဘၣ်တဘဲး.)
- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to

answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

(၁) သရုပ်ကဘဉ်ဖးတၢ်ကတိၤသ့တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခဲၣ်ဒီးမၤပုၤကွၢ်ဖိကန့ၣ်. ဖဲသရုပ်ဖးအခါ သရုပ်ကဘဉ်ဖးထီၣ်စ့ၢ်ကိး "A" ဒီး "B" အမံၤ ဒ်သီးပုၤကွၢ်ဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တၢ်ကတိၤတၢ်လဲၣ်. တုၤသရုပ်ဖးတၢ်ကတိၤခဲၣ်ဝံၤလံၣ်န့ၣ် မၤပုၤကွၢ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိာ်ပုၤခဲၣ်လၢအတၢ်ကတိၤအခဲအံၤ. ဖဲပုၤကွၢ်ဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပုၤကွၢ်ဖိကလၢလံၣ်ပူၤဘဉ်. ပုၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်တၢ်ကျိၤကျိၤမ့ၢ်တဘဉ်ဘဉ်ဒီး သရုပ်ကဘဉ်မၤနီၣ်ဃၢတၢ်သံကွၢ်အဝဲန့ၣ်. သရုပ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလံၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွၢ်ဖိစံးဆၢတဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရုပ်ကဘဉ်ဖးက့ၤပုၤခဲၣ်လၢအတၢ်ကတိၤတၢ်တၢ်ကတိၤဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွၢ်ဖိစံးဆၢအီၤ.

- A. အိ, သရုပ်, တၢ်ဘျး. ထံၣ်ဘဉ်နၤသးခမးလီၤ.
- B. အိ, တၢ်ဘျး, တၢ်ဘျး. ယအဲၣ်ဒီးထံၣ်ဘဉ်နၤယံၣ်လံၣ်စ့ၢ်ကိး. နဟဲခဲလဲၣ်.
- A. ယဟဲတုၤတနံၤအံၤလီၤ, သရုပ်.
- B. နဟဲပွဲၤဂၤလဲၣ်.
- A. ယဟဲဒီးယဖိဒိၣ်တၢ်ကတိၤအံၤ.
- B. အိ. နကမံတီၢ်ခါ နကက့ၤဒဲးခါ.
- A. မ့ၢ်, ယဆိကမိၣ်ယကမံတီၢ်တနၤ, သရုပ်.
- B. နမ့ၢ်မံတီၢ်န့ၣ် လဲၤမံလၢယဒီး, မ့ၢ်လၢယအဲၣ်ဒီးတဲတၢ်ဒီးနၤ.
- A. မ့ၢ်, မ့ၢ်, သရုပ်. ခဲမဟိယကလဲၤဆူနဒီး.
- B. မ့ၢ်. တၢ်ဘျး. ပကအိၣ်မ့ၢ်ဖဲမဟိယီယဲၣ်န့ၣ်ရံၣ်. ဟဲအိၣ်မ့ၢ်ဒီးပုၤ.
- A. မ့ၢ်, သရုပ်. တၢ်ဘျးနီၤ.
- B. တၢ်ဘျး. ခဲအံၤယကလဲၤလၢကွၢ်တစိၣ်ဖိ.
- A. မ့ၢ်, သရုပ်. လဲၤခီ. တဘဉ်တၢ်နီၣ်မံၤဘဉ်.

Questions (တၢ်သံကွၢ်)

- ၁. A တၢ်ဟဲခဲလဲၣ်.
- ၂. A ဟဲဒီးမတၢ်လဲၣ်.
- ၃. A ကမံတီၢ်ခါ ကက့ၤဒဲးခါ.
- ၄. B အဲၣ်ဒီးလၢ A ကမံလၢအဒီး မ့ၢ်လၢမနုၤအယိလဲၣ်.
- ၅. B ကအိၣ်မဟိအတၢ်အိၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.
- ၆. B ကလဲၤဒဲးဆူလဲၣ်.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရော်-ပုဂ္ဂိုလ်စုံဆေးတော်သံကွပ်ခဲလျာမိုဘုလံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွီုဖိတဲပိၣ်သရော်အခံတဝီၤ ဝံဒီးမၤပုၤကွီုဖိကဲ "B" ဒီးသရော်ကကဲ "A." ကတိၤလၢသကိးတၢ်ကတိၤအါဝီတဲး ဒ်သီး ပုၤကွီုဖိကဲ "B" အတၢ်ကတိၤဘၣ်ဘျုးတဲး. တုၤပုၤကွီုဖိတဲတၢ်ဘၣ်ဘျုးလဲၣ်န့ၣ် မၤပုၤကွီုဖိကဲကုၤ "A" ဒီး သရော်ကကဲကုၤ "B" ဝံ တဲလိကဒီးအါဝီတဲး. တုၤပုၤကွီုဖိတဲတၢ်ဘၣ်ဘျုးလဲၣ်န့ၣ် ကတိၤလၢသကိးတၢ်ကဒီး တဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် သရော်မ့ၢ်ပုၤကွီုဖိမ့ၢ်ပုၤ ကဘၣ်လဲကတိၤတၢ်ပုၤဖျၢၣ်ပုၤဖျၢၣ်ဆူတၢ်ကတိၤ အဂၤလၢပုၤကွီုဖိမၤလိတုၢ်လဲၣ်န့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသီးကိးနံၤဒီးဆူညါစ့ၤသီအတီၢ်ပုၤ.

- (2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..
- (၂) သရော်-ကိးနံၤဒီး သရော်ဒီးပုၤကွီုဖိပုၤဟံးန့ၢ်အဆၢကတိၢ်တနီၤလၢကကတိၢ်သကိးတၢ်လၢပုၤကညီကွီု ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

## 7.9 Reading and Writing

၇.၉ တၢ်မၤလိဖးဒီးကွဲးပုၤကညီကွီု

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မၤပုၤကွီုဖိဖးပိၣ်သရော်အခံတကျိၤဘၣ်တကျိၤတဝီၤဝံ မၤပုၤကွီုဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီၤတၢ်လီၢ်လီၤဟံၤ လၢခံတနံၤသရော်ကဘၣ်ကွၢ်ပုၤကွီုဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ဒေါ. ဝံမၤပုၤကွီုဖိဖးယုၤသရော်. ပုၤကွီုဖိ ဖးမ့ၢ်ကမၢ် သရော်ကဘၣ်ဖးယုၤပုၤကွီုဖိတဘျီဒီး.

ယသးခုလၢသရော်ကမံတီၢ်တနၢၤ.

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ယဆိကမိၣ်လၢပကဘၣ်ယွၤဖဲဟါနီၤ ၆ န့ၣ်ရံၣ်.

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အိၣ်စၢ်နီၤ. တစီၢ်ဖိဝံၤ ပကဘၣ်လဲၤတၢ်.

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### 7.10 Listening and Speaking

၇.၁၀ တၢ်မၤလိာ်ကနဉ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

- (1) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၁) သရၣ်-မၤပုၤကွဲၣ်ဖိလဲၤဒေၣ်သကိးပုၤကညီဒ်သိးကကတိၤလိာ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိာ်တၢ်လဲၣ် ဒီးဒ်သိးကကနဉ်ပုၤကညီကတိၤသကိးတၢ်.

### 7.11 Cultural Assignment

၇.၁၁ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 6 .11.

သရၣ်-တၢ်မၤလိာ်တကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပုၤကညီကျိၣ်ဘျီ. ပုၤကွဲၣ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 8

### တၢ်မၤလိ ဂ

#### 8.1 Useful Words and Phrases

၈.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

မုၢ်	The sun
မုၢ်နံၤဒိၣ်	Sunday
မုၢ်ခံနံၤ	Tuesday
မုၢ်နံၤမုၢ်သီ	Days (in general)
မုၢ်ထီၣ်	East
မုၢ်န့ၣ်	West
မုၢ်ဆ့ၣ်	Dawn; to dawn, be dawn
မုၢ်ဆ့ၣ်ဝါ	Early dawn; to be early dawn
ခဲမုၢ်ဆ့ၣ်	Tomorrow (i.e., the coming dawn)
ခဲတဆ့ၣ်	Day after tomorrow
ပူၤ	To pass by, go beyond
မုၢ်နံၤပူၤ(တသီ)	Monday
ဘွဲး	Fatigue (not used alone)
တၢ်ဘွဲးသး	To be tired, fatigued
လီၤဘွဲး	To become exhausted from fatigue
အိၣ်ဘွဲး	To rest
မုၢ်အိၣ်ဘွဲးနံၤ	Sunday
တမံၤ (ပုၤတမံၤ)	Stranger, guest
ကစၢ်	Hill, mountain
ကစၢ်တဖျၢၣ်	A hill or mountain
ဘၣ်ဆၣ် (ဘၣ်ဆၣ်ဒီး)	But, though
ညီၣ်န့ၣ်	To be accustomed to, be one's habit; usually
ကဲ	To be able (physically or by inclination)
ဘၣ်က...	Expression used in questions to express doubt
ကီၤလၢဝါ	White foreigner

#### 8.2 Pattern Sentences and Phrases

၈.၂ တၢ်ကတိၤအဒိ

(1) Use of မုၢ်, "sun"

(၁) တၢ်သ့တၢ်ကတိၤ မုၢ်

**REPEAT after the teacher**

သရော်-မၤပုၤကွီၤဖိတဲတဲပိၤသရော်အခံ ၂-၃ ဝီ.

(a) မုၢ်နံၤဒိၣ် (မုၢ်ဒိၣ်ထံးနံၤ)

မုၢ်တနံၤ

မုၢ်ခံနံၤ

မုၢ်သၢနံၤ

မုၢ်လွံၢ်နံၤ

မုၢ်ယဲၢ်နံၤ

မုၢ်ဃုနံၤ (မုၢ်နံၤဖိ)

မုၢ်အဒိၣ်ထံးတနံၤ

မုၢ်ခံနံၤတနံၤ

မုၢ်နံၤမုၢ်သီတအိၣ်ယံၣ်လၢၤဘၣ်.

(b) ပုၤကညီတကလုာ်မုၢ်ပုၤမုၢ်ထီၣ်ဖိ.

ကီၤလၢဝါမုၢ်ပုၤမုၢ်န့ၣ်ဖိ.

မုၢ်ဟဲထီၣ်လံ.

မုၢ်လီၤန့ၣ်ဖဲဟါဒီ ၆ န့ၣ်ရံၣ်.

မုၢ်ဟဲထီၣ်လၢမုၢ်ထီၣ်တဒီ ဒီးလီၤန့ၣ်လၢ

မုၢ်န့ၣ်တဒီ.

ပကအိၣ်တုၤလၢမုၢ်ဟဲထီၣ် ပကလဲၤ

တၢ်.

တုၤမုၢ်လီၤန့ၣ်န့ၣ်ပလဲၤကတုၤလၢန့ၣ်ဖိ

ဒိၣ်အဒါး.

မုၢ်ဝါထီၣ်ပကလဲၤဆူညါ.

ခဲမုၢ်ဆ့ၣ်ပကအိၣ်တၢ်ဖဲအံၤဒဲး.

မုၢ်ဆ့ၣ်ထီၣ်ကဒီးတနံၤ ပကက့ၤ.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

The first day

The second day

There aren't many days left.

The Karen people are Easterners.

White foreigners are Westerners.

The sun has risen

The sun set at 6 p.m.

The sun rises in the east and sets in the west.

We'll stay until sunrise and go.

By sunset we'll reach your nephew's house

At early dawn we'll continue our trip

We'll still remain here tomorrow

The next day we'll return home.

(2) Use of တၢ်ဘျး, အိၣ်ဘျး, လီၤဘျး

(၂) တၢ်သ့တၢ်ကတိၤ "တၢ်ဘျး, အိၣ်ဘျး, လီၤဘျး"

**REPEAT after the teacher**

သရော်-မၤပုၤကွီၤဖိတဲတဲပိၤသရော်အခံ ၂-၃ ဝီ.

တၢ်ဘျးနသးဧါ.

တၢ်ဘျးယသးဒိၣ်မး.

ယဆိကမိၣ်တၢ်ကဘျးအသးဒိၣ်မး.

တုၤတၢ်ဘျးပသးန့ၣ် ပကဘၣ်အိၣ်ဘျးလီၤ.

ပကလဲၤအိၣ်ဘျးလၢညါတဖဲ.

Are you tired?

I'm very tired (fatigued).

I think that he will be very tired.

When we are tired, we must rest.

We'll go and rest a little farther on

ခဲမုၢ်ဆုၣ်ကမုၢ်မုၢ်အိၣ်ဘျးအနံၤ.  
 အိၣ်ဘျးနံၤယမုၢ်ဂၢ်ဖါတၢ်ကဟံးဘါသ  
 ကီးယွၤဒီးပုၤ.  
 နဖါတၢ်လီၤဘျး, မုၢ်လၢအဝဲမၤတၢ်ဆူၣ်  
 အယိ.  
 နမုၢ်ဂၢ်လီၤဘျးလံ, မုၢ်လၢအအိၣ်တဆူၣ်  
 အါဘၣ်အယိ.

Tomorrow will be the Sabbath (day or rest).  
 On Sunday my aunt and uncle will come and  
 worship with us.  
 Your uncle is tired out because he worked  
 very hard.  
 Your aunt is tired out because she isn't very  
 well.

(3) Use of ပူၤ, "to pass by, go by one"

(၃) တၢ်သုတၢ်ကတိၤ ပူၤ

REPEAT after the teacher

သရၣ်-မၤပူၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

- (a) မုၢ်နံၤပူၤ, မုၢ်နံၤပူၤတသီ  
 မုၢ်နံၤပူၤခံသီ  
 မုၢ်နံၤပူၤသၢသီ  
 မုၢ်နံၤပူၤလွၢ်သီ  
 မုၢ်နံၤပူၤယံၢ်သီ  
 မုၢ်နံၤပူၤဃုသီ
- (b) မုၢ်နံၤပူၤတသီယကလဲၤအိၣ်သကီးနံၤ.  
 သရၣ်သးဂ့ၤလဲၤပူၤလံၤခါ.  
 နဖါတၢ်လဲၤတၢ်မုၢ်ပူၤ ပကက့ၤဆူဒး.  
 နဟံးတုၤ ဘၣ်လၢကီၤလၢဝါခံၣ်က့ၤ  
 ပူၤလံ.  
 တုၤပူၤတမ့ၢ်လဲၤပူၤက့ၤပူၤမး ပကအိၣ်  
 က့ၤမ့ၢ်.  
 ပူၤသးဝံၣ်တၢ်ဖိတဲလဲၤပူၤဒီးဘၣ်. အဝဲ  
 သ့ၣ်ကဟံးတုၤတဟါအံၤ.

Monday (alternate names)  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday  
 On Monday I'll go and visit you.  
 Has Thra Tha Gay passed by (through) yet?  
 When your uncle goes on, we'll return home.  
 You arrived just after 2 white foreigners left to  
 return home. (Lit., Your arrival encoun-  
 tered the 2 white foreigners having re-  
 turned home.)  
 Only when the guests go on will we eat.  
 The singers haven't passed through yet.  
 They'll arrive this evening.

8.3 Question and Answer Drill

၈.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

- (1) The teacher should use a calendar for the current month and point to different dates as he/she asks the question below. You should answer according to the day of the week of the date indicated; e.g., if the teacher points to the second day of the month and if it falls on a Monday, you will answer "Monday." (Use the names PcmLaqKgp. PcmLaq, PcmAaLaq,...PcmLaqNg.)
- (၁) သရၣ်-လၢတၢ်မၤလိတပတီၢ်အံၤအဂီၢ်န့ၣ် သရၣ်ကဘၣ်သုလံၣ်မုၢ်နံၣ်မုၢ်လၢ ဒီးသရၣ်ဒီးပူၤကွၢ်ဖိကဘၣ်ပၣ်မၤအ  
 သးလၢမုၢ်နံၤလၢသရၣ်န့ၣ်ဝဲန့ၣ် မုၢ် "တနံၤအံၤ." ဖဲသရၣ်သံကွၢ်ပူၤကွၢ်ဖိအဒိလၢအအိၣ်ဖဲတၢ်ဖိလံၣ်အံၤအခါန့ၣ်



သရော်ကဘက်နဲ့ကျွန်ုပ်တို့မုန်းမုန်းသီ တာဘျီတန်တော့တန်နီ ဒီးမပုကွဲဖိတဲဆဲဒ်အဒိအိဝဲအသီးအံ့. အဒိ-သရော်သံကွဲတင်အခါနဲ့ သရော်မုန်းနဲ့ယုတ်လိထီဝဲသီ ဒီးမုန်းဘက်လာမုန်းတန်နီ ပုကွဲဖိကဘက်တဲဆဲလဲ "မုန်းတန်နီ." (မပုကွဲဖိသုမုန်းမုန်းသီအမဲလဲအမု "မုန်းဒိဉ်, မုန်းတန်နီ, မုန်းခဲနီ,...မုန်းဖိ")

T. တန်နီညါအံ့မုန်းမုန်းမတဲတန်နီလဲ. What day of the week is today?  
S. မုန်း \_\_\_\_\_. \_\_\_\_\_ day.

(2) This time instead of pointing to a date, the teacher will show you a month which hasn't arrived and ask what day of the week a certain date will be, and you should answer accordingly.

(၂) သရော်-တဲလိကဒီးတာဘျီ ဘက်ဆဲဒ်အံ့တော့အံ့ သရော်ကဘက်မပုကွဲဖိကွဲလံာ်မုန်းမုန်းသီတဲလဲလဲလဲ အတတုဒီးဘက် ဘက်ဆဲဒ်သရော်တဲလိနဲ့ယုတ်မုန်းမုန်းသီဘက်. မုန်းတန်နီ သရော်သံကွဲပုကွဲဖိ ဒ်အဒိလဲအဖိလဲအံ့အသီးအခါနဲ့ သရော်ကဘက် တွဲနဲ့ကျွန်ုပ်တို့နီဂံဖဲတင်သံကွဲအံ့အလီလီဟံအပူတော့တဲမံ တာဘျီတန်နီ ဝံဒီးမပုကွဲဖိတဲဆဲဒ်အဒိအိဝဲဖျါဝဲအသီးနဲ့. အဒိ-သရော်မုန်းသံကွဲလဲ "လိထီဝဲသီကဘက်မုန်းမတဲတန်နီလဲ. ဒီးမုန်းဘက်လာမုန်းတန်နီ ပုကွဲဖိကဘက်တဲဆဲလဲ "မုန်းတန်နီ."

T. လိထီဝဲသီကဘက်မုန်းမတဲတန်နီလဲ. What day of the week will the \_\_\_\_\_ day of the month be?  
S. ကဘက်မုန်း \_\_\_\_\_. On \_\_\_\_\_ day.

(3) This time the teacher will point to different weeks of the month as he/she asks the question below concerning the date of a given day of the week. (The teacher should insert different days of the week in the question in random order.) You should answer according to the date of the day indicated.

(၃) သရော်-တဲလိကဒီးတာဘျီ ဘက်ဆဲဒ်အံ့တော့အံ့ သရော်သံကွဲတင်အဖိလဲအံ့အသီးအခါနဲ့ သရော်ကဘက် နဲ့ကျွန်ုပ်တို့တန်နီတန်နီတန်နီတန်နီ ဒီးကဘက်တွဲနဲ့စွဲကီးမုန်းတန်နီဖဲတင်လီလီဟံအပူ ဝံဒီးမပုကွဲဖိတဲဆဲ. အဒိ-သရော်နဲ့သံကွဲတန်နီအခါ သရော်ကသံကွဲလဲ "တုလဲမုန်းယဲနီ ကဘက်လိထီဝဲပဲသီလဲ." မုန်းယဲနီဖဲသံကွဲတန်နီမုန်းဘက်လာလိထီဝဲအသီ ၂၀ နဲ့ ပုကွဲဖိကဘက်တဲဆဲလဲ "လိထီဝဲအသီ ၂၀."

T. တုလဲမုန်း \_\_\_\_\_ ကဘက်လိထီဝဲပဲသီလဲ. What is the date of \_\_\_\_\_ day?  
S. လိထီဝဲ \_\_\_\_\_ သီ. The \_\_\_\_\_.

#### 8.4 Pattern Sentences and Phrases

၈.၄ တင်ကတီးအဒိ

(1) Use of ဘက်ဆဲဒ်(ဒီး), "but, although"

(၁) တင်သူတင်ကတီး "ဘက်ဆဲဒ်(ဒီး)"

REPEAT after the teacher.

သရော်-မပုကွဲဖိတဲပိတ်ထဲသရော်အခဲ ၂၃ ဝီ.

ပုတမံဟဲလဲအံ့, ဘက်ဆဲဒ်ယတန်နီအိတ် သကီးအိတ်ဘက်. The visitors came to the house, but I didn't get to see them.

အဝဲအဲဒ်ဒီးဟဲပီပံ, ဘၣ်ဆၣ်ဟဲဝဲတကဲ ဘၣ်.	He wants to come with us but isn't physically able to do so
ပဆိကမိၣ်လၢပကဘၣ်လဲထီၣ်ကစၢ်ခဲမ့ၢ် ဆၣ် ဘၣ်ဆၣ်ပကဘၣ်လဲခဲတဆၣ် တနံၤ.	We thought that we had to go to the moun- tains (climb the mountains) tomorrow, but we have to go the day after tomorrow.
အဝဲအဲဒ်ဒီးပွၤကွၢ်တၢ်ခဲလၢ်ဘၣ်ဆၣ်ဒီး အစုတအါဘၣ်.	He wants to buy back everything, but he doesn't have much money
အဝဲမ့ၢ်ပွၤကညီတဂၤဘၣ်ဆၣ် ကတိၤကီၤ လၢဝါကျိၣ်ဖးသ့ညါ.	Although he is a Karen, he speaks English very well (skillfully).
မ့ၢ်နံၤပူၤသၢသီန့ၣ် နမ့ၢ်ဟဲအိၣ်ယၢဘၣ်ဆၣ် ယတအိၣ်လၢဒးဘၣ်.	Even if (although) you come to see me on Monday, I won't be home.
အဝဲလီၤဘျးဘၣ်ဆၣ် မၤဒဲးဝဲတုၤလၢမ့ၢ်လီၤ န့ၣ်.	Although he felt tired, he still worked until the sun set.

(2) Use of ညီန့ၢ်, "to be accustomed to, be one's habit; usually"

(၂) တၢ်သုတၢ်ကတိၤ "ညီန့ၢ်"

REPEAT after the teacher.

သရၣ်-မၤပွၤကျိၣ်ဖိတဲပိၣ်ထံၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဆုကၤတမ့ၢ်အံၤပွၤပွၤဘၣ်ညီန့ၢ်တဘျီလံၣ် ဝီၤ.	This kind of blouse one usually buys for 400 baht.
တၢ်လီၤအဝဲန့ၣ် ပွၤတကိးအိၣ်ညီန့ၢ်ပွၤ တမ့ၢ်အမ့ၤဘၣ်.	At that place people usually don't invite visitors to eat.
ပွၤလၢအမၤညီန့ၢ်တၢ်န့ၣ် အိၣ်ဘျးဝဲတမ့ၢ် ဘၣ်.	People who are used to working don't enjoy resting.
ပွၤလၢအထီၣ်ညီန့ၢ်ကစၢ်န့ၣ် ထီၣ်ဒီးတၢ်တ ဘျးအသးဘၣ်.	People who are accustomed to climbing the mountains climb them and don't get tired.
တၢ်လီၤဖဲအံၤန့ၣ် ပွၤဟဲအိၣ်သကိးညီန့ၢ်ပွၤ ဂ့ၤမး.	At this place we usually have a lot of visitors (which is good).

Repeat the sentences above moving the ညီန့ၢ် ahead of all of the other verbs in the clause; e.g., ဆုကၤတမ့ၢ်အံၤပွၤညီန့ၢ်ပွၤဘၣ်တဘျီလံၣ်ဝီၤ.

သရၣ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီအံၤ သး "ညီန့ၢ်" အလီၤဆုတၢ်မဲၣ်ညါတစဲး. အဒိ--"ဆုကၤတမ့ၢ်  
အံၤ ပွၤညီန့ၢ်ပွၤဘၣ်တဘျီလံၣ်ဝီၤ."

(3) Use of ကဲ, "to be able (physically)"

(၃) တၢ်သုတၢ်ကတိၤ "ကဲ"

REPEAT after the teacher

သရၣ်-မၤပွၤကျိၣ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ယလဲတၢ်တကဲဒံးဘၣ်.	I'm still unable to go (physically)>
နဟးမွဲကဲ, လဲဟးအိၣ်ယၤခဲမုၢ်ဆ့ၣ်.	If you're able to walk over, go and visit me tomorrow.
နဖါတၢ်မၤတၢ်ကဲလံၤခါ.	Is your uncle able to work yet?
ယအိၣ်မုၢ်ဝံၤလံ. ခဲအံၤယအိၣ်တကဲလၢ ဘၣ်.	I've already eaten; now i'm no longer able to eat anything.
ပဟးတကဲလၢဘၣ်. ပကမ့ၢ်တၢ်ဖဲအံၤ.	We're not able to walk any more; we'll spend the night here.
ယလဲတကဲဒံးဘၣ်. ယအဲၣ်ဒီးအိၣ်မုၢ်.	I can't go yet. I want to eat.

#### (4) Use of ဘၣ်က...., expression used in questions to express doubt.

(၄) တၢ်သုတၢ်ကတိၤ "ဘၣ်က..."

**REPEAT after the teacher**

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

ကသုအံၤဟဲတဲး, နအိၣ်ဘၣ်ကကဲခါ.	This curry is a bit hot; are you likely to be able to eat it? (I wonder if you can eat it.)
နံၣ်တကူၣ်အံၤအခါအံၣ်တဲး, နကူဘၣ် ကမုၢ်ခါ.	This sarong is a bit narrow; will you feel comfortable wearing it? (I wonder if you will be comfortable wearing it.)
ဆွဲကတဘျီအံၤဒိၣ်တဲး, နကွၢ်ဘၣ်ကဂ့ၤ ခါ.	This shirt is a bit large; I wonder does it look all right to you?
ယဲၢ်န့ၣ်ရံၣ်ဘၣ်လံ, ပလဲဘၣ်ကတုၤလၢ ခါ.	It's 5 o'clock already; are we likely to arrive there any more?
သဒီးသုအံၤဆၣ်တဲး, နအိၣ်ဘၣ်ကဝံၣ် ခါ.	This mango is a bit sour; is it likely to tast good to you? (I wonder if it will taste good to you.)

### 8.5 Question and Answer Drill

၈.၅ တၢ်သံကွၢ်ဒီးတၢ်စးဆၢ

**The teacher will ask the questions below and you should give the true answers.**

သရၣ်-သရၣ်ကဘၣ်သံကွၢ်ပုၤကွီုဖိလၢတၢ်သံကွၢ်လၢအဖီလၢအံၤတကျိၤဘၣ်တကျိၤ ဒီးမၤပုၤကွီုဖိတဲဆၢဝဲ ဒ်တၢ် မ့ၢ်တၢ်တီအသိး.

၁. ဖဲဟါခီန့ၣ်ဒီးအိၣ်မုၢ်ပုၤန့ၣ်ရံၣ်လဲၣ်.
၂. န့ၣ်န့ၣ်လဲၤဆူဝုၢ်ပုၤတနံၣ်ပွဲၤဘျီလဲၣ်.
၃. န့ၣ်န့ၣ်မၤလိပုၤကညီအကျိၣ်ဘၣ်ပုၤန့ၣ်ရံၣ်လဲၣ်.
၄. န့ၣ်န့ၣ်အိၣ်မုၢ်ဒီးမနုၤလဲၣ်.
၅. န့ၣ်န့ၣ်လဲၤဘါယွဲဖဲမုၢ်မတၤအနံၤလဲၣ်.
၆. န့ၣ်န့ၣ်က့ၤမံၤပုၤန့ၣ်ရံၣ်လဲၣ်.
၇. နမၤတၢ်တနံၤ ၁၈ န့ၣ်ရံၣ် တနံၤ ၁၈ န့ၣ်ရံၣ် ဘၣ်ကကဲခါ.

- ဂ. နဆိကမိဉ်လၢနထီၣ်ကစၢၢ်ကကဲၤ.
- ဇ. နမံယံၣ် ၁၂ န့ၣ်ရံၣ်ဘၣ်ကကဲၤ
- ၁၀. နမၤလိပှၤကညီၣ်ကျိၣ်တနံၤ ၄ န့ၣ်ရံၣ်တနံၤ ၄ န့ၣ်ရံၣ်ကဲၤ.

## 8.6 Completion Drill

၈.၆ တၢ်မၤပှၤထီၣ်တၢ်ကတိၤ

Complete the sentences below any way that makes sense.

သရၣ်-တၢ်မၤလိတပတီၢ်အံၤ ပှၤကျိၣ်ကဘၣ်ယုၤန့ၢ်အတၢ်ကတိၤဒၣ်ဝဲ ဒီးတၢ်န့ၢ်အံၤဖဲတၢ်လီၢ်လီၤဟံၣ်လၢအခီၣ်ထံးတကျိၤလၢအဖီလၢအံၤဝံၤဖးဒီးကျိၤ. မၤပှၤကျိၣ်တဲလိကိးကျိၤဒီးအခီၣ်ထံးတကျိၤအံၤအသိး စးထီၣ်လၢအခီၣ်ထံးတကျိၤလၢအကတၢ်.

- ယပုၤသဒါအိၣ်ထဲယဲၢ်န့ၣ်, ဘၣ်ဆၣ် \_\_\_\_\_.
- ယဒးဆံးတဲး, ဘၣ်ဆၣ် \_\_\_\_\_.
- ယကဘၣ်လဲၤတၢ်ခဲမုၢ်ဆၣ်, ဘၣ်ဆၣ် \_\_\_\_\_.
- ယဟဲက့ၤပှၤသကီၤဆၣ်သ့တန့ၢ်, ဘၣ်ဆၣ် \_\_\_\_\_.
- ယမုၢ်ဂံၢ်မံတမုၢ်အါဘၣ်, ဘၣ်ဆၣ် \_\_\_\_\_.
- တၢ်ဘျဲးပသး, ဘၣ်ဆၣ် \_\_\_\_\_.

## 8.7 Notes on Word Usage and Grammar

၈.၇ သရၣ်-မၤပှၤကျိၣ်ဖးဒၣ်ဝဲလၢအံၤ.

### (1) The days of the week

In this lesson you have learned several names for the days of the week. They may be used interchangeably, and are summarized here for your convenience.

Sunday	မုၢ်ခီၣ်ထံးနံၤ	မုၢ်နံၤဒိၣ်	မုၢ်အိၣ်ဘျဲးနံၤ	အိၣ်ဘျဲးနံၤ
Monday	မုၢ်တနံၤ	မုၢ်နံၤပူၤတသီ	မုၢ်နံၤပူၤ	
Tuesday	မုၢ်ခဲနံၤ	မုၢ်နံၤပူၤခဲသီ		
Wednesday	မုၢ်သၢနံၤ	မုၢ်နံၤပူၤသၢသီ		
Thursday	မုၢ်လွံၢ်နံၤ	မုၢ်နံၤပူၤလွံၢ်သီ		
Friday	မုၢ်ယဲၢ်နံၤ	မုၢ်နံၤပူၤယဲၢ်သီ		
Saturday	မုၢ်ယုၤနံၤ	မုၢ်နံၤပူၤယုၤသီ	မုၢ်နံၤဖိ	

You need to be especially careful to distinguish between မုၢ်နံၤပူၤ and မုၢ်နံၤဖိ, as they sound somewhat similar when spoken quickly. You should learn to recognize all of the above names when you hear them, but make it your habit to use whatever is most common where you are.

### (2) Use of မုၢ်, "sun"

The word မှ် means "sun" and is used in various expressions referring to the sun or a sun; e.g., မှ်ခံဘၣ်, "2 suns;" မှ်ဟဲထီၣ်, "the sun rises;" မှ်လီၤန့ၣ်, "the sun sets." Because the sun always rises in the east, the expression မှ်ထီၣ် is used to refer to the east; and because it always sets in the west, the expression မှ်န့ၣ် is used to refer to the west. The word မှ် is also used with a number of other words to refer to periods of time of the day or night which, while there is a relationship to the sun, yet in English the word "sun" would not be used; e.g., မှ်ဆုၣ်, "to dawn" (in English we say "the day dawns"). In English we say "the dusk (or evening) falls," but Karen says မှ်ဟါလီၤ. While မှ်ဆုၣ် can be used to express dawn and မှ်ဟါ to express dusk or evening, it should be remembered that grammatically speaking the words following မှ် in each case are verbs, not nouns; so the future and negative particles come between မှ် and the following word; e.g., မှ်တဆုၣ်ထီၣ်ဒီးဘၣ်, "The dawn hasn't come yet." တစီၤဖိမုၢ်တဟါလီၤ, "In a short time the dusk will fall."

The words မှ်နံၤ, မှ်န့ၤ, and မှ်သီ do have a relationship to the sun since the rising and setting of the sun sets their limits; however, in English we wouldn't use the word "sun" in translating those terms. The expression မှ်သီ is used only in a couplet with မှ်နံၤ; i.e., မှ်နံၤမှ်သီ, "days (in general)."

(3) Use of ပူၤ, "to pass by, go beyond"

You have already learned one meaning of ပူၤ; i.e., "the interior, in" (e.g., လၢဝှ်ပူၤ, "in the city"). In this lesson you are introduced to the use of ပူၤ as a verb meaning "to pass by, go beyond." Refer back to the examples in 8.4 (3). In the expressions for the days of the week, Sunday is considered the day from which the others are counted, so Monday is one day beyond "the day;" Tuesday is 2 days past "the day;" etc. In the other examples of the use of ပူၤ, the situations refer to a person's stopping in or passing through on the way to somewhere else, or coming through the place and then returning. If they have already come and gone, the expression ပူၤလဲၤ is used. If they haven't come and gone yet, the expression တပူၤဒီးဘၣ် is used.

(4) Use of တၢ်ဘျး...သး, လီၤဘျး, and အိၣ်ဘျး

The word ဘျး is never used alone, but contains the idea of fatigue or tiredness. However, to translate the meaning of the expression အိၣ်ဘျး using the English word "fatigue" stretches one's imagination a bit, although it is obvious that "to rest" is to get rid of some or all of one's tiredness. The verb "to be tired" is idiomatic and is expressed by using တၢ်ဘျး + a personal pronoun + သး; e.g., တၢ်ဘျးယသး, "I am tired." The expression လီၤဘျး refers to becoming exhausted, and is much more extreme than တၢ်ဘျး...သး.

(5) Use of ဘၣ်ဆၣ်(ဒီး), "but, although"

The more common use of ဘၣ်ဆၣ် is like the use of "but" in English, the ဘၣ်ဆၣ် coming at the beginning of the second clause. (See the first 4 examples of 8.4 (1).

However, occasionally, as in the last 3 examples, it is used to express "although" in which case it comes at the end of the first clause. When ဘၣ်ဆၣ် is used at the end of a first clause which also contains the word မ့ၣ်, "if," the resulting meaning is more emphatic, like "even if ..." Actually, there is a more commonly used word meaning "although" which you will learn later. In everyday speaking only ဘၣ်ဆၣ် is used; ဘၣ်ဆၣ်ဒီး is more formal.

(6) Use of ညီၣ်နီၣ်, "to be accustomed to, in the habit of doing; usually"

The expression ညီၣ်နီၣ် is used to convey the meaning that the action indicated is usual, that it is one's custom or habit. Just as with the English word "usually," the word ညီၣ်နီၣ် may be inserted at different places in the sentence; i.e., before the subject and verb (e.g., ညီၣ်နီၣ်ယမံဝဲ ၉ နၣ်ရံၣ်); between the subject and the verb (e.g., ယညီၣ်နီၣ်မံဝဲ ၉ နၣ်ရံၣ်); or at the end of the verbs (e.g., ယမံညီၣ်နီၣ်ဝဲ ၉ နၣ်ရံၣ်)--it depends upon what one wishes to emphasize as usual.

(7) Use of ကဲ, "to be able (physically)"

The verb ကဲ is used when referring to ability in relation to health, strength, or physical condition. If one still isn't very strong due to illness and so isn't able to go to church, one could say, ယလဲၤဘၣ်ယွဲတကဲဘၣ်. If one has eaten to the full and so can't eat any more, one might say ယအီၣ်တၢ်တကဲဘၣ်.

(8) Use of ဘၣ်က..., expression used to indicate doubt

The expression ဘၣ်က...is a combination of ဘၣ် meaning "to encounter" and the future particle က, the resulting expression indicating doubt much like the expression "I won-der..." in English. It is an idiomatic expression (since ordinarily the future particle would precede the verb) and in Karen the sentence is always a question ending in ခါ.

8.8 Conversation Practice--Learn the previous sections well first.

၈.၈ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ် (တချုးသရၣ်သိၣ်လိတပကတီၢ်အံၤန့ၣ် ပှၤကွဲၣ်မိၤကးနီၣ်ပၢၢ်တၢ်မၤလိလၢအ ပှၤကွဲၣ်ဂ့ၤဂ့ၤဘၣ်တၢ်တဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခဲဝီဒီးမၤပှၤကွဲၣ်မိၤကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိး "A" ဒီး "B" အမံၤဒ်သိးပှၤကွဲၣ်မိၤကသ့ၣ်ညါဝဲပှၤမတၢ်တၢ်ကတိၤတၢ် လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခဲဝီဝံၤလဲၣ်န့ၣ် မၤပှၤကွဲၣ်မိၤတဲဆၢတၢ်သံကွၢ်လၢအဝီၣ်လိၣ်ပှၤခံၣ်အတၢ်ကတိၤအခံ အံၤ. ဖဲပှၤကွဲၣ်မိၤစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကွဲၣ်မိၤကွၢ်လၢလံာ်ပှၤဘၣ်. ပှၤကွဲၣ်မိၤစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်

လပြုကျီဖိစီးဆာဝဲတဘဉ်ဒီးဘဉ်မုၢ်အိၣ်န့ၣ် သရၣ်ကဘဉ်ဖးက့ၤ ပုၤခံၣ်အတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီး ပုၤကျီဖိလၢတၢ်သံကွၢ်လၢအတဲဆာတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကျီဖိစီးဆာဒီး.

(This conversation is a continuation of the conversation in 7.8, after A goes to B's house for the evening meal.)

(သရၣ်-ပုၤခံၣ်အတၢ်ကတိၤသကိးတၢ်လၢအဖီလၢအံၤ ဆဲးအသးလၢတၢ်ကတိၤလၢ ၇.၈ ဖဲ A လဲၤအိၣ်ဟံၤ အတၢ်အိၣ်လၢ B အဒီးန့ၣ်.)

တုၤလၢဟံၤခီ

B. နအဲၣ်ဒီးကီၤလၢဝါအတၢ်အိၣ်ခါ. မ့တမ့ၢ်ပုၤကညီအတၢ်အိၣ်လဲၣ်.

A. အိၣ်သ့ခဲလၢလီၤ, သရၣ်ခါ.

B. ဂ့ၤ, ဂ့ၤ. ယအဲၣ်ဒီးလဲၤပီၣ်နခဲမုၢ်ဆ့ၣ်. သ့ခါ.

A. သ့, သရၣ်. သရၣ်ကလဲၤပွဲၤလၢလဲၣ်.

B. ပကလဲၤခဲလၢလီၤသၢဂၤ-ယၢဒီးယသကိးတမ့ၢ်ခံၣ်.

A. မ့ၢ်, မ့ၢ်, သ့. ဘဉ်ဆၣ်သရၣ်အသကိးခံၣ်ထီၣ်ကစၢ်ဘဉ်ကကဲခါ.

B. ယဆိကမိၣ်အဝဲသ့ထီၣ်ကစၢ်ကဲ, မ့ၢ်လၢအဟးညီန့ၣ်ယံၣ်လံၤ.

A. ဂ့ၤ, ပကလဲၤသကိး. သရၣ်ကဟးထီၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.

B. ယဆိကမိၣ်ကဘဉ်ခွံန့ၣ်ရံၣ်တခီပကဟးထီၣ်.

A. Wh, Beq. BeqKgpPo

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရၣ်-ပုၤကျီဖိစီးဆာတၢ်သံကွၢ်ခဲလၢလီၤမုၢ်ဘဉ်လံၣ်န့ၣ် သရၣ်ကဘဉ်ဖးကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုၤကျီဖိစီးဆာဝဲသရၣ်အခံတဝီၤဝံၤဒီးမၤပုၤကျီဖိစီးဆာ "B" ဒီးသရၣ်ကကဲ "A." ကတိၤလီၤသကိးတၢ်ကတိၤအါဝီၤတစဲးဒ်သး ပုၤကျီဖိကတဲ "B" အတၢ်ကတိၤဘဉ်ဘျီတစဲး. တုၤပုၤကျီဖိစီးဆာဘဉ်ဘျီလံၣ်န့ၣ် မၤပုၤကျီဖိစီးဆာ "A" ဒီး သရၣ်ကကဲက့ၤ "B" ဝံၤ တဲလိကဒီးအါဝီၤတစဲး. တုၤပုၤကျီဖိစီးဆာဘဉ်ဘျီလံၣ်န့ၣ် ကတိၤလီၤသကိးတၢ်ကဒီး တဘျီ ဘဉ်ဆၣ်အခံတဘျီန့ၣ် သရၣ်မုၢ်ပုၤကျီဖိစီးဆာ ကဘဉ်လဲၤကတိၤပုၤကျီဖိစီးဆာဆူတၢ်ကတိၤ အဂၤလၢပုၤကျီဖိစီးဆာလဲၤတုၤလဲၣ်န့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသးကိးနံၤဒဲးဆူညါစ့ၤ သီအတိၤပုၤ.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရၣ်-ကိးနံၤဒဲး သရၣ်ဒီးပုၤကျီဖိစီးဆာန့ၣ်အဆၢကတိၤတနီၤလၢကကတိၤသကိးတၢ်လၢပုၤကျီဖိစီးဆာ ဘဉ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

## 8.9 Reading and Writing

၈.၉ တၢ်မၤလိဖးဒီးကွဲးပုၤကျီဖိစီးဆာ

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မပြုကွံဖိဖိပိတ်သရော်အခံတကျီတကျီတဝီဝံ၊ မပြုကွံဖိကွဲးလာဒီးတကျီန့ၣ်ခံဝီတၢ်လီၢ်လီၤဟံၣ်၊ လၢခံတနံၤသရော်ကဘၣ်ကွံၣ်ပုၤကွံၣ်အတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံမပြုကွံဖိဖိယုၤသရော်. ပုၤကွံၣ်ဖိဖိမ့ၢ်ကမၣ် သရော်ကဘၣ်ဖိယုၤပုၤကွံၣ်ဖိတဘျီဒီး.

ခဲမုၢ်ဆုၣ်ယပုၤတမ့ၢ်ကလဲၤထီၣ်ကစၢ်.

မုၢ်ဆုၣ်ဝါထီၣ်လံၤ, ဘၣ်ဆၣ်ယအဲၣ်ဒီးအိၣ်ဘျးတစီၢ်ဖိဒဲး.

အဝဲသ့ၣ်အတၢ်အိၣ်ညီန့ၢ်ဟဲဒိၣ်မး. နအိၣ်ဘၣ်ကကဲခါ.

## 8.10 Listening and Speaking

၈.၁၀ တၢ်မၤလိၤကန့ၣ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

- (1) Reread the directions and advice in 6.10 concerning learning the word for actions and then during the next 24 hours learn from someone other than your teacher the Karen word for an action verb which you are likely to need or have occasion to use fairly often. The next day be sure to tell your teacher what the new verb you have learned is so that you and he/she can practice using it. You should also seek opportunities to use it when talking with other Karens. Two or three days later on try learning another new word the same way.

(၁) သရော်-မပြုကွံဖိဖိကဒါကွၢ်တၢ်ဟ့ၣ်ကွၢ်ဟ့ၣ်ဖိယုၤ ၆.၁၀ ဝံဒီးဆူညါ ၂၄ န့ၣ်ရံၣ်အတၢ်ပုၤအံၤ မပြုကွံဖိ ယုၤအါထီၣ်န့ၢ်တၢ်ကတိၤအသီတဖျၢၣ်ဖျၢၣ်လၢအမ့ၢ်တၢ်လၢပုၤမၤဝဲတမံၤမံၤ. မၤဒီးတနံၤ မပြုကွံဖိတဲဘၣ်သရော် လၢတၢ်ကတိၤအသီလၢပုၤကွံဖိယုၤသ့ၣ်ညါအါထီၣ်ဝဲတဖျၢၣ်န့ၣ် ဝံဒီးပုၤကွံဖိဒီးသရော်ကဘၣ်ကတိၤလိတၢ်ကတိၤ အသီတဖျၢၣ်အံၤ ဒ်သိးပုၤကွံဖိကတိၤန့ၢ်အီၤဂ့ၤဂ့ၤန့ၣ်တက့ၢ်. မၤကဒီးလၢခံ ၂-၃ နံၤ မပြုကွံဖိယုၤအါထီၣ်တၢ်



ကတိတဖျာဉ်ဝံ၊ တဲဘၣ်သရၣ်လၢအဂၢၢ် ဒ်သီးသရၣ်ဒီးပုၤကွဲၤဖိကတဲလိသကိးတၢ်ကတိတဖျာဉ်န့ၣ်.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရၣ်-မၤပုၤကွဲၤဖိလဲၤအိၣ်သကိးပုၤကညီဒ်သီးကကတိလိတၢ်ကတိသ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လံၤဝဲ ဒီးဒ်သီးကကန့ၣ်ပုၤကညီကတိသကိးတၢ်.

#### 8.11 Cultural Assignment

၈.၁၁ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 6.11.

သရၣ်-တၢ်မၤလိတကတိအံၤန့ၣ်တဘၣ်ဃးဒီးပုၤကညီကျိၣ်ဘၣ်. ပုၤကွဲၤဖိကမၤဒၣ်ဝဲ.

## LESSON 9

### တၢ်မၤလိ ၉

#### 9.1 Useful Words and Phrases

၉.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံတဘျီခံဘျီ.

ဂီၤ	To be early in the day
ဂီၤခီ	Morning
ဂီၤဂီၤ	Very early in the day
ခဲဂီၤ (လၢဂီၤတနံၤ)	Tomorrow morning
ခဲတဂီၤ	Day after tomorrow
ထူၣ်	To be vertical; upright; post
မ့ၢ်ထူၣ်	Noon
ဟံၣ် (သဝီ)	Village
ကျဲ	Path, road, way
တနီၤ	Some
တၢ်စူၤ	"It rains"
တၢ်စူၤထံ	Rain water
ခါ (အခါ)	The time or season of anything
တၢ်စူၤခါ	Rainy season
ဖဲ...အခါ (အခါဖဲ...)	When (during the time that ...)
ကီ (ကီခဲ)	To be difficult, unfeasible, vexatious, troublesome
ဘၣ်ကီဘၣ်ခဲ	To meet with difficulty
တၢ်ကီတၢ်ခဲ	Difficulty, trouble, problem
စံၣ်	Paddy field (wet cultivation method)
စံၣ်တလီၢ်	A paddy field
မၤစံၣ်	To work a paddy field, grow rice by the wet cultivation method
မ့ၢ်ဒ်န့ၣ်(ဒီး)(န့ၣ်)	In that case
ဟၢၣ်အၢ	Huh-uh

#### 9.2 Pattern Sentences and Phrases

၉.၂ တၢ်ကတိၤအဒိ

(1) Use of ဂီၤ, "to be early in the day"

(၁) တၢ်သူတၢ်ကတိၤ ဂီၤ

REPEAT after the teacher

သရော်-မၤပုၤကွဲၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

နဟဲတုၤဂီၤဒိၣ်မး.  
မုၢ်ဂၢ်ဖါတံၢ်ခံၣ်လဲၤတၢ်ဂီၤမး.  
ပကဘၣ်ဟးထီၣ်ခဲမုၢ်ဆ့ၣ်ဂီၤဂီၤ.  
ခဲမုၢ်ဆ့ၣ်နကဘၣ်ဖီအိၣ်မ့ၤဂီၤဂီၤ.  
ဂီၤနီၣ်န့ၣ်ပတအိၣ်မ့ၤဘၣ်.  
ဂီၤမုၢ်မုၢ် (ဂီၤလၢအဂ့ၢ်)  
အိၣ်ဘျးနံၤဂီၤနီၣ်ပကလဲၤဘၣ်ယွၤ.  
ဂီၤနီၣ်န့ၣ်ရံၣ်ပကအိၣ်သကီးမ့ၤ.  
ဂီၤနီၣ်န့ၣ်ရံၣ်ပကလဲၤထီၣ်ကွဲၤ.  
ပကအိၣ်ဘျးလၢဂီၤတနံၤ.  
ခဲဂီၤတနံၤနကအိၣ်ဖဲအံၤဒဲးခါ.  
ခဲတဂီၤန့ၣ်ပအိၣ်ဖဲအံၤတသ့လၢဘၣ်.  
တဂီၤအံၤသရော်ကီၤလၢဝါကဟဲအိၣ်မ့ၤဒီး  
ပုၤ.  
သရော်ကီၤလၢဝါကဟဲအိၣ်မ့ၤဒီးပုၤတဂီၤ  
အံၤ.

You've arrived quite early (in the morning).  
Aunt and Uncle went off very early (in the morning).  
Tomorrow we must leave early  
Tomorrow you must cook rice early  
We don't eat rice in the morning.  
"Good morning."  
Sunday morning we'll go to church.  
We'll eat together at 7 a.m.  
We'll go to school at 8 a.m.  
We'll rest tomorrow morning.  
Will you be here tomorrow morning?  
Day after tomorrow in the morning we can't stay here any longer.  
This morning the white teacher will come and eat with us  
The white teacher will come and eat with us this morning.

(2) Use of ထူၣ်, "to be vertical, upright; post"

(၂) တၢ်သ့တၢ်ကတိၤ "ထူၣ်"

REPEAT after the teacher

သရော်-မၤပုၤကွဲၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

(a) ထူၣ်တထူၣ်အံၤဆဲးကဲၣ်ဆီး.  
"နဒးအသီအထူၣ်အိၣ်ပွဲၤထူၣ်လီၣ်."  
"အထူၣ်ခံဆဲး."  
ဒးအထူၣ်န့ၣ် ပုၤဘၣ်မၤအထူၣ်အါ  
တဖဲး.  
(b) တုၤလၢမုၢ်ထူၣ်န့ၣ်ပကဘၣ်အိၣ်မ့ၤ.  
ပဘၣ်လဲၤဟံးအါထီၣ်ဟံၣ်ထူၣ်  
တုၤလၢမုၢ်ထူၣ်.

This post is too small.  
"How many posts does your new house have?" "Twenty."  
House posts--people have to make quite a few.  
When it is noon, we'll have to eat.  
We must go and get more house posts until noontime.

(3) Use of ကျဲ, "path, road, way"

(၃) တၢ်သ့တၢ်ကတိၤ "ကျဲ"

REPEAT after the teacher

သရော်-မၤပုၤကွဲၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

ပမ္ဗုလဲၤကျဲအဝဲအံၤ ကတုၤဆူလီၣ်.  
 ကျဲအဝဲအံၤကတုၤဆူယပၢ်အဟံၣ်.  
 ကျဲတဘီအံၤလဲၤဂ့ၤမး.  
 ကျဲဖိတဘီန့ၣ်တဂ့ၤနီၣ်တစဲးလၢၤဘၣ်.  
 ကျဲတဘီအံၤပှၤလဲၤထီၣ်က့ၤလီၤအါမး.  
 နမ္ဗုလဲၤဆူန့ၣ်တံၢ်အအိၣ်န့ၣ် ကျဲခိၣ်ထံး  
 အဝဲအံၤ.  
 ဖိခိၣ်ခွါတဂၤန့ၣ်န့ၣ်ပၢ်တံၢ်မၤအကျဲအါမံၤ.

If we go on this road, where does it arrive at?  
 This road goes to my father's village.  
 This road is nice and wide.  
 That lane is not good at all anymore  
 People travel on this road a great deal.  
 When you go to your uncle's house, this is the  
 start of the path.  
 That young man understands many ways to  
 do the job (many methods concerning the  
 work).

#### (4) Use of တနီၤ, "some"

(၄) တၢ်သ့တၢ်ကတိၤ "တနီၤ"

REPEAT after the teacher

သရၣ်-မၤပှၤကွဲၤဖိတဲတဲသရၣ်အခံၤ ၂-၃ ဝီ.

- (a) ပှၤကွဲၤဖိတနီၤတဟဲက့ၤဒဲးဘၣ်.  
 လံာ်သ့ၣ်တဖၣ်အံၤတနီၤလီၤလံာ်ဒိၣ်မး.  
 ပှၤတနီၤအိၣ်မ့ၤလၢမုၢ်ထူၣ်ဝံၤ အိၣ်ဘျး  
 တစီၤဖိ.  
 ဖိသ့ၣ်တနီၤနီၤသးဝံၣ်တၢ်တဘၣ်ဒဲးဘၣ်.  
 သ့ၣ်တနီၤနီၤတသ့ၣ်ညါယၤဒဲးဘၣ်.  
 (b) သဝီတဖျါအံၤ ပှၤဘါယွၤတနီၤ,  
 တဘါဒဲးယွၤအိၣ်တနီၤ.  
 ယဆီတဖၣ်အိၣ်ဒီးအလွဲၤဝါတနီၤ,  
 အလွဲၤဂီၤတနီၤ.  
 သခီသ့ၣ်တဖၣ်အံၤအဆံၣ်တနီၤ, အဆါ  
 တနီၤ.  
 ပှၤဖိသ့ၣ်တဖၣ်လဲၤတနီၤ က့ၤတနီၤ.  
 ခဲအံၤပကလဲၤတၢ်တနီၤ. အိၣ်တၢ် တနီၤ.

Some school children haven't come back yet.  
 Some of these books are quite old.  
 Some people rest awhile after eating at noon.  
 Some of the children can't sing it right yet.  
 Some of you don;t know me yet.  
 This village, some people worship God, some  
 don't worship God yet.  
 Some of my chickens are white in color, some  
 are red.  
 Some of these mangoes are sour ones, some  
 are sweet ones.  
 Some of the children are going, some are  
 returning home.  
 Now some of us are going, some are staying  
 over.

### 9.3 Conversation Practice

၉.၃ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသက့းတၢ်

If you have a map showing Karen villages in your area, use it for this part of the lesson. Otherwise, have the teacher make a rough sketch map showing the town or village where you are living and at least 6 of the Karen villages nearby, including the roads to them. Then, pointing to villages or roads on the map, learn all you can about them within the limits of your vocabulary by asking questions such as those below. (Sometimes use ဟံၣ် and sometimes use သဝီ for "village.")

သရော်-တၢ်မၤလိတတၢ်အံၤန့ၣ် သရော်ကဘၣ်အိၣ်ဒီးဟံၣ်ခိၣ်ဂီၤလၢအပၣ်ဖျါထီၣ်ဝဲၣ်မ့ၢ်သဝီလၢပူၤကွဲၤအိၣ်ဝဲ  
ဒီးပူၤကညီအသဝီအဂၤအစၢၤကတၢၢ် ၆ ဖျါဃုၣ်ဒီးကျဲၤလၢအလဲၤဆူသဝီသ့ၣ်တဖၣ်အံၤန့ၣ်. ဟံၣ်ခိၣ်ဂီၤမ့ၢ်တ  
အိၣ်ပၣ်စၢၤဘၣ်ဝဲဒီး သရော်ကဘၣ်တုၤလီၤဒၣ်ဝဲ.

မၤပူၤကွဲၤန့ၣ်သဝီဒီးကျဲၤလၢဟံၣ်ခိၣ်ဂီၤပူၤတမံၤဘၣ်တမံၤဒီးဃုသ့ၣ်  
ညါအဂၤအါတသ့ဖဲအသ့ဖဲအသံကွၢ်သရော်ဒီးသရော်တဲဆၢက့ၤဒီး. တၢ်သံကွၢ်အိၣ်ဝဲလၢအဖီလၢအံၤတ  
နီၤလၢပူၤကွဲၤအဂီၢ် ဘၣ်ဆၣ်ပူၤကွဲၤဖိသံကွၢ်တၢ်အဂၤသ့စ့ၢ်. ဘၣ်တဘျီဘျီ ပူၤကွဲၤကဘၣ်သ့ "ဟံၣ်" ဒီးတဘျီ  
ဘျီကဘၣ်သ့ "သဝီ." တသ့ဖဲအသ့န့ၣ် သဝီသ့ၣ်တဖၣ်အမံၤအမဲၣ်ညါန့ၣ်. သရော်ကဘၣ်ကျဲၤစးသ့ထဲတၢ်ကတၢၢ်  
လၢပူၤကွဲၤမၤလိတတၢ်လံၣ်သ့ၣ်တ ဖၣ်န့ၣ်.

ဟံၣ်(သဝီ)အံၤအမံၤဒ်လီၣ်.  
ဟံၣ်အံၤဒ်ခါ.  
ပူၤအအးအိၣ်ပွဲၤဖျါလီၣ်.  
အးသ့ၣ်တဖၣ်ဒ်ခါ, ဆဲးခါ.  
ပူၤဟံၣ်(သဝီ)ဖိမၤစံၣ်ခါ.  
အဝဲသ့ၣ်မ့ၢ်ပူၤဘၢယွဲၤဖိခါ.  
ကျဲၤလဲၤဆူဟံၣ်(သဝီ)တဘိအံၤဂ့ၤခါ.  
တၢ်စူၤခါပလဲၤသ့စ့ၢ်ကီးခါ.  
ပလဲၤတုၤလၢဟံၣ်(သဝီ)န့ၣ်ကယံၣ်ပွဲၤန့ၣ်ရံၣ်ကျဲၤလီၣ်.  
သရော်(မ့ၢ်)လဲၤဆူန့ၣ်တဘျီဘျီလံၣ်ခါ.  
ဟံၣ်(သဝီ)တဖျါအံၤဒ်န့ၣ်အံၤတဖျါခါ.  
ကျဲၤတဘိအံၤလဲၤန့ၣ်အံၤတဘိခါ.

#### 9.4 Pattern Sentences and Phrases

၉.၄ တၢ်ကတၢၢ်အဒိ

(1) Use of တၢ်စူၤ, "rain; it rains"

(၂) တၢ်သ့တၢ်ကတၢၢ် "တၢ်စူၤ"

REPEAT after the teacher.

သရော်-မၤပူၤကွဲၤဖိတဲပိၣ်ထွဲသရော်အခဲ ၂-၃ ဝီ.

ခဲအံၤတၢ်စူၤခါ.  
တၢ်တစူၤဘၣ်.  
တဂီၢ်အံၤတၢ်စူၤအါမးအယိ ပလဲၤတၢ်တ  
သ့ဘၣ်.  
တၢ်ဟဲစူၤလံ. ကီးက့ၤဖိသ့ၣ်ဆူအး.  
တဟါအံၤယဆိမိၣ်တၢ်ကစူၤလီၤ.  
အခါခဲအံၤတၢ်တစူၤလၢဘၣ်.  
တၢ်စူၤခါန့ၣ်ပူၤတလဲၤကျဲၤတဘိအံၤလၢ  
ဘၣ်.

Is it raining now?  
It's not raining.  
This morning it is raining a lot, so we can't go.  
  
The rain is coming already. Call the children  
back into the house.  
I think it will rain this evening.  
At this present season it won't rain any more.  
The rainy season people don't go on this road  
any more.

(2) Use of ခါ(အခါ), "the time or season of anything; when, while"

(၂) တၢ်သုတၢ်ကတိၤ "ခါ(အခါ)"

REPEAT after the teacher

သရၢ်-မၤပုၤကိၤဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

နဟဲက့ၤတုၤအခါဖဲလဲၣ်.

When did you arrive back?

နပၢ်လဲၤထီၣ်ကစၢ်အခါဖဲလီၣ်.

When did your father go to the hills?

နမၤလိၤကိၣ်တဲၣ်ကိၣ်အခါဖဲလဲၣ်.

When did you study the Thai language?

ဖဲမမၤစံၣ်အခါန့ၣ် ပအိၣ်မ့ၤဝံၣ်မးလီၤ.

During the time that we work the paddy fields,  
we enjoy our food greatly.

ဖဲပုၤတၢ်မ့ၤအိၣ်လၢဒၢးအခါန့ၣ် ပလဲၤတၢ်တ  
သ့ဘၣ်.

While the visitors are at our house, we can't  
go.

ဖဲယထီၣ်ကိၣ်လၢဝုၤပူၤအခါန့ၣ် ယအိၣ်လၢ  
ယဖါတၢ်အဒၢး.

While I was attending school in the city, I  
stayed at my uncle's house.

အခါဖဲယလဲၤထီၣ်အိၣ်န့ၣ် အဝဲအိၣ်တဆူၣ်  
ဒီးဘၣ်.

At the time I saw her she was still not well.

အခါဖဲန့ၣ်လဲၤထီၣ်ကစၢ်န့ၣ် ပုၤတၢ်မ့ၤဟဲ ၄  
ဂၤ.

At the time that you went to the mountains 4  
guests arrived.

(3) Use of ကိ(ကိခဲ), "to be difficult, unfeasible, vexatious, troublesome"

(၃) တၢ်သုတၢ်ကတိၤ "ကိ(ကိခဲ)"

REPEAT after the teacher

သရၢ်-မၤပုၤကိၤဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

ပုၤတၢ်န့ၣ်, ပတဲတၢ်ဒီးအိၣ်ကိမး.

That person, it is very difficult to talk with her.

နဲတၢ်ဒၢ် ပတဲတၢ်ဒီးနဲကိခဲဒိၣ်မး.

You, it's very difficult to talk with you.

အဝဲဘၣ်ကိဘၣ်ခဲဒိၣ်မးအယိ အဖိတန့ၢ်မၤ  
လိလံၣ်လၢဘၣ်.

Because he met with many difficulties, his  
children didn't get to go to school any more

ကျဲတဘီအံၤ ပလဲၤဘၣ်ကိကိခဲ.

This road, we go on it with difficulty

တၢ်ကိတၢ်ခဲဘၣ်ဆၣ်. အဝဲကမၤဒီးတၢ်.

Although it is difficult, she will still do it.

ကိၣ်တဲၣ်ကိၣ်ကိန့ၢ်ပုၤကညိကိၣ်.

The Thai language is more difficult than  
Karen.

တဲဘၣ်ယၤလၢနတၢ်ကိတၢ်ခဲအဂ့ၢ်.

Tell me about your troubles.

(4) Use of မ့မ့ဒ်န့ၣ်(ဒီး)(န့ၣ်), "in that case"

(၄) တၢ်သုတၢ်ကတိၤ "မ့မ့ဒ်န့ၣ်(ဒီး)(န့ၣ်)"

REPEAT after the teacher

သရၢ်-မၤပုၤကိၤဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

မုမ့်ဒ်န့ၣ်န့ၣ် နကဘၣ်ဟဲအိၣ်ယၢမဲမုၢ်ဆ့ၣ်.	In that case, you must come and see me tomorrow
မုမ့်ဒ်န့ၣ်န့ၣ် ပကအိၣ်မုၢ်မဲအံၤဝံၤ ပကလဲၤ.	In that case, we'll eat now and then go.
မုမ့်ဒ်န့ၣ်န့ၣ် လဲၤပီၣ်က့ၤလၢနဖါတၢ်အခံန့ၣ်.	In that case, go back with your uncle.
မုမ့်ဒ်န့ၣ်န့ၣ် မဲမုၢ်ဆ့ၣ်ပတလဲၤတၢ်ဒီးဘၣ်.	In that case, tomorrow we won't go yet.
မုမ့်ဒ်န့ၣ်န့ၣ် ပကပွၤလၢခံတဘျီ.	In that case, we'll buy it the next time.

Repeat the above using မုမ့်ဒ်န့ၣ်ဒီး in place of မုမ့်ဒ်န့ၣ်န့ၣ်.  
 သရၣ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီအံၤ လၢ "မုမ့်ဒ်န့ၣ်န့ၣ်" အလီၢ် တဲလၢ "မုမ့်ဒ်န့ၣ်ဒီး."

(5) Use of ဟၢၣ်အၢ, "huh-uh"

(၅) တၢ်သ့တၢ်ကတိၤ "ဟၢၣ်အၢ"

REPEAT after the teacher

သရၣ်-မၤပွၤကွီၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဟၢၣ်အၢ, ယမုၢ်ဂၢ်တအိၣ်ဒီးဘၣ်.	Huh-uh, my aunt isn't at home.
ဟၢၣ်အၢ, ယတသ့ၣ်ညါတၢ်ဂ့ၢ်နီတမံၤဘၣ်.	Huh-uh, I don't know anything about it.
ဟၢၣ်အၢ, အဝဲတအိၣ်မုၢ်ဒီးဘၣ်.	Huh-uh. she hasn't eaten yet.
ဟၢၣ်အၢ, ယဖါတၢ်ဟဲတတုၤဒီးဘၣ်.	Huh-uh, my uncle hasn't arrived yet.
ဟၢၣ်အၢ, ယမံတီၢ်တမုၢ်ဘၣ်.	Huh-uh, I don't enjoy spending the night.

9.5 Completion Drills

၉.၅ တၢ်တုၢ်န့ၣ်မၤပွဲထီၣ်တၢ်ကတိၤ

Complete the following sentences any way that makes sense, staying within the limits of your vocabulary.

သရၣ်-တၢ်မၤလိတတီၢ်အံၤ ပွၤကွီၤဖိကဘၣ်ယုန့ၢ်အတၢ်ကတိၤဒၣ်ဝဲ ဒီးတုၢ်န့ၣ်အီၤဖဲတၢ်လီၢ်လီၤဟံၤလၢအဖီလၢအံၤဝံၤ ဒီးကွီၤတကျိၤဘၣ်တကျိၤ စးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်. ပွၤကွီၤဖိတဲတၢ်ဘၣ်ဂ့ၢ်တဘျီဂ့ၢ်သရၣ်ကဘၣ်တဲကဒီးတဘျီ ဒီးမၤပွၤကွီၤဖိတဲပိၣ်သရၣ်အခံဒီး.

- (a) "တၢ်ဝါပၢ်ကီးတၢ်ဘါဖဲဟါခီ ၅ နၣ်ရံၣ်." "မုမ့်ဒ်န့ၣ်န့ၣ် \_\_\_\_\_ ."  
 "မဲမုၢ်ဆ့ၣ်ယအဲၣ်ဒီးဟးထီၣ်ဂီၤဂီၤ." "မုမ့်ဒ်န့ၣ်န့ၣ် \_\_\_\_\_ ."  
 "တဂီၤအံၤယအိၣ်တဆူၣ်ဘၣ်." "မုမ့်ဒ်န့ၣ်န့ၣ် \_\_\_\_\_ ."  
 "ပွၤတဲလၢကျဲတဘီအံၤတဂ့ၤအါအါဘၣ်." "မုမ့်ဒ်န့ၣ်န့ၣ် \_\_\_\_\_ ."  
 "အဝဲအိၣ်မုၢ်ညါန့ၣ်ဖဲဂီၤခီဃီးန့ၣ်ရံၣ်." "မုမ့်ဒ်န့ၣ်န့ၣ် \_\_\_\_\_ ."
- (b) ဖဲ \_\_\_\_\_ အခါ နဖီခွါမံမုၢ်မုၢ်.  
 ဖဲ \_\_\_\_\_ အခါ ယလဲၤအိၣ်သကီးယမိၢ်.  
 ဖဲ \_\_\_\_\_ အခါ သရၣ်ကလဲၤထီၣ်ကစၢ်.  
 အခါဖဲ \_\_\_\_\_ ယဖီအိၣ်မုၢ်မုၢ်.

အခါပဲ \_\_\_\_\_ ယမိုင်မံလီအိုင်ဘွဲ့.

## 9.6 Notes on Word Usage and Grammar

၉.၆ သရော်-မာပုကွဲဖိဖးဒ်ဝဲလါအး.

### (1) Use of ရီ, "to be early in the day"

The word ရီ means "to be early in the day," and so ရီခီ and မုရီ mean "morning." The word ရီ cannot be used for "early" at any other time of day than the morning. As in the case of ဟါ and မုဆုင်, when the word ခဲ is combined with ရီ, the resulting expression means "the coming morning" and is spoken before the morning referred to arrives. If it is already morning and one wishes to refer to this morning, the expression တဂီအံ is used. လာဂီတနံ is another way of saying "the coming morning," whereas ခဲတဂီ refers to the morning after that. Since ရီ means "early in the day (i.e., morning," reduplicating it, i.e., ရီရီ, emphasizes the earliness and means "early in the morning." (See examples in 9.2 (1))

### (2) Use of ထူင်, "to be vertical, upright; post"

The word ထူင် means "to be vertical or upright" and so when the sun is directly overhead and is at right angles to the earth, the Karens say မုထူင် (i.e., "the sun is perpendicular"). Since posts are always placed in upright position, they are called ထူင်, and the classifier for posts is likewise ထူင်.

### (3) Use of ကျဲ, "path, road, way"

The word ကျဲ is used in a literal sense to refer to any kind of road, street, lane, path, etc., as well as in a figurative sense to refer to the way of doing something or the way to intangible things; e.g., the way of life.

### (4) Use of တနီ, "some"

The word တနီ meaning "some" is derived from the word နီ, "to divide;" hence တနီ means literally "one portion." The expression is used the same as other expressions composed of numeral + classifier; i.e., it may immediately follow the noun it modifies (see 9.2 (4-1)) or it may come at the end of the clause (see 9.2 (4-b)). It may also be reduplicated, as in the last 2 examples of 4-a. It is never used with any numeral other than with တ.

### (5) Use of တုလ, "rain, it rains"

The word တုလ means "to fall down, as showers of rain," but it is always used together with the indefinite noun, တု, "thing," (just as in English we use an indefinite "it" as the subject of "rain"). Since the word တုလ is a verb, the future and negative particles come between တု and တုလ. (See 9.4 (1)).

### (6) Use of ခါ/အခါ, "the time or season of anything"



The word ခါ is used in the expressions for the seasons of the year, but so far you know only the words for the rainy season; i.e., တၢ်စူခါ. It is also used with ဝဲ to refer to the period of time when something happens or happened or the period of time when a situation exists or existed. The particle ဝဲ may precede the clause describing the situation, the clause then ending with အခါ (literally, "its time") (see 9.4 (2), the 4th, 5th, and 6th examples), or it may directly follow the အခါ. The resulting အခါဝဲ... precedes the clause describing the situation if the sentence is a statement (see 9.4 (2) the last 2 sentences), and comes at the end of the sentence followed by လိာ်/လဲာ် if the sentence is a question (see 9.4 (2) the first 3 examples).

(7) Use of ကိ/ကိဝဲ, "to be difficult, unfeasible, vexatious, troublesome"

The verb ကိ is a descriptive verb, as is the verb ဝဲ, which is often coupled together with it, as in 9.4 (3). Used together with တၢ်, there are 2 ways of translating the meaning--(a) The တၢ် can be treated as an indefinite subject, as in တၢ်ကိဒိးမး or တၢ်ကိတၢ်ခဲဒိးမး, "It is very difficult." Or the same expression could be translated, "The difficulty is very great." (b) If the တၢ် is combined with ကိဝဲ in couplet form and the resulting expression modified by a possessive pronoun, it must be translated as a noun; e.g., အတၢ်ကိတၢ်ခဲဒိးအါမး, "She has many troubles (Her troubles are many)." Of course, ကိ may also be used as the main verb; e.g., လိာ်တဘျုးအံၤကိဝဲ, "This book is difficult."

(8) Use of မ့ၢ်ဒိန့ၣ်(န့ၣ်)(ဒီး), "in that case"

You have already learned that မ့ၢ်, "if it is, whereas" is a combination of မ့ၢ် meaning "if" and မ့ၢ် meaning "to be," and that in this combination the ် of the first မ့ၢ် is dropped to make it sound better. You have also learned that the negative of the same expression, မ့တမ့ၢ်, means "or" (lit., "if it isn't"). In this lesson you are introduced to the combination of မ့ၢ် with ဒိန့ၣ်, the resulting meaning being "in that case" (lit., "if it is like that"). This expression always comes at the beginning of the sentence and ends with another န့ၣ် or with ဒီး, both န့ၣ် and ဒီး being particles ending clauses which are not the last clause in the sentence. (See 9.4 (4).)

(9) Use of စံၣ်, "paddy field"

Probably by now you have become aware that there are 2 methods of growing paddy (rice)--the wet cultivation method using flooded plots of ground surrounded by dikes called "paddy fields," and the swidden method which depends entirely upon rainfall for water. The word စံၣ် refers to the paddy field which has dikes surrounding it, and the classifier for such paddy fields is လီၤ; e.g., စံၣ်ခွဲလီၤ, "nine paddy field plots."

(10) Use of ဟံၣ် (သဝီ), "village"

In Burma the word for room is အံၤ, the word for house is ဟံၣ်, and the word for village is သဝီ; whereas in north Thailand the word for room is ကဆူ, the word for house is အံၤ, and the word for village is ဟံၣ် or သဝီ. The terminology has its origin in the way

villages developed in the old days. A couple or family would move to a new location and build a simple bamboo and thatch hut on stilts with a veranda in front. When one of the daughters grew up and got married, another room was added onto the house with its own door opening onto the extended veranda in front. As other daughters got married, other rooms were added and the veranda extended in front of them, resulting in a "longhouse." (Note: The groom always goes to live at the bride's village.) The long house where the extended family lived was called ဟံ့ and the room where the individual families lived were called ဒီး. Eventually, one of the families would separate and build a separate house, and as their children got married, would add on more and more rooms. A cluster of such long houses was called သဝီ. When the custom of using "long houses" was discontinued and each family had its own house, on the Burma side the cluster of houses was called သဝီ, like the cluster of long houses in the old days, and the buildings where the individual families lived were called ဟံ့, like the individual long house. However, in north Thailand the individual house in which each family lived was called ဒီး (like the quarters where the individual family lived in the long house), and the group of houses where the families of the clan lived was called either ဟံ့ (like the long house in which a number of families lived) or sometimes သဝီ (like the cluster of long houses). So, in north Thailand today ဟံ့ usually means "village," although occasionally it is used to mean "house," probably because of interaction with people who have come over from Burma.

#### 9.7 Conversation Practice--Learn the previous sections well first.

၉.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတိၢ်အံၤဒီးဘၣ်န့ၣ် ပှၤကွၢ်ဖိကွၢ်ဒီးန့ၣ်ပၤတၢ်မၤလိလၢအပူၤကွၢ်ဂ့ၤတၢ်ဘၣ်တစး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time. (Note: This conversation is a continuation of 7.8 and 8.8.)

သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒီးထီၣ်လၢအခါထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပှၤကွၢ်ဖိကန့ၣ်. ဖသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိး "A" ဒီး "B" အမံၤဒ်သိးပှၤကွၢ်ဖိကသ့ၣ်ညါဝဲပှၤမတၢ်တကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခံဝီဝံၤလဲၣ်န့ၣ် မၤပှၤကွၢ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအဝီၣ်လိၣ်ပှၤခံၤအတၢ်ကတိၤအခံအံၤ. ဖဲပှၤကွၢ်ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကွၢ်ဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤကွၢ်ဖိစံးဆၢတဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤ ပှၤခံၤအတၢ်ကတိၤတဝီကဒီးဝံၤ သံကွၢ်ကဒီးပှၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤကွၢ်ဖိစံးဆၢအီၤ. (တၢ်ကတိၤလၢအဖီလၢသ့ၣ်တဖၣ်အံၤ မ့ၢ်တၢ်ကတိၤလၢအဆဲးလီၤအသးလၢတၢ်ကတိၤသကိးတၢ်လၢ ၇.၈ ဒီး ၈.၈ န့ၣ်လီၤ.)

- A. ခဲမုၢ်ဆ့ၣ်ယဘၣ်လဲၤပှၤတၢ်ဂီၤဂီၤ.
- B. မ့ၢ်, ဂ့ၤ. ပကလဲၤအိၣ်မ့ၢ်ထူၣ်လၢဖါဘျဲၣ်ပၢ်အဟံၣ်.

- A. ဂု၊ သရဉ်. သရဉ်သုဉ်ညါတၢ်လီၤဂုမး.  
 B. မ့ၢ်. မ့ၢ်လၢယလဲၤဘၣ်လွံၤဘျီလံ. ခဲအံၤပအံၤဒီးလဲၤဆူသဝီအသီတနီၤ.  
 A. သရဉ်ဧ၊ နလဲၤဘၣ်ကျဲအံၤလွံၤဘျီလံန့ၣ်, တၢ်စူခါသရဉ်လဲၤဘၣ်စ့ၢ်ဧါ.  
 B. ဟၢၣ်အၢ၊ ယတလဲၤဘၣ်တၢ်စူခါနီတဘျီဒီးဘၣ်.  
 A. အီ. မ့မ့ၢ်ဒီးန့ၣ်န့ၣ် ကကီတစဲး, မ့ၢ်လၢတၢ်စူခါအံၤ ပှၤမၤစံၣ်လၢကျဲ ဒီးကျဲတဂ့ၢ်အါအါဘၣ်.  
 B. မ့ၢ်ဧါ. ဘၣ်ဆဉ်ယဆိကမိဉ်ပလဲၤသ့. မၤကွၢ်ကွၢ်.

Questions: (တၢ်သံကွၢ်)

- (၁) ခဲမ့ၢ်ဆဉ်ဂီၤဂီၤ A ကဘၣ်မၤမတၤလီၤ  
 (၂) B တဲလၢအဝဲသ့ၣ်ကမၤမတၤလၢဖါဘျီပၢ်အဟံၣ်လီၤ. ကမၤဝဲအါဖဲလီၤ.  
 (၃) B လဲၤဘၣ်ဖါဘျီပၢ်အဟံၣ်ပှၤဘျီလံလီၤ. အလဲၤဖဲတၢ်စူခါပှၤဘျီလံလီၤ.  
 (၄) လၢတၢ်စူခါန့ၣ်ပှၤလဲၤတၢ်ကကီတစဲး, မ့ၢ်လၢမတၤအသီလီၤ.  
 (၅) B ကလဲၤဒီးဧါ.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရဉ်-ပှၤကျဲဖိစဲးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံန့ၣ် သရဉ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိဉ်တဖၣ်အံၤ ဒီးမၤပှၤကျဲဖိတဲတိၣ်သရဉ်အခံတဝီ ဝံဒီးမၤပှၤကျဲဖိကဲ "B" ဒီးသရဉ်ကကဲ "A." ကတိၤလဲၤသကိးတၢ်ကတိၤအါဝီတစဲးဒီးပှၤကျဲဖိကဲ "B" အတၢ်ကတိၤဘၣ်ဘျီတစဲး. တုၤပှၤကျဲဖိတဲတိၣ်ဘၣ်ဘျီလံန့ၣ် မၤပှၤကျဲဖိကဲက့ၤ "A" ဒီးသရဉ်ကကဲက့ၤ "B" ဝံ တဲလိကဒီးအါဝီတစဲး. တုၤပှၤကျဲဖိတဲတိၣ်ဘၣ်ဘျီလံန့ၣ် ကတိၤလဲၤသကိးတၢ်ကတိၤတဘျီ ဘၣ်ဆဉ်အအံၤတဘျီအံၤ သရဉ်မ့ၢ်ဂ့ၢ်ပှၤကျဲဖိမ့ၢ်ဂ့ၢ် ကဘၣ်လဲၤကတိၤပှၤကျဲပှၤကျဲဆူတၢ်ကတိၤအဂၤလၢပှၤကျဲဖိမၤလိတုၢ်လဲၤန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒီးအံၤအသိးကိးနံၤဒီးဆူညါစ့ၤ သီအတီၢ်ပှၤ.

- (2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရဉ်-ကိးနံၤဒီး သရဉ်ဒီးပှၤကျဲဖိဂ့ၢ်ဟံးန့ၣ်အဆၢကတိၢ်တနီၤလၢကကတိၤသကိးတၢ်လၢပှၤကျဲညီကျိဉ် ဘၣ်ဃးတၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

## 9.8 Reading and Writing

၉.၈ တၢ်မၤလိဖးဒီးကွဲးပှၤကျဲညီကျိဉ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရဉ်-မၤပှၤကျဲဖိဖးတိၣ်သရဉ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံ မၤပှၤကျဲဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံတိၣ်တၢ်လီၤလီၤဟံ. လၢခံတနံၤသရဉ်ကဘၣ်ကွၢ်ပှၤကျဲဖိအတၢ်ကွဲးသ့တဖၣ်အံၤ မ့ၢ်အဘၣ်ဧါ. ဝံမၤပှၤကျဲဖိဖးယုၤသရဉ်. ပှၤကျဲဖိဖးမ့ၢ်ကမၢ် သရဉ်ကဘၣ်ဖးယုၤပှၤကျဲဖိတဘျီဒီး.

ဖဲတၢ်စူၤခါန့ၣ် ကျဲတဘီအံၤတဂ့ၤလၢၤဘၣ်.

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ပကဟးထီၣ်လဲၤဆူသရၢ်အသဝီၣ်ဂီၤမီၣ်.

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တနံၣ်အံၤယဖါတၢ်မၤစံၣ်န့ၣ် ဘၣ်တၢ်ကီၢ်တၢ်ခဲအကလုာ်ကလုာ်.

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### 9.9 Listening and Speaking

၉.၉ တၢ်မၤလိာ်ကန့ၣ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

- (1) Reread the directions and advice in 6.10 concerning learning the word for actions and then during the next 24 hours learn from someone other than your teacher the Karen word for an action verb which you are likely to need or have occasion to use fairly often. The next day be sure to tell your teacher what the new verb you have learned is so that you and he/she can practice using it. You should also seek opportunities to use it when talking with other Karens. Two or three days later on try learning another new word the same way.

(၁) သရၢ်-မၤပုၤကွဲၤဖိဖးကဒါကတိၤတၢ်ဟ့ၣ်ကူၣ်ဟ့ၣ်ဖးလၢ ၆.၁၀ ဝံၤဒီးလၢဆူညါ ၂၄ န့ၣ်ရံၣ်အတီၢ်ပူၤအံၤ မၤပုၤကွဲၤဖိ ဃုၤအါထီၣ်န့ၣ်တၢ်ကတိၤအသိတဖျၢၣ်ဖျၢၣ်လၢအမ့ၢ်တၢ်လၢပုၤမၤဝဲတမံၤမံၤ. မၤဒီးတနံၣ် မၤပုၤကွဲၤဖိတဲဘၣ်သရၢ် လၢတၢ်ကတိၤအသိလၢပုၤကွဲၤဖိဃုၤသ့ၣ်ညါအါထီၣ်ဝဲတဖျၢၣ်န့ၣ် ဝံၤဒီးပုၤကွဲၤဖိဒီးသရၢ်ကဘၣ်ကတိၤလိတၢ်ကတိၤ အသိတဖျၢၣ်အံၤ ဒ်သီးပုၤကွဲၤဖိကတိၢ်န့ၣ်အီၤဂ့ၤဂ့ၤန့ၣ်.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရၢ်-မၤပုၤကွဲၤဖိလဲၤအိၣ်သကိးပုၤကညီဒ်သီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖျၢၣ်လၢအမၤလိတုၢ်လံၢ် ဒီးဒ်သီးက ကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

### 9.10 Cultural Assignment

၉.၁၀ တပ်ဆူသွပ်ညါပြုကေညီအလု်အလ်

Continue to work on 6.11.

သရော်-တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပုၤကညီၣ်ကျိၣ်ဘၣ်. ပုၤက့ၢ်ဖိကမၤဒၣ်ဝဲ.

# LESSON 10 - REVIEW တၢ်မၤလိ ၁၀ - တၢ်ကွၢ်ကဒါက့ၤ

## 10.1 Basic Sentences and Phrases

### ၁၀.၁ တၢ်ကတိၤအဒိ

#### (1) Phrases using classifiers

(a) In lessons 6-9 of this book you have learned 5 new classifiers--မံၤ for things and kinds of things; လိၢ် for paddy fields; ထူၣ် for posts; နီၤ for one of a pair; and နီၤ (used only with တ) for "some." As a review of all the classifiers learned thus far (not including terms for amounts or times) pair up the nouns on the left-hand side below with the appropriate classifiers from the list on the righthand side, then read the resulting phrases aloud using the numeral တ. Some of the classifiers can be used with more than one of the nouns on the left-hand side, so be sure to pair each noun with each of the classifiers which can be used with it.

သရၣ်-မၤပုၤကွၢ်ဖိဟံးန့ၢ်တၢ်ကတိၤအဒိၣ်ထံးတဖျၢၣ်လၢ (a) အပူၤ "ထီး" ဒီးပၣ်ဖျၢၣ်ကွၢ်အိၤဒီးတၢ်ကတိၤလၢ (b) အပူၤအံၤတဖျၢၣ်ဝံၤတဖျၢၣ်လၢပုၤတဲသ့ ဃုၣ်ဒီးတၢ်ကတိၤ "တ." အဒိ-ထီးတဒု, ထီးတမ့ၢ်, ထီးတကလုာ်, ထီးတနီၤ. ဝံၤဒီးမၤပုၤကွၢ်ဖိတဲလိ တၢ်ကတိၤအဂၤတဖျၢၣ်လၢ (a) အပူၤဒ်အဒိၣ်ထံးတဖျၢၣ်အံၤအသး.

(a) <u>Noun</u>	<u>Numeral</u>	(b) <u>Classifier</u>
ထီး	တ	ကူၣ်
စံၣ်		ဂၤ
လိၢ်မံ		ထူၣ်
နံၣ်		ဒု
ကဲၤ		ဖျၢၣ်
ဒးအထူၣ်		မံၤ
တၢ်ကီၤတၢ်ခဲ		ဘိ
ပုၤမုၢ်ထီၣ်ဖိ		လိၢ်
		မ့ၢ်
		ကလုာ်
		နီၤ

(b) You have also learned one new expression used with a numeral plus classifier; i.e., နီတ... Use this expression with each of the nouns above following the sentence pattern below. Add the pronoun အ at the beginning wherever it can be used. For the last noun, ပုၤမုၢ်ထီၣ်ဖိ, change the verb to ဟဲ.

သရၣ်-မၤပုၤကွၢ်ဖိဟံးန့ၢ်တၢ်ကတိၤလၢ (a) လၢအဖီခိၣ်အံၤအဒိၣ်ထံးတဖျၢၣ် ဒီးတုၢ်န့ၣ်အိၤဖဲတၢ်လိၢ်လီၤဟံၤအဒိၣ်ထံးတတိၤလၢအဖီလၢအံၤအပူၤဝံၤ တုၢ်န့ၣ်ကဒီးတၢ်ကတိၤလၢ (b) လၢအဖီခိၣ်အံၤလၢအကြၢၢ်ဒဲဘၣ်ဝဲတဖျၢၣ်ဖဲတၢ်လိၢ်လီၤဟံၤတတိၤလၢအဖီလၢအံၤအပူၤဒီးဖးဒီကျိၤန့ၣ်. မၤပုၤကွၢ်ဖိတဲလိတၢ်ကတိၤလၢအဖီခိၣ်အံၤကံးဖျၢၣ်ဒီးတဖျၢၣ်ဘၣ်တဖျၢၣ် ဒ်အဒိၣ်ထံးတဖျၢၣ်အံၤအသး စးထီၣ်လၢအဒိၣ်ထံးတုၤလၢအကတၢၢ်.

(အ) \_\_\_\_\_ တအိၣ်နီတ \_\_\_\_\_ ဒဲးဘၣ်.

(c) You have learned that ခီ is used not only as a classifier for things occurring in pairs or opposites, but also as an expression meaning "on the other hand" for contrasting inanimate things with each other; e.g., ယဖိဝဲဂီကိထီၣ်ကွဲလၢဝှ်ပူၤ; ယဖိသဒါတခီ မၤလိလံၣ်ဖဲအံၤ, "My oldest child attends school in the city; my youngest child, on the other hand, studies here."

Below are 2 groups of paired sentences which you are to read inserting the words တခီ in the appropriate place in the sentences on the right-hand side.

သရၣ်-မၤပုၤကွဲၣ်တၢ်ကတိၤ "တခီ" လၢတၢ်ကတိၤလၢစုထွဲတပၤအံၤအခီၣ်ထံးတကျါအပူၤဝံၤ ယၣ်ဖိၣ်အံၤ ဒီးတၢ်ကတိၤလၢစုထွဲတပၤဒီးဖးဒီးကျါ. အဒိ--"လဲၤဆၢထၢၣ်နဲလၢန့ၣ်. ယဲတခီယကဆၢထၢၣ်လၢအံၤ." ပုၤကွဲၣ်တဲတၢ်ဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်တဲယုၤကဒီးပုၤကွဲၣ်တဘျီ ဒီးမၤပုၤကွဲၣ်တဲတၢ်သရၣ်အခံ. မၤပုၤကွဲၣ်တဲလဲ ကိးကျါဒဲးဒိအခီၣ်ထံးတကျါအံၤအသိးစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်.

လဲၤဆၢထၢၣ်နဲလၢန့ၣ်.	ယဲယကဆၢထၢၣ်လၢအံၤ.
ပဝဲပကလဲၤတၢ်ခဲအံၤ.	ယပၢ်ကလဲၤတၢ်လၢခံတဲး.
ပုၤမုၢ်န့ၣ်ဖိအံၤဒီးမၤတၢ်ခဲအံၤ.	ပုၤမုၢ်ထီၣ်ဖိအံၤဒီးကွၢ်ဆိကမိၣ်ဝံၤမးမၤတၢ်.
ယကဒုးအိၣ်ပုၤတမ့ၢ်အမ့ၢ်လၢညါ.	ပဝဲပကအိၣ်တၢ်လၢခံ.
ပဒးလီၤလံၤအထူၣ်ဆံး.	ပဒးအသိးအံၤအထူၣ်ဒိၣ်.
ဆုကၤတကလုၢ်အံၤအပူၤဘၣ်.	ဆုကၤအဝဲတမ့ၢ်န့ၣ်အပူၤဒိၣ်တဲး.

## (2) Verb Phrases

(a) In the previous 4 lessons you have learned 5 new verbs which are almost never used alone. They are listed below together with the words which usually precede them.

တုၤ - usually preceded by ဟဲ, လဲၤ, or က့ၤ.  
 တီၢ် - usually preceded by မံ or အိၣ်.  
 ဘျံး - usually preceded by အိၣ်, လီၤ, or တၢ်.  
 စူၤ - usually preceded by တၢ် or တၢ်ဟဲ.  
 ပူၤ - usually preceded by ဟဲ, လဲၤ or က့ၤ.

In the case of the 2 verbs which are preceded by the indefinite word တၢ်, the negative and future particles and words like မ့ၢ်, "if," come between the တၢ် and the verb; e.g., တၢ်တဘျံးယသးဘၣ်, "I'm not tired;" တၢ်ကစူၤ, "It's going to rain." The same is true of တုၤ and ပူၤ and the verbs which precede them; e.g., အဝဲဟဲမ့ၢ်တုၤ, "If he arrives..." အဝဲလဲၤတပူၤဒဲးဘၣ်, "He hasn't gone by yet." However, in the case of တီၢ်, the negative and future particles and မ့ၢ်, "if," precede both it and the verb which comes before it, because the two verbs have become a compound verb; e.g., ယတမံတီၢ်လၢဘၣ်. "I won't spend the night after all."

## Substitution Drill

တၢ်ဆီတလဲတၢ်ကတိၤ

Repeat the first sentence below after the teacher, then make substitutions according to the word(s) in ( ) as called out by the teacher. Repeat the drill several times without using the book.

သရၢ်-အဆီတဝီ မၤပၤကွီုဖိဖိသရၢ်အခံတကျိၤဘၣ်တကျိၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ်ဝံၤ မၤပၤကွီုဖိကးဘၢဃၢ်အလံၤ. ခံတဝီၤန့ၣ် သရၢ်ကးထဲလၢစုၣ်တပၤအခီၣ်ထံးတကျိၤ, "အဝဲဟဲတုၤလံၤခါ," ဒီးမၤပၤကွီုဖိတဲပိၣ်ထွဲသရၢ်အခံတကျိၤ. ဝံၤသရၢ်ကဘၣ်တဲတၢ်ကတိၤလၢ ( ) အပူၤ. ပၤကွီုဖိဘၣ်သ့တၢ်ကတိၤလၢ ( )အပူၤအံၤ ဒီးဆီတလဲတၢ်ကတိၤလၢအခီၣ်ထံးတကျိၤဒံၣ်ကျိၤတကျိၤအသိး. ပၤကွီုဖိတဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤသရၢ်ကဘၣ်တဲဘၣ်လီၤတၢ်န့ၣ်က့ၤပၤကွီုဖိတဘျီ ဒီးမၤပၤကွီုဖိတဲပိၣ်သရၢ်အခံ. မၤဒ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ် ၃-၄ဝီ.

အဝဲဟဲတုၤလံၤခါ.	(လဲၤ)
အဝဲလဲၤတုၤလံၤခါ.	(ပူၤ)
အဝဲလဲၤပူၤလံၤခါ.	(အိၣ်တီၢ်)
အဝဲအိၣ်တီၢ်လံၤခါ.	(ဘျး)
အဝဲအိၣ်ဘျးလံၤခါ.	(တၢ်...အသး)
တၢ်ဘျးအသးလံၤခါ.	(စူၤ)
တၢ်စူၤလံၤခါ.	(ဟဲ)
တၢ်ဟဲစူၤလံၤခါ.	(အဝဲ...တုၤ)

After you can make the above changes fluently, go through the sentences on the right-hand side above once again looking at your book, and change the questions to negative statements using ဒံး in place of လံ; e.g., အဝဲဟဲတုၤဒံးဘၣ်.

(b) In the previous 4 lessons you have also learned 2 new verbs which are usually followed by a clause, which may or may not be introduced by လၢ; i.e., ဆီကမိၣ်, "to think, consider," and သးခု, "to be glad, rejoice."

Complete (1) below with each of the 6 clauses on the right which would make sense. Then do the same with (2).

သရၢ်-မၤပၤကွီုဖိဟံးန့ၣ်တၢ်ကတိၤလၢစုၣ်တပၤအခီၣ်ထံးတကျိၤ ဒီးပၤဖိၣ်ဃုာ်ဒီးတၢ်ကတိၤလၢစုၣ်တပၤ တကျိၤဘၣ်တကျိၤလၢအကြးဝဲဘၣ်ဝဲသ့တဖၣ်န့ၣ်. မ့ၢ်ဝံၤဒီး မၤပၤကွီုဖိတဲလိကဒီးတၢ်ကတိၤခံကျိၤတကျိၤလၢစုၣ်တပၤ ဒ်အခီၣ်ထံးတကျိၤအသိး.

(1) ယဆီကမိၣ်လၢ\_\_\_\_\_.

နပူၢ်ကဟဲက့ၤအိၣ်ဖဲအံၤ.

ယကအိၣ်ဘျးတစီၢ်ဖိ.

(2) ယသးခုလၢ\_\_\_\_\_.

ယပၤတမ့ၢ်လဲၤထီၣ်ကစၢ်ကကဲ.

နမံမုၢ်.

နဖိဒိၣ်အိၣ်ဆူၣ်ထီၣ်က့ၤလံ.

ကီၤလၢဝါကဟဲအိၣ်သကီးပၤခဲမုၢ်ဆ့ၣ်.



(c) You have learned one new descriptive verb in the last 4 lessons; i.e., ကိ (ကိခဲ), "to be difficult.": (Actually 2 other of the new verbs might seem from the English translation to also be descriptive verbs; i.e., သးခဲ, "to be glad," and တၢ်ဘျး...သး, "to be tired." However, they cannot be used the way that descriptive words can be used. တၢ်ဘျး...သး is an idiomatic expression using တၢ် + ဘျး + personal pronoun + သး. The expression သးခဲ, "to be glad," fits the pattern of verbs of mental and/or emotional activity like "to think," "to love," etc., rather than that of descriptive verbs; so it would probably be better to think of it as meaning, "to rejoice" rather than "to be glad," although English expressions using "glad" would also be expressed in Karen by using သးခဲ.)

In Book I you learned that descriptive verbs could not be used as commands, and that the 3 ways they are most commonly used are as follows:

- (1) As the main verb of the sentence with a noun or clause as subject; e.g., သးသးတၢ်ဖျၢၣ်အံၤဆံၣ်ဒိၣ်မး, "This mango is very sour."
- (2) As the verb in a dependent clause where the clause modifies a noun. In such cases the descriptive verb is preceded by **W** and sometimes by လၢ; e.g., သးသး(လၢ)အ ဆံၣ်တၢ်ဖျၢၣ်အံၤ, "This mango which is sour (this sour mango)."
- (3) Reduplicated, the meaning is intensified; e.g., သးသးဆံၣ်ဆံၣ်တၢ်ဖျၢၣ်, "a really sour mango.": In Book II you have also learned that descriptive verbs can be compared by using န့ၢ်; e.g., သးသးတၢ်ဖျၢၣ်အံၤဆံၣ်န့ၢ်အန့ၢ်တၢ်ဖျၢၣ်, "This mango is more sour than that one." It can also be said to increase or decrease in quality by adding ထီၣ် or လီၤ; e.g., ဆံၣ်ထီၣ်, "to become more sour."

Complete the statements below using ကိ + the expressions indicated at the right-hand side. If it is necessary to use the negative with a given expression, use it. If it is necessary to add လံ to complete the meaning, add it. In the second line the word ကိ should be inserted in the blank on the right-hand side.

သရၣ်--တၢ်မၤလိတတီၢ်အံၤအတၢ်ပညိၣ်မ့ၢ်ဒ်သးပုၤကွဲၤဖိကနၢ်ပၢၢ်အါထီၣ်ဘၣ်ဃးတၢ်သူတၢ်ကတိၤ "ကိ" န့ၢ်. မၤပုၤကွဲၤဖိပၣ်ဖျိၣ်တၢ်ကတိၤလၢအခီၣ်ထံးတကျိၤသၢတီၤလၢၣ် ဒ်သးကကဲထီၣ်တၢ်ကတိၤတကျိၤဃီဝံၤဒီးဖးအံၤ. မ့ၢ်ဝံၤန့ၢ် မၤပုၤကွဲၤဖိပၣ်ဖျိၣ်ကဒီးတၢ်ကတိၤဆူညါတကျိၤဘၣ်တကျိၤ ဝံၤဒီးဖးအံၤ. ဘၣ်တကျိၤကွဲၤပုၤကွဲၤဖိက ဘၣ်လဲလိာ် "ကိ" အလီၢ်မ့ၢ်တၢ်န့ၢ်အါထီၣ်တၢ်ကတိၤ. (အဒိ--လၢခဲကျိၤတကျိၤ ကဘၣ်တၢ်န့ၢ် "ကိ" ဖဲတၢ်လီၢ်လီၤဟံၣ်အပူၤ--"တၢ်မၤအံၤဖးကီၤညါ." လၢလွံၢ်ကျိၤတကျိၤကဘၣ်တၢ်န့ၢ်အါထီၣ် "တ" ဒီး "ဘၣ်"--တၢ် မၤအံၤတကီၢ်နီတစဲးဘၣ်." ဒီးလၢယံၢ်ကျိၤတကျိၤကဘၣ်တၢ်န့ၢ်အါထီၣ် "လံ" ဒ်သးကမၤပုၤထီၣ်အခီပညိၣ်-- "တၢ်မၤအံၤကီၢ်ထီၣ်လံ.") သရၣ်တလိာ်တဲဘၣ်ပုၤကွဲၤဖိလၢကဘၣ်လဲလိာ်တၢ်ကတိၤဒ်လဲၣ်န့ၢ်ဘၣ်. ပုၤကွဲၤဖိ ကဘၣ်ဆိကမိၣ်ဒ်ဝံၤလဲလိာ်တၢ်.

တၢ်မၤအံၤ	ကိ	ဒိၣ်မး
တၢ်မၤအံၤ	(ကိ)	ဖးညါ
တၢ်မၤအံၤ	ကိ	ကဲၣ်ဆီး

တၢ်မၤအံၤ	ကီ	နီတဲး	
တၢ်မၤအံၤ	ကီ	ထီၣ်	
အဝဲမၤ	ကီ	ထီၣ်	ယတၢ်မၤ
ယတၢ်မၤမ့ၢ်တၢ်မၤလၢအ	ကီ	တကလုၣ်	
ပဘၣ်မၤတၢ်	ကီ	ကီခဲခဲ	

(d) You have now learned 4 verbs denoting ability, all of which can be translated as "can" or "to be able," as shown below:

သ့	--to be skilled, to have the ability to do something; can (in general)
ဘၣ်	--to be able to do correctly
န့ၢ်	--to be able to succeed in doing something
ကဲ	--to be physically able to do something

There is one more such word, which you haven't learned yet, which means "to have time to do." Study the following examples to help you understand the differences.

ကျဲအဝဲန့ၣ်န့ၣ်လဲၤသ့ၤခါ.	Can you go on that road? (i.e., is the road good? or is there a hindrance to your going on the road?)
န့ၣ်လဲၤဆူဟံၣ်အဝဲန့ၣ်ဘၣ်ခါ.	Can you go to that village? (i.e., do you know the way? can you go correctly?)
တၢ်စူဒိၣ်, န့ၣ်လဲၤန့ၣ်ခါ.	It rained hard; were you able to go (there)? (i.e., did you succeed in getting there?)
န့ၣ်လဲၤဆူန့ၣ်ကဲခါ.	Can you go there? (i.e., are you physically able to go there?)
(To be learned later)	Can you go there? (i.e., do you have time to go there?)

Since သ့ means "to be able (in general)," it is used more often and you will usually not be wrong to use it in most situations. But you should understand the different shades of meaning of the other words illustrated above so that you can understand when others use them. Gradually, you will learn to use them yourself in situations where you want to express one or the other shade of meaning more specifically.

### Completion Drill

တၢ်တုၤန့ၣ်မၤပဲၤထီၣ်တၢ်ကတိၤ

Read through the sentences below filling in each blank with the appropriate word for "can, be able."

သရၣ်-မၤပုၤကိၣ်ဖိတုၤန့ၣ်တၢ်ကတိၤ "သ့," "ဘၣ်," "န့ၢ်" မ့တမ့ၢ် "ကဲ" ဖဲတၢ်လီၤလီၤဟံၣ်အခီၣ်ထံးတကျိၤ လၢအဖီလၢအံၤဝံၤဒီးဒီးကျိၤ. ပုၤကိၣ်ဖိတုၤန့ၣ်တၢ်ကတိၤ သရၣ်ကဘၣ်ဖးကဒီးတဘျီ ဒီးမၤပုၤကိၣ်ဖိတဲပိၣ်သရၣ် အခဲ. မၤဒ်အံၤတကျိၤဘၣ်တကျိၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်.

ယထံၣ်အီၤတဂီၤအံၤအဃိ ယတဲအီၤလၢအဂ့ၢ် \_\_\_\_ လံ.

ယတအဲဒ်ဒီးဆိကမိဉ်လၢအဂ့ၢ်လၢၤဘၣ်အယံ ယတဲအီၤလၢအဂ့ၢ်တ \_\_\_\_\_ ဘၣ်.  
 ယတနီၤပၢ်အဂ့ၢ်ဂ့ၤဒီးဘၣ်အယံ ယတဲအီၤလၢအဂ့ၢ်တ \_\_\_\_\_ ဘၣ်.  
 ယကတိၤအကျိၣ်တဘၣ်ဘၣ်အယံ ယတဲအီၤလၢအဂ့ၢ်တ \_\_\_\_\_ ဘၣ်.  
 ယမၤကွၢ်ယံၣ်တစဲးလံဘၣ်ဆၣ် ယမၤတ \_\_\_\_\_ ဒီးဘၣ်.  
 ယမၤတ \_\_\_\_\_ ဘၣ်. ယတမၤနီၣ်တဘျီဒီးဘၣ်.  
 ယအိၣ်တဆၣ်ဘၣ်အယံ ယမၤတ \_\_\_\_\_ ဘၣ်.  
 ယဖိအိၣ်ခံန့ၣ်လံ ဘၣ်ဆၣ်ကတိၤတၢ်တ \_\_\_\_\_ ဒီးဘၣ်.

(e) In Book I you learned 3 uses of ဘၣ်; i.e., ဘၣ် meaning "must," ဘၣ် meaning "to be correct," and ဘၣ် meaning "to be enough." Then in Book II you learned the use of ဘၣ် meaning "to encounter." Now in lesson 8 you have learned the use of ဘၣ် followed by က to convey doubt in ခါ-questions. In the latter case the subject may be a noun, a noun phrase, or a clause; e.g., ယဖိခွါဘၣ်ကဟဲက့ၤတုၤတဟါအံၤခါ, I wonder if my son will arrive back home this evening?" ယဖိတၢ်အိၣ်အသိတမံၤအံၤ နအိၣ်အီၤဘၣ်ကဝံၣ်ခါ, "Are you likely to find this new food I cooked tasty?"

Change the following statements to questions using ဘၣ်က...

သရၣ်-မၤပုၤကွၢ်ဖိလဲလိာ်တၢ်ကတိၤလၢအဖိလဲၣ်အံၤတကျိၤဘၣ်တကျိၤ ဒီးဒုးကဲထီၣ်က့ၤအီၤလၢတၢ်သံကွၢ် သုၤဃုာ်ဒီးတၢ်ကတိၤ "ဘၣ်က..." အဒိ--နဖိအိၣ်ဘၣ်ကမံၤတၢ်ခါ. ပုၤကွၢ်ဖိဃးဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်ဃးယုၤ ပုၤကွၢ်ဖိကဒီးတဘျီ ဒီးမၤပုၤကွၢ်ဖိတဲတိာ်ထွဲသရၣ်အခံဒီး.

နဖိအိၣ်မံတီၢ်.  
 ပုၤတမ့ၢ်ကဟဲတုၤခဲမုၢ်ဆၣ်.  
 အပၢ်မၤစံၣ်ကဲ.  
 ပုၤဘါယွၤကဝံၣ်ဖဲမုၢ်ထူၣ်.

(f) You have also learned the verb ညီန့ၢ် meaning "to be accustomed to, to be usual, to be one's habit." It may occur at the beginning of the sentence, immediately follow the subject, or immediately precede the object/time phrase/location or direction phrase; e.g., ညီန့ၢ်ယအိၣ်မုၢ်ဖဲဟါခါ ၅ န့ၣ်ရံၣ်, Usually I eat rice at 5 p.m." ယညီန့ၢ်အိၣ်မုၢ်ဖဲဟါခါ ၅ န့ၣ်ရံၣ်, "I usually eat rice at 5 p.m." ယအိၣ်ညီန့ၢ်မုၢ်ဖဲဟါခါ ၅ န့ၣ်ရံၣ်, "I eat usually rice at 5 p.m. (which we usually wouldn't say in English)." Read each of the following sentences 3 times, the first time putting ညီန့ၢ် at the beginning of the sentence, the second time putting it immediately after the subject, and the third time putting it just before the object/time phrase/location or direction phrase.

သရၣ်-လၢတၢ်ကတိၤ "ယအိၣ်မုၢ်ဖဲဟါခါ ၅ န့ၣ်ရံၣ်" န့ၣ် ပတုၢ်န့ၣ်တၢ်ကတိၤ "ညီန့ၢ်" သ့ဖဲတၢ်လီၤသၢတီၤ. အဒိ-  
 (၁) "ညီန့ၢ်ယအိၣ်မုၢ်ဖဲဟါခါ ၅ န့ၣ်ရံၣ်." (၂) "ယညီန့ၢ်အိၣ်မုၢ်ဖဲဟါခါ ၅ န့ၣ်ရံၣ်." (၃) "ယအိၣ်ညီန့ၢ်မုၢ်ဖဲ ဟါခါ ၅ န့ၣ် ရံၣ်." ဖဲတၢ်ဖိလဲၣ်အံၤတၢ်ကတိၤအိၣ်ဝဲသၢကျိၤ. မၤပုၤကွၢ်ဖိဃးအိၣ်ထံးတကျိၤသၢတီၤဒီးတုၤန့ၣ်တၢ် ကတိၤ "ညီန့ၢ်" တဝီတပူၤတဝီတပူၤဒ်အဒိလၢအဖိခိၣ်အံၤအသးန့ၣ်. မုၢ်ဝံၤဒီး မၤပုၤကွၢ်ဖိတဲလိခံကျိၤတကျိၤဒီး သၢကျိၤတကျိၤဒ်အိၣ်ထံးတကျိၤအသးအံၤ.

ယပ်ဆုန်နီဖဲန့ၣ်.  
 ပှၤမၤဒၣ်ခိၣ်ဖဲတၢ်စူၤခါ.  
 အဝဲဟဲက့ၤလၢဝ့ၢ်ပူၤဖဲမ့ၢ်ယၢ်န့ၢ်.

### (3) Time Phrases

In lessons 6-9 you have learned 4 new kinds of time expressions; i.e., (a) some of the time periods of the day and night; (b) the hours and half hours; (c) the days of the week; and (d) the expression တစိၣ်ဖီ, "a short interval."

(a) Time periods of the day and night.--Below is a summary of the expressions you have learned so far.

Read the following words column by column once. Be sure that you understand the meaning of each. If you don't, check back on the Notes on Word Usage and Grammar of the previous 4 lessons.

သရၣ်--မၤပှၤက့ၢ်ဖိဖးတၢ်ကတိၤလၢအဖီလၢအံၤတၢ်ကိၣ်ဘၣ်တၢ်ကိၣ်. အဒိ--"မ့ၢ်န့ၢ်, မ့ၢ်ဆုၣ်, မ့ၢ်ဂီၤ,..." ပှၤက့ၢ်ဖိဖးမ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်တဲလီၤတၢ်န့ၢ်က့ၤပှၤက့ၢ်ဖိ နီၤမၤပှၤက့ၢ်ဖိတဲလီၤသရၣ်အခဲဒီး.

မ့ၢ်န့ၢ်	--	မ့ၢ်ဆုၣ်ထီၣ်	တနံၤအံၤ	--	--
မ့ၢ်ဆုၣ်	--	--	--	ခဲမ့ၢ်ဆုၣ်	ခဲတဆုၣ်
မ့ၢ်ဂီၤ	ဂီၤခီ	--	တဂီၤအံၤ	ခဲဂီၤ	ခဲတဂီၤ
မ့ၢ်ထူၣ်	--	--	--	--	--
မ့ၢ်ဟါ	ဟါခီ	မ့ၢ်ဟါလီၤ	တဟါအံၤ	ခဲမဟါ	--
မ့ၢ်န့ၢ်	မ့ၢ်န့ၢ်ခီ	--	တန့ၢ်အံၤ	ခဲမ့ၢ်န့ၢ်	--

The expression မ့ၢ်ဂီၤ is used only in the expression for "every morning," which you haven't learned yet, and the words မ့ၢ်န့ၢ် are used only in the couplet မ့ၢ်န့ၢ်မ့ၢ်သီ meaning "days (in general)." There should be no problem with the other expressions except to remember that when the word ခဲ is used, it always refers to the "coming" time (as in ခဲဂီၤ, "the coming morning," whereas if one speaks of the time of day that already is, one says တ...အံၤ (as in တဂီၤအံၤ, "this morning").

Below are some pictures indicating times of day. Study the key below so that you understand the symbolism. Then look at the pairs of pictures which follow. The first one in each pair indicates the time of day when the speaker speaks and the second picture indicates the time of day referred to. You should decide whether the time of day referred to should be expressed as ခဲ... or as တ...အံၤ. For example, the first pair of pictures shows that in the morning one refers to the evening, so one would say ခဲမဟါ, whereas the second pair shows that in the morning one speaks of the morning, so one would say တဂီၤအံၤ.

သရော်-တၢ်မၤလိတတၢ်အံၤအတၢ်ပညိၣ်မံၤဒ်သးပုၤကွၢ်ဖိကနၢ်ပၢၢ်လၢပုၤသ့တၢ်ကတိၤ "ခဲဂီၤ, ခဲမဟါ,..." ဒီး "တဂီၤအံၤ, တဟါအံၤ,... အခါဖဲလဲၣ်အဂ့ၢ်န့ၣ်. အဆီမၤပုၤကွၢ်ဖိကွၢ်အဒိလၢအဖီလၢအခီၣ်ထံးတကျိၤပုၤ ဒ်သးကနၢ်ပၢၢ်အခီပညီ မ့ၢ်ဝံၤန့ၣ် မၤပုၤကွၢ်ဖိကွၢ်တၢ်ဂီၤအခီၣ်ထံးတကျိၤ (1)-တၢ်ဂီၤအခီၣ်ထံးတဘျီထီၣ်လၢပုၤတဲတၢ်ဖဲဂီၤခီဒီးတၢ်ဂီၤခဲဘျီတဘျီပၤဖျါထီၣ်လၢပုၤတဲတၢ်လၢဟါခီအဂ့ၢ်အဃိ ပုၤကွၢ်ဖိကဘျီတဲလၢ "ခဲမဟါ." မ့ၢ်မ့ၢ်တၢ်ဂီၤခဲကွၢ်တကျိၤအခီၣ်ထံးတဘျီထီၣ်လၢပုၤတဲတၢ်လၢဂီၤခီ ဒီးတၢ်ဂီၤခဲဘျီတဘျီပၤဖျါထီၣ်လၢအတဲတၢ်လၢဂီၤခီအဂ့ၢ်အဃိ ပုၤကွၢ်ဖိကဘျီတဲလၢ "တဂီၤအံၤ." မၤပုၤကွၢ်ဖိတဲလိတၢ်ဘျီဘးတၢ်ဂီၤကွၢ်ဒီးတကျိၤဘျီတကျိၤဒ်အံၤအသး စးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်. (အဒိ-(၃) ခဲဂီၤ (၄) ခဲမုၢ်န့ၣ် (၅) တဟါအံၤ (၆) ခဲမုၢ်ဆ့ၣ်.)

### Key to Symbolism တၢ်ဂီၤအခီပညီ

မုၢ်ဆ့ၣ်

ဂီၤ

မုၢ်ထူၣ်

ဟါ

မုၢ်န့ၣ်

အခါဖဲပုၤတဲတၢ် အခါလၢပုၤတဲအဂ့ၢ်  
(1)

အခါဖဲပုၤတဲတၢ် အခါလၢပုၤတဲအဂ့ၢ်  
(4)

(2)

(5)

(3)

(6)

#### (b) Hours and half hours

You have learned that the word for "clock/watch," န့ၣ်ရံၣ်, is also used as the classifier for "hours" when telling time or length of time, and that တခီ is used for the half-hour.

(c) Days of the week

You have now learned several ways of referring to the days of the week, the most common being မုၢ်...နီၤ and မုၢ်နီၤပူၤ...သီ with the appropriate number inserted where the blank is. (Note: If non-Christians refer to the day of the week, they tend to use a corruption of the Thai names. The days of the week were not important in the original Karen society and so they didn't have names for them.)

(4) Clause patterns

(a) In lessons 6-9 you have been introduced to 10 new expressions which are used to introduce or end clauses, and they are summarized below together with မုၢ်, "if." Two of them--တူၤ and ဘၣ်ဆၣ်--have 2 different meanings depending upon their position in the sentence. Two others--မုၢ်လၢ...အယီၤ/မုၢ်လၢ/အယီၤ and ဖဲ...အခါ/အခါဖဲ...--have several op-tional positions which they may occupy in the clause but with essentially the same meaning in each case. The last 3 of the expressions--ဘၣ်ဆၣ်, မ့မ့ဒ်န့ၣ်(န့ၣ်)(ဒီး), and မ့မ့တဒီး--introduce the second of 2 main clauses, whereas the other 8 introduce or end dependent clauses. Clauses introduced by မုၢ်, တူၤ, or အယီၤ may end with ဒီး, although in everyday conversation they are more likely to end with န့ၣ်. The expression မ့မ့ဒ်န့ၣ်, which is really a dependent clause in itself, may also end in either န့ၣ် or ဒီး, and the expression ဘၣ်ဆၣ် may be followed by ဒီး but is more often not followed by anything. (It is never followed by န့ၣ်.) In other words there are 6 expressions with which ဒီး may be used, although in everyday conversation in northern Thailand it is not used very commonly. However, you will sometimes run across it in literature or in formal messages. If you have any question about any of these expressions, look back at the Notes on Word Usage and Grammar in the previous 4 lessons.)

<u>Expression</u>	<u>Position in Clause</u>	<u>Meaning</u>
မုၢ်	Follows the subject of a dependent clause which precedes the main clause	If
တူၤ	Introduces a dependent clause which precedes the main clause	When
တူၤ(လၢ)	Introduces a dependent clause which <u>follows</u> the main clause	Until
မုၢ်လၢ...(န့ၣ်)	Introduces a dependent clause which precedes the main clause	Because
အယီၤ(န့ၣ်)(ဒီး)	Ends a dependent clause which precedes the main clause	Because
ဖဲ...အခါ(န့ၣ်)	ဖဲ introduces a dependent clause which precedes the main clause and အခါ ends the dependent clause	While/when/during the time when
အခါဖဲ...(န့ၣ်)	Introduces a dependent clause which precedes the main clause	While/when/during the time when
ဘၣ်ဆၣ်(ဒီး)	Ends a dependent clause which precedes the main clause	Although

ဘဉ်ဆဉ်(ဒီး)	Introduces the second of 2 main clauses	But
မ့မ့ဒ်န့ဉ်(န့ဉ်)(ဒီး)	Introduces the second of 2 main clauses (The first clause may be spoken by someone else.)	In that case/if that is so
မ့မ့တဒီ	Introduces the second of 2 main clauses (The first clause maybe spoken by someone else)	Rather

(b) You have also learned in these lessons that questions can be changed into dependent clauses by adding the particle န့ဉ် + a main clause (usually one with a verb of mental activity like "know," "think," "see"); e.g., အဝဲကလဲဆူလီဉ်, "Where is he going?" အဝဲကလဲဆူလီဉ်န့ဉ်ယတသ့ညါဘဉ်, "I don't know where he is going."

### Completion Drill

တၢ်တုၢ်န့ဉ်မၤပဲၤထီၣ်တၢ်ကတိၤ

Below are 2 groups of statements plus a list of expressions in ( ) on the far right-hand side. Combine each pair of clauses into one single sentence by inserting the word(s) in ( ) into the appropriate places and also using န့ဉ် if it can be used, then reading the complete sentence aloud. If ဒီး can be used, read the sentence again using ဒီး.

သရၣ်-မၤပုၤကွၢ်ဖိဟံးန့ဉ်တၢ်ကတိၤအခီၣ်ထံးတကျိၤသၢတီၤတၢ်လၢအခီၣ်လၢ ( ) အပူၤအံၤ "တုၤ" ဒီးတုၤန့ဉ် အီၤဖဲတၢ်လီၤလၢအကြးဝဲဘဉ်ဝဲ ဒ်သီးကပဉ်ဖျိတၢ်ကတိၤတၢ်တၢ် "ယပၢ်လဲၤတၢ်" ဒီးတၢ်ကတိၤခံတီၤတၢ် "ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်" ဒီးဒူးကဲထီၣ်အီၤလၢတကျိၤယီ. ပုၤတုၤန့ဉ် "န့ဉ်" မ့ၢ်သ့န့ဉ် ကဘဉ်တုၤန့ဉ်အီၤစ့ၢ်. အဒိ-"တုၤယပၢ်လဲၤတၢ်န့ဉ် ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်." ပုၤတုၤန့ဉ် "ဒီး" မ့ၢ်သ့န့ဉ် ပုၤကွၢ်ဖိကဘဉ်တဲကဒီးတၢ် ဘျီ ဒီးတုၤန့ဉ်အီၤ. အဒိ-"တုၤယပၢ်လဲၤတၢ်ဒီး ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်." တဲလိတၢ်တကျိၤဘဉ်တကျိၤဒ် အခီၣ်ထံးတကျိၤအံၤအသီး စးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်.

ယပၢ်လဲၤတၢ်	ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်.	(တုၤ)	when
ယပၢ်လဲၤတၢ်	ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်.	(မ့ၢ်လၢ...အယီ)	because
ယပၢ်လဲၤတၢ်	ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်.	(ဖဲ...အခါ)	while
ယပၢ်လဲၤတၢ်	ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်.	(အခါဖဲ)	while
ယပၢ်လဲၤတၢ်	ယပၢ်အသးတမုဉ်နီတစဲးဘဉ်.	(မ့ၢ်)	if
ယပၢ်လဲၤတၢ်	ယတလဲၤဘဉ်.	(မ့ၢ်...ဘဉ်ဆဉ်)	if...although
ယပၢ်လဲၤတၢ်	ယတသ့ညါဘဉ်.	(ခဲလဲဉ်)	when
ယပၢ်တလဲၤ	ကလဲၤအိၣ်သကီးအမိၢ်.	(မ့မ့တဒီ)	rather
တၢ်ဘဉ်			
ယကလဲၤတၢ်	ယပၢ်တလဲၤတၢ်လၢဘဉ်.	ဘဉ်ဆဉ်	but
"ယကလဲၤ."	"ယပၢ်တလဲၤလၢဘဉ်."	မ့မ့ဒ်န့ဉ်	in that case

### (c) Ways of expressing "when"

You have now learned a number of expressions which are equivalent to the English "when," and they have slightly different shades of meaning. They are summarized below for your convenience.

## Questions

ခဲလီၣ်/ခဲလဲၣ်	"When? (in general)"	Answer may be general or specific
ဆံးယံၣ်လီၣ်/လဲၣ်	"When? (how long in time?)"	Answer more specific in terms of time
အခါဖဲ.../ဖဲ...အခါ	"When? (at what period of time?)"	Answer in terms of a period of time

Below are examples of answers to the 3 types of "when"-questions. The teacher will ask the question prior to each answer and you should give the responses in order one after the other. Try to note the differences in the types of answers. The teacher should correct any mistakes in pronunciation.

သရၣ်-ဖဲတၢ်ဖိလၢအံၤ တၢ်သံကွၢ်အိၣ်သၢကၠိယုၣ်ဒီးတၢ်စံးဆၢအါမၤန့ၣ်. သရၣ်ကဘၣ်သံကွၢ်တၢ်ဒ် (၁) အသိးဒီးမၤပၤကွၢ်ဖိတဲဆၢတၢ်ဒ်တၢ်စံးဆၢအါနီၣ်ထံးတၢ်မၤလၢစုထွဲတၢ်ပၤအသိး.

ဝံဒီးသရၣ်ကသံကွၢ်တၢ်တထံၣ်ဃီက ဒီးတၢ်ဒ်ဒီးမၤပၤကွၢ်ဖိတဲဆၢခံၣ်ကၠိတၢ်ကၠိအသိး. တဲလီၣ်အံၤစးထီၣ်လၢအါနီၣ်ထံးတုၤလၢ (၁) အကတၢ် ဝံဒီး တဲလီ (၂) ဒီး (၃) ဒ် (၁) အသိးအံၤ. ပၤကွၢ်ဖိတဲတၢ်မၤတဘၣ်ဘၣ် သရၣ်ကဘၣ်တဲလီတၢ်န့ၣ်ကွၢ်ပၤကွၢ်ဖိတၢ် ဒ်ဒီးမၤပၤကွၢ်ဖိတဲပိၣ်ထွဲသရၣ်အခံၣ်ဒီး.

(၁) နဟဲခဲလဲၣ်.

ယဟဲဖးယံၣ်လံ.

ယဟဲလၢမဟါလံ.

ယဟဲမဟါတနံၤ.

ယဟဲခံသီလံ.

ယဟဲကန့ၢ်တန့ၢ်ရံၣ်လံ.

(၂) နဟဲဆံးယံၣ်လဲၣ်.

ယဟဲတယံၣ်ဒီးဘၣ်.

ယဟဲဖးယံၣ်လံ.

ယဟဲန့ၢ်သၢနံၤလံ.

ယဟဲန့ၢ်တလါလံ.

ယဟဲအိၣ်တစိၣ်ဖိလံ.

ယဟဲတုၤဒီးနဟဲတုၤစ့ၢ်.

(၃) နဟဲအခါဖဲလဲၣ်.

ယဟဲဖဲသုအိၣ်မ့ၤအခါ.

ယဟဲဖဲပၤလဲၤထီၣ်ဘါယွၤအခါ.

ယဟဲဖဲမုၢ်လီၤန့ၣ်အခါ.

ယဟဲဖဲတၢ်ဟဲစူၤအခါ.

ယဟဲဖဲတၢ်စူၤခါ.

ယဟဲဖဲပၤမၤစံၣ်အခါ.

## 10.2 Pronunciation Drills

၁၀.၂ တၢ်ကတိၤအသိၣ်လၢအကီတဲး

Practice reading the sentences below, first pronouncing the words the way they are written, and then a second round pronouncing them the colloquial way.



သရော်-မၤပုၤကွဲၤဖိတဲၤပိၤသွဲၤသရော်အခဲ. အခိၣ်ထံးတဝီ ဖးထီၣ်အိၣ်ဒ်လၢလံာ်ပူၤအသိး. မၤဒီးတဝီ ဖးအိၣ်ဒ်ပူၤက စၢ်ခိၣ်ဖိကတိၤတၢ်အသိး.

- (၁) ဆ/ခ  
အဝဲဆိကမိၣ်ဒ်န့ၣ်..  
ခဲမုၢ်ဆွဲၣ်ပကလဲၤ.  
ယတဲအိၣ် ဘၣ်ဆၣ်အဝဲတအဲၣ်ဒီးမၤဘၣ်.

- (၂) စ/က  
လဲၤစၢ်ဒီး.  
ယကအိၣ်ဖဲအံၤတစီၢ်ဖိ.  
ပကဘၣ်ထီၣ်ကစၢ်ခဲဖျၢၣ်.  
ခဲအံၤတၢ်စူၤခါန့ၣ်.

- (၃) သ/စ  
ယသးခဲဒိၣ်မး.  
တၢ်ဘျးယသးဒိၣ်မး.

- (၄) ဟ/ရ/ဒ်  
အအံၤယဟံၣ် (Note: The word ဟံၣ် is the only word written with ဟ which has alternate pronunciations. In Burma it is pronounced like ရှ and in Musikee like z, but elsewhere it is pronounced like ဟ.)

### 10.3 Questions and Answers and Completion Drills

၁၀.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ - တၢ်တူၢ်န့ၣ်မၤပုၤထီၣ်တၢ်ကတိၤ

Review sections 6.3, 6.5, 6.6, 7.3, 7.5, 7.7, 8.3, 8.5, 8.6, and 9.5.

သရော်-ကွၢ်ကဒါက့ၤ ၆.၃, ၆.၅, ၆.၆, ၇.၃, ၇.၅, ၇.၇, ၈.၃, ၈.၅, ၈.၆, ဒီး ၉.၅.

### 10.4 Conversation Practice

၁၀.၄ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ်

(1) Review the conversations in 6.8 and 9.3.

(၁) သရော်-ကွၢ်ကဒါက့ၤတၢ်မၤလိ ၆.၈ ဒီး ၉.၃.

(2) The conversations in 7.8, 8.8, and 9.7 are parts of one and the same conversation, hence they are reprinted below in sequence for your convenience. Review them first taking the A parts and then the B parts. Repeat, this time both you and your teacher making slight variations in vocabulary without changing the basic sentence structure. (Don't try to change too much--three or four changes altogether would be fine.) Then discuss the conversation together, the teacher asking questions about it and you giving answers, or try to summarize it in your own words.

(၂) သရော်-ပုၤခဲၤအတၢ်ကတိၤလၢ ၇.၈, ၈.၈, ဒီး ၉.၇ နီၣ်ဒ်မုၢ်တယုၢ်ဃီအဃီ ဒ်သိးသုကွၢ်ကဒါက့ၤအိၣ်ကညိအ ဂီၢ်န့ၣ် အိၣ်ကွဲးပၣ်ဖျိၣ်အသးလၢအဖီလၢအံၤလီၤ. အခိၣ်ထံးတဝီခံဝီ မၤပုၤကွဲၤဖိကဲ A ဒီးသရော်ကဲ B. လၢခံတ

ဝီခံဝီ မၤပၤကွဲၤဖိကဲက့ၤလၢ B ဒီးသရၣ်ကဲက့ၤလၢ A. တၢ်ပၤကွဲၤဖိတဲတၢ်ဘၣ်ဘျၣ်တၢ်တဲးန့ၣ် တဲလိကဒီးတၢ်ဘျီ  
ဘၣ်ဆၣ်အအံၤတၢ်ဘျီအံၤ သရၣ်မ့ၢ်ဂ့ၢ် ပၤကွဲၤဖိမ့ၢ်ဂ့ၢ် ကဘၣ်လဲက့ၤတၢ်ကတိၤပၤဖျၢၣ်ပၤဖျၢၣ်ဖိတၢ်လီၤသၢပၤလွံၢ်ပၤ  
ဆူတၢ်ကတိၤအၤလၢပၤကွဲၤဖိမၤလိတၢ်လဲၣ်န့ၣ်.

- A. အိ, သရၣ်, တၢ်ဘျး. ထံၣ်ဘၣ်နၤသးခမးလီၤ.
- B. အိ, တၢ်ဘျး, တၢ်ဘျး. ယအံၣ်ဒီးထံၣ်ဘၣ်နၤယံၣ်လံၣ်စ့ၢ်ကိး. နဟဲခဲလဲၣ်.
- A. ယဟဲတၢ်တနံၤအံၤလီၤ, သရၣ်.
- B. နဟဲပွဲၤဂၤလဲၣ်.
- A. ယဟဲဒီးယဖိဒိၣ်တၢ်အံၤ.
- B. အိ, နကမံတီၢ်ခါနကက့ၤဒီးခါ.
- A. မ့ၢ်, ယဆိကမိၣ်ယကမံတီၢ်တနၤ, သရၣ်.
- B. နမ့ၢ်မံတီၢ်န့ၣ် လဲၤမံလၢယဒီး, မ့ၢ်လၢယအံၣ်ဒီးတဲတၢ်ဒီးနၤ.
- A. မ့ၢ်, မ့ၢ်, သရၣ်. ခဲမဟိယကလဲၤဆူနဒီး.
- B. မ့ၢ်, တၢ်ဘျး. ပကအိၣ်မ့ၢ်ဖဲဟိခါယဲၣ်န့ၣ်ရံၣ်. ဟဲအိၣ်မ့ၢ်ဒီးပၤ.
- A. မ့ၢ်, သရၣ်, တၢ်ဘျးနီၣ်.
- B. တၢ်ဘျး. ခဲအံၤယကလဲၤလၢကွဲၤတစိၢ်ဖိ.
- A. မ့ၢ်, သရၣ်. လဲၤခီ. တဘၣ်တၢ်နီၣ်တမံၤဘၣ်.

(တၢ်လၢဟါခီ)

- B. နအံၣ်ဒီးအိၣ်ကိၤလၢဝါအတၢ်အိၣ်ခါ, မ့တမ့ၢ်ပၤကညီအတၢ်အိၣ်လဲၣ်.
- A. အိၣ်သ့ခဲလၢၣ်လီၤ, သရၣ်ခါ.
- B. ဂ့ၤ, ဂ့ၤ. ယအံၣ်ဒီးလဲၤဝီၣ်နခဲမ့ၢ်ဆုၣ်သ့ခါ.
- A. သ့, သရၣ်. သရၣ်ကလဲၤပွဲၤဂၤလဲၣ်.
- B. ပကလဲၤခဲလၢၣ်သၢဂၤ, ယဒီးယသကိးတမ့ၢ်ခံၤ.
- A. မ့ၢ်, မ့ၢ်, သ့. ဘၣ်ဆၣ်သရၣ်အသကိးခံၤထီၣ်ကစၢ်ဘၣ်ကကဲခါ.
- B. ယဆိကမိၣ်အဝဲသ့ၣ်ထီၣ်ကစၢ်ကဲ, မ့ၢ်လၢအဟးညီန့ၣ်ယံၣ်လံၣ်.
- A. ဂ့ၤ, ပကလဲၤသကိး. သရၣ်ကဟးထီၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.
- B. ယဆိကမိၣ်ကဘၣ်ခွံန့ၣ်ရံၣ်တခီပကဟးထီၣ်.
- A. အိ, ဂ့ၤ. ဂ့ၤဒိၣ်မး. ခဲမ့ၢ်ဆုၣ်ယဘၣ်လဲၤပွဲၤတၢ်ဂီၤဂီၤ.
- B. မ့ၢ်. ဂ့ၤ. ပကလဲၤအိၣ်မ့ၢ်မ့ၢ်ထူၣ်လၢဖါဘျီပၤအဟံၣ်.
- A. ဂ့ၤ, သရၣ်. သရၣ်သ့ၣ်ညါတၢ်လီၤဂ့ၤမး.
- B. မ့ၢ်, မ့ၢ်လၢယလဲၤဘၣ်လွံၢ်ဘျီလံ. ခဲအံၤပအံၣ်ဒီးလဲၤဆူသဝီအသီတနီၤ.
- A. သရၣ်ခါ, နလဲၤဘၣ်ကွဲၤအံၤလွံၢ်ဘျီလံန့ၣ် တၢ်စူခါသရၣ်လဲၤဘၣ်စ့ၢ်ခါ.
- B. ဟၢၣ်အၢ, ယတလဲၤဘၣ်တၢ်စူခါနီၣ်တဘျီဒီးဘၣ်.
- A. အိ. မ့မ့ၢ်ဒ်န့ၣ်န့ၣ်, ကကိတဲး, မ့ၢ်လၢတၢ်စူခါအံၤပၤမၤစံၣ်လၢကွဲၤ ဒီးကွဲၤတဂ့ၤအါအါဘၣ်.

B. မှ်ဒေါ. ဘၣ်ဆၣ်ယဆိကမိၣ်ပလဲၤသ့. မၤကွၢ်ကွၢ်.

- (3) Pretend to have just arrived at a certain village. The teacher should pretend to be the pastor or pastor's wife and should seek to make you feel at home. He/she should ask about your trip there, and about your work and studies in the town. You may answer in any way that makes sense and also find out about life in the village--what time people start cooking rice, what time people eat, what time they go to their paddy fields, what they usually eat with rice, what time they usually go to bed, etc., and about their worship services on Sunday and also about the worshippers. In other words, use as much of the vocabulary you have learned as you can as you talk together.

(၃) သရၣ်--တၢ်မၤလိတပတီၢ်အံၤအတၢ်ပညိၣ်မှ်ဒ်သးပၤကွၢ်ဖိကသ့သ့တၢ်ကတိၤလၢအမၤလိတၢ်လံၣ်အါတသ့ဖဲအသ့. မၤပၤကွၢ်ဖိကဲပၤတမံၤ ဒီးသရၣ်ကကဲကွၢ်ခိၣ်လၢပၤခရံၣ်ဖိအသဝီတဖျါအပူၤန့ၣ်. သရၣ်ကတၢ်လိာ်မုၢ် "ပၤတမံၤ" ဒီးယုသ့ညါပၤတမံၤအဂီၢ်. အဒိ-မှ်အဟဲလၢလဲၣ်, ဟဲဒ်လဲၣ်, အသကိးမှ်မတၢ်လဲၣ်, အမၤတၢ်မတၢ်လဲၣ်, အဟဲ ဘၣ်မတၢ်လဲၣ်. ပၤကွၢ်ဖိတဲဆၢတၢ်သ့တမံၤဂ့ၤတမံၤဂ့ၤ ကွၢ်ဖဲဒ်အသး. ပၤကွၢ်ဖိတမံၤကဘၣ်ယုသ့ညါ လၢသဝီအံၤမၤအသးဒ်လဲၣ် ဒီးပၤသဝီဖိအိၣ်မူဝဲဒ်လဲၣ်. အဒိ-မှ်ပၤညါန့ၣ်ဖိမၤလၢဂီၤခိၣ်န့ၣ်လဲၣ်, အိၣ်မၤပွဲၤန့ၣ်လဲၣ်, လဲၣ်ဆူအစံၣ်ပွဲၤန့ၣ်လဲၣ်, အိၣ်မၤဒီးမနုၤတဖျါလဲၣ်, က့ၤမဲၤပွဲၤန့ၣ်လဲၣ်, ဘၢယွဲၤဖဲမုၢ်န့ၣ်ဒ်ပွဲၤဘျီလဲၣ်, တဘျီဒီးတဘျီဘၢယွဲၤအခါဖဲလဲၣ်, ပၤဘၢယွဲၤဖိအိၣ်ပွဲၤဂၤလဲၣ်. သရၣ်တဲဆၢတၢ်သ့တမံၤဂ့ၤတမံၤဂ့ၤ ကွၢ်ဖဲဒ် သရၣ်အသး ဘၣ်ဆၣ်ကဘၣ်ကွဲးစးသ့ဒ်တၢ်ကတိၤလၢပၤကွၢ်ဖိမၤလိတၢ်လံၣ်သ့တဖျါန့ၣ်.

- (4) LISTEN to the following conversation as the teacher reads it without looking at the book yourself. The teacher should identify the speakers each time. After you have heard the entire conversation, tell in Karen what you understood and remembered. If you didn't get it all, have the teacher read it again as often as necessary, each time giving you a chance to tell what else you understood from it. After you understand it all, take the second part while the teacher takes the first part and practice reading it through once or twice. Then try saying your part without looking at the book. After you can say your part correctly and smoothly, change parts and practice the same way again.

(၄) သရၣ်--သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့တဖျါအံၤ ဒီးမၤပၤကွၢ်ဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ် "A" ဒီး "B" အမံၤ ဒ်သးပၤကွၢ်ဖိကသ့ညါပၤမတၢ်ကတိၤတၢ်လဲၣ်. သရၣ်ဖးတဝီဝံၤဒီး, မၤပၤကွၢ်ဖိတဲဒီးကွၢ်လၢပၤကညါကွၢ်ပၤကွၢ်ဖိန့ၣ်ပၤပဲလဲၣ်. ပၤကွၢ်ဖိမုၢ်တန့ၢ်ပၤဒ်ဘၣ်, သရၣ်ကဖးကဒီးတဝီဝံၤသ့ ဒီးမၤပၤကွၢ်ဖိတဲဒီးတၢ်လၢအန့ၢ်ပၤအါထီၣ်ဝဲသ့တဖျါန့ၣ်. ပၤကွၢ်ဖိမုၢ်တန့ၢ်ပၤခဲလၢဒ်ဘၣ်န့ၣ် မၤပၤကွၢ်ဖိအိၣ်အလံာ်ဝံၤဒီး ကွၢ်ပိာ်သရၣ်အခဲသရၣ်ဖးယုကဒီးပၤကွၢ်ဖိအခါ. တုၤပၤကွၢ်ဖိန့ၢ်ပၤခဲလၢလဲၣ်န့ၣ် မၤပၤကွၢ်ဖိကဲ "B" ဒီးသရၣ်ကကဲ "A". ဖးတဝီဝံၤ မၤပၤကွၢ်ဖိကးဘၢယုအလံာ်ဒီးတဲကွၢ် "B" အတၢ်ကတိၤ. တဲလိာ်အံၤ ၃-၄ ဝီဝံၤဒီး ဆူညါတသီတဲလိာ်န့ၣ်အသးဒီး. တုၤပၤကွၢ်ဖိတဲဘၣ်ဘျုးလဲၣ်န့ၣ် မၤပၤကွၢ်ဖိကဲက့ၤ "A" ဒီးသရၣ်ကကဲက့ၤ "B." တဲလိာ်အံၤ အါဝီတစဲးတုၤလၢပၤကွၢ်ဖိတဲဘၣ်ဘျုးတစဲး. မုၢ်စးထီၣ်မၤလိတၢ်မၤလိ ၁၁ သန့ၣ်ကွၢ်ကဒါက့ၤတၢ်မၤလိတပတီၢ်အံၤစ့ၢ်ကီးတသီခံသီ.

- A. နီၤ, နအိၣ်ဒီးဒေါ.
- B. အိၣ်ခဲၤ. နဟဲတၢ်ဂ့ၢ်မတၢ်လဲၣ်.
- A. နီၤ, မိၢ်အနီၣ်ယဲၢ်ဆဲယဲၢ်နီၣ်ဘၣ်လံတမ့ၢ်ဒေါ.
- B. မုၢ်. နသါကဟ့ၣ်အိၣ်တၢ်မနုၤလဲၣ်.

- A. ယသါကဟုန်အီယနံအဂီဆူတကူ.
- B. ယဲယကဟုန်အီဆူပုကညီတဘု. ယကလဲပုနုအီလကးပု.
- A. နမုလဲလကးပုနု ကုပုနုယသးသုသကလီ.
- B. အာ, အာ. ယကဘုပုဒဲအံသုဆာအကလီတဆံ, ဒီးပသါဂီပသါဝါဒဲ.
- A. နီဧ, မတကဖီအိတ်တလဲ.
- B. နဒီးယပကဖီအိတ်သကီးတတ်တဂုဧ.
- A. ဂု. ပကဖီအိတ်မနုအညုလဲ.
- B. ပကဖီအိတ်ထီးညုတမံ, ဆီညုတမံ, ညုဖီအချီထံတမံ ဘုလံ.
- A. ပကမနုထီးညု, ဆီညု, ညုဖီလဲလဲ.
- B. ယဲယကမလယဆီ. မနဲလနထီး. ယဖီအပကပုလဲလဲညုဖီ.
- A. ဂုလံ. ပကမဒဲနုလီ.
- B. ပကကီးအိတ်ပုမုပုလဲလဲ.
- A. နီဧ, ယအဲဒီးကီးအိတ်မိအတံသကီးသုတဖုနဲလဲ.
- B. မိအတံသကီးခဲအံကအိတ်ပုအဂါဃီးဆံ.
- A. နီဧ, ပကဘုဖီအိတ်တလဲပုအဂါဃီးဆံကအိတ်တနု ပကဘုကီးအါထိတ်ပုဖီအိတ်တင်ဒီးပု လွံဂါယဲဂါကဒီး.
- B. မု. ပုအိတ်. ယကလဲကီးအီ. နဲနဲလဲတဲဘုမိအတံသကီးတဖုနု.
- A. အာ, အာ. ဂုလံ. တာဘု.

Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

တဲလီသကီးတင်ဒဲအံသးကီးနဲဒဲဆူညါစု သီအတီပု. တုပုကုဖီတဲတင်ဘုဘုလဲနု ကတီလီသကီးတင်ကဒီးတဘျီ ဘုဆုအံတဘျီအံ သရဲမုဂုပုကုဖီမုဂု ကဘုလဲကုတင်ကတီပုဖျုပုဖျု ဆူတင်ကတီအဂါလဲပုကုဖီမလီတုလဲနုလီ.

### 10.5 Listening and Speaking

၁၀.၅ တင်မလီကနုဒီးကတီပုကညီကျိတ်လဲပုကညီအဟံ.

(1) Review the new vocabulary you obtained yourself in 6.10 and 8.10 by carrying on a conversation in Karen with your teacher and using them.

(၁) သရဲ-ကွင်ကဒါကတီအသီလဲပုကုဖီသုညါဒုတ်ဖဲအမလီ ၆.၁၀ ဒီး ၈.၁၀ အခါနု. သရဲ ဒီးပုကုဖီကဘုကတီသကီးတင်ဒီးသုတင်ကတီအဲနုသုတဖု.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရဲ-မုပုကုဖီလဲအိတ်သကီးပုကညီဒဲသးကကတီလီတင်ကတီသုတဖုလဲအမလီတုလဲ ဒီးဒဲသးကကနုပုကညီကတီသကီးတင်အဂီ.

### 10.6 Cultural Assignment

၁၀.၆ တပ်ဃုသျှင်ညါပုၤကညီအလုၢ်အလၢ်

This assignment should have been completed by now. Save it and update it from time to time as you learn more about the Karen customs in connection with clothing.

သရၢ်-တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘျီဃးဒီးပုၤကညီအကျီၣ်ဘၣ်. ပုၤကိၣ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 11

### တၢ်မၤလိ ၁၁

#### 11.1 Useful Words and Phrases

၁၁.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပၤက့ၣ်ဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဘျီ.

ဟီၣ်ခိၣ်

Dirt, soil; the earth

ပၤဟီၣ်ခိၣ်ဖိ

Inhabitants of the earth

ဟီၣ်ခိၣ်ဂီၤ

Map (picture of the earth)

ကပံၣ်

Mud

ဟီၣ်ခိၣ်ကပံၣ်

Soil

ဖျး

To chop; do with a chopping motion

ယံၤ

To be far, distant, a long way

လၢၣ်

To be finished, used up, all gone; both, all

မၤလၢၣ်

To use up, spend

ပၤခံၣ်လၢၣ်

Both persons

တၢ်လၢၣ်တၢ်စ့ၤ

Expenses

ဖျါ

To be visible, apparent

အိၣ်ဖျါ

To be visible

တဲဖျါထီၣ်

To explain

ဖျါလၢ...

To seem as though

အၢၤ

To be bad, vile, evil

သးအၢၤ

To be wicked

ဘၣ်အၢၤ

To be dirty, soiled, defiled

ဒိတၢ်ဂီၤ

To take a photo

ကစၢ်, ကစၢ်ဒၣ်ဝဲ, နီၣ်ကစၢ်(ဒၣ်ဝဲ)

Self, oneself

ကွၢ်စိ/ထံၣ်စိ

To look off or see from an elevated position

တီၤ

Classifier for sections and things occurring at intervals.

ဇူ/ဟူ

Exclamation over something displeasing

#### 11.2 Pattern Sentences and Phrases

၁၁.၂ တၢ်ကတိၤအဒိ

(1) Use of လၢၣ်, "to be finished, used up, all gone"

(၁) တၢ်သ့တၢ်ကတိၤ လၢၣ်

**REPEAT after the teacher**

သရၣ်-မၤပၤက့ၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

- (a) "ကသုလၢၣ်လံၤခါ." "လၢၣ်လံၤ."  
မ့ၤလၢၣ်လံၤ. ဖီလၢအသီ.  
အံၤသ့ၣ်ဆၢလၢၣ်လံၤ. ပကဘၣ်လဲၤပွၤ  
အါထီၣ်.  
နစ့မ့ၢ်လၢၣ် နသၢကက့ၤဒဲလဲၣ်.  
အိၣ်နမ့ၤတုၤအလၢၣ်.  
အိၣ်လၢၣ်နမ့ၤ.  
အိၣ်နထံၣ်တုၤအလၢၣ်.  
အိၣ်လၢၣ်နထံၣ်.  
တၢ်အိၣ်အိၣ်ဘျီတဖၣ်အံၤ အိၣ်တုၤအ  
လၢၣ်.  
(b) အဝဲသ့ၣ်ခံၣ်လၢၣ်တဲပွၤကျီၣ်တ  
ဘၣ်ဘၣ်.  
သရၣ်ယဲၢ်ဂၤန့ၣ်ဟဲတုၤလၢၣ်လံၤ.  
ဆၢကၤခံၣ်ဘၣ်အံၤအလဲၢ်ဂ့ၤခံၣ်ဘၣ်လၢၣ်  
လီၤ.  
ယလံၣ်စီဆ့ၣ်ဒီးယလံၣ်သးဝံၣ်ခံၣ်ဘၣ်လၢၣ်  
န့ၣ် တဂ့ၤလၢၤဘၣ်.  
ယမုၢ်ဂၢ်ဒီးယဖါတၢ်ခံၣ်ဂၤန့ၣ်အိၣ်ဆူၣ်  
ထီၣ်က့ၤခံၣ်လၢၣ်လံၤ.  
(c) ပလဲၤတၢ်တဘျီအံၤ တၢ်လၢၣ်တၢ်စ့ၤ  
တဖၣ်ပကမၤဒဲလဲၣ်.  
ဖီသ့ၣ်တဂၤအံၤမ့ၢ်လဲၤအိၣ်ကိၣ်န့ၣ် ပွၤက  
ဟ့ၣ်အတၢ်လၢၣ်တၢ်စ့ၤခဲလၢၣ်လီၤ.

"Is the curry all gone?" "Yes, it is."  
The rice is all used up. Cook some more  
The sugar is all used up. We'll have to buy  
some more  
If your money is all gone, how do you intend to  
get back home?  
Eat you rice until it is all gone.  
Eat up your rice.  
Drink your cold drink until it is all gone.  
Drink up your cold drink.  
Eat up all of this left-over food.  
Neither of them can speak the people's  
language.  
All 5 of the teachers have arrived.  
Both of these blouses have pretty colors.  
Both my Bible and my hymnbook are not good  
anymore. (Neither my Bible nor my  
hymnbook are good any more.)  
Both my uncle and my aunt are completely  
well again.  
Concerning our trip this time, what will we do  
about the expense?  
If this child goes and stays at the school, all of  
his expenses will be paid.

## (2) Use of ဟီၣ်ခိၣ်, "dirt, soil; the earth"

(၂) တၢ်သုတၢ်ကတိၤ "ဟီၣ်ခိၣ်"

REPEAT after the teacher

သရၣ်-မၤပွၤကိၣ်ဖိတဲပိၣ်သရၣ်အခံၤ ၂-၃ ဝီ.

တၢ်လီၤအံၤဟီၣ်ခိၣ်ကပံၣ်ဂ့ၤမး.  
တၢ်လီၤန့ၣ်ဟီၣ်ခိၣ်ဂီၤ. တၢ်ဒီးတၢ်လုၣ်  
တဂ့ၤဘၣ်.  
ပွၤဟီၣ်ခိၣ်ဖိအိၣ်အကလုၣ်ကလုၣ်.  
ပွၤဟီၣ်ခိၣ်ဖိအါဂၤတသ့ၣ်ညါယွဲၤဒီးဘၣ်.

This place the soil is very good.  
That place the soil is red; vegetables don't do  
well.  
The earth's inhabitants are many kinds  
Many of the people of the earth don't know  
God yet.

ပမုၼ်ကွၼ်လၢဟီၼ်ခိၼ်အပူၼ်ပလဲၼ်ကဘၼ်.

If we look at the map, we can go correctly.

(3) Use of ဖျး, "to chop, hoe; do with a chopping or pecking motion:

(၃) တၢ်သ့တၢ်ကတိၼ် "ဖျး"

REPEAT after the teacher

သရၢ်-မၤပၤကွၼ်ဖိတဲပိၼ်သရၢ်အခံ ၂-၃ ဝီ.

တနံၤအံၤပဘၼ်လဲၼ်ဖျးဟီၼ်ခိၼ်လၢစံၼ်ပူၤ.

Today we must go and hoe in the paddy fields.

ဖျးန့ၼ်ယဟီၼ်ခိၼ်တုၤအလၢၼ်ဝံၤ ယကဟ့ၼ်

After you hoe all of my ground for me, I'll give you money.

နၤစ့.

ဆီတဘၼ်န့ၼ်ဖျးအိၼ်တၢ်ဒီးတၢ်လၢၼ်လၢၼ်

That chicken has pecked and eaten all of my vegetables.

လံ.

အအံၤတဘၼ်ဖျးအသကီးခဲအံၤခဲအံၤ.

This one often pecks its fellows.

(4) Use of ယံ, "to be distant, far, a long way"

(၄) တၢ်သ့တၢ်ကတိၼ် "ယံ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၼ်ဖိတဲပိၼ်သရၢ်အခံ ၂-၃ ဝီ.

"ပကဘၼ်လဲၼ်ယံၤခါ." "တယံၤအါအါဘၼ်."

"Do we have to go far?" "Not very."

တနံၤအံၤပဟးယံၤန့ၼ်အကံၤလီၤယဲၤဆံ.

Today we travelled more than 50 kilometers.

အဝဲအဒးယံၤဒီးအကွၼ်ယံၤကံၤလီၤအဘျဲၼ်.

His home is more than 5 kilometers away from his school.

ဝုၼ်ကံၤမဲၤဒီးဝုၼ်ကွၼ်ဟဲန့ၼ်ယံၤန့ၼ်အကံၤ

Chiangmai to Chiangrai is more than 100 kilometers.

လီၤတကယၤ.

ပကဘၼ်လဲၼ်တၢ်ဖးယံၤညါအဃိ ပဘၼ်

We have to go quite far, so we must take along some food.

လဲၼ်စီၼ်ဒီးတၢ်အိၼ်.

(5) Use of ဇူ/ဟူ, exclamation over something displeasing

(၅) တၢ်သ့တၢ်ကတိၼ် "ဇူ/ဟူ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၼ်ဖိတဲပိၼ်သရၢ်အခံ ၂-၃ ဝီ.

ဇူ, တၢ်ဘျးယသးလံ. ယမၤတကဲလၢၤဘၼ်.

Oh, my! I'm tired already! I can't work any longer.

ဇူ, တၢ်စူၤဒိၼ်မး. ပက့ၤတသ့လၢၤဘၼ်.

Oh, dear! It's raining hard! We can no longer go home.

ဇူ, နဆ့ၤကၤဘၼ်အလၢၼ်လံ. နမၤဒိလီၼ်.

Ugh! Your shirt is all dirty! How did you do it?

ဇူ, တၢ်အိၼ်လၢၼ်လံ. ပကဘၼ်လဲၼ်ပူၤ

Oh, dear! The food's all gone. We'll have to go shopping again.

ကဒီး.



ဇူ, ပှတဂးန့ၣ်မံဆူၣ်မး.

My! That fellow surely sleeps a lot!

Repeat using ဟူ instead of ဇူ.

သရၣ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီအံၤ လၢ "ဇူ" အလီၢ်တဲလၢ "ဟူ."

### 11.3 Pronunciation Drill

၁၁.၃ တၢ်အသီၣ်လၢအကီၢ်တစဲး.

REPEAT after the teacher, especially noting the difference in tone between ယံ, "to be far," and ယံၣ်, "to be long in time."

သရၣ်-ဒ်သးပှကွဲၣ်ဖိကန့ၢ်ပၢ်တၢ်ကတိၤ "ယံ" ဒီး "ယံၣ်" အသီၣ်လီၤဆီလိာ်အသးဒ်လဲၣ်အဂီၢ်န့ၣ် သရၣ်ကဘၣ်ဖးယုပှကွဲၣ်ဖိလၢတၢ်ကတိၤလၢအဖီလၢအံၤတဘျီဘၣ်တကျိၤ ဒီးမၤပှကွဲၣ်ဖိတဲပိာ်သရၣ်အခံ. အဒိ-"ယံၤ ဧါ." "ယံၣ်ဧါ." "တယံၤဘၣ်." "တယံၣ်ဘၣ်."

ယံၤဧါ.

တယံၤဘၣ်.

ဖးယံၤညါ.

ယံၤဆံးယံၤလီၣ်.

တယံၤနီတစဲးဘၣ်.

ယံၤခံကံလီၤ.

ယံၣ်ဧါ.

တယံၣ်ဘၣ်.

ဖးယံၣ်ညါ.

ယံၣ်ဆံးယံၣ်လီၣ်.

တယံၣ်နီတစဲးဘၣ်.

ယံၣ်ခံန့ၣ်ရံၣ်.

### 11.4 Question and Answer Drill

၁၁.၄ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) Below is a table containing some of the main cities and towns of Thailand together with the approximate distance between them as the road goes. Read through the names of the places in the far left-hand column after the teacher once to become familiar with them. The names occur in the same order across the top as well. (It is not necessary to memorize these names.) Then as the teacher asks you the distance between two of the places in random order, find the answer by seeing where a line drawn horizontally from the name of the first place meets the line drawn vertically from the name of the second place, and give the answer in Karen.

(၁) သရၣ်-တၢ်ဂီၤလၢအဖီလၢအံၤပာ်ဖျါထီၣ်လၢဝဲၣ်တနီၤနီၤလၢကီၢ်ကွီၣ်တဲၣ်အပူၤအံၤယံၤလိာ်အသးပှကံလီၤလဲၣ်န့ၣ်. ဝဲၣ်အမံၤဖဲအခီၣ်ထံးတဂ့ၢ်ဒီးဖဲအခီၣ်ထံးတကျိၤန့ၣ်ဒ်သးလိာ်အသးလီၤ. အဆိ သရၣ်ကဖးယုပှကွဲၣ်ဖိလၢဝဲၣ်အမံၤတဖျါဘၣ်တဖျါ ဃုာ်ဒီးတၢ်ကတိၤ "ဝဲၣ်" ဒီးမၤပှကွဲၣ်ဖိတဲပိာ်သရၣ်အခံ. အဒိ-"ဝဲၣ်ဘီကီး," "ဝဲၣ်ကံၤဖဲ." ခံဝီတဝီန့ၣ် မၤလီၤတဲၣ်တၢ်ကတိၤ "ဝဲၣ်" ဒီးဖးထဲဝဲၣ်အမံၤ. အဒိ-"ဘီကီး," "ကံၤဖဲ." ပှကွဲၣ်ဖိဖးအမံၤသ့ၣ်တဖျါမ့ၢ်ဘျုးလဲၣ်န့ၣ် သရၣ်ကဘၣ်တုၢ်န့ၣ်ကွဲၣ်ကျိၤဝဲၣ်ဖျါအမံၤ ဖဲတၢ်လီၤလီၤဟံလၢတၢ်သံကွၢ်လၢအဖီလၢအံၤ ဒီးသံကွၢ်ပှကွဲၣ်ဖိ. အဒိ-"ဝဲၣ်ကံၤဖဲယံၤဒီးဝဲၣ်ဘီကီးပှကံလီၤလီၣ်." ပှကွဲၣ်ဖိကဘၣ်ဃုာ်ဝဲၣ်အခီၣ်ထံးတဖျါ (ဝဲၣ်ကံၤဖဲ) အမံၤဖဲအစုစုတပၤအခီၣ်ထံးတဂ့ၢ်ဝဲၣ် ကွၢ်နီၢ်ဂံၢ်လၢအပိာ်လိာ်ဝဲၣ်တဖျါန့ၣ်အမံၤအခံ တုၤလၢတၢ်ဝဲၣ်ဖဲဝဲၣ်ဖျါတဖျါ (ဝဲၣ်ဘီကီး) အမံၤအိၣ်ကွဲးအသးလၢအခီၣ်တီၤန့ၣ်. နီၢ်ဂံၢ်အဝဲန့ၣ်ကမ့ၢ်တၢ်စံးဆၢလၢပှကွဲၣ်ဖိကဘၣ်တဲဝဲန့ၣ်. အဒိ-"၇၀၁ ကံလီၤ." တဲလိအါဝီတစဲးတုၤလၢပှကွဲၣ်ဖိတဲဆၢဘၣ်ဘျုးလဲၣ်န့ၣ်.

T. (၄၀) \_\_\_\_\_ ယံးဒီး(၄၀) \_\_\_\_\_ ပဲကံလိလဲဉ်. S. \_\_\_\_\_ ကံလိ.

(၂) သရော်-သရော်ကဘဉ်တွ်န့ၣ်တၢ်ကတိၤလၢတၢ်ဂီၤအခီၣ်ထံးတဘျဉ်အဖီလၢဖဲတၢ်လီၤလီၤပတိၤလၢတၢ်သံကွၢ်အပူၤဝံၤ သံကွၢ်ပုၤကျိဖိ. အခီၣ်ထံးတဝီ သရော်သံကွၢ်ပုၤကျိဖိအခါန့ၣ် သရော်ကဘဉ်န့ၣ်ဃုာ်တၢ်ဂီၤ. ပုၤကျိဖိကဘဉ်စံးဆၢဒ်တၢ်အိၣ်ဖျါဝဲလၢတၢ်ဂီၤအပူၤအသီးန့ၣ်. ခံဝီတဝီ သရော်တလိာ်န့ၣ်တၢ်ဂီၤလၢၤဘျဉ် ဒီးကဘဉ်တွ်န့ၣ်ကျိတၢ်ကတိၤလၢအအိၣ်လၢတၢ်ဂီၤသျှဉ်တဖဉ်အဖီလၢ.

T. လာင်လံ၏. S. လာင်လံ. (တလာင်ဒုံးဘဉ်. အိုဉ်ဒုံး.)

သရော်--မာပု၊ ကြံဖိတ်ပိတ်သရော်အခံ ၂-၃ ဝီ.

အလီလံတဖျဉ်နှင့် ယနီကစသေးလီ  
ကုဒီး.

အနီကစဒ်အတင်အဒ်နီတမံ ဘဉ်.

အနီကစဒ်တဲဘဉ်ယလံ.

အတဲဘဉ်ယလံအနီကစဒ်လံ.

ပှဖျးန့ယဟ်ခိဉ်ဘဉ်ဆဉ်, ယနီကစ  
ဘဉ်ဖျးစုကီး.

တဘဉ်တင်နီတမံဘဉ်. ယကလဲအဒ်  
အီလယနီကစဒ်ယဲ.

As for the old house, I myself still want it.

She herself has nothing.

He himself told me already.

He already told me himself.

Although people hoed my ground for me, I  
myself had to hoe also.

It doesn't matter; I'll go and get her myself.

Repeat all except the first sentence above dropping the word နီ.

သရော်-တဲလိအကတင် ၅ ကျိကဒီးတဘျီ ဘဉ်ဆဉ်အအံတဘျီအံ မလီတဲတင်ကတိ "နီ." အဒ်--  
"အကစဒ်အတင်အဒ်နီတမံဘဉ်."

## (2) Use of ဖျါ, "to be visible, apparent"

(၂) တင်သုတင်ကတိ "ဖျါ"

REPEAT after the teacher

သရော်-မဟုကိတဲတဲပိသရော်အခံ ၂-၃ ဝီ.

(a) အတဲမဟုထီတမံဘဉ်တမံ.

မုအိဉ်ဖျါထီလံ.

တင်ဖျါထီခဲလင်.

ကွင်တင်ဖျါတဂ့ဘဉ်.

ယွထီတင်လင်ကွင်တင်ဖျါ.

(b) အတဲတဲဖျါထီပှတဂန့အဂ့ခဲလင်.

တဲဖျါထီန့က့ယတင်ကတိတထီ  
အံ.

ယဖိဒ်တဲဖျါထီတင်ဂ့တမံဘဉ်တ  
မံ.

တဲဖျါထီန့ယလံနမန့စုအံဒ်လဲဉ်.

(c) ဖျါလနပှတအဲဒီးလဲဘဉ်.

ဖျါလပှသးခဲလံအန့မလီလံစီဆွံ.

ဖျါလသရော်တဂန့ဟဲအိဉ်ဖဲအံမုဉ်.

ဖျါလအတဲတဘဉ်အသးဘဉ်.

She displayed (showed) one thing after  
another.

The sun has appeared.

It can all be seen (it is all visible).

It doesn't look nice. (it appears not nice.)

God sees everything clearly.

He told all about that person.

Explain to me this word.

My nephew explained about the affair point by  
point.

Explain to me how you got this money.

It seems as though your younger sibling  
doesn't want to go.

It appears that the people are glad to be able  
to study the Bible.

It appears that that teacher is happy here.

It seems as though she is not pleased (by it).

## (3) Use of ဒိတင်ဂီ, "to take a photo"

(၃) တင်သုတင်ကတိ "ဒိတင်ဂီ"

**REPEAT after the teacher**

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ပှၤတၢ်န့ၣ်ဒိတၢ်ဂီၤဆူၣ်မး.  
ဟဲလၢအံၤ, ယကဒိန့ၣ်သုဂီၤ.  
ဒိန့ၣ်ယဂီၤဒီးယဖိအဂီၤဂၤဘၣ်ဂၤဘၣ်.  
အိၣ်ဖဲန့ၣ်. ယကဒိန့ၣ်နဂီၤအိၣ်ဒီးအလွဲၣ်.  
ခဲအံၤတၢ်စူၤလံ. ပဒိတၢ်ဂီၤတဖျါဘၣ်.

That person is energetic in taking photos.  
Come here, I'll take your picture.  
Take my picture and my child's picture separately.  
Stay there; I'll take your picture with color (film).  
It's raining now. (If) we take photos, they won't turn out (won't be visible.)

**(4) Use of တီၤ, classifier for sections and things occurring at intervals**

(၄) တၢ်သ့တၢ်ကတိၤ "တီၤ"

**REPEAT after the teacher**

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ပလဲၤတၢ်အံၤ, ဆူညါတတီၤကအိၣ်ထဲ  
ကပံၣ်.  
ပလဲၤတၢ်အိၣ်ထဲတတီၤ ပဘၣ်ထီၣ်က  
စၢ်လီၤကစၢ်. ဆူညါတတီၤကျဲ  
မုၢ်ဂ့ၤမး.  
မ့ၢ်လၢပလဲၤတၢ်ဒီးဖိသၣ်အယိ, ပလဲၤတ  
တီၤအိၣ်ဘဲး, လဲၤတတီၤအိၣ်ဘဲး.  
ပဟဲလၢကျဲ ပအိၣ်တၢ်တတီၤဝံၤတတီၤ,  
တတီၤဝံၤတတီၤ.  
လံၣ်စီဆွံတတီၤအံၤမၤမုၢ်ယသးဒိၣ်မး.  
"န့ၣ်မၤလိလံၣ်ပွဲၤတီၤလဲၣ်." "လွံၣ်တီၤ."

The next stretch of this trip is just mud.  
  
The first stretch of the journey we have to go up and down hill, but the next stretch of road is very good.  
  
Because we travelled with children, we went a lap and rested, went a lap and rested. (alternately went a lap and rested).  
As we came along we ate at one stop after another.  
  
This portion of Scripture gives me great comfort.  
"What grade is your child studying in?" "The fourth grade."

**(5) Use of ကွၢ်ဖိ and ထံၣ်ဖိ, "to look at (or see) from an elevated position"**

(၅) တၢ်သ့တၢ်ကတိၤ "ကွၢ်ဖိ" ဒီး "ထံၣ်ဖိ"

**REPEAT after the teacher**

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

တၢ်လီၤတတီၤအံၤပကွၢ်ဖိတၢ်ဖျါယံၤမး.  
နဆၢထၢၣ်ကွၢ်ဖိတၢ်မနုၤလဲၣ်.  
ပထံၣ်ဖိသဝီတဖျါဖးယံၤညါအယိ ပတ  
လဲၤဘၣ်.

At this place we can see clearly for a long distance.  
What are you standing looking off at?  
We could see that the village was far away, so we didn't go.

ယထံၣ်စီနီၤလၢအယံၤ. ယတသ့ၣ်ညါလၢ  
အမ့ၢ်န့ၣ်ဘၣ်.

I saw you in the distance. I didn't know it was  
you.

(6) Use of အၢ, သးအၢ, and ဘၣ်အၢ

(၆) တၢ်သ့တၢ်ကတိၤ "အၢ," "သးအၢ," ဒီး "ဘၣ်အၢ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

အအံၤတမ့ိၣ်, အန့ၣ်တမ့ိၣ်အၢ.

This kind is good; that kind is bad.

ပုၤတဂၢအံၤအသးအၢဒိၣ်မး.

This person is very wicked

ပုၤတဂၢန့ၣ်မၤအၢတၢ်ခဲအံၤခဲအံၤ.

That person does evil things often.

ယဆ့ဘၣ်အၢလၢလံၤ.

My shirt (dress) is all dirty. (dirty all over)

ယပုၤမၤဘၣ်အၢယလံၤ.

My younger sibling made my book dirty.  
(soiled my book)

11.6 Notes on Word Usage and Grammar

၁၁.၆ သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အံၤ.

(1) Use of ကစၢ်, ကစၢ်ဒၣ်ဝဲ, နီၢ်ကစၢ်, and နီၢ်ကစၢ်ဒၣ်ဝဲ, "self, oneself"

You have already learned the word နီၢ် used at the beginning of the name of a girl or woman. In this lesson you are introduced to the word ကစၢ် which refers to the person or body which constitutes a human being. The word ကစၢ် as used in this lesson means "self;" e.g., ယကစၢ်, "myself;" နကစၢ်, "yourself;" အကစၢ်, "herself, himself;" etc. The ဒၣ် gives the meaning of "own;" and is followed by ယဲ, နဲ, or ဝဲ depending upon the subject; e.g., ယကစၢ်ဒၣ်ယဲ, "my own self;" နကစၢ်ဒၣ်နဲ, "your own self;" အကစၢ်ဒၣ်ဝဲ, "his/her own self; their own selves;" ပကစၢ်ဒၣ်ပဝဲ, "our own selves;" သုကစၢ်ဒၣ်သုဝဲ, "your own selves." However, more often than not we wouldn't use the word "own" in the English equivalent; e.g., ယအဲၣ်ဒီးမၤလၢယကစၢ်ဒၣ်ယဲ, "I want to do it myself (my own self)." For practical purposes the expression ကစၢ် and နီၢ်ကစၢ် can be used interchangeably as in the second through the sixth examples in 11.5 (1). However, ကစၢ် also has the meaning of "lord, master, owner," so in sentences like the first example in 11.5 (1) where the meaning could be ambiguous, it is necessary to use နီၢ် to make the meaning clear. In most cases the expression (နီၢ်)ကစၢ်(ဒၣ်ဝဲ) can be placed either before or after the verb, just as in English. However, if it follows the verb, it is usually introduced by the particle လၢ . (See the third and fourth examples in 11.5 (1).

(2) Use of လၢ်, "to be finished, used up, all gone."

As can be seen from the pattern sentences in 11.2(1) the word means "finished, ended" in the sense of "to be used up, be all gone." It can also be used to express the active form of "to finish up, use up." Note the position of လၢ် in sentences 5-8 of (a) --the 5th and 7th sentences are orders such as one might give to one's child and the emphasis is on consuming all of "it" but no time period is specified. On the other

hand, in the 6th and 8th sentences the emphasis is on the finishing, and gives the idea of "Hurry up and finish."

Note from (b) that when the လာ် meaning "both" or "all of ..." follows the verb, the total number of persons or things is also expressed in connection with the subject. (See the 3rd and 5th sentences.)

Note also, as in (c), that in the couplet တၢ်လာ်တၢ်စ့, "expenses," the စ့ is mid tone and should not be confused with the word စ့ (high tone) meaning "silver/money."

### 11.7 Completion Drill

၁၁.၇ တၢ်တ့ၢ်န့ၣ်မၤပဲၤထီၣ်တၢ်ကတိၤ

Look at the pictures below, then choose an expression from the list in the right-hand column below to use to complete the sentence on the left-hand side in order to describe what the person is apparently doing or feeling or what characteristic he seems to be displaying.

သရၣ်--ပၤကွဲၤဖိကဘၣ်ကွၢ်တၢ်ဂီၤအခီၣ်ထံးတဘျီလၢအဖီလၢအံၤဝံၤ ဃုထၢတၢ်ကတိၤလၢအစုထွဲတပၤလၢအဘၣ်လိၣ်အသးဒီးတၢ်ဂီၤအဝဲန့ၣ်အဂ့ၢ်ကတၢၢ်. ပၤကွဲၤဖိကဘၣ်တ့ၢ်န့ၣ်တၢ်ကတိၤလၢအဃုထၢထီၣ်တဖျၢၣ်န့ၣ်ဖဲတၢ်လီၤလီၤဟံၤလၢအစုထွဲတပၤလၢအပူၤဝံၤ ဖးဒီးကျိၤန့ၣ်. ပၤကွဲၤဖိကဘၣ်တဲလိကဒီးတၢ်ဘၣ်ဃးတၢ်ဂီၤဆူညါတဘျီတဘျီတဘျီ စးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ် ဒ်အခီၣ်ထံးတဘျီအံၤအသး.

ဖျါလၢပၤတဂၤန့ၣ်\_\_\_\_\_.

- အသးအၢ
- ဘၣ်အၢ
- ဖျးဟီၣ်ခိၣ်
- ဆၢထၢၣ်ကွၢ်စိတၢ်
- ဒိတၢ်ဂီၤ
- အိၣ်ဘျး
- မံ
- သးခု

### 11.8 Conversation Practice--Learn the previous sections well first.

၁၁.၈ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချးသရၣ်သိၣ်လိတၢ်ကတိၤအံၤဒီးဘၣ်န့ၣ်ပၤကွဲၤကြးန့ၣ်ပၤတၢ် မၤလိလၢအပူၤကွဲၤဂ့ၢ်တဘျီတဘျီတဘျီ.)

- (1) Pretend that several visitors are expected tomorrow and carry on a conversation with the teacher concerning who the visitors are, how many will come, whether they'll stay over or not, and if so, where to have them sleep, what to feed them, what you'll have to buy because your supply is all gone, who'll help cook, etc. Use as much of

the vocabulary from this and the previous few lessons as possible; e.g., one of you may suggest feeding them a chicken which frequently pecks its companions.

- (၁) သရုပ်-သရုပ်ဒီးပုကွဲဖိကဘဉ်ပတ်မသုသးလၢပုသုမၤကဟံအိၣ်သကိးသုခဲမုၢ်ဆွဲၣ် ဒီးတၢ်ပိၣ်သကိးတၢ်ဘဉ် ဃးပုကဟံပုၤလဲၣ်, ကမံတၢ်ခါတမံတၢ်ဘဉ်ခါ, မ့ၢ်မုၢ်ကမံတၢ်ဒီးသုကပတ်မံအိၣ်ဖဲလဲၣ်, သုကဒုးအိၣ်အိၣ်မနုၤ တဖၣ်လဲၣ်, တၢ်မနုၤတဖၣ်လၢလံအဃိသုကဘဉ်ပုအသိၣ်လဲၣ် မတၢ်ကဖိအိၣ်စၢၤသုတၢ်လဲၣ်, ဒီးတၢ်ဂ့ၢ်တၢ် ကျိအဂုၤလၢသ့တဖၣ်န့ၣ်. မၤပုကွဲဖိတဲတၢ်လၢညါ. သရုပ်ဒီးပုကွဲဖိကဘဉ်ကျဲးစးသုတၢ်ကတိၤအသိၣ်လၢတၢ် မၤလိ ၈, ၉, ဒီး ၁၁ အပူၤအံၤအါတသ့ဖဲအသ့န့ၣ်လီၤ.

- (2) LISTEN to the following conversation as the teacher reads it without looking at the book yourself. The teacher should identify the speakers each time. After you have heard the entire conversation, tell in Karen what you understood and remembered. If you didn't get it all, have the teacher read it again as often as necessary, each time giving you a chance to tell what else you understood from it. (This conversation is the conclusion of the conversations in the past few lessons.) After you understand it all, take the second part while the teacher takes the first part and practice reading it through once or twice. Then try saying your part without looking at the book. After you can say your part correctly and smoothly, change parts and practice the same way again.

- (၂) သရုပ်-သရုပ်ကဘဉ်ဖးတၢ်ကတိၤသ့တဖၣ်အံၤ ဒီးမၤပုကွဲဖိကန့ၣ်. ဖဲသရုပ်ဖးအခါ သရုပ်ကဘဉ်ဖးထီၣ် "A" ဒီး "B" အမံၤ ဒ်သီးပုကွဲဖိကသ့ညါပုမတၢ်ကတိၤတၢ်လဲၣ်. သရုပ်ဖးတဝီၣ်ဒီး, မၤပုကွဲဖိတဲဒီးကွၢ်လၢပုက ညီကျိၣ်ပုကွဲဖိန့ၣ်ပၢ်ပုၤလဲၣ်. ပုကွဲဖိမုၢ်တန့ၢ်ပၢ်ဒီးဘဉ်, သရုပ်ကဖးကဒီးတဝီၣ်ခံဝီၣ်သု ဒီးမၤပုကွဲဖိတဲဒီးတၢ်လၢ အန့ၢ်ပၢ်အံၤထီၣ်ဝဲသ့တဖၣ်န့ၣ်. ပုကွဲဖိမုၢ်တန့ၢ်ပၢ်ခဲလၢဒ်ဒီးဘဉ်န့ၣ် မၤပုကွဲဖိအိၣ်ထီၣ်အလံာ်ဝံၤဒီး ကွၢ်ပိၣ်သ ရှ်အခဲသရုပ်ဖးယုၤကဒီးပုကွဲဖိအခါ. (ပုခံၤအတၢ်ကတိၤလၢအဖီလၢဒ်အံၤ မ့ၢ်ပုခံၤလၢ ၁၀.၄ အတၢ်ကတိၤ သကိးတၢ်အကတၢ်တတိၤန့ၣ်.)တုၤပုကွဲဖိန့ၢ်ပၢ်ခဲလၢလံာ်န့ၣ် မၤပုကွဲဖိကဲ "B" ဒီးသရုပ်ကကဲ "A". ဖးတဝီၣ်ခံဝီၣ် မၤပုကွဲဖိကးဘၢယၢ်အလံာ်ဒီးတဲကွၢ် "B" အတၢ်ကတိၤ. တဲလိဒ်အံၤ ၃-၄ ပိၣ်ဒီး ဆူညါတသိ တဲလိဒ်န့ၣ်အသိးဒီး. တုၤပုကွဲဖိတဲဘဉ်ဘျုးလဲၣ်န့ၣ် မၤပုကွဲဖိကဲကုၤ "A" ဒီးသရုပ်ကကဲ ကုၤ "B." တဲလိ ဒ်အံၤအါဝီတဖၣ်တုၤလၢပုကွဲဖိတဲဘဉ်ဘျုးတဖၣ်. မ့ၢ်စးထီၣ်မၤလိတၢ်မၤလိ ၆ သန့ကဲ ကွၢ်ကဒါကတၢ် မၤလိတပတီၢ်အံၤစ့ၢ်ကိးတသိခံသိ.

(ပုလွံၢ်ဂၤလဲၤထီၣ်ကစၢ်လံ)

- A. ဇူ, သရုပ်အသကိးခံၤဘဉ်အၤလၢကပံၣ်လၢလံ.
- B. အီ. မ့ၢ်, မ့ၢ်. ဘဉ်ဆဉ်အနီၢ်ကစၢ်ခံၤလၢတဲတဲမုၢ်ဒိၣ်မး.
- A. ပလဲၤမ့ၢ်တုၤလၢဖါဘျုးပၢ်အသဝီၣ်, ဆူညါန့ၣ်ကျဲၤ.
- B. မ့ၢ်ခါ. အီ, ယဆိကမိၣ်ကမုၢ်ဒိၣ်မးလီၤ.
- A. မ့ၢ်. မုၢ်မး, သရုပ်. ပကွၢ်စိတၢ်ဖျါယံၤစ့ၢ်ကိး.
- B. အီ, ယဆိကမိၣ်ယသကိးခံၤကသးခဲဒိၣ်မး. ကဒိတၢ်ဂီၤအါမးလီၤ.

#### Questions (တၢ်သံကွၢ်)

- ၁. သရုပ်အသကိးခံၤဘဉ်မနုၤလဲၣ်.
- ၂. ပုခံၤန့ၣ်လဲၤတၢ်မုၢ်ခါ.
- ၃. ကျဲအိၣ်ထံးတတိၤဂုၤခါ. ခံတိၤတတိၤဂုၤခါ.
- ၄. ကျဲခံတိၤတတိၤန့ၣ် ပုကွၢ်စိတၢ်ဖျါဆံးအါလဲၣ်.

၅. သရုပ်ဆွဲကမိန်လအသကီးခံဂါကမမနုလဲဉ်.

After you understand it all, take the second part while the teacher takes the first part and practice reading it through once or twice. Then try saying your part without looking at the book. After you can say your part correctly and smoothly, change parts and practice the same way again.

တုပုကွဲဖိနုပာ်ခဲလၢ်လံန့ၣ် မၤပုကွဲဖိကဲ "B" ဒီးသရုပ်ကဲ "A". ဖးတဝီဝီဝံ၊ မၤပုကွဲဖိကးဘၢဃာ် အလံၣ်ဒီးတဲကွၢ် "B" အတၢ်ကတိၤ. တဲလိဒ်အံၤ ၃-၄ ဝီဝံဒီး ဆူညါတသီ တဲလိဒ်န့ၣ်အသးဒီး. တုပုကွဲဖိတဲဘၣ်ဘျုးလံန့ၣ် မၤပုကွဲဖိကဲကွၢ် "A" ဒီးသရုပ်ကဲ ကွၢ် "B." တဲလိဒ်အံၤအါဝီတဲတဲတုလၢ ပုကွဲဖိတဲဘၣ်ဘျုးတဲတဲ. မ့ၢ်စးထီၣ်မၤလိတၢ်မၤလိ ၆ သန့ၣ်က့, ကွၢ်ကဒါကတၢ်မၤလိတပတီၢ်အံၤစ့ၢ်ကီး တသီခဲသီ.

(3) At home go through 10.4 (1) and 11.8 (2) and mark places where you could substitute another word or expression which you already know. The next day go through the conversation again making the substitutions. The teacher may also change the A parts.

(၃) သရုပ်-မၤပုကွဲဖိကွၢ်ကဒါကွၢ် ၁၀.၄ (၁) ဒီး ၁၁.၈ (၂) လၢဒီး ဒီးမၤနီၣ်ဃာ်တၢ်လီၤလၢ "B" အတၢ်ကတိၤ အကျါလၢအဆိတဲတၢ်ကတိၤကသုသုတဖၣ်န့ၣ်. လၢခဲတနံၤတဲလိကဒီးတၢ်ခဲတီၤအံၤ ဒီးသရုပ်မ့ၢ်ဂ့ၤပုကွဲဖိ မ့ၢ်ဂ့ၤကဆိတဲတၢ်ကတိၤသ့ၣ်တဖၣ်ဆူတၢ်ကတိၤအဂၤလၢပုကွဲဖိမၤလိတုၢ်လံၣ်န့ၣ်.

### 11.9 Reading and Writing

၁၁.၉ တၢ်မၤလိဖးဒီးကွဲးပုကွဲညီကျိၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရုပ်-မၤပုကွဲဖိဖးဝီသရုပ်အခဲတကျါဘျုးတကျါတဝီဝံ၊ မၤပုကွဲဖိကွဲးလၢဒီးတကျါန့ၣ်ခဲဝီဝံတၢ်လီၤလီၤဟ့ၢ်. လၢခဲတနံၤသရုပ်ကဘၣ်ကွၢ်ပုကွဲဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံမၤပုကွဲဖိဖးယုၤသရုပ်. ပုကွဲဖိ ဖးမ့ၢ်ကမၢ် သရုပ်ကဘၣ်ဖးယုၤပုကွဲဖိတဘျီဒီး.

ပအိၣ်ဖဲအံၤ ပကွၢ်ဖိတၢ်ဖျါဖးယံၤညါ.

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ယဖျးန့ၢ်ယဝဲၢ်အဟီၣ်ခိၣ်ဒီးယဘၣ်အၢလၢ်လံ.

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နဖိခံဂနုၣ် ယကဟ့ၣ်အတၢ်လၢၣ်တၢ်စ့ၤလၢက့ၢ်ခံဂလၢၣ်.

#### 11.10 Listening and Speaking

၁၁.၁၀ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပှၤကညီအကျိၣ်လၢပှၤကညီအဟံၣ်.

- (1) Continue to take time to converse with Karens and to listen to them converse with each other. If you have a camera, take it along and tell folks in Karen that you want to take their picture. Ask about the soil where they live and also the soil in their paddy fields. Ask about the road and the village or area of town in the rainy season, whether it is good or muddy. Although they may reply using words you haven't learned yet, listen and see if you can get the idea of what they are saying. You can comment with အီ, "Is that so?" or အာၣ်, အာၣ် (grunt of agreement) from time to time even if you don't understand everything.

(၁) သရၣ်-မၤပှၤက့ၢ်ဖိလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံၤ ဒီးဒ်သိးကကန့ၣ်ပှၤကညီကတိၤသကိးတၢ်.

#### 11.11 Cultural Assignment for Lessons 11-15--Gestures and Personal Distance

၁၁.၁၁ တၢ်ဃုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

Note how people act when they talk to each other. How far apart do they generally place themselves? Note the range of facial features used; raising the eyebrows, frowning, smiling, etc. Note head movements; how is assent and dissent conveyed through these movements? Note body position and posture during conversations: arms crossed, on hips, etc.; legs crossed, folded behind, etc. How are the eyes directed; where is the gaze directed while speaking? while listening? How does the listener communicate that he is listening? Compare gestures and distance in informal situations with more formal situations, such as a village meeting or negotiations for a wedding, ceremony, purchase, etc.

သရၣ်-တၢ်မၤလိတပတီၢ်အံၤန့ၣ် ပှၤက့ၢ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 12

### တၢ်မၤလိ ၁၂

#### 12.1 Useful Words and Phrases

၁၂.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွဲၢ်ဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ခီၣ်	Leg, foot
ခီၣ်လီၢ်	Footprint
ခီၣ်	Head, hair; top part
နီၢ်	Ear
ခီၣ်နီၢ်	Leader
ဖိခီၣ်/အဖိခီၣ်/ခီၣ်	The top part; above, over
ဖိလၢ/အဖိလၢ/လၢ	The lower part; below, under
ဖံ/အဖံ	Grandmother
ဖံမိၢ်	Grandmother on mother's side
ဖံပၢ်	Grandmother on father's side
ဖု	Grandfather
ဖုမိၢ်	Grandfather on mother's side
ဖုပၢ်	Grandfather on father's side
ဖံဖု	Grandparents
မိၢ်ပၢ်ဖံဖု	Ancestors
လံၤ	Grandchild
လံၤမုၢ်	Granddaughter
လံၤခွါ	Grandson
ဖိလံၤ	Children and grandchildren
ဒီဖံလံၤဒီဖုလံၤ	Grandparent-grandchild relationship
တ့ၢ်	To remain behind; abandon; to complete an action in the past
အိၣ်တ့ၢ်	To remain behind
မံတ့ၢ်	To remain behind overnight
လါ/အလါ	Exclamation indicating exasperation or great displeasure
ချး	To attain to, catch up with; to be free, to have time to do, can
ချးန့ၢ်	To attain to, catch up with
တချး	To not catch up with; before

## 12.2 Pattern Sentences and Phrases

၁၂.၂ တၢ်ကတိၤအဒိ

### (1) Use of ဖံ, "grandmother;" ဖု, "grandfather;" and လံ, "grandchild"

(၁) တၢ်သ့တၢ်ကတိၤ "ဖံ," "ဖု," ဒီး "လံ"

REPEAT after the teacher

သရၢ်-မၤပုၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

ခဲအံၤယလံၤအိၣ်ဃုၤလံ.

ယဖုအနီၣ်အိၣ်နွံဆံယံၤနီၣ်လံ.

ယဖံအသးစၢ်နီၣ်ယဖုဃီးနီၣ်.

ယဖံယဖုအဲၣ်အလံၤခံၤလၢၤဒိၣ်မး.

အအံၤမ့ၢ်ပဒီဖံလံၤအဂီၤ.

အဖုအဲၣ်အလံၤဂ့ၤမး.

ယဖံၤ, နကအိၣ်မ့ၢ်ခဲအံၤၤ.

Now I have 6 grandchildren already.

My grandfather is 75 years old.

My grandmother is younger than my grandfather by 8 years.

My grandparents love both of their grandchildren very much.

This is a picture of my grandmother and the grandchildren.

Her grandfather loves his grandchildren deeply.

Grandmother, will you eat now?

### (2) Use of တၢ်, "to remain behind, abandon;" to indicate action completed in the past

(၂) တၢ်သ့တၢ်ကတိၤ "တၢ်"

REPEAT after the teacher

သရၢ်-မၤပုၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

(a) အိၣ်တၢ်နဲဖဲအံၤ. ယဲယကလဲၤဆူညါ.

ယလံၤသးဝံၣ်အိၣ်တၢ်ဖဲကွီုဘါယွၤ.

ဖါတၢ်အိၣ်တၢ်လၢကွီု.

ဖိသၣ်အမိၢ်အပၢ်တအိၣ်လၢဘၣ်. အိၣ်တၢ်အနီၢ်ကစၢ်တဂၤလီၤ.

တၢ်လၢပတန့ၢ်မၤဒဲးဘၣ် အိၣ်တၢ်အါမံၤဒဲး.

အဝဲမံတၢ်လၢဖုအဒး ဒီးကဟဲက့ၤခဲဂီၤ.

တၢ်ကတိၤတဖျါအံၤယမၤလိတၢ်လံ.

ယမၤတၢ်လံဖးယံၤလံ.

You stay here. As for me, I'll go on.

My hymnal was left behind at the church.

Uncle remained at the school.

The child's parents are no longer living. She herself is the only one remaining.

There are still many things that we didn't get to do. (Lit., The things we didn't get to do yet, still remain very much.)

She stayed at Grandfather's house to sleep and will return home tomorrow morning.

I have already learned this word (in the past).

I already did that long ago.

### (3) Use of လါ/အလါ, exclamation indicating exasperation or great displeasure

(၃) တၢ်သ့တၢ်ကတိၤ "လါ/အလါ"

REPEAT after the teacher

သရၢ်-မၤပုၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

အလါ, ကသူ အံၤသ့တဆၢလဲၣ်.

Ugh! this curry doesn't have enough salt.  
(The salt is not flavorsome enough!)

အလါ၊ ယလဲတကဲလါဘေ့. လဲကွဲနဲ.	Oh! I'm just not up to going! You go instead.
အလါ၊ ကျဲတဘီအံတမုၣ်လါလဲ.	Oh dear! This road is terrible! (This road is no longer pleasant!)
အလါ၊ ဖးဖီမုၣ်လံ. နတမံနီၣ်လဲ.	My goodness! Aren't you ever going to sleep? It's already midnight!
အလါ၊ နနီၣ်တပါးဒဲ. တၢ်ကတိၤလါ	For heaven's sake! Do you still not understand what I'm telling you?
ယတဲဘၣ်နီၣ်န့ၣ် နနီၣ်တပါးဒဲ.	

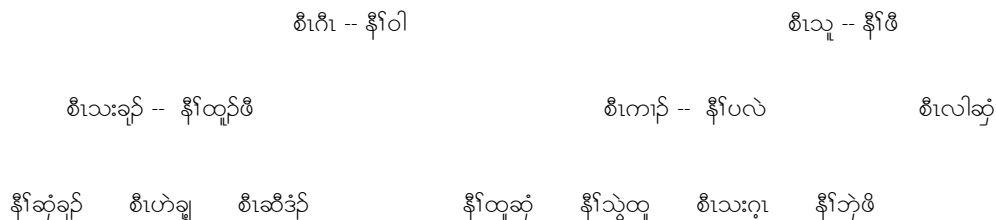
Repeat the above sentences using လါ instead of အလါ.  
 သရၣ်-တဲလံကဒီးတဘျီ ဘၣ်ဆၣ်အအံတဘျီအံ လါ "အလါ" အလီၢ် တဲလါ "လါ."

### 12.3 Question and Answer Drill

၁၂.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆါ

- (1) Study the diagram below, then answer the questions below as given by the teacher. DON'T read the questions yourself; just LISTEN carefully and then answer according to the diagram. If you don't understand a question the first time, the teacher should repeat it, several times if necessary.

(၁) သရၣ်-မၤပုၤကွီုဖိကွၢ်တၢ်ဂီၤလါအဖီလၢအံၤ ဘၣ်ဆၣ်တဘျီမၤပုၤကွီုဖိကွၢ်တၢ်သံကွၢ်သ့တဖၣ်ဘၣ်. ပုၤကွီုဖိကွၢ်ထဲတၢ်ဂီၤ. သရၣ်ကသံကွၢ်ဒ်တၢ်သံကွၢ်ဒ်အံၤသး. ပုၤကွီုဖိကဘၣ်တဲဆါဒ်အံၤအံၤဖျါလါတၢ်ဂီၤအံၤအံၤပူၤအသး. ပုၤကွီုဖိမုၢ်တနီၢ်တၢ်သံကွၢ်အံၤတဘျီန့ၣ် သရၣ်ကဖးကဒီးတဘျီခဲဘျီသ့. မၤဒဲအံၤ ၂-၃ ဝီတုၤ ပုၤကွီုဖိတဲဆါဘၣ်ဘျီတဲဆါ.



၁. စီၤကၢၣ်ပၢ်အဖီအိၣ်ပွဲၤဂီၤလဲၣ်.
၂. အလံၤအိၣ်ပွဲၤဂီၤလဲၣ်.
၃. အလံၤမုၢ်အိၣ်ပွဲၤဂီၤ အလံၤခွါအိၣ်ပွဲၤဂီၤလဲၣ်.
၄. လါဆံ့ပၢ်အဖီအိၣ်ပွဲၤဂီၤလဲၣ်. အလံၤအိၣ်ပွဲၤဂီၤလဲၣ်.
၅. အဖီမုၢ်အဖီအိၣ်ပွဲၤဂီၤတၢ်တဂါအမံၤဒဲလဲၣ်.
၆. နီၢ်ဘျဲဖိအဖီပၢ်အမံၤဒဲလဲၣ်. အဖီပၢ်အမံၤဒဲလဲၣ်.
၇. အဖီမုၢ်အမံၤဒဲလဲၣ်. အဖီမုၢ်အမံၤဒဲလဲၣ်.
၈. နီၢ်ဘျဲဖိအဖီတၢ်အိၣ်ပွဲၤဂီၤလဲၣ်. အမုၢ်ဂါအိၣ်ပွဲၤဂီၤလဲၣ်.
၉. ဆီဒံၣ်ပၢ်အဖီအိၣ်ပွဲၤဂီၤလဲၣ်. အဖီဒိၣ်ခွါအိၣ်ပွဲၤဂီၤလဲၣ်.
၁၀. နီၢ်ဟဲချဲအဖီဝါကီၤအမံၤဒဲလဲၣ်. အဖီသဒါအမံၤဒဲလဲၣ်.

၁၁. စီးဆီဒုံအဖုပုအမံဒဲလဲန့်. အဖံပုအမံဒဲလဲန့်. အဖုမိအမံဒဲလဲန့်. အဖံမိအမံ  
ဒဲလဲန့်.

(2) Listen carefully as the teacher describes the following situations and then answer the question which the teacher asks. If you are not able to grasp the facts in one reading, the teacher may read it several times.

(၂) သရော်-သရော်ကဘုဏ်း (၁) လာအဖီလင်အံတုအကတၢ်ဝံ၊ မၤပုကွဲဖိတဲဆၢတၢ်သံကွၢ်. ပုကွဲဖိမ့ၢ်တနီၢ်  
ပၢ်ခဲလၢဒ်ဘုဏ်း သရော်ဖးကဒီးတဘျီခံဘျီသ့. တဲလိ (၂) တုလၢ (၄) ဒ် (၁) အသီးအံ.

(၁) စီးဝါအဖီအိၣ်ယံၣ်ဂၤ.

အဖီအိၣ်ခံၣ်လဲၤမၤလိလံာ်လၢဝုၢ်ပူၤ.

အဖီအိၣ်တုၢ်လၢဒးပွဲၤဂၤလီၤ.

(၂) နီၢ်တၢ်ဘျးပုသးသး ၁၈ ဖျၢၣ်.

အဝဲဟ့ၣ်ဘုဏ်းအဖံအဖု ၈ ဖျၢၣ်.

အသးသးအိၣ်တုၢ်ပွဲၤဖျၢၣ်လီၤ.

(၃) စီးလါအတၢ်အိၣ်အဘးခံဆံ.

အဝဲပုတၢ်လၢ ၁၂ ဘးအဘုဏ်းယံၣ်ဆံ.

အတၢ်အိၣ်တုၢ်ဆံးအါလီၤ.

(၄) နီၢ်ဆံးပုဆီဒုံန့ၢ်အဖျၢၣ်တဆံ.

အဝဲဒုးအိၣ်ပုတမံၤလၢ ၇ ဖျၢၣ်.

အဆီဒုံအိၣ်တုၢ်ပွဲၤဖျၢၣ်လီၤ.

#### 12.4 Pattern Sentences and Phrases

၁၂.၄ တၢ်ကတိၤအဒိ

(1) Use of ခီၣ်, "leg(s), foot (feet); base"

(၁) တၢ်သူတၢ်ကတိၤ "ခီၣ်"

REPEAT after the teacher.

သရော်-မၤပုကွဲဖိတဲပိာ်ထွဲသရော်အခဲ ၂-၃ ဝီ.

(a) ထီးအခီၣ်အိၣ်လွံၢ်ခီ.

ဆီအခီၣ်အိၣ်ထဲခံခီ.

ဖိသုၣ်အခီၣ်ဘုဏ်းအါကဒီးလံ.

ဆၢထၢၣ်လၢန့ၢ်ဒုၣ်နဲ.

စၢၣ်တဖျၢၣ်အံၤအခီၣ်တဂ့ၤအါအါဘုဏ်း.

လီၤဆုၣ်နီၤတဖျၢၣ်န့ၢ်အခီၣ်အိၣ်ထဲ ၃ ခီ.

Pigs have four legs.

Chickens (fowl) have only two legs.

The child's feet are dirty again.

Stand on your own feet.

This table's legs aren't very good.

That chair has only 3 legs.

- (b) ပကဆုဉ်နီအိဉ်ဘွဲးဖဲကစါခိဉ်ထံး.  
 ပထံဉ်က့ကွဲအိဉ်ထံးလံ.  
 လံတဘုဉ်န့ဉ်အိဉ်ဖဲန့ဉ်ထံး.  
 တဲကဒီးတၢ်ဂ့ၢ်လၢအိဉ်ထံး.  
 လၢအိဉ်ထံးန့ဉ်ပှၤအိဉ်ဝဲထဲယွၤတဂၤ  
 လီၤ.  
 လၢအိဉ်ထံးန့ဉ်ပှၤကညီအိဉ်လၢကစါ  
 ခိဉ်.  
 လၢအိဉ်ထံးန့ဉ်ယမၤလိကညီကျိဉ်ကီ  
 ဒိဉ်မး.
- We'll sit and rest at the foot of the mountain.  
 We have seen the beginning of the path.  
 The book is at your foot.  
 Tell about it from the beginning.  
 In the beginning the only person was God.  
 At first Karens lived on the top of the mountain.  
 At first my study of Karen was very difficult.

(2) Use of ခိဉ်, "head, hair" and နီ, "ear"

(၂) တၢ်သ့တၢ်ကတိၤ "ခိဉ်" "နီ"

REPEAT after the teacher

သရၢ်-မၤပှၤကိတိတဲပိဉ်သရၢ်အံ ၂-၃ ဝီ.

- (a) ဖိသဉ်အိဉ်ဘဉ်အၤ.  
 သရၢ်အိဉ်ဝါလံ.  
 ကီၤလၢဝါတအိဉ်ဆီအိဉ်ဘဉ်.  
 ယကပှၤထီးအိဉ်ဒီးချီအိဉ်အထံ.  
 ပမ့ၢ်မၤပဒးအိဉ်လၢလဉ်န့ဉ် အပူၤ  
 ကရၢ်ဂ့ၤမး.  
 တၢ်ဟးလီၢ်အိဉ်တဂ့ၤလၢဘဉ်.
- (b) ဆီဒီးညဉ်ဖိအနီၤတအိဉ်ဖျါဘဉ်.  
 ယဖိတဂၤအံၤအနီၤဖးလံၢ်.  
 ဖိသဉ်အနီၤဂီၤန့ဉ် မ့ၢ်အဘဉ်တၢ်တမံ  
 မံၤဒါ.  
 (c) သဝီအိဉ်မ့ၢ်ယဖါတၢ်.  
 ကိဉ်ခိဉ်အမံၤဒဲလဲဉ်.  
 လံာ်စီဆွံကိဉ်ခိဉ်ကကတိၤတၢ်စ့ၤထံဉ်.  
 အိဉ်အနီၤအိဉ်ပွဲၤဂၤလဲဉ်.  
 အိဉ်အနီၤကဘါသကီးယွၤလၢညါ.
- The child's hair is dirty. (or "head")  
 The teacher's hair is already white.  
 White foreigners don't eat chicken's heads.  
 I'm going to buy a pig's head and boil (it) up  
 (for) soup.  
 If we make the house roof of leaves, the in-  
 side will be nice and cool.  
 The roof of the latrine isn't good any more.  
 The ears of chickens and fish don't show.  
 The ears of this child of mine are very big  
 (wide).  
 The child's ear is red. Is something wrong  
 with it? (Has it encountered anything?)  
 The village leader is my uncle.  
 What is the name of the school principal?  
 The seminary principal will speak a few words.  
 How many elders (leaders) are there?  
 The leaders will worship God first.

(3) Use of ဖိခိဉ်/အဖိခိဉ်/ခိဉ်, "above, on top of"

(၃) တၢ်သ့တၢ်ကတိၤ "ဖိခိဉ်/အဖိခိဉ်/ခိဉ်"

REPEAT after the teacher

သရၢ်-မၤပှၤကိတိတဲပိဉ်သရၢ်အံ ၂-၃ ဝီ.

- |                                    |                                                             |
|------------------------------------|-------------------------------------------------------------|
| (a) ယကဟံးတၢ်လၢနဖီခိၣ်.             | I want to take something from above your head.              |
| ကွၢ်ထီၣ်ဆူနဖီခိၣ်တထံၣ်.            | Look above you a moment.                                    |
| တၢ်တဘးအိၣ်လၢလံာ်အဖီခိၣ်.           | A one-baht coin is on top of the book.                      |
| (b) တၢ်အိၣ်အိၣ်လၢစၢၣ်ခိၣ်.         | The food is on the table.                                   |
| မံၣ်နီၤလၢယလီၤမံၣ်ခိၣ်.             | Lie down on my bed (my bed's top surface).                  |
| လၢဂီၤပကလဲၤလၢကစၢၢ်ခိၣ်.             | In the morning we will go to the mountains (mountain tops). |
| (c) ကွၢ်လၢနလီၤမံၣ်အဖီလၢ.           | Look under your bed.                                        |
| နဆူကၢလီၤတၢ်အိၣ်လၢနလီၤဆူၣ်နီၤအဖီလၢ. | Your jacket fell down and is under your chair.              |
| လံာ်အိၣ်လၢစၢၣ်အဖီခိၣ်ဒီးအဖီလၢ.     | There are books above and below the table.                  |
| ဒီးဖီခိၣ်ဒီးဖီလၢဘၣ်အၢဒိၣ်မး.       | The upstairs and the downstairs of the house are dirty.     |
| (d) လၢလၢတဟံၣ်ဆံးတဲး.               | The lower village is a bit small.                           |

**(4) Use of ချဲး, "to attain to, catch up with"**

(၄) တၢ်သုတၢ်ကတိၤ "ချဲး"

**REPEAT after the teacher**

သရၢ်-မၤပၤကွၢ်ဖိတဲးပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

- |                                              |                                                                               |
|----------------------------------------------|-------------------------------------------------------------------------------|
| (a) ယတဲးန့ၢ်အီၤချဲးလံ.                       | I had time to tell her. (I managed to catch her and tell her.)                |
| ပချဲးန့ၢ်အီၤဖဲအကဟးထီၣ်အခါ.                   | We caught him when he was getting ready to leave.                             |
| ပထံၣ်ချဲးန့ၢ်အီၤဖဲအဝဲဟံးတၢ်အခါ.              | We caught him at it while he was taking it. (Lit., We saw caught got him ...) |
| ပမ့ၢ်ဟးထီၣ်ခဲအံၤ ယဆိကမိၣ်လၢပကချဲးန့ၢ်အီၤဒံး. | If we leave now, I think that we can still catch her.                         |
| ပချဲးအခံဖဲအဝဲသ့တချဲးဟးထီၣ်ဒံးဘၣ်.            | We caught up with them before they left.                                      |
| ပတချဲးန့ၢ်အခံဘၣ်. အဝဲလဲၤတၢ်တဂီၤအံၤ.          | We didn't catch up with him. He left this morning.                            |
| (b) တချဲးန့ၢ်အိၣ်မ့ၤန့ၢ် လဲၤကီးက့ၤနပုၤ.      | Before you eat, go and call back your younger sibling.                        |
| တချဲးန့ၢ်တၢ်တမံၤမံၤ, ကွၢ်ဆိကမိၣ်လၢညါ.        | Before you tell anything, first think about it.                               |
| တချဲးန့ၢ်လဲၤတၢ် ဟဲကွၢ်တၢ်အံၤတထံၣ်.           | Before you go, come and look here a moment.                                   |
| တချဲးန့ၢ်အိၣ်မ့ၤန့ၢ် လဲၤပၤပသၢၤဂီၤတဲး.        | Before you cook rice, go and buy a bit of onions.                             |

တချိုးနုဟးထီၣ်န့ၣ် ဝံသးစူဟ့ၣ်ယၤ  
တၢ်အဘး ၂၀.

Before you depart, please give me 20 baht.

(5) Use of ချုံး, "to have time to do, to be free to do; can"

(၅) တၢ်သ့တၢ်ကတိၤ ချုံး

REPEAT after the teacher

သရၣ်-မၤၤကွီၤတဲၤပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

(a) နချုံးခါ. ယအဲၣ်ဒီးကတိၤတၢ်ဒီးန့ၣ်  
တဲး.

Are you free? I want to talk with you a bit.

နချုံးခါ. ယအဲၣ်ဒီးကီးန့ၣ်ဆူကးပူၤ.

Are you free? I want to take you to the market.

သုချုံးခါ. ပကလဲၤဟးလိၣ်ကွဲး.

Are you free? We're going for a walk.

နချုံးခါ. ပအဲၣ်ဒီးလၢနကဖးန့ၣ်ၤပှၤတၢ်  
တဲအံၤ.

Are you free? We want you to read us this story.

နချုံးခါ. မ့ၢ်နအဲၣ်ဒီးကွၢ်တၢ်ဂီၤသ့ၣ်တ  
ဖၣ်အံၤခါ.

Are you free? Do you want to look at these pictures?

(b) တဂီၤအံၤနလဲၤဆူန့ၣ်ကချုံးခါ.

Can you go there this morning? (Will you have time to go there this morning?)

တဟါအံၤနဟဲသးဝံၣ်တၢ်ကချုံးခါ.

This evening can you come and sing? (i.e., will you have time to come and sing?)

တနၢ်အံၤနဟဲအိၣ်မ့ၢ်ဒီးပှၤကချုံးခါ.

Tonight can you come and eat with us? (Will you have time to come and eat with us?)

ခဲမ့ၢ်ဆ့ၣ်သုလဲၤဘါယွၤဒီးပှၤကချုံးခါ.

Can you go and worship with us tomorrow? (Will you have time to go...?)

ခဲမဟါသုဟဲအိၣ်သကီးယဖံကချုံးခါ.

Can you come and visit my grandmother this evening? (Will you have time...?)

(c) ယချုံး.

I'm free. (I have time.)

ယကချုံး.

I'll be free. (I'll have time.)

ယဆိကမိၣ်ယကချုံး.

I think I'll be free. (I think I'll have time.)

ယတချုံးဘၣ်.

I'm not free. (I won't be free./ I don't have time./ I won't have time.)

ယတချုံးဒီးဘၣ်.

I'm not free yet. (I don't have time yet.)

ယတချုံးလၢဘၣ်.

I'm no longer free. (I no longer have time.)

(d) ယမ့ၢ်ချုံး ယကဖီအိၣ်ထီးညၣ်ကသ့.

If I have time, I'll cook some pork curry.

ခဲမဟါနမ့ၢ်ချုံး ဟဲလိၣ်ကွဲးပှၤ.

This coming evening if you have time, come and play with us.

တနံၤအံၤသုမ့ၢ်ချုံး ဟဲအိၣ်ပှၤ.

Today if you're free, come and visit us.

ခဲမ့ၢ်ဆ့ၣ်ပမ့ၢ်ချုံး ပကလဲၤဆူယဖုအ  
သဝီ.

Tomorrow if we have time, we'll go to our grandfather's village.

နမ့ၢ်တချုံးဘၣ်, ယလံၤခွါမၤသ့.

If you won't have time, my grandson can do it.



## 12.5 Question and Answer Drill

၁၂.၅ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) Answer the following questions as the teacher asks them.

(၁) သရၣ်--သရၣ်ကဘၣ်သံကွၢ်ပှၤကွၢ်ဖိဒ်အဖီလၢအံၤအသး ဒီးမၤပှၤကွၢ်ဖိတဲဆၢ. တဲလိတၢ်ခဲဝီသၢဝီတုၤလၢပှၤကွၢ်ဖိတဲဆၢတၢ်ဘၣ်ဘျုးတဲဆၢ.

၁. နနီၣ်အိၣ်ဖဲလဲၣ်. နနီၣ်အိၣ်ဖဲလဲၣ်. နနီၣ်အိၣ်ဖဲလဲၣ်.
၂. နနီၣ်အိၣ်ပှၤဒီလဲၣ်. နနီၣ်အိၣ်ပှၤဖျၢၣ်လဲၣ်. နနီၣ်အိၣ်ပှၤဒီလဲၣ်.
၃. ဆီအိၣ်အိၣ်ပှၤဒီလဲၣ်. ထီးအိၣ်အိၣ်ပှၤဒီလဲၣ်.
၄. စဘဲတဖျၢၣ်အံၤအိၣ်အိၣ်ပှၤဒီလဲၣ်.
၅. လီၤဆုၣ်နီၤတဖျၢၣ်အံၤအိၣ်အိၣ်ပှၤဒီလဲၣ်န့ၣ်စ့ၣ်အန့ၣ်တဖျၢၣ်အိၣ်ဒါ ဆံးန့ၣ်အီၤလဲၣ်.

(2) The teacher will place his/her pen or book on or under a book/table/desk/ or under a chair or at his/her or your feet (ခိၣ်ထံး) or on his/her head, and ask you where they are. If there is anything above your head or above the table or under the table or chairs that you know the Karen name of, the teacher may also ask you what is in these places, and you should respond according to the real situation.

(၂) သရၣ်--တၢ်မၤလိတပတီၢ်အံၤအတၢ်ပညိၣ်မုၢ်ဒ်သးပှၤကွၢ်ဖိကဘၣ်သုတၢ်ကတိၤ "ဖီခိၣ်," "ခိၣ်," "ဖီလၢ," ဒီး "ခိၣ်ထံး" န့ၣ်. သရၣ်ကဘၣ်ပၤလိအစၢၢ်ဘိမုၢ်တမ့ၢ်လံာ်တဘျုးတဘျုးတဖျၢၣ်လီၤတပူၤတံၤတပူၤ (အဒိ--လၢလံာ်တဘျုးတဘျုးအဖီခိၣ် မုၢ်တမ့ၢ်လၢအဖီလၢ, လၢစဘဲခိၣ်မုၢ်တမ့ၢ်စဘဲအဖီလၢ, လၢလီၤဆုၣ်နီၤအဖီလၢ, လၢသရၣ်အဖီခိၣ်, လၢသရၣ်အခိၣ်ဖီလၢ, လၢသရၣ်မုၢ်တမ့ၢ်ပှၤကွၢ်ဖိအခိၣ်ထံး) တံၤဒီးသံကွၢ်ပှၤကွၢ်ဖိလၢအအိၣ်ဖဲလဲၣ်. (မုၢ်လၢပှၤကွၢ်ဖိတသ့ညါတၢ်ကတိၤ "စၢၢ်ဘိ" ဒီးဘၣ်န့ၣ် သရၣ်တဲသုလၢ "အအံၤယစၢၢ်ဘိ." တံၤပၤလိအီၤတပူၤပူၤဒီးသံကွၢ်ကဒီးလၢ "ခဲအံၤယစၢၢ်ဘိအိၣ်ဖဲလဲၣ်.") ပှၤကွၢ်ဖိကဘၣ်တဲဆၢဒ်အအိၣ်ဖျါဝဲအသးန့ၣ်. ပစံးဒုၣ်ကလိာ်တၢ်မုၢ်အိၣ်ဝဲတမံၤလၢစဘဲအဖီခိၣ်မုၢ်ဂ့ၤ လၢပှၤကွၢ်ဖိအဖီခိၣ်မုၢ်ဂ့ၤ လၢပှၤကွၢ်ဖိကီးအမံၤဘၣ်န့ၣ် သရၣ်သံကွၢ်ပှၤကွၢ်ဖိသုလၢ "မနုၤအိၣ်လၢစဘဲအဖီခိၣ်လဲၣ်." အဒိ--တၢ် ဂီၤ, သက့ၢ်, လံာ်စီဆ့ၢ.

## 12.6 Notes on Word Usage and Grammar

၁၂.၆ သရၣ်--မၤပှၤကွၢ်ဖိဖဲဒုၣ်ဝဲလၢဒၢ.

(1) Parts of the body

In this lesson you have been introduced to the Karen words for 3 parts of the body; i.e., ခိၣ်, "head;" နီၣ်, "ear;" and ခိၣ်, "foot, leg." These words may refer to parts of human or animal bodies as well as to equivalent parts of inanimate objects; e.g., the legs of a chair, table, or bed; a head of cabbage; the top surface (head) of a table, chair, or bed; the "ears" of a pot (referring to the 2 handles on either side of some pots). Used literally as above, these parts always belong to something or someone and so are preceded by a possessive pronoun; e.g., အခိၣ်, နနီၣ်, ယခိၣ်. The word ခိၣ် is often used for "hair" as well as "head," although there is also a more specific word for "hair" in Karen.

The above 3 words are also used in a figurative sense; e.g., ခိၣ်နီၣ်, "leaders;" အခိၣ်ထံး, "the base or beginning of a thing." Such expressions are usually used with possessive pronouns as above; e.g., လၢနနီၣ်ထံး, "at your feet (base);" ပှၤအခိၣ်အနီၣ်, "leaders of the people." However, sometimes the possessive pronoun is dropped,

especially when expressions are used very frequently (much like a contraction in English); e.g., ပကအိန်ဘူးဖဲကစါနီထံး, "We'll rest at the foot of the mountain."

(2) Use of အဖီခိန်, "above, over" and အဖီလင်, "below, under"

You already learned in Book I that location "in" or "within" something or someone is indicated by using ဖဲ or လၢ together with ပူ, and that direction "into" something or someone is indicated by using ဆူ or လၢ together with ပူ. Now in this lesson you are introduced to the expressions အဖီခိန်, "above, over," and အဖီလင်, "below, under." As in the case of ပူ, location above or below is indicated by using ဖဲ or လၢ combined with အဖီခိန် or အဖီလင်, and direction to above or below is indicated by using ဆူ or လၢ combined with one of these words; e.g., တိန်အိန်လၢလံသးဝံင်အဖီခိန်, "The money is on top of the hymnbook." ကွၢ်ထီၣ်ဆူအဖီခိန်, "Look up above your house."

(3) Grandparents and Grandchildren

In this lesson you are introduced to several new family relationship terms; e.g., ဖု, "grandfather;" ဖံ, "grandmother;" and လံ, "grandchild." If one desires to specify one's paternal grandparents, the word ပါ is combined with ဖံ or ဖု; e.g., ဖံပါ, "paternal grandmother;" ဖုပါ, "paternal grandfather." Likewise, maternal grandparents are indicated by using မိ together with ဖံ or ဖု; e.g., ဖံမိ, "maternal grandmother;" ဖုမိ, "maternal grandfather." As in the case of other relationships, the above terms are always preceded by a possessive pronoun except in direct address; e.g., အဖု, နဖံ, ယလံ. Often a person who is not a blood relative but is old enough to be one's grandparent may be referred to as ဖံ or ဖု and the title may also be combined with the person's name; e.g., ဖံဒေ, နကလဲဆူလဲ, Grandmother, where are you going?" ဖုသးတီအနီၣ်အိန်ဃီးဆဲလဲ, "Grandfather Tha Taw is 80 years old." Likewise, someone young enough to be one's grandchild may be referred to as လံ.

When addressing a grandparent or a person old enough to be one's grandparent to whom one wishes to show great respect, a personal pronoun is used together with the term for grandparent; e.g., ယဖုဒေ, နကအိန်မုၤခဲအံၤဒေ, "Grandfather, will you eat now." အဖုဒေ, ယဟဲဟ့ၣ်နၢတၢၤသ့တၢၤသ့တဲး, "Grandfather, I have brought you a bit of fruit."

(4) Use of ချဲး, "to overtake, catch up with; to be free to do something, to have time to do something"

In this lesson you have learned 3 uses of ချဲး--

(a) The basic meaning of ချဲး is "to overtake" or "to catch up with," as when chasing after someone. Used in this way ချဲး may be combined with နှိ or အခံ or both; e.g., MAuioWTfUepWAaNfW@VoJhpLlp, "We caught them as they were leaving." ပတချဲးနှိ အိၤဘၣ်, "We didn't succeed in catching him." For other examples, see 12.4 (4-a).

(b) The word ချိုး in the negative preceding verbs other than နှိပ် is equivalent to the English "before" (in the sense of time, not location) and is used only in dependent clauses; e.g., တချိုးနဟးထီၣ်န့ၣ် ဟ့ၣ်ယၢတၢ်အဘးခံဆံနီ/နတချိုးဟးထီၣ်န့ၣ် ဟ့ၣ်ယၢတၢ်အဘးခံဆံနီ, "Before you leave, give me 20 baht, won't you?" (The idea seems to be that the speaker doesn't want the giving of the 20 baht to catch up with the person's leaving.) In such expressions the negative ဘၣ် is not used. For other examples, see 12.4 (4-b).

(c) When the word ချိုး follows other verbs or stands alone as the only verb, it has the meaning of "to be free to do something/ to have time to do something/ can;" e.g., နချိုးခါ, "Are you free?" ယလဲၤချိုး, "I can go (I have time to go.)" Like the descriptive verbs and verbs of ability, the future particle, the negative particle, and the word မ့ၣ်, "if," come between the other verbs and the verb ချိုး, because the whole expression containing the other verbs and their subject is really the subject of ချိုး; e.g., ယအိၣ်မ့ၣ်တချိုးဒီးဘၣ်, "I can't eat yet (I don't have time to eat yet.)" (For further examples, see 12.4 (5).

#### (5) Use of တၢ်, "to remain behind, abandon"

The verb တၢ် is never used alone. In this lesson you have learned 2 uses of တၢ်--

(a) Preceded by အိၣ်, မံ, or the verb for "put, place" this word means "to remain behind/ to abandon." See 12.2, the first 6 sentences for examples.

(b) Preceded by other verbs, it indicates action completed sometime in the past; e.g., ယမၤတၢ်လံးယံၣ်လံ, "I had already done it long ago." This type of expression seems to indicate that the first action (i.e., the doing) remained behind while you went on to something else. It is not used very often in everyday speech, but may be used in story-telling. See 12.2, the last 2 examples.

### 12.7 Conversation Practice--Learn the previous sections well first.

၁၂.၇ တၢ်မၤလိာ်ဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချိုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒီးဘၣ်န့ၣ် ပှၤကျဲၤကြးနီၤဟံၣ်တၢ်မၤလိာ်အပူၤကွၢ်ဂ့ၤဂ့ၤဘၣ်တစဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီၤဒီးမၤပှၤကျဲၤဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိး "A" ဒီး "B" အမံၤဒ်သိးပှၤကျဲၤဖိကသ့ၣ်ညါဝဲပှၤမေတၢ်တၢ်ကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခံဝီၤလဲၣ်န့ၣ် မၤပှၤကျဲၤဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤခံၣ်အတၢ်ကတိၤအခံအံၤ. ဖဲပှၤကျဲၤဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကျဲၤဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကျဲၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၣ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၣ်ဝဲလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢ

ပုဂ္ဂိုလ်စုံဆဲးတဲတဲဘဲဒီးဘဲဒီးအိဉ်န့ဉ် သရဲကဘဲဒီးကုပုဂ္ဂိုလ်အတဲကတဲတဲကတဲဒီးဝံ၊ သံကွဲကဒီးပုဂ္ဂိုလ်  
ဖိလဲတဲသံကွဲလဲအတဲဆဲတဲဘဲဒီးဘဲဒီးတဖုတဘျီ ဒီးမပုဂ္ဂိုလ်စုံဆဲးတဲဒီး။

- A. သုလဲတဲဖဲအဲညါ. သုသါကလဲဆူလဲဉ်.
- B. ပသါကလဲဆူဝုပုဉ်.
- C. သုအိဉ်သဝီဖဲလဲဉ်.
- B. ပအိဉ်လဲသဝီလဲန့ဉ်ဖိတဖုန့ဉ်အဖိခိဉ်တဲး.
- A. သုဟးထီဉ်ဖဲဂီညါစုဉ်.
- B. ပဟးထီဉ်တဂီအါအါဘဲ.
- C. ပုဟဲဝီသုခံတဂီန့ဉ်မ့တဲတဂီလဲဉ်.
- B. အိ, အဲန့ဉ်မ့သရဲကီလဲဝါဉ်.
- A. သုလဲတဲအံ၊ အခိဉ်အနီဖဲလဲဉ်တဂီလဲဉ်.
- B. လဲန့ဉ်, ပုခိဉ်ဝါတဂီန့ဉ်မ့ယဖု. အဲမ့ပုအခိဉ်. အဲထံဉ်ကျဲ.  
လဲ, ပအဲဒီးအိထံဒိဉ်မး. ထံအိဉ်ဖဲလဲဉ်.
- A. လဲန့ဉ်. သုလဲကဒီးတဲးန့ဉ် ထံအိဉ်ဖဲကျဲဖိလဲဉ်န့ဉ်လီ.
- C. တနုညါအံသုလဲကတုလဲဝါပုဉ်စုဉ်.
- B. အါ, တတုဘဲ. ပလဲကတုလဲဝါတနုလဲဝါဟီ.
- C. တနုညါအံသုသါကမဲဖဲလဲဉ်.
- B. ပဆိကမိဉ်ပသါကမဲတုဖဲဖိတဂီန့ဉ်အသဝီ.
- A. လဲဝါတနုသုဟဲကုကချးဒီး.
- B. အါ, တချးဘဲ. ပဘဲမဲတုလဲဝါပုဉ်န့ဉ်လီ.
- C. သုမ့ဟဲကုန့ဉ် ဟဲကုမဲအိဉ်သကီးပုဉ်စုဉ်.
- B. ပဟဲကုမဲအိဉ်သကီးနု, နမ့အဲန့ဉ် ပသးကခုဒိဉ်မးလီ.
- A. အါ, သုဟဲကုတုဖဲယဖိဒိဉ်အသဝီ မ့မ့အိဉ်ဒီးန့ဉ်, ဟဲကုမဲလဲယသဝီသု.
- B. အါ, တဲဘျးဒိဉ်မးလီ. ပလဲကဒီးနီဉ်.
- A, C. အါ. လဲ, လဲမ့ဉ်မ့ဉ်နီ.

#### Questions (တဲသံကွဲ)

- ၁. B ဒီးအသကီးသုတဖုဟဲလဲသဝီဖဲလဲဉ်ဖျါလဲဉ်.
- ၂. အဲသုဟးထီဉ်ဂီဉ်.
- ၃. မတဲဟဲဝီအဲသုအံတဂီလဲဉ်.
- ၄. ပုလဲတဲဖိအခိဉ်မ့ဖဲလဲဉ်ဂီလဲဉ်.
- ၅. A တဲလဲထံအိဉ်ဖဲလဲဉ်.
- ၆. ပုသုတဖုလဲဆူဝုပုဉ်ကယံဉ်ပုဉ်သီကျဲလဲဉ်.
- ၇. "C" ကီးမဲအိဉ်အဲသုဖဲအကဟဲကုအခါန့ဉ် အဲသုကမဲဉ်.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရော်-ပျက်ကွဲစားဆာတင်သံကွဲခဲလင်မုၢ်ဘၣ်လံၣ်န့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပျက်ကွဲ  
ဖိတဲပိၣ်သရော်အခံတဝီ ဝံၤဒီးမၤပျက်ကွဲကဲ "B" ဒီးသရော်ကကဲ "A." ကတိၤလၢသကိးတၢ်ကတိၤအါဝီတဲးဒ်သိး  
ပျက်ကွဲကဲ "B" အတၢ်ကတိၤဘၣ်ဘျုးတဲး. တုၤပျက်ကွဲဖိတဲတၢ်ဘၣ်ဘျုးလံၣ်န့ၣ် မၤပျက်ကွဲကဲကုၤ "A" ဒီး  
သရော်ကကဲကုၤ "B" ဝံၤ တဲလိကဒီးအါဝီတဲး. တုၤပျက်ကွဲဖိတဲတၢ်ဘၣ်ဘျုးလံၣ်န့ၣ် ကတိၤလၢသကိးတၢ်ကတိၤ  
တၢ်ဘျီ ဘၣ်ဆၣ်အံၤတၢ်ဘျီန့ၣ် သရော်မုၢ်ပျက်ကွဲမုၢ်ဂ့ၤ ကဘၣ်လဲကတိၤပျက်ကွဲပျက်ကွဲဆူတၢ်ကတိၤ  
အဂၤလၢပျက်ကွဲမၤလိတၢ်လဲဝဲန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိးနံၤဒီးဆူညါစၢ်သီအတီၢ်ပူၤ.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရော်-ကိးနံၤဒီး သရော်ဒီးပျက်ကွဲဟံးန့ၣ်အဆၢကတိၢ်တနီၤလၢကကတိၤသကိးတၢ်လၢပျက်ကွဲညီၣ် ဘၣ်ဃး  
တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

## 12.8 Reading and Writing

၁၂.၈ တၢ်မၤလိဖးဒီးကွဲးပျက်ကွဲညီၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မၤပျက်ကွဲဖိဖးပိၣ်သရော်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၤပျက်ကွဲကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီတၢ်လီၢ်လီၤဟံၤ.  
လၢခံတနံၤသရော်ကဘၣ်ကွဲပျက်ကွဲအတၢ်ကွဲးသ့တဖၣ်အံၤ မုၢ်အဘၣ်ခါ. ဝံၤမၤပျက်ကွဲဖိဖးယုၤသရော်. ပျက်ကွဲ  
ဖးမုၢ်ကမၣ် သရော်ကဘၣ်ဖးယုၤပျက်ကွဲတဘျီဒီး.

တချုးအခိၣ်အနီၣ်ဟဲတုၤဒီးဘၣ်န့ၣ် ယကဘၣ်ချီထံတဲး.

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အလါ, ယလံၤခွါလီၤတဲာ်လၢလီၢ်မံခိၣ်.

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နံနံနုမံလီၤအိၣ်ဘျးလၢဒၢဖီလၢ်.

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ယထံၣ်ပှၤအိၣ်လီၤအိၣ်ဖျါလၢန့ၣ် ဘၣ်ဆၣ်ယတချးန့ၣ်အနီၢ်ကစၢ်ဘၣ်.

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## 12.9 Listening and Speaking

၁၂.၉ တၢ်မၤလိၤကန့ၣ်ဒီးကတိၤပှၤကညီၤအကျိၣ်လၢပှၤကညီၤအဟံၣ်.

- (1) During the next few lessons you will be given suggestions for learning and using new descriptive verbs. First, try to learn 2 new colors. You have already learned the word ဝါ, "to be white," and the word ဝီ, "to be red." During the next 24 hours try to discover from someone other than your teacher the words for "to be black" and "to be green." The simplest way will be to show or point to something white and state that it is that color and then point to something black and ask what color it is (or what people call that color; e.g., အအံၤအလွဲၣ်ဝါ. အအံၤ (point to something black) အလွဲၣ်ပှၤကီးဒ်လီၤ. Repeat the new word after the informant and ask if you said it right. Then ask how one writes it. After it has been written down for you, try writing it yourself and ask if you wrote it correctly. Then learn the word for "to be green" in the same way.

Now that you know the 4 words for "white," "black" "red," and "green," point to different items or parts of items and state the color, inviting your informant(s) to check you on it; e.g., ယကတဲကွၢ်နီၤ-အအံၤအလွဲၣ်ဝါ. အအံၤအလွဲၣ်ဝီ. အအံၤအလွဲၣ်\_\_\_\_\_.

အအံၤအလွဲၣ်\_\_\_\_\_. Also try to find other ways of using these words; e.g., ယကွၢ်နဆုကၢအ(လွဲၣ်)\_\_\_\_\_ဂ့ၤဒိၣ်မး. လံာ်အ(လွဲၣ်)\_\_\_\_\_တဘျးန့ၣ်နဖးအီၤမုၢ်ဒါ. စဘျးအ(လွဲၣ်)\_\_\_\_\_န့ၣ်မ့ၢ်အသီဒါ. နနီၣ်အ(လွဲၣ်)\_\_\_\_\_တကူၢ်အံၤအပှၤဒ်လဲၣ်. Try the above using the word အလွဲၣ် sometimes and omitting it sometimes; e.g., နဆုကၢအလွဲၣ်ဝါတဘျး.../ နဆုကၢအဝါတဘျးအံၤ..., "This white blouse of yours..." The next day tell your teacher the new words you learned so that you and your teacher can practice using them. Also, seek for opportunities to use the new vocabulary in other situations.

(၁) သရုပ်-လ၊ဆူညါ ၂၄ နှစ်ရုံအတိတ်ပူအံ၊ မ၊ပ၊ကွဲဖိယုအ၊ထီၣ်န့ၣ်တၢ်ကတိၤအသီခံဖျၢၣ်ဒိတၢ်ကွဲးဖျါထီၣ်လ၊အ ကျိၣ်ဒုၣ်လ၊အဖီခိၣ်အံၤအသီးန့ၣ် လ၊ခံတနီၤန့ၣ် မ၊ပ၊ကွဲဖိတဲဘၣ်သရုပ်လ၊တၢ်ကတိၤအသီခံဖျၢၣ်အံၤ ဒီးသီး ဒီးသရုပ်ဒီးပ၊ကွဲဖိကကတိၤလိတၢ်ကတိၤအသီအံၤခဲအံၤခဲအံၤ. ပ၊ကွဲဖိကဘၣ်သုတၢ်ကတိၤအသီအံၤထီၣ်တိ တိ ဒီးသီးအသုတသးပ၊နီၣ်ဝဲတဂ့ၤ.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရုပ်-မ၊ပ၊ကွဲဖိလဲၤအိၣ်သကိးပ၊ကညီဒီးသီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လ၊အမ၊လိတုၢ်လံဝဲ ဒီးဒီးသီးက ကန့ၣ်ပ၊ကညီကတိၤသကိးတၢ်.

**12.10 Cultural Assignment**

၁၂.၁၀ တၢ်ယုသ့ၣ်ညါပ၊ကညီအလုၢ်အလၢ်

Continue to work on 11.11.

သရုပ်-တၢ်မ၊လိတကတိၤအံၤန့ၣ်တဘၣ်ဃးဒီးပ၊ကညီကျိၣ်ဘၣ်. ပ၊ကွဲဖိကမ၊ဒုၣ်ဝဲ.

## LESSON 13

### တၢ်မၤလိ ၁၃

#### 13.1 Useful Words and Phrases

၁၃.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

သးထီၣ်	To get angry
သးဒိၣ်	To hold anger or resentment in one's heart
သးဆံး	To be timid, embarrassed
မၤအသး	To happen
...လိၣ်အသး (လိၣ်အသး)	Each other; to do reciprocally
ဘၣ်မတၤလီၣ် (ဘၣ်မနုၤလဲၣ်)	Why?
ဘျး	To be near, to be related to; nearly, almost
အိၣ်ဘျး	To be located near
ကဲ, ကဲထီၣ်	To become, come into being
စၢၤ	To help, assist
မၤစၢၤ	To help to do
ဒၣ်ဝဲ	To happen of its own accord, to let something happen without interfering
နီၤ	Week (i.e., period of 7 days)
ညၢၣ်, ယၢၣ်. သၢၣ်	Particle indicating that the speaker presumes or supposes that things are as stated
ကျိၣ်စ့	Silver, cash, wealth, means

#### 13.2 Pattern Sentences and Phrases

၁၃.၂ တၢ်ကတိၤအဒိ

(1) Use of သးထီၣ်, သးဒိၣ်, သးဆံး

(၁) တၢ်သူတၢ်ကတိၤ "သးထီၣ်," "သးဒိၣ်," "သးဆံး"

**REPEAT after the teacher**

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပုၤတၢ်န့ၣ်သးထီၣ်တၢ်ခဲအံၤခဲအံၤဘၣ် မနုၤလဲၣ်.	Why does that person get angry so often?
ပုၤလၢအသးထီၣ်တၢ်န့ၣ် တနီၤတအိၣ်မ့ၤ လၢဘၣ်, တနီၤအိၣ်မ့ၤအါန့ၢ်အ ညီန့ၢ်အိၣ်ဝဲ.	People who get angry--some won't eat any more, some eat more than usual.



ပှလၢအသးဒိၣ်တဂၢန့ၣ် ညီန့ၣ်သးထီၣ်  
တၢ်ခဲအံၤခဲအံၤ.

A person who keeps resentment in his heart  
usually gets angry frequently.

ပှတဂၢန့ၣ်အသးဒိၣ်ကဲၣ်ဆီးအပိ ပှအိၣ်  
ဒီးအီၤတမုၢ်နီတဂၢဘၣ်.

That person is too full of resentment and so  
people don't enjoy being with him.

ပှတဂၢန့ၣ်အသးဒိၣ်ဒိၣ်မးအပိ အဖိသ့ၣ်  
တဖၣ်အသးကဆံးဝဲသၢၣ်.

That person is very resentful, so his children  
are no doubt embarrassed because of it.

ဖါတၢ်တဂၢန့ၣ်အသးထီၣ်သ့မး. ပှအိၣ်  
ဘူးဒီးအီၤတဖၣ်သးဆံးလၢအပိခဲ  
အံၤခဲအံၤ.

That "uncle" gets angry easily (is skilled at  
getting angry). People near him are often  
embarrassed by it.

## (2) Use of ဘၣ်မနုၤလဲၣ်/ဘၣ်မတၢလီၣ်

(၂) တၢ်သ့တၢ်ကတိၤ "ဘၣ်မနုၤလဲၣ်/ဘၣ်မတၢလီၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤကိၣ်ဖိတဲၤပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

(a) နဟဲဘၣ်မတၢလီၣ်.

Why did you come?

နလဲၤဘၣ်မတၢလီၣ်.

Why did you go?

နတဲအီၤဘၣ်မတၢလီၣ်.

Why did you tell her?

နမံတ့ၢ်လၢန့ၣ်ဘၣ်မတၢလီၣ်.

Why did you stay behind there and sleep?

နကဟ့ၣ်အီၤဘၣ်မတၢလီၣ်.

Why are you going to give it to him?

နတအိၣ်အီၤဘၣ်မတၢလီၣ်.

Why didn't you eat it?

နတလဲၤဒီးအီၤဘၣ်မတၢလီၣ်.

Why aren't you going with him?

နတအိၣ်ဖဲန့ၣ်ဘၣ်မတၢလီၣ်.

Why don't you stay there?

နတဟံးက့ၤဘၣ်မတၢလီၣ်.

Why don't you take it back?

နတကွၢ်ဘၣ်မတၢလီၣ်.

Why didn't you look?

Repeat using ဘၣ်မနုၤလဲၣ် in place of ဘၣ်မတၢလီၣ်.

သရၣ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီအံၤ လၢ "ဘၣ်မတၢလီၣ်" အလီၢ်န့ၣ် တဲလၢ "ဘၣ်မနုၤလဲၣ်."

(b) ဘၣ်မနုၤလၢနဟဲလဲၣ်.

Why did you come?

ဘၣ်မနုၤလၢနလဲၤလဲၣ်.

Why did you go?

ဘၣ်မနုၤလၢနတဲအီၤလဲၣ်.

Why did you tell her?

ဘၣ်မနုၤလၢနမံတ့ၢ်လၢန့ၣ်လဲၣ်.

Why did you stay behind there and sleep?

ဘၣ်မနုၤလၢနကဟ့ၣ်အီၤလဲၣ်.

Why are you going to give it to him?

ဘၣ်မနုၤလၢနတအိၣ်အီၤလဲၣ်.

Why didn't you eat it?

ဘၣ်မနုၤလၢနတလဲၤဒီးအီၤလဲၣ်.

Why aren't you going with him?

ဘၣ်မနုၤလၢနတအိၣ်ဖဲန့ၣ်လဲၣ်.

Why don't you stay there?

ဘဉ်မနုလၢနတဟံးကွဲလဲၣ်.  
ဘဉ်မနုလၢနတကွဲလဲၣ်.

Why don't you take it back?  
Why didn't you look?

(3) Use of တၢ်မၤအသး, "to happen"

(၃) တၢ်သ့တၢ်ကတိၤ "တၢ်မၤအသး"

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၣ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

တၢ်မၤအသးဒ်လီၣ်.  
တၢ်ကမၤအသးဒ်လဲၣ် ယတဲတဘဉ်ဘဉ်.  
တဟါအံၤတၢ်မ့ၢ်စူၤန့ၣ်မၤအသးသ့.  
တၢ်မၤအသးလၢယချးထံၣ်အီၤ.  
တၢ်မၤအသးလၢယဖုတသ့ၣ်ညါလၢပၤက  
ဟဲဘဉ်.  
တၢ်မ့ၢ်မၤအသးဒ်န့ၣ် နသးကမၤအသး  
ဒ်လီၣ်.

How did it happen?  
I don't know how things will be (happen).  
This evening it just might rain. (Lit., if it rains it  
could happen).  
It so happened that I (saw and) caught her at  
it.  
It so happened that grandfather didn't know  
that anyone was coming.  
If things should happen like that, how would  
you feel?

(4) Use of ...လိာ်အသး/လိာ်အသး, "each other; to do reciprocally"

(၄) တၢ်သ့တၢ်ကတိၤ "လိာ်အသး/လိာ်အသး"

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၣ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ပၤဒီဖုလံၤခံၤန့ၣ်အဲၣ်လိာ်အသးဖးဒိၣ်ညါ.  
ပၤခံၤအံၤအဟံၣ်အိၣ်ဘူးလိာ်အသး.  
တုၤခဲအံၤသုတနီၤပၤလိာ်သုသးဒီးခါ.  
အဝဲသ့ၣ်တဲလိာ်အသးလၢကလဲၤတၢ်ခဲမ့ၢ်  
ဆ့ၣ်.  
သဝီတဖျါန့ၣ်မၤစၢၤလိာ်အသးဂ့ၤမး.  
နသ့ၣ်ညါလိာ်နသးဒီးပၤတဂၤန့ၣ် ဖးယံၣ်  
လံၤခါ.

That grandfather and grandchild love each  
other greatly.  
These two persons' villages are close to each  
other.  
Up till now do you still not understand each  
other?  
They told each other that they would travel  
tomorrow.  
That village, (they) help each other well.  
Have you and that person known each other  
for quite a long time?

(5) Use of ကျိၣ်စ့, "silver, cash, wealth"

(၅) တၢ်သ့တၢ်ကတိၤ "ကျိၣ်စ့"

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၣ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ခဲအံ့ပကျိပ်ပစ္စုလၢ်လံ. ပအိၣ်လၢဝှ်ပူၤ  
တသုလၢၤဘၣ်.  
ပကျိပ်ပစ္စုမ့ၢ်တအိၣ်ဘၣ်န့ၣ် ကဲထီၣ်တၢ်  
ကီၢ်တၢ်ခဲ ခဲအံ့ခဲအံ့.  
ပှၤတဂၤန့ၣ်အကျိပ်အါစ့အါအယီၤ အဝဲတ  
ဆိကမိၣ်လၢယွၤအဝှ်လၢၤဘၣ်.  
လံာ်စီဆှံတဲဝဲလၢတၢ်အဲၣ်ကျိပ်အဲၣ်စ့  
မ့ၢ်တၢ်အါခဲလၢၢ်အခိၣ်ထံးလီၤ.

Now our cash is all used up; we can't stay in  
the city any longer.

If we don't have means, it often results in  
trouble (becomes trouble)..

Because that person has a lot of wealth, he  
doesn't think about God any more.

The Bible tells, "The desire for wealth is the  
beginning of all evil."

### 13.3 Question and Answer Drill

၁၃.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

As the teacher asks the questions below, you should make up some answer that makes sense.

သရၣ်-သရၣ်ကဘၣ်သံကွၢ်ပှၤကွၢ်ဖိဒ်လၢအဖီလၢအသးအံၤတကျိၤဘၣ်တကျိၤ ဒီးမၤပှၤကွၢ်ဖိစံးဆၢဝဲ. ပှၤကွၢ်ဖိ  
အတၢ်စံးဆၢကမ့ၢ်တၢ်တမံၤဂ့ၤတမံၤလၢအလီၤလိာ်အသးဒီးတၢ်သံကွၢ်သ့.

၁. နတလဲၤအိၣ်အီၤဘၣ်မတၤလဲၣ်.
၂. နတဟ့ၣ်အီၤသးသးဘၣ်မတၤလဲၣ်.
၃. နတလဲၤထီၣ်ကစၢ်ဘၣ်မတၤလီၣ်.
၄. နတဒိတၢ်ဂီၤဘၣ်မတၤလဲၣ်.
၅. နမံတၢ်လၢန့ၣ်ဘၣ်မတၤလီၣ်.
၆. နအဲၣ်ဖိသ့တဂၤန့ၣ်ဘၣ်မန့ၣ်လဲၣ်.
၇. နသးခုဘၣ်မန့ၣ်လဲၣ်.
၈. နသးထီၣ်တၢ်ဘၣ်မတၤလီၣ်.
၉. တၢ်ဘျးနသးဘၣ်မန့ၣ်လဲၣ်.

### 13.4 Pattern Sentences and Phrases

၁၃.၄ တၢ်ကတိၤအဒိ

(1) Use of ဘျး, "to be near, to be related to; nearly, almost"

(၁) တၢ်သုတၢ်ကတိၤ "ဘျး"

REPEAT after the teacher

သရၣ်-မၤပှၤကွၢ်ဖိတဲဝဲသရၣ်အခဲ ၂-၃ ဝီ.

(a) ယဒါးအိၣ်ဘျးဒီးကွဲၣ်ခိၣ်ထံးန့ၣ်လီၤ.  
ဟဲဆုၣ်နီၤဘျးဒီးယၤ, ယကတဲန့ၣ်တၢ်  
တမံၤ.

My house is near the beginning of the road.

Come and sit near me; I'll tell you something.

- ယအးအိၣ်ဘူးဒီးယကွဲ.  
ဆာထာၣ်ဘူးလီၣ်သုသးတဲး.  
(b) "နဲနဘူးဒီးပှတကန့ၣ်ဒ်လဲၣ်." "အီ, ပ  
ဒီဖိဒိၣ်ဖါတံၢ်လီၤ."  
ယဲယဘူးဒီးအီၤတဲး--ယဖံဒီးအဖံဒီး  
ပုၢ်ဝဲၢ်.  
(c) မ့ၤဘူးကလၢၣ်လံ.  
ပှဘါယွၤဘူးကဝံၤလံ.  
ယဖျးဟီၣ်ခိၣ်ဘူးကဝံၤလံ.  
ပလဲၤတၢ်အံၤ ဘူးကတုၤလၢပှၤသဝီ  
လံ.  
ဘူးမုၢ်ကဝါထီၣ်န့ၣ်, ပမံတန့ၢ်လၢၤ  
ဘၣ်.

My house is close to my school.  
Stand a little closer to each other.  
"How are you related to that person?" "Oh,  
we are nephew and uncle in relationship."  
I am distantly related to her--my grandmother  
and her grandmother were sisters.  
The rice is nearly gone (used up).  
The worship service is nearly finished.  
I have almost finished hoeing the ground.  
This going of ours, we have nearly reached  
the village already.  
Near dawn we couldn't sleep any more.

## (2) Use of ကဲ, "to become"

(၂) တၢ်သုတၢ်ကတိၤ "ကဲ"

REPEAT after the teacher

သရၣ်-မၤပှၤကွဲၣ်တဲးပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

- (a) ယပၢ်ကဲပှၤသဝီဖိအခိၣ်.  
ကဲနဲအမိၢ်, ယဲယကကဲထီၣ်အဖိ.  
ယကဲဖိသၣ်တကၤအံၤအမိၢ်.  
ယကဲထီၣ်ဖုတကၤလံ.  
ညီန့ၢ်နကဲသရၣ် ဘၣ်ဆၣ်အံၤတ  
ဘျီအံၤ နကဘၣ်ကဲထီၣ်ပှၤမၤလီ  
တၢ်ဖိတကၤ.  
(b) နမၤနအးကဲထီၣ်လံၤခါ.  
ယမၤလၢကွဲၣ်အါဘိဘၣ်ဆၣ် တကဲထီၣ်  
ဘၣ်.

My father is the head of the villagers (the  
village headman).  
You be (become) the mother; I'll be (become)  
the child.  
I am this child's mother.  
I have become a grandfather!  
You are usually the teacher, but this time you  
must become a student.  
Did you succeed in building your house? (Did  
your house come into being?)  
Although I tried doing it many ways, I was  
unsuccessful (it didn't come into being).

## (3) Use of စၢၤ, "to help, assist"

(၃) တၢ်သုတၢ်ကတိၤ "စၢၤ"

REPEAT after the teacher

သရၣ်-မၤပှၤကွဲၣ်တဲးပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ကွၢ်စၢယၤဟီၣ်ခိၣ်ဂီၤတဘျီအံၤနီၤ.  
 ပွၤစၢယၤလၢတၢ်ဟ့ၣ်သ့ၣ်တဖၣ်နီၤ.  
 အိၣ်လၢၣ်စၢယၤတၢ်အိၣ်အံၤ, ယအိၣ်  
 တဂၤတလၢၣ်ဘၣ်.  
 ဝံသးစူၤဟ့ၣ်လၢၣ်စၢယၤဖိသ့ၣ်ခံၤအံၤအတၢ်  
 အိၣ်အပ္ပၤ.  
 ဟဲၤမၤစၢယၤတၢ်တနံၤ. ယကလဲၤမၤစၢ  
 နတၢ်တနံၤ.  
 ယစဘျီတဖျါအံၤ ယစီၣ်တဂၤတန့ၣ်ဘၣ်.  
 ဝံသးစူၤစီၣ်စၢယၤ.  
 တဲၤစၢယၤလၢပတၢ်လဲၤထီၣ်ကစၢၢ်ခိၣ်  
 အဂ့ၢ်.  
 ပကဘၣ်မၤဒဲလဲၣ်န့ၣ် ဆိမိၣ်စၢယၤတစး.

Help me look at this map, won't you?  
 Help me buy the presents, won't you?  
 Help me eat up this food; I can't eat it up  
 alone.  
 Please help me give the payment for these 2  
 children's food.  
 Come and help me for one day; I'll go and  
 help you for one day.  
 I can't carry this table alone. Please help me  
 carry it.  
 Help me tell about our going to the moun-  
 tains.  
 Help me think a bit what we should do?

(4) Use of ဒ်ဝဲ, "to happen of its own accord, to let something happen without interfer-  
ing"

(၄) တၢ်သ့တၢ်ကတိၤ "ဒ်ဝဲ"

REPEAT after the teacher

သရၢၣ်-မၤပွၤကိၣ်တဲၤပိၣ်သရၢၣ်အံၤ ၂-၃ ဝီ.

နမၤမ့ၢ်တချုးဘၣ် ကအိၣ်ဒ်ဝဲ.  
 တၢ်ကမၤဒ်ဝဲအသး. ပမ့ၢ်တမၤပိၣ်အ  
 ခံဘၣ်န့ၣ် ဘၣ်လံ.  
 ကမံဒ်ဝဲ. ယသ့ၣ်ညါလၢတၢ်ဘျးအ  
 သးဖးဒ်ဝဲညါ.  
 ကသးထီၣ်ဒ်ဝဲ. ယမၤစၢအီၤတသ့  
 နီတမံၤဘၣ်.  
 ကဖီကွၢ်ဒ်ဝဲ. မ့ၢ်ကဲထီၣ်န့ၣ်တၢ်ဘျး.

If you don't have time to do it, let it be.  
 Let it happen (it will happen by itself). If we  
 don't go along with it, that's sufficient.  
 Let him sleep. I know that he is very tired.  
 Let her be angry. I can't do a thing.  
 Let her go ahead and try cooking it. If she's  
 successful, it will be a good thing (benefit).

(5) Use of ညါၣ်, ယါၣ်, သါၣ်, particle indicating that the speaker presumes or supposes that  
things are as stated

(၅) တၢ်သ့တၢ်ကတိၤ "ညါၣ်, ယါၣ်, သါၣ်"

REPEAT after the teacher

သရၢၣ်-မၤပွၤကိၣ်တဲၤပိၣ်သရၢၣ်အံၤ ၂-၃ ဝီ.

ပဟဲတုၤလံန့ၣ် အဝဲကသ့ၣ်ညါဝဲညါၣ်.

He surely knows that we have arrived.

နလဲ၊မုၢ်တုၤန့ၣ် တၢ်ဂ့ၢ်တဖၣ်နကသ့ၣ်  
ညါညါ.

ယဖိဒိၣ်အဟံၣ်အိၣ်ဘူးဒီးနဟံၣ်အယိ  
နကထံၣ်အီၤခဲအံၤခဲအံၤညါ.

နမၤတၢ်ဖဲအံၤယံၣ်လံ. နကတၢ်ကျိၣ်  
တံၣ်အကျိၣ်ကသ့လံညါ.

တၢ်စူးဒိၣ်ဒိအံၤ နတလဲၤလၢဘၣ်ညါ.

When you get there, you will surely know  
about it.

Since my nephew's village is near your vil-  
lage, you must see him often.

You have been here a long time. I'm sure that  
you can already speak Thai.

With it raining hard like this, surely you won't  
be going any longer.

Repeat using ယၢ် in place of ညါ. Repeat again, this time using သါ.

သရၢ်-တဲလိကဒီးတၢ်ဘျီ ဘၣ်ဆၢအံၤတၢ်ဘျီအံၤ လၢ "ညါ" အလီၢ် တဲလၢ "ယါ." တဲလိသၢဘျီတၢ်ဘျီ  
ဒီးအံၤတၢ်ဘျီအံၤ လၢ "ညါ" အလီၢ် တဲလၢ "သါ."

#### (6) Use of န့, "week"

(၆) တၢ်သ့တၢ်ကတိၤ "န့"

တန့ၣ်ခဲန့

အခါၣ်ထံးတန့

ခဲန့တန့

တန့အံၤ

ကယံၣ်သၢန့ညါ.

One or two weeks.

The first week

The second week

This week

It will last all of three weeks.

### 13.5 Notes on Word Usage and Grammar

၁၃.၅ သရၢ်-မၤပုၤကျိၣ်ဖိးဒိၣ်ဝဲလၢဒါ.

#### (1) Use of သး + descriptive verbs

In lesson 4 you were introduced to 3 expressions combining သး with descriptive verbs; i.e., သးစၢ်, သးဆူၣ်, and သးစီဆ့. Then in lesson 7 you were introduced to သးခု. Now in this lesson you are introduced to 3 more--သးထီၣ်, "to be angry;" သးဒိၣ်, "to hold anger or resentment in one's heart;" and သးဆံး, "to be timid, embarrassed." The first 2--သးထီၣ် and သးဒိၣ် both have to do with anger, but သးထီၣ် refers to anger rising up within one, which usually cools down again after a bit, whereas သးဒိၣ် refers to an on-going attitude of holding anger or resentment in one's heart over a long period of time. The expression သးဆံး refers to a feeling of wanting to shrink and disappear so that others won't notice one.

Like the other expressions using သး + a descriptive verb, the negative particle, future particle, and မ့ၢ်, "if," usually come between သး and the verb which follows it; e.g., နသးမ့ၢ်ဆံး..., "If you are timid/embarrassed..." ယသးတထီၣ်တၢ်, "I'm not angry." However, in some areas these expressions may have become compound words, in which case the above particles would precede သး; e.g., ယတသးထီၣ်တၢ်. Check with your teacher as to how the negative, etc., is usually expressed in your area.

(2) Use of ဘၣ်မတၢ်လီၣ်/ ဘၣ်မနုၤလဲၣ်, "Why?"

The expression ဘၣ်မတၢ်လီၣ်/ ဘၣ်မနုၤလဲၣ် is a combination of ဘၣ် meaning "to encounter" and မတၢ်လီၣ်/ မနုၤလဲၣ် meaning "what?" So the expression နကတၢ်တၢ်ဒီးအီၤ ဘၣ်မနုၤလဲၣ် means literally, "What did you speaking to him encounter? The whole expression may come at the end of the sentence or the OpPlq/ OpP^cq may come at the beginning of the sentence (usually followed by လၢ) and the လီၣ်/လဲၣ် comes at the end; e.g., ဘၣ်မနုၤလၢနတကတၢ်တၢ်ဒီးအီၤလဲၣ်, "Why didn't you speak to him?"

(3) Use of မၤအသး, "to happen"

You have learned several expressions in which အသး follows a verb; e.g., ဘၣ်အသး and တၢ်ဘၣ်အသး, and you have learned that the possessive pronoun preceding သး changes to agree with the subject; e.g., ဘၣ်ယသး, တၢ်ဘၣ်ပသး, etc. In this lesson you are introduced to 2 new expressions--မၤအသး and ...လီၣ်အသး. The expression မၤအသး always has an indefinite subject (usually တၢ်); e.g., တၢ်မၤအသးဒိလဲၣ်ယတဲတဘၣ်ဘၣ်, "I don't know what happened." Sometimes it is used followed by လၢ with the resulting meaning of "it happened that ..." If the expression is preceded by သး in a question, it gives the idea of emotional feeling; e.g., တၢ်မ့ၢ်မၤအသးဒိန့ၣ်နသးကမၤအသးဒိလဲၣ်, "If things happen that way, how will you feel?"

(4) Use of ...လီၣ်အသး/ လီၣ်အသး, "each other; to do reciprocally"

The expression ...လီၣ်အသး/လီၣ်အသး means "each other" or "to do reciprocally. It cannot stand alone but must always be preceded by another verb or verb cluster indicating the kind of reciprocal action; e.g., တဲလီၣ်အသး, "tell each other; နၢ်ပၢ်လီၣ်အသး, "understand each other." The possessive pronoun which precedes သး always agrees with the subject; e.g., ပမ့ၢ်မၤစၢၤလီၣ်ပသးန့ၣ် ကဘၣ်ယွၤအသးဒိၣ်မး, "If we help each other, it will please God very much." The expression is pronounced လီၣ်အသး but when writing, it is correctly spelled လီၣ်အသး.

(5) Use of ကဲ, "to become"

The word ကဲ is used much more in Karen than the word "become" is used in English. In Karen when saying that someone is something which he is intrinsically (e.g., by race, nationality, sex, etc.) the Karen uses the word မ့ၢ်, "to be someone or something;" e.g., ယမ့ၢ်အဝီၣ်မ့ၢ်, "I am a female." WTfPemMrq@shplfnNg, "He is a Thai." On the other hand, when referring to what one was not at first but has become, the Karen uses ကဲ more often than မ့ၢ်, although in English we would probably say "is" rather than "become;" e.g., ယဝဲၣ်စီကဲက့ၣ်ခိၣ်, "My elder sibling is a school principal." The act of becoming is expressed by ကဲထီၣ်; e.g., ယဖါတၢ်ကကဲထီၣ်သဝီအခိၣ်, "My uncle will become the head of the village. However, ကဲထီၣ် is also used to refer to the success or fulfilment of plans or projects; e.g.,

ဘုံကကဲထီၣ်ခါ, "Is it likely to be successful? (likely to come into being/ come to fulfilment?)"

(6) Use of စၢ, "to help, assist"

The word စၢ meaning "to help, assist" is never used alone, but rather must always be preceded by one or more verbs indicating the kind of help; e.g., ဖီစၢမုၢ်, "to help cook (food/a meal/rice);" ဖျးစၢဟီၣ်ခိၣ်, "to help hoe the ground." If one wishes to speak of helping in general, then the word မၤ, "to do/work/make" is coupled with စၢ; i.e., မၤစၢ, "to help do."

(7) Use of ဘူး, "to be near, to be related to; nearly, almost"

In this lesson you have learned 3 uses of ဘူး--

(a) When ဘူး follows one or more verbs, the meaning is "to be near (in location)" and it is connected to whatever it is near to by the particle ဒီး; e.g., ယဒးအိၣ်ဘူးဒီးယကွဲ, "My house is close to my school."

(b) The word ဘူး used as the only verb usually means "to be close in relationship, to be related to." If the subject is a pronoun, the emphatic form is usually used, and the object is connected to the verb by ဒီး; e.g., နဲနဘူးဒီးပှၤတဂၤန့ၣ်ဒ်လဲၣ်, "How are you related to that person?"

(c) When Odo is followed by the future particle က + another verb, the meaning is "nearly, almost." In most cases such sentences will end with လံ, e.g., မုၢ်ဘူးကလၢၣ်လံ, "The rice is nearly used up." Ordinarily, the subject will precede the verb ဘူး in such expressions, though occasionally someone may place ဘူး before the subject in time expressions; e.g., ဘူးမုၢ်ကဝါထီၣ်န့ၣ် (မုၢ်ဘူးကဝါထီၣ်န့ၣ်), ပမံတန့ၢ်လၢၤဘၣ်, "When it was nearly dawn, we couldn't sleep anymore."

(8) Use of ဒ်ဝဲ, "to happen by itself, to let happen without interfering"

In lesson 11 you learned that ဒ်ဝဲ, ဒ်ယဲ, etc., indicate that the action is carried out by oneself. In this lesson you are introduced to a related meaning; i.e., "to happen by itself" or "to let happen without interfering." If you look back at the examples in 13.5 (4), you will see that except for expressions which must have တၢ် as its subject, no subject is expressed; and since the thing which happens by itself or is allowed to happen without interfering is always a happening, the pronoun which follows ဒ်ဝဲ is always ဝဲ.

(9) Use of ညၢၣ်/ယၢၣ်/သၢၣ်, particle indicating that the speaker presumes or supposes that things are as stated.

The particles ညၢၣ်, ယၢၣ်, and သၢၣ် can be used interchangeably, and indicate that the speaker presumes or supposes that things are as stated.



### 13.6 Completion Drill

၁၃.၆ တၢ်တုၢ်န့ၣ်မၤပုၤထီၣ်တၢ်ကတိၤ

Below are two groups of statements which say the opposite of each other. Combine the subject of the first sentence in each column and turn them into a single sentence using လီၤအသး; e.g., the first pair of sentences would be changed as follows: နီၣ်သ့ဒီးဖိသုၣ်ခံၤအံၤအံၣ်လီၤအသးဒိၣ်မး. If the 2 subjects are blood relatives, combine the subjects by using ပုၤဒီး.... followed by the relationship words plus the appropriate numeral and classifier; e.g., ပုၤဒီးပုၤဝဲၣ်ခံၤ.

သရၣ်--လၢတၢ်ဖိလၢအံၤတၢ်ကတိၤအံၣ်ခံၤပၤ. မၤပုၤကွီၤဖိဟံးန့ၣ်တၢ်ကတိၤအံၣ်ထံးတကျိၤလၢအစုၣ်တပၤ ဒီး တၢ်ကတိၤအံၣ်ထံးတကျိၤလၢအစုၣ်တပၤဝံၤပၤဖိၣ်အံၤဃုၣ်ဒီး "လီၤအသး" ဒ်သးကကဲထီၣ်တၢ်ကတိၤတကျိၤဃုၣ်န့ၣ်. အဒိ--"နီၣ်သ့ဒီးဖိသုၣ်ခံၤအံၤအံၣ်လီၤအသးဒိၣ်မး." မၤပုၤကွီၤဖိတဲလိကဒီးတၢ်ကတိၤလၢ (၂) တုၤလၢ (၆) ဒ်လၢ (၁) အသးအံၤ. ဖဲပုၤကွီၤဖိဟံးန့ၣ်တၢ်ကတိၤလၢ (၂) ဒီး လၢ (၆) အခါန့ၣ် ကဘၣ်သ့တၢ်ကတိၤ "ပုၤဒီး... အဒိ--"ပုၤဒီးပုၤဝဲၣ်, ပုၤဒီးဖုၤလံၤ." (သရၣ်တလိၣ်တဲဘၣ်ပုၤကွီၤဖိဘၣ်. ပုၤကွီၤဖိကဆိကမိၣ်တဲဘၣ်ဝဲ.)

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| ၁. နီၣ်သ့အံၣ်ဘၣ်ဖိသုၣ်ခံၤအံၤဒိၣ်မး. | ဖိသုၣ်ခံၤအံၤအံၣ်ဘၣ်နီၣ်သ့ဒိၣ်မး.     |
| ၂. အဝဲၣ်တဂၤမၤစၢၤအပုၤအါမး.           | အပုၤတဂၤမၤစၢၤအဝဲၣ်အါမး.               |
| ၃. ယမိၢ်ကွၢ်ယပၢ်ဂုၤမး.              | ယပၢ်ကွၢ်ယမိၢ်ဂုၤမး.                  |
| ၄. နီၣ်ဝါကတိၤတၢ်ဒီးအမိၢ်ဖးယံၣ်ညါ.   | နီၣ်ဝါအမိၢ်ကတိၤတၢ်ဒီးနီၣ်ဝါဖးယံၣ်ညါ. |
| ၅. စီၤသ့တထံၣ်ဘၣ်စီၤလါဘၣ်.           | စီၤလါတထံၣ်ဘၣ်စီၤသ့ဘၣ်.               |
| ၆. အဖုၤဟ့ၣ်အလံၤလၢတၢ်ဟ့ၣ်.           | အလံၤဟ့ၣ်အဖုၤလၢတၢ်ဟ့ၣ်.               |

### 13.7 Conversation Practice--Learn the previous sections well first.

၁၃.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်ကတိၤအံၤဒံးဘၣ်န့ၣ် ပုၤကွီၤဖိကြးနီၣ်ပၢ်တၢ်မၤလိလၢအပူၤကွၢ်ဂုၤဂုၤဘၣ်တဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့တဖၣ်အံၤစးထီၣ်လၢအံၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပုၤကွီၤဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကိး "A" ဒီး "B" အမံၤဒ်သးပုၤကွီၤဖိကသ့ညါဝဲပုၤမတၢ်တဂၤကတိၤတၢ် လဲၣ်. တုၤသရၣ်ဖးတၢ်ကတိၤခံၣ်ဝံၤလဲၣ်န့ၣ် မၤပုၤကွီၤဖိတဲဆၢတၢ်သံကွၢ်လၢအဝဲၣ်လီၤပုၤခံၤအတၢ်ကတိၤအခံ အံၤ. ဖဲပုၤကွီၤဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပုၤကွီၤဖိကွၢ်လၢလံၣ်ပုၤဘၣ်. ပုၤကွီၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲၣ်န့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွီၤဖိစံးဆၢတဲတဘၣ်ဒံးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဖးကုၤ ပုၤခံၤအတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွီၤဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒံးဘၣ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီၤဖိစံးဆၢအီၤ.

- A. ပုၤတဒါးန့ၣ်သးထီၣ်လီၤအသးခဲအံၤခဲအံၤဘၣ်မနုၤလဲၣ်.

- B. အာ၊ ပှ၊တဂ၊န့ၣ် အဖိအမိၣ်အသးဒိၣ်ဒိၣ်မး. သးထီၣ်တၢ်သ့မး.
- A. မ့မ့ၣ်ဒိန့ၣ်န့ၣ် အဖိမ့ၣ်ဖိခွါတဖၣ်အသးကဆဲးဝဲသၢၣ်.
- B. အ၊ အဖိတဖၣ်သးဒိၣ်တၢ်, သးထီၣ်တၢ်သ့မးလၢလီၤ.
- A. မ့ၣ်ပှ၊လၢအဒးအိၣ်ဘူးဒီးအီၤတဖၣ်အသးကမၤအသးဒိလဲၣ်.
- B. အာ၊ ပှ၊ဖိပှ၊လံၤသးစၢ်တဖၣ်သးဆဲးလၢအပိၣ်ခဲအံၤခဲအံၤ.
- A. အဝဲသ့ၣ်သးထီၣ်လီၤအသးလၢမနုၤအဂ့ၢ်လဲၣ်.
- B. အဝဲသ့ၣ်ညီၣ်န့ၣ်သးထီၣ်လီၤအသးလၢကျိၣ်လၢစ့အပိၣ်လီၤ.
- A. အီၤ, ညီၣ်န့ၣ်ယထံၣ်ဘၣ်အဖိအပၢ်န့ၣ် မၤန့ၣ်ဘၣ်ကျိၣ်စ့ဂ့ၤမး.
- B. မ့ၣ်, ဘၣ်ဆၣ်အဖိခွါအိၣ်တဂ၊လၢဟးမၤလၢအမိၣ်အပၢ်အစ့အါမး.
- A. နဲနဲဆိကမိၣ်ဒိလဲၣ်. ပမ့ၢ်ကီးက့ၤအဖိခွါတဂ၊န့ၣ်ဟဲက့ၤအိၣ်ဒီးပှ၊ ကကဲတၢ်မၤစၢၤအီၤစ့ၢ်ခါ.
- B. အာ၊ခါ, ယဆိကမိၣ်ကကဲတၢ်မၤစၢၤဒိၣ်မး, ဘၣ်ဆၣ်ပမၤအီၤဘၣ်ကန့ၢ်ခါ.
- A. မ့ၣ်, ပကမၤကွၢ်ကွၢ်လၢညါ. ပမၤမ့ၢ်တန့ၢ် ကဝံၤဒၣ်ဝဲ. ဆူညါပတမၤစၢၤအီၤလၢဘၣ်.
- B. မ့ၢ်. တၢ်ဘျူးလီၤ.

**Questions (တၢ်သံကွၢ်)**

- ၁. မတၤတဖၣ်အသးဒိၣ်လဲၣ်.
- ၂. ပှ၊လၢအဒးအိၣ်ဘူးဒီးအီၤတဖၣ်အသးမၤအသးဒိလဲၣ်.
- ၃. ပှ၊သးထီၣ်လီၤအသးလၢမနုၤအဂ့ၢ်လဲၣ်.
- ၄. အဖိအပၢ်အစ့ဟဲန့ၣ်တအိၣ်ဘၣ်ခါ.
- ၅. မ့မ့ၣ်ဒိန့ၣ်န့ၣ် ဘၣ်မနုၤလၢအဝဲသ့ၣ်သးထီၣ်လီၤအသးခဲအံၤခဲအံၤလဲၣ်.
- ၆. A ဒီး B ဆိကမိၣ်သကီးလီၤအသးလၢအကမၤကွၢ်တၢ်ဒိလဲၣ်.
- ၇. အဝဲသ့ၣ်ဆိကမိၣ်လၢကကဲထီၣ်တၢ်မၤစၢၤခါ.
- ၈. အဝဲသ့ၣ်မၤအီၤမ့ၢ်တန့ၢ်ဘၣ်န့ၣ် ဆူညါကမၤဝဲဒိလဲၣ်.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the B parts while your teacher takes the A parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရၣ်-ပှ၊ကွၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖိခိၣ်တဖၣ်အံၤ ဒီးမၤပှ၊ကွၢ်ဖိစးတဲတိၤသရၣ်အခံတဝီ ဝံၤဒီးမၤပှ၊ကွၢ်ဖိကဲ "B" ဒီးသရၣ်ကကဲ "A." ကတိၤလီၤသကီးတၢ်ကတိၤအါဝီတစးဒ်သး ပှ၊ကွၢ်ဖိကဲတဲ "B" အတၢ်ကတိၤဘၣ်ဘျူဂ့ၤတစး. တုၤပှ၊ကွၢ်ဖိတဲတၢ်ဘၣ်ဘျူဂ့ၤလဲၣ်န့ၣ် မၤပှ၊ကွၢ်ဖိကဲက့ၤ "A" ဒီး သရၣ်ကကဲက့ၤ "B" ဝံၤ တဲလိကဒီးအါဝီတစး. တုၤပှ၊ကွၢ်ဖိတဲတၢ်ဘၣ်ဘျူဂ့ၤလဲၣ်န့ၣ် ကတိၤလီၤသကီးတၢ်ကဒီး တဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် သရၣ်မ့ၢ်ဂ့ၤပှ၊ကွၢ်ဖိမ့ၢ်ဂ့ၤ ကဘၣ်လဲၣ်ကတိၤပှ၊ကွၢ်ပှ၊ကွၢ်ဆူတၢ်ကတိၤ အဂ၊လၢပှ၊ကွၢ်ဖိမၤလိတုၢ်လဲၣ်န့ၣ်လီၤ. တဲလိသကီးတၢ်ဒိအံၤအသးကီးနံၤဒီးဆူညါစ့ၤ သီအတိၢ်ပှ၊.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရုပ်-ကီးနဲဒီး သရုပ်ဒီးပုၤကွဲၤဖိဂ့ၤဟံးန့ၢ်အဆၢကတိၢ်တနီၤလၢကကတိၢ်သကိးတၢ်လၢပုၤကညီၤကျိၣ် ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

### 13.8 Reading and Writing

၁၃.၈ တၢ်မၤလိၤဖးဒီးကွဲးပုၤကညီၤကျိၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရုပ်-မၤပုၤကွဲၤဖိဖးဝိၣ်သရုပ်အခံတကျိၤဘျၢတကျိၤတဝီၣ်ဝံၤ မၤပုၤကွဲၤဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီၣ်တၢ်လီၤလီၤဟံၣ်. လၢခံတနီၤသရုပ်ကဘၣ်ကွဲၤပုၤကွဲၤဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံၤမၤပုၤကွဲၤဖိဖးယုၤသရုပ်. ပုၤကွဲၤဖိဖးမ့ၢ်ကမၣ် သရုပ်ကဘၣ်ဖးယုၤပုၤကွဲၤဖိတဘျီဒီး.

သုမၤမ့ၢ်တချးဘၣ် ကအိၣ်ဒၣ်ဝဲ.

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ပမ့ၢ်မၤစၢၤလိာ်ပသးန့ၣ် ကကဲထီၣ်ဝဲညါ.

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နမ့ၢ်သးထီၣ်ခဲအံၤခဲအံၤန့ၣ် ပုၤဖိပုၤလံၤသးစၢ်တဖၣ်အသးကဆံး.

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### 13.9 Listening and Speaking

၁၃.၉ တၢ်မၤလိၤကနီၣ်ဒီးကတိၢ်ပုၤကညီၤကျိၣ်လၢပုၤကညီၤကျိၣ်အဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

သရုပ်-မၤပုၤကွဲၤဖိလဲၤဒေၣ်သကိးပုၤကညီၤဒီးသိးကကတိၢ်လိတၢ်ကတိၢ်သ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လံၣ် ဒီးဒီးသိး ကကန့ၣ်ပုၤကညီၤကျိၣ်ကတိၢ်သကိးတၢ်.

### 13.10 Cultural Assignment

၁၃.၁၀ တပ်မတော်သို့ပြန်လည်အလုပ်အကိုင်

**Continue to work on 11.11.**

သရုပ်-တပ်မတော်ကတစ်ဆင့်အောင်မြင်စွာတည်ဆောက်နိုင်ခဲ့ပြီးပြန်လည်ကျန်ခဲ့သည်။ ပြန်လည်ဖွဲ့စည်းနိုင်ခဲ့သည်။

## LESSON 14

### တၢ်မၤလိ ၁၄

#### 14.1 Useful Words and Phrases

၁၄.၁ တၢ်ကတိၤအသီၤလၢအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပုၤကွဲၤဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

စု	Arm, hand; foreleg of quadrupeds
စုလီၢ်	Mark of print of one's hand; handwriting; handiwork
သ့	To wash (in general) (not used for bathing, washing one's face, laundering, shampooing, or scrubbing)
သ့စုသ့ခီၣ်	To wash one's hand and feet
ခွဲး	Dishes (in general); cup(s), glass(es)
ထံခွဲး	Drinking glass(es)
လီၤခီ	Plate(s), bowl(s)
လီၤခီကသု	Serving bowl
လီၤခီအိၣ်မ့ၤ	Rice plate
သ့ခွဲးသ့လီၤခီ	To wash dishes
အၣ်(ထံ)	To draw (water)
လျီၢ်(ထံ)	To bathe, take a pouring bath
မၤ	To order, direct, send someone; to ask someone to do something
မၤလီၤ	To send someone
တၢ်မၤဖိ	Apostle(s), evangelist(s)
ဆိ	To give priority to in terms of time; to be early
ပၣ်	To put, place; to do ahead of time
ပၣ်ထီၣ်	To put up
ပၣ်လီၤ	To put down
ပၣ်န့ၢ်	To put somewhere for someone to get
ပၣ်က့ၤ	To put back
ပၣ်တ့ၢ်	To leave something behind purposely
မၤပၣ်/ မၤပၣ်စၢၤ	To do ahead of time, to do and set aside
အိၣ်ပၣ်စၢၤ	To be on hand; i.e., be present ahead of time
ကတိၢ်	To stop, cease
အိၣ်ကတိၢ်	To stop and stay in a place or state

ပပ်ကတီၢ်	To stop, including laying something down or aside
ဆိကတီၢ်	To stop, giving priority to something else
ခဲကီၣ်/ခဲကီၣ်/ခဲကီၣ်	In a little while, after a bit
ခဲကီၣ်တလါ/ခဲကီၣ်တလါ/ခဲကီၣ်တလါ	Next month
ခဲကီၣ်တနွံ/ခဲကီၣ်တနွံ/ခဲကီၣ်တနွံ	Next week
မကီၣ်/မကီၣ်/မကီၣ်	Just now, awhile ago
မဟါကီၣ်/မဟါကီၣ်/မဟါကီၣ်/မဟါတနံၤ	Yesterday
တဟါကီၣ်/တဟါကီၣ်/တဟါကီၣ်	Day before yesterday

## 14.2 Pattern Sentences and Phrases

၁၄.၂ တၢ်ကတီၢ်အေဒိ

### (1) Use of စ, "arm, hand; foreleg of quadrupeds"

(၁) တၢ်သ့တၢ်ကတီၢ် "စ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

နစုဘၣ်အာခံခီလၢၣ်.

ပုၤကညီန့ၣ်အိၣ်မ့ၤလၢအစု.

ထီးတဒုန့ၣ်အစုဘၣ်မတၤလီၣ်.

မနုၤအိၣ်လၢနလံၤအစုပူၤလဲၣ်.

နဖီမုၢ်ကွဲးလံၣ်အစုလီၢ်ဂ့ၤဒိၣ်မး.

ဖါတၢ်တဂၤန့ၣ်မၤစၣ်မၤလီၢ်ဆုၣ်နီၤ

အစုလီၢ်ဂ့ၤမး.

Both of your hands are dirty.

Karens eat rice with their hands.

What's the matter with that pig's foreleg?

What is in your grandchild's hand?

Your daughter's handwriting is very good.

That uncle makes tables and chairs, his workmanship is very good.

### (2) Use of သ့, "to wash (in general)"

(၂) တၢ်သ့တၢ်ကတီၢ် "သ့"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

သ့နစုတုၤအဝံၤ.

ပအိၣ်မ့ၤဝံၤ ပကသ့ပလီၤခီတဂၤဒီးတဂၤ.

ပုၤတမ့ၤတဘၣ်သ့စၢၤခွဲးဘၣ်.

ယကသ့ယခီၣ်လၢညါ မ့ၢ်လၢအဘၣ်အလၢကပံၣ်.

ပုၤဒီးထံချံၣ်ဝံၤလံၤ. က့ၤစီၣ်သ့ထံခွဲးတဖၣ်.

Wash your hands until they are finished.

After we eat, we will each wash our plate.

Guests mustn't help wash the dishes.

I'll wash my feet first because they are dirty with mud.

The people have drunk their cold drink already. Take back the glasses and wash them.

(3) Use of မ၊ "to order, direct, send someone; to ask someone to do something"

(၃) တၢ်သ့တၢ်ကတိၤ မ၊

REPEAT after the teacher

သရၢ်-မၤပၤက့ၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

နကမၤယမၤမနုၤလဲၣ်.

ယအဲၣ်ဒီးမၤန့ၢ်တၢ်တမံၤ, သ့ၤ.

မၤန့ၢ်ဖိခွါဟဲအိၣ်ဒီးယၤတဂၤ.

ယမၤန့ၢ်လဲၤဒၢၣ်ထံ. န့ၢ်လဲၤဒၢၣ်လံၤ.

ယမၤလီၤပၤတၢ်မၤဖိလဲၤဒၢၣ်လၢနဟံၣ်ခံၤ.

What will you ask me to do?

I want to ask you to do something, may I?

Have one of your sons come and stay with me.

I told you to go and draw water. Have you already gone?

I sent two evangelist to go and stay in your village.

(4) Use of ပံၤ, "to put, place"

(၄) တၢ်သ့တၢ်ကတိၤ ပံၤ

REPEAT after the teacher

သရၢ်-မၤပၤက့ၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

(a) ပံၤလီၤန့ၢ်လံၣ်ဖဲန့ၢ်.

ပံၤထီၣ်သကံၤလၢတၢ်ဖိခိၣ်.

ပံၤန့ၢ်က့ၢ်န့ၢ်ဖိအတၢ်အိၣ်တမံၤအံၤ.

အဲပံၤတ့ၢ်တၢ်ခဲလၢၣ်ဝံၤ ဟးထီၣ်

လဲၤထဲအနီၣ်ကစၢ်.

ပံၤက့ၢ်လံၣ်စီဆ့ဖဲအလီၤ.

Put down your books there.

Put the bananas up there.

Put back this food for your child.

He left everything, then departed alone.

Put the Bible back in its place.

(b) ဖိပံၤကသ့.

ယကဟံးပံၤန့ၢ်လံၣ်သးဝံၣ်တဘျီနီၤ.

မၤပံၤန့ၢ်ယမ့ၤတဲး.

ဆီဒံၣ်အိၣ်ပံၤစၢၤအဖျါတဆံ.

ပံၤပံၤစၢၤတၢ်အဲန့ၢ်. မၤဆီလၢတၢ်

အဲအံၤလၢညါ.

Cook the curry ahead of time. (Cook and set aside the curry.)

I'll take one of your hymnals to have on hand, okay?)

Fix and set aside a little rice for me.

There are ten eggs on hand.

Set that aside. Do this first.

14.3 Completion Drill

၁၄-၃ တၢ်တ့ၢ်န့ၢ်မၤပၤက့ၢ်ဖိတဲပိၣ်တၢ်ကတိၤ

- (1) On the right hand side below is a list of verbs which cannot stand alone (i.e., dependent or helping verbs), and on the left are some sentences each with a blank following the word ပံၤ. Consider the context of the first sentence, then insert the helping verb from the list on the left-hand side which is most appropriate, reading the whole sentence aloud. Do the same with each of the other sentences. Each time the teacher will read the sentence again and you should repeat it after him/her.

(၁) သရော်-တၢ်ကတိၤလၢစုထွဲတပၤလၢအဖီလၢအံၤအိၣ်ကျဲၣ်ပၤစၢၤအသးလံ. ပၤကွဲၤဖိကဘၣ်ဟံးန့ၣ်တၢ်ကတိၤလၢအလီၤဒီးတၢ်ဂ့ၢ်လၢစုထွဲတပၤအခီၣ်ထံးတကျိၤအပူၤအံၤ ဒီးတၢ်န့ၣ် အံၤဖဲတၢ်လီၤလီၤဟံးဝံးဒီးကျိၤ. အဒိ-- "ပၤလီၤတၢ်သ့ၣ်တဖၣ်ဖဲအံၤလၢယခီၣ်ထံးန့ၣ်." ပၤကွဲၤဖိကဘၣ်တဲလိကးကျိၤဒီးတကျိၤဘၣ်တကျိၤအခီၣ်ထံးတကျိၤအံၤအသး. ပၤကွဲၤဖိကဘၣ်ဂ့ၢ်တဘၣ်ဂ့ၢ် သရော်ကဘၣ်ဖးလီၤတၢ်န့ၣ်က့ၤပၤကွဲၤဖိကဒီးတဘျီ ဒီးမၤပၤကွဲၤဖိတဲပိၣ်သရော်အခံၤဒီး.

ပၤ_____တၢ်သ့ၣ်တဖၣ်ဖဲအံၤလၢယခီၣ်ထံးန့ၣ်.	ထီၣ်
ပၤ_____နတၢ်အိၣ်ဝံၤ ဟဲလၢအံၤတစီၢ်ဖိ.	လီၤ
ပၤ_____လံၤသးဝံၣ်ဖဲအလီၢ်.	န့ၣ်
ဖီပၤ_____မ့ၤခဲအံၤ.	ကတိၢ်
ပၤ_____တၢ်ဂီၤလၢနဖီခိၣ်.	က့ၤ
ပၤ_____နတၢ်မၤဒီးမၤစၢၤနဖု.	စၢၤ
ပၤ_____ယၤသးသးသ့ၣ်တဖျၢၣ်.	တ့ၢ်

#### 14.4 Pattern Sentences and Phrases

၁၄.၄ တၢ်ကတိၤအဒိ

(1) Use of ဆိ, "to give priority to, do something first before something else; to be early in relation to the appointed or expected time"

(၁) တၢ်သ့ၣ်တၢ်ကတိၤ "ဆိ"

REPEAT after the teacher.

သရော်-မၤပၤကွဲၤဖိတဲပိၣ်ထွဲသရော်အခံၤ ၂-၃ ဝီ.

(a) ကွဲးဆိန့ၣ်လံၤ. ပကတဲသကးတၢ်ခဲကီၢ်.  
အိၣ်ဆိမ့ၤ. တစီၢ်ဖိပကလဲၤဘၢယွၤ.  
အိဆိထံၣ်ချီ. ပကအိၣ်က့ၤမ့ၤလၢခဲ.  
လုၢ်ဆိထံ. တစီၢ်ဖိပၤတမံၤကဟဲတုၤ.  
တဲဆိန့ၣ်တၢ်လၢခဲမုၢ်ဆုၣ်ပဘၣ်ဟးထီၣ်ဂီၤ.

Write your letter first. We'll talk together in a little while.

Eat first. In a short time we'll go and worship.

Drink the hot drink first. We'll eat later.

Bathe first. In a short time the visitors will arrive.

First tell your uncle that tomorrow we must leave early.

(b) တဟါအံၤပမံဆိတဲး.  
ယအဲၣ်ဒီးလဲၤထီၣ်ကွဲဆိဆိ.  
တၢ်မိၣ်လဲၤယသးလၢကွဲဆိဆိ.  
တဟါအံၤပကအိၣ်မ့ၤဆိတခီန့ၣ်န့ၣ်.  
ဟဲဆိတဲးနီၤ.

This evening we've gone to bed a bit early.

I want to go to school quite early.

I want to go to school quite early.

This evening we'll eat a half hour early

Come a bit early, won't you?

(2) Use of ကတိၢ်, "to stop, cease"

(၂) တၢ်သ့ၣ်တၢ်ကတိၤ "ကတိၢ်"



REPEAT after the teacher omitting the words in ( ).

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ. (အခိၣ်ထံးတဝီတဘၣ်တဲတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤ ဘၣ်.)

ပၣ်ကတိၤန့တၢ်မၤတစီၢ်. ယအဲၣ်ဒီးတဲ တၢ်ဒီးန့ၤ. (ဆိ, အိၣ်)	Stop your work a moment. I want to talk with you.
အိၣ်ကတိၤဖဲအံၤ. ဆူညါပလဲၤတသ့လၢ ဘၣ်. (ပၣ်)	Stop here. We can't go any farther.
တၢ်မၤအိၣ်ကတိၤလံအဃိပတၢ်မၤတအိၣ် လၢဘၣ်.	Since the work stopped, we no longer have any work.
ယဖါတၢ်ဆိကတိၤလၢအတၢ်မၤပူၤ မ့ၢ် လၢအန့ၣ်အိၣ်ဃုဆံယဲၢ်န့ၣ်လံ. (အိၣ်)	My uncle has ceased from his work because he is 65 years old.
ယဖံပၣ်ကတိၤအတၢ်ကွၢ်အလံလံ (ဆိ).	My grandmother has ceased looking after her grandchildren.
ဆိကတိၤသုတၢ်လိၣ်ကွဲဒီးဟဲက့ၤအိၣ်မ့ၢ်. (ပၣ်, အိၣ်)	Stop playing and come eat.

Repeat the above substituting the words in ( ); i.e., အိၣ်ကတိၤ, ဆိကတိၤ, or ပၣ်ကတိၤ.

သရော်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီအံၤ လၢ "ပၣ်ကတိၤ" အလီၢ် သူလၢ "ဆိကတိၤ" မ့တမ့ၢ် "အိၣ်  
ကတိၤ" ဒိတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤအသးန့ၣ်.

### (3) Use of ခဲကိၣ် (ခဲကိၣ်, ခဲကၢၣ်), "in awhile" and မကိၣ် (မကိၣ်, မကၢၣ်), "just now, awhile ago"

(၃) တၢ်သုတၢ်ကတိၤ "ခဲကိၣ် (ခဲကိၣ်, ခဲကၢၣ်)" ဒီး "မကိၣ် (မကိၣ်, မကၢၣ်)"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ.

ခဲကိၣ်ပကလဲၤအိၣ်မ့ၢ်လၢယပုၤအအး.	In awhile we'll go and eat at my younger sibling's house.
ပကလဲၤကဒီး. ခဲကိၣ်မုၢ်ကဟါန့ၢ်ပှၤ.	We'll go on again. In awhile the evening will come upon us.
ယကလုၢ်ထံခဲကိၣ်တဲး. ယအဲၣ်ဒီးမၤဝံၤ တၢ်မၤအံၤလၢညါ.	I'll bathe after a little while. I want to finish this job first.
ပှၤဟဲတဲတၢ်မကိၣ်တဂၤအမံၤဒဲလဲၣ်.	The person who came just now, what is his name?
မကိၣ်သုတအိၣ်ပၣ်ထံဘၣ်. ခဲကိၣ်ထံက လၢၣ်.	A short while ago you didn't draw and set aside water. In awhile the water will be used up.
မကိၣ်ပသါပှၤတၢ် ဘၣ်ဆၣ်ပပှၤတချးဘၣ်.	Just now we intended to buy some things, but we didn't have time.

Repeat using ခဲကိၣ် instead of ခဲကိၣ် and မကိၣ် instead of မကိၣ်. Repeat again using  
ခဲကၢၣ် in place of ခဲကိၣ် and မကၢၣ် in place of မကိၣ်.

သရော်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီအံၤ လၢ "ခဲကီၣ်" အလီၢ်တဲလၢ "ခဲကီၣ်" ဒီးလၢ "မကီၣ်" အလီၢ်တဲလၢ "မကီၣ်." တဲလိသၢတဘျီဒီးအအံၤတဘျီအံၤ လၢ "ခဲကီၣ်" အလီၢ်တဲလၢ "ခဲကၢၣ်" ဒီးလၢ "မကီၣ်" အလီၢ်တဲလၢ "မကၢၣ်."

#### 14.5 Notes on Word Usage and Grammar

၁၄.၅ သရော်-မၤပၤကွဲၤဖိးဒုၣ်ဝဲလၢဒါး.

##### (1) Use of သ့, "to wash"

In English the word "wash" can be used for all of the different kinds of washing by combining it with the word for the thing being washed; e.g., "wash your hands," "wash your face," "wash your hair," "wash your clothes," etc. But in Karen this is not so; rather a different word is used for each different type of motion used in washing. In this lesson you are introduced to 2 of these words; i.e., လုၢ်ထံ, "to bathe (by pouring water over oneself)," and သ့, "to wash such things as hands, feet, dishes, cups, glasses, etc." See 14.2 (2) for examples of the use of this word. Also make it a point when you are among the Karens to notice the similarities in the way the Karens wash their hands, feet, dishes, cups, and glasses, and the difference between these motions and those used in bathing the way the Karens do. You will learn other words for "to wash" in later lessons.

##### (2) Use of မၤ, "to order, direct, send someone; to ask someone to do something"

You have learned 2 uses of မၤ, as follows:

(a) Used as the main verb မၤ means "to order or direct someone/ ask someone to do something." The Karen uses a different word for sending things and still a different word for asking questions. The object of the verb is usually a clause including the person being ordered and the action he/she is being asked to do; e.g., ယမၤနုလဲၤဒျၢ်ထံ, "I asked you to go and draw water."

(b) When the word မၤ has the meaning of "to send," it is usually combined with လီၤ; e.g., ယမၤလီၤပၤတၢ်မၤဖိလဲၤဒျၢ်လၢနဟံၣ်ခဲၤ, "I sent two evangelists to go and stay in your village." However, in compound expressions the လီၤ may be omitted; e.g., တၢ်မၤဖိ, "apostle, evangelist (lit., "the sent one)."

##### (3) Use of ပံၤ, "to put, place; to do ahead of time, to do and set aside"

In this lesson you have been introduced to 2 uses of ပံၤ, as follows:

(a) When ပံၤ is the main verb, it has the meaning of "to put/ place." It is usually followed by some other helping verb such as လီၤ, ထီၣ်, န့ၣ်, တ့ၢ်, က့ၤ, ပံၤ, ပံၤစၢၤ, or ကတီၢ် to make the meaning more specific; e.g., ပံၤလီၤ, "to put down;" ပံၤထီၣ်, "to put up;" ပံၤက့ၤ, "to put back;" ပံၤန့ၣ်, "to put for someone to get;" ပံၤတ့ၢ်, "to put somewhere to leave behind purposely;" ပံၤပံၤ or ပံၤပံၤစၢၤ, "to put aside for later/ place somewhere ahead of time;" ပံၤကတီၢ်, "to stop, cease (involving laying something down or aside)."

(b) When ဝပ် follows other verbs, it becomes a helping verb indicating that the action is carried out and the thing resulting from the action is then set aside for use later on; e.g., ဖွပ်ဝပ်, "to buy and keep on hand;" ဖီပ်ဝပ်, "to cook and set aside for later." The combination ဝပ်စာ has the same meaning as ဝပ်.

(4) Use of ဆိ, "to give priority to, to do first before something else; to be early (in relation to the appointed or expected time)"

In this lesson you have learned 2 uses of ဆိ, as follows:

(a) When ဆိ follows a verb but precedes any object, the meaning is "to give priority to/ to do something first before something else;" e.g., လျှံဆိထံဝံးအိပ်မုၤ, "Bathe first, then eat." ဒါ်ဆိထံတချးနဲလဲထီၣ်ကို, "Draw water first before you go to school."

(b) When ဆိ follows both the verb and any object, it means "to be early" in the sense of "before the scheduled or expected time;" e.g., ယကဘၣ်လဲထီၣ်ကိုဘိယွၤဆိတခီန့ၣ်ရံၣ်, "I have to go to church half an hour early." However, as explained in lesson 9, "early in the morning" is expressed using ဝီ or ဝီဝီ.

(5) Use of ကတိ, "to stop, cease"

In lesson 7 you already learned the word တိ, "to make a stop, break, juncture," which is used most commonly in combination with မံ (မံတိ) or အိပ် (အိပ်တိ). That word is a derivative of ကတိ, to which you have been introduced in this lesson and which has essentially the same meaning. This latter form cannot be used alone and may be combined with one of 3 different words, each of which gives a slightly different meaning to the expression; e.g.,

(a) အိပ်ကတိ -- "to stop and stay in a place or state"

(b) ဆိကတိ -- "to stop and give priority to something else"

(c) ဝပ်ကတိ -- "to stop including laying down or aside something"

Because of these slightly different shades of meaning some of the above expressions can be used interchangeably in some of the examples in 14.4 (2) and some of them cannot be used. The words which can be used are written in ( ) and the ones which cannot are neither in the example nor in the ( ) which follows it. Study them in the light of the above explanations and try to grasp why the ones which cannot be used in any given example cannot be used. Also, make a note of these expressions whenever they are used by the Karens and try to determine why they used the expression they did.

(6) Use of ခဲကိပ်/ခဲကိပ်/ခဲကိပ်, "in awhile," and မဲကိပ်/မဲကိပ်/မဲကိပ်, "just now, awhile ago"

By now you have learned that the syllable ခဲ preceding a time expression always indicates future time and မဲ preceding a time expression always indicates past time.

In this lesson you have been introduced to these 2 syllables combined with ကိပ် to indicate "awhile" in the future or in the past respectively. In areas where the word is pronounced ကိပ် the correct written form is ကိပ်, but in some areas, such as central Thailand and some parts of Burma, it is pronounced ကပ်. You should learn to recognize it any of these ways, but learn to speak it the way that is most commonly used in the area where you are.

As shown in 14.1, the syllable ခဲ is also used combined with the words for "month" and the word for "week" to give the meaning of "next;" e.g., ခဲကိပ်တလိ, "next month;" ခဲကိပ်တနွံ, "next week." Likewise, the syllable မ may be combined with these same two words; e.g., မဟိတလိ, "last month;" PV`ILva, "last week." (The words for "next year" and "last year" are not formed in these ways, however.) The syllable ကိပ်/ကိပ်/ကပ် may also be used with မဟိ and တဟိ, as follows: မဟိကိပ်/မဟိကိပ်/မဟိကပ်. "yesterday;" တဟိကိပ်/တဟိကိပ်/တဟိကပ်, "day before yesterday." These expressions correspond to ခဲမုဆုပ်, "tomorrow," and ခဲတဆုပ်, "day after tomorrow," which you already learned in lesson 8.

#### 14.6 Completion Drill

၁၄.၆ တၢ်တုၢ်န့ၣ်မၤပျဲၤထီၣ်တၢ်ကတိၤ

(1) Insert the word ဆိ, "to give priority to," in each of the clauses on the left, then read them together with the clause on the right; e.g., လဲၤဒၢန့ၣ်ဆိထံတချုးန့ၣ်လဲၤလိာ်ကွဲ.

(၁) သရၣ်-မၤပျဲၤကွဲၤတုၢ်န့ၣ်တၢ်ကတိၤ "ဆိ" လၢတၢ်ကတိၤလၢစုၣ်အခိၣ်ထံးတကျိၤအပူၤဝံၤ ဖးဒိကျိၤပၣ်ဖျိၣ်ဃုာ်ဒီးတၢ်ကတိၤလၢစုၣ်ထံးတပၤအံၤ. အဒိ--"လဲၤဒၢန့ၣ်ဆိထံတချုးန့ၣ်လဲၤလိာ်ကွဲ." မၤပျဲၤကွဲၤတုၢ်န့ၣ်တၢ်ကတိၤအဂၤတဖၣ်တကျိၤဘၣ်တကျိၤဒီးအခိၣ်ထံးတကျိၤအံၤအသိးစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်. ပျဲၤကွဲၤတုၢ်န့ၣ်တၢ်ဘၣ်တုၤသရၣ်ကဘၣ်တဲလီၤတၢ်န့ၣ်ဒီးပျဲၤကွဲၤတၢ်ဘၣ်တုၤဒီးမၤပျဲၤကွဲၤတဲလီၤသရၣ်အခိၣ်ဒီး.

လဲၤဒၢန့ၣ်ထံ	တချုးန့ၣ်လဲၤလိာ်ကွဲ.
ဖျးဟီၣ်ခိၣ်အံၤ	တချုးန့ၣ်လဲၤလိာ်ကွဲ.
သ့လီၤသ့ၣ်တဖၣ်န့ၣ်	တချုးန့ၣ်လဲၤလိာ်ကွဲ.
မၤစၢၤန့ၣ်	တချုးန့ၣ်လဲၤလိာ်ကွဲ.
ကွဲးန့ၣ်လိာ်	တချုးန့ၣ်လဲၤလိာ်ကွဲ.
လဲၤလၢနမုၢ်ဂၢ်အခိၣ်	တချုးန့ၣ်လဲၤလိာ်ကွဲ.
လဲၤပျဲၤအံၤသ့ၣ်	တချုးန့ၣ်လဲၤလိာ်ကွဲ.

Repeat the above reversing the order of the clauses; e.g., တချုးန့ၣ်လဲၤလိာ်ကွဲ လဲၤဒၢန့ၣ်ဆိထံ. သရၣ်-မၤပျဲၤကွဲၤတုၢ်န့ၣ်တၢ်ကတိၤဒီးတၢ်ဘၣ်တုၤဆၢအံၤတၢ်ဘၣ်တုၤအံၤ မၤအတဲတၢ်ကတိၤလၢစုၣ်လၢညါဝံၤမး တဲတၢ်ကတိၤလၢအခိၣ်လၢစုၣ်တပၤန့ၣ်. အဒိ--"တချုးန့ၣ်လဲၤလိာ်ကွဲ လဲၤဒၢန့ၣ်ဆိထံ."

(2) Insert the words ဂီၤတဲး in any of the sentences below in which the context appears to be morning and ဆိတဲး in the remaining sentences and read them aloud. If the

sentence is a command, end it with နီ to change it to a request. The teacher should say them again and you should repeat after him/her.

(၂) သရုပ်--မပြုကွဲဖိကွဲဆိကမိဒ်ဒ်ဘဲဘဲဃးတၢ်ဆၢကတီၢ်ဒ်အအိၣ်ဖျါထီၣ်လၢတၢ်ကတီၢ်လၢအဖီလၢတကျါဘၣ်တကျါန့ၣ်. မ့ၢ်ဖျါလၢတၢ်ဆၢကတီၢ်အိၣ်လၢဂီၤခီၣ်န့ၣ် ပြုကွဲဖိကဘၣ်တၢ်န့ၣ်တၢ်ကတီၢ်လၢ "ဂီၤတဲး" ဝံးဒီးကျါ. တၢ်ဆၢကတီၢ်မ့ၢ်တဖျါလၢဂီၤခီၣ်န့ၣ် ပြုကွဲဖိကဘၣ်တၢ်န့ၣ်တၢ်ကတီၢ်လၢ "ဆိတဲး." တၢ်ကတီၢ်မ့ၢ်တၢ်မၤန့ၣ် မပြုကွဲဖိကတၢ်န့ၣ်တၢ်ကတီၢ် "နီ" ဖဲအကတၢ်. အဒိ--"တဟါ အံၤဟဲက့ၤဆူဒါးဆိတဲးနီ."

တနံၤအံၤလဲၤမၤစၢၤန့ၣ်...  
ခဲဂီၤကွဲးန့ၣ်လံာ်...  
လဲၤဒၢၣ်ထံ...  
ပြုသးဝံၣ်တၢ်ဖိဘၣ်လဲၤတုၤ...  
တဟါအံၤဟဲက့ၤလၢဒါး...  
တဂီၤအံၤပကဘၣ်အိၣ်မ့ၤ...

14.7 Conversation Practice--Learn the previous sections well first.

၁၄.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတီၢ်သကိးတၢ် (တချုးသရုပ်သိၣ်လိတၢ်တကတီၢ်အံၤဒဲးဘၣ်န့ၣ် ပြုကွဲဖိကးနီၤပၢၢ်တၢ်မၤလိလၢအပူၤကွဲၣ်ဂ့ၤဘၣ်ဘၣ်တဲး.)

(1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရုပ်ကဘၣ်ဃးတၢ်ကတီၢ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအအိၣ်ထံးတုၤလၢအကတၢ်ခဲဝံးဒီးမပြုကွဲဖိကန့ၣ်. ဖဲသရုပ်ဃးအခါ သရုပ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကီးပုၤတဲတၢ်တဖၣ်အမံၤ ဒ်သီးပုၤကွဲဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတီၢ်တၢ်လဲၣ်. တုၤသရုပ်ဃးတၢ်ကတီၢ်ခဲဝံးလဲၣ်န့ၣ် မပြုကွဲဖိကတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခဲၤအတၢ်ကတီၢ်အခံ အံၤ. ဖဲပြုကွဲဖိစံးဆၢတၢ်အခါ တဘၣ်မပြုကွဲဖိကွဲလၢလံာ်ပူၤဘၣ်. ပြုကွဲဖိစံးဆၢတၢ်သံကွၢ်တကျါကျါမ့ၢ်တဘၣ်ဘၣ်ဒီး သရုပ်ကဘၣ်မနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရုပ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံးလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢ ပြုကွဲဖိစံးဆၢဝဲတဘၣ်ဒဲးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရုပ်ကဘၣ်ဃးက့ၤ ပုၤခဲၤအတၢ်ကတီၢ်တဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပြုကွဲဖိလၢတၢ်သံကွၢ်လၢအဝဲဆၢတဘၣ်ဒဲးဘၣ်တဖၣ်တဘျီ ဒီးမပြုကွဲဖိစံးဆၢအီၤ.

မိၢ် --ဖိမုၣ်, မကီၢ်န့ၣ်လဲၤဆူလဲၣ်.  
ဖိမုၣ်--မကီၢ်စီစီမဲၤယလဲၤတၢ်ဒီးအီၤ.  
မိၢ် --ဖိခွါန့ၣ်လဲၤကီးန့ၣ်ပုၤမကီၢ်ဆူလဲၣ်.  
ဖိခွါ --ယမၤအပၣ်ထီၣ်စၢၤယသကွဲဆူတၢ်ဖိမိၣ်.  
မိၢ် --အီ, သုပၣ်ထီၣ်ဝံၤလဲၣ်.  
ဖိမုၣ်ဒီးဖိခွါ-မ့ၢ်, ဝံၤလၢၣ်လံ. ခဲအံၤပကဘၣ်မၤစၢၤတၢ်မနုၤလဲၣ်.  
မိၢ် --ဖိခွါၤ, လဲၤဒၢၣ်ထံ. ဖိမုၣ်ၤ, လဲၤသ့ခွဲး.  
-----  
မိၢ် --ဖိမုၣ်ဖိခွါၤ, ကူထီၣ်ကၢထီၣ်ဝံၤပကဘၣ်အိၣ်မ့ၤ.

ဖိမ့်မ့်ဒီးဖိမ့်မ့်--မု၊ မု၊  
 မိ --အိန်ဆိမ့်မ့်ခဲအံးန့ၣ်. မိမိကအိန်ကုၤခဲကီၣ်.  
 ဖိမ့်မ့် --မိၤဒါ, ယသကီးလဲၤထီၣ်ကွဲၣ်လံ. ယကလဲၤပီၣ်အခံၣ်န့ၣ်.  
 မိ --မု၊ မု၊. လဲၤဂ့ၤဂ့ၤန့ၣ်.  
 ဖိမ့်မ့်--မိၤဒါ, ယသကလဲၤသကီးဒီးသရၣ်မုၢ်. သရၣ်မုၢ်သါကဟဲအိန်န့ၣ်ယၤ.  
 မိ --အိ, နဲနသရၣ်မုၢ်အဲၣ်ဘၣ်န့ၣ်ဒီးဒိၣ်ညါမိၣ်.

### Questions (တၢ်သံကွၢ်)

၁. မကီၣ်ဖိမ့်မ့်တဂၤလဲၤဆူလဲၣ်.
၂. ဖိမ့်မ့်မၤအပုၤမၤမနုၤလဲၣ်.
၃. မိမၤအဖိခံၣ်မၤမၤစၢၤအိၣ်ဒဲလဲၣ်.
၄. တချုးအဖိခံၣ်အိၣ်မုၢ်န့ၣ် အမိမၤအမၤဆိမနုၤလဲၣ်.
၅. မိအိန်မုၢ်လၢအဖိအသကီးဒါ.
၆. ဖိမ့်မ့်လဲၤပီၣ်မတၢၤအခံၣ်လဲၣ်. အဝဲသ့ၣ်လဲၤဆူလဲၣ်.
၇. မတၢၤကဟဲအိန်န့ၣ်အဖိမုၢ်တဂၤအံၤလဲၣ်.
၈. မတၢၤအတၢ်အဲၣ်အိန်ဖျါထီၣ်လဲၣ်. အိန်ဖျါဝဲဒဲလဲၣ်.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the parts of both the son and the daughter while your teacher takes the part of the mother. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရၣ်--ပုၤကွဲၣ်ဖိမ့်မ့်ဆၢတၢ်သံကွၢ်ခဲလၢ်မုၢ်ဘၣ်လံၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖိခံၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွဲၣ် ဖိမ့်မ့်သရၣ်အခံၣ်တဝီ တံးဒီးမၤပုၤကွဲၣ်ဖိမ့်မ့်ဒီးဖိမ့်မ့်ခံၣ်လၢ် ဒီးသရၣ်ကကဲမိၢ်. ကတိၤလိၣ်သကီးတၢ်ကတိၤ အါဝီတစဲးဒီးသရၣ်ကကဲမိၢ်ဒီးဖိမ့်မ့်အတၢ်ကတိၤကဘၣ်ဘျုးတစဲး. တုၤပုၤကွဲၣ်ဖိမ့်မ့်တၢ်ဘၣ်ဘျုးလံၣ်န့ၣ် မၤပုၤ ကွဲၣ်ဖိမ့်မ့်ကဲမိၢ် ဒီးသရၣ်ကကဲမိၢ်ဖိမ့်မ့်ဒီးဖိမ့်မ့်ဝံၤ တဲလိကဒီးအါဝီတစဲး. တုၤပုၤကွဲၣ်ဖိမ့်မ့်တၢ်ဘၣ်ဘျုးလံၣ်န့ၣ်က တၢ်လိသကီးတၢ်ကဒီးတဘျီ ဘၣ်ဆုၣ်အအံၤတဘျီန့ၣ် သရၣ်မုၢ်ဂ့ၤပုၤကွဲၣ်ဖိမ့်မ့်ဂ့ၤ ကဘၣ်လဲၤကတိၤပုၤ ဖျါပုၤဖျါဆုၣ်တၢ်ကတိၤ အဂၤလၢပုၤကွဲၣ်ဖိမ့်မ့်လိတုၢ်လံၣ်န့ၣ်လီၤ. တဲလိသကီးတၢ်ဒီးအံၤအသးကီးနံၤဒဲးဆူညါ ဤသီအတီၢ်ပုၤ.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရၣ်--ကီးနံၤဒဲး သရၣ်ဒီးပုၤကွဲၣ်ဖိမ့်မ့်ဟံးန့ၣ်အဆၢကတီၢ်တနီၤလၢကကတိၤသကီးတၢ်လၢပုၤကွဲၣ်ကွဲၣ် ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

### 14.8 Reading and Writing

၁၄.၈ တၢ်မၤလိဖးဒီးကွဲးပုၤကွဲၣ်ကွဲၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မပြုကွဲဖိဖိပိသရော်အခံတကျီတကျီတတီဝံ၊ မပြုကွဲဖိကွဲလဲအေးတကျီန့ၣ်ခံဝံတၢ်လီၤလီၤဟံ၊ လၢခံတနံၤသရော်ကဘၣ်ကွဲၣ်ပုၤကွဲၣ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်နီၤ၊ ဝံမပြုကွဲဖိဖိယုၤသရော်၊ ပုၤကွဲၣ်ဖိဖိမ့ၢ်ကမၣ် သရော်ကဘၣ်ဖိယုၤပုၤကွဲၣ်ဖိတဘျီဒီး.

ခဲကိၣ်ယကလဲလုၢ်ထံဒီးဒါၣ်ထံ.

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ဆိကတီၢ်နတၢ်သုခွးတဖၣ်ဖိ ဒီးဟဲပံၤထီၣ်စၢၤယၤလံာ်လၢတၢ်ဖိခိၣ်အံၤ.

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မကိၣ်ယမၤယလံၤမ့ၢ်ဖိပံၤန့ၢ်နတၢ်အိၣ်.

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#### 14.9 Listening and Speaking

၁၄.၉ တၢ်မၤလိကန့ၢ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

- (1) Review 12.9. Then, during the next 24 hours try to learn from someone other than your teacher the Karen for "blue" and "purple," planning ahead how to use the new words in different ways to help fix them in your mind. Also, use the words for "black" and "green" in your conversation with others as a review.

(၁) သရော်-မပြုကွဲဖိကွဲကဒါက့ၤ ၁၂.၉ ဝံဒီး လၢဆူညါ ၂၄ န့ၣ်ရံၣ်အတီၢ်ပူၤအံၤ မပြုကွဲဖိကတိၤတၢ်ဒီးပုၤလၢပုၤကညီအကျိၣ် ဒီးယုၤအါထီၣ်န့ၢ်တၢ်ကတိၤအသီခံဖျၢၣ်လၢအမ့ၢ်တၢ်အလွဲၢ်အသီခံမ့ၢ်. လၢခံတနံၤန့ၣ် မပြုကွဲဖိတဲဘၣ်သရော်လၢတၢ်ကတိၤအသီခံဖျၢၣ်အံၤ ဒ်သီးသရော်ဒီးပုၤကွဲဖိကကတိၤလိတၢ်ကတိၤအသီအံၤခဲအံၤခဲအံၤ. ပုၤကွဲဖိကဘၣ်သူတၢ်ကတိၤအသီအံၤထီၣ်ထီၣ် ဒ်သီးအသုတသးပုၤနီၣ်ဝဲတဂ့ၤ.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရော်-မပြုကုန်ဖိလဲအိုင်သက်ပွဲကညီဒ်သီးကကတိလိတၢ်ကတိသ့တဖၣ်လၢအမၤလိတၢ်လံဝဲ ဒီးဒ်သီးက  
ကန့ၣ်ပွဲကညီကတိသက်တၢ်.

#### 14.10 Cultural Assignment

၁၄.၁၀ တၢ်ဃုသ့ၣ်ညၢပွဲကညီအလုၢ်အလၢ်

Continue to work on .11.11.

သရော်-တၢ်မၤလိတကတိအံၤန့ၣ်တဘျီဃးဒီးပွဲကညီကၢၣ်ဘၣ်. ပွဲကုန်ဖိကမၤဒၣ်ဝဲ.



LESSON 15 - REVIEW  
တၢ်မၤလိ ၁၅ - တၢ်ကွၢ်ကဒါက့ၤ

15.1 Basic Sentences and Phrases

၁၅.၁ တၢ်ကတိၤအဒိ

(1) Classifiers

(a) In lessons 11-14 you have been introduced to one new classifier; i.e., တီၤ, classifier for sections and things occurring at intervals.

Below are some sentences with blank spaces. Select one of the 3 words on the right-hand side to insert in each of the blanks and read the resulting sentences.

သရၢ်-မၤပၤကွၢ်ဖိဃုထၢထီၣ်တၢ်ကတိၤလၢစုထွဲတပၤလၢအကြးဝဲဘၣ်ဒီးတၢ်န့ၣ်အီၤဖဲတၢ်လီၤလီၤဟံၤလၢတၢ်ကတိၤအခီၣ်ထံးတကျိၤလၢစုစ့ၣ်တပၤအပူၤဝံၤ ဖးအီၤဒီးကျိၤ. ပၤကွၢ်ဖိဃးဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၢ်ကဘၣ်တဲကဒီးတဘျီဒီးမၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံးဒီး. တဲလိတၢ်ကတိၤဆူညါသ့ၣ်တဖၣ်တကျိၤဘၣ်တကျိၤဒီးအခီၣ်ထံးတကျိၤအသးန့ၣ်.

ယခီၣ်တ\_\_\_ဘၣ်အါ, အတ\_\_\_တဘၣ်အါဘၣ်.

တီၤ

ဟဲကွၢ်တၢ်အံၤတ\_\_\_.

ထံၣ်

တဂီၤအံၤယအဲၣ်ဒီးမၤနဖးလံၣ်စီဆှံခံ\_\_\_.

ခီ

လၢနဟံၣ်န့ၣ်ကွၢ်အိၣ်တုၤပွဲၤ\_\_\_လဲၣ်.

ကျဲတ\_\_\_အံၤဂ့ၤ, ဆူညါတ\_\_\_တ\_\_\_တဂ့ၤနီတဲးဘၣ်.

(b) In the last 4 lessons you have also learned one particle used with a numeral + classifier; i.e., လၢၣ်, "both, all."

Below are 3 sentences. Read each one three times, each time inserting one of the 3 words on the right-hand side below as well as any other words necessary to make the sentence complete; e.g., negative particles.

သရၢ်-မၤပၤကွၢ်ဖိဃးန့ၣ်တၢ်ကတိၤလၢအခီၣ်ဖဲစုထွဲတပၤအံၤ တဘျီတဖျါတဘျီတဖျါ ဒီးတၢ်န့ၣ်အီၤဖဲတၢ်လီၤလၢအဘၣ် လၢတၢ်ကတိၤအခီၣ်ထံးတကျိၤလၢအစုစ့ၣ်တပၤအံၤအပူၤ ဒီးတၢ်ကတိၤအဂၤမ့ၢ်လိၣ်စ့ၢ်ကီး (အဒိ-"တ" ဒီး "ဘၣ်")န့ၣ် တၢ်န့ၣ်ဃုၣ်ဖဲတၢ်လီၤလၢအဘၣ်ဝဲ. အဒိ-"ပသးဝံၣ်တၢ်တဘၣ်နီတဂၤဘၣ်." "ပသးဝံၣ်တၢ်ဘၣ်ထဲတဂၤ." "ပသးဝံၣ်တၢ်ဘၣ်ခံၤလၢၣ်." တဲလိခံၤကျိၤတကျိၤဒီးသၢကျိၤတကျိၤ ဒ်လၢအခီၣ်ထံးတကျိၤအသးအံၤ.

ပသးဝံၣ်တၢ်ဘၣ်.

နီတဂၤ

ယထံၣ်ပၤသမ့ၢ်ဟဲ.

ထဲတဂၤ

အဝဲသ့ၣ်လုၢ်ထံၣ်ဝံၤ.

ခံၤလၢၣ်

(2) Pronouns

You have learned one new pronoun expression; i.e., ဒ် + ယဲ/နဲ/ဝဲ/ပဝဲ/သုဝဲ. The choice of pronoun depends upon the subject. In the last 4 lessons you have learned 2 uses of this type of expression, as follows:

(a) To express "oneself." In such cases the pronoun which follows ဒ် is always the same person and number as the subject, and the words ကစိ or နီကစိ may be used with it as well; e.g., ယကစိဒ်ယဲ, သကစိဒ်သုဝဲ.

(b) To express "to happen by itself/ to let happen without interfering." In such cases the subject is not expressed (with the exception of တိ in expressions which require it) and the pronoun is always in the third person; i.e., ဒ်ဝဲ.

Insert ဒ် + the appropriate pronoun in the correct place in each of the sentences below. The sentences which do not have any expressed subject have the meaning of "to happen by itself/ to let happen without interfering."

သရော်-မၤပၤကွဲၤဖိတၢ်ကတိၤ "ဒ်ယဲ," "ဒ်နဲ" "ဒ်ဝဲ," "ဒ်ပဲ," မ့တမ့ၢ် "ဒ်သုဝဲ" ဖဲတၢ်ကတိၤလၢအဖိလၢအံၤအခိၣ်ထံးတကျိၤအပူၤ ဝံၤဒီးဖးဒိကျိၤ. ပၤကွဲၤဖိတၢ်ဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရော်ကဘၣ်တဲလီၤတံၢ်န့ၢ်က့ၤ ပၤကွဲၤဖိကဒီးတဘျီ ဒီးမၤပၤကွဲၤဖိတဲပိၣ်သရော်အခံၤဒီး. မၤပၤကွဲၤဖိတဲလိကိးကျိၤဒီးဒ်အခိၣ်ထံးတကျိၤအသိးအံၤ.

ပကဟဲက့ၤ\_\_\_\_\_.

ယကလဲၤ\_\_\_\_\_.

သုမၤ\_\_\_\_\_ဇါ.

ကအိၣ်\_\_\_\_\_.

နဖိမုၢ်ကွဲး\_\_\_\_\_.

ကလဲၤပူၤ\_\_\_\_\_.

တၢ်ကစူၤ\_\_\_\_\_.

### (3) Couplets

In lessons 11-14 you have been introduced to 8 new couplets. On the left are sentences using these couplets with the second word omitted. Select the proper word from the list on the right to complete the couplet, then read the entire sentence. The teacher will say it again, and you should repeat it after him/her once more.

သရော်-မၤပၤကွဲၤဖိတံးန့ၢ်တၢ်ကတိၤလၢစုထွဲတပၤအံၤလၢအဘၣ်ဝဲတဖျါဒီးတၢ်န့ၢ်အိၣ်ဖဲတၢ်လီၤလီၤဟံၣ်လၢစုစ့ၢ်တပၤအံၤအခိၣ်ထံးတကျိၤအပူၤဝံၤဒီးဒိကျိၤ. ပၤကွဲၤဖိဖးဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရော်ကဘၣ်ဖးလီၤတံၢ်န့ၢ်က့ၤပၤကွဲၤဖိတဘျီကဒီးဝံၤ မၤပၤကွဲၤဖိတဲပိၣ်ထွဲသရော်အခံၤဒီး. မၤပၤကွဲၤဖိတဲလိတၢ်ကတိၤဆူညါကိးကျိၤဒီးဒ်အခိၣ်ထံးတကျိၤအသိးအံၤ.

သုနုစုနု\_\_\_\_\_.

သဝီအခိၣ်အ\_\_\_\_\_အိၣ်န့ၢ်ဂၤ.

ယဖံယ\_\_\_\_\_ကဟဲအိၣ်သကိးယၤ.

ပမိၢ်ပၢ်\_\_\_\_\_မ့ၢ်ပၤကညီခဲလၢၣ်.

အဖိအ\_\_\_\_\_တဟဲနီတဂၤဘၣ်.

ဖဲတၢ်လီၤအံၤဟံၣ်ခိၣ်\_\_\_\_\_ဂ့ၤမး.

ဖု

ကပံၣ်

ခိၣ်

လံၤ

ဖံဖု

စု

ပုၤမ့ၢ်လဲၤမၤလိလံာ်လၢဝဲၣ်ပူၤန့ၣ် တၢ်လၢာ်တၢ်\_\_\_\_ န့ၢ်  
 ကဒိၣ်ဖးဒိၣ်ညါ.  
 ပုၤတၢ်အံၤအကျိၣ်အ\_\_\_\_တအိၣ်အါအါ လၢၤဘၣ်. စ့ၤ

(4) Location expressions

You have learned 2 new location expressions; i.e., ဖိခိၣ် (အဖိခိၣ်/ခိၣ်) and ဖိလၢ် (အဖိလၢ်/လၢ်).

(5) Verb expressions

(a) Helping verbs. In the last 4 lessons you have learned 9 new helping (dependent) verbs which are used following other verbs and cannot be used alone with the same meaning, as follows:

တ့ၢ်	To remain behind
စီ	To be elevated, rising above the common level
လီၤ (လိၣ်)	To do reciprocally; each other
စၢၤ	To help, assist
ဆီ	To do first, give priority to
ပၣ် (ပၣ်စၢၤ)	To do ahead of time, to do and set aside
ကတီၢ်	To stop, cease
လၢ်	To use up

See how many of the words below can be used preceding each of the above words, and use each of the possible combinations in a short sentence. The teacher should make corrections if necessary.

သရၣ်-မၤပုၤကိၣ်ဖိဟံးန့ၢ်တၢ်ကတီၢ်အခိၣ်ထံးတဖျၢၣ်လၢအဖိလၢ်အံၤ ဒီးပၣ်ဖိၣ်ကွၢ်အိၣ်ဒီးတၢ်ကတီၢ်လၢအဖိခိၣ်အံၤတဖျၢၣ်ဘၣ်တဖျၢၣ်. တၢ်ကတီၢ်လၢပတဲသ့န့ၣ် ပုၤကိၣ်ဖိကဘၣ်ဃုန့ၢ်အတၢ်ကတီၢ်ဒၣ်ဝဲ ဒီးသ့ဃုဒီးတၢ်ကတီၢ်အဝဲန့ၣ်. အဒိ-ပုၤကိၣ်ဖိကပၣ်ဖိၣ်ကွၢ်တၢ်ကတီၢ် "အိၣ်" ဃုဒီးတၢ်ကတီၢ် "တ့ၢ်" ဒီးမ့ၢ်လၢပတဲသ့အဃီပုၤကိၣ်ဖိကဘၣ်ဃုန့ၢ်အတၢ်ကတီၢ်ဒၣ်ဝဲဒီးသ့ဃုဒီးတၢ်ကတီၢ် "အိၣ်တ့ၢ်" အံၤ ဒ်သးကကဲထီၣ်က့ၤတၢ်ကတီၢ်ဒီကျိၤ. အဒိ--"ယဆ့ကၢအိၣ်တ့ၢ်လၢယဂီၤမိၣ်အဒး." ဝံဒီးပုၤကိၣ်ဖိကပၣ်ဖိၣ်ကွၢ်ကဒီးတၢ်ကတီၢ် "အိၣ်" ဒီးတၢ်ကတီၢ်ဆူညါတဖျၢၣ် "စီ" ဒီးမ့ၢ်လၢပတဲသ့ဘၣ်အဃီ ကလဲၤကပၣ်ကွဲၣ်အိၣ်. ပုၤကိၣ်ဖိကဘၣ်ပၣ်ဖိၣ်ကွၢ်တၢ်ဒ်အံၤအသးစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်. မ့ၢ်ဝံဒီး ပုၤကိၣ်ဖိကဘၣ်ဟံးန့ၢ်ကဒီးတၢ်ကတီၢ် (၂) လၢအဖိလၢ်အံၤ "မံ" ဒီးပၣ်ဖိၣ်ကွၢ်အိၣ်ဒီးတၢ်ကတီၢ်လၢအဖိခိၣ်တဖျၢၣ်ဘၣ်တဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ် "အိၣ်" အ သး. ဒီးပတဲမ့ၢ်သ့န့ၣ် ပုၤကိၣ်ဖိကဘၣ်ဃုန့ၢ်အတၢ်ကတီၢ်ဒၣ်ဝဲဒီးပၣ်ဖိၣ်ကွၢ်အိၣ်ဃုဒီးတၢ်ကတီၢ်အဝဲန့ၣ်. ပုၤကိၣ်ဖိကဘၣ်တဲလိကဒီး (၃) တုၤလၢ (၅) လၢအဖိလၢ်အံၤဒ်လၢ (၁) အသး.

(၁) အိၣ်                      (၂) မံ                      (၃) ကွၢ်    (၄) ပၣ်                      (၅) အိၣ်

(b) Action verbs. In lessons 11-14 you have learned 9 new action verbs, as follows:

ဖျား  
 ဒိ (တၢ်ဂီၤ)  
 သ့ (ခွဲး, လီၤခီ, စု, ခီၣ်)  
 လုၢ် (ထံ)  
 ဒၢၣ် (ထံ)  
 ပၣ်  
 ကဲ  
 မၤ  
 သးထီၣ်

The first 5 action verbs need no comment. The verb ပၣ် as a main verb is usually followed by a helping verb; e.g., ပၣ်ထီၣ်, ပၣ်လီၤ, ပၣ်က့ၤ, etc.

As explained in lesson 14 the word ကဲ, "to become," is frequently used instead of "to be" as in English when referring to something that a person was not at birth but became later; e.g., ပၤမိၤကဲၤပၤဆၢတၢ်ဖိ, "My mother is a seller/saleswoman."

The word မၤ, "to ask a person to do something," usually has a clause as its object; e.g., ယမၤနလဲၤဒၢၣ်ထံ, "I asked you to go and draw water." When မၤ is combined with the helping verb လီၤ, the meaning becomes "to send;" e.g., ယမၤလီၤပၤတၢ်မၤဖိခံၤလဲၤဒၢၣ်လၢ နဟံၣ်, "I have sent two evangelists to go and stay in your village."

Although သးထီၣ် is used for the English "to be angry" if it is not a longstanding thing, in Karen it literally means "the heart rises up" and so it is really an action verb rather than a descriptive verb. Perhaps it would be better to think of it as meaning "to become angry" or "to get angry" rather than as "to be angry."

In the following drill you should ask the teacher what he/she wants to have you do, using the first pattern sentence below. The teacher will then tell you to put something somewhere based on the second pattern sentence. After carrying out the teacher's request, state so using the third pattern sentence and then ask what else he/she wants to have you do. The teacher will make a new request based on the second pattern sentence, and after doing it, you should respond according to the third pattern sentence. Practice like this over and over until you can carry out the actions and make the verbal responses promptly.

သရၣ်-မၤပၤကွဲၤဖိသံကွၢ်သရၣ်ဒိအဒိလၢအဖီလၢအံၤအသိး ဝံၤဒီးသရၣ်ကဘၣ်မၤပၤကွဲၤဖိမၤတၢ်တမံၤမံၤဒိခံၤကျိၤတကျိၤအသိး. (သရၣ်ကဘၣ်တၢ်န့ၣ်တၢ်ကတိၤ "ပၣ်ထီၣ်," "ပၣ်လီၤ," "ပၣ်က့ၤ," "ပၣ်န့ၣ်," "ပၣ်တၢ်," "ပၣ်ကတိၤ," "ပၣ်ပၣ်," မ့တမ့ၢ် "ပၣ်ပၣ်စၢၤ" ဖဲတၢ်လီၤလီၤဟံၤအခီၣ်ထံးတတိၤ, တၢ်ကတိၤ "စၢၣ်," "လီၤဆွၣ်နီၤ," "လံၣ်," "နစု," "ယစု," "ယခီၣ်," "နခီၣ်," "နခီၣ်," မ့တမ့ၢ်တၢ်အဂၢၤဒိအံၤအသိးလၢပၤကွဲၤဖိမၤလိတၢ်လံၣ်န့ၣ် ဖဲတၢ်လီၤလီၤဟံၤခံတတိၤအပူၤ, ဝံၤဒီးကဘၣ်တၢ်န့ၣ်တၢ်ကတိၤဒိ "ဖီခီၣ်," "အဖီခီ," "ခီၣ်," "ဖီလၢ," "အဖီလၢ," "လၢ," "ခီၣ်ထံး," မ့တမ့ၢ် "အပူၤ" ဖဲတၢ်လီၤလီၤဟံၤသၢတတိၤတတိၤအပူၤန့ၣ်.) ပၤကွဲၤဖိမၤဒိသရၣ်မၤအမၤအသိးမ့ၢ်

ဝံနုၣ် ပုၤကွၢ်ဖိကဘၣ်တဲတၢ်ဒီးသံကွၢ်တၢ်ဒ်တၢ်ကတိၤသၢကၣ်တၢ်လၢအဖီလၢအသိးအံၤ. အဒိ--ပုၤကွၢ်ဖိကသံကွၢ်လၢ "နကမၤယမၤမတၤလဲၣ်" ဝံဒီးသရၣ်ကတဲလၢ "ပၤလီၤလံၣ်တဘျီအံၤလၢနီၣ်ထံး." ပုၤကွၢ်ဖိကပၤလီၤလံၣ်လၢအခီၣ်ထံးဝံကတဲဝဲ "ယပၤလီၤဝံလံ. နကမၤယမၤဒီးမတၤလဲၣ်." ဝံဒီးသရၣ်ကမၤကဒီးအံၤအသိတမံၤ. တဲလိတၢ်ဒ်အံၤအသိးအါဝီတုၤလၢပုၤကွၢ်ဖိမၤထွဲဒီးတဲတၢ်ဘၣ်ဘျီတဲးန့ၣ်.

S. နကမၤယမၤမတၤလဲၣ်.

T. ပၤ \_\_\_\_\_လၢ\_\_\_\_\_.

S. ယပၤ \_\_\_\_\_ဝံလံ. နကမၤယမၤဒီးမတၤလဲၣ်.

(b) Descriptive verbs. You have also learned 10 new descriptive verbs. They are given below in the various combinations in which they may be used.

ယံၤ	ယံၤထီၣ်	--	(လၢ)အယံၤ	ယံၤန့ၣ်...	ယံၤန့ၣ်အလီၤ	ယံၤယံၤ
အၢ	အၢထီၣ်	--	(လၢ)အအၢ	အၢန့ၣ်...	အၢန့ၣ်အလီၤ	--
ဘၣ်အၢ	ဘၣ်အၢထီၣ်	--	(လၢ)အဘၣ်အၢ	ဘၣ်အၢန့ၣ်	ဘၣ်အၢန့ၣ်အလီၤ	--
သးအၢ	သးအၢထီၣ်	--	(လၢ)အသးအၢ	အသးအၢန့ၣ်	အသးအၢန့ၣ်အလီၤ	--
သးဒိၣ်	သးဒိၣ်ထီၣ်	--	(လၢ)အသးဒိၣ်	အသးဒိၣ်န့ၣ်	အသးဒိၣ်န့ၣ်အလီၤ	--
သးဆံး	--	သးဆံးလီၤ	(လၢ)အသးဆံး	အသးဆံးန့ၣ်	အသးဆံးန့ၣ်အလီၤ	--
ဘူး	ဘူးထီၣ်	--	(လၢ)အဘူး	ဘူးန့ၣ်...	ဘူးန့ၣ်အလီၤ	ဘူးဘူး
ဖျါ	--	--	(လၢ)အအိၣ်ဖျါ	--	--	ဖျါဖျါ
ဆိ	--	--	(လၢ)အဆိ	ဆိန့ၣ်...	ဆိန့ၣ်အလီၤ	ဆိဆိ
လၢၣ်	--	--	(လၢ)အလၢၣ်	--	--	--

Study the above examples and then choose one expression from each column and make up sentences of your own, one for each expression you have chosen.

သရၣ်-မၤပုၤကွၢ်ဖိကတၢ်ကတိၤလၢအဖီခီၣ်အံၤ ဝံဒီးမၤအယုထၢထီၣ်တၢ်ကတိၤတဖျါလၢအခီၣ်ထံးတၢ်ဒီးသုဃုၣ်ဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ. အဒိ--"ယအးအိၣ်ဘူး." ဝံဒီးမၤပုၤကွၢ်ဖိဟံးန့ၣ်ကဒီးတၢ်ကတိၤတဖျါလၢခံၣ်တၢ်ဒီးသုဃုၣ်အံၤဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်အဖီခီၣ်အံၤအသိး. အဒိ--"နဆုၣ်ကၤဘၣ်အၢထီၣ်လံ." မၤပုၤကွၢ်ဖိဟံးန့ၣ်တၢ်ကတိၤတဖျါတၢ်ကတိၤတဖျါကိးဂံၢ်ဒီး ဒီးသုအံၤဒ်အံၤအသိးစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်. ပုၤကွၢ်ဖိတဲတၢ်မ့ၢ်တဘျီဘၣ်န့ၣ် သရၣ်ကဘၣ်တဲဘၣ်န့ၣ်ကုၤပုၤကွၢ်ဖိကဒီးတဘျီဒီးမၤပုၤကွၢ်ဖိတဲတၢ်ပိၣ်ထွဲသရၣ်အခံၤဒီး.

(d) You have learned one idiomatic verb expression in the last 4 lessons; i.e., တၢ်မၤအသး, "to happen." The subject is always တၢ် and the verb မၤ is always followed by အသး. If the expression is followed by a clause, the clause is introduced by လၢ, e.g., တၢ်မၤအသးလၢအတၢ်အိၣ်တုၤထဲယံၤဘး, "It happened that he only had 5 baht left (his money remained only 5 baht)."

## (6) Time expressions

You have learned 2 new time expressions; i.e., ခဲကီဝ် (ခဲကီဝ်/ခဲကီဝ်), "in awhile," and မကီဝ် (မကီဝ်/မကီဝ်), "awhile ago."

(7) Clause patterns

You have learned several new clause patterns, as below:

.....ဘၣ်မတၢလီၣ်)	Why?
.....ဘၣ်မနုၤလဲၣ် )	
ဘၣ်မတၢလၢ.....လီၣ်)	Why?
ဘၣ်မနုၤလၢ.....လဲၣ် )	
ဖျါလၢ.....	It appears that...
တၢ်မၤအသးလၢ.....	It happens that...
တချုး.....န့ၣ်	Before...

Below are 3 clauses. Insert the first one in each of the blank spaces in the expressions above and read the resulting sentences. Be sure that you understand the meaning. The teacher should make any corrections necessary. Do the same with the second and third clauses. (Note that the third clause, which is in the negative, cannot be used with the last two expressions above.)

သရၣ်-မၤပုၤကွီၤဖိတံးန့ၣ်တၢ်ကတိၤလၢအဖီလၢအခီၣ်ထံးတကျိၤဒီးတၢ်န့ၣ်အီၤဖဲတၢ်လီၤလီၤဟံၤလၢအဖီခီၣ်အခီၣ်ထံးတကျိၤအပူၤဝံၤ ဖးဒီးကျိၤ. ဝံၤဒီးတၢ်န့ၣ်ကဒီးအီၤလၢအကျိၤအဂၢၤတဖၣ်လၢအဖီခီၣ်တကျိၤဘၣ်တကျိၤ ဒီး ဖးအီၤ. မ့ၢ်ဝံၤန့ၣ် မၤပုၤကွီၤဖိတံးလိကဒီးတၢ်ကတိၤ (၂) ဒီး (၃) လၢအဖီလၢအခီၣ်လၢ (၁) အသးအံၤ. ဘၣ် ဆၣ်မ့ၢ် (၃) န့ၣ် ပတုၢ်န့ၣ်အီၤသုထဲလၢအခီၣ်ထံးယုကျိၤလၢအဖီခီၣ်အံၤအပူၤ, မ့ၢ်အကတၢၢ်တကျိၤအပူၤန့ၣ် ပတုၢ်န့ၣ်အီၤတသ့ဘၣ်.

- (၁) အတိၢ်လၢၣ်.
- (၂) အဝဲကလဲၤထီၣ်ကစၢၢ်.
- (၃) ပုၤတမၤစၢၤဖိသၣ်တဂၤနီၤတဂၤဘၣ်.

(8) Exclamations

You have learned 2 new words of exclamation; as follows:

- ဇု/ဟူ - exclamation over something displeasing
- လါ/အလါ - exclamation indicating exasperation or great displeasure

In the past you have learned 3 other exclamation words, as follows:

- အါ - exclamation indicating surprise, delight, longing (Lesson 2)
- အါ/အိ - exclamation of surprise or regret (Lesson 7)
- အိ - particle used when responding to a new bit of information or a new thought just come to mind (Lesson 7)

Read the following sentences, inserting the appropriate exclamation in the each blank.

သရော်-မပြုကုန်ဖို့ယူထုတ်တိုက်ကတိလောအစီခိုအံလောလီလိပ်အသးဒီးတိုက်ကတိအစီခိုထံးတကျီလော အစီလိပ်အံ ဒီးတိုက်နုအံဖဲတိုက်လီလီဟီအပူဝံ ဖးဒီကျီလော ပြုကုန်ဖို့မုတ်တဘဉ်ဂုၤဒဲးဘဉ်နု သရော်ကဘဉ် ဖးလီတိုက်နုကပြုကုန်ဖို့ကဒီးတဘျီ ဒီးမပြုကုန်ဖို့တဲပိပ်ထွဲသရော်အခဲဒီး တဲလိက်ကျီဒဲးလောအစီလိပ်အံတ ကျီဘဉ်တကျီဒဲးအစီခိုထံးတကျီအသးအံစးထီၣ်လောအစီခိုထံးတုလောကတိတိုက်.

\_\_\_ယဆိကမိၣ်လၢနလဲၤဆူဝုၣ်ပူလံ.  
 "တၢ်မိၣ်ဟ့ၣ်လီၤယသးနုလၢယတၢ်ဂီၤတဘျီအံၤ." "\_\_\_တၢ်ဘျုးဒိၣ်မး. ယကွၢ်ဂ့ၢ်ဒိၣ်မး."  
 \_\_\_နမၤဘဉ်အာနတၢ်ကူတၢ်ကၤဘဉ်မနုလီၣ်.  
 \_\_\_ကျဲလၢပမဲၣ်ညါအိၣ်ထဲကပံၤ.  
 "သရော်ဘဉ်အသးလၢယကကဲတၢ်မၤဖိတဂၤ." "\_\_\_, ဒီးနတဲအံၤဒဲးလဲၣ်."

### 15.2 Pronunciation Drills

၁၅.၂ တၢ်ကတိအသးလၢအကီတစဲး

- (1) Practice reading the expressions below, first pronouncing them the way they are written and then a second round pronouncing them the colloquial way; e.g., in (a) below first pronounce စ as written in all of the expressions, then repeat pronouncing စ as ကွ.

(၁) သရော်-မပြုကုန်ဖို့တဲပိပ်ထွဲသရော်အခဲတဂ့ၢ်ဘဉ်တဂ့ၢ်. အဆိတဘျီဖးအံၤဒဲးလၢလံာ်ပူၤအသး. မၤဒီးတဘျီ ဖးအံၤဒဲးပူၤကစၢ်ခိၣ်ဖိ ကတိတၢ်အသး.

(a) စ/က	(b) ဆ/ခွ	(c) သ/စ	(d) ယ/z	(e) ဝ/v	(f) အိး/အိၣ်, အိး/အိၣ်	(g) ပ/ဖ
ကစၢ်ဒုၣ်ဝဲ	သးဆဲး	သးထီၣ်	ယံၤ	ဒုၣ်ဝဲ	အဲၣ်လိပ်အ	ကပံၤ
ကွၢ်စိ	ဖိဆိမုၤ	သးဒိၣ်	ယၢၣ်		သး	ပၣ်လီၤ
မၤစၢၤ	ဆိကတီၢ်	သးဆဲး			မဲကိၣ်	ပၣ်ထီၣ်
အစု		သးအၢ			မဲကိၣ်	ပၣ်က့ၤ
ပၣ်စၢၤ		မၤအသး				ပၣ်န့ၢ်
ကျီၣ်စု		အဲၣ်လိပ်အ				ပၣ်တုၢ်
		သး				
တၢ်လၢၣ်တၢ်စုၤ		သၢၣ်				ပၣ်ကတီၢ်
		သ့ခိၣ်				ပၣ်စၢၤ

- (2) Review the pronunciation drill in 11.3.

(၂) သရော်-ကွၢ်ကဒါက့ၤ ၁၁.၃.

### 15.3 Completion Drills, Question and Answer Drills

၁၅.၃ တာ်တုၢ်န့ၣ်မၤပွဲၤထီၣ်တာ်ကတိၤ, တာ်သံကွၢ်ဒီးတာ်စံးဆါ

Review sections 11.4, 11.7, 12.3, 12.5, 13.3, 13.4, 13.7, 14.5, 14.6.  
သရၣ်-ကွၢ်ကဒါက့ၤ ၁၁.၄, ၁၁.၇, ၁၂.၃, ၁၂.၅, ၁၃.၃, ၁၃.၄, ၁၃.၇, ၁၄.၅, ၁၄.၆.

#### 15.4 Conversation Practice

၁၅.၄ တာ်မၤလိာ်ဘၣ်ဃးတာ်ကတိၤသကိးတာ်

(1) Review 10.4 (2), 11.8, 12.7, 13.8, 14.7.

(၁) ကွၢ်ကဒါက့ၤ ၁၀.၄ (၂), ၁၁.၈, ၁၂.၇, ၁၃.၈, ၁၄.၇.

(2) LISTEN to the following conversation as the teacher reads it without looking at the book yourself. The teacher should identify the speakers each time. After you have heard the entire conversation, tell in Karen what you understood and remembered. If you didn't get it all, have the teacher read it again as often as necessary, each time giving you a chance to tell what else you understood from it. After you understand it all, take the second part while the teacher takes the first part and practice reading it through once or twice. Then try saying your part without looking at the book. After you can say your part correctly and smoothly, change parts and practice the same way again.

(၂) သရၣ်-သရၣ်ကဘၣ်ဃးတာ်ကတိၤသ့ၣ်တဖၣ်အံၤ ဒီးမၤပွဲၤကွဲၤကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ် "ဖိဒိၣ်ခွါ" ဒီး "ဖါတံၢ်" အမံၤ ဒ်သိးပွဲၤကွဲၤကသ့ၣ်ညါပွဲၤမတၢ်ကတိၤတၢ်လဲၣ်. သရၣ်ဃးတဝီၣ်ဒီး, မၤပွဲၤကွဲၤဖိတဲ ဒီးကွၢ်လၢပွဲၤကညီၣ်ကွဲၤပွဲၤကွဲၤဖိတဲပၢ်ပွဲၤလဲၣ်. ပွဲၤကွဲၤဖိမ့ၢ်တန့ၢ်ပၢ်ဒီးဘၣ်, သရၣ်ကဃးကဒီးတဝီၣ်သ့ၣ် ဒီးမၤပွဲၤကွဲၤဖိတဲဒီးတာ်လၢအန့ၢ်ပၢ်အါထီၣ်ဝဲသ့ၣ်တဖၣ်န့ၣ်. ပွဲၤကွဲၤဖိမ့ၢ်တန့ၢ်ပၢ်ခဲလၢဒ်ဒီးဘၣ်န့ၣ် မၤပွဲၤကွဲၤဖိအိၣ်ထီၣ် အလံာ်ဝံၤဒီး ကွၢ်ပိာ်သရၣ်အခဲသရၣ်ဃးယုၤကဒီးပွဲၤကွဲၤဖိအခါ. တုၤပွဲၤကွဲၤဖိန့ၢ်ပၢ်ခဲလၢဒ်လဲၣ်န့ၣ် မၤပွဲၤကွဲၤဖိကဲ "ဖိဒိၣ်ခွါ" ဒီးသရၣ်ကကဲ "ဖါတံၢ်". ဃးတဝီၣ်ဝံၤ မၤပွဲၤကွဲၤဖိကးဘၢယုၤအလံာ်ဒီးတဲကွၢ် "ဖိဒိၣ်ခွါ" အတာ်ကတိၤ. တဲလိာ်ဒ်အံၤ ၃-၄ ဝီၣ်ဒီး ဆူညါတသီ တဲလိာ်န့ၣ်အသိးဒီး. တုၤပွဲၤကွဲၤဖိတဲဘၣ်ဘျုးလဲၣ်န့ၣ် မၤပွဲၤကွဲၤဖိကဲက့ၤ "ဖါတံၢ်" ဒီးသရၣ်ကကဲက့ၤ "ဖိဒိၣ်ခွါ." တဲလိာ်ဒ်အံၤ အါဝီၣ်တဖၣ်တုၤလၢပွဲၤကွဲၤဖိတဲဘၣ်ဘျုးတဖၣ်. မ့ၢ်စးထီၣ်မၤလိာ်မၤလိာ် ၁၆ သန့ၣ်ကွၢ်ကဒါက့ၤတာ်မၤလိာ်တတိၤအံၤစ့ၢ်ကိးတသီခဲသီ.

ဖိဒိၣ်ခွါ--ဖါတံၢ်ဧၤ, နဟီၣ်ခိၣ်လီၤတဘျီန့ၣ် နဆါန့ၢ်ပွဲၤလဲၣ်ဧၤ.

ဖါတံၢ်--မ့ၢ်, ယဆါန့ၢ်တၢ်အဲၣ်ပၢ်လံၤ. အဝဲဒၣ်ဃးထီၣ်စံၣ်န့ၢ်ဃးလဲၣ်လံၤ.

ဖိဒိၣ်ခွါ--အါ, တၢ်အဲၣ်ပၢ်မ့ၢ်ဃးထီၣ်စံၣ်. အဟီၣ်ခိၣ်ကပံၣ်ကဂ့ၤမးလီၤ.

ဖါတံၢ်--မ့ၢ်, တၢ်လီၤန့ၢ်ဟီၣ်ခိၣ်ဂ့ၤမး. ယမၤတကဲလၢဘၣ်အဃိ ယဆါန့ၢ်အိၣ်လီၤ.

ဖိဒိၣ်ခွါ--တၢ်လီၤလၢအဖိခိၣ်တဘျီန့ၣ် ပွဲၤမၤတဂၤလဲၣ်ဧၤ.

ဖါတံၢ်--ဟၢၣ်အါ, ပွဲၤတမၤနီၣ်တဂၤဒီးဘၣ်.

ဖိဒိၣ်ခွါ--လါ, မ့ၢ်ယကလဲၤမၤတထံၣ်ဧၤ.

ဖါတံၢ်--အါ, နမၤမ့ၢ်ကဲန့ၢ် ဂ့ၤညါ. နဲနဟီၣ်ခိၣ်လီၤတအိၣ်အါဒီးဘၣ်.

ဖိဒိၣ်ခွါ--တၢ်လီၤတတိၤန့ၣ် လၢညါယဖုမၤအိၣ်တၢ်လၢအပူၤတဘျီလံၤ.

ဖါတံၢ်--အလါ, နဖုမၤအိၣ်ဝဲန့ၢ်ယုၤန့ၣ်ညါ.

ဖိဒိၣ်ခွါ--မ့ၢ်ဒိန့ၣ်န့ၣ် ယကမၤအိၣ်က့ၤယဲၤလီၤ.

ဖါတံၢ်--ဂ့ၤ, ဂ့ၤ, မၤအိၣ်စၣ်ခီ.



Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

တဲလိသကီးတၢ်ဒ်အံၤအသီးကိးနံၤဒဲးဆူညါၣ်ၤသီအတီၢ်ပူၤ.

- (3) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၃) သရၣ်-မၤပူၤကွဲၣ်ဖိလဲၤအိၣ်သကီးပူၤကညီဒ်သီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံၤ ဒီးဒ်သီးကကန့ၣ်ပူၤကညီကတိၤသကီးတၢ်.

### 15.5 Listening and Speaking

၁၅.၅ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပူၤကညီကျိၣ်လၢပူၤကညီအဟံၣ်.

- (1) Review the new vocabulary you obtained yourself in 12.9 and 14.9 by carrying on a conversation in Karen with your teacher and using them.

(၁) သရၣ်-ကွၢ်ကဒါကတိၤတၢ်ကတိၤအသီလၢပူၤကွဲၣ်ဖိလဲၤသ့ၣ်ညါဒ်ဝဲဖဲအမၤလိ ၁၂.၉ ဒီး ၁၄.၉ အခါန့ၣ်. သရၣ်ဒီးပူၤကွဲၣ်ဖိကဘၣ်ကတိၤသကီးတၢ်ဒီးသ့တၢ်ကတိၤအဝဲန့ၣ်သ့ၣ်တဖၣ်.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရၣ်-မၤပူၤကွဲၣ်ဖိလဲၤအိၣ်သကီးပူၤကညီဒ်သီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံၤ ဒီးဒ်သီးကကန့ၣ်ပူၤကညီကတိၤသကီးတၢ်.

### 15.6 Cultural Assignment

၁၅.၆ တၢ်ဃုသ့ၣ်ညါပူၤကညီအလုၢ်အလၢ်

This assignment should have been completed by now. Save it and update it from time to time as you learn more about the Karen customs in connection with clothing.

သရၣ်-တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပူၤကညီအကျိၣ်ဘၣ်. ပူၤကွဲၣ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 16

### တၢ်မၤလိ ၁၆

#### 16.1 Useful Words and Phrases

၁၆.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

**REPEAT after the teacher.**

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

တဂ့ၤ, သုတ...တဂ့ၤ

တဘျး

ဖိၣ်

ဖိၣ်လီၤ

ဖိၣ်ထီၣ်

ဖိၣ်န့ၢ်

ဖိၣ်စၢၤ

ထွဲ

စုထွဲ

စ့ၣ်

စုစ့ၣ်

ကပၤ

ပၤ

ဆါ

ပှၤဆါ

တၢ်ဆါ/တၢ်ဆူးတၢ်ဆါ

တၢ်ဆါဟံၣ်

သရၣ်မ့ၢ်ကွၢ်ပှၤဆါ

ဆိးက့

ကွံၣ်

ကွံၣ်ကွံၣ်/စုးကွံၣ်

ကူၣ်/ကူၣ်ဖး

ကူၣ်ထီၣ်ဖးလီၤ

တရံး

ကွၢ်တရံး

ဂၤ/အဂၤ

Particles indicating prohibition

To be quite a few

To seize, catch, hold

To seize or take, as something lying on the ground

To reach up and take something

To obtain by catching

To assist in catching or holding

The right

The right hand

The left

The left hand

Side of a person or thing

Classifier for sides

To feel hurt, pain; to suffer from a disease, to be diseased

Patient

Disease, sickness

Hospital

Nurse

To be sick enough to be bedridden, disabled

To throw, throw at; to abandon, reject; for good, away

To throw away

To think, consider, deliberate, plan

To consult, settle a plan, come to a resolution

To turn around, revolve

To look around

Another, other, a different one

## 16.2 Pattern Sentences and Phrases

၁၆.၂ တၢ်ကတိၤအဒိ

### (1) Use of တဂ့ၤ/သုတ...တဂ့ၤ, particle indicating prohibition

(၁) တၢ်သုတၢ်ကတိၤ "တဂ့ၤ/သုတ...တဂ့ၤ"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

(a) အိၣ်မူးသုၣ်အါအါတဂ့ၤ.

ဟးယံၤယံၤတဂ့ၤ.

ဆ့ၣ်နီၤဖဲန့ၣ်တဂ့ၤ.

စူးကွံၣ်တၢ်အိၣ်အဘျီၣ်တဂ့ၤ.

အိၣ်တၢ်အါကဲၣ်ဆီးတဂ့ၤ.

Don't eat a lot of chillies.

Don't go very far away.

Don't sit there.

Don't throw away the left-over food.

Don't eat too much.

(b) ယဟ့ၣ်ကူၣ်နၤလၢနသုတတဲတၢ်ဒီးအိၣ်

တဂ့ၤ.

တဲအိၣ်လၢအသုတအိၣ်တၢ်ဒီးအိၣ်တဂ့ၤ.

တဲအိၣ်လၢအသုတလဲၤတၢ်ဒီးအိၣ်တဂ့ၤ.

တဲန့ၣ်လၢအသုတလိၣ်ကွဲးဖဲန့ၣ်တဂ့ၤ.

I advise you not to talk with her.

Tell him not to eat with them.

Tell her not to go with him.

Tell your child not to play there.

### (2) Use of တဘျူး, "to be quite a few"

(၂) တၢ်သုတၢ်ကတိၤ "တဘျူး"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

ယတဲဘၣ်အိၣ်တဘျူးဘျီလံ.

ပှၤဟဲပိၤယခံတဘျူးဂၤညါ.

ယဆ့ကၤအိၣ်တဘျူးဘျီ.

ယဖါတံၢ်မၤန့ၣ်ညါဖိအိၣ်တဘျူးဘျီ.

တနံၣ်အံၤယသခိးသုၣ်ထီၣ်တဘျူးညါ.

I have told her quite a few times.

Quite a few people came with me.

I have quite a few dresses/blouses/shirts.

My uncle got quite a few big fish.

This year my mango trees bore quite a lot.

### (3) Use of ထွဲ, "the right" and စ့ၣ်, "the left"

(၃) တၢ်သုတၢ်ကတိၤ "ထွဲ" ဒီး "စ့ၣ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

လဲၤကျဲလၢစုထွဲတခါ.

အဝဲဆၢထၢၣ်လၢသရၢ်အစုထွဲတခါ.

ကျဲလၢစုစ့ၣ်တဘိန့ၣ် တၢ်ချီၣ်တဖဲ.

အးလၢစုစ့ၣ်တဖျါန့ၣ်မ့ၢ်ယဖုအး.

Take the road on the right-hand side.

She stood at the teacher's right-hand side.

The path on the right is a bit cool.

The house on the left is my grandfather's.

ယခိုင်လအထွဲတခီဆါဖးဒိပ်ညါ. မ့မုၢ်လၢ  
အစ့ၣ်တခီန့ၣ်တဆါနီတစဲးဘၣ်

My right leg pains me a great deal, whereas  
the left one doesn't hurt at all.

#### (4) Use of ကပါ, "side," and ပါ, classifier for sides

(၄) တၢ်သ့တၢ်ကတိၤ "ကပါ" ဒီး "ပါ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖိသ့ၣ်တဂၤန့ၣ်အခီၣ်စၢ်တပါ.

One of that child's legs is weak.

ယဖါတံၢ်အကပါဆါတပါဖးယံၣ်လံ.

One of my uncle's sides has pained him for a  
long time.

ဖးတၢ်ကတိၤလၢစုစ့ၣ်တပါတဖၣ်.

Read the words on the left-hand side.

ကျဲလၢတၢ်ကပါလၢအံၤတပါန့ၣ် ပုၤလဲၤ  
အါ.

The road on this side, many people go on it.

အဝဲသ့ၣ်ခံပါလၢဒ်န့ၣ်တၢ်မိၣ်ထံၣ်အသး  
ဒီးပုၤ.

Those on both sides want to see us.

#### (5) Use of တရံး, "to turn around, revolve"

(၅) တၢ်သ့တၢ်ကတိၤ "တရံး"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ကွၢ်တရံးတၢ်တဂ့ၤ.

Don't look around.

ယဖါတံၢ်လဲၤတရံးလၢတၢ်ကပါတခီ.

My uncle went around to the side.

လဲၤတရံးလီၤကျဲဆူတၢ်ကပါန့ၣ်. နက  
ထံၣ်ဘၣ်ကျဲဖးဒိပ်ဖဲန့ၣ်.

Take the lane down around to the side. You  
will see the highway there.

ပတရံးလဲၤတရံးက့ၤ မုၢ်ဟါန့ၣ်ပုၤ.

We wandered back and forth and it got to be  
evening.

သဝီတဖျါန့ၣ် တရံးက့ၤအခီၣ်လၢကဘါ  
က့ၤယွဲၤခဲလၢာ်.

All of those villagers are deciding (turning back  
their heads) to worship God.

### 16.3 Command and response drill

၁၆.၃ တၢ်မၤဒီးတၢ်မၤထွဲ

You or the teacher should provide or draw a street map or a map showing roads to various villages. You should use a pen or other object to represent yourself and should move it along on the map according to the directions given by the teacher in order to get practice in using and responding to တရံး, စုထွဲ, စုစ့ၣ်, လဲၤတုၤ, လဲၤပုၤ, and တဂ့ၤ. After you can respond promptly every time, change roles--you give the directions and the teacher will respond.

သရၣ်-သရၣ်မ့ၢ်ဂ့ၤပုၤကွီုဖိမ့ၢ်ဂ့ၤ ကဘၣ်ဟဲစီၣ်မ့တမ့ၢ်တုၤလီၤဟီၣ်ခိၣ်ဂီၤတဘျီလၢအပၣ်ဖျါထီၣ်ကျဲတဘျီဘိ.  
မၤပုၤကွီုဖိဒူးကဲထီၣ်အစၢ်ဘိမ့တမ့ၢ်တၢ်အဂၤတမံၤမံၤလၢအနီၣ်ကစၢ် ဝံၤဒီးသုးအလီၢ်လၢဟီၣ်ခိၣ်ဂီၤအလီၢ် ဒိသ

ရှာမအီးအသီးန့ၣ်. သရၣ်မအီးအခါန့ၣ် သရၣ်ကဘၣ်ကျဲးစးသ့တၢ်ကတိၤဒ် "တရံး," "စုထွဲ," "စုစုၣ်," "လဲၤတုၤ," "လဲၤပူၤ" ဒီး "တဂ့ၤ" အသီးန့ၣ်အါတသ့ဖဲအသ့. မ့ၢ်လၢပူၤကိၣ်ဖိတသ့ၣ်ညါတၢ်ကတိၤ "လိၤ" ဒီး "အမဲၣ်ညါ" ဒီးဘၣ်န့ၣ် လၢ "လဲၤလိၤလိၤ" ဒီး "လဲၤလၢတၢ်မဲၣ်ညါ" အလီၢ်န့ၣ် တံၤလၢ "လဲၤဆူညါ. တရံးလၢစုထွဲစုစုၣ်တဂ့ၤ."

#### 16.4 Pattern Sentences and Phrases

၁၆.၄ တၢ်ကတိၤအဒိ

##### (1) Use of ကွံၣ်, "to throw," and စူးကွံၣ်/ကွံၣ်ကွံၣ်, "to throw away"

(၁) တၢ်သ့တၢ်ကတိၤ "ကွံၣ်" ဒီး "စူးကွံၣ်/ကွံၣ်ကွံၣ်"

REPEAT after the teacher.

သရၣ်-မၤပူၤကိၣ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဖိသၣ်ကွံၣ်လိၣ်အသးဘၣ်မနုၤလဲၣ်.

Why are the children throwing things at each other?

ကွံၣ်လီၤတဲၣ်သးသၣ်တဖျါၣ်.

Throw something to make a mango fall down.

ကွံၣ်လီၤကွံၣ်တၢ်ဘၣ်အါဖဲအံၤ.

Throw the dirty things away down here.

ပူၤစူးကွံၣ်အဆ့ၣ်ကၢဖဲအံၤတဘျီ. (ပူၤကွံၣ်  
ကွံၣ်အဆ့ၣ်ကၢဖဲအံၤတဘျီ.)

Someone threw his shirt away here.

အဝဲဆါကွံၣ်အစၣ်ဒီးလီၢ်ဆုၣ်နီၤခဲလၢၣ်.

He sold (and got rid of) all of his tables and chairs.

ယဖုစူးကွံၣ်အသးဖးယံၣ်လံၤ.

My grandfather has been dead for a long time.  
(lit., has thrown away his life)

##### (2) Use of ကျိၣ်/ကျိၣ်ဖး, "to think, consider, deliberate, plan"

(၂) တၢ်သ့တၢ်ကတိၤ "ကျိၣ်/ကျိၣ်ဖး"

REPEAT after the teacher

သရၣ်-မၤပူၤကိၣ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ကျိၣ်အါတၢ်တဂ့ၤ.

Don't plan evil.

အဝဲမ့ၢ်ပူၤဟ့ၣ်ကျိၣ်တၢ်တဂ့ၤ.

He is an adviser.

ပကဘၣ်ဟးကျိၣ်န့ၣ်စုတဖဲ.

We must go out and consider some way to get a bit of money.

ပကျိၣ်ထီၣ်လၢပကမၤကျိၣ်ဘါယွၤလၢအသိ  
တဖျါၣ်.

We plan to build a new church building..

ပကကျိၣ်သကီးဖးသကီးတၢ်တဟါအံၤ.

We will consider/plan together this evening.

အဝဲသ့ၣ်ကျိၣ်ထီၣ်ဖးလီၤလၢကမၤသကီး  
တၢ်တမံၤမံၤ.

They are planning to do something together.

##### (3) Use of ဖီၣ်, "to seize, catch"

(၃) တၢ်သ့တၢ်ကတိၤ "ဖီၣ်"

REPEAT after the teacher

သရော်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ဖီၣ်လၢနစုတဂ့ၤ.  
ဟဲဖီၣ်စၢၤယၢဆီတဘျီန့ၣ်.  
ယပုၤဖီၣ်န့ၣ်ညးဖးဒိၣ်တဘီ.  
နဖီၣ်ကွၢ်ကွၢ်, မၤအသးဒ်လဲၣ်.  
ယကကွၢ်တၢ်ဆူနအိၣ်. နဖီၣ်ကန့ၢ်ခါ.

Don't seize it with your hands.  
Come help me catch that chicken.  
My younger sibling caught a big fish.  
Try holding it. How does it seem?  
I'm going to throw something to you. Can you catch it?

(4) Use of ဆါ, "to feel hurt, pain; suffer from a disease"

(၄) တၢ်သုတၢ်ကတိၤ "ဆါ"

REPEAT after the teacher

သရော်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

နဆါဒ်လီၣ်.  
နတၢ်ဆါနဒ်လဲၣ်.  
နမိၢ်အတၢ်ဆါဒ်လဲၣ်.  
ယနၢ်ဆါ.  
ဖဲတၢ်စူၤလီၤသီန့ၣ်တၢ်ဆါအါတဖဲ.  
တၢ်လီၢ်အံၤတၢ်ဆူးတၢ်ဆါအါမး.  
ယလံၤဘၣ်ထီၣ်တၢ်ဆါဟံၣ်.  
လၢတၢ်ဆါဟံၣ်န့ၣ် ပှၤဆါအိၣ်အကလုာ်  
ကလုာ်.  
ဖဲအံၤသရော်မုၢ်ကွၢ်ပှၤဆါအိၣ်ထဲၣ်ၤဂၤအ ဃိ  
အဝဲသ့ၣ်ဘၣ်မၤတၢ်ဆူၣ်ဆူၣ်.

How do you hurt? (How are you sick?)  
What (how) are you hurting?  
What is your mother's sickness?  
I have an earache.  
At the beginning of the rains there is a lot of sickness.  
There is a great deal of sickness in this place.  
My grandchild was admitted to the hospital.  
There are many kinds of patients at the hospital.  
Here there are only a few nurses, so they have to work hard.

(5) Use of ဆိးက့, "to be sick enough to be bedridden, to be disabled"

(၅) တၢ်သုတၢ်ကတိၤ "ဆိးက့"

REPEAT after the teacher

သရော်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ယဝဲၢ်တဂၤန့ၣ်ဆိးက့ယံၣ်လံ.  
ယပုၤတဂၤဆိးက့ခဲအံၤခဲအံၤ.  
ပှၤတအးန့ၣ်ဆိးက့တဂၤဝံၤတဂၤ.  
တုၤပဆိးက့န့ၣ်ပအိၣ်တၢ်တဝံၣ်နီၣ်တမံၤ  
ဘၣ်.

My older sibling has been sick for a long time.  
My younger sibling gets sick often.  
The folks at that house got sick one after the other.  
When we are sick, nothing tastes good to us.

တနင်္ဂနွေအံ့၊ ပြေးဆီးကုဟဲလၢတၢ်ဆါဟံၣ်အါ  
မး.

This year many sick people came to the  
hospital.

(6) Use of ဂၢ/အဂၢ

(၆) တၢ်သုတၢ်ကတိၤ "ဂၢ/အဂၢ"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပကဘၣ်ထီၣ်ကစၢ်အဂၢတဖျၢၣ်ဒီး.

We have to climb another mountain yet.

တၢ်မိၣ်ကွၢ်ယသးတၢ်ဂီၤအဂၢတဖၣ်စ့ၢ်.

I want to look at the other pictures.

ယလံၤခွဲၤအိၣ်ထဲတဂၤ. ယလံၤအဂၢမ့ၢ်အ  
ဖီၣ်မ့ၢ်ခဲလၢၣ်.

I have only one grandson. All my other  
grandchildren are girls.

ပကဒုးအိၣ်သရၣ်သၢဂၤဖဲစ့ၣ်ခိၣ်, မ့မ့ၢ်  
ပၤဂၤကဆၣ်နီၤအိၣ်တၢ်ဖဲတၢ်ဖီလၢၣ်.

I'll feed the 3 teachers at the table. As for the  
other people, they will sit and eat down  
below.

အဂၢတမံၤန့ၣ် ခဲမ့ၢ်ဆၣ်ပၤတမံၤကဟဲခံၣ်.

Another thing--tomorrow 2 guests will come.

ယထံၣ်ခွဲးလွံၤဖျၢၣ်အံၤမ့ၢ်အသီ. မ့မ့ၢ်အဂၢန့ၣ်  
လီၤလံၤခဲလၢၣ်.

These 4 cups are new. As for the others, they  
are all old.

16.5 Story-telling practice (Do not listen to this section on the tape until after you have  
studied it in class.

၁၆.၅ တၢ်တဲပူ

In order to help you get practice in making up stories using the vocabulary and sentence structures which you have learned, the skeleton of a story with blanks is printed below. Read through the sentences and choose an expression from the list on the right-hand side to put into each blank, a different one for each. (You would do well to use pencil first so that you can make changes if necessary, since all the words on the right-hand side are to be used.) Then read the whole story sentence by sentence. Each time the teacher will read the sentence again, and you should repeat it after him/her. The second time try reading the whole story yourself, the teacher making corrections when necessary.

သရၣ်-တၢ်မၤလိတပတီၢ်အံၤအတၢ်ပညိၣ်မ့ၢ်ဒ်သီးကမၤစၢၤပၤကွဲၤဖိလၢကသုတၢ်ကတိၤလၢအမၤလိတၢ်လံၣ် ဒီး  
တဲပူမ့ၢ်တဲတၢ်ဂ့ၢ်အဂၢဂၤ. ပူတယုၢ်အတက့ၢ်အိၣ်ကွဲးအသးလၢတၢ်ဖီလၢအံၤလၢစုစ့ၣ်တပၤအိၣ်ဒီးတၢ်လီၤ  
လီၤဟံတကျိၤတပူၤခဲပူၤတကျိၤတပူၤခဲပူၤ ဒီးတၢ်ကတိၤလၢကဘၣ်တၢ်န့ၣ်အီၤသ့ၣ်တဖၣ်အိၣ်ကျိၣ်ပၣ်အသး  
လၢစုထွဲတပၤအံၤ. မၤပၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤလၢအလီၤဒီးတၢ်ဂ့ၢ်တကျိၤဒီးတကျိၤ ဒီးတၢ်န့ၣ်အီၤဖဲတၢ်လီၤလီၤ  
ဟံအပူၤတပူၤတဖျၢၣ်တပူၤတဖျၢၣ်. တၢ်အမၤပဲၤထီၣ်တၢ်ကတိၤန့ၢ်ခဲလၢၣ်ဝံၤလံၣ်န့ၣ် မၤပၤကွဲၤဖိဒီးယုၢ်တကျိၤ  
ဘၣ်တကျိၤ. ပၤကွဲၤဖိဒီးဘၣ်ဂ့ၢ်တဘၣ်ဂ့ၢ် သရၣ်ကဘၣ်ဒီးလီၤတၢ်န့ၢ်ကုၤပၤကွဲၤဖိကဒီးတဘျီ ဒီးမၤပၤကွဲၤဖိတဲ  
ပိၣ်သရၣ်အခံဒီး. လၢခံတဝီ မၤပၤကွဲၤဖိဒီးယုၢ်ဒ်ဝဲ ဘၣ်ဆၣ်ပၤကွဲၤဖိမ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်ဒီးဘၣ်န့ၢ်  
ကုၤပၤကွဲၤဖိ ဒီးမၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံတဘျီဒီး.

ဖိသၣ်နီၤဝါအ\_\_\_\_\_ဆါ.

ကပၤ

ဘၣ်ထီၣ်

နိုဝါအမိန် \_\_\_\_\_ အီလါ \_\_\_\_\_.  
 နိုဝါ \_\_\_\_\_ တန်ဆါဟံ \_\_\_\_\_.  
 နိုဝါအမိန် \_\_\_\_\_ ဒီးအီဖဲတန်ဆါဟံစို.  
 အဝဲအ \_\_\_\_\_ မုလါအ \_\_\_\_\_ အယံ.  
 နိုဝါအပန်ဒီးအဖိအဂါခံဂါ \_\_\_\_\_ စု.  
 ပုသဝီဖိအခိန် \_\_\_\_\_ ဘန်အဝဲသု.  
 လာမုနါခီနိုဝါအပန်လဲ \_\_\_\_\_ ညှိဖိနို \_\_\_\_\_ ဘိ.  
 လာဂါခီအဝဲ \_\_\_\_\_ အညှိဖိတုအ \_\_\_\_\_.  
 အဝဲ \_\_\_\_\_ စုလါအနိုဘန်ဝဲ \_\_\_\_\_.  
 နိုဝါအဝဲဖိလဲ \_\_\_\_\_ ပုဂါ.  
 ပုတဂါမါအ \_\_\_\_\_ အဟိန်ခိ.  
 ပု \_\_\_\_\_ တဂါမါအလဲ \_\_\_\_\_ ထံ.  
 ပုအဂါ \_\_\_\_\_ မါအ \_\_\_\_\_.  
 စုလါနိုဝါအဝဲဖိ \_\_\_\_\_, အဝဲ \_\_\_\_\_ ဘန်အပန်ခဲလါ.  
 နိုဝါအဝဲနို \_\_\_\_\_ တန်အိန်တန်အီ.  
 အဝဲ \_\_\_\_\_ တန်သုတနံတ \_\_\_\_\_ တနံတ \_\_\_\_\_.  
 အဝဲဆါအိန် \_\_\_\_\_ ဒီး \_\_\_\_\_.  
 အဝဲဆါအိန် \_\_\_\_\_ ဒီး \_\_\_\_\_ စို.  
 စုလါအဝဲ \_\_\_\_\_ ဝဲနု အဝဲဟန်ဘန် \_\_\_\_\_ ခဲလါ.  
 တု \_\_\_\_\_ လါနု အပန် \_\_\_\_\_ စုအိန်လါအစုပု \_\_\_\_\_.  
 အပန် \_\_\_\_\_ ဘန်တန်ဆါဟန် \_\_\_\_\_.  
 နိုဝါ \_\_\_\_\_ လံ.  
 ပုဟန်ဖိခဲလါ \_\_\_\_\_ ဒိန်မး.

ကုသကီးနို	ဘန်အိန်
ကုဆါအိန်	မါစါ
ခဲလါ	မါဝဲနို
ဂုဂု	မို.....မို
စုတအိန်ဘန်	လါ
စုယံဖိ	လါ
ဆါကွံ	လဲစိ
တဂါ	လဲဟန်
တဘျး	သကွံ
တန်ဆါဟန်	သခီးသု
ထံချီ	သးရ
ထံချှိ	သါသီ
ထံနဲလါ	သုခွးသုလီစိ
ဒါအိန်	ဟန်ကု
နိုဘန်	ဟန်လါ
ပပ်ပပ်	အဂါ
ဖိအိန်	အပန်
ဖိအိန်	သးဆဲး
ဖျးအိန်	အိန်ဆုတ်ထိန်ကု

After you can read the above reasonably fluently, you and your teacher should work together to see if you can change the sentence structure a bit to make the story flow more smoothly and be less stilted; e.g., by using pronouns or by combining several sentences into one, etc., or even add to the story. Of course, you will still be somewhat handicapped because of limited vocabulary. Practice reading the revision of the story several times. If you have time, see if you can make up a short story of your own using the vocabulary and sentence structures you have learned, and show or tell it to the teacher, who will make any necessary corrections.

ပုကွီဖိတန်ဂါလါအဖိခိန်အံ့မုနါဘျဲဂုလဲနု ပုကွီဖိမုဂါသရန်မုဂါ ကဘန်ကွန်ဆိကမိန်လါအဂါ မုအမါ မုထိန်ကုတန်ဂါအံ့လါကျဲတဘိဘိကသုဒါ. အဒိ-ဘန်တဘျီဘျီ ဘန်တဘန်ကသု "အဝဲ" မုတမု "အီ" လါပုတဂါဂါအမံအလိ. ဘန်တဘျီဘျီ ဘန်တဘန်ကဒုးကဲထိန်တန်ကတိခံကျဲလါတန်ကတိတဂါဃီ. ဘန်တဘျီဘျီဘန်တဘန်ကလဲကုတန်ကတိလါကျဲအဂါ မုတမုတုနုအါထိန်တန်ကတိ မုတမုတဲထိထိန် တန်ဂါ. ဘန်ဆုတ်ထိဘိကဘန်သုထဲတန်ကတိလါပုကွီဖိမုလိတုလဲနု. တုသုမုမုထိန်ကုတန်ဂါတ



သုခအသုခံလံနှင့် မပြုကိုဖိဖိဒီယုခံဝိသင်္ဂဟတေအသုခံဘျူတစေ့. ပြုကိုဖိဖိမ္မာတဘျာဘျာ သရက်ကဘျာဖး  
လီတံနံကုပြုကိုဖိကဒီးတဘျီ ဒီးမပြုကိုဖိတပိသံသရက်အခံဒီး.

## 16.5 Notes on Word Usage and Grammar

၁၆.၅ သရက်-မပြုကိုဖိဖိဒ်ဝဲလါဒါး.

### (1) Use of တရု/သုတ...တရု, particles indicating prohibition.

In this lesson you are introduced to the particles တရု and သုတ...တရု, which indicate prohibition. The former is used in direct prohibitions, whereas the latter is used in indirect prohibitions in which someone is asked to prohibit somebody else. As can be seen from the examples in 16.2 (1) the particle တရု always comes at the end of the prohibition. It is already negative; so if it is a direct prohibition, no other negative particle is needed in the sentence. If it is an indirect prohibition, the particles သုတ come between the pronoun subject and the verb in the prohibition; e.g., တဲနုလါအသုတလိင်ကွဲနုတရု, "Tell your child not to play there." The indirect prohibition is usually introduced by လါ, as above, or by the word for "in order to/so that," which you have not yet learned.

### (2) Use of တဘျး, "quite a few"

The word တဘျး meaning "quite a few" is usually used together with a classifier, although occasionally in an emphatic statement the classifier may be omitted if it is understood; e.g., ယဖိညှပ်ဖိနုတဘျး, "I got lots of fish!" See 16.2 (2) for other examples.

### (3) Use of တရံ, "to turn around, revolve"

Although the word တရံ means "to turn around" or "to revolve," it is also used for turning only part way; e.g., တရံလါစုစု, "turn to the left." See 16.2 (3) for further examples. Note from the last sentence that this verb can also be used in a figurative sense, such as one's heart or mind turning from one world view to another.

### (4) Use of ထဲ, "the right" and စု, "the left"

You will probably have noted from the examples in 16.2 (4) that ထဲ meaning "the right" and စု meaning "the left" are usually combined with တဝီ or တပု meaning "one side;" e.g., အခီလါအထဲတဝီ, "the right leg." As in English, if one wishes to refer to the "right-hand side" or "the left-hand side," the word စု, "hand" is also used; e.g., တရံဆူစုထဲ, "Turn to the right-hand."

### (5) Use of ပု, classifier for sides of things or persons

The classifier for sides of things or persons, ပု, can often be interchanged with ဝီ, which is also a classifier for sides; e.g., ဖိသုတဂါနုအခီစိတပု/ဖိသုတဂါနုအခီစိတဝီ, "That child's leg is weak on one side." See other examples in 16.2 (5).

### (6) Use of ကွဲ, "to throw, throw at; to abandon, reject; for good, away"

The basic meaning of ကွပ် is "to throw," but when it follows some other verb, it takes on the meaning of "to abandon" or "to reject" and is most often expressed in English as "for good" or "away;" e.g., ဟးထီၣ်, "to depart;" ဟးထီၣ်ကွပ်, "to depart for good, abandon." ပ်ကတီၣ်, "to stop;" ပ်ကတီၣ်ကွပ်, "to stop doing for good." ကွပ်, "to throw;" ကွပ်ကွပ်, "to throw away." See other examples in 16.4 (1).

(7) Use of ဖိၣ်, "to seize, catch"

The word ဖိၣ် meaning "to seize" or "to catch" is usually not used alone but rather is combined with some other verb such as နှိ, စၢ, ကွပ်. Perhaps its most common use is to mean "to hold/grasp," but you have not yet learned the helping verb which would be combined with ဖိၣ် to give that meaning. Be sure to get the tone of this word correct and do not confuse it with ဖီ meaning "to cook." See examples in 16.4 (3).

(8) Use of ဆါ, "to feel pain or hurt, to have a disease or be diseased," and ဆီးက့, "to be sick enough to be bedridden, to be disabled"

The word ဆါ means "to feel pain or hurt, to have a disease or be diseased." It is sometimes used for "to be sick" in a general way, however, if a person is sick or injured enough to need to lie down for a period of days, the Karen uses ဆီးက့. From the examples in 16.4 (4) you can see that the word ဆါ is combined with many other words to produce compound expressions; e.g., တါဆါ, "disease;" နါဆါ, "earache;" ပှါဆါ, "patient;" သရံမုၣ်ကွပ်ပှါဆါ, "nurse;" တါဆါဟံၣ်, "hospital." Note that the pronunciation of ဆီးက့ is an exception to the rule--it is never pronounced ဆီးက့.

16.7 Conversation Practice--Learn the previous sections well first.

၁၆.၇ တါမလိဘၣ်ဃးတါကတဲသကီးတါ (တချူးသရံသိၣ်လိတါတကတီၣ်အံၤဒီးဘၣ်န့ၣ် ပှါကွဲၣ်ကြးနါပါတါ မလိလၢအပူၤကွဲၣ်ဂ့ၤတၢ်ဘၣ်တဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရံကဘၣ်ဃးတါကတီၣ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပှါကွဲၣ်ဖိကန့ၣ်. ဖသရံ ဃးအခါ သရံကဘၣ်ဃးထီၣ်စ့ၣ်ကီး "ဖိဒိၣ်" ဒီး "မုၢ်ဂါ" အမံၤဒီးသိးပှါကွဲၣ်ဖိကသ့ၣ်ညါဝဲပှါမတၢ်တၢ်ကတီၣ်တၢ် လဲၣ်. တုၤသရံဃးတါကတီၣ်ခံဝီဝံၤလဲၣ်န့ၣ် မၤပှါကွဲၣ်ဖိတဲဆါတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှါခံၣ်အတၢ်ကတီၣ်အခံ အံၤ. ဖဲပှါကွဲၣ်ဖိစံးဆါတၢ်အခါ တဘၣ်မၤပှါကွဲၣ်ဖိကွၢ်လၢလံၣ်ပူၤဘၣ်. ပှါကွဲၣ်ဖိစံးဆါတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ် တဘၣ် ဘၣ်ဒီး သရံကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရံသံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံ ကွၢ်လၢပှါကွဲၣ်ဖိစံးဆါဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရံကဘၣ်ဃးက့ၤပှါခံၣ်အတၢ်ကတီၣ်တဝီကဒီးဝံၤ သံကွၢ်က ဒီးပှါကွဲၣ်ဖိလၢတၢ်သံကွၢ်လၢအဝဲဆါတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှါကွဲၣ်ဖိစံးဆါအံၤ.

ဖိဒိၣ် --မုၢ်ဂါၤ, နသါကလဲၤဆူလဲၣ်.

မုၢ်ဂါ--ယသါကလဲၤဒျါထံၣ်.

ဖိဒိန် --မုဂ်ဂါ၊ နကလဲဒါနိယံယံဒေါ. ယကလဲဒါနိနုနုမိန်.  
 မုဂ်ဂါ--ဟာနိအာ၊ လဲတဂု. ဖိဒိန်နဲတဂ်လဲဒါနုနု.  
 ဖိဒိန် --မုဂ်ဂါ၊ နဆီအိန်တဘျူးညါ.  
 မုဂ်ဂါ--အာ၊ အိန်ဖးအါညါ. လဲဖိန်နုအီ၊ ဖိဒိန်အီ၊ ကွဲဖဲနကဖိန်တဘျူးညါ.  
 ဖိဒိန် --ယကဖိန်လဲဒါနုနုပုဂ်တဘျူးညါနုနု.  
 မုဂ်ဂါ--ကွဲလဲနုနု. ကွဲဖဲအဘျူးနုနု.  
 ဖိဒိန် --မုဂ်ဂါ၊ ယမုဂ်ကုစီနုနုဆီလွဲဘျူးညါယံဘျူးညါ.  
 မုဂ်ဂါ--သု၊ သု၊ နစီမုဂ်ကုစီတခီ.  
 ဖိဒိန် --မုဂ်ဂါ၊ နဆီအိန်လဲဒါနုနုထွဲတဘျူးညါအိန်ဆါတပုညါ.  
 မုဂ်ဂါ--အာ၊ နဖိဒိန်ကွဲဘျူးညါဒဲဒါမဟါဒါ.  
 ဖိဒိန် --မုဂ်ဂါ၊ ယကကုကဒီးနီ. ယကဘျူးကုကုနုနုစုတဖဲ.  
 မုဂ်ဂါ--နုသါကုဒီး၊ ဖိဒိန်. နမုဂ်ကုနုနု ကုကုလဲဒါနုနုတဘျူးညါ. ကပံတအိန်ဘျူး.  
 ဖိဒိန် --မုဂ်ဂါ၊ ယကကုတရဲကုလဲဒါနုနုဒီးတဘျူးညါ၊ မုဂ်တဖဲ.  
 မုဂ်ဂါ--ဖိဒိန်၊ နကုလဲ လဲဒါနုနုပုဂ်ကဒီးနီ.

### Questions (တၢ်သံကွၢ်)

၁. မုဂ်ဂါတဂါနုနုသါကလဲဒါနုနု.
၂. အဘျူးအသးလဲဒါနုနုတဂါကမၤစါဒါဒါ.
၃. မုဂ်ဂါအဆီအိန်ထဲတဘျူးညါ.
၄. ဖိဒိန်တဂါနုနု တၢ်မိန်မၤအသးလဲဒါနုနု.
၅. မုဂ်ဂါကဟ့ၣ်အကုစီဖဲလဲဒါနုနုတဘျူးညါ.
၆. အဘျူးအိန်ဒီးကုစီပုဂ်တဘျူးညါ.
၇. ဆီအိန်လဲဒါနုနုမုဂ်ဂါအထွဲတဘျူးညါနုနုတဘျူးညါ. ဟဲကဲထီၣ်အသးဒိနုနုတဘျူးညါ.
၈. ဖိဒိန်တဂါနုနုကဘျူးကုမၤမတၤလဲဒါနုနု.
၉. မုဂ်ဂါဟ့ၣ်ကုလဲဒါနုနုအဘျူးကုကုဖဲလဲဒါနုနုတဘျူးညါ. တဘျူးညါ.
၁၀. အဘျူးသါကကုကုဖဲလဲဒါနုနုတဘျူးညါ. တဘျူးညါ.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the part of the aunt while your teacher takes the part of the niece. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရၢ်--ပုဂ်ကုဖိဒိန်ဆါတၢ်သံကွၢ်ခဲလၢ်မုဂ်ဘျူးညါနုနု သရၢ်ကဘျူးတၢ်ကတိလဲဒါနုနုတဖုၣ်အံၤ ဒီးမၤပုဂ်ကုဖိဒိန်သရၢ်အခံတဝီ ဝံဒီးမၤပုဂ်ကုဖိဒိန် "မုဂ်ဂါ" ဒီးသရၢ်ကကဲ "ဖိဒိန်." ကတိလဲဒါနုနုတၢ်ကတိအံၤတဖဲဒီးသး ပုဂ်ကုဖိဒိန် "မုဂ်ဂါ" အတၢ်ကတိဘျူးညါတဖဲ. တုၤပုဂ်ကုဖိဒိန်တၢ်ဘျူးညါလဲဒါနုနု မၤပုဂ်ကုဖိ

ကဲကွဲ "ဖိဒိန်" ဒီး သရော်ကဲကွဲ "မုဂ်ဂါ" ဝံ၊ တဲလိကဒီးအါဝီတဲး. တုပုကွဲဖိတဲတၢ်ဘၣ်ဘျုးလဲန့ၣ် ကတိလိသကိးတၢ်ကဒီးတၢ်ဘျီ ဘၣ်ဆၢအအံၤတၢ်န့ၣ် သရော်မုဂ်ဂါပုကွဲဖိမုဂ်ဂါ ကဘၣ်လဲကွဲတၢ်က တိပုဖျၢၣ်ပုဖျၢၣ်ဆူတၢ်ကတိအဂၤလၢပုကွဲဖိမၤလိတၢ်လဲန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒိအံၤအသိးကိးန့ၣ်ဒီးဆူ ညါစၢသီအတိၢ်ပု.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရော်-ကိးန့ၣ်ဒီး သရော်ဒီးပုကွဲဖိပုကွဲဟံးန့ၣ်အဆၢကတိတၢ်နီၤလၢကကတိသကိးတၢ်လၢပုကွဲညါကျိၣ် ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

### 16.8 Reading and Writing

၁၆.၈ တၢ်မၤလိဖးဒီးကွဲးပုကွဲညါကျိၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မၤပုကွဲဖိဖးဝီသရော်အခံတကျိၤဘၣ်တကျိၤတဝီဝံ၊ မၤပုကွဲဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီတၢ်လီၤလီၤဟံး. လၢခံတန့ၢ်သရော်ကဘၣ်ကွဲပုကွဲဖိအတၢ်ကွဲးသ့တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံမၤပုကွဲဖိဖးယုၤသရော်. ပုကွဲဖိ ဖးမ့ၢ်ကမ့ၢ် သရော်ကဘၣ်ဖးယုၤပုကွဲဖိတၢ်ဘျီဒီး.

ယလံၤဘၣ်ထီၣ်တၢ်ဆါဟံၣ်တဘျုးသီညါ.

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ပကကူၣ်သကိးဖးသကိးတၢ် မ့ၢ်ကျဲအဂၤကအိၣ်တဘီဘီခါ.

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လဲၤတရံးလၢစုထွဲတပၤ. လဲၤလၢစုစ့တဂ့ၤ.

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### 16.9 Listening and Speaking

၁၆.၉ တၢ်မၤလိကန့ၣ်ဒီးကတိပုကွဲညါအကျိၣ်လၢပုကွဲညါအဟံၣ်.

- (1) In lessons 12-14 you discovered 4 new descriptive verbs referring to various basic colors. In this lesson plan how to discover and use 2 other descriptive verbs, choosing verbs that are opposites; e.g., "thick-thin," "fat-thin," "tall-short," "deep-shallow," "fast-slow," "heavy-light;" etc. Choose words that you will be able to use together with the vocabulary that you already know, and that you will probably have occasion to use fairly often. Plan ahead of time how you will go about discovering the new words--Will you use gestures? Will you first give an example using words you do know, such as "big-little," "wide-narrow," "many-few" and then point to something with the characteristic you are interested in learning to describe? Will you learn the one new word first and then after using it a few times, go on to learn the second one? Will you need to take some items with you in order to make plain what you want to know? (e.g., photos, magazine or catalog pictures, a thick and a thin book, etc.) After you have obtained the new word(s) and learned how to say and write them, how can you use these words with the vocabulary you already know? (Note: If you decide to learn the words for "tall" and "short," learn them in connection with inanimate things such as tables first, and after using the word several times, then apply them to persons, because usually a second word is added to the descriptive verb when speaking about a person's stature.) Plan your strategy as carefully as you can ahead of time. Then during the next 24 hours learn the 2 new words by talking in Karen with someone other than your teacher.

The next day tell your teacher the new words you learned so that you and your teacher can practice using them. Also, seek for opportunities to use the new vocabulary in other situations.

- (၁) သရော်-လၢဆူညါ ၂၄ နှ်ရံၣ်အတီၢ်ပူၤအံၤ မၤပူၤကွဲၤဖိဃုၤအါထီၣ်နှံၣ်တၢ်ကတိၤအသီခံၣ်ဖျၢၣ်ဒ်တၢ်ကွဲၤဖျါထီၣ်လၢအါ ကျိၣ်ဒ်လၢအါဖိခိၣ်အံၤအသီခံၣ် နှံၣ် လၢခံတနံၤနှံၣ် မၤပူၤကွဲၤဖိတဲဘၣ်သရော်လၢတၢ်ကတိၤအသီခံၣ်ဖျၢၣ်အံၤ ဒီးသီး ဒီးသရော်ဒီးပူၤကွဲၤဖိကကတိၤလိတၢ်ကတိၤအသီအံၤခဲအံၤခဲအံၤ. ပူၤကွဲၤဖိကဘၣ်သူတၢ်ကတိၤအသီအံၤထီၣ်ဘိထီၣ် ဘိ ဒီးသီးအသုတသးပူၤနီၣ်ဝဲတဂ့ၤ.
- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.
- (၂) သရော်-မၤပူၤကွဲၤဖိလဲၤအိၣ်သကိးပူၤကညီဒီးသီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအါမၤလိတုၢ်လံၤ ဒီးဒီးသီးက ကန့ၣ်ပူၤကညီကတိၤသကိးတၢ်.

16.10 Cultural Assignment for Lessons 16-20--Pets and Domestic Animals

၁၆.၁၀ တၢ်ဃုသ့ၣ်ညါပူၤကညီအလုၢ်အလၢ်

What animals are kept for pets? Would every family have at least one dog? Are wild animals or birds tamed for pets? Why are animals kept as pets? How are they cared for? Are they shown warmth or affection? Are they given names? What domestic animals are raised? What are they used for? How much are they used? Are certain animals or fowl status symbols? How much do people buy them for? sell them for? What are they fed? Do some need to scavenge? What shelters are provided for them? Are any animals put out for hire? At what price? Whose job is it

to care for the domestic animals? At what time of day? Are any of the animals involved in ceremonies?

## LESSON 17

### တၢ်မၤလိ ၁၇

#### 17.1 Useful Words and Phrases

၁၇.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ယီၢ်	To tread, trample upon
တံၢ်	To be compact, close together
ယီၢ်တံၢ်	To press down with the foot
ဒိဘုးဒိတံၢ်	To be closely related
ထံကျိ	River, stream
ထံကျိၤ	Canal, ditch for water to pass through
ကြး	To be suitable, fit, appropriate; should, ought
နီၢ်	Self
နီၢ်ခိ	Body, the outer man
နီၢ်သး	Spirit, the inner man
နီၢ်ဒိၣ်	To be large in stature/ grown up
ဆွၢ	To lead, guide, direct, take someone some-where; to send something somewhere
ဆွၢန့ၣ်	To make a motion (in a business meeting)
ဟးဂီၤ	To be destroyed, ruined, unusable
မၤဟးဂီၤ	To destroy
မဲၣ်	Eye, face (in general)
မဲၣ်ညါ	Before, in front of; the front part of something
လီၢ်ခံ	Behind, in back of; the back part of some-thing
လီၤ	To be straight, direct; the surface of some-thing

#### 17.2 Pattern Sentences and Phrases

၁၇.၂ တၢ်ကတိၤအဒိ

(1) Use of ယီၢ်, "to tread, trample," and တံၢ်, "to be compact, close together"

(၁) တၢ်သ့တၢ်ကတိၤ "ယီၢ်" ဒီး "တံၢ်"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

(a) ယီၢ်ဘၣ်အၢတၢ်ဖဲန့ၣ်တဂ့ၤ.

Don't tread and dirty things there.

ယီၢ်ဟးဂီၤတၢ်ဖဲန့ၣ်တဂ့ၤ.

Don't tread and destroy things there.

ဖိသပ်ယီတံနပုအဆုကလံ.	The child has trampled down your younger sibling's dress.
တိတ်တံမူးသုဒီးညှပ်ဖိ.	Pound and make compact the chillies and fish.
(b) ပုသဝီဖိမုယဘူးယတံခဲလၢၣ်.	All of the villagers are my relatives.
အဝဲဒီးယပဒိဘူးဒိတံလိပ်ပသး.	She and I are close relatives.

(2) Use of လီၢ်ခဲ, "behind, in back of; the back part of something"

(၂) တၢ်သုတၢ်ကတိၤ "လီၢ်ခဲ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဆၢထၢၣ်လၢနပုအလီၢ်ခဲ.	Stand behind your younger sibling.
လဲၤစူးကွံၣ်တၢ်လၢဒၢးအလီၢ်ခဲ.	Go and throw the things away behind the house.
လံၣ်သးဝံၣ်အိၣ်လၢနလီၢ်ခဲတဘျီ.	There is a hymnal behind you.
လဲၤဟံးန့ၢ်အါထီၣ်လီၢ်ဆ့ၣ်နီၤလၢဒၢးအလီၢ်ခဲ.	Go and get more chairs from the back of the house.
နဲနဟဲတုၤလၢယလီၢ်ခဲ.	You arrived after me (lit., behind me).

(3) Use of မဲၣ်, "eye, face," မဲၣ်ညါ, "before, in front of, the front"

(၃) တၢ်သုတၢ်ကတိၤ "မဲၣ်" ဒီး "မဲၣ်ညါ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

(a) အမဲၣ်တထံၣ်တၢ်ဘၣ်.	His eyes don't see (a polite way of saying he is blind).
နမဲၣ်ထီၣ်ဂီၤတပၤ. နကြးလဲၤလၢတၢ်ဆါဟံၣ်.	One of your eyes is red. You should go to the hospital.
ပတဲသကီးတၢ်မဲၣ်သကီးမဲၣ်ကဂ့ၤဒိၣ်.	It will be better to talk face to face.
ပုၤတဲတၢ်ဒီးပုၤအခါန့ၢ် ပကြးကွၢ်အမဲၣ်.	When people talk with us, we should look at their face.
(b) ဟဲအိၣ်လၢယမဲၣ်ညါ.	Come in front of me.
ကျဲလၢနမဲၣ်ညါတဘီန့ၢ် ဘၣ်ထီၣ်ကစၢ်အါမး.	The road in front of you, one has to climb mountains a great deal.
ပုၤဆ့ၣ်နီၤလၢနမဲၣ်ညါတဂၢန့ၢ်မ့ၢ်ယဖါတံၢ်ဒါ.	The person sitting in front of you is my youngest uncle.
ဒၢးအိၣ်လၢနဒၢးမဲၣ်ညါတဖျၢၣ်န့ၢ် မ့ၢ်မတၤအဒၢးလဲၣ်.	The house in front of your house, whose is it?

(4) Use of လီၤ, "to be straight, direct; the surface of something"



(၄) တၢ်သုတၢ်ကတိၤ လၢ

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲတဲသရၣ်အခံ ၂-၃ ဝီ.

- (a) ယဖိကွဲးလံာ်တလီၤဒဲးဘၣ်.  
အဝဲတဲတၢ်တလီၤဘၣ်.  
တဲတၢ်လီၤလီၤ.  
လဲၤလီၤလီၤလၢနမံာ်ညါ.  
ယတဟဲက့ၤလီၤလီၤဘၣ်. ယကလဲၤ  
တရံးဆိလၢယဖိမ့ၣ်အအး.  
(b) မနုၤအိၣ်လၢနစုၤအလီၤလဲၣ်.  
ဖိသၣ်ထီၣ်ဆ့ၣ်နီၤလၢအမိၢ်အလီၤ.  
တၢ်အိၣ်လီၤတဲာ်ဘၣ်လၢနဖိအဆု  
အလီၤ.  
ပုၤဆါတဂၤအံၤအလီၤခ့ၣ်လီၤက့ၤလံ.

My child doesn't write straight yet.  
He doesn't speak directly (in a straightforward manner).  
Tell it directly (in a straightforward manner).  
Go straight before you  
I won't come directly back. I'll go around to my daughter's house first.  
What is on your arm?  
The child climbed up and sat down on her mother.  
Food has fallen onto your child's dress.  
This patient's body has cooled back down (i.e., the fever has dropped).

### 17.3 Command and Response Drill

၁၇.၃ တၢ်မၤဒီးတၢ်မၤထွဲ

The teacher should give you various commands to give you practice in recognizing and responding to the expressions for "in front of," "in back of," "near," "under," "over," "above," "in," "to the right of," "to the left of," etc., and you should respond accordingly. Sometimes for variation the teacher may ask you where something is, and you should answer according to the true situation.

သရၣ်-တၢ်မၤလိတပတီၢ်အံၤအတၢ်ပညိၣ်မ့ၢ်ဒီးသးပုၤကွၢ်ဖိကသုနုၤပၢၢ်ဒီးသုတၢ်ကတိၤလၢ "အမဲာ်ညါ," "အလီၢ်ခံ," "ဘူး," "အဖီလၢ," "အဖီခိၣ်," "အပူၤ," "အစုၤထွဲ," "အစုၤစုၣ်," ဒီး "အကပၤ" ဂ့ၤထီၣ်န့ၣ်. သရၣ်ကမၤပုၤကွၢ်ဖိလဲၤဆၢထၢၣ်, ဆ့ၣ်နီၤ, မ့တမ့ၢ်အိၣ်ဖဲတၢ်လီၤတပူၤဝံၤတပူၤ မ့တမ့ၢ်မၤအပာ်အစုၤမ့တမ့ၢ်တၢ်ဖိတၢ်လံၤတမံၤမံၤဖဲတၢ်လီၤတပူၤဝံၤတပူၤ, ဒီးပုၤကွၢ်ဖိကဘၣ်မၤထွဲဝဲ. ဒီးတဘျီဘျီသရၣ်တမၤပုၤကွၢ်ဖိမၤတၢ်ဘၣ်. မ့မ့ၢ်တခီကသံကွၢ်အီၤလၢ တၢ်တမံၤမံၤအိၣ်ဖဲလဲၣ်အဂ့ၢ်ဝံၤဒီးပုၤကွၢ်ဖိကဘၣ်စးဆၢဒ်အအိၣ်ဝဲအသးန့ၣ်. သရၣ်မ့ၢ်သးကျဲၤတၢ်ဒ်သးတၢ်အါမံၤ လၢပုၤကွၢ်ဖိသ့ၣ်ညါအမံၤန့ၣ်ကအိၣ်ပာ်စၢၤဒ်သးကသုအီၤလၢတၢ်မၤလိအံၤအပူၤန့ၣ်ကဂ့ၤ. အဒီးဆီခိၣ်, သကွံ, ထံ ခွံး, လီခီ, ဆုကၤ, န့ၣ်ရံၣ်, တၢ်ဂီၤ, ဒီးတၢ်အဂ့ၤလၢ. ဝံၤဒီး ဘၣ်တဘၣ်သရၣ်ကသးကျဲၤတၢ်ဂီၤတနီၤလၢအပာ် ဖျါထီၣ်ပုၤအိၣ်လၢပုၤအအးမ့တမ့ၢ်ကွၢ်ဘၢယွၤအမဲာ်ညါ, အလီၢ်ခံ, မ့တမ့ၢ်အကပၤဒီးသံကွၢ်ပုၤကွၢ်ဖိလၢပုၤအိၣ်ဖဲ လဲၣ်အဂ့ၢ်န့ၣ်.

### 17.4 Pattern Sentences and Phrases

၁၇.၄ တၢ်ကတိၤအဒိ

(1) Use of ကြံး, "to be suitable, fit, appropriate; should, ought"

(၁) တၢ်သုတၢ်ကတိၤ ကြံး

REPEAT after the teacher.

သရၣ်-မၤပုၤကွၢ်ဖိတဲတဲထွဲသရၣ်အခံ ၂-၃ ဝီ.

နံတကူနှင့် ယကွဲကြီးဒီးနဂုမး.

I think that sarong suits you very well. (I look at it, it is suitable for you very much.)

နဲနသးစ်. ကြီးနဟဲအိဉ်ယါ.

You are young. You ought to come and see me.

နဲတဂါအံကြီးလာနဖီအိဉ်တၢ်.

As for you, you should do the cooking.

တုခွံန့ၣ်ရံလံ. ပကြီးအိဉ်မုၢ်လီၤ.

It is already 9 o'clock. We should eat.

ပကြီးလဲၤတကြီးလဲၤန့ၣ် နကြီးသ့ၣ်ညါ.

You should know whether we should go or not.

တၢ်ဘျးနသးဖးဒိဉ်ညါ. နကြီးက့ၢ်မံဆိဆိ.

You are very tired. You ought to go home and go to bed early.

(2) Use of နီၣ်ခိ, "body, the outer man," နီၣ်သး, "the spirit, the inner man," နီၣ်ဒိဉ်, "to be large in stature"

(၂) တၢ်သုတၢ်ကတိၤ "နီၣ်ဒိဉ်," "နီၣ်ခိ," "နီၣ်သး"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤတဲၤပိၤသရၣ်အံ ၂-၃ ဝီ.

ခဲအံၤယဖီအနီၣ်ဒိဉ်ခဲလၢၣ်လံ.

My children are all big now.

မၤပၤနီၣ်ဒိဉ်ခံၤသၢၤဂၤဟဲစီၣ်စၢၤတၢ်.

Ask 2 or 3 big persons come and help carry things.

ပကဘၣ်ဒိဉ်ထီၣ်လၢနီၣ်ခိဒီးနီၣ်သးခံမံၤလၢၣ်.

We must grow both physically and spiritually.

ယွၤအတၢ်ကတိၤလၢလံၣ်စီဆွံအပူၤန့ၣ် မ့ၢ်

God's words in the Bible are food for our spirits.

ပနီၣ်သးအတၢ်အိဉ်လီၤ.

တၢ်အိဉ်တၢ်အီၤလၢအဂ့ၢ်န့ၣ် ဒုးအိဉ်ဆူၣ်အိဉ်

Good food makes our bodies healthy.

ချ့ပနီၣ်ခိလီၤ.

(3) Use of ဆွါ, "to lead, guide, direct; to take someone somewhere; to send something somewhere"

(၃) တၢ်သုတၢ်ကတိၤ "ဆွါ"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤတဲၤပိၤသရၣ်အံ ၂-၃ ဝီ.

ယဖီဆွါန့ၣ်ယဆုၤကၤအဘျးတဆံ.

My child sent me 10 blouses.

ယကဆွါန့ၣ်နၤခဲကီၢ်.

I'll send it to you later.

ခဲမုၢ်ဆုၣ်နကဘၣ်လဲၤဆွါန့ၣ်နပၢ်အတၢ်အိဉ်

Tomorrow you must send food to your father.

ယတသ့ၣ်ညါကွဲၤဘျး. နလဲၤဆွါယၤချးၤခါ.

I don't know the way. Can you lead me?

မုၢ်ဟါလံအဃီ လဲၤဆွါက့ၢ်ယၤတစီၢ်.

It is evening, so take a moment and take me back home.

ယမုၢ်လဲၤဆွါန့ၣ် နကဟ့ၣ်ယၤဆံးအါလဲၣ်.

If I guide you, how much will you give me?

ခဲအံၤပၤကဆွါန့ၣ်လီၤတၢ်ဂ့ၢ်အိဉ်တဂၤလဲၤဒီး  
ခါ.

Now, is there anybody else who wishes to make a motion about anything?

(4) Use of ဟးဂီၤ, "to be destroyed, ruined, unusable" and မၤဟးဂီၤ, "to destroy"

(၄) တၢ်သ့တၢ်ကတိၤ "ဟးဂီၤ" ဒီး "မၤဟးဂီၤ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

တနံၣ်အံၤထံဒိၣ်မးအယိ

ယစံၣ်ဟးဂီၤတဘျုး ညါ.

ယဘၣ်မၤက့ၤယထံကျိၤဟးဂီၤအယိ

ယလဲၤ တချုးဘၣ်.

ယလဲၤဆွၢယမုၢ်ဂၢ်လၢတၢ်ဆါဟံၣ် မ့ၢ်လၢ

အခိၣ်ဟးဂီၤတခီအယိ.

ယဖိနီၢ်ဆံးသၢဂၤန့ၣ်မၤဟးဂီၤတၢ်ခဲအံၤခဲ

အံၤ.

မၤဟးဂီၤကွံၣ်ဒးဖိတဖျၢၣ်န့ၣ်. ပကမၤထီၣ်

က့ၤအသီ.

This year there was much flooding, so my paddy fields were ruined quite a bit.

I must repair my ruined irrigation canal, so I don't have time to go.

I took my aunt to the hospital because her leg got damaged.

My three little children destroy things again and again (often).

Destroy the small building. We'll put up (make) a new one.

(5) Use of ထံကျိၤ, "river, stream," and ထံကျိၤ, "canal"

(၅) တၢ်သ့တၢ်ကတိၤ "ထံကျိၤ" ဒီး "ထံကျိၤ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

ကျဲလၢစုစုတဘိန့ၣ်လဲၤတၢ်လၢထံကျိၤ

ကပါ.

ယထံကျိၤတဘိန့ၣ်အံၣ်တစဲး.

မၤန့ၢ်ထံကျိၤလၢထံကျိၤကပါ.

ယဖါတၢ်အထံကျိၤနီၣ်ထံးအိၣ်ဖးယံၤညါ.

ထံကျိၤတဘိန့ၣ်, ပမၤန့ၢ်ထံကျိၤကီၢ်မးလီၤ.

The road on the left goes alongside the river.

My irrigation canal is a bit narrow.

Make an irrigation canal alongside the river.

The beginning of my father's irrigation canal is quite far away.

That river--it is very difficult to make an irrigation canal (leading) from it.

### 17.5 Completion Drill

၁၇.၅ တၢ်တုၢ်န့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

Choose an appropriate expression from the list on the right-hand side and insert it in the blank at the end of the first sentence on the left-hand side, then read the whole sentence. Do the same with each of the other sentences as well.

သရၢ်-တၢ်ကတိၤလၢအအိၣ်လၢစုထွဲတပၤလၢအဖီလၢအအိၣ်ကျဲၣ်ကျိၤလိၣ်ပာ်စၢၤအသးလံ. မၤပၤကွၢ်ဖိယုထၢ ထီၣ်တၢ်ကတိၤလၢအကျိၤလၢအလီၤဒီးတၢ်ကတိၤလၢစုစုတပၤအခိၣ်ထံးတကျိၤ ဝံၤဒီးတုၢ်န့ၣ်အံၤဖဲတၢ်လီၢ်လီၤ

ဟံအပူဒီးဒီကျိ၊ ပှါကိုဖိဖးဘၣ်မ့ၣ်ဂ့ၤတဘၣ်မ့ၣ်ဂ့ၤ သရၣ်ကဘၣ်ဖးလီၤတၢ်န့ၣ်က့ၤပှါကိုဖိကဒီးတဘျီဒီးမၤပှါ ကျိတံပိၣ်သရၣ်အခံဒီး တဲလိတၢ်ကတိၤဆူညါတကျိၤဘၣ်တကျိၤဒ်အခိၣ်ထံးတကျိၤအသီးအံၤ.

ဖိသၣ်ဟးလၢပှါနီၣ်ဒိၣ်အမံၣ်ညါ_____.	တတုၤဘၣ်
ယီၣ်ဘၣ်သးဖိလၢနမံၣ်ညါ_____.	တလီၤဘၣ်
ယပၢ်မၤက့ၤအထံကျိၤဟးဂီၤ_____.	တဂ့ၤ
ပအံၣ်ပဖိတဂၤဒိၣ်န့ၣ်ပဖိအဂၤန့ၣ်_____.	တဂ့ၤဘၣ်
ကျဲတဘျီန့ၣ်လဲၤဆူထံကျိၤ_____.	တကြးဘၣ်
တၢ်ဂီၤအိၣ်လၢစဘဲအဖိခိၣ်တဘျီန့ၣ်_____.	တချးဘၣ်

#### 17.6 Notes on Word Usage and Grammar

၁၇.၆ သရၣ်-မၤပှါကိုဖိဖးဒုၣ်ဝဲလၢဒီး.

##### (1) Use of ဆ့ၤ, "to lead, guide, take someone somewhere; to send something somewhere"

The verb ဆ့ၤ used with a person as the object has the meaning of "to lead, guide, take someone somewhere;" in other words the subject accompanies the person to a place where he/she could not go alone. If the subject accompanies someone to a place he/she is able to go to alone, the Karen either speaks of "going with" or "following after" him/her or uses ကီး, "to call for" someone. On the other hand, if someone is "sent," the word used is မၤ, "to send someone to do something." The verb ဆ့ၤ used with a thing as the object, however, has the opposite meaning of the same verb used with a person as the object; i.e., when used with things, the subject does not accompany it, rather the meaning is "to send." If a person accompanies things being taken somewhere, the verb used is စီၣ်, "to carry, take, bring." See examples in 17.4 (3).

##### (2) Use of ဟးဂီၤ, "to be destroyed, ruined, unusable"

The word ဟးဂီၤ is a descriptive verb and does not take an object. To express the meaning of "to destroy something" it must be preceded by an action verb such as မၤ, "to do, make," ယီၣ်, "to trample," etc., which shows the method of becoming destroyed or unusable. See examples in 17.4 (4).

##### (3) Use of မဲၣ်, "eye, face," မဲၣ်ညါ, "before, in front of, the front part of something," and လီၢ်ခံ, "behind, in back of, the back part of something"

You should have no trouble remembering the meaning of the word လီၢ်ခံ since you already know the meaning of လီၢ်, "place," and ခံ, "the rear end." The word for "before, in front of, the front part of something" is a combination of the word for မဲၣ်, "eye, face" in general, and ညါ, which is not easily translated in this context. When referring to the eye or the face in a way in which it would be easily understood which is being referred to, the word မဲၣ် can be used alone; but if one wishes to be more specific, a compound word must be used. (In the examples given in 17.2 (3-a) it is

(4) Use of ᄒᄒᄒ, "to be straight, direct; the surface of something"

ပှလဲၤကျဲလၢစုစဉ်တဘိ, အဝဲလဲၤကျဲလၢစုထွဲတဘိ

ဖိဒိပ် -- မိုဂ်ဇေ၊ ကျွတ်တရုံးလသရပ်တပန့ဉ်. မကိသရ်မၤစၢၤက့ၤန့ၤ.

မုဂ်ဂါ-အါဉ်, ပကဘဉ်ကျဉ်တရဲလၢကျဲတဘိဘိလီ.

၁. မျိုက်အဖိခွါလဲ၊မ၊မနုလဲဉ်.

၂. အမိတ်တံဘဉ်အီလဲအသုတမၤတဂ့ၤန့ၣ်ဘဉ်ဧါ.

၃. ဖိဒိပ်တဂအံသျှပ်ညါလမုဂ်အဖိခွါလဲမးဒ်န့ဒ်လဲဉ်.

၄. ဖိဒိပ်ဟုတ်ကဲ့အမျိုးဂါလါအကြီးမင်းလဲနဲ့.

၅. ဖိခွါတဂၢန့ၣ်အိၣ်လၢဟံၣ်န့ၣ်အမၤတၢ်ဒိလဲၣ်.

၆. ဖိသပ်အဂလဟံဉ်ပူန့ဉ်ထီဉ်ကိုလံဧါ.

၇. ဖိခွါတဂဏနှင့်လဲလှယ်ကိစ္စတစ်ခုရှိ မှန်အလဲတုစွမ်း၏။ ဘဉ်မတလီဉ်။

ဂ. လာခံ ဖိဒိပ်ဟုတ်ကုန်ဘုန်မုဂ်လၢအကမၤဒ်လီၤ.

သရော်-ပုဂံကိုဖိစီးဆက်တိုက်သံကွပ်ခဲလျာ်မုၢ်ဘၣ်လံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုၤကတိၤဖိတဲပိၣ်သရော်အခံတဝီ ဝံဒီးမၤပုၤကတိၤကဲ "ဖီခိၣ်" ဒီးသရော်ကကဲ "မုၢ်ဂၢ်." ကတိၤလိသကိးတၢ်ကတိၤအါဝီတစံးဒ်သး ပုၤကတိၤကဲ "ဖီခိၣ်" အတၢ်ကတိၤဘၣ်ဘျုးတစဲး. တုၤပုၤကတိၤဖိတဲတၢ်ဘၣ်ဘျုးလံန့ၣ် မၤပုၤကတိၤကဲက့ၤ "မုၢ်ဂၢ်" ဒီး သရော်ကကဲက့ၤ "ဖီခိၣ်" ဝံ တဲလိကဒီးအါဝီတစဲး. တုၤပုၤကတိၤဖိတဲတၢ်ဘၣ်ဘျုးလံန့ၣ် ကတိၤလိသကိးတၢ်ကဒီး တဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် သရော်မုၢ်ဂုၤပုၤကတိၤဖိမုၢ်ဂုၤ ကဘၣ်လဲက့ၤတၢ်ကတိၤပုၤဖျၢၣ်ပုၤဖျၢၣ်ဆုတၢ်ကတိၤ အဂၤလၢပုၤကတိၤဖိမၤလိတုၢ်လံဝဲန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသးကိးနံၤဒီးဆူညါစၢ်သီအတီၢ်ပုၤ.

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anymore. Perhaps the conversation can end with the "uncle's" suggesting that he will take you to that person and you can talk about it with him.

- (၂) သရော်-သရော်ဒီးပုကွဲဖိကဘဉ်ကတိသကိးတၢ်ဒ်အဖီလၢအံၤအသးန့ၣ်. သရော်ကကဲပုသဝီဖိတဂၤ ဒီးပုကွဲဖိကကဲပုသးစၢ်လၢဆူညါတလါန့ၣ်ကဟဲကဲထီၣ်ကိသရော်အသိတဂၤလၢသဝီအဝဲန့ၣ်အပူၤ. ပုသးစၢ်တဂၤအံၤသ့ၣ်ညါလိာ်အသးဒီးပုသဝီဖိတဂၤအံၤအဖီဒိၣ်ခွါ ဒီးအဖီဒိၣ်ခွါဟ့ၣ်ကူၣ်လၢအကဟဲအိၣ်သကိးအမုၢ်ဂၢ်ဖါတၢ်အံၤ. သုဝဲခံၤအံၤကတိသကိးတၢ်အခါန့ၣ် သုကယုသ့ၣ်ညါလိာ်သုသးတဂၤဒီးတဂၤအပူၤဟ့ၣ်ဖိယီဖိအဂ့ၢ်, သဝီတ ဖျၢၣ်အံၤအဂ့ၢ်, ဒီးကိအဂ့ၢ်တစဲး ဝံဒီးပုကွဲဖိကတဲလၢသါအဲၣ်ဒီးပုစံၣ်စၢ်လီၢ် မုၢ်လၢသါတအဲၣ်ဒီးဘဉ်ပူၤအိၣ်မ့ၤဘျၢ. ဒီးသါဆိကမိၣ်လၢသါမုၢ်မၤအိၣ်စံၣ်တစဲးန့ၣ် သါတၢ်အိၣ်ဆူၣ်အိၣ်ချွဲကဂ့ၢ်ဒိၣ်တစဲးန့ၣ်. ပုသဝီဖိအဖီဒိၣ်ခွါတဲသါလၢပုသဝီဖိတဂၤအံၤကသ့ၣ်ညါလၢဟီၣ်ခိၣ်လၢပုကဆၢဒီးန့ၣ်ကအိၣ်တအိၣ်ဘဉ်အဂ့ၢ်န့ၣ်. ပစဲးဒုၣ်ခလိာ် ပုသဝီဖိကသ့ၣ်ညါလၢပုအိၣ်ဝဲတဂၤလၢအမၤအိၣ်စံၣ်တကဲလၢဘျၢအဃိ ဘဉ်တဘဉ်ကအဲၣ်ဒီးဆါကွံၣ်အစံၣ်အလီၢ်တဖၣ်န့ၣ်. ပုသဝီဖိကဟ့ၣ်ကူၣ်ပုသးစၢ်တဂၤလၢကလဲၤကိးအံၤဆူပုတဂၤန့ၣ်အအိၣ်မ့တမ့ၢ်ကသံကွၢ်စံၣ်ကစၢ်ဝံဒီးဒုးသ့ၣ်ညါပုသးစၢ်တဂၤလၢခံတဘျီ.

(3) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

- (၃) သရော်-ကိးနံၤဒဲး သရော်ဒီးပုကွဲဖိဂ့ၢ်ဟံးန့ၣ်အဆၢကတိတနီၤလၢကကတိသကိးတၢ်လၢပုကညီကျိာ် ဘဉ်ဃးတၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

### 17.8 Reading and Writing

၁၇.၈ တၢ်မၤလိာ်ဒီးကွဲးပုကညီကျိာ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မၤပုကွဲဖိဖိဝဲသရော်အခံတကျိဘျၢတကျိတဝီဝံ မၤပုကွဲဖိကွဲးလၢဒီးတကျိန့ၣ်ခံဝီဖိတၢ်လီၢ်လီၤဟံၤ. လၢခံတနံၤသရော်ကဘဉ်ကွဲးပုကွဲဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မုၢ်အဘဉ်ခါ. ဝံမၤပုကွဲဖိဖိယုသရော်. ပုကွဲဖိဖိမုၢ်ကမၢ် သရော်ကဘဉ်ဖိယုပုကွဲဖိတဘျီဒီး.

နနီၢ်ဒိၣ်လံ နတကြးယီၢ်ဟးဂီၤတၢ်ဘဉ်.

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ထံကျိလၢပဒးလီၢ်ခံအံၤ ပမၤန့ၢ်လၢထံကျိလၢအယံၤတကျိန့ၣ်.

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လဲၤဆွၢယဖိဒိၣ်ခံၤအံၤလီၤလီၤဆူကိန့ၣ်.

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### 17.9 Listening and Speaking

၁၇.၉ တၢ်မၤလိာ်ကနဉ်ဒီးကတိၤပှၤကညိၤအကျိၣ်လၢပှၤကညိၤအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

သရၣ်-မၤပှၤက့ၣ်ဖိလဲၤဒေၣ်သကိးပှၤကညိၤဒ်သိးကကတိၤလိာ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိာ်တၢ်လဲၣ် ဒီးဒ်သိးကကနဉ်ပှၤကညိၤကတိၤသကိးတၢ်.

### 17.10 Cultural Assignment

၁၇.၁၀ တၢ်ဃုသ့ၣ်ညါပှၤကညိၤအလုၢ်အလၢ်

Continue to work on 16.10.

သရၣ်-တၢ်မၤလိာ်တကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပှၤကညိၤကျိၣ်ဘျီ. ပှၤက့ၣ်ဖိကမၤဒၣ်ဝဲ.



## LESSON 18

### တၢ်မၤလိ ၁၈

#### 18.1 Useful Words and Phrases

၁၈.၁ တၢ်ကတိၤအသီၤလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကိၣ်ဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ဖွဲး	To collect together
ပၣ်ဖွဲး	To put or place together
အိၣ်ဖွဲး	To meet together, be gathered together
တၢ်အိၣ်ဖွဲး	Meeting, the church (referring to the people, not the building)
တၢ်အိၣ်ဖွဲးဖိ	Church members
တၢ်အိၣ်ဖွဲးသရၣ်	Pastor
ကတၢၢ်	To end, terminate; superlative degree in comparison
အဂ့ၢ်ကတၢၢ်	The best (i.e., the end of goodness)
ကတဲၣ်ကတိၤ	To compose, arrange, prepare
ကရၢ	Assemblage, organization, party, society
ဃု	To seek or search for something
ထၢ	To pick up or pick out one thing after another
ဃုထၢ	To choose
လဲ	To exchange, as one thing for another
လဲလီၤ/လဲလိၤ	To exchange, as one thing for another
လဲက့ၤ	To change back, change again
ခီလဲ	To exchange one thing for another
တူၢ်လီၤ/တူၢ်လိၤ	To receive or accept what comes; to entertain guests or strangers
နီၢ်ဟူ	To hear
ကိးဂၤဒဲး/ကိးဂၤဒဲး	Everyone/everybody
ကိးမံၤဒဲး/ကိးမံၤဒဲး	Everything
ကိးဘျီဒဲး/ကိးဘျီဒဲး	Every time
ဃၣ်	To be fixed, made fast
ဟံးဃၣ်	To hold fast, grasp
ဖိဃၣ်	To catch and hold fast, grasp
ပွဲၤ	To be full, complete
မၤပွဲၤ	To fill
ပွဲၤသီး/ပွဲၤသီး	As much as

ပွဲသီးသီး/ပွဲသီးသီး

Equal in quantity

## 18.2 Pattern Sentences and Phrases

၁၈.၂ တၢ်ကတိၤအဒိ

### (1) Use of ဖိၣ်, "to collect together"

(၁) တၢ်သ့တၢ်ကတိၤ ဖိၣ်

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပၣ်ဖိၣ်တၢ်ကတိၤကၤဘၣ်အဖဲအံၤ.

ပမ့ၢ်ပၣ်ဖိၣ်ပတိၢ်ဂၤစးဂၤစးန့ၣ် ပပုၤကန့ၢ်.

ယထံၣ်ဖိၣ်ပုၤအိၣ်ဖိၣ်ဖဲန့ၣ်တဘျုးဂၤ,

မ့ၢ်အမၤ မနုၤလဲၣ်.

တၢ်အိၣ်ဖိၣ်ကဘၣ်ခဲလီၣ်.

နသဝီန့ၣ်ကဲထီၣ်တၢ်အိၣ်ဖိၣ်လဲၣ်.

ပုၤတၢ်အိၣ်ဖိၣ်ဖိအိၣ်ပုၤဂၤလီၣ်.

တၢ်အိၣ်ဖိၣ်အခိၣ်အနၢ်တဖၣ်အိၣ်ဖိၣ်ခဲအံၤ  
ခဲအံၤ.

တၢ်အိၣ်ဖိၣ်တဘျီအံၤ ပုၤဟဲအိၣ်ဖိၣ်စ့ၤ,

ပုၤဟဲဟးလိာ်ကွဲး.

တဂီၤအံၤတၢ်အိၣ်ဖိၣ်သရၣ်ဆွၢ်တၢ်ဘၤ.

Put the dirty clothes together here.

If we each put in a bit of money, we'll be able to buy it. (i.e., put together)

I can see quite a few people gathered together there. What are they doing?

When will the meeting be held?

Has your village become a church yet?

How many church members are there?

The church officers meet together often.

The meeting this time, few attended the sessions, many went sightseeing (strolling around).

This morning the pastor led the worship service.

### (2) Use of ကတိၤ, "to end, terminate;" superlative degree of comparison

(၂) တၢ်သ့တၢ်ကတိၤ ကတိၤ

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

(a) တၢ်ဘၤကတိၤန့ၣ် လဲၤအိၣ်မ့ၤဒီးယၤ.

ပကဘၣ်မၤကွၢ်ဒီးလဲၣ်. ခဲအံၤပကကျဲက  
တၢ်လၢလဲၣ်.

မၤကတိၤကွၢ်နတၢ်ကွဲးဒီးဟဲပိၣ်ယခံ.

At the end of the worship, go and eat with me.

What must we do? Now all of our ways (plans) have come to an end? (i.e., no solutions have been found)

Bring your writing to an end and come with me.

(b) တၢ်အိၣ်ဖိၣ်တဘျီအံၤမုၢ်ကတိၤ.

ကွၢ်ဘၤယုၤတဖျၢၣ်အံၤဂ့ၤကတိၤ.

ဖါတၢ်တဂၤန့ၣ်တဲတၢ်သ့ကတိၤ.

This meeting was the most enjoyable.

This church building is the best.

That uncle is the most skilled at speaking.

### (3) Use of ဃု, "to seek, search for," and ထၢ, "to pick up or pick out one thing after another"

(၃) တၢ်သ့တၢ်ကတိၤ ဃု ဒီး ထၢ

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

(a) နယုနသကီးန့ၢ်လံၤခါ.

ယဖါတံၢ်ယုကုၤအထီးန့ၢ်လံၤ.

ယယုယလံၢ်သးဝံၣ် ဘၣ်ဆၣ်တထံၣ်  
ကုၤအီၤဘၣ်.

ယပၢ်ယတီၢ်တဝီၢ်ဖဲလဲန့ၢ်ယတသ့ၣ်  
ညါလၢၤဘၣ်. ယယုကုၤတထံၣ်ဒီး  
ဘၣ်.

Have you looked for and found a companion yet?

My uncle searched for and found his pig already.

I searched for my hymnbook but didn't find it.

I don't know where I put my hundred baht. I have looked for it and not yet seen it.

(b) ထၢကုၤလံၢ်အိၣ်လၢသက့ၢ်အနီၣ်ထံး.

ထၢထီၣ်သခီးသၣ်လၢအလီၤတဲၣ်တဖၣ်  
န့ၢ်

ခဲကၢၢ်တနွံပကထၢဖျိတၢ်ခံဘျီ.

ပှၤထၢဖျိတၢ်အခါ ပှၤကွဲၤဖိကသးဝံၣ်  
တၢ်.

Pick up the books at the foot of the banana plant.

Pick up the mangoes which have fallen down.

Next week we will take up two offerings.

During the time of taking up (the offering), the school children will sing.

(c) ယုထၢထီၣ်ကုၤနပှၤမၤတၢ်ဖိလၢအသီ.

ယုထၢကုၤတၢ်ဒီးလၢအဂ့ၤအဂ့ၤ, ပကဖီ  
အိၣ်ခဲအံၤ.

တၢ်အိၣ်ဖျိခိၣ်နီၣ်န့ၢ် နအဲၣ်ဒီးယုထၢပှၤ  
ဒ်လဲၣ်.

အးအိၣ်တဘျုးဖျါ, နကယုထၢအိၣ်ဖဲ  
လဲၣ်တဖျါလဲၣ်, ကွဲၤလၢနၤ.

ယုထၢန့ၢ်ဆုကၤလၢအဘၣ်နသးတ  
ဘျုး. ယကဟ့ၣ်နၤအပှၤ.

Choose some new workers.

Select some good vegetables. We'll cook them up now.

The church officers, how do you want to choose them?

There are quite a few houses. It's up to you which one you will choose.

Select a blouse that pleases you. I'll give you the price. (i.e., the money to pay for it).

(5) Use of တီၤ/ကတဲၣ်ကတီၤ, "to compose, arrange, prepare"

(၅) တၢ်သ့တၢ်ကတီၤ ကတီၤ/ကတဲၣ်ကတီၤ

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

ကတဲၣ်ကတီၤကုၤတၢ်အိၣ်အိၣ်ဘျုး.

နကတဲၣ်ကတီၤပၢ်တၢ်သးဝံၣ်လံၤခါ.

နကတဲၣ်ကတီၤထီၣ်နသးန့ၢ် နသါကလဲၤ  
ဆူလဲၣ်.

ကတဲၣ်ကတီၤပၢ်နလီၢ်. ခဲမုၢ်ဆုၣ်ပက  
ဘၣ်လဲၤတၢ်ဂီၤ.

Prepare again the left-over food.

Have you already prepared the song?

You're getting yourself ready. Where do you intend to go?

Get your place in order. Tomorrow we'll have to leave early in the morning.

မဲမုၢ်ဆ့ၣ်နကဘၣ်ဆွၢတၢ်ဘၢ. နကတဲၣ်  
ကတီၢ်ပၣ်နသးလံၤနီၤ.

Tomorrow you have to lead the service. Have  
you already prepared yourself?

(6) Use of ဃၣ်, "to be fixed, made fast to"

(၆) တၢ်သ့တၢ်ကတီၢ် "ဃၣ်"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲၣ်ပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဖိၣ်ဃၣ်တၢ်ဂ့ၤဂ့ၤ.

Grasp it good and firmly.

ဟံးဃၣ်လီၤပစု.

Grasp (hold fast) each other's hands.

ယီၤတၢ်ဃၣ်အီၤ.

Hold it fast by treading on it.

မၤဃၣ်တၢ်အံၤဖဲန့ၣ်.

Fasten this there.

ယဖိခွၢ်ဖိၣ်ဃၣ်ဆီတဘျဲၣ်.

My son caught and held fast a chicken.

ပၣ်ဃၣ်သကွံၤလၢတၢ်ကယၤန့ၣ်.

Put the bananas securely on that side (wall).

18.3 Substitution Drill

၁၈.၃ တၢ်ဆီတလဲတၢ်ကတီၢ်

(1) The teacher will read the questions below while you follow in your book and then give the correct answers.

(၁) သရၣ်-သရၣ်ကဘၣ်သံကွၢ်ပုၤကွၢ်ဖိလၢအဖီလၢအံၤအသီးတကျိၤဘၣ်တကျိၤ ဒီးမၤပုၤကွၢ်ဖိစံးဆၢ. ဖဲသရၣ်သံ  
ကွၢ်တၢ်အခါန့ၣ် ပုၤကွၢ်ဖိကွၢ်အလံၤသ့.

၁. တၢ်ဂီၤလၢအအိၣ်လၢအဖီလၢအံၤအဒိၣ်ကတၢ်ဖဲလဲၣ်တဖျါလဲၣ်.

အဆံးကတၢ်ဖဲလဲၣ်တဖျါလဲၣ်.



၂. ပုၤထီၣ်တၢ်အိၣ်ဖိၣ်အိၣ်ထံးတသီန့ၣ် ၁၈၃ ဂၤ, ခံသီတသီန့ၣ် ၁၅၉ ဂၤ,

သၢသီတသီန့ၣ်အဂၤ ၁၇၀, ဒီးလွံၤသီတသီန့ၣ် ၁၈၈ ဂၤ.

ပုၤထီၣ်တၢ်အိၣ်ဖိၣ်အရးကတၢ်ဖဲလဲၣ်တသီလဲၣ်. ပုၤ ထီၣ် အစ့ၤကတၢ်ဖဲလဲၣ်တသီလဲၣ်.

၃. ဝုၢ်ကံၢ်မဲတုၤလၢဝုၢ်ကွၢ်ဟဲန့ၣ်ယံၤ ၁၀၉ ကံလီၤ, တုၤလၢဝုၢ်မုၢ်ယုၣ်န့ၣ် ၁၉၃ ကံလီၤ, ဒီးတုၤ

လၢ မဲဆီးန့ၣ် ၄၂၉ ကံလီၤ. ဝုၢ်အဘူးကတၢ်ဒီးဝုၢ်ကံၢ်မဲမုၢ်ဝုၢ်ဖဲလဲၣ်တဖျါလဲၣ်. အယံၤ

ကတၢ်မုၢ်ဖဲလဲၣ်တဖျါလဲၣ်.

၄. နီၢ်ဝါက့ၤမဲဖဲမုၢ်နၤဒီ ၈ န့ၣ်ရံၣ်, စီၤလါက့ၤမဲဖဲ ၉ န့ၣ်ရံၣ်, ဒီးစီၤသးဂ့ၤက့ၤမဲဖဲ ၁၀ န့ၣ်ရံၣ်တဒီ.

ပုၤက့ၤမဲအဆီကတၢ်ဖဲလဲၣ်တဂၤလဲၣ်.

(2) The teacher should ask question about things in the house or room where you are so that you can practice some more expressing the superlative degree using ကတၢ်.

(၂) သရၣ်-ဒ်သးပုၤကွၢ်ဖိကဘၣ်သုၤဃုၣ်တၢ်ကတၢ် "ကတၢ်" ဖဲအစံးဆၢတၢ်အခါန့ၣ် သရၣ်ကဘၣ်ကွၢ်ဆိကမိၣ်တၢ် လၢသရၣ်ဒီးပုၤကွၢ်ဖိထံၣ်အီၤသ့ဖဲသုၤဆၢန့ၣ်မၤလိတၢ်အခါန့ၣ်ဝံၤ သရၣ်ကဘၣ်သံကွၢ်တၢ်လၢအဂ့ၢ်ဒ်အဒိအိၣ်ပၣ် လၢ (၁) လၢအဖီခိၣ်အံၤအသိး. အဒိ-"စဉ်းလၢအလဲၣ်ကတၢ်လၢဒီးအံၤအပူၤမ့ၢ်ဖဲလဲၣ်တဖျၢၢ်လဲၣ်." သရၣ်ကဘၣ်ကွၢ်စးသ့ထဲတၢ်ကတၢ်လၢပုၤကွၢ်ဖိမၤလိတၢ်လဲၣ်န့ၣ်.

#### 18.4 Pattern Sentences and Phrases

၁၈.၄ တၢ်ကတၢ်အဒိ

(1) Use of ကရၢ, "assemblage, organization, party, society"

(၁) တၢ်သုတၢ်ကတၢ် "ကရၢ,"

REPEAT after the teacher.

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်ထံၣ်သရၣ်အခံ ၂-၃ ဝီ.

တၢ်အိၣ်ဖျိၣ်အိၣ်ဒီးအကရၢတဖၣ်.

The church has its societies.

ပိၣ်မ့ၢ်ကရၢအိၣ်ဒီးအကရၢခိၣ်ဒ်ဝဲ.

The Women's Society has its own head.

ပိၣ်ခွဲၤကရၢအိၣ်ဒီးအကရၢခိၣ်ဒ်ဝဲ.

The Men's Society has its own head.

သးစၢ်ကရၢအိၣ်ဒီးအကရၢခိၣ်ဒ်ဝဲ.

The Youth Society has its own head.

ကရၢခဲလၢဒ်အံၤမ့ၢ်ခရၢ်ဖိအကရၢ.

All of these societies are Christian societies.

(2) Use of တူၢ်လိၣ်/တူၢ်လိၣ်, "to receive or accept what comes, to entertain guests or strangers"

(၂) တၢ်သုတၢ်ကတၢ် "တူၢ်လိၣ်/တူၢ်လိၣ်"

REPEAT after the teacher.

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်ထံၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပုၤမ့ၢ်ဟ့ၣ်နတၢ်န့ၣ် တူၢ်လိၣ်အီၤ.

If people give you things, receive them.

ပုၤကတူၢ်လိၣ်ယတၢ်ဟ့ၣ်ကွၢ်ခါန့ၣ်ယတဲ  
တဘၣ်ဘၣ်.

I don't know whether people will accept my  
advice (or not).

ယပၢ်တူၢ်လိၣ်ပုၤတမ့ၢ်လၢအဒီးအါမး.

My father receives many guests in his house

တနံၣ်အံၤပကဘၣ်တူၢ်လိၣ်တၢ်အိၣ်ဖျိၣ်.

This year we must host the (annual) meeting.

ပုၤမ့ၢ်တတူၢ်လိၣ်နၤန့ၣ် ယကတူၢ်လိၣ်နၤ.

If people don't receive you, I will.

တနံၣ်ညါအံၤပတူၢ်လိၣ်က့ၤတၢ်အိၣ်ဖျိၣ်ဖိ

Today we received back quite a few church  
members.

တဘျုးၤ.

Repeat the above using တူၢ်လိၣ် instead of တူၢ်လိၣ်.

သရၣ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၢအံၤတဘျီအံၤ လၢ "တူၢ်လိၣ်" အလီၢ်န့ၣ် တဲလၢ "တူၢ်လိၣ်."

(3) Use of လဲ, "to change, exchange one thing for another"

(၃) တၢ်သုတၢ်ကတၢ် "လဲ"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၤသရော်အံၤ ၂-၃ ဝီ.

လဲလီၤကွၢ်န့ၢ်လီၤဆုၣ်နီၤလၢအအံၤတဖျၢၣ်.  
လဲလီၤကွၢ်န့ၢ်ဆုၣ်ကလၢအသီတဘျၢၣ်, ပက  
လဲၤဘၢယွၤ.  
န့ၢ်ဆုၣ်အံၤဆံးကဲၣ်ဆီး, လဲကွၢ်ဒီးန့ၢ်အဆု  
န့ၣ်.  
န့ၢ်လဲလီၤန့ၢ်တၢ်ကတိၤခဲအံၤခဲအံၤဘျၢၣ်မနုၤ  
လဲၣ်.  
လဲကွၢ်န့ၢ်ဆုၣ်ကလၢအသီတဘျၢၣ်ဝံၤ ဒီလဲဒီး  
ယဆုၣ်တဘျၢၣ်အံၤ.

Change your seat to this one.  
Change your clothes. We're going to church.  
This shirt of yours is too small. Exchange it  
with your younger brother's.  
Why do you keep changing your words?  
Change your shirt to a new one, then ex-  
change it with this one of mine.

(4) Use of န့ၢ်ဟူ, "to hear"

(၄) တၢ်သ့တၢ်ကတိၤ "န့ၢ်ဟူ"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၤသရော်အံၤ ၂-၃ ဝီ.

ပန့ၢ်ဟူလၢတၢ်အိၣ်ဖိၣ်သရော်ကဟဲ.  
ပန့ၢ်ဟူလၢကွဲၤလဲၤဆုၣ်စုၣ်တဘီၣ်န့ၣ် ဟးဂီၤ  
လံ.  
ပန့ၢ်ဟူလၢန့ၢ်ဆါကွံၣ်အစံၣ်တဘျးလီၤ  
န့ၣ် မ့ၢ်ဒါ.  
ပန့ၢ်ဟူလၢန့ၢ်ထီၣ်က့ၤကရၢခိၣ်န့ၣ်မ့ၢ်ဒါ.  
ဖါတၢ်တဂၤန့ၣ်တန့ၢ်ဟူတၢ်နီၣ်တမံၤလၢ  
ဘၣ်.

We've heard that the pastor is coming.  
We've heard that the road on the left-hand  
side is already not usable.  
We hear that your father has sold many of his  
paddy plots. Is that so?  
We hear that you have become the society  
president. Is that right?  
That uncle doesn't hear anything anymore.

(5) Use of ကိး...ဒဲး/ကိး...ဒဲး, "every"

(၅) တၢ်သ့တၢ်ကတိၤ "ကိး...ဒဲး/ကိး...ဒဲး"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၤသရော်အံၤ ၂-၃ ဝီ.

ပုၤကိးဂၤဒဲးကဘၣ်ဆါထၢၣ်.  
တၢ်အိၣ်အံၤဝံၣ်ကိးမံၤဒဲး.  
ဟဲစီၣ်န့ၢ်ယၤဆီၣ်န့ၢ်ကိးဖျၢၣ်ဒဲး.  
ပဘၣ်ဖးလံၣ်စီၣ်ဆုၣ်ကိးန့ၢ်ဒဲး.  
တၢ်မိၣ်ကွၢ်ယသးန့ၢ်တၢ်ဂီၤကိးဘျၢၣ်ဒဲး.

Everybody must stand up.  
Everyone of these foods is delicious.  
Bring me every egg.  
We must read the Bible every day.  
I want to see every picture of yours.

(6) Use of ပဲၤ, "to be full, complete"

(၆) တာ်သူတာ်ကတိံ ပဲၤ

REPEAT after the teacher

သရၢ်-မၤပုၤကွဲၤဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

တနံၤအံၤလၢပဲၤ.

ပုၤလိၣ်ကွဲၤတပုၤဘၣ်.

တၢ်ဆါဟံၣ်အလီၢ်မံၣ်ပဲၤလံ.

ပသကိးမ့ၢ်ပုၤထီၣ်အဂၢၤတဆံကဂ့ၤ.

ယသးပုၤဒီးတၢ်သးခု.

ယကမၤပုၤအံၤ.

Today it is full moon.

The players are not complete yet.

All the hospital beds are full.

If we and our companions total 10 in number  
that would be good.

My heart is full of joy.

I'll do this much.

(7) Use of ပဲၤသီး/ပဲၤသီး, "as much as, equal in amount"

(၇) တာ်သူတာ်ကတိံ ပဲၤသီး/ပဲၤသီး

REPEAT after the teacher

သရၢ်-မၤပုၤကွဲၤဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

(a) နံၣ်တကူၣ်အံၤအပူၤပဲၤသီးဒီးအဝဲတ  
ကူၣ်န့ၣ်.

တဘျီအံၤယအိၣ်မ့ၢ်ပဲၤသီးဒီးမဟါတ  
ဘျီ.

ဖဲတၢ်အိၣ်ဖျိၣ်အခါန့ၣ် ယကတူၢ်လီၣ်  
ပုၤတမ့ၢ်ပဲၤသီးဒီးနတူၢ်လီၣ်.

အဝဲလဲၤစီၣ်လံၣ်ပဲၤသီးဒီးယၤ.

(b) နၤဒီးယၤပနံၣ်အိၣ်ပဲၤသီးသီး.

ဖါတၢ်ဒီးယပၢ်အစံၣ်အလီၢ်အိၣ်ပဲၤသီး  
သီး.

အဝဲဟ့ၣ်လီၤပုၤလၢတၢ်ပဲၤသီးသီး.

ယမိၢ်ဒီးယၤပပူၤထီးညၣ်ပဲၤသီးသီး.

This sarong is the same price as that one.

I'll eat the same amount of rice this time as the  
time yesterday.

At the time of the meetings I'll host as many  
guests as you do.

He took as many books as I.

You and I are the same age.

Uncle and my father have the same amount of  
paddy fields.

She gave us equal amounts of money.

My mother and I bought the same amount of  
pork.

Repeat (a) and (b) above using ပဲၤသီး and ပဲၤသီးသီး in place of ပဲၤသီး and ပဲၤသီးသီး.

သရၢ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၢ်အံၤတဘျီအံၤ လၢ ပဲၤသီး ဒီး ပဲၤသီးသီး အလီၢ်န့ၣ် တဲလၢ ပဲၤသီး ဒီး  
ပဲၤသီးသီး.

### 18.5 Completion Drill

၁၈.၅ တၢ်တူၢ်န့ၣ်မၤပုၤထီၣ်တာ်ကတိံ

Select an appropriate classifier from the list on the right and write it down in the  
blank space in the first sentence on the left. Then do the same for each of the other  
sentences. However, if more than one classifier could be used in a given sentence,  
pass that sentence by for the time being and go on to the next one, so that you end up

with a different classifier in each sentence. Then read the sentences aloud one after the other, the teacher making corrections where necessary.

သရော်-မပြုကျိမိယုထာထီတိတကတိလေစုထွဲတပလေအဖီလိအံလေအလိဒီးတကတိလေအစုထွဲတပလေအံဝံ ကွဲးလီဒီးဖဲတကတိလိလိဟိအပူန့န့. ဝံဒီးမပြုကျိမိယုထာထီတိတကတိလေအသီတထံဒီးကွဲးလီဒီးလေခံကျိတကျိအပူ. မပြုကျိမိကဘုသုတကတိကီးထံဒီးလေအအိန်လေအစုထွဲတပလေအပိ ပုသုတကတိလေအနီတထံလေတကျိပိအပူမုသုန့န့ မပြုကျိမိလဲကပပ်ပပ်စာအဝဲန့န့တကျိဒီးကွဲးဆိတကတိလေပသုအိသုထဲလေတကျိအပူန့န့ ဝံမေးကုကဒါကုဆူအကျိလေပြုကျိမိလဲကပပ်ပပ်အနီထံတဘျီဒီးသုတကတိလေစုထွဲတပလေအအိန်တုဝဲ. တုပြုကျိမိကွဲးလီတကတိကီးထံဒီးဖဲအလီဘုဝံလံန့န့ မပြုကျိမိ ဖဲတကျိဘုတကျိစးထီလေအနီထံတုလေးအကတိ. ပုကျိမိမုကမု သရော်ကဘုဖဲဘုလီန့န့ကုတကတိတဘျီ ဒီးမပြုကျိမိတဝံသရော်အခံဒီး.

နဖီအနီဆံးဒံးကီ....ဒံး.	ထံ
ယလဲထီတိမိမုကရကီး....ဒံး.	ဘျီ
ပုအိန်ဖိန်ဖဲအံကီး....ဒံး.	ဂါ
ယမိတုလီပုတမုကီး....ဒံး.	နံ
ယကတိကတိပပ်တကီး....ဒံးလံ.	နံ
ယနီဟုအဝဲသုအတကတိကီး....ဒံး.	မံ
ယထာထီပပ်သမီးသုကီး....ဒံးလံ.	ဖျါ

## 18.6 Notes on Word Usage and Grammar

၁၈.၆ သရော်-မပြုကျိမိဖဲဒံးလဲလါဒီး.

### (1) Use of ကတိ, "to end, terminate;" superlative degree in comparison

In this lesson you are introduced to 3 uses of the descriptive verb ကတိ, as below:

(a) As a main verb with the meaning "to end, be terminated." In this case the thing which ends is the subject of this verb; e.g., ယတိမကတိလံ, "My job has been terminated." Preceded by မါ the meaning changes to "to terminate, bring to an end;" in which case the thing being ended becomes the object of the verb; e.g., မါကတိနတိ ကွဲးခဲအံ, "Terminate your writing now."

(b) The verb ကတိ is sometimes used where in English a noun would be used; e.g., ဖဲနီကတိ..., "at the end of the year..." Sometimes the possessive pronoun အ is used in such expressions; e.g., ဖဲအကတိန့..., "In the end,..."

(c) Following a descriptive verb which is preceded by the possessive pronoun အ the word ကတိ indicates the superlative degree of the quality expressed; e.g., အSfm@lbm, "the widest (literally, the limit of wideness)."

### (2) Use of ကီး...ဒံး/ကီး...ဒံး, "every"

The English word "every" is expressed in Karen by using ကီး before the appropriate classifier and ဒံး following it. If the resulting expression modifies the subject, it may come between the subject and the verb or it may follow the verb; e.g.,



ပုဂံးဂးကဘၣ်ဟဲ/ ပုဂံးကဘၣ်ဟဲကးဂး, "Everyone must come." When speaking the first particle is usually pronounced "ကး," but when writing it is correct to spell it "ကိး."

(3) Use of ပဲ, "to be full, complete," and ပဲသီး/ပဲသီး, "as much as"

The basic meaning of ပဲ is "to be full" or "complete," and used following မ or some similar verb, it means "to fill, make full." However, used in connection with အံ, နံ, and certain particles, the expressions indicate quantity; e.g., ပုဖျၢၣ်လဲၣ်, "How much? How many? What quantity?" ပဲအံ, "this much;" ပဲနံ, "that much." In this lesson you have also been introduced to 2 kinds of combination with သီး, as below:

(a) 1st thing to be compared + ပဲသီး + ဒီး + 2nd thing to be compared; e.g., နံတကူၣ်အံအေပုပဲသီးဒီးအဝဲတကူၣ်နံ, "This sarong is the same price as that one." Sometimes the ဒီး is omitted in everyday conversation.

(b) The 2 things being compared + ပဲသီးသီး; e.g., နဒီးယပနံအိၣ်ပဲသီးသီး.

18.7 Substitution Drill

၁၈.၇ တၢ်ဆိတလဲတၢ်ကတိၤ

Turn back to 18.4 (6) and change the wording in the sentences in (a) to fit the pattern in (b); e.g., နံခံကူၣ်အံအေပုပဲသီးသီး. Then change the wording in the sentences in (b) to fit the pattern in (a); e.g., နနံအိၣ်ပဲသီးဒီးယနံ.

သရၣ်-မၤပုၤကိၣ်ဖိကွၢ်ကဒါကူၤလၢ ၁၈.၄ တံ မၤပုၤကိၣ်ဆိတလဲတၢ်ကတိၤလၢ (a) အပူၤဒ်သီးကသုတၢ်ကတိၤ ပဲသီးသီးနံ. အဒိ-ပုၤကိၣ်ဖိကဆိတလဲတၢ်ကတိၤလၢအခိၣ်ထံးတကျိၤအပူၤဒ်တဲလၢ "နံခံကူၣ်အံအေပုပဲသီးသီး." ဆိတလဲတၢ်ကတိၤဆူညါတကျိၤဘၣ်တကျိၤဒ်အခိၣ်ထံးတကျိၤအံအသီးစးထီၣ်လၢအခိၣ်ထံးတူၤလၢ (a) အကတၢ်. မ့ၢ်ဝံဒီး မၤပုၤကိၣ်ဆိတလဲတၢ်ကတိၤလၢ (b) အပူၤဒ်သီးကသုတၢ်ကတိၤ ပဲသီးဒီး နံ. အဒိ-ပုၤကိၣ်ဖိကဆိတလဲတၢ်ကတိၤလၢအခိၣ်ထံးတကျိၤအပူၤဒ်တဲလၢ "နနံအိၣ်ပဲသီးဒီးယနံ."

18.8 Conversation Practice--Learn the previous sections well first.

၁၈.၈ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်ကတိၤအံဒီးဘၣ်နံ ပုၤကိၣ်ကြးနံပၢ်တၢ် မၤလိလၢအပူၤကွၢ်ဂ့ၤဘၣ်ဘၣ်တဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံးစးထီၣ်လၢအခိၣ်ထံးတူၤလၢအကတၢ်ခံဝံဒီးမၤပုၤကိၣ်ဖိကနံ. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိး "သရၣ်" ဒီး "သရၣ်မ့ၢ်" အမံၤဒ်သီးပုၤကိၣ်ဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂါကတိၤတၢ် လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခံဝံလဲၣ်နံ မၤပုၤကိၣ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၤအတၢ်ကတိၤအခံ အံ. ဖဲပုၤကိၣ်ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပုၤကိၣ်ဖိကွၢ်လၢလံၣ်ပူၤဘၣ်. ပုၤကိၣ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲနံ. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢမ့ၢ်ဝံလဲၣ်နံ တၢ်သံကွၢ်လၢပုၤကိၣ်ဖိစံးဆၢတဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်နံ သရၣ်ကဘၣ်ဃးကုၤပုၤခံၤအတၢ်ကတိၤတဝီကဒီးဝံသံကွၢ်ကဒီးပုၤကိၣ်ဖိလၢတၢ်သံကွၢ်လၢအဝဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပုၤကိၣ်ဖိစံးဆၢဒီး.

သရော် --သရော်မျှင်၊ တၢ်အိၣ်ဖှိၣ်တၢ်အံၤန့ၣ်လဲၤကတၢၢ်လီၤ.  
 သရော်မျှင်--သရော်၊ ယသၢ်ကလဲၤအဃိ ယကတံၣ်ကတၢၢ်ပၢ်တၢ်ခဲလၢၣ်လံၤ.  
 သရော် --သရော်မျှင်၊ တၢ်အိၣ်ဖှိၣ်တၢ်အံၤန့ၣ် မၤဝီၣ်မ့ၣ်ကရၢအိၣ်ဖှိၣ်ဖဲခဲနံၤတနံၤန့ၣ်.  
 သရော်မျှင်--ပကကွၢ်ကွၢ်. ပှၤအါဂၤမ့ၢ်တူၢ်လီၤဝဲဒီး ပအိၣ်ဖှိၣ်ခဲနံၤတနံၤသ့.  
 သရော် --သရော်မျှင်၊ တနံၣ်ညါအံၤသုကဘၣ်ဃုထၢက့ၢ်ခိၣ်နီၤလၢအသီ.  
 သရော်မျှင်--မ့ၢ်. ပကဘၣ်ဃုထၢထီၣ်ခိၣ်နီၤအသီ, ဘၣ်ဆၣ်ပကဘၣ်လဲၤလီၤကတၢၢ်တဘျုးမံၤ.  
 သရော် --ယနီၤဟူၤလၢနီၤလီၤအံၣ်တၢ်န့ၣ်သးဆၣ်မၤတၢ် ဒီးအတၢ်နီၤပၢ်အိၣ်အါမး.  
 သရော်မျှင်--အါ, သရော်၊ နီၤလီၤအံၣ်မ့ၢ်တူၢ်လီၤပတၢ်မၤန့ၣ် ပှၤကသးခုၣ်ဂးဂၤဒဲး.  
 သရော် --သရော်မျှင်၊ တၢ်အိၣ်ဖှိၣ်တၢ်အံၤန့ၣ် နပှၤသးဝံၣ်တၢ်ဖိကဟဲဆဲးအါလဲၣ်.  
 သရော်မျှင်--မဟီၤန့ၣ်အဝဲသ့ပၣ်ဖှိၣ်ထီၣ်အသးကအိၣ်ပှၤအဂၤသၢဆဲၣ်ညါ.  
 သရော် --အီ, နတၢ်ဘျးကပွဲၤသီးယၢတခီ. ယဲယပှၤသးဝံၣ်တၢ်ဖိကဟဲခဲလၢၣ်လွီၤဆဲးယဲၣ်ဂၤ.

Questions (တၢ်သံကွၢ်)

၁. သရော်ဟ့ၣ်ကူၣ်သရော်မျှင်လၢကလဲၤဆူလဲၣ်.
၂. သရော်မျှင်မၤပၢ်မတၢ်လဲၣ်.
၃. သရော်ဘၣ်အသးလၢမတၢ်ကအိၣ်ဖှိၣ်ဖဲခဲနံၤတနံၤလဲၣ်.
၄. အဝဲသ့ၣ်ကမၤခါ.
၅. အဝဲသ့ၣ်ကဘၣ်ဃုထၢမတၢ်တဖၣ်လဲၣ်.
၆. သရော်ဟ့ၣ်ကူၣ်လၢကဃုထၢနီၤလီၤအံၣ်န့ၣ်တၢ်ဂ့ၢ်အိၣ်ခဲမံၤ. မ့ၢ်မတၢ်လဲၣ်.
၇. အဝဲမ့ၢ်တူၢ်လီၤတၢ်မၤအံၤန့ၣ် ပှၤကသးခုၣ်ဂၤလဲၣ်.
၈. သရော်မျှင်အပှၤသးဝံၣ်တၢ်ဖိကအိၣ်ပှၤသီးဒီးသရော်အပှၤသးဝံၣ်တၢ်ဖိခါ.  
 မ့ၢ်တပွဲၤသီးသီးဘၣ်န့ၣ်  
 ဖဲလဲၣ်ဂၤအပှၤသးဝံၣ်တၢ်ဖိကအိၣ်အါလဲၣ်.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the part of သရော်မျှင် while your teacher takes the part of သရော်. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရော်--ပှၤကွဲၤဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံၣ်န့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတၢၢ်လၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပှၤကွဲၤဖိတဲပိၣ်သရော်အခံတဝီ ဝံၤဒီးမၤပှၤကွဲၤဖိကဲ "သရော်မျှင်" ဒီးသရော်ကကဲ "သရော်." ကတၢၢ်လီၤသကီးတၢ်ကတၢၢ်အါဝီတစးဒီးပှၤကွဲၤဖိကတဲ "သရော်မျှင်" အတၢ်ကတၢၢ်ဘၣ်ဘျုးတစး. တုၤပှၤကွဲၤဖိတဲတၢ်ဘၣ်ဘျုးလံၣ်န့ၣ် မၤပှၤကွဲၤဖိကဲက့ၤ "သရော်" ဒီး သရော်ကကဲက့ၤ "သရော်မျှင်" ဝံၤ တဲလိကဒီးအါဝီတစး. တုၤပှၤကွဲၤဖိတဲတၢ်ဘၣ်ဘျုးလံၣ်န့ၣ် ကတၢၢ်လီၤသကီးတၢ်ကဒီး တဘျီ ဘၣ်ဆၣ်အံၤတဘျီန့ၣ် သရော်မ့ၢ်ပှၤကွဲၤဖိမ့ၢ်ဂ့ၢ်ကဘၣ်လဲၣ်က့ၤ

တၢ်ကတိၤပူၤဖျၢၣ်ပူၤဖျၢၣ်ဆူတၢ်ကတိၤအဂၤလၢပူၤကွဲၤဖိမၤလိတၢ်လံၤန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိး  
နံၤဒဲးဆူညါၣ်တၢ်သီအတၢ်ပူၤ.

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရၣ်-ကိးနံၤဒဲး သရၣ်ဒီးပူၤကွဲၤဖိတၢ်ဟံးန့ၣ်အဆၢကတိၢ်တနီၤလၢကကတိၢ်သကိးတၢ်လၢပူၤကညီၣ်ကျိၣ် ဘၣ်ဃး  
တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

### 18.9 Reading and Writing

၁၈.၉ တၢ်မၤလိဖးဒီးကွဲးပူၤကညီၣ်ကျိၣ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရၣ်-မၤပူၤကွဲၤဖိဖးပိာ်သရၣ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၤပူၤကွဲၤဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီဖဲတၢ်လီၢ်လီၤဟံၣ်.  
လၢခံတနံၤသရၣ်ကဘၣ်ကွဲၤပူၤကွဲၤဖိအတၢ်ကွဲးသ့တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. တံၤမၤပူၤကွဲၤဖိဖးယုၤသရၣ်. ပူၤကွဲၤဖိ  
ဖးမ့ၢ်ကမၣ် သရၣ်ကဘၣ်ဖးယုၤပူၤကွဲၤဖိတဘျီဒီး.

သးစၢ်ကရၢကအိၣ်ဖျိၣ်ကဒီးတဘျီဖဲအကတၢ်တဟါ.

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ယုၤထၢဆုၤကလၢနကွၢ်အဂ့ၢ်ကတၢ်တဘျီန့ၣ်.

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သုကတဲၣ်ကတိၤပာ်သုတၢ်ကူတၢ်ကဝံၤကိးဂၤဒဲးလံၤခါ.

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### 18.10 Listening and Speaking

၁၈.၁၀ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပူၤကညီၣ်အကျိၣ်လၢပူၤကညီၣ်အဟံၣ်.

(1) Follow the instructions in 16.9 (1). Then during the next 24 hours learn another two new descriptive verb which are opposites of each other.

(၁) သရော်-လျှော့ညှိ ၂၄ နှစ်ရံအတိတ်အခါ မပြုမူကိစ္စအခါထိုင်နုတ်ကတိအသိအမြင်အလ ၁၆.၉ (၁) အသီးနှုတ်. လျှော့တန့်နှုတ် မပြုမူကိစ္စတဲဘာသရော်လျှော့ကတိအသိအမြင်အခါ ဒ်သီးဒီးသရော်ဒီးပြုမူကိစ္စကတိလိတိကတိအသိအခါခဲအခါခဲအခါ. ပြုမူကိစ္စဘာသရော်ကတိအသိအခါထိုင်တိထိုင် ဒ်သီးအသုတသးပု နှိပ်ဝဲတဂ့.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

(၂) သရော်-မပြုမူကိစ္စလဲအခါသကီးပြုမူကိစ္စဒ်သီးကကတိလိတိကတိသရော်တဖန်လျှော့မလိတုလဲဝဲ ဒီးဒ်သီးကကန့်ပြုမူကိစ္စကတိသကီးတိ.

### 18.11 Cultural Assignment

၁၈.၁၁ တိဗုသုညံပြုမူကိစ္စအလုအလု

Continue to work on 16.10.

သရော်-တိဗုတကတိအခါနှုတ်တဘာသးဒီးပြုမူကိစ္စကျိတ်ဘာ. ပြုမူကိစ္စမလိတုဝဲ.

## LESSON 19

### တၢ်မၤလိ ၁၉

#### 19.1 Useful Words and Phrases

၁၉.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခၢၣ်ဘျီ.

ပျံးမဲၣ်	To wash one's face
ခွံခိၣ်	To comb or brush one's hair
ဝဲၤ	To stir, move about
ဝဲၤထၢၣ်	To rise, as from a lying or sitting position
ဝဲၤဆၢထၢၣ်	To rise up to a standing position
ဖျိၣ်	To sheath (as a sword), encase
ဖျိၣ်ခံ	Pants, trousers
စုဖျိၣ်	Gloves, armlets (cloth worn on arms of hill Karens in the cold weather)
ခိၣ်ဖျိၣ်	Socks, stockings; leggings (cloth worn on legs of hill Karens in the cold weather)
ခိၣ်ဖျိၣ်	Cap (especially a stocking cap)
စး/သံကွၢ်	To ask, question, enquire
လိ/လိလီၤ	To spread out, as anything in the sun to dry
ကဒါ	To reverse, revert, overturn
လဲၤကဒါက့ၤ	To go back again
လီၤတၢ်/လီၤတၢ်လီၤဆဲး	To be accurate, exact, precise
ကဒံကဒါ	To be changeable, fickle; to be haphazard without any real effort or plan
ဘး/ဝါဘး	Yonder, over there, on the far side
ဆူအံၤဆူဘး/လၢအံၤလၢဘး	Here and there
လၢကွဲးဘးခီ	The other side of the road
လၢထံကျိဝါဘးခီ	The other side of the stream/river
တရု/တကျး/တဆှၢ/တအူ	Particles indicating plural; colloquial for တဖၣ်
ကိၢ်/ကိၢ်သး/ကိၢ်သဝံ	To be hot (in temperature)

#### 19.2 Pattern Sentences and Phrases

၁၉.၂ တၢ်ကတိၤအဒိ

(1) Use of ဝဲၤ, "to stir, move about"

(၁) တၢ်သ့တၢ်ကတိၤ ဝဲၤ

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ယဖီမုၣ်ဂဲၤလၢဒၢးပူၤ.  
ယလံၤတဂၢၤအံၤဂဲၤဆူၣ်ဒိၣ်မး.  
ဂဲၤထၢၣ်မၤဝံၤက့ၤနတၢ်မၤ.  
ခဲမုၢ်ဆူၣ်မံၤဂဲၤထၢၣ်ဂီၤဂီၤတဖဲး.  
နမ့ၢ်ဂဲၤထၢၣ်န့ၣ် ချီဆိထံချီလၢညါ.  
ဂဲၤဆၢထၢၣ်သးဝံၣ်သကီၤ.  
ဂဲၤဆၢထၢၣ်လဲၤဟံးလၢနနီၢ်ကစၢ်.  
သရၣ်မ့ၢ်ဟံးန့ၣ်န့ၣ် ပှၤက့ၢ်ဖိဘၣ်ဂဲၤဆၢထၢၣ်.

My daughter is stirring about in the house.  
My grandchild is very active (moves about very energetically).  
Get up and finish doing your work.  
Tomorrow morning get up a bit early  
If (when) you get up, first boil the water before anything else.  
Stand up and sing together  
Stand up and go get it yourself.  
If (when) the teacher enters, the pupils must stand up.

(2) Use of ပျံၣ်မဲၣ်, "to wash one's face," and ခွံခိၣ်, "to comb or brush one's hair"

(၂) တၢ်သုတၢ်ကတိၤ "ပျံၣ်မဲၣ်" ဒီး "ခွံခိၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

မံၤဂဲၤထၢၣ်ပျံၣ်နမဲၣ်ကီးဘျီဒဲး.  
ပျံၣ်နမဲၣ်ဝံၤခွံခိၣ်.  
ခွံခိၣ်ဂ့ၤဂ့ၤ, နကဘၣ်ဆွၢတၢ်ဘါ.  
ဂဲၤထၢၣ်ခွံခိၣ်ပျံၣ်မဲၣ်ဝံၤပကအီၣ်မ့ၤ.  
ဖိဒိၣ်မုၢ်တဂၢၤန့ၣ်ခွံအခိၣ်ခဲအံၤခဲအံၤ.

Every time you get up from sleep, wash your face.  
Wash your face, then brush your hair.  
Comb your hair well; you have to lead the worship service.  
Get up, brush your hair and wash your face, after which we'll eat.  
That niece combs her hair frequently.

(3) Use of ဖျိၣ်, "to sheath (as a sword), encase"

(၃) တၢ်သုတၢ်ကတိၤ "ဖျိၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

လဲၤဖျိၣ်ဒီးနခိၣ်ဖျိၣ်. တၢ်ချံၣ်ဒိၣ်မး.  
ကူထီၣ်နဖျိၣ်ခံသုတဘျီန့ၣ်.  
ဖျိၣ်ခိၣ်ဖျိၣ်ဝါတဂ့ၤ. ကဘၣ်အၢ.  
ဖျိၣ်ထီၣ်နစုဖျိၣ်နခိၣ်ဖျိၣ်ဝံၤ လဲၤပိၣ်ယခံ.  
လဲၤက့ၤနဖျိၣ်ခံဘၣ်အၢန့ၣ်.  
နဖျိၣ်ခံအဖီလၢအိၣ်ဖဲအံၤခံဘျီ.

Go pull on your cap, It's very cold.  
Put on your black trousers.  
Don't put on your white socks. They'll get dirty.  
Put on your armlets and leggings and go with me.  
Change your dirty shorts.  
Two of your undershorts are here.

(4) Use of စး/သံကွၢ်, "to ask, question, enquire"

(၄) တၢ်သုတၢ်ကတိၤ "စး/သံကွၢ်"

REPEAT after the teacher

သရော်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ.

နစးယၤအလီၢ်တအိၣ်ဘၣ်.  
ကုၤစးကွၢ်နဖါတံၢ်မ့ၢ်အကလဲၤတၢ်ခဲအံၤခါ.  
နမ့ၢ်ဂၢ်စးနၤခဲအံၤခဲအံၤဘၣ်မတၤလီၣ်.  
ယကစးနၤတၢ်တထံၣ်နီၣ်.  
ပစးလဲၤစးကုၤ အကတၢ်တမ့ၢ်တၢ်နီၣ်တ  
မံၤဘၣ်.

There is no need for you to ask me.  
Go back and ask your uncle if he will go now.  
Why does your aunt keep on asking you?  
I'm going to ask you a question, okay?  
We asked back and forth, and in the end it  
(the rumor) was nothing.

Repeat using သံကွၢ် in place of စး.

သရော်-တဲလိကဒီးတၢ်ဘျီ ဘၣ်ဆၣ်အအံၤတၢ်ဘျီအံၤ လၢ "စး" အလီၢ်တဲလၢ "သံကွၢ်."

(5) Use of ကိၢ်/ကိၢ်သွး/ကိၢ်သဝံ, "to be hot (in temperature)"

(၅) တၢ်သုတၢ်ကတိၤ "ကိၢ်/ကိၢ်သွး"/ကိၢ်သဝံ"

REPEAT after the teacher

သရော်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ.

မၤကိၢ်ထီၣ်ကုၤတၢ်အိၣ်တၢ်အီၤတဖၣ်အံၤ.  
ထံၣ်အီၤကိၢ်အိၣ်ဒံးခါ.  
တနၤညါအံၤယပုၤတဂၤအလီၢ်ကိၢ်ဒိၣ်န့ၢ်  
အလီၢ်.  
ဖဲတၢ်ကိၢ်ခါန့ၢ် ညီန့ၢ်ထံတအိၣ်အါအါ  
လၢဘၣ်.  
ထံၣ်အီၤကိၢ်လီၤဘၣ်အီၣ်.  
ဖိၣ်တၢ်အံၤတဂ့ၤ. ကိၢ်သွးဒိၣ်မး.  
မနၤကီၢ်တၢ်ကိၢ်သဝံဒိၣ်မး. ယမံတမ့ၢ်  
ဘၣ်.

Heat up this food again.  
Is there still some hot water?  
Last night (i.e., this night just past) my younger  
sibling's fever was higher (greater) than  
before.  
In the hot season usually there isn't much  
water anymore.  
Boiling hot water spilled down on her leg.  
Don't take hold of this. It's very hot (enough to  
burn you.)  
It was very hot and humid last night. I didn't  
have an enjoyable sleep.

(6) Use of လိ/လိလီၤ, "to spread out, as something in the sun to dry"

(၆) တၢ်သုတၢ်ကတိၤ "လိ/လိလီၤ"

REPEAT after the teacher

သရော်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ.

လိလီၤကုၤတၢ်ကူတၢ်ကၤတဖၣ်အံၤ.  
လိလီၤကုၤမုၤလီၢ်လံၤလၢတၢ်ကိၢ်ကျိန့ၢ်.  
လိလီၤနသးလၢတၢ်ကိၢ်ကျိအါအါတဂ့ၤ.  
ဆီတဖၣ်လိလီၤအသးလၢတၢ်ကိၢ်ကျိ.

Spread these clothes out (to dry)  
Spread this old rice out in the sun (to dry).  
Don't lie (spread yourself out) in the sun (heat)  
very much.  
The chickens are lying in the sun.

တၢ်ကူတၢ်ကလၢအလွဲၤလီၤန့ၣ်  
လီၤလၢ တၢ်ကီၢ်ကျိတဂ့ၤ.

Clothes which have colors that fade (fall),  
don't put them out in the sun (to dry).

### 19.3 Command and Response Drill

၁၉.၃ တၢ်မၤဒီးတၢ်မၤထွဲ

In order to get practice in using the word for "to ask a question," ask the teacher the questions as given below and the teacher will answer them. (The third and fourth ones really contain 2 questions each. Ask the first one and wait for the answer before asking the second one.) Repeat the drill again, this time using "သံကွၢ်" in place of "စး."

သရၢ်-ဒံသးပၤကွၢ်ဖိကဘၣ်သ့တၢ်ကတိၤ "စး" န့ၣ် မၤပၤကွၢ်ဖိသံကွၢ်သရၢ်ဒံအဖီလၢဒံအသးတကျိၤဘၣ်တကျိၤ ဒီးသရၢ်ကစၢ်ဆၢ. (နီၢ်ဂံၢ် ၃ ဒီး ၄ အိၣ်ဒီးတၢ်သံကွၢ်တကျိၤခဲထံၣ်တကျိၤခဲထံၣ်. ပၤကွၢ်ဖိကသံကွၢ်အခိၣ်ထံးတထံၣ်ဒီးအိၣ်ခိးသရၢ်အတၢ်စးဆၢတချုးအသံကွၢ်ဒီးခဲထံၣ်တထံၣ်န့ၣ်.) ခံဝီတဝီ မၤပၤကွၢ်ဖိသံကွၢ်ကဒီးတဘျီ ဘၣ်ဆၢအအံၤတဘျီအံၤ လၢ "စး" အလီၢ်မၤအ တဲလၢ "သံကွၢ်."

၁. ယကစးနၤတထံၣ်နီၤ, တဂီၤအံၤနဂဲၤထၢၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.
၂. ယကစးနၤတထံၣ်ဒီး, နပျီနမဲၣ်လၢညါၤခါ နခွဲနခိၣ်လၢညါလဲၣ်.
၃. ဝံသးစူၤယၤ, ယကစးနၤတထံၣ်ဒီး-နဖျိၣ်ခိၣ်ဖျိၣ်တဘျီဘျီၤခါ. နဖျိၣ်ခိၣ်ဖျိၣ်တဘျီဘျီၤခါ.
၄. သးထီၣ်ယၤတဂ့ၤနီၤ. ယကစးနၤလၢခံကတၢ်ခံထံၣ်-မနၤကၢၢ်နက့ၤမဲၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.  
နဆိက မိၣ်လၢတနၤအံၤနကက့ၤမဲၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.

### 19.4 Pattern Sentences and Phrases

၁၉.၄ တၢ်ကတိၤအဒိ

(1) Use of ကဒါ, "to reverse, revert, overturn"

(၁) တၢ်သ့တၢ်ကတိၤ "ကဒါ"

REPEAT after the teacher.

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်ထွဲသရၢ်အခံ ၂-၃ ဝီ.

ပကကွၢ်ကဒါက့ၤတၢ်မၤလိခဲလၢၣ်.

We'll review (look back over) all the lessons.

က့ၤကဒါက့ၤဆူနဟံၣ်.

Go back home to your village.

ယကဘၣ်ဆွၢကဒါက့ၤအလံၣ်တဘျီန့ၣ်

I must send back his book.

အဝဲတဟ့ၣ်ကဒါက့ၤယဆ့ဘၣ်.

He didn't give back my jacket.

တၢ်တစူၤလၢဘၣ်. လီၤလၢကဒါက့ၤတၢ်  
ကူတၢ်ကန့ၣ်.

It isn't raining anymore. Hang out the clothes  
back out (in the sun).

(2) Use of လီၤတၢ်/လီၤတၢ်လီၤဆဲး, "to be accurate, exact, precise"

(၂) တၢ်သ့တၢ်ကတိၤ "လီၤတၢ်/လီၤတၢ်လီၤဆဲး"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်ထွဲသရၢ်အခံ ၂-၃ ဝီ.



ယတဲလီတၢ်တၢ်ဒီးယဂီၤမိၣ်တဂၤန့ၣ်ဝံၤလဲၣ်	I already finished telling my friend specifically.
ပတဲလီတၢ်တၢ်ဒီးအီၤဝံၤ ပတထံၣ်အမဲၣ်နီၣ် တဘျီလၢၤဘၣ်.	I told him about it precisely after which I haven't seen him (his face) anymore.
ယပၢ်တဲယၤလီတၢ်လီၤဆဲးလၢသၢကဟဲ ခဲမ့ၢ်ဆ့ၣ်.	My father told me specifically that he would come tomorrow.
နနီၣ်ပၢ်ပုၤကညီအကျိၣ်လီတၢ်လီၤဆဲး လံၤခါ.	Do you already understand the Karen language accurately?
ပုၤတဂၤန့ၣ်မၤတၢ်အလီတၢ်လီၤဆဲးတအိၣ် နီတဘျီဘၣ်.	That person has never done anything exactly (accurately).

(3) Use of ကံကဒါ, "to be fickle, changeable"

(၃) တၢ်သ့တၢ်ကတိၤ "ကံကဒါ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

နမ့ၢ်မၤယၤကံကဒါဒါအံၤန့ၣ် ယတဆါ နီၣ်နၤလၢၤဘၣ်.	If you keep changing your mind with me like this, I won't sell things for you anymore.
ပအိၣ်ကံအိၣ်ကဒါဒါအံၤဝံၤကဒီးတဘျီလံၤ.	We've eaten haphazardly (i.e., just eating whatever happened to be on hand) again another time.
ပုၤတဂၤန့ၣ်နတဲကံတဲကဒါအီၤန့ၣ်ခဲလၢဒ် လီၤ.	That person, you can tell him anything (first one thing and then another) and get away with it.
တနံၤအံၤယဆါကံဆါကဒါယတၤသ့တ ဖၣ် ယန့ၢ်ဘၣ်စုတစဲးညါ.	Today I sold my fruit without making any special effort; I got quite a bit of money.
ပုၤတဂၤန့ၣ် ခဲအံၤအသးကံကဒါဒါဒါမး.	That person, now his mind is quite unsettled.

(4) Use of ဘး/ဝါဘး, "yonder, the other side, the far side"

(၄) တၢ်သ့တၢ်ကတိၤ "ဘး/ဝါဘး"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

လၢအံၤတပၤတၢ်ဟဲစူၤ, လၢဘးဒီပၤတၢ် တစူၤဘၣ်.	On this side it is raining; on the far side it isn't raining.
အဝဲကွၢ်တၢ်ဆူအံၤဆူဘးဝံၤကုၤကဒါကုၤ အလီၢ်ခံ.	He looked over here and over there and then went back the way he came.
လၢထံကျိၣ်ဝါဘးဒီန့ၣ် ပုၤဒီးအိၣ်တဘျီးဃျါ.	On the far side of the river there are many houses.

နမ့်လဲလၢဘးဒီန့ၣ် တၢ်ဒီးတၢ်လၢန့ၣ်အိၣ်  
ရးမး.

If you go to the far side, there are plenty of  
vegetables.

ပှၤလၢဘးဒီပၤဒီးပှၤလၢအံၤပၤလဲၤဟးအိၣ်  
လီၤအသးတသ့ဘၣ်.

People on the other side (e.g., of the border)  
and people on this side can't go and visit  
each other.

(5) Use of တရၢ/တကျး/တဆွၢ/တအူ, particles indicating plural; colloquial for တဖၣ်

(၅) တၢ်သ့တၢ်ကတိၤ "တရၢ/တကျး/တဆွၢ/တအူ"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၣ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပှၤတရၢန့ၣ်မၤတၢ်လီၤတၢ်လီၤဆဲးဂ့ၤမး.

Those people do very good and precise work.

ပှၤတရၢန့ၣ်ပတဲတၢ်ဒီးအီၤကိမး.

Those people, it's difficult to tell them things.

ဖါတၢ်တဂၤန့ၣ်အဖိတရၢဒိၣ်တၢ်ဂ့ၤကီးဂၢၤဒဲး

Everyone of that "uncle's" children are attractive.

တၢ်ကူတၢ်ကၤတရၢအံၤဘၣ်အၤလၢၣ်လံ.

These clothes are all dirty.

ဟီၣ်ခိၣ်လီၤတရၢန့ၣ်တကဲပှၤအတၢ်နီၤတဂၤ  
ဒဲးဘၣ်.

Those plots of ground haven't become any-  
one's property yet.

Repeat 3 more times, each time using another of the words in the heading above.

သရၣ်-တဲလိကဒီး ၃ ဝီ-အခိၣ်ထံးတဝီလၢ "တရၢ" အလီၤတဲလၢ "တကျး," ခံဝီတဝီတဲလၢ "တဆွၢ," ဒီးသၢဝီ  
တဝီတဲလၢ "တအူ."

19.5 Notes on Word Usage and Grammar

၁၉.၅ သရၣ်-မၤပှၤက့ၣ်ဖိတဲပိၣ်သရၣ်အံၤ.

(1) Use of ပျါမဲၣ်, "to wash one's face," and ခွံခိၣ်, "to comb or brush one's hair"

In lesson 14 you learned 2 words for kinds of washing; i.e., သ့, "to wash (cups, dishes, hands, feet, etc.)," and လုၢ်ထံ, "to bathe, take a pouring bath." By now you should have made it a point to note the similarities in the way hands, feet, cups, and dishes are washed, and how the motions used differ from those in taking a pouring bath. Now in this lesson you are introduced to the word for washing one's face. It is not Karen custom to use a washcloth, so the motions involved in washing one's face are different from those used in washing one's hands or feet. If you have a chance to watch Karens wash their faces when they first get up in the morning, note the motions involved. If you don't, ask your teacher to demonstrate (even if you have to ask in some language other than Karen). Note that although the Karens usually wash their faces and then comb their hair, the order is reversed in the couplet ခွံခိၣ်ပျါမဲၣ်.

Karen uses the same word for combing hair and for brushing hair, since the motions and the purpose are the same in both; i.e., to get rid of the tangles and get the strands of hair to each be in its own place. The same word is used for carding wool or thread for weaving and for combing an animal's hair. See examples in 19.2 (2).

(2) Use of ရဲ, "to stir, move about"

The word ရဲ means "to stir" or "to move about." Combined with ထိုင် it means to rise from a lying or sitting position (it can refer to getting up or sitting up from a lying-down position), whereas ရဲဆာထိုင် (from ဆာထိုင်, "to stand") means to rise to a standing position from either a lying or sitting position. See examples in 19.2 (1).

(3) Use of ဖြိုင်, "to sheath (as a sword), encase"

In the past you have learned that putting on garments by fastening them around the waist is expressed in Karen by using ကူ and that putting on garments by throwing them over the shoulders is expressed by using ကလ. In this lesson you have been introduced to the word ဖြိုင် used for putting on articles of clothing by pulling them down over a part of one's anatomy, encasing it in the garment. In the mountain villages the Karen girls and women often encase their arms and legs in black or blue handwoven cloth in the cold weather to help keep them warm and they are called စုဖြိုင် and ခိပ်ဖြိုင် respectively. (Actually, they are not really pulled over the limbs but wrapped around the arms or legs and tied with string or fastened with safety pins; however, they do encase the limbs in a sheath.) Warm caps that pull down over the head and ears are called ခိပ်ဖြိုင်. (A different word is used for putting on a cap or hat that just sits on the head.) Trousers are pulled on encasing the legs and buttocks, so they are called ဖြိုင်ခံ. (Note that the word ဖြိုင် precedes the word ခံ, "buttocks," rather than following it as in the case of the other words, and that because they are fastened around the waist, the word ကူ is used rather than ဖြိုင် for putting them on. See examples in 19.2 (3).

(4) Use of စး/သံကွပ်, "to ask, question, enquire"

The word စး is more colloquial than သံကွပ်, but you will probably hear both words often enough that you should learn to recognize both. However, for everyday conversation, practice using the word which your teacher feels is most common in your area. See examples in 19.2 (4).

(5) Use of ဘး and ဝါးဘး, "yonder, over there, on the far side"

These two expressions both refer to the far side of something, but ဝါးဘး is used for the far side of bodies of water (evidently from ဝါ meaning "to row, paddle"), and just ဘး for the far side of anything else. See examples in 19.4 (4).

(6) Use of တရဲ, တဆွဲ, တကျူး. and တအူး, particles indicating plural; colloquial for တဖန်

Different areas have different colloquial words used for indicating the plural, and now with more mixing of Karens from different areas (especially among the Christians), the people in the various areas are coming to recognize the words used in other areas. The word တဖန်, which you learned in Book I, will probably be understood in most areas but in north Thailand it seems to be less colloquial than the above words. For your purposes practice using whichever word the teacher thinks is most commonly used in your area. See examples in 19.4 (5).

(7) Use of ကိပ်/ကိပ်သွေး/ကိပ်သဝံ, "to be hot in temperature"

The word ကိပ် is the common word for "to be hot in temperature." The word ကိပ်သွေး means "to be burning hot, hot enough to burn," and the word ကိပ်သဝံ means "to be hot and humid." See examples in 19.2 (5).

(8) Use of ကဒါ, "to reverse, revert, overturn"

The verb ကဒါ is not usually used as a main verb, but in most cases is preceded by an action verb and is usually followed by ကု။ The meaning is essentially the same as that of ကု following another verb, but emphasizing the reversal of activity; e.g., ဟဲကု၊ "Come back." (It could mean "come back from your home" or "come back from the place where you are when I say 'Come back.'" ) ဟဲကုကဒါကုနီ, "Come back, won't you?" (i.e., after going where you are headed now, come back again.)

19.6 Command and Response, Question and Answer Drill

၁၉.၆ တၢ်မၤဒီးတၢ်မၤထွဲ, တၢ်သံကွၢ်ဒီးတၢ်စးဆၢ

Below is a sketch of a portion of Chiangmai City. Directions and occasional questions are written out for you in Karen. The teacher will read each instruction in turn out loud and you should follow it using a pen or pencil to represent yourself and, starting at the place on the top right-hand corner at the spot indicated, move it along on the map as per the instructions. If there is a question, answer it. If you are instructed to play the part of a buyer and the teacher the part of a seller, carry on a conversation accordingly. (When deciding which is the right-hand side and which is the left-hand side, be sure to think in terms of the way you would be facing if you were actually travelling as indicated.)

ဟီၣ်ခိၣ်ဂီၤလၢအမၤဝၢ်ကံၤမဲတတီၤအိၣ်ဝဲလၢအဖီလၢအံၤ. ပှၤကွီၤဖိကဘၣ်ဟံးန့ၢ်စၢ်ဘိမုတမ့ၢ်တၢ်အဂၢၤတမံၤမံၤ ဒီးဒုးကဲထီၣ်အီၤလၢအနီၢ်ကစၢ်. သရၣ်ကဘၣ်ဖး (၁) လၢအဖီလၢအံၤဝဲၤ ပှၤကွီၤဖိကဘၣ်မၤထွဲအခဲ. ဝဲဒီး သရၣ်ကဘၣ်ဖးကဒီး (၂) ဒီးမၤပှၤကွီၤဖိမၤဒ်အတဲဝဲအသးန့ၣ်. ဘၣ်တဘျီဘျီတၢ်ကမၤပှၤကွီၤဖိကဲပှၤပှၤတၢ်တဂၢၤ ဒီးသရၣ်ကဲပှၤဆါတၢ်တဂၢၤဝဲဒီးကဘၣ် တဲသကးတၢ်. ပှၤကွီၤဖိကဘၣ်ပၤမၤအသးလၢအကွၢ်ပှၤတၢ်တမံၤမံၤန့ၣ်. တဘျီဘျီတၢ်တမၤပှၤကွီၤဖိမၤတၢ်နီၤတမံၤဘၣ်. မ့မ့ၢ်ကသံကွၢ်အီၤတၢ်ဂ့ၢ်တထံၣ်ဒီးပှၤကွီၤဖိကဘၣ်တဲဆၢတၢ်ဒ်အ အိၣ်ဖျါလၢဟီၣ်ခိၣ်ဂီၤလၢအပူၤအသးန့ၣ်.

၁. လဲၤပူၤကွံၣ်ကွီၤမၤလိလံၣ် တုၤလၢထံကျိၣ်ဘးခီဝဲၤ တရံးဆူစုစုတပၤ.
၂. လဲၤလီၤလၢကျဲလၢထံကျိၣ်ကပၤ ဒီးလဲၤပူၤကွံၣ်ကျဲဖးဒိၣ်တဘီ.
၃. ဘူးကတုၤလၢကျဲဖးဒိၣ်ခံဘိတဘီန့ၣ် ကွၢ်လၢစုစုတပၤလၢထံကျိၣ်ဘးခီ ဒီးနကထံၣ်ဘၣ်တၢ်ခဲမံၤ. မ့ၢ်မနုၤတဖၣ်လဲၣ်.
၄. လဲၤကဒီးဆူညါတုၤလၢကျဲဖးဒိၣ်သၢဘိတဘီ (အမံၤလၢ "လွဲၤခြိဝံၣ်" န့ၣ်) ဒီးကွၢ်လၢနစုထွဲတပၤ. ကးဖးဒိၣ်ဆါတၢ်လၢမုၢ်နၢ်အိၣ်ဝဲဖဲန့ၣ်တဖျၢၣ်.
၅. ကဲနဲလၢပှၤပှၤတၢ် ဒီးသရၣ်ကကဲလၢပှၤဆါတၢ်. ကတီၤလီၤသုသးဒီးဃုထၢပှၤန့ၢ်တၢ်ကူတၢ်ကတမံၤမံၤ.
၆. လဲၤလီၤဆူညါကဒီးတုၤလၢကျဲအမံၤလၢ "စံဒါခဲၣ်" ဒီးတရံးလၢစုထွဲတပၤန့ၣ်.
၇. ဖဲတၢ်လီၤလၢနမဲၣ်ညါလၢစုစုတပၤန့ၣ် ပှၤဆါမတၤတဖၣ်လဲၣ်.

- ဂ. လဲနုဒ်ဒီးစးကွၢ်လၢလံာ်တၢ်တဲ မ့တမ့ၢ်လံာ်အဂၢၤလၢနအဲၣ်ဒီးဖးအိၤန့ၣ် မ့ၢ်အအိၣ်တဘျီတဘျီ နီၤ.
- ဇ. လဲၤကဒီးဆူညါတုၤလၢထံကျိၤဝံၤ လဲၤလိၤလိၤတုၤလၢကျဲၤဖိခံာ်တဘျီလၢစုၣ်တပၤ.  
လဲၤနုၣ်ကျဲၤဖိအဝဲန့ၣ်ဝံၤ ကွၢ်လၢကျဲၤဖိတဘျီအံၤခံကပၤလၢာ်ၢ်  
ဖဲန့ၣ်ပှၤဆါတၢ်မနုၤတဖၣ်လဲၣ်.
၁၀. က့ၤကဒါက့ၤတုၤလၢထံကျိၤ, တရံးလၢစုၣ်, ဒီးလဲၤထီၣ်လၢထံကျိၤကပၤ.
၁၁. လဲၤပူၤကွံာ်ကျဲၤဖးဒိၣ်ခံာ် ဝံၤဒီးတရံးလၢကျဲၤသၢတဘျီလၢစုၣ်တဖၣ် (အမံၤလၢ "ခါမ့ၢ်" န့ၣ်).
၁၂. လဲၤလိၤလိၤလၢနမဲၣ်ညါတုၤလၢကျဲၤလဲၤလၢထံကျိၤကပၤန့ၣ်, တရံးလၢစုၣ်ဝံၤ  
တရံးကဒီးလၢစုၣ်ထွဲ ဒီးလဲၤတုၤလၢထံကျိၤဝံၤဒီးန့ၣ်.
၁၃. လဲၤလိၤလိၤလၢနမဲၣ်ညါတုၤလၢဟီၣ်ခိၣ်ဂီၤအံၤအကတၢၢ်ဝံၤ ကွၢ်ဆူစုၣ်ထွဲတပၤ မ့ၢ်နထံၣ်ဘျီ  
မနုၤလီၤ.

19.7 Conversation Practice--Learn the previous sections well first.

၁၉.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချးသရၣ်သိၣ်လိတၢ်ကတိၢ်အံၤဒဲးဘၣ်န့ၣ် ပှၤကွဲၤဖိကြးန့ၣ်ပၢၢ်တၢ်မၤလိလၢအပူၤကွဲၣ်ဂ့ၤဘၣ်ဘၣ်တစဲး.)

- (1) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) After listening to it twice, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတိၢ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ်ခံဝီဒီးမၤပှၤကွဲၤဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပှၤတဲတၢ်တဖၣ်အမံၤဒဲးသိးပှၤကွဲၤဖိကသ့ၣ်ညါဝဲပှၤမတၤတဂၤကတိၢ်တၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၢ်ခံဝီဝံၤလဲၣ်န့ၣ် မၤပှၤကွဲၤဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤခဲၤအတၢ်ကတိၢ်အခံအံၤ. ဖဲပှၤကွဲၤဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကွဲၤဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကွဲၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤကွဲၤဖိစံးဆၢတဲတဘၣ်ဒဲးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤပှၤခဲၤအတၢ်ကတိၢ်တဝီကဒီးဝံၤ သံကွၢ်ကဒီးပှၤကွဲၤလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒဲးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤကွဲၤဖိစံးဆၢအံၤ.

မိၢ် --ဖိခွါပၢ်ဧၤ, နမံၤဂဲၤထၢၣ်နတကိးဂဲၤထၢၣ်ဒီးနဖိတရၢန့ၣ်လဲၣ်.

ပၢ် --ယကိးဂဲၤထၢၣ်အီၤလံၣ်, ဘၣ်ဆၣ်မံၤလီၤကဒါက့ၤကဒီးဧၤသၢၣ်.

ဖိခွါ --ယမံၤဂဲၤထၢၣ်လံၣ်ဧၤ, မိဧၤ, မ့မ့ၢ်ယပုၢ်နီၢ်ဆၢဆၢတဂၤန့ၣ်တဂဲၤထၢၣ်ဒဲးဘၣ်.

မိၢ် --ကိးဂဲၤထၢၣ်အီၤသၢၣ်, ဖိခွါ. ယဖိအိၣ်တၢ်မံၤခဲလၢ်လံၣ်. ပကအိၣ်မ့ၤ.

ပၢ် --ဖိမ့ၢ်ဖိခွါဧၤ, ဂဲၤထၢၣ်ခွံခိၣ်ပျၢ်မဲၣ်ဝံၤ ပကအိၣ်မ့ၤ. သုကဘၣ်လဲၤလၢကွဲၣ်ဒဲး.

ဖိခွါ --မိဧၤ, ယဖျိၣ်ခံဖိလၢ်အဂီၢ်ဂီၤတဘျီန့ၣ်အိၣ်ဖဲလဲၣ်.

ဖိမ့ၢ်--စီဧၤ, မဟါတနံၤယထံၣ်ပှၤလိလီၤလၢဒီးလီၢ်ခဲန့ၣ်.

မိၢ် --တၢ်လၢစီထူၣ်တဂၤန့ၣ်တလီၤတၢ်လီၤဆဲးနီတဘျီဘၣ်.

အကူအကၤတရၢန့ၣ်ကွံၣ်ကဒဲကွံၣ်ကဒါဝဲဆူအံၤဆူဘးဝံၤ စးက့ၤလၢပှၤ.

ပၢ် --အလါ, တဲအါလီၢ်သုသးပှၤန့ၣ်ဘၣ်လံၣ်. ပကအိၣ်မ့ၤတခီ.

**Questions** (တၢ်သံကွၢ်)

၁. ပၢ်တဂၤန့ၣ်ကိးဂဲၤထၢၣ်အဖိခံၤ မ့ၢ်အဂဲၤထၢၣ်ပှၤဂၤလံၣ်လဲၣ်.

၂. ဖိမ့ၢ်တဂၤတဂဲၤထၢၣ်ဒဲးဘၣ်မ့ၢ်အဘၣ်မတၤလီၢ်.

၃. မိၢ်မၤအဖိခွါကိးဂဲၤထၢၣ်ကဒီးအပုၢ် မ့ၢ်အဘၣ်မတၤလီၢ်.

၄. ဖိခွါယုမနုလဲဉ်. မှ်အအိဉ်ဖဲလီဉ်.
၅. ဖိခွါမှ်ပှါဒဲလဲဉ်တဂါလဲဉ်. အဝဲညီဉ်နီမါအတၢ်ကူတၢ်ကၢဒဲလဲဉ်.
၆. ပါမါကတၢ်ကွံဉ်ပှါဒဲဖိမိအတၢ်ကတိဒဲလဲဉ်.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the parts of the father and the son while your teacher takes the parts of the mother and the daughter. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more. Review this conversation every day for several days even though you start studying the next lesson. After you know your part well, you and the teacher can try making slight changes.

သရဉ်-ပှါကွဲဖိစးဆါတၢ်သံကွါခဲလၢဒ်မှ်ဘဉ်လဲန့ဉ် သရဉ်ကဘဉ်ဖးတၢ်ကတိလၢအဖိခိဉ်တဖဉ်အံၤ ဒီးမၤပှါကွဲဖိတဲပိဉ်သရဉ်အခံတဝီ ဝံဒီးမၤပှါကွဲဖိကဲ "ပိ" ဒီး "ဖိခွါ" ဒီးသရဉ်ကကဲ "မိ" ဒီး "ဖိမုဉ်." ကတိလၢသကိးတၢ်ကတိအါဝီတစးဒ်သိးပှါကွဲဖိကဲ "ပိ" ဒီး "ဖိခွါ" အတၢ်ကတိဘဉ်ဘျုးတစး. တုပှါကွဲဖိတဲတၢ်ဘဉ်ဘျုးလဲန့ဉ် မၤပှါကွဲဖိကဲကု "မိ" ဒီး "ဖိမုဉ်" ဒီးသရဉ်ကကဲကု "ပိ" ဒီး "ဖိခွါ" ဝံ တဲလိကဒီးအါဝီတစး. တုပှါကွဲဖိတဲတၢ်ဘဉ်ဘျုးလဲန့ဉ်ကတိလၢသကိးတၢ်ကတိဒီးတဘျီ ဘဉ်ဆဉ်အအံၤတဘျီအံၤ သရဉ်မှ်ဂုပှါကွဲဖိမှ်ဂုကဘဉ်လဲကတိတၢ်ကတိပှါဖျဉ်ပှါဖျဉ်ဆူတၢ်ကတိအါလၢပှါကွဲဖိမၤလိတုဉ်လဲန့ဉ်လီ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိးနံဒီးဆူညါစၢသီအတီဉ်ပှါ.

- (2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions..

(၂) သရဉ်-ကိးနံဒီးသရဉ်ဒီးပှါကွဲဖိဂုဟံးန့ဉ်အဆါကတိတနီၤ လၢကကတိသကိးတၢ်လၢပှါကွဲညီကွီဉ် ဘဉ်ဃးတၢ်ဂုအကလုာ်ကလုာ်.

## 19.8 Reading and Writing

၁၉.၈ တၢ်မၤလိဖးဒီးကွဲပှါကွဲညီကွီဉ်

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရဉ်-မၤပှါကွဲဖိဖးပိဉ်သရဉ်အခံတကျါဘဉ်တကျါတဝီဝံ မၤပှါကွဲဖိကွဲလၢဒီးတကျါန့ဉ်ခံဝီတၢ်လီလီဟံ. လၢခံတနံသရဉ်ကဘဉ်ကွဲပှါကွဲဖိအတၢ်ကွဲသ့တဖဉ်အံၤ မှ်အဘဉ်ခါ. ဝံမၤပှါကွဲဖိဖးယုသရဉ်. ပှါကွဲဖိဖးမှ်ကမဉ် သရဉ်ကဘဉ်ဖးယုပှါကွဲဖိတဘျီဒီး.

ဝဲၤထၢန့ဉ်ခွဲခိဉ်ပျါမဲဉ်ခဲအံၤ.

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လိလီနဖျိန်ခံဒီးနီၣ်ဖျိန်တရၢလၢတၢ်ကိၢ်ကျါ.

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နမ့ၢ်ကွဲးတၢ်လီၤတၢ်လီၤဆဲးန့ၣ် သရၣ်တမၢနကွဲးကဒါက့ၢတၢ်လၢၤဘၣ်.

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အဝဲစးယၤလၢမ့ၢ်ယကလဲၤလၢထံကျိၣ်ဝါဘးနီၣ်လဲၣ်.

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### 19.9 Listening and Speaking

၁၉.၉ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပှၤကညီအကျိၣ်လၢပှၤကညီအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Plan and seek opportunities to use the expressions you have been learning.

သရၣ်-မၤပှၤက့ၢ်ဖိလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံၤ ဒီးဒ်သိးကကန့ၣ်ပှၤကညီကတိၤသကိးတၢ်.

### 19.10 Cultural Assignment

၁၉.၁၀ တၢ်ဃုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

Continue to work on 16.10.

သရၣ်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပှၤကညီကျိၣ်ဘၣ်. ပှၤက့ၢ်ဖိကမၤဒၣ်ဝဲ.



LESSON 20 - REVIEW  
တၢ်မၤလိ ၂၀ - တၢ်ကွၢ်ကဒါက့ၤ

20.1 Basic Sentence and Phrase Patterns

(1) Classifiers and Words Used with Classifiers

(a) In lessons 16-19 you have learned 1 new classifier; i.e., ဝါ, classifier for sides of things, and 2 new words which are used with classifiers; i.e., တဘျး, "quite a few," and ကီး...ဒဲး (written form ကီး...ဒဲး), "every."

Below are some of the nouns you have learned in the last 4 lessons. Read them one by one, adding the word တဘျး and an appropriate classifier. Repeat using ကီး...ဒဲး with each one in turn, inserting an appropriate classifier in the blank space. The teacher should correct your pronunciation if necessary.

သရၣ်-မၤပုၤကွၢ်ဖိဟံးန့ၢ်တၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်လၢစုစုၣ်လၢအဖီလၢအံၤဝံၤ ပၣ်ဖျၢၣ်ဃုၣ်အိၤဒီးတၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်လၢစုထွဲတပၤ "တဘျး" ဒီးတၢ်ကတိၤဒ် "ဝါ, ဖျၢၣ်, ဘျၢၣ်, ဘီ" အသီးလၢအကြးဝဲဘၣ်တဖျၢၣ်ဝံၤဒီးဖးအိၤ. အဒိ--တၢ်ဆါတဘျးမံၤ" (မ့တမ့ၢ် "မိ/ကလုၣ်/စၢ်"). မၤပုၤကွၢ်ဖိတဲလိတၢ်ကတိၤကိးဖျၢၣ်ဒဲးလၢစုစုၣ် စးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢၢ်ဒ်အခိၣ်ထံးတဖျၢၣ်အံၤအသိး. မ့ၢ်ဝံၤဒီး မၤပုၤကွၢ်ဖိတဲကိးဖျၢၣ်ဒဲးကဒီးတဝီ ဘၣ်ဆၣ်အအံၤတဘျးအံၤ လၢ "တဘျး" အလီၢ်တဲလၢ "ကီး...ဒဲး." အဒိ--တၢ်ဆါကိးမံၤဒဲး."

တၢ်ဆါ

တဘျး

တၢ်ဆါဟံၣ်

ကီး...ဒဲး

ပုၤဆါ

သရၣ်မ့ၢ်ကွၢ်ပုၤဆါ

ထံကျိ

ထံကျိၤ

(b) You have also learned several words used to modify nouns; i.e., အဝါ, "another, other," and တရၢ, တကျး, တဆၢ, တအူ, indicating plural. If အဝါ refers to a specific number of items, the numeral + the appropriate classifier follows this expression, but if it refers to an indefinite amount (like "some" or "any"), the numeral and classifier are omitted; e.g., ယသးလိလံၣ်သးဝံၣ်အဝါ ၃ ဘျၢၣ်, "I want another 3 hymns." ပုၤဂၤဟဲလံၣ်ခါ, "Have the others come yet?"

Repeat the words in (a) above twice again--the first time using အဝါ + any numeral + the appropriate classifier, and the second time using whichever of the colloquial particles indicating plural listed above in (b) is most often used in your area.

သရၣ်-တဲလိတၢ်ကတိၤလၢ (a) လၢစုစုၣ်တပၤကဒီးခံၣ်. အခိၣ်ထံးတဘျီ မၤပုၤကွၢ်ဖိဃုၣ်လၢတၢ်ကတိၤ "အဝါ" + နီၢ်ဂံၢ်တမံၤဂ့ၤတမံၤဂ့ၤ ကွၢ်ဖိပုၤကွၢ်ဖိအသး + တၢ်ကတိၤဒ် "ဝါ, ဖျၢၣ်, ဘျၢၣ်, ဘီ" လၢအကြးဝဲဘၣ်တဖျၢၣ်န့ၢ်. အဒိ--တၢ်ဆါအဝါခံၣ်မံၤ (မ့တမ့ၢ် "မိ/ကလုၣ်/စၢ်"). ခံၣ်တဝီ မၤပုၤကွၢ်ဖိတဲလိဃုၣ်ဒီးတၢ်ကတိၤ "တရၢ/တကျး/တဆၢ/တအူ" အကျိတဖျၢၣ်ဖျၢၣ်လၢပုၤသုၤအအါကတၢၢ်ဖိပုၤကွၢ်ဖိအိၣ်ဝဲအလီၢ်န့ၢ်. အဒိ--တၢ်ဆါတရၢ.

(2) Location and Direction Words

In the last 4 lessons you have learned 9 new location and direction words, as below. They may be used with ဖဲ or လာ to indicate location and with ဆူ or လာ to indicate direction. Most of them are usually preceded by a possessive pronoun; e.g., ပမဲင်ညါ, နလီ, သုကျါ, အကပါ. However, the pronoun is sometimes omitted.

အထွဲ	ဘး/ဝါဘး
အစုန်	အလီ
အကပါ	အကျါ
အမဲင်ညါ	လီလီ
အလီခံ	

Below on the left is a list of location expressions, each with a blank preceding it. On the right are some pictures with numbers indicating different locations or directions. Write each number beside the word on the left-hand side which expresses the location or direction in Karen.

သရော်-လာတင်ဖီလင်လာစုစုတပါအံ့န့ၣ် တင်ကတိလောအဘၣ်ဃးတင်လီၣ်န့ၣ်အိၣ်ကွဲးအသးဖဲန့ၣ်. မၤပုၤကွီဖီဃု (၁) လာတင်ဂီၤလာစုထွဲတပါအံ့အပူၤဝံၤ ဃုတင်ကတိလောစုစုလာအပၣ်ဖျါထီၣ်တင်လီၣ်အဝဲန့ၣ်ဒီးကွဲးလီၤအနီၣ်ဂံၢ်ဖဲတင်လီၤလီၤဟံၣ်လာအကပါအပူၤန့ၣ်. အဒိ--“(၁) အခိၣ်.” ဝံၤဒီးပုၤကွီဖီကဘၣ်ဃုကဒီး (၂) ဝံၤ ဃုတင်ကတိလောစုစုလာအပၣ်ဖျါထီၣ်အလီၣ် ဒီးကွဲးလီၤအနီၣ်ဂံၢ်ဖဲတင်လီၤလီၤဟံၣ်လာအကပါ. အဒိ--“(၂) အမဲင်ညါ.” ပုၤကွီဖီ ကဘၣ်တဲ လိတင်ကတိကးဖျါဒီးဒ်လါ (၁) ဒီး (၂) အံၤအသးစးထီၣ်လာအခိၣ်ထံးတုၤလာအကတါ.

- \_\_\_အပူၤ
- \_\_\_အကျါ
- \_\_\_အလီ
- \_\_\_အခိၣ်
- \_\_\_အဖီခိၣ်
- \_\_\_အဖီလင်
- \_\_\_အမဲင်ညါ
- \_\_\_အလီခံ
- \_\_\_အကပါ
- \_\_\_ဘးခီ
- \_\_\_ဝါဘးခီ
- \_\_\_လီလီ

(3) Verbs

(a) Descriptive verbs. In the last 4 lessons you have learned 11 new descriptive verbs, as below:

ပှါ	To be full, complete	ကိၣ်	To be hot in temperature
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ဆါ	To be in pain, hurt	သးကိန်	To be distressed, worried
တိန်	To be compact	လီတိန်/လီတိန်	To be exact, precise, accurate,
		လီဆဲး	
လီ	To be straight, direct	ကဒ်ကဒါ	To be fickle
ဟးဂီ	To be destroyed, unusable	ကြး	To be fit, suitable
သးဟးဂီ	To be discouraged		

If an action verb is combined with one of the descriptive words above, the resulting expression becomes an active verb phrase and requires an object; e.g., ကတိဆါတိ, "to speak hurtfully.; ယိတိတိ, "to press compactly with the foot." Note that when the expressions written with သး are combined with an action verb, သး becomes the object; e.g., မးကိန်အသး, "to make distressed;" မးဟးဂီအသး, "to make discouraged." Only the first 4 verbs in the list above can be reduplicated; e.g., ယိအိတိတိ, "Tread it down compactly."

Make up sentences each one using a different one of the descriptive verbs above.

သရၢ်-မၤပၤကွီုဖိဃုအတၢ်ကတိဒၣ်ဝဲ ဒီးပၤဖျိဃုဒၣ်အိဒီးတၢ်ကတိအခိၣ်ထံးတဖျၢၣ်လၢအဖိခိၣ်အံၤဝဲ တဲဒီ ကျိၤ. ပၤကွီုဖိမ့ၢ်တဲကမၢ်တၢ်န့ၣ် သရၢ်ကဘၣ်တဲဘၣ်လီၤက့ၤန့ၢ်အိၤ ဒီးမၤပၤကွီုဖိတဲပိၣ်ထွဲအခဲဒီး. မၤပၤကွီုဖိ တဲလိတၢ်ကတိအဂၤသ့ၣ်တဖျၢၣ်လၢအဖိခိၣ်အံၤတဖျၢၣ်ဘၣ်တဖျၢၣ်စးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်ဒိအခိၣ် ထံးတဖျၢၣ်အသးအံၤ.

(b) In the last 4 lessons you have learned 21 new action verbs, 1 verb of mental activity, and 3 helping verbs, as below:

<u>Action Verbs</u>	<u>Mental Action Verbs</u>	<u>Helping Verbs</u>
ဖီၣ်	က့ၣ်ဖး	ကဒါ
ကွံၣ်		ဃၣ်
စူး(ကွံၣ်)		ကွံၣ်
တရံး		
ယိၣ်		
ဆှၢ		
အိၣ်ဖျိၣ်		
ကတဲၣ်ကတိၤ		
တုၢ်လီၣ်		
ဖျိ(မၣ်)		
ခွံ(ခိၣ်)		
ဝဲၤ		
ဝဲၤထၢၣ်		

ရဲ၊ဆာထာၣ်  
 လဲ  
 ခီလဲ  
 ဖျီၣ်  
 နီၣ်ဟူ  
 ဃုထာ  
 လီလီ  
 စး/သံကွၢ်

The helping verb ကဒါ can be used with most of the action verbs above, and it is usually followed by က့ၤ. The verb ဃၣ်, however, can only be used with ဖီၣ် and ယီၣ်တၢ် from the above list, though it can also be used with ဟံး, ဝဲ, and မၤ. Likewise, ကွံၣ် as a helping verb can only be used with ကွံၣ် as a main verb or with စူး from the list above, though it can also be used with ဆါ, အိၣ်, and မၤဟးဂီၤ.

First read all of the words in the lists above one after the other, the teacher making any corrections necessary. Then make up 3 sentences of your own, each one using a different helping verb together with a verb from the action verb list above.

သရၣ်-မၤပုၤကွဲၣ်ဖိးတၢ်ကတိၤလၢအစီၣ်တဖျၢၣ်ဘၣ်တဖျၢၣ်စးထီၣ်လၢအစီၣ်ထံးတုၤလၢအကတၢၢ်တဝီၤ ဝံၤဒီးမၤပုၤကွဲၣ်ဖိးတၢ်ကတိၤဒၣ်ဝဲဒီးသုၣ်ဒီးတၢ်ကတိၤအစီၣ်ထံးတဖျၢၣ်လၢအစုထွဲတပၤ "ကဒါ" ဃုၣ်ဒီးတၢ်ကတိၤတဖျၢၣ်လၢအစုထွဲတပၤဒ်သီးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ. မ့ၢ်ဝံၤဒီး မၤပုၤကွဲၣ်ဖိးတၢ်ကတိၤမၤဖျၢၣ်တဖျၢၣ်ဒီးသၢဖျၢၣ်တဖျၢၣ်လၢအစုထွဲတပၤအံၤဒ်အစီၣ်ထံးတဖျၢၣ်အသီးအံၤ.

#### (4) Ways of Comparing Things

In lesson 4 you learned 2 ways of comparing things--(a) using နီၣ် to compare one thing with another; and (b) using နီၣ်အလီၢ် to compare one thing with a similar previous thing. Both of the above comparisons are based on some particular characteristic expressed by the descriptive verb used. In the last 4 lessons you have learned 2 other ways of expressing comparison, as follows:

(a) By using ကတၢၢ် to indicate the superlative degree or ultimate example of a the characteristic indicated by the descriptive verb; e.g., အလီၢ်ကတၢၢ်, "the widest (i.e., the end of wideness)."

(b) By using ပွဲၤသီး or ပွဲၤသီးသီး (wirtten form ပွဲၤသီး and ပွဲၤသီးသီး) to describe equality in amount. The expression ပွဲၤသီး comes between the 2 things being compared, whereas ပွဲၤသီးသီး follows the 2 things being compared. (Note that other words which you haven't learned yet are used to express equality or sameness in ways other than quantity.)

Below are 3 sentences. Change each one in 5 ways--(a) By using နှို and comparing the thing mentioned to something else. (b) By using နှိုအလို့ and comparing it with something similar in the past. (c) By using ကတိ and comparing with more than one other thing. (d) By using ပြုသီး and comparing it with something similar. (e) By using ပြုသီးသီး and comparing it with the same thing as in (d). E.g., if the basic sentence were ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်, you might change it as follows: (a) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်န့ယတိ. (b) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်န့အလို့. (c) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်ကတိလအဖျဉ်ခံလံအကျါ. (d) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်ပြုသီးဒီးယတိ. (e) ယဝ်အဖျဉ်ခံတဘုဉ်အံဒီးယတိန့အပ္ပဒိဉ်ပြုသီးသီး.

သရဉ်--တိမလိတပတိအံအတိပညိဉ်မုဒိသီးပုကိဉ်ဖိကနိပါကျ ၅ ဘိလပထိဉ်သထိဉ်တိသုသုဉ်တဖဉ်န့. အဒိ--တိကတိအခိဉ်ထံမုမု "ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်," န့, ပလံလိအံသုဒိအဖိလံအံအသီး. (က) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်န့ယတိ. (ခ) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်န့အလို့. (ဂ) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်ကတိလအဖျဉ်ခံလံအကျါ. (ဃ) ယဝ်အဖျဉ်ခံတဘုဉ်အံအပ္ပဒိဉ်ပြုသီးဒီးယတိ. (စ) ယဝ်အဖျဉ်ခံတဘုဉ်အံဒီးယတိန့အပ္ပဒိဉ်ပြုသီးသီး. လအဖိလံအံတိကတိအခိဉ်ဝံသကျါ. မဲပုကိဉ်ဖိထိဉ်သထိဉ်တိလအခိဉ်ထံတကျါအပ္ပလကျါယံဘိဒိလအဒိလအဖိခိဉ်အံအသီးန့. မုဝံဒီး မပုကိဉ်ဖိတဲလိကဒီးခံကျါတကျါဒီးသကျါတကျါလအဖိလံအံဒိအခိဉ်ထံတကျါအသီးအံ. ပုကိဉ်ဖိတဲတိမုတဘုဉ်ဘုဉ်န့ သရဉ်ကဘုဉ်တဲဘုဉ်န့ကုပုကိဉ်ဖိဒီးမဲပုကိဉ်ဖိတဲတိထံသရဉ်အခိဉ်. (တိထိဉ်သထိဉ်အကျါယံဘိအဒိအခိဉ်ကွံပံအသီးလအဖိလံလပုကိဉ်ဖိအဂီစုကီးလံ.)

- (၁) တဟါအံပုဟဲအါ.
- (၂) တဂီအံယထာဉ်ဆိဒံန့အါ.
- (၃) တနွံအံပထာဉ်ဖိန့တိအါ.

#### (5) Clauses - Prohibitions

The only new clause construction you have learned in the last 4 lessons is the expression of direct and indirect prohibitions using တဂု. Below is a summary of the various types of negative expressions you have learned in Books I and II. Note that when the words လါ, နီတ, and တချုး are used, the negative particles တ and ဘဉ် are also used. (In the case of တချုး and နီတ, the တ is already expressed.)

#### Summary of Negative Expressions

အဝဲတလဲဆူန့ဘဉ်.	Negative statement using တ and ဘဉ်
အဝဲတလဲဆူန့ဒံဘဉ်.	Negative statement using တ and ဒံဘဉ်
အဝဲတလဲဆူန့လါဘဉ်.	Negative statement using တ and လါဘဉ်
ပုတလဲဆူန့နီတဂါဘဉ်.	Negative statement using နီတ and ဘဉ်.
အဝဲတလဲဆူန့ဧါ.	Negative question using တ and (ဘဉ်)ဧါ
အဝဲတလဲဆူန့ဘဉ်မတလီဉ်.	Negative question using တ and လီဉ်/လံဉ်
တချုးအဝဲတလဲဆူန့ဒံဘဉ်န့...	Dependent clause introduced by တချုး
လဲဆူန့တဂု.	Direct prohibition using တဂု

တဲအီလဲအသုတလဲဆူန့တဂုၤ.

Indirect prohibition using သုတ and တဂုၤ

Read the above sentences one after the other, the teacher correcting any mistakes in pronunciation. Then make the same changes in (1) and (2) below.

သရၣ်-မၤပၤကွဲၤဖိဖဲတၢ်ကတိၤလၢအဖီခိၣ်အံၤတၢ်ကျိၤဘၣ်တၢ်ကျိၤဝံၤ မၤပၤကွဲၤဖိလဲလိာ် (၁) လၢအဖီလၢအံၤ  
ဃီးဘျီဒ်အိၣ်လၢအဖီခိၣ်အသီးအံၤ. ပၤကွဲၤဖိတဲတၢ်မ့ၢ်တဘျီဘၣ်န့ၣ် သရၣ်ကဘၣ်တဲဘၣ်န့ၣ်က့ၤပၤကွဲၤဖိ ဒီးမၤ  
ပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံၤဒီး. မၤပၤကွဲၤဖိတဲလိ (၂) ဒ်လၢ (၁) အသီးအံၤ.

(၁) ပအိၣ်ဖိၣ်.

(၂) အဝဲလိလိတၢ်ကတိၤကၤ.

## 20.2 Pronunciation Drills

၂၀.၂ တၢ်အသိၣ်လၢအကိၤတဲၤ

(1) Review 11.3.

(၁) ကွၢ်ကဒါက့ၤ ၁၁.၃.

(2) Practice reading the expressions below concentrating on the consonant sounds.

(၂) မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံၤတဝံၤတဝံၤ တုၤလၢပၤကွဲၤဖိတဲတၢ်ဘၣ်ဘျီဂ့ၤတဲး.

(၁) ဃ

ဃုထၢ

ဟံးဃာ်

(၂) ဂ

ဂဲထၢ

လဲတဂုၤ

ပၤဂၤ

ပွဲၤသီးသီး

(3) Practice reading the sentences below, first pronouncing the words the way they are written, and then a second round pronouncing them the colloquial way.

(၃) သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံၤ. အခိၣ်ထံးတဝံၤ ဖဲထီၣ်အီၤဒ်လၢလံာ်ပူၤအသီး. မၤဒီးတဝံၤ  
ဖဲအီၤဒ်ပၤကတိၤခိၣ်ဖိကတိၤတၢ်အသီး.

(၁) စ/က

တရံးလၢစုထွဲ.

တရံးလၢစုစ့တဂုၤ.

စးအီၤမ့ၢ်အစုးကွံၣ်ယတၢ်ခါ.

(၂) ဆ/ခ

ပၤဆါဘၣ်ထီၣ်တၢ်ဆါဟံၣ်.

ဆုၤဆိတၢ်အံၤ.

အဝဲတဲတၢ်လိတၢ်လိဆဲး.

ယကွၢ်ဃုတၢ်ဆူအံၤဆူဘး.

(၃) သ/စ  
တဲအီလအသုတသးဟးဂီတဂု.  
နသံကွၢ်ယါခါ.

(၄) ယ/z  
ယီၢ်တံၢ်တၢ်ဖဲန့ၣ်တဂု.

(၅) အီး/အိ/, အိၣ်/အိၣ်  
ပကတုၢ်လိၣ်ပုၤကီးဂါဒဲး.  
လဲလိၣ်န့ၣ်ဖျိၣ်  
တၢ်ခံၣ်အံၤအပူၤပုၤသီးသီး

### 20.3 Command and Response Drills, Completion Drills, Question and Answer Drills

၂၀.၃ တၢ်မၤဒီးတၢ်မၤထွဲ, တၢ်တုၢ်န့ၣ်မၤပုၤထီၣ်တၢ်ကတိၤ, တၢ်သံကွၢ်ဒီးတၢ်စးဆါ

Review sections 1.5, 1.7, 2.3, 2.6, 3.3, 3.5, 3.6, 4.3, 4.5, 6.3, 6.5, 6.6, 7.3, 7.5, 7.7, 8.3, 8.5, 8.6, 9.5, 11.4, 11.7, 12.3, 12.5, 13.3, 13.4, 13.7, 14.5, 14.6, 16.3, 17.3, 17.5, 18.3(1),(2), 18.5, 18.7, 19.3, and 19.6.

သရၣ်-ကွၢ်ကဒါကုၤ ၁.၅, ၁.၇, ၂.၃, ၂.၆, ၃.၃, ၃.၅, ၃.၆, ၄.၃, ၄.၅, ၆.၃, ၆.၅, ၆.၆, ၇.၃, ၇.၅, ၇.၇, ၈.၃, ၈.၅, ၈.၆, ၉.၅, ၁၁.၄, ၁၁.၇, ၁၂.၃, ၁၂.၅, ၁၃.၃, ၁၃.၄, ၁၃.၇, ၁၄.၅, ၁၄.၆, ၁၆.၃, ၁၇.၃, ၁၇.၅, ၁၈.၃(၁) ဒီး (၂), ၁၈.၅, ၁၈.၇, ၁၉.၃, ဒီး ၁၉.၆.

### 20.4 Vocabulary

၂၀.၄ တၢ်ကတိၤလၢအကဲဘျးတဖၣ်လၢပုၤကွၢ်ဖိမၤလိတၢ်လံၤလၢလံၤခံၣ်တဘျီအံၤအပူၤ

Look in the appendix at the Karen-to-English Vocabulary List and see if there are any words which you have forgotten. If so, as a review turn back to the lesson where they were introduced and review the pattern sentences and phrases using them.

သရၣ်-ဖဲတၢ်မၤလိ ၂၀ အံၤအလီၢ်ခံၣ်အံၤ တၢ်ဂၢ်သ့ၣ်တဖၣ်အိၣ်ဝဲလၢပုၤကွၢ်ဖိတနီၤကအဲၣ်ဒီးသ့ၣ်ညါဒီး ဒီးလၢအကျါန့ၣ်တၢ်ကတိၤခဲလၢလၢပုၤကွၢ်ဖိန့ၣ်မၤလိအီၤလၢလံၤခံၣ်တဘျီအံၤအပူၤန့ၣ်အိၣ်ပၣ်ဖျိၣ်အသး. မၤပုၤကွၢ်ဖိကွၢ်တၢ်ကတိၤသ့ၣ်တဖၣ်အံၤတဖျါၣ်ဘၣ်တဖျါၣ် မ့ၢ်အသ့ၣ်နီၣ်ထီၣ်ကုၤအခီကညီကီးဖျါၣ်ဒီးခါန့ၣ်. တၢ်ကတိၤမ့ၢ်အိၣ်တဖျါၣ်ဖျါၣ်လၢပုၤကွၢ်ဖိသးပုၤနီၣ်အီၤန့ၣ် ဟ့ၣ်ကွၢ်ပုၤကွၢ်ဖိဒီးသးကကွၢ်ကဒါကုၤတၢ်ကတိၤအဒိလၢတၢ်မၤလိအဝဲန့ၣ်အပူၤလၢအသ့တၢ်ကတိၤလၢပုၤကွၢ်ဖိသးပုၤနီၣ်အီၤတဖၣ်န့ၣ်.

### 20.5 Listening and Speaking

၂၀.၅ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပုၤကညီကွၢ်လၢပုၤကညီအဟံၣ်.

Review the new vocabulary you obtained yourself in Book I, 13.9, 14.10 (1), 16.9 (1), 17.9 (2), 18.9 (3), 19.10 (3), and in Book II, 3.10 (1), 4.9 (1), 6.10 (1), 8.10 (1), 9.9 (1), 12.9 (1), 14.9, 16.9 (1), 18.10 (1) by carrying on conversations in Karen with your teacher and using them.

သရၣ်-ကွၢ်ကဒါကုၤတၢ်ကတိၤအသီလၢပုၤကွၢ်ဖိသ့ၣ်ညါဒ်ဝဲဖဲအမၤလိလံၤအခီၣ်ထံးတဘျီ ၁၃.၉, ၁၄.၁၀ (၁), ၁၆.၉ (၁), ၁၇.၉ (၂), ၁၈.၉ (၃), ၁၉.၁၀ (၃), ဒီးလၢလံၤခံၣ်တဘျီအံၤ ၃.၁၀ (၁), ၄.၉ (၁), ၆.၁၀

(၁), ၈.၁၀ (၁), ၉.၉ (၁), ၁၂.၉ (၁), ၁၄.၉, ၁၆.၉ (၁), ၁၈.၁၀ (၁) အခါနှင့်၊  
သရော်ဒီးပူကွဲကဘုံကတီးသကီးတၢ်ဒီးသုတၢ်ကတီးအဝဲန့ၣ်သ့ၣ်တဖၣ်။

## 20.6 Conversation Practice

၂၀.၆ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသးကိးတၢ်

- (1) Review the conversations in 1.3, 1.8, 2.7, 3.8, 4.7, 6.8, 9.3, 10.4 (2), 11.8, 12.7, 13.8, 14.7, 16.5, 16.7, 17.7 (1) and (2), 18.8 (1), and 19.7 (1). After going through each one once with you and your teacher taking the parts indicated, close the book and using the same general idea of the conversation and taking the parts of the same characters, carry on your own conversation, changing and expanding it within the limits of your vocabulary.

(၁) သရက်-ကွက်ကဒါကျ၊ ၁.၃၊ ၁.၈၊ ၂.၇၊ ၃.၈၊ ၄.၇၊ ၆.၈၊ ၉.၃၊ ၁၀.၄ (၂)၊ ၁၁.၈၊ ၁၂.၇၊ ၁၂.၈၊ ၁၄.၇၊ ၁၆.၅၊ ၁၆.၇၊ ၁၇.၇ (၁) ဒီး (၂)၊ ၁၈.၈ (၁)၊ ဒီး ၁၉.၇ (၁)။ တာ်မာလီသုတ်တဖှ်အံၤတီးတတိၤန့ၣ် ဖးသကးဒီး တာ်ဝံၤဒီးကာဘာဃာ်သုလံၣ်။ ကတိၤသကးတာ်ဒ်အဒိအိုၣ်ဝဲအသိး ဘၣ်ဆုၣ်လဲလိာ်တာ်ကတိၤတနီၤဒီးမအါ ထီၣ်တာ်ကတိၤတသုဖဲအသု။

- (2) LISTEN to the following conversation as the teacher reads it without looking at the book yourself. The teacher should identify the speakers each time. After you have heard the entire conversation, tell in Karen what you understood and remembered. If you didn't get it all, have the teacher read it again as often as necessary, each time giving you a chance to tell what else you understood from it. After you understand it all, take the second part while the teacher takes the first part and practice reading it through once or twice. Then try saying your part without looking at the book. After you can say your part correctly and smoothly, change parts and practice the same way again.

(၂) သရုပ်-သရုပ်ကတည်းကတော့သရုပ်တဖန်အံ့၊ ဒီးမဟုတ်ကတော့နဲ့၊ ဖဲသရုပ်အခါ သရုပ်ကတည်းကတော့ "ဖိဒို" ဒီး "ဖိတံ" အမံ၊ ဒ်သီးပုကတော့သရုပ်ညါပုမဟုတ်ကတော့တော်လှံ၊ သရုပ်ကတည်းကတော့ဒီး၊ မဟုတ်ကတော့ဒီးကွာလဟုကတော့ညါပုကတော့ဖိနပ်ပုကတော့လှံ၊ ပုကတော့ဖိနပ်ပုကတော့ဒီးဘု၊ သရုပ်ကတည်းကတော့ဒီးတဝီခံသု ဒီးမဟုတ်ကတော့ဒီးတော်လဟုအနပ်ပုကတော့အိတ်သုတဖန်နဲ့၊ ပုကတော့ဖိနပ်ပုကတော့ဒီးလှံဒီးဘုနဲ့ မဟုတ်ကတော့ဒီးအိတ်အလှံဒီးကွာလဟုအခံဖဲသရုပ်ကတည်းကတော့ဒီးပုကတော့ဖိအခါ၊ တုပုကတော့ဖိနပ်ပုကတော့လှံနဲ့ မဟုတ်ကတော့ "ဖိဒိုခွါ" ဒီးသရုပ်ကကဲ "ဖိတံ"၊ ဖဲတဝီခံသု မဟုတ်ကတော့ဘုလဟုအလှံဒီးတဲကွာ "ဖိဒိုခွါ" အတော်ကတော့၊ တဲလိဒ်အံ၊ ၃-၄ တံဒီး ဆူညါတသီ တဲလိဒ်နဲ့အသီးဒီး၊ တုပုကတော့တဲဘုဘုလှံနဲ့ မဟုတ်ကတော့ကတော့ "ဖိတံ" ဒီးသရုပ်ကကဲကတော့ "ဖိဒိုခွါ" တဲလိဒ်အံ၊ အိတ်တဲတဲတုလဟုကတော့တဲဘုဘုတဲဘုဘုတဲဘု၊ မုးတဲတဲမဟုတ်ကတော့လဲ ၁၆ သနပ်ကတော့ကတော့ကတော့မဟုတ်ကတော့အံ့စုကတော့တသီခံသု၊

ဖါတံင်-ဖိဒိင်ဒေ၊ သုလဲတော်တဘျူးဂဃျါ၊ မှ်အဘဉ်မနုလဲဉ်.

စီဒိုက် - ဖါတံးဒါ၊ ကျဲလၢပလဲၤန့ၣ်၊ ပုၤအာအိၣ်အယံ ပလဲၤစၢၤဂၢတဂ့ၢ်ဘၣ်.

ဖါတံ-အီ. မ့မှိဒ်န့ၣ်န့ၣ်, လဲၣ်ကဲၣ်န့ၣ်တဂ့ၢ်. လဲၣ်လၢပုၤလဲၣ်တၢ်ဆါဟံၣ်အကဲၣ်တဘီၣ်န့ၣ်.

ဖိဒိုင် --ဖါတံးဒါ၊ ပဟးထီၣ်ဖဲအံၤတၢ်လၢထံၣ်ကိတၢ်န့ၣ် ဘူးကတၢၤတၢ်ဆါဟ့ၣ်လဲၤဒါ။

ဖါတံာ်--အာဉ်, ဖဲအံၤဒီးတၢ်ဆါဟံၣ်န့ၣ် ဖးဖီဖဲထံကျိတဘိန့ၣ်ပုၤလီၤ.

ဖိဒိပ် -အိ. မုမုဒ်နုနု, တယံကဲဉ်ဆီးဘဉ်.

ဖါတံ--သုလံ၊တံခဲအံ၊ သုလံ၊တံဂုဏ်မနုလံဉ်.



ဖိဒို --အာ၊ ပသါကလဲဆူတၢ်အိၣ်ဖိၣ်ဖးဒိၣ်ဇၢ်၊ ဖါတၢ်ဇၢ်. ပအံၣ်ဒီးန့ၣ်ဟူတၢ်အိၣ်ဖိၣ်အတၢ်ဂ့ၢ်  
သ့ၣ်တဖၣ်စ့ၢ်.  
ဖါတၢ်--အီ. ဂ့ၤ, ဂ့ၤ. သုလဲအိၣ်ဖိၣ်ဝံၤ ဟဲက့ၤတဲဘၣ်ပုၤလၢတၢ်ဂ့ၢ်သ့ၣ်တဖၣ်စ့ၢ်နီၤ.  
ဖိဒို --မ့ၢ်, ဖါတၢ်. တၢ်ဂ့ၢ်လၢပကြးတူၢ်လိာ်တဖၣ်ပကတူၢ်လိာ် ဝံၤဒီးပကဟဲက့ၤတဲဘၣ်န့ၤ.

**(3) At home try making up a short story or conversation using the vocabulary and sentence structures you have learned and be prepared to tell it to the teacher the ext day without notes. If you have a tape recorder, record it as you tell it. Then, as it is played back, the teacher can make corrections.**

(၃) သရၣ်--မၤပုၤမကွဲၤဖိက့ၤဆိမိၣ်ထီၣ်န့ၢ်တၢ်အဒိလၢအမ့ၢ်ပုၤခံၣ်ဂၤတၢ်သကိးတၢ်မ့ၢ်ဂ့ၢ်တၢ်ယဲၤမ့ၢ်ဂ့ၢ် ဒီးသ့တၢ်ကတိၤ  
လၢအမၤလိတၢ်လဲၣ်သ့ၣ်တဖၣ်န့ၢ်. မၤဒီးလၢခံၣ်တၢ်အတီၢ်ပုၤန့ၢ် မၤပုၤမကွဲၤဖိတဲယုၤသရၣ်လၢအတၢ်ယဲၤမ့ၢ်တမ့ၢ်  
တၢ်အဒိအံၤ. ဖဲပုၤမကွဲၤဖိတဲယုၤသရၣ်အခါန့ၢ် တဘၣ်မၤပုၤမကွဲၤဖိကွဲၤလီၤအလံာ်ပုၤဘၣ်. ဘၣ်ဆၣ်ပုၤမကွဲၤဖိအခဲဆဲး  
မ့ၢ်အိၣ်တခါန့ၢ် မၤအဒိန့ၢ်အကလုာ်လၢခဲဆဲးအပူၤ. ဒီးတုၤမ့ၢ်လၢပုၤမကွဲၤဖိတဲတၢ်ကတၢ်လံာ်န့ၢ် မၤအကန့ၢ်က့ၤ  
အကလုာ်လၢခဲဆဲးပုၤန့ၢ်. ဖဲပုၤမကွဲၤဖိကန့ၢ်က့ၤအကလုာ်အခါန့ၢ် ပုၤမကွဲၤဖိတဲတၢ်မ့ၢ်ကမၢ်တပူၤပုၤန့ၢ် သရၣ်က  
ဘၣ်တဲန့ၢ်က့ၤပုၤမကွဲၤဖိ. ပုၤမကွဲၤဖိအခဲဆဲးမ့ၢ်တအိၣ်ဘၣ်ဒီး ဖဲပုၤမကွဲၤဖိတဲတၢ်အခါန့ၢ် ပုၤမကွဲၤဖိတဲကမၢ်တၢ်က  
တိၤအသိၣ်တဖျၢၣ်ဖျၢၣ်မ့ၢ်ဂ့ၢ် မ့ၢ်တဲတၢ်ကတိၤတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤတတိၤတိၤမ့ၢ်ဂ့ၢ် သရၣ်ကဘၣ်ကွဲးနီၣ်ဃာ်ဝဲ.  
တုၤပုၤမကွဲၤဖိတဲတၢ်ကတၢ်လံာ်န့ၢ် သရၣ်ကဘၣ်တဲဘၣ်န့ၢ်က့ၤပုၤမကွဲၤဖိလၢတၢ်ကတိၤလၢအတဲကမၢ်တဲသ့ၣ်တဖၣ်  
ဒီးမၤပုၤမကွဲၤဖိတဲပိာ်ထွဲသရၣ်အခဲတဘျီဒီး. ဝံၤဒီးသရၣ်ကဘၣ်ကွဲးပုၤမကွဲၤဖိအတၢ်ကွဲး ဒီးသိးပုၤမကွဲၤဖိမ့ၢ်သ့ကမၢ်တၢ်  
ကတိၤတဖျၢၣ်ဖျၢၣ်န့ၢ် သရၣ်ကတဲဘၣ်န့ၢ်က့ၤပုၤမကွဲၤဖိ.

**(4) It is strongly recommended that upon completion of this book and before starting on Book III, you have an evaluation made of your progress in learning to speak the Sagw Karen language. The recommended procedure is for you to carry on a conversation in Sgaw Karen for 5 minutes, this time with a Karen other than your teacher with whom you have conversed in the past and feel at least reasonably free to converse with. You and the person with whom you will converse should not discuss ahead of time about what you will say. You can each ask the other questions or you can tell about anything of interest, but you should do most of the talking, so that it can be evaluated. You should take the initiative in the conversation. It is better that you not rehearse what you will tell about. However, practice talking with your teacher and with other Karens again and again so that you can talk about various subjects. During the test conversation, if the person with whom you are talking uses a word which you do not know, you can say in Karen, "What is \_\_\_? I don't know it." After you have recorded the conversation, the tape should be given to 3 other Karens to listen to one after the other so that each one can evaluate your level of ability in Karen using the evaluation form in the appendix. (It is in both English and in Karen.)**

(၄) သရၣ်--တဲဘၣ်ပုၤမကွဲၤဖိလၢဖဲအဝဲသ့ၣ်မၤလိလံာ်တဘျီအံၤမ့ၢ်ဖျိလံာ်န့ၢ် တချုးဒီးလၢအကစးထီၣ်မၤလိကဒီးလံာ်  
သၢဘျီတဘျီဒီးဘၣ်န့ၢ် အဝဲသ့ၣ်ကဘၣ်မၤကွဲၤလီၤကွဲၤအသးဒီးသိးအဝဲသ့ၣ်ကသ့ၣ်ညါဝဲလၢ  
မ့ၢ်အဝဲသ့ၣ်ကတိၤ ပုၤမကွဲၤဖိအကျိၣ်ဘၣ်ဆဲးအါလဲလံာ်. တၢ်မၤကွဲၤလီၤကွဲၤအံၤမ့ၢ်ဝဲ  
ပုၤမကွဲၤဖိကဘၣ်ကတိၤတၢ်ဒီးပုၤမကွဲၤဖိအဂၤတၢ် ဂၤလၢလၢအဝဲကတိၤညါန့ၢ်တၢ်  
ဒီးအီၤဘၣ်ဆၣ်တမ့ၢ်အသရၣ်ဘၣ်န့ၢ်ယဲၤမံၣ်နံး. တၢ်လၢယဲၤမံၣ်နံးအတီၢ်ပုၤအံၤပုၤ  
မကွဲၤဖိကဘၣ်သ့ၣ်န့ၢ်အကလုာ်လၢခဲဆဲးအပူၤ. ပုၤမကွဲၤဖိကဘၣ်သံကွဲၤတၢ်တဘျီဘျီဒီးပုၤတဂၤန့ၢ်ကသံကွဲၤတၢ်တ  
ဘျီဘျီ ဒီးပုၤခံၣ်ဂၤလၢတၢ်သကိးတၢ်, ဘၣ်ဆၣ်ပုၤမကွဲၤဖိကဘၣ်ကတိၤတၢ်အါန့ၢ်ပုၤအဝဲတဂၤန့ၢ်. ပုၤမကွဲၤဖိ

မကွေလီအသးမုၢ်ဝံၤလံၤန့ၣ် ဟံးန့ၣ်ခဲဆဲးလၢအဒီးန့ၣ်ဘၣ်ပုၤကွၢ်ဖိဒီးအဝဲတၢ်ကတိၤသကိးတၢ်အသိၣ်အံၤ ဒီးမၤ  
ပုၤကညီအဂၤသၢကၤန့ၣ်ကွၢ်တၢ်ဝံၤတၢ် ဒီးစံၣ်ညီၣ်ဝဲမုၢ်ပုၤကွၢ်ဖိတၢ်ဒီးတၢ်န့ၣ် မ့ၢ်အဝဲသ့ၣ်ကတိၤဒီးန့ၣ်ပၢၢ်  
ပုၤကညီကွၢ်ဘၣ်ဆဲးအါဆဲးစ့ၤလဲၣ်. (တၢ်သံကွၢ်ကွၢ်တၢ်အဒိအိၣ်ဝဲလၢတၢ်မၤလီ ၂၀ အံၤအလီၢ်ခဲန့ၣ်.) ပုၤကွၢ်  
ဖိမ့ၢ်မံးရှၢၣ်န့ၣ်ဘၣ်ဃး ထံ ဘံ အဲမ် အဲဖံ (T.B.M.F.) ဒီး, မံးရှၢၣ်အပုၤဟ့ၣ်ကွၢ်တၢ်ဘၣ်ဃးတၢ်မၤလီ  
ကွၢ်တၢ်န့ၣ်ကမ့ၢ်ပုၤသးကျဲၤပုၤသၢကၤလၢကဘၣ်ကန့ၣ်ကွၢ်ပုၤကွၢ်ဖိအတၢ်ကတိၤလၢခဲဆဲးအပူၤ.)

**20.7 Cultural Assignment--Finish up 16.10 and file for future reference.**

၂၀.၇ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢၢ်--ပုၤကွၢ်ဖိကမၤဒေၣ်ဝဲ.

## Appendix

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# 1. Sample Evaluation Form

The language proficiency interview is unlike most tests in that it does not yield a numerical score based on the number of questions answered correctly. Rather, the results of the interview are reported on the basis of discrete categories of overall performance.

## Proficiency Description

(Directions: The evaluator should circle the number in each category which he/she feels best describes the level of proficiency of the student at this time based on the taped conversation.)

### Pronunciation and Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult; requires frequent repetition.
3. 'Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked 'foreign accent' and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but could not be taken for a native speaker.
6. Native pronunciation, with no trace of a 'foreign accent'.

### Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

### Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
5. Professional vocabulary broad and precise general vocabulary adequate to cope with complex practical problems and varied social situations.

6. Vocabulary apparently as accurate and extensive as that of an educated national speaker.

#### Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

#### Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him/her, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him/her, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

#### Scoring

(Directions: The evaluator should look at the weighting table below and write the appropriate score for each category in the blank space at the right-hand side. The row of numbers in ( ) refers to the numbers that the evaluator circled in the proficiency description above. It can be seen that the importance of the various categories differs; e.g., a (3) in Pronunciation and Accent is given a comparative weight of "2" whereas a (3) in Grammar is given a comparative weight of "18." In some cases the evaluator may want to give a score that is "in-between" two of the scores in the table below; e.g., if the evaluator feels that the student's competence in Grammar is about midway between description 3 (Frequent errors showing ...) and description 4 (Occasional errors showing ...), he/she might give a weighted score of 21 for Grammar, rather than 18 or 24. After writing in the score for each category, add the scores up and write the total in the space provided.

#### Weighting Table

<u>Proficiency Description</u>	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>(5)</u>	<u>(6)</u>	
Pronunciation and Accent	0	1	2	2	3	4	_____

Grammar	6	12	18	24	30	36	_____
Vocabulary	4	8	12	16	20	24	_____
Fluency	2	4	6	8	10	12	_____
Comprehension	4	8	12	15	19	23	_____
						Total	_____

(Note: It should be realized that the score resulting from the student's evaluation at the end of Book I was probably higher than the student's true proficiency level due to the fact that the conversation was carried on with the teacher, who made an effort to stay within the vocabulary and sentence structures which the student had studied and who was accustomed to understand the student's speech. The score resulting from the evaluation at the end of this book, Book II, will probably be more accurate since the student has carried on a conversation with someone other than the teacher, yet it has been with someone with whom he has frequently conversed already in the past. At the end of Book III the student will be expected to carry on a conversation with someone other than the teacher with whom he/she does not usually carry on a conversation, and the evaluation of that conversation will result in a score that will still more accurately indicate the student's true proficiency level.)

## တၢ်မၤကွၢ်အဲဒိ

တၢ်မၤကွၢ်ဘၣ်ဃးတၢ်မၤလိပှၤအကျိၣ်န့ၣ် တဒိသးဒီးတၢ်မၤကွၢ်အဂ့ၤအဂၤဘၣ်. ပှၤကွၢ်ဖိကတိၤဝဲဘၣ်ဆံးအါဆံးအါန့ၣ် တဘၣ်ဒွဲးန့ၣ်လၢအဖိ. လၢအန့ၣ်ဘၣ်ဝဲလၢသရၣ်အတၢ်သံကွၢ်ဒီးပှၤကွၢ်ဖိအတၢ်စံးဆၢဘၣ်. မ့ၢ်တခီကွၢ်လၢ ပှၤကွၢ်ဖိအတၢ်သ့တၢ်ဘၣ်ဒၣ်ဝဲ ဒ်လၢတၢ်မၤကွၢ်ယံၢ်မံၤလၢအဖိလၢအသးအံၤ.

### တၢ်ပၣ်ဖျါထီၣ်ပှၤတဂၤဒီးတဂၤအတၢ်သ့တၢ်ဘၣ်

တၢ်မၤကွၢ်ယံၢ်မံၤလၢအဖိလၢအံၤဘၣ်တၢ်နီၤဖးအါ ၆ ကျိၤ စးထီၣ်လၢပှၤကွၢ်ဖိလၢအနးကတၢ်တုၤလၢပှၤကွၢ်ဖိလၢအသ့ကတၢ်. ပှၤမၤကွၢ်တၢ်ကဘၣ်ကွၢ်ပှၤကွၢ်ဖိတဂၤဒီးတဂၤန့ၣ်မ့ၢ်အကြးဝဲဘၣ်ဝဲ ဒီးတၢ်မၤကွၢ်ဖိလဲၣ်တကျိၤလဲၣ်ဒီးတုၤကဝီၤတၢ်တကျိၤန့ၣ်. တၢ်မၤကွၢ်အိၣ်ယံၢ်မံၤ. ပှၤမၤကွၢ်တၢ်ကဘၣ်တုၤကဝီၤတမံၤတကျိၤတမံၤတကျိၤဒ်လၢအကြးဝဲဘၣ်ဝဲဒီးပှၤကွၢ်ဖိ.

၁. **Pronunciation and Accent.** တၢ်ကတိၤအသိၣ်ဒီးတၢ်ကလုၢ်လီၤဆီလၢပှၤဖီၣ်န့ၣ်အါလၢပှၤကလုၢ်ဂၤကတိၤတၢ်န့ၣ်.

(၁) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်တဘၣ်ဘၣ်ခဲအံၤခဲအံၤတုၤဒၣ်လဲၣ်ပှၤန့ၣ်တပၢ်အါဘၣ်.

(၂) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်တဘၣ်ဘၣ်ခဲအံၤခဲအံၤဒီးအကလုၢ်လီၤဆီ. ပှၤန့ၣ်ပၢ်အါကီၤတုၤဒၣ်လဲၣ်ကဘၣ်တဲလီၤတၢ်ကဒီးဝဲခဲအံၤခဲအံၤန့ၣ်လီၤ.

(၃) ပှၤကွၢ်ဖိတဂၤအံၤအကလုၢ်သိၣ်ဒိသးလၢပှၤထံဂုၤကီၢ်ဂၤတုၤဒၣ်လဲၣ်ပှၤကဘၣ်ကန့ၣ်အါလီၤတၢ်လီၤဆဲး ဒီးမ့ၢ်လၢတဲတၢ်အကလုၢ်တဘၣ်ဘၣ်အဃိ ပှၤလၢအကန့ၣ်တၢ်တဂၤန့ၣ်တဘျီဘျီန့ၣ်ပၢ်ဝဲလၢအတဲတၢ်အဂၤတမံၤ ဒီးတဘျီဘျီဆိကမိၣ်လၢအတဲတၢ်တဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်န့ၣ်လီၤ.

(၄) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်လီၤဂၤဒိသးလၢပှၤထံဂုၤကီၢ်ဂၤ ဒီးဘၣ်တဘျီဘျီတၢ်အကလုၢ်သိၣ်တဘၣ်ဘၣ် ဘၣ်ဆၣ်တကဲထီၣ်တၢ်ကီၤတၢ်ခဲလၢပှၤကန့ၣ်တၢ်ဖိအဂီၢ်ဘၣ်.

(၅) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်လၢအတဘၣ်ဘၣ်န့ၣ်တအိၣ်ဘၣ် ဘၣ်ဆၣ်အဝဲမ့ၢ်ကတိၤတၢ်န့ၣ်ပှၤသ့ၣ်ညါလၢတမ့ၢ်အနီၢ်ကစၢ်အကျိၣ်ဒၣ်ဝဲဘၣ်.

(၆) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်သိၣ်ဒ်လၢအတဲအကျိၣ်ဒၣ်ဝဲ. ပှၤတသ့ၣ်ညါလၢအကဲပှၤကီၢ်ဂၤဘၣ်. ပှၤဆိကမိၣ်လၢအကစၢ်အကျိၣ်ဒၣ်ဝဲလီၤ.

၂. **Grammar.** တၢ်သ့တၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤ

(၁) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အါလၢအတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်အဃိ ပှၤတန့ၢ်ပၢ်အါလၢဘၣ်.

(၂) ပှၤကွၢ်ဖိတဂၤအံၤသ့တၢ်ကတိၤတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်ခဲအံၤခဲအံၤအဃိ ပှၤလၢအကတိၤသကိးတၢ်ဒီးအါန့ၣ်န့ၢ်ပၢ်ဝဲကီၤဒိၣ်မး.

(၃) ပှၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်တဘၣ်ဂ့ၢ်ဘၣ်ကျိၤခဲအံၤခဲအံၤအဃိ ဘၣ်တဘျီဘျီဒုးကဲထီၣ်တၢ်ကီၤတၢ်ခဲဒီးတၢ်သးအုန့ၣ်လၢပှၤကန့ၣ်တၢ်အဂီၢ်, ဒီးပှၤကန့ၣ်တၢ်န့ၢ်ပၢ်ကမၣ်ဝဲသ့န့ၣ်လီၤ.

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\*အဖိန့ၣ် အိၣ်ပညိလၢ "marks, grade;" Thai

; Burmese အမုတ်.





(၃) ပှမၢ်ကတိတၢ်ဒီးပှကိဖိတဂအံကဘဲးကဘဲးဒီးသူတၢ်ကတိညိညိန့ၣ် အဝဲနၢ်ပၢၢ်ဝဲ ဘၣ်ဆၣ်ပှကဘၣ် တဲလီတၢ်န့ၢ်က့အီၤခဲအံၤခဲအံၤ.

(၄) ပုမ္မေကတိတော်ဒီးပုကွိဖိတဂအံချွဲအကြားအဘဉ်န့ၣ်အဝဲန့ၣ်ပာ်ဝဲ ဘဉ်ဆဉ်ဘဉ်တဘျီဘျီန့ၣ် ပုကဘဉ် တဲလီတော်န့ၣ်ဒီးအိၤ.

(၅) ပုဂ္ဂလိကအဖွဲ့အစည်းတစ်ခုခုမှ ပြုလုပ်သော အကျိုးအမြတ်များကို ချခံရသူများသည် ပုဂ္ဂလိကအဖွဲ့အစည်းတစ်ခုခုမှ ပြုလုပ်သော အကျိုးအမြတ်များကို ချခံရသူများသည် မှီခိုနေထိုင်မှုပုံစံဖြင့် ပြုလုပ်သော အကျိုးအမြတ်များကို ချခံရသူများသည် မှီခိုနေထိုင်မှုပုံစံဖြင့်

(၆) ပြုကြံဖိတ်ကအံ့မှိုကတိတ်ဒီးပြုနုမလိမဒီးတံမှိုဂု၊ တနုမလိမဒီးတံမှိုဂုနု အဝနုပာဝဲလံ၊

Scoring - မၤန့ၢ်အဖီး\*ဥၢ်လဲၣ်

ပုလုအမေကွၢ်ပုကွၢ်ဖိတဂၢန့ၣ်ကဘၣ်ကွၢ်နီၣ်ဂံၢ်လၢအအိၣ်ဖျါပဲလၢတၢ်ဖီလၢအံၤဝံၤဒီးကဘၣ်တုကစီအဖီး\*လၢ  
အထံၣ်ပဲလၢအကြးပဲဘၣ်ပဲဒီးပုကွၢ်ဖိတဂၢန့ၣ်အတၢ်သ့တၢ်ဘၣ်. တုဝးကစီအဖီးတကျါဘၣ်တကျါ ဒီးကွဲးလီၤအီၤ  
လၢအလီၤလီၤဟံလၢစုထွဲတယန့ၣ်. နီၣ်ဂံၢ်လၢ ( ) အပူၤအံၤ ဒ်သိးဒၣ်နီၣ်ဂံၢ်လၢပုမေကွၢ်တၢ်ဟ့ၣ်ပုကွၢ်ဖိလၢအတၢ်  
မေကွၢ်တမံၤဒီးတမံၤဒ်လၢအအိၣ်ဖျါပဲလၢအဖီခိၣ်န့ၣ်. နကထံၣ်လၢတၢ်ဖီလၢအံၤဘၣ်ဃးတၢ်ဟ့ၣ်အဖီးလၢတၢ်နီၣ်ပၢ်ပု  
ကျိၣ်ဆံးအါဆံးအါလဲၣ်န့ၣ် ဟ့ၣ်ပဲအဖီးလီၤဆီ. အဒိ--"၁. တၢ်ကတိၤအသိၣ်ဒီးတၢ်ကလုၢ်လီၤဆီ" န့ၣ် နမ့ၢ်တုကစီ  
နီၣ်ဂံၢ် (၃) န့ၣ် ပုကွၢ်ဖိကန့ၢ်ဘၣ်အဖီးလၢ "၂." မ့မ့ၢ်ဘၣ်ဃး "၂. တၢ်သ့တၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျါ" န့ၣ် နမ့ၢ်တု  
ကစီနီၣ်ဂံၢ် (၃) န့ၣ် ပုကွၢ်ဖိကန့ၢ်ဘၣ်အဖီးလၢ "၁၈." ဘၣ်တဘၣ်ပုမေကွၢ်တၢ်ကအဲၣ်ဒီးဟ့ၣ်လၢ (၂) ဒီး (၃) အ  
ဘၣ်စၢၤ. ပုမေကွၢ်တၢ်န့ၢ်အဲၣ်ဒီးဒ်န့ၣ်န့ၣ်ဟ့ၣ်သ့. အဒိ-- တဟ့ၣ် "၁၈" ဒီးတဟ့ၣ် "၂၄" ဘၣ်, ဟ့ၣ်ဖဲအဘၣ်စၢၤ "၂၁"  
သ့. တုနကွဲးလီၤအဖီးတကျါဘၣ်တကျါလၢတၢ်လီၤလီၤဟံလၢစုထွဲတယအံၤကိးကျါဒီးမ့ၢ်ဝံၤလံးဒီး ပၣ်ဖိၣ်အီၤခဲလၢၣ်.

တၢ်ပၤဖျါထီၣ်တၢ်သ့တၢ်ဘၣ်	တၢ်ထီၣ်ကွၢ်တၢ်န့ၢ်ပၢ်					
	(၁)	(၂)	(၃)	(၄)	(၅)	(၆)
၁. တၢ်ကတိၤအသိၣ်ဒီးတၢ်ကလုၢ်လီၤဆီ	၀	၁	၂	၂	၃	၄
၂. တၢ်သ့တၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤ	၆	၁၂	၁၈	၂၄	၃၀	၃၆
၃. တၢ်ကတိၤအဖျါ	၄	၈	၁၂	၁၆	၂၀	၂၄
၄. ကတိၤတၢ်သ့ကတိၤတၢ်ဘျီ	၂	၄	၆	၈	၁၀	၁၂
၅. တၢ်သ့ၣ်ညါန့ၢ်ပၢ်	၄	၈	၁၂	၁၆	၂၀	၂၄
						ခဲလၢၣ်

ကွက်ကွက်--အဖီးလှပကွေ့ဖိတဂဒီးတဂန့ၣ်ဘၣ်ဝဲလၢတၢ်မၤကွၢ်လၢလံာ်အခီၣ်ထံးတဘျီအကတၢ်န့ၣ် ပမ့ၢ်ကွၢ်လၢတၢ်မ့ၢ်တၢ်တီၣ်န့ၣ် ပုၤကွေ့ဖိန့ၣ်ဘၣ်အဖီးအါန့ၢ်ဒံးတၢ်သုတၢ်ဘၣ်ဒၣ်ဝဲ မ့ၢ်လၢသရၣ်လၢအဝဲသကိးတၢ်ဒီးပုၤကွေ့ဖိန့ၣ်သ့ၣ်ညါဝဲလၢပုၤကွေ့ဖိတဂန့ၣ်မၤလိဘၣ်တၢ်လံာ်တၢ်ကတိၤအါစ့ၣ်ပုၤလဲၣ်ဒီးနီၣ်ပၢၢ်တၢ်ကတိၤအါခွၢ်နီၣ်ဒ်လဲၣ်. မ့မ့ၢ်အဖီးလှပကွေ့ဖိန့ၣ်ဘၣ်ဝဲလၢတၢ်မၤကွၢ်လၢလံာ်ခဲဘျီတဘျီအပူၤအံးန့ၣ် ကဘျးလၢတၢ်မ့ၢ်တၢ်တီၣ်အါတစဲး မ့ၢ်လၢပုၤကွေ့ဖိဝဲသကိးတၢ်ဒီးပုၤအဂၤတဂၤလၢတမ့ၢ်အသရၣ်ဒၣ်ဝဲဘၣ်. ဘၣ်ဆၣ်မ့ၢ်ဒံးပုၤလၢပုၤကွေ့ဖိကတိၤသကိးတၢ်ဒီးအီၤတဘျီဘျီလၢအပူၤကွေ့ဖိစ့ၢ်ကိးန့ၣ်. တုၤပုၤကွေ့ဖိမၤလိလံာ်နီၣ်ဂံၢ် ၃ တဘျီမ့ၢ်ကတၢ်လံာ်န့ၣ် ပဆၢလၢအဝဲသ့ၣ်ကက

တိသကိးတၢ်ဒီးပၤပုၤပၤလၢအဝဲတကတိၤညီၣ်တၢ်ဒီးအိၤတၢ်ဖဲအဒီးကွၢ်အတၢ်သုတၢ်ဘၣ်လၢပၤကညီၣ်အကျိၣ်န့ၣ်.  
မ့ၢ်မၤဒ်န့ၣ်ဒီး အဖိးလၢပၤကဟ့ၣ်အိၤန့ၣ်ကမ့ၢ်အဖိးလၢအမ့ၢ်အတီၤလီၤ.

2. VOCABULARY LIST  
Karen to English Expressions Introduced in This Book  
(Key to abbreviations at the end)

Karen	English	Lesson
ကစၢ်/ကစၢ်ဒၣ်ဝဲ	Self, oneself	11
ကစၢ်	Hill(s), mountain(s)	8
ကတၢ်	To end, terminate; superlative degree in comparison	18
ကတဲၣ်ကတီၤ	To compose, arrange, prepare	18
ကတီၢ်	To stop, cease	14
ကဒါ	To reverse, revert, overturn	19
ကဒံကဒါ	To be changeable, fickle, haphazard without any real effort or plan	19
ကပၤ	Side(s) of a person or thing	16
ကပံၣ်	Mud	11
ကရၢ	Assemblage(s), organization(s), party(ies), society(ies)	18
ကလုၣ်	Classifier for kinds of things	1
ကၤ	To put on by throwing over the shoulders, as a blouse, shirt, jacket, shawl, or dress (not used for karen pull-over blouses or long dresses)	4
ကံလီၤ	Kilometer(s)	11
ကံၢ်မဲ	Chiangmai	11.4
ကူ	To wear by fastening around the waist	4
ကူၣ်	Classifier for garments worn by wrapping around the waist	3
ကူၣ်/ကူၣ်ဖး	To think, consider, deliberate, plan	16
ကူၣ်ထီၣ်ဖးလီၤ	To consult, settle a plan, come to a resolution	16
က့ၤ	To revert back, to recur again	1
ကဲ	To be able (physically)	8
ကဲ/ကဲထီၣ်	To become	13
ကဲၣ်ဆိး/ကဲၣ်ဆိး	Excessively, beyond what is fit or desirable	3
ကီၢ်	To be hot in temperature	19
ကီၢ်သဝံ	To be hot and humid	19
ကီၢ်သွး	To be hot enough to burn one	19
ကီးဂၤဒဲး	Everyone, everybody	18
ကီးမံၤဒဲး	Everything	18
ကီးဘျီဒဲး	Every time	18
ကီၢ်/ကီၢ်မဲ	To be difficult, unfeasible, vexatious, troublesome	9
ကီးဂၤဒဲး	Everyone, everybody	18

ကီးမံဒဲး	Everything	18
ကီးဘျီဒဲး	Every time	18
ကီလၢဝါ	White foreigner(s)	8
ကွဲဟဲ	Chiangrai	11.4
ကြး	To be suitable, fit, appropriate; should, ought	17
ကျဲ	Path(s), road(s), way(s)	9
ကျိန်စု	Silver, cash, wealth, means	13
ကွၢ်	To look at, look after, watch; to do by way of trial	3
ကွၢ်ကွၢ်	To try and see	3
ကွၢ်စိ	To look off at from an elevated position	11
ကွၢ်ဆိကမိန်/ကွၢ်ဆိမိန်	To consider, deliberate on a subject	7
ကွၢ်တရံး	To look around	16
ကွံင်	To throw, throw at; to abandon, reject; for good, away	16
ကွံင်ကွံင်	To throw away	16
ကွဲး(လံင်)	To write (books, writings)	3.10
ခါ	The time or season of anything	9
ခံ	The back, rear	16
ခံဂၢလၢင်	Both persons	2
ခဲ	Particle indicating approaching time	11
ခဲကၢင်	Hereafter, after awhile	14
ခဲကိန်/ခဲကိန်	Hereafter, after awhile	14
ခဲဂီၤ	Tomorrow morning	9
ခဲတဂီၤ	Day after tomorrow in the morning	9
ခဲတဆုၣ်	Day after tomorrow	8
ခဲမဟါ	This coming evening	6
ခဲမုၢ်ဆုၣ်	Tomorrow (i.e., the coming dawn)	8
ခဲမုၢ်န့ၤ	This coming night	7
ခဲမုၢ်ဟါ	This coming evening	6
ခဲလဲၣ်/လီၣ်	When? (at what period of time?)	6, 1(ft)
ခဲအံၤ	Now at present, without delay	2
ခဲအံၤခဲအံၤ	Often, frequently	2
ခိၣ်	Head(s), hair; top part of something	12
ခိၣ်န့ၢ်	Leader(s)	12
ခိၣ်ဖျိၣ်	Cap(s) (especially a stocking cap)	19
ခီ	Classifier for sides of a thing; as for, whereas	7

ဒီ	Particle used when urging someone to do something he/she hesitates to do	7
ဒီလဲ	To exchange one thing for another	18
ဒိန်	Leg(s), foot(feet)	12
ဒိန်ဖျိန်	Sock(s), stocking(s), legging(s)	19
ဒိန်လိာ်	Footprint(s)	12
ချး	To attain to, catch up with; to be free, to have time to do something; can	12
ချးန့ၢ်	To attain to, catch up with	12
ခွဲး	Dish(es), cup(s), glass(es)	14
ခွဲးခိန်	To comb or brush hair	19
ဂၢၤ	Another, other; a different one	16
ဂဲၤ	To stir, move about	16
ဂဲၤဆၢထၢၣ်	To rise to a standing position	16
ဂဲၤထၢၣ်	To rise, as from a lying or sitting position	16
ဂီၤ	To be early in the day	9
ဂီၤခီ	Morning	9
ဂီၤဂီၤ	Very early in the day	9
ဃၢ်	To be fixed, made fast	18
(ဃး)	Often, frequently	2 (ft)
ဃု	To seek or search for something	18
ဃုထၢ	To choose	18
စၢ်	To be weak, not strong, tender, immature	4
(စၢ်)	Classifier for kinds of things	1 (ft)
စၢ်ခီ	Particle used when urging someone to do something he/she hesitates to do	7
စး	To ask, question, enquire	19
စံၣ်	Paddy field(s) (wet cultivation method)	9
စၢၤ	To help, assist	13
စု	Arm(s), hand(s); foreleg(s) of animals	14
စုစ့ၣ်	The left hand	16
စုထွဲ	The right hand	16
စုဖျိန်	Glove(s), armlet(s)	19
စုလိာ်	Mark or print of one's hand; handwriting, handiwork	14
စုးကွံၣ်	To throw away	16
စု	Silver, money	1
စုခံဆံယံၢ်ဘျၢ်	Twenty-five satangs	1
စုတပီၢ်	One hundred baht	1

စုတဘး	One baht	1
စုန်	The left	16
စွၼ	To be few in number, scarce	1
စွၼလီၼ	To become fewer in number, become scarcer	1
ဆါ	To feel hurt, pain; to suffer from a disease, to be diseased	16
ဆါ(တၢ်)	To sell (things)	2
ဆံး	To be small	3
ဆံးဒိန်လဲန်/လီၼ်	How large?	1
ဆံးယံၼ်လဲန်/လီၼ်	How long in time?	1
ဆံးအါလဲန်/လီၼ်	How many? How much?	1
ဆံၼ်	To be sour, acid	2
ဆူခံ	After this (in the more distant future, the entire future from now to the end)	2
ဆူညါ	In the near future, future in general	2
ဆူအံၼ်ဆူဘး	Here and there	19
ဆူၼ်	To be strong, forcible, energetic	4
ဆု	Garment(s) suspended from the shoulders; e.g., dress, shirt, jacket	4
ဆုကၼ	Blouse(s), shirt(s), jacket(s)	4
ဆီ	To give priority to in matter of time; to be early	14
ဆီကတီၢ်	To stop, cease, wait, giving priority to something else	14
ဆီကမိၼ်/ဆီမိၼ်	To think	7
ဆီးက့	To be bedridden from sickness or injury; to be sick enough to be bedridden	16
ဆွါ	To lead, guide, direct, take someone somewhere; to send something somewhere	17
ဆွါန့ၼ်	To make a motion (in a business meeting)	17
ညါ	Before, in front of, in advance of	2
(ညါၼ်)	Particle used to correct a wrong assumption, to indicate something is contrary to one's expectations; or to make a statement less abrupt)	3 (ft)
ညါၼ်	Particle indicating that the speaker presumes or supposes that things are as stated	13
ညီၼ်	To be accustomed to, to be one's habit; usually	8
(တကျး)	Particle indicating plural (colloquial for တဖၼ်)	19
တီ	One side; half-past the hour; as for, whereas	7
တချး	To not catch up with; before	12
တဂ့ၼ်	Particle indicating prohibition	16
တစီၢ်ဖိ	A short period of time	7
(တဆွါ)	Particle indicating plural (colloquial for တဖၼ်)	19

တထံ၌	A moment	3
တနီၤအံၤ	Tonight, this night	7
တနံၤအံၤ	Today, this day	6
တနီၤ	Some	9
တဝီၢ်	One hundred baht	1
တဘျး	To be quite a few	16
တမွဲၤ	Stranger(s), guest(s)	8
တရံး	To turn around, revolve	16
(တရၢ)	Particle indicating plural (colloquial for တဖဉ်)	19
တလီၢ်	One paddy field	9
တဟါကၢၤ/ကိၣ်/ကီၣ်	Day before yesterday	14
တဟါအံၤ	This evening	6
(တအး)	Particle indicating plural (colloquial for တဖဉ်)	19
တၢ်ကီၢ်တၢ်ခဲ	Difficulty(ies), trouble(s), problem(s)	9
တၢ်စူၤ	"It rains"	9
တၢ်စူၤခါ	The rainy season	9
တၢ်စူၤထံ	Rain water	9
တၢ်ဆါ	Disease(s), sickness(es)	16
တၢ်ဆါဟံၣ်	Hospital(s)	16
တၢ်ဆူးတၢ်ဆါ	Disease(s), sickness(es)	16
တၢ်ဘျးသး	To be tired	8
တၢ်မံ	Sleep (N)	6
တၢ်မၤဖိ	Apostle(s), evangelist(s)	14
တၢ်မိၣ်...သး	To desire, want to obtain	3
တၢ်လၢၤတၢ်စုၤ	Expenses	11
တၢ်သးခု	Joy, gladness, rejoicing	7
တၢ်အိၣ်ဖျါ	Meeting(s); church(es) (referring to the people, not the building)	18
တၢ်အိၣ်ဖျါဖိ	Church member(s)	18
တၢ်အိၣ်ဖျါသရၣ်	Pastor(s)	18
တၢ်	Uncle(s) (used sometimes when addressing one's uncle)	6
တၢ်	To be compact, close together	17
တုၤ	To arrive, reach a place, event; when; until	6
တုၤလိၣ်/တုၤလိၣ်	To receive or accept what comes; to entertain guests or strangers	18
တုၢ်	To abandon, remain behind	12
တဲဖျါထီၣ်	To explain	11

တိန်	Brass, copper; coin(s), money	1
တိန်ခံဆယ်ဘွဲ့	Twenty-five satangs	1
(တိန်တဆွဲ)	Ten satangs	1.2 (3)
(တိန်တဆွဲဘွဲ့)	Fifteen satangs	1.2 (3)
တိန်တပီ	One hundred baht	1
တိန်တဘး	One baht	1
(တိန်တဘွဲ့)	Five satangs	1.2 (3)
(တိန်နွံဆွဲဘွဲ့)	Seventy-five satangs	1.2 (3)
(တိန်ယဲဆွဲ)	Fifty satangs	1.2 (3)
(တိန်သံးဘွဲ့)	Twenty-five satangs	1
တိန်	To make a stop, break, juncture	7
တီၤ	Classifier for sections and things occurring at intervals	11
ထံကျိ	River(s), stream(s)	17
ထံကျိၤ	Canal(s), ditch(es) for water to pass through	17
ထံခွး	Drinking glass(es)	14
ထံနံ	Classifier for moments or very short intervals of time	3
ထံနံစိ	To see from an elevated position	11
ထၢ	To pick up or pick out one thing after another	18
ထူၣ်	To be vertical, upright; post(s)	9
ထဲ	Only	2
ထဲတဂၤ	Only one person	2
ထွဲ	The right	16
ဒုၣ်ဝဲ	To do by oneself; to let something happen without interfering	13
ဒိန့ၣ်ဒါဒိန့ၣ်	Idiomatc expression: "So be it." "It's all right with me."	4
ဒါၣ်ထံ	To dip up or draw up water	14
ဒိတၢ်ဂီၤ	To take a photo	11
ဒီဖဲလံၤ	Grandmother-grandchild relationship	12
ဒီဖဲလံၤဒီဖဲလံၤ	Grandparent-grandchild relationship	12
ဒီဖဲလံၤ	Grandfather-grandchild relationship	12
ဒီဘူးဒီတၢ်	To be closely related	17
နီၣ်	Ear(s)	12
နီၣ်ဟူ	To hear	18
နီၣ်ရံၣ်	Clock(s), watch(es); o'clock; classifier for hours	7
နီၣ်	Night(s), nighttime	7
နီၣ်	Wrap-around skirt(s), sarong(s)/longyi(s)	3



နံၤ	Day(s) (as opposed to night)	6
န့ၢ်	To succeed in accomplishing something, to be able to succeed in carrying out an act; to get to do something	2
န့ၢ်	Particle indicating comparison	4
န့ၢ်အလီၢ်	More than before	4
နီၤဂၤ	Nobody, not anybody	6
နီတ...ၤ	None, not any	6
နီတဂၤ	Nobody, not anybody	6
နီတမံၤ	Nothing, not anything	6
နီတဘျီ	Never, not any time	6
နီဘျီ	Never, not any time	6
နီမံၤ	Nothing, not anything	6
နီၢ်	Self	17
နီၢ်ကစၢ်/နီၢ်ကစၢ်ဒ်ပဲ	Self, oneself	11
နီၢ်ခိ	Body, the outer man	17
နီၢ်ဒိၣ်	To be large in stature, grown up	17
နီၢ်သး	Spirit, the inner man	17
ပၣ်	To put, place	14
ပၣ်ကတီၢ်	To stop, including laying something down or aside	14
ပၣ်က့ၤ	To put back	14
ပၣ်တ့ၢ်	To leave something behind purposely	14
ပၣ်န့ၢ်	To put somewhere for someone to get	14
ပၣ်ထီၣ်	To put up	14
ပၣ်ဖျိၣ်	To put or place together	18
ပၣ်လီၤ	To put down	14
ပၤ	Classifier for sides	16
(ပုး)	To be just right, to happen at just the right moment	4
ပူၤ	To pass by, go beyond	8
ပီၢ်	Multiple of hundred (refers to money)	1
ပှၤခံၤလၢၣ်	Both persons	11
ပှၤတမ့ၢ်	Stranger(s), guest(s)	8
ပှၤဆါ	Patient(s)	16
ပှၤဆါတၢ်ဖိ	Seller(s)	2
ပှၤဆါတၢ်အလီၢ်	Store(s),shop(s), stall(s), i.e., place(s) for selling things	2
ပှၤပှၤတၢ်ဖိ	Buyer(s)	1
ပှၤဟီၣ်ခိၣ်ဖိ	Inhabitants of the earth	11

ပွၼ်(တၢ်)	To buy, purchase	1
ပွဲၼ်	To be full, complete	18
ပွဲၼ်သီး/ပွဲၼ်သီး	As much as	18
ပွဲၼ်သီးသီး/ပွဲၼ်သီးသီး	Equal in quantity	18
ပျၢ်မဲၼ်	To wash one's face	19
ဖါတၢ်	Uncle(s)	6
ဖး(လံၼ်)	To read (books, writings)	4.9
ဖံ	Grandmother(s)	12
ဖံပၢ်	Grandmother on father's side	12
ဖံဖု	Grandparents	12
ဖံမိၢ်	Grandmother on mother's side	12
ဖု	Grandfather(s)	12
ဖုပၢ်	Grandfather on father's side	12
ဖုမိၢ်	Grandfather on mother's side	12
ဖဲ...အခါ	When (during the time that)	9
ဖိဒိၼ်	Nephew(s) and/or niece(s)	9
ဖိဒိၼ်ခွါ	Nephew(s)	9
ဖိဒိၼ်မုၢ်	Niece(s)	9
ဖိလံၼ်	Descendants; children and grandchildren	12
ဖိခိၼ်	The top part; above, over	12
ဖိလၢ်	The lower part; under, below	12
ဖိၼ်	To seize, catch, hold	16
ဖိၼ်စၢၼ်	To assist in catching or holding	16
ဖိၼ်ဃၢ်	To catch and hold fast	16
ဖိၼ်ထီၼ်	To reach up and take something	16
ဖိၼ်န့ၢ်	To obtain by catching	16
ဖိၼ်လီၼ်	To seize or take, as something lying on the ground	16
ဖိၼ်	To collect together	18
ဖျါ	To be visible, apparent	11
ဖျါလၢ...	To seem as though	11
ဖျး(တၢ်)	To chop, peck; do something with a chopping motion	11
ဖျိၼ်(တၢ်)	To sheath (as a sword), encase	19
ဖျိၼ်ခဲ	Pants, trousers	19
ဘး	Baht; classifier for baht	1
ဘး	Yonder, over there; on the far side	19

ဘဉ်	To hit, encounter, come into contact with; verb indicating that the action passes over to its object	4
ဘဉ်က...	Expression used in questions to indicate doubt	8
ဘဉ်ကီဘဉ်ခဲ	To meet with difficulty	9
ဘဉ်ဆဉ်/ဘဉ်ဆဉ်ဒီး	But, though	8
ဘဉ်မတၢလဲဉ်/လီဉ်	Why? For what reason?	13
ဘဉ်မနုလဲဉ်/လီဉ်	Why? For what reason?	13
ဘဉ်သး	To be pleased with, to approve of	4
ဘဉ်အၢ	To be dirty, soiled, defiled	11
ဘူး	To be near; to be related to; nearly, almost	13
ဘီကီး	Bangkok	11.4
ဘွဲး	Fatigue (not used alone)	8
ဘျဉ်	To be left over, remain over and above	1
မကၢဉ်	Just now, a short time ago	14
မကီဉ်/မကီဉ်	Just now, a short time ago	14
မဟါ	Evening	6
မဟါကၢဉ်/ကီဉ်/ကီဉ်	Yesterday	14
မၢစံဉ်	To work a paddy field, grow rice by the wet cultivation method	9
မၢစၢ	To help to do	13
မၢစၢလီၤ(တၢ်)	To reduce in number, quantity, or degree	1
မၢပဉ်/မၢပဉ်စၢ	To do ahead of time; to do and set aside	14
မၢပွဲၤ	To fill	18
မၢလၢဉ်	To use up, spend	11
မၢဟးဂီၤ	To destroy	17
မၢအသး	To happen	13
မၢအိဉ်စံဉ်	To work a paddy field, grow rice by the wet cultivation method	9
မံ	To sleep	6
မံတုၢ်	To remain behind overnight	12
မံတီၢ်	To stay overnight, break a trip by sleeping somewhere	7
မံနီၤ	To lie down, lie, lay	6
မံလီၤ	To lie down, lie	6
မံအိဉ်	To stay and sleep, stay overnight	6
မၢ	To order, direct, send someone somewhere; to ask someone to do something	14
မၢလီၤ	To send someone somewhere	14
မုၢ်	The sun, suns	8

မုခ်နံၤ	Tuesday(s)	8
မုခ်နံၤတနံၤ	The second day	8.2 (1)
မုခ်နီၤထံး(တ)နံၤ	Sunday(s); the first day (of the week)	8.2 (1)
မုခ်ဂံၢ်	Aunt(s)	6
မုခ်ယုနံၤ	Saturday(s)	8.2 (1)
မုခ်ဆုၣ်	Dawn; to dawn, be dawn	8
မုခ်ဆုၣ်ဝါ	Early dawn; to be early dawn	8
မုခ်တနံၤ	Monday(s)	8.2 (1)
မုခ်ထူၣ်	Noon, noontime	9
မုခ်ထီၣ်	East	8
မုခ်နီၤ	Night(s), nighttime	7
မုခ်နီၤခီ	Nighttime (as opposed to daytime)	7
မုခ်နံၤ	Day (as opposed to night)	6
မုခ်နံၤဒိၣ်	Sunday(s)	8
မုခ်နံၤပူၤ(တသီ)	Monday(s)	8
မုခ်နံၤဖိ	Saturday(s)	8.2 (1)
မုခ်နံၤမုခ်သီ	Days (in general)	8
မုခ်န့ၣ်	West	8
မုခ်ယံၢ်နံၤ	Friday(s)	8.2 (1)
မုခ်လွံၢ်နံၤ	Thursday(s)	8.2 (1)
မုခ်သးနံၤ	Wednesday(s)	8.2 (1)
မုခ်ဟါ	Evening(s)	6
မုခ်အနီၣ်ထံးတနံၤ	The first day	8.2 (1)
မုခ်အိၣ်ဘဲးနံၤ	Sunday(s), sabbath(s)	8
မုခ်ယုၣ်	Maesariang	11.4
မုခ်ဒိန့ၣ်(န့ၣ်)/(ဒီး)	In that case	9
မုခ်လၢ	Because	7
မုခ်လၢ...အယီ	Because	7
မုခ်ဆီး	Maesod	11.4
မုခ်	Eye(s), face(s) (in general)	17
မုခ်ညါ	Before, in front of; the front part of something	17
(မး)	To be just right, to happen at just the right time	4
မုခ်ပံၤဖံၤဖု	Ancestors, forbears	12
မုခ်	To desire, want to obtain (can't be used alone)	3
မုခ်	Classifier for kinds of things	1
မုခ်	To be many, numerous, plentiful	2

ယံ	To be far, distant, a long way	11
ယာ်	Particle indicating that the speaker presumes or supposes that things are as stated	13
ယီ	To tread, trample upon	17
ယီတံ	To press down with the foot	17
လါ	Exclamation indicating exasperation or great displeasure	12
လံ	Below, the lower part	12
လံ	Grandchild(ren)	12
လံခွါ	Grandson(s)	12
လံမုၢ်	Granddaughter(s)	12
လၢကျဲးဘးခီ	The other side of the road	19
လၢခံ	After, afterwards; later	2
လၢဂီၤတနံၤ	The next morning	9
လၢညါ	In the past (i.e., before the present); the former, formerly; before	2
လၢထံကျိၣ်တံးခီ	The other side of the stream/river	19
(လၢအတိၣ်ခိၣ်)	In the past; the former, formerly; before	2 (ft)
လၢအံၤလၢဘး	Here and there	19
လၢ်	To be ended, finished, used up, all gone; both, all	11
လုၢ်ထံ	To bathe	14
လဲ	To exchange, as one thing for another	18
လဲက့ၤ	To change back, change again;	18
လဲလိၣ်/လိၣ်	To exchange, as one thing for another	18
လံၢ်	To be wide, broad	3
(လဲၣ်လဲၣ်)	Particle ending an exclamatory sentence	2 (ft)
လဲၣ်	Particle ending an exclamatory sentence	2
လိ/လိလီၤ	To spread out, as something in the sun to dry	19
လိၣ်အသး	Expression indicating reciprocal action; each other	13
လီၤခီ	Plate(s), bowl(s)	14
လီၤခီကသူ	Serving bowl(s)	14
လီၤခီအိၣ်မ့ၤ	Rice plate(s) or bowl(s)	14
လီၢ်ခံ	Behind, in back of; the back part of something	17
လီၢ်မံ	Bed, sleeping place	6
လိၣ်အသး	Expression indicating reciprocal action; each other	13
လိၣ်	Particle ending an exclamatory sentence	2
လီၤတံၢ်/လီၤတံၢ်လီၤဆဲး	To be accurate, precise, exact	19
လီၤတဲၣ်/ထဲၣ်	To fall off of or from accidentally	1

လီဘွဲး	To become exhausted from fatigue	8
ဝါဘး	On the far side of a body of water	19
ဝိုက်မဲ	Chiangmai City	11.4
ဝိုက်ကွဲ	Chiangrai Town	11.4
ဝိုက်ဘီကီး	Bangkok City	11.4
ဝိုက်မုာ်ယုာ်	Maesariang Town	11.4
ဝိုက်မဲဆီး	Maesod Town	11.4
သကီဆံာ်သုာ်	Tomato(es)	2
သကီသုာ်	Eggplant(s), brinjal(s)	2
သခီးသုာ်	Mango(es) (wf)	2
သခီးသုာ်	Mango(es) (sf)	2
သရံာ်မုာ်ကွဲပွဲဆါ	Nurse(s)	16
သဝီ	Village(s)	9
သါ	Particle indicating intention or request	4
သး	Heart(s), mind(s), soul(s), spirit(s)	4
သးခု	To be glad, joyful; to rejoice	7
သးစါ	To be young, immature (refers to human beings)	4
သးစီဆံာ်	Holy Spirit	4
သးဆံး	To be timid, embarrassed	13
သးဆုာ်	To be enthusiastic	4
သးထီာ်	To get angry, burst out in anger	13
သးဒိာ်	To have an angry disposition, keep anger bottled up inside	13
သးလီ	To covet, desire, want to have	1
သးအါ	To be wicked, bad	11
သု(တါ)	To wash (not used for bathing, laundering, or shampooing)	14
သုခွဲးသုလီခီ	To wash dishes	14
သုစုသုခီာ်	To wash one's hands and feet	14
(သါာ်)	Particle used to correct a wrong assumption, to indicate that something is contrary to one's expectation, or to make a statement less abrupt	3 (ft)
သါာ်	Particle indicating that the speaker presumes or supposes that things are as stated	13
သုတ...တဂုၤ	Particle indicating prohibition	16
တါ	Evening	6
တါခီ	Evening (as opposed to morning)	7
တးဂီၤ	To be destroyed, ruined, unusable	17
တံာ်	Village(s)	9

ဟံးယှ်	To hold fast; to grasp	18
ဟာ်အာ	Huh-uh	9
ဟူ	Exclamation over something displeasing	11
ဟီၣ်ခိၣ်	Dirt, soil; the earth	11
ဟီၣ်ခိၣ်ကပံၣ်	Soil	11
ဟီၣ်ခိၣ်ဂီၤ	Map(s) (picture of the earth)	11
အခါ	The time(s) or season(s) of anything	9
အခါဖဲ...	When (during the time that ...)	9
အခါၣ်	The breadth of a thing (used for items made of cloth)	3
အဂၤ	Another, other; a different one	16
အယီ	Because	7
အပ္ပၤ	Price(s)	1
အပ္ပၤလီၤတဲၣ်/ထဲၣ်	To come to in price	1
အဖံ	Grandmother (respectful term of address)	12
အဖု	Grandfather (respectful term of address)	12
အဖီခိၣ်	The upper part; above, over	12
အဖီလၢ	The lower part; below, under	12
အဘျဲၣ်	Remainder; left-overs; more than	1
အလါ	Exclamation indicating exasperation or great displeasure	12
အလွဲၤဂီၤစါ	To be light red in color	4
အလွဲၤဂီၤဆူၣ်	To be bright red in color	4
အါ	Exclamation indicating surprise, delight, longing	2
အါ	Exclamation of surprise or regret	7
အါ	To be bad, vile, evil	11
အံၣ်	To be narrow	3
အဲၣ်	To love	3
အဲၣ်ဒီး/ဒီး	To want, want to do	3
အိ	Exclamation of surprise or regret	7
အိၣ်ကတီၢ်	To stop and stay in a place or state	14
အိၣ်ဆူၣ်	To be strong and healthy, in good health	4
အိၣ်တ့ၢ်	To remain behind	12
အိၣ်ပၣ်စၢၤ	To be on hand; to be present ahead of time	14
အိၣ်ဖျါ	To be visible	11
အိၣ်ဘူး	To be located near	13
အိၣ်ဘွဲး	To rest	8

အိ	Particle used when responding to a new bit of information or a new thought just come to mind	7
အိန်ကွံ(တၢ်)	To try eating something	3
ဇု	Exclamation over something displeasing	11
ဇိ	Particle used when correcting a wrong assumption, to indicate surprise that something is contrary to one's expectation, or to make a statement less abrupt	3

#### Key to abbreviations

n = noun

sf = spoken form

wf = written form

ft = footnote

Note: If the whole Karen expression is in ( ), it means that the expression is used in some areas but not others and the student doesn't need to master it unless it is used in the area where the student is living.



### 3. VOCABULARY LIST

English to Karen

(Note: All verbs are listed as infinitives; e.g., "to eat," "to be wide")

English	Karen	Lesson
Above	ဖီခိန်, အဖီခိန်	12
After	လၢခံ	2
After awhile	ခဲကၢင်/ခဲကိင်/ခဲကီင်	14
Afterwards	လၢခံ	2
All...	လၢင်	11
Almost	ဘူး	13
Although	ဘၣ်ဆၣ်/ဘၣ်ဆၣ်ဒီး	8
Ancestors	မိၢ်ပၢ်ဖံဖီ	12
Another	ဂၢ, အဂၢ	16
Apostle(s)	တၢ်မၤဖီ	14
Arm(s)	စု	14
Armlet(s)	စုဖျိန်	19
As for	တခီ	7
As much as	ပွဲၤသီး/ပွဲၤသီး	18
Assemblage	ကရၢ	18
At present	ခဲအံၤ	2
Aunt(s)	မုၢ်ဂၢ်	6
Away	ကွံင်	16
Back part of a person or animal, the	ခံ	16
Back part of something, the	လီၢ်ခံ	17
Baht	ဘး	1
Bangkok	ဘီကီး, ဝုၢ်ဘီကီး	11.4
Because	မုၢ်လၢ, အယီ, မုၢ်လၢ...အယီ	7
Bed	လီၢ်မံ	6
Before	ညါ, လၢညါ, မဲၣ်ညါ, တချုး, (လၢအတီခိန်)	2, 2 (ft), 12, 17
Behind	လီၢ်ခံ	17
Below	လၢ, အဖီလၢ, ဖီလၢ	12
Beyond what is fit or desirable	ကဲၣ်ဆိး/ကဲၣ်ဆိး	3
Blouse	ဆုကၢ	4
Body	နီၢ်ခိ	17

Both	လၢၣ်	11
Both persons	ခံၣ်လၢၣ်, ပှၤခံၣ်လၢၣ်	11
Bowl(s)	လီၤခီ	14
Bowl(s), rice	လီၤခီအိၣ်မ့ၤ	14
Brass	တီၢ်	1
Breadth (of items made of cloth)	အခၢၣ်	3
Break off, a	ကတီၢ်	14
Brinjal(s)	သကီၤသၣ်	2
But	ဘၣ်ဆၣ်/ဘၣ်ဆၣ်ဒီး	8
Buyer(s)	ပှၤပှၤတၢ်ဖိ	1
Can	ချး	12
Canal	ထံကျိၤ	17
Cap (especially a stocking cap)	ခိၣ်ဖျိၣ်	19
Cash	ကျိၣ်စု	13
Chiangmai	ကံၢ်မဲ, ဝုၢ်ကံၢ်မဲ	11.4
Chiangrai	ကွဲဟဲ, ဝုၢ်ကွဲဟဲ	11.4
Children and grandchildren	ဖိလံၤ	12
Church (referring to the people, not the building)	တၢ်အိၣ်ဖျိၣ်	18
Church member(s)	တၢ်အိၣ်ဖျိၣ်ဖိ	18
Classifier for baht	ဘး	1
Classifier for garments worn by wrapping around the waist	ကုၣ်	3
Classifier for hours	န့ၣ်ရံၣ်	7
Classifier for kinds of things	ကလုၣ်, မိ, (စၣ်)	1, 1(ft)
Classifier for moments	ထံၣ်	3
Classifier for sections	တီၢ်	11
Classifier for short intervals of time	ထံၣ်	3
Classifier for sides	ခီ, ပၤ	7, 16
Classifier for things occurring at intervals	တီၢ်	11
Clock	န့ၣ်ရံၣ်	7
Coin	တီၢ်	1
Comparison, superlative degree	ကတၢၢ်	18
Copper	တီၢ်	1
Cup(s)	ခွး	14
Dawn	မုၢ်ဆၣ်	8
Day (as opposed to night)	နံၤ, မုၢ်နံၤ	6

Day after tomorrow	ခဲတဆုဉ်	8
Day after tomorrow in the morning	`တဂီၤ	9
Day before yesterday	တဟါကၢၤ/ကိၣ်/ကိၣ်	14
Day, the first	မုၢ်အခီၣ်ထံးတနံၤ	8.2 (1)
Day, the second	မုၢ်ခဲနံၤတနံၤ	8.2 (1)
Day, this	တနံၤအံၤ	6
Days (in general)	မုၢ်နံၤမုၢ်သီ	8
Descendants	ဖီလံၤ	12
Different one, a	ဂၤ, အဂၤ	16
Difficulty	တၢ်ကီတၢ်ခဲ	9
Dirt	ဟီၣ်ခိၣ်	11
Disease	တၢ်ဆါ, တၢ်ဆူးတၢ်ဆါ	16
Dish(es)	ခွဲး	14
Ditch for water to pass through	ထံကျိၤ	17
Dress(es)	ဆု	4
Drinking glass(es)	ထံခွဲး	14
Each other	လိၣ်အသး/လိၣ်အသး	13
Ear(s)	နီၢ်	12
Early dawn	မုၢ်ဆုဉ်ဝါ	8
Earth, the	ဟီၣ်ခိၣ်	11
East	မုၢ်ထီၣ်	8
Eggplant(s)	သကီၤသဉ်	2
Equal in quantity	ပွဲၤသီးသီး/ပွဲၤသီးသီး	18
Evangelist(s)	တၢ်မၤဖီ	14
Evening (as opposed to morning)	ဟါခီ	7
Evening, this	တဟါအံၤ	6
Evening, this coming	ခဲမုၢ်ဟါ, ခဲမဟါ	6
Evening(s)	ဟါ, မဟါ, မုၢ်ဟါ, ဟါခီ	6, 7
Everybody	ကိးဂၤဒဲး/ကိးဂၤဒဲး	18
Every time	ကိးဘျီဒဲး/ကိးဘျီဒဲး	18
Everyone	ကိးဂၤဒဲး/ကိးဂၤဒဲး	18
Everything	ကိးမံၤဒဲး/ကိးမံၤဒဲး	18
Excessively	ကဲၣ်ဆိး/ကဲၣ်ဆိး	3
Exclamation indicating delight	အါ	2
Exclamation indicating exasperation	လါ, အလါ	12

Exclamation indicating great displeasure	လါ, အလါ	12
Exclamation indicating longing	အါ	2
Exclamation indicating regret	အါ, အိ	7
Exclamation indicating surprise	အါ, အါ, အိ	2, 7
Exclamation over something displeasing	ဇု, ဟူ	11
Expenses	တၢ်လၢၣ်တၢ်စု	11
Expression indicating reciprocal action	လိာ်အသး/လိာ်အသး	13
Expression used in questions to indicate doubt	ဘၣ်က...	8
Eye (in general)	မဲၣ်	17
Face (in general)	မဲၣ်	17
Fatigue (not used alone)	ဘှံး	8
Feet	ခီၣ်	12
Fifteen satangs	(တၢ်တဆိဘှံး)	1.2 (3)
Fifty satangs	(တၢ်ယဲၣ်ဆိ)	1.2 (3)
Five satangs	(တၢ်တဘှံး)	1.2 (3)
Footprint(s)	ခီၣ်လီၢ်	12
Foot (feet)	ခီၣ်	12
For good	ကံၣ်	16
For what reason?	ဘၣ်မနုၤလဲၣ်/လီၣ်, ဘၣ်မတၢၤလဲၣ်/လီၣ်	13
Forbears	မိၢ်ပၢ်ဖံၣ်	12
Foreleg(s) of animals	စု	14
Former, the	လၢညါ, (လၢအတိၢ်ခီၣ်)	2, 2 (ft)
Formerly	လၢညါ, (လၢအတိၢ်ခီၣ်)	2, 2 (ft)
Frequently	ခဲအံၤခဲအံၤ, (ပံး)	2, 2 (ft)
Friday(s)	မုၢ်ယဲၣ်န့ၢ်	8.2 (1)
Front part of something, the	မဲၣ်ညါ	17
Future in general	ဆူညါ	2
Garment(s) suspended from the shoulders	ဆု	4
Gladness	တၢ်သးခု	7
Glass(es) for drinking	ခွံး	14
Glove(s)	စုဖျိၣ်	19
Grandchild(ren)	လံၤ	12
Granddaughter(s)	လံၤမုၢ်	12

Grandfather (respectful term of address)	အဖူ	12
Grandfather on father's side	ဖုပု	12
Grandfather on mother's side	ဖုမိ	12
Grandfather(s)	ဖု	12
Grandfather-grandchild relationship	ဒီဖုလံ	12
Grandmother (respectful term of address)	အဖံ	12
Grandmother on father's side	ဖံပု	12
Grandmother on mother's side	ဖံမိ	12
Grandmother(s)	ဖံ	12
Grandmother-grandchild relationship	ဒီဖံလံ	12
Grandparent-grandchild relationship	ဒီဖံလံဒီဖုလံ	12
Grandparent(s)	ဖံဖု	12
Grandson(s)	လံခွါ	12
Guest(s)	တမံ၊ ပှတမံ	8
Hair	ခိန်	12
Half-past the hour	တခီ	7
Hand(s)	စု	14
Handiwork	စုလီ	14
Handwriting	စုလီ	14
Head(s)	ခိန်	12
Heart(s)	သး	4
Here and there	ဆူအံ၊ဆူဘး၊ လာအံ၊လာဘး	19
Hereafter	ခဲကင်/ခဲကိပ်/ခဲကိပ်	14
Hill(s)	ကစါ	8
Holy Spirit	သးစီဆွံ	4
Hospital(s)	တဂ်ဆါဟံ	16
How large?	ဆံးဒိန်လဲန်/လီန်	1
How long in time?	ဆံးယံလဲန်/လီန်	1
How many?	ဆံးအါလဲန်/လီန်	1
How much?	ဆံးအါလဲန်/လီန်	1
Huh-uh	ဟာန်အါ	9
Idiomatic expression: "So be it."	ဒိနုဒိနု	4
Idiomatic expression: "It's all right with me."	ဒိနုဒိနု	4
In advance of	ညါ	2
In back of	လီခံ	17

In front of	ညါ, မဲပ်ညါ	2, 17
In that case	မ့မုဒ်နုန်(နုန်)/(ဒီး)	9
In the more distant future	ဆုခံ	2
In the near future	ဆုညါ	2
In the past (i.e., before the present)	လာညါ	2
In the past	(လာအတိအခိုင်)	2 (ft)
Inhabitants of the earth	ပှဟီန်ခိုင်ဖိ	11
Inner man, the	နီသး	17
"It rains"	တၢ်စူ	9
"It's all right with me."	ဒ်နုန်ဒါဒ်နုန်	4
Jacket(s)	ဆု, ဆုကၢ	4
Joy	တၢ်သးခု	7
Junction, a	ကတီၢ်	14
Just now	မကၢၤ/မကိၣ်/မကိၣ်	14
Kilometer	ကံလီၤ	11
Later	လာခံ	2
Leader(s)	ခိုင်	12
Left, the	စ့ၣ်	16
Left hand. the	စ့စ့ၣ်	16
Left-overs	အဘျဲၣ်	1
Leg(s)	ခိုင်	12
Legging(s)	ခိုင်ဖျိၣ်	19
Limit, a	ကတီၢ်	14
Longyi	နံၣ်	3
Lower part; the	လၢ်, ဖိလၢ်, အဖိလၢ်	12
Maesariang	မုၢ်ယုၣ်, ဝုၢ်မုၢ်ယုၣ်	11.4
Maesod	မဲၢ်ဆီး, ဝုၢ်မဲၢ်ဆီး	11.4
Mango(es) (sf)	သးသး	2
Mango(es) (wf)	သးသး	2
Map (picture of the earth)	ဟီန်ခိုင်ဂီၤ	11
Mark(s) of one's hand	စ့လီၢ်	14
Means	ကျိၣ်စ့	13
Meeting(s)	တၢ်အိၣ်ဖျိၣ်	18
Mind(s)	သး	4
Moment, a	တထံၣ်	3
Monday(s)	မုၢ်တနံၤ, မုၢ်နံၤယုၤ(တသီ)	8, 8.2 (1)

Money	တိန်, စု	1
Mountain(s)	ကစာ်	8
More than	အဘျဲ	1
More than before	နီအလီ	4
Morning(s)	ဂီၤ	9
Morning, the next	လၢဂီၤတနံၤ	9
Mud	ကပံၤ	11
Multiple of hundred (refers to money)	ဝီၤ	1
Nearly	ဘး	13
Nephew(s)	ဖိဒိၣ်ခွါ	9
Nephew(s) and/or niece(s)	ဖိဒိၣ်	9
Never	နီတဘျဲ, နီဘျီ	6
Niece(s)	ဖိဒိၣ်မုၢ်	9
Niece(s) and/or nephew(s)	ဖိဒိၣ်	9
Night, this	တနၢ်အံၤ	7
Night(s)	နၤ, မုၢ်နၤ	7
Night, this coming	ခဲမုၢ်နၤ	7
Nighttime	နၤ, မုၢ်နၤ	7
Nighttime (as opposed to daytime)	မုၢ်နၤ	7
Nobody	နီဂၤ, နီတဂၤ	6
None	နီတ...	6
Noon	မုၢ်ထူၣ်	9
Noontime	မုၢ်ထူၣ်	9
Not any	နီတ...	6
Not any time	နီဘျီ, နီတဘျီ	6
Not anybody	နီဂၤနီတဂၤ	6
Nothing	နီမံၤ, နီတမံၤ	6
Now	ခဲအံၤ	2
Nurse(s)	သရၣ်မုၢ်ကွၢ်ပှၤဆါ	16
O'clock	န့ၣ်ရံၣ်	7
Often	ခဲအံၤခဲအံၤ, (ပး)	2
On the far side	ဘး	19
On the far side of a body of water	ဝါဘး	19
One baht	တိန်တဘး, စုတဘး	1
One hundred baht	တိန်တဝီၤ, စုတဝီၤ, တဝီၤ	1
One paddy field	တလီၤ	9

One side	တဘက်	7
Oneself	ကစပ်/ကစပ်ဒပ်ဝဲ, နီကစပ်/နီကစပ်ဒပ်ဝဲ	11
Only	ထဲ	2
Only one person	ထဲတဂါ	2
Organization	ကရု	18
Other	ဂါ, အဂါ	16
Other side of the road, the	လကျဲဘေးခီ	19
Other side of the stream/river, the	လခံကျိဝါဘေးခီ	19
Ought	ကြး	17
Outer man, the	နီခီ	17
Over	ဖီခိပ်, အဖီခိပ်	12
Over there; on the far side	ဘး	19
Paddy field (wet cultivation method)	စံပ်	9
Pants	ဖျိပ်ခံ	19
Particle ending an exclamatory sentence	လဲပ်/လီပ်, (လဲပ်လဲပ်)	2, 2 (ft)
Particle indicating approaching time	ခဲ	11
Particle indicating comparison	နီ	4
Particle indicating intention	သါ	4
Particle indicating plural (colloquial for တဖျိပ်)	(တကျး, တဆွါ, တရါ, တအူး)	19
Particle indicating prohibition	တဂုါ, သုတ...တဂုါ	16
Particle indicating a request	သါ	4
Particle indicating that the speaker presumes of supposes that things are as stated	ယာပ်, ညာပ်, သာပ်	13
Particle used to correct a wrong assumption	ဇဲ, (ညာပ်/သာပ်)	3, 3 (ft)
Particle used to indicate that something is contrary to one's expectation	ဇဲ, (ညာပ်/သာပ်)	3, 3 (ft)
Particle used to make a statement less abrupt	ဇဲ, (ညာပ်/သာပ်)	3, 3 (ft)
Particle used when responding to a new bit of information	အီ	7
Particle used when responding to a new thought just come to mind	အီ	7
Particle used when urging someone to do something he/she hesitates to do	စပ်ခီ, ခီ	7
Party(ies)	ကရု	18
Pastor(s)	တၢ်အိန်ဒြိန်သရၢ်	18



Path(s)	ကွဲ	9
Patient(s)	ပှါဆါ	16
Place(s) for selling things	ပှါဆါတၢ်အလီၢ်	2
Plate(s)	လီၤခီ	14
Plate(s), rice	လီၤခီအိၣ်မ့ၤ	14
Post(s)	ထူၣ်	9
Price(s)	အပှါ	1
Print(s) of one's hand	စုၤလီၢ်	14
Problem(s)	တၢ်ကီတၢ်ခဲ	9
Rain water	တၢ်စူထံ	9
Rainy season, the	တၢ်စူခါ	9
Rear, the	ခံ	16
Rejoicing	တၢ်သးခု	7
Remainder	အဘျဲၣ်	1
Rice bowl(s)	လီၤခီအိၣ်မ့ၤ	14
Rice plate(s)	လီၤခီအိၣ်မ့ၤ	14
Right, the	ထွဲ	16
Right hand, the	စုၤထွဲ	16
River(s)	ထံကျိ	17
Road(s)	ကွဲ	9
Sabbath(s)	မုၢ်အိၣ်ဘျဲးနံၤ	8
Sarong	နံၣ်	3
Saturday(s)	မုၢ်ယုနံၤ, မုၢ်နံၤဖိ	8.2 (1)
Season of anything, the	ခါ, အခါ	9
Season, the rainy	တၢ်စူခါ	9
Second day, the	မုၢ်ခံနံၤတနံၤ	8.2 (1)
Self	ကစၢ်/ကစၢ်အိၣ်ဝဲ, နီၢ်, နီၢ်ကစၢ်, နီၢ်ကစၢ်အိၣ်ဝဲ	11
Seller(s)	ပှါဆါတၢ်ဖိ	2
Serving bowl(s)	လီၤခီကသူ	14
Seventy-five satangs	(တၢ်နံၣ်ဆိဘျဲး)	1.2 (3)
Shirt(s)	ဆု, ဆုကၤ	4
Shop(s)	ပှါဆါတၢ်အလီၢ်	2
Short period of time, a	တစီၢ်ဖိ	7
Short time ago, a	မကၢၤ/မကီၤ/မကီၤ	14
Should	ကြး	17

Sickness	တၢ်ဆါ, တၢ်ဆူးတၢ်ဆါ	16
Side of a person or thing	ကပၤ	16
Side, other (of the road)	လၢကျဲးဘးခီ	19
Side, other (of the stream/river)	လၢခံကျိဝၢ်ဘးခီ	19
Silver	စု, ကျိန်စု	1
Sleep (N)	တၢ်မံ	6
Sleeping place	လီၢ်မံ	6
"So be it."	ဒိန့ၣ်ဒၢဒိန့ၣ်	4
Society	ကရၢ	18
Sock(s)	ခိၣ်ဖျိၣ်	19
Soil	ဟီၣ်ခိၣ်ကပံၣ်	11
Soil	ဟီၣ်ခိၣ်	11
Some	တနီၤ	9
Soul(s)	သး	4
Spirit	နီၢ်သး	17
Spirit, Holy	သးစီဆွံ	4
Spirit(s)	သး	4
Stall(s)	ပှၤဆါတၢ်အလီၢ်	2
Stocking(s)	ခိၣ်ဖျိၣ်	19
Stop, a	ကတီၢ်	14
Store(s)	ပှၤဆါတၢ်အလီၢ်	2
Stranger(s)	တမ့ၤ	8
Stranger(s)	ပှၤတမ့ၤ	8
Stream(s)	ထံကျိ	17
Sun, the	မုၢ်	8
Sunday(s)	မုၢ်အိၣ်ဘျးနံၤ, မုၢ်နံၤဒျှံ	8
Sunday	မုၢ်ခိၣ်ထံး(တ)နံၤ	8.2 (1)
Superlative degree in comparison	ကတၢၢ်	18
Ten satangs	(တၢ်တဆွံ)	1.2 (3)
Though	ဘၣ်ဆၣ်/ဘၣ်ဆၣ်ဒီး	8
Thursday(s)	မုၢ်လွံၢ်နံၤ	8.2 (1)
Time of anything, the	ခါ, အခါ	9
To abandon	တုၢ်, ကွံၣ်	12, 16
To approve of	ဘၣ်သး	4
To arrange	ကတဲၣ်ကတီၢ်	18
To arrive	တုၤ	6

To ask	စး	19
To ask someone to do something	မၢ	14
To assist	စၢၤ	13
To assist in catching or holding	စီၣ်စၢၤ	16
To attain to	ချုး, ချုးန့ၣ်	12
To bathe	လုၢ်ထံ	14
To be a long way	ယံၤ	11
To be able (physically)	ကဲ	8
To be able to succeed in carrying out an act	န့ၣ်	2
To be acid	ဆံၣ်	2
To be accurate	လီၤတၢ်/လီၤတၢ်လီၤဆဲး	19
To be accustomed to	ညီန့ၣ်	8
To be all gone	လာ်	11
To be apparent	ဖျါ	11
To be bad	အၢ, သးအၢ	11
To be appropriate	ကြး	17
To be bedridden from sickness or injury	ဆီးက့	16
To be bright red in color	အလွၢ်ဂီၤဆူၣ်	4
To be broad	လံၢ်	3
To be changeable	ကဒံကဒါ	19
To be close together	တၢ်	17
To be closely related	ဒီးဘူးဒီးတၢ်	17
To be compact	တၢ်	17
To be complete	ပွဲၤ	18
To be dawn	မုၢ်ဆူၣ်	8
To be defiled	ဘၣ်အၢ	11
To be destroyed	ဟးဂီၤ	17
To be difficult	ကီၢ်/ကီၢ်ခဲ	9
To be dirty	ဘၣ်အၢ	11
To be diseased	ဆါ	16
To be distant	ယံၤ	11
To be early	ဆီ	14
To be early dawn	မုၢ်ဆူၣ်ဝါ	8
To be early in the day	ဂီၤ	9
To be embarrassed	သးဆံး	13

To be ended	လၢၣ်	11
To be energetic	ဆူၣ်	4
To be enthusiastic	သးဆူၣ်	4
To be evil	အာ	11
To be exact	လီၤတၢ်/လီၤတၢ်လီၤဆဲး	19
To be far	ယံၤ	11
To be few in number	၅ၤ	1
To be fickle	ကဒံကဒါ	19
To be finished	လၢၣ်	11
To be fit	ကြး	17
To be fixed	ယၣ်	18
To be forcible	ဆူၣ်	4
To be free	ချး	12
To be full	ပွဲၤ	18
To be glad	သးခု	7
To be grown up	နီၣ်ဒိၣ်	17
To be haphazard without any real effort or plan	ကဒံကဒါ	19
To be hot and humid	ကီၢ်သဝံ	19
To be hot enough to burn one	ကီၢ်သွး	19
To be hot in temperature	ကီၢ်	19
To be immature	စၢ်	4
To be immature (refers to human beings)	သးစၢ်	4
To be in good health	အိၣ်ဆူၣ်	4
To be in pain	ဆါ	16
To be joyful	သးခု	7
To be just right	ပုး, (မး)	4
To be large in stature	နီၣ်ဒိၣ်	17
To be left over	ဘျဲၣ်	1
To be light red in color	အလွဲၢ်ဂီၤစၢ်	4
To be located near	အိၣ်ဘူး	13
To be made fast	ယၣ်	18
To be many	ရး	2
To be narrow	အံၣ်	3
To be near	ဘူး	13
To be not strong	စၢ်	4

To be numerous	ရး	2
To be on hand	အိပ်ပင်စာ	14
To be one's habit	ညီနီ	8
To be pleased with	ဘန်သး	4
To be precise	လီတင်/လီတင်လီဆဲး	19
To be plentiful	ရး	2
To be present ahead of time	အိပ်ပင်စာ	14
To be quite a few	တဘျး	16
To be related to	ဘး	13
To be ruined	ဟးဂီ	17
To be scarce	စှ	1
To be sick enough to be bedridden	ဆီးကု	16
To be small	ဆံး	3
To be soiled	ဘန်အာ	11
To be sour	ဆံဉ်	2
To be strong	ဆူဉ်	4
To be strong and healthy	အိန်ဆူဉ်	4
To be suitable	ကြး	17
To be tender	စ်	4
To be timid	သးဆံး	13
To be tired	တင်ဘွးသး	8
To be troublesome	ကီ/ကီခဲ	9
To be unfeasible	ကီ/ကီခဲ	9
To be unusable	ဟးဂီ	17
To be upright	ထူဉ်	9
To be used up	လာဉ်	11
To be vertical	ထူဉ်	9
To be vexatious	ကီ/ကီခဲ	9
To be vile	အာ	11
To be visible	ဖျါ, အိန်ဖျါ	11
To be weak	စ်	4
To be wicked	သးအာ	11
To be wide	လံ	3
To be young (refers to humans)	သးစ်	4
To become	ကဲ/ကဲထီဉ်	13
To become exhausted from fatigue	လီဘွး	8

To become fewer in number	၅၁လီၤ	1
To become scarcer	၅၁လီၤ	1
To break a trip by sleeping somewhere	မံဝီၣ်	7
To brush hair	ခွံခိၣ်	19
To burst out in anger	သးထီၣ်	13
To buy	ပှၤ(တၢ်)	1
To catch	ဖီၣ်	16
To catch and hold fast	ဖီၣ်ဃၢ်	16
To catch up with	ချုး, ချုးန့ၢ်	12
To cease	ဆိကတီၢ်	14
To change	လဲ, လဲလိၣ်	18
To change again;	လဲက့ၤ	18
To change back	လဲက့ၤ	18
To choose	ဃုထၢ	18
To chop	ဖျး(တၢ်)	11
To collect together	ဖီၣ်	18
To comb	ခွံခိၣ်	19
To come into contact with	ဘၣ်	4
To come to a resolution	က့ၣ်ထီၣ်ဖးလီၤ	16
To come to in price	အပှၤလီၤတဲၣ်/ထဲၣ်	1
To compose	ကတဲၣ်ကတီၤ	18
To consider	ကွၢ်ဆိကမိၣ်/ကွၢ်ဆိမိၣ်, က့ၣ်/ က့ၣ်ဖး	7, 16
To consult	က့ၣ်ထီၣ်ဖးလီၤ	16
To covet	သးလီ	1
To dawn	မုၢ်ဆ့ၣ်	8
To deliberate	က့ၣ်/က့ၣ်ဖး	16
To deliberate on a subject	ကွၢ်ဆိကမိၣ်/ကွၢ်ဆိမိၣ်	7
To desire	သးလီ, တၢ်မိၣ်...သး	1, 3
To destroy	မၤဟးဂီၤ	17
To dip up water	ဒၢၣ်ထံ	14
To direct	မၤ, ဆှၢ	14, 17
To do ahead of time	မၤပၣ်/မၤပၣ်စၢၤ	14
To do and set aside	မၤပၣ်/မၤပၣ်စၢၤ	14
To do by oneself	ဒၢၣ်ဝဲ	13
To do by way of trial	ကွၢ်	3

To do something with a chopping motion	ဖျား(တၢ်)	11
To draw up water	ဒၢၣ်ထံ	14
To encase	ဖျိၣ်(တၢ်)	19
To encounter	ဘၣ်	4
To end	ကတၢၢ်	18
To enquire	စး	19
To exchange, as one thing for another	လဲ, လဲလိၣ်/လီၣ်, ဒီလဲ	18
To explain	တဲဖျါထီၣ်	11
To fall off of or from accidentally	လီၤတဲၣ်/ထဲၣ်	1
To fill	မၤပွဲၤ	18
To get angry	သးထီၣ်	13
To get to do something	န့ၢ်	2
To give priority to in matter of time	ဆီ	14
To go beyond	ပူၤ	8
To grasp	ဟံးဃၢ်	18
To grow rice by the wet cultivation method	မၤစံၣ်, မၤဒေၣ်စံၣ်	9
To guide	ဆွၢ	17
To happen	မၤအသး	13
To happen at just the right moment	ပူး, (မဲး)	4
To have an angry disposition, keep anger bottled up inside	သးဒိၣ်	13
To have time to do something	ချုး	12
To hear	န့ၢ်ဟူ	18
To help	စၢၤ	13
To help to do	မၤစၢၤ	13
To hit	ဘၣ်	4
To hold	ဖီၣ်	16
To hold fast	ဟံးဃၢ်	18
To hurt	ဆါ	16
To keep anger bottled up inside	သးဒိၣ်	13
To lay	မံၤနီၤ	6
To lead	ဆွၢ	17
To leave something behind purposely	ပၢ်တ့ၢ်	14
To let something happen without interfering	ဒၣ်ဝဲ	13
To lie	မံၤလီၤ, မံၤနီၤ	6

To lie down	မံလီ၊ မံနီ	6
To look after	ကွၢ်	3
To look around	ကွၢ်တရံး	16
To look at	ကွၢ်	3
To look off at from an elevated position	ကွၢ်စိ	11
To love	အဲၣ်	3
To make a break	တီၢ်	7
To make a juncture	တီၢ်	7
To make a motion (in a business meeting)	ဆွၢ်န့ၣ်	17
To make a stop	တီၢ်	7
To meet with difficulty	ဘၣ်ကီဘၣ်ခဲ	9
To move about	ဝဲၤ	16
To not catch up with	တချုး	12
To obtain by catching	ဖီၣ်န့ၣ်	16
To order	မၤ	14
To overturn	ကဒါ	19
To pass by	ပူၤ	8
To pick out one thing after another	ထၢ	18
To pick up one thing after another	ထၢ	18
To place	ပၣ်	14
To plan	က့ၣ်/က့ၣ်ဖး	16
To prepare	ကတဲၣ်ကတီၤ	18
To press down with the foot	ယီၢ်တံၢ်	17
To purchase	ပှၤ(တၢ်)	1
To put	ပၣ်	14
To put back	ပၣ်က့ၤ	14
To put down	ပၣ်လီၤ	14
To put on by throwing over the shoulders, as a blouse, shirt, jacket, shawl, or dress (not used for Karen pull-over blouses or long dresses)	ကၤ	4
To put or place together	ပၣ်ဖီၣ်	18
To put somewhere for someone to get	ပၣ်န့ၣ်	14
To put up	ပၣ်ထီၣ်	14
To question	စး, သံကွၢ်	19
To reach a place or event	တုၤ	6
To reach up and take something	ဖီၣ်ထီၣ်	16



To read (books, writings)	ဖး(လံင်)	4.9
To receive or accept what comes; to entertain guests or strangers	တူလိပ်/တူလိပ်	18
To recur again	က့ၤ	1
To reduce in number, quantity, or degree	မၤစ့ၤလီၤ(တၢ်)	1
To reject	ကွံင်	16
To rejoice	သးခု	7
To remain behind	တုၢ်, အိၣ်တုၢ်	12
To remain behind overnight	မံတုၢ်	12
To remain over and above	ဘျဲၣ်	1
To rest	အိၣ်ဘျဲး	8
To reverse	ကဒါ	19
To revert	ကဒါ	19
To revert back	က့ၤ	1
To revolve	တရံး	16
To rise, as from a lying or sitting position	ဝဲၤထၢၣ်	16
To rise to a standing position	ဝဲၤဆၢထၢၣ်	16
To search for something	ဃု	18
To see from an elevated position	ထံၣ်စိ	11
To seek for something	ဃု	18
To seem as though	ဖျါလၢ...	11
To seize	ဖီၣ်	16
To seize, as something lying on the ground	ဖီၣ်လီၤ	16
To sell (things)	ဆါ(တၢ်)	2
To send someone somewhere	မၤ, မၤလီၤ	14
To send something somewhere	ဆှၢ	17
To settle a plan	က့ၣ်ထီၣ်ဖးလီၤ	16
To sheath (as a sword)	ဖျိၣ်(တၢ်)	19
To sleep	မံ	6
To spend	မၤလၢၣ်	11
To spread out, as something in the sun to dry	လိ/လိလီၤ	19
To stay and sleep	မံအိၣ်	6
To stay overnight	မံအိၣ်, မံတီၢ်	6
To stir about	ဝဲၤ	16
To stop	ဆိကတီၢ်	14

To stop, including laying something down or aside	ပပ်ကတီၢ်	14
To stop and stay in a place or state	အိၣ်ကတီၢ်	14
To suffer from a disease	ဆါ	16
To take, as something lying on the ground	ဖီၣ်လီၤ	16
To take a photo	ဒိတၢ်ဂီၤ	11
To take someone somewhere	ဆွၢ	17
To terminate	ကတၢၢ်	18
To think	ဆိကမိၣ်/ဆိမိၣ်, ကျိၣ်/ကျိၣ်ဖး	7, 16
To throw	ကွံၣ်	16
To throw at	ကွံၣ်	16
To throw away	ကွံၣ်ကွံၣ်, စူးကွံၣ်	16
To trample upon	ယီၢ်	17
To tread	ယီၢ်	17
To try and see	ကွၢ်ကွၢ်	3
To try eating something	အိၣ်ကွၢ်(တၢ်)	3
To turn around	တရံး	16
To use up	မၤလၢၣ်	11
To wait	ဆိကတီၢ်	14
To want	အဲၣ်ဒီး/အဲၣ်ဒီး	3
To want to do	အဲၣ်ဒီး/အဲၣ်ဒီး	3
To want to have	သးလီ	1
To want to obtain	တၢ်မိၣ်...သး	3
To want to obtain	မိၣ် (တၢ်မိၣ်...သး)	3
To wash (not used for bathing, laundering, or shampooing)	သု(တၢ်)	14
To wash dishes	သုခွးသုလီၤစီ	14
To wash one's face	ပျါမဲၣ်	19
To wash one's hands and feet	သုစုသုဒိၣ်	14
To watch	ကွၢ်	3
To wear by fastening around the waist	ကူ	4
To work a paddy field	မၤစံၣ်, မၤအိၣ်စံၣ်	9
To write (books, writings)	ကွဲး(လံၣ်)	3.10
Today	တနံၤအံၤ	6
Tomato(es)	သကီၤဆဲၣ်သုၣ်	2
Tomorrow (i.e., the coming dawn)	ခဲမုၢ်ဆုၣ်	8
Tomorrow morning	ခဲဂီၤ	9

Tonight	တနီၤအံၤ	7
Top part of something, the	ခိၣ်, ဖီခိၣ်, အဖီခိၣ်	12
To succeed in accomplishing something	န့ၣ်	2
Trouble	တၢ်ကီတၢ်ခဲ	9
Trousers	ဖျီၣ်ခဲ	19
Tuesday	မ့ၢ်ခဲန့ၣ်	8
Twenty-five satangs	တၢ်ခဲဆံယဲၢ်ဘျၣ်, စုခဲဆံယဲၢ် ဘျၣ်, (တၢ်သးဘျၣ်)	1
Uncle (used sometimes when addressing one's uncle)	တၢ်	6
Uncle(s)	ဖါတၢ်	6
Under	ဖီလၢ, အဖီလၢ	12
Until	တုၤ	6
Upper part; the	ဖီခိၣ်, အဖီခိၣ်	12
Usually	ညီန့ၣ်	8
Verb indicating that the action passes over to its object	ဘၣ်	4
Very early in the day	ဂီၤဂီၤ	9
Village(s)	ဟံၣ်, သဝီ	9
Watch	န့ၣ်ရံၣ်	7
Way(s)	ကျဲ	9
Wealth	ကျိၣ်စု	13
Wednesday(s)	မ့ၢ်သၢန့ၣ်	8.2 (1)
West	မ့ၢ်န့ၣ်	8
When (during the time that)	ဖဲ...အခါ, အခါဖဲ...	9
When	တုၤ	6
When? (at what period of time?)	ခဲလဲၣ်/လီၣ်	6.1 (ft)
Whereas	တခီ	7
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Without delay	ခဲအံၤ	2
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#### 4. INDEX TO WORD USAGE AND GRAMMAR

(Note: See also the pages listed in the Vocabulary Lists under the appropriate words)

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