SAY IT IN KAREN

Book I

By

Emilie Ballard

Published by

The Thailand Baptist Missionary Fellowship

P.O. Box 29, Chiang Mai, Thailand 50000

SAY IT IN KAREN
Book I

by
Emilie Ballard

Published by

The Thailand Baptist Missionary Fellowship
P.O. Box 29, Chiang Mai, Thailand 50000

Foreword

Now that you have learned to read and write the Karen script, you are ready to start learning to speak Karen. This book is the result of an effort to adapt and incorporate the best methods for language learning from various language and linguistic books into a practical course for learning to speak the Sgaw Karen language as the people speak it, keeping in mind that in most cases trained teachers will not be available.

Format of the Lessons

The plan is to have 3 volumes of Say It in Karen, after which it is hoped that you will have enough grasp of the language to continue learning on your own.

Book I contains 20 lessons, each fifth lesson being a review lesson. An effort has been made to introduce no more than 10 new words in each lesson and then to use them over and over in many different ways. Drills on Pattern Sentences and Phrases are designed to give you examples of the use of the new vocabulary and to fix the correct word order firmly in your mind. Command and Response Drills and Question and Answer Drills are designed to help you think in Karen. Substitution and Expansion Drills are designed to give you practice putting words in the correct order in sentences and phrases. Pronunciation Drills are included to help you get practice in producing the more difficult consonant, vowel, tone, and intonation sounds. A section on Word Usage and Grammar will help you to understand some of the whys and hows of the structure and word usage of the Karen language and to call your attention to some points in word usage which should be noted. Beginning in Lesson 4 a section on Conversation Practice is introduced in which you will have some practice in carrying on a conversation using the vocabulary and grammar you have learned to that point. Later on you will get practice in listening to and trying to understand conversations based on what you have learned that far. Writing sample sentences in the Reading and Writing exercises will reinforce the new vocabulary in your mind. It is important that you get out among the Karens every day, if possible, so that you can listen to them converse with each other,and later on with you, and so that you can practice the new vocabulary and sentence structures you have been learning. The Listening and Speaking section gives you suggestions as to how to use such opportunities profitably. Beginning with Lesson 13 you are taught how to obtain new vocabulary and then use it in different ways to help fix it in your mind. In addition to the above there is a Cultural Assignment for each 5 lessons giving suggestions for observing and noting down different aspects of the life and culture of the Karen people. It is hoped that using such a variety of learning experiences will help you not only to become able to speak the language accurately and reasonably fluently but also to learn to think in Karen rather than translating back and forth in your mind from English to Karen and vice versa. Directions in Karen for the teacher are included since often one will need to use a Karen as the "Teacher" who doesn't know English. These directions are written in italics and you can ignore them.

Advice Concerning Using These Lessons

You should remember that when you learned your mother tongue, you first learned by listening to sounds and words and learning to recognize them, then to imitate them, repeating them over and over until they could be correctly pronounced and used, and

later learning to put them together into phrases and finally into sentences. As a child you often made mistakes but because of frequent correction you gradually learned to say things correctly. In the same way (though not over such a long period of time because of your education and maturity), you must pass through this awkward stage of learning to recognize and reproduce new sounds and then learning how to put them together into words, phrases, and sentences. Once you have learned something which you can use with the Karens, you should try it out in actual situations. If you make mistakes, laugh at yourself, and they will probably laugh with you rather than at you. Then try to repeat the correct way of saying it as indicated by them. In the beginning stages of your language learning, people who know that you are studying their language will usually correct you on their own and you should show appreciation by promptly trying to correct the mistake and fix the correct way in your mind. If you continue to learn from their correcting you, they will be more likely to continue to correct you in the future; but if it seems to them that you don't change, they will stop correcting you.

Although the title "Teacher" is being used in these lessons for the one who helps you with the lessons, unless he/she is a trained language teacher, it should be made plain from the beginning that his/her job will not be to plan lessons nor to give you new vocabulary, but rather to use the lesson material already prepared to help you learn to pronounce words correctly and then to use them correctly and fluently. This will require a lot of repetitive drills, which may become a bit boring to the teacher and/or yourself; but it is important to work on them regularly in order to help you master the sounds and to establish automatic patterns of speaking and responding in Karen. It may sometimes be necessary for you to help the "teacher" understand how to carry out the various drills, especially if he/she has not had much formal education. It is especially important that the teacher correct pronunciation errors immediately and every time in the beginning lessons, because once a wrong habit has been established it is very difficult to break it. On the other hand, it is not good to spend too much time on a given drill at one sitting or your mind will become tired and you will begin to make more and more mistakes and become frustrated and discouraged. Rather go on to the next section and come back to the previous drill at a later session.

Both you and the teacher should stick to the vocabulary taught in the book plus any new vocabulary you are specifically told to discover. If you really need to learn a new word or expression not yet taught, make a note of it and ask the teacher outside of the class session. Avoid asking questions about the whys of the language. Most Karens have never analyzed their language nor studied its grammar and so are not likely to be able to answer the questions, and it only wastes lesson time. If the explanation is not given in the Notes on Word Usage and Grammar, just concentrate on learning from listening and observing how the Karens say things.

Dialect Differences

Just as there are different dialects of English in the USA and the British Commonwealth, so there are different dialects of Sgaw Karen in north Thailand, each with its own characteristic pronunciation pattern and colloquial expressions. And just as in America and Britain education in the schools and the use of radio and TV have resulted in the development of a standard brand of English understood by most people in all areas, so increased contact between the Karens of north Thailand and Karens who have

come over from Burma or gone from Thailand to Burma to study, as well as the teaching of Bible School students from all areas who attend the Center for the Uplift of the Hill Tribes Bible training courses and students in the Karen hostels to read and write their own language, and the use of Karen broadcasts over the radio has resulted in the development of a more standardized method of pronunciation and choice of words. The result is that many Karens now use the standard Karen and their own dialect interchangeably, often without being aware of it. Therefore, some of the Karen leaders who have been consulted feel that it is better for the person learning to speak Sgaw Karen to learn to speak the standard Karen, but to learn to recognize the common dialectical differences when they are heard. They say that provided the word order and sentence structure are correct and the thoughts are expressed more or less the way Karens would say them, most village Karens will understand the standard Karen even though they respond using their own dialect. Furthermore, if you learn only a particular dialect of Karen, it will be harder for Karens of other districts to understand you than if you learn the standard Karen.

For this reason, on the tapes which accompany the lessons in this book the expressions are pronounced as written with two exceptions: (1) The ̣ vowel followed by the : or the ʃ tone mark is usually pronounced as ̣ (and is spelled that way in the drills so that the teacher will pronounce it that way also). This is because throughout north Thailand, and in much of Burma as well, such words are pronounced this way. (2) Some drills, especially in the Pronunciation Drills in the review lessons, drill on both the standard pronunciation and the common colloquial pronunciation to help you become familiar with both. (If you are living in a village and prefer to learn the local dialect first, you should have your teacher record the lessons in the local dialect for you. But you should listen to the tapes in the standard Karen occasionally also, so that when you come to the city where the standard Karen is more likely to be used or meet Karens who speak that way, you will be able to understand them.) Rather than trying to decide for yourself, it is probably better to learn to use the pronunciation which your teacher uses.

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. Naturally your level of competence will be lower at the end of Book I than at the end of the later books, so you should not think that a not very high mark means that you have not learned the lesson material well. It is not the same as a test grade.

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

The author wishes to express appreciation to Thra Thu Nu, who spent many hours helping prepare and correct the Karen lesson material, and to both him and Thramu

Christabelle for help in making the lesson tapes. Appreciation is also due to Thramu Napa for helping with the instructions to the teacher in Karen, a job requiring much time and thought.

The Cultural Assignments and the Evaluation Form have been taken from material prepared by the Overseas Missionary Fellowship copies of which were shared with the Thailand Baptist Missionary Fellowship some years ago. They are adapted in this book with their kind permission. (OMF, Box 27, Chiang Mai, 50000, Thailand.)

တေ၊ကတိုးဆူညါ

တေ၊မးလိအတေ၊ပညှိ

တေ၊မးလိအတေ၊ပညှိမ့၊ဝဒှ် အဲဉ်ဒိးမၢပှၤကျိုဖိကတိၤပှၤကညီအကျိုဉ်ဒ်လၢပှၤကညီဖိကတိၤဝဲမ့၊ဆှဉ်မ့၊ဂီၤအသိး.

တေ၊သိဉ်လိအကျဲ

(၁) တေ၊မးလိတဆၢဒိဉ်ဒီးတဆၢဒိဉ်နှဉ် သရှဉ်ကဘဉ်သိဉ်လိတေ၊ကတိၤအသီထဲအဖျၢဉ်တဆံဒ်အအိဉ်ဖျါဝဲလၢလံဉ်ပူၤအံၤအသိး, ဘဉ်ဆဉ်သရှဉ်ကဘဉ်သူအီၤလၢကျဲအါဘိ. ဖဲသရှဉ်သိဉ်လိတေ၊အခါနှဉ်သရှဉ်တဘဉ်တဲနှ၊ပှၤကိုဖိလၢတေ၊ကတိၤအဂၤလၢအတအိဉ်လၢလံဉ်ပူၤအံၤဘဉ်. ပှၤကိုဖိမ့၊သံကွ၊သရှဉ်လၢတေ၊ကတိၤတဖျၢဉ်ဖျၢဉ်လၢအတအိဉ်လၢလံဉ်ပူၤအံၤဘဉ်နှဉ် သရှဉ်ကဘဉ်တဲပှၤကိုဖိလၢတေ၊ဆၢကတီ၊အဂၤနှဉ်လီၤ.

(၂) တေ၊လၢအလိဉ်ဒိဉ်နှဉ်မ့၊ဝဒှ် ပှၤကိုဖိတဲတေ၊မ့၊တဘဉ်တတီၤတီၤဘဉ်နှဉ် သရှဉ်ကဘဉ်တဲနှ၊ကှၤပှၤကိုဖိတဘျိ ဃီကိုးဘျိဒဲး လီၤဆီဒဉ်တေ၊အခိဉ်ထံးသၢလါလွ၊်လၢနှဉ် မ့၊လၢပှၤကိုဖိမ့၊တဲဝဲမ့၊တဘဉ်ဘဉ်ဒီး ကဲထိဉ်ပှၤကိုဖိ အလုၢ်အလၢ်နှဉ်. လၢခံဘှီကှၤအီၤကီနှဉ်လီၤ. သရှဉ်မ့၊တဲဘဉ်ပှၤကိုဖိအါဘျိလံဘဉ်ဆဉ်ပှၤကိုဖိနှဉ်တဲဝဲတ ဘဉ်ဒ်းဘဉ် သရှဉ်ကဘဉ်တဲလီၤတံ၊်နှ၊်ပှၤကိုဖိမ့၊်ပှၤကိုဖိတဲတေ၊်လီ၊်ကမဉ်ဖဲလဲဉ်--မ့၊ "ပ" ၎၊, မ့၊ "ˍ" ´၎၊, မ့၊ "ၢ" ၎၊--သရှဉ်ကဘဉ်တဲလီၤတံ၊်နှ၊်ကှၤပှၤကိုဖိ. ဒီးတဘဉ်သူတေ၊ဆၢကတီ၊ယံဉ်ယံဉ်လၢတေ၊ကတိၤလၢပှၤကို တဲဝဲတဘဉ်နှဉ်ဘဉ်. သရှဉ်မ့၊တဲလိယံဉ်ကဲဉ်ဆိးနှဉ် ပှၤကိုဖိအခိဉ်နှဉ်ကလီၤဘှံးဒီးကတဲကမဉ်အါထိဉ်ဝဲနှဉ်လီၤ. တနံၤဘဉ်တနံၤနှဉ်သရှဉ်ကဘဉ်ကွ၊်ကဒါကှၤတေ၊ကတိၤလၢပှၤကိုဖိတဲဝဲတဘဉ်ဒ်းဘဉ်တဖဉ်နှဉ်. မ်သရှဉ်အသး သုတဟးဂီၤတဂ့ၤ. ဝံသးစူၤဒီးဟ့ဉ်ဂံ၊်ဟ့ဉ်ဘါပှကိုဖိထီဘိတက့၊်.

(၃) တေ၊အလိဉ်ဒိဉ်နှဉ်မ့၊ဝဲပှၤကိုဖိကဘဉ်သူတေ၊ကတိၤဘဉ်ဂ့၊်ဘဉ်ကျိုၤအယိ ဒ်သိးပှၤကိုဖိကတဲပှၤကညီကျိုဉ်ဘဉ်ဂ့၊် ဘဉ်ကျိုၤနှဉ်သရှဉ်ကဘဉ်တဲလိယုၤပှၤကိုဖိလၢတေ၊ကတိၤအဒိလၢလံဉ်ပူၤအံၤခဲအံၤခဲအံၤ. လၢလံဉ်ပူၤအံၤအိဉ်ဒီး တေ၊ကတိၤအဒိအါမံၤ. ဘဉ်တဘျိဘျိကအိဉ်ဒီးတေ၊ဆံကွ၊်ဒီးတေ၊်စံးဆၢ. ဘဉ်တဘျိဘျိအိဉ်ဒီးတေ၊်မၢဒီးတေ၊် မၢထွဲအခံ. ဘဉ်တဘျိဘျိအိဉ်ဒီးတေ၊်ဆီတလဲတေ၊ကတိၤမ့တမ့၊်တေ၊်မၢအါထိဉ်တေ၊ကတိၤသ့ဉ်တဖဉ်နှဉ်လီၤ. တေ၊သ့ဉ်တဖဉ်အံၤအတေ၊ပညှိဉ်နှဉ် ဒ်သိးပှၤကိုဖိကသူတေ၊ကတိၤလၢအဘဉ်ဂ့၊်ဘဉ်ကျိုၤ.

(၄) ပှၤကီၤလၢဝါဖိနှဉ်ဘဉ်တဘျိဘျိကသံကွ၊်ဝဲ ဘဉ်မနုၤလၢပှၤတဲတေ၊်ဒ်နှဉ်လဲဉ်. တဘျိဘျိတေ၊်လၢအဝဲသ့ဉ်သံ ကွ၊်ဝဲနှဉ်အဂ့၊်အကျိုၤအိဉ်ကွဲးဝဲလၢလံဉ်ပူၤဒီးမၢပှၤကိုဖိဖးဒဉ်ဝဲလၢဒၢး. ဘဉ်တဘျိဘျိသရှဉ်တဲဆၢတသ့ဘဉ် မ့၊်လၢပှၤကညီတဲဒဉ်ဝဲဒ်နှဉ်လီၤ. တဲဘဉ်အီၤလၢအဂ့၊်အကျိုၤတအိဉ်ဘဉ်.

(၅) တနံၤဒီးတနံၤနှဉ် သရှဉ်မ့၊်စးထိဉ်သိဉ်လိတေ၊်နှဉ် သရှဉ်ကဘဉ်ကွ၊်ကဒါကှၤတေ၊်မၢလိလၢအသိဉ်လိဝဲလၢအပူၤ ကွံဉ်တသီနှဉ်ဝံၤမးဒီး စးထိဉ်သိဉ်လိတေ၊်အသီနှဉ်လီၤ.

(၆) သရှဉ်တဘဉ်ထိဉ်သတြီၤပှၤကိုဖိဒီးပှၤဂုၤပှၤဂၤတဂ့ၤ. ပှၤတနီၤနီၤအခိဉ်နှဉ်ချ တနီၤနီၤအခိဉ်နှဉ်နီဉ် ဘဉ် ဆဉ်သရှဉ်မ့၊်သိဉ်လိအီၤလၢတေ၊်ဝံသးစူၤဒီးတေ၊်ဟ့ဉ်ဂံ၊်ဟ့ဉ်ဘါနှဉ် ပှၤကိုးဂၤဒဲးမၢလိကတိၤပှၤဂၤအကျိုဉ်သ့လီၤ. သရှဉ်မ့၊်ထိဉ်သတြီၤပှၤကိုဖိနှဉ် ပှၤကိုဖိလၢအမၢလိတေ၊်နီဉ်တဖဉ်နှဉ်အသးကဟးဂီၤလီၤ. မ့်မ့၊်ပှၤလၢအခိဉ်နှဉ်ချ နှဉ် ဘဉ်တဘဉ်ကပဉ်ထိဉ်ထိဘဉ်ဖုးအသးဒီးတကျဲးစားဝဲဘဉ်.

(၇) လံဉ်တေ၊်မၢလိတဘ့ဉ်အံၤအိဉ်ဃုးဒီးခဲဆဲးအယိ သရှဉ်ကြားသဆဉ်ထိဉ်ပှၤကိုဖိအခံဒ်သိးပှၤကိုဖိကကနဉ်ခဲဆဲးတ ဖဉ်အံၤလၢအဒၢး.

(၈) လၢလံဉ်တဘ့ဉ်အံၤအပူၤ ဘဉ်တဘျိဘျိလံဉ်ကဒုးနဲဉ်ဝဲလၢသရှဉ်ကဘဉ်ကတိၤလိတေ၊်ဒ်လံဉ်ပူၤဒီးဘဉ်တဘျိဘျိ တဲလိဒ်ပှၤကစၢ်ခိဉ်ဖိကတိၤတေ၊်အသိး. အဒိ-- "ဖိဉ်ယခံ," "ဖိဉ်ယခံ." ဘဉ်ဆဉ်လံဉ်မ့၊်တတဲဘဉ်သရှဉ်လၢ ကဘဉ်တဲ့ဒ်အံၤဘဉ်နှဉ် သရှဉ်ကကတိၤလိယုၤပှၤကိုဖိဒ်သရှဉ်အိဉ်တေ၊်အလီ၊်ကတိၤတေ၊်အသိး.

တၢ်ဟှၢ်ကျၢ်ဟှၢ်ဖး

ဖဲသရၢ်သိၢ်လိတၢ်မၤလိတဘှၢ်အံၤ သရၢ်မ့ၢ်ထံၢ်လၢကဘၢ်ဘှီဂ့ၤထီၢ်ကၢ့ၤတၢ်မ့ၢ်အိၢ်တတီၤတီၤမ့ၢ်ဂ့ၤ သရၢ်အတၢ်ဟှၢ်ကျၢ်ဟှၢ်ဖးလၢကမၤဂ့ၤထီၢ်ကၢ့ၤလံၢ်တဘှၢ်အံၤမ့ၢ်အိၢ်တမံၤမံၤမ့ၢ်ဂ့ၤနၢ် မ်အကကွဲးနီၢ်ဃၢ်ဒီးတုၤပှၤ ကျိဖမၤလိလံၢ်တဘှၢ်အံၤမ့ၢ်ဖျိလံဝဒီး မၢပှၤကျိဖိဆှၢသရၢ်အတၢ်ကွဲးနီၢ်သ့ၢ်တဖၢ်အံၤဆူ ထံ ဘံ အဲမ် အဲဖ် **(T.B.M.F.)** အဝဲၤလိၢ်နၢ်တက့ၢ်.

တၢ်စံးဘျုးစံးဖြိၢ်

ယစံးဘျုးဘၢ်သရၢ်ဒိၢ်သူနှုးလၢအမၤစၢၤယၤဘၢ်ဃးဒီးပှၤကျိဖိအတၢ်မၤလိလၢပှၤကညီအကျိၢ်လၢလံၢ်တဘှၢ်အံၤအပူၤ, ဒီးယအဲၢ်ဒိးစံးဘျုးဘၢ်အီၤဒီးသရၢ်မ့ၢ်သံၢ်ထူလၢအမၤစၢၤယၤဘၢ်ဃးတၢ်သ့ၢ်နၢ်အကလုၢ်ဆူခဲ ဆဲးအပူၤ. ယစံးဘျုးစ့ၢ်ကီးသရၢ်မ့ၢ်နးဖါလၢအဝဲမၤစၢၤယၤဘၢ်ဃးသရၢ်အတၢ်သိၢ်လိတၢ်အကျဲလၢပှၤကညီ အကျိၢ်လၢလံၢ်ပူၤအံၤ.

အဲမလ့ၢ် ဘဲလၢၢ်

LESSON 1

တၢ်မၤလီ ၁

1.1 Useful Words and Phrases

၁.၁ တၢ်ကတိၤအသီလၢအကဲဘျုၤတဖၣ်

(Note: The indented words are combinations of words already introduced.)
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိ

ဟဲ	To come
ထိၣ်	To ascend
ဟဲထိၣ်	To come up
လီၤ	To descend
ဟဲလီၤ	To come down
လဲၤ	To go
လဲၤထိၣ်	To go up
လဲၤလီၤ	To go down
ယ[1]	I, my
အါ	To be many, much
ဟဲအါ	To come in large numbers
လဲၤအါ	To go in large numbers
၉ါ	Particle indicating a question expecting a negative or affirmative answer
ဟဲ၉ါ	Is . . . coming? Did . . . come?
လဲၤ၉ါ	Is . . . going? Did . . . go?
သရၣ်[2]	Teacher, teachers (masculine, or teachers in general)
မ့ၣ်	Particle indicating feminine gender of humans.
သရၣ်မ့ၣ်	Teacher (feminine)

---

[1]In the colloquial the consonant "ယ" is usually pronounced as the "z" in "zebra," or sometimes as the "z" in "azure. However, when the letter "ယ" means "I" or "my," it may be pronounced as "ꩡ," "z," or "s," depending upon the dialect. So learn to pronounce it the way the teacher teaches you.

[2]In Thailand the colloquial pronunciation of "သ" is "s." You should learn to recognize it both ways.

1.2 Pattern Sentences

၁.၂ တၢ်ကတိၤအဒိ

(1) LISTEN to the 3 expressions below as the teacher repeats them one after the other several times, noting especially how high or low in voice range the words are in relation to each other.

(၁) သရၣ်--ဖးယုၤပှၤကျိဖိတၢ်ကတိၤသၢကျိၤလၢအဖီလၢ်အံၤ ၂-၃ ဒီ ဒီးမၢပှၤကျိဖိကနၣ် ဒ်သိးပှၤကျိဖိကနၢ်ဟူတၢ်ကတိၤအကလုၢ်ထိၣ်ကလုၢ်လီၤ လီၤဆီလီၣ်အသး.

ဟဲ.	Come.
ဟဲထိၣ်.	Come up.
ဟဲလီၤ.	Come down.

Now REPEAT after the teacher being sure to get the tones correct.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၃-၄ ဒီ.

(2) LISTEN several times, then REPEAT after the teacher 3-4 times, especially noting the tones.

(၂) သရၣ်--ဖးယုၤပှၤကျိဖိတၢ်ကတိၤသၢကျိၤလၢအဖီလၢ်အံၤ ၂-၃ ဒီဒီးမၢပှၤကျိဖိကနၣ်ဝံၤမး ဖးယုၤကဒီးပှၤကျိဖိဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ ၃-၄ ဒီ.

လဲၤ.	Go.
လဲၤထိၣ်.	Go up.
လဲၤလီၤ.	Go down.

(3) LISTEN several times, then REPEAT after the teacher 3-4 times.

(၃) သရၣ်--ဖးယုၤပှၤကျိဖိတၢ်ကတိၤခံကျိၤလၢအဖီလၢ်အံၤ ၂-၃ ဒီ ဒီးမၢပှၤကျိဖိကနၣ်ဝံၤမး ဖးယုၤကဒီးပှၤကျိဖိဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ ၃-၄ ဒီ.

ဟဲထိၣ်.	Come up.
လဲၤလီၤ.	Go down.

(4) LISTEN several times, then REPEAT after the teacher 3-4 times.

(၄) ဖးယုၤပှၤကျိဖိတၢ်ကတိၤခံကျိၤလၢအဖီလၢ်အံၤ ၂-၃ ဒီ ဒီးမၢပှၤကျိဖိကနၣ်ဝံၤမး ဖးယုၤကဒီးပှၤကျိဖိဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ ၃-၄ ဒီ.

ဟဲလီ၊	**Come down.**
လဲလီ၊	**Go down.**

(5) LISTEN several times, then REPEAT after the teacher 3-4 times.

(၅) *သရှင်--ဖးယုၤပှၤကျိဖိတၢ်ကတိၤလွၢ်ကျိၤလၢအဖီလဉ်အံၤ ၂-၃ ဝိ ဒီးမၢပှၤကျိဖိကနှဉ်ဝံၤမး ဖးယုၤကဒီးပှၤကျိဖိ ဒီးမၢပှၤကျိဖိတဲပိတ်သရှင်အခံ ၃-၄ ဝိ.*

ယဟဲထိဉ်.	**I am coming up. I came up.**
ယဟဲလီ၊.	**I am coming down. I came down.**
ယလဲၤထိဉ်.	**I am going up. I went up.**
ယလဲၤလီ၊.	**I am going down. I went down.**

REPEAT this drill pronouncing "ယ" as "ကျ" (or however it is pronounced in your area when it means "I" or "my"). If the teacher has already been pronouncing it that way, then repeat pronouncing it as "ယ."

သရှင်--ပှၤကျိဖိတဲမ့ၢ်ဘဉ်ဂ့ၤဂ့ၤလဲ, စးထိဉ်ဒီးလၢအခီဉ်ထံး, မၢပှၤကျိဖိတဲပိတ်ကဒီးသရှင်အခံ, ဘဉ်ဆဉ်အအံၤတ ဘျိန္ဒဉ်ကိးထိဉ် "ယ" အသိဉ်ဒ်ပှၤကစၢ်ခိဉ်ဖိကိးဝဲအသိး (အဒိ--ကျဟဲထိဉ်). အခီဉ်ထံးတဘျိသရှင်မ့ၢ်တဲလၢ "ကျ" နှဉ် အအံၤတဘျိသရှင်ကဘဉ်တဲကဲ့ၤလၢ "ယ."

(6) Substitution Drill

(၆) *တၢ်ဆီတလဲတၢ်ကတိၤ*

The teacher will give the initial sentence below and you should repeat it. Then the teacher should give the words written in ( ) and you should repeat the previous sentence substituting the words given, being careful to use the correct tones. Whether you answered correctly or not, the teacher should then give the new sentence once more and you should repeat it after him/her, thus fixing the correct pronunciation more firmly in your mind. Then the teacher should give the word in the next ( ), and the same procedure should be followed as before; and so on to the end of the drill and back to the beginning again. Cover the page after the first round. Repeat the drill at least 2 more rounds.

သရှင်--အဆိသရှင်ကတဲတၢ်ကတိၤလၢအမဲဉ်ညါတကျိၤဝံၤမၢပှၤကျိဖိတဲပိတ်သရှင်အခံ. အဒိ--သရှင်တဲ, "ယဟဲထိဉ်." ပှၤကျိဖိတဲပိတ်, "ယဟဲထိဉ်." ဝံၤ သရှင်ကဘဉ်တဲတၢ်ကတိၤလၢအအိဉ်လၢ ( ) အပူၤအံၤ. အဒိ--သရှင်တဲ, "လဲၤထိဉ်." ပှၤကျိဖိကဘဉ်သူတၢ်ကတိၤအဝဲနှဉ်ဒီးဆီတလဲတၢ်ကတိၤအခီဉ်ထံးတကျိၤဒိခံ ကျိၤတကျိၤအသိး. အဒိ-- "ယလဲၤထိဉ်." ပှၤကျိဖိတဲဘဉ်ဂ့ၤတဘဉ်ဂ့ၤ, သရှင်ကဘဉ်တဲလီၤတံၢ်နှ၊်ဒီးပှၤ ကျိဖိတဘျိ, "ယလဲၤထိဉ်," ဒီးမၢပှၤကျိဖိတဲပိတ်ထွဲသရှင်အခံ. မၤဒ်အံၤစးထိဉ်လၢအခီဉ်ထံးတုၤလၢအကတၢ်ဝံၤ ခံဝိတဝိမၢပှၤကျိဖိကးဘၢဃဉ်အလံဉ်ဒီးတဲကဒီးဒ်အဒိအသိးစးထိဉ်ကဒီးလၢအခီဉ်ထံးတုၤဒီးလၢအကတၢ်၊ ၃-၄ ဝိ. မၤဒ်အံၤဒ်သိးပှၤကျိဖိကသ့ဉ်ညါတၢ်ကတိၤတဖဉ်အံၤအကလုၢ်ထိဉ်ကလုၢ်လီၤ လီၤတံၢ်လီၤဆဲး.

ယဟဲထိ၏.	(လဲ၁ထိ၏)
ယလဲ၁ထိ၏.	(ဟဲလီ၁)
ယဟဲလီ၁.	(လဲ၁လီ၁)
ယလဲ၁လီ၁.	(ဟဲထိ၏)

1.3 Commands and Responses

၁.၃ တၢ်မၢဒီးတၢ်မၢထွဲအခံ (တၢ်လိၵ်ကွဲ)

Looking at your book the first time only, REPEAT the following commands and responses after the teacher. After that do not use the book. As the teacher (T) gives the commands indicated, you, the student (S), should answer as indicated, carrying out the appropriate action at the same time. (For example, a pen or other object can represent yourself. Two books on the table can represent two houses. When the teacher says "Come" in Karen as in the drill below, you should respond in Karen as indicated, at the same time moving the pen representing yourself toward the teacher. When T says, "Come up," you should move the pen to the top of the book (house) nearest the teacher. When T says, "Go down," you should move the pen down to the surface of the table (ground). When T says, "Go," you should move the pen farther away from the teacher toward the other book (house). When T says, "Go up," you should move the pen up onto the other book (house). When T says, "Come down," you should move the pen down to the ground again. The 6 orders should be repeated in the same order over and over until you can respond correctly and fluently, you giving the appropriate verbal response at the same time carrying out the corresponding action. Each time after you respond, the teacher should say the response again and you should repeat it once more. This will help fix the correct pronunciation firmly in mind. (The T,S in ( ) is to remind you of this.) Later on, when reviewing this drill, the teacher can refrain from saying the responses after you unless you pronounce them incorrectly.

သရၣ်--(၁) အဆိ, မၢပှၤကျိဖိတဲပိၵ်သရၣ်အခံတကျိုၤဘၣ်တကျိုၤတဝိ ဒ်သိးပှၤကျိဖိကသ့ၣ်ညါသရၣ်မ့ၢ်မၢ အီၤအဝဲကဘၣ်တဲဆၢဒ်လဲၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဘၣ်, မၢအကွၢ်အခီပညီ. (၂) မၢပှၤကျိဖိပၵ်လီၤလံၵ် ၂ ဘ့ၣ်--တဘ့ၣ်အိၣ်ဘူးသရၣ်, အဝဲတဘ့ၣ်အိၣ်ဘူးပှၤကျိဖိ. (လံၵ် ခံဘ့ၣ်အံၤဒုးကဲအီၤလၢဒၢး.) မၢပှကျိဖိဟံးနၢ် စၢ်ဘိတဘိဒုးကဲအီၤလၢပှၤကျိဖိအနိၢ်ကစၢ်. တၢ်လိၵ်ကွဲတခါအံၤ, သရၣ်ကကဲ "T," ပှၤကျိဖိကကဲ "S.""T" တဲ "ဟဲ." "S" ကဘၣ်ဟံးနၢ် စၢ်ဘိဒီးဒုးလဲၤအီၤဆူသရၣ်အအိၣ်. ဖဲ "S" ဒုးလဲၤစၢ်ဘိအခါနၢ်ၣ် အဝဲကဘၣ် တဲဆၢသကိးသရၣ် "ယဟဲ" ဝံၤသရၣ်ကတဲလီၤတၢ်ကဒီးတဘျီ "ယဟဲ" ဒီးမၢပှၤကျိဖိတဲပိၵ်ကဒီးသရၣ်အခံ. "T" တဲကဒီး "ဟဲထိ၏." "S" ကဘၣ်မၢအစၢ်ဘိလဲၤထိ၏ဆူလံၵ်အခိၣ်ဒီးတဲပိၵ်ထွဲသကိးအခံ "ယဟဲ ထိ၏." "T" ကတဲလီၤတၢ်ကဒီးတဘျီ "ယဟဲထိ၏" ဒီးမၢပှၤကျိဖိတဲပိၵ်ကဒီးသရၣ်အခံ. လိၵ်ကွဲဒ်အံၤအါ ဝိတစဲးတုၤလၢပှၤကျိဖိမၤဘၣ်ဂုၤဂုၤ. (လၢခံသရၣ်မ့ၢ်ကွၢ်ကဒါကုၤတၢ်လိၵ်ကွဲတခါအံၤပှၤကျိဖိတဲဝဲမ့ၢ်ဘၣ်လံဒီး, သရၣ်မ့ၢ်တတဲလီၤတၢ်နၢ်ပှၤကျိဖိလၢၤဘၣ်နၢ်ၣ် တဘၣ်တၢ်နိတမံၤဘၣ်. ဘၣ်ဆၣ်ပှၤကျိဖိတဲအကလုၢ်ထိ၏အက လုၢ်လီၤမ့ၢ်တဘၣ်ဘၣ်, သရၣ်ကဘၣ်တဲလီၤတၢ်နၢ်ဒီးပှၤကျိဖိတဘျီ.

T.	ဟဲ.		Come.
S.	ယဟဲ.	(T,S)	I am coming.
T.	ဟဲထိန့်.		Come up.
S.	ယဟဲထိန့်.	(T,S)	I am coming up.
T.	လဲၤလီၤ.		Go down.
S.	ယလဲၤလီၤ.	(T,S)	I am going down.
T.	လဲၤ.		Go.
S.	ယလဲၤ.	(T,S)	I am going.
T.	လဲၤထိန့်.		Go up.
S.	ယလဲၤထိန့်.	(T,S)	I am going up.
T.	ဟဲလီၤ.		Come down.
S.	ယဟဲလီၤ.	(T,S)	I am coming down.

1.4 Pronunciation Drills

၁.၄ တၢ်ကတိၤအသိန့်လၢအကိတစ်း

(1) Review of က, တ, **and** ပ

(၁) *တၢ်ကွၢ်ကဒါက့ၤ "က," "တ," ဒီး "ပ" အသိန့်*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိန်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a)	(b)	(c)
ကိကိခ်ခ်	တၢ်တိတၢ်လိၤ	ပိန်ပၢ်အခံ
ကၢ့ၤကဒါ	စံ့ဉ်တဲၤတဲလိၤ	ပန်ပန်ဖဲန့ဉ်

(2) Review of ့ **and** ̄ .

(၂) *တၢ်ကွၢ်ကဒါက့ၤ ့ ဒီး ̄ .*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိန်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a) ဟဲကၢ့ၤ	အိ့ဉ်တ့ၢ်	ဟ့ဉ်လိၤ	(Don't let the ့ vowel sound glide up
(b) ပှၢ်ခ̀ၢ်	စုပှၤ	ဖိန်မ့ဉ်	to an "ee" sound.)

1.5 Pattern Sentences

၁.၅ တၢ်ကတိၤအဒီ

REPEAT after the teacher.
သရှၵ်--မၢပှၢကျိဖိတဲပိၵ်ထွဲသရှၵ်အခံ ၃-၄ ဒိ.

သရှၵ်ဟဲၵေါ်.	**Is the teacher coming? (Did the teacher come?)**
သရှၵ်ဟဲအါၵေါ်.	**Are many teachers coming? (Did many teachers come?)**
သရှၵ်ဟဲထိၵ်ၵေါ်.	**Is the teacher coming up? (Did the teacher come up?)**
သရှၵ်ဟဲလီၢၵေါ်.	**Is the teacher coming down? (Did the teacher come down?)**
သရှၵ်လဲၢၵေါ်.	**Is the teacher going? (Did the teacher go?)**
သရှၵ်လဲၢအါၵေါ်.	**Are many teachers going? (Did many teachers go?)**
သရှၵ်လဲၢထိၵ်ၵေါ်.	**Is the teacher going up? (Did the teacher go up?)**
သရှၵ်လဲၢလီၢၵေါ်.	**Is the teacher going down? (Did the teacher go down?)**

REPEAT the above drill pronouncing the သ as "s" (or if the teacher has been pronouncing it as "s" all along, repeat the above drill pronouncing သ as the English "th").
သရှၵ်--ပှၢကျိဖိတဲမ့ၢ်ဘၵ်ဂ့ၢ်ဂ့ၢ်လဲ, စးထိၵ်ဒီးလၢအခိၵ်ထံး မၢပှၢကျိဖိတဲပိၵ်ကဒီးသရှၵ်အခံ ဘၵ်ဆၵ် "သ" နှၵ်တဲလၢ "စ." သရှၵ်မ့ၢ်တဲ "စ" လၢအခိၵ်ထံးလဲနှၵ်အအံၢတဘျိတဲကဲ့ၢဒီးလၢ "သ."

1.6 Notes on Word Usage and Grammar (to be read at home)
၁.၆ သရှၵ်--မၢပှၢကျိဖိဖးတၢ်ဂ့ၢ်တၢ်ကျိၢ်တဖၵ်အံၢ်ဒၵ်ဝဲလၢဒၢး.

(1) <u>Commands.</u> **From 1.2 and 1.3 above it can be seen that in ordinary conversation commands consist of a verb or verbs (with or without an object or modifiers), the subject being understood, just as in English.**

(2) <u>Simple statements.</u> **Statements consist of a subject (plus modifiers, if any) and a verb (plus object and/or modifiers, if any), as in the responses to the commands in 1.3 above.**

(3) <u>Tense.</u> **Karen verbs do not have tense as such.** သရှၵ်ဟဲ **can mean, "The teacher comes," "The teacher is coming," "The teacher came," or "The teacher was coming," depending upon the context.**

(4) <u>Questions and answers.</u> **In this lesson you have learned the question ending** ၵေါ် **used in questions which expect a negative or affirmative answer. The word order in such questions is the same as in statements, the question ending** ၵေါ် **serving as a spoken question mark. When answering, one can answer with the complete statement (i.e., the words in the question less the** ၵေါ် **ending), but very often only the verb(s) is given as the answer, the rest being understood from the question which preceded it. (Whereas in English one would answer "Yes" or "No," in Karen one usually answers with the verb(s) from the question.)**

(5) <u>Gender.</u> Nouns referring to persons or animals refer to the kind of person or animal in a general way, or to the male gender. If one wishes to indicate the female gender, another word must be added, one of the most common being မ၊ (for human beings only); for example, သရ၊ refers to teachers in general or to male teachers, whereas သရ၊မ၊ refers to woman teachers. Pronouns make no distinction in gender.

1.7 Question and Answer Drill

၁.၇ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

REPEAT both the questions and the answers after the teacher once looking at your book. Then cover the page and answer the questions as the teacher asks them in order. Each time after you have answered, the teacher will give the answer again and you should repeat it after him/ her. (The abbreviations T/S have been inserted following the answers to remind you and the teacher that the teacher should repeat it and you should say it after him/her each time.

သရ၊--အဆိတဘျီ မၢပှၤကျိုဖိတဲပိၢ်ထွဲသရ၊အခံကိးကျိုးဒဲးဝံ၊ မၢပှၤကျိုဖိကးဘၢဃၢ်အလံၢ်ဒီးသံကွၢ်ပှၤကျိုဖိ ဒီးမၢပှၤကျိုဖိစံးဆၢဒဲအဒိအသိး. ပှၤကျိုဖိစံးဆၢမ့ၢ်ဝံၤလံ သရ၊ကဘၢ်တဲလီၤတၢ်နှ၊်ကဒီးပှၤကျိုဖိအတၢ်စံးဆၢတ ဘျီဒီးမၢပှၤကျိုဖိတဲပိၢ်ထွဲကဒီးသရ၊အခံ. မၤယုၤပှၤကျိုဖိဒိအံၤတုၤလၢပှၤကျိုဖိတဲဘၢ်ဘျၢဘျၢတစ်း.

T.	သရ၊မ၊ဟဲ၄ၢ်.	Did the teacher (fem.) come?
S.	ဟဲ.	(T,S) Yes. (Literally, "Came.")
T.	သရ၊မ၊ဟဲအၢ၄ၢ်.	Did many teachers (fem.) come?
S.	ဟဲအၢ.	(T,S) Yes.
T.	သရ၊မ၊ဟဲထိၢ်၄ၢ်.	Did the teacher (fem.) come up?
S.	ဟဲထိၢ်.	(T,S) Yes.
T.	သရ၊မ၊ဟဲလီၤ၄ၢ်.	Did the teacher (fem.) come down?
S.	ဟဲလီၤ.	(T,S) Yes.
T.	သရ၊လဲၤ၄ၢ်.	Did the teacher go?
S.	လဲၤ.	(T,S) Yes.
T.	သရ၊လဲၤအၢ၄ၢ်.	Did many teachers go?
S.	လဲၤအၢ.	(T,S) Yes.
T.	သရ၊လဲၤထိၢ်၄ၢ်.	Did the teacher go up?
S.	လဲၤထိၢ်.	(T,S) Yes.
T.	သရ၊လဲၤလီၤ၄ၢ်.	Did the teacher go down?
S.	လဲၤလီၤ.	(T,S) Yes.

1.8 Numbers

၁.၈ နိၢ်ဂံၢ်

In the Introduction to Say It in Karen you already learned the names and symbols for the Karen numbers. Practice counting from 1-10 without looking at the book. (If you don't remember them, refer to the Introduction to Say It in Karen, pages 30 and 34.) After you can do so correctly and reasonably fluently, try counting backwards from 10 to 1.

သရှာ်--လၢလံာ်တၢ်မၤလိဖးဒီးကွဲးပှၤကညီအကျိာ်အပူၤန့ဉ် ပှၤကျိဖိန့ၢ်မၤလိဘာ်ဃးနီၢ်ဂ်ၢ်တနီၤလံ. မၢပှၤကျိဖိတၢ်ရှးနီၢ်ဂ်ၢ် ၁ တုၤလၢ ၁၀. တုၤပှၤကျိဖိတၢ်ရှးစဲဘာ်ဂုၤဂုၤလံ, မၢပှၤကျိဖိဒွးခိဉ်ခံကုၤနီၢ်ဂ်ၢ် ၁၀ တုၤလၢ ၁. (တဘာ်မၢပှၤကျိဖိကွၢ်လီၤလံာ်ပူၤဘာ်.) မၢပှၤကျိဖိတၢ်ရှး. တုၤမ့ၢ်လၢပှၤကျိဖိတၢ်နၢ်စဲဘာ်ဂုၤဂုၤလံန့ဉ်, မၤလိကဒီးဆူညါတကတၢ်.

1.9 Reading and Writing

၁.၉ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီကျိာ်

REPEAT the following sentences after the teacher. Then at home copy them 3 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences to the teacher, and he/she should correct any mistakes in pronunciation.

သရှာ်--မၢပှၤကျိဖိဖးပိာ်သရှာ်အခံတကျိၤဘာ်တကျိၤတဝီဝံၤ မၢပှၤကျိဖိကုၤကွဲးလိလၢဒၢး တကျိၤန့ဉ်ကွဲးအီၤ ၃ ဘျိဖဲတၢ်လီၢ်လီၤဟိအံၤ. လၢခံတနံၤသရှာ်ကဘာ်ကွၢ်ကုၤပှၤကျိဖိအတၢ်ကွဲးတဖၣ်အံၤမ့ၢ်အဘာ်ဒေါ်. ဒီးမၢပှၤကျိဖိဖးယုၤသရှာ်. ပှၤကျိဖိဖးမ့ၢ်ကမာ်, သရှာ်ကဘာ်ဖးယုၤပှၤကျိဖိတဘျိဒီး.

သရှာ်ဟဲထိဉ်ဒေါ်. _____

_____ _____

သရှာ်မုဉ်လဲၤအါဒေါ်. _____

_____ _____

ယဟဲလီၤ. _____

_____ _____

1.10 Listening

၁.၁၀ တၢ်မၤလိကနှာ်ပှၤကညီကတိၤသကိးတၢ်

If possible, spend an hour a day just listening to Karens talking among themselves in actual situations. Even though you may not understand a word at the beginning, just listening to the sound and rhythm of their speaking will help fix it in your mind. Gradually you will begin to recognize words and expressions here and there and to respond or converse briefly. Sometimes you will have opportunities to listen to children as they play or to listen to people as they warm themselves around the

fire or as they buy something in the shop. However, your best way will be to go and visit people in their homes. Since Karens usually stop talking if a non-Karen comes, it would be well to have your teacher or another Karen go with you. Tell your companion that you just want to listen to Karens as they talk with each other. There will probably be a few introductory questions, and at first you may have to have your companion translate the questions and your answers for you. Even if you and those you visit know Thai or English, ask your companion to explain that when you visit purposely to listen to Karen, you don't want to use Thai or English with anyone but him/her, so to please have the people ask any questions in Karen and have him/her translate them for you and then translate your answers into Karen. This will help you to learn to recognize the questions and the answers and to be able to respond in Karen yourself sooner. If your companion has explained to the Karens the purpose of your visit, they will probably start conversing among themselves or with your companion before long. As you listen, try to note also any gestures of their hands or head, and any facial expressions or changes of voice which may indicate the mood of what is being said.

Be sure to check ahead of time with your companion as to the best time to visit people and whom to visit. Don't go to the same place each time. Then there will be no appearance of showing favoritism, and also you will probably hear more or less the same kinds of introductory remarks each time and will soon begin to understand them and be able to respond to them yourself. It may well be that it would be proper to visit the headman or the pastor first before visiting others. Your companion can advise you.

If there is some word or expression which you seem to hear often, make a note of it and ask your companion later as to what it means. This will help you understand it when you hear it again. However, don't try to learn too many new words in this way as you will not be drilled on them. During this time when you can't speak Karen very much, just concentrate on listening when you are with others and seeing what sounds, words, or expressions you can recognize. As you learn more and more Karen, seek opportunities to use what you have learned when you are among the Karens. This also will help you to become bolder and more fluent, and for the expressions to become more fixed in your mind.

သရှာ--မၢပှၤကွီဖိလဲၤအိၣ်သကိးပှၤကညီဒီးကနၣ်လိပှၤကညီကတိၤသကိးတၢ်တနံၤတနၣ်ရုၣ်. ပှၤကွီဖိကဆိက မိၣ်ဒၣ်ဝဲမ့ၢ်ပှၤကွီဖိမ့ၢ်အဲၣ်ဒီးလဲၤဒီးပှၤဂၤဆူပှၤကညီအဒၢးဧါ မ့တမ့ၢ်ပှၤကွီဖိကဃဲသရှာ်လဲၤသကိးဒီးအီၤဧါ.

1.11 Cultural Assignment

၁.၁၁ တၢ်ဃဲသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

For each set of 5 lessons you will be given one cultural assignment. Get as much information as you can by observation, but you may also use Thai or English to obtain information if you do not yet know how to ask for it in Karen. Make notations of all that you learn and keep it in a file so that you can add more information later and so that you can file the information by headings in alphabetical order for easy reference. If you try to note the names of things or places, someone can write it or spell it for you.

It is not necessary to memorize such words now; just keep them for later reference. The purpose of the cultural assignment is to help you understand the culture better.

For this first period of Lessons 1-5 note the physical environment in which your village or section of town is situated, including altitude, general vegetation, distance to water supply, distance from nearby villages and towns (markets, government centers, etc.). Note the roads or trails in or out of the community. Walk around it and the environs and take in general impressions, writing these down when you return home. Make a map of the village or section of the town, including homes, trails, landmarks, water supplies, schools, etc. Be sure to indicate "north" on the map. Try to complete it by the time you start on Review Lesson 5.

သရုတ်--တေမ၊လိတကတိၢ်အံၤနှုတ်တဘၢ်ယးဒီးပှၢ်ကညီအကျိၢ်ဘၢ်. ပှၢ်ကျိဖိကမၤဒၢ်ဝဲ.

LESSON 2

တၢ်မၤလီ ၂

2.1 Useful Words and Phrases

၂.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်.

(1) REPEAT after the teacher 1-2 times each.

(၁) *သရၣ်ကဘၣ်ဖးယုၤပှၤကျိဖိလၢတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤတဖျၢၣ် ၁-၂ ဘျိ ဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ.*

ကၢ့	**To return, go back home**
ဟဲကၢ့	**To come back**
နုၣ်	**To enter**
ဟဲနုၣ်	**To come in**
လဲၤနုၣ်	**To go in**
ဟး	**To walk, proceed, travel**
ဟဲဟး	**To come (travelling or walking)**
လဲၤဟး	**To go (travelling or walking)**
ဟးထိၣ်	**To leave, depart**
လိၣ်ကွဲ[3]	**To play, do for pleasure**
ဟးလိၣ်ကွဲ	**To walk or take a trip for pleasure**
အဝဲ	**He, she, it**
နၣ်	**You, your (singular)**
က	**Particle indicating future time**
ကဟဲ	**Will come**
တ ... ဘၣ်	**Particles indicating the negative**
တဟဲဘၣ်	**Isn't coming, didn't come, won't come**
ဓၢ	**Particle indicating direct address**
သရၣ်ဓၢ	**"Teacher, ..."**

2.2 Pattern Sentences and Phrases

၂.၂ တၢ်ကတိၤအဒိ

[3]Although the first syllable of လိၣ်ကွဲ is written with ၣ်, it is never pronounced as လီၣ်. This is an exception to the rule that the ◌ိ vowel followed by : or ၣ် is usually pronounced as ◌ီး or ◌ီၣ် respectively in everyday conversation.

(1) LISTEN several times, noting the tones; then REPEAT after the teacher.

(၁) *သရှင်ကဘာသာကတိုးယူးပျားကျိုဖိတ်ကတိုးလားအဖီလင်သ့ဉ်တဖဉ်အံ့းမၢပျားကျိုဖိကနှဉ် ၂-၃ ဒိဒ်သိးပျားကျိုဖိကနှ် ဟူတ်ကတိုးအကလုၢ်ထိဉ်ကလုၢ်လီၤဝံၤမး မၢပျားကျိုဖိတဲပိဉ်ထွဲသရှင်အခံ ၃-၄ ဒီ.*

ကၢ့ၤ	**Go back home.**
ဟဲကၢ့ၤ	**Come back.**
ဟဲကၢ့ၤထိဉ်	**Come back up.**
ဟဲကၢ့ၤလီၤ	**Come back down.**

(2) LISTEN several times, noting the tones; then REPEAT after the teacher.

(၂) *သရှင်ကဘာသာကတိုးယူးပျားကျိုဖိတ်ကတိုးလားအဖီလင်သ့ဉ်တဖဉ်အံ့းမၢပျားကျိုဖိကနှဉ် ၂-၃ ဒိဒ်သိးပျားကျိုဖိကနှ် ဟူတ်ကတိုးအကလုၢ်ထိဉ်ကလုၢ်လီၤဝံၤမး မၢပျားကျိုဖိတဲပိဉ်ထွဲသရှင်အခံ ၃-၄ ဒီ.*

ဟဲနှဉ်	**Come in.**
လဲၤနှဉ်	**Go in.**
ကၢ့ၤနှဉ်	**Go back in.**
ဟဲနှဉ်ကၢ့ၤ	**Come back in.**

(3) LISTEN several times, noting the tones, then REPEAT after the teacher.

(၃) *သရှင်ကဘာသာကတိုးယူးပျားကျိုဖိ ၂-၃ ဒီ မၢပျားကျိုဖိကနှဉ် ဝံၤမးမၢပျားကျိုဖိတဲပိဉ်ထွဲသရှင်အခံ ၃-၄ ဒီ.*

ဟဲဟး	**Come on a trip, come walking**
လဲၤဟး	**Go on a trip, go walking**
ဟးလိ$^{\cdot}$ဉ်ကွဲ	**Take a stroll or pleasure trip**
ဟဲဟးလိ$^{\cdot}$ဉ်ကွဲ	**Come for a stroll or pleasure trip**
လဲၤဟးလိ$^{\cdot}$ဉ်ကွဲ	**Go for a stroll or pleasure trip**

(4) Substitution Drill

(၄) *တ်ဆီတလဲတ်ကတိုး*

Repeat the first sentence below after the teacher, then substitute the word in ( ) as given by the teacher. The teacher should repeat the new sentence after you, and you should then say it again. Pay strict attention to the tones, and be sure the ̣ vowel doesn't glide up to an ̣̇ . Don't use your book after the first time. Repeat the drill at least 3 times until you can make the substitutions smoothly and with the correct tones.

သရှ$^{\cdot}$ဉ်--အဆီသရှ$^{\cdot}$ဉ်ကဘာသာတဲတ်ကတိုးလားအမဲ$^{\cdot}$ညါတကျိုးဒီးမၢပျားကျိုဖိတဲပိ$^{\cdot}$ဉ်သရှ$^{\cdot}$ဉ်အခံတဘျိုဝံၤ သရှ$^{\cdot}$ဉ်ကကဘာသာတဲတ်ကတိုးလားအအိ$^{\cdot}$ဉ်လၢ ( ) အပူၤ. ပျားကျိုဖိကဘာသာသူတ်ကတိုးအဝဲနှ$^{\cdot}$ဉ်ဒီးဆီတလဲတ်ကတိုးအခ$^{\cdot}$ဉ်

ထံးတကျိၤဒၢ်ခံကျိၤတကျိၤအသိး. ပှၤကျိဖိတဲ့ဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်တဲ့ဘၣ်လီၤတံၢ်နှၢ်က့ၤပှၤကျိဖိတဘျီ ဒီးမၢပှၤကျိဖိတဲ့ပိၣ်သရၣ်အခံ. မၤဒ်အံၤစးထိၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ဝံၤခံဝီတဝီမၢပှၤကျိဖိကးဘၢဃၣ်အ လံၣ်ဒီးတဲ့ကဒီးဒ်အဒိအသိးစးထိၣ်ကဒီးလၢအခီၣ်ထံးတုၤလၢအကတၢ် ၃-၄ ဝီ. မၤဒ်အံၤဒ်သိးပှၤကျိဖိကသ့ၣ် ညါတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤအကလုၢ်ထိၣ်ကလုၢ်လီၤ လီၤတံၢ်လီၤဆဲး.

ဟဲက့ၤ	(နှ၁်)
ဟဲနှ၁်.	(ဟး)
ဟဲဟး.	(လီၤ)
ဟဲလီၤ.	(ထိၣ်)
ဟဲထိၣ်.	(က့ၤ)

2.3 Commands and Responses

၂.၃ တၢ်မၢဒီးတၢ်မၢထွဲအခံ

Arrange boxes, books, or other articles to represent 3 houses which the pencil representing yourself can enter. The one nearest the teacher is his/her house, the one nearest you is your house, and the other one is someone else's house. If the teacher tells you in Karen to come, move the pencil toward him/her; if T tells you to come in, move it into T's house; if T tells you to leave, leave T's house; if you are told to go, move toward the middle house; etc. As the teacher gives the commands in order, carry them out, at the same time responding with the appropriate sentence as below. You and the teacher may read through the drill once, making sure that you understand the meanings. After that, you should cover your book, listen to the teacher and respond accordingly.

(Note: The "T,S" in ( ) following the student's responses below is to remind you and the teacher that each time you make the substitution, whether you pronounce it correctly or not, the teacher should say it once also and you should repeat it after him/her.

သရၣ်--(၁) အဆိ, မၢပှၤကျိဖိဟ်းနှၢ်တၢ်ဒၢ ၃ ဖျၣ်မ့တမ့ၢ်လံၣ် ၃ ဘ့ၣ်ဒုးကဲထိၣ်အီၤလၢဒၢး ၃ ဖျၣ်. (မ့ၢ်သူတၢ်ဒၢနှၣ်မၤနှၢ်အပူၤဒ်သိးစၢ်ဘိကလဲၤနှ၁်သ့. မ့ၢ်သူလံၣ်နှၣ် အိဖးလံၣ်ဒီးဖြိၣ်ဆၢထၣ်အီၤဒ်သိးစၢ်ဘိ ကလဲၤနှ၁်သ့.) ဒၢးလၢအအိၣ်ဘူးဒီးသရၣ်တဖျၣ်နှၣ်ဒုးကဲအီၤလၢသရၣ်အဒၢး. ဒၢးလၢအအိၣ်ဘူးလၢပှၤကျိ ဖိတဖျၣ်နှၣ်ဒုးကဲအီၤလၢပှၤကျိဖိအဒၢး. ဒၢးသၢဖျၣ်တဖျၣ်နှၣ်ဒုးကဲအီၤလၢပှၤအဂၤအဒၢး. မၢပှၤကျိဖိဟ်းနှၢ်စၢ် ဘိဒုးကဲအီၤလၢအနီၢ်ကစၢ်. လံၣ်ကွဲၣ်တၢ်အဒိအံၤအသိး. (သရၣ်ကဲ "T," ပှၤကျိဖိကဲ "S.") အဒိ-- T တဲ "ဟဲ." S တဲ "ယဟဲ." (တဲတၢ်အခါပှၤကျိဖိသုးစၢ်ဘိဆူသရၣ်အအိၣ်.) T တဲ "ဟဲနှ၁်." S တဲ "ယဟဲနှ၁်." (တဲတၢ်အခါပှၤကျိဖိသုးစၢ်ဘိဆူသရၣ်အဒၢးပူၤ.) ဖဲပှၤကျိဖိသုးစၢ်ဘိတဘျီဒီးတဘျီ နှၣ် သရၣ်ကဘၣ်မၢပှၤကျိဖိကတိၤလိစ့ၢ်ကီးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤ. ဖဲပှၤကျိဖိစံးဆၢတၢ်ဝံၤတဘျီဒီးတဘျီ, သရၣ်ကဘၣ်တဲ့ဘၣ်လီၤတံၢ်နှၢ်က့ၤပှၤကျိဖိတဘျီဒီးမၢပှၤကျိဖိတဲ့ပိၣ်သရၣ်အခံကဒီး.

T.	ဟဲ.		Come.
S.	ယဟဲ.	(T,S)	I am coming.
T.	ဟဲနှင်.		Come in.
S.	ယဟဲနှင်.	(T,S)	I am coming in.
T.	ဟားထိန်.		Leave.
S.	ယဟားထိန်.	(T,S)	I am leaving.
T.	လဲ၊.		Go.
S.	ယလဲ၊.	(T,S)	I am going.
T.	လဲ၊နှင်.		Go in.
S.	ယလဲ၊နှင်.	(T,S)	I am going in.
T.	ဟားထိန်.		Leave.
S.	ယဟားထိန်.	(T,S)	I am leaving.
T.	ကျ၊.		Go back home.
S.	ယကျ၊.	(T,S)	I am going back home.
T.	ကျ၊နှင်.		Go back into your house.
S.	ယကျ၊နှင်.	(T,S)	I am going back into my house.
T.	ဟားထိန်.		Leave.
S.	ယဟားထိန်.	(T,S)	I am leaving.

2.4 Pronunciation Drills

၂.၄ တက်ကတိ၊အသံဘဲလ၊အကိတစ်း

(1) Review of ယ, စ, ဆ

(၁) *တက်ကွက်ကဒါကျ၊ ယ, စ, ဒီး ဆ အသံ*

REPEAT after the teacher. (Pronounce the words in (c) first as written, then as pronounced colloquially.)

သရှင်--မာပှ၊ကျိဖိတဲပိုင်သရှင်အခံ ၂-၃ ဝီ. (လ၊ (c) နှင် အခိုင်ထံ်းတဝီ ကိ်း "စ" ဒီ်း "ဆ" အသံဘဲ်လ၊ လံ်ပှ၊အသိ်း. ခံဝီတဝီ ကိ်းအသံ်လ၊ "ကျ" ဒီ်း "ခ.")

(a) ဟါယါ	ဟဲ ယဲ	ဟံ ယံ	ဟ့ ယ့	ဟ့ ယ့
(b) ယါယှင်	ယ့ယင်	ယှကွ၊	တဘျိုယီ	
(c) စီ ဆီ	စဲ ဆဲ	စ့ ဆ့	ဈ ဆ့	ဈ ဆ့

(2) Review of ့ and ့ .

(၂) တက်ကျင်ခန်းပေး ့ နဲ့ ့ အသံကို

REPEAT after the teacher.

သရော်--မာယားကျိုဖိတဲပိတ်ထွဲသရော်အခံ ၂-၃ ဈ.

(a) အာ အု	လာ လု	မာ မု	နာ နု	
(b) အီ အူ	လီ လူ	ဖီ ဖူ	သီ သူ	(Don't let the ့ sound glide up to an ူ sound.)

2.5 Pattern Sentences and Phrases

၂.၅ တက်ကတိုးအဒီ

(1) Use of "က," particle indicating future time

(၁) တင်သူတင်ကတိုး "က"

REPEAT after the teacher.

သရော်--မာယားကျိုဖိတဲပိတ်သရော်အခံ ၂-၃ ဈ.

(a) ယကဟဲ.	I will come. (I am going to come.)
ယကဟဲဟား.	I will come walking. (I'll come on a trip.)
ယကဟဲဟားလိုက်ကွဲ.	I will come for a stroll.
ယကဟဲထိုင်.	I will come up.
ယကဟားထိုင်.	I will leave.
ယကဟဲနှင်.	I will come in.
ယကဟဲလီး.	I will come down.
ယကဟဲကျား.	I will come back.
ယကလဲ.	I will go. (I am going to go.)
ယကလဲဟား.	I will go walking. (I will go for a trip.)
ယကလဲဟားလိုက်ကွဲ.	I will go for a stroll.
ယကလဲထိုင်.	I will go up.
ယကလဲနှင်.	I will go in.
ယကလဲလီး.	I will go down.
ယကကျား.	I will go back home.
(b) သရော်မှုန်ကဟဲဧါ.	Will the teacher (fem.) come?
သရော်မှုန်ကဟဲဟားဧါ.	Will the teacher come on a trip?

သရဉ်မှဉ်ကဟဲဟားလိုင်ကွဲ၎။	**Will the teacher come for a stroll?**
သရဉ်မှဉ်ကဟဲထိုဉ်၎။	**Will the teacher come up?**
သရဉ်မှဉ်ကဟဲနှင်၎။	**Will the teacher come in?**
သရဉ်မှဉ်ကဟဲလီး၎။	**Will the teacher come down?**
သရဉ်မှဉ်ကဟဲက့ုး၎။	**Will the teacher come back?**
သရဉ်မှဉ်ကလဲ၎။	**Will the teacher go?**
သရဉ်မှဉ်ကလဲဟား၎။	**Will the teacher go for a trip?**
သရဉ်မှဉ်ကလဲဟားလိုင်ကွဲ၎။	**Will the teacher go for a stroll?**
သရဉ်မှဉ်ကလဲထိုဉ်၎။	**Will the teacher go up?**
သရဉ်မှဉ်ကလဲနှင်၎။	**Will the teacher go in?**
သရဉ်မှဉ်ကလဲလီး၎။	**Will the teacher go down?**
သရဉ်မှဉ်ကက့ုး၎။	**Will the teacher go back home?**

(2) Use of တ ... ဘဉ်, **particles indicating the negative**

(၂) *တၢ်သူတၢ်ကတိၤ "တ ... ဘဉ်"*
REPEAT after the teacher.
သရဉ်--မၢ်ပှၤကွီဖိတဲပိုဉ်သရဉ်အခံ ၂-၃ ဒီ.

(a) အဝဲတဟဲဘဉ်.	**He didn't come.**
အဝဲတဟဲဟားဘဉ်.	**He didn't come on a trip.**
အဝဲတဟဲဟားလိုင်ကွဲဘဉ်.	**He didn't come for a stroll.**
အဝဲတဟဲထိုဉ်ဘဉ်.	**He didn't come up.**
အဝဲတဟဲနှင်ဘဉ်.	**He didn't come in.**
အဝဲတဟဲလီးဘဉ်.	**He didn't come down.**
အဝဲတဟဲက့ုးဘဉ်.	**He didn't come back.**
အဝဲတလဲဘဉ်.	**He didn't go.**
အဝဲတလဲဟားဘဉ်.	**He didn't go on a trip.**
အဝဲတလဲဟားလိုင်ကွဲဘဉ်.	**He didn't go for a stroll.**
အဝဲတလဲထိုဉ်ဘဉ်.	**He didn't go up.**
အဝဲတလဲနှင်ဘဉ်.	**He didn't go in.**
အဝဲတလဲလီးဘဉ်.	**He didn't go down.**
အဝဲတက့ုးဘဉ်.	**He didn't go back home**

(b) Substitution Drill

(b) *တၢ်ဆီတလဲတၢ်ကတိၤ*

Substitute the words in ( ) as given by the teacher, being careful to pronounce the tones correctly and to not glide on the ̣ vowel. Don't use your book after the first round.

သရၣ်--အဆိ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအမဲၣ်ညါတကျိၤဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံတဘျိဝံၤ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပှၤ. ပှၤကျိဖိကဘၣ်သူတၢ်ကတိၤအဝဲန့ၣ်ဒီးဆီတလဲ တၢ်ကတိၤအခိၣ်ထံးတကျိၤဒၣ်ခံကျိၤတကျိၤအသိး. ပှၤကျိဖိတဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်တဲဘၣ်လီၤ တၢ်နၣ်က့ၤပှၤကျိဖိတဘျိဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ. မၤဒၣ်အံၤစးထိၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်ဝံၤ ခံဒီတဝီမၢပှၤကျိဖိကးဘၢဃၣ်အလံၣ် ဒီးတဲကဒီးဒၣ်အဒိအသိးစးထိၣ်ကဒီးလၢအခိၣ်ထံးတုၤလၢအကတၢ် ၃-၄ ဝီ. မၤဒၣ်အံၤဒၣ်သိးပှၤကျိဖိကသ့ၣ်ညါတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤအကလုၢ်ထိၣ်ကလုၢ်လီၤ လီၤတၢ်လီၤ ဆဲး.

သရၣ်တဟဲဟးဘၣ်.	(ထိၣ်)
သရၣ်တဟဲထိၣ်ဘၣ်.	(လီၤ)
သရၣ်တဟဲလီၤဘၣ်.	(နၣ်)
သရၣ်တဟဲနၣ်ဘၣ်.	(က့ၤ)
သရၣ်တဟဲက့ၤဘၣ်.	(ဟး)

2.6 Notes on Word Usage and Grammar (To be read at home.)

၂.၆ သရၣ်--မၢပှၤကျိဖိဖးတၢ်ဂ့ၢ်တၢ်ကျိၤတဖၣ်အံၤဒၣ်ဝဲလၢဒၢး.

(1) <u>Future time.</u> As can be seen from the examples in 2.5 (1) above, future time is indicated by adding the syllable "က" at the beginning of the verb; e.g., နကဟဲ၎, "Will you come?" ("Are you going to come?") Note that the English expression "going to ..." followed by a verb indicates future time (e.g., "going to go," "going to come"). In Karen the particle "က" would be required for such expressions.

(2) <u>Negative statements.</u> As can be seen from the examples in 2.5 (2) above, the negative is indicated by placing the particle "တ" before the verb and the particle "ဘၣ်" after the verb (and its object and/or modifiers, if any); e.g., အစ်တဟဲဘၣ်, "He isn't coming." ("He didn't come.") Note that the future particle "က" is never used in the negative; e.g., အစ်တလဲၤဘၣ်, may mean depending upon the context, "I'm not going," "I don't go," "I wasn't going," "I didn't go," "I won't go," or "I won't be going." Note also that intonation may be superimposed upon the tone of the final "ဘၣ်", so imitate your teacher.

(3) <u>Use of</u> က့ၤ. The word က့ၤ by itself means "to return home." It can be used with ဟဲ (i.e., ဟဲက့ၤ) to mean "to come back," but it is not used with လဲၤ to mean "to go back;" only the word က့ၤ is used in that case.

(4) Number. When nouns are used in a general sense, they may be singular or plural in meaning. Usually the context makes the meaning clear. If it is desired to be more specific, other words must be added. You will learn them later.

(5) Direct address. Usually when directly addressing someone, no particle is used--only the person's name or title; e.g., သရဉ်, နကဟဲ၎ါ, "Teacher, will you be coming?" However, when one wishes to be more polite, or wishes to attract a person's attention, the particle "၎ါ" is added to the name or title; e.g., သရဉ်၎ါ, နကဟဲ ၎ါ, "Teacher, will you be coming?"

(6) Use of ဟး, "to walk, proceed in a direction" The word ဟး means "to walk" or "to proceed in a direction." It is usually used together with some such word as ဟဲ, "to come," or လဲ၊, "to go," which thus indicates the general direction of the proceeding. Although it is used to refer to walking, the meaning is not limited to proceeding by walking. It can also refer to going or coming by bicycle, car, etc. When the expressions ဟဲဟး or လဲ၊ဟး are used, there is no indication whether one comes or goes for some purpose or not, whereas ဟးလိ$^{\text{ု}}$ဉ်ကွဲ usually means to take a stroll or trip purely for pleasure or relaxation.

2.7 Question and Answer Drill

၂.၇ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

In this drill 2 kinds of answers have been included--affirmative answers and negative ones. Read through the drill once repeating both the questions and the affirmative answers after the teacher. Then without looking at the book, drill on giving the correct answers to the teacher's questions. Each time after you have answered, the teacher will give the answer again and you should repeat it after him/her. This will enable you to get the correct pronunciation more firmly fixed in your mind. You should go through the drill 3-4 times.

Note that when the questions are answered in the shortened form, it is not necessary to repeat the verbs which follow ဟဲ or လဲ၊ if they indicate what kind of coming or going is referred to; e.g., နကဟဲဟးလိ$^{\text{ု}}$ဉ်ကွဲ၎ါ. တဟဲဘဉ်. "Will you come for a stroll?" "No, I won't." However, if the verb which follows ဟဲ or လဲ၊ indicates direction, such verbs must be repeated along with the main verb; e.g., နကလဲ၊ထိ$^{\text{ု}}$ဉ်၎ါ. ကလဲ၊ထိ$^{\text{ု}}$ဉ်. "Will you go up? " "Yes, I will."

In order that you may get some practice hearing the use of the direct address particle ၎ါ, it has been used together with the word for teacher at the beginning of each question. If you are a man, the teacher should say, "သရဉ်၎ါ," and if you are a woman, he/she should say, "သရဉ်မ$^{\text{ု}}$ဉ်၎ါ." (It is quite proper to address you this way even though you are not yet teaching, because you have come out in order to teach in one way or another.)

သရဉ်ကကဲ "T" ဒီးပှၤကိုဖိကကဲ "S." (၁) မၢပှၤကိုဖိတဲပိာ်ထွဲသရဉ်အခံတကျိုၤဘာ်တကျိုၤထဲစုစှာ်တပၢတုၤအကတၢ်တဝီဝံၤ ခံဝီတဝီမၢပှၤကိုဖိကးဘၢဃာ်အလံာ်. သရဉ်ကသံကွၢ်ပှၤကိုဖိ, ပှၤကိုဖိကစံးဆၢထဲလၢစုစှာ်တပၢတကျိုၤဘာ်တကျိုၤတုၤအကတၢ်. ဖဲပှၤကိုဖိစံးဆၢတၢ်ဝံၤတဘျီဒီးတဘျီ, သရဉ်ကဘာ်တဲဘာ်လီၤတံၢ်နှၢ်ကှၤပှၤကိုဖိတဘျီဒီးမၢပှၤကိုဖိတဲပိာ်သရဉ်အခံကဒီး. သၢဝီတဝီသရဉ်ကသံကွၢ်ကဒီးပှၤကိုဖိ, မၢပှၤကိုဖိစံးဆၢကဒီး, ဘာ်ဆာ်တဘျီအံၤပှၤကိုဖိစံးဆၢတၢ်မ့ၢ်ဘာ်, သရဉ်တလိာ်တဲလီၤတံၢ်နှၢ်ကှၤပှၤကိုဖိလၢၤဘာ်. ဘာ်ဆာ်ပှၤကိုဖိစံးဆၢမ့ၢ်တဘာ်ဘာ် သရဉ်ကဘာ်တဲဘာ်နှၢ်ကှၤပှၤကိုဖိဝံၤမးမၢပှၤကိုဖိတဲပိာ်သရဉ်အခံ. သရဉ်ကဘာ်သံကွၢ်ပှၤကိုဖိ ၃-၄ ဝီတုၤလၢပှၤကိုဖိတဲဘာ်ဘျၢဘျၢတစံး.

T. သရဉ်ဧၢ, နကဟဲဧၢ.	**Teacher, will you come?**
S. ကဟဲ. **(T,S)** (တဟဲဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကဟဲဟးဧၢ.	**Teacher, will you come for a trip?**
S. ကဟဲ. **(T,S)** (တဟဲဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကဟဲဟးလိာ်ကွဲဧၢ.	**Teacher, will you come for a stroll?**
S. ကဟဲ. **(T,S)** (တဟဲဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကဟဲထိုဉ်ဧၢ.	**Teacher, will you come up?**
S. ကဟဲထိုဉ်. **(T,S)** (တဟဲထိုဉ်ဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကဟဲနုာ်ဧၢ.	**Teacher, will you come in?**
S. ကဟဲနုာ်. **(T,S)** (တဟဲနုာ်ဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကဟဲလီၤဧၢ.	**Teacher, will you come down?**
S. ကဟဲလီၤ. **(T,S)** (တဟဲလီၤဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကဟဲကှၤဧၢ.	**Teacher, will you come back?**
S. ကဟဲကှၤ. **(T,S)** (တဟဲကှၤဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကလဲၤဧၢ.	**Teacher, will you go?**
S. ကလဲၤ. **(T,S)** (တလဲၤဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကလဲၤဟးဧၢ.	**Teacher, will you go for a trip?**
S. ကလဲၤ. **(T,S)** (တလဲၤဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကလဲၤဟးလိာ်ကွဲဧၢ.	**Teacher, will you go for a stroll?**
S. ကလဲၤ. **(T,S)** (တလဲၤဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကလဲၤထိုဉ်ဧၢ.	**Teacher, will you go up?**
S. ကလဲၤထိုဉ်. **(T,S)** (တလဲၤထိုဉ်ဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကလဲၤနုာ်ဧၢ.	**Teacher, will you go in?**
S. ကလဲၤနုာ်. **(T,S)** (တလဲၤနုာ်ဘာ်.)	**Yes, I will. (No, I won't.)**
T. သရဉ်ဧၢ, နကလဲၤလီၤဧၢ.	**Teacher, will you go down?**
S. ကလဲၤလီၤ. **(T,S)** (တလဲၤလီၤဘာ်.)	**Yes, I will. (No, I won't.)**

T. သရှင်ဧ၊ နကရှေ့ဧ၊ဧ၊.
S. ကရှေ့၊. (T,S) (တရှေ့၊ဘာ့.)

Teacher, will you go back home?
Yes, I will. (No, I won't.)

(2) After you are able to answer correctly and promptly, follow the same procedure as above using the negative answers; i.e., repeat the questions and negative answers after the teacher once, then without using the book respond to the questions negatively, repeating the drill 3-4 times until you can answer correctly and promptly. (When drilling with the negative answers, the teacher can omit the term of direct address, and simply ask "နကဟ်ဧ၊.")

(၂) *မ၊ကဒီးဒ်လ၊ (၁) အသိး, ဘာ့ဆာ့တာ့ဗျီအံ့ပှ၊ကျိုဖိကဘာ့တဲ့ဆာလ၊စုထွဲတပ၊ဒီးသရှာ့တလိုာ့တဲ့လ၊ "သရှာ့ဧ၊ ..." လ၊၊ဘာ့. အဒ့, သရှာ့ကသ်ကွ၊်လ၊ "နကဟ်ဧ၊." (အဆိ ဖးယှ၊ပှ၊ကျိုဖိလ၊ တ၊်သ်ကွ၊်ဒီးတ၊်စ်းဆာလ၊စုထွဲတပ၊ဒီးမ၊ပှ၊ကျိုဖိတဲ့ပိာ်ထွဲသရှာ့အခ်ံတဝိ၀ံ၊ မ၊ပှ၊ကျိုဖိကးဘ၊ဃာ်အလ်ာ် ဝ်ံ၊ဒီးသရှာ့ကသ်ကွ၊်ပှ၊ကျိုဖိ, ပှ၊ကျိုဖိကစ်းဆာ်လ၊စုထွဲတပ၊အသိးစးထိုာ့လ၊အခ်ိုာ့ထံးတုၤလ၊အကတ၊၊် ၃-၄ ဝိတုၤပှ၊ကျိုဖိတဲ့ဆ၊တ၊်ဘျှ၊ဂ့ၤတစ်း.

2.8 Numbers

၂.ဂ နီ၊်ဂ်၊်

(1) REPEAT after the teacher, first just saying the individual numbers (e.g., "two three" for 23). When you can say them correctly and reasonably fluently, repeat them after the teacher again using the word indicating multiples of ten (e.g., "twenty-three").

(၁) *သရှာ့--မ၊ပှ၊ကျိုဖိတဲ့ပိာ်ထွဲသရှာ့အခ်ံ ဘာ့ဆာ့တတဲ့ "ခ်ံဆ်ံသ၊" ဒ်းဘာ့. တဲလ၊ "ခ်ံ သ၊," "လ့ုာ်ခ်ံ." မ၊ဒ်အံ့ၤတုၤလ၊အကတ၊၊်. ပှ၊ကျိုဖိတဲ့မ့ုာ်တဘျှ၊ဂ့ၤဂ့ၤဒ်းဘာ့ မ၊ကဒီးလ၊အခ်ိုာ့ထံးတုၤလ၊အကတ၊၊် ၂-၃ ဝိတုၤလ၊ပှ၊ကျိုဖိတဲ့ဝ်ဘျှ၊ဂ့ၤတစ်း. ဝ်ံ၊ဒီးမ၊ကဒီးဘာ့ဆာ့အအံ့ၤတဗျီန့ာ် တဲလ၊ "ခ်ံဆ်ံသ၊," "လ့ုာ်ဆ်ံခ်ံ." တဲ့ဒ်အံ့ၤတုၤလ၊အကတ၊၊် ၂-၃ ဝိ.*

23 42 51 68 95 37 79 84 16

Practice reading these numbers at home so that you can read them to the teacher the next time.

သရှာ့--မ၊ပှ၊ကျိုဖိဖးလိနီ၊ဂ်၊်သ့ာ်တဖ့ာ်အံ့ၤလ၊ဒ၊း.

(2) PRACTICE counting to 20 by twos, using the even numbers.

(၂) *သရှာ့--မ၊ပှ၊ကျိုဖိဒ့ဒ်း "၂, ၄, ၆, ဂ, ..." ဒ်အံ့ၤတုၤလ၊ ၂၀. မ၊ပှ၊ကျိုဖိဒ့ဒ်းလိလ၊ဒ၊းဒီးသ်ကွ၊်ကဒ၊ကှ၊ကဒီးပှ၊ ကျိုဖိလ၊ခ်ံ.*

2.9 Reading and Writing

၂.ဍ တ၊်မ၊လိဖးဒီးကွဲးလ်ာ်ပှ၊ကညီကျိုာ်

REPEAT the following sentences after the teacher. Then at home copy them 3 times each in the spaces provided.

သရှာ်--မၢပှၤကျိုဖိုးပိာ်သရှာ်အခံတကျိၤဘာ်တကျိၤတဝီ, ဝံၤမၢပှၤကျိုဖိကွဲးလိလၢဒၢးတကျိၤနှဉ်သၢဝီဖဲတၢ်လီၢ်လီၤဟီ.

သရှာ်ဧၢ, နကလဲၤနှာ်ဧၢ်. _____

_____ _____

ယတဟဲကၢ့ၤဘာ်. _____

_____ _____

ယကလဲၤဟးလိာ်ကွဲ. _____

_____ _____

2.10 Listening and Speaking

၂.၁၀ တၢ်မၤလိကနှဉ်ဒီးကတိၤပှၤကညီကျိာ်လၢပှၤကညီအဟံာ်.

Continue to spend an hour each day mostly listening to Karens talking together. From now on, if the teacher or any other Karen comes to your house, invite them in by saying "ဟဲထိာ်" (Come up) or "ဟဲနှာ်" (Come in), whichever is appropriate.

သရှာ်--မၢပှၤကျိုဖိလဲၤအိုဉ်သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ဉ်တဖဉ်လၢအမၤလိတ့ၢ်လံဝဲ, ဒီးဒ်သိးကကနှဉ်ပှၤကညီကတိၤသကိးတၢ်.

2.11 Cultural Assignment--Continue working on 1.11.

၂.၁၁ တၢ်ဃုသ့ဉ်ညါပှၤကညီအလုၢ်အလၢ်--တၢ်မၤလိတကတိၤ်အံၤနှဉ်တဘဉ်ဃးဒီးပှၤကညီအကျိာ်ဘဉ်. ပှၤကျိုဖိကမၤဒဉ်ဝဲ.

LESSON 3

တၢ်မၤလီ ၃

3.1 Useful Words and Phrases

၃.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိုဝံၤလဲၤကဒီးဆူညါတကတိၢ်.

အိၣ်	To be present, live, exist, stay, have
သကီး(သကီး)(N)[4]	Companion (male, or in general)
သကီးမှၣ်(သကီးမှၣ်)	Companion (female)
သကီး(သကီး)(V)[4]	To do in company with others
အိၣ်သကီး(အိၣ်သကီး)	To visit, be together,
ယၤ[5]	Me
နၤ	You (object)
လၢ	In, at, from, to
အံၤ	This
လၢအံၤ	Here (in, at, from, or to this place)
န့ၣ်	That
လၢန့ၣ်	There (in, at, from, or to that place)
ဖဲ	In, at
ဖဲအံၤ	Here (in or at this place)
ဖဲန့ၣ်	There (in or at that place)
ဆ့ၣ်နီၤ[6]	To sit
ဆၢထၢၣ်[6]	To stand

3.2 Pattern Sentences and Phrases

၃.၂ တၢ်ကတိၤအဒီ

(1) **LISTEN** several times, then **REPEAT** after the teacher paying special attention to the tones. (Pronounce the ဆ as written.)

---

[4]သကီး (or စကီး) is the way this word is pronounced in everyday conversation, and သကီး is the correct written form.

[5]In the rural areas "ယ" is pronounced as "z" except when it means "I" or "my" in which case it is pronounced as "ကျ."

[6] ဆ is usually pronounced as ᧁ in everyday conversation.

(၁) *သရှာ်ကဘာ်ကတိၤယၢပှၢကျိဖိတၢ်ကတိၤသှာ်တဖၣ်အံၤ ၂-၃ ဒီဒီးမၢပှၢကျိဖိကနှာ်ဝံၤ မၢပှၢကျိဖိတဲပိာ်သရှာ်အခံ ၃-၄ ဒီ. (ကိး "ဆ" အသိာ်ဒ်လၢလံာ်ပူၤအသိး.)*

ဆ့ှာ်နိၤ	**Sit.**
ဆၢထၢဉ်.	**Stand.**

Repeat the above again, this time using the colloquial pronunciation.
သရှာ်--တဲကဒီးတဘျီ ဘာ်ဆာ်အအံၤတဘျီနှာ် ကိး "ဆ" အသိာ်လၢ "ခ့."

(2) REPEAT after the teacher 3-4 times.
(၂) *သရှာ်--မၢပှၢကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ၃-၄ ဒီ.*

ဆ့ှာ်နိၤဖဲအံၤ.	**Sit here.**
ဆၢထၢဉ်ဖဲအံၤ.	**Stand here.**
ဟဲအိဉ်ဖဲအံၤ.	**Come and stay here.**

Repeat the above 3 expressions using လၢအံၤ **in place of** ဖဲအံၤ.
တဲကဒီးတဘျီဘာ်ဆာ် "ဖဲအံၤ" အလီၢ်တဲလၢ "လၢအံၤ."

(3) REPEAT after the teacher 3-4 times.
(၃) *သရှာ်--မၢပှၢကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ၃-၄ ဒီ.*

ဆ့ှာ်နိၤဖဲနှ့ှာ်.	**Sit there.**
ဆၢထၢဉ်ဖဲနှ့ှာ်.	**Stand there.**
လဲၤအိဉ်ဖဲနှ့ှာ်.	**Go and stay there.**

Repeat the above 3 expressions using လၢနှ့ှာ် **in place of** ဖဲနှ့ှာ်.
တဲကဒီးတဘျီဘာ်ဆာ်လၢ "ဖဲနှ့ှာ်" အလီၢ်တဲလၢ "လၢနှ့ှာ်."

(4) Substitution Drill
(၄) *တၢ်ဆီတလဲတၢ်ကတိၤ*
Substitute the words in ( ) as given by the teacher. After the first time through, don't use your book.
သရှာ်--အဆိသရှာ်ကဘာ်တဲတၢ်ကတိၤလၢအမဲာ်ညါတကျိၤဒီးမၢပှၢကျိဖိတဲပိာ်သရှာ်အခံတဘျီဝံၤ သရှာ်ကဘာ်တဲတၢ်ကတိၤလၢအအိာ်လၢ ( ) အပူၤ. ပှၢကျိဖိကဘာ်သူတၢ်ကတိၤအဝဲနှ့ှာ်ဒီးဆီတလဲတၢ်ကတိၤအခိာ်ထံးတကျိၤဒ်ခံကျိၤတကျိၤအသိး. ပှၢကျိဖိတဲဘာ်ဂ့ၤတဘာ်ဂ့ၤ သရှာ်ကဘာ်တဲဘာ်လီၤတံၢ်နှ့ၢ်က့ၤပှၢကျိဖိတဘျီဒီးမၢပှၢကျိဖိတဲပိာ်သရှာ်အခံ. မၤဒ်အံၤစးထိာ်လၢအခိာ်ထံးတုၤအကတၢ်ဝံၤခံဝီတဝီမၢပှၢကျိဖိကးဘၢဃာ်အလံာ်ဒီးတဲကဒီးဒ်အဒိအသိးစးထိာ်ကဒီးလၢအခိာ်ထံးတုၤလၢအကတၢ် ၃-၄ ဒီ. မၤဒ်အံၤဒ်သိးပှၢကျိဖိကသှာ်ညါတၢ်ကတိၤသှာ်တဖၣ်အံၤအကလုၢ်ထိာ်ကလုၢ်လီၤ လီၤတံၢ်လီၤဆ.ိး.

ဆုံနိုးဖဲအံး.	(T,S)	(ဆားထားဉ်)
ဆားထားဉ်ဖဲအံး.	(T,S)	(ဟဲအိဉ်)
ဟဲအိဉ်ဖဲအံး.	(T,S)	(ဆုံနိုး)

When you can make the substitutions correctly and promptly, change ဖဲအံး to လားနှဉ် and in the third sentence change ဟဲ to လဲ.

သရှဉ်--ပှၤကျိုဖိတဲမ့ၢ်ဘဉ်ဘျ့ဂ့ၤတစဲးလံနှဉ် မၤကဒီးတဘျီဘဉ်ဆဉ်အအံၤတဘျီလၢ "ဖဲအံၤ" အလီၢ်တဲလၢ "လၢနှဉ်" ဒီးဖဲသၢကျိၤတကျိၤလၢ "ဟဲ" အလီၢ်နှဉ်တဲလၢ "လဲၤ."

3.3 Commands and Responses

၃.၄ တၢ်မၢဒီးတၢ်မၤထွဲအခံ

Repeat the following commands and responses after the teacher once, making sure you understand the meaning of the words. After that, don't look at your book. As the teacher gives the commands in order, accompanied by appropriate gestures, carry out the commands in person, at the same time giving the appropriate verbal response. Each time, the teacher will repeat the correct response and you should say it again after him/her to fix it in your mind. Repeat in the same order several times until you can respond correctly and promptly. Then have the teacher mix up the order.

သရှဉ်--

(၁) အဆိတဘျီမၢပှၤကျိုဖိတဲပိ$^{\text{ဉ်}}$ထွဲသရှဉ်အခံကိးကျိၤဒဲးဝံၤ မၢပှၤကျိုဖိကးဘၢဃ$^{\text{ဉ်}}$အလံ$^{\text{ဉ်}}$.

(၂) သရှဉ်ကဲ "T," ပှၤကျိုဖိက "S." မၢပှၤကျိုဖိတဲဆၢဒ$^{\text{ဉ်}}$သရှဉ်တဲအသိး, အဒိ "T" တဲ "ဟဲအိဉ်ဖဲအံၤ." "S" တဲဆၢလၢ "ယဟဲအိဉ်ဖဲအံၤ." ဖဲ "S" စံးဆၢတၢ်အခါနှဉ် အဝဲကမၤထွဲသကိးဒ$^{\text{ဉ်}}$အတၢ်တဲအသိး. မၤဒ$^{\text{ဉ်}}$အံၤ ၂-၃ ဝိတုၤလၢပှၤကျိုဖိမၤထွဲဒီးတဲဆၢတၢ်ဘဉ်ဂ့ၤဂ့ၤတစဲး.

(၃) မၤကဒီးတဘျီ ဘဉ်ဆဉ်အအံၤတဘျီနှဉ် တဲကျဉ်ကျိ$^{\text{ဉ်}}$တၢ်ကတိၤတဖဉ်.

T. ဟဲအိဉ်ဖဲအံၤ.		Come and stay here.
S. ယဟဲအိဉ်ဖဲအံၤ.	(T,S)	I am coming to stay here.
T. ဆားထားဉ်ဖဲအံၤ.		Sit here.
S. ယဆားထားဉ်ဖဲအံၤ.	(T,S)	I am sitting here.
T. ဆုံနိုးဖဲအံၤ.		Stand here.
S. ယဆုံနိုးဖဲအံၤ.	(T,S)	I am standing here.
T. လဲၤအိဉ်ဖဲနှဉ်.		Go and stay over there.
S. ယလဲၤအိဉ်ဖဲနှဉ်.	(T,S)	I am going and staying there.
T. ဆားထားဉ်ဖဲနှဉ်.		Sit there.
S. ယဆားထားဉ်ဖဲနှဉ်.	(T,S)	I am sitting there.

T. ဆုံနိုးဖဲန့်.		Stand there.
S. ယဆုံနိုးဖဲန့်.	(T,S)	I am standing there.

Repeat the above commands and responses using လာအံ့ and လာနှင့် instead of ဖဲအံ့ and ဖဲနှင့်.

သရှင်--မကဒီး, ဘာ့ဆာ "ဖဲအံ့" အလိုတဲလာ "လာအံ့" ဒီး "ဖဲနှင့်" အလိုတဲလာ "လာနှင့်."

3.4 Pronunciation Drills

၃.၄ တၢ်ကတိုးအသိုဉ်လၢအကီတစ်း.

(1) Review of ယ and ဂ

(ခ) *တၢ်ကွၢ်ကဒါကှ့ၢ "ယ" ဒီး "ဂ" အသိုဉ်*

REPEAT (a) after the teacher several times, then do the same with (b).

သရှင်ကဘာ့ဉ်တဲတၢ်ကတိုးလၢ (a) တကွၢ်ဘာ့ဉ်တကွၢ်ဒီးမၢပှၢကျိုဖိတဲပိုဉ်ထွဲသရှင်အခံ ၃-၄ ဘျိုတ်ုးလဲၢကဒီးဆူ (b) ဒီးမၢဒ်နှဉ်အသိး.

(a) ယုဂၢ ယီးဂ့ၢ် တဂီၢ်ယီ ဟၢ်လၢအဂ့ၢ
(b) ဂီၢ်ဂီၢ ဂီၢ်လၢအဂ့ၢ ဂၢ်ကွံ့ဉ် ဂဲၢ်တဂ့ၢ

3.5 Pattern Sentences and Phrases

၃.၅ တၢ်ကတိုးအဒိ

(1) Use of အိုဉ်, "to be present, exist, live, stay, have"

(ခ) *တၢ်သ့ကတၢ်ကတိုး "အိုဉ်"*

REPEAT after the teacher.

သရှင်--မၢပှၢကျိုဖိတဲပိုဉ်သရှင်အခံ ၂-၃ ဒီ.

(a) နသရှင်အိုဉ်အ၀ါ။	Do you have many teachers?
နသရှင်မှုဉ်အိုဉ်အ၀ါ။	Do you have many women teachers?
နသကီးအိုဉ်အ၀ါ။	Do you have many companions?
နသကီးမှုဉ်အိုဉ်အ၀ါ။	Do you have many female companions?
(b) နအိုဉ်။	Are you there (present)?
အ၀ဲအိုဉ်။	Is he/she there (present)?
သရှင်အိုဉ်။	Is Teacher there (present)?
သရှင်မှုဉ်အိုဉ်။	Is Teacher (fem.) there (present)?

နသကီးအိုင်ဧါ.	**Is your companion there (present)?**
နသကီးမုဉ်အိုင်ဧါ.	**Is you female companion there (present)?**
(c) ယအိုင်.	**I'm here (present).**
အဝဲအိုင်.	**He/she is here (present).**
သရုဉ်အိုင်.	**Teacher is here (present).**
သရုဉ်မုဉ်အိုင်.	**Teacher (fem.) is here (present).**
ယသကီးအိုင်.	**My companion is here (present).**
ယသကီးမုဉ်အိုင်.	**My companion (fem.) is here (present).**
(d) နကအိုင်ဧါ.	**Will you be there (present)?**
အဝဲကအိုင်ဧါ.	**Will he/she be there (present)?**
သရုဉ်ကအိုင်ဧါ.	**Will Teacher be there (present)?**
သရုဉ်မုဉ်ကအိုင်ဧါ.	**Will Teacher (fem.) be there (present)?**
နသကီးကအိုင်ဧါ.	**Will your companion be there (present)?**
နသကီးမုဉ်ကအိုင်ဧါ.	**Will your female companion be there?**
(e) နတအိုင်ဧါ.	**Won't you be there? (Aren't you there?)**
အဝဲတအိုင်ဧါ.	**Won't he/she be there? (Isn't ... ?)**
သရုဉ်တအိုင်ဧါ.	**Won't Teacher be there? (Isn't ... ?)**
သရုဉ်မုဉ်တအိုင်ဧါ.	**Won't Teacher (fem.) be there? (Isn't)**
နသကီးတအိုင်ဧါ.	**Won't your companion be there? (Isn't)**
နသကီးမုဉ်တအိုင်ဧါ.	**Won't your companion (fem.) be there?**
(f) ယတအိုင်ဘဉ်.	**I won't be there (present). (I wasn't ..)**
အဝဲတအိုင်ဘဉ်.	**He/she isn't (won't be) there (present).**
သရုဉ်တအိုင်ဘဉ်.	**Teacher isn't (won't be) there (present).**
သရုဉ်မုဉ်တအိုင်ဘဉ်.	**Teacher (fem.) isn't there (present).**
ယသကီးတအိုင်ဘဉ်.	**My companion isn't there (present).**
ယသကီးမုဉ်တအိုင်ဘဉ်.	**My companion (fem.) isn't there (present).**

(2) Use of အိုင်သကီး**, "to visit, be together"**

(၂) *တၢ်သူတၢ်ကတိၤ "*အိုင်သကီး*"*

REPEAT after the teacher.

သရုဉ်--မၢပှၤကျိဖိတဲပိ်ာ်ထွဲသရုဉ်အခံ ၃-၄ ဒီ.

(a) ယဟဲအိုင်သကီးနၤ.	**I have come to visit you. (I'm coming to visit you.)**
ယကဟဲအိုင်သကီးနၤ.	**I'll come to visit you.**

ယတဟဲအိုင်သကီးန၊ဘာ်.	**I'm not coming to visit you.**
(b) ယလဲ၊အိုင်သကီးသရာ်.	**I went to visit Teacher.**
ယကလဲ၊အိုင်သကီးသရာ်.	**I'll go to visit Teacher.**
ယတလဲ၊အိုင်သကီးသရာ်ဘာ်.	**I didn't go to visit Teacher.**
(c) သရာ်ဟဲအိုင်သကီးယ၊.	**Teacher came to visit me.**
သရာ်ကဟဲအိုင်သကီးယ၊.	**Teacher will come to visit me.**
သရာ်တဟဲအိုင်သကီးယ၊ဘာ်.	**Teacher didn't come to visit me.**

(3) Use of သကီး **with other verbs**

(၃) *တၢ်သူတၢ်ကတိၤ "သကီး" (အဆဲး)*

REPEAT after the teacher.

သရာ်--မၢပှၤကျိဖိတဲပိာ်သရာ်အခံ ၃-၄ ဒီ.

ဟဲသကီး.	**Come together.**
ဟဲဟးသကီး.	**Come on a trip together.**
ဟဲကၢ့၊သကီး.	**Come back together.**
ဟဲလီ၊သကီး.	**Come down together.**
ဟဲနၣ်သကီး.	**Come in together.**
ဟဲထီဉ်သကီး.	**Come up together.**
ဟဲအိုင်သကီး.	**Come and stay together. (or, visit together)**
ဆ့ဉ်နီၤသကီး.	**Sit together.**
ဆၢထၢဉ်သကီး.	**Stand together.**
လဲ၊သကီး.	**Go together.**
ကၢ့၊သကီး.	**Go home together.**

(4) Substitution Drill

(၄) *တၢ်ဆီတလဲတၢ်ကတိၤ*

Repeat the first sentence after the teacher. Then without looking at the book, make substitutions in that sentence using the words in ( ) as the teacher calls them out. Be sure to use the correct tones.

သရာ်--အဆိသရာ်ကဘာ်တဲတၢ်ကတိၤလၢအမဲ်ညါတကျိၤဒီးမၢပှၤကျိဖိတဲပိာ်သရာ်အခံတဘျိဝ်ၤသရာ်ကဘာ်တဲတၢ်ကတိၤလၢအအိုင်လၢ ( ) အပူ၊. ပှၤကျိဖိကဘာ်သူတၢ်ကတိၤအဝဲန့ဉ်ဒီးဆီတလဲတၢ်ကတိၤအခီဉ်ထံးတကျိၤဒ်ခံကျိၤတကျိၤအသိး. ပှၤကျိဖိတဲဘာ်ဂ့ၤတဘာ်ဂ့ၤ သရာ်ကဘာ်တဲဘာ်လီၤတၢ်နၣ်ကၢ့၊ပှၤကျိဖိတဘျိဒီးမၢပှၤကျိဖိတဲပိာ်သရာ်အခံ. မၤဒ်အံၤစးထိဉ်လၢအခီဉ်ထံးတၢ့၊လၢအကတၢ်ဝ်ၤ ခံဝီတဝီမၢပှၤကျိဖိကးဘၢ်ဃာ်အလံ်ဉ်ဒီးတဲကဒီးဒ်အဒိအသိးစးထိဉ်ကဒီးလၢအခီဉ်ထံးတၢ့၊လၢအကတၢ် ၃-၄ ဒီ. မၤဒ်အံၤဒ်သိးပှၤကျိဖိကသ့ဉ်ညါတၢ်ကတိၤသ့ဉ်တဖၣ်အံၤအကပှၢ်ထိဉ်ကလုၢ်လီၤ လီၤတၢ်လီၤဆဲး.

ဟဲသကီး. (T,S) (ကၢ)
ကၢသကီး. (T,S) (နၣ်)
နၣ်သကီး. (T,S) (ဟး)
ဟးသကီး. (T,S) (အိၣ်)
အိၣ်သကီး. (T,S) (ဟဲ)

3.6 Notes on Word Usage and Grammar (Read at home.)

၃.၆ သရၣ်--မၢပှၤကျိဖိုးတၢ်ဂ့ၢ်တၢ်ကျိၤတဖၣ်အံၤဒၣ်ဝဲလၢဒၢး.

(1) Use of အိၣ်, "to be present, be here, have." The Karen expression ယသကီးအိၣ်, means literally "My companion is (i.e., exists, lives, is present); but in English we don't say that. Rather, if the meaning is that a person is in a place, we usually put in some word like "here" or "there" or "present;" e.g., "She is here (there)." "She is present." On the other hand, if the meaning is that the person or thing exists, we usually express it in English as "have;" e.g., ယသကီးအိၣ်, "I have a companion." In other words, the above Karen expression can be translated several ways, depending upon the context.

(2) Use of ဖဲအံၤ/လၢအံၤ, "here," and ဖဲနၣ်/လၢနၣ်,"there." Although in the Karen expression in (1) above a word for "here" or "there" is not expressed, if it is desired to be more specific, the word ဖဲအံၤ/လၢအံၤ, "here," or ဖဲနၣ်/လၢနၣ်, "there" can be inserted; e.g., အိၣ်ဖဲအံၤ, "Stay here (i.e., in this place)." အိၣ်ဖဲနၣ်, "Stay there (i.e., in that place)." The words ဖဲအံၤ and လၢအံၤ can be used interchangeably when the meaning is "at or in this place," but only လၢအံၤ can be used to express "from or to this place." Likewise, ဖဲနၣ် and လၢနၣ် can be used interchangeably when the meaning is "at or in that place," but only လၢနၣ် can be used if the meaning is "from or to that place." (Later you will learn another word which also means "to" a place.)

(3) Use of nouns in place of the second personal pronoun. Sometimes in English when parents speak to their little children who have not yet learned to use pronouns, they will substitute an appropriate noun; e.g., if the mother wants the child to bring the ball to her, she may say, "Bring the ball to Mother." If the child's name is Johnnie and she wants to ask him if he is a good boy, she may ask him, "Is Johnnie a good boy?" In somewhat the same way (though not for the same reason) nouns in Karen are sometimes substituted for the pronoun referring to the person spoken to, especially if it is someone to whom respect is due because of age or position. If you look back at 3.5 (1) (b)-(f), you will see some examples of this. The third example in (1-b) is သ ရၣ်အိၣ်ဒေ၊, and it has been translated, "Is Teacher there?" If you went to the teacher's house and wanted to call out to the teacher, "Are you there?" you would probably say, သရၣ်အိၣ်ဒေ၊, especially if he is older than you or a professional teacher). In such cases the word သရၣ် would be a noun used as a substitute for "you." Of course, you could ask someone else if the teacher is there, using the same words. The next example is

similar except for the gender. Likewise the third and fourth examples in (c), (d), (e), and (f) could be spoken to someone else about the teacher or could be spoken directly to the teacher using သရၢၣ် in place of a pronoun.

3.7 Question and Answer Drill

၃.၇ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) Repeat the following questions and answers after the teacher one time; then do not look at the book until the end of the drill. As the teacher asks the questions, answer affirmatively or negatively according to what is true. The teacher should ask the questions in order one after the other several times through, being sure to vary his/her actions so that sometimes the correct answer will be affirmative and sometimes negative. For example, when the teacher asks in Karen, "Am I sitting?" he/she should sometimes be sitting and sometimes standing. Likewise, when he/she asks, "Am I leaving?" he/she should sometimes be leaving the room and sometimes be coming back into the room. Remember to change the personal pronoun in your answer to the second person.

(၁) *သရၢၣ်--မၢပှၤကွီဖိတဲပိၣ်ထွဲသရၢၣ်အခံတကျိၤဘၣ်တကျိၤဝံၤ မၢပှၤကဖိကးဘၢဃၣ်အလံၣ်, ဒီးသရၢၣ်ကမၤအဒိဒီး သံကွၢ်ပှၤကွီဖိ. ဘၣ်တဘျီဘျီမၤဒိတၢ်သံကွၢ်အသိး, တဘျီဘျီတမၤဒိတၢ်သံကွၢ်အသိးဘၣ်. အဒိ--သရၢၣ်ကဲ "T," ပှၤကွီဖိကဲ "S." T တဲ "ယဆ့ၣ်နီၤဧါ." T မ့ၢ်ဆ့ၣ်နီၤဒၢ, S စံးဆၢ "နဆ့ၣ်နီၤ," ဝံၤသရၢၣ်ကတဲဘၣ်လီၤတၢ်နုၢ်ကၢ့ပှၤကွီဖိတဘျီ. ဘၣ်ဆၣ် T မ့ၢ်တဆ့ၣ်နီၤဘၣ်ဒၢ, S ကစံးဆၢ "နတဆ့ၣ်နီၤဘၣ်." မၤဒိအံၤကိးကျိၤဒဲး ၃-၄ ဝိတုၤလၢပှၤကွီဖိတဲဘၣ်ဘျၢဘျၢတစဲး.*

T. ယဆ့ၣ်နီၤဧါ.		Are you sitting[2]	
S. နဆ့ၣ်နီၤ. (နတဆ့ၣ်နီၤဘၣ်.)	(T,S)	Yes, you are.	(No, you aren't.)
T. ယဆၢထၢၣ်ဧါ.			
S. နဆၢထၢၣ်. (နတဆၢထၢၣ်ဘၣ်.)	(T,S)		
T. ယဟးထိၣ်ဧါ.			
S. နဟးထိၣ်. (နတဟးထိၣ်ဘၣ်.)	(T,S)		
T. ယဟဲနုၣ်ဧါ.			
S. နဟဲနုၣ်. (နတဟဲနုၣ်ဘၣ်.)	(T,S)		

(2) Repeat the following questions and answers after the teacher once, then don't look at the book until the end of the drill. The teacher should ask the questions in order several times through, sometimes giving you commands to carry out before asking the questions, and you should answer affirmatively or negatively according to what is true. For example, the teacher may ask you to stand and then ask if you are standing, or may ask you to stand and then ask you if you are sitting. Likewise, he/she may ask you to leave or come in, and while you are doing so, ask you if you are leaving. Remember to change the personal pronoun in your answer to the first person.

(၂) သရၢ်ကမၢပှၤကျိဖိမၤအဒိဒီးသရၢ်ကသံကွၢ်. မ့ၢ်မၢပှၤကျိဖိဆ့ၢ်နီၤဒီးသရၢ်မ့ၢ်သံကွၢ် "နဆ့ၢ်နီၤဧါ," ပှၤကျိဖိကစံးဆၢ "ယဆ့ၢ်နီၤ." ဘၢ်ဆၢ်သရၢ်မ့ၢ်သံကွၢ် "နဆၢထၢၢ်ဧါ," ပှၤကျိဖိကစံးဆၢ "ယတဆၢထၢၢ်ဘၢ်." မၤဒ်အံၤ ၃-၄ စိတုၤပှၤကျိဖိတဲ့ဘၢ်ဘျၢ်ဘျၢ်တစဲး.

T. နဆ့ၢ်နီၤဧါ.		**Are you sitting?**
S. ယဆ့ၢ်နီၤ. (ယတဆ့ၢ်နီၤဘၢ်.)	**(T,S)**	**Yes, I am. (No, I'm not.)**
T. နဆၢထၢၢ်ဧါ.		
S. ယဆၢထၢၢ်. (ယတဆၢထၢၢ်ဘၢ်.)	**(T,S)**	
T. နဟးထိၢ်ဧါ.		
S. ယဟးထိၢ်. (ယတဟးထိၢ်ဘၢ်.)	**(T,S)**	
T. နဟဲနၢ်ဧါ.		
S. ယဟဲနၢ်. (ယတဟဲနၢ်ဘၢ်.)	**(T,S)**	

3.8 Numbers

၃.၀ နီၢ်ဂံၢ်

(1) Turn back to 2.8. As the teacher calls out the numbers written there in random order, point to the number he/she calls. After you can locate the numbers quickly each time, the teacher will point to various numbers there in random order and you should say them in Karen. Whether you say them correctly or not, he/she should say them once more and you should repeat them after him/her.

(၁) *သရၢ်-ကွၢ်ကဒါက့ၤနီၢ်ဂံၢ် ၂.၀. သရၢ်ကိးထိၢ်အနီၢ်ဂံၢ်တဖျၢ်ဂ့ၤတဖျၢ်ဂ့ၤ, မၢပှၤကျိဖိနဲ့ၢ်နၢ်သရၢ်. မၤဒ်အံၤတုၤပှၤကျိဖိနဲ့ၢ်ဝဲဘၢ်ဂ့ၤဂ့ၤတစဲး. လၢခံ သရၢ်နဲ့ၢ်ဘၢ်ပှၤကျိဖိအနီၢ်ဂံၢ်တဖျၢ်ဂ့ၤတဖျၢ်ဂ့ၤ, မၢပှၤကျိဖိဖး.*

(2) REPEAT after the teacher.

(၂) *သရၢ်--မၢပှၤကျိဖိတဲ့ဝိၢ်တွဲသရၢ်အခံ ၂-၃ စိ.*

၄၀ ၅၆ ၇၃ ၁၅ ၉၁ ၆၂ ၃၉ ၂၄ ၀၇

(3) Practice counting from 5-95 by fives.

(၃) *မၢပှၤကျိဖိဒွး ၅, ၁၀, ၁၅, ၂၀, ၆်အံၤတုၤလၢ ၉၅.*

3.9 Reading and Writing

၃.၉ တၢ်ဖးဒီးတၢ်ကွဲးပှၤကညီကျိၢ်

REPEAT the following sentences after the teacher. Then at home copy them 3 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences to the teacher, and he/she should correct any mistakes in pronunciation.

In the first sentence, note that သကိး **is the correct spelling of the word when writing, although it is usually pronounced** သကိး **when speaking. (In the lesson material it is usually spelled as it is spoken to ensure that the teacher will pronounce it that way; but when you are practicing writing, you should practice the correct spelling.)**

သရှာ--မၢပှၤကျိဖးပိာ်သရှာ်အခံတကျိၤဘၣ်တကျိၤတဝီ, ဝံၤမၢပှၤကျိဖိကွဲးလိလၢဒၢးတကျိၤနၣ် သၢဝီဖဲတၢ်လီၢ်အိၣ်ဟိ. လၢခံတနံၤသရှာ်ကဘၣ်ကွၢ်ပှၤကျိဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤမ့ၢ်အဘၣ်ဧါ. ဝံၤမၢပှၤကျိဖးယုၤသရှာ်. ပှၤကျိဖးမ့ၢ်ကမၣ်, သရှာ်ကဘၣ်ဖးယုၤပှၤကျိဖိတဘျီဒီးမၢပှၤကျိဖိတဲပိာ်သရှာ်အခံ.

ယတလဲၤအိၣ်သကိးသရှာ်ဘၣ်. _____

_____ _____

ဟဲဆ့ၣ်နီၤဖဲအံၤ. _____

_____ _____

လဲၤဆၢထၢၣ်လၢနၣ်. _____

_____ _____

3.10 Listening and Speaking

၃.၁၀ တၢ်မၤလိကနၣ်ဒီးကတိၤပှၤကညီကျိၣ်

Continue to spend an hour each day listening to Karens talking together and seeing if you can recognize words you have learned. Practice ahead of time so that if any Karens come to visit you, you can say, ဟဲအိၣ်သကိး, **"Come and visit," and after they enter the house you can say,** ဆ့ၣ်နီၤဖဲအံၤ, **"Sit here," or** ဆ့ၣ်နီၤဖဲနၣ်, **"Sit there."**

သရှာ်--မၢပှၤကျိဖိလဲၤအိၣ်သကိးပှၤကညီဒိသိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံဝ ဒီးဒ်သိး အကကနၣ်ပှၤကညီကတိၤသကိးတၢ်.

3.11 Cultural Assignment--Continue working on 1.10.

၃.၁၁ တၢ်ယုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိဖိကမၤဒၣ်ဝဲ.

LESSON 4

တၢ်မၢလိ ၄

4.1 Useful Words and Phrases

၄.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိ ဝံၤလဲၤကဒီးဆူညါတကတိၢ်.

လိၣ်(လဲၣ်)	**Question ending for questions containing an interrogative word**
ဖဲလိၣ်(ဖဲလဲၣ်)	**Where? (In or at what place?)**
လၢလိၣ်(လၢလဲၣ်)	**Where? (In, at, from, or to what place?)**
ဒၢး[7]	**House**
အ(အဝဲအ)	**His, her, its**
ကျိ	**School, monastery**
ဘါ	**To worship**
ယွၤ	**God, Jehovah**
ကျိဘါယွၤ	**Church, building for worshipping God**
တၢ်ဘျုး	**Benefit, profit, favor, grace (used by Christians to express thanks)**
ဂိၤမိၣ်(တံၤသကိး/တံၤသကိး)[8]	**Friend**
မိၢ်	**Mother**
ပၢ်	**Father**
မိၢ်ပၢ်	**Parents**
အုၣ်(အၢၣ်)	**Grunt of assent**

4.2 Pattern Sentences and Phrases

၄.၂ တၢ်ကတိၤအဒီ

(1) REPEAT after the teacher.

(၁) *သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၃-၄ ဒီ.*

---

[7]**In Burma this word means "room" and the word for house is "ဟံၣ်" (pronounced as "shee" in some areas of Burma.)**

[8]**တံၤသကိး (or တံၤစကိး) is the way this word is pronounced in everyday speech; တံၤသကိး is the correct written form.**

ယဒား	My house
နဒား	Your house
(အဝဲ)အဒား	His/her/its house
ယမိ၊အဒား	My mother's house
ယပ၊အဒား	My father's house
သရဉ်အဒား	Teacher's house
ယဂိုးမိုဉ်အဒား	My friend's house
ယတံၤသကီးအဒား	My friend's house

(2) REPEAT after the teacher.

(၂) *သရဉ်--မၢပှၤကွီဖိတဲပိာ်သရဉ်အခံ ၃-၄ ဒိ.*

ဖယဒား	At my house
ဖနဒား	At your house
ဖ(အဝဲ)အဒား	At his/her/its house
ဖယမိ၊အဒား	At my mother's house
ဖယပ၊အဒား	At my father's house
ဖယသရဉ်အဒား	At my teacher's house
ဖယဂိုးမိုဉ်အဒား	At my friend's house
ဖယတံၤသကီးအဒား	At my friend's house

Repeat the above using လၢ **instead of** ဖ.

(3) REPEAT after the teacher.

(၃) *သရဉ်--မၢပှၤကွီဖိတဲပိာ်ထွဲသရဉ်အခံ ၃-၄ ဒိ.*

(a) နအိုဉ်ဖလိုဉ်.	Where are you? (Where do you live?)
နဒားအိုဉ်ဖလိုဉ်.	Where is your house?
နမိ၊အိုဉ်ဖလိုဉ်.	Where is your mother?
နပ၊အိုဉ်ဖလိုဉ်.	Where is your father?
အဝဲအိုဉ်ဖလိုဉ်.	Where is he/she?
သရဉ်မှဉ်အိုဉ်ဖလိုဉ်.	Where is the teacher?
ကွီအိုဉ်ဖလိုဉ်.	Where is the school?
ကွီဘၢယွၤအိုဉ်ဖလိုဉ်.	Where is the church?

Repeat the above using ဖလဉ် **in place of** ဖလိုဉ်. **Repeat a third time using** လၢလိုဉ်, **and**

a fourth time using လားလဲ.

သရှာ--တဲ့ကဒီးတစီဘာ့ဆာ့လာ "ဖဲလိ့" အလိ်ုတဲ့လာ "ဖဲလဲ." ခံစီတစီတဲ့လာ "လားလိ့." သာစီတစီ တဲ့လာ "လားလဲ."

(b) ယအိ့်လားနဒား.	**I am at your house.**
ယဒားအိ့်လားနှ့်.	**My house is over there.**
ယမိ်ုအိ့်ဖကွ်ဘါယွ.ား.	**My mother is at the church.**
ယပါ်ုအိ့်ဖအံ.ား.	**My father is here.**
အဝဲအိ့်ဖကွ်.	**He is at the school.**
သရှာ့်အိ့်ဖဲအာဒား.	**The teacher is at his house.**
ကွ်အိ့်လားအံ.ား.	**The school is here.**
ကွ်ဘါယွ.ားအိ့်လားနှ့်.	**The church is there.**

(4) Substitution Drill

(၄) *တ်ုဆီတလဲတ်ုကတီ.ား*

Repeat the first phrase after the teacher. Then without looking at your book, substitute the word in parentheses as called out by the teacher. If the word substituted is in the third person, be sure to add the pronoun "အ" before the word for house; e.g., သရှာ့်အဒား.

*သရှာ--အဆီ သရှာ့်ကဘာ့်တဲ့တ်ုကတီ.ားလားအမဲ့ာ့ညါတကျ.

.ဒီးမာပှ.ားကွ်ဖိတဲ့ပိ်ုသရှာ့်အခ့ံတဘျ.ုဝ.ား သရှာ့်ကဘာ့်တဲ့တ်ုကတီ.ားလားအအိ့်လာ ( ) အပှ.ား. ပှ.ားကွ်ဖိကဘာ့်သှတ်ုကတီ.ားအဝဲနှ့်ဒီးဆီတလဲတ်ုကတီ.ားအခ့ိ်ုထံ.ားတကျ.ား၏ခံကျ.ားတကျ.ားအသီ.ား. ပှ.ားကွ်ဖိတဲ့ဘာ့်ဂ့.ားတဘာ့်ဂ့.ား သရှာ့်ကဘာ့်တဲ့ဘာ့်လီ.ားတ်ုနှ့်ကှ.ားပှ.ားကွ်ဖိတဘျ.ုဒီ.ားမာပှ.ားကွ်ဖိတဲ့ပိ်ုသရှာ့်အခ့ံ. မ.ား်အံ.ားစ.ားထိ့်လားအခ့ိ်ုထံ.ားတှ.ားလားအကတ.ား်ုဝ.ား ခံစီတစီမာပှ.ားကွ်ဖိက.ားဘာ.ားယ.ား် အလံ့ာ်ဒီ.ားတဲ့ကဒီ.ား်အဒိအသီ.ားစ.ားထိ့်ကဒီ.ားလားအခ့ိ်ုထံ.ားတှ.ားလားအကတ.ား် ၃-၄ ဝီ. မ.ား်အံ.ား်သီ.ားပှ.ားကွ်ဖိကသ့ှ.ားညါတ်ုကတီ.ားသ့ှ.ားတဖှ.ားအံ.ားအကလှ.ုထိ့်ကလှ.ုလီ.ား လီ.ားတ်ုလီ.ားဆံ.ား.*

နဒား	(အဝဲ)
အဝဲအဒား	(သရှာ့်)
သရှာ့်အဒား	(ယ)
ယဒား	(ယဂ.ား်ဖိ့်)
ယဂ.ား်ဖိ့်အဒား	(အပါ်ု)
အပါ်ုအဒား	(နှ)

4.3 Question and Answer Drill

၄.၃ တ်ုသံ့ကွ.ုဒီ.ားတ်ုစံ.ားဆာ

Repeat both the questions below and the answers after the teacher once. After making sure that you know the meanings, close your book. Either you or your teacher should make a rough sketch map with 3 houses, a school building, and a church on it. No names should be written on the buildings, but the school can be longer than the other buildings, and the church can have a cross on it. The house nearest the teacher will be the teacher's house, the one nearest you will be your house, and the third house will be your mother's house. As the teacher asks each question, he/she should point to one of the buildings shown on the map, and you should answer accordingly. In the questions the teacher will use a different subject each time. If the subject is a noun, you should repeat it in your answer, but if the pronoun ယ or နှ is used, be sure to change it to the opposite pronoun in your answer (see the first 2 examples below). The first time or two the teacher should point to the buildings in the order listed in the possible answers; but after you can respond promptly, he/she should vary the order to help you think in Karen.

သရှာ်--ပှၤကျိဖိမ့ၢ်ဂ့ၤသရှာ်မ့ၢ်ဂ့ၤတဂၤဂ့ၤတဂၤဂ့ၤတဲ့သဝီတဖျၢာ်အဂီၤ, လၢသဝီအပူၤနှဉ်အိုဉ်ဒီးဒၢး ၃ ဖျၢာ်, ကျိမၤလိတၢ်တဖျၢာ်, ဒီးကျိဘၢ်ယွၤတဖျၢာ်, ဘဉ်ဆဉ်တဘဉ်ကွဲးလီၤတၢ်တဖဉ်အံၤအမံၤလၢတၢ်ဂီၤလီၤဘဉ်. ဖဲသုတ့တၢ်ဂီၤနှဉ် တ့ကျိမၤလိတၢ်ဒိုဉ်နှၢ်ထိနှၢ်ဒ်းတၢ်ဂီၤအဂၤတစ်း. မ့မ့ၢ်ကျိဘၢ်ယွၤနှဉ်တ့လီၤထူဉ်စုညါလၢအခိုဉ်. ဒၢးလၢတၢ်ဂီၤပူၤလၢအအိုဉ်ဘူးလၢသရှာ်နှဉ်ဒုးကဲအီၤလၢသရှာ်အဒၢး, ဒၢးလၢအအိုဉ်ဘူးလၢပှၤကျိဖိနှဉ်ဒုးကဲအီၤလၢပှၤကျိဖိအဒၢး, ဒီးဒၢးသၢဖျၢာ်တဖျၢာ်နှဉ်ဒုးကဲအီၤလၢပှၤကျိဖိအမၢ်အဒၢး. ဖဲသရှာ်သံကွၢ်ပှၤကျိဖိအတၢ်အခါ, သရှာ်ကနဉ်နှၢ်ဒၢးအဂီၤမ့ၢ်ဂ့ၤကျိအဂီၤမ့ၢ်ဂ့ၤ. အဒိ--သရှာ်ကနဉ်သရှာ်အဒၢးဒီးသံကွၢ်ပှၤကျိဖိ, "နအိုဉ်ဖဲလီဉ်." ပှၤကျိဖိကစ်းဆၢ, "ယအိုဉ်ဖဲနဒၢး." ဝံၤဒီးသရှာ်ကနဉ်ပှၤကျိဖိအမၢ်အဒၢးဒီးသံကွၢ်, "ယအိုဉ်ဖဲလဉ်." ပှၤကျိဖိကစ်းဆၢ, "နအိုဉ်ဖဲယမၢ်အဒၢး." မၤဒ်အံၤဒ်တၢ်သံကွၢ်ဒီးတၢ်စ်းဆၢအသိး. တၢတဝီ ပျဲပှၤကျိဖိကွၢ်လ်ဉ်. လၢခ်ိမၤပှၤကျိဖိကးဘၢဃ်အလ်ဉ်. သရှာ်ကသံကွၢ်ဒ်အံၤ ၂-၃ ဝီတ့ၤပှၤကျိဖိစ်းဆၢဘဉ်ဂ့ၤဂ့ၤ. ပှၤကျိဖိစ်းဆၢတၢ်မ့ၢ်ဘဉ်ဂ့ၤဂ့ၤလ်နှဉ် သရှာ်ကဘဉ်နဉ်ကျဉ်ကျိုကဒီးတၢ်ဂီၤတဖဉ်အံၤတဘျိုဒီးသံကွၢ်ကဒီးပှၤကျိဖိ.

T. Questions (တၢ်သံကွၢ်)	S. Answers (တၢ်စ်းဆၢ)
နအိုဉ်ဖဲလီဉ်.	ယအိုဉ်ဖဲနဒၢး.
ယအိုဉ်ဖဲလဉ်.	နအိုဉ်ဖဲယမၢ်အဒၢး.
အဝဲအိုဉ်ဖဲလဉ်.	အဝဲအိုဉ်ဖဲကျိ.
သရှာ်မှဉ်အိုဉ်ဖဲလီဉ်.	သရှာ်မှဉ်အိုဉ်ဖဲကျိဘၢ်ယွၤ.
နမၢ်အိုဉ်ဖဲလီဉ်.	ယမၢ်အိုဉ်ဖဲယဒၢး.

4.4 Pronunciation Drills

၄.၄ တၢ်ကတိၤအသိဉ်လၢအကီတစ်း

Review of "ပှ"

တၢ်ကွၢ်ကဒါက့ၤ "ပှ" အသိဉ်

REPEAT after the teacher.

သရှာ်--မၤပှၤကျိဖိတဲပိဉ်ထွဲသရှာ်အခ်ံတကျိုၤဘဉ်တကျိုၤ ၃-၄ ဝီ.

(a)	ပ၊	ဂ၊	ပ္ပ၊		
(b)	ပ့	ဂ့	ပ္ပ		
(c)	ပ၎	ဂ၎	ပ္ပ၎		
(d)	ဗ၊	ဓ၊	ဗ္ဗ၊		
(e)	ဗ	ဓ	ဗ္ဗ		
(f)	ပ္ပ၊	ပ္ပ၊	ပ္ပ၎	ဗ္ဗ၊	ဗ္ဗ၊
(g)	ပ္ပ၎	ပ့	ဗ္ဗ	ဗ့	
(h)	ပ္ပ	ပ့	ပ္ပ	ဗ့	

4.5 Pattern Sentences and Phrases

၄.၅ တၢ်ကတိၤအဒိ

(1) REPEAT after the teacher.

(၁) *သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.*

ဖဲယအိၣ်	**At or in the place where I am.**
ဖဲနအိၣ်	**At or in the place where you are.**
ဖဲအဝဲအအိၣ်	**At or in the place where he/she is**
ဖဲသရၣ်အအိၣ်	**At or in the place where the teacher is**
ဖဲနမိၢ်အအိၣ်	**At or in the place where your mother is.**
ဖဲနပၢ်အအိၣ်	**At or in the place where your father is.**
ဖဲနဂီၤမီၣ်အအိၣ်	**At or in the place where your friend is.**

Repeat the above using လၢ **in place of** ဖဲ.

သရၣ်--တဲ့ကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီလၢ "ဖဲ" အလီၢ်တဲ့လၢ "လၢ."

(2) REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

အဝဲလဲၤဘါယွၤ.	**He went to church. (He went to worship God.)**
အဝဲကလဲၤဘါယွၤ.	**He is going to go to church.**
အဝဲတလဲၤဘါယွၤဘၣ်.	**He is not going to go to church.**

ဘုရားကိုးယူ.	Worship God together.
လေးဘုရားကိုးယူ.	Go and worship God together. (Go to church together.)
လေးထိန်ဘုရားကိုးယူ.	Go up and worship God together.
ဘုရားယူးလောကို.	Worship God at the school/church.
လေးဘုရားယူးလောကို.	Go and worship God at the school/church.
လေးထိန်ဘုရားယူးလောကို.	Go up and worship God at the school/church.
လေးထိန်ဘုရားကိုးယူးလောကို.	Go up and worship God together at the school/church.

(3) REPEAT after the teacher.

(၃) *သရက်--မေးပုံးကိုဖိတဲ့ပြီးထွဲသရက်အခံ ၂-၃ ခု.*

ကိုအိုင်ရေ	Is there a school?
ကိုဘုရားယူးအိုင်ရေ.	Is there a church?
နဒားအိုင်ရေ.	Do you have a house?
သရက်အဒားအိုင်ရေ.	Does the teacher have a house?
နသကိုးအဒားအိုင်ရေ	Does your friend have a house?
ကိုတအိုင်ဘုင်.	There is no school.
ကိုဘုင်ယူးတအိုင်ဘုင်.	We don't have a church.

(4) REPEAT after the teacher.

(၄) *သရက်--မေးပုံးကိုဖိတဲ့ပြီးထွဲသရက်အခံ ၂-၃ ခု.*

နဟဲလားလဲ့.	Where do (did/have) you come from?
နဟဲကုးလားလီ.	Where have you come back from?
ယဟဲကုးလားနဒား.	I've come back from your house.
ယဟဲကုးလားယမိ်ုအဒား.	I've come back from my mother's house.
ယဟဲကုးလားယပ်ုအဒား.	I've come back from my father's house.
ယဟဲကုးလားသရက်အဒား.	I've come back from the teacher's house.
ယဟဲကုးလားကို.	I've come back from the school.
ယဟဲကုးလားကိုဘုရားယူး.	I've come back from the church..

4.6 Notes on Word Usage and Grammar (To be read at home.)

၄.၆ သရှင်--မာပှၤကျိဖဲးဒဉ်ဝဲလၢဒၢး.

(1) Use of လီၢ်(လဲၢ်) You have already learned the use of ၎ which is the question ending for questions anticipating a "yes" or "no" answer. In this lesson you are introduced to the other kind of question ending; i.e., လီၢ်(လဲၢ်), which is used when an interrogative word like the Karen equivalent of "where?" "when?" "who?" "what?" "which?" "why?" "how?" etc., are used in the question. The village Karens usually use လီၢ် whereas the Karens in the town use လီၢ် and လဲၢ် interchangeably, depending upon the situation. You should learn to recognize both when you hear them, but practice saying whichever kind your teacher feels is more common in the area where you are.

(2) Use of ဖဲ and လၢ (continued) In the previous lesson you were introduced to the use of ဖဲ and လၢ combined with ဒီၤ and နၣ်. You learned that both ဖဲဒီၤ and လၢဒီၤ mean "here" in the sense of "in or at this place" and that the 2 expressions could be used interchangeably. Likewise, you learned that ဖဲနၣ် and လၢနၣ် both mean "there" in the sense of "in or at that place" and can also be used interchangeably. You may also have noticed that လၢ as given in the Useful Words and Phrases (3.2) has the additional meaning of "from" or "to" a place, although no examples were given. In this lesson you are introduced to two other uses of ဖဲ and လၢ, as follows:

(a) ဖဲ(လၢ) introducing phrases

The phrase ဖဲကျ၊ can mean "in school" or "at school," whereas the phrase လၢကျ၊ can mean "in school," "at school," "from school," or "to school," depending upon the context. Likewise, ဖဲနဒိၣ် can mean "in the place where you are," or "at the place where you are;" whereas လၢနဒိၣ် can mean "in the place where you are," "at the place where you are," "from the place where you are," or "to the place where you are," depending upon the context. In Lesson 6 you will learn another particle which also means "to."

(b) ဖဲ(လၢ) + လီၢ်(လဲၢ်) question ending

The expression ဖဲလီၢ်(ဖဲလဲၢ်) can mean "where?" in the sense of "in what place?" or "at what place?" where as လၢလီၢ်(လၢလဲၢ်) can mean "where?" in the sense of "in what place?" "at what place?" "from what place?" or "to what place?" depending upon the context.

(3) Location of Persons In the pattern sentences and phrases (4.5) above, the first pattern is the use of ဖဲ(လၢ) + a noun or pronoun referring to a person. Since people are not stationary, they cannot be considered places; so Karen uses the verb ဒိၣ် following the noun or pronoun to give the meaning of "the place at, in, to, or from which the person is located;" e.g., လဲၤလၢနပၢ်ဒၣ်ဒိၣ်, "Go to where your father is" (whereas in English we would be more likely to say, "Go to your father.").

(4) Possession You have now learned the 3 singular possessive pronouns; i.e., ယ, "my;" နၣ်, "your;" and ဒၣ်ဝ်ဒၣ (or just ဒၣ်), "his/her/its." In order to show possession with

nouns, the third person pronoun အ is used; e.g., သရဉ်အဒေး, "the teacher's house." (Literally, "the teacher his house.") The third person singular pronoun အဝဲအ is used where it would not otherwise be clear whom one is speaking of; but if one is already talking about a person, the shorter form အ can be used since it would be understood that he/she is the one referred to.

4.7 Expansion Drill

၄.၇ တၢ်မၤလီတၢ်နၢ်တၢ်ကတိၤလၢအဘၣ်အလီၢ်

REPEAT the following sentences after the teacher once, then close your book. Repeat the first sentence again after the teacher. Then as the teacher gives the word(s) in ( ), repeat the first sentence adding the new words in the correct place. Then use the second sentence as the basis for the third, and the third sentence as the basis for the fourth, etc., adding the new words in the correct place each time. Each time after you have made a new sentence, the teacher should say it again and you should repeat it after him/her to fix both the word order and the pronunciation in your mind.

သရဉ်--အဆိ မၢပှၤကျိဖးပိာ်သရဉ်အခ်လၢ (a) တကျိၤဘဉ်တကျိၤဃှာ်ဒီးတၢ်ကတိၤလၢအအိဉ်လၢ ( ) အပှၤ. အဒိ--သရဉ်တဲ "ယလဲၤ," ဒီးပှၤကျိဖိတဲပိာ်ထွဲ "ယလဲၤ." ဝံၤသရဉ်တဲ "အိဉ်သကီးယမိၢ်" ဒီးပှၤကျိဖးပိာ်ထွဲ "အိဉ်သကီးယမိၢ်." ဝံၤဒီးသရဉ်တဲ "ယလဲၤအိဉ်သကီးယမိၢ်" ဒီးမၤပှၤကျိဖိတဲပိာ်ထွဲသရဉ်အခ်. ဖးဒ်အံၤအသိး တကျိၤဘဉ်တကျိၤတုၤလၢ (a) အကတၢၢ်ဝံၤ မၤပှၤကျိဖိကးဘၢၤယာ်အလာ်. ဝံၤဒီးခ်ဝိတဝိန္ဉာ်သရဉ်ကဖးကဒီး (a) အခ်ိဉ်ထံးတကျိၤမၤပှၤကျိဖိတဲပိာ်သရဉ်အခ်ဝံတဲကဒီးတၢ်ကတိၤလၢအအိဉ်လၢ ( ) အပှၤဒီးမၤပှၤကျိဖိတၢ်နၢ်တၢ်ကတိၤသ့ဉ်တဖာ်အံၤဖဲအကြၢးဒဉ်ဝဲ်လၢခ်ကျိၤတကျိၤအသိးဒီးတဲလိဒီကျိၤညၢ်. ဝံၤဒီးသရဉ်ကတဲ ဘဉ်လီၤတၢ်နၢ်ကၢ့ပှၤကျိဖိခ်ကျိၤတုၤကျိၤအသိးဒီးမၤပှၤကျိဖိတဲပိာ်ထွဲကဒီးသရဉ်အခ်. မၤဒ်အံၤစးထိဉ်လၢ (a) အခ်ိဉ်ထံးတုၤလၢအကတၢၢ် ၁-၂ ဝိတုၤလၢပှၤကျိဖိတဲဘဉ်ဘျၣ်ဘျၣ်တစ်း. ပှၤကျိဖိတဲမ့ၢ်ဘဉ်ဘျၣ်ဘျၣ်လံနၢ်ဉ် လဲဆူ (b) ဒီးမၤဒ်နၢ်ဉ်အသိး.

(a) ယလဲၤ.	(အိဉ်သကီးယမိၢ်)	(T,S)
ယလဲၤအိဉ်သကီးယမိၢ်.	(ဖဲနၢ်ဉ်)	(T,S)
ယလဲၤအိဉ်သကီးယမိၢ်ဖဲနၢ်ဉ်.	(တ ... ဘဉ်)	(T,S)
ယတလဲၤအိဉ်သကီးယမိၢ်ဖဲနၢ်ဉ်ဘဉ်.		(T,S)
(b) ယဂိၤမိ$̈$ဉ်ဘါယွၤ.	(လဲၤ)	(T,S)
ယဂိၤမိ$̈$ဉ်လဲၤဘါယွၤ.	(ထိဉ်)	(T,S)
ယဂိၤမိ$̈$ဉ်လဲၤထိဉ်ဘါယွၤ.	(လၢကျိ)	(T,S)
ယဂိၤမိ$̈$ဉ်လဲၤထိဉ်ဘါယွၤလၢကျိ.	(က)	(T,S)
ယဂိၤမိ$̈$ဉ်ကလဲၤထိဉ်ဘါယွၤလၢကျိ.		(T,S)

4.8 Conversation Practice

၄.၈ တၢ်မၤလီဘဉ်ဃးတၢ်ကတဲသကိးတၢ်

Below is a skeleton conversation for you to practice. The indication of intention to depart is rather abrupt, but later the conversation will be expanded. At first repeat all lines after the teacher. After you can repeat them correctly and without hesitation and understand the meaning, the teacher should take the T parts while you take the S parts. The teacher should immediately correct any wrong pronunciations and you should then repeat it after him/her. After going through the conversation several times using the book, try responding without using the book. Speak slowly enough for the words to flow smoothly. (Note that in the first response, the အိန် tends to rise because of a superimposed intonation pattern characteristic of single-syllable answers.)

သရှာ်--သရှာ်ကဲ "T," ပှၤကျိဖိကဲ "S." အဆိမၤပှၤကျိဖိတဲပိာ်ထွဲသရှာ်အခံတကျိၤဘာ်တကျိၤဝံၤကတိၤလိ တၢ်ကတိၤသ့ာ်တဖၣ်အံၤ. ပှၤကျိဖိမ့မ့ၢ်အပိာ်မ့ၣ်, သရှာ်ကကိးအီၤလၢ "သရှာ်မ့ၣ်." ပှၤကျိဖိမ့မ့ၢ်အပိာ်ခွါ, သရှာ်ကကိးအီၤလၢ "သရှာ်." ဖဲပှၤကျိဖိတဲတၢ်တကျိၤဂ့ၤတကျိၤဂ့ၤမ့ၢ်ဘာ်မ့ၢ်ဂ့ၤ မ့ၢ်တဘာ်မ့ၢ်ဂ့ၤ သရှာ်ကဘာ်တဲဘာ်လီၤတံၢ်နှၢ်ကၢ်ပှၤကျိဖိတဘျီ, မၤပှၤကျိဖိတဲပိာ်ထွဲကဒီးသရှာ်အခံ. အဒိ-- "T" တဲ "သရှာ်အိုာ်ဒၢ်" (မ့တမ့ၢ် "သရှာ်မ့ၣ်အိုာ်ဒၢ်"). "S" တဲဆၢ "အိုာ်. ဟဲထိုာ်." ဝံၤ, သရှာ်ကတဲလီၤတံၢ်ကဒီးတဘျီ, "အိုာ်. ဟဲထိုာ်," ဒီးမၤပှၤကျိဖိတဲပိာ်ထွဲကဒီးသရှာ်အခံ. ကွၢ်လိလံာ်ပှၤဒီးကတိၤလိတၢ်အံၤအါဝိတစဲးဝံၤ မၤပှၤကျိဖိကးဘၢ်ဃာ်အလံာ်ဒီးကတိၤလိတၢ်ကတိၤအံၤတုၤပှၤကျိဖိကတိၤဝဲဘျ.

T.	သရှာ်(သရှာ်မ့ၣ်)အိုာ်ဒၢ်.
S.	အိုာ်. ဟဲထိုာ်.
T.	ယဟဲအိုာ်သကိးနၤ.
S.	တၢ်ဘျုး. ဆ့ာ်နိၤဖဲအံၤ.
	နဟဲက့ၤလၢလဲာ်.
T.	ယဟဲက့ၤလၢကျ.
	ယကက့ၤ.
S.	အုၣ်, အုၣ်.
	တၢ်ဘျုးလၢနဟဲ.

You will continue to work on this conversation for several days.

သရှာ်--တၢ်ကတိၤသ့ာ်တဖၣ်အံၤ သရှာ်ကဘာ်ကွၢ်ကဒါက့ၤကိးနံၤဒဲးအါဝိတစဲးတုၤပှၤကျိဖိတၢ်နှၢ်လီၤတံၢ်လီၤ ဆဲး.

4.9 Numbers

၄.၉ နိၢ်ဂံၢ်

(1) Turn back to section 3.8. As the teacher calls out in random order the numbers written there, point to the number he/she calls. After you can locate the numbers quickly each time, the teacher should point to the numbers in random order and you should say them in Karen.

(၁) *ကွၢ်ကဒါက့ၤနိၢ်ဂံၢ် ၃.၀. သရှာ်ကိးထိုာ်အနိၢ်ဂံၢ်တဖျၣ်ဂ့ၤတဖျၣ်ဂ့ၤ, မၤပှၤကျိဖိနဉ်ဉ်နှၢ်သရှာ်. လၢခံ သရှာ်နဉ်ဉ်နှၢ်ကၢ်ပှၤကျိဖိၤအနိၢ်ဂံၢ်တဖျၣ်ဂ့ၤတဖျၣ်ဂ့ၤ, မၤပှၤကျိဖိၤ.*

(2) **REPEAT after the teacher twice through. Then try reading them yourself, the teacher saying each one after you and you repeating it. Practice reading them at home also.**

(၂) *သရှာ်--မၢပှၢကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ခံဝိဝံၤ မၢပှၢကျိဖိးကွၢ်ဒၢ်ဝဲ. ပှၢကျိဖိးဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရှာ်ကဘၣ် တဲဘၣ်လီၤတံၢ်နၢ်ကၢ့ၤကဒီးပှၢကျိဖိတဘျီဒီးမၢပှၢကျိဖိတဲပိာ်ထွဲသရှာ်အခံ.*

၅၀ ၇၆ ၁၃ ၉၅ ၆၀ ၃၂ ၂၉ ၀၄ ၄၇

(3) **Practice counting from 30-60 by threes.**

(၃) *သရှာ်--မၢပှၢကျိဖိဒူးနီၢ်ဂံၢ်စးထိၣ်ဖဲ ၃၀, ဒူးအါထိၣ်တဘျီ ၃ ဖျၢၣ်. အဒိဒူး--၃၀, ၃၃, ၃၆, ၃၉, တုၤလၢ ၆၀.*

4.10 Reading and Writing

၄.၁၀ တၢ်မၤလိဖးဒီးကွဲးပှၢကညီအကျိၣ်

REPEAT the following sentences after the teacher. Then at home copy them 3 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences to the teacher, and he/she should correct any mistakes in pronunciation.

သရှာ်--မၢပှၢကျိဖိးပိာ်သရှာ်အခံတကျိၤဘၣ်တကျိၤတဝိဝံၤ မၢပှၢကျိဖိကွဲးလိလၢဒၢးတကျိၤနၣ်ၣ် ၃ ဘျိဖဲတၢ်လီၢ် လီၤဟီ. လၢခံတနံၤသရှာ်ကဘၣ်ကွၢ်ပှၢကျိဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤမ့ၢ်အဘၣ်ဧါ. ဒီးမၢပှၢကျိဖိးယုၤသရှာ်. ပှၢကျိဖိးမ့ၢ်ကမၣ်, သရှာ်ကဘၣ်ဖးယုၤပှၢကျိဖိတဘျီဒီး.

နမိၢ်နပၢ်အိၣ်ဖဲလဲၣ်. _____

_____ _____

နဂိၤမိၣ်တကၢ့ၤဘၣ်. _____

_____ _____

ယဟဲကၢ့ၤလၢကျိဘါယွၤ. _____

_____ _____

4.11 Listening and Speaking

၄.၁၁ တၢ်မၤလိကနၣ်ဒီးကတိၤပှၢကညီကျိၣ်လၢပှၢကညီအဟံၣ်

Continue to spend an hour each day listening to Karens talking together and seeing if you can recognize words or use expressions you have learned thus far.

သရှာ်--မၢပှၢကျိဖိလဲၤအိၣ်သကိးပှၢကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံဝဲဒီးဒ်သိးက ကနၣ်ပှၢကညီကတိၤသကိးတၢ်.

4.12 Cultural Assignment--Continue working on 1.10.

၄.၁၂ တၢ်ယုသ့ၣ်ညါပှၢကညီအလုၢ်ဒၤခလၢ်--ပှၢကျိဖိကဆဲးမၤဒၢ်ဝဲ.

LESSON 5 - REVIEW

တၢ်မၤလီ ၅ - တၢ်ကွၢ်ကဒါကုၤ

(Note: For 5.6 you will need to use the map from your cultural assignment, so bring it to the class.)

5.1 Basic Sentence and Phrase Patterns

၅.၁ တၢ်ကတိၤအဒိ

(1) <u>Phrase patterns indicating possession.</u> In the previous lessons you have learned that possession can be shown by (1) simply using a possessive pronoun; or (2) by using a noun followed by the possessive pronoun ဘ; e.g., နဘး, "your house;" နပၢ်အကွိ, "your father's school."

Repeat the sentence below after the teacher using the words from the right-hand column one after the other in the blank. Then without looking at the book, substitute in the blank space whichever word from the right-hand column the teacher calls out, being sure to add the pronoun "အ" where needed. Whether you said it correctly or not, the teacher will then say the correct answer and you should repeat it again. After the first round the teacher should mix up the order of the words to be substituted. When you can make the substitutions correctly and promptly, go on to the next section.

(၁) *သရၣ်ကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤလၢစုထွဲတပၤအံၤတကျိုၤဘၣ်တကျိုၤလၢတၢ်လီၢ်လီၤဟိအပူၤ ( ) ဒီးမၢပှၤကျိုဖိတဲ ပိၣ်ထွဲသရၣ်အခံတုၤအကတၢၢ်. အဒိ--အခီၣ်ထံးတဘျိ, "နသကီးအိၣ်လၢယဒၢး. " ခံဘျိတဘျိ, " နသကီး အိၣ်လၢနဒၢး." ဒီးတၢ်ကတိၤလၢကဘၣ်တ့ၢ်နၣ် "အ" ဒၢ တ့ၢ်နၣ်, အဒိ-- "နသကီးအိၣ်လၢသရၣ်အဒၢး." ခံဝီတဝီမၢပှၤကျိုဖိကးဘၢယၣ်အလံၣ်ဒီးသရၣ်ကကီးထိၣ်တၢ်ကတိၤလၢစုထွဲတပၤတကျိုၤဘၣ်တကျိုၤဝံၤပှၤကျိုဖိ ကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤလၢအလီၢ်လီၤဟိလၢစုစ့ၣ်တပၤဝံၤတဲလိအီၤဒီကျိုၤညၢ်. ဖဲသရၣ်ကီးထိၣ်တၢ်ကတိၤလၢ စုထွဲတပၤ, တၢ်ကတိၤလၢကဘၣ်တ့ၢ်နၣ် "အ" နၣ် ပှၤကျိုဖိကတ့ၢ်နၣ်ဒၣ်ဝဲ. သရၣ်တဘၣ်တဲဘၣ်ပှၤကျိုဖိဘၣ်. ပှၤကျိုဖိစံးတၢ်တဘျိဂ့ၤတဘျိဂ့ၤမ့ၢ်ဘၣ်မ့ၢ်ဂ့ၤမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်တဲဘၣ်လီၤတံၢ်နၣ်ဒီးပှၤကျိုဖိဒီးမၢပှၤကျိ ဖိတဲပိၣ်ကဒီးသရၣ်အခံ. သၢဝီတဝီသရၣ်ကဘၣ်ကီးထိၣ်ကျဲၣ်ကျိုတၢ်ကတိၤလၢစုထွဲတပၤ, ကကီးထိၣ်ဆိဖဲလဲၣ် ဖျၢၣ်လဲၣ်သ့. မၤယုၤပှၤကျိုဖိၣ်အံၤအၢဘျိတစဲးၣ်သိးပှၤကျိုဖိကတၢ်နၣ်ဒီးနၣ်ပၢၢ်လီၤတံၢ်လီၤဆဲး.

နသကီးအိၣ်လၢ ——— ဒၢး.

ယ
နၣ
အ
သရၣ်
သရၣ်မုၣ်
ယမိၢ်
နပၢ်

(2) <u>Phrase patterns indicating location.</u> In the previous lessons you have learned that either ဖ or လ၊ can be used to mean "at" or "in" a place, but only လ၊ can be used to mean "from" or "to" a place. You have now learned 3 kinds of location phrases using ဖ/လ၊, as follows:

(a) ဖ or လ၊ followed by အံ၊, "this," or နှဉ်, "that;" e.g., ဖအံ၊, "here, at this place;" ဖနှဉ်, "there, at that place."

(b) ဖ or လ၊ followed by a noun or noun phrase referring to a place; e.g., ဖကျို, "at the school;" လ၊နဒား, "at your house."

(c) ဖ or လ၊ followed by a noun or a pronoun referring to a person + the verb အိုဉ်; e.g., ဖယအိုဉ်. "at the place where I am." When ဖ or လ၊ are followed by a noun or pronoun referring to someone you are talking about, the pronoun "အ" is used between the noun and the verb အိုဉ်; e.g.,လ၊သရဉ်အအိုဉ်, "at the place where the teacher is."

Repeat the sentence below after the teacher once inserting the first word from the right hand column. Then without looking at the book, substitute in the blank whichever word in the right-hand column the teacher calls out, being sure to add the words အိုဉ် or အအိုဉ် if the word substituted refers to a person. At first he/she should call the words in order, but later he/she should mix up the order.

(၂) *သရဉ်ကဘာ်တ့ၢ်နှဉ်တၢ်ကတိၤလ၊စုထွဲတပ၊အံ၊တကျိ၊ဘာ်တကျိ၊ဒီမ၊ပှ၊ကျိုဖိတဲ့ပိ်ထွဲသရဉ်အခံတုၤအကတၢၢ်. တၢ်ကတိၤလ၊ကဘာ်တ့ၢ်နှဉ် "အိုဉ်" မ့တမ့ၢ် "အအိုဉ်" နှဉ်ဒ၊ တ့ၢ်နှဉ်အီ၊. အဒိ--"နသကီးအိုဉ်ဖယအိုဉ်." "နသကီးအီးဖသရဉ်အအိုဉ်." ခံဝိတဝိမ၊ပှ၊ကျိုဖိကးဘ၊ဃဉ်အလံ်ဒီးသရဉ်ကကိးထိုဉ်ကျ့ဉ်ကျိ့တၢ်ကတိၤလ၊စုထွဲတပ၊, ကကိးထိုဉ်ဆိဖလဲဉ်ဖျၢ်ဉ်လဲဉ်သ့. ပှ၊ကျိုဖိကဘာ်တ့ၢ်နှဉ်တၢ်ကတိၤလ၊အလီၢ်လီ၊ဟိလ၊စုစ့ဉ်တပ၊ဒီးတဲ့အီ၊ဒီကျိ့ဉ1. ဖသရဉ်ကိးထိုဉ်တၢ်ကတိၤလ၊စုထွဲတပ၊, တၢ်ကတိၤလ၊ကဘာ်တ့ၢ်နှဉ် "အိုဉ်" မ့တမ့ၢ် "အအိုဉ်" နှဉ်ပှ၊ကျိုဖိကဘာ်တ့ၢ်နှဉ်ဒဉ်ဝဲ. သရဉ်တဘာ်တဲ့ဘာ်ပှ၊ကျိုဖိဘာ်. ပှ၊ကျိုဖိစံးဆ၊တၢ်တဘျိ့ဂ့ၢ်တဘျိ့ဂ့ၢ်မ့ၢ်ဘာ်မ့ၢ်ဂ့ၢ်မ့ၢ်တဘာ်မ့ၢ်ဂ့ၢ် သရဉ်ကဘာ်တဲ့ဘာ်လီ၊တံၢ်နှ၊်က့ၢ်ဒီးပှ၊ကျိုဖိတဘျိ့ဒီးမ၊ပှ၊ကျိုဖိတဲ့ပိ်ကဒီးသရဉ်အခံ. မ၊ယုၤပှ၊ကျိုဖိ်အံ၊အ၊ဘျိ့တစ့ၢ်သီးပှ၊ကျိုဖိကတၢ်နှ၊်ဒီးနှ၊်ပ၊ၢ်လီ၊တံၢ်လီ၊ဆဲး.*

နသကီးအိုဉ်ဖ ____	အံ၊
	နှဉ်
	ကျို
	ကျိုဘါယွ၊
	ယဒား
	နဒား
	အဒား
	ယ
	သရဉ်
	သရဉ်မှဉ်

(3) Direct address phrases.

(၃) *တၢ်သူတၢ်ကတိၤ "ဧၢ"*

You have now learned that when directly addressing a person, often just the person's name or title is used; e.g., မ့ၢရံၣ်, "Mary, ..." သရၣ်, "Teacher, ..." However, when one wishes to be more polite or wishes to attract a person's attention, the particle ဧၢ is added; e.g., မ့ၢရံၣ်ဧၢ, "Mary, ..." သရၣ်ဧၢ, "Teacher, ..." (Note: When a pronoun is used to refer to the person addressed, the objective form is used; e.g., နၤဧၢ, (a common way for a man or woman to address his/her spouse).

Repeat the sentence below after the teacher, inserting the first word from the right-hand column in the blank space. Then without looking at the book, substitute in the blank whichever word from the right-hand column the teacher calls out. Whether you say it correctly or not, the teacher should then give the correct answer and you should repeat it.

သရၣ်ကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤလၢစုထွဲတပၤအံၤတကျိုၤဘၣ်တကျိုၤဒီးမၢပှၤကျိုဖိတဲပိၣ်ထွဲသရၣ်အခံတ့ၤအကတၢၢ်. အဒိ-- "သရၣ်ဧၢ, နကဟဲက့ၤဧၢ်." ခံဝိတဝိမၢပှၤကျိုဖိကဃၢဃၣ်အလံၣ်ဒီးသရၣ်ကကိးထိၣ်ကျဲၣ်ကျိုတၢ်ကတိၤလၢစုထွဲတပၤ, ကကိးထိၣ်ဆိဖဲလဲၣ်ဖျၣ်လဲၣ်သ့. ပှၤကျိုဖိကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤလၢစုစ့ၣ်တပၤဒီးတဲတ့ၤအကတၢၢ်ဒီကျိုၤညၢ်. မၤဒ်အံၤအါဘျိတ့ၤပှၤကျိုဖိတဲဘၣ်ဘျၣ်ဘျ.

——— ဧၢ, နကဟဲက့ၤဧၢ်.	သရၣ်
	သရၣ်မ့ၣ်
	ဖိ၎
	ပၢ်
	မ့ၢရံၣ် (Mary)

(4) Sentence Patterns.

(၄) *တၢ်ကတိၤအဒိ*

You have now learned the following kinds of sentences:

a. Commands;	**e.g.,** ဟဲ.
b. Statements--present or past time;	**e.g.,** (အဝဲ)ဟဲ.
c. Statements--future time;	**e.g.,** အဝဲကဟဲ.
d. Statements--negative;	**e.g.,** အဝဲတဟဲဘၣ်.

e. ၎-questions--present/past time; e.g., အဝဲဟဲ၎.
f. ၎-questions--future time; e.g., အဝဲကဟဲ၎.
g. ၎-questions--negative; e.g., အဝဲတဟဲ၎.
h. လိုဉ်/လဲဉ်-questions--present/past; e.g., အဝဲဟဲလ၊လဲဉ်.
i. လိုဉ်/လဲဉ်-questions--future; e.g., အဝဲကဟဲလ၊လဲဉ်.

Of course, in the case of commands the subject is always "you (understood)." Remember that in ၎-questions in the negative, only တ is used and no ဘဉ်, as in (g) above.

Below are 3 sentences, which are in the (b)-pattern. Repeat (1) after the teacher, then make the necessary changes to express all of the above types of sentences. For (a) drop the subject, which is in ( ); for (b) repeat the sentence as it is below; for (c) to (i) add whatever words or particles are necessary to express the patterns illustrated above. Do the same for (2) and (3).

သရ၎်--မၢပှၢကျိဖိတဲပိ၎်သရ၎်အခံ၎်အဒိလၢအဖီခိ၎်လၢစုထွဲတပၢနှ၎်. ဖးဆိလၢခံကျိၢတကျိၢ (b). အဒိ-- "အဝဲဟဲ."
ဝံၤဒီး, ပ၎်လီၤတဲ၎်တၢ်ကတိၤလၢအအိ၎်လၢ ( ) အပှၢ, ဖးထဲတၢ်ကတိၤလၢအအိ၎်တ့ၢ် ကကဲထိ၎်က့ၤတၢ်ကတိၤလၢ (a) အပှၢ. အဒိ-- "ဟဲ."
ဝံၤဒီး, ဖးကဒီး (b) တကျိၢ

ဝံၤ, ၎်သိးကကဲထိ၎်က့ၤ်လၢ (c) နှ၎် တ့ၢ်နှ၎် "က."
ဝံၤ, ၎်သိး (b) ကကဲထိ၎်က့ၤလၢ (d) နှ၎် တ့ၢ်နှ၎် "တ" ဒီး "ဘဉ်."
ဝံၤ, ၎်သိး (b) ကကဲထိ၎်က့ၤလၢ (e) နှ၎် တ့ၢ်နှ၎် "၎."
ဝံၤ, ၎်သိး (b) ကကဲထိ၎်က့ၤလၢ (f) နှ၎် တ့ၢ်နှ၎် "က" ဒီး "၎."
ဝံၤ, ၎်သိး (b) ကကဲထိ၎်က့ၤလၢ (g) နှ၎် တ့ၢ်နှ၎် "တ" ဒီး "၎."
ဝံၤ, ၎်သိး (b) ကကဲထိ၎်က့ၤလၢ (h) နှ၎် တ့ၢ်နှ၎် "လၢလဲဉ်."
ဝံၤ, ၎်သိး (b) ကကဲထိ၎်က့ၤလၢ (i) နှ၎် တ့ၢ်နှ၎် "က" ဒီး "လၢလဲဉ်."

မၢပှၢကျိဖိတဲပိ၎်သရ၎်အခံတကျိၢဘဉ်တကျိၢတစီဝံၤ ကွၢ်တၢ်ကတိၤနီၢ်ဂံၢ် (1) လၢအဖီလ၎်အံၤဒီးတဲပိ၎်သရ၎်အခံတဘျီ. (တၢ်ကတိၤ၎်အအိ၎်ပ၎်စၢၤအသိးနှ၎်ပ၎်အီၤ၎်အမ့ၢ် (b) နှ၎်.) ဝံၤမၢပှၢကျိဖိမၤ၎်အဒိလၢ အဖီခိ၎်လၢစုထွဲတပၢနှ၎်အသိး. အဒိ--"အဝဲဟဲအိ၎်သကီးယပ်." ဝံၤ၎်သိးကကဲထိ၎်က့ၤလၢ (a) နှ၎် ပှၢကျိဖိကဘဉ်ပ၎်လီၤတဲ၎်တၢ်ကတိၤလၢအအိ၎်လၢ ( ) အပှၢဒီးဖးတၢ်ကတိၤလၢအအိ၎်တ့ၢ်. အဒိ-- "ဟဲအိ၎် သကီးယပ်." ဝံၤ၎်သိးကကဲထိ၎်က့ၤ၎် (b) အသိးနှ၎် ကဘဉ်ဖးထိ၎်က့ၤဒီး (1) ဒီကျိၤ၎်အအိ၎်ပ၎်စၢၤအသိး. ဝံၤ ကဘဉ်တ့ၢ်နှ၎်တၢ်ကတိၤ၎် လၢအဒိလၢအဖီခိ၎်အသိးတကျိၢဘဉ်တကျိၢ (c) တ့ၢလၢ (i). ပှၢကျိဖိမၤနီၢ်ဂံၢ် (1) တ့ၢအကတၢ်မ့ၢ်ဝံၤနှ၎် သရ၎်ကဖးနီၢ်ဂံၢ် (2) လၢအဖီလ၎်အံၤတဘျီဒီးမၢပှၢကျိဖိတဲပိ၎်ထွဲသရ၎်အခံ ဝံၤမၢပှၢကျိဖိမၤ၎်အဒိလၢအဖီခိ၎်အသိး (a) တ့ၢလၢ (i) အကတၢ်. ဝံၤဒီး, မၤဒီးလၢ (3), မၤ၎်အဒိအသိး.

(1) (အဝဲ)ဟဲအိုင်သကီးယပါ.

(2) (သရှင်မှုန်)လဲ၁ဘါယွ၁.

(3) (အမိ၊)ဆုံ့နီ၁ဖဲန္ဒ်.

(Note: For (h) and (i) change the ဖဲန္ဒ် in this sentence to ဖဲလဲ့ and use it in place of လ၁လဲ့.)

5.2 Pronunciation Drills

၅.၂ တၢ်ကတိ၁အသီ့်လ၁အကီတစ်း

(1) **Review any of the consonants and/or vowels which are still difficult for you in 1.4, 2.4, 3.4, and 4.4.**

(၁) *သရှင်--ကွၢ်ကဒါက့၁တၢ်ကတိ၁လ၁ ၁.၄, ၂.၄, ၃.၄, ဒီး ၄.၄ လ၁ပှ၁ကျိုဖိကီးထိ့်အသီ့်ကီဒ်းသ့ဉ်တဖဉ်ဒ်ဒ်.*

(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. E.g., in (1) below first pronounce "ယ" as "y" in all of the expressions, then repeat pronouncing "ယ" as "ကွ." (Note: The sounds which change are printed in bold type.)**

(၂) *သရှင်--မ၁ပှ၁ကျိုဖိတဲ့ဗိ်ထွဲ့သရှင်အခ်. အဆိတဘ့ီ ဖ၁သီ့်အီ၁ဒ်လ၁လ်ဒ်ပူ၁အသိ၁. မ၁ဒီ၁တဘ့ီ ဖ၁အီ၁ဒ်ပှ၁ကစၢ်ခ်ိ့ဉ်ဖိကတိ၁တၢ်အသိ၁. အဒိ--ယ/ကွ.*

(a) ယ/ကွ

ယကက့၁.

ယတလဲ၁ဘါယွ၁ဘဉ်.

ယမိ၊အိုင်လ၁ယ၁ဒ၁း.

(b) ဆ/ခ

ဆုံ့နီ၁ဖဲအံ၁.

အဝဲကဆ၁ထ၁ဉ်ဖဲအံ၁.

နတဆုံ့နီ၁ဧါ.

(c) သ/စ

သရှင်အ၁ဒ၁း

သရှင်မှုန်အပါ

နသကီ၁းအမိ၊

(d) သ/စ ယ/ "z", ဝ/ "v,"

အဝ့ဲတဟဲအိုင်သကီ၁းယ၁ဘဉ်.

5.3 Commands and Responses, Questions and Answers

၅.၃ တၢ်မ၁ဒီ၁တၢ်မ၁ထွဲ့အခ်, တၢ်သ:ကွၢ်ဒီ၁တၢ်စ်ုဆ၁

Review sections 1.3, 1.7, 2.3, 2.7, 3.3, 3.7, 4.3, and 4.7.
သရှာ--ကွက်ကဒါကုိ၁.၃, ၁.၇, ၂.၃, ၂.၇, ၃.၃, ၃.၇, ၄.၃, ဒီး ၄.၇.

5.4 Conversation Practice

၅.၄ တေမးလိဘာသာ်ဃးတေကတဲသကီးတေ

(1) Review the conversation in 4.8, first taking the "S" parts. After you can respond correctly and reasonably fluently, try taking the "T" parts and have the teacher take the "S" parts.

(၁) သရှာ--ကွက်ကဒါကုိ ၄.ဂ. သရှာ်ကကဲ "T," ပှၤကျိုဖိကကဲ "S." တုၤပှၤကျိုဖိတဲဘျၢဘျၢဂုၤလံနှာ် မၤပှၤကျိုဖိကဲ ကုၤလၢ "T" ဒီးသရှာ်ကကဲကုၤလၢ "S." မၤဒိအံၤအါဝီၤတစ်းတုၤလၢပှၤကျိုဖိတဲဝဲဘာ်ဘျၢဘျ.

(2) After you can say either part correctly and reasonably fluently, repeat the conversation again, making the following substitutions:

(a) In the first S part, change ဟဲထိုာ် to ဟဲနှာ်.

(b) In the second S part, change ဖဲအံၤ to ဖဲနှာ်.

(c) In the third S part, change လၢလဲာ် to လၢလီာ်.

(d) In the first T part, change သရှာ် to သရှာ်မှာ် (or vice versa depending upon what has been used thus far.) You and the teacher should pretend to be someone of the opposite sex in order to practice using the other term.

(e) In the third T part, change ကျိ to ကျိဘါယွၤ. Practice the conversation with the above changes without the book until you can carry on either part of the conversation correctly and fluently.

(2) သရှာ်ကကဲကဒီး "T" ဒီးပှၤကျိုဖိကကဲကုၤဒီး "S." အအံၤတဘျိုနှာ် လဲလီာ်တေ်ကတိၤဒိအဖီလာ်အသိး

(က) လၢ "S" အတေ်ကတိၤအခီာ်ထံးတကျိုၤနှာ် လၢ "ဟဲထိုာ်" အလီၢ်နှာ်တဲလၢ "ဟဲနှာ်."

(ခ) လၢ "S" အတေ်ကတိၤခံကျိုၤတကျိုၤနှာ် လၢ "ဖဲအံၤ" အလီၢ်နှာ်တဲလၢ "ဖဲနှာ်."

(ဂ) လၢ "S" အတေ်ကတိၤသၢကျိုၤတကျိုၤနှာ် လၢ "လၢလဲာ်" အလီၢ်နှာ်တဲလၢ "လၢလီာ်"

(ဃ) လၢ "T" အတေ်ကတိၤအခီာ်ထံးတကျိုၤနှာ် လၢအပူၤကွံာ်သရှာ်မှ၊်တဲလၢ "သရှာ်," ခဲအံၤ တဘျိ တဲလၢ "သရှာ်မှာ်." လၢအပူၤကွံာ်သရှာ်မှ၊်တဲလၢ "သရှာ်မှာ်," ခဲအံၤတဘျိတဲလၢ "သရှာ်."

(c) လၢ "T" အတေ်ကတိၤသၢကျိုၤတကျိုၤနှာ် လၢ "ကျိ" အလီၢ်နှာ်တဲလၢ "ကျိဘါယွၤ." လဲလီာ်တေ်ကတိၤဒိအံၤဒီးမၤတုၤလၢပှၤကျိုဖိတလီာ်ကွ၊်လၢၤလံာ်ဘာ်ဒီးတဲဝဲဘာ်ဂုၤဂုၤတကှ၊်.

(3) DO NOT READ BEYOND THESE DIRECTIONS. The basic conversation has been expanded below using only expressions which you have already learned.

LISTEN as the teacher reads the whole conversation through once, indicating whether T or S is speaking, and see whether you can understand it all. If not, have the teacher read it a second time. If you still don't understand some parts of it, refer to your book. After you understand the whole conversation, take the S parts while the teacher takes the T parts and practice until you can respond smoothly without using your book. Then switch to the T parts and practice the same way.

(၃) *သရၢ်ကဘၢ်ဖးတၢ်ကတိၤသ့ၢ်တဖၣ်အံၤဒီးမၢပှၤကျိဖိကနၢ်. ဖဲသရၢ်ဖးအခါ, သရၢ်ကဘၢ်ဖးထိၣ် "T" ဒီး "S" အမံၤဒ်သိးပှၤကျိဖိကသ့ၢ်ညါပှၤမတၤကတိၤတၢ်လဲၣ်. သရၢ်ဖးတဝိဝံၤဒီး မၢပှၤကျိဖိတဲဒီးကွၢ်လၢပှၤကညီ ကျိၣ်ပှၤကျိဖိနၢ်ပၢၢ်ပှဲၤလဲၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်တၢ်ကတိၤအခီပညီဒ်းဘၣ်နၢ်ၣ် ဖးကဒီးတဝိခ်ဝိ ဝံၤဒီးမၢပှၤကျိဖိတဲ ဒီးတၢ်လၢပှၤကျိဖိနၢ်ပၢၢ်အါထိၣ်သ့ၢ်တဖၣ်နၢ်ၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ခဲလၢၣ်ဒ်းဘၣ်နၢ်ၣ် မၢပှၤကျိဖိကွၢ်လီၤအလ်ၣ် ပှၤဖဲသရၢ်ဖးကဒီးတဝိအခါ. ပှၤကျိဖိမ့ၢ်နၢ်ပၢၢ်ခဲလၢၣ်လ်နၢ်ၣ် သရၢ်ကကဲ "T" ဒီးပှၤကျိဖိကကဲ "S." ဖဲပှၤကျိ ဖိတဲတၢ်တဘျီဂ့ၤတဘျီဂ့ၤမ့ၢ်ဘၣ်မ့ၢ်ဂ့ၤမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ သရၢ်ကဘၣ်တဲဘၣ်လီၤတံၢ်နၢ်ဒီးပှၤကျိဖိတဘျီဒီးမၢပှၤ ကျိဖိတဲပိၣ်ထွဲကဒီးသရၢ်အခံ. သၢဝိတဝိနၢ်ၣ်ပှၤကျိဖိတဲ "S" အတၢ်ကတိၤမ့ၢ်ဘၣ်, သရၢ်တလိၣ်တဲဘၣ်ပှၤကျိဖိ လၢၤဘၣ်. ဘၣ်ဆၣ်ပှၤကျိဖိတဲတၢ်မ့ၢ်တဘၣ်ဘၣ်, သရၢ်ကဘၣ်တဲဘၣ်ကၢ့ၤပှၤကျိဖိဝံၤမၢပှၤကျိဖိတဲပိၣ်သရၢ်အခံ. ကွၢ်လိလ်ၣ်ပူၤဒီးကတိၤလိတၢ်အံၤအါဝိတစဲး. မၢပှၤကျိဖိကးဘၢဃၣ်အလ်ၣ်ဒီးကတိၤလိတၢ်ကတိၤအံၤအါဝိတ စဲးတုၤပှၤကျိဖိကတိၤဝဲဘျ. တုၤပှၤကျိဖိတဲဝဲဘျဘျဂ့ၤလံနၢ်ၣ် မၢပှၤကျိဖိကဲကၢ့ၤလၢ "T" ဒီးသရၢ်ကကဲကၢ့ၤလၢ "S." မၤဒ်အံၤအါဝိတစဲးတုၤလၢပှၤကျိဖိတဲဝဲဘၣ်ဘျဘျ. (ဖဲအခီၣ်ထံးတကျိၤနၢ်ၣ် သရၢ်ကသ့ၢ်တၢ်ကတိၤ "သရၢ်" မ့တမ့ၢ် "သရၢ်မ့ၢ်" ဒ်အကြၢးဒီးပှၤကျိဖိအသိး.)*

T. သရၢ် (သရၢ်မ့ၢ်)အိၣ်ဧါ.
S. အိၣ်. ဟဲထိၣ်.
T. ယဟဲအိၣ်သကီးနၤ.
S. တၢ်ဘျုး. ဆ့ၣ်နီၤဖဲအံၤ. နဟဲကၢ့ၤလၢလဲၣ်.
T. ယဟဲကၢ့ၤလၢကျိ.
S. ဖဲအံၤကျိဘါယွၤအိၣ်ဧါ.
T. အိၣ်.
S. အိၣ်ဖဲလီၣ်.
T. အိၣ်ဖဲနၢ်ၣ်. (သရၢ်ကဘၣ်ဒုးနဲၣ်အလီၢ်.)
S. နကလဲၤထိၣ်ဘါယွၤဧါ.
T. ယတလဲၤဘၣ်. ယကကၢ့ၤ.
S. အုၣ်, အုၣ်. တၢ်ဘျုးလၢနဟဲ.

(4) Using the map which has been your cultural assignment for the week, you and the teacher should carry on a conversation about it; e.g., the teacher may ask you whether there is a school, a church, or whether you or the teacher has a house; or may ask where one of the above places is, you answering with "here" or "there" (in Karen) and indicating the place. Another way to use the map is for the teacher to use a pen or other object to represent himself/herself and moving it around on the map to ask questions as to where he is, or has come from, etc. Of course, the main purpose of the map is for you to become acquainted with your community, not for use in language study; but it doesn't hurt to use it once in awhile as above.

သရၢ်--မၢပှၤကျိဖိဟဲစိၣ်ဟီၣ်ခ်ိၣ်ဂီၤလၢပှၤကျိဖိတ့ဝဲဘၣ်ဃးတၢ်အိၣ်အလီၢ် (ဒ်လၢ ၁.၁၁ နၢ်ၣ်). သရၢ်ဒီးပှၤကျိ ဖိကတဲသကီးတၢ်လၢပှၤကျိဖိအိၣ်တၢ်အလီၢ်အဂ့ၢ်. အဒိ--သရၢ်ကသံကွၢ်, "ကျိအိၣ်ဧါ." "အိၣ်ဖဲလဲၣ်." "နဒၢးအိၣ်ဖဲလဲၣ်." သရၢ်မ့ၢ်သ့ပှၤလၢပှၤကျိဖိသ့ၢ်ညါ၃ီၤတဂၤဂၤအမံၤဒီးသံကွၢ်လၢပှၤတဂၤနၢ်ၣ်အဒၢးအိၣ်ဖဲ လဲၣ်နၢ်ၣ်သ့စ့ၢ်ကီး. (သ့ထဲတၢ်ကတိၤလၢပှၤကျိဖိသ့ၢ်ညါ၀ပ်စၢၤသ့ၢ်တဲဖၣ်နၢ်ၣ်.) မ့တမ့ၢ်သရၢ်ကဒုးကဲထိၣ်စၢ်ဘဒိ

တဘိလၢသရၢ်အနီၢ်ကစၢ်ဒီးသုးလီၤအီၤတပူၤဘၢ်တပူၤလၢဟီၢ်ခိၢ်ဂီၤန္ဒၢ်အလိၤဒီးသံကွၢ်ပှၤကျိဖိ. အဒိ--"ယအိၢ်ဖဲလဲၢ်." "ယဟဲကှၤလၢလဲၢ်." မ့တမ့ၢ်သရၢ်ကမၢပှၤကျိဖိဟ်းစၢၢ်ဘိတဘိ ဒုးကဲထီၢ်အီၤလၢအနီၢ်ကစၢ်ဒီးသုးစၢၢ်ဘိတပူၤဒီးတပူၤဒဲ်သရၢ်မၢအီၤအသိးအခါပှၤကျိဖိကဘၢ်တဲလၢအမၤတၢ်ဒဲ်လဲၢ်. အဒိ, သရၢ်ကတဲ, "လဲၤအိၢ်လၢကျိဘါယွၤ." ပှၤကျိဖိဒုးလဲၤစၢၢ်ဘိလၢကျိဘါယွၤ. ဖဲပှၤကျိဖိသုးစၢၢ်ဘိအခါန္ဒၢ် ပှၤကျိဖိကတဲ, "ယလဲၤအိၢ်လၢကျိဘါယွၤ." မၤဒဲ်အံၤအါဒိတစဲးတုၤပှၤကျိဖိတဲဆၢတၢ်ဘျ.

5.5 Cultural Assignment

၅.၅ တၢ်ယုသ့ညါပှၤကညီအလုၢ်အလၢ်

This assignment should have been completed by now. Save it and update it from time to time as you learn more about your community.

သရၢ်--တၢ်မၤလီတကတိၢ်အံၤန္ဒၢ်တဘၢ်ဃးဒီးပှၤကညီအကျိၢ်ဘၢ်. ပှၤကျိဖိကမၤဒၢ်ဝဲ.

LESSON 6

တၢ်မၤလီ ၆

6.1 Useful Words and Phrases

၆.၁ တၢ်ကတိၤအသီလၢအကဲဘျုၤတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျီ

ဆူ	To, towards
ဆူလီၣ်(ဆူလဲၣ်)	Where? (To or toward which place?)
ဆူအံၤ	Here (To or toward this place)
ဆူနၣ်	There (To or toward that place)
ဝ့ၢ်	City, town
ပှၤ	In, within
လၢဒၢးပှၤ	In the house
ကး	Market
မံၤ	Name
ဒ်	Like
ဒ်အံၤ	Like this
ဒ်နၣ်	Like that
ဒ်လီၣ်(ဒ်လဲၣ်)	How? (in what way? like what?)
နီၢ်	Miss, Mrs., Ms.
နီၢ်ဝါ	Ms. Wah
စီၤ	Mr.
စီၤအိၣ်ဟဲ	Mr. O'Heh
ကယၤ	Hundred
တကယၤ	One hundred
ခံကယၤ	Two hundred
နီၢ်ဂံၢ်	Number

6.2 Pattern Sentences and Phrases

၆.၂ တၢ်ကတိၤအဒိ

(1) REPEAT after the teacher.

(၁) သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

နလဲဆူလိုင်.	**Where are you going? (Where did you go?)**
နကလဲဆူလိုင်.	**Where will you be going?**
နမိ၊်လဲဆူလိုင်.	**Where did your mother go?**
နပ၊်ကလဲဆူလိုင်.	**Where is your father going to go?**
သရှင်မှုင်လဲဆူလိုင်.	**Where did the woman teacher go?**
အဝဲကလဲဆူလိုင်.	**Where will he go?**

Repeat the above sentences using ဆူလဲ့ in place of ဆူလိုင်.
သရှင်--တဲလိကဒီးတာဘို့ ဘာ့ဆာ် "ဆူလိုင် " အလို၊်နှာ်တဲလ၊ "ဆူလဲ့."

(2) REPEAT after the teacher.
(၂) *သရှင်--မာပှ၊ကွီဖိတဲပိ၊်ထွဲသရှင်အခံ ၂-၃ ဝီ.*

အဝဲလဲဆူနှုင်	**He went over there.**
အဝဲလဲဆူကို.	**He went to the school.**
အဝဲလဲဆူကို2ဘါယွ၊.	**He went to the church.**
အဝဲလဲဆူယဒား.	**He went to my house.**
အဝဲလဲဆူဝ့၊်ပှ၊.	**He went to the town. (to within the town)**
အဝဲလဲဆူကုးပှ၊.	**He went to the market. (to within the market)**

(3) REPEAT after the teacher paying particular attention to the tones.
(၃) *သရှင်--မာပှ၊ကွီဖိတဲပိ၊်ထွဲသရှင်အခံတကွီ၊ဘာ့တကွီ၊ ၂-၃ ဝီ.*

	Name of oldest child	Name of mother	Name of father
(a)	စီ၊အိုင်ဟဲ	အိုင်ဟဲမိ၊်	အိုင်ဟဲပ၊်
(b)	စီ၊သးစူ၊	သးစူ၊မိ၊်	သးစူ၊ပ၊်
(c)	စီ၊တ၊်ဘျုး	တ၊်ဘျုးမိ၊်	တ၊်ဘျုးပ၊်
(d)	စီ၊ဟဲခ္ဆ	ဟဲခ္ဆမိ၊်	ဟဲခ္ဆပ၊်
(e)	နီ၊်ထူ၊်နှ၊်	ထူ၊်နှ၊်မိ၊်	ထူ၊်နှ၊်ပ၊်
(f)	နီ၊်ထူဖီ	ထူဖီမိ၊်	ထူဖီပ၊်
(g)	နီ၊်ဖးဒ့ဲ	ဖးဒ့ဲမိ၊်	ဖးဒ့ဲပ၊်
(h)	နီ၊်ဆိ၊်ဂ့၊	ဆိ၊်ဂ့၊မိ၊်	ဆိ၊်ဂ့၊ပ၊်

6.3 Commands and Responses

၆.၃ တၢ်မၢဒီးတၢ်မၢထွဲအခံ

Make a rough sketch map which has 2 houses, a school, a church, a market and a road going to the city. Don't write any names on the buildings; use sizes, shapes, and/or symbols to distinguish between them; e.g., the market can have lines across it imitating stalls, an arrow on the road pointing to the city can stand for the city. The house nearest the teacher will be his/her house and the one nearest you will be yours. Using a pen to represent yourself, carry out the commands below as given by the teacher. As you are going, the teacher should ask where you are going and you should respond as indicated. The teacher should then say the response after you and you should repeat it. The teacher should give the commands in order for several rounds until you can respond correctly and promptly each time. Then he/she should begin to give them in random order and no longer say them after you unless you make a mistake, so that you will think as to the meaning of the expressions.

သရၣ်--ပှၢကျိဖမ့ၢ်ဂ့ၢ သရၣ်မ့ၢ်ဂ့ၢ တဂၢဂ့ၢတဂၢဂ့ၢ တ့ၣ်သဝီတဖျၣ်အဂီၤ, လၢသဝီပူၤန့ၣ်အိၣ်ဒီးဒၢး ၂ ဖျၣ်, ကျိဘၢ်ယွၤတဖျၣ်, ကျိမၢလိတၢ်တဖျၣ်, ကးပူၤတဖျၣ်, ဒီးကျဲလဲၤဆူ၀့ၢ်ပူၤတဘိ, ဘၣ်ဆၣ်တဘၣ်ကွဲးလီၤတၢ်တဖၣ်အံၤအမံၤလၢတၢ်ဂီၤလိၤဘၣ်. ဖဲနတ့ကးပူၤန့ၣ်တ့အတၢ်ဆါတၢ်အလိ် ၂-၃ ဖျိၤစ့ၢ်ကီး. မ့မ့ၢ်ကျဲလၢအလဲၤဆူ၀့ၢ်ပူၤတဘိန့ၣ်တ့တၢ်ပနီၣ် (→) လၢအလိၤ. ဒၢးလၢအအိၣ်ဘူးဒီးသရၣ်ကကဲသရၣ်အဒၢး, ဒၢးလၢအအိၣ်ဘူးဒီးပှၢကျိဖိကကဲပှၢကျိဖိအဒၢး. မၢပှၢကျိဖိပာ်းနှ်စၢ်ဘိဒီးဒုးကဲထိၣ်အီၤလၢပှၢကျိဖိအနီ်ကစၢ်. သရၣ်ကမၢအီၤဒ်တၢ်ကတိၤလၢအဖီလၣ်ဒီးပှၢကျိဖိကသုးစၢ်ဘိဒ်သရၣ်မၢအီၤအသိး. ဖဲပှၢကျိဖိဒုးလဲစၢ်ဘိအ ခါန့ၣ် သရၣ်ကသံကွၢ်အီၤ, "နလဲၤဆူလီၣ်, " ဒီးပှၢကျိဖိကစံးဆၢဒ်လ်ပူၤအံၤအသိး. အဒိ--သရၣ်ကတဲ, "လဲၤဆူကျိ. " ပှၢကျိဖိကသုးအစၢ်ဘိဆူကျိ. တချုးပှၢကျိဖိသုးစၢ်ဘိတုၤလၢကျိဒ်းဘၣ်နှ်ၣ် သရၣ်ကသံကွၢ်, "နလဲၤဆူလီၣ်, " ဒီးပှၢကျိဖိကဘၣ်တဲဆၢလၢ, "ယလဲၤဆူကျိ. " မၢဒ်အံၤတကျိုၤဘၣ်တကျိုၤတုၤလၢအကတၢ်တဝိခ်ဝိ၀ံၤဒီး တဲကျဲ့ၣ်ကျိတၢ်ကတိၤတဖၣ်အံၤ ၂-၃ ဝိကဒီး. (ပၣ်နှ်ပာ်ဒ်ခ်ၣ်ဂီၤတဘ့ၣ်အံၤဒီးသူအီၤလၢတၢ်မၢလိ ၇.၃.)

T. လဲၤဆူကျိ ..... နလဲၤဆူလီၣ်.
S. ယလဲၤဆူကျိ ..... (T,S)
T. လဲၤဆူယဒၢး ..... နလဲၤဆူလီၣ်.
S. ယလဲၤဆူနဒၢး ..... (T,S)
T. လဲၤဆူကးပူၤ ..... နလဲၤဆူလီၣ်.
S. ယလဲၤဆူကးပူၤ ..... (T,S)
T. လဲၤဆူကျိဘၢ်ယွၤ ..... နလဲၤဆူလီၣ်.
S. ယလဲၤဆူကျိဘၢ်ယွၤ ..... (T,S)
T. လဲၤဆူ၀့ၢ်ပူၤ ..... နလဲၤဆူလီၣ်.
S. ယလဲၤဆူ၀့ၢ်ပူၤ ..... (T,S)
T. က့ၤဆူနဒၢး ..... နလဲၤဆူလီၣ်.
S. ယက့ၤဆူယဒၢး ..... (T,S)

6.4 Pronunciation Drills

၆.၄ တၢ်ကတိၤအသိၣ်လၢအကီတစ်း

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a)	(b)	(c)
သးဖှံ	ဘှီးထိၣ်	ပှၤသမှံၤ
ဖှီးကွံၣ်	ဘှီးလီၤ	လၢမှါပူၤ
ဖှီညၣ်ကွံၣ်	အိၣ်ဘှံး	မှါဝံမှါဝါ
ဖှူကသံၣ်	ဘှါသလၣ်	ကမှူကမ့ဲ
ဖှံလီၤတၢ်ခ့ၢ	ဘှီထိၣ်ဒၢး	မှၣ်ဒီၤမှၣ်ဒီၤ
တၢ်ဖှါတၢ်ဖှံ	ဘှီဂ့ၤထိၣ်က့ၤ	
ပဲၣ်ဖှံၣ်ပဲၣ်ဖှဲး	လီၤဘှံးလီၤတီၤ	
ပှၤဖှီၣ်ပှၤယၣ်		

6.5 Pattern Sentences and Phrases

၆.၅ တၢ်ကတိၤအဒီ

(1) Use of ဒ်အံၤ, "like this, "and ဒ်နၣ်, "like that"

(၁) တၢ်သူတၢ်ကတိၤ "ဒ်အံၤ" ဒီး "ဒ်နၣ်"

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

ယဟးဒ်အံၤ.	အဝဲဟးဒ်နၣ်.	**I walk like this; he walks like that.**
ယလဲၤဒ်အံၤ.	အဝဲလဲၤဒ်နၣ်.	**I go like this; he goes like that.**
ယဆ့ၣ်နီၤဒ်အံၤ.	အဝဲဆ့ၣ်နီၤဒ်နၣ်.	**I sit like this; he sits like that.**
ယဆၢထၢ်ဒ်အံၤ.	အဝဲဆၢထၢ်ဒ်နၣ်.	**I stand like this; he stands like that.**
ယလိၣ်ကွဲဒ်အံၤ.	အဝဲလိၣ်ကွဲဒ်နၣ်.	**I play like this; he plays like that.**

(2) Use of ဒ်လီၣ်(ဒ်လဲၣ်), "How? " (like what? in what way?)

(၂) တၢ်သူတၢ်ကတိၤ "ဒ်လီၣ်(ဒ်လဲၣ်)"

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a) နမံၤဒ်လဲၢ်.	**How (what) is your name?**
နမိၢ်အမံၤဒ်လဲၢ်.	**How (what) is your mother's name?**
နပၢ်အမံၤဒ်လဲၢ်.	**How (what) is your father's name?**
နသရၢ်အမံၤဒ်လဲၢ်.	**How (what) is your teacher's name?**
နသရၢ်မုၢ်အမံၤဒ်လဲၢ်.	**How (what) is your teacher's name? (F)**
နသကီးအမံၤဒ်လဲၢ်.	**How (what) is your companion's name?**
နသကီးမုၢ်အမံၤဒ်လဲၢ်.	**How (what) is your companion's name? (F)**
(b) ယမံၤလၢနိၢ်ထူ.	**My name is Ms. Too.**
ယမိၢ်အမံၤလၢနိၢ်တၢ်ဘျုး.	**My mother's name is Mrs. Thanks.**
ယပၢ်အမံၤလၢစိၤသူ.	**My father's name is Mr. Thoo.**
ယသရၢ်အမံၤလၢအိၢ်ဟဲ.	**My teacher's name is Mr. O'Heh.**
ယသကီးမုၢ်အမံၤလၢနိၢ်ဝါ.	**My companion's name is Miss Wah.**

Repeat the above sentences using နၢ် **in place of** လၢ; **e.g,** ယမံၤနၢ်...
သရၢ်--မၤကဒီးတဘီ၊ ဘၢ်ဆၢ်လၢ "လၢ " အလိၢ်တဲလၢ "နၢ်. " အဒိ--ယမံၤနၢ်...

Now beside the above statements have your teacher write down in Karen the correct names for yourself, your mother, your father, and your teacher. Then drill on the first 4 sentences 3-4 times using the names written down.
သရၢ်--ကွဲးလီၤနၢ်ပှၤကျိဖိ, ပှၤကျိဖိအမိၢ်အပၢ်, ဒီးအသရၢ်အမံၤလၢ **(b)** *တကျိၤဒီးတကျိၤအကပၤဝံၤဒီးသရၢ်ကသံကွၢ်ဒ်လၢတၢ်မၤလိ* **(a)** *ဒီးပှၤကျိဖိကစံးဆၢဒ်လၢ* **(b)** *ဘၢ်ဆၢ်ကတဲဆၢဒၢ်ဝဲလၢအနိၢ်ကစၢ်အမံၤ, ဒီးအမိၢ်အပၢ်ဒီးအသရၢ်အမံၤ.*

(c) နဘၢ်ယွၤဒ်လဲၢ်.	**How do you worship God?**
နကၢ့ၤဒ်လဲၢ်.	**How did you go back home?**
နမိၢ်ဟဲဒ်လဲၢ်.	**How did your mother come?**
နပၢ်ကလဲၤဆူ့ဝ့ၢ်ပူၤဒ်လဲၢ်.	**How will your father go to town?**
သရၢ်လဲၤဆူကးပူၤဒ်လဲၢ်.	**How did the teacher go to the market?**

Repeat the above sentences using ဒ်လီၢ် **in place of** ဒ်လဲၢ်.
သရၢ်--မၤကဒီးတဘီ၊ ဘၢ်ဆၢ်လၢ "ဒ်လဲၢ် " အလိၢ်တဲလၢ "ဒ်လီၢ်."

(3) Use of ပူၤ, **"in, within"**

(၃) *တၢ်သူတၢ်ကတိၤ "ပူၤ"*

REPEAT after the teacher, reading all 3 expressions in a given line before going on to the next line. The meaning of the expressions in the first line are: ဖဲဒၢးပူၤ, **"in the**

house; " လၢဒၢးပူ၊, "in or from within the house; " ဆူဒၢးပူ၊, "into the house. " The remaining expressions differ in meaning only as far as the nouns are concerned.
သရၣ်--မၢပှၢကျိဖိတဲပိၣ်ထွဲသရၣ်အခံတကျိၤဘၣ်တကျိၤ ၂-၃ ဒီ.

(a) ဖဲဒၢးပူ၊ လၢဒၢးပူ၊ ဆူဒၢးပူ၊
(b) ဖဲဝ့ၢ်ပူ၊ လၢဝ့ၢ်ပူ၊ ဆူဝ့ၢ်ပူ၊
(c) ဖဲကးပူ၊ လၢကးပူ၊ ဆူကးပူ၊
(d) ဖဲကျိ2ပူ၊ လၢကျိ2ပူ၊ ဆူကျိ2ပူ၊

6.6 Notes on Word Usage and Grammar (To be read at home)
6.6 သရၣ်--မၢပှၢကျိဖိဖးဒၣ်ဝဲလၢဒၢး.

(1) Use of ဆူ, "to, toward." In this lesson you are introduced to the use of ဆူ meaning "to "or "toward " a place. When ဖဲ, လၢ, or ဆူ are combined with လီၣ် or လဲၣ်, the meaning of all 3 resulting expressions can be translated into English as "Where?" but the meaning differs slightly, so you should be sure to consider whether you wish to express "in," "at," "from," or "to/toward" a place in order to choose the correct Karen word to combine with လီၣ် or လဲၣ်. Although ဆူ is considered the standard way of expressing "to "or "toward," in north Thailand the Karens sometimes say လၢ for that purpose; e.g., ဟဲလၢယဒၢး, "Come to my house." It is best for you to get into the habit of using ဆူ for "to "or "toward" to be on the safe side; but this explanation is given so that you will not be puzzled if some Karens use လၢ with that meaning. The meaning can be determined from the context.

(2) Use of ၓ, "like"

You have already learned that လီၣ် (or လဲၣ်) is a question ending used together with interrogative words and have already learned the 3 ways of expressing "where?" using this ending. Another interrogative word commonly used with လီၣ်(လဲၣ်) is ၓ which in questions means "how?" "in what way?" "like what?"; but in some situations the Karens use it where in English we would say, "what?"; e.g., နမံၤၓလဲၣ်, "How (what) is your name?" Since, in most situations where in English one would say "what?" Karen uses a different word, it is best to learn the meaning of ၓလီၣ် as "how? "and to note that the Karen ask "How is your name?"rather than "What is your name?"

In answering questions ending in ၓလီၣ်(ၓလဲၣ်), the word ၓ is usually not used; e.g., the question နမံၤၓလီၣ် can be answered in several ways. You have been taught two in this lesson; i.e., using လၢ and using နၣ်; e.g.,*ယသရၣ်အမံၤလၢအိၣ်ဟဲ. (ယသရၣ်အမံၤနၣ်အိၣ်ဟဲ.)*

ၓ can also be combined with other words. You have learned 2 of them in this lesson; i.e., ၓအံၤ, "like this," and ၓနၣ်, "like that."

(3) Names

In many village situations the Karens will not tell their own name, usually for superstitious reasons. If you want to know someone's name, you must ask someone nearby what the person's name is. In speaking to or about adults it is the custom to refer to a man as the father of his oldest child and the woman as the mother of her oldest child; e.g., အိန်ဟဲပါ, "O'Heh's father;" အိန်ဟဲမိ, "O'Heh's mother." (Note: If the oldest child's name is only one syllable besides the နှိ or စိ, the နှိ or စိ is not dropped when calling the parents by the child's name; e.g., နှိဝါပါ, "Naw Wah's father." စိသူမိ, "Saw Thu's mother.") If a person is married but does not yet have a child, the man may be referred to as _____'s husband and the woman as _____'s wife. Children and young people are usually called by nicknames or simply "Son," "Daughter," "Youngest child," etc. Another way of addressing people is by the family relationship term which indicates the difference in age range of the speaker and the one spoken to or about, even though there is no blood relationship; e.g., "Uncle," "Grandmother," "Nephew," etc. You will learn the Karen for these terms later. Nowadays, children who are in school and adults who have been to school are more likely to give their own names when asked.

(4) Use of ပူ, "in, within, inside." The word ပူ actually means "hole, cavity," but it is used together with ဖ, လ, and ဆူ to express the meaning of "in," "within," "inside" a place (literally "its interior."); e.g., ဖဒားပူ, "in the house;" လဒား ပူ, "in or from within the house;" ဆူဒားပူ, "into the house." When Karens speak of going to or from the town, city, or the market, they seem always to add the word ပူ, probably because it is expected that the one going will enter the place; yet on the other hand, if they speak of going to or from school or church, they usually don't use ပူ; they only use ပူ if they are specifically referring to the interior of the building.

6.7 Conversation Practice (Learn the other sections well first.)

၆.၇ တၢ်မၤလီဘၣ်ဃးတၢ်ကတဲ့သကိးတၢ်

(1) Review the conversation in 5.8 (3) first taking the S parts, then the T parts.

(၁) *သရ့ၣ်--ကွၢ်ကဒါကၢ်ုတၢ်ကတိၤသကိးတၢ်နှၢ်ဂ်ၢ် ၅.၈ (၃). အဆိ မၢပှၤကျိဖိက "S" ဒီး သရ့ၣ်ကဲ "T." တုၢ်ပှၤကျိဖိတဲ့ဝဘၣ်ဘျၢ်ဘျၢ်လံဒီး, တီးခီလဲ, မၢပှၤကျိဖိက "T" ဒီးသရ့ၣ်ကဲ "S." မၤဒ်အံၤ ၂-၃ စိတုၢ်လၢပှၤကျိဖိတဲ့ဝဘၣ်ဘျၢ်ဘျၢ်.*

(2) DO NOT READ BEYOND THESE DIRECTIONS UNTIL THE TEACHER TELLS YOU TO. The conversation below is a different expansion of the basic conversation in 4.8. LISTEN as the teacher reads the whole conversation through once, indicating whether T or S is speaking, and see how much of it you can understand. If you don't understand it all, have the teacher read it through a second time. Then summarize in Karen the gist of what you learned from the 2 speakers. If you missed some parts, have the teacher reread it a third time. If you still don't understand all of it, refer to your book. After you understand the whole conversation, you take the S parts while the teacher takes the T parts and practice until you can respond smoothly without using your book. At first the teacher should say your part over again and you should repeat it after him/her. After you can say the "S" parts smoothly, you take the "T" parts

and the teacher take the "S" parts and practice again the same way. Be sure to practice at home with the cassette tape also.

သရှင်ကဘာသာဖေးတေါ်ကတိုးသွန်သင်ဖတ်အံ့ဒီးမာပှားကျိုဖိကနှင့်. ဖဲသရှင်ဖေးအခါ, သရှင်ကဘာသာဖေးထိုင် "T" ဒီး "S" အမံးဒ်သိးပှားကျိုဖိကသွန်ညါပှားမတားကတိုးတေါ်လဲင့်. သရှင်ဖေးတစိုဝံးဒီး မာပှားကျိုဖိတဲ့ဒီးကွေ်လာပှားကညီအကျိုင်မ့ေ်ပှားကျိုဖိနေ်ပာ်ပှဲးလဲင့်. ပှားကျိုဖိမ့ေ်တနေ်ပာ်ဒ်းဘာ့်, သရှင်ကဖေးကဒီးတစိုခံစိန္ဒင်သ့, ဒီးမာပှားကျိုဖိတဲ့ကဒီးတေါ်လာအနေ်ပာ်အါထိုင်ဝဲသွန်တဖ့ဉ်နှင့်. ပှားကျိုဖိမ့ေ်တနေ်ပာ်ခဲလာ်ဒ်းဘာ့်နှင့်, မာပှားကျိုဖိအိုးထိုင်အလံ်ဒီးမာအကွေ်ပိ်ာ်သရှင်အခံ့ဖဲသရှင်ဖေးယုးကဒီးပှားကျိုဖိအခါ. တုးပှားကျိုဖိနေ်ပာ်ခဲလာ်လံ်ဒီး, မာပှားကျိုဖိကဲ "S," သရှင်ကကဲ "T." ဖဲပှားကျိုဖိတဲ့တေါ်တဘျိ်ဂုးတဘျိ်ဂုးမ့ေ်ဘာ့်မ့ေ်ဂုးမ့ေ်တဘာ့်မ့ေ်ဂုး သရှင်ကဘာ့်တဲ့ဘာ့်လီးတံ်နှ်ကုးဒီးပှားကျိုဖိတဘျိ်ဒီးမာပှားကျိုဖိတဲ့ပိ်ာ်ထွဲကဒီးသရှင်အခံ. မာဒ်နှင်ခံစီဝံး သားစိတစိုနှင်ပှားကျိုဖိတဲ့ "S" အတေါ်ကတိုးမ့ေ်ဘာ့်, သရှင်တလိ်ာ်တဲ့ဘာ့်ပှားကျိုဖိလားဘာ့်. ဘာ့်ဆာ့်ပှားကျိုဖိတဲ့တေါ်မ့ေ်တဘာ့်ဘာ့် သရှင်ကဘာ့်တဲ့ဘာ့်နှ်ကုးပှားကျိုဖိဝံးမာပှားကျိုဖိတဲ့ပိ်ာ်သရှင်အခံ. ကွေ်လိလံ်ပူးဒီးကတိုးလိတေါ်အံ့းအါစိတစဲးဝံး မာပှားကျိုဖိကးဘားယ်အလံ်ဒီးကတိုးလိတေါ်ကတိုးအံ့းတုးပှားကျိုဖိကတိုးဝဲဘျ. တုးပှားကျိုဖိတဲ့ဘျဘျဂုးလံ်နှ်ာ် မာပှားကျိုဖိကဲကုးလာ "T" ဒီးသရှင်ကကဲကုးလာ "S." မာဒ်အံ့းအါစိတုးလာပှားကျိုဖိတဲ့ဝဲဘာ့်ဘျဘျ.

T. သရှင်(သရှင်မှ)အိုင်ဧါ.
S. အိုင်. ဟဲနှ.
T. ယဟဲအိုင်သကီးန၊.
S. တေါ်ဘျူး. ဆ့ဉ်နီ၊ဖဲအံ့၊. နဟဲကုၤလၤလီ.
T. ယဟဲကုၤလၤဝ့ေ်ပူ၊.
S. ယမိ်ကဟဲအိုင်သကီးယ၊.
T. နမိ်အမံ၊ဒ်လီ.
S. အမံ၊လၤမ့ၤရုံ.
T. နပ်ေ်ဟဲဧါ.
S. တဟဲဘာ.
T. အၤ, အၤ. ယကကုၤ.
S. တေါ်ဘျူးလၤနဟဲအိုင်သကီးယ၊.

6.8 Numbers

6.ဂ နိ်ုဂ်ုံ

(1) REPEAT the numbers after the teacher.

(၁) *သရှင်--မာပှားကျိုဖိတဲ့ပိ်ာ်ထွဲသရှင်အခံ. အဒိ-- "တကယၤနွံ့ဆံ့တၤ."*

၁ဂၢ ၃ၢ၄ ၂ၢ၁ ဂ့ၢ၂ ၅ၢ၆ဂ ၉ၢ၀ၢ ၆ဂ့ၢ ၄ဂ၀ ဂ၂ဂ

(2) Repeat (1) above inserting the word နိ်ုဂ်ုံ, **"number," before each number as though you were calling out a hymn number; e.g,** နိ်ုဂ်ုံ ၁ဂ့ၢ.

(၂) သရှာ်--မၢပှၢကျိုဖိတဲပိာ်ထွဲသရှာ်အခံကဒီးတဝီ, ဘာ်ဆာ်မၤအါထီဉ်တၢ်ကတိၤ "နီၢ်ဂံၢ်." အဒိ-- "နီၢ်ဂံၢ်တ ကယၤနွံဆံတၢ."

6.9 Greetings (Read outside of class)

၆.၉ သရှာ်--တၢ်မၤလီတကတိၤ်အံၤ မၢပှၢကျိုဖိုးဒှာ်ဝဲလၢဒၢး.

The village Karens do not use any greeting equivalent to "How are you?" "Good morning," etc., when they meet each other. When they meet someone they don't know, they probably won't say anything at all--unless they are one of the village elders, in which case it is their business to find out who strangers are and their purpose in coming. When Karens meet people they know, they will just start asking some question such as, "နလဲၤဆူလီဉ်," "Where are you going?" or if they are obviously returning from somewhere, နဟဲကၢ့ၤလၢလီဉ်, "Where are you coming back from?" Or, if it is near a meal time, they may ask if the person has eaten yet. Or if they have been sick, then they may ask, "How are you?" Or, they may just start talking about something or other. Since in a village situation almost everybody is related to each other either by birth or by marriage, everybody usually knows about everyone's comings, goings, and happenings; so instead of formally greeting each other, they initiate conversations as above.

On the other hand, Christians in north Thailand have learned to greet visitors with တၢ်ဘျုးs, **indicating that they appreciate the visitor's coming. And in the towns some Christians are beginning to use a Karen equivalent of the English "Good morning," etc. You will learn these expressions later.**

6.10 Reading and Writing

၆.၁၀ တၢ်မၤလီဖးဒီးကွဲးပှၢကညီကျိာ်

REPEAT the following sentences after the teacher. Then at home copy them 3 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences to the teacher, and he/she should correct any mistakes in pronunciation.

သရှာ်--မၢပှၢကျိုဖိုးပိာ်သရှာ်အခံတကျိၤဘာ်တကျိၤတဝီဝံၤ မၢပှၢကီဖိကွဲးလိလၢဒၢးတကျိၤနှဉ်ခံဘျိုဖဲတၢ်လီၢ် လီၤဟီ. လၢခံတနံၤသရှာ်ကဘာ်ကွၢ်ပှၢကျိုဖိအတၢ်ကွဲးသ့ဉ်တဖာ်အံၤမ့ၢ်အဘာ်ဧါ. ဝံၤမၢပှၢကျိုဖိုးယုၤသရှာ်. ပှၢကျိုဖိုးမ့ၢ်ကမာ်, သရှာ်ကဘာ်ဖးယုၤပှၢကျိုဖိတဘျိုဒီး.

၁. နီၢ်တၢ်ဘျုးလဲၤဆူလီဉ်. _____

_____ _____

၂. နသကိုးအမံၤဒ်လဲဉ်. _____

_____ _____

၃. အိုင်ဟဲပါ်လဲၢဆူ့ဝ့်ပှၤ. _____

_____

6.11 Listening and Speaking

၆.၁၁ တၢ်မၤလိကနၣ်ဒီးကတိၤပှၤကညီကျိၣ်လၢပှၤကညီအဟၣ်

Continue to spend an hour each day listening to Karens talking together and seeing if you can recognize words you have learned. During the coming week practice greeting people you know when you meet them on the street with နလဲၢဆူလီၣ်, "Where are you going?" or နဟဲက့ၢ်လၢလီၣ်, "From where are you returning?" and try to note their answer. Even though you don't understand the answer, you can always respond with အၢၣ်, အၢၣ် or အ့ၣ်, အ့ၣ်. If anyone greets you by asking where you are going or coming back from and you don't know the words for the answer or don't want to be specific, you can reply ဆူနၣ် or ယလဲၢဆူနၣ်, "Over there." or ယဟဲက့ၢ်လၢနၣ်, "I'm returning from over there." If you reply using ဆ့ၣ်ဆူနၣ် or လၢနၣ်, you should also indicate the general direction with your chin. (Incidentally, the difference in range between the tone of ဆ့ၣ် and of နၣ် (or of လၢ and နၣ်) indicates how far "over there" is--e.g., a slight difference in range would mean "just over there," whereas a wide difference in range would mean "way over there.")

သရၣ်--မၤပှၤကျိဖိလဲၢအိုင်သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတ့ၢ်လံဝ် ဒီးဒ်သိးကကနၣ်ပှၤကညီကတိၤသကိးတၢ်.

6.12 Cultural Assignment for lessons 6-10--Dwellings and Out-houses

၆.၁၂ တၢ်ယုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိဖိကမၤဒၣ်ဝဲ.

What types of houses are constructed in the village or part of town where you are living? Do they usually face a certain direction? How are they spaced out? Is there a fence around the yard? What types of out-buildings (stables, granaries, pig sties, etc.) are there and where are they located in relation to the house? Pick a nearby house or two and draw a diagram of the yard, out-buildings, and interior of the house. In which part of the house are visitors received? If there are several doors to the house, which door should guests use? Are there areas of the house which are off-limits to outsiders? Are the rooms on different levels? If so, which rooms are highest? Which are lowest? Is there a difference as to the level on which the men and the women sit? Make notes on these matters and file them. Try to complete this assignment by the time you study lesson 10.

LESSON 7

တၢ်မၤလီ ၇

7.1 Useful Words and Phrases

၇.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲဖိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျီ.

ဖိ (ဖိသၣ်)	Child, offspring
လံ	Already; yet (with negative); particle indicating that action has begun
ဒီး	Still, yet
လၢ	No longer, not any longer, no more
နံၣ်	Year
လါ	Month, moon
ဂၤ	Classifier for persons
ပှၤ...လီၣ်(လဲၣ်)	How many ...? How much ...?
ပှၤနံၣ်လီၣ်(လဲၣ်)	How many years?
ပှၤလါလီၣ်(လဲၣ်)	How many months?
ပှၤဂၤလီၣ်(လဲၣ်)	How many persons?
တၢ်သးဝံၣ်	Song, hymn
လီၤ	Particle indicating declarative sentence

7.2 Pattern Sentences and Phrases

၇.၂ တၢ်ကတိၤအဒီ

(1) Use of ဒီး, "still, yet"

(၁) တၢ်သူတၢ်ကတိၤ "ဒီး"

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲဖိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a) သရၣ်အိၣ်ဒီးဧါ.	Is the teacher still here?
အိၣ်ဒီး.	Yes. (Still here.)
နဂိၤမိၣ်အိၣ်ဒီးဧါ.	Is your friend still here?
နိၣ်ဝါမိၣ်အိၣ်ဒီးဧါ.	Is Naw Wah Moh still here?

ဟဲခ္ဆြပ်အိုဉ်ဒီးဧါ.	Is Heh Khle Pah still here?
နမိ်နပ်ဆ့ဉ်နီၤဖဲနှဉ်ဒီးဧါ.	Are your parents still sitting there?
နဖိဆ့ဉ်နီၤဖဲနှဉ်ဒီးဧါ.	Is your child still sitting there?
ဖိသဉ်ဆၢထၢဉ်ဖဲနှဉ်ဒီးဧါ.	Is the child still standing there?
အဝဲဆၢထၢဉ်ဖဲနှဉ်ဒီးဧါ.	Is he/she still standing there?
(b) သရဉ်ကအိုဉ်ဒီးဧါ.	Will the teacher still be here?
ကအိုဉ်ဒီး.	Yes, he/she will.
နဂိၤမိ^{ن}ဉ်ကအိုဉ်ဒီးဧါ.	Will your friend still be here?
နီ^{ن}ဝါမိ^{ن}ကအိုဉ်ဒီးဧါ.	Will Naw Wah Moh still be here?
ဟဲခ္ဆြပ်ကအိုဉ်ဒီးဧါ.	Will Heh Khle Pah still be here?
နမိ်နပ်ကဆ့ဉ်နီၤဖဲနှဉ်ဒီးဧါ.	Will your parents still sit there?
နဖိကဆ့ဉ်နီၤဖဲနှဉ်ဒီးဧါ.	Will your child still sit there?
ဖိသဉ်ကဆၢထၢဉ်ဖဲနှဉ်ဒီးဧါ.	Will the children still stand there?
အဝဲကဆၢထၢဉ်ဖဲနှဉ်ဒီးဧါ.	Will he/she still stand there?
(c) သရဉ်တဟဲဒီးဧါ.	Has the teacher not come yet?
နတံၤသကီးတဟဲဒီးဧါ.	Has your friend still not come?
နီ^{ن}ဝါမိ^{ن}တဟဲဒီးဧါ.	Has Naw Wah Moh not come yet?
ဟဲခ္ဆြပ်တဟဲဒီးဧါ.	Has Heh Khle Pah still not come?
နမိ်နပ်တဆ့ဉ်နီၤဒီးဧါ.	Have your parents not sat down yet?
နဖိတဆ့ဉ်နီၤဒီးဧါ.	Has your child still not sat down?
ဖိသဉ်တဆၢထၢဉ်ဒီးဧါ.	Have the children not stood up yet?
အဝဲတဆၢထၢဉ်ဒီးဧါ.	Has he/she still not stood up
(d) သရဉ်တဟဲဒီးဘဉ်.	The teacher hasn't come yet.
ယတံၤသကီးတဟဲဒီးဘဉ်.	My friend still hasn't come.
နီ^{ن}ဝါမိ^{ن}တဟဲဒီးဘဉ်.	Naw Wah Moh hasn't come yet.
ဟဲခ္ဆြပ်တဟဲဒီးဘဉ်.	Heh Khle Pah still hasn't come.
ယမိ်ယပ်တလဲၤဆူနှဉ်ဒီးဘဉ်.	My parents haven't gone there yet.
ယဖိတလဲၤဆူနှဉ်ဒီးဘဉ်.	My child still hasn't gone there.
ဖိသဉ်တဆ့ဉ်နီၤဒီးဘဉ်.	The child hasn't sat down yet.
အဝဲတဆ့ဉ်နီၤဒီးဘဉ်.	He/she still hasn't sat down.

(2) <u>Use of</u> လၢ, <u>"any longer, any more, no longer"</u>

(ၨ) *တ^{ن}သ့ုတ^{ن}ကတိၤ "လၢ"*

REPEAT after the teacher.

သရှာ--မာပှားကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ၂-၃ ဝိ.

(a) သရှာ်တဟဲလၢဘာ်.	The teacher isn't coming any more.
ယတံၤသကီးတဟဲလၢဘာ်.	My friend will no longer come.
ယမိ၊်တလဲၤလၢဘာ်.	My mother isn't going any more.
ယပၢ်တလဲၤလၢဘာ်.	My father will no longer go.
ယမိ၊်ယပၢ်တဆ့ာ်နီၤဖဲန့ာ်လၢဘာ်.	My parents won't sit there any more.
ယဖိတဆ့ာ်နီၤဖဲအံၤလၢဘာ်.	My child will no longer sit here.
ဖိသာ်တဆၢထၢာ်ဖဲန့ာ်လၢဘာ်.	The child won't stand there any more.
အဝဲတဆၢထၢာ်ဖဲအံၤလၢဘာ်.	He/she will no longer stand here.
(b) သရှာ်တဟဲလၢဒၤ.	Is the teacher no longer coming?
နဂိၤမီာ်တဟဲလၢဒၤ.	Isn't your friend coming any more?
နမိ၊်တဟဲလၢဒၤ.	Is your mother no longer coming?
နပၢ်တဟဲလၢဒၤ.	Isn't your father coming any more?
နမိ၊်နပၢ်တလဲၤလၢဒၤ.	Are your parents no longer going?
နဖိတဆ့ာ်နီၤဖဲန့ာ်လၢဒၤ.	Is your child no longer sitting there?
ဖိသာ်တဆၢထၢာ်လၢဒၤ.	Are the children no longer standing?
အဝဲတဆၢထၢာ်လၢဒၤ.	Isn't he/she standing any longer?

(3) <u>Use of noun classifiers</u>

(၃) *တၢ်သူတၢ်ကတိၤ "လ၊," "နံ့ာ်," ဒီး "ဂၤ"*

REPEAT after the teacher.

သရှာ်--မာပှားကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ၂-၃ ဝိ.

(a) တလ၊	One month	(b) တနံ့ာ်	One year
ခံလ၊	Two months	နှံ့နံ့ာ်	Seven years
သၢလ၊	Three months	ယီးနံ့ာ်	Eight years
လွံ၊်လ၊	Four months	အနံ့ာ်တဆံ	Ten years
ယဲ၊်လ၊	Five months	တဆံယုနံ့ာ်	Sixteen years
ယုလ၊	Six months	ခံဆံတနံ့ာ်	Twenty-one years
(c) တဂၤ	One person		
လွံ၊်ဂၤ	Four persons		
အဂၤခံဆံ	Twenty persons		
သၢဆံနှံဂၤ	Thirty-seven persons		

ငါးဆယ်၊ဂ၁ Eighty-five persons
အဂ၁တကယ၁ One hundred persons

7.3 Command, Question, and Answer Drill

၇.၃ တပ်မ၁, တပ်သံကွပ်, ဒီးတပ်စံးဆ၁

Use the rough sketch map from 6.3 and use a pencil or other object to represent yourself. Carry out the teacher's commands as below without saying anything. Then the teacher will ask whether you are still at such-and-such a place. If you are, answer affirmatively using ဒ်း, as below; if you were there but are no longer there, answer negatively using လ၁။ The words not in ( ) are the correct answers for when the teacher gives the commands and asks the questions in the order below; but later, when he/she varies the order, he/she should ask the questions so that the correct answer will sometimes be affirmative and sometimes negative but not necessarily alternately as below. First, REPEAT the commands, questions, and correct answers below after the teacher once. Then without using the book, carry out the commands and answer the questions as asked by the teacher. Repeat the drill several times until you can respond correctly and promptly. Then the teacher should start mixing the commands and asking the questions in random order, always referring to the place where you are or just were.

သရှ်--သ္ဂဟိ$ှ်ခ$ှ်ဂီ၁လ၁သ္ဂလ၁တ$ှ်$မ၁လိ ၆.၃ နှ$ှ်$တက္ပ$ှ်$. အဆိသရှ်ကဖးတ$ှ်$ကတိ၁လ၁အဖီလ$ှ်$သ္ပ$ှ်$ တဖ$ှ်$အံ၁တကျ၁ဘ$ှ်$တကျ၁တ၁အကတ$ှ်$ဒီးမ၁ပ္ပ၁ကျိဖိတဲပိ$ှ်$ထွဲသရှ်အခ$ှ်$ဝ$ှ်$၁မ၁ပ္ပ၁ကျိဖိကးဘ၁ဃ$ှ်$အလ$ှ်$. မ၁ပ္ပ၁ကျိဖိဟ$ှ်$းနှ$ှ်$စ$ှ်$တ$ှ်$ဘိတ$ှ်$ဘိဒီးဒုးကဲထိ$ှ်$အီ၁လ၁ပ္ပ၁ကျိဖိအနီ$ှ်$ကစ$ှ်$. သရှ်ကတဲဘ$ှ်$ပ္ပ၁ကျိဖိ, မ၁အလဲ၁လ၁ တ$ှ်$လီ$ှ်$တတီ၁တီ၁ဒီးပ္ပ၁ကျိဖိကသုးစ$ှ်$ဘိဒ်သရှ်မ၁အီ၁အသိး. သရှ်ကဘ$ှ်$ခ$ှ်$းတု၁လ၁ပ္ပ၁ကျိဖိသုးစ$ှ်$ဘိတု၁ အတု၁ဝ$ှ်$၁မးဒီး, ကသံကွ$ှ်$ကဒီးဒ်တ$ှ်$ကတိ၁ဆ္ဆည$ှ်$ါတကျ$ှ်$၁အသိး, ဒီးပ္ပ၁ကျိဖိကစ$ှ်$းဆ၁ဒ်တ$ှ်$မ$ှ်$တ$ှ်$တီအသိး. အဒ--သရှ်မ၁ပ္ပ၁ကျိဖိလဲ၁ဆ္ဆကျ$ှ်$. ပ္ပ၁ကျိဖိကသုးစ$ှ်$ဘိတု၁လ၁ကျ$ှ်$ဝ$ှ်$၁, သရှ်ကသံကွ$ှ်$ပ္ပ၁ကျိဖိ, "နအ$ှ်$ဒ$ှ်$းဖဲ ကျ$ှ်$ဧ$ှ်$." မ$ှ်$လ၁ပ္ပ၁ကျိဖိအ$ှ်$ဒ$ှ်$းလ၁ကျ$ှ်$အယိ ပ္ပ၁ကျိဖိကတဲဆ၁, "အ$ှ်$ဒ$ှ်$း." ဝ$ှ်$၁သရှ်ကမ၁ပ္ပ၁ကျိဖိလဲ၁ဆ္ဆကးပ္ပ၁ ပ္ပ၁ကျိဖိသုးစ$ှ်$ဘိဆ္ဆကးပ္ပ၁ဝ$ှ်$၁ဒီး, သရှ်မ$ှ်$သံကွ$ှ်$လ၁ "နအ$ှ်$ဒ$ှ်$းဖဲကျ$ှ်$ဧ$ှ်$," မ$ှ်$လ၁ပ္ပ၁ကျိဖိတအ$ှ်$လ၁၁လ၁ကျ$ှ်$ဘ$ှ်$ အယိ ပ္ပ၁ကျိဖိကတဲဆ၁လ၁ "တအ$ှ်$လ၁၁ဘ$ှ်$." သရှ်ကသံကွ$ှ်$ဒ$ှ်$အံ၁တကျ$ှ်$ဘ$ှ်$တကျ$ှ်$တု၁လ၁အကတ$ှ်$ ၂-၃ ဝ$ှ်$ဝ$ှ်$၁ ကျ$ှ်$ကျ$ှ်$တ$ှ်$ကတိ၁တဖ$ှ်$အံ၁ဒီးသံကွ$ှ်$ကဒီးပ္ပ၁ကျိဖိတု၁လ၁ပ္ပ၁ကျိဖိမ၁ဝ$ှ်$ဘ$ှ်$ဂု၁ဂု၁တစ်း. တ$ှ်$သံကွ$ှ်$ လ၁သရှ်သံကွ$ှ်$နှ$ှ်$ကဘ$ှ်$သံကွ$ှ်$ဒ$ှ်$သိးဒီးပ္ပ၁ကျိဖိကဘ$ှ်$သ္ပတ$ှ်$ကတိ၁ "ဒ$ှ်$း" တဘ$ှ်$ဘ$ှ်$ဒီးတ$ှ်$ကတိ၁ "လ၁။" တဘ$ှ်$ဘ$ှ်$လ၁အတ$ှ်$စ$ှ်$းဆ၁အပ္ပ၁နှ$ှ်$တက္ပ$ှ်$.

T. လဲ၁ဆ္ဆကျ$ှ်$ ..... နအ$ှ်$ဒ$ှ်$းဖဲကျ$ှ်$ဧ$ှ်$.
S. အ$ှ်$ဒ$ှ်$း. (တအ$ှ်$လ၁၁ဘ$ှ်$.)
T. လဲ၁ဆ္ဆကးပ္ပ၁ ..... နအ$ှ်$ဒ$ှ်$းဖဲကျ$ှ်$ဧ$ှ်$.
S. တအ$ှ်$လ၁၁ဘ$ှ်$. (အ$ှ်$ဒ$ှ်$း.)
T. လဲ၁ဆ္ဆယဒ၁း ..... နအ$ှ်$ဒ$ှ်$းဖဲယဒ၁းဧ$ှ်$.
S. အ$ှ်$ဒ$ှ်$း. (တအ$ှ်$လ၁၁ဘ$ှ်$.)
T. လဲ၁ဆ္ဆကျ$ှ်$ဘါယ္ပ၁ ..... နအ$ှ်$ဒ$ှ်$းဖဲယဒ၁းဧ$ှ်$.

S. တအိန်လားဘန်. (အိန်ဒီး.)
T. ကျောင်းဆူနဒား ..... နအိန်ဒီးဖဲနဒားဂေါ်.
S. အိန်ဒီး. (တအိန်လားဘန်.)
T. လဲဆူဝ့်ပျား ..... နအိန်ဒီးဖဲနဒားဂေါ်.
S. တအိန်လားဘန်. (အိန်ဒီး.)

7.4 Pronunciation Drill

၇.၄ တေါ်ကတိုးအသိုင်လားအကိတစ်း

REPEAT after the teacher.

သရှာ်--မၢပှၢကျိုဖိတဲပိုာ်ထွဲသရှာ်အခံတကျေါ်ခံဘျိ.

(a)	(b)	(c)	(d)
စ၊-ဂ၊-စ္ပ၊	ပှၢစ္ပ၊ဂ၊	ဆံ-ဂံ-ဆ့	ဖဲာ်ဆး
စ့၊-ဂ့၊-စ္ပ၊	စ္ပ၊ထိုာ်	ဆီ-ဂီ-ဆ့	ဒ့ဲာ်ဆ့	
စ့ၢကိုာ်ဖိ	တေါ်ညာ်စ့	ဆ့ၢဃီ၊	တေါ်ဆ့ၢ်ာ်ဖဲ
စ့ံးကလာ်	သိုာ်စ့ံးစ့ံး	ဘ့ါဆ့ါ	ထိုာ်ကံာ်ဆ့
ထံဖိုာ်စ့ၢ်ာ်	ပှၢကညီစ့ီ၊	ထိုာ်ဆ့ာ်လီ၊	ဟးဆ့ံးတေါ်
စ့ၢ်ဃာ်	စ့ီ၊ဘ့ခိုာ်	လံာ်စီဆ့	သ့ာ်လာ်ဆ့
လီ၊စ့ၢလီ၊စ့ါ	စ့ီ်လီ၊ခ့ျာ်လီ၊	တေါ်ဆ့ၢနှာ်	တေါ်လီ၊ဆ့ခိုာ်

7.5 Pattern Sentences and Phrases

၇.၅ တေါ်ကတိုးအဒိ

(1) <u>Use of</u> လံ

REPEAT after the teacher.

(၁) *သရှာ်--မၢပှၢကျိုဖိတဲပိုာ်ထွဲသရှာ်အခံ ၂-၃ ဒိ.*

(a) သရှာ်မှာ်ဟဲလံဂေါ်.	**Has the teacher come yet?**
နမိုေါ်နပေါ်ဟဲလံဂေါ်.	**Have your parents come yet?**
ဖိုသာ်ဟဲလံဂေါ်.	**Have the children come yet?**
နသကီးအမိုေါ်ဟဲလံဂေါ်.	**Has your companion's mother come yet?**
(b) အဝဲလဲ၊ဆူကးပျၢလံ.	**He/she has already gone to the market.**
အဝဲဟဲကျ့ၢလၢကျိ2ဘါယွၢလံ.	**He/she has returned from the church.**
အဝဲကျ့ၢဆူအဒၢးလံ.	**He/she has returned home already.**
အဝဲလဲ၊အိုာ်သကီးအသရှာ်လံ.	**He/she has gone to visit the teacher.**
အဝဲလဲ၊ထိုာ်ဆ့ာ်နီ၊လံ.	**He/she has gone up and sat down.**

(c) နဂါးမိန်လေးဆူဝ့်ပျားလံဧါ.	Has your friend gone to town yet?
သရက်လေးအိန်သကီးနမိ်လံဧါ.	Has the teacher gone to visit your mother yet?
နဖိဟဲက့ားလၢကျိလံဧါ.	Has your child returned from school yet?
ဖိသန်အမိ်လေးနၢ်ဆ့ၢ်နီးလံဧါ.	Has the child's mother gone in and sat down yet?
နမိ်နပ်လေးထိန်ဘၢ်ယွၢ်လံဧါ.	Have your parents gone up to church yet?

(2) <u>Use of</u> ဂၢ, <u>noun classifier for persons</u>

(၂) *တၢ်သူတၢ်ကတိၤ "ဂၢ" (အဆဲး)*

REPEAT after the teacher.

သရၢ်--မၢပှၢကျိဖိတဲဗိၢ်ထွဲသရၢ်အခံ ၂-၃ ဒီ.

(a) ဖိသန်တဂၢ	A child (one child)
နဖိခံဂၢ	Your two children
အဝဲအဖိသၢဂၢ	His/her three children
သရၢ်လွံ၊ဂၢ	Four teachers
သရၢ်မှၢ်ယဲ၊ဂၢ	Five women teachers
ယတံၤသကီးအါဂၢ	My many friends
(b) ဖိသန်ဟဲတဂၢ.	One child came. (A child came.)
နဖိအိန်လၢနၢ်တဂၢ.	One of your children is over there.
အဝဲအဖိတလဲၤဘၢ်တဂၢ.	One of his children didn't go.
သရၢ်တဟဲဘၢ်တဂၢ.	One of the teachers didn't come.
သရၢ်မှၢ်ကဆ့ၢ်နီးဖဲအံၤတဂၢ.	A woman teacher will sit here.
ယဂါးမိန်ကဟဲဆူအံၤခံဂၢ.	Two friends of mine will come here.
(c) ဖိသန်တဂၢဟဲ.	One child came. (A child came.)
နဖိတဂၢအိန်လၢနၢ်.	One of your children is over there.
အဝဲအဖိတဂၢတလဲၤဘၢ်.	One of his children didn't go.
သရၢ်တဂၢတဟဲဘၢ်.	One of the teachers didn't come.
သရၢ်မှၢ်တဂၢကဆ့ၢ်နီးဖဲအံၤ.	A woman teacher will sit here.
ယဂါးမိန်ခံဂၢကဟဲဆူအံၤ.	Two friends of mine will come here.

(3) <u>Use of</u> နံ၊်, <u>"year," and</u> လါ, <u>"month"</u>

(၃) *တၢ်သူဘၢ်ကတိၤ "နံ၊်" ဒီး "လါ" (အဆဲး)*

(a) နဖိအိုင်သားနှုံ့လံ.	Your child is three years old (already).
ယဖိအိုင်လွှ်ါနှုံ့လံ.	My child is four years old.
သရှ်အဖိအိုင်ယါ်လါလံ.	Teacher's child is five months old.
ယသကီးအဖိအိုင်ခံလါလံ.	My companion's child is two months old.
(b) အဝဲအိုင်ဖဲအံ့ၤတနှုံ့လံ.	He/she has been here a year already.
ယဂိၤမီုင်လဲၤအိုင်လၤနှ့ုင်ခံနှုံ့လံ.	My friend has been there 2 years.
ယမိ်ါယပ်ါဘါယွၤအိုင်လွှ်ါနှုံ့လံ.	My parents have worshipped God for 4 years.
ယဟဲအိုင်ဖဲအံ့ၤခံလါလံ.	I have been (come and stayed) here two months.
ယတံ့ၤသကီးလဲၤအိုင်ဖဲနှ့ုင်ယါ်လါလံ	My friend has been there five months.
ယမိ်ါဟဲအိုင်သကီးယၤတလါလံ.	My mother has been visiting me a month.
(c) ယကအိုင်ဖဲအံ့ၤသားနှုံ့ဒီး.	I'll be here for 3 more years.
ယမိ်ါလဲၤအိုင်ဖဲနှ့ုင်တနှုံ့ဒီး.	My mother went and stayed there for one more year.
ယဖိကလဲၤအိုင်ဖဲနှ့ုင်ယါ်လါဒီး.	My child will still be there for 5 months.
ယပ်ါကအိုင်သကီးယၤတလါဒီး.	My father will visit me for 1 more month.

(4) <u>Use of</u> ပ့ဲၤ ... လီ(လဲ), <u>"How many ...?"</u>

(၄) *တၢ်သူတၢ်ကတိၤ "ပ့ဲၤ ... လီ(လဲ)"*

REPEAT after the teacher.

သရှ်--မၢပ့ၤကျိဖိတဲပိ်ထွဲသရှ်အခံ ၂-၃ ဒီ.

(a) ဖိသ့ုဟဲပ့ဲၤဂၤလီ.	How many children came?
ဖိသ့ုလဲၤပ့ဲၤဂၤလီ.	How many children went?
ဖိသ့ုအိုင်ဖဲအံ့ၤပ့ဲၤဂၤလီ.	How many children are here?
ဖိသ့ုကလဲၤဘါယွၤပ့ဲၤဂၤလီ.	How many children will go to church?
ဖိသ့ုကဆ့ုန်ၤဖဲနှ့ုင်ပ့ဲၤဂၤလီ.	How many children will sit there?
(b) ဖိသ့ုဟဲနှ့ုင်ပ့ဲၤဂၤလံလီ.	How many children have come in?
ဖိသ့ုအိုင်ဖဲအံ့ၤပ့ဲၤဂၤလံလီ.	How many children are already here?
ဖိသ့ုဟးထိ်ုင်ပ့ဲၤဂၤလံလီ.	How many children have left?
ဖိသ့ုလဲၤဘါယွၤပ့ဲၤဂၤလံလီ.	How many children have gone to church?
ဖိသ့ုဆၢထၢ်ုင်ပ့ဲၤဂၤလံလီ.	How many children are already standing?

(c) နနှင်အိုင်ပျဲနှင်လံလိုင်.[9]	How old are you? (Literally, your years are already how many?)
နဟဲအိုင်ဖဲအံၤပျဲနှင်လံလိုင်.	How many years have you been here?
နကလဲၤအိုင်လၢဝှ်ပူၤပျဲနှင်လိုင်.	How many years will you stay in the city?
နကအိုင်ဖဲအံၤပျဲနှင်ဒီးလိုင်.	How many years will you still be here?
ဖိသင်အိုင်ပျဲလၢလံလိုင်.	How many months old is the child?
နအိုင်ဖဲအံၤပျဲလၢလံလိုင်.	How many months have you been here?
နကအိုင်ဖဲအံၤပျဲလၢဒီးလိုင်.	How many more months will you be here?
နကအိုင်လၢဝှ်ပူၤပျဲလၢလိုင်.	How many months will you be in the city?

Repeat (a), (b), and (c) using လဲ့ instead of လိုင်.
သရှ်--မ၊ (a), (b), ဒီး (c) ကဒီးတဘီ၂ ဘှ်ဆှ်လ၊ "လိုင်" အလိ၊်နှ်တဲလ၊ "လဲ့."

(5) Use of လီ၊, particle indicating end of declarative sentence
(၅) *တၢ်သူတၢ်ကတိ၊ "လီ၊"*
REPEAT after the teacher.
သရှ်--မ၊ပှ၊ကျိဖိတဲပိ၁်ထွဲသရှ်အခံ ၂-၃ ဒီ.

ယလဲၤလီ၊.	I'll be going.
ယကကၢ့ၤလီ၊.	I'll go on home.
ယကအိုင်လီ၊.	I'll be here. (I'll stay.)
ယကဟဲလီ၊.	I'll come.

7.6 Notes on Word Usage and Grammar
၇.၆ သရှ်--မ၊ပှ၊ကျိဖိ၃ဒှ်ဝ်လ၊ဒၢ၃

(1) Use of လံ, particle indicating action begun. "already; yet (in negative)." As can be seen in the drills in 7.5 (1) the word လံ in statements indicates that the action has already begun, and is equivalent to the English present perfect tense and to "already;" e.g., အစ်လဲၤဆူကးပူၤလံ, "He/she has (already) gone to the market." In ၎-questions the particle လံ is equivalent to the English "already" or "yet;" e.g., သရှ်ဟဲလံ၎, "Has the teacher already come?" (Has the teacher come yet?) In လိုင်/လဲ့-questions လံ is equivalent to "already," although the Karens tend to use it in some situations where in English we would not be likely to use it, as for example, when asking one's age; e.g., နနှ်အိုင်ပျဲနှ်လံလဲ့, "How old are you (already)?"

(2) Use of ဒီး, "still/yet". As can be seen from the drills in 7.2 (1) ဒီး means "still" in affirmative statements and/ or questions; e.g., နမိ၊ကဟဲဒီး၎, "Is your mother still

coming?" ယမိုးကဟဲ့ဒီး, "My mother is still coming." In negative statements and questions ဒီး is usually translated as "yet," although when the speaker is feeling impatient, the word "still" would be used in English; e.g., အစ်တဟဲ့ဒီးဘာ့, "He hasn't come yet." ("He still hasn't come.") အစ်တဟဲ့ဒီးဒေါ်, "Hasn't he come yet?" ("Has he still not come?") Note that although the sound of ဒီး is the same as the sound of ဒ် in ဒ်လီ့ and ဒ်လဲ့, it is a different word and the correct spelling in the Karen script is different.

(3) Use of လၢ, "no longer, not any more". As can be seen from the examples in 7.2 (2) the word လၢ meaning "no longer/not any more" is always used with the negative particle တ and in negative statements with the particle ဘာ့ as well.

(4) Use of noun classifiers. In Karen one cannot say literally "2 girls," "2 dogs," "3 houses," etc.; rather all things are divided into categories each with its own classifier, and the classifier must be used together with the numeral when referring to a particular number of a thing. In a few cases the classifier is the same as the noun; e.g., နံ့, "year;" လ, "month." However, it is usually different, as in the case of people. Instead of saying "2 children," one must say "child 2 persons;" e.g., ဖိသ့ခ်ၢ. You will learn other noun classifiers in later lessons. Note that the phrase composed of numeral + classifier may either follow the verb (+ object and/or modifier, if any) as in 7.5 (2-b) or may immediately follow the noun it refers to, as in 7.5 (2-c). Words of quantity like အါ, "to be much, many," can be used with classifiers in place of numerals; e.g., အါၢ, "many people;" အါလ, "many months."

(5) Use of ပ့ၢ... လီ့/လဲ့."How many ...?". As can be seen from 7.5 (4) the word ပ့ၢ used together with the question ending လီ့(လဲ့) and appropriate classifier in between, expresses the idea of "How many?" For example, ဖိသ့ဟဲ့ပ့ၢၢလီ့, "How many children came?" The whole expression usually follows the verb (plus any object and/or modifiers). Note that ဒ်လီ့(လဲ့) also has the word "How?" in the English translation, but it means "how?" in the sense of "in what way?" or "like what?" whereas ပ့ၢ ... လီ့ means "how?' in the sense of "how many?"

(6) Expressing age. It can be seen from the drill 7.5 (4-c) that in Thailand when one wishes to ask a person's age, one usually asks literally, "Your years are how many years already?" but if the age is obviously less than 1 year, one simply asks, "Your child is how many months already?" 9

In the West it is usually considered impolite to ask the age of an adult whom one has just met; but in Asia it is one of the first questions asked. This is to enable the person to know what term to use in addressing the new person, because the terms used often indicate the relative difference in age between the speaker and the one spoken to;

---

[9]In Burma one usually asks, နသးအိ့ပ့ၢနံ့လံလဲ့/လီ့, literally, "Your heart (life) has how many years already?"

e.g., an adult will commonly refer to a much younger person not related to him/her as "Niece" or "Nephew." Someone more or less the same age will probably be referred to as "Cousin;" someone near the age of one's parents as "Aunty" or "Uncle;" and someone near the age of one's grandparents as "Grandmother" or "Grandfather." So if you are asked your age, don't be offended but tell the truth. Although in the West we usually want people to think we are younger than we really are, in the East the older one is the more one is respected.

(7) Use of လီ၊, particle indicating end of declarative sentence. The particle လီ၊ is used in literature to indicate the end of a declarative sentence, but in everyday speech it is usually used to end only declarative sentences which otherwise would seem to the Karen to end too abruptly; e.g., ယကလဲ၊လီ၊, "I'll be going."

7.7 Question and Answer Drill

၇.၇ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) Repeat the following questions and possible answers after the teacher once. Then without looking at the book answer the questions affirmatively. After you can respond promptly and smoothly, repeat but use the second possible answer, which uses ဒီး. Then repeat again using the third possible answer, which uses လၢ၊.

(၁) *သရၣ်--အဆိ သရၣ်ကဖးတၢ်သံကွၢ်ဒီးတၢ်စံးဆၢသၢကလုၣ်အံၤဒီးမၢပှၢကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ. ဝံၤ မၢပှၢကျိဖိကးဘၢဃၣ်အလံၣ်. သရၣ်ကသံကွၢ်ကဒီးပှၢကျိဖိတဝီ, မၢပှၢကျိဖိတဲဆၢဒ်တၢ်စံးဆၢအခီၣ်ထံးတကလုၣ်အသိး. မၢဒ်အံၤ ၂-၃ ဝိတုၤလၢပှၢကျိဖိစံးဆၢဘျၢဘျၢဝံၤ မၢဒီးတဘျီ မၢပှၢကျိဖိတဲဆၢဒ်တၢ်စံးဆၢခံကလုၣ်တကလုၣ်အသိး. ပှၢကျိဖိတဲဆၢတၢ်မ့ၢ်ဘျၢလံနၣ် မၢကဒီးတၢ်စံးဆၢသၢကလုၣ်တကလုၣ်. မၢတုၤအဘျ ၃ ကလုၣ်.*

T. နပၢ်ဟဲဟးလံ၎ါ.
S. ဟဲလံ. (တဟဲဒံးဘၣ်.) (တဟဲလၢ၊ဘၣ်.)
T. ဖိသၣ်ဆၢထၢၣ်လံ၎ါ.
S. ဆၢထၢၣ်လံ. (တဆၢထၢၣ်ဒံးဘၣ်) (တဆၢထၢၣ်လၢ၊ဘၣ်.)
T. နမိၢ်နပၢ်ဆ့ၣ်နိၤလံ၎ါ.
S. ဆ့ၣ်နိၤလံ. (တဆ့ၣ်နိၤဒံးဘၣ်.) (တဆ့ၣ်နိၤလၢ၊ဘၣ်.)
T. နသကီးတဂၤက့ၤလံ၎ါ.
S. က့ၤလံ. (တက့ၤဒံးဘၣ်.) (တက့ၤလၢ၊ဘၣ်.)

(2) Repeat the following questions and answers after the teacher once, then cover up your book. This time answer the questions according to the number of fingers the teacher shows. (He/she should show from one to ten fingers in random order when asking the questions.)

(၂) *သရၣ်--အဆိ သရၣ်ကဖးတၢ်သံကွၢ်ဒီးတၢ်စံးဆၢအံၤ ဒီးမၢပှၢကျိဖိတဲပိၣ်ထွဲသရၣ်အခံဝံၤ မၢပှၢကျိဖိကးဘၢဃၣ်အလံၣ်. သရၣ်ကသံကွၢ်ကဒီးတဝီ ဘၣ်ဆၣ်အအံၤတဘျီနၣ်သရၣ်ကယူၣ်ထီၣ်ယုၣ်အစုမ့ၢ်စုနၤပှဲၤဘိပှဲၤဘိကွၢ်ဖဲသရၣ်အသး, ဒီးပှၢကျိဖိကဘၣ်တဲဆၢဒ်သရၣ်ယူၣ်ထီၣ်အစုအသိး. မၢတုၤလၢပှၢကျိဖိမၤဘၣ်ဘျၢဘျၢ.*

T. ဖိသ၎်ဟဲပ့ဲ၊ဂ၊လီ၎်.
S. ဟဲတ၀၊. (T,S)
T. နဖိကလဲ၊ဘါယွ၊ပ့ဲ၊ဂ၊လီ၎်.
S. ကလဲ၊ခံ၀၊. (T,S)
T. မိ၎်ပ၎်ဟဲဆ့၎်နီ၊ဖဲန့၎်ပ့ဲ၊ဂ၊လံလီ၎်.
S. ဟဲသ၊ဂ၊လံ. (T,S)
T. နဖိအိ၎်ပ့ဲ၊လ၊လိလံလဲ၎်.
S. အိ၎်လွံ၎်လ၊လိ. (T,S)
T. ဖိသ၎်တ၀၊အံ၊အိ၎်ပ့ဲ၊နံ၎်လံလဲ၎်.
S. အိ၎်ယဲ၎်နံ၎်လံ. (T,S)

7.8 Numbers

၇.၀ နီ၎်ဂံ၎်

REPEAT after the teacher.
သရ၎်--မၢပှၤကျိဖိတဲပိ၎်ထွဲသရ၎်အခံ ၂-၃ ဝိ.

၃၀၇ ၂၆၄ ၇၅၁ ၅၂၃ ၉၀၆ ၆၄၀ ၄၃၇ ၀၀၀ ၁၇၆

After you can say them correctly and reasonably fluently, repeat them after the teacher again inserting them in the blank space in the following expression.
သရ၎်--တုၤပှၤကျိဖိတဲပိ၎်ထွဲသရ၎်အခံဘ၎်ဘျဘျလံ, သရ၎်ကဖးတ၎်ကတိ၊တကျိ၊လ၊အဖီလ၎်အံ၊ဒီးတ့၎်နှ၎်နီ၎်ဂံ၎်ဖဲတ၎်လီ၎်လီ၊ဟိဒီးမၢပှၤကျိဖိတဲပိ၎်ထွဲကဒီးသရ၎်အခံ. မ၊ဒ်အံ၊ဒီးသ့နီ၎်ဂံ၎်တဖ၎်အံ၊တုၤအကတၢ၎်.

တ၎်သးဝံ၎်နီ၎်ဂံ၎်_____. **Hymn number _____.**

7.9 Conversation Practice (after you have learned the other sections well.)

၇.၉ တ၎်မ၊လီဘ၎်ဃးတ၎်ကတဲသကိးတ၎် (တချးသရ၎်သ၎်လိတ၎်တကတိ၎်အံ၊ဒံးဘ၎်နှ၎်ပှၤကျိဖိ[illegible]းန၎်ပၢ၎်တ၎်မ၊လီလ၊အပှၤကွံ၎်တဖ၎်နှ၎်ဂ့ၤဂ့ၤဘ၎်ဘ၎်တစ်း)

Read these directions, then cover your book. DO NOT READ THE CONVERSATION BELOW UNTIL THE TEACHER TELLS YOU TO.

Listen as the teacher reads both parts of the conversation, mentioning whether A or B is speaking. See how much of it you can understand. After the teacher has finished reading the whole conversation, tell him/her in Karen what you understood. If you didn't get it all, have the teacher repeat it again, several times if necessary. If you still can't get it all, look at the book as the teacher reads it again. After you understand it all, take the part of B while the teacher takes the part of A, and practice

reading it through once or twice, then try to say your part without looking at the book as far as possible.

သရှာ်ကဘာ်ဖးတၢ်ကတိၤသ့ာ်တဖၣ်အံၤဒီးမၢပှၢကျိဖိကနှာ်. ဖဲသရှာ်ဖးအခါ, သရှာ်ကဘာ်ဖးထိုာ် "A" ဒီး "B" အမံၤဒ်သိးပှၢကျိဖိကသ့ာ်ညါပှၢမတၢကတိၤတၢ်လဲာ်. သရှာ်ဖးတဝီဝံၤဒီး မၢပှၢကျိဖိတဲ့ဒီးကွၢ်လၢပှၢကညီကျိာ်ပှၢကျိဖိနၢ်ပၢါပှဲၤလဲာ်. ပှၢကျိဖိမ့ၢ်တနၢ်ပၢါဒ်းဘာ်, သရှာ်ကဖးတဝီခံဝီနှာ်သ့, ဒီးမၢပှၢကျိဖိတဲ့ကဒီးတၢ်လၢ အနၢ်ပၢါအါထိုာ်ဝဲသ့ာ်တဖၣ်နှာ်. ပှၢကျိဖိမ့ၢ်တနၢ်ပၢါခဲလၢာ်ဒ်းဘာ်နှာ် မၢပှၢကျိဖိအီးထိုာ်အလံာ်ဒီးမၢအကွၢ်ဖိာ် သရှာ်အခံဖဲသရှာ်ဖးယုၤကဒီးပှၢကျိဖိအခါ. တုၤပှၢကျိဖိနၢ်ပၢါခဲလၢာ်လံဒီး, မၢပှၢကျိဖိကဲ "B," သရှာ်ကကဲ "A." ဖဲပှၢကျိဖိတဲ့တၢ်တဘျီဂ့ၤတဘျီဂ့ၤမ့ၢ်ဘာ်မ့ၢ်ဂ့ၤမ့ၢ်တဘာ်မ့ၢ်ဂ့ၤ သရှာ်ကဘာ်တဲ့ဘာ်လီၤတံၢ်နှၢ်ကၤ့ပှၢကျိဖိ တဘျီဒီးမၢပှၢကျိဖိတဲ့ဖိာ်ထွဲ့ကဒီးသရှာ်အခံ. မၤဒ်နှာ်ခံဝီဝံၤ သၢဝီတဝီနှာ်ပှၢကျိဖိတဲ "B" အတၢ်ကတိၤမ့ၢ်ဘာ်, သရှာ်တလိာ်တဲ့ဘာ်ပှၢကျိဖိလၢၤဘာ်. ဘာ်ဆာ်ပှၢကျိဖိတဲ့တၢ်မ့ၢ်တဘာ်ဘာ်, သရှာ်ကဘာ်တဲ့ဘာ်နှၢ်ကၤ့ပှၢကျိ ဖိဝံၤမၢပှၢကျိဖိတဲ့ဖိာ်သရှာ်အခံ. ကွၢ်လိလံာ်ပှၤဒီးကတိၤလိတၢ်အံၤအါဝီတစဲး, ဝံၤမၢပှၢကျိဖိကးဘၢဃာ်အလံာ် ဒီးကတိၤလိတၢ်ကတိၤအံၤတုၤလၢပှၢကျိဖိကတိၤဝဲဘျ.

A. နကလဲၤဆူလဲာ်.

B. ယကလဲၤဆူတၢ်ဘျုးမိၢ်အဒၢး.

A. တၢ်ဘျုးမိၢ်အဖိအိာ်ပှဲၤဂၤလဲာ်.

B အိာ်ခံဂၤ--နီၢ်တၢ်ဘျုးတဂၤ, စီၤသးစူၤတဂၤ.
အပၢ်လဲၤအိာ်လၢဝ့ၢ်ပူၤ.

A. အပၢ်ကအိာ်လၢဝ့ၢ်ပူၤပှဲၤလၢလဲာ်.

B. ကအိာ်တနံာ်. အဝဲလဲၤဆူကို.

A. ယဖိကဟဲကၤ့ၤလၢကို. ယကကၤ့ၤလီၤ.

B. အၢာ်, အၢာ်.

After you can say your parts smoothly without the book, change parts and practice it in the same way as before.

သရှာ်--တုၤပှၢကျိဖိတဲ့ဘျဘျလံ မၢပှၢကျိဖိကဲကၤ့ၤလၢ "A" ဒီးသရှာ်ကကဲကၤ့ၤလၢ "B." မၤဒ်လၢအဖီခိုာ်အသိး အါဝီတစဲးတုၤလၢပှၢကျိဖိတဲ့ဝဲဘာ်ဘျဘျ.

7.10 Reading and Writing

၇.၁၀ တၢ်မၤလိဖးဒီးကွဲးပှၢကညီကျိာ်

REPEAT the following sentences after the teacher. Then at home copy them 3 times each in the spaces provided. The next day the teacher should check what you have written. Also, you should read the sentences to the teacher, and he/she should correct any mistakes in pronunciation.

နဖိအိာ်ပှဲၤလၢလံလဲာ်. _____

_____ _____

ဖိသင်္ဘာလိုင်ကွဲလားဘာ.

ယမိ၊အနုံ့ဘအိ့ ၆၀ ဒီးဘာ.

7.11 Listening and Speaking

ရ.၁၁ တၢ်မၤလီကနှ့်ဒီးကတိၤပှၤကညီကျိ့ာ်လၢပှၤကညီအဟုံ့

Continue to spend an hour each day listening to Karens talking together and seeing if you can recognize words you have learned. Also notice what gestures they make with their hands and head as they speak. Seek opportunities to ask questions such as နဖိအိ့ပဲ့ၢဂၤလီ့, **"How many children do you have?" or** ဖိသင်္ဘာဂၤအံၤအနုံ့အိ့ပဲ့ၢနုံ့လံလီ့, **"How old is this child?" etc. Also be prepared to answer questions about your own age, how long you have been in the community, and how many children you have. (If you don't have any or not even married, simply reply,** ယဖိတအိ့ဘာ, **"I don't have any children.")**

သရ့်--မၤပှၤကျိ့ဖိလဲၤအိ့သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ဉ်တဖ့ဉ်လၢအမၤလိတ့ၢ်လံဒီးဒ်သိးက ကနှ့်ပှၤကညီကတိၤသကိးတၢ်.

7.12 Cultural Assignment--Continue to work on 6.12.

ရ.၁၂ တၢ်ယုသ့ဉ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိ့ဖိကမၤဒဉ်ဝ်.

LESSON 8

တၢ်မၤလီ ၈

8.1 Useful Words and Phrases

၈.၁ တၢ်ကတိအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိုဖိတဲ့ပိၣ်သရၣ်အခံ ၁-၂ ဘျိ.

ပှၤ	Person, people
ပှၤကျိ2ဖိ	Students, pupils
ပှၤဘါယွၤဖိ	Worshippers of Jehovah God
(ပှၤ) ဖိၣ်မုၣ် (ဖိၣ်မုၣ်)(ဖိၣ်မုၣ်)[10]	Woman, female person
အမုၣ် (အဖိၣ်မုၣ်)(အဖိၣ်မုၣ်)	Female human beings
ဖိမုၣ်	Daughter
(ပှၤ) ဖိၣ်ခွါ (ဖိၣ်ခွါ)(ဖိၣ်ခွါ)[10]	Man, male person
အခွါ (အဖိၣ်ခွါ)(အဖိၣ်ခွါ)	Male human beings
ဖိခွါ	Son
ပုၢ်	Younger sibling
ပုၢ်ဖိၣ်မုၣ် (ပုၢ်ဖိၣ်မုၣ်)(ပုၢ်ဖိၣ်မုၣ်)	Younger sister
ပုၢ်ဖိၣ်ခွါ (ပုၢ်ဖိၣ်ခွါ)(ပုၢ်ဖိၣ်ခွါ)	Younger brother
ဝဲၢ်	Older sibling
ဝဲၢ်နီၢ်	Older sister
ဝဲၢ်စိ	Older brother
ဒီ	Particle indicating close relationship
ဒီပုၢ်ဝဲၢ်	Related siblings
ဒီဖိပၢ်	Father-child relationship
ဒီဖိမိၢ်	Mother-child relationship
ပ	We, our
သးဝံၣ်(တၢ်)	To sing (something)
ခဲလၢၣ်	All, altogether

[11] In the villages in north Thailand, the syllable ဖိ၁ is very often pronounced as ဖိ၁, whereas in the towns it may be pronounced either wayT Learn to recognize it either way, but learn to speak it the way the teacher teaches you.

8.2 Pattern Sentences and Phrases

၈.၂ တၢ်ကတိၤအဒိ

(1) Use of ပှၢ်, ဝဲၢ်, and ဒီပှၢ်ဝဲၢ်

(၁) တၢ်သူတၢ်ကတိၤ "ပှၢ်," "ဝဲၢ်," ဒီး "ဒီပှၢ်ဝဲၢ်"

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝိ.

(a) ယပှၢ်အိၣ်သၢဂၤ.	**I have 3 younger siblings.**
ယဝဲၢ်အိၣ်ခံဂၤ.	**I have 2 older siblings.**
ယဒီပှၢ်ဝဲၢ်ခဲလၢၣ်အိၣ်ဃုဂၤ.	**Altogether I have (am) six siblings (including myself).**
(b) နပှၢ်အိၣ်လွံၢ်ဂၤ.	**You have four younger siblings.**
နဝဲၢ်အိၣ်ခံဂၤ.	**You have two older siblings.**
နဒီပှၢ်ဝဲၢ်ခဲလၢၣ်အိၣ်နွံဂၤ.	**Altogether you have (are) seven siblings (including yourself).**
(c) အဝဲအပှၢ်အိၣ်ခံဂၤ.	**She has two younger siblings.**
အဝဲၢ်အိၣ်တဂၤ.	**She has one older sibling.**
အဒီပှၢ်ဝဲၢ်ခဲလၢၣ်အိၣ်လွံၢ်ဂၤ.	**Altogether she has (is) four siblings (including herself).**

(2) Use of ဒီဖိမိၢ် and ဒီဖိပၢ်.

(၂) တၢ်သူတၢ်ကတိၤ "ဒီဖိမိၢ်" ဒီး "ဒီဖိပၢ်."

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝိ.

ပှၤဒီဖိပၢ်သၢဂၤကလိၣ်ကွဲသကီးတၢ်.	**The threesome of father and children will play together.**
ပှၤဒီဖိမိၢ်ကသးဝံၣ်သကီးတၢ်.	**The mother and child will sing together.**
ပှၤဒီဖိမိၢ်ဒီဖိပၢ်လဲၤဆူ၀့ၢ်ပူၤခဲလၢၣ်လံ.	**The parents and children have all gone to town.**
ပှၤဒီဖိမိၢ်ဒီဖိပၢ်ခဲလၢၣ်အိၣ်ပှဲၤဂၤလဲၣ်.	**The parents and children altogether are how many?**

(3) Use of ဝဲၢ်ဒီ and ဝဲၢ်နီၢ်

(၃) *တၢ်သူတၢ်ကတိၤ "ဝဲၢ်စိ" ဒီး "ဝဲၢ်နီၢ်"*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒိ.

(a) ယဝဲၢ်စိကဟဲဒီး.	**My older brother is still coming.**
ယဝဲၢ်နီၢ်တဟဲလၢဘၣ်.	**My older sister is no longer coming.**
(b) နဝဲၢ်စိလဲၤထိၣ်ဘါယွၤလံ.	**Your older brother has gone up to church already.**
နဝဲၢ်နီၢ်တလဲၤထိၣ်ဒီးဘၣ်.	**Your older sister hasn't gone up yet.**
(c) အဝဲအဝဲၢ်စိအမံၤလၢအိၣ်ဟဲ.	**His older brother is named O'Heh.**
အဝဲၢ်နီၢ်အမံၤလၢတၢ်ဘျုး.	**His older sister is named Tablu.**

Repeat the above sentences pronouncing ဝဲၢ်စိ **as** ဝဲၢ်ကျိ **(or vice versa if the teacher has already pronounced it that way).**
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ကဒီးသရၣ်အခံ, ဘၣ်ဆုၣ်အအံၤတဘျီနၣ်လၢ "ဝဲၢ်စိ" အလီၢ်နၣ်တဲလၢ "ဝဲၢ်ကျိ." သရၣ်မ့ၢ်တဲ "ဝဲၢ်ကျိ" လၢအခိၣ်ထံးလံနၣ် အအံၤတဘျီတဲကၢ့ၤလၢ "ဝဲၢ်စိ."

(4) Use of ပ**, "we, our"**

(၄) *တၢ်သူတၢ်ကတိၤ "ပ"*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒိ.

(a) ပကလဲၤဆူနၣ်.	**We are going to go there.**
ပကဟဲအိၣ်သကိးနၤသၢဂၤ.	**Three of us will come to visit you.**
ပကဆ့ၣ်နီၤဖဲအံၤ.	**We will sit here.**
ပတအိၣ်ဖဲအံၤလၢဘၣ်.	**We won't stay here any longer.**
ပကသးဝံၣ်သကိးတၢ်.	**We'll sing together.**
ပကလဲၤသကိးတၢ်ဆူ၀့ၢ်ပှၤ.	**We'll go to town together.**
ပတလိၣ်ကွဲဒီးဘၣ်.	**We won't play yet.**
(b) ပတံၤသကိးအိၣ်သၢဂၤ.	**We have 6 friends.**
ပဝဲၢ်တအိၣ်ဘၣ်.	**Our older sibling isn't here.**
ပဒီပှၢ်ဝဲၢ်အိၣ်နံ့ဂၤ.	**We are 7 brothers and sisters.**
ပမိၢ်ပပၢ်တအိၣ်လၢဘၣ်.	**Our parents are no longer living.**

8.3 Question and Answer Drill

ဂ.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Below are some simple mental arithmetic problems to help you remember that the word ဒီပုဂ္ဂိုလ် includes the person who is the possessor of the brothers and sisters. In each case the teacher will read the two statements followed by the question after which you should give the correct answer. The correct answer is given for the first example; but for the others, you must think for yourself. The teacher will correct you if necessary.

Repeat (a) after the teacher, including the answer. Be sure that you understand the meaning of the words. Then cover up your book, listen carefully to what the teacher says, then give the answer.

သရုဏ်--မာပှားကျိုဖိုးပိုင်သရုဏ်အခ်ိုလာ (a) တကျိုးဘက်တကျိုးယှဉ်ဒီးတေ်စံးဆာဝံ၊ မာပှားကျိုဖိုကွေ်ဒီး (a) မှေ်အနှေ်ပာ်အီးခဲလာ်လံ၎ါ. မှေ်တနှေ်ပာ်ဒီးဘာ် မာအကွေ်ကဒါကှ၊လာ ဂ.ဘ. တုၤပှားကျိုဖိုနှေ်ပာ်ခဲလာ်လံန့ဉ် မာအကးဘာ၊ယာ်အလံ်. သရုဏ်ကဖး (a) သာကျိုးဒီးမာပှားကျိုဖိုဒွးဝံ၊တဲ့ဆာတေ်သံကွေ်. မၤဒ်အံ၊ (a) တုၤလာ (e) ၂-၃ ဝီတုၤလာပှားကျိုဖိုတဲ့ဆာဘာ်ဘျုဘျ. ဝံၤဒီးလဲၤဆူ (2) ဒီးမၤဒ်နှဉ်အသိး.

(1) (a) ယမိ၊်အဝ၊်အိုဉ်တဂ၊.
 အပှ၊်အိုဉ်သာ၊ဂ၊.
 အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်ပှဲ၊ဂ၊လဲဉ်. **Answer** *(တ၊်စံးဆ၊)* အိုဉ်ယဲ၊်ဂ၊.
 (b) သရုဏ်အဝ၊်အိုဉ်ခံဂ၊.
 အပှ၊်အိုဉ်သာ၊ဂ၊.
 အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်ပှဲ၊ဂ၊လဲဉ်.
 (c) နီ၊်တ၊်ဘျုးအဝ၊်အိုဉ်သာ၊ဂ၊.
 အပှ၊်အိုဉ်သာ၊ဂ၊.
 အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်ပှဲ၊ဂ၊လဲဉ်.
 (d) အဝ်အဝ၊်အိုဉ်တဂ၊.
 အပှ၊်အိုဉ်တဂ၊.
 အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်ပှဲ၊ဂ၊လဲဉ်.
 (e) စီ၊သးစူ၊အဝ၊်အိုဉ်လ့ံ၊ဂ၊.
 အပှ၊်အိုဉ်ခံဂ၊.
 အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်ပှဲ၊ဂ၊လဲဉ်.
(2) (a) ယပ၊်အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်ယှ ဂ၊.
 အပှ၊်အိုဉ်ခံဂ၊.
 အဝ၊်အိုဉ်ပှဲ၊ဂ၊လဲဉ်. **Answer** *(တ၊်စံးဆ၊)* အိုဉ်သာ၊ဂ၊.
 (b) သရုဏ်မှဉ်အဒီပှ၊်ဝ၊်ခဲလာ်အိုဉ်လ့ံ၊ဂ၊.
 အပှ၊်အိုဉ်တဂ၊.
 အဝ၊်အိုဉ်ပှဲ၊ဂ၊လဲဉ်.

(c) နိုင်ထိုင်နှင်အဒီပုံစံခဲလေးအိုင်နွံဂေ.
အပုံအိုင်သေဂေ.
အစံအိုင်ပျဂေလေ့.
(d) ယသကီးအဒီပုံစံခဲလေးအိုင်သေဂေ.
အပုံအိုင်တဂေ.
အစံအိုင်ပျဂေလေ့.
(e) စီးအိုင်ဟဲအဒီပုံစံခဲလေးအိုင်ယဲ့ဂေ.
အစံအိုင်တဂေ.
အပုံအိုင်ပျဂေလေ့.

8.4 Pronunciation Drills

၈.၄ တံအသိုင်လေအကီတစ်း

REPEAT after the teacher.

သရှင်--မေပျဂေကျိုဖီတဲပိုင်ထွဲသရှင်အခံ ၂-၃ ဝီ.

(a)	(b)	(c)	(d)
ကြားတကြား	ခြုံခြုံ	လေသွင်တြေ	ပြုံကဒံ
တဲကြီတေ	ခြုံ၊ခြုံ	တြုံင်ထိုင်ကွံင်	ဃ့၊ပြောတေ
ချုံကြီ၊ဝ၊	ခြုံးခြုံး	ပတြောဃထိုင်	ယင်ပြုံင်ယင်ပြုံး
ဘင်ကြဘင်ကြ	စြေကဒေ	သင်တြီတြုင်	လီဃပြုံလီဃပြေ
ကြ၊ဒီဃကြင်ဒီဃ	ကုဃစြုဃ	တြီဃင်တေ	စပြုံးစပြုး
ဘေကြုးဘေကြီ	စြုုးစြုုးစြီးစြီး	ဘံးတြီင်ဘံးတြင်	ဖြုကလင်
ကြင်ကြုံ၊ကြင်ကြ	ဆြုးကလင်	စကားထြော	ဖြုုဖြုုဖြီဖြီ

8.5 Pattern Sentences and Phrases

၈.၅ တံကတီးအဒီ

(1) Use of ပျ.

(၁) *တံသူတံကတီး "ပျ."*

REPEAT after the teacher.

သရှင်--မေပျဂေကျိုဖီတဲပိုင်ထွဲသရှင်အခံ ၂-၃ ဝီ.

(a) ပြ၊အိုင်ရှိ.	Are there (any) people there?
ပြ၊ဟဲလံရှိ.	Have the people come?
ပြ၊ကဟဲဆူအံ၊ရှိ.	Are the people coming here?
ပြ၊ဟဲတအါဘဉ်.	Not many people came.
ပြ၊လဲ၊ဆူဝ့်ါပူ၊ဒ်လဲဉ်.	How do people go to town?
(b) ပြ၊တဂ၊	A person, one person
ပြ၊တဂ၊အံ၊	This person
ပြ၊ခံဂ၊နှဉ်	Those two persons
ပြ၊တဂ၊နှဉ်အမံ၊ဒ်လီဉ်.	What is that person's name?
ပြ၊ခံဂ၊အံ၊ကလဲ၊ဆူလီဉ်.	Where are these 2 persons going?
ပြ၊လဲ၊ဆူကးပူ၊သ၊ဂ၊.	Three persons went to the market.
ပြ၊ဆ၊ထ၊ဉ်ဖဲနှဉ်နွံဂ၊.	There are 7 people standing there.
ပြ၊ဆ့ဉ်နီ၊လ၊ဒၢးပူ၊လွံါဂ၊.	Four people are sitting in the house.
(c) ပြ၊ကျိုဖိ	School children
ပြ၊ဝ့်ါဖိ	City people (city dwellers)
ပြ၊သးဝံဉ်တၢ်ဖိ	Singers
ပြ၊ဘၢယွ၊ဖိ	Worshippers of God
ပြ၊ဒီပှၢ်ဝ်ါ	Siblings, brothers and sisters
ပြ၊လိ$^{\text{ဉ်}}$ကဲ့တၢ်ဖိ	Players
(d) ပြ၊ကျိုဖိဟဲက့၊သ၊ဂ၊.	Three students have come back.
ပြ၊ဝ့်ါဖိဟဲဆူအံ၊ဒ်လီဉ်.	How did the city people come here?
ပြ၊ဘၢယွ၊ဖိအိုဉ်ပဲ့ၢ်ဂ၊လီဉ်.	How many worshippers are there?
ပြ၊ဒီပှၢ်ဝ်ါခံဂ၊နှဉ်အိုဉ်ဖဲအံ၊ရှိ.	Are those 2 siblings here?
ပြ၊သးဝံဉ်တၢ်ဖိကဆ့ဉ်နီ၊ဖဲနှဉ်.	Singers will sit there.
ပြ၊လိ$^{\text{ဉ်}}$ကဲ့တၢ်ဖိခဲလၢ$^{\text{ဉ်}}$အိုဉ်ယီးဂ၊.	There are 8 players altogether.

(2) <u>Use of</u> အမှဉ် <u>and</u> အခွါ

(၂) *တၢ်သူတၢ်ကတိ၊ "အမှဉ်" ဒီး "အခွါ"*

REPEAT after the teacher.

သရှ$^{\text{ဉ်}}$--မၢပြ၊ကျိုဖိတဲ့ပိ$^{\text{ဉ်}}$ထွဲသရှ$^{\text{ဉ်}}$အခံ ၂-၃ ဒီ.

(a) ယဒီပုၢ်ဝဲၢ်ခဲလၢဉ်အိုဉ်ဃုဂၤ အမှုဉ်သၢဂၤ, အခွါသၢဂၤ	**Altogether I have 6 siblings 3 females, 3 males.**
(b) ပှၤကျိုဖီဟးထိဉ်လွံၢ်ဂၤ အမှုဉ်တဂၤ, အခွါသၢဂၤ.	**Four school children have left one girl, 3 boys.**
(c) ပှၤဘါယွၤဖီဟဲနှံ်ဂၤလံ အမှုဉ်ယဲၢ်ဂၤ, အခွါခံဂၤ	**Seven worshippers have come already 5 women, 2 men**
(d) ပှၤဗိဉ်မှုဉ်ဆုဉ်နီၤဖဲအံၤ ပှၤဗိဉ်ခွါဆုဉ်နီၤဖဲနှဉ်	**The women sit here; the men sit there.**

(3) <u>**Use of**</u> ပုၢ်ဗိဉ်မှုဉ် <u>**and**</u> ပုၢ်ဗိဉ်ခွါ

(၃) *တၢ်သူတၢ်ကတိၤ "ပုၢ်ဗိဉ်မှုဉ်" နီး "ပုၢ်ဗိဉ်ခွါ".*

REPEAT after the teacher.

သရှဉ်--မၢပှၤကျိုဖိတဲဗိဉ်ထွဲသရှဉ်အခံ ၂-၃ ဒီ.

(a) ယပုၢ်ဗိဉ်မှုဉ်ကလဲၤဆူကးပူၤ. ယပုၢ်ဗိဉ်ခွါကအိုဉ်လၢဒၢးပူၤ.	**My younger sister will go to the market; my younger brother will stay in the house.**
(b) ယပုၢ်ဗိဉ်မှုဉ်ဆုဉ်နီၤလၢအံၤ. ယပုၢ်ဗိဉ်ခွါဆၢထၢဉ်လၢနှဉ်.	**My younger sister is sitting here; my younger brother is standing there.**
(c) အဝဲအပုၢ်ဗိဉ်ခွါလဲၤဆူကျိုလံ. အပုၢ်ဗိဉ်မှုဉ်တလဲၤဘဉ်.	**His younger brother has gone to school. His younger sister doesn't go.**

Repeat the sentences above pronouncing ဗိဉ်မှုဉ် **as** ဖိဉ်မှုဉ် **and** ဗိဉ်ခွါ **as** ဖိဉ်ခွါ.

သရှဉ်--တဲကဒီးတဘျီ ဘဉ်ဆဉ်လၢ "ဗိဉ်မှုဉ်" အလီၢ်တဲလၢ "ဖိဉ်မှုဉ်" နီးလၢ "ဗိဉ်ခွါ" အလီၢ်တဲလၢ "ဖိဉ်ခွါ."

(4) <u>**Use of**</u> ဖိမှုဉ် <u>**and**</u> ဖိခွါ

(၄) တၢ်သူတၢ်ကတိၤ "ဖိမှုဉ်" နီး "ဖိခွါ"

REPEAT after the teacher.

သရှဉ်--မၢပှၤကျိုဖိတဲဗိဉ်ထွဲသရှဉ်အခံ ၂-၃ ဒီ.

(a) နေ့်တၢ်ဘျုးအဖိအိၣ်ယုဂၤ--အဖိခွါ ယဲၢ်ဂၤ, အဖိမုၣ်တဂၤ. Naw Tablu has six children--five sons, one daughter.

(b) စီးအိၣ်ဟဲအဖိအိၣ်လွံၢ်ဂၤ--အဖိခွါခံ ဂၤ, အဖိမုၣ်ခံဂၤ. Saw O'Heh has four children-- two sons, two daughters.

(c) သရၣ်အဖိအိၣ်ယဲၢ်ဂၤ--အဖိခွါခံဂၤ, အဖိမုၣ်သၢဂၤ. Teacher has five children--two sons, three daughters.

(5) Use of ဒီပှၢ်ဝဲၢ်မုၣ် and ဒီပှၢ်ဝဲၢ်ခွါ

(၅) *တၢ်သူတၢ်ကတိၤ "ဒီပှၢ်ဝဲၢ်မုၣ်" ဒီး "ဒီပှၢ်ဝဲၢ်ခွါ"*
REPEAT after the teacher.
သရၣ်--မၢပှၢ်ကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝီ.

ယဒီပှၢ်ဝဲၢ်ခွါအိၣ်သၢဂၤ.	I have 3 brothers (including myself).
ယဒီပှၢ်ဝဲၢ်မုၣ်အိၣ်လွံၢ်ဂၤ	I have 4 sisters (including myself).
ယဒီပှၢ်ဝဲၢ်ခွါလဲၤအိၣ်လၢဝ့ၢ်ပှၤ	My brothers live in the town.
ယဒီပှၢ်ဝဲၢ်မုၣ်အိၣ်ဒီးလၢဒၢး.	My sisters are still at home.

(6) Use of ခဲလၢၣ်, "all, altogether"

(၆) *တၢ်သူတၢ်ကတိၤ "ခဲလၢၣ်"*
REPEAT after the teacher.
သရၣ်--မၢပှၢ်ကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝီ.

ယဒီပှၢ်ဝဲၢ်ခဲလၢၣ်အိၣ်နှဲဂၤ.	I have altogether 7 brothers and sisters (including myself).
ပှၢ်ကျိ2ဖိခဲလၢၣ်ဆၢထၢၣ်သကီး.	All the school children stood up together.
ပှၢ်ဘၢ်ယွၢ်ဖိခဲလၢၣ်လဲၤထီၣ်သကီးဆုကျိ2.	All the worshippers went up to church together.
သရၣ်ခဲလၢၣ်လဲၤအိၣ်လၢနှၣ်.	The teachers all went over there.

8.6 Notes on Word Usage and Grammar

ဂ.၆ သရၣ်--မၢပှၢ်ကျိဖိဖးဒၣ်ဝဲလၢဒၢး.

(1) Use of ဒီ, particle indicating close relationship. The word ဒီ indicates a close relationship between people, usually as the result of being born into or married into

a family/clan. In this lesson you have been introduced to the sibling relationship and the parent-child relationship. Later on you will learn the terms for other relationships, such as the husband-wife, grandparent-grandchild, etc., relationships, in all of which the word ဒီ is used. Note that in the expression of these relationships the order of the words paired is the opposite of those in English; i.e., the younger precedes the older (e.g., ဒီဖိပါ်, "father-child relationship;" ဒီပှၢ်ဝါ်, "elder sibling-younger sibling relationship"), and the feminine precedes the masculine (e.g., ဒီဖိတ်ၢ်ဒီ ဖိပါ်, "parent-child relationship"). The relationship between close friends may also be expressed as ဒီတံၢ်ဒီသကီး.

Since in Karen society age is more important than sex, the terms for siblings are divided first into elder and younger siblings (rather than into brothers and sisters, as in the West); hence, the sibling relationship is expressed as ဒီ + ပှၢ် (younger sibling) + ဝါ် (older sibling); i.e., ဒီပှၢ်ဝါ်. As has already beren stressed in 8.2 and 8.5, the term includes the person spoken of as the possessor; e.g., ယဒီပှၢ်ဝါ် includes myself; သရ၊် အဒီပှၢ်ဝါ် includes himself. If Karens wish to be more specific concerning the gender of the siblings, the ပှၢ် and ဝါ် are further subdivided by adding terms indicating gender. For older siblings there is a special word for elder sister, ဝါ်နီ (sometimes shortened to နီ) and for elder brother, ဝါ်ဒီ (sometimes shortened to ဒီ), whereas for younger siblings, the word ပှၢ် is simply combined with the general word for female or male persons; e.g., ပှၢ်ဖိ၁်မှ၊် and ပှၢ်ဖိ၁်ခွ၊. It should be noted that whereas the word for elder sister is a combination of ဝါ် and နီ (the same spelling as the term used at the beginning of a girl's name), the ဒီ in the word for elder brother, ဝါ်ဒီ, is a high tone as compared with ဒီ၊ (mid tone) used at the beginning of a boy's name. Also, note that when speaking to ones elder sibling or to someone slightly older than oneself whom one knows well, they are often addressed as ဒီ၎ or နီ၎ (not နီ၎). Note that the expressions in 8.5 (5) for "brothers," ဒီပှၢ်ဝါ်ခွ၊, and for "sisters," ဒီပှၢ်ဝါ်မှ၊်, would not ordinarily be used by the Karens unless translating directly from English (since the Karen would usually first divide into younger and older siblings). In such cases, it should be realized that if the person whose siblings are being asked about is a man, he will probably include himself in the number of brothers, and if the person whose siblings are being asked about is a woman, she will probably include herself in the number of sisters. It is as though they are saying, "We are five brothers and sisters." They do sometimes use the Karen for "we" in such expressions, although it is more usual to use the singular. If you, as a Westerner, wish to know how many brothers and how many sisters someone has, it would be better to ask, "How many older brothers do you have?" and "How many younger brothers do you have?" and then combine the 2 answers to get the number of brothers; then do the same with the sisters. In that way the person you are speaking to (or about) will not be included in the number given in the answer.

(2) <u>Use of</u> မှ၊် <u>and</u> ခွ၊, <u>gender indicators.</u> By now you are aware that one of the common ways of expressing the gender of human beings is by adding the suffix မှ၊် to indicate feminine gender and the suffix ခွ၊ to indicate masculine gender; e.g., ပှၢ်ဖိ၁်မှ၊်, ဖိမှ၊်, ပှၢ်ဖိ၁်မှ၊်, သရ၊်မှ၊်, ယသကီးမှ၊်; ပှၢ်ဖိ၁်ခွ၊, ဖိခွ၊, ပှၢ်ဖိ၁်ခွ၊. For words such as သရ၊် and

သကီး, which can be used either for persons of the masculine gender or for teachers or companions in general, if one wishes to specify the masculine gender, the words အဖိုးခွါ are added; e.g., သရဉ်အဖိုးခွါ, ယသကီးအဖိုးခွါ.

(3) <u>Use of</u> ပုဂ္ဂ <u>and</u> ပုဂ္ဂ ... ဖွဲ့.

(၃) *တစ်သူတစ်ကတိုး "ပုဂ္ဂ" ဒီး "ပုဂ္ဂ ...ဖွဲ့"* The word ပုဂ္ဂ means "person" or "people." (See examples in section 8.5 (1). Used alone, it refers to persons or people in general, or to a particular group already understood, as in 8.5 (1-a); it may be used with a number plus a noun classifier to refer to a specific number of people, as in 8.5 (1-b); or, it may be combined with some other noun or verb to refer to a particular class of people, as in 8.5 (1-c). The compound expressions in this latter group are of 3 types, as follows:

(a) ပုဂ္ဂ <u>+ a noun which does not refer to a person.</u> In such cases the word ဖွဲ့ is added following the noun; e.g., ပုဂ္ဂ + ကျို (school) + ဖွဲ့ = ပုဂ္ဂကျိုဖွဲ့, "school children."

(b) ပုဂ္ဂ <u>+ a noun which refers to human beings.</u> In such cases the word ဖွဲ့ is not added; e.g., ပုဂ္ဂ + ဖိုမ္ပ (feminine human beings) = ပုဂ္ဂဖိုမ္ပ (women); ပုဂ္ဂ + ဖိုခွါ (masculine human beings) = ပုဂ္ဂဖိုခွါ (men); ပုဂ္ဂ + ဒီပုံတံ (related siblings) = ပုဂ္ဂဒီပုံတံ (brothers and sisters). Note that the words ဖိုမ္ပ, ဖိုခွါ, and ဒီပုံတံ are not usually used alone; rather they have a prefix of ပုဂ္ဂ or of a possessive pronoun; e.g., ပုဂ္ဂဒီပုံတံ, ယဒီပုံတံ, အဖိုးခွါ, etc.

(c) ပုဂ္ဂ <u>+ a verb (plus its object, if any).</u> In such cases the word ဖွဲ့ is usually used at the end of the expression; e.g., ပုဂ္ဂ + ဘုရား(to worship) + ယွဲ့ (God) + ဖွဲ့ = ပုဂ္ဂဘုရားယွဲ့ဖွဲ့ (worshippers of God).

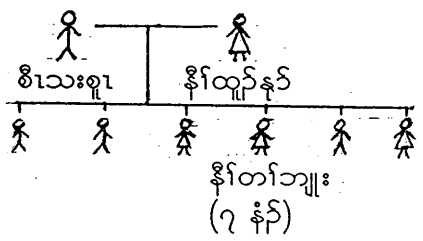
8.7 Question and Answer Drills

၈.၇ တစ်သံကွက်ဒီးတစ်စံးဆာ

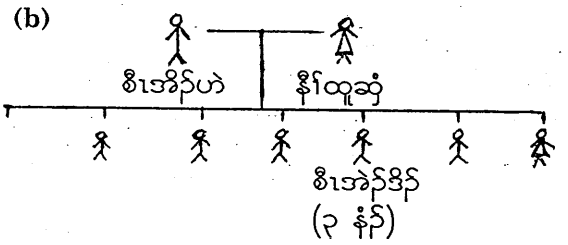
Look at the following diagrams indicating family relationships, and then answer the questions below as the teacher asks them. (Note: The youngest child is on the extreme left, and the siblings proceed from left to right according to age until the oldest on the extreme right.

သရဉ်--ကွက်တစ်ဂိုးလာ (a), *ဘဉ်ဆဉ်တဘဉ်မာပုဂ္ဂကျိုဖွဲ့ကွက်တစ်သံကွက်ဘဉ်. ပုဂ္ဂကျိုဖွဲ့ကကွက်ထဲတစ်ဂိုး. လာတစ်ဂိုးအံးအပူးဖိလာဒီဉ်ကတစ်အိုဉ်လာစုထွဲကတစ်, တဂၤဘဉ်တဂၤတုၤလာအဆံးကတစ်အိုဉ်လာစုစ့ဉ်ကတစ်. သရဉ်ကကသံကွက်ဒ်တစ်သံကွက်အိုဉ်ဝဲအသိး, ပုဂ္ဂကျိုဖွဲ့ကဘဉ်စံးဆာဒ်အအိုဉ်ဖျါလာတစ်ဂိုးအံးအပူးအသိး. ပုဂ္ဂကျိုဖွဲ့စံးဆာတစ်မ့ှ်ဘဉ်ခဲလာ်လံ, မၤလိဒီးတစ်ဂိုးလာ (b) အပူး.*

(a)



(b)



(က) စီးသးစူးအဖိအိုင်ပွဲဂေးလဲ့.
(ခ) အဖိခွါအိုင်ပွဲဂေးလဲ့.
(ဂ) အဖိမုဉ်အိုင်ပွဲဂေးလဲ့.
(ဃ) အဖိမုဉ်နိုါ်တါ်ဘျူးအဝဲါ်အိုင်ပွဲဂေးလဲ့.
(c) အဝဲါ်စီအိုင်ပွဲဂေးလဲ့.
(စ) အဝဲါ်နိုါ်အိုင်ပွဲဂေးလဲ့.
(ဆ) အပုါ်ခဲလၢဉ်အိုင်ပွဲဂေးလဲ့.
(ရ) အပုါ်ဗိုဉ်မုဉ်အိုင်ပွဲဂေးလဲ့.
(ည) အပုါ်ဗိုဉ်ခွါအိုင်ပွဲဂေးလဲ့.
(တ) အဒီပုါ်ဝဲါ်ခဲလၢဉ်အိုင်ပွဲဂေးလဲ့.
(ထ) နိုါ်တါ်ဘျူးအမိါ်အမံးဒ်လဲ့.
(ဒ) နိုါ်တါ်ဘျူးအနံ့ဉ်အိုင်ပွဲနံ့ဉ်လဲ့.
(နဝ) အဒီဖမိါ်ဒီဖပါ်ခဲလၢဉ်အိုင်ပွဲဂေးလဲ့.

(က) နိုါ်ထူဆုံအဖိအိုင်ပွဲဂေးလဲ့.
(ခ) အဖိခွါအိုင်ပွဲဂေးလဲ့.
(ဂ) အဖိမုဉ်အိုင်ပွဲဂေးလဲ့.
(ဃ) အဖိခွါစီးအဲ့ဒ်ဒ်ဉ်အဝဲါ်အိုင်ပွဲဂေးလဲ့.
(c) အဝဲါ်စီအိုင်ပွဲဂေးလဲ့.
(စ) အဝဲါ်နိုါ်အိုင်ပွဲဂေးလဲ့.
(ဆ) အပုါ်ခဲလၢဉ်အိုင်ပွဲဂေးလဲ့.
(ရ) အပုါ်ဗိုဉ်မုဉ်အိုင်ပွဲဂေးလဲ့.
(ည) အပုါ်ဗိုဉ်ခွါအိုင်ပွဲဂေးလဲ့.
(တ) အဒီပုါ်ဝဲါ်ခဲလၢဉ်အိုင်ပွဲဂေးလဲ့.
(ထ) စီးအဲ့ဒ်ဒ်ဉ်အပါ်အမံးဒ်လဲ့.
(ဒ) စီးအဲ့ဒ်ဒ်ဉ်အနံ့ဉ်အိုင်ပွဲနံ့ဉ်လဲ့.
(နဝ) အဒီဖမိါ်ဒီဖပါ်ခဲလၢဉ်အိုင်ပွဲဂေးလဲ့.

8.8 Numbers

၈.၈ နိုဉ်ဂံါ်

REPEAT after the teacher several times.
သရှဉ်--မၢပှၤကျိုဖိတဲပိဉ်ထွဲသရှဉ်အခံ ၂-၃ ဒီ.

၇၃၁ ၅၂၇ ၁၃၆ ၆၄၆ ၅၇၅ ၃၅၆ ၆၄၂ ၇၂၄ ၃၇၅ ၁၄၇

After you can read them correctly and smoothly, read the sentence below inserting one number after the other in the blank, repeating after the teacher.
သရှဉ်--တုၤပှၤကျိုဖိတဲပိဉ်ထွဲသရှဉ်အခံဘဉ်ဘျဘျလဲ, သရှဉ်ကဖးတါ်ကတိၤတကျိၤလၢအဖီလဉ်အံၤဒီးတုၢ်နှဉ် နိုဉ်ဂံါ်ဖဲတါ်လီါ်လီၤဟိဒီးမၢပှၤကျိုဖိတဲပိဉ်ထွဲကဒီးသရှဉ်အခံ. မၤဒ်အံၤဒီးသူနိုဉ်ဂံါ်တဖဉ်အံၤတုၤအကတၢါ်.

ပကသးဝံဉ်သကီးတါ်သးဝံဉ်နိုဉ်ဂံါ် _____.

8.9 Conversation Practice (After you have learned the other sections well.)

၈.၉ တါ်မၤလိဘဉ်ဃးတါ်ကတဲသကီးတါ် (တချုးသရှဉ်သိဉ်လိတါ်တတီါ်အံၤဒံးဘဉ်နှဉ်ပှၤကျိုဖိ[ကြ]ားနှါ်ပၢါ်တါ်မၤ လိလၢအပူၤကွံဉ်တဖဉ်နှဉ်ဂ့ၤဂ့ၤဘဉ်ဘဉ်တစ်း.)

Read these directions, but DO NOT READ the conversation below. Have the teacher read both the part of the teacher and the parts of the various school children,

mentioning each time who is speaking. Listen and see how much of the conversation you can understand and recall. After the teacher has finished reading the whole conversation, tell him/her in Karen what you understood. If you didn't get it all, have the teacher repeat it section by section, and see if you can get it. If you don't understand everything yet, have the teacher read it a third time while you look at the book. After you understand it all, take the part of all of the students, while the teacher takes the part of the teacher, and read through it once or twice trying to say your part without looking as far as possible. Then switch parts, and you take the part of the teacher. Practice again this way several times.

သရှာ်--သရှာ်ဘာ်ဖးတၢ်ကတိၤသ့ာ်တဖၣ်အံၤဒီးမၢပှၤကျိုဖိကနှာ်. ဖဲသရှာ်ဖးအခါ သရှာ်ကဘာ်ဖးထိုာ်သရှာ်ဒီးအပျၢ်တဖၣ်အမံၤဒ်သိးပှၤကျိုဖိကသ့ာ်ညါပှၤမတၤကတိၤတၢ်လဲာ်. သရှာ်ဖးတဝီဝံၤဒီး, မၢပှၤကျိုဖိတဲ့ဒီးကွၢ်လၢပှၤကညီအကျိုာ်ပှၤကျိုဖိနၢ်ပၢၢ်ပှဲၤလဲာ်. ပှၤကျိုဖိမ့ၢ်တနၢ်ပၢၢ်ခဲလၢာ်ဒ်းဘာ်နှုာ် သရှာ်ကဖးဆိထဲအခီာ်ထံးတကတိၤ်ဝံၤကသံကွၢ်ကဒီးပှၤကျိုဖိမ့ၢ်ပှၤကျိုဖိနၢ်ပၢၢ်ပှဲၤလဲာ်. ပှၤကျိုဖိမ့ၢ်နၢ်ပၢၢ်လံ, သရှာ်ကဖးကဒီးဆူညါတကတိၤ်, ဒီးသရှာ်ကသံကွၢ်ကဒီးပှၤကျိုဖိ. မၤဒ်အံၤတကတိၤ်ဘာ်တကတိၤ်တုၤအကတၢၢ်. တုၤပှၤကျိုဖိနၢ်ပၢၢ်ခဲလၢာ်လံဒီး, သရှာ်ကဖးသရှာ်အတၢ်ကတိၤဒၣ်ဝဲဒီးပှၤကျိုဖိကဖးတၢ်ကတိၤအဂၤတ့ဖၣ်. ဖးဒ်အံၤအါဝီတစ်းတုၤလၢပှၤကျိုဖိမၢဘာ်ဂ့ၤဂ့ၤဒီးတလိုာ်သ့ၢလံာ်လၢၤဘာ်. တုၤပှၤကျိုဖိတဲ့ဝဲဘာ်ဘျၢဘျၢနှုာ်, မၢပှၤကျိုဖိကဲထိုာ်သရှာ်ဒီးသရှာ်ကဲထိုာ်ပှၤဂၤ. ဖးသကီးတၢ်ဒ်နှုာ် ၂-၃ ,ဝီကဒီး.

သရှာ်--နီၢ်တၢ်ဘျုးဟဲ့ဧါ.
နီၢ်တၢ်ဘျုး--ဟဲ.
သရှာ်--နီၢ်ထူးဆုံဟဲ့ဧါ.
နီၢ်ထူးဆုံ--ဟဲ.
သရှာ်--နီၢ်ထူးာ်နှာ်ဟဲ့ဧါ.
နီၢ်ထူးာ်နှာ်--ဟဲ.
သရှာ်--စီၤအိုာ်ဟဲဟဲ့ဧါ.
စီၤအိုာ်ဟဲ--ဟဲ.
သရှာ်--စီၤသးစူၤဟဲ့ဧါ.
<u>ပှၤကျိုဖိ</u>တဂၤ--တဟဲဘာ်.
သရှာ်--နီၢ်ထူးဆုံ, ဆၢထၢာ်.
ပှၤကျိုဖိဟဲပှဲၤဂၤလဲာ်.
နီၢ်ထူးဆုံ--ပှၤကျိုဖိဟဲလွံၢ်ဂၤ.
သရှာ်--ပှၤကျိုဖိတဟဲဘာ်ပှဲၤဂၤလဲာ်.
နီၢ်ထူးဆုံ--ပှၤကျိုဖိတဟဲဘာ်တဂၤ.
သရှာ်--ပှၤကျိုဖိခဲလၢာ်အိုာ်ပှဲၤဂၤလဲာ်.
နီၢ်ထူးဆုံ--ပှၤကျိုဖိခဲလၢာ်အိုာ်ယဲၢ်ဂၤ.
<u>သရှာ်</u> --ဆ့ာ်နီၤ.
စီၤအိုာ်ဟဲ, ဆၢထၢာ်.
ပှၤကျိုဖိဟဲလွံၢ်ဂၤ.

အမှုဉ်ဟဲပ္ပါဂ၊လဲဉ်.
အခွါဟဲပ္ပါဂ၊လဲဉ်.
စီ၊အိဉ်ဟဲ--ပှ၊ကိုဖိအမှုဉ်ဟဲသာဂ၊.
ပှ၊ကိုဖိအခွါဟဲတဂ၊.
<u>သရဉ်</u> --ဆ့ဉ်နီ၊.
နီ၊တၢ်ဘျုး, ဆာထၢဉ်.
နဒီပှ၊်ဝဲ၊်အိဉ်ပ္ပါဂ၊လဲဉ်.
နီ၊်တၢ်ဘျုး--ယဒီပှ၊်ဝဲ၊်အိဉ်သာဂ၊.
သရဉ်--နဝဲ၊်အိဉ်ဒေါ်.
နီ၊်တၢ်ဘျုး--ယဝဲ၊်အိဉ်တဂ၊.
သရဉ်--နဝဲ၊်အမံ၊ဒ်လဲဉ်.
နီ၊်တၢ်ဘျုး--ယဝဲ၊်အမံ၊နှဉ်စီ၊အဲဉ်ဒိဉ်.
<u>သရဉ်</u> --ဆ့ဉ်နီ၊.
နီ၊်ထူဉ်နှ၁်, ဆာထၢဉ်.
နပှ၊်အိဉ်ပ္ပါဂ၊လဲဉ်.
နီ၊်ထူဉ်နှ၁်--ယပှ၊်အိဉ်သာဂ၊.
သရဉ်--နပှ၊်ဗိ၁်မှဉ်အိဉ်ပ္ပါဂ၊လဲဉ်.
နပှ၊်ဗိ၁်ခွါအိဉ်ပ္ပါဂ၊လဲဉ်.
နီ၊်ထူဉ်နှ၁်--ယပှ၊်ဗိ၁်မှဉ်အိဉ်ခံဂ၊.
ယပှ၊်ဗိ၁်ခွါအိဉ်တဂ၊.
သရဉ်--နပှ၊်ဗိ၁်ခွါအနံဉ်အိဉ်ပ္ပါ၊နံဉ်လံလဲဉ်.
နီ၊်ထူဉ်နှ၁်--ယပှ၊်ဗိ၁်ခွါအိဉ်ခံနံဉ်လံ.
<u>သရဉ်</u> --ဆ့ဉ်နီ၊.
သရဉ်အဖိခဲလၢ၁်အိဉ်နွံဂ၊.
အဖိမှဉ်အိဉ်သာဂ၊.
အဖိခွါအိဉ်ပ္ပါဂ၊လဲဉ်.
ပှ၊ကိုဖိခဲလၢ၁်--သရဉ်အဖိခွါအိဉ်လွံ၊်ဂ၊.
သရဉ်--သရဉ်အဒီပှ၊်ဝဲ၊်အိဉ်သာဂ၊.
သရဉ်အဝဲ၊်တအိဉ်ဘဉ်.
သရဉ်အပှ၊်အိဉ်ပ္ပါဂ၊လဲဉ်.
ပှ၊ကိုဖိခဲလၢ၁်--သရဉ်အပှ၊်အိဉ်ခံဂ၊.

8.10 Reading and Writing

၈.၁၀ တေမၤလိဖးဒီးကွဲးပှၤကညီကျိၵ်

REPEAT the followiung sentences after the teacher. Then at home copy them 2 times each in the spaces provided.

သရၢ်--မၢပှၤကျိုဖိဖးပိၵ်သရၢ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၢပှၤကျိုဖိကွဲးလိလၢဒၢးတကျိၤခံဘျိဖဲတၢ်လီၢ်လီၤ ဟိ.

၁. နဒီပှၢ်ဝဲၢ်ခဲလၢဵ်အိၣ်ပှဲၤဂၤလဲၣ်._____

_____

_____

၂. ယပှၢ်ပိၵ်မှၣ်အိၣ်သၢဂၤ, ယပှၢ်ပိၵ်ခွါအိၣ်တဂၤ._____

_____

_____

၃. အဝဲအဝဲၢ်စီအိၣ်ခံဂၤ, အဝဲၢ်နီၢ်အိၣ်လွံၢ်ဂၤ._____

_____

_____

၄. ပကသးဝံၣ်သကိးတၢ်သးဝံၣ်နီၢ်ဂံၢ် ၄ဂ့ဖ._____

_____

_____

8.11 Listening and Speaking

၈.၁၁ တေမၤလိကနၣ်ဒီးကတိၤပှၤကညီကျိၵ်လၢပှၤကညီအဟံၣ်

Continue to spend time each day talking with and listening to the Karens.

သရၢ်--မၢပှၤကျိုဖိလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤလၢအမၤလိတ့ၢ်လံသ့ၣ်တဖ့ၣ်ဒီးဒ်သိးက ကနၣ်ပှၤကညီကတိၤသကိးတၢ်.

8.12 Cultural Assignment--Continue to work on 6.12.

၈.၁၂ တေယုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိုဖိကမၤဒၣ်ဝဲ.

LESSON 9

တၢ်မၤလီ ၉

9.1 Useful Words and Phrases

၉.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိ.

ယဲ	I (emphatic)
နဲ	You (emphatic)
မ့ၢ်	To be something or someone; to be so, true
အခိၣ်ထံး	The beginning, its beginning
ပှၤဂၤတဂၤလဲၣ်,	Which number person?
အခိၣ်ထံးတဂၤ, တၢတဂၤ	The first person
ခံဂၤတဂၤ	The second person
သၢဂၤတဂၤ	The third person
ဝဲ့ၢ်ကိ	Oldest (firstborn)
အဝဲ့ၢ်ကိ	The firstborn
ဖိဝဲ့ၢ်ကိ	The firstborn child
သဒါ	Youngest (lastborn)
အသဒါ	The youngest (lastborn)
ဖိသဒါ	The youngest child (lastborn child)
ဒီး	And, with
လိၢ်လံၤ	To be old (as compared with new); former
သီ	To be new

9.2 Pattern Sentences and Phrases

၉.၂ တၢ်ကတိၤအဖိ

(1) Expression of Ordinal Numbers

(၁) *တၢ်သ့ၢ်တၢ်ကတိၤ "အခိၣ်ထံးတဂၤ, ခံဂၤတဂၤ,..."*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝီ.

(a) အခိုက်ထိုးတဂ၊ (တၢတဂ၊)	The first person
ခံဂ၊တဂ၊	The second person
သၢဂ၊တဂ၊	The third person
လွံၢ်ဂ၊တဂ၊	The fourth person
ယဲၢ်ဂ၊တဂ၊	The fifth person
ဃုဂ၊တဂ၊	The sixth person
နွံဂ၊တဂ၊	The seventh person
ဃီးဂ၊တဂ၊	The eighth person
ခွံဂ၊တဂ၊	The ninth person
အဂ၊တဆံ	The tenth person
(b) အခိုက်ထိုးတနံ့်	The first year
ခံနံ့်တနံ့်	The second year
သၢနံ့်တနံ့်	The third year
လွံၢ်နံ့်တနံ့်	The fourth year
ယဲၢ်နံ့်တနံ့်	The fifth year
ဃုနံ့်တနံ့်	The sixth year
နွံနံ့်တနံ့်	The seventh year
ဃီးနံ့်တနံ့်	The eighth year
ခွံနံ့်တနံ့်	The ninth year
အနံ့်တဆံ	The tenth year
(c) အခိုက်ထိုးတလၢ	The first month
ခံလၢတလၢ	The second month
သၢလၢတလၢ	The third month
လွံၢ်လၢတလၢ	The fourth month
ယဲၢ်လၢတလၢ	The fifth month
ဃုလၢတလၢ	The sixth month
နွံလၢတလၢ	The seventh month
ဃီးလၢတလၢ	The eighth month
ခွံလၢတလၢ	The ninth month
အလၢတဆံ	The tenth month
(d) နမ့ၢ်ပှၤပျဲၤဂ၊တဂ၊လဲ့(လီ).	Which number person are you?
ယမ့ၢ်အဝဲၢ်ကိတဂ၊.	I am the oldest (firstborn).
ယမ့ၢ်ပှၤခံဂ၊တဂ၊.	I am the second one.

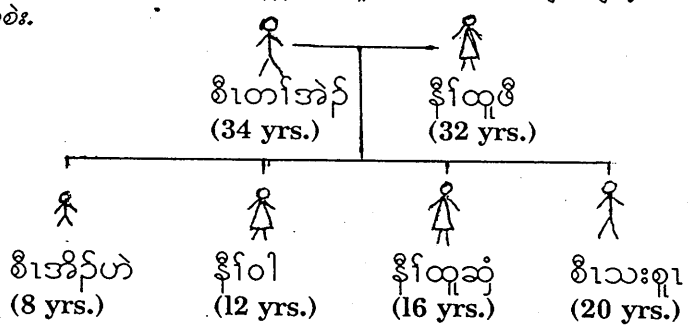
ယမ့်ပျဲယေါ်ဂျေတဂျေ.	**I am the fifth one.**
ယမ့်ပျဲဃုဂျေတဂျေ.	**I am the sixth one.**
ယမ့်ပျဲသဒါတဂျေ.	**I am the youngest (lastborn).**
(e) နီ်တော်ဘျုးမ့်နဖိပ္ပဲဂျေတဂျေလဲ့.	**Which number of your children is Naw Tablu?**
အဝဲမ့်ယဖိဝဲ်ကိတဂျေ.	**She is my oldest (firstborn) child.**
အဝဲမ့်ယဖိသာဂျေတဂျေ.	**She is my third child.**
အဝဲမ့်ယဖိလွံ်ဂျေတဂျေ.	**She is my fourth child.**
အဝဲမ့်ယဖိသဒါတဂျေ.	**She is my youngest (lastborn) child.**

9.3 Question and Answer Drill

၉.၃ တော်သံကွေ်ဒီးတော်စံးဆေ

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.

သရ့်--ကွေ်တော်ဂီးလေအဖီလဲ့အံ့ ဘဉ်ဆဉ်တဘဉ်မာပျဲကျိုဖိကွေ်တော်သံကွေ်သ့ဉ်တဖဉ်ဘဉ်. ပျဲကျိုဖိကကွေ်ထဲ တော်ဂီ. သရ့်ကသံကွေ်ဒ်တော်သံကွေ်အိ့ဉ်ဝဲအသီ. ပျဲကျိုဖိကဘဉ်တဲ့ဆေ့ဒ်အအိ့ဉ်ဖျ့ါလေတော်ဂီဒေ့အံ့အပျူအသီ. ပျဲကျိုဖိမ့်တနၤ်ပၢ်တော်သံကွေ်အခီ့ဉ်ထံးတဘျီနှ့ဉ် သရ့်ကဖးကဒီးတဘျီခ့ံဘျီသ့. မၤဒ်အံ့ ၂-၃ ဝိတုၤပျဲကျိုဖိ တဲ့ဆေဘဉ်ဘျ့ဘျ့တစံး.



(1) သးစူပေါ်အဖိအ့ဉ်ပ္ပဲဂျေလဲ့.
(2) အဖိဝဲ်ကိအိ့ဉ်ပ္ပဲနံ့ဉ်လံလဲ့.
(3) အဖိသာဂျေတဂျေအိ့ဉ်ပ္ပဲနံ့ဉ်လံလဲ့.
(4) အဖိခံဂျေတဂျေအိ့ဉ်ပ္ပဲနံ့ဉ်လံလဲ့.
(5) အဖိသဒါအိ့ဉ်ပ္ပဲနံ့ဉ်လံလဲ့.
(6) စီၤသးစူအဒီပ့ါဝဲ်အိ့ဉ်ပ္ပဲဂျေလဲ့.
(7) စီၤသးစူမ့်ပ္ပၢပ္ပဲဂျေတဂျေလဲ့.

(8) အပုၢ်သဒါအမံၤဒ်လဲၢ်.
(9) အပုၢ်ဖိၢ်မှၢ်အိၢ်ပွၢ်ဂၤလဲၢ်.
(10) အပုၢ်ဖိၢ်ခွါအိၢ်ပွၢ်ဂၤလဲၢ်.
(11) စိၤအိၢ်ဟဲမ့ၢ်ပှၤပွၢ်ဂၤတဂၤလဲၢ်.
(12) အဝဲၢ်ကိတဂၤအမံၤဒ်လဲၢ်.
(13) စိၤအိၢ်ဟဲအဝဲၢ်နီၢ်တဂၤအမံၤဒ်လဲၢ်.

9.4 Pronunciation Drills

၉.၄ တၢ်အသီၢ်လၢအကိတစ်း

REPEAT after the teacher.
သရၢ်--မၢပှၤကျိဖိတဲဖိၢ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

(a) ဖိကွီၤ
ခွကပၢ်
စွဲထိၢ်စွဲလီၤ
မ့ၤဆွံ့ဆၢ်စီၤ
လီၤညှိုးကွံၢ်
တွဲတၢၢ်တွဲဘိ
ဖိၢ်ထွဲအခံ
ဒွိုးကွံၢ်

(b) ဂၢၢ်ကျၢၤ
ချၢဃံ
ချုးနှ့ၢ်
ပျၢ်တၢ်ဒဲးဘး
ဖျၢၢ်သလၢၢ်
မၤဘျါကၢ့ၤတၢ်
မၤဘျုးမၤဖြၢ်

9.5 Pattern Sentences and Phrases

၉.၅ တၢ်ကတိၤအဒိ

(1) Use of မ့ၢ်, **"to be something or someone; to be so, true."**
(၁) *တၢ်သူတၢ်ကတိၤ "မ့ၢ်"*
REPEAT after the teacher.
သရၢ်--မၢပှၤကျိဖိတဲဖိၢ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

(a) ယမ့ၢ်ပှၤဖိၢ်မှၢ် (ဖိၢ်မှၢ်).	**I am a girl.**
ယမ့ၢ်သရၢ်သးစူၤအပုၢ်.	**I am Thra Tha Su's younger sibling.**
ယမ့ၢ်ပှၤလွံၢ်ဂၤတဂၤ.	**I am the fourth person (child).**
ယမ့ၢ်အသဒါ.	**I am the youngest (lastborn).**

ယမ့်ပျဲကျိုဖိတဂ၊.	I am a student.
(b) နမ့်ပျဲဗိသ်ခွါ (ဖိသ်ခွါ).	You are a man.
နမ့်သရဉ်မှဉ်ထူဆံ့အဝဲ်.	You are Thramu Thu Sgi's older sibling.
နမ့်အ်ဝဲ်ကိတဂ၊.	You are the firstborn.
နမ့်ပျဲဝ့်ဖိတဂ၊.	You are a city dweller.
(c) ပျဲသ၊ဂ၊အံၤမ့်ပျဲဒိပှ်ဝဲ်.	These 3 persons are siblings.
ပျဲတဂ၊အံၤမ့်ယဝဲ်စီ.	This person is my older brother.
ပှၤခံဂ၊နှဉ်မ့်ပျဲဘါယွၤဖိ.	Those 2 persons are worshippers of God.
စီၤအိဉ်ဟဲမ့်နိ်ၢ်တၢ်ဘျုးအဖိခွါ.	
(d) "စီၤအဲဉ်ဒိဉ်မ့်နပၢ်ဧါ."	Is Saw Eh Do your father?
"မ့်."	Yes, that's so.
"နိ်ၢတၢ်ဘျုးမ့်နဝဲ်ဧါ."	Is Naw Tablu your older sibling?
"တမ့်ဘဉ်."	No, that's not true.
"နမ့်ပျဲကျိုဖိဧါ."	Are you a school child?
"မ့်."	Yes, that's so.
"နမိ်ၢ်မ့်ကျိုသရဉ်မှဉ်ဧါ."	Is your mother a school teacher?
"တမ့်ဘဉ်."	No, that's not so.
"သရဉ်ဟဲဆူနအိဉ်, တမ့်ဧါ."	Teacher came to you, didn't he?
"မ့်."	Yes, that's so.
"နကလဲၤဆူကးပူၤ, တမ့်ဧါ."	You're going to the market, aren't you?
"တမ့်ဘဉ်."	No, that's not so.
"နတက့ၤဒီးဘဉ်, တမ့်ဧါ."	You're not going home yet, are you?
"မ့်."	Yes, that's so.
"နပၢ်တအိဉ်လၢၤဘဉ်, တမ့်ဧါ."	Your father is no longer living, isn't that so?
"တမ့်ဘဉ်"	No, that's not so.

(2) Use of ယဲ, "I," and နဲ, "you" (emphatic)

(၂) *တၢ်သ့ုတၢ်ကတိၤ "ယဲ" ဒီး "နဲ"*

REPEAT after the teacher.

သရဉ်--မၤပျဲကျိုဖိတဲဗိသ်ထွဲသရဉ်အခံ ၂-၃ စီ.

(a) နဲနကလဲၤဧါ. ယဲယတလဲၤ လၢၤဘဉ်.	Are you going? I'm no longer going.

ယဲယကအိၵ်လၢဒၢးပူ၊. နဲ့နကအိၵ် ဖဲလဲၵ်.	I will be in the house. Where will you be?
ယဲယမ့ၢ်ကျိ2သရၢ်တဂၢ. နဲ့နမ့ၢ်ပှၢကျိ2 ဖိ၎ါ.	I am a school teacher. Are you a pupil?
ယဲယမံၢန့ၵ်နိၢ်ဝါ. နဲ့နမံၢဒ်လဲၵ်?	My name is Naw Wah. What is your name?
ယဲယမ့ၢ်ဖိသၵ်တဂၢအံၢ်အပၢ်.	I am this child's father.
နဲ့နမ့ၢ်ဖိသၵ်အ်ၼ့ၵ်တဂၢ်အပၢ်၎ါ.	Are you that child's father?
ယဲယဟးထိၵ်ကျိ2လံ.	I have already left school.
(b) အိၵ်နဲ့ဖဲန့ၵ်.	You stay there.
ကၢ့ၢနဲ့ဆူဒၢး.	You go on home.
ဆၢထၢၵ်နဲ့ဖဲအံၢ.	You stand here.
လဲၢနဲ့ဆူသရၢ်အအိၵ်.	You go to the teacher.
ဟဲကၢ့ၢနဲ့ဆူယဒၢး.	You come back to my house.

(3) Use of ဒီး, "and, with"

(၃) *တၢ်သူတၢ်ကတိၤ "ဒီး"*

REPEAT after the teacher.

သရၢ်--မၢပှၢကျိ2ဖိတဲ့ဖိၵ်သရၢ်အခ် ၂-၃ ဝိ.

(a) နၢဒီးယၢ	You and I
ယပၢ်ဒီးယပှၢ်မှၵ်	My father and my younger sister.
ယဖိခွါဒီးနဖိမှၵ်	My son and your daughter
ယကျိ2ဒီးနကျိ2	My school and your school
ယပှၢ်ဒီးယဖိမှၵ်	My younger sibling and my daughter
(b) လိၵ်ကွဲဒီးယၢ.	Play with me.
နဟဲဒီးနပၢ်၎ါ.	Did you come with your father?
အဝဲလဲၢဒီးယၢ.	He went with me.
နကသးဝံၵ်တၢ်ဒီးယၢ၎ါ.	Will you sing with me?
(c) ယဘါယွၢဒီးယဖိလိၵ်ကွဲတၢ်.	I worshipped and my child played.
ယလဲၢဆူကးပူၢဒီးယဝ်ၢ်နိၢ် လဲၢဆူကျိ2.	I went to the market, and my elder sister went to the school.

(4) Use of လီၤလံၤ, "to be old," and သီ, "to be new"

(၄) *တၢ်သူတၢ်ကတိၤ "လီၤလံၤ" ဒီး "သီ"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a) ဒၢး(အ)လီၤလံၤ	The old house.
ကျ(အ)လီၤလံၤ	The old school building
တၢ်သးဝံၣ်(အ)လီၤလံၤ	The old hymn (song)
အမံၤလီၤလံၤ	His old name
ပှၤကျိဖိလီၤလံၤ	The old students; alumni, alumnae
သရၣ်လီၤလံၤ	The old (former) teacher
(b) ဒၢးအသီ	The new house
ကျဘါယွၤအသီ	The new church building
တၢ်သးဝံၣ်အသီ	The new hymn (song)
အမံၤအသီ	Her new name
ပှၤကျိဖိအသီ	The new students
သရၣ်အသီ	The new teachers
(c) ယကကှၤဆူယဒၢးလီၤလံၤ.	I'm going to go back to my old house.
ပအိၣ်ဒီးပကးအသီ.	We have a new market.
အဝဲသ့ၣ်မ့ၢ်ပှၤကျိဖိ(အ)လီၤလံၤ.	They are old students.
တနံၣ်အံၤပအိၣ်ဒီးပသရၣ်အသီတဂၤ.	This year we have a new teacher.
ပှၤကျိဖိအသီခဲလၢဘ်, ဟဲဆူယအိၣ်.	All new students, come to me.
ပနၣ်ဆူနံၣ်အသီတနံၣ်အပူၤလံ.	We've entered into a new year.

9.6 Notes on Word Usage and Grammar

၉.၆ သရၣ်--မၢပှၤကျိဖိဖးဒၣ်ဝဲလၢဒၢး.

(1) <u>Ways of expressing the verb "to be."</u> There are 3 ways to express the verb "to be" in Karen:

(a) <u>By using</u> အိၣ်, <u>"to be present in a place."</u> As you learned in Lesson 3, အိၣ် means "to be" in the sense of being present in a place; e.g., ယအိၣ်လၢယဒၢးပူၤ, "I am in my house." ယမ်ၢ်အိၣ်လၢနၣ်, "My mother is over there."

(b) <u>By using descriptive verbs.</u> Most words which in English are adjectives are verbs in Karen; e.g., the expressions "to be happy," "to be cold," "to be good," "to be green," etc., are all verbs in Karen and no additional word to express "am," "is," or "are" is needed. So far, you have learned 3 such verbs; i.e., အါ, "to be many, much;" လီၤလံၤ, "to be old (as compared to new);" and သီ, "to be new."

(c) By using မ့ၢ်, "to be something or someone." When the verb မ့ၢ် is used, the subject and the predicate refer to the same thing or person, as in 9.5 (1). For example, in the first example in (1-e) the ယ and ဗီဒ်မ့ၣ် refer to the same person. In the first example in (1-c) ပှၢ်သၢကၢ and ပှၢ်ဒီပှ်ါ်ဝ်ါ refer to the same 3 persons.

It is hoped that as the result of drilling over and over on the use of အိၣ်, မ့ၢ်, and later, on the use of descriptive verbs, it will become a habit for you to use the correct word in Karen automatically without thinking of the English equivalent.

(2) Use of မ့ၢ်, "to be so, to be true." In this lesson you have been introduced to 2 uses of the word မ့ၢ်--(1) with the meaning of "to be something or someone" and (2) with the meaning of "to be so, to be true." Actually, the 2 meanings are closely related because any statement such as, "She is my mother," is stating what is so or true. If we want to verify that something is true, we may make the statement followed by တမ့ၢ်ဒၢ်; e.g., နကလဲၤ, တမ့ၢ်ဒၢ်, "You're going, aren't you?" The answer is either "yes (it"s so)" or "No (it's not so)." One frequent cause of misunderstanding between foreigners and Karens occurs as the result of asking questions composed of negative statements plus တမ့ၢ်ဒၢ်; e.g.,နတလဲၤလၢၤဘၣ်, တမ့ၢ်ဒၢ်, which we tend to think of as meaning, "You're not going any more, are you?" When we get an affirmative answer, မ့ၢ်, we tend to think it means, "Yes, I'm going," but it really means, "Yes, that's true, I'm not going." It is better to think of the question as meaning, "You're not going any more, isn't that true?" Then when the answer is မ့ၢ်, we realize that it means, "Yes, that's true." Likewise, a negative answer, တမ့ၢ်ဘၣ်, means, "No, it's not so." Probably it would be best to avoid asking such questions using negative statements plus တမ့ၢ်ဒၢ် altogether. Then there will be no misunderstanding. However, you will need to be able to understand them if you hear others use such expressions.

(3) Use of ယဲ, "I," and နဲ, "you," for emphasis. The words ယဲ and နဲ are used at the beginning of statements and questions for emphasis, although the emphasis is usually not quite so strong as the emphasis in the expressions "as for me" and "as for you." It is often used where in English there would be no change in inflection to indicate emphasis. Usually it is used when comparing or contrasting persons. You have probably noticed from the examples in 9.5 (2) above that the regular subject pronoun is also used; e.g., ယဲယ... and နဲန... The third person simply uses ဘဝ̀.

The နဲ is sometimes used in commands also, as in 9.5 (2-b). In such cases the နဲ follows the verb and is not used together with the regular subject pronoun; e.g., အိၣ်နဲဖဲဘ̀ၤ, "You stay here."

(4) Numbers. There are 2 kinds of numbers--(a) Cardinal numbers; e.g., "one, two, three," etc., and (b) Ordinal numbers; e.g., "first, second, third," etc. You have now been introduced to both kinds. As can be seen from 9.2 (1-a and b), there are 2 ways to express "first" in Karen--(a) by using အခိၣ်ထံး, meaning "the beginning, foremost;" e.g., အခိၣ်ထံးတနံၣ်, "the first year." and (b) by using တၢတ...; e.g., တၢတ၀ၤ, "the first person." The first way is the more common. (Note: The expression အခိၣ်ထံးတ၀ၤ is not used to refer to the first child meaning the firstborn; ဝ̀ၢ်ကိ is used in such cases.

However, it may be used in other situations; e.g., to refer to the first person in line, the one who got first place in a contest, etc.)

In the case of both cardinal and ordinal numbers, multiples of ten and of hundred are usually expressed in the reverse of the usual order; i.e., the classifier preceded by အ comes first and the number follows; e.g., အနှစ်တဆံ, "ten years" or "the tenth year." အဂ၊ယုဆံ, "sixty persons" or "the sixtieth person." အဂ၊ခံကယ၊, "200 persons" or "the 200th person."

(5) Use of ပဲ့ဂ၊ဂတဂ၊လဲ့, etc. You have already learned the expression ပဲ့ဂ၊လဲ့ meaning "How many persons?" In this lesson you have been shown that ပဲ့၊ can also be used with ဂ၊တဂ၊ to express "Which number person?"; e.g., နမ့်ပ့၊ပဲ့ဂ၊တဂ၊လဲ့, "Which number person are you?" Other noun classifiers can be substituted for ဂ၊ in this type of expression also.

(6) Use of ဒီး, "and, with." As can be seen from 9.5 (3-a and b), the word ဒီး can join two or more nouns or pronouns together with the meaning of "and" or "with;" e.g., ယမိ်ဒီးယပ့ါကလဲၒဒီးယ၊, "My mother and my younger sibling will go with me." In this illustration the first ဒီး is equivalent to "and" and the second ဒီး to "with." (To the Karens they are probably the same.) When one of the 2 words being joined refers to "you" or "I," the objective form of the pronoun, နၒ/ယၒ, is used rather than နှ/ယ, as it is difficult to pronounce the latter form when it is not attached to a noun or verb; however, the meaning is still "I/you." Also, if ယၒ is coupled with another pronoun or noun and the resulting phrase is used as the subject of a verb, the pronoun ပ, "we," must also be used; e.g., နၒဒီးယၒပကလဲၒဆ့ုကးပ့ၒ, "You and I, we'll go to the market." ယၒဒီးယဂ့ၒမိ်ဉ်ပကလဲၒဆ့ုနအိ်ဉ်, "I and my friend, we'll go to you." (Note: the word ဒီး meaning "and, with" is always spelled with the vowel ᵉ.)

9.7 Conversation Practice

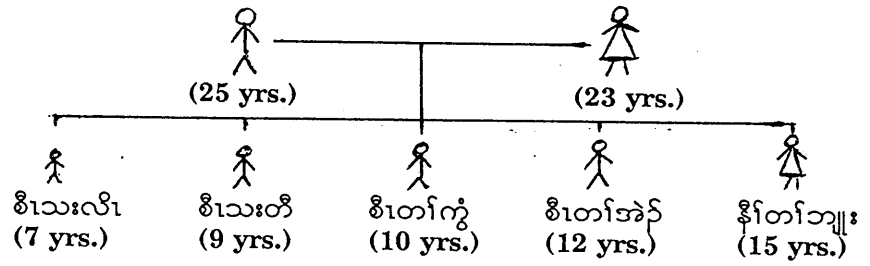
၉.၇ တ၊်မၒလိ်ဘ၊ဉ်ယးတ၊်တဲ့သကိးတ၊်

In the following family diagrams the ages of the parents and children are given in ( ) as well as the names of the children. The parents should be referred to by using the name of the oldest child. Tell all you can about each family concerning the total number of children, the number of sons and daughters, the age of the oldest and youngest, the number of older and younger siblings of one of the children, the number of male and female siblings, the total number of siblings, which number each child is, and his/her name and age, as well as the ages of the parents. The teacher should correct any mistakes and you should repeat the corrected statement after him/her.

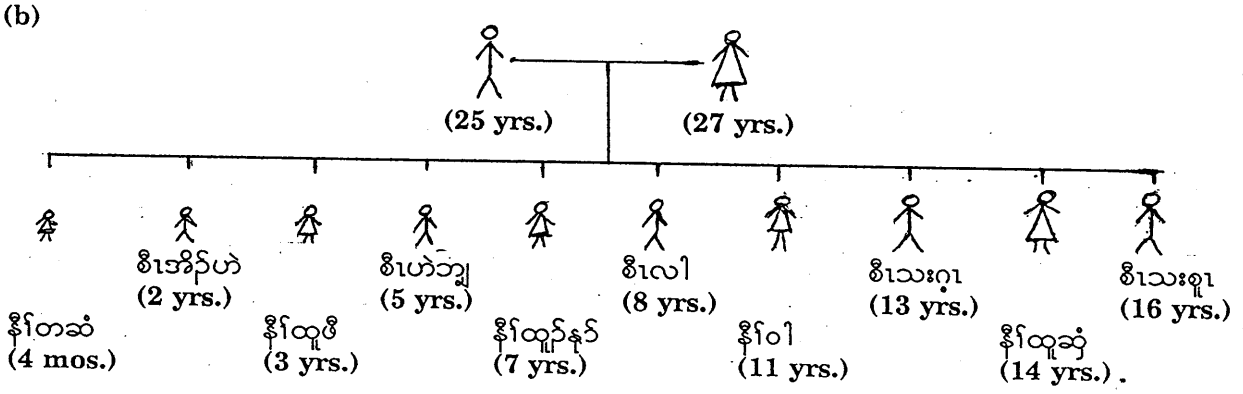
သ၀ဉ်--မ၊ပ့ၒ်ကို့ဖိ်ကွ၊်တ၊်ဂီၒလ၊ (a) လ၊အဖီလ၊ဉ်အံ့ၒ၀ံ့ၒ မ၊အတဲ့ဘ၊ဉ်ယးပ့ၒ်တဘ့ဉ်အံ့ၒအ၀့ါ်အကျိ့ၒခဲ့လ၊ဉ်ဖဲ့အ တဲ့ဝဲ့သ့. အဒီ--တဲ့တ၊ဒီးတ၊ၒအမ်ၒ, တ၊ဒီးတ၊ၒအနှ်ဉ်, မတ၊ကဲ့အ၀ါ်ကိ, မတ၊ကဲ့ခံ့ၒတ၊, သ၊ဂ၊တ၊, တဆီတဆီတ့ၒလ၊မတ၊ကဲ့အသဒါ, ဒီပ့ါ၀ါ်ခဲ့လ၊ဉ်အိ်ဉ်ပ့ၒ်ဂ၊လဲ့ဉ်, ဖီသ့ဉ်တ၊ဂ၊အ၀ါ်အိ်ဉ်ပ့ၒ်ဂ၊အပ့ါ်အိ်ဉ်ပ့ၒ် ဂ၊, ဒီးအမိ်အပ်အနှ်ဉ်အိ်ဉ်ပ့ၒ်နှ်ဉ်, အဒီမ့ဉ်အိ်ဉ်ပ့ၒ်ဂ၊, အဖီ့ခ့ါ်အိ်ဉ်ပ့ၒ်ဂ၊, ဒီးတ၊်ဂ့ါ်အဂ၊ဖဲ့ပ့ၒ်ကို့ဖိ်တဲ့ဝဲ့သ့.

သရၢ်တဘၢ်သံကွၢ်ပှၤကျိဖိဘၢ်. မၢပှၤကျိဖိဆိမိၢ်ဒီးတဲဒၢ်ဝဲ. ပှၤကျိဖိဆိမိၢ်မ့ၢ်တဘၢ်လၢၤမး, သရၢ်မ့ၢ်သံကွၢ်တၢ်သ့. ပှၤကျိဖိတဲမ့ၢ်ဘၢ် သရၢ်တလိၢ်တဲဘၢ်ပှၤကျိဖိလၢၤဘၢ်. ဘၢ်ဆၢ်ပှၤကျိဖိတဲမ့ၢ်ကမၢ် သရၢ်ကဘၢ်တဲဘၢ်နၢ်ကၢ်ပှၤကျိဖိဒီးမၢပှၤကျိဖိတဲဖိၢ်ထွဲသရၢ်အခံ. ပှၤကျိဖိတဲဘၢ်ဃး (a) မ့ၢ်ဝံၤလံဒီး, မၢအတဲကဒီးဘၢ်ဃး (b).

(a)



(b)



9.8 Numbers

၉.၈ နီၢ်ဂံၢ်

Both you and the teacher should have a copy of the new edition of the Sgaw Karen hymnal (which is red in color). The teacher should turn to the back of the book to the 4 pages giving the list of corresponding page numbers in the old and new editions of the hymnal, which is found between the Karen and the English indexes. The teacher will announce hymn numbers in both books at the speed which the person leading a worship service would use, sometimes giving the number in the old book first and sometimes giving the number in the new book first. He/she should make the announcement twice in succession and no more, and you should find the page in your hymnal. Below are several alternate ways for the announcement. Repeat each one after the teacher once, using the page numbers in ( ) in the blank. After that do not look at this book, just listen and find the correct numbers in your hymnal. The teacher should use the first way of announcing the pages 3-4 times, then the second way 3-4 times, then the third and fourth ways 3-4 times each. The next day the drill should be reviewed, and this time he/she should make the announcements using the pattern sentences below in random order.

ပှၤကျိဖီးသရၣ်ကဘၣ်အိၣ်ဒီးလံာ်သးဝံၣ်အသိ (အဂီၤ) ဂၤဘၣ်ဘၣ်. အဆိ သရၣ်ကဘၣ်ဖးထိၣ်အဒိ ၄ ကျိၤလၢအဖီလာ်အံၤဒီးမၢပှၤကျိဖိဖးပိၣ်ထွဲသရၣ်အခ်ံဝ်၊ သရၣ်ကဘၣ်ကွၢ်လၢလံာ်သးဝံၣ်အလိၢ်ခ်ံလၢအတဲဝ် "တၢ်ယုလံာ်သးဝံၣ်အယုၢ်အလိၢ်လံၤလၢအသိအပှၤ." သရၣ်ကကိးထိၣ်တၢ်သးဝံၣ်အခိၣ်ဒ်အဒိလၢအဖီလာ်အံၤ ဒီးမၢပှၤကျိဖိယုတၢ်သးဝံၣ်အခိၣ်. သရၣ်ကယုထၢတယုၢ်ဂ့ၤတယုၢ်ဂ့ၤသ့ ကွၢ်ဖဲသရၣ်အသး. သရၣ်ကဘၣ်ကိးထိၣ်တၢ်သးဝံၣ်အခိၣ်ဒ်အဒိလၢအခိၣ်ထံးတကျိၤအသိးဒီးလဲလာ်တၢ်သးဝံၣ်အခိၣ်တယုၢ်ဘၣ်တယုၢ် ၃-၄ ဘျိတုၤလၢပှၤကျိဖိနၢ်ပၢၢ်ဒီးယုဝဲဘၣ်. မၤကဒီးတဘျိ မၤအဒိဒ်ခ်ံကျိၤတကျိၤ, သၢကျိၤတကျိၤ, လွံၢ်ကျိၤတကျိၤ အသိး. ဆူညၢ်တနံၤသရၣ်ကဘၣ်ကွၢ်ကဒါက့ၤတၢ်မၤလိတတီၤအံၤဘၣ်ဆၣ်အအံၤတဘျိသရၣ်ကယုထၢထိၣ် ဆိဖဲလဲၣ်တကျိၤလဲၣ်သ့ကွၢ်ဖဲသရၣ်အသး.

ပကသးဝံၣ်သကိးတၢ်သးဝံၣ်နိၢ်ဂ်ၢ် (အသိ ၂)[2] (အလိၢ်လံၤ ၄)[2]
ပကသးဝံၣ်သကိးတၢ်သးဝံၣ်နိၢ်ဂ်ၢ် (အလိၢ်လံၤ ၄)[2] (အသိ ၂)[2]
ပကသးဝံၣ်သကိးတၢ်သးဝံၣ်နိၢ်ဂ်ၢ် (အသိ ၂, အလိၢ်လံၤ ၄)[2]
ပကသးဝံၣ်သကိးတၢ်သးဝံၣ်နိၢ်ဂ်ၢ် (အလိၢ်လံၤ ၄, အသိ ၂)[2]

9.9 Conversation Practice

၉.၉ တၢ်မၤလိဘၣ်ဃးတၢ်တဲသကိးတၢ်

DON'T read the following conversation yet.

LISTEN as the teacher reads it, indicating whether A or B is speaking.

Then tell in Karen what you understood and remembered. If you didn't get it all, have the teacher read it again, then tell what else you got from it. If necessary, the teacher can repeat it 3-4 times. If you still don't get it all, look at the book while the conversation is read again. After you understand it all, take the part of B while the teacher takes the part of A, and practice reading it through once or twice. Then try saying your part without looking at the book. The next day practice again the same way. When you can say the part of B correctly and smoothly, change and take the part of A, practicing the same way. You will probably need to work on this for several sessions in order to get it correctly and fluently.

သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒီးမၢပှၤကျိဖိကနၣ်. ဖဲသရၣ်ဖးအခါ, သရၣ်ကဘၣ်ဖးထိၣ် **"A"** *ဒီး* **"B"** *အမံၤဒ်သိးပှၤကျိဖိကသ့ၣ်ညါပှၤမတၢကတိၤတၢ်လဲၣ်. သရၣ်ဖးတဝိဝံၤဒီး မၢပှၤကျိဖိတဲဒီးကွၢ်လၢပှၤကညီ ကျိၣ်မ့ၢ်ပှၤကျိဖိနၢ်ပၢၢ်ပ့ၤလဲၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဒ်းဘၣ်, သရၣ်ကဖးကဒီးတဝိခ်ံဝိသ့, ဒီးမၢပှၤကျိဖိတဲဒီးတၢ်လၢအနၢ်ပၢၢ်အါထိၣ်ဝဲသ့ၣ်တဖၣ်နၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ခ်ံလၢာ်ဒ်းဘၣ်နၣ် မၢပှၤကျိဖိအိးထိၣ်အလံာ်ဒီးမၢအကွၢ် ဗိာ်သရၣ်အခ်ံဖဲသရၣ်ဖးယုၤကဒီးပှၤကျိဖိအခါ. တုၤပှၤကျိဖိနၢ်ပၢၢ်ခ်ံလၢာ်လံဒီး မၢပှၤကျိဖိကဲ* **"B,"** *သရၣ်ကကဲ* **"A."** *ဖးတဝိခ်ံဝိဝံၤ မၢပှၤကျိဖိ တဲကွၢ်* **"B"***အတၢ်ကတိၤဖဲအတကွၢ်အလံာ်ဘၣ်အခါ. မၤဒ်အံၤ ၃-၄ ဝိ ဒီး. ဆူညၢ်တသီတဲလိတၢ်ကတိၤတဖၣ်အံၤဒ်အံၤအသိး. တုၤပှၤကျိဖိတဲဘျၣ်ဘျၣ်လံ မၢပှၤကျိဖိကဲက့ၤ* **"A"** *ဒီးသရၣ်ကကဲက့ၤ* **"B."** *မၤဒ်အံၤအါဝိတစဲးတုၤပှၤကျိဖိတဲဝဲဘၣ်ဘျၣ်ဘျၣ်တစဲး.*

A. နိ၎ၤ, ပှၤဟဲက့ၤလၢနဒၢးတဂၤနၣ်အမံၤဒ်လဲၣ်.

B. အမံၤလၢသရၣ်အဲၣ်ဒ်ၣ်.

A. အဝဲမ့်ကိုသရှင်ဧါ.

B. မ့်. အဝဲမ့်နိ်ုထူးဆံ့အဝဲ်.

A. အဒီပုတ်ဝဲ်ခဲလာ၏အိုင်ပ့ဲ၊ဂ၊လဲ့.

B. အဒီပုတ်ဝဲ်အိုင်အာ. အိုင်အဂ၊တဆံ.

အဝဲမ့်ပ့၊ခံဂ၊တဂ၊.

အဝဲ်နိ်ုမ့်သရှင်မှုင်တ၊ဘျှး.

A. အဖိအိုင်လံ့ဧါ.

B. အိုင်သ၊ဂ၊လံ.

အဖိဝဲ်ကိမ့်အဖိ၏မှုင်. အိုင်လ့ဲ်နံ့ုင်လံ.

ခံဂ၊တဂ၊မ့်အဖိ၏ခ္ဍါ. အိုင်ခံနံ့ုင်လံ.

သ၊ဂ၊တဂ၊မ့်အဖိ၏မှုင်. အိုင်တဆံတလ၊လံ.

A. အဖိအမိ်ုအမံ၊ဒ်လဲ့.

B. အမံ၊လ၊နိ်ုတ၊ဘျှး.

အဝဲဟဲလ၊ဝ့ုတ်ပ့ူ၊.

အမိ်ုအပ၊တအိုင်လ၊၊ဘုင်.

A. သရှင်အဲ့ဒ်ဒ်ုင်အနံ့ုင်ကအိုင်ပ့ဲ၊နံ့ုင်လံလဲ့.

B. အိုင်ခံဆံ့ယုနံ့ုင်လံ.

အဖိအမိ်ုအိုင်ခံဆံ့လ့ဲ်နံ့ုင်လံ.

A. ပ့၊ကလဲ၊ဘ၊ယ့ွ၊ဖဲနိ်ုထူးဆံ့အဒား.

နဲ့နကလဲ၊ဧါ.

B. ယဲ့ယတလဲ၊ဘုင်. ယကက့ဲ၊ဆူ့ဒား.

A. အ၊ုင်, အ၊ုင်.

9.10 Reading and Writing

၉.၁၀ တ၊်မ၊လိဖးဒီးကွဲးပ့၊ကညီကျိ၏

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 to the teacher, and he/she should correct any mistakes in pronunciation.

သရှင်--မ၊ပ့၊ကိုဖိဖးပိ၏သရှင်အခံ့တကျိ၊ဘုင်တကျိ၊တဝီဝ်၊ မ၊ပ့၊ကိုဖိကွဲးလိလ၊ဒားတကျိ၊နှုင် ခံ့ဘျိဖဲတ၊်လီ်လီ၊ပဒိ. လ၊ခံ့တနံ့ုသရှင်ကဘုင်ကွ၊်ပ့၊ကိုဖိအတ၊်ကွဲးသ့ုင်တဖုင်အံ့၊မ့်အဘုင်ဧါ. ဝ်၊မ၊ပ့၊ကိုဖိဖးယ့၊သရှင်. ပ့၊ကိုဖိဖးမ့်ကမှုင် သရှင်ကဘုင်ဖးယ့၊ပ့၊ကိုဖိတဘျိဒီး.

"နဲ့နမ့်ပှၤပွဲၤဂၤတဂၤလိၣ်." "ယမ့်အဝ်ကိ."

_____

_____

ယဲယမ့်အခိၣ်ထံးတဂၤလၢအဟဲ. _____

_____

_____

ပှၤဖိၣ်ခွါလၢနၣ်တဂၤမ့်ယဖိသဒါ. _____

_____

_____

9.11 Listening and Speaking

ဇ.၁၁ တၢ်မၤလိကနၣ်ဒီးကတိၤပှၤကညီကျိၣ်လၢပှၤကညီအဟံၣ်

Continue to spend an hour each day listening to Karens talking together and seeing if you can recognize words and sentences you have learned. You now have the vocabulary to learn more about the brothers, sister, and persons you visit, such as which child each one is.

9.12 Cultural Assignment--Continue working on 6.11.

ဇ.၁၂ တၢ်ယုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိဖိကမၤဒၣ်ဝဲ.

LESSON 10--REVIEW

တၢ်မၤလီ ၁၀ -- တၢ်ကွၢ်ကဒၢ်ကၢ့၊

10.1 Basic Phrase and Sentence Patterns

၁၀.၁ တၢ်ကတိၤအဒိ

(1) Phrase patterns indicating location/direction

(၁) *တၢ်သူတၢ်ကတိၤ "ဖဲ," "လၢ," ဒီး "ဆူ"*

In Lesson 5.1 (2) you reviewed 3 basic phrase patterns for location/direction using *ဖဲ* **and** *လၢ*. **These same 3 patterns can be used for direction using** *ဆူ*. **Also, you have now learned an additional phrase pattern using these 3 particles; i.e., using them together with** *ပှၢ*. **Below are examples of all 4 types of location and direction phrases learned thus far.**

(a) *ဖဲ, လၢ,* **or** *ဆူ* **+** *အံၤ* **or** *နၣ်;* **e.g.,** *ဖဲအံၤ,* **"here (at this place);"** *လၢနၣ်,* **"there (from or at that place);"** *ဆူအံၤ,* **"here (to this place)."**

(b) *ဖဲ, လၢ,* **or** *ဆူ* **+ a noun or noun phrase referring to a place; e.g.,** *ဖဲဒၢးဒ,* **"at the house;"** *လၢကွီ,* **"from (or at) the school;"** *ဆူကွီဘၢ်ယွၢ,* **"to the church."**

(c) *ဖဲ, လၢ,* **or** *ဆူ* **+ noun or pronoun referring to a person +** *အိ်ဉ်;* **e.g.,** *ဖဲနဒိ်ဉ်,* **"at the place where you are;"** *လၢသရၣ်အအိ်ဉ်,* **"from (or at) the place where Teacher is;** *ဆူယဝ်ါ်စီအအိ်ဉ်,* **"to where my older sibling is."**

(d) *ဖဲ, လၢ,* **or** *ဆူ* **+ a noun or noun phrase indicating location +** *ပှၢ* **(or** *အပှၢ*); **e.g.,** *ဖဲကွီ2ပှၢ,* **"in the school building;"** *လၢကွီ2ပှၢ,* **"in (or from within) the school building;"** *ဆူဒၢးပှၢ,* **"into the house."**

<u>Substitution Drill</u>

တၢ်ဆီတလဲတၢ်ကတိၤ

Although *လၢ* **can be used to indicate direction to or from a place or location at a place, for the purposes of the following drill use** *ဆူ* **to indicate direction to or towards the house,** *ဖဲ* **to indicate location at the house, and** *လၢ* **to indicate direction from the house. Do not look at your book after the first time. The teacher will read the first sentence and you should repeat it after the teacher. Then he/she will give the word in ( ) and you should substitute it in the sentence, also changing the direction/location particle as appropriate. For the purpose of this drill, the first action will be into the house, the next one in the house, the next one from within the house, the next one into the house, etc., in that order. Whether you say the new sentence correctly or not the teacher should say it once more and you should repeat it after him/her.**

သရၣ်--အဆိတဝီမၢပှၢကွီ2ဖးပိ်ာ်သရၣ်အခံတကျိၤဘၣ်တကျိၤတ2ၢ (b) ကတၢ်နၣ်ဝံၤမၢပှၢကွီ2ဖိကးဘၢယာ်အလံာ်. ခံဝီတဝီနၣ် သရၣ်ကဖးထဲလၢစုစ့ၣ်တပၤအခီ2ာ်ထံးတကျိၤ, "ယကဟဲနၣ်ဆူဒၢးပှၢ" ဒီးမၢပှၢကွီ2ဖိတဲ ပိ်ာ်ထွဲသရၣ်အခံတဘျီ ဝံၤသရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢ ( ) အပှၢ. ပှၢကွီ2ဖိဘၣ်သူတၢ်ကတိၤလၢ ( )

အပူးအံ့ဒီးဆီတလဲတtill်ကတိုးလာအခ်ိန်ထိုးတကျိုးပ်ခံကျိုးတကျိုးအသိုး. လာနည်အမဲ့ညပြုးကိုဖိကဘာ့ဆီ တလဲတtill်ကတိုး "ဆူ" လာအခ်ိန်ထိုးတကျိုးဒုးကဲထိုင်ဘီးလာ "ဖဲ" လာခံကျိုးတကျိုး ဝံးဒုးကဲထိုင်ကဒီးအီးလာ "လာ" ဖဲသားကျိုးတကျိုး, "ဆူ" ဖဲလွှ်ကျိုးတကျိုး, "ဖဲ" လာယဲ့ကျိုးတကျိုး, ဒီး "လာ" လာဃုကျိုးတ ကျိုးပ်အဒိအိုင်ဝဲအသိုး. မးပ်အံ့စးထိုင်လာအခ်ိုင်ထိုးတုးလာအကတtill် ၃-၄ ဝီ. ပှးကိုဖိတဲ့ဘာ့ဂုးတဘာ့ဂုး သရှာ်ကဘာ့တဲ့ဘာ့လီးတံ့till်နှ်ကုးပှးကိုဖိတာကျိုးဒီးမာပှးကိုဖိတဲ့ပိ်ာ်သရှာ်အခ်.

(a) ယကဟဲနှ်ာ်ဆူဒားပူး. (T,S) (သးဝံ့ာ်တtill်)
ယကသးဝံ့ာ်တtill်ဖဲဒားပူး. (T,S) (ဟးထိ)
ယကဟးထိ)ာ်လာဒားပူး. (T,S) (လဲးနှ်ာ်)
ယကလဲးနှ်ာ်ဆူဒားပူး. (T,S) (လိ)ာ်ကွ)
ယကလိ)ာ်ကွ)ဖဲဒားပူး. (T,S) (ဟဲကုး)
ယကဟဲကုးလာဒားပူး. (T,S) (ဟဲနှ်ာ်)

(b) **Carry out this drill in the same way as (a) above.**
သရှာ်--မး (b) အံ့ဒ်ိ (a) အသိုး.

နပှ်ကလဲးဆူအသကီးအအိ)ာ်. (T,S) (လိ)ာ်ကွ)
နပှ်ကလဲးလိ)ာ်ကွ)ဖဲအသကီးအအိ)ာ်. (T,S) (ဟးထိ)ာ်)
နပှ်ကဟးထိ)ာ်လာအသကီးအအိ)ာ်. (T,S) (ဟဲ)
နပှ်ကဟဲဆူအသကီးအအိ)ာ်. (T,S) (ဘါယွ)ုး)
နပှ်ကဘါယွ)ုးဖဲအသကီးအအိ)ာ်. (T,S) (ဟဲကုး)
နပှ်ကဟဲကုးလာအသကီးအအိ)ာ်. (T,S) (လဲး)

(2) Subject/object phrase patterns

(a) <u>Single subject or object</u>

By now you have no doubt become aware that the subject or object of a verb may be a single pronoun, a double pronoun, a simple noun, a compound noun, a possessed noun, or a noun plus one or more modifiers and/or by a numeral + a noun classifier. The combinations which you have learned thus far are illustrated below.

READ all of the examples below, your teacher correcting any mistakes in pronunciation.

သရှာ်--မာပှးကိုဖိဖးတtill်ကတိုးလာအဖီလ)ာ်တဖ)ာ်အံ့ုးတကျိုးဘာ့တကျိုး. ပှးကိုဖိဖးမ့ှ်ကမ)ာ် သရှာ်ကဘာ့ဖးယှးပှးကိုဖိတဘျိုးဒီးမာပှးကိုဖိတဲ့ပိ)ာ်ထွဲသရှာ်အခ်.

ယဟဲ.	(Single pronoun)
ယဲယဟဲ.	(Double pronoun)
ဖိသဒါဟဲ.	(Compound noun)
အပှါဝိၵမှၵ်ဟဲ.	(Possessed noun)
ပှ၊ဟဲ.	(Simple noun)
ပှ၊ခံၵ၊ဟဲ.	(Noun + numeral + classifier)
ပှ၊တၵ၊အံ၊ဟဲ.	(Noun + numeral + classifier + modifier)
ယဒိပှါဝ်ါခဲလၵ်ဟဲ.	(Possessed noun + modifier)
သရၢ်အသီတၵ၊ဟဲ.	(Noun + modifier + numeral + classifier)

(In the last 4 examples above the verb could precede the modifiers and/or the numerals + classifier, as below.)

READ all of the examples below, the teacher correcting any mistake in pronunciation.
သရၢ်--မၢပှၢကျိဖိုးတၢ်ကတိၤလၢအဖီလၵ်တဖၵ်အံ၊တကျိၤဘၵ်တကျိၤ. ပှၢကျိဖိုးမှၢ်ကမၵ် သရၢ်ကဘၵ်ဖုး ယုၢပှၢကျိဖိတဘျိဒီးမၢပှၢကျိဖိတဲပိၵ်တွဲသရၢ်အခံ.

ပှၢဟဲခံၵ၊.
ပှၢဟဲတၵ၊အံ၊.
ယဒိပှါဝ်ါဟဲခဲလၵ်.
သရၢ်ဟဲအသီတၵ၊.

Expansion Drill

တၢ်မၤအါထီၵ်တၢ်ကတိၤ

First, repeat the sentences below after the teacher once. Then cover up the page. The teacher will read the first line of (a) and you should repeat it after him/her. Then the teacher will give the word in ( ) and you should insert it into the proper place in the previous sentence, saying the entire new sentence. The teacher will give the word in ( ) at the right of the new sentence, and again you should expand the sentence by inserting the new word into the second sentence. Continue this way until the end of (1). Follow the same procedure for (2).

သရၢ်--အဆိတဝီမၢပှၢကျိဖိုးပိၵ်သရၢ်အခံတကျိၤဘၵ်တကျိၤတုၤ (2) *ကတၢ်နၵ်ဝံၤ မၢပှၢကျိဖိကးဃၢဃၵ်အ လ်ၵ်. ခံဝီတဝီနၵ် သရၢ်ကဖုး* (1) *ထဲလၢစုစုၵ်တပၤအခီၵ်ထံးတကျိၤ "နကလဲၤ!" ပှၢကျိဖိတဲပိၵ်သရၢ်အခံ, "နကလဲၤ!" သရၢ်တဲကဒီးတၢ်ကတိၤလၢ ( ) အပှၤ, "ဖိ." ပှၢကျိဖိကပၵ်ဖျိၵ်တၢ်ကတိၤခံတိၤအံ၊ဒီး တဲဒ်ခံကျိၤတကျိၤအသိး, "နဖိကလဲၤ!" သရၢ်ကဘၵ်တဲလီၤတၢ်ဒီးတဘျိဒီးမၢပှၢကျိဖိတဲပိၵ်သရၢ်အခံ. ဝံၤဒီးသရၢ်ကတဲတၢ်ကတိၤလၢစုတွဲတပၤ "ခွါ." ပှၢကျိဖိကပၵ်ဖျိၵ်တၢ်ကတိၤခံတိၤအံ၊ဒီးတဲဒ်သၢကျိၤတကျိၤ အသိး, "နဖိခွါကလဲၤ!" မၤဒ်အံ၊တုၤလၢ* (1) *ကတၢ်. တုၤလၢ* (2) *နၵ် သရၢ်ကဘၵ်ဖုးအခီၵ်ထံးတ ကျိၤဒီးမၢပှၢကျိဖိတဲပိၵ်သရၢ်အခံဝံၤသရၢ်ကတဲတၢ်ကတိၤလၢစုတွဲတပၤဒီးပှၢကျိဖိကပၵ်ဖျိၵ်တၢ်ကတိၤခံတိၤနၵ်. မၤဒ်အံ၊တုၤလၢ* (2) *ကတၢ်.*

(1) နကလဲ၊ဧ၊. (ဖ)
နဖိကလဲ၊ဧ၊. (ခွါ)
နဖိခွါကလဲ၊ဧ၊. (ခံဂ၊)
နဖိခွါခံဂ၊ကလဲ၊ဧ၊. (အံ၊)
နဖိခွါခံဂ၊အံ၊ကလဲ၊ဧ၊.

(2) အပါ်ကသးဝံ့တာ်. (အဝဲ)
အဝဲအပါ်ကသးဝံ့တာ်. (အဝဲ်)
အဝဲအပါ်အဝဲ်ကသးဝံ့တာ်. (စီ)
အဝဲအပါ်အဝဲ်စီကသးဝံ့တာ်. (တဂ၊)
အဝဲအပါ်အဝဲ်စီတဂ၊ကသးဝံ့တာ်. (နှ့ဉ်)
အဝဲအပါ်အဝဲ်စီတဂ၊နှ့ဉ်ကသးဝံ့တာ်.

(b) <u>Compound subject using ဒီး.</u>

(ခ) *တာ်သ့ုတာ်ကတိ၊ "ဒီး"*

You have now learned that two or more of the various kinds of subject or object phrase patterns can be combined into a compound subject or object by using the connective particle ဒီး, "and," between them. Note that when the subject is composed of one or more pronouns in the first or second person singular, the objective form is used and the expression is followed by ပ, "we," or the second person plural pronoun (which you haven't learned yet), but if only third person pronouns are used the subject form is used.

READ the following examples, the teacher correcting any mistakes in pronunciation.

သရ့ဉ်--မာပှ၊ကျိဖိဖးတာ်ကတိ၊လ၊အဖီလဉ်သ့ုဉ်တဖဉ်အံ၊တကျိ၊ဘဉ်တကျိ၊. ပှ၊ကျိဖိဖးမ့ုာ်တဘဉ် သရ့ဉ်ကဘဉ်ဖးယှ၊ပှ၊ကျိဖိတဘျိဒီးမာပှ၊ကျိဖိတဲဖိဉ်ထွဲသရ့ဉ်အခံ.

ယ၊ဒီးနေ၊ပကအိ့ဉ်. **(Pronouns in lst & 2nd person)**
အဝဲဒီးအပါ်ကအိ့ဉ်. **(Pronoun in 3rd person)**
ယပါ်, ယပှ်, ဒီးယဖိကအိ့ဉ်. **(Possessed nouns)**
ယဖိဒီးယ၊ပကအိ့ဉ်. **(Noun + pronoun in lst person)**
သရ့ဉ်လီ်လံ၊ဒီးသရ့ဉ်အသီကအိ့ဉ်. **(Nouns + modifiers)**
ယပှ်ဖိဉ်ခွါခံဂ၊ဒီးယပှ်ဖိဉ်မ့ုဉ်တဂ၊ကအိ့ဉ်. **(Nouns + modifiers + numeral + classifier)**

Substitution Drill

တၢ်ဆီတလဲတၢ်ကတိၤ

DON'T USE THE BOOK. Repeat the first sentence after the teacher. Then substitute for the first subject the word(s) in ( ) as given by the teacher. Whether you give the correct new sentence or not, the teacher should give it again correctly and you should repeat it. It is your responsibility to also add the pronoun ပ, "we," whenever the first person pronoun is one of the 2 subjects and to omit ပ when neither of the subjects is in the first person.

သရၣ်--အဆိသရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအမဲၣ်ညါတကျိၤဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံတဘျီဝံၤ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအဒိၣ်လၢ ( ) အပူၤ. ပှၤကျိဖိကဘၣ်သူတၢ်ကတိၤအဝဲန့ၣ် ဒီးဆီတလဲတၢ်ကတိၤအခီၣ်ထံးတကျိၤဒိခံကျိၤတကျိၤအသိး. တၢ်ကတိၤလၢ ( ) အပူၤမ့မ့ၢ် "ယ" နၣ် ပှၤကျိဖိကဘၣ်ဆိမိၣ်တ့ၢ်နၣ်ဒၣ်ဝဲတၢ်ကတိၤ "ပ" စ့ၢ်ကီးဖဲအလီၢ်ဘၣ်ဒ်တၢ်အဒိအသိး. ပှၤကျိဖိတဲဘၣ်မ့ၢ်ဂ့ၤတဘၣ်မ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်တဲလီၤတၢ်န့ၢ်ကၢ့ၤပှၤကျိဖိတဘျီ ဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ. မၤဒ်အံၤစးထိၣ်လၢအခီၣ်ထံးတ့ၤလၢအကတၢ်ဝံၤခံဝိတဝိ မၢပှၤကျိဖိကးဘၢဃၣ်အလံၣ်ဒီး တဲကဒီးဒ်အဒိအသိးစးထိၣ်ကဒီးလၢအခီၣ်ထံးတ့ၤလၢအကတၢ် ၃-၄ ဝိ.

ယမိၢ်ဒီးယပၢ်ကလဲၤဟးလိၣ်ကွဲ.	(T,S)	(ယပှၢ်)
ယပှၢ်ဒီးယပၢ်ကလဲၤဟးလိၣ်ကွဲ.	(T,S)	(ယၤ)
ယၤဒီးယပၢ်ပကလဲၤဟးလိၣ်ကွဲ.	(T,S)	(ယဖိ)
ယဖိဒီးယပၢ်ကလဲၤဟးလိၣ်ကွဲ.	(T,S)	(ယစိ)
ယစိဒီးယပၢ်ကလဲၤဟးလိၣ်ကွဲ.	(T,S)	(ယၤ)
ယၤဒီးယပၢ်ပကလဲၤဟးလိၣ်ကွဲ.	(T,S)	(ယမိၢ်)

(c) Compound nouns formed with ပှၤ

(ဂ) *တၢ်ကတိၤသူဃုၣ်ဒီး "ပှၤ"*

You have learned 3 ways of forming compound nouns with ပှၤ. They are illustrated below.

ပှၤပိၣ်မုၣ်
ပှၤဒီပှၢ်ဝဲၢ် } (ပှၤ + noun referring to a person)

ပှၤဝ့ၢ်ဖိ
ပှၤကျိဖိ } (ပှၤ + noun not referring to a person + ဖိ)

ပှၤဘါယွၤဖိ
ပှၤသးဝံၣ်တၢ်ဖိ } (ပှၤ + verb + modifier/object, if any, + ဖိ)

READ the above expressions, your teacher correcting any mistakes in pronunciation.

သရှင်--မာပျားကျွဲဖိုးတေါ်ကတိုးလားအဖိုဦးတဖက်အံ့၊. ပျားကျွဲဖိုးမှေါ်ကမည်, သရှင်ကဘာဖိုးယူပျားကျွဲဖိုဒီး မာပျားကျွဲဖိုးပိုင်သရှင်အခံ.

Substitution Drill

တေါ်ဆီတလဲတေါ်ကတိုး

Make compound nouns using ပျား plus whichever word(s) the teacher calls out from the list on the right hand side. It is your responsibility to add the word ဖ where needed.

သရှင်ကကိုးထိုင်တေါ်ကတိုးလားစုထွဲတပါးအံ့၊. သရှင်ကကိုးထိုင်တကျိုးဂုၤတကျိုးဂုၤဝံၤဒီး ပျားကျွဲဖိ ကဘာပဲဖြိုင်တေါ်ကတိုးအဝဲနှဉ်. ဒီးတေါ်ကတိုး "ပျား" တေါ်ကတိုးလားကဘာတဲအါထိုင် "ဖ" နှဉ် ပျားကျွဲဖိကဘာဆိမိုင်တ့ၢ်နှဉ်ဒဉ်ဝဲ. သရှင်တလိုင်တဲဘာပျားကျွဲဖိဘာ. အဒီ, သရှင်မှေါ်တဲလၢ "ကျွဲ" နှဉ် ပျားကျွဲဖိကဘာတဲလၢ "ပျားကျွဲဖ" မၤဒ်အံ့၊အါဘျိတ့ၢ်ပျားကျွဲဖိတဲဘာဘျှဘျှ.

ပျား_____

ဖိုင်ခွါ
ဘါယွၤ
ဖိုင်မှုဉ်
ဒၢး
ဟားလိုင်ကွဲ
ကျွဲ
ဒီပှၢ်ဝဲၢ်
ဝ့ၢ်
ဖိုသဉ်
သးဝံဉ်တၢ်
လိုင်ကွဲတၢ်

(3) Phrase Patterns Using Noun Classifiers

(၃) *တေါ်ကတိုးသူးယှာ်ဒီး "လါ," "နံ့ဉ်," ဒီး "ဂၤ."*

In the previous lessons you have been introduced to the use of noun classifiers. Sometimes no noun is expressed, especially when answering a question or where the noun classifier indicates time; e.g., တလါ, "one month, a month;" တနံ့ဉ်, "one year, a year." You have learned 6 patterns so far and they are illustrated below. Descriptive verbs of quantity may be substituted for the number in the first pattern (a).

(a) တလါ
ခံနံ့ဉ်
သၢဂၤ
} **(numeral + classifier)**

(b) ယုလါတလါ
သားနံ့ဉ်တနံ့ဉ်
လွှံ့ဂေါတဂေ
(numeral + classifier + တ + classifier)

(c) တာတလါ
တာတနံ့ဉ်
တာတဂေ
(numeral + တ + classifier)

(d) အလါတဆံ
အနံ့ဉ်သာဆံ
အဂေနွံ့ကယော
(အ + classifier + numeral + ဆံ or ကယော)

(e) ပ့ဲလေါလဲ့ဉ်
ပ့ဲနံ့ဉ်လဲ့ဉ်
ပ့ဲဂေလဲ့ဉ်
(ပ့ဲ + classifier + လီ့ဉ်/လဲ့ဉ်)

(f) ပ့ဲလေါတလေါလီ့ဉ်
ပ့ဲနံ့ဉ်တနံ့ဉ်လီ့ဉ်
ပ့ဲဂေတဂေလီ့ဉ်
(ပ့ဲ + classifier + တ + classifier + လီ့ဉ်/လဲ့ဉ်)

Basic patterns (a) and (d) are sometimes split by the verb; i.e., the noun preceding the verb, and the number plus classifier following the verb (plus object/modifiers, if any).

READ the following sentences on the left-hand side, your teacher correcting any mistakes in pronunciation; then change them so that the number and classifier follow the verb plus object/modifier, if any. The changing of the first sentence has been written out for you as an example.

သရှ်--မာပှၤကျိုဖိုးတၢ်ကတိၤလၢအစုစ့ဉ်တပၤအံၤဝံၤတဲ့လိကဒီးတဘျီ ဘဉ်ဆဉ်အအံၤတဘျီနှဉ်တၢ်ကတိၤ "ဂၤ" ယှဉ်ဒီးနီ်ဂံ်နှဉ်တဲ့လိအီၤဒ်တၢ်ကတိၤအခီဉ်ထံးတကျိၤလၢအအိဉ်လၢ ( ) အပူၤနှဉ်. တဲ့လိအီၤဒ်အံၤတကျိၤဘဉ်တကျိၤတုၤလၢအကတၢ်ကိးကျိၤဒဲး. ပှၤကျိုဖိုးဒီးတဲ့မ့ၢ်တဘဉ်ဘဉ် သရှ်ကဘဉ်တဲ့ယုၤအီၤတဘျီဒီး မာပှၤကျိုဖိတဲ့ပိာ်သရှ်အခံ.

ပှၤတဂေဟဲ. (ပှၤဟဲ့တဂေ.)
ပှၤအါဂေကလဲ့ဟားလိာ်ကွဲ.
ပှၤဘါယွၤဖိလွှံ့ဂေအိဉ်လၢဒၢးပူၤ.

ပှ၊ကျိဖိအဂ၊ယဲၢ်ဆံကလဲ၊ဆူ့ဝ့ၢ်ပူ၊.
ယဒိပှၢ်ဝဲၢ်သၢဂ၊ကသးဝံၣ်တၢ်.

(4) Phrase patterns using ဒိး, "with."

(၄) *တၢ်သူတၢ်ကတိၤယှာ်ဒိး "ဒိး"*

You have learned that ဒိး can join 2 nouns or pronouns together, as in (2-b) above, being equivalent to the English "and." It can also be used to introduce a noun or pronoun phrase with the meaning of "with;" e.g., ယကဟဲ့ဒိးယပှၢ်, "I'll come with my younger sibling."

READ the sentences below in which ဒိး is used to mean "and," and make the necessary changes so that it becomes equivalent to "with." The changing of the first sentence has been written out for you as an example.

သရၣ်--မၢပှ၊ကျိဖိဖးတၢ်ကတိၤလၢအစုစ့ၣ်တပ၊အခီၣ်ထံၣ်တကျိၤဝံၤဖးကဒိးတဘျိဘၣ်ဆၣ်အအံၤတဘျိအံၤ တၢ်ကတိၤအခီၣ်ထံးတကျိၤနၣ်တဲ့အီၤဒ်လၢအအိၣ်လၢ ( ) အပူ၊အသိး. မၢပှ၊ကျိဖိတဲ့လိ$^{\text{ဒ်}}$အံၤတကျိၤဘၣ်တ ကျိၤတုၤလၢအကတၢ်ကိးကျိၤဒဲး. ပှ၊ကျိဖိတဲ့မ့ၢ်တဘၣ်ဘၣ်နၣ် သရၣ်ကဘၣ်တဲ့ယု၊ပှ၊ကျိဖိတဘျိဒိးမၢပှ၊ကျိဖိ တဲ့ပိ$^{\text{ဒ်}}$သရၣ်အခ်.

ယ၊ဒိးယဖိကလဲ၊. (ယကလဲ၊ဒိးယဖိ.)
ယမိ$^{\text{ၢ်}}$ဒိးယနိ$^{\text{ၢ်}}$ကဟဲ့.
အပ$^{\text{ၢ်}}$ဒိးအဖိကလဲ၊ဟး.
ယဖိဒိးနဖိလိ$^{\text{ဒ်}}$ကွဲတၢ်ဖဲနၣ်.
အဝဲ့ဒိးအမိ$^{\text{ၢ်}}$အပ$^{\text{ၢ်}}$ဆ့ၣ်နိ$^{\text{ၢ်}}$ဖဲအံၤ.

(5) Basic Sentence Patterns

One of the biggest mistakes that Westerners make when speaking Karen is using words in the wrong place. That is why an effort is being made to impress upon your mind the correct word order. In Lesson 5.1 (3) you learned 9 different basic sentence patterns. In Lessons 6-9 you have learned 4 new verbs, 3 verb modifiers, and 3 new question words, as well as the use of numbers and noun classifiers; you have also learned 2 new basic sentence patterns.

(a) <u>New verbs</u>

Of the new verbs, 2 are descriptive verbs; i.e., သီ, "to be new," and လိ$^{\text{ၢ်}}$လံၤ,"to be old." The examples you have learned so far use these verbs as adjective phrases. This kind of verb will be dealt with in Lesson 11. The other two new verbs are သးဝံၣ် (တၢ်),"to sing (something)," and မ့ၢ်,"to be something or someone; to be true or so."

(1) The only way in which the use of သးဝံ့ differs from the other verbs you have learned so far is that it usually requires an object, so if no object is expressed, the word တၢ် is usually used. This use of တၢ် will be dealt with in Lesson 13. The verb သးဝံ့ (တၢ်) can be used in all of the sentence patterns you have learned, including the 2 new sentence patterns; i.e., statements--action begun (using လံ) and ဧၢ်-questions--action begun (using လံ).

READ the sentence below, then change it to become each of the kinds of sentence indicated in ( ) one after another. The teacher should correct any mistakes in pronunciation or word order. (For the command, the subject must be dropped.)

သရၣ်--မၢပှၤကျိဖးတၢ်ကတိၤလၢအစုစ့ဉ်တပၤအံၤဝံၤဒီး ပှၤကျိဖိကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤဒဲ အအိၣ်ဖျါဝဲဖဲ အစုထွဲတပၤအသိးတကျိၤဘၣ်တကျိၤ. ပှၤကျိဖးမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤတ့ၢ်နၣ်တၢ်ကတိၤအလီၢ်မ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်တဲယုၤကဒီးပှၤကျိဖိတဘျီးဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခ်. (သရၣ်မ့ၢ်တနၢ်ပၢၢ်ဂ့ၤဂ့ၤဘၣ် ကွၢ်အဒိလၢ ၅.၁ (၃) သ့.)

သရၣ်မုၣ်သးဝံ့တၢ်.	(Statement--present/past)
	(Statement--action begun, using လံ)
	(Statement--future)
	(Statement--negative)
	(ဧၢ်-question--present/past)
	(ဧၢ်-question--action begun, using လံ)
	(ဧၢ်-question--future)
	(ဧၢ်-question--negative)
(Use ဖဲလဲ့)	(လီၣ်/လဲ့-question--present/past)
(Use ဖဲလဲ့)	(လီၣ်/လဲ့-question--future)

(2) You have now learned 2 uses of the verb မ့ၢ်.

(a) The verb မ့ၢ် can be used to mean "to be something or someone." This verb cannot be used in commands, and when used with the future particle ကၢ, the meaning is slightly changed. Also, you haven't yet learned any လီၣ်/လဲ့-question words which can be used with မ့ၢ်. So, drill just on the 4 remaining kinds of sentences as indicated below.

READ the sentence below, then change it to become each of the kinds of sentence indicated in ( ) one after the other. For the questions change the pronoun ယ to နၣ်. The teacher should correct any mistakes in pronunciation or word order.

သရၣ်--မၢပှၤကျိဖးတၢ်ကတိၤလၢအစုစ့ဉ်တပၤအံၤဝံၤဒီးပှၤကျိဖိကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤဒဲ အအိၣ်ဖျါဝဲ ဖဲစုထွဲတပၤအသိးတကျိၤဘၣ်တကျိၤ. ပှၤကျိဖးမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤတ့ၢ်နၣ်တၢ်ကတိၤအလီၢ်မ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်တဲယုၤကဒီးပှၤကျိဖိတဘျီးဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခ်.

ယမ့်ကိုသရှင်တဂ၊. (Statement--present/past)
(Statement--negative)
(ဧ၀်-question--present/past)
(ဧ၀်-question--negative)

(b) **The verb မ့် can also be used affirmatively or negatively at the end of a clause to give the meaning of "Is that so/true?" or "Isn't that so/true?" (However, with the verbs you have learned thus far as the verb in the main clause, only the negative form of မ့် would be used.)**

READ the 2 sentences below, the teacher correcting any mistakes in pronunciation.

သရှင်--မာပှ၊ကိုဖိုးတၢ်ကတိၤလၢအဖိလၢ်တဖၣ်အံၤ. ပှ၊ကိုဖိုးမ့်ၢ်ကမၣ် သရှင်ကဘၣ်ဖးယု၊ပှ၊ကိုဖိဒီး မာပှ၊ကိုဖိုးပိၣ်သရှင်အခံ.

နမိၢ်နပၢ်ဟဲ, တမ့်ၢ်ဧ၀်.

နတံၤသကီးကလဲၤဆူ၀့ၢ်ပူၤဒီး, တမ့်ၢ်ဧ၀်.

(b) <u>New verb modifiers</u>

တၢ်သူတၢ်ကတိၤ "ဒီး," "လၢ," ဒီး "လံ."

Since the last review lesson you have learned the following 3 new verb modifiers: ဒီး, "still, yet;" လၢ, "no more/no longer/not any more/not any longer;" and လံ, "already, yet." You will recall that all 3 of these words follow the verb (and its object/modifiers, if any). You will also recall that လၢ is always used with verbs in the negative.

READ the following sentence, then make changes as indicated in ( ) line by line, the teacher correcting any mistakes in pronunciation or word order.

သရှင်--မာပှ၊ကိုဖိုးတၢ်ကတိၤလၢအစုစ့ၣ်တပၤအံၤ၀ံၤဒီး ပှ၊ကိုဖိကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤ ဒ်အအိ၁ၣ်ဖျါ၀ဲ ဖဲစုထွဲတပၤအသိးတကျိၤဘၣ်တကျိၤ. ပှ၊ကိုဖိုးမ့်ၢ်တဘၣ်မ့်ၢ်ဂ့ၤ တ့ၢ်နၣ်တၢ်ကတိၤအလီၢ်မ့်ၢ်တဘၣ်မ့်ၢ်ဂ့ၤ သရှင်ကဘၣ်တဲယု၊ကဒီးပှ၊ကိုဖိတဘျိဒီးမာပှ၊ကိုဖိတဲပိၣ်သရှင်အခံ.

ယပၢ်ဟဲကၣ့ၤဆူအံၤ. (Statement--present/past)
(Statement--action begun, using လံ)
(Statement--future, using ဒီး)
(Statement--negative, using ဒီး)
(Statement--negative, using လၢ)

(ဧါ-question--action begun, using လံ)
(ဧါ-question--future, using ဒီး)
(ဧါ-question--negative, using ဒီး)
(ဧါ-question--negative, using လား)

(c) New question words/expressions

တၢ်သူတၢ်ကတိၤ "ဆူလိၣ်," "ဒ်လိၣ်," and "ပဲၤ...လိၣ်" You have learned 4 new question expressions--ဆူလိၣ်/လဲၣ်, "Where?/ to what place?" ဒ်လိၣ်/လဲၣ်, "How?/in what way?" ပဲၤ...လိၣ်/လဲၣ်, "How many?/how much?" and ပဲၤ...တ...လိၣ်/လဲၣ်, "Which one?/which number?" The word ပဲၤ as part of a question expression is always followed by a classifier. Also note that the expression ဒ်လိၣ်/လဲၣ် used with action verbs fits into the usual pattern sentences without any problem, but when used in asking a person's name, usually no verb is expressed either in the question or the answer. The reason for this is that the question နမ်ၤဒ်လိၣ် is really an abbreviation for "How do people call _____name?"

READ the following sentence, then make changes as indicated in ( ) line by line, the teacher correcting any mistakes in pronunciation or word order.

သရ့ၣ်--မၢပှၤကျိဖးတၢ်ကတိၤလၢအစုစ့ၣ်တပၤအံၤဝံၤဒီး ပှၤကျိဖိကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤ ဒ်အအိၣ်ဖျါဖဲ အစုထွဲတပၤအသိးတကျိၤဘၣ်တကျိၤ. ပှၤကျိဖးမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ တ့ၢ်နၣ်တၢ်ကတိၤအလီၢ်မ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ သရ့ၣ်ကဘၣ်တဲယုၤပှၤကျိဖိတဘျိဒီးမၢပှၤကျိဖိတဲပိၣ်သရ့ၣ်အခ်.

နပှၢ်လဲၤဆူလဲၣ်.	(လိၣ်/လဲၣ်-question--present/past, using ဆူလဲၣ်)
	(လိၣ်/လဲၣ်-question--present/past, using ဒ်လဲၣ်)
	(လိၣ်/လဲၣ်-question--present/past, using ပဲၤဂၤလဲၣ်)
	(လိၣ်/လဲၣ်-question--future, using ဆူလဲၣ်)
	(လိၣ်/လဲၣ်-question--future, using ဒ်လဲၣ်)
	(လိၣ်/လဲၣ်-question--future, using ပဲၤဂၤလဲၣ်)

(d) Clauses joined by ဒီး.

In English we often use "and" to join verbs which have one and the same subject (e.g., "go and visit") whereas in Karen the verbs usually follow each other without any word between them; e.g., လဲၤအိၣ်သကီး. However, clauses which have different subjects are often joined together by using ဒီး, "and," when the 2 actions occur simultaneously; e.g., ယဒၢးအိၣ်ဖဲအံၤဒီးယစီအဒၢးအိၣ်ဖဲနၣ်,"My house is here and my elder brother's house is there." Below are groups of 2 statments. Combine them using ဒီး and then read them aloud, the teacher correcting any mistakes in pronunciation.

သရှာ--မျပုံကိုဖိသူတၢ်ကတိၤ "ဒီး" ဒ်သီးတၢ်ကတိၤလၢ (a) ခံကျိုးအံၤကကဲထိဉ်က့ၤတကျိုးဃီ ဒီးမျပုံကိုဖိုးသိ်ဉ်တၢ်ကတိၤလၢအကဲထိဉ်သီတကျိုးအံၤဒိဉ်ဒိဉ်. ပှၤကိုဖိုးမ့ၢ်ဘဉ်ဂ့ၤ မ့ၢ်တဘဉ်ဂ့ၤ သရှာ်ကဘဉ်ဖးယုၤကဒီးပှၤကိုဖိတဘျီဒီးမျပုံကိုဖိုးပိ်ဉ်သရှာ်အခံ. (b), (c) နှဉ်တဲလိစ့ၢ်ကီးဒ်အံၤ.

(a) ယဖိဝ်ၢ်ကိကလဲၤဆူ၀့ၢ်ပှၤ.
ယဖိခံဂၤတဂၤကအိဉ်ဒ်းဖဲအံၤ.

(b) ယဂိၤမိဉ်ကလဲၤဟးလိ်ဉ်ကွဲ.
ယဲယကလဲၤဆူကးပှၤ.

(c) ဖိသဉ်ပိ်ဉ်မှဉ်အိဉ်ခွံဂၤ.
ဖိသဉ်ပိ်ဉ်ခွါအိဉ်တဆံခံဂၤ.

10.2 Pronunciation Drills

၁၀.၂ တၢ်ကတိၤအသီဉ်လၢအကီတစ်ီး

(1) Review any of the consonants and/or vowels which are still difficult for you in 6.4, 7.4, 8.4, and 9.4.

(၁) *သရှာ်--ကွၢ်ကဒါက့ၤတၢ်ကတိၤလၢ ၆.၄, ၇.၄, ၈.၄, ဒီး ၉.၄ လၢအကီဒ်းလၢပှၤကိုဖိအဂီ.*

(2) 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 (1) below first pronounce ယ as written in all of the expressions, then repeat pronouncing ယ as ကျ if it means "I" or "my" and as "z" in all other cases.

(၂) *သရှာ်--မျပုံကိုဖိတဲပိ်ဉ်ထွဲသရှာ်အခံ. အဆိတဘျီဖးအီၤဒ်လၢလံ်ဉ်ပှၤအသီး. ဖးဒီးတဘျီဖးအီၤဒ်ပှၤကစၢ်ခိဉ်ဖိ ကတိၤတၢ်အသီး.*

(a) <u>ယ/ကျ</u> ("<u>z</u>")
<u>ယဲယ</u>တလဲၤဘဉ်.
<u>ယ</u>ဖိအိဉ်<u>ယဲ</u>ၢ်ဂၤ.

(b) <u>စ/ကျ</u>
ယဖိတဂၤအံၤအမံၤလၢ<u>စိ</u>ၤအဲဉ်ဒိဉ်.
ယကလဲၤဆူသးစ<u>ူ</u>ၤပၢ်အအိဉ်.
ပှၤတဂၤနှဉ်မ့ၢ်အ၀ဲၢ်<u>စ</u>ိ.

(c) <u>ဆ/ခ</u>
နလဲၤ<u>ဆူ</u>လဲဉ်.
နဖိခွါလဲၤ<u>ဆူ</u>နှဉ်.
ပှၤဟဲအဂၤလွံၢ်<u>ဆ</u>ံ.

ယပၢ်အိၣ်ယုဆံ့ခံနံၣ်လံ.

(d) သ/စ

ဖိသၣ်ခံဂၤမ့ၢ်ပှၤဒီပုၢ်ဝ်ၢ်.

ပှၤခဲလၢၵ်အိၣ်သၢဆံ့သၢဂၤ.

နီၢ်ဝါမ့ၢ်ပှၤသ့ဒါတဂၤ.

ယဖိကသးဝံၣ်တၢ်.

ပှၤကျိဖိအသီအိၣ်ခွံဂၤ.

(e) ဝ/v

အဝဲဟဲကၢ့ၤလၢဝ့ၢ်ပှၤ.

အဝ့ၢ်နီၢ်တအိၣ်ဖဲအံၤဘၣ်.

အဒီပုၢ်ဝ့ၢ်ခဲလၢၵ်အိၣ်ခွံဂၤ.

အဝ့ၢ်ကိအိၣ်ခံနံၣ်လံ.

(f) ဝိၣ်/ဝီၣ်/ဖီၣ်

ပှၤဝိၣ်မုၣ်ဟဲတဂၤ.

ပှၤဝီၣ်ခွါဟဲခံဂၤ.

Repeat (f) above changing ဝိၣ် to ဝီၣ်. Then repeat again using ဖီၣ် in place of ဝိၣ်.

10.3 Commands and Responses, Questions and Answers

၁၀.၃ တၢ်မၢဒီးတၢ်မၢထွဲ, တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Review sections 6.3, 7.3, 7.7, 8.3, 8.7, and 9.3.

သရၣ်--ကွၢ်ကဒီကၢ့ၤ ၆.၃, ၇.၃, ၇.၇, ၈.၃, ၈.၇, ဒီး ၉.၃.

10.4 Conversation Practice

၁၀.၄ တၢ်မၢလီဘၣ်ယးတၢ်တဲ့သကိးတၢ်

(1) Review the conversations in 6.7, 7.9, 8.9, 9.7, and 9.9.

(၁) သရၣ်--ကွၢ်ကဒါကၢ့ၤ ၆.၇, ၇.၉, ၈.၉, ၉.၇, ဒီး ၉.၉.

(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 remember. 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 first part while the teacher takes the second part and practice reading it through once or twice, then try saying your part without looking at the book. Then change parts and practice again in the same way. The conversation is between 2 women--ထူဆံ့မၤ် and နီၢ်ဝါမၤ်.

သရှာ်ကဘာ်ဖးတၢ်ကတိၤသ့ာ်တဖၣ်အံၤဒီးမၢပှၤကျိဖိကနှာ်. ဖဲသရှာ်ဖးအခါ သရှာ်ကဘာ်ဖးထိုာ်ပှၤကတိၤတၢ်အမံၤဒ်သိးပှၤကျိဖိကသ့ာ်ညါပှၤမတၢကတိၤတၢ်လဲာ်. သရှာ်ဖးတစိ၀ံၤဒီး မၢပှၤကျိဖိတဲ့ဒီးကွၢ်လၢပှၤကညီကျိုာ်ပှၤကျိဖိနၢ်ပၢၢ်ပှဲၤလဲာ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဒ်းဘာ် သရှာ်ကဖးကဒီးတစိ၀ံစိသ့ ဒီးမၢပှၤကျိဖိတဲ့ဒီးတၢ်လၢအနၢ်ပၢၢ်အါထိုာ်၀ဲသ့ာ်တဖၣ်နှာ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ခဲလၢာ်ဒ်းဘာ်နှာ်မၢပှၤကျိဖိအီးထိုာ်အလဲာ်၀ံၤဒီးကွၢ်ဟိုာ်သရှာ်အ၀ံဖဲသရှာ်ဖးယုၤကဒီးပှၤကျိဖိအခါ. တုၤပှၤကျိဖိနၢ်ပၢၢ်ခဲလၢာ်လဲဒီး မၢပှၤကျိဖိကဲထူဆံ့မိၢ်ဒီးသရှာ်ကကဲနီၢ်၀ါမိၢ်. ဖးတစိ၀ံစိ၀ံၤမၢပှၤကျိဖိတဲ့ကွၢ်ထူဆံ့မိၢ်အတၢ်ကတိၤဖဲအတကွၢ်လဲာ်ဘာ်အခါ. မၤဒ်အံၤ ၃-၄ ဝိဒီး. လၢခံတနံၤတဲလိကဒီးတၢ်ကတိၤတဖၣ်အံၤဒ်အံၤအသိး. တုၤပှကျိဖိတဲ့ဘျၢဘျၢလဲမၢပှၤကျိဖိကဲက့ၤနီၢ်၀ါမိၢ်ဒီးသရှာ်ကကဲက့ၤထူဆံ့မိၢ်. မၤဒ်အံၤအါဝီတစဲးတုၤပှၤကျိဖိတဲ့၀ဲဘာ်ဘျၢဘျၢတစဲး.

ထူဆံ့မိၢ်-- ဟဲအိုာ်သကီး.
နဟဲက့ၤလၢလီာ်.
နီၢ်၀ါမိၢ်-- ယဟဲက့ၤလၢကးပူၤ.
ယဖိမုာ်တဂၤဟဲက့ၤဟး.
အ၀ဲအိုာ်လၢ၀့ၢ်ပူၤ.
ထူဆံ့မိၢ်-- အ၀ဲမ့ၢ်နဖိပဲ့ၤဂၤတဂၤလီာ်.
နီၢ်၀ါမိၢ်-- အ၀ဲမ့ၢ်အသဒါ.
အ၀ဲၢ်နီၢ်ခဲလၢာ်အိုာ်ဖဲအံၤ.
ထူဆံ့မိၢ်-- နဖိသဒါအိုာ်ပဲ့ၤနံာ်လံလီာ်.
နီၢ်၀ါမိၢ်-- အိုာ်တဆံ့ယီးနံာ်လံ.
အ၀ဲလဲၤအိုာ်လၢယ၀ဲၢ်စိအဒၢး.
အ၀ဲမ့ၢ်ပှၤကျိဖိတဂၤဒံး.
ကအိုာ်ဖဲအံၤတလါခံလါ.
ထူဆံ့မိၢ်-- အမံၤဒ်လီာ်.

နီၢ်၀ါမိၢ်-- အမံၤလၢနီၢ်ထူဖိ.
ထူဆံ့မိၢ်-- တၢ်ဘျူး, ယကက့ၤ.

10.5 Listening and Speaking

၁၀.၅ တၢ်မၤလိကနှာ်ဒီးကတိၤပှၤကညီကျိုာ်လၢပှၤကညီအဟုာ်

Continue to spend an hour each day listening to Karens talking together and seeing if you can recognize words and sentences you have learned. Also plan ahead of time how you can use the expressions you have been learning.

သရှာ်--မၢပှၤကျိဖိလဲၤအိုာ်သကီးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ာ်တဖၣ်လၢအမၤလိတ့ၢ်လံ၀ ဒီးဒ်သိးကကနှာ်လိပှၤကညီကတိၤသကီးတၢ်.

10.6 Cultural Assignment

၁၀.၆ တၢ်ယုသ့ဉ်ညါပှၤကညီအလုၢ်အလၢ်

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 buildings and outhouses.

သရၣ်--ပှၤကွီဖိကမၤဒဉ်ဝဲ.

LESSON 11

တၢ်မၤလီ ၁၁

11.1 Useful Words and Phrases

၁၁.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဘီ.

မုၣ်	To be pleasant, enjoyable, agreeable
ဂ့ၤ	To be good, nice
ဒိ့ၣ်	To be big, large, great
ယံၣ်	To be long in time
စ့ၢ် (စ့ၢ်ကီး)	Also
မ့ၢ်	If
လၢ	That, which, who
န့ၣ်	Particle indicating end of phrase/clause
ဖျၢၣ်	Classifier for things conceived of as being round (as compared to flat or long)
တဖျၢၣ်	One "round" thing
တဖျၢၣ်ခံဖျၢၣ်	1-2 "round" things
သီ	24-hour day
တသီ	One day
တသီခံသီ	1-2 days

11.2 Pattern Sentences and Phrases

၁၁.၂ တၢ်ကတိၤအဒီ

(1) <u>Use of descriptive verbs.</u>

(၁) *တၢ်သ့ၢ်တၢ်ကတိၤ "မုၣ်," "ဂ့ၤ," "ဒိ့ၣ်," ဒီး "ယံၣ်"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝီ.

(a) မုန်ဧါ.	Is (Was) it enjoyable?
မုန်.	Yes. (It is (was) enjoyable.)
မုန်ဒီး.	It is (was) still enjoyable.
တမုန်ဘာ.	It isn't (wasn't) enjoyable.
တမုန်အါအါဘာ.	It isn't (wasn't) very enjoyable.
တမုန်လၢဘာ.	It is (was) no longer enjoyable.
(b) ဂ့ၢဧါ.	Is (Was) it good?
ဂ့ၢ.	Yes. (It is (was) good.)
ဂ့ၢဒီး.	It is (was) still good.
တဂ့ၢဘာ.	It isn't (wasn't) good.
တဂ့ၢအါအါဘာ.	It isn't (wasn't) very good.
တဂ့ၢလၢဘာ.	It's no longer good.
(c) ဒိုဉ်ဧါ.	Is (was) it large?
ဒိုဉ်.	Yes. (It is (was) large.)
တဒိုဉ်ဘာ.	It is (was) not large.
တဒိုဉ်အါအါဘာ.	It is (was) not very large.
(d) ယံ်ဧါ.	Is (was) it long in time?
ယံ်.	Yes. (It is (was) long in time.)
ကယံ်ဒီး.	It will still be a long time.
တယံ်ဘာ.	It won't be long.
တယံ်အါအါဘာ.	It wasn't (won't be) very long.
တယံ်လၢဘာ.	It won't be much longer.
(e) သီဧါ.	Is (was) it new?
သီ.	Yes. (It is (was) new.)
သီဒီး.	It is (was) still new.
တသီဘာ.	It isn't (wasn't) new.
တသီအါအါဘာ.	It isn't (wasn't) very new.
တသီလၢဘာ.	It is (was) no longer new.
(f) လိ$^{\text{ါ}}$ လံၤဧါ.	Is (Was) it old?
လိ$^{\text{ါ}}$ လံၤ.	Yes. (It is (was) old.
တလိ$^{\text{ါ}}$ လံၤဘာ.	It isn't (wasn't) old.
တလိ$^{\text{ါ}}$ လံၤအါအါဘာ.	It isn't (wasn't) very old.

(2) <u>Use of</u> စ့် (စ့်ကီး), <u>"also"</u> [12]

(၂) *တၢ်သူတၢ်ကတိၤ "စ့် (စ့်ကီး)"*

REPEAT after the teacher.

သရၢ်--မၢပှၤကျိဖိတဲပိၢ်ထွဲသရၢ်အခံ.

ယကဟဲ. ယပှၢ်ကဟဲစ့်.	**I'll come. My younger sibling will also come.**
ပှၤခံဂၤအံၤလဲၤ. သရၢ်လဲၤစ့်.	**These 2 persons went. Teacher also went.**
ယကဟဲအိၢ်ဖဲအံၤ. ယမိၢ်ကဟဲအိၢ်စ့်.	**I'll come and live here. My mother will come also.**
ယမိၢ်အိၢ်လၢဒၢးပူၤ. ယဝံၢ်နိၢ်အိၢ်ဖဲနၢ်စ့်.	**My mother is in the house. My elder sister is there also.**

Repeat pronouncing စ့် **as** ကၢ် **(or vice versa if the teacher pronounced it that way at the beginning). Repeat a second time using** စ့်ကီး **in place of** စ့်.

(3) <u>Use of</u> မ့်, <u>"if"</u>

(၃) *တၢ်သူတၢ်ကတိၤ "မ့်"*

REPEAT after the teacher.

သရၢ်--မၢပှၤကျိဖိတဲပိၢ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

နမ့်လဲၤ, ယတလဲၤလၢဘၢ်.	**If you go, I'll no longer go.**
အဝဲမ့်ဟဲ, ယကလဲၤဆူအအိၢ်.	**If he comes, I'll go to him.**
ယဝံၢ်မ့်လဲၤထိၢ်ဘါယွၤ, ယကလဲၤစ့်.	**If my elder sibling goes up to church, I'll go also.**
သရၢ်ၢ်မ့်တအိၢ်ဘၢ်, ပှၤကျိဖိတလဲၤဆူကျိ2ဘၢ်.	**If the teacher isn't here, the school children won't go to school.**
ပှၤဘါယွၤမ့်ယံၢ်, ယကက့ၤဆူဒၢး.	**If people worship God a long time, I shall return home.**
ယအိၢ်ဖဲနၢ်မ့်တမုၢ်ဘၢ်, ယကဟဲက့ၤ.	**If I don't enjoy being there, I'll come back.**

[12]**The word** စ့် **has a superimposed intonation pattern when it comes last in a sentence, so tends to rise instead of fall. Note that in the long form,** စ့်ကီး**, the second syllable is never written with an** ̣ **vowel.**

Repeat the above inserting နှင့် before the comma. Repeat a second time inserting ဒီး instead of နှင့် before the comma.

သရှင်--တဲလိတ်ကတိုးသုံ့ပ်တဖက်အံ့ကဒီးတဘို့ ဘာ့ဆာ့အအံ့တဘို့နှင့်တ့ုန်ပ်တ်ကတိုး "နှင့်" လ၊ "," အမဲ့ည့ါ. သ၊ဘို့တဘို့နှင့် တ့ုန်ပ်တ်ကတိုး "ဒီး" လ၊ "," အမဲ့ည့ါ.

(4) <u>Use of</u> သီ, <u>"day of 24 hours"</u>

(၄) *တ်သ္ကတ်ကတိုး "သီ"*

REPEAT after the teacher, noting the tones.

သရှင်--မ၊ပ့ုးကျိ့ဖိတဲ့ပိ်ပ်ထွဲ့သရှင်အခ် ၂-၃ ဝီ.

(a) တသီ	**One day**
ခံသီ	**Two days**
သ၊သီ	**Three days**
လ့ုံ်သီ	**Four days**
အသီတဆံ	**Ten days**
(b) အခ်ိ်ုပ်ထံးတသီ	**The first day**
သ၊သီတသီ	**The third day**
လ့ုံ်သီတသီ	**The fourth day**
ဃုသီတသီ	**The sixth day**
အသီတဆံ	**The tenth day**
(c) လ၊အခ်ိ်ုပ်ထံးတသီနှ့ုပ်	**On the first day**
လ၊ခံသီတသီနှ့ုပ်	**On the second day**
လ၊ယဲ်သီတသီနှ့ုပ်	**On the fifth day**
လ၊နှ့ုံ်သီတသီနှ့ုပ်	**On the seventh day**

Repeat using ဖ instead of လ၊.

သရှင်--တဲလိကဒီးတဝီ ဘာ့ဆာ့အအံ့တဝီနှ့ုပ်လ၊ "လ၊" အလ်ိ်နှ့ုပ်တဲလ၊ "ဖ."

(d) တသီခံသီ	**1-2 days**
ခံသီသ၊သီ	**2-3 days**
သ၊သီလ့ုံ်သီ	**3-4 days**
ယဲ်သီဃုသီ	**5-6 days**
နှ့ုံ်သီဃီးသီ	**7-8 days**
ခ့ုံ်သီအသီတဆံ	**9-10 days**

(e) လ၁လ၁ထိန်တသီန္နှ်	**On the first day of the month (Literally, the month comes up one day.)**
လ၁လ၁ထိန်ခွဲသီန္နှ်	**On the ninth day of the month**
လ၁လ၁ထိန်တဆံ့သ၁သီန္နှ်	**On the 13th day of the month.**
လ၁လ၁ထိန်ခံ့ဆံ့သ၁သီန္နှ်	**On the 23rd of the month.**
လ၁လ၁ထိန်အသီသ၁ဆံ့နှ်	**On the 30th of the month.**

Repeat using ဖ instead of လ၁.
သရှ်--တဲလိကဒီးတစ် ဘ၃်ဆ၃်အအံ့၁တစ်နှ်ှ် လ၁ "လ၁" အလီ၁်နှ်ှ်တဲလ၁ "ဖ."

(5) <u>Use of</u> ဖျ၁်, <u>classifier for things conceived of as "round."</u>

(၅) *တ၁်သ္ဝတ၁်ကတိ၁ "ဖျ၁်"*
REPEAT after the teacher.
သရှ်--မ၁ပ္ပ၁ကျ်ဖိတဲပိ၁်သရှ်အခ် ၂-၃ ဝ.

(a) တဆံ့တဖျ၁်	**Eleven "round" things**
တဆံ့ခံ့ဖျ၁်	**Twelve "round" things**
တဆံ့သ၁ဖျ၁်	**Thirteen "round" things**
တဆံ့လွ်၁်ဖျ၁်	**Fourteen "round" things**
တဆံ့ဃုဖျ၁်	**Sixteen "round" things**
တဆံ့ဃီးဖျ၁်	**Eighteen "round" things**
အဖျ၁်ခံ့ဆံ့	**Twenty "round" things**
(b) တဆံ့တဖျ၁်တဖျ၁်	**The eleventh "round" thing**
တဆံ့ယ၁်ဖျ၁်တဖျ၁်	**The fifteenth "round" thing**
တဆံ့နွ်ဖျ၁်တဖျ၁်	**The seventeenth "round" thing**
တဆံ့ခွဲဖျ၁်တဖျ၁်	**The nineteenth "round" thing**
အဖျ၁်ခံ့ဆံ့	**The twentieth "round" thing**
(c) လ၁ဒ၁းအခ်ိ၁်ထံ့းတဖျ၁်နှ်ှ်	**At the first house**
လ၁ဒ၁းခံ့ဖျ၁်တဖျ၁်နှ်ှ်	**At the second house**
လ၁ဒ၁းယ၁်ဖျ၁်တဖျ၁်နှ်ှ်	**At the fifth house**
လ၁ဒ၁းဃီးဖျ၁်တဖျ၁်နှ်ှ်	**At the eighth house**
လ၁ဒ၁းအဖျ၁်တဆံ့နှ်ှ်	**At the tenth house**

Repeat using ဖဲ in place of လา.
သရှင်--တဲလိကဒီးတဝီ ဘဉ်ဆဉ်အအံၤတဘျီနှဉ် လา "လၢ" အလီၢ် တဲလၢ "ဖဲ."

(d) ကျိုတဖျၢဉ်ခံဖျၢဉ်	**1-2 schools**
ကျိုဘါယွၤတဖျၢဉ်ခံဖျၢဉ်	**1-2 churches**
ဝှ်ၢ်သၢဖျၢဉ်လွံၢ်ဖျၢဉ်	**3-4 cities/towns**
ဒၢးယဲၢ်ဖျၢဉ်ဃုဖျၢဉ်	**5-6 houses**

11.3 Pronunciation Drill--Intonation

၁၁.၃ တၢ်အသိဉ်လၢအကိတစဲး--တၢ်ကလုၢ်ထိဉ်ကလုၢ်လီၤတဖဉ်လၢပှၤသူအီၤဖဲတၢ်ကတိၤကတၢၢ်အခါ. အဒိ--ဃ်, လီဉ်, လဲဉ်.

When you learned the question endings ဃ် and လီဉ်/လဲဉ်, it was pointed out that when these words occur at the end of a sentence, an intonation pattern is often superimposed upon the word thus modifying the tone. For example, although ဃ် is written with a high tone, yet it is often pro-nounced as a mid tone rising slightly, or even falling. Likewise, လီဉ် and လဲဉ် are written with ဉ်, which is usually low or low short tone in most areas; but when it occurs at the end of the sentence, it may rise instead. The same is true of နှဉ် when it ends a long phrase or a clause--although it is written with ဉ်, it often rises in such situations. One-syllable verbs used alone in answer to ဃ်-questions are also often modified because of the intonation pattern; e.g., နလဲၤမုာ်ဃ်. မုာ်. တမုာ်ဘဉ်. In this example, the ဃ် being final will probably be modified. The positive answer မုာ်, being a single word, will probably rise slightly and not be cut off short. However, in the negative answer မုာ် is not final, hence is not modified, although the final ဘဉ် may be. (The intonation pattern may vary from area to area or even from person to person or situation to situation. The important thing is that you be able to recognize the meaning of what is said from the context even though the intonation pattern modifies the usual tone of the words. The more you notice how the local people pronounce these final or single syllables, the better you will be able to imitate them. The tape recording of the drill below is of the Maesariang dialect. If in your area there is a different intonation pattern, have the teacher make a recording of the drill for you.)

REPEAT after the teacher, noting the intonation of the words underscored.
သရှင်--မၢပှၤကျိဖိတဲပိာ်ထွဲသရှင်အခံ ၂-၃ ဒီ.

(1) နလဲၤမုာ်ဃ်. မုာ်.
ပှၤဟဲအါဃ်. အါ.
ပှၤဘါယွၤယံာ်ဃ်. ယံာ်.

အဝဲသးဝံ့တၢ်ဒိၣ်ဧါ. တဒိၣ်ဘၣ်.
နကလဲၤဧါ. တလဲၤဘၣ်.
နမိၢ်ဆ့ၣ်နီၤလံဧါ. တဆ့ၣ်နီၤဒံးဘၣ်.

(2) ပှၤလၢကဟဲအိၣ်သကီးနၣ် ...
ပှၤဖိၣ်ခွါလၢကလိၣ်ကွဲနၣ် ...
မိၢ်ပၢ်လၢအလဲၤထိၣ်ဆူကျိ2နၣ် ...
တၢ်သးဝံ့လၢအမှၣ်နၣ် ...
ကျိ2အလိၢ်လံၤတဖျၢၣ်နၣ် ...
နဝဲၢ်လၢကဟဲတဂၤနၣ် ...

(3) ပှၤခံဂၤအံၤဟဲလၢလီၣ်.
ပှၤတဂၤနၣ်အိၣ်ဖဲလီၣ်.
နဝဲၢ်ကလဲၤဆူလီၣ်.
ပှၤကသးဝံ့တၢ်ပဲ့ၤဂၤလီၣ်.
နဖိတဂၤအံၤမ့ၢ်နဖိပဲ့ၤဂၤတဂၤၣ်.
နကလဲၤအိၣ်လၢဝ့ၢ်ပူၤပဲ့ၤသီလဲၣ်.
ပကလဲၤဒ်လဲၣ်.

(4) ယပၢ်အိၣ်လၢနၣ်. ယပှၢ်အိၣ်ဖဲနၣ်စ့ၢ်.
ယကလဲၤ. ယဝဲၢ်ကလဲၤစ့ၢ်.
နဖိကလိၣ်ကွဲ. ယဖိကလိၣ်ကွဲစ့ၢ်.
လဲၤတဲသရၣ်လၢအဂ့ၢ်. တဲအီၤလၢနဖိအဂ့ၢ်စ့ၢ်.

11.4 Question and Answer Drills

၁၁.၄ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Below are some groups of pictures with 2-3 pictures to a group. The teacher should point to one picture after another as he/she asks the question beside it. You should give the answer indicated on the right- hand side. The teacher should give the answer again, and you should repeat it after him/her. After the first round, cover up the answers and answer according to the picture. After you can answer correctly and fluently, the teacher should mix up the order of the pictures.

သရၣ်--ဖဲတၢ်ဖီလၢ်အံၤတၢ်ဂီၤအိၣ်တဖ့ တဖ့ တဖ့နၣ်အိၣ်ဝဲ ၂-၃ ဘ့ၣ်. သရၣ်ကဘၣ်နဲၣ်တၢ်ဂီၤအံၤ တဘ့ၣ်ဘၣ်တဘ့ၣ်ဒီးသံကွၢ်ပှၤကျိဖိဒ်လၢတၢ်သံကွၢ်အိၣ်ပၢ်တ့ၢ်လံဝဲလၢတၢ်ဂီၤအကပၤအံၤအသီး. ပှၤကျိဖိ ကြၢးစံးဆၢတၢ်ဒ်လၢလံၣ်ပူၤအတၢ်စံးဆၢလၢအအိၣ်ဖျါဝဲလၢစုထွဲတပၤနၣ်. ပှၤကျိဖိ စံးဆၢတၢ်မ့ၢ်ဝံၤလံနၣ် သရၣ်ကဘၣ်တဲလီၤတၢ်နၣ်ကဒီးပှၤကျိဖိအတၢ်စံးဆၢတဘျိ ဒီးမၢပှၤကျိဖိ တဲပိၣ်ကဒီးသရၣ်အခ်. သရၣ်မၢပှၤကျိ ဖိတဲလိတၢ်သံကွၢ်ဒီးတၢ်စံးဆၢမ့ၢ်ဝံၤတဘျိလံနၣ် မၢပှၤကျိ ဖိကးဘၢဃၣ်အလံၣ်ဒီးသံကွၢ်ကဒီးပှၤကျိဖိအါဖိတစ်း. တုၤလၢပှနကျိဖိစံးဆၢဝဲဘၣ်ဂ့ၤဂ့ၤဒီး သ ရၣ်ကဘၣ်သံကွၢ်ကျၣ်ကျိကဒီးတၢ်ဂီၤတဖၣ်အံၤ ဒီးမၢပှၤကျိဖိစံးဆၢဒ်

လေတာ်ဂီးအိုဉ်ဖျါဝဲတဘ့ဉ် ဘဉ်တဘ့ဉ်နှဉ်အသိးတက့ါ.

Questions (တၢ်သံကွၢ်) **Answers** (တၢ်စံးဆၢ)

(၁)		ဒိုဉ်ပေါ်.	(၂)		ယဉ်ပေါ်.	(၁)	ဒိုဉ်.	(၂)	ယဉ်.
	○	ဒိုဉ်ပေါ်.			ယဉ်ပေါ်.		တဒိုဉ်ဘဉ်		တယဉ်ဘဉ်
	○	ဒိုဉ်ပေါ်.			ယဉ်ပေါ်.		တဒိုဉ်အါ အါဘဉ်.		တယဉ်အါ အါဘဉ်.
(၃)		မှဉ်ပေါ်.	(၄)		ဂုၤပေါ်.	(၃)	မှဉ်.	(၄)	ဂုၤ.
		မှဉ်ပေါ်.			ဂုၤပေါ်.		တမှဉ်ဘဉ်		တဂုၤဘဉ်.
		မှဉ်ပေါ်.			ဂုၤပေါ်.		တမှဉ်အါ အါဘဉ်.		တဂုၤအါ အါဘဉ်.
(၅)		သီပေါ်.	(၆)		လီၢ်လံၤပေါ်.	(၅)	သီ.	(၆)	လီၢ်လံၤ.
		သီပေါ်.			လီၢ်လံၤပေါ်.		တသီဘဉ်		တလီၢ်လံၤ
		သီပေါ်.			လီၢ်လံၤပေါ်.		တသီအါ အါဘဉ်.		တလီၢ်လံၤ အါအါဘဉ်
(၇)		အါပေါ်.	(၇)		အါပေါ်.	(၇)	အါ.	(၇)	တအါဘဉ်

11.5 Pattern Sentences and Phrases

၁၁.၅ တၢ်ကတိၤအဒိ

(1) REPEAT after the teacher.

(၁) *သရၣ်--မၢပှၤကျိဖိတဲပိ$^{\text{ံ}}$ထွဲသရၣ်အခံ ၂-၃ ဝီ.*

(a) နလေးဆူးနှင့်မှာ်ဧါ.	**Was your going there enjoyable?**
ကိုတဖျာ်နှင့်ဂ့ၤဧါ.	**Is the school good (nice)?**
နပၢ်အဒားဒိုင်ဧါ.	**Is your father's house large?**
နကဟဲအိုင်ဖဲအံၤယံာ်ဧါ.	**Will your coming here to live be for a long time?**
ပှၤဟဲအါဧါ.	**Were the people who came numerous?**
နဒားနှဉ်သီဧါ.	**Is your house new?**

Repeat inserting စ့ၢ် **before** ဧါ; **e.g.,** နလေးဆူးနှင့်မှာ်စ့ၢ်ဧါ.

သရှာ်--တဲလိကဒီးတဝီ ဘာ်ဆာ်အအံၤတဘျီနှဉ်တ့ၢ်နှာ်အါထိုဉ်တၢ်ကတိၤ "စ့ၢ်." အဒိ-- "နလေးဆူးနှင့်မှာ် စ့ၢ်ဧါ."

(b) ဒားလၢအဂ့ၤတဖျာ်ဉ်	**A house which is good**
ဒားလၢအဒိုင်တဖျာ်ဉ်	**A house which is large**
ဒားလၢအမှာ်တဖျာ်ဉ်	**A house which is pleasant**
ဒားလၢအသီတဖျာ်ဉ်	**A house which is new**
ဒားလၢအလီၢ်လံၤတဖျာ်ဉ်	**A house which is old**
(c) ဒားအဂ့ၤတဖျာ်ဉ်	**A good house**
ဒားအဒိုင်တဖျာ်ဉ်	**A large house**
ဒားအမှာ်တဖျာ်ဉ်	**A pleasant house**
ဒားအသီတဖျာ	**A new house**
ဒားအလီၢ်လံၤတဖျာ်ဉ်	**An old house**
(d) ဒားဂ့ၤဂ့ၤတဖျာ်ဉ်	**A really good house**
ဒားဒိုင်ဒိုင်တဖျာ်ဉ်	**A really large house**
ဒားမှာ်မှာ်တဖျာ်ဉ်	**A really pleasant house**
(e) ကိုလၢအဂ့ၤတဖျာ်ဉ်	**A school which is good**
ကိုလၢအဒိုင်တဖျာ်ဉ်	**A school which is large**
ကိုလၢအမှာ်တဖျာ်ဉ်	**A school which is pleasant.**
(f) သရှာ်အဒားတဖျာ်ဉ်နှဉ်ဂ့ၤဧါ.	**Is Teacher's house nice?**
သရှာ်အဒားတဖျာ်ဉ်နှဉ်ဒိုင်ဧါ.	**Is Teacher's house large?**
သရှာ်အဒားတဖျာ်ဉ်နှဉ်မှာ်ဧါ.	**Is Teacher's house pleasant?**
သရှာ်အဒားတဖျာ်ဉ်နှဉ်သီဧါ.	**Is Teacher's house new?**
သရှာ်အဒားတဖျာ်ဉ်နှဉ်လီၢ်လံၤဧါ.	**Is Teacher's house old?**

(2) Use of နှင့် indicating end of subject composed of noun + modifying clause

(၂) *တပ် သူတပ်ကတိုး "နှင့်"*

REPEAT after the teacher.

သရှင်--မာပျားကိုဖိတဲ့ပိုင်ထွဲသရှင်အခ် ၂-၃ ဝီ.

(a) ဒါးလၢအအိုဉ်ဖဲနှဉ်နှဉ် ...	The house that is over there ...
ကျိ2လၢအဂ့ၤတဖျၢဉ်နှဉ် ...	The school which is good ...
ပှၤလၢအဟဲနှဉ် ...	The people who came ...
ပှၤလၢအလဲၤအိုဉ်လၢဝ့ၢ်ပူၤနှဉ် ...	The people who go and live in the town ...
ပှၤလၢအဟးထိဉ်လၢဒါးနှဉ် ...	The person that left the house ...
(b) ယကလဲၤအိုဉ်ဖဲနှဉ်လွံၢ်သီ.	I'll go there for four days.
အခီဉ်ထံးတသိနှဉ်ယကလဲၤဘၢ်ယွၤလၢဝ့ၢ်ပူၤ.	On the first day I'll go to church in the city.
ခံသီတသိနှဉ်ယကလဲၤဆူယပှၢ်အအိုဉ်.	On the second day I'll go to my younger sibling.
သၢသီတသိနှဉ်ယကလဲၤဆူယမိၢ်အအိုဉ်.	On the third day I'll go to my mother.
လွံၢ်သီတသိနှဉ်ယကဟဲက့ၤ.	On the fourth day I'll return home.
လၢထိဉ်ဃုသိနှဉ်ယကဟဲအိုဉ်သကီးနၤ.	On the sixth day of the month I'll come and visit you.
(c) ယကလဲၤဘၢ်ယွၤလၢဝ့ၢ်ပူၤဖဲအခီဉ်ထံးတသီ(နှဉ်).	I'll go to church in the city on the first day.
ယကလဲၤဆူယပှၢ်အအိုဉ်ခံသီတသီ(နှဉ်).	I'll go to my younger sibling on the second day.
ယကလဲၤဆူယမိၢ်အအိုဉ်သၢသီတသီ(နှဉ်).	I'll go to my mother on the third day.
ယကဟဲက့ၤဖဲလွံၢ်သီတသီ(နှဉ်).	I'll return home on the fourth day.
ယကဟဲအိုဉ်သကီးနၤဖဲလၢထိဉ်ဃုသီ(နှဉ်).	I'll come and visit you on the sixth day of the month.

11.6 Notes on Word Usage and Grammar
၁၁.၆ သရၢ်--မၫ်ပှၢ်ကွီဖိုးဒၣ်ဝ်လၢဒၢး.

(1) Use of Descriptive Verbs. As mentioned in 9.7 (1-b), most expressions which in English are adjectives are verbs in Karen; hence, no additional verb to express "is," "am," "are," etc., is needed. Thus, ဂ့ၢ means "to be good;" မှၣ် means "to be pleasant, enjoyable;" ယံၣ် means "to be long in time;" ဒိၣ် means "to be large;" ဘၢ် means "to be numerous;" သီ means "to be new;" and လိၣ်လံၢ means "to be old (as opposed to new)." In these lessons you have been introduced to 3 of the more common ways that descriptive verbs are used:

(a) As the main verb, as illustrated in 11.5 (1); e.g., နလဲၢ်ဆူးနၣ်မှၣ်ဒၢ်, "Was your going there enjoyable?"

(b) As the verb in a dependent clause which modifies a noun or pronoun, as illustrated in 11.5 (1-b); e.g., ဒၢးလၢအ့ၢ်တဖျၣ်နၣ်, "the house which is good ..." Such clauses are introduced by လၢ and the whole clause immediately follows the noun or pronoun which it modifies. The expression is often ended with နၣ်. Sometimes the လၢ is dropped, as in 11.5 (1-c), the resulting expression being similar to an adjective in English; e.g., ဒၢးအ့ၢ်, "a good house."

(c) When reduplicated and attached to a noun, as in 11.5 (1-d), the meaning of the descriptive verb is like that of an adjective in English, but the meaning is intensified; e.g., ဒၢးဂ့ၢ်ဂ့ၢ်တဖျၣ်, "a really good house."

You will learn other ways of using descriptive verbs in later lessons.

(2) Use of လၢ, "that, which, who." In previous lessons you have learned the use of လၢ combined with ဘံၢ and နၣ်, and with phrases indicating direction or location. Now in this lesson you have been introduced to its use to introduce phrases or clauses which modify a noun or pronoun. In such expressions the လၢ is equivalent to the English "that," "which," or "who;" e.g., ကွီလၢအ့ၢ်တ ဖျၣ်, "a school which is good." See 11.5 (1-b and c) and (2-a) for other examples.

(3) Use of နၣ်, particle indicating end of phrase or clause or noun/pronoun+ modifying phrase or clause. You have already learned the use of နၣ် meaning "that." In this lesson you have been introduced to another use of the word; i.e., to indicate the end of a phrase or clause or an expression containing a noun or pronoun + a modifying phrase or clause.

(a) Examples of the use of နၣ် with noun phrases may be found in 11.5 (1-f); e.g., သရၣ်အဘၢးတဖျၣ်နၣ်ဒိၣ်ဒၢ်, "Is Teacher's house large?"

(b) Examples of the use of နၣ် with time phrases are found in 11.5 (2-b); e.g., အခိၣ်ထံး တသီနၣ်, "On the first day ..." If the examples in this section are compared with

those in the next section, 11.5 (2-c), it will be seen that when the time phrase occurs at the end of the sentence, the နှင့် is optional.

(c) Examples of the use of နှင့် with location phrases are found in 11.2 (5-c); e.g., ဖဲဒား အခိုင်ထံးတဖျာ်နှင့် ..., "at the first house ..." Such phrases are introduced by ဖဲ or လၢ, and if they occur first in the sentence, end with နှင့်. If they come at the end of the sentence, the နှင့် is often omitted.

(d) Examples of the use of နှင့် indicating the end of clauses are found in 11.2 (3); e.g., ပှၢ်ဘါယွၢ်မ့ၢ်ယံ်နှင့်ယကကၢ်ဆူဒား, "If people worship a long time, I'll return home." Clauses like this are introduced by the Karen equivalent of such words as "if," "when," "until," "although," etc., the whole clause coming at the beginning of the sentence and ending in နှင့် (or in some cases in ဒီး.)

(e) Examples of the use of နှင့် indicating the end of an expression composed of a noun or pronoun + a modifying phrase or clause are found in 11.5 (2); e.g., ဒားလၢအဘိ်ုလၢနှ်ုနှ် ..., "the house that is over there ..." In such cases the modifying phrase or clause is often introduced by လၢ and the entire expression is ended with နှင့်. However, if the whole expression is short, the နှင့် may be omitted.

In summary it may be said that နှင့် is often used to indicate the end of phrases or clauses which do not come last in the sentence, especially when they are long or when otherwise it might not be immediately clear as to where the end of the phrase/clause is. But if the phrase/clause occurs at the end of the sentence, the နှင့် is often not used. In this use of နှင့်, the နှင့် may be considered as a spoken comma.

(4) <u>Use of</u> မ့ၢ်, <u>"if."</u> You have already learned the use of မ့ၢ် meaning "to be something or someone" and "to be true or so." In such cases မ့ၢ် is the only verb in that particular clause. When မ့ၢ် is followed by another verb, မ့ၢ် takes on the meaning of "if," as in 11.2 (3); e.g., နမ့ၢ်လဲ, ယတလဲလၢ်ဘဉ်, "If you go, I'll no longer go." Note that if the "if" clause is in the negative, the negative indicator comes between မ့ၢ် and the verb; e.g., နမ့ၢ် တလဲၢ်ဘဉ်နှ်ုနှ် ယကလဲ, "If you don't go, I'll go." Sometimes နှ်ုနှ် or ဒီး is used at the end of the "if" clause, especially if the clause is long.

(5) <u>Use of</u> စ့ၢ် (စ့ၢ်ကီး), <u>"also."</u> The word စ့ၢ် or စ့ၢ်ကီး has the meaning of "also." The Karens in Thailand usually use the shorter form in everyday speaking. The longer form is considered more formal, but is used by a few speakers in conversation. The Karens often use this word in cases where the English would not say "also" because it seems to the Karens to make the sentence less abrupt, as in 11.5 (1-a) the second way. Examples of its use to mean "also" will be found in 11.2 (2).

11.7 Substitution Drill

၁၁.၇ တၢ်ဆီတလဲတၢ်ကတိၤ

(1) Repeat the sentence below after the teacher. Then substitute the first verb in ( ) as given by the teacher and also change the word ပှၢ် to the word for some other relative of your own choosing, a different one each time. Before repeating the sentence with the substitutions, decide what relative you will speak of. This will help you to say the whole new sentence smoothly. Whether you say it correctly or not, the teacher should say it once again and you should repeat it after him/her. Then the teacher should give the next verb in ( ) and you should do as before.

(၁) *သရၣ်--အဆိသရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအမဲၵ်ညါတကျိၤဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံတဘျီ ဝံၤ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤ. ပှၤကျိဖိကဘၣ်သူတၢ်ကတိၤအဝဲနၣ် ဒီးဆီတလဲတၢ်ကတိၤအခီၣ်ထံးတကျိၤဒိခံကျိၤတကျိၤအသိး. ပှၤကျိဖိကဘၣ်ဆီတလဲစုၣ်ကီး တၢ်ကတိၤ "ပှၢ်" ဖဲအခီၣ်ထံးတကျိၤဆူ "မၤ်," "ပၢ်," "ဝံၤ်," "ဖိ," မ့တမ့ၢ်အဘူးအတံၢ်အဂၤတဂၤဂၤ, ကတဲတဂၤဂ့ၤတဂၤဂ့ၤသ့ တကျိၤတဂၤတကျိၤတဂၤတ့ၤအကတၢၢ်. ပှၤကျိဖိတဲဘၣ်မ့ၢ်ဂ့ၤတဘၣ်မ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်တဲဘၣ်လီၤတံၢ်နၣ်ကၢ့ၤပှၤကျိဖိတဘျီဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ. မၤဒ်အံၤစးထိၣ်လၢအခီၣ်ထံးတ့ၤလၢအကတၢၢ် ၃-၄ ဝိ.*

ပှၤလၢအဟဲတဂၤနၣ်မ့ၢ်ယပှၢ်. (ဟးထိၣ်)
ပှၤလၢအဟးထိၣ်တဂၤနၣ်မ့ၢ်ယ ... (သးဝံၣ်တၢ်)
ပှၤလၢအသးဝံၣ်တၢ်တဂၤနၣ်မ့ၢ်ယ ... (ဆ့ၣ်နီၤ)
ပှၤလၢအဆ့ၣ်နီၤတဂၤနၣ်မ့ၢ်ယ ... (ဆၢထၢၣ်ဖဲနၣ်)
ပှၤလၢအဆၢထၢၣ်ဖဲနၣ်တဂၤနၣ်မ့ၢ်ယ ... (ဟဲ)

(2) Repeat sentence (a) below after the teacher. Then say it a second time dropping the လၢ. **Repeat it a third time but this time reduplicate the descriptive verb and drop the** အ. **Each time you make a change, the teacher should say it again and you should repeat it after him/her. Do the same with (b) and (c).**

(၂) *သရၣ်--အဆိသရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢ* **(a)** *တကျိၤဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံတဘျီဝံၤ မၢပှၤကျိဖိတဲကဒီးတဘျီဘၣ်ဆၣ်အအံၤတဘျီနၣ်မၤလီၤတဲၣ်တၢ်ကတိၤ "လၢ." အဒိ, "ဒၢးအဂ့ၤတဖျၢၣ်နၣ်မ့ၢ်ယပၢ်အဒၢး." သရၣ်ကဘၣ်တဲဘၣ်လီၤတံၢ်နၣ်ကၢ့ၤပှၤကျိဖိတဘျီဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံဝံၤ မၢပှၤကျိဖိတဲကဒီးတဘျီဘၣ်ဆၣ်အအံၤတဘျီနၣ်မၤလီၤတဲၣ်တၢ်ကတိၤ "အ" ဒီးတဲကၢ့ၤတၢ်ကတိၤဆူညါတဖျၢၣ်ခံဘျီ. အဒိ, "ဒၢးဂ့ၤဂ့ၤတဖျၢၣ်နၣ်မ့ၢ်ယပၢ်အဒၢး." သရၣ်ကဘၣ်တဲလီၤတံၢ်နၣ်ကၢ့ၤပှၤကျိဖိတဘျီဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ.* **(b)** *ဒီး* **(c)** *နၣ်တဲလီစုၣ်ကီးဒ်အဒိအသိးအံၤနၣ်တကၢ်.*

(a) ဒၢးလၢအဂ့ၤတဖျၢၣ်နၣ်မ့ၢ်ယပၢ်အဒၢး.

(b) ကျိလၢအသိတဖျၢၣ်နၣ်အိၣ်ဖဲလီၣ်.

(c) ဖိသၣ်လၢအဒိၣ်ခံဂၤအိၣ်ဒေါ်.

11.8 Conversation Practice (after you have learned the other sections well.)

၁၁.၈ တၢ်မၤလိဘၣ်ဃးတၢ်တဲသကိးတၢ် (တချုးသရၣ်သိဉ်လိတကတိၢ်အံၤန္ဉ်ပှၤကျိဖိကြၢးနၢ်ပၢၢ် တၢ်မၤလိလၢအ ပူၤကွံဉ်ဂုၤဂုၤဘဉ်ဘဉ်တစ်း.)

LISTEN as the teacher reads the following conversation, indicating the speakers. Then tell as much as you can in Karen. If you didn't get it all, have the teacher read the conversation again several times. After you understand it all, take the B parts while the teacher takes the A parts. After you can say the B parts correctly and fluently without the book, change and take the A parts.

သရၣ်ကဘဉ်ဖးတၢ်ကတိၤသ့ဉ်တဖဉ်အံၤဒီးမၢပှၤကျိဖိကနှဉ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘဉ်ဖးထိဉ်စ့ၢ် ကီးပှၤကတိၤတၢ်ခံဂၤအမ်းဒ်သိးပှၤကျိဖိကသ့ဉ်ညါဝဲပှၤမတၢတဂၤကတိၤတၢ်လဲဉ်. သရၣ်ဖးတစိမ့ၢ်ဝံၤဒီး မၢပှၤကျိဖိတဲဒီးကွၢ်ကွၢ်လၢပှၤကညီအကျိုဉ်မ့ၢ်ပှၤကျိဖိနၢ်ပၢၢ်ဝဲပှဲၤလဲဉ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဝဲဂုၤဂုၤဒီးဘဉ်နှဉ် သရၣ်ကဖးယုၤဒီးပှၤကျိဖိတစိခံဝီနှဉ်သ့ဝံၤဒီး မၢပှၤကျိဖိတဲကဒီးတၢ်လၢအနၢ်ပၢၢ်အါထိဉ်ဝဲသ့ဉ်တဖဉ်နှဉ်. ပှၤကျိ ဖိမ့ၢ်တနၢ်ပၢၢ်ဒ်းဝဲခဲလၢဉ်ဒ်းဘဉ်နှဉ် မၢပှၤကျိဖိအိးထိဉ်အလံဉ်ဒီးကွၢ်ဗိဉ်ကဒီးသရၣ်အခံဖဲသရၣ်ဖးယုၤကဒီးပှၤကျိဖိ အခါ. တုၤမ့ၢ်လၢပှၤကျိဖိနၢ်ပၢၢ်ဝဲခဲလၢဉ်လံဒီး မၢပှၤကျိဖိဖးဗိဉ်ကဒီးသ့ရၣ်အခံတစိဝံၤ မၢပှၤကျိဖိကဲဒီးကွၢ်စိၤလါ. သရၣ်တခီနှဉ် ကကဲသရၣ်. ဖးသကိးတစိခံဝီဝံၤ မၢပှၤကျိဖိကးဘၢဃဉ်အလံဉ်ဒီးမၢပှၤကျိဖိတဲလိဒီးကွၢ်စိၤ လါ အတၢ်ကတိၤ. တဲလိအါဝီတစ်း. လၢခံတနံၤန္ဉ် တဲလိကဒီးတၢ်မၤလိတတိၢ်အံၤ. တဲလိတုၤ လၢပှၤကျိဖိတဲဝဲဘဉ်ဘျၢ်ဘျ ဒီးမၢဒီးကွၢ်ပှၤကျိဖိကဲသရၣ် ဒီးသရၣ်ကကဲကုၤဒီးစိၤလါနှဉ်လီၤ. တဲလိတၢ်မၤလိတ တိၢ်အံၤတုၤလၢပှၤကျိဖိတိၢ်ဝဲဘဉ်ဂုၤဂုၤတကုၢ်.

စိၤလါ-- သရၣ်, နဟဲအိဉ်ဖဲအံၤယံဉ်လံ၎ါ.
သရၣ် --ယဟဲအိဉ်ဖဲအံၤတလါခံလါလံ.
စိၤလါ-- နဟဲအိဉ်ဖဲအံၤမုံဉ်စ့ၢ်၎ါ.
သရၣ်-- မုဉ်. ပှၤအါဂၤဟဲအိဉ်သကိးယၤ.
ဒၢးလၢယအိဉ်လၢအပူၤမုဉ်စ့ၢ်.
စိၤလါ-- နဒၢးဒိဉ်၎ါ.
သရၣ်-- တဒိဉ်အါအါဘဉ်.
စိၤလါ-- နပှၤကျိဖိအိဉ်ပှဲၤဂၤလိဉ်.
သရၣ်-- အိဉ်ခံဆံယီးဂၤ.
ဖဲလါထိဉ်ယၢ်သိန္ဉ်ပှၤကျိဖိခဲလၢဉ်ကဟဲဘါယွၤဖဲယဒၢး.
စိၤလါ-- ဂ့ၤ, ဂ့ၤ.
ယဲယကလဲၤဆူကးပူၤ.
နဲ့နကလဲၤဒ်းဆူလိဉ်.
သရၣ်-- ယကလဲၤဆူကးပူၤစ့ၢ်.
စိၤလါ-- ဂ့ၤ. လဲၤသကိး.

11.9 Reading and Writing

၁၁.၉ *တၢ်မၤလိၤးဒီးကွဲးပှၤကညီကျိၢ်.*

Repeat the following sentences after the teacher once. 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 for the teacher.

သရၢ်--မၢပှၤကျိဖိးပိၢ်သရၢ်အခံတကျိၤဘၢ်တကျိၤတဝီဝံၤ မၢပှၤကျိဖိကွဲးလိလၢဒၢးတကျိၤနၢ်ၢ် ခံဘျိဖဲတၢ်လီၢ် လီၤဟိအံၤ. လၢခံတနံၤသရၢ်ကဘၢ်ကွၢ်ပှၤကျိဖိအတၢ်ကွဲးသ့ၢ်တဖၢ်အံၤမ့ၢ်အဘၢ်ဒေါ်. ဝံၤ မၢပှၤကျိဖိးယုၤ သရၢ်. ပှၤကျိဖိးမ့ၢ်ကမၢ် သရၢ်ကဘၢ်ဖးယုၤပှၤကျိဖိတဘျိဒီး.

ယဝ်ၢ်စီအဒၢးအသီတဖျၢ်ၢ်နၢ်ၢ်ဒိၢ်ဒီးဂ့ၤ. မုၢ်စ့ၢ်.

_____

_____

လၢထိၢ်ယုသီနမ့ၢ်လဲၤဆူ၀့ၢ်ပူၤနၢ်ၢ် နကအိၢ်ဖဲနၢ်ၢ်ယံၢ်ဒေါ်.

_____

_____

11.10 Listening and Speaking

၁၁.၁၀ *တၢ်မၤလိကနၢ်ဒီးကတိၤပှၤကညီကျိၢ်လၢပှၤကညီအဟံၢ်*

Continue to visit the Karens every day and listen to them conversing together. Also seek opportunities to use the new expressions you have been learning.

သရၢ်--မၢပှၤကျိဖိလဲၤအိၢ်သကိးပှၤကညီၢ်သိးကကနၢ်လိပှၤကညီကတိၤသကိးတၢ်ဒီးၢ်သိးကကတိၤလိတၢ်ကတိၤသ့ၢ်တဖၢ်လၢအမၤလိတ့ၢ်လံဝဲ.

11.11 Cultural Assignment for Lessons 11-15--Carrying

၁၁.၁၁ *တၢ်ယုသ့ၢ်ညါပှၤကညီအလုၢ်အလၢ်*

Who carries what objects--firewood, banana stalks, babies, water, etc.? How do they carry them? Get the terms for the different methods of carrying. Are there certain times during the day when particular things are likely to be carried? When the objects are unloaded, where are they put for storage or use? Listen for the greetings or questions used when people meet along the trail or as they enter or leave the village.

သရၢ်--တၢ်မၤလိတကတိၤ်အံၤနၢ်ၢ်ပှၤကျိဖိကမၤဒၢ်ဝဲ.

LESSON 12

တၢ်မၤလီ ၁၂

12.1 Useful Words and Phrases

၁၂.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲ့ပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိ.

ကတိၤ(တၢ်)	To speak, talk
တဲ(တၢ်)	To tell, say, speak
တၢ်ဂ့ၢ်	Information
လၢအဂ့ၢ်	About him/her/it
ပှၤကညီ	Karen, people in general
ကျိ2ၣ်တဲၣ်	Thai
ပှၤကျိ2ၣ်တဲၣ်ဖိ	The Thai people
ကျိၣ် (ကျိၣ်)	Language
(ပှၤ)ကညီ(အ)ကျိၣ်(ကျိၣ်	The Karen language
ကျိ2ၣ်တဲၣ်(အ)ကျိၣ်(ကျိၣ်	The Thai language
မၤလီ(တၢ်)	To learn, study
တစဲး	A small quantity, a little bit
တစဲးတစဲး	A really small amount
ဖး, ညၢ	Intensive particles
ဖးမုၣ်ညၢ	Extremely enjoyable
တစဲးညၢ	Quite a bit
သ့	To be skilled, able; can
နၣ်	To get, obtain
နၣ် (အ့ၣ်)	To do so that the object obtains something
မတၢလိၣ်/လဲၣ်	Who? What?
မနုၤလိၣ်/လဲၣ်	What?

12.2 Pattern Sentences and Phrases

၁၂.၁ တၢ်ကတိၤအဒီ

(1) <u>Use of</u> ပျဂညီ, <u>"Karen," and</u> ကျိ2်တဲ၁်, <u>"Thai"</u>

(၁) *တၢ်သူတၢ်ကတိၤ "ပျဂညီ" နီး "ကျိ2်တဲ၁်"*
REPEAT after the teacher.
သရ2်--မၢပျဂကျိဖိတဲပိ၁်ထွဲသရ2်အခံ ၂-၃ ဝိ.

(a) ပျဂညီဟဲခံဂၤ.	**Two Karens came.**
ပျဂညီဟဲလၢန့2်တဂၤ.	**A Karen is coming there.**
ပျဂညီဆၢထၢ2်ဖဲန့2်သၢဂၤ.	**Three Karens are standing there.**
ပျဂညီပိ၁်ခွါဟဲခွံဂၤ.	**Nine Karen men came.**
ပျဂညီပိ၁်မှ2်တဟဲဘ2်.	**The Karen women didn't come.**
ဖိသ2်တဂၤအံၤမ့ၢ်ပျဂညီ.	**This child is Karen.**
(b) ပျဂကျိ2်တဲ၁်ဖိလဲၤထိ2်ဘါယွၤခံဂၤ.	**Two Thai people went up to worship.**
ပျဂကျိ2်တဲ၁်ဖိအိ2်ဖဲအံၤ၎ါ.	**Are there Thai people here?**
ပျဂကျိ2်တဲ၁်ဖိတဂၤန့2်အမံၤဒ်လီ2်.	**What is that Thai person's name?**
ပျဂကျိ2်တဲ၁်ဖိကဟဲပျဲၤဂၤလီ2်.	**How many Thai people will come?**
ပျဂကျိ2်တဲ၁်ဖိခံဂၤန့2်ကလဲၤဆူလဲ2်.	**Where are those 2 Thais going?**

(2) <u>Use of</u> ကျ၂ၢ် (ကျ၂ၢ်)

(၂) *တၢ်သူတၢ်ကတိၤ "ကျ၂ၢ် (ကျ၂ၢ်)"*
REPEAT after the teacher.
သရ2်--မၢပျဂကျိဖိတဲပိ၁်ထွဲသရ2်အခံ ၂-၃ ဝိ.

(a) ယမၤလိပျဂညီအကျ၂ၢ်တယံ၁်ဘ2်.	**I didn't study Karen for long.**
ယမၤလိပျဂညီအကျ၂ၢ်တယံ၁်ဒီးဘ2်.	**I haven't studied Karen for long yet.**
ယမၤလိပျဂညီကျ၂ၢ်တယံ၁်အါအါဘ2်.	**I didn't study Karen for very long.**
ယမၤလိပျဂညီကျ၂ၢ်တယံ၁်အါအါဒီးဘ2်.	**I haven't studied Karen very long yet.**
ယမၤလိပျဂညီကျ၂ၢ်နၢ်တလါလံ.	**I have studied Karen for a month.**
ယမၤလိပျဂညီကျ၂ၢ်နၢ်တဆံတသီလံ.	**I have studied Karen for 11 days.**
ယမၤလိပျဂညီကျ၂ၢ်တလါတအိ2်ဒီးဘ2်. (တအိ2်တလါဒီးဘ2်)	**I haven't studied Karen for a month yet.**

ယတမ၊လိပ္ပ၊ကညီအကျိၵ်လ၊၊ ဘၣ်.	**I'm not studying Karen any longer.**
(b) ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်တယံၵ်ဘၣ်.	**I didn't study Thai for long.**
ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်တယံၵ်ဒီး ဘၣ်.	**I haven't studied Thai for long.**
ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်တယံၵ်အါ အါဘၣ်.	**I didn't study Thai for very long.**
ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်တယံၵ်အါ အါဒီးဘၣ်.	**I haven't studied Thai for very long yet.**
ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်န့ၢ်ဃုလါလံ.	**I have studied Thai for six months.**
ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်တနံၣ်.	**I studied Thai for one year.**
ယမ၊လိကျိၣ်တဲၵ်ကျိၵ်တနံၣ်တအိၣ် ဒီးဘၣ်. (တအိၣ်တနံၣ်ဒီးဘၣ်)	**I haven't studied Thai for a year yet.**
ယတမ၊လိကျိၣ်တဲၵ်ကျိၵ်လ၊၊ဘၣ်.	**I no longer study Thai.**

(3) <u>**Use of**</u> လ၊ . . . ဂ့ၢ်, <u>**"about"**</u>

(၃) *တၢ်သူတၢ်ကတိၤ "လ၊ . . . ဂ့ၢ်"*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၵ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a) ယကတဲ(န့ၢ်)နၤလၢပှၤကညီအဂ့ၢ်.	**I'm going to tell you about the Karens.**
ယကတဲ(န့ၢ်)နၤလၢဖိသၣ်တဂၤအံၤအဂ့ၢ်.	**I'll tell you about this child.**
ယကတဲ(န့ၢ်)နၤလၢဝ့ၢ်တဖျၢၣ်နၣ်အဂ့ၢ်.	**I'll tell you the about city.**
ယကတဲ(န့ၢ်)နၤလၢအဝဲအပၢ်အဂ့ၢ်.	**I'll tell you about her father.**
ယကတဲ(န့ၢ်)နၤလၢယဖိမုၣ်အဂ့ၢ်.	**I'll tell you about my daughter.**
ယကတဲ(န့ၢ်)နၤလၢယဒၢးအဂ့ၢ်.	**I'll tell you about my house.**

Repeat (a) saying တဲန့ၢ် **instead of** တဲ. **If in your area the Karens tend to say** တဲအ့ၣ်, **repeat a second time using** တဲအ့ၣ်.

(b) အဝဲတဲမတၤအဂ့ၢ်လိၣ်.	Who is he telling about?
အဝဲတဲသရၣ်စီၤလါအဂ့ၢ်.	He is telling about Thra Saw La.
အဝဲတဲလံၵ်စီဆုံအဂ့ၢ်.	He is telling about the Bible.
ယတဲအီၤလၢနဖိအဂ့ၢ်လံ.	I have told him about your child.

သရှာ--တဲလိကဒီးတဘျီ ဘာ့ဆာ့အအံၤတဘျီနှာ့လၢ "တဲ" အလီါနှာ့တဲလၢ "တဲနှ့ါ." လၢသရှာ့အိုာ့အလီါနှာ့ပှၤမ့ါတဲညီနှ့ါလၢ "တဲအ့ှာ့" ဒီး, တဲလိကဒီးတဘျီဘာ့ဆာ့အအံၤတ ဘျီလၢ "တဲ" အလီါနှာ့တဲလၢ "တဲအ့ှာ့."

(4) <u>Use of</u> နှ့ါ, <u>"to get, obtain"</u>

(၄) *တၢ်သူတၢ်ကတိၤ "နှ့ါ"*

REPEAT after the teacher.

သရှာ--မၢပှၤကျိုဖိတဲပိာ်ထွဲသရှာ့အခံ ၂-၃ ဝိ.

တဲနှ့ါယၢလၢနဂ့ါ.	**Tell me about you (yourself).**
တဲနှ့ါယၢလၢနဖိအဂ့ါ.	**Tell me about your child.**
တနှ့ါယၢလၢနမိၢ်နပၢ်အဂ့ါ.	**Tell me about your parents.**
တဲနှ့ါယၢလၢနဒီပှ့ါဝ့ါအဂ့ါ.	**Tell me about your brothers and sisters.**
တဲနှ့ါယၢလၢနဒၢးအဂ့ါ.	**Tell me about your house.**
တဲနှ့ါယၢလၢနဝ့ါအဂ့ါ.	**Tell me about your city/town.**
တဲနှ့ါယၢလၢပှၤကညီအဂ့ါ.	**Tell me about the Karens.**
တဲနှ့ါယၢလၢကျိ2ာ်တဲာ်ကျိၢ်အဂ့ါ.	**Tell me about the Thai language.**
တဲနှ့ါယၢလၢနကၢ့ၤအိုာ့သကီးနပှ့ါအဂ့ါ.	**Tell me about your going back and visiting your younger sibling.**
တဲနှ့ါယၢလၢနမၤလိပှၤကညီကျိၢ်အဂ့ါ.	**Tell me about your learning Karen.**
တဲနှ့ါယၢလၢနဟဲဆူအံၤအဂ့ါ.	**Tell me about your coming here.**

Note: The နှ့ါ **in the above sentences indicates that the speaker wants to obtain information from you.**

If in your area the Karens are more likely to use အ့ှာ့ **than** နှ့ါ, **repeat the above sentences substituting** အ့ှာ့ **for** နှ့ါ.

သရှာ--ဖဲသရှာ့အိုာ့အလီါနှာ့ ပှၤမ့ါတဲညီနှ့ါလၢ "တဲအ့ှာ့ယၤ" ဒီး, တဲလိတၢ်ကတိၤလၢအဖိခိုာ်အံၤကဒီးတဘျီ ဘာ့ဆာ့အအံၤတဘျီလၢ "နှ့ါ" အလီါတဲလၢ "အ့ှာ့."

12.3 Conversation Practice

၁၂.၃ တၢ်မၤလိဘာ့ဃးဒီးတၢ်တဲသကိုးတၢ်

The teacher will ask you to tell about your family, etc., as below, and you should tell at least 2 things about each. Keep to the vocabulary you have already learned. The teacher should immediately correct any errors by giving the correct statement, and you should repeat it after him/her.

သရှာ်ကသံကွၢ်ပှၤကျိုဖိဘာ်ဃးပှၤကျိုဖိအဟံာ်ဖိယီဖိအဂ့ၢ်ဒ်လၢတၢ်သံကွၢ်လၢအအိာ်တ့ၢ်လံဝဲလံၤအဖီလာ်တဖၣ်အံၤ. သရှာ်မ့ၢ်သံကွၢ်ပှၤကျိုဖိအတၢ်သံကွၢ်တကျိုၤဒီးတကျိုၤနှဉ် ပှၤကျိုဖိကဘာ်စံးဆၢစုၤကတၢ်နှဉ်တကျိုၤခံမံၤဒီးမၢပှၤကျိုဖိသူတၢ်ကတိၤတဖၣ်လၢအမၤလိဘာ်တ့ၢ်လံဝဲနှဉ်. ပှၤကျိုဖိတဲတၢ်မ့ၢ်တဘာ်ဘာ်နှဉ် သရှာ်ကဘာ်တဲဘာ်နှ်ကၢ့ၤပှၤကျိုဖိတဘျိုယီဒီးမၢပှၤကျိုဖိတဲပိာ်ကဒီးသရှာ်အခံတဘျိုကဒီးနှဉ်လီၤ.

(1) တဲနှ်ယၤလၢနမိၢ်အဂ့ၢ်.

(2) တဲနှ်ယၤလၢနပၢ်အဂ့ၢ်.

(3) တဲနှ်ယၤလၢနဒီပှ်ဝဲၢ်အဂ့ၢ်.

(4) နဖိအိာ်ဧါ. မ့ၢ်အိာ်, တဲနှ်ယၤလၢအဂ့ၢ်.

(5) နဒီပှ်ဝဲၢ်အဖိအိာ်ဧါ. မ့ၢ်အိာ်, တဲနှ်ယၤလၢအဂ့ၢ်.

(6) တဲနှ်ယၤလၢနဂ့ၢ်.

(7) တဲနှ်ယၤလၢနဒၢးအဂ့ၢ်.

12.4 Pattern Sentences and Phrases

၁၂.၄ တၢ်ကတိၤအဒိ

(1) <u>Use of</u> သ့, <u>"to be skilled, able; can"</u>

(၁) *တၢ်သူတၢ်ကတိၤ "သ့"*

REPEAT after the teacher.

သရှာ်--မၢပှၤကျိုဖိတဲပိာ်ထွဲသရှာ်အခံ ၂-၃ ဝီ.

(a) ယတဲသ့.	**I can tell.**
ယတဲအဂ့ၢ်သ့.	**I can tell about it.**
နတဲသ့ဧါ.	**Can you tell?**
ယလဲၤကသ့.	**I'll be able to go.**
အမိၢ်ဟဲကသ့.	**Her mother can come.**
ယပၢ်ဟားတသ့ဘာ်.	**My father can't walk.**
ယဖိကတိၤတၢ်တသ့ဒီးဘာ်.	**My child can't talk yet.**
နသးဝံာ်တၢ်သ့ဧါ.	**Can you sing?**
(b) ယကတိၤပှၤကညီကျိာ်သ့.[13]	**I can speak Karen.**
ယကတိၤပှၤကညီကျိာ်တသ့ဘာ်.	**I can't speak Karen.**
ယကတိၤပှၤကညီကျိာ်သ့တစဲးတစဲး	**I can speak a little Karen.**

[13] **In some districts (e.g., Maesariang District) the Karens tend to use** တဲ **instead of** ကတိၤ **when referring to ability to speak languages. If this is the case where you are, you should also drill on (b) above substituting** တဲ **for** ကတိၤ.

ယကတိ၊ပှ၊ကညီကျိၵ်တသ့အါ I can't speak much Karen.
အါဘၵ်.
နကတိ၊ကျိၵ်တဲၵ်ကျိၵ်သ့ၵေါ်. Can you speak Thai?
နကတိ၊ကျိၵ်တဲၵ်ကျိၵ်သ့စ့ၢ်ၵေါ်. Can you also speak Thai?
နကတိ၊ကျိၵ်တဲၵ်ကျိၵ်တသ့ၵေါ်. Can't you speak Thai?

Repeat (a) and (b) above pronouncing သ့ as စ့ (or vice versa if the teacher has already pronounced it that way).

(2) <u>Use of</u> မတ၊လီၵ်/လဲၵ်, မနု၊လီၵ်၊လဲၵ်, <u>"Who?/What?"</u>

(၂) *တၢ်သူတၢ်ကတိၤ "မတ၊လီၵ်/လဲၵ်" ဒီး "မနု၊လီၵ်/လဲၵ်"*

REPEAT after the teacher.

သရၢ်--မၢပှ၊ကျိဖိတဲပိၵ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

(a) နသရၢ်မ့ၢ်မတ၊လီၵ်. Who is your teacher?
နပၢ်မ့ၢ်မတ၊လီၵ်. Who is your father?
ပှ၊တဂ၊နၢ်မ့ၢ်မတ၊လီၵ်. Who is that person?
ပှ၊ခံဂ၊အံၤမ့ၢ်မတ၊လီၵ်. Who are these 2 persons?
ပှ၊ဆ့ၵ်နီ၊ဖဲနၢ်တဂ၊မ့ၢ်မတ၊
လီၵ်. Who is the person sitting there?
ပှ၊ကတိၤတၢ်တဂ၊နၢ်မ့ၢ်မတ၊
လီၵ်. Who is the person speaking?

(b) မတ၊ဟဲလ၊နၢ်တဂ၊လီၵ်. Who is the person coming from there?
မတ၊အိၵ်လ၊နဒၢးပူ၊တဂ၊လီၵ်. Who is the person in your house?
မတ၊ဂ၊ဟးထိၵ်လ၊ကျိပူ၊လီၵ်. Who is leaving the school?
မတ၊ဂ၊ဟဲအိၵ်သကီးန၊လီၵ်. Who came to visit you?
မတ၊ဂ၊ဆ၊ထၢ်ဖဲနၢ်တဂ၊လီၵ်. Who is standing over there?
ဖဲအံၤမတ၊ဂ၊ကတိၤကျိၵ်တဲၵ်
ကျိၵ်သ့လီၵ်. Who here can speak Thai?

(c) နကလဲ၊ဆူမတ၊ဂ၊အအိၵ်လီၵ်. To whom are you going?
သရၢ်လဲ၊အိၵ်သကီးမတ၊လီၵ်. Whom did Teacher go and visit?
အဝဲတဲမတ၊ဂ၊အဂ့ၢ်လီၵ်. About whom is she telling.
နဖိလိၵ်ကွဲဒီးမတ၊ဂ၊လီၵ်. With whom is your child playing?

အနှဉ်မတ၊အဂ၊ဒၢးလိၵ်. **Whose house is that?**
အအံၵ်၊မတ၊အလိၣ်လိၵ်. **Whose place is this?**

Repeat (a), (b), and (c) above using instead of လိၵ်. **If in your area the Karens say** မတ၊ဂ၊ **repeat again using** မတ၊ဂ၊ **inflade of** မတ၊

သရှၵ်--တဲလိကဒီးတဘျီ ဘၵ်ဆၵ်အအံၵ်၊တဘျီနှၵ်လ၊ "မတ၊" အလိၣ်နှၵ်တဲလ၊ "မတ၊ဂ၊." တဲလိကဒီး တဘျီ ဘၵ်ဆၵ်အအံၵ်၊တဘျီနှၵ်လ၊ "လိၵ်" အလိၣ်တဲလ၊ "လဲၵ်." ဖဲသရှၵ်အိၵ်အလိၣ်နှၵ်ပှၤမ့ၣ်တဲညီနှၣ်လ၊ "မတ၊ဂ၊" နှၵ်တဲလိကဒီးဘျီလ၊ "မတ၊" အလိၣ်နှၵ်တဲလ၊"မတ၊ဂ၊"

(d) နမၤလိမတ၊လိၵ်.	**What are you studying?**
နမၤလိမတ၊အဂ့ၣ်လိၵ်.	**What are you studying about?**
အဝဲကတိၤမတ၊အကျိၵ်လိၵ်.	**What language is he/she speaking?**
အဝဲတဲမတ၊လိၵ်.	**What is he/she telling (saying)?**
အဝဲတဲမတ၊အဂ့ၣ်လိၵ်.	**What is he/she telling about?**
ဖိသၵ်လိၵ်ကွဲမတ၊လိၵ်.	**What are the children playing?**
ဖိသၵ်သးဝံၵ်တၣ်သးဝံၵ်မတ၊လိၵ်.	**What song are the children singing?**
ဝ့ၣ်တဖျၣ်နှၵ်မ့ၣ်ဝ့ၣ်မတ၊လိၵ်.	**What city is that (city)?**

Repeat (d) using မနၤ **in place of** မတ၊ **and** လဲၵ် **in place of** လိၵ်.

သရှၵ်--တဲလိ (d) ကဒီးတဘျီ ဘၵ်ဆၵ်အအံၵ်၊တဘျီနှၵ် လ၊ "မတ၊" အလိၣ်တဲလ၊ "မနၤ" ဒီးလ၊ "လိၵ်" အလိၣ်နှၵ်တဲလ၊ "လဲၵ်."

(3) <u>**Use of**</u> **တစ်း,** <u>**"a small quantity, a little bit"**</u>

(၃) *တၣ်သ့ကတၣ်ကတိၤ "တစ်း"*

REPEAT after the teacher.

သရှၵ်--မၢပှၤကျိဖိတဲပိၵ်ထွဲသရှၵ်အခံ ၂-၃ ဝီ.

(a) ယံၵ်တစ်း	**A bit long in time**
အါတစ်း	**A bit much.**
ဒိၵ်တစ်း	**A bit big.**
သိတစ်း	**A bit new.**
လိၣ်လံၤတစ်း	**A bit old.**
(b) မ့ၵ်ထိၵ်တစ်းလံ.	**It's a bit more enjoyable already.**
ဂ့ၤထိၵ်တစ်းလံ.	**It's a bit better already.**

ဒေါ်ထီးတစ်းလံ.	She's a bit bigger already.
သ့ထီးတစ်းလံ.	He's a bit more skilled already.
(c) သရက်ကတိုးတေါ်ယံ၁်တစ်း.	The teacher spoke a bit long.
ဒေါ်းတဖျာ၁်အံ့းဒေါ်တစ်း.	This house is a bit large.
ဒေါ်းအန့်၁်တဖျာ၁်နှ၁်လီ၊်လံ့းတစ်း.	That house is a bit old.
ယအိ၁်ဖဲအံ့းမှ၁်ထီ၁်တစ်းလံ.	I am enjoying it here a bit more already.
ယကတိုးပှ့ကညီကျိ၁်သ့ထီ၁်တစ်းလံ.	I can speak Karen a bit (more) skillfully already.
ယဖိဒေါ်ထီ၁်တစ်းလံ.	My child is a bit bigger already.

(4) <u>Use of</u> ဖး <u>and</u> ညါ, <u>intensive particles.</u>

(၄) *တေါ်သ့ကတေါ်ကတိုး "ဖး" ဒီး "ညါ"*

REPEAT after the teacher.

သရ၁်--မာပှ့ကျိဖိတဲ့ပိ၁်ထွဲသရ၁်အခံ ၂-၃ ဝီ.

ဖးမှ၁်ညါ	Immensely enjoyable
ဖးဂ့ုးညါ	Extremely good
ဖးယံ၁်ညါ	Considerably long in time
ဖးအါညါ	Extremely numerous
ဖးဒေါ်ညါ	Extremely large
ဖးသ့ညါ	Extremely skilled, extremely able

Repeat the above dropping the ညါ.

သရ၁်--တဲ့လိကဒီးတဘျီ ဘ၁်ဆ၁်အအံ့းတဘျီနှ၁်ပ၁်လီ၊်တဲ့၁်တေါ်ကတိုး "ညါ." အဒိ--ဖးမှ၁်.

12.5 Notes on Word Usage and Grammar

၁၂.၅ သရ၁်--မာပှ့ကျိဖိဖးတေါ်ဂ့ုါ်အံ့းဒ၁်ဝဲလၢဒၢး.

(1) <u>Use of</u> လၢ ... ဂ့ုါ်, <u>"about"</u>

The word ဂ့ုါ် is never used alone; it must be preceded by တေါ် or a possessive pronoun. When preceded by တေါ် (as in တေါ်ဂ့ုါ်), it means "information/series of facts and/or events." It is most commonly used in phrases introduced by လၢ, in which case the meaning becomes "about;" e.g., လၢယဂ့ုါ်, "about me;" လၢနဂ့ုါ်, "about you;" လၢအဂ့ုါ်, "about him/her/it." In such cases the appropriate possessive pronoun precedes the word ဂ့ုါ်. See 12.2 (3) for other examples. Sometimes the လၢ is dropped in everyday conversation; e.g., ယကတဲ့နၢ်အဂ့ုါ်, "I'll tell you about it (i.e., it's facts)."

(2) Use of နၢ်, "to get, obtain"

In this lesson you are introduced to the use of နၢ်, meaning "to get, obtain." It is almost always used together with some other verb which indicates the method of obtaining; e.g., "to get by picking up;" "to get by digging up," etc. However, you haven't learned these other verbs yet. When the verb နၢ် is preceded by another verb and followed by a noun or pronoun referring to a person, it means that the subject performs the action indicated which results in the object's obtaining something, as in 12.2 (4); e.g., တဲနၢ်ယၢလၢနဲ့ဂ့်, "Tell me about you (yourself)." Since this sentence is a command, the subject is understood to be "you." ယၢ, "me," is the object, and the telling results in my obtaining information about you. The နၢ် (or in some areas အ့ၣ်) should be used in this kind of expression when it is a command; but when it is a statement the use of နၢ် (or အ့ၣ်) is optional; e.g., ယကတဲနၢလၢယဖိအ့ဂ့်, "I'll tell you about my child." (One could also say, ယကတဲနၢ်နၢလၢယဖိအ့ဂ့်, or, ယကတဲအ့ၣ်နၢလၢယဖိအ့ဂ့်.) နၢ် is also used when referring to length of study or doing a job which is continuing; e.g., ယမၢလိပ္ပၢကညီကျိၣ်နၢ်ခံလၢလံ, literally, "My studying Karen has gotten two months already."

Note that နၢ် meaning "to get/obtain" is written with the ် tone mark whereas the နၢ်ၣ် meaning "that" and the နၢ်ၣ် which ends a phrase or clause is written with the ် tone. In everyday conversation the words are often pronounced the same; hence, it is common for Karens to also use the wrong tone mark when writing either of these 2 words.

(3) Use of သ့, "to be skilled, able; can"

As can be seen in 12.4 (1) the word သ့, "to be skilled or able (can)" is used in the same way as descriptive verbs with a clause as the subject, although it is difficult to express the meaning in English in a way that shows the clause as the subject of the verb သ့. As in the case of descriptive verbs, the future particle, ကၢ, and the negative particle, တ, usually precede the verb သ့ rather than the verb which indicates the kind of ability; e.g., ယလဲၢသ့, "I am able to go, I can go;" ယလဲၢကသ့, "I'll be able to go;" ယလဲၢတသ့ဘၣ်, "I won't be able go, I can't go." Since in English one is more likely to say "can" rather than "am able," "will be able," etc., you must be careful when speaking Karen to remember to use the future particle ကၢ when the meaning is future.

(4) Use of မတၢလီၣ်/လီၣ်,/လဲၣ်, မနုၢလီၣ်/လဲၣ်, "Who?/ What?"

In Thailand in everyday speech the Karens use မတၢလီၣ်/လဲၣ် for both "Who?" and "What?" whereas in Burma မတၢလီၣ်/လဲၣ် means "Who?" and မနုၢလီၣ်/လဲၣ် means "What?" Since the Bible and other literature prepared in Burma uses မနုၢလဲၣ် for "What?" and since you will occasionally hear Karens in Thailand use this expression, especially in more formal speech, you should become familiar enough with it to recognize it when you hear it, although you will probably want to use မတၢလီၣ်/လဲၣ် for both "Who?" and "What?" when you are speaking. Sometimes in Thailand, to make a distinction, the word ဂၢ is used following မတၢ if the meaning is "Who?";

e.g., ပုၤဆၢထၢ်ဖဲန့ၣ်မ့ၢ်မတၢဂၢလီၣ်, "Who is the person standing there?" This makes the meaning clearer, but the ဂၢ is often omitted in everyday conversation.

You may have noticed that in 12.4 (2-a) where the verb is မ့ၢ်, the word မတၢ comes at the end of the sentence, whereas in (b) where other verbs are used မတၢ comes at the beginning of the sentence if it is the subject of the verb. In both cases "Who?" comes first in the English translation; e.g., နသရၣ်မ့ၢ်မတၢလီၣ်, "Who is your teacher?" မတၢဟဲလၢန့ၣ်တဂၢလီၣ်, "Who is coming there?"

(5) Use of တၢ်, "thing"

The word တၢ် really means "thing." In Lesson 8 you learned the verb သးဝ်ၣ်(တၢ်), and in the new vocabulary introduced in this lesson in 12.1 the verb "to speak" was written as ကတိၢ(တၢ်), the word for "to tell" as တဲ(တၢ်), and the word for "to learn, study" as မၢလိ(တၢ်). That is because these verbs require an object to be expressed unless the object is understood from the context. Often တၢ် is used as an indefinite object when no other object is expressed; e.g., If you are asked whether you can tell such and such a thing, you can answer, ယတဲသ့, and it would not be necessary to express any object of the verb because the meaning is alreeady understood from the question. But suppose you want to say that a certain person has speaking ability, you would need to express an object of the verb and could use the indefinite word တၢ်, "things, something," if you didn't wish to be specific; e.g., ပုၤတဂၢန့ၣ်တဲတၢ်သ့, "That person is able to tell things (has ability in telling)." When verbs which require an object are introduced in the Useful Words and Phrases of a lesson, the word တၢ် will be written in ( ) following the verb to indicate that when an object is not expressed or understood from the context, the word တၢ် must be used as the object.

Almost all of the verbs which in Karen require an object are equivalent to English verbs which can have an object. One exception is the verb လဲ, "to go." Although this verb does not require an object (and in English cannot have one), the word တၢ် is sometimes used as its object. In such cases the meaning is "to travel, go on a trip" rather than just "to go;" e.g., လါထိၣ်ခံသီန့ၣ်ယပၢ်ကလဲတၢ်, "My father will go on a trip on the second day of the month."

(6) Use of ဖး and ညါ, intensive particles

As can be seen from 12.4 (4) the words ဖး and ညါ are used to intensify the meaning of descriptive verbs and verbs of ability. ဖး always precedes the descriptive verb and gives the meaning of "very." When ညါ is added to the expression, the meaning is intensified still more to mean "extremely, considerably, immensely," etc.; e.g., ဖးမုၣ်, "very enjoyable;" ဖးမုၣ်ညါ, "extremely enjoyable." Sometimes the expression ဖးဒိၣ် ညါ is added to another descriptive verb to intensify the meaning even more; e.g., မုၣ်ဖးဒိၣ်ညါ.

12.6 Substitution Drill

၁၂.၆ တၢ်ဆီတလဲတၢ်ကတိၤ

Repeat the first sentence after the teacher, then make substitutions according to the words in ( ) as given by the teacher. If the word to be substituted is an action verb, substitute it for the action verb in the clause which is the subject of the descriptive verb. If the word is a descriptive word, substitute it for the descriptive verb at the end of the sentence. If the word is a particle (negative or future) insert it where it should go in connection with the descriptive verb and drop any such particle which is alreeady there. You may look at the book the first time to be sure that you understand, but after that close your book and repeat the drill several times.

သရၣ်--အဆိသရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအမဲၢ်ညါတကျိၤဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံတဘျိဝံၤ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤ. ပှၤကျိဖိကဘၣ်သူတၢ်ကတိၤအဝဲနၣ်ဒီးဆီတလဲတၢ်ကတိၤအခီၣ်ထံးတကျိၤဒၣ်ခံကျိၤတကျိၤအသိး. ပှၤကျိဖိတဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်တဲလီၤတံၢ်နၣ်က့ၤပှၤကျိဖိတဘျိဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ. မၤဒၣ်အံၤစးထိၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ဝံၤ ခံဝိတဝိမၢပှၤကျိဖိကးဘၢဃၣ်အလံၣ်ဒီးတဲကဒီးဒၣ်အဒိအသိးစးထိၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ် ၃-၄ ဝိ. မၤဒၣ်အံၤဒၣ်သိးပှၤကျိဖိကသ့ၣ်ညါတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤအလီၢ်ဒီးအကလုၢ်ထိၣ်ကလုၢ်လီၤ လီၤတံၢ်လီၤဆဲး.

ယကတိၤကျိ2ၣ်တဲၣ်ကျိၣ်သ့.	T,S	(လဲၤဘါယွၤ)
ယလဲၤဘါယွၤသ့.	T,S	(မှၣ်)
ယလဲၤဘါယွၤမှၣ်.	T,S	(တ, ဘၣ်)
ယလဲၤဘါယွၤတမှၣ်ဘၣ်.	T,S	(လဲၤအိၣ်လၢနၣ်)
ယလဲၤအိၣ်လၢနၣ်တမှၣ်ဘၣ်.	T,S	(ယံၣ်)
ယလဲၤအိၣ်လၢနၣ်တယံၣ်ဘၣ်.	T,S	(က)
ယလဲၤအိၣ်လၢနၣ်ကယံၣ်.	T,S	(drop က)(မၤလီၤတဲၣ် "က")
ယလဲၤအိၣ်လၢနၣ်ယံၣ်.	T,S	(သ့)
ယလဲၤအိၣ်လၢနၣ်သ့.	T,S	(ကတိၤကျိ2ၣ်တဲၣ်ကျိၣ်)

12.7 Conversation Practice (After you have learned the previous sections well.)

၁၂.၇ တၢ်မၤလီဘၣ်ဃးတၢ်တဲသကိးတၢ် (တချုးသရၣ်သိ2ၣ်လိတၢ်တကတိၢ်အံၤဒံးဘၣ်နၣ် ပှၤကျိဖိ[ကြ]ားနၢ်ပၢၢ်တၢ်မၤလီလၢအပူၤကွံၣ်တဖၣ်နၣ်ဂ့ၤဂ့ၤဘၣ်ဘၣ်တစဲး.

LISTEN as the teacher reads the following conversation, indicating the speakers. Then tell as much as you can in Karen. If you didn't get it all, have the teacher read the conversation again several times. After you understand it all, take the B parts while the teacher takes the A parts. After you can say the B parts correctly and fluently without the book, change and take the A parts.

သရှာ်ကဘာ်ဖးတၢ်ကတိၤသ့ာ်တဖၣ်အံၤဒီးမၢပှၤကျိုဖိကနှာ်. ဖဲသရှာ်ဖးအခါ သရှာ်ကဘာ်ဖးထီဉ် **"A"** ဒီး **"B"** အ မံၤဒ်သိးပှၤကျိုဖိကသ့ာ်ညါမ့ၢ်ပှၤမတၤတဂၤကတိၤတၢ်လဲဉ်. သရှာ်ဖးတဝီဝံၤဒီး မၢပှၤကျိုဖိတဲလိဒီးကွၢ် လၢပှၤကညီအကျိုာ်မ့ၢ်ပှၤကျိုဖိန်ၢ်ပၢၢ်ဝဲပှဲၤလဲဉ်. ပှၤကျိုဖိမ့ၢ်တန်ၢ်ပၢၢ်ဒ်းဘာ်သရှာ်ကဖးကဒီးတဝီခံဝီသ့ဒီးမၢပှၤကျိ ဖိတဲဒီးတၢ်လၢအန်ၢ်ပၢၢ်အါထီဉ်ဝဲသ့ာ်တဖဉ်နှဉ်. ပှၤကျိုဖိမ့ၢ်တန်ၢ်ပၢၢ်ခဲလၢာ်ဒ်းဘာ်နှဉ် မၢပှၤကျိုဖိအိးထီဉ်အလံ၎ဉ် ဒီးကွၢ်ဗိာ်သရှာ်အခံဖဲသရှာ်ဖးယုၤကဒီးပှၤကျိုဖိအခါ. *တုၤလၢပှၤကျိုဖိန်ၢ်ပၢၢ်ဝဲခဲလၢာ်လံနှဉ် မၢပှၤကျိုဖိကဲဒီးကွၢ်* **"B"** ဒီးသရှာ်ကဲဒီးကွၢ် **"A"**,တဲလိတဝီခံဝီဝံၤ မၢပှၤကျိုဖိကးဘၢယာ်အလံာ်ဒီးတဲဒီးကွၢ် **"B"** အတၢ်ကတိၤ. တဲလိကဒီး ၃-၄ ဝီ. လၢခံတနံၤနှဉ်ကွၢ်ကဒါက့ၤတၢ်မၤလိတတိၢ်အံၤ ဒီးတဲလိကဒီးဒ်အံၤ. တုၤလၢပှၤကျိုဖ တိၢ်ဝဲန့ၢ်ဂ့ၤဂ့ၤဘာ်ဘာ်လံနှဉ် မၢဒီးကွၢ်ပှၤကျိုဖိကဲက့ၤ **"A"** ဒီးသရှာ်ကဲက့ၤကဒီး **"B"** လၢပှၤကျိုဖိအလိၢ်. တဲလိတၢ်ကတိၤတဖဉ်အံၤတုၤလၢပှၤကျိုဖိတိၢ်ဝဲန့ၢ်လၢာ်နှဉ်တက့ၢ်.

A. နကတိၤပှၤကညီကျိုာ်သ့ၤ၎ါ.
B. သ့တစဲးတစဲး.
တသ့အါအါဒ်းဘာ်.
ယမၤလိပှၤကညီကျိုာ်တအိဉ်တလါဒ်းဘာ်.
A. နကတိၤပှၤကညီသ့ဖးဒိဉ်ညါ.
နဟဲအိဉ်ဖဲအံၤမှာ်၎ါ.
B. မှာ်.
ယမၤလိပှၤကညီကျိုာ်မှာ်စ့ၢ်.
နဲ့နအိဉ်ဖဲအံၤယံာ်လံ၎ါ.
A. ယအိဉ်ဖဲအံၤအနံာ်လ့ၢ်ဆံလံ.
ယဟဲဖဲယအိဉ်တဆံဃုနံာ်.
B. နတဲန့ၢ်ယၤလၢပှၤဖဲအံၤအဂ့ၢ်တစဲးသ့ၤ၎ါ.
A. သ့. ဖဲအံၤပှၤကညီအိဉ်အါ.
ပှၤကညီလၢအအိဉ်ဖဲအံၤနှဉ် ဘါယွၤအါဂၤ.
ပှၤကျိုဉ်တဲာ်ဖိအိဉ်ဖဲအံၤစ့ၢ်.
ပှၤကျိုဉ်တဲာ်ဖိဘါယွၤတအါဘာ်.
B. ဖဲအံၤကျိုမၤလိတၢ်အိဉ်၎ါ.
A. အိဉ်. ပှၤကျိုဖိမၤလိတၢ်လၢကျိုဉ်တဲာ်ကျိုာ်.
နဲ့နကတိၤကျိုတဲာ်သ့စ့ၢ်၎ါ.
B. သ့. ယမၤလိကျိုဉ်တဲာ်ကျိုာ်နှ့ၢ်တနံာ်လံ.
A. ဂ့ၤလံ. တယံာ်လၢၤဘာ်နကတိၤပှၤကညီကသ့ဂ့ၤဂ့ၤစ့ၢ်.

12.8 Reading and Writing

၁၂.၈ တၢ်မၢလိဖးဒီးကွဲးပှၢ်ကညီကျိၢ်

Repeat the following 2 sentences after the teacher. Then at home copy them twice each in the spaces provided. The next day have the teacher check your writing. Then read the sentences to the teacher. He/she should correct any mistakes in pronunciation.

သရၣ်--မၢပှၢ်ကျိဖးပိၣ်သရၣ်အခံတကျိၢ်ဘၣ်တကျိၢ်၀ဲ၊ မၢပှၢ်ကျိဖိကွဲးလိလၢဒၢးတကျိၢ်နၣ်ခံဝီဖဲတၢ်လီၢ်လီၢ်ဟိ. လၢခံတနံၢ်သရၣ်ကဘၣ်ကွၢ်ပှၢ်ကျိဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၢ်မ့ၢ်အဘၣ်၄ၢ်. ၀ဲၢ်မၢပှၢ်ကျိဖိဖးယုၢ်သရၣ်. ပှၢ်ကျိဖိ မ့ၢ်ကမၣ် သရၣ်ကဘၣ်ဖးယုၢ်ပှၢ်ကျိဖိတဘျိၢ်ဒီး.

နမၢလိကျိၣ်တဲၣ်ကျိၣ်ဖးယံၣ်ညၢ်၄ၢ်.

_____

_____

မတၢတဲန့ၢ်ယၢလၢပှၢ်ကညီအဂ့ၢ်သ့လဲၣ်.

_____

_____

12.9 Listening and Speaking

၁၂.၉ တၢ်မၢလိကနၣ်ဒီးကတိၢ်ပှၢ်ကညီကျိၣ်လၢပှၢ်ကညီအဟံၣ်.

Continue to visit Karens every day and listen to them as they converse with each other and with you. Also seek opportunities to use the vocabulary and expressions you have been learning.

သရၣ်--မၢပှၢ်ကျိဖိလဲၢ်အိၣ်သကိးပှၢ်ကညီဒ်သိးကကနၣ် လိပှၢ်ကညီကတိၢ်သကိးတၢ်ဒီးဒ်သိးပှၢ်ကျိဖိကကတိၢ် လိတၢ်ကတိၢ်သ့ၣ်တဖၣ်လၢအမၢလိတ့ၢ်လံ၀ဲ.

12.10 Cultural Assignment--Continue to work on 11.10.

၁၂.၁၀ တၢ်ယုသ့ၣ်ညၢ်ပှၢ်ကညီအလုၢ်အလၢ် -- တၢ်မၢလိတကတိၢ်အံၢ်နၣ်ပှၢ်ကျိဖိကမၢဒၣ်ဝဲ.

LESSON 13

တၢ်မၤလီ ၁၃

13.1 Useful Words and Phrases

၁၃.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်တွဲသရၣ်အခံ ၁-၂ ဘျိ.

အအံၤ (အန့ၣ်)	This (that) (accompanied by appropriate gesture)
ကိုး(ကိုး)	To call
လံၣ်	Book, writing
မၤလိလံၣ်	To study from books
လံၣ်သးဝံၣ်	Songbook, hymnbook
လံၣ်တၢ်တဲ	Storybook, fiction
လံၣ်တၢ်မၤလိကညီကျိၣ်	Karen language textbook
စီဆုံ	To be pure, holy
လံၣ်စီဆုံ	Bible, Holy Scriptures
တၢ်စီဆုံ, တၢ်စီတၢ်ဆုံ,	Holiness
ပှၤစီပှၤဆုံ	Saints
လံၣ်စီဆုံကျိ	Bible school, seminary
စဘဲ[14]	Table
လီၢ်	Place
လီၢ်ဆ့ၣ်နီၤ	Chair
တၢ်ဟး(အ)လီၢ်	Latrine
တၢ်ဘါအလီၢ်	Place of worship
ဘ့ၣ်	Classifier for things considered as being flat
တၢ်	Particle changing verbs to nouns or gerunds
မး	Intensive particle

[14]In Burma and in the Bible this word is spelled စပ္ပဲ.

ဂုဏေး	**Very good**
ထံ၌(တၢ်)	**To see**
ထံ၌နၢ်(တၢ်)	**To find and obtain**
ထံ၌ကၢ(တၢ်)	**To find again something one had already possessed before.**

13.2 Pattern Sentences and Phrases

၁၃.၂ တၢ်ကတိၤအဒိ

(1) <u>Use of</u> အအံၤ, <u>"this" and</u> အန့ၣ်, <u>"that"</u>

(၁) *တၢ်သူတၢ်ကတိၤ "အအံၤ" ဒီး "အန့ၣ်"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒီ.

(a) အအံၤမတၢလိၣ်. (အအံၤမနုၤ လဲၣ်.)	**What is this?**
အန့ၣ်မတၢလိၣ်. (အန့ၣ်မနုၤ လဲၣ်.)	**What is that?**
အအံၤလံၣ်.	**This is a book. (These are books.)**
အအံၤလံၣ်သးဝံၣ်.	**This is a hymnal. (These are hymnals.)**
အအံၤလံၣ်စိဆုံ.	**This is a Bible. (These are Bibles.)**
အန့ၣ်စဘဲ.	**That is a table. (Those are tables.)**
အန့ၣ်လိၢ်ဆ့ၣ်နီၤ.	**That is a chair. (Those are chairs.)**
အန့ၣ်တၢ်ဟားလိၢ်.	**That is a latrine.**
(b) အအံၤမတၢအတၢ်လိၣ်.	**Whose is this (thing)?**
အန့ၣ်မတၢအတၢ်လဲၣ်.	**Whose is that (thing)?**
အအံၤယတၢ်.	**This is mine (my thing).**
အအံၤယမိၢ်အတၢ်.	**This is my mother's (thing).**
အန့ၣ်ယဝဲၢ်နိၢ်အတၢ်.	**That is my elder sister's (thing).**
အန့ၣ်ယဖိခွါအတၢ်.	**That is my son's (thing).**

(2) <u>Use of</u> ကိုး(ကိုး), <u>"to call"</u>

(၂) *တၢ်သူတၢ်ကတိၤ "ကိုး(ကိုး)"*

REPEAT after the teacher.

သရှာ--မၢပှၢကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ၂-၃ ဝိ.

(a) အအံၤနကီးဒ်လိၣ်.	**What do you call this?**
(အအံၤနကီးဒ်လဲၣ်.)	
အအံၤ ပှၢကီးဒ်လိၣ်.	**What do people call this? (What is this called?)**
အနၣ်ပှၢကီးဒ်လိၣ်.	**What do people call that? (What is that called?)**
အအံၤပှၢကီးလၢစဘဲ့.	**This is called a table. (People call this a table.)**
အနၣ်ပှၢကီးလၢလိ၊်ဆ့ၣ်နီၤ.	**That is called a chair.**
အနၣ်ပှၢကီးလၢလံာ်သးဝံၣ်.	**That is called a hymnbook.**
အအံၤပှၢကီးလၢလံာ်စီဆ့ဲ.	**This is called a Bible.**
(b) နကီးအမံၤဒ်လိၣ်.	**What name do you call him/her?**
နကီးနဖိအမံၤဒ်လဲၣ်.	**What name do you call your child?**
ပှၢကီးဖိသၣ်တဂၤအံၤအမံၤ ဒ်လိၣ်.	**What name do people call this child?**
ယကီးအီၤလၢလၢလ၊.	**I call him La La.**
မတၤကကီးတ၊်သးဝံၣ်လိၣ်.	**Who will call the hymn? (i.e., choose and announce it?)**
(c) လဲၤကီးနဝဲ၊်စိ.	**Go call your elder brother.**
လဲၤကီးနဝဲ၊်နိ၊်.	**Go and call your elder sister.**
ယကဟဲကီးနၤ.	**I'll come and call for you.**

(3) <u>Classifiers with new nouns</u>

(၃) *တ၊်သူတ၊်ကတိၤ "ဖျၢၣ်" ဒီး "ဘ့ၣ်"*

REPEAT after the teacher.

သရှာ--မၢပှၢကျိဖိတဲပိာ်ထွဲသရှာ်အခံ ၂-၃ ဝိ.

စဘဲ့တဖျၢၣ်	**A table**
စဘဲ့သၢဖျၢၣ်	**Three tables**
စဘဲ့ယဲ၊်ဖျၢၣ်	**Five tables**

စဘဲ့နှံ့ဖျၢၵ်	**Seven tables**
လီၢ်ဆ့ၵ်နီၤခံဆံတဖျၢၵ်	**Twenty-one chairs**
လီၢ်ဆ့ၵ်နီၤလွံၢ်ဆံယဲၢ်ဖျၢၵ်	**Forty-five chairs**
လီၢ်ဆ့ၵ်နီၤနှံ့ဆံဃီးဖျၢၵ်	**Seventy-eight chairs**
တၢ်ဟးလီၢ်တဖျၢၵ်	**A latrine**
လံၵ်တဘ့ၵ်	**A book**
လံၵ်အခီၵ်ထံးတဘ့ၵ်	**The first book**
လံၵ်ခံဘ့ၵ်တဘ့ၵ်	**The second book**
လံၵ်သးဝံၵ်ခံဘ့ၵ်သၢဘ့ၵ်	**2-3 songbooks**
လံၵ်သးဝံၵ်အဘ့ၵ်ခံဆံ	**Twenty hymnbooks**
လံၵ်စီဆ့ံယဲၢ်ဘ့ၵ်	**Five Bibles**
လံၵ်စီဆ့ံအါဘ့ၵ်	**Many Bibles**

(4) **<u>Use of</u>** **မး, <u>intensive particle</u>**

(၄) *တၢ်သူတၢ်ကတိၤ "မး"*

REPEAT after the teacher.

သရၢ်--မၢပှၤကျိဖိတဲဗိၵ်ထွဲသရၢ်အခံ ၂-၃ ဒီ.

(a) အါမး	**Very much**
မုၵ်မး	**Very pleasant, very enjoyable**
ဒိၵ်မး	**Very big**
ယံၵ်ဒိၵ်မး	**Very long in time**
မုၵ်ဒိၵ်မး	**Very enjoyable**
သ့ဒိၵ်မး	**Very skilled**
(b) အဝဲတဲတၢ်အါဒိၵ်မး.	**He sure talks a lot.**
အဝဲကတိၤကျိၵ်တဲၵ်ကျိၵ်သ့ဒိၵ်မး.	**She sure speaks Thai well.**
နဖိမုၵ်သးဝံၵ်တၢ်မုၵ်ဒိၵ်မး.	**Your daughter sure sings sweetly.**
လံၵ်တဘ့ၵ်အံၤဂ့ၤဒိၵ်မး.	**This is sure a good book.**
နလဲၤတၢ်ယံၵ်ဒိၵ်မး.	**You were surely gone a long time.**
လံၵ်စီဆ့ံတဘ့ၵ်အံၤလီၢ်လံၤဒိၵ်မး.	**This Bible is very old.**
(c) အဝဲမ့ၢ်လဲၤမး ယကလဲၤ.	**Only if he goes will I go.**
ယမိၢ်မ့ၢ်ဟဲမး ယဟဲကသ့.	**Only if my mother comes will I be able to come.**

နဖိမ့်ဒိဉ်မး ကသးဝံ့ဉ်တၢ်ဒီးပှၤသ့.	**Only when your child is big can she sing with us.**
နမ့်မၤလိပှၤကညီကျိ၁်မး နကက တိၤတၢ်ဒီးအီၤသ့.	**Only if you study Karen will you be able to talk with them.**

13.3 Question and Answer Drill

၁၃.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) (For this drill have on hand a Bible, a hymnbook or other songbook, a storybook or fiction book, your Karen language book, and a map showing at least 1 house, a school, and a church. All of these items should be placed nearer to the teacher than to you.) As the teacher asks the question below, he/she should point to one of the items or to one of the buildings on the map or to a table or chair near him/her, and you should answer accordingly. At first the téacher should point to the items in the order listed below. Then you should cover up your book and the teacher should point to the items in random order. After you can answer correctly and promptly, the teacher should vary the questions by sometimes using မနၤလဲ့ **instead of** မတၤလဲ့. **You also should vary your answers by adding the number one + the appropriate classifier. (If you are not sure of the classifiers, you may use the book for one round, noting the classifiers in ( ) on the right-hand side.**

(၁) *သရ့ဉ်--မၢပှၤကျိ၁်ဖၢ်းနှ့ၢ်လံ၁်စီဆ့ၣ်တဘ့ဉ်, လံ၁်သးဝံ့ဉ်တဘ့ဉ်, လံ၁်တၢ်တဲ့တဘ့ဉ်, လံ၁်တၢ်မၤလိပှၤကညီကျိ၁်တဘ့ဉ်, ဒီးဟံးနှ့ၢ်စ့ၢ်ကီးဟီ၃ဉ်ခ၃ဉ်ဂီၤ. လၢဟီ၃ဉ်ခ၃ဉ်ဂီၤအပူၤနှ့ဉ်ကဘဉ်အိ၃ဉ်ဒီးဒၢးအစ့ၤကတၢ်တဖျၢ်ဉ်, ကျိတဖျၢ်ဉ်, ဒီးကျိ၁ဘၢ်ယွၤတဖျၢ်ဉ်. တၢ်သ့ဉ်တဖဉ်အံၤမၢအအိ၃ဉ်ဘူးဒီးသရ့ဉ်. သရ့ဉ်ကသံကွၢ်တၢ်သံကွၢ်ဒ်လၢတၢ်သံကွၢ်အိ၃ဉ်ပဉ်စၢၤဝဲလၢအဖီလ၁ဉ်အံၤ. သရ့ဉ်ကဘဉ်နဉ်တၢ်တမံၤမံၤလၢအအိ၃ဉ်ဘူးဒီးသရ့ဉ်နှ့ဉ် မ့ၢ်လ၁ဉ်မ့ၢ်ဂ့ၤမ့ၢ်တၢ်ဂီၤလၢအအိ၃ဉ်ဖျၢ်လၢဟီ၃ဉ်ခ၃ဉ်ဂီၤအပူၤမ့ၢ်ဂ့ၤ မ့ၢ်စဘ့ဉ်မ့တမ့ၢ်လီၢ်ဆ့ဉ်နီၤလၢအအိ၃ဉ်ဘူးဒီးသရ့ဉ်မ့ၢ်ဂ့ၤ ဒီးမၢပှၤကျိ၁်ဖ၁ၢ်းဆၢ. အခ၃ဉ်ထံးတဘျိသရ့ဉ်ကဘဉ်သံကွၢ်ပှၤကျိ၁်ဖ၁ၢ်တကျိ၁ၤဝံၤတကျိ၁ၤ ဒီးမၤဒီးတဝီနှ့ဉ်မၢပှၤကျိ၁်ဖ၁ၢ်ကးဘၢဃ၁ဉ်အလ၁ဉ် ဒီးသရ့ဉ်ကြၢ်းနဉ်ကျ့ဉ်ကျိ၁ၢ်တၢ်သ့ဉ်တဖ၃ဉ်လၢအကသံကွၢ်ပှၤကျိ၁်ဖ၁ၢ်အံၤ. တ့ၤမ့ၢ်လၢပှၤကျိ၁်ဖ၁ၢ်စံးဆၢတၢ်မ့ၢ်ဘ၃ဉ်ဂ့ၤလံ့နှ့ဉ် သရ့ဉ်ကဘဉ်သ့ဒီးတၢ်ကတိၤလၢ "မနၤလဲ့ဉ်" ဒီးသံကွၢ်ကဒီးပှၤကျိ၁်ဖ. အအံၤတဘျိ၀ဲပှၤကျိ၁်ဖ၁ၢ်စံးဆၢတၢ်အခါနှ့ဉ် ပှၤကျိ၁်ဖ၁ၢ်ကဘဉ်သ့စ့ၢ်ကီးတၢ်ကတိၤ "တဖျၢ်ဉ်" မ့တမ့ၢ် "တဘ့ဉ်." ပှၤကျိ၁်ဖ၁ၢ်သ့တၢ်ကတိၤ "တဖျၢ်ဉ်, တဘ့ဉ်" မ့ၢ်တဘ၃ဉ်ဒ်းဘ၃ဉ်တ၃ီနှ့ဉ် မၢပှၤကျိ၁်ဖ၁ၢ်ကွၢ်လီၤကဒီးအလ၁ဉ်ပှၤတဝီ.*

T. အအံၤမတၤလိ၁ဉ်.
S. အနှ့ဉ်စဘ့ဉ်. (တဖျၢ်ဉ်)
S. အနှ့ဉ်လီၢ်ဆ့ဉ်နီၤ. (တဖျၢ်ဉ်)
S. အနှ့ဉ်ဒၢး. (တဖျၢ်ဉ်)
S. အနှ့ဉ်ကျိ၁ၤလိလံ၁ဉ်. (တဖျၢ်ဉ်)
S. အနှ့ဉ်ကျိ၁ဘၢ်ယွၤ. (တဖျၢ်ဉ်)
S. အနှ့ဉ်လံ၁ဉ်တၢ်တဲ့. (တဘ့ဉ်)

S. ဒနှင့်လံ့သးဝံ့. (တဘှဉ်)
S. အနှင့်လံ့စိဆုံ. (တဘှဉ်)
S. အနှင့်လံ့တၢ်မၤလိကညီကျိ့. (တဘှဉ်)

(2) For this drill the articles used in (1) should be placed nearer to you than to the teacher (or the teacher should sit farther away from them than you). The teacher should sometimes use လီ့ **and sometimes** လဲ့. **Do not use the book after the first round. The teacher should vary the order of the items pointed to and continue to drill until you can respond correctly and promptly.**

(၂) *သရှ့--တၢ်မၤလိအအံၤတတီၤအံၤ လံ့မ့ၢ်ဂ့ၤ ဟီ့ဉ်ခိ့ဉ်ဂီၤမ့ၢ်ဂ့ၤလၢအဘ့ဉ်တၢ်သ့ၢ်အီၤလၢတၢ်မၤလိ ၁၃.၃*
(၁) အပူၤနှ့ဉ် ပဉ်ဘူးတၢ်သ့ဉ်တဖ့ဉ်အံၤဒီးပှၤကွိဖိ. ဖဲသရှ့ဉ်သံကွၢ်တၢ်သံကွၢ်နှ့ဉ် ဘဉ်တဘျိုဘျိုသရှ့ဉ်ကြၢ်းသ့ၢ်တၢ်ကတတီၤ "လီ့ဉ်" ဒီးဘဉ်တဘျိုဘျိုကြၢ်းသ့ၢ်ကဒီးလၢ "လဲ့ဉ်." လဲလိ့ဉ်တၢ်သံကွၢ်. သရှ့ဉ်မ့ၢ်သံကွၢ်ပှၤကွိဖိဝံၤတဝီလံနှ့ဉ် ခံဝီတဝီသရှ့ဉ်တဘ့ဉ်မၤလၢပှၤကွိဖိကွၢ်လီၤလၢလံ့ဉ်ပူၤလၢဘ့ဉ်. အအံၤတဘျိုနှ့ဉ် ဖဲသရှ့ဉ်သံကွၢ်တၢ်အခါ သရှ့ဉ်ကြၢ်းနဲ့ဉ်ကျိ့ဉ်ကျိ့ယှ့ဉ်လံ့ဉ်မ့ၢ်ဂ့ၤ ဟီ့ဉ်ခိ့ဉ်ဂီၤမ့ၢ်ဂ့ၤနှ့ဉ်. တဲလိတၢ်ဒ်အံၤအါဝီတစ်ၤတ့ၤလၢပှၤကွိဖိတဲ့ဆၢတၢ်ဘဉ်ဘျဘျ.

T. အနှ့ဉ်ပှၤကီးဒ်လီ့ဉ်. (လဲ့ဉ်)
S. အအံၤပှၤကီးလၢ စဘ့ဲ.
S. အအံၤပှၤကီးလၢ လီ၊ဆ့ဉ်နီၤ.
S. အအံၤပှၤကီးလၢ ဒၢး.
S. အအံၤပှၤကီးလၢ ကွိမၤလိလံ့ဉ်.
S. အအံၤပှၤကီးလၢ ကွိဘါယွၤ.
S. အအံၤပှၤကီးလၢ လံ့ဉ်တၢ်တဲ.
S. အအံၤပှၤကီးလၢ လံ့ဉ်သးဝံ့.
S. အအံၤပှၤကီးလၢ လံ့ဉ်စိဆုံ.
S. အအံၤပှၤကီးလၢ လံ့ဉ်တၢ်မၤလိကညီကျိ့ဉ်.

(3) If possible, you or your teacher (or both) should bring some family photos, and the question below can be asked in order to identify the persons in the photos. If the photos are of the teacher's family, you should ask the questions; if they are of your family, the teacher should ask the questions. Since you have not yet learned the words for grandparents, grandchildren, aunts, uncles, nephews, or cousins, such persons should be referred to as the mother's mother, son's daughter, elder sibling's son, etc. If some who are not relatives appear in the photos, they can be called "friend," unless some word such as "school child" or "worshipper" would apply. If the photos are close to both you and the teacher, အအံၤ **can be used by both of you.**

(၃) *သရှ့--မ့ၢ်သ့ှ့ဉ် ပှၤကွိဖိမ့ၢ်ဂ့ၤ သရှ့ဉ်မ့ၢ်ဂ့ၤကြၢ်းဟဲစိ့ဉ်အပှၤဟံ့ဉ်ဖိယီဖိအဂီၤ. မ့မ့ၢ်သရှ့ဉ်အဟံ့ဉ်ဖိယီဖိအဂီၤနှ့ဉ် ပှၤကွိဖိကဘ့ဉ်သံကွၢ်တၢ်. မ့မ့ၢ်ပှၤကွိဖိအဟံ့ဉ်ဖိယီဖိတခီနှ့ဉ် သရှ့ဉ်ကဘ့ဉ်သံကွၢ်ပှၤကွိဖိဒ်လၢတၢ်သံကွၢ်အိ့ဉ်ပဉ် တ့ၢ်လံ့ဝဲလၢအဖီလဉ်အံၤ. မ့ၢ်လၢပှၤကွိဖိတနှ့ၢ်မၤလိဘ့ဉ်ဒ်းတၢ်ကးဘီၤဘ့ဉ်ဃးဖ့, ဖ်, လံၤ, မ့ၢ်ဂၢ်, ဖၢတံၢ်, ဖိဒ့ဉ်,*

ဒီးတခွါဘာ်အယိ သရာ်မ့ါဂုၤ ပှၤကျိုဖိမ့ါဂုၤကဘာ်သူထဲတၢ်ကတိၤလၢပှၤကျိုဖိမၤလိတ့ၢ်လံဝဲသ့ာ်တဖာ်နှာ်
(အဒိ--လၢ "ဖ" အလိၢ်နှာ်တဲ့လၢ "ယမိၢ်အပၢ်" မ့တမ့ၢ် "ယပၢ်အပၢ်.")

T. အအံၤမတၤလိာ်.
S. အအံၤ_____

13.4 Pattern Sentences and Phrases

၁၃.၄ တၢ်ကတိၤအဒိ

(1) Use of ထံာ်, **"to see," and** ထံာ်နှ၊်, **"to find and get," and** ထံာ်က့ၤ, **"to find again something one had already possessed**

(၁) တၢ်သူတၢ်ကတိၤ "ထံာ်," "ထံာ်နှ၊်," ဒီး "ထံာ်က့ၤ"

REPEAT after the teacher.
သရာ်--မၢပှၤကျိုဖိတဲ့ပိာ်ထွဲသရာ်အခံ ၂-၃ ဝီ.

(a) ယထံာ်သရာ်မှာ်လံ.	I already saw the teacher.
နထံာ်ယပှၢ်ဒေါ်.	Have you seen my younger sibling?
နထံာ်ပှၤကျိုာ်တဲ့ာ်ဖိတဂၤနှာ်ဒေါ်.	Do you see that Thai person?
ယထံာ်တၢ်ဘါအလိၢ်လံ. မှာ် ဖးဒိုာ်ညါ.	I've seen the place of worship already. It is extremely pleasing.
ယထံာ်လံာ်သးဝံာ်အလိၢ်လံၤတဘ့ာ်.	I see an old hymnal.
နထံာ်ယၤဖဲလိာ်.	Where did you see me?
ယထံာ်အဖိာ်ခွါလၢနှာ်ခံဂၤ. မ့ၢ် နဒီပှၢ်ဝ်ၢ်ဒေါ်.	I see two fellows over there. Are they your brothers?
ယထံာ်နမိၢ်နပၢ်လဲၤဘါယွၤ.	I saw your parents going to church.
(b) ယထံာ်လၢနပှၢ်သဒါလဲၤလိာ်ကွဲ လၢနှာ်.	I see that your youngest sibling has gone to play over there.
ယထံာ်လၢနဖိမၤလိလံာ်လံ.	I see that your child goes to school already.
ယထံာ်လၢနလိၢ်ဆ့ာ်နီၤအသိအိာ်.	I see that you have some new chairs.
ယထံာ်လၢနလံာ်တၢ်တဲ့အိာ်သၢဘ့ာ်.	I see that you have 3 storybooks.
ယထံာ်လၢနတၢ်ဟးလိၢ်တအိာ်ဘာ်.	I see that you don't have any latrine.
ယထံာ်လၢနပၢ်အဒၢးအိာ်အသိတ ဖျၢာ်.	I see that your father has a new house.

(c) ယထံ၏နှစ်ဘဲလားအဒိ၏တဖျာ၏.	I've found a table which is large.
ယပုၢ်ထံ၏နှၢ်လံၵ်လားအမုၵ်ခံဘှၤ်.	My younger sibling found 2 enjoyable books.
ဖိသၢ်ထံ၏နှၢ်တၢ်အသီတမံၤ.	The children found something new.
ယထံ၏နှၢ်တၢ်ဒီးအံၤလၢနှၤ်.	I found these succulent shoots over there.
(d) နထံ၏ကၢ့ၤနလံၵ်စီဆုံလံၤ၎.	Have you found your Bible yet?
ပှၢ်ထံ၏ကၢ့ၤဖိသၢ်တဂၤနှၤ်လံ.	That child has been found. (People have found that child.)
ယထံ၏ကၢ့ၤနလံၵ်သးဝံ၏တဘှၤ် အံၤလၢကျိ2ပှၤ.	I found this hymnbook of yours in the church.

(2) Use of လီၢ်, "place"

(၂) *တၢ်သူတၢ်ကတိၤ "လီၢ်"*

REPEAT after the teacher.
သရၢ်--မၢပှၤကျိ2ဖိတဲပိၵ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

နဝဲၢ်လဲၤအိ၏အလီၢ်နှၤ်အမံၤဒ်လီၤ်.	What is the name of the place where your older sibling lives?
နဖိ2ါလဲၤမၤလိလံၵ်အလီၢ်နှၤ်အမံၤဒ်လဲၤ်.	What is the name of the place where your son has gone to study?
တၢ်ဘါအလီၢ်အိ၏ဖဲလီၤ်.	Where is the place of worship?
တၢ်ဟားလီၢ်အိ၏ဖဲလီၤ်.	Where is the latrine?
ပှၢကဆ့ၤ်နီၤအလီၢ်အိ၏ဒ်းၤ၎.	Is there still a place for people to sit?
လီၢ်ဆ့ၤ်နီၤအိ၏ဒ်းၤ၎.	Are there still any chairs?
နလံၵ်စီဆုံအလီၢ်အိ၏ဖဲလီၤ်.	Where is your Bible's place? (Where do you keep your Bible?)

(3) Use of တၢ်, "thing" (continued)

(၃) *တၢ်သူတၢ်ကတိၤ "တၢ်"*

(a) တၢ် as an indefinite object

REPEAT after the teacher.
သရၢ်--မၢပှၤကျိ2ဖိတဲပိၵ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

လဲ၊တၢ်	To travel, take a trip
ဘၢါ တၢ်	To worship (something)
မၢလိတၢ်	To study (something)
ဘၢါသကီးတၢ်	To worship (something) together
သးဝံၵ်သကီးတၢ်	To sing (something) together
ကတိၢ်သကီးတၢ်	To talk (something over) together

(b) တၢ် <u>as a particle changing verbs to nouns or gerunds</u>

REPEAT after the teacher.
သရၢ်--မၢပှၢ်ကျိုဖိတဲပိၵ်ထွဲသရၢ်အခံ ၂-၃ ဒိ.

တၢ်လဲ၊	Trip, journey
တၢ်ကၢ့	Return trip
တၢ်လဲ၊တၢ်ကၢ့	Travels; round trip
တၢ်ဘၢါ	Worship, worship service
တၢ်ဂ့ၢ	Goodness
တၢ်မုၵ်	Enjoyment, pleasure
တၢ်ဒိၵ်	Largeness, size
တၢ်အၢါ	Abundance, amount
တၢ်တဲ	Story
တၢ်မၢလိ	Lesson, subject, course of study
တၢ်သးဝံၵ်	Song, hymn
တၢ်စီဆုံ	Purity, holiness

13.5 Notes on Word Usage and Grammar (to be read at home)
၁၃.၅ သရၢ်--တၢ်မၢလိတကတိၢ်အံၢ်နၢ်ၵ်ပှၢ်ကျိုဖိကဖးဒၢ်ဝဲလၢဒၢ်.

(1) <u>Use of</u> တၢ်, <u>"thing, possession"</u>

In Lesson 12 you already learned the use of တၢ် as an indefinite object. In this lesson you have been given some drill on this use and have also been introduced to 2 other uses of တၢ်.

(a) <u>Use of</u> တၢ် <u>meaning "possession"</u>

In 13.2 (1-b) you were given examples of the use of တၢ် indicating possession. In such cases, the word တၢ် is preceded by the appropriate possessive pronoun; e.g., ယတၢ်, "mine, my possession;" နတၢ်, "yours, your possession;" အတၢ် (or အဝဲအတၢ်), "his/her/its possession."

(b) Use of တၢ် as a particle changing verbs to nouns or gerunds.

In 13.4 (3-b) you are given examples of the use of တၢ် prefixed to verbs to change them into nouns; e.g., ဘၢ်(တၢ်), "to worship;" တၢ် ဘၢ်, "worship, worship service." ဒိ၎်, "to be large;" တၢ်ဒိ၎်, "largeness, size."

(2) Use of modifiers with couplets.

One of the distinctive features of the Karen language is its use of couplets--the pairing of 2 words together to give a more complete or specific meaning. In previous lessons you were introduced to the couplet မိၢ်ပၢ်, "parents." Now, in this lesson you have been introduced to 2 more-- လဲၢက့ၢ and စီဆုံ. When modifiers are used with couplets, they may be used as a single prefix or suffix to the whole couplet; e.g., တၢ်စီဆုံ, "holiness;" but it is more common to use the same modifier as a prefix or suffix to each part of the couplet; e.g., ယမိၢ်ယပၢ်, "my parents;" တၢ်လဲၢတၢ်က့ၢ, "travels, goings and comings, round trip;" လဲၢတၢ်က့ၢတၢ်, "to travel back and forth;" တၢ်စီတၢ်ဆုံ, "holiness;" ပှၢစီပှၢဆုံ, "saints."

(3) Use of လီၢ်, "place."

In this lesson you are introduced to 3 ways of using လီၢ်, meaning "place."

(a) Prefixed to a verb, လီၢ် indicates an article which is the place used for carrying out the action indicated; e.g., လီၢ်ဆ့ၣ်နီၤ, "chair."

(b) Following a verb or clause, လီၢ် indicates the place where the action indicated is carried out; e.g., တၢ်ဘၢ်အလီၢ်, "place of worship;" တၢ်ဟးလီၢ်, "latrine (the place one goes out to to relieve oneself);" နပှၢ်လဲမၤလီလံာ်အလီၢ်, "the place where your younger sibling studies." In such cases လီၢ် is usually preceded by အ.

(c) Following a noun or noun phrase and preceded by အ, လီၢ် refers to the place where the item indicated belongs; e.g., နလံာ်သးဝံ့ၣ်အလီၢ်, "your hymnbook's place (i.e., the place where your hymnbook is kept)."

(4) Use of ဟး, intensive particle

In this lesson you are introduced to 2 uses of the intensive particle ဟး.

(a) Following a descriptive verb or verb of ability, ဟး intensifies the quality indicated; e.g., ဂ့ၤဟး, "very good; surely nice." (Don't try to equate the intensive particles with English words; the meanings have purposely been translated one way in 13.2 (4-a) and another way in (4-b); just remember that ဟး intensifies the meaning of

the verb.) Used this way ၀ီး is not quite so strong an intensifier as ဖီး. However, the 2 words may often be used interchangeably so long as one remembers that ဖီး precedes the verb whereas ၀ီး follows the verb.

(b) Following a clause, ၀ီး takes on the meaning of "only," indicating that the first action or condition must take place in order for the second one to be carried out. (See 13.2 (4-c) for examples.)

(5) Use of ထံ၏(တၢ်), "to see." ထံ၏နၢ်(တၢ်), "to find and obtain" and ထံ၏ကၢ့ၤ(တၢ်) "to find something preriously possossed."

The word ထံ၏ meaning "to see (literally or figuratively)" requires an object to be either expressed or understood. If the "seeing" is literal, as in 13.4 (1-a), the object will be a person or thing; e.g., နထံ၏ ယၢဖဲလီ၏, "Where did you see me?" However, if the "seeing" is figurative, as in (1-b), the object is more likely to be a clause introduced by လၢ. (Even though in English the clause would not be considered its object, yet it expresses what is seen.) E.g., ယထံ၏လၢနဖိမၢလိလံ၏လံ, "I see that your child goes to school (studies books) already."

When ထံ၏, "to see," is combined with နၢ်, "to get," the resulting meaning becomes "to find" in the sense of "to see and get." When combined with ကၢ့ၤ, "to return," the resulting meaning is "to find again" something which was previously in one's possession; e.g., ယထံ၏နၢ်စဘဲ့လၢအဒိ၏တဖျၢ၏, "I found a table which is large." နထံ၏ကၢ့ၤနလံ၏စီဆုံလံ၎, "Have you found your Bible yet?"

13.6 Substitution Drill

၁၃.၆ တၢ်ဆီတလဲတၢ်ကတိၤ

For this drill you should have a Bible, a songbook, a Karen lesson book, and a storybook on the table. As the teacher asks the question below, he/she should point to some other book than the one he/she asks about, and in your answer you should substitute the word for the book indicated. The teacher should then ask the question again substituting the word from your answer but pointing to a different book, and you should answer accordingly. The teacher may vary the order of the items pointed to. You should drill in this way until you can respond correctly without hesitation.

သရၢ်--ဘၢ်ဃးတၢ်မၢလိတတီၢ်အံၤန့ၣ် မၢပှၤကျိဖိပၢ်လီၤလံ၏စီဆုံ, လံ၏သးဝံ၏, လံ၏မၢလိပှၤကညီအကျိ၏ ဒီးလံ၏တၢ်ဃဲလၢစဘဲ့ခ်ီ၏. သရၢ်သံကွၢ်တၢ်သံကွၢ်ဒ်လၢအဖီလ၏အံၤအခါန့ၣ် သရၢ်မ့ၢ်သံကွၢ်ဘၢ်ဃးလံ၏သးဝံ၏ သရၢ်ကဘၢ်နၢ်လၢလံ၏အဂၤတဘ့ၣ်. (သရၢ်တဘၢ်နၢ်လံ၏တဘ့ၣ်ယီလၢသရၢ်သံကွၢ်တဘ့ၣ်နၢ်ဘၢ်.) မ့မ်ၢ်ပှၤကျိဖိတခီနၢ်ကဘၢ်စံးဆၢဝဲ "တမ့ၢ်ဘၢ်" ဒီးကစံးဆၢတၢ်ဒ်လၢသရၢ်နၢ်တၢ်အသိးဝံၤ သရၢ်ကဟံးနၢ်ဒီးပှၤကျိဖိအတၢ်စံးဆၢနၢ်ဒီးသံကွၢ်ကဒီးပှၤကျိဖိ ဘၢ်ဆၢ်ကနၢ်လၢလံ၏အဂၤဒီးတဘ့ၣ်. သရၢ်ကနၢ်လဲလိ၏လံ၏ သ့ၣ်တဖၣ်နၢ်တ့ၤလၢပှၤကျိဖိစံးဆၢတၢ်ဘၢ်ဂ့ၤဂ့ၤဘျၣ်ဘျၣ်နၢ်လီၤ. အဒိ--

T. အအံ့၊မ့ၢ်လံၵ်သးဝံၵ်ဧါ. **(pointing to a Bible)** (သရၢ်နဲၵ်လံၵ်စီဆုံ)
S. တမ့ၢ်ဘၣ်. မ့ၢ်လံၵ်စီဆုံ.
T. အအံ့၊လံၵ်စီဆုံဧါ. **(pointing to a storybook)** (သရၢ်နဲၵ်လံၵ်တၢ်တဲ)
S. တမ့ၢ်ဘၣ်. မ့ၢ်လံၵ်တၢ်တဲ. **(etc.)**

13.7 Conversation Practice (After you have learned the other sections well.)

ဘ.၇ တၢ်မၤလီဘၣ်ယးတၢ်တဲသကိးတၢ် (တချုးသရၢ်သိၣ်လိတကတီၢ်အံ့၊နၣ် ပှၤကျိုဖိကြၢ်းနၢ်ပၢၢ်တၢ်မၤလီလၢအ ပူၤကွံၵ်ဂ့ၤဂ့ၤဘၣ်ဘၣ်တစ်း.)

LISTEN as the teacher reads the following conversation, indicating the names of the speakers. Then see how much you can give of the gist of it in Karen. If you did not understand some parts of it, have the teacher read it through again two or three times. After you understand it all, take the part of B while your teacher takes the part of A. Read through it several times, then try saying your part without the book. After you can carry on your part of the conversation smoothly, change parts and practice some more.

သရၢ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံ့၊ဒီးမၢပှၤကျိုဖိကနၣ်. ဖဲသရၢ်ဖးအခါ သရၢ်ကဘၣ်ဖးထိၣ်စ့ၢ်ကီး **"A"** *ဒီး* **"B"** *အမ်ၤဒ်သိးဒီးပှၤကျိုဖိကသ့ၣ်ညါဝဲပှၤမတၤတဂၤကတိၤတၢ်လဲၣ်. သရၢ်ဖးတစီမ့ၢ်ဝံၤလံနၣ် မၢပှၤကျိုဖိတဲ့ဒီးကွၢ်လၢပှၤကညီအကျိၵ်ဒ်သိးသရၢ်ကသ့ၣ်ညါမ့ၢ်ပှၤကျိုဖိနၢ်ပၢၢ်ဝဲပှဲၤလဲၣ်. ပှၤကျိုဖိမ့ၢ်တနၢ်ပၢၢ်ဝဲဒ်းဘၣ်ဒီး သရၢ်ကဖးယုၤဒီးပှၤကျိုဖိတစီခံစီနၣ်သ့ဝံၤ မၢဒီးကွၢ်ပှၤကျိုဖိတဲ့ဒီးကွၢ်တၢ်လၢအနၢ်ပၢၢ်အါထိၣ်ဝဲသ့ၣ်တဖၣ်နၣ်. ပှၤကျိုဖိမ့ၢ်တနၢ်ပၢၢ်ဒ်းခဲလၢဘၣ်နၣ် မၢပှၤကျိုဖိအိးထိၣ်အလံၵ်ဒီးမၢအကွၢ်ဟိၣ်သရၢ်အခံတစီဝံၤ မၢပှၤကျိုဖိကဲ့ဒီးကွၢ်* **"B"** *ဒီးသရၢ်ကဲ* **"A."** *ဖးလိတစီခံစီဝံၤ မၢပှၤကျိုဖိတဲ့ဒီးကွၢ်* **"B"** *အတၢ်ကတိၤ, တဘၣ်မၢပှၤကျိုဖိကွၢ်လီၤ လံၵ်ပူၤဘၣ်. တဲလိယုၤပှၤကျိုဖိ ၃-၄ ဝီ. ကွၢ်ကဒါက့ၤတၢ်မၤလိတတီၢ်အံ့၊လၢခံတနံ့၊ဒီးကတိၤလိကဒီးတၢ်ကတိၤတဖၣ်အံ့၊အါစီတစ်းတုၤလၢပှၤကျိုဖိတဲ့ဝဲဘၣ်ဘျၢဘျၢတက့ၢ်.*

A. ယကကီးတၢ်ဘါလၢယဒၢးဖဲလါထိၣ်သၢသီ.
နစဘဲ့အဂ့ၤအိၣ်ဧါ.
B. အိၣ်တဖျၢၣ်. တဒိၣ်အါအါဘၣ်.
A. ဂ့ၤလံ.
ယလီၢ်ဆ့ၣ်နီၤအိၣ်တဆံခံဖျၢၣ်.
လံၵ်စီဆုံလၢပှၤကညီကျိၵ်အိၣ်.
လံၵ်စီဆုံလၢကျိတဲၵ်ကျိၵ်မ့ၢ်အိၣ်စ့ၢ်ကီးကဂ့ၤ.
B. ယလံၵ်စီဆုံလၢကျိၣ်တဲၵ်ကျိၵ်အိၣ်.
လံၵ်သးဝံၣ်လၢကျိၣ်တဲၵ်ကျိၵ်အိၣ်ခံဘ့ၣ်စ့ၢ်.
A. ဂ့ၤလံ.
နဟဲကီးနမိၢ်နပၢ်ကသ့ဧါ.
B. သ့. ယကဟဲကီးအီၤ.

13.8 Reading and Writing

၁၃.၈ တၢ်မၤလိၤဒီးကွဲးပှၤကညီကျိၢ်

Repeat the following sentences after your teacher once. Then at home copy them two times each in the spaces provided. The next day have the teacher correct your writing, and then read the sentences aloud. The teacher should correct any mistakes in pronunciation.

သရၢ်--မၢပှၤကျိဖိးပိၢ်သရၢ်အခံတကျိၤဘၣ်တကျိၤတဝိဝံၤ မၢပှၤကျိဖိကွဲးလိလၢဒၢးတကျိၤနၣ် ခံဘျိဖဲတၢ်လိၢ် လီၤဟိ. လၢခံတနံၤသရၢ်ကဘၣ်ကွၢ်ပှၤကျိဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤမ့ၢ်အဘၣ်ဒေါ်. ဝံၤမၢပှၤကျိဖိးယုၤသရၢ်. ပှၤကျိဖိးမ့ၢ်ကမၣ် သရၢ်ကဘၣ်ဖးယုၤပှၤကျိဖိတဘျိဒီး.

ယလံၣ်စိဆုံတဘ့ၣ်နၣ်လိၢ်လံၤဒိၣ်မး. _____

_____

_____

အနၣ်ပကိးလၢတၢ်ဟးလိၢ်. _____

_____

_____

ယဂိၤမိၣ်ဆ့ၣ်နိၤလၢနလိၢ်ဆ့ၣ်နိၤပှၤ. _____

_____

_____

13.9 Listening and Speaking

၁၃.၉ တၢ်မၤလိကနၣ်ဒီးကတိၤပှၤကညီကျိၣ်လၢပှၤကညီအဟံၣ်ပှၤ.

During the next 24 hours try to learn the name of one new thing in Karen by asking someone other than the teacher in Karen what the object you indicate is called. After you have been given the name in Karen, repeat it after the informant several times. Then further fix it in your mind by trying to use it together with a classifier (e.g., ပတဲ _____တဖျၢ်ၣ်သ့ၤ်, inserting the new word in the blank). If that is the correct classifier, the answer will be မ့ၢ်. If it is incorrect, the correct classifier will be given you. Then try using the new word + its classifier in other kinds of sentences which you have learned.

Below is a sample conversation. You take the part of "A" and the teacher will take the part of B. Repeat it after the teacher several times until you can say the part of A smoothly.

သရှာ--မာပှၤကျိဖးပိာ်သရှာ်အခံတဝိဝံၤ မာပှၤကျိဖိကဲ **"A"** *ဒီးသရှာ်ကကဲ* **"B."** *ဖးသကီးတၢ်ကတိၤ သ့ာ်တဖၣ်အံၤတဝိခံဝိဝံၤ မာပှၤကျိဖိတဲကွၢ်* **"A"** *အတၢ်ကတိၤဖဲအတကွၢ်လံာ်ဘာ်အခါ. မၤဒ်အံၤ ၃-၄ ဝိဒ်းတုၤလၢပှၤကျိဖိတဲဝဲဘာ်ဘျၢ်ဘျ.*

A. အအံၤနကီးဒ်လိ၁်.
B. လိၢ်ဆ့ာ်နီၤ.
A. လိၢ်ဆ့ာ်နီၤဧါ.
B. မ့ၢ်. လိၢ်ဆ့ာ်နီၤ.
A. လိၢ်ဆ့ာ်နီၤ... ပတဲ "လိၢ်ဆ့ာ်နီၤတဖျၢ်" သ့ဧါ.
B. သ့.
A. ယလိၢ်ဆ့ာ်နီၤအိ၁်လ့ၢ်ဖျၢ်. နဲ့နလိၢ်ဆ့ာ်နီၤအိ၁်ဧါ.
B. အိ၁်.
A. အိ၁်ပ့ဲၤဖျၢ်လိ၁်.
B. အိ၁်ခံဖျၢ်.
A. ယလိၢ်ဆ့ာ်နီၤအဒိ၁်အိ၁်ခံဖျၢ်. နဲ့နလိၢ်ဆ့ာ်နီၤဒိ၁်ဧါ.
B. တဒိ၁်ဘာ်.
A. ယလိၢ်ဆ့ာ်နီၤလိၢ်လံၤတစဲး. နဲ့နလိၢ်ဆ့ာ်နီၤအသိဧါ.
B. တသီလၢၤဘာ်. လိၢ်လံၤဖးဒိ၁်ညါ.
A. တၢ်ဘျုးဒိ၁်မး. ယကက့ၤလီၤ.

After you can carry on your part of the conversation, on your own decide what item to learn the name of and plan ahead of time what things you can say about it with your present vocabulary. Choose something that it will be useful for you to know the name of. The more times you can use the new word right away in other sentences, the more likely you are to remember it. If people correct your pronunciation, repeat it after them, trying to imitate them. Be sure to thank your informants before you leave.

The next day tell your teacher what new word you have learned, then you and the teacher should carry on a conversation about it; e.g., the teacher might ask you in Karen what new word you learned, how many of the item you have, where they are, whether they are new or old, etc., and you answer accordingly. You in turn can ask the teacher whether he/ she has any of the item at home, how many, etc. Also seek opportunities to use the new word when you talk with other Karens. Several days later after you have learned this new word well, try learning the name of one more new thing in the same way. Two new words in addition to the new words in this book are sufficient for one week's period. The important thing when obtaining new vocabulary is to use the words over and over again so that you don't forget them.

သရှာ်--မာပှၤကျိဖိသ့ၣ်တၢ်အဒိ၁်ဒ်လၢအဖီခ့ိ၁်အံၤဒီးမာပှၤကျိဖိယုသ့ာ်ညါအါထိ၁်တၢ်ကတိၤအသီတဖျၢ်လၢဆ့ညါ ၂၄ နှ၁်ရ့ာ်အတိၢ်ပှၤ. မၤဒီးတနံၤ မာပှၤကျိဖိတဲဘာ်သရှာ်လၢတၢ်ကတိၤအသီလၢပှၤကျိဖိယုသ့ာ်ညါအါထိ၁်

ဝဲတဖျာ၏နှင့်ဝံးဒီး ပျက္ခိုဖီးသရှင်ကဘာ၏ကတိုးလိတ်ကတိုးအသီတဖျာ၏အံ့ (သူထဲတ်ကတိုးလာပျက္ခိုဖိမ၊ လိတ့်လ်ဝဲသ့ဉ်တဖဉ်.) အဒိ--

သရှင်-- နတ်ကတိုးအသီနှ်တဖျာ၏ လ်ဧ၊.
သရှင်-- မ့်မတ၊လီ၏.
သရှင်-- နနီ၏ခွဲသ့ဉ်အိ၏ပျ၊ဘိလီ၏.
သရှင်-- အိ၏ဖဲလီ၏. ယတထံ၏အီ၊ ဘ၏.
သရှင်-- နနီ၏ခွဲသ့ဉ်မ့်အသီဧ၊.

ပျက္ခိုဖိ-- နှ်လ်.
ပျက္ခိုဖိ-- နီ၏ခွဲသ့ဉ်.
ပျက္ခိုဖိ-- ယနီ၏ခွဲသ့ဉ်အိ၏သ၊ဘိ.

ပျက္ခိုဖိ-- အိ၏လ၊နှ၏.
ပျက္ခိုဖိ-- ယနီ၏ခွဲသ့ဉ်အသီအိ၏တဘိ. အလီ်လ်၊အိ၏ခံဘိ. သရှင်အနီ၏ခွဲသ့ဉ်အိ၏ဧ၊.

သရှင်-- အိ၏.
သရှင်-- ယနီ၏ခွဲသ့ဉ်အိ၏ခံဘိ.
သရှင်-- အသီအိ၏တဘိ. အနှ၏တ ဘိတသီအ၊အ၊လ၊၊ဘ၏.

ပျက္ခိုဖိ-- သရှင်အနီ၏ခွဲသ့ဉ်အိ၏ပျ၊ဘိလီ၏.
ပျက္ခိုဖိ-- သရှင်အနီ၏ခွဲသ့ဉ်မ့်အသီဧ၊.

တ်ကတိုးလာအဖိ၏သ့ဉ်တဖဉ်အံ့မ့်တ်အဒိ. သရှင်ကသူအတ်ဆိကမိ၏ဒ၏ဝဲ. လာနံ့ဆူညါသ့ဉ်တဖဉ် အတီ်ပူ၊နှ၏ သရှင်မ့်သူတ်ကတိုးအသီတဖျာ၏အံ့ဒီးကမ၊စ၊၊ပျက္ခိုဖိ၏သီးအသုတသးပ့၊နီ၏အီ၊လ၊၊တဂ့၊ နှ၏. မ၊ပျက္ခိုဖိကတိုးလိတ်ကတိုးအသီတဖျာ၏အံ့ဒီးပျ၊ကညီဖိအဂ္ဂ၊အဂ၊တဖဉ်စ့်ကီး. ဆူညါ ၂-၃ နံ့၊ ပျက္ခိုဖိမ့်တိ်နှ်ဒီးသူတ်ကတိုးအသီတဖျာ၏အံ့ဘာ၏ဘျ၊ဘျ၊လ်နှ၏ မ၊ကဒီးပျ၊ကျ္ခိုဖိယုအ၊ထိ၏ဒီးတ်ကတိုးအ သီတဖျာ၏ဒ်လ၊ပျ၊ကျ္ခိုဖိယုတ့်လ်ဝဲအသီးနှ၏ဝံ၊ လ၊ခံတနံ့၊သရှင်ဒီးပျ၊ကျ္ခိုဖိကဘာ၏ကတိုးလိတ်ကတိုးအသီ တဖျာ၏အံ့ဒ်လ၊အဖိ၏အသီး. လ၊တ်နွံ့အံ့၊အတီ်ပူ၊နှ၏ပျ၊ကျ္ခိုဖိယုအ၊ထိ၏တ်ကတိုးအသီခံဖျာ၏နှ၏ဘာ၏လ်. တ်လ၊အလီ၏ဒီ၏မ့်ဝဲ မ၊ပျ၊ကျ္ခိုဖိသူတ်ကတိုးအသီလ၊အနှ်ဘာ၏ဝဲတဖဉ်အ၊ဘျီအ၊ဘျီတစ်းတ့၊လ၊ပျ၊ကျ္ခိုဖိသး ပ့၊နီ၏ဝဲတသ့လ၊၊ဘာ၏နှ၏လီ၊.

13.10 Cultural Assignment --continue working on 11.10.

၁၃.၁၀ တ်ယုသ့ဉ်ညါပျ၊ကညီအလှ်အလ်--ပျ၊ကျ္ခိုဖိကမ၊ဒ၏ဝဲ.

LESSON 14

တၢ်မၤလီ ၁၄

14.1 Useful Words and Phrases

၁၄.၁ တၢ်ကတိၤလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိ.

နၢ်ပၢၢ်	To understand, be well informed
ဒီး, ကဒီး	Again
ဘျိ	Classifier for times
ဖိၣ် . . . ခံ (ဖိၣ်, ဝိၣ်)	To follow one, copy one's example
ဘၣ်	To do correctly, be able to do correctly
သု	You, your (plural) (subject, object, possessive)
ပှၤ	Us
ဒီၤ	Him, her, it, them
သ့ၣ်ညါ	To know
ဝံသးစူၤ	To forbear, be patient with
ဖိၣ်, နီ	Particle indicating that the speaker is seeking agreement

14.2 Pattern Sentences and Phrases

၁၃.၂ တၢ်ကတိၤအဒီ

(1) <u>Use of</u> နၢ်ပၢၢ်, <u>"to understand"</u>

(၁) *တၢ်သူတၢ်ကတိၤ "နၢ်ပၢၢ်"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝီ.

နနၢ်ပၢၢ်ဓါ.	Do you understand?
ယနၢ်ပၢၢ်.	I understand.
ယတနၢ်ပၢၢ်ဘၣ်. (ယနၢ်တပၢၢ်ဘၣ်.)	I don't understand.

ယတနၢ်ပၢၢ်ဒီးဘၣ်. (ယနၢ်တပၢၢ်ဒီး ဘၣ်.)	**I don't understand yet.**
ယတနၢ်ပၢၢ်ဂၤဂၤဘၣ်.	**I don't understand very well.**
ယတနၢ်ပၢၢ်ခဲလၢဝ်ဘၣ်.	**I don't understand it all.**
ယတနၢ်ပၢၢ်ခဲလၢဝ်ဒီးဘၣ်.	**I don't understand it all yet.**
ယနၢ်ပၢၢ်လံ.	**I understand it already.**

(2) <u>**Use of**</u> ဘျိ, <u>**classifier for times**</u>

(၂) *တၢ်သူတၢ်ကတိၤ "ဘျိ"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိ$^{\text{ာ}}$ထွဲသရၣ်အခံ ၂-၃ ဝိ.

တဘျိ	**One time**
ခံဘျိ	**Two times**
လွံၢ်ဘျိ	**Four times**
အဘျိတဆံ	**Ten times**
အခိၣ်ထံးတဘျိ	**The first time**
ခံဘျိတဘျိ	**The second time**
ခံဘျိသၢဘျိ	**2-3 times**

(3) <u>**Use of**</u> ဒီး (ကဒီး), <u>**"again"**</u>

(၃) *တၢ်သူတၢ်ကတိၤ "ဒီး(ကဒီး)"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိ$^{\text{ာ}}$ထွဲသရၣ်အခံ ၂-၃ ဝိ.

ယပှၢ်ဟဲဒီး.	**My younger sibling came again.**
အဝဲကၢ့ၤဒီး.	**He returned home again.**
ဖိသၣ်ဆၢထၢၣ်ဒီး.	**The children are standing again.**
ပှၤကျိဖိကသးဝံၣ်တၢ်ဒီး.	**The school children will sing again.**
ယကမၤလိလံဝ်ဒီး.	**I am going to study again.**
သရၣ်ကတဲအဂ့ၢ်ဒီး.	**Teacher will tell about it again.**
ယမိၢ်လဲၤနၣ်ဒီး.	**My mother went in again.**

Repeat using ကဒီး **in place of** ဒီး. **Repeat a second time using** ကဒီးတဘျိ **in place of** ဒီး.

သရှာ--တဲလိယုၤဒီးပှၤကျိဖိတဘျီ ဘာ်ဆာ်အအံၤတဘျီအံၤလၢ "ဒီး" အလိၢ်နှာ်တဲလိကှၤလၢ "ကဒီး." မၤဒီးသၢစိတစိနှာ်လၢ "ဒီ" အလိၢ်နှာ်တ့ၢ်လိၤဒီးလၢ "ကဒီးတဘျီ" နှာ်တက့ၢ်.

(4) <u>Use of</u> ဒိ <u>with</u> ခံ, <u>"to follow one, copy one's actions"</u>

(၄) *တၢ်သ့ၢ်တၢ်ကတိၤ "ဒိ" ဒီး "ခံ."*

REPEAT after the teacher.

သရှာ--မၤပှၤကျိဖိတဲဒိ်ထွဲသရှာ်အခံ ၂-၃ ဒီ.

(a) ဟဲဒိ်ယခံ.	**Follow me, come with me.**
လဲၤဒိ်အခံ.	**Follow him, go with him.**
သးဝံ်ဒိ်ယခံ.	**Sing following after me.**
တဲဒိ်သရှာ်အခံ.	**Tell it after the teacher.**
က့ၤဒိ်ယပၢ်အခံ.	**Return home with my father.**
(b) အဝဲတဟဲဒိ်ယခံဘာ်.	**He didn't come with (follow) me.**
နက့ၤဒိ်ယခံတသ့ၢ်.	**Can't you go with (follow) me?**
သးဝံ်ဒိ်ယခံခံဘျီသၢဘျီ.	**Sing after me 2-3 times.**
ယပှၢ်လဲၤဒိ်ယပၢ်အခံဆူကးပှၤ.	**My younger sibling followed my father to the market.**
မတၤကလဲၤဒိ်ပခံလီာ်.	**Who will go with us?**

Repeat (a) and (b) above pronouncing ဒိ as ဒ်. Repeat again saying ဒ် instead of ဒ်.

သရှာ--တဲလိကဒီးတဘျီ ဘာ်ဆာ်အအံၤတဘျီအံၤလၢ "ဒ်" အလိၢ်နှာ်တဲက့ၤကဒီးလၢ "ဒ်." မၤဒီးသၢဘျီ တဘျီနှာ် လၢ "ဒ်" အလိၢ်နှာ်တဲက့ၤကဒီးလၢ "ဒ်."

14.3 Commands and Responses

၁၄.၃ တၢ်မၢဒီးတၢ်မၤထွဲအခံ

The teacher should give the following commands in order, and then carry out the action, and you should "follow after" by carrying out the action after him/her. For example, for the first action the teacher may read a short Bible verse or something from a later lesson in this book, breaking it up into short phrases for you to say after him/her. The same can be done with a song in Karen for the next action.

သရှာ--လၢတၢ်မၤလိတတိၢ်အံၤမ့ၢ်ဝဒ့ဉ်ပှၤကျိဖိကဘာ်မၤပိ်ာ်သရှာ်အခံဒ်သရှာ်တဲဘာ်အီၤအသိး. အဒိ--သရှာ်မ့ၢ်တဲလၢ "တဲဒိ်ယခံ" နှာ် သရှာ်ကဘာ်ဖးလံာ်စီဆ့ံတဆၢမ့ၢ်ဂ့ၤဖးတၢ်မၤလိလၢလံာ်တဘ့ဉ်အံၤအပှၤမ့ၢ်ဂ့ၤ. သရှာ်ကဘာ်ဖးယုၤပှၤကျိဖိတဝ်ဘာ်တဝ်ဖှဉ်ဖှဉ်ဖိဒီးမၤပှၤကျိဖိတဲဒိ်ထွဲသရှာ်အခံ. သရှာ်မ့ၢ်တဲလၢ "သးဝံ်ဒိ်ယခံ" နှာ် သရှာ်ကဘာ်သးဝံ်ယုၤပှၤကျိဖိတဝ်ဘာ်တဝ်ဖှဉ်ဖှဉ်ဖိ ဒီးပှၤကျိဖိနှာ်ကဘာ်သးဝံ်ဒိ်သရှာ်အဂ်ံဒ်သရှာ်သးဝံ်ဝဲအသိး.

တဲ့ဗိန်ယခံ.
သးဝံ့ဗိန်ယခံ.
ဟဲ့ဗိန်ယခံ.
ဟဲ့ကၢ့ဗိန်ယခံ.
ဆၢထၢ့ဗိန်ယခံ.
ဆ့ၣ်နီၤဗိန်ယခံ.

The teacher should repeat the above commands changing the order from that written in the book and pronouncing ဗိန် as ဖိန်.

သရၣ်--မၤကဒီးတဂီ ဘၣ်ဆၣ်အအံၤတဂီနၣ်သရၣ်ကဘၣ်တဲ့ကျဲၣ်ကျီတၢ်ကတိၤလၢအအိၣ်ဖျါဝဲလၢတၢ်ဖိခ့ၣ် အံၤ, ဒီးလၢ "ဗိန်" အလီၢ်နၣ်ကဘၣ်တဲ့ကၢ့လၢ "ဖိန်" စးထိၣ်ကဒီးလၢအခီၣ်ထံးတ့ၤလၢအကတၢၢ်.

For the next round, change parts--you give the commands and carry out the appropriate actions and the teacher will follow you. (You can use English when asking him/her to tell or sing after you. Be sure to break the words up into short phrases to make it easier for him/her to follow you.) Go through the commands at least once using ဗိန် and at least once using ဖိန်. You should not need to refer to the book. Vary the order of the commands.

သရၣ်--မၤပှၤကျိဖိတဲ့ကၢ့တၢ်ကတိၤလၢအဖိခ့ၣ်သ့ၣ်တဖၣ်အံၤဒီးသရၣ်ကဘၣ်တဲ့မ့တမ့ၢ်မၤဗိန်ကဒီးပှၤကျိဖိအခံ. ပှၤကျိဖိမ့ၢ်တဲ့ "တဲ့ဗိန်ယခံ" နၣ် ပှၤကျိဖိကတဲ့တၢ်လၢကီၤလၢ၀ါအကျိၣ်တ၀ၣ်ဘၣ်တ၀ၣ်ဖၣ်ဖၣ်ဖိသ့. ပှၤကျိဖိတ ဘၣ်သူလံၣ်ဘၣ်. မ့မ့ၢ်တခီကဘၣ်တဲ့ကျဲၣ်ကျီတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒီးကဘၣ်သူ "ဗိန်" တဘျီဘျီဒီး "ဖိန်" တဘျီဘျီ.

14.4 Question and Answer Drill

၁၄.၄ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Answer the following questions without looking at the book, giving the true answers.

သရၣ်ကဘၣ်သံကွၢ်ပှၤကျိဖိဒ်လၢတၢ်ကတိၤလၢအအိၣ်ဖျါဝဲလၢအဖိလံၣ်အံၤဒီးမၤပှၤကျိဖိတဲ့ဆၢဒ်တၢ်မ့ၢ်တၢ်တီ အသိး. ဖဲပှၤကျိဖိစံးဆၢတၢ်အခါနၣ်တဘၣ်မၤအကွၢ်လီၤလံၣ်ပူၤဘၣ်.

လၢဒၢးအံၤအပူၤနၣ်စဘ့ဲအိၣ်ပှဲၤဖျၢၣ်လီၣ်.
လၢဒၢးအံၤအပူၤနၣ်လီၢ်ဆ့ၣ်နီၤအိၣ်ပှဲၤဖျၢၣ်လီၣ်.
လၢဒၢးအံၤအပူၤနၣ်ပှၤမၤလိတၢ်ဖိအိၣ်ပှဲၤဂၤလီၣ်.
လၢဒၢးအံၤအပူၤနၣ်သရၣ်(မ့ၣ်)အိၣ်ပှဲၤဂၤလီၣ်.
လၢဒၢးအံၤအပူၤနၣ်လံၣ်သးဝံ့ၣ်အိၣ်ပှဲၤဘ့ၣ်လီၣ်.
လၢဒၢးအံၤအပူၤနၣ်လံၣ်စိဆ့ံအိၣ်ပှဲၤဘ့ၣ်လီၣ်.

လၢဒၢးအံၤအပူၤနၣ်လံာ်မၤလိကညီကျိၣ်အိၣ်ပွဲၤဘ့ၣ်လီၣ်.
လၢဒၢးအံၤအပူၤနၣ်လံာ်တၢ်တဲအိၣ်ပွဲၤဘ့ၣ်လီၣ်.
တလါအံၤနလဲၤဆူကးပူၤပွဲၤဘျိလံလီၣ်.
တလါအံၤနလဲၤဆူဝ့ၢ်ပူၤပွဲၤဘျိလံလီၣ်.
တလါအံၤနလဲၤဆူကျိဘါယွၤအိၣ်ပွဲၤဘျိလံလီၣ်.
နဟဲအိၣ်ဖဲအံၤပွဲၤ(သီၤလါၤနံၣ်)လံလီၣ်.

The teacher should ask the questions a second time, this time mixing up the order.
သရ့ၣ်--ခံဘျိတဘျိနၣ်သရ့ၣ်ကတဲကွၢ်ကျ့ၣ်ကျိတၢ်သံကွၢ်သ့ၣ်တဖၣ်အံၤ.

This time you ask the questions (without looking at the book), being sure to use the correct classifier, and the teacher will answer. If you use the wrong wording in a question, come back to that question off and on several times to help fix the correct wording in your mind.
သရ့ၣ်--လၢတၢ်မၤလိတတီၢ်အံၤ ပှၤကျိဖိကသံကွၢ်သရ့ၣ်အတၢ်သံကွၢ်သ့ၣ်တဖၣ်လၢအအိၣ်လၢတၢ်ဖိခ့ၣ်အံၤ ဒီးသရ့ၣ်ကစံးဆၢဒ်တၢ်မ့ၢ်တၢ်တီအသိး. ပှၤကျိဖိတဘၣ်ကွၢ်လီၤလံာ်ပူၤဘၣ်. ပှၤကျိဖိကသံကွၢ်ဆိသရ့ၣ်အတၢ်သံကွၢ်ဖဲလဲၣ်တကျိၤလဲၣ်နၣ်သ့. ပှၤကျိဖိသံကွၢ်တၢ်မ့ၢ်တဘၣ်ဘၣ်နၣ်သရ့ၣ်ကဘၣ်တဲနၣ်က့ၤပှၤကျိဖိ ဒီးပှၤကျိဖိကဘၣ်သံကွၢ်လီၤတံၢ်ကဒီးတဘျိ. ဒီးသရ့ၣ်နၣ်ကစံးဆၢပှၤကျိဖိအတၢ်သံကွၢ်ဝံၤဒီး ပှၤကျိဖိကသံကွၢ်တၢ်သံကွၢ်ဆူညါတကျိၤခံကျိၤဒီးက့ၤကဒီးသံကွၢ်က့ၤဒီးတၢ်သံကွၢ်လၢပှၤကျိဖိသံကွၢ်ကမၣ်တကျိၤနၣ်ကဒီးတဘျိ.

14.5 Pattern Sentences and Phrases
၁၄.၅ တၢ်ကတိၤအဒိ

(1) Use of သ့, "you, your (plural)"
(၁) *တၢ်သ့ူတၢ်ကတိၤ "သ့"*
REPEAT after the teacher.
သရ့ၣ်--မၢပှၤကျိဖိတဲဗိၣ်ထွဲသရ့ၣ်အခံ ၂-၃ ဝီ.

သ့ကလဲၤဆူလီၣ်.	**Where are you (plural) going?**
သ့ကတိၤကျိၣ်တဲၣ်ကျိၣ်သ့ဒၢ်.	**Can you speak Thai?**
သ့ဟဲအိၣ်ဖဲအံၤမ့ၣ်ဒၢ်.	**Has your living here been enjoyable?**
သ့ကဟဲကဒီးတဘျိဒၢ်.	**Will you come once again?**
သ့ဒၢးအိၣ်ဖဲလီၣ်.	**Where is your house?**
သ့လံာ်သးဝံၣ်အိၣ်ဒၢ်.	**Do you have a hymnbook?**
ယကတဲသ့လၢယဂ့ၢ်တစ်း.	**I'll tell you a little about myself.**
ယတသ့ၣ်ညါသ့ဒီးဘၣ်.	**I don't know you yet.**

(2) Use of ဘဉ်, "to do correctly, be able to do correctly"

(၂) *တၢ်သူတၢ်ကတိၤ "ဘဉ်"*

REPEAT after the teacher.

သရှၢ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရှၢ်အခံ ၂-၃ ဒိ.

နတဲ့ဘဉ်ဒေါ်.	Can you tell (say) it correctly?
ယတဲ့တဘဉ်ဘဉ်.	I can't tell (say) it correctly.
ယကတိၤကညီကျိၣ်ဘဉ်ဒေါ်.	Do I speak Karen correctly?
အဝဲသးဝံဉ်ဘဉ်.	He sings it correctly.
ယဲယသးဝံဉ်တဘဉ်ဒီးဘဉ်.	I still can't sing it correctly.
နလဲၤဆူဝ့ၢ်ပူၤဘဉ်ဒေါ်.	Can you go to town correctly? (Do you know how to go to town?)
ယက့ၤဆူနဒၢးတဘဉ်ဘဉ်.	I can't return to your house correctly. (I don't know how to go back to your house.)
ယကီးနမံၤဘဉ်ဒေါ်.	Did I pronounce your name correctly?

(3) Use of မိဉ် and နီ, particles indicating the speaker seeks agreement

(၃) *တၢ်သူတၢ်ကတိၤ "မိဉ်" ဒီး "နီ"*

REPEAT after the teacher.

သရှၢ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရှၢ်အခံ ၂-၃ ဒိ.

ပကလဲၤကဒီးမိဉ်.	We'll be going again, okay?
ပကလဲကဒီးတဘျိုမိဉ်.	We'll be going once again, okay?
ပကက့ၤကဒီးမိဉ်.	We'll be going home again, okay?
ပကက့ၤကဒီးတဘျိုမိဉ်.	We'll be going home once again, okay?
ယကတဲ့နှ၎်နၤလၤအဂ့၎်မိဉ်.	I'll tell you about it, okay?
ယကလဲၤပိၣ်နခံမိဉ်.	I'm going with you. Is that all right?
ယကသးဝံဉ်ပိၣ်နခံမိဉ်.	I'll follow you in the singing. Will that be all right?
ယကတိၤတၢ်မ့၎်တဘဉ်ဘဉ်နှဉ်တဲ့နှ၎် က့ၤယၤမိဉ်.	If I say (speak) things incorrectly, tell me, won't you?
ယကဆ့ဉ်နီၤမိဉ်.	I'm going to sit down. Is that all right?

ယကလဲအိုဉ်သကီးတၢ်အဲဉ်အပၢ်မိုဉ်.	**I'm going to go and visit Ta Eh's father. Is that all right?**
ဟဲကၢ့မိုဉ်.	**Come back, won't you?**
ဟဲဆူယဒၢးစ့ၢ်မိုဉ်.	**Come to my house also, won't you?**
တဲနၢ်ယၢတၢ်တဲမိုဉ်.	**Tell me a story, won't you?**
သးဝံဉ်တၢ်ကဒီးတဘျိုမိုဉ်.	**Sing once again, won't you?**

(4) <u>Use of</u> သ့ဉ်ညါ, <u>"to know"</u>

(၄) *တၢ်သူတၢ်ကတိၤ "သ့ဉ်ညါ"*

REPEAT after the teacher.

သရ့ဉ်--မၢပှၤကျိုဖိတဲပိုဉ်ထွဲသရ့ဉ်အခံ ၂-၃ ဝီ.

(a) နသ့ဉ်ညါပှၤတဂၤနှဉ်ဒေါ်.	**Do you know that person?**
ယတသ့ဉ်ညါအီၤဘဉ်.	**I don't know him.**
ယသ့ဉ်ညါအီၤယံဉ်လံ.	**I've known her for a long time.**
ယတသ့ဉ်ညါနမံၤဘဉ်.	**I don't know your name.**
အဝဲတသ့ဉ်ညါယၤဘဉ်.	**He doesn't know me.**
ယတသ့ဉ်ညါတၢ်လီၢ်ဘဉ်.	**I don't know the place.**
(b) ယသ့ဉ်ညါလၢအမိၢ်အပၢ်တအိဉ် လၢၤဘဉ်.	**I know that her parents are not living any longer.**
ယသ့ဉ်ညါလၢအဖိခွါအိဉ် ၃ ဂၤ.	**I know that she has 3 sons.**
ယသ့ဉ်ညါလၢအဖိမှဉ်သးဝံဉ်တၢ် ဖးမှဉ်ညါ.	**I know that her daughter sings very sweetly.**
ယသ့ဉ်ညါလၢအဝဲအိဉ် ၄၄ နံဉ်လံ.	**I know that she is 44 years old.**
ယသ့ဉ်ညါလၢအဖိသဒါမၤလိလံဉ် လံ.	**I know that her youngest child is in school already.**
ပှၤတသ့ဉ်ညါလၢယဟဲ(ဘဉ်)	**I didn't know that you went.**
အဝဲတသ့ဉ်ညါလၢယအိဉ်ဖဲအံၤ (ဘဉ်).	**He doesn't know that I am here.**

(c) အမိ၊အပ၊တအိုင်လၢၤဘာ်နှုန် ယသ့ုဉ်ညၢ်.	I know that her parents are not living any longer.
အဖိခွါအိုင် ၃ ဂၤနှုန်ယသ့ုဉ်ညၢ်.	I know that she has 3 sons.
အဖိမှုဉ်သးဝံဉ်တၢ်ဖးမှာ်ညၢ်နှုန်ယ သ့ုဉ်ညၢ်.	I know that her daughter sings very sweetly.
အဝဲအိုင် ၄၄ နံ်ဉ်လံနှုန်ယသ့ုဉ်ညၢ်.	I know that she is 44 years old.
အဖိသဒါမၤလိလံ၁်လံနှုန်ယသ့ုဉ်ညၢ်.	I know that her youngest child is in school already.
ယဟဲနှုန်ပှၤတသ့ုဉ်ညၢ်ဘာ်.	People don't know I came.
ယအိုဉ်ဖဲအံၤနှုန်အဝဲတသ့ုဉ်ညၢ်ဘာ်.	He doesn't know that I am here.
(d) လံ၁်စိဆုံအိုဉ်ဖဲလဲဉ်နှုန်ယသ့ုဉ်ညၢ်.	I know where the Bible is.
နနံ်ဉ်အိုဉ်ပှဲၤနံ်ဉ်လံလဲဉ်နှုန်ယသ့ုဉ်ညၢ်.	I know how old you are.
နဟဲလၢလဲဉ်နှုန်ယသ့ုဉ်ညၢ်.	I know where you come from.
နမ့ၢ်မတၤအဖိလဲဉ်နှုန်ယသ့ုဉ်ညၢ်.	I know whose child you are.
ပဂ့ၤမၤဒ်လဲဉ်နှုန်ယသ့ုဉ်ညၢ်.	I know what we had better do.
ကွိအိုဉ်ဖဲလဲဉ်နှုန်ယတသ့ုဉ်ညၢ်ဘာ်.	I don't know where the school is.
ယဝ၊်ကအိုဉ်လၢဒၢးဒၢနှုန်ယတသ့ုဉ် ညၢ်ဘာ်.	I don't know whether my older sibling will be home or not.
(မ့ၢ်)ယလဲၤကသ့ဒၢ်ယတသ့ုဉ်ညၢ် ဘာ်.	I don't know whether I can go or not.
အဝဲကတိၤမတၤအကျိ၁်လဲဉ်နှုန် ယတသ့ုဉ်ညၢ်ဘာ်.	I don't know what language he is speaking
ပှၤကဟဲပှဲၤဂၤလဲဉ်နှုန်နသ့ုဉ်ညၢ်ဒၢ်.	Do you know how many people will come?
အပ၊ကဟဲလၢထိုဉ်ပှဲၤသီလဲဉ်နှုန် အဝဲတသ့ုဉ်ညၢ်ဒီးဘာ်.	He doesn't know yet what day his father will come.

(5) <u>Use of</u> ပှၤ, <u>"us," and</u> အီၤ, <u>"him, her, it, them"</u>

(၅) *တၢ်သ့ုတၢ်ကတိၤ "ပှၤ" ဒီး "အီၤ"*

REPEAT after the teacher.

သရုဉ်--မၤပှၤကွိဖိတဲပိ၁်ထွဲသရုဉ်အခံ ၂-၃ ဒီ.

(a) ပကလဲအိၵ်သကီးအီ၊.	We'll go and visit them.
ပကလဲဒီးအီ၊ဆူဝ့်ပူ၊.	We'll go with him to the town.
ကၢ့၊တဲအီ၊လၢယတလဲ၊လၢ၊ဘၵ်.	Go back and tell him I'll no longer go.
ယဖိကလဲ၊လိၵ်ကွဲဒီးအီ၊.	My child will go and play with him.
တဲအီ၊လၢအဂ့်ၢ်.	Tell her about it.
ယတနၢ်ပၢၢ်အီ၊ဒံးဘၵ်.	I don't understand it yet.
ယကဝံသးစူ၊အီ၊ဒံး.	I'll still be patient with her.
(b) အဝ်တလဲ၊ဒီးပှ၊ဘၵ်.	He's not going with us.
အဝ်ကဟဲကီး(နၢ်)ပှ၊.	He'll come and call for us.
နတဟဲဘါသကီးတၢ်ဒီးပှ၊ဧါ.	Aren't you coming to worship with us?
အဝ်ကတဲနၢ်ပှ၊တၢ်တဲ.	He's going to tell us a story.
အဝ်တသ့ၵ်ညါပှ၊ဘၵ်.	He doesn't know us.
သရၢ်တထံၵ်ပှ၊ဒံးဘၵ်.	The teacher hasn't seen us yet.

(6) <u>Use of</u> ဝံသးစူ၊, <u>"to forbear, be patient with"</u>

(၆) *တၢ်သူတၢ်ကတိ၊* "ဝံသးစူ၊"

REPEAT after the teacher.

သရၢ်--မၢပှ၊ကျိဖိတဲဟိၵ်ထွဲသရၢ်အခ် ၂-၃ ဝိ.

(a) ယမိ၊်ဝံသးစူ၊ယ၊ဒိၵ်မး.	My mother was very patient with me.
သရၢ်ဝံသးစူ၊ဖိသၵ်တဂ၊နၢ်ဖးယံၵ်ညါ.	The teacher has put up with that child for a long time.
ယွ၊ဝံသးစူ၊ပှ၊ဖး၊ဒိၵ်ညါ.	God is extremely patient with us.
ပမ့ၢ်ဝံသးစူ၊အီ၊ကဂ့ၢ.	If we are patient with him, it will be good.
နတၢ်ဝံသးစူ၊တအိၵ်အါဘၵ်.	You don't have very much patience.
(b) ဝံသးစူ၊ယ၊, ယကကၢ.	Be patient with me, I'll go back home. (Excuse me, . . .)
ဝံသးစူ၊ယ၊, ယတလဲ၊ဘၵ်.	Excuse me, I won't be going.
ဝံသးစူ၊ယ၊, ယတဲတသ့ဘၵ်.	Excuse me, I can't say (tell).
ဝံသးစူ၊ယ၊, ယတသ့ၵ်ညါနမံ၊ဘၵ်.	Pardon me, I don't know your name.
ဝံသးစူ၊ယ၊, အအံ၊ယလိ၊်.	Pardon me, this is my place.
ဝံသးစူ၊ယ၊, အအံ၊ယလံၵ်သးဝံၵ်.	Pardon me, this is my hymnbook.

(c) ဝံသးစူးလဲးအိဉ်သကီးယမိ်.	Be patient and go visit my mother. (i.e., Please . . .)
ဝံသးစူးတဲ့နှ်ယးလၢနဂ့ၢ်.	Please tell me about yourself.
ဝံသးစူးဟဲ့ဖိ်ဉ်ယခံ.	Please come with me (after me).
ဝံသးစူးသးဝံဉ်တၢ်လၢပသကီး.	Please sing with our group.
ဝံသးစူးတဲ့ကဒီးတဘျ. ယတ နၢ်ပၢၢ်ဂ့ၢ်ဂ့ၢ်ဒီးဘဉ်.	Please tell it again. I don't understand it very well yet.
ဝံသးစူးလဲးဒီးယးဆူကးပူး.	Please go to the market with me.

14.6 Notes on Word Usage and Grammar (to be read at home)

၁၄.၆ သရှ်--တၢ်မၢလိတကတီၢ်အံးနှ်ပှၢ်ကျိ့ဖိကဖးဒဉ်ဝဲလၢဒၢး.

(1) Use of negative with နၢ်ပၢၢ်, "to understand"

The word နၢ်ပၢၢ် is really a combination of နၢ် meaning "ear" and ပၢၢ် meaning "to comprehend," the resulting expression conveying the meaning of "to understand, be well versed in, be knowledgeable in, comprehend." In some areas the 2 words have come to be a compound verb, in which case the negative particle တ (or future particle က) precedes the Mr; e.g., ယတနၢ်ပၢၢ်ဘဉ်. However, in other areas it is not yet a compound word but rather a noun and verb, and in such cases the negative particle တ (or future particle က) comes between the နၢ် and the ပၢၢ်; e.g., ယနၢ် တပၢၢ်ဘဉ်. Actually, it will usually be understood either way. Practice both ways, as in 14.2 (1), but make it your habit in your own conversation to use the way which is most common where you are.

(2) Use of ဖိ်ဉ် with ခံ, "to follow one, copy one's example"

The word ဖိ်ဉ်/ဖ်ိ်ဉ်/ဖ်ိ်ဉ် is a verb meaning "to follow" and ခံ is a word meaning "buttocks, rear end" and is always preceded by a possessive pronoun. So to ဖ်ိ်ဉ်ယခံ means literally "to follow my rear end;" i.e., "to follow after me," but the expression is also used figuratively to mean "to copy my example." Likewise, ဖ်ိ်ဉ်နခံ means "to follow you, to copy your example;" and ဖ်ိ်ဉ်အခံ means "to follow him/her/it/them, to copy his/her/its/their example." See 14.2 (4) for examples. The word for "follow" is pronounced ဖ်ိ်ဉ် or ဖ်ိ်ဉ်, but is properly written ဖ်ိ်ဉ်.

In the area surrounding the typical Karen villages paths are narrow; hence, to go anywhere with someone it is necessary to follow after him/ her. So, the expression ဖ်ိ်ဉ်ယခံ has also come to be used for "Come with me." After Karens come and stay in the town where there is room to walk side by side, they still frequently say, ဖ်ိ်ဉ်ယခံ, for "Come with me."

(3) Use of ဖ်ိ်ဉ်/နီ, particle seeking agreement

The word နိ really comes from the Burmese language, but it is commonly used by Karens in many parts of Thailand. The word ဗိ၏, on the other hand, is a Karen word having the same meaning. Either of these particles added to the end of a sentence indicates that the speaker is seeking the agreement of the one spoken to. It is a way of softening a statement or adding a gentle urging to a request or command. In English the same meaning is conveyed by adding "won't you?" or "will you?" to the end of a request or command, or by adding "okay?" or "Is that all right?" to the end of a statement in the future; e.g., ဟဲကၢ်ဗိ၏, "Come back, won't you?" ပကလဲၢကဒီးနိ, "We're going to go again, okay?" Note that the first 4 examples in 14.5 (3) are typical expressions used by the Karen in leave-taking.

(4) Use of ဘၣ်, "to be correct, be able to do correctly."

The root meaning of ဘၣ် is "to hit, come into contact with." When it is used following a verb (plus object/modifiers, if any), it gives the meaning of "to do correctly, to be able to do correctly." It's like saying that in carrying out the action indicated you "hit a bull's eye" or you "hit it on the nose." For example, အဝ်သးဝ်ၣ်ဘၣ်, "He sings correctly, is able to sing correctly." ယကၢ်ဆူနဒၢးတဘၣ်ဘၣ်, "I can't go back to your house correctly, I can't get back to your house because I don't know the way."

(5) Use of သ့ၣ်ညါ, "to know"

As can be seen from 14.5 (4) the word သ့ၣ်ညါ, "to know," can take either a noun or pronoun as its object, as in (4-a) or a whole clause, as in (4-b, c, and d). There are 3 ways of expressing clauses as the object:

(a) A clause in the form of a statement introduced by လၢ follows the verb သ့ၣ်ညါ, as in (4-b); e.g., ယသ့ၣ်ညါလၢအဖိခွါအိၣ်သၢဂၢ, "I know that she has 3 sons." If the statements are negative, the final ဘၣ် of the negative is often omitted in ordinary conversation.

(b) The statement comes first usually ending with နၣ် and followed by the subject + သ့ၣ်ညါ, as in (4-c); e.g., နလဲၢနၣ်ယတသ့ၣ်ညါဘၣ်, "I didn't know that you went."

(c) The clause in the form of a question comes first in the sentence and usually ends with နၣ် which is then followed by the subject + သ့ၣ်ညါ, as in (4-d); e.g., လံၣ်စိဆံ့ အိၣ်ဖဲလံၣ်နၣ်ယသ့ၣ်ညါ, "I know where the Bible is."

(6) Use of ဝ်သးစူ, "to forbear, be patient with"

The verb ဝ်သးစူ means "to forbear, bear with, be patient with." It may take a noun or pronoun as its object, as in 14.5 (6-a and b) or may be followed by another verb (plus object/modifiers, if any), as in (6-c). As can be seen from the examples in (6-b), ဝ်သးစူ is used where in English one would say, "Excuse me" or "Pardon me;" and from the examples in (6-c) it can be seen that ဝ်သးစူ is also used where in English one would say, "Please . . ." The Karens use these expressions mostly when speaking to someone who deserves respect by virtue of age or position.

14.7 Substitution Drills

၁၄.၅ တၢ်ဆီတလဲတၢ်ကတိၤ

(1) The teacher will read the first sentence, and you should repeat it after him/her. (Don't use the book.) Then as the teacher gives the word in ( ), you should substitute it in the appropriate place. Be sure to use the correct tones. Go through the drill at least 2 times.

(၁) *သရၣ်ကဖးထဲလၢစုစ့ၣ်တပၤအခိၣ်ထံးတကျိၤ "အဝဲကတိၤတၢ်သ့" ဒီးမၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံတဘျိဝ်ၤ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအခိၣ်လၢ ( ) အပူၤ. ပှၤကျိဖိဘၣ်သူတၢ်ကတိၤလၢ ( ) အပူၤအံၤဒီးဆီတလဲတၢ်ကတိၤလၢအခိၣ်ထံးတကျိၤဒိခံကျိၤတကျိၤအသိး. မၤပိအံၤစး ထိၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ် ၃-၄ ဒီ. ပှၤကျိဖိတဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်တဲလီၤတၢ်နှၣ်က့ၤပှၤကျိဖိဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ.*

အဝဲကတိၤတၢ်သ့.	(မ့ၣ်)
အဝဲကတိၤတၢ်မ့ၣ်.	(ဒ့ၣ်)
အဝဲကတိၤတၢ်ဒ့ၣ်.	(ဘၣ်)
အဝဲကတိၤတၢ်ဘၣ်.	(ယံၣ်)
အဝဲကတိၤတၢ်ယံၣ်.	(သ့)

Now repeat the drill changing to the negative; e.g., အဝဲကတိၤတၢ်တသ့ဘၣ်. Go through the drill at least 2 times again.

သရၣ်--တဲလီဒီးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤ ဘၣ်ဆၣ်အအံၤတဘျိန့ၣ် တ့ၢ်နၣ်တၢ်ကတိၤ "တ" ဒီး "ဘၣ်." အဒိ--အဝဲကတိၤတၢ်တသ့ဘၣ်.

(2) In this next drill, if the word to be substituted is an action verb, it should be substituted in both clauses; if it is a verb of ability or a descriptive verb, it should be substituted only for the verb which follows မ့ၢ်, "if." Use your book for the first round so that you understand. Then repeat the drill several times without using the book.

သရၣ်--အဆိတဝီ မၢပှၤကျိဖးပိၣ်သရၣ်အခံတကျိၤဘၣ်တကျိၤဃုၣ်ဒီးတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤလၢစုထွဲတပၤသ့ၣ်တဖၣ်အံၤတုၤလၢ (၂) ကတၢ်နှၣ်ဝ်ၤ မၢပှၤကျိဖိကးဘၢဃၣ်အလံၣ်. ခံဝီတဝီနှၣ် သရၣ်ကဖးထဲလၢစုစ့ၣ်တပၤအခီထံးတကျိၤ "နလဲၤမ့ၢ်သ့, ယကလဲၤပိၣ်နခံ." ဒီးမၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံတဘျိဝ်ၤ သရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤ. ပှၤကျိဖိဘၣ်သူတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤအံၤဒီးဆီတလဲတၢ်ကတိၤလၢအခိၣ်ထံးတကျိၤဒိခံကျိၤတကျိၤအသိး. မၤပိအံၤစးထိၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ် ၃-၄ ဒီ. ပှၤကျိဖိတဲဘၣ်ဂ့ၤတဘၣ်ဂ့ၤ သရၣ်ကဘၣ်တဲလီၤတၢ်နှၣ်က့ၤပှၤကျိဖိတဘျိ ဒီးမၢပှၤကျိဖိတဲပိၣ်သရၣ်အခံ.

နလဲၤမ့ၢ်သ့, ယကလဲၤပိၣ်နခံ.	(က့ၤ)
နက့ၤမ့ၢ်သ့, ယကက့ၤပိၣ်နခံ.	(ဘၣ်)
နက့ၤမ့ၢ်ဘၣ်, ယကက့ၤပိၣ်နခံ.	(တဲတ၊)

နတဲ့တၢ်မ့ၢ်ဘဉ်, ယကတဲ့ဗိၢ်နခံ. (သးဝံဉ်တၢ်)
နသးဝံဉ်တၢ်မ့ၢ်ဘဉ်, ယကသးဝံဉ်ဗိၢ်နခံ. (သ့)
နသးဝံဉ်တၢ်မ့ၢ်သ့, ယကသးဝံဉ်ဗိၢ်နခံ. (လဲၤ)

14.8 Conversation Practice (after you have learned the other sections well.)

၁၄.၈ တၢ်မၤလီဘဉ်ယးတၢ်တဲ့သကိးတၢ်

(1) LISTEN to the following conversation as the teacher reads sections # 1 and # 2, then tell in Karen the gist of what you understand. Have the teacher repeat it several times more if necessary until you understand it all. Then have the teacher read it again, this time substituting the alternate sentences on the right-hand side and using section # 3 in place of section # 2.

သရၣ်--ဖးယုၤပှၤကျိဖိလၢတၢ်ကတိၤလၢအဖီလဉ်သ့ဉ်တဖဉ်အံၤ, ဖးနီၢ်ဂံၢ် # 1 ဒီး # 2 တုၤအက တၢၢ်ဒီးမၢပှၤကျိ ဖိကနှဉ်ဝံၤ မၢပှၤကျိဖိတဲ့ဒီးကွၢ်လၢပှၤ့ကညီကျိုဉ်မ့ၢ်ပှၤကျိဖိနၢ်ပၢၢ်ဝဲပှဲၤလဲဉ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဝဲဂ့ၤဂ့ၤဒံးဘဉ်နှဉ် သရၣ်ကဖးအါဝိတစဲးတုၤလၢပှၤကျိဖိနၢ်ပၢၢ်ဝဲဂ့ၤဂ့ၤလံနှဉ် ဒီးဖးယုၤကဒီးပှၤကျိဖိတဘျိ အအံၤတဘျိုအံၤဖးလၢ နီၢ်ဂံၢ် # 1 ဒီး # 3 ဒီးလၢတၢ်မၤလီအခီဉ်ထံးတကျိုၤနှဉ် လၢ "အအံၤမတၤလီဉ်" အလီၢ်နှဉ်တဲ့ဒ်စုထွဲအသိး "အအံၤမနၤလဲဉ်." လၢသၢကျိုၤတကျိုၤစုၢ်ကိး လၢ "ယနၢ်တပၢၢ်ဒံးဘဉ်" အလီၢ်နှဉ်တဲ့ဒ်စုထွဲအသိး "ယတနၢ်ပၢၢ်ဒံးဘဉ်."

# 1	A.	အအံၤမတၤလီဉ်.	(အအံၤမနၤလဲဉ်.)
	B.	<u>အအံၤလံ၁်စိဆုံ.</u>	
	A.	ယနၢ်တပၢၢ်ဒံးဘဉ်.	(ယတနၢ်ပၢၢ်ဒံးဘဉ်.)
		ဝံသးစူၤတဲ့ကဒီးတဘျိ.	
	B.	<u>လံ၁်စိဆုံ.</u>	
		<u>အအံၤပှၤကိးလၢ</u>လံ၁်စိဆုံ.	
		နနၢ်ပၢၢ်လံ၎ါ.	
	A.	ယနၢ်ပၢၢ်လံ.	
		<u>အအံၤ</u>လံ၁်စိဆုံ.	
		ယတဲ့တၢ်ဘဉ်၎ါ.	

# 2	B.	ဘဉ်
	A.	မ့ၢ်တဘဉ်ဘဉ်နှဉ်တဲ့နှ့ၢ်က့ၤယၤနီ.
	B.	အၢဉ်, ယကတဲ့နၤ.

3

B. တဘာ၌ဂုဏ်ကောင်းဘာ.
တဲ့ဗိုင်ယခံ ခံဘိုးသာဘိုးနို.
<u>လံ့ဝစီဆို့.</u>
A. <u>လံ့ဝစီဆို့.</u>
B. <u>လံ့ဝစီဆို့.</u>
A. <u>လံ့ဝစီဆို့.</u>
B. နတဲ့တော်ဘာ၌လဲ.
A. တော်ဘုန်းဒိုင်မး.

After you understand both endings, read through the whole conversation after the teacher once. Then you take the A parts and the teacher will take the B parts. (Be sure to indicate a Bible when asking the question.) Repeat the conversation again, but point to some other article instead of a Bible and substitute its name wherever the word for Bible comes in the conversation. Repeat a third time indicating still a different article. The teacher should sometimes use the first ending and sometimes the second, and you should also sometimes use the sentences not in ( ) and sometimes the alternate one in ( ).

သရှာ--ပုံကိုဖိမှ်နှုတ်ကတိုးသုံ့တဖက်အံ့ခဲလာလဲလန့်၌ မာပုံကိုဖိဖးပိုင်သရှာအခံတစီးထိုင်လာနိုင်ဂ်ါ # 1 တုံးလာနိုင်ဂ်ါ # 2 ကတာ်တစီဝ်ံ မာပုံကိုဖိကဲ့ဒီးကွာ် "A" ဒီးသရှာ်ကဲ့ဒီးကွာ် "B." (ဖဲပုံကိုဖိသ်ကွာ်တာ်သ်ကွာ်အခါန့်၌ ပုံကိုဖိကဘာ်ပာ်ဖျါစ့ာ်ကီးလံ့ဝစီဆို့.) တဲ့လိတ်ကတိုးသုံ့တဖက်အံ့အာ့ပိတစ်းတုံးလာပုံကိုဖိတဲ့ဝဲဘာ်ဘျုဏ်းတစ်း. တုံးပုံကိုဖိတဲ့ဝဲဘာ်ဘျုလဲန့်၌ တဲ့လိကဒီးလာ # 1 ဒီး # 3. ပုံကိုဖိတဲ့ဝဲမှ်ဘျုလဲန့်၌ တဲ့လိကဒီး # 1 ဒီး # 3. ဘာ်ဆာ်အအံ့ံတဘိုးန့်၌ မာပုံကိုဖိနဲ့ာ်အဂၤတမ်ံ ဒီးဖဲသုကတိုးသကီးတာ်အခါန့်၌ လာတာ်ကတိုး "လံ့ဝစီဆို့" အလိ်ုန့်၌တဲ့ကုံးဒီးလာတာ်လာပုံကိုဖိနဲ့ာ်ဝဲတမ်ံန့်၌. (အဒိ--ပုံကိုဖိမှ်နဲ့ာ် လံ့ဝသးဝံ့ာ်ဒီးလာတာ်ကတိုး "လံ့ကစီဆို့" အလိ်ုန့်၌တဲ့ကုံးကဒီးလာ "လံ့ဝသးဝံ့ာ်.") တဲ့လိကဒီး ဒီးမာပုံကိုဖိနဲ့ာ်ကဒီးလာတာ်အဂုဏ်းအဂၤတမ်ံ. ဘာ်တဘိုးဘိုပုံကိုဖိကဘာ်သ်ကွာ်လာ "အအံ့ံမတၤလိ့ာ်" ဒီးဘာ်တဘိုးဘိုကဘာ်သ်ကွာ်လာ "အအံ့ံမနုၤလဲ့ာ်." ဘာ်တဘိုးဘိုပုံကိုဖိကဘာ်စ်းဆၤလာ "ယနှ်တပာ်ဒ်းဘာ်"ဒီးဘာ်တဘိုးဘိုကဘာ်စ်းဆၤလာ "ယတနှ်ပာ်ဒ်းဘာ်." ဘာ်တဘိုးဘိုသရှာ်ကြားတဲ့ဆၤတာ်ဒ် #.2 အသိးဒီးဘာ်တဘိုးဘိုကြားတဲ့ဆၤတာ်ဒ် # 3 အသိး.)

(2) LISTEN to the following conversation as the teacher reads it, and have the teacher repeat it several times if necessary until you understand it. Then read the whole conversation after the teacher once, after which you take the part of A and the teacher the part of B. Go through the conversation several times, using the book as little as possible.

(၂) *သရှာ်ကဘာ်ဖးတာ်ကတိုးသုံ့တဖက်အံ့ဒီးမာပုံကိုဖိကနှ့ာ်. ဖဲသရှာ်ဖးအခါ သရှာ်ကဘာ်ဖးထိုင် "A" ဒီး "B" အ*ံ့ာ်ဒ်သိးပုံကိုဖိကသ့ုံ့ညါပုၤမတၤကတိုးတာ်လဲ့ာ်. သရှာ်ဖးတစီဝ်ံဒီး မာပုံကိုဖိတဲ့ဒီးကွာ်လာပုၤကညီ ကျိုင်မှ်ပုံကိုဖိနှ်ပာ်ဝဲပုၤလဲ့ာ်. ပုံကိုဖိမှ်တနှ်ပာ်ဒ်းဘာ် သရှာ်ကဖးကဒီးတစီခံစီသ့ ဒီးမာပုံကိုဖိတဲ့ဒီးတာ်လာအနှ်ပာ်အာ်ထိုင်ဝဲသ့ုံ့တဖက်နှ့ာ်. ပုံကိုဖိမှ်တနှ်ပာ်ခဲလာဒ်ဒ်းဘာ်နှ့ာ် မာပုံကိုဖိအိုးထိုင်အလံ့ဝ်ဒီးကွာ်ပိုင် သရှာ်အခံ့ဖဲသရှာ်ဖးယုၤကဒီးပုၤကိုဖိအခါ. တုံးပုံကိုဖိနှ်ပာ်ခဲလာဒ်လံ့ဒီး မာပုံကိုဖိတဲ့ပိုင်ထွဲသရှာ်အခံ့တစီဝ်ံ မာပုံကိုဖိကဲ့ "B" ဒီးသရှာ်ကကဲ့ "A." ဖးသကီးတဂီခံစီဝ်ံ မာပုံကိုဖိကးဘၤဃာ်အလံ့ဝ် ဒီးမာပုံကိုဖိ တဲ့လိဒီးကွာ် "B" အတာ်ကတိုး. တဲ့သကီးတာ်အပိတစ်း. လာခံ့တနှ်ုန့်၌တဲ့လိကဒီးတာ်မၤလိတတိုဒ်အံ့ၤ,*

တဲလိတုၤလၢပှၢကျိဖိတဲဝဲဘၣ်ဘျၢဘျၢဝံၤ မၢဒီးကွၢ်ပှၢကျိဖိကဲ **"A"** *ဒီးသရၣ်ကကဲကၢ့ၤလၢ* **"B."** *တဲလိတၢ်မၤလိ တကတိၢ်အံၤတုၤလၢပှၢကျိဖိတိၢ်ဝဲဘၣ်ဂ့ၤဂ့ၤတက့ၢ်.*

A. ပဝဲပှၢကျိဖိပကလဲၤဟးဆူဝ့ၢ်ပှၤ.
ပကလဲၤဘါယွၤဖဲနၣ်.
သရၣ်အဲၣ်ဒိၣ်ကလဲၤစ့ၢ်.
နကလဲၤဖိၣ်ပခံဧါ.

B. သုကလဲၤပဲ့ၤဂၤလီၣ်.

A. ပကလဲၤပသကီးတဆံခံဂၤ.
အဖိၣ်မုၣ်ယဲၢ်ဂၤ.
အဖိၣ်ခွါနၣ်ဂၤ
ပကသးဝံၣ်တၢ်ဖဲနၣ်စ့ၢ်.

B. ယလဲၤသ့.

A. ဂ့ၤလံ.
နလံၣ်သးဝံၣ်လၢကညီကျိၣ်အိၣ်ဧါ.
မ့ၢ်တအိၣ်ဘၣ်နၣ် နသးဝံၣ်တၢ်လၢကျိၣ်တဲၣ်ကျိၣ်သ့.

B. လၢကျိၣ်တဲၣ်ကျိၣ်အိၣ်တဘ့ၣ်.

A. ဂ့ၤလံ.
ယကဟဲကီးနၤမီၣ်.

B. တၢ်ဘျုး. ပလဲၤဘါတၢ်လၢဝ့ၢ်ပှၤနၣ်ကမ့ၣ်ဒိၣ်မး.

14.9 Reading and Writing

၁၄.၉ တၢ်မၤလိဖးဒီးကွဲးပှၢကညီကျိၣ်

Repeat the following sentences after the teacher once. Then at home copy them two times in the spaces provided. The next day have the teacher check your writing. Then read the sentences aloud, the teacher correcting any mistakes in pronunciation.
သရၣ်--မၢပှၢကျိဖးပိၣ်သရၣ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၢပှၢကျိဖိကွဲးလိလၢဒၢးတကျိၤနၣ်ကွဲးအီၤခံဘျိဖဲ တၢ်လီၢ်လီၤဟိအံၤ. လၢခံတနံၤနၣ် သရၣ်ကဘၣ်ကွၢ်ပှၢကျိဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤမ့ၢ်အဘၣ်ဧါ. ဝံၤမၢပှၢကျိ ဖိဖးယုၤသရၣ်. ပှၢကျိဖိဖးမ့ၢ်ကမၣ် သရၣ်ကဘၣ်ဖးယုၤပှကျိဖိတဘျိဒီး.

ဖိၣ်ယခံကဒီးတဘျိမီၣ်.

_____

_____

သုနၢ်ပၢၢ်တၢ်ဒ်လဲၣ်.

_____

_____

နတဲနှ၊အီ၊လၢအဂ့၊ကဘၣ်၎ါ.

_____

_____

14.10 Listening and Speaking

၁၄.၁၀ *တၢ်မၤလီကနၣ်ဒီးကတိၤပှၤကညီကျိၣ်လၢပှၤကညီအဟံၣ်*

(1) During the next 24 hours learn the name of one more thing as you did in 13.9. Review the first conversation in 14.8 ahead of time so that you will be prepared to use some of those expressions if needed. The next day tell your teacher what new word you have learned, and both the teacher and you should seek opportunities to use it. Also seek oppor- tunities to use it when you talk with other Karens. Several days later, after you have learned this new word well, try learning the name of one more new thing in the same way. The important thing when obtaining new vocabulary is to use the words over and over again so that you don't forget them.

(၁) *သရၣ်--လၢ ၂၄ နၣ်ရၣ်အတၢ်ပူၤနၣ် မၢပှၤကျိဖယုအါထိၣ်နှ၊တၢ်ကတိၤအသီတမံၤအမံၤဒိၣ်လၢတၢ်မၤလီ ၁၃.၉ အပူၤနၣ် ဒီးမၢပှၤကျိဖကွ၊်ကဒါက့ၤဒၣ်ဝဲစု၊်ကီး ၁၄.ဂ (၁) တချုးအလဲၤယုနှ၊တၢ်ကတိၤအသီအံၤဒံးဘၣ်နၣ်. လၢခံတနံၤနၣ် မၢပှၤကျိဖတဲနှ၊သရၣ်ဘၣ်ဃးတၢ်ကတိၤအသီလၢအယုအါထိၣ်ဝဲတဖျၣ်နၣ် ဝံၤဒီးပှၤကျိဖဒီး သရၣ်ကဘၣ်ကတိၤလီတၢ်ကတိၤအသီတဖျၣ်အံၤဒိၣ်လၢ ၁၃.၉ အသိး. လၢနံၤဆူညါသ့ၣ်တဖၣ်အတၢ်ပူၤနၣ်သရၣ်မ့၊်သူတၢ်ကတိၤအသီတဖျၣ်အံၤဒီး ကမၤစၢၤပှၤကျိဖဒိသိးအသုတသးပှၤနီၣ်အီၤလၢၤတဂ့ၤနၣ်. မၢပှၤကျိဖကတိၤလီတၢ်ကတိၤအ သီတဖျၣ်အံၤဒီးပှၤကညီအဂုၤအဂၤတဖၣ်စု၊်ကီး. ဆူညါ ၂-၃ နံၤပှၤကျိဖမ့၊်တၢ်နှ၊ဒီးသူတၢ်ကတိၤအသီတဖျၣ်အံၤဘၣ်ဘျၣ်ဘျၣ်လံနၣ် မၢကဒီးပှၤကျိဖယုအါထိၣ်ဒီးတၢ်ကတိၤအသီတဖျၣ်ဒ်လၢပှၤကျိဖယုတ့၊်လံဝဲအသိးနၣ်ဝံၤ လၢခံတနံၤသရၣ်ဒီးပှၤကျိဖကဘၣ်ကတိၤလီတၢ်ကတိၤအသီတဖျၣ်အံၤဒ်လၢအဖီခိၣ်အသိး.*

(2) Continue to spend some time each day listening to the Karens talking with each other.

(၂) *သရၣ်--မၢပှၤကျိဖလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကနၣ်ပှၤကညီကတိၤသကိးတၢ်ဒီးဒ်သိးကကတိၤလီတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလီတ့၊်လံဝဲ.*

14.11 Cultural Assignment--Continue to work on 11.11.

၁၄.၁၁ *တၢ်ယုသ့ၣ်ညါပှၤကညီအလုၣ်အလၢ်--ပှၤကျိဖကမၤဒၣ်ဝဲလၢဒၢး.*

LESSON 15 - REVIEW

တေမ၊လိ ၁၅ - တေကွေကဒါကၟ၊

15.1 Basic Sentence and Phrase Patterns

၁၅.၁ တေကတိ၊အဒိ

A. Pronouns

In lessons 11-14 you have learned 3 new pronouns; i.e., သ့, "you, your;" ပ္ၟ၊, "us;" and အီ၊, "him/her/it/them." The only ordinary pronouns which you have not yet learned are the words for "they" and "their."

Change the pronoun in the first sentence below, first to the second person singular, then to the third person singular, then to the first person plural, and then to the second person plural. Omit the third person plural. Do the same with (b) and (c).

သရ့၏--မၫ်ပ္ၟ၊ကၟိုဖိုး **(a)** *တကျိ၊ဝံ၊ ခ်ံဘျိတဘျိလ၊ "ယ" အလီၫ်နၟ့၏ကဘၟ်ဟဲလ၊ "နၟ." သ၊ဘျိတ ဘျိကဘၟ်တဲလ၊ "အဝဲ," လွံၫ်ဘျိတဘျိလ၊ "ပ" ဒီ၊ယဲၫ်ဘျိတဘျိလ၊ "သ့." ပ္ၟ၊ကၟိုဖိတဲမ့ၫ်တဘၟ်ဘၟ် သရ့၏ကဘၟ်တဲယု၊ပ္ၟ၊ကၟိုဖိတဘျိဒီ၊မၫ်ပ္ၟ၊ကၟိုဖိတဲပိ၏ထွဲသရ့၏အခ်ံ. မၫ်ပ္ၟ၊ ကၟိုဖိုး* **(b)** *ဒီ၊* **(c)** *ဒီ၊ဆီတလဲတေ်ကတိ၊ဒ်အံ၊အသိ၊.*

(a) <u>ယ</u>ကဖ၊လံ၏.

(b) အအံ၊<u>ယ</u>လံ၏.

(c) အဝဲတဲ<u>ယ၊</u>လံ.

B. Phrase Patterns

(1) In lessons 11-14 you have not learned any new phrase patterns indicating location or direction. However, if you are not sure of the ones learned in earlier lessons, turn back to 10.1 (1) and read through it once, then do the substitution drill.

(၁) *သရ့၏--မၫ်ပ္ၟ၊ကၟိုဖိုကွေ်ကဒါကၟ၊ ၁၀.၁ (၁) မ့ၫ်ပ္ၟ၊ကၟိုဖိုနီ်ဘၟ်ဘၟ်ဒ်ိုးတေ်ဂ့ၫ်နၟ့၏ဧါ. ပ္ၟ၊ကၟိုဖိုမ့ၫ်တနီ်ဘၟ်ဘၟ်ဝဲဂ့၊ဂ့၊လ၊၊ ဘၟ်နၟ့၏ မ၊အဖ၊ကၟ့၊ကဒီ၊တေ်ဂ့ၫ်နၟ့၏တဝိဒီ၊မ၊အဆီတလဲတေ်ကတိ၊လ၊* **(a)** *ဒီ၊* **(b).**

(2) You have not learned any new subject or object phrase patterns. However, if you are not sure of the ones learned in earlier lessons, turn back to 10.1 (2) (a) and (b) and read through it once, then do the expansion drill which follows (a) and the substitution drill which follow (b).

သရ့၏--မၫ်ပ္ၟ၊ကၟိုဖိုကွေ်ကဒါကၟ၊ ၁၀.၁ (၂) **(a)** *ဒီ၊* **(b)** *မ့ၫ်ပ္ၟ၊ကၟိုဖိုနီ်ဘၟ်ဘၟ်ဒ်ိုးတေ်ဂ့ၫ်နၟ့၏ဧါ. ပ္ၟ၊ ကၟိုဖိုမ့ၫ်တနီ်ဘၟ်ဘၟ် ဝဲဂ့၊ဂ့၊လ၊၊ဘၟ်နၟ့၏ မ၊အဖ၊ကဒီ၊တဘျိဝံ၊ဒီ၊ မၫ်ပ္ၟ၊ကၟိုဖိုက၊ဘ၊ဃ်ဘလ်ဝ်ဝံ၊ မ၊အမ၊အါထိ်ဘၟ်တေ်ကတိ၊ဒ်လ၊* **(a)** *အဖိလ်ဘလ်အသိ၊ ဝံ၊ဒီ၊မ၊အဆီတလဲတေ်ကတိ၊ဒ်လ၊* **(b)** *အဖိလ်ဘလ်အသိ၊နၟ့၏တကၟ့ၫ်.*

(3) You have learned several new words which can be used with ပ္ၟ၊ to form compound nouns. Look back at 10.1 (2-c) to see the 3 ways of forming such compound nouns,

then make compound nouns using the words below together with ပု၊ (and ဖ where needed), then make up a sentence using the resulting expression. Note: In the case of ပု၊ကညီ, the word ဖ is not used, since this is the name by which they call themselves. However, in the case of other tribes or races ဖ must be used.

သရှင်--မာပု၊ကျိုဖိကွၢ်ကဒါကှၤ ၁၀.၁ (၂) (c) ဒီးဖးကှၤတၢ်ဂုၢ်တစိ၀ံၤ သရှင်ကကိးထိုင်တၢ်ကတိၤလၢတၢ်ဖီ လင်လၢအအိုင်လၢစုထွဲတပၤအံၤ. ဖဲသရှင်ကိးထိုင်တကျိုးဂုၤတကျိုးဂုၤ၀ံၤဒီး ပု၊ကျိုဖိကပင်ဖြိုင်တၢ်ကတိၤအ၀ဲနှင် ဒီးတၢ်ကတိၤ "ပုၤ." တၢ်ကတိၤလၢပု၊ကျိုဖိဘာ့်တဲ့အါထိုင်လၢ "ဖ" နှင် ပု၊ကျိုဖိကဘာ့်ဆိကမိုင်တ့ၢ်နှင်ဒဉ်၀ဲ. သရှင်တလိုင်တဲ့ဘာ့်ပု၊ကျိုဖိဘာ့်. တုၤပု၊ကျိုဖိပင်ဖြိုင်တၢ်ကတိၤဘာ့်ဘျှဘျှလံနှင် မာပု၊ကျိုဖိယုနှၢ်အတၢ်ကတိၤ ဒဉ်၀ဲဒီးသူ့ယုဉ်ဒီးတၢ်ကတိၤလၢအဖီလင်တဖဉ်အံၤပင်ဖြိုင်ယုဉ်ဒီးတၢ်ကတိၤ "ပုၤ" နှင်. အဒိ--ပု၊ကျိုဖိကတဲ့ဝ "ပုၤလံ၁်စီဆုံ့ကျိုဖိကသးဝံ၁်တၢ်."

ပုၤ—— ကညီ
ကျိ^{2}ုဉ်တဲ၁်
မၤလိတၢ်
လံ၁်စီဆုံ့ကျိ

(4) In lessons 11-14 you have learned 4 new noun classifiers --ဖျၢ်, ဘ့ၢ်, သီ, and ဘ့ျ. Turn back to 10.1 (3) and substitute these classifiers in the phrase patterns (a) through (f) given there; i.e., substitute သီ for လါ in each of the 6 patterns. Then repeat substituting ဘ့ျ for လါ. Repeat again substituting ဖျၢ်ဉ for ဂၤ, then once more substituting ဘ့ၢ်ဉ.

သရှင်--မာပု၊ကျိုဖိကွၢ်ကဒါကှၤ ၁၀.၁ (၃) ဖးကဒီးတၢ်ဂုၢ်တစိ၀ံၤ မာပု၊ကျိုဖိဖးအခိုင်ထံးတကျိုၤ စးထိုင်လၢ (a), (b), (c), တုၤလၢ (f). လၢ "လါ" အလိ^{1}ုဉ်ကဘာ့်တဲ့ကှၤဒီးလၢ "သီ." မၤဒီးခံစိတစိလၢ "လါ" အလိ^{1}ုဉ်တဲ့ကဒီးလၢ "ဘ့ျ." သၢစိတစိနှင်မာပု၊ကျိုဖိဖးသၢကျိုၤတကျိုၤစးထိုင်လၢ (a) တုၤလၢ (f), လၢ "ဂၤ" အလိ^{1}ုဉ်တဲ့ကှၤဒီးလၢ "ဖျၢ်ဉ." လွံ^{1}ုစိတစိလၢ "ဂၤ" အလိ^{1}ုတဲ့ကှၤဒီးလၢ "ဘ့ၢ်ဉ." ပု၊ကျိုဖိတဲ့ဒီးဖးမ့^{1}ုတဘာ့် ဘာ့် သရှင်ကဘာ့်ဖးယုၤကဒီးပု၊ကျိုဖိတစိဒီးမာပု၊ကျိုဖိတဲ့ပိ^{1}ုထွဲသရှင်အခ်ံ.

(5) You have been introduced to several new phrase patterns in the previous4 lessons, as follows:

(a) <u>Use of</u> နှင် <u>indicating the end of a noun phrase</u> (usually used where the phrase is a bit long or the end of the phrase might not be clear otherwise). It may also indicate the end of a subject composed of a noun or pronoun plus a modifying phrase.

Combine the expressions on the left-hand side below with those on the right-hand side using နှင် to end the noun phrase, then read the resulting sentences aloud. The teacher should correct any mistakes in pronunciation.

သရှင်--မာပု၊ကျိုဖိတ့ၢ်နှင်တၢ်ကတိၤ "နှင်" လၢတၢ်ကတိၤလၢစုစ့ုဉ်ဒီးတၢ်ကတိၤလၢစုထွဲအဘၢ်ဉ်စၢၤဒီးမၤ ကဲထိုင်ကှၤအီၤလၢတၢ်ကတိၤတကျိုၤယီ. ပု၊ကျိုဖိဖးမ့^{1}ုတဘာ့်ဘာ့်ဒီး သရှင် ကဘာ့်ဖးယုၤကဒီးပု၊ကျိုဒီ:ဂ ဝိဒီးမာပု၊ကျိုဖိတဲ့ပိ^{1}ုထွဲသရှင်အခ်ံ.

သရက်အဒေါ်တဖျာက် ဖေးဂ္ဂေညြ
ယသကီးအစတဲ့တဖျာက် ဒိုက်တစ်ေး
ယလံပ်စီဆံ့လောကို့ဂ်တဲ့ပ်ကျိ့ပ် တဂ္ဂေလောဘက်

(b) **Time phrases and location phrases ending in** နဲ့ **, especially if they occur at the beginning of the sentence and are a bit long.**

Use the following expressions with နဲ့ **, completing the sentences any way that makes sense. The teacher should correct any mistakes in pronunciation or word order. (The words in ( ) are optional.)**
သရက်--တေ်မေလိတတီ်အံ့ပျေကို့ဖိကဘက်ယုနဲ့်အတေ်ကတိေ့ဒဲ့ပ်ဝဲဒီးသူ့ယုပ်ဒီးတေ်ကတိေ့လောအဖီလပ် သ့ဲ့ပ်တဖ့ပ်အံ့ေ. အဒိ--ပျေကို့ဖိကတဲ့ဝ "လောအခ်ိ့ပ်ထံးနဲ့ပ်ယတသ့ဲ့ပ်ညြ ်ပျေကညီအဂ္ဂ်ေ်ဘက်." (ပျေကို့ဖိမ့ေ် တသူ့ဘက်တေ်ကတိေ့လော ( ) အပ္ပေနဲ့ပ်သ့ဝဲ.)

(လော)အခ်ိ့ပ်ထံးနဲ့ပ်
အခ်ိ့ပ်ထံးတဘ်ျနဲ့ပ်
ခံဘ်ျတဘ်ျနဲ့ပ်
လေထိ့ပ်ယဲ့ေ်သီနဲ့ပ်
(လော)ဒေါ်အဝဲနဲ့ပ်တဖျာ်နဲ့ပ်
(လော)ဒေါ်ယဲ့ေ်ဖျာ်တဖျာ်နဲ့ပ်
(ဖဲ)ကို့အလီ်လံ့ေတဖျာ်နဲ့ပ်
လောလံပ်စီဆံ့အပ္ပေနဲ့ပ်

(c) Phrases using ဂ္ဂ်ေ်.
You have now learned that phrases ending with a possessive pronoun followed by ဂ္ဂ်ေ် **give the meaning of "about," and are often introduced by** လော**. Use the following expressions in sentences of your own. (The use of** လော **is optional.) The teacher should correct any mistakes in pronunciation or use of words.**
သရက်--တေ်မေလိတတီ်အံ့ပျေကို့ဖိကဘက်ယုနဲ့်အတေ်ကတိေ့ဒဲ့ပ်ဝဲ ဒီးသူ့ယုပ်ဒီးတေ်ကတိေ့ လောအဖီ လပ်သ့ဲ့ပ်တဖ့ပ်အံ့ေ. အဒိ--ပျေကို့ဖိကတဲ့ဝ "သရက်တဲ့ဘက်ယပ်လောယဂ္ဂ်ေ်လံ." ပျေကို့ဖိတဲ့မ့ေ်ကမ့ပ်ဒီး သရက်ကဘက်တဲ့ဘက်နဲ့ေ်ကေ့ပျေကို့ဖိဒီးမောပျေကို့ဖိတဲ့ဗိ်ပ်သရက်အခ်ံ့ဒီး. (ပျေကို့ဖိမ့ေ်တသူ့ဘက်တေ်ကတိေ့ "လော" နဲ့ပ်သ့ဝဲ.)

(လော)ယဂ္ဂ်ေ်
(လော)နဂ္ဂ်ေ်
(လော)အဂ္ဂ်ေ်

(လ၊)ယဒီပုၢ်ဝဲၢ်အဂ့ၢ်
(လ၊)နကျိၵ်အဂ့ၢ်

C. Basic Sentence Patterns

(1) Verbs

In lessons 11-14 you have learned the following verbs:

(a) Action verbs	(b) Descriptive verbs	(c) Verbs of ability
ကတိၤ(တၢ်)	မုၵ်	သ့
တဲ(တၢ်)	ဂ့ၤ	
ကီး(တၢ်)	ဒိုၵ်	
မၤလိ(တၢ်)	ယံၵ်	
ထံၵ်(တၢ်)	စီဆုံ	
နၢ်ပၢၢ်(တၢ်)	ဘၵ်	
ဖိၵ်အခံ		
သ့ၵ်ညါ(တၢ်)		
ဝံသးစူၤ(တၢ်)		
နှ၊(တၢ်)		

Of the verbs in group (a) above, most of them can be used in each of the 11 basic sentence patterns. However, the word နှ၊ **is not usually used by itself.**

As a review, take the following sentence through all of the 11 basic sentence patterns which you have learned so far, as indicated on the right hand side. Remember to omit the subject for the command and to use the interrogative word in ( ) for the လီၵ်/လဲၵ် **-questions.**

သရၢ်--မၢပှၤကျိဖးတၢ်ကတိၤလၢစုစ့ၵ်တပၤအံၤဝံၤဒီး ပှၤကျိဖိကဘၵ်တ့ၢ်နၵ်တၢ်ကတိၤဒ်အအိၵ်ဖျါဝဲဖဲတၢ်ဖီ လၵ်အံၤလၢစုထွဲတပၤအံၤအသိးတကျိၤဘၵ်တကျိၤ. ပှၤကျိဖးမ့ၢ်တဘၵ်မ့ၢ်ဂ့ၤ တ့ၢ်နၵ်တၢ်ကတိၤအလီၢ်မ့ၢ်တ ဘၵ်ဘၵ်မ့ၢ်ဂ့ၤ သရၢ်ကဘၵ်တဲယုၤကဒီးပှၤကျိဖိတဘျိဒီးမၢပှၤကျိဖိတဲဖိၵ်သရၢ်အခံ.

(အဖိ)မၤလိလံၵ်.	(Statement--present/past)
	(Statement--action begun using လံ)
	(Statement--future)
	(Statement--negative)
	(Command)

(ဧါ-question--present/past)
(ဧါ-question--action begun using လံ)
(ဧါ-question--future)
(ဧါ-question--negative)
(မတၢလိၣ်) (လိၣ်/လဲၣ်-question--present/past)
(မတၢလိၣ်) (လိၣ်/လဲၣ်-question--future)

The verbs in (b) above are descriptive verbs and the one in (c) is a verb of ability, and none of these can be used as commands. They often take a clause as the subject, in which case the future or negative particles usually precede the descriptive verb rather than the verb in the clause which is the subject; e.g., ပလဲၢတၢ်တမုၣ်ဘၣ်.

As a review, take the following sentence through all of the basic sentence patterns above except the command.

သရၣ်--မၢပှၢကျိဖးတၢ်ကတိၢ်လၢစုစုၣ်တပၢအံၢ် ဝံၢဒီးမၢပှၢကျိဖတ့ၢ်နၣ်တၢ်ကတိၢ်အအိၣ်ဖျါဝဲ ဖဲတၢ်ဖီခိၣ်အံၢ်လၢစုထွဲတပၢတကျိၢ်ဘၣ်တကျိၢ်. ပှၢကျိဖးမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၢ် တ့ၢ်နၣ်တၢ်ကတိၢ်အလိၣ်မ့ၢ်တဘၣ်မ့ၢ်ဂ့ၢ် သရၣ်ကဘၣ်တဲယုၢကဒီးပှၢကျိဖိတဘျိ ဒီးမၢပှၢကျိဖိတဲဗိၣ်သရၣ်အခံ. (လဲၢကပၣ်ကွံၣ်ယဲၢ်ကျိၢ်တကျိၢ်လၢအမ့ၢ်တၢ်မၢအတၢ်ကတိၢ်နၣ်တက့ၢ်.)

အဝဲအိၣ်ဖဲနၣ်သ့. (For လိၣ်/လဲၣ်questions use ဒ်လဲၣ်.)

(2) <u>Review of use of</u> ဒ်း, လံ, <u>and</u> လၢ.

Refer to 10.1 (2) where the words ဒ်း, လံ, **and** လၢ **are used in the first 9 basic sentence patterns. Then take the 2 sentences below through those patterns, as below.**

သရၣ်--မၢပှၢကျိဖိကွၢ်အဒိလၢ ၁၀.၁ (၂) ဝံၢဒီးမၢပှၢကျိဖးတၢ်ကတိၢ် (a) *တကျိၢ်လၢအဖီလၣ်အံၢ်ဝံၢ် တ့ၢ်နၣ်တၢ်ကတိၢ်အဒိအိၣ်ဖျါဝဲဖဲတၢ်ဖီလၣ်အံၢ်လၢစုထွဲတပၢအသိးတကျိၢ်ဘၣ်တကျိၢ်. ပှၢကျိဖးမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၢ် တ့ၢ်နၣ်တၢ်ကတိၢ်အလိၣ်မ့ၢ်တဘၣ်မ့ၢ်ဂ့ၢ် သရၣ်ကဘၣ်တဲယုၢကဒီးပှၢကျိဖိတဘျိဒီးမၢပှၢကျိဖိတဲဗိၣ်သရၣ်အခံ. တ့ၢပှၢကျိဖိတဲ* (a) *ဘၣ်ဘျၣ်ဘျၣ်လံနၣ် မၢအ တဲကဒီးလၢ* (b).

(a) နပှၢ်ဟဲဗိၣ်အခံ. (Statement--present/past)
(Statement--action begun using လံ)
(Statement--future using ဒ်း)
(Statement--negative using ဒ်း)
(Statement--negative using လၢ)
(ဧါ-question--action begun using လံ)
(ဧါ-question--future using ဒ်း)

(ဧ၊-question--negative using ဒီး)
(ဧ၊-question--negative using လား)

(b) အဝဲတဲ့တ၊်မုန့်.

(3) **In the last 4 lessons you have learned 2 new interrogative words --မတ၊လိုဉ်/လဲဉ် and မနု၊လိုဉ်/လဲဉ်. Both of these expressions can be used to mean "What?" but only မတ၊လိုဉ် /လဲဉ် can be used to mean "Who?"**

Change the following sentences to လိုဉ်/လဲဉ်-questions by substituting မတ၊ or မနု၊ for the expression underlined and adding လိုဉ် or လဲဉ် to the end of the sentnece. If the expression underlined refers to a person, substitute မတ၊ only, but if the expression underlined refers to an object, substitute မတ၊ once, and then a second time using မနု၊. Use either လိုဉ် or လဲဉ်, but it is not necessary to use both. If the expression underlined is a possessive pronoun, use "မတ၊အ" as the substitute.

သရ့ဉ်--တ၊်ကတိၤလၢတ၊်မၤလိတတိ၊်အံၤလၢအဘ့ဉ်တ၊် "တိၤ" အဖီလဉ်သ့ဉ်တဖ့ဉ်နှဉ် မၢပှၤကျိုဖိဆီတလဲ ကၢ့ၤအီၤလၢ "မတ၊," "မတ၊အ," မ့တမ့၊် "မနု၊" ဖဲလၢတ၊်ကတိၤ[ကြ]ၢးဝဲဘဉ်ဝဲ ဝံၤဒီးမၤကတ၊်ကွံဉ်တကျိုၤ ဘဉ်တကျိုၤလၢ "လိုဉ်" မ့တမ့၊် "လဲဉ်." တ၊်ကတိၤလၢပှၤကျိုဖိ ကဘဉ်ဆီတလဲကၢ့ၤအီၤနှဉ်မ့၊်ဘဉ်ဃးဒီး ပှၤကညီနှဉ် ပှၤကျိုဖိကသ့ထဲတ၊်ကတိၤ "မတ၊" မ့တမ့၊် "မတ၊အ," ဘဉ်ဆဉ်မ့၊်ဘဉ်ဃးတ၊်ဖိတ၊်လံၤနှဉ် ပှၤကျိုဖိကဘဉ်သ့တ၊်ကတိၤ "မတ၊" တဘျိုဝံၤဒီး ကဘဉ်တဲ့ကဒီးတဘျိုသ့လၢ "မနု၊."

အအံၤ<u>လံဉ်စိဆုံ</u>.
အအံၤ<u>ယ</u>လံဉ်သးဝံဉ်.
အဝဲတဲ့<u>တ၊်တဲ့</u>.
<u>ပှၤကျိုဖိ</u>တန၊်ပၢ၊်ဒီးဘဉ်.
အနှဉ်<u>ယမိ၊်</u>အလိ၊်.
သရ့ဉ်ကတိၤတ၊်လၢ<u>ကျိဉ်တဲ့ဉ်</u>အကျိ၃ဉ်.

(4) <u>Dependent Clauses</u>

In lessons 11-14 you have been introduced to 3 kinds of dependent clauses:

(a) <u>Clauses which modify nouns</u>

Such clauses are usually introduced by လၢ and may end with နှဉ်. Note that the particle အ is used with the verb if the latter is present/past; but if the verb is future or negative, the အ may be dropped; e.g., ဖိသ့ဉ်လၢအဟဲ, ဖိသ့ဉ်လၢ(အ)ကဟဲ, ဖိသ့ဉ်လၢ(အ)တဟဲဘဉ်. Read (a) below once, then change it to future, and again to the negative. Do the same with (b) and (c).

သရှင်--မာပျားကိုဖိုး (a) တကျိုးအံ့ဝှားအဝံ့တဘျိုမး ခံဘျိုတဘျိုနှင့် မာပျားကိုဖိတ့်ါနှ် "က." မ ဒီးသာဘျိုတဘျို မာပျားကိုဖိတ့်ါနှ် ဒီးလာ "တ ... ဘာ့.်" (b) ဒီး (c) နှင့်တဲလိစ့်ါကီးဒ် (a) အသိးအံ့.

(a) ပျားလာအဟဲနှ့် . . .
(b) ပျားလာအကတိ့ါတ်ါတဂ့ါနှ့် . . .
(c) ပျားလာအဟးထိ့်လာဒားပ္ပါနှ့် . . .

(b) <u>Clauses which are the object of verbs of mental activity</u> (e.g., ထံ့, "to see (mentally);" နှ်ပါ်, "to understand;" သ့ှ်ညါ, "to know")

If such clauses follow the verb, they are are in the form of statements introduced by လာ. **If the verb of mental activity is in the negative, the negative particle** ဘာ့ **is often omitted in everyday conversation in this type of sentence. However, the clause which is the object may come first in the sentence, being either a statement or a question. In such cases the clause usually ends in** နှ့် **and is then followed by the subject + the verb of mental activity.**

Below are 2 questions. Use the first one as the object of သ့ှ်ညါ **in the negative. Then substitute an answer for the interrogative word and use the resulting clause as the object of** သ့ှ်ညါ **in the negative, first with the clause coming first in the sentence, then again with the clause coming last; e.g., if the question given were** ပျားက ဟဲပ့ါဂ့ါလိ့ှ်, **you would first say,** ပျားကဟဲပ့ါဂ့ါလိ့ှ်နှ့်ယတသ့ှ်ညါဘာ့. **Then you could say,** ပျားကဟဲအဂ့ါတကယ့ါနှ့်ယတသ့ှ်ညါဘာ့. **Then you could say,** ယတသ့ှ်ညါ လာပျားကဟဲအဂ့ါတကယ့ါနှ့်(ဘာ့). **Change the first and second question below in the same way.**

သရှင်--လာတ်ါမ့ါလိတတိ့ါအံ့ါအပ္ပါနှ့် တ်ါသ်ကွ်ါအိ့ှ်ဝဲခံကျိ့ါ. ဟ်ုးအခ့ှ်ထ်ုးတကျိ့ါ (1) ဒီ့ုတဲလိ့ှ်လာ အဒိအ့ှ်ဝဲလာအဖိလ်အံ့ါ. အဒိ--တ်ါသ်ကွ်ါမ့ှ်မ့ှ် "ပျားကဟဲပ့ါဂ့ါလိ့ှ်" နှ့် တ့ါတဘျိုပျားကိုဖိကစ်ုးဆ့ါ "ပျားကဟဲပ့ါဂ့ါလိ့ှ်နှ့်ယတသ့ှ်ညါဘာ့.်" ခံဘျိုတဘျိုပျားကိုဖိကဆိတလဲတ်ါသ်ကွ်ါဒီ့ုးဒုးကဲထိ့ှ်အ့ါ လာတ်ါစ်ုးဆ့ါ. အဒိ--"ပျားကဟဲအဂ့ါတကယ့ါနှ့်ယတသ့ှ်ညါဘာ့.်" သ့ါဘျိုတဘျိုပျားကိုဖိကဆိ တလဲက့ုတ်ါကတိ့ါ "ယတသ့ှ်ညါဘာ့" တဖျာ့ှ်အ့ါပ်ှ်အ့ါလာတ်ါကတိ့ါအမဲ်ှ်ညါကဒီ့ုး. အဒိ-- "ယတသ့ှ်ညါလာပျားကဟဲအဂ့ါတကယ့ါနှ့်(ဘာ့).်" ပျားကိုဖိကတိ့ါလိတ်ါသ်ကွ်ါနိ့ါဂ်ါ (1) ဒ်အဒိလာအ ဖိခ့ှ်အသိးမ့ှ်ဝ်ုးဒီ့ုး မာပျားကိုဖိတဲလိကဒီ့ုးလာ (2) ဒ်အဒိအ့ါအသိးနှ့်.

(1) အဝဲလဲ့ါပ်ိ့ှ်မတ့ါအခ့ံလဲ့ှ်.
(2) အပ်ါလဲ့ါဆ့ူလိ့ှ်.

(c) <u>Conditional Clauses</u>

In conditional clauses the word မ့ှ် meaning "if" comes between the subject and the verb; e.g., ယမိ်ါမ့ှ်ဟဲ . . ., "If my mother comes . . ."

Below are two sets of sentences. Combine those on the same line into one

sentence, turning the first one into a conditional clause by inserting မ့်. The first time say it without any particle at the end of the conditional clause. Then repeat it ending the first clause with နည်. Repeat it again, this time ending it with ဒီး.

သရှင်--လေတက်ဖီလင်အံ့ဇတ်ကတိုးအိုင်ပင်ဝဲလံခံပေ မ့်ဝဲတက်ကတိုးလေစုစ့်ဒီးတက်ကတိုး လေစုထွဲ. မေပှေးကျိုဖိပုံးနှ်တက်ကတိုးခံပေးအံ့ဒီးပင်ဖြိုင်အီ့ဒီးသူတက်ကတိုး "မ့်," "နည်," "ဒီး." အဒိ--

အခိုင်ထံးတဘျိတဲလေ "ယဝ်မ့်လဲထိုင်ဘါယွေ ယကလဲစ့်."

ခံဘျိတဘျိတဲဒီးလေ "ယဝ်မ့်လဲထိုင်ဘါယွေနည် ယကလဲစ့်."

သေဘျိတဘျိတဲဒီးလေ "ယဝ်မ့်လဲထိုင်ဘါယွေဒီး ယကလဲစ့်."

ယဝ်လဲထိုင်ဘါယွေ.	ယကလဲစ့်.
နကီးထိုင်တက်သးဝံ့.	ယဲယကကတိုးတက်.
နတနှ်ပေါ်တက်ဘာ့.	တဲဗိုင်ယခံတဘျိခံဘျိ.

15.2 Pronunciation Drills--Review

၁၅.၂ တက်ကွက်ကဒါကှ့ေးတက်ကတိုးအသိုင်လေအကီသ့ုင်တဖုင်

(1) Review 11.3

(၁) *ကွက်ကဒါကှ့ေ ၁၁.၃.*

(2) 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 ယ as ကျ if it means "I" or "my" and as "z" in all cases.

(၂) *သရှင်--မေပှေးကျိုဖိတဲဗိုင်ထွဲသရှင်အခံ. အဆိတဘျိဖးအီ့ဒ်လေလံ့ပှေးအသိး. မေဒီးတဘျိဖးအီ့ဒ်ပှေးကစေ်ခိုင်ဖိ ကတိုးတက်အသိး.*

(a) <u>ယ</u>(<u>ကျ</u>/<u>z</u>)

အဝဲတဘါ<u>ယွေ</u>ဘုင်ဖး<u>ယံ့</u>ုင်လံ.

(b) <u>သ</u>(<u>စ</u>), <u>ဝ</u>(<u>v</u>)

အ<u>ဝဲ</u>ကအိုင်<u>သေ</u>ေသီ.

ယ<u>သး</u>ဝံ<u>ုင်</u>တက်<u>သ့</u>.

<u>သ</u>ုကဗိုင်ယခံ<u>ဧ</u>ါ.

(c) <u>စ</u>(<u>ကျ</u>), <u>ဆ</u>(<u>ခ</u>)

ယကလဲ<u>စ့</u>ုင်.

ယတဲပှေးကညီကျိုင်သ့ုတ<u>စ</u>ုံ<u>ုး</u>တ<u>ဆ</u>ုံ<u>ုး</u>လံ.

နလံ<u>ုင်</u>ဆ<u>ုံ</u>ုံ<u>ဆ</u>ုံ<u>ုံ</u>ုအိုင်<u>ဧ</u>ါ.

(d) ိ(ီ), ိ(ီ)

နကြီးအမံၤဒ်လဲ့.

အဝဲကတိၤကျိ့ဉ်တဲ့ဉ်ကျိ့ဉ်သ့.

ဟဲ့ဖိ့ဉ်ယခံ.

(Repeat this sentence a third time pronouncing ဝ်ဉ် as ဖ်ဉ်.)

သရ့ဉ်--ဖးကဒီးတၢ်ကတိၤအံၤသၢဘျိ့တဘျိ့ဒီးလၢ "ဝ်ဉ်" အလိ်ၢ်တဲ့က့ၤဒီးလၢ "ဖ်ဉ်".

Note that the word စ့ၢ်ကီး, like ဒီး, is one of the few words which is correctly spelled with the ီ vowel, never with the ိ vowel, even though the vowel is followed by အ.

15.5 Conversation Practice

၁၅.၅ တၢ်မၤလီဘဉ်ဃးတၢ်တဲ့သကိးတၢ်

LISTEN to the following conversation between နိ်ၢ်ဝါမိ်ၢ် and တၢ်အဲ့ဉ်မိ်ၢ်, who meet on the road. DON'T look at your book until the teacher tells you to. At the end of the conversation the teacher will ask you some questions about the conversation which you should answer in Karen. He/she should make a note of any questions which you are unable to answer or which you answer incorrectly. Unless you answered all of the questions correctly the first time, the teacher should then repeat the conversation and then ask you again the questions which you failed to get right the first time. After you understand the conversation, you take the part of တၢ်အဲ့ဉ်မိ်ၢ် **while the teacher takes the part of** နိ်ၢ်ဝါမိ်ၢ်. **Practice until you can say** တၢ်အဲ့ဉ်မိ်ၢ် **'s part promptly without looking at the book.**

သရ့ဉ်ကဖးယုၤပှၤကျိ့ဖိအတၢ်ကတိၤသ့ဉ်တဖ့ဉ်အံၤဒီးမၤပှၤကျိ့ဖိကနှ့ဉ်. ဖဲသရ့ဉ်ဖးအခါနှ့ဉ် သရ့ဉ်ကဘဉ်ဖးထီဉ် စ့ၢ်ကီးပှၤကတိၤတၢ်ခံၤအံၤအမံၤဒ်သိးပှၤကျိ့ဖိကသ့ဉ်ညါဝဲပှၤမတၤတဂၤကတိၤတၢ်လဲ့ဉ်. သရ့ဉ်ဖးတဝီမ့ၢ်ဝံၤနှ့ဉ် သရ့ဉ်ကဘဉ်သံကွၢ်ပှၤကျိ့ဖိဒ်လၢတၢ်သံကွၢ်အိ့ဉ်ဖျါဝဲလၢအဖီလဉ်အံၤ ဒီးမၤပှၤကျိ့ဖိစံးဆၢ. တဘဉ်မၤပှၤကျိ့ဖိ ကွၢ်လီၤလံဉ်ပူၤဘဉ်. ပှၤကျိ့ဖိစံးဆၢတၢ်သံကွၢ်တကျိ့ၤကျိ့ၤမ့ၢ်တဘဉ်ဘဉ်နှ့ဉ် မၤနီ့ဉ်ဃဉ်တၢ်သံကွၢ်အဝဲနှ့ဉ်ဝံၤဒီး သံကွၢ်ကဒီးဆူညါတကျိ့ၤ. သံကွၢ်တၢ်သံကွၢ်သ့ဉ်တဖ့ဉ်အံၤစးထီဉ်လၢအခီ့ဉ်ထံးတုၤလၢအကတၢ်တဝီဝံၤဒီး ပှၤကျိ့ဖိစံးဆၢတၢ်ခဲလၢဉ်မ့ၢ်တဘဉ်ဒ်းဘဉ်နှ့ဉ် သရ့ဉ်ကဘဉ်ဖးကဒီးပှၤခံၤအတၢ်ကတိၤသ့ဉ်တဖ့ဉ်အံၤတဝီခံဝီ ဝံၤဒီးသံကွၢ်ကဒီး ပှၤကျိ့ဖိလၢတၢ်သံကွၢ်လၢပှၤကျိ့ဖိစံးဆၢတဘဉ်ဘဉ်အခီ့ဉ်ထံးတဝီနှ့ဉ်. တုၤပှၤကျိ့ဖိစံးဆၢတၢ် ဘဉ်ခဲလၢဉ်လံဝဲနှ့ဉ် မၤပှၤကျိ့ဖိကဲတၢ်အဲ့ဉ်မိ်ၢ်ဒီးသရ့ဉ်ကကဲတၢ်ဝါမိ်ၢ်. ဖးသကိးအတၢ်ကတိၤသ့ဉ်တဖ့ဉ်အံၤ ၂-၃ ဝ်ဝံၤ မၤပှၤကျိ့ဖိကးဘၢဃဉ်အလံ့ဉ် ဒီးတဲ့လီသကိးတၢ်အါဝီတစဲးတုၤလၢပှၤကျိ့ဖိတဲ့တၢ်ဘဉ်ဘျ့ဘျ့လံ.

နိ်ၢ်ဝါမိ်ၢ်--	နဟဲ့ဖးယံ့ဉ်လံ့ဧါ.
တၢ်အဲ့ဉ်မိ်ၢ်--	ယဟဲ့နှ့ၢ်ယဲ့ၢ်သီလံ.
နိ်ၢ်ဝါမိ်ၢ်--	နသကိးတဂၤအံၤမ့ၢ်မတၤလီဉ်.
တၢ်အဲ့ဉ်မိ်ၢ်--	အအံၤယပှ့ၢ်သဒါ.
	အဝဲကဟဲ့မၤလီလံ့ဉ်ဖဲ့အံၤ.

နိုင်ဝါမိုး--	သုဟဲအိုင်လာမတၤအဒၢးလိုဉ်.
တၢ်အဲဉ်မိုး--	ပဟဲအိုင်လၢပစ်ၢ်စိအဒၢး.
	ယဖိခွါဟဲပီဉ်ယခံစ့ၢ်.
	အနံ့ဉ်အိုဉ်ဃုနံ့ဉ်လံ.
	အစ်ကမၤလိလံဉ်စ့ၢ်.
နိုင်ဝါမိုး--	နဖိခွါနၢ်ပၢၢ်ကျိုဉ်တဲဉ်ကျိုဉ်လံၤ၀ါ.
တၢ်အဲဉ်မိုး--	နၢ်ပၢၢ်တစ်းတစ်းလံ.
	မ့ၢ်မၤလိတၢ်လၢကျိုပူၤနူ့ဉ် တယံဉ်ဘဉ်တဲတၢ်ကသ့.
နိုင်ဝါမိုး--	နစ်ၢ်စိအဖိသၢဂၤသးဝ်ဉ်တၢ်ဖးမှဉ်ညါ.
တၢ်အဲဉ်မိုး--	မ့ၢ်. ယပှၢ်မ့ၢ်အိုဉ်ဖဲနူ့ဉ်နူ့ဉ် သးဝ်ဉ်တၢ်ကသ့စ့ၢ်.
နိုင်ဝါမိုး--	နတဟဲအိုဉ်သကီးယၤ၀ါ.
တၢ်အဲဉ်မိုး--	ယတဲတသ့ဒီးဘဉ်.
	ယမ့ၢ်ဟဲဆူအံၤတဘျိုကဒီး, ယကလဲၤအိုဉ်သကီးနၤနီ.
နိုင်ဝါမိုး--	အုဉ်, အုဉ်. တၢ်ဘျူး.

Questions (တၢ်သံကွၢ်)

(1) တၢ်အဲဉ်မိုးဟဲနၢ်ပှဲၤသီလံလဲဉ်.
(2) အစ်ဟဲအိုဉ်လၢမတၤအဒၢးလဲဉ်.
(3) အစ်ဟဲပှဲၤဂၤလဲဉ်.
(4) မတၤဟဲမၤလိလံဉ်လဲဉ်.
(5) တၢ်အဲဉ်မိုးအဖိခွါအနံ့ဉ်အိုဉ်ပှဲၤနံ့ဉ်လံလဲဉ်.
(6) အဖိခွါတဲကျိုဉ်တဲဉ်ကျိုဉ်သ့လံၤ၀ါ.
(7) မတၤတဖဉ်သးဝ်ဉ်တၢ်မှဉ်လဲဉ်.

15.6 Listening and Speaking

၁၅.၆ တၢ်မၤလိကနှဉ်ဒီးကတိၤပှၤကညါကျိုဉ်လၢပှၤကညီအဟ်ဉ်

In addition to the vocabulary taught thus far in this book you also should have learned 4 new words on your own according to the instructions in 13.9 and 14.8 (1). Review these 4 words by substituting them for the word လံဉ်စိဆုံ **in the first conversation in 14.8.**

သရ့ဉ်--လၢတၢ်ကတိၤအသီလၢအကဲဘျူးတဖဉ်လၢပှၤကျိဖိမၤလိတ့ၢ်လံ၀ဲနှဉ်အမဲဉ်ညါ ပှၤကျိဖိကြားဃုနှ်တ့ၢ် လံဒဉ်စ်တၢ်ကတိၤအသီ ၄ ဖျာဉ်ဒ်လၢ ၁၃.၉ ဒီး ၁၄.၈ (၁) အဃီး. လၢတၢ် ကွၢ်ကဒါက့ၤတၢ်ကတိၤ ၄

ဖျာဉ်အံ၊အဂီါနှဉ် ကွါကဒါကှ၊ ၁၄.၈ (၁). အခီဉ်ထံးတဝီနှဉ်လၢတၢ်ကတိၤ "လံာ်စီဆုံ" အလီါနှဉ်တဲကှ၊ လၢတၢ်ကတိၤလၢပှၤကျိဖိယုနှ်တ့ၢ်လံအခီဉ်ထံးတဖျာဉ်, ခံဝီတဝီတဲကှ၊လၢတၢ်ကတိၤလၢပှၤကျိဖိယုနှ်တ့ၢ်လံဝဲ ခံဖျာဉ်တဖျာဉ်, သၢဝီတဝီတဲကှ၊လၢတၢ်ကတိၤသၢဖျာဉ်တဖျာဉ်, ဒီးလွံၢ်ဝီတဝီတဲကှ၊လၢတၢ်ကတိၤလွံၢ်ဖျာဉ်တ ဖျာဉ်နှဉ်. ဘဉ်တဘျီဘျီပှၤကျိဖိကဘဉ်သံကွၢ်ဒီးစံးဆၢတၢ်ဒ်လၢစုစ့ဉ်ဒီးဘဉ်တၢ်ကတိၤတဘျီဘျီဒ်လၢစုထွဲအသိး. ဘဉ်တဘျီဘျီသရၣ်ကြားတဲလိဒ်နီၢ်ဂံၢ် # 1 ဒီး # 2, ဒီးဘဉ်တဘျီဘျီကြားတဲလိဒ် # 1 ဒီး # 3 အသိး.

15.7 Cultural Assignment--Finish up 11.10 and file the information away for future reference.

၁၅.၇ တၢ်ယုသ့ဉ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိဖိကမၤဒဉ်ဝဲ.

LESSON 16

တၢ်မၢလိ ၁၆

16.1 Useful Words and Phrases

၁၆.၁ တၢ်ကတိၤအသိလၢအကဲဘျုၤတဖဉ်

REPEAT after the teacher.

သရၢ်--မၢပှၢကျိဖိတဲ့ပိၣ်ထွဲသရၢ်အခံ ၁-၂ ဘျိ.

အီၢ်(တၢ်)	To eat (something)
မ့ၢ	Cooked rice
ထံ	Water, liquid
ဝံၤ	To finish, complete
တိၢ်	To pound in mortar with pestle
မ့ၣ်သၣ် (မ့ၣ်ဟဲသၣ်)[12]	Chillie peppers
မ့ၣ်သၣ်တိၢ်[13]	Pounded chillie dip
တၢ်ဒီး (တၢ်ဒီး)	The succulent ends of plants
တၢ်လၣ်	Leaves (in general)
တၢ်ဒီးတၢ်လၣ် (တၢ်ဒီးတၢ်လၣ်)	Vegetables
စီၣ် (စီၣ်)(တၢ်)	To carry
ဟဲစီၣ် (ဟဲစီၣ်)	To bring
ဟဲကၢ့ၤစီၣ် (ဟဲကၢ့ၤစီၣ်)	To bring back
လဲၤစီၣ် (လဲၤစီၣ်)	To take
ကၢ့ၤစီၣ် (ကၢ့ၤစီၣ်)	To take back home
မၤ(တၢ်)	To do, work, make

16.2 Pattern Sentences and Phrases

၁၆.၂ တၢ်ကတိၤအဒိ

(1) Use of အီၢ်(တၢ်), "to eat (something)"

(၁) *တၢ်သ့ၢ်တၢ်ကတိၤ "အီၢ်(တၢ်)"*

REPEAT after the teacher.

---

[12] This word is also pronounced မ့ၣ်သၣ် in some areas and ဖိၢ်ဟဲသၣ် in others.

[13] မ့ၣ်သၣ်တိၢ်, "pounded chillie dip," is a dip made from pounded chillies, soybean curd, onions, garlic, salt, and water, eaten with raw vegetables.

သရှင်--မာပှားကျွှိဖိတဲ့ပိုင်ထွဲသရှင်အခ် ၂-၃ ဝီ.

အိုင်မှ၊.	Eat (rice, a meal).
ဟဲအိုင်မှ၊.	Come and eat (rice, a meal).
ပအိုင်မှ၊.	We are eating.
ပကအိုင်မှ၊.	We are going to eat.
ပအိုင်မှ၊ဝံ၊လံ.	We have finished eating. (We have already eaten.)
ပတအိုင်မှ၊ဒံ:ဘာ်.	We haven't eaten yet.
ပတအိုင်မှ၊လ၊၊ဘာ်.	We will no longer eat.
ပှ၊ကအိုင်မှ၊ဖဲအံ၊.	People will eat here.

(2) <u>Use of</u> ဖီ(တၢ်), <u>"to cook"</u>

(၂) *တၢ်သူတၢ်ကတိ၊ "ဖီ(တၢ်)"*

REPEAT after the teacher.

သရှင်--မာပှားကျွှိဖိတဲ့ပိုင်ထွဲသရှင်အခ် ၂-၃ ဝီ.

နဖီအိုင်မတ၊လီ၊်. (မနု၊လဲ၊်.)	What are you cooking?
ယဖီအိုင်မှ၊.	I am cooking rice.
ယဖီအိုင်တၢ်ဒီ:တၢ်လ၊်.	I am cooking vegetables.
နဖီအိုင်မှ၊ဝံ၊လံ၎ါ.	Have you finished cooking rice?
ဖီဝံ၊လံ.	Yes. (I've finished.)
ဖီတဝံ၊ဒံ:ဘာ်.	No. (I haven't finished yet.)

(3) <u>Use of</u> ဝံ၊, <u>"to finish;" indicator of completed action</u>

(၃) *တၢ်သူတၢ်ကတိ၊ "ဝံ၊"*

REPEAT after the teacher.

သရှင်--မာပှားကျွှိဖိတဲ့ပိုင်ထွဲသရှင်အခ် ၂-၃ ဝီ.

(a) အဝဲမ၊လံ.	He is already doing it.
အဝဲမ၊ဝံ၊လံ.	He has already finished doing it; he has already done it.
ပှ၊ဘါယွ၊လံ.	People are already worshipping.
ပှ၊ဘါယွ၊ဝံ၊လံ.	People have finished worshipping.
ပှ၊သးဝံ်ဘၢ်လ၊်.	People have begun singing already.
ပှ၊သးဝံ်ဘၢ်ဝံ၊လံ.	People have already sung.

ယပါတဲအဂ္ဂါလဲ.	My father is already telling about it.
ယပါတဲအဂ္ဂါဝံ၊လဲ.	My father has already told about it.
(b) ပဘါယွ၊ဝံ၊, ပကအိၦ်သကီးတၢ်.	After worshipping together, we'll eat together.
ပဘါယွ၊ဝံ၊, ပကကၢ့၊ဆူဒၢး.	After worshipping together, we'll go home.
ပဘါယွ၊ဝံ၊, ပကတဲသကီးတၢ်.	After worshipping together, we'll talk together.
ပဘါယွ၊ဝံ၊, ပကလဲ၊အိၦ်သကီး နမိၢ်.	After worshipping together, we'll go and visit your mother.
(c) ပှၢသးဝံၦ်တၢ်ဝံ၊နၣ်, ပလဲ၊ ဆူနၣ်.	After people finished singing, we went over there.
ပှၢသးဝံၦ်တၢ်ဝံ၊နၣ်, ပှၢလဲ၊ အိၦ်မ့၊.	After people finished singing, they went and ate.
ပှၢသးဝံၦ်တၢ်ဝံ၊နၣ်, ယလဲ၊ ဖိၦ်ယပါအခံ.	After people finished singing, I went with my father.

Repeat (c) using ဒီး instead of နၣ်.

သရၣ်--တဲလိ (c) ကဒီးတဘျီ ဘၣ်ဆၣ်အအံ၊တဘျီနၣ်လၢ "နၣ်" အလိၢ်နၣ်တဲကၢ့၊လၢ "ဒီး."

16.3 Commands and Responses, Questions and Answers

၁၆.၃ တၢ်မၢဒီးတၢ်မၢထွဲ, တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) The teacher will give you 2 commands, as below, and you will carry them out. Then the teacher will refer to the first command and ask you what you did after that. You should respond as in the example below refering to the second action which you carried out. The teacher will say the answer again and you should repeat it after him/her. (Note: It will sometimes be necessary for you to change လဲ၊ to ဟဲ, ဆူနၣ် to ဆူအံ၊, and နၣ် to ယ or vice versa in your answers in order to make sense.)

(၁) *သရၣ်--မၢပှၢကျိဖိမၢဒ်သရၣ်တဲအသီး. သရၣ်မ့ၢ်တဲ "ဆၢထၢၣ်" ပှၢကျိဖိကဘၣ်ဆၢထၢၣ်ဝံ၊ဒီး သရၣ်ကတဲ ဒီး "လဲ၊ဆူနၣ်" ဒီးပှၢကျိဖိကဘၣ်လဲ၊ဆူနၣ်. သရၣ်ကသံကွၢ်ဒီးပှၢကျိဖိအတၢ်သံကွၢ် ဒ်ခံကျိၢ်တကျိၢ်အသီး ဒီးမၢပှၢကျိဖိစံးဆၢ. ပှၢကျိဖိကဘၣ်လဲလိဒ်တၢ်ကတိၢ် "လဲ၊," "ဟဲ," "ဆူနၣ်," "ဆူအံ၊," "နၣ်," "ယ," ကွၢ်ဖဲပှၢကျိဖိထံၣ်ဒီးကြၢ်းဝဲဘၣ်ဝဲနၣ်လိၢ်. မၢဒ်အံ၊တကျိၢ် ဘၣ်တကျိၢ်တုၢ်လၢအကတၢ်.*

T. ဆၢထၢၣ်. လဲ၊ဆူနၣ်.
နဆၢထၢၣ်ဝံ၊ဒီး, နမၢမတၢလိၣ်.
S. ယဆၢထၢၣ်ဝံ၊ဒီး, ယဟဲဆူအံ၊.

T. ဟဲကၢ်. ဆ့ၢ်နီ.
   နဟဲကၢ်ဝံၤဒီး, နမၢမတၢလီၢ်.
S. ယဟဲကၢ်ဝံၤဒီး, ယဆ့ၢ်နီ.
T. ဟဲဆူယအိၢ်. ဟဲဖိၢ်ယခံ.
   နဟဲဆူယအိၢ်ဝံၤဒီး, နမၢမတၢလီၢ်.
S. ယဟဲဆူနအိၢ်ဝံၤဒီး, ယဟဲဖိၢ်နခံ.

Repeat this drill several times until you can respond correctly and with reasonable speed without looking at the book.

သရၢ်--တဲလိတၢ်ဒ်လၢအဖီခိၢ်အံၤ ၃-၄ ဘီၤတုၤလၢပှၤကျိဖိမၤထွဲဒီးတဲဆၢတၢ်ဘၣ်ဘျၢ်ဘျ.

(2) **In the following drill the teacher will ask you what you will do after studying, and you will answer as in the example below. Then the teacher will ask you what you will do after that, and you will give the next answer, etc. Read through the drill once to get the idea. Then follow the directions at the end.**

သရၢ်ကသ်ကွၢ်ပှၤကျိဖိဒ်တၢ်သ်ကွၢ်လၢအအိၢ်ဖျါဝဲလၢတၢ်ဖီလၢ်အံၤတကျိၤဘၣ်တကျိၤ ဒီးမၢပှၤကျိဖိစံးဆၢဒ်လၢ အဒီအိၢ်ဝဲအသီးတဝီ.

T. နမၢလိလံၢ်ဝံၤ, နကမၢမနုၤလဲၣ်.
S. ယမၢလိလံၢ်ဝံၤ, ယကလဲၤဆူကးပူၤ.
T. နလဲၤဆူကးပူၤဝံၤ, နကမၢမနုၤလဲၣ်.
S. ယလဲၤဆူကးပူၤဝံၤ, ယကလဲၤသးဝံၣ်တၢ်.
T. နလဲၤသးဝံၣ်တၢ်ဝံၤ, နကမၢမနုၤလဲၣ်.
S. ယလဲၤသးဝံၣ်တၢ်ဝံၤ, ယကဘါယွၤ.
T. နဘါယွၤဝံၤ, နကမၢမနုၤလဲၣ်.
S. ယဘါယွၤဝံၤ, ယကကၢ့ၤဆူဒၢး.
T. နကၢ့ၤဆူဒၢးဝံၤ, နကမၢမနုၤလဲၣ်.
S. ယကၢ့ၤဆူဒၢးဝံၤ, ယကအိၢ်မ့ၤ.

Now repeat this exercise several more times without the book until you can respond correctly and without hesitation. It is not necessary to give the answers in the same order as in the book, but the teacher should always incorporate you answer in the new question.

သရၢ်--မၢပှၤကျိဖိကးဘၢယ်ၣ်အလ်ၣ် ဒီးမၢပှၤကျိဖိတဲလိကဒီးတၢ်ကတိၤအံၤ ၃-၄ ဝီတုၤမ့ၢ်လၢပှၤကျိဖိတဲဆၢ တၢ်ဘၣ်ဂုၤဂုၤ. တလိၣ်လၢပှၤကျိဖိကဘၣ်တဲဆၢတၢ်တကျိၤဘၣ်တကျိၤဒ်လၢလ်ၣ်ပူၤအံၤဘၣ်. ပှၤကျိဖိကစံးဆၢ ဆိတၢ်ဖဲလ်ၣ်တကျိၤလဲၣ်နှ,ၣ်သ့. သရၢ်ကဘၣ်ဟံးနှ,ၣ်ပှၤကျိဖိအတၢ်စံးဆၢနှ,ၣ် ဒီးသ်ကွၢ်ကဒီးတၢ်သ်ကွၢ်အသီ.

4 Pattern Sentences and Phrases

; တၢ်ကတိၤအဒိ

) Use of မူးသ့, "chillie peppers

) *တၢ်သူတၢ်ကတိၤ "မူးသ့"*

REPEAT after the teacher.

သရ့--မၢပှၤကျိဖိတဲပိာ်ထွဲသရ့်အခ် ၂-၃ ဒိ.

ပှၤကညီအိ့်မူးသ့်အါ.	Karens eat chillies a great deal.
နကအိ့်မ့ၤဒီးမူးသ့်ဧါ.	Will you eat rice with chillies?
ယတအိ့်မူးသ့်ဘ့်.	I don't eat chillies.
ယကအိ့်မူးသ့်တစ်း.	I'll eat a little bit of chillies.
တိၢ်မူးသ့်တစ်းမိ့်.	Pound a bit of chillies, won't you?
ဟဲစိ်ာ်နၢ်ယၢမူးသ့်ဖးဒိ့်တစ်း.	Bring me a bit of the large chillies.
ပအိ့်မ့ၤဒီးမူးသ့်တိၢ်.	We eat rice with pounded chillie dip.

Repeat once saying မ့ၢ်သ့ **in place of** မူးသ့. **Repeat again saying** မ့ၢ်ဟဲသ့ **and once again saying** မိ်ၢ်ဟဲသ့.

သရ့--မၢပှၤကျိဖိကတိၤလိတၢ်ကတိၤသ့ၢ်တဖ့ၢ်အံၤ. အခီ့ၢ်ထံးတဂီနၢ်တဲလိလၢ "မူးသ့်," ခံဂီတဂီနၢ်လၢ "မူးသ့" အလိ်ၢ်နၢ်တဲဒီးလၢ "မ့ၢ်သ့." သၢဂီတဂီနၢ်တဲကၢ့ၤဒီးလၢ "မ့ၢ်ဟဲသ့." လ့ၢ်ဂီတဂီနၢ်တဲဒီးလၢ "မိ်ၢ်ဟဲသ့."

Use of စိ်ာ်(စိ်ာ်), "to carry"

တၢ်သူတၢ်ကတိၤ "စိ်ာ်(စိ်ာ်)

REPEAT after the teacher.

သရ့--မၢပှၤကျိဖိတဲပိာ်ထွဲသရ့်အခ် ၂-၃ ဒိ.

အဝ်လဲၤစိ်ာ်လံာ်စိဆ့ံတဘ့ၢ်.	He took a Bible.
အဝ်လဲၤစိ်ာ်လံာ်သးဝ်ၢ်လ့ၢ်ဘ့ၢ်စ့ၢ်.	He took four hymnbooks also.
ယလဲၤစိ်ာ်လိ်ၢ်ဆ့ၢ်နိ့ၤတဖျၢ်.	I took a chair.
ဟဲစိ်ာ်မ့ၤအါအါ.	Bring a lot of rice.
ဟဲစိ်ာ်ထံအါအါစ့ၢ်.	Bring a lot of water also.
ဟဲစိ်ာ်မူးသ့်တိၢ်.	Bring some pounded chillie dip.
ဟဲးစိ်ာ်တၢ်ဒီးတၢ်လ့ၢ်စ့ၢ်နိ.	Also bring some vegetables, won't you?
ယကကၢ့ၤစိ်ာ်လံာ်တဘ့ၢ်အံၤမိ့်.	I'm going to take this book home, okay?

ဝံသးစူးဟဲစိ၁်နှ၊်ယ၊ထံတစ်း.	Bring me a bit of water, please.
ဟဲက့ၢ်စိ၁်ယလံ၁်တ၊်တဲတဘ့ဉ်နှ့ဉ်.	Bring back that storybook of mine.

Repeat pronouncing စိ၁ as ကျိ၁ (or vice versa, if the teacher has already pronounced it that way). Repeat again pronouncing စိ၁ as စိ၁.

သရှ၁်--မၢပှၤကျိဖိတဲပိ၁်သရှ၁်အခံ. တၢတဘျိနှ့ဉ်တဲ၁်လၢလံ၁်ပှၤအံၤတကျိၤဘ့ဉ်တကျိၤတုၤလၢအကတၢၢ်. ခံ ဘျိတဘျိနှ့ဉ် "စိ၁" နှ့ဉ်ဖးက့ၢ်ဒီးလၢ "ကျိ၁."

(3) Use of မၢ(တ၊်), "to do, work, make"

(၃) *တ၊်သ့ုတ၊်ကတိၤ "မၢ(တ၊်)"*

REPEAT after the teacher.

သရှ၁်--မၢပှၤကျိဖိတဲပိ၁်ထွဲသရှ၁်အခံ ၂-၃ ဒိ.

နမၢမတၢလိ၁်. (မနုၤလဲ၁်)	What are you doing?
ပကမၢဒ်လိ၁်.	What (how) shall we do?
နမၢသ့ေ၊.	Can you do (make) it?
ယမၢတသ့ဘ၁်.	I can't do (make) it.
ယဝ၊်မၢသ့.	My elder sibling can do (make) it.
ယဝ၊်စိမၢလိ၊်ဆ့ဉ်နိၤဒီးစဘ့ဲသ့.	My elder brother can make chairs and tables.
နတ၊်မၢအိ၁်အ၊ေ၊.	Do you have a lot of work? (Are you busy?)
ယတ၊်မၢတအိ၁်လ၊ၤဘ၁်.	I don't have any more work. (I no longer have work.)
ယမၢကျိသရှ၁်အတ၊်မၢ.	I do the work of a school teacher.
ပှၤမၢတ၊်ဖိတအိ၁်အ၊ဘ၁်.	There are not many workers.
ပှၤမၢတ၊်ဖိခဲလၢ၁်ကဟဲဆူအံၤ.	All the workers will come here.

16.5 Notes on Word Usage and Grammar

၁၆.၅ သရှ၁်--မၢပှၤကျိဖိဖးတ၊်ဂ့ၢ်သ့ဉ်တဖ၁်အံၤဒ၁်ဝဲလၢဒၢး.

(1) Use of အိ၁်(မ့ၤ), "to eat (rice)"

Since rice is the staple item in the Karen diet, the expression အိ၁်မ့ၤ is used to refer to eating a meal regardless of whether one has eaten rice or not; so if someone meets you on the street and asks, နအိ၁်မ့ၤဝံၤလံ့ေ၊, it would be quite proper to answer, ဝံၤလံ, or ယအိ၁်ဝံၤလံ, even if you didn't have any rice for that meal. One of the common ways for Karens to greet each other or to start a conversation with someone when they meet is to ask whether they have eaten yet (especially if it is near or a little past the usual mealtime).

(2) Use of ဘိုင် with other verbs.

The verb ဘိုင် is used together with other verbs as follows:

(a) ဘိုင် is usually used with verbs which indicate the method o preparing food to eat; e.g., ဖီဘိုင်တၢ်, "to cook for eating." Later on you will learn words for boiling, baking, frying, etc. which are likewise used with ဘိုင်.

(b) ဘိုင် is also used together with verbs which indicate ways of earning a living, since the primary purpose of doing so is in order to have food to eat; e.g., မၢဘိုင်တၢ်, "to work for a living, do for a living." You will learn terms for other ways ofearning a living in later lessons.

(3) Use of ဝံၤ, "to finish, complete."

In this lesson you have been introduced to 2 uses of ဝံၤ, as follows:

(a) The verb ဝံၤ may be used to indicate completed action; e.g., ယဘိုင်မ့ၢ်ဝံၤလဲ, "I have already finished eating." Like the descriptive verbs and the verbs of ability, ဝံၤ usually has a clause as the subject. (See examples in 16.2 (3-a).

(b) The verb ဝံၤ is used to join 2 clauses when the action in the first clause is followed by that in the second, and the resulting meaning is equivalent to the English "after." If the sentence refers to future action, only ဝံၤ is used; e.g., ပဘါယွၢ်ဝံၤ, ပကဘိုင်တၢ်, "After we have worshipped, we will eat." (See 16.2 (3-b).) If the sentence refers to past action, ဝံၤ is usually followed by ဒီး or နှဉ်, especially if the first clause is long; e.g., ယမိၢ်ဘိုင်မ့ၢ်ဝံၤဒီး ကၢ်ဆူဒၢး, "After my mother had eaten, she returned home." (See 16.2 (3-c).)

16.6 Substitution Drill

၁၆.၆ တၢ်ဆီတလဲတၢ်ကတိၤ

Repeat the first sentence after the teacher. Then make substitutions as indicated by the teacher. If the expression to be substituted is a direction phrase, you should also change the verb accordingly; i.e., if the direction phrase is ဆူအံၤ or ဆူယအိုဉ်, the verb should be ဟဲစိ၁ or ဟဲကၢ်စိ၁; if the direction phrase is ဆူနှဉ် or ဆူအအိုဉ်, the verb should be လဲၤစိ၁; and if the direction phrase is ဆူဒၢး, the verb should be ကၢ်စိ၁.

(Note: ဟဲစိ၁ is used when referring to bringing a new item, whereas ဟဲ ကၢ်စိ၁ is used when referring to bringing an item previously taken.) Use the book the first time only. Then go through the drill several times without the book until you can make the changes correctly and with reasonable speed.

သရုဉ်--မၢပှၤကျိုဖိုးပိ၁်ထွဲသရုဉ်အခံအခီဉ်ထံးတကျိၤဝံၤ မၢပှၤကျိုဖိဆီတလဲတၢ်ကတိၤဒ်လၢသရုဉ်တဲ့ဘဉ်ပှၤ ကျိုဖိအသိး. ပှၤကျိုဖိမ့ၢ်ဆီတလဲတၢ်ကတိၤတဖျၢ်ဉ့ၤတဖျၢ်ဉ့ၤ အဝဲကဘဉ်ဆီတလဲစုၢ်ကိုးတၢ်ကတိၤအဂ့ၤအ ဂၤလၢအအိုဉ်တကျိၤယီဒီးတၢ်ကတိၤလၢအဆီတလဲတ့ၢ်လဲ၀ဲ. အဒိ-- "လဲၤစိ၁" ဆီတလဲလၢ "ဟဲစိ၁." ပှၤကျိုဖိကဘဉ်တဲ့လၢ "ဟဲစိ၁ဆူယအိုဉ်," တမ့ၢ်တဲ့လၢ "လဲ:စိ၁ဆူယအိုဉ်" နှဉ်ဘဉ်. အခီဉ်ထံးတဂီနှဉ်မၢပှၤ ကျိုဖိကွၢ်လီၤလဲ၁ပှၤ. မၢကဒီးခံ၀ီတ၀ီ မၢပှၤကျိုဖိကးဘၢယ၁်အလဲ၁် ဒီးတဲ့လိကဒီး ၃-၄ ၀ီတ့ၢ်မ့ၢ်လၢပှၤကျိုဖိတဲ ၀ဲဘဉ်ဂ့ၤဂ့ၤဘျၢ်ဘျၢ်နှဉ်တကၢ်.

လေးစီဉ်လံဉ်သးဝံ့ဉ်ဆူနှဉ်.	(လံဉ်စီဆုံ)
လေးစီဉ်လံဉ်စီဆုံဆူနှဉ်.	(ဆူအံ့)
ဟဲက့်ုစီဉ်လံဉ်စီဆုံဆူအံ့.	(စဘဲ့တဖျာ့ဉ်) ၁၂၆)
ဟဲစီဉ်စဘဲ့တဖျာ့ဉ်ဆူအံ့.	(ဆူဒး)
က့်ုစီဉ်စဘဲ့တဖျာ့ဉ်ဆူဒး.	(လီါဆ့ဉ်နီ့ုလွံါဖျာ့ဉ်)
က့်ုစီဉ်လီါဆ့ဉ်နီ့ုလွံါဖျာ့ဉ်ဆူဒး.	(ဆူယအိဉ်)
ဟဲစီဉ်လီါဆ့ဉ်နီ့ုလွံါဖျာ့ဉ်ဆူယအိဉ်.	(မ့ုးသဉ်တိါ)
ဟဲစီဉ်မ့ုးသဉ်တိါဆူယအိဉ်.	(ဆူအအိဉ်)
လေးစီဉ်မ့ုးသဉ်တိါဆူအအိဉ်.	(တါဒီးတါလဉ်)
လေးစီဉ်တါဒီးတါလဉ်ဆူအအိဉ်.	(ဆူအံ့)
ဟဲက့်ုစီဉ်တါဒီးတါလဉ်ဆူအံ့.	(မ့ု)
ဟဲစီဉ်မ့ုဆူအံ့.	(လံဉ်သးဝံ့ဉ်)
ဟဲစီဉ်လံဉ်သးဝံ့ဉ်ဆူအံ့.	(ဆူနှဉ်)

16.7 Conversation Practice (after you have learned the other sections well.)

၁၆.၇ တါမ့ုလိဘဉ်ဃးတါတဲ့သကိးတါ. (တချ့ုးသရ့ဉ်သိဉ်လိတါမ့ုလိ တကတိါအံ့ဒံးဘဉ်နှဉ် ပှါကျိုဖိကြ့ုးနါ ပါတါမ့ုလိလၢအပှါကွံဉ်သ့ဉ်တဖဉ်နှဉ်ဂ့ုဂ့ုဒဘဉ်ဘဉ်တစ်း.)

LISTEN to the following conversation as the teacher reads it, indicating the speakers, reading it several times if necessary until you understand it. Then answer the questions at the end.

သရ့ဉ်ကဖးယုဒပှါကျိုဖိအတါကတိုဒသ့ဉ်တဖဉ်အံ့ဒီးမၢပှါကျိုဖိကနှဉ်. ဖဲသရ့ဉ်ဖးအခါနှဉ် သရ့ဉ်ကဘဉ်ဖးထိဉ်စ့ါကီးပှါကတိုတါခံဂၤအံ့ဒအမံဒ်သိးပှါကျိုဖိကသ့ဉ်ညါ၀ဲပှါမတၢတဂၤကတိုတါလဉ်. သရ့ဉ်ဖးတစိမ့ါ၀ံးနှဉ်မၢပှါကျိုဖိတဲ့ဒီးကွါလၢပှါကညီကျိ့ဉ်မ့ါပှါကျိုဖိနှါပါ၀ဲပှဲ့ုလဲ့ဉ်. ပှါကျိုဖိ့ုမ့ါတနှါပါ၀ံ့ုဒ်ဝဲခဲလၢဉ်ဘဉ်နှဉ် သရ့ဉ်ကဘဉ်ဖးယုဒကဒီးပှါကျိုဖိတစိခံစိဒီးမၢဒီးကွါပှကျိုဖိတဲ့ဒီးကွါတါလၢအနှါပါ၀ါအါထိဉ်ဝဲသ့ဉ်တဖဉ်နှဉ်. ပှါကျိုဖိမ့ါတနှါပါ၀ံ့ုဒ်ဝဲခဲလၢဉ်ဘဉ်နှဉ် မၢပှါကျိုဖိအိုးထိဉ်ကွါအလံဉ်ဒီးကွါပိဉ်သရ့ဉ်အခံ့ဖဲသရ့ဉ်ဖးယုဒကဒီးပှါကျိုဖိအခါ. တုၤမ့ါလၢပှါကျိုဖိနှါပါ၀ဲခဲလၢဉ်လံနှဉ် သရ့ဉ်ကဘဉ်သံကွါပှါကျိုဖိဒ်လၢတါသံကွါအိဉ်ဖျါ၀ဲလၢအဖိလဉ်အံ့ဒီးမၢပှါကျိုဖိစ်းဆၢ. တဘဉ်မၢလၢ၁ပှါကျိုဖိကွါလီၤလံဉ်ပူၤလၢ၁ဘဉ်. ပှါကျိုဖိစ်းဆၢတါမ့ါ၀ံ့ုတစိလံနှဉ် မၢဒီးကွါပှါကျိုဖိကဲ "နီါတါဘျုး," သရ့ဉ်တခီကဲ "နီါဖိ." ပှါကျိုဖိတဲနီါတါဘျုးအတါကတိုမ့ါ ဘျလံနှဉ် မၢဒီးပှါကျိုဖိကဲဒီး "နီါဖိ." သရ့ဉ်ကဲဒီးလၢ "နီါတါဘျုး." တဲလိယုပှါကျိုဖိ တုၤမ့ါလၢအတဲတါကတိုသ့ဉ်တဖဉ်အံ့ဒဘဉ်ဘျဘျ.

နီါတါဘျုး	သုအိဉ်မ့ုဒ၀ံ့ုလံ၎ါ.
နီါဖိ	၀ံ့ုလံ.
နီါတါဘျုး	သုအိဉ်မ့ုဒီးမတၢလဲ့ဉ်.
နီါဖိ	ပအိဉ်မ့ုဒီးမ့ုးသဉ်တိါ နဲ့နကလဲ့ဆူလိဉ်.
နီါတါဘျုး	ယကလဲ့ဆူယမိါအအိဉ်.

နိုင်ဖီ	နလဲစီဉ်မတၤလီဉ်.
နိုင်တၢ်ဘျုး	တၢ်ဒီးတၢ်လဉ်တစ်း.
	ယမိၢ်ယပၢ်အတၢ်ဒီးတၢ်လဉ်တအိဉ်လၢၤဘဉ်.
	နဲ့နကလဲၤဆူလီဉ်.
နိုင်ဖီ	ယကလဲၤဆူကျိ.
နိုင်တၢ်ဘျုး	နကမၤမနုၤလၢကျိလဲဉ်.
နိုင်ဖီ	ယကတဲသရဉ်မှဉ်လၢယဖိအဂ့ၢ်တစ်း.
နိုင်တၢ်ဘျုး	အုဉ်, အုဉ်.
	ယဲယကလဲၤတၢ်နီ.

After you understand the conversation, answer the following questions in Karen as the teacher asks them. Then take the part of နိုင်တၢ်ဘျုး while the teacher takes the part of နိုင်ဖီ. Practice until you can say your part smoothly.

၁. နိုင်ဖီအိဉ်မ့ၢဝံၤလံၤ?
၂. အဝဲအိဉ်မ့ၢဒီးမတၤလီဉ်.
၃. နိုင်တၢ်ဘျုးကလဲၤဆူလီဉ်.
၄. အဝဲလဲၤစီဉ်မနုၤလဲဉ်.
၅. နိုင်ဖီကလဲၤမၤမတၤလၢကျိလဲဉ်.

16.8 Reading and Writing

၁၆.၈ တၢ်မၤလီဖးဒီးကွဲးပှၤကညီကျိဉ်

Read the following sentences after the teacher once, then practice writing them in the spaces below at home. The next day the teacher should check your writing. You should also read the sentences to him/her and he/she should correct any mistakes in pronunciation.

သရှ်--ဖးယုၤပှၤကျိဖိအလံ်ဉ်တကျိုၤဘဉ်တကျိုၤဒ်လၢအဖီလ်ဉ်အံၤတစ်ဝံၤဒီး မၤပှၤကျိဖိကဲ့ၤကွဲးလိလၢဒၢးလၢတၢ်လီ်လီၤဟိအံၤ. မၤကဒီးလၢခံတနံၤန္ဉာ် သရှ်ကဘဉ်ကွၢ်ပှၤကျိဖိအတၢ်ကွဲးသ့ဉ်တဖဉ်အံၤဒီးမၤပှၤကျိဖိဖးယုၤသရှ်တကျိုၤဘဉ်တကျိုၤ. ပှၤကျိဖိဖးမ့ၢ်တဘဉ်ဘဉ်မ့ၢ်ဂ့ၤ မ့ၢ်တလီၤဘဉ်မ့ၢ်ဂ့ၤ သရှ်ကဘဉ်တဲ့ဘဉ်နှ်ကဲ့ၤပှၤကျိဖိ.

ယကဖီအိဉ်တၢ်ဒီးတၢ်လဉ်.

_____

_____

ဟဲစီဉ်နှ်ယၤမ့ၢ်းသ့ဉ်တိၢ်.

_____

_____

ပမၤတၢ်ဝံၤ ပကဒီဉ်သကိၤမ့ၢ.

16.9 Listening and Speaking

၁၆.၉ တၢ်မၤလီကနၵ်ဒီးကတိၤပှၢ်ကညီကျိၵ်လၢပှၢ်ကညီအဟၵ်

(1) **Using Karen learn the name of one general type of food you eat regularly for breakfast; e.g., cereal, bread or toast, milk, fruit. Be sure to plan ahead of time how to use this word in various ways so that you don't forget it. The next day tell the teacher, and both of you plan to use it as a substitute sometimes in some of the drills. Later on, learn the name of another general category of food in the same way.**

(၁) သရၢ်--မၢပှၢ်ကျိဖိယုသ့ၵ်ညါတၢ်လၢပှၢ်ကျိဖိအိၵ်ညီနၢ်ဝဲလၢကိၤခီတကလုၵ်အမံၤလၢဆူညါ ၂၄ နၵ်ရုၵ်အတိၢ်ပူၤ. မၤဒီးလၢခံတနံၤမၢပှၢ်ကျိဖိတဲဘၵ်သရၢ်လၢတၢ်ကတိၤအသီတဖျၢၵ်လၢအယုသ့ၵ်ညါအါထိၵ်ဝဲနၵ်. သရၢ်ဒီးပှၢ်ကျိဖိကဘၵ်တဲလိတၢ်ကတိၤတဖျၢၵ်အံၤ. မၤဒီးလၢခံ ၃-၄ နံၤတုၤမ့ၢ်လၢပှၢ်ကျိဖိတိၢ်နၢ်တၢ်ကတိၤအသိ့ၢ်ဂ့ၤဘၵ်ဘၵ်လံနၵ် မၤဒီးပှၢ်ကျိဖိယုအါထိၵ်ဒီးတၢ်အိၵ်အဂၤတကလုၵ်အမံၤ. မၢပှၢ်ကျိဖိတဲလိတၢ်ကတိၤအသီနၵ်အါအါစိတစဲးတုၤမ့ၢ်လၢပှၢ်ကျိဖိသးပှၢ်နီၵ်ဝဲတသ့လၢၤဘၵ်.

(2) **As you meet people you know near mealtimes, ask them if they've eaten yet. If the answer is affirmative and they aren't in a hurry, ask what they ate with their rice. If the answer is negative, you can simply respond** ဘုၵ်, ဘုၵ် **or** ဘၢၵ်, ဘၢၵ်. **Be prepared to answer if they ask you the same question. If they ask what you ate with your rice, the only thing you can answer is** တၢ်ဒီးတၢ်လၵ် **and the new words you have learned on your own. Or else say,** ယတဲလၢကညီကျိၵ်တသ့ဒီးဘၵ်.

(၂) သရၢ်--မၢပှၢ်ကျိဖိတဲလိတၢ်ကတိၤ "နအိၵ်မ့ၢ်ဝံၤလံၤ?" ဒီး "နအိၵ်မ့ၢ်ဒီးမတၢလီၵ်" နၵ်ဖဲပှၢ်ကျိဖိထံၵ်ဘၵ်ပှၢ်လၢပှၢ်ကျိဖိသ့ၵ်ညါဝဲသ့ၵ်တဖၵ်လၢကျဲ.

(3) **Continue to spend time listening to Karens talk among themselves.**

(၃) သရၢ်--မၢပှၢ်ကျိဖိလဲၤအိၵ်သကိးပှၢ်ကညီၵ်သိးကကနၵ်လိပှၢ်ကညီကတိၤသကိးတၢ်ဒီးၵ်သိးကကတိၤလိတၢ်ကတိၤသ့ၵ်တဖၵ်လၢအမၤလိတ့ၢ်လံဝဲနၵ်.

16.10 Cultural Assignment for Lessons 16-20--Tools; receptables for food and drink.

၁၆.၁၀ တၢ်ယုသ့ၵ်ညါပှၢ်ကညီအလုၢ်အလၢ်

Get the names for various tools found in or around the house. What (in general) are the tools used for (e.g., field work, food preparation, weaving, hunting)? Are there restrictions on which sex uses which tools? Try to use some which are appropriate to your sex and role. Are they easy to use? Mimic the instructions the people give you while you are using the tools. Are the tools bought or home-made? Note the common receptacles for food and drink. What are they made of? Are they bought or home-made? Get the names for some of them, including what is put or kept in them. (You are not expected to remember all of these names, but get them down either in Karen or in phonetics so that you have them for future reference.)

သရၢ်--တၢ်မၤလီတကတိၤအံၤနၵ်ပှၢ်ကျိဖိကမၤဘၵ်ဝဲ.

LESSON 17

တၢ်မၤလီ ၁၇

17.1 Useful Words and Phrases

၁၇.၁ တၢ်ကတိၤအဒိ

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘီ.

ညၣ်	Flesh
တၢ်ညၣ်	Meat
ညၣ်ဖိ[14]	Fish
ညၣ်ဖိအဖိ	Fingerlings
ညၣ်ဖိအထံ	Fish soup
ဘိ	Classifier for long things
ညၣ်ဖိတဘိ[15]	A fish
ထီး (ထီး)	Pig
ထီးဖိ (ထီးဖိ)	Piglet
ထီးညၣ် (ထီးညၣ်)	Pork
ဒု	Classifier for quadrupeds
ထီးတဒု	A pig
ဆိ	Chicken, fowl
ဆိတဘှၣ်	A chicken
ဆိဖိ	Chicks
ဆိညၣ်	Chicken meat
ဒံၣ်, တၢ်ဒံၣ်	Eggs
ဆိဒံၣ်	Chicken eggs
ဆိဒံၣ်တဖျၣ်	A chicken egg
ကသူ (တၢ်သူ)	Curry, stew
ဝံၣ်	To be delicious, savory, tasty
ကံလိၤ	Kilogram, kilometer

[14] In Central Thailand and in Burma the word for "fish" is ညၣ်, whereas in northern Thailand it is usually ညၣ်ဖိ.

[15] In central Thailand and in Burma the classifier for fish is ဘှၣ်.

မံ၊	**Classifier for things or kinds of things**
ဖိ(တၢ်)	**To cook (something)**
ဖိအိၣ်(တၢ်)	**To cook (something) to eat**

17.2 Pattern Sentences and Phrases

၁၇.၂ တၢ်ကတိၤအဒိ

(1) <u>Classifiers with new nouns</u>

(၁) *တၢ်သူတၢ်ကတိၤ "ဘိ," "ဒ," ဒီး "ဘ့ၣ်"*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝိ.

ထီးတဒုခံဒု	**1-2 pigs**
ထီးဖးဒိၣ်ခံဒု	**Two large pigs**
ထီးဖိအဒုတဆံ	**Ten piglets**
ဆိခွံဘ့ၣ်	**Nine chickens (fowl)**
ဆိဖိသၢဘ့ၣ်လွံၢ်ဘ့ၣ်	**3-4 chicks**
ဆိဖိတဘ့ၣ်အံၤ	**This chick**
ညၣ်ဖိအၢ်ဘိ	**Many fish**
ညၣ်ဖိယုဘိ	**Six fish**
ညၣ်ဖိအဖိအဘိခံဆံသၢဆံ	**20-30 fingerlings**
ဆိဒုၣ်နွံဖျၢၣ်	**7 chicken eggs**
ဆိဒံၣ်ယဲၢ်ဖျၢၣ်ယုဖျၢၣ်	**5-6 chicken eggs**
ဆိဒံၣ်တဖျၢၣ်နၣ်	**That chicken egg**

(2) <u>Combinations with</u> ကသူ <u>and</u> ထံ.

(၂) *တၢ်သူတၢ်ကတိၤ "ကသူ"* **and "ထံ"**
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝိ.

ပကအိၣ်မ့ၤဒီးညၣ်ဖိ.	**We'll eat rice with fish.**
ပကအိၣ်မ့ၤဒီးထီးညၣ်.	**We'll eat rice with pork.**
ပကအိၣ်မ့ၤဒီးဆိညၣ်.	**We'll eat rice with chicken meat.**
ပကအိၣ်မ့ၤဒီးဆိဒံၣ်.	**We'll eat rice with chicken eggs.**
ပကအိၣ်မ့ၤဒီးညၣ်ဖိကသူ.	**We'll eat rice with fish curry.**

ပကအိုဉ်မ့ၤဒီးထီးညှဉ်ကသူ.	**We'll eat rice with pork curry.**
ပကအိုဉ်မ့ၤဒီးဆီညှဉ်ကသူ.	**We'll eat rice with chicken curry.**
ပကအိုဉ်မ့ၤဒီးဆီဒံဉ်ကသူ.	**We'll eat rice with egg curry.**
ပကအိုဉ်မ့ၤဒီးညှဉ်ဖိအထံ.	**We'll eat rice with fish soup.**
ပကအိုဉ်မ့ၤဒီးထီးညှဉ်အထံ.	**We'll eat rice with pork soup (broth).**
ပကအိုဉ်မ့ၤဒီးဆီညှဉ်အထံ.	**We'll eat rice with chicken soup.**
ပကအိုဉ်မ့ၤဒီးတၢ်သူထံ.	**We'll eat rice with soup.**

(3) <u>Use of</u> ကံလိၤ, <u>"kilogram"</u>

(၃) *တၢ်သူတၢ်ကတိၤ "ကံလိၤ"*

REPEAT after the teacher.

သရှၢ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရှၢ်အခံ ၂-၃ ဒီ.

ညှဉ်ဖိတကံလိၤ	**One kilo of fish**
ထီးညှဉ်တကံလိၤ	**One kilo of pork**
ဆီညှဉ်တကံလိၤ	**One kilo of chicken meat**
မ့ၤသဉ်တကံလိၤ	**One kilo of chillies**
ညှဉ်ဖိတကံလိၤခံကံလိၤ	**1-2 kilos of fish**
ထီးညှဉ်တကံလိၤခံကံလိၤ	**1-2 kilos of pork**
ဆီညှဉ်တကံလိၤခံကံလိၤ	**1-2 kilos of chicken meat**
မ့ၤသဉ်တကံလိၤခံကံလိၤ	**1-2 kilos of chillies.**

(4) <u>Use of</u> မံၤ, <u>classifier for things or kinds of things</u>

(၄) *တၢ်သူတၢ်ကတိၤ"မံၤ"*

REPEAT after the teacher.

သရှၢ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရှၢ်အခံ ၂-၃ ဒီ.

(a) ယကဘဉ်တဲနၤတၢ်တမံၤခံမံၤ.	**I must tell you a thing or two.**
အဝဲဟဲဟ့ဉ်ယၤတၢ်တမံၤအံၤ.	**She came and gave me this thing.**
တၢ်တမံၤအံၤဂ့ၤဒီးဧါ.	**Is this thing still good?**
ယဆ့ဉ်ညါတၢ်တမံၤ--ယတ	**I know one thing--I won't go there**

လဲဆူနှဉ်လားဘဉ်.	any more.
ယထံဉ်နှ၊်တၢ်တမံၤအံၤ. မ့ၢ်မ တၢတမံၤလဲဉ်.	I found this thing. What kind of thing is it?
ပတလဲၤစိဉ်တၢ်အၢမံၤဘဉ်.	We won't take many things.
(b) တၢ်အိဉ်ကအိဉ်သၢမံၤ.	There will be 3 kind of food.
ယကဟဲစိဉ်တၢ်ဒီးတၢ်လဉ်တမံၤ ခံမံၤ.	I'll bring one or two kinds of vegetable.
တၢ်မၤအိဉ်ခံမံၤ.	There are 2 jobs.

17.3 Question and Answer Drill

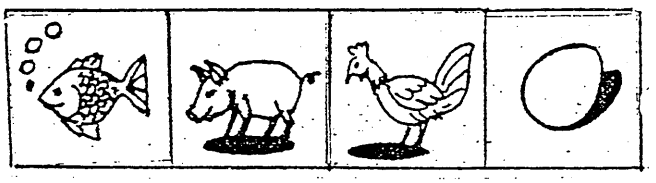
၁၇.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

(1) **The teacher will point to one picture after another at the same time asking the question below. You should answer according to the pattern below inserting the name of the item in the picture plus the appropriate classifier. The teacher should vary the order after the first round. Repeat until you can respond promptly and correctly.**

(၁) *သရၢ်ကဘဉ်နှဉ်တၢ်ဂီၤအံၤတဘ့ဉ်ဘဉ်တဘ့ဉ်ဒီးသံကွၢ်ပှၤကျိဖိ. ပှၤကျိဖိကဘဉ်တ့ၢ်နှဉ်တၢ်အမံၤဒ်တၢ် ဂီၤအိဉ်ဖျါဝဲအသိး ဒီးကဘဉ်တ့ၢ်နှဉ်စ့ၢ်ကီးတၢ်ကတိၤ "ဘိ," "ဒ့," "ဘ့ဉ်," "ဖျၢ်" ဒ်အကြၢးဝဲဘဉ်ဝဲတကျိၤဘဉ်တ ကျိၤ.*

T. အအံၤမတၢလိဉ်.

S. အနှဉ် _____တ _____(E.g., ထီးတဒ့)



(2) **The teacher will point to the pictures above one after the other at the same time asking the questions below. You should respond referring to curry made from the item indicated. After the first round the teacher should vary the order. (It is your responsibility to add the word for "meat" where needed.)**

(၂) *သရၢ်ကနှဉ်တၢ်ဂီၤလၢအဖီခ့ိဉ်အံၤဒီးသံကွၢ်ပှၤကျိဖိဒ်လၢတၢ်သံကွၢ်အိဉ်ပဉ်တ့ၢ်ဝဲလၢအဖီလဉ်အံၤ. ပှၤကျိဖိက ဘဉ်တ့ၢ်နှဉ်တၢ်အမံၤဒ်တၢ်ဂီၤအိဉ်ဖျါဝဲအသိး ဒီးမ့ၢ်ဘဉ်တ့ၢ်နှဉ်အၢထိဉ်တၢ်ကတိၤ "ညှဉ်" နှဉ် ပှၤကျိဖိကတ့ၢ် နှဉ်ဒဉ်ဝဲ. သရၢ်တလိဉ်တဲဘဉ်ပှၤကျိဖိဘဉ်. ခံဒီတဒီသရၢ်ဂ့ၢ်နဲ့ဉ်လဲလိဉ်နှ၊်ပှၤကျိဖိ.*

T. နအိုင်မှုးဒီးကသူ့မတ၊လိုင်.
S. ယအိုင်မှုးဒီး_____ကသူ.

(3) The teacher will point to one or the other of the first 3 pictures above at the same time asking the question below. You should respond referring to soup made from the item indicated. After the first round the teacher should vary the order. (It is your responsibility to add the word for "meat" where needed.)

(၃) *သရုတ်ကနဲ့ဝိုင်တၢ်ဂီၤအခိုဉ်ထံးသၢဘ့ဉ်ဒီးသံကွၢ်ပှၢ်ကျိုဖိုဒ်တၢ်သံကွၢ်အိုဉ်ပဉ်တ့ၢ်ဝဲလၢအဖီလဉ်အံၤ. ဒီးမ့ၢ်ဘဉ် တ့ၢ်နဉ်အါထိုဉ်တၢ်ကတိၤ "ညှဉ်" နှဉ် ပှၢ်ကျိုဖိုကတ့ၢ်နဉ်ဒဉ်ဝဲ. သရုတ်တလိုဉ်တဲ့ဘဉ်ပှၢ် ကျိုဖိုဘဉ်. ခံစိတစိနှဉ်သရုတ်ကဘဉ်နဲ့ဝိုင်လဲလိုဉ်နှ့ၢ်ပှၢ်ကျိုဖိုအတၢ်ဂီၤဒီးသံကွၢ်ကဒီးပှၢ်ကျိုဖိုတဘျီ.*

T. အအံၤမနုၤအထံလဲဉ်.
S. အနှ့ဉ် _____အထံ.

(4) The teacher should mix up the questions in (1), (2), and (3) above sometimes asking one, sometimes another, at the same time pointing to one of the pictures above, and you should respond accordingly.

(၄) *သရုတ်ကြၢးဟံးနှ့ၢ်တၢ်သံကွၢ်သၢကျိုၤအံၤ (၁, ၂, ၃ လၢအဖီခိုဉ်) ဒီးသံကွၢ်ကျဲ့ဉ်ကျိုနှ့ၢ်ပှၢ်ကျိုဖိ. သရုတ်ကသံကွၢ် ဆိုဖဲလဲဉ်တကျိုၤလဲဉ်နှ့ဉ်သ့.*

17.4 Pattern Sentences and Phrases

၁၇.၄ တၢ်ကတိၤအဒိ

(1) <u>Use of</u> ဖိ(တၢ်), <u>"to cook (something)"</u>

(၁) *တၢ်သူတၢ်ကတိၤ "ဖိ(တၢ်)"*

REPEAT after the teacher.

သရုတ်--မၢပှၢ်ကျိုဖိတဲ့ပိုဉ်ထွဲသရုတ်အခံ ၂-၃ ဒီ.

နဖိအိုဉ်မတၢလိုဉ်(မနုၤလဲဉ်).	**What are you cooking?**
ယဖိအိုဉ်မှုၤ.	**I am cooking rice.**
ယဖိအိုဉ်တၢ်ဒီးတၢ်လဉ်.	**I am cooking vegetables.**
ယဖိအိုဉ်ဆိုဒ်ဉ်ကသူ.	**I am cooking egg curry.**
နဖိအိုဉ်မှုၤဝံၤလံၤ၎.	**Have you finished cooking rice yet?**
ဖိဝံၤလံ.	**Yes. (I've finished.)**
ဖိတဝံၤဒံးဘဉ်.	**No. (I haven't finished yet.)**

(2) Use of ဝံ့, "to be savory, tasty, delicious"

(၂) *တၢ်သူတၢ်ကတိၤ "ဝံ့"*

REPEAT after the teacher.

သရှၵ်--မၢပှၤကျိဖိတဲပိၵ်ထွဲသရှၵ်အခံ ၂-၃ ဒီ.

ညၵ်ဖိကသူအံၤဝံ့.	**This fish curry is delicious.**
ညၵ်ဖိကသူအံၤဖးဝံ့.	**This fish curry is very delicious.**
ညၵ်ဖိကသူအံၤဝံ့ဒိၵ်မး.	**This fish curry is quite delicious.**
ညၵ်ဖိကသူအံၤဝံ့ဖးဒိၵ်.	**This fish curry is very delicious.**
ညၵ်ဖိကသူအံၤဖးဝံ့ညၢ်.	**This fish curry is extremely delicious.**
ညၵ်ဖိကသူအံၤတဝံ့အါအါဘၵ်.	**This fish curry is not very tasty.**
တၢ်အိၵ်ဝံ့ခဲလၢၵ်.	**All the food is delicious.**

(3) Expression of alternate questions

(၃) *တၢ်သူ "ဧါ . . . ဧါ" ဒီး "ဧါ . . . လဲ့"*

REPEAT after the teacher.

သရှၵ်--မၢပှၤကျိဖိတဲပိၵ်ထွဲသရှၵ်အခံ ၂-၃ ဒီ.

(a) နဲ့နကလဲၤဧါ နကအိၵ်ဧါ.	**Are you going or are you staying?**
နပှၢ်အိၵ်တၢ်ဝံ့ဧါ တဝံ့ဧါ.	**Does the food taste good to your younger sibling or not?**
အဝဲအိၵ်မ့ၤဝံၤလံ့ဧါ တဝံၤဒံးဧါ.	**Has he finished eating or not?**
နကအိၵ်ထီးညၵ် မ့ၢ်နကအိၵ်ဆိ ညၵ်လဲ့.	**Will you eat pork or chicken?**
အဝဲကတိၤတၢ်လၢပှၤကညီကျိ့ၵ် ဧါ မ့ၢ်ကျိ2ၵ်တဲၵ်လဲ့.	**Did he speak in Karen or in Thai?**
(b) "နဆီအိၵ်ဒံးပှဲၤဘ့ၵ်လီၵ်." "တ အိၵ်အါအါလၢၤဘၵ်." "အဒံၵ်လဲ့." "အဒံၵ်အိၵ် ဒံးဖးအါညၢ်."	**How many chickens do you still have? "I no longer have very many." "What about eggs?" "There are still plenty of eggs."**
"နမ့ၤအိၵ်ဒံးဧါ." "အိၵ်ဒံး." "ကသူလဲ့." "ကသူတအိၵ် လၢၤဘၵ်."	**"Do you still have rice?" "Yes." "What about curry?" "There's no more curry."**
"နအိၵ်မ့ၤဝံၤလံ့ဧါ." "အိၵ်ဝံၤလံ."	**"Have you finished eating?" "Yes."**

"နပျ်လည်." "အဝဲအိုင်မှုးဒီး."	"What about your younger sibling?" "He's still eating."
"နလဲးအိုင်တၢ်ဘျုးမိၢ်လံၤ." "လဲးလံ." "နိၢ်ဝါမိၢ်လည်." "တလဲးဒီးဘဉ်."	"Have you gone to visit Tablu Mo?" "Yes." "What about Naw Wah Mo?" "Not yet."
"နဟဲကၢ့ၤလံၤ." "ဟဲကၢ့ၤလံ." "နဝဲ်လည်." "တဟဲကၢ့ၤဒီး ဘဉ်. ကအိုင်တသီဒီး."	"Have you come back already." "Yes." "How about your elder sibling?" "Not yet. He'll stay another day."

(4) Use of ဝ, pronoun referring back to the subject.

(၄) *တၢ်သူတၢ်ကတိၤ "ဝ"*

REPEAT after the teacher.

သရှၢ်--မၢပှၢ်ကျိုဖိတဲ့ပိ်ာ်ထွဲသရှၢ်အခံ ၂-၃ ဒီ.

"အဝဲကလဲၤဝဲၤ." "မ့ၢ်. အဝဲက လဲၤဝဲစ့ၢ်.	"Is he going?" "Yes, he's going also."
ယပှၢ်ဟဲအိုင်သကီးယၤ, ဟဲဝဲဒီးအဖိ ခံဂၤ.	My younger sibling came to visit me. He came with his 2 children.
ကသူအံၤ, ယဝ်ၢ်နိၢ်ဖိဝဲထီးညှဉ်တမံၤ, ဆီညှဉ်တမံၤ.	These curries--my elder sister prepared a pork curry and a chicken curry.
ပှၤဒီပှၢ်ဝ်ၢ်ခံဂၤ, မၤဝဲတၢ်လၢအံၤတဂၤ, မၤဝဲတၢ်လၢနှဉ်တဂၤ.	These 2 siblings--one works here, one works there.
အဝဲအိုင်မှုးလံ. ဝဲပတအိုင်ဒီးဘဉ်.	She is eating already. We haven't started eating yet.

17.5 Notes on Word Usage and Grammar (Read at home.)

၁၇.၅ သရှၢ်--တၢ်မၤလိတတိၢ်အံၤ ပှၤကျိုဖိကဖးဒဉ်ဝဲလၢဒၢ.

(1) Ways of expressing alternate questions In this lesson you are introduced to 2 ways of asking alternate questions:

(a) "Either-or" questions--In this type of question both parts of the question may end in ၎, especially if the questions are short; or the first one may end in ၎ and the second one in လည်, even though it is not the type of question which usually ends in ၎. (See examples in 17.4 (2-a).) The latter method is more common for longer questions, though it can be used for shorter ones also. Sometimes the word မ့ၢ် is inserted at the beginning of the second question, in which case the

question always ends in လဲ့. In such cases the question ending of the first question is sometimes dropped, as in the fourth example. The last 2 examples show the way to ask about alternate objects or verb modifiers.

(b) "What about?" or "How about?" questions--In this type of question the verb remains the same but the subject or the object is different in the 2 questions. The first question ends in ၎ or လဲ့ according to the type of question. The question is answered. Then the person asks "What about . . .?" or "How about . . .?" a different person or thing. Just as in English, the part of the question which is the same as in the previous question is left unexpressed, and only the person or thing being asked about is expressed. In such cases, this second question always ends in လဲ့ (or လီ့). See examples in 17.4 (2-b).

(2) Use of ၀--You have already learned the word အ၀, "he, she, it" used as a subject. The second syllable of the word is often used following a verb (before the object, if any) to make the sentence sound more complete. It always refers back to the subject. Sometimes it is used when the subject is not expressed (see 17.4 (3)) , the last clause in the fifth example), but it may also be used when the subject has been expressed, as in the first example. It is used more often when there is no object, although it can be used when the object is expressed (as in the third example). All of the examples given in the drill above have third person subjects, this being the most common usage. However, ယ, နဲ, ပ၀, and သ၀ can be used in the same way to refer back to the subject.

Sometimes if the subject of a sentence is "we," the ပ is dropped and only ၀ is used as the subject and is followed by ပ. It is only used this way when making comparisons.

You probably won't use ၀ in these ways at first, but you should understand the meaning when you hear others use it. Try to note when people do say it, so that later on you may be able to use it yourself.

(3) Use of Independent Noun Expressions

If you look back at the third and fourth examples in 17.4 (3) above, you will notice that the sentences begin with an expression (in this case a noun phrase) which is not grammatically related to the rest of the sentence, but it mentions the main person or thing that is referred နဲ့; e.g., ပျဲလၢအကတိၤတၢ်တဂၤနဲ့ ယတနၢ်ပၢၢ်အတၢ်ကတိၤခဲလၢဉ်ဘဉ်, " That person who is talking, I don't understand all of what he is saying." If the thing to be talked about refers to the subject of what one is going to say, the subject is referred to as a pronoun which refers to the thing mentioned in the independent noun expression at the beginning; e.g., "ယဂိၤမီ့ဉ်လၢအဟဲအိ့ဉ်သကီးယၢတဂၤနဲ့ အ၀ဲအ၀ီအိ့ဉ် အ၀ဲ့ဉ်ယုကယၢညါ," My friend who has come to visit me, he has 600 chickens! It is quite common for Karens to speak this way; i.e., to first mention what one is going to talk about and then to say something about it.

(4) Difference between the use of ဒ်ဉ် and ကီး. The verb ဒ်ဉ်(ဒ်ဉ်) is used when referring to carrying or taking "things;" but when it comes to people, ဒ်ဉ် is used only for taking someone who has to be carried; e.g., babies or sick people. If one wishes to speak of taking someone somewhere, the word ကီး, "to call (for)," is used whether taking them by means of a vehicle or just coming and going with them; e.g., ယကဟဲကီး(နဲ့ၢ်)နၤ, "I'll come and take you." (I'll come and call for you.)

17.6 Expansion Drill

၁၇.၆ တၢ်မၤအၢထိၣ်တၢ်ကတိၤ

Below are 4 sentences, each of which has one or more words underlined. Expand the sentences by adding an alternate question expressing an alternate for the underlined word. (If more than one expression in a given sentence is underlined, add an alternate question for the first underlined word first, then a new alternate question for the second one, etc. For example, for the first sentence, you could say something like "Are you going to take rice or is your younger sibling going to take it?" The second time you could say "Are you going to take rice or are you going to eat it here?" The third time you could say "Are you going to take rice or are you going to take curry?"

သရၣ်--လၢတၢ်ဖီလၢ်အံၤတၢ်ကတိၤအိၣ်ဝဲ ၄ ကျိၤ, တကျိၤဒီးတကျိၤအတၢ်ကတိၤတနီၤဘၣ်တၢ်တိၤနီၣ်အီၤ တဘျီဘျီထဲတဖျၢ်ဒီးတဘျီဘျီခံဖျၢ်သၢဖျၢ်. ပှၤကျိဖိကဘၣ်ဖးတၢ်သံကွၢ်လၢ (a) *တကျိၤဝံၤဆီတလဲတၢ်ကတိၤလၢအဘၣ်တၢ်တိၤနီၣ်အီၤအခီၣ်ထံးတဖျၢ်ဒ်သိးကကဲထိၣ်တၢ်သံကွၢ်အသီ. အဒိ--ပှၤကျိဖိကစံး "နကလဲၤစိၣ်မ့ၤဧါ မ့ၢ်နပှၢ်ကလဲၤစိၣ်လဲၣ်." (ပှၤကျိဖိကဆီတလဲတၢ်ကတိၤဆူတၢ်ကတိၤတမံၤဂ့ၤတမံၤဂ့ၤသ့ကွၢ်ဖဲအသး.) ဝံၤဒီးပှၤကျိဖိကဖးကဒီးတၢ်သံကွၢ်ဒ်လၢ* (a) *အသိး ဒီးအအံၤတဘျီန့ၣ်ကဆီတလဲတၢ်ကတိၤလၢအဘၣ်ဘၢ်တိၤနီၣ်အီၤခံဖျၢ်တဖျၢ်ဒ်သိးကကဲထိၣ်က့ၤတၢ်သံကွၢ်အသီ. အဒိ--ပှၤကျိဖိကစံးဝဲ "နကလဲစိၣ်မ့ၤဧါနကအီၣ်မ့ၤဖဲအံၤလဲၣ်." သၢဝိတဝိန့ၣ်ပှၤကျိဖိကစံးသ့ဝဲလၢ "နကလဲၤစိၣ်မ့ၤဧါ မ့ၢ်နကလဲၤစိၣ်ကသူလဲၣ်." တၢ်သံကွၢ်* (b), (c), *ဒီး* (d) *နၣ် မၤစ့ၢ်ကီးဒ်လၢ* (a) *အံၤ.*

(a) <u>နကလဲၤ</u>စိၣ်<u>မ့ၤ</u>ဧါ.

(b) နကအီၣ်မ့ၤဒီး<u>ဆီညၣ်</u>ဧါ.

(c) နဖိခွါကပိၣ်<u>ယ</u>ခံဧါ.

(d) <u>အဝဲ</u>ک<u>ကသးဝံ</u>ၣ်တၢ်ဧါ.

17.7 Conversation Practice (after you know the other sections well.

၁၇.၇ တၢ်မၤလိဘၣ်ဃးတၢ်တဲသကီးတၢ် (တချးသရၣ်သိၣ်လိတၢ်မၤလိတကတိၤ်အံၤဒံးဘၣ်နၣ် ပှၤကျိဖိကြားနၢ်ပၢၢ်တၢ်မၤလိလၢအပူၤကွံၣ်သ့ၣ်တဖၣ်နၣ်ဂ့ၤဂ့ၤဘၣ်ဘၣ်တစံး.)

LISTEN to the following conversation as the teacher reads it, indicating the speakers. Then tell in Karen what you understood and remember. If necessary the teacher may repeat it several times. After you understand the conversation, you take the part of B and the teacher take the part of A and go through it several times until you can say your part correctly and fluently. Then change parts and go through it again the same way.

သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒီးမၢပှၤကျိဖိကနၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထိၣ် "A" *ဒီး* "B" *အမံၤဒ်သိးပှၤကျိဖိကသ့ၣ်ညါပှၤမတၢတဂၤကတိၤတၢ်လဲၣ်. သရၣ်ဖးတဝိဝံၤဒီး မၢပှၤကျိဖိတဲဒီးကွၢ်လၢ ပှၤကညီအကျိၣ်မ့ၢ်ပှၤကျိဖိနၢ်ပၢၢ်ဝဲပှဲၤလဲၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဒံးဘၣ် သရၣ်ကဖးကဒီးတဝိခံဝိသ့ ဒီးမၢပှၤကျိဖိတဲဒီးတၢ်လၢအနၢ်ပၢၢ်အါထိၣ်ဝဲသ့ၣ်တဖၣ်နၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဒံးခဲလၢ၁ဒံးဘၣ်နၣ် မၢပှၤကျိဖိအိးထိၣ်အလဲ၁ဒီးကွၢ်ဗိ၁်သရၣ်အခံဖဲသရၣ်ဖးယုၤကဒီးပှၤကျိဖိအခါ. တုၤလၢပှၤကျိဖိနၢ်ပၢၢ်ဝဲခဲလၢ၁လဲနၣ် မၢပှၤကျိဖိကဲ* "B" *ဒီးသရၣ်ကကဲ* "A." *တဲလိတဝိခံဝိဝံၤ မၢပှၤကျိဖိကးဘၢဃ၁်အလဲ၁ဒီးတဲဒီးကွၢ်* "B" *အတၢ်ကတိၤ.*

တဲလိကဒီး ၃-၄ ဝီ. လာခံတန်းနှဉ်ကွၢ်ကဒါကၢ်တၢ်မၤလိတတိၢ်အံၤဒီးတဲလိကဒီးဒ်အံၤ. တုၤလၢပှၤကျိုဖိ တိၢ်ဝဲန့ၢ်ဂုၤဂုၤဘဉ်ဘဉ်လံန့ဉ် မၢဒီးကွၢ်ပှၤကျိုဖိကဲကၢ် "A" ဒီးသရၣ်ကဲကၢ်ကဒီး "B" လၢပှၤကျိုဖိအလီၢ်. တဲလိတၢ်ကတိၤတဖၣ်အံၤတုၤလၢပှၤကျိုဖိတိၢ်ဝဲန့ၢ်လၢဉ်နှဉ်တက့ၢ်.

A. သရၣ်မှဉ်အိဉ်ဧါ.
B. အိဉ်. ပအိဉ်မ့ၤ.
ဟဲထိဉ်အိဉ်မ့ၤဒီးပှၤ.
A. အိဉ်, အိဉ်.
ယအိဉ်မ့ၤဝံၤလံ.
B. ဟဲထိဉ်အိဉ်ကဒီးတဘျီ.
ယမိၢ်ယပၢ်ဟဲအိဉ်သကီးယၤ.
A. နမိၢ်နပၢ်ကအိဉ်ယံဉ်ပဲ့ၤသီလဲဉ်.
B. ကအိဉ်တသီဝံၤကက့ၤ.
ဟဲအိဉ်တၢ်ဒီးပှၤမိဉ်.
A. အၢဉ်, အၢဉ်. ယကအိဉ်တၢ်တစဲး.
သုအိဉ်မ့ၤဒီးမတၤလိဉ်.
B. ပအိဉ်မ့ၤဒီးထီးညဉ်ကသူ.
ဆိညဉ်အထံအိဉ်စ့ၢ်.
တၢ်ဒီးတၢ်လဉ်အိဉ်စ့ၢ်.
A. နမိၢ်နပၢ်အိဉ်တၢ်လီၢ်ဖဲလဲဉ်.
B. အိဉ်လၢ၀့ၢ်ပူၤ.
မ့ၢ်က့ၤဒီး ယကက့ၤဟိဉ်အခံသၢသီဝံၤဟဲကၢ်.
A. ကသူအံၤဝံဉ်ဖးဒိဉ်ညၢ်.
နကီးအိဉ်ယၤ တၢ်ဘျုးဒိဉ်မး.
ယကကၢ်ကဒီးနီ.
B. အၢဉ်, အၢဉ်.

17.8 Reading and Writing

၁၇.၈ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီကျိ၁ဉ်.

Repeat the following sentences after the teacher. Then at home copy them twice each in the spaces provided. The next day have the teacher check your writing. Then read the sentences aloud, the teacher making corrections as needed.

သရၣ်--မၢပှၤကျိုဖိဖးဟိ၁ဉ်သရၣ်အခံတကျိၤဘဉ်တကျိၤတဝီဝံၤ မၢပှၤကျိုဖိကွဲးလိလၢဒၢးတကျိၤနှဉ်ခံဘျိဖဲတၢ်လီၢ်လီၤဟီအံၤ. လၢခံတန်းသရၣ်ကဘဉ်ကွၢ်ပှၤကျိုဖိအတၢ်ကွဲးသ့ဉ်တဖၣ်အံၤမ့ၢ်အဘဉ်ဧါ. ဒီးမၢပှၤကီဖိဖးယုၤ သရၣ်. ပှၤကျိုဖိဖးမ့ၢ်ကမဉ် သရၣ်ကဘဉ်ဖးယုၤပှၤကျိုဖိတဘျီဒီး.

ယထိုးဖိအိ၁်အဒုတဆံ. ယဆီအိ၁်ခွံဘ့၁်. _____

_____

_____

ညၢ်ဖိကသူအံၤဖးဝံ၁်ညါ. _____

_____

_____

ညၢ်ဖိအံၤအပူၤအဒံ၁်အိ၁်အါ. _____

_____

_____

17.9 Listening and Speaking

၁၇.၉ တၢ်မၤလိကနၢ်ဒီးကတိၤပှၤကညီအကျိ၁်လၢပှၤကညီအဟံ၁်

(1) Continue to take time to listen to Karens talking with each other and to converse with them yourself, seeking opportunities to use the new expressions which you have learned.

(၁) သရၢ်-- မၢပှၤကျိဖိလဲၤအိ၁်သကိးပှၤကညီဒ်သိးကကနၢ်ပှၤကညီကတိၤသကိးတၢ်ဒီးဒ်သိးကကတိၤလိတၢ်ကတိၤလၢအမၤလိဘၢ်တ့ၢ်လံဝဲသ့ၢ်တဖၢ်နၢ်.

(2) During the next 24 hours learn the name of one kind of vegetable which you often eat. Use the method for obtaining and using the new word described in 13.9 and 14.7 (1). Think ahead of time of ways you can use the word with the vocabulary which you have used. Be sure to inform your teacher the next day as to what the new word is so that the teacher will know to use it also.

သရၢ်--မၢပှၤကျိဖိသူတၢ်အဒိလၢ ၁၃.၉ ဒီး ၁၄.၇ (၁) ဒီးမၢပှၤကျိဖိယုသ့ၢ်ညါတၢ်ဒိးတၢ်လၢ်တကလုၢ်အမံၤလၢ ဆူညါ ၂၄ နၢ်ရုၢ်အတၢ်ပှၤ. မၤဒီးတနံၤမၢပှၤကျိဖိတဲဘၢ်သရၢ်လၢတၢ်ကတိၤအသီလၢအယုနၢ်လံဝဲတဖျၢ်ဒ်အံၤ ဒီးသရၢ်ဒီးပှၤကျိဖိကဘၢ်ကတိၤလိတၢ်ကတိၤတဖျၢ်ဒ်အံၤ.

17.10 Cultural Assignment--Continue working on 16.10.

၁၇.၁၀ တၢ်ယုသ့ၢ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျိဖိကမၤဒၢ်ဝဲ.

LESSON 18

တၢ်မၤလီ ၁၈

18.1 Useful Words and Phrases

၁၈.၁ တၢ်ကတိၤအသီလၢအကဲဘျုးတဖၣ်

REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘျိ.

အီ(တၢ်)	**To drink, smoke**
အီထံ	**To drink water**
ချိ(တၢ်)	**To boil (something)**
ချိအီ(တၢ်)	**To boil for drinking**
ချိအီၣ်(တၢ်)	**To boil for eating, ás soup**
ထံချိ	**Boiled water, hot drink**
မ့ၤချိ	**Rice gruel**
မံ	**To be done, cooked, ripe**
ထံချိမံ	**Boiled water (which has been set aside for drinking)**
ချၣ်(ခုၣ်)	**To be cold (cool)**
ထံချၣ်(ထံခုၣ်)	**Cold water or drink (cool water or drink)**
သကွံ(သၣ်)[16]	**Banana (plantain)**
ဟဲ	**To be pungent, spicy hot**
အံသၣ်	**Salt**
ဟီ	**To be salty**
ဆၢ	**To be sweet, savory, palatable**
အံသၣ်ဆၢ	**Sugar**
ဘျါ	**To be tasteless, insipid, bland**

[16] **In central Thailand and Burma the word for banana is** တကွံသၣ်.

18.2 Pattern Sentences and Phrases
၁၈.၂ တၢ်ကတိၤအဒိ

(1) Use of **အီ(တၢ်), "to drink"**

(၁) *တၢ်သူတၢ်ကတိၤ "အီ(တၢ်)"*
REPEAT after the teacher.[1]
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒိ.

အီထံ.	**Drink (some) water.**
အီထံချိ.	**Drink (some) hot water (hot drink).**
အီထံချိမံ.	**Drink (some) boiled water.**
အီထံခုၣ်.	**Drink (some) cold water (cold drink).**
အီထံခုၣ်.	**Drink (some) cool water (cool drink).**
အီထံအါအါ.	**Drink a lot of water.**
အီတၢ်အထံအါအါ.	**Drink a lot of liquids.**
အီၣ်တၢ်အီတၢ်	**To eat and drink**
တၢ်အီၣ်တၢ်အီ	**Food and beverage (or food in general)**

(2) Use of **မံ, "to be done, cooked (referring to cooked foods); to be ripe"**

(၂) *တၢ်သူတၢ်ကတိၤ "မံ"*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒိ.

ထံချိမံလံ.	**The water is already boiled.**
မ့ၤမံလံ.	**The rice is already done.**
တၢ်သူမံလံ.	**The curry is done.**
သကွံသၣ်မံလံ.	**The bananas are ripe.**
သကွံသၣ်မံတဂ့ၤဒီးဘၣ်.	**The bananas are not very ripe yet.**

(4) Use of **ချိ(တၢ်), "to boil (something)"**

(၄) *တၢ်သူတၢ်ကတိၤ "ချိ(တၢ်)"*
REPEAT after the teacher.
သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဒိ.

ချိအီထံတစဲး.	Boil a little water.
ချိအီၣ်ညၣ်ဖိအထံ.	Boil some fish soup.

ခြေအိုင်ဆီညှဉ်အထံ.	Boil some chicken soup.
ခြေအိုင်ထီးညှဉ်အထံ.	Boil some pork soup.
ခြေအိုင်မုဒါ.	Boil up some rice gruel.
ခြေအိုင်ဆီဒုဉ်ခံဖျာဉ်.	Boil 2 eggs.
ဟဲစီဉ်ထံခြေ.	Bring some hot plain tea (boiled water)
ဟဲစီဉ်ထံခြေမံ.	Bring some boiled water.
ဟဲစီဉ်မုဒါခြေ.	Bring some rice gruel.
ဟဲစီဉ်တၢ်ခြေထံ.	Bring some soup.

18.3 Substitution Drills

၁၈.၃ တၢ်ဆီတလဲတၢ်ကတိၤ

(1) Repeat the questions in (a) and (b) below after the teacher inserting one optional word after the other in the blanks. Then as the teacher points to the pictures below one after the other, you should substitute the item indicated in the slot in the pattern sentence, using အိုဉ် or အိ depending upon whether it is drunk or eaten with a spoon or the fingers. The first round the teacher will point to the pictures in order and you should refer to the written answers if you don't know what a picture represents. After the first round cover up the words and just looking at the pictures make substitutions as the teacher points to the pictures in random order.

သရၣ်--ဖးယုၤပှၤကျိုဖိလၢတၢ်သံကွၢ် (a) ဒီး (b) ဒီးမၢပှၤကျိုဖိတဲပိာ်သရၣ်အခ်. ဖဲသရၣ်ဖးတၢ်အခါနှဉ် နံဉ်နှၢ် ပှၤကျိုဖိလၢတၢ်ဂီၤဒ်လဲၤအအိုဉ်ဖျါဝဲလၢတၢ်ဖိလာ်အံၤတဘှဉ်ဘဉ်တဘှဉ်ဒီးတှၢ်နှာ်အမံၤဖဲတၢ်လီၢ်လီၤဟိအပူၤ. ခံစိတစိနှဉ်နံဉ်ကျဉ်ကျိုနှၢ်ပှၤကျိုဖိဒီးမၢပှၤကျိုဖိကွၢ်ထဲတၢ်ဂီၤ. တဘဉ်မၢလၢၤပှၤကျိုဖိကွၢ်လီၤတၢ်သံကွၢ်လၢလံဉ် ပူၤလၢၤဘဉ်. အအံၤတဘျိုနှဉ်ပှၤကျိုဖိကဘဉ်တဲတၢ်သံကွၢ်ဒီးတှၢ်နှာ်တၢ်ဂီၤအမံၤဒဉ်ဝဲ. တၢ်ကတိၤလၢဘဉ်သူ "အိုဉ်" မှၢ်ဂ့ၤ "အိ" မှၢ်ဂ့ၤ သရၣ်မၢ ပှၤကျိုဖိသူဖဲလၢအကြၢးဝဲဘဉ်ဝဲ.

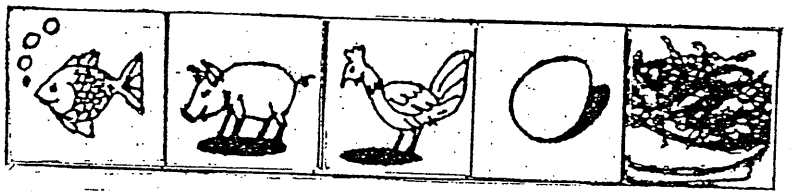
(a) နကအိုဉ် _____ဃၢ်. (b) နကအိ _____ဃၢ်.

မှၢ	ထံ
သကွဲ(သဉ်)	ထံခြေ
တၢ်ဒီးတၢ်လဉ်	ထံချုဉ်
ဆီညှဉ်ခြေထံ	

(2) As the teacher points to one of the pictures below and says ဖိ or ခြေ, you should substitute the appropriate word in the slot. After reading through the drills once,

close the book and continue to make the substitutions indicated as the teacher points to the pictures in random order, giving a verb at the same time. (Note: In (b) for ဆီဒံ့ and တၢ်ဒီးတၢ်လၢ် omit the words အထံ.)

သရၢ်ကဘၢ်နဲၢ်နှၢ်ပှၤကျိဖိလၢတၢ်ဂီၤလၢအဖိလၢ်အံၤဒီးမၢပှၤကျိဖိတ့ၢ်နၢ်တၢ်ကတိၤလၢအကြၢ်းဝဲဘၢ်ဝဲ. ခံစိတ ဝိနၢ်မၢပှၤကျိဖိကးဘၢဃၢ်အလံၢ်ဒီးတဲလိကဒီးတဘျီ. အအံၤတဘျီအံၤ သရၢ်ကဘၢ်နဲၢ်ကျဲၢ်ကျီတၢ်ဂီၤသ့ၢ် တဖၢ်အံၤ ဒီးကဘၢ်တဲစ့ၢ်ကီး "ဖိ" တဘျီဘျီဒီး "ချိ" တဘျီ ဘျီ. သရၢ်မ့ၢ်တဲလၢ "ဖိ" နှၢ် ပှၤကျိဖိကတဲတၢ်ဒ်
(a) *အသိးဒီးသရၢ်မ့ၢ်တဲလၢ "ချိ" နှၢ် ပှၤ ကျိဖိကတဲတၢ်ဒ်* (b) *အသိး. (လၢ (b) အပူၤ မ့ၢ်မ့ၢ်တၢ်ကတိၤ "ဆီဒံ့ၢ်" ဒီး "တၢ်ဒီးတၢ် လၢ်" ခံဖျၢ်အံၤ ပှၤကျိဖိကဘၢ်ထုးထီၢ်ကွံၢ်တၢ်ကတိၤ "အထံ" တဖျၢ်အံၤ. အဒိ-- "လၤချိအီၢ်တၢ်ဒီးတၢ်လၢ်." တဘၢ်တ့ၢ်နၢ်လၢၤတၢ်ကတိၤ "အထံ" လၢၤဘၢ်.)*



(a) လဲၤဖိအီၢ် ——ကသူ.
ညၢ်ဖိ
ဆီညၢ်
ထီးညၢ်
ဆီဒံ့ၢ်
တၢ်ဒီးတၢ်လၢ် တၢ်ဒီးတၢ်လၢ်

(b) လဲၤချိအီၢ် ——အထံ.
ညၢ်ဖိ
ဆီညၢ်
ထီးညၢ်
ဆီဒံ့ၢ်

18.4 Pattern Sentences and Phrases

၁၈.၄ တၢ်ကတိၤအဒိ

(1) Use of new descriptive verbs

(၁) *တၢ်သူတၢ်ကတိၤ "ဟီ," "ဟဲ," "ဆၤ," "ဘျ!"*

REPEAT after the teacher.

သရၢ်--မၢပှၤကျိဖိတဲပိၢ်ထွဲသရၢ်အခံ ၂-၃ ဝိ.

(a) အံၤသၢ်ဟီ.	It is salty. (Salt is salty.)
ကသူအံၤဟီ.	This curry is salty.
ကသူအံၤဟီတစ်း.	This curry is a bit salty.

ကသူအံ၊ဟီဖဲအဘာ၏.	This curry is just salty enough. (The saltiness is correct.)
တ၊သူအံ၊ဟီဒိ၏မး.	This curry is very salty.
တ၊သူအံ၊တဟီဘာ၏.	This curry is not salty.
(b) မူ၏ဟဲသ၏ဟဲ. (မူးသ၏ဟဲ.)	The chillies are (spicy) hot.
ဆီညှ၏ကသူဟဲ.	The chicken curry is (spicy) hot.
ဆီညှ၏ကသူဟဲတစ်း.	The chicken curry is a bit hot.
ဆီညှ၏ကသူဟဲဖဲအဘာ၏.	The chicken curry is just hot enough.
ဆီညှ၏ကသူအံ၊ဟဲဒိ၏မး.	This chicken curry is very hot.
ဆီညှ၏ကသူအံ၊တဟဲဘာ၏.	This chicken curry is not (spicy) hot.
(c) အံသ၏ဆ၊ဆ၊.	Sugar is sweet.
သကွံသ၏တဖျာ၏အံ၊ဆ၊.	This banana is sweet.
သကွံသ၏တဖျာ၏အံ၊တဆ၊ဘာ၏.	This banana is not sweet.
ထံခ်ိုအံ၊ဆ၊ဒိ၏မး.	This hot drink is very sweet.
ညှ၏ဖိအထံအံ၊ဆ၊ဂ့၊မး.	This fish soup is nice and sweet (tast-).
ဆီညှ၏အထံအံ၊ဆ၊ဝဲ.	This chicken soup is sweet (tasty).
ထီးညှ၏အထံအံ၊ဆ၊ဝဲ.	This pork soup is sweet (tasty).
(d) ကသူအံ၊အံသ၏ဘျ၊.	This curry--the salt is tasteless.
ဆီညှ၏အထံအံ၊ဘျ၊ဒ်း.	This chicken soup is still tasteless.
ဆီညှ၏အထံအံ၊ဘျ၊တစ်း.	This chicken soup is a bit tasteless.
အဝဲအီ၏တ၊အီ၏အဘျ၊.	He eats bland food.
(e) ထံခ်ိုအဆ၊အဘျ၊ဘာ၏ဒ၊.	Is the sweetness of the hot drink sufficient (correct)?
ကသူအံ၊အဆ၊အဘျ၊ဘာ၏ဒ၊.	Is the curry flavorsome enough?
ကသူအံ၊အဆ၊အဟဲဘာ၏ဒ၊.	Is the curry spicy enough?

18.5 Notes on Word Usage and Grammar

၁၈.၅ သရု၏--မၢပှၢကျိဖိုးဒု၏ဝဲလၢဒၢး.

(1) Use of အီ(တ၊), "to drink, smoke"

The word အီ is used for consuming liquids which are drunk, whereas အီ၏ is used for consuming liquids which are eaten with a spoon. The verb အီ is also used to refer to smoking (cheroots, opium, etc.) When preparing liquids for drinking, the word အီ is often added to the verb indicating the method of preparation; e.g., ခ်ိုအီထံ, "to boil water for drinking."

(2) Use of ဆ၊, "to be sweet, savory, palatable"

The word ဆေ means "to be sweet in flavor," such as is characteristic of sugar, ripe fruits, etc. However, it also refers to other foods considered by the Karens to be sweet, which we Westerners would not usually consider to be so; e.g., soups made with fish, chicken, pork, onion, cabbage, pumpkin, etc. (Actually, if one notices while eating such things, they are slightly sweetish as compared to sour, bitter, or peppery flavors, none of which the Karens would ever refer to as ဆေ.) In the case of foods considered sweet by the Karens, they may ask if the salt in the food is "sweet," meaning, "Is the amount of salt right to bring out the flavor?"

(3) Use of ဘဉ်, to be enough, sufficient

You have already learned the word ဘဉ် meaning,"to be correct." When referring to the correct amount of something, the word ဘဉ် would be more likely to be translated into English as "enough" or "sufficient;" e.g., အဆေအဟဲဘဉ်ဒေါ်, "Is the sweetness/spiciness correct?" i.e., "Is there sufficient seasoning?" If you are offered more food or drink but you have had enough, you may answer, ဘဉ်လံ, "It is already enough (i.e., already the correct amount)."

18.6 Substitution Drill

၁၈.၆ တၢ်ဆီတလဲတၢ်ကတိၤ

Repeat the first sentence after the teacher, then make substitutions as the teacher gives you the words in ( ). If words such as the negative particles, ဒီး, တစဲး, ဒိဉ်မး, ဖဲအဘဉ်, or လံ are given, it will sometimes be necessary to simply add them rather than substitute them for something. If one of the following 5 words--ဟဲ, ဟီ, ဘျါ, ဆေ, or မံ are the words to be substituted, drop all such words as the negative, ဒီး, etc., and change the sentence back to a simple positive statement, as below. After reading through the drill once, go through it several times again without looking at the book.

သရဉ်--အဆီတဒီ မၢပှၤကျိဖးပိ်ာ်သရဉ်အခံတကျိၤဘဉ်တကျိၤတုၤအကတၢ်နှဉ်ဝံၤ မၢပှၤကျိဖိတဲပိ်ာ်ထွဲသ ရဉ်အခံတဘျိဝံၤ သရဉ်ကဘဉ်တဲတၢ်ကတိၤလၢအအိ်ာ်လၢ ( ) အပူၤ. ပှၤကျိဖိဘဉ်သူတၢ်ကတိၤလၢ ( ) အပူၤအံၤဒီးဆီတလဲတၢ်ကတိၤလၢအခိ်ာ်ထံးတကျိၤဒိခံကျိၤတကျိၤအသိး. မၤဒ်အံၤစးထိ်ာ်လၢအခိ်ာ်ထံးတုၤလၢ အကတၢ် ၃-၄ ဒီ.

မ့ၤမံလံ.	(တ ... ဘဉ်)
မ့ၤတမံဘဉ်.	(ဒီး)
မ့ၤတမံဒီးဘဉ်.	(ကသ့)
ကသ့တမံဒီးဘဉ်.	(ဟဲ)
ကသ့ဟဲ.	(တစဲး)
ကသ့ဟဲတစဲး.	(ဟီ)
ကသ့ဟီ.	(ဒိဉ်မး)
ကသ့ဟီဒိဉ်မး.	(ညဉ်ဖိ၍ထံ)

ညဉ်ဖိချိုထံဟီဒိုဉ်မး. (ဘျါတစ်း)
ညဉ်ဖိချိုထံဘျါတစ်း. (ဆ၊)
ညဉ်ဖိချိုထံဆ၊. (ဖဲအဘဉ်)
ညဉ်ဖိချိုထံဆ၊ဖဲအဘဉ်. (တ . . . ဘဉ်)
ညဉ်ဖိချိုထံတဆ၊ဘဉ်. (သကွံသဉ်)
သကွံသဉ်တဆ၊ဘဉ်. (မံလံ)
သကွံသဉ်မံလံ. (မ့ၤ)

18.7 Conversation Practice (after you know the other sections well)

၁၈.၇ တၢ်မၤလီဘဉ်ဃးတၢ်တဲ့သကိးတၢ် (တချုးသရ့ဉ်သိလိတၢ်မၤလိတကတီၢ်အံၤဒီးဘဉ်နှဉ် ပှၤကျိဖိကြ့ၢ်းနၢ်ပၢၢ် တၢ်မၤလိလၢအပူၤကွံဉ်သ့ဉ်တဖဉ်နှဉ်ဂ့ၤဂ့ၤဘဉ်ဘဉ်တစ်း.)

LISTEN to the following conversation without looking at the book, several times if necessary. When you understand it all, answer the questions at the end. Then, after reading through the whole conversation after the teacher once, you take the part of the daughter while the teacher takes the part of the mother. Go over the conversation many times until you can say your parts correctly without looking at the book. Then change parts, and you take the part of the mother while the teacher takes the part of the daughter.

သရ့ဉ်ကဘဉ်ဖးတၢ်ကတိၤသ့ဉ်တဖဉ်အံၤ ၂-၃ ဝီဒီးမၢပှၤကျိဖိကနှဉ်. တုၤပှၤကျိဖိနၢ်ပၢၢ်ခဲလၢဉ်လံဒီး, မၢပှၤကျိ ဖိတဲ့ဆၢတၢ်သံကွၢ်သ့ဉ်တဖဉ်. တုၤပှၤကျိဖိစ်းဆၢတၢ်ဘဉ်လံနှဉ် မၢပှၤကျိဖိကဲ "ဖိမ့ဉ်" ဒီးသရ့ဉ်ကကဲ "မိ၊်." ဖးလိသကိးတၢ်ကတိၤသ့ဉ်တဖဉ်အံၤအါဝီတစ်းတုၤလၢပှၤကျိဖိတဲ "ဖိမ့ဉ်" အတၢ်ကတိၤဘဉ်ဘျ့ဂ့ၤတစ်းဒီး တလိဉ်ကွၢ်ဘဉ်အလံဉ်လၢၤဘဉ်. တုၤပှၤကျိဖိတဲ့တၢ်ဘျ့ဘျ့လံနှဉ် မၢပှၤကျိဖိကဲ့ၤ "မိ၊်" ဒီးသရ့ဉ်ကကဲ့ၤ "ဖိမ့ဉ်." တဲ့လိတၢ်ကတိၤသ့ဉ်တဖဉ်အံၤတုၤလၢပှၤကျိဖိတဲ့ဝဲဘဉ်ဘျ့ဂ့ၤတစ်း.

မိ၊် -- ဖိမ့ဉ်, ဟဲဆူအံၤ.
ယသကိးကဟဲအိဉ်မ့ၤဒီးပှၤသၢဂၤ.
ဖိမ့ဉ်, ဖိမ့ၤနီ.
မိ၊်ကဖိအိဉ်ကသူ.
ဖိမ့ဉ်-- မိ၊်ကဖိအိဉ်မတၢၤလီဉ်.
မိ၊် -- ကဖိအိဉ်ဆီညဉ်ကသူ.
ဝံၤဒီး ကချိအိဉ်ညဉ်ဖိအထံစ့ၢ်.
ဟဲစိ၁်တၢ်ဒီးတၢ်လဉ်တစ်း.
ဖိမ့ဉ်, တိ၊်မ့ၤသဉ်နီ.
ဖိမ့ဉ်-- အၢဉ်. သကွံသဉ်အမံအိဉ်.
မိ၊် -- ဂ့ၤလံ.

ဖိမှ၏, ကသူထံအံၤအံသ၏ဆၢဧါ.
ဖိမှ၏-- ဆၢဖဲအဘၢ၏.
အအံၤမူးသ၏တိၢ်.
အဝဲသ့၏ကအီထံချိ့ဧါ.
မိၢ် -- မ့ၢ်. ဖိမှ၏, ချိ့အီထံတစ်းနိ.
ဖိမှ၏-- အၢ၏. ယချိ့လံ.

18.8 Reading and Writing

၁၈.၈ တၢ်မၤလီဖးဒီးကွဲးပှၤကညီကျိ၏

Repeat the following sentences after the teacher. Then at home copy them twice each in the spaces provided. The next day have the teacher check your writing. Then read the sentences aloud, the teacher making corrections as needed.

သရၢ်--မၢပှၤကျိဖဒးပိ၏သရၢ်အခံတကျိၤဘၢ်တကျိၤဝံၤ မၢပှၤကျိဖကွဲးလိလၢဒၢးတကျိၤနၢ်ခံဘျိဖဲတၢ်လီၢ်လီၤ ဟိ. လၢခံတနံၤ သရၢ်ကဘၢ်ကွၢ်ပှၤကျိဖအတၢ်ကွဲးသ့၏တဖၢ်အံၤမ့ၢ်အဘၢ်ဧါ. ဝံၤ မၢပှၤကျိဖဒးယုၤသရၢ်. ပှၤကျိဖဒးမ့ၢ်ကမၢ်, သရၢ်ကဘၢ်ဖးယုၤပှၤကျိဖတဘျိဒီး.

ယတအီထံချ၏ဘၢ်. ယကအီထံချိ. _____
_____
_____

သကွံတမံဂ့ၤဂ့ၤဒီးဘၢ်. _____
_____
_____

ကသူအံၤအဆၢအဟဲဘၢ်ဧါ. _____
_____
_____

18.9 Listening and Speaking

၁၈.၉ တၢ်မၤလီကနၢ်ဒီးကတိၤပှၤကညီကျိ၏လၢပှၤကညီအဟံၢ်

(1) **Be sure to try using your new vocabulary and sentence patterns as you get out and talk with the Karens. During the next few days notice especially how Karens react if they come to your house and find you eating. Also notice how they react if someone comes to their house while they are eating and the response of the one who has just arrived at the house. In such cases Karens will often invite the person up to join in the eating, although they usually don't expect the invitation to be accepted. Likewise, the person who has just come will make some excuse for not accepting the invitation. If the folks really want the person to join them, they must urge him/her several times. (Sometimes when a person is such a close friend that he/she is quite at home at a place, the invitation might possibly be accepted right away or the person might even invite himself by asking what they're eating.) Unless Karens have had**

frequent contact with Westerners, they probably won't feel right about interrupting us at mealtime with a matter of business but will wait until the meal is finished. Likewise, if you go to someone's house and find the folks eating, it would be better to say that you'll come back again later. Then go visit someone nearby or take a walk for 5-10 minutes before returning. Of course, if you can't wait, they'll probably overlook your "rudeness" knowing that you aren't Karen.

(၁) *သရှင်--မာပှၤကျွိဖိလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤလၢအမၤလိတ့ၢ်လံဝဲသ့ဉ်တဖဉ်နှဉ်ဒီးဒ်သိးကကနှဉ်လိစ့ၢ်ကိးပှၤကညီကတိၤသကိးတၢ်. မာပှၤကျွိဖိကွၢ်နီဉ်ဘဉ်ဃးဒီးတၢ်ကိးအိၣ်ပှၤတမ့ုၤအမ့ၤဒီးဘဉ်ဃးပှၤကညီမ့ၢ်လဲၤထံဉ်ဒၢးကစၢ်အိၣ်မ့ၤနှဉ်မ့ၢ်အမၤဝဲဒ်လဲဉ်. ဒၢးကစၢ်လၢအခဲဉ်ဒီးပှၤတမ့ုၤအိၣ်မ့ၤဒီးအီၤနှဉ်အဝဲကကိးအိၣ်ပှၤတမ့ုၤတဂၤနှဉ်အမ့ၤအါအါဘျိတစ်း. မ့မ့ၢ်ပှၤလၢသ့ဉ်ညါဒီးလီၤတ့ၤလိဉ်အသးနှဉ် ဘဉ်တနီၤနီၤကအိၣ်ဒဉ်ဝဲနှဉ်လီၤ. သရှင်ကြၢးတဲဘဉ်ပှၤကျွိဖိလၢအဝဲသ့ဉ်မ့ၢ်လဲၤဟးအိၣ်ဒၢးကစၢ်ဒီးဘဉ်လၢဒၢးကစၢ်အိၣ်မ့ၤအခါနှဉ် ပှၤကျွိဖိမ့ၢ်လဲၤဟးဆိလၢအဂၤနှဉ်ကဂ့ၤစ့ၢ် ဒီးဟဲက့ၤက့ၤလၢဒၢးကစၢ်အိၣ်မ့ၤဝံၤ.*

(2) Every day for the next 4-5 days at the beginning of your lesson you and the teacher should ask each other whether you have eaten yet, and if so, what you each ate. If you study with the teacher both morning and afternoon, wait until the afternoon as you are more likely to have eaten something for which you have the vocabulary. If the teacher only comes in the morning, you can answer with ထံခ်ိ, ဆိဒ်ဉ်, သကွံသဉ်, **and any other words that you have picked up during the past several weeks.**

(၂) *သရှင်--လၢ ၄-၅ နံၤအတိၢ်ပူၤအံၤ ဖဲသုမၤလိတၢ်အခါနှဉ် သရှင်မ့ၢ်ဂ့ၤပှၤကျွိဖိမ့ၢ်ဂ့ၤ ကြၢးသံကွၢ်လိဉ်အသးဘဉ်ဃးဒီးတဂၤဒီးတဂၤမ့ၢ်သုအိၣ်မ့ၤလံၤ၎. မ့ၢ်အိၣ်လံနှဉ် သံကွၢ်မ့ၢ်အအိၣ်မ့ၤဒီးမတၤလိဉ်. သရှင်မ့ၢ်သိဉ်လိပှၤကျွိဖိလၢဂီၤခီဒီးလၢမ့ၢ်ဘဉ်လီၤခံပၤလၢဉ်နှဉ် ခီးတ့ၤလၢမ့ၢ်ဘဉ်လီၤတပၤဒီးသံကွၢ်ပှၤကျွိဖိ. မ့မ့ၢ်ပှၤကျွိဖိလၢအမၤလိတၢ်ဒီးသရှင်ထဲဂီၤခီတပၤနှဉ် သရှင်ကသံကွၢ်ပှၤကျွိဖိလၢဂီၤခီ ဒီးပှၤကျွိဖိကစံးဆၢတၢ်လၢအအိၣ်ဝဲလၢဂီၤခီတဖဉ်. အဒိ--ထံခ်ိ, ဆိဒ်ဉ်, သကွံ, ဒီးတၢ်ကတိၤတဖဉ်လၢပှၤကျွိဖိယုအါထိဉ်နှၢ်ဝဲလၢ ၂-၃ နှံအတိၢ်ပူၤနှဉ်လီၤ.*

(3) During the next 24 hours learn the name of one kind of fruit which you often eat during this season, planning ahead of time how to obtain and then use the new word using only Karen. Afterwards, be sure to tell your teacher what the new word is so that you and he/she can sometimes use it in conversation or substitute it in some sentence and phrase pattern drills. Two or three days later learn the name of another kind of fruit. (Two new words is enough for one week, as you need to use them frequently in order not to forget them.)

သရှင်--မာပှၤကျွိဖိယုသ့ဉ်ညါတၤသ့ုတၤသ့ဉ်တကလုဉ်အမ်ၤလၢဆ့ုညါ ၂၄ နှဉ်ရုံဉ်အတိၢ်ပူၤ. မၤဒီးတနံၤမၤပှၤကျွိဖိတဲဘဉ်သရှင်လၢတၢ်ကတိၤအသီတဖျၢ်ဉ်လၢအယုနှၢ်လံဝဲတဖျၢ်ဉ်ဝံၤဒီး သရှင်ဒီးပှၤကျွိဖိကဘဉ်ကဲတိၤလိတၢ်ကတိၤတဖျၢ်ဉ်အံၤနှဉ်.

18.10 Cultural Assignment--continue working on 13.10.

၁၈.၁၀ *တၢ်ယုသ့ဉ်ညါပှၤကညီအလုၢ်အလၢ်--ပှၤကျွိဖိကမၤဒဉ်ဝဲ.*

LESSON 19

တၢ်မၤလီ ၁၉

19.1 Useful Words and Phrases

၁၉.၁ တၢ်ကတိၤအသီလၢအကဲဘျုၤတဖၣ်

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၁-၂ ဘီ.

အလွါ်	**Color**
ဝါ	**To be white**
အလွါ်ဝါ	**White color**
ထံချိုအဝါ	**Hot drink made with milk**
ပသၢ(သၣ်)	**The onion family**
ပသၢဝါ/ပသၢသၣ်ဝါ	**Garlic**
ဂီၤ	**To be red; picture, photo**
တၢ်ဂီၤ	**Picture, photo**
ပသၢဂီၤ/ပသၢသၣ်ဂီၤ	**Onion**
ထံချိုအဂီၤ	**Plain tea**
ဒုး	**To cause to do/ get to do/ let do**
ဟ့ၣ်(တၢ်)	**To give (something)**
ဘၣ်	**To have to do; must**
သ့ၣ်, တဖၣ်, သ့ၣ်တဖၣ်	**Particle indicating plural**
ပစ်သ့ၣ်	**We (emphatic)**
သုစ်သ့ၣ်	**You (plural, emphatic)**
အစ်သ့ၣ်	**They, them**
အစ်သ့ၣ်အ	**Their**
လံၣ်သ့ၣ်တဖၣ်/လံၣ်တဖၣ်	**Books**
ဟံး	**To take hold of**
ဖးဖိ	**A half; halfway**

19.2 Pattern Sentences and Phrases

၁၉.၂ တၢ်ကတိၤအဖိ

(1) Colors

(၁) *တၢ်အလွၢ်*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝိ.

(a) နလံၣ်အလွၢ်ဒ်လီၣ်/ဒ်လဲၣ်.	**What color is your book?**
ယလံၣ်အလွၢ်ဂီၤ.	**My book is red (in color)**
ပှၤကညီလံၣ်သးဝံၣ်အသီအလွၢ်ဂီၤ.	**The new Karen hymnbook is a red color.**
ညၣ်ဖိတဘိန့ၣ်အလွၢ်ဂီၤ.	**That fish is red in color.**
ထံချၣ်အံၤအလွၢ်ဂီၤ.	**This cold drink is red in color.**
ဆီတဘ့ၣ်အံၤအလွၢ်ဂီၤ.	**This chicken is red.**
ဆီဒံၣ်တဖျၣ်အံၤအလွၢ်ဂီၤ.	**This egg is red (reddish brown).**
လီၢ်ဆ့ၣ်နီၤအလီၢ်လံၤတဖျၣ်နၣ် အလွၢ်ဂီၤ.	**That old chair is red.**
(b) လံၣ်တဘ့ၣ်အံၤအလွၢ်ဝ၀ါ.	**This book is white in color.**
လံၣ်စီဆုံတဘ့ၣ်အံၤအလွၢ်ဝ၀ါ.	**This Bible is white in color.**
ဆီတဘ့ၣ်အံၤအလွၢ်ဝ၀ါ.	**This chicken is white.**
ဆီဒံၣ်ခံဖျၣ်အံၤအလွၢ်ဝ၀ါ.	**These 2 chicken eggs are white.**
စဘဲ့တဖျၣ်နၣ်အလွၢ်ဝ၀ါ.	**That table is white.**
ယဒၢးအသီတဖျၣ်နၣ်အလွၢ်ဝ၀ါ.	**My new house is white.**
(c) ဟဲစိၣ်လံၣ်သးဝံၣ်အဝ၀ါတဘ့ၣ်နၣ်.	**Bring a white songbook.**
ဟဲစိၣ်ထံချိအဝ၀ါ.	**Bring some tea made with milk.**
ဟဲစိၣ်စဘဲ့အဝ၀ါတဖျၣ်.	**Bring a white table.**
ဟဲစိၣ်ဆီအလွၢ်ဂီၤသၢဘ့ၣ်.	**Bring 3 red chickens.**
ဟဲစိၣ်ပသၢဝ၀ါဒီးပသၢဂီၤ.	**Bring garlic and onions.**

(2) Use of ဂီၤ, "picture, photo"

(၂) *တၢ်သ့ုတၢ်ကတိၤ "ဂီၤ"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲပိၣ်ထွဲသရၣ်အခံ ၂-၃ ဝိ.

(a) ထီးအဂီၤ	Picture of the pig/the pig's picture
ညၣ်ဖိအဂီၤ	Picture of fish.
ပကျိဘါယွၤအဂီၤ.	Picture of our church.
ပှၤကျိဖိသ့ၣ်တဖၣ်အဂီၤတဘ့ၣ်.	A picture of school children.

ပု၊မ၊တၢ်ဖိအဂီ၊တဘ့ၢ်. A picture of workers.
အဒီပုၢ်ဝဲၢ်အဂီ၊. Picture of her brothers and sisters.
ယမိၢ်ယပၢ်အဂီ၊. Picture of my parents
နဂီ၊ Your picture
ယဂိၤမိၢ်သၢဂၤအဂီ၊. Picture of my 3 friends.
(b) တၢ်ဂီၤ The pictures
တၢ်ဂီၤအိၢ်ဒီးအလွ်ၢ် Colored pictures
လံၢ်စိဆုံအိၢ်ဒီးတၢ်ဂီၤ Bible with pictures

(3) Use of ဘၢ်, "to have to do; must"

(၃) *တၢ်သ့ုတၢ်ကတိၤ "ဘၢ်"*

REPEAT after the teacher.

သ့ၢ်--မၢပှၤကျိဖိတဲပိၢ်ထွဲသ့ၢ်အခံ ၂-၃ ဒီ.

အဝဲဘၢ်လဲၤဆ့ုဝ့ၢ်ပ့ၤ. He had to go to town.
အဝဲဘၢ်အီၢ်မ့ၤခ့ၣ်. He must eat rice gruel/He has to eat rice gruel.
အဝဲဘၢ်အီထံခ့ၣ်မံ. He must drink boiled water.
အဝဲဘၢ်က့ၤပိၢ်အပၢ်အခံ. He had to go back home with his father.
အဝဲဘၢ်မၤလိကျ့ၢ်တဲၢ်ကျ့ၢ်. He has to study Thai.
ယကဘၢ်လဲၤစိၢ်ပသၢဂီၤ. I must take some onions.
ယကဘၢ်လဲၤစိၢ်လံၢ်စိဆုံ. I'll have to take a Bible.
ယကဘၢ်ဖိအီၢ်တၢ်သ့ု. I have to make/cook some curry.
ယကဘၢ်ခ့ၣ်အီထံ. I have to boil some water for drinking.
ယကဘၢ်မၤလိတၢ်သးဝံၢ်. I must learn the song.
ယကဘၢ်တိၢ်ပသၢဝါ. I have to pound some garlic.
အဝဲကဘၢ်က့ၤဒေါ. Does he have to go home?/ Must he go?
ယကဘၢ်မၤလိလံၢ်ဒေါ. Do I have to study?/ Must I study?

(4) Use of ဒုး, "to cause to do/to get to do/to let do"

(၄) *တၢ်သ့ုတၢ်ကတိၤ "ဒုး"*

REPEAT after the teacher.

သ့ၢ်--မၢပှၤကျိဖိတဲပိၢ်ထွဲသ့ၢ်အခံ ၂-၃ ဒီ.

ဒုးလဲၤအီ၊.	**Get him to go./Cause him to go.**
ဒုးကၢၤအီ၊.	**Get him to go home./Let him go home.**
ဒုးဟဲအီ၊.	**Get him to come./Let him come.**
ဒုးဟားထိဉ်အီ၊.	**Get him to leave./Let him leave.**
ဒုးဆ့ဉ်နီၤအီ၊.	**Get him to sit down./Let him sit down.**
ဒုးဆၢထၢဉ်အီ၊.	**Get him to stand up./Let him stand up.**
ဒုးသးဝံဉ်အီ၊.	**Get her to sing./Let her sing..**
ဒုးနၢ်ပၢၢ်အီ၊.	**Get her to understand./Cause her to understand.**
ဒုးအီအထံ/ဒုးအီအီ၊လၢထံ.	**Get her to drink water/ Let her drink.**
ဒုးအီဉ်အမ့ၤ/ဒုးအီဉ်အီ၊လၢမ့ၤ.	**Get her to eat rice/ Let her eat.**
ဒုးတဲအီ၊လၢအဂ့ၢ်.	**Get her to tell about it/ Let her tell about it.**
ဒုးမၤလိအီ၊လၢလံဉ်.	**Get her to study/ Let her study.**
ဒုးဖိဉ်အီ၊လၢနခံ.	**Get her to go with you/ Let her go with you.**

(5) <u>Use of</u> ဖးဖီ, <u>"halfway/a half"</u>

(၅) *တၢ်သူတၢ်ကတိၤ "ဖးဖီ"*

REPEAT after the teacher.

သရၣ်--မၢပှၤကျိဖိတဲဖိဉ်ထွဲသရၣ်အခံ ၂-၃ ဝီ.

အဝဲဟ့ဉ်ယၤဖးဖီကံလိၤ.	**She gave me half a kilo.**
ယက့ၤစိဉ်လံဉ်သးဝံဉ်ဖးဖီလံ.	**I have taken half of the hymnals home.**
နံ့ဉ်ဖးဖီ	**The middle of the year.**
ညဉ်ဖိတဘိန့ဉ်အိဉ်ဒံးဖးဖီ.	**Half of the fish still remains.**
ယမၤတၢ်လီၤဖးဖီလံ.	**My work is half done already. (My working has fallen to halfway.)**
ယမၤလိလံဉ်တဘ့ဉ်အံၤန့ၢ်ဖးဖီလံ.	**I have studied half of this book already.**
ယနၢ်ပၢၢ်အတၢ်တဲဖးဖီ.	**I understood half of the story.**
ယကဟ့ဉ်အီ၊တၢ်ညဉ်ဖးဖီ.	**I'll give her half of the meat.**

19.3 Commands and Responses

၁၉.၃ တၢ်မၢဒီးတၢ်မၢထွဲ

Use a doll which can bend at the hips, or cut out a front-view full-length picture of a

child or other person from a magazine or newspaper and use it like a paper doll in order to carry out the teacher's instructions.

သရှာ--မာပှ၊ကျိဖယ်နှ၎်တၢ်ဂီၤတဒုဒုမ့်ဂ့ၤ မ့တမ့်တခီမာပှ၊ကျိဖိတရုံးနှ၎်ဖိသ၎်အဂီၤလၢလံာ်ပူ၊တဘ့ဉ်ဘ့ဉ်မ့်ဂ့ၤ ဒီးမၢတၢ်ဂီၤတဒုအံၤမၤဒ်သရှာ်အတၢ်မၢအသိး. အဖိ--သရှာ်တဲ "ဒုးလဲၤပှ၊တဂၤအံၤဆူနှ၎်." ပှ၊ကျိဖိကဘဉ် ဟံးနှ၎်တၢ်ဂီၤတဒုအံၤဒီးဒုးလဲၤအီၤဆူနှ၎်.

ဒုးလဲၤပှ၊တဂၤအံၤဆူနှ၎်.
ဒုးဟဲက့ၤအီၤဆူအံၤ.
ဒုးဆ့ဉ်နိၤအီၤ.
ဒုးဆၢထၢဉ်အီၤ.
ဒုးဟးထိဉ်အီၤလၢဒၢးပူ၊.
ဒုးဟဲနှ၎်က့ၤအီၤလၢဒၢးပူ၊.
ဒုးအိဉ်အီၤလၢမ့ၤ.
ဒုးအီအထံ.
ဒုးဖိအိဉ်အီၤလၢကသူ.
ဒုးတိၢ်အီၤလၢမ့ၤသဉ်.

19.4 Pattern Sentences and Phrases

၁၉.၄ တၢ်ကတိၤအဖိ

(1) <u>Use of</u> ဟ့ဉ်(တၢ်), <u>"to give"</u>

(၁) *တၢ်သ့ၢ်တၢ်ကတိၤ "ဟ့ဉ်(တၢ်)"*

REPEAT after the teacher.

သရှာ--မာပှ၊ကျိဖိတဲပိ၎်ထွဲသရှာ်အခ် ၂-၃ ဝိ.

ဟ့ဉ်ယၤနလံာ်တဘ့ဉ်.	**Give me one of your books.**
ဟ့ဉ်ယၤပသၢဝါတစ်း.	**Give me some onions.**
ဟ့ဉ်အီၤသကွံသဉ်ခံဖျၢဉ်.	**Give her 2 bananas.**
ဟ့ဉ်အီၤဆိဒံဉ်ယုဖျၢဉ်.	**Give her 6 eggs.**
ဟ့ဉ်အီၤလိၢ်ဆ့ဉ်နိၤတဖျၢဉ်.	**Give him a chair.**
ဟ့ဉ်အီအီၤလၢထံတစ်း.	**Give him some water to drink.**
ဟ့ဉ်ဒုးအိဉ်အမ့ၤတစ်း.	**Feed him a little rice. (Give him some of his rice and get him to eat it.**

(2) <u>Use of</u> သ့ဉ်, တဖဉ်, <u>and</u> သ့ဉ်တဖဉ်, <u>plural indicators</u>

(၂) *တၢ်သ့ၢ်တၢ်ကတိၤ ရှ်သ့ဉ်,ရှ် ရှ်တဖဉ်,ရှ် ဒီး ရှ်သ့ဉ်တဖဉ်ရှ်*

REPEAT after the teacher.

သရှာ--မၢပှၤကွီဖိတဲပိာ်ထွဲသရှာ်အခံ ၂-၃ ဝိ.

(a) လံာ်သ့ၣ်တဖၣ်	**Books**
ဆီသ့ၣ်တဖၣ်	**Chickens**
ထီးသ့ၣ်တဖၣ်	**Pigs**
ညၣ်ဖိသ့ၣ်တဖၣ်	**Fish (plural)**
ဖိသၣ်သ့ၣ်တဖၣ်	**Children**
သရၣ်သ့ၣ်တဖၣ်	**Teachers**
မိၢ်ပၢ်သ့ၣ်တဖၣ်	**Parents**
စဘဲ့သ့ၣ်တဖၣ်	**Tables**
ထံသ့ၣ်တဖၣ်	**Waters, liquids**

Repeat using just တဖၣ် **instead of** သ့ၣ်တဖၣ်.

သရှာ--တဲလိကဒီးတဘီ့ ဘၣ်ဆၣ်အအံၤတဘီ့ လၢ "သ့ၣ်တဖၣ်" အလိၢ်နၣ်တဲလၢ "တဖၣ်."

(b) ပဝဲသ့ၣ်ပကဘၣ်က့ၤ.	**As for us we must return home.**
သုဝဲသ့ၣ်သုဟဲလၢလဲၣ်.	**Where do you come from?**
အဝဲသ့ၣ်ကဟဲပဲ့ၤဂၤလဲၣ်.	**How many of them will come?**
အဝဲသ့ၣ်နၢ်ပၢၢ်ပှၤကညီကျိၣ်ဒေါ်.	**Do they understand Karen?**
အဝဲသ့ၣ်ကဟဲစိၣ်မ့ၤ.	**They will bring rice.**
အဝဲသ့ၣ်ကအီထံခုၣ်.	**They will drink cool water.**
အဝဲသ့ၣ်ကဘၣ်က့ၤ.	**They have to go back home.**
အဝဲသ့ၣ်တအိၣ်တၢ်အဟဲဘၣ်.	**They don't eat spicy things.**
အဝဲသ့ၣ်ဟ့ၣ်ပှၤလံာ်စီဆံ့အဘ့ၣ်တဆံ.	**They gave us 10 Bibles.**
(c) အဝဲသ့ၣ်အလိၢ်အိၣ်လၢနၣ်.	**Their place is over there.**
အဝဲသ့ၣ်အဒၢးအလ့ၢ်ဝါ.	**Their house is white in color.**
အဝဲသ့ၣ်အလံာ်အိၣ်ဖလိၣ်.	**Where are their books?**
အဝဲသ့ၣ်အမံၤဒ်လဲၣ်.	**What are their names?**
(d) တဲအဝဲသ့ၣ်လၢသရၣ်ကဟဲ.	**Tell them that the teacher will come.**
ဒုးအီအဝဲသ့ၣ်လၢထံချိတစဲး.	**Let them drink some hot tea.**
ဟ့ၣ်အဝဲသ့ၣ်လၢပသၢဝါတကံလိၤ.	**Give them a kilo of garlic.**
လဲၤစိၣ်နၢ်အဝဲသ့ၣ်လၢအံသၣ်ဆၢ တကံလိၤ.	**Take them a kilo of sugar.**

Repeat (d) using အီ၊ in place of အဝဲသ့ဉ်.

သရှာ--တဲလိ (d) ကဒီးတဘျီဘဉ်ဆဉ်အအံ၊တဘျီနှဉ် လ၊ "အဝဲသ့ဉ်" အလိ၊်တဲလ၊ "အီ၊."

(3) <u>Use of</u> ဟံး, <u>"to take hold of"</u>

(၃) *တ၊်သ့ူတ၊်ကတိ၊ "ဟံး"*

REPEAT after the teacher.

သရှာ--မၢပှ၊ကျိဖိတဲပိ၊်ထွဲသရှာ်အခံ ၂-၃ ဝိ.

ဟံးနှ၊်သကွံသဉ်တဖျၢဉ်ခံဖျၢဉ်.	**Take one or two bananas.**
ဟံးနှ၊်ဆီဒံဉ်ချိမံသ၊ဖျၢဉ်.	**Take 3 hard-boiled eggs.**
ဟံးနှ၊်လီ၊်ဆ့ဉ်နီ၊ခဲလ၊ဉ်.	**Take all of the chairs.**
ဟံးနှ၊်ယ၊လံ၊်သးဝံ့ဉ်တဘ့ဉ်.	**Hand me a hymnbook.**
ဟံးနှ၊်ယ၊အံ့သဉ်နှ့ဉ်.	**Hand me the salt.**
ဟံးနှ၊်ယ၊ပသ၊ဂီ၊တဖျၢဉ်နှ့ဉ်.	**Hand me an onion.**
ဟံးလီ၊ပသ၊ဝါခံဖျၢဉ်.	**Take down 2 garlics.**
ဟံးလီ၊သကွံသဉ်လ့ံ၊်ဖျၢဉ်.	**Take down 4 bananas.**
ဟံးလီ၊နှ၊်ယ၊လံ၊်စီဆ့ံလ၊နှ့ဉ်တဘ့ဉ်.	**Hand me down that Bible.**
ဟံးလီ၊နှ၊်ယ၊လံ၊်သးဝံ့ဉ်ဃုဘ့ဉ်နှ့ဉ်.	**Hand me down 6 hymnbooks.**
ဟံးထိ၊ဉ်လံ၊်တဘ့ဉ်နှ့ဉ်.	**Take up the book.**
ဟံးထိ၊ဉ်နှ၊်ယ၊ထံလ၊နှ့ဉ်တစဲး.	**Hand me up that water.**
လဲ၊ဟံးနှ၊်အ၊ထိ၊ဉ်တ၊်သ့ူ.	**Go and get some more curry.**
ကှ၊ဟံးနှ၊်နလံ၊်သးဝံ့ဉ်.	**Go back home and get your hymnal.**
ဟဲ့ဟံးနှ၊်တ၊်ဒီးတ၊်လဉ်အအံ၊.	**Come and get these vegetables.**

19.5 Notes on Word Usage and Grammar

၁၉.၅ သရှာ--မၢပှ၊ကျိဖိဖးတ၊်ဂ့ၢ်သ့ဉ်တဖဉ်အံ၊လ၊ဘး.

(1) <u>Colors</u>

The words for colors are descriptive verbs, and the scope of meaning is very broad; e.g., ဂီ၊, "to be red," may refer to any color from orange to purple, as well as to brown and reddish brown. (Other words may be combined with ဂီ၊ to make the color more specific, but you don't need to learn them now.) Words for colors can be used with အ following the noun they describe; e.g., ဆီအ၀ါတဘ့ဉ်, "a white chicken" (short for ဆီလ၊အ၀ါတဘ့ဉ်, "a chicken which is white"), or it may be used with the word for color, အလ့ါ; e.g., ဆီလ၊အလ့ါ၀ါတဘ့ဉ်နှ့ဉ်, "a chicken which is white in color." In the case of ဂီ၊, the meaning may be ambiguous if used only with အ, since အဂီ၊ can also mean "his/her/its/their picture/photo;" so unless the context makes the meaning clear, it

is wiser to use the word အလွ်ါ preceding ဂီၤ when the color is referred to. See 19.2 (1) for further examples.

(2) Use of ဟ့ဉ်(တၢ်), "to give"

The verb ဟ့ဉ်(တၢ်), "to give," usually has two objects--one referring to the item being given and one referring to the recipient of the thing given. In Karen the latter is usually expressed before the former; e.g., ဟ့ဉ်အီၤသကွံသ့ဉ်, "Give him a banana." Sometimes the name of the thing is preceded by လၢ, especially if the expression for the verb or the recipient is a bit long; e.g., ဟ့ဉ်အစ့ဝ်သ့ဉ်လၢပသၢဝါတကံလီၤ, "Give them a kilo of garlic." See 19.4(1) for further examples.

(3) Use of ဘဉ်, "to have to do, must."

The word ဘဉ် has many uses. In Lesson 2 you learned the use of ဘဉ် to indicate the negative, in which case it is used following the verb (plus object/modifiers, if any) and is always used together with the particle တ preceding the verb. Then in Lesson 14 you were told that the basic meaning of ဘဉ် is "to hit, encounter," and you learned that when it is used following the verb (plus object/modifiers, if any) but without any တ preceding the verb, it has the meaning of "to do correctly." In this lesson you are introduced to another use of ဘဉ်; i.e., when ဘဉ် precedes another verb or verbs, it takes on the meaning of "to have to do something; must do something;" e.g., ယဘဉ်ဖီ အ်ိ$ံ$ၤ, "I have to cook rice (regularly)" or, "I had to cook rice." ယကဘဉ်ဖီအ်ိ$ံ$ၤ, "I must cook rice" or "I'll have to cook rice (but I haven't started doing it yet)." From this last example it can be seen that the English "must" has a future intent, and so in the Karen the future particle ကဘ must be used together with the ဘဉ် in such cases. See 19.2(2) for other examples.

(4) Use of the plural indicators

Nouns in Karen are neither singular nor plural in and of themselves, but rather refer to the thing or person in a general way. If it is desired to make plain that the meaning is plural, there are severals ways to do so. The most common is to add the plural indicator, သ့ဉ်, to pronouns and တဖ$ံ$ or သ့ဉ်တဖ$ံ$ to nouns. The latter is used in north Thailand more often than the former. For examples, see 19.4(2).

(5) Plural pronouns

You have already learned the most common forms of the first and second person plural pronouns; i.e., first person plural--ပ, ပစ်, ဂ္ဂ; and second person plural--သ. However, ပ and သ may also be combined with စ်သ့ဉ် to form an emphatic form, which is then used together with the regular pronoun subject; e.g., ပစ်သ့ဉ်ပကဘဉ်ကၢ, သစ်သ့ဉ် သဟ်လၢလ$ံ$ဉ်. The third person singular pronoun, အစ်, is combined with သ့ဉ် to form the third person plural pronoun; i.e., they--အစ်သ့ဉ်, their--အစ်သ့ဉ်အ. As for "them," it may be expressed by အီၤ (if the meaning would be understood from the context) or by အစ်သ့ဉ် (if one desires to be more specific). See 19.4 (2-b, c, d) for examples.

(6) Use of ဒုး, "to cause to do something/get someone to do something/let someone do something"

From the examples in 19.2(3) it can be seen that the word ဒုး precedes the verb(s) indicating the kind of action, and that contrary to the equivalent English, the object referring to the person follows the action verb(s); e.g., ဒုးလဲၤအီၤဆူနၢ်, "Get him to go there/Let him go there." If there are 2 objects (i.e., a person and an inanimate object) the idea can be expressed either of 2 ways--(1) By using the possessive form of the personal pronoun instead of the objective form when the object belongs to or is intended for that person; e.g., ဒုးအိၣ်အမ့ၢ; (2) By using လၢ preceding the inanimate object; e.g., ဒုးအိၣ်အီၤလၢမ့ၢ.

(7) Use of ဟံး, "to take hold of"

As can be seen from the examples in 19.4(3), the word ဟံး meaning "to take hold of," is almost always used together with at least one other verb, such as နၢ်, "to get;" ထိၣ်, "to ascend;" လီၤ, "to descend." This is because usually when one takes hold of something, one then does something with it; e.g., ဟံးနၢ်, "to take (i.e., take hold of and get);" ဟံးလီၤ, "to take down;" ဟံးထိၣ်, "to take up;" လဲၤဟံးနၢ်, "to go and get;" ဟဲဟံးနၢ်, "come and get;" ဟံးနၢ် + person as object = "to hand that person something;" ဟံးလီၤနၢ် + person as object = "to hand that person down something."

19.6 Requests and Responses

၁၉.၆ တၢ်ဃဲဒီးတၢ်မၤထွဲအခံ

In this drill you are the one to make the requests and the teacher is to respond by giving (or pretending to give) the item requested. After reading through the drill once, cover the book and make requests at random using the pattern sentence as the basis of your requests. If you don't know the classifier for a given item, use တက်လီၤ or တစ်း.

သရၣ်--လၢတၢ်မၤလိတတီၢ်အံၤအပူၤနၢ်ဉ် မၤပှၤကျိဖိကဲပှၤဃဲကညးတၢ် (သံကွၢ်တၢ်သံကွၢ်) ဒီးသရၣ်တခီ ကမၤထွဲဒီးကွၢ်ဒ်ပှၤကျိဖိအတၢ်ဃဲကညး. ပှၤကျိဖိဖးတၢ်မၤလိတတီၢ်အံၤမ့ၢ်ဝံၤတဝီလံနၢ်ဉ် မၤပှၤကျိဖိကးဘၢဃဉ် အလံဉ်ဒီးတဲလိကဒီးတၢ်ကတိၤတဖဉ်အံၤ. တဘဉ်တဲအီၤတကျိၤဘဉ်တကျိၤဘဉ်, မ့မ့ၢ်တခီ တဲကျဉ်ကျိၤအီၤ. ပှၤကျိဖိမ့ၢ်တသ့ဉ်ညါဒ်းတၢ်ကတိၤဒ် "ဖျၢ်ဉ်," "ဘ့ဉ်," "ဘိ," ဒ်းဘဉ်နၢ်ဉ် မၤပှၤကျိဖိသ့ၢ်တၢ်ကတိၤ "တက်လီၤ" မ့တမ့ၢ် "တစ်း."

ဝံသးစူၤဟ့ဉ်ယၤ ——— တ ——— (E.g., ဝံသးစူၤဟ့ဉ်ယၤသကွံသဉ်တဖျၢ်ဉ်.)

သကွံသဉ်
ဆီဒံဉ်
ဆီ
ညဉ်ဖိ
မ့ၢ်သဉ်တၢ်

မူးသည်
အံသည်
အံသည်ဆ၊
ပသာ၀ါ
ပသာဂီ၊
ထံခ်ို
ထံခ်ျည်
ကသူ

19.7 Substitution Drill

၁၉.၇ တေ်ဆီတလဲတေ်ကတီ၊

In the following drill the teacher will ask the first question and you are to respond as indicated. Your response will be substituted in the basic question, and you will give the next response, etc. After reading through the drill once, without looking at the book give the same answers in any order you wish. After you can respond promptly and correctly, you may try making up other responses using vocabulary you have already learned. Each time the teacher will substitute your response in the basic question.

သရှည်--အခ်ိဉ်ထံးတဝီနှဉ် သရှည်ကသ်ကွေ်တေ်ဒီးပှ၊ကျိဖိကစံးဆ၊တေ်ဒ်လ၊တေ်အိဉ်ကွဲးပဉ်တုဲ်လံ၀ဲအသးလ၊အဖီလဉ်အံ၊အသိးတကျိ၊ဘဉ်တကျိ၊စးထိဉ်လ၊အခ်ိဉ်ထံးတု၊လ၊အကတ၊ါနှဉ်. ခံ၀ီတ၀ီ ဖဲသရှည်သ်ကွေ်တေ်အ၀ါနှဉ် ပှ၊ကျိဖိကစံးဆ၊ဆိဖဲလဉ်တကျိ၊လဉ်နှဉ်သ့ ကွေ်ဖဲပှ၊ကျိဖိအသး ဒီးသရှည်ကဟ်းနှ်ကဒီးပှ၊ကျိဖိအတေ်စံးဆ၊အံ၊ဒီးသ်ကွေ်အ၀ါထိဉ်ကဒီးပှ၊ကျိဖိဆူညါတကျိ၊. မ၊ဒ်အံ၊အ၀ါအ၀ါ၀ီတစဲးတု၊မ့ှ်လ၊ပှ၊ကျိဖိစံးဆ၊တေ်ဘဉ်ဘျ ဘျ. တု၊ပှ၊ကျိဖိစံးဆ၊တေ်ဘဉ်ဘျဘျလံနှဉ် မ၊ပှ၊ကျိဖိစံးဆ၊ကွေ်အ၀ါထိဉ်တေ်ကတီ၊လ၊အဂု၊အဂ၊လ၊အမ၊လီ ဘဉ်တုဲ်လံ၀ဲတဖဉ်နှဉ်.

T. နမ၊လိလံ၁ှ်မ့ှ်၀ံ၊ဒီး, နကဘဉ်မ၊ဒံ်းမနု၊လဲဉ်.
S. ယကဘဉ်လဲ၊ဆူယတေ်မ၊လီ၊.
T. နလဲ၊ဆူတေ်မ၊လီ၊မ့ှ်၀ံ၊ဒီး, နကဘဉ်မ၊ဒံ်းမနု၊လဲဉ်.
S. ယကဘဉ်လဲ၊ဆူကးပှ၊.
T. နလဲ၊ဆူကးပှ၊မ့ှ်၀ံ၊ဒီး, နကဘဉ်မ၊ဒံ်းမနု၊လဲဉ်.
S. ယကဘဉ်ကှ၊အီဉ်မ့ှ၊.
T. နကှ၊အီဉ်မ့ှ၊မ့ှ်၀ံ၊ဒီး, နကဘဉ်မ၊ဒံ်းမနု၊လဲဉ်.
S. ယကဘဉ်လဲ၊ထိဉ်ဘါယွ၊.
T. နလဲ၊ထိဉ်ဘါယွ၊မ့ှ်၀ံ၊ဒီး, နကဘဉ်မ၊ဒံ်းမနု၊လဲဉ်.
S. ယကဘဉ်သးဝံဉ်တေ်.

19.8 Conversation Practice

၁၉.၈ တေးမၤလိဘၣ်ဃးတၢ်တဲသကိးတၢ်

LISTEN as the teacher reads the following conversation. After you understand it all, take parts and go through the conversation again several times.

သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဒီးမၢပှၤကျိဖိကနၣ်. သရၣ်ဖးတစိဝံၤဒီး မၢပှၤကျိဖိတဲဒီးကွၢ်လၢပှၤ ကညီကျိၣ်မ့ၢ်ပှၤကျိဖိနၢ်ပၢၢ်ပှဲၤလဲၣ်. ပှၤကျိဖိမ့ၢ်တနၢ်ပၢၢ်ဒံးဘၣ်, သရၣ်ကဖးကဒီးတစိခံစိသ့ ဒီးမၢပှၤကျိဖိတဲ ဒီးကွၢ်တၢ်လၢအနၢ်ပၢၢ်အါထိၣ်ဝဲသ့ၣ်တဖၣ်နၣ်. တုၤလၢပှၤကျိဖိနၢ်ပၢၢ်ဝဲခဲလၢၣ်လံနၣ်မၢပှၤကျိဖိကဲဖိခွါဒီးဖိမုၣ် ဒီးသရၣ်ကကဲမၤ်. တဲလိတစိခံစိဝံၤ မၢပှၤကျိဖိကးဘၢဃၣ်အလံၣ်ဒီးတဲဒီးကွၢ်ဖိတဖၣ်အတၢ်ကတိၤ. တဲလိကဒီး ၃-၄ စိ.

မၤ် --သုဝ်ၢ်စိကဟဲက့ၤအိၣ်သကိးပှၤ.
ဖိခွါ --အဝ်ကဟဲအိၣ်ပွဲၤသီလဲၣ်.
မၤ် --ကအိၣ်ယံၣ်သၢသီဝံၤကဘၣ်က့ၤဆူဝ့ၢ်ပှၤ.
--ဖိခွါ, ဟဲစိ်ဆီအလွ်ၢ်ဂိၤတဘ့ၣ်နၣ်.
--ပကဖိအိၣ်ကသူလၢအဝ်ၣ်ဝ်ၣ်.
--ဖိမုၣ်, တိၢ်နၣ်ယၤပသၢဝါဒီးပသၢဂိၤတစဲး.
ဖိမုၣ် --ယတိၢ်နၣ်နၤဝ်ၤလံ.
--ယဘၣ်ဖိမ့ၤ၎ါ.
မၤ် --မ့ၢ်. ဖိအါအါ. နဝ်ၢ်စိအိၣ်မ့ၤအါ.
ဖိခွါ --အဝ်မ့ၢ်ဟဲဒီး, ယကလဲၤကီးအီၤဆူယသကိးအအိၣ်.
--ယသကိးအထီးဖးဒိၣ်အဝါအိၣ်တဒ့.
မၤ် --ဖိခွါ, ဆီဒံၣ်မ့ၢ်အိၣ်, ဟဲစိၣ်နၣ်ယၤဃုဖျၢၣ်.
--ဟဲစိၣ်တၢ်ဒီးတၢ်လၣ်အဂ့ၤတစဲးစ့ၢ်နိ.
--ဖိမုၣ်, ဟဲစိၣ်မ္ဃၣ်သၣ်. နဝ်ၢ်စိအိၣ်တၢ်သူအဟဲဝ်ၣ်.
ဖိမုၣ် --နကဖိအိၣ်တၢ်သူလၢအတဟဲဘၣ်စ့ၢ်၎ါ.
မၤ် --အအံၤ, ထီးညၣ်အထံ. တဟဲဘၣ်.
--အဆၢအဘျါဘၣ်၎ါ.
ဖိမုၣ် --ဘျါဒီးတစဲး.
--မ့ၤမံလံ. ယကဘၣ်မၤဒီးမနုၤလဲၣ်.
မၤ် --ဟဲစိၣ်လိၢ်ဆ့ၣ်နိၤယဲၢ်ဖျၢၣ်.
--ဖိခွါ, လဲၤဆူနဝ်ၢ်နိ်ၢ်အဒၢး. လဲၤတဲဘၣ်အီၤဒ်အံၤ--
--ပအိၣ်တၢ်ဝ်ၤ, အဝ်ဒီးအဖိသ့ၣ်တဖၣ်မ့ၢ်ဟဲနၣ် ပကသးဝ်ၣ်သကိးတၢ်.
ဖိမုၣ် --ဂ့ၤ, ဂ့ၤ. ကမုၣ်ဖးဒိၣ်ညါ.

When you can say your part correctly and with reasonable speed, try making a few

slight variations by substituting other words which you have already learned.
သရှာ--ပှၤကျိဖိတဲလိတၢ်ကတိၤသ့ဉ်တဖဉ်အံၤမ့ၢ်ဘျလံန့ဉ် မၢပှၤကျိဖိမၤလီၤဆီထိဉ်တၢ်ကတိၤသ့ဉ်တဖဉ်အံၤတ ဘျိတစ်းတဘျိတစ်း. မၢပှၤကျိဖိသူကွၢ်တၢ်ကတိၤအဂုၤအဂၤလၢအမၤလိဘဉ်တ့ၢ်လံဝဲသ့ဉ်တဖဉ်နှဉ်.

19.9 Reading and Writing

၁၉.၉ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီကျိ၁ဉ်

Repeat the following sentences after the teacher. Then at home copy them twice each in the spaces provided. The next day have the teacher check your writing. Then read the sentences aloud, the teacher making corrections as needed.
သရှာ--မၢပှၤကျိဖးပိ၁ဉ်သရှာ်အခ်ံတကျိၤဘဉ်တကျိၤတစိ၀ံၤ မၢပှၤကျိဖိကွဲးလိလၢဒၢးတကျိၤနှဉ်ခ်ံဘျိဖဲတၢ် လီၢ်လီၤဟိ. လၢခ်ံတနံၤသရှာ်ကဘဉ်ကွၢ်ပှၤကျိဖိအတၢ်ကွဲးသ့ဉ်တဖဉ်မ့ၢ်အဘဉ်ဒေါ်. ၀ံၤမၢပှၤကျိဖးယုၤသရှာ်. ပှၤကျိဖးမ့ၢ်ကမ့ဉ် သရှာ်ကဘဉ်ဖးယုၤပှၤကျိဖိတဘျိဒီး.

အ၀ဲသ့ဉ်ကဘဉ်ဟ့ဉ်ယၤပသၢ၀ါဒီးပသၢဂီၤတမံၤတကံလိၤ. _____
_____
_____

ဟံးလီၤနှ့ၢ်ယၤလံ၁ဉ်သးဝံဉ်အလွ့ၢ်ဂီၤတဘ့ဉ်နီ. _____
_____
_____

ဒုးအီဉ်ဖိသဉ်လၢသကွံသဉ်ဖးဖိဖျၢဉ်. _____
_____
_____

19.10 Listening and Speaking

၁၉.၁၀ တၢ်မၤလိကနှဉ်ဒီးကတိၤပှကညီကျိ၁ဉ်လၢပှၤကညီအဟ်ဉ်.

(1) **Continue to get out among the Karens in order to listen to the way they talk and in order to practice what you have been learning.**

(၁) *သရှာ--မၢပှၤကျိဖိလဲၤအိဉ်သကိးပှၤကညီဒ်သိးကကနှဉ်ပှၤကညီကတိၤသကိးတၢ်ဒီးဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ဉ်တဖဉ်လၢအမၤလိတ့ၢ်လံ၀ဲ.*

(2) **Continue to carry on a brief conversation with your teacher every day using the vocabulary and expressions which you have learned. Some days you and your teacher can pretend to be someone else (e.g., school children, parent and child, neighbors, siblings, etc.) and carry on an imaginery conversation.**

(၂) *သရှာ--မၢပှၤကျိဖိကတိၤလိတၢ်ဒီးသရှာ်တဘျိတစ်းတဘျိတစ်းကိးမ့ၢ်နံၤဒဲး. မၢပှၤကျိဖိသူတၢ်ကတိၤလၢအမၤလိတ့ၢ်လံ၀ဲသ့ဉ်တဖဉ်နှဉ်. ဘဉ်တနံၤနံၤ မၢဒီးကွၢ်ပှၤကျိဖိကဲပှၤဂုၤပှၤဂၤ. အဒိ-- ကဲဒီးကွၢ်မိ၁ၢ်ဒီးဖိ, တံၤသကိး, ဒီတခွါ၀ေါ် ဒီးကတိၤသကိးတၢ်.*

(3) **During the next 24 hours learn the name of one more kind of thing--it can be an article in your house, a kind of food, or a kind of animal which is common in your community or which you have as a pet. Plan ahead of time how to ask for the new word and**

what you can say about it. Afterwards, be sure to tell your teacher what the new word is so that you and he/she can sometimes use it in conversation. You should also seek opportunities to use it when talking with other Karens. Two or three days later learn another new word in the same way. (Two new words is enough for one week, as you need to use them frequently in in order not to forget them.)

(၃) သရှင်--လာ ၂၄ နှင့်ရုံအတိုပူးအံ၊ မာပှားကျိဖယုအါထိုင်နှုတ်အမံ၊တမံ၊--မှုတ်လာအအိုင်လာဒေးပူးသှင် တဖက်မှုဂ့၊ မှုတ်အိုင်တ်အီမှုဂ့၊ မှုဆင်ဖိကီုဖိလာပှားဟံင်ဖိဖပှားကျိဖအိုင်နှင်လှုဝဲမှုဂ့၊--ပှားကျိဖိကဘာ်ဆိ မိုင်ပင်စာ၊မှုအကယုအါထိုင်နှုတ်ကတိ၊အသီဖလဲ့ဘ်ဖျာ်လဲ့ဘ် ဒီးကယုသှ့ဉ်ညါအမံ၊ဒ်လဲ့ဘ်. လာခံတန်၊နှင်မာ ပှားကျိဖတဲ့ဘာ်သရှင်လာတ်ကတိ၊အသီတဖျာ်အံ၊ဒ်သိးဒီးသရှင်ဒီးပှားကျိဖိကကတိ၊လိတ်ကတိ၊အသီအံ၊ခဲ့ အံ၊ခဲ့အံ၊. မ၊ကဒီးလာခံ ၂-၃ နံ၊ မာပှားကျိဖယုအါထိုင်ဒီးတ်ကတိ၊တဖျာ်. (တန်ခိုးနှင်မာပှားကျိဖယုအါထိုင်တ် ကတိ၊ထဲခံဖျာ်နှင်ဘာ်လဲ.) ပှားကျိဖိကဘာ်သူတ်ကတိ၊အသီအံ၊ထီဘိထီဘိဒ်သိးအသုတသးပှားနီုင်ဝဲတဂ့၊.

19.11 Cultural Assignment--Continue to work on 16.10.

၁၉.၁၁ တ်ယှသှ့ဉ်ညါပှားကညီအလှုအလ--ပှားကျိဖိကမ၊ဒှာ်ဝဲ.

LESSON 20--REVIEW

တၢ်မၤလီ ၂၀--တၢ်ကွၢ်ကဒၢ်ကၢ်

20.1 Basic Sentence and Phrase Patterns

၂၀.၁ တၢ်ကတိၤအဒီ

A. Summary of Pronouns

Although pronouns are not phrases, it seems best to include here a summary of the pronouns learned thus far.

Read the following words by columns, the teacher correcting any mistakes in pronunciation.

သရၣ်--မၢပှၤကျိဖိုးတၢ်ကတိၤလၢအဖီလၢ်တဖၣ်အံၤတကျိၤဘၣ်တကျိၤ. ပှၤကျိဖိုးမ့ၢ်တဘၣ်ဘၣ် သရၣ်ကဘၣ်ဖးယုၤပှၤကျိဖိတဘျိဒီးမၢပှၤကျိဖိုးပိၣ်သရၣ်အခံ.

	Emphatic	Subject	Possessive	Object
1st person				
Singular	ယဲ	ယ	ယ	ယၤ
Plural	ပဝဲ/ပဝဲသ့ၣ်	ပ	ပ	ပှၤ
2nd person				
Singular	နဲ	နၣ်	နၣ်	နၣ်
Plural	သုဝဲ/သုဝဲသ့ၣ်	သု	သု	သု
3rd person				
Singular	--	အဝဲ	(အဝဲ)အ	အီၤ
Plural	--	အဝဲသ့ၣ်	(အဝဲသ့ၣ်)အ	အီၤ/အဝဲသ့ၣ်

B. Phrase Patterns

(1) **You have learned one new verb which can be used with** ပှၤ **and** ဖိ **to make a compound noun; i.e.,** မၤ(တၢ်), **"to work,"** ပှၤမၤတၢ်ဖိ, **"worker(s)."**

(2) **In lessons 16-19 you have learned 3 new classifiers--**ဘိ, ဒု, **and** မ်ၤ, **but so far you have learned only one noun each to go with the first two; i.e.,** ညၣ်ဖိတဘိ **and** ထီးတဒု. **(Of course, some of the new items you have learned the names of during the past few weeks may also have one of these classifiers.) The classifier** မ်ၤ **is used with** တၢ်, **"thing," as well as with other nouns to indicate "things" or "kinds of things."**

(3) **You have now learned the particles indicating the plural; i.e.,** တဖၣ်, သ့ၣ်, **and** သ့ၣ်တဖၣ်. **Express the plural of the following:**

(a) **Express the plural of the following, first using** သ့ၣ်တဖၣ်. **Then repeat using** တဖၣ်.

သရှင်--မာပျဲကျွိဖိဟ်းနှုတ်တက်ကတိုးလျာစုစှဉ်တပဲးလျာအဖီလင်သ့ဉ်တဖဉ်အံ့ဒီးဒုးကဲထီဉ်ကှဲးအီးလျာတက်လျာအာနှုတ်တက်တမ်ဲ. ဒ်သိးတက်ကတိုးကကဲထီဉ်ကှဲးဒီးတက်လျာအာနှုတ်တက်တမ်ဲးနှဉ် ပှဲးကျွိဖိကဘာဉ်တ့ုတ်နှင်အါထီဉ်တက်ကတိုး "သ့ဉ်တဖဉ်" မ့ုတမ့ု "တဖဉ်." မာပျဲးကျွိဖိဖးကွ့ုတ်ဒှဉ်ဝဲ. အခီဉ်ထံးတဝီမာပျဲးကျွိဖိတ့ုတ်နှင်တက်ကတိုး "သ့ဉ်တဖဉ်." မ၊ကဒီးခံဝီတဝီနှဉ် မာပျဲးကျွိဖိတ့ုတ်နှင်တက်ကတိုး "တဖဉ်."

နဒီပှုတ်ဝဲ	+	သ့ဉ်တဖဉ်
တက်တဲ		
ဒါးအဝါ		
စဘ့ဲအဂ့ုၤ		
ထီးဒီးဆီ		

(b) Change the pronouns in the sentences below to the corresponding plural pronoun of the same person; e.g., change ယ **to** ပ, နဲ **to** သ့, အဝ **to** အဝ**သ့ဉ်, etc.**

*သရှင်--မာပျဲးကျွိဖိဖးအခီဉ်ထံးတကျ့ုးလျာအဖီလင်အံ့ဒီကျ့ုးတဘျ့ုဝံ့ၤ မ၊အဆီတလဲတက်ကတိုးလျာအဘဉ်တက်တိုးနီဉ်အီ၊သ့ဉ်တဖဉ်အံ့ဒ်သိးကကဲထီဉ်ကှဲးပှၤလျာအာနှုတ်တဂၤ. အဒိ--ဆီတလဲတက်ကတိုး "ယ" လ၊ "ပ," "နဲ" လ၊ "သ့," "အဝ" လ၊ "အဝ**သ့ဉ်.**" ခံကျ့ုးတကျ့ုးနှဉ်တဲလိစ့ုက်ဒီးဒ်သိးအခီဉ်ထံးတကျ့ုးနှဉ်.*

<u>နဲ</u>နကလဲ၊ဆူ<u>အဝ</u>ဲ<u>အ</u>ဒါးဇ၊. <u>ယဲ</u>ယ<u>ယ</u>တလဲ၊ဘဉ်.
<u>အ</u>ဝ<u>ဲ</u>တသ့ဉ်ညါ<u>ယ</u>ုၤဘဉ်.

(4) Verb Modifiers

(a) Intensive Particles

You have now learned the following descriptive verbs and verbs of ability, and the following intensive particles.

	Descriptive Verbs		Intensive Particles
အါ	ဝံ့ဉ်	စီဆ့ဲ	မး
မှဉ်	ဆ၊	မံ	ဒိဉ်မး
ဒိဉ်	ဟဲ	ခ့ျှဉ်	ဂ့ုၤမး
ဂ့ုၤ	ဘျ့ါ	ဝါ	ဖး
သီ	ဘဉ်	ဂီ၊	ဖး . . . ညါ
လီါလံ၊	သ့		ဖးဒိဉ်ညါ

Make up one sentence each using the intensive particles with a descriptive verb, varying the subject as well as the descriptive verb.

သရှင်--မာပှၤကျိဖိပံးနှၢ်တၢ်ကတိၤ "မး" လၢစုထွဲတပၤဒီးသူတံၢ်ဃုသ်အီၤဒီးတၢ်ကတိၤလၢစုခ့ဉ်တပၤအံၤဖဲလဲဉ် ဖျၢဉ်လဲဉ်သ့ ဒီးဒုးကဲထိဉ်အီၤလၢတၢ်ကတိၤဒီကျိၤ. အဒိ-- "ယအီဉ်မ့ၤအါမး." ဒီးတၢ်ကတိၤလၢစုထွဲခံဖျၢဉ် တဖျၢဉ်နှဉ်မၤစ့ၢ်ကီးဒ်တၢ်ကတိၤအခီဉ်ထံးတဖျၢဉ်အံၤအသိး. တဲလိတၢ်ကတိၤ ၆ ဖျၢဉ်လၢဉ်လၢစုထွဲအံၤဒ်လၢ တၢ်ကတိၤအခီဉ်ထံးတဖျၢဉ်အံၤအသိး.

(b) <u>Use of</u> (က)ဒီး <u>and</u> တဘျီ

Read the first sentence below once, then repeat adding each of the expressions on the right-hand side in turn. Then do the same with each of the other 2 sentences. The teacher should correct any mistakes in pronunciation.

သရှင်--မာပှၤကျိဖိဖးတၢ်မၤလိတတၢ်အံၤအခီဉ်ထံးတဘျီဝံၤ မာပှၤကျိဖိဖးကဒီးယါ်ဘျီဒီးတ့ၢ်နှဉ်ယုသ်ဒီးတၢ် ကတိၤလၢစုထွဲတပၤအံၤတဘျီတဖျၢဉ်တဘျီတဖျၢဉ်စးထိဉ်လၢအခီဉ်ထံးတ့ၤလၢအကတၢ်. တဲလိစ့ၢ်ကီး **(b) ဒီး (c) ဒ်လၢ (a) အသိး.**

(a) ယဘဉ်လဲၤဆူကးပူၤ	+	ဒီး
(b) ဒုးအီအထံ		ကဒီး
(c) ယကဘဉ်မၤ		ကဒီးတဘျီ
		တဘျီဒီး
		တဘျီကဒီး

C. <u>Verb Phrases</u>

(1) <u>Combinations of verbs</u>

By now you are aware that 2, 3, or more verbs are often used together to give a more complete meaning. There are 2 points worth noting:

(a) Whereas in English verbs are often joined with the word "and," (e.g., "Go and sing"), in Karen they follow each other without any joining word; (e.g., လဲၤသးဝံ့ တၢ်)..

(b) The verbs are usually expressed in the order in which the actions take place; e.g., ပကလဲၤထိဉ်ဘါသကီးယွၤ, "We'll go, ascend, worship, do together, God." Note: According to the grammatical structure of the Karen language, the word သကီး is really a verb meaning "to do together," hence the object follows သကီး, whereas in English it would precede the word "together;" e.g., "We'll go up and worship God together."

Below is a list of action verbs which you have learned. Some can precede other verbs, some can follow other verbs, some can do either. Take the first verb in (a) and see how many other verbs in (a) and (b) you can use it in front of (e.g., ဟဲထိဉ်, ဟဲလီၤ, ဟဲကၤ), and write all of them down on a piece of paper. Then do the same with each of the other verbs in (a). After you have written down all of the 2-verb combinations, look back over your list and see which ones in the list can be combined with each other to make 3-verb combinations; e.g., ဟဲထိဉ် and ဟဲသကီး can be combined into ဟဲထိဉ်သကီး. If one of the verbs requires an object, use တၢ် or an object of your own choosing.

သရှင်--တေ၊်ကတိ၊လေ၊အဖီလင်အံ၊မှ၊်တေ၊်ကတိ၊လေ၊ပှ၊ကို့ဖိမ၊လိဘာ၏ဝ၀ဲလ်. မ၊ပှ၊ကို့ဖိဟံ၊နှ၊်တေ၊်ကတိ၊ အခ်ိန်ထံ၊တဖျာ်လ၊ (a) အပူ၊ "ဟဲ" ဒီ၊ပင်ဖြ်ိုကွ၊်အီ၊ဒီ၊တေ၊်ကတိ၊အဂ၊လ၊ (a) ဒီ၊ (b) အပူ၊အံ၊. အဒိ-- "ဟဲထိ်ုန်," "ဟဲလီ၊," "ဟဲကှ၊." တေ၊်ကတိ၊လ၊ပင်ဖြ်ိုသ့နှ်ုန် မ၊ပှ၊ကို့ဖိကွဲ၊နိ်ုန်ဃ်လ၊စ၊ခ်ိတက ဘျံ၊အပူ၊. ဝ၀ဲ၊ဒီ၊မ၊ပှ၊ကို့ဖိကွဲ၊နိ်ုန်ဒီ၊တေ၊်ကတိ၊ခ၀ံ့ဖျာ်တဖျာ်လ၊ (a) အပူ၊ဒီ၊ပင်ဖြ်ိုကွ၊်ကဒီ၊အီ၊ဒီ၊တေ၊်ကတိ၊အဂုဲ၊အဂ၊လ၊ (a) ဒီ၊ (b) အပူ၊. မ၊လိ၊်ုအံ၊စ၊ထိ်ုလ၊တေ၊်ကတိ၊အခ်ိန်ထံ၊တဖျာ်တှ၊ဲလ၊အက တ၊်တဖျာ်လ၊ (a) အပူ၊. မှ၊်ဝ၀ဲ၊နှ်ုန် မ၊ပှ၊ကို့ဖိကွ၊်ကဒါကှ၊ဲတေ၊်ကတိ၊လ၊အကွဲ၊နိ်ုန်တှ၊်လ်ံသ့ုန်တဖ၏ မှ၊်တေ၊်ကတိ၊အိ်ုန်တနီ၊လ၊အပင်ဖြ်ိုအါထိ်ုန်ကဒီ၊အီ၊သ့ေ၊ါနှ်ုန်. အဒိ-- "ဟဲထိ်ုန်" ဒီ၊ "ဟဲသကီ၊" ခ၀ံ့ဖျာ်နှ်ုန်ပင်ဖြ်ိုဒုး၊ကဲထိ်ုန်ကှ၊ဲအီ၊လ၊ "ဟဲထိ်ုန်သကီ၊." (တေ၊်ကတိ၊ဘာ၏ဖျာ်ဖျာ်ပှ၊ကို့ဖိကဘာ၏တှ၊်နှ်ုစ့ုကီ၊ "တေ၊်," အဒိ-- "ဟဲအီ၊်ုန်တေ၊်," "လဲ၊ဟှ်ုန်တေ၊်."

(a)		(b)	
ဟဲ	သကီ၊	ကီ၊(တေ၊်)	စီ၏(တေ၊်)
ထိ်ုန်	ဆ့ုန်နီ၊	ထံ့ုန်(တေ၊်)	မ၊(တေ၊်)
လီ၊	ဆ၊ထ၊ုန်	နှ၊်ပ၊ါ(တေ၊်)	ဖီ(တေ၊်)
လဲ၊	ဘ၊ါ(တေ၊်)	ဗီ၏အခ်	ချ(တေ၊်)
ကှ၊	သ၀ံ့ုန်(တေ၊်)	သ့ုန်ညါ(တေ၊်)	ဟှ်ုန်(တေ၊်)
နှ်ုန်	တဲ(တေ၊်)	ဝ၀ံ့ုသ၊ရှ၊(တေ၊်)	
ဟား	ကတိ၊(တေ၊်)	အိ်ုန်(တေ၊်)	
လိ၏ကွဲ(တေ၊်)	မ၊လီ(တေ၊်)	အီ(တေ၊်)	
အိ်ုန်	နှ်ုန(တေ၊်)	တီ၊(တေ၊်)	

(2) <u>Summary of uses of</u> ဘာ <u>learned so far.</u>

You have now learned 3 uses of ဘာ. They can be distinguished from each other by their position in the sentence in relation to other words.

(a) <u>**To indicate the negative.**</u>

The particle တ precedes the verb and ဘာ follows it (plus any object or modifiers); e.g., ယတအိ်ုန်မှ,ုသ,ုန်ဘာ.

(b) <u>**To indicate correctness or correct amount**</u>

When ဘာ has this meaning, it is a descriptive verb which usually has a noun, noun phrase, or a clause as its subject, is not combined with any other verb, and has no object; e.g., အဆ၊အဟီ၊ဘာ၏ေ၊, "Is the amount of saltiness correct (enough)?" ယတဲ့တ၊်တဲ့ဘာ၏ေ၊, "Did I tell the story correctly?"

(c) <u>**To indicate the necessity of doing something**</u>

In this case ဘာ is used with at least one other verb and precedes it/them; e.g., အ၀ဲ့ဘာ၏သ,ုဝ၀ံ့ုတ၊, "He has to sing (regularly)." ယကဘာ၏ချ,ုအိ်ုန်ညှ,ုဖိအထ, "I must make (boil) some fish soup." Remember to use the future particle က where the English would use "must;" i.e., where the action is yet to take place.

Below are 3 sentences. Read (a), then change the meaning to the negative, then change it to indicate correctnes, then change it to mean that the action must be carried out. See examples on the right-hand side. Then do the same with (b) and (c).

သရှာ--မာပှၤကိုဖိုး (a) တကျိၤအတၢ်ကတိၤတဘျိုဝံၤဒီးတ့ၢ်နၢ်တၢ်ကတိၤ "တ . . .ဘၣ်," "ဘၣ်," ဒီး "ကဘၣ်" ဒ်လၢအဒိသၢကျိၤလၢစုထွဲတပၤအံၤအသိး. (b) ဒီး (c) နၣ်တဲလိကဒီးဒ် (a) အသိးအံၤ.

(a) ယလဲၤဆူနၣ် — အဒိ - ယတ<u>ဘ</u>လဲၤဆူနၣ်<u>ဘၣ်</u>

(b) အဝဲတဲတၢ်လၢပှၤကညီအကျိာ် - ယလဲၤဆူနၣ်<u>ဘၣ်</u>.

(c) ယဖိမုၣ်ဖိမ့ၤ - ယ<u>ကဘၣ်</u>လဲၤဆူနၣ်

D. Clause Endings

(1) **In Lesson 16 you were introduced to clauses ending in** ဝံၤ, ဝံၤဒီး, **or** ဝံၤနၣ် **where the action in the first clause precedes the action in the next clause; e.g.,** ယအိၣ်တၢ်ဝံၤ, ယကလဲၤဆူကွီ, **"After I finish eating, I'm going to go to the school." Remember that if the sentence refers to past action,** ဝံၤ **is usually followed by** ဒီး **or** နၣ်.

Using the clauses below, make sentences with ဝံၤဒီး, **putting the first action first. Repeat making the action future.**

(၁) *သရှာ--မာပှၤကိုဖိုးနၣ်တၢ်ကတိၤလၢ* (a) လၢအဖီလၣ်ခံကျိၤအံၤဒီးဒုးကဲထိၣ်က့ၤအီၤလၢတၢ်ကတိၤတကျိၤဃီ. တၢတဝိနၣ်မာပှၤကိုဖိတ့ၢ်နၣ်တၢ်ကတိၤ "ဝံၤဒီး." အဒိ-- "ယဖိမ့ၤဝံၤဒီးပအိၣ်သကီးတၢ်." ခံဝိတဝိနၣ်မာပှၤကိုဖိတ့ၢ်နၣ်ထဲ "ဝံၤ" တဖျၣ်လၢတ့ၢ်ခံကျိၤအံၤအဘၣ်စၢၤဒီးတ့ၢ်နၣ်စ့ၢ်ကီးတၢ်ကတိၤ "က" လၢခံကျိၤတကျိၤအပူၤ. အဒိ-- "ယဖိမ့ၤဝံၤ ပကအိၣ်သကီးတၢ်."

(a) ယဖိမ့ၤ ပအိၣ်သကီးတၢ်

(b) ပဘါသကီးတၢ် ပအိၣ်သကီးမ့ၤ

E. Basic Sentence Patterns

(1) **In the last 4 lessons you have learned one new basic sentence pattern; i.e., completed action, using** ဝံၤ **or** ဝံၤလံ.

All of the action verbs which you have learned so far can be used in each of the 13 sentence patterns which you now know, although စီၣ်, နၣ်, **and** ဟ်း **are not usually used alone.**

As a review, take the following sentence through the basic sentence patterns as indicated below on the right-hand side. In the last 2 use the interrogative word in ( ) in place of the object.

သရှာ--မာပှၤကိုဖိုးတၢ်ကတိၤလၢစုစ့ၣ်တပၤအံၤဝံၤဒီးပှၤကိုဖိကဘၣ်တ့ၢ်နၣ်တၢ်ကတိၤမ့ၢ်ဂ့ၤ. မၤလီၤတဲၣ်တၢ်ကတိၤမ့ၢ်ဂ့ၤဒ်အအိၣ်ဖျါဝဲလၢစုထွဲတပၤအသိးတကျိၤဘၣ်တကျိၤ. ပှၤကိုဖိုးမ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ တ့ၢ်နၣ်တၢ်ကတိၤအလီၢ်မ့ၢ်တဘၣ်မ့ၢ်ဂ့ၤ သရှာ်ကဘၣ်တဲယုၤကဒီးပှၤကိုဖိတဘျိ ဒီးမာပှၤကိုဖိတဲဗိၣ်ထွဲသရှာ်အခ်. (သရှာ်မ့ၢ်တနၢ်ပၢၢ်ဂ့ၤဂ့ၤဘၣ် ကွၢ်အဒိလၢ ၅.ခ(၁)ဲ သ့.)

(အဝဲ)အိုထံခ္ရ. (Command)
(Statement--present/past)
(Statement--action begun, using လံ)
(Statement--action completed, using ံၤလံ)
(Statement--future)
(Statement--negative)
(ၵါ-question--present/past)
(ၵါ-question--action begun, using လံ)
(ၵါ-question--action completed, using ံၤလံ)
(ၵါ-question--future)
(ၵါ-question--negative)
(Use မနုၤလဲၢ်) (လီၢ်/လဲၢ်-question--present/past)
(Use မတၤလီၢ်) (လီၢ်/လဲၢ်-question--future)

(2) The descriptive verbs and the verbs of ability cannot be used as commands; and when they have a clause as the subject, the future or negative particles are usually attached to the above verbs rather than to the verbs in the subject clause.

(3) You have not learned any new interrogative words in the last 4 lessons.

20.2 Pronunciation Drills--Review

၂၀.၂ တၢ်ကတိၤအသိၢ်လၢအကီတစ်း--တၢ်ကွၢ်ကဒါကုၤ

(၁) Look back over the pronunciation drills in the Introduction to Say It in Karen as well as in 1.4, 2.4, 3.4, 4.4, 6.4, 7.4, 8.4, 9.4, and 11.3, and work on any drills with which you still have difficulty.

(၁) သရၢ်--ကွၢ်ကဒါကုၤတၢ်ကတိၤအသိၢ်လၢအကီးဒီးလၢပှၤကျိုဖိအဂီ 'လၢလံၢ်တၢ်မၤလိဖးဒီးကွဲးပှၤကညီအကျိၢ်' အပှၤ,ဒီးလၢလံၢ်တဘ့ၢ်အံၤအပှၤ ၁.၄, ၂.၄, ၃.၄, ၄.၄, ၆.၄, ၇.၄, ၈.၄, ၉.၄, ၁၁.၃ အီး ၁၁.၃.

(2) 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 သ as written in all of the expressions, then repeat pronouncing သ as စ.

(၂) သရၢ်--မၤပှၤကျိုဖိတဲပိၢ်ထွဲသရၢ်အခံ. အဆိတဘျိုဖးအီးဒ်လၢလံၢ်ပှၤအသိး. မၤဒီးတဘျိ ဖးအီးဒ်ပှၤကစၢ်ခိၢ်ဖိကတိၤတၢ်အသိး.

(a) <u>သ</u> - <u>စ</u>

ဖူးသ<u>ၢ်</u> ပ<u>သ</u>ၤ၀ါ

ကသ<u>ူ</u> ပ<u>သ</u>ၤဂီၤ

တၢ်သူထံ　　အဝဲသ့ၢ်
သကွံသၢ်　　သရၢ်သ့ၢ်တဖၢ်
အံသၢ်

(b) ဝ - ၀
မၤဝံၤ
အီၢ်ဝံၢ်
အလွဲၢ်ဝါ

(c) ၀ - ကၢ,　　ဆ - ခ
ဟဲစီၢ်
ဆီဒံၢ်
ဆီညၢ်
ဆီဖိ
ဆၤ
အံသၢ်ဆၤ

(d) ိ - ီ, ိၢ - ီၢ
ကၢ့ၤစိၢ်
တၢ်ဒိးတၢ်လၢ်
ထိးတဒ
ကိးထိၢ်ဒိၢ်ဒိၢ်

(Note: The following words are always written and pronounced with the ိ vowel: ဒိး, ကဒိး, စ့ၢ်ကိး. The following word is always written and pronounced with the ိ vowel: လိၢ်ကွဲ.

20.3 Substitution Drills--Review

၂၀.၃ တၢ်ဆီတလဲတၢ်ကတိၤ--တၢ်ကွၢ်ကဒါက့ၤ

Look back over 16.6, 17.6, 18.3, 18.6, and 19.7, and work on any which you are not sure of.

သရၢ်--ကွၢ်ကဒါက့ၤ ၁၆.၆, ၁၇.၆, ၁၈.၃, ၁၈.၆, ဒီး ၁၉.၇.

20.4 Commands and Responses, Questions and Answers--Review

၂၀.၄ တၢ်မၢဒီးတၢ်မၤထွဲ, တၢ်သံကွၢ်ဒီးတၢ်စံးဆၤ

(1) Review sections 16.3, 17.3, 19.3, and 19.6.

(၁) ကွၢ်ကဒါက့ၤ ၁၆.၃, ၁၇.၃, ၁၉.၃, ဒီး ၁၉.၆.

(2) Look back over 1.3, 1.7, 2.3, 2.7, 3.3, 3.7, 4.3, 4.7, 6.3, 7.3, 7.7, 8.3, 8.7, 9.3, 11.4, 13.3, and 14.3, and work on any which you are not sure of or not very fluent in.

(၂) ကွၢ်ကဒါက့ၤ ၁.၃, ၁.၇, ၂.၃, ၂.၇, ၃.၃, ၃.၇, ၄.၃, ၄.၇, ၆.၃, ၇.၃, ၇.၇, ၈.၃, ၈.၇, ၉.၃, ၁၁.၄, ၁၃.၃, ဒီး ၁၄.၃.

20.5 Conversation Practice--Review

၂၀.၅ တေမ၊လိဘ၎ယးတေတဲသကိုးတေ

(1) Review the conversations in 6.7, 7.9, 8.9, 9.7, 9.9, 10.4(2), 11.8, 12.3, 12.7, 13.7, 14.7, 15.5(2), 16.7, 17.7, 18.7, and 19.8. After you can say your part correctly and fluently in each case, repeat the conversations making substitutions (but staying within the limits of the vocabulary you have already learned). If there is time, you may also wish to expand the conversations a bit.

(၁) ကွေ့ကဒါကၢ့ ၆.၇, ၇.၉, ၈.၉, ၉.၇, ၉.၉, ၁၀.၄ (၂), ၁၁.၈, ၁၂.၃, ၁၂.၇, ၁၃.၇, ၁၄.၇, ၁၅.၅ (၂), ၁၆.၇, ၁၇.၇, ၁၈.၇, ဒီး ၁၉.၈.

(2) LISTEN as the teacher reads through the following conversation twice, then answer the questions which follow. Do not use your book.

(၂) သရၣ်ကဘၣ်ဖးတေ့ကတိၤသ့ၣ်တဖၣ်အံၤခံဝီဒီးမၢပှၤကျိုဖိကနၣ်. ဖဲသရၣ်ဖးတေ့အခါ သရၣ်ကဘၣ်ဖးထိၣ်စု့ၣ်ကီး "A" ဒီး "B" အမံၤဒ်သိးပှၤကျိုဖိကသ့ၣ်ညါ ဝဲပှၤမတၤတဂၤကတိၤတေ့လဲၣ်.

A. နတအိၣ်လၢနဒၢးဘၣ်ခံသီသၢသီလံ.
နလဲၤဆူလီၣ်.

B. ယလဲၤဟးပိၣ်ဆိဒံၣ်ပၢ်အခံဆူအမိၣ်အပၢ်အဒၢး.
အပၢ်အိၣ်အနံၣ် ၆၀ လံ.
ဆိဒံၣ်ပၢ်ဒီးအဒိပှၢ်ဝဲၢ်ကၢ့ၤခဲလၢၣ်.

A. ဆိဒံၣ်ပၢ်အဒိပှၢ်ဝဲၢ်ခဲလၢၣ်အိၣ်ပှဲၤဂၤလဲၣ်.

B. အဒိပှၢ်ဝဲၢ်ခဲလၢၣ်အိၣ်ယဲၢ်ဂၤ.
အဝဲၢ်စိတအိၣ်လၢၤဘၣ်.
ဆိဒံၣ်ပၢ်မ့ၢ်ပှၤခံဂၤတဂၤ.
အပှၢ်အိၣ်သၢဂၤ.

A. ပှၤဘါယွၤစ့ၢ်ဓေါ.

B. မ့ၢ်. ပှၤဘါတၢ်ဖဲခံသီတသီ.
ပှၤဟဲဘါသကိုးတၢ်အါဂၤ.
ပှၤသးဝံၣ်တၢ်ဖိသးဝံၣ်တၢ်မ့ၣ်ဒိၣ်မး.
ဆိဒံၣ်ပၢ်တဲနၢ်ပၢၢ်ပှၤလၢအပၢ်အဂ့ၢ်တစဲးစ့ၢ်.

A. အဝဲတဲမနၤလၢအပၢ်အဂ့ၢ်လဲၣ်.

B. ယတနၢ်ပၢၢ်တၢ်ခဲလၢၣ်ဘၣ်.
အဝဲတဲလၢအပၢ်လဲၤအိၣ်ဖဲနၣ်ယံၣ် ၄၅ နံၣ်လံ.
ဖဲအနံၣ်အိၣ် ၅၂ နံၣ်နၣ် အဝဲမၢလိကျိၣ်တဲၣ်ကျိၣ်.

A. ပှၤဒုးအိၣ်သုမနၤလဲၣ်.

B. ပှၤဒုးအိၣ်ပှၤလၢထီးညၣ်ကသူဒီးထီးညၣ်ချိထံ.

တၢ်ဒီးတၢ်လၢ်အိၣ်အါစ့ၢ်.
တၢ်အိၣ်ဝံၣ်ခဲလၢဝ်ဒီးယအိၣ်တၢ်နၢ်အါ.
ပှၢအိၣ်တၢ်ဝံၢဒီး, ပသးဝံၣ်သကီးတၢ်ဒံး. မၢ်ဖးဒိၣ်ညါ.

A. ယဲယကဘၣ်လဲၢတဲသကီးတၢ်ဒီးယဝဲၢ်နိ၎်.
နလဲၢဟီၣ်ယခံသ့ၢ်.

B. သ့.

A. ဂ့ၢလံ. ပကလဲၢသကီး.

Answer the following questions without looking at the book.
သရၣ်--မၢပှၢကျိဖိစံးဆၢတၢ်သံကွၢ်လၢအဖီလၢ်တဖၣ်အံၢ. ဖဲပှၢကျိဖိစံးဆၢတၢ်အခါ တဘၣ်မၢအကွၢ်လၢလံၣ် ပှၢဘၣ်.

၁. "B" တဂၢနၣ်လဲၢဟီၣ်မတၢအခံလဲၣ်.
၂. အဝဲသ့ၣ်လဲၢဆူလီၣ်.
၃. ဆီဒံၣ်ပၢ်အဒိပှၢ်ဝဲၢ်လၢအက့ၢခဲလၢဝ်နၣ်အိၣ်ပဲၢဂၢလဲၣ်.
၄. ဆီဒံၣ်ပၢ်မ့ၢ်ပှၢပဲၢဂၢတဂၢလဲၣ်.
၅. ဆီဒံၣ်ပၢ်အပၢ်အနံၣ်အိၣ်ပဲၢနံၣ်လံလဲၣ်.
၆. ပှၢဘါသကီးတၢ်အါ၎ါ.
၇. ဆီဒံၣ်ပၢ်တဲလၢအပၢ်အဂ့ၢ်ဒ်လဲၣ်.
၈. ပှၢဒုးအိၣ်အဝဲသ့ၣ်လၢမနုၢသ့ၣ်တဖၣ်လဲၣ်.
၉. "B" တဂၢအိၣ်တၢ်ဝံၣ်၎ါ.
၁၀. "A" တဂၢကလဲၢဆူလဲၣ်ဒီးကလဲၢမၢမနုၢလဲၣ်.
၁၁. "B" တဂၢလဲၢဟီၣ်အခံသ့၎ါ.

After answering the questions, if there is time, you take the part of B while your teacher takes the part of A. Repeat it several times until you can say your part correctly and with reasonable fluency; then try making an occasional substitution.
သရၣ်--ပှၢကျိဖိစံးဆၢတၢ်သံကွၢ်ခဲလၢဝ်မ့ၢ်ဘၣ်လံနၣ် တၢ်ဆၢကတိၢ်မ့ၢ်အိၣ်ဒီး မၢပှၢကျိဖိကဲ "B" ဒီးသရၣ်ကဲ "A." ကတိၢ်လိသကီးတၢ်ကတိၢ်သ့ၣ်တဖၣ်အါစိတစ်းဒ်သိးပှၢကျိဖိတဲ "B" အတၢ်ကတိၢ်ကဘၣ်ဘ့ၢ်ဂ့ၢ်တစ်း. တ့ၢပှၢကျိဖိတဲတၢ်ဘၣ်ဘ့ၢ်ဂ့ၢ်လံနၣ် ကတိၢ်လိသကီးတၢ်ကဒီးတဘ့ၣ်ဘၣ်ဆၣ်အအံၢ်တဝိနၣ် သရၣ်မ့ၢ်ဂ့ၢ်ပှၢကျိဖိ မ့ၢ်ဂ့ၢ်ကဘၣ်လဲက့ၢ်တၢ်ကတိၢ်ပူၢ်ဖျၢၣ်ပူၢ်ဖျၢၣ်ဆူတၢ်ကတိၢ်အဂၢလၢပှၢကျိဖိမၢလိတ့ၢ်လံဝဲ.

(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 next 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--မၢပှၢကျိဖိက့ၢ်ဆိမိၣ်ထိၣ်နၣ်တၢ်အဒိလၢအမ့ၢ်ပှၢခံဂၢကတိၢ်သကီးတၢ်မ့ၢ်ဂ့ၢ် တၢ်ယဲၢမ့ၢ်ဂ့ၢ်ဒီးသ့ၣ်တၢ်ကတိၢ်လၢအမၢလိဘၣ်တ့ၢ်လံဝဲသ့ၣ်တဖၣ်နၣ်. မၢဒီးလၢခံတနံးအတိၢ်ပူၢ်နၣ် မၢပှၢကျိဖိတဲယုၢ်သရၣ်လၢအတၢ်ယဲၢ*

မှတမ့်တၢ်အဒိအံၤ. ဖဲပှၤကျိဖိတဲယုၤသရၢ်အခါနှၤ် တဘၢ်မၢပှၤကျိဖိကွၢ်လီၤအလံာ်ပူၤဘၢ်. ဘၢ်ဆၢ်ပှၤကျိဖိ အခဲဆဲးမ့်အိၢ်တခီနှၤ် မၢအဒိးနှၤ်အကလုၢ်လၢခဲဆဲးအပူၤ. ဒီးတုၤမ့်လၢပှၤကျိဖိတဲတၢ်ကတၢ်လံနှၤ် မၢအက နှၤ်ကှၤ်အကလုၢ်လၢခဲဆဲးပူၤနှၤ်. ဖဲပှၤပျိဖိကနှၤ်ကှၤ်အကလုၢ်အခါနှၤ် ပှၤကျိဖိတဲတၢ်မ့်ကမၢ်တပူၤပူၤနှၤ် သရၢ် ကဘၢ်တဲနှၤ်ကှၤ်ပှၤကျိဖိ. ပှၤကျိဖိအခဲဆဲးမ့်တအိၢ်ဘၢ်ဒီး ဖဲပှၤကျိဖိတဲတၢ်အခါနှၤ် ပှၤကျိဖိမ့်တဲကမၢ်တၢ်က တိၤအသိၢ်တဖျၢ်ဖျၢ်မ့်ဂ့ၤ မ့်တဲတၢ်ကတိၤတဘၢ်ဂ့ၢ်ဘၢ်ကျိၤတတိၤတိၤမ့်ဂ့ၤ သရၢ်ကဘၢ်ကွဲးနီၢ်ဃဉ်ဝဲ. တုၤပှၤကျိဖိတဲတၢ်ကတၢ်လံနှၤ် သရၢ်ကဘၢ်တဲဘၢ်နှၤ်ကှၤ်ပှၤကျိဖိလၢတၢ်ကတိၤလၢအတဲကမၢ်ဝဲသ့ၢ်တဖၢ်ဒီး မၢပှၤကျိဖိတဲပိၢ်ထွဲသရၢ်အခံတဘျီဒီး. ဝံၤဒီးသရၢ်ကဘၢ်ကွၢ်ပှၤကျိဖိအတၢ်ကွဲးဒ်သိးပှၤကျိဖိမ့်သ့ကမၢ်တၢ်က တိၤတဖျၢ်ဖျၢ်နှၤ် သရၢ်ကတဲဘၢ်နှၤ်ကှၤ်ပှၤကျိဖိ.

(4) **It is strongly recommended that upon completion of this book and before starting on Book II, you have an evaluation made of your progress in learning to speak the Sgaw Karen language. The recommended procedure is for you to carry on a conversation in Sgaw Karen with your teacher for 5 minutes, the entire conversation being recorded. You can ask your teacher questions and your teacher can ask you questions. However, you should take the initiative. If you can't think of what to say, then your teacher can ask you a question to help you along. Or you can tell the teacher about someone or some happening and the teacher can comment. After you have recorded your conversation with the teacher, the tape should be given to 3 other Karens to listen to and evaluate using the evaluation form in the appendix. (It is in both English and Karen.) So in preparation for the above, practice talking with your teacher about a number of subjects.**

(၄) သရၢ်--တဲဘၢ်ပှၤကျိဖိလၢဖဲအဝဲသ့ၢ်မၢလိလံာ်တဘ့ၢ်အံၤမ့်ဖျိလံနှၤ် တချုးဒ်းလၢအကစးထိၢ်မၢလိကဒီး လံာ်ခံဘ့ၢ်တဘ့ၢ်ဒ်းဘၢ်နှၤ် အဝဲသ့ၢ်ကဘၢ်မၢကွၢ်လီၤကွၢ်အသးဒ်သိးအဝဲသ့ၢ်ကသ့ၢ်ညါ၀ဲလၢမ့်အဝဲသ့ၢ် ကတိၤပှၤကညီအကျိၢ်ဘၢ်ဆံးအါလံလဲၢ်. တၢ်မၢကွၢ်အံၤမ့်ဝဲ ပှၤကျိဖိကဘၢ်ကတိၤတၢ်ဒီးသရၢ်နှၤ်ယါမ်နံး. တၢ်လၢယါမ်နံးအတိၢ်ပူၤအံၤပှၤကျိဖိကဘၢ်သ့ဒိၢ်နှၤ်အကလုၢ်လၢခဲဆဲးအပူၤ. ပှၤကျိဖိကဘၢ်သံကွၢ်သရၢ်အတၢ် တဘျီဘျီဒီးသရၢ်ကဘၢ်သံကွၢ်စ့ၢ်ကီးပှၤကျိဖိအတၢ်တဘျီဘျီ. ဘၢ်ဆၢ်ပှၤကျိဖိကဘၢ်ကတိၤတၢ်အါနှၤ်သရၢ်. ဖဲပှၤကျိဖိစံးဆၢသရၢ်အတၢ်သံကွၢ်နှၤ် ပှၤကျိဖိကဘၢ်တဲယုၤ်ဒီးတၢ်ဂ့ၢ်အဂုၤအဂၤစ့ၢ်ကီး, တမ့ၢ်စံးဆၢသရၢ်အ တၢ်သံကွၢ်ထဲတထံၢ်နှၤ်ဘၢ်. အဒီ--ပှၤကျိဖိကတဲပှၤဂ့ၢ်တဂၤဂၤမ့တမ့ၢ်တၢ်ဂ့ၢ်အဂၤတမံၤမံၤနှၤ်သ့. ဖဲသရၢ်ဒီး ပှၤကျိဖိကတိၤသကိးတၢ်တဘျီအံၤ မၤအီၤဒ်ပှၤကျိဖိတဲသကိးတၢ်ဒီးပှၤအဂၤ, တမ့ၢ်အတဲသကိးတၢ်ဒီးသရၢ်ဘၢ်. ပှၤကျိဖိမၤကွၢ်လီၤအသးမ့ၢ်ဝံၤလံနှၤ် ဟံးနှၤ်ခဲဆဲးလၢအဒိးနှၤ်ဘၢ်ပှၤကျိဖိဒီးသရၢ်ကတိၤတၢ်အသိၢ်အံၤဒီးမၢပှၤ ကညီသဂၤကနှၤ်ကွၢ်. ပှၤသဂၤကနှၤ်ဝဲမ့ၢ်ဝံၤလံနှၤ် အဝဲသ့ၢ်ကစံၢ်ညီၢ်ဝဲမ့ၢ်ပှၤကျိဖိတဂၤဒီးတဂၤနှၤ်မ့ၢ်အဝဲ သ့ၢ်ကတိၤပှၤကညီကျိၢ်ဘၢ်ဆံးအါဆံးစုၤလဲၢ်. (တၢ်သံကွၢ်ကွၢ်တၢ်အဒိအိၢ်ဝဲလၢတၢ်မၤလိ ၂၀ အံၤအလိၢ်ခံ နှၤ်.) ပှၤကျိဖိမ့ၢ်မံးရၢ်နရံၢ်ဘၢ်ဃး ထံ ဘံ အဲမ် အဲဖ် (T.B.M.F.) ဒီး, မံးရၢ်အပှၤဟ့ၢ်ကူၢ်တၢ်ဘၢ်ဃး တၢ်မၤလိကျိၢ်တဂၤနှၤ်ကမ့ၢ်ပှၤသုးကျဲၤပှၤသဂၤလၢကဘၢ်ကနှၤ်ကွၢ်ပှၤကျိဖိအတၢ်ကတိၤလၢခဲဆဲးအပူၤ.

20.6 Cultural Assignment--Finish up 16.10 and file for future reference.

၂၀.၆ တၢ်ယုသ့ၢ်ညါ၀ပှၤကညီအလုၢ်အလၢ်--ပှၤကျိဖိကမၤဒၢ်ဝဲ.

APPENDIX

(သရၢ်--တၢ်ဂ့ၢ်ဆူညါသ့ၣ်တဖၣ်အံၤန္ဉၣ်ပှၤကျိဖိတနီၤကအဲၣ်ဒီးသ့ၣ်ညါအီၤ ဘၣ်ဆၣ်တလိၣ်လၢပှၤကျိဖိကဘၣ် တိၢ်ရူးအီၤဘၣ်.)

Contents: **Page**

1. **Sample evaluation form--English** 239
   Sample evaluation form--Karen 242
2. **Vocabulary List--Karen to English** 245
   Vocabulary List--English to Karen 254
3. **Index to Notes on Word Usage and Grammar** 266

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 cosdmplex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native 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, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him, 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

Proficiency Description	(1)	(2)	(3)	(4)	(5)	(6)	
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 resulting score will be higher than the student's true proficiency level due to the fact that the conversation is carried on with the teacher, who makes an effort to stay within the vocabulary and sentence structures which the student has studied and who is accustomed to understand the student's speech. At the end of Book III the student will be expected to carry on a conversation with someone other than the teacher, and the evaluation of that conversation will result in a score that will more accurately indicate the student's true proficiency level.)

တၢ်မၤကွၢ်အဒိ

တၢ်မၤကွၢ်ဘဉ်ဃးတၢ်မၤလိပျ၊အကျိၢ်နၢ်ဉ်တဒ်သိးဒီးတၢ်မၤကွၢ်အဂုၤအဂၤဘဉ်. ပျ၊ကျိဖိကတိၤဝဲဘဉ်ဆံးအါ ဆံးအါနၢ်ဉ်တဘဉ်ဒွးနၢ်လၢအဖီး*လၢအနၢ်ဘဉ်ဝဲလၢသရၢ်အတၢ်သံကွၢ်ဒီးပျ၊ကျိဖိအတၢ်စံးဆၢဘဉ်. မ့မ့ၢ်တခီ ကွၢ်လၢပျ၊ကျိဖိအတၢ်သ့တၢ်ဘဉ်ဒဉ်ဝဲဒ်လၢတၢ်မၤကွၢ်ယၢ်မံၤလၢအဖီလၢ်အံၤ.

<u>တၢ်ပၢ်ဖျါထိဉ်ပျ၊တဂၤဒီးတဂၤအတၢ်သ့တၢ်ဘဉ်</u>

တၢ်မၤကွၢ်ယၢ်မံၤလၢအဖီလၢ်အံၤဘဉ်တၢ်နီၤဖးအီၤ ၆ ကျိၤ စးထိဉ်လၢပျ၊ကျိဖိလၢအနးကတၢၢ်တုၤလၢပျ၊ကျိဖိ လၢအသ့ကတၢၢ်. ပျ၊မၤကွၢ်တၢ်ကဘဉ်ကွၢ်ပျ၊ကျိဖိတဂၤဒီးတဂၤနၢ်ဉ်မ့ၢ်အကြၢ်းဝဲဘဉ်ဝဲ ဒီးတၢ်မၤကွၢ်ဖဲလဲဉ်တကျိၤ လဲဉ်ဒီးတ့ကစီၤတၢ်တကျိၤနၢ်ဉ်. တၢ်မၤကွၢ်အိဉ်ယၢ်မံၤ. ပျ၊မၤကွၢ်တၢ်ကဘဉ်တ့ကစီၤတမံၤတကျိၤတမံၤတကျိၤဒ်လၢ အကြၢ်းဝဲဘဉ်ဝဲဒီးပျ၊ကျိဖိ.

၁. **Pronunciation and Accent** - တၢ်ကတိၤအသိဉ်ဒီးတၢ်ကလုၢ်လီၤဆီလၢပျ၊ဖိဉ်နၢ်ဒီၤလၢပျ၊ကလုဉ်ဂၤက တိၤတၢ်နၢ်ဉ်

(၁) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိဉ်တဘာ်ဘဉ်ခဲအံၤခဲအံၤတုၤဒဉ်လဲဉ်ပျ၊နၢ်တပၢၢ်အီၤဘဉ်.

(၂) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိဉ်တဘဉ်ဘဉ်ခဲအံၤခဲအံၤဒီးအကလုၢ်လီၤဆီ. ပျ၊နၢ်ပၢၢ်အီၤကီတုၤ ဒဉ်လဲဉ်ကဘဉ်တဲလီၤတံၢ်ကဒီးဝဲခဲအံၤခဲအံၤနၢ်ဉ်လီၤ.

(၃) ပျ၊ကျိဖိတဂၤအံၤအကလုၢ်သိဉ်ဒ်သိးလၢပျ၊ထံဂုၤကိၢ်ဂၤတုၤဒဉ်လဲဉ်ပျ၊ကဘဉ်ကနၢ်ဉ်အီၤလီၤတံၢ်လီၤဆဲး. ဒီးမ့ၢ်လၢတဲတၢ်အကလုၢ်တဘဉ်ဘဉ်အယိ ပျ၊လၢအကနၢ်ဉ်တၢ်တဂၤနၢ်ဉ်တဘျိၤဘျိၤနၢ်ပၢၢ်ဝဲလၢအတဲတၢ်အ ဂၤတမံၤ ဒီးတဘျိၤဘျိၤဆိကနီဉ်လၢအတဲတၢ်တဘဉ်ဂ့ၢ်ဘဉ်ကျိၤဘဉ်နၢ်ဉ်လီၤ.

(၄) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိဉ်လီၤဂဉ်ဒ်သိးလၢပျ၊ထံဂုၤကိၢ်ဂၤဒီးဘဉ်တဘျိၤဘျိၤတၢ်အကလုၢ် သိဉ်တဘဉ်ဘဉ် ဘဉ်ဆဉ်တကဲထိဉ်တၢ်ကီတၢ်ခဲလၢပျ၊ကနၢ်ဉ်တၢ်ဖိအဂီၢ်ဘဉ်.

(၅) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိဉ်လၢအတဘဉ်ဘဉ်နၢ်ဉ်တအိဉ်ဘဉ် ဘဉ်ဆဉ်အဝဲမ့ၢ်ကတိၤတၢ်နၢ်ဉ် ပျ၊သ့ဉ်ညါလၢတမ့ၢ်အနီၢ်ကစၢ်အကျိၢ်ဒဉ်ဝဲဘဉ်.

(၆) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်သိဉ်ဒ်လၢအကဲအကျိၢ်ဒဉ်ဝဲ. ပျ၊တသ့ဉ်ညါလၢအကဲပျ၊ကီၢ်ဂၤဘဉ်. ပျ၊ဆိမိဉ် လၢအကစၢ်အကျိၢ်ဒဉ်ဝဲလီၤ.

၂. **Grammar** - တၢ်သူတၢ်ကတိၤဘဉ်ဂ့ၢ်ဘဉ်ကျိၤ

(၁) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်အါလၢအတဘဉ်ဂ့ၢ်ဘဉ်ကျိၤဘဉ်အယိ ပျ၊တနၢ်ပၢၢ်အီၤလၢၤဘဉ်.

(၂) ပျ၊ကျိဖိတဂၤအံၤသူတၢ်ကတိၤတဘဉ်ဂ့ၢ်ဘဉ်ကျိၤဘဉ်ခဲအံၤခဲအံၤအယိပျ၊လၢအကတိၤသကိးတၢ်ဒီးအီၤ နၢ်ဉ်နၢ်ပၢၢ်ဝဲကီဒိဉ်မး.

(၃) ပျ၊ကျိဖိတဂၤအံၤကတိၤတၢ်တဘဉ်ဂ့ၢ်ဘဉ်ကျိၤခဲအံၤခဲအံၤအယိဘဉ်တဘျိၤဘျိၤဒုးကဲထိဉ်တၢ်ကီတၢ်ခဲဒီးတၢ် သးအ့နၢ်ပျ၊ကနၢ်ဉ်တၢ်အဂီၢ်, ဒီးပျ၊ကနၢ်ဉ်တၢ်နၢ်ပၢၢ်ကမဉ်ဝဲသ့နၢ်ဉ်လီၤ.

(၄) ပျ၊ကျိဖိတဂၤအံၤဘဉ်တဘျိၤဘျိၤတဲထိဉ်တၢ်ကတိၤတဘဉ်ဂ့ၢ်ဘဉ်ကျိၤဘဉ် ဘဉ်ဆဉ်တကဲထိဉ်တၢ်ကီတၢ်ခဲ လၢပျ၊ကနၢ်ဉ်တၢ်ဖိအဂီၢ်ဘဉ်. ပျ၊ကနၢ်ဉ်တၢ်ဖိနၢ်ပၢၢ်ဝဲ.

---

*အဖီးနၢ်ဉ် အခီပညီလၢ marks, grade; Thai Burmese အမ့တ်

(၅) ပုဂ္ဂိုဠိတဂ၊အံ့၊ကတိ၊တေ၊တဘက်ဂုဏ်ဘက်ကိ၊ထဲစု၊စု၊ဖြန့်လီ၊. တကဲထိုက်တေ်ကိတေ်ခဲလ၊ပုဂ၊ကနှုတ်တေ် အဂိုဏ်ဘက်.

(၆) ပုဂ္ဂိုဠိတဂ၊အံ့၊တဲတေ်ကတိ၊တဘက်ဂုဏ်ဘက်ကျ၊ဘက်တအါနှ်ခံဘျိုဖဲလ၊ပုဂ၊မ၊ကွေ်ဘအီ၊တဘျိုအံ့၊.

၃. Vocabulary - တေ်ကတိ၊အဖျာ

(၁) တေ်ကတိ၊လ၊ပုဂ္ဂိုဠိတဂ၊အံ့၊သ့ဉ်ညါ၀ဲနှ်ဉ်အိုဉ်ဒဉ်စု၊ဒိဉ်မ၊အယိ ပုဂ္ဂိုဠိတဲသကိ၊တေ်ဒီ၊ပုဂ၊တသ့ဘဉ်.

(၂) တေ်ကတိ၊လ၊ပုဂ္ဂိုဠိတဂ၊အံ့၊သ့ဉ်ညါ၀ဲနှ်ဉ် အိုဉ်ဒဉ်စု၊စု၊ညီညီဖိ. အဒိ--ဘဉ်ဃ၊တေ်ဆ၊ကတိ်, တေ် အီဉ်တေ်အီ, တေ်လဲ၊တေ်ကှ၊, ဟံဉ်ဖိယိဖိ ထဲနှ်ဉ်လီ၊.

(၃) တေ်ကတိ၊လ၊ပုဂ္ဂိုဠိယုထ၊ထိုဉ်၀ဲနှ်ဉ် ဘဉ်တဘျိုဘျိုကမဉ်၀ဲအယိနှ်ဉ်ဒုးကဲထိုဉ်ကှ၊တေ်ကိတေ်ခဲလ၊အ၀ဲက ကတိ၊သကိ၊တေ်ဘဉ်ဃ၊အတေ်ဖ်း၊တေ်မ၊မမ့်ဂုဏ် ဘဉ်ဃ၊အတေ်ရှလိ၁်မုဉ်လိ၁်အသ၊ဒီ၊ပုဂ၊ဂုဏ်ပုဂ၊ဂ၊သ့ဉ်တ ဖဉ်မ့်ဂုဏ်နှ်ဉ်.

(၄) တေ်ကတိ၊လ၊ပုဂ္ဂိုဠိတဂ၊အံ့၊သ့ဉ်ညါ၀ဲနှ်ဉ် အိုဉ်၀ဲလ၊လ၊ပ့ဲ၊ပ့ဲ၊. အ၀ဲကတိ၊တေ်ဘဉ်ဃ၊အတေ်ဖ်း၊တေ်မ၊ အကျ၊လီ၊တံ်လီ၊ဆဲ၊သ့ဒီ၊ဘဉ်ဃ၊တေ်ဂုဏ်တေ်ဂ၊အါမံ၊ဖဲအ[ကြ]၊အဘဉ်နှ်ဉ်သ့စ့်ကီ၊.

(၅) တေ်ကတိ၊လ၊ပုဂ္ဂိုဠိတဂ၊အံ့၊သ့ဉ်ညါ၀ဲနှ်ဉ် လ၊၀ဲပ့ဲ၊၀ဲလ၊ကကတိ၊သကိ၊တေ်ဒီ၊ပုဂ၊သ့ဉ်တဖဉ်ဘဉ်ဃ၊, အတေ်ဖ်း၊တေ်မ၊အကျ၊ပ၊ါတုဂ၊လ၊အကဆူ၊ကတံ်ါ ဒီ၊ကတိ၊သကိ၊တေ်ဘဉ်ဃ၊တေ်ဂုဏ်တေ်ဂ၊အါမံ၊ယံ်ဉ် ယံ်ဉ်သ့စ့်ကီ၊၀ဲ.

(၆) ပုဂ္ဂိုဠိတဂ၊အံ့၊သ့ဉ်ညါတေ်ကတိ၊လ၊လ၊ပ့ဲ၊ပ့ဲ၊ဒ်သိ၊ပုဂ၊ကညီလ၊အနှ်မ၊လိမ၊ဒီ၊တေ်တဂ၊နှ်ဉ်.

၄. Fluency - ကတိ၊တေ်သ့ကတိ၊တေ်ဘျ

(၁) ပုဂ္ဂိုဠိတဂ၊အံ့၊ကတိ၊တေ်အိုဉ်ကတိ်ဆိကမိဉ်တေ်ခဲအံ့၊ခဲအံ့၊တု၊ဒဉ်လဲ၁် ပုဂ၊ကတိ၊တေ်ဒီ၊အီ၊လဲ၊အသ၊ တသ့တဘဉ်လ၊၊ဘဉ်.

(၂) ပုဂ္ဂိုဠိတဂ၊အံ့၊အါဘျိုကတိ၊တေ်တချ၊လိ၁်အခံဘဉ်ဒီ၊တေ်ကတိ၊လ၊အညီနှ်ကတိ၊၀ဲသ့ဉ်တဖဉ်နှ်ဉ်က တိ၊၀ဲကဘဲ၊ကဘဲ၊ဒီ၊နှ်ါ၀ဒဉ်မ၊.

(၃) ပုဂ္ဂိုဠိတဂ၊အံ့၊ကတိ၊တေ်အှ၊အှ၊အ၊အ၊ဒီ၊ကတိ၊တေ်အဆ၊တတဲ၁်ဘဉ်ခဲအံ့၊ခဲအံ့၊.

(၄) ဘဉ်တဘျိုဘျိုပုဂ္ဂိုဠိတဂ၊အံ့၊ကတိ၊တေ်အှ၊အှ၊အ၊အ၊ကတိ၊၀ဲတဘျ၊ဘဉ် ဒီ၊ကဘဉ်တဲလီ၊တံ်ါကှ၊ကဒီ၊ ၀ဲခံဘျိုသ၊ဘျိုဒီ၊ယုအါထိုဉ်နှ်ကဒီ၊အတေ်ကတိ၊အဖျာ.

(၅) ပုဂ္ဂိုဠိတဂ၊အံ့၊ကတိ၊တေ်ဘဉ်ဂုဏ်ဂုဏ်ဘျ၊ဘျ ဘဉ်ဆဉ်အတေ်ကတိ၊အနှ်ါအချနှ်ဉ်ပုဂ၊သ့ဉ်ညါလ၊တမ့်အ ကစ်အကျ၊ဒ်ဉ်၀ဲဘဉ်.

(၆) ပုဂ္ဂိုဠိတဂ၊အံ့၊ကတိ၊တေ်ဂုဏ်ဂုဏ်ဘျ၊ဘျ ဒ်လ၊အကတိ၊အကစ်အကျ၊ဒ်ဉ်၀ဲအသ၊.

၅. Comprehension - တေ်သ့ဉ်ညါနှ်ပ၊ါ

(၁) တေ်ကတိ၊လ၊ပုဂ၊ကတိ၊သကိ၊တေ်ဒီ၊ပုဂ္ဂိုဠိတဂ၊အံ့၊နှ်ဉ်မ့်ဒဉ်တေ်ကတိ၊ယိယိဖိ ဘဉ်ဆဉ်အ၀ဲတနှ်ပ၊ါ ဒ်း၀ဲအါအါဘဉ်. နှ်ပ၊ါ၀ဲစု၊ဒဉ်မ၊လီ၊.

(၂) ပုဂ္ဂိုဠိတဂ၊အံ့၊နှ်ပ၊ါထဲတေ်ကတိ၊လ၊ပုဂ၊ကတိ၊အီ၊ကဘဲ၊ကဘဲ၊ဒီ၊ညီညီဒီ၊မ့်ဒဉ်တေ်ကတိ၊လ၊အညီနှ် နှ်ဟူ၀ဲသ့ဉ်တဖဉ်. ပုဂ၊ကဘဉ်တဲလီ၊တံ်ါနှ်ကှ၊အီ၊ကိ၊ဘျိုဒဲ၊ယဉ်ယဉ်.

(၃) ပုမ့်ကတိ၊တေ်ဒီ၊ပုဂ္ဂိုဠိတဂ၊အံ့၊ကဘဲ၊ကဘဲ၊ဒီ၊သူတေ်ကတိ၊ညီညီနှ်ဉ် အ၀ဲနှ်ပ၊ါ၀ဲဘဉ်ဆဉ်ပုဂ၊ကဘဉ် တဲလီ၊တံ်ါနှ်ကှ၊အီ၊ခဲအံ့၊ခဲအံ့၊.

(၄) ပုဒ်မှတ်ကတိုးတက်ဒီးပုဂ္ဂိုလ်ဖိတဂေးအံ့ချဖဲ့အကြားအဘာန့်အဝဲန်ပါ်ဝဲ ဘာ့ဆာ့ဘာ့တဘျိုဘျိုန့်ပုဂေးကဘာ့ တဲလီးတံ်နှ်ဒီးအီး.

(၅) ပုဒ်ဖိတဂေးအံ့မှ်ကတိုးတက်ဒီးပုဒ်နှ်မေးလိမေးဒီးဘာ့တ်နှ်ဘ် အဝဲန်ပါ်ဝဲခဲလာ်ဃာ်ဃာ် ဘာ့ဆာ့မှ့်မှ်ပုဒ် လာအတန့်မေးလိမေးဒီးတ်နှ်တန်ပါ်ဝဲခဲလာ်ဘာ့.

(၆) ပုဒ်ဖိတဂေးအံ့မှ်ကတိုးတက်ဒီးပုဒ်နှ်မေးလိမေးဒီးတ်မှ်ဂ့ုပုဒ်တန့်မေးလိမေးဒီးတ်မှ်ဂ့ုနှ်ဘဝဲန်ပါ်ဝဲခဲ လာ်.

Scoring - မေန့်အဖီး*ပ့ဲလဲ့ဘ်

ပုဒ်လာအမေကွ်ပုဒ်ဖိတဂေနှ်ကဘာ့ကွ်နိ်ဂ်ံ်လာအအိ့ဘ်ဖျါဝဲလ၊ တ်ဖီလာ်အံ့ဝံ့ဒီးကဘာ့တ့ုကဝီးအဖီး* လာအထံ့ဝဲလာအကြားဝဲဘာ့ဝဲဒီးပုဒ်ဖိတဂေနှ်အတ်သ့တ်ဘာ့. တ့ုဝ်းကဝီးအဖီးတကျိုးဘာ့တကျိုးဒီးကွဲးလီ အီးလာအလီ်လီးဟိလာစုထွဲတပေနှ်. နိ်ဂေလ၊ ( ) အပူးအံ့ ဒ်သိုးဒ့ဘ်နိ်ဂ်ံ်လာပုမေကွ်တ်ဟ့ဘ်ပုဒ်ဖိလာ အတ်မေကွ်တမံ့ဒီးတမံ့ဒ်လာအအိ့ဘ်ဖျါဝဲလာအဖီဝိ့ဘ်နှ်. နကထံ့ဘ်လာတ်ဖီလာ်အံ့ဘာ့ဃးတ်ဟ့ဘ်အဖီးလာ တ်နှ်ပါ်ပုဒ်ကျိ့ဘ်ဆံ့းအါဆံ့းအါလဲ့ဘ်နှ် ဟ့ဘ်ဝဲအဖီးလီ၊ဆီ. အဒိ--၁. တ်ကတိုးအသီ့ဘ်ဒီးတ်ကလုပ်လီ၊ဆီနှ် နမ့ှ်တ့ုကဝီ၊နိ်ဂ်ံ် (၃) ဒီး ပုဒ်ကျိ့ဖိကနှ်ဘာ့အဖီးလ၊ "၂." မ့ှမ့ှ်ဘာ့ဃး ၂. တ်သ့ူတ်ကတိုးဘာ့ဂ့ုဘာ့ကျိ့ပုနှ် နမ့ှ်တ့ုကဝီ၊နိ်ဂ်ံ် (၃) ဒီး ပုဒ်ကျိ့ဖိကနှ်ဘာ့အဖီးလ၊ "၁ဂ." ဘာ့တဘာ့ပုမေကွ်တ်ကအဲ့ဒ်ဒီးဟ့ဘ်လ၊ (၂) ဒီး (၃) အဘာ့ဘ်စား. ပုမေကွ်တ်မှ်အဲ့ဒ်ဒီးဒ်နှ်နှ် ဟ့ဘ်သ့. အဒိ--တဟ့ဘ် "၁ဂ" ဒီးတဟ့ဘ် "၂၄" ဘာ့, ဟ့ဘ်ဖအ ဘာ့ဘ်စား "၂၁" သ့. တုနကွဲးလီ၊အဖီးတကျိ့ဘာ့တကျိ့လ၊တ်လီ်လီ၊ဟိလ၊စုထွဲတပေအံ့ဂကိုးကျိ့ဒဲးမှ်ဝံ့လံ့ဒီး ပ်ဖ့ှ်ဘ်အီ၊ခဲလာ်.

<u>တ်ထိ့ဘ်ကွ်တ်နှ်ပါ်</u>

<u>Proficiency Description</u> - တ်ပ်ဖျါထိ့ဘ်တ်သ့တ်ဘာ့

	(၁)	(၂)	(၃)	(၄)	(၅)	(၆)	
၁. တ်ကတိုးအသီ့ဘ်ဒီးတ်ကလုပ်လီ၊ဆီ	၀	၁	၂	၂	၃	၄	____
၂. တ်သ့ူတ်ကတိုးဘာ့ဂ့ုဘာ့ကျိ့	၆	၁၂	၁၈	၂၄	၃၀	၃၆	____
၃. တ်ကတိုးအဖျုဘ်ဘ်	၄	၈	၁၂	၁၆	၂၀	၂၄	____
၄. ကတိုးတ်သ့ကတိုးတ်ဘျ	၂	၄	၆	၈	၁၀	၁၂	____
၅. တ်သ့ှ်ညါနှ်ပါ်	၄	၈	၁၂	၁၅	၁၉	၂၃	____
						ခဲလာ်	____

ကွ်ကွ်--အဖီးလ၊ပုဒ်ဖိတဂေဒီးတဂေနှ်ဘာ့ဝဲလ၊တ်မေကွ်အပူးအံ့ ပမ့ှ်ကွ်လ၊တ်မ့ှ်တ်တီနှ်ပုဒ်ကျိ့ ဖိနှ်ဘာ့အဖီးအါနှ်ဒ်ံ့ဒီးတ်သ့တ်ဘာ့ဒ့ဘ်ဝ မ့ှ်လ၊သရ၊ှ်လ၊အတဲ့သကိုးတ်ဒီးပုဒ်ကျိ့ဖိနှ်ဘ်သ့ှ်ညါဝဲလ၊ပုဒ်ကျိ့ဖိတ ဂေနှ်မေလိဘာ့တ့ှ်လံ့တ်ကတိုးအါစုဂေပ့ဲလဲ့ဘ်ဒီးနှ်ပါ်တ်ကတိုးအ၂ှအနှိ်ဒ်လဲ့ဘ်. တုပုဒ်ကျိ့ဖိမေလိလံ့ဘ်နိ်ဂ်ံ် ၃ တဘ့ှ်မ့ှ်ကတ၊်လံ့နှ်ှ် ပ၀ဆ၊လ၊အဝဲသ့ှ်ကကတိုးသကိုးတ်ဒီးပုဒ်ဂုပုဒ်ဂေဖဲ့အဒိုးကွ်အတ်သ့တ်ဘာ့လ၊ပုဒ်က ညီအကျိ့ဘ်နှ်ှ်. မ့ှ်မေဒ်နှ်ှ်ဒီး အဖီးလ၊ပုဒ်ကဟ့ှ်အီ၊နှ်ှ်ကမ့ှ်အဖီးလ၊အမ့ှ်အတီ.

2. VOCABULARY LIST

Karen to English

(Key to abbreviations at the end)

Karen	English	Lesson
က	Particle indicating future time	2
ကတိၤ(တၢ်)	To speak, talk	12
ကဒီး	Again	14
ကယၤ	Hundred(s)	6
ကသူ	Curry, stew	17
ကး	Market(s)	6
ကံလိၤ	Kilogram(s), kilometer(s)	17
ကၢ	To return, go back home	2
ကၢစိၣ်/စိၣ်	To take back home	16
ကိး	To call (wf)	13
ကီး	To call (sf)	13
ကွီ	School(s), Monastery, Monasteries	4
ကွီဘၢ်ယွၤ	Church(es), building(s) for worshipping God	4
ကွီၣ်တဲၣ်	Thai	12
ကွီၣ်တဲၣ်ကျၣ်/ကျၣ်	Thai language	12
ကျၣ်	Language(s) (wf)	12
ကျၣ်	Language(s) (sf)	12
ခံ	Two	I
ခံကယၤ	Two hundred	6
ခံဂၤ	Two persons	7
ခံဂၤတဂၤ	The second person	9
ခံဆံ	Twenty	I
ခၣ်	To be cool	18
ခဲလၢၣ်	All, altogether	8
ချၣ်	To be cold	18
ချိ(တၢ်)	To boil (something)	18
ချိဒီ(တၢ်)	To boil for drinking	18
ချိဒီၣ်(တၢ်)	To boil for eating	18
ခွံ	Nine	I
ဂၤ	Classifier for persons	7
ဂၤ	To be good, nice	11
ဂိၤမိၣ်	Friend(s)	4
ဂိၤ	To be red	19
ဃု	Six	I
ဃိး	Eight (wf)	I
ဃီး	Eight (sf)	I
စဘဲ	Table(s)	13

Karen	English	Lesson
စုၢ်(ကီး)	Also	17
စိၢ်(တၢ်)	To carry (wf)	16
စီ	Older brother(s)	8
စီဆုံ	To be pure, holy	13
စိၢ်(တၢ်)	To carry (sf)	16
စီၤ	Mr.	6
ဆုၢ်နီၤ	To sit	3
ဆၢ	To be sweet, savory, palatable	18
ဆၢထၢၢ်	To stand	3
ဆူ	To, toward	6
ဆူနၢ်	There -- to or toward that place	6
ဆူလၢ်/လီၢ်)	Where? -- to or toward what place?	6
ဆူဒၢ်ၤ	Here -- to or toward this place	6
ဆီ	Chicken(s), fowl	17
ဆီညၢ်	Chicken meat	17
ဆီညၢ်ကသူ	Chicken curry, chicken stew	17
ဆီညၢ်အထံ	Chicken soup	17
ဆီဒံၢ်	Chicken egg(s)	17
ဆီဖိ	Chick(s)	17
ညါ	Intensive particle	12
ညၢ်	Flesh	17
ညၢ်ဖိ	Fish	17
ညၢ်ဖိအထံ	Fish soup	17
ညၢ်ဖိအဖိ	Fingerling(s)	17
တ	One	I
တကယၤ	One hundred	6
တစဲး	A small quantity, a little bit	12
တစဲးညါ	Quite a bit	12
တစဲးတစဲး	A really small amount	12
တဆံ	Ten	I
တဆံတၢ	Eleven	I
တဖၢ်	Particle indicating plural	19
တ . . . ဘၢ်	Particles indicating the negative	2
တၢ်	Particle changing verbs to nouns or gerunds	13
တၢ်ကၢ	Return trip(s)	13.4
တၢ်ဂ့ၢ်	Information, fact(s)	12
တၢ်ဂ့ၤ	Goodness	13.4
တၢ်ဂီၤ	Picture(s), photo	19
တၢ်စိ(တၢ်)ဆုံ	Holiness	13
တၢ်ညၢ်	Meat	16
တၢ်တဲ	Story, Stories	13

Karen	English	Lesson
တၢ်ဒံၣ်	Egg(s)	17
တၢ်ဒိး	Succulent ends of plants (wf)	16
တၢ်ဒိးတၢ်လၣ်	Vegetable(s) (wf)	16
တၢ်ဒိၣ်	Largeness, size	13.4
တၢ်ဒိး	Succulent ends of plants (sf)	16
တၢ်ဒိးတၢ်လၣ်	Vegetable(s) (sf)	16
တၢ်ဘၢါ	Worship, worship service(s)	13
တၢ်ဘၢါအလိၢ်	Place(s) of worship	13
တၢ်ဘျုး	Benefit(s), favor(s), profit(s), grace, thanks	4
တၢ်မၤလိ	Lesson(s), subject(s), course(s) of study	13
တၢ်မုၣ်	Enjoyment, pleasure	13.4
တၢ်လၣ်	Leaf, leaves	16
တၢ်လဲၤ	Trip(s), journey(s)	13.4
တၢ်လဲၤတၢ်က့ၤ	Goings and comings; round trip(s)	13.4
တၢ်သးဝံၣ်	Song(s), hymn(s)	7
တၢ်သူ	Curry, stew	17
တၢ်သူထံ	Soup(s)	17
တၢ်ဟးလိၢ်	Latrine(s)	13
တၢ်အၢါ	Abundance, amount	13.4
တံၤသကိး/ကိး	Friend(s)	13.4
တၢ	One	4
တၢတဂၤ	The first person	I
တဲ(တၢ်)	To tell, say, speak	9
တိၢ်(တၢ်)	To pound in a mortar with a pestle	12
ထံ	Water, liquid(s)	16
ထံခုၣ်	Cool water, cool drink(s)	18
ထံချၣ်	Cold water, cold drink(s)	18
ထံချိ	Hot water, hot drink(s)	18
ထံချိမံ	Boiled water set aside for drinking	19
ထံၣ်(တၢ်)	To see	19
ထံၣ်က့ၤ(တၢ်)	To find again something lost or misplaced	13
ထံၣ်နၢ်(တၢ်)	To find something new	13
ထိး	Pig(s) (wf)	13
ထိးညၣ်	Pork (wf)	17
ထိးဖိ	Piglet(s) (wf)	17
ထိး	Pig(s) (sf)	17
ထိးညၣ်	Pork (sf)	17
ထိးဖိ	Piglet(s) (sf)	17
ထိၣ်	To ascend	17
ဒံၣ်	Egg(s)	1
ဒံး	Still, yet	17
		7

Karen	English	Lesson
၆	Like	6
၆နၣ်	Like that	6
၆လၣ်/လီၣ်	How? -- Like what? In what way?	6
၆ဒၤ	Like this	6
ဒၢး	House(s)	4
ဒု	Classifier for quadrupeds	17
ဒုး	To cause (get) to do	19
ဒိၣ်	To be big, large, great	11
ဒိ	Particle indicating close relationship	8
ဒိပုၢ်ဝ်ၢ်	Related sibling(s)	8
ဒိဖိပၢ်	Father-child relationship	8
ဒိဖိမိၢ်	Mother-child relationship	8
ဒိး	And, with	9
ဒိး	Again	14
နၣ်	You, your -- singular -- subject, possessive	2
နၣ်ပၢၢ်(တၢ်)	To understand, be well informed	14
နၤ	You -- singular -- object	3
နံၣ်	Year(s)	7
နၣ်	To enter	2
နၣ်	That	3
နၣ်	Particle indicating end of clause or phrase	11
နၣ်ၢ်	To get, obtain	12
နၣ်ၢ်, ဘ့ၣ်	To do so that the object obtains something	12
နဲ	You -- singular, emphatic	9
နီ	Particle indicating that the speaker is seeking agreemnent; let, may	14
နီၢ်	Miss, Mrs., Ms.	6
နီၢ်	Elder sister(s)	8
နီၢ်ဂံၢ်	Number(s)	6
ဓ	Seven	I
ပ	We, our	8
ပသၢ(သၣ်)	The onion family	19
ပသၢဂီၤ	Onion(s)	19
ပသၢ၀ါ	Garlic	19
ပ၀ဲသ့ၣ်	We (emphatic)	19
ပၢ်	Father(s)	4
ပုၢ်	Younger sibling(s)	8
ပုၢ်ဖိၣ်ခွါ/ဖိၣ်ခွါ/ဖိၣ်ခွါ	Younger brother(s)	8
ပုၢ်ဖိၣ်မုၣ်/ဖိၣ်မုၣ်/ဖိၣ်မုၣ်	Younger sister(s)	8
ပူၤ	In, within; the interior	6
ဖိၣ် . . . ခံ	To follow one, copy one's example (wf)	14

Karen	English	Lesson
ဖိန်ခွါ	Man, men, male person(s) (wf)	8
ဖိန်မှၢ်	Woman, women, female person(s) (wf)	8
ဖိန် . . . ခံ	To follow one, copy one's example (sf)	14
ဖိန်ခွါ	Man, men, male person(s) (sf)	8
ဖိန်မှၢ်	Woman, women, female person(s) (sf)	8
ပှၢ	Person(s), people	8
ပှၢ	Us	8
ပှၢကညီ	Karen(s), people in general	14
ပှၢကညီကျိၢ်/ကျိၢ်	Karen language	12
ပှၢကွီဖိ	Student(s), pupil(s)	12
ပှၢကွီၢ်ဘဲၢ်ဖိ	Thai people	8
ပှၢစီပှၢဆုံ	Saint(s), holy people	12
ပှၢဒီပှၢ်ဝါ	Sibling(s), brother(s) and sister(s)	13
ပှၢဖိန်ခွါ/ဖိန်ခွါ/ဖိန်ခွါ	Man, men, male person(s)	8
ပှၢဖိန်မှၢ်/ဖိန်မှၢ်/ဖိန်မှၢ်	Woman, women female person(s)	8
ပှၢဘါယွၢဖိ	Worshipper(s) of Jehovah God	8
ပှၢလိၢ်ကွဲတၢ်ဖိ	Player(s)	8
ပှၢဝှၢ်ဖိ	City people, city dweller(s)	8.5
ပှၢသးဝံၢ်တၢ်ဖိ	Singer(s)	8
ပဲၢဂၢတဂၢလဲၢ်/လီၢ်	Which number person?	8
ပဲၢဂၢလဲၢ်/လီၢ်	How many persons?	9
ပဲၢနံၢ်လဲၢ်/လီၢ်	How many years?	7
ပဲၢလါလဲၢ်/လီၢ်	How many months?	7
ပဲၢ . . . လဲၢ်/လီၢ်	How many? How much?	7
ဖး	Intensive particle	7
ဖးဖိ	A half, halfway	12
ဖးမှၢ်ညါ	Very enjoyable	19
ဖဲ	In, at	12
ဖဲနၢ်	There -- in or at that place	3
ဖဲလဲၢ်/လီၢ်	Where? -- in or at what place?	3
ဖဲဒၢ်ၢ	Here -- in or at this place	4
ဖိ	Child, children, offspring	3
ဖိခွါ	Son(s)	7
ဖိမှၢ်	Daughter(s)	8
ဖိဝါ်ကိ	The firstborn child	8
ဖိသဒါ	The lastborn child	9
ဖိသၢ်	Child(ren)	9
ဖိ(တၢ်)	To cook	7
ဖိဒိၢ်(တၢ်)	To cook for eating	16
ဖိၢ် . . . ခံ	To follow one, copy one's example (sf)	18
		14

Karen	English	Lesson
ဖိ၁ၣ်	Man, men, male person(s) (sf)	8
ဖိမုၣ်	Woman, women, female person(s) (sf)	8
ဖျၢၣ်	Classifier for things conceived of as round as compared to flat or long	11
ဘၢ(တၢ်)	To worship (something)	4
ဘၣ်	To do correctly, be able to do correctly	14
ဘၣ်	To have to do; must	19
ဘုၣ်	Classifier for things conceived of as being flat	13
ဘိ	Classifier for long things	17
ဘျၢ	To be tasteless, insipid, bland	18
ဘျိ	Classifier for times	14
မတၢလၣ်/လီၣ်	Who? What?	12
မနုၢလၣ်/လီၣ်	What?	12
မး	Intensive particle	13
မၢ(တၢ်)	To do, work, make	16
မၢလိ(တၢ်)	To study, learn	12
မၢလိလံၣ်	To learn from books	13
မံ	To be done, cooked, ripe	18
မံၢ	Name(s)	6
မံၢ	Classifier for thing;s, kinds of things	17
မုၣ်	To be pleasant, enjoyable, agreeable	11
မုၣ်	Particle indicating feminine gender in humans	1
မူးသၣ်	Chillie pepper(s)	16
မူးသၣ်တိ၊	Pounded chillie dip	16
မူၣ်ဟဲသၣ်	Chillie pepper(s)	16
မ့၊	To be something or someone; to be true or so	9
မ့၊	If	11
မ့ၢ	Cooked rice	16
မ့ၢချိ	Rice gruel	18
မိ၊	Mother(s)	4
မိ၊ပၢ်	Parent(s)	4
မိၣ်	Particle indicating that the speaker is seeking agreement; let, may	14
ယ	I, my	1
ယၢ	Me	3
ယံၣ်	To be long in time	11
ယဲ	I -- emphatic	9
ယၢ်	Five	I
ယွၢ	God, Jehovah	14
လၢ	Month(s), moon(s)	7
လံ	Already; yet (with negative); particle indicating that action has begun	7

Karen	English	Lesson
လဲၵ်	Book(s), writing(s)	13
လဲၵ်စီဆုံ	Bible(s), Holy Scripture(s)	13
လဲၵ်စီဆုံကျိ	Bible School(s), seminary, seminaries	13
လဲၵ်တၢ်တဲ	Storybook(s)	13
လဲၵ်တၢ်မၤလိကညီကျိၵ်	Textbook(s) for learning Karen	13
လဲၵ်သးဝံၵ်	Hymnbook(s), songbook(s)	13
လၢ	In, at, from, to	3
လၢ	That, which, who	11
လၢန္ဆ	There -- in, at, from, or to that place	3
လၢလဲၵ်/လီၵ်	Where? -- in, at, from, or to what place?	4
လၢအဂ့ၢ်	About it, him, her, them	12
လၢအံၤ	Here -- in, at, from, or to this place	3
လၢၤ	No longer, not any more	7
လဲၵ်	Particle indicating end of question containing interrogative word	4
လဲၤ	To go	1
လဲၤစီၵ်/စီၵ်	To take	16
လဲၤထီၵ်	To go up	1
လဲၤနၵ်	To go in	2
လဲၤလီၤ	To go down	1
လဲၤဟး	To go -- travelling or walking	2
လဲၤအါ	To go in large numbers	1
လဲၤဒါ	Is . . . going? (Did . . . go?)	1
လီၵ်ကွ	To play, do for pleasure	2
လီၢ်	Place(s)	13
လီၢ်ဆုၵ်နီၤ	Chair(s)	13
လီၢ်လံၤ	To be old as compared to new; former	9
လီၵ်	Particle indicating end of question containing an interrogative word	4
လီၤ	To descend	1
လီၤ	Particle indicating end of declarative sentence	7
လွံၢ်	Four	I
ဝါ	To be white	19
ဝံသးစူၤ	To forbear, be patient with; please, excuse, pardon	14
ဝံၵ်	To be delicious, tasty, savory	17
ဝံၤ	To finish, complete	16
ဝုၢ်	City, cities, town(s) town	6
ဝါ	Older sibling(s)	8
ဝါကိ	Firstborn	9
ဝါစီ	Older brother(s)	8
ဝါနီ	Older sister(s)	8
သကိး(n)	Companion -- male, or in general (wf)	3

Karen	English	Lesson
သကိး(v)	To do in company with others (wf)	3
သကိးမှ၏	Companion(s) -- female (wf)	3
သကိး(n)	Companion(s) -- male, or in general (sf)	3
သကိး(v)	To do in company with others (sf)	3
သကိးမှ၏	Companion(s) -- female (sf)	3
သကွံသ၏	Banana(s), plantain	18
သဒါ	Lastborn	9
သရ၏	Teacher(s) -- male, or in general	1
သရ၏မှ၏	Teacher(s) -- female	1
သးဝံ၏(တၢ်)	To sing	8
သၢ	Three	I
သၢဂၢတဂၢ	The third person	9
သု	You, your -- plural -- subject, object, possessive	14
သုဝဲသ့၏	You -- plural, emphatic	19
သ့	To be skilled, able; can	12
သ့၏	Particle indicating plural	19
သ့၏ညါ	To know	14
သ့၏တဖ၏	Particle indicating plural	19
သီ	To be new	9
သီ	24-hour day	11
ဟး	To proceed, walk	2
ဟးထိ၏	To leave, depart	2
ဟးလိ၏ကွ	To walk or take a trip for pleasure	2
ဟံး	To take hold of	19
ဟံးထိ၏	To take up	19
ဟံးနှ၏	To take	19
ဟံးလီ	To take down	19
ဟ့၏(တၢ်)	To give	19
ဟဲ	To come	1
ဟဲ	To be pungent, spicy hot	18
ဟဲက့	To come back	2
ဟဲက့စိ၏/စီ၏	To bring back	16
ဟဲစိ၏/စီ၏	To bring	16
ဟဲထိ၏	To come up	1
ဟဲနှ၏	To come in	2
ဟဲလီ	To come down	1
ဟဲဟး	To come -- travelling or walking	2
ဟဲအါ	To come in large numbers	1
ဟဲ၎ါ	Is . . . coming? (Did . . . come?)	1
ဟီ	To be salty	10
အ	His, her, its	4
အခိ၏ထံး	The beginning(s), its beginning(s)	9

Karen	English	Lesson
အခိုဉ်ထံးတဂၢ	The first person	
အခွါ	A male human being	9
အဂီၤ	Picture(s), photo(s)	8
အနှဉ်	That -- accompanied by gesture	19
အမှဉ်	(A) female human being(s)	13
အလွါ	Color(s)	8
အလွါဂီၤ	Red color	19
အလွါဝါ	White color	19
အစဝ	He, she, it	19
အစဝသ့ဉ်	They, them	2
အစဝသ့ဉ်အ	Their	19
အစဝအ	His, her, its	19
အစဝ်ကိ	The firstborn	4
အသဒါ	The lastborn	9
အအံၤ	This -- accompanied by gesture	9
အါ	To by many, much, numerous	13
အံသ့ဉ်	Salt	1
အံသ့ဉ်ဆၢ	Sugar	18
အံၤ	This	18
အၢဉ်	Grunt of assent	3
အ့ဉ်	To do so that the object obtains something	4
အ့ဉ်	Grunt of assent	12
အိဉ်	To be present, live, exist, stay, have	4
အိဉ်သကိး/ကိး	To visit, be or stay together	3
အီ(တၢ်)	To drink, smoke	3
အီထံ	To drink water	18
အီဉ်(တၢ်)	To eat	18
အီၤ	Him, her, it, they	16
၎ါ	Particle indicating question expecting a negative or affirmative answer	14
၎	Particle indicating direct address	1

Key to abbreviations

I = Introduction book

n = noun

sf = spoken form

v = verb

wf = written form

Vocabulary List

English to Karen

(Note: All verbs are listed as infinitives; e.g., "to come," "to be good")

English	Karen	Lesson
A half	ဖးဖီ	19
A little bit	တစ်း	12
A really small amount	တစ်းတစ်း	12
A small quantity	တစ်း	12
About it, him, her, them	လၢအဂ့ၢ်	12
Abundance	တၢ်အါ	13.4
Again	ဒီး, ကဒီး	14
All	ခဲလၢဉ်	8
Already	လံ	7
Also	စ့ၢ်, စ့ၢ်ကီး	17
Altogether	ခဲလၢဉ်	8
Amount(s)	တၢ်အါ	13.4
And	ဒီး	9
At	ဖဲ, လၢ	3
At that place	ဖဲနၣ်, လၢနၣ်	3
At this place	ဖဲအံၤ, လၢအံၤ	3
At what place?	ဖဲလဲ/လီ, လၢလဲ/လီ	4
Banana(s)	သကွံ(သ)	18
Beginning, the	အခီဉ်ထံး	9
Benefit	တၢ်ဘျူး	4
Bible(s)	လံဉ်စီဆုံ	13
Bible school(s)	လံဉ်စီဆုံကို	13
Boiled water set aside for drinking	ထံခ့ီမ့	19
Book(s)	လံဉ်	13
Brother(s)	ပှၤစီပှၢ်ဝ်ၢ်ခွါ, အဒီပှၢ်ဝ်ၢ်ခွါ	8
Brothers and sisters	ပှၤဒီပှၢ်ဝ်ၢ်, အဒီပှၢ်ဝ်ၢ်	8
Building(s) for worshipping God	ကိ့ဘါယွၤ	4
Can	သ့	12
Chair(s)	လီၢ်ဆ့ၣ်နီၤ	13
Chick(s)	ဆီဖိ	17
Chicken(s)	ဆီ	17
Chicken curry	ဆီညၣ်ကသ့	17
Chicken egg(s)	ဆီဒံၣ်	17
Chicken meat	ဆီညၣ်	17
Chicken soup	ဆီညၣ်အထံ	17
Child(ren)	ဖိ, ဖိသၣ်	7

English	Karen	Lesson
Chillie dip, pounded	မူးသန့်တိ၊်	16
Chillie pepper(s)	မူးသန့်, မူ၊ဟဲသန့်	16
Church building(s)	ကိ2ဘါယွ၊	4
City	ဝ့ၢ်	6
City dweller(s)	ပှ၊ဝ့ၢ်ဖိ	8.5
City people	ပှ၊ဝ့ၢ်ဖိ	8.5
Classifier for long things	ဘိ	19
Classifier for quadrupeds	ဒ	17
Classifier for persons	ဂ၊	7
Classifier for things or kinds of things	မ်ိ၊	17
Classifier for things conceived of as being flat	ဘ့ၢ်	13
Classifier for things conceived of as being round (as compared to flat or long)	ဖျၢ်ၢ်	11
Classifier for times	ဘ2ျ	14
Cold water or drink(s)	ထံခ့ၢ်ၢ်	18
Color(s)	အလွ2ါ	19
Companion(s)--female	သကီးမှ2/သကီးမှ2	3
Companion(s)--in general	သကီး/သကီး	3
Companion(s)--male	သကီး/သကီး	3
Cooked rice	မ့၊	16
Cool water or drink(s)	ထံခ့ၢ်ၢ်	18
Course(s) of study	တၢ်မၢလိ	13
Curry	ကသ2, တၢ်သ2	17
Daughter(s)	ဖိမ2	8
Did . . . come?	ဟဲ၎	1
Did . . . go?	လဲ၊၎	1
Egg(s)--in general	ဒ်ၢ်, တၢ်ဒ်ၢ်	17
Egg(s)--chicken	ဆီဒ်ၢ်	17
Eight	ယိ၊/ယိ၊	I
Eleven	တဆံတ၊/တဆံတ	I
Enjoyment	တၢ်မ2	13.4
Excuse . . .	ဝံသ၊စ2	14
Fact(s)	တၢ်ဝ့ၢ်	12
Father(s)	ပၢ်	4
Father-child relationship	ဒီဖိပၢ်	8
Favor	တၢ်ဘျ၊	4
Female person(s)	(ပှ၊)ဗိ2်မှ2/ဗိ2်မှ2/ဖိ2်မှ2	8
Fingerling(s)	ညၢ်ဖိအဖိ	17
Firstborn, the	(အ)ဝ်ၢ်ကိ	9
Firstborn child, the	ဖိဝ်ၢ်ကိ	9
First person, the	အခ2ၢ်ထံ၊တ၊ဂ၊, တ၊တ၊ဂ၊	9

English	Karen	Lesson
Fish	ညှဉ်ဖိ	17
Fish soup	ညှဉ်ဖိအထံ	17
Five	ယါ်	I
Former	လီ်လံ၊	9
Four	လ့ၢ်	I
Fowl	ဆီ	17
Friend	ဂိၤမီ၊, တံၤသကီး/သကီး	4
From	လၢ	3
From that place	လၢနၣ်	3
From this place	လၢအံၤ	3
From what place?	လၢလဲ၊/လီ၊	4
Garlic	ပသၢဝါ	19
God	ယွၤ	14
Goings and comings	တၢ်လဲၤတၢ်က့ၤ	13.4
Goodness	တၢ်ဂ့ၤ	13.4
Grace	တၢ်ဘျုး	4
Grunt of assent	အၢ၊/အ့ၢ်	4
Halfway	ဖးဖိ	19
He	အဝဲ	2
Her--possessive	အ, အဝဲအ	4
Her--object	အီၤ	14
Here--in or at this place	ဖဲအံၤ, လၢအံၤ	3
Here--from or to this place	ဖဲအံၤ, လၢအံၤ	3
Here--to or toward this place	ဆူအံၤ	6
Him	အီၤ	14
His	အ, အဝဲအ	4
Holiness	တၢ်စီဆ့ံ, တၢ်စီတၢ်ဆ့ံ	13
Holy people	ပှၤစီပှၤဆ့ံ	13
Holy Scriptures	လံ၁်စီဆ့ံ	13
Hot water or drink(s)	ထံခ့ီ	19
House(s)	ဒၢး	4
How?--like what?	ဒ်လဲ၊/လီ၊	6
How many . . . ?	ပှဲၤ . . . လဲ၊/လီ၊	7
How many months?	ပှဲၤလါလဲ၊/လီ၊	7
How many persons?	ပှဲၤဂၤလဲ၊/လီ၊	7
How many years?	ပှဲၤနံ၊်လဲ၊/လီ၊	7
How much . . . ?	ပှဲၤ . . . လဲ၊/လီ၊	7
Hundred	ကယၤ	6
Hymn(s)	တၢ်သးဝံ၊	7
Hymnbook(s)	လံ၁်သးဝံ၊	7
I	ယ	1

English	Karen	Lesson
I--emphatic	ယဲ	9
If	မ့ၢ်	11
In	ဖဲ, လၢ	3
Interior(s)	ပူၤ	6
In that place	ပူၤ	6
In this place	ဖဲနၣ်, လၢနၣ်	3
In what place?	ဖဲအံၤ, လၢအံၤ	3
In what way?	ဖဲလဲၣ်/လီၣ်, လၢလဲၣ်/လီၣ်	4
Information	၏လဲၣ်/လီၣ်	6
Intensive particles	တၢ်ဂ့ၢ်	12
	ညါ, ဖး	12
Is . . . coming?	မး	13
Is . . . going?	ဟဲၵါ	1
It--subject	လၢၵါ	1
It--object	အဝဲ	2
Its	အီၤ	14
Jehovah	အ, အဝဲအ	4
Journey(s)	ယွံၤ	14
Karen	တၢ်လဲၤ	13.4
Karen language	ပှၤကညီ, ကညီ	12
Karen people	ပှၤကညီ(အ)ကျိၣ်/ကျိၣ်	12
Kilogram(s)	ပှၤကညီ	12
Kilometer(s)	ကံလိၤ	17
Language(s)	ကံလိၤ	17
Largeness	ကျိၣ်/ကျိၣ်	12
Lastborn, the	တၢ်ဒိၣ်	13.4
Lastborn child, the	(အ)သဒါ	9
Latrine(s)	ဖိသဒါ	9
Leaf, leaves	တၢ်ဟးလီ	13
Lesson	တၢ်(အ)လၣ်	16
Like	တၢ်မၤလီ	13
Like that	၏	6
Like this	၏နၣ်	6
Like what?	၏အံၤ	6
Liquid(s)	၏လဲၣ်/လီၣ်	6
Male human being(s)	(အ)ထံ	18
Male person(s)	အခွါ	8
Man, men	(ပှၤ)ဝိၣ်ခွါ/ဖိၣ်ခွါ/ဖိၣ်ခွါ	8
Market(s)	(ပှၤ)ဝိၣ်ခွါ/ဝိၣ်ခွါ/ဖိၣ်ခွါ	8
May . . .	ကး	6
	နီ, မီၣ်	14

English	Karen	Lesson
Me	ယ၊	3
Meat--in general	တၢ်ညၢ်	16
Miss	နီၢ်	6
Monastery, monasteries	ကျ	4
Month(s)	လါ	7
Moon(s)	လါ	7
Mother(s)	မိၢ်	4
Mr.	စီၢ	6
Mrs.	နီၢ်	6
Ms.	နီၢ်	6
Must	ဘၣ်	19
My	ယ	1
Name(s)	မံၢ	6
Nine	ခွံ	I
No longer	လၢၤ	7
Not any longer	လၢၤ	7
Number(s)	နီၢ်ဂံၢ်	6
One	တ/တၢ	I
One hundred	တကယၢ	6
Older brother(s)	စီ, ဝ်ၢ်စီ	8
Older sibling(s)	ဝ်ၢ်	8
Older sister(s)	နီၢ်, ဝ်ၢ်နီၢ်	8
Onion(s)	ပသၢဂီၢ	19
Onion family	ပသၢ(သ)ၣ်	19
Our	ပ	8
Pardon . . .	ဝံသးစူၢ	14
Parent(s)	မိၢ်ပၢ်	4
Particle changing nouns to verbs/ၢ်ၣ်ပျၣ်	တၢ်	13
Particle indicating action begun	လံ	7
Particle indicating close relationship	ဒီ	8
Particle indicating direct address	ၵ	2
Particle indicating end of clause or phrase	နၣ်	11
Particle indicating end of declarative sentence	လီ	7
Particle indicating end of question containing an interrogative word	လဲၣ်/လီၣ်	4
Particle indicating feminine gender in humans	မ့ၣ်	1
Particle indicating future time	ကၣ	1
Particles indicating negative	တ ... ဘၣ်	2
Particles indicating plural	တဖၣ်, သ့ၣ်, သ့ၣ်တဖၣ်	19
Particles indicating expecting negative or affirmative answer	ၵ	1
Particles indicating that the speaker is		

English	Karen	Lesson
seeking agreement	နီ, မိ၁်	14
People	ပှၤ	8
People--in general	ပှၤကညီ	12
Person(s)	ပှၤ	8
Photo(s)	တၢ်ဂီၤ	19
Picture(s)	တၢ်ဂီၤ	19
Pig(s)	ထီး/ထီး	17
Piglet(s)	ထီးဖိ/ထီးဖိ	17
Place	လီၢ်	13
Place of worship	တၢ်ဘၢအလီၢ်	13
Plantain(s)	သကွံ(သ၁်)	18
Player(s)	ပှၤလိ၁်ကွဲတၢ်ဖိ	8
Please	ဝံသးစူၤ	14
Pleasure	တၢ်မှ၁်	13.4
Pork	ထီးညှ၁်/ထီးညှ၁်	17
Pounded chillie dip	မူးသ၁်တိၢ်	16
Profit	တၢ်ဘျုး	4
Pupil(s)	ပှၤကျိ2ဖိ	8
Quite a bit	တစဲးညါ	12
Red color	အလွဲၢ်ဂီၤ	19
Related siblings	ဒီပှၢ်ဝဲၢ်	8
Return trip(s)	တၢ်က့ၤ	13.4
Rice--cooked	မ့ၤ	16
Rice--gruel	မ့ၤခ၊	18
Round trip(s)	တၢ်လဲၤတၢ်က့ၤ	13.4
Saint(s)	ပှၤစီပှၤဆ့ံ	13
Salt	အံသ၁်	18
School(s)	ကျ2	4
Second person, the	ခံဂၤတဂၤ	9
Seminary, seminaries	လံ၁်စီဆ့ံကျ2	13
Seven	နံ	I
She	အဝဲ	2
Sibling(s)	ပှၤဒီပှၢ်ဝဲၢ်	8
Singer(s)	ပှၤသးဝံ၁်တၢ်ဖိ	8
Sister(s)	ပှၤဒီပှၢ်ဝဲၢ်မှ၁်, အဒီပှၢ်ဝဲၢ်မှ၁်	8
Six	ဃှ	I
Size	တၢ်ဒိ၁်	13.4
Song(s)	တၢ်သးဝံ၁်	7
Songbook(s)	လံ၁်သးဝံ၁်	13
Son(s)	ဖိခွါ	8

English	Karen	Lesson
Soup	တၢ်သူထံ	17
Stew	ကသူ, တၢ်သူ	17
Still	ဒီး	7
Story, stories	တၢ်တဲ	13
Storybook(s)	လံာ်တၢ်တဲ	13
Student(s)	ပှၤကွီ2ဖိ	8
Subject(s) of study	တၢ်မၤလိ	13
Succulent ends of plants	တၢ်ဒိး/တၢ်ဒီး	16
Sugar	အံ့သ2်ဆၢ	18
Table(s)	စဘဲ	13
Teacher(s)--female	သရ2်မှ2်	1
Teacher(s)--in general	သရ2်	1
Teacher(s)--male	သရ2်	1
Ten	တဆံ	I
Textbook for learning Karen	လံာ်တၢ်မၤလိကညီကျိ2်/ကျိ2်	13
Thai	ကွီ2်တဲ2်	12
Thai language	ကွီ2်တဲ2်ကျိ2်/ကျိ2်	12
Thai people	ပှၤကွီ2်တဲ2်ဖိ	12
Thanks	တၢ်ဘျူး	4
That	နှ2်	3
That	လၢ	11
That--accompanied by gesture	အနှ2်	13
Their	အဝဲသ့2်အ	19
Them	အီၤ	14
	အဝဲသ့2်	19
There--in or at that place	ဖဲနှ2်, လၢနှ2်	3
There--from or to that place	လၢနှ2်	3
There--to or toward that place	ဆူနှ2်	6
They	အဝဲသ့2်	19
Third person, the	(ပှၤ)သၢဂၤတဂၤ	9
This	အံၤ	3
This--accompanied by gesture	အအံၤ	13
Three	သၢ	I
To	လၢ	3
To	ဆူ	6
To that place	လၢနှ2်	3
	ဆူနှ2်	6
To this place	လၢအံၤ	3
	ဆူအံၤ	3
To what place?	လၢလဲ2်/လီ2်	4

English	Karen	Lesson
Toward	ဆူလဉ်/လီဉ်	6
Toward that place	ဆူ	6
Toward this place	ဆူနှဉ်	6
Toward what place?	ဆူအံၤ	6
To ascend	ဆူလဉ်/လီဉ်	6
To be able	ထီဉ်	1
To be able to do correctly	သ့	12
To be agreeable	ဘဉ်	14
To be big	မုဉ်	11
To be bland	ဒိုဉ်	11
To be cold	ဘျါ	18
To be cool	ချုဉ်	18
To be cooked	ခုဉ်	18
To be delicious	မံ	18
To be done	ဝံဉ်	17
To be enjoyable	မံ	18
To be good	မုဉ်	11
To be great	ဂ့ၤ	11
To be holy	ဒိုဉ်	11
To be insipid	စီဆုံ	13
To be large	ဘျါ	18
To be long in time	ဒိုဉ်	11
To be many	ယံဉ်	11
To be much	အါ	1
To be new	အါ	1
To be nice	သီ	9
To be numerous	ဂ့ၤ	11
To be old as compared to new	အါ	1
To be palatable	လီၤလံၤ	9
To be patient with	ဆၢ	18
To be pleasant	ဝံသးစူၤ	14
To be present	မုဉ်	11
To be pure	အိုဉ်	3
To be red	စီဆုံ	13
To be ripe	ဂီၤ	19
To be salty	မံ	18
To be savory	ဟီ	18
To be skilled	ဝံဉ်	17
To be so	ဆၢ	18
	သ့	12
	မ့ၢ်	9

English	Karen	Lesson
To be someone	မ့ၢ်	9
To be something	မ့ၢ်	9
To be spicy hot	ဟဲ	18
To be sweet	ဆၢ	18
To be tasteless	ဘျၢ်	18
To be tasty	ဝံ့	17
To be together	အိ၁်သကိး/ကိး	3
To be well informed	နၢ်ပၢၢ်	14
To be white	ဝၢ	19
To boil	ခ်ျ(တၢ်)	8
To boil for drinking	ခ်ျအီ(တၢ်)	18
To boil for eating	ခ်ျအိ၁်(တၢ်)	18
To bring	ဟဲစိ၁်/စိ၁်	16
To bring back	ဟဲကၢ့ၢ်စိ၁်/စိ၁်	16
To carry	စိ၁်/စိ၁်	16
To cause to do	ဒုး	19
To come	ဟဲ	1
To come back	ဟဲကၢ့ၢ	2
To come down	ဟဲလီၢ	1
To come in	ဟဲနု၁်	2
To come in large numbers	ဟဲအၢ	1
To come travelling or walking	ဟဲဟး	2
To come up	ဟဲထိ၁်	1
To complete	(မၢ)ဝံၢ	16
To cook	ဖိ(တၢ်)	17
To cook for eating	ဖိအိ၁်(တၢ်)	17
To copy one's example	ဗိ၁်/ဗိ၁်/ဖိ၁် . . . ခံ	14
To depart	ဟးထိ၁်	2
To descend	လီၢ	1
To do	မၢ(တၢ်)	16
To do correctly	ဘ၁်	14
To do for pleasure	လိ၁်ကွဲ	2
To do in company with others	သကိး/သကိး	3
To do so that the object obtains something	နု၁်, အ့၁်	12
To drink	အီ(တၢ်)	18
To drink water	အီထံ	18
To eat	အိ၁်(တၢ်)	18
To enter	နု၁်	2
To exist	အိ၁်	3
To find again something lost or misplaced	ထံ၁်ကၢ့ၢ	13

English	Karen	Lesson
To find and get something new	ထံ၌နှ၊်	13
To finish	ဝံ၊	16
To follow one	ဗိ၌/ဗိ၌/ဖိ၌ . . . ခံ	14
To forbear	ဝံသးစူ၊	14
To get	နှ၊်	12
To get to do	ဒုး	19
To give	ဟ့၌(တ၊်)	19
To go	လဲ၊	1
To go back home	က့၊	2
To go down	လဲ၊လီ၊	1
To go in	လဲ၊နု၌	2
To go in large numbers	လဲ၊အ၊	1
To go travelling or walking	လဲ၊ဟး	2
To go up	လဲ၊ထိ၌	1
To have	အိ၌	3
To have to do	ဘ၌	19
To know	သ့၌ညါ	14
To learn	မ၊လိ(တ၊်)	12
To learn from books	မ၊လိလံ၌	13
To leave	ဟးထိ၌	2
To live	အိ၌	3
To make	မ၊(တ၊်)	16
To obtain	နှ၊်	12
To play	လိ၌ကွဲ	2
To pound in a mortar with a pestle	တိ၊်	16
To proceed	ဟး	2
To return	က့၊	2
To say	တဲ(တ၊်)	12
To see	ထံ၌(တ၊်)	13
To sing (something)	သးဝံ၌(တ၊်)	8
To sit	ဆ့၌နီ၊	3
To speak	ကတိ၊(တ၊်),တဲ(တ၊်)	12
To stand	ဆ၊ထ၊၌	3
To stay	အိ၌	3
To stay together	အိ၌သကိး/ကိး	3
To study	မ၊လိ(တ၊်)	12
To take	လဲ၊စိ၌/စီ၌	16
	ဟံးနှ၊်	19
To take a trip for pleasure	ဟးလိ၌ကွဲ	2
To take back home	က့၊စိ၌/စီ၌	16

English	Karen	Lesson
To take down	ဟ်းလီ၊	19
To take hold of	ဟ်း	19
To take up	ဟ်းထိ၎်	19
To talk	ကတိ၊(တၢ်)	12
To tell	တဲ(တၢ်)	12
To understand	နၢ်ပၢၢ်(တၢ်)	14
To visit	အိ၎်သကိ၊/ကိ၊	3
To walk	ဟ၊	2
To walk for pleasure	ဟ၊လိ၎်ကွဲ	2
To work	မ၊(တၢ်)	16
To worship	ဘၢ(တၢ်),ဘၢ(ယွ၊)	4
Town	ဝ့ၢ်	6
Twenty	ခံဆံ	I
Twenty-four-hour day	သီ	11
Two	ခံ	I
Two hundred	ခံကယ၊	6
Two persons	ခံဂ၊	7
Us	ပှ၊	14
Vegetable(s)	တၢ်ဒိ၊တၢ်လၢ်/တၢ်ဒိ၊တၢ်လၢ်	16
Very enjoyable	ဖ၊မှ၎်ညၢ	12
Water	ထံ	18
We	ပ	8
We--emphatic	ပစ်သ့ၢ်	19
What?	မတ၊လဲ၎်/လီ၎်,မနု၊လဲ၎်/လီ၎်	12
Where?--in or at what place?	ဖဲလ၎်/လီ၎်,လ၊လဲ၎်/လီ၎်	4
Where?--from or to what place?	လ၊လဲ၎်/လီ၎်	4
Where?--to or toward what place?	ဆူ့လဲ၎်/လီ၎်	6
Which	လ၊	11
Which number person?	ပဲ့ဂ၊တဂ၊လဲ၎်/လီ၎်	9
White color	အလွဲ၎်ဝ၊	17
Who	လ၊	11
Who?	မတ၊လဲ၎်/လီ၎်	12
With	ဒီ၊	9
Within	ပ့ၢ	6
Woman, women	(ပှ၊)ဖိ၎်မှ၎်/ဖိ၎်မှ၎်/ဖိ၎်မှ၎်	8
Worship, worship service	တၢ်ဘၢ	13
Worshippers of Jehovah God	ပှ၊ဘၢ်ယွ၊ဖိ	8
Year	နံ၎်	7
Yet	ဒီ၊, လံ	7
You--plural--emphatic	သ့ၢ်ပ်သ့ၢ်	19
You--plural--object, subject	သ့	14

English	Karen	Lesson
You--singular--emphatic	နဲ	9
You--singular--object	နၤ	3
You--singular--subject	နၣ	2
Younger brother	ပှၢ်ဖိၵ်ခွါ/ဖိၵ်ခွါ/ဖိၵ်ခွါ	8
Younger sibling	ပှၢ်	8
Younger sister	ပှၢ်ဖိၵ်မှၣ်/ဖိၵ်မှၣ်/ဖိၵ်မှၣ်	8
Your--plural	၁ၢ	14
Your--singular	နၣ	2

Note: "I" under "Lesson" refers to the Introduction to Say It in Karen book.

3. INDEX TO WORD USAGE AND GRAMMAR

(Note: See also the examples in the corresponding Pattern Sentences & Phrases)

Topic	Lesson
Age	1.6(6)
Alternate questions	17.5(1)
Answers	1.6(4)
Commands	1.6(1); 5.1(4)
Couplets	13.5(2)
Classifiers	7.6(4); 10.1(3); 15.B(4); 20.B(2)
Clauses--endings လျ	11.6(3); 15.5(4); 20.D(1)
Clauses--introduced by	11.6(1-b),(2)
Clauses--joined by ၌	10.1(5-d)
Clauses--joined by ၀ယ်	16.5(3)
Close relationships	8.6(1)
Colors	19.5(1)
Descriptive verbs	9.6(1); 10.1(5-a); 11.6(1); 20.E(2)
Direct address	2.6(5); 5.1(3)
Direction	4.6(2); 5.1(2); 6.6(1); 6.6(4); 10.1 (1); 15.B(1)
Future time	2.6(1); 5.1(4)
Gender	1.6(5); 8.6(2)
Independent noun expressions	17.5(3)
Intensive particles	12.5(6); 13.5(4); 20.B(4-a)
Location--in general	3.6(1); 4.6(2); 5.1(2); 6.6(4); 10.1 (1); 13.5(3); 15.B(1),(5-b)
Location--of persons	4.6(3)
Modifiers	7.6(2),(3); 10.1(5-b); 12.5(6); 13.5(2),(4); 20.B(4-a,b)
Names	6.6(3)
Negative	2.6(2); 5.1(4); 14.6(1)
Nouns--compound	8.6(3); 10.1(2-c); 15.B(3); 20.B(1)
Nouns--derived from verbs	15.5(1)
Nouns--independent expressions	17.5(3)
Number	2.6(4); 19.5(4); 20.B(3)
Numbers	9.6(4)
Object--indefinite	12.5(5)
Object--noun/pronoun	10.1(2),(5-a)
Object--with သည်	14.6(5)
Particles--changing verbs to nouns/gerunds	13.5(1)
Particles--direct address	2.6(5)
Particles--ending declarative sen-tences	7.6(7)
Particles--close relationship	8.6(1)

Topic	Lessen
Paticles--future	2.6(2)
Paticles--intensive	12.5(6); 13.5(4); 20.B(4-a)
Paticles--negative	2.6(2); 5.1(4); 14.6(1)
Paticles--seeking agreement	14.6(5)
Phrases--endings	11.6(3); 15.D(5)
Phrases--introduced by လ၊	4.6(2-a); 11.6(2); 12.5(1)
Phrases--joined by ဒီ	10.1(4)
Phrases--possessive	4.6(4); 5.1(1); 13.5(1)
Phrases--subject/object	10.1(2-a,b); 15.B(2)
Possession	4.6(4); 5.1(1); 13.5(1)
Pronouns--emphatic	9.6(3); 20.A
Pronouns--nouns used in place of	3.6(3)
Pronouns--personal	15.A; 17.5(2); 19.5(5); 20.A
Plural	2.6(4); 19.5(4),(5); 20.B(3)
Questions--alternate	17.5(1)
Questions--containing interrogative word	4.6(1); 5.1(4); 10.1(5-c); 15.C(1); 20.E(1),(2)
Questions--expecting negative or affirmative answer	1.6(4); 5.1(4); 7.1(1); 10.1(5-b); 20.E(1),(2)
Questions--negative	5.1(4)
Questions--object of သုံ့ည၊	14.6(5)
Sentence patterns	5.1(4); 10.1(5-b,c); 15.C(1); 20.E(1), (2)
Singular	2.6(4)
Statements--action begun	7.6(1)
Statements--action completed	16.5(3)
Statements--as object of သုံ့ည၊	14.6(5)
Statements--future	2.6(1); 5.1(4)
Statements--negative	2.6(2); 5.1(4); 14.6(1)
Statements--particle ending	7.6(7)
Statements--simple	1.6(2); 5.1(4)
Subject	10.1(2)
Tense	1.6(3); 2.6(1); 5.1(4); 7.6(1); 10.1 (5); 20.E(1)
Use of ကၟ၊	2.6(3)
Use of ကိုး	17.5(4)
Use of ခ္ဝါ	8.6(2)
Use of စ့ၚ်/စ့ၚ်ကိုး	11.6(5)
Use of စိ်ၚ်	17.5(4)
Use of ဆ၊	18.5(2)
Use of ဆ့	6.6(1); 10.1(1)
Use of ည၊	12.5(6)
Use of တၚ်	12.5(5); 13.5(1)

Topic	Lessen
Use of ထံ(တ၊)	13.5(5)
Use of ထံက၊(တ၊)	13.5(5)
Use of ထံနှ၊(တ၊)	13.5(5)
Use of ဒီး	7.6(2); 10.1(5-b)
Use of ဒ်	6.6(2); 10.1(5-c)
Use of ဒုး	19.5(6)
Use of ဒီ	8.6(1)
Use of ဒီး	9.6(6); 10.1(2-b),(4),(5-d)
Use of နၢ်ပၢၢ်	14.6(1)
Use of နှ၊	12.5(2)
Use of နှၢ်	11.6(2),(3); 15.1(5-a,b); 10.1(5-d)
Use of နီ	14.6(3)
Use of ပူ၊	6.6(3)
Use of ဝိ၁ with ခံ	14.6(2)
Use of ပှ၊	8.6(3); 10.1(2-c); 15.B(3); 20.B(1)
Use of ပ့ၢ . . . လဲ/လီ	7.6(5); 10.1(5)
Use of ပ့ၢ . . . တ . . . လဲ/လီ	9.6(5); 10.1(5-c)
Use of ဖး	12.5(6)
Use of ဖ	3.6(2); 4.6(2); 5.1(2); 10.1(1)
Use of ဘ	14.6(4); 18.5(5); 19.5(3); 20.C(2)
Use of မတၢလဲ/လီ	12.5(4)
Use of မနၢလဲ/လီ	12.5(4)
Use of မး	13.5(4)
Use of မှ	8.6(2)
Use of မ့၊, "to be . . . "	9.6(1),(2); 10.1(5)
Use of မ့၊, "if"	11.6(4)
Use of မီ	14.6(3)
Use of လံ	7.6(1); 10.1(5-b)
Use of လ၊	3.6(2); 4.6(2); 5.1(2); 10.1(1); 11.6(2); 12.5(1)
Use of လ၊၊	7.6(3); 10.1(5-b)
Use of လဲ	4.6(1); 5.1(4); 10.1(5-c)
Use of လီ၊	13.5(3)
Use of လီ	4.6(1); 5.1(4); 10.1(5-c)
Use of လီ၊	7.6(7)
Use of ဝံသးစူ၊	14.6(6)
Use of ဝံ၊	16.5(3)
Use of ဝ	17.5(2)
Use of သ့	12.5(3)
Use of သ့ဉ်ညၢ်	14.6(5)
Use of ဟး	2.6(6)
Use of ဟံး	19.5(7)