

SAY IT IN KAREN  
Book III

by  
Emilie Ballard

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

## Foreword

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

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

### Format of the Lessons

The format of Book III is essentially the same as that of the previous 2 books; however, the lessons are a bit longer, so you should not be surprised if it takes you longer to finish a lesson than previously. An average of 14 new words or expressions have been introduced in the Useful Words and Phrases section, and to help you not get bogged down, the Pattern Sentences and Phrases have been broken up into 3 sections with some kind of drill or conversation practice in between. For the most part the lesson material has been based on several rather extended conversations which are included in installments after having taught the new vocabulary and sentence structures, and these conversations deal not only with many everyday expressions but also with cultural aspects of Karen life. The subject matter of the conversations has to do with finding a mate, getting married, having a baby, a bit about agriculture in the hills country, and some lessons about health and disease. Additional ways of obtaining and using new vocabulary have been presented, and in the appendix there will be some additional suggestions for further study. As in the previous two books, every fifth lesson is a review lesson. Instructions to the teacher are given in Karen italics for the benefit of those who are not very fluent in English.

Because the lessons are longer and more new vocabulary is introduced resulting in the Word Lists at the end to be longer, it has seemed best to bind the lessons into 2 books--Part A containing the foreword and the first 10 lessons and Part B containing the last 10 lessons and the appendix rather than to bind them into one quite large volume.

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

able to switch from the standard Karen to the colloquial way of speaking in the area where you live and vice versa.

### Evaluation

As in the case of the previous 2 books, it is strongly recommended that when you have completed the lessons in this book you once again 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. You are surely aware that you are making progress week by week, but having an evaluation of the kind suggested will help you and your teacher to know more accurately what level of competence you have reached.

### 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

Once again 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 helping make the lesson tapes.



တၢ်ကတိၤဆူညါ

တၢ်မၤလိအတၢ်ပုညိဉ်

တၢ်မၤလိလၢလံာ်ကတိၤကညီကျိၣ်သၢဘျၣ်တဘျၣ်အံၤအတၢ်ပညိၣ်မ့ၢ်ဝဲတၢ်တမံၤဃီဒီးလံာ်အခီၣ်ထီးခံဘျၣ်အသီး၊ ဒ်ပစံးတၢ်အသီး၊ ပအံၤဒီးမၤပုၤကွဲၤကတိၤပုၤကညီအကျိၣ်ဒ်လၢပုၤကညီကတိၤဝဲမုၢ်ဆ့ၣ် မုၢ်ဂီၤအသီးန့ၣ်. လံာ်တဘျၣ် အံၤမ့ၢ်ဝဲအကတၢၢ်တဘျၣ်ဒီးတုၤပုၤကွဲၤမၤလိလံာ်တဘျၣ်အံၤမ့ၢ်ဖျိလံာ်န့ၣ်, ပဆၢမုၢ်လၢလၢပုၤကွဲၤကသ့ၣ်ညါနီၣ် ပၢၢ်တၢ်ကတိၤမုၢ်ဆ့ၣ်မုၢ်ဂီၤတဘျးဖျါဒီးကသ့သ့တၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၣ်ဂ့ၢ်ဘၣ်ဘၣ်အမဲၣ်ညါကနီၣ်ပၢၢ်ကျဲၤလၢတၢ်မၤလိဆ့ညါအဂီၢ်တဘျးဘိန့ၣ်လီၤ.

တၢ်သိၣ်လိအကျဲ

တၢ်သိၣ်လိအကျဲမ့ၢ်ဒ်လၢပကွဲးတၢ်လံလၢလံာ်အခီၣ်ထံးတဘျီအပူၤအသီးန့ၣ်. သရၣ်မ့ၢ်ဖးတၢ်ကတိၤဆူညါလၢလံာ်အခီၣ်ထံးတဘျီအမဲၣ်ညါကဒီးတဘျီန့ၣ် ကဒုးသ့ၣ်နီၣ်ထီၣ်က့ၤသရၣ်လၢတၢ်သိၣ်လိအကျဲဒ်တၢ်ဟ့ၣ်ကူၣ်တၢ်လံာ်အသီး. မ့ၢ်လၢပက့ၤဖိမၤလိတၢ်ကတိၤအါထီၣ်ဒီးတၢ်သူတၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤအကျဲအါထီၣ်တဘျီဘၣ်တဘျီအဃိ တၢ်အလိၣ်ဒိၣ်ကတၢ်တမံၤမ့ၢ်လၢသရၣ်ဒီးပုၤက့ၤဖိကဟံးန့ၢ်အဆၢကတိၤအါထီၣ်လၢကကတိၤသကိးတၢ်လၢပက့ၤညီအကျိၣ်အဂီၢ်န့ၣ်. တဘျီဆိကမိၣ်လၢပက့ၤဖိကဘၣ်မၤလိဖျိတၢ်မၤလိတဆၢဒိၣ်ဒီးတဆၢဒိၣ်လၢပုၤသီပုၤသီအတိၢ်ပူၤန့ၣ်တဂ့ၤ. မ့ၢ်တခီ, မၤလိဝံမၤလိက့ၤတၢ်တုၤလၢပက့ၤဖိသ့ၣ်ညါတၢ်ကတိၤအသီးဒီးသူအီၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤသ့ၣ်ဂ့ၢ်ဘၣ်ဘၣ်ဖဲသရၣ်ဒီးပုၤက့ၤဖိကတိၤသကိးတၢ်အခါန့ၣ်တက့ၢ်.

တၢ်ဟ့ၣ်က့ၣ်ဟ့ၣ်ဖး

ဖဲသရဏ်သိပ်လိလံာ်တဘျဉ်အံၤအခါန့ၣ် သရဏ်မ့ၢ်ထီၣ်လၢကဘျဉ်ဘျီဂ့ၤထီၣ်က့ၤတၢ်အလီၢ်မ့ၢ်အိၣ်တတီၤတီၤမ့ၢ်ဂ့ၤ သရဏ်အတၢ်ဟ့ၣ်ကျိၣ်ဟ့ၣ်ဖးလၢကမၤဂ့ၤထီၣ်က့ၤလံာ်တဘျဉ်အံၤမ့ၢ်အိၣ်တမံၤမံၤမ့ၢ်ဂ့ၤန့ၣ် မံၤအကကွဲးနီၣ်ဃာ်အီၤဒီးဟ့ၣ်ဘၣ်ပှၤကီုဖိ မ့တမ့ၢ်မၤပှၤကီုဖိကွဲးနီၣ်ဃာ်အဂ့ၢ် ဒ်သီးတုၤပှၤကီုဖိမၤလိလံာ်တဘျဉ်အံၤမ့ၢ်ဖျါလဲဝဲဒီး ကဆုၤသရဏ်အတၢ်ဟ့ၣ်ကျိၣ်ဟ့ၣ်ဖးသ့ၣ်တဖၣ်အံၤဆွေ့ ထံ ဘံ အဲမ် အဲမ် (TBMF) အဝဲလၢလီၢ်န့ၣ်တက့ၢ်.

တၢ်စံးဘျးစံးဖိုင်

ယစံးဘျူးဘၣ်သရၣ်ဒိၣ်သုနွံးလၢအမၤစၢၤယၤဘၣ်ဃးဒီးပှၤကိၣ်ဖိအတၢ်မၤလိလၢပှၤကညီအကျိၣ်လၢလံာ်တဘျီအံၤအပူၤ, ဒီးယစံးဘျူးဘၣ်အိၤ, သရၣ်မ့ၣ်သံာ်ထူ, ဒီးစီၤဟဲရၣ်လၢအမၤစၢၤယၤဘၣ်ဃးတၢ်သ့ၣ်န့ၣ်အကလုာ်ဆူခဲစဲးအပူၤ. မ့ၢ်လၢအဝဲသ့ၣ်မၤစၢၤအဃိ ယန့ၣ်လၢလံာ်တဘျီအံၤကဲဘျူးလၢပှၤကိၣ်ဒီးသရၣ်အဂီၢ်ကသုန့ၣ်လီၤ.

# LESSON 1

## တၢ်မၤလိ ၁

### 1.1 Useful Words and Phrases

၁.၁ တၢ်ကတိၤအသိၤလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံတၢ်ခၢ်ဘျီ.

ဆိ	Classifier for vehicles, ladders, stairs
ဃီ	Ladder, stairs
ဃီတဆိ/တဘိ	A ladder, stairway
အဟံၣ်အဃီ	His/her/their house/home
ဆိ	To extend or occur in series, articulations, lofts, or stories; to arrange things upright in a line with each other; numeral affix for things occurring in a series
ဆိလီၤ	To set down in an upright position in a line or series
ဆိလီၤအသး	To be arranged in a series
ဆိလဲ/ဆိတလဲ	To change the order of a series, replace
ခံဆိ	Two floors, stories, levels
ဆိဟံၣ်ဆိဃီ	To take/get a wife or husband. set up a household by getting married
ဖိသၣ်ဟံ	"Youngsters . . ." (referring to persons of any age much younger than the speaker)
ဇိၣ်	Particle indicating (a) a word of caution; (b) a word of reproach; (c) a question to ascertain whether indications of something being contrary to one's expectation are true or not; (d) that the speaker seeks agreement; (e) a question expecting a negative or affirmative answer
ဆိၣ်(တၢ်)	To shove, push, press
ဆိၣ်ကွံၣ်	To push aside or away
ဆိၣ်တၢ်	To press down upon, hold down by pressure
ဆိၣ်ထီၣ်	To push up
ဆိၣ်လီၤ	To push/press down
ဆိၣ်လီၤအသး	To humble one's self, restrain anger, forbear, bear with, give up one's rights
တၢ်ဆိၣ်လီၤသး	Humility, forbearance

နဲ	Particle indicating (a) a defensive statement; (b) a rather chiding emphasis; or (c) a definite positiveness in light of a specific circumstance
လှိုင်(တၢ်)	To be particular, to have a preference
ကွၢ်မိတ်(တၢ်)	To be partial, show partiality towards (usually on the basis of wealth or position)
တခွါ, တခွါမုၢ်	Cousin
ခွါ, ခွါမုၢ်, ခွါမုၢ်ခွါစီ	Terms of address used with persons of the same age as the speaker who are not blood relatives
မိတ်	Son-in-law
ဒဲ	Daughter-in-law
မံၤပျီ	Parent-in-law
ဒိတ်	Term of address or reference used between close friends, or relatives by marriage, who are in the same age range
ဒိတ်လိာ်သး/ဒိတ်လိာ်သး	To be related by marriage
လိာ်	To need, be necessary
ညါ	Variant of Hbp
မ့	Variant of Pem

## 1.2 Pattern Sentences and Phrases

၁.၂ တၢ်ကတိၤအဒိ

(1) Use of မိတ်, "son-in-law," ဒဲ, "daughter-in-law," and မံၤပျီ, "parent-in-law"

(၁) တၢ်သုတၢ်ကတိၤ "မိတ်," "ဒဲ," ဒီး "မံၤပျီ"

REPEAT after the teacher

သရၢ်-မၤပျီကွၢ်မိတ်တဲပိာ်သရၢ်အခဲ ၂-၃ ဝီ.

ယကီၤမိတ်တၢ်န့ၢ် န့ၢ်ဘၣ်အဒိသၢ်ဂၤလံ.

ယပျီတခီအဒိအိၣ်တၢ်, အမိတ်အိၣ်ခံ  
ဂၤလံ.

ယဒိဒိခွါတၢ်န့ၢ်အမံၤပျီဝီၣ်ခွါတ  
အိၣ်လၢဘၣ်. အမံၤပျီဝီၣ်မုၢ်  
အိၣ်ဒဲ.

ပှၤဒိမိတ်မံၤပျီခံၣ်န့ၢ်လဲၤယုအိၣ်သ  
ကီးညုၣ်ဆုၣ်မးလီၤ.

ပှၤဒိဒိခွါမံၤပျီသ့ၣ်တဖၣ်န့ၢ်အိၣ်လိာ်အသး  
ဂ့ၤမး.

My friend has 3 daughters-in-law.

As for my younger sibling, he has a daughter-in-law and 2 sons-in-law.

My nephew's father-in-law is dead. His mother-in-law is still living.

That son-in-law and father-in-law go hunting for fish energetically.

That daughter-in-law and mother-in-law love each other very much.

(2) Use of တခွါ, "cousin" and ခွါ/ခွါမည်ခွါစီ, "term of address or reference for persons of the same age and status (may be used interchangeably with ဒို)

(၂) တၢ်သုတၢ်ကတိၤ "တခွါ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲတဲသရၢ်အခံ ၂-၃ ဝီ.

ခွါမည်ခွါစီၤ, သုတၢ်တၢ်အံၤဘၣ်အတိၤ  
ဂုၤမးလီၤ.

အအံၤတၢ်အံၤယတခွါဒ်ယဲမၤ.

"နဲခံၤန့ၣ် နဒိတခွါၤ." "မ့ၢ်, ပဒိတ  
ခွါတတခွါလီၤ."

လၢန့ၣ်တၢ်န့ၣ်ယတခွါမုၢ်ခံတခွါလံ.

ယန့ၢ်ဟူလၢနဒိတခွါတဖၣ်ဆိဟံၣ်ဆိဃီ  
လၢၣ်လံ.

Friends, you have come at an opportune time  
(stage in our lives or in the happenings).

This person is my own cousin!

"Are you two cousins?" "Yes, we are first  
cousins."

That person over there is my second cousin.

I hear that you cousins have all taken spouses  
already.

(3) Use of ဒိKgpShnUo/ KhKgpSgnUo, "to be related by marriage"

(၃) တၢ်သုတၢ်ကတိၤ "ဒိKgpShnUo/ KhKgpSgnUo."

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲတဲသရၢ်အခံ ၂-၃ ဝီ.

နပၢ်ဒီးယပၢ်ဒိဒိၣ်လီၤသး.

Your father and my father are related by  
marriage..

ပှၢ်ခံၤန့ၣ်မ့ၢ်ပှၢ်ဒိဒိၣ်လီၤသး.

Those two persons are related by marriage.

နဖိတဖၣ်ဒီးယဖိတဖၣ်မ့ၢ်ပှၢ်ဒိဒိၣ်လီၤသး.

Your children and my children are related by  
marriage.

Repeat the above using ဒိဒိၣ်လီၤသး in place of ဒိဒိလီၤသး.

### 1.3 Question and Answer Drill

၁.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

- (1) Study diagram (a) below while the teacher reads the explanation above it, 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. Do the same with (b).

(၁) သရၢ်-မၤပၤကွၢ်ဖိကွၢ်တၢ်ဂီၤ (a) လၢအဖီလၢအံၤ ဒီးတဘျီဃီသရၢ်ကဘၣ်ဖးန့ၢ်ပၤကွၢ်ဖိလၢတၢ်ဂီၤအိၣ်ကွဲးအသး  
လၢတၢ်ဂီၤအဖီခိၣ်တဖၣ်န့ၣ်.

ဘၣ်ဆၢတဘျီမၤပၤကွၢ်ဖိကွၢ်တၢ်သံကွၢ်သ့ၣ်တဖၣ်လၢအပိၣ်ထီၣ်တၢ်ဂီၤအခံန့ၣ်ဘၣ်. ပၤကွၢ်ဖိကွၢ်ထဲတၢ်ဂီၤ  
ဝံဒီးသရၢ်ကသံကွၢ်ဒ်တၢ်သံကွၢ်အိၣ်ဝံအသး ဒီးပၤကွၢ်ဖိကဘၣ်တဲဆၢဒ်အိၣ်ဖျါလၢ တၢ်ဂီၤအံၤအပူၤအသး.



ပှၤကွဲဖိမ့ၢ်တၢ်တၢ်သံကွၢ်အခိၣ်ထံးတၢ်တၢ်န့ၣ် သၢၣ်ကဖးကဒီး တၢ်တၢ်ခံၣ်သ့. ပှၤကွဲ ဖိတဲ (a) မ့ၢ်ဝံၤန့ၣ် မၤဒီး (b) ဒ် (a) အသးန့ၣ်..

(a) တၢ်ဂီၤလၢအဖိလၢအံၤပၢ်ဖျါထီၣ်ပှၤ ၃ ချီၣ်အချီၣ်ဖိထၢဖိတဖၣ်. ပှၤ ၃ ချီၣ်အံၤအိၣ်ဝဲ တချီၣ်သဝီတဖျါၣ် တချီၣ်သဝီတဖျါၣ်သၢၣ်လၢလီၤ.

စီၤဂီၤဒီးနီၣ်ဖိ

၁. စီၤဖိဘျုး

၂. နီၣ်န့ၣ်ဖိ

၃. စီၤနီၣ်ဘျုး

၄. နီၣ်နီၣ်ဖိ

စီၤကၢၣ်ဒီးနီၣ်သ့

၁. နီၣ်ပလဲ

၂. စီၤကွဲဖိ

၃. နီၣ်လီၤအံၣ်

၄. စီၤတၢ်မျါ

စီၤသးကျၢၤဒီးနီၣ်ဂ့ၤဂ့ၤ

၁. စီၤပျါဝါ

၂. နီၣ်သ့ဖိ

၃. စီၤဖိဖိ

၄. နီၣ်ဘီဖိ

Questions (တၢ်သံကွၢ်)

၁. စီၤဂီၤဒီးနီၣ်ဖိဆိဟံၣ်ဆိဃီဝံၤအလီၢ်ခဲန့ၣ်အဖိအိၣ်လွံၢ်ဂၤ. အဖိဝဲၢ်ကိအမံၤဒ်လဲၣ်.
၂. ဒ်န့ၣ်အသးစီၤကၢၣ်ဒီးနီၣ်သ့အဖိအိၣ်လွံၢ်ဂၤ. အဖိဝဲၢ်ကိအမံၤဒ်လဲၣ်.
၃. တုၤစီၤဖိဘျုးဒီးနီၣ်ပလဲခဲဂၤန့ၣ်ဆိဟံၣ်ဆိဃီလံးဒီး မတၢ်တဖၣ်ကဲပှၤဒီဒိၣ်လီၤသးလဲၣ်.
၄. စီၤကၢၣ်အဖိခွဲၤခဲဂၤတၢ်အမံၤဒ်လဲၣ်. လၢဒီးသၢၣ်ဖျါၣ်တဖျါၣ်အပူၤန့ၣ်စီၤသးကျၢၤ အဖိမုၢ်အဒိၣ်ကတၢ်တၢ်အမံၤဒ်လဲၣ်.
၅. စီၤဖိဘျုးဒီးနီၣ်ပလဲဆိဟံၣ်ဆိဃီဝံၤအလီၢ်ခဲန့ၣ် စီၤကၢၣ်အဖိခွဲၤစီၤကွဲဖိဒီးနီၣ်သ့ဖိဆိ ဟံၣ်ဆိဃီစ့ၢ်. ခဲအံၤပှၤလၢအဒီဒိၣ်လီၤသးအိၣ်ပွဲၤဂၤလဲၣ်.

(b) စီမံကိန်းဦးနှိုးပေးသောဆီလီယံအလီယံနှင့် အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် စီမံကိန်းဦးနှိုးသူ၏အခွင့်အာဏာများကို အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် လမ်းညွှန်အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် ထည့်သွင်းဖော်ပြပါ။

စီမံကိန်းဦးနှိုးမှု

၁. (စီမံကိန်း)
၂. နိုင်ငံ
၃. စီမံကိန်း
၄. နိုင်ငံ

စီမံကိန်းဦးနှိုးပေးသူ

၁. စီမံကိန်း
၂. စီမံကိန်း

စီမံကိန်းဦးနှိုးသူ

၁. နိုင်ငံ
၂. နိုင်ငံ

စီမံကိန်းဦးနှိုးသူ

၁. (နိုင်ငံ)
၂. (စီမံကိန်း)
၃. နိုင်ငံ
၄. စီမံကိန်း

စီမံကိန်းဦးနှိုးသူ

၁. စီမံကိန်း
၂. (နိုင်ငံ)
၃. စီမံကိန်း
၄. နိုင်ငံ

Questions (တစ်သံကွန်)

၁. ခံနိုင်ရည်ရှိသောအဖွဲ့အစည်းများကို အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် ထည့်သွင်းဖော်ပြပါ။ (စီမံကိန်းအဖွဲ့အစည်း)
၂. စီမံကိန်းအဖွဲ့အစည်းများကို အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် ထည့်သွင်းဖော်ပြပါ။ (စီမံကိန်းအဖွဲ့အစည်း)
၃. စီမံကိန်းအဖွဲ့အစည်းများကို အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် ထည့်သွင်းဖော်ပြပါ။
၄. ခံနိုင်ရည်ရှိသောအဖွဲ့အစည်းများကို အသုံးပြုမှုထိန်းသိမ်းရေးလမ်းညွှန်အစီအစဉ်အောက်တွင် ထည့်သွင်းဖော်ပြပါ။

#### 1.4 Pattern Sentences and Phrases

၁.၄ တၢ်ကတိၤအဒိ

##### (1) Use of ဃီ "stairs, ladder" and ဆိ, "classifier for ladders and stairs"

(၁) တၢ်သုတၢ်ကတိၤ "ဃီ" ဒီး "ဆိ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

ဃီအိၣ်လၢအးမဲၣ်ညါတဆိ, လၢအး  
လီၤခံတဆိ.

There is a stairway (ladder) at the front of the house and one at the back.

လၢကွဲးဒိၣ်ကပၤန့ၣ်ပုၤဆါဃီတဆိတ  
ဆိအါမး

At the side of the road people sell a lot of ladders.

စီၣ်လီၤပၣ်တၢ်တဖၣ်အံၤလၢဃီနီၣ်ထံး.

Carry these things down and put them at the foot of the stairs.

နဖိလဲၤအိၣ်ဂဲၤလိၣ်ကွဲးလၢဃီဖိလၢ်.

Your child is stirring about and playing under the stairs.

အိၣ်ဟံၣ်အိၣ်ဃီကီးဂၢး.

(We) are all in the house.

အပူၤဟံၣ်ဖိဃီဖိလၢ်အိၣ်ယဲၤဂၤ.

His household has altogether five persons.

##### (2) Use of Fh, "to extend or occur in series, articulations, lofts, or stories; to arrange things upright in a line with each other; numeral affix for things occurring in a series"

(၂) တၢ်သုတၢ်ကတိၤ "Fh"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

ပလဲၤဘၣ်ကွဲးတဘီန့ၣ် ပထံၣ်ပုၤဆီလီၤ  
လီၤဆုၣ်နီၤတဖျၢၣ်တဖျၢၣ်အါမး လီၤ.

On the road we went on we saw many chairs set up (in rows or series on display).

လၢကစၢၢ်ခိၣ်န့ၣ် သဝီတဖျၢၣ်ဆီလီၤ  
အသးဘၣ်ဂ့ၤမးလီၤ.

The village at the top of the mountain is set up in a very orderly fashion.

ဆီလီၤလံၣ်တဖၣ်အံၤလၢစဘဲခိၣ်န့ၣ်.

Stand these books up on the table.

ဆီ(တ)လဲၤကွံၣ်နကူနကၤလၢအသီ.

Change your clothes for new ones.

ဆီ(တ)လဲၤက့ၤစဘဲတဖျၢၣ်အံၤဆူန့ၣ်တ  
ဖျၢၣ်.

Exchange this table for the one over there.

လၢဝုၤပူၤန့ၣ် ပုၤမၤထီၣ်ဒီးတဖၣ်ခံဆီ  
တုၤလၢအဆိတဆံအိၣ်အါမး.

In the city people have put up many houses of two to twenty stories/floors.

ဒီးတဆီဒီးတဆီန့ၣ်အိၣ်ဒီးစဘဲအိၣ်ဒီး  
လီၤဆုၣ်နီၤကီးဆိဒီးလီၤ.

Every floor of the houses has tables and chairs.

တုၤပဖိပလံၤဒိၣ်ထီၣ်လံၣ်န့ၣ် အဝဲသ့ၣ်က  
ဘၣ်ဆီဟံၣ်ဆီဃီလီၤ.

When our children are grown up, they must take a mate.

##### (3) Use of ဆိၣ်, "to shove, push, press"

(၃) တၢ်သုတၢ်ကတိၤ "ဆိၣ်."

REPEAT after the teacher.

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သ့သရော်အခံ ၂-၃ ဝီ.

ဆိၣ်ထီၣ်စၢၤပၤတၢၢ်န့ၣ်အတၢ်.  
ဆိၣ်ကွံၣ်အိၣ်ဆူတၢ်ကပၤန့ၣ်.  
ဆိၣ်ကွံၣ်စၢၤန့ၣ်မၤဂၢၢ်အတၢ်ဟးဂီၤတဖၣ် န့ၣ်.  
ဆိၣ်လီၤတၢ်ကတၢ်ကဆူတၢ်ဖိလၢ.  
ဆိၣ်တၢ်ယၢၢ်အိၣ်.  
ဆိၣ်တၢ်က့ၤန့ၣ်လီၤခံ.

ပၤတၢၢ်န့ၣ်ဆိၣ်လဲၤဆိၣ်က့ၤတၢ်မနုၤလဲၣ်.  
အဝဲဆိၣ်လီၤအသးကဲမး.

ဆိၣ်တၢ်ညၢန့ၣ်ဖိမ့ၣ်ဒီးသးဂ့ၤပၢ်အဖိခွါ  
န့ၣ်မိၣ်.

Help push up that person's thing.  
Push it over to the side.  
Help push away your aunt's ruined things.  
Push the clothes down to below.  
Press it down and hold it.  
Push shut [the gate] behind you [as you leave].  
What is that person pushing back and forth?  
He is very humble. (He is very able to restrain himself.)  
How about arranging for your daughter and Tha Gay Pa's son to get married. (Lit., push them together tightly.)

(4) Use of လှူ(တၢ်), "to be particular, have a preference;" and ကွၢ်မဲၣ်(တၢ်), "to be partial, show partiality"

(၄) တၢ်သ့တၢ်ကတိၤ "လှူ(တၢ်)" ဒီး "ကွၢ်မဲၣ်(တၢ်)"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သ့သရော်အခံ ၂-၃ ဝီ.

ဖိဒိၣ်ဒေါ, ယဲန့ၣ်ယတလှူတၢ်ဘၣ်, မ့  
မ့ၢ်န့ၣ်တၢ်ပၤတၢၢ်န့ၣ် အဝဲလှူ  
တၢ်ဒိၣ်မးဒိၣ်.  
ယဲယတလှူပၤဒိၣ်တၢ်ဂ့ၤဘၣ်, ယလှူ  
ဒိၣ်ပၤလၢအိၣ်ဒီးတၢ်အဲၣ်လီၤ.  
ပၤတၢၢ်န့ၣ်ကွၢ်မဲၣ်ပၤကျိၣ်အါစ့အါ.  
ပတခွါတၢၢ်န့ၣ် အဝဲကွၢ်မဲၣ်ပၤလၢ  
အမံၤဒိၣ်တဖၣ်.  
ယဖါတၢ်လၢန့ၣ်တၢၢ်န့ၣ် အဝဲတကွၢ်  
မဲၣ်ပၤနီၣ်တၢၢ်န့ၣ်.

Nephew, I'm not particular. However, the person you mentioned is very particular.

I'm not particular whether the person is good-looking (beautiful), I'm only particular that he/she has love.

That family shows partiality to people who are wealthy.

That cousin of ours shows partiality to important people.

That uncle of mine over there doesn't show partiality to anyone.

(5) Use of လိၣ်, "to need, be necessary"

(၅) တၢ်သ့တၢ်ကတိၤ "Sgp"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သ့သရော်အခံ ၂-၃ ဝီ.

ယလိၣ်ဘၣ်လၢနကဟဲအိၣ်ယၤ.  
ယလိၣ်ဘၣ်နမၤစၢၤယၤလၢဟံၣ်.  
ယတလိၣ်ဘၣ်နလၢလၢဘၣ်.  
နလိၣ်ဘၣ်အါထီၣ်စ့ဒဲးဒါ.

I need to have you come and get me.

I need to have you help me at home.

I don't need you any more.

Do you still need more money?

ဆုကတဘုၣ်အံၤန့ၣ်တၢ်ခါ.  
ယလိၣ်တၢ်လဲၤတၢ်ခဲအံၤ.

Do you need this jacket?  
It is necessary for me to go now.

### 1.5 Command and Response Drill

၁.၅ တၢ်မၤဒီးတၢ်မၤထွဲ

For this drill you or your teacher should provide a large empty cardboard carton, suitcase, or other large container but pretend that it is full and heavy. Arrange a space on the top of a cupboard or bookcase onto which the container can be placed, but have it on the floor at the beginning of the drill. Also have a pile of books including a hymnbook and a Bible on the table and prepare ahead of time a space on the third shelf of a bookcase or cupboard for the books. In this drill you will be given commands sometimes using ဆီ and sometimes using ဆိၣ်, so listen carefully to the tone. You (and sometimes your teacher) should actually carry out the commands. This drill should be repeated many times, the teacher sometimes varying the order of the commands until you can carry them out promptly.

သရၣ်-မၤပူၤကွၢ်ဖိကတၢ်တၢ်ပၤတၢ် မ့တမ့ၢ်တၢ်ဒၢလၢအဒိၣ်တဖၣ် ဒီးပၤမၤဒ်အသၢဒိၣ်မး, ဒီးမၤစ့ၢ်ကီးပူၤကွၢ်ဖိဟံးစိၣ်ဒီးလံာ်တနီၤပုၤဃုာ်ဒီးလံာ်သးဝံၣ်တဘျီဒီးလံာ်စီဆွံတဘျီန့ၣ် ဒီးမၤအကတၢ်တၢ်ဒီးတၢ်လီၤလၢအအိၣ်အသးတဆိတဆိဒ်သးတၢ်ကပၤလီၤဟံးန့ၣ်တၢ်ကပၤလီၤလံာ်အဂီၢ်တတၢ်တက့ၢ်. သရၣ်ကဘျီမၤပူၤကွၢ်ဖိတၢ်အိၣ်ကွဲးအသးလၢအဖိလံာ်အံၤအသး ဒီးပူၤကွၢ်ဖိကဘျီမၤထွဲ. တၢ်ကွဲးမ့ၢ်တဲလၢ "ဆိၣ်စၢၤ" န့ၣ် သရၣ်ကဘျီစးထီၣ်မၤဒီးပူၤကွၢ်ဖိကဘျီဆိၣ်စၢၤလီၤ. မၤလိတၢ်ဒ်အံၤအသးအါဝီ ဒီးတဘျီတၢ်ဆိတလဲတၢ်ကတၢ်ဒ်သးပူၤကွၢ်ဖိကန့ၢ်ပၢၢ်ချဲဒီးမၤထွဲတၢ်တဘျီဃီအဂီၢ်န့ၣ်.

၁. ဆိၣ်ကွံၣ်လံာ်တဖၣ်အံၤဆူတၢ်ကပၤန့ၣ်.
၂. ဆိၣ်ထီၣ်စၢၤယၤတၢ်အံၤဆူတၢ်ဖိခိၣ်န့ၣ်.
၃. ဆီလီၤလံာ်တဖၣ်အံၤလၢစဘျီခိၣ်န့ၣ်.
၄. ဆိၣ်လီၤတၢ်န့ၣ်ဆူတၢ်ဖိလံာ်အံၤ.
၅. ဆီလီၤလံာ်လၢန့ၣ်လၢသၢဆိတဆိအဖိခိၣ်န့ၣ်. (သရၣ်ကဒုးနဲၣ်စု.)
၆. ဆီလဲက့ၤလီၤဆုၣ်နီၤတဖျၢၣ်အံၤဆူန့ၣ်တဖျၢၣ်.
၇. ဆီလဲလီၤက့ၤလံာ်သးဝံၣ်ဒီးလံာ်စီဆွံခဲဘျီန့ၣ်.

### 1.6 Pattern Sentences and Phrases

၁.၆ တၢ်ကတၢ်အဒိ

- (1) Use of ဒိၣ်, "Term of address or reference used between close friends, or relatives by marriage, who are in the same age range" (may be used interchangeably with Av`)

(၁) တၢ်သူတၢ်ကတၢ် "ဒိၣ်."

REPEAT after the teacher

သရၣ်-မၤပူၤကွၢ်ဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

ဒိၣ်ဧၤ, နဟဲတုၤခဲလဲၣ်.

[Close friend/relative by marriage], when did you arrive?

ဒိၣ်ဧၤ, နသၢလဲၤဆူလီၣ်.

[Close friend/relative by marriage], where are you going?

ဒိၣ်တဂၤန့ၣ်ကတဲဒ်လီၣ် ယတဲတဘျီ ဘျီ.

I can't say what he [close friend/relative by marriage] will say.

ယဒိန်လၢန့ၣ်တၢၢ်မၤတၢ်ဝံၤလံၤခါ.

That close friend/relative by marriage over there, has he finished his work yet?

ဒိၣ်ဧၤ, ခဲမ့ၢ်ဆ့ၣ်လဲၤယုၤအိၣ်ညၢၣ်ဖိခံၤ မိၣ်.

[Close friend/relative by marriage], tomorrow let's the two of us go looking for fish.

ပှၤဒိၣ်ခံၤန့ၣ်အံၣ်လီၤအသးဘၣ်လီၤ အသးဂ့ၤမး.

Those 2 in-laws certainly like each other and get along well with each other!

"ယန့ၢ်ဟ့ၣ်လၢယပုၢ်တၢၢ်န့ၣ်သၢကဒိၣ်ဒိၣ် ဒီးန့ၢ်ခါ." "တဲဝဲဒ်န့ၣ်ညၢၣ်."

"Did I hear that my younger sibling intends to become your father's relative by marriage?" "That's what he says."

(2) Use of ဖိသုၣ်ဟံ, "youngster(s) . . ." (referring to persons of any age much younger than the speaker)

(၂) တၢ်သုၣ်တၢ်ကတိၤ "ဖိသုၣ်ဟံ"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

"ဖါတၢ်ဧၤ လဲၤဝီၤယခံမိၣ်." "လဲၤဧၢ်, ဖိသုၣ်ဟံတအိၣ်လၢဒီးနီတၢၢ်ဧၢ်."

"Uncle, go with me, okay?" "I'll go. None of the youngsters are at home."

"ဖါတၢ်ဧၤ, နဖိခွါသၢကအံၣ်ပိၣ်မုၢ်အဝဲန့ၣ်ခါ." "သ့ၣ်ညါခါ. ကွၢ် ဖိသုၣ်ဟံအသး."

"Uncle, is your son thinking of loving that girl?" "I don't know. It's up to the youngster."

"သမီးသုၣ်တဖၣ်န့ၣ် ယတထံၣ်အမံနီ တၢ်ဂျီလဲၣ်." "အၤ, ဖိသုၣ်ဟံ ဂဲၤဝဲဧၢ်."

"Those mangoes, I never see them getting ripe." "Aw, those youngsters stir about [causing them to fall before they get ripe]."

"ပှၤဖိသုၣ်ဟံဂဲၤအါဒိၣ်လဲၣ်." "အၤ, ဖိသုၣ်ဟံန့ၣ်ဒိၣ်တၢ်န့ၣ်လီၤ."

"Those youngsters are mighty active!" "Yes, youngsters are like that."

(3) Use of ဧိ, "particle indicating (a) a word of caution, (b) a word of reproach; (c) a question to ascertain that indications of something being contrary to the speaker's expectations are correct or not; (d) that the speaker seeks agreement; or (e) a question expecting a negative or affirmative answer"

(၃) တၢ်သုၣ်တၢ်ကတိၤ "ဧိ"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖါတၢ်ဧၤ, လဲၤကွဲတၢ်န့ၣ်တဂ့ၤဧိ. ပှၤအၤအိၣ်ဖဲန့ၣ်.

Uncle, don't go by that road, please.. Bad people are there.

ဖိခွါဧၤ, သကံသုၣ်န့ၣ်အိၣ်တဂ့ၤဧိ. နမ့ၢ်ဂံၢ် အတၢ်.

Son, don't eat those bananas, okay?. They're your aunt's.

လီၣ်, ပှၤတအိၣ်ဒီးနီတၢၢ်ဧိ.

Well! isn't anybody home (contrary to my expectation)?

ညၢၣ်ဖိတၢ်န့ၣ်နအိၣ်လံၤဧိ.

Have you eaten that fish (contrary to my expectation)!

ပွဲတမုံဟဲတုလံဇီ.

နမတုတ်တံ လာခံတစီဖိကုဇီ.

ဒိဉ်ဇ၊ မုမုဒ်နုနု ခဲအံယကကုဇီ.

ဟဲခဲမဟီဇီ.

နလီနုပုအပုတသုနီတစဲဇီ.

Have the guests already arrived (contrary to my expectation)!

Stay and work, then after a bit return home, okay?

[Close friend/relative by marriage], in that case I'll go back home now, okay?.

Come this evening, okay?

Can't you lower the price for us a little?

(4) Use of နှ်, particle indicating (a) a defensive statement; (b) a rather chiding emphasis; or (c) a definite positiveness in light of a specific circumstance

(၄) တံသုတံကတိ "နှ်"

REPEAT after the teacher

သရော်-မပုကုတံတံတံသရော်အံ ၂-၃ ဝီ.

ပတဲအီလအီတဂုနု. အဝဲအီဝဲ.

ယတဲအီလလဲတဂုနု. အဝဲလဲဝဲ.

ယတဲအီလမနု. အဝဲတမဘဉ်

ပတဲလီပသးလဲလဲတဂုနု. တု

ပုလဲဒီးပလဲကဒီးခဲလဲ.

ပုတီခွါအီအါ, ဘဉ်ဆဉ်တအံပုနီ  
တဂုဘဉ်. ပဒိတံတဂုဘဉ် နှ်.

"ယကဖူးထီပီခိလဲလဲနုတတိ ဇ်."

"အါ, ပသါကဖူးထီနု.

နမဒ်နုသုဇ်."

We told him not to eat (it), [but] he ate it [anyway].

I told him not to go, [but] he went [anyway].

I told him to do (it), [but] he [still] didn't do it.

We told ourselves not to go, [but] when the folks went, we all went again [after all]!

There are plenty of fellows, but none of them love us, [probably because] we're not pretty.

"I'm going to dig up that plot of ground." "Hey, I was going to dig there! How can you do that?"

**LSfqlcqSbLNcWWgpTaq  
LN`lamPemVf@eq  
LfLVf@eqMhnWAaL  
fp.**

After you reach your grandfather's place, when your uncle comes back, you come back with him.

အဝဲမုအံပု ပအံနု.

အဝဲမုလဲ ပလဲနု.

နမုတဲဒ်နုဒီးဒ်နုနု. ပတဲအါအ  
လီအံဇ်.

If she loves us, we'll love her.

If he goes, we'll go.

If that's what you said, that's it. Is there any need for us to say more?

1.7 Notes on Word Usage and Grammar

၁.၇ သရော်-မပုကုတံတံတံသရော်အံ.

(1) Use of တခွါ, "cousin"

(See examples in 1.2(2).) The expression တခွါ refers to cousins in general or to male cousins in particular, the suffix မုဒ် being added to indicate the feminine gender. First cousins are indicated as တခွါတခွါ, second cousins as တခွါခံတခွါ, etc. However, these terms are used only for those of the same generation. Whereas in English we

sometimes refer to cousins as being so many times removed (e.g., fourth cousins once removed) indicating the difference in generations between cousins, the Karen would simply say that the one is a niece or nephew of the other and would not call them cousins unless they are of the same generation. In direct address the *တ* is dropped and the cousin is addressed simply as *ခွါ* or *ခွါမုၣ်*.

You have already learned that the terms *ဖံ*, *ဖု*, *မုၢ်ဂံၢ်*, *မိတၢ်ဂံၢ်*, *ဖိဒိၣ်*, *ပုၢ် ဝဲၢ်*, and *လံၤ* can be used as terms of address when speaking to persons who are not related but whose age in relationship to one's own would be the same as that indicated by the term used. In the same way people who are unrelated but of the same age range may call themselves "cousin," shortening the word to *ခွါ* or *ခွါမုၣ်* as above. The general term *ခွါမုၣ်ခွါမိ* is sometimes used, usually when addressing a group of persons of about the same age, as in a gathering. These expressions may be used interchangeably with *ဒိၣ်*, although (at least in the Maesariang district) it is more common for Sgaw Karens to use *ဒိၣ်* when speaking with or referring to fellow Sgaw Karens and to use *ခွါ*, etc., when speaking to Pwo Karens.

(2) Use of *ဃီ*, "stairs, ladder;" and *တၢ်ဃီ*, "house/home"

See examples in 1.4(1). As you have seen from the examples given, the classifier for stairways, ladders, and vehicles is *ဆီ*. You have not learned the name of any vehicles yet in these lessons, though you may have learned the names of some on your own (In Burma and in central Thailand, the classifier for vehicles is *ဒိၣ်* and the classifier for stairs/ladders is *တံၢ်*.)

Long ago in the days when the Karens lived in longhouses up on stilts and added another room and ladder each time a daughter got married and began to have a family, it was natural that the couplet for "house/home" should be *တၢ်ဃီ*; and the expression continued after longhouses were no longer used. The expression is always used with a possessive pronoun; e.g., *ယတၢ်ဃီ*, "my household; *နတၢ်ဃီ*, "your household;" *အတၢ်ဃီ*, "his/her/their household." The couplet is also used together with *ပှါ* to refer to the members of the household; e.g., *ယပှါတၢ်ဃီ*, "the members of my household."

(3) Use of *ဆီ*, "to extend or occur in series, articulations, lofts, or stories; to arrange things upright in a line with each other; numeral affix for things occurring in a series"  
See examples in 1.4(2). To arrange things such as books or stones upright in a line with each other, the action verb *ဆီလီၤ* is used together with the word for the things being set upright; e.g., *ဆီလီၤလံၤ*, "set up the books in a line/row" (i.e; set the books down in an upright position); but if one wishes to state that the books are standing up in a row or series, the word for books precedes the action verb and the latter is followed by *အသး*; e.g., *လံၤဆီလီၤအသး*, "the books are standing upright in a line." Other things which can be set up in an orderly series are stones or rocks (as in a planned garden); houses (as in a planned village or town); and items set up on the



ground on display for selling; e.g., pots, basins, chairs, statues, etc. (See the first 3 examples in 1.4(2).)

In the expression ဆီဟံၣ်ဆီပီ, "to take a mate, set up a household," the Karens of north Thailand see no connection between the ဆီ in this expression and the ဆီ meaning "to extend in a series, to arrange things in a line with each other," and so they consider it to be an idiom. However, the Sgaw Karen dictionary prepared by Francis Mason during the first half of the 1800's states that ဆီဟံၣ် means "to join house to house in line," which no doubt referred to the custom of adding a dwelling place for a new household onto a house already standing, as was the custom with the longhouse. So even though there is no longer any occasion to use the expression ဆီဟံၣ်, yet understanding this background will make it easier for you to understand and remember the expression ဆီဟံၣ်ဆီပီ.

The verb ဆီ is also used together with လဲ, "to exchange, as one thing for another." In the 2 examples in 1.2(2) one thing is exchanged for another which is different; a different size or more comfortable chair, a clean set of clothes for a soiled set, dress clothes for everyday ones, etc. The expressions ဆီလဲ and ဆီတလဲ are interchangeable. They differ from the expression ဒီလဲၣ် in that with ဒီလဲၣ် 2 persons have similar types of items which they exchange with one another; for example, if one has a blouse which is too large for herself but would fit the other and the other has one that is a bit small but would fit the first one, they may exchange (ဒီလဲ) blouses with each other.

Although as an action verb ဆီ is usually used to refer to setting things up in a line or series on a horizontal plane, yet as a numeral affix it is probably used more often referring to things set up in vertical lofts or stories; e.g., the number of stories or floors in a building, or the number of shelves in a bookcase or cupboard. However, it can also be used to referring to steps in explaining a matter or in telling a story or happening, and can be used like တီၤ to refer to stages of a journey; e.g., ပှၤမဲၤလၢဒၢးအံၤ ဒီဆီၣ်တဆီ, "Folks sleep in the upper story." အဲၣ်တဲၣ်တၢ်လၢအမၤအသးအဂ့ၢ်တဆီတၢ်တဆီန့ၣ်, "She told about what took place happening by happening."

(4) Use of ဆီၣ်, "to shove, push, press"

See examples in 1.4(3). This verb is almost always followed by another verb which qualifies it as to the direction or type of shove, push, or pressure; e.g., ဆီၣ်ထီၣ်, "to shove or push up;" ဆီၣ်လီၤ, "to shove or push downward;" ဆီၣ်ကွဲၣ်, "to shove or push away or aside;" ဆီၣ်န့ၣ်, "to shove or push into." Since this verb is usually used when wanting to move heavy things, the word စၢၤ is often used together with the above expressions to indicate assistance; e.g., ဆီၣ်ထီၣ်စၢၤယၢ်တၢ်အံၤ, "Help me push this thing up." On the other hand ဆီၣ် used together with တံၢ်, "to be compact, close together," is more likely to mean "to press," as when one has applied glue and wants to hold the objects just glued tightly together until the glue dries enough to hold or if one applies pressure over a wound to stop bleeding.

This verb is also used in a figurative sense to mean "to humble one's self, restrain anger, forbear, bear with, give up one's rights." The last example in 1.4(1) shows a different kind of figurative meaning in the use of ဆီၣ်.

(5) Use of လိၣ်, "to need, be necessary"

See examples in 1.4(5). As can be seen from these examples, the verb လိၣ် is always followed by ဘၣ်, "to encounter." Although this verb is used to translate the English expression, "to be necessary," it really means "to need," the need being a thing, person, or action.

(6) Use of ဧိ, "particle indicating (a) a word of caution; (b) a word of reproach; (c) a question to ascertain whether indications of something being contrary to one's expectation is true or not; (d) that the speaker seeks agreement; or (e) a question expecting a negative or affirmative answer."

Refer to the examples in 1.6(3). In the first 2 examples the word ဧိ is used to indicate a word of caution; e.g., ဖိခွါၼေ, သကွံသၣ်န့ၣ်အိၣ်တဂ့ၤဧိ. နမ့ၢ်ဂၢ်အတၢ်, "Son, don't eat those bananas, okay? They're your aunt's." In the third, fourth, and fifth examples the speaker had not wanted the one spoken to eat the fish (or hadn't expected the guests to come yet, or had expected that someone would be home) but evidence seems to indicate that the contrary is so and thus is asking whether that is correct. The use of ဧိ in the fourth example might also indicate a bit of reproach. In the next 3 examples the speaker is simply seeking agreement on the part of the one spoken to, and in these cases the particles နီ or မိၣ် could be used instead without changing the meaning. In the last example the ဧိ has the same meaning as ဧါ, and indicates that the speaker expects a negative or affirmative answer to the question. However, it may also indicate a slight reproach. Although ဧိ is written with the low falling tone mark "်," it is usually pronounced with a rising tone (which cannot be indicated in Sgaw Karen and is considered to be intonation rather than true tone).

(7) Use of န့ၣ်, "particle indicating (a) a defensive statement; (b) a rather chiding emphasis; or (c) a definite positiveness in light of a special circumstance"

Refer to the examples in 1.6(4). In the first 3 examples given, someone has evidently been blaming the speaker for not getting someone to do something or not preventing someone from doing something and the speaker is defending himself/herself by saying that he did try; e.g., ယတဲအီၤလၢလဲၤတဂ့ၤ. အဝဲလဲၤဝဲ, "I told him not to go [but] he went [anyway]." In the fourth example the speaker is defending herself in response to someone's surprise that she isn't married yet. In the 5th and 6th examples the speaker is speaking chidingly; e.g., ယကဖျးထီၣ်ပာ်ခိၣ်လၢန့ၣ်တတီၤဇိ. "အါ, ပသာကဖျးထီၣ်န့ၣ်. နမၤဒ်န့ၣ်သ့ၣ်ဧါ." "I'm going to dig up that plot of ground." "Hey, I was going to dig there! How can you do that?" In each of the last four examples there is a conditional clause using the word မ့ၢ်, "if," and the statement which follows says

that in the event that the conditional circumstance takes place, you will definitely do as stated; e.g., အဝဲမ့လဲ၊ ယကလဲနိန်, "If he goes, we'll go;" i.e., our going is definite providing he goes. It should be noted that the use of နိန် is always in response to what someone else says about the matter. It is not used in situations where the speaker initiates the subject.

(8) Customs concerning Arrangements for Marriage

In the typical Karen village situation, when a person gets married he/she marries not only the mate but the whole family and clan as well; and since there are very close ties within the clan (many of which are beneficial), it is important to the entire clan that the right mates are found for their children. To the Western mind many of the customs may seem old-fashioned, but it is important as you learn about these things that you not look down upon them nor consider the ways of your own culture to be superior, but rather keep an open mind and learn all that you can about the way the Karens look at these matters. (When families or members of families study in the city or go to the city to work, these customs tend to be modified to some extent, but they are not usually thrown completely overboard, and many close ties to the clan and especially to the immediate family are still kept.)

Young people may fall in love with each other or at least be interested in each other before marriage, though this is not considered to be a prerequisite. The important thing is whether the young man is willing to love and become a part of the whole larger family of the girl and whether the girl is willing to love and become a part of the whole family of the young man. The young people concerned understand this, and will usually want to have assurance that the parents are pleased with the prospective mate before agreeing to the marriage.

It may happen that two young people become interested in each other, but according to village custom unless the father of the girl takes the necessary steps to arrange for the marriage, it will never be consummated. It is also possible that a boy and girl may be interested in each other, but if the girl has an older sister who is not yet married, they must wait; as it is the custom for the older daughter to be married off first. Only after her elder sisters have been married is she considered ready for marriage. This is not true of the boys, however, and is also not always observed in modern days.

When children reach marriageable age the parents begin to seek a suitable mate. However, arrangements are not made directly by the parents. Rather a go-between is asked to speak with both families involved, each in turn, in order to ascertain whether they are in favor. If there is some objection or reluctance on the part of one or the other, the go-between can indicate that to the other party, and the matter will not be pursued any further. This method helps to save face for both families. If the parents are in favor, the boy and girl involved will be asked how they feel about it. If there is objection or reluctance on the part of either, it is not likely that the parents



and express their feelings in an indirect way. Westerners tend to be direct and blunt and business-like, whereas the Karens (especially in village situations) use a much more indirect, round-about, less hurried procedure, and often talk together quite a bit before the real purpose of the visit is made clear. It should be kept in mind also that in a village situation where everyone is related by blood or by marriage and where everybody soon knows everyone else's business, it is important that each person be cautious in what he/she says lest he/she seem to be too bold or exalts himself/herself and later loses face. In fact, it is customary for Karens to speak deprecatingly of themselves and to flatter the other party. Yet you can see that even in such a culture, it is possible to reveal one's true feelings.

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

(၁) သရော်ကဘဉ်ဖးတၢ်ကတိၤသ့တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ်ခံဝီၤဒီးမၤပုၤကွီၤဖိကန့ၣ်. ဖဲသရော်ဖးအခါ သရော်ကဘဉ်ဖးထီၣ်စ့ၢ်ကီးပုၤတဲတၢ်တဖၣ်အမံၤဒ်သီးပုၤကွီၤဖိကသ့ၣ်ညါဝဲပုၤမတၢၢ်ကတိၤတၢ်လဲၣ်. တုၤသရော်ဖးတၢ်ကတိၤခံဝီၤလံၤန့ၣ် မၤပုၤကွီၤဖိတဲဆၢတၢၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၣ်အတၢၢ်ကတိၤအခံ အံၤ. ဖဲပုၤကွီၤဖိစံးဆၢတၢၢ်အခါ တဘဉ်မၤပုၤကွီၤဖိကွၢ်လၢလံၣ်ပုၤဘဉ်. ပုၤကွီၤဖိစံးဆၢတၢၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဉ်ဘဉ်ဒီးသရော်ကဘဉ်မၤနီၣ်ဃၢတၢၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢ ပုၤကွီၤဖိစံးဆၢဝဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဉ်ဖးက့ၤ ပုၤခံၣ်အတၢၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွီၤဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီၤဖိစံးဆၢအံၤ.

န့ၢ်ဘျးပၢ်--ကွီၤ, နဟဲခဲလဲၣ်.  
 နီၣ်ဖိပၢ် --ယဟဲလၢမဟါတနံၤလံ.  
 န့ၢ်ဘျးပၢ်--နဟဲဘဉ်တမံၤမံၤခါ.  
 နီၣ်ဖိပၢ် --ယဟဲဟးအိၣ်ဖါတၢ်နီၣ်ဂ့ၤပၢ်ခဲ.  
 န့ၢ်ဘျးပၢ်--ကွီၤခါ, နဖိမ့ၢ်ဝဲၣ်ကိတဂၤသ့ဆီဟံၣ်ဆီဃီလံ.  
 နီၣ်ဖိပၢ် --သုလဲၣ်ခါ. ပုၤတအိၣ်အဲၣ်အီၤနီတဂၤဘဉ်န့ၣ်.  
 န့ၢ်ဘျးပၢ်--မ့ၢ်န့ၣ်န့ၣ် ဆီၣ်တၢ်ညါဒီးဝဲၣ်တဂၤန့ၣ်အဖိခွါန့ၣ်မီၣ်.  
 နီၣ်ဖိပၢ် --အမ့ၢ်အဲၣ်ပုၤန့ၣ် ပမၤန့ၣ်. ယဲယတလျှံတၢ်ဘဉ်.

(န့ၢ်ဘျးပၢ်ဒီးနီၣ်ဖိပၢ်လဲၤဆူဝဲၣ်ဖါဉ်းပၢ်အအိၣ်.)

န့ၢ်ဘျးပၢ်--ဝဲၣ်, နသါကတဲၣ်လီၣ်. နကအဲၣ်စ့ၢ်ခါ.  
 ဖါဉ်းပၢ် --အါ, ကးလၢဖိသုၣ်ဟီန့ၣ်. ယဲန့ၣ်တလိၣ်ဘဉ်.  
 န့ၢ်ဘျးပၢ်--အါ, မ့ၢ်ဒ်န့ၣ် ယကကးနဖိခွါခါ.  
 ဖါဉ်းပၢ် --ကးတခီ. အနီၣ်ဒိၣ်လံ. ယဲန့ၣ်ယသးလီယဒဲၣ်လံစ့ၢ်. ဒိၣ်တဂၤန့ၣ်အဖိမ့ၢ်တအဲၣ်ပဖိခွါခါ သ့ၣ်ညါခါ.  
 နီၣ်ဖိပၢ် --အါ, ယဲယဖိမ့ၢ်န့ၣ်ကွၢ်ဝဲလၢယၤလီၤ. ယမ့ၢ်တဲအဲၣ်ဒီးအဲၣ်ဝဲလီၤ.

(This conversation will be continued in the next lesson.)

## Questions (တၢ်သံက့ၢ်)

၁. နှိုဘျူးပျံဒီးနီဖိပိခံဂန့ၣ်ဘူးလိာ်အသးဒ်လဲၣ်.
၂. ပှၤလၢအန့ၣ်အိၣ်အါန့ၣ်မ့ၢ်ပှၤဖဲလဲၣ်တဂၤလဲၣ်.
၃. နီဖိတဆီဟံၣ်ဆီဃီဒီးဘၣ်မ့ၢ်အဘၣ်မနုၤလဲၣ်.
၄. နှိုဘျူးပျံဆိကမိၣ်လၢမတၢကအဲၣ်အီၤလဲၣ်.
၅. တုၤန့ၢ်ဘျူးပျံသံကွၢ်ဖါပြးပျံအတၢ်န့ၣ် ဖါပြးပျံတဲကီတဲခဲတၢ်ခါ.
၆. ဖါပြးပျံဆိကမိၣ်လၢအဖိခွါကအဲၣ်နီဖိခါ.
၇. ဖါပြးပျံဘၣ်အသးလၢနီဖိကကဲအဲၣ်စ့ၢ်ခါ.
၈. နီဖိပျံဆိကမိၣ်လၢအဖိမ့ၣ်ကအဲၣ်ဖါပြးခါ.
၉. ခဲကီၢ်န့ၣ် နှိုဘျူးပျံကမၤဒီးတၢ်ဒ်လဲၣ်.

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

သရော်-ပုကူဖိစံးဆာတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုကူဖိတၢ်ပိၣ်သရော်အခံတဝီ ဝံဒီးမၤပုကူဖိကဲနီၢ်ဖီဖၢဒီးဖါဝဲးပၢ် ဒီးသရော်ကကဲန့ၢ်ဘျးပၢ်.

ကတိလိသကုံးတၢ်ကတိ၊ အါဝီတစဲးဒ်သးပုၤကိဖိကတဲအတၢ်ကတိ၊ဘျၢၤတစဲး.

တုပုကေတိစံတင်ဘဉ်ဘျုးလဲန့ဉ် မပုကေတိကံကု၊ န့ဉ်ဘျုးပဒီးသရဉ်ကကံကု၊ နီဖ်ပဒီးဖျါပုးပင်ဝါ

တဲလိကဒီးအါဝီတစဲး. တုပုကွေဖိတဲတါဘုဂုလဲန့က တါလိသကီးတါကဒီးတဘျီ

ဘဉ်ဆဉ်အအံတဘဉ်န့ဉ် သရဉ်မၢ်ဂ့ၤပုၤကၢ်ဖိမၢ်ဂ့ၤကဘဉ်လဲက့ၤတၢ်ကတိၤပုၤဖျၢဉ် ပုၤဖျၢဉ်ဆ့တၢ်ကတိၤ

အဂ္ဂါလပုဏ်ကိစ္စမေ့လျော့လုပ်နေတာနဲ့ တဲလီသံကူးတင်ဒါအသီးကူးနဲ့ဒေးဆွည့်စရာလို့ အတိုချုပ်။

(2) You and your teacher should spend some time each day talking together about various things using both the old and the new vocabulary and expressions. For example, How many of your siblings and/or their children have gotten mates, if any? How many sons-in-law and/or daughters-in-law do you and your siblings (or your parents and their siblings) have? (Ask your teacher the same questions.) How many people are in your household and who are they? How many are in your teacher's household and who are they? How many stairways and ladders do you have? What about your teacher? How many stories does your house have? Your teacher's house? In the town/city where you live (or nearest to you) what buildings have the most stories? (If possible, show a picture or photo of tall buildings in a city and discuss about how many stories they have.) You can also discuss about people living near you using many of the above questions.

(၂) သရုပ်-ကိုးနံဒေးသရုပ်ဒီးပုကွေဇိဂုဟ်းန့ၣ်အဆာကတိာ်တနီၣ်လောကကတိာ်သေကးတၢ်လုပုၤကညၢ်ကျိာ်ဘၣ်ဃးတၢ်ဂ့ၢ်အကလုာ်ကလုာ်ဒ်သီးကသုတၢ်ကတိာ်လုပုၤကွေဇိမၤလိတုၢ်လံသ့ၣ်တဖၣ်အဂီၢ်. အဒိ-ပုကွေဇိအဒိပုၢ်ဝဲၢ်မ့တမ့ၢ်အဒိပုၢ်ဝဲၢ်အဖိတဖၣ်န့ၣ်ဆီဟံၣ်ဆီဃီပွဲၤဂၤလဲလဲၣ်. အမၤအိၣ်ပွဲၤဂၤလဲလဲၣ်. အဒိၣ်အိၣ်ပွဲၤဂၤလဲလဲၣ်. (ပုကွေဇိအဒိပုၢ်ဝဲၢ်မ့ၢ်တအိၣ်ဘၣ်ဒီး, သံက့ၢ်လၢအမိၢ်အပၢ်ဒီးအမိၢ်အပၢ်အဒိပုၢ်ဝဲၢ်အဂ့ၢ်သ့.) ပုကွေဇိအပုဟ်းတၢ်ဖိဖိအိၣ်ပွဲၤဂၤလဲလဲၣ်.

ပြုကျေအံ့ အေးအယီအိပ်ပွဲဆီလဲဉ်. အယီအဂါအိပ်ပွဲဆီလဲဉ်. အအေးအိပ်ပွဲဆီလဲဉ်. (တၢ်သံကွၢ်ဒ်အဖီခိၣ်အသး တဖၣ်အံၤန့ၣ် ပြုကျေဂုၤသံကွၢ်ကဒါကုၤသရၣ်စ့ၢ်ကီးလီၤ.) လၢဂုၤလၢပြုကျေအိပ်ပွဲန့ၣ်အပူၤ အးမ့တမ့ၢ်တၢ်ပွဲတၢ်ဆါအလီၢ်လၢအ အိပ်ဒီးအဆီအအါကတၢၢ်န့ၣ်အိပ်ပွဲလဲဉ်. (မုၢ်သ့န့ၣ်သရၣ်မ့တမ့ၢ်ပြုကျေကဟဲစိၣ်တၢ်လၢဂုၤပူၤအဂီၢ် ဝံဒီးကတဲသ ကီးတၢ်လၢတၢ်သ့တဖၣ်န့ၣ်အိပ်ပွဲဆီလဲဉ်အဂီၢ်န့ၣ်လီၤ.)

## 1.10 Reading and Writing

၁.၁၀ တၢ်မၤလိဖးဒီးကွဲးပုၤကညီကျိၣ်

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

သရၣ်-မၤပြုကျေဖိဖးဝိသံသရၣ်အခံတကျိၤဘျၢတကျိၤတဝီဝံ၊ မၤပြုကျေကွဲးလၢအးတကျိၤန့ၣ်ခံဝီတၢ်လီၢ်လီၤဟံ. လၢခံတနံၤသရၣ်ကဘၣ်ကွၢ်ပြုကျေအတၢ်ကွဲးသ့တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံမၤပြုကျေဖိဖးယုၤသရၣ်. ပြုကျေဖိဖးမ့ၢ်ကမ့ၢ် သရၣ်ကဘၣ်ဖးယုၤပြုကျေတဘျီဒီး.

ယမံၤပျၢ်တကွၢ်မဲၣ်ပုၤနီၤတဂၤဘၣ်.

---



---

နဖီဆီဟံၣ်ဆီဃီကိးဂၤဒဲးလံၤခါ.

---



---

ဆိၣ်လီၤစၢၤယၢတၢ်သ့တဖၣ်အံၤဆူတၢ်ဖိလၢ.

---



---

ယပုၤဟံၣ်ဖိဃီအိပ်ဃိးဂၤ-ယၢဒီးယဖီအပၢ်ခံၤ, ပဖီခံၤ, ပမၢ်တဂၤ, ပဒဲၣ်တဂၤ, ဒီး ပလံၤခံၤ.

---



---



---

---

### 1.11 Listening and Speaking

၁.၁၁ တစ်မလိကနှင့်ဒီးကတိပြုကေညီအကျွန်ုပ်လှပြုကေညီအဟံ့.

Continue to take time to converse with Karens and to listen to them converse with each other. Look over the new words and expressions learned in this lesson, then plan and seek opportunities to use them. For example, ask older married people about sons-in-law and daughters-in-law--how many they have, if any; who they are; where they live, etc. Ask young married people when they got married, and who their parents-in-law are, where they live, etc. Or ask whether everyone in the village is related to each other (ဒီးဒီလိင်အသး) or whether there is any family which is not. Or ask about something that you need (လိပ်), where you can get it or whether the person spoken to has one. Or tell someone that you need his/her help--perhaps to push something heavy or to set something heavy up high.

(၂) သရုပ်-မပြုကေဖိလဲအိန်သကီးပြုကေညီဒီးသီးကကတိလိတိကတိသျှင်တဖန်လအမလိတုလံဝဲ ဒီးဒီးသီးကကန့်ပြုကေညီကတိသကီးတိ.

### 1.12 Cultural Assignment

၁.၁၂ တစ်ဗုသျှင်ပြုကေညီအလုအလု

Observe the range of work activities which take place around the home and in the village. What is the division of labor according to sex? according to age? Try to assess the work load of people. Note the amount of cooperation there is in performing certain tasks. What jobs are done daily? seasonally? whenever there is a demand? Are there specialists in certain jobs? How are they repaid for their labor? Do any of the households have servants? How are they cared for? Are they paid a wage? What is their status?

သရုပ်--တစ်မလိတကတိအံ့န့တဘဉ်ဃးဒီးပြုကေညီကျိန်ဘဉ်. ပြုကေဖိကမဒုဉ်ဝဲ.



## LESSON 2

### တၢ်မၤလိၤ ၂

#### 2.1 Useful Words and Phrases

၂.၁ တၢ်ကတိၤအသိၤလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံတဘျီခံဘျီ.

တုၣ်	To cease, stop, refrain; to attain full growth or utmost size
ပွဲၤ	To be full, complete
မၤပွဲၤ	To fill, complete
ဒိၣ်တုၣ်ခိၣ်ပွဲၤ	To be full grown, fully developed
လၢ	To be sufficient, enough
လၢပွဲၤ	To be complete, fulfilled, perfect(ed)
အံၣ်န့ၢ်/အံၣ်စၢၤ	To want or desire for someone
စိတလိၢ်ပၢ်/စိတလိၢ်ဖိၢ်	Go-between for prospective mates
မၤလိၢ်/မၤလိၢ်	Contraction of တၢ်မၤအသးဒိၣ်လိၢ်
တၢ်ဂ့ၢ်တၢ်ကျိၤ	Series of facts and events, information, matter, business
ကၢ/ကၢကီၣ်	To be fit, proper, suitable
ဒါ/ဒါး/ဒု	Particle indicating (1) uncertainty as to the reason for some action or something said; (2) a feeling of being àlĀṣā̃ <sup>1</sup> /အင်းန့ၣ်တယ် <sup>1</sup> or wanting to prevent others from feeling that way; or (3) indicating a slight pause, similar to န့ၣ်.
ကၢ်	Particle indicating that the speaker is reasonably sure of the statement made but seeks confirmation from the one spoken to
န့ၣ်/န့ၣ်	Particle indicating a question expecting a negative or affirmative answer where the speaker had thought that things would be other than stated but sees indications that he/she might have been wrong.
မၤသ့အိၣ်ဘၣ်	To be well off
အဒုၣ်အထၢ	Family (families), clan(s), tribe(s)
အဒုၣ်ဖိထၢဖိ	Family/clan/tribe members
ဒုၣ်	Classifier for families/clans/tribes
ခံဒုၣ်	Two families/clans/tribes
<b>Mrm</b>	To be mature, elderly, old (refers to living things)
<b>JhpMrm</b>	To be married

<sup>1</sup>For an explanation of the meaning of these words, see 2.8(5).

**UoMrm**  
**FhPgmMrm**  
**PcMrm**  
**NcMrm**

**MrmUCfo**  
**Sb(W)Bhm**

To be mature, elderly, old (refers to human beings); an elder or headman  
 Mature hen (maturity being indicated by starting to lay eggs)  
 A woman who is married or has been married; term used to refer to one's wife when speaking to someone else  
 A man who is married or has been married; term used to refer to one's husband when speaking to someone else.  
 Very old, very mature  
 For it/him/her/them

## 2.2 Pattern Sentences and Phrases

၂.၂ တၢ်ကတိၤအံၤ

### (1) Use of တၢ်, "to cease, stop, refrain; to attain full growth or utmost size"

(၁) တၢ်သုတၢ်ကတိၤ "တၢ်"

REPEAT after the teacher

သရၢ်-မၤပၤကၠိၤတဲတဲတဲသရၢ်အံၤ ၂-၃ ဝီ.

ကျဲတၢ်လံ, ပလဲၤတသုလၢၤဘၣ်.

ဆီမိၢ်တဘျီအံၤဒံၣ်တၢ်လံ. ဆူညါ  
 တဒံၣ်လၢၤဘၣ်.

နမၤတၢ်အံၤတၢ်အတၢ်န့ၣ် တၢ်ကကီ  
 လၢနဂီၢ်.

နလဲၤတၢ်အတၢ်န့ၣ် နကထံၣ်ပၤအိၣ်  
 ဖဲန့ၣ်ကိးဂၤဒဲး.

ကျဲတၢ်လံ, ပလဲၤတသုလၢၤဘၣ်.

သမီးသၢ်တဖျါအံၤမဲတၢ်လံ. အိၣ်  
 ကွံၣ်အိၣ်

ယဲယဖီဒိၣ်တၢ်ခိၣ်ပွဲၤလၢၤလံ.

The road has come to an end. We can't go any farther.

This hen has stopped laying eggs. In the future it won't lay any more.

If you do this (e.g., selling illegal drugs) until it comes to an end, it will go hard for you.

You go till you come to the end [of your journey]. You will find everybody there.

The road has come to an end. We can't go any farther.

This mango is at the end of getting ripe. Eat it up.

All of my children are full grown.

### (2) Use of ပွဲၤ, "to be full, complete"

(၂) တၢ်သုတၢ်ကတိၤ "ပွဲၤ"

REPEAT after the teacher

သရၢ်-မၤပၤကၠိၤတဲတဲတဲသရၢ်အံၤ ၂-၃ ဝီ.

ထံပွဲၤလံ. ဒၢၣ်လၢၤတဂ့ၤ.

ခဲအံၤဖျါလၢနပွဲၤဒီးတၢ်သးခုမးလဲၣ်.

နဖီအိၣ်လၢအမိၢ်အလီၤအလၢပွဲၤထီၣ်လံ

မၤပွဲၤထီၣ်က့ၤနတၢ်မၤတနံၤအံၤ.

It is already full of water. Don't draw water any more.

Now it appears that you are full of great joy!

Your child that the mother is carrying inside (lit., on her person), her time (lit., months) is complete.

Complete your [back] work today.

ဟ့ၣ်ပွဲထီၣ်စၢၤယၢလၢနစ့တကယၢသ့ ဧါ.

Can you give me 100 baht of yours to help complete [the amount I need]?

နမၤတၢ်အနံၤအသီတပွဲၤဒံးဘၣ်, က  
ပွဲၤထီၣ်လၢလီၤပွဲၤခဲကီၢ်.

You haven't completed your days yet. They will be completed at the coming full moon.

ပွဲၤတုၤလၢအဒိၣ်တုၣ်ခိၣ်ပွဲၤန့ၣ် ပတဲ  
တၢ်ဒီးအိၣ်ကီၢ်ဒိၣ်မး.

When people have become fully grown up, it is very difficult for us to tell them things.

(3) Use of လၢ, "to be sufficient, enough" and လၢပွဲၤ, "to be complete, perfect, fulfilled"

(၃) တၢ်သူတၢ်ကတိၤ "လၢ"

REPEAT after the teacher

သရၣ်-မၤပွဲၤကိၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပစီမုၢ်ပွဲၤအံၤလၢလံၤ.

This amount of rice we have cooked is enough.

ကသူအံၤတလၢဒံးဘၣ်.

This stew (curry) is still not sufficient.

နပွၤနံၣ်န့ၣ်နစ့လၢဧါ.

Do you have sufficient money for buying the skirt?

နမၤတၢ်အိၣ်လၢပွဲၤဂ့ၤမး.

Your fixing the food was just perfect.

ယဒိၣ်တကၢအတၢ်ပွဲၤတၢ်ဆါအလီၢ်န့ၣ်

My close friend's shop has a complete stock.

တၢ်အိၣ်အလၢအပွဲၤလီၤ.

တၢ်လိၣ်လၢတၢ်အိၣ်တဘျီအံၤလၢလံၤဧါ.

Is there already sufficient food for our needs this time?

ပွဲၤတဂၢန့ၣ်မုၢ်မၤတၢ်တမံၤမံၤ, ပွဲၤဘၣ်

If that person does something, people have to complete the work for him every time.

မၤလၢမၤပွဲၤန့ၣ်က့ၤအိၣ်ထီၣ်ဘိ.

ပွဲၤတဒုၣ်န့ၣ်မၤတၢ်အိၣ်တၢ်လၢထီၣ်ပွဲၤထီၣ်ဂ့ၤ  
မး.

That family is well-to-do [lit., works and eats fully].

ယမၤစၢၤအိၣ်လၢလၢပွဲၤပွဲၤလံၤ.

I helped her fully (completely).

တၢ်လၢတၢ်ပွဲၤန့ၣ်တအိၣ်ဒီးပွဲၤနီၣ်တဂၢ ဘၣ်.

Nobody is perfect (lit., has perfection).

(4) Use of တၢ်ဂ့ၢ်တၢ်ကျိၤ, အဂ့ၢ်အကျိၤ, "information, matter, business, series of facts and events"

(၄) တၢ်သူတၢ်ကတိၤ "တၢ်ဂ့ၢ်တၢ်ကျိၤ/အဂ့ၢ်အကျိၤ"

REPEAT after the teacher

သရၣ်-မၤပွဲၤကိၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

တၢ်အိၣ်ဖျိၣ်အဂ့ၢ်အကျိၤတမံၤအံၤယနီၣ်တပၢ  
ၣ်.

I don't understand this item of the meeting's business.

တၢ်ဂ့ၢ်တၢ်ကျိၤမုၢ်ဟဲအသးဒိအံၤန့ၣ်  
ပမၤဆူညါကကီၢ်.

If the matter comes out like this, it will be difficult for us to work/do [anything] in the future.

တနံၣ်အံၤတၢ်ဂ့ၢ်တၢ်ကျိၤအိၣ်ထီၣ်အက  
လုၣ်ကလုၣ်.

This year many kinds of matters were brought up [or came up].

တၢ်အိၣ်ဖျိၣ်တဘျီအံၤလဲၤလၢအဂ့ၢ်အ  
ကျိၤဘၣ်ဂ့ၤမး.

The meeting this time went in a very orderly fashion.

### 2.3 Command and Response Drill

၂.၃ တၢ်မၤဒီးတၢ်မၤထွဲ

The teacher will ask you to read the directions below aloud and then carry them out.  
သရၣ်ကတၢၢ်မၤပၤကွၢ်ဖိဖးတၢ်ကတၢၢ်လၢအဖီလၢတဖၣ်အံၤဒိၣ်ဒိၣ်တံၤမၤထွဲအခံ.

ကွၢ်တၢ်ကတၢၢ်လၢအဖီလၢအံၤလၢစုစုတကပၤတကျါဘၣ်တကျါဝံၤဒီး ဃုထၢထီၣ်တၢ်ကတၢၢ်လၢ  
စုထွဲတကပၤအံၤလၢမၤလၢထီၣ်ပွဲၤထီၣ်တၢ်ကတၢၢ်လၢစုစုတကပၤန့ၣ် ဒီးကွဲးပွဲၤထီၣ်အံၤ.  
မ့ၢ်ဝံၤန့ၣ် ဖးကိးကျါဒီးဒိၣ်ဒိၣ်တဘျီ. (တၢ်ကတၢၢ်လၢစုထွဲတဖၣ်န့ၣ် နဃုထၢအံၤသ့ခံဘျီခံ  
ဘျီလီၤ.)

ပၤကဟဲအါထီၣ်တကၤဘၣ်ဆၣ်မၤဒီး	တုၣ်
ကသု___ဒီး.	လၢ
အနံၤအသီက___ထီၣ်ဖဲလၢလၢအံၤ	ပွဲၤ
သကံ့သၣ်မံ___လံ.	
နမၤ___ထီၣ်ယလီၢ်သ့ခါ.	
ကျဲတဘီအံၤ___လံ.	
နကပွၤတၢ်ညၣ်န့ၣ်နစု___ခါ.	

### 2.4 Question and Answer Drill

၂.၄ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

In the drill below the teacher will ask the questions and you will answer using the answers given. Then the teacher will change some words and/or amounts in the question and you should vary your answers. After you can respond reasonably fluently, you and your teacher should change parts.

သရၣ်ကသံကွၢ်ပၤကွၢ်ဖိဒီးပၤကွၢ်ဖိကစံးဆၢဒ်အဖီလၢအံၤအသးဝံၤ လၢခံတဝီန့ၣ်သရၣ်ဒီးပၤကွၢ်ဖိကလဲလိာ်တၢ်ဂ့ၢ်  
ဒီးတၢ်အနီၣ်ဂံၢ်တဖၣ်. မၤဒ်အံၤသၢဝီလံၢ်ဝီ. တုၤပၤကွၢ်ဖိတဲဆၢတၢ်ဘၣ်ဘျုးလံန့ၣ် သရၣ်ဒီးပၤကွၢ်ဖိကဆီတလဲ  
လိာ်အတၢ်-ပၤကွၢ်ဖိကသံကွၢ်တၢ်ဒီးသရၣ်ကတဲဆၢတၢ်တဝီ ဝံၤဒီးပၤကွၢ်ဖိကလဲလိာ်တၢ်ဂ့ၢ်ဒီးတၢ်အနီၣ်ဂံၢ်တဖၣ်.

(က) သရၣ် --ယစုတပွဲၤထီၣ် ၄၀ ဘၣ်. နစုလၢကမၤပွဲၤထီၣ်န့ၢ်ယၤအိၣ်ခါ.  
ပၤကွၢ်ဖိ--ယစုအိၣ်တနီၤ ဘၣ်ဆၣ်တပွဲၤထီၣ်ဒီးဘၣ်.

(ခ) သရၣ် --ဆုကၤတဘျီအံၤအပူၤ ၁၅၀ ဘး. နကပွၤအံၤနစုလၢခါ.  
ပၤကွၢ်ဖိ--ယစုတလၢဘၣ်. လိာ်ဒီး ၂၅ ဘး. နဟ့ၣ်ပွဲၤထီၣ်န့ၢ်ယၤသ့ခါ.

(ဂ) သရၣ် --ယလီၢ်ဆုၣ်နီၤတလၢဘၣ်. လိာ်ဒီး ၅ ဖျါ. နဟ့ၣ်ပွဲၤထီၣ်ယၤလၢနလီၢ်  
ဆုၣ်နီၤသ့ခါ.  
ပၤကွၢ်ဖိ--မ့ၢ်. ယဟ့ၣ်ပွဲၤထီၣ်န့ၢ်နၤသ့.

### 2.5 Pattern Sentences and Phrases

၂.၅ တၢ်ကတၢၢ်အဒိ

- (1) Use of ၁၂/၁၂/၁, "particle indicating regret, an uncertainty as to the reason for some action or something said; a feeling of being à[Ã§ã"/အံၤနိာ်တယ် or wanting to prevent

others from feeling that way; or a brief pause similar to နှိ but more colloquial"

(၁) တၢ်သ့တၢ်ကတိၤ "ဒါ/ဒါး/ဒါ"

REPEAT after the teacher

သရၣ်-မၤပုၤကိၣ်ဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

(က) "လဲၤဃုအိၣ်ညၣ်ခံၤမိၣ်." "ဒါ,  
ယတၢ်တချးဘၣ်အံၤဇၢ်."  
"အိၣ်တၢ်မ့ၤတခီဇၢ်. ယကဘၣ်  
လဲၤတၢ်." "ဒါ,နမ့ၢ်လဲၤတၢ်န့ၣ်  
အိၣ်ဆိမ့ၤယၢ်."  
"ပကလဲၤတၢ်ခဲလၢၣ်, မတၤက  
အိၣ်ဒီးဒါးလဲၣ်." "ဒါ, နဖံဒီးနဖု  
အိၣ်ဒါ. အဝဲတလဲၤဒါး."  
အါဒါ, နမၤဒိန့ၣ်ဘၣ်မနုၤလဲၣ်.

(ခ) ပလဲၤဆူဘီကီးတဘျီန့ၣ် နဲနလဲၤ စ့ၢ်ဒါ.

ဆ့ကၤအလွဲၤတမ့ၢ်အံၤ နဲနတၢ်  
အိၣ်လဲၣ်ဒါ.

သုသါက့ၤကဒီးန့ၣ်. လါ, တဲသ  
ကီးတၢ်မုၢ်ဒီးဒါ.

ဂ့ၤလၢနဟဲထီၣ်လၢပဒါးအံၤ. တၢ်  
တမ့ၢ်ပုၤဂၤဒါ, နပၢ်ဒီးပုၤအံၤ  
တၢ်ပဒီတခွါတတခွါဒါ.

မ့ၢ်ဇၢ်. ပတသ့ၣ်ညါဒါး.

"ပတဲပုၤကညီသုတစဲးတစဲး."

"နတဲပုၤကညီသုမ့ၢ်နီၢ်လဲၣ်ဒါး,  
သရၣ်ဇၢ်."

(ဂ) တၢ်န့ၣ်ဒါ, မၤဒီးကွၢ်တဂ့ၤ.

တၢ်ဒိန့ၣ်ဒါ, တကီတခဲမၢ်.

ပုၤတဂၤန့ၣ်ဒါ, မၤကီမၤခဲပုၤ ဒိၣ်လဲၣ်.

တၢ်အံၤဒါ ယသးခုယတဲတသ့  
လၢၤဘၣ်.

တဘျီအံၤဒါ နဟဲအိၣ်ယၤတုၤလံ,  
နကဘၣ်အိၣ်ဒီးယၤအါနံၤအါသီလီၤ.

နတဲတၢ်တမံၤဒါ ယနီၢ်ပၢ်တ သုလၢၤ.

တနၤအံၤဒါ တၢ်ချ့န့ၢ်ကီးနၤဒီး.

(b) "Let's the two of us go fishing." "But--, I  
just don't have time."

"You stay and eat. I have to go." "Well, if  
you are going, eat rice first, of course."

"We're all going; who will be with the  
house?" "But--, your grandparents are  
here; they aren't going."

Hey, why are you doing that?

(c) But--, that time we went to Bangkok, you  
went also. [Why do you act as though  
you never heard of this?]  
You already have a blouse this color."  
[Why are you buying another one?]

Are you intending to leave? Why, I am  
still enjoying talking together (with you)!  
[I wish you could stay longer.]

It's a good thing you came up into our  
house. Why, we're not just anybody,  
your father and we are first cousins.

Is that so? Why, we didn't know it.

"We can speak Karen a little." "But,  
Teacher, you already speak Karen  
quite well!"

(c) That [matter], don't keep trying it out.  
[e.g., having already bought one, don't  
keep trying to find a better one.]

That way, there is not likley to be a  
problem.

That person, she causes us a lot of  
trouble.

This [news or happening], I can't say how  
happy I am!

This time you've really gotten here!. You'll  
have to stay with me many days.

There's one thing you said which I can't  
understand.

This night just past, it was cooler than  
every night!.

အပ်, ကလဲကွက်ကွက်ယာ. မှ် အိပ်ဒါပူ.	All right, I'll go and see (if there is any). If there is, I'll buy (some).
(ဃ) ဒိန့်ဒါဒိန့် နလဲဒါနလဲညာ. နအိပ်ဒါနအိပ်ညာ. နမဒါနမညာ. "ဖိမ့်ဖိခါဒါ, လာဂီယကကူ လီ." "ကုဒါကုယာ." "ခဲအံဖးဖိမ့်လံ, ပကမံမိပ်." "မံဒါမံယာ." "နဘာ်ဟံးနုတ်ကုတ်ကတ ဖ်အံ." "ဟံးဒါဟံးယာ."	(d) Like that is all right with me. You're going is all right with me. You're eating is all right with me. You're doing (that) is all right with me. "Children, in the morning I'll return home." "It's all right with us." "Now it's already midnight; let's sleep, okay?." "It's all right with me." "You must take these clothes." "It's all right with me."

Repeat (က) to (ဃ) above using ဒါ instead of ဒါ. Then repeat (က) a second time using ဒါ instead of ဒါ.

သရော်-မာပူကွဲဖိတဲလိ (က) တုလါ (ဃ) ကဒီးတဘျီ ဘာ်ဆုတ်အအံတဘျီ လါ "ဒါ" အလီနုတ်တဲလါ "ဒါ." သာဝီတဝီမာပူကွဲဖိတဲလိ (က) ကဒီးတဘျီ ဘာ်ဆုတ်အအံတဘျီလါ "ဒါ" အလီနုတ်တဲလါ "ဒါ."

(2) Use of က်, "particle indicating that the speaker is reasonably sure of the statement but seeks confirmation from the one spoken to"

(၂) တာ်သုတ်ကတိ "က်"

REPEAT after the teacher

သရော်-မာပူကွဲဖိတဲလိသရော်အံ ၂-၃ ဝီ.

ပှဟဲလါနုတ်တဂါနုတ် နဖိခါကံ.	Surely the person coming there is you son, isn't it?
နမုဂ်ကဟဲစုဂ်ကံ.	Surely your aunt will also come, won't she?
ပှအိပ်လါဒါမုအံ နကံ.	Surely you're the one who ate up this rice, aren't you?
အဝဲတဟဲမတါဘာ်မုလါအဖိဆိးကု နုတ်ကံ.	Surely his not coming to work is because his child is ill, isn't it?
နဘာ်လဲကံ, နတလဲတသုဘာ်.	Surely you have to go, don't you? You can't not go.
အိပ်မုလါညါကံ.	Surely we should eat first, shouldn't we?
ခဲအံဒါ နကကုမိပ်. လါခံဒါ နတဟဲ လါဘာ်ကံ.	<u>Now</u> your'e going back, aren't you? <u>After-</u> <u>wards</u> I expect you won't be coming any more, is that right?

(3) Use of န/နါ, "particle indicating a question expecting a negative or affirmative answer where the speaker had thought that things would be other than stated but sees indications that he/she might have been wrong"

(၃) တာ်သုတ်ကတိ "န/နါ"

REPEAT after the teacher

သရော်-မာပူကွဲဖိတဲလိသရော်အံ ၂-၃ ဝီ.

(က) ဖိမ့် နသလဲစိုန့.

နဟဲကတုလဲန့.

နမိနပာအိဉ်ဒဲန့.

နသလဲအိဉ်မုလပာဒဲန့.

ယဟ့ဉ်လီနဆိဉ်ချိမံန့ န  
အိဉ်လင်လဲန့.

"ဖိဉ်ခွါတကအံအမိဒိတခွါဒီးနမိ  
တတခွါလီ." "မုန့. အါ,  
တသ့ဉ်ညါဒါ."

(ခ) အံလါ, ပုမတအဲဉ်န ပကဟဲ ခါန့.

ပုတဲတင်နီန့ နဆိကမိဉ်ယဲ  
ယတဲတသ့ခါန့.

Daughter, do you intend to go also? [I had thought you weren't going.]

Have you gotten back? [I hadn't expected you yet?]

Are your parents still living? [I had thought that they had died.]

Do you intend to go and eat at the people's house? [I had thought you were going to eat here.]

Have you eaten up the hard-boiled eggs that I gave you? [I had thought you would keep them for later.]

"This young man's mother is your mother's first cousin." "Is he? Why, I didn't know (that)!"

For goodness sake! If he didn't love you, would I have come?

People talk like that, do you think I couldn't talk the way they do?

#### (4) Use of လါ(အ)ဂီ, "for it/him/her/them"

(၄) တင်သုတင်ကတိ လါ(အ)ဂီ

REPEAT after the teacher

သရော်-မပုကတိတဲပိသရော်အခံ ၂-၃ ဝီ.

မုလင်လဲ. လါနဂီတအိဉ်လါဘဉ်.

ခဲအံယပုတင်အိဉ်လါနဂီလဲ.

တင်သုတင်ကျဲတဘျီအံလါပုခဲလင်  
အဂီ.

ဖါတင်ဧ, လါနဂီကိတဂု.

လါယဂီဒီးအဲအဂီန့ တင်ကိတင်  
ခဲတအိဉ်ဘဉ်.

The rice is all gone. There is no more for you.

Now I have bought food for you.

This time arrangements have been made for everyone.

Uncle, don't worry for yourself. [You'll be taken care of.]

For me and for him there is no problem.

### 2.6 Completion Drill

၂.၆ တင်တုနီမပုတဲတင်ကတိ

Insert the correct particle from the right-hand column below into the blank in each of the sentences on the left-hand side, and then read the sentences aloud. If you are not sure about their use, review the examples in 2.5(1), (2), and (3) as well as the explanations in 2.8(4), (5), and (10).

သရော်-မပုကတိတဲပိသရော်အခံ ၂-၃ ဝီ.  
ဒီးတုနီအံဖဲတင်လီလီဟဲလါတင်ကတိအခိဉ်ထံးတကျိလါစုစုတပလံးဒီးကျိ. တဲလိတင်ကတိလါစုစုတပလံးကျိဒဲးတကျိဘဉ်တကျိဒဲးအခိဉ်ထံးတကျိအသိးအံစးထီဉ်လါအခိဉ်ထံးတုလါအကတါ.

၁. ဖိခွါ, နကလဲတင်ခဲအံ \_\_\_\_ . ပတဟ့ဉ်လီနစုဒဲးဒါး.

ခါန့

၂. အါ \_\_, နဟ့ၣ်ယတၢ်အါလဲၣ်. နီ  
 ၃. ပှၤမၤတၢ်တမံၤဒၢနီၤ \_\_. ပှၤဂၤမၤတၢ်ဒိအံၤတသ့နီၤတ ဂၤဘၣ်. ဒါ  
 ၄. နတၢ်ဒီးတၢ်လၢာ်အိၣ်အါလဲၣ် \_\_. နပှၤဒီးဘၣ်မတၤလဲၣ်. ကါ  
 ၅. \_\_, နတလဲၤဇီၣ်.  
 ၆. တၢ်ဂ့ၢ်တၢ်ကျိၤမ့ၢ်တဒိၣ်ဘၣ်, ယကဟဲ \_\_.  
 ၇. နအိၣ်ကသုလၢလဲၣ် \_\_. ပသါကအိၣ်စ့ၢ်ဒါ.  
 ၈. နသ့ၣ်ညါဒီၤ \_\_. အကဲကိၣ်ခိၣ်ဘူးလၢနဟံၣ်ဒါ.  
 ၉. အန့ၣ် \_\_, ယတဲတဘၣ်ဘၣ်.

## 2.7 Pattern Sentences and Phrases

၂.၇ တၢ်ကတိၤအဒိ

(1) Use of အဲၣ်န့ၢ် and အဲၣ်စၢၤ, "to want or desire for someone, to be very in favor of"

(၁) တၢ်သုတၢ်ကတိၤ "အဲၣ်န့ၢ်" ဒီး "အဲၣ်စၢၤ"

REPEAT after the teacher.

သရၣ်-မၤပှၤကိၣ်ဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

ယလဲၤဝီၣ်နခဲအံၤန့ၣ် ယမိၢ်ယပၢ် အဲၣ်န့ၢ်ယၤ.	My parents are strongly in favor of my going with you.
တၢ်အိၣ်တမိၣ်အံၤ ယအိၣ်ယမိၢ်ယပၢ် တအဲၣ်န့ၢ်ယၤဘၣ်.	My folks are very much against my eating this kind of food.
ဝီၣ်မ့ၢ်တဂၤအံၤ တၢ်အိၣ်ဖျိၣ်ခိၣ်န့ၢ်အဲၣ် နီၤစၢၤယၤအပၤ ယအဲၣ်န့ၢ်.	Since the church elders are strongly in favor or my taking (loving) this girl, of course, I'll do it.
ပှၤတဂၤန့ၣ်ကမၤတၢ်အဲၣ်န့ၢ် အဲၣ်န့ၢ် စၢၤအီၤတဂ့ၤ.	Don't encourage (help by being strongly in favor of) that person's doing that.
စီၤဖိဝါကလဲၤလံၣ်စီၤဆ့ၣ်ကိၣ် အမိၢ်အပၢ် အဲၣ်စၢၤအီၤကီးဂၤဒီး, ဘၣ်ဆၣ် အဝဲတလဲၤဘၣ်.	Saw Pho Wah's parents were both strongly in favor or his going to seminary, but he didn't go.
ယဲန့ၣ် တၢ်တမံၤဒီးတမံၤ ပှၤမ့ၢ်အဲၣ်န့ၢ် စၢၤယၤ ယမၤမ့ၢ်ခဲလၢလီၤ.	As for me I enjoy doing whatever things people are strongly in favor of my doing.

(2) Use of စီတလိၢ်ပၢ် and စီတလိၢ်မိၢ်, "go-betweens for prospective mates"

(၂) တၢ်သုတၢ်ကတိၤ "စီတလိၢ်ပၢ်" ဒီး "စီတလိၢ်မိၢ်"

REPEAT after the teacher

သရၣ်-မၤပှၤကိၣ်ဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

စီၤအဲၣ်ဂ့ၢ်အဖီမ့ၢ်ဒီးစီၤအဲၣ်ကျၢၤအဖီခွါ န့ၣ်အသးဘၣ်လီၤအသးဘၣ်ဆၣ် အစီတလိၢ်မိၢ်အစီတလိၢ်ပၢ်တ အိၣ်ဒီးဘၣ်.	Saw Eh Gay's daughter and Saw Eh Kler's son are in agreement [about wanting them to get married], but there is no go-between yet.
မ့ၢ်ဒီးခွါသးစၢ်ခဲဂၤန့ၣ်အဲၣ်လီၤအသး ဘၣ်ဆၣ်စီတလိၢ်ပၢ်စီတလိၢ်မိၢ် မၤတသ့ဘၣ်.	The young girl and boy love each other but the go-between's can't arrange things.



စီဖီဂီမာယကဲန့အစီတလိပ်န့  
ယကဲဘဉ်ကသုဇါ.  
နီဝါဝါအမိအပိမာယကဲန့အစီတ  
လိပ်မိအယိ ယကဘဉ်တူလိပ်  
စီဖီဂီအစီတလိပ်ကဟဲတ  
ဟါအံဇါ.

Saw Pho Gaw asked me to become his go-between, but can I [honestly] do it?

Naw Wah Wah's parents asked me to become their go-between, so this evening I must welcome Saw Pho Gaw's go-between (when he comes).

(3) Use of ကာ/ကာကီဉ်, "to be fit, proper, suitable"

(၃) တၢ်သုတၢ်ကတိၤ "ကာ/ကာကီဉ်"

REPEAT after the teacher

သရၢ်-မၤပုၤကွီုဖိတဲပိၤသရၢ်အံ ၂-၃ ဝီ.

မုၢ်ဒီးခွါခဲကန့ၢ်ကာလိၣ်အသးဂုၤမးလီၤ.  
နကဆုၣ်ကတဘဉ်န့ၢ် ကာဒီးနဂုၤမး  
လီၤ.  
နဲတဂၤန့ၢ် နကဒီးတၢ်ဒ်န့ၢ်လီၤ.  
အဝဲတဂၤန့ၢ် ကာဒီးတၢ်အိၣ်ဒ်အံၤလီၤ.  
တၢ်အိၣ်ဒ်အံၤန့ၢ် ကာဒီးနဂုၤမးလီၤ.  
ဖါတၢ်ဒီးမုၢ်ဂံၢ်ခဲကန့ၢ် ကာလၢအဖီအိၣ်  
ဘဉ်ဆၢအဖီတအိၣ်.

The girl and fellow are very suitable for each other.

The blouse you are wearing really suits you well.

You are fit for that kind of thing. (That kind of thing is proper for you.)

That person is fit for food like this.

This kind of food is very suitable for you.

This uncle and aunt were fit to have children, but they have none.

Repeat using ကာကီဉ် in place of ကာ.

သရၢ်-တဲလိကဒီးတဘျီ ဘဉ်ဆၢအံၤတဘျီန့ၢ် လၢ "ကာ" အလီၢ်န့ၢ်တဲလၢ "ကာကီဉ်."

(4) Use of ဒုၣ်, "classifier for families, clans, tribes;" အဒုၣ်အထၢ, "family, clan, tribe;" and အဒုၣ်ဖိထၢဖိ, "family, clan, tribe members"

(၄) တၢ်သုတၢ်ကတိၤ "ဒုၣ်," "အဒုၣ်အထၢ," ဒီး "အဒုၣ်ဖိထၢဖိ"

REPEAT after the teacher

သရၢ်-မၤပုၤကွီုဖိတဲပိၤသရၢ်အံ ၂-၃ ဝီ.

ပုၤတဒုၣ်န့ၢ်ဆိးကုဲအံၤခဲအံၤ.  
လၢယသဝီန့ၢ် ပုၤသဒုၣ်ဟဲကုၤအိၣ်ဖိၣ်.  
သဝီတဖျါန့ၢ်, ပုၤတဒုၣ်ဒီးတဒုၣ်ကွၢ်  
လီၤကုၤအသးသု.  
ယဖုအဒုၣ်အထၢန့ၢ်တဲတၢ်အါတဲတၢ် ဆ့ၣ်.  
သဝီလၢကစၢ်ခိၣ်တဖၣ်န့ၢ် ညီန့ၢ်သ  
ဝီတဖျါအပူၤန့ၢ်မုၢ်အဒုၣ်အ  
ထၢဒ်ဝဲ.

That family is often sick.

In my village three families returned and joined us.

In a village families can look after themselves.

My grandfather's family members talk a lot and say things forcefully.

In villages on the mountains usually the villages are all one [big] family (i.e., related by blood or marriage).

(5) Use of ပုၤ, "to be mature, elderly, old (referring to human beings)"

(၅) တၢ်သုတၢ်ကတိၤ "ပုၤ"

REPEAT after the teacher

သရော်--မပြောကုန်မီတဲတဲသရော်အခဲ ၂-၃ ဝီ.

ခဲအံသးသိသပ်ပိုင်လံ.  
ဆီမိပြိုင်တဘျဉ်အဖီအိဒ်မး.  
တင်ဒီးတဖျဉ်အံပြိုင်လင်လံ, အိတ်တနု  
လါဘဉ်.  
ယပိုင်ထီပြိုင်လံ.  
ယဖီဖျဉ်ပြိုင်နုနုဖီ.  
ဖီဒိတ်ခွါတဂါနုနုမုအဖျဉ်လံခါ.  
ဖီဒိတ်မုတဂါနုနုအသးစင်ဒီး ဘဉ်ဆဉ်  
မုအမုပြိုင်လံ.  
ယဲယတင်မုပြိုင်အသးစင်စု.  
ယဲယပြိုင်မုပြိုင်နုနု အသးပြိုင်နုနုယဲယ နံ.  
ယမိခဲအံသးပြိုင်လံ.  
ခဲအံပုသးပြိုင်တဖျဉ်ကဘဉ်လဲဆီ.  
တင်အိတ်ဖျဉ်သးပြိုင်ကမာဝံကတင်ဂု လါခံ.  
ယမုဂါတဂါအသးပြိုင်သး ဘဉ်ဆဉ်  
အဖီဆဲးအိတ်ဒီး.

This mango is now mature.  
The mature hen has a lot of chicks.  
These vegetables are old! we can't eat them  
any longer (because they are too tough.).  
My younger sibling has gotten married.  
My child appears to be older than yours.  
Is that nephew already mature (married).  
That niece is still young but is a mature  
(married) woman already.  
My wife is also young.  
My wife is five years older than I.  
My mother is now old (elderly).  
Now the elders must go first.  
The elders will return and finish the business  
later.  
My aunt is quite old, but she still has little  
children.

## 2.8 Notes on Word Usage and Grammar

၂.၈ သရော်--မပြောကုန်မီတဲတဲသရော်အခဲ ၂-၃ ဝီ.

### (1) Use of တုဒ်, "to cease, stop, refrain, come to an end; to obtain full growth or utmost size"

Refer to the examples in 2.2(1). This verb means "to come to an end" of something, and can often be used interchangeably with တတင်, "to end, terminate." The couplet ဒိတ်တုဒ်ခိတ်ပွဲ indicating that full growth in stature and mental capacities has been obtained is used only in reference to human beings.

### (2) Use of ပွဲ, "to be full, complete"

See examples in 2.2(2). By itself the verb ပွဲ means "to be full, complete," and cannot have an object. The word ဒီး, "with," is used to express what it is that the thing is full of; e.g., ပွဲဒီးထံ, "full of water." In order to use ပွဲ with an object, it must be preceded by an action verb, and it is also frequently followed by ထီ; e.g., မပြိုင်ထီအလီ, "fill his place." ဟံ့ပွဲထီနုနုယဲနုစုခံဆဲး, "Make up (complete by giving me) the 20 baht (I'm lacking)."

### (3) Use of လါ, "to be sufficient, enough"

See the examples in 2.2(3). You have learned many uses of လါ as a particle, but it can also be used as a verb meaning "to be enough, sufficient." The verb can be distinguished from the particle by its position in the sentence; e.g., မုလါခါ. တလါဘဉ်,

"Is there enough rice? No. (Not enough.)" When used together with ပဲ့ as a couplet, the meaning becomes "to be complete, fulfilled, perfect, perfected;" e.g., ယူအတိအေန် လာပဲ့ဝဲ, "God's love is perfect." တိအံတလာတပဲ့ဒဲးဘဉ်, "This is not yet fully complete." အဲဟ့ၣ်ကုယတိအလာလိလပဲ့ပဲ့, "He paid my me back fully for the expenses." As in the case of ပဲ့, to use the couplet with an object it is necessary for it to be preceded by an action verb and for the couplet to incorporate the verb ထီၣ်; e.g., ဟ့ၣ်လာထီၣ်ပဲ့ထီၣ်တိလာအလိၣ်ဝဲတဖဉ်, "fulfil the needs."

(4) Use of တိၣ်တိၣ်ကျိ and related forms of the couplet

See examples in 2.2(4). You have already learned the expressions လာအဂ့ၢ်, "about it, him, her, them," and တိၣ်ဂ့ၢ်, "facts, information." The couplet form of the latter is တိၣ်တိၣ်ကျိ and is used to include not only facts and information, but also matters, affairs, business of various kinds; e.g., matters that must be dealt with by village or church elders or by the head of a household or a teacher. To say that matters or business in a meeting were dealt with smoothly and in an orderly fashion, not starting to discuss one matter, then someone getting the discussion off on a tangent, and then later having to come back to the previous matter, one may say either တိအိၣ်ဖိၣ်လဲအသး ဘဉ်ဂ့ၢ်ဘဉ်ကျိ or တိအိၣ်ဖိၣ်လဲအသးလာအဂ့ၢ်အကျိဘဉ်ဂ့ၢ်မး.

(5) Use of ဒါ, ဒါး, and ဒု, "particles indicating regret, uncertainty as to the reason for some action or something said; a feeling of being àl'Ã§ã"/အင်းနိတယ် or wanting to prevent others from feeling that way; or indicating a brief pause similar to နှိ but more colloquial"

See examples in 2.5(1). When ဒါ or ဒါး occur at the beginning or the end of a sentence, as in (က) and (ခ), it is always in response to something which someone else has said, and may indicate uncertainty as to the reason for some action or something said, as in the first 2 examples of (ခ); or, it may indicate a feeling of being àl'Ã§ã"/အင်းနိတယ် or wanting to prevent others from feeling that way, as in the first 3 examples in (က) and the last 4 examples of (ခ). (The expression အင်းနိတယ် in Burmese and àl'Ã§ã in Thai covers a wide variety of feelings which are particularly important in Asian countries where saving face is so important, and there is no one English word which conveys the same idea. Sometimes it refers to a feeling of embarrassment, often for the person spoken to or about. Or it may refer to a feeling that it wasn't quite right to have to treat a person as one did but the circumstances were such that it couldn't be helped. Or it may refer to feeling bad that things worked out as they did for the one spoken to or about, when he/she didn't deserve it.) In such cases there seems to be an element of protest in what is said because of such a feeling. It should be noted that ဒု can never be used as the first or last word in a sentence, hence is never used with either of the meanings in (က) or (ခ). The compound expressions ဒါဒါ and ဒါဒါ used independently at the beginning of a sentence, as in the last example in (a), combine the meaning of the 2 words to indicate surprise and uncertainty or regret and longing.

In Book I, Lesson 17, you were introduced to independent noun phrases which occur at the beginning of a sentence but are not grammatically related to the rest of the sentence and you learned that such phrases usually end with နှင့်. It can be seen from the examples in (၈) that all 3 of the above forms of this new particle (ဒါ, ဒါး, ဒဲ့) may be used in place of နှင့် in such independent phrases; in fact they are more colloquial, so that you will often hear one form or the other used in everyday conversation. The particular form used depends upon the preference of the speaker in the given context, and the same speaker may sometimes use one form and sometimes another. (Note: the နှင့် in the above examples means "that.")

The examples in (၉) are idiomatic and are similar in meaning to the expression ဒိနှင့်ဒါဒိနှင့်, which you learned in a previous lesson. It should be noted that ဒဲ့ can never be used in the idiomatic expressions based on the pattern of နှလဲဒါလဲညှါ, but can be used only in the type of sentences given in (၈).

- (6) Use of ကို, "particle indicating that the speaker is reasonably sure of the statement made but seeks confirmation from the person(s) spoken to."  
See examples in 2.5(2). This particle gives the idea of "surely [the statement made] is true, isn't it." If nobody knows for sure, there may or may not be a response.

- (7) Use of နဲ့/နဲ့, "particle indicating a question expecting a negative or affirmative answer where the speaker had thought that things would be other than stated but sees indications that he/she might have been wrong."  
See examples in 2.5(3). By noting the presuppositions of the speaker in the English equivalent of the examples given, it should not be difficult to understand the use of this particle. (Note: In central Thailand and in much of Burma there is evidently no equivalent to this particle; rather, people would simply use ခေါ့.

- (8) Use of အဲဒါ, "for it/him/her/them"  
See examples in 2.5(4). This expression is usually preceded by လာ and, as in the case of လာအဲဒါ, the pronoun may be changed to the first or second person singular or plural when such persons are referred to; e.g., လာယဲဒါ, "for me;" လာနဲဒါ, "for you;" လာပဲဒါ, for us; လာသူဒါ, "for you (plural)." Of course, there is often a descriptive phrase or clause between the လာ and the ဒါ preceded by the possessive pronoun; e.g., လာပုလဲလဲအဲဒါ တဖျံအဲဒါ, "for those who come."

- (9) Use of အဲဒါ and အဲဒါ, "to want or desire strongly for someone else"  
See examples in 2.7(1). You have already learned that အဲ means "to love" and that အဲဒါ means "to want, want to do." In the expressions အဲဒါ and အဲဒါ the meaning is closer to that of "to want or desire" and the ဟဲ or နဲ indicates that the wanting is for someone else's benefit. The expressions အဲဒါ and အဲဒါ have basically the same

meaning and can be used interchangeably, or they can be combined into the fuller term အဲဒီနီစာ.

(10) Use of စီတလိမ် and စီတလိပ်, "go-betweens for prospective mates"

See examples in 2.7(2). The go-betweens for prospective mates have very specific responsibilities. Usually the parents of the girl, perhaps with the help of other members of the larger family decide on a boy whom they think might be suitable for a mate and find ways of feeling out the boy and his family. If it seems that they are willing, then they look for a respected older man to serve as a go-between, called စီတလိပ်. He will only be willing to take on this responsibility if he believes that it will be a good match. After a စီတလိပ် has been found, he has the following responsibilities: (a) He must ascertain whether the boy and girl really love each other, whether their respective parents are in favor of their marriage, and whether there are any problems which might keep the marriage from being successful. (b) In an animistic situation, if everything seems to be okay, he arranges for the engagement to be formalized in a ceremony in which the prospective bride's parents kill a chicken which both parties eat together with liquor and with the recitation of certain traditional poems. (c) He gets the 2 families to set a date for the wedding. (d) He chooses a young man of approximately the same age as the prospective groom to be a substitute for him in the event he backs out or something happens to him, and the substitute must keep continually ready until the groom's wedding has been completed.

An older responsible woman, usually in the prospective bride's village, is also chosen to serve as the စီတလိမ်. Her responsibilities are as follows: (a) She must arrange for villagers who will prepare the liquor and food for the wedding feast. (b) She must serve as a go-between in settling the amount of the dowry to be given to the girl's family. (c) She must check and see that sufficient food and beverage will be prepared and/or be on hand for the wedding. (d) She must arrange for a young unmarried woman of the same age range as the prospective bride to be the bride's substitute, just in case anything happens to the girl.

Most of these customs have been lost in villages influenced by the Thai culture or where the families have become Christian, but they are still used in the more remote animistic villages.

(11) Use of ကၢ/ကၢကီၣ်, "to be fit, proper, suitable"

See examples in 2.7(3). It should not be difficult to understand the meaning of this descriptive verb if you study the examples. It is a descriptive verb and is usually followed by ဒီး, လၢ, or လိပ်/လိပ်. It gives the meaning that a certain color or style of garment looks well on one or is proper for a certain occasion, or that certain persons seem fit for certain positions or kinds of work, or that certain persons seem to be suitable as mates for each other, or that certain kinds of food are suitable for someone of a particular age or state of health, etc.

(12) Use of ချဉ်, "classifier for families, clans, tribes;" အချဉ်အထာ, "family, clan, tribe;" and အချဉ်မိထာမိ, "family, clan, tribe members"

See examples in 2.7(4). The couplet အချဉ်အထာ means "his/her/their family" and ချဉ်မိထာမိ means "his/her/their family members." They usually refer to the immediate family but may include other members in the same village, whereas the expression ဟ်ဉ်မိဃီမိ in north Thailand may include the wider family spread out in many villages. (However, in central Thailand and in Burma the latter term refers to household." For the first or second person singular or plural, the appropriate pronoun is used in place of အ; e.g., ယချဉ်ယထာ, "my family;" သုချဉ်သုထာ, "your (plural) family."

(13) Use of ပှ်, "to be mature, elderly, old"

See examples in 2.7(5). The word ပှ် is the opposite of စ် and is used in much the same way; i.e., animals and plants are said to be ပှ် when they are mature or past maturity and human beings are said to be သးပှ် (using the appropriate possessive pronoun with the သး. Birds and fowl are considered as being mature when they begin to lay eggs; animals, when they begin to mate; and in the past human beings, when they got married (hence the term for being married is ထီဉ်ပှ်, literally, "to ascend to the mature state"). Women who are or have been married may be referred to as မပှ်, and men who are or have been married may be referred to as ဖပှ်. (Note that the first syllable of the former is written without a ဉ်, and that the corresponding word for men is written not with ခွဲ (as one would expect) but with ဖ.) Village elders or elders of the church may be called ပှ်သးပှ် or, when used together with the word for village or church the ပှ် may be omitted; e.g., တၢ်အိဉ်ဖှ်သးပှ်, "church elders;" သဝီသးပှ်, "village elders." The expression သးပှ်သးဃး means "quite old, quite along in years," and is a term of respect.

(14) Contracted speech

In English in everyday conversation we often speak very fast making contractions which are understood by those with whom we live and work but would be very confusing to a foreigner; e.g., we might hear a child crying and ask, "S'matter," meaning, "What is the matter?" The same things probaby happen in all languages. One of the common contractions used by the Karens when they meet is မၤလီဉ် or မၤဒ်လီဉ်, being a contraction of တၢ်မၤအသးဒ်လီဉ်, meaning "What's happening?" or "How are things with you?" The more you listen carefully to Karens talking with each other, the more you will begin to recognize other contractions by virtue of the context in which they are spoken.

(15) Use of မၤသ့အိဉ်ဘဉ်

As you can surmise, the above couplet is comprised of two halves--မၤသ့, "to be able to do, skilled at doing," and အိဉ်ဘဉ်, "to eat and encounter food." Together they give the meaning of being well off. If families are only moderately well off like the typical rice farmer, they are said to မၤစ့အိဉ်စ့; and if they are quite poor, they are said

to မလၢဂီၤအိၣ်လၢဟါ or to မၤမ့ၢ်ဆ့ၣ်အိၣ်မ့ၢ်ဂီၤ. You have learned the meaning of the individual words making up these couplets, so you should be able to figure out the meaning of these 2 expressions. However, it is not necessary to master them in this lesson.

## 2.9 Question and Answer Drill

၂.၉ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

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

သရၣ်-သရၣ်ကဘၣ်သံကွၢ်ပုၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအဖီလၢအံၤတကျါဘၣ်တကျါ ဒီးမၤပုၤကွၢ်ဖိတဲဆၢဝဲဒ်တၢ်မ့ၢ်တၢ်တီအသိး.

၁. နဟဲမၤတၢ်ဖဲအံၤန့ၣ် နမိၢ်နပၢ်အဲၣ်စၢၤနၤစ့ၢ်ခါ. နဒီပုၤဝဲၣ်တခီလဲၣ်.
၂. နဒီပုၤဝဲၣ်ဒိၣ်တုၣ်ခိၣ်ပွဲၤပွဲၤဂၤလဲၣ်. နဖိဒိၣ်တခီလဲၣ်. နတခွါတခီလဲၣ်.
၃. နဆိကမိၣ်လၢတၢ်အလွၢ်ကၢကီၣ်ဒီးနၤအါကတၢ်ဖဲလဲတမ့ၢ်လဲၣ်..
၄. တၢ်အိၣ်လၢနတကၢအီၤဘၣ်အိၣ်တမံၤမံၤခါ.
၅. ပုၤဖဲအံၤလၢနသ့ၣ်ညါအီၤဂ့ၤဂ့ၤအိၣ်ပွဲၤဒွၢ်လဲၣ်.
၆. ဖဲနမ့ၢ်ဖိသၣ်ဒံးအခါန့ၣ် နဆိကမိၣ်လၢပုၤအန့ၣ်ဆံးအါလဲၣ်ကဲပုၤသးပုၤလဲၣ်. ခဲအံၤနဆိကမိၣ်ဒ်လဲၣ်.

## 2.10 Completion Drill

၂.၁၀ တၢ်တူၢ်န့ၣ်ပွဲၤထီၣ်တၢ်ကတိၤ

Below are a series of pictures and underneath them on the left hand side are five pattern sentences. Look at each picture and decide whether it shows something or someone that is still young, something or someone that is mature, or someone who is quite elderly. Then fill in the subject of the picture together with the appropriate classifier in the blank spaces of the sentence which expresses the correct level of maturity, reading the resulting statement aloud.

သရၣ်-မၤပုၤကွၢ်ဖိကွၢ်တၢ်ဂီၤအခိၣ်ထံးတဘျီလၢအဖီလၢအံၤဝံၤ ဃုထၢလၢတၢ်ကတိၤ ၅ ကျိလၢတၢ်ဂီၤအဖီလၢအကျါတကျါလၢအဘၣ်လိၣ်အသးဒီးတၢ်ဂီၤအဝဲန့ၣ်ဝံၤ ကွဲးပွဲၤထီၣ်တၢ်လီၤဟီၣ်ခံတီၤဒ်တၢ်ဂီၤအခိၣ်ဝဲအသိးဒီးဖးဒီကျါ. အဒိ-ပုၤကွၢ်ဖိကွၢ်တၢ်ဂီၤအခိၣ်ထံးတဘျီ ဒီးဃုထၢထီၣ်တၢ်ကတိၤလၢ (၁) ဝံၤဒီး ကကွဲးတၢ်ကတိၤ "ဆီဖီ" ဖဲတၢ်လီၤဟီၣ်ခံတီၤထံးတတီၤ ဒီးတၢ်ကတိၤ "ဘျီ" ဖဲတၢ်လီၤဟီၣ်ခံတီၤတတီၤ ဝံၤအလီၤခံကဖးဒီကျါဒီးတဲဝဲ "ဆီဖီတဘျီအံၤစၢ်ဒံး." ပုၤကွၢ်ဖိကဘၣ်တဲလိကဒီးဘၣ်ဃးတၢ်ဂီၤဆူညါတဘျီဘၣ်တဘျီစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်ဒ်အခိၣ်ထံးတဘျီအသိးန့ၣ်.

- (၁) \_\_\_\_\_တ\_\_\_\_\_အံၤစၢ်ဒံး.
- (၂) \_\_\_\_\_တ\_\_\_\_\_အံၤအသးစၢ်ဒံး.
- (၃) \_\_\_\_\_တ\_\_\_\_\_အံၤပုၤလဲ.
- (၄) \_\_\_\_\_တ\_\_\_\_\_အံၤအသးပုၤလဲ.
- (၅) \_\_\_\_\_တ\_\_\_\_\_အံၤအသးပုၤသးဃဲလဲ.

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

2.11 *ImPqSgOpColm@IfU@golm*

*(IAuioURpUgpSglml@IhmWaqKaoOpLlp*

*Mrq@sgNgw@boLmMbmlm PqSgSbWMdq@vanBeqBeqOpOpIEfo.)*

(1) The conversation below is a continuation of the one in the previous lesson 1.7.

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

(1)

*URp@OpNoIm@lgqUepINpWaqEoJhpSbWAhpJaolcqSbW@Ibm*

*AaThKhoPbMrq@sgNg@Lp. NfURp NoWA`*

*URp@OpNoJhpEem@ho ""A"" Kho ""B""*

*WPaqK~UgoMrq@sgNg@UepH`TfMrqPlqIBq@lgqlmSfp.*

(နိဒါန်း:ပုဂ္ဂိုလ်ဆူဖိတ်အစီအစဉ်.)

**LImOuioMm--NgKgpAv`Xb, PV`ShqAhLlp**

**LMmKhoQTfm@shPbQ@soLq**

**PemL@@fLImQTfm@shWPn**

**X`.**

**N`zMfo --W`Kb, IflOpOpXfm.**

**LImOuioMm--IfOp@m, LKgpIcnAgpMrfqSaKbo.**

**LMmlfTf U`UoShU`KfpSa.**

**N`zMfo --PemX`. QMmPemWfpLImQqLlp QWfpXfm.**

**LImOuioMm--PePemK~LlpLlp BeqSa.**

**Q@PbShq@shISgmMmXhm.**

**N`zMfo --LPbShq@vm@vmQbp.**

**(LImOuioMmSfqFdN`lamS`MrfqMmWWgp.)**

**N`lamS`MrfqMm--PqShp, NgKgp, LIVfWgpQqLhlOuh.**

**AfWaqLVf ImBemWgpNoKgplPaq@m.**

**LImOuioMm --S`, QSgpOpLImPqEbqIPaqXfm.**

**PemLPqEbqQq@UeEemX`.**



**N`lamS`MrfqMm--OpPqEbqLqK~Sfp.**  
**LlfNu`Jhhp@vmLImBemIm@ugqlEfoPhp.**  
**LImOuioMm --WWaqXfm.**  
**TfmzMfoMmKhoQTfm@shLhmNhMmU`@KhKgpS**  
**hnWUoXfm. PemAuioPemUe**  
**QU`PbLSfq@fLIm@vmWEhISgmMmlJap,**  
**Pem@PqWUoK~Sfp.**  
**N`lamS`MrfqMm--SfqKboSfqQbp, W@hWAfX`^cq.**  
**LImOuioMm --N`lamXb, ImOuioKgpPoShq.**  
**N`lamS`MrfqMm--Wcp,**  
**Q@vmNgKgpN`zMfoMmKhoNgKgpLhmNhMmAaB**  
**qLlpPemKhKgpSgnWUoKc @bBeq@lbn**  
**Shq. JfMrqPqUeWhpOpAaKdpSbnShq.**

Questions (တၢ်သံကွၢ်)

၁. န့ၢ်ဘျးပၢ်သံကွၢ်ဖါၣ်းလဲၣ်.
၂. ဘၣ်မနုၤလၢန့ၢ်ဘျးပၢ်ဆိကမိၣ်လၢဖါၣ်းအနီၣ်ကစၢ်တဲဒၣ်ဝဲသ့န့ၣ်လဲၣ်..
၃. ဖါၣ်းအံၣ်ဒီးကဲနီၣ်ဖိပၢ်အမၢ်စ့ၢ်ခါ. ဘၣ်မနုၤအသီလဲၣ်.
၄. န့ၢ်ဘျးပၢ်မၤတၢ်လၢကကဲန့ၢ်ပၤစီတလီၢ်ပၢ်လဲၣ်.
၅. လါၣ်ပၢ်ဘၣ်အသးလၢကကဲန့ၢ်ပၤစီတလီၢ်ပၢ်ခါ.
၆. လါၣ်ပၢ်ဆိကမိၣ်လၢပၤခဲဒၣ်လၢကကီၣ်လီၤအသးခါ. ကၢလီၤအသးလဲၣ်.

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

သရၣ်-ပၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံတဝီ ဝံၤဒီးမၤပၤကွၢ်ဖိကဲ "ဖါၣ်း" ဒီး "လါၣ်ပၢ်" ဒီးသရၣ်ကကဲ "န့ၢ်ဘျးပၢ်." ကတိၤလီၤသကိးတၢ်ကတိၤအါဝီတစးဒ်သိးပၤကွၢ်ဖိကတဲအတၢ်ကတိၤဘၣ်ဘျးဂ့ၤတစး. တုၤပၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျးဂ့ၤလဲၣ်န့ၣ် မၤပၤကွၢ်ဖိကဲက့ၤ "န့ၢ်ဘျးပၢ်" ဒီး သရၣ်ကကဲက့ၤ "ဖါၣ်း" ဒီး "လါၣ်ပၢ်" ဝံၤတဲလိကဒီးအါဝီတစး. တုၤပၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျးဂ့ၤလဲၣ်န့ၣ် ကတိၤလီၤသကိးတၢ်ကတိၤတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် သရၣ်မ့ၢ်ဂ့ၤပၤကွၢ်ဖိမ့ၢ်ဂ့ၤကဘၣ်လဲၣ်ကတိၤတၢ်ပၤဖျၢၣ်ပၤဖျၢၣ်ဆုတၢ်ကတိၤ အဂၤလၢပၤကွၢ်ဖိမၤလိတုၤလဲၣ်န့ၣ်လီၤ. တဲလီၤသကိးတၢ်ဒ်အံၤအသိးကိးနီၤဒီးဆူညါၣ်သီအတီၢ်ပၤ.

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

(၂) သရော်-ကိန်းနံဒဲး သရော်ဒီးပုဂံကွဲးဟံးန့ၣ်အဆၢကတီၢ်တနီၤလၢကကတီၢ်သကိးတၢ်လၢပုၤကညီၣ်ကၢၣ် ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

## 2.12 Reading and Writing

၂.၁၂ တၢ်မၤလိာ်ဖးဒီးကွဲးပုၤကညီၣ်ကၢၣ်

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

သရော်-မၤပုၤကွဲးဟံးသရော်အခံတကျါဘၣ်တကျါတဝီၣ်ဝံၤ မၤပုၤကွဲးကွဲးလၢဒီးတကျါန့ၣ်ခံဝီၣ်တၢ်လီၤလီၤဟံၣ်. လၢခံတနီၤသရော်ကဘၣ်ကွဲးပုၤကွဲးအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံၤမၤပုၤကွဲးဟံးယုၤသရော်. ပုၤကွဲးဟံးမ့ၢ်ကမၣ် သရော်ကဘၣ်ဖးယုၤပုၤကွဲးတဘျီဒီး.

လၢယဒျှံယထၢပူၤန့ၣ် ပုၤဒိၣ်တုၣ်ခိၣ်ပွဲၤခဲလၢၣ်လံၤ.

---

---

စီတလီၢ်ပၢ်စးကွၢ်အိၤမ့ၢ်အကကဲနီၢ်ဂ့ၢ်ပၢ်အမၣ်ခါ.

---

---

ပုၤခံဂၤန့ၣ်ကၢကီၣ်လိာ်အသးဂ့ၢ်မးလီၤ.

---

---

ဒၢ, နသ့ၣ်ညါတၢ်ဂ့ၢ်တၢ်ကျါခဲလၢၣ်စ့ၢ်ခါန့ၣ်.

---

---

ယမၤစၢၤအိၤလၢလၢပွဲၤပွဲၤလံၤ.

---

---

### 2.13 Listening and Speaking

၂.၁၃ တၢ်မၤလိာ်ကနဉ်ဒီးကတိၤပှၤကညီအကျိၣ်လၢပှၤကညီအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new words and expressions learned in this lesson, then plan and seek opportunities to use them.

(၂) သရၣ်-မၤပှၤကိၣ်ဖိလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကတိၤလိာ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိာ်တၢ်လံၣ် ဒီးဒ်သိးကကနဉ်ပှၤကညီကတိၤသကိးတၢ်.

### 2.14 Cultural Assignment

၂.၁၄ တၢ်ဃုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

Continue to work on 1.12.

သရၣ်-တၢ်မၤလိာ်တကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပှၤကညီကျိၣ်ဘၣ်. ပှၤကိၣ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 3

### တၢ်မၤလိ ၃

#### 3.1 Useful Words and Phrases

##### 3.1 တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ဃာ်	Coarse flour made from uncooked rice by roasting and then pounding
ဖီဃာ်အိၣ်(တၢ်)	To cook using roasted rice flour
တရုး	Tree lizard, iguana
ပၢ်/ပၢ်ထီၣ်	To arrive at, reach to, show up; wake up
ထံထီၣ်ပၢ်	Spring of water
(မံ)ပၢ်ထီၣ်	To wake up (from sleep)
အုအု	Exclamation giving a chiding aspect to the remarks which follow
တၢ်လုၤလူၤ/တၢ်ပျီပူၤ	Open space or field in a village where people can gather
ဟံၣ်လုၤလူၤ	The cleared areas around the houses as well as the paths in a village; figuratively --the whole village
ပျီ	To be clear of trees, shrubs, debris, etc.
မၤပျီ(တၢ်)	To clear an open space or plot of ground
သုး	To move or remove, as a thing to a short distance
ကျဲၤ/သုးကျဲၤ	To arrange, adjust
တဖးန့ၣ်ညါ/တဖးအံၤညါ	To such a great extent
တဖးသီးသီး (တဖးသီးသီး)	Approximately the same (in terms of some quality).
မၤ	Wife
ဝၤ	Husband
ဒီမိဝၤ/ဒီမိဝၤ	Husband-wife relationship
သကူသကူ	Idiom meaning "to put forth great effort" which results in a feeling of (အင်းနီတယ်/àj'Āṣā") <sup>1</sup>
ဖြါ, ညါဖြါ	Suddenly
ချဲ	To be fast, quick, rapid
ဘု	Paddy
ဘၣ်ဃး(ဒီး)	Concerning, in connection with

#### 3.2 Pattern Sentences and Phrases

##### ၃.၂ တၢ်ကတိၤအဒိ

<sup>1</sup>For an explanation of the meaning of these terms see 2.8(5).

(1) Use of တူး, "tree lizard, iguana," and ဃာ်, "coarse flour made from uncooked rice which has been roasted and then pounded"

(၁) တၢ်သုတၢ်ကတိၤ "တူး" ဒီး "ဃာ်အိၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ယတခွါတဂၤဟဲက့ၤဖီၣ်တူးဖးဒိၣ်တဘိ.  
တဂီၤအံၤယဖီဃာ်အိၣ်တူးညၣ်.  
ခဲမုၢ်ဟါယကဃာ်အိၣ်တၢ်ဒီးတၢ်လၢ.  
ပှၤဖီဃာ်အိၣ်တၢ်တမံၤဒီးတမံၤ ယအိၣ်  
ဝံၣ်ခဲလၢၣ်.  
ယကလဲၤအိၣ်ပှၤဖီဃာ်အိၣ်ဆီ.  
မုၢ်ဂၢ်တဂၤန့ၣ်ဖီဃာ်အိၣ်တၢ်ဝံၣ်န့ၣ်ပှၤ ဂၤ.

My cousin brought back a large lizard.  
This morning I cooked lizard meat with  
roasted rice flour.  
This evening I'll cook vegetables with the  
roasted rice flour.  
I like anything cooked with roasted rice flour.  
(i.e., I find all such things to be tasty.)  
I'm going to go and eat chicken cooked with  
roasted rice flour.  
That auntie cooks food with roasted rice flour  
in a more delicious manner than others.

(2) Use of ဘု, "paddy"

(၂) တၢ်သုတၢ်ကတိၤ "ဘု"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

နဘုလၢစံၣ်ပူၤဂီၤလံၤခါ.  
ခဲအံၤဘၣ်လၢဘုဂီၤလံ, ပလဲၤတၢ်တချုး  
လၢဘၣ်.  
နဲနဘုဂၤ, ယဲယဘုတဂၤ.  
တနံၣ်ညါအံၤနမၤန့ၣ်ဘုအါန့ၣ်အပူၤကွၢ်တနံ  
ၣ်.  
တနံၣ်အံၤဘုအပူၤဒိၣ်မးလီၤ.  
လၢယဖါတၢ်အသဝီန့ၣ် ပှၤမၤအိၣ်ဘု  
တန့ၣ်အါအါဘၣ်.

Is your paddy in the paddy field already ripe  
(reddish)?  
Now it is paddy harvesting time [lit., we've  
encountered the paddy's having gotten  
ripe,] so we no longer have time to go.  
Your paddy is good; mine isn't.  
This year you got more paddy than the past  
year.  
This year the price of paddy is very high.  
In my uncle's village people aren't able to earn  
much of a living from raising paddy.

(3) Use of မိ, "wife," ဝါ, "husband," and "ဒိမိဝါ/ဒိမိဝါ, "husband-wife relationship"

(၃) တၢ်သုတၢ်ကတိၤ "မိ," "ဝါ," ဒီး "ဒိမိဝါ/ဒိမိဝါ"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပှၤတဂၤအံၤမုၢ်ယပုၢ်အမိ.  
လၢန့ၣ်တဂၤန့ၣ်မုၢ်ယဝဲၢ်နီၢ်အဝါ.  
ပဲခံၤပကဲနီၢ်ဒိမိဝါ/ဒိမိဝါ  
ယဝဲၢ်စီအမိ ဒီးယဒိၣ်တဂၤအံၤအဝဲၢ်စီ  
အမိန့ၣ် မုၢ်ပှၤဒိပုၢ်ဝဲၢ်.

This person is my younger sibling's wife.  
That person is my older sister's husband.  
We two are husband and wife.  
His oldest brother's wife and the wife of the  
eldest brother of this relative of mine by  
marriage are sisters.

ယဝ်းနီၤအဝါ ဒီးယတခွါမုၢ်တဂၢၤန့ၣ်  
အဝါမုၢ်ပှၤဒီပုၤဝ်.

My oldest sister's husband and my cousin's  
husband are brothers.

(4) Use of တၢ်လၢပူၤ/တၢ်ပျီၤ, "open space or field," and ဟံၣ်လၢပူၤ, "cleared area around  
houses including paths in a village"

(၄) တၢ်သုတၢ်ကတိၤ "တၢ်လၢပူၤ/တၢ်ပျီၤ" ဒီး "ဟံၣ်လၢပူၤ"

REPEAT after the teacher

သရၢ်-မၤပှၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

မၤဖိသၢ်လဲၤဝဲၤလိၣ်ကွဲၤတၢ်လၢပူၤ  
(တၢ်ပျီၤ).  
တၢ်အိၣ်ဖိၣ်ကဘၣ်အဃိ, ပှၤဟဲတုၤပှၤ  
ဟံၣ်လၢပူၤ.

Ask the children to go and play in the ball  
ground (or open field).

Because the meetings [e.g., association  
meetings] are to be held, people have  
come and filled the cleared spaces in the  
village (i.e., people are everywhere).

ပှၤတမ့ၢ်လၢဝုၤပှၤကဟဲအဃိ, ပှၤမၤပျီ  
ဟံၣ်လၢပူၤဂ့ၤမးလီၤ.

Because guests will be coming from the city,  
people have cleared the area around the  
houses and paths very nicely.

တုၤပလဲၤန့ၣ်လီၤဆူပှၤဟံၣ်လၢပူၤဒီး, ပှၤ  
ဟဲဆူပအိၣ်အါအါလီၤ.

When we entered the village area, many  
people came to us.

3.3 Question and Answer Drill

၃.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Look at the diagram in 1.3(b). Listen as the teacher asks the questions below, then  
answer according to the diagram..

သရၢ်ကဘၣ်သံကွၢ်ပှၤကွၢ်ဖိအဖီလၢအံၤအသိး ဒီးမၤပှၤကွၢ်ဖိစံးဆၢဒ်အိၣ်ဖိလၢတၢ်ဂီၤဖဲ ၁.၃ (b) အပူၤအသိး  
န့ၣ်..

၁. စီၤဂီၤအမါအမံၤဒ်လဲၣ်.

၂. နီၤသုအဝါအမံၤဒ်လဲၣ်.

၃. စီၤကျီၤဖိဒီးနီၤမတၢ်တဂၢၤကဲနီၤဒီမိၤဝါလဲၣ်.

၄. စီၤဖိဘျဲအမါအပုၤဝ်မုၢ်အမံၤဒ်လဲၣ်.

၅. နီၤထူဆ့ၣ်အမိၢ်အပၢ်အမံၤဒ်လဲၣ်. အမိၢ်အပၢ်ဘူးလိၣ်အသးန့ၣ် ပှၤကီးဒ်လဲၣ်.

၆. နနီၤကစၢ်နနီၤဘၣ်နမါမ့တမ့ၢ်နဝါလံၤခါ. မ့ၢ်န့ၣ်ဘၣ်လံၤန့ၣ်အမံၤဒ်လဲၣ်.

၇. ပှၤလၢနသ့ၣ်ညါအီၤဖဲအံၤလၢအကဲဒီမိၤဝါလံၤအကျါန့ၣ် နတဲမတၢ်တဖၣ်အမံၤသ့လဲၣ်.

3.4 Pattern Sentences and Phrases

၃.၄ တၢ်ကတိၤအဒိ

(1) Use of ချဲ, "to be fast, quick, rapid"

(၁) တၢ်သုတၢ်ကတိၤ "ချဲ"

REPEAT after the teacher.

သရၢ်-မၤပှၤကွၢ်ဖိတဲပိၣ်ထွဲသရၢ်အခံ ၂-၃ ဝီ.

ယတဲတၢ်ချဲတဖဲ.

I talk a bit fast.

တၢ်ခဲလၢၣ်ပဘၣ်မၤလၢအချၢလီၤ.  
 ပှၤတၢ်န့ၣ်လဲၤတၢ်က့ၤတၢ်ချၢမး.  
 ဟဲက့ၤချၢ. ပဘၣ်အိၣ်မ့ၤ.  
 ဂဲၤထၢၣ်ချၢ, ပှၤတၢ်မ့ၤဟဲလံ.  
 အိၣ်တၢ်ချၢ, ပကလဲၤတၢ်ခဲအံၤ.

We must do everything with speed.  
 That person travels back and forth fast!  
 Come back quickly. We have to eat.  
 Get up quickly, the guests are coming.  
 Hurry up and eat. We're going now.

(2) Use of ပၢ်ထီၣ်, "to arrive at, reach to, show up; to wake up (from sleep)"

(၂) တၢ်သုတၢ်ကတိၤ "ပၢ်ထီၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၤဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

ဒိၣ်တၢ်ကွဲးတဲယၤလၢသၢကဟဲတၢ်အံၤဘၣ်  
 န့ၣ်ဟဲပၢ်ထီၣ်က့ၤခဲ အံၤ.  
 ပလဲၤဆူအမဲၣ်ညါတဲးန့ၣ် ထံပၢ်ထီၣ်  
 အိၣ်ဖဲန့ၣ်တတိၤ.  
 ဖါတၢ်တၢ်အံၤ နဟဲပၢ်ထီၣ်ခဲလဲၣ်.  
 ဒိၣ်တၢ် နဟဲပၢ်ထီၣ်ဖဲလဲၣ်.  
 ယပၢ်တဲယၤလၢသၢကဟဲ, ဘၣ်ဆၣ်တုၤ  
 ခဲအံၤတဟဲပၢ်ထီၣ်ဒဲးဘၣ်.  
 ပှၤဆါညၣ်ဖိတၢ်ဟဲပၢ်ထီၣ်ကဒီးလံ.  
 နဖိမံပၢ်ထီၣ်လံ. ဒုးအိၣ်အမ့ၤ.  
 ယအိၣ်ယသးဟဲပၢ်ထီၣ်လၢယကဘၣ်ဟဲတဲ  
 ဘၣ်န့ၣ်တၢ်တမံၤ.  
 ယတၢ်ဆိကမိၣ်ဟဲပၢ်ထီၣ်အသီတမံၤ.

[My relative by marriage] wrote that he would  
 come this morning, but he showed up only  
 now!  
 A little ahead there is a place where there is a  
 spring (water reaching up from below the  
 ground).  
 You uncle of mine, when did you arrive?  
 (Relative by marriage), (from) where did you  
 come/appear?  
 My father told me that he was coming, but up  
 till now he hasn't shown up.  
 The meat seller has shown up again.  
 Your child has awakened from sleep. Feed  
 him.  
 It occurred to me that I must come and tell you  
 something (lit., my mind came up ...)  
 I thought of something new (lit., a new thought  
 came up in my mind).

(3) Use of သုး, "to move or remove, as a thing for a short distance"

(၃) တၢ်သုတၢ်ကတိၤ "သုး"

REPEAT after the teacher.

သရၣ်-မၤပှၤက့ၤဖိတဲပိၣ်သရၣ်အခဲ ၂-၃ ဝီ.

ခဲအံၤနသုးလီၤသုးကျဲသုးလံ.  
 သုးနသးတဲး. ပှၤကဟးထီၣ်ဟးလီၤဖဲ  
 အံၤ.  
 သုးထီၣ်နသးတဲး.  
 သုးလီၤနသးဆူလၢဒိတဲး.  
 သုးဘူးနသးဆူအံၤတဲး.  
 သုးလဲၤထီၣ်နလီၤမံတဲး.  
 သုးကွံၣ်စၢ်တဖျါအံၤဆူန့ၣ်.  
 ခဲအံၤနပျီၤသုးအလီၤဆူဝုၤပူၤလံ.

Now you can move your residence. (There  
 are no more obstacles.)  
 Move yourself a little. People will go up and  
 down here.  
 Move yourself up a little.  
 Move yourself down a little.  
 Move yourself a little nearer to here.  
 Move [the things on] your bed to make a little  
 wider space [for sitting or lying down].  
 Move this table away to over there.  
 Now your younger sibling has moved to town.

ပှတဂန့ၣ်တသးလီၤသးကျဲၣ်နီတဘျီ ဘၣ်. That person has never moved [his residence].

(4) Use of ကျဲၣ်, and သးကျဲၣ်, "to arrange, adjust"

(၄) တၢ်သုတၢ်ကတိၤ "သး" ဒီး "သးကျဲၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤကျဲၣ်တဲတဲတဲသရၣ်အခဲ ၂-၃ ဝီ.

ကျဲၣ်က့ၤတၢ်ဒီးတၢ်လၢတဖၣ်အံၤ.

Arrange these vegetables.

ကျဲၣ်က့ၤလီၤဆုၣ်နီၤတဖၣ်အံၤလၢၣ်.

Arrange all of these chairs.

သးကျဲၣ်က့ၤတၢ်အိၣ်ဖိၣ်အတၢ်ဂ့ၢ်တၢ် ကျဲၣ်.

Arrange the affairs of the meeting.

တန့ၣ်အံၤတၢ်သးတၢ်ကျဲၣ်ကမၤအသးဒ်  
လဲၣ်.

I wonder what the arrangements will be this year.

ယဲယကဲပှၤသးကျဲၣ်တၢ်အိၣ်.

I am the one to arrange for the food.

3.5 Command and Response Drill

၃.၅ တၢ်မၤဒီးတၢ်မၤထွဲ

For this drill a table clock or a watch should be placed on the table. Also dishes and glasses for two persons to eat a meal should be gathered together on the table. As the teacher gives the commands written below, you should carry them out. On the second round, the teacher may mix up the order of the commands.

သရၣ်-သရၣ်မ့တမ့ၢ်ပှၤကျဲၣ်ဖိကဘၣ်ပၣ်ပၣ်န့ၣ်ရံၣ်တဖျၢၣ်ဒီးမ့ၢ်ခွဲးလၢပှၤခဲၤကိၢ်လၢစၢၣ်ခိၣ်န့ၣ်. အခိၣ်ထံးတဝီၣ်န့ၣ် သရၣ်ကမၤပှၤကျဲၣ်ဖိတၢ်ကတိၤအိၣ်ကွဲးအသးလၢအဖီလၢအံၤအသး ဒီးပှၤကျဲၣ်ဖိကဘၣ်မၤထွဲ. လၢခံတဝီၣ်န့ၣ် သရၣ်ဆီတလဲတၢ်မၤအတၢ်ကတိၤသ့တဖၣ်သ့. တဲလိအါဝီတစဲးတုၤလၢပှၤကျဲၣ်ဖိန့ၢ်ပၢ်ဒီးမၤထွဲချ့တစဲးသ့န့ၣ်.

၁. သးန့ၣ်ရံၣ်တဖျၢၣ်အံၤဆူန့ၣ်.

၂. ကျဲၣ်လီၤလီၤဆုၣ်နီၤလၢဒီးပှၤလၢတၢ်ဘါအဂီၢ်န့ၣ်.

၃. သးကဒါက့ၤလီၤဆုၣ်နီၤတဖၣ်ဆူအလီၤအိၣ်ဝဲန့ၣ်.

၄. ဆီတလဲလီၤဆုၣ်နီၤအံၤတဖျၢၣ်လၢအန့ၣ်တဖျၢၣ်.

၅. သးဘူးလီၤဆုၣ်နီၤအန့ၣ်တဖျၢၣ်ဆူစၢၣ်ကပၤန့ၣ်.

၆. ကျဲၣ်လီၤမ့ၢ်ခွဲးလၢပှၤကအိၣ်တၢ်အဂီၢ်န့ၣ်.

3.6 Pattern Sentences and Phrases

၃.၆ တၢ်ကတိၤအဒိ

(1) Use of တဖးသီးသီး (တဖးသီးသီး), "approximately the same in some quality" and တဖးန့ၣ်ညါ (တဖးအံၤညါ), "to such an extent"

(၁) တၢ်သုတၢ်ကတိၤ "တဖးသီးသီး (တဖးသီးသီး)

REPEAT after the teacher

သရၣ်-မၤပှၤကျဲၣ်တဲတဲတဲသရၣ်အခဲ ၂-၃ ဝီ.

(က) ပအိၣ်ဖိမုၢ်ယုၣ်, ပလဲၤဆူမံၢ်ဆီး,  
ဒီးပလဲၤဆူကံၢ်မဲန့ၣ် ကျဲၣ်အဘူး  
အယံၤတဖးသီးသီးခါ.

(a) We're in Maesariang and go to Maesod and to Chiang Mai, is the distance approximately the same?



နဖိဒီးယဖိနု အဒိာ်အဆံးတ ဖးသီးသီး.	Your child and my child are about the same size.
တၢ်တမံအံၤဒီးအန့ၣ်တမံတ ဖးသီးသီး.	This thing and that thing are about the same.
နဆုအလွဲၢ်ဂီၤဒီးယဆုအလွဲၢ်ဂီၤ တဖးသီးသီး.	The red of your blouse and the red of my blouse are about the same shade.
ထီးဖိတဒုအံၤဒီးထီးဖိလၢန့ၣ်တဒု အဒိာ်အဆံးတတဖးသီးသီးဘၣ်.	This piglet and the piglet over there are not approximately the same size.
ပှၤခဲၤန့ၣ်မၤသုအိၣ်ဘၣ်တဖး သီးသီး.	The two of them are more or less equally well-to-do.
(ခ) ပအိၣ်ဖဲမုၢ်ယုၣ်, ပလဲၤဆူမဲၢ်ဆီး န့ၣ်ကျဲ အဘူးအယံၤတဖးသီးဒီး ပလဲၤဆူကံၢ်မဲၤ.	(b) We're in Maesariang and we go to Maesod, is the distance approximately the same as to Chiang Mai?
နဖိန့ၣ်အဒိာ်အဆံးတဖးသီးဒီး ယဖိ.	Your child is about the same size as my child.
တၢ်တမံအံၤတဖးသီးဒီးအန့ၣ် တမံ.	This thing is about the same as that thing.
နဆုအလွဲၢ်ဂီၤတဖးသီးဒီးယ ဆုအလွဲၢ်ဂီၤ.	The red of your blouse is about the same shade of the red of my blouse.
ထီးဖိတဒုအံၤအဒိာ်အဆံး တတ ဖးသီးဒီးထီးဖိလၢန့ၣ်တဒုဘၣ်.	This piglet's size is not approximately the same as that piglet's size.
ပှၤတဂၤအံၤမၤသုအိၣ်ဘၣ်တဖး သီးဒီးအန့ၣ်တဂၤ.	This person is more or less as well-to-do as that person.
(ဂ) ထံဒိၣ်တဖးန့ၣ်ညါ, ပှၤစံၣ်တဟး ဂီၤစ့ၢ်ဘၣ်.	(c) The water was flooded to such a great extent, [yet] people's paddy fields weren't ruined.
မုၢ်ဂံၢ်တဂၤအဖိအတဖးန့ၣ်ညါ, ဆှၢဝဲ လၢကိၣ်န့ၣ်ကီးဂၤဒဲး.	That woman has such a lot of children [yet] she was able to send them all through school.
ပှၤမၤစၢၤနၤတဖးအံၤညါ,နတသ့ၣ်ညါပှၤ ဘျူးဘၣ်.	People have helped you to such a great extent [yet] you don't appreciate it!

(2) Use of အုအု, exclamation giving a chiding aspect to the remarks which follow

(၂) တၢ်သုတၢ်ကတိၤ "အုအု"

REPEAT after the teacher

သရၣ်-မၤပှၤကိၣ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

အုအု, ပှၤမၤယမၤတၢ်တမံအံၤယမၤ တသုလဲၣ်.	Oh dear! I've been asked to do this, but I can't!
အုအု, နဲတဂၤအံၤ, တဲတၢ်ဒိန့ၣ်တဂ့ၤ.	Hey, you, don't talk like that!
အုအု, နၤဒီးယအံၤတလီၤဆီဘၣ်.	Come on now, you and I are no different!
အုအု, ဒိၣ်တဂၤန့ၣ်အဖိခွဲၢ်မုၢ်အဲၣ်နၤန့ၣ် ဂ့ၤလၢနအဲၣ်လၢမဟီၤတနံၤလံၤ.	Listen, if his son loves you, you should have loved him yesterday!
အုအု, တၢ်ဒိန့ၣ်န့ၣ်ပှၤမၤသုကီးဂၤ.	Come on now, anybody can do that!

(3) Use of ဘဉ်း(ဒီး), "to be connected with, have to do with"

(၃) တၢ်သုတၢ်ကတိၤ "ဘဉ်း(ဒီး)"

REPEAT after the teacher

သရၣ်-မၤပၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

နဲနဟဲမၤဘဉ်းနသးဒီးယၤဘဉ်မနုၤ လဲၣ်.

နတၢ်မၤဒီးယတၢ်မၤန့ၣ်တဘဉ်းလီၤ  
အသးဘဉ်.

ယလဲၤတၢ်ခဲအံၤတဘဉ်းနဘဉ်.

ပၤတဂၤန့ၣ် မၤဘဉ်းနသးဒီးအီၤတဂ့ၤ.

နတၢ်လဲၤတဘျီအံၤဘဉ်းဒီးယၤစ့ၢ်.

ပၤဟဲတဲတၢ်တဂၤန့ၣ်ဘဉ်းဒီးတၢ်ဂ့ၢ်မ  
တၤလဲၣ်.

လံာ်တဘျီအံၤန့ၣ်ဘဉ်းတၢ်မၤလိက  
ညီၣ်ကျိၣ်လီၤ.

"ပၤတဂၤန့ၣ်ဘဉ်းနၤဒ်လဲၣ်." "အီၤ,  
ယမၤလိလံာ်အခါအဝဲဒၣ်ကဲယ  
သရၣ်."

Why do you come and (try to) get yourself  
connected with me?

Your work and my work have nothing to do  
with each other.

My going now is no concern of yours.

Don't have anything to do with that person.

Your trip this time has to do with me also.

The person who came and spoke (to you),  
what matter was he concerned about?

This book has to do with learning the Karen  
language.

"How are you connected with that person?"  
"Oh, when I was studying, he was my  
teacher."

(4) Use off သကူးသကူး, "to put forth great effort resulting in a feeling of အဲၤန့ၣ်တယံ/  
àj ãñã")

on the part of the speaker

(၄) တၢ်သုတၢ်ကတိၤ "သကူးသကူး"

REPEAT after the teacher

သရၣ်-မၤပၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖါတၢ်မၤ, နဟဲသကူးသကူး တၢ်ဂ့ၢ်အိၣ်  
ဖးဒိၣ်တမံၤကၢ်.

ယဟဲအိၣ်နၤသကူးသကူး, နဘဉ်ဟ့ၣ်  
အိၣ်ယၤနဘုတဲး.

နလဲၤယုအိၣ်တၢ်သကူးသကူး, နတန့ၢ်  
အိၣ်တၢ်နီတမံၤ.

နက့ၤသကူးသကူး, နက့ၤတုၤပၤတ  
အိၣ်ဒီးနီတဂၤ.

နမၤတၢ်သကူးသကူး, နံၣ်ကတၢ်နတ  
အိၣ်ဘဉ်က့ၤ.

နဟဲအိၣ်ယၤသကူးသကူး, ယဟ့ၣ်နၤ  
တၢ်တအိၣ်နီတမံၤ. အိၣ်ထဲဖျိၣ်  
ခံတဘျီလီၤ.

Uncle, you went to all that effort to come,  
surely there must be a very important  
reason, isn't there?.

I have gone to all this trouble to come visit  
you, (so) you must give me some paddy to  
eat.

You went to all that trouble to search for food  
(and) you didn't get a thing!

You went to all that effort to go back home  
(and) when you got there, nobody was  
home!

You worked so hard (yet) at the end of the  
year you got nothing! (spoken at  
someone's graveside)

You've gone to all this trouble to come and  
see me (and) I don't have a thing to give  
you--only this pair of pants.

(5) Use of ဖြို/ညှာဖြို, "suddenly"

(၅) တၢ်သူတၢ်ကတိၤ "ဖြို/ညှာဖြို"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲတဲသရၢ်အခံ ၂-၃ ဝီ.

ဟ့, နဟဲတုၤဖြိုလိာ်.

ယမၤနီုဒိၣ်လဲၤအိၣ်နီုဒီး, အဝဲဒၣ်လဲၤ  
ဖြိုစ့ၢ်.

ပၤတၢ်န့ၣ် ယလဲၤဆူအိၣ်, အဝဲဒၣ်  
ထံၣ်ယၤ ဂဲၤထၢၣ်ဖြိုဟးဆူဘး န့ၣ်.

ယဖုတၢ်ဆိးကုမံနီၤလၢအလီၢ်, ယလဲၤ  
တုၤ အဝဲနီၤဟ့ၣ်ယကလုာ်ဒီးဂဲၤ  
ထၢၣ်ဖြို.

မုၢ်ဆၢ်တဝါဒီးဘၣ်, ယမုၢ်ဂံၢ်တၢ်ဂဲၤ  
ထၢၣ်ဖြို လဲၤပၤတၢ်လၢကးပူၤ.

Hey, suddenly you've arrived!

I asked your nephew to go and get you and he  
went immediately! [Usually I can't get him  
to do anything.]

That person, I went to (see) him; (when) he  
saw me, he suddenly got up and went to  
the other side!

My grandfather was lying sick on his (mat).  
When I arrived and he heard my voice, he  
suddenly got up.

Before dawn my aunt suddenly got up and  
went to buy things in the market.

Repeat using ညှာဖြို in place of ဖြို.

သရၢ်-တဲလိကဒီးတၢ်ဘျီ ဘၣ်ဆၢ်အအံၤတၢ်ဘျီလၢ "ဖြို" အလီၢ်န့ၣ်တဲလၢ "ညှာဖြို."

3.7 Notes on Word Usage and Grammar

၃.၇ သရၢ်-မၤပၤကွီုဖိဒးဒိဝဲလၢဒီး.

(1) Use of မါ, "wife," ဝါ, "husband," and ဒီမိဝါ, "husband-wife relationship"

See examples in 3.2(3). There should be no problem with understanding the meaning of the above words and expressions. However, it should be noted that, although the husband-wife relationship is sometimes expressed in north Thailand as ဒီမိဝါ, it is more common to say ဒီမိဝါ.

(2) Use of တၢ်လုၤပူၤ/တၢ်လုၤပူၤ/တၢ်ပျီပူၤ, "open space or field in a village where people can gather; (fig.) the whole area of the village."

See examples in 3.2(4). The open space referred to by တၢ်လုၤပူၤ or တၢ်ပျီပူၤ may be a field for playing soccer, volley ball, cane ball, etc., or just a place free from trees, shrubs, and other obstructions where no houses have yet been built. The expression တၢ်လုၤပူၤ refers to the clear spaces around the houses and including the paths and roads, if any, going through the village, and may also be used figuratively to refer to the whole area of the village.

The word ပျီ is a descriptive verb which means "to be free of trees, shrubs, and other obstructions." It may be used together with the general word မါ to form an action verb, မါပျီ, meaning "to clear (usually by cutting down trees and shrubs or other plants or by sweeping, in which cases the more specific verbs may be used together with ပျီ.)"

(4) Use of ချ, "to be fast, quick, rapid"

See examples in 3.4(1). This is a descriptive verb, and is used in the same way that other descriptive verbs are used.

(5) Use of ပေါ်/ပေါ်ထီၣ်, "to arrive at, reach to, show up, wake up."

See examples in 3.4(2). This verb is almost always followed by ထီၣ်; e.g., နဟ်ပေါ်ထီၣ်ခဲလဲၣ်, "When did you arrive (appear)? ပဘါယွၤဝံးနဟ်ပေါ်ထီၣ်မးလဲၣ်, You show up only when we have finished worshipping!" The expression ထံထီၣ်ပေါ်, "spring of water," literally means water rising and reaching the surface of the ground. The verb ပေါ်ထီၣ် is also used to refer to waking up. This may possibly be related to the animistic belief that when one sleeps, one's spirit leaves the body and wanders off and when one wakes up naturally, it is because one's spirit has arrived back in the body." If the meaning would not necessarily be clear from the context, the expression is preceded by the word မံ (i.e., မံပေါ်ထီၣ်) indicating that the arriving is from sleep.

(3) Use of သး, "to move from one place to another", ကျဲၤ and သးကျဲၤ, "to arrange, adjust"

See examples in 3.4(3) and (4). The verb သး can be used both in a physical sense involving objects or in a figurative sense referring to items in an agenda or on a program, etc. The verb ကျဲၤ, as well as the couplet သးကျဲၤ, has the meaning of arranging or adjusting, again physically involving objects like chairs, dishes, etc., and figuratively involving arrangements for a church service or public meeting, a wedding or other ceremony, a program, or the arrangements for welcoming guests, etc. Used with တၢ် (i.e., တၢ်သးတၢ်ကျဲၤ) the meaning becomes "arrangements."

(6) Use of တဖးသီးသီး (တဖးသီးသီး), "the same in quality" and တဖးန့ၣ်ညါ (တဖးအံၤညါ), "to such a great extent"

See examples in 3.6(1). The word တဖး is used in 2 types of unrelated constructions:  
(1) As တဖးသီးသီး (တဖးသီးသီး), to express approximate similarity in some specific quality. Karen has at least 6 terms to express the idea of "sameness," depending on what is being compared (i.e., size, length, width, amount, kind). In this lesson you are introduced to the expression for "approximate sameness in some quality;" i.e., တဖးသီးသီး/တဖးသီးသီး. As can be seen by comparing the examples in (a) and (b), instead of saying that the 2 things/persons are approximately the same, one can also say that the one thing/person is approximately the same as the other, by using တဖးသီးဒီး instead of တဖးသီးသီး and changing the word order a bit. Also note from the fifth example that the negative involves adding another တ to the တ already in the above expression; i.e., တတဖးသီးသီးဘၣ်.

(2) တဖး is also used alone, or more often as တဖးန့ၣ်ညါ or တဖးအံၤညါ to give the idea of "to such a great extent." (See examples in 3.6(1-c). In these cases the ဖး is the same intensive particle you have already learned in expressions like ဖးဒိၣ် and ဖးအါညါ. A

clause containing this expression is always followed by another clause indicating that in spite of what happened, the results were not as one would have expected.

(5) Use of သကူးသကူး, "to exert a great deal effort resulting in a feeling of (အင်းနပ်တယ်) or (à;Ã§ã")

See examples in 3.6(4). (For the explanation of the meaning of အင်းနပ်တယ်/à;Ã§ã" refer back to 2.8(5).) The expression သကူးသကူး introduced in this lesson means that the person spoken to exerted a great deal of effort and it causes the speaker to have feelings as explained above as a result. For example, in the first sentence in 3.4(5) the speaker is embarrassed because the uncle is older and yet had to make such an effort to come to him. He would have felt better if the uncle had sent for him to go see the uncle. In sentences 3-6 the speaker feels bad for the one spoken to that the results of his great effort were so fruitless. The second sentence is more unusual in that the speaker is taking advantage of the effort he has expended in coming to the one spoken to and is using it to try to make the one spoken to feel obligated to give him some paddy.

3.8 Completion Drill

၃.၈ တၢ်တုၢ်န့ၣ်ပဲၤထီၣ်တၢ်ကတိၤ

Below are some pictures in pairs. Look at the first pair and decide whether the things or persons pictured are approximately the same in some quality listed below in the middle column or not. (See examples (က) and (ခ) below.) Then make a statement based on the pattern sentence on the left-hand side below the 2 examples, filling in the word for the thing or person pictured together with the appropriate classifier in the 2 blank spaces together with the quality being compared as in example (က).. If there are no similarities, follow example (ခ). Repeat the drill several times until you can make the comparisons reasonably fluently. Then try changing the word order as in (ဂ) and (ဃ), pointing to each picture in the pair in turn.

သရၣ်-မၤပၤကွဲၤတၢ်ဂီၤအခိၣ်ထံးတကူၢ်ဒီးထီၣ်သၤတြီၤဒီးအိၣ်အိၣ်လၢ (က) မ့တမ့ၢ် (ခ) အသိးန့ၣ်. တၢ်ဂ့ၢ်လၢပၤကွဲၤထီၣ်သၤတြီၤဒီးသ့န့ၣ်အိၣ်ကွဲးအသးလၢ (က) ဒီး (ခ) အဖီလၢန့ၣ်. တဲလိဘၣ်ဃးတၢ်ဂီၤနီၢ်ဂံၢ်ခံတုၤလၢဃုဒ်လၢနီၢ်ဂံၢ် ၁ အသိးန့ၣ်. တဲလိ ၂-၃ ဝီတုၤလၢပၤကွဲၤတဲတၢ်ဘျုးတဲးမ့ၢ်ဝံၤန့ၣ် မၤပၤကွဲၤတဲလိကဒီးတၢ်ဒ်အိၣ်လၢ (ဂ) မ့တမ့ၢ် (ဃ) အသိးန့ၣ်.

၁

၃

၅

၂

၄

၆

(က) ပှၢခံဂၢအံၤ အဒိၣ်အဆံး တဖးသီးသီး.

(ခ) ပှၢခံဂၢအံၤ အဒိၣ်အဆံး တတဖးသီးသီးဘၣ်. ဒိၣ်ဆံးလိၣ်အသး.

ခံ	အံၤ	အဒိၣ်အဆံး	တဖးသီးသီး
		အဘူးအယံၤ	တတဖးသီးသီးဘၣ်.
		အအံၣ်အလဲၣ်	
		အသးပှၢသးစၢ်	
		အအါအစ့ၤ	
		မၤသ့အိၣ်ဘၣ်	

(ဂ) ပှၢတဂၢအံၤ အဒိၣ်အဆံး တဖးသီးဒီး ပှၢအန့ၣ်တဂၢ.

(ဃ) ပှၢတဂၢအံၤ အဒိၣ်အဆံး တတဖးသီးဒီး ပှၢအန့ၣ်တဂၢဘၣ်.

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

**3.9** တၢ်မၤလိၣ်ဘၣ်ဃးတၢ်ကတဲသကးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒီးဘၣ်န့ၣ် ပှၢကွဲၤဖိကြးန့ၢ်ပၢၢ်တၢ် မၤလိၣ်လၢအပှၢကွဲၣ်ဂ့ၤတၢ်ဘၣ်တစဲး.)

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

(1) သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအနီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပှၢကွဲၤဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကိး "ခ" ဒီး "ဂ" အမံၤဒီးပှၢကွဲၤဖိကသ့ၣ်ညါဝဲပှၢမတၢ်တဂၢကတိၤတၢ် လဲၣ်.

(မုၢ်ဟါလီၤ ဖါတၢ်လိၣ်ပှၢပၢ်လဲၤဆူဖါဉ်းပၢ်အဒါး.)

ဖါတၢ်လိၣ်ပှၢပၢ်--မၤလီၣ်, ဖိဒိၣ်ဖါဉ်းပၢ်, အိၣ်တၢ်အိၣ်တၢ်လံၤခါ နဖီအိၣ်မတၢ်လဲၣ်.

ဖါဉ်းပၢ် --အၢၣ်, အိၣ်မုၢ်လဲၣ်ခါ, ဖါတၢ်. ယဖီဃၢ်အိၣ်တခူးညၣ်ခါ. ဖါတၢ်နသါအိၣ်ခါ.  
မုၢ်အိၣ်, ကသ့အိၣ်ဒံး.

ဖါတၢ်လိၣ်ပှၢပၢ်--အါ, ယကအိၣ်ကွၢ်နဖီဃၢ်အိၣ်တခူးညၣ်တထံၣ်ခါ.

ဖါဉ်းပၢ် --မၤဒ်လီၣ်, ဖါတၢ်, နတဟဲအိၣ်ယၤနီတဘျီ. အိၣ်,အိၣ်, နဟဲပၢ်ထီၣ်မးသးပှၢသဃဲး. မုၢ်တၢ်ဂ့ၢ်ကအိၣ်ဖးဒိၣ်တမံၤကၢ်.

ဖါတၢ်လိၣ်ပှၢပၢ်--အ့အ့. မဟါတနံၤ ဖိဒိၣ်န့ၢ်ဘျုးပၢ်ဟဲဟးအိၣ်ယၤဒီးအဝဲမၤယလဲၤတဲတၢ်ဘၣ်ဃး နဖီခွဲၤဒီးနီၢ်ဖိပၢ်အဖိမုၢ်အဂ့ၢ်ခါ. မုၢ်အဒ်လဲၣ်စၢ်လဲၣ်.

ဖါဉ်းပၢ် --ဖါတၢ်ခါ, ပှၢသးပှၢလၢဟံၣ်လုၤပှၢအံၤအိၣ်ဒၣ်နၤတဂၢလီၤ. နက့ၤန့ၢ်ပှၢမုၢ်ချုး မုၢ်ကဲဒု တၢ်ဘျုးလၢနဂီၢ်တဆံးဘၣ်.

ဖါတၢ်လိၣ်ပှၢပၢ်--မၤဒ်လီၣ်, တၢ်လံၤဖါဉ်း. ဖိဒိၣ်နီၢ်ဖိပၢ်အဖိမုၢ်နီၢ်ဖိန့ၣ် နထံၣ်ဘၣ်လီၤတၢ်လံၤခါ. နကွၢ်ဂ့ၢ်ခါ. ဘၣ်နသးခါ. ယဲယကွၢ်ပှၢလၢအကၢဒီးနၤလၢအဂၢတအိၣ်မၢၣ်.

ဖါဉ်း --သ့ၣ်ညါလၢဘၣ်, ဖုၤခါ. ယကန့ၣ်လီၤယသးယဖီသ့ၣ်ဒံး. ဘၣ်ဆၣ်သုးပှၢတဖၣ်မုၢ်ထံၣ်လၢကြးန့ၢ်မၤလံၤဒါး, န့ၢ်ယၢၣ်. မၤသ့ခါ. ဝီၣ်မုၢ်န့ၣ်ဂ့ၢ်မၤ.

ဖါတံလိပွဲပေါ်--ဂုလံ. ယကွံလသုဒ္ဓဉ်သုထာဒီးဖိဒိနီဖိပိအဒ္ဓဉ်အထာနုတဲလိသးတသု  
 နီတခိဘဉ်. သုမသုဒ္ဓဉ်ဘဉ်တဖးသီးသီးလီ. အအံနုနု, လာဂီယကလဲ  
 ဆူပိဉ်မုဉ်အိဉ်ဒီး.  
 ဖါပြးဒီးအပိ --မုဉ်မုဉ်, ဖါတံ(ဖ).

Questions (တံသံကွံ)

၁. ဖါပြးပိဒီးအဒ္ဓဉ်ဖိထာဖိအိဉ်တံဝံလံခါ.
၂. မုဉ်အဖိအိဉ်မတလဲဉ်.
၃. ဖါပြးပိဆိကမိဉ်လသုဖါတံလိပွဲပေါ်ဟဲနုနု တံဂုကအိဉ်ဝဲဖးဒိဉ်တမံလီ. အဝဲဆိက  
 မိဉ်ဒ်နုနုမုဉ်အဘဉ်မနုလဲဉ်.
၄. လိပွဲပေါ်တဲဝဲလသုအဖိဒိနီဘျးပိမသုဟဲတဲတံဘဉ်ဃးမနုအဂုလဲဉ်.
၅. ဖါပြးပိဘဉ်အသးလသုဖါတံလိပွဲပေါ်ကမစၢအီဒ်လဲဉ်.
၆. ဖါပြးအသးအိဉ်နုနုဘဉ်နီဖိဒ်အမါအသးစုဉ်ခါ.
၇. လိပွဲပေါ်ကွံလသုဒ္ဓဉ်အဒ္ဓဉ်အထာနုနုကကီဉ်လိသးဒ်လဲဉ်.
၈. လိပွဲပေါ်ကလဲဆူနီဖိအအိဉ်အခါဖဲလဲဉ်.

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

သရဉ်--ပုကွံဖိစံးဆါတံသံကွံခဲလၢပိမုဉ်ဘဉ်လံနုနု သရဉ်ကဘဉ်ဖးတံကတိလၢအဖိခိဉ်တဖုအံ ဒီးမၤပုကွံ  
 ဖိတဲပိဉ်သရဉ်အခံတဝီ ဝံဒီးမၤပုကွံဖိကဲဖါပြးဒီးဖါပြးပိ ဒီးသရဉ်ကကဲဖါတံလိပွဲပေါ်. ကတိလၢသကိးတံက  
 တိအါဝီတစံးဒ်သီးပုကွံဖိကဲအတံကတိဘဉ်ဘျးဂုတစံး. တုပုကွံဖိတဲတံဘဉ်ဘျးဂုလံနုနု မၤပုကွံဖိကဲ  
 ကုဖါတံလိပွဲပေါ် ဒီးသရဉ်ကကဲကုဖါပြးဒီးဖါပြးပိဝံ တဲလိကဒီးအါဝီတစံး. တုပုကွံဖိတဲတံဘဉ်ဘျးဂုလံ  
 နုနု ကတိလၢသကိးတံကဒီးတဘျီ ဘဉ်ဆုဉ်အအံတဘျီနုနု သရဉ်မုဉ်ဂုပုကွံဖိမုဉ်ဂု ကဘဉ်လဲကတိတံက  
 တိပုကွံဖိပုကွံဖိဆူတံကတိအဂါလၢပုကွံဖိမၤလိတုလံဝဲနုနုလီ. တဲလိသကိးတံဒ်အံအသးကိးနံဒဲးဆူ  
 ညါစုသီအတိပု.

- (2) Pretend that you have been given the responsibility of arranging for an annual association meeting in your community and you are discussing the matter with the school principal (i.e., your teacher). Consider together how many people might come and sleep during the several days of the meetings, how many will need to be fed, where to hold the meetings, where to prepare the food, where to serve the meals, who should be put in charge of the various jobs such as buying supplies, preparing and cooking the food, assigning guests to accomodations, arranging for shops to sell food and drinks and Karen clothing, etc. Use the names of real people in your community, and use as much of the vocabulary from Lessons 1-3 as you can.

သရဉ်--မၤပုကွံဖိပိဉ်မၤအသးလၢအကဲပုလၢကဘဉ်သုးကျဲတံခဲလၢဘဉ်ဃးအသဝီကတုလိတံနုနုတဘျီ  
 တံအိဉ်ဖိဉ်ဖးဒိဉ်အသိအဝဲဒ်တံနုနုသကိးတံဒီးသရဉ်(လၢနုပိဉ်မၤနုသးလၢနုမုဉ်ကိဉ်ခိဉ်)နုနု. တံနုနုလိသု

သားဘုရားသုတယးလၢပုၤကဟဲမဲသဝီပုၤပဲၤဂၤလဲၣ်, သုကဘုၣ်ဒုးအိၣ်ပုၤမ့ၤပဲၤဂၤလဲၣ်, ပုၤဂၤအိၣ်ဖိၣ်ဖဲလဲၣ်, ဂၤကတဲၣ်ကတီၢ်တၢ်အိၣ်ဖဲလဲၣ်, ဂၤဒုးအိၣ်ပုၤမ့ၤဖဲလဲၣ်, ဂၤမၤမတၤကဲပုၤတၢ်လၢအလိၣ်ဝဲတဖၣ်. မတၤကကဲပုၤကတဲၣ်ကတီၢ်တၢ်အိၣ်တၢ်အိၣ်အိၣ်, မတၤကသုးကျဲၤပုၤသ့ၣ်မဲအလီၢ်, မတၤကသုးကျဲၤတၢ်ဘုၣ်သုးပုၤကဆၢတၢ်အိၣ်တၢ်အိၣ်ဒီးပုၤကညီအတၢ်ကူၣ်တၢ်ကလဲၣ်န့ၣ် ဒီးတၢ်ဂ့ၢ်အဂုၤအဂၤ. ယုထၢထီၣ်ပုၤလၢသုသ့ၣ်ညါအီၤလၢသဝီပုၤဒီးတၢ်လီၢ်တၢ်ကျဲၣ်အိၣ်နီၢ်နီၢ်လၢသဝီပုၤအသိးဝံဒီး ကျဲးစးသုတၢ်ကတီၢ်အသိးလၢပုၤကိၣ်ဖိမၤလိတုၢ်လံလၢတၢ်မၤလိ ၁ တုၤလၢ ၃ လၢလံာ်တဘုၣ်အံၤအပူၤအါတသုဖဲအသုန့ၣ်တက့ၢ်.

### 3.10 Reading and Writing

၃.၁၀ တၢ်မၤလိဖးဒီးကွဲးပုၤကညီကိၣ်

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

သရၣ်-မၤပုၤကိၣ်ဖိဖးဝိၣ်သရၣ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံ၊ မၤပုၤကိၣ်ဖိကွဲးလၢဒးတကျိၤန့ၣ်ခံဝီတၢ်လီၢ်လီၤဟံၣ်. လၢခံတနံၤသရၣ်ကဘုၣ်ကွဲၣ်ပုၤကိၣ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ဧါ. ဝံမၤပုၤကိၣ်ဖိဖးယုၤသရၣ်. ပုၤကိၣ်ဖိဖးမ့ၢ်ကမၣ် သရၣ်ကဘုၣ်ဖးယုၤပုၤကိၣ်ဖိတဘျီဒီး.

၁. ပုၤသးပုၤသးမံပၢ်ထီၣ်ဂီၤ.

---



---

၂. နမၤဃၢၣ်အိၣ်တခူးညၣ်ဝံၣ်ဒိၣ်မး.

---



---

၃. ပကသုးကျဲၤတၢ်လိၣ်ကွဲတဖၣ်ဖဲဟံၣ်လုၤပူၤဇီၢ်.

---



---

၄. ဟ့, နဟဲတုၤညါဖြါလီၣ်.

---



---



### 3.11 Listening and Speaking

၃.၁၁ တၢ်မၤလိာ်ကနဉ်ဒီးကတိၤပှၤကညီအကျိၣ်လၢပှၤကညီအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

သရၣ်-မၤပှၤကိၣ်ဖိလဲၤအိၣ်သကိးပှၤကညီဒ်သိးကကတိၤလိာ်တၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိာ်တၢ်လဲၣ် ဒီးဒ်သိးကကနဉ်ပှၤကညီကတိၤသကိးတၢ်.

### 3.12 Cultural Assignment

၃.၁၂ တၢ်ဃုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

Continue to work on 1.12.

သရၣ်-တၢ်မၤလိာ်တကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပှၤကညီကျိၣ်ဘၣ်. ပှၤကိၣ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 4

### တၢ်မၤလိ ၄

#### 4.1 Useful Words and Phrases

၄.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ကျါ

Intensive particle indicating that the quality referred to is manifested to an extreme degree.

ယု (ဂု)

To do with (or for) someone else something he/she could not easily do, or should not do, alone

ကီ/ကီစ့ါ

Particle indicating respect used to soften the impact of everyday speech (often used in jesting).

မိၣ်

"What about . . .?"

ဖိး/ဖိး

To be on agreeable terms with, have harmonious relations with (indicates an absence of negative factors which would destroy harmony)

ဖိးလိၣ်အသး/ဖိးလိၣ်အသး

To have harmonious relations with each other

ယု/ယုဖိး/ယုဖိး

To be even, uniform, be at peace, be on agreeable terms with

ယုလိၣ်အသး/ယုလိၣ်အသး

To be even with other, be in harmony with each other (i.e., of one heart and mind)

ယုလိၣ်အခိၣ်/ယုလိၣ်အခိၣ်

To be of one mind in a matter

ယုယုဖိး/ယုယုဖိး

Peacefully, harmoniously

တၢ်ယုတၢ်ဖိး/တၢ်ယုတၢ်ဖိး

Peace, harmony

ပွါ

To be possessed of superhuman attributes and powers; to have a supernatural presence with one, as God with His people

ဒုၣ်လီၤယုဆိၣ်လီၤပွါ

To be in complete agreement with others in regard to a particular matter, resulting in a mystical power pervading both parties

ဟၢဟၢဇီၣ်

Sound of an older woman's laughter

ဟံဟံ

Sound of a young woman's or girl's laughter

သ့ၣ်နံၤဖးသီ/သ့ၣ်မုၢ်နံၤဖးမုၢ်သီ

To appoint a time, set a day, make an appointment

ဖျီ(တၢ်)/တု(တၢ်)ဖျီ(တၢ်)

To marry (a couple), perform a marriage ceremony

ဖျီအသး

To get married

တၢ်တုတၢ်ဖျီ

Wedding

ဝံ

To carry on the back, often in a basket or bag suspended from the forehead

တဝါ

Not nearly

တလၢၣ်တဝါ

Not nearly used up

အမူ:

Festival, celebration, feast; classifier for festivals, celebrations, feasts

#### 4.2 Pattern Sentences and Phrases

၄.၂ တၢ်ကတိၢ်အဒိ

- (1) Use of ဖိး/ဖိး, "to be on agreeable terms with, have harmonious relations with (refers to an absence of negative factors which would destroy such a relationship)

(၁) တၢ်သ့တၢ်ကတိၢ် "ဖိး/ဖိး"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိးတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

တၢ်ကူတၢ်ကၢအလွၢ်တမံအံၤဖိးဒီးန့ၤ  
ဂ့ၤမး.

This color clothes looks very well on you.

တၢ်အိၣ်တကလုၣ်အံၤတဖိးဒီးယၢဘၣ်.  
ပုၤဒိတခွါဖိလွၢ်ဂၢန့ၣ်လိာ်ကွၢ်ဖိးလိာ်အ  
သးဂ့ၤမးလီၤ.

This kind of food doesn't agree with me.

Those four cousins play together very peacefully (i.e., they don't quarrel with each other.)

Repeat using ဖိး in place of .ဖိး.

သရၣ်--တဲလိကဒီးတၢ်ဘျီ ဘၣ်ဆၣ်အအံၤတၢ်ဘျီလၢ "ဖိး" အလီၢ်န့ၣ်တဲလၢ "ဖိး."

- (2) Use of ယု, "to be even, uniform, at peace, have harmonious relations with (i.e., be of one heart and mind)

(၂) တၢ်သ့တၢ်ကတိၢ် "ယု"

ဖိသၣ်တဖၣ်အံၤန့ၣ်ဒိၣ်ထီၣ်ယုဂ့ၤမး.

These children have grown to a very even height.

ယဲယဖိခွါန့ၣ်ဆၢထၢၣ်ယုဒီးယၢလံ.

My son stands even with me already (i.e., he is as tall as I am already).

ပုၤသးစၢ်တဖၣ်န့ၣ်သးဝံၣ်တၢ်တယုဘၣ်.

Those young people don't keep together in their singing (i.e., some sing faster than the others or don't keep the right time).

သဝီတဖျါန့ၣ် အဝဲသ့ၣ်မၤသကိးတၢ်  
ယုဂ့ၤမး.

The people in that village work together very harmoniously (i.e., with one heart and mind).

တၢ်အိၣ်ဖျါတၢ်ဘျီအံၤတၢ်ယုတၢ်ဖိးအိၣ်ဂ့ၤမး

The meeting this time was very peaceful.

ခဲအံၤပကမၤသကိးတၢ်ယုယုဖိးဖိး.

Now we'll work together harmoniously.

တၢ်တမံဒီးတမံန့ၣ် လိာ်ဒိၣ်တၢ်ယု  
တၢ်ဖိးလီၤ.

In each thing (situation) what is needed is harmony (peace).

တၢ်သးခဲန့ၣ်အိၣ်လၢတၢ်ယုတၢ်ဖိးအပူၤလီၤ.

There is joy in peaceful relationships.

သဝီလၢခိတနီၤနီၤယုလိာ်အိၣ်ဒီးဖျးသ  
ကိးကျဲအဃိ ပုၤလဲၤထီၣ်က့ၤလီၤ  
ညီမး.

[In] some villages the people are of one mind and make a road together [with hoes], so people travel back and forth very easily.

Repeat the last 4 lines using ဖိး in place of ဖိး.

သရော်-တဲလိအကတၢ်လွံၣ်ကျိၤကးဒီးတၢ်ဘျီ ဘၣ်ဆၣ်အအံၤတၢ်ဘျီလၢ "ဖိး" အလီၢ်တဲလၢ "ဖိး."

(3) Use of ပ္တိ, "to be possessed of superhuman attributes and powers; to have a supernatural presence with one, as God with His people"

(၃) တၢ်သုတၢ်ကတိၤ "ပ္တိ"

ပှၤသးပှၤတဲဝဲ, ပယုန့ၣ်ပ္တိ.

The elders say, "When we are united, we are powerful."

လံာ်စီဆွံတဲဝဲလၢယုအိၣ်ပ္တိပှၤလီၤ.

The Bible says that God is with us.

ယပှၤဟံၣ်ဖိခဲလၢၣ်ပကလဲၤအိၣ်လၢသဝီအဂ

All of our villagers are going to move to another village, and all the villagers there are in complete agreement with our coming.

ၤတဖျၢၣ် ဒီးပှၤသဝီဖိလၢန့ၣ်

ခဲလၢၣ်ဒုၣ်လီၤယုဆီၣ်လီၤပ္တိပှၤလီၤ.

ဖိဒိၣ်မ့ၣ်ဖိဒိၣ်ခွါခံၤကအံၤလီၤအသး

Concerning the young couple's getting married, both sides are in complete agreement.

န့ၣ်ပှၤခံၤလၢၣ်ဒုၣ်လီၤယုဆီၣ်

လီၤပ္တိဝဲဒုၣ်လီၤ.

(4) Use of ဝံ(တၢ်), "to carry on the back, often in a basket or bag suspended from the forehead"

(၄) တၢ်သုတၢ်ကတိၤ "ဝံ(တၢ်)"

REPEAT after the teacher

သရော်-မၤပှၤက့ၣ်ဖိတဲဝဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ယဘၣ်လဲၤဝံန့ၣ်ပှၤမုၤလၢစံၣ်ပူၤ.

I must go and take (on my back) the folks' rice to them in the paddy fields.

ဝံထီၣ်နတၢ်ဝံန့ၣ်, ပကက့ၤ.

Hoist your load up onto your back; we're going back home.

မုၢ်ဂၢ်တဂၤန့ၣ်ဝံတၢ်မနုၤလဲၣ်.

What is that aunty carrying on her back?

မုၢ်ဂၢ်တဂၤန့ၣ်အဝံဘုမၤ.

That aunty is carrying paddy, of course.

နဲနဝံက့ၤနဘုဝံလဲၣ်ဇါ.

Have you carried all of your paddy back [to your granary] yet?

ပှၤတဂၤန့ၣ်အတၢ်ဝံတၢ်စီၣ်အါမး.

That person is carrying a lot on his/her back!

(5) Use of ယု (ဂု), "to do with someone something which he/she can not easily (or should not) do alone"

(၅) တၢ်သုတၢ်ကတိၤ "ယု (ဂု)"

REPEAT after the teacher

သရော်-မၤပှၤက့ၣ်ဖိတဲဝဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ယလံၤမၤနဟးယုအီၤ.

My grandchild asks you to take her walking (or riding).

ယမံၤပှၤမၤယလဲၤယုအီၤလၢဝုၢ်ပူၤ.

My mother-in-law asked me to take her to town (i.e., transport her or go with her to guide or steady her)

တနံၤအံၤယဖိမၤယအိၣ်ယုယလံၤလၢ အး.

Today my daughter asked me to stay at home with my grandchild (to look after her).

ယဂီၢ်မိၣ်တဂၤန့ၣ်မၤယဖိအိၣ်ယုအတၢ်.

My friend asked me to cook the food (she has brought for the two of us.).

တနံအံယဘဉ်အိဉ်ယုလဲယုပုတ  
မံအတၢ်.

Today I have to entertain the guests (visit with them and take them around, etc.)

If you are in an area where ဂု is used rather than ယု, repeat the sentences above using ဂု.

သရဉ်-ဖဲသုအိဉ်န့ဉ်ပုမုဉ်ညီန့ဉ်တဲလၢ "ဂု" လၢ "ယု" အလီၢ်န့ဉ် မၤပုက့ၢ်ဖိတဲလိတၢ်ကဒီးတၢ်ဂ့ၢ်  
ဘဉ်ဆုၣ်အံၤ တၢ်ဂ့ၢ်လၢ "ယု" အလီၢ်တဲလၢ "ဂု."

#### 4.3 Command and Response Drill

၄.၃ တၢ်မၤဒီးတၢ်မၤထွဲ

For this drill you or your teacher should fill a large shoulder bag with such things as a towel, Karen blanket, etc. (If you are in an area where the verb ဖဲ is used both for carrying a bag on one's shoulder and also for carrying one on the back suspended from the forehead, for the purposes of this drill consider it to have the second meaning.) Carry out the commands below as given by the teacher. (At one point the teacher will ask to lie down, so have your bed in order so he/she can lie on it. When the teacher says he/she will sleep briefly and asks you to awaken him/her in a little bit, wait just a moment or two and then call him/her.)

သရဉ်-လၢတၢ်မၤလိတတီၢ်အံၤအီၢ်န့ဉ် သရဉ်မုတမုၢ်ပုက့ၢ်ဖိတဘဉ်အီၢ်ယုမုတမုၢ်တၢ်ကူတၢ်ကၤလၢထၢ  
အိဉ်တဖျၢၣ်အပူၤဒ်သးပုက့ၢ်ဖိကဝံထီၣ်အီၢ်အီၢ်န့ဉ်. သရဉ်ကဘဉ်မၤပုက့ၢ်ဖိအီၢ်လၢအံၤအသးဒီးပုက့ၢ်ဖိက  
ဘဉ်မၤထွဲ. တုၤသရဉ်မၤပုက့ၢ်ဖိ (၁) အသးန့ဉ် သရဉ်ကလဲၤတရံးတၢ်လၢအးပုတတီၢ်ဖိဝံဒီးအိဉ်ကတီၢ်ဘူး  
လၢဃီ ဝံဒီးကမၤဒီးပုက့ၢ်ဖိ (၂) အသးန့ဉ်. ပုက့ၢ်ဖိပၤလီၤအတၢ်ဝံမုၢ်ဝံန့ဉ် သရဉ်ကဘဉ်ပၤမၤအသးလီၤဂၢ်  
အဆိၣ်ဆါထီၣ်နးမး ဒီးမၤပုက့ၢ်ဖိ (၃) အသးဒီးပုက့ၢ်ဖိလဲၤယုအီၢ်ဆူလီၢ်ဆုၣ်နီၤတဖျၢၣ်, ဟဲစီၣ်န့ဉ်အီၢ်ထံ, ဝံ  
လဲၤယုအီၢ်ဆူအလီၢ်မံန့ဉ်ဒ်လၢ (၄), (၅), ဒီး (၆) အသးန့ဉ်.  
တၢ်ဒုးသ့ညါပၤစၢၤပုက့ၢ်ဖိလၢအဂ့ၢ်လၢတၢ်ဖိစိၣ် လံအဃီ သရဉ်အါန့ဉ်အီၢ်အလီၢ်တအိဉ်ဘဉ်.  
မုၢ်သ့န့ဉ်သရဉ်ကကတဲၣ်ကတီၢ်ပၤအသးဒ်သးအသုတဘဉ်ကွၢ် အလံၤဖဲအမၤပုက့ၢ်ဖိအခါ  
မုၢ်ကပၤမၤအသးဒီးမၤပုက့ၢ်ဖိတမံၤဝံတမံၤလီၤဂၢ်အအိဉ်တဆူဘဉ်နီၢ်နီၢ်အသး န့ဉ်လီၤ. ခံဝံတဝီၣ်န့ဉ်  
ပုက့ၢ်ဖိမၤတၢ်ဒီးသရဉ်ကမၤထွဲဒ်သးပုက့ၢ်ဖိကသ့ညီန့ဉ်တၢ်ကတီၢ်သ့တဖျၢၣ်အံၤ.

- (၁) ဝံထီၣ်န့တၢ်ဝံဝံဟဲဝီၣ်ယခံ.
- (၂) ပၤလီၤန့တၢ်ဝံဖဲဃီစိၣ်ထံးန့ဉ်.
- (၃) ယခိၣ်ဆါဖးဒိၣ်ညါ. ဝံသးစူလဲၤယုယုဆူလီၢ်ဆုၣ်နီၤအဘူးကတၢ်တဖျၢၣ်န့ဉ်.
- (၄) ဟဲဟ့ၣ်ယုအီၢ်ယုလၢထံတခွဲးချ့ချ့.
- (၅) ယအံၤဒီးမံလီၤတတီၢ်ဖိ. ဝံသးစူလဲၤယုယုဆူလီၢ်မံန့ဉ်.
- (၆) ယမံတစီၣ်ဖိဝံ ကီးပၢၢ်ထီၣ်ယနီၤ.

#### 4.4 Pattern Sentences and Phrases

၄.၄ တၢ်ကတီၢ်အဒိ

(1) Use of သ့ညီန့ဉ်သး, "to appoint/set a day/time"

(၁) တၢ်သ့တၢ်ကတီၢ် "သ့ညီန့ဉ်သး"

REPEAT after the teacher

သရဉ်-မၤပုက့ၢ်ဖိတဲလိသရဉ်အံၤ ၂-၃ ဝီ.

မဟာယသုဂ္ဂါတေသီနီနီ တဘဉ်တဝါ ဘဉ်.	Yesterday I set a time with you [but] it was only partially correct.
တၢ်သုဂ္ဂါတေသီမုၢ်ပွဲၤထီၣ်နီၣ် ကကဲ ထီၣ်စ့ၢ်ဒါသၢ်.	When the time until the appointment has been completed, I wonder if the [happening] will really take place.
သဝီခံၣ်ဖျါနီၣ်သုဂ္ဂါတေသီမုၢ်သီလီၤအသး လၢတၢ်ဖျါဖိလံၤအဂီၢ်.	The two villages set a time for the marriage of their children/grandchildren.
မုၢ်ပွဲၤသုဂ္ဂါတေသီမုၢ်သီလီၤအသးလၢတၢ် အိၣ်ဖျါဖိလံၤအဂီၢ်လံၤဒါ.	Have the dates of the big meeting (i.e., the convention meeting) been set yet?
ယဒိၣ်တဂၤနီၣ် သုဂ္ဂါတေသီမုၢ်သီလီၤအသး ကဟံးအိၣ်ယၤ.	My close friend made a date to come here and get me this Saturday.

(2) Use of ဖျါ(တၢ်), တု(တၢ်)ဖျါ(တၢ်), "to marry (a couple), perform a marriage ceremony"

(၂) တၢ်သုတၢ်ကတိၤ "ဖျါ(တၢ်), တု(တၢ်)ဖျါ(တၢ်)"

REPEAT after the teacher

သရၢ်--မၤပုၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ခဲအံၤပုၤမၤယလဲၤဖျါပုၤ.	Now I have been asked to go and marry (some folks).
ပုၤခံၣ်နီၣ်ယနီၣ်ဟူလၢကဖျါအသး.	I have heard that those two persons are getting married.
တၢ်တုတၢ်ဖျါတဘျီအံၤပကွၢ်ဂ့ၤမး.	The wedding this time was lovely.
တၢ်တုတၢ်ဖျါတဘျီအံၤပုၤမၤယဖျါတၢ်.	I have been asked to perform the ceremony at this wedding.
တၢ်တုဖျါလံၤနီၣ်လၢတၢ်အိၣ်မး.	Marrying off our children is very expensive.

(3) Use of (အ)မုၢ်, "celebration, festival, feast; classifier for such celebrations"

(၃) တၢ်သုတၢ်ကတိၤ "(အ)မုၢ်"

REPEAT after the teacher

သရၢ်--မၤပုၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

တၢ်အိၣ်ဖျါအမုၢ်တဘျီအံၤ ပသးကွဲၤတသ့ လၢတဘျီ.	We can no longer arrange for this church celebration.
ယသကီးတဂၤနီၣ်လဲၤအိၣ်ပုၤမုၢ်ခဲၢ်.	My companion went to a (wedding) feast.
ပလဲၤတၢ်တဘျီအံၤမုၢ်အိၣ်သၢမုၢ်--တၢ်တု တၢ်ဖျါတမုၢ်, တၢ်ပံၤထီၣ်တၢ်အိၣ် ဖျါသရၢ်အမုၢ်တမုၢ်, ဒီးနီၣ်ထီၣ်သီ အမုၢ်တမုၢ်.	We went this time (and) there were 3 special events--a marriage, the installation of the pastor, and a New Year's celebration.
တၢ်အမုၢ်တဘျီအံၤ သဝီသးပုၤကဘဉ်သး ကွဲၤလဲၤ.	The village elders have to make arrange- ments for this celebration.
တၢ်အမုၢ်တမံၤဒီးတမံၤနီၣ် ပုၤမၤယလဲၤကီး ဘျီဒဲး.	I am asked to go to every special celebration.

4.5 Conversation Practice

၄.၅ တၢ်မၤလိာ်ဘၣ်ဃးတၢ်တဲသကိးတၢ်

Pretend that you are a pastor and different villagers are wanting to set dates for various celebrations and business matters in which you should be involved. Below is an appointment sheet for the month of January. As the teacher takes the part of the villagers and presents the requests which are printed below the appointment sheet, discuss together, then write down the appointment agreed upon using pencil (lightly so it can be erased later and you can practice again another time). Continue until all of the dates and times have been set for all of the requests.

သရၣ်-လၢတၢ်မၤလိာ်တတၢ်အံၤအဂီၢ်န့ၣ် ပှၤကွၢ်ဖိကဘၣ်ပၣ်မၤအသးလၢအမ့ၢ်တၢ်အိၣ်ဖျိၣ်သရၣ်ဒီးသရၣ်ကမ့ၢ် ပှၤတၢ်အိၣ်ဖျိၣ်ဖိတဂၤဝံၤတဂၤလၢအအံၣ်ဒီးသ့ၣ်နံၤဖးသီဒီးတၢ်အိၣ်ဖျိၣ်သရၣ်န့ၣ်. သရၣ်ကတဲပှၤသဝီဖိအခီၣ်ထံး တဂၤအတၢ်ကတိၤဒ်လၢ (က) လၢအဖိလၢအံၤအသးဝံၤ ပှၤကွၢ်ဖိဒီးသရၣ်ကဘၣ်တဲသကိးတၢ်ဘၣ်ဃးတၢ်သ့ၣ် နံၤဖးသီအဂ့ၢ်မ့ၢ်ဝံၤ ပှၤကွၢ်ဖိကဘၣ်ကွဲးနီၣ်ဃၣ်လၢလံာ်နံၤလံာ်လိာ်ဖိတၢ်ဖိလၢအံၤအလီၤ. ဝံၤဒီးသရၣ်ကတဲတၢ် ကဒီးဒ်လၢ (ခ) အသးဝံၤအလီၢ်ခံ သုကတဲသကိးတၢ်ခံဂၤဒီး. တဘျီဘျီသရၣ်တဘၣ်အၢၣ်လီၤတၢ်ချ့ချ့ဘၣ် မ့မ့ၢ် တခီတဘျီဘျီကတဲလၢမ့ၢ်နံၤလၢပှၤကွၢ်ဖိဆိကမိၣ်ကဂ့ၤဝဲန့ၣ်တဂ့ၤဘၣ် လၢသါတချ့းဘၣ်အဃိ မ့တမ့ၢ်ပှၤအဂၤ တဂၤလၢအဘၣ်ဃးဝဲန့ၣ်တချ့းဘၣ်အဃိ မ့တမ့ၢ်ပှၤကတဲတၢ်ကတိၤတၢ်တချ့းချ့ထဲန့ၣ်အဃိ မ့တမ့ၢ်ပှၤတဂၤလၢ လၢအဘၣ်ဃးဝဲန့ၣ်အိၣ်တဆူၣ်ဘၣ်အဃိန့ၣ်. တဲလိာ်အံၤအသးစးထီၣ်လၢ (က) တုၤလၢ (စ) အကတၢ်တ က့ၢ်.

မ့ၢ်နံၤဒီၣ်	မ့ၢ်နံၤပှၤ	မ့ၢ်ခဲနံၤ	လၢယၣ်န့ၣ်အါရၣ်			
			မ့ၢ်သၢနံၤ	မ့ၢ်လွံၢ်နံၤ	မ့ၢ်ယၢ်နံၤ	မ့ၢ်နံၤဖိ
		၁	၂	၃	၄	၅
၆	၇	၈	၉	၁၀	၁၁	၁၂
၁၃	၁၄	၁၅	၁၆	၁၇	၁၈	၁၉
၂၀	၂၁	၂၂	၂၃	၂၄	၂၅	၂၆
၂၇	၂၈	၂၉	၃၀	၃၁		

- က. သရၣ်(မ့ၢ်)၆၁, ပဲတၢ်အိၣ်ဖျိၣ်ဖိတဖၣ်ဘၣ်ပသးလၢပကအိၣ်ဒီးနံၤထီၣ်သီအမူး-ပက အိၣ်ဒီးတၢ်ဘါဝံၤဒီးပကအိၣ်သကိးအိၣ်သကိးတၢ်ကိးဂၤဒီးန့ၣ်. မ့ၢ်အကဘၣ်နသးစ့ၢ် ၆၁. မ့ၢ်ဘၣ်နသးန့ၣ် ပကမၤခဲလဲၣ်.
- ခ. သရၣ်(မ့ၢ်)၆၁, ယဖိခွါကလဲၤမၤလိာ်လံာ်လၢဝံၤပှၤခဲကိာ်တလါအဃိ ယအဲၣ်ဒီးကိးတၢ် ဘါလၢအဂီၢ်ဒီးယအဲၣ်ဒီးလၢနကဆှၢတၢ်ဘါစ့ၢ်. မ့ၢ်နကချ့းခဲလဲၣ်.

- ဂ. သရော်(မျှင်)ဧ၊ ယအံ့ဒီးမနုဗျီယဖိခွါဒီးနီဆာဖီန့ၣ်. ပသ့ၣ်မုၢ်နံၤလၢတၢ်တုၤတၢ်ဖျီအဂီၢ်ကဂ့ၤခဲလဲၣ်.
- ဃ. သရော်(မျှင်)ဧ၊ ပတၢ်ဘါယွၤက့ၢ်ဟးဂီၤတဲးညါလံ. ပကီးဖျိတၢ်အိၣ်ဖျိဖိဒီးသုးကျဲၤသကီးဘၣ်ဃးတၢ်မၤဂ့ၤထီၣ်က့ၤအီၤန့ၣ်ကဂ့ၤခါ. မုၢ်ဂ့ၤန့ၣ် ပကီးဖျိပုၤဖဲမုၢ်နံၤမတၢ်လဲၣ်.
- င. သရော်(မျှင်)ဧ၊ ပဝဲဖီၣ်မုၢ်ကရၢဖိသ့ၣ်တဖၣ် ပအံ့ဒီးဃုထၢမုၢ်နံၤတနံၤလၢပကဆါတၢ်အိၣ်တၢ်အီၤအကလုာ်ကလုာ်ဒီးပုၤကညီအတၢ်ကူတၢ်ကၤ ဝံၤဒီးတၢ်လၢအန့ၢ်န့ၣ်ပကဟ့ၣ်အီၤလၢယွၤအတၢ်မၤအဂီၢ်. မုၢ်ဘၣ်နသးန့ၣ် ပသ့ၣ်မုၢ်နံၤအခါဖဲလဲၣ်ကဂ့ၤလဲၣ်.
- စ. သရော်(မျှင်)ဧ၊ ယတၢ်ကီတၢ်ခဲအိၣ်ဝဲတမံၤဒီးယအံ့ဒီးတဲတၢ်ဒီးနၤထဲပသကီးခံၣ်န့ၣ်. နကချးခဲလဲၣ်.

#### 4.6 Pattern Sentences and Phrases

၄.၆ တၢ်ကတိၤအဒိ

##### (1) Use of တၢ်, "not nearly"

(၁) တၢ်သ့တၢ်ကတိၤ "တၢ်"

REPEAT after the teacher

သရော်-မၤပုၤက့ၢ်ဖိတဲပိၣ်သရော်အံၣ် ၂-၃ ဝီ.

ခဲကီၣ်တဲး. ယမၤတၢ်တဝံၤတၢ်ဒီးဘၣ်.

A little later. I'm not nearly finished yet.

ခဲအံၤယဟ့ၣ်က့ၤန့ၣ်တလၢၣ်တၢ်ဒီးဘၣ်.

At present I'm not able to repay you any considerable part [of what I owe you].

ယဖါတၢ်ဆိးက့ၤအဃိ အဝဲဟးတကဲတၢ်ဒီးဘၣ်.

Because my uncle has been sick, he can't walk to any great extent yet.

ယလဲၤဝီၣ်နခဲအံၤတချးတၢ်ဒီးဘၣ်.

I don't have nearly enough time to go with you now.

စုလၢပလိၣ်ဘၣ်တဖၣ်တအါတၢ်ဒီးဘၣ်.

We don't have nearly the amount of money we need.

န့ၣ်ပုၤတၢ်တမံၤန့ၣ် ယပုၤစၢၤန့ၣ်တန့ၢ်တၢ်လဲၣ်.

I don't have nearly enough money to help you buy that.

##### (2) Use of ကိ/ကိစုၢ်ခါ, "particle indicating respect used to soften the impact of everyday speech (also used in jesting)"

(၂) တၢ်သ့တၢ်ကတိၤ "ကိ/ကိစုၢ်ခါ"

REPEAT after the teacher

သရော်-မၤပုၤက့ၢ်ဖိတဲပိၣ်သရော်အံၣ် ၂-၃ ဝီ.

သဝီတဖျါန့ၣ် နလဲၤဘၣ်ကီတဘျီ ဘျီခါ.

Have you ever gone to that village?

တနံၣ်အံၤနမၤနီၤဘုအါကီစုၢ်ခါ.

Did you get much paddy this year?

တနံၣ်အံၤတၢ်တစူၤအါအါဘၣ်, မုၢ်အမၤကီစုၢ်အသးဒ်လဲၣ်.

This year there wasn't much rain. I wonder what happened?

နမုၢ်လဲၤအိၣ်ဖျိန့ၣ်, ယကမၤနပုၤလဲၤကီစုၢ်တဂၤနီၤ.

If you go to the meeting, I'm going to ask your younger sibling to go along [to look after you], okay?



ယလဲအိပ်ဖိုက်ကီစိုနှင့် ယနီတဟ်  
တန်နီတမံဘဉ်.  
နအိပ်လာနဉ် နထံဘဉ်ကီစိုယဖိခွါ  
တဘျီဘျီစိုခါ.  
နတဲကီစိုတန် နနီကစါမတသ့စို ဘဉ်.

I slipped into the meeting and didn't understand a thing!  
You live there, have you happened to see my son?  
You say that (but) you yourself can't do it either.

(3) Use of ကျ်, intensive particle indicating that the quality referred to is manifested to an extreme degree

(၃) တၢ်သုတၢ်ကတိၤ "ကျ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

လါ, လံာ်စီဆွံတဘျီဒု လံာ်ကျ်.  
လါ, မျဉ်ဟဲသဉ်တတိၤဒု ဟဲကျ်.  
လါ, ထံတကျီဒု ဒိဉ်ကျ်.  
လါ, ဖါတၢ်တဂၤနဉ် တဲတၢ်သ့ကျ်.  
လါ, ဆီမိၤပၤတဘျီနဉ်အဖိအါကျ်.

Wow! That Bible is mighty wide!  
Wow! That chillie paste is mighty hot (with spices)!  
Wow! That river is mighty big!  
Boy! Uncle can sure talk!  
Say! that hen sure has a lot of chicks!

(4) Use of မိၣ်, "What about . . .?"

(၄) တၢ်သုတၢ်ကတိၤ "မိၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ခဲမုၢ်ဆုၣ်ပကလဲၤတၢ်. ဖိခွါ, နဲမိၣ်  
နကလဲၤစိုခါ.  
ခဲအံၤပကအိၣ်မုၢ်. အန့ၣ်တဂၤမိၣ် တ  
အိၣ်ဝဲခါ.  
ပၤတဲတၢ်ဂၤမံၤဂၤမိၣ်. ဖါတၢ်, နဲမိၣ်, န  
သါကတဲဒ်လီၣ်.  
တၢ်ဂ့ၢ်အံၤပၤအါဂၤဘဉ်အသးလံာ်အဃိ  
ပဝဲဒ်မိၣ် ပသါတဲဒ်လီၣ်.  
ဖါတၢ်တဂၤကီးဖိၣ်အဖိအလံာ်နဉ်, အဖိ  
လၢဘီကီးတဂၤမိၣ်, ဟဲက့ၤစို ခါ.

We'll go tomorrow. Son, what about you? Will you also go?  
We'll eat now. What about that person, isn't he going to eat?  
Every person says something different. Uncle, what about you? What do you intend to say?  
Many people are in favor of this matter, so what about us? What do we intend to say?  
Uncle has called all his children and grandchildren together. What about his child in Bangkok, did he come back also?

4.7 Notes on Word Usage and Grammar

၄.၇ သရၣ်-မၤပၤကွီုဖိဖးဒ်ဝဲလၢအး.

(1) Use of ဖိ/ဖိ, "to be on agreeable terms with, have harmonious relations with (in terms of an absence of negative factors which would destroy such a relationship)"

See examples in 4.2(1). Both ဖိ/ဖိ and ယူ convey the idea of evenness or uniformity, but they are used in slightly different contexts. The word ဖိ/ဖိ refers more to an absence of negative factors which would destroy harmonious relations; e.g.,

quarreling, allergies, one voice or one group in a choir singing out louder than the rest or else being so light as to not be heard, etc. It is also used when a color is becoming to one. When certain foods or medicines don't agree with one (i.e., one is allergic to them), they are said to be တဖီးဒီး that person. The expression ဖီးလိပ်အသး usually means "to have a peaceful or harmonious relationship in terms of not quarreling or arguing with each other. The spoken form of this word is ဖီး, while the written form is ဖီး.

(2) Use of ယူ/ယူဖီး/ယူဖီး, "to be even, uniform, at peace, on agreeable terms with"

See examples in 4.2(2). The word ယူ tends to stress the positive factors contributing to peace and harmony. For example, when hair is cut evenly around the head or bamboo slats in a fence are cut off evenly to be of the same height or people are the same in height, the word ယူ is used. In singing, when some sing faster than others, they are said to be တယူဘၣ်. The expression ယူလိပ်အခိၣ် gives the idea of being of one mind (and not necessarily of one heart) about a matter. The expression ယူလိပ်အသး, on the other hand, gives the idea of harmonious relations resulting from everyone being of one mind and *heart* about a matter. The 2 words ယူ and ဖီး used together in a couplet give the idea that all negative and positive aspects are even and harmonious, and the meaning extends to relationships as well.

(3) Use of ြၢ, "to have supernatural attributes and power, to have a supernatural presence with someone," and ယူၼ်/ဒုၣ်လီၤယူဆိၣ်လီၤၼ်, "to be in complete agreement with others resulting in a mystical power pervading all involved"

See examples in 4.2(3). The word ြၢ is used to refer to spirits, demons, and other supernatural beings including God, indicating that they have supernatural attributes and powers. It is this mystical power that Christians feel when they sense God's presence. When ြၢ is coupled with ယူ, as in the expression ဒုၣ်လီၤယူဆိၣ်လီၤၼ်, it refers to a mystical power which binds together and fills those who are in complete harmony and agreement with each other.

(4) Use of Ta, "to carry on the back, often in a basket or bag suspended from the forehead."

See examples in 4.2(4). The Karen carry things by many different means; e.g., on the back, on the shoulder, suspended from the shoulder, in their hands, etc., and there is a different word for each method. You have already learned the word စိၣ်/စိၣ်, which means "to carry using one's hands" or "to carry (in general)." In this lesson you have been introduced to the word ဝံ, which is used for carrying a sack or gunny bag of paddy or other material on the back with the head and shoulders bent forward. It is also used for carrying something on the back in a bag or basket suspended from the forehead. Carrying a bag by suspending it from the shoulder is usually referred to by a different Karen word, but in some areas the word ဝံ is used for this method also.

- (5) Use of ယူ (ယူ), "to do with (or for) someone something that he/she could not easily (or should not) do alone"

See examples in 4.2(5). The idea of this verb would not usually be expressed in English, although in the actual context it would be understood. It is the staying and visiting with guests, seeing that their needs are taken care of (including refreshments and meals), taking them around to meet others or sightseeing, etc. (In Karen custom it is usually felt that guests should not be left alone except when they rest.) It is also the going with someone to buy things or go to the hospital or elsewhere who could not easily or safely go alone due to lack of transportation, age, unfamiliarity with the procedures or the way there, or poor health, etc. It is the looking after children for a time while the parents are busy or away. (In some areas the word ယူ is used instead of ယူ.)

- (6) Use of သင့်နံ့ဖူးသိ, "to appoint a time, set a day, make an appointment"

See examples in 4.4(1). The meaning can be easily understood from the examples given.

- (7) Use of ဖြို(တပ်)/တု(တပ်)ဖြို(တပ်), "to marry (a couple), perform a marriage ceremony"

See examples in 4.4(2). The verb ဖြို(တပ်) refers to the act of performing the ceremony uniting a couple in marriage. The couple getting married are said to ဖြိုအသး. The verb တု as used here is never used alone but only in couplets together with the verb ဖြို; e.g., တပ်တုတပ်ဖြို, "wedding, wedding ceremony;" တုဖိဖြိုလံ, "to marry off our children and grandchildren." Although the person performing the marriage is usually said to ဖြိုပု, occasionally he may be said to ဖြိုတပ်, as in the 4th example, where it refers specifically to the ceremony in a general way and does not refer to a particular occasion.

- (8) Use of မူး, "celebration, festival, feast; classifier for the same"

See examples in 4.4(3). The word မူး is used to refer to any celebration, festival, or feast to which everyone is invited and always includes at least refreshments, and more likely one or more full meals. Except when it is used as a classifier, it is usually preceded by a possessive pronoun e.g., အမူး, တပ်အမူး, နမူး. If the occasion for the မူး is not stated or understood from the context, it is safe to consider that it refers to a wedding feast.

- (9) Use of တပ်, "not nearly, not in any considerable manner, only partially"

See examples in 4.6(1). This expression is always preceded by a descriptive verb or verb of ability in the negative, and is usually followed by ဒီးဘဲ; e.g., တလံတပ်ဒီးဘဲ, "not nearly enough;" တပ်တပ်ဒီးဘဲ, "not anywhere near finished;" တလံတပ်ဒီးဘဲ, "not nearly used up;" တအံတပ်ဒီးဘဲ, "not nearly the amount;" တပွဲလိပ်တပ်ဒီးဘဲ, "not nearly full;" တလံတပ်တပ်ဒီးဘဲ, "not nearly complete, perfect." It is also used with verbs of ability to indicate that one is not anywhere near able to do something, due to lack of time, ability, energy, or some other reason; e.g., တချူးတပ်ဒီးဘဲ, "not anywhere

near being able due to lack of time;" တကဲတဝ်ဒီးဘဉ်, "not anywhere near being able due to lack of health, strength, and/or energy;" တန့ၣ်တဝ်ဒီးဘဉ်, "not anywhere near being able to succeed in what one aims to do; etc.

(10) Use of ကိ/ကိစိုၤခါ, "particle indicating respect used to soften the impact of everyday speech'

See examples in 4.6(2). The idea of this particle would be conveyed in English by the tone of voice in which the words are said, so that the person spoken to would realize that the speaker is jesting; or if speaking to someone whom one doesn't know very well, especially if it is someone much older or in a higher position than one's self, it is used to be sure that the person spoken to would realize that no offense is intended. You will probably not have to occasion to use this expression very often, and in fact should not try to use it until you feel confident that you know when to use it; but you should be able to recognize it when you hear it and to realize what it means. This particle can usually be distinguished from the descriptive verb ကိ/ကိခဲ, "to be difficult, vexacious, troublesome," because the verb would not make sense in the context where the particle is used.. Also, the *particle* ကိ is usually followed by စိုၣ်.

(11) Use of ကျိ, intensive particle indicating that the quality referred to is manifested to an extreme degree.

See examples in 4.6(3). The particle ကျိ is an intensive particle which is used at the end of an exclamatory sentence and is always preceded by a descriptive verb or verb of ability. Usually sentences using this particle begin with လါ or လါ.

4.8 Question and Answer Drill

၄.၈ တၢ်သံကွၢ်ဒီးတၢ်စံးဆါ

Below on the left are a number of pictures, each accompanied by a question. On the right-hand side are 2 pattern sentences on which to base your answers. For example, if the question asks \_\_ဝံလဲၤခါ, you should answer တဝံတဝ်ဒီးဘဉ်, "nowhere near being finished," or ဘူးကဝံလဲ, "nearly finished," depending upon what the picture shows. The teacher should point to each picture in turn and you should respond according to the picture using the pattern sentences as a basis for your replies.

သရၣ်--ဖဲအဖီလၢလၢထွဲတပၤအံၤတၢ်ဂီၤအိၣ်ဝဲတနီၤဃုၣ်ဒီးတၢ်သံကွၢ်. သရၣ်ဒူးန့ၣ်တၢ်ဂီၤအိၣ်ထံးတဘျီ အခါန့ၣ် သရၣ်ကသံကွၢ်ပှၤကွၢ်ဖိဒ်တၢ်သံကွၢ်ဖဲတၢ်ဂီၤအကပၤအသးန့ၣ်. ပှၤကွၢ်ဖိကကွၢ်တၢ်ဂီၤဝဲၤ ကဘဉ်စံး ဆါဒ်အဒိလၢထွဲတပၤခဲမံၤအကျါတမံၤမံၤအသးန့ၣ်. အဒိ--သရၣ်ဒူးန့ၣ်တၢ်ဂီၤအိၣ်ထံးတဘျီအခါန့ၣ် သရၣ်ကသံကွၢ်ပှၤကွၢ်ဖိဒ်စံး: "ဖိသုၣ်ကွဲးအလံာ်ဝံလဲၤခါ." ပှၤကွၢ်ဖိကကွၢ်တၢ်ဂီၤဒီးထံးလၢဖိသုၣ်န့ၣ်ကွဲးတၢ်က တၢ်ထဲတဖျါအဃိကစံးဆါဒ်အဒိ (က) အသးဒီးတဲဝဲ "တဝံတဝ်ဒီးဘဉ်." မ့ၢ်တၢ်ဂီၤခဲဘျီတဘျီအပူၤန့ၣ် ဖျါလၢပှၤသ့ခွဲးခဲလၢဃုၣ်ဃုၣ်လံ အိၣ်တုၢ်ထဲတဘျီလၢကဘဉ်သ့ဝဲအဃိ ကတဲဆါဒ်လၢ (ခ) အသးဒီးကတဲဝဲ "ဘူးကဝံလဲ." တဲလိတၢ်ဂီၤ (၂) တုၤလၢ (၆) ဒ် (၁) အသးအံၤ

၁.

ဖိသုၣ်ကွဲးအလံာ်ဝံလဲၤခါ.

(က) တ \_\_ တဝ်ဒီးဘဉ်.

၂. ပုသွေးဝံလံခါ. (ခ) ဘူးက\_\_လံ.
၃. သကွံလာ်လံခါ.
၄. အဝဲကပ္ပူဖိသပ်အဆုတဘုဉ်အဂီၢ်  
န့ၣ် အစုလာခါ.
၅. ပုဆါတၢ်သပ်လာ်လံခါ.
၆. စုလာပလိၣ်န့ၣ်ပွဲၤထီၣ်လံခါ.

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

၄.၉ တၢ်မၤလိဘုဉ်ဃးတၢ်ကတိသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒီးဘုဉ်န့ၣ် ပုၤကွဲၤဖိကြးန့ၣ်ပၢၢ်တၢ်  
မၤလိလာအပူၤကွဲၣ်ဂ့ၤဘုဉ်ဘုဉ်တစး.)

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

(၁) သရၣ်ကဘုဉ်ဃးတၢ်ကတိသုၣ်တဖၣ်အံၤဒီးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပုၤကွဲၤဖိကန့ၣ်. ဖဲသရၣ်  
ဃးအခါ သရၣ်ကဘုဉ်ဃးထီၣ်စ့ၢ်ကိးပုၤတဲတၢ်အမံၤဒီးသိးပုၤကွဲၤဖိကသုၣ်ညါဝဲပုၤမတၢ်တဂၤကတိတၢ်လဲၣ်. တုၤ  
သရၣ်ဃးတၢ်ကတိခံဝီဝံလံန့ၣ် မၤပုၤကွဲၤဖိတဲဆါတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၣ်အတၢ်ကတိအခံအံၤ. ဖဲပုၤကွဲၤ  
ဖိစံးဆါတၢ်အခါ တဘုဉ်မၤပုၤကွဲၤဖိကွၢ်လၢလံၣ်ပုၤဘုဉ်. ပုၤကွဲၤဖိစံးဆါတၢ်သံကွၢ်တကျါကျါမ့ၢ်တဘုဉ်ဘုဉ်ဒီးသ  
ရၣ်ကဘုဉ်မၤနီၣ်ဃုာ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံလံန့ၣ် တၢ်သံကွၢ်လၢပုၤကွဲၤဖိစံးဆါ  
ဝဲတဘုဉ်ဒီးဘုဉ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘုဉ်ဃးက့ၤ ပုၤခံၣ်အတၢ်ကတိတဂၤကတိဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွဲၤဖိလၢတၢ်သံ  
ကွၢ်လၢအတဲဆါတဘုဉ်ဒီးဘုဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွဲၤဖိစံးဆါအီၤ.

(ဖါတၢ်လိပွဲၤပၢ်လဲၤဆူအဖိဒိၣ်နီၢ်ဖိပၢ်အသဝီ.)

နီၢ်ဖိပၢ် --လၢ, ဖါတၢ်, နဟဲအိၣ်ယၤသကူးသကူးတုၤညါဖြါလီၣ်.

ဖါတၢ်လိပွဲၤပၢ် --အၢၣ်, တၢ်မိၣ်ထံၣ်သးနၢဒီး ပဟဲအိၣ်န့ၣ်ညါ.

နီၢ်ဖိပၢ် --အါ, နသးပုၢ် နဟဲမးသကူးသကူး တၢ်ဂ့ၢ်အိၣ်ဃးဒိၣ်ယၢၣ်.

ဖါတၢ်လိပွဲၤပၢ် --အါ, တၢ်ဂ့ၢ်အိၣ်ဒိၣ်ကျါ. မ့တအိၣ်ဒု တဟဲအိၣ်န့ၣ်ဘုဉ်.

နီၢ်ဖိပၢ် --မ့ၢ်ဒါနီၤ. အး, ဂုၤလံနဟဲဒုဂုၤကတၢ်. ဖိမ့ၢ်, ဖိမ့ၢ်မိၢ်, မၤလီၤအိၣ်ယုၤဖါတၢ်  
အမ့ၢ်. မ့ၢ်ဘုဉ်အိၣ်မ့ၢ်လံ.

ဖါတၢ်လိပွဲၤပၢ်--မၤဒ်လီၣ်, ဖိဒိၣ်နီၢ်ဖိပၢ်. ယဟဲတၢ်အံၤ, ပုၤမၤယဟဲစးန့ၣ်ဘုဉ်ဃးဒီး

ယလံမုနိအဂ္ဂ၊ မုနိအမဏီအသးဒ်လဲင်.  
 နိဂီတိ --ဖါတိဂါ၊ ဝဲဒ်ပကဲဖိဒ်မုနိတကပအံ၊ ပှမုနိအိဉ်အိဉ်ပှနုဉ် ဂုက  
 တါ.  
 ဖါတိလိပှပှ--ဖိဒ်မုနိနိဂီမိဉ်၊ နဲနကတဲဒ်လိဉ်.  
 နိဂီမိ --ဟ၊ ဟ၊ နိဉ်၊ ဖါတိဂါ၊ ပှဖိဉ်ခွါဘဉ်ကအိဉ်ပှခါ. ပှတဖးသီးဒီးဖါ  
 ပြးပှနုဉ်အိဉ်ပှဘဉ်ကကဲခါ.  
 ဖါတိလိပှပှ--အိဉ်လိ၊ ပှမုတအိဉ်နု၊ ပကဟဲခါနု. တါလံမုနိနိဂီမိဉ်၊ နဲနကတဲ  
 ဒ်လိဉ်. နမိနပှအိဉ်နုနုလံ. လာပှဖိဉ်ခွါတပှနုဉ်ဒှဉ်လီယူ  
 ဆိဉ်လီပှခဲလံလံ.  
 နိဂီ --ဟံ၊ ဟံ၊ ဖုခါ၊ ဝဲပမုပှဖိဉ်သုဉ်၊ ပမုဖိဉ်မုနိ. ကွါလါမိဉ်ပှဖဲမုမုထံဉ်  
 လါအဂ္ဂါဒါ၊ ဂုညဉ်. ဝဲပတဲသုခါ.  
 ဖါတိလိပှပှ --ဂုလံ. မုမုဒ်နုနုဉ်၊ ယကကုတဲလီတိကုတိလါဟံဉ်တထံဉ်ခဲ  
 ထံဉ်ဝဲ ပကသုဉ်မုနုနုဖးမုသီလါတိတုဖိဉ်လံအဂ္ဂါလီ.  
 နိဂီဒီးအမိအပှ--မု၊ မု၊ ဖါတိ(ဖု). တါဘျးလီ.

(ဖါတိလိပှပှလဲကဒီးဆူဖါပြးပှအသဝီ.)

ဖါတိလိပှပှ --ဖိဒ်ပြးမိပြးပှခါ၊ ယလဲဆူဖိဒ်နိဂီမိဉ်နိဂီမိဉ်အိဉ်ဝဲလံ. တါ  
 ကိတိခဲတအိဉ်ဘဉ်.  
 ဖါပြးမိဖါပြးပှ--အီ၊ မုမုဒ်နုနုဉ်၊ ပကဘဉ်မဒ်လိဉ်၊ ဖါတိ.  
 ဖါတိလိပှပှ --ဒါ၊ မညါဖဲခဲကိတိတလါထီဉ်နံသီနုညဉ်. ပမုချကဲဉ်ဆီးနုနုက  
 တါနုသးချးခါ.  
 ဖါပြးမိဖါပြးပှ --မု၊ ဂုလံ. ခဲအံဘဉ်ဖဲပဝဲကုဘုတလါတတိဒ်ဘဉ်.

(လိပှပှကုဘဉ်ဖဲဖိဉ်ဂုပှအဒါ.)

ဖါတိလိပှပှ --အ၊ ဒိဉ်ဖိဉ်ဂုပှ၊ နကလဲဆူနိဉ်ဂီခဲလါဂီခါ. နမုလဲနုဉ်၊ တဲဘဉ်  
 ဖိဒ်နိဂီမိဉ်လါပကဘဉ်အိဉ်အဖိအမုလါလါခဲကိတိတဘျဉ်ထီဉ်နံသီ  
 နုဉ်နီ.

#### Questions (တါသံကွါ)

၁. ဖါတိလိပှပှဟဲအိဉ်သကီးနိဂီမိဉ်ခဲအံခဲအံခါ.
၂. အဝဲဟဲအံတဘျီဘဉ်ဃးတါဂုမတလဲဉ်.
၃. နိဂီမိဉ်ဆိကမိဉ်လါအဂ္ဂါဒ်လဲဉ်.
၄. နိဂီမိဉ်တဲတါဒ်လဲဉ်. နဆိကမိဉ်လါအတဲတါဒ်နုဉ်ဘဉ်မနုလဲဉ်.
၅. လါပှဖိဉ်ခွါတပှနုဉ်ပှဘဉ်အသးစုခါ.
၆. မုမုနိဂီမိဉ်တဂါတဲဝဲဒ်လဲဉ်.
၇. မုမုဒ်နုနုဉ် လါပှမုနိဉ်တပှနုဉ်ပှဒုလီယူဆိဉ်လီပှစုခါ.
၈. ဖါတိလိပှပှကဘဉ်မဒ်မနုလဲဉ်.
၉. ဖါတိလိပှပှဟုဉ်ကုဉ်ဖါပြးအမိအပှလါကသုဉ်နုနုဖးမုသီလါတိဖိအဖိအဂ္ဂါ အခါဖဲလဲဉ်.

၁၁. ဖါတံဂ်လါဂ်ဟ်မာမတလဲတဲဘၣ်နီုဖီအမိၣ်အပၣ်လၢတၢ်ဖျီအမုၢ်နံၣ်အဂ့ၢ်န့ၣ်လဲၣ်.

သရော်-ပျာကွီဖိစံးဆါတၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဘၣ်လံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပျာကွီ  
ဖိတဲပိသံသရော်အခံတဝီ ဝံဒီးသရော်ကကဲဖါတၢ်လျါပၢ်ဒီးမၤပျာကွီဖိကဲပုၤဂျၢၤဂၤကီးဂၤဒဲးတဂၤဘၣ်တဂၤ၊ က  
တိလၢသကိးတၢ်ကတိအါဝီတစဲးဒ်သိးပျာကွီဖိကဲအတၢ်ကတိဘၣ်ဘျုးဂၤတစဲး. တုၤပျာကွီဖိတဲတၢ်ဘၣ်ဘျုး  
လံန့ၣ် မၤပျာကွီဖိကဲက့ၤဖါတၢ်လျါပၢ် ဒီးသရော်ကကဲက့ၤပျာအဂၤတဂၤဘၣ်တဂၤ ဝံတဲလိကဒီးအါဝီတစဲး.  
တုၤ ပျာကွီဖိတဲတၢ်ဘၣ်ဘျုးလံန့ၣ် ကတိလၢသကိးတၢ်ကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ်  
သရော်မ့ၢ်ဂ့ၤပျာကွီဖိမ့ၢ်  
ဂ့ၤကဘၣ်လဲက့ၤတၢ်ကတိပျာဖျၢၣ်ပျာဖျၢၣ်ဆူတၢ်ကတိအဂၤလၢပျာကွီဖိမၤလိတုၢ်လံဝဲန့ၣ်လီၤ. တဲလိသကိးတၢ်  
ဒ်အံၤအသိးကိးနံၤဒဲးဆူညါစၢၤသီအတီၢ်ပူၤ.

- #### 4.10 Reading and Writing

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

တၢ်တမံဒီးတမံန့ၣ် လိာ်ဒၣ်တၢ်ဃုတၢ်ဖိးလီၤ.

ပုသိန်နံ၊ ဖးသီလ၊ တၢ်တုတၢ်ဖျီအမူးအဂီၢ်လံၤခါ.

---

လါ၊ ပှတဂန့ၣ်တဲတၢ်ချကၢ်.

---

---

ပှဝံက့ၤဘုတဝံတဝ်ဒဲးဘၣ်.

---

#### 4.11 Listening and Speaking

၄.၁၁ တၢ်မလိကန့ၣ်ဒီးကတိပှကညီအကျိၣ်လပှကညီအဟံၣ်.

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

သရၣ်-မပှက့ၢ်ဖိလဲၤအိၣ်သကိးပှကညီဒ်သိးကကတိလိတၢ်ကတိသ့ၣ်တဖၣ်လအမလိတ့ၢ်လံဝဲ ဒီးဒ်သိးကကန့ၣ်ပှကညီကတိသကိးတၢ်.

#### 4.12 Cultural Assignment

၄.၁၂ တၢ်ဃုသ့ၣ်ညါပှကညီအလုၢ်အလၢ်

Continue to work on 1.10.

သရၣ်-တၢ်မလိတကတိအံၤန့ၣ်တဘၣ်ဃးဒီးပှကညီကျိၣ်ဘၣ်. ပှက့ၢ်ဖိကမဒၣ်ဝဲ.



## LESSON 5 - REVIEW

### တၢ်မၤလိ ၅ - တၢ်ကွၢ်ကဒါက့ၤ

#### 5.1 Basic Sentences and Phrases

၅.၁ တၢ်ကတိၤအဒိတဖၣ်

##### (1) Phrases Using Classifiers

(၁) တၢ်ကွၢ်ကဒါက့ၤတၢ်ကတိၤ "ဆိ," "ဒှ်," ဒီး "မူး"

In Lessons 1-4 of this book you have learned 3 new classifiers; i.e., ဆိ, "classifier for ladders, stairs, and vehicles;" ဒှ်, "classifier for families, clans, tribes;" and မူး, "classifier for feasts, festivals, and ceremonies." Since you have not been taught the names of any vehicles yet, the only word you have learned that can be used with ဆိ is ဃီ, "stairs, ladder." Likewise, there is only one type of expression which uses ဒှ် as the classifier; i.e., ပှၤ and compounds starting with ပှၤ; e.g., ပှၤဃီးဒှ်, ပှၤကညီခံဒှ်, ပှၤကွၢ်တံၣ်ဖိ တဒှ်. (Be sure not to mix up the classifier for families, etc. (ဒှ်) with the classifier for quadrupeds (ဒု). You have now learned a total of 16 classifiers (not including those used for periods of time or kinds of money).

Below are 2 columns of words. Those on the left are nouns or noun phrases, while those on the right are classifiers. Read each noun combining it with any number plus the first correct classifier, your teacher making any corrections necessary. Then continue on down the list of classifiers and combine the same noun with any other classifiers which can be correctly used with it. Do the same with each of the nouns on the left-hand side.

သရၣ်-မၤပှၤကွၢ်ဖိဟံးန့ၢ်တၢ်ကတိၤအဒိတဖၣ်တဖျၢၣ်လၢအဖီလၢအံၤလၢစုစုတပၤ "နံၣ်" ဒီးပၣ်ဖျၢၣ်က့ၤအဒိဒီးတၢ်ကတိၤလၢစုစုတပၤအံၤတဖျၢၣ်တဖျၢၣ်လၢပှၤတဲသ့ ဃုၣ်ဒီးနီၢ်ဂံၢ်တမံၤမံၤဖဲဒှ်ပှၤကွၢ်ဖိအသး. အဒိ-နံၣ်တက့ၢ်, နံၣ်ခံကလုာ်, နံၣ်လွံၢ်မိ, နံၣ်သၢစၢ်. တံၤမၤပှၤကွၢ်ဖိဟံးန့ၢ်ကဒီးတၢ်ကတိၤခံတဖျၢၣ်တဖျၢၣ်လၢစုစုတပၤ "က့ၤ" ဒီးပၣ်ဖျၢၣ်က့ၤအဒိဒီးတၢ်ကတိၤလၢစုစုတပၤအံၤတဖျၢၣ်တဖျၢၣ်လၢပှၤတဲသ့ဒီးအဖီခိၣ်အသး. တဲလိတၢ်ကတိၤ အဂၤတဖၣ်လၢစုစုတပၤကးဖျၢၣ်ဒီးအဒိတဖၣ်တဖျၢၣ်အံၤအသးစးထီၣ်လၢအဒိတဖၣ်တဖျၢၣ်လၢအကတၢၢ်.

နံၣ်	တၢ်
က့ၤ	ကူၣ်
ဒီး	ဒု
တၢ်တုၤတၢ်ဖျိအမူး	ခိ
ပှၤဟံၣ်ဖိဃီဖိ	ဂၤ
ထီး	ဆိ
ဃီ	ဒှ်
အမံၤပှၤ	ဖျၢၣ်
ဖျိခံ	ဘုၣ်
နံၣ်ရံၣ်	ဘိၣ်
တၢ်ဂ့ၢ်	ကလုာ်
တခူး	ပၤ
	မံၤ

(2) Nouns Indicating Family Relationships

In the last 4 lessons you have learned 6 new words for persons in various family relationships; i.e., တခွါ(မုၼ်), မၼ်, ဒဲၼ်, မံၼ်, မါ, and ဝါ; and you have also learned 4 new compounds using ဒီ to express relationships; i.e., ဒီတခွါ, ဒီဒဲၼ်(မၼ်)မံၼ်, ဒီဒိၼ်လိၼ်သး, and ဒီမိၼ်/ဒီမိၼ်. In the past you learned မိၼ်, ပါ်, ဖံ, ဖု, ဖိ, လံၼ်, ပုၼ်, ဝဲၼ်, နီၼ်, စီ, မုၼ်ဂါ, မါတံၼ်, ဖိဒိၼ်, and the relationship indicators ဒီဖိမိၼ်(ပါ်), ဒီဖံလံၼ်, ဒီပုၼ်ဝဲၼ်, and ဒီမုၼ်ဂါ(မါတံၼ်)ဖိဒိၼ် as well. They are listed below for easy reference.

<u>တၢ်ကတိၤအသီ</u>	<u>တၢ်ကတိၤလိၼ်လံၤ</u>	<u>တၢ်ကတိၤအသီ</u>	<u>တၢ်ကတိၤလိၼ်လံၤ</u>
တခွါ(မုၼ်)	မိၼ်	ဒီတခွါ	ဒီဖိမိၼ်(ပါ်)
မၼ်	ပါ်	ဒီဒဲၼ်(မၼ်)မံၼ်	ဒီဖံ(ဖု)လံၤ
ဒဲၼ်	ဖံ	ဒီဒိၼ်လိၼ်သး	ဒီပုၼ်ဝဲၼ်
မံၼ်	ဖု	ဒီမိၼ်/ဒီမိၼ်	ဒီမုၼ်ဂါ(မါတံၼ်)ဖိဒိၼ်
မါ	ဖိ		
ဝါ	လံၤ		
	ပုၼ်		
	ဝဲၼ်		
	နီၼ်		
	စီ		
	မုၼ်ဂါ		
	မါတံၼ်		
	ဖိဒိၼ်(မုၼ်)		

(a) Refer back to the diagram in 1.3(b) and make a statement using the first of the new words in the first column above; e.g., စီဟဲၼ်မုၼ်နီၼ်ပလဲဆဲၼ်အတခွါ. Do the same illustrating each of the new and old words in the first 2 columns above.

သရၢ်-ပုၼ်ဖိကွၢ်ကဒါကတိၤတၢ်ဂီၤလၢ ၁.၃ (b) အခါန့ၼ် မၤပုၼ်ဖိဟံးန့ၼ်တၢ်ကတိၤအသီထံးတဖျၢၼ်လၢစုၼ်အသီထံးတဂ့ၢ် ဒီးသုၼ်သုၼ်အတၢ်ကတိၤဒဲၼ်ဝဲၼ်သးကကဲထီၼ်တၢ်ကတိၤဒီက့ၢ်. အဒိ-ပုၼ်ဖိကစံးဝဲလၢ "စီဟဲၼ်မုၼ်နီၼ်ပလဲဆဲၼ်အတခွါ."

မၤပုၼ်ဖိသုၼ်တၢ်ကတိၤတဖျၢၼ်ဘၣ်တဖျၢၼ်လၢအသီထံးတဂ့ၢ်ဒီးခဲၼ်တဂ့ၢ်လၢစုၼ်တပၤဒ်အသီထံးတဖျၢၼ်အံၤအသိးန့ၼ်.

(b) Again referring to 1.3(b) make statements giving an example of each of the relationship words in the 2 columns on the right-hand side.

သရၢ်-ပုၼ်ဖိကွၢ်ကဒါကတိၤဒီးတၢ်ဂီၤလၢ ၁.၃ (b) အခါန့ၼ် မၤပုၼ်ဖိဟံးန့ၼ်တၢ်ကတိၤအသီထံးတဖျၢၼ်လၢသၢဂ့ၢ်တဂ့ၢ်လၢအသီခိၣ်အံၤ ဒီးသုၼ်သုၼ်အတၢ်ကတိၤဒဲၼ်ဝဲၼ်သးကကဲထီၼ်တၢ်ကတိၤဒီက့ၢ်. အဒိ-ပုၼ်ဖိကစံးဝဲလၢ "စီဟဲၼ်ဖိဒီးနီၼ်ဂုၤဂုၤမုၼ်ဒီဖိမိၼ်." မၤပုၼ်ဖိသုၼ်တၢ်ကတိၤတဖျၢၼ်ဘၣ်တဖျၢၼ်လၢသၢဂ့ၢ်တဂ့ၢ်ဒီးလွံၢ်ဂ့ၢ်တဂ့ၢ်လၢစုၼ်တပၤဒ်အသီထံးတဖျၢၼ်လၢသၢဂ့ၢ်တဂ့ၢ်အံၤအသိးန့ၼ်.

(c) You have also learned several new expressions which can be used by persons of approximately the same age range who are not related by blood or marriage; i.e., ခွဲ (မုၣ်), ခွဲမုၣ်ခွဲမီ, and ဒိၣ်. Note that when the latter term is used to refer to persons not related by marriage or by blood, it is used only by those who are intimate friends.

### (3) Couplets

In Lessons 1-4 you have been introduced to several new pairs of words used in couplets, as follows:

ဂုၢ်ကျိၤ	တုၤဖျိ
ဒွၢ်ထၢ	သုးကွဲၤ
ဟံၣ်ဃီ	လၢပွဲၤ
လီၤကျဲ	ဃူဖီး

The first 4 are nouns and the last 4 are verbs (2 action verbs and 2 descriptive verbs). Of course, the verbs can be changed into noun expressions (gerunds) by using the word တၢ် in front; e.g., တၢ်တုၤတၢ်ဖျိ, တၢ်လၢတၢ်ပွဲၤ.

In most cases couplets can be made by combining တၢ် or a personal pronoun to the beginning of each of the paired words, or ဖိ at the end of each with the word ပွဲၤ at the beginning of the whole expression; e.g., ပွဲၤဒွၢ်ထၢဖိ. In the case of verbs, couplets can also be made by using another verb such as မၤ or ထီၣ်, or the word လၢ, or by adding the indefinite pronoun တၢ်, or by adding an object such as ပွဲၤ or တၢ်. Sometimes, instead of the same word being added to each word of the pair, another pair of words is used with a given pair to make a couplet of 2 paired verbs; e.g., တုၤဖျိလံၤ and မၤသုးအိၣ်ဘၣ်. The couplet သုၣ်နံၤဖးသီ can only be used in this combination; otherwise when သုၣ် and ဖး are used together they have an entirely different meaning. The pair of words, လီၤကျဲ meaning "place" has not really been taught as such but was used in the first sentence of 3.5(1). The last 2 verbs, which are descriptive verbs, can also be made into a couplet by reduplicating both words; e.g., ဃူဃူဖီးဖီး.

See how many pairs of couplets you can make from each of the 8 pairs of words above. You should be able to make at least 2 couplets from each of the 4 noun pairs, and at least 3 couplets from each of the verbs. If you have trouble, refer back to the Pattern Sentences and Phrases or to the Notes on Word Usage and Grammar for further ideas.

သရၣ်-မၤပုၤကွဲၤဖိဟံးန့ၣ်တၢ်ကတိၤအခိၣ်ထံးတက့ၢ် "ဂုၢ်ကျိၤ" ဒီးသုၣ်ဃူၣ်ဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်သီးကကဲထီၣ်က့ၢ် တၢ်ကတိၤဒီမိၢ်ဖါ. အဒိ--"တၢ်ဂုၢ်တၢ်ကျိၤ," "အဂုၢ်အကျိၤ." ပုၤကွဲၤဖိကြးသုၣ်တၢ်ကတိၤတက့ၢ်ဘၣ်တက့ၢ်လၢစု စုၣ်တပၤဒီးဒုးကဲထီၣ်အီၤလၢတၢ်ကတိၤဒီမိၢ်ဖါအစ့ၤကတၢ်တက့ၢ်ခဲမံၤ, ဒီးတၢ်ကတိၤလၢစုထွဲတပၤန့ၣ်အစ့ၤကတၢ်တက့ၢ်သၢမံၤ. ပုၤကွဲၤဖိဆိကမိၣ်တၢ်မုၢ်တဘၣ်ဘၣ်န့ၣ် မၤအကွၢ်ကဒိက့ၢ်လၢအလံာ်ပုၤဒီးဃူတၢ်အဒိဖိန့ၣ်.

### (4) Verb Phrases

(a) Descriptive verbs and verbs of ability

In the last 4 lessons you have learned 6 new descriptive verbs. They are given below in the various combinations in which they may be used. Note that none of them can be combined with လီ. (When the verb ပွဲ has the meaning of "to have supernatural attributes and powers," it is used as a descriptive verb; but when it has the meaning of "to be present with one supernaturally," it is used like an action verb with a noun or pronoun as its object.) You have also learned a couplet combining verbs of ability with action verbs; i.e., မလှသိပ်တပ်, which is used as a verb expression of ability although the meaning is equivalent to the English expression "to be well-to-do," which is descriptive..

ပွဲ	ပွဲထိပ်	လအပွဲ	--	--	ပွဲပွဲ
လ	လထိပ်	လအလ	--	--	လလ
က(ကိပ်)	--	လအက	ကနီ	ကနီအလီ	--
ပှ်	ပှ်ထိပ်	လအပှ်	ပှ်နီ	ပှ်နီအလီ	ပှ်ပှ်
ချ	ချထိပ်	လအချ	ချနီ	ချနီအလီ	ချချ
ယူ	--	လအယူ	--	--	ယူယူ
ဖီး	--	လအဖီး	--	--	ဖီးဖီး
ပွဲ	--	လအပွဲ	--	--	--

Study the above examples, then choose one word from each column and make up a sentence of your own one for each.

သရုပ်-မပွဲကွဲဖိကွဲတင်ကတိလအဖိခိတ်တဖုအံ၊ ဝံဒီးမအယူထာထိပ်တင်ကတိတဖုလအခိတ်ထံးတဂုဒီးသုယုဒီးအတင်ကတိဒေဝံဒီးကကဲထိပ်တင်ကတိဒီကျီ၊ အဒိ--"ယမိအသးပှ်လံ". ဝံဒီးမပွဲကွဲဖိဟူးနီကဒီးတင်ကတိတဖုလအခိတ်တဂုဒီးသုယုဒီးအတင်ကတိဒေဝံဒီးအဖိခိတ်အံအသး. အဒိ--"လဲဟးချထိပ်တဖု." မပွဲကွဲဖိဟူးနီတင်ကတိတဖုတဖုတဖုတဖုကိးဂုဒီး ဒီးသုအံဒီးအံအသးစးထိပ်လအခိတ်ထံးတလအကတင်. ပွဲကွဲဖိတဲတင်မုတဘတ်ဘတ်နီ သရုပ်ကဘတ်တဲဘတ်နီကွဲပွဲကွဲဖိကဒီးတဘျီဒီးမပွဲကွဲဖိတဲတင်ထဲသရုပ်အခိတ်.

(b) Action verbs and helping verbs

In the first 4 lessons you have learned the following 12 action verbs which require an object (expressed or understood). There should be no problem understanding their meaning or use. However, be sure that you do not confuse the tones of ဆီ, "to set things down in an upright position in a series," and ဆိပ်, "to shove, push, press;" also, ဆီလီအသး, to be arranged in a series," and ဆိပ်လီအသး, to humble oneself." (Note that although the word တ် is used in ( ) following the verbs to indicate that they require an object, the usual object for အံနီ/အံစာ and (တု)ဖျီ would be a pronoun rather than တ်. The couplet သုနီဖးသီ is also in this category, but it can be used only with နံ and သီ as objects.)

ဆီ(တ်)	ဆိပ်(တ်)	လှုပ်(တ်)
ကွဲမဲင်(တ်)	လိပ်ဘင်(တ်)	သုး(တ်)
ကျဲ(တ်)	ဖိယုအိပ်(တ်)	(တု)ဖျီ(တ်)



### Examples of the Above

နကလဲဖဲလဲန့်.	Where will you go? (Where are you going?)
နကလဲစ့ါခါ.	Are you also going?
ပှါတမံဟဲတုလဲနီ.	Have the guests already arrived? [I didn't expect them so soon.]
ဖိမုန့်, နသါကလဲစ့ါန့.	Daughter, do you also intend to go? [I thought you were going to stay here.]
ပချီထီန့်ထံချီလဲဒါ. နက့တခီလဲ ခါန့.	We've boiled water (for a hot drink) already. As for you are you going back? [I thought you would stay a bit longer.]
ပကက့နီ(မိန့်).	We'll be going back home, okay?
ခဲအံယကက့ခီ.	Now I'm going back, okay?
နမုဂါကဟဲစ့ါကါ.	Surely your aunt is coming, isn't she?

### (b) Ending Particles in Affirmative Statements or Commands

You have also learned 4 new particles used to end affirmative statements or commands; i.e., မာန့်/မာ, နဲန့်, ဧါ, ဒါ/ဒါး.

လီ.	Makes sentence less abrupt. Used especially in general statements. (Rather formal)
ခါ	Makes sentence less abrupt. (More informal)
နဲန့်	Indicates a definite positiveness in light of some specific circumstance
ညာန့်/ယာန့်/သာန့်	Speaker presupposes that the statement made is true
ခါသာန့်	Same as သာန့် but more polite.
မာန့်/မာ	Speaker presupposes that the statement made is true
ခါ	Corrects a wrong assumption
ဒါ/ဒါး	Indicates uncertainty
ခါ	Indicates surprise that something is contrary to one's expectation
နဲန့်	Indicates a defensive statement
နဲန့်	Indicates a rather chiding emphasis
ဒါ/ဒါး	Indicates regret
ဧါ	Indicates a word of caution
ဧါ	Indicates a word of reproach

### Examples of the Above

တါခဲလါပဘာ်မာလါအချလီ.	We must do everything quickly.
"မတါဟဲဝီနခဲတဂါလဲန့်." "ယဖိခွါ ခါ."	"Who came with you?" "My son."
အဝဲမုါလဲ ပလဲနဲန့်.	If <u>he</u> goes, we'll go.
တါစူဖးဒိနဲဒါနဲ နတလဲလါဘာ် ညာန့်.	With heavy rain like this, surely you'll no longer go.
ဆူညါယကဘာ်ဟဲခဲအံခဲအံခါသာန့်.	So I guess in the future I'll have to come often.

ပွားတကုန်အိတ်တီးဝိုင်းညါမာန်.  
 "ပွားတအိတ်လာဒါးခါ." "အိတ်ခါ."  
 ဆုကအလွဲတမိအံ့ နဲနတ်အိတ်လံ အ.  
 နဆိတ်အပွားအိတ်ခါ.  
 ပွားတိတ်ခွါအိတ်အါကတောင်ဆတ်တအိတ်ပွားနီတက  
 ဘာန်. ပအိတ်တိတ်တကတောင် နဲန.  
 ပတဲအါလာအိတ်တကတောင်. အဲအိတ်ဝဲ.  
 သုသါကကတီးနဲန. လါ, တဲသကီး  
 တိတ်မုတ်ဒဲးအ.  
 ဖိခွါခါ, သကွံသတ်နဲနအိတ်တကတောင်. န  
 မုတ်အိတ်.  
 နလီနီပွားအပွားတသုနီဝဲးခါ.

That person certainly enjoys his food!  
 "Isn't anybody home?" "Sure, there is."  
 You already have a blouse that color.  
 You sell things at a high price!  
 There are many fellows but none of them love  
 us (me). It's because I'm not pretty.  
 I told him not to go, [but] he went [anyway].  
 You're going home again; alas! we're still  
 enjoying talking with you!  
 Son, don't eat those bananas--they're your  
 aunt's.  
 Can't you lower the price for us a little bit?

#### (c) Particles Used at End of Phrase or Clause

You have also learned 2 new particles used at the end of a phrase or clause; i.e., မိတ်  
 and အ/အါး/ဒဲ.

နဲန	Indicates a slight pause at end of phrase or clause
အ/အါး/ဒဲ	Indicates a slight pause at end of phrase or clause
တမိ	"As for ..."
မိတ်	"What about ...?"

#### Examples of the Above

ယဖါတိတ်လာနီတကနီ အဲတလွတ် တိတ်ဘာန်.	That uncle of mine, he isn't particular.
တနီအံ့အါ တိတ်ခွါနီကီးနီဒဲး.	This night was colder than every night!
ယမိတ်လဲပွားတိတ်. ယပိတ်တမိအိတ်လာ အါး.	My mother went to buy things; as for my father, he's at home.
ဖိခွါနီမိတ် နကလဲတဲခါ.	Son, what about you? Are you also going?

#### (d) Intensive Particles

You have learned one new intensive particle; i.e., ကျိ.

မး	Examples: ဒိတ်မး
ဖး	ဖးဒိတ်
ညါ	ဖးဒိတ်ညါ
လဲန/လီန	ဒိတ်လဲန
ကျိ	ဒိတ်ကျိ

#### (e) Particles Used in Commands

Although you have not learned any new particles in this category, the ones already  
 learned are listed for easy reference.

ဒီ/စင်ဒီ      Particle urging to do what hesitates to do  
 သါ      Particle indicating request

Examples:  
 အိပ်စင်ဒီ.  
 နသါမၤစၢၤယၤတထံၣ်.

(f) Particles Indicating Negative

You have learned one new particles used to express the negative; i.e., တဝ်.

တ ... ဘၣ်      Negative in statements  
 တ ... ဧါ      Negative in questions  
 တဂ့ၤ      Prohibitions  
 သုတ ... တဂ့ၤ      Particles indicating prohibition  
 လၢ      No longer, not any longer  
 တဝ်      Not nearly, only partially

Examples:  
 အဝဲတလဲၤဘၣ်.  
 အဝဲတလဲၤဧါ.  
 လဲၤတဂ့ၤ.  
 အသုတလဲၤတဂ့ၤ.  
 အဝဲတလဲၤလၢဘၣ်.  
 တဝ်တဝ်ဒီးဘၣ်.

(g) Particle Not Fitting in Above Categories

You have learned one other particle which doesn't fit in any of the above categories; i.e., ကိ/ကိစ့ၢ်

ကိ/ကိစ့ၢ်      Particles softening words which otherwise might be taken as an offense

Example:  
 နဆါအိပ်ကိမနုၤလဲၣ်.

Using the 8 new particles which you have learned in Lessons 1-4 (i.e., ဧါ, နဲၣ်, ဒါ, နု, ကျိ, မိၣ်, တဝ် and ကိ) try making up one sentence with each one. If necessary, look back at the examples in the book and make a new sentence by changing a word or two in one of them.

သရၣ်-မၤပူၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤ "ဧါ" ဒီးသုယုၣ်အတၢ်ကတိၤဒၣ်ဝဲဒ်သးကကဲထီၣ်က့ၤဒီးကျိၤ. ပူၤကွဲၤဖိဆိက မိၣ်တၢ်မ့ၢ်တဘၣ်ဘၣ်န့ၣ် ပျဲပူၤကွဲၤဖိကွၢ်ကဒါက့ၤတၢ်အဒိတဖၣ်လၢလံာ်ပူၤဝံၤဒီး လဲၤက့ၤတၢ်ကတိၤပူၤဖျၢၣ်ပူၤဖျၢၣ် ဒ်သးကကဲထီၣ်က့ၤအဒိအသီတမံၤ. မ့ၢ်ဝံၤန့ၣ် မၤပူၤကွဲၤဖိဟံးန့ၢ်ကဒီးတၢ်ကတိၤ "နဲၣ်" ဒီးသုယုၣ်အတၢ်ကတိၤဒၣ် ဝဲဒ်လၢအဖီခိၣ်အသး. တဲလိတၢ်ဆူညါဒ်အံၤအသးဒီးမၤပူၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤ "ဒါ, နု, ကျိ, မိၣ်, တ ဝ်" ဒီး "ကိ" န့ၣ် တဘျီတဖျၢၣ်တဘျီတဖျၢၣ်ဒီးသုယုၣ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲဒ်အဖီခိၣ်အသး.

(6) Words Which Stand Alone at the Beginning of Sentences

You have learned 4 new words which stand alone at the beginning of sentences; i.e., အုအု and ဒါ/ဒါ and the sound of an older woman's and a younger woman's laughter. All such words learned so far are listed below for your convenience.

အါ      Indicates surprise, delight, longing  
 အါဒါ      Indicates surprise and uncertainty  
 အါဒါ      Indicates longing and regret [in the example, the words are spoken by the seller]

Examples:  
 "ယကလီၤန့ၢ်န့ၢ်အပူၤတ ဝဲးသ့"  
 "အါ, တၢ်ဘျးနီၤ."  
 အါဒါ, နမၤဒ်န့ၣ်ဘၣ်မ နုလဲၣ်.  
 အါဒါ, ဟံးကွၢ်ဒိကံလီၤညါန့ၣ် အသါကဘၣ်မတၤလဲၣ်.



အိ/အါ	Indicates surprise or regret	အိ, ယမါတံဟဲလါန့ၣ်.
လါ/အလါ/လါ	Indicates exasperation or great displeasure	လါ, ကျဲတဘိအံတမုၣ်လါ ဘၣ်.
ဇု/ဟူ	Indicates that something is displeasing	ဇု, နဆုကတဘၣ်အါလါလံ.
အိ	Used when responding to new bit of information or new thought just come to mind.	အိ, ယသါတဲနတၢ်တမံ.
အိဒါ	Indicates uncertainty	အိဒါ, ဂုလဲအိၣ်ဒီးနဒီးမာ.
ဒါ/ဒါး	Indicates uncertainty	ဒါ, နမုၢ်လဲတၢ်န့ၣ် အိၣ်ဆိမုၢ် ယၢၣ်.
အုအု	Indicates a chiding aspect to remarks which follow	အုအု, တၢ်ဒိန့ၣ်န့ၣ်ပုၤမၤသုကီး ဂၤ.
အၢၣ်/အ့ၣ်	Grunt of assent	အၢၣ်, အ့ၣ်. ယကတဲ ဘၣ်အိၤ.
ဟၢၣ်အါ	Huh-uh	ဟၢၣ်အါ, ယမုၢ်ဂၢ်တအိၣ်ဒီး ဘၣ်.
ဟၢဟၢဇီၢ်	Sound of older woman's laughter	ဟၢဟၢဇီၢ်, ပုၤဝီၣ်ခွါဘၣ်က အဲၣ်ပုၤဇါ.
ဟံဟံ	Sound of younger woman's or girl's laughter	ဟံဟံ, ဝဲပတဲသုဇါ.

#### (7) Miscellaneous Words and Expressions

##### (a) Use of (လါ)အဂီၢ်, "for it/him/her/them"

Make up 2 sentences using ဂီၢ်, each time using a different pronoun; e.g., ယကကတဲၣ်ကတီၤလီၤမံလါနဂီၢ်, "I'll prepare the bed for you."

သရၣ်-မၤပုၤကွီၣ်ဖိဟံးန့ၣ်တၢ်ကတီၤ "အဂီၢ်" ဒီးသုဃုၣ်ဒီးအတၢ်ကတီၤဒျၢဝဲဒ်သီးကကဲထီၣ်ဒိကျိၤ. ခံဝီတဝီမၤ ပုၤကွီၣ်ဖိဆိတလဲတၢ်ကတီၤ "အ" ဆူ "ယ, န, သု," မ့တမ့ၢ် "ဝ" ဝံဒီး သုဃုၣ်ဒီးအတၢ်ကတီၤဒျၢဝဲဒ်သီးကကဲထီၣ်ဒိကျိၤ. အဒိ-"ယကကတဲၣ်ကတီၤလီၤမံလါနဂီၢ်."

##### (b) Use of တဖးသီးသီး/တဖးသီးသီး,"to be approximately the same in some quality" and တဖးန့ၣ်ညါ or တဖးအံၤညါ, "to such a great extent"

Make up sentences of your own using the above expressions, one sentence for each of the 2 kinds..

သရၣ်-မၤပုၤကွီၣ်ဖိဟံးန့ၣ်တၢ်ကတီၤဒီးသုဃုၣ်ဒီးအတၢ်ကတီၤဒျၢဝဲဒ်သီးကကဲထီၣ်ဒိကျိၤ. ပုၤကွီၣ်ဖိဆိကမိၣ်တၢ်မ့ၢ် တဘၣ်ဘၣ်န့ၣ် ပျဲပုၤကွီၣ်ဖိကွၢ်ကဒါကတီၤလၢလံၣ်ပုၤဝံ လဲကတီၤတၢ်ပုၤဖျၢၣ်ပုၤဖျၢၣ်ဒ်သီးကကဲထီၣ် ကတီၤကတီၤအသီတကျိၤ.

##### (c) Use of ဖြဲ/ညၢၣ်ဖြဲ, "suddenly (indicating sudden action)"

Try making up one sentence of your own using the above expression.

သရၣ်-မၤပုၤကွီၣ်ဖိဟံးန့ၣ်တၢ်ကတီၤလၢအဖီခိၣ်အံၤဒီးသုဃုၣ်ဒီးအတၢ်ကတီၤဒျၢဝဲဒ်သီးကကဲထီၣ်ဒိကျိၤ. ပုၤကွီၣ်ဖိ ဆိကမိၣ်မ့ၢ်တဘၣ်ဘၣ်န့ၣ် ပျဲပုၤကွီၣ်ဖိကွၢ်ကဒါကတီၤလၢလံၣ်ပုၤဝံ လဲကတီၤတၢ်ပုၤဖျၢၣ်ပုၤဖျၢၣ်ဒ်သီး ကကဲထီၣ်ကတီၤအဒိအသီတမံ.

## 5.2 Pronunciation Drills

၅.၂ တၢ်အသိၣ်လၢအကီတစဲၤ

(1) Practice reading the expressions below concentrating on the consonant sounds.

(၁) မၤပုၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံတဝီခံဝီ တုၤလၢပုၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျၢတစဲး.

(က) ဃ

ဃီတဆိ

အဟံၣ်အဃီ

တၢ်ဃုတၢ်ဖိး

ဃုလီၤအသး

ဖိဃၢၣ်အိၣ်တၢ်

(ခ) B

လၢပုၤဆါအဂီၢ်

သးပုၤသဃဲး

တၢ်ဂ့ၢ်တၢ်ကျိၤ

ယွဲအိၣ်ပွဲၤပုၤ

ဒိၣ်တုၣ်ခိၣ်ပွဲၤ

Couplets

မၤသုအိၣ်ဘၣ်

စီတလီၢ်မိၢ်စီတလီၢ်ပၢ်

သုၣ်မုၢ်နံၤဖးမုၢ်သီ

ဒုၣ်လီၤဃုဆိၣ်လီၤပွဲၤ

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

(၂) သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၣ်ထွဲသရၢ်အခံ. အခိၣ်ထံးတဝီ ဖးထီၣ်အီၤဒ်လၢလံာ်ပူၤအသိး. မၤဒီးတဝီဖးအီၤဒ်ပုၤကစၢ် ခိၣ်ဖိကတိၤတၢ်အသိး.

(၁) စ/က

ခွဲၤစီ

အဲၣ်စၢၤ

ကီၤစ့ၢ်ခါ

(၂) ဆ/ခ

တဆိ

ဆိထီၣ်

ဆိၣ်ထီၣ်

ဆိမိၢ်ပုၢ်

(၃) သ/စ

သုးကျဲၤ

သးပုၢ်

တဖးသီးသီး

သကူးသကူး

ဖျီအသး

မၤသုအိၣ်ဘၣ်

(၄) ယ/z

လဲၤယုၤပုၤ

(၅) ဝ/v  
 ဒီမီဝါ  
 ဝံတံ  
 တဝံတဝံဘဉ်

(၅) အီး/အိ/, အိပ်/အိပ်  
 ဒီဒိပ်လိပ်သး  
 ယူလိပ်အသး  
 ဖီးလိပ်အသး  
 တဖးသီးသီး

### 5.3 Command and Response Drills, Completion Drills, Question and Answer Drills

၅.၃ တံမးဒီးတံမးထဲ, တံတုန့်မံပဲထီတံကတိ, တံသံကွံဒီးတံစးဆါ

Review sections 1.3, 1.5, 1.8, 2.3, 2.4, 2.6, 2.10, 3.3, 3.5, 3.8, 4.3, and 4.8.

သရၢ်-ကွံကဒါကူ ၁.၃, ၁.၅, ၁.၈, ၂.၃, ၂.၄, ၂.၆, ၂.၁၀, ၃.၃, ၃.၅, ၃.၈, ၄.၃, ဒီး ၄.၈.

### 5.4 Listening and Speaking

၅.၄ တံမးလိကန့်ဒီးကတိပုကညီကွံလံပုကညီအဟံ.

Review the new vocabulary which you have learned in 1.9, 2.9, 3.10, and 4.9.

သရၢ်-ကွံကဒါကူတံကတိအသီလံပုကွံဖိယုသ့ညါဒ်ဝဲဖဲအမလိ ၁.၉, ၂.၉, ၃.၁၀, ဒီး ၄.၉ အခါ.

### 5.5 Conversation Practice

၅.၅ တံမးလိဘဉ်ဃးတံကတိသကီးတံ

- (1) Review the conversations in 1.9, 2.11, 3.9, 4.5, and 4.9. After going through each one once with you and your teacher taking the parts indicated, close the book and using the same general idea of the conversation and taking the parts of the same characters, carry on your own conversation, changing and expanding it within the limits of your vocabulary.

(၁) သရၢ်-ကွံကဒါကူ ၁.၉, ၂.၁၁, ၃.၉, ၄.၅, ဒီး ၄.၉.

တံမးလိသ့တဖၣ်အံတတီးဒီးတတီးန့ၣ်ဃးသကီးအိတ ဝီဝံဒီး မံပုကွံဖိကျါဘာဃာ်အလံ.

ကတိသကီးတံအိအိအိဝဲအသး ဘဉ်ဆဉ်လဲလိတံကတိတနီဒီး မံအါထီတံကတိတသ့ဖဲအသ့.

- (2) LISTEN as the teacher reads the following conversation through twice. (Do not listen to it on the tape or read it in the book beforehand.) The first time he/she will read the whole conversation through . The second time he/she will read it section by section. After listening to the first section again, answer the following questions without looking at the book. If you answered any of them incorrectly or did not know the answer to any of them, instead of correcting you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread that section of the conversation once more, then see if you can answer the missed questions correctly this time. After you can answer all the questions correctly, the teacher will go on to the second section and do the same. After you can answer all the questions for that section correctly, the third section should be read and the questions for that section asked in the same way.



နီဂုဂု --ဖိတံၤဒေ၊ လၢပအိၣ်အံၤတၢ်ဒီးတၢ်လၢ်မးတအိၣ်ဒၣ်.  
 နီဂုဂုဒီးအမိၢ်အပၢ်--အိၣ်မ့ၤဒီး. ပမၤလီၤမ့ၤဝံၤလံ. နအိၣ်ကွၢ်ကွၢ်. ဖိအိၣ်တၢ်တသ့  
 ဘၣ်အံၤ.  
 ဖါချုပၢ် --အါဒါ, အိၣ်ယၢ်, ဟဲအိၣ်သကီး. ပအိၣ်တၢ်တဝံၣ်ဒၣ်.  
 နီဂုမိၢ် --နီဂုပၢ်, နအိၣ်သကီးမ့ၤဒီးဒိၣ်ဖါချုပၢ်န့ၣ်ညၢ်.  
 နီဂုပၢ် --အိၣ်ဒါအိၣ်လဲၣ်. နဲနတအိၣ်ဒဲးန့ၣ်, နီဂုမိၢ်. ဖိမ့ၣ်မိၣ်, နသါအိၣ်ဒီးနမိၢ်ခဲကီၢ်  
 ဒၣ်.

(တုၤအဝဲသ့ၣ်အိၣ်မ့ၤအီၤထံဝံၤ တဲထီၣ်တၢ်ဂ့ၢ်.)

ဖါချုပၢ် --လါ - ဒါ, ယဟဲတၢ်တဘျီအံၤယဝဲၣ်ကီၢ်ဖါယဲၤမၤယဟဲသံကွၢ်သုဘၣ်ဃးဒီးဖိသ့  
 ဟိအတၢ်မၤတၢ်အိၣ်အဂ့ၢ်ဒၣ်. မ့ၢ်သုကတဲကီၢ်အီၤဒဲလဲၣ်.  
 နီဂုပၢ် --အီ, နတဲနဟဲလၢတၢ်ဂ့ၢ်ဒဲန့ၣ်ဒၣ်. တၢ်တမံၤန့ၣ် ပအံၣ်ဒီးဒိၣ်ဖါဟီၣ်မိၢ်ဖါဟီၣ်ပၢ်  
 ကမၤပှၤဟဲစးပှၤယံၣ်လံဒါ. ခဲအံၤဒါ, နဟဲဒုတၢ်ဘျးဒိၣ်ကတၢ်လီၤ.  
 ဖါချုပၢ် --တၢ်ဘျးန့ၣ် မ့ၢ်ဒၣ်. လၢဖိသ့ၣ်ဟိအတၢ်ဂ့ၢ်န့ၣ်, မ့ၢ်သုကတဲဒဲလဲၣ်.  
 နီဂုမိၢ်ပၢ်--ဒါ, ပတဲသ့ဒၣ်. အဝဲမ့ၢ်အံၣ်ပဖိဒါ ပသးန့ၣ်ညၢ်. ပသးလီၤပမံၣ်လံဒါ.  
 နီဂုပၢ် --ယဒိၣ်ဖါဟီၣ်ပၢ်မ့ၢ်မၤပှၤဟဲတဲပှၤလၢအပူၤကွၢ်တန့ၣ်န့ၣ်, ပကမၤဝံၤကွၢ်အီၤလဲ.  
 ဖါချုပၢ် --အိၣ်, မ့မ့ၢ်ဒဲန့ၣ်န့ၣ်, ယကက့ၤတဲဘၣ်ယဝဲၣ်ကီၢ်ဖါဟီၣ်ပၢ်, ဒီးကသ့ၣ်မ့ၢ်နံၤဖး  
 မ့ၢ်သီဝဲခဲလဲၣ်ခဲလဲၣ်ဝံၤဒီး ပကတဲနီၤဟ့ၣ်ဘၣ်က့ၤနီၤနီၣ်.  
 နီဂုမိၢ်ပၢ်--အၢ်, အၢ်, ဒဲန့ၣ်ညၢ်. တၢ်ဘျး.

Questions (တၢ်သံကွၢ်)

(တၢ်တတီၤ)

၁. ဃီလၢဖါဟီၣ်ပၢ်အဒါးကပၤန့ၣ်ဟဲလၢလဲၣ်.
၂. ဖါဟီၣ်တဲလၢသါတဆိၣ်ဟံၣ်ဆိၣ်ဃီဒဲးဘၣ်မ့ၢ်အဘၣ်မနုၤလဲၣ်.
၃. ဖါချုပၢ်နီၤဟ့ၣ်လၢမတၤသါကအံၣ်ဘၣ်ဖါဟီၣ်တၢ်လဲၣ်.
၄. ဖါဟီၣ်ကွၢ်ပီၣ်မ့ၢ်တၢ်န့ၣ်ဂ့ၢ်ဒၣ်.
၅. အဝဲသ့ၣ်ကဆိၣ်ဟံၣ်ဆိၣ်ဃီအဂီၢ်န့ၣ်လိၣ်ဒဲးမနုၤလဲၣ်.
၆. မတၤကကဲန့ၢ်အဝဲသ့ၣ်အစီတလီၢ်ပၢ်လဲၣ်.
၇. ဖါဟီၣ်တဲတၢ်လၢအနီၢ်ကစၢ်အဂ့ၢ်ဒဲလဲၣ်.
၈. မ့ၢ်ပှၤတဲတၢ်ဒဲန့ၣ်စ့ၢ်ဒၣ်.
၉. ပှၤခဲလၢသံသ့ၣ်ညါတၢ်ဂ့ၢ်မနုၤလဲၣ်.
၁၀. ဖါချုပၢ်ကလဲၤစးကွၢ်တၢ်လၢနီၢ်ဂုဂုအဒါးခဲလဲၣ်

(ခံတီၤတတီၤ)

၁. ဖါချုပၢ်တုၤလၢနီၢ်ဂုဂုအဒါးအခါဖဲလီၣ်.
၂. ဖါချုပၢ်အိၣ်မ့ၤဝံၤလံဒၣ်.
၃. လၢတၢ်န့ၣ်အဃီနီၢ်ဂုပၢ်မၤအဖိမ့ၢ်မၤမတၤလီၣ်.
၄. နီဂုမိၢ်မၤအဝၢမၤမတၤလီၣ်.
၅. အဝဲသ့ၣ်တဖီဃုၣ်ဒီးတၢ်ဒီးတၢ်လၢန့ၣ်ဘၣ်မတၤလီၣ်.

၆. ဖါချုပ်တဲလသါတအဲဒ်ဒီးအိန်တၢ်ထဲတဂၤဘၣ်မတၤလီၣ်.
၇. မတၤဒိန်တၢ်လၢအသကိးလဲၣ်.
၈. လၢခဲနီၢ်ဂ့ၤကအိန်မုၤဒီးမတၤလဲၣ်.

(သၢတီၤတတီၤ)

၁. ဖါချုပ်အဝဲၢ်ကိမာသါဟဲမၤမနုၤလဲၣ်.
၂. နီၢ်ဂ့ၤပၢ်ဆိကမိၣ်လၢအဂ့ၢ်ဒ်လဲၣ်.
၃. နီၢ်ဂ့ၤအမိၢ်အပၢ်အသးခုစ့ၢ်ခါ.
၄. ဖါဟီၣ်ပၢ်မုၢ်မၤပှၤဟဲတဲအဝဲသ့ၣ်လၢအပူၤကွံာ်တနံၣ်န့ၣ် အဝဲသ့ၣ်ကသးခုဒီးခါ.
၅. ဖါချုပ်တဲလသါကဒုးနီၢ်ဟူဘၣ်က့ၤအဝဲသ့ၣ်လၢတၢ်ဂ့ၢ်မနုၤလဲၣ်.

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

သရၣ်-ပှၤကိမိးဆၢတၢ်သံကွၢ်ခဲလၢ်မုၢ်ဘၣ်လဲၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပှၤကိမိးဖီတဲတိၣ်သရၣ်အခံတဝီ ဝံဒီးသရၣ်ကကဲ "ဖါချုပ်" ဒီးပှၤကိမိးကကဲပှၤဂၤကိးဂၤဒဲးတဂၤဘၣ်တဂၤ. ကတိၤလီၤသကိးတၢ်ကတိၤအါဝီတဲဒဲးသိးပှၤကိမိးကကဲတဲအတၢ်ကတိၤဘၣ်ဘျုးတဲဒဲး. တုၤပှၤကိမိးဖီတဲတိၣ်ဘၣ်ဘျုးလဲၣ်န့ၣ်မၤပှၤကိမိးကကဲ "ဖါချုပ်" ဒီးသရၣ်ကကဲက့ၤပှၤဂၤတဖၣ်ဝံၤ တဲလိကဒီးအါဝီတဲဒဲး. တုၤပှၤကိမိးဖီတဲတိၣ်ဘၣ်ဘျုးလဲၣ်န့ၣ် ကတိၤလီၤသကိးတၢ်ကတိၤဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် သရၣ်မုၢ်ဂ့ၤပှၤကိမိးမုၢ်ဂ့ၤကဘၣ်လဲၣ်ကတိၤတၢ်ကတိၤပှၤဖျၢၣ်ပှၤဖျၢၣ်ဆူတၢ်ကတိၤ အဂၤလၢပှၤကိမိးမၤလိတုၢ်လဲၣ်န့ၣ်လီၤ. တဲလိသကိးတၢ်ဒိအံၤအသိးကိးနံၤဒဲးဆူညါစၢ်သီအတီၢ်ပူၤ.

## 5.6 Cultural Assignment

၅.၆ တၢ်ယုသ့ၣ်ညါပှၤကညီအလုၢ်အလၢ်

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

သရၣ်-တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပှၤကညီအကျီၣ်ဘၣ်. ပှၤကိမိးကမၤဒုၣ်ဝဲ.

## LESSON 6

### တၢ်မၤလိ ၆

#### 6.1 Useful Words and Phrases

၆.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွဲၢ်ဖိတဲပိၣ်သရၣ်အခံတၢ်ခိၣ်ဘျီ.

ဂီၢ်မုၢ်	A multitude, collective body
ပုၤဂီၢ်မုၢ်	A crowd of people
အါအါဂီၢ်ဂီၢ်	Very numerous
ဒိၣ်ဒိၣ်မုၢ်မုၢ်	Large, spacious
ဒ် အသီး/ဒ် အသီး	Like, as
ဘျၣ်/ဘျၣ်လီၤ/ဘျၣ်အိၣ်/ဘျၣ်အိၣ်ဘျၣ်အိၣ်	To raise, nourish, feed (refers to animals)
လုၢ်အိၣ်/လုၢ်အိၣ်လုၢ်အိၣ်	To raise, nourish, feed (refers to human beings, and also to taking grazing animals out to graze)
တီၢ်	To strike, beat, as with a stick
သံ	To die, cease to breathe
မၤသံ	To kill (in general)
တီၢ်သံ	To kill by beating
ဆါသံ/ဆိးကုသံ	To die from disease
ပနၢ်	Water buffalo, carabao
ကျိၢ် <sup>၁</sup>	Cattle, cow
မိၢ်	Particle indicating female gender in animals
ဖါ	Particle indicating male gender in animals
ကျိၢ်မိၢ်	Cow
ကျိၢ်ဖါ	Bull
တၢ်ကတိၤဒိမိၢ်ဖါ	Couplet (paired words)
ကစၢ်	Owner, master, lord
အးကစၢ်	Owner of house
ကစၢ်ယုၤ	The Lord God
ဒ်သီးသီး/ဒ်သီးသီး	To be the same in kind
စံး	To say, speak, tell
ထီ	To be tall, long
ယီၤ	Northern Thai
ခါ	Classifier for things which do not fit any other classification

<sup>1</sup>The word for "cow, cattle" differs from area to area. For example, in some areas it is called ဂီၤဖဲး, in others, တၢ်တီ, and in still others, နွဲ.

## 6.2 Pattern Sentences and Phrases

၆.၂ တၢ်ကတိၤအဒိ

(1) Use of ပနၢ်, ကျိၢ်, မိၢ်, and ဖါ

(၁) တၢ်သူတၢ်ကတိၤ "ပနၢ်," "ကျိၢ်," "မိၢ်," ဒီး "ဖါ"

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၤဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

ခဲအံၤယပနၢ်အိၣ်အဒုတဆံ, ယကျိၢ်အိၣ်  
အဒုခံဆံ.

ယပနၢ်ဖါဖးဒိၣ်အိၣ်သၢဒု, ယကျိၢ်ဖါဖး  
ဒိၣ်အိၣ်ယဲၣ်ဒု.

ယပနၢ်မိၢ်အိၣ်အိၣ်ယဲၣ်ဒု, ယကျိၢ်မိၢ်  
အိၣ်အိၣ်ခွဲဒု.

ခဲအံၤယပနၢ်ဖိအိၣ်ခဲလၢၣ်ခဲဒု, ယကျိၢ်ဖိ  
ခဲလၢၣ်အိၣ်ယုဒု.

ကီးနဲဒီးန့ၣ် ယဘၣ်လဲၤလုၢ်အိၣ်ယကျိၢ်  
ယပနၢ်တဖၣ်န့ၣ်လီၤ.

Now I have ten water buffaloes [and] twenty cows.

I have 3 full-grown buffalo bulls, and 5 full-grown cow bulls.

I have 5 full-grown female buffaloes and 9 full-grown female cows.

Now I have altogether 2 young buffaloes and 6 (cow) calves.

Every day I have to go and take my cattle and buffaloes to graze.

(2) Use of လုၢ်အိၣ်/လုၢ်အိၣ်လုၢ်အိ, "to nourish, feed (humans), to take to graze"

(၂) တၢ်သူတၢ်ကတိၤ လုၢ်အိၣ်/လုၢ်အိၣ်လုၢ်အိ

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၤဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

တဂီၢ်အံၤပကဘၣ်လဲၤအိၣ်တၢ်လၢပၤ  
လုၢ်အိၣ်လုၢ်အိတၢ်အလီၢ်.

ယမုၢ်ဂၢ်တဂၤတအိၣ်ဒီးဘၣ်. အဝဲလဲၤ  
လုၢ်အိၣ်ပနၢ်ကီးနဲဒီး.

လၢတၢ်ကွၢ်ပၤဖိသၣ်အလီၢ်န့ၣ် မုၢ်ထွဲၣ်  
ခါအတၢ်အိၣ်ပၤလုၢ်အိၣ်လုၢ်အိ  
အီၤဂၤမး.

ပၤဆါဟဲမံတၢ်ဆါဟံၣ်တဖၣ်, ပၤလုၢ်  
အိၣ်အီၤကီးဂၤဒီး.

ပၤတဒီးန့ၣ်လုၢ်ဖိက့ၤပၤတဘျးဂၤညါ.

This morning we have to go and eat at the feeding place (mess hall).

My aunt isn't at home. She takes the buffaloes out to graze every day.

At the place where they look after children, at the noon meal they feed them very well.

Meals are served to all in-patients at the hospital..

That family has looked after many children (as foster parents or adoptive parents).

(3) Use of ဘျီ, ဘျီအိၣ်, ဘျီအိၣ်ဘျီအိ, "to raise, nourish, feed (animals)"

(၃) တၢ်သူတၢ်ကတိၤ ဘျီ, ဘျီအိၣ်, ဘျီအိၣ်ဘျီအိ

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၤဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

ယဖိခွါတဂၤန့ၣ်ဘျီညါ, ဒီးယဖိမုၢ်တ  
ဂၤန့ၣ်ဘျီဆီ.

My son raises fish, and my daughter raises chickens (fowl).



ယဲယနီၣ်ကစၢ်ယဘၣ်အိၣ်ထီးလၢညါလံၤ,  
 ဒီးတုၤခဲအံၤ.  
 မ့မ့ၢ်ယမၤန့ၣ် အဝဲအသးဆူၣ်လၢက  
 ဘၣ်ကျိၣ်ဒီးပနၢ်.  
 ခဲအံၤပုၤအါဂၤအံၣ်ဒီးဘၣ်အိၣ်ဘၣ်အိ  
 တၢ်အါမး.  
 ပုၤတနီၤအံၣ်ဒီးဘၣ်ဆါဆီဒံၣ်, တနီၤ  
 အံၣ်ဒီးဘၣ်ဆါဆီညၣ်.  
 ပုၤလၢအဘၣ်တၢ်မုၢ်န့ၣ် ညီၣ်န့ၣ်အစုအိၣ်.

I myself, I have raised pigs in the past and up  
 till now.  
 As for my wife, she is eager to raise cattle and  
 water buffaloes.  
 Nowadays many people want to raise animals.  
 Some want to raise chickens to sell the eggs;  
 some want to raise them to sell the meat.  
 Those who enjoy raising animals usually have  
 money.

### 6.3 Completion Drill

၆.၃ တၢ်တုၢ်န့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

Below on the left-hand side is a list of animals and people. Some can be used only with ဘၣ်အိၣ်, some only with **ScmWhp**, and some can be used with both. Take each word on the left in turn and insert it in the blank of (a) or (b) on the right-hand side, whichever is proper, then read the expression aloud. If it can be used with both, then read it first with (a) and then with (b).

သရၣ်-မၤပုၤကျိၣ်ဖိဟံးန့ၣ်တၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်လၢအဖီလံၤလၢစုစုၣ်တပၤအံၤဝံၤဒီးတုၢ်န့ၣ်အိၣ်ဖဲတၢ်လီၢ်လီၤ  
 ဟံၤလၢစုထွဲတပၤလၢ (a) မ့တမ့ၢ် (b) အပူၤဖဲဒံၣ်အဘၣ်ဝဲတကျိၣ် ဝံၤဒီးဖးဒီကျိၣ်. ပသုတၢ်ကတိၤအံၤလၢ (a) ဒီး  
 (b) ခံကျိၣ်လၢအပူၤမ့ၢ်သ့ဒီး ပုၤကျိၣ်ဖိကဘၣ်တဲဆိတၢ်ဒ် (a) အသး ဝံၤဒီးတဲကဒီးတၢ်ဒ် (b)အသးန့ၣ်.  
 တဲလိတၢ်ကတိၤဆူညါတဖျၢၣ်တဖျၢၣ်ဘၣ်တဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ်အသးအံၤ.

ညၣ်  
 ထီး  
 ပနၢ်  
 ပုၤဆါ  
 ကျိၣ်  
 ဖိသၣ်  
 ဆီ

(a) ဘၣ်(အိၣ်) \_\_\_\_.  
 (b) လုၢ်(အိၣ်) \_\_\_\_.

### 6.4 Pattern Sentences and Phrases

၆.၄ တၢ်ကတိၤအဒိ

(1) Use of တီၢ်, "to strike, beat (as with a stick)" and သံ, "to die"

(၁) တၢ်သုတၢ်ကတိၤ "တီၢ်" ဒီး "သံ"

REPEAT after the teacher

သရၣ်-မၤပုၤကျိၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပုၤတဂၤန့ၣ်တီၢ်အပုၤခဲအံၤခဲအံၤဘၣ်မ  
 နုၤလဲၣ်  
 ပနၢ်ဟူၤလံၤသးပုၤတဂၤန့ၣ်သံမနုၤလံၤခါ

Why does that person beat his younger sibling  
 so often?

Did we hear that the old grandmother died last  
 night?

ခဲမုၢ်ဆုၣ်ပှၤကတီၢ်သံအိၣ်ကျိၢ်တဒု ပနၢ်  
တဒုခဲၢ်.  
တဟါအံၤပကမၤသံအိၣ်ဆီယဲၢ်ဘုၣ်ဖဲ  
ဒးအံၤ  
တနံၤညါအံၤန့ၣ်စီၤဂ့ၤဖိအဖိခွါလီၤတဲၣ်သံတ  
ဂၤ.  
တနံၣ်အံၤပှၤထီးဆါ(ဆိးက့ၢ်)သံအါဒု.

Tomorrow a cow and a buffalo will be killed by  
beating.  
This evening we'll kill 5 chickens here at the  
house.  
Today Saw Gay Pho's son fell down (from a  
height) and died.  
This year many of the people's pigs got sick  
and died.

(2) Use of စံး. "to say"

(၂) တၢ်သုတၢ်ကတိၤ "စံး"

REPEAT after the teacher

သရၣ်-မၤပှၤကိၣ်တဲၣ်ပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

တၢ်စံးဝဲပှၤကညီလၢညါန့ၣ်အမုၢ်နံၤထီ  
န့ၣ်ပှၤခဲအံၤ.  
ပှၤစံးဝဲလၢသဝီလၢန့ၣ်တဖျၢၣ် ဖါတၢ်  
သးပှၤတဂၤန့ၣ်ဟံးကဒီးအမါလၢ  
အသီန့ၣ်, မုၢ်ခါ.  
ပနၢ်ဟ့ၣ်ပှၤစံးဝဲလၢခဲမုၢ်ဆုၣ်ပကဘၣ်က့ၢ်ခဲလ  
ၢ်ခါ.  
ပနၢ်ဟ့ၣ်ပှၤစံးဝဲလၢသဝီသးပှၤတဂၤန့ၣ်ကဖျိ  
အဖိခါ.

It is said that formerly people's lives (days)  
were longer than people's nowadays.  
People say that in that village an elderly man  
has taken a new wife. Is it so?  
Did we hear people say that tomorrow we all  
have to leave?  
Did we hear people say that one of the village  
elders will be marrying off his child?

(3) Use of ထီ, "to be long, tall"

(၃) တၢ်သုတၢ်ကတိၤ "ထီ"

REPEAT after the teacher

သရၣ်-မၤပှၤကိၣ်တဲၣ်ပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပှၤဒီပုၤဝဲၣ်ခံၤန့ၣ်အပုၤတဂၤထီန့ၣ်အဝဲၣ်တဂ  
ၤ.  
ခဲအံၤပကဘၣ်လဲၤတၢ်ဂီၤဂီၤ မုၢ်လၢပ  
ကျဲအံၤထီဒိၣ်မး.  
ပထံၣ်ပှၤဆါစဲဘဲလၢကးပူၤတဖၣ်လဲၢ်  
လဲၢ်ထီထီ.  
ပမုၢ်လဲၤဆူသဝီလၢခိတဖၣ်န့ၣ်, တၢ်  
လီၤတနီၤနီၤကစၢ်ထီဒိၣ်မးလီၤ.  
ဖါတၢ်စီၤဘီတဂၤန့ၣ် ညီန့ၣ်အဝဲက  
တၢ်တၢ်တဲတၢ်ထီဒိၣ်မးလီၤ.  
ခဲအံၤပကဘၣ်စးထီၣ်မၤတၢ်. မုၢ်ထီ  
ထီၣ်ထီထီၣ်, ခဲကီၢ်ပမၤတၢ်  
တဝံၤဘၣ်.

Of those 2 siblings the younger is taller than  
the older.  
Now we'll have to go early because this way is  
very long.  
In the market we saw people selling tables  
that are wide and long.  
If we go to villages in the rural area, in some  
places the mountains are very tall.  
When Uncle Saw Baw speaks, he is usually  
very long-winded (lit., he tells things very  
long).  
We must start working now. The sun is rising  
higher and higher, and soon we won't get  
the work done.

ပုၤအိၣ်လၢဝူၤဒီးပုၤအိၣ်လၢခိသ့ၣ်တဖၣ်အတၢ်  
လဲၤထီၣ်လဲၤထီၣ်တဒ်သး  
လီၤအသးဘၣ်.

The level of progress of people in the cities  
and of those in the rural areas is not the  
same.

## 6.5 Completion Drills

၆.၅ တၢ်တုၤန့ၣ်ပဲၤထီၣ်တၢ်ကတိၤ

- (a) Below on the right-hand side is a list of expressions which comprise the first part of couplets which you have already learned. As the teacher reads the pattern sentence on the left-hand side inserting one expression after the other into the blank, you should give the second part of the couplet. If there is more than one possible answer, give either one.

သရၣ်--ဟံးန့ၣ်တၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်လၢအဖီလၢစုထွဲတပၤအံၤ, တုၤန့ၣ်အိၣ်ဖဲတၢ်လီၤလီၤဟံးလၢစုစ့ၣ်  
တပၤဝံးဒီးနီၤဒီးပုၤကိၣ်ဖိကတဲဆၢဝဲဒၣ်. အဒိ--သရၣ်ကဖးဒီးစံးလၢ "တၢ်လၢတၢ်ကတိၤဒီးမိၢ်ဖါန့ၣ် တၢ်ကတိၤ  
တၢ်နၢမူန့ၣ် မၤကဒီးတခါတဲဝဲဒ်လီၤ." ပုၤကိၣ်ဖိကတဲဆၢလၢ "တၢ်နၢဆိ." ဝံးဒီးသရၣ်ကတုၤန့ၣ်ကဒီးတၢ်ကတိၤ  
ခံးဖျၢၣ်တဖျၢၣ်လၢစုထွဲတပၤဖဲတၢ်လီၤလီၤဟံးဝံးကဒီးနီၤဒီးပုၤကိၣ်ဖိကတဲဆၢဝဲဒၣ်. တုၤန့ၣ်တၢ်ကတိၤ ဆူညါ  
တဖျၢၣ်ဘၣ်တဖျၢၣ်စးထီၣ်လၢအခိၣ်ထံးတုၤလၢ အကတၢ်ဖဲတၢ်လီၤလီၤဟံးဝံးတဲလိကဒီးတၢ်ဒ်အဖီခိၣ်အ  
သးအံၤ. ပုၤကိၣ်ဖိကတဲဆၢတၢ်မ့ၢ်တဘၣ်ဘၣ်န့ၣ် သရၣ်တဲစၢၤဒီးသ့,  
ဘၣ်ဆၣ်လၢခံတဲစးတုၤန့ၣ်ကဒီးတၢ်ကတိၤလၢပုၤကိၣ်ဖိ တဲတဘၣ်ဘၣ်တဖျၢၣ်အံၤဝံးစးကွၢ်  
မ့ၢ်ပုၤကိၣ်ဖိသ့ၣ်နီၣ်ထီၣ်က့ၤတၢ်စံးဆးလံၤန့ၣ်တက့ၢ်. လၢခံတနံၤတဲလိကဒီး တဘျီဒ်အဖီခိၣ်အသးအံၤ  
ဘၣ်ဆၣ်အအံၤတဘျီကျဲကျဲတၢ်ကတိၤအလီၤအကျဲတဲစး.

တၢ်လၢတၢ်ကတိၤဒီးမိၢ်ဖါန့ၣ် တၢ်ကတိၤ \_\_\_\_\_န့ၣ် မၤကဒီးတခါ တဲဝဲဒ်လီၤ.

တၢ်နၢမူ  
ဘျီအိၣ်  
နၢဆံၣ်ဘီ  
အါအါ  
ဒိၣ်ဒိၣ်  
တၢ်ဂ့ၢ်  
မၤသ့  
ဒိၣ်တုၤ  
လၢဝဲ  
တၢ်သး  
ဆီဟံၣ်  
ခွါမ့ၢ်  
ဃုဃု  
သ့ၣ်န့ၣ်

## 6.6 Pattern Sentences and Phrases

၆.၆ တၢ်ကတိၤအဒိ

- (1) Use of ဂီၢ်/ဂီၢ်မ့ၢ်, "a multitude, collective body;" မ့ၢ်, "to be large, expansive, important"

(၁) တၢ်သ့တၢ်ကတိၤ "ဂီၢ်," "မ့ၢ်," ဒီး "ဂီၢ်မ့ၢ်"

REPEAT after the teacher

သရၣ်--မၤပုၤကိၣ်ဖိတဲဝဲဒ်သရၣ်အခံ ၂-၃ ဝီ.

ထီးတင်္ဂါအံ့မုၢ်မတၢအထီးလဲၣ်.  
 ပဟးလၢပှၤဂီၢ်မုၢ်အကျါအမဲၣ်ညါန့ၣ်  
 ပဘၣ်ကူကၢတၢ်ဂ့ၤတဖၣ်.  
 ပလဲၤထံၣ်ထံၣ်ကျိတဘီန့ၣ် ညၣ်အိၣ်အါ  
 အါဂီၢ်ဂီၢ်.  
 သဝီတဖျါန့ၣ် ခဲအံၤပှၤအါထီၣ်ဂီၢ်  
 ထီၣ်ဖးဒိၣ်ညါ.  
 ပမုၢ်လဲၤဆူဝုၢ်ပူၤန့ၣ်, ပကထံၣ်ဘၣ်  
 ဟံၣ်တဖၣ်ဒိၣ်ဒိၣ်မုၢ်မုၢ်လီၤ.  
 သရၣ်တဂၤန့ၣ်အဖီန့ၣ်ဘၣ်တၢ်မၤထဲအ  
 ဒိၣ်အမုၢ်ကီးဂၤဒဲးလီၤ.  
 ပှၤတဂၤန့ၣ်မၤန့ၣ်ညၣ်ဂီၢ်မုၢ်ညါ, ပယု  
 ပှၤအိၣ်အတၢ်တန့ၢ်.

To whom does this herd of pigs belong?  
 When we walk in front of a crowd, we must  
 dress up a bit nicely.  
 We went and saw a river with lots of fish.  
 In that village now the people have increased  
 tremendously.  
 If we go to the city, we will see many large and  
 spacious houses.  
 That teacher's children have all gotten big,  
 important jobs.  
 That person got a bountiful supply of fish [but]  
 he won't sell us any [i.e., we haven't  
 succeeded in getting any by asking.

(2) Use of ကစၢ်, "owner, master, lord"

(၂) တၢ်သုတၢ်ကတိၤ ကစၢ်

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပှၤကညီဆိကမိဝဲလၢတၢ်ခဲလၢၣ်န့ၣ်အိၣ်ဒီး  
 အကစၢ်ခဲလၢၣ်လီၤ.  
 ဒါးတဖျါအံၤ မုၢ်လၢဒါးကစၢ်တအိၣ်  
 ဘၣ်အယီ, ပကဘၣ်လဲၤထီၣ်လၢ  
 ဒါးကစၢ်အိၣ်တဖျါဖျါ.  
 ခဲအံၤမုၢ်ကစၢ်ဝီၣ်ခွါဟဲတုၤလဲၤအယီပှၤ  
 ကစးထီၣ်တၢ်တုၤတၢ်ဖျါအတၢ်  
 ဘါလီၤ.  
 တၢ်တုၤတၢ်ဖျါအဂ့ၢ်န့ၣ် မုၢ်ကစၢ်ယွၤဒုး  
 အိၣ်ထီၣ်ဝဲလီၤ.  
 တၢ်ခဲလၢၣ်အကစၢ်န့ၣ်မုၢ်ကစၢ်ယွၤလီၤ.

Karens think that everything has a lord (i.e.,  
 guardian spirit).  
 Because the owner of this house isn't here,  
 we'll have to go up into one where the  
 owner is present.  
 Now since the "host of the wedding feast" (i.e.,  
 the bridegroom) has arrived, they will start  
 the wedding worship service.  
 The institution of marriage was established by  
 the Lord God.  
 The owner of everything is the Lord God.

(3) Use of ဒ်သီးဒီး/ဒ်သီးဒီး and ဒ်သီးသီး/ဒ်သီးသီး, "to be alike, similar, the same in kind"

(၃) တၢ်သုတၢ်ကတိၤ "ဒ်သီးဒီး/ဒ်သီးဒီး" ဒီး "ဒ်သီးသီး/ဒ်သီးသီး"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ

နၢဒီးယၤပမုၢ်ပှၤမၤအိၣ်စံၣ်ဖိဒ်သီးသီး  
 ယတခွါဒီးမိၤဝဲၤခဲၤန့ၣ်ကတိၤကီၤလၢ  
 ဝါကျိၣ်သုဒ်သီးသီး.  
 သဝီလၢအံၤတသဝီအဒါးဂ့ၤဒ်သီးဒီးသဝီ  
 လၢန့ၣ်တသဝီစ့ၢ်.

You and I alike are rice farmers.  
 My cousin and his wife both speak English.  
 The houses in this village are also good (well-  
 built) the same as in that village.

ကျဲလအံတဘိအဂုအအဒ်သီးဒီးကျဲလနန ၍တဘိစို.	The condition of this road is also the same as that road.
တၢ်အိၣ်လနအိၣ်ဒီးယဲယအိၣ်အံၤမ့ၢ်အဒ်သီး သီးခါ.	Are the food that you are eating and that I am eating the same?
လနအိၣ်ဒီးပဝဲပအိၣ်အံၤ တၢ်ကိၢ်တၢ် ချံတဒ်သီးသီးဘၣ်.	Where you live and where we live the temper- ature is not the same.

Repeat using ဒ်သီး or ဒ်သီးသီး in place of ဒ်သီး and ဒ်သီးသီး.

သရၣ်-တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီလၢ "ဒ်သီး" အလီၢ်န့ၣ် တဲလၢ "ဒ်သီး" ဒီးလၢ "ဒ်သီးသီး" အ  
လီၢ်န့ၣ်တဲလၢ "ဒ်သီးသီး."

(4) Use of ဒ် အသီး(သီး), "like, as"

(၄) တၢ်သူတၢ်ကတိၤ ဒ် အသီး(သီး)

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖိဒိၣ်ခွါတဂၤအံၤမၤတၢ်ဆူၣ်ဒ်အပၢ်အ သီး.	This young man works hard like his father.
ပဘၣ်အိၣ်တၢ်ဒ်ပုၤဂၤအိၣ်အသီး.	We must eat as others do.
ခဲမ့ၢ်ဆူၣ်ပကဘၣ်လဲၤတၢ်ဂီၤဂီၤဒ်ပုၤဂၤအသီး	Tomorrow we have to go early like the others.
ယအံၣ်ဒီးန့ၣ်ရံၣ်အသိတဖျၢၣ်ဒ်ယန့ၣ်ရံၣ်လီၢ် လံၤတဖျၢၣ်အံၤအသီး.	I want a new watch like this old one.
ယအံၣ်ဒီးမံဖဲဟါနီၣ်န့ၣ်ရံၣ်ဒ်ယမံညါန့ၣ်အသီး	I want to go to bed at 9 p.m. as I usually do.

Repeat using သီး in place of သီး.

တဲလိကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီလၢ "သီး" အလီၢ် တဲလၢ "သီး."

## 6.7 Command and Response Drill

၆.၇ တၢ်မၤဒီးတၢ်မၤထွဲ

(Do not look at your book during this drill.) The teacher will give you the various commands below, sometimes in consecutive order and sometimes mixing up the order, and you should respond accordingly. After you can respond promptly, the teacher may have you give the commands for the teacher to respond to, so listen carefully as she commands you. (In the area where you are staying, if the people usually pronounce သီး as သီး, do the same when giving the commands below.)

သရၣ်-(လၢတၢ်မၤလိတတီးအံၤန့ၣ် သရၣ်တဘၣ်ပျဲပုၤကွီုဖိကွၢ်အလံာ်ဘၣ်.) သရၣ်ကဘၣ်မၤပုၤကွီုဖိအဖီလၢ  
အံၤအသီးတကျိၤဝံတကျိၤ. အခီၣ်ထံး ၅ ကျိၤန့ၣ် သရၣ်မၤပုၤကွီုဖိအခါန့ၣ် သရၣ်အနီၢ်ကစၢ်ကဘၣ်မၤတၢ်တ  
မံၤမံၤဒီးပုၤကွီုဖိကဘၣ်မၤဒ်သရၣ်မၤဝဲအသီး. အဒိ-သရၣ်မ့ၢ်တဲလၢ "မၤဒ်ယမၤအသီး" န့ၣ် သရၣ်ကမၤတၢ်တမံၤ  
မံၤ (အဒိ-ဒဲစု, ဝံအခီၣ်, ယုာ်ထီၣ်အစု, နံၤ, မ့တမ့ၢ်တၢ်ဂၤတမံၤမံၤ). သရၣ် မ့ၢ်တဲလၢ "သးဝံၣ်တၢ်ဒ်ယသးဝံၣ်  
အသီး" န့ၣ် သရၣ်ကသးဝံၣ်တၢ်ဖျၢၣ်ဖျၢၣ်ဒီးပုၤကွီုဖိကကျဲးစးသးဝံၣ်တၢ်ဒ်န့ၣ်အသီး. မ့မ့ၢ်နီၢ်ဂံၢ် ၆-၁၁ န့ၣ်သရၣ်က  
ဘၣ်မၤပုၤကွီုဖိဝံၤ ပုၤကွီုဖိကဘၣ်မၤဒ်ဝဲ. လၢခံတဝီ

သရၣ်ကဘၣ်ဆီတလဲတၢ်မၤအတၢ်ကတိၤဒ်သီးတဘျီပုၤ ကွီုဖိကဘၣ်မၤဒ်သရၣ်မၤအသီး

ဒီးတဘျီဘျီကဘၣ်မၤဒ်ဝဲ. သရၣ်သူတၢ်ကတိၤလၢအခီၣ်ထံးတကျိၤအါဘျီသုဝံၤ

မတတ်တဘျီတမံတဘျီတမံသုဝဲ. တဲလိတၢ်အါဝီတစဲးတုၤလၢပုၤကွၢ်ဖိမၤထွဲတၢ်တဘျီဃီသု. ပုၤကွၢ်ဖိမၤထွဲတၢ်တဘျီဃီမုၢ်သုလံၤန့ၣ် ဒ်သိးပုၤကွၢ်ဖိကသုညီန့ၢ်တၢ်ကတိၤတဖၣ်အံၤန့ၣ် ပျဲပုၤကွၢ်ဖိမၤလီၤသရၣ်ဒီးသရၣ်ကမၤထွဲ. (ဖဲသုအိၣ်န့ၣ် ပုၤမုၢ်တဲညီန့ၢ်လၢ "သီး" န့ၣ် လဲက့ၤတၢ်ကတိၤ "သီး" လၢအဖီလၢအံၤဒီးတဲက့ၤလၢ "သီး."

၁. မာဒိယမာအသီးအံၤ.
၂. ကွဲးတၢ်ဒိယကွဲးတၢ်အသီးအံၤ.
၃. ဆုၣ်နီၤဒိယဆုၣ်နီၤအသီးအံၤ.
၄. သးဝံၣ်တၢ်ဒိယသးဝံၣ်တၢ်အသီးအံၤ.
၅. ဆၢထၢၣ်ဒိယဆၢထၢၣ်အသီးအံၤ.
၆. ကီးထီၣ်ဒ်ဆီဖါကီးဝဲအသီးန့ၣ်.
၇. ကီးထီၣ်ဒ်ဆီမိၢ်ကီးဝဲအသီးန့ၣ်.
၈. ကီးထီၣ်ဒ်ကျိၢ်ကီးဝဲအသီးန့ၣ်.
၉. ကီးဒ်မိၢ်တဂၤကီးကုၤအဖီဆံးလၢကလဲၤဆူကွဲးဒိၣ်တဂၤအသီးန့ၣ်.
၁၀. ဟးဒ်ပှၤသးပှၤသးတဂၤအသီးန့ၣ်.
၁၁. ဟးဒ်ပှၤသးစၢ်တဂၤအသီးန့ၣ်.

## 6.8 Notes on Word Usage and Grammar

၆.၈ သရော်-မာပုကြံဖိဖူးဒ်ဝဲလၢဒါး.

- (1) Use of ଷିଂ and ଓ to indicate gender in animals

See examples in 6.2(1). You have already learned that the feminine gender in humans is indicated by မှ် and the masculine gender is indicated by ခွါ. Now in this lesson you are introduced to the corresponding gender particles for animals; i.e., မိ for feminine gender and ဖါ for masculine gender; e.g., ပန်မိ, ကျိဖါ. They are also used together in the Karen name for couplets; i.e., တိကတိဒိမိဖါ.

- (2) Use of ၶၢ, "to raise, nourish, feed (humans); to graze animals" and ၶၢ, "to raise, nourish, feed (animals)"

See examples in 6.2(2, 3). The word ဘုဉ် is used to refer to raising animals, but when it comes to feeding them, ဘုဉ်(အိဉ်) is used for feeding animals at their breeding place whereas လုဉ်(အိဉ်) is used for taking animals out to graze. When it comes to feeding people who need to be looked after on a regular basis, the word လုဉ် is used. Both words are usually used together with "အိဉ်;" e.g., "ဘုဉ်အိဉ်ဆီ, လုဉ်အိဉ်ကျီု."

- (3) Use of သံ, "to die"

See examples in 6.4(1). The word သံ by itself means "to die" and has no object. To express the idea of "to kill" it is necessary to prefix an action verb indicating the cause of death. The general word is မသံ but there are many more specific words; e.g., ဆဲသံ, လီၤတဲသံ, တီၤသံ, etc. The word သံ is also used in the expression သံတၢ်သီၤ referring to having had a stroke, since for all practical purposes one side of the body is "dead."

- (4) Use of ∅, "to be long, tall"

See examples in 6.4(3). The word **ထီ** is a descriptive verb and can be used in all of the ways that other descriptive verbs are used. It has the meaning of "tall" or "long;" but don't forget the special word for "to be long in time"--**သံသီ**.

(5) Use of **ဂို**, **မု**, and **ဂိုမု**, "a multitude, collective body"

See examples in 6.6(1). The word **ဂို** is used alone as a classifier for collective bodies, such as a flock or herd of animals; e.g., **ထီးတဂို**, and is also used together with **အါ** in couplets; e.g., **အါအါဂိုဂို**, **အါထီဂိုထီ**. The word **မု** is never used alone but only in compound expressions, as in couplets combined with **ဒိ** to give the idea of largeness, expansiveness, or importance; e.g., **ဒိဒိမုမု**, **အဒိအမု**. The 2 words **ဂို** and **မု** are also used together; e.g., **ဂှါဂိုမု**, "a crowd," and **ဂိုမုညါ**, "a great quantity".

(6) Use of **ကစါ**, "owner, lord, master"

See examples in 6.6(2). You have already learned the word **ကစါ** meaning "self, oneself." In this lesson you are introduced to another word having the same spelling and sound but a different meaning; i.e., "owner, lord, master." In villages the owner of a house is usually also the head of the house, although in towns and cities where people often rent other people's houses, the owner of the house and the head of the house are 2 different persons. However, in everyday usage when it is not important to be specific, the head of the house may be referred to as **ဒးကစါ**. Animistic Karens believe that everything--land, water, sky, trees, rocks, animals, etc., all have "lords" (**ကစါ**) or guardian spirits and it is important not to offend them. Christians believe that God is lord of everything and commonly refer to God as **ကစါ ယု**. The term **မူးကစါ** refers to the bride and bridegroom, who are the "lords of the wedding feast." If one wishes to be more specific, the bride is called **မူးကစါပိပ်မု** and the bridegroom **မူးကစါပိပ်ခါ**.

(7) Use of **ဒိ ... အသီး**, "like, as" and **ဒိသီး**, "to be alike, the same in kind"

See examples in 6.6(3) and (4). You have already learned the use of **ဒိ** in the expressions **ဒိအါ**, "like this;" **ဒိန့**, "like that;" and **ဒိလဲ/လီ**, "how? (like what?)" So it should not be difficult to remember that the 2 new expressions in this lesson are also related to likeness. Used together with **သီး** a noun, noun phrase, or pronoun in between, they are equivalent to the English word "like," and when it is a verb or verb phrase that comes between them they are equivalent to the English "as." Used together with **သီး** with nothing between the meaning becomes "to be alike, similar, the same (in kind);" e.g., **ဒိသီးသီး**, **ဒိသီးဒီး**, **ဒိသီးလိပ်အသီး**.

Generally speaking, the expressions **ဒိသီးသီး**, "the same in kind;" **ဒိသီးလိပ်အသီး**, "the same in kind as each other;" and **ဒိသီးဒီး**, "the same as," are used to compare nouns or noun phrases indicating things or people. However, in the case of the first two, both things or people being compared are mentioned first before the **ဒိသီးသီး** or **ဒိသီးလိပ်အသီး**, whereas in the case of the third, one of the things or persons being

compared is men-tioned first, followed by ဒ်သီးဒီး, and then the second thing or person being compared is mentioned; e.g., နဖျိပ်ခံဒီးယဖျိပ်ခံဒ်သီးသီး, "Your trousers and my trousers are the same kind." နဖျိပ်ခံဒီးယဖျိပ်ခံဒ်သီးလိပ်အသး, "Your trousers and my trousers are the same kind as each other." နဖျိပ်ခံဒ်သီးဒီးယဖျိပ်ခံ, "Your trousers are the same kind as my trousers." On the other hand, the expression ဒ် အသီး is usually used to compare actions in the form of verbs (plus object and modifiers, if any); e.g., ယဖိကျဲးစးဟးဒ်ယဟးအသီး, "My child tries to walk as I do." In everyday speech, however, there are occasional exceptions to the above rule. The correct written form of all of the above expressions is ဒ်သီး; however, in some areas the spoken form is ဒ်သီး and in others ဒ်သီး. Be sure not to confuse the expression ဒ်သီးသီး, "to be the same in *kind*," with ပဲ့သီးသီး, "to be the same in *quantity*."

## 6.9 Completion Drills

၆.၉ တၢ်တုၢ်န့ၣ်ပွဲၤထီၣ်တၢ်ကတိၤ

Below on the left-hand side are some pictures in pairs. Look at each pair in turn and decide whether they are the same in quantity (ပွဲၤသီးလိပ်အသး) or in kind (ဒ်သီးလိပ်အသး), then insert the name of the object pictured into the blank in the appropriate statements on the right-hand side and read them aloud.

သရၣ်--လၢအဖီလၢလၢစုစုတပၤအံၤတၢ်ဂီၤအိၣ်ဝဲဒၣ်ဃုကူၢ်. မၤပုၤကွဲၤဖိကွဲၤတၢ်ဂီၤအခိၣ်ထံးတကူၢ်ဒ်သီးကထံၣ်ဝဲမ့ၢ်တၢ်လၢတၢ်ဂီၤခဲဘၣ်အပူၤန့ၣ်ဒ်သီးလိပ်အသး. ခါ ဒီးပွဲၤသီးလိပ်အသး. ခါ ဝံၤဒီးမၤအကွၢ်ကဒီးတၢ်ကတိၤအိၣ်ကွဲးအသးလၢစုထွဲတပၤလွံၢ်ကျိၤဒီးဃုထၢထီၣ်အခဲကျိၤလၢအလိၤလိပ်အသးဒီးတၢ်အိၣ်ဖျါလၢတၢ်ဂီၤပူၤ, တၢ်န့ၣ်တၢ်ကတိၤလၢကမၤပွဲၤထီၣ်ကွဲၤတၢ်လိၢ်လိၢ်ဟံၤ ဒီးဖးဒိကျိၤ. အဒိ--တုၤပုၤကွဲၤဖိကွဲၤတၢ်ဂီၤတကူၢ်အံၤန့ၣ်ကထံၣ်ဝဲလၢထံလၢခွးခဲဖျါအပူၤတဒ်သီးလိပ်အသးဘၣ်ဘၣ်ဆၣ်ပွဲၤသီးလိပ်အသးအဟံၤ ကဃုထၢထီၣ် (b) ဒီးတဲဝဲလၢ "ထံလၢခွးခဲဖျါအပူၤတဒ်သီးလိပ်အသးဘၣ်." ဝံၤဒီးကဃုထၢထီၣ်ကဒီး (c) ဒီးတဲဝဲလၢ "ထံလၢခွးခဲဖျါအပူၤပွဲၤသီးလိပ်အသး." တဲလိတၢ်ဘၣ်ဃးတၢ်ဂီၤဆူသၢတကူၢ်ဘၣ်တကူၢ်ဒ်အခိၣ်ထံးတကူၢ်အံၤအသီးစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်.

- (a)            ဒ်သီးလိပ်အသး.
- (b)            တဒ်သီးလိပ်အသးဘၣ်.
- (c)            ပွဲၤသီးလိပ်အသး.
- (d)            တပွဲၤသီးလိပ်အသးဘၣ်.

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

၆.၁၀ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတိၤအံၤဒီးဘၣ်န့ၣ် ပုၤကွဲၤဖိကျိၤန့ၣ်ပၢၢ်တၢ်မၤလိလၢအပူၤကွဲၤဂ့ၤဘၣ်ဘၣ်တဲး.)

- (1) LISTEN as the teacher reads the following description of the wedding preparations and celebration through twice. (Do not listen to it on the tape or read it in the book



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

(၁) သရော်ကဘဉ်ဖးတၢ်ဂ့ၢ်တၢ်ကျိၤလၢအဖီလၢသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပူၤကွဲၤကန့ၣ်. တုၤသရော်ဖးတၢ်ကတိၤခံဝီဝံၤလံၤန့ၣ် မၤပူၤကွဲၤဖိတဲဆၢတၢ်သံကွၢ်လၢအဝီၣ်လိာ်တၢ်ကတိၤအခံအံၤ. ဖဲပူၤကွဲၤဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပူၤကွဲၤကွၢ်လၢလိာ်ပူၤဘဉ်. ပူၤကွဲၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဉ်ဘဉ်ဒီး သရော်ကဘဉ်မၤနီၣ်ဃၢတၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလံၤန့ၣ် တၢ်သံကွၢ်လၢပူၤကွဲၤဖိစံးဆၢဝဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဉ်ဖးက့ၢ်တၢ်ဂ့ၢ်တၢ်ကျိၤတဝီကဒီးဝံၤ သံကွၢ်ကဒီးပူၤကွဲၤဖိလၢတၢ်သံကွၢ်လၢအဝဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပူၤကွဲၤဖိစံးဆၢအီၤ.

ဖဲပူၤခဲဒုၣ်, ဖါပြဲးပၢ်ဒီးနီၣ်ဖိပၢ်အိၣ်အဖီအမူးအခါန့ၣ်, ပူၤဟဲအါအါဂီၢ်ဂီၢ်လီၤ. ဒ်အဝဲသ့ၣ်မၤသ့အိၣ် ဘဉ်ခံကပၤလၢာ်အသိး, ဒီးဒ်တခီမ့ၢ်အဖီဝဲကိာ်အသိးန့ၣ်, အဝဲသ့ၣ်ခံကပၤလၢာ်ဘဉ်အိၣ်ဘဉ်အိၣ်တၢ်ဒိၣ်ဒိၣ်မ့ၢ်မ့ၢ်အါအါဂီၢ်ဂီၢ်န့ၣ်လီၤ. ပူၤစံးဝဲလၢနီၣ်ဖိပၢ်တီၢ်သံလီၤအပနီၣ်ဖါဖးဒိၣ်ခဲဒု, ကျိၢ်လွံၢ်ဒု, ဒီးထီးအဒုခံဝံၤဒီးလဲၤပူၤဒီးဆီလၢပူၤဆီဝဲလၢဝဲပူၤတဖၣ်အကံလီၤတကယၤန့ၣ်လီၤ. လၢမူးကစၢ်ဝီၣ်ခွါတကပၤန့ၣ် မၤဝဲပွဲၤသိးဒီးမူးကစၢ်ဝီၣ်မုၢ်စ့ၢ်ကီးလီၤ.  
(To be continued in the next lesson)

Questions (တၢ်သံကွၢ်)

- ၁. ဖဲဖါပြဲးပၢ်ဒီးနီၣ်ဖိပၢ်အိၣ်အဖီအမူးအခါန့ၣ် ပူၤဟဲအါခါစၢ်လဲၣ်.
- ၂. ပူၤခဲဒုၣ်အံၤဘဉ်အိၣ်ဘဉ်အိၣ်တၢ်ဒိၣ်ဒိၣ်မ့ၢ်မ့ၢ်အါအါဂီၢ်ဂီၢ်ကဲန့ၣ်ဘဉ်မနုၤလဲၣ်. (တၢ်ဂ့ၢ်အိၣ်ဝဲခံမံၤ.)
- ၃. နီၣ်ဖိပၢ်မၤသံအပနီၣ်ပွဲၤဒုလဲၣ်. အကျိၢ်ပွဲၤဒုလဲၣ်. အထီးပွဲၤဒုလဲၣ်. အဆီပွဲၤဘဉ်လဲၣ်.
- ၄. ဖါပြဲးပၢ်မၤသံအကျိၢ်အပနီၣ်ဒီးအထီးပွဲၤဒုလဲၣ်. အဝဲလဲၤပူၤဆီလၢဝံၤပူၤပွဲၤဘဉ်လဲၣ်.

After you can answer all the questions correctly, repeat the entire description after the teacher once. Then you try reading it yourself, the teacher correcting any mistakes. Discuss the description with your teacher; e.g., Would the parents have raised all of those animals themselves or would their relatives have helped? How many of the various kinds of animals would probably be killed by families who are of average means (မၤစ့ၢ်အိၣ်စ့ၢ်)? How many by families who are poor (မၤလၢဂီၤအိၣ်လၢဟါ)? What differences would there be if the wedding feast was held in the town instead of a village?

သရော်-ပူၤကွဲၤဖိစံးဆၢတၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဘဉ်လံၤန့ၣ် သရော်ကဘဉ်ဖးတၢ်ကတိၤလၢအဖီခီၣ်တဖၣ်အံၤ ဒီးမၤပူၤကွဲၤဖိတဲဝီၣ်သရော်အခံတဝီ ဝံၤဒီးမၤပူၤကွဲၤဖိဖးယုၤသရော်. ပူၤကွဲၤဖိဖးမ့ၢ်ကမ့ၢ် သရော်ကဘဉ်ဖးယုၤပူၤကွဲၤဖိတဘျီဒီး တုၤ ပူၤကွဲၤဖိဖးဘဉ်လံၤန့ၣ် သရော်ဒီးပူၤကွဲၤဖိကဘဉ်တဲသကီးတၢ်ဘဉ်ဃးတၢ်ဂ့ၢ်န့ၣ်. အဒိ- ပူၤကွဲၤဖိကသံကွၢ်လၢပူၤခဲဒုၣ် န့ၣ်ဘဉ်အိၣ်ဒုၣ်ဝဲကျိၢ်ပနီၣ်, ဒီးထီးခဲလၢာ်လၢအဝဲသ့ၣ်မၤသံအီၤလၢအမူးအဂီၢ်န့ၣ်ခါ မ့တမ့ၢ်အဘူးအတၢ်လၢအသ ဝီပူၤဘဉ်အိၣ်စၢၤအဝဲသ့ၣ်စ့ၢ်ခါ.

ပြန်လည်လေ့လာမှုမှပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.  
အဝဲသွန်မုမှပြုမူလေ့လာမှုအချိန်လအကမ္ဘာသံအချိန်တစ်ဆုံးအါလည်.

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

(၂) သရုပ်-ကုံးနံဒီး သရုပ်ဒီးပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.  
တစ်ဝဲသွန်မုမှပြုမူလေ့လာမှုအချိန်လအကမ္ဘာသံအချိန်တစ်ဆုံးအါလည်.

## 6.11 Reading and Writing

၆.၁၁ တစ်မလီဖီးဒီးကွဲးပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.

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

သရုပ်-မပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.  
လအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.  
လအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.  
လအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.

မူးကစာလုပ်အချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.

---

---

ပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.

---

---

ပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.

---

---

## 6.12 Listening and Speaking

၆.၁၂ တစ်မလီဖီးဒီးကွဲးပြုမူစွာအချိန်နှင့်သရုပ်ဆွဲကဗျာလအကမ္ဘာသံအချိန်တစ်ဆုံးအါ လည်.

(1) Look back at the pattern sentence in 6.6(a) where the teacher asked you for the other part of couplets which you had already learned. Memorize the pattern sentence and then during the next 24 hours ask a Karen other than your teacher for the other part of the couplet using the word တစ်ဆုံး meaning "love." This is a word that is used often in worship services, both in sermons and in hymns or Scripture reading. Think

ahead of time or ways that the couplet might be used, and after getting the complete couplet, ask your informant if you can say the things that you have thought of. Since အဲဒ် is a verb and တၢ် makes it into a noun, try also using the second and fourth syllables of the couplet as a verb with an object such as ပှါ or with ဝဲ, and see if your informant accepts it. Make a note of the various combinations that you have learned and try making full sentences using them. The next day tell your teacher what they are, and then you and your teacher should carry on a conversation using them. Keep your ears open from now on when you are among the Karens especially during Sunday worship or any weekday prayer meetings for this word and try to note how it was used.

သရော်-မၤပှါကွဲၤဖိသုအဒါ ၆.၆၇ ဒ်သီးလၢဆူညါ ၂၄ နှံၣ်ရံၣ်အတီၢ်ပှါအံၤ ပှါကွဲၤဖိကကတၢ်တၢ်ဒီးပှါလၢဟံၣ် ပှါ ဒီးဃုန့ၢ်တၢ်ကတၢ်ဒီးမိၢ်ဖါလၢအစးထီၣ်လၢ တၢ်အဲၣ် န့ၣ်. လၢခံတနံၤန့ၣ် မၤပှါကွဲၤဖိတဲဘၣ်သရော်လၢတၢ်ကတၢ်ဒီးမိၢ်ဖါအံၤ ဒ်သီးသရော်ဒီးပှါကွဲၤဖိကကတၢ်လိတၢ်ကတၢ်အသီအံၤခဲအံၤခဲအံၤ. ပှါကွဲၤဖိကဘၣ်သုတၢ်ကတၢ်အသီအံၤထီၣ်တီၢ် ဒ်သီးအသုတသးပှါနီၣ်ဝဲတဂ့ၤ.

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

(၂) သရော်-မၤပှါကွဲၤဖိလဲၤအိၣ်သကိးပှါကညီဒ်သီးကကတၢ်လိတၢ်ကတၢ်သုတဖၣ်လၢအမၤလိတုၢ်လဲၤ ဒီးဒ်သီးကကန့ၣ်ပှါကညီကတၢ်သကိးတၢ်.

### 6.13 Cultural Assignment

၆.၁၃ တၢ်ဃုသ့ၣ်ညါပှါကညီအလုၢ်အလၢ်

What crops are planted? Draw up a calendar showing the events in the yearly agricultural cycle, noting time of field preparation, planting, weeding, and harvest for the various crops. How are crops stored? Which are grown for family consumption? which for cash crops? Observe, participate (as possible) in, and record how field work is done, tools used, labor patterns, etc. What type of field dwellings are constructed? Do members of the family stay in their fields for part of the year? Who stays and for how long? How often are crops planted on the same piece of ground? How do people decide where they will cut their fields?

သရော်-တၢ်မၤလိတကတၢ်အံၤန့ၣ်တဘျုးဒီးပှါကညီကျိၣ်ဘၣ်. ပှါကွဲၤဖိကမၤဒၣ်ဝဲ.

## LESSON 7 တၢ်မၤလိ ၇

### 7.1 Useful Words and Phrases

၇.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပှၤကွဲၤဖိတဲပိၣ်သရၣ်အခံတဘျီခံဘျီ.

ဘိၣ်(တၢ်)

To wrap, as in a leaf, etc.; classifier for wrapped packages, bundles, etc.

တၢ်ဘိၣ်

Package

တဘိၣ်

A package

ယုၢ်

To send by the hand of another

ကျဲးစး

To try, endeavor, strive

တူၢ်(တၢ်)

To bear, endure, suffer

\_\_\_ဂ့ၤ \_\_\_ဂ့ၤ

Any, \_\_\_ever, whether \_\_\_ or

တဂၤဂ့ၤတဂၤဂ့ၤ

Whoever

တမံၤဂ့ၤတမံၤဂ့ၤ

No matter what (lit., whatever or however)

လီၤဆီ

To be different, separate, special

လီၤဆီဒၣ်တၢ်

Especially

အလုၢ်အလၢ်/တၢ်လုၢ်တၢ်လၢ်

Traditional practice, established habit

မိၢ်လုၢ်ပၢ်လၢ်

Traditional religious practices

ဘျီ(တၢ်)

To build (something)

အဖံး/အဘျၣ်

Skin, leather

ခိၣ်ဖံး/ခိၣ်တၢ်ဖံး

Shoe, sandal

တၢ်ဖံးတၢ်ညၣ်

Meat (in general)

ခိ/ခိခိၣ်

Land, in distinction from water; the rural area, countryside

ပှၤခိဖိ/ပှၤခိခိၣ်ဖိ

Rural people

န့ၢ်မၤဒိၣ်ဘၣ်

To get service from

ဒိ

To bring together to compare, use a similitude

ဒိလီၤ

To compare with, liken to

အဒိ

Example, pattern, illustration

အဒိအတဲၣ်

A visual example, a play

ယီၤ

Northern Thai

ခါ

Classifier for things which don't fit into the category for any other classifier

### 7.2 Pattern Sentences and Phrases

၇.၂ တၢ်ကတိၤအဒိ

(1) Use of ဘိၣ်(တၢ်), "to wrap, as in a leaf, etc.; classifier for wrapped packages, bundles, etc."

(၁) တၢ်သူတၢ်ကတိၤ "ဘိၣ်(တၢ်)"

REPEAT after the teacher

သရော်-မာပုကွီဖိတဲပိတ်သရော်အခံ ၂-၃ ဝီ.

ဘိတ်ထီၣ်ကုၤန့ၣ်ဖိအံၤ. ပကကုၤကဒီး.  
တၢ်ဘိတ်တဘိတ်အံၤမတၢ်အတၢ်ဘိတ်လဲၣ်  
ဘိတ်ကုၤမ့ၤအိၣ်ဘျီတဖၣ်အံၤ.  
ဘိတ်ထီၣ်န့ၣ်တၢ်ကုၤတၢ်ကတဖၣ်အံၤဝံၤ  
ပၤထီၣ်လၢတၢ်ဖိခိၣ်.  
ဘိတ်ထီၣ်မ့ၤဘိတ်အဘိတ်တဆံလၢပုၤကလဲၤ  
အိၣ်လၢကျဲအဂီၢ်.

Wrap up your fish. We're going home again.

Whose is this bundle?

Wrap up this left-over rice.

Bundle up these clothes of yours, then put them up above.

Wrap 10 rice packets for people to eat on the way.

(2) Use of တူၢ်(တၢ်), "to suffer, endure, bear"

(၂) တၢ်သ့တၢ်ကတိၤ "တူၢ်(တၢ်)"

REPEAT after the teacher

သရော်-မာပုကွီဖိတဲပိတ်သရော်အခံ ၂-၃ ဝီ.

ယဖုတဂၤတချးသံန့ၣ်, အဝဲတူၢ်ဘၣ်  
တၢ်ဆါတဘျးန့ၣ်ညါ.  
ဖိဒိၣ်မ့ၣ်တဂၤန့ၣ်အဝဲတဲဆါမဆါအီၤအက  
လုၣ်ကလုၣ်ဘၣ်ဆၣ်အဝဲ တူၢ်ဝဲကဲ.  
ပုၤတဂၤန့ၣ်တူၢ်လၢတၢ်လၢအဖိတဖၣ်အ  
တၢ်မၤလိအဂီၢ်အါမး.  
ပမုၢ်လဲၤအိၣ်ဖိန့ၣ် လဲၤကီးယုၣ်သရော်  
တဂၤန့ၣ်. ပကတူၢ်န့ၣ်အတၢ်  
လၢတၢ်စ့ၤခဲလၢၣ်.

Before my grandfather died, he suffered from illness for quite a few years.

Although that young woman's husband treats her harshly both in word and deed, she is able to take it.

That person has borne a great deal of expense for his children's education.

If we go to the meetings, we'll invite the pastor and bear all of his expenses.

(3) Use of ဘျီ(တၢ်), "to build"

(၃) တၢ်သ့တၢ်ကတိၤ "ဘျီ(တၢ်)"

REPEAT after the teacher

သရော်-မာပုကွီဖိတဲပိတ်သရော်အခံ ၂-၃ ဝီ.

ဖါတၢ်ဧၤ, နဘျီထီၣ်န့ၣ်အးဝံၤလံၤခါ.  
ကွီဘါယွၤတဖျၢၣ်အံၤဆံးလံၤအယိ, ပက  
ဘၣ်ဘျီဒိၣ်ထီၣ်ကုၤအီၤ.  
တၢ်အိၣ်ဖိတဖုန့ၣ် အဝဲသ့ၣ်ဘျီထီၣ်  
အိၣ်ဘျးန့ၣ်တၢ်မၤလိအလီၢ်တ  
ဘျးဖျၢၣ်.  
ခဲအံၤသဝီလၢခိတဖၣ်, တၢ်ဘျီထီၣ်န့ၣ်  
အဝဲသ့ၣ်လၢတၢ်ကွၢ်ပုၤဆါအအး  
အလီၢ်တဘျးတီၤလီၤ.

Uncle, have you finished building your house yet?

This church building is already small, so we must enlarge it (build it bigger).

That church has built quite a few Sunday School buildings.

Nowadays in many rural villages clinics are being built for them.

ပမုၢ်ပၢ်တဖၣ် ပဘၣ်ဘျီက့ၤဟံၣ်ဃီအ  
တၢ်ဟးဂီၤတဖၣ်ခဲအံၤခဲအံၤ.

We fathers have to repair the things about the  
house that become damaged.

(4) Use of န့ၢ်မၤအိၣ်ဘၣ်, "to get service from"

(၄) တၢ်သ့တၢ်ကတိၤ "န့ၢ်မၤအိၣ်ဘၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကိၣ်တဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ယပန့ၢ်ဖါဖးဒိၣ်သၢဒုန့ၣ် ယန့ၢ်မၤအိၣ်  
ဘၣ်အိၣ်ကီးဒုဒဲးလီၤ.

I have gotten service from all 3 of my buffalo  
bulls.

ယက့ၢ်ဖါခဲဒုန့ၣ် ယန့ၢ်မၤအိၣ်ဘၣ်ထဲ  
တန့ၣ်, ခဲအံၤပၤဟဲပၤယတၢ် ကဒီး.

I got service from my 2 cow bulls for only one  
year; now someone has bought them.

နဲတဂၤအံၤ ပၤတန့ၢ်မၤအိၣ်န့ၢ်နီၣ်တထံၣ် ဒဲး,  
နကက့ၤတခီလံၤခါ.

You, people haven't gotten any service out of  
you yet; [and] are you already going back?

ယဖိခွါတဂၤန့ၣ် ယတန့ၢ်မၤအိၣ်ဘၣ်  
အိၣ်နီၣ်တဘျီဒဲးဘၣ်, ခဲအံၤန့ၢ်  
အမါလံၤ.

I haven't gotten any service out of my son yet,  
[and] now he's gone and gotten married.

ယဖိတဖၣ်ဟးမၤတၢ်လၢတၢ်လီၢ်အယံၤခဲလ  
ၤ. ယတန့ၢ်မၤအိၣ်ဘၣ်  
အိၣ်နီၣ်တဂၤဘၣ်. ခဲအံၤယဘၣ်မၤ  
အိၣ်ဒုၣ်ပၤဖိပၤလံၤန့ၣ်လီၤ.

My children have all gone and gotten work in  
distant places [and] I haven't gotten any  
service out of any of them. Now I have to  
get [i.e., hire] other people's children and  
grandchildren.

(5) Use of လီၤဆီ, "to be different, special"

(၅) တၢ်သ့တၢ်ကတိၤ "လီၤဆီ"

REPEAT after the teacher

သရၣ်-မၤပၤကိၣ်တဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

နဲနဆ့ကၤတဘျီအလွဲၢ်လီၤဆီန့ၢ်ယဆ့  
ကၤ.

The color of your shirt is different from mine.

န့ၣ်ထီၣ်သီတန့ၣ်အံၤပကမၤလီၤဆီန့ၢ်  
ကီးန့ၣ်ဒဲး.

This year we'll make the New Year's  
celebration different from usual.

ပၤဒီပုၤဝဲၢ်ခဲၤန့ၣ်လီၤဆီလီၢ်အသးလၢတၢ်  
ကီးမံၤဒဲး.

Those two siblings are different from each  
other in everything.

လီၤဆီဒုၣ်တၢ်အပုၤတဂၤန့ၣ် ဒိၣ်တၢ်ဂ့ၤ  
လီၤဆီ.

Especially the younger one is unusually pretty.

လံၣ်တဖၣ်အံၤ လီၤဆီဒုၣ်တၢ်လံၣ်သး  
ဝံၣ်န့ၣ် ပၤလိၣ်ဘၣ်ဝဲအါကတၢ်.

People need books, especially hymnbooks  
most of all.

ပၤတဂၤန့ၣ်ဖျီအသးဝံၤ ဟဲလီၤဆီထီၣ်  
ဖးဒိၣ်ညါ.

After that person got married, he has become  
quite different.

ပုၤမိၤလုၤပၤလၢဖိတဖၣ်မၤအိၣ်ထီၣ်အတၢ်  
လုၤတၢ်လၢလီၤဆီလီၤအသးအ  
ကလုၣ်ကလုၣ်.  
လီၤဆီအိၣ်တၢ်ပုၤအဖိတဖၣ်အလုၤအလၢ  
န့ၣ်, ညီၣ်န့ၣ်မံၤလၢ မုၢ်ဆါခီ, ဟး  
လၢမုၢ်န့ၣ်ခီ.

People who follow the religious practices  
handed down to them from their ancestors  
have developed a variety of practices which  
differ from each other.  
It is the habit especially of wicked people to  
usually sleep in the day time and go out at  
night.

### 7.3 Completion Drill

၇.၃ တၢ်တုၢ်န့ၣ်မၤပုၤထီၣ်တၢ်ကတိၤ

Below on the left-hand side are 6 pairs of expressions, and on the right are 2 pattern sentences. Insert the first word of the first pair into the first blank in pattern sentence (1) and then read the completed sentence aloud. Do the same with each of the other pairs of words. After you have used them all, repeat using the pattern sentence (2). After you have used all of the pairs of expressions in (2), repeat the drill with both (1) and then (2) adding the words ခိလဲၣ် at the end of each.

သရၣ်--တၢ်ကတိၤအိၣ်ဝဲယုၤကူၢ်ဖဲအစုၣ်တပၤလၢအဖိလၢအံၤ.

မၤပုၤကွီၤဖိပးန့ၣ်တၢ်ကတိၤအိၣ်ထံးတဖျၢၣ်လၢ (က) အပူၤ "ယခိၣ်ဖံး"

ဒီးတုၢ်န့ၣ်အီၤလၢတၢ်ကတိၤလၢစုၣ်တပၤအိၣ်ထံးတကျိၤ (၁) အလီၢ်လီၤဟီၢ်အိၣ်ထံး တတိၤအပူၤဝံၤ

ဟံးန့ၣ်ဒီးတၢ်ကတိၤခဲတဖျၢၣ်တဖျၢၣ်လၢ (က) အပူၤ "နခိၣ်ဖံး" ဒီးတုၢ်န့ၣ် အီၤလၢ (၁) အလီၢ်လီၤဟီၢ်

ခံတိၤတတိၤအပူၤဝံၤဒီး ဖးဒီကျိၤ. အဒိ--"ယခိၣ်ဖံးဒီးနခိၣ်ဖံးလီၤဆီလီၤအသး." တဲလိ (ခ) တုၤလၢ (စ) ဒိလၢ

(က) အသးအံၤစးထီၣ်လၢအိၣ်ထံးတုၤလၢအကတၢ်. မုၢ်ဝံၤန့ၣ် တဲလိကဒီးတဝီ ဘၣ်ဆၣ်အအံၤတဘျီတုၢ်န့ၣ်

တၢ်ကတိၤလၢ (၂) အတၢ်လီၢ်လီၤဟီၢ်အပူၤဝံၤဖးဒီကျိၤ. အဒိ--"ယခိၣ်ဖံးလီၤဆီန့ၣ်နခိၣ်ဖံး."

သၢဝီတဝီဒီးလွံၢ်ဝီတ ဝီန့ၣ်တဲလိဒ်အိၣ်ထံးခံဝီအသး ဘၣ်ဆၣ်အအံၤတဘျီမၤအါထီၣ်တၢ်ကတိၤ "ခိလဲၣ်"

ဖဲတကျိၤဒီးတကျိၤအက တၢ်ဒ်သးကကဲထီၣ်ကတၢ်သံကွၢ်. အဒိ--"ယခိၣ်ဖံးဒီးနခိၣ်ဖံးလီၤဆီလီၤအ

သးခိလဲၣ်."

(က) ယခိၣ်ဖံး - နခိၣ်ဖံး

(ခ) ကျိၢ်ညၢၣ် - ဆီညၢၣ်

(ဂ) ပုၤကညီ - ယိ

(ဃ) နတၢ်ဆါ - နပၢ်အတၢ်ဆါ

(င) ပအိၣ်လၢခိခိၣ် - ပအိၣ်လၢဝုၢ်ပူၤ

(စ) ဒးလၢနဘျီထီၣ်ခဲအံၤ - နဒးလၢ

ညါတဖျၢၣ်

(၁) \_\_\_\_\_ ဒီး \_\_\_\_\_ လီၤဆီလီၤအသး.

(၂) \_\_\_\_\_ လီၤဆီန့ၣ် \_\_\_\_\_.

### 7.4 Question and Answer Drill

၇.၄ တၢ်သံကွၢ်ဒီးတၢ်စးဆါ

Below are some pictures in groups of 3, and below them are 2 questions. As you look at the first group of pictures, the teacher will ask the first question. After you have answered it, he/she will ask you the second question and you should answer it to the best of your ability within the limits of your vocabulary. Do the same with each of the other groups of pictures.

သရၣ်--လၢတၢ်ဖိလၢအံၤတၢ်ဂီၤအိၣ်ဝဲယုၤကူၢ် တကူၢ်တၢ်ဂီၤသၢဘျီတကူၢ်တၢ်ဂီၤသၢဘျီလီၤ. ပုၤကွီၤဖိကွၢ်တၢ်ဂီၤ  
အိၣ်ထံးတကူၢ်အခါန့ၣ် သရၣ်ကသံကွၢ်အီၤဒ် (၁) လၢတၢ်ဂီၤတဖၣ်အဖိလၢ.

တုပ္ပကိစ္စိစံးဆာသရၢ်အတၢ်သံ ကွၢ်ဝံလံန့ၣ် သရၢ်ကဘၣ်သံကွၢ်ဒီးတၢ်ဒ်လၢ (၂) လၢအဖီလၢအံၤအသး  
ဒီးပုၤကွၢ်ဖိကတဲဆၢတၢ်တသ့ဖဲအသ့န့ၣ် လီၤ.  
တဲလိတၢ်ဘၣ်ဃးတၢ်ဂီၤဆူညါတဖၣ်တကူၢ်ဘၣ်တကူၢ်ဒ်လၢအခီၣ်ထံးတကူၢ်အံၤအသး စးထီၣ်လၢအခီၣ်  
ထံးတုၤလၢအကတၢ်.

- (၁) တၢ်ဂီၤဖဲလဲၣ်တဘျီလီၤဆီန့ၣ်တၢ်ဂီၤအဂၢၤခံဘျီန့ၣ်လဲၣ်.  
(၂) လီၤဆီဝဲဒ်လဲၣ်

## 7.5 Pattern Sentences and Phrases

၇.၅ တၢ်ကတိၤအဒိ

### (1) Use of အဘျီ/အဖံး, "skin, leather"

(၁) တၢ်သူတၢ်ကတိၤ "အဘျီ"/"အဖံး"

REPEAT after the teacher

သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

စီၣ်ဖံးတခါအံၤမ့ၢ်မတၢ်အခီၣ်တၢ်ဖံးလဲၣ်  
ယီၤတဂၢၤန့ၣ် အဝဲဟးဃုပ္ပုၤကျိၢ်ဘျီကိး  
နံၤဒဲး

လၢဝုၢ်ပူၤန့ၣ်ပုၤမၤဆါအိၣ်တၢ်ဖံးတၢ်  
ဘျီအလီၢ်အိၣ်တဘျီတၢ်.

ခဲအံၤတၢ်ဖံးတၢ်ညၢ်အပ္ပုၤဒိၣ်မး.

ပမ့ၢ်လဲၤဆူတၢ်ပုၤတၢ်ဆါအလီၢ်န့ၣ်  
ပုၤဆါတၢ်ဖံးတၢ်ညၢ်အါမး.

ကွံၣ်လီၤသကွံၣ်အဘျီလၢတၢ်ဖီလၢတ ဂ့ၤ.

Whose leather shoe is this?

That Northern Thai goes around buying cow  
hides every day.

In the city there are quite a few places where  
people sell leather goods.

Now meat is quite expensive.

If we go to where people sell things, [we'll find]  
plenty of people selling meat.

Don't throw the banana peel down below.

### (2) Use of အလုၢ်အလၢ်, "traditional practice, established habit"

(၂) တၢ်သူတၢ်ကတိၤ "အလုၢ်အလၢ်"

REPEAT after the teacher

သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.



ပှတကလုင်ဒီးတကလုင်နု် အလု်အ လု်  
 လီဆီလိင်အသးလာကျဲအါ ဘိလီ.  
 ပှတဂါဘု်တဂါနု်အလု်အလု်လီဆီ  
 လိင်အသးစု်ကီး.  
 ပှမိ်လု်ပ်လု်ဖိတဖု်မအိင်ထီၣ်အတု်  
 လု်တု်လု်အကလုင်ကလုင်.  
 ပှအဖိအလု်အလု်နု်, ညီနု်မံလမု်  
 ဆါနီ, ဟးလာမု်နါနီ.

The traditional customs of each race are different from each other in many ways.

The habits of individuals are also different from each other.

People who follow the religious practices handed down to them from their ancestors have developed a variety of practices.

It is the habit of wicked people to usually sleep in the day time and go out at night.

### (3) Use of ယိ<sup>1</sup>, "northern Thai"

(၃) တၢ်သူတၢ်ကတိၤ "ယိ"

REPEAT after the teacher

သရၣ်-မၤပှကိတဲတဲပိၣ်သရၣ်အံ ၂-၃ ဝီ.

ယိနု်ကတိၤတၢ်တဒ်သးဒီးကိၣ်တဲဘု်,  
 အညုၣ်ဝါနု်ကိၣ်တဲ.  
 ပှမိခိၣ်ဖိတဖု်ကတိၤယိအကျိၣ်ဘု်အါ,  
 ကတိၤကိၣ်တဲအကျိၣ်တ  
 ဘု်အါအါဘု်.  
 ကိတဖု် ပှသိၣ်လိထဲလံၣ်ကိၣ်တဲ,  
 မုၢ်ယိနု်အလံၣ်တအိၣ်လၢ ဘု်.  
 ယိကဲပှဘါယုၤဖိအါနု်ကိၣ်တဲကဲပှဘါ  
 ယုၤဖိဒီး.

Northern Thai don't speak like (central) Thai; their skin is fairer than that of the Thai.

Many of the rural people speak northern Thai, but not many speak (central) Thai.

At school only (central) Thai is taught; as for the northern Thai, they no longer have books.

More northern Thai have become Christians than (central) Thai have.

### (4) Use of ဒိ/ဒိခိၣ်, "land in distinction from water; the rural area"

(၄) တၢ်သူတၢ်ကတိၤ "ဒိ/ဒိခိၣ်"

REPEAT after the teacher

သရၣ်-မၤပှကိတဲတဲပိၣ်သရၣ်အံ ၂-၃ ဝီ.

လၢဒိပှဘိအးဖးလံၢ်, လၢဝု်ပှပှဘိ  
 အးဖးထီ  
 တၢ်ကိၢ်ခါနု်ပလဲၤအိၣ်လၢသဝီလၢခိတဖု်  
 တၢ်ခုၣ်ဂုၤနု်လၢဝု်ပှဖးဒိၣ် ညါလီ.  
 ပမုၢ်လဲၤဆူစီလၢအသဝီနု် ပလဲၤကျဲ  
 လၢခိတဘိချနု်ပလဲၤကျဲလၢထံ  
 ကျိတဘိလီ.  
 ခဲအံၤပှဒိခိၣ်ဖိတဖု်ဟဲလီၤအိၣ်လၢဝု်ပှအါ  
 မး.

In the rural areas people build houses quite wide; in the cities people build houses quite tall.

In the hot season [if] we go out to rural villages, it is much, much cooler than in the cities.

When we go to Saw Lah's village, it is faster to go by land than by river.

Nowadays many rural people come and stay in the cities.

<sup>1</sup>In Thailand the northern Thai are called ယိ and Shan are called ညိၣ်, whereas in Burma it is the Shan who are called ယိ.

ခဲအံ့ပထံပှါခိခိဖိဟဲလီပှါအိတ်တါလာဝု  
ပှါအါမးလီ.

Nowadays we see many rural people come to  
buy things in the cities.

ပလဲဟးလာခိခိန့န့ ပထံဘၣ်ထံဟဲ  
ပှါထီၣ်လာကစါပှါအါတီ, ဒီး  
ချံၣ်ဂ့မး

[When] we go to the rural areas, we see many  
places where water comes up from within  
the mountains (i.e., mountain springs), and  
the water is nice and cool.

(5) Use of ဒိ, "to bring together to compare, use a similitude"

(၅) တါသူတါကတီ "ဒိ"

REPEAT after the teacher

သရၣ်-မာပှါကွဲတဲပိသရၣ်အခံ ၂-၃ ဝီ.

ယဲဒၣ်အံ့ယဖါတါဒိလီယာလာပနါ,  
ယပုၣ်တခီဒိလီဝဲလာကျီၣ်.

As for me, my uncle likened me to a water  
buffalo; as for my younger sibling, he  
likened him to a cow.

ဖိဒိခွါဒါ, နဒိလီနသးဒီးပှါတဂါန့  
တသ့ဘၣ်.

Nephew, you can't compare yourself to that  
person.

ဖိခွါဒါ, နမ့ၢ်မတါန့ ကွါအဒိလာန  
ဖါတါမာဝဲန့.

Son, if you do anything, look at your uncle's  
example (or pattern).

ပတံသကီးတဂါန့အတါအိၣ်မူကဲတါအ  
ဒိအတဲၣ်ဂ့မး.

Our friend's life sets a very good example.

ပမ့ၢ်မတါတမံမံန့ ပဘၣ်ကွါန့  
တါအဒိအတဲၣ်လာလံၣ်စီဆုံပူ.

When we do anything, we must look at the  
examples in the Bible.

ပှါသးပှါကတီဒိတါဒီးစံးဝဲဒၣ်, ပယူ  
န့ပပှါ.

The elders have a proverb which says, "When  
we are in harmony, we are powerful."

တါလာတါကတီ "လိၣ်ကွဲ" န့  
မ့ၢ်တါကတီၣ်လဲၣ်. နဟ့ၣ်ယါ  
အဒိသ့ဒါ.

What kind of word is the word လိၣ်ကွဲ (i.e.,  
what does it mean)? Can you give me an  
example?

7.6 Command and Response Drill

၇.၆ တါမာဒီးတါမာထဲ

The teacher will insert one word after the other in the blank space below and ask you  
to answer accordingly.

သရၣ်-အခိၣ်ထံးတကျါလါအဖီလဲၣ်အံ့မ့ၢ်တါမာအတါကတီဒီးလါတါကတီတကျါအံ့အဖီလဲၣ်န့တါ  
ကတီအိၣ်ဝဲန့ဖျါ. ဟံးန့တါကတီအခိၣ်ထံးတကျါဒီးတုၢ်န့အံ့လါတါလီၣ်လီၣ်ဟါလါတါမာအတါကတီ  
အပူၤဝံၤ ဖးဒိကျါဒီးမာပှါကွဲဖိမာထဲ.

ဟ့ၣ်ယါ \_\_\_\_\_ အဒိခံမံ.

တါသၣ်

ပှါဒိဘူးဒိတါ

တါကူတါကါ

ပှါကလုၣ်

တါလာပှါဘျီအိၣ်အီသ့

တါဖံးတါညၣ်

## တၢ်ဒီးတၢ်လၢ

### 7.7 Pattern Sentences and Phrases

၇.၇ တၢ်ကတိၤအဒိ

#### (1) Use of ကျဲးစး, "to try, endeavor, strive"

(၁) တၢ်သုတၢ်ကတိၤ "ကျဲးစး"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

နဖီတဖၣ်ကျဲးစးဖးလံာ်ဆၢမး.

တနံၣ်အံၤပကဘၣ်ကျဲးစးလဲၤဆူတၢ်အိၣ်  
ဖျိၣ်တုၤအချး.

ယကျဲးစးမၤဝံၤယအးဖဲတၢ်တချးစူၤဒဲး ဘၣ်,  
ဘၣ်ဆၣ်တဝံၤဘၣ်.

ယကျဲးစးလဲၤဆူနအိၣ်တဘျးဘျီ ဘၣ်  
ဆၣ်လဲၤတချးနီတဘျီဘၣ်.

ပၤဒီပုၤဝဲၣ်လွံၤဂၤယဲၢ်ဂၤအံၤယကျဲးစး  
တဲတၢ်ဒီးအိၣ် ဘၣ်ဆၣ်တကွၢ်ယ  
မဲၣ်ဘၣ်.

Your children try hard in their studies.

This year we must endeavor to take time to go  
to the meetings.

I strove to finish my house before the rains,  
but it didn't get finished.

I have tried to go to you many times, but I  
have never had the time to go.

I tried to talk with those 4 or 5 siblings, but  
they wouldn't look at me (i.e., my face).

#### (2) Use of ယၢ်, "to send by the hand of another"

(၂) တၢ်သုတၢ်ကတိၤ "ယၢ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ဖိမုၢ်ဒၤ, ဘၣ်ယၢ်န့ၢ်နမုၢ်ဂၢ်အတၢ်ညၣ်  
တကံၤလီၤ.

မုၢ်ဂၢ်ဒၤ. နဘၣ်ယၢ်န့ၢ်ဖါတၢ်ဒါအတချး  
ညၣ်မဟါန့ၢ် အဝဲစံးဝဲလၢသါတ  
န့ၢ်ဘၣ်ဘၣ်.

ခဲအံၤယဖိဟ့ၣ်ယၢ်လီၤစုးဃီးကယၤခွံဆံလၢ  
တၢ်ဘျီထီၣ်ကွၢ်ဘၤယွၤအဂီၢ်.

ဒိၣ်ဒၤ, နဟ့ၣ်ယၢ်အိၣ်ယၤတၢ်ခဲအံၤခဲ အံၤ,  
ယဲယဟ့ၣ်ယၢ်က့ၤန့ၢ်တၢ်  
တအိၣ်နီတမံၤလဲၣ်.

Daughter, wrap up a kilo of meat for your aunt.

Aunt. you wrapped up some lizard meat to  
send to Youngest Uncle yesterday, he says  
that he didn't get it.

Now my daughter has sent 890 baht for  
building the church.

Close Friend, you send me things often (i.e.,  
give me via someone else), [but] I don't  
have anything I can send to you in return.

#### (3) Use of တဒီး, "particle indicating reciprocal relationship"

(၃) တၢ်သုတၢ်ကတိၤ "တဒီး"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ပှၢခံၣ်န့ၣ်အဖီဝဲၣ်ကိတၢ်နီၣ်ဖီဝဲၣ်ကိအံၣ်လီၤအသး.	The eldest child in each of those two families love each other.
ပှၢခံၣ်န့ၣ်ဒီတခွါတခီဒီတခွါ ဘၣ်ဆၣ်တက့ၢ်လီၤအမဲၣ်.	Those two people are cousins of each other but they won't look at each other.
ပှၢခံၣ်န့ၣ်အဒီမိၤတခီဒီမိၤတခီန့ၣ်တဲအါလီၤအသးတၢ်ကိးနံၤဒဲး.	The parents in those two families argue with each other every day.
ပှၢဖီသၣ်လွံၢ်ဂၤန့ၣ် အဒီပုၢ်ဝဲၣ်တခီဒီပုၢ်ဝဲၣ်အံၣ်လီၤအသးတဘျီဘျီ, သးထီၣ်လီၤအသးတဘျီဘျီ.	Those four children who are brothers and sisters of each other [by marriage] sometimes love each other and are sometimes angry with each other.

(4) Use of ခါ, "classifier for things which don't fit any other classification"

(၄) တၢ်သ့တၢ်ကတိၤ "ခါ"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၢ်ဖီဝဲၣ်ပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

တၢ်အိၣ်ဖျိၣ်တဘျီအံၤတၢ်ဂ့ၢ်အိၣ်ပွဲၤခါလဲၣ်.	At the meeting this time how many matters were there?
တၢ်တခါန့ၣ်ပှၤသါကမၤမတၤလဲၣ်.	What do people intend to do with that thing? (e.g., a motorcycle helmet)
တၢ်တခါအံၤပှၤကိးဝဲဒ်လဲၣ်.	What do people call this thing? (e.g. a pencil sharpener)
တၢ်ဂ့ၢ်တခါန့ၣ်ပှၤမၤက့ၢ်ဝဲဒ်လီၤ.	How did they settle that matter?
မတၤဟဲပၣ်တၢ်တခါအံၤလၢက့ၢ်လဲၣ်.	Who put this thing in the path?

(5) Use of ဂ့ၤ, မ့ၤ, "anybody, anything, any time; whoever, whatever, whenever," and မ့ၢ်ဂ့ၤ, မ့ၢ်ဂ့ၤ, "whether \_or"

(၅) တၢ်သ့တၢ်ကတိၤ " \_ဂ့ၤ \_ဂ့ၤ" ဒီး " မ့ၢ်ဂ့ၤ မ့ၢ်ဂ့ၤ"

ပှၤတဂၤဂ့ၤတဂၤဂ့ၤမ့ၢ်အံၣ်ဒီးဆှၢအဖီလၢက့ၢ်န့ၣ်, ဆှၢဝဲသ့လီၤ.	Whoever wants to send his/her child to school, can do so.
နဟဲအိၣ်သကိးယၤတနံၤဂ့ၤတနံၤဂ့ၤသ့လီၤ.	You can come and visit me any day.
ခွါၤ, တမံၤဂ့ၤတမ့ၢ်ဂ့ၤ, ခဲမ့ၢ်ဆုၣ်ပကဘၣ်လဲၤတၢ်ဂီၤဂီၤလီၤ.	Cousin, no matter what, tomorrow we must go early in the morning.
တၢ်ဘါတဘျီအံၤနဟဲမ့ၢ်ဂ့ၤနဟဲမ့ၢ်ဂ့ၤ ပှၤဆှၢတၢ်ဘါအိၣ်.	Whether you come or not to the worship service this time, there is someone to lead it.
ခဲမဆါတၢ်အိၣ်အဂီၢ်န့ၣ် နလဲၤပှၤတၢ်ညၣ်မ့ၢ်ဂ့ၤတၢ်ဒီးတၢ်လၢ်မ့ၢ်ဂ့ၤသ့ဝဲဒ်လီၤ.	Whether you buy meat or vegetables for this day's meals will be okay.
ဖီဒိၣ်ခွါၤ, တၢ်လၢပမါန့ၣ် အမ့ၢ်ဂ့ၤ, ဂ့ၤမ့ၢ်ဂ့ၤ, ပဘၣ်ဝံသးစူၤအီၤဒီးအံၣ်အီၤလီၤ.	Nephew, when it comes to our wives, whether they are good or bad we must be patient with them and love them.

7.8 Notes on Word Usage and Grammar

၇.၈ သရုပ်-မပြုကိစ္စအုပ်စုလေး.

(1) Use of တူ(တို), "to bear, endure, suffer"

See examples in 7.2(2). The basic meaning of တူ(တို) is "to bear, endure, suffer," and usually refers to pain, disease, suffering, etc. However, it is also used together with လာ (e.g., တူလာတို or တူနုပုအတိုလာတိုစွဲ) to refer to bearing a financial burden as in the last 2 examples.

(2) Use of ဘွီ(တို), "to build (something)"

See examples in 7.2(3). The word ဘွီ is used for building buildings and other big things, like engines, vehicles, pipelines, etc. Used together with ကု it has the meaning of "to repair;" i.e., ဘွီကု(တို)/ဘွီကုထိန်ကု(တို).

(3) Use of နှိမ့်အိပ်ဘဉ်, "to get service from"

See examples in 7.2(4). The literal meaning of this word means "to get to order or direct someone (or some animal) in work connected with one's livelihood." The idea behind it is that after spending much time and money to raise (or buy) and train a farm animal like a water buffalo or cow, one would expect to get some good years of service in return. Likewise, having spent time and money raising children and teaching them to help with the various aspects of the work, one would expect to get some years of service from them free in exchange for room and board. In a rural society where everyone is related, even after children marry and set up their own household, people are still willing to help each other out on special jobs or occasions free of charge, though they are usually fed if the job takes several days. When it is necessary to hire people to work for one in a rural society, the expression used is ဘဉ်မအိပ်ဘဉ်, "(literally) necessary to order or direct others in order to get the work done," and this usually involves some wages. The family which has enough help from the family members to do its farming is considered blessed.

(4) Use of လီဆီ, "to be different, separate, special"

See examples in 7.2(5). The word လီဆီ is a descriptive verb and means "to be different, separate, special." When things or persons being compared are both mentioned before the verb, the expression လီဆီအသး follows the verb; e.g., ပုဒီပုဒီခံလီဆီအသးလီဆီအသးဒိပ်မး. "Those two siblings are quite different from each other." However, when one is mentioned before the verb and the other after the verb, whereas in English we would say that the one is different *from* the other, the Karen tend to use the comparative particle နှိ following the verb; e.g., ပုတဂါအံလီဆီနှိအပု (Literally) This person is more different than his/her younger sibling." The expression လီဆီဒုတ် is equivalent to the expression "especially." When လီဆီ has the meaning of "to be separate, special," it is followed by neither လီဆီအသး nor နှိ; e.g., ပတုကတံကတံတိုအိန်လီဆီလုပုဆီအဂီ, "We have to prepare special food for the patient."

(5) Use of အဘဉ်/အဖုံး, "skin, rind, bark, leather"

See examples in 7.5(1). In north Thailand the word most commonly used for skin, rind, bark, or leather is အဘွန်, whereas in central Thailand the word အဖံး is more common. However, both words are parts of the couplet တၢ်ဖံးတၢ်ဘွန် which means "hides" or "leather." Since meat is usually sold in chunks with the skin still on it, တၢ်ဖံး has come to be used with တၢ်ညှပ် to form the couplet referring to meat in general; i.e., တၢ်ဖံးတၢ်ညှပ်. Before Karens came into contact with other peoples, they usually walked barefoot. The first shoes or sandals with which they came into contact in Burma were made from leather, so they were called ခိၣ်ဖံး, and the same expression (or sometimes ခိၣ်တၢ်ဖံး) is now used in north Thailand as well for any kind of shoe or sandal. This differs from the word for the skin of the feet or legs, which in north Thailand is အခိၣ်အဘွန် (or ယ/န/ပ/သု ခိၣ်အဘွန်) and in central Thailand and Burma is အခိၣ်အဖံး. When it comes to the color of the skin, if it is the inherited color that is referred to, the Karens consider rather that it is the flesh that is that color; e.g., ကီၤလၢဝါအညှပ်ဝါ. But if one is referring to an injury to the skin (for example, sunburn), it is called အဘွန်; e.g., အဘွန်ထီၣ်ဝါ.

(6) Use of အလၢ်အလၢ်, "traditional practice, established habit"

See examples in 7.5(2). The words လၢ် and လၢ် refer to various aspects of animistic religion, so the basic meaning of မိၢ်လၢ်ပၢ်လၢ် is "traditional religious practices passed on from parents to children. The terms တၢ်လၢ်တၢ်လၢ် and အလၢ်အလၢ် can refer to any one or all of such practices. The latter term has also come to be used to refer to established habits, even though they may have nothing to do with religion, as in the last 3 examples. Used in this sense, other personal pronouns can be substituted for အ; e.g., ယလၢ်ယလၢ်

(7) Use of ယိၤ, "northern Thai"

See examples in 7.5(3). There are many dialects of Thai, the main ones being central Thai, southern Thai, northern Thai, and northeastern Thai (called "isan"). Shan and Laotian are also dialects of the same language. Each of these are basically the same, having common roots and grammatical structure, but the pronunciation and some vocabulary differ enough to make it impossible for someone of one dialect to understand someone speaking in another dialect very well. They also have customs, and sometimes racial characteristics, which differ from each other. At one time in history the northern Thai (who call themselves "pun muang") were quite powerful and ruled over much of Thailand. Later, however, the Thai conquered them, and their language (now called central Thai) became the lingua franca; i.e., the approved official language taught in schools and used in government and other official matters; however, the northern Thai still often speak their own dialect among themselves. Since the uneducated Karens living in northern Thailand have much more contact with the northern Thai than with the central Thai, they tend to pick up the dialect of the former, at least enough for ordinary conversation and business. However, usually only those who have gone to school learn to speak the central Thai.

(8) Use of ခို/ခိုခို, "land, in distinction from water; the rural area, countryside"

See examples in 7.5(4). The words ခို and ခိုခို can be used interchangeably when they refer to the rural area or people. However, when referring to land as in distinction to water, only the word ခို is used.

(9) Use of ခို, "to bring together to compare, use a similitude."

See examples in 7.5(5). You have already learned this word in the expression ခို, "to take a photo (i.e., a similitude or facsimile)." The verb form ခိုလို့ means "to liken to, to compare with;" whereas used with the impersonal pronoun အ, it means an example, pattern, or illustration; i.e., အခို. The couplet အခိုအတံ့ usually refers to a visual illustration or to a play of some sort. Wise sayings or proverbs handed down from one generation to another are called တၢ်ကတိၤခို.

(10) Use of ကျဲးစး, "to try, endeavor, strive"

See examples in 7.7(1). The verb ကျဲးစး is a helping verb--it never stands alone but is always followed by an action verb, and indicates putting forth effort to carry out the action indicated. It is sometimes used together with ဂုၤ to indicate putting forth great effort in the trying; i.e., ဂုၤကျဲးစး.

(11) Use of ယုၤ, "to send by the hand of another."

See examples in 7.7(2). The word ယုၤ is never used alone when it has the above meaning, rather it is preceded by another verb (usually ဘိၣ် or ဟ့ၣ်); e.g., ဘိၣ်ယုၤ, "to wrap to send to someone by the hand of another." ဟ့ၣ်ယုၤ, "to give someone via the hand of another." It is the custom at feasts (especially wedding feasts) to send some of the food to friends and relatives who are unable to attend. Or if someone has killed a wild animal for food, he will often share the meat with other relatives and close friends, sending by the hand of someone else. This is partly due to the Karens' desire to share, partly to custom in the extended family system, and partly to the fact that since they usually don't have refrigeration (or at least not sufficient for all of the left-over food), the food would spoil before it is used up unless it is shared.

(12) Use of တံၤ, expression of similar relationship on the part of both parties

See examples in 7.7(3). When it is desired to stress that on the part of both families a similar relationship exists, the words expressing the relationship are used twice with the words တံၤ in between. For example, if it is the oldest child in both families that are referred to, the expression used is မိၣ်ကိတံၤမိၣ်ကိ; if it is the youngest child in each, the expression would be ပုၤသဒါတံၤပုၤသဒါ; if they are both cousins, one would say ဒိတံၤဒိတံၤဒိတံၤ; etc. The expression ဒိပုၤဝဲတံၤဒိပုၤဝဲ is more likely to refer to sisters and brothers by marriage than to siblings having the same parents. The type of grammatical construction described above is used only with family relationships.

(13) Use of ခါ, "classifier for things which don't fit into any other classification"

See examples in 7.7(4). By now you are quite familiar with the use of noun classifiers and have learned quite a few of them. However, there are some types of items which don't readily fit into any of the other classifications, in which case the classifier ခါ is used; e.g., a ceiling fan, a pencil sharpener, a motorcycle helmet, etc. It is also used for such inanimate things as "matters;" etc. It can also be used if one doesn't know what the proper classification of a thing is until such time as one learns what it should be. Sometimes the words ခါ and မံ can be used interchangeably.

(14) Use of (မ့်)ဂု, "whether or" and ဂု, "any / ever"

See examples in 7.7(5). The particle မ့်ဂု may be used with nouns, pronouns, or verbs and gives the meaning of "whether \_ or." (Each of the 2 words or phrases being referred to is followed by the particle.) Sometimes the particle is abbreviated to simply ဂု; but the meaning is the same. On the other hand, if the particle follows a classifier, only ဂု can be used and the meaning becomes the equivalent of the English "anyone," etc., or "whoever," etc. In such cases the same classifier is used twice, except in the idiomatic expression, တမံဂုတမံဂု meaning "no matter what." Notice the difference between the latter expressions and the expressions for "someone/somebody" (တဂုဂု), "something" (တမံမံ), and "sometime" (တဘျီဘျီ).

7.9 Completion Drill

၇.၉ တၢ်တုၢ်န့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

Below are a number of sentences containing 2 blanks each. If the word preceding the blank in a given sentence is a classifier, insert the word ဂု in each blank and then read the whole sentence aloud. If the word preceding the blank is not a classifier, insert the words မ့်ဂု in each blank and then read the entire sentence, then repeat using only ဂု.

သရၣ်-မၤပုၤကွဲၤဖိကွဲၤတၢ်ကတိၤအခီၣ်ထံးတကျိၤလၢအဖီလၢအံၤဒီးစံၣ်ညီၣ်တဲၣ်ဒုၣ်ဝဲလၢကဘၣ်တုၢ်န့ၣ်တၢ်ကတိၤ "မ့်ဂု" လၢတၢ်လီၤလီၤဟံၣ်ခံတၢ်အပူၤမ့ၤတမ့ၢ်ကဘၣ်တုၢ်န့ၣ်တၢ်ကတိၤထဲ "ဂု" တဖျၢၣ်န့ၣ်လဲၣ်. မ့ၢ်ဘၣ်တုၢ်န့ၣ်ထဲ "ဂု" တဖျၢၣ်န့ၣ် ပုၤကွဲၤဖိကဘၣ်တုၢ်န့ၣ်အံၤဝံၤဒီးတကျိၤတဝီ. အဒိ--"တၢ်ဘါတဘျီဂုတဘျီဂုယလဲၤထီၣ်ယဲးကီးဘျီဒီး." မ့ၢ်တကျိၤကျိၤလၢပတုၢ်န့ၣ် "မ့်ဂု" သ့န့ၣ် ပုၤကွဲၤဖိကဘၣ်တုၢ်န့ၣ်အံၤခံဝီ-အခီၣ်ထံးတဝီကဘၣ်တုၢ်န့ၣ် "မ့်ဂု" ဒီးခံဝီတဝီကဘၣ်တုၢ်န့ၣ်ထဲ "ဂု." အဒိ--"တၢ်စူၤမ့ၢ်ဂုတၢ်စူၤမ့ၢ်ဂု ပကလဲၤလီၤ." "တၢ် စူၤဂုတၢ်စူၤဂု ပကလဲၤလီၤ."

၁. တၢ်ဘါတဘျီ\_\_တဘျီ\_\_ယလဲၤယဲးကီးဘျီဒီး.
၂. တၢ်စူၤ တၢ်တစူၤ ပကလဲၤလီၤ.
၃. အဝီၣ်မ့ၢ် အဝီၣ်ခွါ ပုၤထီၣ်တၢ်မၤလိအံၤသုးကီးဂးဒီး.
၄. ပုၤတဂု တဂု လၢကလဲၤဆူတၢ်အိၣ်ဖျိန့ၣ်ကဘၣ်ဒုးသ့ၣ်ညါယၤတနံၤညါအံၤ.
၅. ဟံးန့ၢ်တဖျၢၣ် တဖျၢၣ် သ့. မံဝဲခဲလၢၣ်လံ.
၆. ပုၤဟ့ၣ်န့ၣ်အါ စူၤ စံးဘျးကစၢ်ယွၤ.
၇. နီၣ်ဖံးတကလုၢ် တကလုၢ် မ့ၢ်ဘၣ်န့ၣ်ဒီး ဘၣ်လံ.
၈. ယမ့ၢ်ကတိၤပုၤကညီၣ်ကီၢ် ကီၢ်တဲၣ်ကီၢ် အဝဲတနံၤပၢၤယၤဘၣ်.

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



၇.၁၀ တၢ်မၤလိာ်ဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒဲးဘၣ်န့ၣ် ပှၤက့ၢ်ဖိကြးန့ၢ်ပၢၢ်တၢ် မၤလိလၢအပူၤကွံၣ်ဂ့ၤတၢ်ဘၣ်တဲး.)

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

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတီၢ်သ့ၣ်တဖၣ်အံၤ (လၢအမ့ၢ်တၢ်မၤလိ ၆ အဆဲး) စးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ် ခံဝီဒီးမၤပှၤက့ၢ်ဖိကန့ၣ်. တုၤသရၣ်ဃးတၢ်ကတီၢ်ခံဝီဝံၤလဲၣ်န့ၣ် မၤပှၤက့ၢ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိာ်တၢ်ကတီၢ် အခံအံၤ. ဖဲပှၤက့ၢ်ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤက့ၢ်ဖိကွၢ်လၢလံာ်ပှၤဘၣ်. ပှၤက့ၢ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ် တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ်တၢ်သံကွၢ် လၢပှၤက့ၢ်ဖိစံးဆၢတဲတဘၣ်ဒဲးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤပှၤခံၤအတၢ်ကတီၢ်တဝီကဒီးဝံၤ သံကွၢ်ကဒီးပှၤ က့ၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒဲးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤက့ၢ်ဖိစံးဆၢအီၤ.

ညီန့ၢ်ပှၤလၢခိခိၣ်တဖၣ်လၢအမၤသ့အိၣ်ဘၣ်န့ၣ်, ပှၤသ့ၣ်ညါအီၤအါ, ဒီးအဝဲသ့ၣ်န့ၢ်မၤအိၣ် ဘၣ်ဝဲအါအဃိ တုၤအတုၤဖိဖျိလံၤန့ၣ်, ပှၤဟဲအိၣ်အဖိအမူးအါမးလီၤ. ပှၤတအိၣ်တၢ်တဘျီ ဘၣ်. အဝဲသ့ၣ်မၤအိၣ်မၤအီၤပှၤ, လုၢ်အိၣ်လုၢ်အီၤပှၤသၢနံၤသၢသီညါလီၤ. ပှၤလၢဒုသဝီလၢ အိၣ်ဘူးအိၣ်တၢ်သ့ၣ်တဖၣ်ဟဲဟဲအိၣ်အိၣ်က့ၤက့ၤဝဲဒၣ်လီၤ. လၢမူးကစၢ်အဒီးတခီန့ၣ်, အ ဝဲသ့ၣ်ဘိၣ်ဆွၢန့ၢ်ဝဲအတံၤသကိးလၢသဝီအဂၤတဖၣ်လၢဟဲဝဲတချးတသ့ဘၣ်တဖၣ်လၢတၢ် ဖဲးတၢ်ညၣ်. ဒီးပှၤဟဲအိၣ်မူးလၢအဘူးအတၢ်အဖိအလံၤတဖၣ် တုၤအက့ၤဒီးဘိၣ်ယုၢ်န့ၢ်ဝဲ အမိၢ်အပၢ်လၢတၢ်ဖဲးတၢ်ညၣ်န့ၣ်လီၤ.

ဒီးဒ်ပှၤဖျိအသးမ့ၢ်ဖိဝဲၣ်ကိတခီဖိဝဲၣ်ကိအသိး, မိၢ်ပၢ်ခံကပၤလၢာ်ကျဲးစးတုၤလၢာ်အသးလၢ တၢ်တုၤဖိလံၤတဘျီအဂီၢ်န့ၣ်လၢာ်သးလီၤ. မ့မ့ၢ်အဖိမ့ၢ်ဖိခွါလၢအပၢ်တဖၣ်မ့ၢ်ဖျိက့ၤအ သးလၢခံတဂၤဂ့ၤတဂၤဂ့ၤန့ၣ်, အဝဲသ့ၣ်တုၤလၢာ်တၢ်ဖဲအမၤဝဲန့ၢ်မၤဝဲသ့အသိး လီၤ. မ့မ့ၢ် အဝဲၣ်ကိတဂၤန့ၣ်, မၤဒိၣ်မၤမ့ၢ်ဝဲဒၣ်လီၤဆီန့ၢ်ပုၤဝဲၣ်အဂၤတဖၣ်ခဲလၢာ်လီၤ.

ဒီးဒ်အဝဲသ့ၣ်အလုၢ်အလၢအသိး, ဖါပြဲးလဲၤထီၣ်ပှၤလၢနီၣ်ဂီၤခံဝံၤ အိၣ်တုၤလၢအမံၤပှၤအ ဒီးပှၤထီၣ်သၢသီဝံၤ က့ၤအိၣ်ကဒီးအမူးလၢအကစၢ်အဟံၣ်သဝီဝံၤကျဲၣ်ခဲန့ၣ်လီၤ. အိၣ်မူး ဝံၤနီၣ်ဖိအိၣ်တုၤဒီးအမံၤပှၤထီၣ်န့ၣ်သီဝံၤ အဝဲသ့ၣ်ဒီးမိၢ်ဝဲခံၤလၢာ်က့ၤက့ၤဆူနီၣ်ဂီၤခံန့ၣ် လီၤ. တချးအဘျီထီၣ်အဒီးဒဲးဘၣ်န့ၣ်, အဝဲသ့ၣ်လဲၤလဲၤက့ၤက့ၤခံၤ န့ၣ်, ဒီးမၤစၢၤအ မံၤပှၤအတၢ်လၢအံၤပၤတဘျီဘျီ လၢန့ၣ်ပၤတဘျီဘျီန့ၣ်လီၤ.

Questions (တၢ်သံကွၢ်)

၁. ပှၤလၢခိခိၣ်လၢအမၤသ့အိၣ်ဘၣ်တဖၣ်န့ၣ် တုၤအတုၤဖိဖျိလံၤန့ၣ်ပှၤဟဲအိၣ်အဖိအမူးအါ မးမ့ၢ်အဘၣ်နမန့ၣ်လဲၣ်. (တၢ်ဂ့ၢ်အိၣ်ဝဲခံမံၤ.)
၂. ညီန့ၢ်ပှၤဒဲးအံၤအသိးလုၢ်အိၣ်လုၢ်အီၤပှၤဘျီလဲၣ်.
၃. ပှၤလၢအအိၣ်ဘူးအိၣ်တၢ်တဖၣ်အိၣ်တုၤလၢမူးကစၢ်အသဝီတုၤလၢအမူးဝံၤဝဲန့ၣ်ခါ.

၄. လာမူးကစာအဒါးတခီန့ၣ် အဝဲသ့ၣ်မၤမနုၤလဲၣ်.
၅. တုၤပုၤလၢအဟဲအိၣ်မူးတဖၣ်က့ၤဒီးန့ၣ် အဝဲသ့ၣ်မၤမနုၤလဲၣ်.
၆. တၢ်ဖျိဖိဝဲၣ်ကိတခီဖိဝဲၣ်ကိန့ၣ် လီၤဆီန့ၣ်တၢ်ဖျိဖိအဂၤတဖၣ်ဒ်လဲၣ်.
၇. ဒ်အဝဲသ့ၣ်အလုၢ်အလၢ်အသးန့ၣ် ဖါၣ်းထီၣ်ပှၢ်ဝံၤ အိၣ်တုၢ်လၢအမံၤပှၢ်အသဝီယံၣ်ပှၢ် သီလဲၣ်.
၈. တုၤဖါၣ်းဒီးနီၣ်ဖိက့ၤဆူဖါၣ်းအသဝီန့ၣ် အဝဲသ့ၣ်မၤဒီးမနုၤလဲၣ်.
၉. တုၤအအိၣ်အမူးဖဲန့ၣ်ဝံၤအလီၢ်ခဲန့ၣ် အဒိမိၤဝါခဲၤအိၣ်တုၢ်လၢဖါၣ်းအသဝီပှၢ်သီလဲၣ်.
၁၀. လၢခဲန့ၣ်အဝဲသ့ၣ်တချုးဘျီထီၣ်အဒါးဒဲၣ်ဝဲဒဲးဘၣ်န့ၣ် အဝဲသ့ၣ်အိၣ်ဝဲဖဲလဲၣ်ဒီးမၤမနုၤ လဲၣ်.

After you can answer all the questions correctly, repeat the entire description after the teacher once. Then you try reading it yourself, the teacher correcting any mistakes. After you can read it reasonably fluently, discuss the description with your teacher; e.g., How are wedding celebrations in your country different from those described in these paragraphs and the description in Lesson 6 in regard to (1) length of time of the celebration? (2) the kinds of food served? (If you haven't learned the words for cake on your own, speak of it as တၢ်အဆၢ. (3) the sending or taking of food home after the celebration? (4) In your country do newly married couples usually stay with the parents of one or the other mate for a specified length of time? Etc.

သရၣ်-ပုၤကွဲၤဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွဲၤ ဖိတၢ်ဝီၣ်သရၣ်အခံတဝီ ဝံၤဒီးမၤပုၤကွဲၤဖိဖးယုၤသရၣ်. ပုၤကွဲၤဖိဖးမ့ၢ်ကမုၢ် သရၣ်ကဘၣ်ဖးယုၤပုၤကွဲၤဖိတဘျီဒီးတုၤ ပုၤကွဲၤဖိဖးဘၣ်ဘျီလဲၣ်န့ၣ် သရၣ်ဒီးပုၤကွဲၤဖိကဘၣ်တဲသကိးတၢ်ဘၣ်ဃးတၢ်ဂ့ၢ်န့ၣ်. အဒိ-သရၣ်ကသံကွၢ်ပုၤကွဲၤဖိ လၢအဝဲဒၣ်အပုၤကလုၢ်အလုၢ်အလၢ်ဘၣ်ဃးတၢ်တုၢ်တၢ်ဖျိန့ၣ်လီၤဆီန့ၣ်တၢ်လုၢ်တၢ်လၢသုးအဂ့ၢ်လၢလံာ် တ ဘၣ်အံၤအပူၤဒ်လဲၣ်. တၢ်ဟ့ၣ်ကူၣ်ပာ်ပုၤကွဲၤဖိလၢအဖီခိၣ်အံၤလၢအဝဲကတဲတၢ်ဘၣ်ဃးပုၤအိၣ်ပုၤအမူးယံၣ်ဆံး ယံၣ်လဲၣ်, ပုၤလုၢ်အိၣ်လုၢ်အိၣ်ပုၤလၢမနုၤလဲၣ်, ဖဲပုၤက့ၤအခါမ့ၢ်အဘိၣ်ယုၤတၢ်အိၣ်စ့ၢ်ခါ, ပုၤဖျိအသးဝံၤအလီၢ်ခဲမ့ၢ် အဝဲသ့ၣ်အိၣ်တုၢ်ဒီးအမံၤပှၢ်တခီစ့ၢ်ခါ. သရၣ်သူၤအတၢ်ဆိကမိၣ်ဒဲၣ်ဒီးသံကွၢ်တၢ်အဂၤအဂ့ၢ်သ့စ့ၢ်ကိးဘၣ်ဆၣ် သရၣ်မ့ၢ်ဂ့ၤပုၤကွဲၤဖိမ့ၢ်ဂ့ၤကဘၣ်သူထဲတၢ်ကတိၤလၢပုၤကွဲၤဖိမၤလိတုၢ်လဲၣ်သ့ၣ်တဖၣ်န့ၣ်.

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

(၂) သရၣ်-ကိးနံၤဒီး သရၣ်ဒီးပုၤကွဲၤဖိဂ့ၤဟံးန့ၣ်အဆၢကတိၤတနီၤလၢကကတိၤသကိးတၢ်လၢပုၤကလုၢ်ကျိၣ် ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုၢ်ကလုၢ်.

## 7.11 Reading and Writing

၇.၁၁ တၢ်မၤလိဖးဒီးကွဲးပုၤကလုၢ်ကျိၣ်

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

သရော်-မပြုမိမိဖိစီးပိတ်သရော်အခံတကျီတကျီတတဝီဝံ၊ မပြုမိမိကွဲးလာဒါးတကျီန့ၣ်ခံဝီတော်လီၢ်လီၤဟံ. လၢခံတနံၤသရော်ကဘၣ်ကွၢ်ပြုမိမိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ဒါ. ဝံမပြုမိမိဖိစီးယုၤသရော်. ပြုမိမိဖိစီးမ့ၢ်ကမၤ သရော်ကဘၣ်ဖိစီးယုၤပြုမိမိတဘျီဒီး.

၁. ပကဘိၣ်ယုၤန့ၢ်ပဖံပဖုလၢတၢ်ဖဲးတၢ်ညၣ်နီ.

---

---

၂. ပြုလၢခိခိၣ်ဒီးပြုလၢဝုၢ်ပူၤအလုၢ်အလၢ်လီၤဆီလီၢ်အသး.

---

---

၃. ယဖိဒိၣ်ကျဲးစးဘျီထီၣ်အဒါးချ့ချ့.

---

---

### 7.12 Listening and Speaking

၇.၁၂ တၢ်မလိကန့ၢ်ဒီးကတိၤပြုမိမိအကျိၣ်လၢပြုမိမိအဟံၣ်.

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

သရော်-မပြုမိမိလဲၤအိၣ်သကိးပြုမိမိဒီးသိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမလိတုၢ်လံၤ ဒီးဒီးသိးကကန့ၢ်ပြုမိမိကတိၤသကိးတၢ်.

### 7.13 Cultural Assignment

၇.၁၃ တၢ်ဃုသ့ၣ်ညၢ်ပြုမိမိအလုၢ်အလၢ်

Continue to work on 6.13.

သရော်-တၢ်မလိတကတိၢ်အံၤန့ၢ်တဘျီဃးဒီးပြုမိမိကျိၣ်ဘၣ်. ပြုမိမိကမၤဒၣ်ဝဲ.

## CHAPTER 8

### တၢ်မၤလိ ဂ

#### 8.1 Useful Words and Phrases

၈.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတဘျီခံဘျီ.

ဘျီး/ဘျီး

To vomit

ဘျီးထီၣ်/ဘျီးထီၣ်

To bring up the contents of the stomach

ဘျီးလီၤ/ဘျီးလီၤ

To vomit into a container or onto the ground

တၢ်မိၢ်ဘျီးအသး/တၢ်မိၢ်ဘျီးအသး

To be nauseated, feel as though one is going to vomit

အွဲၣ်အွဲၣ်

Sound of someone vomiting

ကလိၣ်ကလိၣ်

To jest, tease

ဒၢ/အိၣ်ထီၣ်အဖိလၢအလီၤ/အိၣ်ထီၣ်ဒီးအဟ့ၣ်  
:အသး

To be pregnant

လီၤဂၢ်

To resemble, to be like

ကွဲ

To invite

မဲၣ်ဆွဲး

To be diffident, bashful, ashamed

ညီ

To be easy, feasible, not difficult

ဘျီ

To be tame, domesticated, free, unhibited

အုၣ်အုၣ်

Huh-uh (same as ဟၢၣ်အၢ)

ကၣ်

Probably

ဘၣ်တဘၣ်/သ့ၣ်သ့ၣ်

Perhaps

စးထီၣ်/သၢထီၣ်

To begin, start

ကု

Karen basket which is suspended on the back from the forehead to carry burdens

ကုတဒု

One such basket

ကံၣ်

To have a pattern that is made in weaving or with contrasting colors; i.e., checked, striped, figured, etc.

သၢထီၣ်အကုဖိကံၣ်

Idiomatc expression meaning that a person is pregnant

အခီပညီ/အခီ

Meaning

သု(တၢ်)

To use (something)

#### 8.2 Pattern Sentences and Phrases

၈.၂ တၢ်ကတိၤအဒိ

(1) Use of ဘျီး/ဘျီး and အွဲၣ်အွဲၣ်

<sup>1</sup>The vowel in both syllables of this word is usually nasalized, but there is no way to indicate nasalization in Sgaw Karen.

(၁) တၢ်သုတၢ်ကတိၤ "ဘျီး/ဘျီး" ဒီး "အွဲၣ်အွဲၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ယအိၣ်မုၢ်မုၢ်ဝံၤ တၢ်မိၢ်ဘျီးယသးကီး

ဘျီးဒဲးဘၣ်မနုၤလဲၣ်.

မုၢ်ဂံၢ်တၢ်န့ၣ် တၢ်မိၢ်ဘျီးအသးဘၣ်

ဆၣ်ဘျီးတထီၣ်ဘၣ်.

ယထံၣ်ပၤလၢကျဲကပၤတၢ်ဘျီးအွဲၣ်

အွဲၣ်ဘၣ်မနုၤလဲၣ်.

ပၤဆၢတၢ်န့ၣ်ဘျီးလီၤအလွဲၣ်ဂီၤဂီၤန့ၣ်

ဘၣ်မနုၤလဲၣ်.

Why is it that every time when I finish eating I feel nauseated?

Aunty wants to vomit but [nothing] comes up.

I saw someone retching at the side of the road, why was he?

Why did the patient vomit [something] red in color?

(2) Use of ဒၢ/အိၣ်ထီၣ်အဖိလၢအလီၤ/အိၣ်ထီၣ်ဒီးအဟူးအသး, "to be pregnant"

(၂) တၢ်သုတၢ်ကတိၤ "ဒၢ/အိၣ်ထီၣ်ဒီးအဟူးအသး"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဖိဒိၣ်မုၢ်တၢ်န့ၣ်အိၣ်ထီၣ်အဖိလၢအ

လီၤလံၤ/အိၣ်ထီၣ်ဒီးအဟူးအသးလံၤ.

ပိၣ်မုၢ်တၢ်န့ၣ်အလံၤ, ဘၣ်မနုၤပၤတ

သးတကျဲၤဝံၤအိၤလဲၣ်.

That young woman is pregnant.

That girl has become pregnant (out of wedlock). Why hasn't someone done something about it? (lit., made arrangements for her?)

ပၤပိၣ်မုၢ်တဖၣ်ညီၣ်နီၣ်ဖဲအအထီၣ်သီသီအ

ခါန့ၣ်, မၤအသးဒိပၤဆိးက့အသး.

ယထီးမိၢ်အိၣ်တဆံခံၣ်, ခဲအံၤအထီၣ်

ကီးဒဲးလီၤ.

Usually when women are in the early stages of pregnancy it is as though they are sick.

ယထီးမိၢ်တဖၣ်အံၤယဆါနီၣ်နီၣ်တသ့ဘၣ်.

ဘၣ်ဖဲအအထီၣ်ကီးဒဲး.

I have 12 sows; at present they are all pregnant.

မတၤအပနီၢ်မိၢ်ဒါဖးဒိၣ်တဒုန့ၣ်လဲၣ်.

I can't sell you any of my sows; at the moment they are all pregnant.

Whose water buffalo in advanced stage of pregnancy is that?

(3) Use of ကု, "Karen basket which is suspended on the back from the forehead to carry burdens;" and ကံၣ်, "to have a pattern with contrasting colors"

(၃) တၢ်သုတၢ်ကတိၤ "ကု" ဒီး "ကံၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

လဲၤပၣ်န့ၣ်မုၢ်ဘိၣ်တဖၣ်အံၤလၢကုပူၤန့ၣ်.

မုၢ်ဂံၢ်တၢ်ဟဲက့ၤဝံၤတၢ်ဒီးပွဲၤကုဖးဒိၣ်တဒု.

Go and put these rice bundles into the basket for carrying on the back.

That woman [old enough to be the speaker's aunt] is bringing back a large basket on her back full of vegetables.

သဝီလၢခိတသဝီန့ၣ် ပှၤဝီၣ်မ့ၣ်ဖိတ  
ဖၣ်ဝံထီၣ်ကုၤဒုၤဒုၤလဲၤတၢ်ဂီၤမးလီ  
၁.

In a certain rural village the women each carry  
a basket on their back and go out very  
early in the morning.

တုၤလၢမ့ၢ်ဃုန့ၣ်န့ၣ် ပှၤမ့ၣ်တဖၣ်ဝံ  
ထီၣ်ကုၤဒုၤဒုၤလဲၤဃုအိၣ်ပၣ်  
တၢ်လၢမ့ၢ်န့ၣ်အဂီၢ်.

On Saturdays the married women, each  
carrying a basket on her back, go out  
looking for things to eat on Sunday.

#### (4) Use of ကံၣ်, "to have a design"

(၄) တၢ်သုတၢ်ကတိၤ "ကံၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤကွီၣ်ဖိတဲၤဝီၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖိဒိၣ်ခွါ, နဆုကၤကံၣ်တဘျီနလဲၤပၣ်  
ဖဲလဲၣ်.

Nephew, where did you put your shirt with the  
design in it?

ဖိဒိၣ်မ့ၢ်ဒၤ, နကူနံၣ်တကူၣ် ယကွၢ်အ  
ကံၣ်ဂ့ၤဒိၣ်မးလီၤ.

Niece, I really like the design in your sarong.

တၢ်လံၤမ့ၢ်ဒၤ, နဝံထီၣ်ကုၤဖိကံၣ်တဒု  
နသၢ်ကလဲၤဆူလဲၣ်.

Little girl, where are you intending to go carry-  
ing your little basket with the design in it?

ပှၤတနီၤနီၤအဲၣ်တၢ်အကံၣ်, တနီၤနီၤတ  
အဲၣ်တၢ်အကံၣ်ဘၣ်.

Some people like designs, some don't.

#### (5) Use of သု(အိၣ်)(တၢ်) , "to use (something)"

(၅) တၢ်သုတၢ်ကတိၤ "သု(အိၣ်)(တၢ်)"

နလံၣ်တဘျီအံၤနသၢ်ကသုအိၣ်အီၤဒ် လဲၣ်.  
ခီၣ်ဖံးတဖၣ်အံၤပှၤသုအိၣ်အီၤတသု  
လၢၤဘၣ်.

How do you intend to use this book?

These shoes can no longer be used.

ပှၤဖိသုၣ်တဂၤအံၤပှၤသုအိၣ်တသုလဲၣ်.  
တၢ်လၢယဟ့ၣ်နၤမဟီၤန့ၣ်နသုအိၣ်လၢၣ်  
လံၤခါ.

This child/fellow is useless!

Have you already used up the money I gave  
you yesterday?

ဃီတဆိအံၤနသုအိၣ်မ့ၢ်သု နဟံးညၢၣ်.  
ယဲယတသုအိၣ်ဘၣ်.

If you can use this ladder, go ahead and take  
it. I won't use it any more.

### 8.3 Question and Answer Drill

၈.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

The teacher will ask the question below inserting a different word from the list on  
the right into the blank space each time. Give simple answers; e.g., if the question is  
ပှၤသု ဃီလၢမနုၤအဂီၢ်လဲၣ်, you can answer လၢကထီၣ်ဆူတၢ်ဖိခိၣ်အဂီၢ်

သရၣ်-ဟံးန့ၢ်တၢ်ကတိၤအခီၣ်ထံးတဖျါလၢစုထွဲတပၤလၢအဖီလၢအံၤဒီးတ့ၢ်န့ၢ်အီၤဖဲတၢ်လီၢ်လီၤဟံၣ်လၢတၢ်က  
တိၤလၢစုစုတဖၣ်အပူၤဝံးဒီးကျိၤ. မၤပှၤကွီၣ်ဖိတဲၤဆၢတၢ်ဖျါဖျါ. အဒိ-သရၣ်မ့ၢ်သံကွၢ်ဒီးတဲလၢ "ပှၤသုဃီလၢ  
မနုၤအဂီၢ်လဲၣ်" န့ၣ် ပှၤကွီၣ်ဖိတဲၤဆၢသ့ဝဲလၢ "လၢကထီၣ်ဆူတၢ်ဖိခိၣ်အဂီၢ်."

ပှၤသု \_\_\_\_\_ လၢမနုၤအဂီၢ်လဲၣ်.

ဃီ

လီမံ  
ခွဲ  
စဘဲ  
ကျိန်စု  
ညဉ်ဖိ  
ထံချီ  
ဆုကာ  
အံသဉ်  
လံသးဝံဉ်  
ဟီဉ်ခိဉ်ဂီ  
ကု

#### 8.4 Pattern Sentences and Phrases

၈.၄ တၢ်ကတိၤအဒိ

##### (1) Use of ကွဲ, "to invite"

(၁) တၢ်သူတၢ်ကတိၤ "ကွဲ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွဲၣ်ဖိတဲပိၣ်သရၣ်အံၣ် ၂-၃ ဝီ.

ခဲအံၤပုၤကွဲပလဲၤအိၣ်မ့ၤ.

တဟါအံၤပုၤကွဲဘၢယွၤဒးသၤဖျၢၣ်.

နမ့ၢ်လဲၤဆူဝုၢ်ပူၤန့ၣ် လဲၤကွဲဒီးယဖိခွါ အံၤ.

ယကွဲနလဲၤအိၣ်သကီၤယၤတဘျုးဘျီ  
ဘဉ်ဆဉ်နတလဲၤ.

တၢ်အိၣ်ဖျိတန့ၣ်အံၤပုၤကွဲယၤတကွဲယၤ  
ဂ့ၤ ယကလဲၤ.

Now we've been invited to go for a meal.

This evening 3 households have invited us for a worship service.

If you go to the city, invite this son of mine to go with you.

I have invited you to go and visit me many times, but you haven't gone.

Whether I'm invited to go to this year's annual meeting or not, I'm going.

##### (2) Use of ဘျီ, "to be tame, domesticated"

(၂) တၢ်သူတၢ်ကတိၤ "ဘျီ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွဲၣ်ဖိတဲပိၣ်သရၣ်အံၣ် ၂-၃ ဝီ.

နဖိသဒါဆံးဆံးဖိတဂၤအံၤဘျီဒီးပုၤကီးဂၤဒဲး.

ဖါတၢ်, နဲနဘျီကျိၢ်ဘျီဂုၤမးလီၤ.

ထံကျိတဘီန့ၣ် ညဉ်ဖိဘျီဂုၤမး.

ပုၤတဂၤအံၤ ပုၤမၤဘျီအီၤတန့ၣ်ဘဉ်.

Your little [last] daughter is very uninhibited with everyone.

Uncle, you raise very tame cattle.

The fish in that stream are very tame.

Nobody has been able to tame that person.

##### (3) Use of ညိ/ညိဘျီ, "to be easy, feasible, not difficult"

(၃) တၢ်သူတၢ်ကတိၤ "ညိ/ညိဘျီ"

REPEAT after the teacher

သရော်-မာပုကွီဖိတဲပိင်သရော်အခံ ၂-၃ ဝီ.

တၢ်သးဝံင်တမ့ၢ်အံၤပသးဝံင်ဘၣ်ညီ.  
နမၤလိပုၤကလုာ်ဂၤအကျိၣ်ညီစ့ၢ်ခါ.  
ယဲယမၤလိကီၤလၢဝါအကျိၣ်ညီတညီ,  
ကီတကီ.  
တၢ်အိၣ်ဖျိၣ်ဖိလၢသဝီတဖျါ အဝဲသ့ၣ်  
ဟ့ၣ်တၢ်ညီမး.  
တၢ်ကီၢ်ခါအံၤပလဲၤတၢ်က့ၤတၢ်ညီဖးဒိၣ်  
တၢ်မၤအိၣ်တၢ်ထဲအညီအဘျီတဖျါ.  
ကျဲလၢပဟဲတဘီအံၤတညီတဘျီနီတ  
စဲးဘၣ်.

This kind of song is easy to sing.  
Do you find it easy to learn other languages?  
As for me I find English neither easy nor  
difficult.  
The church members in the village are very  
generous (i.e., they give easily).  
This hot season it has been very easy for us to  
travel.  
Only the easy work remains.  
The road on which we came is not easy at all.

(4) Use of လီၤဂၢ်, "to look like, resemble; seem as though"

(၄) တၢ်သူတၢ်ကတိၤ "လီၤဂၢ်"

REPEAT after the teacher

သရော်-မာပုကွီဖိတဲပိင်သရော်အခံ ၂-၃ ဝီ.

ပုၤဟဲက့ၤလၢန့ၣ်တဂၤလီၤဂၢ်နဖီအပၢ်.  
နဖီမ့ၢ်အမဲၣ်လီၤဂၢ်အပၢ်, နဖီခွါအမဲၣ်  
လီၤဂၢ်အမိၢ်.  
နသဝီအထံကျိတဘီအံၤလီၤဂၢ်ဒီးထံ  
ကျိလၢယအိၣ်တဘီစ့ၢ်.  
ခီၣ်ဖးလၢပီၤခီၣ်ထံးတဖျါလီၤဂၢ်လီၤအသး  
အါမးလီၤ.  
ပုၤလဲၤအိၣ်ဖျိၣ်မဟါန့ၣ်, လီၤဂၢ်လၢန  
လဲၤစ့ၢ်.  
နသဝီန့ၣ် လီၤဂၢ်လၢယလဲၤဘၣ်ထဲတဘျီ ဒံး.  
ယကွၢ်နမဲၣ်လီၤဂၢ်ဘၣ်ယၤလၢနအိၣ်တ  
ဆူၣ်ဘၣ်လဲၣ်.

The person coming there looks like your  
husband (i.e., your child's father).  
Your daughter [lit., daughter's face] looks like  
her father, your son looks like his mother.  
Your village's stream resembles the stream  
where I live also.  
The sandals at the foot of the stairs are very  
much like each other.  
It seems as though you also went with those  
who went to the meeting yesterday.  
It seems [to me] as though I have only been to  
your village once.  
You look like you aren't feeling well! (Lit., I  
look at your face and it seems as though  
you aren't well!)

(5) Use of မဲၣ်ဆူး, "to be diffident, shy, bashful, embarrassed, ashamed"

(၅) တၢ်သူတၢ်ကတိၤ "မဲၣ်ဆူး"

REPEAT after the teacher

သရော်-မာပုကွီဖိတဲပိင်သရော်အခံ ၂-၃ ဝီ.

ဝဲၢ်နီၢ်ခါ, နဖီတဖျါအမဲၣ်ဆူးသုးမးလီၤ.  
ယဲယဖီတဖျါအမဲၣ်တဆူးနီတဂၤဘၣ်.  
တၢ်မဲၣ်ဆူးန့ၣ် တဘျီဘျီမၤဂ့ၤပုၤ တဘျီ  
ဘျီတမၤဂ့ၤပုၤဘၣ်.

Elder Sister, your children are very shy.  
None of my children are shy.  
Being shy is sometimes good for us, some-  
times it isn't.



ဟဲအိၣ်သကီးမုၢ်တၢ်ဟီုဃီ, မဲၣ်ဆွဲးတဂ့ၤ.  
 ပုၤတဂၤန့ၣ်တဲကလီၣ်ကလးယၤဝံၤ လၢ  
 ခဲအဝဲမဲၣ်ဆွဲးက့ၤယၤဖးဒိၣ်.  
 ပုၤတဂၤန့ၣ် အဝဲတဲကလီၣ်ကလးယၤပုၤအါဂၤ  
 အမဲၣ်ညါဒီးလီၤမဲၣ်ဆွဲးဒိၣ်မးလီၤ.  
 မၤမဲၣ်ဆွဲးလီၤသုးလၢပုၤမဲၣ်ညါတဂ့ၤ.

Come and eat together with us [at the same time]; don't be embarrassed.  
 That person spoke jestingly to me, then later he became very shy with me.  
 That person praised me in front of many people and it was very embarrassing.  
 Don't embarrass each other in front of others.

## 8.5 Conversation Practice

၈.၅ တၢ်မၤလိာ်ဘၣ်ဃးတၢ်တဲသကီးတၢ်

You and your teacher should talk together about the subjects below, each of you asking the other the questions and then expanding the subject as much as you can within the limits of your vocabulary.

သရၣ်ဒီးပုၤကိၣ်ကတဲသကီးတၢ်ဘၣ်ဃးတၢ်ဂ့ၢ်ဒ်အဖီလၢအံၤအသး--သရၣ်ကသံကွၢ်ပုၤကိၣ်ကတဲ (၁) အသးလၢညါဒီးပုၤကိၣ်ကတဲဆၢ ဝံၤဒီးပုၤကိၣ်ကတဲသံကွၢ်ကဒါက့ၤသရၣ်ဒီးသရၣ်ကတဲဆၢ. မ့ၢ်သ့န့ၣ် တဲသကီးအါထီၣ်ဘၣ်ဃးတၢ်ဂ့ၢ်တမံၤဃီ. အဒိ-တဲသကီးတၢ်ဘၣ်ဃးပုၤလၢသုးညါအီၤတနီၤလၢအလီၤဂၢ်ဒီးပုၤတဂၤတဂၤ အဂ့ၢ်. မ့ၢ်ဝံၤန့ၣ် တဲသကီးတၢ်ဒ်လၢ (၂) အသးဒ်လၢ (၁) အသး. သုမ့ၢ်တသ့ညါတၢ်စံးဆၢခဲလၢာ်ဘၣ်န့ၣ် မၤပုၤကိၣ်ကတဲသ့ညါဝံၤဒီးဟဲက့ၤတဲဘၣ်န့ၣ်လၢခဲတၢ်ဟီုန့ၣ်. ပုၤလၢအအိၣ်ဘၣ်ဒီးသုမ့ၢ်ဘၣ်ထီၣ်, ကျီၢ်, မ့တမ့ၢ် ပနၢ်လၢအမိၢ်ပုၤတဒုဒုအလံန့ၣ် တဲသကီးတၢ်ဘၣ်ဃးအဂ့ၢ်တစဲးသ့. တဲသကီး (၃) ဒ်လၢအဖီခိၣ်အံၤအသးစ့ၢ်.

- (၁) နဲနမဲၣ်လီၤဂၢ်ဒီးနမိၢ်အမဲၣ်ခါ လီၤဂၢ်နပၢ်အမဲၣ်လဲၣ်. ပုၤလၢနသ့ညါအီၤလၢအလီၤဂၢ်ပုၤအဂၤတဂၤတဂၤအိၣ်ခါ. မ့ၢ်အိၣ်န့ၣ် မ့ၢ်မတၤလဲၣ်ဒီးလီၤဂၢ်ဒီးမတၤလဲၣ်.
- (၂) ညီၣ်ပုၤပီၣ်မုၢ်ဒါထီၣ်သီတုၤလၢအဖီအိၣ်န့ၣ်ယံၣ်ပုၤန့ၣ်ပုၤလီၤလဲၣ်. ထီၣ်မိၢ်လဲၣ်. ကျီၢ်မိၢ်ပုၤလဲၣ်. ပနၢ်မိၢ်ပုၤလဲၣ်. ပုၤလၢနသ့ညါအီၤလၢအအိၣ်ဒီးအဖီလၢအလီၤန့ၣ်အိၣ်ဝဲတဂၤတဂၤခါ. နဆိကမိၢ်လၢအဖီကအိၣ်လၢအလီၤပုၤလီၤလဲၣ်. ပုၤလၢနသ့ညါအီၤလၢအဘျီၣ်ထီၣ်, ကျီၢ်, မ့တမ့ၢ်ပနၢ်အိၣ်ခါ. မ့ၢ်အိၣ်, အမိၢ်ပုၤလၢအအိၣ်လဲၣ်တဒုဒုခါ.
- (၃) တချုးန့ၣ်တုၣ်ခိၣ်ပုၤဒီးဘၣ်န့ၣ် နမဲၣ်ဆွဲးသ့ခါ. မနုၤတဖၣ်မၤမဲၣ်ဆွဲးန့ၣ်လဲၣ်. တဲသကီးတၢ်ဘၣ်ဃးပုၤလၢသုးညါအီၤတနီၤလၢအမဲၣ်ဆွဲးသ့မ့ၢ်ဂ့ၤ လၢအဘျီၣ်မ့ၢ်ဂ့ၤအဂ့ၢ်.

## 8.6 Pattern Sentences and Phrases

၈.၆ တၢ်ကတိၤအဒိ

(1) Use of ကၣ်, "probably"

(၁) တၢ်သုတၢ်ကတိၤ ကၣ်

REPEAT after the teacher

သရၣ်-မၤပုၤကိၣ်ကတဲတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

"ဖိဒိၣ်, လၢဂီၤပုၤလဲၤအိၣ်ဖိၣ်န့ၣ် နပၢ်တလဲၤဇီၤ." "သ့ညါ, ကလဲၤကၣ်ဝဲညါၣ်."  
 စီၤဘီတဂၤလဲၤဆူမုၢ်ဂၢ်နီၢ်ပြီၤမိၢ်အဒီးခဲအံၤခဲအံၤကမ့ၢ်ကၣ်အသးလီၤဝဲအဖီမ့ၢ်ကၢ်.

"Nephew, this morning was your father not among those who who went to the meeting?" "I don't know. He's probably going."  
 Saw Baw goes to Naw Pree's house often; I suppose he probably wants [to get] a daughter, doesn't he?.

ပုအိန်လင်ကွံင်မုၤဘျဉ်တခါန့ၣ်ကမ့ၢ်  
ကန်နဖါတံၢ်ယၢၣ်.  
"မုၢ်ဂါၤ, နဖီခွါလဲၤဆူလီၣ်." "သ့ၣ်  
ညါၤ. ကအိန်ကန်လၢပုအိန်  
ဖျိၣ်အကျါန့ၣ်ကၢ်."  
ဆုကလၢပုဟးဆါဝဲတဖၣ်န့ၣ်, အပု  
ကဘၣ်န့ၣ်ကန်ပုလဲၤပုလၢကး  
ပုယၢၣ်.

I expect the person who ate up the left-over  
rice was your uncle.

"Aunt, where did your son go?" "I don't know  
(lit., do I know?); he is probably among the  
people at the meeting, isn't he?"

I expect that the shirts which people travel  
around selling are cheaper than those  
people sell in the market.

(2) Use of ဘၣ်တဘၣ်/သ့ၣ်သ့ၣ်, "perhaps"

(၂) တၢ်သုတၢ်ကတိၤ "ဘၣ်တဘၣ်/သ့ၣ်သ့ၣ်"

(က) ဘၣ်တဘၣ်အဝဲကဟဲတနံၤညါ အံၤ.  
ဘၣ်တဘၣ်ယပိၣ်ကသ့ၣ်ညါ.  
ဘၣ်တဘၣ်သရၣ်မၤစၢၤပုၤကချး.  
ဘၣ်တဘၣ်အဝဲလဲၤဒါၣ်ထံ.  
ဘၣ်တဘၣ်အဝဲအိၣ်တဆူၣ်ဘၣ်.  
(ခ) အဝဲကဟဲတနံၤညါအံၤသ့ၣ်သ့ၣ်.  
ယပိၣ်ကသ့ၣ်ညါသ့ၣ်သ့ၣ်.  
သရၣ်မၤစၢၤပုၤကချးသ့ၣ်သ့ၣ်.  
အဝဲလဲၤဒါၣ်ထံသ့ၣ်သ့ၣ်.  
အဝဲအိၣ်တဆူၣ်ဘၣ်သ့ၣ်သ့ၣ်.

(a) Perhaps she'll come today.  
Perhaps my father will know.  
Maybe Teacher will have time to help us.  
Maybe she went to draw water.  
Maybe she isn't well.  
(b) Perhaps she'll come today.  
Perhaps my father will know.  
Maybe Teacher will have time to help us.  
Maybe she went to draw water.  
Maybe she isn't well.

(3) Use of စးထီၣ်/သၢထီၣ်, "to begin, start"

(၃) တၢ်သုတၢ်ကတိၤ "စးထီၣ်/သၢထီၣ်"

REPEAT after the teacher

သရၣ်--မၤပုၤကွီၣ်တဲပိၣ်သရၣ်အခံၣ် ၂-၃ ဝီ.

ခဲအံၤတၢ်စးထီၣ်စူလံ, ကျဲလၢနအိၣ်ဒု  
ကဟးဂီၤလီၤ.  
ဖဲတၢ်ဘါကစးထီၣ်အခါန့ၣ် ပကသး  
ဝံၣ်တၢ်ခံၤနီၣ်.  
ယတခွါတဂၤစးထီၣ်လၢအန့ၢ်အမါန့ၣ်  
တဟဲအိၣ်ယၢနီၣ်တဘျီလၢဘၣ်.  
"ယပုၤအိၣ်လၢနအိၣ်တဂၤန့ၣ်စးထီၣ်ဘျီအဒါ  
:လံၤ." "မုၢ်, စးထီၣ်သၢ  
ထီၣ်ဝဲအခါထံးခဲအံၤ."  
ဖါတံၢ်ၤ, ပုၤမၤယမၤန့ၢ်အကုတဒု,  
ယသၢထီၣ်အခါထံးတဘၣ်  
လၢလဲၣ်. သၢထီၣ်န့ၣ်ယၢတ  
ထံၣ်မီၣ်.

Now the rains have started; the road to your  
place will deteriorate.

When the service begins, we'll sing a duet,  
okay?

Starting when my cousin got a wife, he hasn't  
come to see me anymore.

"Has my cousin who lives where you do begun  
to build his house yet?" "Yes, he has now  
started the beginning stage."

Uncle, I've been asked to make a basket for  
carrying on the back [but] I can't get it  
started right any more. Start it for me,  
please.

(4) Use of အနိပညီ/အနီ, "meaning"

(၄) တၢ်သုတၢ်ကတိၤ "အနိပညီ/အနီ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

"နမၤတၢ်အံၤအနိပညီလဲၣ်." "ယမၤ  
တၢ်အံၤအနိပညီအိၣ်ဖးဒိၣ်."

"နတဲတၢ်အံၤအနိပညီလဲၣ်." "ယတဲ  
တၢ်အံၤအနိပညီတအိၣ်ဘၣ်."

"နဘျီထီၣ်တၢ်အံၤအနိပညီလဲၣ်."  
"ယဘျီတၢ်အံၤပုၤမၤယဘျီ, ယ  
တနီၤပၢ်အနိပညီဘၣ်."

"နဟဲတၢ်အံၤအနိပညီလဲၣ်." "ယဟဲ  
တၢ်အံၤအနိပညီအိၣ်ခံၣ်--(၁)  
ပုၤမၤယဟဲလၢမုၢ်ဒီးခွါခံၣ်အဂီၢ် (၂)  
ယဟဲသံကွၢ်လီၤတၢ်ယဖံယ  
ဖုအတၢ်."

"တၢ်လၢညီကဒၣ်န့ၣ်အနိပညီလဲၣ်."  
"ညီကဒၣ်န့ၣ်အနိပညီလၢတကီ  
နီတဲးဘၣ်န့ၣ်ညါ."

"What is the meaning of your doing this?" "My  
doing this has a very important meaning."

"What is the meaning of what you said?"  
"What I said has no meaning."

"What is the meaning of your building this?"  
"Someone asked me to build it; I don't  
understand the meaning."

"What is the meaning of your coming?"  
"There are 2 reasons for my coming--(1) I  
was asked to come about the girl's and  
boy's [affair]; (2) I've come to ask for details  
about my grandparents."

"What is the meaning of ညီကဒၣ်?" "ညီကဒၣ်  
means "not the least bit difficult."

(5) Use of ကလိၣ်ကလိၣ်, "to do in a spirit of jesting, to act in an unseemly manner"

(၅) တၢ်သုတၢ်ကတိၤ "ကလိၣ်ကလိၣ်"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖုတဂၤန့ၣ်တဲကလိၣ်ကလိၣ်တၢ်ဆျၢ်မးလီၤ.  
ပုၤမုၢ်တဂၤန့ၣ်မၤအသးကလိၣ်ကလိၣ်.

တဲကလိၣ်ကလိၣ်အီၤတဂ့ၤ, ခဲကီၢ်က  
သးထီၣ်န့ၣ်.

တၢ်ကလိၣ်ကလိၣ်န့ၣ်တဲဘၣ်ယၤတဂ့ၤ.

Grandfather jests a great deal.

That married woman acts in an unseemly  
manner.

Don't jest with her, [or] she will soon become  
angry with you.

Don't joke with me. (Don't tell me jokes.)

8.7 Notes on Word Usage and Grammar

၈.၇ သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ.

(1) Use of ဘျီး/ဘျီး, "to vomit" and အွဲၣ်အွဲၣ်, "the sound made when vomiting"

See examples in 8.2(1). Like most words written with ဘျီး, this word is written ဘျီး but pronounced ဘျီး in everyday conversation. It is usually followed by ဝီၣ် or လီၤ -- depending upon whether one is referring to something coming up from the stomach or to the vomitus coming down into a container or onto the ground. The expression တၢ်မိၢ်ဘျီးအသး (or ယ/န/ပ/သု သး) is used to express a feeling of nausea or a feeling of wanting to throw up; one can usually tell by the context as to which is meant. The

Karen use the very descriptive-sounding word အွှံ့အွှံ့ to indicate the sound of vomiting.

(2) Expressions referring to pregnancy

See examples in 8.2(2) and the last sentence in 8.6(3). The subject of pregnancy in women is a subject with which the Karen in the villages tend to be discreet in public, and they have various terminology to refer to it in a polite way. In this lesson you have learned that ဒါ is the most used for animals when they are pregnant; and although the same term is used in an informal way among the people who are related or are close friends, it is not considered polite to use this term for women in public or more formal situations. It is, however, used in public to refer to a woman who has become pregnant in an improper way. There are several polite ways of referring to pregnancy in public; e.g., အိပ်ထိုင်အဖိလၢအလၢ or အိပ်ဒီးအဟူးအသး. Among close friends and relatives the idiomatic expression, သၢထိုင်အကုဖိကံၣ် (lit., begin preparations for weaving a little decorated carrying basket) is often used in a jesting manner, evidently referring to the preparation for a new creation; i.e., a baby. Although you may never hear the Karens use this expression since it is usually used only between persons who are intimate with each other, yet the individual words in the expression are words which you may have occasion to use, or at least to hear, from time to time, and becoming familiar with it will give you a bit more insight into the ways of Karen life.

(3) Use of ကု, "a Karen basket used for carrying burdens suspended on the back"

See examples in 8.2(3). The kind of basket referred to is deep and not very wide. It has a strap so that the basket can be suspended down the back from the forehead, and it is used in the mountains for carrying food, tools, perhaps a change of clothes, etc., which will be needed while working on their hill cultivation of rice, or for bringing back edible things found in the woods or streams. For some unknown reason, the classifier for such baskets is ဒု. Since all such baskets have a design or pattern to the weaving, the baskets, especially small ones used by children, are sometimes referred to as ကုဖိကံၣ်.

(4) Use of ကံၣ်, "to have a design or pattern"

See examples in 8.2(4). The word ကံၣ် is a descriptive verb which is used most often as အကံၣ် or simply ကံၣ် following a noun (or noun understood); e.g., နံၣ်အကံၣ်, ကုဖိကံၣ်, ဆုကၢကံၣ်. The design can be all over or on just a part of the item. The term is used for cloth items, for items woven with bamboo or other nature materials into baskets, mats, and for printed designs or patterns. There are specific terms for each type of design (at least in weaving), but there is no need for you to learn them unless you should decide to learn to weave.

(5) Use of သု(အိၣ်)(တၢ်), "to use (something)"

See examples in 8.2(5). The word သု(တၢ်) is an action verb meaning "to use (something)." It really comes from the Burmese language, but has come into

common use in the Karen language as well. In North Thailand it is often used together with the verb အိပ်; e.g., နသုအိပ်တၢ်အံၤဒ်လဲၣ်, "How do you use this thing?"

(6) Use of ဘျီ, "to be tame, domesticated,"

See examples in 8.4(2). Just as wild animals will run away at the first sign of a person and cannot easily be coaxed to trust anyone, so some children are very untrusting of anyone except members of the immediate family. However, animals which have been tamed or domesticated are not afraid of people and will readily accept food from them. Likewise, some children will let anybody hold them and will accept food or other things from people without any self-consciousness. It is these types of characteristics which are referred to by the descriptive verb ဘျီ.

(7) Use of ညီ/ညီဘျီ, "to be easy, feasible, not difficult"

See examples in 8.4(3). The verb ညီ is a descriptive verb and is the opposite of ကိ. There should be no difficulty in understanding its meaning or usage. However, it would be good to note that the Karen equivalent of "generous" is ဟံၣ်တၢ်ညီ (literally, "to give easily"). Also to be noted is that ညီ is sometimes used together in a couplet with ဘျီ to give the idea of "to be familiar with."

(8) Use of လီၤဝဲၣ်, "to resemble, look like"

See examples in 8.4(4). The word လီၤဝဲၣ် is a descriptive verb used to compare things which are similar in appearance. When expressing what something or someone is similar to (or looks like), the word ဒီး is sometimes used (as in the second example), although in everyday language it is often omitted but understood. Used with the meaning "it seems as though," in which case it is followed by a clause including a verb and its subject, the word လၢ may be used (as in the last 3 examples) or it may be omitted but understood.

(9) Use of မဲၣ်ဆွဲး, "to be diffident, shy, timid, embarrassed, ashamed"

See examples in 8.4(5). This expression is a combination of the word မဲၣ် meaning "face" and ဆွဲး meaning "to be fragile in nature, easily crushed." (You don't need to learn the meaning of this latter word as it is not used alone.) Since မဲၣ် is a part of the body, it is usually preceded by a possessive pronoun when referring to a specific person. And also since the expression is not a compound word, the future particle က and the negative particle တ come between the two words; i.e., ယမဲၣ်ကဆွဲး, အမဲၣ်တဆွဲးတၢ်.

(10) Use of ကၢ်, "probably," and တၢ်တဘၣ်/သ့ၣ်သ့ၣ်, "perhaps"

See examples in 8.6(1) and (2). The word ကၢ် meaning "probably" always follows the verb(s), and the sentence containing this expression always ends either in ညၢ်/ယၢ် /သၢ် or ကၢ်. The expression တၢ်တဘၣ် meaning "perhaps," on the other hand, always comes at the beginning of the clause or sentence, and the expression သ့ၣ်သ့ၣ်, which has the same meaning, always comes at the end of the sentence.

(9) Use of စးထီၣ် and သးထီၣ်, "to start, begin"

See examples in 8.6(3). The word စးထီၣ် really comes from the Burmese language but has been used by the Karen for generations. It is used both in connection with time and with work. The word သးထီၣ် has a more specialized meaning. With certain types of creative jobs, the preparatory steps are very important and affect the end result. When building a house, သးထီၣ် refers to the marking as to where the posts will be and where the rooms, etc., will be. When weaving mats or baskets or similar articles, it refers to the weaving of the first couple of rows, which in turn will determine what the design and shape will be.. Likewise, when weaving cloth, it refers to the weaving of the first several rows, which is basic to the finished product.

(10) Use of အိပညီ/အိ, "meaning"

See examples in 8.6(4). The expression အိပညီ is used in most areas of Burma and Thailand; however, in the Musikee area only အိ is used. In the former case, to ask for the meaning of a word one usually asks အိပညီဒ်လဲၣ်/လီၣ်, or ; ပၣ်ဝဲအိပညီဒ်လဲၣ်/လီၣ် e.g., တၢ်လၢတၢ်ကတိၤသ့ၣ်မ့ၣ်န့ၣ် (ပၣ်ဝဲ)အိပညီဒ်လဲၣ်. On the other hand, in the Musikee area one would ask တၢ်လၢတၢ်က တိၤသ့ၣ်မ့ၣ်န့ၣ်အိဒ်ဝဲအိဒ်လဲၣ်.

(11) Use of ကလိၣ်ကလိၣ်, "to do in a jesting manner"

See examples in 8.6(5). This verb is usually used together with တဲ, or ကတိၤ and refers to what one says. Often in the jesting things are said in fun which are really not true. At times it means the same as teasing. When used with မၤ, however, it takes on a bad meaning, indicating action that is improper, unseemly, or disrespectful. It should be noted that this word is one of the few exceptions where the လိၣ် syllable is never spelled လိၣ်.

## 8.8 Question and Answer Drill

၈.၈ တၢ်သံကွၢ်ဒီးတၢ်စးဆၢ

The teacher will ask you questions by inserting one word after another from the list on the right into the blank in the first pattern sentence on the left, and you should answer with a short answer as best as you can with your limited vocabulary. After answering all of the questions, the teacher will repeat the questions using either the second or third pattern sentence, depending upon which is more commonly used in your area.

သရၣ်-ဟံးန့ၣ်တၢ်ကတိၤအခါၣ်ထံးတဖျၢၣ်လၢအဖီလၢဒ်ဖဲထွဲတပၤအံၤဒီးတ့ၢ်န့ၣ်အံၤဖဲတၢ်လီၤလီၤဟံးလၢတၢ်ကတိၤလၢစုစုတပၤ (၁) အံၤဝဲၤဒီးနီၤ. ပုၤကွၢ်ဖိကဘၣ်သ့တၢ်ကတိၤလၢအမၤလိတ့ၢ်လဲၣ်တဖျၢၣ်ဒီးစးဆၢဝဲၤဖျၢၣ်တသ့ဖဲအသ့. တဲလိကဒီးတၢ်ကတိၤအဂၤလၢစုထွဲတပၤအံၤကီးဖျၢၣ်ဒီးတဖျၢၣ်ဘၣ်တဖျၢၣ်ဒ်အခါၣ်ထံးတဖျၢၣ်အသးအံၤစးထီၣ်လၢအခါၣ်ထံးတၢ်လၢအကတၢ်. ခံၣ်တဝီၣ်န့ၣ် တ့ၢ်န့ၣ်တၢ်ကတိၤလၢစုထွဲတပၤဖဲတၢ်လီၤလီၤဟံးလၢ (၂) မ့တမ့ၢ် (၃) အပူၤ ကွၢ်ဖဲပုၤလၢသ့အခါၣ်တဲဝဲဒ်လဲၣ်န့ၣ်

(၁) တၢ်လၢ \_\_\_\_\_ န့ၣ်အိပညီဒ်လဲၣ်.

(၂) တၢ်လၢ \_\_\_\_\_ န့ၣ်ပၣ်ဝဲအိပညီဒ်လဲၣ်.

ဖိဝဲၢ်ကိ

ပုၤတမ့ၢ်

(၃) တၢ်လၢ \_\_\_န့ၣ်အီးဝဲအစီဒ်လဲၣ်.

ကို  
တၢ်အိၣ်ဖျိ  
ပုၤသဒါ  
စုတဝီၢ်  
ဖးဖီမုၢ်  
စီတလီၢ်ပာ်  
ကး

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

၈.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒီးဘၣ်န့ၣ် ပုၤကွီုဖိကြးနီၢ်ပၤတၢ် မၤလိလၢအပူၤကွံၣ်ဂ့ၤဘၣ်ဘၣ်တစဲး.)

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

As you listen to this conversation, notice the roundabout way in which matters are dealt with in order to save face or embarrassment in a society where certain subjects are not usually talked about openly.

- (၁) သရၣ်ကဘၣ်ဖးတၢ်ကတီၢ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီၤဒီးမၤပုၤကွီုဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကီးပုၤတဲတၢ်အမံၤဒ်သီးပုၤကွီုဖိကသ့ၣ်ညါဝဲပုၤမတၤတဂၤကတီၢ်တၢ်လဲၣ်. တုၤသရၣ်ဖးတၢ်ကတီၢ်ခံဝီၤဝံၤလဲၣ်န့ၣ် မၤပုၤကွီုဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၣ်အတၢ်ကတီၢ်အခံအံၤ. ဖဲပုၤကွီုဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပုၤကွီုဖိကွၢ်လၢလံၣ်ပုၤဘၣ်. ပုၤကွီုဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီးသရၣ်ကဘၣ်မၤနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢဃ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွီုဖိစံးဆၢဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဖးကုၤပုၤခံၣ်အတၢ်ကတီၢ်တဝီၤကဒီးဝံၤသံကွၢ်ကဒီးပုၤကွီုဖိလၢတၢ်သံကွၢ် လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီုဖိစံးဆၢအီၤ.

(ဖါပြးဒီးနီၢ်ဖီဖျိအသးပုၤထီၣ်တနံၣ်အဘျဲၣ်. ဖါတၢ်လိပုၤပာ်အဖီမုၢ်နီၢ်ဒိၣ်ပုၤတဂၤတဲတၢ် ဒီးအမိၢ်)

နီၢ်ဒိၣ်ပုၤ--ဖါပြးအမါနီၢ်ဖီတဂၤ ယထံၣ်အီၤဖဲအမံၤပုၤအဒီးမဂီၤ ဘျီးအွဲၣ်အွဲၣ်. တၢ်မၤ, အအိၣ်ထီၣ်အဖီလၢအလီၤလံၣ်ကၢ်.

လိပုၤမိၢ်--နီၢ်ဒိၣ်ပုၤဧၤ, ကလိၣ်ကလၢတဂ့ၤ. အဝဲသ့ၣ်ထီၣ်ပုၤန့ၣ်တနံၣ်အဘျဲၣ်လံၣ်န့ၣ်, ပုၤကဒၢထီၣ်ကုၤဝဲစ့ၢ်သၢၣ်.

နီၢ်ဒိၣ်ပုၤ--လါ, တၢ်မိၢ်ထံၣ်သးပုၤခံၣ်န့ၣ်အဖီကမၤအသးဒ်လဲၣ်. ဖါပြးဒါ ဒိၣ်တၢ်ဒိၣ်ဒိၣ်ထီၣ်, နီၢ်ဖီဒါ ဒိၣ်တၢ်ဒိၣ်ဒိၣ်ထီၣ်, ဘၣ်ဆၣ်မ့ၢ်အဝၤတဂၤအညၣ်သ့, အမါတဂၤအညၣ်ဝါမး.

လိပုၤမိၢ်--အူၣ်, ဖီဒိၣ်ခံၣ်န့ၣ်အဖီကလီၤဂၢ်ကၢ်ကီၤလၢဝါကၢ်.

(လၢဖါပြးအဒီးန့ၣ်ဖါပြးဒီးအမိၢ်တဲသကိးတၢ်)

ဖါပြးမိၢ်--ဖီခွါဧၤ, ဖီမုၢ်န့ၣ် ခဲအံၤဘၣ်ဖဲအသၢထီၣ်အကုၤဖိကံၣ်အခါလံ, ဂ့ၤလၢနက့ၤကွဲက့ၤ

ပပ်စာအုပ်အမျိုးအမည်အတိုင်းပင်။ အဲဒါအတိုင်းအားနဲ့, အမည်ကလေး။

(ဖျောင်းဝှမ်းဘက်အမည်အတိုင်းထဲခံကလေး)

ဖျောင်း --ယဲဒု လာဂီယကုဆုနီဂီခဲလီ။

နီဂီ --နကုဆုနီဂီခဲ, နမာစာမိမိပါပါအတိုင်းလဲနဲ့။

ဖျောင်း --အာ, အိတ်တုဂ်ကုထဲတုအညီအဘျီ, ပပုတဖုမာကုဒ်ဝဲသု. တုမာအကီအဲ  
ဝဲလဲလဲ. နဲနသါအိတ်တုဒီးမိမိပါပါအဲဒါ.

နီဂီ --အူအူ, နမုဂ်ကုပကုကွီ. ပကုအိတ်ပမိပပုဒ်ဝဲကွီ.

(To be continued)

Questions (တုသံကွီ)

၁. နီဒ်ပွဲထံနီဒ်ဘဲအမာမနုလဲ. နီဒ်မာဝဲဒ်နီကမုလဲမနုအသီလဲ.

၂. ဖျောင်းဒီးအမာနီဒ်လီဂင်လီအသးဒ်လဲ. လီဆီလီအသးဒ်လဲ.

၃. လီပွဲမိမိကမိလဲအဲသုအဲကမာအသးဒ်လဲ.

၄. ဖျောင်းအမိဒုသုညါအဲခါလဲအမာနီဒ်အထီလဲအဂုနီ မုအဲတဲတုကတိဒ်လဲ.

၅. ဖျောင်းကကုဆုအမဲပုအသီနီ မုအမာစာအမိအပုအတိုင်းလဲ.

၆. နီဒ်ကကုပီအဝဲအဲဒါ. နဲကမိလဲအဲဒီးကုစုဒါ.

After you can answer all the questions correctly, repeat the whole conversation after the teacher once. Then you take the parts of နီဒ်ပွဲ and ဖျောင်း while your teacher takes the other parts. Practice a number of times both with the teacher and with the tape, so that you can respond for the most part without looking at the book. Then change parts and drill some more.

သရဲ-ပုကွီစံးဆာတုသံကွီခဲလဲမုဘဲလဲနဲ့ သရဲကဘဲဖးတုကတိလဲအဲဒ်တဖုအဲ  
ဒီးမုပုကွီ ဖဲတဲပိသရဲအဲတဲ ဝဲဒီးမုပုကွီဖဲကဲ "နီဒ်ပွဲ" ဒီး "ဖျောင်း" ဒီးသရဲကကဲပုဂဲတဲဝဲတဲဝဲ.  
ကတိလဲသ ကီးတုကတိအဲဒ်တဲဒီးပုကွီဖဲကဲတဲအတုကတိဘဲဘျဲတဲ.  
တုပုကွီဖဲတဲတုဘဲဘျဲလဲနဲ့ သ ရဲကကဲကု "နီဒ်ပွဲ" ဒီး "ဖျောင်း"  
ဒီးပုကွီဖဲကဘဲကဲကုပုဂဲတဲဖုဝဲ တဲလဲကဒီးအဲဒ်တဲ. တုပုကွီဖဲတဲ တုဘဲဘျဲလဲနဲ့  
ကတိလဲသကီးတုကဒီး တဘျီ ဘဲဆဲအဲတဲဘျီနဲ့ သရဲမုဂုပုကွီဖဲမုဂုကဘဲ  
လဲကတုကတိပုဖျဲပုဖျဲဆဲတုကတိ အဝဲလဲပုကွီဖဲမဲလဲတုလဲနဲ့လီ. တဲလဲသကီးတုဒ်အဲအဲ  
သီးကီးနဲဒီးဆဲညါစုသီအတီပု.

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

(၂) သရဲ-ကီးနဲဒီး သရဲဒီးပုကွီဖဲပုဟံးနီအဲကတိတနီလဲကတိသကီးတုလဲပုကွီဘဲဘျီ ဘဲသး  
တုဂုအဲကလဲကလဲ.

## 8.10 Reading and Writing

၈.၁၀ တုမာလဲဒီးကွဲပုကွီဘဲ

Repeat the following sentences after the teacher. Then at home copy them 2 times each in the spaces provided. The next day the teacher should check what you have



written. Also, you should read the sentences aloud, the teacher correcting any mistakes in pronunciation.

သရော်-မပြုကွဲဖိဖီးဝိသရော်အခံတကျတဘျီတဝီဝံ၊ မပြုကွဲဖိကွဲးလဒါးတကျန့ၣ်ခံဝီတံလီၢ်လီၤဟံ၊  
လၢခံတနံသရော်ကဘျီကွဲးပုၤကွဲးအတၢ်ကွဲးသ့တဖၣ်အံ၊ မ့ၢ်အဘၣ်ခါ၊ ဝံမပြုကွဲးဖိဖီးယုၤသရော်၊ ပုၤကွဲးဖိ  
ဖီးမ့ၢ်ကမၣ် သရော်ကဘျီဖီးယုၤပုၤကွဲးဖိတဘျီဒီး.

လီၤဂၢ်နဖိဘျီဒီးတမံၣ်ဆွးစ့ၢ်ဘၣ်.

ယကွဲးနကုၤဖိကံၣ်ဂ့ၤဒိၣ်မး.

ပကစးထီၣ်မၤလိတၢ်အညီလၢညါ.

### 8.11 Listening and Speaking

၈.၁၁ တၢ်မၤလိကန့ၣ်ဒီးကတိပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

- (1) During the next 24 hours learn the other part of the couplet for the word တၢ်ဘျး meaning "grace, benefit, thanks," and see if you can discover other combinations of the second and fourth syllables besides the combination with တၢ်-if not from your informant, then while discussing it with your teacher at your next lesson. This couplet is also one that you will hear in its various combinations quite often in worship services, hymns, and Bible reading.

(၁) သရော်-လၢဆူညါ ၂၄ န့ၣ်ရံၣ်အတီၢ်ပူၤအံ၊ မပြုကွဲးဖိယုၤအါထီၣ်န့ၣ်တၢ်ကတိၤဒိမိၢ်ဖါအသီတဖျၢၣ်ဒ်တၢ်ကွဲးဖျါထီၣ်  
လၢအကျိၣ်အံၣ်လၢအဖိခိၣ်အံၣ်အသီးန့ၣ်. လၢခံတနံန့ၣ် မပြုကွဲးဖိတဲဘၣ်သရော်လၢတၢ်ကတိၤအသီတဖျၢၣ်အံၣ်  
ဒ်သီးဒီးသရော်ဒီးပုၤကွဲးဖိကကတိၤလိတၢ်ကတိၤအသီအံၣ်ခဲအံၣ်ခဲအံၣ်. ပုၤကွဲးဖိကဘျီသ့တၢ်ကတိၤအသီအံၣ်ထီၣ်  
ထီၣ်ဒ်သီးအသုတသးပုၤနီၣ်ဝဲတဂ့ၤ.

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

(၂) သရော်-မပြုကွဲးဖိလဲၤအိၣ်သကိးပုၤကညီဒ်သီးကကတိၤလိတၢ်ကတိၤသ့တဖၣ်လၢအမၤလိတုၢ်လံၣ် ဒီးဒ်သီးက  
ကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

## 8.12 Cultural Assignment

၈.၁၂ တပ်မတော်သည် ပြည်သူ့အလုပ်အကိုင်

Continue to work on 6.13.

သရုပ်-တပ်မတော်တို့အား နှစ်စဉ် ဘဏ္ဍာရေး ဝန်ထမ်းများ ပြုပြင်ဆင်ခြင်ရန်။ ပြုပြင်ဆင်ခြင်ရန်။

## LESSON 9

### တၢ်မၤလိ ၉

#### 9.1 Useful Words and Phrases

၉.၁ တၢ်ကတိၤအသီလာအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွဲၣ်ဖိတဲပိၣ်သရၣ်အခံတဘျီခံဘျီ.

ဖံးတၢ်မၤထၢ်	To work, labor
တၢ်ဖံးတၢ်မၤ	Work, labor
စီၤဂ့ၤလၢၣ်/ကိၣ်ဂ့ၤလၢၣ်/နီၢ်ဂ့ၤလၢၣ်	Term of endearment, similar to "Honey," or "Darling" (used mostly by women)
ဂ့ၢ်/ဂ့ၢ်	To use force, take by violence or extortion, do with effort
ဂ့ၢ်ကျဲးစး	To try hard
ကသ့(ဒံ)	To do secretly, privately, quietly
ကတိၤ/တဲ(တၢ်)ကသ့(ဒံ)	To whisper, talk in an undertone
နး	To be sharp, severe, intense (as pain)
လဲၣ်	Intensive particle
တဝီၣ်	Not very
သ့ၣ်	Tree, wood
သ့ၣ်တထူၣ်	A tree
သ့ၣ်လၢၣ်	Tree leaves
သ့ၣ်အဘျီ	Bark of a tree
သ့ၣ်မ့ၣ်	Firewood
ဃာ	To be heavy, burdensome, slow
ဘၣ်ဒး(ကိၣ်ဖိ/ကိၣ်ဖိ)	To a proper or normal degree
သဘျီ	To be free, encumbered, single
အိၣ်သဘျီ	To be single (i.e., unmarried)
(အ)နီၢ်သဘျီ	To be not free [because of carrying a child in utero]
ပလီၢ်(အ)သး	To take heed to one's self; be careful, prudent, cautious
တဲပလီၢ်(တၢ်)	To warn someone about something
(အ)ကျါ	In, among, in the midst of
နၢ	To have a smell or odor; to perceive the odor of anything, to sniff something
နၢဆံၣ်	To smell like acid, smell like urine
နၢဆံၣ်ဘီ	To smell like something in a state of fermentation
နၢသအံၣ်	To smell stale, like old food or sweat
နၢမူ/နၢမူနၢဆီ	To smell sweet, fragrant
နၢဝံၣ်နၢဆၢ	To smell savory, as fruit or food

## 9.2 Pattern Sentences and Phrases

၉.၂ တၢ်ကတိၤအံၤ

### (1) Use of ဖံးတၢ်မၤတၢ်, "to work, labor"

(၁) တၢ်သ့တၢ်ကတိၤ "ဖံးတၢ်မၤတၢ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ယဖီဒိၣ်ခွါတၢ်န့ၣ်ဃုတၢ်ဖံးတၢ်မၤတၢ်  
ဘၣ်ဒီးဘၣ်.

My son hasn't been able to find work yet.

လၢဝုၤပူၤန့ၣ်တၢ်ဖံးတၢ်မၤအိၣ်အကလုာ်  
ကလုာ်.

In the city there are many kinds of work.

ပှၤသးစၢ်ခဲအံၤတဖၣ်ဖံးတၢ်မၤတၢ်တမ့ၣ်  
လဲၣ်

Young people nowadays don't enjoy working!

ခဲအံၤတၢ်လီၤလၢခိန့ၣ် တၢ်ဖံးအိၣ်မၤ  
အိၣ်ကီုထီၣ်လဲၣ်.

Nowadays it is becoming more difficult to earn a living in the rural areas.

ကွီုတဖျၢၣ်န့ၣ် ပှၤသိၣ်လိတၢ်ဖံးစုမၤဒီၣ်  
အတၢ်မၤဂ့ၤမး.

At the school there is good manual arts (or crafts) training.

### (2) Use of ဂုၣ်/ဂုၣ်, "to use force, take by violence or extortion, do with effort"

(၂) တၢ်သ့တၢ်ကတိၤ "ဂုၣ်/ဂုၣ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ဂုၣ်ဘျီဝံၤက့ၤန့ၣ်အံၤ ဟဲမၤစၢၤယတၢ်.

Strive to finish your house, then come help with mine.

ပှၤဖိသုၣ်ခံၤန့ၣ်ဂုၣ်န့ၣ်လီၤအတၢ်ဘျီတဘျီ  
ဂုၣ်န့ၣ်မ့ၢ်အိၣ်လဲၣ်.

How come those two children are [each] trying to grab away that package?

ပှၤဒီပုၤဝဲၣ်ခံၤဟဲက့ၤလၢကွီု တၢ်ဂုၣ်  
က့ၤလၢညါတၢ်ဂုၣ်က့ၤလၢညါ.

Those two siblings returning from school each strives to get home ahead of the other.

မုၢ်ဂၢ်ၤ, ပကက့ၤကးဒီးနီၣ်. ယသါက  
က့ၤခဲမုၢ်ဆုၣ် ဘၣ်ဆၣ်ပသကး  
တဖၣ်ဂုၣ်လီၤက့ၤဂုၣ်လီၤလဲၣ်အ  
ဃိပဘၣ်က့ၤ

Aunt, we're going home again, okay? I intended to go home tomorrow, but our companions are striving to get home, so we have to go.

ပှၤအၢဖိတဖၣ်ဂုၣ်က့ၤစးမၤသံပှၤဇၢ်.

The wicked people are trying to kill us.

Repeat the first 4 sentences using ဂုၣ် in place of ဂုၣ်

သရၢ်-တဲလိအံၤထံးလွံၢ်ကွီုကးဒီးတဘျီ ဘၣ်ဆၣ်အံၤတဘျီန့ၣ်လၢ "ဂုၣ်" အလီၢ် တဲလၢ "ဂုၣ်."

### (3) Use of ပလီၢ်(အ)သး, "to take heed to one's self; to be careful, prudent, cautious"

(၃) တၢ်သ့တၢ်ကတိၤ "ပလီၢ်(အ)သး"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ပအိန်ဖဲအံၤ ပဘဉ်ပလီၤပသးထီၣ်ဘိ.  
 နပွၤတၢ်န့ၣ် ပလီၤနသး, ခဲကီၢ်နက့ၤန  
 စ့တအိၣ်လၢတဘဉ်.  
 ယဖီဒိၣ်တဂၤတပလီၤအသးဘဉ်အဃိ  
 ခဲအံၤတၢ်ကီၢ်တၢ်ခဲဘဉ်အိၣ်လဲ.  
 ပဘဉ်ပလီၤပသးလၢတၢ်စံးတၢ်ကတိၤ,  
 ပဘဉ်ပလီၤပသးလၢတၢ်ဖံးတၢ်မၤ,  
 ပဘဉ်ပလီၤပသးလၢတၢ်လဲၤတၢ်  
 က့ၤ, ပဘဉ်ပလီၤပသးလၢတၢ်  
 ကိးမံၤဒဲးအပူၤလီၤ.  
 တဲပလီၤလီၤသးလၢပူၤကိးဂၤဒဲးကဘဉ်  
 အိၣ်မ့ၤဆိဆိတဲး.

Living here, we have to be careful all the time.  
 Be careful when you buy things [or] you won't  
 have any more money for your return (or  
 when you return).  
 Because my nephew wasn't careful, now he  
 has a problem.  
 We must be careful in our speech, we must  
 be careful in our work, we must be careful  
 in our travels, we must be careful in  
 everything.  
 Warn each other that everyone must eat quite  
 early.

(4) Use of နၤ, "to have a smell or odor; to perceive the odor of anything"

(၄) တၢ်သူတၢ်ကတိၤ "နၤ"

REPEAT after the teacher

သရၣ်--မၤပူၤကိးဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ခွါမ့ၢ်ဧၤ, နဟးယုနမနုၤလဲၣ်.  
 ဖိခွါဧၤ, လဲၤလုၢ်ထံ, နလီၤနၤသအံၣ် ဒိၣ်မး.  
 ကသူတခွးအံၤနၤဆံၣ်ဘီလဲ, အိၣ်လၢ  
 တဂ့ၤ.  
 မုၢ်ဂံၢ်ဧၤ, နဖီအိၣ်ကသူနၤမ့ၢ်ဒိၣ်လဲၣ်.  
 အးတဖျၢၣ်န့ၣ်ဖီအိၣ်တၢ်နၤဝံၣ်နၤဆၢဒိၣ် လဲၣ်.

[Close friend], what are you walking around  
 sniffing? (lit., seeking to perceive what  
 odor?)  
 Son, go and bathe. You smell sweaty.  
 This dish of curry smells spoiled, don't eat any  
 more of it.  
 Aunt, the curry you're cooking smells very  
 fragrant!  
 The food cooking at that house smells so  
 good!

9.3 Conversation Drill

၉.၃ တၢ်မၤလိဘဉ်ဃးတၢ်တဲသကိးတၢ်

Carry on a conversation with your teacher about the importance of being careful (taking heed to oneself), including sharing examples from your past experience and observation of the difficulties that have arisen because you or someone else was not careful. Also, ask the teacher to share experiences and observations. Are there times when we should warn others about something? If so, whom and about what?."

သရၣ်ဒီးပူၤကိးဖိကတဲသကိးတၢ်အါတသ့ဖဲအသ့ဘဉ်ဃးတၢ်ပလီၤသးအဂ့ၢ်. အဒိ--တၢ်ပလီၤသးမ့ၢ်တၢ်အရူဒိၣ်  
 ဘဉ်မနုၤလဲၣ်. ပူၤကိးဖိမ့ၢ်ဂ့ၤ သရၣ်မ့ၢ်ဂ့ၤထံၣ်ဘဉ်တၢ်ကီၢ်တၢ်ခဲလဲၣ်လဲၣ်လၢတပလီၤသးအဃိလဲၣ်. မ့ၢ်တမ့ၢ်  
 ပူၤဂၤလၢသ့သ့ညါအိၣ်ဘဉ်တၢ်ကီၢ်တၢ်ခဲလဲၣ်လဲၣ်လၢတပလီၤသးအဃိလဲၣ်. ပဂ့ၤတဲပလီၤပူၤမတၢ်တဖျၢၣ်  
 လဲၣ်ဒီးဂ့ၤတဲပလီၤအိၣ်လၢမနုၤအဂ့ၢ်လဲၣ်.

9.4 Pattern Sentences and Phrases

၉.၄ တၢ်ကတိၤအဒိ

(1) Use of ကသွံ(ဒ်), "to be secret, quiet, private"

(၁) တၢ်သုတၢ်ကတိၤ "ကသွံ(ဒ်)"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

နမ့ၢ်ဂၢ်ဟဲတဲကသွံတၢ်ဒီးနၤန့ၣ် မ့ၢ်အ  
တဲတၢ်မနုၤလဲၣ်.

What did your aunt come and whisper to you?

လဲၤတဲကသွံတၢ်လၢနဖါတၢ်အနီၣ်ပူၤန့ၣ်  
လၢတၢ်အံၤန့ၣ်ယတလဲၤဆူအ  
အိၣ်ဒီးဘၣ်.

Go and whisper in your uncle's ear that this time I won't go and see him yet.

ပၤတၢ်ဟဲကတိၤတၢ်ဒီးယၤကသွံဒ် စံးဝဲ,  
မၤယပၤသကးကိၤဂျီၢ်ပနီၤ ဒီးအိၣ်.

The person who came and spoke quietly to me asked me to buy cattle and water buffalo together with him.

ပၤဟဲတဲတၢ်ကသွံသ့ကဖးဖးဖဲဃီၣ်နီၣ် ထံးန့ၣ်  
မ့ၢ်အတဲတၢ်မနုၤအ ဂ့ၢ်လဲၣ်.

That person who came and spoke in a low voice at the foot of the stairs, what was he talking about?

(2) Use of နး, "to be sharp, severe, intense (as pain)"

(၂) တၢ်သုတၢ်ကတိၤ "နး"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပၤလဲၤမၤတၢ်လၢဝံၣ်ပူၤတဖၣ် ပၤမၤအိၣ်  
အိၣ်နးမး.

People who hire themselves out in the cities are worked extremely hard (severely).

ယနီၣ်ဟူယဖဲဆိးကုၤနးမးအဃိ ယဘၣ်  
က့ၤလီၤ.

I hear that my grandmother is extremely ill, so I must return home.

ယဖုလၢညါန့ၣ် အဝဲဆါနးထီၣ်နးထီၣ်  
တုၤလၢအသံလီၤ.

In the past my grandfather had more and more intense pain until he died.

ပဝံတၢ်နးလဲၣ်. သုတဒးအိၣ်ကုၤပၤလဲၣ်.

We carry mighty heavy loads! Aren't you going to give us anything to eat?

(3) Use of ဃၢ, "to be heavy, burdensome, slow"

(၃) တၢ်သုတၢ်ကတိၤ "ဃၢ"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဖိမ့ၢ်ဇၢ, မိၢ်ဝံတၢ်ဃၢ, မိၢ်စီၣ်နၤတန့ၢ်  
လၢၤဘၣ်.

Daughter, Mother is carrying a heavy [load]: Mother can't carry you any more.

စၢၣ်တဖျါအံၤဃၢတဖဲအဃိ စီၣ်စၢၤ  
ယၤတထံၣ်.

This table is a bit heavy, so please help me carry it a moment.

တုၤပသးပျီၣ်န့ၣ် ပဟးဃၢထီၣ်ဃၢထီၣ် လီၤ.

When we are elderly, we walk slower and slower.

ယဖိခွါအိၣ်တၢ်န့ၣ်ကတိၤတၢ်ဃၢဃၢ  
လီၤ.

My eldest son speaks very slowly.

ပၤတကျးအံၤသးဝံၣ်တၢ်ဃၢဒိၣ်လဲၣ်.

Those people surely drag their singing!

(4) Use of ဘၣ်ဒး(ကိပ်ဖိ/ကိပ်ဖိ), "to a proper or normal degree"

(၄) တၢ်သုတၢ်ကတိၤ "ဘၣ်ဒး(ကိပ်ဖိ/ကိပ်ဖိ)"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ခဲအံၤပမုၢ်လဲၤဆူသဝီလၢဘးခိတသဝီ န့ၣ်  
ဘၣ်ဒးကိပ်ဖိတုၤလီၤ.

နမုၢ်ဖိကသုန့ၣ်, မၤအထံဘၣ်ဒး. နမၤ  
အထံအါန့ၣ် ပၤအိၣ်တလၢၣ်ဘၣ်.

နမုၢ်တဂၤန့ၣ်, တဲတၢ်ဘၣ်ဒး. နတဲ  
တၢ်န့ၣ်အါကဲၣ်ဆိးလံ.

နအိၣ်ဖဲအံၤနမုၢ်လဲၤဆူနဖါတၢ်အအိၣ် န့ၣ်  
နဟးဘၣ်ဒးဘၣ်ဒးတန့ၣ် ရံၣ်တုၤ.

နဖိအံၤ နမုၢ်ဒးအိၣ်အတၢ်ဘၣ်ဒးကိပ်ဖိ  
ဘၣ်ဒးကိပ်ဖိန့ၣ်ကဂ့ၤလၢအဂီၢ်.

Nowadays if we go to the village on the other side, it takes just a short time to arrive.

When you cook the curry, use a proper amount of water. If you use a lot, people won't eat it all up.

[You married] woman, talk a proper amount. You've already talked too much.

From here to your uncle's place, if you walk at a normal pace it will take you an hour to get there.

It would be good for your child if you feed him/her just the proper amount at a time.

(5) Use of သဘျုး, "to be free, unencumbered"

(၅) တၢ်သုတၢ်ကတိၤ "သဘျုး"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ယဲယတအံၣ်ဒီးန့ၣ်ယမါဘၣ်, ယအံၣ်ဒီး  
အိၣ်သဘျုးတဂၤလီၤ.

ပၤတဂၤန့ၣ်အိၣ်သဘျုးတုၤလၢအညါပှ်  
ဖးဒိၣ်ညါ ဘၣ်ဆၣ်ခဲအံၤဖျိအသး.

ပၤမုၢ်တဂၤန့ၣ်လီၤဂၢ်လၢပၤနီၢ်တသဘျုးဘ  
ၣ်လဲၣ်.

ခဲအံၤပၤဟ့ၣ်ယၤတၢ်သဘျုး, ဖဲယလဲၤ  
ဖဲယအိၣ်ဒိလဲၣ်ဒိလဲၣ်သ့န့ၣ်လီၤ.

ပၤအိၣ်တနီၤဟ့ၣ်လီၤအသးဒိသိးအပၤကလု  
ၣ်ကန့ၣ်ဘၣ်တၢ်သဘျုး.

I don't want to get a wife; I want to live as a free (unencumbered) person.

That person remained single until he was quite along in years, but now he has gotten married.

That married woman appears to not be free (i.e., to carrying a child in her womb).

Nowadays I am given freedom--I can go or stay however I wish.

Some folks give themselves so that their people can obtain freedom.

9.5 Command and Response Drill

၉.၅ တၢ်မၤဒီးတၢ်မၤထွဲ

For this drill you or your teacher should provide a small container of cooked food (left-overs are all right). Also, it will simplify things if you have a pair of shoes and a leaf or two somewhere in the room. The teacher will give the commands below one after the other and you should respond as directed. After you understand all of the commands and can respond correctly, the teacher should mix up the order and also give them more quickly and you should try to respond promptly.

သရော်--လၢတၢ်မၤလိတတၢ်အံၤအဂီၢ် သရော်မ့တမ့ၢ်ပၤကွၢ်ဖိကဘၣ်ဟဲစိပ်ပၤစၢၤတၢ်အိၣ်လၢပၤဖိမံပၤစၢၤအီၤ မ့တမ့ၢ်တၢ်အိၣ်အဘျဲၣ်တစဲး. ပၤကွၢ်ဖိကဟဲစိပ်ပၤစၢၤအဆိပ်ဖဲးတက့ၢ်ဒီးသ့ၣ်လၢတဘျဲၣ်ခဲဘျဲၣ်ဆူဒီးပူၤ. သရော်ကမၤပၤကွၢ်ဖိအဖီလၢအသီးအံၤတကျိၤဘၣ်တကျိၤ ဒီးပၤကွၢ်ဖိကဘၣ်မၤထွဲ. တုၤပၤကွၢ်ဖိန့ၢ်ပၤကိးကျိၤဒီးဒီးမၤထွဲအီၤဘၣ်ဝဲလဲန့ၣ် တဲလိကဒီးတဘျီ ဘၣ်ဆၢအအံၤတဘျီန့ၣ်သရော်ကဘၣ်ကျဲၣ်တၢ်ကတိၤတကျိၤဒီးတကျိၤအလီၢ်အကျဲၤ ဒီးတဲတၢ်ချ့အါထီၣ်တစဲးဘၣ်တစဲး ဒီးပၤကွၢ်ဖိကဘၣ်ကျဲးစးမၤထွဲဝဲချ့ထီၣ်တစဲးစ့ၢ်ကိး. တဲလိတၢ်ဒ်အံၤအသီးအါဝီတစဲးတုၤလၢပၤကွၢ်ဖိမၤထွဲတဘျီဃီသ့ၣ်ကိးဘျီဒီး.

၁. (သရော်ဖိပ်ယၢလံာ်တဘျဲၣ်အခါကတဲဝဲဒၣ်) ဂုၢ်န့ၢ်လံာ်တဘျဲၣ်အံၤလၢယစုပူၤ.
၂. တဲကသွံယၢတၢ်တမံမံၤ
၃. နၢကွၢ်တၢ်အိၣ်အံၤ, မ့ၢ်အနၢဆၢၣ်ဘီထီၣ်လဲၤ.
၄. ဟဲစိပ်န့ၢ်ယၢသ့ၣ်လၢတဘျီ.
၅. စူးကွံာ်အီၤဖဲနစူးကွံာ်တၢ်တဂ့ၤဘၣ်တဖၣ်အလီၢ်န့ၣ်.
၆. ဆီထီၣ်န့ၣ်လံာ်တဘျဲၣ်အံၤလၢလံာ်တဖၣ်န့ၣ်အကျိၤ.
၇. ဟဲစိပ်န့ၢ်ယၢန့ၣ်ဖဲးတဒီး.
၈. ပၤက့ၤအီၤဖဲနလီၢ်ဆၢနီၤအကပၤန့ၣ်.

## 9.6 Pattern Sentences and Phrases

၉.၆ တၢ်ကတိၤအဒိ

(1) Use of (အ)ကျိၤ, "in, among, in the midst of"

(၁) တၢ်သ့တၢ်ကတိၤ "(အ)ကျိၤ"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ကျိၢ်န့ၣ်အိၣ်လၢတၢ်ကိၢ်ကျိၢ်ကဲ, ပနၢ်အိၣ်တကဲဘၣ်.

Cattle can stay in the sun (lit., among the heat); water buffalo cannot.

ပနၢ်န့ၣ်အိၣ်လၢထံကျိၢ်ကဲ, ကျိၢ်အိၣ်တကဲဘၣ်.

Water buffalo can stay in (lit., among) the water; cattle cannot.

လၢပၤလဲၤတၢ်အကျိၢ်န့ၣ် ပၤဒိပ်ဖဲးတအိၣ်ဘၣ်အိၣ်တဂၤ.

Among the people who went was one person who had no shoes/sandals.

ယလံာ်သးဝံအိၣ်ဘၣ်လၢနလံာ်သးဝံၣ်အကျိၢ်ၤ.

Is my hymnbook in among your hymnbooks?

နမ့ၢ်အိၣ်လၢပၤကျိၢ်န့ၣ် တဲတၢ်နီတမံၤ တဂ့ၤ.

When you are with (among) people, don't say a thing.

(2) Use of စိၣ်လၢလံာ်/ကိၣ်လၢလံာ်/နီၢ်လၢလံာ်, "term of endearment similar to 'darling,' 'honey,' etc."

(၂) တၢ်သ့တၢ်ကတိၤ "စိၣ်လၢလံာ်/ကိၣ်လၢလံာ်/နီၢ်လၢလံာ်"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ယမၢ်တဲန့ၢ်တၢ်ဆၢၣ်. အမါတဲအီၤ,  
"ကိၣ်လၢလံာ်တဂၤန့ၣ်တဲန့ၢ်ထဲတၢ်လီၤ  
၁."

My son-in-law jokes a great deal. His wife said to him, "Honey, you're always joking! (lit., Honey only tells jokes!)"



ယဖိဒိၣ်ခွါတဂၢၤလဲၤလိၣ်ကွဲးအဖိဆှၣ်မးအမါ  
စံးအီၤ "ကိၣ်ဂ့ၤလၢၣ်တဂၢၤ  
န့ၣ်လိၣ်ကွဲးအဖိကလိၣ်ကလၢၣ်  
လဲၣ်."

My nephew plays hard with his child. His wife said to him, "Honey, you sure jest a lot as you play with your child! (Lit., Honey plays with his child in a such a jesting manner!)"

ယလဲၤဟးအိၣ်သကီးယမုၢ်ဂၢ်. အဝဲ  
ထံၣ်ယၤဒီးသ့ၣ်သးခုဒီးစံးဝဲဒၣ်,  
"ကိၣ်ဂ့ၤလၢၣ်တဂၢၤအံၤတဟဲအိၣ်ယၤနီၤ  
တဘျီတၢ်."

I went to visit my aunt. She was glad to see me and said, "Honey *never* comes to see me!"

ယဖိဒိၣ်မ့ၢ်တဂၢၤထံၣ်စိယလံၤမ့ၢ်ဟး  
လၢအယံၤဒီးကီးဝဲ, "နီၣ်ဂ့ၤလၢၣ် ဧၤ,  
ဟဲက့ၤလၢအံၤ, မုၢ်ဂၢ်ကကွၢ်  
နမဲၣ်တထံၣ်."

My niece saw my grandchild walking in the distance and called out, "Darling, come here. Aunt wants to see you a minute."

### (3) Use of သ့ၣ်, "tree, wood" and သ့ၣ်မ့ၢ်, "firewood"

(၃) တၢ်သ့တၢ်ကတိၤ "သ့ၣ်" ဒီး "သ့ၣ်မ့ၢ်"

REPEAT after the teacher

သရၣ်-မၤပၤကိၣ်ဖိတဲတဲသရၣ်အံၤ ၂-၃ ဝီ.

သ့ၣ်တမ့ၢ်အံၤပၤမၤအိၣ်သ့ၣ်မ့ၢ်ဂ့ၤမး.

This kind of tree is very good for making firewood.

ခဲအံၤသ့ၣ်အဂ့ၤတအိၣ်အါအါလၢၤဘၣ်.

Nowadays there are not many good trees any more.

ဒိၣ်မ့ၢ်ဧၤ, တနံၣ်အံၤနသ့ၣ်မ့ၢ်အါလံၤဧၤ.

[Female relative by marriage], do you already have plenty of firewood this year.

နဖျီၣ်ခဲန့ၣ် ယထံၣ်နပၣ်လၢသ့ၣ်ခိၣ်ထံး  
န့ၣ်မၢ်.

I'm sure I saw you put your pants at the food of the tree.

လၢတၢ်လီၤချၢ်အလီၤန့ၣ် သ့ၣ်အထူၣ်ထီ  
အါမး.

In cool places there are many tall trees.

သ့ၣ်တထူၣ်အံၤယတသ့ၣ်ညါအမံၤဘၣ်,  
မုၢ်ပၤကီးဝဲလၢသ့ၣ်မတၢလဲၣ်.

I don't know the name of this tree; What tree do people call it?

### (4) Use of လဲၣ်, "intensive particle"

(၄) တၢ်သ့တၢ်ကတိၤ "လဲၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကိၣ်ဖိတဲတဲသရၣ်အံၤ ၂-၃ ဝီ.

နဘိၣ်မ့ၢ်ဒိၣ်လဲၣ်, ပၤအိၣ်လၢၣ်ဧၤ.

You wrapped up mighty large bundles of rice! Will people eat it all up?

နလဲၤအိၣ်နပၢ်န့ၣ်, ကျဲယံၤလဲၣ်အါ, န  
လဲၤတနံၣ်တတုၤဘၣ်.

You're going to your father; the way is quite long. You can't get there in one day.

ပဟဲအိၣ်ဒီးနမ့ၢ်လဲၣ်, တၢ်တမိၢ်က့ၤ  
ပသးလၢၤ.

We have enjoyed visiting with you so much [that] we don't want to go back anymore.

နမီမုၢ်ဒိၣ်တၢ်ဂ့ၤလဲၣ်, နဒုးအဲၣ်အီၤလၢ  
ပှၤဖျၢၣ်.  
နနီၢ်ကစၢ်ဒိၣ်လဲၣ်, နပှၤနီၣ်အခါၣ်အံၣ်  
အံၣ်ဖိ.

Your daughter is very pretty [and] you're  
marrying her to a man who has already  
been married once!  
You are quite large, you've bought a very  
narrow sarong!

(5) တဝီၤ \_\_ ဘၣ်, "not very \_\_"

(၅) တၢ်သူတၢ်ကတိၤ "တဝီၤ \_\_ ဘၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤကိၣ်တဲၤပိၣ်သရၣ်အခံၣ် ၂-၃ ဝီ.

တၢ်သုၣ်တဖျၢၣ်အံၤတဝီၤဂ့ၤဘၣ်.  
တၢ်ဒီးတမိၣ်အံၤ လၢပဟံၣ်တဝီၤအိၣ်ဘၣ်.  
တနီၣ်အံၤပှၤမၤအိၣ်ဘၣ်တဝီၤနီၣ်ဘၣ်.  
အပူၤကွံၣ်တနီၣ် ထံတဝီၤအါဘၣ်.  
တၢ်အိၣ်ဖျိၣ်တဘျီအံၤ ပှၤဟဲတဝီၤအါ ဘၣ်.  
ယဖိတဂၤအံၤတဝီၤအိၣ်မ့ၤဘၣ်.  
ပကီးအိၣ်ဖျိၣ်ပှၤတဝီၤဟဲဘၣ်.

This fruit is not very good.  
In our village this kind of fruit is not usually  
available.  
This year farmers didn't get very much paddy.  
Last year there wasn't much water.  
Not very many came to the meetings this time.  
This child of mine doesn't eat very much rice  
(or food).  
We called a meeting [but] not many came.

## 9.7 Notes on Word Usage and Grammar

၉.၇ သရၣ်-မၤပှၤကိၣ်ဖိဖးဒုၣ်ဝဲလၢဒီး.

### (1) Use of ဖဲးတၢ်မၤတၢ်, "to work, labor"

See examples in 9.2(1). You have already learned the word မၤတၢ်, so you should have no trouble with the couplet meaning the same thing. The most common forms of the couplet are တၢ်ဖဲးတၢ်မၤ, တၢ်ဖဲးအိၣ်မၤအိၣ်, and ဖဲးတၢ်မၤတၢ်. (Note: The ဖဲး used in these couplets has a different meaning from the ဖဲး in the expression တၢ်ဖဲးတၢ်ညၣ်, but there is no need for you to learn its meaning at this time.

### (2) Use of ဂုၣ်/ဂုၣ် "to use force, take by violence or extortion, do with effort"

See examples in 9.2(2). In north Thailand both ဂုၣ် and ဂုၣ် are used interchangeably to express the idea of "to use force, take by violence or extortion, do with effort," whereas in central Thailand and in Burma usually only ဂုၣ် is used with that meaning. The latter is often used together with ကျဲးစး to express putting forth great effort in one's trying.

### (3) Use of ပလီၢ်(အ)သး, "to take heed to one's self; to be careful, prudent, cautious"

See examples in 9.2(3). This is another of the Karen compound expressions which are used together with သး, the possessive pronoun varying according to the person referred to; e.g., ပလီၢ်ယသး, ပလီၢ်နသး, ပလီၢ်သူသး, etc. . Although this expression is used as an equivalent to the English expressions "to be careful, prudent, cautious," yet it is not considered a descriptive verb. The literal meaning is more like the English "to take heed to one's self," an expression which is not used very much in everyday English any more.

(4) Use of ၼံ, "to have a smell or odor; to perceive the odor of anything, to sniff"

See examples in 9.2(4). Just as in English we can say that we smell something or that something has a smell, so in Karen the word ၼံ can be used with both meanings. English has comparatively few words which describe odors so must compare the smell to something else; e.g., "it smells as though something is burning." The Karen on the other hand have words for quite a few specific odors, and in this lesson you have been introduced to several of them. The Karens believe that strong, unpleasant odors such as odors from frying foods, or from spoiled foods, etc., will adversely affect the condition of an ill person, a pregnant woman, or an infant, hence efforts are made to keep such persons away from such odors, or vice versa.

(5) Use of ၼံး, "to be severe or intense (as pain)"

See examples in 9.4(2). This descriptive verb always indicates an intensity which is difficult to bear, such as severe pain or mental, emotional or physical suffering of some kind.

(6) Use of ၼံ, "to be heavy, slow"

See examples in 9.4(3). This is another descriptive verb and has the meaning of both "to be heavy" and "to be slow," perhaps because when one is slow it is as though something heavy or burdensome is keeping one from acting more quickly.

(7) Use of ဘဉ်း(ကိပ်/ကိပ်), "to a proper or moderate degree"

See examples in 9.4(4). You have already learned the word meaning "to be right or correct." The expression ဘဉ်း gives the idea of "to the proper or normal degree." Adding the syllables ကိပ်/ကိပ် indicates more exactness to the proper or normal amount or degree; e.g., မအထံဘဉ်း, "use the proper amount of water;" မအထံဘဉ်း ကိပ်, "use exactly the right amount of water."

(8) Use of သဘျ, "to be free, unencumbered"

See examples in 9.4(5). As a verb, သဘျ is usually used with the verb အိပ်; e.g., WgpUOue, "to be free, liberated, single." As a noun, it is used following တ်; e.g., တ်သဘျ, "freedom." To speak of a married woman as အနီတသဘျဘဉ် is another way of saying that she is pregnant (her body is not free).

(9) Use of (အ)ကျ, "in, among, in the midst of"

See examples in 9.6(1). The word ကျ gives the idea of being "among" or "in the midst of;" i.e., being surrounded by, whatever is referred to; so the Karen use the same word for being in the water or the air, because in such cases one is surrounded by these things, whereas in English one would use the word "in" rather than "among" or "in the midst of." It is always preceded by an appropriate possessive pronoun, and usually the complete expression is introduced by လာ; e.g., လာပကျ, လာသကျ, လာကျိတဖဉ်အကျ.

(10) Use of စိဝုလၢၣ်/ကိဝုလၢၣ် and နိဝုလၢၣ်, "terms of endearment"

See examples in 9.6(2). Just as in English we have terms of endearment used when speaking to or about someone with whom there is an intimate relationship (e.g., "darling, honey"), so it is in Karen. One such term is စိဝုလၢၣ်/ကိဝုလၢၣ်, which may be spoken by a wife referring to her husband or by a relative such as an aunt or grandmother referring to a nephew or grandson of whom she is particularly fond. The term နိဝုလၢၣ် may be used in the latter way to refer to a young niece or granddaughter of whom an aunt or grandmother is quite fond, but a husband would not use this term to refer to his wife. Both စိဝုလၢၣ် and နိဝုလၢၣ် are usually spoken only by women.

(11) Use of လဲၣ်, "intensive particle"

See examples in 9.6(4). This particle is similar to မး, and is used with descriptive verbs or verbs of ability.

(12) Use of တဝီ \_\_ ဘၣ်, "not very"

See examples in 9.6(5). This is another expression which is only used with verbs in the negative. It can be used both with descriptive verbs and verbs of ability, and also with action verbs; e.g., တဝီဝုၤဘၣ်, တဝီန့ၣ်ဘၣ်, တဝီဟဲဘၣ်.

9.8 Question and Answer Drill

၉.၈ တၢ်သံကွၢ်ဒီးတၢ်စးဆၢ

The teacher will ask the questions on the left-hand side below and you should answer using the pattern sentence on the right-hand side inserting the appropriate verb in the blank.

သရၣ်-သရၣ်ကသံကွၢ်ပုၤကွၢ်ဖိအံၤလၢအံၤသးတကျါဘၣ်တကျါ. ပုၤကွၢ်ဖိတခီကဘၣ်ဟံးန့ၣ်တၢ်ကတိၤလၢတၢ်သံကွၢ်အပူၤလၢအလီၤဝဲ ဒီးတၢ်န့ၣ်အီၤဖဲတၢ်လီၤလီၤဟံၤလၢတၢ်စးဆၢအဒိလၢစုထွဲတပၤအပူၤအံၤဝံၤဒီးတကျါ. အဒိ-သရၣ်ကတဲဝဲလၢ "ယီၤတဂၤန့ၣ်အညၢဝါဒိၣ်မးခါ." ဒီးပုၤကွၢ်ဖိကဟံးန့ၣ်တၢ်ကတိၤ "ဝါ" လၢတၢ်သံကွၢ်အပူၤဒီးတၢ်န့ၣ်အီၤလၢတၢ်လီၤလီၤဟံၤလၢစုထွဲတပၤ ဝံၤဒီးကတဲဝဲ "တဝီဝါဘၣ်." တဲလိတၢ်ဒ်အံၤသးတကျါဘၣ်တကျါအါဝီတစးတုၤလၢပုၤကွၢ်ဖိတစၢၤတၢ်ဘျုးသုဝဲလံန့ၣ်.

- |                                   |             |
|-----------------------------------|-------------|
| ၁. ယီၤတဂၤန့ၣ်အညၢဝါဒိၣ်မးခါ.       | တဝီ __ ဘၣ်. |
| ၂. တၢ်ဘိၣ်တဘိၣ်န့ၣ်ဖးဃၢခါ.        |             |
| ၃. နပၢ်အပနီၤဖးဒိၣ်ခါ.             |             |
| ၄. နသးတထွၢ်န့ၣ်ဖးထီခါ.            |             |
| ၅. နသ့ၣ်မ့ၣ်အိၣ်အါခါ.             |             |
| ၆. နမၤကုန့ၣ်ဘၣ်ခါ.                |             |
| ၇. ပုၤဆိးကုတဂၤအံၤအီၤထံအါခါ.       |             |
| ၈. နဖိကျဲးစးဖးလံၣ်ခါ.             |             |
| ၉. နခိၣ်ဆါနးထီၣ်ခါ.               |             |
| ၁၀. နဘိၣ်ထီၣ်န့ၣ်ယတၢ်တခါအံၤကညါခါ. |             |

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

၉.၉ တာမလီဘတ်ဃးတၢ်ကတဲသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒဲးဘၣ်န့ၣ် ပှၤကွီုဖိကြးန့ၣ်ပၢၢ်တၢ် မၤလီၤလၢအပူၤကွံၣ်ဂ့ၤတၢ်ဘၣ်တဲး.)

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

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတီၢ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပှၤကွီုဖိကန့ၣ်. ဖဲသရၣ် ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပှၤတဲတၢ်အမံၤဒဲးသးပှၤကွီုဖိကသ့ၣ်ညါဝဲပှၤမတၤတဂၤကတီၢ်တၢ်လဲၣ်. တုၤ သရၣ်ဃးတၢ်ကတီၢ်ခံဝီဝံၤလဲၣ်န့ၣ် မၤပှၤကွီုဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤအတၢ်ကတီၢ်အခံအံၤ. ဖဲပှၤကွီုဖိ စံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကွီုဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကွီုဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤကွီုဖိစံး ဆၢဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤပှၤသ့ၣ်တဖၣ်အတၢ်ကတီၢ်တဝီကဒီးဝံၤ သံကွၢ်ကဒီးပှၤကွီုဖိ လၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤကွီုဖိစံးဆၢအံၤ.

(ဖါပြးဒီးနီၣ်ဖိက့ၤတုၤနီၣ်ဂီၤခဲလဲ)

နီၣ်ဖိမိၢ်--ဖိမ့ၢ်, သုလဲၤတၢ်ၤၤသီသုဟဲက့ၤန့ၣ်, ယဒိၣ်လၢန့ၣ်အတၢ်ဖဲးတၢ်မၤဝံၤလံၣ်နီၣ်.  
နီၣ်ဖိ --သ့ၣ်ညါ. နက့ၤကွၢ်နမၢ်ကီုဂ့ၤလၢၣ်တဂၤန့ၣ် ဂူၣ်လီၤက့ၤဒၢ ပက့ၤက့ၤညၢၣ်.

(ဖဲပှၤဂၤတအိၣ်နီတဂၤ, အိၣ်ထဲနီၣ်ဖိဒီးအမိၢ်အခါ)

နီၣ်ဖိ --မိၢ်ဒၤ, ယလဲၤအိၣ်လၢန့ၣ် ယအိၣ်မ့ၤတဝံၣ်, ယမၤတၢ်တကဲ, တၢ်မိၢ်ဘျီးယသး ခဲအံၤခဲအံၤ. ပှၤတဂၤတဲကသ့ၣ်ယၤ တဲဝဲလၢယအိၣ်ထီၣ်ယဖိ မ့ၢ်အကမ့ၢ်စ့ၢ်ခါ.  
နီၣ်ဖိမိၢ်--နီၣ်ဖိဒၤ, နထီၣ်ပှၤတၢ်န့ၢ်တနံၣ်အဘျဲၣ်ညါလံၣ်ဒၤ, နဖိကဘၣ်အိၣ်ထီၣ်ဝဲသၢၣ်.  
နီၣ်ဖိ --မိၢ်ဒၤ, ပှၤအိၣ်ထီၣ်ပှၤဖိနးလဲၣ်ဒဲးအံၤနီၣ်. ကမၤအသးဆဲးယံၣ်လီၣ်န့ၣ်.  
နီၣ်ဖိမိၢ်--တဝီယံၣ်ဘၣ်. ဆူၣ်ကတၢ်တလါခါ တလါဘျဲၣ်ခါန့ၣ် တၢ်တမိၢ်ဘျီးနသးလၢၤ ဘၣ်.

(လၢခံသၢလါဝံၤအလီၢ်ခဲ)

နီၣ်ဖိမိၢ်--ဖိမ့ၢ်ဒၤ, တဘၣ်မံးလဲၣ်တဂ့ၤ. လဲၤဒၢၣ်ထံ, လဲၤဝံၤအိၣ်က့ၤသ့ၣ်မ့ၢ်, ဘၣ်ဆၣ် တဘၣ်ဝံၤတၢ်စီၣ်တၢ်ဃၢ်ကဲၣ်ဆိးတဂ့ၤ, မၤအီၤဘၣ်ဒးကီၣ်ဖိဘၣ်ဒးကီၣ်ဖိဘၣ် လဲ.

နီၣ်ဖိမိၢ်စံးကဒီးဝဲ--ဖိမ့ၢ်ဒၤ, အိၣ်မ့ၢ်ဟဲသၣ်တၢ်ဟဲဟဲတဂ့ၤ. နနီၣ်တသဘျ့ဘၣ်. ပလီၢ် နသး.

နီၣ်ဖိမိၢ်စံးကဒီးဝဲ--ဖိမ့ၢ်ဒၤ, နဝံၤသ့ၣ်မ့ၢ်န့ၣ်အါကဲၣ်ဆိး. လၢခံဝံၤစ့ၤလီၤက့ၤအံၤ.

နီၣ်ဖိမိၢ်စံးကဒီးဝဲ--ဖိမ့ၢ်ဒၤ, ဟးလၢတၢ်ကီၢ်ဆါအကျါယံၣ်ဒီန့ၣ်ညါတဂ့ၤ.

နီၣ်ဖိမိၢ်စံးကဒီးဝဲ--ဖိမ့ၢ်ဒၤ, အိၣ်တၢ်အိၣ်လီၢ်လံၤန့ၣ်သအိၣ်န့ၣ်ဆၣ်ဘီတဖၣ်တဂ့ၤ.

(To be continued)

Questions တပ်သံကွပ်

၁. နီဖီတဲဘဉ်အမိလၢသါအိဉ်တမုဉ်ဘဉ်န့ဉ်မ့ၢ်အအိဉ်တမုဉ်ဘဉ်ဒ်လဲဉ်.
၂. ပှၤတဂၤတဲကသံ့အီၤဒ်လဲဉ်.
၃. အမိဆိကမိဉ်လၢအကမ့ၢ်ဒ်ပှၤတဲအီၤအသးစ့ၢ်ဒါ. ဘဉ်မနုၤလဲဉ်.
၄. နီဖီသံကွပ်အမိဒ်ဒ်လဲဉ်.
၅. အမိတဲအီၤလၢဆံးယံဝ်လဲဉ်န့ဉ်တၢ်တမိဘျီအသးလၢဘဉ်လဲဉ်.
၆. အမိတဲပလီၢ်အမိမုဉ်အစ့ၤကတၢၢ်ဃုမံၤ. လၢအကျိန့ဉ်တဲက့ၤသရၣ်လၢတၢ်ယံဝ်မံၤ.
၇. အမိတဲအီၤလၢအတအိဉ်သဘျုဘဉ်န့ဉ် မ့ၢ်အဘဉ်မနုၤလဲဉ်.

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

သရၣ်-ပှၤကွီဖိစံးဆၢတၢ်သံကွပ်ခဲလၢဉ်မ့ၢ်ဘဉ်လဲန့ဉ် သရၣ်ကဘဉ်ဖးတၢ်ကတိလၢအဖီခိဉ်တဖဉ်အံၤ ဒီးမၤပှၤကွီဖိတဲဝိသရၣ်အခံတဝီ ဝံဒီးမၤပှၤကွီဖိကဲ "နီဖီ" ဒီးသရၣ်ကကဲ "နီဖီမိ." ကတိလိသကိးတၢ်ကတိအါဝီတဲစံးဒ်သးပှၤကွီဖိကတဲ "နီဖီ" အတၢ်ကတိဘဉ်ဘျုးတဲစံး. တုၤပှၤကွီဖိတဲတၢ်ဘဉ်ဘျုးလဲန့ဉ် မၤပှၤကွီဖိကဲက့ၤ "နီဖီမိ" ဒီး သရၣ်ကကဲက့ၤ "နီဖီ" ဝံတဲလိကဒီးအါဝီတဲစံး. တုၤပှၤကွီဖိတဲတၢ်ဘဉ်ဘျုးလဲန့ဉ် ကတိလိသကိးတၢ်ကတိဘဉ်ဘျီ ဘဉ်ဆုဉ်အအံၤတဘျီန့ဉ် သရၣ်မ့ၢ်ပှၤကွီဖိမ့ၢ်ဂ့ၤ ကဘဉ်လဲက့ၤတၢ်ကတိပှၤဖျၢၣ်ပှၤဖျၢၣ်ဆူတၢ်ကတိလၢအလၢပှၤကွီဖိမၤလိတုၢ်လဲန့ဉ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသးကိးနံၤဒီးဆူညါစ့ၤသီအ တီၢ်ပှၤ.

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

(၂) သရၣ်-ကိးနံၤဒီး သရၣ်ဒီးပှၤကွီဖိဂ့ၤဟံးန့ၢ်အဆၢကတိတနီၤလၢကကတိသကိးတၢ်လၢပှၤကညီကျိဉ် ဘဉ်ဃးတၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

9.10 Reading and Writing

၉.၁၀ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီကျိဉ်

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

သရၣ်-မၤပှၤကွီဖိဖးဝိသရၣ်အခံတကျိၤဘဉ်တကျိၤတဝီဝံၤ မၤပှၤကွီဖိကွဲးလၢဒီးတကျိၤန့ဉ်ခံဝီတၢ်လီၢ်လီၤဟံၢ်. လၢခံတနီၤသရၣ်ကဘဉ်ကွဲးပှၤကွီဖိအတၢ်ကွဲးသ့တဖဉ်အံၤ မ့ၢ်အဘဉ်ဒါ. ဝံမၤပှၤကွီဖိဖးယုၤသရၣ်. ပှၤကွီဖိဖးမ့ၢ်ကမဉ် သရၣ်ကဘဉ်ဖးယုၤပှၤကွီဖိတဘျီဒီး.

ယဝၤဟဲတဲကသံ့ယၢဒီးစံးဝဲ, ပလီၢ်နသး. နတအိဉ်သဘျုဘဉ်.

---

---

နဝံသုဉ်မုဉ်ဃာကဲဉ်ဆိး. ဝံအိၤဘဉ်ဒးကိပ်ဖိဘဉ်ဒးကိပ်ဖိ.

---

---

ပဖံးတၢ်မၤတၢ်လၢဝံၣ်ပူၤန့ၣ်ပွၤမၤပွၤနးလဲၣ်.

---

---

ဖိသုဉ်တကျးဂဲၤလိာ်ကွဲၤလၢထံကျိၤန့ၣ်စးထီၣ်ဂုၣ်လိာ်အသးဘဉ်မတၤလီၣ်.

---

---

### 9.11 Listening and Speaking

၉.၁၁ တၢ်မၤလိာ်ကနဲဒီးကတိၤပွၤကညီအကျိၣ်လၢပွၤကညီအဟံၣ်.

- (1) You will often become aware that there are certain words or expressions which you hear used over and over but don't understand. In Lesson 7 you learned the word အိ, "example," and in Lesson 8 you learned the word အိပညီ/အိ, "meaning," and the word သူ(တၢ်), "to use (something)." Now during the next 24 hours you are to use these words as in the basic sentence patterns below in order to learn the meaning of a new word from someone other than your teacher.. It is suggested that you first learn the meaning of the word တၢ်ထုကဖၣ် , which you must have heard used often in worship services and/or prayer meetings. The sentences at the end of the directions may help you. (If by any chance you have already learned the meaning of this word on your own, substitute some other word which you have heard often but do not yet know the meaning of.) If your pronunciation was not accurate and your informant corrects you, repeat it after him/her several times until you have can say it correctly. Since the Karen word is written out for you this time, you already know how to spell it; but when you seek to know the meaning of other words or expressions which you often hear, once you get the meaning, also get someone to write it down for you. Once you get the idea of the meaning and get some examples of how it is used, try to make up your own sentences using it and see if your informants (or your teacher) will accept them. If they correct you, make a note of the correction. If you can get

some examples on audio cassette, you might try writing them down yourself the best you can from the sound on the tape and then have your teacher make any corrections. (Take the cassette and cassette player to the class with you.) Carry on a conversation with your teacher using the new word, or at least asking about it. Once you are sure that you know how to use it, seek opportunities to use it yourself. Also, keep your ears open to recognize the word in any of its combinations which you have learned, and try to note how it was used, and if possible, what the context was. Also, look for it in hymns or Scripture and see how much of the sentences in which it is used you can understand.

သရော်-မပြုကွဲဖိဖိးဝိသရော်အခံတကျါဘော်တကျါခံဝိသဝိဝံ၊ မပြုကွဲဖိဖိးဒုင်ဝဲအါဝိတစဲးတုလၢအဝဲဖိးဝဲဘျုးသ့လံ။ တုပြုကွဲဖိဖိးဝဲဘျုးလံန့ၣ် လၢဆူညါ ၂၄ န့ၣ်ရံၣ်အဝီၣ်ပူၤမပြုကွဲဖိသုတၢ်အဒိလၢအဖီလၢအံၤဒီးလဲၤသံကွၢ်ပုၤသဝီတဂၤဂၤ။ မဒီးတနံၤ မပြုကွဲဖိတဲဘၣ်သရော်လၢတၢ်ကတိၤအခီပညီဒီးပုၤဟ့ၣ်အံၤအဒိမနုၤတဖၣ်လဲၣ် ဝံဒီးသရော်ဒီးပုၤကွဲဖိကဘၣ်ကတိၤလိတၢ်ကတိၤအသီတဖျါအံၤခဲအံၤခဲအံၤ။ ပုၤကွဲဖိကဘၣ်သုတၢ်ကတိၤအံၤထီၣ်တီၣ်ဒီးသးအသုတသးပုၤနီၣ်အံၤတဂ့ၤ။ (ပစံးဒုင်ကလိၣ်, ပုၤကွဲဖိမုၢ်န့ၢ်ဃုသုၣ်ညါတုၢ်တၢ်ကတိၤတၢ်ထုကဖၣ်အံၤအခီပညီလၢအပူၤကွၢ်လံန့ၣ် မပြုကွဲဖိဃုထၢထီၣ်တၢ်ကတိၤအဂၤလၢပုၤကွဲဖိန့ၢ်ဟူခဲအံၤခဲအံၤဒီးတသ့ၣ် ညါအခီပညီဒီးဘၣ်တဖျါဖျါန့ၣ်။)

တၢ်လၢတၢ်ထုကဖၣ်န့ၣ် ပၣ်ဝဲအခီပညီဒ်လဲၣ်.  
ပသုအံၤဒ်လဲၣ်န့ၣ် နဟ့ၣ်ယၢအဒိတနီၤသ့ဧါ.

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

(၂) သရော်-မပြုကွဲဖိလဲၤအိၣ်သကိးပုၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လဲၣ် ဒီးဒ်သိးကကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

### 9.11 Cultural Assignment

၉.၁၁ တၢ်ဃုသုၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 6.10.

သရော်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပုၤကညီကျိၣ်ဘၣ်. ပုၤကွဲဖိကမၤဒုင်ဝဲ.



LESSON 10 - REVIEW  
တၢ်မၤလိ ၁၀ - တၢ်ကွၢ်ကဒါက့ၤ

10.1 Basic Sentences and Phrases

၁၀.၁ တၢ်ကတိၤအဒိတဖၣ်

(1) Noun and Pronoun Phrases

(a) Phrases Using Classifiers

In Lessons 6-9 you have learned 2 new classifiers; i.e., ဝီ for "herd of animals (e.g., ကျီတဝီ ), and ခါ for things which don't fit into any other category (e.g., တၢ်ဝှံတခါ). You also learned that the classifier ဒု, which is used for quadrupeds, for some unknown reason is also used for ကု, the Karen basket used for carrying things on the back. The classifier ထွၢ် used for trees is the same one you already learned for posts.

(b) Phrases Indicating Family Relationships

In the last 4 lessons you learned one new expression indicating family relationships; i.e., the expression \_\_တခီ\_\_, indicating that each of the parties or persons spoken of have the identical relationship with each other; e.g., ဖိဝဲကိတခီဖိဝဲကိ, "the eldest child of each family."

You have also learned a term of endearment (similar to the English "Honey" or "Darling") usually used by women only; i.e., စိဝုလၢဝ်/ကိဝုလၢဝ်/နီၣ်ဝုလၢဝ်.

(c) Phrases Using (အ)ကျါ

In Lesson 9 you were introduced to the use of (အ)ကျါ, "in, among, in the midst of" On the left-hand side below is a list of nouns and pronouns and on the right-hand side is a pattern phrase with a blank to be filled in. Insert each word from the left in turn into the blank in the phrase on the right, then read the entire phrase aloud. (In the case of first or second personal pronouns, omit the word အ.) Afterwards, choose two of the expressions on the left to use with the phrase on the right in sentences of your own.

သရၣ်-မၤပုၤကိၣ်ဖိဟံးန့ၣ်တၢ်ကတိၤအဒိတဖၣ်တဖျၢၣ်လၢအဖီလၢအစုစုတပၤအံၤ ဒီးတၢ်န့ၣ်အံၤလၢတၢ်လီၤလီၤ ဟံးလၢအစုထွဲတပၤဝံၤ ဖးအံၤဒီကျါ. သူတၢ်ကတိၤအဂ့ၤလၢလၢစုစုတပၤတဖျၢၣ်ဝံၤတဖျၢၣ်စးထီၣ်လၢအဒိတဖၣ်တဖျၢၣ်လၢအကတၢ် ဒီးတဲလိတၢ်ဒိအဒိတဖၣ်တဖျၢၣ်အသးအံၤ. (မ့ၢ်ဘၣ်လၢတၢ်ကတိၤ "သု" ဒီး "ဝ" န့ၣ်. မၤလီၤ တဲၣ်တၢ်ကတိၤ "အ" လၢအစုထွဲတပၤတက့ၢ်.) ပုၤကိၣ်ဖိတဲလိကိးဖျၢၣ်ဒီးအံၤအသးမ့ၢ်ဝံၤန့ၣ် မၤပုၤကိၣ်ဖိဃုထၢ ထီၣ်တၢ်ကတိၤလၢအစုစုတပၤအကျါခဲဖျၢၣ် ဒီးသူတဖျၢၣ်ဝံၤတဖျၢၣ်ဃုဒီးတၢ်ကတိၤလၢအစုထွဲတပၤဒီးအတၢ်ကတိၤဒုးဝဲဒီးကကဲထီၣ်ဒီကျါ.

ပုၤဂီၤမုၢ်  
အဝဲသ့ၣ်  
နပနီၣ်  
နပၢ်အကျါ  
ခီၣ်ဖိးသ့ၣ်တဖၣ်  
သု

လၢ \_\_ (အ)ကျါ

ယီ  
တၢ်ဖဲတၢ်မၤအါကလုာ်  
သ့  
ဝ

(2) Verb Phrases

(a) Descriptive Verbs

In the previous 4 lessons you have learned quite a few new descriptive verbs. They are given below in the various combinations in which they can be used. Note that ဃာ can be used both with ထီၣ် and with လီၤ. The expression ဃာထီၣ် refers to heaviness, whereas ဃာလီၤ refers to slowness. Note also that the verb ကသ့ is used only in connection with *speaking*; if it is any other *action* which is carried out secretly, quietly, or unobtrusively, a different word is used.

ဃာ	ဃာထီၣ်	ဃာလီၤ	(လၢ)အဃာ	ဃာန့ၣ်	ဃာန့ၣ်အလီၤ	ဃာဃာ
ထီ	ထီထီၣ်	--	(လၢ)အထီ	ထီန့ၣ်	ထီန့ၣ်အလီၤ	ထီထီ
လီၤဆီ	လီၤဆီထီၣ်	--	(လၢ)အလီၤဆီ	လီၤဆီန့ၣ်	လီၤဆီန့ၣ်အလီၤ	--
လီၤဂံၤ	--	--	(လၢ)အလီၤဂံၤ	--	--	--
မဲၣ်ဆွဲး	--	--	(လၢ)အမဲၣ်ဆွဲး	--	--	--
ညီ	ညီထီၣ်	--	(လၢ)အညီ	ညီန့ၣ်	ညီန့ၣ်အလီၤ	ညီညီ
ဘျီ	ဘျီထီၣ်	--	(လၢ)အဘျီ	ဘျီန့ၣ်	ဘျီန့ၣ်အလီၤ	--
ကံၣ်	--	--	(လၢ)(အ)ကံၣ်	--	--	--
ကသ့	--	--	(လၢ)(အ)ကသ့	--	--	ကသ့ကသ့
သဘျု	--	--	(လၢ)အသဘျု	--	--	--
နၢမူ	--	--	(လၢ)အနၢမူ	--	--	နၢမူနၢမူ

In the case of the last verb listed above, the နၢ is not a descriptive verb, but the second part of the expression is. The other combinations of နၢ with a descriptive verb would be used like နၢမူ above, except that most of them would probably not be reduplicated. The verbs ဂီၢ် and မုၢ် are also descriptive verbs, but they are not listed above since they cannot be used alone. They are used in reduplicated form in the following couplets; (အါအါဂီၢ်ဂီၢ်, ဒိၣ်ဒိၣ်မုၢ်မုၢ် ) and ဂီၢ် is also used combined with ထီၣ် in the couplet အါထီၣ်ဂီၢ် ထီၣ်; they can also be used together as a descriptive verb in the expression ဂီၢ်မုၢ်ညါ, although in the expression ပှၤဂီၢ်မုၢ် the form is that of a noun meaning "crowd" or "multitude."

Read the above expressions line by line, the teacher correcting any mistakes in pronunciation. Then make up sentences of your own, one for each of the combinations of the first verb ဃာ, and then one for each of the other verbs in any form.

သရၣ်-မၤပှၤကွဲၤဖိဖိယုၤသရၣ်လၢတၢ်ကတိၤလၢအီၣ်တဖၣ်အံၤတၢ်ကျိၤဘၣ်တၢ်ကျိၤ.  
ပှၤကွဲၤဖိဖိမုၢ်ကမၣ်တဖျါၣ် ဖျါၣ်, သရၣ်ကဘၣ်ဖိယုၤပှၤကွဲၤဖိတဘျီဒီး. ပှၤကွဲၤဖိဖိမုၢ်ဘၣ်ခဲလၢလံာ်န့ၣ်  
မၤပှၤကွဲၤဖိဖိန့ၣ်တၢ်ကတိၤအီၣ်ထံး တဖျါၣ်လၢအီၣ်ထံးတၢ်ကျိၤ "ဃာ" ဝံ

သူ့အီးယုဒ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲဒ်သီးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ. မ့ၢ်ဝံၤ န့ၣ်  
မၤပုၤကွဲၤဖိဟံးန့ၢ်ကဒီးတၢ်ကတိၤခဲၣ်တဖၣ်လၢအခိၣ်ထံးတကျိၤ "ယၤထီၣ်" ဒီးသူ့ယုဒ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲ  
ဒ်လၢအခိၣ်ထံးတဖၣ်အသီးအံၤ. မၤပုၤကွဲၤဖိတဲလိတၢ်ကတိၤကိးဖျၢၣ်ဒီးလၢအခိၣ်ထံးတကျိၤအပူၤတဖျၢၣ်ဝံၤတ  
ဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ်အသီးအံၤ. မ့ၢ်တၢ်ကတိၤဆူညါတဖၣ်စးထီၣ်လၢ "မဲၣ်ဆူး" ဒီးတုၤလၢ "ဘၣ် အး" န့ၣ်  
မၤ ပုၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤတကျိၤထဲတဖျၢၣ်တကျိၤထဲတဖျၢၣ်ကွၢ်ဖဲပုၤကွဲၤဖိအယုထံၤ  
ဒီးသူ့ယုဒ်ဒီးအတၢ်ကတိၤဒၣ် ဝဲဒ်သီးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤန့ၣ်.

**(b) Action Verbs and Helping Verbs**

In the previous 4 lessons you have learned the following 16 action verbs which require an object (expressed or understood). There should be no problem understanding their use or meanings. Note that in the case of ပလီၤသး the object is always သး, and in the case of သၢထီၣ် the object is always အခိၣ်ထံး.

ဘၣ်(အိၣ်)(တၢ်)	ဘီၣ်(တၢ်)
လုၢ်(အိၣ်)(တၢ်)	ဒီလီၤ(တၢ်)
တီၢ်(တၢ်)	ကွဲၤ(တၢ်)
စံး(တၢ်)	သၢထီၣ်(တၢ်)
ဘိၣ်(တၢ်)	ဖံးတၢ်မၤတၢ်
တူၢ်(တၢ်)	န့ၢ်မၤအိၣ်ဘၣ်(တၢ်)
ပလီၤသး	စးထီၣ်(တၢ်)
သူ(တၢ်)	ဘီး/ဘိုး(တၢ်)

You have also learned 3 verbs which do not take an object although they involve a type of passive action (or cessation of action); i.e.:

သံ	န့ၢ်
ဒါ	

In addition you have learned 3 new helping verbs, which can never be used alone but must always be used with another verb; i.e.:

ယုၢ်	(always <i>follows</i> another verb, like ဘိၣ် or ဟ့ၣ်)
ကွဲးစး	(always <i>precedes</i> an action verb, even when the 2 verbs are used together);
ဂုၣ်/ဂုၣ်	(e.g., ဂုၣ်ကွဲးစးတဲန့ၢ်ပၢ်အီၤ.

Make sure that you understand the meaning of each of these verbs, then make sentences with 4 from the first group, 2 from the second group, and with 2 from the third group, the teacher making corrections if necessary.

သရၣ်-မၤပုၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤတဖျၢၣ်ဖျၢၣ်လၢတၢ်ကတိၤအခိၣ်ထံးတဖုလၢအဖီခိၣ်သ့ၣ်တဖၣ်အကျိၤ ကွၢ်ဖဲ  
ပုၤကွဲၤဖိကယုထံၤထီၣ်ဝဲ ဒီးသူ့ယုဒ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲဒ်သီးကကဲထီၣ်ဒီကျိၤ. ဝံၤဒီးမၤပုၤကွဲၤဖိယုထံၤထီၣ်ဒီးတၢ်  
ကတိၤအဂၤသၢဖျၢၣ်လၢအခိၣ်ထံးတဖုအကျိၤ, ခဲၣ်ဖျၢၣ်လၢခဲၣ်တဖုအကျိၤ, ဒီးခဲၣ်ဖျၢၣ်လၢသၢဖုတဖုအကျိၤဒီးတဲလိတ  
ဖျၢၣ်ဘၣ်တဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ်အသီးအံၤ

(3) Particles

In Lessons 6-9 you have learned 4 new particles, as follows:

Particles indicating gender in animals - မိ (feminine), ဖါ (masculine) e.g., ဆီမိ, ထီးဖါ

Intensive particle	- လဲင်	e.g., အါလဲင်
Negative particle	- တဝီ __ ဘဉ်	e.g., တဝီဂုးဘဉ်

Make up one sentence of your own using each of the above particles.

သရော်-မၤပၤကီုဖိဟံးတၢ်ကတိၤ ၄ ဖျၢၣ်လၢအဖီခိၣ်အံၤတၢ်တၢ်တၢ်တၢ်တၢ်တၢ်ဒီးသုယုၣ်ဒီးအတၢ်ကတိၤဒၣ်  
ဝဲဒ်သီးကကဲထီၣ်တၢ်ကတိၤဒီးကျိၤ.

(4) Idiomatic Expressions

In the last 4 lessons you have learned 4 new idiomatic expressions all referring to pregnancy, as follows:

အိၣ်ထီၣ်အဖီလၢအလံၤ  
အိၣ်ဒီးအဟးအသး  
သၢထီၣ်အကုဖိကံၣ်  
အနီၢ်တသဘျုဘဉ်

These expressions are all polite, respectful ways of referring to pregnancy. Be sure that you can say each of the expressions fluently. If you are married, discuss with your teacher which would be the best term to refer to yourself (if you are a woman) or to your wife (if you are a man) in the event of pregnancy.

သရော်-မၤပၤကီုဖိဟံးယုၤသရော်လၢတၢ်ကတိၤလၢအဖီခိၣ်သ့တဖၣ်အံၤတၢ်တၢ်တၢ်တၢ်တၢ်အါဝီတဖၣ်တုၤလၢအတဲ  
ဝဲဘျုးလဲ. ပၤကီုဖိမ့ၢ်အမ့ၢ်မ့ၢ်တမ့ၢ်အဖျၢၣ်န့ၣ် တဲသကးတၢ်ဒ်သီးကသ့ညါဝဲလၢအနီၢ်ကစၢ်မ့ၢ်တမ့ၢ်အမၤမ့ၢ်ဒၣ်  
ထီၣ်န့ၣ် အဝဲသ့တၢ်ကတိၤဖဲလဲၣ်တကလုာ်ကဂ့ၤလဲၣ်.

(5) Other Miscellaneous Grammatical Constructions

(a) Use of ဒ် with သီး/သိး

In Lesson 6 you learned several ways of using ဒ် together with သီး/သိး, all of which give the meaning of "to be like, similar to" when comparing people or things and "as" when comparing actions. They can often be used interchangeably, as can be seen from the following examples.

ယဖျိၣ်ခံဒီးနဖျိၣ်ခံဒ်သိးသိး.	သးဝံၣ်တၢ်ဒ်သိးယၤ.
ယဖျိၣ်ခံဒီးနဖျိၣ်ခံဒ်သိးလိာ်အသး.	သးဝံၣ်တၢ်ဒ်သိးယသးဝံၣ်.
ယဖျိၣ်ခံဒ်သိးဒီးနဖျိၣ်ခံ.	သးဝံၣ်တၢ်ဒ်ယသးဝံၣ်တၢ်အသိး.

Make up a sentence of your own comparing 2 things, using ဒ်သိး in each of the 3 ways shown in the examples on the left-hand side. Make up another sentence of your own

သရော်-မပြုကု်ဖိသုအတၢ်ကတိၤဒှ်ဝဲဒီးသုဃုဒ်ဒီးတၢ်ကတိၤ "ဒ်သး" န့ၣ် ဒ်သးကထိၣ်သတြိတၢ်တမံၤမံၤလၢ ကျဲ သၢတၢ်ဒ်အိလၢစုစ့ၣ်တပၤအသးအံၤ. ဝံဒီးမပြုကု်ဖိသုကဒီးအတၢ်ကတိၤဒှ်ဝဲဒီးသုဃုဒ်ဒီးတၢ်ကတိၤ "ဒ်" ဒီး "သး" န့ၣ် ဒ်သးကထိၣ်သတြိတၢ်ဒ်အိလၢစုထွဲတပၤအသးအံၤ.

In Lesson 8 you were introduced to the above expression used to express "probably." Below are 3 sentences. Read each one aloud inserting the word ကာန in the proper place. Repeat dropping the final ညှပ် or ကာန and using ဘာသာဘာသာ. Repeat again omitting the ညှပ် or ကာန and using သွပ်သွပ်.

(၁) အဝဲသျှင်ကဒုးအိန်ပုလကချီညဉ်ညဉ်.  
(၂) သရန်ကဟဲကီးဃုဉ်အမါကါ.  
(၃) အဖိအနီကထိဒ်အမိအပင်အသီးကါ.

In Lesson 7 you learned the use of     ꠆꠆꠆ preceded by noun classifiers giving the meaning of "anyone, anybody, anything, any time, anywhere, whoever, whenever, whatever, etc." and     ꠆꠆꠆꠆ preceded by nouns, pronouns, or verbs giving the meaning of "whether    or." Read the sentences below inserting the correct word in the blanks. If both of the words could be used in the same sentence, read the sentence first with ꠆꠆꠆ and then with ꠆꠆꠆꠆.

ပြာဇိဇိ ပြာဇိဇိ အိပ်မုဒ်သိသိကီးဂါးလီ၊  
 ပြာတဂါနုဉ်ဟဲတဘျီ တဘျီ အဝဲဟဲဟ့ဉ်ယါတၢ်အိပ်တမံမံကီးဘျီဒဲး၊  
 ပြာဘျဉ်ကျိာ် ပနာ် ကဘဉ်လဲလျာ်အိပ်ဝဲကီးနံဒဲး၊  
 နလဲတၢ် အိပ်လၢဒါး ပလီၤနသးနသုတလီၤဘျးအါကဲဉ်ဆီးတဂ့ၤ၊  
 ကုလၢယမၤအီၤတဖဉ်အံၤနုဉ် နကွၢ်ဂ့ၤတဒု တဒု ယကဟ့ဉ်လီၤနတဒု၊  
 နတဲတၢ်ဒိဉ်ဒိဉ် ကသံဒံ တဲထဲတၢ်လၢအကြါးဝဲဘဉ်ဝဲ။

## 143

၅.၂ တၢ်အသိၣ်လၢအကိတစဲၤ

(1) Practice reading the expressions below concentrating on the *o* sound.

(၁) မၤပၤကွဲၤဖိတဲၤပိၣ်သရၢ်အခံတဝီခံဝီ တုၤလၢပၤကွဲၤဖိတဲၤတၢ်ဘၣ်ဘျၣ်ဂ့ၤတစဲး.

ပၤဂီၢ်မုၢ်  
ကၢၢ်တဂီၢ်  
အါအါဂီၢ်ဂီၢ်  
တဂၤဂ့ၤတဂၤဂ့ၤ  
လီၤဂံၢ်

ဂ့ၢ်န့ၢ်  
ဂ့ၢ်န့ၢ်  
ဂ့ၢ်က့းစး  
ဘျီ  
မံၣ်ဆူး

(2) Practice reading the expressions below concentrating on the tones.

(၂) မၤပၤကွဲၤဖိတဲၤပိၣ်သရၢ်အခံတကူၢ်ဘၣ်တကူၢ်တဝီခံဝီတုၤလၢပၤကွဲၤဖိတဲၤတၢ်ဘၣ်ဘျၣ်ဂ့ၤတစဲး.  
ကွဲၢ်နီၣ်လီၤဆီဒုၣ်တၢ်အကလုာ်ထီၣ် အကလုာ်လီၤ.

ဘိၣ်ယုၢ်တရူးညၢ်  
အိၣ်ယုၢ်ပုၤမ့ၤ

ဘျီထီၣ်  
ဘျီထီၣ်

ဟ့ၣ်ယုၢ်တၢ်ညၢ်  
လဲၤယုၢ်ပုၤသမ့ၤ

န့ၢ်မၤအိၣ်ဘၣ်  
နၤသအိၣ်နၤဆံၣ်ဘီ

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

(၃) သရၢ်-မၤပၤကွဲၤဖိတဲၤပိၣ်သရၢ်အခံ. အခီၣ်ထံးတဝီ ဖးထီၣ်အိၣ်ဒဲၤလၢလံာ်ပူၤအသး. မၤဒီးတဝီ  
ဖးအိၣ်ဒဲၤပုၤကစၢ်ခိၣ်ဖိကတိၤတၢ်အသး.

(၁) စ/က  
ဒးကစၢ်တအိၣ်ဘၣ်.  
အဝဲစံးဝဲဒ်န့ၢ်.  
ယဖိက့းစးဖးလံာ်အါ  
နစးထီၣ်နတၢ်မၤလံာ်.  
နစးကွဲၢ်နမံၣ်စီဂ့ၤလၢတဂၤန့ၢ်.

(၂) ဆ/ခ  
ပုၤလၢမဲၢ်ဆီးတဖၣ်တဲတၢ်လီၤဆီ.  
လီၤဆီဒုၣ်တၢ်အဖိသဒါတဂၤန့ၢ်အိၣ်တဆူၣ်ဘၣ်ခဲအံၤခဲအံၤ.  
လီၤမံၣ်ဆူးဒိၣ်မး.  
တၢ်အိၣ်အံၤနၤဆံၣ်ဘီထီၣ်လံ.  
ပုၤဖိအိၣ်တၢ်နၤမုၢ်နၤဆီဒိၣ်မး.  
ပုၤဖိအိၣ်တၢ်နၤဝံၣ်နၤဆၢဂ့ၤမး.

(၃) သ/စ

နကုဒီးယကုဒ်သီးသီး.

နပင်သံဆံးယံလံလံ.

နမိသထီၣ်အကုဖိကံၣ်လံ.

ဝံထီၣ်သုၣ်မုၢ်ဃာဃာတဂု.

ပှၤကီးဂါဒဲးသးလီတၢ်သဘျ.

နလီၤနၢသအံၣ်လံ.

(၄) ယ/z

ယီၤတဂၤဟဲ.

ဘိၣ်ယုၢ်န့ၢ်နမိၢ်လၢညၣ်ဖိ.

ကစၢ်ယွဲၤအဲၣ်ဘၣ်ပှၤကီးဂါဒဲးလီၤ.

(၅) ဝ/vw

(Remember that ခွဲၣ်ခွဲၣ် is never pronounced with a "vw" sound.)

(၆) အီး/အီး/, အိၣ်/အိၣ်

အအံၤဒဲးသီးဒီးအအံၤ.

နဘိုးစုၢ်ခါ.

အိၣ်မုၢ်ဘၣ်ဒဲးကိၣ်ဖိဘၣ်ဒဲးကိၣ်ဖိ.

Remember that ကလိၣ်ကလိၣ် is never written or pronounced as ကလိၣ်ကလိၣ်.

### 10.3 Command and Response Drills, Completion Drills, Question and Answer Drills

၁၀.၃ တၢ်မၤဒီးတၢ်မၤထွဲ, တၢ်တုၢ်န့ၢ်မၤပဲၤထီၣ်တၢ်ကတိၤ, တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Review sections 6.3, 6.5, 6.7, 7.6, 7.9, 8.3, 8.5, 9.5 and 9.8.

သရၣ်-ကွၢ်ကဒါကုၤ ၆.၃, ၆.၅, ၆.၇, ၇.၆, ၇.၉, ၈.၃, ၈.၅, ၉.၅ ဒီး ၉.၈.

### 10.4 Listening and Speaking

၁၀.၄ တၢ်မၤလိၢ်ကန့ၢ်ဒီးကတိၤပှၤကညီၣ်လၢပှၤကညီၣ်အဟံၣ်.

ဒ်သီးအသုတသးပှၤနီၣ်ဝဲတဂုၤ.

(1) Review the new vocabulary you obtained yourself in Lessons 7.9, 8.9, and 9.9 by carrying on conversations in Karen with your teacher and using them.

(၁) သရၣ်-ကွၢ်ကဒါကုၤတၢ်ကတိၤအသီလၢပှၤကုၤဖိယုၢ်သုၣ်ညါဒုၣ်ဝဲအမၤလီ ၇.၉, ၈.၉, ဒီး ၉.၉ အခါန့ၢ်. သရၣ် ဒီးပှၤကုၤဖိကဘၣ်က တၢ်သးကိးတၢ်ဒီးသုတၢ်ကတိၤအဝဲန့ၢ်သုၣ်တဖၣ်.

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

(၂) သရၣ်-မၤပှၤကုၤဖိလဲၤအိၣ်သကိးပှၤကညီၣ်ဒ်သီးကကတိၤလိတၢ်ကတိၤသုၣ်တဖၣ်လၢအမၤလီတုၢ်လံဝဲ ဒီးဒ်သီးက ကန့ၢ်ပှၤကညီၣ်ကတိၤသးကိးတၢ်.

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

၁၀.၅ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒဲးဘၣ်န့ၣ် ပှၤက့ၢ်ဖိကြးန့ၢ်ပၤတၢ် မၤလိလၢအပူၤကွံၣ်ဂ့ၤဂ့ၤဘၣ်ဘၣ်တဲး.)

(1) Review the conversations in 6.9, 7.10, 8.5, 8.9, 9.3, and 9.9.

(၁) ကွၢ်ကဒါက့ၤ ၆.၉, ၇.၁၀, ၈.၅, ၈.၉, ၉.၃, ဒီး ၉.၉.

(2) At home try making up a short story or conversation using the vocabulary and sentence structures you have learned and be prepared to tell it to the teacher the ext day without notes. If you have a tape recorder, record it as you tell it. Then, as it is played back, the teacher can make corrections.

(၂) သရၣ်-မၤပှၤက့ၢ်ဖိက့ၤဆီမိၣ်ထီၣ်န့ၢ်တၢ်အဒိလၢအမ့ၢ်ပှၤခံၤကတိၤသကိးတၢ်မ့ၢ်ဂ့ၤတၢ်ဃးမ့ၢ်ဂ့ၤ ဒီးသ့တၢ်ကတိၤလၢအမၤလိတ့ၢ်လံာ်သ့ၣ်တဖၣ်န့ၣ်. မၤဒီးလၢခံၣ်တန့ၢ်အတီၢ်ပူၤန့ၣ် မၤပှၤက့ၢ်ဖိတဲးယုၤသရၣ်လၢအတၢ်ဃးမ့ၢ်တမ့ၢ်တၢ်အဒိအံၤ. ဖဲပှၤက့ၢ်ဖိတဲးယုၤသရၣ်အခါန့ၣ် တဘၣ်မၤပှၤက့ၢ်ဖိကွၢ်လီၤအလံာ်ပူၤဘၣ်. ဘၣ်ဆၣ်ပှၤက့ၢ်ဖိအခဲးမ့ၢ်အိၣ်တခီန့ၣ် မၤအဒိန့ၢ်အကလုာ်လၢခဲးအပူၤ. ဒီးတုၤမ့ၢ်လၢပှၤက့ၢ်ဖိတဲးတၢ်ကတိၤလံာ်န့ၣ် မၤအကန့ၢ်က့ၤအကလုာ်လၢခဲးပူၤန့ၣ်. ဖဲပှၤက့ၢ်ဖိကန့ၢ်က့ၤအကလုာ်လၢခဲးအခါန့ၣ် ပှၤက့ၢ်ဖိတဲးတၢ်မ့ၢ်ကမၢ်တပူၤပူၤန့ၣ် သရၣ်ကဘၣ်တဲးန့ၢ်က့ၤပှၤက့ၢ်ဖိ. ပှၤက့ၢ်ဖိအခဲးမ့ၢ်တအိၣ်ဘၣ်ဒီး ဖဲပှၤက့ၢ်ဖိတဲးတၢ်အခါန့ၣ် ပှၤက့ၢ်ဖိမ့ၢ်တဲးကမၢ်တၢ်ကတိၤအသိၣ်တဖျၢၣ်ဖျၢၣ်မ့ၢ်ဂ့ၤ မ့ၢ်တဲးတၢ်ကတိၤတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤတတီၢ်တီၤမ့ၢ်ဂ့ၤ သရၣ်ကဘၣ်ကွဲးနီၣ်ဃာ်ဝဲ. တုၤပှၤက့ၢ်ဖိတဲးတၢ်ကတိၤလံာ်န့ၣ် သရၣ်ကဘၣ်တဲးဘၣ်န့ၢ်က့ၤပှၤက့ၢ်ဖိလၢတၢ်ကတိၤလၢအတဲးကမၢ်ဝဲသ့ၣ်တဖၣ်ဒီးမၤပှၤက့ၢ်ဖိတဲးပိာ်ထွဲသရၣ်အခဲးတၢ်ဒီး. ဝံးဒီးသရၣ်ကဘၣ်ကွၢ်ပှၤက့ၢ်ဖိအတၢ်ကွဲး ဒ်သးပှၤက့ၢ်ဖိမ့ၢ်သ့ကမၢ်တၢ်ကတိၤတဖျၢၣ်ဖျၢၣ်န့ၣ်သရၣ်ကတဲးဘၣ်န့ၢ်က့ၤပှၤက့ၢ်ဖိ.

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

(၂) သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပှၤက့ၢ်ဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပှၤကတိၤတၢ်အမံၤဒဲးသးပှၤက့ၢ်ဖိကသ့ၣ်ညါဝဲပုၤမတၤတဂၤကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခံၣ်ဝံးလံာ်န့ၣ် မၤပှၤက့ၢ်ဖိတဲးဆၢတၢ်သံကွၢ်လၢအပိာ်လိာ်ပှၤခံၤအတၢ်ကတိၤအခံအံၤ. ဖဲပှၤက့ၢ်ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤက့ၢ်ဖိကွၢ်လၢလံာ်ပူၤဘၣ်. ပှၤက့ၢ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃာ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံးလံာ်န့ၣ် တၢ်သံကွၢ်လၢပှၤက့ၢ်ဖိစံးဆၢဝဲတဘၣ်ဒဲးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤပှၤခံၤအတၢ်ကတိၤတဝီကဒီးဝံး သံကွၢ်ကဒီးပှၤက့ၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲးဆၢတဘၣ်ဒဲးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤက့ၢ်ဖိစံးဆၢအံၤ.

- A. တနံၤညါအံၤယထံၣ်ပှၤလဲၤတၢ်အါအါဂီၢ်ဂီၢ် မ့ၢ်အကလဲၤဆူလဲၣ်.
- B. ဖါတံၢ်ဧၤ, ပှၤလဲၤတၢ်အိၣ်ဖျိၣ်ဧၢ်. တနံၣ်အံၤပှၤမၤတၢ်အိၣ်ဖျိၣ်ဒိၣ်ဒိၣ်မုၢ်မုၢ်လီၤ.
- A. ပှၤဂီၢ်မုၢ်ဃးဒိၣ်ဒိၣ်န့ၣ်ညါ ကအိၣ်ဘၣ်အိၣ်ဘၣ်တၢ်ဒ်လီၣ်.
- B. ဖါတံၢ်ဧၤ, တချုးတၢ်အိၣ်ဖျိၣ်ဘၣ်န့ၣ် ပှၤဘျၢၣ်ပာ်ကျိၢ်, ပနုၢ်, ထီး, ဆီ အါအါဂီၢ်ဂီၢ်ဧၢ်.
- A. လၢ, အါ. ပှၤလုၢ်အိၣ်ပှၤတဘျီန့ၣ် ကတိၤသံကီၢ်စ့ၢ်ထီးပဲၤဒုဆီပဲၤဘျၢၣ်လဲၣ်.
- B. သ့ၣ်ညါဘၣ်. လၢအပူၤကွံၣ်တနံၣ်န့ၣ်ယထံၣ်ပှၤလုၢ်အိၣ်တၢ်တဘျီန့ၣ် ပှၤတီၢ်သံကျိၢ်ခဲဒု, ပနုၢ်တဒု, ထီးသၢဒု, ဆီအဘျၢၣ်ဃးဆဲးညါဧၢ်.
- A. အုအုၢ်, အန့ၣ်ပှၤအိၣ်ဖျိၣ်ပဲၤနံၤလီၣ်, တနံၤန့ၣ်ပှၤအိၣ်တၢ်ပဲၤဘျီလီၣ်.



- B. ညီနီပုၤအိၣ်ဖျိၣ်သၢနံၤ, တနံၤန့ၣ်ပုၤအိၣ်တၢ်သၢဘျီၤ. တုၤလၢပုၤက့ၤအနံၤန့ၣ် ပုၤက့ၤစီၣ်မ့ၤဘိၣ်ကိးဂၤ. ပုၤဟ့ၣ်အိၣ်ဒီးတၢ်ဖံးတၢ်ညၣ်လၢပုၤက့ၤအိၣ်ဒီးမ့ၤအဂီၢ် ဒီးၤ.
- A. လၢဒၤ. အမၤဝဲပုၤထီၣ်ပုၤထီၣ်စ့ၢ်လဲၣ်. အမၤကီၢ်ဝဲအကျဲၣ်လဲၣ်.
- B. ဖါတံၢ်ဒၤ, တၢ်လၢပုၤဘၢယွၤဖိတမ့ၢ်န့ၣ် အဝဲသ့ၣ်ဃုၤလီၤအသးၤ. နမၤတဂၤကန့ၢ် ဝဲလဲၣ်.
- C. လၢ, ဂ့ၤဂ့ၤလီၢ်. အဝဲသ့ၣ်အိၣ်ဖျိၣ်ကိးမ့ၢ်န့ၣ်ကိးမ့ၢ်န့ၣ်န့ၣ်, နဃုၤလီၤနခိၣ်ကိးန့ၣ် ကိးန့ၣ် နတၢ်လၢၣ်ညၢၣ်.
- B. အါ, အဝဲသ့ၣ်တဖၣ်န့ၣ် အကစၢ်ယွၤမၤစၢၤအိၣ်ဒၤ. နကွၢ်ညၢၣ်, တနံၣ်ဒီးတနံၣ်အဝဲ သ့ၣ်တူၢ်လီၤတၢ်အါထီၣ်အါထီၣ်. အနီၢ်ကစၢ်တခိၣ်ဖံးအိၣ်မၤအိၣ်တၢ်ဒိၣ်ထီၣ်လဲၢ် ထီၣ်ကိးဟံၣ်ကိး ဃီဒီးန့ၣ်လီၤ.
- C. အါ, ယကဘၢက့ၤယွၤစ့ၢ်ဒၤသၢၣ်. ဒိၣ်, နဲနဘၢက့ၤယွၤလဲၤဒၤ.
- B. အါ, ဒါ, ယဖိယလံၤတဖၣ်ဘၢဝဲလၢၣ်လံၤမၢၢ်. မ့ၢ်မ့ၢ်ယဲန့ၣ်ယလဲၤဘၢယွၤလၢအဝဲ သ့ၣ်အကျါတဘျီတဘျီ. ယပၣ်လီၤယသးလၢတုၤတၢ်စူၤလီၤအံၤယကန့ၣ်လီၤ ဘၢယွၤလီၤ.
- A. ဖိဒိၣ်ဒၤ, ပဘၢက့ၤယွၤမ့ၢ်အကီၢ်ခဲခဲဒိၣ်လဲၣ်ဒၤ. မ့တမ့ၢ်မ့ၢ်အကညီကဘျီကီၢ်စ့ၢ် ဒၤ.
- B. ယဆိကမိၣ်တကီၢ်တခဲကဲၣ်ဆီးဘၣ်မိၣ်. မ့ၢ်ကီၢ်မ့ၢ်ခဲန့ၣ် အဝဲသ့ၣ်ကအါထီၣ်ဂီၢ်ထီၣ် ဒၤ.
- A. အမ့ၢ်တကီၢ်တခဲဘၣ်န့ၣ်, ယဲဒိၣ်ဒီးယဖိယလံၤတဖၣ်ခဲလၢၣ် ပအဲၣ်ဒီးဘၢက့ၤယွၤစ့ၢ် ဒၤ. လၢ, ယနီၢ်ဟူၤအဝဲသ့ၣ်သးဝံၣ်တၢ်မ့ၢ်ဒိၣ်မးလီၢ်.

### Questions (တၢ်သံကွၢ်)

၁. A တဂၤထံၣ်ပုၤအါအါဂီၢ်ဂီၢ်ဒီးသံကွၢ် B ဒ်လီၢ်.
၂. B တဲဘၣ်က့ၤ A ဒ်လီၢ်.
၃. တၢ်အိၣ်ဖျိၣ်တဘျီအံၤလီၤဆိဒီးတၢ်အိၣ်ဖျိၣ်ကိးဘျီဒီးန့ၣ်ဒၤ.
၄. လီၤဆိဝဲဒ်လီၢ်.
၅. တချုးတၢ်အိၣ်ဖျိၣ်ဘၣ်န့ၣ် ပုၤမၤဝဲဒ်လီၢ်.
၆. လၢအပူၤကွံၣ်တနံၣ်န့ၣ် ပုၤတၢ်သံကျိၢ်ပနီၢ်ဒီးထီးဆိဆံးအါလီၢ်.
၇. ပုၤအိၣ်ဖျိၣ်ပုၤနံၤ ဒီးအိၣ်တၢ်တနံၤပုၤဘျီလီၢ်.
၈. တုၤလၢပုၤက့ၤအမ့ၢ်နံၤန့ၣ် ပုၤက့ၤစီၣ်မတၤတဖၣ်လီၢ်.
၉. ပုၤလၢအတူၢ်လီၤတၢ်အိၣ်ဖျိၣ်သ့ၣ်တဖၣ် မၤပုၤထီၣ်ပုၤထီၣ်သ့ၣ်လၢကျဲၣ်လီၢ်.
၁၀. မတၤမၤစၢၤအိၣ်လီၢ်.
၁၁. ပုၤဘၢယွၤဖိအတၢ်လဲၤထီၣ်လဲၤထီၣ်အိၣ်ဖျိၣ်ထီၣ်ဝဲဒ်လီၢ်.
၁၂. လၢတၢ်န့ၣ်အဃိ C တဂၤစးထီၣ်ဆိကမိၣ်ဝဲဒ်လီၢ်.
၁၃. မ့မ့ၢ် B တဂၤန့ၣ် မ့ၢ်အဘၢယွၤလဲၤဒၤ.
၁၄. A တဂၤအဲၣ်ဒီးသ့ၣ်ညၢၣ်မတၤလီၢ်.
၁၅. B တဂၤတဲက့ၤအိၣ်ဒၤလီၢ်.
၁၆. A တဂၤနီၢ်ဟူၤပုၤဘၢယွၤဖိမၤမတၤလီၢ်.

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

သရော်-ပုကွဲဖိစံးဆါတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုကွဲဖိတဲပိၣ်သရော်အခံတဝီ ဝံဒီးမၤပုကွဲဖိကဲ "B" ဒီးသရော်ကကဲ "A." ဒီး "C". ကတိၤလၢသကိးတၢ်ကတိၤအါဝီတစံးဒ်သိးပုကွဲဖိကတဲ "B" အတၢ်ကတိၤဘၣ်ဘျုးတစံး. တုပုကွဲဖိတဲတၢ်ဘၣ်ဘျုးလံန့ၣ် မၤပုကွဲဖိကဲကုၤ "A" ဒီး "C" ဒီးသရော်ကကဲကုၤ "B" ဝံ တဲလိကဒီးအါဝီတစံး. တုပုကွဲဖိတဲတၢ်ဘၣ်ဘျုးလံန့ၣ် ကတိၤလၢသကိးတၢ်ကဒီးတဘျီ ဘၣ်ဆၢအအံၤတဘျီန့ၣ်သရော်မ့ၢ်ဂ့ၢ်ပုကွဲဖိမ့ၢ်ဂ့ၢ်ကဘၣ်လဲကုၤတၢ်ကတိၤပူၤဖျၢၣ်ပူၤဖျၢၣ်ဆုတၢ်ကတိၤအဂၤလၢပုကွဲဖိမၤလိတုၢ်လံဝဲန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိးနံၤဒဲးဆူညါစၢၤသီအတီၢ်ပူၤ.

## 10.6 Cultural Assignment

၁၀.၆ တၢ်ဃုသ့ၣ်ညါပုကညိအလုၢ်အလၢ်

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 the agricultural cycle.

သရော်-တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပုကညိအကျိၣ်ဘၣ်. ပုကွဲဖိကမၤဒၣ်ဝဲ.

## LESSON 11

### တၢ်မၤလိ ၁၁

#### 11.1 Useful Words and Phrases

၁၁.၁ တၢ်ကတိၤအသီၤလၢအကဲၤဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွဲၣ်ဖိတဲၤပိၣ်သရၣ်အခံတၢ်ခံၣ်ဘျီ.

ဟၢဖၢ	The abdomen
ဟၢဖၢဆါ	To have abdominal pain; to have labor pains
ဟၢဖၢဟးထီၣ်	To have a bowel movement
ဟၢဖၢထီၣ်	To be aware of distention from gas in the abdomen
ဟၢဖၢဟးဂီၤ	To have diarrhea
ကမၣ်	To err, be mistaken
မၤကမၣ်တၢ်	To make an error or mistake, do wrong
အီၣ်ကမၣ်တၢ်	To err in eating, eat something hurtful
တဲကမၣ်တၢ်	To say something wrong
တၢ်ကမၣ်	Error, mistake, wrong, sin
အၢၣ်ဟၢ <sup>၁</sup>	Exclamation of surprise that something is not as it should be
အုအု	Exclamation indicating that one wishes that things were other than they are
ဟု	Huh; grunt of response when called to
သဟၢ/သဟၢမိလီ	Pot, pan
သဟၢဟီၣ်ခိၣ်	Earthenware pot
သဟၢမိ	Rice pot
သဟၢဖါ	Curry pot
သဟၢထံ	Water pot
မိလီ	Large earthenware pot used for making liquor
ဟၢ	Classifier for potsful of something
သ့ၣ်ဖး	To be split or broken into pieces
အိၣ်ဖျဲၣ်	To be born (refers to humans)
ဃုၣ်	To do something else along with an act, to do together with
ဃုး	Swidden field
ဃုးတလီၢ်	One swidden field
ဖဲးဃုး	To clear a field
ထီၣ်ဃုး	To plant a swidden field by poking holes into the ground and dropping seeds into them

<sup>1</sup>These syllables are usually nasalized (i.e., said through the nose), but they are written this way since there is no way in Sgaw Karen to indicate nasalization.

ဖွံ(လီ)တၢ်  
 ဘွဲ(လီ)တၢ်/ဖွဲ(လီ)(တၢ်)  
 (တၢ်)ချံ  
 ဘုချံ  
 ညါသူး  
 ဘဲ

To scatter with the hand  
 To drop through the hand  
 Seeds in general  
 Paddy seeds  
 Tobacco  
 The cotton plant

## 11.2 Pattern Sentences and Phrases

၁၁.၂ တၢ်ကတိၤအဒိ

### (1) Use of ဟၢဖါ, "the abdomen"

(၁) တၢ်သုတၢ်ကတိၤ "ဟၢဖါ"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ပၤဖိသၣ်တဖၣ်အံၤအဟၢဖါဒိၣ်ကီးဂၢးဘၣ်  
 မနုၤလဲၣ်.

နံၣ်ခိၣ်ထံးတၢ်စူၤလီၤသီၣ်န့ၣ် ပၤဟၢဖါ  
 ဆါဆူၣ်မး.

ဖါတၢ်တဂၤန့ၣ်ဆိးက့ၤယံၣ်ယံၣ်အဟၢ  
 ဖါတအိၣ်လၢ.

နုၤအံၤအဟၢဖါဟးဂီၤလံ. လဲၤဆွၢအီၤ  
 ဆူတၢ်ဆါဟံၣ်ချ့ချ့.

ပအိၣ်တၢ်ဝံၤပဟၢဖါထီၣ်ကီးဂၢးဘၣ်မ  
 နုၤလဲၣ်

ဖိဒိၣ်မ့ၢ်တဂၤန့ၣ်ကအိၣ်ဖျၢၣ်အဖိအဟၢ  
 ဖါဆါလံ. လဲၤဆွၢအီၤဆူတၢ်  
 ဆါဟံၣ်ခဲအံၤ.

Why do these children all have enlarged abdomens?

At the beginning of the year when the rains first fall many people have abdominal disorders. (Lit., people's abdomens pain (or get diseased) very energetically.)

That uncle has been sick for so long, he no longer has any abdomen (i.e., it is sunken in and doesn't show any more).

Your child has diarrhea. Take him/her to the hospital quickly.

After eating, why do we all experience gas forming in our abdomens?

That young woman is going to give birth to her child. She is having labor pains already. Take her to the hospital now.

### (2) Use of သပၤ/သပၤမိလီ, "pot, pan"

(၂) တၢ်သုတၢ်ကတိၤ "သပၤ/သပၤမိလီ"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

နမ့ၢ်လဲၤဆူဝံၤပူၤန့ၣ်, ဟဲက့ၤပူၤအါ  
 ထီၣ်န့ၣ်ယၤသပၤဟီၣ်ခိၣ်ယံၣ်  
 ဖျၢၣ်ဃုၤဖျၢၣ်.

လၢပၤဆါတၢ်အလီၤန့ၣ်ပထံၣ်ပၤဆါသ  
 ပၤဟီၣ်ခိၣ်တဖၣ်အိၣ်ဒီးသပၤမိၤ,  
 သပၤဖါ, သပၤထံ, သပၤ  
 မိလီတဖၣ်အါမး.

If you go to town, bring me back 5 or 6 more earthenware pots.

In the place where they sell things we see people selling many clay pots--rice pots, curry pots, water pots, pots for brewing liquor.

မုဂ်ဂါး၊ နဖီထီၣ်မုလၢသပၤဖးဒိၣ်လီၤ  
ဂၢ်လၢမိလီၤန့ၣ်ပှၤအိၣ်ကလၢၣ်ဒါ.  
သုဖီမုအါဂီၢ်ဂီၢ်ပှၤသပၤပှၤမိလီၤ  
အံၤမုၢ်သုသါကမၤမနုၤလဲၣ်.

Aunt, you are cooking rice in a big pot like a  
liquor pot, will it get eaten up?

You've cooked such a large amount of rice  
filling this pot, what do you intend to do?

(3) Use of ကမ့ၣ်, "to err, be mistaken"

(၃) တၢ်သုတၢ်ကတိၤ "ကမ့ၣ်"

REPEAT after the teacher

သရၢ်-မၤပှၤကွီၤဖိတဲၤပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ဖိဒိၣ်ဒါ, နတဲကမ့ၣ်နဖိဒိၣ်လဲၣ်. အဝဲ  
တုၤခဲအံၤအသးတမ့ၣ်နၤဘၣ်.  
ကျဲတဘီအံၤပှၤလဲၤပိၣ်ကမ့ၣ်ဘၣ်အီၤခဲအံၤခဲ  
အံၤ.

Nephew, what did you say wrong to your  
child? Up till now she is not happy with  
you.

People often follow this road by mistake.

ဖိသုၣ်တဂၤန့ၣ်ဘီးအါမး, မုၢ်အအိၣ်က  
မ့ၣ်တၢ်မနုၤလဲၣ်.  
ယပှၤကမ့ၣ်ဘၣ်တၢ်လံ. ပှၤမၤယပှၤဆု  
ကၤဝါ, ယပှၤဘၣ်လၢဆုကၤဂီၤ.  
လါ, လါ, ယဟဲက့ၤစီၣ်ကမ့ၣ်ဘၣ်ဒီးပှၤ  
လံၣ်သးဝံၣ်တဘျီလဲၣ်.

That child is vomiting a lot, what did he eat  
wrong?

I've made a wrong purchase. I was asked to  
buy a white shirt [and] I bought a red one.

Oh, dear! I have brought back someone's  
hymnal by mistake.

(4) Use of သ့ၣ်ဖး, "to be split, broken into pieces"

(၄) တၢ်သုတၢ်ကတိၤ "သ့ၣ်ဖး"

REPEAT after the teacher

သရၢ်-မၤပှၤကွီၤဖိတဲၤပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

ခွးအိၣ်မုၢ်တဘျီအံၤသ့ၣ်ဖးဆံးယံၣ်လံလဲၣ်.  
နစုနခိၣ်အဘျီသ့ၣ်ဖးအါအါဂီၢ်ဂီၢ်မုၢ်နမၤဒိ  
လဲၣ်.

How long has this rice plate been broken?

What did you do that the skin of your hands  
and feet (or arms and legs) has cracked  
(split)?

ဖါတၢ်ဒါ, နသပၤထံတဖျၢၣ်လီၤတဲၣ်  
သ့ၣ်ဖးလံ.

Uncle, your water pot has fallen and broken.

နဖျိၣ်ခဲသ့ၣ်ဖးတတီၤတတီၤဘၣ်မနုၤ လဲၣ်.  
ဒိၣ်ဒါ, နစဘျီဖးဒိၣ်တဖျၢၣ်န့ၣ် နမၤသ့ၣ်  
ဖးအီၤဒိလဲၣ်.

Why are your trousers split in places?

[Close friend], how did you cause your big  
table to split?

အသပၤမိလီၤတဖျၢၣ်န့ၣ်သါကသ့ၣ်ဖး.

Idiomatic expression meaning that someone  
has gone into labor.

(5) Use of အိၣ်ဖျၢၣ်, "to be born"

(၅) တၢ်သုတၢ်ကတိၤ အိၣ်ဖျၢၣ်"

REPEAT after the teacher

သရၢ်-မၤပှၤကွီၤဖိတဲၤပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

"နအိန်ဖျဉ်နံၣ်မတၢ်လဲၣ်." "ယအိန်ဖျဉ်  
နံၣ်ဆီ."

"What year were you born?" "I was born in  
the year of the chicken."

"နအိန်ဖျဉ်မုၢ်မတၢ်အနံၣ်လဲၣ်." "ယအိန်  
ဖျဉ်မုၢ်ယဲၣ်န့ၣ်."

"On what day were you born?" "I was born on  
Friday."

"နအိန်ဖျဉ်လၢမတၢ်လဲၣ်." "ယအိန်ဖျဉ်  
လၢလၢဃီပုၤ."

"In what month were you born?" "I was born  
in the Month Eight."

"နအိန်ဖျဉ်လၢထီၣ်ပွဲၤသီလဲၣ်." "ယ  
အိန်ဖျဉ်လၢဃီထီၣ်ဃုသီ."

"On what day of the month were you born?" "I  
was born on the 6th day of Month Eight."

"နအိန်ဖျဉ်လၢတၢ်စူၤခါမုၢ်တၢ်ကီၢ်ခါ လဲၣ်."  
"ယအိန်ဖျဉ်လၢတၢ်စူၤ ခါ."

"Were you born in the rainy season or the hot  
season?" "I was born in the rainy season."

### 11.3 Command and Response Drill

၁၁.၃ တၢ်မၤဒီးတၢ်မၤထွဲ

Read the directions below aloud, then do as instructed.

သရၣ်-မၤပုၤကွီၤဖိဖး (၁) လၢအဇီလၢ်အံၤဒိၣ်ဒိၣ်တံၤ မၤဒိအမၤဝဲအသီး. တဲလိ (၂) ဒီး (၃) ဒ် (၁) အသီးအံၤ.

(၁) ကွၢ်နီၢ်ဂံၢ်လၢအဇီလၢ်တဖၣ်အံၤ မုၢ်ပုၤပၣ်ဖျိၣ်အီၤဘၣ်ခါ တဘၣ်ဘၣ်လဲၣ်. မုၢ်တဘၣ်  
ဘၣ်န့ၣ် ဘျီကုၤတၢ်လၢအကမၣ်ဝဲတဖၣ်.

၅၇  
+၆၄  
၁၁၁

၄၈  
+၃၉  
၈၇

၁၂၄  
+၉၆  
၁၂၀

၇၇  
+၉၉  
၁၇၈

(၂) တၢ်ဂီၤလၢအဇီလၢ်တဖၣ်အံၤကမၣ်ခါ. မုၢ်ကမၣ်န့ၣ် တဲဖျါထီၣ်လၢအကမၣ်ဝဲဒ်လဲၣ်

(၃) တၢ်ကတိၤလၢတၢ်ဂီၤတဘျီဒီးတဘျီအဇီလၢ်တဖၣ်အံၤန့ၣ် ဘၣ်ခါတဘၣ်ဘၣ်လဲၣ်.  
မုၢ်ကမၣ်န့ၣ် ကြးမုၢ်တၢ်ကတိၤဒ်လဲၣ်.

ဆီမိၢ်      ဖဲးပျီတၢ်      ယီၤတဂၤ      ဖျံလီၤတၢ်ချံ      သပၤထေ      အနီၢ်      ကတိၤကသွံတၢ်

### 11.4 Pattern Sentences and Phrases

၁၁.၄ တၢ်ကတိၤအဒိ

(1) Use of အံၤဟ့, "exclamation of surprise that something is not as it should be"

(၁) တၢ်သူတၢ်ကတိၤ "အံၤဟ့"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲပိၣ်သရၣ်အဆံၤ ၂-၃ ဝီ.

အုတ်ဟု၊ တသျှင်တဖျဉ်ယဆိမိန်ကဝံ၊  
ဘဉ်ဆဉ်တဝံနီတစဲးလိဉ်.  
အုတ်ဟု၊ မဟါနတဲလၢနကလဲတၢ်ဒီး  
ယၤဒၤ၊ နတလဲလၢဘဉ်န့ဉ်က  
သ့ဇၢ်.  
"မိၤဒၤ၊ နဖိမုဉ်ကီးနၤ." "အုတ်ဟု၊ အ  
ဘဉ်မတၢ်လိဉ်."  
အုတ်ဟု၊ ယဆိမိဖးဒိဉ်သံဘဉ်မနုၤလဲဉ်.  
အုတ်ဟု၊ ပှၤဟဲစီဉ်နီဉ်ဒီးယဖိလဲဉ်. ပမၤ  
တၢ်သ့လၢဇၢ်န့ဉ်.

My goodness! I thought this fruit would be  
delicious, but it doesn't taste good at all!  
Hey! yesterday you said that you would go  
with me. How can you say that you aren't  
going after all?  
"Mother, your daughter is calling you." "My  
goodness, what's wrong with her?"  
For goodness sake! why has my big rooster  
died?  
Oh dear! she's brought my child to me again!  
I'm not likely to get any more work done,  
am I!

(2) Use of အုတ်, "exclamation indicating that one wishes that things were other than they  
are"

(၂) တၢ်သ့တၢ်ကတိၤ "အုတ်"  
REPEAT after the teacher  
သရၣ်-မၤပှၤကွဲးတဲတဲတဲသရၣ်အံ ၂-၃ ဝီ.

အုတ်, ဘဉ်လဲဒီးတၢ်လၢဂီၤဒီးလဲဉ်.  
ပတၢ်တချးဘဉ်ဒၤ၊ ဘဉ်လဲက  
ဒီး.  
အုတ်, ဖါတၢ်တဂၤသံဒီးလဲဉ်, ပလဲ  
မၤတၢ်တသ့ကဒီးဘဉ်.  
အုတ်, ပှၤခံၤန့ဉ်အတၢ်ဂ့ၢ်တဝံနီတ  
ဘျီလဲဉ်.  
အုတ်, ပှၤတက့ၤယုၤပှၤနီတဘျီလဲဉ်.  
"ဖံၤ, ယမိၤမၤနလဲၤအိဉ်အီၤတစိၤ."  
"အုတ်, ကမ့ၢ်အဖိမုဉ်အဟၢဖၤ  
ဆါထီဉ်လံကၢ်."

Oh, dear, I have to go again in the morning! I  
can't spare the time, but I have to go again.  
Alas! Uncle has died; we can't go to work  
again [because it is the custom that all  
relatives stop their usual work till the  
corpse has been disposed of].  
Oh dear, those two persons' business never  
seems to end!  
Oh dear, they never seem to get around to  
taking us back home!  
"Grandmother, mother asks that you go to her  
a moment." "Oh dear, probably her  
daughter has gone into labor."

(3) Use of ဟု, "huh; grunt of response when called to"

(၃) တၢ်သ့တၢ်ကတိၤ "ဟု"  
REPEAT after the teacher  
သရၣ်-မၤပှၤကွဲးတဲတဲတဲသရၣ်အံ ၂-၃ ဝီ.

"ဖါတၢ်ဒၤ." "ဟု." "လၢအံၤတထံဉ်."  
"မတၢ်လိဉ်."  
"မိၤဒၤ." "ဟု, နကီးမၤလဲဉ်." "ဟဲဟဲး  
ဃဉ်စၢၤယတၢ်တထံဉ်."

"Uncle." "Huh." "This way a moment." "Who  
is it?"  
"Mother." "Huh, why are you calling?" "Come  
help me hold this thing a minute."

"မုဂ်ဂါး." "ဟု, မတလီၣ်." "ယကုၤ  
ကဒီးနီၣ်."  
"ဖုၤ." "ဟု." "ကုၤလၢအံၤ. နလဲၤကျဲ  
ဖဲန့ၣ်တဘၣ်ဘၣ်."

"Aunt." "Huh, who is it?" "I'm going home  
again, okay?"  
"Grandfather." "Huh." "Go back this way.  
You're going that way isn't correct."

(4) Use of ဃုၣ်, "to do together with, along (with)"

(၄) တၢ်သူတၢ်ကတိၤ "ဃုၣ်"

နမ့ၢ်လဲၤဆူဝုၢ်ပူၤန့ၣ်, ကုၤပွၤဃုၣ်ယၢ  
တၢ်အီၣ်တဖၣ်.  
တနံၤအံၤနမ့ၢ်လဲၤတၢ်န့ၣ်, လဲၤစီၣ်ဃုၣ်  
တၢ်အီၣ်တၢ်အီၣ်တဖၣ်အံၤ.  
ယကဘၣ်ပွၤဃုၣ်ဒီးတၢ်အီၣ်တၢ်အီၣ်လၢ  
ယဖံယဖုအဂီၢ်.  
အဝဲစီၣ်ညၢၣ်ဖိဃုၣ်ဒီးပသၢဂီၢ်ဒီးသ  
ကီၤဆံၣ်သ့.  
ခဲမ့ၢ်ဆုၣ်မ့ၢ်နကလဲၤဃုၣ်တၢ်ဒီးပုၤၤ.  
ပုၤဒီပုၤဝဲၢ်ခဲအံၤန့ၣ်, လၢညါတက့ၢ်လီၤ  
အမဲၣ်ဘၣ်, ဘၣ်ဆၣ်ခဲအံၤပထံၣ်  
လၢအဝဲသ့ၣ်အီၣ်ဃုၣ်အီၣ်ဃုၣ်တၢ်  
လံးလဲၣ်.

If you go to town, buy a bit of food for me  
[along with what you buy for yourself].  
Today when you go, take along this food.  
I must buy some food for my grandparents  
[along with the other things I get].  
She cooked fish together with onions and  
tomatoes.  
Tomorrow will you go along with us?  
In the past those 2 sibling families wouldn't  
look at each other, but now they are  
actually eating together!

11.5 Conversation Practice--

၁၁.၅ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ်

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

သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခဲဝီဒီးမၤပုၤကွီၤဖိကန့ၣ်. ဖဲသရၣ်  
ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကိးပုၤတဲတၢ်တဖၣ်အမံၤဒဲသိးပုၤကွီၤဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်.  
တုၤသရၣ်ဖးတၢ်ကတိၤခဲဝီဝံလဲၣ်န့ၣ် မၤပုၤကွီၤဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤအတၢ်ကတိၤအခဲအံၤ. ဖဲပုၤကွီၤ  
ဖိစးဆၢတၢ်အခါ တဘၣ်မၤပုၤကွီၤဖိကွၢ်လၢလဲၣ်ပူၤဘၣ်. ပုၤကွီၤဖိစးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ် ဘၣ်ဒီး  
သရၣ်ကဘၣ်မၤနီၣ်ဃၢတၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢ ပုၤကွီၤဖိ  
စးဆၢဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အီၣ်န့ၣ် သရၣ်ကဘၣ်ဖးကုၤပုၤအတၢ်ကတိၤတဝီကဒီးဝံ သံကွၢ်ကဒီးပုၤကွီၤဖိလၢတၢ်သံ  
ကွၢ်လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီၤဖိစးဆၢအီၤ.

(နီၣ်ဖိဒါ, အဖိအလၢပုၤထီၣ်လံ. နီၣ်ဖိမံကိးပၢၢ်ထီၣ်အဝၤလၢဖးဖိမ့ၢ်)

နီၣ်ဖိ --နၤၤ, နၤ, ဂဲၤထၢၣ်မီၣ်. ယဟၢဖၢဆါဒီၣ်လဲၣ်.

ဖါပြဲး--မၤဒဲလီၣ်. နဟၢဖၢဆါ နအီၣ်ကမၣ်ဘၣ်တၢ်တမံမံၤကၢ်.

နီၣ်ဖိ --အူၣ်အူ, တမ့ၢ်ယအီၣ်ကမၣ်တၢ်ဘၣ်. ကိးဂဲၤထၢၣ်မီၣ်တထံၣ်မီၣ်.



ဖါပြဲ:--မိခင်၊ မိ၊ နဖီမုန်ကီးနုၤခါ.  
နီၤဖီမိ--အုၤဟ့ၣ်, အဘၣ်မတၤလီၤ. ဒါ, ဖိခါ, လဲၤကီးနဖီၤဘီမိန့ၣ်ယၢၣ်.

(ဖါပြဲ:လဲၤဆူဖံၣ်နီၤဘီမိအဒါ.)

ဖါပြဲ: --အာဖံ, အာဖံ.  
နီၤဘီမိ--ဟ့ၣ်.  
ဖါပြဲ: --က့ၢ်မိမၤနလဲၤအိၣ်အီၤတက့ၢ်.  
နီၤဘီမိ--အုၤအုၣ်, ကမ့ၢ်အဖီမုန်အသပၤမိလီၤတဖျၢၣ်န့ၣ်သၢကသ့ၣ်ဖးကံၢ်.  
ဖါပြဲ: --ဖံခါ, ကမ့ၢ်ကၣ်သၢၣ်.

(နီၤဘီမိလဲၤတုၤလၢနီၤဖီအအိၣ်.)

နီၤဘီမိ--အါ, တၢ်, ပှၤကအိၣ်ခဲအံၤဒါ. န့ၣ်, အိၣ်ဖျၢၣ်ထီၣ်လံ. လၢ, အဝီၣ်ခွါမၢၣ်.  
[This is the end of the long continued conversations you have been studying since Lesson 1.]

#### Questions (တၢ်သံကွၢ်)

၁. နီၤဖီကီးပၢၢ်ထီၣ်အဝါဘၣ်မတၤလီၤ.
၂. အဝါဆိကမိၣ်လၢအဟၢဖါဆါဘၣ်မတၤလီၤ.
၃. နီၤဖီမိအဝါမၤမနုၤလီၤ.
၄. အမံၤပှၤမၤဖါပြဲ:မၤမတၤလီၤ.
၅. ဖါပြဲ:တဲဘၣ်ဖံၣ်နီၤဘီမိဒ်လီၤ.
၆. ဖံၣ်နီၤဘီမိဆိကမိၣ်လၢနီၤဖီဘၣ်မနုၤလီၤ.
၇. တုၤဖံၣ်နီၤဘီမိလဲၤလၢနီၤဖီအအိၣ်တုၤလံန့ၣ် တၢ်မၤအသးဒ်လီၤ.
၈. နီၤဖီအဖီမုန်အမုၢ်ခါအခွါလီၤ.

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

သရၣ်-ပှၤက့ၢ်ဖိစံးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မုၢ်ဘၣ်လံန့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖျၢၣ်အံၤ ဒီးမၤပှၤက့ၢ်ဖိစံးသရၣ်အခံတဝီ ဝံၤဒီးမၤပှၤက့ၢ်ဖိကဲ "ဖါပြဲ:" ဒီးသရၣ်ကကဲပှၤအဂၤတဖျၢၣ်တဂၤဝံၤတဂၤ. ကတိၤလဲၤသကိးတၢ်ကတိၤအါဝီတစဲးဒ်သိး ပှၤက့ၢ်ဖိကဲ "ဖါပြဲ:" အတၢ်ကတိၤဘၣ်ဘျၢၣ်တစဲး. တုၤပှၤက့ၢ်ဖိစံးတၢ်ဘၣ်ဘျၢၣ်လံန့ၣ် သရၣ်ကကဲက့ၢ် "ဖါပြဲ:" ဒီးမၤပှၤက့ၢ်ဖိကဲက့ၢ်ပှၤတဂၤဝံၤတဂၤ, ဝံၤဒီးတဲလိကဒီးအါဝီတစဲး. တုၤပှၤက့ၢ်ဖိစံးတၢ်ဘၣ်ဘျၢၣ်လံန့ၣ် ကတိၤလဲၤသကိးတၢ်ကတိၤဒီးတၢ်ဘျီ ဘၣ်ဆၣ်အအံၤတၢ်ဘျီန့ၣ် သရၣ်မုၢ်ဂ့ၢ်ပှၤက့ၢ်ဖိမုၢ်ဂ့ၢ်ကဘၣ်လဲၤက့ၢ်တၢ်ကတိၤပှၤဖျၢၣ်ပှၤဖျၢၣ်ဆူတၢ်ကတိၤအဂၤလၢပှၤက့ၢ်ဖိမၤလီၤတုၤလံန့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိးနံၤဒဲးဆူညၢၣ်သီအတီၢ်ပှၤ.

#### 11.6 Pattern Sentences and Phrases

၁၁.၆ တၢ်ကတိၤအဒိ

(1) Use of ဖဲး(ယုး), "to clear a field for swidden cultivation"

(၁) တၢ်သူတၢ်ကတိၤ "ဖဲး(ယုး)"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

တနံၤအံၤယဲယလဲၤဖဲးယုးလၢကထီၣ်  
ဘုအဂီၢ်.

ယပုၢ်တဂၤလဲၤဖဲးဘဲလီၢ်.

ယပုၢ်ခံၤတဂၤလဲၤဖဲးညါသုးလီၢ်.

ယပုၢ်သၢတဂၤလဲၤဖဲးသကီၤဆံၣ်အလီၢ်.

ယပုၢ်လွံၤတဂၤလဲၤဖဲးမ့ၣ်ဟဲသၣ်အလီၢ်.

Today I went and cleared a swidden field for  
planting paddy.

My younger sibling went and cleared a cotton  
field.

My second younger sibling went and cleared a  
tobacco field.

My third younger sibling went and cleared a  
place for [planting] tomatoes.

My fourth younger sibling went and cleared a  
place for [planting] chillies.

(2) Use of ပုထီၣ်ယုး, "to plant a swidden field by poking holes into the ground and dropping  
seeds into them"

(၂) တၢ်သူတၢ်ကတိၤ "ပုထီၣ်ယုး"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပှၤလၢခိတဖၣ်တုၤလၢပှၤထီၣ်ယုးခါန့ၣ်  
အဝဲသ့ၣ်မၤစၢၤလီၢ်အသးအါဂၤ.

ဖဲပှၤထီၣ်သကီၤယုးတလီၢ်ဒီးတလီၢ်န့ၣ်  
ယုးကစၢ်လုၢ်အိၣ်ပှၤတၢ်အိၣ် ဝံၣ်မး.

ယုးဘၣ်တလီၢ်လီၢ်န့ၣ်လဲၢ်, ပှၤထီၣ်ဝဲဒီး  
နံၤညါတဝံၤဘၣ်.

ပှၤဒီးကစၢ်တဖၣ်ဖဲးယုးအံၣ်, ပှၤထီၣ်  
သကီၤတနံၤဝံၤခါလီၢ်သၢလီၢ်.

When the rural people plant their swidden  
fields, they help each other a great deal.

When they plant one field and another  
together, the owners of the fields feed them  
delicious [meals.]

If a field happens to be wide, they may not  
finish planting it all in one day.

If a household has only a few members, they  
clear a narrow field, and two or three [such]  
fields are planted in one day.

(3) Use of ဖွံလီၤ(တၢ်), "to scatter with the hand" and ဘျဲၣ်လီၤ(တၢ်)/ဖျဲၣ်လီၤ(တၢ်), "to drop with  
the hand"

(၃) တၢ်သူတၢ်ကတိၤ "ဖွံလီၤ(တၢ်)" ဒီး "ဘျဲၣ်လီၤ(တၢ်)/ဖျဲၣ်လီၤ(တၢ်)"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

"မတၤဖွံလီၤဘျဲၣ်လီၤမုၢ်လၢဃီခိၣ်ထံး လဲၣ်."  
"ဖဲဖဲဘျဲၣ်လီၤဆီမကီၢ် ဇၢ်."

ပှၤပီၣ်ခွါသးစၢ်တဖၣ်ထီၣ်ယုး, ပှၤပီၣ်  
မုၢ်သးစၢ်တဖၣ်ဘျဲၣ်ဘု.

"Who scattered paddy at the foot of the  
stairs?" "Grandmother dropped it down for  
the chickens just now."

The men poke the holes in the ground of the  
field, the women drop in the paddy seeds.

ဖဲပုထီၣ်ဃုးဒီးဘဲၣ်လီၤဘုၣ်ခါန့ၣ်ပုၤ  
သးပုၤတဖၣ်ဟးဖွဲၣ်လီၤတၢ်ချဲအ  
ဂၤတဖၣ်န့ၣ်လီၤ. အဒိန့ၣ်--  
(က) ဟးဖွဲၣ်လီၤဝဲဘဲချဲ  
(ခ) ဟးဖွဲၣ်လီၤဝဲညါသးချဲ  
(ဂ) ဟးဖွဲၣ်လီၤဝဲတၢ်နမူအ  
ချဲသ့ၣ်တဖၣ်န့ၣ်လီၤ.

During the time they are poking the holes and dropping in the paddy, the older people walk along scattering other kinds of seeds; for example:

(a) They walk along scattering cotton seeds; (b) they walk along scattering tobacco seeds; (c) they walk along scattering seeds of spice plants.

## 11.7 Notes on Word Usage and Grammar

၁၁.၇ သရၣ်--မၤပုၤကိၣ်ဖိဖးဒုၣ်ဝဲလၢဒါး.

### (1) Use of ဟၢဖၢ, "the abdomen"

See examples in 11.2(1). It can be seen from the examples given that the word meaning "abdomen" combined with common words which you have learned already express common conditions of the abdomen. There should be no problem in understanding them nor in remembering their meaning.

### (2) Use of သပၤ, "pot, pan, earthenware jar" and မိလီ, "large clay pot used for making liquor"

See examples in 11.2(2). In the past the only pots and cooking utensils available were made of clay, and different sizes and shapes were made for different purposes. For example, the rice pot, called သပၤမိၢ်, has a narrower opening than the curry pot, called သပၤဖါ, though both of them have necks which are narrower than the rim. On the other hand, water pots a fairly wide opening but no neck. The large pot/jar which used to be used for making home-made liquor, called မိလီ, is rarely used any more. However, the word is still used as the other part of the couplet with to mean pots in general. Later on, metal pots became available and they tend to be used more than the clay pots for cooking, although the clay pots are used in most village houses for water pots since the evaporation through the pores helps keep the water cool.

### (3) Use of ကမၣ်, "to err, be wrong, be mistaken"

See examples in 11.2(3). The verb ကမၣ် is a descriptive verb; but when used together with an action verb, the whole expression becomes active and takes an object (expressed or understood); e.g., မၤကမၣ်တၢ်, ကွဲးကမၣ်တၢ်, လဲၤကမၣ်ကျဲ, အိၣ်ကမၣ်တၢ်.

### (4) Use of သ့ၣ်ဖး, "to be split, broken into pieces"

See examples in 11.2(4). The Karen language has several different words for different kinds of breakage; i.e., there is one word for breaking off of something, as a limb of a tree; another word for something like string or rope to break; and still another for breaking into small pieces or splitting open. It is this last type which is referred to by the word သ့ၣ်ဖး. This verb is an intransitive verb. The action verb "to break" is expressed by combining an action verb with သ့ၣ်ဖး; e.g., မၤသ့ၣ်ဖး, လီၤတဲၣ်သ့ၣ်ဖး.

(5) Use of အိပ်ဖွင့်, "to be born"

See examples in 11.2(5). There should be no problem in understanding how to use the word အိပ်ဖွင့်, except perhaps to remember that when referring to the act of being born the expression အိပ်ဖွင့်ထီန် is used. Also, to express that someone gives birth to her child, the word အိပ်ဖွင့်နီ or အိပ်ဖွင့်ထီန်နီ is used. However, there is a real problem for Westerners if they want to know when someone was born, since rural people without much education do not figure time the same way that we do in the West, and in fact, often keep no record of the day or date. For one thing, they use a lunar month of 28 days, the first one starting somewhere during the month of March. The Karens have their own names for the months, but nowadays many Karens don't know the names, but have learned the months by numbers; i.e., (Month One, Month Two, Month Three, etc. Note that they don't call it the First, Second, or Third Month.) To further complicate things they have adopted the 12-year cycle of years from the Thai, so that they may say that they are born in the year of the horse, the year of the chicken, the year of the bull, etc. Also, the day of the month was never important to Karens in the past but the day of the week was important for determining their horoscope and (for Buddhists) in determining what letters their official name may start with. You don't need to learn the names of the months and years, but you need to be prepared for the above types of answer when you ask someone when he/she was born. Sometimes Karens don't remember when their children were born so one may get an approximate time by asking what season of the year they were born in. In such cases when they get a house registration card or enter the children into school, a date may be assigned to them which will be used as the official birth date from then on.

(6) Use of အိုင်ဟု and အုအိုင်.

See examples in 11.4(1) and (2). You will probably not be able to use expressions such as these in the correct situations until you know the language well. However, when you hear the Karens use them, you should be able to get the idea of what is meant. Note that the vowels are usually nasalized (i.e., spoken through the nose), but they are written this way because written Sgaw Karen has no way of indicating nasalization.

(7) Use of ဟု, "grunt of response to someone's call"

See examples in 11.4(3). There should be no problem in understanding the use of this word since it corresponds to the English "huh." However, it should be noted that this word is also usually nasalized when spoken by the Karens.

(8) Use of ဃုင်, "to do something else along with an act, to do together with"

See examples in 11.4(4). This verb can be used in a similar way as the verb သကိ: when it refers to carrying out some action in company with someone else, as in the last 2 examples; but it has the additional meaning of combining several things together or of combining one job with another, as in the first 4 examples.

(9) Use of ယး, "swidden field," and ဖဲ, "to clear a place of trees, shrubs, and other plants"

See examples in 11.6(1) and (2). In the swidden method of cultivation of rice (as well as other crops), an area of a hillside is cleared of trees, shrubs, and other plants, after which everything is burned. It is believed that the ash serves as a fertilizer, but of course, the burning kills any earthworms which would help to keep the soil porous, and because the hillsides are slanting, the topsoil is often washed away when it rains. Crops *can* be planted a second year in the same place, although there will not be as good a crop that year as the first year. By the third year it would hardly be worth while to plant anything in that place. In the past Karens (and other hill people) used one place one year, another the second year, and so on for 7 years, then in the 8th year returned to the first place which by then had bamboo and small trees on it the leaves of which had improved the soil to the point where a good crop could be raised there. But as the population in the hills increased and also as the government has tried to discourage swidden agriculture, the same area has had to be used more frequently and so the returns have been less and less. Nowadays, it is difficult to make a living using swidden cultivation. The government urges them to change over to the wet-cultivation method of growing rice by terracing the hillsides to hold the rain water and prevent erosion, but it is a lot of work to prepare the terraces at the beginning. The government also urges them to use fertilizer so that they can use the same plots of ground each year, but the Karens often don't have the cash to pay for it. This is one reason why so many village Karens are moving to the towns and cities hoping to find work.

The common way of expressing that one uses swidden agriculture to make a living is ဖဲအိဉ်ယး; whereas the common way of expressing that one uses the wet-cultivation method is မၤအိဉ်စံင် (although in some areas it may be the word for "to plow" that is used rather than မၤ). In addition to clearing a swidden field, the word ဖဲ can be used for clearing a plot for growing cotton or tobacco (ဖဲဘဲလီၤ, ဖဲညါသူးလီၤ) or for rice seedlings (ဖဲန့ၢ်ဘုဖိလီၤ) or to clear an open space (ဖဲၤ) such as along the side of the road, etc.

(10) Use of ထိဉ်ယး, ဘဲဉ်လီၤ(တၢ်)/ဖဲဉ်လီၤ(တၢ်), and ဖဲလီၤ(တၢ်)

See examples in 11.6(2) and (3). In the swidden cultivation of rice the seeds are planted by poking holes into the steep hillside by a metal instrument at regular intervals and dropping a few paddy seeds into each. The word ထိဉ် (almost always used with ယး) is used to refer to the poking of the holes and the word ဘဲဉ်လီၤ is used to refer to the dropping of the seeds into the holes. The latter term is also used for other times when one takes a handful of grain and holding the handful so that the thumb is on top, lets a little of it at a time fall out from the bottom of the fist onto the ground, such as when feeding the chickens. Often other kinds of seeds, such as cotton, tobacco, cucumber, and various kinds of spices and other herbs are scattered or broadcast (ဖဲလီၤ) over the same field after the paddy has been planted. Since these plants grow more slowly than the paddy, they are not high enough to be hurt when

the paddy is reaped, especially if they cut the paddy off fairly near to the heads of grain, and these other plants having gotten a good start during the rainy season continue to grow after the rice harvest.

In the wet cultivation method of growing rice, on the other hand, each field has a dike built up around it to hold in the water. A field to be used as a seedbed is plowed first and the seed broadcast into it fairly heavily. Then while the other paddy fields are being plowed up, the seedlings are growing. When there is enough water in the fields to support the rice seedlings, they are pulled up by the roots in bunches from the now-flooded seedbed and transplanted into the mud at the bottom of the water-covered fields and the water helps to hold the seedlings upright.

### 11.8 Completion Drill

၁၁.၈ တၢ်တ့ၢ်န့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

Fill in the blanks in the sentences on the left-hand side by inserting a word or expression from the right-hand side into the blanks. Each of the words and expressions on the right-hand side can be used only once.

သရၣ်-မၤပူၤကွီၤဖိကွီၤတၢ်ကတိၤအခီၣ်ထံးတၢ်ကျိၤလၢစုၣ်တပၤအံၤဝံၤ တၢ်န့ၣ်တၢ်ကတိၤလၢစုၣ်တပၤတဖျၢၣ်ဖျၢၣ် လၢအလီၤဝဲဘၣ်ဝဲဘၣ်တၢ်လီၤလီၤဟံၤလၢစုၣ်တဖျၢၣ်အံၤ ဝံၤဒီးဖးဒီးကျိၤ တံၤလိကီးကျိၤဒီးအခီၣ်ထံးတၢ်ကျိၤအသိး အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ်.

မၤဟါတနံၣ်ပ ပဃးတုၤအဝံၤ.  
မၤဟါကၢၣ်ယဝၤ ဒီးယနီၢ်ကစၢ်  
ယဝီၣ်ထီၣ်အခံၤဒီး ဘုၣ်.  
ဝံၤဒီးယမိၢ်တခီၣ်ဟး တၢ်ချဲအဂၤတဖျၢၣ်.  
ယဖိမုၢ်တလဲၤမၤစၢၤဘၣ် မ့ၢ်လၢအ ခွဲၣ်လၢလံၤအဃိ.  
ပဟဲကုၤဆူဒီးဒီးထီၣ်လၢပသပၤထံ .  
ယဖိခွဲၣ်လၢပွၤကမၢ်န့ၣ်ကုၤယၤလၢ .  
တနၢ်အံၤယဖိမုၢ်အ ဆါထီၣ်.  
ယဆိကမိၢ်လၢတယံၣ်ဘၣ်ယဖိက န့ၣ်ယလံၤတဂၤ

ထီၣ်ဃုး  
ဟၤဖၢ  
လီၤတံၣ်သ့ၣ်ဖး  
သပၤဖၢ  
ဖွံလီၤ  
အိၣ်ထီၣ်အဖိလၢအလီၤ  
လီၤတံၣ်သ့ၣ်ဖး  
အိၣ်ဖျၢၣ်ထီၣ်  
ဘျဲၣ်လီၤ

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

၁၁.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတိၤအံၤဒီးဘၣ်န့ၣ် ပူၤကွီၤဖိကွီၤန့ၣ်ပၢၢ်တၢ် မၤလိလၢအပူၤကွီၤဖိကွီၤဘၣ်ဘၣ်တစဲး.)

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

(၁) သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖျၢၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢၢ်ခဲဝီၤဒီးမၤပူၤကွီၤဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကီးပူၤတဲတၢ်တဖျၢၣ်အမံၤဒီးသီးပူၤကွီၤဖိကသ့ၣ်ညါဝဲပူၤမတၤတဂၤကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဖးတၢ်ကတိၤခဲဝီၤလံၤန့ၣ် မၤပူၤကွီၤဖိတဲဆါတၢ်သံကွၢ်လၢအဝီၣ်လိၣ်ပူၤအတၢ်ကတိၤအခံၤအံၤ. ဖဲပူၤကွီၤ

ဖိစီးဆာတၢ်အခါ တဘၣ်မၤပူၤကွၢ်ဖိကွၢ်လၢလံာ်ပူၤတၢ်. ပူၤကွၢ်ဖိစီးဆာတၢ်သံကွၢ်တၢ်ကျိၤမ့ၢ်တဘၣ် ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢ ပူၤကွၢ်ဖိ စီးဆာဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဖးကွၢ်ပူၤအတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပူၤကွၢ်ဖိလၢတၢ်သံ ကွၢ်လၢအဝဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပူၤကွၢ်ဖိစီးဆာဒီး.

ဖိဒိၣ်မ့ၢ်--မုၢ်ဂၢ်ဒၤ, နထီၣ်နဃးဝံၤလဲၣ်ဒၤ.

မုၢ်ဂၢ် --ဖိဒိၣ်မ့ၢ်ဒၤ, ယထီၣ်နဃးဝံၤဖဲမဟါတနံၤအံၤလီၤ.

ဖိဒိၣ်မ့ၢ်--မုၢ်ဂၢ်ဒၤ, ဖဲနထီၣ်နဃးအခါ နဖဲလီၤဒီးမတၢ်အချံတဖၣ်လဲၣ်.

မုၢ်ဂၢ် --ဖဲပထီၣ်နဃးအခါန့ၣ် ပဖဲလီၤဃုၣ်ညါသူးချံဒီးဘဲချံတဘျီဃီလီၤ.

ဖိဒိၣ်မ့ၢ်--မုၢ်ဂၢ်ဒၤ, နတဲတၢ်ချံတဖၣ်န့ၣ် နဖဲလီၤလၢဘုချံအကျါဒၤ.

မုၢ်ဂၢ် --တမ့ၢ်ဘၣ်, ဖိဒိၣ်မ့ၢ်ဒၤ. ဖဲပထီၣ်နဃးဒီးပူၤဖဲလီၤဘုချံဝံၤအလီၤန့ၣ် နဖါ တၢ်တခီဟးဖဲက့ၤဘဲချံဒီးညါသူးချံလၢခဲန့ၣ်လီၤ.

ဖိဒိၣ်မ့ၢ်--အန့ၣ် အိၣ်ထီၣ်တဘျီဃီလီၤ.

မုၢ်ဂၢ် --ဟ့ၢ်အၤ, တဒိၣ်ထီၣ်တဘျီဃီတဝါဘၣ်. ဘုချံန့ၣ်အနီၣ်ဒိၣ်ထီၣ်ချ့, အိၣ် ဘၣ်လၢညါ. မ့မ့ၢ်ညါသူးဒီးဘဲန့ၣ်ဒိၣ်ထီၣ်ဃၢ, အိၣ်ဘၣ်လၢခဲလီၤ.

#### Questions (တၢ်သံကွၢ်)

၁. မုၢ်ဂၢ်တၢ်န့ၣ်ထီၣ်အဃုၤဝံၤလဲၣ်ဆဲးယံၣ်လဲၣ်.

၂. ဖဲအဝဲသ့ၣ်ထီၣ်နဃးအခါ အဝဲသ့ၣ်ဖဲလီၤဃုၣ်မနုၤအချံတဖၣ်လဲၣ်.

၃. အဝဲသ့ၣ်ဖဲလီၤတၢ်ချံသ့ၣ်တဖၣ်န့ၣ်လၢဘုချံအကျါဒၤ မ့တမ့ၢ်မ့ၢ်အမၤဒဲလဲၣ်.

၄. တၢ်သၢမံၤအံၤဒိၣ်ထီၣ်တဘျီဃီလီၤ မ့တမ့ၢ်တၢ်မၤအသးဒဲလဲၣ်.

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

သရၣ်--ပူၤကွၢ်ဖိစီးဆာတၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပူၤကွၢ် ဖိတဲဝီၣ်သရၣ်အခံတဝီၤ ဝံၤဒီးမၤပူၤကွၢ်ဖိကဲ "မုၢ်ဂၢ်" ဒီးသရၣ်ကကဲ "ဖိဒိၣ်မ့ၢ်". ကတိၤလီၤသကိးတၢ်ကတိၤအါဝီၤ တစဲးဒီးသီးပူၤကွၢ်ဖိကဲ "မုၢ်ဂၢ်" အတၢ်ကတိၤဘၣ်ဘျီတစဲး. တုၤပူၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျီလဲၣ်န့ၣ် သရၣ်ကကဲ က့ၤ "မုၢ်ဂၢ်" ဒီးမၤပူၤကွၢ်ဖိကဲက့ၤ "ဖိဒိၣ်မ့ၢ်" ဝံၤဒီးတဲလိကဒီးအါဝီၤတစဲး. တုၤပူၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျီလဲၣ်န့ၣ် က တၢ်လီၤသကိးတၢ်ကဒီးတဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ် သရၣ်မ့ၢ်ပူၤကွၢ်ဖိမ့ၢ်ဂ့ၤကဘၣ်လဲၣ်န့ၣ်တၢ်ကတိၤပူၤဖျါ ပူၤဖျါဆူတၢ်ကတိၤအဂၤလၢပူၤကွၢ်ဖိမၤလီၤတၢ်လဲၣ်န့ၣ်လီၤ. တဲလိသကိးတၢ်ဒိၣ်အံၤ အသီးကိးနံၤဒီးဆူညါစၢၤသီ အတီၢ်ပူၤ.

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

(၂) သရၣ်--ကိးနံၤဒီး သရၣ်ဒီးပူၤကွၢ်ဖိဂ့ၤဟံးန့ၣ်အဆၢကတိၤတနီၤလၢကကတိၤသကိးတၢ်လၢပူၤကညီကျိၣ် ဘၣ်ဃး တၢ်ဂ့ၢ်အကလုာ်ကလုာ်.

### 11.10 Reading and Writing

၁၁.၁၀ တၢ်မၤလိာ်ဖးဒီးကွဲးပှၤကညီၣ်ကျိၣ်

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

သရၣ်-မၤပှၤကွဲးဖးဝိၣ်သရၣ်အခံတကျိၤတဝီဝံ၊ မၤပှၤကွဲးဖးလၢဒၢတကျိၤန့ၣ်ခံဝီဝံတၢ်လီၤလီၤဟံ. လၢခံတနံၤသရၣ်ကဘၣ်ကွဲးပှၤကွဲးဖးအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံမၤပှၤကွဲးဖးယုၤသရၣ်. ပှၤကွဲးဖးမ့ၢ်ကမၣ် သရၣ်ကဘၣ်ဖးယုၤပှၤကွဲးဖးတဘျီဒီး.

ယသပၤထံသ့ၣ်ဖးလံ. လဲၤပှၤန့ၢ်ယၤအသီတဖျၢၣ်ဖဲပှၤဆါသပၤမိလီတဖၣ်အလီၤန့ၣ်.

---

---

ယဲယကထိၣ်ဃးဒီးနဲနဘျီလီၤဘျုးန့ၣ်.

---

---

ယမၢ်လဲၤဖးပျီၣ်ညါသ့ၣ်လီၤ.

---

---

နဟၤဖၢဆါန့ၣ် မ့ၢ်နအိၣ်ကမၣ်တၢ်တမံၤမံၤခါ.

---

---

### 11.11 Listening and Speaking

၁၁.၁၁ တၢ်မၤလိာ်န့ၣ်ဒီးကတိၢ်ပှၤကညီၣ်အကျိၣ်လၢပှၤကညီၣ်အဟံၣ်.

- (1) Look back at 9.9 and review the pattern sentences for seeking to learn the meaning of words you hear frequently but don't know the meaning of. Then during the next 24 hours choose your own word to ask someone other than your teacher about, and see if you can figure out the meaning from the explanation and examples given. The next day report to your teacher and the two of you carry on a conversation using it. Also, keep your ears open so that you will notice when and how others use it.



(၁) သရော်-မပြုကွဲဖိကွဲကဒါကွဲ၊ ၉.၉(၁) ဝံလဲလဲညါ ၂၄ နှာ်ရံအတီပူဃုနုပာ်တၢ်ကတိအသီတဖျၢၣ်လၢ ပြုကွဲဖိနုဟုခဲအံခဲအံဒီးတသ့ညါအသီညါဒီးဘၣ်ဒ်အဒိလၢ ၉.၉(၁) အသီး. လၢခံတနံ၊ သရော်ဒီးပြုကွဲဖိက ဘၣ်ကတိသကိးတၢ်ဒီးသူတၢ်ကတိအသီတဖျၢၣ်အံခဲအံခဲအံ.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

(၂) သရော်-မပြုကွဲဖိလဲအိၣ်သကိးပြုကွဲညါဒီးသိးကကတိလိတၢ်ကတိသ့တဖျၢၣ်လၢအမၤလိတုၢ်လံဝဲ ဒီးဒ်သိးက ကန့ၣ်ပြုကွဲညါကတိသကိးတၢ်.

11.12 Cultural Assignment

၁၁.၁၂ တၢ်ဃုသ့ညါပြုကွဲညါအလုၢ်အလၢ်

Observe one or more creative activities taking place (e.g., weaving, dyeing, and other parts of the process of making clothing; embroidery; house building; rope making; blacksmithing). Get the words and expressions to describe actions and objects. Try to join in the activity. Note the people's reaction and their instructions to you. Is the activity essentially individual or cooperative. If the latter, who does what? Is food or payment provided?

## LESSON 12

### တၢ်မၤလိ ၁၂

#### 12.1 Useful Words and Phrases

၁၂.၁ တၢ်ကတိၤအသီၤလၢအကဲၤဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွဲၤဖိတဲၤပိၤသရၣ်အခံတၢ်ခံၣ်.

ထး	Iron, metal in general
(အ)ဒၢ	Container
ထးဝါဒၢ	Empty 5-gal. kerosene can/tin
ပံး/ထၣ်	Commonly-used classifiers for kerosene cans/tinsful of anything
ကျီ(တၢ်)	To slash off, cut down, chop down (with a long knife)
နီၣ်	Grass, weeds
မဟီ(တနံၣ်)/မငါ(တနံၣ်)/မငါကၢၣ်	Last year
အတဟီ(တနံၣ်)/အတငါ(တနံၣ်)	The year before last
ခဲမဟီ(တနံၣ်)/ခဲညါတနံၣ်/ခဲငါ(တနံၣ်)	Next year
ခဲတညါ	The year after next
ကူ	To be full, complete, plentiful, wanting nothing
ဆိၣ်(တၢ်)	To invoke, vow, swear
ဆိၣ်အၢ(တၢ်)	To curse (something or someone)
ဆိၣ်ဂုၤ(တၢ်)/ဆိၣ်ဂုၤဆိၣ်ဝါ(တၢ်)	To bless (something or someone)
ဃးဃု	Intensive particle
မုၢ်ဆါ(ခီ)	Day (as opposed to night)
ခဲမုၢ်ဆါ	This day, this coming day (spoken the afternoon, evening, or night before)
သ့ၣ်(တၢ်), သ့ၣ်တၢ်ဖျးတၢ်	To plant (something)
တၢ်သ့ၣ်တၢ်ဖျး	Agriculture
ထီၣ်နီၣ်	Soybean
ဃု(တၢ်)	To ask for, entreat, supplicate, implore
ကထိ	Thousand
ခ.န. (ခရၢ်အနံၣ်)	A.D. (the year of Christ)

#### 12.2 Pattern Sentences and Phrases

၁၂.၂ တၢ်ကတိၤအခီ

(1) Use of အဒၢ, "container," ထး, "iron, metal in general," ပံး/ထၣ်, "classifier for kerosene tinsful of something"

(၁) တၢ်သ့ၣ်တၢ်ကတိၤ "အဒၢ, ထး, ပံး, ထၣ်"

REPEAT after the teacher

<sup>1</sup>From the Thai »،ê°Öê and ¶Ñ§.

သရော်-မာပွၤကွီဖိတဲပိင်သရော်အခံ ၂-၃ ဝီ.

"ဖါတၢ်ဒေါ, နထီၣ်နယုးလၢၣ်ဘုၣ်ရဲထး  
ဝါဒါပွဲၤ ဖျၢၣ်လဲၣ်." "လၢၣ်ခံ  
ဆံယဲၣ်ဖျၢၣ်."

ဖိဒိၣ်, နမ့ၢ်လဲၤဆူဝုၣ်ပူၤန့ၣ်, က့ၤပွၤန့ၢ်  
ယၤထံဒၢထးဖးဒိၣ်တဖျၢၣ်.  
နလဲၤလၢဝုၣ်ပူၤန့ၣ် ဟဲက့ၤပွၤအါထီၣ်သ  
ပၤထးတဖျၢၣ်.

ခဲအံၤသရော်ကီၤလၢဝါတဂၤဟ့ၣ်ယၤလၢ  
တၢ်ကူတၢ်ကၤအၢထးဖးဒိၣ်တ  
ဖျၢၣ်ယသးခုရး.

ဖိမ့ၢ်ဒေါ, ယလံၣ်လၢစဘဲခိၣ်တဖၣ်န့ၣ်  
ပၣ်န့ၢ်က့ၤယၤဆူလံၣ်ဒၢထးအပူၤ  
ခဲလၢၣ်.

ယလဲၤတုၤလၢကးပူၤ, ယစုဒၢတခီအိၣ်  
တုၢ်လၢဒီး.

နကွဲးန့ၢ်နပုၤအလံၣ်န့ၣ်, နလံၣ်ဒၢအိၣ် လံၤခါ.

"Uncle, how many kerosene tinsful [of paddy]  
did you use up when you planted your hill  
paddy field?" "25 tinsful."

Nephew, when you go to town, bring me back  
a[n empty] kerosene tin.

When you go to town, bring back another  
metal pan.

I am very glad that now a foreign teacher has  
given me a metal trunk for clothes.

Daughter, put back all of my books on the  
table into the metal book container for me.

I went to the market, [but] my money box was  
left at home.

Do you already have an envelope for the letter  
you are writing to your younger sibling?

Repeat the first sentence using ပံး instead of ဖျၢၣ် as the classifier. Repeat a second  
time using ထၣ် instead of ဖျၢၣ် as the classifier.

သရော်-တဲလိကဒီးတၢ်ဘျီ ဘုၣ်ဆုၣ်အအံၤတၢ်ဘျီလၢ "ဖျၢၣ်" အလီၢ်န့ၣ်တဲလၢ "ပံး." မၤကဒီးတၢ်ဘျီန့ၣ် လၢ  
"ဖျၢၣ်" အလီၢ်န့ၣ်တဲလၢ "ထၣ်."

(2) Use of ကျီ(တၢ်), "to slash off, cut down, chop down (with a long knife)," and နီၣ်,  
"grass, weeds"

(၂) တၢ်သုတၢ်ကတိၤ "ကျီ(တၢ်)" ဒီး "နီၣ်"

REPEAT after the teacher

သရော်-မာပွၤကွီဖိတဲပိင်သရော်အခံ ၂-၃ ဝီ.

အဝဲလဲၤကျီနီၣ်.

အဝဲလဲၤကျီပျီတၢ်.

တနံၤညါအံၤယဖံသါကလဲၤကျီဘဲနီၣ်.

ပွၤကျီပျီကျဲကပၤတတိၤအံၤ ပွၤသါကမၤ  
မတၤလဲၣ်.

လဲၤကျီန့ၢ်ယၤသကွဲးလၢသဘုၣ်လွံ ဘုၣ်.  
ပကဘိၣ်မ့ၤ.

"ပွၤကျီတၢ်လၢန့ၣ်တဂၤမ့ၢ်အကျီမတၤ  
လဲၣ်." "အကျီဟံၣ်ထီၣ်ကၢ်."

He has gone to cut down the weeds.

He has gone to clear the place (with a long  
knife).

Today my grandmother intends to go and cut  
down the weeds in the cotton field.

They've cleared this section of the roadside,  
what do they intend to do?

Go and slash off 3-4 banana leaves for me.  
We'll wrap up rice.

"What is that person over there cutting down?"  
"He's surely cutting house posts, isn't he?"

"ဖိဒိန်, နမိနပ်လဲဆူလီၣ်." "ယမိ  
ယပလဲကျီနီၣ်လၢယးဒါ."  
ပကျီယးဖဲယးဝံလံ.

"Nephew, where are your parents?" "They've  
gone to cut the weeds in the swidden field."  
We've already finished clearing our swidden  
field.

(3) Use of သွၣ်(တၢ်), "to plant (something), and ထီၣ်နီၣ်, "soybeans"

(၃) တၢ်သုတၢ်ကတိၤ "သွၣ်(တၢ်)" ဒီး "ထီၣ်နီၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကျီဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပၤသွၣ်တၢ်မုၢ်တဖၣ်, နီၣ်ဘၣ်စုအါနီၣ် ပၤဂၤ.

People who enjoy planting things get more  
money than other people.

မုၢ်ဂၢ်ဒၤ, လၢနယးန့ၣ်နသွၣ်တၢ်ပွဲၤမံၤ လဲၣ်.

Aunty, how many things did you plant in your  
swidden field?

သဝီလၢအအိၣ်ဘူးဝုၢ်တဖၣ် ပၤသွၣ်ထီၣ်  
နီၣ်ရဲ.

In villages near the towns lots of people plant  
soybeans.

ပၤကညီအါထီၣ်အယိ တၢ်သွၣ်တၢ်ဖျး  
အလီၢ်တအိၣ်အါလၢဘၣ်.

Because the number of people has increased,  
there aren't many places for agriculture any  
more.

ဘူးထီၣ်ဖဲတၢ်စူၤလီၤန့ၣ် ပၤဂၤဒီး  
လဲၣ်သွၣ်တၢ်ဖျးတၢ်လီၤ.

Near when the rains will come everybody goes  
and plants crops.

### 12.3 Conversation Practice

၁၂-၃ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ်

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

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသွၣ်တဖၣ်အံၤစးထီၣ်လၢအအိၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပၤကျီဖိကန့ၣ်. ဖဲသရၣ်  
ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပၤတဲတၢ်တဖၣ်အမံၤဒီးသီးပၤကျီဖိကသွၣ်ညါဝဲပၤမတၤတဂၤကတိၤတၢ်လဲၣ်.  
တုၤသရၣ်ဃးတၢ်ကတိၤခံဝီဝံလံန့ၣ် မၤပၤကျီဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပၤခံဂၤအတၢ်ကတိၤအခံအံၤ. ဖဲ  
ပၤကျီဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပၤကျီဖိကွၢ်လၢလံာ်ပူၤဘၣ်. ပၤကျီဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်  
ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မုၢ်ဝံလံန့ၣ် တၢ်သံကွၢ်လၢပၤကျီ  
ဖိစံးဆၢဝဲတဘၣ်ဒီးဘၣ်မုၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤ ပၤခံဂၤအတၢ်ကတိၤတဝီကဒီးဝံၤ သံကွၢ်ကဒီးပၤကျီဖိလၢ  
တၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပၤကျီဖိစံးဆၢအီၤ.

A. မုၢ်ဂၢ်ဒၤ, နယးန့ၣ်နသွၣ်တၢ်ပွဲၤမံၤလဲၣ်.

B. ဖိဒိန်မုၢ်ဒၤ, တနီၣ်အံၤနဖါတၢ်ဖဲယးတဝီလဲၣ်ဘၣ်အယိ ယသွၣ်တၢ်တအါဘၣ်.

A. မုၢ်ဂၢ်ဒၤ, လၢနယးန့ၣ် လၢဘုအမဲၣ်ညါ နသွၣ်တၢ်အဂၤတမံၤမံၤဒီးဒါ.

B. မ့ၢ်, ယသွၣ်ဒီးတၢ်ဂၤတဖၣ်မုၢ်ဝဲထီၣ်နီၣ်ချဲဒီးပသၢဂီၤချဲတဖၣ်လီၤ.

A. အါဒါ, မုၢ်ဂၢ်တဂၤဒု သွၣ်တၢ်မုၢ်မုၢ်လဲၣ်.

B. ဖိဒိန်ဒၤ, ပဘၣ်သွၣ်. ပမ့ၢ်တသွၣ်တၢ်အါမံၤဘၣ်န့ၣ် ပတအိၣ်ဘၣ်တၢ်အါမံၤဘၣ်.

## Questions (တၢ်သံကွၢ်)

၁. တနံၣ်အံၤမ့ၢ်ဂၢၢ်တၢ်န့ၣ်တသ့ၣ်တၢ်အါဘၣ် မ့ၢ်အဘၣ်မနုၤလဲၣ်.
၂. လၢအယုၤပူၤန့ၣ်လၢဘုၤအမဲၣ်ညါ အဝဲဒၣ်သ့ၣ်ဒီးမနုၤအချံၣ်တဖၣ်လဲၣ်.
၃. ဘၣ်မနုၤလၢမ့ၢ်ဂၢၢ်တၢ်န့ၣ်သ့ၣ်တၢ်အမံၤအါလဲၣ်.

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

သရၣ်-ပူၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမပူၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံတဝီ ဝံၤဒီးမပူၤကွၢ်ဖိကဲ "B" ဒီးသရၣ်ကကဲ "A." ကတိၤလၢသကိးတၢ်ကတိၤအါဝီတစးဒ်သိး ပူၤကွၢ်ဖိကဲ "B" အတၢ်ကတိၤဘၣ်ညါတစး. တုၤပူၤကွၢ်ဖိတဲတၢ်ဘၣ်ညါလံၣ်န့ၣ် မပူၤကွၢ်ဖိကဲကူၤ "A" ဒီးသရၣ်ကကဲကူၤ "B" ဝံၤ တဲလိကဒီးအါဝီတစး. တုၤပူၤကွၢ်ဖိတဲတၢ်ဘၣ်ညါလံၣ်န့ၣ် ကတိၤလၢသကိးတၢ်ကတိၤတဘျီ ဘၣ်ဆၢအံၤတဘျီန့ၣ် သရၣ်မ့ၢ်ဂၢၢ်ပူၤကွၢ်ဖိမ့ၢ်ဂၢၢ် ကဘၣ်လဲၣ်ကတိၤပူၤဖျၢၣ်ပူၤဖျၢၣ်ဆူတၢ်ကတိၤအၢၤလၢပူၤကွၢ်ဖိမၤလိတၢ်လဲၣ်န့ၣ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိးနံၤဒီးဆူညါစၢၤသီအတီၢ်ပူၤ.

### 12.4 Pattern Sentences and Phrases

၁၂.၄ တၢ်ကတိၤအဒိ

(1) Use of ကူ/အိၣ်ကူအိၣ်လၢ, "to be full, complete, plentiful, wanting nothing"

(၁) တၢ်သ့တၢ်ကတိၤ "ကူ/အိၣ်ကူအိၣ်လၢ"

REPEAT after the teacher

သရၣ်-မပူၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပအိၣ်ဘုကူ.

အိၣ်အါအါ. တၢ်အိၣ်တၢ်အိၣ်အိၣ်ကူ.

ပူၤမၤတၢ်ဖိအိၣ်အၢၤကူ.

တၢ်ဒီးတၢ်လၢအိၣ်အိၣ်အမံၤကူ.

လၢနဲနသဝီန့ၣ်တၢ်အိၣ်ကူခါနီၣ်.

ခဲအံၤပမၤပၣ်တၢ်အိၣ်လၢပကထိၣ်ယုးအဂီၢ်ကူလံ.

တၢ်တအိၣ်ကူအိၣ်လၢန့ၣ်, ပဖိအိၣ်တၢ်ကသုခါ.

နကဘျီထီၣ်ဒီးန့ၣ်, နတၢ်အိၣ်ကူအိၣ်လၢလံခါ.

We have plenty of paddy to eat.

Eat a lot. There is plenty of food.

There are plenty of workers.

There is a great variety of vegetables.

Your village has everything, doesn't it?

We have now prepared plenty of food for the planting of our hill paddy.

Can we cook when we don't have all the things we need?

Do you have everything you need for building your house?

(2) Use of ဃု(တၢ်), "to ask for, entreat, supplicate, implore"

(၂) တၢ်သ့တၢ်ကတိၤ "ဃု(တၢ်)"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၤသရော်အခံ ၂-၃ ဝီ.

ဖိမုၢ်, လဲၤယုၣ်န့ၢ်ယၤနမုၢ်ဂၢ်အကုတဒု.  
ပၤတဒးန့ၢ်ဟးယုၣ်အိၣ်ပၤဘုကီးန့ၢ်ဒဲး.  
ကုၤယုၣ်အါထီၣ်န့ၢ်ယၤလၢနပၢ်အစုတစဲး.  
သရော်ဧ, နယုၣ်န့ၢ်တၢ်မၤစၢၤလၢဖိသၣ်  
တဂၤအံၤအဂီၢ်ကသုစ့ၢ်ဧါ.

Daughter, go and ask for one of your aunt' s  
carrying baskets for me.  
That family goes around asking people for  
paddy every year.  
Go and ask your father for a little more  
money.  
Teacher, can you ask for and get help for this  
child?

(3) Use of ဆိၣ်(တၢ်), "to invoke, vow, swear," ဆိၣ်အါ(တၢ်), "to curse," and ဆိၣ်ဂ့ၤ(ဆိၣ်ဝါ)  
(တၢ်), "to bless"

(၃) တၢ်သုတၢ်ကတိၤ "ဆိၣ်(တၢ်)," "ဆိၣ်အါ(တၢ်)," " ဆိၣ်ဂ့ၤ(ဆိၣ်ဝါ)(တၢ်)"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၤသရော်အခံ ၂-၃ ဝီ.

(က) ပၤမုၢ်ပၤဖဲပဒးကပၤတဂၤမံၤပၢ်  
ထီၣ်ဆိၣ်တၢ်ကီးမုၢ်ဂီၢ်ကီးမုၢ်ဟါ.  
ပၤသးပၤတဂၤ ပၤပနီၤလဲၤအိၣ်အ ဘု,  
အဲဆိၣ်အါပၤပနီၤအကစၢ်.

The married woman beside our house swears  
the whole day from the time she wakes up.  
(lit., morning and evening)  
Someone's water buffalo went and ate that old  
man's paddy; he cursed the owner of the  
water buffalo.

(ခ) နဘၣ်န့ၢ်တၢ်ဆိၣ်ဂ့ၤအါမး.

You have received (encountered) many  
blessings.

အဲဘၣ်န့ၢ်တၢ်ဆိၣ်ဂ့ၤအါကလုာ်  
ကလုာ်.

He has been blessed in many ways. (lit.,  
encountered many kinds of blessings.)

သုဘၣ်န့ၢ်တၢ်ဆိၣ်ဂ့ၤန့ၢ် သုတ  
သုၣ်ညါဧါ.

Don't you know that you have been blessed?

ကစၢ်ယုၣ်ဆိၣ်ဂ့ၤဆိၣ်ဝါဘၣ်ပၤကီး  
နံၤဒဲး.

God blesses us every day.

(ဂ) ပကယုၣ်တၢ်ဆိၣ်ဂ့ၤ..

We'll ask for a blessing.

ပယုၣ်တၢ်ဆိၣ်ဂ့ၤတချုးပအိၣ်မ့ၤ.

We ask for a blessing before we eat.

ပယုၣ်တၢ်ဆိၣ်ဂ့ၤတချုးပမံ.

We ask for a blessing before we sleep.

ပယုၣ်တၢ်ဆိၣ်ဂ့ၤဖဲပမံၤပၢ်ထီၣ်.

We ask for a blessing when we wake up.

ပယုၣ်တၢ်ဆိၣ်ဂ့ၤဖဲတၢ်ဘါစးထီၣ် အခါ.

We ask for a blessing when we start the  
worship service {i.e., the invocation}.

ပယုၣ်တၢ်ဆိၣ်ဂ့ၤတချုးပစးထီၣ်တၢ်  
မၤအသီ.

We ask for a blessing before we start new  
work.

(4) Use of ဃးယု, "intensive particle"

(၄) တၢ်သုတၢ်ကတိၤ "ဃးယု"

REPEAT after the teacher

သရော်-မၤပၤကွဲၤဖိတဲပိၤသရော်အခံ ၂-၃ ဝီ.

နဲတဂၤနဟးချုးဃးယု.

You walk mighty fast!

ဖုသးပှ်တဂၢန့ၣ်အမၢ်နံၤထီၤဃးဃု.  
 နဲနဟးဆှ်ဃးဃု.  
 ဖိဒိၣ်ခွါတဂၢန့ၣ်သးဝံၣ်တၢ်မုၢ်ဃးဃု.

That old grandfather has lived a mighty long life! (lit., his days have been mighty long)  
 You walk mighty energetically (or mighty often)!  
 That nephew sings mighty sweetly.

## 12.5 Question and Answer Drill

၁၂.၅ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

LISTEN, then answer.

သရၣ်ကဘၣ်သံကွၢ်ပှ်ကွၢ်ဖိဒိၣ်အဖီလၢအံၤဒီးမၤပှ်ကွၢ်ဖိစံးဆၢ.

၁. နံၤလၢအပူၤကွံၣ်အံၤန့ၣ် ကစၢ်ယွၤဆိၣ်ဂ့ၤဘၣ်နၤဒ်လဲၣ်.
၂. တချးနအိၣ်မၤဒီးဘၣ်န့ၣ် နညီၣ်ဃုတၢ်ဆိၣ်ဂ့ၤစ့ၢ်ခါ.
၃. နအိၣ်ထီၣ်နီၣ်ဝံၣ်ကီၢ်စ့ၢ်ခါ.
၄. တနံၣ်ညါအံၤန့ၣ်သၢကသ့ၣ်တၢ်တမံၤမံၤခါ.
၅. နထံၣ်ပှ်ထီၣ်ဃုးတဘျီဘျီလဲၣ်ခါ.
၆. နထးဝါဒါအိၣ်တဖျၢၣ်ဖျၢၣ်ခါ. မ့ၢ်တအိၣ်ဘၣ်န့ၣ် ဃုန့ၢ်ကွၢ်တဖျၢၣ်လၢနသရၣ် မ့တမ့ၢ် နသရၣ်မ့ၢ်အအိၣ်မိၣ်.
၇. ထးဝါဒါန့ၣ်ပှ်သ့ၣ်အီၤသ့ၣ်လဲၣ်. ဟ့ၣ်အဒိအစ့ၤကတၢ်ခံမံၤ. (နမ့ၢ်တသ့ၣ်ညါဘၣ် န့ၣ်စးကွၢ်နသရၣ်မ့တမ့ၢ်နသရၣ်မ့ၢ်န့ၣ်မိၣ်.)
၈. တၢ်လၢတၢ်ထုၣ်ကဖၣ်န့ၣ် အခီပညီၣ်လဲၣ်.

## 12.6 Pattern Sentences and Phrases

၁၂.၆ တၢ်ကတိၤအဒိ

- (1) Use of မဟိ/မငဲ, "last year," အတဟိ/အတငဲ, "year before last," ခဲမဟိ/ခဲငါ/ခဲညါ, "next year," and ခဲတညါ, "year after next"

(၁) တၢ်သူတၢ်ကတိၤ "မဟိ/မငါ," "အတဟိ/အတငါ," "ခဲမဟိ/ခဲငါ/ခဲညါ," ဒီး "ခဲတညါ"

REPEAT after the teacher. The first time omit the words in ( ). The second time repeat the first 3 sentences substituting the words in ( ) for မဟိ, အတဟိ, or ခဲမဟိ. The third time repeat the first 3 sentences substituting the words in ( ) as in the second time but dropping the words **ILap** and adding the word ကၢၣ် to the word in ( ).

သရၣ်-မၤပှ်ကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ. အခိၣ်ထံးတဝီန့ၣ် တဘၣ်ဖးတၢ်ကတိၤအိၣ်လၢ ( ) အပူၤဘၣ်. ခံဝီ တဝီန့ၣ် ဖးကဒီးအခိၣ်ထံးသၢကျိၤတဘျီဒီး ဘၣ်ဆၣ်အအံၤတဘျီလၢ "မဟိ," အတဟိ, မ့တမ့ၢ် "ခဲမဟိ" အလီၢ်န့ၣ် သူတၢ်ကတိၤလၢအအိၣ်လၢ ( ) အပူၤ. အဒိ--"မငါတနံၣ်ယန့ၢ်အိၣ်ဘုအါမးလီၤ." သၢဝီတဝီန့ၣ်ဖးဒိခံ ဝီတဝီအသိး ဘၣ်ဆၣ်အအံၤတဘျီမၤလီၤတဲၣ်တၢ်ကတိၤ "တနံၣ်" ဝံၣ်တုၢ်န့ၣ်တၢ်ကတိၤ "ကၢၣ်" လၢတၢ်ကတိၤလၢ ( ) အပူၤအကတၢ်န့ၣ်. အဒိ--"မငါကၢၣ်ယန့ၢ်အိၣ်ဘုအါမးလီၤ."

- မဟိတနံၣ် ယန့ၢ်အိၣ်ဘုအါမးလီၤ. (မငါ) Last year I got a lot of paddy (a good crop of paddy).  
 အတဟိတနံၣ်န့ၣ် ယဘုန့ၢ်ဖဲအကြး The year before last I got an normal crop.  
 အဘၣ်. (အတငါ)  
 ခဲမဟိန့ၣ် တၢ်ကမၤအသးဒ်လဲၣ်ပတ I can't say how it will be next year.  
 သ့ၣ်ညါဘၣ်. (ခဲငါ)

ခဲညါ, ခဲတညါ တၢ်ကမၤအသးဒ်လဲၣ်  
ပတသ့ၣ်ညါဘၣ်.

I can't say how it will be during the next year or  
the year after that..

(2) Use of မုၢ်ဆါ(ဒီ), "day (as opposed to night)"

(၂) တၢ်သ့တၢ်ကတိၤ "မုၢ်ဆါ(ဒီ)"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

မုၢ်ဆါန့ၣ်ပၤမၤတၢ်, မုၢ်နၤန့ၣ်ပၤမံအိၣ် ဘျံး.

In the daytime people work; in the nighttime  
people sleep and rest.

မုၢ်ဆါဒီပၤလဲၤတၢ်ခဲလၢၣ်, ပၤတအိၣ်  
ဟံၣ်နီတဂၤဘၣ်.

Everybody goes [away] in the daytime; nobody  
is in the village.

ခဲမုၢ်ဆါနကဘၣ်ဟဲအိၣ်သကီးမုၢ်ဒီးယၤ.

This coming day you must come and eat with  
me.

လၢဝုၢ်ပၤန့ၣ်မုၢ်ဆါမုၢ်နၤပၤမၤတၢ်ခဲလၢၣ်.

In the city people work day and night.

(3) Use of ကထိ, "thousand," and ခ.န.(ခရံၣ်အနံၣ်), "A.D. (the year of Christ)"

(၃) တၢ်သ့တၢ်ကတိၤ "ကထိ" ဒီး "ခ.န. (ခရံၣ်အနံၣ်)"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

တကထိ

One thousand

ယဲၢ်ကထိလံၣ်ကယၤ

Five thousand four hundred

သၤကထိခံကယၤလံၣ်ဆံး.

Three thousand two hundred forty baht.

ခ.န. ၁၆၂၀ နံၣ်

A.D. 1620

ခ.န.၁၇၇၆ နံၣ်

A.D.1776

ခ.န.၁၉၄၂ နံၣ်

A.D.1942

ခ.န.၁၉၉၄ နံၣ်

A.D.1994

ခ.န.၁၉၉၇ နံၣ်

A.D.1997

12.7 Question and Answer Drill

၁၂.၇ တၢ်သံကွၢ်ဒီးတၢ်စံးဆါ

Answer the following questions as the teacher asks them.

သရၣ်-သရၣ်ကဘၣ်သံကွၢ်ပၤကွၢ်ဖိအံၤလၢအံၤအသး ဒီးမၤပၤကွၢ်ဖိတဲဆါ. တဲလိတၢ်ခံဝီသၤတီတုၤလၢပၤကွၢ်ဖိ  
တဲဆါတၢ်ဘၣ်ဘျုးတဲဆါ.

၁. နအိၣ်ဖျၢၣ်နံၣ်မတၤလဲၣ်. (ခ.န.ဆံးအါလဲၣ်)

၂. နဟဲမၤတၢ်ဖဲအံၤနံၣ်မတၤလဲၣ်.

၃. တနံၣ်အံၤမုၢ်နံၣ်မတၤလဲၣ်.

၄. မဟီတနံၣ်မုၢ်နံၣ်မတၤလဲၣ်.

၅. ခဲညါတနံၣ်ကမုၢ်နံၣ်မတၤလဲၣ်.

12.8 Notes on Word Usage and Grammar

၁၂.၈ သရၣ်-မၤပၤကွၢ်ဖိဖးဒ်ဝဲလၢအး.



(1) Use of ၵး, "iron, metal in general"

See examples in 12.2(1). The word ၵး really means "iron," but in north Thailand it has come to be used in a general way for aluminum, tin, bronze, etc., as well, although aluminum is sometimes called ၵးဝါ. The expression ၵးကိန် refers to an iron. Metal containers such as kerosene tins, trunks, etc., are called ၵးဒါ.

(2) Use of တၢ်ဒါ, "container"

See examples in 12.2(1). This word refers to any kind of container whether made from paper, plastic, metal, glass, or whatever. A တၢ်ဒါ may be a cash box, a coin bank, or any other container with a lid on it in which money is kept. An envelope is called a လံာ်ဒါ.

(3) Use of ဝံ and ၵာ်, "classifier for 5-gallon kerosene tinsful of anything"

See examples in 12.2(1). In Thailand empty 5-gallon kerosene tins have come to be used as containers and measures for many things such as paddy, seeds, water, etc., and more often than not the words ဝံ or ၵာ် are used both for the tins themselves and also as the classifier for tinsful of anything. Both of these words come from the Thai language.

(4) Use of ကူ, "to be full, complete, plentiful, wanting nothing"

See examples in 12.4(1). This word gives the idea not only of plenty in terms of quantity but also of plenty of all the kinds of things included or referred to. For example, to say that a village has everything would imply that they have good land for crops, plenty of water in the village even in the dry season, electricity, shops, a school, etc. To say that the food is ကူ means that there is plenty of rice, curry, vegetables, etc.

(4) Use of ဃု(တၢ်), "to ask for, entreat, supplicate, implore"

See examples in 12.4(2). There should be no trouble in understanding or using this word if you remember that its basic meaning is "to ask for," whereas စး/သံကွၢ် means "to ask a question," and မၢ means "to ask someone to do something."

(5) Use of ဃးဃု, "intensive particle"

See examples in 12.4(4). This particle has the same intensity and use as the expression ဖးဒိန်ညါ.

(6) Use of expressions for "last year," "year before last," next year," and "year after next"

See examples in 12.6(1). In this lesson you have been introduced to 3 ways to express "last year;" (မဟိတနံၣ်/မဝါတနံၣ်/မဝါကၢ်); 3 ways to express "the year before last;" (အတဟိတနံၣ်/အတဝါတနံၣ်/အတဝါကၢ်), 4 ways to express "next year," (ခဲမဟိ/ခဲဝါ/ခဲကၢ်/ခဲညါ), and 1 way to express "the year after next," (ခဲတညါ). It is not necessary to master all of these possibilities; rather choose the one which is most commonly used in your area and practice using it. However, you should be familiar

enough with the other expressions that you can recognize them in context if you hear them. It should be noted that the expression ခဲတညါ is used only when one wishes to express the idea of "the next year or two" as in the fourth example.

(7) Use of ကထိ, "thousand," and ခ.န. (ခရစ်အနိဉ်), "A.D.(year of Christ)"

See examples in 12.6(3). The word @Jg meaning "thousand" should cause you no trouble since it follows the same pattern as other multiples of ten like "twenty," "hundred," etc. When referring to dates using the Christian calendar, A.D. is expressed in short form as ခ.န. (pronounced ခးနး) and stands for "the year of Christ" (ခရစ်အနိဉ်). B.D. is expressed as ချ.ခ.န., being the shortened form of "before the year of Christ" (တချူး ခရစ်အနိဉ်).

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

၁၂.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချူးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒံးဘၣ်န့ၣ် ပၤကွီုဖိကြးန့ၣ်ပၤတၢ်မၤလိလၢအပူၤကွံာ်ဂ့ၤတၢ်ဘၣ်တစဲး.)

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

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတီၢ်သ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအနီၣ်ထံးတုၤလၢအကတၢ်ခဲဝီၤဒီးမၤပၤကွီုဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပၤတဲတၢ်တဖၣ်အမံၤဒံးသီးပၤကွီုဖိကသ့ၣ်ညါဝဲပၤမတၢ်တဂၤကတီၢ်တၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတီၢ်ခဲဝီၤဝံၤလံၤန့ၣ် မၤပၤကွီုဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပၤခဲၤအတၢ်ကတီၢ်အခံၤအံၤ. ဖဲပၤကွီုဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပၤကွီုဖိကွၢ်လၢလံၣ်ပူၤဘၣ်. ပၤကွီုဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၤလံၤန့ၣ် တၢ်သံကွၢ်လၢပၤကွီုဖိစံးဆၢတဲတဘၣ်ဒံးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးက့ၤ ပၤခဲၤအတၢ်ကတီၢ်တဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပၤကွီုဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒံးဘၣ်တဖၣ်တဘျီ ဒီးမၤပၤကွီုဖိစံးဆၢအီၤ.

ပၤကညီ --သရၣ်အိၣ်လၢဒီးနီၤ.

မံးရှၢၣ်နရံၣ်--အိၣ်. ဟဲ. ဟဲအိၣ်သကိးလၢဒီး.

ပၤကညီ --မ့ၢ်, မ့ၢ်. တၢ်ဘျူးဒိၣ်မးလီၤ.

မံးရှၢၣ်နရံၣ်--တလိၣ်ဘၣ်. ယဲယအဲၣ်ဒီးလၢပၤကဟဲအိၣ်သကိးယၤ.

ပၤကညီ --မ့ၢ်ခါ. ပတသ့ၣ်ညါဒီး. ပဆိကမိၣ်ပဟဲအိၣ်သကိးသရၣ် ဘၣ်တဘၣ်တအဲၣ်ဘၣ်.

မံးရှၢၣ်နရံၣ်--တမ့ၢ်ဒိၣ်န့ၣ်ဘၣ်. ဟဲ, ဟဲစၢ်ဒီး. ခဲအံၤပၤထီၣ်ဃးလၢလံၤခါ.

ပၤကညီ --မ့ၢ်. ဝံၤမဟီတနံၤအံၤလီၤ.

မံးရှၢၣ်နရံၣ်--အီၤ. နထီၣ်နဃးလၢဘၣ်ချံးဆဲးအါလဲၣ်.

ပၤကညီ --အၢၣ်, လၢတဝီၤအါဘၣ်. လၢဒိၣ်တဆဲးယဲၣ်ပံးလီၤ.

မံးရှၢၣ်နရံၣ်--အလါ, လၢတဆဲးယဲၣ်ပံးညါ. နကျိၤက့ၤအနီၣ်န့ၣ်ကီၤစ့ၢ်ခါ.

ပၤကညီ --နီၣ်စ့ၢ်မၢၣ်. မဟီတနံၤယမၤလၢဘၣ်ချံးသီးတနံၤညါအံၤစ့ၢ်, ယကျိၤအနီၣ်န့ၣ်.

မံးရှၢၣ်နရံၣ်--အီၤ, သုမၤတၢ်ဖးဆူၣ်ညါမၤ. မဟီနန့ၣ်က့ၤဘုးဆဲးအါလဲၣ်.

ပှကညီ --မဟီန့ၣ်ပနီက့ၤဘုအပံးလွံၣ်ကယၤ.  
 မံးရှၢၣ်န့ၣ်--အီ, နနီဘုအပံး ၄၀၀ န့ၣ် နအိၣ်လၢၤခါ. နဒးပှအိၣ်ပွဲၤလၢၤလဲၣ်.  
 ပှကညီ --ယဒးန့ၣ်ပှအိၣ်ခဲလၢၤအဂၤတဆံ. ဘုန့ၣ်ပအိၣ်က့ၤ. ပဆါဘၣ်ဒံးတနီၤ.  
 မံးရှၢၣ်န့ၣ်--အီ, ဂ့ၤဒိၣ်မးလီၤ. ကစၢ်ယွၤဆိၣ်ဂ့ၤဆိၣ်ဝါသုဃးယုညါမၤ.

Questions (တၢ်သံကွၢ်)

၁. မံးရှၢၣ်န့ၣ်သရၣ်တဂၤန့ၣ်အံၣ်ဒီးလၢပှကဟဲအိၣ်သကီးသါခါ.
၂. ပှကညီတဂၤန့ၣ်ဆိကမိၣ်လၢအဂ့ၢ်ဒိလဲၣ်.
၃. ဖဲအဝဲသ့ၣ်တဲသကီးတၢ်အခါန့ၣ် ပှထီၣ်ယုးလၢၤလဲၣ်.
၄. ပှထီၣ်ယုးကဝံးဆံးယံၣ်လဲၣ်.
၅. ပှကညီတဂၤန့ၣ်ထီၣ်အယုးဝံးအခါဖဲလဲၣ်.
၆. အဝဲဒၣ်ထီၣ်အယုးလၢၤဘုချဲဆံးအါလဲၣ်.
၇. အဝဲဒၣ်ထီၣ်အယုးဝံးအလီၢ်ခဲန့ၣ် ဆူညါအဝဲကဘၣ်မၤတၢ်မၤမနုၤတမံၤလဲၣ်.
၈. မဟီတန့ၣ်အဝဲဒၣ်မၤလၢၤဘုချဲဆံးအါလဲၣ်.
၉. အဝဲကျီအနီၣ်န့ၣ်စ့ၢ်ခါ.
၁၀. မဟီအဝဲဒၣ်န့ၣ်က့ၤဘုဆံးအါလဲၣ်.
၁၁. ဘုလၢအနီၣ်က့ၤန့ၣ် လၢလၢအပှဒးဖိအဂီၢ်ခါ.
၁၂. ဘုလၢအဝဲသ့ၣ်တလိၣ်သ့ဘၣ်တဖၣ်န့ၣ် အဝဲသ့ၣ်မၤအီၤဒိလဲၣ်.
၁၃. မံးရှၢၣ်န့ၣ်တဂၤန့ၣ်တဲတၢ်လၢအဂ့ၢ်ဒိလဲၣ်.

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

သရၣ်--ပှက့ၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၤမ့ၢ်ဘၣ်လဲၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပှက့ၢ်ဖိတဲတိၣ်သရၣ်အခံတဝီ ဝံးဒီးမၤပှက့ၢ်ဖိကဲ "မံးရှၢၣ်န့ၣ်" ဒီးသရၣ်ကကဲ "ပှကညီတဂၤ" န့ၣ်. ကတိၤလိသကီးတၢ် ကတိၤအါဝီတစးဒီးသး ပှက့ၢ်ဖိကဲ "မံးရှၢၣ်န့ၣ်" အတၢ်ကတိၤဘၣ်ဘျဲဂ့ၤတစး. တုၤပှက့ၢ်ဖိတဲတိၣ်ဘၣ်ဘျဲဂ့ၤလဲၣ်န့ၣ် မၤပှက့ၢ်ဖိကဲက့ၤ "ပှကညီတဂၤ" န့ၣ်ဒီး သရၣ်ကကဲက့ၤ "မံးရှၢၣ်န့ၣ်" ဝံး တဲလိကဒီးအါဝီတစး. တုၤပှက့ၢ်ဖိတဲတိၣ်ဘၣ်ဘျဲဂ့ၤလဲၣ်န့ၣ် ကတိၤလိသကီးတၢ်ကဒီး တဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ်သရၣ်မ့ၢ်ဂ့ၤပှက့ၢ်ဖိမ့ၢ်ဂ့ၤ ကဘၣ်လဲၣ်ကတိၤပှက့ၢ်ဖိပှက့ၢ်ဖိဆူတၢ်ကတိၤ အဂၤလၢပှက့ၢ်ဖိမၤလိတုၤလဲၣ်န့ၣ်လီၤ. တဲလိသကီး တၢ်ဒိအံၤအသးကိးနံးဒီးဆူညါစ့ၢ် သီအတီၢ်ပှက့ၢ်ဖိ.

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

12.10 Reading and Writing  
 ၁၂.၁၀ တၢ်မၤလိဖးဒီးကွဲးပှက့ၢ်ဖိကျိၣ်

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

သရော်-မပြုကုန်ဖိဖိသရော်အခံတကျတကျတဝီဝံ၊ မပြုကုန်ဖိကွဲးလာဒီးတကျနောင်ခံဝီတင်လီလီဟေ့.  
လာခံတနံသရော်ကဘဉ်ကွဲးပြုကုန်ဖိအတင်ကွဲးသွန်တဖဉ်အံ၊ မုၢ်အဘဉ်ခေါ. ဝံမပြုကုန်ဖိဖိယုသရော်. ပြုကုန်ဖိ  
ဖိမုၢ်ကမဉ် သရော်ကဘဉ်ဖိယုပြုကုန်ဖိတဘျီဒီး.

မဟိနထိန်နယုးလၢၣ်ထးဝါဒါပွဲပံးလဲၣ်.

---

---

ခဲငါကၢၢ်ယသွၣ်ထီၣ်နီၣ်စ့ၢ်.

---

---

ယတခွါတဂၤန့ၣ်ကျိနီၣ်ဆွၣ်ဃးဃု.

---

---

တနံၣ်ညါအံယွၤအတၢ်ဆိၣ်ဂုၤဆိၣ်ဝါအပိ ယန့ၢ်ကုၤဘုကုၤ.

---

---

တနံၣ်အံမုၢ် ခ.န. တကထိခွံကယၤခွံဆံနွံနံၣ်.

---

---

### 12.11 Listening and Speaking

၁၂.၁၁ တၢ်မၤလိာ်န့ၣ်ဒီးကတိၤပြုကေၣ်ညါအကျိၣ်လၢပြုကေၣ်ညါအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

သရော်-မၤပုၤကွဲၤဖိလဲၤအိၣ်သကိးပုၤကညီၣ်ဒီးသီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတၢ်လံၣ်ဒီးဒီးသီးကကန့ၣ်ပုၤကညီၣ်ကတိၤသကိးတၢ်.

#### 12.12 Cultural Assignment

၁၂.၁၂ တၢ်ဃုသ့ၣ်ညါပုၤကညီၣ်အလုၢ်အလၢ်

Continue to work on 11.11.

သရော်-တၢ်မၤလိတကတိၤအံၤန့ၣ်တဘျီဃးဒီးပုၤကညီၣ်ကျိၣ်ဘျီ. ပုၤကွဲၤဖိကမၤဒၣ်ဝဲ.

## LESSON 13

### တၢ်မၤလိ ၁၃

#### 13.1 Useful Words and Phrases

၁၃.၁ တၢ်ကတိၤအသီၤလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

အါတက့ၢ်/အါဒၣ်တၢ်တက့ၢ်	For the most part, mostly
ဉု	To be diligent, active
ထၢၣ်	Bag, wallet, satchel; classifier for bagsful of anything
ခိး/ခိး	To watch, guard, wait, tarry
အိၣ်ခိး/အိၣ်ခိး	To wait, tarry
ခိးအခိၣ်/ခိးအခိၣ်	To wait in order to meet someone
တဘိယုၢ်ဃီ	Continually
သိ	Oil, fat
ထီးသိ/ထီးသိ	Pork fat, lard
ကိၣ်	Bottle
ကိတဖျၢၣ်	A bottle
သိတကိ	A bottle of oil
လုၣ်	Cart
လုၣ်တဆိၣ်	A cart
လုၣ်ယီၢ်	Bicycle
သိလုၣ်	Car, truck
ဒီး(တၢ်)/ဒီး(တၢ်)	To mount, ride, travel by
သိၣ်လိ(တၢ်)/သိၣ်လိသီလိ(တၢ်)	To teach (something), instruct
ယၢ်/ညၢ်	To be torn
ဖျိၣ်/ဖျိၣ်ယၢ်	To be poor, in adverse circumstances
ပၤဖျိၣ်ဖိ/ပၤဖျိၣ်ဖိယၢ်	Poor person(s), the poor
တၢ်ဖျိၣ်တၢ်ယၢ်	Poverty
အသးဖျိၣ်	To be miserable or distressed in spirit
လဲး/ဘးလဲး	Wages
ယီၤထီၣ်	To dry up after the rainy season
တၢ်ယီၤခါ	The dry season

<sup>1</sup>This is the word used in North Thailand for bottle and also the classifier for bottles of anything; in Central Thailand and in Burma, the word used is ဝဲလိ.

<sup>2</sup>This is the word used in North Thailand as the classifier for vehicles; whereas in central Thailand the word used is ခိၣ်.

<sup>3</sup>In some areas of north Thailand, cars and trucks are called ကါ, မီထီၣ်, or မီထီၣ်ကါ from the English "motor car;" and in some places they are called လိး from the Thai แล.

### 13.2 Pattern Sentences and Phrases

၁၃.၂ တၢ်ကတိၤအဲဒိ

#### (1) Use of အါတက့ၢ်/အါဒၣ်တၢ်တက့ၢ်, "for the most part, mostly"

(၁) တၢ်သ့တၢ်ကတိၤ "အါတက့ၢ်/အါဒၣ်တၢ်တက့ၢ်"

REPEAT after the teacher

သရၣ်-မၤပၤက့ၢ်ဖိတဲတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပၤကစၢ်ခိၣ်ဖိအါတက့ၢ်အိၣ်မုၤဂီၤ,  
လဲၤတၢ်ဂီၤ.

For the most part hill people eat early [and] go out [to their fields] early.

ခဲအံၤပၤလဲၤတၢ်က့ၢ်တၢ်အါတက့ၢ်ပၤဒီး  
တၢ်အခိၣ်.

Nowadays when people travel they mostly ride some vehicle.

ခဲအံၤပၤဖိသ့တဖၣ်အါတက့ၢ်အိၣ်ဘၣ်  
လၢက့ၢ်မၤလိဘၣ်တၢ်.

Nowadays for the most part children attend school.

ပၤသဝီအိၣ်လၢခိတဖၣ်အါတက့ၢ်မုၢ်ဆါခီ  
အဝဲသ့တအိၣ်လၢဟံၣ်ဘၣ်.

Villagers in the rural area are mostly not in the village in the daytime.

ပၤလၢအအိၣ်ဘူးဝုၢ်တဖၣ်အါတက့ၢ်ပၤ  
မၤအိၣ်စံၣ်, ပၤလၢကစၢ်ကျါအါ  
တက့ၢ်ဖဲးအိၣ်ဃး.

People who are near towns mostly grow rice by wet cultivation; people in the mountains mostly grow rice by swidden cultivation.

#### (2) Use of ထၢၣ်, "bag, wallet, satchel"

(၂) တၢ်သ့တၢ်ကတိၤ "ထၢၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤက့ၢ်ဖိတဲတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဖိဒိၣ်မုၢ်ဒါ, နထၢၣ်ဂီၤတဖျၢၣ်အံၤနဆါ  
အပူၤဒိလဲၣ်.

Niece, what is the price of your red bag?

ဖိခွါမိၢ်ဒါ, နမုၢ်လဲၤလၢဃးန့ၣ်, လဲၤဝံ  
လၢထၢၣ်ဖးဒိၣ်တဖျၢၣ်အံၤ.

Wife, when you go to the field carry this big bag on your back.

ဖိဒိၣ်, နဝံမတၢ်ပွဲၤနထၢၣ်ပူၤလဲၣ်.

Nephew, what are you carrying that fills your bag?

နလဲၤပွဲၤဆုကၢတဘျီအထၢၣ်ဖိတအိၣ်.  
ယဲယဆုကၢအထၢၣ်ဖိအိၣ်လွံၢ် ဖျၢၣ်.

The shirt you went and bought has no pockets. My shirt has 4 pockets.

ပၢ်ဃၣ်နစုအထၢၣ်ဖဲအံၤ, ယကကွၢ်န့ၢ် နၢ.  
လဲၤပွဲၤန့ၢ်ယၢအံၤသ့တၢ်ထၢၣ်.

Leave your purse here; I'll watch it for you.  
Go and buy me a bag of sugar.

#### (3) Use of သိ, "oil, fat, grease" and ကိ, "bottle, classifier for bottles of anything"

(၃) တၢ်သ့တၢ်ကတိၤ "သိ"

REPEAT after the teacher

သရၣ်-မၤပၤက့ၢ်ဖိတဲတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

သိတကိအံၤ သိမတၢ်လဲၣ်.

What kind of oil is [in] this bottle?

ကသူတပၤအံၤအသိအါတဲး.  
ဖိဒိၣ်, နသၢပၤသိဖဲလဲၣ်တမ္ဗဲလဲၣ်.  
လၢကိတဖျၢၣ်ဒီးတဖျၢၣ်အပူၤန့ၣ် မ့ၢ်ဝဲ  
ထီးသိခဲလၢၣ်.

This pot of curry has a fair amount of fat.  
Nephew, which kind of oil do you intend to  
buy?  
All [the fat] in each of the jars is lard.

(4) Use of လှံ, "cart;" လှံယီၤ, "bicycle;" သိလှံ, "car, truck," and ဒီး/ဒီး(တၢ်), "to mount/ride/ travel by"

(၄) တၢ်သူတၢ်ကတိၤ "လှံ, " "လှံယီၤ, " "သိလှံ, " ဒီး "ဒီး/ဒီး(တၢ်)"

REPEAT after the teacher

သရၣ်-မၤပၤကွဲၤဖိတဲတဲသရၣ်အခံ ၂-၃ ဝီ.

ပလဲၤတၢ်ခဲအံၤ သိလှံအသိအိၣ်ဒံးအါ  
စ့ၢ်ခါ.  
ယဖိခွါလဲၤလၢမတၢ်တနံၤလံ, အဝဲဒၣ်  
လဲၤဒီးလှံယီၤ.  
မ့ၢ်လၢကွဲၤထီၣ်လံအဃိ, ပၤတနီၤ  
လဲၤဒီးလၢလှံကွဲၤ.  
ခဲအံၤလၢကစၢၢ်ကျိၣ်န့ၣ် သိလှံအကျဲ  
အိၣ်အါမးလီၤ.  
ခဲအံၤလၢဝုၤပူၤန့ၣ် ကွဲၤထီၣ်, ပၤဒီး  
လှံယီၤစ့ၢ်လီၤ.  
ပၤဖိသၣ်ကွၢ်ပနီၤတဖၣ်လဲၤဒီးပနီၤအခိၣ်.

Does the car still have a lot of gas for our  
present trip?

My son already went yesterday. He went by  
bicycle.

Because the roads have improved, some folks  
go by oxcart.

Now there are many car roads in the  
mountains.

In the cities now the roads have improved, the  
number of people riding bicycles has  
decreased.

The children who look after the water  
buffaloes ride on their backs [actually on  
their necks, so the Karen say "heads"].

### 13.3 Completion Drill

၁၃.၃ တၢ်တုၢ်န့ၣ်မၤပၤထီၣ်တၢ်ကတိၤ

Below on the left-hand side is a list of objects and on the right-hand side a list of classifiers. Insert each word on the right in turn into the first blank in the pattern sentence at the center, insert the proper classifier in the second blank, then read the entire sentence aloud.

သရၣ်-မၤပၤကွဲၤဖိတဲးန့ၣ်တၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်လၢစုစုတပၤလၢအဖီလၢအံၤဒီးတုၢ်န့ၣ်အံၤဖဲတၢ်လီၤလီၤဟံ  
အခိၣ်ထံးတတၢ်လၢအဖီလၢအံၤဖဲအခါသးအံၤဝံၤ မၤအဟံးန့ၣ်ဒီးတၢ်ကတိၤတဖျၢၣ်လၢစုထွဲတပၤလၢအလီၤဝဲဘၣ်ဝဲ  
ဒီးတုၢ်န့ၣ်အံၤဖဲတၢ်လီၤလီၤဟံတတၢ် ဝံၤဒီးဖးဒိကျိၤ. အဒိ--"ယဖိတၢ်ဟဲက့ၤပၤသိလှံတဆိ." တဲလိတၢ်  
ကတိၤဂးဖျၢၣ်ဒီးလၢစုစုတပၤအံၤတဖျၢၣ်ဝံၤတဖျၢၣ်ဒိလၢအခိၣ်ထံးတဖျၢၣ်အသိးအံၤစးထီၣ်လၢအခိၣ်ထံးတုၤလၢ  
အကတၢၢ်.

သိၣ်လှံ  
သိ  
ထၢၣ်  
လှံ  
ကသူ  
ကိဖးဒိၣ်

ယဖိတၢ်ဟဲက့ၤပၤ \_\_ တ \_\_ .

ပၤ  
ဖျၢၣ်  
ကိ  
ဆိ



## လှုပ်ယိ

### 13.4 Pattern Sentences and Phrases

၁၃.၄ တၢ်ကတိၤအဒိ

#### (1) Use of ခု, "to be diligent, industrious, active"

(၁) တၢ်သုတၢ်ကတိၤ "ခု"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

ပၤလၢအမၤတၢ်ခုန့ၣ် အါတက့ၢ်တဖှိၣ် ဘၣ်.

For the most part people who work diligently are not poor.

ပၤဖိသုၣ်လၢဝုၢ်ဖးဒိၣ်ပၤတဖၣ်မၤလိတၢ်ခု.

Children in large cities study diligently.

ယဖါတုၢ်န့ၣ်ဘၣ်အဒိတၢ်မၤတၢ်ခုမး.

My uncle got a daughter-in-law who works very industriously.

ဒိၣ်ဧၤ, နဖိတဖၣ်မၤတၢ်ခုကီးဂၤဒဲး မ့ၢ်န့ၣ်  
သိၣ်အီၤဒဲးလဲၣ်.

Friend, everyone of your children work diligently. How did you train them?

#### (2) Use of ယၣ်/ညၣ်, "to be torn"

(၂) တၢ်သုတၢ်ကတိၤ "ယၣ်/ညၣ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

နဆုၣ်ကယၣ်ဖးလဲၣ်ဖဲအံၤမ့ၢ်အဘၣ်မနုၤ  
လဲၣ်.

How come your shirt has a wide tear here?

နခိၣ်ဖးယၣ်လံ. ပၤက့ၤလၢအသီကဒီး.

Your shoes are torn. Buy new ones again.

နနီၣ်တက့ၢ်အံၤဖျါလီၤဂၢ်အသီဘၣ်ဆၣ်  
ယၣ်လံတဘျးတီၤ.

Your sarong appears to be new but it is already torn in quite a few areas.

ဖိဒိမ့ၢ်ဧၤ, ပံးန့ၢ်တၢ်ကတိၤကလၢအ  
ယၣ်တဖၣ်ပၤအီၤလၢန့ၣ်, အဂ့ၢ်  
တဖၣ်ပၤအီၤလၢအံၤ.

Niece, take the torn clothes and put them over there, the good ones over here.

If you are in an area where ညၣ် is used, repeat the above sentences using ညၣ် in place of ယၣ်.

သရၢ်-ဖဲသုအိၣ်အလီၢ်န့ၣ် ပၤမ့ၢ်ညၣ်န့ၣ်တဲလၢ "ညၣ်" န့ၣ် တဲလိကဒီးတဝီဒီးလၢ "ယၣ်" အလီၢ်န့ၣ်တဲလၢ "ညၣ်."

#### (3) Use of ဖှိၣ်/ဖှိၣ်ယၣ်, "to be poor, in adversity"

(၃) တၢ်သုတၢ်ကတိၤ "ဖှိၣ်/ဖှိၣ်ယၣ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၤသရၢ်အံၤ ၂-၃ ဝီ.

ဖါတၢ်, ယကွၢ်ပၤတဒုၣ်န့ၣ်လီၤဂၢ်လၢ  
အဖှိၣ်ဒိၣ်မးလဲၣ်.

Uncle, that family seems to me to be so poor!

ဖိဒိန်ဇေ၊ လာပသဝီအံ့ပုၤဖျိန်ဖိအိန်အါမး  
လီၤ.

Nephew, there are a great many poor people  
in our village.

ပုၤလာအအိန်ဘူးဒီးဝုၤဖးဒိန်တဖန်အါတ  
ကွၢ်မ့ၢ်ပုၤဖျိန်ဖိယိၣ်ဖိ.

People who live near the big cities are mostly  
poor people.

လာဟီၣ်ခိန်အံၤတၢ်လီၤအိန်ဝဲတနီၤန့ၣ်  
ပုၤဘၣ်ဖျိန်ဘၣ်ယိၣ်ဒိန်မး.

There are some places on this earth where  
people face great poverty.

If you are in an area where ညံၣ် is used, repeat the last 2 sentences above using ညံၣ် in  
place of ယိၣ်.

သရၣ်-ဖဲသုအိန်အလီၢ်န့ၣ်ပုၤမ့ၢ်ညံၣ်တဲလၢ "ညံၣ်" န့ၣ် တဲလိအကတၢ်ခံကျိၤကဒီးတဘျီဒီးအအံၤတဘျီလၢ  
"ယိၣ်" အလီၢ်တဲလၢ "ညံၣ်."

(4) Use of တဘိယုၢ်ယီ, "continually"

(၄) တၢ်သုတၢ်ကတိၤ "တဘိယုၢ်ယီ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

မုၢ်ဂၢ်သးပုၢ်ဒီးဖါတၢ်သးပုၢ်ခံဂၢ်န့ၣ်ယထံၣ်အ  
ဘါထုကဖန်တၢ်တဘိ ယုၢ်ယီ.

I see that elderly aunt and uncle praying all the  
time (continually).

ဖိဒိန်ခွါတဂၢ်န့ၣ်အိန်ဘျးမုၢ်ဂုၤမၤတၢ်မုၢ်ဂုၤသ  
းဝံၣ်တၢ်တဘိယုၢ်ယီ.

That nephew sings continually whether he is  
resting or working.

ဖိခွါဇေ၊ နမုၢ်သ့ၣ်တၢ်ဒီးတၢ်လၢန့ၣ် န  
ဘၣ်ကွၢ်အီၤဂုၤဂုၤတဘိယုၢ်ယီ.

Son, if you plant vegetables, you must take  
good care of them continually.

တၢ်အိန်ဖျိန်သးပုၢ်တဂၢ်န့ၣ် ယထံၣ်လၢ  
အဝဲဒိန်ဟးဘါယုၤပုၤယွၤတဘိ  
ယုၢ်ယီ.

I see that church elder going around leading  
people in worship all the time.

(5) Use of ယီၤထီၣ်, "to dry up after the rainy season," and တၢ်ယီၤခါ, "the dry season"

(၅) တၢ်သုတၢ်ကတိၤ "ယီၤထီၣ်" ဒီး "တၢ်ယီၤခါ"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ခဲအံၤတၢ်ယီၤထီၣ်လံ, ပကလဲၤမၤတၢ် ကဒီး.

Now it has dried up after the rains; we're going  
to work again.

တနံၣ်အံၤန့ၣ်လီၤအလါတဆံလံ, တၢ်  
ကယီၤထီၣ်လီၤ.

This year has entered Month Ten already; it  
will be drying up after the rains.

တုၤတၢ်ယီၤခါခဲကီၢ် ယကလဲၤဟးအိန်  
သကီးန့ၣ်.

Next dry season I'll go and visit you.

ကျဲလဲၤဆူပသဝီန့ၣ်, တၢ်ယီၤခါပုၤဘျီ  
ဂုၤထီၣ်ကုၤကီးနံၣ်ဒဲး.

Every year the road to our village is repaired in  
the dry season.

13.5 Conversation Practice

၁၃.၅ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကီးတၢ်

Carry on a conversation with your teacher about poverty and poor people; e.g., What are the characteristics of poor people? What are the causes of poverty? In what ways can people who worship God help the poor?

သရော်-သရော်ဒီးပုၤကွဲၤဖိကတၢ်တဲသကးတၢ်ဘၣ်ဃးပုၤဖျိၣ်ဖိယၢ်ဖိအဂ့ၢ်. အဒိ-ပုၤဖျိၣ်ဖိမၤအသးဒ်လဲၣ်. တၢ်ဖျိၣ် တၢ်ယၢ်ဟံကဲထီၣ်အသးသ့ဘၣ်မနုၤလဲၣ်. ပုၤဘၢယုၤဖိမၤစၢၤပုၤဖျိၣ်ဖိသ့ဒ်လဲၣ်.

### 13.6 Pattern Sentences and Phrases

၁၃.၆ တၢ်ကတိၤအဒိ

#### (1) Use of ခီး(တၢ်)/ခီး(တၢ်), "to watch, guard, wait, tarry"

(၁) တၢ်သူတၢ်ကတိၤ "ခီး(တၢ်)/ခီး(တၢ်)"

REPEAT after the teacher

သရော်-မၤပုၤကွဲၤဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ခီးယၢ်တစၢ်, ယကလဲၤပီၣ်န့ၣ်စ့ၢ်.

Wait for me a minute, I'll go with you also.

လဲၤဒီးတဂ့ၤ. အိၣ်ခီးန့ၣ်တၢ်တစၢ်.

Don't go yet. Wait a moment for your uncle.

လဲၤအိၣ်ခီးန့ၣ်အခိၣ်လၢတၢ်ဘၢလီၤန့ၣ်.

Go and meet your father at the church.

ခဲအံၤသ့အိၣ်ခီးမတၢ်တဂ့ၤလဲၣ်.

Whom are you waiting for now?

#### (2) Use of သိၣ်(တၢ်), သိၣ်က့ၤသီက့ၤ(တၢ်), သိၣ်လိ(သိလိ)(တၢ်), "to teach"

(၂) တၢ်သူတၢ်ကတိၤ "သိၣ်(တၢ်), 'သိၣ်က့ၤသီက့ၤ(တၢ်)' ဒီး 'သိၣ်လိ(သိလိ)(တၢ်)"

REPEAT after the teacher

သရော်-မၤပုၤကွဲၤဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

န့ၣ်မၤတၢ်ခုၤကီးဂၢၤဒီး, မ့ၢ်န့ၣ်သိၣ်အီၤဒ် လဲၣ်.

All of your children are industrious. How did you train them?

တၢ်အိၣ်ဖျိၣ်အခိၣ်အန့ၢ်တဖၣ်သိၣ်က့ၤသီ  
က့ၤတၢ်အိၣ်ဖျိၣ်ဖိတဘိယုၤဃီ.

The church leaders continually exhort the church members.

လၢန့ၣ်သီန့ၣ် ပုၤသိၣ်လိကီၤလၢဝါကျီၣ်  
အိၣ်ခါ.

Is there anyone in your village who teaches English?

တၢ်အိၣ်ဖျိၣ်ခိၣ်န့ၢ်အတၢ်မၤလိတဘျီအံၤ  
ပုၤဃုၤသရော်သိၣ်လိတၢ်အိၣ်ပွဲၤဂၤ  
လဲၣ်.

How many teachers have they found for the leadership training this time?

တၢ်အိၣ်ဖျိၣ်အိၣ်ဝဲတသဝီ, ဒီးအသရော်  
န့ၣ်သိၣ်လိသီလိတၢ်သ့မး.

There is a village church and the pastor is a skilled teacher.

#### (3) Use of လဲ/ဘူးလဲ, "wages"

(၃) တၢ်သူတၢ်ကတိၤ "လဲ/ဘူးလဲ"

REPEAT after the teacher

သရော်-မၤပုၤကွဲၤဖိတဲပိၣ်သရော်အခံ ၂-၃ ဝီ.

ခဲအံၤသီလုၢ်အလဲဒိၣ်ထီၣ်ဒိၣ်ထီၣ်လဲၣ်.

The busfare/carfare keeps increasing!

ယတခွါတဂၤအဖိအိၣ်ဘၣ်လါလဲၤကီးဂၤ ဒီး.

All of my cousin's children get monthly wages.

ပျာအိပ်ပျာနီတဖန်မအါထီၣ်အဘူးအလဲ  
ကီးနံၣ်ဒဲး

The leaders increase their salaries every year.

ပျာဖိသုၣ်လၢခိတဖန်လဲၤမၤတၢ်လၢဝုၢ် ပျာ,  
ပျာဟ့ၣ်ဘူးဟ့ၣ်လဲၤအိၤစၢၤဒိၣ် မးလီၤ.

Young people from the rural areas who go and  
work in the cities are given very low wages.

ဖိဒိၣ်ခွါတဂၤယမၤအလဲၤတၢ် ဒီးယတ  
န့ၢ်ဟ့ၣ်အတၢ်လဲၤတၢ်က့ၤအလဲ  
ဒဲးဘၣ်, ဘၣ်ဆၣ်အဝဲက့ၤလဲၤ.

I asked my nephew to go [for me] and I didn't  
get to give him the fare for his trip, but he's  
already gone.

(4) Use of ဒီး (ညါ), "the whole, entire"  
(၄) တၢ်သုတၢ်ကတိၤ "ဒီး (ညါ)"

မဟီတနံၣ်ယမၤတၢ်တကဲဘၣ်ဒီးနံၣ်ညါ.  
ဒိၣ်ဒါ, ယဟဲအိၣ်ဒီးန့ၢ်န့ၢ်ဒီးနံၣ်ညါ, ခဲအံၤ  
လဲၤအိၣ်ဒီးယကဒီး.

Last year I was unable to work the whole year.  
[Close friend], I have visited you for a whole  
week; now come and visit me in return.

ဖိခွါဒါ, နပုၢ်တဂၤလဲၤအိၣ်ဒီးအဖံအဖု  
ဒီးနံၣ်ဒီးလါညါတဟဲက့ၤလဲၣ်.

Son, your younger sibling has stayed with his  
grandparents a mighty long time without  
returning! (lit., the whole year)

ခဲအံၤယလီၤဆါဒီးဂၤညါ.

Now my whole body hurts.

နဒးဒီးဖျါညါအံၤပျာအိၣ်ပွဲၤဂၤလဲၣ်.

How many people live in your entire house?

နမၤဒဲလဲၣ်, နလံာ်တဘျီအံၤဟးဂီၤဒီး  
ဘျီညါန့ၣ်.

What have you done? This entire book of  
yours is ruined!

13.7 Conversation Practice

၁၃.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ်

Carry on a discussion with your teacher about wages; e.g., How much might the beginning salary be for persons starting the following kinds of work--teacher, nurse, pastor, home mission worker/evangelist, etc. Do they get paid once a month or more often? Do they get other benefits as well? If so, what? Will they be given a raise every year? Would it be the same in rural areas as in the city? Is the salary adequate? What about daily wages for working in a paddy field? For helping build a house? For working on a road? For cleaning someone's house?

သရၣ်ဒီးပျာကွီၤဖိကဘၣ်ကတိၤသကိးတၢ်ဘၣ်ဃးပျာဖိတၢ်မၤတၢ်အဘူးအလဲအဝုၢ်. ပျာကွီၤဖိသံကွၢ်တၢ်ဒီးသရၣ်  
ကကျဲးစးသုထဲတၢ်ကတိၤလၢပျာကွီၤဖိမၤလိတၢ်လံသ့တဖန်ဖဲအတဲဆၢတၢ်အခါန့ၣ်. ပျာကွီၤဖိသံကွၢ်တၢ်မ့ၢ်တ  
ဘၣ်ဂ့ၤတၢ်ဘၣ်န့ၣ် မၤပျာကွီၤဖိဆိကမိၣ်ပာ်စၢၤလၢအဝုၢ်တသီ ဝံၤကတိၤသကိးတၢ်လၢခံတဘျီ.

13.8 Notes on Word Usage and Grammar

၁၃.၈ သရၣ်-မၤပျာကွီၤဖိဒီးအိၣ်ဝဲလၢဒါး.

(1) Use of အါတက့ၢ်/အါဒိၣ်တၢ်တက့ၢ်, "mostly, for the most part"

See examples in 13.2(1). The expression အါတက့ၢ် is a shortened form of အါဒိၣ်တၢ်တက့ၢ်, the latter being used in more formal situations. There should be no problem in understanding its use.

(2) Use of သိ, "fat, oil, gasoline," and ပလီ, "bottle, bottlesful of anything"

See examples in 13.2(3). This word is used both for solid and liquid fat or oil of any kind, including gasoline, diesel fuel, engine oil, and the juice squeezed out of the coconut meat, which has a high fat content. Liquid fat/oil is usually sold by the bottle. The word in North Thailand for bottle is ဝံ (in Central Thailand and Burma ဝံ), and the classifier for bottlesful of anything is the same.

(3) Use of လှံ, "cart, wheeled vehicle"

See examples in 13.2(4). Wheeled vehicle of every kind are called လှံ in Karen, and other words are combined with it to indicate specific kinds of vehicles; e.g., လှံကျီ, "ox cart;" လှံယီ "bicycle" (from ယီ, "to tread upon"); သိလှံ (literally, "oil cart" because it runs by gasoline, which is called သိ). Other examples which you have not learned yet are motorcycle (engine + wheeled vehicle) and train (wheeled vehicle + fire--since the first trains were run by steam which used fire to produce the steam).

(4) Use of ဒီး/ဒီး, "to ride, mount"

See examples in 13.2(4). This word is used for riding an animal (e.g., horse, water buffalo, elephant) or for travelling by any means of transportation (e.g., bicycle, car, motorcycle, bus, train, motorboat, ship, airplane).

(5) Use of ဆဲ, "to be diligent, active, industrious"

See examples in 13.4(1). This word is a descriptive verb which is used only in connection with work or study. The word ဆဲ used in connection with work or study has the same meaning but ဆဲ can also be used with many other action verbs as well.

(6) Use of ယံ/ညံ, "to be torn," and ဖိ/ဖိယံ(ညံ), "to be poor"

See examples in 13.4(2) and (3). The word ယံ having the passive meaning of "to be torn" is easy to understand. The active verb "to tear" is formed by adding another word which you are not being taught at this time. The couplet for "to be poor" is formed by combining the word ဖိ, which has the same meaning, with the word ယံ/ညံ (since poor people often have to use torn garments, shoes, and linens. Both verbs making up the couplet are descriptive verbs.

(7) Use of ဒီး/ဒီး, "to watch, guard, wait, tarry"

See examples in 13.6(1). This verb can be used to mean "to watch, guard," as soldiers or nightwatchmen might do, or to mean "to wait, wait for, tarry" as when expecting someone to come or something to happen. It is usually preceded by the verb ဒီး if one does the waiting remaining in one place. This verb is also used to express the meaning of "to meet someone," but in this case instead of saying "meet the person" (as in English) one is said to "meet/wait for his head;" i.e., ဒီးဒီးအိ, as in the third example.

(8) Use of သိ, "to train," and ဝံ, "to instruct, study, learn"

See examples in 13.6(2). The word သိပ် is not usually used alone, but where it is so used it means "to train/teach" and refers not only to methods, information, and reasons but also to motives and character. The more common combinations are သိပ်ကုသ/သိပ်ကုသီကုသ (to exhort or stir to do good works by repeated exhortation) and သိပ်လိ/သိပ်လိသီလိ (to teach, instruct). The verb လိ is never used alone but gives the meaning of "to teach, study, learn." The verb which precedes it indicates the method of the teaching or learning; e.g., မလိ (to study, learn by doing); ကွဲလိ (to learn by writing or copying); တဲလိ (to learn or teach by repeating or talking); သိပ်လိ (to learn or teach by instructing).

(9) Use of ဒီ (ညါ), "particle indicating the whole, entire"

See examples in 13.6(4). This particle is always followed by a noun classifier or time classifier, which in turn may be followed by ညါ for emphasis. The expression ဒီနှံဒီလါ is a general term for a long, long time which doesn't necessarily mean a whole year.

(10) Use of ယီ, "to be dry, without rain"

See examples in 13.6(5). This verb is used mainly as ယီထိပ်, "to dry up after the rains," and as တၢ်ယီခါ, "the dry season." In one sense there are just 2 seasons in the year in Thailand--the rainy season and the dry season; however, the dry season can be divided into 2 seasons--the cold season and the hot season. You haven't learned the word for the cold season yet. There are 2 other verbs meaning "to be dry" which you haven't learned yet--one means "to get dry after being wet" as laundry; the other means "to dry out" as fruit which you want to dry in order to keep it.

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

၁၃.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချုးသရၣ်သိပ်လိတၢ်တကတီၢ်အံၤဒီးဘၣ်န့ၣ် ပှၤကွီုဖိကြးန့ၢ်ပၤတၢ်မၤလိလၢအပူၤကွံာ်ဂ့ၤဘၣ်ဘၣ်တဲး.)

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

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပှၤကွီုဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပှၤတဲတၢ်တဖၣ်အမံၤဒ်သီးပှၤကွီုဖိကသ့ၣ်ညါဝဲပှၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခံၣ်ဝံၤလံၤန့ၣ် မၤပှၤကွီုဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤခံၣ်အတၢ်ကတိၤအခံၣ်. ဖဲပှၤကွီုဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကွီုဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကွီုဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၤလံၤန့ၣ် တၢ်သံကွၢ်လၢပှၤကွီုဖိစံးဆၢတဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးကုၤပှၤခံၣ်အတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပှၤကွီုဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤကွီုဖိစံးဆၢအီၤ.

(B တဂၤလဲၤအိၣ်သကိး A လၢ A အသဝီ)

- A. ဖါတံ၊ လာဂီယကလဲအိတ်ဖိတ်တဲသကီးတံဂုအံလောနဟံ.
- B. ဖိဒိင်၊ နလဲဒုဂုညျာ၊ ဘတ်ဆတ်အါတကွမ်မုဆါပီပုလဲတံလံလီ.
- A. တမုဘတ်၊ ဖါတံ၊ ပုလောနဟံတရနမတင်ခုမးကီးဂါဒဲလီ. မုမုဒိနန  
နု၊ ယကလဲတဲသကီးခဲကိတ်လံတံလံခါနီ.
- B. မု၊ ဖိဒိင်၊ ယဆိကမိတ်ကဘတ်လံနုလီ. နမုလဲနု၊ လဲကွဲယုဒီးနပုနုနီ.
- A. မု၊ ဖါတံ၊ ယကလဲကွဲယပုတုအနု. အအံ၊ ဖါတံ၊ နဖိဒိင်မုမုနုအိတ်  
ထာ်ဖးဒိတ်တဖျာအံ.
- B. အါဒါ၊ ဖိဒိင်မုတဂဟုဂံအိတ်ယလောအထာ်ခဲအံခဲအံတဘိယုပီလဲ.
- A. အု၊ အု၊ အိတ်ခီးတထံ၊ ဖါတံ. အံ၊ ကုဂံအိတ်ဒီးသကွဲတခါအံ.
- B. အါဒါ၊ နဟုယတံအါလဲ. ဖိဒိင်၊ တုလောဘုထီနကလဲအိတ်ပုနု၊ တဲဆိ  
ပု. ယကမာယဖိခွဲလဲအိတ်ခီးနခိတ်လံသိလဲ ဖဲနဟဲတုကျဲဖးဒိတ်နု.
- A. မု၊ ဂု၊ ပကမဒဲသီးနတဲနုလီ. ဖါတံ၊ လောနဟံနု သရဲလောအသိတ်လိ  
ပုဖိသုအိတ်စုခါ.
- B. ဖိဒိင်၊ သရဲဟဲတဘျီတဘျီ၊ တအိတ်ဝဲဒိနုဒိနုဘတ်၊ မုလောပုသဝီဖိတဖျာအါ  
လောအဖျာအယံအယံ ကဟုသရဲအဘုအလဲတနုလံဒိနုအဂီဘတ်.

Questions (တံသံကွမ်)

- ၁. A တဂါသါကလဲဆူအဖါတံအဟံလံလီ၊ ဘတ်ဆတ်အဖါတံတဲအါဒဲလီ.
- ၂. A တဲတံလံပုလော B အဟံတဖျာအဂုဒဲလီ.
- ၃. A တဲဝဲလောမုမုဒိနုနုသါကလဲအခါဖဲလီ.
- ၄. B မါ A ကွဲယုမတလီ.
- ၅. A တဂါတဲအဖါတံလံမတတဂါမါအကုဖိတ်ထာ်ဖးဒိတ်တဖျာနုလဲ.
- ၆. အအံမုအိတ်ထံတဘျီလောအဖိဒိင်မုဟုဂံအိတ်အဖါတံအထာ်နုခါ.
- ၇. A တဂါသါကကုလဲ ဘတ်ဆတ် B တဲအါဒဲလီ၊ ဒီးဟုအါဒီးမတလီ.
- ၈. B တဲဘတ် A လောတုလောဘုထီ A ကလဲအိတ်ပုလော B အဟံနု၊ A တဂါက  
ဘတ်မမတလီ.
- ၉. A မုဒဲနုနု B ကသုကျဲတံဒဲလီ.
- ၁၀. လံ B အဟံနု သရဲလောအသိတ်လိပုဖိသုအိတ်စုခါ.
- ၁၁. ပုသဝီဖိအါတကွမ်မုပုဒဲလဲစင်လီ.
- ၁၂. လံတံနုအယံ အဲသုမမတတနုဘတ်လီ.

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

သရော်-ပုကွဲဖိစံးဆါတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုကွဲဖိ  
 ဖိတဲပိၣ်သရော်အခံတဝီ ဝံဒီးမၤပုကွဲဖိကဲ "B" ဒီးသရော်ကကဲ "A." ကတိၤလၢသကိးတၢ်ကတိၤအါဝီတဲးဒ်သိး  
 ပုကွဲဖိကတဲ "B" အတၢ်ကတိၤဘၣ်ဘျုးတဲး. တုပုကွဲဖိတဲတၢ်ဘၣ်ဘျုးလံန့ၣ် မၤပုကွဲဖိကဲက့ၤ "A" ဒီး  
 သရော်ကကဲက့ၤ "B."

### 13.10 Reading and Writing

၁၃.၁၀ တၢ်မၤလိဖးဒီးကွဲးပုကွဲဖိက့ၢ်

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

သရော်-မၤပုကွဲဖိဖးပိၣ်သရော်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၤပုကွဲဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီတၢ်လီၤလီၤဟံၤ.  
 လၢခံတနံၤသရော်ကဘၣ်ကွၢ်ပုကွဲဖိအတၢ်ကွဲးသ့တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံမၤပုကွဲဖိဖးယုၤသရော်. ပုကွဲဖိ  
 ဖးမ့ၢ်ကမၣ် သရော်ကဘၣ်ဖးယုၤပုကွဲဖိတဘျီဒီး.

ပုမၤလိတၢ်အတီၤထီတဲးတဖၣ် အါတက့ၢ်ဃုတၢ်မၤအိၣ်ဒီးအဘျးအလဲဂ့ၤ.

---



---

တၢ်ယီၤခါပလဲၤဒီးသိလ့ၣ်လၢယသဝီန့ၣ်တုၤချ့.

---



---

အိၣ်ခိးတစီၤ. က့ၤစိၣ်ထီၣ်တဖျၢၣ်လၢတၢ်ကူတၢ်ကၢၤပွဲၤအပူၤလၢတၢ်မၤစၢၤပုၤဖျိၣ်ဖိ  
 ယၢ်ဖိအဂီၢ်အံၤနီၤ.

---



---



---



---

### 13.11 Listening and Speaking

၁၃.၁၁ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပုကွဲဖိအကျိၣ်လၢပုကွဲဖိအဟံၣ်.



(1) During the next 24 hours learn one new word or expression from someone other than the teacher using only the Karen language. Choose a word or expression which will be useful to you to know, and plan how to find out the Karen word for it as well as ways in which you can use it after you have found out what it is. The next day tell your teacher what expression you have learned and the ways you have found that you can use it. Then you and your teacher should use it in conversation or trial sentences every day for several days so that you don't forget it..

(၁) သရော်-လၢဆူညါ ၂၄ နှ်ရံအတိပူအံ၊ မၤပူကွဲဖိယုအါထီၣ်န့ၣ်တၢ်ကတိအသီတဖျၢၣ်ဒ်တၢ်ကွဲဖျါထီၣ်လၢအ ကျိၣ်ဒ်လၢအဖီခိၣ်အံအသးန့ၣ် လၢခံတနံၤန့ၣ် မၤပူကွဲဖိတဲဘၣ်သရော်လၢတၢ်ကတိအသီတဖျၢၣ်အံ၊ ဒ်သးဒီး သရော်ဒီးပူကွဲဖိကကတိလိတၢ်ကတိအသီအံခဲအံခဲအံ၊ ပူကွဲဖိကဘၣ်သူတၢ်ကတိအသီအံထီၣ်ထီၣ်ဒ် သးအသုတသးပူနီၣ်ဝဲတဂ့ၤ.

(2) Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

(၂) သရော်-မၤပူကွဲဖိလဲအံၣ်သကိးပူကညီဒ်သးကကတိလိတၢ်ကတိသ့ၣ်တဖျၢၣ်လၢအမၤလိတုၢ်လံဝဲ ဒီးဒ်သးက ကန့ၣ်ပူကညီကတိသကိးတၢ်.

### 13.12 Cultural Assignment

၁၃.၁၂ တၢ်ယုသ့ၣ်ညါပူကညီအလုၢ်အလုၢ်

Continue to work on 11.12.

သရော်-တၢ်မၤလိတကတိအံၣ်န့ၣ်တဘၣ်ဃးဒီးပူကညီကျိၣ်ဘၣ်. ပူကွဲဖိကမၤဒ်ဝဲ.

## LESSON 14

### တၢ်မၤလိ ၁၄

#### 14.1 Useful Words and Phrases

၁၄.၁ တၢ်ကတိၤအသီၤလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခံဘျီ.

ဘုး(တၢ်)	To thrust in the hand and pull out, as from a basket, hole, etc.
ခး(တၢ်)	To shoot, as with a cross-bow or gun
တၢ်ဟံ	Barking deer
နီၤ(တၢ်)	To divide, apportion, distribute
နီၤလီၤ(တၢ်)	To distribute
နီၤဖး(တၢ်)	To divide into parts
မိၣ်/မိၣ်သီ	To be lucky, fortunate
လူၤတနံၣ်ကျါ	Throughout the whole year, during the whole year
လီၤ _.	To have a quality which makes one wish to carry out the action indicated
နံၤ	To laugh, smile
လီၤနံၤ	To be funny
လၢပျါ	A long time ago, formerly, in ancient times
လံၤလံၤ	Since
နးဒိၣ်	"It's too bad that _"
ဆၣ်ဖိကီၢ်ဖိ	Quadrupeds in general, animals in general
ခိလီ	To be free, without cost
ခိလီ	Just
သ့ၣ်တၢ်/သ့ၣ်ကတၢ်	Really, truly, definitely so
တၢ်မံၤလၢ	Anything wild, whether animals or plants
မံၤ	To be wild
ဒါ	To be domesticated, cultivated
. . . တကဲလၢဘၣ်	Exaggeration used as a warning that the one spoken to had better be careful

#### 14.2 Pattern Sentences and Phrases

၁၄.၂ တၢ်ကတိၤအဒိ

(1) Use of ခး(တၢ်), "to shoot"

(၁) တၢ်သူတၢ်ကတိၤ "ခး(တၢ်)"

REPEAT after the teacher

သရၣ်-မၤပုၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပုၤလၢခိအပီၣ်ခွါတဖၣ်အါတက့ၢ်ခးတၢ် သ့. Most of the men in rural areas know how to shoot.

ဖါတံတကအံးတလီဂုမး.  
တနံညါအံးပနဟုပးသံလီအသး  
လကဲန့တက.

This uncle shoots good and straight.  
We heard today that there was a shoot-out on  
the road and one person died.

(2) Use of ဆပ်ဖီကီဖီ, "quadrupeds;" မံ, : "to be wild;" တံမံလံ, "wild things;" ဒါ, "to be domesticated;" တဟိ, "barking deer"

(၂) တံသုတံကတိ "ဆပ်ဖီကီဖီ," "မံ," "တံမံလံ," "ဒါ," ဒီး "တဟိ"

REPEAT after the teacher  
သရံ-မဟုကီဖီတံပိသရံအံ ၂-၃ ဝီ.

တံလီလယပအိဝဲခဲအံန့ ဆပ်ဖီ  
ကီဖီအိအါမး.  
တံလံးမံအဘျန့ ပအိဝဲန့  
ထီးဒါအဘျ.  
သကံမံအသန့အချ်အါအယိ ပှအိ  
တသ့ဘျ. တဒ်သီးဒီးသကံဒါ  
ဘျ.  
တံမံလံဖီအညှဝံလီဆီန့တံ  
ဘျဒါအညှ.  
တဟိညှန့ဆါန့တံညှအဂဲ လံ.

There are a lot of animals in the place where  
my father is now.  
The skin of wild boar is more delicious than  
that of domesticated pigs.  
Wild bananas have many seeds and so we  
can't eat them. They aren't like cultivated  
bananas.  
The meat of wild animals is tastier than that of  
animals raised domestically.  
Barking deer meat is sweeter than all other  
meat.

(3) Use of နီ(တံ), "to divide, apportion, distribute"

(၃) တံသုတံကတိ "နီ(တံ)"

REPEAT after the teacher  
သရံ-မဟုကီဖီတံပိသရံအံ ၂-၃ ဝီ.

ဖိဒ်ဒါ, နတံချ်တံသုန့နီန့ယတ  
နီ.  
တံလံမုဒါ, နီလီတံအိတဖ်အံ  
ဆုပုကီးဂါဒီး.  
မုဘိတဖ်အံ, နီဖီးအိတဘိခံဂါ  
တဘိခံဂါ.  
တံညှအိတုဒ်တဖ်အံ, နီဟု  
လီသးဂါစဲဂါစဲ.  
ဖိသုအနံအိ ၁၂ နံန့ သုနီဖီး  
တံဂုတံအလံ.

Nephew, share some of your seeds with me.  
Granddaughter, pass out (distribute) this food  
to everyone.  
Divide these rice packets up one for each two  
persons to eat.  
Divide up between you the meat that still  
remains, a bit to each of you.  
Children 12 years old are able to distinguish  
between good and evil.

(4) Use of . . . တကဲလံဘျ, "exaggeration used as a warning that the one spoken to had better be careful"

(၄) တံသုတံကတိ "တကဲလံဘျ"

တၢ်ဂ့ၢ်တခါန့ၣ် ပှၤတဲၤတဲၤတဲၤတဲၤတဲၤနီၤ  
 တၢ်ဂ့ၢ်, ယဲၤယဲၤယဲၤယဲၤယဲၤယဲၤ  
 လၢၤတၢ်ဂ့ၢ်.  
 ဖိဒိၣ်မ့ၢ်တၢ်, နတဲၤပှၤတဲၤခွဲၤတၢ်န့ၣ်အဂီၢ်  
 ခဲအံၤခဲအံၤ, အဝဲမ့ၢ်တၢ်အံၤနီၤ  
 လၢၤတၢ်ဂ့ၢ်န့ၣ်, ယနံၤတၢ်နီၤတၢ်ကဲ  
 လၢၤတၢ်ဂ့ၢ်.  
 ခွဲၤမ့ၢ်တၢ်, နတဲၤအၢၤနတၢ်အဂီၢ်အါၤတၢ်အါၤ,  
 နတၢ်မ့ၢ်ပၢ်တၢ်ကွဲၣ်နီၤန့ၣ်, ယ  
 သးအးစၢၤနတၢ်ကဲလၢၤတၢ်ဂ့ၢ်.

You keep going back and forth over that matter without coming to a decision, I can't be bothered to cooperate with you any longer!  
 Niece, you talk so much about that boy, if he should no longer love you, I would no longer have the energy to laugh at you!  
 Cousin, because you speak evil of your husband so often, if he should leave you I would no longer have the energy to help you be sorry!

(5) Use of ခီလီ, "to be free, without charge"

(၅) တၢ်သ့တၢ်ကတိၤ "ခီလီ"

ယွဲၤအံၤပှၤဟီၣ်ခိၣ်ဖိအံၤ ယွဲၤဟ့ၣ်ခီလီ  
 ပှၤဟီၣ်ခိၣ်ဖိအံၤတၢ်ခဲလၢၤ.  
 ဒိၣ်တၢ်, နဟ့ၣ်ခီလီယတၢ်ခဲအံၤခဲအံၤ, ယဲ  
 ယဟ့ၣ်က့ၤနတၢ်ခီလီယတၢ်တအိၣ်နီၤ  
 တမံၤလဲၣ်.  
 ခဲအံၤလၢက့ၤမၤလိတၢ်အပူၤတဖျၢၣ်ဂ့ၤတ  
 ဖျၢၣ်ဂ့ၤ မ့ၢ်ဆါခီအတၢ်အိၣ်န့ၣ်ပှၤ  
 လုၢ်အိၣ်ခီလီပှၤက့ၤဖိကိးဂၢၤဒီးလီၤ.  
 တၢ်အိၣ်ဖိၣ်ခိၣ်နီၤအတၢ်မၤလိတၢ်တၢ်အံၤ  
 တၢ်လၢၤတၢ်စ့ၤခဲလၢၤန့ၣ်ပှၤမၤ  
 စၢၤခီလီပှၤခဲလၢၤလီၤ.

God loves the people of the earth, so God gives them everything free of charge.  
 [Close friend], you give me things free so often, and as for me I don't have anything to give back to you!  
 Nowadays a free noon meal is served to all of the pupils in whichever school [you go to].  
 At the Association Leadership Training session this time all expenses will be provided free to everyone.

14.3 Question and Answer Drill

၁၄.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

Answer the following questions as the teacher asks them.

သရၢ်-သံကွၢ်ပှၤက့ၤဖိအံၤလၢအသးအံၤဒီးမၤပှၤက့ၤဖိတဲၤဆၢဝဲ.

၁. ဆၢဖိကိၢ်ဖိခဲလၢၤလၢနသ့ၣ်ညါအမံၤလၢပှၤက့ၤညါတဖျၢၣ်န့ၣ်မ့ၢ်မနုၤတဖျၢၣ်လဲၣ်.
၂. ဆၢဖိကိၢ်ဖိအမံၤလၢနသ့ၣ်ညါပှၤကိးအမံၤ အိၣ်ပှၤက့ၤလဲၣ်လဲၣ်. မ့ၢ်မနုၤတဖျၢၣ်လဲၣ်.
၃. တၢ်မံၤလၢလၢတမ့ၢ်ဆၢဖိကိၢ်ဖိဘၣ်န့ၣ်နသ့ၣ်ညါပှၤမံၤလဲၣ်. မ့ၢ်မနုၤတဖျၢၣ်လဲၣ်.
၄. ဆၢဖိကိၢ်ဖိအမံၤဒီးဆၢဖိကိၢ်ဖိအအၢၤန့ၣ်လီၤဆီလီၤအသးဒ်လဲၣ်.
၅. နမ့ၢ်နီၤလီၤတၢ်ဟီၣ်ညါအကံၤလီၤ ၁၀ လၢပှၤအဂၢၤ ၂၀ အဂီၢ်န့ၣ် တၢ်ဒီးတၢ်ကကနီၤ ဘၣ်ဝဲဆံးအါလဲၣ်.
၆. နမ့ၢ်နီၤလီၤ ၃၆ လၢ ၆ န့ၣ်ကနီၤဝဲဆံးအါလဲၣ်.
၇. နမ့ၢ်နီၤလီၤ ၁၂၀ လၢ ၈ န့ၣ်ကနီၤဝဲဆံးအါလဲၣ်.
၈. နမ့ၢ်နီၤလီၤ ၁၅၀ လၢ ၅ န့ၣ်ကနီၤဝဲဆံးအါလဲၣ်.
၉. နမ့ၢ်နီၤလီၤ ၄၂၀ လၢ ၇ န့ၣ်ကနီၤဝဲဆံးအါလဲၣ်.

#### 14.4 Pattern Sentences and Phrases

၁၄.၄ တၢ်ကတိၤအဒိ

(1) Use of ဘုး(တၢ်), "to thrust in the hand and pull out, as from a basket, hole, etc."

(၁) တၢ်သူတၢ်ကတိၤ "ဘုး(တၢ်)"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

ပၤဘုးလီၤမ့ၤလံ.

ဘုးလီၤအိၣ်တၢ်ဒီးချီၤလၢသပၤပူၤန့ၣ်.

ဘုးလီၤန့ၣ်က့ၤယစုၤလီၤတဲၣ်တဘျီန့ၣ်.

ဘုးထီၣ်န့ၣ်ယၤအံၤသ့တဲး.

ဘုးထီၣ်န့ၣ်ယၤဆုၤကၤလၢတၢ်အပူၤန့ၣ်  
တဘျီ.

ယထံၣ်န့ၣ်ဘုးထီၣ်တၢ်လၢအပၢ်အထၢၣ်  
ပူၤတမံၤ.

ဘုးထီၣ်က့ၤညၢၣ်အိၣ်လၢတၢ်ပူၤတဘျီန့ၣ်.

They have already dished up the rice.

Reach into the pot and get some boiled vegetables to eat.

Reach down in and get back my coin which dropped [into that narrow space].

Reach in and get me a bit of salt.

Reach into the trunk and get me a shirt.

I saw your child reach in and get something out of his father's pocket.

Reach in and bring back up one of the fish in that hole in the ground [which has water in it].

(2) Use of မိၣ်/မိၣ်သီ, "to be lucky, fortunate"

(၂) တၢ်သူတၢ်ကတိၤ "မိၣ်/မိၣ်သီ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

(က) အဝဲမိၣ်န့ၣ်အပူၤအဝဲၢ်.

ဖါတၢ်တဂၤန့ၣ်မိၣ်ဂ့ၤမး.

ပကဘၣ်ကွၢ်ပၤလၢအမိၣ်တဂၤလၢ.

ယလဲၤတၢ်တဘျီအံၤမိၣ်မိၣ်သီသီ.

(ခ) ယဖိခွၢ်သဒါတဂၤအံၤမိၣ်န့ၣ်အပူၤ အဝဲၢ်

ဖဲအဝဲလဲၤတၢ်တဘျီဂ့ၤတ

ဘျီဂ့ၤမၤန့ၣ်အိၣ်တၢ်ကီးဘျီဒီး.

ဖါတၢ်တဂၤန့ၣ်မိၣ်ဂ့ၤမး, ပၤလၢ

လဲၤဖဲန့ၣ်တထံၣ်အိၣ်တၢ်နီၣ်တမံၤ

နီၣ်တဂၤဘၣ်, အဝဲလဲၤတဘျီထံၣ်

တၢ်ဟံၤဖါဖးဒိၣ်တဒုဒီးခးဝဲန့ၣ်.

ပမ့ၢ်လဲၤယုၤအိၣ်တၢ်န့ၣ် ပကဘၣ်

လဲၤကွၢ်ပၤလၢအမိၣ်တဂၤလၢ, မ့

တမ့ၢ်ပတအိၣ်ဘၣ်ဘၣ်.

ယလဲၤတၢ်တဘျီန့ၣ်မိၣ်မိၣ်သီသီ--

ဘၣ်ဖဲပၤခးန့ၣ်ထီးမံၤဖးဒိၣ်တဒု.

He is luckier than his brothers.

Uncle is very lucky.

We must invite along someone who is lucky.

My going this time was opportune.

My youngest son is luckier than his brothers-- whenever he goes out [hunting], he gets some game.

Uncle is very lucky--others go there and none of them see anything to eat; he went once and saw a large male barking deer and succeeded in shooting it..

If we go hunting, we must go and invite someone who is lucky; otherwise we won't encounter anything to eat.

My going this time was opportune--it happened that someone had killed a large wild boar [so I got some of it].

(3) Use of နဲ့, "to laugh, smile"

(၃) တၢ်သုတၢ်ကတိၤ "နီၤ"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပၤဖိသၣ်ဒိၣ်ထီၣ်သီန့ၣ် (အနီၣ် ၁၀-၁၅  
နီၣ်န့ၣ်) ညီနီၣ်နီၣ်ဆၢၣ်မး.

ပၤလၢန့ၣ်တဂၤန့ၣ် အမဲၣ်နီၣ်တအိၣ်နီၣ်တ ဘျီ.

ဖိသၣ်ဆဲးလၢအအိၣ်ဆၢၣ်န့ၣ် ပကထံၣ်  
ဘၣ်အဝဲနီၣ်အဲၣ်အဲၣ်.

ယမ့ၢ်တဲနီၣ်တၢ်န့ၣ် လီၤနီၣ်မ့ၢ်ဂ့ၤတလီၤ  
နီၣ်မ့ၢ်ဂ့ၤ, သုကဘၣ်နီၣ်ကီးဂၤဒဲး.

Children in the early years of growing up (10-15 years of age) usually laugh very energetically.

That person doesn't ever crack a smile.

We will see that little children who are well laugh frequently.

If I tell jokes, whether they are funny or not, you must all laugh.

(4) Use of လူတန့ၣ်ကျါ, "throughout the whole year, during the whole year"

(၄) တၢ်သုတၢ်ကတိၤ "လူတန့ၣ်ကျါ"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

လူတန့ၣ်ကျါယမၤတၢ်တကဲထီၣ်နီၣ်တ  
မံၤဘၣ်.

လူတန့ၣ်ကျါအဝဲတအိၣ်လၢဟံၣ်ဘၣ်,  
ဟးလၢပၤဟံၣ်တဘိယုၤဃီ.

လူတန့ၣ်ကျါယဖိအဟၢဖၢတမ့ၢ်ဘၣ်.

The whole year long I didn't accomplish a thing. (Lit., I worked [but] nothing was successful.)

The whole year he wasn't in the village; he went to other people's villages continuously.

The whole year my child's stomach was not normal (lit., not comfortable).

(5) Use of လီၤ \_\_, "to have a quality which makes one wish to carry out the action indicated"

(၅) တၢ်သုတၢ်ကတိၤ "လီၤ \_\_"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပၤဖိသၣ်တဂၤန့ၣ်လီၤအဲၣ်ဒိၣ်မးလီၤ.

သဝီတဖျါန့ၣ်ပၤလဲၤမုၢ်ဒီးလီၤအိၣ်ဘၣ်  
ပၤဒိၣ်မး.

ခွါၤ, နဲနမ့ၢ်တဲတၢ်န့ၣ်လီၤမဲၣ်ဆးဒိၣ်မး.

ပလဲၤသကီးတၢ်တဘျီန့ၣ်လီၤတဲက့ၤအ  
ဂ့ၢ်အဲၣ်အဲၣ်.

That child is very lovable. (i.e., there is something about the child that makes us want to love him/her)

Everyone enjoys going to that village and finds it a desirable place to stay.

Cousin, when you talk, it is very embarrassing! (i.e., something about your speaking makes us want to be embarrassed).

Our trip together this time is worth telling about over and over again.

ပှါဆါတၢ်အလီၢ်တတီၤန့ၣ် ပက့ၣ်တၢ်  
လီၤပှါခဲလၢၣ်.

At that place where people sell things, everything is very tempting [i.e., there is something about the things there that tempts us to buy them].

မုၢ်ဂၢ်တဂၤဖီအိၣ်တၢ်ပကွၢ်လီၤအိၣ်လီၤ  
အိၣ်ဂ့ၤမး.

Aunt's cooking is very tempting (i.e., all that she cooks looks as though it would be very tasty).

## 14.5 Command and Response Drill

၁၄.၅ တပ်မတော်တပ်မတော်

For this drill you or your teacher should provide the following items--a bottle full of water, 4 drinking glasses, 2 or more onions in a plastic bag, a small covered container containing 2 or more baht coins. Carry out the following commands as the teacher gives them.

သရုပ်-လၢတၢ်မၤလိတတီၢ်အံၤအၢကီၢ်န့ၣ် သရုပ်မ့တမ့ၢ်ပုၤကွၢ်ဖိကဘၣ်ကတဲာ်ကတီၢ်ပၤတၢ်ဖိတၢ်လံၤဒ်အဖီလၢ် အသိးအံၤ-ထံကိပွဲၤဒီးထံတကိ, ထံခွဲးလွံၢ်ဖျၢၣ်, ပသၢကီၢ် ၂-၃ ဖျၢၣ်လၢဖျဲးစတံးထၢတဖျၢၣ်အပူၤ, ဒီးတၢ် ၂-၃ ဘး လၢတၢ်အအဆံးဆံးဖိတဖျၢၣ်အပူၤ. သရုပ်ကမၤလီၤပုၤကွၢ်ဖိဒ်အဖီလၢ်အသိးအံၤဒီးပုၤကွၢ်ဖိကဘၣ်မၤထွဲဝဲ.

၁. ထံလကိပူနှင့် နီလီဆူထံခွဲ ၄ ဖျဉ်အပူပွဲသီးသီးတုလသံလီဖးဖီကိ.
၂. ဘုးထီၣ်န့ၣ်ယၢပသၢဂီၤ ၂ ဖျဉ်လၢထၢၣ်ပူန့ၣ်.
၃. နံၤထီၣ်ဒီဖိၣ်မ့ၣ်လၢအမဲၣ်ဆွဲးတဂၤအသီး.
၄. နၢဖးဒိၣ်လီၤဂၢ်နနီၣ်ဟူတၢ်လၢအလီၤနံၤဒိၣ်မးတမံၤအသီး.
၅. တဲယၢလၢတၢ်လီၤနံၤတမံၤလၢနထံၣ်ဘၣ်မ့တမ့ၢ်နီၣ်ဟူအဂီၢ်လၢအပူကွံၣ်န့ၣ်.
၆. ဘုးထီၣ်န့ၣ်ယၢတၢ်ခဲဘးလၢတၢ်အပူန့ၣ်.
၇. တၢ်ကတိၤလၢအဖီလၢအံၤန့ၣ်ဟ့ၣ်ယၢအဒိတဖျဉ်တမံၤတဖျဉ်တမံၤ.  
(၁) တၢ်သ့ၣ် (၃) ပှၤကလုာ် (၅) တၢ်ဖဲးတၢ်မၤ  
(၂) တၢ်ကူတၢ်ကၤ (၄) တၢ်ဖဲးတၢ်ညၣ် (၆) တၢ်ချံတၢ်သ့ၣ်

## 14.6 Pattern Sentences and Phrases

၁၄.၆ တၢ်ကတိၤအံၤ

(1) Use of ၵႃႈႁိၵ်ႈ, "It's too bad that . . ."

(၁) တၢ်သ့တၢ်ကတိၤ "နးဒိၣ်"

REPEAT after the teacher

သရော်--မၤပုၤကွဲၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

- |  |   |
|--|---|
| <p>(က) နးဒိန်နဝဟးယုအိန်တၢ်တချး ဘဉ်</p> <p>နးဒိန်အမၤတအိန်ဘူးအီၤဘဉ်.</p> <p>နးဒိန်အစုတအိန်လၢၤဘဉ်.</p> <p>နးဒိန်အစံၣ်အိန်ဖဲန့ၣ်.</p> <p>နးဒိန်ပှၤတထံၣ်နီတဂၤဘဉ်.</p> <p>နးဒိန်ပှၤတသ့ၣ်ညါဘဉ်.</p> | <p>(a) Too bad your husband doesn't have time to go hunting.</p> <p>Too bad his wife isn't near him.</p> <p>It's too bad he doesn't have any more money.</p> <p>Too bad his paddy field is there.</p> <p>Too bad nobody has seen it.</p> <p>Too bad nobody knows.</p> |
|--|---|

(ခ) နးဒိၣ်အမါတအိၣ်ဘူးအီၤဘၣ်. အ  
မါမ့ၢ်အိၣ်ဘူးအီၤန့ၣ်အဝဲတဝဲ  
တၢ်နီတမံၤဘၣ်.  
ဖိဒိၣ်ခွါတဂၤန့ၣ် တၢ်နးဒိၣ်အစုတ  
အိၣ်လၢဘၣ်. အစုမ့ၢ်အိၣ် တဟဲ  
က့ၤဘၣ်.  
ပှၤတဂၤန့ၣ်နးဒိၣ်အစံၣ်အိၣ်ဖဲန့ၣ်.  
အစံၣ်မ့ၢ်တအိၣ်ဘၣ်ဖဲန့ၣ်ဘၣ်န့ၣ်  
အဝဲဒိၣ်ဟးယံၣ်လံ.  
တၢ်သၢ်တထွၢ်အံၤနးဒိၣ်ပှၤတထံၣ်  
နီတဂၤဘၣ်. ပှၤမ့ၢ်ထံၣ်, ပှၤအိၣ်  
လၢၣ်လံ.  
ညၢ်ဖိတတီၤအံၤ နးဒိၣ်ပှၤတသ့ၣ်  
ညါဘၣ်. ပှၤမ့ၢ်သ့ၣ်ညါ ပှၤဟဲမၤ  
အိၣ်လၢၣ်လံ.

(b) Too bad his wife isn't near him; if his wife  
were near him, he wouldn't say anything  
[about it].  
  
Too bad that the young man doesn't have  
any more money. If he had money, he  
wouldn't come back.  
  
Too bad that that person's paddy field is  
there; if it weren't in tht place, he would  
have left long ago.  
  
Too bad nobody saw this fruit tree. If  
people had seen it, they would have  
eaten it [the fruit] all up.  
  
Too bad that people didn't know about the  
fish in this section [of the body of  
water]. If they had known, they would  
have come and gotten them all.

(2) Use of သပှၢ်တၢ်, "really, truly, definitely so"

(၂) တၢ်သုတၢ်ကတိၤ "သပှၢ်တၢ်"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၤဖိတဝဲၣ်သရၣ်အံၤ ၂-၃ ဝီ.

အဝဲတဲတၢ်န့ၣ်သပှၢ်တၢ်.  
နကလဲၤသပှၢ်တၢ်ငါ.  
အဝဲဟဲက့ၤစီၣ်တၢ်ဟံတဒုသပှၢ်တၢ်.  
နမိၢ်ကဟဲအိၣ်ယၤလၢဂီၤသပှၢ်တၢ်ငါ.  
နမိၢ်သပှၢ်တၢ်.

He definitely said that.  
Are you going for sure?  
He has really brought back a barking deer.  
Is your mother definitely coming for me in the  
morning?  
You are really lucky!

(3) Use of လၢပျၢၤ, "a long time ago, formerly, in ancient times"

(၃) တၢ်သုတၢ်ကတိၤ "လၢပျၢၤ"

REPEAT after the teacher

သရၣ်-မၤပှၤက့ၤဖိတဝဲၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပှၤကညီလၢပျၢၤအမ့ၢ်နံၤထီ, ပှၤခဲအံၤ  
အမ့ၢ်နံၤဖျၢၣ်.  
ယဖံန့ၣ် အဝဲတဲတၢ်လၢပျၢၤသ့မး.  
လၢပျၢၤန့ၣ်ထံအါ, ခဲအံၤန့ၣ်ထံစ့ၤလီၤ.  
လၢပျၢၤန့ၣ်ဆၣ်ဖိကီၢ်ဖိအိၣ်အါ, ခဲအံၤ  
တဝီအိၣ်လၢဘၣ်.

Formerly people lived a long time; people  
nowadays live a short time.  
  
My grandmother is very skilled at telling  
legends.  
Formerly there wss much water; now water is  
scarcer.  
In the past there were animals; nowadays  
there are hardly any more animals.

(4) Use of လံၤလံၤ, "since"



(၄) တၢ်သုတၢ်ကတိၤ "လံၤလံၤ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲတဲသရၢ်အခံ ၂-၃ ဝီ.

နမၤန့ၢ်တရူးလၢမဟါလံၤလံၤ နတအီၣ်  
ဒံးဇီၣ်.

ယမၤနဟဲအီၣ်ယၤလၢမဟါလံၤလံၤ နတ  
ဟဲတၢ်မနုၤလဲၣ်.

နဝဲၣ်နီၣ်တဂၤန့ၢ်အဖီအီၣ်လၢမဟါလံၤ  
လံၤနတသ့ၣ်ညါဒံးဇီၣ်.

စးထီၣ်လၢနဖါတၢ်သံလံၤလံၤန့ၢ်တုၤ  
အံၤယအီၣ်မ့ၤတဝံၣ်ဘၣ်.

ပၤဒိမိၤဝဲၣ်ဂၤန့ၢ် စးထီၣ်လၢအထီၣ်ပၤ  
လံၤလံၤတုၤအံၤ ပတထံၣ်လၢ  
အသးဒိၣ်လီၤအသးနီၣ်တဘျီဘၣ်.

You got a tree lizard since yesterday, haven't  
you eaten it yet?

Since yesterday I asked you to come see me,  
why didn't you come?

Your elder sister has had a child since last  
year, didn't you know yet?

Ever since your uncle died I haven't had any  
appetite. (lit., starting from when your  
uncle died until now)

Ever since that couple got married we have  
never seen them become angry with each  
other.

(5) Use of ခီလီ, "just"

(၅) တၢ်သုတၢ်ကတိၤ "ခီလီ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲတဲသရၢ်အခံ ၂-၃ ဝီ.

"ဖိခွါ, တၢ်အီၣ်မ့ၢ်ဟဲသ့တၢ်ခီလီ  
နတၢ်တသ့ဇီၣ်." "တၢ်သ့ကၢ်."

"နအီၣ်ပဖီအီၣ်တၢ်ဒီးတၢ်လၢခီလီ မ့ၢ်န  
အီၣ်ဘၣ်ကဝံၣ်ဒါတသ့ၣ်ညါဘၣ်."  
"အီၣ်ဝံၣ်မၤ."

"ဖိဒိၣ်ခွါ, ပလဲၤတၢ်တဂီၤမုၢ်ထွၢ်ခီလီ,  
အီၣ်ခီးပၤစၢၤပၤလၢဒီးနီၣ်." "ခီး  
ဒီးယၢ်."

"ဖိဒိၣ်, နဟဲဘၣ်တၢ်တမံၤမံၤဒါ." "ဟၢၣ်  
အၢ, ဟဲဟးအီၣ်နၤခီလီလဲၣ်."

"မုၢ်ဂၢ်, နဖီအီၣ်မတၤလီၣ်." "အၢ, တၢ်  
အီၣ်မ့ၢ်ဟဲသ့ခီလီလဲၣ်."

"ဒိၣ်, ပၤတဲဝဲနပုၤနီၣ်အီၣ်အိၣ်မ့ၢ်ဒါ."  
"အၢၣ်အၢ, အီၣ်တဒုခံဒုခီလီမၤ."

"ဖါတၢ်, နဲနဖဲအီၣ်မၤအီၣ်ကီၢ်တၢ်ဒိ  
လဲၣ်." "အၢ, ယဲယဖဲအီၣ်ယုးခီ  
လီမၤ."

"ဝဲၣ်ဒါ, မဆါနလဲၤဆူလဲၣ်." "မဆါယ  
လဲၤလၢစံၣ်ပူၤခီလီမၤ."

"Son, can't you just pound the chillie dip?"  
"Sure I can."

"I don't know whether eating just the  
vegetables we cooked will taste good to  
you or not." "Sure, it tastes good."

"Nephew, it just takes us a half day to go.  
Wait for us in the house, won't you?" "It's  
all right with me."

"Nephew, have you come for any reason?"  
"Huh-uh, I just came to visit you, that's all."

"Aunt, what are you cooking?" "Why, I'm only  
pounding chillies, that's all."

"[Close relative], they say that you have a lot  
of water buffalo, is that so?" "Uh-uh, I have  
only one or two, that's all."

Uncle, what do you do for a living?" "Aw, I  
only plant hill paddy, that's all."

"Elder sibling, where did you go today?" "I  
only went to the paddy field, that's all."

## 14.7 Notes on Word Usage and Grammar

၁၄.၇ သရော်--မာပုကိတိဖူးဒ်ဝဲလာဒါး

- (1) Use of ဆၢ်တိကီၣ်ဖိ, "quadrupeds, animals in general;" တၢ်မံၤလၢ်, "wild things;" မံၤ, "to be wild;" and ဒၢ, "to be domesticated, cultivated"

See examples in 14.2(2). According to the dictionary ဆၢ်တိကီၣ်ဖိ refers to quadrupeds only, but in north Thailand it is also used to refer to animals in general no matter how many legs they have and whether wild or domesticated. The expression တၢ်မံၤလၢ်, on the other hand, refers only to wild things, but includes plants and trees as well as animals. The verbs မံၤ meaning "to be wild" and ဒၢ meaning "to be domesticated (animals) or cultivated (plants)" are descriptive verbs and are used in the same ways as other descriptive verbs. Note that there is a slight difference between ဒၢ and ဘျါ--ဒၢ refers to animals raised by people but not all of them are ဘျါ; for example, some dogs or bulls may be very leery of people even though they are raised by people from the time they were born; and on the other hand, some wild animals become quite tame though they are still wild. Note also that the word ဒၢ meaning "to be domesticated" has no relationship to the word ဒၢ meaning "to be pregnant."

- (2) Use of နီၤ, "to divide, distribute, apportion"

See examples in 14.2(3). This verb has the meaning of dividing up. It is usually followed by some other action verb which indicates the manner of dividing or an action which follows the dividing; e.g., နီၤဖူး, "to divide between" (like the expression ဖူးဖိ meaning "half"); နီၤလီၤ, "to divide out what is in a container into dishes (which requires a downward movement of the hand or spoon); နီၤဟ့ၣ်, "to divide and give to others;" နီၤန့ၣ်, "to divide resulting in someone else getting some."

- (3) Use of . . . တကဲလာၤဘၣ်, "exaggeration used as a warning that the one spoken to had better be careful"

See examples in 14.2(4). Used this way, the speaker doesn't literally mean that he wouldn't have the energy any more to carry out the action indicated, but is rather indicating in an exaggerated way that the person(s) spoken to had better be careful about what they are saying or doing or the speaker just might not be sympathetic any longer. One can usually tell from the context whether the meaning is to be taken literally or whether it is an exaggeration.

- (4) Use of ဒီလီ, "to be free, without charge"

See examples in 14.2(5). This is a descriptive verb which is never used alone, but always immediately follows an action verb.

- (5) Use of ဘူး, "to thrust in the hand and pull out, as from a basket, hole, etc."

See examples in 14.4(1). The meaning of this verb should be clear from these examples. As in the case of နီၤ above, ဘူး is usually followed by another verb like လီၤ, ထီၣ်, or န့ၣ်. In many cases either ဘူးလီၤ or ဘူးထီၣ် could be used depending upon

whether one is thinking in terms of the pulling upward of the things referred to or the putting it down into a dish or other place after pulling it out.

(6) Use of မိန့်, "to be lucky, fortunate"

See examples in 14.4(2). The verb မိန့် is a descriptive verb and is not used as a couplet except when reduplicated; i.e., မိန့်မိန့်သိသိ.

(7) Use of နီ, "to laugh, smile"

See examples in 14.4(3). This verb can be used to mean either "to laugh" or "to smile." If one wishes to specifically refer to smiling, there is a compound word which is used, but you don't need to learn it now. If one say နီထီနီ, it refers to laughing rather than just to smiling. Preceded by လီ the meaning becomes "to be funny." (See also 14.4(4) below.)

(8) Use of , "လီ `", "to have a quality which makes one want to carry out the action indicated"

See examples in 14.4(3), the last sentence, and in 14.4(5). . There doesn't seem to be an English word to express the idea indicated by this verb prefix, but the examples should help you to get the idea. Even the above definition is not completely accurate since, while in most cases the quality makes one want to carry out the action indicated, yet in the third example it doesn't make one want to carry out an action at all but rather to have a certain feeling. Keep your ears open for these expressions and note the context in which they are spoken. Gradually you will become aware of the same type of construction using other verbs with လီ as a prefix.

(9) Use of နးဒိန့်, "It's too bad that . . ."

See examples in 14.6(1). You have already learned the descriptive verb နး meaning "to be sharp, severe, intense." The expression နးဒိန့် is an idiomatic expression which has a meaning equivalent to the English expression "It's too bad that . . .," and it is always followed by a clause. Occasionally, တၢ်နးဒိန့် is used instead of နးဒိန့်, but the meaning is the same. Usually, the only words which precede this expression are independent noun clauses which indicate the person or thing one wants to talk about, as illustrated in the examples referred to above.

(10) Use of သပ္ပာ်တၢ်, "really, truly, definitely so"

See examples in 14.6(2). There should be no problem in understanding the use of this expression. You may occasionally hear the longer form သပ္ပာ်ကတၢ် in formal messages or in literature from Burma, but the meaning is the same..

(11) Use of လံလံ, "since (the time specified)"

See examples in 14.6(4). Although this word gives the meaning of "since" in the sense of "sense the time specified," it cannot always be translated into English using that word because in some of the examples we would not use the word "since" in English; but it still gives the idea of "beginning from the time specified" such-and-

such a thing happened (or didn't happen but should have). The expression စးထီၣ်လၢ . လံၤလံၤတုၤခဲအံၤ gives the idea of "ever since \_\_\_\_."

(12) Use of ခီလီ, "just"

See examples in 14.6(5). This particle comes at the end of a clause following any object of verbs or modifiers including time expressions, although the clause itself may be part of a longer clause, as in the first 2 examples. Often in response to a question ခီလီ is combined with an intensive particle such as မၤ or လဲၣ်, in which case the combined expressions come last in the sentence and give the meaning of "Just . . ., that's all!": as in the last 4 examples. Used in a clause beginning with နးဒိၣ်, the combined meaning becomes, "It's just too bad . . .!" Occasionally in everyday speech the ခီ may be dropped and only the လီ used, but the meaning is the same. This particle can be distinguished from the verb ခီလီ by its position in the sentence and by the context.

14.8 Completion Drill

၁၄.၈ တၢ်တုၤန့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

The purpose of this drill is to help you distinguish between the verb ခီလီ and the particle with the same spelling. Some of the sentences below can use the verb ခီလီ and some will make sense only with ခီလီ as a particle. Look at each of the sentences in turn and decide where the word ခီလီ can be inserted to make a meaningful sentence, then read the entire sentence.

သရၣ်--တၢ်မၤလိတတီၤအံၤအတၢ်ပညီၣ်မ့ၢ်ဒ်သးပှၤကွၢ်ဖိကသ့နီၤဖးတၢ်ကတိၤ "ခီလီ" ခံကလုာ်အဆၢ.  
မၤပှၤကွၢ် ဖိကွၢ်တၢ်ကတိၤအခီၣ်ထံးတကျိၤလၢအဖီလၢအံၤဝံၤ တုၤန့ၣ်တၢ်ကတိၤ "ခီလီ" ဖဲအလီၤဘၣ်တက့ၢ်.  
အဒိ--"ပ လဲၤတၢ်ကယံၣ်တခီန့ၣ်ရံၣ်ခီလီ. တလိၣ်ပဟးထီၣ်ဆိဆိဘၣ်."  
မၤပှၤကွၢ်ဖိတဲလိကးကျိၤဒဲးဒ်လၢအခီၣ်ထံးတကျိၤ အသးအံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်.  
လၢအခီၣ်ခံကလုာ်တကလုာ်အဂီၢ်န့ၣ် ကွၢ်လၢသၢကျိၤတ ကျိၤ--  
"ပှၤနီၤလီၤခီလီန့ၣ်ပှၤလၢတၢ်အခီၣ်တဂၤတထာ်တဂၤတထာ်."

၁. ပလဲၤတၢ်ကယံၣ်တခီန့ၣ်ရံၣ်. တလိၣ်ပဟးထီၣ်ဆိဆိဘၣ်.
၂. "တခွါမ့ၢ်ဒၤ, နမၤလိလံာ်တုၤပွဲၤတီၤလဲၣ်." "အၢ, ယမၤလိတုၤ ၆ တီၤမၤ."
၃. ပှၤနီၤလီၤတၢ်အခီၣ်တဂၤတထာ်တဂၤတထာ်.
၄. "ဖိဒိၣ်ဒၤ, နကလဲၤပှၤတၢ်ဒေါ." "ဟ့ၣ်အူ, ယကပီၣ်ယသကးအခံလဲၣ်."
၅. ဖိသုၣ်လၢအမိၤအပၢ်တအိၣ်လၢဘၣ်တဖၣ်န့ၣ် ပှၤဟ့ၣ်အီၤတၢ်ကူတၢ်ကၤတနီၤကးဂၤဒဲး.
၆. "ဖိခွါဒၤ, ပတၢ်ဝံၣ်အိၣ်အါ. နဝံၣ်ထၢတဖျၢၣ်အံၤသ့ဒေါ." "သ့ညါ."

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

၁၄.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒဲးဘၣ်န့ၣ် ပှၤကွၢ်ဖိကြးနီၤပၢၢ်တၢ် မၤလိလၢအပူၤကွၢ်ဝံၣ်ဂ့ၤဘၣ်ဘၣ်တစဲး.)

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

you, the teacher should make a note of the ones missed. Then after you have tried to answer all of the questions, the teacher should reread the conversation once more, then see if you can answer the missed questions correctly this time.

(၁) သရော်ကဘဉ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပုၤကွၢ်ဖိကန့ၣ်. ဖဲသရော်ဖးအခါ သရော်ကဘဉ်ဖးထီၣ်စ့ၢ်ကီးပုၤတဲတၢ်တဖၣ်အမံၤဒ်သးပုၤကွၢ်ဖိကသ့ၣ်ညါဝဲပုၤမတၤတဂၤကတိၤတၢ်လဲၣ်. တုၤသရော်ဖးတၢ်ကတိၤခံၣ်ဝံၤလဲၣ်န့ၣ် မၤပုၤကွၢ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၣ်ဂၤအတၢ်ကတိၤအခံၣ်အံၤ. ဖဲပုၤကွၢ်ဖိစံးဆၢတၢ်အခါ တဘဉ်မၤပုၤကွၢ်ဖိကွၢ်လၢလံာ်ပူၤဘဉ်. ပုၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဉ်ဘဉ်ဒီး သရော်ကဘဉ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွၢ်ဖိစံးဆၢဝဲတဘဉ်ဒီးဘဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဉ်ဖးကွၢ်ပုၤခံၣ်ဂၤအတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွၢ်ဖိစံးဆၢအီၤ.

- A. လီၢ်, ပုၤတအိၣ်ဒီးနီၤဂၤဇီၢ်.
- B. အိၣ်ဇီၢ်. အိၣ်မ့ၢ်ဇီၢ်. နအိၣ်မ့ၢ်လဲၣ်ဇီၢ်
- A. အိၣ်လဲၣ်.
- B. အိၣ်မ့ၢ်ဒီးပုၤမိၣ်.
- A. အိၣ်စၢ်ခီၣ်မိၣ်.
- B. အလါ, အိၣ်ဇီၢ်. အံၤ, ပုၤဘးလီၤမ့ၢ်လဲၣ်.
- A. အါၣ်, အိၣ်အိၣ်ယၢၣ်.
- B. ပတဲန့ၣ်အိၣ်န့ၣ်.
- A. နဖီအိၣ်ကီၤမတၤလဲၣ်.
- B. အလါ, ဖီအိၣ်တၢ်ဝံၣ်ယၢၣ်. မ့ၢ်တဝံၣ် ပတကီးအိၣ်န့ၣ်ဘဉ်.
- A. ဒ်န့ၣ်ခီၣ်ဇီၢ်.
- C (A အမါ). နဒိၣ်ညါၣ် မဟါဆါခီၣ်လဲၤခးန့ၢ်တၢ်ဟံတဒု. လဲၤဝဲအသကီးသၢဂၤ, နီၤလီၢ်အသးဂၤစဲးဂၤစဲး.
- A. အီ, နတဲ ယဟဲတၢ်အံၤမိၣ်မိၣ်သီသီမးလီၤ.
- B. မ့ၢ်ညါၣ်, နမိၣ်သ့ၣ်တၢ်. လူၤတနံၣ်ကျၢၤပတအိၣ်ဘဉ်တၢ်ညၢၣ်နီတဘျီ. အိၣ်ဘဉ်တဘျီအံၤဘဉ်လၢနဟဲအတီၤပုး.
- A. ဟါဟါ, ဆူညါယကဘဉ်ဟဲခဲအံၤခဲအံၤဇီၢ်သၢၣ်.
- C. ဟါဟါဇီၢ်. လၢခဲနဟဲဘူးတအိၣ်ဘဉ်လၢၤဒု. ယနံၤဘဉ်နၤတကဲလၢၤဘဉ်.
- A. အါ. အိၣ်ဘဉ်ဇီၢ်. ယဒိၣ်န့ၣ်ခးတၢ်သုလၢပုၤလံၤလံၤ. နဒိၣ်အဟးတချူးဘဉ်ခီၣ်လီၤ.
- B. အါ. ဒိၣ်. နတဲတၢ်န့ၣ်ဘဉ်ပုးလီၤ. တနံၣ်ညါအံၤယဖျးထီၣ်စံၣ်သီတလီၤ. ယတန့ၢ်အိၣ်ဘျးနီတစဲးဘဉ်.
- A. န့ၣ်. န့ၣ်. အမၤအသးဒ်န့ၣ်ညါၣ်. ဒိၣ်မ့ၢ်ဇီၢ်. နအိၣ်တၢ်လီၢ်အံၤဆၢဖိကီၢ်ဖိအိၣ်ရဲ. ယဒိၣ်အတၢ်မ့ၢ်ချးန့ၣ် နအိၣ်တၢ်ညၢၣ်တကဲလၢၤဘဉ်.

Questions (တၢ်သံကွၢ်)

- ၁. ဖဲ A လဲၤဆူ B အဒီးအခါန့ၣ်, ဘဉ်လၢ B ဒီးအမၤမတၤလီၢ်.
- ၂. B အဲၣ်ဒီးလၢ A ကအိၣ်မ့ၢ်လၢအသကီးအဃိ မၤမတၤလီၢ်.
- ၃. B ဖီအိၣ်တၢ်ညၢၣ်မတၤလီၢ်.
- ၄. B မၤနီၣ်တၢ်ညၢၣ်အံၤဒ်လီၢ်.
- ၅. A အတၢ်ဟဲအံၤမိၣ်မိၣ်သီသီဒ်လီၢ်.

၆. လၢတၢ်န့ၣ်အယံၤ A တဲလၢဆူညါသါကဘၣ်မၤမတၤလီၤ.
၇. လၢခံၤ A မ့ၢ်ဟဲဘျးလၢတၢ်ညၣ်တအိၣ်ဘၣ်လၢန့ၣ်, B အမၤကမၤမတၤလီၤ.
၈. A တဲလၢ B ခးတၢ်သုးထီၣ်ဆံးယံၤလံၤလီၤ.
၉. B တခးန့ၣ်တၢ်မံၤလၢန့ၣ်ဆံးလၢဘျးမ့ၢ်လၢမတၤအယံၤလီၤ.
၁၀. န့ၣ်အဝဲအံၤ B တချးဘၣ်မ့ၢ်လၢမတၤအယံၤလီၤ.
၁၁. ဖဲ B အိၣ်အလီၤန့ၣ် ဆၢၣ်ဖိကီၢ်ဖိအိၣ်ဝဲတနီၤဒါ.

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

သရၣ်-ပုၤကွဲၤဖိစးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံၤန့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုၤကွဲၤဖိတဲပိၣ်သရၣ်အခံတဝီ ဝံဒီးမၤပုၤကွဲၤဖိကဲ "B" ဒီး "C" ဒီးသရၣ်ကကဲ "A." ကတိၤလဲသကိးတၢ်ကတိၤအါပီတဲစးဒီးသရၣ်ပုၤကွဲၤဖိကဲ "B" ဒီး "C" အတၢ်ကတိၤဘျးတုၤတဲစး. တုၤပုၤကွဲၤဖိတဲတၢ်ဘၣ်ဘျးတုၤလံၤန့ၣ် မၤပုၤကွဲၤဖိကဲ က့ၤ "A" ဒီးသရၣ်ကကဲက့ၤ "B" ဒီး "C."

#### 14.10 Reading and Writing

၁၄.၁၀ တၢ်မၤလိဖးဒီးကွဲးပုၤကညီကိၣ်

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

သရၣ်-မၤပုၤကွဲၤဖိဖးပိၣ်သရၣ်အခံတက့ၢ်ဘျးတက့ၢ်တဝီဝံၤ မၤပုၤကွဲၤဖိကွဲးလၢဒီးတက့ၢ်န့ၣ်ခံဝီတၢ်လီၤလီၤဟံၤ. လၢခံတနံၤသရၣ်ကဘၣ်ကွၢ်ပုၤကွဲၤဖိအတၢ်ကွဲးသုၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ဒါ. ဝံၤမၤပုၤကွဲၤဖိဖးယုၤသရၣ်. ပုၤကွဲၤဖိဖးမ့ၢ်ကမၢ် သရၣ်ကဘၣ်ဖးယုၤပုၤကွဲၤဖိတဘျီဒီး.

ပုၤမၤလိတၢ်အတီၤထီတဲးတဖၣ် အါတက့ၢ်ယုၤတၢ်မၤအိၣ်ဒီးအဘျးအလဲဂ့ၤ.

---



---

တၢ်ယီၤခါပလဲဒီးသိလုၣ်လၢယသဝီန့ၣ်တုၤချ့.

---



---

အိၣ်ခိးတစီၢ်. က့ၤဖိၣ်ထၢၣ်တဖျၢၣ်လၢတၢ်ကူတၢ်ကၢပုၤအပူၤလၢတၢ်မၤစၢၤပုၤဖျိၣ်ဖိ

ယပ်ဖိအင်္ဂါအံနီ.

---

---

---

---

#### 14.11 Listening and Speaking

၁၄.၁၁ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

သရၣ်-မၤပုၤကွဲၤဖိလဲၤအိၣ်သကိးပုၤကညီဒ်သီးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတၢ်လံၣ် ဒီးဒ်သီးကကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

#### 14.12 Cultural Assignment

၁၄.၁၂ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 11.12.

သရၣ်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပုၤကညီကျိၣ်ဘၣ်. ပုၤကွဲၤဖိကမၤဒၣ်ဝဲ.

## LESSON 15--REVIEW

### တၢ်မၤလိ ၁၅--တၢ်ကွၢ်ကဒါက့ၤ

#### 15.1 Basic Sentences and Phrases

၁၅.၁ တၢ်ကတိၤအဒိတဖၣ်

##### (1) Classifiers and Words Used with Classifiers

In Lessons 11-14 you have learned 3 new classifiers; ie., ပံး or ထၢ် (from the Thai language) used as classifiers for kerosene tinsful of anything; ထၢ် used as a classifier for bagsful of anything; and ကိ used for bottles of anything. You have also learned one new particle used with classifiers; i.e., ဒီး, meaning "the whole, entire."

(a) Below on the left-hand side are some of the new nouns you have learned in these lessons and on the right-hand side are new and old classifiers. See how many of the classifiers can be used with each of the nouns.

သရၣ်-မၤပၤကွၢ်ဖိဟံးန့ၢ်တၢ်ကတိၤအဒိတဖၣ်တဖျၢၣ်လၢအဖီလၢအံၤလၢစုစုတပၤ "တၢ်ချံ" ဒီးပၤဖျၢၣ်က့ၤအဒိဒီး တၢ်ကတိၤလၢစုစုတပၤအံၤတဖျၢၣ်တံၤတဖျၢၣ်လၢပၤတဲသ့ ဃုၣ်ဒီးနီၣ်ဂံၢ်တမံၤဖဲဒုၣ်ပၤကွၢ်ဖိအသး. အဒိ- "တၢ် ချံတဖျၢၣ်," "တၢ်ချံတထၢ်," "တၢ်ချံထးဝါဒါတဖျၢၣ်," "တၢ်ချံတပံး/ထၢ်." ဝံၤမၤပၤကွၢ်ဖိဟံးန့ၢ်ကဒီးတၢ်ကတိၤ ခံတဖျၢၣ်တဖျၢၣ်လၢစုစုတပၤ "ဃုး" ဒီးပၤဖျၢၣ်က့ၤအဒိဒီးတၢ်ကတိၤလၢစုစုတပၤအံၤတဖျၢၣ်တံၤတဖျၢၣ်လၢပၤတဲသ့ ဒ်အဖီခိၣ်အသး. တဲလိတၢ်ကတိၤအဂၤတဖၣ်လၢစုစုတပၤကီးဖျၢၣ်ဒီးဒ်အခိၣ်ထးတဖျၢၣ်အံၤအသးစးထီၣ်လၢအ ခိၣ်ထးတုၤလၢအကတၢ်.

တၢ်ချံ  
ဃုး  
သပၤ  
ထးဝါဒါ  
သိ  
ညါသးချံ  
ကိ  
လုၣ်  
ဆၣ်ဖိကီၢ်ဖိ  
ဘဲချံ  
တၤဟီ  
သိလုၣ်  
ထီၣ်နီၣ်ချံ  
တၢ်မၤလိ  
ထၢ်

ဆိ/ခိၣ်  
ဖျၢၣ်  
ကိ  
လီၢ်  
ဒု  
ထးဝါဒါတဖျၢၣ်  
ထၢ်  
ပံး/ထၢ်

(b) Below is a summary of the various ways of using classifiers that you have learned thus far:

တဆိ

တ\_\_.



တဆိဆိ	တ _ _ .
တဆိတဆိ	တ _ တ _ .
တဆိဒီးတဆိ	တ _ ဒီးတ _ .
တဆိဘၣ်တဆိ	တ _ ဘၣ်တ _ \
တဆိဝံတဆိ	တ _ ဝံတ _ .
တဆိဂုတဆိဂု	တ _ ဂုတ _ ဂု.
ဂါဆိဂါဆိ	ဂါ _ ဂါ _ .
ပွါဆိလဲၣ်	ပွါ _ လဲၣ်.
နီတဆိ	နီတ _ .
ထဲတဆိ	ထဲတ _ .
သါဆိတဆိ	သါ _ တ _ .
သါဆိလာ်	သါ _ လာ်.
ကီးဆိဒဲး	ကီး _ ဒဲး.
ဒီဆိညါ	ဒီ _ ညါ.

#### အဒိတဖၣ်

၁. သိလုၣ်တဆိန့ၣ်မတၢအတၢ်လဲၣ်.
၂. သိလုၣ်အိၣ်တဆိဆိခါ.
၃. သိလုၣ်ပီၣ်လီၣ်အခံတဆိတဆိ.
၄. သိလုၣ်တဆိဒီးတဆိလီၤဆိလီၣ်အသးခဲလာ်.
၅. သိလုၣ်ဟဲက့တဆိဘၣ်တဆိ.
၆. ယထံၣ်သိလုၣ်လဲတၢ်တဆိဝံတဆိ.
၇. ယအံၣ်ဒီးသူအိၣ်ပွါအသိလုၣ်တစီၢ်, တဆိဂုတဆိဂုလၢအချးဝဲ.
၈. ပကပွါသိလုၣ်ဂါဆိဂါဆိ.
၉. လၢသဝီပူၤန့ၣ်သိလုၣ်ခဲလာ်အိၣ်ပွါဆိလီၣ်.
၁၀. သိလုၣ်တအိၣ်နီတဆိဘၣ်.
၁၁. သိလုၣ်အိၣ်ထဲတဆိ.
၁၂. သိလုၣ်သာဆိတဆိမ့ၢ်ယတၢ်.
၁၃. သိလုၣ်သာဆိလာ်ကလဲၤဝဲ.
၁၄. ပသိလုၣ်ဂုကီးဆိဒဲး.
၁၅. ယသိလုၣ်ဘၣ်အါဒီဆိညါ.

Read the expressions in the left-hand column one after the other, then read the examples below them, the teacher making corrections in pronunciation if necessary. Then referring back to the 2 columns, try making your own sentences using ဖျၢၣ် instead of ဆိ and any word you wish as the subject, to illustrate each of the constructions.

သရၣ်-မၤပွါကွီဖိဖးယုၤသရၣ်လၢတၢ်ကတိၤလၢအဖီခိၣ်လၢစုစုၣ်တပၤအံၤတဖျၢၣ်ဘၣ်တဖျၢၣ် ဝံဒီးမၤအဖးယုၤကဒီးသရၣ်လၢတၢ်အဒိသ့ၣ်တဖၣ်လၢအဖီလၢတကျါဘၣ်တကျါစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်. ပွါကွီဖိဖးမ့ၢ်တဘၣ်ဘၣ်န့ၣ် သရၣ်ကဘၣ်ဖးယုၤကဒီးပွါကွီဖိတဘၣ်ဒီးမၤပွါကွီဖိဖးပိၣ်သရၣ်အခံတဘၣ်ဒီး. မ့ၢ်ဝံန့ၣ်မၤပွါကွီဖိကွၢ်ကဒီးတၢ်အဒိလၢအဖီခိၣ်အစုစုၣ်တပၤတဖျၢၣ်ဘၣ်တဖျၢၣ် ဒီးသူအတၢ်ကတိၤဒၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်

ကတိဒီကျိ၊ ဘုရားအံ့တဘျီလ၊ "ဆိ" အလီကဘုရားတဲလ၊ "ဖျါး" အဒိ-ပုကိဖိကထံလံတကတိ၊ လ၊အထီခိအနီထံတဖျါးမုဝဲ "တဆိ" အပိ လ၊အလီနုပုကိဖိကတဲလ၊ "တဖျါး" ဒီးသုယုဒီးအတက တိဒေဝဲဒီးကကဲထီဒီကျိ၊

## (2) Time Expressions

In the last 4 lessons you have learned 8 new expressions indicating time, as follows:

မဟိတနံ/မငါတနံ/မငါကံ  
 အတဟိတနံ/တငါတနံ/တငါကံ  
 ခဲမဟိ/ခဲငါ/ခဲငါကံ/ခဲညါ  
 ခဲတညါ  
 မုဆိ(ခိ)  
 လ၊ပျါ  
 တိယိခါ  
 ခ.န. (ခရံအနံ)

You have also learned the word for "thousand;" i.e., ကထိ.

(a) Read the following expressions aloud, your teacher making corrections if necessary. Repeat several times until you can read them reasonably fluently.

သရံ-မပုကိဖိဖိယုသရံလ၊နီကံဒီးတကတိလ၊အထီလံအံ၊ ပုကိဖိဖိမုတဘုဘုနု သရံကဘု ဖိယုကဒီးဒီးမပုကိဖိတဲပိသရံအံ၊ မပုကိဖိဖိအီ၊ ၃-၄ ပီတုလ၊အဖိဝဲဘုဘုတဲး.

ခ.န.1840	စု 2500 ဘး
ခ.န.1915	စု 3100 ဘး
ခ.န.၁၉၁၂	စု ၃၅၀၀.၂၅
ခ.န.၁၉၄၅	စု ၂၅၂၀ ဘး
ခ.န.၁၉၈၉	စု ၆၇၂၅.၅၀

## (b) Question and Answer Drill

(ခ) တိသံကွိဒီးတိစံးဆါ

The teacher will ask you the questions and you should answer them. If the words in ( ) are not the words most commonly used where you are, the teacher should substitute whatever word is more common.

သရံကသံကွိပုကိဖိအထီလံအံအသီးဒီးပုကိဖိကဘုတဲဆါဝဲ. (လ၊တိသံကွိ (၁), (၂), ဒီး (၅) အပူ နု တိကတိအိလ၊ ( ) အပူမုမုတိကတိလ၊ပုတသုအါအါထီသုအိဘုနု ဆိတဲလံလ၊တိကတိလ၊ ပုသုအါတဖျါးနု. အဒိ-လ၊သုအိနုပုမုတဲညီနုလ၊ "မငါကံ" နု လ၊ (၁) အပူသုတိကတိ "မငါ ကံ" လ၊ "မဟိတနံ" အလီ.

၁. (မဟိတနံ)နအိဖဲလဲဒီးမ၊မနုလဲ.
၂. (ခဲမဟိ)နဆိကမိလ၊နကအိဖဲလဲဒီးမ၊မနုလဲ.
၃. ခဲအံလ၊မုဆိခိနုတိကိခါ မုတမုတိမ၊အသးဒဲလဲ.
၄. ခဲအံမုတိကိခါ မုတမုအါဖဲလဲတတိလဲ.

၅. (အတဟိတနံ)နှင့် နကဟဲမတၢ်ဖဲအံၤန့ၣ်နသ့ၣ်ညါပၣ်စၢၤလံၤခါ.
၆. တၢ်စူၤခါဒီးတၢ်ယီၤခါလီၤဆီလီၤအသးဒ်လဲၣ်.
၇. တဲယၤပှၤလၢပှၤ ၃ ဂၤအမံၤ.

### (3) Verbs

#### (a) Descriptive Verbs

In the previous 4 lessons you have learned quite a few new descriptive verbs. They are given below in the various combinations in which they can be used.

ခု	ခုထီၣ်	(လၢ)အခု	ခုန့ၣ်	ခုန့ၣ်အလီၢ်	
ကမၣ်	ကမၣ်ထီၣ်	(လၢ)အကမၣ်			
သ့ၣ်ဖး	--	(လၢ)အသ့ၣ်ဖး			
ကူ	--	(လၢ)အကူ			
ယၣ်		(လၢ)အယၣ်			
ဖှိၣ်		(လၢ)အဖှိၣ်	ဖှိၣ်န့ၣ်	ဖှိၣ်န့ၣ်အလီၢ်	ဖှိၣ်ဖှိၣ်ယၣ်ယၣ်
မံၤ	--	(လၢ)အမံၤ			
ဒါ	--	(လၢ)အဒါ			
မိၣ်	မိၣ်ထီၣ်	(လၢ)အမိၣ်	မိၣ်န့ၣ်	မိၣ်န့ၣ်အလီၢ်	မိၣ်မိၣ်သီသီ
ယီၤ	ယီၤထီၣ်				

Read the above expressions line by line, the teacher correcting any mistakes in pronunciation. Then choose one word from each column and make up a sentence of your own one for each one.

သရၣ်--မၤပှၤကွဲၤဖိးယုၤသရၣ်လၢတၢ်ကတိၤလၢအခီၣ်တဖၣ်အံၤတကျိၤဘၣ်တကျိၤ.

ပှၤကွဲၤဖိးမ့ၢ်ကမၣ်တဖျၢၣ် ဖျၢၣ်, သရၣ်ကဘၣ်ဖးယုၤပှၤကွဲၤဖိတဘျီဒီး. ပှၤကွဲၤဖိးမ့ၢ်ဘၣ်ခဲလၢၣ်လံၣ်န့ၣ် မၤပှၤကွဲၤဖိယုၤထၢထီၣ်တၢ်ကတိၤတ

ဖျၢၣ်လၢအခီၣ်ထံးတဂ့ၢ်ဒီးသုယုၣ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ. တံၤဒီးမၤပှၤကွဲၤဖိဟ့ၣ်န့ၣ်က ဒီး တၢ်ကတိၤတဂ့ၢ်တဖျၢၣ်တဂ့ၢ်တဖျၢၣ်ကိးဂ့ၢ်ဒီးဒီးသုဒီးအံၤအသးစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်. ပှၤ ကွဲၤဖိတဲတၢ်မ့ၢ်တဘၣ်ဘၣ်န့ၣ် သရၣ်ကဘၣ်တဲဘၣ်န့ၣ်ကုၤပှၤကွဲၤဖိကဒီးတဘျီ ဒီးမၤပှၤကွဲၤဖိတဲပိၣ်ထွဲသရၣ်အ ခဲဒီး.

#### (b) Action Verbs

In the previous 4 lessons you have learned 16 new action verbs which take an object (expressed or understood), as follows:

ဖဲ(တၢ်)	သူအိၣ်(တၢ်)
ထီၣ်(တၢ်)	ယု(တၢ်)
ဘျီလီၤ(တၢ်)/ဖှိၣ်လီၤ(တၢ်)	ဒီး(တၢ်)
ဖှိၣ်လီၤ(တၢ်)	ခီး(တၢ်)
ကျိၣ်(တၢ်)	သိၣ်လိ(တၢ်)
ဆိၣ်(တၢ်)	ခး(တၢ်)

ဆိပ်အ(တၢ်)  
ဆိပ်ဂု(တၢ်)

ဘုး(တၢ်)  
နီၤ(တၢ်)

You have also learned 2 action verbs which do not take an object, although they involve a type of activity; i.e.,

နံၤ  
အိပ်ဖျၢၣ်

And you have learned 2 helping verbs, which are never used alone but always together with another verb; i.e.,

ယုၣ် (Always *follows* an action verb plus its object (if any)  
လီၤ \_\_\_\_ (Always *precedes* another verb, usually an action verb)

Make sure that you understand the meaning of each of these verbs, then make sentences with 4 from the first group, 2 from the second group, and with 2 from the third group, the teacher making corrections if necessary.

သရၣ်-မၤပၤကွၢ်ဖိဟံးန့ၣ်တၢ်ကတိၤတဖျၢၣ်ဖျၢၣ်လၢတၢ်ကတိၤအခီၣ်ထံးတဖုလၢအဖီခိၣ်သ့ၣ်တဖုအကျါ ကွၢ်ဖဲ  
ပၤကွၢ်ဖိကယုၣ်ထၢထီၣ်ဝဲ ဒီးသ့ယုၣ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲဒ်သးကကဲထီၣ်ဒီကျါ. ဝံၤဒီးမၤပၤကွၢ်ဖိယုၣ်ထၢထီၣ်ဒီးတၢ်  
ကတိၤအဂၤသၢဖျၢၣ်လၢအခီၣ်ထံးတဖုအကျါ, ခံဖျၢၣ်လၢခံဖုတဖုအကျါ, ဒီးခံဖျၢၣ်လၢသၢဖုတဖုအကျါဒီးတဲလိတ  
ဖျၢၣ်ဘၣ်တဖျၢၣ်ဒ်အခီၣ်ထံးတဖုအသးအံၤ

#### (4) Particles

In Lessons 11-14 you have learned 3 new particles, as follows:

ဒီ (ညါ)	The whole, entire (already reviewed above)
ဃးယု	Intensive particle
ခီလီ	Just

(a) To help you understand better as to when to use the different kinds of intensive particles including ဃးယု, read the sentences below and note the comments as to when the particles might be used and what they might intimate.

နမၤတၢ်ဆူၣ်ဒိၣ်မး.	Used when speaking to someone one doesn't know or doesn't know very well as a way to start a conversation.
နမၤတၢ်ဆူၣ်ဖးဒိၣ်ညါ.	Used when one wishes to praise someone one knows well.
နမၤတၢ်ဆူၣ်ဃးယု.	Used when one wishes to praise someone whom one knows well.
နမၤတၢ်ဆူၣ်လဲၣ်.	Used when passing someone working to whom one calls out as one goes by.

နမတော်ဆွဲလဲ/လဲလဲလဲ.	Used to express regret that the effort was fruitless (1) because the person died; (2) because the person didn't get the wages he deserved; or (3) because one wasn't able to use the fruit of his/her labors.
လါ, အဝဲမတော်ဆွဲကျိ.	Used when one wishes to praise someone who is not present at the time.

The same general usages and intimations would usually apply to the use of the above particles with other verbs. However, one should be a bit careful when using them with the verb အိန်(တၢ်); e.g., the first expression would usually be used only when talking about animals and would be considered rude if talking about a person. The 2nd and 3rd (and sometimes the 4th expressions could spoken to close friends if wants to praise them for the amount of food they can consume at one sitting (a virtue often praised by men in the rural areas). The 5th expression might be used when one wants to tease (especially adults speaking to children), and really means the opposite. The last expression would usually be used only in stories.

(b) You have learned 2 meanings for the word ခီလီ--(1) as a verb meaning "free, without price": and (2) as a particle meaning "just." You also learned that when the latter is combined with လဲၣ် or မၤ, the combination has the meaning of "just . . . , that' all," and when it is used at the end of a clause beginning with နးဒိၣ်, it means "It's just too bad that . . . ." In Book II you learned another word for "just/only," i.e., ထဲ. The latter is not used to modify clauses but only as a prefix to a noun phrase or to noun classifiers; e.g., "ထဲစီၤဂီၤဒီးအဖီခွါခဲၤကလဲၤ." "ယတီၢ်အိၣ်ထဲယဲၢ်ဘး."

### Completion Drill

တၢ်တ့ၢ်န့ၣ်မၤပျဲၤထီၣ်တၢ်ကတိၤ

Some of the sentences below should have ခီလီ inserted as a verb, some should have it inserted as a particle, and some should have ခီလီ inserted as a particle. Insert the appropriate word in each sentence and then read it aloud.

သရၣ်--တၢ်မၤလိတတီၤအံၤအတၢ်ပညိၣ်မုၢ်ဒိသးပၤကွဲၤဖိကသ့နီၤဖးတၢ်ကတိၤ ခီလီ ခံကလုၣ်ဒီးတၢ်ကတိၤ "ထဲ."

မၤပျဲၤကွဲၤဖိတၢ်န့ၣ်တၢ်ကတိၤ ခီလီ မ့တမ့ၢ် ထဲ ဖဲတၢ်လီၤလၢအလီၤဝဲဘၣ်ဝဲလၢတၢ်ကတိၤလၢအဖီလၢအံၤတကျိၤ ဘၣ်တကျိၤဝဲၤဖးဒီးကျိၤ.

"နမၤမနုၤလဲၣ်." "ယချီထီၣ်ထံလဲၣ်."

သရၣ်ဖးဒိၣ်မၤယဟ့ၣ်နၤလၢတၢ်သ့ၣ်တဖၣ်အံၤ.

စီၤကျၢၤဖီမၤလိလံာ်သ့ဒိၣ်မး. နးဒိၣ်အဟံၤဆွၢအီၤဆူညါတန့ၢ်လၢဘၣ်လဲၣ်.

ယသိအိၣ်တုၢ်ဖးဖိကိၤ.

ပၤဟဲပၤဒိမိၤဝဲၤခံၤအံၤလီၤ. ပၤဂၤတဟဲနီၤတဂၤဘၣ်.

"နလဲၤဆူလဲၣ်." "ယလဲၤပျဲၤအံၤသ့ၣ်မၤ."

ဖဲပၤဖျီအသးအမူးန့ၣ်ပၤလုၢ်အိၣ်လုၢ်အိၣ်ပၤလၢအလဲၤဝဲကီးဂၤဒဲးလီၤ.

ပၤသ့ၣ်ညါအဂ့ၢ်ယပုၢ်ဒီးယၤခံၤလီၤ.

"ပၤတဂၤန့ၣ်ဟဲမၤမနုၤလဲၣ်." "အဝဲအံၤဒီးသ့ၣ်ညါဖါဖြးအဒီးအိၣ်ဖဲလဲၣ်မၤ."

ယပျဲၤတၢ်န့ၣ်ထီၣ်နီၣ်ချဲတပံးလီၤ.

ပထံၣ်ဘၣ်တၢ်ဟံတဒု.

"မုၢ်ဂၢ်, နဆါအိၣ်ကီမတၢ်လဲၣ်." "လာ, ဆါအိၣ်တၢ်ဒီးမၤ."

(5) Independent Expressions

In Lesson 11 you learned 3 new expressions used independently alone or at the beginning of sentences but not part of the following clause; i.e.,

- |        |  |
|--------|--|
| ဟူ     | -- Huh; grunt of response when called to                                       |
| အံၣ်ဟူ | -- Exclamation of surprise that something is not as it should be               |
| အုအု   | -- Exclamation indicating that one wishes that things were other than they are |

In the past you have also learned 3 other independent expressions which sound somewhat similar; i.e.,

- |             |  |
|-------------|--|
| ဟူၣ်အ/အံၣ်အ | -- Huh-uh  |
| ဟၢဟၢဇီၣ်    | -- Sound of older woman laughing                                   |
| အုအု        | -- Exclamation giving a chiding aspect to the remarks which follow |

Note that all of the above expressions except for the last two are usually nasalized.

Below are 6 incomplete sentences. Insert the correct word from the 2 lists above into the blank space in each of the sentences, then read the entire sentence. Each word can be used only once.

သရၣ်--လာတၢ်ဖီခိၣ်အံၣ်တၢ်ကတိၤခဲလၢၣ်အိၣ်ဝဲယုၣ်ၣ် ဒီးလၢအဖီလၢအံၣ်တၢ်ကတိၤအိၣ်ဝဲယုၣ်ၣ်. မၤပၤကွီၣ်ဖီ  
ဟံးန့ၣ်တၢ်ကတိၤလၢအဖီခိၣ်လၢအလီၤဒီးတၢ်ကတိၤအိၣ်ထံးတၢ်ကွီၣ်လၢအဖီလၢဒီးတၢ်န့ၣ်အံၣ်ဖဲတၢ်လီၤလီၤဟံ  
ဝံၤဖးဒီကွီၣ်. မၤပၤကွီၣ်ဖီတဲလိတၢ်ကတိၤကိးကွီၣ်ဒီးအိၣ်ထံးတၢ်ကွီၣ်အသိးအံၣ်စးထီၣ်လၢအိၣ်ထံးတၢ်လၢအက  
တၢ်.

- နအံၣ်ဒီးလဲၤဧါ. \_\_\_\_\_, နမ့ၢ်တလဲၤ ယတလဲၤဘၣ်.  
မိၢ်ဧါ. \_\_\_\_\_. နပၣ်ယဆုကၤသုတဘၣ်ဖဲလီၣ်.  
\_\_\_\_\_, တၢ်ဘျးယသးလံ. မၤတကဲလၢၤဘၣ်. မၤကုၤဒၣ်သုဝဲ.  
\_\_\_\_\_, တၢ်သၣ်တမ့ၢ်အံၣ် ယဆိကမိၣ်ကဆၢ ဘၣ်ဆၣ်ဆၣ်ဒိၣ်လဲၣ်.  
\_\_\_\_\_, လဲၤပွဲၤန့ၣ်ဘၣ်လံ, ယဲယတလဲၤလၢၤဘၣ်.  
\_\_\_\_\_, ယကမၤကွီၣ်ဒီးကွီၣ်ကွီၣ်တထံၣ်, မ့ၢ်အသုတသုလဲၣ်.

(6) Idiomatic Expression

You have learned one new idiomatic expression in the last 4 lessons; i.e.,

- |                 |   |
|-----------------|---|
| . . . တကဲလၢၤဘၣ် | Exaggeration used as a warning that the one spoken to had better be careful |
|-----------------|---|

Look back over the examples in 14.2(4), then see if you can construct a sentence of your own using this expression.

သရော်-မပြုကုန်ဖို့ကိစ္စကိစ္စ ၁၄.၂(၄) ဝံဟံးန့တိကတိ "တကဲလၢဘၣ်" ဒီးသုဃုဒ်ဒီးအတၢ်ကတိဒုဉ်းဒ်သးကကဲထီၣ်ဒီက့ၤ.

#### (7) Miscellaneous Expressions

There are 2 other miscellaneous expressions which you have learned in the last 4 lessons; i.e.,

လံလံ -- Since the time indicated  
နးဒိၣ် -- Too bad that . . .

If you aren't sure of the use of these expressions, check back on 14.6(1) and (4). Then try making a sentence of your own using each one in turn.

သရော်-မပြုကုန်ဖို့ဟံးန့တိအခိၣ်ထံးတဖျၢၣ်လၢအဖီခိၣ်အံၤ လံလံ ဒီးသုဃုဒ်ဒီးအတၢ်ကတိဒုဉ်းဒ်သးကကဲထီၣ်ဒီက့ၤ. ဝံဒီးမၤအဝဲဒုဉ်းတဲလိတၢ်ကတိခဲတဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ်အသးအံၤ.

### 15.2 Pronunciation Drills

၁၅.၂ တၢ်အသိၣ်လၢအကီတစး

(1) Practice reading the expressions below concentrating on the consonant sounds.

(၁) မပြုကုန်ဖို့တဲလိသရော်အခဲတဝီခံတုၤလၢမပြုကုန်ဖို့တဲတၢ်ဘၣ်ဘျုးတစး.

(က) ဃ  
ထီၣ်ဃး  
ဃုးဃုၣ်  
ဃးဃု  
ဃုတၢ်

(ခ) က  
ကွဲးကမၣ်တၢ်  
ကျီၣ်နီၣ်  
အိၣ်ကူ  
အါတက့ၢ်  
လူတန့ၣ်ကျါ

(ဂ) ဝ  
သဟ  
လၢပျါ

(2) Practice reading the expressions below concentrating on the nasalized vowel sounds.

(၂) မပြုကုန်ဖို့တဲလိသရော်အခဲတဝီခံတုၤလၢမပြုကုန်ဖို့တဲတၢ်ဘၣ်ဘျုးတစး.

ဟ  
အုၣ်ဟ  
အုၣ်အုၣ်  
အုၣ်အု  
ဟုၣ်အု

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

(၃) သရော်-မပြုကုန်ဖို့တဲလိထွဲသရော်အခဲ. အခိၣ်ထံးတဝီ ဖးထီၣ်အံၤဒ်လၢလံာ်ပူၤအသး. မၤဒီးတဝီဖးအံၤဒ်ပူၤကစၢ်နီၣ်ဖိကတိတၢ်အသး.

(၁) ဆ/ခ  
တၢ်ဆိၣ်ဂု၊  
ဆိၣ်အၢတၢ်  
မုၢ်ဆါဒီ  
လုၢ်တဆိ  
ဆၣ်ဖိကီၢ်ဖိ

(၂) သ/စ  
သဟ၊  
သုၣ်ဖး  
ညါသူး  
သုၣ်ဘုချံ  
သီလုၢ်  
သိၣ်လိတၢ်  
သပုၢ်တၢ်  
မိၣ်မိၣ်သီသီ

(၃) ယ/ဃ  
ဖျိၣ်ဖျိၣ်ယၢ်ယၢ်  
တဘိယုၢ်ဃီ  
တၢ်ယီၤခါ

(၄) အီး/အီး, အိၣ်/အိၣ်  
ခိးတစီၢ်

### 15.3 Command and Response Drills, Completion Drills, Question and Answer Drills

၁၅.၃ တၢ်မၤဒီးတၢ်မၤထွဲ, တၢ်တုၣ်န့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ, တၢ်သံကွၢ်ဒီးတၢ်စးဆါ

Review sections 11.3, 11.8, 12.5, 12.7, 13.3, 14.3, 14.5, and 14.8.

သရၣ်-ကွၢ်ကဒါက့ၤ ၁၁.၃, ၁၁.၈, ၁၂.၅, ၁၂.၇, ၁၃.၃, ၁၄.၃, ၁၄.၅, ဒီး ၁၄.၈.

### 15.4 Listening and Speaking

၁၅.၄ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပုၤကညီၣ်လၢပုၤကညီၣ်အဟံၣ်

Review the new vocabulary which you have learned in 11.11 and 13.11.

သရၣ်-ကွၢ်ကဒါက့ၤတၢ်ကတိၤအသီလၢပုၤကွၢ်ဖိယုၢ်သ့ၣ်ညါဒုၣ်ဝဲဖဲအမၤလိ ၁၁.၁၁ ဒီး ၁၃.၁၁ အခါ.

### 15.5 Conversation Practice

၁၅.၅ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ်

- (1) Review the conversations in 11.5, 11.9, 12.3, 12.9, 13.5, 13.7, 13.9, and 14.9. After going through each one once with you and your teacher taking the parts indicated, close the book and using the same general idea of the conversation and taking the



parts of the same characters, carry on your own conversation, changing and expanding it within the limits of your vocabulary.

(၁) သရုပ်-ကွက်ကဒါက ၁၁.၅, ၁၁.၉, ၁၂.၃, ၁၂.၉, ၁၃.၅, ၁၃.၇, ၁၃.၉, ဒီး ၁၄.၉. တၢ်မၤလိသ့ၣ်တဖၣ်အံၤ တတၢ်ဒီးတတၢ်န့ၣ်ဖးသကိးအံၤတဝီၢ်ဒီး မၤပုၤကွဲၤဖိကးဘၢဃၢ်အလံၣ်. ကတိၤသကိးတၢ်ဒ်အဒိအိၣ်ဝဲအသိးဘၣ် ဆၣ်လဲလိာ်တၢ်ကတိၤတနီၤဒီးမၤအါထီၣ်တၢ်ကတိၤတသ့ဖဲအသ့.

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

(၂) သရုပ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်ခံဝီၤဒီးမၤပုၤကွဲၤဖိကန့ၣ်. ဖဲသရုပ် ဖးအခါ သရုပ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကိးပုၤကတိၤတၢ်အမံၤဒ်သိးပုၤကွဲၤဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်. တုၤ သရုပ်ဖးတၢ်ကတိၤခံဝီၢ်လဲၣ်န့ၣ် မၤပုၤကွဲၤဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိာ်ပုၤခံၣ်အတၢ်ကတိၤအခံအံၤ. ဖဲပုၤကွဲၤ ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပုၤကွဲၤဖိကွၢ်လၢလံာ်ပုၤဘၣ်. ပုၤကွဲၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တ ဘၣ်ဘၣ်ဒီးသ ရုပ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရုပ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွဲၤဖိစံးဆၢ ဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရုပ်ကဘၣ်ဖးကွၢ်ပုၤခံၣ်အတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွဲၤဖိလၢတၢ်သံကွၢ် လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တဘျီ ဒီးမၤပုၤကွဲၤဖိစံးဆၢအီၤ.

- A. မဟါတနံၤပုၤကိးပုၤဟၢဖၢဆါတဂၤန့ၣ်မ့ၢ်န့ၣ်.
- B. ဟ့ၣ်အု, တမ့ၢ်ယၢဘၣ်. ယဟၢဖၢဆါဘၣ်. ပုၤတဲကမ့ၢ်ယၢလီၤ.
- C. အီ, မဟါတနံၤန့ၣ်ပုၤဟၢဖၢဆါတဂၤသပျီတၢ်.
- A. မတၢ်တဂၤလီၣ်အဟၢဖၢဆါ.
- C. နီၢ်ဖိခဲၢ်. အဟၢဖၢဆါလၢအအိၣ်ဖျဲၣ်အဖိခီလီမၢၢ်.
- B. အိၣ်, နီၢ်ဖိအသပၤမီလီသ့ၣ်ဖးလံမၤ. အဖိအဝီၣ်မ့ၢ်မ့ၢ်အဝီၣ်ခွါလဲၣ်.
- C. အဖိအဝီၣ်ခွါလဲၣ်.
- A. လၢ, ပုၤတဂၤအဖိအိၣ်ထဲအဝီၣ်ခွါလီၣ်. အဖိခွါအိၣ်ခဲလၢာ်လွံၢ်ဂၤလံမၢၢ်.
- B. အါ, ဖိဒိၣ်မ့ၢ်နီၢ်ဖိဒုဃးဃုဒီၢ်. ပုၤထီၣ်ဃုးခါမဟါန့ၣ်, အဝဲဒ်လဲၣ်လၢပုၤကျိၤကိးမ့ၢ်န့ၣ် စ့ၢ်.
- C. အါ, အါ, တဲတသ့ဘၣ်. နီၢ်ဖိဒီမိၤဝဲခံၣ်န့ၣ်မၤတၢ်ခုမးခံၣ်လၢာ်. ပုၤဂၤကွၢ်လိအီၤတ ကဲဘၣ်.
- A. မ့ၢ်ညါ. မ့ၢ်လၢအဝဲသ့ၣ်မၤတၢ်ဆူၣ်ဒီးခုအဃိ, အတၢ်အိၣ်ကူအိၣ်လၢကိးမံၤလီၤ.
- B. အါၣ်ခဲၢ်, မဟိတနံၤပုၤလဲၣ်ဟံးအိၣ်အဘုတဂၤထးဝါဒါအဖျါတဆံအိၣ်, ခံဆံအိၣ်, အ ဖျါတကယၢန့ၣ်ယထံၣ်ပုၤဟံးတဘျီဂၤစ့ၢ်.
- C. အါ, မ့ၢ်ဒီၢ်, ပုၤဒီမိၤဝဲခံၣ်န့ၣ်ဒီးအဖိတဖၣ်န့ၣ် မ့ၢ်လၢအဘါယွၢ်, အဲၣ်ယွၢ်ဂုၤအဃိန့ၣ် ကၢ်. ယွၢ်ဆိၣ်ဂုၤအီၤဒီးအဝဲမၤစၢၤမီလီတၢ်အါမးစ့ၢ်ကိးလီၤ.

Questions (တၢ်သံကွၢ်တဖၣ်)

- ၁. လၢအပုၤကွဲၤတနံၤန့ၣ် B အဟၢဖၢဆါခါ.
- ၂. C တဂၤတဲဝဲလၢပုၤလၢအဟၢဖၢဆါတဂၤမ့ၢ်မတၢ်လဲၣ်.

၃. နီဖီအဟာဖါဆါလါမနုအယိလဲဉ်.
၄. B တဂါတဲတင်လါနီဖီအဂုဒ်လဲဉ်.
၅. နီဖီအဖီအသီတဂါမုဒ်အဝီဉ်မုဒ်ခါ အဝီဉ်ခွါလဲဉ်.
၆. နီဖီအဖီမုဒ်ခဲလါဒ်အိဉ်ပွဲၤဂါလဲဉ်. အဖီခွါတခီလဲဉ်.
၇. နီဖီမါတင်ဃးယုနုဒ်အိဉ်ဖျါထီဉ်ဒ်လဲဉ်.
၈. ပုၤဂါကွါလိနီဖီဒီးဝါစုဒ်ခါ.
၉. ပုၤဒီးမိၤဝါခံၤအံၤမါတင်ခုအယိ တင်မါအသးဒီးအံၤဒ်လဲဉ်.
၁၀. လါအပူၤကွါတနံဉ်န့ဉ် B ထံဉ်ပုၤလဲၤဟံးနီဖီအဘျဲၤဂါလဲဉ်ဒီးဟံးဝဲဆံးအါလဲဉ်.
၁၁. ကစၢ်ယွဲၤဆိဉ်ဂုၤဘဉ်အဝဲသ့ဉ်ဘဉ်မနုအယိလဲဉ်.
၁၂. ယွဲၤအတၢ်ဆိဉ်ဂုၤအဝဲသ့ဉ်အိဉ်ဖျါထီဉ်ဒ်လဲဉ်.

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

သရၢ်-ပုၤကွါဖိစးဆါတၢ်သံကွါခဲလါဒ်မုဒ်ဘဉ်လံန့ဉ် သရၢ်ကဘဉ်ဖးတၢ်ကတိၤလါအဖီခိဉ်တဖဉ်အံၤ ဒီးမုၤပုၤကွါဖိတဲဝီဉ်သရၢ်အခံတဝီ ဝံဒီးမုၤပုၤကွါဖိကဲ "C" ဒီးသရၢ်ကကဲ "A." ဒီး "B". ကတိၤလိသကိးတၢ်ကတိၤအါဝီတဲစးဒီးသုးပုၤကွါဖိကဲ "C" အတၢ်ကတိၤဘဉ်ဘျဲၤတဲစး. တုၤပုၤကွါဖိတဲတၢ်ဘဉ်ဘျဲၤလဲန့ဉ် မုၤပုၤကွါဖိကဲကုၤ "A" ဒီး "B" ဒီးသရၢ်ကကဲကုၤ "C" ဝံ တဲလိကဒီးအါဝီတဲစး. တုၤပုၤကွါဖိတဲတၢ်ဘဉ်ဘျဲၤလဲန့ဉ် ကတိၤလိသကိးတၢ်ကဒီးတဘျီ ဘဉ်ဆဉ်အအံၤတဘျီန့ဉ်သရၢ်မုၤဂုၤပုၤကွါဖိမုၤဂုၤကဘဉ်လဲကုၤတၢ်ကတိၤပူၤဖျါပူၤဖျါဆူတၢ်ကတိၤအါလါပုၤကွါဖိမုၤလိတုၤလံန့ဉ်လီၤ. တဲလိသကိးတၢ်ဒ်အံၤအသိးကိးနံၤဒဲးဆူညါၤသီအတီၢ်ပူၤ.

## 15.6 Cultural Assignment

၁၅.၆ တၢ်ယုသ့ဉ်ညါပုၤကညီအလုၢ်အလုၢ်

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 the agricultural cycle.

သရၢ်-တၢ်မါလိတကတီၢ်အံၤန့ဉ်တဘဉ်ဃးဒီးပုၤကညီအကျီဉ်ဘဉ်. ပုၤကွါဖိကမၤဒုဉ်ဝဲ.

## LESSON 16

### တၢ်မၤလိ ၁၆

#### 16.1 Useful Words and Phrases

၁၆.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံတၢ်ခိၣ်ဘျီ.

ပူၤ	Classifier for places
တပူၤ	One place
ဃဲၤ	To be thin in flesh
ဒိလဲၣ်ဒိလဲၣ်	How come . . . ? How on earth . . . ?
တၢ်ကဘျီ	Slight, intermittent fever
ကူး	To cough
တၢ်ကူးဖးထီ	Whooping cough
သွံၣ်	Blood
ကဟး	Phlegm, sputum
တၢ်ဝံတၢ်ဆှၢ/တၢ်ဟဲဝံ	Fortune, luck
ကီၤ(တၢ်)	To restrain, check, do without; to bear, suffer
ကီၤသး	To restrain anger or other passions; exert self-control
ပံၣ်ကီၤ	To restrain spending by setting aside
စုပံၣ်ကီၤ	Reserve fund
ထၢ	To be long drawn out
ယံၣ်ယံၣ်ထၢထၢ	Protractedly, very long in time
ရဲ(တၢ်)	To associate with
ပဒိၣ်/ပဒိၣ်ပပှ်	Ruler, magistrate, governor, government official
ကသံၣ်/ကသံၣ်ကသီ	Medicine, chemical
ကသံၣ်သရၣ်	Physician, doctor
ဘျါ	To recover or get well from an injury or illness
မၤဘျါ/ယါဘျါ	To treat, cure
ဘျါက့ၤအလီၢ်	Scar
တၢ်ပူၤလီၢ်	Wound, incision

#### 16.2 Pattern Sentences and Phrases

၁၅.၂ တၢ်ကတိၤအဒိ

(1) Use of ပဒိၣ်, ပဒိၣ်ပပှ်, "ruler, magistrate, governor, government official"

(၁) တၢ်သူတၢ်ကတိၤ "ပဒိၣ်/ပဒိၣ်ပပှ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပုလလအမပဒိန်အတိမတဖန်န့က  
 ဘန်မုပုမလိတိအတိထီလီ.  
 ပဒိန်ပပုမုဂုန့ ပဒိန်ဘန်မု. ပဒိန်  
 ပပုမုတဂုဘန်န့ ပတဒိန်  
 ဘန်မုဘန်.  
 တန့ညါအံပဒိန်ပပုကဟဲကွိကိအပိ  
 ပဘန်မပတိအိန်တိအိ.  
 တိလပဒိန်ပပုဟးကွိတိန့ ညီနီအ  
 ဝဲသုဟဲပိလိအခံအါဂါ.

People who work for the government must be  
 people who have gotten higher education.  
 If government officials are good, we are  
 happy; if they are not good, we are not  
 happy.  
 Because the government officials are coming  
 to examine the school, we must prepare  
 food for them ahead of time.  
 Usually when government officials come to  
 examine something, many of them come  
 together.

(2) Use of ကသံ, "medicine, chemical" and ကသံသရ်, "physician, doctor"

(၂) တိသုတိကတိ ကသံ" ဒီး ကသံသရ်  
 REPEAT after the teacher  
 သရ်-မပုကိတိဝဲပိသရ်အခံ ၂-၃ ဝီ.

ခဲအံန့ကသံအါအါ တိဆါအါအါ လီ.  
 ကသံကူးအထံအိန်န့, အိန်တဘျးက  
 လု, အဒီဖျါအိန်တဘျးကလု.  
 ယကသံခိန်ဆါလကသံသရ်ဟ့  
 လီယန့အိန်ဒီး.  
 ကသံသရ်အါဂါနီပါကသံအါမံ.  
 ကသံသရ်စံးဝဲလနဘန်အိန်သံသ  
 မိအံ, တမိတဖျါ, တနံသ  
 ဘျီတုအလင်.

Nowadays there are many medicines [and]  
 many diseases.  
 [We] have cough syrup of many kinds [and]  
 many kinds of tablets.  
 I still have some headache medicine the  
 doctor gave me.  
 Many doctors understand about many kinds of  
 medicine.  
 The doctor says that you must take 3 kinds of  
 medicine, one tablet of each 3 times a day  
 until they are gone.

(3) Use of ထါ, "to be long drawn out"

(၃) တိသုတိကတိ "ထါ"  
 REPEAT after the teacher  
 သရ်-မပုကိတိဝဲပိသရ်အခံ ၂-၃ ဝီ.

ပုတဂါအံပပုတိထါဒိန်မး.  
 သရ်တဂါန့တဲတိထါဒိန်မးလီ.  
 ဖိသုအကျါတဂါန့ဂဲဒီးအသကီးထါ  
 ဒိန်မး.  
 နလဲတိယံယံထါထါနလဲတုလါ  
 လီ.  
 ဖံသးပုတဂါအဝဲတချးသံဒီးဘန်န့အ  
 ဝဲဘန်ကိတိဆါယံယံထါထါ.

This person keeps on begging for people's  
 things [without giving up].  
 The pastor is very long-winded (tells things in  
 a long, roundabout way with all details).  
 Among the children that one child keeps  
 stirring about with his companions for a  
 very long time.  
 You went away for such a long time, where did  
 you get to?  
 Before the old grandmother died she had to  
 suffer sickness a long, long time.

(4) Use of ဒ်လဲနီလဲနီ, "How come . . ?" "How on earth . . .?"

(၂) တၢ်သုတၢ်ကတိၤ "ဒ်လဲနီလဲနီ"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

လၢနသဝီန့ၣ်တၢ်ကီတၢ်ခဲအိၣ်ထီၣ်ခဲအံၤ  
ခဲအံၤဒ်လဲနီလဲနီ.

တၢ်ဂ့ၢ်တၢ်ကျိၤမၤတခါ ပၤမၤက့ၤဒ်  
လဲနီလဲနီ.

လၢကျဲန့ၣ်တၢ်ကီတၢ်ခဲတဖၣ်အံၤညါ နဟဲ  
သုဒ်လဲနီလဲနီ.

နဘျီထီၣ်နအးဒိၣ်ဒိၣ်မုၢ်မုၢ်အံၤ နမၤစ့ၢ်ဒ်  
လဲနီလဲနီ.

How come difficulties arise in your village so often?

How on earth did they resolve the matter yesterday?

With all the difficulties with the road how on earth did you manage to come?

How on earth were you able to build such a grand, big house as this?

(5) Use of ပူၤ, "classifier for places"

(၅) တၢ်သုတၢ်ကတိၤ "ပူၤ"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

လၢနအိၣ်န့ၣ်ဟီၣ်ခိၣ်ဂ့ၢ်, ပၤသ့ၣ်တၢ်တ  
ပူၤဂ့ၢ်တပူၤဂ့ၢ်, ဂ့ၢ်ခဲလၢၣ်.

မ့ၢ်ယဲန့ၣ် ယလဲၤဘၣ်တၢ်ကီးပူၤဒဲး  
ယအိၣ်မုၢ်ကီးပူၤဒဲး.

နသဝီဖိလၢၣ်ထံကျိတဘျီန့ၣ်, ပၤစံးဝဲ  
ညၢၣ်ဖိအပူၤအိၣ်ဖးဒိၣ်တပူၤ, မ့ၢ်  
ခါ.

လၢဂ့ၢ်ပူၤန့ၣ် နလဲၤတပူၤဂ့ၢ်တပူၤဂ့ၢ်ပူၤ  
ဆါအိၣ်တၢ်အါမး.

"တနံၤအံၤနကလဲၤတၢ်တပူၤပူၤခါ."

"ဟၢၣ်အါ, ယတလဲၤတၢ်နီတပူၤ  
ဘၣ်."

The ground where you are is good--wherever people plant things is good.

As for me, every place I go I enjoy myself there.

People say that in the stream below your village there is a big pool of fish; is it so?

Wherever you go in the city there are a lot of people selling things for a living.

"Are you going anywhere today?" "Huh-uh, I'm not going anywhere."

16.3 Substitution Drill

၁၆.၃ တၢ်ဆီတလဲတၢ်ကတိၤ

After reading these directions, do not look at the book. Repeat the first sentence after the teacher several times until you can say it reasonably fluently, then make substitutions according to the words in ( ) as given by the teacher. Repeat each drill several times until you can make the changes readily before going on to the next one. သရၣ်-ပၤကွီုဖိတၢ်ဂ့ၢ်လၢအဖီခိၣ်အံၤမ့ၢ်ဝံၤလဲန့ၣ် မၤပၤကွီုဖိကးဘၢဃၢ်အလံၣ်. အဆီသရၣ်ကဘၣ်တဲတၢ်ကတိၤလၢအမဲၣ်ညါတကျိၤဒီးမၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံခဲဘျီသၢဘျီတုၤလၢ ပၤကွီုဖိတဲတၢ်ဘၣ်ဘျီဂ့ၢ်တဲး. မ့ၢ်ဝံၤသရၣ်ကတဲကဒီးတၢ်ကတိၤလၢ ( ) အပူၤ. ပၤကွီုဖိကဘၣ်သုတၢ်ကတိၤအဝဲန့ၣ်ဒီးဆီတလဲတၢ်ကတိၤအခိၣ်ထံးတကျိၤဒ်ခဲကျိၤတကျိၤအသိး. ပၤကွီုဖိတဲဘၣ်ဂ့ၢ်တဘၣ်ဂ့ၢ် သရၣ်ကဘၣ်တဲလီၤတၢ်န့ၢ်က့ၤပၤကွီုဖိတဘျီဒီးမၤပၤ

ကျိဖိတဲပိပ်သရဲအခံ. မၤဒ်အံၤအသိးစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢၢ်ၣ်ၣ်-၄ ဝီ. တဲလီ (၂) ဒီး (၃) ဒ် (၁) အသိးအံၤ.

- (၁) နဘၣ်အီကသံၣ်တမ့ၢ်အံၤတဘျီခံဖျၢၣ် တနံၤသၢဘျီ. (သၢဖျၢၣ်)  
 နဘၣ်အီကသံၣ်တမ့ၢ်အံၤတဘျီသၢဖျၢၣ် တနံၤသၢဘျီ. (တဖျၢၣ်)  
 နဘၣ်အီကသံၣ်တမ့ၢ်အံၤတဘျီတဖျၢၣ် တနံၤသၢဘျီ. (ခံဘျီ)  
 နဘၣ်အီကသံၣ်တမ့ၢ်အံၤတဘျီတဖျၢၣ် တနံၤခံဘျီ. (လွံၣ်ဘျီ)  
 နဘၣ်အီကသံၣ်တမ့ၢ်အံၤတဘျီတဖျၢၣ် တနံၤလွံၣ်ဘျီ. (သၢဘျီ)  
 နဘၣ်အီကသံၣ်တမ့ၢ်အံၤတဘျီတဖျၢၣ် တနံၤသၢဘျီ. (ခံဖျၢၣ်)
- (၂) နဘၣ်အီကသံၣ်ကူးတမ့ၢ်အံၤတနံၤခံဘျီ-ဂီၤတဘျီ, ဟါတဘျီ (ကသံၣ်ခိၣ်ဆါ)  
 နဘၣ်အီကသံၣ်ခိၣ်ဆါတမ့ၢ်အံၤတနံၤခံဘျီ-ဂီၤတဘျီ, ဟါ (ကသံၣ်တၢ်ကဘျီ)  
 တဘျီ.  
 နဘၣ်အီကသံၣ်တၢ်ကဘျီတမ့ၢ်အံၤတနံၤခံဘျီ-ဂီၤတဘျီ, (ကသံၣ်ဟၢဖၢဟးဂီၤ)  
 ဟါတဘျီ.  
 နဘၣ်အီကသံၣ်ဟၢဖၢဟးဂီၤတမ့ၢ်အံၤတနံၤခံဘျီ-ဂီၤတဘျီ, (ကသံၣ်ကူး)  
 ဟါတဘျီ.
- (၃) နဘၣ်အီကသံၣ်အထံအံၤတနံၤသၢဘျီ-ဂီၤတဘျီ, မုၢ်ထွၣ်တဘျီ, (အဖျၢၣ်)  
 ဟါတဘျီ.  
 နဘၣ်အီကသံၣ်အဖျၢၣ်အံၤတနံၤသၢဘျီ-ဂီၤတဘျီ, မုၢ်ထွၣ်တဘျီ, (ကသံၣ်ကူး)  
 ဟါတဘျီ.  
 နဘၣ်အီကသံၣ်ကူးအံၤတနံၤသၢဘျီ-ဂီၤတဘျီ, မုၢ်ထွၣ်တဘျီ, (ခိၣ်ဆါ)  
 ဟါတဘျီ.  
 နဘၣ်အီကသံၣ်ခိၣ်ဆါအံၤတနံၤသၢဘျီ-ဂီၤတဘျီ, မုၢ်ထွၣ်တဘျီ, (အထံ)  
 ဟါတဘျီ.

#### 16.4 Pattern Sentences and Phrases

၁၆.၄ တၢ်ကတိၤအဒိ

##### (1) Use of ယဲ, "to be thin in flesh"

(၁) တၢ်သူတၢ်ကတိၤ "ယဲ"

REPEAT after the teacher

သရဲ-မၤပုၤကျိဖိတဲပိပ်သရဲအခံ ၂-၃ ဝီ.

မုၢ်ဂီၤ, နဲနဘျီထီးယဲဒိၣ်လဲၣ်.

ပုၤဒိၣ်တၢ်ယဲမုၢ်အိၣ်ဆူၣ်န့ၣ်ဂ့ၤ.

ပုၤဒိမိၤဝဲၣ်န့ၣ်မၤတၢ်ဆူၣ်အယဲ  
 ယဲလီၤယဲလီၤ.

ပုၤဒိပုၤဝဲၣ်န့ၣ် အဝဲၣ်တၢ်ယဲ, အ  
 ပုၤတၢ်တယဲနီၤတဖျၢၣ်.

Aunt, you raise mighty skinny pigs!

If people who grow up thin are healthy, it is good.

Because that couple works so hard, they are getting thinner and thinner.

One of those two siblings is thin, the younger one is not thin at all.

(2) Use of တၢ်ကဘၣ်, "a condition characterized by intermittent fever, chills, and aching"

(၂) တၢ်သုတၢ်ကတိၤ "တၢ်ကဘၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပၤတၢ်ကဘၣ်တၢ်ကဘၣ်ထီၣ်အီၤခဲအံၤခဲ  
အံၤလီၤ.

This person frequently has a low-grade inter-  
mittent fever with generalized aching..

တၢ်စူၤလီၤသီအံၤပၤဘၣ်တၢ်ကဘၣ်အါ မး.

At the beginning of the rains many people  
have low-grade intermittent fever, a feeling  
of chilliness, and aching..

လၢဝၢ်ပူၤန့ၣ်ပၤဆါကသံၣ်တၢ်ကဘၣ် အိၣ်.

In the cities they sell medicine for low-grade  
intermittent fever.

(3) Use of ကူး, "to cough;" ကဟး, "phlegm, sputum;" and သွံၣ်, "blood"

(၃) တၢ်သုတၢ်ကတိၤ "ကူး," "ကဟး," ဒီး "သွံၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွၢ်ဖိတဲတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပၤတၢ်ကန့ၣ်ကူးခဲအံၤခဲအံၤဘၣ်မနုၤလဲၣ်.  
ဖါတၢ်တၢ်ကန့ၣ်ကူးအါမး ဘၣ်ဆၣ်အက  
ဟးတထီၣ်ဘၣ်.

Why does that person cough so often?

Uncle coughs a great deal but doesn't bring  
up any sputum.

ဘူးထီၣ်ဖဲတၢ်ယီၤထီၣ်န့ၣ်ပၤဖိသၣ်  
ဘၣ်န့ၣ်တၢ်ကူးဖးထီၣ်အါမး.

Near the end of the rains many children come  
down with whooping cough.

မုၢ်ဂၢ်တၢ်ကန့ၣ်ကူးကူးအကဟးလီၤဒီးအ  
သွံၣ်ဒ်လဲၣ်ခီလဲၣ်.

How come Auntie coughs and coughs and her  
sputum comes out with blood [in it]?

ပၤဆါတၢ်ကအံၤ, ကသံၣ်သရၣ်စံးဝဲလၢ  
အလီၤဘၣ်ပၤသွံၣ်.

The doctor says that this patient needs blood.

ဖါတၢ်တၢ်, နနီၣ်သွံၣ်လီၤဘၣ်မနုၤလဲၣ်.

Uncle, why is your leg bleeding? (lit., why is  
your leg's blood falling?)

## 16.5 Completion Drill

၁၆.၅ တၢ်တုၢ်န့ၣ်မၤပၤထီၣ်တၢ်ကတိၤ

On the left-hand side below are a number of incomplete sentences and on the right-hand side a column of words from which to choose for filling in the blanks on the left. Consider the context of the first sentence, then insert in the first blank the word from the list on the right which is the most appropriate. If there is more than one blank in the sentence, fill in all of the blanks then read the entire sentence aloud. Do the same with the other sentences.

သရၣ်-တၢ်ကတိၤအိၣ်ဝဲတဘျးကျိၤလၢအဖီလၢအစုစုတပၤအံၤ ဒီးလၢစုထွဲတပၤတၢ်ကတိၤအိၣ်ခဲဝၢ်. ပၤကွၢ်  
ဖိကဘၣ်ဟးန့ၣ်တၢ်ကတိၤတဖျါလၢစုထွဲတပၤလၢအလီၤဒီးတၢ်ဂ့ၢ်လၢစုစုတပၤအခီၣ်ထံးတကျိၤအပူၤအံၤ, တုၢ်  
န့ၣ်အီၤ ဖဲတၢ်လီၤလီၤဟံးဒီးကျိၤ. ပၤကွၢ်ဖိကဘၣ်တဲလိကးကျိၤဒီးတကျိၤဘၣ်ကျိၤဒီးအခီၣ်ထံးတကျိၤအံၤအ  
သီး. တၢ်ကတိၤတကျိၤမုၢ်အိၣ်ဒီးတၢ်လီၤလီၤဟံးအါန့ၣ်တပူၤန့ၣ် မၤပၤကွၢ်ဖိတုၢ်န့ၣ်မၤပၤထီၣ်အီၤကီးပူၤဒီးဝံ  
မးဒီးကျိၤ.

၁. ယဖိတၢ်ကအံၤ \_\_\_\_\_ ဘၣ်အီၤလၢတၢ်စူၤလီၤသီလံၤလံၤ.

အပူၤလီၤ

၂. အလီ၊ ဒီးအခိန် ခဲအံ့ခဲအံ့.  
 ၃. မ့မှီယဖိအံ့တဂါန့ၣ် တဂါအံ့လီၤတံၣ်လၢသ့ၣ်ခဲအံ့  
 အစု အိၣ်ထီၣ်ဒီး လီၤ.  
 ၄. ယနီၣ်ကစၢ်ဒိၣ်ယဲယ အိၣ်တဘျးလၢလံးဒီးယ ထီၣ်  
 အါ.  
 ၅. ယမံတ , အိၣ်တဂါတ , ဒီးလီၤ ဒိၣ်မးအံ့  
 ယ လီၤဖးဒိၣ်ညါ.

ကဟး  
 တဂါကဘျး  
 ဘျး  
 ကိၢ်  
 ယဲ  
 နီၣ်  
 ကူး  
 ဝံၣ်  
 ဆါ  
 သ့ၣ်

## 15.6 Pattern Sentences and Phrases

၁၅.၆ တဂါတၢ်အိၣ်

### (1) Use of တၢ်ဝံတၢ်ဆၢ/တၢ်ဟံဝံ, "fortune, luck"

(၁) တၢ်သ့တၢ်ကတိၤ "တၢ်ဝံတၢ်ဆၢ/တၢ်ဟံဝံ"

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

နဲနတၢ်ဝံတၢ်ဆၢဂၤ, ယဲယတၢ်ဟံဝံတ  
 ဂၤဘၣ်.

Your fortune is good, mine is not good.

ဒိၣ်ခွါၤ, နတၢ်ဟံဝံအိၣ်လဲၣ်.

[Friend], your fortune is mighty bad! (You have mighty bad luck!)

ပၤလၢအတၢ်ဝံတၢ်ဆၢဂၤန့ၣ်မၤဒ်လဲၣ်ဒ်  
 လဲၣ်အိၣ်ဘၣ်လီၤ.

The person who has good fortune has enough to eat no matter how he does things (or what work he does).

ဖိဒိၣ်မ့ၣ်ၤ, နဲနတၢ်ဟံဝံတဂါယကွၢ်  
 အိၣ်နၢနးဒိၣ်မးလီၤ.

Niece, the fortune that I see comes to you is very bad!

### (2) Use of ကီၤ(တၢ်), "to restrain, check, do without; to suffer, bear"

(၂) တၢ်သ့တၢ်ကတိၤ "ကီၤ(တၢ်)"

REPEAT after the teacher

သရၢ်-မၤပၤကွဲၤဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

တနံၤအံၤပဘၣ်လဲၤတၢ်ဖးယံၤညါအံၤ  
 နဲနကီၤမ့ၤဘၣ်ကကဲၤ.

Today we have to travel for a long time, so will you be able to do without food? (i.e., restrain your desire to eat?)

ဖိဒိၣ်ၤ, စုလၢနနီၣ်ဘၣ်တဖၣ်န့ၣ်, သူ  
 အိၣ်အီၤတနီၣ်, ပၣ်ကီၤဃၣ်အီၤ  
 တနီၣ်.

Nephew, use some of the money that you get and set aside some as reserves.

ပအိၣ်ဖဲအံၤန့ၣ် ပဘၣ်ကီၤပသးလၢတၢ်  
 ကီးမံၤဒဲးလီၤ.

Living here we must exert self-control in everything.

ပၤတဂါန့ၣ်ကီၤအသးဖးကဲညါ, မ့မှီယဲ  
 န့ၣ်ယကီၤယသးတကဲဘၣ်.

That person is very self-controlled; as for me, I can't control myself.



ပမာသကီးတၢ်ဒီးပူၤအါဂၢၤန့ၣ်, ပဘၣ်အိၣ်  
ဒီးတၢ်ကီၤသ့ၣ်ကီၤသးလီၤ.  
ဖံးသးပၢၤတၢ်အဝဲတၢ်ချးသံဒံးဘၣ်န့ၣ်အ  
ဝဲဘၣ်ကီၤတၢ်ဆါယံၣ်ယံၣ်ထၢထၢ.

Working together with many people we must  
exert self-control.

Before the old grandmother died she had to  
suffer sickness a long, long time.

(3) Use of ရှ, "to associate with"

(၃) တၢ်သ့တၢ်ကတိၤ "ရှ"

REPEAT after the teacher

သရၣ်-မၤပူၤကွီၤဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပရူပူၤအဂ့ၢ်န့ၣ်ပဂ့ၢ်, ပရူပူၤအအာန့ၣ် ပ အာ.

If we associate with good people, we will be  
good; if we associate with bad people, we  
will be bad.

စီၤလါအဖိခွါခံၣ်ဂၢၤတၢ်န့ၣ်ပရူတသ့,  
ပူၤရူအီၤတသ့ဘၣ်.

Saw Lah's second son is unable to socialize  
with others and others can't socialize with  
him.

ယဖါတၢ်သးပၢၤတၢ်န့ၣ်ပရူသးမး,ဘၣ်  
ဆၣ်အမၤတအိၣ်ဘၣ်.

Our elderly uncle is very sociable, but he  
doesn't have a wife.

ပရူလီၣ်ပသးဒီးပူၤဂၢၤန့ၣ်မ့ၢ်တၢ်လၢအဂ့ၢ်  
ဘၣ်ဆၣ်ပဘၣ်ပလီၢ်ပသး.

It is good to socialize (have fellowship) with  
other people, but we must be careful.

(4) Use of ဘျါ, "to recover or get well from an injury or illness"

(၄) တၢ်သ့တၢ်ကတိၤ "ဘျါ"

REPEAT after the teacher

သရၣ်-မၤပူၤကွီၤဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ဖိဒိၣ်ဒေါ, နမိၢ်ဆါက့ဘျါလံၤခါ.

Nephew, has your mother recovered from her  
illness?

လၢခီန့ၣ် ပနီၤဟ့ၣ်ပူၤယါဘျါတၢ်သ့အိၣ်  
အါဂၢၤ မ့ၢ်ခါ.

We hear that in the rural areas there are many  
people who can treat people. Is that so?

"နပူၤလီၢ်မဟီၤန့ၣ်, မတၢ်မၤဘျါက့ၤန့ၣ်  
လဲၣ်." "ကသံၣ်သရၣ်မၤဘျါက့ၤ  
ယါ."

"Who treated your wound yesterday?" "The  
doctor treated me."

တၢ်ပူၤလီၢ်ဘျါက့ၤအလီၢ်န့ၣ်, နဘၣ်ပ  
လီၢ်အီၤတဘိယုၤဃီ, မ့ၢ်လၢအ  
ဘၣ်တပျီဒံးဘၣ်.

You must be continuously careful of your scar  
because the skin is not mature yet.

16.7 Conversation Practice

၁၆.၇ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကီးတၢ်

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

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

(၁) သရော်ကဘဏ်ဖူးတက်ကတီးသွန်တဖန်အံ့စးထိပ်လအနီၣ်ထဲးတုလအကတၢ်ခဲဝီဒီးမၤပုၤကွဲၤဖိကန့ၣ်. ဖဲသရော်ဖူးအခါ သရော်ကဘဏ်ဖူးထီၣ်စွၢ်ကီးပုၤတဲတၢ်တဖန်အမံၤဒ်သီးပုၤကွဲၤဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတီးတၢ်လဲၣ်. တုၤသရော်ဖူးတက်ကတီးခဲဝီဝံၤလံၣ်န့ၣ် မၤပုၤကွဲၤဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၣ်အတၢ်ကတီးအခံအံၤ. ဖဲပုၤကွဲၤဖိစံးဆၢတၢ်အခါ တဘဏ်မၤပုၤကွဲၤဖိကွၢ်လၢလံၣ်ပူၤဘဏ်. ပုၤကွဲၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘဏ်ဘဏ်ဒီး သရော်ကဘဏ်မၤနီၣ်ဃၢတၢ်သံကွၢ်အဝဲန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဝံၤလံၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤကွဲၤဖိစံးဆၢဝဲတဘဏ်ဒီးဘဏ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘဏ်ဖူးကွၢ်ပုၤခံၣ်အတၢ်ကတီးတဝီကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွဲၤဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘဏ်ဒီးဘဏ်တဖန်တဘျီ ဒီးမၤပုၤကွဲၤဖိစံးဆၢအီၤ.

- A. ယသဝီခဲအံၤပုၤဆိးကုအါမး.
- B. အီ, နတမၤအလဲဆူတၢ်ဆါဟံၣ်ဧါ.
- A. ယမၤအလဲဘဏ်ဆၢကွဲၤတဂ့ၤဘဏ်.
- B. အီ, ကျဲမၤအသးဒ်လဲၣ်.
- A. ကျဲအိၣ်ထဲကပံၣ်လီၤ.
- B. အဝဲသ့ၣ်ဆိးကုဒ်လဲၣ်တမ့ၢ်လဲၣ်.
- A. တၢ်ကဘဏ်, ကူး.
- B. အဝဲန့ၣ်ပမ့ၢ်ဟ့ၣ်လီၤကသံၣ် နဒုးအိၣ်သ့သ့ၣ်.
- A. ကသံၣ်မတၢ်လဲၣ်, အဖျၢၣ်ဧါ, အထံဧါ.
- B. အါၣ်, အဖျၢၣ်တနီၤ အထံအိၣ်တနီၤ.
- A. ပကဘဏ်ဟ့ၣ်အီအီဒ်လဲၣ်.
- B. အနီၣ်ဒိၣ်ဒုးအိၣ်ကသံၣ်အဖျၢၣ်. ဖိသၣ်န့ၣ်ဒုးအိၣ်ကသံၣ်အထံ.
- A. ပကဘဏ်ဒုးအိၣ်အီဆိးယံၣ်လဲၣ်.
- B. ဒုးအိၣ်ကွၢ်နံၣ်သီ, မ့ၢ်တဘျီဘဏ် ဟဲကီးဆူတၢ်ဆါဟံၣ်.
- A. ပဘဏ်ဒုးအိၣ်အီတနံၣ်ပုၤဘျီလဲၣ်.
- B. ဒုးအိၣ်အီတနံၣ်လွံၣ်ဘျီ.
- A. ပမ့ၢ်ဘဏ်လဲၤစီၣ်ဆူတၢ်ဆါဟံၣ်န့ၣ် တနီၤအစုတအိၣ်ဘဏ်. ဘဏ်မၤဒ်လဲၣ်.
- B. ဟဲဝံၤ ကွၢ်ဟ့ၣ်ကုလၢခံသ့.
- A. အီ, မ့ၢ်ဒ်န့ၣ်န့ၣ် ပကမၤကွၢ်ဒ်န့ၣ်.
- B. မ့ၢ်, မ့ၢ်. ကုမၤကွၢ်ကွၢ်လၢညါ.

Questions (တၢ်သံကွၢ်)

- ၁. လၢ A အသဝီပုၤပုၤသဝီဖိဘဏ်မတၢ်လဲၣ်.
- ၂. အဝဲသ့ၣ်တလဲၤဆူတၢ်ဆါဟံၣ်ဘဏ်မနုၤလဲၣ်.
- ၃. အဝဲသ့ၣ်ဆိးကုဒ်လဲၣ်
- ၄. B တဲလၢသါမၤစၢၤကသုဒ်လဲၣ်
- ၅. A ကဟ့ၣ်ကသံၣ်အဖျၢၣ်ဧါ အထံဧါ.
- ၆. ကသံၣ်အဖျၢၣ်ကမ့ၢ်မတၢ်တဖန်အဂီၢ်လဲၣ်. အထံတဒီလဲၣ်.
- ၇. A ဒုးအိၣ်ကွၢ်အဝဲသ့ၣ်နံၣ်သီမ့ၢ်တဘျီဘဏ်န့ၣ် A ကဘဏ်မၤဒ်မတၢ်လဲၣ်.
- ၈. A ကဘဏ်ဒုးအိၣ်ပုၤအကသံၣ်တနံၣ်ပုၤဘျီလဲၣ်.
- ၉. A မ့ၢ်ဘဏ်ဟဲဆူပုၤလၢအစုတအိၣ်ဘဏ်တနီၤဆူတၢ်ဆါဟံၣ်န့ၣ် ပုၤသုးကျဲၤတၢ်လၢၣ်

## တၢ်စုၤသ့ၣ်လဲၣ်.

### 16.8 Notes on Word Usage and Grammar

၁၆.၈ သရၣ်-မၤပၤကီၢ်ဖိဖးဒၣ်ဝဲလၢဒါး.

(1) Use of ကသံၣ်, "medicine, chemical"

See examples in 16.2(2). There should be no problem in understanding the meaning or use of this word, other than to point out that in Karen one may either ဒိၣ်ကသံၣ် or ဒီကသံၣ်--there is no difference in meaning or use but rather it depends upon the speaker's preference.

(2) Use of ထၢ, "to be long in time:"

See examples in 16.2(3). This descriptive verb is not used alone very often; but when it is, it has the meaning of "long-drawn out," as in the first 2 examples. It is more often used as a couplet with ယံၣ် giving the meaning of "a very long time;" e.g., အယံၣ် အထၢ, ယံၣ်ယံၣ်ထၢထၢ.

(3) Use of ဒိလဲၣ်ဒီလဲၣ်, "How come . . .?" "How on earth . . .?"

See examples in 16.2(4). You have already learned the expression ဒိလဲၣ် meaning "How?" This couplet seems to be used when one wishes to express emphasis, as has been indicated in the English translation of the examples.

(4) Use of ပူၤ, "classifier for places"

See examples in 16.2(5). There should be no problem with understanding the use and meaning of this classifier, as it is used like any other classifier.

(5) Use of ဃဲၤ, "to be thin in flesh"

See examples in 16.4(1). This is a descriptive verb, and the important thing to remember is that it refers to being thin only in the matter of flesh (as contrasted to being fat). There is a different word for being thin like a sheet of paper (as contrasted to being thick).

(6) Use of တၢ်ကဘျီၣ်, "a condition characterized by intermittent fever, chills, and aching"

See examples in 16.4(2). This condition is not a disease in itself but a combination of symptoms which occur commonly when one is coming down with malaria or flu or has chronic malaria. Sometimes the condition is apparent one day, disappears the next, and appears again on alternate days (if it is due to one kind of malaria); on the other hand it may be worse in the afternoon and evening but the person feels more or less all right in the early morning. If it continues, a general malaise (not feeling good) develops. Note that this expression is another of the few words which is always preceded by တၢ်.

(7) Use of ကူး, "to cough;" ကဟး, "phlegm, sputum;" and သွံၣ်, "blood"

See examples in 16.4(3). There should be no problem with the word ကူး meaning "to cough." As for the word ကဟး meaning "phlegm, sputum," it may be spoken of in terms of its coming up, ထိပ်, if one is talking about its getting up out of the respiratory tract, or it may be spoken of as going down, လီ, if one is talking about its coming down onto the ground or into a container. As for the word for blood, သွပ်, if one is speaking about its travels within the body, one may use either ထိပ် or လီ, depending upon the direction of its flow. When speaking of bleeding, one usually uses the word for "to flow," which you haven't learned yet. However, if it is mixed in with sputum, feces, or urine, or not very severe bleeding from a wound, it may be spoken of as coming down; i.e., အသွပ်လီ. Like other parts of the body the word သွပ် is usually spoken of as possessed (ယသွပ်, နသွပ်, အသွပ်); but when it is being spoken of in general, sometimes the expression တၢ်သွပ် or အသွပ်အထံ is used.

(8) Use of တၢ်ဝံတၢ်ဆွၢ်/တၢ်ဟဲဝံ, "fortune, luck"

See examples in 16.6(1). It is common for non-Christians (and even some Christians) to believe in a mystical force which determines their fortune and in north Thailand it is usually referred to as တၢ်ဝံတၢ်ဆွၢ်. In central Thailand and Burma it is commonly called တၢ်ဟဲဝံ; and because of frequent contact with Burma-born Karens in some parts of north Thailand, this word is also understood and may be used.

(9) Use of ကီၤ, "to restrain, check: to bear, suffer"

See examples in 16.6(2). This word has two related meanings--(1) to restrain or check, and (2) to bear or suffer. When it has the latter meaning, it is the same as တူၢ်. When it has the former meaning, it is frequently used in connection with အသး/ယသး/န သး meaning "to restrain oneself." It differs from ဆိပ်လီၤအသး in that the latter means to continually restrain or control oneself, whereas ကီၤအသး means to do so for the time being (but perhaps later one will no longer do so).

(10) Use of ရဲ, "to associate with"

See examples in 16.6(3). The basic meaning of this word is "to associate with," but the word is also used with the meaning of "to be friendly with, to fellowship with, to socialize with, especially in the reciprocal form ရဲလီၤသး..

(11) Use of ဘျီ, "to recover or get well from an injury or illness,; and မၤဘျီ/ယၤဘျီ, "to treat, cure"

See examples in 16.6(4). The verb ဘျီ describes a passive type of action and doesn't take an object, whereas the other 2 expressions are active verbs which do take an object. In north Thailand ယၤဘျီ is used more for the treatment of injuries, and the methods used may include the use of native medicines, as well as incantations, sacrifices, etc.

## 16.9 Question and Answer Drill

၁၆.၉ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

As the teacher asks the questions below, answer them as fully as you can within the limits of your vocabulary.

သရော်--သံကွပ်ပြာကွပ်ဖိအဖီလင်အံအသီးဒီးမပြာကွပ်ဖိတဲဆာတင်လၢလၢပွဲတဲသ့ဖဲအသ့တက့ၢ်.

၁. နပူလီၢ်ဘျါက့ၢ်အလီၢ်အိၣ်တပူပူၤခါ. မ့ၢ်အိၣ်န့ၣ် အိၣ်ပွဲၤပူလဲၣ်ဒီးအိၣ်ဖဲလဲၣ်.
၂. နရုဒီးပုၤဘၢယွၤဖိညီန့ၢ်နရုဒီးပဒိၣ်ပပုၤခါ. မ့ၢ်အဘၣ်မနုၤလဲၣ်.
၃. ပုၤမ့ၢ်တဲဆါနၤန့ၣ် နကီၤနသးကဲစ့ၢ်ခါ. မနုၤကမၤစၢၤနၤလဲၣ်.
၄. ပမ့ၢ်အံၣ်ဒီးယဲၤလီၤ ပကြးမၤဒဲလဲၣ်.
၅. နဘၣ်န့ၢ်တၢ်ကူးဖးထီတဘျီဘျီလဲၣ်ခါ. မ့ၢ်ဘၣ်န့ၢ်တဘျီန့ၣ် ဘၣ်လၢနန့ၣ်အိၣ်ပွဲၤန့ၣ်လဲၣ်.
၆. နတၢ်အိၣ်ဖိၣ်အစုပၣ်ကီၤအိၣ်ခါ. မ့ၢ်အိၣ်န့ၣ် အဝဲသ့ၣ်သ့ဝဲလၢမနုၤအဂီၢ်လဲၣ်.

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

၁၆.၁၀ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချးသရော်သိၣ်လိတၢ်တကတီၢ်အံၣ်ဒီးဘၣ်န့ၣ် ပုၤကွပ်ဖိကြးန့ၢ်ပၢ် တၢ်မၤလိလၢအပူၤကွပ်ဖိဂ့ၤတဘျီတဘျီတဲး.)

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

(၁) သရော်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၣ်စးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမပြာကွပ်ဖိကန့ၣ်. ဖဲသရော်ဖးအခါ သရော်ကဘၣ်ဖးထီၣ်စ့ၢ်ကီးပုၤတဲတၢ်တဖၣ်အမံၤဒဲသီးပုၤကွပ်ဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်. တုၤသရော်ဖးတၢ်ကတိၤခံဝီဝံလဲၣ်န့ၣ် မပြာကွပ်ဖိတဲဆာတၢ်သံကွပ်လၢအပိၣ်လိၣ်ပုၤခံၣ်အတၢ်ကတိၤအခံအံၤ. ဖဲ ပုၤကွပ်ဖိစံးဆာတၢ်အခါ တဘျီမပြာကွပ်ဖိကွၢ်လၢလံၣ်ပူၤဘျီ. ပုၤကွပ်ဖိစံးဆာတၢ်သံကွပ်တကျိၤကျိၤမ့ၢ်တဘျီဘၣ်ဒီး သရော်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွပ်အဝဲန့ၣ်. သရော်သံကွပ်တၢ်သံကွပ်ခဲလၢ်မ့ၢ်ဝံလဲၣ်န့ၣ် တၢ်သံကွပ်လၢပုၤကွပ်ဖိစံးဆာတဲတဘျီဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘၣ်ဖးက့ၤပုၤခံၣ်အတၢ်ကတိၤတဝီကဒီးဝံ သံကွပ်ကဒီးပုၤကွပ်ဖိလၢ တၢ်သံကွပ်လၢအတဲဆာတဘျီဒီးဘၣ်တဖၣ်တဘျီ ဒီးမပြာကွပ်ဖိစံးဆာအီၤ.

- A. ယတထံၣ်နၤဘၣ်ဖးယံၣ်လံ, နလဲၤဆူလဲၣ်.
- B. ယဆိးကုန့ၢ်သၢလိလံ, ယလဲၤတၢ်က့ၢ်တၢ်တကဲနီတပူၤဘျီ.
- A. အီ, တၢ်အဃိန့ၣ်, ယကွၢ်နယဲၤလီၤဖးဒိၣ်ညါ.
- B. မ့ၢ်. ခဲအံၤယဟးတကဲနီစးဒဲးဘၣ်. ယအိၣ်မ့ၢ်တဝံၣ်ဘၣ်. ယမံတန့ၢ်စ့ၢ်ဘၣ်.
- A. မ့ၢ်နဆိကမိၣ်တၢ်အါတခီၤခါ. မ့ၢ်အဒဲလဲၣ်ခီလဲၣ်. နဆိးကုစးထီၣ်အခီၣ်ထံးဒဲလဲၣ်.
- B. အခီထံးန့ၣ်တၢ်ကဘျီယၤ, ဝံယကူးလၢ်မုၢ်နၤလၢ်မုၢ်ဆါ, ယကဟးလီၤလၢအသ့ၣ်တုၤခဲအံၤခါ.
- A. အ့, နစုချ်ခီၣ်ချ်ဒိၣ်လဲၣ်. နကြးလဲၤဆူတၢ်ဆါဟံၣ်ခါသၢ်. နကဘၣ်လဲၤမၤကွၢ်နသးလၢတၢ်ဆါဟံၣ်လီၤ.
- B. ယကလဲၤလၢတၢ်ဆါဟံၣ်ခါ, ယကျိၣ်ယစုတအိၣ်. ယကအိၣ်သံဒဲအံၤခါယၢ်. ကွၢ်လၢတၢ်ဝံတၢ်ဆွၢ်ကဟဲဒဲဝဲ
- A. .အါ, တမ့ၢ်ဘၣ်. နတသံညူချ်ဘၣ်န့ၣ်. နမ့ၢ်သံညူချ်ဂ့ၤ, ဘၣ်ဆၣ်နတသံဘၣ် နကီၤတၢ်ဆါယံၣ်ယံၣ်ထၢထၢဒဲန့ၣ်န့ၣ် တမ့ၢ်ကျဲဘၣ်. ခဲအံၤလဲၤဝီၣ်ယခံ. ယကလဲၤဆွၢ်

- နုလတၢ်ဆါဟံၣ်. ကျီၣ်စုလၢအလီၣ်န့ၣ် ယကမၤစၢၤန့ၣ်.
- B. အါ, နကမၤလၢၣ်နစုလၢယဃိန့ၣ် နထံၣ်လၢယမၤမနုၤသ့လဲၣ်.
- A. အလါ, ခဲအံၤပှၤသဝီၣ်လိာ်ဘၣ်နုလၢနကဘၣ်ကဲသဝီၣ်. ပထံၣ်ဒၣ်နုတဂၤလၢအနီၣ် ပၢ်တၢ်, နဖးလံာ်ကျီၣ်တဲာ်ဘၣ်, နရူပဒိၣ်ပပှၢ်သ့အဃိန့ၣ်လီၤ.
- B. အါ, လဲၤအလဲၤ. သုမ့ၢ်ထံၣ်လၢယမၤစၢၤတၢ်မ့ၢ်သ့န့ၣ် ပကမၤကျိၣ်ကျိၣ်သ့.
- A. မ့ၢ်. ခဲမ့ၢ်ဆုၣ်ယကဟံးန့ၢ်နုလၢသိလ့ၣ်. ယကလဲၤဆွၢ်န့ၣ်.
- B. မ့ၢ်, ဒိန့ၣ်ဒိန့ၣ်. လဲၤဒီးကျိၣ်ကျိၣ်. ကသံၣ်သရၣ်မၤဘျါယၤမ့ၢ်သ့, ယကမၤစၢၤပှၤသဝီၣ်လိာ်ဘၣ်ယၤအသိး. မ့ၢ်တသ့ဘၣ်ဒီး, သံဝံၤလီၤနီၣ်.

(To be continued in succeeding lessons.)

#### Questions (တၢ်သံကွၢ်)

၁. A တဂၤတထံၣ် B ဘၣ်ဖးယံာ်လံာ်မနုၤအဃိလီၣ်.
၂. A ကွၢ် B မၤအသးဒိလီၣ်.
၃. B အနီၣ်ကစၢ်တဲလၢသါမၤသါသးဒိလီၣ်.
၄. A အဲၣ်ဒီးလၢ B ကလဲၤမၤမနုၤဖဲတၢ်ဆါဟံၣ်လဲၣ်.
၅. လၢအပူၤကွံာ် B တလဲၤတၢ်ဆါဟံၣ်ဘၣ်လၢမနုၤအဃိလီၣ်.
၆. B ဆိကမိၣ်လၢသါကမၤဒိလီၣ်.
၇. ဒ် A အတၢ်ထံၣ်အသိး မနုၤတမံၤအၢနီၣ်တၢ်သံန့ၣ်လဲၣ်.
၈. B တဘၣ်သးလၢ A ကမၤလၢၣ်အစုလၢသါဃိန့ၣ်ဘၣ်မနုၤလဲၣ်.
၉. A တဲလၢပှၤသဝီၣ်လိာ်ဘၣ် B ဒိလီၣ်.
၁၀. B ကြးလၢတၢ်မၤအဝဲန့ၣ်ဒိလီၣ်.
၁၁. A ကကီး B ဆူတၢ်ဆါဟံၣ်အခါဖဲလဲၣ်. ကကီးဝဲဒိလဲၣ်.
၁၂. ကသံၣ်သရၣ်မၤဘျါ B မ့ၢ်သ့န့ၣ်, B ကမၤမနုၤလဲၣ်.

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

သရၣ်-ပှၤကျိၣ်ဖိစးဆါတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံာ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပှၤကျိၣ်ဖိတဲာ်သရၣ်အခံတဝီၣ် ဝံၤဒီးမၤပှၤကျိၣ်ဖိကဲ "B" ဒီးသရၣ်ကကဲ "A." ကတိၤလိသကီးတၢ်ကတိၤအါဝီတဖၣ်ဒ်သိး ပှၤကျိၣ်ဖိကတဲ "B" အတၢ်ကတိၤဘျါတဖၣ်တဖၣ်. တုၤပှၤကျိၣ်ဖိတဲတၢ်ဘၣ်ဘျါလဲၣ်န့ၣ် မၤပှၤကျိၣ်ဖိကဲက့ၤ "A" ဒီး သရၣ်ကကဲကဲ "A."

#### 16.11 Reading and Writing

၁၆.၁၁ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီကျိၣ်

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



သရော်ဒီးပုကွဲဖိကကတိလိတိကတိအသီအံခဲအံခဲအံ. ပုကွဲဖိကဘၣ်သူတိကတိအသီအံထီဘိထီဘိ  
ဒ်သီးအသုတသးပုနီၣ်ဝဲတဂ့ၤ.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

(၂) သရော်-မၤပုကွဲဖိလဲၤအိၣ်သကိးပုကညီဒ်သီးကကတိလိတိကတိသ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လံဝဲ ဒီးဒ်သီးက  
ကန့ၣ်ပုကညီကတိသကိးတၢ်.

### 16.13 Cultural Assignment--Gardens and Gathering; Useful Non-Medicinal Plants

၁၆.၁၃ တၢ်ဃုသ့ၣ်ညါပုကညီအလုၢ်အလၢ်

Do people plant gardens in addition to their fields? Are the gardens near home or near the fields (or in both places)? How are the gardens protected from animals? What types of things are planted in gardens? Note the relative amount of each. Is the garden produce grown only for family consumption or is some sold or traded? Do gardens supply produce all year or must other sources of food supply be used? What types of plants are gathered to supplement the diet? Note the time of year each can be gathered. How are they gathered (picked, dug up, cut down, etc.)? Whose job is it to gather them? How are they prepared for consumption? Do the people find them tasty or do they eat them from necessity? What non-edible plants are gathered? What are they used for? How are they gathered and processed? How much time is taken by gardening? by gathering?



## LESSON 17

### တၢ်မၤလိ ၁၇

#### 17.1 Useful Words and Phrases

##### 17.1 တၢ်ကတိၤအသိၤလၢအကဲၤဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပုၤကွၢ်ဖိတဲၤပိၣ်သရၣ်အခံၣ်တၢ်ခၢၣ်တၢ်ခၢၣ်.

ဘီ	To be yellowish in color
စီၤစုၤ	To be separate, have a distance between
ဖုံ	To be light, buoyant
သးဖုံ	To be light-hearted, mirthful
ယုၣ်ယုၣ်	About, approximately
ဒိအဲးစရံ	Take an X-ray, have an X-ray taken
ကလိၣ်	To clear the throat, bring up sputum; to regurgitate (cows, water buffaloes, etc.)
တၢ်ဂၢၢ်/တၢ်ဂီၢ်	Cold, chilliness
တၢ်ဂၢၢ်ခါ/တၢ်ဂီၢ်ခါ	The cold season
တၢ်ညၣ်ဂၢၢ်/တၢ်ညၣ်ဂီၢ်	Malaria
အယၢ်	Vermin, small insects
တၢ်ဖိယၢ်	Used to denote any kind of insect when the name isn't known
တၢ်ဆါအယၢ်	Germs
ပသိၣ်	The lungs
တၢ်ပသိၣ်ဆါ	Tuberculosis
ထွဲ	To go before, influencing that which follows; to take steps
ထီၣ်ဘီ	Always
ဒိသိး/ဒိသီး	So as, in order to
နီၣ်	To observe or mark for future recollection
သ့ၣ်နီၣ်/သ့ၣ်နီၣ်ထီၣ်က့ၤ	To remember, recall
ကွဲးနီၣ်ယၢ်	To note down
သးပုၤနီၣ်	To forget

#### 17.2 Pattern Sentences and Phrases

၁၇.၂ တၢ်ကတိၤအဒိ

(1) Use of နီၣ်, "to observe or mark for future recollection"

(၁) တၢ်သူတၢ်ကတိၤ "နီၣ်"

REPEAT after the teacher

သရၣ်-မၤပုၤကွၢ်ဖိတဲၤပိၣ်သရၣ်အခံၣ် ၂-၃ ဝီ.

ယပပ်ဃာယထာၣ်ဖဲအံၤ. တုၤပကကုၤ န့ၣ်, နီၣ်ဘၣ်စၢၤယၤဇီၣ်.	I am putting my bag here. When we are going to go back, help me remember it.
မုၢ်ဂီၤဇၢ, နံၣ်လၢနကွၢ်နီၣ်ဃာ်မဟါတ ကူၣ်န့ၣ်အိၣ်လၢအံၤ.	Aunt, the sarong which you looked at and asked us to keep for you yesterday is over here.
ဖိဒိၣ်ဇၢ, နမ့ၢ်လဲၤဆူတၢ်အိၣ်ဖိၣ်န့ၣ်, ကွဲးနီၣ်ဃာ်တၢ်ဂ့ၢ်တၢ်ကျိၤခဲလၢဉ် ဇီၣ်.	Nephew, if you go to the meeting, take notes on all of the business. (i.e., write down in order to recollect)
ယသ့ၣ်နီၣ်လၢညါတဘျီပလဲၤဃုအိၣ်ညၣ် ဖိန့ၢ်အါအါဂီၢ်ဂီၢ်.	I remember the time in the past when we went fishing and got a big lot of fish.
ပှၤဘါသကီးယုၤတဘျီအံၤမ့ၢ်တၢ်မၤတၢ် သ့ၣ်နီၣ်ထီၣ်က့ၤမိၢ်ပၢ်လၢအသံ တုၢ်တဖၣ်.	The worship service this time is in memory of our parents who have died.
ပှၤလၢပဟံၣ်ကပၤတဂၤဆိးကုးနးမး. ခဲ အံၤတသ့ၣ်နီၣ်လီၤအသးလၢဘၣ်.	Our next-door neighbor has been ill for a long time. Now he is unconscious. (i.e., he doesn't respond to or recollect anything).

(2) Use of ထွဲ, "to go before, influencing that which follows; to step"

(၂) တၢ်သ့တၢ်ကတိၤ "ထွဲ"

REPEAT after the teacher

သရၣ်-မၤပှၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ပှၤဖိသ့ၣ်တဂၤန့ၣ်ဟးထွဲအိၣ်ချး.	That child walks (takes steps) very quickly.
သရၣ်တဂၤအံၤ ခဲအံၤအဝဲကွၢ်ထွဲက့ၤတၢ် ဖဲးတၢ်မၤလၢဝုၢ်ပှၤ.	This pastor now looks after the work in the city.
ကွၢ်ဖဲနကတဲဒ်လဲၣ်ဒ်လဲၣ်န့ၣ်, ပကတဲ ပိၣ်ထွဲနခဲလၢဉ်.	We'll say after you whatever you say however you say it.
တၢ်လၢတၢ်အိၣ်ဖိၣ်အခိၣ်အနီၣ်အတၢ်သး တၢ်ကျဲၤန့ၣ် ပကဘၣ်မၤထွဲကီးဂၤ ဒဲးလီၤ.	Whatever the arrangements the elders of the church make, we must all carry them out [follow through on them].
ပကမၤလိသကီးတၢ်သးဝံၣ်. ယကသး ဝံၣ်ဝံၤ သးဝံၣ်ပိၣ်ထွဲယခဲနီၣ်.	We're going to learn a song. I'll sing after which you sing after me.

(3) Use of ထီၣ်, "always"

(၃) တၢ်သ့တၢ်ကတိၤ "ထီၣ်"

REPEAT after the teacher

သရၣ်-မၤပှၤကွၢ်ဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

နဟဲဆူယအိၣ်ထီၣ်ကကဲဇါ.	Can you take it to always come to me?
ပလိၣ်ဘၣ်ကစၢ်ယုၤအတၢ်မၤစၢၤထီၣ် လီၤ.	We always need God's help.
ပှၤတဂၤအံၤ ယထံၣ်အမၤစၢၤအပၢ်အတၢ် ထီၣ်.	I see this person always helping his father.

သဝီတဖျာန်နု၊ ယထံနလဲထီဘိ၊ န  
လဲမေမနုလဲနု.  
မုဂ်တဂနုအဝဲအိန်လဟံင်ထီဘိလီ.

I see that you always go to that village, what  
do you do there?  
Aunty is always at home.

#### (4) Use of ယပ်ယပ်, "about, approximately"

(၄) တဂ်သုတဂ်ကတိ "ယပ်ယပ်"

REPEAT after the teacher

သရၢ်-မၤပုၤကွၢ်ဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

နဖိဒီးယဖိအိန်ဖျဲၣ်တဘျီယပ်ယပ်.  
ခဲအံၤယသးသးသးယပ်ယပ်လံ.  
တနံၣ်ညါအံၤနနုအိန်ဘျဲၣ်သးဒီးယ  
ယပ်ယပ်.  
ပအိန်ဖဲကံၢ်မဲပလဲဆူကွဲဟဲ ဒီးပလဲဆူ  
မုၢ်ယုၢ်နု ကျဲတဖးသးယပ်ယပ်.  
ဖိသုတဂအံၤကွဲနုလံတလါယပ်ယပ်  
လံ.

Your child and mine were born at about the  
same time.  
Now my mangoes are about ripe.  
This year you got approximately the same  
amount of paddy as I.  
If we are in Chiang Mai and go to Chiangrai,  
the road is about the same as going to  
Maesariang.  
This child has been coughing for about one  
month.

### 17.3 Question and Answer Drill

၁၇.၃ တဂ်သံကွၢ်ဒီးတဂ်စံးဆါ

Answer the following questions as the teacher asks them.

သရၢ်-သံကွၢ်ပုၤကွၢ်ဖိအိန်အလံၤအံၤအသး ဒီးမၤပုၤကွၢ်ဖိစံးဆါ.

၁. နသုၣ်နီၣ်ပုၤလၢအသိၣ်လိနုလၢကွၢ်ပုၤဖဲနနုအိန် ၆ နံၣ်တဂၢအမံၤဒဲးဒါ. နမုၢ်သုၣ်နီၣ်  
နုအမံၤဒဲးလဲၣ်ဒီးမုၢ်ပုၤဒဲးလဲၣ်တကလုၢ်လဲၣ်.
၂. တဂ်လၢနတအံၤဒီးသးပုၤနီၣ်အီၤဘၣ်မုၢ်အိန်ဝဲတမံၤမံၤနု နညီၣ်နုမံၤဒဲးလဲၣ်.
၃. တဂ်သးဝံၣ်လၢနမၤလိဖဲနမုၢ်ဒဲးဖိသုၣ်အခါနု နသုၣ်နီၣ်တနီၣ်ဒါ. မုၢ်တဂ်သးဝံၣ်မနု  
တဖၣ်လဲၣ်.

### 17.4 Command and Response Drill

၁၇.၄ တဂ်မၤဒီးတဂ်စံးဆါ

The teacher will ask you to do as written below and you should carry out the commands.

သရၢ်-လၢတဂ်မၤလိတတီၤအံၤအဂီၢ်နု, သရၢ်ဘၣ်ဟဲစိၣ်တဂ်တဘျီမံၤလၢပုၤကွၢ်ဖိကိးဝဲအမံၤဘၣ်သုၣ်တဖၣ်ဒီး  
သရၢ်ဘၣ်မၤဘၢယၢဝဲဒဲးသးပုၤကွၢ်ဖိသုတထံၣ်တဂ့ၤ. အဒိ-ဆီဒဲး, ပသၢဝါ, ပသၢဂီၤ, သကီၤသုၣ်, သကီၤဆံၣ်  
သုၣ်, ထံခွဲး, ထၢၣ်ဖိ, တဂ်အအဆးဆးဖိ, မုၢ်ဟဲသုၣ်, ကိအဆးသုၣ်တဖၣ်တမ့ၢ်တဖျၢၣ် ဝံၤဒီးတဂ် ၅ ဘးတဘျီ,  
၁၀ ဘးတဘျီ, တဂ်ဂီၤတဘျီ, တဂ်ဘၣ်အဆးတဘျီ, သုၣ်လုၢ်တဘျီ. ဖဲနုၣ်သရၢ်ကစံၢ်ဘၣ်ပုၤကွၢ်ဖိတဂ်  
အိန်ကွဲးအသးဖဲ (၁) လၢအလံၤအံၤအသး. ဖဲနုၣ်သရၢ်ကဟ့ၣ်ပုၤကွၢ်ဖိကွၢ်တဂ်ယံၣ်တမံၤနံးဝံၤသရၢ်ကမၤဘၢ  
က့ၤဝဲ. တုၤပုၤကွၢ်ဖိတဲထီၣ်တဂ်လၢအသုၣ်နီၣ်ဝဲလၢလံၣ်နု, သရၢ်ကအိးထီၣ်မၤပုၤကွၢ်ဖိကွၢ်ကဒီးတဘျီ,မုၢ်တဂ်  
လၢအတသုၣ်နီၣ်ဘၣ်တဖၣ်အိန်ပုၤမံၤလဲၣ်နုတက့ၢ်.

၁. ခဲအံၤယကမၤနကွၢ်တဂ်တဖၣ်အံၤတစီၢ်ဖိဝံၤ, ယကမၤနတဲနုကွၢ်ယၢတဂ်လၢနသုၣ်နီၣ်

- တဖန်ဒီးထံတော်တဖန်နုလီၤ.
၂. ဟးထွဲနုခီၣ်, ဘၣ်ဆၣ်ထွဲနုတဂ့ၤ.
၃. ခဲအံၤဟဲက့ၤထွဲနုနုခီၣ်ခဲလၢၣ်.

## 17.5 Pattern Sentences and Phrases

၁၇.၅ တၢ်ကတိၤအဒိ

- (1) Use of ပသိၣ်, "lungs;" and ဒိအဲးစရံ, "take an X-ray, have an X-ray taken;" and ကလိၣ်ထီၣ်, "to clear the throat, bring up sputum; regurgitate (referring to animals)"

(၁) တၢ်သုတၢ်ကတိၤ ပသိၣ်, ဒိအဲးစရံ, ဒီး ကလိၣ်ထီၣ်

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤတဲတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ပုၤလၢအဘၣ်တၢ်ပသိၣ်ဆါန့ၣ်, ကသံၣ်  
သရၣ်တမၤပုၤအိၣ်ဘူးအီၤဘၣ်.  
ပုၤတဂၤအံၤကူးလီၤလၢအသွံၣ်တစဲးတ စဲး,  
ဘၣ်ဆၣ်ကသံၣ်သရၣ်စံးဝဲလၢ  
အပသိၣ်ဂ့ၤ, တဘၣ်တၢ်နီၣ်တမံၤ  
ဘၣ်.  
ပုၤလၢန့ၣ်ဂၤန့ၣ် ကသံၣ်သရၣ်စံးဝဲလၢအ  
ညၣ်ဟဲထီၣ်လၢအပသိၣ်အလီၤ.  
ပုၤတဂၤအံၤလဲၤဒိအဲးစရံမဟီၤ, ကသံၣ်  
သရၣ်တဲဝဲလၢအပသိၣ်ပုၤလီၤ.  
ဖါတၢ်ဒေါ, နကူးန့ၣ်အါနီၣ်အါလီၤလံ, မ့ၢ်  
နလဲၤဒိကွီၤအဲးစရံလၢတၢ်ဆါဟံၣ်  
တဘျီဘျီလံခါ.  
ဖါတၢ်ဒေါ, ကသံၣ်သရၣ်မၤနကလိၣ်ထီၣ်  
နကဟး. အဝဲဒၣ်သါကမၤကွီၤဝဲ.  
ကွီၤဒီးပနီၣ်တဖၣ်ဟးအိၣ်တၢ်လၢမ့ၢ်ဆါ  
ခီဝံၤ, က့ၤလၢအလီၤမံဒီးကလိၣ်  
ထီၣ်က့ၤဝဲဒီးအိၣ်လီၤတၢ်က့ၤဝဲဒၣ်  
ဒိနုညါဃာ်ဃာ်လီၤ.

The doctor doesn't allow people to stay near those who have tuberculosis.

This person coughs up [sputum] with flecks of blood, but the doctor says that his lungs are okay; there's nothing wrong with them.

The doctor says that that person over there has a growth on his lung.

This person went and had an X-ray yesterday. The doctor says that it is a lesion in the lung.

Uncle, you have been coughing for a long time. Have you ever had an X-ray taken at the hospital?

Uncle, the doctor asks that you bring up some sputum; he intends to examine it.

Cows and water buffaloes walk around eating during the day, then return to their sleeping places, regurgitate and digest it thoroughly almost the whole night.

- (2) Use of အဃၢ်, "vermin, small insects" and တၢ်ဖိဃၢ်, "insects in general"

(၂) တၢ်သုတၢ်ကတိၤ အဃၢ် ဒီး တၢ်ဖိဃၢ်

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤတဲတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

လၢတၢ်ကီၢ်ခါန့ၣ်ပလဲၤဟးဆူတၢ်လီၤ  
လၢအခူဒီးတၢ်ဖိဃၢ်အါမး.  
ဖဲတၢ်စူၤလီၤသီအခါန့ၣ်တၢ်ဖိဃၢ်တဖၣ်  
အါကဒီးဖဲတၢ်လီၤလၢအဘူးဒီးဝုၢ်.

In the hot season when we go cool places, there are a lot of insects.

At the beginning of the rains insects are plentiful in places near the city.

တၢ်ဖိဃၢ်လၢအမၤဆါပှၤကညီတဖၣ်ညီ  
 န့ၢ်မ့ၢ်တၢ်ဖိဃၢ်လၢအဆံးကတၢၢ်  
 လၢပှၤထံၣ်လၢအမဲၣ်တသ့ဘၣ်.  
 ပှၤတဂၤအံၤကသံၣ်သရၢ်မၤကွၢ်အသွံၣ်  
 ဒီးထံၣ်ဝဲလၢတၢ်ညၣ်ဂၢ်အဃၢ်  
 အိၣ်ရဲး.

Insects that mke us sick are usually the  
 smallest kinds that can't be seen with the  
 eye (germs).

The doctor tested this person's blood and saw  
 that there was a great number of malaria  
 germs.

### (3) Use of ဒ်သီး/ဒ်သီး, "so as, in order to"

(၃) တၢ်သုတၢ်ကတိၤ ဒ်သီး/ဒ်သီး

REPEAT after the teacher

သရၢ်-မၤပှၤကွၢ်ဖိတဲတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

ဒ်သီးပှၤကအဲၣ်န့ၢ်န့ၢ်, နဘၣ်အဲၣ်ဆိပှၤ  
 လၢညါ.

In order for people to love you, you must love  
 them first.

ဒ်သီးပကအိၣ်ဆူၣ်ဂ့ၤဂ့ၤန့ၢ်, ပကဘၣ်  
 အိၣ်တၢ်အါမၤလၢအဘျးအိၣ်တ  
 ဖၣ်.

In order to have good health, we must eat  
 many beneficial things.

ဒ်သီးနတၢ်သ့ၣ်ညါကအါထီၣ်န့ၢ်, နဘၣ်  
 လဲၤအိၣ်ဖျိၣ်ဆူၣ်ဆူၣ်.

In order that you may increase in knowledge,  
 you must attend meetings energetically.

ဒ်သီးပှၤသ့ၣ်ညါန့ၢ်ကအါန့ၢ်, နကဘၣ်  
 တဲန့ၢ်တၢ်ဆူၣ်ဆူၣ်.

So that many people may know you, you  
 should tell jokes a lot.

ဒ်သီးနသုတဘၣ်တၢ်ညၣ်ဂၢ်တဂ့ၤန့ၢ်,  
 နဘၣ်ပလီၢ်နသးလၢတၢ်အါမံၤ.

So that you won't get malaria, you must be  
 careful in many things.

ဒ်သီးနသုတလီၤဘျးတဂ့ၤန့ၢ်,  
 နဘၣ်မၤတၢ်ဖဲအဘၣ်အဘၣ်.

So that you won't get worn out, you should  
 work the proper amount [and no more].

Repeat using ဒ်သီး instead of ဒ်သီး. Repeat a second time using either ဒ်သီး or ဒ်သီး  
 (whichever your teacher usually uses) and inserting အဂီၢ် before the န့ၢ် at the end of  
 the clause; e.g., ဒ်သီးပှၤကအဲၣ်န့ၢ်အဂီၢ်န့ၢ်.

သရၢ်-မၤပှၤကွၢ်ဖိတဲတဲလိကဒီးတဘျီ ဘၣ်ဆုၣ်အအံၤတဘျီန့ၢ်လၢ ဒ်သီး အလီၢ်န့ၢ်တဲလၢ ဒ်သီး. လၢခံတ  
 ဝီန့ၢ်ပှၤကွၢ်ဖိတဲတဲကဒီး ဒ်သီး မ့တမ့ၢ် ဒ်သီး (ကွၢ်ဖဲသရၢ်အနီၢ်ကစၢ်ညီန့ၢ်တဲမ့ၢ်ဆုၣ်မ့ၢ်ဂီၤအသး) ဘၣ်ဆုၣ်  
 အအံၤတဘျီန့ၢ်မၤပှၤကွၢ်ဖိတဲတဲန့ၢ်စ့ၢ်ကဒီးတၢ်ကတိၤ အဂီၢ် လၢ န့ၢ် အမဲၣ်ညါ. အဒိ-ဒ်သီးပှၤကအဲၣ်န့ၢ်အ  
 ဂီၢ်န့ၢ်."

## 17.6 Completion Drill

၁၇.၆ တၢ်မၤပှၤထီၣ်တၢ်ကတိၤ

Complete the sentences below any way that makes sense.

တၢ်မၤလိတပတီၢ်အံၤ ပှၤကွၢ်ဖိတဲတဲဘၣ်ယုန့ၢ်အတၢ်ကတိၤဒေၣ်ဝဲဒီးတၢ်န့ၢ်အိၣ်ဖဲတၢ်လီၢ်လီၤပတီၢ်လၢအခီၣ်ထံးတကျါ  
 လၢအဖီလၢအံၤဝံၤဖးဒီကျါ. မၤပှၤကွၢ်ဖိတဲတဲလိကဒီးကျါဒီးဒ်သီးအခီၣ်ထံးတကျါဒေၣ်အသးစးထီၣ်လၢအခီၣ်ထံးတူၤလၢ  
 အကတၢၢ်.

ဒ်သီးယဟးထီၣ်ဂီၤဂီၤကသုန့ၣ် \_\_\_\_\_ .  
 ဒ်သီးနကီၤတၢ်အိၣ်ကန့ၣ်န့ၣ် \_\_\_\_\_ .  
 ဒ်သီးနသးကွံၣ်န့ၣ် \_\_\_\_\_ .  
 ဒ်သီးနရုဒီးပုၤဂီၤကသုန့ၣ် \_\_\_\_\_ .  
 ဒ်သီးယဘျီကုၤကသုအဂီၢ်န့ၣ် \_\_\_\_\_ .  
 ဒ်သီးနသုတသးပုၤနီၤတဂုၤန့ၣ် \_\_\_\_\_ .  
 ဒ်သီးနဟၢၤအသုတဟးဂီၤတဂုၤန့ၣ် \_\_\_\_\_ .  
 \_\_\_\_\_ ယကလံၤထီၣ်တၢ်ဘါဆိတစဲး..  
 \_\_\_\_\_ ယကကွဲးနီၣ်ဃာ်နမံၤ.  
 \_\_\_\_\_ ယကသ့ၣ်ပသၢၤဂီၤပသၢၤဝါတစဲး.  
 \_\_\_\_\_ ယပၢ်ဒီးအသကီးကလံၤဃုအိၣ်တၢ်မံၤလၢ်.

### 17.7 Pattern Sentences and Phrases

၁၇.၇ တၢ်ကတိၤအဒိ

#### (1) Use of ဘီ, "to be yellow or yellowish in color"

(၁) တၢ်သုတၢ်ကတိၤ ဘီ

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲၤပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

ယဖီဒိၣ်မုၢ်တဂၤန့ၣ် အဝဲအံၣ်ထဲတၢ်အ  
လွံၤဘီ.

My niece likes only the color yellow.

ခဲအံၤပလဲၤတပူၤဂုၤတပူၤဂုၤပထံၣ်ထဲသ  
ခီးသုၣ်မံၤဘီလီၤ.

At present wherever we go we see ripe, yellow mangoes.

သခီးသုၣ်လၢနအးကပၤတထွၣ်န့ၣ်လီၤ  
ဘီဒိထွၣ်ညါဘၣ်မနုၤလဲၣ်.

Why has the mango tree at the side of your house turned yellow all over? [i.e., the leaves have all turned yellow].

နဖိလၢအဆံးတဂၤန့ၣ်ယကွၢ်လီၤဂၢ်အ  
ညၢ်လီၤဘီ မုၢ်အဒိလဲၣ်ခီလဲၣ်.

It looks to me as though your little child is jaundiced. How come?

#### (2) Use of စီၤစုၤ, "to be separate, have a distance between"

(၂) တၢ်သုတၢ်ကတိၤ စီၤစုၤ

REPEAT after the teacher

သရၣ်-မၤပုၤကွီၤဖိတဲၤပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

ဖဲသုအိၣ်န့ၣ် စီၤစုၤဒီးဝုၢ်ပုၤပွဲၤကံၤလီၤ လဲၣ်.

How many kilos away from the city is the place where you are?

ဖိဒိၣ်ခွါခံၤအံၤသုသဝီအိၣ်စီၤစုၤလီၤအ  
သးဆံးယံၤလဲၣ်.

You 2 nephews, how far apart are your villages?

ပအိၣ်စီၤစုၤလီၤပသးအဃိ, ပမၤစၢၤလီၤ  
ပသးတညီဘၣ်.

Because we live a ways apart from each other, we can't help each other easily.

ဖဲပအိၣ်စီၤစုၤလီၤပသးအခါ, ပတသ့ၣ်  
ညါလီၤပဝုၢ်ကဲၣ်ဆိးဘၣ်.

When we are separated from each other, we don't know so much about each other.

"နပ်ဒီးယပ်နုၣ်စီၤတူၤလီၤအသးဖးယံၤ ခါ." "တယံၤတၢ်, ထဲခံတၢ် လီၤ."

"Are your father and my father quite distant from each other?" "Not distant, just second cousins."

(3) Use of ဖွံ, "to be light, buoyant"

(၃) တၢ်သုတၢ်ကတိၤ "ဖွံ"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

တၢ်ဘိၣ်လၢအဖွံတဘိၣ်နုၣ်မ့ၢ်ယတၢ် ဘိၣ်.

The package which is light in weight is my package.

ဖိဒိၣ်မ့ၢ်တၢ်အံၤယကွၢ်နဆၢထၢ်ဆ့ၣ်  
နီၤနခံဖွံမးလဲၣ်.

This niece, I watch and see that [when] you stand and sit, you are quite buoyant (i.e., your buttocks are quite light in weight).

နပ်တခီယထံၣ်လၢအသးဖွံထီၣ်, သး  
ဝံၣ်တၢ်ကဲမး.

As for your father, I see that he is always happy and likes to sing a lot.

တဂီၤညါအံၤယသးတဖွံအါအါတၢ်.

This morning I'm not very light-hearted.

(4) Use of တၢ်ဂီၢ်/တၢ်ဂီၢ်, "cold, chilliness"

(၄) တၢ်သုတၢ်ကတိၤ "တၢ်ဂီၢ်/တၢ်ဂီၢ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွီုဖိတဲပိၣ်သရၢ်အခံ ၂-၃ ဝီ.

တနုၤညါအံၤပမံၣ်တၢ်ဂီၢ်ဖးဒိၣ်ညါ.

This past night it was quite chilly while we slept.

ပၤတၢ်နုၣ်တၢ်ဂီၢ်ထီၣ်အသးကဒီးလဲၣ်.

That person is getting cold again [perhaps having a chill, as in a malaria attack].

တၢ်လီၢ်တတီးလၢပလဲၤမၤတၢ်နုၣ်, တၢ်  
ညၢ်ဂၢ်အဃၢ်အါမး.

In the area where we went to work there are a lot of malaria germs.

ပသကီးတၢ်နုၣ်ဘၣ်တၢ်ညၢ်ဂၢ်ဖးယံၣ်  
လံ. ပမၤအလဲၤတၢ်ဆါဟံၣ်တ  
လဲၤဝဲဘၣ်.

Our companion has had malaria for a very long time. We've asked him to go to the hospital, but he doesn't go.

ယဖါတံၣ်တၢ်ဘီၣ်ထီၣ်အအးလၢခီတဖျၢၣ်  
လၢဝုၢ်တဖျၢၣ်, တၢ်ကီၢ်ခါအဝဲ  
လဲၤအိၣ်လၢခီ, တၢ်ဂီၢ်ခါအဝဲ  
ဟဲလီၤအိၣ်လၢဝုၢ်ပူၤ.

One of my uncles has built a house in the country and one in the city--in the hot season he stays in the country, in the cold season he comes down into the city.

17.8 Notes on Word Usage and Grammar

၁၇.၉ သရၢ်-မၤပၤကွီုဖိဖးဒိၣ်ဝဲလၢဒါး.

(1) Use of နီၣ်, "to observe or mark for future recollection"

See examples in 17.2:(1). This verb is usually not used alone but rather in combination with other verbs; e.g., မၤနီၣ်(ယၣ်), "to mark for future recollection; , "to note down for future recollection," ကွဲးနီၣ်ယၣ်; "to recollect, remember," သ့ၣ်နီၣ် (from the same root as "to know," သ့ၣ်ညါ). The meaning of သးပူၤ is not known for sure but is thought to indicate a deficiency; combined with နီၣ် the meaning becomes "to

forget." In the case of သုန်နီ, if one remembers or recalls something which one had forgotten or not thought of for a long time, the expression သုန်နီထိုက်ကူ is used. On the other hand, if one becomes unconscious, one is described as တသုန်နီလီအသးဘၣ်.

(2) Use of ထွဲ, "to go before, influencing that which follows"

See examples in 17.2(2). The right hand, because it is the hand which takes the lead of the other, is called စုထွဲ. Use with ဟ: it gives the meaning "to step (i.e., taking up and putting down the feet one after another in walking); i.e., ဟ:ထွဲအခီ. The expression means to walk swinging the arms as well. Preceded by an action verb and followed by အခံ gives the meaning of following another in the action indicated and is similar in meaning to ပီအခံ; e.g., တဲထွဲအခံ, "say after one;" သးဝံထွဲအခံ, "sing after one, follow one in singing;" ဖးထွဲအခံ, "read after one;" etc. The expression ကွိုထွဲ/ကွိုထွဲအခံ means "to look after, take care of," as compared to just ကွို, "to watch, look at." The expression ဘၣ်ထွဲ (or ဘၣ်ထွဲလီအသး) means "to have a connection with, be associated with;" e.g., နဘၣ်ထွဲဒီးအဝဲသ့ဒ်လဲ, "How are you connected with them?"

(3) Use of ဒိအဲးစရံ, "to take an X-ray, have an X-ray taken"

See examples in 17.5(1). You have already learned the expression ဒိတၢ်ဂီၤ meaning to take a photo, so it should not surprise you to find that the expression for taking an X-ray should also use ဒိ. In fact, sometimes the taking of an X-ray is spoken of as ဒိတၢ်ဂီၤ.

(4) Use of ဒိသိး/ဒိသီး, "so as, so that, in order that"

See examples in 17.5(3). This ဒိသိး is different from the ဒိသိး which means "to be similar to, like." It introduces a purpose clause, and such clauses are more likely to come first in the sentence before the main clause. Although it is sometimes used following the main clause as in English, this is not considered to be correct.. The clause introduced by ဒိသိး often ends in အဂီၢ်(န့ၣ်). The word may be pronounced ဒိသိး or ဒိသီး, depending upon the area where you are.

(5) Use of ဖုံ, "to be light in weight, buoyant"

See examples in 17.7(3). You have already learned the action verb ဖုံ meaning to scatter or broadcast, as seed. The things which can be scattered in this way are always light in weight, and the being light in weight or buoyant is expressed by the descriptive verb of the same spelling. There should be no problem understanding from the context which meaning is meant in a given sentence. Combined with သုၣ် or သး the meaning becomes "to be light-hearted, mirthful; e.g., သးဖုံ, သုၣ်ဖုံသးညီ.."

(6) Use of တၢ်ဂၢ်/တၢ်ဂီၢ်, "cold, chilliness"

See examples in 17.7(4). The construction of this expression is similar to that of တၢ်စူ, "rain." You cannot say in Karen that you are cold, but can only say that you feel cold or chilly (တၢ်ဂၢ်ယး). The term တၢ်ဂၢ် is used only for a person's feeling



cold, for cold weather, and for the disease malaria, which is characterized by chills. If things feel cold to one's touch, this term is not used; rather, they are said to be ချုံ. The term တၢ်ဂၢ် is used in north Thailand and တၢ်ဂီၢ် in central Thailand and Burma.

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

၁၇.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်တကတီၢ်အံၤဒံးဘၣ်န့ၣ် ပှၤကွၢ်ဖိကွၢ်ဒီးနီၣ်ပၢၢ်တၢ် မၤလိလၢအပူၤကွၢ်ဝံၣ်ဂ့ၤဘၣ်ဘၣ်တစဲး.)

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

(၁) သရၣ်ကဘၣ်ဃးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပှၤကွၢ်ဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပှၤတဲတၢ်တဖၣ်အမံၤဒံးပှၤကွၢ်ဖိကသ့ၣ်ညါဝဲပှၤမတၤတၢ်ကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဃးတၢ်ကတိၤခံၣ်ဝံၣ်လံၣ်န့ၣ် မၤပှၤကွၢ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤခံၣ်လၢအတၢ်ကတိၤအခံၣ်အံၤ. ဖဲပှၤကွၢ်ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤကွၢ်ဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၣ်လံၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤကွၢ်ဖိစံးဆၢတဲတဘၣ်ဒံးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးကွၢ်ပှၤခံၣ်လၢအတၢ်ကတိၤတဝီၤကဒီးဝံၣ် သံကွၢ်ကဒီးပှၤကွၢ်ဖိလၢတၢ်သံကွၢ်လၢအတဲဆၢတဘၣ်ဒံးဘၣ်တဖၣ်တဘျီ ဒီးမၤပှၤကွၢ်ဖိစံးဆၢအိၣ်.

(Continued from 16.9)

C. အ့, နဟဲဆွၢ်ပှၤတၢ်ကတိၤအညၣ်လီၤဘီဒီးဃဲဒိၣ်လဲၣ်. အဝဲဆိးကုဆံးယံၣ်လဲၣ်.

A. တဲဝဲသါဆိးကုန့ၣ်သၢလါလဲၣ်. အအးအိၣ်စီၤစုၤဒီးပှၤအဃိ ပတသ့ၣ်ညါလၢအဝဲဆိးကုဘၣ်.

C. ဟဲ, ဟဲစီၣ်အိၣ်ဖဲအံၤ. မ့ၢ်အကဘၣ်တၢ်ဆါမနုၤတမံၤလဲၣ်. နဆါဒိလဲၣ်.

B. သရၣ်ဃးဒိၣ်ဧၤ, ယသးတဖၣ်ဘၣ်ဃးယံၣ်လဲၣ်. လၢခံၣ်တၢ်ကဘၣ်ယၢန့ၣ်တလါဃၣ်ဃၣ်ဝံၣ်ယကူးလီၤလၢအသွၣ်တုၤခဲအံၤလီၤ.

C. ဂ့ၤလဲၣ်. မ့ၢ်ဒိန့ၣ် ယကမၤပှၤဒိကွၢ်အဲးစရံတထံၣ်. ဒီးပကမၤကွၢ်နကဟးစ့ၢ်. အံၤတၢ်ဒါ. ကလီၣ်ထီၣ်နကဟးဖဲအံၤတစဲး. ပကမၤပှၤမၤကွၢ်ကွၢ်နီၣ်.

C. အ့ၣ်, နဲဒိၣ်အံၤ, လၢနသ့ၣ်ကျိၤန့ၣ်တၢ်ညၣ်ဂီၢ်အဃိအိၣ်, လၢနကဟးအပူၤန့ၣ်တၢ်ပသိၣ်ဆါအဃိအိၣ်, လၢပှၤဒိတၢ်ဂီၢ်အပူၤန့ၣ်ဖျါလၢနပသိၣ်ပူၤလီၢ်အိၣ်, အဃိနကဘၣ်မံတုၢ်တၢ်ဆါဟံၣ်. ပကကွၢ်နၤ.

A. လီၣ်, ကသံၣ်သရၣ်တဲဘၣ်နၤဒိလီၣ်.

B. အ့ၣ်, ကသံၣ်သရၣ်တဲဝဲလၢယသ့ၣ်ကျိၤန့ၣ်တၢ်ညၣ်ဂီၢ်အဃိအိၣ်, လၢယကဟးအပူၤတၢ်ပသိၣ်ဆါအဃိအိၣ်, ဒီးယပသိၣ်န့ၣ်အိၣ်ဒီးအပူၤလီၢ်အဃိ အဝဲမၤယမံတုၢ်လၢတၢ်ဆါဟံၣ်.

A. ဂ့ၤလဲၣ်. မံတုၢ်တစီ. ယဲဒု ယကကုၤပၣ်စၢၤ. နအိၣ်လၢတၢ်ဆါဟံၣ်န့ၣ်, တၢ်ဆါဟံၣ်အပှၤမၤတၢ်ဖိလၢကကွၢ်ထွဲနန့ၣ်အိၣ်ထီၣ်ဘီလီၤ. ယဲတချုးယကုၤ ယကလဲၤအိၣ်ကသံၣ်သရၣ်တုၤအဝံၤ. ကွၢ်လၢအဝဲဒိၣ်ကတဲဘၣ်ယၢတၢ်မနုၤမနုၤဒီးသးယကသ့ၣ်ညါ.

(To be continued)

## Questions (တၢ်သံကွၢ်)

၁. C တၢ်ထံၣ်ဘၣ် B န့ၣ် တၢ်ဘျီၣ်ထံၣ်လၢအဝဲမၤအသးဒ်လဲၣ်.
၂. တၢ်လၢ B ဆိးက့ၢ်သၢလၢလံၣ်န့ၣ် ဘၣ်မနုၤ A တသ့ၣ်ညါဘၣ်လဲၣ်.
၃. B တဲကသံၣ်သရၣ်လၢသါဆါဒ်လဲၣ်.
၄. ကသံၣ်သရၣ်မၤပှၤမၤကွၢ်အီၤဒ်လဲၣ်.
၅. တုၤပှၤမၤကွၢ်အတၢ်ကီးမံၤဒဲးဝံၤလံၣ်န့ၣ် ကသံၣ်သရၣ်တဲဘၣ်အီၤဒ်လဲၣ်.
၆. B မ့ၢ်မံၤတၢ်လၢတၢ်ဆါဟံၣ်န့ၣ် A ကကွၢ်ထွဲအခံၤ မ့တမ့ၢ်မတၤကကွၢ်ထွဲအီၤလဲၣ်.
၇. A တချုးက့ၢ်ဒဲးဘၣ်န့ၣ် ကမၤဒဲးမနုၤတမံၤလဲၣ်.

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

သရၣ်-ပှၤကွၢ်ဖိစံးဆၢတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံၣ်န့ၣ် သရၣ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပှၤကွၢ်ဖိတဲပိၣ်သရၣ်အခံတဝီ ဝံၤဒီးမၤပှၤကွၢ်ဖိကဲ "B" ဒီးသရၣ်ကကဲ "A" ဒီး "C." ကတိၤလိသကိးတၢ်ကတိၤအါပီတဲစံးဒ်သိး ပှၤကွၢ်ဖိကဲတဲ "B" အတၢ်ကတိၤဘၣ်ဘျီၣ်တဲစံး. တုၤပှၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျီၣ်လဲၣ်န့ၣ် မၤပှၤကွၢ်ဖိကဲက့ၢ် "A" ဒီး "C" ဒီးသရၣ်ကက့ၢ် "B."

## 17.10 Reading and Writing

၁၇.၁၀ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီၣ်ကိၣ်

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

သရၣ်-မၤပှၤကွၢ်ဖိဖးပိၣ်သရၣ်အခံတၢ်ကတိၤတဝီဝံၤ မၤပှၤကွၢ်ဖိကွဲးလၢဒီးတၢ်ကတိၤန့ၣ်ခံဝီတၢ်လီၤလီၤဟံၣ်. လၢခံတနံၤသရၣ်ကဘၣ်ကွၢ်ပှၤကွၢ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံၤမၤပှၤကွၢ်ဖိဖးယုၤသရၣ်. ပှၤကွၢ်ဖိဖးမ့ၢ်ကမၢ် သရၣ်ကဘၣ်ဖးယုၤပှၤကွၢ်ဖိတၢ်ဘျီၣ်ဒီး.

နသ့ၣ်နီၣ်ပှၤလၢပသဝီလၢအမၤလိဘၣ်ဃးတၢ်ဖိဃၢ်သ့ၣ်တဖၣ်အဂ့ၢ်တၢ်န့ၣ်စ့ၢ်ခါ. အဝဲသံမဟါကၢၢ်လံ.

---

---

---

---

ဒ်သီးပမၤကွၢ်နကဟးကသ့အဂီၢ်န့ၣ် ကလိၣ်ထီၣ်နကဟးတနီၤဆူတၢ်ဒါပူၤအံၤ.

---

---

ပုတဂၤန့ၣ်အဒါးစီၤစုၤဒီးပုၤတစဲး

---

---

ယဖါတၢ်တဂၤန့ၣ် ယသးပုၤနီၣ်အိၤတသ့နီၣ်တဘျီဘၣ်, မ့ၢ်လၢအသးဖုံထီၣ်ဘိအဃိ.

---

---

#### 17.11 Listening and Speaking

၁၇.၁၁ တၢ်မၤလိၤကန့ၣ်ဒီးကတိၤပုၤကညီအကျိၣ်လၢပုၤကညီအဟံၣ်.

Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

(၂) သရၣ်-မၤပုၤကွၢ်ဖိလဲၤအိၣ်သကိးပုၤကညီဒ်သီးကကတိၤလိတၢ်ကတိၤသ့တဖၣ်လၢအမၤလိတုၢ်လံၤဝဲ ဒီးဒ်သီးကကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

#### 17.12 Cultural Assignment

၁၇.၁၂ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 11.12.

သရၣ်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘၣ်ဃးဒီးပုၤကညီကျိၣ်ဘၣ်. ပုၤကွၢ်ဖိကမၤဒၣ်ဝဲ.

## LESSON 18

### တၢ်မၤလိ ၁၈

#### 18.1 Useful Words and Phrases

၁၈.၁ တၢ်ကတိၤအသီလၢအကဲဘျးတဖၣ်

REPEAT after the teacher.

သရၢ်-မၤပုၤကွီုဖိတဲပိၣ်သရၢ်အခံတဘျီခံဘျီ.

ကစီဒီ

All right

သနၣ်က့

Although, even though; likewise

လံာ်ပရၢ/တၢ်ပရၢ

Letter

တဘျး

Briefly, for a brief time (shorter than တစိၣ်ဖိ)

ဘီးဘၣ်သ့ၣ်ညါ/ဘီးဘၣ်သ့ၣ်ညါ

To make known, inform, announce

ကိၣ်ဂီၤ

To be distressed, worried

တၢ်ကိၣ်တၢ်ဂီၤ

Distress, distressful things

ဆိကမိၣ်ကိၣ်ဆိကမိၣ်ဂီၤ

To worry

သးကိၣ်/သ့ၣ်ကိၣ်သးဂီၤ

To be distressed, worried

ပုၤဒဲ

Younger sibling of spouse

အါနၣ်/အါတိအါနၣ်

To be à|àṣṣā̃/အါးနၣ်တယ်<sup>1</sup>

ကတိၣ်

A stop, juncture, time period; classifier for junctures or time periods

အဆၢ

Boundary; chapter, verse (of Bible)

ဆၢကတိၣ်

Time

ဆၢက့ၤအလီၢ်

Anniversary

ဒံး . . . ဒံး . . .

The more . . . the more . . .

သီၣ်

To make a noise or sound

သဲ/သီၣ်သဲ

To clamor, make a lot of noise

အကလုာ်

Voice, spoken words

ကနၣ်

To listen, pay attention, obey; prick up the ears

ဒိကနၣ်/စ့ၢ်

To listen, pay attention, obey

ဆၢ

To do by way of response

တဲဆၢ

To answer verbally

မၤဆၢ

To retaliate

ဟ့ၣ်ဆၢ

To repay, reciprocate

ကွဲးဆၢ

To answer in writing

#### 18.2 Pattern Sentences and Phrases

၁၈.၂ တၢ်ကတိၤအဒိ

<sup>1</sup>For an explanation of these terms, refer back to 2.8(4).

(1) Use of သန့်က, "although; likewise"

(၁) တၢ်သုတၢ်ကတိၤ "သန့်က"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

ယဖံသံမဟါန့ၣ်ယမ့ၢ်လဲၤသန့်က, ယ  
တချးန့ၢ်အီၤလၢၤဘၣ်.  
ပၤတဂၤန့ၣ်မၤလိလံာ်အတီၤထီၤသန့်က  
ပၤသုအီၣ်တသ့ဘၣ်.  
နဲတဂၤအံၤန့ၣ်သန့်ကလၢဒါ, နတ  
မၤစၢၤနီၤအတၢ်နီၤတမံၤဘၣ်.  
ပၤတဂၤအံၤကတိၤတၢ်ချး. အပူၢ်တ  
ဂၤသန့်ကကတိၤတၢ်ချးသိးအီၤ.  
ဖါတၢ်တဂၤအံၤခးအီၣ်တၢ်သ့မး. အဖိ  
ခွါတဂၤအံၤသန့်ကခးတၢ်သ့ဒ်  
သိးအပၢ်.

My grandmother died yesterday; even though I  
go, I won't be able to see her any more

Although that person has gotten higher  
education, people can't use him [he is  
useless].

Although you are at home, you don't help your  
mother with anything.

This person talks very fast. Her younger sister  
likewise talks fast [like her].

This uncle is very skilled in shooting. His son  
likewise is skilled in shooting [like his  
father].

(2) Use of လံာ်ပရၢ/တၢ်ပရၢ, "letter"

(၂) တၢ်သုတၢ်ကတိၤ "လံာ်ပရၢ/တၢ်ပရၢ"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

"ယဆၢန့ၢ်နလံာ်ပရၢမဟါ နန့ၢ်ဘၣ်လံ  
ဇါ." "န့ၢ်ဘၣ်လံ."  
နဖိခွါအလံာ်ပရၢအီၣ်လၢယဒါးတဘျီ.  
နမ့ၢ်ဆၢနလံာ်ပရၢန့ၣ်, လဲၤပၣ်န့ၣ်လီၤဖဲ  
တၢ်ပရၢဒါလၢကျဲကဟန့ၣ်.  
နအီၣ်ယံၤသန့်က နကွဲးအီၣ်သကီးယၤ  
လၢတၢ်ပရၢတုၤ.

"Did you get the letter I sent you yesterday?"  
"Yes."

A letter for your son is at my house.

When you send your letter, put it into the  
postbox beside the road.

Although you are far away, your letters [in  
which you visit me] arrive.

(3) Use of တဘျး, "briefly, for a brief time"

(၃) တၢ်သုတၢ်ကတိၤ "တဘျး"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အံၤ ၂-၃ ဝီ.

နမ့ၢ်လဲၤလီၤဆူဝုၢ်ပူၤန့ၣ်, လဲၤဟးဆူ  
ယဒါးတဘျးနီၣ်.  
တချးနက့ၤန့ၣ်, ဟဲအီၣ်ယၤတဘျး.  
နဖိခွါန့ၣ်, မဟါတနံၤယထံၣ်အီၤလၢအ  
မ့ၢ်ဂၢ်အဒါးတဘျး.

If you go to town, go to my house for a brief  
time, okay?

Before you return, come and see me for a  
short time.

Yesterday I saw your son briefly at his aunt's  
house.

နပျ်နုၣ် ယထံၣ်အီၤလၢက့ၣ်ဒီးအဝဲကွၢ်ယ  
မဲၣ်တဘျးဝံၤလဲၤဆူဘးန့ၣ်.

I saw your younger sibling on the road and he  
looked at me briefly, then went to the other  
side.

(4) Use of ပျ်ဒု, "younger sibling of spouse"

(၄) တၢ်သ့တၢ်ကတိၤ "ပျ်ဒု"

REPEAT after the teacher

သရၣ်-မၤပုၤက့ၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

"ဒိၣ်, နပျ်ဒုအိၣ်ပွဲၤလၢလဲၣ်." "အိၣ်လွံၤ ဂၤ,  
ယပျ်ဒုမ့ၣ်ခံၤ ပျ်ဒုခွါခံၤ."

"[Close friend]. how many younger siblings  
does your spouse have?" "Four--2  
younger sisters, 2 younger brothers."

"ဖိဒိၣ်, နဟဲပွဲၤလၢလီၣ်." "ယဟဲဒီးယ  
ပျ်ဒုခံၤအံၤ."

"Nephew, how many of you came?" "I and  
this younger sibling of my spouse."

ယဲယဘၣ်မၤတၢ်တဂၤနးမး, ယပျ်ဒုတ  
ဖျၢ်မၤတၢ်တသ့နီၣ်တဂၤဒီးဘၣ်.

I really have to work hard all by myself; none  
of my spouse's younger siblings can work  
yet

"ခွါ, နပျ်ဒုမ့ၣ်ဒီးယပျ်ဒုခွါခံၤန့ၣ် မၤ  
အကွၢ်ထွဲလီၣ်က့ၢ်အခံမိၣ်." "မၤ  
အးမၤယၢၣ်."

"Cousin, how about asking your spouse's  
younger sister and my spouse's younger  
brother to look after each other [i.e., get  
married]?" "It's all right with me."

(5) Use of ဆၢ, "boundary; chapter, verse" ကတိၤ, "a stop, juncture, time period, classifier  
for periods of time; ဆၢကတိၤ, "time;" and ဆၢက့ၢ်အလီၤ, "anniversary"

(၅) တၢ်သ့တၢ်ကတိၤ "ဆၢ, " "ကတိၤ, " "ဆၢကတိၤ, " ဒီး "ဆၢက့ၢ်အလီၤ"

REPEAT after the teacher

သရၣ်-မၤပုၤက့ၣ်ဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

တၢ်လၢလံၣ်စီဆ့ၣ်န့ၣ်, အိၣ်ဒီးအဆၢဒိၣ်  
ဆၢဖိကိးဘျးဒီးလီၤ.

Every Bible has chapters and verses.

ပုၤတဂၤအတၢ်ဒိၣ်ထီၣ်န့ၣ်အိၣ်ဒီးအလုၢ်အ  
လၢ်တကတိၤဘၣ်တကတိၤလီၤ.

A person's development has characteristic  
activities at each stage/juncture.

တၢ်ခဲလၢၣ်အိၣ်လၢအကတိၤဒၣ်ဝဲ--အိၣ်  
ဖျၢ်အကတိၤ, သံအကတိၤ, မၤ  
တၢ်အကတိၤ, အိၣ်ဘျးအကတိၤ,  
သးခုအကတိၤ, သးအုအကတိၤ,  
မံအကတိၤ, ကွၢ်တၢ်အကတိၤ.

Everything has its time period--a time for  
being born, a time for dying, a time for  
working, a time for resting, a time for  
rejoicing, a time for being sad, a time for  
sleeping, a time for keeping watch.

တၢ်လၢန့ၣ်လၢလီၤန့ၣ်အိၣ်ဒီးအဆၢအက  
တိၤဒၣ်ဝဲခဲလၢၣ်.

Years and months each have their time  
periods.

တၢ်အိၣ်ဖျၢ်ပံၤလီၤတၢ်ဘါအဆၢကတိၤ  
လီၤတၢ်ဂ့ၤမး.

That church keeps its worship strictly on time.

တဟါအံၤပုၤတဒးန့ၣ်ကွဲၤဘါယွၤလၢအ  
ဖိအိၣ်ဖျၢ်ဆၢက့ၢ်အလီၤအဂီၢ်.

This evening that family has invited us to a  
worship service for their child's birthday.

18.3 Question and Answer Drill

၁၈.၃ တာ်သံကွါဒီးတာ်စံးဆါ

Answer the questions below as the teacher asks them.

သရော်-သံကွါပုၤကွါဖိဒ်လၢအဖီလၢအံၤအသီးဒီးမၤပုၤကွါဖိတဲဆါ.

၁. နပုၤန့ၢ်တာ်ဆါကတီၢ်လၢနကဖးလံာ်စီဆွဲဒီးဘါထုကဖျာ်တာ်အဂီၢ်ကီးနံၤဒဲးကစီဒီခါ. မ့ၢ်ဒီးန့ၢ်န့ၢ်, နပုၤအဆါကတီၢ်အခါဖဲလဲၣ်.
၂. ဖဲမုၢ်နံၤဒိၣ်န့ၢ်တာ်အိၣ်ဖျိၣ်ဖဲနလဲၤဘါယွၤန့ၢ်အတာ်ဘါအိၣ်ပွဲၤဘျီလဲၣ်. တာ်ဘါတဘျီဒီးတဘျီစးထီၣ်အဆါကတီၢ်ဒ်လဲၣ်.
၃. နညီန့ၢ်ဝဲၤထီၣ်လၢဂီၤခီဒီးကွၢ်မံၤမုၢ်နံၤခီအဆါကတီၢ်ဒ်လဲၣ်.
၄. နဟံးန့ၢ်အဆါကတီၢ်လၢနကမံၤလီၤအိၣ်ဘျးဖဲမုၢ်ဆါခီတဘျီဘျီခါ.
၅. နအိၣ်ဖျိၣ်ဆါကွၢ်အလီၢ်ကဘၣ်လၢလါမတၢ်လဲၣ်. နမ့ၢ်ထီၣ်ပွၢ်ဝံၤလဲၣ်န့ၢ် နဖျိနသးဆါကွၢ်အလီၢ်ကဘၣ်လၢလါမတၢ်လဲၣ်.
၆. ခရံၣ်အိၣ်ဖျိၣ်ဆါကွၢ်အလီၢ်ဘၣ်လၢလါမတၢ်လဲၣ်ဒီးလါထီၣ်ပွဲၤသီလဲၣ်.
၇. နပုၤန့ၢ်တာ်ဆါကတီၢ်လၢနကကွၢ်ကဒါကွၢ်ပုၤကညီကျီၣ်အခါဖဲလဲၣ်.

#### 18.4 Pattern Sentences and Phrases

၁၈.၄ တာ်ကတီၢ်အဒိ

##### (1) Use of ကစီဒီ, "

(၁) တာ်သုတၢ်ကတီၢ် "ကစီဒီ"

REPEAT after the teacher

သရော်-မၤပုၤကွါဖိတဲပိာ်သရော်အံၤ ၂-၃ ဝီ.

ယလဲၤဆူန့ၢ်အိၣ်ကစီဒီ, ဘၣ်ဆၣ်ယတထံၣ်န့ၢ်ဘၣ်.

ပုၤတဂၤအံၤဒိၣ်တာ်ဂ့ၤကစီဒီ, ဘၣ်ဆၣ်ပတနီၢ်ဟ့ၣ်ပုၤလၢကအဲၣ်အီၤဘၣ်.

"နဘျီနဒီးဝံၤကစီဒီလံာ်ကံၢ်." "မ့ၢ်, ဝံၤကစီဒီလံာ်."

နပုၤန့ၢ် ယမုၢ်ပုၤယစုၤလၢကစီဒီ, ဘၣ်ဆၣ်ယတအဲၣ်ဒီးပုၤပနီၢ်ဒီးဘၣ်.

"နဖဲးနယုးဝံၤလဲၣ်ခါ." "မ့ၢ်, ဖဲးဝံၤကစီဒီလံာ်."

I *did* go to find you, but I didn't see you.

This person is pretty, all right, but I haven't heard of anyone that will love her.

"Surely you've finished building your house all right, haven't you?" "Yes, I've finished it, all right."

If I should buy your water buffalo, I have sufficient money all right; but I don't want to buy a water buffalo yet.

"Have you finished clearing your swidden field yet?" "Yes, I've finished it all right."

##### (2) Use of ဘီးဘၣ်သ့ၣ်ညါ/ဘီးဘၣ်သ့ၣ်ညါ, "to make known, inform, announce"

(၂) တာ်သုတၢ်ကတီၢ် "ဘီးဘၣ်သ့ၣ်ညါ/ဘီးဘၣ်သ့ၣ်ညါ"

REPEAT after the teacher

သရော်-မၤပုၤကွါဖိတဲပိာ်သရော်အံၤ ၂-၃ ဝီ.

"ပၢ်, နတမၤဖါတာ်အိၣ်မုၢ်ဇီၢ်." "နဘီးဘၣ်ကွၢ်အီၤယၢ်, မ့ၢ်အအိၣ်ဝဲခါတအိၣ်ဝဲဒဲးခါ."

"Father, aren't you going to ask uncle to eat?" "Inform him and see if he has eaten yet or not."

ဒိပ်, နကဖျိနဖိနနဘီးဘဉ်သုဉ်ညါန  
ပုနဝဲလၢလံၤ.  
တၢ်အိဉ်ဖျိအတၢ်ဘီးဘဉ်သုဉ်ညါတဘျီအံ  
အဆၢကတီၢ်ပုယံလံၤအး.  
ပဒိဉ်ဘီးဘဉ်သုဉ်ညါလီၤဝဲလၢခဲကီၢ်တ  
လါနုဉ်ပုၤဘဉ်သုထၢခိဉ်နီၤ.

[Close friend], have you informed all of your  
brothers and sisters yet that you are going  
to marry off your child?  
This church announcement is way out of date.  
  
The government has announced that there will  
be an election of officers next month.

(3) Use of ကိၣ်ဂီၤ, "to be distressed, worried"

(၃) တၢ်သုတၢ်ကတီၢ် "ကိၣ်ဂီၤ"

REPEAT after the teacher

သရၣ်-မၤပုၤကိၣ်ဖိတဲပိဉ်သရၣ်အခဲ ၂-၃ ဝီ.

ဝဲၤဒါ, ကိၣ်ဂီၤတၢ်လၢယဂီၢ်တဂ့ၤ. ယဲ  
အံၤနုဉ်ပုၤအံၤယၤရဲ.  
မိၢ်ဒါ, ဘဉ်ကိၢ်ဘဉ်ဂီၤတၢ်လၢနဖိခွါအ  
ဂီၢ်တဂ့ၤ. အဝဲအသကီးအိဉ်ရဲ.  
ပကဲပုၤဟံဉ်ခိဉ်ဖိအံၤ တၢ်ကိၢ်တၢ်ဂီၤလီၤ  
ဘဉ်ပုၤတဘျီဝံၤတဘျီ, တဘျီဝံၤ  
တဘျီ.  
ဖိခွါမိၢ်ဒါ, နဆိကမိဉ်ကိၢ်ဆိကမိဉ်ဂီၤ  
တၢ်မနုၤလဲဉ်.  
ယတခွါတဂၤဘျီအအးအခိဉ်ဖးထီ, ယ  
သးကိၢ်လၢအဖိအလံၤကလီၤ  
တဲဉ်ဘဉ်ဖး.  
ဒီပုၤဝဲၤဒါ, သ့ဉ်ကိၢ်သၢဂီၤတၢ်ဘဉ်အး,  
တၢ်လၢပမၤတသ့ဘဉ်န့ဉ်, ပသ့ဉ်  
ကိၢ်သးဂီၤသန့ကုပမၤတသ့ဘဉ်.

Elder Sibling, don't be distressed on my  
behalf--many people love me.  
  
Mother, don't worry about your son--he has  
many companions.  
  
As for us inhabitants of this earth, distressing  
things come upon us time after time, time  
after time.  
  
Wife, what are you worrying about [in your  
mind]?  
  
My cousin has built his house on high stilts,  
I'm concerned that his children or  
grandchildren may fall down off of it.  
  
Brethren, don't be more concerned than you  
should. That which we can't do, although  
we worry about it we [still] can't do it.

(4) Use of အါနုဉ်/အါတိအါနုဉ်, "to be àl'Àñã"/အါနုဉ်တယံ"<sup>2</sup>

(၄) တၢ်သုတၢ်ကတီၢ် "အါနုဉ်/အါတိအါနုဉ်"

REPEAT after the teacher

သရၣ်-မၤပုၤကိၣ်ဖိတဲပိဉ်သရၣ်အခဲ ၂-၃ ဝီ.

ဖိဒိဉ်မုဉ်ဒါ, ဘုးလီၤအိဉ်မုးန့ဉ်, တဘဉ်  
အါနုဉ်ပုၤတဂ့ၤ.  
တၢ်လၢဖါတၢ်သုဉ်ဂုၤပၢ်တဂၤန့ဉ် အါနုဉ်  
တၢ်သုမးလီဉ်.

Niece, thrust in your hand and serve yourself  
some rice; don't be embarrassed.  
  
Uncle Tha Gay Pa is very shy [e.g., about  
asking from his host family for things he  
needs; rather he just makes do without].

<sup>2</sup>For a description of the meaning of these terms, see 2.8(4).



ခဲအံ့ပကလဲမဲလတၢ်အိၣ်ဖှိၣ်သရၣ်အ  
ဒးန့ၣ် ပှၤတမ့ၢ်အါ, ပအါတၢ်အါ  
န့ၣ်ဒိၣ်မး.  
ယဲယဟးပှၤဟံၣ်ဆူၣ်အဃိ, ယတသ့ၣ်  
ညါအါတၢ်အါန့ၣ်ပှၤနီတဂၤဘၣ်.

Now we'll be sleeping at the pastor's house;  
there are many guests there, we don't feel  
right about it [i.e., about adding to the  
number of his guests].  
Because I visit people so much, I don't feel out  
of place anywhere. [i.e., I feel at home; I  
don't feel embarrassed.]

### 18.5 Completion Drill

၁၈.၅ တၢ်တုၢ်န့ၣ်မၤပှၤထီၣ်တၢ်ကတိၤ

Some of the sentences below illustrate the use of သန့ၣ်က့ to give the meaning of "likewise" and some illustrate its use to give the meaning of "all right." Note that the former is used when comparing 2 similar things or persons and immediately follows the second thing/person being compared. When used to give the meaning of "all right," သန့ၣ်က့ comes at the end of the first clause. (Refer back to the examples in 18.4(1) if necessary.)

For the purposes of this drill, read through each sentence silently in turn, decide what type of sentence it is, then insert the word သန့ၣ်က့ in the proper place to complete the meaning and read the entire sentence aloud.

သရၣ်-မၤပှၤက့ၣ်ဖိကွၢ်တၢ်ကတိၤလၢအဖီလၢသ့ၣ်တဖၣ်အံၤတကျိၤဘၣ်တကျိၤဝံၤ တုၢ်န့ၣ်တၢ်ကတိၤ "သန့ၣ်က့" ဖဲတၢ်လီၤလၢအဘၣ်ဝဲဒီးဖးဒီကျိၤ.

၁. ယဖုကဲကသံၣ်သရၣ်. ယပၢ်ကဲကသံၣ်သရၣ်စ့ၢ်.
၂. ယကတိၤပှၤကညီကျိၣ်ဘၣ်ဖဲအကြး, ယကွဲးအီၤတဘၣ်ဘၣ်.
၃. ယအံၣ်ဒီးလဲၤ, ယတလဲၤလၢဘၣ်မ့ၢ်လၢယတၢ်ဂ့ၢ်အိၣ်ထီၣ်တမံၤအဃိ.
၄. ဖိသၣ်တဂၤန့ၣ်သးဝံၣ်တၢ်မုၢ်ဒိၣ်မး. အပုၢ်ခံၤသးဝံၣ်တၢ်မုၢ်ဒိၣ်သးအီၤ.
၅. ပှၤဒီမိၤဝဲခံၤအံၤထီၣ်ပှၤအိၣ်ခဲန့ၣ်လဲၤ, အဖီတအိၣ်နီတဂၤဒဲးဘၣ်.
၆. တလါအံၤဆီမိၤဝဲတဘၣ်ဒံၣ်လီၤကီးနံၤဒဲး. ဆီမိၤသ့တဘၣ်ဒံၣ်လီၤကီးနံၤဒဲးစ့ၢ်.

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

၁၈.၆ တၢ်မၤလိဘၣ်ဃးတၢ်ကတဲသကိးတၢ် (တချုးသရၣ်သိၣ်လိတၢ်ကတိၤအံၤဒဲးဘၣ်န့ၣ် ပှၤက့ၣ်ဖိကြးန့ၣ်ပၢ်တၢ် မၤလိလၢအပူၤကွံၣ်ဂ့ၤဘၣ်ဘၣ်တစဲး.)

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

(၁) သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤဖးထီၣ်လၢအနီၣ်ထံးတုၤလၢအကတၢ်ခံၣ်ဒီးမၤပှၤက့ၣ်ဖိကန့ၣ်. ဖဲသရၣ် ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကီးပှၤတဲတၢ်တဖၣ်အမံၤဒဲးသးပှၤက့ၣ်ဖိကသ့ၣ်ညါဝဲပှၤမတၢ်တဂၤကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဖးတၢ်ကတိၤခံၣ်ဝံၣ်လဲၣ်န့ၣ် မၤပှၤက့ၣ်ဖိတဲဆၢတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤခံၣ်အတၢ်ကတိၤအခံအံၤ. ဖဲ ပှၤက့ၣ်ဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပှၤက့ၣ်ဖိကွၢ်လၢလိၣ်ပှၤဘၣ်. ပှၤက့ၣ်ဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ် ဒီး သရၣ်ကဘၣ်မၤနီၣ်ဃၣ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံၣ်လဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤက့ၣ်

ဖိစီးဆာဝဲတဘဉ်ဒီးဘဉ်မုၢ်အိၣ်န့ၣ် သရၣ်ကဘဉ်ဖးကွၢ်ပုၤခံၣ်အတၢ်ကတိၤတဝီၤကဒီးဝံၤ သံကွၢ်ကဒီးပုၤကွီၤဖိလၢ တၢ်သံကွၢ်လၢအတဲဆၢတဘဉ်ဒီးဘဉ်တဖၣ်တဘျီ ဒီးမၤပုၤကွီၤဖိစီးဆၢအီၤ.

(This conversation is the continuation of the one in 17.9)

- C. နဲနမုၢ်ပုၤလၢအဟဲဆၢပုၤဆိးကွၢ်တဂၤန့ၣ်ခါ.
- A. မုၢ်, သရၣ်ဖးဒိၣ်ခါ, ယဟဲဆၢပုၤဆိးကွၢ်တဂၤန့ၣ်. ပုၤသဝီၤဖိလိာ်ဘဉ်အီၤလၢကကဲထီၣ် သဝီၣ်ခိၣ်အယီၤ အဝဲမ့ၢ်ကျိၤက့ၤန့ၣ်, ပုၤကဒုးကဲအီၤလၢသဝီၣ်ခိၣ်လီၤ.
- C. အီၤ, ဂ့ၤ. အဝဲအတၢ်ဆါန့ၣ်နသ့ၣ်ညါလဲၤခါ. အနီၢ်ကစၢ်တဲဘဉ်နၤလဲၤခါ.
- A. မုၢ်, သရၣ်, အဝဲတဲဘဉ်ယၤလၢအတၢ်ဆါအဂ့ၢ်ခဲလၢလံၤ. တမံၤဂ့ၤတမိၣ်ဂ့ၤ, ပယုဝံ သးစူၤသရၣ်ဖးဒိၣ်လၢကယိၤကျိၤန့ၣ်ပုၤ. တၢ်လၢၣ်တၢ်စ့ၤဆဲးအါဆဲးအါန့ၣ်, ကွၢ် ဖဲသရၣ်ဖးဒိၣ်ကတဲ, ပုၤသဝီၤဖိကဟ့ၣ်န့ၣ်အီၤခဲလၢလံၤ.
- C. မုၢ်, တဘဉ်တၢ်နီၤတမံၤဘဉ်. ယကကွဲးစးကွၢ်ယိၤကျိၤန့ၣ်နၤဂ့ၤဂ့ၤလီၤ. ဘဉ်ဆဉ်တ မံၤန့ၣ်, အတၢ်ဆါအံၤကကျိၤဃၢတစဲး, ဘဉ်ဆဉ်ကကျိၤလီၤ.
- A. မုၢ်, တၢ်ဘျး, သရၣ်ဖးဒိၣ်. ယကက့ၤကဒီးနီၤ. ယမ့ၢ်တအိၣ်ကွၢ်ထွဲအခံၣ်သန့ၣ်က သုကစီၤဒီၣ်ခါ.
- C. တလိာ်နကွၢ်ထွဲအခံၣ်ဘဉ်. ပုၤတၢ်ဆါဟံၣ်ဖိကွၢ်ထွဲအခံၣ်သ့. တၢ်မ့ၢ်လိာ်တမံၤမံၤပက ကွဲးတဲဘဉ်နၤလၢလံၤပရၢလီၤ.
- A. မုၢ်, မုၢ် တၢ်ဘျးဒိၣ်မးလီၤ. သရၣ်ဖးဒိၣ်ခါ, ယကလဲၤဟးအိၣ်သကီၤအီၤတဘျး.
- 
- A. လိာ်, ကသံၣ်သရၣ်တဲဘဉ်ယၤလၢယက့ၤသ့. နဲန့ၣ် ပုၤတၢ်ဆါဟံၣ်ဖိကွၢ်ထွဲန့ၣ်. တၢ်မ့ၢ်မၤအသးဒိလဲၣ်ဒိလဲၣ်န့ၣ်, အဝဲတဲဝဲလၢသၢကကွဲးဘီးဘဉ်သ့ၣ်ညါယၤလၢ လံၤပရၢန့ၣ်လီၤ.
- B. အၢၣ်. တၢ်ဘျးဒိၣ်မးလီၤ, ပုၤဒုၤခါ. နကွၢ်တၢ်လၢယဂီၢ်ဒီးယအါတိအါန့ၣ်ဘဉ်သ့ဒိၣ်မး.
- A. တလိာ်ဘဉ်. တဘဉ်ဆိကမိၣ်ကိၢ်ဆိကမိၣ်ဂီၤတၢ်နီၤတမံၤတဂ့ၤ. အိၣ်မုၢ်မုၢ်. တဘဉ် တၢ်နီၤတမံၤဘဉ်.

(This is the end of the conversation you have been studying for the last 2 lessons.)

Questions (တၢ်သံကွၢ်)

၁. A တဂၤတဲဘဉ်ကသံၣ်သရၣ်လၢ B မ့ၢ်ကျိၤက့ၤန့ၣ် ပုၤသဝီၤဖိကမၤဒိလဲၣ်.
၂. B တဲသ့ၣ်ညါ A လၢအတၢ်ဆါအဂ့ၢ်လဲၤခါ.
၃. A ဃုလၢကသံၣ်သရၣ်ကမၤဒိလဲၣ်.
၄. A တဲလၢမတၤကဟ့ၣ်တၢ်လၢၣ်တၢ်စ့ၤလဲၣ်
၅. ကသံၣ်သရၣ်တဲလၢ B ကကျိၤခါ.
၆. လိာ်လၢ A ကကွၢ်ထွဲ B အခံၣ်စ့ၢ်ခါ. မ့တမ့ၢ်မတၤကကွၢ်ထွဲအီၤလဲၣ်.
၇. တၢ်မ့ၢ်လိာ်တမံၤမံၤန့ၣ် ကသံၣ်သရၣ်ကမၤဒိလဲၣ်.
၈. A သုးကျဲၤတၢ်လၢ B အဂီၢ်န့ၣ် B အသးမၤအသးဒိလဲၣ်.
၉. A ဟ့ၣ်ကွၢ် B ဒိလဲၣ်.

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

သရော်-ပျက်ဖိစီးဆာတၢ်သံကွၢ်ခဲလၢၣ်မ့ၢ်ဘၣ်လံန့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပျက်ဖိစီးတဲတိၤသရော်အခံတဝီ ဝံဒီးမၤပျက်ဖိကဲ "A" ဒီးသရော်ကကဲ "B" ဒီး "C." ကတိၤလၢသကိးတၢ်ကတိၤအါပီတဲးဒ်သိး ပျက်ဖိကဲကဲ "A" အတၢ်ကတိၤဘၣ်ဘျုးတဲး. တုၤပျက်ဖိစီးတဲတိၤဘၣ်ဘျုးလံန့ၣ် မၤပျက်ဖိကဲကဲကဲ "B" ဒီး "C" ဒီးသရော်ကကဲကဲကဲ "A."

## 18.7 Pattern Sentences and Phrases

၁၈.၇ တၢ်ကတိၤအါဒီး

(1) Use of ဒီး . . . ဒီး . . . , "the more . . . the more . . ."

(၁) တၢ်သုတၢ်ကတိၤ "ဒီး . . . ဒီး . . ."

REPEAT after the teacher

သရော်-မၤပျက်ဖိစီးတဲတိၤသရော်အခံ ၂-၃ ဝီ.

တၢ်အံၤမုၢ်ခိၣ်စူဒီးယံၣ်ဒီးခိၣ်ထီၣ်, ဒီး  
ယံၣ်ဒီးခိၣ်ထီၣ်လဲၣ်.

This morning the longer the heavens rained  
the harder it came down!

တၢ်လၢတၢ်မၤလိန့ၣ်, ပဒီးမၤလိ, ပတၢ်  
သ့ၣ်ညါဒီးအါထီၣ်လီၤ.

When it comes to studying, the more we study  
the more our knowledge increases.

ကသုတပၤအံၤ ပဒီးအိၣ်ဒီးဝံၣ်ထီၣ်, ဒီး  
အိၣ်ဒီးဝံၣ်ထီၣ်မၤ.

The more we eat the curry in this pot, the  
more delicious it becomes.

ပျာဟးပျာလီၤဘၣ်, ပျာတၢ်အံၤဒီးဟးဒီး  
ဆူၣ်ထီၣ်, ဒီးဟးဒီးဆူၣ်ထီၣ်တခီ  
လဲၣ်.

People get tired when they walk; the more this  
person walks the more energetic he  
becomes!

(2) Use of ကလုာ်, "voice, spoken words" and သိၣ်, "to make a noise or sound"

ပျာဒီပုၤဝဲၣ်လွၢ်ဂၤန့ၣ်သးဝံၣ်တၢ်အကလုာ်  
မုၢ်ခိၣ်မးလီၤ.

Those 4 siblings have lovely singing voices.

တၢ်လၢယွၤအကလုာ်ကထိန့ၣ်, ပဒီးမၤ  
လိအိၣ်ပတၢ်သ့ၣ်ညါဒီးအါထီၣ်.

The more we study God's Word the more our  
knowledge increases.

ဖိခိၣ်, နသိလဲၤဆူၣ်ပူၤခါ. မဟိလီၤခီ  
သိၣ်ဘၣ်ယၤလၢနကလဲၤဆူၣ်ပူၤ.

Nephew, do you intend to go to the town? I  
thought I heard yesterday evening that you  
were going.

ပျာတဲတၢ်သိၣ်ဖဲန့ၣ်တၢ်အကလုာ်အသိၣ်  
တလီၤဂၢၢ်ယဖါတၢ်အကလုာ်လဲၣ်.

The voice we hear over there doesn't sound  
like my uncle's voice.

(3) Use of ကန့ၣ်/ဒိကန့ၣ်/စူၣ်, "to listen, obey; prick up the ears, pay attention"

(၂) တၢ်သုတၢ်ကတိၤ "ကန့ၣ်/ဒိကန့ၣ်/စူၣ်"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ.

ဖိသုၣ်သ့ၣ်ဧၤ, သုမ့ၢ်လဲၤဘၢယုၤန့ၣ်,  
ကန့ၣ်သရော်တဲတၢ်နီၣ်.  
ဖဲသုလဲၤမၤလိတၢ်လၢကွၢ်န့ၣ်, မ့ၢ်သုဒိက  
န့ၣ်သုသရော်အတၢ်သိၣ်လိကစီဒီ  
စ့ၢ်ဧၤ.  
ပၤလၢအစ့ၢ်မိၢ်စ့ၢ်ပၢ်အကလုာ်န့ၣ်ညီန့ၣ်  
ကဲထီၣ်ပၤအဂ့ၢ်လီၤ.  
ပၤတကၤန့ၣ်, လၢညါဒိကန့ၣ်ယကလုာ်,  
စ့ၢ်ယၤဂ့ၢ်မး. ခဲအံၤတကန့ၣ်ယုၣ်  
ယၤလၢဘၣ်.

Children, if you go to church, listen to what the pastor says, okay?

While you are studying at school, do you listen to the teacher's instruction all right?

People who obey their parents usually become good people.

That person used to listen to my words well. Now he doesn't pay attention to me any more.

(4) Use of ဆၢ, "to respond"

(၄) တၢ်သုတၢ်ကတိၤ "ဆၢ"

REPEAT after the teacher

သရော်-မၤပၤကွၢ်ဖိတဲပိၣ်သရော်အံၤ ၂-၃ ဝီ.

ပၤဒီပုၢ်ဝဲၢ်မ့ၢ်ခံၣ်န့ၣ် ပသံကွၢ်အတၢ်တ  
တဲဆၢပၤ.  
လံၣ်စီဆွံးဝဲဒၣ်, မၤဆၢတၢ်အၢလၢတၢ်  
အၢတဂ့ၢ်.  
ဝဲၢ်နီၢ်ဧၤ, နဟ့ၣ်အိၣ်ယၤတၢ်အါဘျီ, ယဲ  
ယဟ့ၣ်ဆၢက့ၢ်န့ၣ်တၢ်အိၣ်နီၣ်မံၤ  
လဲၣ်.  
နသရော်ကွဲးအိၣ်သကီးန့ၣ်မဟါန့ၣ် နကွဲး  
ဆၢက့ၢ်အီၤလဲၣ်ဧၤ.  
ဖိဒိၣ်မ့ၢ်, ယဖိခွါတဲဝဲလၢသါအံၣ်န့ၣ်, နဲ  
နတအံၣ်ဆၢသါ, မ့ၢ်ဧၤ.

We asked those 2 sisters but they didn't answer us.

The Bible says, "Don't repay evil for evil."

Elder Sister, you have given me food to eat many times; I don't have anything to give you in return.

Have you answered yet the letter your teacher wrote to you yesterday?

Niece, my son says that he loves you; you don't love him [in return], do you?

18.8 Notes on Word Usage and Grammar

၁၈.၉ သရော်-မၤပၤကွၢ်ဖိဖးအံၣ်ဝဲလၢဒၢး.

(1) Use of သန့ၣ်က့, "although, even this; likewise"

See examples in 18.2(1). This word has 2 uses--(1) When it comes at the end of the first clause in a sentence, it has the meaning of "although" (similar to ဘၣ်ဆၣ်(ဒီး)). (2) When comparing 2 things or persons which are similar in some way, the word သန့ၣ်က့ follows the second thing or person being compared and takes on the meaning of "likewise." It will be noted that in this type of sentence the Karen may emphasize the meaning of "likewise" by also saying at the end the equivalent of "like [the first thing or person];" however, in English we would not be likely to say both.

(2) Use of လံၣ်ပရၢ/တၢ်ပရၢ, "letter"

See examples in 18.2(2). This word is used more often and in more ways in Burma than in Thailand. In north Thailand both လံပ်ပရ and တပ်ပရ mean "letter," and aren't used in any other way. (The word for "newspaper" in north Thailand is usually the same as the Thai word.)

(3) Use of ပုၼ်ဒဲ, "younger sibling of a spouse"

See examples in 18.2(4). The younger sibling(s) of a wife or husband are considered to be the ပုၼ်ဒဲ of the other spouse. Thus if the wife of a man has a younger sister and a younger brother, both of them are said to be the ပုၼ်ဒဲ of her husband. Likewise, if the husband of a woman has one or more younger sisters and brothers, they are all said to be the ပုၼ်ဒဲ of the woman.

(4) Use of ကတီၼ်, "a stop, juncture, time period; classifier for junctures and time periods;" ဆၢ, "boundary, chapter, verse ;" and ဆၢကတီၼ်, "time"

See examples in 18.2(5). The word ဆၢ refers to the boundary of a piece of property or of a country or one of its subdivisions, or to chapters and/or verses of the Bible or other books, etc. The word ကတီၼ် refers to a time period or other stop or juncture and also is a classifier for such junctures or time periods; e.g., ဖဲပုၼ်ဒဲၼ်ပုၼ်ဒဲၼ်အတၼ်မၤလိၼ်န့ၼ် ပကဟ့ၼ်န့ၼ်တၼ်ဆၢကတီၼ်သၢကတီၼ်လၢန့ၼ်သိၼ်လိလံၼ်စီဆွံအတီၼ်, "At the Leadership Training sessions we'll give you 3 time slots for teaching Bible.". The two words combined are used as the word meaning "time," and the word ဆၢကတီၼ်အလီၼ် is used to refer to an anniversary of any sort. You should not have any problem understanding these constructions.

(5) Use of ကစီၼ်, "all right" (used together with a descriptive verb or verb of ability)

See examples in 18.4(1). This expression always follows a descriptive verb or verb of ability and is roughly equivalent to the English expression "all right." The meaning should be clear from the examples.

(6) Use of ဒဲး . . . ဒဲး . . . , "the more . . . the more . . ."

See examples in 18.7(1). The meaning of this type of expression can be understood from the English equivalents. It should be noted that the verbs used in the expressions can be action verbs, verbs of ability, or descriptive verbs. The second verb always ends with ထီၼ်. If one wishes to emphasize the increasing effect, the whole expression may be reduplicated as in the first, third, and fourth examples.

(7) Use of ကန့ၼ်/ဒိကန့ၼ်/စူၼ်, "to listen, obey; prick up the ears, pay attention"

See examples in 18.7(3). To the Karen if one listens, one will obey. If one has not obeyed, then he/she didn't listen. So both meanings are inherent in each of the three words above, since they all have the same meaning. The word ကန့ၼ် can also mean to prick up the ears or pay attention, as in ကန့ၼ်, မန့ၼ်သီၼ်ထီၼ်လဲၼ်, "Listen, what was that noise?"

(8) Use of ဆာ, "to respond"

See examples in 18.7(4). This action verb can easily be distinguished from the noun ဆာ meaning : "boundary, chapter, verse," and from the descriptive verb ဆာ meaning "to be sweet," both by the context and also by the word's position in the sentence. When ဆာ means "to respond," it always follows an action verb which indicates the method by which one responds; e.g., မဆာ, "to do something in return, retaliate;" ကွဲဆာ, "to respond by writing;" တဲဆာ/စံးဆာ/ကတိဆာ, to say, speak, or tell a response verbally;" ဟဲ့ဆာ, "to give something in return for something received;" etc.

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

၁၈.၉ တာ်မလိဘာ်ဃးတာ်ကတဲသကိးတာ် (တချုးသရၣ်သိၣ်လိတာ်တကတီၢ်အံၤဒဲးဘၣ်န့ၣ် ပှၤကွဲၤဖိကြးန့ၣ်ပာ်တာ် မလိလၢအပူၤကွဲၣ်ဂ့ၤဘၣ်ဘၣ်တဲး.)

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

(၁) သရၣ်ကဘၣ်ဃးတာ်ကတိသ့တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမပှၤကွဲၤဖိကန့ၣ်. ဖဲသရၣ်ဃးအခါ သရၣ်ကဘၣ်ဃးထီၣ်စ့ၢ်ကိးပှၤတဲတၢ်တဖၣ်အမံၤဒဲးသးပှၤကွဲၤဖိကသ့ၣ်ညါဝဲပှၤမတၢ်တကတီၢ်တၢ်လဲၣ်. တုၤသရၣ်ဃးတာ်ကတိခံဝီဝံလဲၣ်န့ၣ် မပှၤကွဲၤဖိတဲဆာတာ်သံကွၢ်လၢအပိၣ်လိၣ်ပှၤခံၣ်အတၢ်ကတိအခံအံၤ. ဖဲပှၤကွဲၤဖိစံးဆာတာ်အခါ တဘၣ်မပှၤကွဲၤဖိကွၢ်လၢလံၣ်ပှၤဘၣ်. ပှၤကွဲၤဖိစံးဆာတာ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘၣ်ဘၣ်ဒီး သရၣ်ကဘၣ်မနီၣ်ဃာ်တာ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တာ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပှၤကွဲၤဖိစံးဆာတဲတဘၣ်ဒဲးဘၣ်မ့ၢ်အိၣ်န့ၣ် သရၣ်ကဘၣ်ဃးကုၤပှၤခံၣ်အတၢ်ကတိတဝီကဒီးဝံ သံကွၢ်ကဒီးပှၤကွဲၤဖိလၢ တၢ်သံကွၢ်လၢအတဲဆာတဘၣ်ဒဲးဘၣ်တဖၣ်တဘျီ ဒီးမပှၤကွဲၤဖိစံးဆာအီၤ.

- A. ဒိၣ်ဇၢ, နဖဲးနဃုးဝံကစီဒီလံၤဇၢ. မ့ၢ်ဝံန့ၣ် ယကဟ့ၣ်နယဘုၣ်တမ့ၢ်ခံမ့ၢ်.  
B. မ့ၢ်, ယဖဲးနဃုးဝံကစီဒီလံၤသန့ကု သ့ၣ်အိၣ်တုၢ်တထွၣ်ခံထွၣ်ဒဲး.  
A. အီ, ဒိန့ၣ်ဇၢ. ခဲကီၢ်နမ့ၢ်ကုန့ၣ်, ဟဲအိၣ်ယၤတဘျး. ယကဆှၢလံၣ်ပရၢလၢနစုပူၤတဘျးခံဘျး.  
B. မ့ၢ်. တုၤယမ့ၢ်ကု ယကဘီးဘၣ်သ့ၣ်ညါန့ၣ်. တဘၣ်ကီၢ်ဂီၤတဂ့ၤ.  
A. နပုၤဒုတဂၤမီၣ်, အကုၤလံၤဇၢ, အအိၣ်တုၢ်ဒဲးဇၢ.  
B. အၢ, အဝဲကုၤလၢမဟီတနံၤလဲၣ်.  
A. အဘၣ်မတၢ်လီၣ်. အကုၤချဲလဲၣ်.  
B. အ့, အဝဲတဲဝဲဒၣ်လၢသီထီၣ်ပှၤဒီးတဖျၢၣ်န့ၣ် ပှၤတမ့ၢ်ဟဲအါလဲၣ်အယီ သါအါတိအါန့ၣ် အးကစီဒိၣ်မး.  
A. ဒိၣ်ဇၢ, တုၤအဆၢကတီၢ်ဘၣ်လၢနထီၣ်ဃုးန့ၣ်, ဘီးဘၣ်သ့ၣ်ညါယၤစ့ၢ်.  
B. မ့ၢ်ဇၢ. မ့မ့ၢ်ဒိန့ၣ်တၢ်ဘျးညါ. ဒိၣ်, ပှၤဒီးလၢဘးတဖျၢၣ်ပှၤတဲတၢ်သီၣ်ရးဒိၣ်လဲၣ်.  
A. မ့ၢ်ညါ. ပှၤတဲတၢ်သီၣ်ရးလဲၣ်, ဒီးပှၤကလုၤသီၣ်ဃးဒိၣ်တဂၤန့ၣ် လီၤကံၤလၢနပုၤအကလုၤလဲၣ်.  
B. မ့ၢ်ဇၢ. ကန့ၣ်ကွၢ်ကွၢ်ဇၢ. အၢ, မ့ၢ်သပှၤတၢ်. အဟဲကဒီးခဲလဲၣ်န့ၣ်. ယကလဲၤကွၢ်တထံၣ်နီၣ်.

### Questions (တၢ်သံကွၢ်)

၁. B တကါဖဲးယုမ့ၢ်ဝံၤလဲၣ်န့ၣ်, A ကဟ့ၣ်အီၤလၢမနုၤလဲၣ်.
၂. B ဖဲးအယုဝံၤသ့ၣ်တၢ်လဲၣ်. မ့တမ့ၢ်အိၣ်တုၢ်ဆဲးအါလဲၣ်.
၃. B မ့ၢ်က့ၤန့ၣ် A အံၣ်ဒီးလၢ B ကလဲၤအိၣ်သါတဘျးဘၣ်မနုၤလဲၣ်.
၄. B အပုၤဒုတဂၤက့ၤလဲၣ်. ဘၣ်မနုၤလဲၣ်.
၅. ဖဲးလၢဘးခီတဖျါန့ၣ် ပှၤမၤမနုၤလဲၣ်.
၆. ပှၤလၢအကလုၢ်သီဖးဒိၣ်တဂၤန့ၣ်လီၤဂၢ်မတၤအကလုၢ်လဲၣ်.
၇. တုၤ B ကန့ၣ်ကွၢ်ကွၢ်တၢ်ဝံၤလဲၣ်န့ၣ် အဝဲဆိကမိၣ်တၢ်ဒ်လဲၣ်.
၈. လၢတၢ်န့ၣ်အယု B ကမၤဒ်လဲၣ်.

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

သရၢ်-ပှၤကွၢ်ဖိစးဆၢတၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဘၣ်လဲၣ်န့ၣ် သရၢ်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပှၤကွၢ်ဖိတဲပိၣ်သရၢ်အခံတဝီ ဝံၤဒီးမၤပှၤကွၢ်ဖိကဲ "B" ဒီးသရၢ်ကကဲ "A". ကတိၤလိသကိးတၢ်ကတိၤအါဝီတ ဖဲးဒ်သိး ပှၤကွၢ်ဖိကဲ "B" အတၢ်ကတိၤဘၣ်ဘျၣ်တဖဲး. တုၤပှၤကွၢ်ဖိတဲတၢ်ဘၣ်ဘျၣ်လဲၣ်န့ၣ် မၤပှၤကွၢ်ဖိကဲက့ၤ "A" ဒီး သရၢ်ကကဲက့ၤ "B."

### 18.10 Reading and Writing

၁၈.၁၀ တၢ်မၤလိဖးဒီးကွဲးပှၤကညီကွၢ်

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

သရၢ်-မၤပှၤကွၢ်ဖိဖးပိၣ်သရၢ်အခံတကျိၤဘၣ်တကျိၤတဝီဝံၤ မၤပှၤကွၢ်ဖိကွဲးလၢဒီးတကျိၤန့ၣ်ခံဝီဖဲတၢ်လီၤလီၤဟံၢ်. လၢခံတန့ၢ်သရၢ်ကဘၣ်ကွၢ်ပှၤကွၢ်ဖိအတၢ်ကွဲးသ့ၣ်တဖၣ်အံၤ မ့ၢ်အဘၣ်ခါ. ဝံၤမၤပှၤကွၢ်ဖိဖးယုသရၢ်. ပှၤကွၢ်ဖိဖးမ့ၢ်ကမ့ၢ် သရၢ်ကဘၣ်ဖးယုပှၤကွၢ်ဖိတဘျီဒီး.

၁. လံၢ်ပရၢဟဲတုၤကစီဒီသန့ၣ်ကွၢ် ယကွဲးဆၢအီၤတချးဒဲးဘၣ်.

---

---

ပုၤဒုးခါ, နကဘီးဘၣ်သ့ၣ်ညါပှၤလၢတၢ်အိၣ်ဖိၣ်အဆၢကတီၢ်စံၢ်ခါ.

---

---

နဆိကမိန်ယွအကလုကထိအဂုဒ်းအိနတၢ်သ့ၣ်ညါဒ်းအါထီၣ်, ကကဲဘျးလၢနဂီၢ်ဒ်း အါထီၣ်.

---

---

---

---

ယအါတိအါန့ၣ်ဘၣ်သ့ၣ်ဒိၣ်မးလၢဖိသၣ်ဝဲလီၤကွဲမၤသီၣ်မၤသဲတၢ်အါအယိ.

---

---

#### 18.11 Listening and Speaking

၁၈.၁၁ တၢ်မၤလိကန့ၣ်ဒီးကတိၤပှၤကညီအကျိၣ်လၢပှၤကညီအဟံၣ်.

- (1) In this exercise you will be introduced to a way of learning with the right hemisphere of your brain without having to spend time trying to analyze or memorize. This is the way that little children learn language--they hear commands like "Come to Mother" or "Pick up your shoes" over and over, the person who speaks helping them at first to associate the action with the sound of the words by encouraging them or helping them to carry it out; and because the sounds are followed by the carrying out of the action each time, they can soon respond automatically. Thus a young child can understand and carry out many commands before he/she begins to speak.

For this exercise you will be learning how to say in Karen all of the actions used in connection with brushing your teeth. You will need to have your toothbrush and toothpaste and a glass or cup for water, and if possible, you should carry the actions out at the bathroom or kitchen sink. Have your tape recorder nearby with a blank tape in it. Ask someone who works for you or with you other than your teacher or someone who has become a good friend to help you learn some new words, by saying as below: (Before doing this exercise, it would be good to have your teacher read the 2 sentences below having you repeat them after him/her a number of times until you can say them fluently.)



ယအဲဒ်ဒီးမလိပ္ပာကညီအတၢ်ကတိတနီအဃိ ဖဲယမၤတၢ်ဒ်လဲၣ်ဒ်လဲၣ်န့ၣ် ဝံသးစူတဲဘၣ်ယၤ လၢပ္ပာကညီအကျီၣ်နီၣ်. ဖဲနတဲဆၢယၤအခါန့ၣ် ယကဖီၣ်န့ၣ်နကလုာ်.[i.e., make a recording].

Then carry out the various activities in connection with brushing your teeth (or you may pretend to carry them out), and as you do each one, ask ခဲအံၤယမၤတၢ်လီၣ်/မနုၤလဲၣ်. For example, as you take hold of the tube of toothpaste, ask "Now what am I doing?" and the person will tell you in Karen. Then pick the tube up and ask again, "Now what am I doing?" Then as you unscrew the cap, ask again. As you put the cap down, ask again. Then as you take hold of the toothbrush, ask again. As you pick it up, ask again. As you squeeze some toothpaste onto the toothbrush, ask again. (You can pretend without actually squeezing any out.) As you set the toothbrush down, ask again. As you pick up the cap to the toothpaste, ask again. As you screw the cap back on, ask again. As you put the toothpaste down, ask again. As you pick the toothbrush up, ask again. As you open your mouth, ask again. As you start brushing your teeth, ask again. As you turn on the water, ask again. As you get some of the water in the glass, ask again. As you take some of the water into your mouth, ask again. As you squirt it around in your mouth, ask again. As you spit it out, ask again. As you rinse the toothbrush, ask again. As you turn the water off, ask again. As you put the toothbrush back in its place, ask again. As you put the toothpaste back in its place, ask again. The above is an example; you can add or subtract some actions or change their order as you wish. The important thing is to get the Karen expressions in the order in which you usually brush your teeth. Be sure to thank the person who helped you. After getting all of this recorded (including your own voice, of course), listen to the recording again soon after making it, at the same time repeating the actions as the voice tells what you are doing. Don't make any special effort to try to memorize the words or analyze anything; just listen and concentrate on associating the action with the description of it in Karen. Listen and carry out the actions one or more times every day or every time you brush your teeth for a week (or until you come to the Listening and Speaking section in the next lesson.) During this time without conscious effort on your part the expressions will become familiar to you so that even if you can't say them correctly, yet you will recognize them as soon as you hear them and may well anticipate what is going to be said next.

(၁) သရၣ်-ဖးတၢ်ကတိလၢအဖီခိၣ်လၢအလံာ်မံၣ်ဖျါၣ်ဒ်ဒဲ ခိးမၤပုၤကိၣ်ဖိတဲဝီၣ်သရၣ်အခံၤဝီၣ်တဲးတုၤလၢ ပုၤကိၣ်ဖိဖးအိၤဃုၤတဲးလံာ် ဝံဒီးမၤပုၤကိၣ်ဖိသုဒ်ဝဲဒ်ခိၣ်ကွဲးအသးလၢအဖီခိၣ်လၢအကျီၣ်ဒ်ဒဲအသးအံၤ.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

(၂) သရၣ်-မၤပုၤကိၣ်ဖိလဲၣ်အိၣ်သကိးပုၤကညီဒ်သိးကကတိလိတၢ်ကတိသ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လံာ် ခိးဒ်သိးက ကန့ၣ်ပုၤကညီကတိသကိးတၢ်.

### 18.12 Cultural Assignment

၁၈.၁၂ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ

Continue to work on 11.12.

သရၣ်-တၢ်မၤလိတကတိအံၤန့ၣ်တဘၣ်ဃးဒီးပုၤကညီကျီၣ်ဘၣ်. ပုၤကိၣ်ဖိကမၤဒ်ဒဲ.



## LESSON 19

### တၢ်မၤလိ ၁၉

#### 19.1 Useful Words and Phrases

၁၉.၁ တၢ်ကတိၤအသီၤလၢအကဲၤဘျးတဖၣ်

REPEAT after the teacher.

သရၣ်-မၤပၤကွဲၤဖိတဲၤပိၣ်သရၣ်အခံတၢ်ခံၣ်ဘျီ.

ဂံၢ်(တၢ်)

To count

နီၣ်

Particle indicating an instrument to perform the act indicated

နီၣ်ဂံၢ်

Number (instrument for counting)

နီၣ်ခွဲ

Broom (instrument for sweeping)

နီၣ်ဖျး

Hoe (instrument for chopping up the ground)

နီၣ်ဆိၣ်

Instrument for pushing things like stones or refuse

ဖျီ

To pass through; to graduate

ထွၣ်ဖျီ

To pass through something making a hole; to wear a hole through something

ခီ/ခီဂံၢ်(တၢ်)

To pass to the opposite side; cross over

ခီဖျီ

To pass through to the other side; by, by means of, through

တကးဘၣ်/တကးဒံးဘၣ်

More than that; not only ... but also

ကီၢ်

A delineated space or area; country

ထံကီၢ်

Country

ကီၢ်ဒိၣ်

Region (phak)

ကီၢ်ရှၢၣ်

Province (changwat)

ကီၢ်ဆၢၣ်

District (amphur)

ချၢ

The back, back side, outside

ကျး(တၢ်)

To apply a flat surface to something else so that it adheres

ကျးထီၣ်

To fasten something flat up overhead

ကျးထီ

To stick up, as a notification

ကျးလီၤ

To lay over, as plaster, glue, paste; to fasten something to the wall, top of furniture, top or inside of a book, etc.

တၢ်ဂီၤခိၣ်

Postage stamp

ဘၣ်ဖျး

Lest, by any chance, to happen to do

မ့ၢ်ကနီၤ

A young unmarried girl

ဖိၣ်သၣ်ခွါ

A young unmarried boy

ဝံၤတၢ်

Idiomatic exclamatory expression indicating that without the factor indicated, the plans or project will fall through and cannot be carried out

ဃုာ်	To flee, run
မုာ်ဃုာ်လီၤ	Afternoon (lit., the sun flees down [the sky])
ဃီၤ	To move to or from on a horizontal level
လဲၤဃီၤ	To go on a horizontal level
ဟဲၤဃီၤ	To come on a horizontal level
ဘျဉ်	To dare to do
ဟီၣ်	To cry, weep

## 19.2 Pattern Sentences and Phrases

၁၉.၂ တၢ်ကတိၤအဒိ

(1) Use of ကီၢ်/ထံကီၢ်, "a delineated space or area; country"

(၁) တၢ်သူတၢ်ကတိၤ "ကီၢ်/ထံကီၢ်"

REPEAT after the teacher

သရၣ်--မၤပၤကွီုဖိတဲပိၣ်သရၣ်အဆံ ၂-၃ ဝီ.

(က) တၢ်လၢကီၢ်ကွီုတဲၣ်န့ၣ်အိၣ်ဒီး

အကီၢ်ဒိၣ် လွံၣ်ဘျဉ်.

တကီၢ်ဒိၣ်ဒီးတကီၢ်ဒိၣ်န့ၣ်အိၣ်ဒီး

ကီၢ်ရၣ် တဘျုးကီၢ်ရၣ်လီၤ.

လၢကီၢ်ရၣ်အပူၤန့ၣ် တနီၤနီၤအကီၢ်

ဆၣ်အါ, တနီၤနီၤအကီၢ်ဆၣ်စ့ၤ.

ထဲကံၢ်မဲအကီၢ်ရၣ်အပူၤန့ၣ်အကီၢ်

ဆၣ်အိၣ်တဘျုးညါ.

တၢ်လၢထံကီၢ်တဘျုးဒီးတဘျုးန့ၣ်

အါတက့ၢ်အတၢ်ဘၣ်ထွဲလီၤအ

သးအိၣ်.

(a) Thailand has 4 regions (pahks).

The various divisions have a number of provinces (chungwats).

Some of the provinces have many districts, some have a few.

Chiangmai Province alone has quite a few districts.

Most countries have relationships with each other.

(ခ) ကီၢ်ကွီုတဲၣ်

ကီၢ်အမဲရံကၤ

ကီၢ်အဲကလံၣ်

ကီၢ်တြးတၣ်

ကီၢ်စွဲဒဲၤန့ၣ်

ကီၢ်နီၤရၣ်

ကီၢ်အီးစၢ်တြးလၢယၢ်

ကီၢ်ပယီၤ

ကီၢ်ယံပူၤ

ကီၢ်တရူး

(b) Thailand

America

England

Britain

Sweden

Norway

Australia

Burma

Japan (from the Thai)

China (from the Burmese)

(ဂ) ကီၢ်ရၣ်ကံၢ်မဲ

ကီၢ်ရၣ်ကွဲးဟဲ

(c) Chiangmai Province (Changwat)

Chiangrai Province (Changwat)

<sup>1</sup>Sometimes when it is desired to indicate a final consonant in Karen, the Burmese custom of adding a curled-up tail at the top of the consonant is used to indicate this.

ကီရိဆန်မုယု  
ကီရိဆန်မဲဆီ

Maesariang District (Amphur)  
Maesod District (Amphur)

**Note:** It is not necessary to memorize the names of the countries in (b) except for your own country. If the name of your country is not included, ask the teacher how to spell it in Karen and add it to the list in (b). Likewise, if the name of the province and district in which you are now living is not included in the list in (c), ask the teacher how to spell them and add them to the list.

**(2) Use of ချာ, "back, the back side, outside"**

(၂) တၢ်သုတၢ်ကတိၤ "ချာ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

လၢကစၢ်ဖးဒိၣ်တဖျၢၣ်အချာန့ၣ် ပၤသဝီ  
အိၣ်ဒံးတဘျးဖျၢၣ်.

On the far (back) side of the big mountain  
there are still quite a few villages.

ယတခွါတဂၢၤခဲအံၤအဝဲလဲၤမၤလိတၢ်လၢ  
ကီရိချာ.

My cousin here went and studied outside of  
the country.

နလဲၤကွၢ်လၢယဒးချာန့ၣ် သပၤထံအိၣ်  
တဘျးဖျၢၣ်.

Go look outside the house; there are quite a  
few water pots.

ခဲအံၤပကလဲၤကတိၤသကိးတၢ်လၢတၢ် ချာ,  
တၢ်ခၢ်ဂ့ၤတစး.

Now we're going outside to talk together; it is  
cooler there. (lit., the coolness is a bit  
good).

**(3) Use of ကျး, "to apply a flat surface to something" and တၢ်ဂီၤခိၣ်, "postage stamp"**

(၃) တၢ်သုတၢ်ကတိၤ "ကျး" ဒီး "တၢ်ဂီၤခိၣ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၣ်သရၢ်အံၤ ၂-၃ ဝီ.

"တၢ်လံၤမုၢ်ဒၤ, နကျးနခိၣ်လၢမနုၤ လဲၣ်."  
"ဖုဒၤ, ယကျးလီၤက သံၣ်ဒၤ."

"Granddaughter, what have you pasted onto  
your head?" "Grandfather, I've applied a  
medicine."

ဖိဒိၣ်ဒၤ, ကျးလီၤန့ၣ်ယၤတၢ်ဂီၤဖးလဲၣ်တ  
ဘျးအံၤလၢစၢ်ခိၣ်တထံၣ်.

Niece, paste this large picture onto the table  
for me.

တၢ်လီၤလၢခိတဖၣ်န့ၣ် ပထံၣ်လၢပဒိၣ်  
ဟးကျးထီၣ်လံၣ်မဲၣ်ဖျၢၣ်လၢ  
သ့ၣ်ကပၤလီၤအါမးလီၤ.

In the rural areas we see that the government  
people go around putting up a lot of  
lettering on the sides of the trees.

ဖိဒိၣ်သရၢ်, ကျးထီၣ်န့ၣ်ယၤသ့ၣ်တဘျး  
အံၤလၢတၢ်ဖိခိၣ်တတီၤအံၤတထံၣ်.

Young Teacher, fasten this piece of board  
[plyboard or fiber board] here on the  
ceiling.

ဖိခွါဒၤ, နလံၣ်ပရၢတဖၣ်အံၤနတကျးလီၤ  
တၢ်ဂီၤခိၣ်လၢအလီၤနီၣ်တဘျးဒံး မၢ်.

Son, you haven't put stamps on any of these  
letters of yours yet.

**(4) Use of ဃုၢ်, "to flee, run" and ဃီၤ, "to move to or from on a horizontal level"**

(၄) တၢ်သုတၢ်ကတိၤ "ဃုၢ်" ဒီး "ဃီၤ"

REPEAT after the teacher  
သရော်-မာပုၤကွီၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

ပုၤဃုၤလၢန့ၣ်တၢၢ်မ့ၢ်မတၢၤလဲၣ်.  
ဖိသုၣ်တဖၣ်ဃုၤထီၣ်ဃုၤလီၤတၢ်ဘၣ်အိၤ  
မုၢ်မး.  
ဃုၤဆူန့ၣ်တဂ့ၤ, ဟဲဃုၤဃီၤဆူယအိၣ်  
အံၤ.  
ပဒိၣ်ဟဲဃီၤဟးအိၣ်ယၢဖဲမုၢ်ဃုၤလီၤအံၤ.

Who is that person running over there?  
The children enjoy running up and down.

Don't run over there. Come run over here to me [on the same level].

The government official came over to see me this afternoon.

### 19.3 Question and Answer Drill

၁၉.၃ တၢ်သံကွၢ်ဒီးတၢ်စံးဆၢ

၁. နဲနဘၣ်ဃးဒီးကီၢ်မတၢၤလဲၣ်.
၂. ကီၢ်ကီၣ်တဲၣ်စီၤစုၤလၢန့ၣ်ပွဲၤန့ၣ်ရံၣ်ကျဲလဲၣ်.
၃. ခဲအံၤလၢနထံနကီၢ်န့ၣ်ပွဲၤန့ၣ်ရံၣ်လဲၣ်.
၄. ခဲအံၤနအိၣ်လၢကီၢ်ကီၣ်တဲၣ်လၢကီၢ်ဒိၣ်ဖဲလဲၣ်တဘျီလဲၣ်.
၅. နအိၣ်လၢကီၢ်ရံၣ်ဖဲလဲၣ်တကီၢ်ရံၣ်လဲၣ်.
၆. နအိၣ်လၢကီၢ်ဆၣ်မနုၤလဲၣ်.
၇. ခဲကီၢ်နကလဲၤမၤတၢ်လၢကီၢ်ရံၣ်ဒီးကီၢ်ဆၣ်မနုၤလဲၣ်.

### 19.4 Pattern Sentences and Phrases

၁၉.၄ တၢ်ကတိၤအဒိ

(1) Use of ဂံ, "to count, and နီၣ်, "particle to indicate an instrument to perform the action indicated"

(၁) တၢ်သုတၢ်ကတိၤ "ဂံ" ဒီး "နီၣ်"

REPEAT after the teacher  
သရော်-မာပုၤကွီၤဖိတဲၤပိၤသရော်အခံ ၂-၃ ဝီ.

နဂံၢ်ကွၢ်နစုန့ၣ်အိၣ်ပွဲၤထီၣ်ခါ.  
ဂံၢ်ထီၣ်ဖိသုၣ်လၢအဟဲ မ့ၢ်အအိၣ်ပွဲၤလၢ  
လဲၣ်.  
တၢ်ကွဲးနီၣ်နစုအနီၣ်ဂံၢ်ဒီးနစုလၢအအိၣ်  
န့ၣ်မ့ၢ်အလီၤလီၤအသးခါ.  
ဟံးနီၣ်နီၣ်ခွဲၣ်ခွဲၣ်ပျီကွံၣ်အးဖိလၢတဖၣ်.  
ဒိၣ်ခါ, နဟ့ၣ်ယၢလၢနနီၣ်ဖျးတဘျီခံ  
ဘျီသ့ခါ. ယဲယနီၣ်ဖျးတအါ  
တဝါဘျီ.  
ဝံသးစူၤဟ့ၣ်ယၢနနီၣ်ဆိၣ်တဖၣ်ဖိ, ယက  
ဆိၣ်ကွံၣ်တၢ်ဘၣ်အါတခါအံၤ.

Count your money and see if you have the full amount.

Count the children who have come to see how many there are.

Are the record of your account and the money you have in agreement with each other?

Take a broom and sweep clean under the house.

[Relative by marriage], can you give me one or two of your hoes? I don't have nearly enough hoes of my own.

Please give me your instrument for pushing a moment; I'm going to push away this dirty thing/stuff.

(2) Use of ဖြို, "to pass through;" ထွန်ဖြို, "to pass through something;" ခိုက်, "to cross over;"  
ခီဖြို, "to pass through to the other side; by means of, through"

(၁) တၢ်သူတၢ်ကတိၤ "ဖြို," "ထွန်ဖြို," "ခီ," "ခိုက်," ဒီး "ခီဖြို"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

လါ, ဒိၣ်ခွါ, ပဆိမိၣ်ကျဲးဟးဂီၤလံၤဒၤ, န  
ဟံးဖြိုမၤဖြိုစ့ၢ်မၤ.

ဒိၣ်, မဟါနဟံးပိၤပခံတုၤလၢပၤဟံၣ်ဝံၤ  
ပတထံၣ်နၤလၢၤ, နလဲၤဖြိုဆူလီၣ်.

ဒိၣ်မ့ၢ်ဇၢ, နမ့ၢ်ကွဲးအိၣ်သကီးနဝဲၢ်စီၣ်န့ၣ်  
နဆှၢစီၣ်ယၤသ့.

ခွဲးအိၣ်မ့ၢ်တဖၣ်အံၤထွန်ဖြိုလၢၤလံၤမၤ.  
ပတၢ်လဲၤပၤအသီ.

နမ့ၢ်အံၣ်ဒီးလဲၤခိုက်ကျဲးဒိၣ်န့ၣ် နကြး  
ကွၢ်ဆူစုစုဒီးစုထွဲခံကပၤလၢၤ  
လၢညါ.

Say, [Close male friend] L we thought the road  
was already bad; lo and behold you  
suddenly come!

[Relative by marriage], yesterday you came  
with us as far as the person's house, then  
we didn't see you any more. Where did  
you get to?

[Female relative by marriage], if you write to  
your elder brother, you can send the letter  
by me.

These (enamel) rice plates all have holes  
worn through them! We must buy some  
new ones.

If you want to cross the avenue, you should  
look both to the left and the right first.

(3) Use of မ့ၢ်ကနီၤ, "a young unmarried woman" and ဖိၣ်သၣ်ခွါ, "a young unmarried man"

(၃) တၢ်သူတၢ်ကတိၤ "မ့ၢ်ကနီၤ" ဒီး "ဖိၣ်သၣ်ခွါ"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

ပၤလၢခိတဖၣ်အမ့ၢ်ကနီၤဖိၣ်သၣ်ခွါလဲၤ  
တၢ်ဂီၤမး.

ဖဲပၤထီၣ်ဃုးခါန့ၣ်, ပၤဖိၣ်သၣ်ခွါထီၣ် ဃုး,  
ပၤမ့ၢ်ကနီၤဖဲၣ်ဘု.

နဖိမ့ၢ်ကနီၤတဖၣ်သီးဆုဝါပကွၢ်ဂ့ၤမး.  
ယဲယဖိမ့ၢ်ကနီၤတဖၣ်တအံၣ်ဒီး  
သီးဆုဝါဇၢ.

"လါ, ဒိၣ်, နဲဒၣ်ခဲအံၤနဖိမ့ၢ်ကနီၤဖိၣ်သၣ်  
ခွါလၢၤလံၤမၤ." "အုၣ်, လၢၤလံၤ  
ဇၢ. ပၤတအိၣ်အံၣ်အံၤနီတဂၤဘၣ်  
အံၤ.

The young men and women in the rural areas  
go out very early in the morning.

When people plant hill paddy, the young men  
dig the holes and the young woman drop in  
the paddy seeds.

Your young unmarried daughters wear the  
white [Karen] dresses and they look good  
to me; my own daughters don't want to  
wear them!

"How great, close friend, that your children  
have all reached teenage already!" "Yes,  
they all have, [but] nobody loves them."

(4) Use of ဟီၣ်, "to cry, weep"

(၄) တၢ်သူတၢ်ကတိၤ "ဟီၣ်"

REPEAT after the teacher

သရၢ်-မၤပၤကွၢ်ဖိတဲပိၤသရၢ်အခံ ၂-၃ ဝီ.

ဖိဒိုမုၣ်ဒါ၊ နဖိတဂၢၤန့ၣ်ဟီၣ်တဖးအံၤ  
ညါမ့ၢ်အဘၣ်မနုၤလဲၣ်.  
ပှၤဟီၣ်သီၣ်လၢတၢ်ဆါဟံၣ်အါအါဂီၢ်ဂီၢ်  
မ့ၢ်ပှၤသံဘၣ်ဖးတဂၢၤဂၤ.  
ဖံးသးပှၤတဂၢၤန့ၣ်ထံၣ်အဖိအလံၤဟဲက့ၤ  
ဟးအိၣ်အီၤဒီးအဝဲသးခုတၢ်ဟီၣ်  
ဘၣ်မးအသးန့ၣ်လီၤ.  
နီၢ်ဂ့ၤတဂၢၤအိၣ်ဖျၢၣ်ထီၣ်အဖိလံၤ, ဘၣ်  
ဆၢအဖိတဂၢၤတဟီၣ်ဘၣ်မနုၤ လဲၣ်.

Niece, why did your child cry so much?  
  
There is a sound of much wailing at the hospital, has someone died by any chance?  
  
When the old grandmother saw her children and grandchildren come to visit her, she was so overcome with joy that she cried.  
  
Naw Gay has given birth to her child, but the child hasn't cried--how come?

### 19.5 Command and Response Drill

၁၉.၅ တၢ်မၤဒီးတၢ်မၤထဲ

You or the teacher should provide the following things for this drill: (1) a container (e.g., an empty tin can) that can be tampered with--put something into it which can be easily taken out when desired; (2) a used stamp and something with which to stick it onto another surface (e.g., paste, cooked rice, Scotch tape), a nail, and a hammer or something else with which to pound the nail; (3) for #5 and #6 provide a map (already printed or hand-prepared) showing a street and a river, and a pen or pencil which you will use to represent yourself so that you can cross over the above; (4) for #7, a sheet of paper which can easily be pierced; (5) for #8, pretend that the teacher's book is his/her house, your book is your house, and your pen or pencil is yourself.

သရၣ်--လၢတၢ်မၤလိတတီၤအံၤအါဂီၢ်န့ၣ် သရၣ်မ့ၢ်တမ့ၢ်ပှၤကွီၤဖိကဘၣ်ကတဲၣ်ကတီၤပၣ်တၢ်တဖးဒီးအဖိလံၤအံၤအသး. (၁) ဟံးန့ၢ်တၢ်ဒါလီၢ်လံၤတဖျၢၣ်လၢပမၤဟးဂီၤအီၤသ့ဒီးဖၢန့ၣ်ပၣ်စၢၤတၢ်တမံၤမံၤလၢပှၤဘးထီၣ်န့ၢ်က့ၤအီၤကသ့ညီ. (၂) ကတဲၣ်ကတီၤပၣ်စ့ၢ်ကီးတၢ်ဂီၤခိၣ်လီၢ်လံၤတဘျီဒီးတၢ်လၢကကျးလီၤတၢ်ဂီၤခိၣ်အါဂီၢ်တမံၤ, ထးတဘီဒီးနီၣ်ဒိတၢ်တဘီန့ၣ်. (၃) လၢနီၣ်ဂံၢ် ၅ ဒီး ၆ အါဂီၢ်န့ၣ်ကတဲၣ်ကတီၤပၣ်ဟီၣ်ခိၣ်ဂီၤအိၣ်ဒီးကျဲတဘီဒီးထံကျဲတဘီ ဒီးမၤပှၤကွီၤဖိဒုးကဲထီၣ်အစၢၢ်ဘိလၢအနီၢ်ကစၢ်ဒီးသးကလဲၤခိၣ်အါဂီၢ်. (၄) လၢနီၣ်ဂံၢ် ၇ အါဂီၢ်န့ၣ်စးဖိ လၢပှၤမၤထွဲၣ်ဖျိအီၤသ့ညီကဘၣ်အိၣ်ဝဲတကဘျီ. (၅) လၢနီၣ်ဂံၢ် ၈ အါဂီၢ်န့ၣ်ပၣ်သရၣ်အလံၤဒ်အမ့ၢ်သရၣ်အအး ဒီးပှၤကွီၤဖိအလံၤဒ်အမ့ၢ်ပှၤကွီၤဖိအအးအသး, ဒီးပၣ်ကဒီးပှၤကွီၤဖိအစၢၢ်ဘိအနီၢ်ကစၢ်အသး. ပှၤကွီၤဖိမၤဒ် (က) အသးမ့ၢ်ဝံၤန့ၣ် မၤကဒီးအီၤဒ် (ခ) အသး, ဒီးဆူညါတမံၤဘျီတမံၤတုၤလၢ (င).

၁. ဘးထီၣ်န့ၢ်တၢ်အိၣ်လၢတၢ်ဒါအံၤအပူၤဒီးပၣ်လီၤအီၤလၢတၢ်ဒါအချၢ.
၂. ကျးလီၤတၢ်ဂီၤခိၣ်တဘျီအံၤလၢတၢ်ဒါအလီၤ.
၃. ဟံးန့ၢ်ထးတဘီဒီးမၤထွဲၣ်ဖျိတၢ်ဒါအခံ.
၄. ပၣ်လီၤတၢ်ဒါလၢနချၢ.
၅. ဂံၢ်ကွၢ်လီၢ်ဆုၣ်နီၤလၢနထံၣ်အီၤသ့ခဲအံၤ.
၆. လဲၤခိၣ်ကျဲဆူဘးခိၣ်န့ၣ်
၇. ဟဲခိၣ်ထံကျဲဆူအံၤတခီ.
၈. (က) ဟဲထီၣ်လၢယအးအံၤ. (ခ) ဟဲဃီဆူယအိၣ်အံၤ. (ဂ) လဲၤလီၤ. (ဃ) က့ၤဃီဆူန့ၣ်. (င) ဟဲက့ၤဃီဆူအံၤ.

### 19.6 Pattern Sentences and Phrases



၁၉.၆ တၢ်ကတိၤအဒိ

(1) Use of တကးဘၣ်, "more than that, not only . . but also"

(၁) တၢ်သုတၢ်ကတိၤ "တကးဘၣ်"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဒိၣ်မ့ၣ်ဒၤ, နဖိမ့ၣ်အဒိၣ်တၢ်မၤဟီၣ်အပူၢ်  
တကးဘၣ်, တီၢ်ဝဲဒၣ်ဒံး.

ပၤဖိသၣ်တၢ်န့ၣ်လဲၤအိၣ်တၢ်သၣ်လၢပၤ  
အးလၢၣ်အါမးတကးဘၣ်, က့ၤ  
စီၣ်ဝဲဒံး.

ဖဲယထီၣ်တၢ်ဆါဟံၣ်အခါ ယသကီးတ  
ဂၤအံၤဟဲအိၣ်သကီးယၤခဲအံၤခဲ  
အံၤတကးဒံးဘၣ်, အဝဲဟဲစီၣ်န့ၣ်  
ယၤတၢ်အိၣ်အကလုာ်ကလုာ်.

ပကဘၣ်ဖးလံာ်စီဆွံအါအါတကးဒံးဘၣ်,  
ပကဘၣ်ဒိကန့ၣ်ဒီးမၤထွဲအတၢ်တဲ  
အခံ.

[Close friend], your daughter not only made  
her younger sister cry, but beat her as well.

That child went and ate up a great deal of fruit  
at the person's house; more than that he  
took some back with him as well.

When I was a patient in the hospital, this  
friend of mine not only came to see me  
frequently but also brought me all kinds of  
food.

We must not only read the Bible a lot, but we  
must also obey it and do according to what  
it says.

(2) Use of ဘၣ်ဖး, "lest; by any chance; to happen to do"

(၂) တၢ်သုတၢ်ကတိၤ "ဘၣ်ဖး"

REPEAT after the teacher

သရၣ်-မၤပၤကွီုဖိတဲပိၣ်သရၣ်အခံ ၂-၃ ဝီ.

ဖိခွါမိၣ်ဒၤ, လဲၤနဲလၢယုးတဂ့ၤ. ဘၣ်တ  
ဘၣ်တၢ်ကစူဖးဒိၣ်ဘၣ်ဖး.

ကသံၣ်ကိတဖၣ်အံၤပၣ်က့ၤအီၤဂ့ၤဂ့ၤ.  
ခဲကီၢ်ဖိသၣ်ကအိၣ်ဘၣ်ဘၣ်ဖး.

မၤနဖိအိၣ်ဖဲတၢ်မဲၣ်ညါန့ၣ်တဂ့ၤ. ခဲကီၢ်  
ကထံၣ်ဘၣ်ဖးယၤ.

တၢ်အိၣ်တခါအံၤပၤမၤပၣ်န့ၣ်ပၤခိၣ်ပၤန့ၣ်  
အဂီၢ်. နမ့ၢ်အိၣ်ဘၣ်ဖးမကီၢ်ဒု  
တၢ်ကကီၤဖးဒိၣ်ညါ.

Wife, don't go to the swidden field, lest by any  
chance the rain should pour down.

Put these bottleu back in their place securely  
lest the children might happen to consume  
them.

Don't let your child be in the front [of the  
house] lest she see me [as I leave and cry].

This food was fixed for the leaders. If you had  
eaten it just now by any chance, it would  
have been very difficult (for us).

(3) Use of ဝံၤတၢ်, "idiomatic exclamatory expression indicating that without the factor  
indicted, the plans will fall through and cannot be carried out"

(၃) တၢ်သုတၢ်ကတိၤ "ဝံၤတၢ်"

တၢ်အိၣ်ဖျိတဘျီအံၤနမ့ၢ်တလဲၤဒု ဝံၤ တၢ်.  
ပၤသးဝံၣ်ထဲးန့ၣ်တအိၣ် ဘၣ်.

If you don't go to the meetings this time, we're  
finished! There'll be nobody to sing tenor.

"ဒိပ်, နဖီခွါတဂလဲကုဆူလီပ်."  
 "အိပ်မာ, အထိပ်ပွမ်ဟါဆါနီ."  
 "အာ, ဝံ တာ်. ပသါဒုးကဲအီ  
 လာပမာ်ဒါး."  
 "နထီးဖးဒိပ်တဒုနု ယကလဲပွာနတု  
 လာဂီနီနီ." "အုအု, ပှဟံးလာမ  
 ဟါလံဒါး." "အာ, ဝံတုာ်.  
 တအိပ်ဘုာ်ထီးညုာ်လာဘုာ်."  
 "နသဝီသးပှအိပ်လာတုာ်ဆါဟံးဒဲးနီ."  
 "အာ, ဝံတုာ်လာမဟါလံ." "မုာ်  
 နီ." "

"[Close friend], where has your son gotten to?"  
 "He's here. He got married yesterday."  
 "What! Then I'm too late! I intended to get  
 him to become my son-in-law."

"I'll go and buy your big pig tomorrow, okay?"  
 "Aw, someone already took it yesterday!"  
 "Oh, dear, no more chance! We won't get  
 to eat any more pork."

"Is your church elder still in the hospital?"  
 "Sorry, he was finished yesterday!" (i.e., he  
 died.) "Is that so?"

#### (4) Use of ဘူာ်, "to dare to do"

(၄) တုာ်သုတုာ်ကတိာ် "ဘူာ်"

REPEAT after the teacher

သရုပ်-မာပှကွီဖိတဲဝိပ်သရုပ်အခဲ ၂-၃ ဝီ.

မုာ်ဂါနီ, မုာ်ဟါလံ, နကုတဂဘူာ်နီ.  
 ကုဘူာ်ကုာ်.  
 မိာ်နီ, သုလဲတုာ်ခဲလုာ်, ယအိပ်ဒါးတ  
 ဂတဘူာ်ဘုာ်.  
 ဒိပ်မုာ်, ဒိပ်ဖုပှဟံးအိပ်ယာမဟါတဲတုာ်  
 ဒီးယာဘူာ်ဘူာ်တဘူာ်ဘူာ်မုာ်အ  
 ဘုာ်မနုလဲနီ.

"Aunty, it is already evening, do you dare to go  
 back home?" "Of course, I dare to go."

Mother, you're all going out; I don't dare to  
 stay at home alone.

[Close friend], your husband came to see me  
 yesterday evening and he talked as though  
 he didn't quite dare to talk, why?

### 19.7 Notes on Word Usage and Grammar

၁၉.၇ သရုပ်-မာပှကွီဖိဖးဒုာ်ဝဲလာဒါး.

#### (1) Use of ကီာ်, "a delineated space or area; country"

See examples in 19.2(1). In the early days when the various clans and tribes lived in the remote areas of the mountains which were rarely, if ever, penetrated by people from the plains, the word ကီာ် probably designated the area ruled over by a clan or tribal leader. After the whole land was conquered and brought under the official jurisdiction of the king and the land was divided up into provinces and districts, and especially as the Karens came to have more and more contact with government officials and began to get formal education, the meaning of the word came to refer more specifically to a "country" as we know it today, the various subdivisions being indicated by adding suffixes; i.e., ကီာ်ဒိပ် meaning "region;" ကီာ်ရှပ် meaning "province;" and ကီာ်ဆပ် meaning "district."

#### (2) Use of ချါ, "back, the back side, outside"

See examples in 19.2(2). This word refers to the whole of a person's back or any part thereof. However, there is another word which you haven't learned yet may also be

used to refer to the back, but only to the part of the back directly over or on the immediate sides of the backbone. The word ချာ also refers to the outside surface or area outside of anything as contrasted to the inside. The expression တၢ်ချာ refers to "the outdoors area (in general);" however, usually a possessive pronoun precedes ချာ, which in turn is preceded by a noun or noun phrase designating which "back" or "outside area" is referred to; e.g., ယချာဆါ, "My back hurts;" လၢယချာ, at my back;" ကွဲအချာ, the outside of the school (church) building."

(3) Use of ကျဲ, "to apply a flat surface to something else so that it adheres"

See examples in 19.2(3). This word may refer to a wide variety of applications such as fastening a piece of plywood or fiber board onto a section of the ceiling (ကျဲထီၣ်), putting up a notice on a bulletin board, an advertisement on a billboard, or a tag on a tree or post (ကျဲထီ), fastening a picture or other item onto the wall, glueing pictures into a scrapbook, a postage stamp onto an envelope, or a sheet of formica on a table top (ကျဲလီၤ). The fastening of the item may be with nails, thumb tacks, glue, paste, or other adhesive material. The common denominator is that something flat is applied to the surface of something else by some means or other so that it adheres.

(4) Use of ဃုၣ်, "to flee, run"

See examples in 19.2(4). You should have no problem understanding the meaning of this word. By now you have learned that this word is used in the expression for "afternoon" (မုၢ်ဃုၣ်လီၤ), because it appears to the Karens that in the afternoon the sun races towards the horizon where it will set and not be seen again until the next morning.

(5) Use of ဃီၤ, "to move to or from on a horizontal level"

See examples in 19.2(4). In the very first lesson of Book I you learned that the verbs ဟဲ and လဲ are combined with ထီၣ် to indicate direction upward and with လီၤ to indicate direction downward. Very often when movement is on the horizontal plane it is not considered necessary to indicate this, but sometimes (perhaps especially in the mountains where most movement is either up or down) it is desired to specify that the movement is on the horizontal plane, in which case the action verb is combined with ဃီၤ.

(6) Use of နီၣ်, "particle indicating an instrument to perform the act indicated"

See examples in 19.4(1). As can be seen from the examples, the instrument used for sweeping (ခွဲတၢ်) is called a နီၣ်ခွဲ (broom), an instrument for digging the ground with a pecking motion (ဖျဲတၢ်) is called a နီၣ်ဖျဲ (hoe), and an instrument for pushing things (ဆိၣ်တၢ်) is called a နီၣ်ဆိၣ် (they are not commonly used in Western countries, so you may wish to ask one of the villagers to show you one.) Although a number (နီၣ်ဂံၢ်) may not seem to be an instrument, yet one cannot count (ဂံၢ်တၢ်) without using them. (It is regretted that the wrong spelling of this word was taught in Book I.) Knowing the meaning of this particle will help you if you hear some other word which begins

with နှိပ် and is obviously a noun, because you can be reasonably sure that it indicates something used to carry out the action indicated by the syllable which follows the particle; e.g., if you hear someone refer to a နှိပ်ဆဲး, you can be reasonably sure that the word ဆဲး(တိ) must be the word used to describe the action for which the နှိပ်ဆဲး is used.

(7) Use of ဖြို, "to pass through" and ခံ/ခံဝံ, "to pass to the opposite side, cross over"

See examples in 19.4(2). The word ဖြို means "to pass through," and is used to refer to such things as a road going all the way through or to a road that has been blocked being cleared or to graduating from a school. The word ခံ or ခံဝံ refers to crossing over to the opposite side (e.g., of a street, river or mountain), and when combined with ဖြို, the resulting meaning is "to pass through to the other side," (e.g., to pass through a tunnel to the other side, or pass through one city on the way to another, or pass through a woods to the other side, etc.) This word is also used to mean "by," or "by means of" (e.g., sending a letter by someone else). The word ထူ၍, on the other hand, means to go through something which had no opening beforehand (e.g., a pot wearing thin so that it develops a hole all the way through). To purposely make a hole in something, an action verb such as မာ is used with it (မာထူ၍တိ).

(8) Use of မှဉ်ကနီ, "a young unmarried girl" and ဖိပ်သပ်ခွါ, "a young unmarried man"

See examples in 19.4(3). No matter how young a girl or boy may be, once they have had sexual intercourse (whether willingly or forced), the above terms are no longer used to refer to them. On the other hand, as long as one has never married, these terms are still used for them, although after they get to middle age the word ဖးဒိပ် may be added; i.e., အမှဉ်ကနီဖးဒိပ်. Note that the tone of the last syllable in the term မှဉ်ကနီ is not the same as that used in the word for "Miss" or elder sister (နီ), and that the tone of the first syllable of ဖိပ်သပ်ခွါ is not the same as that used for "child" (ဖိပ်သပ်).

(9) Use of တကးဘဉ်, "not only . . .but also"

See examples in 19.6(1). The expression တကးဘဉ် (or sometimes တကးဒံးဘဉ်) comes at the end of the first clause. If the ဒံး is not included in the expression, it will usually come at the end of the second clause, although occasionally စိုက်ကီး is used instead.

(10) Use of ဘဉ်ဖုး, "lest, by any chance, to happen to do"

See examples in 19.6(2). The English equivalents should enable you to understand the meaning of this expression. Note that the ဘဉ်ဖုး always comes at the end of the verb(s) before the object (if any).

(11) Use of ဝံတိ, "idiomatic exclamatory expression indicating that without the factor indicated the plans or project will fall through and cannot be carried out."

See examples in 19.6(3). This expression is usually an exclamation which immediately follows the learning of some news or happening which vitally affects one's plans and will make it impossible to carry them out. Note the intonation when

this expression is spoken by your teacher or the voice on the audiotape. In rare cases ဝံတၢ် can be used in a non-idiomatic way, as in the last example.. Note the difference in intonation of the ဝံတၢ် in this sentence as compared with the previous 3 examples.

(12) Use of ဘျီ, "to dare to do"

See examples in 19.6(4). There should be no problem in using this verb as long as you remember that if the negative particle တ or the future particle က are used, they will come between the main verb and this verb; e.g., ယလဲၤတဘျီဘၣ်. နအိၣ်တဂၤကဘျီခါ.

19.8 Completion Drill

၁၉.၈ တၢ်တုၤန့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ

Choose an appropriate word from the list on the right and insert it into the blanks in each of the sentences on the left, then read the entire sentence.

သရၣ်-မၤပွၤကွဲၤဖိကွဲၤတၢ်ကတိၤလၢအဖီလၢအံၤလၢစုၣ်တပၤဝံၤ ယုၤထီၣ်တၢ်ကတိၤတဖျါလၢစုၣ်တပၤလၢအကြးဝဲဘၣ်ဝဲ, တၢ်န့ၣ်အံၤဖဲတၢ်လီၤလီၤဟံၣ်ဒီးဖးဒီးကျိၤ. မၤပွၤကွဲၤဖိတဲလိတၢ်ကတိၤကိးကျိၤဒီးဒ်အိၣ်ထံးတကျိၤအံၤအသိးစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်.

- |   |        |
|---|--------|
| ၁. ဟံစီၣ် ဖျးတစီၣ်, ယအဲၣ်ဒီးဖျးထီၣ်တၢ်ဖဲအံၤတတိၤဝံၤ သ့ၣ် | ဃီၤ    |
| လီၤတၢၤသၣ်အထွၣ်ဖိအံၤ.                                    | ဘျီ    |
| ၂. ကျဲဟးဂီၤ, သိလၢသိလ့ၣ်အပူၤတလၢစုၣ်ကိးဘၣ်.               | ချၢ    |
| ၃. ယထံၣ်အဟံလံ. ဘၣ်တဘၣ်အလဲၤဟးဆူတၢ် တဘျး.                 | ဘၣ်ဖျး |
| ၄. ပလဲၤဒီးအခိၣ်လၢကျဲးဒိၣ်ကဂ့ၤတစဲး. အဝဲသ့ၣ်မ့ၢ်ဟဲဃုဒ်ဝဲ  | ဝံတၢ်  |
| ပဒီးန့ၣ် အကျဲကကမၣ်.                                     | နီၣ်   |
| ၅. အဝဲမ့ၢ်ဆိးကုၤန့ၣ်. ပလဲၤတသုလၢဘၣ်. ပှၤဂၤဖဲအံၤအသိ       | တကးဘၣ် |
| လ့ၣ်တအိၣ်နီၣ်တဂၤဘၣ်.                                    |        |
| ၆. မတၢၤဃုၢ် ဆူပအိၣ်အံၤတဂၤလဲၣ်.                          |        |
| ၇. ပကြးဘီးဘၣ်သ့ၣ်ညါသရၣ်လၢအဂ့ၢ်, ဘၣ်ဆၣ်ယလဲၤတဲဘၣ်         |        |
| အီၤတ ဘၣ်.   |        |

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

၁၉.၉ တၢ်မၤလိဘၣ်ဃးတၢ်ကတိၤသကိးတၢ် (တချးသရၣ်သိၣ်လိတၢ်ကတိၤအံၤဒီးဘၣ်န့ၣ် ပှၤကွဲၤဖိကြးန့ၣ်ပၢၢ်တၢ်မၤလိလၢအပူၤကွဲၤဂ့ၤဂ့ၤဘၣ်တစဲး.)

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

(၁) သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖျါအံၤစးထီၣ်လၢအခိၣ်ထံးတုၤလၢအကတၢ်ခံဝီဒီးမၤပွၤကွဲၤဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စုၣ်ကိးပှၤတဲတၢ်အမံၤဒ်သိးပှၤကွဲၤဖိကသ့ၣ်ညါဝဲပှၤမတၢၤတဂၤကတိၤတၢ်လဲၣ်. တုၤ

သရော်ဖူးတက်ကတီးခံဝံလံန့် မပြုကွဲဖိတဲဆာတၢ်သံကွၢ်လၢအပိၣ်လိၣ်ပုၤခံၣ်အတၢ်ကတီးအခံအံၤ. ဖဲပုၤကွဲ ဖိစံးဆာတၢ်အခါ တဘျဉ်မပြုကွဲဖိကွၢ်လၢလံၣ်ပုၤဘျဉ်. ပုၤကွဲဖိစံးဆာတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တဘျဉ်ဘျဉ်ဒီး သ ရှံ ကဘျဉ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝံန့ၣ်. သရော်သံကွၢ်တၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဝံလံန့် တၢ်သံကွၢ်လၢပုၤကွဲဖိစံး ဆာဝဲတဘျဉ်ဒီးဘျဉ်မ့ၢ်အိၣ်န့ၣ် သရော်ကဘျဉ်ဖူးကုၤပုၤခံၣ်အတၢ်ကတီးတဝီကဒီးဝံ သံကွၢ်ကဒီးပုၤကွဲဖိလၢတၢ် သံကွၢ်လၢအတဲဆာတဘျဉ်ဒီးဘျဉ်တဖၣ်တဘျဉ် ဒီးမပြုကွဲဖိစံးဆာဒီး.

- A. ဖိဒိၣ်ခွါဒါ, နမ့ၢ်ကွဲးဆွၢ်န့ၣ်ပုၤလံၣ်ပရၢန့ၣ်, နကဘျဉ်သ့ၣ်ညါပုၤအိၣ်တၢ်လီၤအနီၣ်ဂံၢ်, မ့တမ့ၢ်နလံၣ်ပရၢတတုၤဘျဉ်.
- B. ဒိၣ်ခွါဒါ, နမ့ၢ်တသ့ၣ်ညါပုၤအိၣ်တၢ်လီၤအနီၣ်ဂံၢ်ဘျဉ်န့ၣ်, နဆွၢ်ခီဖျိပုၤလၢနသ့ၣ် ညါအီၤတဂၤအစုပူၤဒီးဖျိစ့ၢ်ကီးလီၤ.
- C. တၢ်မၤ အဒိန့ၣ်န့ၣ်. ယကွဲးအိၣ်သကီးယဝဲၣ်နီၣ်ဝဲၣ်စီတဘျဉ်ဘျဉ်တတုၤဘျဉ်.
- D. တၢ်လံၤခွါဒါ, ယဆိကမိၣ်နဒီးန့ၣ်တၢ်မၤလီၤဖျိတစဲးညါ. လံၣ်ပရၢအဂ့ၢ်နတသ့ၣ်ညါဒီး.
- C. ဖုၤဒါ, တၢ်လၢယၤန့ၣ် ယတကွဲးလံၣ်ပရၢနီၣ်တဘျဉ်ဘျဉ်. လံၣ်ပရၢလၢယဆွၢ်န့ၣ်ယပုၤယဝဲၣ် လၢညါန့ၣ် ယမၤပုၤကွဲးန့ၣ်ယၤကီးဘျဉ်ဒီးလီၤ.
- A. ဖိဒိၣ်ခွါဒါ, ဖါတၢ်ကတဲန့ၣ်, နဖူးလံၣ်မ့ၢ်ဘၣ်လံန့ၣ်, နကဘျဉ်ကွဲးလိအီၤဆွၢ်ဆွၢ်, တ ကးဒီးဘျဉ်, နကဘျဉ်ကွဲးအိၣ်သကီးပုၤလၢလံၣ်ပရၢဆွၢ်ဆွၢ်ဆွၢ်လီၤ.
- B. မ့ၢ်ညါ. ဒိၣ်, ပုၤလၢနကွဲးအိၣ်သကီးအီၤတဖၣ် အဝဲသ့ၣ်ကွဲးဆာကုၤန့ၣ်အါဂၤတဲတၢ်အါ မံၤဒီးမၤအါထီၣ်နတၢ်သ့ၣ်ညါနီၣ်ပၢၢ်ဂုၤမးလီၤ.
- C. မ့ၢ်ဒီး. ဂုၤလံ, စးထီၣ်ခဲအံၤဒီးဆူညါန့ၣ် ယကွဲးကွၢ်ကွၢ်လံၣ်ပရၢတထံၣ်ဒါ.
- D. တၢ်လံၤဒါ, နမ့ၢ်ကွဲးအိၣ်သကီးသရော်, သရော်မ့ၢ်လၢကီၢ်ချူန့ၣ်, နဘျဉ်ကွဲးလီၤတၢ်ဂီၤ ခိၣ်လၢလံၣ်ပရၢအါလီၤ, ကဘျဉ်မ့ၢ်တၢ်ဂီၤခိၣ်လၢအပူၤဒိၣ်တစဲးန့ၣ်လီၤ.
- A. ဖိဒိၣ်ဒါ, ပုၤဟ့ၣ်ကူၣ်န့ၣ်လၢတၢ်ကွဲးလံၣ်ပရၢအဂ့ၢ်ဝံ, နဲနကကွဲးန့ၣ်ဘျဉ်ဖူးထဲပုၤမ့ၢ်က နီၤအလံၣ်ပရၢဒု ဝံတၢ်,
- B. ဒိၣ်ဒါ, မ့ၢ်ဃုၤလီၤခဲကီၢ်လဲၤထီၣ်အိၣ်သခီးသၣ်ခံၣ်မိၣ်.
- C. အါဒါ, ယဲယထီၣ်ဘျဉ်ကသ့ၣ်, ခဲကီၢ်ပကလီၤတဲၣ်ဘျဉ်ဖူးယၢ်.
- D. အုၤအုၤ, အတဲလိၣ်ကွဲးတၢ်ခီလီ. အထီၣ်သ့ၣ်သ့ၣ်, နလဲၤကွၢ်အထီၣ်သ့ၣ်ဖူးဒိၣ်ဖူးထီ လၢအနီၣ်ကစၢ်အဃုးန့ၣ်ညါ, နကွၢ်ဘျဉ်ဒါ.

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

သရော်-ပုၤကွဲဖိစံးဆာတၢ်သံကွၢ်ခဲလၢ်မ့ၢ်ဘၣ်လံန့ၣ် သရော်ကဘျဉ်ဖူးတက်ကတီးလၢအဖိခိၣ်တဖၣ်အံၤ ဒီးမပြုကွဲ ဖိတဲပိၣ်သရော်အခံတဝီ ဝံဒီးမပြုကွဲဖိကဲ "B" ဒီး "D" ဒီးသရော်ကကဲ "A" ဒီး "C". ကတီးလိသကီးတၢ်ကတီး အါဝီတစဲးဒီးသးပုၤကွဲဖိကတဲအတၢ်ကတီးဘျဉ်ဘျဉ်တစဲး. တုၤပုၤကွဲဖိတဲတၢ်ဘျဉ်ဘျဉ်လံန့ၣ် မပြုကွဲဖိကဲကုၤ "A" ဒီး "C" ဒီးသရော်ကကဲကုၤ "B" ဒီး "D."

19.10 Reading and Writing  
၁၉.၁၀ တၢ်မၤလိဖးဒီးကွဲးပုၤကညီကျိၣ်

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

သရော်-မပြုကုန်ဖိစီးပိတ်သရော်အခံတကျီတကျီတဝီဝံ၊ မပြုကုန်ဖိကွဲးလာဒါးတကျီနွှဲခံဝီတင်လီလီဟံ၊ လာခံတနံသရော်ကဘဉ်ကွဲးပပြုကုန်ဖိအတင်ကွဲးသွတ်တဖဉ်အံ၊ မုၢ်အဘဉ်ခေါ၊ ဝံမပြုကုန်ဖိစီးယုသရော်၊ ပပြုကုန်ဖိဖးမုၢ်ကမဉ် သရော်ကဘဉ်ဖးယုပပြုကုန်ဖိတဘျီဒီး.

ပှာဖိပ်သဉ်ခွါတဂနုၢ်ကျးလီပှာမုၢ်ကနီအါဂါအဂါလါအဒါးပှာ.

---

---

နီၣ်ခွဲအိၣ်လါဒါးပှာခံဘိဒီးလါဒါးအချာတဘိ.

---

---

ကျဲအဂုၤဖျိတုလုယတခွါအသဝီဝံ၊ ပကဘဉ်လဲၤခိၣ်ကစၢ်တဖျဉ်လါပခီၣ်.

---

---

ယသါကလဲၤဖဲမုၢ်ဃုၢ်လီၤဘဉ်ဆဉ် ယဖိဟီၣ်ဆုၣ်ဆုၣ်ဒီးယလဲၤတဘျီလါဘဉ်.

---

---

#### 19.10 Listening and Speaking

၁၉.၁၀ တၢ်မၤလိၤကနုၢ်ဒီးကတိၤပှာကညီအကျိၣ်လါပှာကညီအဟံၣ်.

(1) If you have been listening every day to the recording of the expressions for the various actions in connection with brushing your teeth and at the same time carrying out those actions, by now you should have become quite familiar with them and be able to almost hear them in your mind as you carry out the actions without listening to the tape. Now concentrate on trying to say them. Perhaps you can already say them right along with the recording. If not, listen to the first expression, then

pressing down the hold button repeat what you just heard (but if in the recording it says န, change it to ဝ). You may wish to go back and listen to it again several times, each time stopping the tape at the end of the expression to give yourself time to repeat it. Do the same with the next 2 actions (picking up the tube and unscrewing the cap), then skip over to the expression for screwing the cap back on again and the one for putting the tube back down again. When you can say the 5 expressions reasonably fluently (that day or on a succeeding day), then try saying the expressions together *with* the recording. When you are able to keep up with the recording on those expressions, then try saying them without the recording at the same time carrying out the actions.

When you are able to remember them and can say them fairly accurately, ask the person who did the recording to see if you say them right (being sure to carry out the actions as the same time.) If the informant is satisfied, try using the same expressions using a tube of something else and substituting the expression တၢ်အံၤ for the word for toothpaste, and see if the informant accepts what you say as correct. If he/she makes any corrections, make a note of the correction--perhaps the informant is just giving you the name of whatever is in the tube. Later, you might want to try using the expressions with something that is not a tube but has a screw cap, such as a water bottle, and see if the informant will accept them. If other words are given you by the informant, note the difference. Or you will want to try using the words for "take hold of" and for "pick up" and "put down" with many kinds of things. Tell your teacher what you are learning, and talk together using these expressions in various situations. Once you are sure of the use of these expressions, try making other substitutions; for example, asking questions of others using the same verbs. After you have gotten these expression well enough to be able to use them correctly, do the same with some of the remaining expressions in the original recording. It isn't necessary to try to finish it all up in any given length of time. Perhaps some of the actions would not be useful enough to you at this time to make it worth your while to get them well. If so, skip them for the time being. This same method can be used for other activities, such as housework, yard work, dressing and undressing, doing laundry, making something, etc.

(၁) သရၣ်-မၤပုၤကွၢ်ဖိတဲသကိးတၢ်ဒီးပုၤကညီအဂၢၤတဖၣ်ဒ်တၢ်ဟ့ၣ်ကူၣ်လၢအဖီခိၣ်လၢအကျိၣ်ဒ်တဲအသိး.

- (2) Continue to take time to converse with Karens and to listen to them converse with each other. Look back over the new vocabulary and expressions you have learned, then plan and seek opportunities to use them.

(၂) သရၣ်-မၤပုၤကွၢ်ဖိလဲၤဒိၣ်သကိးပုၤကညီဒ်သိးကကတိၤလိတၢ်ကတိၤသ့ၣ်တဖၣ်လၢအမၤလိတုၢ်လဲၤ ဒီးဒ်သိးကကန့ၣ်ပုၤကညီကတိၤသကိးတၢ်.

## 19.12 Cultural Assignment

၁၈.၁၂ တၢ်ဃုသ့ၣ်ညါပုၤကညီအလုၢ်အလၢ်

Continue to work on 16.13.

သရၣ်-တၢ်မၤလိတကတိၢ်အံၤန့ၣ်တဘျီဃးဒီးပုၤကညီကျိၣ်ဘၣ်. ပုၤကွၢ်ဖိကမၤဒ်တဲ.



## LESSON 20--REVIEW

### တၢ်မၤလိ ၂၀--တၢ်ကွၢ်ကဒါက့ၤ

#### 20.1 Basic Sentences and Phrases

၂၀.၁ တၢ်ကတိၤအဒိတဖၣ်

##### (1) Classifiers and Words Used with Classifiers

You have learned two new classifiers in the last 4 lessons' i.e., ပူၤ, "classifier for places," and ကတိၤ, "classifier for periods of time." You have also learned the word တဘျး which has the structure of a classifier but refers to a brief but indefinite period of time rather than to anything which can be counted.

Make a sentence of your own using these 2 classifiers, one sentence for each.

သရၣ်-မၤပၤကွၢ်ဖိဟံးန့ၣ်တၢ်ကတိၤ "ပူၤ" ဒီးသုဃုၣ်ဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်ကတိၤဒီက့ၤ.

မၤကဒီးတဘျီန့ၣ် မၤပၤကွၢ်ဖိဟံးန့ၣ်တၢ်ကတိၤ "ကတိၤ" ဒီးတဲလိအီၤဒ်အခိၣ်ထံးတဖျါအံၤအသး.

##### (2) Noun Phrases

The nouns which you have learned in Lessons 16-19 are listed below in categories to facilitate your review. Read them aloud once, the teacher correcting any mistakes in pronunciation. Make sure that you remember the meaning of each.

သရၣ်-မၤပၤကွၢ်ဖိဟံးယုၤသရၣ်ဒ်အဖီလၢအသးအံၤ. ပူၤကွၢ်ဖိဟံးမ့ၢ်တဘျီတဘျီ သရၣ်ကဘျီဟံးယုၤကဒီးပူၤကွၢ်ဖိ တဝီဒီးမၤပၤကွၢ်ဖိတဲလိသရၣ်အခံတဘျီဒီး.

မုၢ်ကနီၤ	)
ဖိၣ်သုၣ်ခွါ	)
ပုၤဒု	) People:
ကသံၣ်သရၣ်	)
ပဒိၣ်ပပျါ	)
ပသိၣ်	)
အသ့ၣ်	) Parts of body
အကဟး	)
တၢ်ကဘျီ	)
တၢ်ကူးဖးထီ	)
တၢ်ပူၤလီၤ	) Disease and injury
တၢ်ဘျီက့ၤအလီၤ	)
တၢ်ပသိၣ်ဆါ	)
တၢ်ညၣ်ဂၢၢ်	)
မုၢ်ဆါမီ	)
ဆၢကတိၤ	) Time words
အချါ	)
တၢ်ဝံတၢ်ဆုၤ/တၢ်ဟံဝံ	)
စုပၣ်ကီ	)

လံပ်ပရာ/တပ်ပရာ	)
ကတိန်	) Miscellaneous
အကလုကထါ	)
ကိန်/ထံကိန်	)
တပ်ဂီဆိန်	)

### (3) Verbs

(a) Descriptive verbs. In the 1st 4 lessons you have learned 6 new descriptive verbs and a seventh which is a compound of 2 descriptive verbs which you had already learned before, as below:

ယဲ	--	ယဲလီ	လာအယဲ	ယဲနု	ယဲနုအလီ	ယဲယဲ
ထာ	--	--	လာအထာ	--	--	ထာထာ
ဘီ	ဘီထိုင်	--	လာအဘီ	ဘီနု	ဘီနုအလီ	ဘီဘီ
စီစု	--	--	လာအစီစု	--	--	--
ဖုံ	--	ဖုံလီ	လာအဖုံ	ဖုံနု	ဖုံနုအလီ	ဖုံဖုံ
အါနု	--	--	လာအအါနု	--	--	--

ကိန်ဂီ - combination of verbs learned earlier

Read the above expressions line by line, the teacher correcting any mistakes in pronunciation. Then choose one word from each column and make up a sentence of your own one for each one.

သရော်-မပြုကုမိဖေးယုသရော်လာတပ်ကတိလာအစီဆိန်တဖုအံတကျါဘုတ်တကျါ. ပြုကုမိဖေးမုကမုတ်တဖျါတဖျါ, သရော်ကဘုတ်ဖေးယုပြုကုမိတဘျီဒီး. ပြုကုမိဖေးမုဘုတ်ခဲလပ်နု မပြုကုမိယုထာထိုင်တပ်ကတိတဖျါလာအစီထံတဂုဒီးသုယုဒီးအတပ်ကတိဒုတ်ဝဲဒ်သီးကကဲထိုင်တပ်ကတိဒီးကျါ. ဝံဒီးမပြုကုမိဟူးနုကဒီးတပ်ကတိတဂုတဖျါတဂုတဖျါကီးဂုဒီးဒီးသုအီဒ်အံအသီးစထိုင်လာအစီထံတုလာအကတိ. ပြုကုမိတဲတပ်မုတဘုတ်ဘုတ်နု သရော်ကဘုတ်တဲဘုတ်နုကပြုကုမိကဒီးတဘျီ ဒီးမပြုကုမိတဲပိတ်ထွဲသရော်အခဲဒီး.

(b) Action verbs. You have learned 14 new action verbs which take an object (expressed or understood), as follows:

ကီ(တပ်)	သးပုနီ(တပ်)
ရု(တပ်)	ဘီးဘုတ်သုညါ(တပ်)
ဒိ(အဲစရံ)	ကနု(တပ်)/ဒိကနု(တပ်)
ကလိပ်ထိုင်(တပ်)	စု(တပ်)
ထွဲ(တပ်)	ဂံ(တပ်)
နီ(တပ်)	ခီဂံ(တပ်)
သုနီ(တပ်)	ကျး(တပ်)

You have also learned 6 new action verbs which do not take an object, as follows:

ကူး  
သိပ်/သိပ်သဲ  
ဖျိ  
ထူဉ်ဖျိ  
ဃုာ်  
ဟိဉ်

And you have learned 3 helping verbs which are never used alone, but must always be used in combination with some other verb, as follows:

ဃီ  
ဆါ  
ဘဉ်

Read the above expressions line by line, the teacher correcting any mistakes in pronunciation. Then choose one word from each column and make up a sentence of your own one for each one.

သရဉ်-မၤပုၤကွဲၤဖိဖးယုၤသရဉ်လၢတၢ်ကတိၤလၢအခီၣ်တဖၣ်အံၤတကျိၤဘဉ်တကျိၤ. ပုၤကွဲၤဖိဖးမ့ၢ်ကမၣ်တဖျါၣ်ဖျါၣ်, သရဉ်ကဘဉ်ဖးယုၤပုၤကွဲၤဖိတဘျီဒီး. ပုၤကွဲၤဖိဖးမ့ၢ်ဘဉ်ခဲလၢၣ်လံၣ်န့ၣ် မၤပုၤကွဲၤဖိဃုာ်ထီၣ်တၢ်ကတိၤတဖျါၣ်လၢအခီၣ်ထံးတဂ့ၢ်ဒီးသုဃုာ်ဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ. ဝံၤဒီးမၤပုၤကွဲၤဖိဟ့ၣ်န့ၢ်ကဒီးတၢ်ကတိၤတဂ့ၢ်တဖျါၣ်တဂ့ၢ်တဖျါၣ်ကးဂ့ၢ်ဒီးဒီးသုအီၤဒ်အံၤအသးစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်. ပုၤကွဲၤဖိတဲတၢ်မ့ၢ်တဘဉ်ဘဉ်န့ၣ် သရဉ်ကဘဉ်တဲဘဉ်န့ၢ်ကုၤပုၤကွဲၤဖိကဒီးတဘျီ ဒီးမၤပုၤကွဲၤဖိတဲပိၣ်ထွဲသရဉ်အခီၣ်.

#### (4) Interrogative Expressions

You have learned one new interrogative expression; i.e., ဒ်လဲၣ်ဒီလဲၣ်, which is an emphatic form of ဒ်လဲၣ်, meaning "How come?"

Make up a sentence of your own using this expression.

သရဉ်-မၤပုၤကွဲၤဖိဟ့ၣ်န့ၢ်တၢ်ကတိၤ "ဒ်လဲၣ်ဒီလဲၣ်" ဒီးသုဃုာ်ဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ.

#### (5) Idiomatic Expressions

You have learned one new idiomatic expression; i.e., ဝံၤတၢ်, indicating that without the factor mentioned all plans or arrangements will fall through or cannot be carried out.

Make up a sentence of your own using this expression.

သရဉ်-မၤပုၤကွဲၤဖိဟ့ၣ်န့ၢ်တၢ်ကတိၤ "ဝံၤတၢ်" ဒီးသုဃုာ်ဒီးအတၢ်ကတိၤဒုၣ်ဝဲဒ်သးကကဲထီၣ်တၢ်ကတိၤဒီကျိၤ.

#### (6) Particles

In Lessons 16-19 you have learned 2 new particles, as below:

နိဉ် \_ .  
ဒံး \_ ဒံး \_ .

Make up your own sentences using these 2 particles, one sentence for each.

သရော်-မၤပၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်လၢအဖီခိၣ်အံၤဒီးသုယုၣ်ဒီးအတၢ်ကတိၤဒၣ်ဝဲဒံးကကဲထီၣ်တၢ်ကတိၤဒီဖျၢၣ်. တဲလိတၢ်ကတိၤခဲဖျၢၣ်တဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ်အသိးအံၤစ့ၢ်.

## (7) Miscellaneous Expressions

You have learned 8 other expressions which don't fit into any of the above categories, as below:

ဃာ်ဃာ်  
ထီဘိ  
ဒံးသိး/ဒံးသီး  
ကစီဒီ  
သနံကု (2 uses)  
တကးဘၣ်  
ဘၣ်ဖုး  
(အ)ချါ

Read the above expressions aloud, the teacher correcting any mistakes in pronunciation, and make sure that you understand their use. Then using each one in turn, make up sentences of your own.

သရော်-မၤပၤကွဲၤဖိဟံးယုၢ်သရော်လၢတၢ်ကတိၤလၢအဖီခိၣ်တဖျၢၣ်အံၤ. ပၤကွဲၤဖိဟံးမ့ၢ်တဘၣ်ဘၣ်န့ၢ် သရော်ကဘၣ်ဖုးယုၢ်ကဒီးပၤကွဲၤဖိတဝီဝံၤဒီးမၤပၤကွဲၤဖိတဝီဝံၤသရော်အခံတဘျီဒီး. မ့ၢ်ဝံၤန့ၢ်မၤပၤကွဲၤဖိဟံးန့ၢ်တၢ်ကတိၤအခိၣ်ထံးတဖျၢၣ်ဒီးသုယုၣ်အတၢ်ကတိၤဒၣ်ဝဲဒံးကကဲထီၣ်ဒီကျိၤ. မၤပၤကွဲၤဖိတဲလိတၢ်ကတိၤဆူညါတဖျၢၣ်ဘၣ်တဖျၢၣ်ဒ်အခိၣ်ထံးတဖျၢၣ်အံၤအသိးစးထီၣ်လၢအခိၣ်ထံးတဖျၢၣ်လၢအကတၢ်.

## 20.2 Pronunciation Drills

၂၀.၂ တၢ်အသိၣ်လၢအကီတစး

(1) Practice reading the expressions below concentrating on the sounds indicated.

(၁) သရော်-မၤပၤကွဲၤဖိတဲလိသရော်အခံတဝီဝံၤတုၤလၢပၤကွဲၤဖိတဲတၢ်ဘၣ်ဘၣ်တစး.

ဂ  
တၢ်ဂီၤခိၣ်  
ကီၢ်ဂီၤ  
ဂံၢ်နီၣ်ဂံၢ်  
လဲၤခီၣ်  
တၢ်ဂၢ်ခါ  
တၢ်ညၣ်ဂၢ်  
ပဒိၣ်ပဟ်  
သးဖုံ

ဃ  
ဃၢၤလီၤ  
ဟဲဃီၤ  
ဃာ်ဃာ်  
မုၢ်ဃုၢ်လီၤ  
ဃုၢ်ဃၢၤဃၢၤ

အ  
မ့ၢ်ကနီၤ  
ဘၣ်ဖုၤ  
စီၤစုၤ  
အကလုၢ်

- (2) Below are some groups of words each one containing words which are it might be easy to confuse with each other as far as pronunciation is concerned. In (a), (b), and (c) note especially the tones; in (d) and (e) note both the tones and the consonants; and in (f) note the vowels.

(a) နိုဝ်ဖီ  
 နိုဝ်ခွဲ  
 နိုဖး  
 ကျီနိုဝ်  
 သုဝ်နိုဝ်  
 (b) ကိတ်တိတ်  
 ကိခဲ  
 (c) ဝံတ်တိတ်  
 ဝံတ်

(d) ဖိသုဝ်ဟိတ်  
 ပုဟဲဃီ  
 ပဃီအိတ်  
 (e) ဟဲလီ  
 ဃဲလီ  
 (f) တဘျး  
 တဘျး

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

(၃) သရုပ်-မၤပုၤကွဲၤဖိတဲဝိတ်ထွဲသရုပ်အခံ. အခိတ်ထံးတဝီ ဖးထီၣ်အိၤဒ်လၢလံာ်ပူၤအသိး. မၤဒီးတဝီ ဖးအိၤဒ်ပူၤကတၢၢ်ခိတ်ဖိကတၢၢ်တၢၢ်အသိး.

(၁) စ/က  
 စုပင်ကီ  
 စီစု  
 ဒိအဲစရံ  
 စုၢ်အကလုာ်  
 ဂုၤကစီဒိ

(၂) ဆ/ခ  
 ကိတ်ဆိတ်မိတ်ဆိး  
 တဲဆၢကုၤ  
 တၢ်ဝံတၢ်ဆွၢ  
 အဆၢကတီၢ်

(၃) သ/စ  
 အသွံၣ်အထံ  
 ကသံၣ်ကသီ  
 တၢ်ပသိၣ်ဆါ  
 ဖိၣ်သုၣ်ခွဲ  
 သးဖွံဒိတ်မး  
 ကိၤသွံၣ်ကိၤသး

သုန်နီၣ်ထီၣ်က့၊  
သးပုၤနီၣ်တၢ်  
ဘီးဘၣ်သုၣ်ညါ  
တၢ်သီၣ်တၢ်သဲ  
အိၣ်သန့က့  
ဒ်သီးကသုထီၣ်

(၄) ယ/z  
ယံၣ်ယံၣ်ထၢထၢ

(၅) ဝ/vw  
တၢ်ဝံတၢ်ဆှံ  
တၢ်ဟဲဝံ  
ဝံတၢ်လီၤ

(၆) အီး/အီး, အိၣ်/အိၣ်  
ဘီးဘၣ်သုၣ်ညါ  
ဒ်သီးကဟဲ

### 20.3 Command and Response Drills, Completion Drills, Question and Answer Drills

၂၀.၃ တၢ်မၤဒီးတၢ်မၤထွဲ, တၢ်တုၣ်န့ၣ်မၤပွဲၤထီၣ်တၢ်ကတိၤ, တၢ်သုက့ၢ်ဒီးတၢ်စံးဆၢ

Review sections 1.3, 1.5, 1.8, 2.3, 2.4, 2.9, 2.10, 3.3, 3.5, 3.8, 4.3, 4.8, 6.3, 6.5, 6.7, 7.3, 7.4, 7.6, 7.9, 8.3, 8.8, 9.5, 9.8, 11.3, 11.8, 12.5, 12.7, 13.3, 14.3, 14.5, 14.8, 16.3, 16.5, 16.9, 17.3, 17.4, 17.6, 18.3, 18.5, 19.3, 19.5 and 19.8.

သရၣ်-ကွၢ်ကဒါက့၊ ၁၆.၃, ၁၆.၅, ၁၆.၉, ၁၇.၃, ၁၇.၄, ၁၇.၆, ၁၈.၃, ၁၈.၅, ၁၉.၃, ၁၉.၅, ဒီး ၁၉.၈.

### 20.4 Vocabulary

၂၀.၄ တၢ်ကတိၤလၢအကဲဘျးတဖၣ်လၢပုၤကွၢ်ဖိမၤလိတၢ်လံၤလၢလံၣ်ခဲဘၣ်တဘျီအံၤအပူၤ

Look in the appendix at the Karen-to-English Vocabulary List and see if there are any words which you have forgotten. If so, as a review turn back to the lesson where they were introduced and review the pattern sentences and phrases using them. (Note: It is planned to compile the complete Vocabulary List from *Say It in Karen* Books I, II, and III, both Karen-to-English and English-to-Karen, into a single bound booklet, which will be available from the TBMF office for a minimal price. Although it will not contain vocabulary which you have not been introduced to in these 3 volumes, yet it may still be useful as a reference "dictionary."

သရၣ်-ဖဲတၢ်မၤလိ ၂၀ အံၤအလီၢ်ခဲအံၤ တၢ်ဂ့ၢ်သုၣ်တဖၣ်အိၣ်ဝဲလၢပုၤကွၢ်ဖိတနီၤကအဲၣ်ဒီးသုၣ်ညါအီး ဒီးလၢအကျါန့ၣ်တၢ်ကတိၤခဲလၢလံၣ်လၢပုၤကွၢ်ဖိန့ၢ်မၤလိအီးလၢလံၣ်ခဲဘၣ်တဘျီအံၤအပူၤန့ၣ်အိၣ်ပာ်ဖျိၣ်အသး. မၤပုၤကွၢ်ဖိကွၢ်တၢ်ကတိၤသုၣ်တဖၣ်အံၤတဖျါၣ်ဘၣ်တဖျါ မ့ၢ်အသုၣ်နီၣ်ထီၣ်က့အခီကညီကီးဖျါၣ်ဒီးခါန့ၣ်. တၢ်ကတိၤမ့ၢ်အိၣ်တဖျါၣ်ဖျါၣ်လၢပုၤကွၢ်ဖိသးပုၤနီၣ်အီးန့ၣ် ဟ့ၣ်ကူၣ်ပုၤကွၢ်ဖိသးကကွၢ်ကဒါက့တၢ်ကတိၤအဒိလၢတၢ်မၤလိအဝဲန့ၣ်အပူၤလၢအသုတၢ်ကတိၤလၢပုၤကွၢ်ဖိသးပုၤနီၣ်အီးတဖၣ်န့ၣ်.

### 20.5 Listening and Speaking

၂၀.၅ တၢ်မၤလိာ်ကနဉ်ဒီးကတိၤပုၤကညီၤကျိာ်လၢပုၤကညီၤအဟံၣ်

Review the new vocabulary which you have learned in 16.12, as well as any expression which you have been learning to use as in 19.10.

သရၣ်-ကွၢ်ကဒါက့ၤတၢ်ကတိၤအသီၤလၢပုၤက့ၤဖိဃုသ့ၣ်ညါဒ်ဝဲဖဲအမၤလိာ် ၁၆.၁၂ ဒီး ၁၉.၁၀ အခါ.

## 20.5 Conversation Practice

၂၀.၅ တၢ်မၤလိာ်ဘၣ်ဃးတၢ်ကတိၤသကိးတၢ်

- (1) Review the conversations in 1.9, 2.11, 3.9, 4.5, 4.9, 6.9, 7.10, 8.5, 8.9, 9.3, 9.9, 11.3, 11.8, 12.5, 12.7, 13.3, 14.3, 14.5, 14.8, 16.7, 16.10, 17.9, 18.6, 18.9, and 19.9. After going through each one once with you and your teacher taking the parts indicated, close the book and using the same general idea of the conversation and taking the parts of the same characters, carry on your own conversation, changing and expanding it within the limits of your vocabulary.

(၁) သရၣ်-ကွၢ်ကဒါက့ၤ ၁၆.၇, ၁၆.၁၀, ၁၇.၉, ၁၈.၉, ဒီး ၁၉.၉. တၢ်မၤလိာ်သ့ၣ်တဖၣ်အံၤတတိၤဒီးတတိၤန့ၣ် ဖးသကိးအိၣ်တဝီၣ်ဒီး မၤပုၤက့ၤဖိကးဘၢဃၢ်အလံာ်.

ကတိၤသကိးတၢ်ဒ်အိၣ်အိၣ်ဝဲအသိးဘၣ်ဆၣ်လဲလိာ်တၢ်ကတိၤ တနီၤဒီးမၤအါထီၣ်တၢ်ကတိၤတသ့ဖဲအသ့.

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

(၂) သရၣ်ကဘၣ်ဖးတၢ်ကတိၤသ့ၣ်တဖၣ်အံၤစးထီၣ်လၢအခီၣ်ထံးတုၤလၢအကတၢ်ခဲဝီၣ်ဒီးမၤပုၤက့ၤဖိကန့ၣ်. ဖဲသရၣ်ဖးအခါ သရၣ်ကဘၣ်ဖးထီၣ်စ့ၢ်ကိးပုၤကတိၤတၢ်အမံၤဒ်သိးပုၤက့ၤဖိကသ့ၣ်ညါဝဲပုၤမတၢ်တၢ်ကတိၤတၢ်လဲၣ်. တုၤသရၣ်ဖးတၢ်ကတိၤခဲဝီၣ်လဲၣ်န့ၣ် မၤပုၤက့ၤဖိတဲဆၢတၢ်သံကွၢ်လၢအပိာ်လိာ်ပုၤခဲၤအတၢ်ကတိၤအခံအံၤ. ဖဲပုၤက့ၤဖိစံးဆၢတၢ်အခါ တဘၣ်မၤပုၤက့ၤဖိကွၢ်လၢလံာ်ပုၤဘၣ်. ပုၤက့ၤဖိစံးဆၢတၢ်သံကွၢ်တကျိၤကျိၤမ့ၢ်တ ဘၣ်ဘၣ်ဒီးသရၣ်ကဘၣ်မၤနီၣ်ဃၢ်တၢ်သံကွၢ်အဝဲန့ၣ်. သရၣ်သံကွၢ်တၢ်သံကွၢ်ခဲလၢာ်မ့ၢ်ဝံၤလဲၣ်န့ၣ် တၢ်သံကွၢ်လၢပုၤက့ၤဖိစံးဆၢဝဲတဘၣ်ဒီးဘၣ်မ့ၢ်အိၣ်န့ၣ်. သရၣ်ကဘၣ်ဖးကုၤပုၤခဲၤအတၢ်ကတိၤတဝီၣ်ကဒီးဝံၤသံကွၢ်ကဒီးပုၤက့ၤဖိလၢတၢ်သံကွၢ် လၢအတဲဆၢတဘၣ်ဒီးဘၣ်တဖၣ်တၢ်ဒီးမၤပုၤက့ၤဖိစံးဆၢအိၣ်.

A. ဒိၣ်ဧၤ, ယတသ့ၣ်ညါလီၤတၢ်လၢနဖိအိၣ်ပွဲၤဂၤလဲၣ်.

B. ယဖိအိၣ်ဃုၤဂၤဧၤ, ဒိၣ်. အပိာ်မ့ၢ်သၢဂၤ, အပိာ်ခွါသၢဂၤ. နဲမိၣ်.

A. ယဲယတၢ်အိၣ်လွံၤဂၤခီလီမၤ. ယတၢ်အပိာ်ခွါသၢဂၤ, အပိာ်မ့ၢ်တဂၤ.

B. အန့ၣ်နတၢ်ထီၣ်ပုၤတဂၤလဲၣ်ဧၤ.

A. အုၣ်, ထီၣ်ပုၤတဂၤလဲၣ်. နဲမိၣ်.

B. ယဲယတၢ်ထီၣ်ပုၤအပိာ်မ့ၢ်ခဲၤ, ပိာ်ခွါတဂၤ, အနီၢ်သဘျၢအိၣ်ဒံးသၢဂၤဒံး. ဒိဒိၣ်လီၤတၢ်လီၤဒီးသးတဘျီမိၣ်.

A. ဒိဒိၣ်ဒိဒိၣ်လဲၣ်. နဖိကွၢ်ယဖိဘၣ်ကဂ့ၤဧၤ.

B. အါဒါ, အိၣ်ဒံးမၤ တပၤသၢဂၤညါ, ကွၢ်ဝဲတဂ့ၤတဂၤ ကဂ့ၤကၣ်တဂၤဂၤညါ.

A. နဖိအိၣ်တုၤဒံးသၢဂၤန့ၣ်, အမၤလိာ်တၢ်လၢက့ၤပုၤလီၤ.

B. အါဒါ, ယဖိခွါခဲအံၤအဝဲကဲတၢ်သ့ၣ်တၢ်ဖျးအကိၤသရၣ်တဂၤ. ယဖိမ့ၢ်တဂၤန့ၣ်ကဲသ

A. လါ, ဒါ, နဲတဂါနမါတၢ်သ့,ဒိၣ်. ယဲဒၣ်န့ၣ် ယဖီခွါလၢအမါအိၣ်လံတဂါန့ၣ်, အဝဲမၤအိၣ်သ့ၣ်အတၢ်မၤ. အပျီၣ်ကဒီးတဂါန့ၣ်, အဝဲကဲဆၣ်ဖိကီၢ်ဖိအကသံၣ်သရၣ်. မၤဒီးသၢဂၤတဂါန့ၣ်, အဝဲမၤတၢ်လၢတၢ်မၤကွၢ်ပှၤသ့ၣ်ပှၤထံလၢတဆါဟံၣ်. မ့ၢ်ယဖီမ့ၢ်သဒါတဂါန့ၣ် အဝဲစးထီၣ်ကဲက့ၣ်သရၣ်မ့ၢ်တနံၣ်ညါအံၤလီၤ.

B. အါလါလါ, ဒိၣ်ဧၤ, နဲနမၤတၢ်သ့န့ၣ်ယၤတစးဒဲးမၤ. ပမ့ၢ်ဒီဒိၣ်လီၤပသးဒု, တၢ်တဲအါတဲၣ်တၢ်အလီၤတအိၣ်မၤ.

၁. B တကယ့်အထိခံလျာအိပ်ပွဲလေလဲ. အဝီမုန့်အိပ်ပွဲလေ, အဝီခွါပွဲလေလဲ.
၂. A တခီအထိအိပ်ပွဲလေလဲ. အဝီမုန့်အိပ်ပွဲလေ, အဝီခွါအိပ်ပွဲလေလဲ.
၃. A အထိ ၄ ဂါအကျါန့ၣ် ထီၣ်ပှါလံဝဲလေလဲ.
၄. B အထိ ၆ ဂါအကျါတခီ ထီၣ်ပှါလံပွဲလေလဲ.
၅. အဝဲသ့ၣ်ခံဒုၣ်ကဒီဒိၣ်လီၤအသးန့ၣ် မိၣ်ပာ်ခံခီလၢၣ်ကဘၣ်ဘၣ်အသးအမဲၣ်ညါ မတၢကဘၣ်ဘၣ်အသးဒံးလဲ.
၆. B အထိလၢအအိၣ်သဘျ ၃ ဂါအကျါန့ၣ် မၤလိဒံးတၢ်လၢကီၣ်ပွဲလေလဲ.
၇. B အထိအဂၢခံဂၤမၤအိၣ်တၢ်မၤဒ်လဲ.
၈. A ဒီး B အထိလၢအထီၣ်ပှါလံတဂၢန့ၣ် မၤအိၣ်တၢ်ဒ်လဲ.
၉. အထိလၢအအိၣ်သဘျ ၃ ဂါန့ၣ် မၤအိၣ်တၢ်ဒ်လဲ.
၁၀. ဒီး မုၢ်ဒီဒိၣ်လီၤအသးန့ၣ် ပှါတဲအါတဲစ့ၤတၢ်အလီၢ်ကအိၣ်ခါ. ဘၣ်မနုၤလဲ.

သရော်-ပုဂံကိုဖိစီးဆဲတော်သကဲ့ဝဲလင်မုၢ်ဘၣ်လံၣ်န့ၣ် သရော်ကဘၣ်ဖးတၢ်ကတိၤလၢအဖီခိၣ်တဖၣ်အံၤ ဒီးမၤပုဂံကို ဖိတဲတိၣ်သရော်အခံတဝီ ဝံဒီးမၤပုဂံကိုဖိကဲ **"B"** ဒီးသရော်ကကဲ **"A."** ကတိၤလိသကီးတၢ်ကတိၤအါဝီတစဲဒ်သီး ပုဂံကိုဖိကတဲ **"B"** အတၢ်ကတိၤဘၣ်ဘျူဂၤတစဲ. တုၤပုဂံကိုဖိတဲတၢ်ဘၣ်ဘျူဂၤလံၣ်န့ၣ် မၤပုဂံကိုဖိကဲကုၤ **"A"** ဒီး သရော်ကကဲကုၤ **"B"** ဝံ တဲလိကဒီးအါဝီတစဲ. တုၤပုဂံကိုဖိတဲတၢ်ဘၣ်ဘျူဂၤလံၣ်န့ၣ် ကတိၤလိသကီးတၢ်ကတိၤ တဘျီ ဘၣ်ဆၣ်အအံၤတဘျီန့ၣ်သရော်မုၢ်ဂုၤပုဂံကိုဖိမုၢ်ဂၤကဘၣ်လဲကတိၤပုၤဖျၢၣ်ပုၤဖျၢၣ်ဆူတၢ်ကတိၤအ ဂၤလၢပုဂံကိုဖိမၤလိတုၢ်လံဝံန့ၣ်လီၤ. တဲလိသကီးတၢ်ဒ်အံၤအသီးကီးနံဒီးဆုညါစၢသီအတီၢ်ပုၤ.

- 274



တၢ်အဒိအံၤ. ဖဲပုၤကွဲၤဖိတဲယုၤသရၢ်အခါန့ၣ် တဘၣ်မၤပုၤကွဲၤဖိကွၢ်လီၤအလံာ်ပုၤဘၣ်. ဘၣ်ဆုၣ်ပုၤကွဲၤဖိအခဲဆဲး မ့ၢ်အိၣ်တခီန့ၣ် မၤအဒိန့ၣ်အကလုာ်လၢခဲဆဲးအပူၤ. ဒီးတုၤမ့ၢ်လၢပုၤကွဲၤဖိတဲတၢ်ကတၢၢ်လံာ်န့ၣ် မၤအကန့ၣ်က့ၤအေ ကလုာ်လၢခဲဆဲးပူၤန့ၣ်. ဖဲပုၤကွဲၤဖိကန့ၣ်က့ၤအေကလုာ်အခါန့ၣ် ပုၤကွဲၤဖိတဲတၢ်မ့ၢ်ကမၣ်တပူၤန့ၣ် သရၢ်ကဘၣ် တဲန့ၣ်က့ၤပုၤကွဲၤဖိ. ပုၤကွဲၤဖိအခဲဆဲးမ့ၢ်တအိၣ်ဘၣ်ဒီး ဖဲပုၤကွဲၤဖိတဲတၢ်အခါန့ၣ် ပုၤကွဲၤဖိမ့ၢ်တဲကမၣ်တၢ်ကတၢၢ်အေ သီၣ်တဖျၢၣ်ဖျၢၣ်မ့ၢ်ဂ့ၤ မ့ၢ်တဲတၢ်ကတၢၢ်တဘၣ်ဂ့ၤဘၣ်ကျိၤတတီၤတီၤမ့ၢ်ဂ့ၤ သရၢ်ကဘၣ်ကွဲးနီၣ်ဃာ်ဝဲ. တုၤပုၤ ကွဲၤဖိတဲတၢ်ကတၢၢ်လံာ်န့ၣ် သရၢ်ကဘၣ်တဲဘၣ်န့ၣ်က့ၤပုၤကွဲၤဖိလၢတၢ်ကတၢၢ်လၢအတဲကမၣ်ဝဲသ့ၣ်တဖၣ်ဒီးမၤပုၤ ကွဲၤဖိတဲတၢ်ကတၢၢ်လံာ်န့ၣ် သရၢ်ကဘၣ်ကွဲးနီၣ်ဃာ်ဝဲ. ဝံၤဒီးသရၢ်ကဘၣ်ကွဲးနီၣ်ဃာ်ဝဲဒီးဒီးပုၤကွဲၤဖိမ့ၢ်သ့ကမၣ်တၢ်ကတၢၢ် တဖျၢၣ်ဖျၢၣ်န့ၣ် သရၢ်ကဘၣ်န့ၣ်က့ၤပုၤကွဲၤဖိ.

- (4) It is strongly recommended that upon completion of this book you have an evaluation made of your progress in learning to speak the Sagw Karen language. The recommended procedure is for you to carry on a conversation in Sgaw Karen for 5 minutes, this time with a Karen whom you do not know or at least with whom you do not usually have occasion to converse. You and the person with whom you will converse should not discuss ahead of time about what you will say. You can each ask the other questions or you can tell about anything of interest, but you should do most of the talking, so that it can be evaluated. You should take the initiative in the conversation. It is better that you not rehearse what you will tell about. However, practice talking with your teacher and with other Karens again and again so that you can talk about various subjects. During the test conversation, if the person with whom you are talking uses a word which you do not know, you can ask in Karen what it means and/or for examples of how it is used. After you have recorded the conversation, the tape should be given to 3 other Karens to listen to one after the other so that each one can evaluate your level of ability in Karen using the evaluation form in the appendix. (It is in both English and in Karen.)

(၄) သရၢ်-တဲဘၣ်ပုၤကွဲၤဖိလၢအဲသ့ၣ်မၤလိလံာ်တဘၣ်အံၤမ့ၢ်ဖျိလံာ်န့ၣ် အဲသ့ၣ်ကဘၣ်မၤကွၢ်လီၤကွၢ်အသးဒီးသး အဲသ့ၣ်ကသ့ၣ်ညါဝဲလၢမ့ၢ်အဲသ့ၣ်ကတၢၢ်ပုၤကွဲၤဖိအကန့ၣ်ဘၣ်ဆဲးအါလဲလဲ. တၢ်မၤကွၢ်လီၤကွၢ်အံၤမ့ၢ်ဝဲပုၤကွဲၤ ဖိကဘၣ်ကတၢၢ်တၢ်ဒီးပုၤကွဲၤဖိအဂၤတဂၤလၢအဲသ့ၣ်တကတၢၢ်ညါန့ၣ်တၢ်ဒီးအံၤဘၣ်န့ၣ် ယဲၤမံနဲ. တၢ်လၢယဲၤမံ နဲအတီၢ်ပုၤအံၤပုၤကွဲၤဖိကဘၣ်သ့ၣ်န့ၣ်အကလုာ်လၢခဲဆဲးအပူၤ. ပုၤကွဲၤဖိကဘၣ်သံကွၢ်တၢ်တဘျီဘျီဒီး ပုၤတဂၤန့ၣ် ကသံကွၢ်တၢ်တဘျီဘျီ ဒီးပုၤခံၤလၢကကတၢၢ်သကးတၢ်, ဘၣ်ဆုၣ်ပုၤကွဲၤဖိကဘၣ်ကတၢၢ်တၢ်အါန့ၣ်ပုၤအဲတ ဂၤန့ၣ်. ပုၤကွဲၤဖိမၤကွၢ်လီၤအသးမ့ၢ်ဝံၤလံာ်န့ၣ် ဟံးန့ၣ်ခဲဆဲးလၢအဒိန့ၣ်ဘၣ်ပုၤကွဲၤဖိဒီးအဲတဂၤကတၢၢ်သကးတၢ်အ သီၣ်အံၤ ဒီးမၤပုၤကွဲၤဖိအဂၤသၢကန့ၣ်ကွၢ်တဂၤဝံၤတဂၤ ဒီးစံၣ်ညါဝဲမ့ၢ်ပုၤကွဲၤဖိတဂၤဒီးတဂၤန့ၣ်မ့ၢ်အဲသ့ၣ်က တၢ်ဒီးန့ၣ်ပုၤကွဲၤဖိကျိၣ်ဘၣ်ဆဲးအါဆဲးစၢလဲ. (တၢ်သံကွၢ်ကွၢ်တၢ်အဒိအိၣ်ဝဲလၢတၢ်မၤလိ ၂၀ အံၤအလီၢ်ခဲ န့ၣ်.) ပုၤကွဲၤဖိမ့ၢ်မံးရှၢၣ်န့ၣ်ဘၣ်ဃး ထံ ဘံ အဲမံ အဲမံ (T.B.M.F.) ဒီး, မံးရှၢၣ်အပူၤဟ့ၣ်ကူၣ်တၢ်ဘၣ်ဃးတၢ် မၤလိကျိၣ်တဂၤန့ၣ်ကမ့ၢ်ပုၤသးကျဲၤပုၤသၢကန့ၣ်ကွၢ်ပုၤကွဲၤဖိအတၢ်ကတၢၢ်လၢခဲဆဲးအပူၤ.)

20.7 Cultural Assignment

၂၀.၇ တၢ်ဃုသ့ၣ်ညါပုၤကွဲၤဖိအလုာ်အလၢ

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 gardens, gathering, and non-medicinal plans.

The Cultural Assignments 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 have been adapted in these 3 books with

their kind permission. Altogether there are 70 such assignments (although every 5th one is a review). You have been taken up through Assignment 16 (omitting the reviews) in these volumes. It is planned to make the complete list available to you under separate cover at minimal expense, and you are encouraged to get it and to continue to work on gathering information on the various aspects of the culture of the Karen people.

သရော်--တၢ်မၤလိတကတီၢ်အံၤန့ၣ်တဘျီဃးဒီးပုၤကညီအကျီၣ်ဘၣ်. ပုၤကိၣ်ဖိကမၤဒၣ်ဝဲ.

## 20.8 Suggestions for Further Study

၂၀.၈ တၢ်ဟ့ၣ်ကူၣ်ဟ့ၣ်ဖးဘၣ်ဃးတၢ်မၤလိဆူညါအဂီၢ်

This book is the last of the *Say It in Karen* series. Hopefully, you have now learned most of the grammatical structures and much of the vocabulary that you will need for general situations. From now on you will want to work especially on the expressions needed for the particular area of your field of work (e.g., evangelism, Bible teaching, health and medical work, agriculture, education, etc.), but you should continue also to broaden your vocabulary and knowledge in other areas of life as well. Below are a few suggestions concerning methods of study as well as suggestions concerning literature available in Sgaw Karen.

### (1) Suggestions concerning methods of study

(a) Actual participation in an activity. This is one of the best ways of learning the language. Listen to directions given and note gestures which help indicate what is expected as well as how others respond. The chances are that some expressions will be used over and over, and hearing them in an actual context will help fix their meaning in your mind. Don't bog things down by asking too many questions at the time; rather participate as you can, and observe, making notes at the time or as soon afterwards as possible, and then ask questions or discuss what you observed with one of the leaders or some of the participants at a more leisurely time. Suggested activities--spiritual retreats, social affairs (especially where games are played), village trips, planting or reaping paddy or other crops, weaving, basketry, etc.

(b) Observing what people do, taking notes (and possibly photos), then asking questions later to clarify what was being done and why and getting pertinent vocabulary. Suggested occasions--the preparation of food for feeding a large group, as at an association meeting or leadership training retreat; the building of a village house, a religious ceremony or celebration, a wedding, feeding the pigs and chickens, taking the cows and/or water buffaloes to graze, fishing, etc.

(c) Getting vocabulary for steps in a procedure as you did when learning about brushing your teeth in 18.11 and 19.10. Review other suggested topics for this type of learning suggested in 19.10.

(d) Discussions with Karen leaders and/or local villagers. These may be about some aspect of their lives, about customs, happenings, things that you don't understand,

their perceived needs and things that they might do to help alleviate things for themselves without outside help, or just showing an interest in them as people.

(e) Sample conversations. Get the teacher or someone else to write out an imaginary conversation about some topic, similar to those in the Conversation Practice sections near the end of each lesson in *Say It in Karen*. Then go back and underline all the words and expressions you don't know, ask for the meaning and/or examples of how the words are used, similar to the Pattern Sentences in *Say It in Karen*. Get them recorded, as well as the conversation, so that you can listen to them over and over again, and then make it a point to try to use the new expressions in actual situations as much as possible.

(f) Studying the Bible. Even though the concepts in the Gospel of John and I, II, and III John are often deep, yet these books are written with the simplest everyday vocabulary of any of the books of the Bible. Of course, you will already know or can get the meaning of the passages from an English translation of the Bible; but in order to incorporate the new expressions into your repertoire, so to speak, you will want to get many other examples of the use of each expression in everyday situations, and then try to use them as much as you can. Most Christians still prefer the translation of the Bible made by early missionaries in Burma because it is considered to be the authentic (or at least traditional) translation to be used for worship and Bible study, but it is not always easy to understand. For your purpose of getting the language, you may find it helpful to compare this translation with the 2 newer translations of the New Testament, called တၢ်သးခွအကစၢ်လၢဆၢကတၢၢ်ခဲအံၤအၤဂီၢ် and လံာ်တၢ်အၢၣ်လၢလီၤအသီဒီး ထါးထီၣ်ပတြၢၤလၢခွခါအကျိၣ်. Both of these are available from the Thailand Karen Baptist Convention (TKBC--Northern Baptist Office, Box 95, 47 Tung Hotel Road, Soi 3).

(g) Study available literature in your field of interest. (See list of source materials at the end.)

(h) Study folk legends, sermon illustrations, etc. You may be able to make recordings when they are being told, or you may want to study some that have been put into writing or have been recorded by others, or you may be able to get someone to write them out for you. (Note: The legends were originally told in poetical form and there may still be some older villagers who can recite them. However, it is much more difficult to understand the poetry than legends in prose form; so it is best to try to get them to tell you the gist of the legends in story form. Later, when you are more advanced, you may wish to study some of the poetry, although it no longer plays a very important part in Karen culture in most places.

(i) Study the topics in the Cultural Assignments, this time discussing the topics with Karens in their own language and getting the expressions pertinent to the topic. You will probably want to review and develop the ones you have already taken notes on in English. Then get the complete list of Cultural Assignments from the TBMF

office (form which you got the *Say It in Karen* language materials), and study the remaining topics.

(j) Work on a project (e.g., preparing a devotional or sermon, or story, or the directions for a game, or for a handwork project, or a lesson or workshop session in connection with your work.

Note: In all of the above and any other types of study you do, keep the following bits of advice in mind.

(1) As far as possible, practice using the new expressions that you learn over and over again so that you won't forget them.

(2) Try to learn to think the way the people do, and use illustrations that they can easily identify with. One of the biggest mistakes that foreigners tend to make is to think up a message or story in English and then try to translate it into Karen. Even if you get the vocabulary and grammar correct, it may still not be very meaningful to the people if it is presented in terms of the way you think in your own language, or if it refers to things or situations with which they are not familiar. Follow Jesus' example--draw lessons from things that happen where you and the people are or from things that they see everyday.

(3) Do not ask the Karens why they say things the way they do. They will probably not know the answer since they have never studied their language but just picked it up from hearing it. Rather, ask for many examples of the way it is used; then be a detective and gradually you will be able to figure it out.

(2) Suggested Sources of Literature and Cassettes in Sgaw Karen

(a) Thailand Karen Baptist Convention (Northern Baptist Office, Box 95, 47 Tung Hotel Road, Soi 3, Chiang Mai)--Bible, New Testaments in 3 translations, Bible story readers for new literates, Karen hymnal, and a few other booklets on assorted topics. The Christian Education department has children's Sunday School lessons, and perhaps other materials as well (Daily Vacation Bible School materials?). The Educational Resource Center at the Center for the Uplift of the Hill Tribes (CUHT), at Huay Kaew, has a fairly wide variety of booklets, including Karen Theological Education by Extension book, helps for pastors, etc. If the agricultural department is still active, it may be that they will have some literature in connection with their work.

(b) The Health Project for Tribal People ( ) has literature on the prevention of AIDS and care of patients with AIDS which is illustrated and has been pretested to be sure that people understand it; so there will be some general health information which may be helpful. The literature is free. If you can find a copy of the Karen translation of *Where There Is No Doctor*, this would be a good source book for health and medical vocabulary. It is now out of print.

(c) The Overseas Missionary Fellowship (OMF--35/1 Doi Saket KaoRoad, Chiang Mai) has primers and some other materials available, but they are not usually kept in Chiang Mai but rather in the Omkoi area where their Karen work is.

(d) Summer Institute of Linguistics ( ) has about 100 booklets in Sgaw Karen, including primers, folk legends, and a number of other topics.

(e) Voice of Peace Studios ( ). They have quite a few music tapes and also a few tapes of discourses and sermons in Sgaw Karen. The one on the devil is very good (called မုဉ်ကီလိန်). Voice of Peace can also inform you as to the station and time of the FEBC daily broadcasts in Karen.

(f) It would be very helpful if you could find one of the older missionaries who has a Karen-to-English dictionary which could be passed on to you. No copies have been reprinted since World War II, and very few copies are still in use.

## Appendix

	Page No.
1. Sample Evaluation Form--English . . . . .	281
--Karen. . . . .	284
2. Vocabulary List--Karen to English. . . . .	288
3. Vocabulary List--English to Karen. . . . .	304
4. Index to Word Usage and Grammar . . . . .	335



# 1. Sample Evaluation Form

The language proficiency interview is unlike most tests in that it does not yield a numerical score based on the number of questions answered correctly. Rather, the results of the interview are reported on the basis of discrete categories of overall performance.

## Proficiency Description

(Directions: The evaluator should circle the number in each category which he/she feels best describes the level of proficiency of the student at this time based on the taped conversation.)

### Pronunciation and Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult; requires frequent repetition.
3. 'Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked 'foreign accent' and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but could not be taken for a native speaker.
6. Native pronunciation, with no trace of a 'foreign accent'.

### Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

### Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
5. Professional vocabulary broad and precise general vocabulary adequate to cope with complex practical problems and varied social situations.



6. Vocabulary apparently as accurate and extensive as that of an educated national speaker.

### Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

### Comprehension

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him/her, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him/her, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

### Scoring

(Directions: The evaluator should look at the weighting table below and write the appropriate score for each category in the blank space at the right-hand side. The row of numbers in ( ) refers to the numbers that the evaluator circled in the proficiency description above. It can be seen that the importance of the various categories differs; e.g., a (3) in Pronunciation and Accent is given a comparative weight of "2" whereas a (3) in Grammar is given a comparative weight of "18." In some cases the evaluator may want to give a score that is "in-between" two of the scores in the table below; e.g., if the evaluator feels that the student's competence in Grammar is about midway between description 3 (Frequent errors showing ...) and description 4 (Occasional errors showing ...), he/she might give a weighted score of 21 for Grammar, rather than 18 or 24. After writing in the score for each category, add the scores up and write the total in the space provided.

### Weighting Table

<u>Proficiency Description</u>	<u>(1)</u>	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>(5)</u>	<u>(6)</u>	
Pronunciation and Accent	0	1	2	2	3	4	_____
Grammar	6	12	18	24	30	36	_____
Vocabulary	4	8	12	16	20	24	_____
Fluency	2	4	6	8	10	12	_____
Comprehension	4	8	12	15	19	23	_____
					Total		_____

(Note: It should be realized that the score resulting from the student's evaluation at the end of Book I was probably higher than the student's true proficiency level due to the fact that the conversation was carried on with the teacher, who made an effort to stay within the vocabulary and sentence structures which the student had studied and who was accustomed to understand the student's speech. The score resulting from the evaluation at the end of Book II was probably more accurate since the student carried on a conversation with someone other than the teacher, yet it was with someone with whom he/she had frequently conversed already in the past. At the end of this book, Book III, the student is expected to carry on a conversation with someone with whom he/she does not usually carry on a conversation, and the evaluation of that conversation will result in a score that will still more accurately indicate the student's true proficiency level.)

## တၢ်မၤကွၢ်အဒိ

တၢ်မၤကွၢ်ဘၣ်ဃးတၢ်မၤလိပုၤအကျိၣ်န့ၣ် တၢ်သိးဒီးတၢ်မၤကွၢ်အဂုၤအဂၤဘၣ်. ပုၤကိၣ်ဖိကတိၤဝဲဘၣ်ဆံးအါ  
ဆံးအါန့ၣ်  
တဘၣ်ဒူးန့ၣ်လၢအဖိး\* လၢအန့ၣ်ဘၣ်ဝဲလၢသရၣ်အတၢ်သံကွၢ်ဒီးပုၤကိၣ်ဖိအတၢ်စံးဆၢဘၣ်. မ့ၢ်တခီ ကွၢ်လၢ  
ပုၤကိၣ်ဖိအ  
တၢ်သ့တၢ်ဘၣ်ဒၣ်ဝဲ ဒ်လၢတၢ်မၤကွၢ်ယဲၢ်မံၤလၢအဖိလၢအသိးအံၤ.

### တၢ်ပာ်ဖျါထီၣ်ပုၤတဂၤဒီးတဂၤအတၢ်သ့တၢ်ဘၣ်

တၢ်မၤကွၢ်ယဲၢ်မံၤလၢအဖိလၢအသိးအံၤဘၣ်တၢ်နီၤဖးအီၤ ၆ ကျိၤ စးထီၣ်လၢပုၤကိၣ်ဖိလၢအနးကတၢၢ်တုၤလၢပုၤကိၣ်ဖိ လၢအသ့  
ကတၢၢ်. ပုၤမၤကွၢ်တၢ်ကဘၣ်ကွၢ်ပုၤကိၣ်ဖိတဂၤဒီးတဂၤန့ၣ်မ့ၢ်အကြးဝဲဘၣ်ဝဲ ဒီးတၢ်မၤကွၢ်ဖဲလဲၣ်တကျိၤလဲၣ် ဒီးတုၤက  
ဝီၤတၢ်တကျိၤန့ၣ်. တၢ်မၤကွၢ်အိၣ်ယဲၢ်မံၤ. ပုၤမၤကွၢ်တၢ်ကဘၣ်တုၤကဝီၤတမံၤတကျိၤတမံၤတကျိၤ ဒ်လၢအကြးဝဲဘၣ်  
ဝဲဒီးပုၤကိၣ်ဖိ.

#### 1. Pronunciation and Accent. တၢ်ကတိၤအသိၣ်ဒီးတၢ်ကလုၢ်လီၤဆီလၢပုၤဖိၣ်န့ၣ်အီၤလၢပုၤကလုၢ်ဂၤကတိၤတၢ်န့ၣ်.

- (၁) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်တဘၣ်ဘၣ်ခဲအံၤခဲအံၤတုၤဒၣ်လဲၣ်ပုၤန့ၣ်တပၢ်အီၤဘၣ်.
- (၂) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်တဘၣ်ဘၣ်ခဲအံၤခဲအံၤဒီးအကလုၢ်လီၤဆီ. ပုၤန့ၣ်ပၢ်အီၤကီၤတုၤ ဒၣ်လဲၣ်  
ကဘၣ်တဲလီၤတၢ်ကဒီးဝဲခဲအံၤခဲအံၤန့ၣ်လီၤ.
- (၃) ပုၤကိၣ်ဖိတဂၤအံၤအကလုၢ်သိၣ်ဒ်သိးလၢပုၤထံဂုၤကီၤဂၤတုၤဒၣ်လဲၣ်ပုၤကဘၣ်ကန့ၣ်အီၤလီၤတၢ်လီၤဆဲး ဒီးမ့ၢ်  
လၢတဲ

တၢ်အကလုၢ်တဘၣ်ဘၣ်အဃိ ပုၤလၢအကန့ၣ်တၢ်တဂၤန့ၣ်တဘျီဘျီန့ၣ်ပၢ်ဝဲလၢအတဲတၢ်အဂၤတမံၤ ဒီးတဘျီဘျီဆိ  
ကမိၣ်လၢအတဲတၢ်တဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်န့ၣ်လီၤ.

- (၄) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်လီၤဂၤဒ်သိးလၢပုၤထံဂုၤကီၤဂၤ  
ဒီးဘၣ်တဘျီဘျီတၢ်အကလုၢ်သိၣ်တဘၣ်

ဘၣ် ဘၣ်ဆၣ်တကဲထီၣ်တၢ်ကီၤတၢ်ခဲလၢပုၤကန့ၣ်တၢ်ဖိအဂီၢ်ဘၣ်.

- (၅) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်အကလုၢ်သိၣ်လၢအတဘၣ်ဘၣ်န့ၣ်တအိၣ်ဘၣ် ဘၣ်ဆၣ်အဝဲမ့ၢ်ကတိၤတၢ်န့ၣ် ပုၤသ့ၣ်  
ညါလၢတမ့ၢ်အနီၢ်ကစၢ်အကျိၣ်ဒၣ်ဝဲဘၣ်.

- (၆) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်သိၣ်ဒ်လၢအတဲအကျိၣ်ဒၣ်ဝဲ. ပုၤတသ့ၣ်ညါလၢအကဲပုၤကီၤဂၤဘၣ်.  
ပုၤဆိကမိၣ်လၢအ  
ကစၢ်အကျိၣ်ဒၣ်ဝဲလီၤ.

#### 2. Grammar. တၢ်သ့တၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤ

- (၁) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်အါလၢအတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်အဃိ ပုၤတန့ၣ်ပၢ်အီၤလၢၤဘၣ်.
- (၂) ပုၤကိၣ်ဖိတဂၤအံၤသ့တၢ်ကတိၤတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်ခဲအံၤခဲအံၤအဃိ ပုၤလၢအကတိၤသကိးတၢ်ဒီးအီၤန့ၣ် န့ၣ်ပၢ်  
ဝဲကီၤဒိၣ်မး.
- (၃) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်တဘၣ်ဂ့ၢ်ဘၣ်ကျိၤခဲအံၤခဲအံၤအဃိ ဘၣ်တဘျီဘျီဒုးကဲထီၣ်တၢ်ကီၤတၢ်ခဲဒီးတၢ် သးအုန့  
လၢပုၤကန့ၣ်တၢ်အဂီၢ်, ဒီးပုၤကန့ၣ်တၢ်န့ၣ်ပၢ်ကမၣ်ဝဲသ့န့ၣ်လီၤ.
- (၄) ပုၤကိၣ်ဖိတဂၤအံၤဘၣ်တဘျီဘျီတဲထီၣ်တၢ်ကတိၤတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ် ဘၣ်ဆၣ်တကဲထီၣ်တၢ်ကီၤတၢ်ခဲလၢပုၤက  
န့ၣ်တၢ်ဖိအဂီၢ်ဘၣ်. ပုၤကန့ၣ်တၢ်ဖိန့ၣ်ပၢ်ဝဲ.
- (၅) ပုၤကိၣ်ဖိတဂၤအံၤကတိၤတၢ်တဘၣ်ဂ့ၢ်ဘၣ်ကျိၤထဲစ့ၤစ့ၤဖိန့ၣ်လီၤ. တကဲထီၣ်တၢ်ကီၤတၢ်ခဲလၢပုၤကန့ၣ်တၢ်အဂီၢ်  
ဘၣ်.
- (၆) ပုၤကိၣ်ဖိတဂၤအံၤတဲတၢ်ကတိၤတဘၣ်ဂ့ၢ်ဘၣ်ကျိၤဘၣ်တအါန့ၣ်ခဲဘျီဖဲလၢပုၤမၤကွၢ်အီၤတဘျီအံၤအခါ..

---

\*အဖိးန့ၣ် အခိပညိလၢ "marks, grade;" Thai

; Burmese အမှတ်.

**3. Vocabulary. တၢ်ကတိၤအဖျၢၣ်**

- (၁) တၢ်ကတိၤလၢပၤကွၢ်ဖိတဂၤအံၤသ့ၣ်ညါဝဲန့ၣ်အိၣ်ဒၣ်စ့ၤဒိၣ်မးအယိ ပၤကွၢ်ဖိတဲသကိးတၢ်ဒီးပၤဂၤတသ့ဘၣ်.
- (၂) တၢ်ကတိၤလၢပၤကွၢ်ဖိတဂၤအံၤသ့ၣ်ညါဝဲန့ၣ်အိၣ်ဒၣ်စ့ၤစ့ၤညီၣ်ဖိ. အဒိ-ဘၣ်ဃးတၢ်ဆၢကတိၢ်, တၢ်အိၣ် တၢ်အီ, တၢ်လဲၤတၢ်က့ၤ, ဟံၣ်ဖိဃီဖိ, ထဲန့ၣ်လီၤ.
- (၃) တၢ်ကတိၤလၢပၤကွၢ်ဖိယုထၢထီၣ်ဝဲန့ၣ် ဘၣ်တဘျီတၢ်ကမၢ်ဝဲအယိန့ၣ် ဒုးကဲထီၣ်က့ၤတၢ်ကိတၢ်ခဲလၢအဝဲ ကကတိၤသကိးတၢ်ဘၣ်ဃးအတၢ်ဖဲတၢ်မၤမ့ၢ်ဂ့ၤ ဘၣ်ဃးအတၢ်ရူလိၣ်မုၢ်လိၣ်အသးဒီးပၤဂၤပၤလၢသ့ၣ်တဖၣ်မ့ၢ်ဂ့ၤန့ၣ်.
- (၄) တၢ်ကတိၤလၢပၤကွၢ်ဖိတဂၤအံၤသ့ၣ်ညါဝဲန့ၣ်အိၣ်ဝဲလၢလၢပွဲၤပွဲၤ. အဝဲကတိၤတၢ်ဘၣ်ဃးအတၢ်ဖဲတၢ်မၤအ ကျိလီၤတၢ်လီၤဆဲးသ့ ဒီးဘၣ်ဃးတၢ်ဂ့ၤတၢ်ဂၤအါမံၤဖဲအကြးအဘၣ်န့ၣ်သ့စ့ၢ်ကိး.
- (၅) တၢ်ကတိၤလၢပၤကွၢ်ဖိတဂၤအံၤသ့ၣ်ညါဝဲန့ၣ်လၢဝဲပွဲၤဝဲလၢကကတိၤသကိးတၢ်ဒီးပၤဂၤသ့ၣ်တဖၣ်ဘၣ်ဃး အတၢ်ဖဲတၢ်မၤအကျိပၢ်တုၤလၢအကဆူးကတိၢ် ဒီးကတိၤသကိးတၢ်ဘၣ်ဃးတၢ်ဂ့ၤတၢ်ဂၤအါမံၤယံၣ်ယံၣ်သ့စ့ၢ်ကိးဝဲ.
- (၆) ပၤကွၢ်ဖိတဂၤအံၤသ့ၣ်ညါတၢ်ကတိၤလၢလၢပွဲၤပွဲၤဒ်သိးပၤကညီၣ်လၢအန့ၢ်မၤလိမၤဒီးတၢ်တဂၤန့ၣ်.

**4. Fluency. ကတိၤတၢ်သ့ကတိၤတၢ်ဘျီ**

- (၁) ပၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အိၣ်ကတိၢ်ဆိကမိၣ်တၢ်ခဲအံၤခဲအံၤ တုၤဒၣ်လဲၣ်ပၤကတိၤတၢ်ဒီးအီၤလဲၤအသး တသ့တဘျီလၢဘၣ်.
- (၂) ပၤကွၢ်ဖိတဂၤအံၤအါဘျီကတိၤတၢ်တချးလိၣ်အခံဘၣ် ဒီးတၢ်ကတိၤလၢအညီၣ်န့ၣ်ကတိၤဝဲသ့ၣ်တဖၣ်န့ၣ် ကတိၤဝဲကဘဲးကဘဲးဒီးနီၣ်ဝဲဒိၣ်မး.
- (၃) ပၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အုးအုးအးအးဒီးကတိၤတၢ်အဆၢတတဲၣ်ဘၣ်ခဲအံၤခဲအံၤ.
- (၄) ဘၣ်တဘျီဘျီပၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်အုးအုးအးအးကတိၤဝဲတဘျီဘၣ် ဒီးကဘၣ်တဲလီၤတၢ်က့ၤကဒီးဝဲ ခံဘျီသၢဘျီ ဒီးယုအါထီၣ်န့ၣ်ကဒီးအတၢ်ကတိၤအဖျၢၣ်.
- (၅) ပၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်ဘၣ်ဂ့ၤဂ့ၤဘျီဘျီ ဘၣ်ဆၣ်အတၢ်ကတိၤအနီၢ်အချူန့ၣ် ပၤသ့ၣ်ညါလၢတမ့ၢ်အက စၢ်အကျိၣ်ဒၣ်ဝဲဘၣ်.
- (၆) ပၤကွၢ်ဖိတဂၤအံၤကတိၤတၢ်ဂ့ၤဂ့ၤဘျီဘျီ ဒ်လၢအကတိၤအကစၢ်အကျိၣ်ဒၣ်ဝဲအသိး.

**5. Comprehension. တၢ်သ့ၣ်ညါန့ၣ်ပၢ်**

- (၁) တၢ်ကတိၤလၢပၤကတိၤသကိးတၢ်ဒီးပၤကွၢ်ဖိတဂၤအံၤန့ၣ်မ့ၢ်ဒၣ်တၢ်ကတိၤယိယိဖိ ဘၣ်ဆၣ်အဝဲတန့ၢ်ပၢ်ဒီး ဝဲအါအါဘၣ်. န့ၢ်ပၢ်ဝဲစ့ၤဒိၣ်မးလီၤ.
- (၂) ပၤကွၢ်ဖိတဂၤအံၤန့ၢ်ပၢ်ထဲတၢ်ကတိၤလၢပၤကတိၤအီၤကဘဲးကဘဲးဒီးညီၣ်ညီၣ် ဒီးမ့ၢ်ဒၣ်တၢ်ကတိၤလၢအညီၣ်န့ၣ် န့ၢ်ဟူဝဲသ့ၣ်တဖၣ်. ပၤကဘၣ်တဲလီၤတၢ်န့ၢ်က့ၤအီၤကိးဘျီဒီးယုဃုဃု.
- (၃) ပၤမ့ၢ်ကတိၤတၢ်ဒီးပၤကွၢ်ဖိတဂၤအံၤကဘဲးကဘဲးဒီးသ့တၢ်ကတိၤညီၣ်ညီၣ်န့ၣ် အဝဲန့ၢ်ပၢ်ဝဲ ဘၣ်ဆၣ်ပၤကဘၣ် တဲလီၤတၢ်န့ၢ်က့ၤအီၤခဲအံၤခဲအံၤ.
- (၄) ပၤမ့ၢ်ကတိၤတၢ်ဒီးပၤကွၢ်ဖိတဂၤအံၤခွဲအကြးအဘၣ်န့ၣ်အဝဲန့ၢ်ပၢ်ဝဲ ဘၣ်ဆၣ်ဘၣ်တဘျီဘျီန့ၣ် ပၤကဘၣ် တဲလီၤတၢ်န့ၢ်ဒီးအီၤ.
- (၅) ပၤကွၢ်ဖိတဂၤအံၤမ့ၢ်ကတိၤတၢ်ဒီးပၤလၢအန့ၢ်မၤလိမၤဒီးဘၣ်တၢ်န့ၣ် ပၤကွၢ်ဖိန့ၢ်ပၢ်ဝဲခဲလၢဃုဃု ဘၣ်ဆၣ် မ့ၢ်ပၤလၢအတန့ၢ်မၤလိမၤဒီးတၢ်န့ၣ် ပၤကွၢ်ဖိတန့ၢ်ပၢ်ဝဲခဲလၢဃုဃု.
- (၆) ပၤကွၢ်ဖိတဂၤအံၤမ့ၢ်ကတိၤတၢ်ဒီးပၤန့ၢ်မၤလိမၤဒီးတၢ်မ့ၢ်ဂ့ၤ တန့ၢ်မၤလိမၤဒီးတၢ်မ့ၢ်ဂ့ၤန့ၣ် အဝဲန့ၢ်ပၢ်ဝဲခဲလၢဃု.

Scoring - မၤန့ၢ်အဖိး\*ပွဲၤလဲၣ်

ပၤလၢအမၤကွၢ်ပၤကွၢ်ဖိတဂၤန့ၣ်ကဘၣ်ကွၢ်နီၢ်ဂံၢ်လၢအအိၣ်ဖျါဝဲလၢတၢ်ဖိလၢအံၤဝဲဒီးကဘၣ်တုၤကဝီၤအဖိး\*လၢ အထံၣ်ဝဲလၢအကြးဝဲဘၣ်ဝဲဒီးပၤကွၢ်ဖိတဂၤန့ၣ်အတၢ်သ့တၢ်ဘၣ်. တုၤဝးကဝီၤအဖိးတကျိၤဘၣ်တကျိၤ ဒီးကွဲးလီၤအီၤ လၢအလီၢ်လီၤဟံၣ်လၢစုထွဲတပၤန့ၣ်. နီၢ်ဂံၢ်လၢ ( ) အပူၤအံၤ ဒ်သိးဒၣ်နီၢ်ဂံၢ်လၢပၤမၤကွၢ်တၢ်ဟံၣ်ပၤကွၢ်ဖိလၢအတၢ်

မကွက်တမ်းဒီးတမ်းဒါလၢအအိၣ်ဖျါဝဲလၢအဖီခိၣ်န့ၣ်. နကထံၣ်လၢတၢ်ဖီလၢအံၤဘၣ်ဃးတၢ်ဟ့ၣ်အဖီလၢတၢ်နီၣ်ပၢၤပှၤ ကျိၣ်ဆံးအါဆံးအါလဲၣ်န့ၣ် ဟ့ၣ်ဝဲအဖီလီၤဆီ. အဒိ--"၁. တၢ်ကတိၤအသိၣ်ဒီးတၢ်ကလုာ်လီၤဆီ" န့ၣ် နမ့ၢ်တုၤကတိၤ နီၣ်ဂံၢ် (၃) န့ၣ် ပှၤကွီုဖိကန့ၢ်ဘၣ်အဖီလၢ "၂." မ့ၢ်ဘၣ်ဃး "၂. တၢ်သုတၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤ" န့ၣ် နမ့ၢ်တုၤ ကတိၤနီၣ်ဂံၢ် (၃) န့ၣ် ပှၤကွီုဖိကန့ၢ်ဘၣ်အဖီလၢ "၁၈." ဘၣ်တဘၣ်ပှၤမကွက်တၢ်ကအံၤဒီးဟ့ၣ်လၢ (၂) ဒီး (၃) အ ဘၣ်စၢၤ. ပှၤမကွက်တၢ်နီၣ်အံၤဒီးဒ်န့ၣ်ဟ့ၣ်သ့. အဒိ-- တဟ့ၣ် "၁၈" ဒီးတဟ့ၣ် "၂၄" ဘၣ်, ဟ့ၣ်ဖဲအဘၣ်စၢၤ "၂၁" သ့. တုၤနကွဲးလီၤအဖီတကျိၤဘၣ်တကျိၤလၢတၢ်လီၤလီၤဟံလၢစုထွဲတပၤအံၤကိးကျိၤဒီးမ့ၢ်ဝံၤလဲၣ်ဒီး ပၤဖီၣ်အီၤခဲလၢၣ်.

	တၢ်ထီၣ်ကွၢ်တၢ်နီၣ်ပၢၤ						
တၢ်ပၤဖျါထီၣ်တၢ်သုတၢ်ဘၣ်	(၁)	(၂)	(၃)	(၄)	(၅)	(၆)	
၁. တၢ်ကတိၤအသိၣ်ဒီးတၢ်ကလုာ်လီၤဆီ	၀	၁	၂	၂	၃	၄	_____
၂. တၢ်သုတၢ်ကတိၤဘၣ်ဂ့ၢ်ဘၣ်ကျိၤ	၆	၁၂	၁၈	၂၄	၃၀	၃၆	_____
၃. တၢ်ကတိၤအဖျါ	၄	၈	၁၂	၁၆	၂၀	၂၄	_____
၄. ကတိၤတၢ်သုကတိၤတၢ်ဘျီ	၂	၄	၆	၈	၁၀	၁၂	_____
၅. တၢ်သ့ၣ်ညါနီၣ်ပၢၤ	၄	၈	၁၂	၁၆	၂၀	၂၄	_____
					ခဲလၢၣ်		_____

ကွၢ်ကွၢ်--အဖီလၢပှၤကွီုဖိတဂၤဒီးတဂၤန့ၢ်ဘၣ်ဝဲလၢတၢ်မကွက်လၢလံာ်အခိၣ်ထံးတဘျီအကတၢ်န့ၣ် ပမ့ၢ်ကွၢ် လၢတၢ်မ့ၢ်တၢ်တီၣ်န့ၣ် ပှၤကွီုဖိန့ၢ်ဘၣ်အဖီအါနီၣ်ဒီးတၢ်သုတၢ်ဘၣ်ဒ်ဝဲ မ့ၢ်လၢသရၣ်လၢအတဲသကိးတၢ်ဒီးပှၤကွီုဖိန့ၣ် သ့ၣ်ညါဝဲလၢပှၤကွီုဖိတဂၤန့ၢ်မၤလိဘၣ်တုၤလံာ်တၢ်ကတိၤအါစၢၤပှၤလဲၣ်ဒီးနီၣ်ပၢၤတၢ်ကတိၤအချူအနီၣ်ဒ်လဲၣ်. မ့ၢ်အဖီ လၢပှၤကွီုဖိန့ၢ်ဘၣ်ဝဲလၢတၢ်မကွက်လၢလံာ်ခဲဘၣ်တဘျီအပူၤန့ၣ် ကဘူးလၢတၢ်မ့ၢ်တၢ်တီၣ်အါတစဲး မ့ၢ်လၢပှၤ ကွီုဖိတဲသကိးတၢ်ဒီးပှၤအဂၤတဂၤလၢတမ့ၢ်အသရၣ်ဒ်ဝဲဘၣ်. ဘၣ်ဆၣ်မ့ၢ်ဒီးပှၤလၢပှၤကွီုဖိကတိၤသကိးတၢ်ဒီးအီၤ တဘျီဘျီလၢအပူၤကွံၣ်စ့ၢ်ကိးန့ၣ်. တုၤပှၤကွီုဖိမၤလိလံာ်နီၣ်ဂံၢ် ၃ တဘျီအံၤမ့ၢ်ကတၢ်လဲၣ်န့ၣ် ပဆၢလၢအဝဲသ့ၣ်ကက တိၤသကိးတၢ်ဒီးပှၤဂုၤပှၤဂၤလၢအဝဲတကတိၤညါနီၣ်တၢ်ဒီးအီၤတဂၤဖဲအဒီးကွၢ်အတၢ်သုတၢ်ဘၣ်လၢပှၤကညါအကျိၣ်န့ၣ်. မ့ၢ်မၤဒ်န့ၣ်ဒီး အဖီလၢပှၤကဟ့ၣ်အီၤန့ၣ်ကမ့ၢ်အဖီလၢအမ့ၢ်အတီၤလီၤ.

English to Karen Expressions Introduced in *Say It in Karen*, Book III

(Note: All verbs re listed as infinitives; e.g., "to marry," to be light, buoyant"

English	Karen	Lesson
"Huh;" grunt of response when called to	ဟု	11.1
"It's all right with me (if you go)."	နလဲဒါလဲညှာ်	2.8(5)
"It's too bad that__"	နးဒိ်	14.1
"What about . . .?"	မိ်	4.1
"Youngsters . . ." (referring to persons of any age much younger than the speaker)	ဖိသ်ဟိ	1.1
A long time ago	လာပျါ	14.1
A young unmarried girl	မု်ကနီ	19.1
A.D. (the year of Christ)	ခ.န.(ခရ်စ်အနိ်)	12.2
About	ဃု်ဃု်	17.1
Affair(s)	အဂ့ၢ်အကျါ	2.8(4)
Afternoon	မု်ဃု်လီ	19.1
Although	သနိ်က့	18.1
Auto(es)	သိလု်	13.1
Auto, a	သိလု်တဆိ/သိလု်တခိ်	13.1
Auto, one	သိလု်တဆိ/သိလု်တခိ်	13.1
Beginning from the time mentioned	လံလံ	14.1
Bicycle(s)	လု်ယီၢ်	13.1
Blood	သွံ်	16.1
Bottle of oil or fat, a	သိတကိ	13.1
Boy, unmarried, young, a	ဖိ်သု်ခွါ	19.1
Broom (instrument for sweeping)	နိ်ခွဲ	19.1
Bundle(s), wrapped, classifier for	ဘိ်	7.1
By any chance	ဘု်ဖုး	19.1
Car(s)	သိလု်	13.1
Car, a	သိလု်တဆိ/သိလု်တခိ်	13.1
Car, one	သိလု်တဆိ/သိလု်တခိ်	13.1
Cart(s)	လု်	13.1
Cart, a	လု်တဆိ	13.1
Cart, one	လု်တဆိ	13.1
Celebration(s), classifier for	မုး	4.1
Classifier for celebrations	မုး	4.1
Classifier for feasts	မုး	4.1

Classifier for festivals	မူး	4.1
Classifier for kerosene tinsful/cansful of anything	ပံး/ထည်	12.1
Classifier for places	ပူ	16.1
Classifier for potsful of something	ပာ	11.1
Classifier for wrapped packages, bundles, etc.	ဘိဉ်	7.1
Concerning	ဘဉ်ဃး(ဒီး)	3.1
Contraction of တၢ်မၤအသးဒ်လီၣ်	မၤဒ်လီၣ်	2.1
Contraction of တၢ်မၤအသးဒ်လီၣ်	မၤလီၣ်	2.1
Crowd of people	ပှၤဂီၢ်မုၢ်	6.1
Day (as compared to night)	မုၢ်ဆါ(ခိ)	12.1
Definitely so	သ့ၣ်တၢ်/သ့ၣ်ကတၢ်	14.1
Empty 5-gallon kerosene can/tin	ပံး/ထည်	12.1
Enough	လာ	2.1
Especially	လီၤဆီၣ်တၢ်	7.1
Even though	သန့ၣ်က့	18.1
Fat	သိ	13.1
Feast(s), classifier for	မူး	4.1
Festival(s), classifier for	မူး	4.1
Firewood	သ့ၣ်မုၢ်	9.1
For her	လာအဂီၢ်	2.1
For him, her, it, them	လာအဂီၢ်	2.1
For it	လာအဂီၢ်	2.1
For them	လာအဂီၢ်	2.1
Formerly	လာပျၢ	14.1
Gender in animals, particle indicating	မိၢ်, ဖါ	6.1
God's Word	ယွၤအကလုာ်အက ထါ	18.1
Government official(s)	ပဒိၣ်ပပှၢ်	16.1
Governor(s)	ပဒိၣ်ပပှၢ်	16.1
Grain	ဘုၣ်ချံ	11.1
Grass	နီၣ်	12.1
His/her/its/their back	အချၢ	19.1
His/her/its/their back side	အချၢ	19.1
Hoe (instrument for chopping up the ground)	နီၣ်ဖျး	19.1
Humorous	လီၤနံၤ	14.1
Husband	ဝါ	3.1
Husband-wife relationship	ဒီမါဝါ/ဒီမိဝါ	3.1
Idiom meaning "to put forth great effort" which results in a feeling of àḷĀṣā̃"/အင်းနတ်တယ်.	သကူးသကူး	3.1
Idiomatic expression indicating that if the factor mentioned is missing, the plans cannot be carried out.	ဝံတၢ်	19.1

Idiomatic expression meaning that a person is pregnant	သၢထီၣ်အကုဖိကံၣ်	8.1
In	အကျါ	9.1
In connection with	ဘၣ်ဃး(ဒီး)	3.1
Instrument for chopping up the ground	နီၣ်ဖျး	19.1
Instrument for counting	နီၣ်ဂံၢ်	19.1
Instrument for pushing things like stones or refuse	နီၣ်ဆီၣ်	19.1
Instrument for sweeping	နီၣ်ခွဲ	19.1
Instrument to perform the act indicated, particle indicating	နီၣ် .	19.1
Jar of oil or fat, a	သိတကိ	13.1
Kerosene tinsful/cansful of anything, classifier for	ပံး/ထၣ်	12.1
Large earthenware pot used for making liquor	မိလီ	11.1
Last year	မငါကၢၣ်	12.1
Last year	မငါ(တနံၣ်)	12.1
Last year	မဟီ(တနံၣ်)	12.1
Lest	ဘၣ်ဖျး	19.1
Letter(s)	လံၣ်ပရၢ	18.1
Likewise	သန့ၣ်က့	18.1
Lung(s), the	ပသိၣ်	17.1
Magistrate(s)	ပဒိၣ်ပဉ်	16.1
Man who is married or has been married; term used to refer to one's husband when speaking to someone else, a	ဖျုၣ်	2.1
Maybe	ဘၣ်တဘၣ်	8.1
Multitude of people	ပှၢဂီၢ်မုၢ်	6.1
Northern Thai	ယီၤ	7.1
Number (instrument for counting)	နီၣ်ဂံၢ်	19.1
Oil	သိ	13.1
Outside	အချၢ	19.1
Package(s), wrapped, classifier for	ဘိၣ်	7.1
Paddy	ဘု	3.1
Paddy seed(s)	ဘုချံ	11/1
Pan(s)	သပၤ	11.1
Parent(s)-in-law	မံၤပျၢ်	1.1
Particle indicating a defensive statement;	နဲၣ်	1.1
Particle indicating a definite positiveness in light of specific circumstances	နဲၣ်	7.1
Particle indicating a question expecting a negative or affirmative answer where the speaker had thought that things would be other than stated but sees indications that he/she might have been wrong.	န့ၣ်/န့ၣ်	2.1
Particle indicating a rather chiding emphasis	နဲၣ်	7.1



Particle indicating an instrument to perform the act indicated	နိာ် _.	19.1
Particle indicating female gender in animals	မိာ်	6.1
Particle indicating male gender in animals	မါ	6.1
Particle, intensive	လဲာ်	9.1
People, crowd of, a	ပှၤဂီၢ်မုာ်	6.1
People, multitude of, a	ပှၤဂီၢ်မုာ်	6.1
People, poor	ပှၤဖီၣ်ဖိ/ပှၤဖီၣ်ဖိယၢ်ဖိ	13.1
People, rural	ပှၤခိဖိ/ပှၤခိခိဖိ	7.1
Perhaps	ဘၣ်တဘၣ်	8.1
Person(s), poor	ပှၤဖီၣ်ဖိ/ပှၤဖီၣ်ဖိယၢ်ဖိ	13.1
Place(s), classifier for	ပှၤ	16.1
Poor person(s)	ပှၤဖီၣ်ဖိ/ပှၤဖီၣ်ဖိယၢ်ဖိ	13.1
Poor, the	ပှၤဖီၣ်ဖိယၢ်ဖိ	13.1
Pot(s)	သပၤ	11.1
Pot(s), curry	သပၤမါ	11.1
Pot(s), earthenware	သပၤဟီၣ်ခိၣ်	11.1
Pot(s), rice	သပၤမိာ်	11.1
Pot(s), water	သပၤထံ	11.1
Pots in general	သပၤမိလီ	11.1
Potsful of something, classifier for	ပၤ	11.1
Protractedly	ယံာ်ယံာ်ထၢထၢ	16.1
Really	သပှၢ်ကတၢ်	14.1
Really	သပှၢ်တၢ်	14.1
Ruler(s)	ပဒိၣ်ပပှၢ်	16.1
Rural people	ပှၤခိဖိ/ပှၤခိခိဖိ	7.1
Salary(salaries)	ဘူးလဲ	13.1
Scar(s)	ဘျါက့ၤအလီၢ်	16.1
Since	လံၤလံၤ	14.1
Son(s)-in-law	မာ်	1.1
Sound of a young woman's or girl's laughter	ဟံဟံ	4.1
Sound of an older woman's laughter	ဟၢဟၢခီၢ်	4.1
Spoken word(s)	အကလုာ်	18.1
Suddenly	ဖြါ	3.1
Taking up and putting down the feet one after another as in walking	ဟးထွဲအခိၣ်	17.8(2)
Term of endearment, similar to "Honey" or "Darling" (used mostly by women)	နီၢ်ဂ့ၤလၢာ်	9.1
Thai, Northern	ယီၤ	7.1
The abdomen(s)	ဟၢမၤ	11.1
The bark of a tree	သ့ၣ်အဘ့ၣ်	9.1
The Bible	ယွၤအကလုာ်အကထီ	18.1

The cleared areas around the houses as well as the paths in a village	ဟံင်လှပူ	3.1
The cotton plant	ဘဲ	11.1
The whole village (figuratively)	ဟံင်လှပူ	3.1
Time, ago, a long	လပျာ	14.1
Time, very long in	ယံင်ယံင်ထာထာ	16.1
Times, ancient, in	လပျာ	14.1
To a proper or normal degree	ဘၣ်ဒး(ကိပ်ဖိ)/ဘၣ်ဒး(ကိပ်ဖိ)	9.1
To act in an unseemly manner	မၤကလိပ်ကလပ်တၢ်	8.7(7)
To adjust	သုးကျဲ	3.1
To announce	ဘီးဘၣ်သ့ညါ/ဘီးဘၣ်သ့ညါ	18.1
To appoint a time	သ့နံၤဖးသီ	4.1
To appoint a time	သ့မုၢ်နံၤဖးမုၢ်သီ	4.1
To apportion	နီၤ(တၢ်)	14.1
To arrange	သုးကျဲ	3.1
To arrive at	ပၢ်(ထီၣ်)	3.1
To associate with	ရူ(တၢ်)	16.1
To be ashamed	မဲၣ်ဆွး	8.1
To be aware of distention from gas in the abdomen	ဟၢဖၢထီၣ်	11.1
To be bashful	မဲၣ်ဆွး	8.1
To be broken into pieces	သ့ဖး	11.1
To be buoyant	ဖွံ	17.1
To be careful	ပလီၢ်သး	9.1
To be cautious	ပလီၢ်သး	9.1
To be clear of trees, shrubs, debris, etc.	ပျီ	3.1
To be complete	ပွဲၤ	2.1
To be complete	လၢပွဲၤ	2.1
To be different	လီၤဆီ	7.1
To be different from (something else)	လီၤဆီန့ၢ်	7.8(4)
To be different from each other (wf)	လီၤဆီလိာ်အသး/လီၤဆီလိာ်အသး	7.8(4)
To be diffident	မဲၣ်ဆွး	8.1
To be distressed	သးကိာ်	18.1
To be distressed	သ့ကိာ်သးဂီၤ	18.1
To be distressed in spirit	သးဖျိာ်	13.1
To be domesticated	ဘျီ	8.1
To be elderly	ပွၢ်	2.1
To be elderly	သးပွၢ်	2.1
To be fortunate	မိာ်/မိာ်သီ	14.1

To be free	ဘွါ	8.1
To be free	သဘွါ	9.1
To be friendly with	ရူ(တၢ်)	16.1
To be fulfilled	လာ်ပဲၤ	2.1
To be full	ပဲၤ	2.1
To be funny	လီၤနံၤ	14.1
To be hard up	မၤမုၢ်ဆုၣ်အိၣ်မုၢ်ဂီၤ	2.8(15)
To be hard up	မၤလၢဂီၤအိၣ်လၢဟါ	2.8(15)
To be in adverse circumstances	ဖျိၣ်/ဖျိၣ်ယၢ်	13.1
To be light	ဖျံ	17.1
To be light-hearted	သးဖျံ	17.1
To be like	လီၤဂၢ်	8.1
To be lucky	မိၣ်/မိၣ်သီ	14.1
To be mature	ပှၢ်	2.1
To be mature	သးပှၢ်	2.1
To be mirthful	သးဖျံ	17.1
To be miserable in spirit	သးဖျိၣ်	13.1
To be necessary	လိၣ်ဘၣ်(တၢ်)	1.2
To be necessary to hire workers	ဘၣ်မၤအိၣ်ဘၣ်	7.8(3)
To be of moderate means	မၤစ့ၢ်အိၣ်စ့ၢ်	2.8(15)
To be old (refers to humans)	သးပှၢ်	2.1
To be old (refers to living beings)	ပှၢ်	2.1
To be old, very	ပှၢ်သးသး	2.1
To be on agreeable terms with	ဖိး/ဖိး	4.1
To be particular	လူၣ်(တၢ်)	1.1
To be perfected	လာ်ပဲၤ	2.1
To be poor	ဖျိၣ်/ဖျိၣ်ယၢ်	13.1
To be possessed of supernatural attributes and powers	ပျီၤ	4.1
To be pregnant	သၢထီၣ်အကုဖိကံၣ်	8.1
To be prudent	ပလီၢ်သး	9.1
To be related by marriage	ဒိဒိၣ်လိၣ်သး/ဒိဒိၣ်လီၤသး	1.1
To be separate	လီၤဆီ	7.1
To be sharp, as pain)	နး	9.1
To be shy	မဲၣ်ဆွးသ့	8.7(9)
To be shy	မဲၣ်ဆွးသ့	8.7(9)
To be special	လီၤဆီ	7.1
To be split	သ့ၣ်ဖး	11.1
To be sufficient	လၢ	2.1
To be tame	ဘွါ	8.1
To be torn	ယၢ်	13.1

To be unconscious	တသွန်နီၣ်လီၤအသးဘ/	17.1
To be unencumbered	သဘျ	9.1
To be uninhibited	ဘျါ	8.1
To be very mature	သးဟ်သးဃဲး	2.1
To be very old	သးဟ်သးဃဲး	2.1
To be well off	မၤသ့အီၣ်ဘၣ်	2.1
To be wild	မံၤ	14.1
To be worried	သးကိၣ်	18.1
To be worried	သ့ၣ်ကိၣ်သးဂီၤ	18.1
To be yellowish in color	ဘီ	17.1
To begin some creative project	သၤထီၣ်	8.1
To bring up the contents of the stomach	ဘျီးထီၣ်/ဘျီးထီၣ်	8.1
To build something	ဘျီ(တၢ်)	7.1
To carry on the back, often in a basket or bag suspended from the forehead	ဝံ	4.1
To cease breathing	သံ	6.1
To clamor	သဲ	18.1
To clamor	သီၣ်သဲ	18.1
To clear a field	ဖဲးယုး	11.1
To clear an open space or plot of ground	မၤပျီတၢ်	3.1
To come on a horizontal level	ဟဲးဃီၤ	19.1
To complete	မၤပျီ(တၢ်)	2.1
To cry	ဟီၣ်	19.1
To cure	မၤဘျီ(တၢ်)	16.1
To cure	ယါဘျီ(တၢ်)	16.1
To dare to do	ဘျီ	19.1
To die	သံ	6.1
To distribute	နီၤ(တၢ်)	14.1
To distribute	နီၤလီၤ(တၢ်)	14.1
To divide	နီၤ(တၢ်)	14.1
To divide and give	နီၤဟ့ၣ်(တၢ်)	14.1
To divide into parts	နီၤဖး(တၢ်)	14.1
To do with (or for) someone else something he/she could not easily do (or should not do) alone	ယုၤ	4.1
To do wrong	မၤကမၣ်တၢ်	11.1
To drop through the hand	ဖျဲၣ်လီၤ(တၢ်)	11.1
To drop through the hand	ဘျဲၣ်လီၤ(တၢ်)	11.1
To dry up after the rainy season	ယီၤ(ထီၣ်)	13.1
To embarrass someone	မၤမဲၣ်ဆွဲး	8.4(5)
To feed (refers to animals)	ဘျီ(အီၣ်)	6.1
To feed (refers to human beings)	လုၢ်အီၣ်(လုၢ်အီၣ်)	6.1

To fill	မပြည့်(တၢ်)	2.1
To follow after someone	ပိၣ်ထွဲအခံ/ပိၣ်ထွဲအခံ	17.8(2)
To forget	သးဟ့ၣ်နီၣ်	17.1
To get married	ဖျီအသး	4.1
To get service from	န့ၢ်မၤအိၣ်ဘၣ်	7.1
To graduate	ဖျီ	19.1
To happen to do	ဘၣ်ဖူး	19.1
To have a bowel movement	ဟၢမၤဟးထီၣ်	11.1
To have a preference	လူၣ်(တၢ်	1.1
To have a quality which makes one want to carry out the action indicated.	လီၤ _.	14.1
To have a smell or odor	န့ၢ်	9.1
To have a supernatural presence with one, as God with His people	ပွဲၤ	4.1
To have abdominal pain	ဟၢမၤဆါ	11.1
To have diarrhea	ဟၢမၤဟးဂီၤ	11.1
To have harmonious relations with (indicates an absence of negative factors which would destroy harmony) (sf)	ဖိုး/ဖိုး	4.1
To have harmonious relations with each other	ဖိုးလိၣ်အသး/ဖိုးလိၣ်အသး	4.1
To have labor pains	ဟၢမၤဆါ	11.1
To inform	ဘီးဘၣ်သ့ၣ်ညါ/ဘီးဘၣ်သ့ၣ်	18.1
To instruct	ညါ သိၣ်လိ(တၢ်)/သိၣ်လိသီလိ (တၢ်)	13.1
To kill (in general)	မၤသံ(တၢ်)	6.1
To labor	ဖံးတၢ်မၤတၢ်	9.1
To laugh	နံၤ	14.1
To live from hand to mouth	မၤလၢဂီၤအိၣ်လၢဟါ/မၤမုၢ် ဆ့ၣ်အိၣ်မုၢ်ဂီၤ	2.8(15)
To make a hole through something	မၤထူၣ်ဖျီတၢ်	19.7(7)
To make a lot of noise	သဲ/သီၣ်သဲ	18.1
To make a noise or sound	သီၣ်	18.1
To make an appointment	သ့ၣ်နံၤဖးသီ	4.1
To make an error or mistake	မၤကမၣ်တၢ်	11.1
To make known	ဘီးဘၣ်သ့ၣ်ညါ	18.1
To make known	ဘီးဘၣ်သ့ၣ်ညါ	18.1
To mark for future recollection	မၤနီၣ်(ဃၣ်)တၢ်	17.8(1)
To marry a couple	ဖျီ(တၢ်)	4.1
To mount	ဒီး(တၢ်)	13.1
To move, as a thing for a short distance	သူး	3.1
To need	လိၣ်ဘၣ်(တၢ်)	1.2

To nourish (refers to animals)	ဘုဉ်(အိဉ်)	6.1
To nourish (refers to human beings)	လုဉ်အိဉ်(လုဉ်အိ)	6.1
To observe or mark for future recollection	နီဉ်	17.1
To pass through	ဖျိ	19.1
To perceive the odor of anything	နာ	9.1
To perform a marriage ceremony	ဖျိ(တၢ်)	4.1
To plant something	သုဉ်(တၢ်)သုဉ်တၢ်ဖျးတၢ်	12.1
To put forth great effort	သကူးသကူး	3.1
To raise	ဘုဉ်(အိဉ်)	6.1
To raise (refers to human beings)	လုဉ်အိဉ်(လုဉ်အိ)	6.1
To reach to	ပၢ်(ထီဉ်)	3.1
To read after someone	ဖးထွဲအံ	17.8(2)
To recall something which had been previously forgotten	သုဉ်နီဉ်ထီဉ်က့ၤ	17.1
To reciprocate	ဟ့ဉ်ဆၢ(တၢ်)	18.1
To recover or get well from an injury or disease	ဘျါ(က့ၤ)	16.1
To remember	သုဉ်နီဉ်	17.1
To remove, as a thing for a short distance	သုး	3.1
To repair	ဘျီက့ၤတၢ်/ဘျီဂ့ၤထီဉ်က့ၤတၢ်	7.8(2)
To repay	ဟ့ဉ်ဆၢ(တၢ်)	18.1
To resemble	လီၤဂၢ်	8.1
To restrain spending by setting aside	ပၢ်ကီၤ	16.1
To retaliate	မၤဆၢ(တၢ်)	18.1
To scatter with the hand	ဖျံလီၤ(တၢ်)	11.1
To send by the hand of another	ယုဉ်	7.1
To set a day	သုဉ်နံၤဖးသီ/သုဉ်မုဉ်နံၤဖးမုဉ် သီ	4.1
To share	နီၤဟ့ဉ်(တၢ်)	14.1
To show up	ပၢ်(ထီဉ်)	3.1
To sing after someone	သးဝံဉ်ထွဲအံ	17.8(2)
To smell fragrant	နာမု/မၤမုနာဆွီ	9.1
To smell like acid	နာဆံဉ်	9.1
To smell like something in a state of fermentation	နာဆံဉ်ဘီ	9.1
To smell like urine	နာဆံဉ်	9.1
To smell savory, as fruit or food	နာဝံဉ်နာဆၢ	9.1
To smell stale, like old food or sweat	နာသအံဉ်	9.1
To smell sweet	နာမု/နာမုနာဆွီ	9.1
To smile	နံၤ	14.1
To sniff something	နာ	9.1
To take grazing animals out to graze	လုဉ်အိဉ်(လုဉ်အိ)	6.1
To take heed to one's self	ပလီၤသး	9.1

To teach	သိပ်လိ(တၢ်)/သိပ်လိသီလိ (တၢ်)	13.1
To thrust in the hand and pull out, as from a basket, hole, etc.	ဘူး(တၢ်)	14.1
To treat	မၤဘျါ(တၢ်)	16.1
To treat	ယါဘျါ(တၢ်)	16.1
To use	သ့(အိၣ်)(တၢ်)	8.1
To vomit	ဘွီး/ဘွီး	8.1
To vomit into a container or onto the ground	ဘွီးလီၤ?ဘွီးလီၤ	8.1
To wake up	ပၢ်(ထီၣ်)	3.1
To weep	ဟီၣ်	19.1
To work	ဖံးတၢ်မၤတၢ်	9.1
To wrap, as in a leaf, etc.	ဘိၣ်(တၢ်)	7.1
Traditional religious practices	မိၢ်လုၢ်ပၢ်လၢ်	7.1
Tree	သ့ၣ်	9.1
Tree leaf/tree leaves	သ့ၣ်လၢ်	9.1
Tree, a	သ့ၣ်တထူၣ်	9.1
Truly	သပ္ပာ်တၢ်/သပ္ပာ်ကတၢ်	14.1
Variant of မ့ၢ်	မ့	1.1
Very long in time	ယံၣ်ယံၣ်ထၢထၢ	16.1
Voice(s)	အကလုၢ်	18.1
Wage(s)	ဘူးလဲ	13.1
Wages	လဲ	13.1
Water buffalo(es)	ပနၢ်	6.1
Weeds	နီၣ်	12.1
Wife(wives)	မၤ	3.1
Woman who is married or has been married; term used to refer to one's wife when speaking to someone else, a	မ့ၢ်	2.1
Wood	သ့ၣ်	9.1
Word, God's	ယွၤအကလုၢ်အကထၢ	18.1
Year, the whole	လူၤတနီၣ်ကျါ	14.1
Young unmarried boy, a	ဖိၣ်သၢ်ခွါ	19.1
Younger sibling of spouse	ပုၢ်ဒဲ	18.1
"It's all right with me (if you go)."	နဲၤဒဲၤလဲၤညါ	2.8(5)
"It's too bad that__"	နးဒိၣ်	14.1
A swidden field	ယုးတလီၢ်	11.1

A.D. (the year of Christ)	ခ.န.(ခရစ်အနိပ်)	12.2
About	ယှဉ်ယှဉ်	17.1
Affair(s)	အဝှ်အကျိ	2.8(4)
Afternoon	မုၢ်ယွၢ်လီၤ	19.1
Agriculture	တၢ်သ့ၣ်တၢ်ဖျး	12.1
All right	ကစီဒီ	18.1
Although	သနၢ်က့	18.1
Always	ထီၣ်ဘိ	17.1
Among	ကျါ	9.1
Amphur	ကီၢ်ဆၢ	19.1
Animals in general	ဆၢဖိကီၢ်ဖိ	14.1
Anniversary(anniversaries)	ဆၢက့ၤအလီၢ်	18.1
Any__, __ever; whether__or	__ဂ့ၤ __ဂ့ၤ	7.1
Any__.	__ဂ့ၤ __ဂ့ၤ	7.1
Anyone	တၢ်ဂ့ၤတၢ်ဂ့ၤ	7.1
Anything wild, whether animals or plants	တၢ်မံၤလၢ	14.1
Approximately	ယှဉ်ယှဉ်	17.1
Approximately the same in terms of some quality	တဖးသီးသီး/တဖးသီးသီး	3.1
As	ဒ် အသီး/ဒ် အသီး	6.1
Auto(es)	သီလ့ၣ်	13.1
Auto, a	သီလ့ၣ်တဆိ/သီလ့ၣ်တခိၣ်	13.1
Auto, one	သီလ့ၣ်တဆိ/သီလ့ၣ်တခိၣ်	13.1
Bag	ထၢၣ်	13.1
Barking deer	တၢ်ဟီ	14.1
Beginning from the time mentioned	လံၤလံၤ	14.1
Bicycle(s)	လ့ၣ်ယီၢ်	13.1
Blood	သွံၣ်	16.1
Bottle	ကိ	13.1
Bottle, a	ကိတဖျါၣ်	13.1
Bottle of oil or fat, a	သိတကိ	13.1
Boy, unmarried, young, a	ဖိၣ်သၢ်ခွါ	19.1
Briefly (shorter than တစိၣ်ဖိ)	တဘျး	18.1
Broom (instrument for sweeping)	နီၣ်ခွဲ	19.1
Bull	ကျိၢ်ဖါ	6.1
Bundle(s)	တၢ်ဘိၣ်	7.1
Bundle(s), wrapped, classifier for	ဘိၣ်	7.1
Business	တၢ်ဂ့ၢ်တၢ်ကျိ	2.1
By	ခီဖျိ	19.1
By any chance	ဘၣ်ဖုး	19.1
By means of	ခီဖျိ	19.1



Car(s)	သိလှော်	13.1
Car, a	သိလှော်တဆိ/သိလှော်တခိန်	13.1
Car, one	သိလှော်တဆိ/သိလှော်တခိန်	13.1
Cart(s)	လှော်	13.1
Cart, a	လှော်တဆိ	13.1
Cart, one	လှော်တဆိ	13.1
Cattle	ကျီ	6.1
Celebration(s), classifier for	မူး	4.1
Changwat	ကျီရှည်	19.1
Chemical(s)	ကသံ/ကသံကသီ	16.1
Chilliness	တင်ဂါ, တင်ဂီ	17.1
Church elders	တင်အိန်ဖိုင်သးပှ်	2.8(13)
Clan(s), classifier for	ဒွန်	2.1
Clans, two	ခံဒွန်	2.1
Classifier for celebrations	မူး	4.1
Classifier for clans	ဒွန်	2.1
Classifier for families	ဒွန်	2.1
Classifier for feasts	မူး	4.1
Classifier for festivals	မူး	4.1
Classifier for junctures	ကတီ	18.1
Classifier for kerosene tinsful/cansful of anything	ပံး/ထည်	12.1
Classifier for ladders	ဆိ	1.1
Classifier for places	ပူ	16.1
Classifier for potsful of something	ပာ	11.1
Classifier for stairs	ဆိ	1.1
Classifier for things occurring in a series	ဆိ	1.1
Classifier for things which don't fit into the category for any other classifier	ခါ	7.1
Classifier for time periods	ကတီ	18.1
Classifier for tribes	ဒွန်	2.1
Classifier for vehicles	ဆိ	1.1
Classifier for wrapped packages, bundles, etc.	ဘိန်	7.1
Coarse flour made from uncooked rice by roasting and then pounding	ယာန်	3.1
Cold, the	တင်ဂါ/တင်ဂီ	17.1
Collective body	ဂီမု	6.1
Concerning	ဘုး(ဒီး)	3.1
Condition characterized by slight, intermittent fever, aching all over, and intermittent feeling of chilliness	တင်ကဘု	16.1
Continually	တဘိယုဃီ	13.1
Contraction of တင်မအသးဒီလိန်	မဒီလိန်/မလိန်	2.1

Country	ထံကီၢ်	19.1
Country, a	ကီၢ်	19.1
Couplet(s) (i.e., paired words)	တၢ်ကတိၤဒိမိၣ်ဖါ	6.1
Cousin(s) in general; male cousin(s) in particular	တခွါ	1.1
Cow	ကျိၢ်, ကျိၢ်မိၢ်	6.1
Cow	ကျိၢ်မိၢ်	6.1
Crowd of people	ပှၤဂီၢ်မုၢ်	6.1
Daughter(s)-in-law	ဒဲၣ်	1.1
Day (as compared to night)	မုၢ်ဆါ(ခီ)	1.1
Definitely so	သပ္ပာ်တၢ်/သပ္ပာ်ကတၢ်	14.1
Delineated space or area, a	ကီၢ်	19.1
Distress	တၢ်ကိၢ်တၢ်ဂီၤ	18.1
Distressful things	တၢ်ကိၢ်တၢ်ဂီၤ	18.1
District	ကီၢ်ဆၣ်	19.1
Doctor(s)	ကသံၣ်သရၣ်	16.1
Empty 5-gal. kerosene tin/can	ထးဝါဒါ/ပံး/ထၣ်	12.1
Enough	လၢ	2.1
Error(s)	တၢ်ကမၣ်	11.1
Especially	လီၤဆီၣ်တၢ်	7.1
Even though	သန့ၣ်က့	18.1
__ever	__ဂ့ၤ __ဂ့ၤ	7.1
__ever	__ဂ့ၤ __ဂ့ၤ	7.1
Exaggeration used as a warning that the one spoken to had better be careful	တကဲလၢၤဘၣ်	14.1
Families, two	ခံၣ်ဒုၣ်	2.1
Family(families), classifier for	ဒုၣ်	2.1
Fat	သိ	13.1
Feast(s), classifier for	မူး	4.1
Female cousin(s)	တခွါမုၢ်	1.1
Festival(s), classifier for	မူး	4.1
Field(s), swidden	ဃုး	11.1
Field, swidden, a	ဃုးတလီၢ်	11.1
Field, swidden, one	ဃုးတလီၢ်	11.1
Firewood	သုၣ်မုၢ်	9.1
Flock, a	တဂီၢ်	4.1
Flock, one	တဂီၢ်	4.1
Floors, two	ခံဆီ	1.1
For a brief time (shorter than တစိၣ်ဖိ)	တဘျး	18.1
For her	လၢအဂီၢ်	2.1
For him, her, it, them	လၢအဂီၢ်	2.1
For it	လၢအဂီၢ်	2.1

For them	လူအင်္ဂါ	2.1
For someone	ဂီၢ်	2.1
Forbearance	တၢ်ဆီၣ်လီၤသး	1.1
Formerly,	လာၣ်ပျၢၤ	14.1
Fortune	တၢ်ဝံတၢ်ဆွၢ/တၢ်ဟဲဝံ	16.1
Gender in animals, particle indicating	မိၢ်, ဖါ	6.1
Germ(s)	တၢ်ဆါအဃၢ်	17.1
Go-between for prospective mates (female)	စီတလိၢ်မိၢ်	2.1
Go-between for prospective mates (male)	စီတလိၢ်ပၢ်	2.1
God's Word	ယုၤအကလုၢ်အကထါ	18.1
Government official(s)	ပဒိၣ်ပဉ်	16.1
Governor(s)	ပဒိၣ်ပဉ်	16.1
Grain	ဘုၣ်	11.1
Grass	နီၣ်	12.1
Great quantity, a	ဂီၢ်မုၢ်ညါ	6.8(5)
Harmoniously	ယုၤယုၤဖိးဖိး/ယုၤယုၤဖိးဖိး	4.1
Harmony	တၢ်ယုၤတၢ်ဖိး/တၢ်ယုၤတၢ်ဖိး	4.1
Head of house	ဒၢးကစၢ်	6.1
Hen, mature (maturity being indicated by starting to lay eggs)	ဆီမိၢ်ပဉ်	2.1
Herd, a	တဂီၢ်	4.1
Herd, one	တဂီၢ်	4.1
His/her/its/their back, back side	အချါ	19.1
Hoe (instrument for chopping up the ground)	နီၣ်ဖျး	19.1
House , head of	ဒၢးကစၢ်	6.1
House, owner of	ဒၢးကစၢ်	6.1
How come__? How on earth__?	ဒ်လဲၣ်ဒီလဲၣ်	16.1
"Huh," grunt of response whena called to	ဟု	11.1
Humility	တၢ်ဆီၣ်လီၤသး	1.1
Humorous	လီၤနံၤ	14.1
Husband	ဝါ	3.1
Husband-wife relationship	ဒီမါဝါ/ဒီမိဝါ	3.1
Idiom meaning "to put forth great effort" which results in a felling of àḷĀṣā"/အင်းနဲတယ်	သကူးသကူး	3.1
Idiomatic expression indicating that if the factor mentioned ismissing, the plans cannot be carried out.	ဝံတၢ်	19.1
Idiomatic expression meaning that person is pregnant	သၢထီၣ်အကုဖိကံၣ်	8.1
Iguana(s)	တခူး	3.1
In	ကျါ/အကျါ	9.1
In connection with	ဘၣ်ဃး(ဒီး)	3.1

In order to	ဒ်သီး/ဒ်သီး	17.1
In the midst of	ကျါ	9.1
Incision(s)	တၢ်ပူလီၢ်	16.1
Information	တၢ်ဂ့ၢ်တၢ်ကျိၤ	2.1
Insect (used to denote any kind of insect when the name is not known)	တၢ်ဖိဃၢ်	17.1
Instrument for chopping up the ground	နီၣ်ဖူး	19.1
Instrument for counting	နီၣ်ဂံၢ်	19.1
Instrument for pushing things like stones or refuse	နီၣ်ဆီၣ်	19.1
Instrument for sweeping	နီၣ်ခွဲ	19.1
Instrument to perform the act indicated, particle indicating	နီၣ် .	19.1
Iron (metal)	ထး	12.1
"It's all right with me (if you go)."	နလဲၤဒါလဲၤညါ	2.8(5)
"It's too bad that__"	နးဒိၣ်	14.1
Jar of oil or fat, a	သိတကိ	13.1
Juncture, a	ကတီၢ်	18.1
Karen basket which is suspended on the back from the forehead to carry burdens	ကု	8.1
Karen carrying-basket, a	ကုတဒု	8.1
Kerosene tinsful/cansful of anything, classifier for	ပံး/ထၣ်	12.1
Labor	တၢ်ဖဲးတၢ်မၤ	9.1
Ladder(s)	ဃီ	1.1
Ladder, a	ဃီတဆိ	1.1
Ladders, classifier for	ဆိ	1.1
Land in distinction from water	ခိ/ခိခိၣ်	7.1
Lard	ထီးသိ/ထီးသိ	13.1
Large earthenware pot used for making liquor	မိလီ	11.1
Last year	မၤကၢၢ်/မၤကၢၢ်(တနံၣ်)/မဟီ (တနံၣ်)	12.1
Lest	ဘၣ်ဖူး	19.1
Letter(s)	တၢ်ပရၢ/လံာ်ပရၢ	18.1
Levels, two	ခံဆိ	1.1
Like	ဒ် __ အသီး/ဒ် __ အသီး	6.1
Likewise	သန့ၣ်က့	18.1
Lord	ကစၢ်	6.1
Luck	တၢ်ဝံတၢ်ဆှၢ/တၢ်ဟဲဝံ	16.1
Lung(s), the	ပသိၣ်	17.1
Magistrate	ပဒိၣ်ပဉ်	16.1
Malaria	တၢ်ညၢၣ်ဂၢၢ်/တၢ်ညၢၣ်ဂီၢ်	17.1
Male cousin(s) in particulr	တခွါ	1.1
Man who is married or has been married	ဖျုၢ်	2.1

Master	ကစၢ်	6.1
Matter(s)	တၢ်ဂ့ၢ်တၢ်ကျိၤ	2.1
Maybe	ဘၣ်တဘၣ်	8.1
Meat (in general)	တၢ်ဖံးတၢ်ညၣ်	7.1
Medicine(s)	ကသံၣ်/ကသံၣ်ကသီ	16.1
Metal in general	ထး	12.1
Mistake(s)	တၢ်ကမၣ်	11.1
Multitude, a	ဂီၢ်မုၢ်/ပှၤဂီၢ်မုၢ်	6.1
Next year	ခဲငါ(တနံၣ်)	12.1
Next year	ခဲညါတနံၣ်	12.1
Next year	ခဲမဟီ(တနံၣ်)	12.1
No matter what (lit., whatever or however)	တမံၤဂ့ၢ်တမံၤဂ့ၢ်	7.1
Northern Thai	ယီၤ	7.1
Not nearly	တဝၢ်	4.1
Not nearly used up	တလၢၣ်တဝၢ်ဘၣ်	4.1
Not only__but also	တကးဘၣ်/တကးဒံးဘၣ်	19.1
Not very	တဝီ ဘၣ်	9.1
Number (instrument for counting)	နီၣ်ဂံၢ်	19.1
Oil	သီ	13.1
One Karen carrying basket	ကုတဒု	8.1
One swidden field	ဃုးတလီၢ်	11.1
Open space or field in a village where people can gather	တၢ်ပျီပူၤ	3.1
Open space or field in a village where people can gather	တၢ်လုၤပူၤ	3.1
Outdoors, the (in general)	တၢ်ချၢ	19.7(2)
Outside	အချၢ	19.1
Outside, the	တၢ်ချၢ	19.7(2)
Owner	ကစၢ်	6.1
Owner of house	ဒါးကစၢ်	6.1
Package(s)	တၢ်ဘိၣ်	7.1
Package, a	တဘိၣ်	7.1
Package, one	တဘိၣ်	7.1
Package(s), wrapped, classifier for	ဘိၣ်	7.1
Paddy	ဘု	3.1
Paddy seed(s)	ဘုချံ	11.1
Pahk	ကီၢ်ဒိၣ်	19.1
Pan(s)	သပၤ	11.1
Parent(s)-in-law	မံၤပှၢ်	1.1
Particle indicating a defensive statement;	နဲၣ်	1.1

Particle indicating a definite positiveness in light of specific circumstances	နဲၣ်	7.1
Particle indicating a freeing of being à;Ãṣã̃ /အဲၣ်: နဲၣ်တယ် or wanting to prevent others from feeling that way <sup>1</sup>	ဒါ/ဒါး/ဒု	2.1
Particle indicating a question expecting a negative or affirmative answer where the speaker had thought that things would be other than stated but sees indications that he/she might have been wrong.	န့/န့ၣ်	2.1
Particle indicating a rather chiding emphasis	နဲၣ်	7.1
Particle indicating a slight pause, similar to နဲၣ်	ဒါ/ဒါး/ဒု	2.1
Particle indicating an instrument to perform the act indicated	နီၣ် ____.	19.1
Particle indicating female gender in animals	မိၣ်	6.1
Particle indicating male gender in animals	ဖါ	6.1
Particle, intensive	လဲၣ်, ဃးဃု	9.1, 12.1
Particle indicating respect used to soften the impact of everyday speech (often used in jesting)	ကီ/ကီစ့ၣ်ခါ	4.1
Particle indicating that the speaker is reasonably sure of the statement made but seeks confirmation from the one spoken to	ကံၣ်	2.1
Particle indicating uncertainty as to the reason for some action or something said	ဒါ	2.1
Particle indicating uncertainty as to the reason for some action or something said	ဒါး	2.1
Particle indicating uncertainty as to the reason for some action or something said	ဒု	2.1
Particle meaning "just"	ခီလီ	14.1
Particle, intensive	ဃးဃု	12.1
Particle, intensive, indicating that the quality referred to is manifested to an extreme degree	ကျါ	4.1
Peace	တၢ်ဃုတၢ်ဖိး/တၢ်ဃုတၢ်ဖိး	4.1
Peacefully	ဃုဃုဖိးဖိး/ဃုဃုဖိးဖိး	4.1
Phlegm	ကဟး	15.1
Physician(s)	ကသံၣ်သရံၣ်	16.1
Place, a	တပူၤ	16.1
People, crowd of, a	ပှၤဂီၢ်မုၢ်	6.1
People,multitude of, a	ပှၤဂီၢ်မုၢ်	6.1
People, poor	ပှၤဖျိၣ်ဖိ/ပှၤဖျိၣ်ဖိယၢ်ဖိ	13.1
People, rural	ပှၤခီဖိ/ပှၤခီခိၣ်ဖိ	7.1
Perhaps	ဘၣ်တဘၣ်	8.1
Person(s), poor	ပှၤဖျိၣ်ဖိ/ပှၤဖျိၣ်ဖိယၢ်ဖိ	13.1

<sup>1</sup>For an explanation of these terms, see 2.8(5).

Place, one	တပူ	16.1
Place(s), classifier for	ပူ	16.1
Poor person(s)	ပွၼ်ႈတီႈ/ပွၼ်ႈတီႈယၢ်	13.1
Poor, the	ပွၼ်ႈတီႈယၢ်	13.1
Pork fat	ထီးသိ/ထီးသိ	13.1
Postage stamp(u)	တၢ်ဂီၤခိၣ်	19.1
Poverty	တၢ်တီၢ်တၢ်ယၢ်	13.1
Probably	ကၢၣ်	8.1
Proverb(s)	တၢ်ကတိၤဒိ	7.8(9)
Pot(s)	သပၤ	11.1
Pot(s), curry	သပၤၤၤ	11.1
Pot(s), earthenware	သပၤၤတီၢ်ခိၣ်	11.1
Pot(s), rice	သပၤမိၢ်	11.1
Pot(s), water	သပၤထံ	11.1
Pots in general	သပၤမိၤလီ	11.1
Potsful of something, classifier for	ပၤ	11.1
Protractedly	ယၢ်ယၢ်ထၢထၢ	16.1
Province	ကီၢ်ရှၢၣ်	19.1
Quadrupeds in general	ဆၢၣ်တီၢ်တီ	14.1
Really	သပူၢ်ကတၢၢ်/သပူၢ်တၢၢ်	14.1
Region	ကီၢ်ဒိၣ်	19.1
Reserve fund(s)	စုပၢ်ကီ	16.1
Ruler(s)	ပဒိၣ်ပပူၢ်	16.1
Rural people	ပွၼ်ႈတီႈ/ပွၼ်ႈတီႈ	7.1
Salary (salaries)	ဘူးလဲ	13.1
Sandals	ခိၣ်ဖံး, ခိၣ်တၢ်ဖံး	7.6(5)
Satchel	ထၢၣ်	16.1
Scar(s)	ဘျီကွၢၤအလီၢ်	16.1
Seed(s)	ချံ	11.1
Seeds in general	တၢ်ချံ	11.1
Series of facts and events	တၢ်ဝၢ်တၢ်ကျီၤ	2.1
Series, things occurring in, classifier for	ဆီ	1.1
Shoes	ခိၣ်ဖံး, ခိၣ်တၢ်ဖံး	7.6(5)
Sin(s)	တၢ်ကမၢၣ်	11.1
Since	လံၤလံၤ	14.1
So as	ဒ်သိး/ဒ်သီး	6.1
Son(s)-in-law	မၢ်	1.1
Sound of a young woman's or girl's laughter	ဟံဟံ	4.1
Sound of an older woman's laughter	ဟၢဟၢဇီၢ်	4.1
Soybean(s)	ထီၣ်နီၣ်	12.1

Spoken word(s)	အကလုာ်	18.1
Spring of water	ထံထီၣ်ပာ်	3.1
Sputum	ကဟး	15.1
Stairs	ဃီ	1.1
Stairs, classifier for	ဆိ	1.1
Stairway, a	ဃီတဆိ	1.1
Stamp, postage	တၢ်ဂီၤခိၣ်	19.1
Stop, a	ကတီၢ်	18.1
Stories, two	ခံဆိ	1.1
Suddenly	ညးဖြါ/ဖြါ	3.1
Swidden field(s)	ယုး	11.1
Taking up and putting down the feet one after another as in walking	ဟးထွဲအခိၣ်	17.8(2)
Term of address or reference used between close friends who are in the same age range	ဒိၣ်	1.1
Term of address or reference used between relatives by marriage who are in the same age range	ဒိၣ်	1.1
Term of address used with female persons of the same age as the speaker who are not blood relatives	ခွါမ့ၣ်	1.1
Term of address used with persons of the same age as the speaker who are not blood relatives	ခွါ	1.1
Term of address used with persons of the same age as the speaker who are not blood relatives (more formal)	ခွါမ့ၣ်ခွါစီ	1.1
Term of endearment similar to "Honey" or "Darling" (used mostly by women)	စီဂုၤလၢၣ်/နီၢ်ဂုၤလၢၣ်	9.1
Term used to refer to one's husband when speaking to someone else	ဖျုၢ်	2.1
Term used to refer to one's wife when speaking to someone else	မ့ၢ်	2.1
Thai, Northern	ယီၤ	7.1
The abdomen	ဟၢဖၢ	11.1
The back	ချါ	19.1
The back side	ချါ	19.1
The bark of a tree	သ့ၣ်အဘုၣ်	91
The Bible	ယုၤအကလုာ်အကထါ	18.1
The cleared areas around the houses as well as the paths in a village	ဟံၣ်လုၤပူၤ	3.1
The cold season	တၢ်ဂၢၢ်ခါ/တၢ်ဂီၢ်ခါ	17.1
The cotton plant	ဘဲ	11.1
The countryside	ခိ/ခိခိၣ်	7.1
The dry season	တၢ်ယီၤခါ	13.1
The Lord God	ကစၢ်ယုၤ	6.1
The more__the more__.	ဒံး __ ဒံး __.	18.1



The outside	ချာ	19.1
The rural area	ခိ/ခိခိ	7.1
The whole village (figuratively)	ဟံင်လူပူ	3.1
The year after next	ခဲတညါ	12.1
This coming day (spoken the afternoon, evening, or night before)	ခဲမုဆါ	12.1
Thousand	ကထိ	12.1
Through	ခီဖျိ	19.1
Time	ဆာကတိာ်	18.1
Time, ago, a long	လၢပျၢ	14.1
Time period, a	ကတိာ်	18.1
Time, very long in	ယံင်ယံင်ထၢထၢ	16.1
Times, ancient, in	လၢပျၢ	14.1
To a proper degree	ဘၣ်ဒး(ကိပ်ဖိ)/ဘၣ်ဒး(ကိပ်ဖိ)	9.1
To act in an unseemly manner	မၤကလိဖကလိတၢ်	8.7(7)
To adjust	ကျဲ, သုးကျဲ	3.1
To announce	ဘီးဘၣ်သ့ညါ/ဘီးဘၣ်သ့ညါ	18.1
To answer in writing	ကွဲးဆၢ	18.1
To answer verbally	တဲဆၢ	18.1
To apply a flat surface to something else	ကျဲး(တၢ်)	19.1
To appoint a time	သ့ၣ်နံၤဖးသီ/သ့ၣ်မုၢ်နံၤဖးမုၢ်သီ	4.1
To apportion	နီၤ(တၢ်)	14.1
To arrange	ကျဲ/သုးကျဲ	3.1
To arrange things upright in a line with each other	ဆီ	1.1
To arrive at	ပၢ်(ထီၣ်)	3.1
To ask for	ဃု(တၢ်)	12.1
To associate with	ရူ(တၢ်)	16.1
To attain full growth or utmost size	တုၣ်	2.1
To be active	ခု	13.1
To be arranged in a series	ဆီလီၤအသး	1.1
To be ashamed	မဲၣ်ဆွဲး	8.1
To be at peace	ဃု/ဃုဖိး/ဃုဖိး	4.1
To be aware of distention from gas in the abdomen	ဟၢမၤထီၣ်	11.1
To be bashful	မဲၣ်ဆွဲး	8.1
To be broken into pieces	သ့ၣ်ဖး	11.1
To be buoyant	ဖုံ	17.1
To be burdensome	ဃၢ	9.1
To be careful	ပလီၤသး	9.1

To be cautious	ပလီသး	9.1
To be clear of trees, shrubs, debris, etc.	ပျီ	3.1
To be complete	က, ပွဲ, လာပွဲ	12.1, 2.1
To be cultivated	ဒါ	14.1
To be different	လီဆီ	7.1
To be different from (something else)	လီဆီနီ	7.8(4)
To be different from each other	လီဆီလိင်အသး/လီဆီ လိင်အသး	7.8(4)
To be diffident	မဲင်ဆွး	8.1
To be diligent	ခို	13.1
To be distressed	ကိင်ဂီ/သးကိင်/သွင်ကိင်သး ဂီ	18.1
To be distressed in spirit	သးဖိင်	13.1
To be domesticated	ဒါ/ဘျါ	14.1, 8.1
To be easy	ညီ	8.1
To be elderly	ပွင်/သးပွင်	2.11
To be even	ယူ	4.1
To be even	ယူဖီး/ယူဖီး	4.1
To be even with each other	ယူလိင်အသး/ယူလိင်အသး	4.1
To be familiar with	ညီဘျါ	8.7(7)
To be fast	ချ	3.1
To be feasible	ညီ	8.1
To be fit	ကာ/ကာကိင်	2.1
To be fortunate	မိင်/မိင်သီ	14.1
To be free	ခီလီ/ဘျါ/သဘျါ	14.1, 8.1, 9.1
To be friendly with	ရူ(တင်)	16.1
To be full	ကူ/ပွဲ	12.1, 2.1
To be fulfilled	လာပွဲ	2.1
To be full grown	ဒိုင်တိုင်ခိုင်ပွဲ	2.1
To be fully developed (refers to humans)	ဒိုင်တိုင်ခိုင်ပွဲ	2.1
To be funny	လီနီ	14.1
To be hard up	မာမိုဆိုင်အိုင်မိုဂီ/မာလာဂီ အိုင်လာဟါ	2.8(15)
To be heavy	ယာ	9.1
To be in adverse circumstances	ဖိုင်/ဖိုင်ယင်	13.1
To be in complete agreement with others in regard to a particular matter, resulting in a mystical power pervading both parties	ဒိုင်လီယူဆိုင်လီ ပွဲ	4.1
To be in harmony with each other (i.e., of one heart and mind)	ယူလိင်အသး/ယူလိင်အသး	4.1
To be intense (as pain)	နး	9.1

To be large	ခိုင်ခိုင်မိုမို	6.1
To be light in weight	ဖုံ	17.1
To be light-hearted	သးဖုံ	17.1
To be like	လီၤဂၢ်	8.1
To be long (in length)	ထီ	6.1
To be long drawn out	ထၢ	16.1
To be lucky	မိၣ်/မိၣ်သီ	14.1
To be married	ထီၣ်ပှ်	2.1
To be mature	ပှ်/သးပှ်	2.1
To be mirthful	သးဖုံ	17.1
To be miserable in spirit	သးဖီၣ်	13.1
To be mistaken	ကမၣ်	11.1
To be nauseated	တၢ်မိၣ်ဘျီးအသး/တၢ်မိၣ်ဘျီး အသး	8.1
To be necessary	လိၣ်ဘၣ်(တၢ်)	1.2
To be necessary t hire workers	ဘၣ်မၤအိၣ်ဘၣ်	7.8(3)
To be of moderate means	မၤစ့ၢ်အိၣ်စ့ၢ်	2.8(15)
To be not difficult	ညီ	8.1
To be old (refers to humans)	သးပှ်	2.1
To be old (refers to living things)	ပှ်	2.1
To be old, very	ပှ်သးသး	2.1
To be on agreeable terms with	ဖိး/ဖိး	4.1
To be of one mind (but not necessarily of one heart) (wf)	ဃုလိၣ်အိၣ်/ဃုလိၣ်အိၣ်	4.1
To be on agreeable terms with	ဃု/ဃုဖိး/ဃုဖိး	4.1
To be partial	ကွၢ်မဲၣ်(တၢ်)	1.1
To be particular	လုၣ်(တၢ်)	1.1
To be perfected	လၢပှ်	2.1
To be plentiful	ကူ	12.1
To be poor	ဖီၣ်/ဖီၣ်ယၢ်	13.1
To be possessed of supernatural attributes and powers	ပှ်	4.1
To be pregnant	ဒၢ/သၢထီၣ်အကူဖိကံၣ်	8.1
To be proper	ကၢ/ကၢကီၣ်	2.1
To be prudent	ပလီၤသး	9.1
To be quick	ချဲ	3.1
To be rapid	ချဲ	3.1
To be related by marriage	ဒီခိၣ်လိၣ်သး/ဒီခိၣ်လိၣ်သး	1.1
To be separate	စီၤစုၤ/လီၤဆီ	17.1, 7.1
To be severe (as pain)	နး	9.1
To be sharp, as pain)	နး	9.1

To be shy	မဲဆွဲသု	8.7(9)
To be slow	ဃာ	9.1
To be spacious	ဒိပ်ဒိပ်မုမု	6.1
To be special	လီဆီ	7.1
To be split	သုဉ်ဖး	11.1
To be sufficient	လာ	2.1
To be suitable	ကာ/ကာကီဉ်	2.1
To be tall	ထီ	6.1
To be tame	ဘျါ	8.1
To be the same in kind (sf)	ဒ်သီးဒီး/ဒ်သီးဒီး/ဒ်သီးသီး/ဒ်သီးသီး	6.1
To be thin in flesh	ဃဲၤ	16.1
To be torn	ညဉ်/ယဉ်	13.1
To be unconscious	တသုဉ်နီဉ်လီၤအသးဘဉ်	17.1
To be unencumbered	သဘျု	9.1
To be uniform	ဃု/ဃုဖီး/ဃုဖီး	4.1
To be uninhibited	ဘျါ	8.1
To be very mature	သးဟ်သဃဲး	2.1
To be very old	သးဟ်သဃဲး	2.1
To be wanting nothing	ကူ	12.1
To be well off	မၤသုဒ်နီဉ်ဘဉ်	2.1
To be wild	မံၤ	14.1
To be without cost	ခီလီ	14.1
To be worried	ကိၣ်ဂီၤ/သးကိၣ်/သုဉ်ကိၣ်သးဂီၤ	18.1
To be wrong	ကမဉ်	11.1
To be yellowish in color	ဘီ	17.1
To bear	ကီၤ(တၢ်)	16.1
To bear	တူၢ်(တၢ်)	7.1
To bear expenses	တူၢ်န့ၢ်အတၢ်လာ် တၢ်စ့ၤ	7.8(1)
To bear expenses	တူၢ်လာ်တၢ်	7.8(1)
To bear with	ဆီဉ်လီၤအသး	1.1
To beat to death	တီၢ်သံ	6.1
To beat, as with a stick	တီၢ်	6.1
To begin	စးထီဉ်(တၢ်)	8.1
To begin some creative project	သၤထီဉ်	8.1
To bless something or someone	ဆီဉ်ဂ့ၤ(တၢ်)	12.1
To bless something or someone	ဆီဉ်ဂ့ၤဆီဉ်ဝါ(တၢ်)	12.1
To bring together to compare	ဒိ	7.1
To bring up sputum	ကလီဉ်(ထီဉ်)	17.1

To bring up the contents of the stomach	ဘှိုးထိန်/ဘှိုးထိန်	8.1
To build something	ဘှီ(တၢ်)	7.1
To carry on the back, often in a basket or bag suspended from the forehead	ဝံ	4.1
To cease	တုၣ်	2.1
To cease breathing	သံ	6.1
To change the order of a series	ဆီတလဲ	1.1
To change the order of a series	ဆီလဲ	1.1
To check	ကီၤ(တၢ်)	16.1
To chop down with a long knife	ကျီ(တၢ်)	12.1
To clamor	သဲ/သီၣ်သဲ	18.1
To clear a field	ဖဲးယုး	11.1
To clear an open space or plot of ground	မၤဖျိတၢ်	3.1
To clear the throat	ကလိၣ်(ထီၣ်)	17.1
To come on a horizontal level	ဟဲးဃီ	19.1
To compare with	ဒီလီၤ	7.1
To complete	မၤပွဲၤ(တၢ်)	2.1
To cough	ကူး	15.1
To count	ဂံၢ်(တၢ်)	19.1
To cross over	ခီ(တၢ်)/ခီဂၢ်(တၢ်)	19.1
To cry	ဟီၣ်	19.1
To cure	မၤဘျါ(တၢ်)/ယါဘျါ(တၢ်)	16.1
To curse something or someone	ဆိၣ်အာ(တၢ်)	12.1
To cut down with a long knife	ကျီ(တၢ်)	12.1
To dare to do	ဘျီၣ်	19.1
To die	သံ	6.1
To die from disease	ဆါသံ	6.1
To die from disease	ဆိးကုသံ	6.1
To distribute	နီၤ(တၢ်)/နီၤလီၤ(တၢ်)	14.1
To divide	နီၤ(တၢ်)	14.1
To divide and give	နီၤဟ့ၣ်(တၢ်)	14.1
To divide into parts	နီၤဖး(တၢ်)	14.1
To do along with something else	ယုၣ်	11.1
To do by way of response	ဆါ	18.1
To do privately	ကသွံ(ဒံ)	9.1
To do quietly	ကသွံ(ဒံ)	9.1
To do secretly	ကသွံ(ဒံ)	9.1
To do together with	ယုၣ်	11.1
To do with (or for) someone else something he/she could not easily do, or should not do, alone	ဂုၤ/ယုၤ	4.1
To do with effort	ဂုၣ်/ဂုၣ်	9.1

To do without	ကီၤ(တၢ်)	16.1
To do wrong	မၤကမၢ်တၢ်	11.1
To drop through the hand	ဖျဲၣ်လီၤ(တၢ်)/ဘျဲၣ်လီၤ(တၢ်)	11.1
To dry up after the rainy season	ယီၤ(ထီၣ်)	11.1
To embarrass someone	မၤမဲၣ်ဆွဲး	13.1
To endeavor	ကျဲးစး	7.1
To endure	တူၢ်	7.1
To entreat	ယု(တၢ်)	12.1
To err	ကမၢ်	11.1
To exert self-control	ကီၤသး	16.1
To extend or occur in series, articulations, lofts, or stories	ဆီ	1.1
To fasten up something flat	ကျဲးထီၣ်	19.1
To feed (refers to animals)	ဘျဲၣ်(အိၣ်)	6.1
To feed (refers to human beings)	လုၢ်အိၣ်(လုၢ်အိ)	6.1
To feel as though one were going to vomit	တၢ်မိၢ်ဘျီးအသး/တၢ်မိၢ်ဘျီး	8.1
	အသး	
To feel chilly	တၢ်ဂၢၢ်(အ)သး/တၢ်ဂၢၢ်(အ)	17.8(6)
	သး	
To feel cold	တၢ်ဂၢၢ်(အ)သး/တၢ်ဂၢၢ်(အ)	17.8(6)
	သး	
To fill	မၤပျဲၤ	2.1
To flee	ယုၢ်	19.1
To follow after someone	ပိၣ်ထွဲအခံ/ပိၣ်ထွဲအခံ	17.8(2)
To forbear	ဆီၣ်လီၤအသး	1.1
To forget	သးပုၤနီၣ်	17.1
To get a wife or husband	ဆီဟံၣ်ဆီယီ	1.1
To get married	ဖျီအသး	4.1
To get service from	န့ၢ်မၤအိၣ်ဘျဲၣ်	7.1
To give up one's rights	ဆီၣ်လီၤအသး	1.1
To go before, influencing that which follows	ထွဲ	17.1
To guard	ခိး/ခိး	13.1
To graduate	ဖျီ	19.1
To happen to do	ဘျဲၣ်ဖုး	19.1
To have a bowel movement	ဟၢၤဖၢၤထီၣ်	11.1
To have a distance between	စီၤစုၤ	17.1
To have a pattern made in weaving or by using colors (i.e., checked, striped, figured, etc.)	ကံၣ်	8.1
To have a preference	လုၢ်(တၢ်)	1.1
To have a quality which makes one want to carry out the action indicated	လီၤ ____	14.1
To have a smell or odor	န့ၢ်	9.1

To have a supernatural presence with one, as God with His people	ရှိ	4.1
To have abdominal pain	ဟာမဆါ	11.1
To have an X-ray taken	ဒီအဲးသရံ	17.1
To have diarrhea	ဟာမဟးဂီ	11.1
To have harmonious relations with (indicates an absence of negative factors which would destroy harmony)	ဖိုး/ဖိုး	4.1
To have harmonious relations with each other	ဖိုးလိပ်အသး/ဖိုးလိပ်အသး	4.1
To have labor pains	ဟာမဆါ	11.1
To hold down by pressure	ဆိပ်တံ	1.1
To humble one's self	ဆိပ်လီအသး	1.1
To implore	ယု(တံ)	12.1
To inform	ဘီးဘုသုညါ/ဘီးဘုသုညါ	18.1
To instruct	သိပ်လိ(တံ)/သိပ်လိသီလိ(တံ)	13.1
To invite	ကွဲ	8.1
To invoke	ဆိပ်(တံ)	12.1
To jest	ကလိပ်ကလပ်	8.1
To jest	တဲကလိပ်ကလပ် (တံ)	8.7(7)
To kill by beating	တိပ်သံ	6.1
To kill (in general)	မသံ(တံ)	6.1
To labor	ဖိုးတံမတံ	9.1
To laugh	နံ	14.1
To lay over, as a plaster, paste, glue	ကျးလီ	19.1
To liken to	ဒီလီ	7.1
To listen	ကနပ်/ဒီကနပ်(တံ)/စူ(တံ)	18.1
To live from hand to mouth	မလါဂီအိပ်လါဟါ/မလါဆုပ်အိပ်မုဂီ	2.8(15)
To look after someone	ကွပ်ထွဲ(အခံ)	17.8(2)
To make a hole through something	မထွပ်ဖျိတံ	19.7(7)
To make a lot of noise	သဲ/သိပ်သဲ	18.1
To make anose or sound	သိပ်	18.1
To make an appointment	သုန်နံဖးသီ	4.1
To make an error or mistake	မကမုတံ	11.1
To make known	ဘီးဘုသုညါ/ဘီးဘုသုညါ	18.1
To mark for future recollection	မနီပ်(သံ)တ	17.8(1)
To marry a couple	တုတံဖျိတံ/ဖျိ(တံ)	4.1

To mount	ဒီး(တၢ်)/ဒီး(တၢ်)	13.1
To move, as a thing for a short distance	သုး	3.1
To move to or from on a horizontal plane	ဃီၤ	19.1
To need	လိာ်ဘၣ်(တၢ်)	1.2
To note down	ကွဲးနီၣ်ဃၢ်	17.1
To nourish (refers to animals)	ဘၣ်(အိၣ်)	6.1
To nourish (refers to human beings)	လုၢ်အိၣ်(လုၢ်အိ)	6.1
To obey	ကနၣ်	18.1
To obey	စူၢ်(တၢ်)	18.1
To obey	ဒိကနၣ်(တၢ်)	18.1
To observe or mark for future recollection	နီၣ်	17.1
To pass through	ဖျိ	19.1
To pass through something making a hole	ထူၣ်ဖျိ	19.1
To pass through to the other side	ခီဖျိ	19.1
To pass to the opposite side	ခီ(တၢ်)	19.1
To pass to the opposite side	ခီဂၢ်(တၢ်)	19.1
To pay attention	ကနၣ်	18.1
To pay attention	ဒိကနၣ်(တၢ်)	18.1
To perceive the odor of anything	နၢ	9.1
To perform a marriage ceremony	တ့တၢ်ဖျိတၢ်/ဖျိ(တၢ်)	4.1
To plant a swidden field by poking holes in the ground and dropping seeds into them	ထီၣ်ဃုး	11.1
To plant something	သ့ၣ်(တၢ်)/သ့ၣ်တၢ်ဖျးတၢ်	12.1
To press	ဆီၣ်(တၢ်)	1.1
To press down	ဆီၣ်လီၤ	1.1
To prick up the ears	ကနၣ်	18.1
To push	ဆီၣ်(တၢ်)	1.1
To push aside	ဆီၣ်ကွံၣ်	1.1
To push away	ဆီၣ်ကွံ	1.1
To push down	ဆီၣ်လီၤ	1.1
To push up	ဆီၣ်ထီၣ်	1.1
To put forth great effort	သကူးသကူး	3/1
To raise	ဘၣ်(အိၣ်)	6.1
To raise (refers to human beings)	လုၢ်အိၣ်(လုၢ်အိ)	6.1
To reach to	ပါၢ်(ထီၣ်)	3.1
To read after someone	ဖးထွဲအခံ	17.8(2)
To recall something which had been previously forgotten	သ့ၣ်နီၣ်ထီၣ်က့ၤ	17.1
To reciprocate	ဟ့ၣ်ၤ(တၢ်)	18.1
To recover or get well from an injury or disease	ဘျါ(က့ၤ)	16.1
To refrain	တုၣ်	2.1



To regurgitate (cows, water buffaloes, etc.)	ကလိပ်(ထိပ်)	17.1
To remember	သုန်နီ	17.1
To remove, as a thing for a short distance	သုး	3.1
To repair	ဘွီကုတၢ်/ဘွီဂုထီၣ်ကုတၢ်	7.8(2)
To repay	ဟုၣ်ဆၢ(တၢ်)	18.1
To replace	ဆီတလဲ/ဆီလဲ	1.1
To resemble	လီၤဂၢ်	8.1
To restrain	ကီၤ(တၢ်)	16.1
To restrain anger	ဆီၣ်လီၤအသး	1.1
To restrain anger or other passions	ကီၤသး	16.1
To restrain spending by setting aside	ပၣ်ကီၤ	16.1
To retaliate	မၤဆၢ(တၢ်)	18.1
To ride	ဒီး(တၢ်)/ဒီး(တၢ်)	13.1
To run	ဃုၢ်	19.1
To say	စံး(တၢ်)	6.1
To say after one	တဲထွဲအံၤ	17.8(2)
To say something wrong	တဲကမၣ်တၢ်	11.1
To scatter with the hand	ဖှံလီၤ(တၢ်)	11.1
To send by the hand of another	ယုၢ်	7.1
To set a day	သ့ၣ်နံၤဖးသီ/သ့ၣ်မုၢ်နံၤဖးမုၢ်သီ	4.1
To set down in an upright position in a line or series	ဆီလီၤ	1.1
To set up a household by getting married	ဆီဟံၣ်ဆီဃီ	1.1
To share	နီၤဟုၣ်(တၢ်)	14.1
To shoot, as with a cross-bow or gun	ခး(တၢ်)	
To shove	ဆီၣ်(တၢ်)	14.1
To show partiality towards (usually on the basis of wealth or position)	ကွၢ်မဲၣ်(တၢ်)	1.1
To show up	ပၢ်(ထီၣ်)	3.1
To sing after someone	သးဝံၣ်ထွဲအံၤ	17.8(2)
To slash off with a long knife	ကၠိၤ(တၢ်)	1.1
To smell fragrant	နၢမူ/မၤမူနၢဆီ	12.1
To smell like acid	နၢဆံၣ်	9.1
To smell like something in a state of fermentation	နၢဆံၣ်ဘီ	9.1
To smell like urine	နၢဆံၣ်	9.1
To smell savory, as fruit or food	နၢဝံၣ်နၢဆၢ	9.1
To smell stale, like old food or sweat	နၢသအံၣ်	9.1
To smell sweet	နၢမူ/နၢမူနၢဆီ	9.1
To smile	နီၤ	9.1

To sniff something	နာ	14.1
To speak	စံး(တၢ်)	9.1
To start	စးထီၣ်(တၢ်)	6.1
To stick up, as a notification	ကျဲးထီ	8.1
To stop	တၢ်	19.1
To strike, as with a stick	တီၢ်	2.1
To strive	ကျဲးစး	6.1
To such a great extent	တဖးန့ၣ်ညါ	7.1
To such a great extent	တဖးအံၤညါ	3.1
To suffer	ကီၤ(တၢ်)	3.1
To suffer	တူၢ်	16.1
To supplicate	ယု(တၢ်)	7.1
To swear	ဆိၣ်(တၢ်)	12.1
To take a wife or husband	ဆီဟံၣ်ဆီယီ	12.1
To take an X-ray	ဒိအဲးစရံၣ်	1.1
To take by violence or extortion	ဂုၣ်/ဂုၣ်	17.1
To take grazing animals out to graze	လုၢ်အိၣ်(လုၢ်အိ)	6.1
To take heed to one's self	ပလီၢ်သး	9.1
To take steps, putting one foot before the other	ထွဲ	9.1
To talk in an undertone	ကတိၤကသွံ(ဒံ)	17.1
To talk in an undertone	တဲတၢ်ကသွံ(ဒံ)	9.1
To tarry	ခိး/ခိး	9.1
To teach	သိၣ်လိ(တၢ်)/သိၣ်လိသီလိ (တၢ်)	13.1
To tease	ကလိၣ်ကလၢ်	13.1
To tease	တဲကလိၣ်ကလၢ်(တၢ်)	8.1
To tell	စံး(တၢ်)	8.7(7)
To thrust in the hand and pull out, as from a basket, hole, etc.	ဘုး(တၢ်)	14.1
To travel by	ခိး(တၢ်)/ခိး(တၢ်)	6.1
To treat	မၤဘျါ(တၢ်)/ယါဘျါ(တၢ်)	16.1
To try	ကျဲးစး	13.1
To try hard	ဂုၣ်ကျဲးစး	7.1
To use	သု(အိၣ်)(တၢ်)	8.1
To use a similitude	ဒိ	9.1
To use force	ဂုၣ်/ဂုၣ်	7.1
To vomit	ဘျီး/ဘျီး	8.1
To vomit into a container or onto the ground	ဘျီးလီၤ/ဘျီးလီၤ	8.1
To vow	ဆိၣ်(တၢ်)	9.1
To wait	ခိး/ခိး	12.1
To wait in order to meet someone	ခိးအခိၣ်	13.1

To wait in order to meet someone	ခိုးအခိုက်/ခိုးအခိုက်	13.1
To wake up	ပေါ်(ထိုင်)	3.1
To warn someone about something	တဲပလီတံ	13.1
To watch	ခိုး	9.1
To watch	ခိုး/ခိုး	13.1
To wear a hole through something	ထွန်ဖျီ	13.1
To weep	ဟီၣ်	19.1
To whisper	ကတိၤကသွံ(ဒ်)	19.1
To whisper	တဲတံကသွံ(ဒ်)	9.1
To work	ဖဲတံမၤတံ	9.1
To worry	ဆိကမိၣ်ကိၣ်ဆိက မိၣ်ဂီၤ	9.1
To wrap, as in a leaf	ဘိၣ်(တံ)	7p1
Tobacco	ညါသူး	18.1
Traditional religious practices	မိၣ်လုၢ်ပၢ်လၢ်	7.1
Tree	သုၣ်	9.1
Tree lear/tree leaves	သုၣ်လုၢ်	9.1
Tree lizard	တခူး	11.1
Tree, a	သုၣ်တထွၣ်	9.1
Tribe(s), classifier for	ဒုၣ်	3.1
Tribes, two	ခံဒုၣ်	2.1
Truly	သပ္ပာ်တံ/သပ္ပာ်ကတံ	14.1
Tuberculosis	တံပသိၣ်ဆါ	2.1
Variant of ညါၣ်	ညါ	17.1
Variant of မ့ၢ်	မ့	1.1
Vehicles, classifier for	ဆိ	1.1
Very long in time	ယၢ်ယံၣ်ထၢထၢ	16.1
Voice(s)	အကလုၢ်	18.1
Wage(s)	လဲ/ဘူးလဲ	13.1
Wallet	ထၢၣ်	1.1
Water buffalo(es)	ပနီၢ်	6.1
Wedding(s)	တံတုတံဖျီ	16.1
Weeds	နီၣ်	4.1
"What about...?"	မိၣ်	4.1
Whether__or	__ဂ့ၤ __ဂ့ၤ	12.1
Whether__or	__ဂ့ၤ __ဂ့ၤ	7.1
Whoever, anyone	တဂၤဂ့ၤတဂၤဂ့ၤ	7.1
Whooping cough	တံကူးဖးထီ	7.1
Wife(wives)	မၤ	3.1
Wise saying(s)	တံကတိၤဒိ	16.1
Woman who is married or has been married	မုပျီ	2.1

Wood	သုဉ်	9.1
Word, God's	ယွၤအကလုၢ်အကထါ	18.1
Work	တၢ်ဖဲးတၢ်မၤ	7.8(9)
Wound(s)	တၢ်ပူၤလီၢ်	9.1
Wrong(s)	တၢ်ကမၣ်	16.1
Year, the whole	ခူၤတနံၣ်ကျါ	14.1
Young unmarried boy, a	ဖိၣ်သၣ်ခွါ	19.1
Younger sibling of spouse	ပုၤဒဲး	18.1
"Youngsters..." (referring to persons of any age much younger than the speaker)	ဖိသၣ်ဟံ	1.1

#### 4. INDEX TO WORD USAGE AND GRAMMAR

(Note: See also the pages listed in the Vocabulary Lists under the appropriate words)

<u>Topic</u>	<u>Lesson</u>
Classifiers	1.7(2); 2.8(11); 4.7(6); 7.8(14); 10.1(1); 15.1(1); 16.8(4); 20.1(1).
Classifiers, expressions used with	5.1(1); 10.1(1); 15.1(1); 20.1(1)
Close relationships	1.7(1); 3.7(2); 5.1(2); 7.8(12), 9.7(10); 10.1(1b); 18.8(3)
Comparison	3.7(3), 6.8(7)
Contracted speech	2.8(14)
Couplets	5.1(3)
Customs concerning arrangements for marriage	1.7(8)
Descriptive verbs	5.1(4a); 10.1(2a); 15.1(3a); 20.1(3a)
Direct address	1.7(1)
Direction	19.7(5)
Exclamations, particles used with	3.7(3); 4.7(8); 19.7(11)
Expressions referring to pregnancy	8.7(2), (9)
Gender	6.8(1)
Idiomatic expressions	3.7(5), 4.7(3), 8.7(2), (9), 10.1(4); 14.7(3); 15.1(6); 19.7(11); 20.1(5)
Independent expressions	5.1(6); 11.17(6), (7); 15.1(5)
Interrogative expression	12.8(7), (8); 15.1(2); 18.8(4), 20.1(4)
Negative, summary	5.1(5f); 9.6(5); 10.1(3)
Northern Thai	7.8(13)
Particles	5.1(5); 10.1(3); 15.1(4); 20.1(6)
Particle indicating a brief pause	2.8(5)
Particle indicating a defensive statement	1.7(7)
Particle indicating a definite positiveness in	1.7(7)
light of a special circumstance	
Particle indicating a feeling of being àṁṁṁ	2.8(5)
āṁ/အာဝ်းနိဝတယ် or wanting to prevent	
others from feeling that way	
Particle indicating an instrument to perform the act indicated	19.7(8)
Particle indicating that a quality is manifested to an extreme degree	4.7(11)
Particle indicating a question expecting a negative or affirmative answer	1.7(6)

Particle indicating a question expecting a negative or affirmative answer where the speaker had thought things would be other than stated but sees indications that he/she might have been wrong	2.8(7)
Particle indicating a question to ascertain whether indications of something contrary to one's expectations is true or not	1.7(6)
Particle indicating a rather chiding emphasis	1.7(7)
Particle indicating regret	2.8(5)
Particle indicating that the speaker is reasonably sure of the statement but seeks confirmation	2.8(6)
Particle indicating that the speaker seeks agreement	1.7(6)
Particle indicating uncertainty as to the reason for some action or spoken word	2.8(5)
Particle indicating a word of caution	1.7(6)
Particle indicating a word of reproach	1.7(6)
Particle meaning "just"	14.7(12), 15.1(4b)
Parts of the body	11.7(1); 16.8(7); 20.2
Pronunciation	11.7(6), (7); 19.7(11)
Relationships, close personal	1.7(1), 3.7(2), 5.1(2), 7.8(12), 9.7(10), 18.8(3)
Swidden method of cultivation	11.7(9), (10)
Terms of endearment	9.7(2)
Time expressions	12.8(6), (7); 13.8(10); 15.1 (2); 18.8(4)
Use of expressions for last year, next year, etc.	12.8(6)
Use of go-betweens for prospective mates	2.8(8)
Use of ကစ၍	6.8(6)
Use of ကစီဒီ	18.8(5)
Use of ကတီၵ်	18.8(4)
Use of ကထီ	12.8(8)
Use of ကန့ၵ်	18.8(7)
Use of ကမ့ၵ်	11.7(3)
Use of ကလီၵ်ကလံၵ်	8.7(7)
Use of ကသံၵ်	16.8(1)
Use of ကဟး	16.8(7)
Use of ကံ	2.8(6)
Use of ကံၵ်	8.7(10); 10.1(5b)
Use of ကံၵ်	8.7(4)

Use of ကာ/ကာကီၣ်	2.8(11)
Use of ကု	8.7(3)
Use of ကူ	12.8(4)
Use of ကူး	16.8(7)
Use of ကီ/ကီစှ်	4.7(10)
Use of ကိၣ်	19.7(1)
Use of ကီၤ	16.8(9)
Use of ကျါ	9.7(10); 10.1(5c)
Use of ကျိၣ်	4.7(11)
Use of ကျး	19.7(3)
Use of ကျးစး	7.8(10)
Use of ခါ	7.8(13)
Use of ခု	13.8(5)
Use of ခိ/ခိခိၣ်	7.8(8)
Use of ခိး/ခိး	13.8(7)
Use of ခိ/ခိဂၣ်	19.7(7)
Use of ခိလီ	14.7(4), (12)
Use of ချါ	19.7(2)
Use of ချူ	3.7(7)
Use of ခ.န.	12.8(8)
Use of ဂုၣ်	9.7(2)
Use of ဂုၤ	4.7(7)
Use of ဂုၣ်	9.7(2)
Use of ဂုၤ	7.8(15); 10.1(5c)
Use of ဂိၣ်/ဂိၣ်မုၣ်	6.8(5)
Use of ဃးဃု	12.8(6)
Use of ဃာ	9.7(6)
Use of ဃုၣ်	11.7(8)
Use of ဃး	11.7(9)
Use of ဃု/ဃုဃုဖိးဖိး	4.7(2)
Use of ဃု(တၢ်)	12.8(5)
Use of ဃုၣ်	19.7(4)
Use of ဃဲၤ	16.8(5)
Use of ဃီ	1.7(2)
Use of ဃီၤ	19.7(5)
Use of စးထီၣ်	8.7(9)
Use of စူၣ်	18.8(7)
Use of စီၤဂုၤလၢၣ်	9.7(10)
Use of စီၤတလိၣ်ပၢ်	2.8(10)
Use of စီၤတလိၣ်မိၢ်	2.8(10)
Use of ဆၣ်ဖိကီၣ်ဖိ	14.7(1)

Use of ဆာ	18.8(4)
Use of ဆာ	18.8(8)
Use of ဆာကတီ	18.8(4)
Use of ဆီ(တံ)	1.7(3)
Use of ဆီ(တံ)	1.7(4)
Use of ညံ	13.8(6)
Use of ညံ/ညံ	8.7(7)
Use of တကးဘံ	19.7(9)
Use of တကဲလးဘံ	14.7(3)
Use of တံ .	7.8(12)
Use of တံ	1.7(1)
Use of တံဘံ	9.7(12)
Use of တးနံ/တးအံ	3.7(3)
Use of တးသီးသီး/တးသီးသီး	3.7(3)
Use of တံ	4.7(10)
Use of တံကဘံ	16.8(6)
Use of တံဂံ	17.8(6)
Use of တံဂံတံဂံ	2.8(4)
Use of တံဂံ	17.8(6)
Use of တံဒါ	12.8(2)
Use of တံပရံ	18.8(2)
Use of တံပျံ	3.7(6)
Use of တံမံလံ	14.7(1)
Use of တံလံ	3.7(6)
Use of တံဝံတံဆံ	16.8(8)
Use of တံဟံ	16.8(8)
Use of တံ	2.8(1)
Use of တံ(တံ)	7.8(1)
Use of တး	12.8(1)
Use of တံ	12.8(3)
Use of တံ	16.8(2)
Use of တံ	19.7(8)
Use of တံယး	11.7(10)
Use of တံ	6.8(4)
Use of တံ	17.8(2)
Use of တံ တံ .	18.8(6)
Use of တံလံလံ	16.8(3)
Use of တံသီး/တံသီး	6.8(7), 10.1(5a), 17.8(4)
Use of တံ အသီး	6.8(7), 10.1(5a)
Use of တံ	8.7(2)
Use of တံ	14.7(1)



Use of ဒါ/ဒါး	2.8(5)
Use of ဒု	2.8(5)
Use of ဒွှံ	2.8(12)
Use of ဒိ	7.8(11)
Use of ဒိကန့်	18.8(7)
Use of ဒိအဲးစရံ	17.8(3)
Use of ဒီး/ဒီး	13.8(4)
Use of ဒိ ညါ	13.8(9)
Use of ဒိမိဝါ	3.7(2)
Use of ဒိမိဝါ	3.7(2)
Use of နး	9.7(5)
Use of နးဒိ	14.7(9)
Use of နံ	14.7(7)
Use of နာ	9.7(4)
Use of နု/နု	2.8(7)
Use of နုမာဒိတံ	7.8(3)
Use of နံ	1.7(7)
Use of နိုဝါလံ	9.7(10)
Use of နို	17.8(1)
Use of နို	19.7(8)
Use of နို	14.7(2)
Use of ဝလီ	13.8(2)
Use of ဝလီသး	9.7(3)
Use of ဝး	12.8(3)
Use of ဝါ/ဝါထီ	3.7(1)
Use of ဝါဒ	18.8(3)
Use of ဝါ	16.8(4)
Use of ဝါ	2.8(13)
Use of ဝါ	2.8(2)
Use of ဝါ/ယုဝါ	4.7(3)
Use of ဝါ	6.8(1)
Use of ဝးတံမာတံ	9.7(1)
Use of ဝး(ယု)	11.7(9)
Use of ဝး/ဝး	4.7(1)
Use of ဝိသံခွါ	19.7(8)
Use of ဝံ	17.8(5)
Use of ဝံလီ(တံ)	11.7(10)
Use of ဝံလီ(တံ)	11.7(10)
Use of ဝိ/ဝိယံ	13.8(6)
Use of ဝိ	19.7(7)
Use of ဝိ/တုဝိ	4.7(5)

Use of ဘဉ်တဘဉ်	8.7(10), 10.1(5b)
Use of ဘဉ်ဒး(ကိပ်ဖိ)	9.7(7)
Use of ဘဉ်ဖုး	19.7(10)
Use of ဘု	3.7(8)
Use of ဘူး	14.7(5)
Use of ဘုဉ်(အိဉ်)	6.8(2)
Use of ဘုဉ်	19.7(12)
Use of ဘျါ	8.7(6)
Use of ဘျဉ်လီၤ	11.7(10)
Use of ဘျီး/ဘျီး	8.7(1)
Use of ဘျီ(တၢ်)	7.8(2)
Use of ဘျါ	16.8(11)
Use of မါ	3.7(2)
Use of မါဘျါ	16.8(11)
Use of မါသ့အိဉ်ဘဉ်	2.8(15)
Use of မံၤ	14.7(1)
Use of မုဉ်ကနီၤ	19.7(8)
Use of မုဉ်	6.8(5)
Use of မူး	4.7(6)
Use of မုဉ်ဂ့ၤ	7.8(15), 10.1(5c)
Use of မိဉ်ဆူး	8.7(9)
Use of မိဉ်	6.8(1)
Use of မိလီ	11.7(2)
Use of မိဉ်	14.7(6)
Use of ယါဘျါ	16.8(11)
Use of ယဉ်	13.8(6)
Use of ယုဉ်	7.8(11)
Use of ယုၤ	4.7(7)
Use of ယိၤ	7.8(7)
Use of ယိၤ	13.8(10)
Use of ရှု	16.8(10)
Use of လံဉ်ပရၢ	18.8(2)
Use of လံၤလံၤ	14.7(11)
Use of လၢ/လၢပွဲၤ	2.8(3)
Use of လုဉ်(အိဉ်)	6.8(2)
Use of လုဉ်	13.8(3)
Use of လဲဉ်	9.7(11)
Use of လိ	13.8(8)
Use of လိဉ်	1.7(5)
Use of လီၤ .	14.7(8)
Use of လီၤဂၢ်	8.7(8)

Use of လီဆီ	7.8(4)
Use of ဝါ	3.7(2)
Use of ဝံ	4.7(9)
Use of ဝံတၢ်	19.7(11)
Use of သကူးသကူး	3.7(5)
Use of သနံၣ်က့	18.8(1)
Use of သပၤ	11.7(2)
Use of သပ္ပၢ်တၢ်	14.7(10)
Use of သဘျု	9.7(8)
Use of သံ	6.8(4)
Use of သၢထီၣ်	8.7(9)
Use of သး	3.7(4)
Use of သူ(အိၣ်)	8.7(5)
Use of သ့ၣ်နံၤဖးသီ	4.7(4)
Use of သ့ၣ်ဖး	11.7(4)
Use of သ့ၣ်သ့ၣ်	8.7(10), 10.1(5b)
Use of သိ	13.8(2)
Use of သိၣ်	13.8(8)
Use of သ့ၣ်	16.8(7)
Use of တံၣ်ဃီ	1.7(1)
Use of တံၣ်လုၤပူၤ	3.7(6)
Use of တၢၤဖၢ	11.7(1)
Use of တု	11.7(7)
Use of အကျါ	9.7(9), 10.1(1c)
Use of အခီ/အခီပညီ	8.7(12)
Use of အဂီၢ်	2.8(8)
Use of အဖံး	7.8(5)
Use of အဘျုး	7.8(5)
Use of အလုၢ်အလၢ်	7.8(6)
Use of အါတက့ၢ်	13.8(1)
Use of အါဒါ	2.8(4)
Use of အုၣ်ဟ့	11.7(6)
Use of အုၣ်အုၣ်	11.7(6)
Use of အဲၣ်စၢၤ	2.8(9)
Use of အဲၣ်န့ၢ်	2.8(9)
Use of အိၣ်ဖျဲၣ်	11.7(5)
Use of အိၣ်ဒါ	2.8(4)
Use of ဧၢ်	1.7(6)
Verbs, action	5.1(4b), 10.1(2b), 15.1(3b), 20.1(3b)
Verbs, descriptive	5.1(4a), 10.1(2a), 15.1(3a), 10.1(3a)
Verbs, helping	5.1(4b), 10.1(2b), 15.1(3b), 20.1(3b)



2. VOCABULARY LIST  
Karen to English Expressions Introduced in Say It in Karen, Book III  
(Key to abbreviations at the end)

Karen	English	Lesson
ကစၢ်	Owner, master, lord	6.1
ကစၢ်ယွၤ	The Lord God	6.1
ကစီဒီ	All right	18.1
ကတိၤကသ့ၣ်(ဒံ)	To whisper, talk in an undertone	9.1
ကတီၢ်	A stop, juncture; time period	18.1
ကတီၢ်	Classifier for time periods or junctures	18.1
ကထီ	Thousand	12.1
ကန့ၣ်	To listen, prick up the ears, pay attention, obey	18.1
ကမ့ၣ်	To err, be mistaken, wrong	11.1
ကလိၣ်ကလၢ်	To jest, tease	8.1
ကလိၣ်(ထီၣ်)	To clear the throat, bring up sputum; to regurgitate (cows, water buffaloes, etc.)	17.1
ကသံၣ်/ကသံၣ်ကသီ	Medicine, chemical	16.1
ကသံၣ်သရၣ်	Physician, doctor	16.1
ကသ့ၣ်(ဒံ)	To do secretly, privately, quietly	9.1
ကဟး	Phlegm, sputum	15.1
ကၢ်	Particle indicating that the speaker is reasonably sure of the statement made but seeks confirmation from the one spoken to	2.1
က့ၣ်	Probably	8.1
ကံၣ်	To have a pattern made in weaving or by using colors (i.e., checked, striped, figured, etc.)	8.1
ကၢၤ/ကၢၤကီၣ်	To be fit, proper, suitable	2.1
ကုၤ	Karen basket which is suspended on the back from the forehead to carry burdens	8.1
ကုၤတဒုၤ	A Karen carrying-basket; one Karen carrying basket	8.1
ကူၤ	To be full, complete, plentiful, wanting nothing	12.1
ကူး	To cough	15.1
ကီၢ်	Bottle	13.1
ကိတဖျၢၣ်	A bottle	13.1
ကိၣ်ဂီၤ	To be distressed, worried	18.1
ကိ/ကိစ့ၣ်ခါ	Particle indicating respect used to soften the impact of everyday speech (often used in jesting)	4.1
ကီၢ်	A delineated space or area; country	19.1
ကီၢ်ဆၣ်	District (amphur)	19.1
ကီၢ်ဒိၣ်	Region (pahk)	19.1
ကီၢ်ရှၣ်	Province (changwat)	19.1

ကီၤ(တၢ်)	To restrain, check, do without; to bear, suffer	16.1
ကီၤသး	To restrain anger or other passions; exert self-control	16.1
ကျါ	In, among, in the midst	9.1
ကျါ	Intensive particle indicating that the quality referred to is manifested to an extreme degree	4.1
ကျး(တၢ်)	To apply a flat surface to something else	19.1
ကျးထီ	To stick up, as a notification	19.1
ကျးထီၣ်	To fasten up something flat	19.1
ကျးလီၤ	To lay over, as a plaster, paste, glue	19.1
ကျးစး	To try, endeavor, strive	7.1
ကျဲၤ	To arrange, adjust	3.1
ကျီ(တၢ်)	To slash off, cut down, chop down (with a long knife)	12.1
ကျီၣ်	Cattle, cow	6.1
ကျီၣ်ဖါ	Bull	6.1
ကျီၣ်မိၣ်	Cow	6.1
ကွၢ်ထွဲ(အခံ)	To look after someone	17.8(2)
ကွၢ်မဲၣ်(တၢ်)	To be partial, show partiality towards (usually on the basis of wealth or position)	1.1
ကွဲ	To invite	8.1
ကွဲးဆၢ	To answer in writing	18.1
ကွဲးနီၣ်ဃၢ	To note down	17.1
ခ.န.(ခရိတ်အနီၣ်)	A.D. (the year of Christ)	12.2
ခါ	Classifier for things which don't fit into the category for any other classifier	7.1
ခး(တၢ်)	To shoot, as with a cross-bow or gun	14.1
ခု	To be diligent, active	13.1
ခံဆီ	Two floors, stories, levels	1.1
ခံဒွၢ်	Two families/clans/ tribes	2.1
ခဲၣ်(တနီၣ်)	Next year	12.1
ခဲညါတနီၣ်	Next year	12.1
ခဲတညါ	The year after next	12.1
ခဲမဟီၣ်(တနီၣ်)	Next year	12.1
ခဲမုၢ်ဆါ	This day, this coming day (spoken the afternoon, evening, or night before)	12.1
ခိ/ခိခိၣ်	Land in distinction from water; the rural area, countryside	7.1
ခိး	To watch, guard; wait, tarry	13.1
ခိးအခိၣ်	To wait in order to meet someone	13.1
ခီ(တၢ်)	To pass to the opposite side, cross over	19.1
ခီၣ်(တၢ်)	To pass to the opposite side, cross over	19.1
ခီဖျိ	To pass through to the other side; by, by means of, through	19.1
ခီလီ	To be free, without cost	14.1

ခီလီ	Particle meaning "just"	14.1
ခီး	To watch, guard; wait, tarry	13.1
ခီးအခိဉ်	To wait in order to meet someone	13.1
ခိဉ်တၢ်ဖံး	Shoes, sandals	7.6(5)
ခိဉ်ဖံး	Shoes, sandals	7.6(5)
ချံ	Seed(s)	11.1
ချာ	The back, back side, outside	19.1
ချု	To be fast, quick, rapid	3.1
ခွါ	Term of address used with persons of the same age as the speaker who are not blood relatives	1.1
ခွါမုဉ်	Term of address used with female persons of the same age as the speaker who are not blood relatives	1.1
ခွါမုဉ်ခွါစီ	Term of address used with persons of the same age as the speaker who are not blood relatives (more formal)	1.1
ဂံၢ်(တၢ်)	To count	19.1
ဂုဉ်	To use force, take by violence or extortion, do with effort	9.1
ဂုဉ်ကျဲးစး	To try hard	9.1
ဂုၤ	To do with (or for) someone else something he/she could not easily do, or should not do, alone	4.1
ဂုဉ်	To use force, take by violence or extortion, do with effort	9.1
ဂုဉ်ကျဲးစး	To try hard	9.1
___ဂုၤ ___ဂုၤ	Any, __ever; whether__or	7.1
ဂီၢ်	For someone	2.1
ဂီၢ်မုၢ်	A multitude, collective body	6.1
ဂီၢ်မုၢ်ညါ	A great quantity	6.8(5)
ယုဉ်ယုဉ်	About, approximately	17.1
ယးယု	Intensive particle	12.1
ယာ	To be heavy, burdensome, slow	9.1
ယာဉ်	Coarse flour made from uncooked rice by roasting and then pounding	3.1
ယုဉ်	To do along with something else, to do together with	11.1
ယုး	Swidden field	11.1
ယုးတၢ်လီၢ်	One swidden field; a swidden field	11.1
ယု	To be even, uniform, be at peace, be on agreeable terms with	4.1
ယုယုဖိးဖိး	Peacefully, harmoniously	4.1
ယုဖိး	To be even, uniform, be at peace, be on agreeable terms with (wf)	4.1
ယုဖိး	To be even, uniform, be at peace, be on agreeable terms with (sf)	4.1
ယုလိာ်အခိဉ်	To be of one mind (but not necessarily of one heart) (wf)	4.1

ဃူလီၣ်အခိၣ်	To be of one mind (but not necessarily of one heart) (sf)	4.1
ဃူလီၣ်အသး	To be even with each other; be in harmony with each other (i.e., of one heart and mind) (wf)	4.1
ဃူလီၣ်အသး	To be even with each other; be in harmony with each other (i.e., of one heart and mind) (sf)	4.1
ဃ့(တၢ်)	To ask for, entreat, supplicate, implore	12.1
ဃ့ၣ်	To flee, run	19.1
ဃဲၤ	To be thin in flesh	16.1
ဃီ	Ladder, stairs	1.1
ဃီတဆိ	A ladder, stairway	1.1
ဃီၤ	To move to or from on a horizontal plane	19.1
စးထီၣ်(တၢ်)	To begin, start	8.1
စံး(တၢ်)	To say, speak, tell	6.1
စူၣ်(တၢ်)	To listen, obey	18.1
စ့ပၣ်ကီ	Reserve fund	16.1
စီဂ့ၤလၢၣ်	Term of endearment similar to "Honey" or "Darling" (used mostly by women)	9.1
စီတလီၢ်ပၢ်	Go-between for prospective mates (male)	2.1
စီတလီၢ်မိၢ်	Go-between for prospective mates (female)	2.1
စီၤစုၤ	To be separate, have a distance between	17.1
ဆါသံ	To die from disease	6.1
ဆၢၣ်ဖိကီၢ်ဖိ	Quadrupeds in general; animals in general	14.1
ဆၢ	To do by way of response	18.1
ဆၢကတီၢ်	Time	18.1
ဆၢက့ၤအလီၢ်	Anniversary	18.1
ဆိ	Classifier for vehicles, ladders, stairs	1.1
ဆိကမိၣ်ကီၢ်ဆိကမိၣ်ဂီၤ	To worry	18.1
ဆိးက့သံ	To die from disease	6.1
ဆိၣ်ဂ့ၤ(တၢ်)	To bless something or someone	12.1
ဆိၣ်ဂ့ၤဆိၣ်ဝါ(တၢ်)	To bless something or someone	12.1
ဆိၣ်(တၢ်)	To invoke, vow, swear	12.1
ဆိၣ်အါ(တၢ်)	To curse something or someone	12.1
ဆီ	To extend or occur in series, articulations, lofts, or stories; to arrange things upright in a line with each other; classifier for things occurring in a series	1.1
ဆီတလဲ	To change the order of a series; replace	1.1
ဆီမိၢ်ပှၢ်	Mature hen (maturity being indicated by starting to lay eggs)	2.1
ဆီလဲ	To change the order of a series; replace	1.1
ဆီလီၤ	To set down in an upright position in a line or series	1.1
ဆီလီၤအသး	To be arranged in a series	1.1



ဆီဟုံဆီဃီ	To take/get a wife or husband; set up a household by getting married	1.1
ဆိန်ကွံ	To push aside or away	1.1
ဆိန်(တံ)	To shove, push, press	1.1
ဆိန်တံ	To press down upon, hold down by pressure	1.1
ဆိန်ထိန်	To push up	1.1
ဆိန်လီ	To push/press down	1.1
ဆိန်လီအသး	To humble one's self, restrain anger, forbear, bear with, give up one's rights	1.1
ညါသူး	Tobacco	11.1
ညှပ်	To be torn	13.1
ညါ	Variant of ညှပ်	1.1
ညါဖြူ	Suddenly	3.1
ညီ	To be easy, feasible, not difficult	8.1
ညီဘွါ	To be familiar with	8.7(7)
တကးဒီးဘဉ်	Not only__but also	19.1
တကးဘဉ်	Not only__but also	19.1
တကဲလၢဘဉ်	Exaggeration used as a warning that the one spoken to had better be careful	14.1
တခူး	Tree lizard, iguana	3.1
တခွါ	Cousin(s) in general; male cousin(s) in particular	1.1
တခွါမုဉ်	Female cousin(s)	1.1
တဂၢၤတဂၢၤတဂၢၤ	Whoever, anyone	7.1
___တဂၢၤ___တဂၢၤ	Any__, __ever; whether__or	7.1
တဂီၢ်	One flock, herd; a flock, herd	4.1
တပူၤ	One place, a place	16.1
တဝီၤဘဉ်	Not very	9.1
တဖးန့ၣ်ညါ	To such a great extent	3.1
တဖးသီးသီး	Approximately the same in terms of some quality (wf)	3.1
တဖးသီးသီး	Approximately the same in terms of some quality (sf)	3.1
တဖးအံၤညါ	To such a great extent	3.1
တဘျး	Briefly, for a brief time (shorter than တစိၣ်စိ)	18.1
တဘိယုၢ်ဃီ	Continually	13.1
တဘိဉ်	A package, one package	7.1
တမံၤတခွါတခွါ	No matter what (lit., whatever or however)	7.1
တလၢၣ်တဝၢ်ဘဉ်	Not nearly used up	4.1
တဝၢ်	Not nearly	4.1
တၢ်ကတိၤဒိ	Proverb, wise saying	7.8(9)
တၢ်ကတိၤဒိမိၢ်ဖါ	Couplet (paired words)	6.1
တၢ်ကဘဉ်	Condition characterized by slight, intermittent fever, aching all over, and intermittent feeling of chilliness	16.1
တၢ်ကမၣ်	Error, mistake, wrong, sin	11.1

တၢ်ကူးဖးထီ	Whooping cough	16.1
တၢ်ကိၢ်တၢ်ဂီၤ	Distress, distressful things	18.1
တၢ်ချံ	Seeds in general	11.1
တၢ်ချါ	The outside, outdoors (in general)	19.7(2)
တၢ်ဂၢ်	Cold, chilliness	17.1
တၢ်ဂၢ်ခါ	The cold season	17.1
တၢ်ဂၢ်(အ)သး	To feel chilly, cold	17.8(6)
တၢ်ဂ့ၢ်တၢ်ကျိၤ	Series of facts and events; information, matter, business	2.1
တၢ်ဂီၢ်	Cold, chilliness	17.1
တၢ်ဂီၢ်ခါ	The cold season	17.1
တၢ်ဂီၢ်(အ)သး	To feel chilly, cold	17.8(6)
တၢ်ဂီၤခိၣ်	Postage stamp	19.1
တၢ်ဃုတၢ်ဖိး	Peace, harmony (wf)	4.1
တၢ်ဃုတၢ်ဖိး	Peace, harmony (sf)	4.1
တၢ်ဆါအဃၢ်	Germs	17.1
တၢ်ဆိၣ်လီၤသး	Humility, forbearance	1.1
တၢ်ညၣ်ဂၢ်	Malaria	17.1
တၢ်ညၣ်ဂီၢ်	Malaria	17.1
တၢ်တုတၢ်ဖျီ	Wedding(s)	4.1
တၢ်ပရၢ	Letter(s)	18.1
တၢ်ပသိၣ်ဆါ	Tuberculosis	17.1
တၢ်ပူၤလီၢ်	Wound, incision	16.1
တၢ်ပျီပူၤ	Open space or field in a village where people can gather	3.1
တၢ်ဖံးတၢ်ညၣ်	Meat (in general)	7.1
တၢ်ဖံးတၢ်မၤ	Work, labor	9.1
တၢ်ဖိဃၢ်	Used to denote any kind of insect when the name is not known	17.1
တၢ်ဖျိၣ်တၢ်ယၢ်	Poverty	13.1
တၢ်ဘိၣ်	Package, bundle	7.1
တၢ်မံၤလၢ်	Anything wild, whether animals or plants	14.1
တၢ်မိၢ်ဘျီးအသး	To be nauseated, feel as though one were going to vomit (wf)	8.1
တၢ်မိၢ်ဘျီးအသး	To be nauseated, feel as though one were going to vomit (sf)	8.1
တၢ်လုၤပူၤ	Open space or field in a village where people can gather	3.1
တၢ်ယီၤခါ	The dry season	13.1
တၢ်ဝံတၢ်ဆှၢ	Fortune, luck	16.1
တၢ်သ့ၣ်တၢ်ဖျး	Agriculture	12.1
တၢ်ဟဲဝံ	Fortune, luck	16.1
တၢ်အိၣ်ဖျိၣ်သးပျီ	Church elders	2.8(13)

တၢဟိ	Barking deer	14.1
တုၣ်	To cease, stop, refrain; to attain full growth or utmost size	2.1
တူၢ်(တၢ်)	To bear, endure, suffer	7.1
တူၢ်န့ၢ်အတၢ်လၢၣ်	To bear the expenses	7.8(1)
တၢ်စ့ၤ		
တူၢ်လၢၣ်တၢ်	To bear the expenses	7.8(1)
တုၣ်တၢ်ဖျိတၢ်	To marry a couple, perform a marriage ceremony	4.1
တဲကမၣ်တၢ်	To say something wrong	11.1
တဲကလိၣ်ကလၢ်	To jest, tease	8.7(7)
(တၢ်)		
တဲဆၢ	To answer verbally	18.1
တဲတၢ်ကသ့ၣ်(ဒံ)	To whisper, talk in an undertone	9.1
တဲထွဲအခံ	To say after one	17.8(2)
တဲပလီၢ်တၢ်	To warn someone about something	9.1
တီၢ်	To strike, beat, as with a stick	6.1
တီၢ်သံ	To kill by beating, to beat to death	6.1
ထး	Iron, metal in general	12.1
ထးဝါဒါ	Empty 5-gal. kerosene tin/can	12.1
ထၣ်	Classifier for kerosene cansful/tinsful of anything	12.1
ထံကီၢ်	Country	19.1
ထံထီၣ်ပၢၢ်	Spring of water	3.1
ထၢ	To be long drawn out	16.1
ထၢၣ်	Bag, wallet, satchel	13.1
ထူၣ်ဖျိ	To pass through something making a hole, to wear a hole through something	19.1
ထီးသိ	Pork fat, lard (wf)	13.1
ထီၣ်ဃုး	To plant a swidden field by poking holes in the ground and dropping seeds into them	11.1
ထီ	To be tall, long	6.1
ထီဘိ	Always	17.1
ထီးသိ	Pork fat, lard (sf)	13.1
ထီၣ်နီၣ်	Soybean(s)	12.1
ထီၣ်ပှၢ်	To be married	2.1
ထွဲ	To go before, influencing that which follows; to take steps, putting one foot before the other	17.1
ဒံး ဒံး .	The more__the more__	18.1
ဒံလဲၣ်ဒံလဲၣ်	How come__? How on earth__?	16.1
ဒံသိး	So as, in order to (wf)	17.1
ဒံသိးဒီး	To be the same in kind (wf)	6.1
ဒံသိးသိး	To be the same in kind (wf)	6.1
ဒံ အသိး	Like, as (wf)	6.1



နး	To be sharp, severe, intense (as pain)	9.1
နးဒိၣ်	"It's too bad that__"	14.1
နဲၣ်	To laugh, smile	14.1
နၢ	To have a smell or odor; to perceive the odor of anything, to sniff something	9.1
နၢဆံၣ်	To smell like acid, smell like urine	9.1
နၢဆံၣ်ဘီ	To smell like something in a state of fermentation	9.1
နၢမူ/နၢမူနၢဆီ	To smell sweet, fragrant	9.1
နၢဝံၣ်နၢဆၢ	To smell savory, as fruit or food	9.1
နၢသဒံၣ်	To smell stale, like old food or sweat	9.1
န့/န့ၣ်	Particle indicating a question expecting a negative or affirmative answer where the speaker had thought that things would be other than stated but sees indications that he/she might have been wrong.	2.1
န့ၢမၤအိၣ်ဘၣ်	To get service from	7.1
နဲၣ်	Particle indicating (1) a defensive statement; (2) a rather chiding emphasis; or (3) a definite positiveness in light of a specific circumstance	1.1
နီၢ်ဂ့ၤလၢၤ	Term of endearment, similar to "Honey" or "Darling" (used mostly by women)	9.1
နီၣ်	Grass, weeds	12.1
နီၣ်	To observe or mark for future recollection	17.1
နီၣ် __.	Particle indicating an instrument to perform the act indicated	19.1
နီၣ်ခွဲ	Broom (instrument for sweeping)	19.1
နီၣ်ဂံၢ်	Number (instrument for counting)	19.1
နီၣ်ဆီၣ်	Instrument for pushing things like stones or refuse	19.1
နီၣ်ဖျး	Hoe (instrument for chopping up the ground)	19.1
နီၤ(တၢ်)	To divide, apportion, distribute	14.1
နီၤဖး(တၢ်)	To divide into parts	14.1
နီၤလီၤ(တၢ်)	To distribute	14.1
နီၤဟ့ၣ်(တၢ်)	To share (divide and give)	14.1
ပဒိၣ်ပုၣ်	Ruler, magistrate, governor, government official	16.1
ပနၢ်	Water buffalo	6.1
ပလီၢ်သး	To take heed to one's self; be careful, prudent, cautious	9.1
ပသိၣ်	The lungs	17.1
ပၣ်ကီၤ	To restrain spending by setting aside	16.1
ပံး	Empty 5-gallon kerosene can/tin; classifier for kerosene tinsful/cansful of anything	12.1
ပၢၢ်(ထီၣ်)	To arrive at, reach to, show up; wake up	3.1
ပၢၤ	Classifier for potsful of something	11.1
ပုၢ်ဒဲ	Younger sibling of spouse	18.1
ပုၤ	Classifier for places	16.1

ဝိင်ထွဲအခံ	To follow after someone (wf)	17.8(2)
ဝိင်ထွဲအခံ	To follow after someone (sf)	17.8(2)
ဟို	To be mature, elderly, old (refers to living beings)	2.1
ဟိုသဃး	Very old, very mature	2.1
ဟိုခိမိ/ဟိုခိခိပ်မိ	Rural people	7.1
ဟိုဂီၢ်မၢ်	Crowd of people, multitude of people	6.1
ဟိုဖျိပ်မိ/ဟိုဖျိပ်မိယံ	Poor person(s), the poor	13.1
ဟို		
ဟို	To be full, complete	2.1
ဟို	To be possessed of supernatural attributes and powers, to have a supernatural presence with one, as God with His people	4.1
ဟို	To be clear of trees, shrubs, debris, etc.	3.1
ဟို	Particle indicating male gender in animals	6.1
ဖံးတၢ်မၤတၢ်	To work, labor	9.1
ဖုဟို	A man who is married or has been married; term used to refer to one's husband when speaking to someone else	2.1
ဖးထွဲအခံ	To read after someone	17.8(2)
ဖးဃး	To clear a field	11.1
ဖိသၢ်ဟို	"Youngsters . . ." (referring to persons of any age much younger than the speaker)	1.1
ဖိး	To be on agreeable terms with, have harmonious relations with (indicates an absence of negative factors which would destroy harmony) (wf)	4.1
ဖိးလိာ်အသး	To have harmonious relations with each other (wf)	4.1
ဖိာ်သၢ်ခွါ	A young unmarried boy	19.1
ဖိး	To be on agreeable terms with, have harmonious relations with (indicates an absence of negative factors which would destroy harmony) (sf)	4.1
ဖိးလိာ်အသး	To have harmonious relations with each other (sf)	4.1
ဖု	To be light, buoyant	17.1
ဖုလီၤ(တၢ်)	To scatter with the hand	11.1
ဖုာ်လီၤ(တၢ်)	To drop through the hand	11.1
ဖျိပ်/ဖျိပ်ယံ	To be poor, in adverse circumstances	13.1
ဖြါ	Suddenly	3.1
ဖျိ	To pass through; graduate	19.1
ဖျိ(တၢ်)	To marry a couple, perform a marriage ceremony	4.1
ဖျိအသး	To get married	4.1
ဘၣ်ဃး(ဒီး)	Concerning, in connection with	3.1
ဘၣ်တဘၣ်	Perhaps, maybe	8.1
ဘၣ်ဒး(ကိာ်ဖိ)	To a proper or normal degree (wf)	9.1
ဘၣ်ဒး(ကိာ်ဖိ)	To a proper or normal degree (sf)	9.1
ဘၣ်ဖုး	Lest; by any chance, to happen to do	19.1

ဘုၼ်မၤအိၼ်ဘုၼ်	To be necessary to hire workers	7.8(3)
ဘု	Paddy	3.1
ဘုခုံ	Paddy seeds, grain	11/1
ဘုး(တၢ်)	To thrust in the hand and pull out, as from a basket, hole, etc.	14.1
ဘုၼ်(အိၼ်)	To raise, nourish, feed (refers to animals)	6.1
ဘုၼ်	To dare to do	19.1
ဘုးလဲ	Wages, salary	13.1
ဘဲ	The cotton plant	11.1
ဘီးဘၼ်သ့ၼ်ညါ	To make known, inform, announce (wf)	18.1
ဘိၼ်(တၢ်)	To wrap, as in a leaf, etc.; classifier for wrapped packages, bundles, etc.	7.1
ဘီ	To be yellowish in color	17.1
ဘီးဘၼ်သ့ၼ်ညါ	To make known, inform, announce (sf)	18.1
ဘျါ	To be tame, domesticated, free, uninhibited	8.1
ဘျၼ်လီၤ(တၢ်)	To drop through the hand	11,1
ဘျီး	To vomit (wf)	8.1
ဘျီးထီၼ်	To bring up the contents of the stomach (wf)	8.1
ဘျီးလီၤ	To vomit into a container or onto the ground (wf)	8.1
ဘျီ(တၢ်)	To build something	7.1
ဘျီက့ၤတၢ်	To repair	7.8(2)
ဘျီဂ့ၤထီၼ်က့ၤတၢ်	To repair	7.8(2)
ဘျီး	To vomit (sf)	8.1
ဘျီးထီၼ်	To bring up the contents of the stomach (sf)	8.1
ဘျီးလီၤ	To vomit into a container or onto the ground (sf)	8.1
ဘျါ(က့ၤ)	To recover or get well from an injury or disease	16.1
ဘျါက့ၤအလီၢ်	Scar	16.1
မၤငါတၢ်	Last year	12.1
မၤငါ(တၢ်န့ၼ်)	Last year	12.1
မၤဟီၢ်(တၢ်န့ၼ်)	Last year	12.1
မၤ	Wife	3.1
မၤ	Son-in-law	1.1
မၤကမ့ၼ်တၢ်	To make an error or mistake, do wrong	11.1
မၤကလိၼ်ကလၢ်တၢ်	To act in an unseemly manner	8.7(7)
မၤစ့ၢ်အိၼ်စ့ၢ်	To be of moderate means	2.8(15)
မၤဆၢ(တၢ်)	To retaliate	18.1
မၤထွၼ်ဖျါတၢ်	To make a hole through something	19.7(7)
မၤဒ်လီၼ်	Contraction of တၢ်မၤအသးဒ်လီၼ်	2.1
မၤနီၼ်(ယၼ်)တၢ်	To mark for future recollection	17.8(1)
မၤပျဲ(တၢ်)	To fill, complete	2.1

မချီတင်	To clear an open space or plot of ground	3.1
မကျိ(တင်)	To treat, cure	16.1
မမုဆုန်အိန်မုဂီ	To be hard up, live from hand to mouth	2.8(15)
မမဲဆွဲ	To embarrass someone	8.4(5)
မလကီအိန်လဟါ	To be hard up, live from hand to mouth	2.8(15)
မလိန်	Contraction of တင်မအသးဒ်လိန်	2.1
မသံ(တင်)	To kill (in general)	6.1
မသုအိန်ဘဉ်	To be well off	2.1
မံ	To be wild	14.1
မံပုဂ်	Parent-in-law	1.1
မုပုဂ်	A woman who is married or has been married; term used to refer to one's wife when speaking to someone else	2.1
မုပုဂ်လီ	Afternoon	19.1
မုဆါ(ဒီ)	Day (as compared to night)	12.1
မုန်ကနီ	A young unmarried girl	19.1
မူး	Classifier for festivals, celebrations, feasts	4.1
မု	Variant of မု	1.1
မဲဆွဲ	To be diffident, bashful, ashamed	8.1
မဲဆွဲသု	To be shy, easily embarrassed	8.7(9)
မိဂ်	Particle indicating female gender in animals	6.1
မိဂ်လုဂ်ဟ်လုဂ်	Traditional religious practices	7.1
မိလီ	Large earthenware pot used for making liquor	11.1
မိန်	"What about . . .?"	4.1
မိန်/မိန်သီ	To be lucky, fortunate	14.1
ယါကျိ(တင်)	To treat, cure	16.1
ယင်	To be torn	13.1
ယင်ယင်ထာထာ	Protractedly, very long in time	16.1
ယုဂ်	To send by the hand of another	7.1
ယု	To do with (or for) someone else something he/she could not easily do (or should not do) alone	4.1
ယီ	Northern Thai	7.1
ယီ(ထီဉ်)	To dry up after the rainy season	13.1
ယွအကလုအကထီ	God's Word, the Bible	18.1
ရု(တင်)	To associate with, be friendly with	16.1
လိပ်ပရ	Letter(s)	18.1
လံလံ	Since; beginning from the time mentioned	14.1
လာ	To be sufficient, enough	2.1
လာပဲ	To be complete, fulfilled, perfected	2.1
လာပျာ	A long time ago; formerly, in ancient times	14.1



လာအင်္ဂါ	For him, her, it, them	2.1
လုပ်အိပ်(လုပ်အိ)	To raise, nourish, feed (refers to human beings and also to taking grazing animals out to graze)	6.1
လူတန့်ကျီ	The whole year	14.1
လှူ(တၢ်)	To be particular, have a preference	1.1
လှိုင်	Cart	13.1
လှိုင်တဆိ	A cart, one cart	13.1
လှိုင်ယီ	Bicycle	13.1
လဲင်	Intensive particle	9.1
လဲ	Wages	13.1
လိာ်ဘၣ်(တၢ်)	To need, be necessary	1.2
လီၤ .	To have a quality which makes one want to carry out the action indicated.	14.1
လီၤဂၢ်	To resemble, to be like	8.1
လီၤဆီ	To be different, separate, special	7.1
လီၤဆီဒၣ်တၢ်	Especially	7.1
လီၤဆီန့ၢ်	To be different from (something else)	7.8(4)
လီၤဆီလိာ်အသး	To be different from each other (wf)	7.8(4)
လီၤဆီလိာ်အသး	To be different from each other (sf)	7.8(4)
လီၤန့ၢ်	Humorous, funny	14.1
ဝါ	Husband	3.1
ဝံ	To carry on the back, often in a basket or bag suspended from the forehead	4.1
ဝံတၢ်	Idiomatic expression indicating that if the factor mentioned is missing, the plans cannot be carried out.	19.1
သကူးသကူး	Idiom meaning "to put forth great effort" which results in a feeling of àḭĀṣā̃/အင်းနိတယ်.	3.1
သန့ၣ်က့	Although, even though; likewise	18.1
သပၤ	Pot(s), pan(s)	11.1
သပၤထံ	Water pot(s)	11.1
သပၤဖါ	Curry pot(s)	11.1
သပၤမိာ်	Rice pot(s)	11.1
သပၤမိလီ	Pots in general	11.1
သပၤဟီၣ်ခိၣ်	Earthenware pot(s)	11.1
သပှ်ကတၢၢ်	Really, truly, definitely so (bookish)	14.1
သပှ်တၢၢ်	Really, truly, definitely so	14.1
သဘျ	To be free, unencumbered	9.1
သးကိာ်	To be distressed, worried	18.1
သးပုၤနီၣ်	To forget	17.1
သးပှ်	To be mature, elderly, old (refers to humans)	2.1
သးပှ်သးပဲး	Very old, very mature	2.1

သးဖုံ	To be light-hearted, mirthful	17.1
သးဖိန်	To be miserable or distressed in spirit	13.1
သးဝံင်ထွဲအခံ	To sing after someone	17.8(2)
သံ	To die, cease breathing	6.1
သၢထီၣ်	To begin some creative project	8.1
သၢထီၣ်အကုဖိကံၣ်	Idiomatic expression meaning that a person is pregnant	8.1
သး	To move or remove, as a thing for a short distance	3.1
သးကွဲၤ	To arrange, adjust	3.1
သု(အိၣ်)(တၢ်)	To use	8.1
သုၣ်ကိၢ်သးဂီၤ	To be distressed, worried	18.1
သုၣ်(တၢ်)	To plant something	12.1
သုၣ်တၢ်ဖျးတၢ်	To plant something	12.1
သုၣ်	Tree, wood	9.1
သုၣ်တထုၣ်	A tree	9.1
သုၣ်နံၤဖးသီ	To appoint a time, set a day, make an appointment	4.1
သုၣ်နီၣ်	To remember	17.1
သုၣ်နီၣ်ထီၣ်က့ၤ	To recall something which had been previously forgotten	17.1
သုၣ်နီၣ်လီၤအသး	To be conscious	17.1
သုၣ်မုၢ်နံၤဖးမုၢ်သီ	To appoint a time, set a day, make an appointment	4.1
သုၣ်မုၢ်	Firewood	9.1
သုၣ်လၢၣ်	Tree leaves	9.1
သုၣ်အဘျၣ်	The bark of a tree	9.1
သုၣ်ဖး	To be split or broken into pieces	11.1
သဲ	To clamor, make a lot of noise	18.1
သီ	Oil, fat	13.1
သီတကီ	A bottle/jar of oil or fat	13.1
သီလုၣ်	Car, auto	13.1
သီလုၣ်တခိၣ်	A car, auto; one car, auto	13.1
သီလုၣ်တဆီ	A car, auto; one car, auto	13.1
သိၣ်လိ(တၢ်)	To teach, instruct	13.1
သိၣ်လိသီလိ(တၢ်)	To teach, instruct	13.1
သီၣ်	To make a noise or sound	18.1
သီၣ်သဲ	To clamor, make a lot of noise	18.1
သွံၣ်	Blood	16.1
ဟးထွဲအခိၣ်	Taking up and putting down the feet one after another as in walking	17.8(2)
ဟံဟံ	Sound of a young woman's or girl's laughter	4.1
ဟံၣ်လုၤလူၤ	The cleared areas around the houses as well as the paths in a village; figuratively--the whole village	3.1
ဟၢဖၢ	The abdomen	11.1

ဟာမာဆါ	To have abdominal pain; to have labor pains	11.1
ဟာမာထီၣ်	To be aware of distention from gas in the abdomen	11.1
ဟာမာဟးဂီၤ	To have diarrhea	11.1
ဟာမာဟးထီၣ်	To have a bowel movement	11.1
ဟာဟာဇီၣ်	Sound of an older woman's laughter	4.1
ဟ့	"Huh;" grunt of response when called to	11.1
ဟ့ၣ်ဆါ(တၢ်)	To repay, reciprocate	18.1
ဟဲဃီၤ	To come on a horizontal level	19.1
ဟီၣ်	To cry, weep	19.1
အကလုာ်	Voice, spoken words	18.1
အကျါ	In, among, in the midst of	9.1
အချါ	His/her/its/their back; back side, outside	19.1
အဓိ	Meaning(s)	8.1
အဓိပညီ	Meaning(s)	8.1
အဂ့ၢ်အကျါ	Business, affair(s), matter(s)	2.8(4)
အဂီၢ်	For him, her, it, them	2.1
အဃာ်	Vermin, small insects	17.1
အဆါ	Boundary; chapter, verse (of Bible)	18.1
အတငါ(တနံၣ်)	The year before last	12.1
အတဟိ(တနံၣ်)	The year before last	12.1
အဒွၢ်အထါ	Family(families)/clan(s)/tribe(s)	2.1
အဒွၢ်ဖိထါဖိ	Members of family(families)/ clan(s),tribe(s)	2.1
အဒိ	Example, pattern, illustration	7.1
အဒိအတဲၣ်	A visual example, a play	7.1
အမ့ၢ်ကနီၤဖးဒိၣ်	Spinster	19.7(8)
အမူး	Festival, celebration, feast	4.1
အလုၢ်အလၢ်	Custom, tradition; habit	7.1
အဟံၣ်အဃီ	His/her/their house/home/village	1.1
အဟ့ၣ်ဖိဃီဖိ	Household, family members	1.1
အါတက့ၢ်	For the most part, mostly	13.1
အါတိအါန့ၣ်	To be àṣṣṣ/အးန့ၣ်တယ်*	18.1
အါထီၣ်ဂီၢ်ထီၣ်	To increase greatly in amount or numbers	6.1
အါဒၣ်တၢ်တက့ၢ်	For the most part, mostly (bookish)	13.1
အါန့ၣ်	To be àṣṣṣ/အးန့ၣ်တယ်*	18.1
အါအါဂီၢ်ဂီၢ်	To be very numerous	6.1
အၢၣ်ဟ့	Exclamation of surprise that something is not as it should be	11.1
အုအုၢ်	Exclamation indicating that one wishes that things were other than they are	11.1

\* For an explanation of these terms, refer back to 2.8(4).

အုန်အု	Huh-uh (same ဟုန်အု)	8.1
အိန်ခိး	To wait, tarry (wf)	13.1
အိန်ခီး	To wait, tarry (sf)	13.1
အိန်ထီန်ဒီးအဟူးအသး	To be pregnant	8.1
အိန်ထီန်အဖိလၢအလီ	To be pregnant	8.1
အိန်ဖျှဲ(ထီန်)	To be born (refers to humans)	11.1
အိန်ဖျှဲန့ၢ်	To give birth to a child	11.7.5)
အိန်ကမၢ်တၢ်	To err in eating, eat something hurtful	11.1
အွဲၣ်အွဲၣ်	Sound of someone vomiting	8.1
ဇီၢ်	Particle indicating (1) a word of caution; (2) a word of reproach; (3) a question to ascertain whether indications of something being contrary to one's expectation are true or not; (4) that the speaker seeks agreement; (5) a question expecting a negative or affirmative answer	1.1

Key to abbreviations

sf = spoken form

wf = written form