

White Hmong Language Lessons

*Southeast Asian
Refugee Studies*

Occasional Papers



Number Two
By
Doris Whitelock

WHITE HMONG LANGUAGE LESSONS

Doris Whitelock

Revised Edition

Southeast Asian Refugee Studies
Occasional Papers
Number Two

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A Note On This Edition

When Doris Whitelock wrote her White Meo Language Lessons in Thailand in the 1960s, she surely had no idea that so many Americans would be living and working side-by-side with speakers of Hmong in the United States today. But the Hmong refugees in the United States, now numbering over 60,000, have, since 1975, entered and enriched the lives of numbers of Americans, many of whom have eagerly sought to learn about the people, their history, and their traditional way of life. For some, to communicate with persons who do not speak English natively means learning at least something of their language, and it is for such dedicated and adventurous people that we have undertaken to reproduce these lessons.

The manuscript has been completely retyped, the name Hmong being substituted for the formerly used Meo, with some other minor corrections and modifications supplied by the author. The content of the lessons has scarcely been changed, and so materials originally intended for use by missionaries teaching themselves Hmong while living in a mountain-top village still contain the vocabulary of pig-feeding, cooking on an open fire, and Bible stories. The basics of White Hmong pronunciation, grammar, and usage are presented also, however, and the student may feel free to substitute vocabulary used in the context of Hmong refugee life in the United States, learned through the aid of a Hmong-speaking assistant, who will be essential anyway to provide oral practice with the lesson material.

Originally some recorded "tape exercises" were available to accompany the lessons. These have been lost, and while the texts of some of these exercises are included in the lessons, others (beginning with "Tape Exercise 19") are not. It is therefore not possible with this reprinting to offer tapes to accompany the lessons, although it is our intention to prepare new tapes in the future if the missing texts can be found.

These lessons represent the White Hmong (Hmong Daw) dialect, rather than Blue/Green Hmong (Mong Leng), only because that was the dialect of the village in which Doris Whitelock lived. A student who wishes to learn to speak the other major dialect could surely follow these lessons, substituting the sounds and words used by the language helper where these differ.

Finally, a couple of comments on the text. The White Hmong dictionary the author refers to on page 63 is Ernest E. Heimbach's White Hmong-English Dictionary, available in a second edition from the Southeast Asian Program, Department of Asian Studies, Cornell University (Data Paper No. 75). This dictionary includes useful notes on pronunciation and spelling and some specialized word lists, and should be considered an essential tool of the student of Hmong. The apostrophe (') used at the beginning of a syllable in pronunciation drills indicates the position of stress. A period placed after a vowel, within a word, means that the vowel should be prolonged or lengthened. As to the pace or scheduling of the lessons, the original design was that a lesson might be completed in a week, each part, more or less, in one day. With that as a suggested goal, we wish you good luck!

Bruce T. Downing

PREFACE

During two decades of living with the Hmong people I have seen radical changes taking place. These semi-nomadic mountain people whose early origins were in China, have been subject to the horrors of a protracted period of war, the confusing changes of government policies and the scattering of their close-knit family units to alien cultures remote from their mountain homes.

When these language lessons were first prepared in the 1960s, I was living with the Hmong in their "natural" surroundings isolated high in the mountains of North Thailand. The everyday concerns of the Hmong were their fields and animals, their families and their health. Hence the rural content of these lessons which were designed specifically to aid new missionaries in their day to day living in a Hmong community.

Although these lessons were revised while I lived with the Hmong in Northern Laos, they are being published in essentially the same form now in an attempt to meet the present demand for Hmong language material in the United States. I realize first of all, the inadequacies of research done on the grammatical structure of the language, and secondly, due to other commitments, there has not been the opportunity to revise the cultural content of the lessons bringing it more into line with the changed circumstances of the Hmong now living in the Western hemisphere.

I would not have attempted preparation of the lessons without the assurance of Dr. W.A. Smalley's linguistic expertise. This he gave unstintingly along with constant encouragement in every language project. I acknowledge my indebtedness also to Mr. E.E. Heimbach and Dr. Herbert Purnell for their help in language matters, and to the Southeast Asian Refugee Studies Project at the University of Minnesota for their interest in the Hmong language and their willingness to have these lessons published. Not least of all, I am grateful to the countless number of Hmong men and women in mountain villages and refugee camps who have born so patiently and humorously with my endless questions and time-consuming investigations.

Doris M. Whitelock
Scotland
January 1982

UNIT 1

LESSON 1.A

I. USEFUL SENTENCES

Plan to spend one hour on the following useful sentences. Steps to be followed with the informant:

- Have the informant say each sentence twice through while you listen.
- The informant then says sentence 1. and you mimic. Have him say it again and you mimic. If he does this two or three times with each sentence he will be more likely to say the sentence at a natural speed rather than simply read what is in the book.
- Now the informant says each sentence from 1-6 once while you mimic him after each sentence.
- Have the informant ask the question in sentence 1. and you give one of the answers in sentences 2-6. Do this several times and try giving a different answer each time.
- Now you ask the question and have the informant give an answer.

1. Koj ua dabtsi? (you do what)	"What are you doing?"
2. Kuv ua mov (I make rice)	"I'm making the rice"
3. Kuv pub npua (I feed pig)	"I'm feeding the pigs"
4. Kuv pub qaib (I feed hens)	"I'm feeding the hens"
5. Kuv pub nees (I feed horse)	"I'm feeding the horse"
6. Kuv tsis ua dabtsi (I not do anything)	"I'm not doing anything"

II. WORD STUDY

'Dabtsi' as used in sentence 1. asks a question "what." As used in sentence 6. it is not a question but a statement "anything." There is no change in intonation here between the question and the statement.

III. PRONUNCIATION DRILLS

PURPOSE OF PRONUNCIATION DRILLS: In "learning a language" what we are setting out to do is learn utterances suitable for situations. Learning utterances requires learning their pronunciation, and learning them well requires learning to pronounce them well. Pronouncing them will require careful listening and fluent mimicry.

Correct pronunciation is a skill which must come early in your study program and to get this skill there must be practice or drilling. You must drill to the point of boredom and then having reached that point, drill past it to the point where the drill becomes automatic.

Remember that looking and listening simultaneously detracts from your concentration on hearing. Trying to learn to mimic and pronounce accurately by doing it from written symbols is ineffective so try not to use the book - use the informant instead.

STEPS IN THE USE OF PRONUNCIATION DRILLS: These are suggestions for your use of pronunciation drills throughout the lessons and are written out here in full for your convenience and guidance in using the drills.

Notice that there are three main stages: listening, mimicry, and production, in this order.

LISTENING STAGE

<u>Informant</u>	<u>Learner</u>
1. Down each list	Listen
2. Across lists	Listen
3. Two words one list	Identify list
4. Two words either list	Same or different
5. Two words either list	List 1 or 2 or "mixed" if from both lists
6. One word	Identify list

MIMICRY STAGE

<u>Informant</u>	<u>Learner</u>	<u>Informant</u>	<u>Learner</u>
1. Down each list	mimic	correct	repeat
2. Across lists	mimic	correct	repeat
3. Two words one list	mimic	correct	repeat
4. Two words either list	mimic	correct	repeat
5. One word	mimic	correct	repeat

PRODUCTION STAGE

<u>Learner</u>	<u>Informant</u>	<u>Learner</u>
1. Down each list	correct	repeat
2. Across lists	correct	repeat

Where a single list of words or utterances is not being contrasted with another list, some of the steps are omitted but your three stages are still the same.

LISTENING STAGE

<u>Informant</u>	<u>Learner</u>
1. Down the list (regular order)	listen
2. Down the list (random order)	listen

MIMICRY STAGE

<u>Informant</u>	<u>Learner</u>	<u>Informant</u>	<u>Learner</u>
1. Down the list (regular order)	mimic	correct	repeat
2. Down the list (random order)	mimic	correct	repeat

PRODUCTION STAGE

<u>Learner</u>	<u>Informant</u>	<u>Learner</u>
1. Down the list (regular order)	correct	mimic
2. Down the list (random order)	correct	mimic

CONSONANT DRILLS: There is a full consonant chart in Lesson 6 if you want to refer to it. Pay no attention to the meanings of the words - this is a drill to get you used to the consonants and those which contrast with each other.

'p' 't' 'k' are unaspirated stops you have already learned in Thai. If you still have trouble with these, practice the special drills on page 38.

'ph' 'th' 'kh' are the aspirated counterparts of the above and shouldn't give you any difficulty. No need to go through the whole sequence of drilling on these. Simply have the informant read down each list while you listen. Then across the lists while you listen. (Listening stages 1 and 2.)

Then have the informant read down the list and across the lists while you mimic him. Then the informant gives the correct utterance and you repeat the corrected form. (Mimicry stages 1 and 2.)

<u>p</u>	<u>ph</u>	<u>t</u>	<u>th</u>	<u>k</u>	<u>kh</u>
pab	phab	taj	thaj	kais	khais
pem	phem	tais	thais	kaub	kaub
peeb	pheeb	teem	theem	kawb	khawb
pov	phov	tooj	thooj	kem	khem
puaj	phuaj	tum	thum	kiab	khiab

'm' 'n' 'h' 'l' 'y' are the same as in English. This short drill will let you hear them in Hmong words. Listen to the informant read down the lists and across. Then mimic him as with the above drill.

Tones	High	Falling	Glottalized	Rising
Cons.	┌	└	┌?	└
m	mab	maj	mam	-
n	neb	nej	nem	nev
h	haub	hauj	haum	hauv
l	lib	lij	lim	liv
y	-	yuaj	yuam	yuav

'c' 'ch'. 'c' is a palatal consonant with blade release. If you are not quite sure how you should be making this try the following drill which is based on English "put you" (/./ means extra length).

- Start by saying 'put' a number of times increasing the speed of utterance:

put put put put putputputputputput

- Now say the two words together:

'put.you 'put.you 'put.you 'put.you 'put.you'put.you

- "Think" the first syllable of the utterance above but say just the second syllable. Do not aspirate!

'tyou 'tyou 'tyou 'tyou 'tyou'tyou'tyou'tyou'tyou

- Run through the sequence rapidly:

put 'put.you 'tyou 'tyou 'ty 'ty'ty'ty'ty'ty

(The 'ty' will get your tongue in the correct position for 'c'.)

'ch' is the aspirated counterpart of 'c'. Follow learning stage 1 and 2, mimicry stage 1 and 2, and production stage 1 and 2.

<u>c</u>	<u>ch</u>
caj	chaj
cais	chais
caws	chaws
ceb	cheb
ceem	cheem
cim	chim

TAPE EXERCISE 1: On a sheet of paper write the numbers 1-12 and write down the consonant of each word you hear. Don't attempt to write down the complete word; you are specifically drilling on the consonants here and this exercise will help you find out if you are hearing them correctly or not. Don't look at the correct answers below until you have finished writing all 12 consonants.

- phem
- theem
- ceb
- chaj
- kawb
- caws
- kaim
- cim
- tooj
- khaub
- chais
- tum

VOWEL DRILLS: There is a full vowel chart in lesson 6 if you want to refer to it. Pay no attention to the meanings of the words.

'e' and 'o' approximate to English 'e' in "they," and 'o' in "lost." In drilling follow learning stage 1 and 2, mimicry stage 1 and 2 and production stage 1 and 2.

<u>'e'</u>	<u>Tones</u>	<u>High</u>	<u>Falling</u>	<u>Rising</u>
Cons.				
ch		cheb	-	chev
d		deb	dej	dev
k		keb	-	kev
l		-	lej	lev
n		neb	nej	nev

<u>'o'</u>	<u>Tones</u>	<u>Breathy</u>	<u>Falling</u>	<u>Glottalized</u>
Cons.				
c		cog	coj	com
ch		-	choj	chom
m		mog	moj	mom
n		nog	noj	nom
h		-	hoj	hom

The following are contrast drills and you should work through all the steps in the listening, mimicry and production stages.

<u>(i/ia)</u>		<u>(a/ai)</u>		<u>(u/ua)</u>	
<u>i</u>	<u>ia</u>	<u>a</u>	<u>ai</u>	<u>u</u>	<u>ua</u>
ib	iab	caj	caij	ub	uab
cim	ciam	da	dai	cub	cuab
dis	dias	fab	faib	duj	duaj
fiv	fiav	hav	haiv	hum	huam
lib	liáb	kam	kaim	lug	luag
mis	mias	laj	laij	mus	muas

TONE DRILLS: Pay no attention to the meanings of the words - these are drills to get you used to the tones. Work through all the steps of drilling.

SINGLE WORD DRILLS:

<u>High (-b)</u>	<u>Rising (-v)</u>	<u>Rising</u>	<u>High</u>
cab	cav	chav	chab
qaib	qaiv	faiv	faib
daub	dauv	hauv	haub
hawb	hawv	cev	ceb
lib	liv	diav	diab

<u>Falling (-j)</u>	<u>Mid (-)</u>	<u>Mid</u>	<u>Falling</u>	<u>Low (-s)</u>	<u>Rising (-v)</u>
naj	na	pa	paj	es	ev
caij	cai	cau	cauj	cas	cav
hauj	hau	daw	dawj	dais	daiv
chawj	chaw	de	dej	haus	hauv
lawj	law	lee	leej	kaws	kawv
				mis	miv

TWO-WORD DRILLS:

<u>High (-b)</u>	<u>Rising (-v)</u>	<u>Rising</u>	<u>High</u>
cheb tsev		dev mub	
neb yuav		qhov oub	
dab qhev		miv dub	
fob mov		hlawv teb	
pub kuv		kuv paub	
<u>High (-b)</u>	<u>Falling (-j)</u>	<u>Falling</u>	<u>High</u>
pub koj		koj paub	
neb noj		lua j teb	
pub nej		cua j lub	
neb qua j		ca j dab	
qaib loj		coo j qaib	
<u>High (-b)</u>	<u>Mid (-)</u>	<u>Mid</u>	<u>High</u>
pub npua		ua teb	
cheeb ua		tua qaib	
chib so		npua teb	
muab cia		sai dub	
lub po		qe qaib	
<u>High (-b)</u>	<u>Low (-s)</u>	<u>Low</u>	<u>High</u>
saib nws		nws paub	
siab tus		nws saib	
lub dos		tsis paub	
neb hais		mus teb	
muab laws		faus teb	

THREE-WORD DRILLS:

<u>High</u>	<u>Mid</u>	<u>Falling</u>	<u>High</u>	<u>Mid</u>	<u>High</u>
lub po loj			cheeb hu neb		
chib so tuaj			lub qe dawb		
pub npua noj			tub ua teb		
cheeb hu koj			muab lau qaib		
lub qe loj			lub chaw kub		

TAPE EXERCISE 2: On a sheet of paper write the numbers 1-12 and write down what combinations of tones you hear for the following sentences on the tape. Then consult below for the correct answers.

1. lawj (falling)
2. dauv (rising)
3. paj (fall.)
4. cai (mid)
5. pub koj (high-fall.)
6. qhov cub (rising-high)
7. lub qe dawb (high-mid-high)
8. tub ua teb (high-mid-high)
9. cheeb hu koj (high-mid-fall.)
10. lub qe loj (high-mid-fall.)
11. lub chaw kub (high-mid-high)
12. pub npua noj (high-mid-fall.)

IV. GRAMMAR DRILLS

THE PURPOSE OF GRAMMAR DRILLS: These drills are designed to give you a sufficient amount of the kind of repetition necessary in the learning of sentence patterns. At first the simple basic patterns will be learned by repetition. Then from these patterns you will learn how to make substitutions, expansions and transformations into a large number of sentence patterns. Learn each pattern or group of patterns well before progressing to the next one.

STEPS IN THE USE OF GRAMMAR DRILLS:

SUBSTITUTION DRILL ON A SINGLE PATTERN: The informant presents a sentence as a stimulus, followed by a trigger. The idea of the drill is for you to put the trigger word in the right place in your response. The trigger which follows the informant's stimulus sentence belongs in one of the sentence positions. By practicing the placement of this trigger in its correct spot you gradually learn the location of the sentence positions and the kinds of units which fill them, e.g.:

Informant gives	STIMULUS	'kuv pub nees'
Informant gives	TRIGGER	'qaib'
Learner gives	RESPONSE	'kuv pub qaib'
Informant	CORRECTS	'kuv pub qaib'
Learner	MIMICS	'kuv pub qaib'

PAIRED PATTERN DRILL: The informant gives a stimulus sentence constructed from one type of pattern. The learner changes this type of sentence into one which is related to it, e.g. question - answer, or, positive - negative.

Informant	STIMULUS	'koj ris dej los?'
Learner	RESPONSE	'yog kuv ris dej'
Informant	CORRECTS	'yog kuv ris dej'
Learner	MIMICS	'yog kuv ris dej'

SINGLE PATTERN DRILLS. Follow the steps given above.

kuv ua mov

peb
(we)

Teem
(name)

lawv
(they)

nws
(he)

kuv pub nees
peb
Teem
lawv
nws

kuv pub npua
peb
Teem
lawv
nws

PAIRED PATTERN DRILLS. First drill as for single pattern drill then follow the instructions for paired pattern drills above.

koj ua dabtsi?	-	kuv tsis ua dabtsi
nej (you)	-	peb
nws	-	nws
lawv	-	lawv
Teem	-	Teem

koj mus ua dabtsi? (go)	-	kuv mus pub nees
nej	-	peb npua
nws	-	nws os (duck)
lawv	-	lawv qaib
Teem	-	Teem

koj tseem ua dabtsi? (still)	-	kuv tseem pub nees
nej	-	peb npua
nws	-	nws os
lawv	-	lawv qaib
Teem	-	Teem

UNIT 1

LESSON 1.B

I. USEFUL SENTENCES

When you see someone working or going somewhere, the usual thing to ask is the obvious, unless you really don't know what they are doing, e.g. you see someone feeding the pigs so you ask, - "Are you feeding the pigs?"

- | | |
|--|------------------------------------|
| 1. Koj pub nees los?
(ques.) | "Are you feeding the horse?" |
| 2. Koj cheb tsev los?
(sweep house) | "Are you sweeping the house?" |
| 3. Koj ris dej los?
(carry water) | "Are you carrying water?" |
| 4. Koj tuav txhuv los?
(pound rice) | "Are you pounding rice?" |
| 5. Koj zov tsev los?
(look after) | "Are you looking after the house?" |
| 6. Koj txiav taws los?
(cut firewood) | "Are you cutting firewood?" |
| 7. Yog, kuv txiav taws
(affirmative) | "Yes, I'm cutting firewood." |

II. PRONUNCIATION DRILLS

CONSONANT DRILLS: Each of the following "sets" are contrast drills, so work through all steps of listening, mimicing, and production stages. These are fairly difficult contrasts to make, so work hard at hearing the contrasts and at being able to mimic them clearly.

'ts' like 'c' is an unaspirated palatal stop but is affricated. You make it as if making the 'j' in English "jot" but make sure that it is unvoiced.

c/ts	<u>c</u>	<u>ts</u>
	cab	tsab
	cau	tsau
	ceg	tseg
	ceem	tseem
	cig	tsij
	co	tso

'ch' and 'tsh' are the aspirated counterparts of 'c' and 'ts'

ch/tsh	<u>ch</u>	<u>tsh</u>
	chaj	tshaj
	chais	tshais
	chawj	tshawj
	cheb	tsheb
	cheej	tsheej
	chim	tshim

'tx' like 't' is an unaspirated dental stop but is affricated.

t/tx	<u>t</u>	<u>tx</u>
	tab	txab
	taij	txaij
	tau	txau
	tawm	txawm
	tej	txej
	tias	txias

'th' and 'txh' are the aspirated counterparts of 't' and 'tx'

th/txh	<u>th</u>	<u>txh</u>
	thab	txhab
	thais	txhais
	thaum	txhaum
	them	txhem
	theej	txheej
	this	txhis

'r' is similar to the Hmong 't' but is retroflexed. Make an English 'r'. Put your tongue firmly against the roof of your mouth, as you make the 'r' release your tongue. This Hmong 'r' is unvoiced. 'z' is also retroflexed and similar to the 'z' in English "azure."

r/z	<u>r</u>	<u>z</u>
	raj	zaj
	rais	zais
	raub	zaub
	rawm	zawm
	rog	zog
	roov	zoov

You are familiar with 'k' which is an unaspirated velar stop. The Hmong 'q' is made further back in the mouth than the 'k' and most folk need a lot of drilling on this.

q/qh	<u>q</u>	<u>qh</u>
	qa	qha
	qaib	qhaib
	qauv	qhauv
	qeb	qheb
	qia	qhia
	qoob	qhoob

Now contrast the 'k' and 'q'.

k/q	<u>k</u>	<u>q</u>	kh/qh	<u>kh</u>	<u>qh</u>
	kab	qab		khab	qhab
	kais	qais		khaub	qhaub
	kaub	qaub		khaws	qhaws
	ke	qe		khiav	qhiav
	keeb	qeeb		khov	qhov
	koj	qoj		khib	qhib

TAPE EXERCISE 3. On a sheet of paper write down the numbers 1-20. This exercise is to test your hearing of the consonants so simply write down the consonant or consonant cluster of each word, then check with the answers below.

1. cab
2. tsab
3. txej
4. txhab
5. cheej
6. this
7. rog
8. txhem
9. chim
10. zaub
11. rais
12. co
13. qhaws
14. khiav
15. qeb
16. koj
17. qhib
18. qia
19. qais
20. khab

VOWEL DRILLS: You have practiced the 'e' vowel. Now here is its nasalized counterpart 'ee'. This vowel varies between the 'ing' of "ring" and the 'ung' of "rung" depending upon the preceding consonant. You are not likely to confuse the following contrast drills but it will help you to practice these vowels in the combinations listed. Follow listening stage 1 and 2, mimicry stage 1 and 2, and also production stage 1 and 2.

e/ee	<u>e</u>	<u>ee</u>
	cem	ceem
	cej	ceej
	lej	leej
	mem	meem
	neb	neeb
	qe	qee

The symbol 'oo' was adopted at a stage when it was thought more nearly to approximate nasalized 'o' than nasalized 'u'. The nasalized 'o' was not discovered until later since it appears in relatively few words. Hence the seeming inconsistency in the use of symbols. As you practice the following drills you will hear that 'u' approximates more nearly to 'oo' than does 'o'.

u/oo	<u>u</u>	<u>oo</u>	o/oo	<u>o</u>	<u>oo</u>
	cub	coob		coj	cooj
	hu	hoo		dog	doog
	kuv	koov		fob	foob
	lug	loog		ho	hoo
	muj	mooj		los	loos
	nus	noos		mov	moov

'au' and 'aw' need a lot of contrast drilling as they don't approximate to Thai or English vowels. Drill through all the steps of listening, mimicry and production stages.

au/aw	<u>au</u>	<u>aw</u>
	cau	caw
	daub	dawb
	hauj	hawj
	kaub	kawb
	lauj	lawj
	qauv	qawv

TAPE EXERCISE 4. Write the numbers 1-20 on a sheet of paper. This exercise is to see if you are hearing the vowels correctly, so simply write down the vowel or vowel cluster you hear for each word.

1. dis 2. lug 3. haiv 4. liab 5. mog 6. qee 7. cheb
8. loos 9. nus 10. qauv 11. meem 12. dawb 13. cau
14. leej 15. los 16. hauj 17. qawv 18. koov 19. kawb
20. kaub

TONE DRILLS: Refer to the tone chart in lesson 6 to see the relationship of these new tones to the ones you have already drilled.

SINGLE WORD DRILLS:

Breathy (-g)

cag
daig
laug
mog
peg
liag

Glottalized (-m)

cam
daim
laum
mom
pem
liam

TWO-WORD DRILLS:

High (-b)

eeb nees
wb mus
cab nees
hlub nws
maub mus

Low (-s)

Low

High

tus uab
tsis cob
tsis coob
tsis dub
tus diab

<u>High (-b)</u>	<u>Breathy (-g)</u>	<u>Breathy</u>	<u>High</u>
ceb muag		tag hnuh	
ob tug		neeg hloob	
cheb tag		cig hlob	
dob tag		cog noob	
tsib tug		dag xwb	

<u>High (-b)</u>	<u>Glottalized (-m)</u>	<u>Glottalized</u>	<u>High</u>
ib chim		thauh ub	
ciab mem		them teb	
faib lawm		kaum hnuh	
hlob lawm		lam saib	
lub kawm		lam mob	

THREE-WORD DRILLS:

<u>High</u>	<u>Breathy</u>	<u>High</u>	<u>High</u>	<u>Breathy</u>	<u>Falling</u>
peb	cog	noob	neb	cug	dej
peb	dag	xwb	tub	dag	koj
pob	ntseg	mob	saib	pog	tuaj
lub	log	poob	ob	tug	tuaj
ib	pliag	xwb	peb	tug	coj

<u>High</u>	<u>Breathy</u>	<u>Rising</u>	<u>High</u>	<u>Breathy</u>	<u>Low</u>
ob	tug	dev	siab	kawg	nkaus
plaub	tug	miv	tab	meeg	mus
peb	lug	kev	peb	nog	nees
ib	leeg	siv	neb	nug	nws
neb	nug	lawv	ib	pawg	taws

TAPE EXERCISE 5. Simply write the tones you hear, but this time try writing the consonant letters which symbolize the tones. e.g. if the word you hear has a low tone write s.

1. mog
2. koj
3. fim
4. peg
5. cuam
6. eeb nees
7. tsis
- coob
8. maub mus
9. ib chim
10. ceb muag
11. dag xwb
12. lub kawm
13. kaum hnuh
14. cog noob
15. peb cog noob
16. ob tug tuaj
17. plaub tug miv
18. ib pawg taws
19. ib leeg siv
20. neb dag xwb

III. GRAMMAR DRILLS

SINGLE PATTERN DRILLS:

kuv	pub	nees					koj	pub	nees	los?
peb		qaib					nej		qaib	
lawv		npua					lawv		npua	
nws		os					nws		os	
Teem							Teem			

kuv	cheb	tsev					kuv	tuav	txhuv	
peb	zov						peb	tsoov	(winnow)	
nws							nws			
lawv							lawv			
Teem							Teem			

kuv	txiav	taws					kuv	ris	dej	
peb							peb			
nws							nws			
lawv							lawv			
Teem							Teem			

PAIRED PATTERN DRILLS:

koj	ris	dej	los?	-	Yog,	kuv	ris	dej
nej		zaub		-		peb		zaub
		(vegetable)						
nws		pobkws		-		nws		pobkws
lawv		(corn)		-		lawv		
Teem				-		Teem		

koj	cog	pobkws	los?	-	yog,	kuv	cog	pobkws
nej		nplej		-		peb		nplej
		(rice)						
nws		zaub		-		nws		zaub
lawv				-		lawv		
Teem				-		Teem		

UNIT 1

LESSON 1.C - REVIEW

I. REVIEW ALL USEFUL SENTENCES

The sentences in this first lesson have been chosen because they can all be used immediately in "live" situations. In reviewing them don't merely sit and say them all to yourself - get out into the village and put yourself into the appropriate situations for using the sentences. You can see these "activities" every day in the village and the more you "use" what you learn, as you learn it, the more likely you are to automatically "produce" the right sentence or question in the right situation.

II. REVIEW THE PRONUNCIATION DRILLS

Go through at least the mimicry stage of all the drills. Pay special attention to the places that you find difficult, or where the informant hesitates to accept your pronunciation. Go through all three stages in drilling on these points of difficulty.

Have you been able to get rhythm in your drilling? Work at it until you and the informant can rhythmically "beat" out the drill - say it, respond, say it, respond, say it respond, informant, learner, informant, learner. Using the tapes will help you in this.

Here are some supplementary Tone Drills. Fancy! - Some people actually wiggle their head up and down in the pattern of the tones, or even get up on their toes to hit the top note - of course, you don't do you? Better to la-la-la the tone tunes rather than look like a well-fed dog nodding its head and wagging its tail!

SINGLE WORD DRILLS:

(-s)	(-m)	(-m)	(-s)
cas	cam	kam	kas
dais	daim	laim	lais
haus	haum	kaum	kaus
pes	pem	cem	ces
nees	neem	lom	los

TWO-WORD DRILLS:

(-v)	(-m)	(-m)	(-v)
kuv pom		pom miv	
txiv pom		hem kuv	
kuv cem		niam txiv	
kuv niam		tseem hlawv	
cov nom		pom dev	

(-s)	(-m)	(-m)	(-s)
tsis pom			pom nees
cais lawm			lam hais
lees lawm			pom os
tsis hum			pom dais
los lawm			maum dais

THREE-WORD DRILLS:

(-v)	(-s)	(-m)	(-)	(-s)	(-m)
txiav taws lawm			hla mus lawm		
kuv tsis pom			chaw txias lawm		
mov txias lawm			qee tus pom		
txiv tsis pom			fi mus lawm		
dev daws lawm			hu los lawm		

TAPE EXERCISE 6. Follow the instructions given previously for tone exercises.

1. haus
2. laim
3. nees
4. cem
5. kuv pom
6. **niam** txiv
7. tsis hum
8. lam hais
9. pom miv
10. cov nom
11. los lawm
12. maum dais
13. mov txias lawm
14. txiv tsis pom
15. hla mus lawm
16. kuv tsis pom
17. chaw txias lawm
18. hu los lawm

III. REVIEW THE GRAMMAR DRILLS

In the first lesson you have learned one basic Hmong sentence pattern.

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
kuv	pub	nees

You have learned where the negative comes in the sentence - before the verb.

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
kuv	<u>tsis</u> ua	dabtsi

You have also learned how to use 'tseem' which is a pre-verbal particle indicating an action still in progress.

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
koj	<u>tseem</u> ua	dabtsi?

You have learned how to use the question word 'los'

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
koj	pub	nees <u>los?</u>

Now make yourself a drill on the above basic pattern using the vocabulary you know; five or six sentences or phrases will do. Then make drills with the various expansions of this pattern, i.e. with the use of 'tsis' 'tseem' 'los'.

Hmong sentences can have many verbs strung together. In lesson 1.A grammar drills did you notice where two verbs come together?

<u>Subject</u>	<u>Verb</u>	<u>Verb</u>	<u>Object</u>
koj	mus	ua	dabtsi?

IV. TALKY-TALK

'los' You have been learning this question word in a low tone (-s). This is sometimes said in a low tone with a slight rise. This starts lower than a rising tone (-v) and shouldn't be confused with the basic (-v) tone. When said with a slight rise it is acceptable but sounds a bit "hard" to Hmong ears.

'ua' has the meaning "to do, to make." In the sense of "to make" it takes a wide range of objects e.g. make rice, make a house, make fields or do fields etc.

'mov' 'txhuv' and 'nplej' all have the meaning "rice," but there is a difference and they can't be used interchangeably.

- 'mov' is cooked rice
- 'txhuv' is hulled, uncooked rice
- 'nplej' is unhulled rice (standing or cut)

UNIT 1

LESSON 2.A

I. USEFUL SENTENCES

- | | | |
|----|--|---------------------|
| 1. | Nej puas nyob hauv tsev 'os?
(ques. live in particle) | "Are you at home?" |
| 2. | Nyob thiab 'os. Los tsev 'os.
(also) (come) | "Yes. Come in." |
| 3. | Caiv tsis caiv 'os?
(taboo) | "Have you a taboo?" |
| 4. | Tsis caiv 'as.
(particle) | "No." |
| 5. | Zaum 'os."
(sit) | "Sit down." |

II. WORD STUDY

'puas' is another question word and it comes before the verb. The difference between this question word and 'los' is probably that:

'puas' - an answer is expected but can be "yes" or "no", e.g.
Nws puas ris dej? "Did he carry water?"
The speaker does not know if "he" carried water or not.

'los' - expects a "yes" answer, e.g.
Koj ris dej los? "Are you carrying water?"
The speaker sees you carrying water so the answer must be "yes."

'nyob hauv tsev' (sentence 1) If your informant is saying this up to speed like it is said on the tape, you will hear the sentence as 'nej puas nyob tsev 'os.' The 'hauv' is still there but can't be distinguished as 'hauv' as when the word is said in isolation.

III. PRONUNCIATION DRILLS

You have already drilled the unaspirated stops 'p', 't', 'k', 'c', 'q', and 'r.' This set of stops also occurs with prenasalization and this is what you will be practicing in the following drills. However, although the "set" looks very neat in the orthography, it doesn't point out the complications. (This set of symbols was used for convenience in teaching.) First of all, as you listen to the informant reading down the lists and then across, contrasting the non-nasalized and nasalized consonants you will find that each consonant 'p', 't', 'k', 'c', 'q', 'r' becomes voiced following the nasalization. Another feature not shown up by the orthography is the following:

'n' becomes 'm' before 'p'

'n' remains 'n' before 't', 'c', 'r'

'n' becomes 'ŋ' before 'k', 'q'

If you are hearing your informant well and mimicing well you will find that your tongue and lips automatically adjust to the 'n', 'm' and 'ŋ' positions.

p/np	<u>p</u>	<u>np</u>	t/nt	<u>t</u>	<u>nt</u>
	pab	npab		tab	ntab
	paj	npaj		tais	ntais
	pau	npau		tau	ntau
	pawv	npawv		tawm	ntawm
	pe	npe		tej	ntej
	poj	npoj		tim	ntim

k/nk	<u>k</u>	<u>nk</u>	q/nq	<u>q</u>	<u>nq</u>
	ka	nka		qag	nqag
	kais	nkais		qaj	nqaj
	kaub	nkaub		qaij	nqaij
	kawg	nkawg		qeg	nqeg
	kees	nkees		qeg	nqeg
	kim	nkim		qee	nqee

c/nc	<u>c</u>	<u>nc</u>	r/nr	<u>r</u>	<u>nr</u>
	cab	ncab		rab	nrab
	cai	ncai		raug	nraug
	cauj	ncauj		rawm	nrawm
	caws	ncaws		re	nre
	ceb	nceb		ris	nrisk
	ceev	nceev		rob	nrob

TAPE EXERCISE 7.

1. qag
2. rab
3. nqaij
4. npe
5. tais
6. ntawm
7. nkees
8. kaub
9. nraug
10. qee
11. ncai
12. npoj
13. tawm
14. ris
15. nkim
16. nceb
17. tau
18. npau
19. nceev
20. nrisk

VOWEL DRILLS: The 'w' vowel does not approximate to any English or Thai vowel. It is not the Thai vowel. It is something between the Hmong 'i' and the 'u' made midway back in the mouth with the tongue close to the palate.

<u>w</u>	<u>w</u>
wb	lwj
cw	lwg
hwb	lwm
hwj	nws
hwm	ncw
hws	ncwb

Now drill on the contrast between 'u' and 'w'

u/w	<u>u</u>	<u>w</u>
	ub	wb
	cug	cwg
	cuj	cwj
	dub	dwb
	hub	hwb
	luj	lwj

Here is another contrast drill on the difficult vowels 'au' and 'aw'

au/aw	<u>au</u>	<u>aw</u>
	cauj	cawj
	daug	dawg
	haub	hawb
	kaum	kawm
	lau	law
	pauv	pawv

TAPE EXERCISE 8.

1. hwb 2. cwg 3. dub 4. cauj 5. hawb 6. pauv 7. nws
8. kaum 9. pawv 10. kuj 11. daug 12. luj

TONE DRILLS:

(-j)	(-b)	(-b)	(-j)
koj paub		wb noj	
nej saib		ceeb laj	
lua j teb		tub tua j	
kaj siab		dib loj	
caij tsheb		dob nroj	

(-j)	(-)	(-)	(-j)
haj ua		rau lee j	
koj ua		xya lee j	
noj tau		zoo nee j	
tuaj dua		tau noj	
nria j hlua		ce de j	

(-j)	(-s)	(-s)	(-j)
caj pas		ris dej	
cuaj tus		nees hawj	
dawj los		tes lauaj	
hwj nws		tsis meej	
kaj hlis		nws tuaj	

(-j)	(-v)	(-v)	(-j)
coj kuv		yuav coj	
dauj ncuav		txiav cwj	
looj hniav		txiv duaaj	
lwj ntsuav		hov loj	
nej kav		kuv noj	

(-j)	(-m)	(-m)	(-j)
ploj lawm		vim chij	
duj duam		kaum leej	
hauj lwm		yim leej	
hoj huam		nram liaj	
nej pom		pom meej	

(-j)	(-g)	(-g)	(-j)
faj tuag		neeg ciaj	
laj liag		tawg choj	
luaj tag		noog daj	
nwj kiag		qaug doj	
nkoj deg		ntswg lej	

TAPE EXERCISE 9.

1. coj kuv 2. caj pas 3. vim chij 4. ris dej 5. ploj lawm
 6. kaj siab 7. tsis meej 8. noog daj 9. lwj ntsuav 10. yim leej
 11. kaj hlis 12. laj liag

IV GRAMMAR DRILLS

SINGLE PATTERN DRILLS:

nej los tsev

koj

neb
(you)

Teem

peb tsis caiv

wb mus
(we)

lawv nyob

nws noj
(eat)

hnuv no kuv tsis cheb tsev
 (day this) zov tsev
 tsoov txhuv
 tuav txhuv
 ris dej

PAIRED PATTERN DRILLS:

nws	puas	noj	mov?	-	nws	noj	thiab
		ris	dej?	-		ris	
		txiav	taws?	-		txiav	
		tuav	txhuv?	-		tuav	
		pub	npuav?	-		pub	

koj	puas	cheb	tsev?	-	kuv	tsis	cheb
		zov	tsev?	-		zov	
		tsoov	txhuv?	-		tsoov	
		tuav	txhuv?	-		tuav	
		ris	dej?	-		ris	

Hnuv	no	nej	ua	dabtsi?	-	Hnuv	no	peb	tsis	ua	dabtsi
		koj			-			kuv			
		neb			-			wb			
		nws			-			nws			
		lawv			-			lawv			
		Teem			-			Teem			

UNIT 1

LESSON 2.B

I. USEFUL SENTENCES

- | | | |
|----|--|---------------------------------|
| 1. | Lub no lus Hmoob hu li cas?
(clf.) (word Hmong call what) | "What is this called in Hmong?" |
| 2. | Peb hu ua 'thoob'
(bucket) | "We call it 'bucket'" |
| 3. | Peb hu ua 'rooj'
(table) | "We call it 'table'" |
| 4. | Peb hu ua 'kawm'
(basket) | "We call it 'basket'" |
| 5. | Peb hu ua 'teeb'
(lamp) | "We call it 'lamp'" |
| 6. | Peb hu ua 'tais'
(basin) | "We call it 'basin'" |

II. PRONUNCIATION DRILLS

CONSONANT DRILLS: You have drilled the unaspirated stops in contrast with the prenasalized unaspirated stops. The following drills are the aspirated stops which are also nasalized. Again notice that 'ph', 'th', 'kh', 'qh', and 'ch' when prenasalized become 'mph', 'nth', 'ŋkh', 'ŋqh', and 'nch' phonetically.

(ph/nph)		(th/nth)		(kh/nkh)	
<u>ph</u>	<u>nph</u>	<u>th</u>	<u>nth</u>	<u>kh</u>	<u>nkh</u>
phav	nphav	thab	nthab	khoob	nkhoob
phau	nphau	thav	nthav	khaus	nkhaus
phiv	nphiv	thaws	nthaws	khawb	nkhawb
phob	nphob	thee	nthee	khawv	nkhawv
phoo	nphoo	thi	nthi	khib	nkhib
phoov	nphoov	thos	nthos	khis	nkhis
---	---	---	---	---	---
(qh/nqh)		(ch/nch)			
<u>qh</u>	<u>nqh</u>	<u>ch</u>	<u>nch</u>		
qhe	nqha	chav	nchav		
qhib	nqhis	chais	nchais		
qho	nqho	chaub	nchaub		
qhuj	nqhug	chij	nchij		
qhuab	nqhuab	chiab	nchiab		
		chov	nchov		
---	---	---	---	---	---

TAPE EXERCISE 10.

1. chaub 2. nqho 3. nthaws 4. nphoov 5. khawv 6. nqhis
7. nkham 8. nthee 9. nphob 10. phoov 11. chij 12. nchos

VOWEL DRILLS: First drill down the columns and then across. Listen for the vowel variation in these drills. In column 1, the 'ee' vowel following 'y' and consonant clusters with 'y', has an "ing" quality. In column 2, 'ee' following the other consonants and consonant clusters, has an "ung" quality. Mimic carefully.

<u>ee</u>	<u>ee</u>
yeeb	feeb
yeej	leej
yeev	ceev
xyeej	meej
nyeeb	qeeb
nyeem	tseem

TONE DRILLS: The following are two-word drills on the same tone.

(-b)	(-b)	(-j)	(-j)	(-)	(-)	(-v)	(-v)
peb paub		koj tuaj		caw tai		kuv cev	
lub eeb		nej caij		fee rau		cov dav	
ib lub		coj koj		hle hlo		chav tsev	
wb pub		loj kuj		ua dua		hav zoov	
rob caub		muaj dej		ntsia hlau		daiv plev	
pub dawb		hwj koj		ua ke		fwv khawv	

(→s)	(-s)	(-m)	(-m)	(-g)	(-g)
cais mis		cawm dim		cog tag	
hais tias		pom cuam		dig muag	
nws mus		lim hiam		lag ntseg	
tus nees		hum lawm		luag tag	
fos ntais		maim phom		niag nroog	
xaws ris		lam them		pliag deg	

TAPE EXERCISE 11.

1. kuv cev 2. caw tai 3. cog tag 4. cais mis 5. koj tuaj
6. peb paub 7. lim hiam 8. tus nees 9. ntsia hlau 10. muaj dej

III. GRAMMAR DRILLS

SINGLE PATTERN DRILL:

npe hu ua thoob
(name) tsev
 npua
 nees
 qaib
 os

PAIRED PATTERN DRILLS:

lub no hu li cas?	-	lub no hu ua	thoob
	-		kawm
	-		tais
	-		rooj
	-		teeb
- - - - -			
tus no hu li cas?	-	tus no hu ua	npua
(clf.)	-		qaib
	-		nees
	-		os
	-		dev
	-		(dog)
- - - - -			
yam no hu li cas?	-	yam no hu ua	txhuv
(clf.)	-		nplej
	-		mov
	-		taws
	-		dej
- - - - -			
nej lus hu li cas?	-	peb lus hu ua	zaub
lawv	-	lawv	dej
Hmoob	-	Hmoob	taws
	-		pobkws
	-		nplej
- - - - -			

UNIT 1

LESSON 2.C - REVIEW

Review the Useful Sentences, Pronunciation Drills and Grammar Drills. With your useful sentence, 'Lub no lus Hmoob hu li cas' you should try to find out a few new names for things today. Write them down and check with the informant.

Do the Tape Exercises again if you didn't score very high when doing them the first time.

TALKY-TALK

You will have noticed that in the drills you haven't practiced all the sentence patterns that occur in the Useful Sentences. There is a reason for this. These useful sentences are for immediate use in "live" situations and with your constant drilling of them will be remembered in the context of the conversations which you engage in. Some, not all, of these sentences we are treating as "frozen phrases." In other words, they are not easily "melted down" into recognizable patterns at this stage of your study. However, these will be "melted down" gradually as the lessons advance.

GRAMMAR PATTERNS: The time slot in Hmong syntax is normally at the beginning of the sentence. This is a new feature you have learned in the drills this week.

<u>Time</u>	<u>Subject</u>	<u>Verb</u>	<u>Object</u>
Hnub no	peb	ua	teb
Ob hnub no (these days)			
Tagkis no (morning)			

PARTICLES: You have probably wondered about the particle at the end of each utterance in the Useful Sentences Lesson 2.A. There doesn't seem to be a particular reason for saying it except that it "sounds good" to Hmong ears and "softens" the things being said. It is difficult to tell sometimes if the word is a clear 'o' sound or part way between an 'o' and an 'a' vowel. In sentence 4 it is an 'a' vowel. Best thing is to mimic your informant in the way he says it.

GLOTTAL STOP: Almost all Hmong vowels are preceded by a glottal stop when said in isolation, i.e. as a syllable without consonant beginning. However, there are a few words without consonant beginning where the glottal stop is absent. This is significant and we indicate the absence of initial glottal stop by an apostrophe before the syllable. This occurs in this particle 'os. Mimic the informant carefully in the useful sentences and then drill the following contrasts.

<u>os</u>	<u>'os</u>
ib tug os	nyob tsev 'os
hu ua os	nyob thiab 'os
muaj tus os	los tsev 'os
kuv pub os	tsis caiv 'os
mus pub os	zauv 'os

CLASSIFIERS: You have learned three classifiers thus far.

- 'lub' - clf. for bulky or round articles
- 'tus' - clf. for people, animals, birds, long slender things
- 'yam' - clf. for kinds

If you want to ask what the Hmong call something and you don't know the classifier it is permissible just to use 'yam', e.g. 'yam no lus Hmoob hu li cas?' and this covers quite a lot of things.

In Useful Sentence 1 Lesson 2.B you learned to say 'lus Hmoob' but it is also correct to say 'Hmoob lus' in this reverse order.

'rooj'. We gave the English meaning "table" but actually 'rooj' is a general term used for articles of furniture. The specific term for table, chair, etc. has the word 'rooj' and then the word describing the action for which the 'rooj' is used, e.g.

- rooj noj mov - 'rooj' for eating rice
- rooj zauv - 'rooj' for sitting

PERSONAL PRONOUNS: You have met most of the pronouns in the drills but listing them here may help you to sort them out a bit.

	<u>Singular</u>	<u>Dual</u>
1st person	kuv "I"	wb "we" (two)
2nd person	koj "you"	neb "you" (two)
3rd person	nws "he, she, it"	
	<u>Plural</u>	
1st person	peb "we" (three or more)	
2nd person	nej "you" (three or more)	
3rd person	lawv "they"	

UNIT 1

LESSON 3.A

I. USEFUL SENTENCES

- | | |
|-------------------------------------|----------------------------------|
| 1. Koj lub kawm loj kawg li yom?* | - "Your basket is big isn't it?" |
| (big ques.) | |
| 2. Koj lub hwjkais loj kawg li yom? | "Your kettle is big isn't it?" |
| (kettle) | |
| 3. Koj lub dab loj kawg li yom? | "Your trough is big isn't it?" |
| (trough) | |
| 4. Koj rab hneev loj kawg li yom? | "Your crossbow is big isn't it?" |
| (clf. crossbow) | |
| 5. Koj rab phom loj kawg li yom? | "Your gun is big isn't it?" |
| (gun) | |
| 6. Koj rab riam loj kawg li yom? | "Your knife is big isn't it?" |
| (knife) | |
| 7. Lub kawm no tsis yog kuv li. | "This basket is not mine." |
| (is) | |
| 8. Yog kuv txiv li. | "It's my father's." |

II. WORD STUDY

'yom' is yet another question word. It always occurs **in** sentence final position and expects a "yes" answer.

III. PRONUNCIATION DRILLS

CONSONANT DRILLS: You know 'm' and 'n'. To say the following consonants 'hm' and 'hn', adjust your tongue position and blow through your nose.

(m/hm)		(n/hn)		(hm/hn)	
<u>m</u>	<u>hm</u>	<u>n</u>	<u>hn</u>	<u>hm</u>	<u>hn</u>
mob	hmob	nab	hnab	hmo	hno
mab	hmab	nav	hnav	hmov	hnov
mov	hmov	nem	hnem	hmoob	hnoob
moo	hmoo	neev	hneev	hmoov	hnoos
moov	hmoov	no	hno	hmuv	hnub
muv	hmuv	noob	hnoob		

The prenasalized 'ny' is like the "ne" of English "new." Then adjust tongue position and blow through the nose for 'hny.'

*Some people spell this 'yuam' (all occurrences)

(n/ny)		(hn/hny)		(ny/hny)	
<u>n</u>	<u>ny</u>	<u>hn</u>	<u>hny</u>	<u>ny</u>	<u>hny</u>
nab	nyab	hnav	hnyav	nyav	hnyav
nooj	nyooj	hnem	hnyev	nyem	hnyev
nog	nyog	hnia	hnyiab	nyiaj	hnyiab
nem	nyem	hno	hnyo	nyos	hnyos
neeb	nyeeb	hnov	hnyos	nyuj	hnyuv
nuj	nyuj	hnub	hnyuv		

TAPE EXERCISE 12.

1. hmov 2. hmoob 3. hnyev 4. hneev 5. moov 6. nyeeb
 7. hnia 8. nav 9. hnyuv 10. hmo 11. nyog 12. hnyiab

VOWEL DRILLS: The following are drills on the 'au' and 'aw' vowels, as single words, but also incorporating them in sentences.

laus	tus laus	ib tug laus laus li
paub	tsis paub	kuv tsis paub kiag li
caum	caum tau	kuv caum tau lawm
faus	faus teb	kuv yuav mus faus teb
npau	dej npau	dej npau npau li lawm

Again drill down and across the lists, Listening Stage 1 and 2, Mimicry Stage 1 and 2 and Production Stage 1 and 2.

cawm	cawm peb	Yexu cawm peb dim
dawb	pub dawb	nws pub dawb dawb li
kaw	kaw qhov rooj	kovtsij kaw qhov rooj
lawv	lawv mus	lawv mus teb lawm
fawb	fawb ntuj	pheej fawb ntuj fawb teb

TONE DRILLS

TWO-WORD DRILLS:

(-)	(-b)	(-b)	(-)		(-)	(-j)	(-j)	(-)
ua	siab	iab	oo		ce	dej	nkauj	fa
ua	teb	paub	cai		cua	daj	kaj	hli
hma	liab	lub	chaw		da	dej	txoj	hlua
cua	dub	sib	chua		di	ncauj	noj	hmo
de	zaub	fab	fo		hau	nqaij	txoj	lw

(-)	(-s)	(-s)	(-)		(-)	(-m)	(-m)	(-)
co	tes	khaus	cau		hu	lawm	kawm	no
hla	mus	nees	hee		kau	mom	saum	no
nphau	los	dais	hloo		ua	lawm	caum	tau
nplai	ntses	ntim	no		phaw	twm	daum	ntoo
n	taws	tsis	ncau		plau	lawm	ham	hlau

(-)	(-g)	(-g)	(-)		(-)	(-v)	(-v)	(-)
ua	tag	neeg	nqia		daw	ntsev	hnov	dua
lee	ntswg	txog	ntua		haw	quav	dev	hnyo
nplo	zog	tawg	ntho		lo	av	kuv	li
ntau	kawg	puag	qe		ncu	mov	hmoov	zoo
ntshai	zog	cag	ntoo		npoo	ncuv	tsev	no

THREE-WORD DRILLS:

(-j)	(-s)	(-s)	(-b)	(-s)	(-s)
cog	nws	mus	peb	hais	tias
cuaj	tus	los	paub	tsis	tas
haj	hais	tias	peb	mus	faus
caij	nees	mus	muab	hus	los
hwj	nws	mus	lub	pus	hnlos
(-v)	(-s)	(-s)	(-v)	(-b)	(-b)
kuv	tsis	mus	hov	deb	thiab
kuv	tus	nees	chiv	keeb	mob
kuv	hais	tias	kuv	poob	siab
kuv	tsis	hnoos	kev	fab	thiab
kuv	tus	nus	kuv	paub	tseeb

TAPE EXERCISE 13.

1. noj hmo
2. caum tau
3. plau lawm
4. hmoov zoo
5. txoj hlua
6. hau nqaij
7. sib chua
8. hma liab
9. nte taws
10. cag ntoo
11. hla mus
12. ncu mov
13. kaj hli
14. dais hloo
15. di ncauj
16. lub pus hnlos
17. caij nees mus
18. chiv keeb mob
19. kuv tsis mus
20. muab hus los

IV. GRAMMAR DRILLS

SINGLE PATTERN DRILLS:

kuv	yuav	mus	teb		kuv	yuav	cog	pobkws	
	(fut.)					(plant)			
		tsev			wb		nplej		
		hav	zoov		lawv		zaub		
		(forest)							
		nram	moos		nws				
		(plains)			peb				
—	—	—	—	—	—	—	—	—	
Kuv	yuav	mus	ris	pobkws	kuv	yuav	mus	pub	qaib
wb			nplej		wb		npua		
nws			zaub		nws		nees		
lawv			dej		lawv		os		
peb			taws		peb				

kuv tsis muaj kawm
(have)

tsev

thoob

nyiaj
(money)

teb

lub kawm no loj kawg li

me kawg li
(small)

hnyav kawg li
(heavy)

sib kawg li
(light)

lub thoob no loj kawg li
dab me kawg li
hnyav kawg li
sib kawg li

rab hneev no loj kawg li
phom me kawg li
riam hnyav kawg li
sib kawg li

koj lub kawm

thoob

hwjkais

dab

tais

koj rab hneev

phom

riam

koj tus qaib

npua

dev

os

nees

PAIRED PATTERN DRILLS:

lub kawm no puas yog koj li?

thoob

wb

tais

nws

teeb

nej

dab

lawv

lub kawm no tsis yog kuv li

thoob

wb

tais

nws

teeb

peb

dab

lawv

tus qaib no puas yog koj li?

npua

wb

nees

nws

dev

nej

os

lawv

tus qaib no tsis yog kuv li

npua

wb

nees

nws

dev

peb

os

lawv

rab hneev no puas yog koj li?	-	rab hneev no tsis yog kuv li
phom	wb	phom
riam	nws	riam
	nej	nej
	lawv	lawv
- - - - -		
lub kawm no tsis yog kuv li	-	yog kuv niam li
thoob	-	(mother)
tais	-	
teeb	-	
dab	-	
- - - - -		
rab hneev no tsis yog kuv li	-	yog kuv txiv li
phom	-	
riam	-	
- - - - -		

UNIT 1

LESSON 3.B

I. USEFUL SENTENCES

- | | |
|---|--|
| 1. Koj niam muaj pes tsawg tus menyuam?
(how many) | - "How many children does your mother have?" |
| 2. Koj niam muaj pes tsawg tus ntxhais?
(daughter) | "How many daughters does your mother have?" |
| 3. Koj niam muaj pes tsawg tus tub?
(son) | "How many sons does your mother have?" |
| 4. Kuv niam muaj ob tug ntxhais xwb.
(2) (only) | "My mother has only two daughters." |
| 5. Kuv niam muaj peb tug tub xwb. | "My mother has only three sons." |
| 6. Kuv yog tus hlob.
(older) | "I'm the eldest." |
| 7. Kuv yog tus yau.
(younger) | "I'm the youngest." |
| 8. Kuv yog tus nrab.
(middle) | "I'm the middle one." |

II. PRONUNCIATION DRILLS

CONSONANT DRILLS: You have already drilled the retroflexed 'r'. Here you will drill the aspirated 'rh'. This also takes prenasal 'n' like the other stops, 'nr', 'nrh'. Refer back to the instructions given for 'r' on page 10. Now aspirate 'rh'.

(r/rh)		(r/nr)		(rh/nrh)		(nr/nrh)	
<u>r</u>	<u>rh</u>	<u>r</u>	<u>nr</u>	<u>rh</u>	<u>nrh</u>	<u>nr</u>	<u>nrh</u>
rais	rhais	ras	nras	rhau	nrhau	nra	nrha
rau	rhau	rau	nrau	rhawv	nrhawv	nrab	nrhab
rawv	rhawv	rawg	nrawg	rhij	nrhij	nrau	nrhau
re	rhe	re	nre	rhiav	nrhiav	nrawv	nrhawv
riab	rhiab	rig	nrig	rho	nrho	nriav	nrhiav
riam	rhiam	rob	nrob			nro	nrho

TAPE EXERCISE 14.

- | | | | | | | |
|---------|----------|----------|------------|-----------|--------|--------|
| 1. nrau | 2. nrhij | 3. rob | 4. nrawv | 5. rais | 6. rhe | 7. nro |
| 8. nrha | 9. rhij | 10. nras | 11. nrhiav | 12. rhais | | |

VOWEL DRILLS: Here are phrase and sentence drills using the 'w' vowel. Mimic carefully. First drill down each list then across.

wb	wb mus	tagkis wb mus tsev
chwv	npua chwv	npua chwv ntoo
hwj	hwj nws	kuv hwj nws mus nram tsev
lwm	lwm hnuv	lwm hnuv koj rov qab tuaj
nws	nws nyob	nws nyob hauv tsev
hwb	taub hwb	taub hwb tawg lawm

TONE DRILLS:

(-v)	(-s)	(-)	(-s)	(-j)	(-s)	(-)	(-s)
kuv	tsis	tau	mus	koj	tsis	tau	mus
kuv	tsis	tau	los	koj	tsis	ua	los?
xav	tsis	tau	tas	Paj	tsis	tau	mus
kav	tsis	tau	nws	dej	tsis	tau	los
kev	tsis	zoo	mus	haj	tsis	tau	los

(-b)	(-)	(-b)	(-g)	(-b)	(-)	(-b)	(-m)
peb	ua	teb	tag	peb	ua	teb	lawm
phab	ntsa	siab	kawg	tub	tau	saib	lawm
lub	po	mob	kawg	neb	ua	dab	lawm
neb	ua	teb	tag	Cheeb	nqa	thoob	lawm
lub	chaw	siab	kawg	peb	zoo	nyob	lawm

TAPE EXERCISE 15. Simple write down the tone combinations.

1. haj tsis tau los
2. lub chaw siab kawg
3. peb zoo nyob lawm
4. kev tsis zoo mus
5. kuv tsis tau mus
6. peb ua teb lawm
7. phab ntsa siab kawg
8. Paj tsis tau mus

III. GRAMMAR DRILLS

SINGLE PATTERN DRILLS:

kuv	yog	tus	hlob	Koj	yog	tus	hlob	los?
nws		yau		nws		yau		
Cheeb		nrab		Cheeb		nrab		
(name)								

nws muaj ib tug tub xwb

ob

peb

plaub

tsib

nws muaj ib tug ntxhais xwb

ob

peb

plaub

tsib

— — — — — — — — — — — — — — — —
koj puas muaj menyuam?

tub

ntxhais

npua

qaib

kuv tsis muaj menyuam

tub

ntxhais

npua

qaib

— — — — — — — — — — — — — — — —
PAIRED PATTERN DRILLS:

koj niam muaj pes tsawg tus menyuam?

tub

ntxhais

npua

qaib

- nws muaj ib tug xwb

ob

peb

plaub

tsib

UNIT 1

LESSON 3,C - REVIEW

I. TALKY-TALK

CLASSIFIERS: You have learned how to use several classifiers, 'lub', 'tus', 'yam', and 'rab'. When to use and when not to use classifiers can't be put into a neat little formula at this stage in the analysis. However, this much we do know.

Classifiers are obligatory after numerals. Having said this, yet there are a few exceptions, e.g.:

ob niam txiv	-	both mother and father
ob vincaus	-	two sisters
ob kwvtij	-	two brothers

Classifiers are optional when the noun is possessed, e.g.:

kuv tes (or) kuv txhais tes	-	my hand
-----------------------------	---	---------

Classifiers don't occur with 'niam' and 'txiv' except on the rare occasion when you would want to use a numeral with these words.

kuv niam	-	my mother
kuv txiv	-	my father

Note that to use the classifier 'tus' with the word 'txiv' then makes the meaning "husband" and not "father."

NUMERALS: The first five numbers are easy to remember as they all have a high tone. Make sure that you know these well this week.

ib	ob	peb	plaub	(^{tsib} five)
----	----	-----	-------	----------------------------

TONE CHANGE: This is a frequent occurrence in Hmong. Whereas a word has a basic tone it may be said in a different tone under certain circumstances. There are various reasons for tone changes and these will be discussed through the lessons. The kind of tone change we are concerned with now is brought about by the proximity of other tones. Tone changes in this category are particularly noticeable in words preceded by one of the first five numerals. There are many illustrations and exceptions given in the Appendix of the White Hmong dictionary.

One of the most common changes is the change following a high tone (-b). The (-s) tone changes to (-g) e.g.: 'tus' changes to 'tug' when following a high tone.

tus npua	ib tug npua
tus tub	ib tug tub
tus ntxhais	ob tug ntxhais

POST VERBAL PARTICLE 'xwb': Two daughters and three sons is a fairly big family, but Hmong "modesty" will say "only." No one says they have a big family, a big house, a big pig, or anything that would make them appear to be boasting - everything is 'me me xwb' - "only very small."

VOCABULARY: Are you remembering that you are not expected to know the vocabulary in the pronunciation drills? You are expected to know the vocabulary in the useful sentences and the supplementary vocabulary given in the grammar drills, i.e. the vocabulary which has an English equivalent in brackets under the Hmong word. Don't learn the vocabulary in a list - learn the words in context.

'ntxhais'. This is also said with the 'me' of "little" when a small girl is intended - 'mentxhais'.

REDUPLICATION: This is a common feature of Hmong occurring mainly in verbs and verbal adjectives. Have you noticed that when your informant says the reduplicated words at his normal rate of utterance the first word "loses its shape" i.e. the quality of the vowel is shortened or almost lost completely. There is stress on the second word. The contour of the tone is also changed - the first word having a shorter contour and the second word usually long and drawn out and on a higher pitch than the basic tone. Mimic your informant carefully in the drills where reduplication occurs and in this supplementary drill. When reduplication occurs on nasalized vowels 'ee' and 'oo', the first word loses its nasalization.

koj tus nees loj loj li
koj tus dev me me li
koj lub thoob sib sib li
koj lub kawm hnyav hnyav li
muaj zaub ntau ntau li
(much)
muaj neeg coob coob li
(many)
kuv nkees nkees li
(lethargic)

II. REVIEW

Review the useful sentences, pronunciation drills, grammar drills. Do the tape exercises again writing down the answers if you have found them difficult. Now listen to them again and use the pause on the tape to mimic the informant without writing anything down. Thus far you have practiced drills in regular order, but this type of mimicing will get you used to drilling in random order.

Fill in the blanks in the following sentences with the vocabulary you know. When you have finished all 10 sentences check them with the informant.

1. kuv pub _____.
2. koj _____ txhuv los?
3. nws _____ tsev los?
4. lawv cog _____ los?
5. kuv ris _____.
6. _____ puas noj mov?
7. Peb lus hu ua _____.
8. _____ no hu ua kawm.
9. koj rab hneev _____ _____ li yom?
10. kuv niam muaj ob tug _____ xwb.

Fill in the classifiers for the following nouns.

- | | | | |
|----------------|-----------------|-----------------|----------------|
| 1. () tsev | 2. () thoob | 3. () phom | 4. () npua |
| 5. () kawm | 6. () dev | 7. () hneev | 8. () qaib |
| 9. () teeb | 10. () riam | | |

SPECIAL DRILLS: 'p' 't' 'k'

Making 'p' 't' 'k' initially - hold the back of your hand in front of your lips to make sure you are not aspirating these sounds.

- Start by making a long voiceless stop, holding the closure a second or two.

ap.a, ap.a, at.a, at.a, ak.a, ak.a

- Now put the greatest stress on the second vowel. Be sure you do not aspirate!

ap.'pa at.'ta ak.'ka

- "Think" the first syllable of the utterances above but say just the second syllable. Do not aspirate!

papapapa tatatata kakakaka

Now again fast!!

Making 'p' 't' 'k' initially (based on the English words "spill," "still," and "skill").

- Make a long 's':

ssssssss'pill, sssssss'till, sssssss'kill

- Make a break between the 's' and the rest of the word:

ssssss 'pill, ssssss 'till, ssssss 'kill

- Just do the last part alone. Do not aspirate! "Think" the 's' but do not pronounce it.

'pill 'till 'kill

- Run through the sequence rapidly.

sssssss'pill ssssssss'pill

'pill 'pill 'pill 'pill

Do the same for 't' and 'k'.

Now drill the following Hmong words:

	(-b)	(-v)	(-s)	(-)
p	pab	piv	pes	po
t	tab	tiv	tes	to
k	kab	kiv	kes	ko

UNIT 1

LESSON 4.A

I. USEFUL SENTENCES

- | | |
|---|---|
| 1. Sawvntxov peb pojniam Hmoob rauv taws.
(morning) (woman) (to light) | "In the morning we Hmong women light the fire." |
| 2. Sawvntxov peb pojniam Hmoob ua tshais.
(breakfast) | "In the morning we Hmong women make the breakfast." |
| 3. Sawvntxov peb pojniam Hmoob hau npua qhauv.
(boil pig food) | "In the morning we Hmong women boil the pig food." |
| 4. Tavsus peb pojniam Hmoob ua su.
(noon) (lunch) | "At noon we Hmong women make lunch." |
| 5. Tsaus ntuj peb pojniam Hmoob ua hmo.
(evening) (dinner). | "In the evening we Hmong women make the dinner." |
| 6. Peb pojniam Hmoob muaj ob peb yam haujlwm. | "We Hmong women have lots of work." |

II. WORD STUDY

'sawvntxov' is a compound word combining 'sawv' meaning "to get up" and 'ntxov' meaning "early." 'Tagkis no' or 'taskis no' which you have already learned meaning "this morning" is probably not as early as 'sawvntxov'. Note here that "this morning (early)" would be simply 'sawvntxov' and not 'sawvntxov no.' 'Sawvntxov' functions as a noun of time.

'tsaus ntuj' is a compound word combining 'tsaus' meaning "dark" and 'ntuj' meaning "sky," thus "night-time." 'Hmo ntuj' has the same meaning.

'tav su' is also a compound word. 'Tav' can mean "horizontal". 'Tav' can also mean "a period of time" and 'su' meaning "noon" thus - "noon-time."

'su' on its own refers to the noon meal. e.g.:

ua su - to make the noon meal

noj su - to eat the noon meal (Also 'noj sus'.)

'tsaus ntuj' and 'tav su' both function as nouns of time.

'pojniam' means "woman" but is also used meaning "wife" e.g.

peb pojniam Hmoob - we Hmong women

kuv pojniam - my wife (lit. my woman)

Note that different distinctions are made for married and unmarried women but this will come later in the lessons.

III. PRONUNCIATION DRILLS

CONSONANT DRILLS:

'f' and 'v'. These are similar to, but not the same as the English "f" and "v". Put your mouth in the position for English "f" i.e. upper teeth touching lower lip. Now slide your teeth further down the inside of your lower lip and say 'f' - this is more the position of Hmong 'f'. Do the same for 'v' which is the voiced counterpart of 'f'.

<u>f</u>	<u>v</u>
faj	vaj
fam	vam
faib	vaim
fim	vim
fiav	viav
fos	vos

's' and 'z'. These are voiceless and voiced retroflexed fricatives. The 's' is like the English 'sh' in "shoe". The 'z' is like the English 'z' in "azure".

<u>s</u>	<u>z</u>
sab	zab
seb	zeb
sij	zij
sov	zov
sais	zais
saw	zaw

'x' is like English 's' in "sip". 'xy' is a palatal fricative. Both are voiceless. Contrast 'x' and 'xy' in the following drill.

(x/xy)

<u>x</u>	<u>xy</u>
xab	xyab
xem	xyem
xiv	xyiv
xeem	xyeem
xooj	xyooj
xuas	xyuas

Now contrast voiced 'y' and voiceless 'xy'.

(y/xy)

<u>y</u>	<u>xy</u>
yav	xyav
ya	xya
yiv	xyiv
yom	xyom
yeeb	xyeeb
yuas	xyuas

's' and 'xy' is one of the most difficult contrasts to make (the Hmong of course don't have difficulty in distinguishing them!). Mimic your informant carefully.

(s/xy)

<u>s</u>	<u>xy</u>
sab	xyab
saw	xyaw
sem	xyem
seej	xyeej
sov	xyov
soob	xyoob

TAPE EXERCISE 16.

1. xeem 2. xyeem 3. xyab 4. sab 5. soob 6. sij 7. zaw
8. fim 9. viav 10. fos 11. saw 12. xyaw 13. sov 14. xyem
15. xyuas 16. xab

tone DRILLS:

Tone -d appears only on a certain class of words. Historically it probably was a conditioned variant of tone -m and in all the illustrations we have thus far the -d tone appears on words which elsewhere have the tone -m. The majority of these words are nouns but illustrations also include verbs and post verbal particles. Mimic your informant carefully.

<u>-b</u>	<u>-d</u>	<u>-s</u>	<u>-d</u>	<u>-v</u>	<u>-d</u>	<u>-j</u>	<u>-d</u>
nyob	ntawd	mus	tod	kev	tod	txoj	tod
sab	ped	mus	ped	kev	tid	txoj	tid
sab	nraud	mus	nraud	kev	nrad	txoj	nrad
lub	nrad	mus	nrad	kev	ped	txoj	ped
saib	tid	mus	tid	kev	nraud	txoj	nraud

Now drill the -m tone and -d tone in contrast:

<u>-m</u>	<u>-d</u>
ntawm	ntawd
pem	ped
nraum	nraud
nam	nrad
tim	tid
tom	tod

- IV. GRAMMAR DRILLS: In these first drills, by constantly practicing the patterns with the pre-verbal particles you will soon automatically know their position in the sentence and the order they take in relation to the verb. Some of the vocabulary is new but the basic pattern is the same. The pre-verbal is underlined in each drill.

- (1)

wb
kuv
peb
nws
lawv
niam
txiv

yuav noj

su
tshais
hmo
zaub
pobkws
nqaij
(meat)
qe
(egg)
- (2)

wb
kuv
peb
nws
lawv
niam
txiv

tsis xav noj

su
tshais
hmo
zaub
pobkws
nqaij
qe

- (3)

koj
neb
nej
nws
lawv
txiv
tus txiv
tus tub

puas xav

mus teb?
mus tsev?
mus nram moos?
mus hav zoov?
ua haujlwm?
txiav taws?
cog nplej?
txhib taws?
(split)

- (4)

kuv
nws
wb
peb
niam
pojnim

tseem ua

mov
tshais
su
hmo
haujlwm
teb
- (5) koj tseem

ua mov
tuav txhuv
tsoov txhuv
ris dej
hau zaub
pub npua
ua haujlwm
noj mov

 los?

In the following drills you will notice that there is a time expression - this normally comes in sentence initial position.

Note that where a dividing line occurs in the substitution frame you are expected to interchange items within that dividing line only.

- (6)

sawvntxov
tavsu
tsaus ntuj

 koj puas noj

tshais
nqaij
qe
su *
pobkws
zaub
hmo
nqaij
qe

* Or 'sus'.

(7)

sawvntxov
tavsu
tsaus ntuj

 kuv yuav

pub qaib
pub npua
pub nees
ris dej
ris zaub
ris taws
noj mov
noj zaub
noj nqaij

(8) sawvntxov kuv tseem yuav

ua haujlwm
ntxhua khaubncaws
(wash clothes)
pub qaib
pub npua
ris dej
txhib taws
txiav taws
ntais pobkws
(break off)

(9) tsaus ntuj kuv tus pojniam yuav

ua haujlwm
xaws khaubncaws
(sew)
xaws ris
(trousers)
xaws tsho
(jacket)
ua hmo
hau zaub
tuav txhuv

PAIRED PATTERN DRILL:

tsaus ntuj koj puas

rauv taws?
ntais pobkws?
ua tshais?
txiav taws?
txhib taws?
ris zaub?
ua haujlwm?
ua su?

- tsaus ntuj kuv tsis

rauv taws
ntais pobkws
ua tshais
txiav taws
txhib taws
ris zaub
ua haujlwm
ua su

UNIT 1

LESSON 4.B

I. USEFUL SENTENCES

- | | |
|--|-----------------------------|
| 1. Koj nyob. Kuv yuav mus tsev. | "You stay. I'm going home." |
| 2. Nyob. Wb tham mentsis tso maj.
(chat little first) | "Stay and we'll chat." |
| 3. Ab! Kuv yuav maj mus.
(rush) | "I'm in a hurry." |
| 4. Mus ho tuaj.
(conn. come) | "Come again." |
| 5. Ib ntsis tuaj pem peb 'os.
(a moment) (uphill) | "Come and see us shortly." |

II. WORD STUDY

'tuaj and 'los' both have the meaning "to come" but there is a difference in the sense. 'Tuaj' means to come to a place which is not one's home. 'Los' means to come back to a place where you reside, e.g., a person who has come to visit is leaving for home; you would say, 'mus ho tuaj' (lit. "go and come"). You meet a person who is going to the fields but in a while he'll be coming back to the village again, you say, 'mus ho los.' To try to restrain someone who is leaving is the polite thing to do as in sentence 2.

III. PRONUNCIATION DRILLS

CONSONANT DRILLS: These are the voiced and voiceless laterals you will be drilling today. 'hl' is similar to the Welsh "ll". Get your tongue into position for 'l' and let air flow past both sides of your tongue.

<u>l</u>	<u>hl</u>
lav	hlav
lais	hlais
lau	hlau
lib	hlib
lawv	hlawv
lev	hlev

Notice in the nasalized 'l' the 'n' becomes 'm' thus 'ml'. 'nl' was chosen in the writing system as it was felt that this would facilitate teaching.

nl
nlom
nlog
nloog
nluas
nluav

'hnl' Adjust the tongue position and blow through the nose. Thus far we only have one example of this phoneme:

'hnlos'

TONE DRILLS:

<u>-v</u>	<u>-v</u>	<u>-s</u>	<u>-v</u>		<u>-v</u>	<u>-v</u>	<u>-s</u>	<u>-b</u>
kuv	yuav	mus	kev		kuv	yuav	mus	teb
kuv	yuav	mus	tsev		kuv	xav	muas	qaib
lawv	yuav	mus	kev		kuv	xav	mus	saib
lawv	yuav	mus	tsev		kuv	yuav	mus	dob
Yeeb	yuav	mus	tsev		kuv	hnav	ris	tshiab
-	-	-	-		-	-	-	-
<u>-v</u>	<u>-v</u>	<u>-s</u>	<u>--</u>		<u>-v</u>	<u>-v</u>	<u>-s</u>	<u>-m</u>
lawv	kav	tsis	tau		kuv	dev	tsis	tsem
kuv	hnav	tsis	zoo		kuv	xav	tsis	tshwm
kuv	hnav	ris	tsho		kuv	txiv	laus	lawm
kuv	hlawv	tsis	ci		kuv	hniav	ntais	lawm
kuv	xav	mus	de		kauv	khiav	mus	lawm
-	-	-	-		-	-	-	-
<u>-v</u>	<u>-v</u>	<u>-s</u>	<u>-g</u>		<u>-v</u>	<u>-v</u>	<u>-s</u>	<u>-s</u>
kuv	xav	tsis	tag		lawv	cov	tsis	mus
lawv	kav	tsis	tag		kuv	hnov	nws	hais
kuv	tuav	cos	tag		kuv	xav	hais	tias
kuv	xav	haus	tag		kuv	yuav	tus	nees
kuv	yuav	hlais	tag		kuv	yuav	mus	faus
-	-	-	-		-	-	-	-

IV. GRAMMAR DRILLS

As you learned in lesson 3 reduplication is a common feature of Hmong. Here are some further drills on this feature of the language.

- (1) koj txawj txawj (able)
- | |
|-----------------|
| ua haujlwm |
| ua teb |
| ua mov |
| xaws khaubncaws |
| ua paj ntaub |
| (embroidery) |
| yug npua |
| (raise) |
| yug qaib |

(2) cov txivneej txawj txawj

ntov ntoo (fell tree) txhib taws txiav taws ua teb luaaj teb (cut) tua npua (kill) tsuav nqaij

(3)

kuv wb peb nws lawv niam txiv

xav xav noj (want to)

qe mov zaub nqaij pobkws nyuj mis (milk) piam thaj (sugar)
--

(4) kuv txiv xav xav

ntov ntoo txhib taws txiav taws ua haujlwm tua npua noj nqaij noj qe
--

Now drill on the post-verbal particle or question particle 'los'.

(5) koj txiv tseem

noj mov tua npua pub nees tsuav nqaij ntov ntoo txhib taws txiav taws ua haujlwm

los?

(6)

koj neb nej nws lawv koj txiv koj tus txiv koj tus tub

 tsis xav

noj mov tua npua pub nees tsuav nqaij ntov ntoo txhib taws txiav taws ua haujlwm

los?

(7) koj tsis muaj

qaib
nees
npua
nplej
mov
pobkws
qe
nyuj mis

los?

(8)

koj
neb
nej
nws
lawv
niam
koj txiv
koj tus ntxhais

 tseem yuav
(want)

qaib
nees
npua
nplej
mov
pobkws
qe
nyuj mis

los?

(9)

koj
neb
nej
nws
lawv
koj niam
koj txiv

 tseem xav noj

qe
zaub
mov
pobkws
nqaij
nyuj mis
piam thaj

los?

(10) tagkis no koj niam

noj tshais
ua haujlwm
ua teb
ua paj ntaub
xaws tsho
xaws ris
zov tsev
ua mov

los?

UNIT 1

LESSON 4.C

I. TALKY-TALK

'ob peb yam' Literally "two three kinds." This is an idiomatic expression for "several" or "many" kinds.

'paj ntaub' is a compound noun made up of 'paj' meaning "flower," and 'ntaub' meaning "cloth" - thus, putting flowers on cloth. It is the "done thing" in Hmong society for women to admire each other's embroidery. You carefully examine the embroidered square on the back of a woman's jacket and say, 'Koj txawj txawj ua paj ntaub' Although the woman will say, 'Kuv tsis tshuav txawj ua' - "I can't really!" yet she is pleased that you made the comment on the embroidery.

'ris' and 'tsho'. 'ris' means "trousers" and 'tsho' means "jacket". The two words are used together in the general term for "clothing".

"to cut". You have learned several words for this and each has its particular kind of cutting action.

- 'txiav' - to chop or cut off, e.g. cutting off branches for firewood with a chopping action.
- 'luaj' - to cut down, e.g. hacking down weeds and undergrowth.
- 'ntov' - to chop down or fell. Only used of felling trees.
- 'tsuav' - to chop up finely, e.g. chopping up greens for pigs, or chopping up meat.
- 'txhib' - to split wood off lengthwise along the log.

tagkis no kuv txiv txiav taws
luaj teb
ntov ntoo
tsuav nqaij
txhib taws

In this lesson you have learned what kind of work women are expected to do, sweeping the house, lighting the fire, making the meals, collecting greens for pigs, boiling the pig food, feeding the pigs, doing embroidery, sewing clothes, washing clothes, pounding rice, carrying water, working the fields--and many women collect firewood too.

There is usually a fairly clear line of demarcation between men's work and women's work. Men's work includes work in the field; **men** cut down trees, make houses (house for living and field houses), slaughter pigs, cut up the meat, collect green vegetation for horse food and cut it up, split wood, go hunting, etc.

II. REVIEW

Review the useful sentences. Have you tried out all the sentences in "live" situations yet? Review the pronunciation drills and grammar drills. Have you reviewed lessons 1, 2, and 3 lately?

III. TAPE EXERCISE 17.

Listen several times to this tape. You don't have to write anything down, you don't have to answer questions on it - just listen. Much of the vocabulary you won't know but you'll be able to pick out some that you do know. Of necessity in these early lessons you are learning sentences, but listening to a tape like this will give you the "flow" of the language. One of your main activities in life nowadays is to listen. Actively listen, passively listen, sit and listen, stand and listen, walk and listen, work and listen (according to Dr. Nida, you can sleep and listen) but whatever, listen.

Now play the following "game" with your informant. He will work down the following list and you respond. The sentences are incomplete and the exercise is for you to complete each sentence. That is, respond with a substitution item which you know fits the pattern. This will test how quickly you can respond and how automatic the drills have become to you. Don't look at the list before working on it with your informant; otherwise the value of the exercise is lost. After your response the informant will correct and you mimic.

1. Kuv yuav mus pub _____.
2. Koj puas xav mus _____.
3. Kuv tseem ua _____,
4. Kuv txiav _____,
5. Peb hu ua _____.
6. Lub no hu ua _____.
7. Kuv tus **ntxhais** tseem cheb _____.
8. Koj lub kawm loj loj li _____.
9. Koj niam muaj pes tsawg tus _____.
10. Sawvntxov peb pojniam Hmoob hau _____.
11. Tavsus kuv txiv ntov _____.
12. Tagkis no kuv tus tub tua _____.
13. Kuv txiv tseem tsuav _____.
14. Kuv niam txawj txawj ua _____.
15. Lawv puas xav noj _____.

III. PRONUNCIATION DRILLS

CONSONANT DRILLS: You are already familiar with 'p', 'ph', 'np', 'nph'. Here are drills on these consonants in combination with 'l'. Be careful not to voice the 'p' in the combination 'pl'.

<u>p</u>	<u>pl</u>		<u>ph</u>	<u>plh</u>
pab	plab		phaw	plhaw
pav	plav		phawv	plhawv
pau	plau		phis	plhis
paws	plaws		phob	plhob
peb	pleb		phom	plhom
peev	pleev		phov	plhov

Contrast the nasal and non-nasal. Note that the 'p' in 'npl' is voiced.

(pl/npl)			(plh/nplh)	
<u>pl</u>	<u>npl</u>		<u>plh</u>	<u>nplh</u>
plas	nplas		plhis	nplhib
plaws	nplaws		plhov	nplho
plij	nplij		plhob	nplhob
pliag	npliag		plhom	nplhos
pliaj	npliaj			
plos	nplos			

TAPE EXERCISE 18.

- | | | | | | |
|----------|-----------|-----------|-----------|------------|-----------|
| 1. plaws | 2. npliaj | 3. nplas | 4. plhis | 5. nplhos | 6. plhom |
| 7. pleb | 8. peev | 9. nplaws | 10. pliag | 11. nplhob | 12. nplij |

-tone DRILLS:

<u>-j</u>	<u>-s</u>	<u>-s</u>	<u>-b</u>		<u>-b</u>	<u>-s</u>	<u>-s</u>	<u>-b</u>
koj	puas	mus	teb		tub	puas	mus	teb
nej	puas	mus	teb		neb	puas	mus	teb
yeej	los	tsis	puab		Yeeb	tsis	mus	dob
koj	puas	faus	teb		neb	puas	mus	saib
koj	tsis	hais	peb		neb	tsis	hais	peb

<u>-s</u>	<u>-s</u>	<u>-s</u>	<u>-m</u>		<u>-s</u>	<u>-s</u>	<u>-m</u>	<u>-v</u>
nws	ntaus	nruas	lawm		nws	mus	nram	hav
nws	puas	mus	kawm		nws	tsis	pom	lawv
nws	tsis	mus	kawm		tsis	mus	pem	lawv
daws	tus	nees	lawm		nws	mus	pom	lawv
tsis	hais	lus	lawm		tus	dais	caum	kauv

IV. GRAMMAR DRILLS

The usual greeting when anyone comes to the house is "You've come". You have probably heard it many times since coming to live in a Hmong village. Very often the greeting is shortened to 'koj tuaj' - sometimes all you hear is 'tuaj'. If the name of the person is known it is usual to first say the name, - 'Paj, koj tuaj los' or 'Paj, koj tuaj'.

Drill the following:

- (1)

koj
neb
nej
Paj koj
Cheeb koj
nej sawvdaws

 tuaj los?

People don't usually ask strangers their names in this society, but it is quite permissible to ask where people live.

- (2)

koj niam
koj txiv
koj tus ntxhais
koj tus tub
koj tus tub hlob
koj tus tub yau

 nyob qhov twg?

'lawm' is a post-verbal particle indicating completed action.

- (3) kuv tus tub mus

teb
tsev
nram moos
nram teb
nram tsev
pem teb
pem tsev

lawm

This post-verbal particle 'lawm' is often combined with 'tag' which is a subclass of verb. This combination gives the same area of meaning as 'lawm'. In the following drills 'tag' acts as an auxiliary to the main verb. In the first drill there is no object and so 'tag' follows the main verb. In the second drill 'tag' follows the object.

- (4)

kuv
wb
peb
txiv
tus txiv
lawv
sawvdaws
tus tub

cog
ua
txiav
txhib
siv
(use)
luaj
tsuav
noj

tag lawm (or) tas lawm

(5) kuv

cog nplej
ua teb
txiav taws
txhib taws
siv nyiaj
luaj teb
tsuav nqaij
noj mov

tag lawm (or) tas lawm

UNIT 1

LESSON 5.B

I. USEFUL SENTENCES

- | | |
|--|--------------------------|
| 1. Koj puas muaj tshuaj?
(medicine) | "Have you any medicine?" |
| 2. Kuv muaj thiab.
(also) | "Yes, I have some." |
| 3. Koj mob li cas?
(sick) | "What's your sickness?" |
| 4. Kuv mob hniav.
(tooth) | "I have a toothache." |
| 5. Kuv mob taubhau.
(head) | "I have a headache." |
| 6. Kuv mob plab.
(stomach) | "I have a stomach ache." |

II. WORD STUDY

In sentence 1 you have three words with the 'ua' vowel. Listen to the informant carefully. Do you hear 'puas' as 'pus'? In 'muaj' and 'tshuaj' you can distinguish 'ua' quite clearly but there is always this shortening of the vowel in this interrogative or pre-verbal particle 'puas'. Note that when 'puas' has a different meaning, e.g. 'ib puas' - "one hundred", the 'ua' vowel is not shortened to 'u'.

III. PRONUNCIATION DRILLS

CONSONANT DRILLS: 'd' and 'dh' are preglottalized stops, 'd' unaspirated and 'dh' aspirated. Mimic these carefully as most people find these difficult sounds at first.

<u>d</u>	<u>dh</u>
dauv	dhauv
dev	dhev
duas	dhuas
diab	dhia
dos	dhos
duj	dhuj

You may find it easier to make the pre-glottalization when the word is said in combination with other words.

<u>d</u>	da	da dej	menyuam pheej da dej
	dai	dai vias	dai vias ntawm phab ntsa
	dauj	tus dauj ncuav	kuv qiv tus dauj ncuav
	dawm	nws dawm	nws dawm ntawm kev lawm
	de	de zaub	koj mus de mentsis zaub

<u>dh</u>	dhas	dhas pobkws	kuv samsim dhas pobkws
	dhau	lig dhau	thaum kuv tuaj lig dhau lawm
	dhuj	dhuj dhev	menyuam quaj dhuj dhev
	dhees	ib dhees	mus ib dhees ib dhees
	dhuav	dhuav lawm	caij tsheb dhuav lawm

TONE DRILLS:

The -g tone comes out with a rather emphatic "puff of air", but don't over-emphasize the breathiness so that it comes out at tornado force!

<u>-b</u>	<u>-b</u>	<u>-b</u>	<u>-g</u>		<u>-b</u>	<u>-g</u>	<u>-b</u>	<u>-g</u>
ib	lub	taub	dag		ib	tug	tub	ntsuag
ob	lub	tsheb	tawg		ob	daig	teb	npleg
ob	lub	pob	ntseg		ob	tug	xob	nyug
ib	lub	siab	cog		ib	ntsug	teb	npleg
ob	lub	noob	npleg		ib	tug	mob	npuag

<u>-j</u>	<u>-j</u>	<u>-g</u>		<u>-j</u>	<u>-b</u>	<u>-g</u>
nej	ntxuaj	teg		koj	paub	tag
koj	npuaj	teg		koj	saib	tag
koj	tij	laug		nej	teb	npleg
luaj	cuaj	zaug		luaj	peb	zaug
luaj	cuaj	daig		muaj	ib	ntig

IV GRAMMAR DRILLS

The post-verbal particle 'li cas' is familiar to you from Lesson 2: 'lub no lus Hmoob hu li cas'. There will be people coming in every day describing their sicknesses to you - perhaps you have learned some of the terms by now. Here are some drills incorporating the new vocabulary with known patterns.

- 1)

koj
nws
neb
koj pojniam
koj txiv
koj tus tub
koj tus ntXHais
koj niam

 mob li cas?
- 2)

koj
nws
neb
koj pojniam
koj tub
koj niam
koj txiv
koj tus
ntXHais

 mob

plab
hniav
taubhau
hauv siab
(chest)
kotaw
(foot)
ceg
(leg)
tes
(hand)
duav
(back)

Here is the other type of question you are familiar with.

- 3) koj puas muaj
- | |
|------------|
| tshuaj? |
| qaib? |
| npuaj? |
| nplej? |
| nyiaj? |
| qe? |
| nyuj mis? |
| piam thaj? |

Now a drill with the post-verbal particle 'thiab' which means something like "also".

- 4) kuv muaj
- | |
|-----------|
| tshuaj |
| zaub |
| qe |
| nyuj mis |
| piam thaj |
| nplej |
| txhuv |
| nqaij |
- thiab

'mentsis' in the following drill is a quantity indicator meaning "a little". It is tied grammatically to the noun which follows it.

- 5) kuv xav yuav mentsis
- | |
|-----------|
| tshuaj |
| ntaub |
| pobkws |
| nyuj mis |
| piam thaj |
| zaub |
| nqaij |
| xov |
| (thread) |

- 6) kuv
nws
wb
peb
lawv
kuv pojniam
kuv txiv
kuv tus tub
- xav noj mentsis
- | |
|-----------|
| mov |
| zaub |
| nqaij |
| nyuj mis |
| piam thaj |
| qe |
| tshuaj |
| mov |

- 7) kuv
nws
wb
peb
lawv
kuv niam
kuv txiv
kuv tus tub
- tseem noj mentsis
- | |
|-----------|
| mov |
| zaub |
| nqaij |
| nyuj mis |
| piam thaj |
| qe |
| tshuaj |
| pobkws |

The pre-verbal particle 'tseem' is often combined with another pre-verbal 'haj'. The area of meaning is the same - indicating action still in progress. The particle 'haj' seems to be used less in Laos than in Thailand.

8)

kuv
nws
wb
peb
lawv
kuv niam
kuv txiv

haj tseem ua mentsis

cog

teb
mov
haujlwm
zaub
nplej
pobkws
taum
(beans)

UNIT 1

LESSON 5.C

I, TALKY-TALK

It is not usual to ask a stranger his name but a way folks have of getting around this is to ask whose son he is. If an older woman then ask whose wife she is, or a younger girl whose daughter. It is quite usual if there is someone else present to turn to him and say, "Whose son is this fellow?" - 'Nws yog leej twg tub?' or 'Tus no yog leej twg tub?'.

'mentsis' - Have you noticed the use of this word? Its meaning is "a little bit" or "a small quantity". When it modifies a verb it occurs after the verb i.e. as a post-verbal particle. When it modifies a noun, it occurs before the noun as a quantity class word, e.g.

<u>Verb</u>		<u>Noun</u>
tham mentsis	mentsis	tshuaj
tos mentsis		zaub
(wait)		nplej
nyob mentsis		nyiaj
kam mentsis		pobkws
(willing)		

NOUNS OF LOCATION: The ones you have had are:

pem	-	uphill, uphill side
nram	-	downhill, down below
tom	-	there, nearby
tim	-	over there, across the valley

'tom' and 'tim' are rather difficult to nail down. Our ideas of "over there" so often differ from the Hmong ideas because we don't distinguish hills and valleys as they do.

NUMBERS:

6	-	rau	rau tus dev
7	-	xya	xya tus npua
8	-	yim	yim lub thoob
9	-	cuaj	cuaj lub tsev
10	-	kaum	kaum tus qaib

TAPE EXERCISE 19.

Listen to this short tape a number of times and see if you can learn the "story" by heart to tell to people who are free to listen. They will be very impressed by how much Hmong you know. Try to learn it straight from the tape without writing anything down. (On tape only--Editor.)

REVIEW!

REVIEW!

REVIEW!

UNIT 1

LESSON 6.A - REVIEW

I. GRAMMAR NOTES

Before beginning Lesson 6 it would be good to spend a little time on these grammar notes. Don't get bogged down with this mass of facts, - it is included here to give you an idea of how Hmong "works" before you go on any further with your study. Read it over slowly and try to get the gist of it - then leave it all to simmer while you press on with the lesson. These grammar notes are for your information and for your reference when your inquiring mind wants an explanation of the grammatical features of the language. Note - when you have tests throughout the course, and in the section examination you will not be tested on these technicalities in any shape or form. It is much more important to know where and how a word works in the language than to know the **linguistic** terminology describing the word.

In the first few weeks of study it suited our purpose to think in terms of subject - verb - object. This made sense because of a background of learning English. In a sentence like 'kuv pub nees' it is perfectly obvious that 'kuv', a pronoun, is the subject. 'pub' being an action word is the verb, and 'nees', a noun, is the object. We had many examples of this simple construction in the first lessons, e.g.:

<u>Subject</u>	<u>Verb</u>	<u>Object</u>
kuv	ua	mov
kuv	pub	qaib
kuv	zov	tsev
kuv	cheb	tsev
kuv	txiav	taws
kuv	tuav	txhuv

and many more. 'kuv' and any of the other personal pronouns which you have learned obviously fit the subject slot. All that fit the verb slot above are obviously verbs. All that fit the object slot are obviously nouns.

Then we learned that 'tsis' the negative particle, or pre-verbal particle always preceded the verb. You can say 'tsis ua', 'tsis pub', 'tsis zov', 'tsis cheb', 'tsis txiav', 'tsis tuav', but never 'tsis mov', 'tsis qaib', etc. and never 'tsis kuv' etc. So we see that 'tsis' "fits" with the verbs and falls naturally into the verb slot.

Then we learned the particle 'tseem'. In the examples given 'kuv tseem pub nees' etc. we found that 'tseem' seemed to "fit" with the verb 'pub' and it directly preceded the verb. 'tseem' never precedes a noun e.g. never 'tseem kuv' or 'tseem nees'. So 'tseem' also fits in the verb slot and is in fact a pre-verbal particle.

If 'tsis' and 'tseem' both work along with a verb can we then say, 'tsis tseem ua'? No, this is not Hmong. This being the case, we can now establish the fact that the words which can occur in a verb slot have a stated order e.g. 'tseem' always precedes 'tsis' in order in the sentence. (By the way, don't go around saying to yourself, "tseem always precedes tsis in order in the sentence," in an effort to memorize the rule!) Regular drilling of the pattern will establish this fact in your head without you consciously struggling to memorize rules -- we are merely doing a bit of dissection here to try and explain how the language works.

Still continuing in the verb slot we learned a question word 'puas' and found that this occurred in 'positive' sentences, i.e., not along with the negative 'tsis'. It also occurred preceding the verb and is a pre-verbal particle, e.g.:

<u>Question</u>	<u>Negative Answer</u>
Nej <u>puas</u> caiv?	Peb <u>tsis</u> caiv.
Koj <u>puas</u> noj?	Kuv <u>tsis</u> noj.

'puas' then also "fits" in the verb slot in the sentence.

We also found that two verbs could occur in the verb slot, e.g.:

kuv mus pub nees
npe hu ua thoob

Now we hit a snag in Lesson 3.A. Look at sentences 1-6. It is not so obvious what fits the verb slot. When we say a big basket in English we think of "big" as being an adjective qualifying the noun "basket". Here 'loj' is a verb although of a different class of verbs than 'mus', 'ua', 'pub' etc.

In traditional English grammar you learned that "a noun is the name of a thing", but in Hmong, the class of words which we call "noun" has many words which are not names of "things", e.g. classifiers, pronouns, expressions of time etc.

We learn an important principle here, that word classes in Hmong do not necessarily function in the same way as word classes in English. A word or phrase which fits an object slot in English may turn out to fit the verb slot in Hmong and so on. So it is important not to try and work out Hmong grammar by simple following the meanings of words in English - the English meaning or the part of speech of the English word is absolutely no guide to its part of speech in Hmong.

The class of words which we call pre-verbals come before the verb. In sentences containing several verbs or verbal phrases, the pre-verbal comes before the verb with which it is tied grammatically, e.g.

pre-verbal

kuv tsis mus
koj puas mus teb?
kuv yuav mus tsev
koj tseem ua haujlwm los?
kuv haj tseem cheb tsev
kuv tsis tau ris dej
kuv haj tseem tsis tau luaj teb
mus ho tuaj

In the same way the class of words called post-verbals come after the verb, either directly after, or after the object, e.g.:

post-verbal

koj lub kawm loj loj li yom?
koj ua dabtsi?
lus Hmoob hu li cas?

Now where the post-verbal occurs after the object:

koj pub nees los?
los tsev 'os.
kuv niam muaj ib tug tub xwb.
nws ua teb tag lawm.

The above tells us that each group or class of words works much alike in the grammar, and differently from the members of other classes, i.e., you don't find a pre-verbal sometimes occurring in a post-verbal position. (A word may be a pre-verbal in some examples, and the same word a post-verbal in other examples, but that word just happens to fulfill the function of a post-verbal in that particular place -- we haven't come to this in the lessons yet.)

The main word classes in Hmong are: nouns, verbs, pre-verbal particles, post-verbal particles, quantity indicators, and a class we call X (i.e., words that don't fit in any of the above categories. This "miscellaneous" group may show some clearer pattern in a later stage of analysis.)

- II. The review lesson is divided into five daily digestible doses - A, B, C, D, E. The main purpose of the review lesson is to use old material in a more advanced form. You have been drilling to the point of boredom, and then drilling past it (we hope!). However, if you simply went back over the drills of the past five weeks, your informant would probably be bored and you would certainly be bored -- we are therefore guarding against the possibility of you being bored to the point of no return! An authority on the subject has said that you need to drill a sentence pattern 500 times! However, this does not mean that you say the same sentence 500 times - that would be punishment, not practice.

You will find the pronunciation and grammar drills slightly more difficult, there is a limited amount of supplementary vocabulary, tests for comprehension, but no new sentence patterns. So the purpose of review is to use the basic patterns already learned but to say something new with these patterns.

In these first weeks you have actually only learned one basic pattern with variations of it. These variations have taught you that building on your basic S.V.O. pattern you can "fit in" pre-verbals in the right place, post-verbals, time expressions, locatives, classifiers, numbers. You started with one word in subject slot, verb slot, object slot and you have gradually learned to expand each of these slots. And believe it or not you have learned several thousand sentences! If you need proof, try calculating how many actual sentences or utterances you get out of one drill with three columns of substitutionary items - you'll be surprised how many you'll find! Does this convince you that drilling, even with a relatively small vocabulary, multiplies fantastically the number of things you are able to say?

III. TALKY-TALK

KINSHIP TERMS: For a comprehensive list of kinship terms see White Hmong Dictionary Appendix 10 and 11.

You already know:

niam	-	mother (and mother-in-law)
txiv	-	father (and father-in-law)
tus txiv	-	husband
tus pojniam	-	wife
tus tub	-	son
tus ntshais	-	daughter
menyuam	-	children

Here are some others you should know:

nyab	-	daughter-in-law
vauv	-	son-in-law
tijlaug	-	older brother (as called by brothers)
kwv	-	younger brother (as called by brothers)
nus	-	brother (older or younger as called by sister)
muam	-	sister (older or younger as called by brother)
vivncaus	-	sister (older or younger as called by sister)

Don't attempt to memorize these here as a list, they will gradually be introduced in drills.

IV. PRONUNCIATION DRILLS

CONSONANT DRILLS:

k/q	<u>k</u>	<u>q</u>
	kaj	qaj
	kaim	qaim
	kauj	qauj
	kawg	qawg
	kes	qes
	kua	qua

Drill first across each of the columns then down.

<u>q</u>	qab qaim qaum qe qeej	tsis qab qaim hauv qaum tsev puag qe tshov qeej	kuv noj mov tsis qab muab qaim hauv qhov tsos nyob ntawm qaum tsev qaib puag qe kuv tsis txawj tshov qeej
<u>qh</u>	qhaws qheb qhia qhov qhuab	qhaws qhov ncauj qheb qhevrooj koj qhia qhov chaw qhuab qhia	nimno qhaws qhov ncauj koj kovtsij qheb qhovrooj thov koj qhia kuv mob qhov txhia qhov chaw koj yuav tsum qhuab qhia metub

VOWEL DRILLS:

<u>au/aw</u>	<u>au</u>	<u>aw</u>
	caum	cawm
	haub	hawb
	hlaus	hlaws
	ncaus	ncaws
	nkaug	nkawg

<u>au</u>	nkauj nkhaus npaum nplaum nraub	hluas nkauj kev nkhaus npaum no mov nplaum nraub qaum	ob tug hluas nkauj kev nrad nkhaus nkhaus li muaj npaum no xwb kuv xav noj mov nplaum mob mob kuv nraub qaum li
-----------	---	---	---

<u>aw</u>	nkawj nplawm nrawm ntawm ntsawj	taub nkawg txhob nplawm hais nrawm ntawm kuv ntsawj dej	kuv pom lub taub nkawg txhob nplawm hnyav hnyav li no txhob hais lus nrawm nrawm li kovtsij tuaj ntawm kuv cua ntsawj dej ntas
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V. GRAMMAR DRILLS

1) nej cov txivneej taxwj txawj

ntov ntoo txhib taws txiav taws tua npua ua teb ua haujlwm caij nees (ride)
--

2) sawvntxov peb pojniam Hmoob

rauv taws pub npua pub qaib ris dej ua tshais hau qhauv tuav txhuv tsoov txhuv ua mov

3) cov pojniam txivneej tub ntxhais Hmoob puas muaj ob peb yam haujlwm?

cov	pojniam txivneej tub ntxhais Hmoob
koj nws	pojniam txiv tus ntxhais

4) kuv wb peb kuv tus ntxhais kuv tus tub kuv tus nus kuv tus muam yuav mus

kuv wb peb kuv tus ntxhais kuv tus tub kuv tus nus kuv tus muam	yuav mus	ua teb npleg luaj teb pobkws ris nplej ris pobkws cog zaub ris dej faus teb zaub (dig)
---	----------	---

5) sawvntxov tagkis hnuv no niaj hnuv (every) kuv nws wb peb lawv niam pojniam ntxhais pub qaib pub npua raus taws hau zaub ris doj tuav txhuv tsoov txhuv ua mov

sawvntxov tagkis hnuv no niaj hnuv (every)	kuv nws wb peb lawv niam pojniam ntxhais	pub qaib pub npua rauv taws hau zaub ris doj tuav txhuv tsoov txhuv ua mov
--	---	---

TAPE EXERCISE 20.

Take a sheet of paper and write out all that has been recorded in this exercise. Listen to one piece at a time (to where there is a pause). Write it down, then go on to the next one. When you have finished, correct it with your informant. (On tape only-Editor.)

UNIT 1

LESSON 6.B - REVIEW

I. TALKY-TALK

NUMBERS: You have learned numbers 1-10; now here are the rest.

kaum ib	-	11	peb caug ib	-	31
kaum ob	-	12	tsib caug	-	50
nees nkaum	-	20	xya caum	-	70
nees nkaum ib	-	21	cuaj caum	-	90
peb caug	-	30	ib puas	-	100

Notice the tone change here. 'caum' changes to 'caug' after a high tone.

II. PRONUNCIATION DRILLS

CONSONANT DRILLS:

<u>c/ts</u>	<u>c</u>	<u>ts</u>	
	cag	tsag	
	caub	tsaub	
	cawm	tsawm	
	cej	tsej	
	ceev	tseev	
	cib	tsib	
<u>c</u>	cam	sib cam	lawv pheej sib cam
	caij	caij tsheb	koj caij tsheb mus
	caum	caum tau	nws caum tau lawm
	cawv	qaug cawv	nws pheej qaug cawv
	cig	hluav taws cig	hluav taws cig hlob hlob li
	cog	cog noob	kuv haj tsis tau cog noob taum
<u>ts</u>	tseg	pov tseg	kovtsij muab pov tseg
	tseev	tsis tseev	tsis tseev kom hle li
	tsiv	tsiv mus	nws tsiv mus nram moos
	tswb	tswb nyiaj	muaj ib lub tswb nyiaj xwb
	tsuam	tsuam kev	ntoo vau tsuam kev
	tsom	tsom iav	kuv xav saib tsom iav
<u>ch</u>	chais	chais taubhau	ua li cas chais taubhau
	cheb	cheb tsev	kuv haj tsis tau cheb tsev
	chib	lub chib	ib lub chib so
	chim	chim siab	chim kuv siab heev
	chiab	chuj chiab	majmam mus chuj chiab
	chua	sib chua	sib chab sib chua

<u>tsh</u>	tshab	tsis tshab	kuv nloog tsis tshab
	tshais	noj tshais	kuv haj tsis tau noj tshais
	tshawv	ua tshawv	ua txab ua tshawv
	tsheb	caij tsheb	kuv tsis xav caij tsheb
	tsheej	tsheej hnuv	tsheej hnuv tsheej hmo
	tsho	lub tsho	lub tsho khaub khaub hlab li

VOWEL DRILLS:

<u>ee</u>	neej	zoo neej	tus ntawd tsis zoo neej li
	nees	caij nees	koj puas txawj caij nees
	nkees	nkees mus	kuv nkees mus teb
	ntseeb	tus ntseeb	muaj plaub tug ntseeb
	ntxeev	ntxeev dua	koj yuav tsum ntxeev dua siab
	pheej	pheej noj	nws pheej noj tshuaj
<u>oo</u>	coob	tibneeg coob	cov tibneeg coob kawg
	hloov	hloov ris tsho	rov mus tsev hloov ris tsho
	Hmoob	lus Hmoob	koj puas paub lus Hmoob
	nphoov	nphoov ntsev	nphoov ntsev rau nqaij
	ntxoov	ntxoov lawm	hav pos ntxoov lawm
	poog	poog nkuaj	cov yaj poog nkuaj

III. GRAMMAR DRILLS

These are some drills incorporating some locatives which you already know.

- 1)

kuv wb peb nws lawv txiv	tsis xav mus	nram tsev pem teb tim lawv tom teb npleg nram teb pobkws pem teb zaub
---	--------------	--
- 2)

tagkis no hnuv no nag hnuv hnuv (day before yesterday) nag hmo puag ta (a moment ago)	kuv tijlaug kuv niam kuv txiv kuv pojniam kuv ntshais kuv tus muam	mus pem	tsev teb lawv teb npleg teb pobkws teb zaub	lawm
--	---	---------	--	------
- 3)

nws lawv kuv niam kuv tijlaug kuv tus nus kuv vivncaus kuv tus kwv kuv tus muam	tsiv (move)	mus	puag (intens.)	tim ub lawm
--	----------------	-----	-------------------	-------------

- 4)

tagkis no
puag ta
nag
hnuh hnuh
nag hmo
hnuh no
niaj hnuh

koj
koj niam
koj txiv
koj ntxhais
koj pojniam
koj tus kwv
koj tus nus

 puas mus

ped ?
tid
nrad
tod
- 5)

kuv
nws
kuv niam
kuv pojniam
kuv vivncaus
kuv tijlaug
kuv tus kwv
kuv tus nus

 tseem nyob

ped
nrad
tid
tod

-d tone as you can see above, frequently occurs on words of location. As far as we can tell the variation between tone -d and tone -m is governed by the following conditions.

A word with an -m tone precedes the word to which it is most closely tied grammatically, e.g.:

kuv nyob pem Qhoj Qhab
nws tuaj nram no

A word with a -d tone follows the word to which it is most closely tied grammatically, e.g.:

nws tseem nyob tid
kuv yuav mus ped

- IV. Now play the stimulus - response "game" with your informant. Don't look at the sentences below before doing the exercise. Let the informant follow the stimulus list asking the questions. You listen then respond with a negative answer, then the informant corrects and you mimic.

STIMULUS:

1. Koj puas xaws ris?
2. Koj puas txhib taws?
3. Koj puas ua su?
4. Koj niam puas mus teb?
5. Koj txiv puas xav mus nram moos?
6. Koj tus tub puas nyob ped?
7. Hnuh*hnuh koj txiv puas mus nram moos?
8. Koj tus ntxhais puas txawj ua paj ntaub?
9. Koj tus tub puas txawj ntov ntoo?
10. Sawvdaws puas xav mus pem roob?

TAPE EXERCISE 21.

Listen again several times to Tape Exercise 17.

* Or hnoob.

Fill in the blanks with a correct item of vocabulary you know, then check the answers with the informant.

1. Koj tseem pub _____ los?
2. Nws _____ mus teb?
3. Kuv tseem _____ txhuv.
4. Kuv tsis txawj txiav _____.
5. Kuv txiv tseem nyob puag _____ ub.
6. Niam tseem _____ tshais los?
7. Txiv tsis _____ haujlwm.
8. Kuv ntxhais tsis kam _____ tshuaj.
9. Kuv pojniam tseem nyob nram teb _____.
10. Koj puas xav _____ taum.

UNIT 1

LESSON 6.C - REVIEW

I. Fill in the blanks in the following sentences to see if you have understood which "cutting" word goes with which noun.

1. Kuv txiv yuav mus _____ ntoo.
2. Hmo ntuj kuv _____ nqaij.
3. Kuv tus tub xav _____ (split lengthwise) taws.
4. Ob hnuv no peb cov Hmoob _____ teb.
5. Koj _____ (cut off branches) taws los?

II. PRONUNCIATION DRILLS

CONSONANT DRILLS:

r/z	<u>r</u>	<u>z</u>	
	rab	zab	
	rais	zais	
	raub	zaub	
	rawm	zawm	
	re	ze	
	rig	zig	
<u>r</u>	ris	kuv ris	kuv ris tsis taus
	rov	rov los	tus tub rov los lawm
	rooj	qhov rooj	kovtsij kaw qhov rooj
	rua	rua ncauj	rua qhov ncauj loj loj
	rwj	lub rwj	kuv mob ib lub rwj
<u>z</u>	zom	zom zeb	koj zom zeb los?
	zaus	lwm zaus	lwm zaus rov qab ua
	zoo	zoo dua	koj rov qab ua zoo dua
	ziab	ziab tsho	niaj hnuv ziab ris tsho
	zeb	pob zeb	lub pobzeb loj loj li
<u>rh</u>	rhaub	rhaub dej	yuav tsum rhaub dej kub
	rhe	tawg rhe	lub hwj tawg rhe tag
	rheeb	rheeb kab	qaib pheej rheeb kab
	rho	rho hniav	kuv xav rho hniav
	rhuav	rhuav tsev	haj tsis tau rhuav tsev

VOWEL DRILLS:

u/w	<u>u</u>	<u>w</u>	
	huj	hwj	
	hlu	hlw	
	lus	lws	
	nuj	nwj	
	nrug	nrwg	
	ntuj	ntwj	
<u>u</u>	cub	qhov cub	pov rau qhov cub
	hum	hum siab	tsis hum kuv siab
	hlub	tsis hlub	lawv tsis hlub kuv
	hnyuv	hnyuv ntxwm	koj puas noj hnyuv ntxwm
	npuj	muab npuj	muab npuj kom ncaj
	ntu	ntu no	ntu no zoo hlawv teb
<u>w</u>	pwm	tuaj pwm	daim pad tuaj pwm
	ntxhw	kaus ntxhw	kaus ntxhw kim kim li
	ntxwg	ntxwg nyoog	dab ntxwg nyoog hem kuv
	ntswg	qhov ntswg	qhov ntswg los los ntshav li
	ntws	dej ntws	dej ntws nram hav

III. GRAMMAR DRILLS

These drills aim at teaching possession.

1)	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 5px;">lub</td> <td style="padding: 5px;">tsev teeb thoob kawm</td> </tr> <tr> <td style="padding: 5px;">rab</td> <td style="padding: 5px;">phom (gun) riam (knife) hneev (cross bow) khib (woodrack)</td> </tr> </table>	lub	tsev teeb thoob kawm	rab	phom (gun) riam (knife) hneev (cross bow) khib (woodrack)	no yog kuv li
lub	tsev teeb thoob kawm					
rab	phom (gun) riam (knife) hneev (cross bow) khib (woodrack)					
2)	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 5px;">lub</td> <td style="padding: 5px;">tsev teeb thoob kawm</td> </tr> <tr> <td style="padding: 5px;">rab</td> <td style="padding: 5px;">phom riam hneev khib</td> </tr> </table>	lub	tsev teeb thoob kawm	rab	phom riam hneev khib	no puas yog koj li?
lub	tsev teeb thoob kawm					
rab	phom riam hneev khib					

3)	lub	tsho ris tais teeb	no yog kuv	niam ntxhais pojnia vivncaus	li
	rab	phom khib rauj (hammer) taus (axe)		txiv tub tijlaug tus kwv	

PAIRED PATTERN:

4)	lub	hwjkais	no puas yog koj niam li? -	lub	hwjkais	no tsis yog kuv niam li
		kawm teeb thoob tsho phav (box) tais			kawm teeb thoob tsho phav tais	

5)	rab	phom	no puas yog koj niam li? -	Tsis yog. Rab	phom	no yog kuv txiv li
		hneev riam khib rauj taus txuas (knife)			hneev riam khib rauj taus txuas	

NUMBERS: In the following drill give a number with the item in your response. Try to vary the number each time. Be careful to get the correct classifier too.

Response

koj lawv koj niam koj ntxhais koj txiv koj tub koj pojnia	puas muaj	npua qaib dev teeb thoob kawm tais	? -	kuv muaj plaub tug xwb
---	-----------	--	-----	------------------------

NEGATIVES: Now you respond with a negative statement in the following drill. Notice that the word kawg occurs in the positive but not in the negative statements.

Koj	lub	teeb kawm hwjkais thoob	loj kawg hnyav kawg sib kawg me kawg	li yuam? - Kuv lub teeb tsis tshuav loj pestsawg?
	rab	taus txuas riam khib		

Now, have the informant use the same list and you respond with a positive statement, e.g.:

Yog, kuv lub teeb loj kawg li tiag.
(emphatic)

IV. WORD STUDY

'riam' is an ordinary knife, and 'txuas' has a broad hooked end which the Hmong use for clearing brush and weeds.

'phav' are the little boxes and tins that the children ask for.

V. Fill in the classifiers.

1. () riam
2. () ris
3. () taus
4. () pojniam
5. () txuas
6. () hwjkais
7. () tshuaj (tablets)
8. () menyuam

Have the informant correct these answers. Now on a sheet of paper write a sentence for each of the nouns given above along with their classifiers. Vary your sentences, some questions, positive and negative statements and answers. Later have the informant correct this.

UNIT 1

LESSON 6.D - REVIEW

I. PRONUNCIATION DRILLS

<u>d</u>	dag dais daus dawb dej	dag xwb tus dais daus los ntaub dawb ris dej	nws txhob txwm dag xwb kuv pom ib tug dais koj daus los rau peb noj kuv yuav ib daig ntaub dawb xwb koj kovtsij mus ris dej
<u>dh</u>	dhawv dheev dhia dhuj dhuas	dhawv dhev tsim dheev menyuam dhia dhuj dheev dhuas qhauv	quaj nqus ntswg dhawv dhev nws tsim dheev los menyuam dhia ib plhaw kuv nco dhuj dheev npua dhuas dhuas qhauv li
<u>f</u>	fab faib faus feem fim	kev fab muab faib faus teb ib feem sib fim	kev nrad fab fab li muab faib rau sawvdaws noj kuv yuav mus faus teb pub kuv ib feem wb tsis tau sib fim
<u>v</u>	vaj vau viam vuag vwm	tus vaj ntoo vau phij viam ib vuag vwm leg	nws yog ib tug vaj loj loj ntoo vau tsuam kev ntseeg mentsis saum phij viam xwb ua ib vuag dua vwm loj vwm leg

II. GRAMMAR DRILLS

- 1)

koj
nej
koj niam
koj vivncaus
koj tus pojniam
koj ntxhais hlob
koj ntxhais yau
koj tus nyab

 txawj txawj

ua paj ntaub
ua teb
ua haujlwm
ua noj
yug npua
yug qaib
xaws tsho
xaws ris
- 2)

tagkis no
hnuv no
puag ta
nag hmo
hnuv anub
hmo no
nag
ob hnuv no

kuv
nws
kuv txiv
tus tub hlob
tus tub yau
kuv tus vauv
kuv tijlaug
kuv tus nus

faus teb
luaib teb
hiab lev
(weave) (mat)
hiab kawm
hlawv teb
(burn)
de taum
(pick)
de kafe
ntais pobkws

 tas lawm

3)	koj nws koj tijlaug koj tus nus koj tus txiv koj tus vauv tus tub hlob tus tub yau	txawj kam xav yuav khoom (free)	caij nees cab nees (lead) tua phom tua npua hiab kawm hiab lev txhib taws ntov ntoo	los?
----	---	--	---	------

III. Have the informant give the stimulus and see if you can respond with a suitable answer to the following random list.

1. Koj pub npua los?
2. Koj puas muaj tshuaj?
3. Koj nyob qhov twg?
4. Nej nyob qhov twg tuaj?
5. Tagkis no koj ua dabtsi?
6. Ob hnuv no koj txiv ua dabtsi?
7. Nej caiv tsis caiv 'os?
8. Ib tsam koj puas mus luaj teb?
9. Rab khib no puas yog koj li?
10. Koj niam muaj pes tsawg tus tub?

IV. Today, after you have been in the village asking questions and getting names for things, come back and ask the same questions into your tape recorder. Try to give some replies too as if you were the Hmong person answering. Play the tape back and listen critically. Can you tell where you went off tone, were hesitant, had pronunciation difficulty or slipped up on grammar construction? If you can pick up your own mistakes it is a step in the right direction to correcting them. Practice again the drills that deal with these problems. Now let your informant listen to the tape and see what comments he has to make.

By the way, is your informant still correcting your pronunciation on consonants, vowels and tones? Is he correcting you in sentence construction? Is he still interested in teaching you? -- and if not, why not? If he is human like the rest of us he'll have his ups and downs. Some days quite enthusiastic about drilling, other days just bored to death! You still want to control the kind of help he gives you (a tribal informant is not like a trained teacher in the city) so when you strike a "black" day why not introduce some little diversion. For example, you have a brother? - then bring out his picture for the informant to look at. This is where you use your sentence, 'Kuv niam muaj ib tug tub xwb'!

Or bring out some suitable kind of picture and just give the informant freedom to chat and ask questions. You probably won't understand everything but it will be worthwhile if the informant then gets back to the drills with renewed interest because of the diversion.

If your informant has stopped correcting you, you might check up on your attitude to correction too!

UNIT 1

LESSON 6.E - REVIEW

I. PRONUNCIATION DRILLS

<u>s/xy</u>	<u>s</u>	<u>xy</u>	
	sav	xyav	
	saum	xyaum	
	seeb	xyeeb	
	siv	xyiv	
	sov	xyov	
	soo	xyoo	
<u>s</u>	sai	mus sai	nws mus sai sai li
	sau	sau ntawv	kuv tsis txawj sau ntawv
	sawb	ntoo sawb	ntoo sawb thawj lawm
	seeb	khav seeb	lub tsev khav seeb
	sim	sim saib	sim saib puas muaj zog ua
<u>xy</u>	xyaum	xyaum kevcai	ua li cas tsis xyaum kevcai
	xyeej	xyeej ua	kuv pheej tsis xyeej ua
	xyov	xyov as	xyov as nws mus tsis mus
	xya	xya tus	kuv muaj xya tus npua
	xyuas	mus xyuas	kuv xav mus xyuas niam
<u>x</u>	xab	phij xab	kuv muaj ib lub phij xab xwb
	xib	xib rau nws	muaj lub siab xib rau nws
	xob	xob quaj	xob quaj xob laim
	xwv	kom xwv	kom xwv nws tsis poob siab
	xub	xub tuaj	tus ntxhais xub tuaj

II. GRAMMAR DRILLS

These are further drills on 'mentsis'

- 1)

kuv
wb
peb
nws
lawv
kuv niam
kuv txiv
kuv ntxhais

xav yuav mentsis

tshuaj
zaub
nplej
pobkws
nqaij
mov
nyuj mis
piam thaj
- 2)

koj
neb
nej
nws
lawv
koj niam
koj txiv
koj ntxhais

puas muaj mentsis

tshuaj
zaub
nplej
pobkws
nqaij
mov
nyuj mis
piam thaj

3)

kuv
nws
wb
kuv tijlaug
kuv tus nus
kuv tus txiv
kuv tus tub
kuv tus vauv

yuav

noj
ua
haus
tham
siv
cog
luaj
caij

mentsis xwb

4)

kuv
wb
peb
nws
lawv
kuv tus nyab
kuv tus vauv
tus tub hlob

tseem ua
mentsis

mov
teb
haujlwm
paj ntaub
teb npleg
teb pobkws
teb zaub
teb kafe

Here is another random stimulus - response drill. These random drills are more difficult than regular order drills. Take mental note of places where you stumble in your response, then go back in the lessons and practice the drills on those particular patterns again. The informant gives the stimulus, you respond, informant corrects and you mimic. Don't look at the questions before drilling with the informant otherwise some of the value of testing your response to these questions is lost.

1. Tsaus ntuj koj yuav ua dabtsi?
2. Koj niam nyob qhov twg?
3. Lub teeb no puas yog koj li?
4. Koj puas muaj tais?
5. Koj tus ntxhais hlob puas txawj ua paj ntaub?
6. Tus tub yau puas mus nram teb lawm?
7. Rab txuas no loj loj li yom?
8. Hnub hnub koj tus txiv puas hlawv teb?
9. Tus tub hlob puas txawj hiab lev?
10. Nag koj pojniam puas de kafe?

III. Fill in the classifiers.

1. () tsho
2. () ntoo
3. () roob
4. () khib
5. () tais
6. () dev
7. () taus
8. () zos
9. () phav
10. () rauj

IV. TAPE EXERCISE 22.

Listen to the tape several times through and see how much you understand of it. Now to test your comprehension answer the following questions.

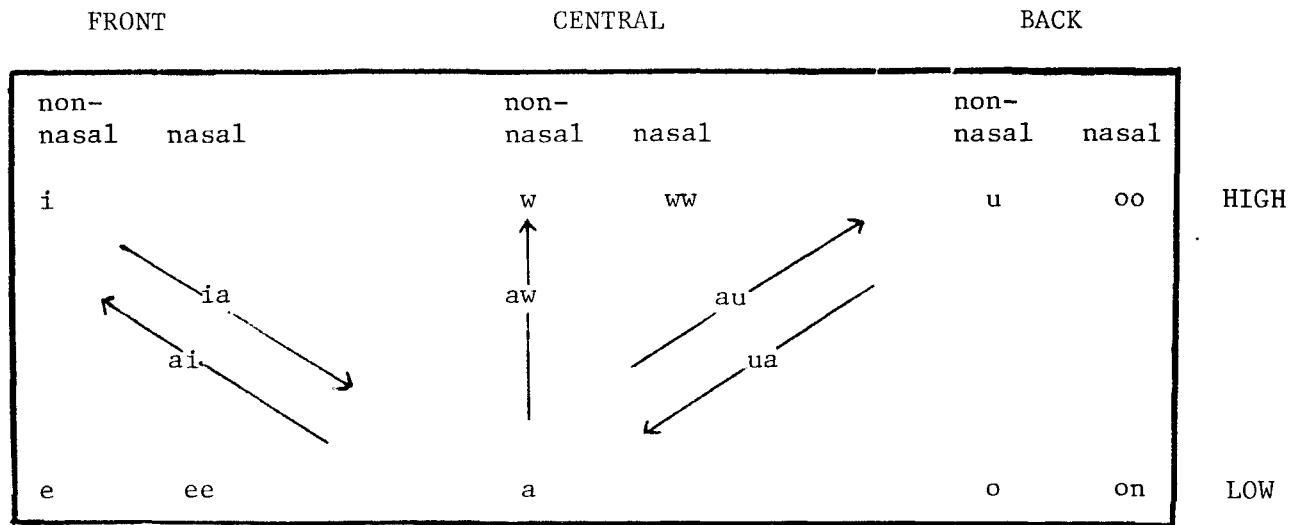
1. Leej twg hu Cheeb?
(who)
2. Cheeb puas xav mus teb?
3. Cheeb xav mus qhov twg?
4. Cheeb yuav noj dabtsi tso mam mus teb?
5. Cheeb pom dabtsi los ze ze ntawm nws lub tsev?
6. Tus os ntawd hov loj li?
7. Cheeb puas txawj caij nees?
8. Nws nqa dabtsi?
9. Nws mus mas nws pom leej twg?
10. Nws tus tijlaug ua dabtsi?
11. Nws tseem cog dabtsi?

CHART OF WHITE HMONG CONSONANTS

(Using the symbols of the adopted script)

	<u>Labial</u>	<u>Dental</u>	<u>Alveolar</u> <u>Retroflex</u>	<u>Palatal</u>	<u>Velar</u>	<u>Back</u> <u>Velar</u>	<u>Glottal</u>
NON-NASAL STOPS							
<u>Unaspirated</u>							
Simple	p	t	r	c	k	q	
Affricated		tx		ts			
<u>Aspirated</u>							
Simple	ph	th	rh	ch	kh	qh	
Affricated		txh		tsh			
NASAL STOPS							
<u>Unaspirated</u>							
Simple	np	nt	nr	nc	nk	nq	
Affricated		ntx		nts			
<u>Aspirated</u>							
Simple	nph	nth	nrh	nch	nkh	nqh	
Affricated		ntxh		ntsh			
FRICATIVES							
Voiceless	f	x	s	xy			
Voiced	v		z	y			h
NASALS							
Voiceless	hm	hn		hny			
Voiced	m	n		ny	g		
LATERALS							
<u>Simple</u>							
Voiceless		hl					
Voiced		l					
<u>Nasal</u>							
Voiceless		hnl(hml)					
Voiced		nl(ml)					
PREGLOTTALIZED STOP							
Unaspirated		d					
Aspirated		dh					
AFFRICATED WITH LATERAL RELEASE							
<u>Non-Nasal</u>							
Unaspirated	p1						
Aspirated	plh						
<u>Nasal</u>							
Unaspirated	npl						
Aspirated	nplh						

(from Wm. Smalley)



VOWEL CHART

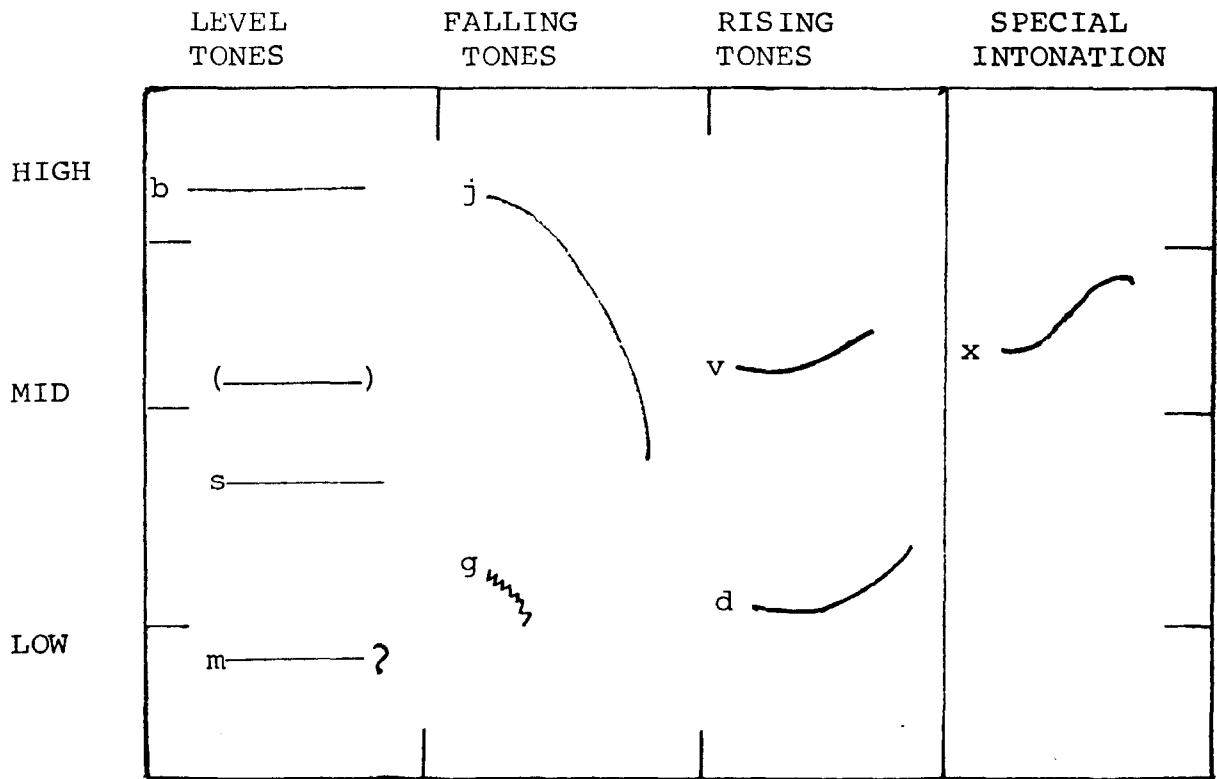


CHART OF WHITE HMONG TONAL PATTERN

(based on the Heimbach dictionary)

UNIT 2

LESSON 7.A

I. USEFUL SENTENCES

- | | |
|--|---------------------------------------|
| 1. Taskis no nej noj mov dabtsi? | "What did you eat this morning?" |
| 2. Peb lam noj zaub qab ntsev xwb.
(Pr-V) (sweet salt only) | "We only ate salty vegetable." |
| 3. Peb noj mov xyaw mov kuam.
(mix)(corn meal) | "We ate corn and rice mixed." |
| 4. Peb noj nqaij ntses ci xwb.
(fish)(toast) | "We only ate toasted fish." |
| 5. Kuv txiv noj tsis taus.
(can) | "My father can't eat (it)." |
| 6. Kuv niam yuav hau mentsis nqaij npua. | "My mother will boil a little pork." |
| 7. Nws pub kuv txiv noj. | "She'll give it to my father to eat." |

II. WORD STUDY

'lam' - No English word adequately gives the meaning of this greatly overworked pre-verbal. It can occur with most verbs and has the sense of doing, saying, eating, etc. haphazardly, or not properly. Even if a person is doing something well, e.g. embroidery, she modestly says she is 'lam ua xwb' - with the connotation that she's not very good at embroidery.

'taus' - See under Talky-Talk 7.C.

'ci' - To toast or roast over or beside a fire, e.g. when a piece of meat or fish is clamped between two pieces of bamboo and toasted beside the fire.

III. PRONUNCIATION DRILLS

<u>nq</u>	nqaj nqaij nqe nqeeb nquag	tsheb nqaj nqaij npua them nqe vov nqeeb nquag lawm	kuv tsis nyiam mus tsheb nqaj nej puas noj nqaij npua? kuv haj tsis tau them nqe nej vov nqeeb los vov nplooj? nws nquag lawm tsis tau?
<u>nqh</u>	nqhis nqha nqhos nqhuab	nqhis nqhis hav zoov nqha sib nqhos nab qa nqhuab	kuv nqhis nqhis dej li yog hav zoov nqha nthe sib nqhos ib tug nab qa nqhuab

<u>nc</u>	ncaj ncaim ncauj ncaws nco	ncaj ncees sib ncaim qhov ncauj sib ncaws nco ntsoov	nws yog ib tug ncaj ncees tsis txhob sib ncaim rua qhov ncauj kuv saib menyuam Hmoob sib ncaws koj yuav tsum nco ntsoov
<u>nts</u>	ntsaig ntsauv ntse ntseeg ntsim	ntsaig cia ntsauv tsawv kom ntse tsis ntseeg zaub ntsim	muab ntsaig cia huab ntsauv tsawv muab riam hov kom ntse koj haj tsis tau ntseeg los? zaub ntsim kuv tsis noj

IV. GRAMMAR DRILLS

1)

wb nws lawv kuv txiv kuv tus tub kuv tus vauv kuv tus nus	<u>lam</u> mus	plob (hunt) yos (stroll) saib (look) cog ris ua luaaj	xwb
---	----------------	--	-----

2)

peb <u>lam</u> mus	plob hav zoov yos zos saib teb cog zaub ris pobkws ua haujlwm luaaj teb	xwb
--------------------	---	-----

3) 'ci' is a verb but here it is compounded with 'nqaij ntses' to make "toasted fish".

peb wb nws lawv kuv niam kuv txiv kuv muam	noj nqaij	ntses npua nyuj (cow) muas lwj (deer) kauv (deer) sai (goat) twm (buffalo)	ci xwb
--	-----------	---	--------

'muas lwj' is a Sambar deer.

'kauv' is the barking deer.

'sai' is the mountain goat.

- 4) This is the pattern of Useful Sentence 7 and is a common one in Hmong. There is an extension of the verb which seems to give the "purpose" of the main verb.

nws kheev kuv txiv	ua
(willing)	hais
	mus
	los
	tuaj
	caij
	qhia
	(teach)

- 5) This is the same pattern as the previous drill.

nws pub kuv	niam	noj
	txiv	
	tus tub	
	tus ntxhais	
	tus pojniam	
	tus muam	
	tus vauv	

- 6) 'rau' is a Po-V acting rather like a preposition. The above drill without 'rau' is correct because 'pub' belongs to the class of verbs which is correct with or without 'rau'. Used with some other verbs 'rau' would be obligatory.

nws pub <u>rau</u> kuv niam	cog
	saj
	(taste)
	noj
	haus
	(drink)
	siv
	yuav

- 7) Compare drill 3 and the following drill. Note that this is the same pattern as drills 4, 5, and 6.

kuv	hau nqaij	ntses	noj
nws		npua	
kuv pojniam		qaib	
kuv niam		sai	
kuv tus ntxhais		cuam	
		(gibbon)	
kuv tus muam		nyuj	
kuv tus nyab		nyaj	
		(monkey)	

- 8) 'taus' fills a verb slot in Hmong, but it occurs after the main verb as a sign of the potential mood indicating whether the action is physically possible or not. First in the affirmative.

kuv	txiv tijlaug niam muam pojniam tus tub tus ntxhais tus nyab	noj <u>taus</u>
-----	--	-----------------

kuv	txiv tijlaug niam muam pojniam tus tub tus ntxhais	noj haus ua pw ris siv nqa (carry)	tsis <u>taus</u>
-----	--	---	------------------

- 9) This is the same pattern with the verbal question phrase, 'ua li cas' in initial position. See Talky-Talk 7.C for the study on 'ua li cas'.

<u>ua li cas</u> (why)	noj haus ua pw (lie down) ris siv nqa	tsis taus?
---------------------------	--	------------

Now the same pattern with a subject

<u>ua li cas</u> koj txiv	noj haus ua pw ris siv nqa	tsis taus?
---------------------------	--	------------

- 10) Contrast drills 8 and 9 with the following drills. 'txawj' also means "able" but of learned or acquired ability. Note that it also fills a verb slot and as in 'kuv tsis txawj' - "I can't (do it)", it is the main verb. However, usually there is an accompanying verb which follows 'txawj' in order, e.g. 'txawj ua', 'txawj hais'.

kuv tsis txawj

sau (write) nyeem (read) ua qhia caij txhib tua xaws

koj puas txawj

sau nyeem ua qhia caij txhib tua xaws
--

 ?

ua li cas koj tsis txawj

sau nyeem ua qhia caij txhib tua xaws
--

 ?

UNIT 2

LESSON 7.B

I. USEFUL SENTENCES

1. Nej hlawv teb tas*txawm cog qoob rau los? (*or tag)
(Po-V)(then) (Po-V)

"When you've finished burning do you plant the seed?"

2. Yog kub tsis zoo mas peb(haj) yuav them tso mam cog.
(burn) (good)(ptcl) (Pre-V) (clear)(Po-V)(Pre-V)

"If it doesn't burn well we'll clear it first then plant."

3. Nej cog nplej mas cog sib los tuab?
(spaced(or) (thick)
apart)

"Do you plant rice thinly or close together?"

4. Peg cog tuab tuab li. - "We plant close together."

5. Peb xuas teev keem nkaug. - "We take a dibble stick to
(take)(dibblestick) (pierce) push into (the ground)."

6. Ib tug cog ua ntej ib tug rau lawv qab thiaj sai.
(in front) (place)(behind) (Pre-V)

"To be quick, one plants in front, one coming behind puts in (the seed)."

II. WORD STUDY

'txawm', 'mam', 'thiaj', 'haj', 'los' see Talky-Talk 7.C.

III. PRONUNCIATION DRILLS

CONSONANT DRILLS:

<u>nk</u>	nkag	nkag siab	koj puas nkag siab
	nkaug	nkaug kiag	muab teev keem nkaug kiag
	nkawj	nkawj plev	ib tug nkawj plev kuv
	nkees	kuv nkees	kuv nkees nkees ua teb
	nkim	nkim nyiaj	kuv tsis xav nkim nyiaj
<u>nt</u>	ntab	ntab saum	ntab saum nplaim dej
	ntais	ntais lawm	kuv tus hniav ntais lawm
	ntaub	ntaub dawb	kuv xav yuav ib daig ntaub dawb
	ntawv	tsab ntawv	kuv sau ib tsab ntawv
	ntev	qhov ntev	qhov ntev ntev li cas?

<u>np</u>	npaj npaum npe npo npuj	npaj hnuv no npaum no lub npe npo rau muab npuj	npaj hnuv no cia rau tagkis muaj npaum no xwb nws lub npe hu li cas? npo rau tim ntug muab npuj kom ceev
<u>npl</u>	nplaig nplaum nplej nplij nplooj	hlev nplaig tshuaj nplaum nplej tshiab nplij siab hlav nplooj	hlev nplaig kuv saib tshuaj kua nplaum nplaum li tagkis peb noj nplej tshiab thov koj nplij kuv siab ntoo hlav nplooj lawm

IV. GRAMMAR DRILLS

- 1) nej

hlawv teb faus teb them teb cog taum cog zaub cog nplej luaj nroj (weeds) dob nroj (pull up)

 los? nej puas

cog qoob hlawv teb dob nroj faus teb luaj nroj them teb cog zaub cog nplej cog taum

 ?

- 2) You have learned the Pre-V 'tseem'. This is often said along with another Pre-V 'haj'. The meaning is the same, "still in the process of doing."

kuv (haj)tseem

cog qoob hlawv teb dob nroj faus teb them teb cog zaub cog nplej luaj nroj

 (Laotian Hmong generally do not use 'haj'; we have used parentheses to show that it is optional. -ed.)

kuv nws lawv peb kuv pojniam kuv tus ntXHais kuv tus nyab Yeev

 (haj)tseem

ua mov xaws khaubncaws hau zaub tsuav nqaij ua paj ntaub rauv taws ntXHua khaubncaws tsuav zaub
--

koj (haj)tseem

hlawv teb luaj nroj dob nroj faus teb them teb cog taum cog zaub cog nplej

 los?

3) 'tas' indicates completed action. It fills a verb slot but usually is in an auxilliary position following the main verb directly, or after the object. The Po-V 'lawm' also indicates completed action and very often follows 'tas'.*

peb	hlawv luaj dob cog faus them ua noj	<u>tas lawm</u>
-----	--	-----------------

peb	hlawv teb luaj nroj dob nroj cog qoob faus teb them teb ua teb noj mov	<u>tas lawm</u>
-----	---	-----------------

nej	hlawv teb luaj nroj dob nroj cog qoob faus teb them teb ua teb noj mov	<u>tas lawm los?</u>
-----	---	----------------------

* Some White Hmong may say 'tag' for 'tas'.

UNIT 2

LESSON 7.C

I. FILL IN THE BLANKS

1. Nej puas cog _____.
2. Koj _____ nroj los?
3. Neb cog qoob _____ _____ li yuam?
4. Nag kuv mus _____ nroj.
5. Peb lam mus _____ hav zoov xwb.
6. Kuv niam _____ nqaij noj.
7. Ua li cas koj tsis _____ sau ntawv.
8. Koj muaj nplej los muaj _____.
9. Kuv pojniam noj tsis _____.
10. Taskis no kuv lam _____ kua dis xwb.

II. TALKY-TALK

- 'mov kuam' is steamed corn meal. When the Hmong are getting to the end of their rice they mix this with it to eke out the rice. They don't like it and consider it as "poor man's fare."
- You have learned 'dob nroj' and 'luaj nroj' for dealing with weeds. The difference is that 'dob' is to pull up by the roots. 'luaj' is to hack down the weeds with a knife.

Two other terms to distinguish are 'ua teb' and 'faus teb'. 'ua teb' is general work in the fields. 'faus teb' is to hoe the ground in preparation for planting. 'them teb' comes before the burning of the fields. After trees have been felled the branches and vines are gathered up ready for burning.

The order of these activities varies slightly depending on the particular field that is being prepared, but in general the order is:

1. ntov ntoo 2. hlawv teb 3. them teb 4. cog qoob 5. luaj nroj or dob nroj.

'faus teb' This depends on the type of field. Sometimes done in the preparation of a field, sometimes even after planting.

- 'los' You have now had three different meanings for this word. You have had lots of drilling on the question particle 'los' and should be very familiar with it now, e.g.

Koj xaws khaubncaws los?

However, 'los' in Useful Sentence 3 in Lesson 7.A while still a question particle, acts as a connective word joining one sentence or phrase with another. If we dissect this sentence, this is what we find.

	<u>Connective</u>	<u>Subject</u>	<u>Verb</u>	<u>Object</u>
1.		nej	cog	nplej
2.	mas	(nej)	cog sib	-
3.	los	(nej)	cog tuab	-

(nej) is old information and doesn't need to be repeated.

The third meaning of 'los' you learned in Lesson 4.B where it had the meaning "come" in the sense of coming or coming back to the place where one resides.

- 'txawm' and 'thiaj li' are pre-verbals which have been a bit difficult to pin down. In the "Third Report on Meo" by C. Linwood Barney and William A. Smalley, they say of pre and post-verbals: "This is the hardest part of any language from either the standpoint of analysis or the standpoint of learning the language. The meanings of most of these morphemes are elusive, and when we suggest meanings they should certainly be taken with caution. There is a certain amount of fixity in the positions they take, but on the other hand, a varying amount of choice as well, so that each one presents an individual problem. Rare is the missionary who fully masters such parts of the language even after a lifetime of service, but these are the elements which give the 'flavor', the subtlety and the precision to speech."

We have a "feel" for many of the pre-verbals, but there is still much to investigate on both pre and post-verbals. Keeping the above in mind then, we'll look at 'txawm' and 'thiaj li'.

'txawm' seems to give the idea of the English "then": I did something, then I did something else. Or something happened then (after that) something else happened.

A Hmong example in the story of the blind man is:

Yexu hais tag, Yexu txawm nto quab ncaug rau pem teb
(Jesus finished talking, Jesus then spat on the ground)

Then after Jesus told the man to go and wash, the Hmong says:

tus hluas ntawd txawm maub duj dig mus ntxuav muag
(that young man then groped his way to wash face)

'thiaj li' seems to have more the idea of "consequently" or "therefore" or in some places "so":

I did something therefore something else happened, or, He did that so I went and...

Mas Helauj npau heev heev li, nws thiaj li txib nws cov thawj
(Herod was very angry he therefore sent his officials...)

- 'rau' is a Po-V which functions rather like the English "to" or "towards". In 7.A useful sentence 7, 'nws pub kuv txiv moj', 'rau' is omitted as in many examples of this particular pattern.

pub kuv noj	or	pub rau kuv noj
muab kuv siv		muab rau kuv siv
nws pub kuv txiv noj		nws pub rau kuv txiv noj

- 'taus' and 'txawj' need to be distinguished clearly. 'taus' means "able" in the sense of being physically able to do something, e.g.:

kuv ris taus kuv ris tsis taus

'txawj' means "able" in the sense of acquired ability, e.g.:

koj puas txawj sau ntawv - kuv tsis txawj

- 'li cas' and 'ua li cas' You learned 'li cas' in Lesson 2.B sentence 1.
Lub no lus Hmoob hu li cas?

Then later in lesson 5.B sentence 3:

Koj mob li cas?

In both instances it indicates a question and occurs sentence final. Now in 7.A grammar drills 'ua li cas' occurs sentence initial. Note that 'li cas' is "tied together" with the verb which precedes it. 'ua li cas' is a verbal question phrase in its own right. There is a difference in meaning, e.g.:

koj mob li cas?	What is your sickness?
Ua li cas koj mob?	Why are you sick?
Lus Hmoob hu li cas?	What do you call it in Hmong?
Ua li cas lus Hmoob hu li ntawd?	Why do the Hmong call it that?

- 'haj' is another pre-verbal particle which is difficult to pin down. The meaning is something like "still", or "yet", e.g.:

The wife of Zacharius said, no, we will still call him John.

Simeon speaking of Jesus:

This child will yet give light to the world.

As noted above, Laotian Hmong generally do not use 'haj'. It is used more by the Hmong in Thailand.

- 'mam' is a pre-verbal indicating a lapse of time, e.g.:

I'll get this done first and then I'll do that.

cia nws xub tuaj tso kuv mam mus
(let him first come and then I'll go.)

'txawm' needs to be distinguished from 'mam', the former **not** having this "lapse of time" element.

III. REVIEW

Review the useful sentences, pronunciation drills and grammar drills in 7.A and 7.B. Make sure that you've drilled well on the new patterns and that you know where the pre and post verbals come in the sentence even if you don't understand what they mean.

UNIT 2

LESSON 8.A

I. USEFUL SENTENCES

- | | |
|---|--------------------------------------|
| 1. Kuv nrog koj yuav mentsis tshuaj.
(from) | "I want a little medicine from you." |
| 2. Koj mob li cas? | "What's wrong with you?" |
| 3. Mob plab thiab dias taubhau mentsis thiab.
(headache) | "A sore stomach and a headache." |
| 4. Koj mob hov ntev li lawm?
(how long) | "How long have you been sick?" |
| 5. Twb mob tau ob peb hnuv lawm.
(Pr-V) (Po-V) | "For a few days." |
| 6. Kuv muab cov tshuaj lub no rau koj noj.
(take)(clf.) | "I'll give you this tablet to eat." |
| 7. Yuav noj npaum li cas?
(how much) | "How much will I take?" |
| 8. Ib zaug noj ib lub. Ib hnuv noj peb zaug.
(times) | "One tablet three times a day." |

II. WORD STUDY

'hov' is here used as a pre-verbal question particle although in other places it is used as an emphatic particle. In its function as a question particle it goes along with words indicating size, length, quantity etc.

'twb' is a pre-verbal particle drawing attention to the state of affairs at the time. "Indeed", "even" are its nearest equivalents in English.

III. PRONUNCIATION DRILLS

CONSONANTS:

<u>tx</u>	txaj	txajmuag	nws tsis paub txajmuag li
	txaij	ntaub txaij	kuv nyiam nyiam ntaub txaij
	txawv	txawv qhovtwg	ob yam no txawv qhov twg lawm?
	txib	tub txib	tub txib saum ntuj
	txiaj	tsim txiaj	neeg tsis tsim txiaj

<u>txh</u>	txhab	kiav txhab	menyuam muaj muaj kiav txhab li
	txhais	txhais tes	mob ob txhais tes
	txhaum	txhaum txim	sawvdaws ua txhaum muaj txim
	txheeb	txheeb ze	kwvtij txheeb ze
	txhij	txhij txhua	txhij txhij txhua txhua

<u>ntxh</u>	ntxhab	kev ntxhab	txojkev no ntxhab heev
	ntxhais	tus ntxhais	nws muaj ib tug ntxhais
	ntxhi	sib ntxhi	ob tug pheej sib ntxhi
	ntxhua	ntxhua khaub ncaws	sawvntxov kuv ntxhua khaub ncaws
	ntxhw	tus ntxhw	kuv pom ib tug ntxhw

VOWEL DRILLS:

<u>ai</u>	caij	caij tsheb	koj caij tsheb mus
	ncaim	sib ncaim	nej tsis txhob sib ncaim
	nplaig	hlev nplaig	hlev nplaig rau kuv saib
	nplhaib	nplhaib no	ntiv nplhaib no zoo zoo nkauj li
	nqaij	nqaij ntshiv	kuv xav noj nqaij ntshiv

<u>ia</u>	hiam	lim hiam	tus ntawd lim lim hiam li
	niam	kuv niam	kuv niam tsis tshua zoo nyob
	nrhiav	nrhiav nyiaj	nrhiav nyiaj los siv
	ntiab	ntiab kom khiav	neeg tsis zoo ntiab kom khiav
	nyiaj	muaj nyiaj	kuv tsis muaj nyiaj

IV. GRAMMAR DRILLS

1.

koj
nws
koj niam
koj txiv
tus ntawd
(that)
koj tus tub
koj tus ntxhais

 mob li cas?

2.

koj
nws
Cheem
koj txiv
koj niam
koj tus ntxhais
koj tus tub
koj pojniam

 mob hov ntev li lawm?

3.

koj
nws
tus ntawd
koj tus ntxhais
koj tus tub
koj tus tub hlob
koj tus tub yau
koj tus tub nrab

 npe hu li cas?

Sentence 1 has a compound subject. 'nrog' here has the meaning "to obtain from".

4. kuv nrog koj yuav mentsis

tshuaj
txhuv
nyiaj
taum
pobkws
ntawv
ntaub

In sentence 3 notice the two meanings of 'thiab.' It is used as a connective joining two clauses, 'mob plab thiab dias taubhau'. It is also used as a Po-V with the meaning "also".

5. kuv

mob plab
mob taubhau
noj mov
yuav ntaub
cog taum
cog nplej
muaj qaib

 thiab

dias taubhau
mob hniav
noj zaub
yuav xov
cog nplej
cog pobkws
muaj npua

UNIT 2

LESSON 8.B

I. USEFUL SENTENCES

1. Koj yuav mus pem Cheesmais los? "You're going to Chiengmai?"
2. Koj yuav mus tsheb nqaj los tsheb ntiav?
(train) (bus)
"Are you going by train or bus?"
3. Tsheb thawv hwwv.
(shake) "The bus shakes a lot."
4. Kuv yuav mus tsheb nqaj hmo ntuj. "I'll go on the night train."
5. Lub sijhawm twg tsheb sawv kev mus.
(time) "What time does the train go?"
6. Tsaus ntuj ntais txawm mus.
(Po-V) "It goes at dark."
7. Qaib qua txog pem ub lawm.
(cock)(crow)(reach) "It gets there at cock crow."
8. Yog li, kuv tsis tau mus dua nyaj tsis deb yuam?"
"If that's the case, I haven't gone before but it's not far is is?"

II. WORD STUDY

'tsheb nqaj' combines 'tsheb' of "vehicle" and 'nqaj' or "rail".

'tsheb nqaj hmo ntuj' is compounded to make "night-train".

'tsheb ntiav' - any vehicle for which passengers pay, literally, "hired car".

III. PRONUNCIATION DRILLS

<u>r</u>	rais	qhov rais	kovtsij qheb qhov rais
	rau	muab rau	yuav muab rau qhov twg?
	raws	raws nraim	ua raws nraim nws txojlus qhia
	riam	rab riam	nqa ib rab riam
	roob	lub roob	ib lub roob siab siab
<u>nr</u>	nram	nram moos	kuv yuav mus nram moos
	nrauj	nrauj lawm	nws muab pojniam nrauj lawm
	nrig	pas nrig	ib tug pas nrig
	nrog	nrog koj mus	kuv nrog koj mus
	nruj	nruj nris	tsaug zog nruj nris

VOWEL DRILL: This is a vowel which you haven't yet drilled. It is the nasalized 'w'. So far we have only found one occurrence of it, the word 'hwwv' -- it is an intensive final particle or Po-V.

loj hwwv	lub nkoj ntawd loj hwwv
thawv hwwv	lub tsheb thawv hwwv
ntev hwwv	kuv mus ntev hwwv lawm
siab hwwv	tuam choj siab hwwv

IV. GRAMMAR DRILLS

Note the time expression slot in the following drills. We refer to it as a nx of time (noun expression of time).

1.

qaib qua tsaus ntuj hnuv qaij (afternoon) tav su kaj ntug (daylight) taskis hnuv tiaj (late afternoon)

 mus txog pem ub lawm

2. lub sijhawm twg

tsheb tsheb nqaj koj koj txiv koj tus nus koj tus muam koj tus tub
--

 sawv kev mus?

3.

tsaus ntuj ntais tav tshais tav su qaib qua hnuv qaij kaj ntug hnuv tiaj
--

 nws txawm mus

4.

taskis no qaib qua kaj ntug hnuv tiaj tsaus ntuj tav su tav tshais
--

 kuv tus

nyab vauv kwv nus tub ntxhais txiv
--

 txawm mus

UNIT 2

LESSON 8.C

I. REVIEW

Useful sentences, pronunciation and grammar drills.

II. TALKY-TALK

'Cheesmais' As you hear the Hmong say Thai place names, or other Thai words you will notice that they give them a Hmong "flavor" - different tone, no final etc. Learn to say Thai words this way even if the Thai words sound horrible to your already Thai-ized ear! The Hmong "flavor" is simply following the pattern of the Hmong language. When we talk about a friend going to Paris for his holidays we say P-A-R-I-S just as it is written and not with the pronunciation of a French person.

'sawv' Did you notice in the drill in 8.B that people can 'sawv kev' as well as vehicles. 'sawv' can mean "to get up" e.g. get up out of bed. But 'sawv kev mus' has the meaning of "starting on a journey".

'twg' You have met this particle before. It is always tied grammatically to the preceding word and together they function as a noun expression.

<u>Nx</u>	<u>Nx of time</u>
mus /qhov twg	lub sijhawm twg/mus
pov rau/leej twg	thaum twg /mus
(throw to)(who)	(time)

TIME EXPRESSIONS: Watches are now entering Hmong culture (This doesn't mean that the owners of the watches can tell the time!) However, "time" is still mainly a matter of "cock crow", "the sun overhead", "when people go to bed" etc. A comprehensive list is given in Appendix 47 of the White Hmong dictionary. In the lessons thus far you have had:

qaib qua	- cock crow, or 'qaib qua thawj tsig' - 1st cock crow
tav su	- noon, sun overhead
kaj ntug	- dawn, daylight appears, or 'kaj ntug txoog' - early dawn
hnuv qaij	- early afternoon, sun declining
tsaus ntuj ntais	- nightfall
hnuv tiaj	- late afternoon

TONE CHANGE:

'zaus' is the basic tone but after a high tone the -s tone changes to -g tone:

ib zaug	ntau zaus
peb zaug	qee zaus
	(some)

'ntawm' which you had in 8.A grammar drills, changes to -d tone-'ntawd' under the same conditions as you learned in Lesson 6.B. Refer back to the explanation there.

tus ntawd yuav thov npaum li cas? nws nyob ntawm no

MULTIPLE CHOICE: Select the correct word to put in the blanks. Only one is correct.

1. Lawv mus _____ pem ub lawm. (rau, los, txog)
2. Koj puas xav yuav _____ txhuv? (cog, mentsis, luaj)
3. _____ Hmoob hu ua liaj. (lub, nws, lus)
4. Cov pojniam muaj ob peb yam _____. (haujlwm, liaj, npua)
5. Wb yuav mus _____ taws. (hau, txhib, ntov)
6. _____ peb noj tshais. (tsaus ntuj, tav su, sawvntxov)
7. Koj ntxhais xaws _____ los? (paj ntaub, haujlwm, tsho)
8. Kuv tus tub nyob _____ nrad. (hav zoov, lub zos, tom)
9. Xav _____ koj muab mentsis tshuaj pleev. (thov, siv, kam)
10. Yog tsis zoo _____ koj rov qab tuaj. (los, tau, mas)

WRITTEN PRODUCTION: Try writing out a short story of about 20 sentences, e.g. someone going to the fields, what he does there etc. Or going to the "foreigners" house, asking questions about family, country, work etc., or any other subject for which you have vocabulary. If you find that there is a word or expression that you would like to say to fit your story, but you haven't yet learned the word or phrase, then when you have the informant correct your story try to "extract" the extra information from him.

ORAL PRODUCTION: Change your subject from the above and tell a short story to yourself on tape. Then play it back and see what you can learn from it. You don't have to go over this with the informant but you can if you have the kind of informant who can pick up mistakes and can make helpful suggestions about correcting them.

UNIT 2

LESSON 9.A

I. USEFUL SENTENCES

1. Koj nyob tebchaws twg tuaj? "Which country do you come from?"
(country)
2. Kuv nyob Akiy tebchaws tuaj. "I come from England."
(England)
3. Koj tebchaws nyob hov deb li? "How far away is your country?"
(live)
4. Deb deb li lauj. "Very far away!"
(Po-V)
5. Tsis muaj neeg txawj suav deb li cas.
(person) (count)

"No one's able to estimate how far!"
6. Ua ciav nej ho tuaj txog thiab.
(Pr-V)

"How are you able to reach here!"
7. Vim peb caij dav hlau ya nrawm heev peb thiaj tuaj txog.
(because) (airplane fly fast)

"Because we come by plane which is fast to get here."
8. Yog caij nkoj deg ne yuav tuaj hov ntev thiaj txog?
(ship) (Po-V)

"If you came by ship how long would it take to get here?"
9. Ib hlis ntau thiaj tuaj txog. "More than a month to get here."
(month)
10. Yog li, deb hwwv yuam? "If that's the case it's far isn't it?"

II. WORD STUDY

'dav hlau' is literally "iron hawk".

'hov ntev li' as in the last lesson is often said as simply 'hov ntev'.

'neeg' person. 'tibneeg' also means "person" but more often refers to a number of people. Laos Hmong rarely use 'tibneeg' but Blue Hmong use the blue equivalent 'tuabneeg'.

'caij' This is the same word as to "ride" on a bus, "ride" a horse, a plane, a boat etc.

'nrawm' is here used of flying quickly, fast. The same word is used of talking quickly, reading or writing quickly etc.

hais lus nrawm kawg li
 nyeem ntawv nrawm kawg li
 (read)
 sau ntawv nrawm kawg li
 (write)

'ua ciav' "how is it" used to express something unexpected.

'yog' as in sentence 8 has the meaning "if". In sentence 10 it is in the sense of affirmative rather like the English "If that's the case then..."

Did you notice in sentences 6, 7, 8, and 9 that it is not necessary to say where you have "reached". This is common if the place you are going to is already established.

III. PRONUNCIATION DRILLS

<u>r</u>	riam rauj rooj rua rov	rab riam rab rauj rooj noj mov rua ncauj rov qab	kuv muaj ib rab riam kuv xav qev koj rab rauj nws zaum ntawm rooj noj mov rua ncauj rau kuv saib yog tsis zoo mas koj rov qab tuaj
<u>rh</u>	rho rhaub rhiab rhuav	rho hniav rhaub dej rhiab siab rhuav tsev	kuv mob hniav xav thov koj rho rhaub mentsis dej rau kuv haus rhiab rhiab kuv siab li hnuv no yuav rhuav tsev
<u>nrh</u>	nrhiav	nrhiav tau	koj puas nrhiav tau nees
<u>nr</u>	nroj nrov nrab nraum nram	luaj nroj hais nrov tus nrab nraum no nram moos	hnuv no peb yuav luaj nroj nws hais lus nrov nrov li kuv yog tus nrab nws nyob nraum no taskis no kuv txiv mus nram moos

IV. GRAMMAR DRILLS

Sentences 1 and 2 in this lesson are the same as the pattern you had in 5.A. Sentence 3 'nej nyob qhov twg tuaj': 'tuaj' here acts as a secondary verb.

1.

koj
neb
nej
lawv
tus ntawd
nej sawvdaws
cov kwvtij

 nyob tebchaws twg tuaj?

2.

kuv
wb
peb
lawv

 nyob

Akiv
Melika*
(America)
Thaib
(Thailand)
Lostsuas
(Laos)

 tebchaws tuaj

3. Yog li

deb kawg
ze kawg
(near)
ntev kawg
luv kawg
(short)
siab kawg
(high)
ntau kawg
me kawg

 li yuam?

*Now often written 'Asmesliskas' -ed.

UNIT 2

LESSON 9.B

I. USEFUL SENTENCES

1. Nej tebchaws nplej puas zoo? "Is the rice good in your country?"

2. Peb tebchaws no kawg li nplej tsis tuaj peb thiaj tsis cog.
(cold)

"Our country is cold and rice doesn't grow so we don't plant."

3. Ais nej muab dabtsi noj? "What do you eat?"
(ptcl.)

4. Peb muaj dua ib yam qoob hu ua mog no los noj.
(wheat)

"We have another kind of grain called wheat to eat."

5. Nej zaub noj puas zoo li Thaib teb no tej zaub thiab?
(these)

"Are your vegetables like Thai vegetables?"

6. Peb tebchaws zaub pob kuj muaj thiab. "Our country has cabbage."
(Pr-V)

7. Taum lag 'os, taub dag 'os, dib 'os tej kuj muaj thiab.
(beans) (pumpkin) (cucumber)

"Beans, pumpkin, and cucumbers too."

II. GRAMMAR DRILLS

1. nej tebchaws

nplej
zaub
zaub pob
pobkws
taum
qhov txhia chaw
(things)
av
(earth)

puas zoo?

Note the position of the noun of location 'tim ub' in the subject slot.

2. nej tebchaws tim ub

nplej
zaub
zaub pob
pobkws
qhov txhia chaw
taum
av

 puas zoo?

3. peb tebchaws no kawg li

nplej
pobkws
taub dag
zaub ntsuab
(greens)
txiv tsawb
(bananas)
txiv txhais
(mangoes)
kab tsib
(sugar cane)

 tsis zoo

4.

nplej
pobkws
taub dag
zaub ntsuab
txiv tsawb
txiv txhais
kab tsib

 tsis tuaj peb thiaj tsis cog

5. peb tebchaws

zaub pob
taum lag
taum mog
(peas)
dib
qaib
npua
nees
dev

 kuj muaj thiab

UNIT 2

LESSON 9.C

I. TALKY-TALK

This week you have learned something about the things the Hmong love to ask "foreigners" - how far it is to our country, do we go by boat or plane. Do we grow rice, vegetables, etc. Is it a hot country or a cold one.

TONE CHANGE: The first pattern of tone change you learned was -s changes to -g after a -b tone, e.g.:

tus npua - ib tug npua
tus qaib - tsib tug qaib

You know the words 'teb' and 'nplej' but together we find -j tone changes to -g tone after a high tone, e.g.:

nplej - teb npleg
daj - taub dag

Notice the tone change after 'nkoj'. You already know 'dej' of "water". Here, tone -j changes to tone -g after tone -j. This is a frequent pattern of tone change, e.g.:

dej - nkoj deg
ntuj - kaj ntug

Just when you think you understand the patterns of tone change, you discover something that doesn't fit. If

tus becomes tug after ib

then why doesn't

zos become zog after lub

This is because no classifier (or noun used as a classifier), regardless of its own tone, affects a tone change in a following word. So:

zos - lub zos
rauj - rab rauj

Don't read the following list of random questions. Have your informant ask down the list and see if you can give a suitable reply. This is to test how automatically you can respond. Much of the value of this exercise is lost if you first know what the questions are going to be.

1. Sawvntxov koj ua dabtsi?
2. Koj ntxhua khaubncaws los?

3. Ob hnuv no koj niam ua haujlwm dabtsi?
4. Nej sawvdaws tuaj los?
5. Koj tus tub nyob qhov twg?
6. Nej puas muaj tshuaj?
7. Koj tus txiv puas siv rab rauj?
8. Koj niam muaj pestsawg tus npua?
9. Koj lub kawm puas hnyav?
10. Koj puas xav noj nqaij liab?
11. Tagkis koj puas mus nrad?
12. Koj tus ntxhais puas txawj ua pajntaub?
13. Nej tseem faus teb los?
14. Koj muaj mob li cas?
15. Nws mob hov ntev li lawm?
16. Koj mus tsheb nqaj los mus tsheb ntiav?

TAPE EXERCISE 23. Listen to the tape a number of times until you understand the gist of it. Then answer the following questions. If you find that there are questions you can't answer, do the questions you can answer first, then go back and listen to the tape again paying special attention to the features you missed before.

1. Hnuv uas ob tug yuav sawv kev mus ped muaj ib tug mob li cas?
2. Tus kwv no nrhiav dabtsi rau tus mob noj?
3. Noj tshuaj tag nws zoo lawm los tsis zoo?
4. Ob tug mus tsheb nqaj los mus tsheb laub me?
5. Ua li cas ob tug mus tsheb nqaj?
6. Hmo ntuj puas muaj neeg coob mus?
7. Thaib mov puas qab li Hmoob mov?
8. Ib tug yuav qhov txhia chaw dabtsi thiab dabtsi?
9. Cheesmais puas muaj qhov txhia chaw ntau?
10. Ob tug puas nqa nyiaj ntau?

You will find "model" answers to the above in Lesson 10.C. Your answers may not agree entirely with the "model" ones, but then, there are different ways of saying things aren't there?

UNIT 2

LESSON 10,A

I. USEFUL SENTENCES

1. Nej puas txawj nyeem ntawv? "Can you read?"
2. Peb kawm mentsis lawm tiamsis pheej paub tsis thoob.
(repeatedly)(know) (complete)
"We've studied a bit but never know it all."
3. Ua li cas tsis ua siab ntev kawm kom paub kiag mus?
(patient) (cause) (Po-V)
"Why don't you have patience to study till you really know?"
4. Vim kuv cim xeeb tsis zoo. "Because my memory isn't good."
(memory)
5. Kawm tas pheej tsis nco qab thiab.
(remember)
"When I've studied I can't remember."
6. Ob xyoos no peb muaj ntawv Hmoob lawm.
"We've had Hmong books for several years."
7. Yuav tsum kawm kiag kom paub. "You must really study and then
(must) you'll know."
8. Nyeem ib daig tas mam li nthuav lwm daim los nyeem.
(clf.) (open)(another)
"Read one page then turn the page and read the next one."
9. Txhob mus nyeem phis lis phais lais. "Don't read carelessly."
(don't) (carelessly)

II. WORD STUDY

'tsis nco qab' lit. "not remember behind"

'ob xyoos no' an idiomatic phrase meaning "these last few years"

'siab ntev' lit. "long heart" or patient. More correctly, 'siab' is the "liver" and is considered the seat of the affections.

III. GRAMMAR DRILLS

Here are several drills on the Pre-V 'pheej'

- 1)

kuv
wb
nws
lawv
kuv tus tub
kuv tus ntxhais
kuv pojniam
kuv txiv

pheej paub tsis thoob
- 2)

kuv
wb
nws
lawv
kuv tus tub
kuv tus ntxhais
kuv pojniam
kuv txiv

pheej tsis nco qab lawm
- 3) kawm tas

kuv
wb
nws
lawv
kuv tus tub
kuv tus ntxhais
kuv pojniam
kuv txiv

pheej tsis nco qab lawm

Another Pre-V in this lesson is 'yuav tsum' which indicates obligatory action.

- 4)

koj
neb
nej
nws
lawv
koj tus tub
koj tus ntxhais
koj txiv

yuav tsum ua
- 5)

koj
neb
nej
nws
lawv
koj tus tub
koj tus ntxhais
koj txiv

yuav tsum kawm kiang kom paub

UNIT 2

LESSON 10.B.

I. USEFUL SENTENCES

1. Kuv sau ob peb tug npe ntawv ua yamntxwv rau koj saib.
(letters)
"I'll write two or three letters as examples for you."
2. Koj cia li sau zoo nkaus li kuv sau no.
(Po-V)
"You write as I've done."
3. Xuas peb tug ntiv tes tuav cwjmem xwb thiaj zoo sau.
(fingers)(hold pencil)
"Use three fingers to hold the pencil makes it best to write."
4. Ua tib zoo sau ncaj ncaj raws nraim kab no.
(take care) (straight)(follow) (line)
"Take care to write straight following this line."
5. Ib txhia ntev rau saud, ib txhia ntev rau hauv.
(some) (top) (underneath)
"Some extend above, some extend below."
6. Kuv txhais tes txhav kawg li, kuv sau tsis zoo nkauj.
(stiff) (beautiful)
"My hand is stiff, my writing isn't nice."
7. Tsis ntshai, yog koj sau nkhaus lawm xwb.
(crooked)
"Never mind, it's just a bit crooked, that's all."
8. Koj yuav tsum pheej xyaum sau thiaj sau tau zoo.
(practice)
"You have to practice to write well."

II. WORD STUDY

'npe' name, 'ntawv' paper have been combined in recent years to mean "the letters of the alphabet".

'zoo nkaus li': 'nkaus' is a Po-V intensifier combined with 'zoo' meaning "good." In sentence 2 the meaning is "like" or "same as."

"zoo nkauj' means beautiful, nice, pretty.

'tuav' here means "to grasp, hold with the hand." You have already learned this word meaning "to beat, or pound" e.g. 'tuav txhuv'.

III. GRAMMAR DRILLS

In this drill you will find both the Pre-V's which you had in the last lesson - here they both occur in one sentence. Note the order.

- 1)

koj
neb
nej
nws
lawv
koj tus tub
koj tus ntshais

yuav tsum pheej xyaum

sau
nyeem
hais
ua
xaws
txua
tsoov
(winnow)

Now drill the Po-V 'nkaus':

- 2) koj cia li

sau
nyeem
ua
xaws
txua
hiab
tsoov

 zoo nkaus li kuv

sau
nyeem
ua
xaws
txua
hiab
tsoov

 no

'zoo nkaus' and 'yam nkaus' have essentially the same meaning:

- 3) koj

sau
nyeem
ua
xaws
txua
hiab
tsoov

 yam nkaus li kuv

sau
nyeem
ua
xaws
txua
hiab
tsoov

 no thiab

The little phrase 'ua tib zoo' can be used with many verbs:*

- 4) koj ua tib zoo

sau
nyeem
saib
ua
kawm
cog
xaws
nqa

*Hmong in Thailand say 'twb' for 'tib'.

5) koj yuav tsum ua tib zoo

sau
nyeem
saib
ua
kawm
cog
xaws
nqa

UNIT 2

LESSON 10.C.

Here are several words you have learned which have two different meanings. Write out two sentences for each of the following words giving a different meaning in each sentence. Then work over them with the informant.

1. yuav	i) future tense	ii) to want
2. yog	i) if	ii) to be
3. los	i) ques. ptcl.	ii) to come
4. no	i) cold	ii) this
5. thoob	i) bucket	ii) completely
6. kawm	i) basket	ii) to study
7. txiv	i) father	ii) fruit
8. peb	i) three	ii) 1st. pers. plural
9. ris	i) trousers	ii) to carry
10. maj	i) in a hurry	ii) exclamatory final particle
11. siab	i) "liver"	ii) high
12. tuav	i) to pound	ii) to grasp with the hand

WRITTEN PRODUCTION: You have listened to Tape no. 23 a number of times. Now write it all out. As before, listen to a short piece at a time - where there seems to be a pause, then write that piece down. Then go over this with the informant.

READING PRACTICE: When you have the tape written out and corrected, then read it over to the informant, paying particular attention to your pronunciation. Then when your informant has gone, listen to the tape again and this time try and read the story along with the person speaking on the tape - same speed, same pauses etc. You won't manage it the first time but don't be discouraged. Go through the story this way twice and then leave it till some time later when you would like to try the exercise again.

REVIEW: The useful sentences have been getting more difficult. If you haven't really learned them up to this point you better spend some time on them before going on to Lesson 11. Purposely put yourself into situations that will encourage you to use the sentences or variations of them, e.g. The children come in to read or write. There is sure to be someone writing all crooked and nowhere near the line. This is where you say 'ua twb zoo sau ncaj ncaj raws nraim kab no'. If there are six children learning to write, this gives you an opportunity to say the sentence six times! You can say the child's name first for a bit of variation, 'Mos, ua twb zoo sau ncaj ncaj raws nraim kab no'.

MODEL ANSWERS to Tape No. 23 questions in lesson 9.C.:

1. Ib tug mob plab.
2. Tus kwv nrhiav mentsis tshuaj rau tus tij noj.
3. Noj tshuaj tag nws txawm zoo lawm.
4. Ob tug mus tsheb nqaj.
5. Yibvim tsheb laub me thawv thawv li.

6. Hmo ntuj tsis tshua muaj neeg coob mus.
7. Thaib mov tsis qab li Hmoob mov.
8. Nsw yuav mentsis ntaub, mentsis xov, mentsis noob taum mog thiab mentsis noob zaub pob.
9. Cheesmais muaj qhov txhia chaw ntau ntau li.
10. Ob tug nqa mentsis xwb.

UNIT 2

LESSON 11.A.

I. USEFUL SENTENCES

1. Hnub no puas yog hnub so? "Is this Sunday?"
(rest)
2. Yog. Ib ntsis peb mus ped nloog lus qhuab qhia.
(listen) (teach)

"Yes, in a minute we'll go and listen to the preaching."
3. Twb hu nkauj, ntshai ib txhia twb tuaj lawm.
(sing song)(afraid)

"They are singing, afraid some are there already."
4. Hnub no leej twg coj hu nkauj? "Who's leading today?"
(lead)
5. Yam yog Xeeb coj hu (nkauj sub yuam)?
(Po-V)

"Sing is leading isn't he?"
6. Leej twg qhia? "Who's preaching?"
(preach)
7. Yam yog Yeeb qhia (sub yom)? "Ying's preaching isn't he?"

II. WORD STUDY

'hnub so' has been the word used for Sunday.* It was thought that 'hnub chiv' - beginning day or first day would be a good term to use but so far this has not been widely used. The first missionaries in referring to the days of the week used the Chinese method - Sunday, then the first day (after Sunday), the second day (after Sunday) etc. So Wednesday prayer meeting night was 'hmo peb' third night. Other missionaries came along (who hadn't worked in China) and insisted that as Sunday was without question, the first day of the week, then of course Monday was the second day etc. The result has been confusion, so as a way out of the dilemma some have started teaching the Thai names for the days of the week (the Hmong themselves seem to be leaning more in this direction now-a-days anyway). In this lesson there is a drill on the days of the week as pronounced by the Hmong. (Pronunciation of the Thai possibly varies in the different areas so you may want to make your own list.)

'qhia kev' and 'piav kev' are both used for "preaching" in Thailand. Laos Hmong say 'qhia' or 'qhuabqhia' or 'qhia vajtsv txojlus' "teach God's word."

*Or 'hnub ib' (first day) or 'hnub athiv' (following Thai for Sunday). There are no native Hmong names for days of the week.

'coj' is the word used of "leading" a meeting. You can also "lead" or "bring along" people using this word, e.g.

Nag kuv coj kwvtij tuaj. "Yesterday I brought along a friend."

Note here that 'coj' is not used of leading a horse. Here the term is 'cab' because the horse is being lead by a rope. It is also used of people being forcibly lead.

Leejtwg cab nees nram kev tsheb?

"Who led the horse to the motor road?"

'sub' is an interrogative and completive particle used to express probability with some doubt attached. Not used as frequently by Laos Hmong.

III. GRAMMAR DRILLS

1) hnuv no leej twg

coj hu nkauj
piav kev
qhia kev
mus nrad
qhia menyuam
zov tsev
mus teb
mus plob

 ?

2) leej twg

piav kev
qhia kev
coj hu nkauj
qhia menyuam
zov tsev
mus teb
mus nrad
mus plob

 ne yom?

3) yam yog Xeeb

coj hu nkauj
piav kev
qhia kev
qhia menyuam
zov tsev
mus teb
mus nrad
mus plob

 sub yuam

4) ntshai ib txhia twb

tuaj
mus
los
ua
cog
hu
khiav
(run)

 lawm

5) hñub no puas yog hñub

athib
ca
akha
phub
phwbham
xum
xom

UNIT 2

LESSON 11, B.

I. USEFUL SENTENCES

1. Sawvdaws tuaj txhij. Nyob twjywm, txhob hais hais lus.
(complete) (quiet) (speak)
"Everyone's come, be quiet, don't talk."
2. Peb yuav hu nkauj zaj kaum ob. "We'll sing number 12."
(clf.)
3. Sawvdaws ib txhij hu thiaj zoo nloog.
"It's good if everyone sings together."
4. Ua li cas ib txhia pheej hu ua ntej, ib txhia pheej hu lawv qab?
"Why is it some sing ahead, some behind?"
5. Nej cov uas nqa phau ntawv Yauhas, nej cia li nthuav daim 25.
(clf)
"Those who have brought John, turn to page 25."
6. Kuv yuav nyeem tshooj 15 nqes 4 mus txog nqes 11.
(verse)
"I'll read chapter 15, verses 4 to 11."
7. Sawvdaws ua twjywm, peb yuav rov thov tus Tswv dua ib zaug.
(again pray) (Lord)
"Everyone be quiet, we'll pray again."
8. Ib tsam tsaus ntuj sawvdaws rov qab tuaj.
(shortly) (return)
"In the evening, everyone come again."

II. WORD STUDY

'zaj' and 'nqes' - Various words have been used for "chapter" and "verse" but these are the ones that are best known.

'nqa' to carry in the hand.

'twjywm' quiet. 'tswm seeb' also means "be quiet" and is probably a more polite term but 'twjywm' is used frequently.

'thov' really means "to beg," "to ask for." 'thov' is not an ideal term to use for "to pray."

'tswv' which we use for "Lord" is known and used among the Hmong for "owner" of something, owner of a house etc. It is also used for "employer."

Classifiers. Note the following -

phau ntawv - a book
daim ntawv - a page
tsab ntawv - a letter

III. GRAMMAR DRILLS

The following will help you drill numbers:

1)

sawvdaws
koj
neb
nej
neb ob tug
nej sawvdaws
cov menyuam

 nthuav daim

kaum plaub
nees kaum peb
peb caug xya
plaub caug yim
tsib caug cuaj
rau caum ob
kaum xya

2) kuv yuav nyeem tshooj

kaum peb
peb caug
nees kaum ob
nees kaum xya
kaum tsib
cuaj
kaum yim
xya caum

3) Drill the Po-V 'dua.' 'ua dua' and 'rov ua dua' have the same meaning "to do over again."

kuv

ua
hnov
nyeem
sau
pom
cog
qhia
hais

dua ib zaug

4) kuv yuav rov

ua
nyeem
sau
saib
cog
qhia
hais
piav

dua ib zaug

5)

nej
koj
neb
nws
lawv
sawvdaws
nej cov
Xeeb

puas nqa phau ntawv Yauha

UNIT 2

LESSON 11.C.

It is a good exercise to break up long sentences and drill the separate parts, e.g. in 11.A. sentence 2.

- 1)

lawv
Xeeb
ib tug
koj txiv
koj tus txiv
koj tus tub
koj tus vauv

 qhia kev cai

- 2) peb nloog

lawv
Xeeb
ib tug
koj txiv
koj tus txiv
koj tus tub
koj tus vauv

 piav kev cai

- 3) peb mus ped nloog

lawv
Xeeb
ib tug
koj txiv
koj tus txiv
koj tus tub
koj tus vauv

 qhia kev cai

- 4) ib ntsis peb mus ped nloog

lawv
Xeeb
ib tug
koj txiv
koj tus txiv
koj tus tub
koj tus vauv

 qhia kev cai

- 5)

sawvdaws
koj
neb
nej
menyuam
nej sawvdaws
neb ob tug

 ua twjywm

6)

peb
wb
kuv
Xeeb
sawvdaws
peb sawvdaws
neb ob tug

 thov tus Tswv

7)

peb
wb
kuv
Xeeb
sawvdaws
peb sawvdaws

 yuav rov thov tus Tswv

8)

peb
wb
kuv
Xeeb
sawvdaws
peb sawvdaws

 yuav rov thov tus Tswv dua ib zaug

sawvdaws ua twjywm
peb thov tus Tswv
peb yuav rov thov tus Tswv
peb yuav rov thov tus Tswv dua ib zaug
sawvdaws ua twjywm peb yuav rov thov tus Tswv dua ib zaug

Try breaking up some of the longer useful sentences in this way making your own drills.

Many of the simpler sentences which you have learned can be transformed to positive statement, question, and negative sentences, e.g.

hnuv no yog hnuv so
hnuv no puas yog hnuv so?
hnuv no tsis yog hnuv so

nws pub kuv triv
~~nws~~ puas pub kuv txiv noj?
nws tsis pub kuv txiv noj

Spend some time today making yourself familiar with transforms of simple sentences. Write them out and go over them later with your informant.

Review lessons 11.A. and 11.B. Are you drilling up to speed?

TAPE EXERCISE 24: Listen a number of times to this tape - you will probably get the gist of it as you are already familiar with the story.

UNIT 2

LESSON 12.A, - REVIEW

In lesson 6.A. we talked a bit about word classes. Today we will look at the verb class. 'tsis' 'tseem' 'puas' 'haj' all occur in the verb slot and yet they are not verbs in their own right. What determines whether they are verbs or particles?

Here is the criterion worked out by Dr. Smalley and Linwood Barney for determining parts of speech. "In normal speech any word which may occur in the frame used for the definition of any class is a member of that class. For example, the frame which defines class V (the verb class) is - //tsis --// That means that any word which can go in the place of the -- is a verb. Note that the frame includes // which symbolizes the beginning or end of an utterance. So the frame is silence tsis -- silence, and not a long sentence of which tsis -- is only a part."

You already know many verbs which fit this frame //tsis --//, e.g. mus, los, paub, cog, pub, pleev, txhib, xaws, caij, etc.

Write out a number of sentences using these verbs. First write negative sentences to remind yourself that these verbs actually "fit" the above frame. Then write them in a positive statement or question sentence.

TAPES: Spend some time today listening to tapes, especially the stories which you have had. Then, after listening again several times to Tape Exercise 24 try to write it out bit by bit. Although there is vocabulary which you haven't had yet, it helps you to concentrate on what you are listening to, so that when you write it out you know how much you have actually heard.

WORD STUDY

"to carry" There are several different words for "carry" depending on how the thing is carried.

'ris' to carry on the back, e.g.

ris dej, ris kawm, ris zaub, ris taws, ris menyuam.

You may hear a mother say to her child -

kuv ev koj - "I'll carry you."

'ev' is also used of "to carry on the back." It may be said of carrying a basket but most often used of carrying a child on the back.

'nqa' to carry in the hand or hands

nqa phom, nqa riam, nqa ntawv, nqa thoob

'kwv' to carry on the shoulder

kwv ntoo, kwv taws, kwv phom, kwv xyoob, kwv dej (with a shoulder pole and a bucket each end).

UNIT 2

LESSON 12.B.

The "particles" which fit in the verb slot are pre-verbals and post-verbals. The frame for determining the verb class was a simple one, but some of the frames are not so simple. The frame for determining the pre-verbals is a bit complicated. These must be non-noun, non-verb, non-quantity which occur in the frame //-- verb// That is, any word not belonging to any of the foregoing classes, but which can be said before a verb in the above frame.

You have learned a number of these, e.g. twb, haj, tseem, tsis, puas, pheej, yuav, yuav tsum, lam, thiaj, txawm, hov.

Now write out a sentence for each pre-verbal reminding you of their position before the verb.

NEW VOCABULARY: This week would be a good time to sort out the new words you have collected over the weeks. You notice in the Study Syllabus that 50 words are required and should be compiled from sources other than the prescribed study material. Every word should be in a sentence. During this week make sure that you have about 10 new words and sentences in which they occur. Check these with the informant before attempting to learn them.

MEMORY WORK: There is also memory work required in the section. Today start learning John 3:16 (in the following version) and have it word perfect by the end of the week.

John 3:16 "Vim yog Vajtswv Saub hlub hlub ntiajteb tibneeg, nws thiaj li
pub nws tib tug Tub rau tibneeg, yog tias leej twg vamkhom
Vajtswv Saub tus Tub, mas leej twg thiaj tsis piam mus."

REVIEW: Today concentrate on reviewing pronunciation drills, listening to them again on tape, and drilling on them especially the ones you find difficult. If you are having difficulty with some particular sounds, write out the words of the drills on flash cards and drill these with the informant.

UNIT 2

LESSON 12.C.

The frame for determining post-verbals is any word which is non-verb, non-noun, non-quantity, which may occur in the frame //verb --//.

You have learned several post-verbals, e.g. tag, lawm, yom, kiag, maj, xwb, thiab, tso, li cas, hwwv, ne, lauj.

Write out a sentence (or two) using each of these post-verbals.

REVIEW: Time spent on reviewing useful sentences, listening again to them on tape, using them in live situations, will be time well spent. The sentences you find especially difficult should be written out on flash cards for convenient and constant reviewing.

MEMORY WORK: You will sometimes be out eating in a Hmong home and may be asked to give thanks for the food. The following is a suitable prayer you can learn today.

Tus Tswv Yexu. Nimno peb noj mov mas peb ua koj tsaug, koj tsim zaub, mov, tshav ntuj, los nag los rau peb, peb thiaj tau noj yug peb lub cev. Peb tus Tswv Yexu peb ua koj tsaug. Anees.

UNIT 2

LESSON 12.D.

The noun class has several subclasses which will be discussed in a later lesson. The major group of class N are to be found by testing in the frame //hu ua --//.

Some of the common nouns you have learned are nees, miv, dav hlau, dib, hniav, plab, tsev, taum mog, tsheb nqaj.

Write out several sentences using these or other nouns.

TAPE EXERCISE 25: Listen a number of times to this tape today, not so much for comprehension, but for various selected features; e.g. listen to the range of tones. How high is the high tone? Is the following tone a sharp fall or is it gradual? Does the rising tone begin at a low level like the Thai rising tone or does it begin at a higher level? Or, listen especially for the 'au' and 'aw' vowels etc.

FILL IN THE CLASSIFIERS

1. () cwjmem
2. () ntawv (a page)
3. () ntawv (a book)
4. () ntawv (a letter)
5. () tebchaws
6. () dav hlau
7. () taum
8. () taubhau
9. () tes
10. () teev keem

Now check these with the informant or check in the word index.

WORD STUDY

Colours. There is a comprehensive list in the Dictionary Appendix (38). It is interesting to note that in describing pale colours the Hmong say it's "pink white" or "yellow white."

paj yeeb dawb, daj dawb or daj mentsis dawb

Dark colours are sometimes described as "blue black."

xiav mentsis dub

There are other words describing shades in the dictionary list which are also frequently used.

UNIT 2

LESSON 12.E.

The frame for determining class Q (quantity indicators) is any word which fits the frame //-- zaus//. Class Q is divided into 2 subclasses, Qn (numbers) and Qa (other than numbers).

In class Q you have learned words in both subclasses. In Qn you have learned numbers and can use any number of "times" e.g. ob zaug, tsib zaug, rau zaus etc.

Write out 10 different sentences using a "number" in each.

In subclass Qa you have learned ntau, tej, pes tsawg, lwm.

Take note that 'zaus' is subject to tone change under the conditions of tone change as explained in lesson 8.C.

zaum puav	- sometimes
ib zaug	- once
lwm zaus	- next time

TAPE EXERCISE 26: This is another simple Bible story. This can be selectively listened to as in the previous exercise, and also listen for comprehension. You may want to use this story as a basis for learning your first Bible story to tell to the children. Write down the words you haven't heard before and discuss these with the informant.

MEMORY WORK: If you have memorized John 3:16, say it over several times on tape and then listen to it critically. Pronunciation? Hesitant or fluent? Word perfect? Does it sound like a Hmong speaking?

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