WHITE HMONG LANGUAGE LESSONS

Doris Whitelock

Revised Edition

Southeast Asian Refugee Studies
Occasional Papers
Number Two

Southeast Asian Refugee Studies Project, Center for Urban and Regional Affairs, University of Minnesota, Minneapolis, Minnesota.
SOUTHEAST ASIAN REFUGEE STUDIES
Occasional Papers

Series Editor: Bruce T. Downing.

Number One: A Bibliography of the Hmong (Miao)
Compiled by Douglas P. Olney

Originally prepared in 1966-1968,
Chiangmai, Thailand for the Overseas
Missionary Fellowship. Revised by the

A publication of the Center for Urban
and Regional Affairs, 313 Walter Library,
117 Pleasant St., S.E., University of
Minnesota, Minneapolis, Minnesota 55455.

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1982

Publication No. CURA 82-6.

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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
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 borne so patiently and humorously with my endless questions and time-consuming investigations.

Doris M. Whitelock
Scotland
January 1982
UNIT 1

LESSON 1A

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

<table>
<thead>
<tr>
<th>Informant</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Down each list</td>
<td>Listen</td>
</tr>
<tr>
<td>2. Across lists</td>
<td>Listen</td>
</tr>
<tr>
<td>3. Two words one list</td>
<td>Identify list</td>
</tr>
<tr>
<td>4. Two words either list</td>
<td>Same or different</td>
</tr>
<tr>
<td>5. Two words either list</td>
<td>List 1 or 2 or &quot;mixed&quot; if from both lists</td>
</tr>
<tr>
<td>6. One word</td>
<td>Identify list</td>
</tr>
</tbody>
</table>

MIMICRY STAGE

<table>
<thead>
<tr>
<th>Informant</th>
<th>Learner</th>
<th>Informant</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Down each list</td>
<td>mimic</td>
<td>correct</td>
<td>repeat</td>
</tr>
<tr>
<td>2. Across lists</td>
<td>mimic</td>
<td>correct</td>
<td>repeat</td>
</tr>
<tr>
<td>3. Two words one list</td>
<td>mimic</td>
<td>correct</td>
<td>repeat</td>
</tr>
<tr>
<td>4. Two words either list</td>
<td>mimic</td>
<td>correct</td>
<td>repeat</td>
</tr>
<tr>
<td>5. One word</td>
<td>mimic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRODUCTION STAGE

<table>
<thead>
<tr>
<th>Learner</th>
<th>Informant</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Down each list</td>
<td>correct</td>
<td>repeat</td>
</tr>
<tr>
<td>2. Across lists</td>
<td>correct</td>
<td>repeat</td>
</tr>
</tbody>
</table>

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

Informant | Learner
---|---
1. Down the list (regular order) | listen
2. Down the list (random order) | listen

MIMICRY STAGE

| Informant | Learner | Informant | Learner |
---|---|---|---|
1. Down the list (regular order) | mimic | correct | repeat |
2. Down the list (random order) | mimic | correct | repeat |

PRODUCTION STAGE

| Learner | Informant | Learner |
---|---|---|
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.)

| p  | ph  | t  | th  | k  | kh  |
---|-----|----|-----|----|-----|
| pab | phab | taj | thaj | kais | khaib |
| pem | phem | tais | thais | kaib | khaib |
| peeb | pheeb | teem | theem | kawb | kawb |
| pov | phov | tooj | thooj | kem | kem |
| puaj | phuaj | tum | thum | kiab | khaib |

'w' '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.
<table>
<thead>
<tr>
<th>Tones</th>
<th>High</th>
<th>Falling</th>
<th>Glottalized</th>
<th>Rising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cons.</td>
<td>ㄱ</td>
<td>ㅏ</td>
<td>ㄳ</td>
<td>ㅣ원</td>
</tr>
<tr>
<td>m</td>
<td>mab</td>
<td>maj</td>
<td>mam</td>
<td>-</td>
</tr>
<tr>
<td>n</td>
<td>neb</td>
<td>nej</td>
<td>nem</td>
<td>nev</td>
</tr>
<tr>
<td>h</td>
<td>haub</td>
<td>hauj</td>
<td>haum</td>
<td>hauv</td>
</tr>
<tr>
<td>l</td>
<td>lib</td>
<td>lij</td>
<td>lim</td>
<td>liv</td>
</tr>
<tr>
<td>y</td>
<td>-</td>
<td>yuaj</td>
<td>yuam</td>
<td>yuav</td>
</tr>
</tbody>
</table>

'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 put put put put put put put
- 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.

c
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.

1. phem  2. theem  3. ceb  4. chaj  5. kawb  6. caws
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, mimimicry stage 1 and 2 and production stage 1 and 2.

\[
\begin{array}{c|ccc}
\text{Tones} & \text{High} & \text{Falling} & \text{Rising} \\
\hline
\text{Cons.} & \text{ch} & \text{cheb} & - & \text{chev} \\
\text{} & \text{d} & \text{deb} & \text{dej} & \text{dev} \\
\text{} & \text{k} & \text{keb} & - & \text{kev} \\
\text{} & \text{l} & - & \text{lej} & \text{lev} \\
\text{} & \text{n} & \text{neb} & \text{nej} & \text{nev} \\
\end{array}
\]

\[
\begin{array}{c|cccc}
\text{Tones} & \text{Breathy} & \text{Falling} & \text{Glottalized} \\
\hline
\text{Cons.} & \text{c} & \text{cog} & \text{coj} & \text{com} \\
\text{} & \text{ch} & - & \text{choj} & \text{chom} \\
\text{} & \text{m} & \text{mog} & \text{moj} & \text{mom} \\
\text{} & \text{n} & \text{nog} & \text{noj} & \text{nom} \\
\text{} & \text{h} & - & \text{hoj} & \text{hom} \\
\end{array}
\]

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

\[
\begin{array}{cccccccc}
& \text{(i/ia)} & & \text{(a/ai)} & & \text{(u/ua)} \\
\text{i} & \text{i} & \text{a} & \text{ai} & \text{u} & \text{u} & \text{ua} \\
\text{ib} & \text{iab} & \text{caj} & \text{caj} & \text{ub} & \text{uab} \\
\text{cim} & \text{ci} & \text{dai} & \text{dai} & \text{cub} & \text{cuab} \\
\text{dis} & \text{dias} & \text{fab} & \text{faib} & \text{duj} & \text{duaj} \\
\text{fiv} & \text{fiav} & \text{hav} & \text{haiv} & \text{hum} & \text{huam} \\
\text{lib} & \text{liab} & \text{kam} & \text{kaim} & \text{luj} & \text{luag} \\
\text{mis} & \text{mi} & \text{laij} & \text{laij} & \text{mus} & \text{muas} \\
\end{array}
\]

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:

\[
\begin{array}{cccccc}
\text{High (-b)} & \text{Rising (-v)} & \text{Rising} & \text{High} \\
\text{cab} & \text{cav} & \text{chav} & \text{chab} \\
\text{qalib} & \text{qaliv} & \text{faiv} & \text{faib} \\
\text{daub} & \text{dauv} & \text{hauv} & \text{haub} \\
\text{hawb} & \text{hawv} & \text{cev} & \text{ceb} \\
\text{lib} & \text{liv} & \text{diav} & \text{diab} \\
\end{array}
\]

5
<table>
<thead>
<tr>
<th>Falling (-j)</th>
<th>Mid (-)</th>
<th>Mid</th>
<th>Falling</th>
<th>Low (-s)</th>
<th>Rising (-v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>naj</td>
<td>na</td>
<td>pa</td>
<td>paj</td>
<td>es</td>
<td>ev</td>
</tr>
<tr>
<td>caij</td>
<td>cai</td>
<td>cau</td>
<td>cauj</td>
<td>cas</td>
<td>cav</td>
</tr>
<tr>
<td>hauj</td>
<td>hau</td>
<td>daw</td>
<td>dawj</td>
<td>dais</td>
<td>daiv</td>
</tr>
<tr>
<td>chawj</td>
<td>chaw</td>
<td>de</td>
<td>dej</td>
<td>haus</td>
<td>hauv</td>
</tr>
<tr>
<td>lawj</td>
<td>law</td>
<td>lee</td>
<td>leej</td>
<td>kaws</td>
<td>kawv</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>mis</td>
<td>miv</td>
</tr>
</tbody>
</table>

**TWO-WORD DRILLS:**

**High (-b) Rising (-v)**

- cheb tsev
- neb yuav
- dab qhev
- fob mov
- pub kuv

**High (-b) Falling (-j)**

- pub koj
- neb noj
- pub nej
- neb quaj
- qaib loj

**High (-b) Mid (-)**

- pub npua
- cheeb ua
- chib so
- muab cia
- lub po

**High (-b) Low (-s)**

- saib nws
- siab tus
- lub dos
- neb hais
- muab laws

**THREE-WORD DRILLS:**

**High Mid Falling**

- lub po loj
- chib so tuaj
- pub npua noj
- cheeb hu koj
- lub qe loj

**High Mid High**

- cheeb hu neb
- lub qe dawb
- tub ua teb
- muab lau qaib
- 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.
I. lawj (falling)  2. dauv (rising)  3. paq (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 substi-
tutions, 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 sen-
tence 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 posi-
tions and the kinds of units which fill them, e.g.:

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

PAIRED PATTERN DRILL: The informant gives a stimulus sentence con-
structed from one type of pattern. The learner changes this type of sen-
tence 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)
<table>
<thead>
<tr>
<th>kuv pub nees</th>
<th>kuv pub npua</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td>peb</td>
</tr>
<tr>
<td>Teem</td>
<td>Teem</td>
</tr>
<tr>
<td>lawv</td>
<td>lawv</td>
</tr>
<tr>
<td>nws</td>
<td>nws</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>koj ua dabtsi?</th>
<th>kuv tsis ua dabtsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>nej</td>
<td>peb</td>
</tr>
<tr>
<td>(you)</td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>nws</td>
</tr>
<tr>
<td>lawv</td>
<td>lawv</td>
</tr>
<tr>
<td>Teem</td>
<td>Teem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>koj mus ua dabtsi?</th>
<th>kuv mus pub nees</th>
</tr>
</thead>
<tbody>
<tr>
<td>(go)</td>
<td></td>
</tr>
<tr>
<td>nej</td>
<td>peb</td>
</tr>
<tr>
<td>nws</td>
<td>nws (duck)</td>
</tr>
<tr>
<td>lawv</td>
<td>lawv qaib</td>
</tr>
<tr>
<td>Teem</td>
<td>Teem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>koj tseem ua dabtsi?</th>
<th>kuv tseem pub nees</th>
</tr>
</thead>
<tbody>
<tr>
<td>(still)</td>
<td></td>
</tr>
<tr>
<td>nej</td>
<td>peb npua</td>
</tr>
<tr>
<td>nws</td>
<td>nws os</td>
</tr>
<tr>
<td>lawv</td>
<td>lawv qaib</td>
</tr>
<tr>
<td>Teem</td>
<td>Teem</td>
</tr>
</tbody>
</table>
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)
3. Koj ris dej los? (carry water)
4. Koj tuav txhuv los? (pound rice)
5. Koj zov tsev los? (look after)
6. Koj txiav taws los? (cut 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, mimicking, 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/t s  c  ts
  cab  tsab
  cau  tsau
  ceg  tseg
  ceem  tseem
  cig  tsij
  co  tso
'ch' and 'tsh' are the aspirated counterparts of 'c' and 'ts'.

<table>
<thead>
<tr>
<th>ch/tsh</th>
<th>ch</th>
<th>tsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaj</td>
<td>tshaj</td>
<td></td>
</tr>
<tr>
<td>chais</td>
<td>tshais</td>
<td></td>
</tr>
<tr>
<td>chawj</td>
<td>tshawj</td>
<td></td>
</tr>
<tr>
<td>cheb</td>
<td>tseb</td>
<td></td>
</tr>
<tr>
<td>cheej</td>
<td>tsheej</td>
<td></td>
</tr>
<tr>
<td>chim</td>
<td>tshim</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>t/tx</th>
<th>r</th>
<th>tx</th>
</tr>
</thead>
<tbody>
<tr>
<td>tab</td>
<td>txab</td>
<td></td>
</tr>
<tr>
<td>taij</td>
<td>txaij</td>
<td></td>
</tr>
<tr>
<td>tau</td>
<td>txau</td>
<td></td>
</tr>
<tr>
<td>tawm</td>
<td>txawm</td>
<td></td>
</tr>
<tr>
<td>tej</td>
<td>txej</td>
<td></td>
</tr>
<tr>
<td>tias</td>
<td>txias</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>th/txh</th>
<th>th</th>
<th>txh</th>
</tr>
</thead>
<tbody>
<tr>
<td>thab</td>
<td>txhab</td>
<td></td>
</tr>
<tr>
<td>thais</td>
<td>txhais</td>
<td></td>
</tr>
<tr>
<td>thaum</td>
<td>txhaum</td>
<td></td>
</tr>
<tr>
<td>them</td>
<td>txhem</td>
<td></td>
</tr>
<tr>
<td>theej</td>
<td>txheej</td>
<td></td>
</tr>
<tr>
<td>this</td>
<td>txhiss</td>
<td></td>
</tr>
</tbody>
</table>

'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."

<table>
<thead>
<tr>
<th>r/z</th>
<th>r</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>raj</td>
<td>zaj</td>
<td></td>
</tr>
<tr>
<td>rais</td>
<td>zais</td>
<td></td>
</tr>
<tr>
<td>raub</td>
<td>zaub</td>
<td></td>
</tr>
<tr>
<td>rawm</td>
<td>zawm</td>
<td></td>
</tr>
<tr>
<td>rog</td>
<td>zog</td>
<td></td>
</tr>
<tr>
<td>roov</td>
<td>zoov</td>
<td></td>
</tr>
</tbody>
</table>

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.
Now contrast the 'k' and 'q'.

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

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
20. khab

VOWEL DRILLS: You have practiced the 'e' vowel. Now here is its nasalized counterpart 'ee'. This vowel varies between the 'ieg' 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.

<table>
<thead>
<tr>
<th>e/ee</th>
<th>e</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>cem</td>
<td>ceem</td>
<td></td>
</tr>
<tr>
<td>cej</td>
<td>ceej</td>
<td></td>
</tr>
<tr>
<td>lej</td>
<td>leej</td>
<td></td>
</tr>
<tr>
<td>mem</td>
<td>meem</td>
<td></td>
</tr>
<tr>
<td>neeb</td>
<td>neeb</td>
<td></td>
</tr>
<tr>
<td>qe</td>
<td>qee</td>
<td></td>
</tr>
</tbody>
</table>

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'.

11
<table>
<thead>
<tr>
<th>u/oo</th>
<th>u</th>
<th>oo</th>
<th>o/oo</th>
<th>o</th>
<th>oo</th>
</tr>
</thead>
<tbody>
<tr>
<td>cub</td>
<td>coob</td>
<td>coj</td>
<td>cooj</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hu</td>
<td>hoo</td>
<td>dog</td>
<td>doog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kuv</td>
<td>koov</td>
<td>fob</td>
<td>foob</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lug</td>
<td>loog</td>
<td>ho</td>
<td>hoo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>muj</td>
<td>mooj</td>
<td>los</td>
<td>loos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nus</td>
<td>noos</td>
<td>mov</td>
<td>moov</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

'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  au   aw
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. haiw  4. liab  5. mog  6. qee  7. cheb
20. kaub

**TONE DRILLS:** Refer to the tone chart in lesson 8 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)  Low (-s)**
- eeb nees
cab nees
hlub nws
maub mus

**Low  High**
- tus uab
tsis cob
tsis coob
tsis dub
tus diab
<table>
<thead>
<tr>
<th>High (-b)</th>
<th>Breathy (-g)</th>
<th>Breathy</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceb muag</td>
<td></td>
<td>tag hnb</td>
<td></td>
</tr>
<tr>
<td>ob tug</td>
<td></td>
<td>neeg hloob</td>
<td></td>
</tr>
<tr>
<td>cheb tag</td>
<td></td>
<td>cig hlob</td>
<td></td>
</tr>
<tr>
<td>dob tag</td>
<td></td>
<td>cog noob</td>
<td></td>
</tr>
<tr>
<td>tsib tug</td>
<td></td>
<td>dag xwb</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High (-b)</th>
<th>Glottalized (-m)</th>
<th>Glottalized</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>ib chim</td>
<td></td>
<td>thauம ub</td>
<td></td>
</tr>
<tr>
<td>ciab mem</td>
<td></td>
<td>them teb</td>
<td></td>
</tr>
<tr>
<td>faib lawm</td>
<td></td>
<td>kaum hnb</td>
<td></td>
</tr>
<tr>
<td>hlob lawm</td>
<td></td>
<td>lam saib</td>
<td></td>
</tr>
<tr>
<td>lub kawn</td>
<td></td>
<td>lam mob</td>
<td></td>
</tr>
</tbody>
</table>

THREE-WORD DRILLS:

<table>
<thead>
<tr>
<th>High</th>
<th>Breathy</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td>cog</td>
<td>noob</td>
</tr>
<tr>
<td>peb</td>
<td>dag</td>
<td>xwb</td>
</tr>
<tr>
<td>pob</td>
<td>ntseg</td>
<td>mob</td>
</tr>
<tr>
<td>lub</td>
<td>log</td>
<td>poob</td>
</tr>
<tr>
<td>ib</td>
<td>pliaɡ</td>
<td>xwb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High</th>
<th>Breathy</th>
<th>Falling</th>
</tr>
</thead>
<tbody>
<tr>
<td>neb</td>
<td>cug</td>
<td>dej</td>
</tr>
<tr>
<td>tub</td>
<td>dag</td>
<td>koj</td>
</tr>
<tr>
<td>saib</td>
<td>pog</td>
<td>tuaj</td>
</tr>
<tr>
<td>ob</td>
<td>tug</td>
<td>tuaj</td>
</tr>
<tr>
<td>peb</td>
<td>tug</td>
<td>coj</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High</th>
<th>Breathy</th>
<th>Rising</th>
</tr>
</thead>
<tbody>
<tr>
<td>ob</td>
<td>tug</td>
<td>dev</td>
</tr>
<tr>
<td>plaub</td>
<td>tug</td>
<td>miv</td>
</tr>
<tr>
<td>peb</td>
<td>lug</td>
<td>kev</td>
</tr>
<tr>
<td>ib</td>
<td>leeg</td>
<td>siv</td>
</tr>
<tr>
<td>neb</td>
<td>nug</td>
<td>lawv</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High</th>
<th>Breathy</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>siab</td>
<td>kawg</td>
</tr>
<tr>
<td></td>
<td>tab</td>
<td>meeg</td>
</tr>
<tr>
<td></td>
<td>peb</td>
<td>nog</td>
</tr>
<tr>
<td></td>
<td>nees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>neb</td>
<td>nug</td>
</tr>
<tr>
<td></td>
<td>nwz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ib</td>
<td>pawg</td>
</tr>
<tr>
<td></td>
<td>taws</td>
<td></td>
</tr>
</tbody>
</table>

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.

### III. Grammar Drills

#### Single Pattern Drills:

<table>
<thead>
<tr>
<th>kuv</th>
<th>pub</th>
<th>nees</th>
<th>qaih</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td>qaih</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td>npua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>os</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kuv</th>
<th>cheb</th>
<th>tsev</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td>zov</td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kuv</th>
<th>txiau</th>
<th>taws</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Paired Pattern Drills:

<table>
<thead>
<tr>
<th>koj</th>
<th>ris</th>
<th>dej</th>
<th>los?</th>
</tr>
</thead>
<tbody>
<tr>
<td>nej</td>
<td>zaub</td>
<td>(vegetable)</td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>pobkws</td>
<td>(corn)</td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kjo</th>
<th>cog</th>
<th>pobkws</th>
<th>los?</th>
</tr>
</thead>
<tbody>
<tr>
<td>nej</td>
<td>nplej</td>
<td>(rice)</td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>zaub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yog,</th>
<th>kuv</th>
<th>ris</th>
<th>dej</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td>zaub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>pobkws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yog,</th>
<th>kuv</th>
<th>cog</th>
<th>pobkws</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb</td>
<td>nplej</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>zaub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teem</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>(-s)</th>
<th>(-m)</th>
<th>(-m)</th>
<th>(-s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cas</td>
<td>cam</td>
<td>kam</td>
<td>kas</td>
</tr>
<tr>
<td>dais</td>
<td>daim</td>
<td>laim</td>
<td>lais</td>
</tr>
<tr>
<td>haus</td>
<td>haum</td>
<td>kaum</td>
<td>kaus</td>
</tr>
<tr>
<td>pes</td>
<td>pem</td>
<td>cem</td>
<td>ces</td>
</tr>
<tr>
<td>nees</td>
<td>neem</td>
<td>lom</td>
<td>los</td>
</tr>
</tbody>
</table>

TWO-WORD DRILLS:

<table>
<thead>
<tr>
<th>(-v)</th>
<th>(-m)</th>
<th>(-m)</th>
<th>(-v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuv</td>
<td>pom</td>
<td>pom</td>
<td>miv</td>
</tr>
<tr>
<td>pom</td>
<td>txiv</td>
<td>hem</td>
<td>kuv</td>
</tr>
<tr>
<td>pom</td>
<td>cem</td>
<td>niam</td>
<td>txiv</td>
</tr>
<tr>
<td>pom</td>
<td>niam</td>
<td>tseem</td>
<td>hlawv</td>
</tr>
<tr>
<td>pom</td>
<td>nom</td>
<td>pom</td>
<td>dev</td>
</tr>
</tbody>
</table>
THREE-WORD DRILLS:

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

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.

Subject  Verb  Object
kuv    pub    nees

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

Subject  Verb  Object
kuv    tsis  ua    dabtsi

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

Subject  Verb  Object
koj    tseem  ua    dabtsi?

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

Subject  Verb  Object
koj    pub    nees    los?

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'.

16
Hmong sentences can have many verbs strung together. In lesson 1, a grammar drill did you notice where two verbs come together?

Subject    Verb    Verb    Object
koj         mus      ua       dabtsi?

IV. TALKY-TALK

'lós' 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?  "Are you at home?"
   (ques. live in particle)

   (also)  (come)

3. Caiv tsis caiv 'os?  "Have you a taboo?"
   (taboo)

4. Tsis caiv 'as.  "No."
   (particle)

5. Zaum 'os."  "Sit down."
   (sit)

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'

'rn' remains 'r' before 't', 'c', 'r'

'rn' becomes 'ŋ' before 'k', 'q'

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

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

<table>
<thead>
<tr>
<th>k/nk</th>
<th>k</th>
<th>nk</th>
<th>q/nq</th>
<th>q</th>
<th>nq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ka</td>
<td>nka</td>
<td>qag</td>
<td>nqag</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kais</td>
<td>nkaís</td>
<td>qaj</td>
<td>nqaj</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kaub</td>
<td>nkaub</td>
<td>qaij</td>
<td>nqaij</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kawg</td>
<td>nkawg</td>
<td>qe</td>
<td>nqe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kees</td>
<td>nkees</td>
<td>qeg</td>
<td>nqeg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>kim</td>
<td>nkim</td>
<td>qee</td>
<td>nqee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c/nc</th>
<th>c</th>
<th>nc</th>
<th>r/nr</th>
<th>r</th>
<th>nr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cab</td>
<td>ncab</td>
<td>rab</td>
<td>nrab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cai</td>
<td>ncaí</td>
<td>raug</td>
<td>nráug</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cauj</td>
<td>ncauj</td>
<td>rawm</td>
<td>nrâw</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>caws</td>
<td>ncaws</td>
<td>re</td>
<td>nre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ceb</td>
<td>nceb</td>
<td>ris</td>
<td>nrí</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ceev</td>
<td>nceev</td>
<td>rob</td>
<td>nríb</td>
<td></td>
</tr>
</tbody>
</table>

**TAPE EXERCISE 7.**

1. qag  2. rab  3. nqaij  4. npe  5. tais  6. ntawm  7. nkees
20. nrí

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

<table>
<thead>
<tr>
<th>u/w</th>
<th>u</th>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ub</td>
<td>wb</td>
</tr>
<tr>
<td></td>
<td>cug</td>
<td>cwg</td>
</tr>
<tr>
<td></td>
<td>cuj</td>
<td>cwj</td>
</tr>
<tr>
<td></td>
<td>dub</td>
<td>dwb</td>
</tr>
<tr>
<td></td>
<td>hub</td>
<td>hwb</td>
</tr>
<tr>
<td></td>
<td>luj</td>
<td>lwj</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>au/aw</th>
<th>au</th>
<th>aw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cauj</td>
<td>cawj</td>
</tr>
<tr>
<td></td>
<td>daug</td>
<td>dawg</td>
</tr>
<tr>
<td></td>
<td>haub</td>
<td>hawb</td>
</tr>
<tr>
<td></td>
<td>kaum</td>
<td>kawm</td>
</tr>
<tr>
<td></td>
<td>lau</td>
<td>law</td>
</tr>
<tr>
<td></td>
<td>pauv</td>
<td>pawv</td>
</tr>
</tbody>
</table>

**TAPE EXERCISE 8.**


**TONE DRILLS:**

\[
\begin{array}{cccc}
| (-j) | (-b) | (-b) | (-j) \\
|------|------|------|------|
| køj paub | | wb noj | \\
| nej salb | | ceeb laj | \\
| lua j teb | | tub tuaj | \\
| kaj siab | | dib loj | \\
| caij tsheb | | dob nroj |
\end{array}
\]

\[
\begin{array}{cccc}
| (-j) | (-) | (-) | (-j) \\
|------|-----|-----|------|
| haj ua | | rau leej | \\
| køj ua | | xya leej | \\
| noj tau | | zoo neej | \\
| tua j dua | | tau noj | \\
| nriaj hlua | | ce dej |
\end{array}
\]

20
(-j)    (-s)    (-s)    (-j)
caj pas   ris dej
cua pas   nees hawj
daw j los  tes lauj
hwj nws   tsis meej
kaj hlis  nws tuaj

(-j)    (-v)    (-v)    (-j)
coj kuv   yuav coj
dauj ncuav txiav cwj
looj hniav txiv duaj
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
laij liag   tawg choj
luaj tag   noog daej
nwj kiag   qaug doj
nkij deg   ntswig lej

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

IV GRAMMAR DRILLS

SINGLE PATTERN DRILLS:
nej los tsev          peb tsis caiv
koj                      wb   mus
(neb    (you)     nws   noj
   Teem      (eat)

21
hnub no kuv tsis cheb tsev  
(day this)  
zov tsev  
tsoov txhuv  
tuav txhuv  
ris dej

PAIRED PATTERN DRILLS:

<table>
<thead>
<tr>
<th>nws puas noj mov?</th>
<th>-</th>
<th>nws noj thiab</th>
</tr>
</thead>
<tbody>
<tr>
<td>ris dej?</td>
<td>-</td>
<td>ris</td>
</tr>
<tr>
<td>txiav taws?</td>
<td>-</td>
<td>txiav</td>
</tr>
<tr>
<td>tuav txhuv?</td>
<td>-</td>
<td>tuav</td>
</tr>
<tr>
<td>pub npua?</td>
<td>-</td>
<td>pub</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>koj puas cheb tsev?</th>
<th>-</th>
<th>kuv tsis cheb</th>
</tr>
</thead>
<tbody>
<tr>
<td>zov tsev?</td>
<td>-</td>
<td>zov</td>
</tr>
<tr>
<td>tsoov txhuv?</td>
<td>-</td>
<td>tsoov</td>
</tr>
<tr>
<td>tuav txhuv?</td>
<td>-</td>
<td>tuav</td>
</tr>
<tr>
<td>ris dej?</td>
<td>-</td>
<td>ris</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hnub no nej ua dabtsi?</th>
<th>-</th>
<th>Hnub no peb tsis ua dabtsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>koj</td>
<td>-</td>
<td>kuv</td>
</tr>
<tr>
<td>neb</td>
<td>-</td>
<td>wb</td>
</tr>
<tr>
<td>nws</td>
<td>-</td>
<td>nws</td>
</tr>
<tr>
<td>lawv</td>
<td>-</td>
<td>lawv</td>
</tr>
<tr>
<td>Teem</td>
<td>-</td>
<td>Teem</td>
</tr>
</tbody>
</table>

22
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', 'qkh', 'qgh', and 'nch' phonetically.

<table>
<thead>
<tr>
<th>(ph/nph)</th>
<th>(th/nth)</th>
<th>(kh/nkh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>nph</td>
<td>th</td>
</tr>
<tr>
<td>phav</td>
<td>nphav</td>
<td>thab</td>
</tr>
<tr>
<td>phau</td>
<td>nphau</td>
<td>thav</td>
</tr>
<tr>
<td>phiv</td>
<td>nphiv</td>
<td>thaws</td>
</tr>
<tr>
<td>phob</td>
<td>nphob</td>
<td>thee</td>
</tr>
<tr>
<td>phoo</td>
<td>nphoo</td>
<td>thi</td>
</tr>
<tr>
<td>phoov</td>
<td>nphoov</td>
<td>thos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(qh/nqh)</th>
<th>(ch/nch)</th>
</tr>
</thead>
<tbody>
<tr>
<td>qh</td>
<td>nqh</td>
</tr>
<tr>
<td>qhe</td>
<td>nqha</td>
</tr>
<tr>
<td>qhib</td>
<td>nqhis</td>
</tr>
<tr>
<td>qho</td>
<td>nqho</td>
</tr>
<tr>
<td>qhuj</td>
<td>nqhug</td>
</tr>
<tr>
<td>qhuab</td>
<td>nqhuab</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23
TAPE EXERCISE 10.

1. chaub  2. nqho  3. nthaws  4. nphoov  5. khawv  6. nqhis

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.

<table>
<thead>
<tr>
<th>ee</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>yeeb</td>
<td>feeb</td>
</tr>
<tr>
<td>yeej</td>
<td>leej</td>
</tr>
<tr>
<td>yeev</td>
<td>ceev</td>
</tr>
<tr>
<td>xyeej</td>
<td>meej</td>
</tr>
<tr>
<td>nyeeb</td>
<td>qeeb</td>
</tr>
<tr>
<td>nyeeem</td>
<td>tseem</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>(-b)</th>
<th>(-b)</th>
<th>(-j)</th>
<th>(-j)</th>
<th>(-)</th>
<th>(-)</th>
<th>(-v)</th>
<th>(-v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>peb paub</td>
<td>koj tuaj</td>
<td>cau tai</td>
<td>kuv cev</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lub eeb</td>
<td>nej caij</td>
<td>fee rau</td>
<td>cov dav</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ib lub</td>
<td>coj koj</td>
<td>hle hlo</td>
<td>chav tsev</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wb pub</td>
<td>loj cuj</td>
<td>ua duu</td>
<td>hav zoov</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rob caub</td>
<td>muaj dej</td>
<td>ntsia hlau</td>
<td>daiv plev</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pub dawb</td>
<td>hwj koj</td>
<td>ua ke</td>
<td>fuv khawv</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(+s)</th>
<th>(-s)</th>
<th>(-m)</th>
<th>(-m)</th>
<th>(-g)</th>
<th>(-g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cais mis</td>
<td>cawm dim</td>
<td>cog tag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hais tias</td>
<td>pom cuam</td>
<td>dig muag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nws mus</td>
<td>lim hiam</td>
<td>lag ntseg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tus nees</td>
<td>hum lawm</td>
<td>luag tag</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fos ntais</td>
<td>maaim phom</td>
<td>niag nroog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xaws ris</td>
<td>lam them</td>
<td>pliag deg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TAPE EXERCISE 11.

1. kuv cev  2. cau 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:

<table>
<thead>
<tr>
<th>Lub no hu li cas?</th>
<th>-</th>
<th>Lub no hu ua thooob kawm tais rooij teeb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tus no hu li cas?</td>
<td>-</td>
<td>Tus no hu ua npua qaib nees os dev (dog)</td>
</tr>
<tr>
<td>(clf.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yam no hu li cas?</td>
<td>-</td>
<td>Yam no hu ua txhuv nplej mov taws dej</td>
</tr>
<tr>
<td>(clf.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nej lus hu li cas?</td>
<td>-</td>
<td>Pef lus hu ua zaub lawv dej taws pobkws nplej</td>
</tr>
<tr>
<td>Lawv</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Hmoob</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haub no</td>
<td>peb</td>
<td>ua</td>
<td>teb</td>
</tr>
<tr>
<td>Ob hnub no</td>
<td>(these days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tagkis no</td>
<td>(morning)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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 zaum - '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.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>kuv &quot;I&quot;</td>
<td>wb &quot;we&quot; (two)</td>
</tr>
<tr>
<td>2nd person</td>
<td>koj &quot;you&quot;</td>
<td>neb &quot;you&quot; (two)</td>
</tr>
<tr>
<td>3rd person</td>
<td>nws &quot;he, she, it&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Plural

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>peb &quot;we&quot; (three or more)</td>
</tr>
<tr>
<td>2nd person</td>
<td>nej &quot;you&quot; (three or more)</td>
</tr>
<tr>
<td>3rd person</td>
<td>lawv &quot;they&quot;</td>
</tr>
</tbody>
</table>
UNIT 1

LESSON 3: A

I. USEFUL SENTENCES

1. Koj lub kawm loj kawg li yom?* (big ques.)
   - "Your basket is big isn't it?"

2. Koj lub hwjkais loj kawg li yom? (kettle)
   - "Your kettle is big isn't it?"

3. Koj lub dab loj kawg li yom? (trough)
   - "Your trough is big isn't it?"

4. Koj rab hneev loj kawg li yom? (clf. crossbow)
   - "Your crossbow is big isn't it?"

5. Koj rab phom loj kawg li yom? (gun)
   - "Your gun is big isn't it?"

6. Koj rab riam loj kawg li yom? (knife)
   - "Your knife is big isn't it?"

7. Lub kawm no tsis yog kuv li. (is)
   - "This basket is not mine."

8. Yog kuv txiv li.
   - "It's my father's."

II. WORD STUDY

'jom' 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>hm</td>
<td>n</td>
</tr>
<tr>
<td>mob</td>
<td>hmob</td>
<td>nab</td>
</tr>
<tr>
<td>mab</td>
<td>hmob</td>
<td>nav</td>
</tr>
<tr>
<td>mov</td>
<td>hmov</td>
<td>nem</td>
</tr>
<tr>
<td>moo</td>
<td>hmoob</td>
<td>neev</td>
</tr>
<tr>
<td>moov</td>
<td>hmoov</td>
<td>noob</td>
</tr>
</tbody>
</table>

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)  \hspace{1cm} (hn/hny)  \hspace{1cm} (ny/hny)
\begin{array}{|c|c|c|c|c|}
\hline
 n & ny & \hspace{0.5cm} hn & \hspace{0.5cm} hny & \hspace{0.5cm} ny & hny \\
\hline
 nab & nyab & \hspace{0.5cm} hnav & \hspace{0.5cm} hnyav & \hspace{0.5cm} nyav & \hspace{0.5cm} hnyav \\
nooj & nyooj & \hspace{0.5cm} hmemo & \hspace{0.5cm} hnyev & \hspace{0.5cm} nyem & \hspace{0.5cm} hnyev \\
nog & nyog & \hspace{0.5cm} hnia & \hspace{0.5cm} hniab & \hspace{0.5cm} nyiaj & \hspace{0.5cm} hniab \\
nem & nyem & \hspace{0.5cm} hno & \hspace{0.5cm} hnyo & \hspace{0.5cm} nyos & \hspace{0.5cm} hnyos \\
nneeb & nyeeeb & \hspace{0.5cm} hnow & \hspace{0.5cm} hnyos & \hspace{0.5cm} nyuj & \hspace{0.5cm} hnyuv \\
nuj & nyuj & \hspace{0.5cm} hnoun & \hspace{0.5cm} hnyuv & \hspace{0.5cm} hnoun & \hspace{0.5cm} hnyuv \\
\hline
\end{array}

TAPE EXERCISE 12.

1. hmov  2. hmoob  3. hnyev  4. hneev  5. moov  6. nyeeb

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

laus  \hspace{1cm} tus laus  \hspace{1cm} ib tug laus laus li
paub  \hspace{1cm} tsis paub  \hspace{1cm} kuv tsis paub klag li
caum  \hspace{1cm} caum tau  \hspace{1cm} kuv caum tau lawm
faus  \hspace{1cm} faus teb  \hspace{1cm} kuv yauv mus faus teb
nenau  \hspace{1cm} dej nau  \hspace{1cm} dej nau nau 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  \hspace{1cm} cawm peb  \hspace{1cm} Yexu cawm peb dim
dawb  \hspace{1cm} pub dawb  \hspace{1cm} nws pub dawb dawb li
kaw  \hspace{1cm} kw joc rooj  \hspace{1cm} kovtsij kw joc rooj
lawv  \hspace{1cm} lawv mus  \hspace{1cm} lawv mus teb lawm
fawb  \hspace{1cm} fawb ntu  \hspace{1cm} pheej fawb ntu fawb teb

TONE DRILLS

TWO-WORD DRILLS:

\begin{array}{|c|c|c|c|c|}
\hline
(-) & (-b) & (-s) & (-) & (-) & (-) & (-) & (-) & (-) \\
\hline
ua siab & iab oo & ce dej & nkauj fa & kaj hli & txoj hu & noj hmu & txoj lw \\
uo teb & paub cai & cuo dej & da dej & dnuauj & hau nfuaj & & & \\
hua liab & lub chaw & & di auaj & & & & & \\
cua dub & sib cha & & & & & & & \\
dea zau & fab fo & & & & & & & \\
\hline
\end{array}
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  thiah
  kuv  tus  nees  chiv  keeb  mob
  kuv  hais  tias  kuv  poob  siab
  kuv  tsis  hnoos  kev  fab  thiah
  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
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
(fut.)

  tsev
  hav  zoov
    (forest)
  nram  moos
    (plains)

kuv  yuav  cog  pobs  kws
(plant)

  wb
  nplej
  lawv
  zaub
  nws
  peb

Kuv  yuav  mus  ris  pobs  kws

  wb
  nplej
  nws
  zaub
  lawv
  peb
  taws

kuv  yuav  mus  pub  qaib

  wb
  nplej
  nws
  zaub
  lawv
  peb
  taws

30
<table>
<thead>
<tr>
<th>kuv tsis muaj kawm (have)</th>
<th>lub kawm no loj kawg li</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsev</td>
<td>me kawg li (small)</td>
</tr>
<tr>
<td>thoob</td>
<td>hnyav kawg li (heavy)</td>
</tr>
<tr>
<td>nyiaj (money)</td>
<td>sib kawg li (light)</td>
</tr>
<tr>
<td>teb</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lub thoob no loj kawg li</th>
<th>rab hneev no loj kawg li</th>
</tr>
</thead>
<tbody>
<tr>
<td>dab</td>
<td>phom</td>
</tr>
<tr>
<td>me kawg li</td>
<td>me kawg li</td>
</tr>
<tr>
<td>hnyav kawg li</td>
<td>riam</td>
</tr>
<tr>
<td>sib kawg li</td>
<td>sib kawg li</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>koj lub kawm</th>
<th>koj ramb hneev</th>
<th>koj tus qaib</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoob</td>
<td>phom</td>
<td>npua</td>
</tr>
<tr>
<td>hwjkais</td>
<td>riam</td>
<td>dev</td>
</tr>
<tr>
<td>dab</td>
<td></td>
<td>os</td>
</tr>
<tr>
<td>tais</td>
<td></td>
<td>nees</td>
</tr>
</tbody>
</table>

**PAIRED PATTERN DRILLS:**

<table>
<thead>
<tr>
<th>lub kawm no puas yog koj li?</th>
<th>lub kawm no tsis yog kuv li</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoob</td>
<td>wb</td>
</tr>
<tr>
<td>tais</td>
<td>nws</td>
</tr>
<tr>
<td>teeb</td>
<td>nej</td>
</tr>
<tr>
<td>deb</td>
<td>lawv</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tus qaib no puas yog koj li?</th>
<th>tus qaib no tsis yog kuv li</th>
</tr>
</thead>
<tbody>
<tr>
<td>npua</td>
<td>wb</td>
</tr>
<tr>
<td>nees</td>
<td>nws</td>
</tr>
<tr>
<td>dev</td>
<td>peb</td>
</tr>
<tr>
<td>os</td>
<td>lawv</td>
</tr>
</tbody>
</table>

31
rab hneev no puas yog koj li?
phom     wb
riam     nws
nej       -
lawv     -

rab hneev no tsis yog kuv li
phom     wb
riam     nws
nej       -
lawv     -

lub kawm no tsis yog kuv li
thoob    -
tais      -
teeb      -
dab       -
yog kuv niam li
(mother)

rab hneev no tsis yog kuv li
phom     -
riam     -
yog kuv txiv li
UNIT 1

LESSON 3B

I. USEFUL SENTENCES

1. Koj niam muaj pes tsawg tus menyam? — "How many children does your mother have?"
   (how many)

2. Koj niam muaj pes tsawg tus ntxhais? — "How many daughters does your mother have?"
   (daughter)

3. Koj niam muaj pes tsawg tus tub? — "How many sons does your mother have?"
   (son)

4. Kuv niam muaj ob tug ntxhais xwb. — "My mother has only two daughters."
   (2) (only)

5. Kuv niam muaj peb tug tub xwb. — "My mother has only three sons."

6. Kuv yog tus hlob. — "I'm the eldest."
   (older)

7. Kuv yog tus yau. — "I'm the youngest."
   (younger)

8. Kuv yog tus nrah. — "I'm the middle one."
   (middle)

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'.

<table>
<thead>
<tr>
<th>(r/rh)</th>
<th>(r/nr)</th>
<th>(rh/nrh)</th>
<th>(nr/nrh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>rh</td>
<td>r</td>
<td>r</td>
</tr>
<tr>
<td>rasi</td>
<td>rhais</td>
<td>ras</td>
<td>nras</td>
</tr>
<tr>
<td>nrah</td>
<td>nhau</td>
<td>nrai</td>
<td>nrhai</td>
</tr>
<tr>
<td>nw</td>
<td>nhw</td>
<td>nhw</td>
<td>nhw</td>
</tr>
<tr>
<td>re</td>
<td>rhi</td>
<td>nre</td>
<td>nhai</td>
</tr>
<tr>
<td>riab</td>
<td>rhib</td>
<td>nig</td>
<td>rho</td>
</tr>
<tr>
<td>rham</td>
<td>ruh</td>
<td>nrob</td>
<td>nro</td>
</tr>
</tbody>
</table>

TAPE EXERCISE 14.

1. nrau  2. nrhij  3. rob  4. nrawv  5. rais  6. rhe  7. nro
8. nrha  9. rhij  10. nras  11. nrhia  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
chvw  npua chvw
hwj  hwj nws
lwm  lwm hnub
nws  nws nyob
hwb  taub hwb

TONES 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 sáib 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
Cheeb  nrab
(name)
nws  yau
Cheeb  nrab
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? — nws muaj ib tug xwb
  tub
  ntxhais
  npua
  qaib

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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 vinaus - two sisters
- ob kwvtx - 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 thamb (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 txhais - ob tug txhais
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 'mè' 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 mimicking 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. Pab 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'skill

- Make a break between the 's' and the rest of the word:
  ssssss 'pill,  sssss 'till,  sssss '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:

<table>
<thead>
<tr>
<th>(-b)</th>
<th>(-v)</th>
<th>(-s)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>pab</td>
<td>piv</td>
<td>pes</td>
</tr>
<tr>
<td>t</td>
<td>tab</td>
<td>tiv</td>
<td>tes</td>
</tr>
<tr>
<td>k</td>
<td>kab</td>
<td>kiv</td>
<td>kes</td>
</tr>
</tbody>
</table>
UNIT 1

LESSON 4.A

I. USEFUL SENTENCES

1. Sawvntxov peb pojniam Hmoob raub 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. Tavsu 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 haujlxwm. "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'.

<table>
<thead>
<tr>
<th>f</th>
<th>v</th>
</tr>
</thead>
<tbody>
<tr>
<td>faj</td>
<td>vaj</td>
</tr>
<tr>
<td>fam</td>
<td>vam</td>
</tr>
<tr>
<td>faib</td>
<td>vaim</td>
</tr>
<tr>
<td>fim</td>
<td>vim</td>
</tr>
<tr>
<td>fiav</td>
<td>viav</td>
</tr>
<tr>
<td>fos</td>
<td>vos</td>
</tr>
</tbody>
</table>

'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".

<table>
<thead>
<tr>
<th>s</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>sab</td>
<td>zab</td>
</tr>
<tr>
<td>seb</td>
<td>zeb</td>
</tr>
<tr>
<td>sij</td>
<td>zijd</td>
</tr>
<tr>
<td>sov</td>
<td>zov</td>
</tr>
<tr>
<td>sais</td>
<td>zais</td>
</tr>
<tr>
<td>saw</td>
<td>zaw</td>
</tr>
</tbody>
</table>

'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)

<table>
<thead>
<tr>
<th>x</th>
<th>xy</th>
</tr>
</thead>
<tbody>
<tr>
<td>xab</td>
<td>xyab</td>
</tr>
<tr>
<td>xem</td>
<td>xyem</td>
</tr>
<tr>
<td>xiv</td>
<td>xyiv</td>
</tr>
<tr>
<td>xeem</td>
<td>xyeeem</td>
</tr>
<tr>
<td>xooj</td>
<td>xyooj</td>
</tr>
<tr>
<td>xuas</td>
<td>xyuas</td>
</tr>
</tbody>
</table>

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

(y/xy)

<table>
<thead>
<tr>
<th>y</th>
<th>xy</th>
</tr>
</thead>
<tbody>
<tr>
<td>yav</td>
<td>xyav</td>
</tr>
<tr>
<td>ya</td>
<td>xya</td>
</tr>
<tr>
<td>yiv</td>
<td>xyiv</td>
</tr>
<tr>
<td>yom</td>
<td>xyom</td>
</tr>
<tr>
<td>yeeb</td>
<td>xyeeb</td>
</tr>
<tr>
<td>yuas</td>
<td>xyuas</td>
</tr>
</tbody>
</table>
'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)

<table>
<thead>
<tr>
<th>s</th>
<th>xy</th>
</tr>
</thead>
<tbody>
<tr>
<td>sab</td>
<td>xyab</td>
</tr>
<tr>
<td>saw</td>
<td>xyaw</td>
</tr>
<tr>
<td>sem</td>
<td>xyem</td>
</tr>
<tr>
<td>seej</td>
<td>xyeej</td>
</tr>
<tr>
<td>sov</td>
<td>xyov</td>
</tr>
<tr>
<td>soob</td>
<td>xyoob</td>
</tr>
</tbody>
</table>

TAPE EXERCISE 16.

1. xeem 2. xyeem 3. xyab 4. sab 5. soob 6. sij 7. saw
15. xyuas 16. xab

TONES 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.

<table>
<thead>
<tr>
<th>-b</th>
<th>-d</th>
<th>-s</th>
<th>-d</th>
<th>-v</th>
<th>-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>nyob ntawd</td>
<td>mus tod</td>
<td>kev tod</td>
<td>txoj tod</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sab ped</td>
<td>mus ped</td>
<td>kev tid</td>
<td>txoj tid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sab nraud</td>
<td>mus nraud</td>
<td>kev nrad</td>
<td>txoj nrad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lub nrad</td>
<td>mus nrad</td>
<td>kev ped</td>
<td>txoj ped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saib tid</td>
<td>mus tid</td>
<td>kev nraud</td>
<td>txo j nraud</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>-m</th>
<th>-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntawm</td>
<td>ntawd</td>
</tr>
<tr>
<td>pem</td>
<td>ped</td>
</tr>
<tr>
<td>nraum</td>
<td>nraud</td>
</tr>
<tr>
<td>nram</td>
<td>nrad</td>
</tr>
<tr>
<td>tim</td>
<td>tid</td>
</tr>
<tr>
<td>tom</td>
<td>tod</td>
</tr>
</tbody>
</table>

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.
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.

* Or 'sus'.

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PAIR PATTERN DRILL:

tausu koj puas rauv taws?

ntais pokkws

taus

txiav taws?
txhib taws?
ris zuab?
ua haujllum?
ua su?

- tausu kuv tseem yuav rauv taws

ntais pokkws

taus

txiav taws
txhib taws
ris zuab
ua haujllum
ua su
UNIT 1

LESSON 4.B

I. USEFUL SENTENCES

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.

\[
\begin{align*}
1 & \quad hl \\
lav & \quad hlav \\
lais & \quad hlais \\
lau & \quad hlau \\
lib & \quad hlib \\
lawv & \quad hlawv \\
lev & \quad hlev
\end{align*}
\]

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.

\[
\begin{align*}
nl & \\
nlom & \\
nlog & \\
nloog & \\
nluas & \\
nluav
\end{align*}
\]
'hn1' Adjust the tongue position and blow through the nose. Thus far we only have one example of this phoneme:

'hnlos'

**TONE DRILLS:**

<table>
<thead>
<tr>
<th>-v</th>
<th>-v</th>
<th>-s</th>
<th>-v</th>
<th>-v</th>
<th>-s</th>
<th>-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuv</td>
<td>yuav</td>
<td>mus</td>
<td>kev</td>
<td>kuv</td>
<td>yuav</td>
<td>mus</td>
</tr>
<tr>
<td>kuv</td>
<td>yuav</td>
<td>mus</td>
<td>tsev</td>
<td>kuv</td>
<td>xav</td>
<td>musa</td>
</tr>
<tr>
<td>lawv</td>
<td>yuav</td>
<td>mus</td>
<td>kev</td>
<td>kuv</td>
<td>xav</td>
<td>musa</td>
</tr>
<tr>
<td>lawv</td>
<td>yuav</td>
<td>mus</td>
<td>tsev</td>
<td>kuv</td>
<td>yuav</td>
<td>musa</td>
</tr>
<tr>
<td>Yeab</td>
<td>yuav</td>
<td>mus</td>
<td>tsev</td>
<td>kuv</td>
<td>hnav</td>
<td>ris</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-v</th>
<th>-v</th>
<th>-s</th>
<th>-m</th>
</tr>
</thead>
<tbody>
<tr>
<td>lawv</td>
<td>kav</td>
<td>tsis</td>
<td>tau</td>
</tr>
<tr>
<td>kuv</td>
<td>hnav</td>
<td>tis</td>
<td>zoo</td>
</tr>
<tr>
<td>kuv</td>
<td>hnav</td>
<td>ris</td>
<td>tsho</td>
</tr>
<tr>
<td>kuv</td>
<td>hlavw</td>
<td>tis</td>
<td>ci</td>
</tr>
<tr>
<td>kuv</td>
<td>xav</td>
<td>mus</td>
<td>de</td>
</tr>
<tr>
<td>kuv</td>
<td>xav</td>
<td>tis</td>
<td>tag</td>
</tr>
<tr>
<td>kuv</td>
<td>hnav</td>
<td>tis</td>
<td>tag</td>
</tr>
<tr>
<td>kuv</td>
<td>xav</td>
<td>tis</td>
<td>tag</td>
</tr>
<tr>
<td>kuv</td>
<td>yuav</td>
<td>hla</td>
<td>tag</td>
</tr>
</tbody>
</table>

**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) køj txawj txawj u̱a haujlwm
    (able)
    u̱a teb
    u̱a mov
    xaws khaubncaws
    u̱a paj ntaub
    (embroidery)
    yug npua
    (raise)
    yug qaib

46
(2) cov txivnej txawj txawj
   ntv ntoo (fell tree)
txhib taws
txiav taws
u a teb
luaj teb (cut)
tua npua (kill)
tsuav nqaij

(3) kuv xav xav noj (want to)
   qe
   mov
   zaub
   nqaij
   pobkws
   nyuj mis (milk)
   piam thaj (sugar)

(4) kuv txiv xav xav
   ntv ntoo
txhib taws
txiav taws
u a 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
    ntv ntoo
txhib taws
    txiav taws
    u a haujlwm

(6) koj
    tsis xav
    noj mov
    tua npua
    pub nees
    tsuav nqaij
    ntv ntoo
txhib taws
    txiav taws
    u a haujlwm

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.

'luj' - 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 finally, e.g. chopping up greens for pigs, or chopping up meat.

'txhib' - to split wood off lengthwise along the log.

tagkis no kuv txiv txia taws
    luj teb
    ntov ntow
    tsuav ngaij
    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 txhais’ tseem cheb ____.
8. Koj lub kawm loj loj li ____.
9. Koj niamb puaj pes tsawg tus ____.
10. Sawntxov peb pojniam Hmoob hau ____.
11. Tavsu kuv txiv ntorv ____.
12. Tagkis no kuv tus tub tua ____.
13. Kuv txiv tseem tsuav ____.
14. Kuv niamb tjawt txawj ua ____.
15. Lawv puas xav noj ____.

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UNIT 1

LESSON 5.A

I. USEFUL SENTENCES

1. Nej sawvdaws tuaj los? (everyone)  "You've all come?"
2. Peb tuaj 'os.  "Yes, we've come."
3. Nej nyob qhov twg tuaj? (where)  "Where have you come from?"
4. Peb nyob tom Hav Nplooj tuaj. (there Palm Leaf)  "We've come from Palm Leaf."
5. Peb nyob tim Roob Loj tuaj. (there Big Mountain)  "We've come from Big Mountain."
6. Peb nyob nram zos kev tsheb tuaj: (down (village) Road motor) (there)  "We've come from Motor Road village."

II. WORD STUDY

Village Names: These are the names of some of the villages in the Pitsaanuloke area. Note that the English names are not necessarily direct translations of the Hmong. The English names are the ones given for the home constituency. A fairly comprehensive list is given here for your interest.

Hav Nplooj or Roob Nplooj - Palm Leaf
Tiaj Xyoob Lab - Bitter Bamboo
Hav Qhuav or Pas Nyab - Dry Creek
Thab Npawb - Tamboe
Khij Thauj - Keytoe
Fib Xais - White Water Village
Hooj Kav - Rocky Meadow
Zos kev tsheb or Nkaj Xauv lub zos - little motor road village but for home use, New Road Village
Qhoj Qhab - Cawca
Khosnyas or Roob Loj - Big Mountain

Note that 'Khosnyas' or 'Roob Loj' refers not simply to one village but also to the large area south of the motor road which is made up of a number of villages.

In the Chiangmai area there is 'Xusthej' which is the Doi Suthep village, and also 'Paj Huab' - Kapok Clouds.

*In Thailand.
### 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'.

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

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

<table>
<thead>
<tr>
<th>(pl/npl)</th>
<th>(plh/nplh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pl</td>
<td>npl</td>
</tr>
<tr>
<td>plas</td>
<td>nplas</td>
</tr>
<tr>
<td>plaws</td>
<td>nplaws</td>
</tr>
<tr>
<td>plij</td>
<td>nplij</td>
</tr>
<tr>
<td>pliaq</td>
<td>npliaq</td>
</tr>
<tr>
<td>plos</td>
<td>nplos</td>
</tr>
</tbody>
</table>

**TAPE EXERCISE 18.**

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

**TONE DRILLS:**

<table>
<thead>
<tr>
<th>-j</th>
<th>-s</th>
<th>-s</th>
<th>-b</th>
<th>-b</th>
<th>-s</th>
<th>-s</th>
<th>-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>koj</td>
<td>puas</td>
<td>mus</td>
<td>teb</td>
<td>tub</td>
<td>puas</td>
<td>mus</td>
<td>teb</td>
</tr>
<tr>
<td>nej</td>
<td>puas</td>
<td>mus</td>
<td>teb</td>
<td>neb</td>
<td>puas</td>
<td>mus</td>
<td>teb</td>
</tr>
<tr>
<td>yeej</td>
<td>los</td>
<td>tsis</td>
<td>puab</td>
<td>Yeeb</td>
<td>tsis</td>
<td>mus</td>
<td>dob</td>
</tr>
<tr>
<td>koj</td>
<td>puas</td>
<td>faus</td>
<td>teb</td>
<td>neb</td>
<td>puas</td>
<td>mus</td>
<td>saib</td>
</tr>
<tr>
<td>koj</td>
<td>tsis</td>
<td>hais</td>
<td>peb</td>
<td>neb</td>
<td>tsis</td>
<td>hais</td>
<td>peb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-s</th>
<th>-s</th>
<th>-s</th>
<th>-m</th>
<th>-s</th>
<th>-s</th>
<th>-m</th>
<th>-v</th>
</tr>
</thead>
<tbody>
<tr>
<td>nws</td>
<td>ntaus</td>
<td>nruas</td>
<td>lawm</td>
<td>nws</td>
<td>mus</td>
<td>nram</td>
<td>hav</td>
</tr>
<tr>
<td>nws</td>
<td>puas</td>
<td>mus</td>
<td>kawm</td>
<td>nws</td>
<td>tsis</td>
<td>pom</td>
<td>lawv</td>
</tr>
<tr>
<td>nws</td>
<td>tsis</td>
<td>mus</td>
<td>kawm</td>
<td>tsis</td>
<td>mus</td>
<td>pem</td>
<td>lawv</td>
</tr>
<tr>
<td>daws</td>
<td>tus</td>
<td>nees</td>
<td>lawm</td>
<td>nws</td>
<td>mus</td>
<td>pom</td>
<td>lawv</td>
</tr>
<tr>
<td>tsis</td>
<td>hais</td>
<td>lus</td>
<td>lawm</td>
<td>tus</td>
<td>dais</td>
<td>caum</td>
<td>kauv</td>
</tr>
</tbody>
</table>
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  
te  
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  
tag lawm  
(or) tas lawm  
ua  
txiav  
txhib  
siv  
(use)  
luaj  
atsuav  
noj
(5) kuv cog nplej
ua teb
txiav taws
txhib taws
siv nyiaj
luaj teb
tsuav nqaij
noj mov

tag lawm (or) tas lawm
UNIT I

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."
   (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. '1b 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.

<table>
<thead>
<tr>
<th>d</th>
<th>dh</th>
</tr>
</thead>
<tbody>
<tr>
<td>dauv</td>
<td>dhauv</td>
</tr>
<tr>
<td>dev</td>
<td>dhev</td>
</tr>
<tr>
<td>duas</td>
<td>duhas</td>
</tr>
<tr>
<td>diab</td>
<td>dhia</td>
</tr>
<tr>
<td>dos</td>
<td>dhos</td>
</tr>
<tr>
<td>duj</td>
<td>duhuj</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>d</th>
<th>da</th>
<th>da dej</th>
<th>menyuam pheej da dej</th>
</tr>
</thead>
<tbody>
<tr>
<td>dai</td>
<td>dai vias</td>
<td></td>
<td>dai vias ntawm phab ntsa</td>
</tr>
<tr>
<td>dauj</td>
<td>tus dauj ncuav</td>
<td></td>
<td>kuv qiv tus dauj ncuav</td>
</tr>
<tr>
<td>dawn</td>
<td>nws dawn</td>
<td></td>
<td>nws dawn ntawm kev lawm</td>
</tr>
<tr>
<td>de</td>
<td>de zaub</td>
<td></td>
<td>koj mus de mentsis zaub</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>-b</th>
<th>-b</th>
<th>-b</th>
<th>-g</th>
<th>-b</th>
<th>-g</th>
<th>-b</th>
<th>-g</th>
</tr>
</thead>
<tbody>
<tr>
<td>ib</td>
<td>lub</td>
<td>taub</td>
<td>dag</td>
<td>ib</td>
<td>tug</td>
<td>tub</td>
<td>ntsuag</td>
</tr>
<tr>
<td>ob</td>
<td>lub</td>
<td>tsheb</td>
<td>tawg</td>
<td>ob</td>
<td>daig</td>
<td>teb</td>
<td>npleg</td>
</tr>
<tr>
<td>ob</td>
<td>lub</td>
<td>pob</td>
<td>ntsseg</td>
<td>ob</td>
<td>tug</td>
<td>xob</td>
<td>nyug</td>
</tr>
<tr>
<td>ib</td>
<td>lub</td>
<td>siab</td>
<td>cog</td>
<td>ib</td>
<td>ntaug</td>
<td>teb</td>
<td>npleg</td>
</tr>
<tr>
<td>ob</td>
<td>lub</td>
<td>noob</td>
<td>npleg</td>
<td>ib</td>
<td>tug</td>
<td>mob</td>
<td>npuag</td>
</tr>
</tbody>
</table>

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)  

<table>
<thead>
<tr>
<th>koj</th>
<th>mob li cas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>nws</td>
<td></td>
</tr>
<tr>
<td>neb</td>
<td></td>
</tr>
<tr>
<td>koj poejniam</td>
<td></td>
</tr>
<tr>
<td>koj txiv</td>
<td></td>
</tr>
<tr>
<td>koj tus</td>
<td>tub</td>
</tr>
<tr>
<td>koj tus ntxhais</td>
<td></td>
</tr>
<tr>
<td>koj niam</td>
<td></td>
</tr>
</tbody>
</table>

2)  

<table>
<thead>
<tr>
<th>koj</th>
<th>mob</th>
</tr>
</thead>
<tbody>
<tr>
<td>nws</td>
<td>plab</td>
</tr>
<tr>
<td>neb</td>
<td>hniav</td>
</tr>
<tr>
<td>koj poejniam</td>
<td>taubahau</td>
</tr>
<tr>
<td>koj txiv</td>
<td>hauv siab</td>
</tr>
<tr>
<td>koj tub</td>
<td>(chest)</td>
</tr>
<tr>
<td>koj niam</td>
<td>kotaw</td>
</tr>
<tr>
<td>koj txiv</td>
<td>(foot)</td>
</tr>
<tr>
<td>koj tus</td>
<td>ceg</td>
</tr>
<tr>
<td>ntxhais</td>
<td>(leg)</td>
</tr>
<tr>
<td></td>
<td>tes</td>
</tr>
<tr>
<td></td>
<td>(hand)</td>
</tr>
<tr>
<td></td>
<td>duav</td>
</tr>
<tr>
<td></td>
<td>(back)</td>
</tr>
</tbody>
</table>
Here is the other type of question you are familiar with.

3) **koj puas muaj**

| tshuaj?  |
| qaub?   |
| npua?   |
| nplej?  |
| nyiaj?  |
| qe?     |
| nyuj mis? |
| piam thaj? |

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

4) **kuv muaj**

<table>
<thead>
<tr>
<th>tshuaj</th>
<th>thiab</th>
</tr>
</thead>
<tbody>
<tr>
<td>zaub</td>
<td></td>
</tr>
<tr>
<td>qe</td>
<td></td>
</tr>
<tr>
<td>nyuj mis</td>
<td></td>
</tr>
<tr>
<td>piam thaj</td>
<td></td>
</tr>
<tr>
<td>nplej</td>
<td></td>
</tr>
<tr>
<td>txhuv</td>
<td></td>
</tr>
<tr>
<td>nqaij</td>
<td></td>
</tr>
</tbody>
</table>

'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 |
| npokws |
| nyuj mis |
| piam thaj |
| zaub |
| nqaij |
| xov |
| (thread) |

6) **kuv xav noj mentsis**

| mov |
| zaub |
| nqaij |
| nyuj mis |
| piam thaj |
| qe |
| tshuaj |
| mov |

7) **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 nian
    kuv txiv

haj tseem ua mentsis

cog

teb
mov
haujlewm
zaub
plej
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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>tham mentsis</td>
<td>mentsis</td>
</tr>
<tr>
<td>tos mentsis</td>
<td>tshuaj</td>
</tr>
<tr>
<td>(wait)</td>
<td>zaub</td>
</tr>
<tr>
<td>nyob mentsis</td>
<td>nplej</td>
</tr>
<tr>
<td>kam mentsis</td>
<td>nyiaj</td>
</tr>
<tr>
<td>(willing)</td>
<td>pobkws</td>
</tr>
</tbody>
</table>

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!
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.:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>kuv</td>
<td>ua</td>
<td>mov</td>
</tr>
<tr>
<td>kuv</td>
<td>pub</td>
<td>qalb</td>
</tr>
<tr>
<td>kuv</td>
<td>zov</td>
<td>tsev</td>
</tr>
<tr>
<td>kuv</td>
<td>cheb</td>
<td>tsev</td>
</tr>
<tr>
<td>kuv</td>
<td>txiav</td>
<td>taws</td>
</tr>
<tr>
<td>kuv</td>
<td>tuav</td>
<td>txhuv</td>
</tr>
</tbody>
</table>

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 qalb', 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.:

<table>
<thead>
<tr>
<th>Question</th>
<th>Negative Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nej puas caiv?</td>
<td>Peb tsis caiv.</td>
</tr>
<tr>
<td>Koj puas noj?</td>
<td>Kuv tsis noj.</td>
</tr>
</tbody>
</table>

'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-verbs come after the verb, either directly after, or after the object, e.g.:

post-verbal
koj lub kawm loj loj li yon?
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 xeb.
mws 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-verbs in the right place, post-verbs, 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:

\[
\begin{align*}
\text{niam} & \quad - \quad \text{mother (and mother-in-law)} \\
\text{txiv} & \quad - \quad \text{father (and father-in-law)} \\
\text{tus txiv} & \quad - \quad \text{husband} \\
\text{tus pojnim} & \quad - \quad \text{wife} \\
\text{tus tub} & \quad - \quad \text{son} \\
\text{tus ntxhais} & \quad - \quad \text{daughter} \\
\text{menyuam} & \quad - \quad \text{children}
\end{align*}
\]

Here are some others you should know:

\[
\begin{align*}
\text{nyab} & \quad - \quad \text{daughter-in-law} \\
\text{vavuv} & \quad - \quad \text{son-in-law} \\
\text{tijlaug} & \quad - \quad \text{older brother (as called by brothers)} \\
\text{kww} & \quad - \quad \text{younger brother (as called by brothers)} \\
\text{nus} & \quad - \quad \text{brother (older or younger as called by sister)} \\
\text{muam} & \quad - \quad \text{sister (older or younger as called by brother)} \\
\text{vivncaus} & \quad - \quad \text{sister (older or younger as called by sister)}
\end{align*}
\]

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

IV. PRONUNCIATION DRILLS

CONSONANT DRILLS:

\[
\begin{align*}
k/q & \quad - \quad k & \quad q \\
\text{kaj} & \quad - \quad \text{qaj} \\
\text{kaim} & \quad - \quad \text{qaim} \\
\text{kauj} & \quad - \quad \text{qauj} \\
\text{kawg} & \quad - \quad \text{qawg} \\
\text{kes} & \quad - \quad \text{qes} \\
\text{kua} & \quad - \quad \text{qua}
\end{align*}
\]
Drill first across each of the columns then down.

| q   | qab  | tsis qab | kuv noj mov tsis qab |
|     | qaim | qaim hauv | muab qaim hauv qhov tsos |
|     | qaum | qaum tsev | nyob ntawm qaum tsev |
|     | quag | quag ge  | qaib puag ge |
|     | qeej | tshov qeej | kuv tsis txawj tshov qeej |

| qh  | qhaws | qhaws qhov ncauj | nimno qhaws qhovncauj |
|     | qheb  | qheb qhevrooj | koy kolvtsij qheb qhovrooj |
|     | qhia  | koy qhia | thov koy qhia kuv |
|     | qhov  | qhov chaw | mob qhov txhia qhov chaw |
|     | qhuab | qhuab qhia | koy yuav tsum qhuab qhia metub |

VOWEL DRILLS:

\[
\begin{array}{ll}
\text{au/aw} & \text{au} & \text{aw} \\
caum & cawm \\
haub & hawb \\
hlauus & hlauw \\
ncaus & ncaus \\
nkauug & nkauug \\
nkauj & hluas nkauj & ob tug hluas nkauj \\
nkhaus & kev nkhaus & kev nrad nkhaus nkhaus li \\
npaum & npaum no & muaj npaum no xwob \\
nplaum & mov nplaum & kuv xav noj mov nplaum \\
nraub & nraub qaum & mob mob kuv nraub qaum li \\
nkawj & taub nkawg & kuv pom lub taub nkawg \\
nplawm & txhob nplawm & txhob nplawm hnyav hnyav li no \\
nrawm & hais nrawm & txhob hais lus nrawm nrawm li \\
ntawm & ntawm kuv & kolvtsij tuaj ntawm kuv \\
ntsawj & ntsawj dej & cua ntsawj dej ntas \\
\end{array}
\]

V. GRAMMAR DRILLS

1) nej cov txivneej taxwj txawj

\[
\begin{array}{l}
\text{ntov ntoo} \\
\text{txhib taws} \\
\text{txiav taws} \\
\text{tua npua} \\
\text{ua teb} \\
\text{ua haujlw} \\
\text{caij nees} \\
\text{(ride)}
\end{array}
\]

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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:

c/ts  c  ts

cag  tsag
caub  tsaub
caum  tsawm
cej  tsej
ceev  tseev
ch  tsib

Cam  sib cam  lawv pheej sib cam
caij  caij tsheb  koj caij tsheb mus
caum  caum tau  nws caum tau lawm
cauw  qaug cauw  nws pheej qaug cauw
ceg  hluav taws cag  hluav taws cig hlob hlob li
cog  cog noob  kuv haj tsis tau cog noob taum

tsev  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

ch  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
VOWEL DRILLS:

<table>
<thead>
<tr>
<th>ee</th>
<th>neej</th>
<th>zoo neej</th>
<th>tus ntawd tsis zoo neej li</th>
</tr>
</thead>
<tbody>
<tr>
<td>nees</td>
<td>caij nees</td>
<td>koj puas txawj caij nees</td>
<td></td>
</tr>
<tr>
<td>nkees</td>
<td>nkees mus</td>
<td>kuv nkees mus teb</td>
<td></td>
</tr>
<tr>
<td>ntseeb</td>
<td>tus ntseeb</td>
<td>muaj plaub tug ntseeb</td>
<td></td>
</tr>
<tr>
<td>ntxeev</td>
<td>ntxeev dua</td>
<td>koj yuav tsum ntxeev dua siab</td>
<td></td>
</tr>
<tr>
<td>pheej</td>
<td>pheej noj</td>
<td>nws pheej noj tshuaj</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>oo</th>
<th>coob</th>
<th>tibneeg coob</th>
<th>cov tibneeg coob kawg</th>
</tr>
</thead>
<tbody>
<tr>
<td>hloov</td>
<td>hloov ris tsho</td>
<td>rov mus tsev hloov ris tsho</td>
<td></td>
</tr>
<tr>
<td>Hmoob</td>
<td>lus Hmoob</td>
<td>koj puas paub lus Hmoob</td>
<td></td>
</tr>
<tr>
<td>nphoov</td>
<td>nphoov ntxe</td>
<td>nphoov ntxe rau nqaij</td>
<td></td>
</tr>
<tr>
<td>ntxoov</td>
<td>ntxoov lawm</td>
<td>hav pos ntxoov lawm</td>
<td></td>
</tr>
<tr>
<td>poog</td>
<td>poog nkuaj</td>
<td>cov yaj poog nkuaj</td>
<td></td>
</tr>
</tbody>
</table>

### III. GRAMMAR DRILLS

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

1) **kuv** | **tsis xav mus** | **nram tsev** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wb</td>
<td>pem teb</td>
<td></td>
</tr>
<tr>
<td>pceb</td>
<td>tim lawv</td>
<td></td>
</tr>
<tr>
<td>nws</td>
<td>tom teb npleg</td>
<td></td>
</tr>
<tr>
<td>lawv</td>
<td>nram teb pobkws</td>
<td></td>
</tr>
<tr>
<td>txiv</td>
<td>pem teb zaub</td>
<td></td>
</tr>
</tbody>
</table>

2) **tagkis no** | **kuv tijlau** | **mus pem** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hneb no</td>
<td>tsev</td>
<td><strong>lawn</strong></td>
</tr>
<tr>
<td>nag</td>
<td>luv</td>
<td>teb</td>
</tr>
<tr>
<td>hneb hneb</td>
<td>lawv</td>
<td></td>
</tr>
<tr>
<td>(day before yesterday)</td>
<td>teb npleg</td>
<td></td>
</tr>
<tr>
<td>nag hmo</td>
<td>teb pobkws</td>
<td></td>
</tr>
<tr>
<td>puag ta</td>
<td>teb zaub</td>
<td></td>
</tr>
<tr>
<td>(a moment ago)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) **nws** | **tsiv mus puag** | **tim ub lawm** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lawv</td>
<td>(move)</td>
<td>(intens.)</td>
</tr>
</tbody>
</table>
-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 txihb 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. Hnub*hnub 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 hmoob.
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 ____ nqaig.
3. Kuv tus tub xav ____ (split lengthwise) taws.
4. Ob hnuh no peb cov hmoob ____ teb.
5. Koj ____ (cut off branches) taws los?

II. PRONUNCIATION DRILLS

CONSONANT DRILLS:

<table>
<thead>
<tr>
<th>r/z</th>
<th>r</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>rab</td>
<td>zab</td>
<td></td>
</tr>
<tr>
<td>rais</td>
<td>zais</td>
<td></td>
</tr>
<tr>
<td>raub</td>
<td>zaub</td>
<td></td>
</tr>
<tr>
<td>rawm</td>
<td>zawl</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>ze</td>
<td></td>
</tr>
<tr>
<td>rig</td>
<td>zig</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>r</th>
<th>ris</th>
<th>kuv ris</th>
<th>kuv ris tsis taws</th>
</tr>
</thead>
<tbody>
<tr>
<td>rov</td>
<td>rov los</td>
<td>tus tub rov los lawm</td>
<td></td>
</tr>
<tr>
<td>rooj</td>
<td>qhov rooj</td>
<td>kovtsij kaw qhov rooj</td>
<td></td>
</tr>
<tr>
<td>rua</td>
<td>rua ncauj</td>
<td>rua qhov ncauj loj loj</td>
<td></td>
</tr>
<tr>
<td>rwj</td>
<td>lub rwj</td>
<td>kuv mob ib lub rwj</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>z</th>
<th>zom</th>
<th>kovtsij kaw qhov rooj</th>
</tr>
</thead>
<tbody>
<tr>
<td>zaus</td>
<td>lwm zaus</td>
<td>lwm zaus rov qab ua</td>
</tr>
<tr>
<td>zoo</td>
<td>zoo dua</td>
<td>kovtsij kaw qhov rooj</td>
</tr>
<tr>
<td>ziaj</td>
<td>ziaj tsho</td>
<td>niaj hnuh ziaj ris tsho</td>
</tr>
<tr>
<td>zeb</td>
<td>pob zeb</td>
<td>lub pobzeh loj loj li</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rh</th>
<th>rhaub</th>
<th>yuav tsum rhaub dej kub</th>
</tr>
</thead>
<tbody>
<tr>
<td>rhe</td>
<td>tawg rhe</td>
<td>lub hwj tawg the tag</td>
</tr>
<tr>
<td>rheeb</td>
<td>rheeb kab</td>
<td>qaib phee j rheeb kab</td>
</tr>
<tr>
<td>rho</td>
<td>rho hniav</td>
<td>kuv xav rho hniav</td>
</tr>
<tr>
<td>rhuav</td>
<td>rhuav tsev</td>
<td>haj tsis tau rhuav tsev</td>
</tr>
</tbody>
</table>
VOWEL DRILLS:

\[
\begin{array}{c|c|c}
\text{u/w} & \text{u} & \text{w} \\
\hline
\text{huj} & \text{hwj} & \\
\text{hilu} & \text{hlw} & \\
\text{lus} & \text{lws} & \\
\text{nuj} & \text{nwj} & \\
\text{nrug} & \text{ntwg} & \\
\text{ntuj} & \text{ntwj} & \\
\text{u} & \text{cub} & \text{qhov cub} \\
\text{hum} & \text{hum siab} & \text{pov rau chov cub} \\
\text{hlub} & \text{tsis hlub} & \text{tsis hum kuv siab} \\
\text{hnyuv} & \text{hnyuv ntxwm} & \text{lawv tsis hlub kuv} \\
\text{npuj} & \text{muab npuj} & \text{koj puas noj hnyuv ntxwm} \\
\text{ntu} & \text{ntu no} & \text{muab npuj kom ncaj} \\
\text{w} & \text{pwm} & \text{ntu no zooh hlavw teb} \\
\text{ntxhw} & \text{kaus ntxhw} & \text{ntu no zooh hlavw teb} \\
\text{ntxwg} & \text{ntxwg nyoog} & \text{ntu no zooh hlavw teb} \\
\text{ntswg} & \text{qhov ntxwg} & \text{ntu no zooh hlavw teb} \\
\text{ntws} & \text{dej ntxwg} & \text{ntu no zooh hlavw teb} \\
\end{array}
\]

III. GRAMMAR DRILLS

These drills aim at teaching possession.

1) lub | tsev | no yog kuv li
----|------|----------------
    | teeb | 
    | thoob | 
    | kawm | 

rabo
    | phom | (gun) |
    | riam | (knife) |
    | hneev | 
    | (cross bow) | 
    | (woodrack) | 

2) lub | tsev | no puas yog koj li?
----|------|----------------
    | teeb | 
    | thoob | 
    | kawm | 

rabo
    | phom | 
    | riam | 
    | hneev | 
    | khib | 

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3) lub tsho ris tais teeb
    rab phom khib rauj (hammer) taus (axe)
    no yog kuv niam ntxhais pojniam vivncaus
        txiv tub tijaug tus kww

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

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

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.

<table>
<thead>
<tr>
<th>koj</th>
<th>puas muaj</th>
<th>npua</th>
</tr>
</thead>
<tbody>
<tr>
<td>lawv</td>
<td></td>
<td>qalb</td>
</tr>
<tr>
<td>koj niam</td>
<td></td>
<td>dev</td>
</tr>
<tr>
<td>koj ntxhais</td>
<td></td>
<td>teeb</td>
</tr>
<tr>
<td>koj txiv</td>
<td></td>
<td>thoob</td>
</tr>
<tr>
<td>koj tub</td>
<td></td>
<td>kawm</td>
</tr>
<tr>
<td>koj pojniam</td>
<td></td>
<td>tais</td>
</tr>
</tbody>
</table>

Response

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?

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. ( ) menyuan

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.

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UNIT 1

LESSON 6.D - REVIEW

I. PRONUNCIATION DRILLS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>dag</td>
<td>dag xwb</td>
</tr>
<tr>
<td></td>
<td>dais</td>
<td>tus dais</td>
</tr>
<tr>
<td></td>
<td>daus</td>
<td>daus los</td>
</tr>
<tr>
<td></td>
<td>dawb</td>
<td>ntaub dawb</td>
</tr>
<tr>
<td></td>
<td>dej</td>
<td>ris dej</td>
</tr>
<tr>
<td>dh</td>
<td>dhawv</td>
<td>dhawv dheev</td>
</tr>
<tr>
<td></td>
<td>dheev</td>
<td>tsim dheev</td>
</tr>
<tr>
<td></td>
<td>dhia</td>
<td>menyum dhi</td>
</tr>
<tr>
<td></td>
<td>dhuj</td>
<td>dhuj dheev</td>
</tr>
<tr>
<td></td>
<td>dhuas</td>
<td>dhuas qhauv</td>
</tr>
<tr>
<td>f</td>
<td>fab</td>
<td>kev fab</td>
</tr>
<tr>
<td></td>
<td>faib</td>
<td>muab faib</td>
</tr>
<tr>
<td></td>
<td>faus</td>
<td>faus teb</td>
</tr>
<tr>
<td></td>
<td>feem</td>
<td>ib feem</td>
</tr>
<tr>
<td></td>
<td>fim</td>
<td>sib fim</td>
</tr>
<tr>
<td>v</td>
<td>vaj</td>
<td>tus vaj</td>
</tr>
<tr>
<td></td>
<td>vau</td>
<td>ntoo vau</td>
</tr>
<tr>
<td></td>
<td>viam</td>
<td>phi viam</td>
</tr>
<tr>
<td></td>
<td>vuag</td>
<td>ib vuag</td>
</tr>
<tr>
<td></td>
<td>vwm</td>
<td>vwm leg</td>
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</tbody>
</table>

II. GRAMMAR DRILLS

1) koj  txawj txawj  ua paj ntaub  
   nej  
   koj niam  
   koj vivcaus  
   koj tus pojniam  
   koj ntxhais hlob  
   koj ntxhais yau  
   koj tus nyab  

2) tagkis no  
   hnuv no  
   puag ta  
   nag hmo  
   hnuv hnuv  
   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  
   luaj teb  
   hiab lev (weave) (mat)  
   hiab kawm  
   hlav teb (burn)  
   de taum (pick)  
   de kafe  
   ntais pobkws
<table>
<thead>
<tr>
<th>koj</th>
<th>txawj</th>
<th>caij nees</th>
<th>los?</th>
</tr>
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<tr>
<td>nws</td>
<td>kam</td>
<td>cab nees</td>
<td>(lead)</td>
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<tr>
<td>koj tijlaug</td>
<td>xav</td>
<td>tua phom</td>
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<tr>
<td>koj tus nus</td>
<td>yuav</td>
<td>tua npua</td>
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<tr>
<td>koj tus txiv</td>
<td>khoom</td>
<td>hiab kwam</td>
<td></td>
</tr>
<tr>
<td>koj tus vaav</td>
<td>(free)</td>
<td>hiab lev</td>
<td></td>
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<tr>
<td>tus tub hlob</td>
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<tr>
<td>tus tub yau</td>
<td></td>
<td>txhib taws</td>
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<tr>
<td></td>
<td></td>
<td>ntov ntso</td>
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</tr>
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</table>

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 hnub no koj txiv ua dabtsi?
7. Nej caiv tsis caiv 'os?
8. Ib team 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

\[
\begin{array}{ccc}
\text{s/xy} & \text{s} & \text{xy} \\
\text{sav} & \text{xyav} & \\
\text{saum} & \text{xyaum} & \\
\text{seeb} & \text{xyeeb} & \\
\text{siv} & \text{xyiv} & \\
\text{sov} & \text{xyov} & \\
\text{soo} & \text{xyoo} & \\
\text{s} & \text{sai} & \text{mus sai}
\end{array}
\]

\[
\begin{array}{ll}
\text{sau} & \text{ntawv}
\end{array}
\]

\[
\begin{array}{ll}
\text{sawb} & \text{ntoo sawb}
\end{array}
\]

\[
\begin{array}{ll}
\text{seeb} & \text{khab seeb}
\end{array}
\]

\[
\begin{array}{ll}
\text{sim} & \text{sim saib}
\end{array}
\]

\[
\begin{array}{ll}
\text{xy} & \text{xyaum kevcai}
\end{array}
\]

\[
\begin{array}{ll}
\text{xyeej} & \text{xyeej ua}
\end{array}
\]

\[
\begin{array}{ll}
\text{xyov} & \text{xyov as}
\end{array}
\]

\[
\begin{array}{ll}
\text{x} & \text{xyaum kevcai}
\end{array}
\]

\[
\begin{array}{ll}
\text{xya tus} & \text{kuv muaj xyuas}
\end{array}
\]

\[
\begin{array}{ll}
\text{xyuas} & \text{kuv xav muaj zog}
\end{array}
\]

II. GRAMMAR DRILLS

These are further drills on 'mentsis'

1) \[
\begin{array}{ll}
\text{kuv} & \text{xav yuav mentsis}
\end{array}
\]

2) \[
\begin{array}{ll}
\text{koj} & \text{puas muaj mentsis}
\end{array}
\]

\[
\begin{array}{ll}
\text{neb} & \text{tshuaj}
\end{array}
\]

\[
\begin{array}{ll}
\text{nej} & \text{zaub}
\end{array}
\]

\[
\begin{array}{ll}
\text{nws} & \text{nplej}
\end{array}
\]

\[
\begin{array}{ll}
\text{lawn} & \text{pobkws}
\end{array}
\]

\[
\begin{array}{ll}
\text{kuv niam} & \text{nqaiz}
\end{array}
\]

\[
\begin{array}{ll}
\text{kuv txiv} & \text{mov}
\end{array}
\]

\[
\begin{array}{ll}
\text{kuv ntxhais} & \text{nyuq mis}
\end{array}
\]

\[
\begin{array}{ll}
\text{koj ntxhais} & \text{piaq thaj}
\end{array}
\]

\[
\begin{array}{ll}
\text{nb} & \text{tshuaj}
\end{array}
\]

\[
\begin{array}{ll}
\text{nplej} & \text{zaub}
\end{array}
\]

\[
\begin{array}{ll}
\text{pobkws} & \text{nplej}
\end{array}
\]

\[
\begin{array}{ll}
\text{nqaiz} & \text{pobkws}
\end{array}
\]

\[
\begin{array}{ll}
\text{mov} & \text{nqaiz}
\end{array}
\]

\[
\begin{array}{ll}
\text{nyuq mis} & \text{mov}
\end{array}
\]

\[
\begin{array}{ll}
\text{piaq thaj} & \text{nyuq mis}
\end{array}
\]

\[
\begin{array}{ll}
\text{piaq thaj}
\end{array}
\]

76
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 nxhais hlob puas txawj ua paj ntaub?
6. Tus tub yau puas mus nram teb lawm?
7. Rab txwas 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 pojiam 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)

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<th>Retroflex</th>
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(from Wm. Smalley)

79
VOWEL CHART

LEVEL TONES  FALLING TONES  RISING TONES  SPECIAL INTONATION

HIGH

MID

LOW

CHART OF WHITE HMONG TONAL PATTERN

(based on the Heimbach dictionary)
UNIT 2

LESSON 7.A

I. USEFUL SENTENCES

1. Taskis noj nej noj mov dabtsi?
   "What did you eat this morning?"

2. Peb lam noj zaub qa 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 ntsees 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

<table>
<thead>
<tr>
<th>English</th>
<th>nq</th>
<th>nqaj</th>
<th>tsheb nqaj</th>
<th>kuv tsis nyiam mus tsheb nqaj</th>
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<td>nej puas noj nqaij npua?</td>
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<td>them nqe</td>
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<table>
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<td>nthe sib nqhos</td>
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</tr>
<tr>
<td></td>
<td>nqhuab</td>
<td>nab qa nqhuab</td>
<td>ib tug nab qa nqhuab</td>
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</tbody>
</table>
IV. GRAMMAR DRILLS

1)  

```
wb
nws
lawv
kuv txiv
kuv tus tub
kuv tus vauv
kuv tus nus
```

```
lam mus
plob
yos
(roll)
saib
(look)
cog
ris
ua
luaj
```

```
xwb
```

2)  

```
peb lam mus
plob hav zoov
yos zos
saib teb
cog zaub
ris pobkws
ua haujlwm
luaj teb
```

```
xwb
```

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

```
peb
wb
nws
lawv
kuv niam
kuv txiv
kuv muam
```

```
noj nqaij
```

```
ntses
nuua
nyuj
(cow)
muas lwj
(deer)
kauv
(deer)
sai
(goat)
twm
(buffalo)
```

'nuua 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.

\[
\text{nws kheev kuv txiv} \\
(\text{willing})
\]

\[
\begin{array}{l}
\text{ua} \\
\text{hais} \\
\text{mus} \\
\text{los} \\
\text{tuaj} \\
\text{caij} \\
\text{qhia} \\
(\text{teach})
\end{array}
\]

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

\[
\text{nws pub kuv} \\
\text{niam} \\
\text{txiv} \\
\text{tus tub} \\
\text{tus ntxhais} \\
\text{tus pojnim} \\
\text{tus muam} \\
\text{tus vauv}
\]

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.

\[
\text{nws pub rau kuv niam} \\
\text{cog} \\
\text{caj} \\
(\text{taste}) \\
\text{noj} \\
\text{haus} \\
(\text{drink}) \\
\text{siv} \\
\text{yuav}
\]

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

\[
\begin{array}{l}
\text{kuv} \\
\text{nws} \\
\text{kuv pojnim} \\
\text{kuv niam} \\
\text{kuv tus ntxhais} \\
\text{kuv tus muam} \\
\text{kuv tus nyab} \\
\text{hau nqaij} \\
\text{ntses} \\
\text{noj} \\
\text{npua} \\
\text{qai} \\
\text{sai} \\
\text{cuam} \\
\text{(gibbon)} \\
\text{nyuj} \\
\text{nyaj} \\
(\text{monkey})
\end{array}
\]
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.

<table>
<thead>
<tr>
<th>kuv</th>
<th>txiv</th>
<th>noj</th>
<th>tais</th>
</tr>
</thead>
<tbody>
<tr>
<td>tijlaug</td>
<td>niam</td>
<td>muam</td>
<td>pojniam</td>
</tr>
<tr>
<td>tus tub</td>
<td>tus ntxhais</td>
<td>tus nyab</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kuv</th>
<th>txiv</th>
<th>noj</th>
<th>tais</th>
</tr>
</thead>
<tbody>
<tr>
<td>tijlaug</td>
<td>niam</td>
<td>muam</td>
<td>pojniam</td>
</tr>
<tr>
<td>tus tub</td>
<td>tus ntxhais</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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'.

<box>
<table>
<thead>
<tr>
<th>ualicas</th>
<th>noj</th>
</tr>
</thead>
<tbody>
<tr>
<td>(why)</td>
<td>tais</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>noj</th>
<th>tais</th>
</tr>
</thead>
<tbody>
<tr>
<td>haus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lie down)</td>
<td>ris</td>
<td></td>
</tr>
<tr>
<td>siv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nqa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
</box>

Now the same pattern with a subject

<table>
<thead>
<tr>
<th>ualicas koj txiv</th>
<th>noj</th>
<th>tais</th>
</tr>
</thead>
<tbody>
<tr>
<td>huis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>siv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nqa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 tais 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'.

84
kuv txis txawj

sau
(yeem)
(reading)
ua
qhia
caij
txhib
tua
xaws

koj puas txawj

sau
(yeem)
ua
qhia
caij
txhib
tua
xaws

ua li cas koj tsis txawj

sau
(yeem)
ua
qhia
caij
txhib
tua
xaws
UNIT 2

LESSON 7.B

I. USEFUL SENTENCES

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

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

III. PRONUNCIATION DRILLS

CONSONANT DRILLS:

<table>
<thead>
<tr>
<th>nk</th>
<th>nkag</th>
<th>nkag siab</th>
<th>koj puas nkag siab</th>
</tr>
</thead>
<tbody>
<tr>
<td>nkaug</td>
<td>nkaug klag</td>
<td>muab teev keem nkaug klag</td>
<td></td>
</tr>
<tr>
<td>nkawj</td>
<td>nkawj plev</td>
<td>ib tug nkawj plev kuv</td>
<td></td>
</tr>
<tr>
<td>nkees</td>
<td>kuv nkees</td>
<td>kuv nkees nkees ua teb</td>
<td></td>
</tr>
<tr>
<td>nkim</td>
<td>nkim nyiaj</td>
<td>kuv tsis xav nkim nyiaj</td>
<td></td>
</tr>
<tr>
<td>ntab</td>
<td>ntab saum</td>
<td>ntab saum nplaim dej</td>
<td></td>
</tr>
<tr>
<td>ntas</td>
<td>ntas lawm</td>
<td>kuv tus hniav ntas lawm</td>
<td></td>
</tr>
<tr>
<td>ntaub</td>
<td>ntaub dawb</td>
<td>kuv xav yuav ib daig ntaub dawb</td>
<td></td>
</tr>
<tr>
<td>ntaww</td>
<td>tsab ntaww</td>
<td>kuv sau ib tsab ntaww</td>
<td></td>
</tr>
<tr>
<td>ntev</td>
<td>qhov ntev</td>
<td>qhov ntev ntev li cas?</td>
<td></td>
</tr>
</tbody>
</table>
IV. GRAMMAR DRILLS

1) naj hlev nplaig los? naj puas cog qoob
   hlawv teb hlawv teb
   faus teb dob nroj
   them teb faus teb
   cog taum them teb
   cog zaub cog zaub
   cog nplej cog nplej
   luaj nroj cog taum
   (weeds) cog nplej
   dob nroj (pull up)
   ntwo hlav nplooj lawm

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
   faus teb
   dob nroj
   them teb
   cog nplej
   cog taum
   (Laotian Hmong generally do not use 'haj'; we have used parentheses to show that it is optional. -ed.)

   kuv
   nws
   lawv
   peb
   kuv pojmiam
   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

   koi(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 auxiliary position following the main verb directly, or after the object. The Po-V 'lawm' also indicates completed action and very often follows 'tas'.

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

---

peb
hlawv
luaj
dob
cog
faus
them
ua
noj

peb
dlawn teb
luaj nroj
dob nroj
cog qoob
faus teb
them teb
ua teb
noj mov

nej
hlawv teb
dlawn nroj
dob nroj
cog qoob
faus teb
them teb
ua teb
noj mov

tas lawm

tas lawm los?
UNIT 2

LESSON 7.C

I. FILL IN THE BLANKS

1. Nej puas cog ____.
2. Koj ____ nroj los?
3. Neb cog qoob ______ li yuam?
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 kuan' 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.

<table>
<thead>
<tr>
<th>Connective</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>nej</td>
<td>cog</td>
<td>nplej</td>
</tr>
<tr>
<td>2.</td>
<td>mas</td>
<td>(nej)</td>
<td>cog sib</td>
</tr>
<tr>
<td>3.</td>
<td>los</td>
<td>(nej)</td>
<td>cog tuab</td>
</tr>
</tbody>
</table>

(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.

'txawn' 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 'txawn' and 'thiaj li'.

'txawn' 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 hals tag, Yexu txawn 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 txawn 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...

Más 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.)

'txawn' 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 hnub 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 hnub 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:

<table>
<thead>
<tr>
<th>tx</th>
<th>txaj</th>
<th>txajmuag</th>
<th>nws tsis paub txajmuag li</th>
</tr>
</thead>
<tbody>
<tr>
<td>txajj</td>
<td>ntaub txajj</td>
<td>kuv nyiam nyiam ntaub txajj</td>
<td></td>
</tr>
<tr>
<td>txawv</td>
<td>txawv qhowtwg</td>
<td>ob yam no txawv qhow twg lawm?</td>
<td></td>
</tr>
<tr>
<td>txib</td>
<td>tub txib</td>
<td>tub txib saun ntuj</td>
<td></td>
</tr>
<tr>
<td>txiaj</td>
<td>tsim txiaj</td>
<td>neeg tsis tsim txiaj</td>
<td></td>
</tr>
</tbody>
</table>
txh
- txhab
- txhaitsu
- txhaum
- txheeb
- txhij

ntxh
- ntxhab
- ntxhais
- ntxhi
- ntxhua
- ntxhw

Vowel Drills:

ai
- caij
- caij tsheb
- ncaim
- sib ncaim
- nplais
- hlev nplais
- nplhaib
- sib nplhaib
- nqaib
- nqaib tsheb

ia
- hiam
- lim hiam
- niam
- kuv niam
- nrhiaiv
- kuv nrhiaiv
- ntiab
- ntiab kom khaiv
- nyiaj
- kuv nyiaj

IV. Grammar Drills

1. Koj
   - nws
   - koj niam
   - koj txiv
   - tus ntawd
   - (that)
   - koj tus tub
   - koj tus ntxhais

2. Koj
   - nws
   - Cheem
   - koj txiv
   - koj niam
   - koj tus ntxhais
   - koj tus tub
   - koj poa niam

Menyuam muaj muaj kiaj txhab li mob ob txhais tes sawvdaws va txhaum muaj txim kuvnaij txheeb ze txhij txhij txhua txhua
Txojkev no ntxhab heev nws muaj ib tug ntxhais ob tug kшаe sib ntxhi sawvntxov kuv ntxhua khaub ncaaws kuv pom ib tug ntxhw
Koj caij tsheb mus nej tsis txhoib sib ncaim hlev nplais rau kuv saib ntiix nplhaib no zoo zoo nkauj li kuv xav noj nqaib ntsheb
Tus ntawd lim lim hiam li kuv niam tsis tshua zoo nyob nrhiaiv nyiaj los siv neeg tsis zoo ntiab kom khaiv kuv tsis muaj nyiaj
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 Cheesmai los? "You're going to Chiangmai?"

2. Koj yuav mus tsheb nqaj los tsheb ntiav?
   (train)         (bus) "Are you going by train or bus?"

3. Tsheb thawv hwwv. "The bus shakes a lot."
   (shake)

4. Kuv yuav mus tsheb nqaj hmo ntuj. "I'll go on the night train."
   (time)

5. Lub sijhawm twg tsheb sawv kev mus. "What time does the train go?"
   (time)

6. Tsaus ntuj ntais txawm mus. "It goes at dark."
   (Po-V)

7. Qaib qua txog pem ub lawm. "It gets there at cock crow."
   (cock)(crow)(reach)

8. Yog li, kuv tsis tau mus duan yaj 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

<table>
<thead>
<tr>
<th>r</th>
<th>qhov rais</th>
<th>kovtsij qheb qhov rais</th>
<th>yuav muab rau qhov twg?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rau</td>
<td>muab rau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>raws</td>
<td>raws nraim</td>
<td></td>
<td>ua raws nraim nws txoijlus qhia</td>
</tr>
<tr>
<td>riam</td>
<td>rab riam</td>
<td>nqa ib rab riam</td>
<td></td>
</tr>
<tr>
<td>roob</td>
<td>lub roob</td>
<td></td>
<td>ib lub roob siab siab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nr</th>
<th>nram</th>
<th>kuv yuav mus nram moos</th>
</tr>
</thead>
<tbody>
<tr>
<td>nrauj</td>
<td>nrauj lawm</td>
<td>nws muab pojniam nrauj lawm</td>
</tr>
<tr>
<td>nrig</td>
<td>pas nrig</td>
<td>ib tug pas nrig</td>
</tr>
<tr>
<td>nrog</td>
<td>nrog koj mus</td>
<td>kuv nrog koj mus</td>
</tr>
<tr>
<td>nruj</td>
<td>nruj nris</td>
<td>tsaug zog nruj nris</td>
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</table>
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     mus txog pem ub lawm
tsaus ntuj
hnub qaij
(afternoon)
tav su
kaj ntug
(daylight)
taskis
hnub tiaj
(late afternoon)

2. lub sijhawm twg

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

3. tsaus ntuj ntais
    nws txawm mus
tav tshais
tav su
qaib qua
hnub qaij
kaj ntug
hnub tiaj

4. taskis no
    kuv tus
    nyab
    vauv
    kwv
    nus
    tub
    nttxhais
    txiv
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.

\[
\begin{array}{l}
\text{Nx} \\
\text{mus} /qhov\ twg \\
pov rau/leej\ twg \\
\text{(throw to)(who)}
\end{array}
\]
\[
\begin{array}{l}
\text{Nx of time} \\
lub\ sijhawn\ twg/mus \\
thaum\ twg /mus \\
\text{(time)}
\end{array}
\]

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
- hnub qaij - early afternoon, sun declining
- tsaus ntuj ntais - nightfall
- hnub tiaj - late afternoon

TONE CHANGE:

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

\[
\begin{array}{l}
\text{ib} \text{ zaug} \\
\text{peb} \text{ zaug} \\
\text{ntau} \text{ zaus} \\
\text{qee} \text{ zaus} \\
\text{(some)}
\end{array}
\]
'ntawm' which you had in 8. A grammar drills, changes to -d tone--'ntawd'
under the same conditions as you learned in Lesson 6. Refer back to
the explanation there.

tus ntaowd yuav thov npaum li cas? nws nyob ntaowm 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 lia. (lub, nws, lus)
4. Cov pojnim muaj ob peb yam ___. (haujluv, 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, haujluv, 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 inform-
ant 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 help-
ful suggestions about correcting them.
UNIT 2

LESSON 9.A

I. USEFUL SENTENCES

1. Koj nyob tebhaws twg tuaj? (country) "Which country do you come from?"

2. Kuv nyob Akiy tebhaws tuaj. (England) "I come from England."

3. Koj tebhaws nyob hov deb li? (live) "How far away is your country?"

4. Deb deb li lauj. (Po-V) "Very far away!"

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 nkoy deg ne yuav tuaj hov ntev thiaj txog? (ship) (Po-V) "If you came by ship how long would it take to get here?"


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'.

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

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

hais lus nraw kawg li
nyeem ntawv nraw kawg li
(read)
sau ntawv nraw 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

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<td>nraum no</td>
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<td>nram moos</td>
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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 nyob Akiv
wb Melika*
peb (America)
lawv Thaib
((Thailand)
(n) Lostsuas
((Laos)

tebchaws tuaj

3. Yog li deb kawg
ze kawg li yuam?
(near)
ntev kawg
luv kawg
(short)
siab kawg
(high)
ntau kawg
me kawg

*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 pëb thiaj tsis cëg. (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 puas zoo?
   zaub
   zaub pob
   pobkws
   taum
   qhov txhia chaw
   (things)
   av
   (earth)
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  
   deu  
   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.:

\[
\begin{align*}
\text{tus npua} & \quad \text{ib tug npua} \\
\text{tus qaib} & \quad \text{tsib tug qaib}
\end{align*}
\]

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

\[
\begin{align*}
\text{nplej} & \quad \text{teb npleg} \\
\text{daj} & \quad \text{taub dag}
\end{align*}
\]

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.:

\[
\begin{align*}
\text{dej} & \quad \text{nkoj deg} \\
\text{ntuj} & \quad \text{kaj ntug}
\end{align*}
\]

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:

\[
\begin{align*}
\text{zos} & \quad \text{lub zos} \\
\text{rauj} & \quad \text{rab rauj}
\end{align*}
\]

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 hnub no koj niam ua haujIwm 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 nqaj 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. Hnub 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 Hmocene 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.
   (memory)

   "Because my memory isn't good."

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.
   (must)

   "You must really study and then you'll know."

8. Nyeem ib daig tas mam li ntnuav lwm daim los nyeem.
   (clf.) (open)(another)

   "Read one page then turn the page and read the next one."

   (don't) (carelessly)

   "Don't read 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 pojnim
   kuv txiv

2) kuv
   wb
   nws
   lawv
   kuv tus tub
   kuv tus ntxhais
   kuv pojnim
   kuv txiv

3) kawn tas
   kuv
   wb
   nws
   lawv
   kuv tus tub
   kuv tus ntxhais
   kuv pojnim
   kuv txiv

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

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

yuav tsum ua

yuav tsum kawn kiag kom paub
UNIT 2

LESSON 10.B.

I. USEFUL SENTENCES

1. Кuv 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 nrain 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

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

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'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 yuav tsum pheej xyaum sau
   neb nyeem
   nej hai
   nws ua
   lawv xaws
   koj tus tub txua
   koj tus nttxhais tsoov (winnow)

Now drill the Po-V 'nkaus':

2) koj cia li sau zoo nkaus li kuv sau
   nyeem no
   ua
   xaws
   txua
   hiab
   tsoov

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

3) koj sau yam nkaus li kuv sau no thiab
   nyeem
   ua
   xaws
   txua
   hiab
   tsoov

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

4) koj ua tib zoo sau
   nyeem
   saiib
   ua
   kawm
   cog
   xaws
   nqa

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

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5) koj yuav tsum ua tib zoo

sau
nyeem
saib
ua
kawn
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) lst. 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 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.
8. Nsw yuav mentsis ntaub, mentsis xov, mentsis noob taum mog thiab mentsis noob zaub pob.
10. Ob tug nqa mentsis xwb.
UNIT 2

LESSON 11.A.

I. USEFUL SENTENCES

1. Hnub no puas yog hnhub so? "Is this Sunday?"
   (rest)

2. Yog. Ib ntsis peb mus ped nloog lus qhuab chia.
   (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?
   (preach)

   "Who's preaching?"

7. Yam yog Yeab qhia (sub yon)?
   "Ying's preaching isn't he?"

II. WORD STUDY

'hnub so' has been the word used for Sunday.* It was thought that 'hnub chiev' - 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 vajtsiw txoijus' "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 kwv tilj 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 nexc nram kev tsheb?

"Who led the horse to the motor road?"

'sub' is an interrogative and complective particle used to express probabil- ity with some doubt attached. Not used as frequently by Laos Hmong.

III. GRAMMAR DRILLS

1) hnub no leej twg

| coj hu nkauj | ? |
| piav kev | |
| qhia kev | |
| mus nrad | |
| qhia menyuum | |
| zov tsev | |
| mus teb | |
| mus plob | |

2) leej twg

| piav kev | ne yom? |
| qhia kev | |
| coj hu nkauj | |
| qhia menyuum | |
| zov tsev | |
| mus teb | |
| mus nrad | |
| mus plob | |

3) yam yog Xeeb

| coj hu nkauj | sub yuam |
| piav kev | |
| qhia kev | |
| qhia menyuum | |
| zov tsev | |
| mus teb | |
| mus nrad | |
| mus plob | |

4) ntshai ib txhia twb

| tuaj | lawm |
| mus | |
| los | |
| ua | |
| cog | |
| hu | |
| khiav | |
| (run) | |
5)  *hnub no puas yog hnub*

| athib |
| ca    |
| akha  |
| phub  |
| phwbham |
| xum   |
| xom   |
UNIT 2

LESSON 11.B.

I. USEFUL SENTENCES

1. Sawvdaws tua'j txhij. Nyob twjywmu, 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 nyee m thooj 15 nqes 4 mus txog mnes 11. (verse)
   "I'll read chapter 15, verses 4 to 11."

7. Sawvdaws ua twjywmu, peb yuav rov thov tus Tswv dua ib zaug. (again pray) (Lord)
   "Everyone be quiet, we'll pray again."

8. Ib tsam tsaws 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.

'twjywmu' quiet. 'tswm seeb' also means "be quiet" and is probably a more polite term but 'twjywmu' 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 ntuav daim
   koj
   neb
   nej
   neb ob tug
   nej sawvdaws
cov menyum

2) kuv yuav nyeem tshooj

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

   nyeem
   sau
   saib
cog
   qhia
   hais
   piav

   dua ib zaug
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<th>5)</th>
<th>nej</th>
<th>koj</th>
<th>neb</th>
<th>nws</th>
<th>lawv</th>
<th>sawvdaws</th>
<th>nej cov</th>
<th>Xaeb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>puas nqa phau ntawv Yauha</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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  qhia kev cai
    Xeeb
    ib tug
    koj txiv
    koj tus txiv
    koj tus tub
    koj tus vauv

2) peb nloog  lawv  piav kev cai
    Xeeb
    ib tug
    koj txiv
    koj tus txiv
    koj tus tub
    koj tus vauv

3) peb mus ped nloog  lawv  qhia kev cai
    Xeeb
    ib tug
    koj txiv
    koj tus txiv
    koj tus tub
    koj tus vauv

4) ib ntsis peb mus ped nloog  lawv  qhia kev cai
    Xeeb
    ib tug
    koj txiv
    koj tus txiv
    koj tus tub
    koj tus vauv

5) sawvdaws  ua twywm
    koj
    neb
    nej
    menyuam
    nej sawvdaws
    neb ob tug
6) peb
   wb
   kuv
   Xeeb
   sawvdaws
   peb sawvdaws
   neb ob tug

7) peb
   wb
   kuv
   Xeeb
   sawvdaws
   peb sawvdaws

8) peb
   wb
   kuv
   Xeeb
   sawvdaws
   peb sawvdaws

sawvdaws ua twjyw
peb thov tus Tswv
peb yuav rov thov tus Tswv
dua ib zaug
sawvdaws ua twjyw p
p
p

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.

hnub no yog hnhub so
hnub no puas yog hnhub so
hnub no tsiis yog hnhub so

nws pub kuv triv
nws puas 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.

'rís' 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."

'ëv' 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.

'nya' to carry in the hand or hands

nya phom, nya riam, nya ntawv, nya thoob

'kwa' to carry on the shoulder

kwa ntoo, kwa taws, kwa phom, kwa xyoob, kwa 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. Amees.
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, hmiav, 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. ( ) tebchaw
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?