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APPENDIX 1: ANSWER KEYS TO EXERCISES

LISTENING COMPREHENSION

COV NAJ NPAWB

Sample answer key:

(a)	25	27	<u>29</u>	26	23	nees nkaum cuaj
(b)	<u>15</u>	27	59	11	43	kaum tsib
(c)	25	57	79	26	<u>32</u>	peb caug ob
(d)	18	14	<u>11</u>	17	15	kaum ib
(e)	<u>16</u>	13	19	12	17	kaum rau
(f)	99	92	<u>97</u>	96	90	cuaj caum xya
(g)	<u>102</u>	120	100	110	120	ib puas ob
(h)	77	70	79	76	<u>78</u>	xya caum yim
(i)	67	60	90	66	<u>69</u>	rau caum cuaj
(j)	102	<u>120</u>	100	110	122	ib puas nees nkaum
(k)	15	27	<u>59</u>	86	43	tsib caug cuaj
(l)	120	170	<u>190</u>	110	160	ib puas cuaj caum
(m)	87	70	<u>77</u>	72	78	xya caum xya
(n)	<u>49</u>	62	17	26	60	plaub caug cuaj
(o)	142	176	<u>193</u>	180	169	ib puas cuaj caum peb

TONE PERCEPTION EXERCISE

Fill in the tone letters. (Leave blank if mid "zero" tone).

Pua_g_ ta__ ko_j_ mu_s_ da_b_ tsi__ law_m_? Ku_v_ mu_s_ yua_v_ khoo_m_
to_m_ khw__ law_m_. Ko_j_ yua_v_ tau__ da_b_ tsi__? Ku_v_ yua_v_ tau__
i_b_ co__ qe__, nqai_j_ qai_b_, zau_b_ xa_v_ la_v_, zau_b_ pa_j_, pia_m_
tha_j_, thia_b_ txhu_v_.

INITIAL CONSONANT PERCEPTION EXERCISE

Fill in the consonant you hear. (Possible consonants: d, dh, k, kh, r, rh, q, qh, ts, tsh.)

- | | |
|--------------------|--------------------|
| 1. <u>q</u> _uaj | 9. <u>tsh</u> _o |
| 2. <u>rh</u> _eev | 10. <u>dh</u> _au |
| 3. <u>kh</u> _o | 11. <u>k</u> _o |
| 4. <u>d</u> _uab | 12. <u>ts</u> _eem |
| 5. <u>tsh</u> _uaj | 13. <u>r</u> _uv |
| 6. <u>qh</u> _uav | 14. <u>q</u> _eeb |
| 7. <u>r</u> _ub | 15. <u>q</u> _aij |
| 8. <u>k</u> _aj | |

WORD PERCEPTION EXERCISE

Underline the word that you hear for each line.

- | | |
|------------------|-----------------|
| 1. ib | <u>yim</u> |
| 2. ruam | <u>cuaj</u> |
| 3. <u>nres</u> | ntses |
| 4. tamsis no | <u>tiam sis</u> |
| 5. neb | <u>nej</u> |
| 6. ntxiv | <u>txiv</u> |
| 7. <u>koj</u> | kov |
| 8. <u>txhiab</u> | thiab |
| 9. caum | <u>rau</u> |
| 10. loj | <u>los</u> |
| 11. <u>ntawm</u> | ntawd |
| 12. <u>nkoj</u> | koj |
| 13. <u>tus</u> | tug |
| 14. <u>thiab</u> | tiab |
| 15. kuv | <u>kub</u> |

STORIES FOR ORAL COMPREHENSION PRACTICE

NPIS NPAJ MOV NOJ

1. Tsis yog.
2. Yog.
3. a.
4. a.
5. Tsis ua.
6. b.
7. Tsis cub.
8. Cub.
9. Noj.
10. Tsis qab.
11. Tsis tshaib plab.

TSOV TSIS NOJ TSHEB

1. Tsis yog.
2. Tsis muaj.
3. Mus nrhiav tib neeg noj lawm.
4. Tsis noj.
5. (Tuaj hauv) kuv lub tsev.
6. Tau.
7. Noj tsiaj.
8. Tsis yog.
9. Tsis yog.
10. Dais, kheb, tsov, tsov txaj (leopard), tsov ntshuav, tsov dub (black panther), hma, etc.
11. Muaj.

MAIV QHUA

1. Tsis taus.
2. Nws tseem tsis muaj hniav.
3. Tsis tau.
4. Me.
5. b.
6. Muaj ib tug me nyuam xwb.
7. Tsis muaj.
8. Tsis yog.
9. c.
10. Tsis muaj.

NPIS MUS TOM LUB VAJ TSIAJ

1. c.
2. c.
3. Nyiam.
4. Tsis yog. (Nws pom ib tug dais dawb.)

5. Muaj.
6. Tsis yog.
7. Yog.
8. Tsis yog.
9. b.
10. b.

NPIS THIAB NWS COV PHOOJ YWG

1. Muaj phooj ywg ntau ntau./Muaj rau tus phooj ywg.
2. Tsis yog.
3. b.
4. c.
5. Tsis yog.
6. c.
7. b.
8. Ruam (me me xwb).
9. c.
10. c.

SAIB DAIM DUAB: NPIS THIAB NWS COV PHOOJ YWG

1. Muaj ib lub xwb.
2. Muaj ib lub xwb.
3. Muaj ob txhais.
4. Muaj ob txhais.
5. Muaj ob txhais.
6. Muaj ob txhais.
7. Muaj ib tug dev nyob saum Npis lub taub hau.
8. Muaj ib tug nas nyob saum Npis ib txhais caj npab.
9. Muaj ib tug noog nyob saum Npis ib txhais tes.
10. Muaj ib tug npua nyob ze ntawm Npis ib txhais ceg.
11. Muaj ib tug miv nyob saum Npis ib txhais taw.
12. Kuv xav tias Npis nyiam tsiaj heev.
13. Kuv xav tias tsiaj nyiam Npis heev thiab.
14. Tsis muaj.
15. Muaj. (Muaj ib tug qaib nyob saum nws lub xub pwg.)

KUV LUB TSHEB

1. Tsis yog.
2. Tsis yog.
3. Xim daj.
4. Tsis nyiam.
5. (Kuv) Nyiam noj nqaij qaib, ntses, mov, zaub ntsuab, thiab txiv.

TUS ME NYUAM DEV TOM NPIS KO TAW

1. a.
2. b.

3. c.
4. c.
5. Tsis yog.
6. Tsis yog.
7. b.
8. Tsis yog.
9. b.
10. a.
11. Tsis tu siab.

TUS TSOV LOS XYUAS

1. Tsis tau.
2. c.
3. b.
4. Tsis yog.
5. Yog.

TXIV NRAUG NTSUAG THIAB COV UAS KAWM HAIS LUS HMOOB

1. Muaj ob leeg.
2. Tsis yog.
3. b.
4. Tsis yog.
5. Tsis yog. (Nws sau duab zoo heev.)
6. a.
7. Tsis muaj.
8. c.
9. b.
10. a.

NOUN PHRASE STRUCTURE

NOUN CLASSIFIERS

DAIM OR LUB? ANSWER KEY

Daim is the classifier used with nouns referring to objects considered to be flat: a sheet of paper (1), a field (2), a leaf (3), an apron (4). *Lub*, on the other hand, occurs with nouns referring to objects characterized by roundness and/or bulkiness: a ball (5), a flower (6), a cooking pot (7), a hat (8). Hence,

9.	<i>daim duab</i>	picture, photograph	flat
10.	<i>lub qe</i>	egg	round, bulky
11.	<i>lub nroog</i>	city*	bulky
12.	<i>daim phuam so ntswg</i>	handkerchief	flat
13.	<i>daim liaj</i>	rice paddy	flat
14.	<i>daim tiab</i>	skirt	flat*
15.	<i>lub hnuv</i>	sun	round
16.	<i>lub txiv pos liab</i>	strawberry	round, bulky

HMONG CLASSIFIER EXERCISE: ANSWER SHEET

While comparing your answers with the ones given below, bear in mind that the purpose of this exercise is to get a glimpse of the Hmong world view, not to get "correct" answers. You may discover that your answers, while "correct" from your (Western) point of view, are not "correct" from the Hmong perspective. The best thing to do in this case is to talk to Hmong people about this topic, and to have them explain how they view classifier-noun associations which are puzzling to you.

Part A

A good strategy to figure out the semantic categories of the nouns with which the given classifiers are associated is to group together the nouns which share the same classifier. This yields the following:

1. rab

3. <i>rabrauaj</i>	hammer	20. <i>rab diav</i>	spoon
6. <i>rab phom</i>	rifle	26. <i>rab kaw</i>	saw
10. <i>rab hneev</i>	crossbow	28. <i>rab hlau</i>	hoe
13. <i>rab koob</i>	needle	30. <i>rab txiab</i>	scissors
19. <i>rabciaj</i>	pliers		

* Hmong skirts are of the wrap-around style and hence lie out flat.

2. daim

2. <i>daim txiag</i>	(wooden) board	17. <i>daim pam</i>	blanket
4. <i>daim nplooj</i>	leaf of a tree	21. <i>daim teb</i>	field
7. <i>daim tiab</i>	skirt	27. <i>daim liaj</i>	rice paddy
9. <i>daim ntawv</i>	sheet of paper	29. <i>daim sev</i>	apron

3. txoj

1. <i>txoj hlua</i>	rope	23. <i>txoj xov</i>	string, twine
12. <i>txoj hmab</i>	creeper (vine)	25. <i>txoj hmoov</i>	destiny, fate
14. <i>txoj sia</i>	life	31. <i>txoj kev</i>	road, path
16. <i>txoj hauj lwm</i>	work		

4. phau

11. <i>phau nyiaj</i>	wad (of money)	18. <i>phau ntawv</i>	book
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5. tawb

5. <i>tawb qaub ncauj</i>	spit, spittle	24. <i>tawb quav</i>	dung
15. <i>tawb zis</i>	urine		

6. tsab

8. <i>tsab xov</i>	(written) message	22. <i>tsab ntawv</i>	letter (mail)
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The next step is to determine what semantic properties the nouns associated with each of the classifiers have in common. This yields the following:

1. ***rab***: used with nouns referring to *implements* (tools, kitchen utensils) and *weapons*.

2. ***daim***: used with nouns referring to *flat things* and *surfaces*.

3. ***txoj***: used with nouns referring to *long and thin things*. It is also used with *abstract nouns*, which are metaphorically considered to be long: life(time), destiny, work (the latter may require a stretch of the imagination, but this is a different culture, after all).

4. ***phau***: used with nouns referring to *stacks of things, things piled up on each other*.

5. ***tawb***: used with nouns referring to *bodily excretions*.

6. ***tsab***: used with nouns referring to *written messages*. (Recall from the introduction to this exercise that there is a separate classifier for *spoken words*, *zaj*.)

While, as seen above, a given classifier typically categorizes various nouns according to a particular semantic principle, the reverse can also be true. A given noun can select more than one classifier, and hence have a different meaning depending on the classifier. As you may have noticed, the noun *ntawv* is a case in point: *daim ntawv* (#9) means “sheet of paper” since *daim* categorizes flat things; *phau ntawv* (#18) means “book” since *phau* is used for stacks of things; and *tsab ntawv* (#22) means “letter (piece of mail)” since *tsab* is associated with written messages. A good way to think of this is to remember that the noun *ntawv* has the general meaning of “paper” and that the classifier picks out which aspect of the paper is emphasized. Another example of a noun which can occur with more than one classifier is the noun *xov*: *tsab xov* (#8) means “(written) message,” while *txoj xov* (#23) means “string/twine.” This reinforces the necessity to learn nouns together with their classifier, since classifiers can affect meaning.

Part B

Again, a good strategy is to start by grouping together the nouns that share the same classifier. This yields the following:

1. *txhais*

8. <i>txhais cajnpab</i>	arm	20. <i>txhais ceg</i>	leg
11. <i>txhais ncejpuab</i>	thigh	23. <i>txhais ko taw</i>	foot
14. <i>txhais tes</i>	hand		

2. *tus*

2. <i>tus nplaig</i>	tongue	21. <i>tus pob txha</i>	bone
6. <i>tus qau</i>	penis	25. <i>tus ntiv tes</i>	finger
16. <i>tus tw</i>	tail		

3. *txoj*

4. <i>txoj leeg</i>	nerves	15. <i>txoj hnyuv</i>	intestines
10. <i>txoj sawv</i>	tendons	18. <i>txoj hlab ntsha</i>	veins
13. <i>txoj hlab ntaws</i>	umbilical cord		

4. *lub*

1. <i>lub siab</i>	liver	17. <i>lub xub pwg</i>	shoulder
3. <i>lub cev</i>	body	19. <i>lub hauv caug</i>	knee
5. <i>lub plawv</i>	heart	22. <i>lub ntaws</i>	navel
7. <i>lub taub hau</i>	head	24. <i>lub qhov muag</i>	eye
9. <i>lub mis</i>	breast	26. <i>lub pim</i>	vagina
12. <i>lub pob ntseg</i>	ear		

As in Part A, the next step is to determine what semantic properties are shared by the body parts associated with each of the classifiers. This yields the following:

1. *txhais*: used for arms, legs, hands, and feet—i.e., *limbs and their extremities*.
2. *tus*: used with *body parts that come in "short" lengths*. (Compare and contrast with *txoj* below.)
3. *txoj*: used with *body parts that come in "long" lengths* and are *thin* and *flexible*. (Recall from Part A that *txoj* is also used with non-body-part nouns referring to long and thin things.)
4. *lub*: used with *round and/or bulky body parts* (a kind of "elsewhere" category).

Part C

By referring to the findings of Parts A and B, we can match the given words with the following classifiers:

1. <i>qhib ntsia</i>	screwdriver	<u><i>rab</i></u>
2. <i>plab</i>	stomach, abdomen	<u><i>lub</i></u>
3. <i>ntawv sau</i>	notebook	<u><i>phau</i></u>
4. <i>xov hlau</i>	iron wire	<u><i>txoj</i></u>
5. <i>tav</i>	rib	<u><i>tus</i></u>
6. <i>duab</i>	photograph, picture	<u><i>daim</i></u>
7. <i>cajhlaub</i>	lower leg	<u><i>txhais</i></u>
8. <i>duav hlau</i>	shovel	<u><i>rab</i></u>
9. <i>hauv siab</i>	chest (as body part)	<u><i>lub</i></u>
10. <i>ntaub</i>	(piece) of cloth	<u><i>daim</i></u>
11. <i>ntiv taw</i>	toe	<u><i>tus</i></u>
12. <i>diav rawg</i>	fork	<u><i>rab</i></u>
13. <i>raum</i>	kidney	<u><i>lub</i></u>
14. <i>kab das</i>	blackboard	<u><i>daim</i></u>
15. <i>quav twm</i>	cow-dung	<u><i>tawb</i></u>
16. <i>cai</i>	law	<u><i>txoj</i></u>

(Recall from Part A that *txoj* is used with abstract nouns which are metaphorically considered to be long; also consider "the long arm of the law" in English.)

NOTE: Should you have chosen *tsab* for #3 (notebook) and/or #14 (blackboard), the following will help clarify the "proper" choice of classifier: some classifiers preempt others; in this case, although notebooks and blackboards are used for writing, they do not directly refer to written messages. For "notebook" the salient feature in the Hmong world view is that it is made up of a stack of sheets of paper (hence *phau*), and for "blackboard" the salient feature is that it is a flat surface (hence *daim*).

SOME COMMON CLASSIFIERS: ANSWER KEY*

<i>Daim</i>	Flat things such as fields, pages, etc.
<i>Lub</i>	Round or bulky objects, clothes.
<i>Nkawm</i>	Things that come in pairs such as earrings, socks, etc.
<i>Phau</i>	Books or things that come in volumes.
<i>Rab</i>	Instruments, utensils.
<i>Tus</i>	People, animals, things that are long and cylindrical.
<i>Tsob</i>	Plants, bushes, foliage.
<i>Txoj</i>	Things that come in length such as threads, wire, rope, roads, etc.
<i>Txhais</i>	Arms, hands, feet.

Exercise 1: Match the following nouns with the appropriate classifier.

- | | | | |
|------------------------|---------------|-----------------------|---------|
| 1. <i>daim pam</i> | blanket | 11. <i>daim duab</i> | picture |
| 2. <i>txhais tes</i> | hand | 12. <i>lub paj</i> | flower |
| 3. <i>rab diav</i> | spoon | 13. <i>tsob paj</i> | plant |
| 4. <i>tsob ntoo</i> | tree | 14. <i>lub tsev</i> | house |
| 5. <i>tus cwj mem</i> | pen | 15. <i>lub tsheb</i> | car |
| 6. <i>lub xov tooj</i> | telephone | 16. <i>txoj hlua</i> | rope |
| 7. <i>daim ntawv</i> | page of paper | 17. <i>nkawm khau</i> | shoe |
| 8. <i>tus miv</i> | cat | 18. <i>tus duab</i> | shadow |
| 9. <i>daim teb</i> | farm field | 19. <i>lub khob</i> | cup |
| 10. <i>phau ntawv</i> | book | 20. <i>txhais ceg</i> | leg |

Exercise 2: Complete the following sentences by inserting the appropriate classifier.

- Hnub no kuv noj ib *lub* qe.
- Maiiv muaj ib *lub* tsho me me.
- Kab Npauj tsis nyiam *tus* miv xim dub.
- Kuv tsis muaj ib *rab* diav noj mov.
- Nyuj *lub* taub hau loj loj.
- Tsob* paj ntawd muaj cuaj *lub* paj.
- Nruas niaj hnub ntxuav nws *txhais* tes.
- Txoj* hlua nyob qhov twg?
- Daim* pam ntawd loj heev.
- Muaj xya *tus* cwj mem nyob ntawm *lub* rooj zaum.

* For a more comprehensive list of classifiers, see Heimbach (1969: Appendix 2, pp. 455-56).

APPENDIX 2: TRANSLATIONS

STORIES FOR ORAL COMPREHENSION PRACTICE

BEE PREPARES A MEAL

Today Bee is very hungry, but he doesn't have anything to eat. So he goes to the store and buys some eggs, cauliflower, and rice.

After he returns home, he puts water in a pot. After the water boils, he breaks the cauliflower into it. He also steams the rice. When everything is ready, he proceeds to eat. The food does not taste good, but he gets enough to eat.

TIGERS DON'T EAT CARS

Yesterday morning a tiger came to my house. I said, "Hello. What brings you here?" The tiger replied, "I've come to eat you."

I asked, "Oh! Tigers eat cars, don't they?" The tiger said, "No, they don't. We only eat people!" I said, "If that's the case, you can't eat me. I'm a car. People live way over there." So the tiger took off to look for people to eat.

KHOUA

Bee has an older brother. His name is Kao. Kao has a child. Her name is Khoua. Khoua can't talk yet, but she sure can laugh.

Khoua doesn't have teeth yet, so she can't eat meat. Consequently Kao and his wife steam rice for her (to eat).

BEE GOES TO THE ZOO

One day Bee went to the zoo. He was very happy. He likes to look at animals. When he went to the zoo for the first time, he saw a white bear. He didn't know that white bears existed. So he said, "That bear is very sick, isn't it?" Bee's mother said, "No, that bear is not sick."

BEE AND HIS FRIENDS

Bee has a lot of friends. Look at the picture and you'll find out what Bee's friends are like.

One friend is a puppy. The puppy likes to sit on top of Bee's head. One day the puppy fell down. He landed on top of the pig's head. The pig was offended. He said to the puppy,

"How can you be so stupid!"

MY CAR

My car's name is Blia. It's a "Bug" (literally, a turtle-shaped car). It's yellow.

I like my car. Sometimes it's hungry. So I feed it gas. It doesn't like to eat rice, vegetables, and meat.

My car and I are not alike. I don't like to eat gas. I like to eat rice, vegetables, and meat.

THE PUPPY BITES BEE'S FOOT

One day Bee went to visit one of his friends. Her name is Blia. Blia has a little puppy. Its name is Blackie because its hair is black.

Blackie likes to bite people's feet for fun. When Bee came to visit Blia, Blackie bit his foot. Bee didn't like it at all. But he didn't do anything because Blia is his friend.

TIGER SHOWS UP FOR A VISIT

One day a tiger came to my house. The tiger said, "I'm going to eat you." But I answered, "You can't eat me. I've already eaten you."

This made the tiger cry very hard. So I took pity on him and fixed some chicken for him to eat.

THE ORPHAN AND THE HMONG STUDENTS

Once upon a time there was a poor orphan. He didn't have a mother and he didn't have a father. He didn't have fields and he didn't have a house. He didn't have a puppy to play with.

One day a very beautiful woman showed up. The woman said to the orphan, "Hello. I've come to study Hmong. Would you be willing to teach me?"

The orphan said, "Oh woman! I am so wretched. You must be joking. I can't teach you."

At that moment a very handsome young man showed up. The man said to the orphan, "Hello. I've come to study Hmong. Would you be willing to teach me too?"

The orphan didn't answer anything. But the king in the heavens took mercy on these two people who wanted to study Hmong. He sent his daughter and his son to instruct them. The orphan helped out too, and he drew beautiful pictures.

READING UNITS

A LETTER

June 23, 1989

Dear Kaub,

How are you? I received your letter. I am happy and I thank you (for it). Everybody in my family is fine. I'm thinking about you and your wife and children, all of you.

Love (literally, "See you later"),

Bee

GOING UP TO CHICAGO

On Saturday my husband and I went up to Chicago. We went to eat at a Vietnamese restaurant. We ate pork, rice, and spring rolls for dinner. Inside the spring rolls we wrapped up bean sprouts, lettuce, mint, cucumber, and Chinese parsley. We drank water. Then we ate a sweet banana dessert, but we didn't drink coffee because we don't like it. Vietnamese food is very tasty and inexpensive. We want to go back to this Vietnamese restaurant again.

WASHING CLOTHES

There are five people in this family. There is a father, a mother, and three children. The children's father has gone to the market, and their mother is washing clothes. The two older children are helping their mother dry clothes. The younger child is playing with her dog. She's having a lot of fun.

BUYING CLOTHES

Mother wants to buy winter coats for her children. She needs to get a small coat and a large coat. The children would like blue coats. Mother wants to buy the coats on sale (literally, "coats that have been reduced in price").

MY FAMILY

My mother and father have eight children. They have four sons and four daughters. The daughters are the older children, the sons the younger. I am the oldest. So I have three younger sisters and four younger brothers.

When we were still little, we all lived together in a large house in the state of Connecticut. Now we don't live together anymore. My parents live in Florida. One of my sisters and her husband also live in Florida. They have a daughter. She's two years old. Her name is Nicole.

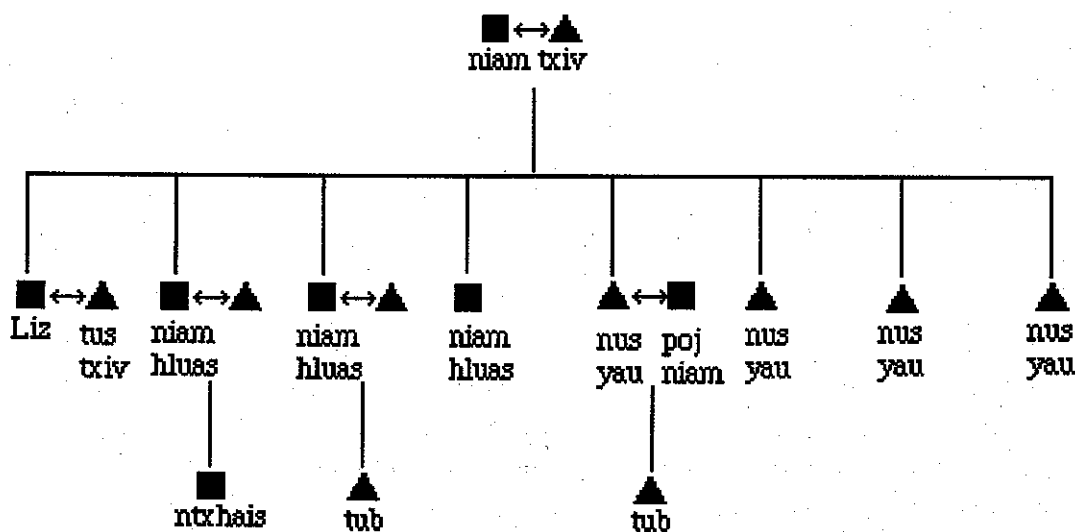
One of my sisters and her husband live in North Carolina near the ocean. They have a son named Christopher. He is four.

One of my sisters and two of my brothers still live in Connecticut, but they don't live in the same city. My sister lives in Hartford and she is not married. One of my brothers lives in a city called Orange. He's married and has a son named Justin. Justin is eight. One of my brothers who lives in Connecticut is not married yet, but he's going to get married next year.

My two brothers who live in New York are not married either. One of them has a job, but the other one is still a student. In June and in July they are going down to Central America. They're going there to visit several countries and study Spanish.

My husband and I live in Indiana. We go to visit my parents down in Florida a couple of times a year. Sometimes they come to visit us up in Indiana too. Sometimes we go to Connecticut, to New York and down to North Carolina to visit my sisters and my brothers.

1. Tus sau yog tus ntxhais yau, puas yog?
Tsis yog; yog tus (ntxhais) hlob.
2. Tus sau, nws txiv thiab nws niam muaj pes tsawg tus me nyuam?
Muaj yim tus (me nyuam).
3. Thaum tus sau yog me nyuam hluas nws tsev neeg nyob qhov twg?
Nyob hauv lub xeev Connecticut.
4. Tam sim no, nws txiv thiab nws niam nyob ze xeev Indiana, puas yog?
Tsis yog; nyob nram lub xeev Florida.
5. Tus sau cov niam hluas nyob qhov twg?
Ib tug nyob nram lub xeev Florida, ib tug hauv lub xeev North Carolina, ib tug hauv lub xeev Connecticut.
6. Tus sau nyob qhov twg?
Nyob hauv lub xeev Indiana.
7. Cov nus uas nyob hauv New York tab tom ua dab tsi?
Ib tug ua hauj lwm, ib tug tseem kawm ntawv.
8. Koj puas xav tias tus sau nyiam mus xyuas nws tsev neeg?
Xav xav!
9. Draw the author's family tree and label it with the appropriate kinship terms.



DOING NEEDLEWORK

The women prepare fancy clothing and set it aside for the New Year celebration. They put all their heart into doing embroidery and sewing clothes. So when the New Year arrives everybody gets to wear something new.

The women pound the rice in the footmill, winnow the rice, carry water, pound cooked rice into rice cakes which they toast (for everybody to eat), and do other kinds of chores.

1. Leej twg npaj zam? *Cov poj niam npaj zam.*
2. Cov poj niam ua hauj lwm dab tsi? *Ua yam ntau hauj lwm: ua paj ntaub, xaws khaub ncaws, tuav txhuv, tsoov txhuv, ris dej, ua ncuav rau sawv daws noj.*
3. Thaum txog peb caug lawm sawv daws thiaj yuav tau hnav dab tsi? *Sawv daws thiaj yuav tau hnav khaub ncaws tshiab.*

THE SCHOOL LIZARD

1: THE LIZARD CAN RUN

The teacher opened his desk. A lizard escaped. The students laughed. Maiv Tooj laughed and coughed. Riam knocked on his desk. Sawm got up to catch the lizard, but it ran out the door. So Sawm sat down again.

2: THE TEACHER KEEPS A LIZARD

The teacher, whose name was Yawg Laum, was raising a lizard. His lizard crawled around on top of his desk. His lizard made a student by the name of Maiv Tooj laugh. Maiv Tooj's laughing made a student by the name of Riam laugh and cough. So Riam went and stood by the window.

3: WHILE THE TEACHER SLEEPS...

A lizard crawled in through the door. It slowly crawled very close to Maiv Tooj's chair. When Maiv Tooj pointed her finger at the lizard, it went running out the door again.

Sawm saw Maiv Tooj do that, and it made him laugh. Riam had no idea as to what was going on, so he was not very happy. Consequently he knocked on his desk. This caused the teacher, who was sound asleep, to suddenly wake up. The teacher did not know what was going on. So he got up, opened the door, and said, "Come in!"

4: AFRAID OF THE LIZARD

Riam wanted to sit down. Then Sawm wanted to get up. Then Maiv Tooj climbed on top of her chair. All the students behaved this way because there was a lizard running around very close to their chairs. The teacher then told Maiv Tooj to open the door. Maiv Tooj pointed her finger and shouted at Riam to go and open the door. Riam turned around and told Sawm to open the door. While they were all screaming at each other, the lizard ran out through the window.

THE TIGER AND THE FROG

A long time ago, a Tiger met a Frog. The Tiger was very hungry. So he said to the Frog, "Frog, let's have a jumping contest. If you win, we'll leave it at that, but if you don't win I'll get to eat you." The Frog thought about the proposition for a few minutes and got an idea. So he replied to the Tiger, "I'll do as you said." They went over to a big log which was lying across the path, and the Tiger said, "Frog, let's have a race jumping over this log to see who can jump farther." After contemplating the log, the Frog said, "Tiger, let's do as you said. You jump first." At that moment the Tiger wanted to eat the Frog very badly, so he said, "Okay, let's do it." When the Tiger was about to jump, the Frog grabbed tightly onto the Tiger's tail. The Tiger leaped over the log to the other side in one bound. When the Tiger jumped, his tail flung the Frog ahead of him. When the Tiger reached the other side he said, "Frog, you can jump now." The Frog replied from ahead of the Tiger, "I am over here." The Tiger was puzzled; he couldn't figure out how the Frog had managed to jump ahead of him. The Tiger just couldn't believe the Frog, so he said again, "You are so strong. Let's jump over to the other side again." The Frog, again, said, "I'll do as you said." When the Tiger was about to jump, the Frog grabbed onto the Tiger's tail again. The Tiger leaped over the log to the other side in one bound. His tail flung the Frog ahead of him again. When the Tiger reached the other side, he said, "Frog, where are you? Have you jumped over yet?" The Frog answered from ahead of the Tiger, "I am over here." Now the Tiger was angry at the Frog because he could not jump farther than him. So the Tiger again said in anger to the Frog, "Since you are so strong, let's jump over one more time to find out who won." Again, the Frog said, "You're willing to jump again? That's fine with me." This time the Tiger mustered all the strength he could to jump so that the Frog wouldn't beat him, but the Frog held onto his tail again. When the Tiger leaped across the log, his tail sent the Frog flying into a huge tree. Blood was streaming out of the Frog's mouth because he hit the tree so hard. The Tiger called again, "Frog, where are you?" The Frog was hurting so badly that he thought he was going to die for sure, but he could still talk. So he replied to the Tiger, "I'm over here." This time the Tiger flew into a rage and said to the Frog, "I'm very hungry and I'm going to eat you." The Frog didn't know what to do. So he said, "You're going to eat me! But I've already eaten your liver. Look at me, my mouth is bloody all over." The Tiger walked over to look at the Frog's mouth, and saw that it was true. Now the Tiger was very afraid of the Frog, so he ran away in great leaps and bounds* until he disappeared into the forest because he didn't want the Frog to eat more of him. The Frog was seriously hurt, so he went to rest under the shade of a tree. After sleeping for awhile he got up. He listened to his body to make sure that there were no broken bones, and slowly started jumping along the path.

* Literally, "jumping higher than the ceiling." (*Lub*) *nthab* refers to the storage platform overhead in a traditional Hmong home, and *qab nthab* refers to the area right underneath it—i.e., the "ceiling."

GRAMMAR UNITS

TXAWJ, TAUS, AND TAU: TRANSLATION OF EXAMPLE SENTENCES

TXAWJ

- | | | |
|-------|---------------------------------------|---------------------------------|
| 1. a. | <i>Nws txawj ua luam dej.</i> | 'He can swim.' |
| b. | <i>Nws tsis txawj ua luam dej.</i> | 'She can't swim.' |
| 2. a. | <i>Nws txawj hais lus Askiv.</i> | 'She can speak English.' |
| b. | <i>Nws tsis txawj hais lus Askiv.</i> | 'She can't speak English.' |
| 3. a. | <i>Nws txawj ua mov noj.</i> | 'She can cook.' |
| b. | <i>Nws tsis txawj ua mov noj.</i> | 'She can't cook.' |
| 4. a. | <i>Miv txawj nce ntoo.</i> | 'The cat can climb the tree.' |
| b. | <i>Dev tsis txawj nce ntoo.</i> | 'The dog can't climb the tree.' |

TAUS

- | | | |
|-------|-----------------------------|---------------------|
| 1. a. | <i>Nws khiav taus.</i> | 'He can run.' |
| b. | <i>Nws khiav tsis taus.</i> | 'He can't run.' |
| 2. a. | <i>Nws nqa taus.</i> | 'He can lift it.' |
| b. | <i>Nws nqa tsis taus.</i> | 'He can't lift it.' |

TAU

- | | | |
|-------|--|---|
| 1. a. | <i>Nws pov npas tau.</i> | 'He can throw the ball.' |
| b. | <i>Nws pov npas tsis tau.</i> | 'She can't throw the ball.' |
| 2. a. | <i>Nws mus tau.</i> | 'He can go (in).' |
| b. | <i>Nws mus tsis tau.</i> | 'He can't go (in).' |
| 3. a. | <i>Nws muas tus me nyuam dev tau
(vim tias nws muaj nyiaj).</i> | 'He can buy the puppy
(because he has money).' |
| b. | <i>Nws muas dab tsi los tsis tau
(vim tias nws tsis muaj nyiaj).</i> | 'He can't buy anything
(because he doesn't have any money).' |