

# C A M B O D I A N

**BASIC COURSE  
VOLUME ONE  
UNITS 1-45**



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By  
RICHARD B. NOSS and IM PROUM  
with the assistance of  
DALE I. PURTLE and SOMETH SUOS  
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D E P A R T M E N T O F S T A T E

**CAMBODIAN BASIC COURSE**

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*Edited by*

*LLOYD B. SWIFT*


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PREFACE

*Cambodian, or Khmer, is the official and principal language of the Kingdom of Cambodia. With between five and six million speakers, some of whom live in adjacent countries, Cambodian is the largest single modern representative of the geographically widespread Mon-Khmer family of languages, and the only member of this family which has the status of a national language. Its dialects, including those spoken outside of Cambodia proper, are remarkably homogeneous except as regards phonology. The two most important dialects, Standard and Phnom Penh, are both represented in this course (see Foreword).*

*The present volume contains units 1-45 of a projected 100 unit Basic Course. It was prepared at the Foreign Service Institute with the support of the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act. The linguist in charge of the project has been Richard B. Noss. Units 36-45 substantially represent an earlier series of supplementary lessons prepared under the supervision of Dale I. Purtle, now Regional Language Supervisor in Bangkok. The tape recordings which accompany this volume were prepared in the language laboratory of FSI under the direction of Gary Alley. Tapes were voiced mainly by the principal authors; other voices are those of Thuon Sopheasy, Rebecca Moreton and Herbert Purnell. The book was typed by Irma C. Ponce.*

  
James R. Frith, Dean  
School of Language Studies  
Foreign Service Institute  
Department of State

FOREWORD

This Basic Course attempts to provide samples of two different Cambodian dialects. Standard Cambodian, the approved speech style of public education and mass communications, occupies a central position among the dialects and corresponds more closely with the writing system than any other. The dialect of Phnom Penh, the capital, differs sharply from Standard in phonology but not appreciably in other respects. It is hoped that familiarizing students with both of these important styles of speech will improve their function as speakers and listeners in a country where the standard language happens not to be based on the speech of the capital, where many of the students may live.

The material of the Basic Course is arranged in groups of five units with a common theme. The first four units of each sequence are based on Dialogues, usually in the Phnom Penh dialect, and the fifth is based on a Narration, in Standard Cambodian, which reviews the immediately preceding subject matter. The text for Units 1-20 is entirely in standard style. From Unit 21 on, most of the text is given in Phnom Penh dialect (except for the Narrations), but a parallel Standard version of each Dialogue is provided in the Dialogue for Comprehension. Vocabulary lists include both forms wherever there is a difference.

This course revises, extends, and supplants the old FSI Spoken Cambodian (1959), for which Mr. Someth Suos and Mr. Vanphut Hang Phan were the principal informants. Mr. Im Proum, the principal informant of the present course, comes from Svay Rieng in southeastern Cambodia; he speaks both the standard language and the Phnom Penh dialect.

## UNIT 1

## BASIC DIALOGUE

Teacher to Students

1. soum bet siew-phiw. Please close your books.

Men Students to Man Teacher

2. baat, look kruu. Yes, teacher.

Women Students to Man Teacher

2a. cah, look kruu. Yes, teacher.

Men Students to Woman Teacher

2b. baat, né? kruu. Yes, teacher.

Women Students to Woman Teacher

2c. cah, né? kruu. Yes, teacher.

Teacher to Students

3. soum thaa taam khñom: Please say after me.  
'khmae sruol rien.' 'Khmer is easy to learn.'

All Students Together

4. khmae sruol rien. Khmer is easy to learn.

Teacher to Students

5. eylew, soum thaa khlia nih mené? Now, please say the sentence one  
medooj. person at a time.

First Student (Man or Woman)

6. khlia dōdael? The same sentence?

Man Teacher to First Student

7. baat, khlia dōdael. Yes, the same sentence.

Woman Teacher to First Student

7a. cah, khlia dōdael. Yes, the same sentence.

Second Student (Man or Woman)

8. né?naa mun? Who's first?

Teacher to Second Student (Man)

9. look mun. You're first.

Teacher to Second Student (Woman)

9a. look srey mun. You're first.

Second Student

10. khmae sruol rien. Khmer is easy to learn.

Teacher to Second Student

11. tee, cam thaa taam khñom: No, wait and repeat after me:  
'khmae sruol rien.' 'Khmer is easy to learn.'

Second Student

12. khmae sruol rien. Khmer is easy to learn.

Man Teacher to Second Student

13. baat, baan. All right.

Woman Teacher to Second Student

- 13a. cah, baan. All right.

NOTE: Men and Women

English regularly distinguishes between the masculine and feminine categories only in the third person singular pronoun (he, she) and in certain forms of polite address (sir, ma'am). Such distinctions always apply to the person spoken to or about, not to the speaker himself (or herself).

Cambodian uses the same first and third person pronoun for both men and women, in the great majority of cases, but distinguishes between the sexes not only in forms of address (as in English), but also in the most common second person pronouns, and in the most common word for 'Yes' or 'I hear you.' (The items baat and cah also occur in the polite responses meaning 'No.')

The Khmer forms encountered so far are listed below in tabular form. You must understand that this by no means a complete list for the forms involved; many others will be added as the course progresses.

<u>English</u>	<u>Man</u>	<u>Woman</u>
'I, me'	khñom	khñom
'you'	look	look srey
'teacher' (form of address)	look kruu	né? kruu
'yes' 'I hear you'	baat	cah
'no'	tee	tee
'no' (polite)	baat tee	cah tee

## VARIATIONS ON THE DIALOGUE

Following are four variations on the basic dialogue that you have already learned. They represent all possible combinations of men and women teachers and students at this level of politeness (the classroom situation). Since the English translation of all four variations is the same, no English is given. The dialogues are arranged in columns, with the teacher's part always to the left and the students' to the right. Sentences are numbered as in the original dialogue. The designations (s1), (s2) mean 'first student,' 'second student'; the designation (ss) means all students together.

Variation One: Man Teacher and Men Students

- |  |                            |
|--|----------------------------|
| 1. soum bet siew-phiw.                               | 2. (ss) baat, look kruu.   |
| 3. soum thaa taam khñom:<br>'khmae sruol rien.'      | 4. (ss) khmae sruol rien.  |
| 5. eylew, soum thaa khlia nih mené?<br>medooy.       | 6. (s1) khlia dodael?      |
| 7. baat, khlia dodael.                               | 8. (s2) né?naa mun?        |
| 9. look mun.   | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:<br>'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. baat, baan.                                      |                            |

Variation Two: Man Teacher and Women Students

- |  |                            |
|--|----------------------------|
| 1. soum bet siew-phiw.                               | 2. (ss) cah, look kruu.    |
| 3. soum thaa taam khñom:<br>'khmae sruol rien.'      | 4. (ss) khmae sruol rien.  |
| 5. eylew soum thaa khlia nih mené? medooy.           | 6. (s1) khlia dodael?      |
| 7. baat, khlia dodael.                               | 8. (s2) né?naa mun?        |
| 9. look sreay mun.                                   | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:<br>'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. baat, baan.                                      |                            |

Variation Three: Woman Teacher and Men Students

- |  |                            |
|--|----------------------------|
| 1. soum bet siew-phiw.                               | 2. (ss) baat, né? kruu.    |
| 3. soum thaa taam khñom:<br>'khmae sruol rien.'      | 4. (ss) khmae sruol rien.  |
| 5. eylew, soum thaa khlia nih mené? medooy.          | 6. (s1) khlia dodael?      |
| 7. cah, khlia dodael.                                | 8. (s2) né?naa mun?        |
| 9. look mun.   | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:<br>'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. cah, baan.                                       |                            |

Variation four: Woman Teacher and Women Students

- |  |                            |
|--|----------------------------|
| 1. soum bet siew-phiw.                               | 2. (ss) cah, né? kruu.     |
| 3. soum thaa taam khñom:<br>'khmae sruol rien.'      | 4. (ss) khmae sruol rien.  |
| 5. eylew, soum thaa khlia nih<br>mené? medooj.       | 6. (s1) khlia dodael?      |
| 7. cah, khlia dodael.                                | 8. (s2) né?naa mun?        |
| 9. look sreý mun.                                    | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:<br>'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. cah, baan.                                       |                            |

Drill A.

## RESPONSE DRILLS

- |  |   |
|--|---|
| MODEL: <u>Teacher</u> : khlia dodael? (baat)           | The same sentence? (Yes)                                |
| <u>Student</u> : baat, khlia dodael.                   | Yes, the same sentence.                                 |
| 1. khlia dodael? (cah)<br>cah, khlia dodael.           | The same sentence? (Yes, F)<br>Yes, the same sentence.  |
| 2. siew-phiw dodael? (baat)<br>baat, siew-phiw dodael. | The same book? (Yes)<br>Yes, the same book.             |
| 3. look kruu mun? (cah)<br>cah, look kruu mun.         | The teacher first? (Yes, F)<br>Yes, the teacher first.  |
| 4. né? kruu mun? (baat)<br>baat, né? kruu mun.         | The teacher (F) first? (Yes)<br>Yes, the teacher first. |

Drill B.

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : né?naa mun? (look)        | Who's first? (you)   |
| <u>Student</u> : look mun.                        | You're first.  |
| 1. né?naa mun? (look sreý)<br>look sreý mun.      | Who's first? (you, F)<br>You're first.                         |
| 2. né?naa mun? (look kruu)<br>look kruu mun.      | Who's first? (the teacher)<br>The teacher's first.             |
| 3. né?naa mun? (né? kruu)<br>né? kruu mun.        | Who's first? (the teacher, F)<br>The teacher's first.          |
| 4. khlia naa mun? (khlia nih)<br>khlia nih mun.   | Which sentence is first? (this one)<br>This sentence is first. |
| 5. siew-phiw naa mun? (nih)<br>siew-phiw nih mun. | Which book is first? (this one)<br>This book is first.         |
| 6. né?naa mun? (khñom)<br>khñom mun.              | Who's first? (me)<br>I'm first.                                |



## FLUENCY DRILLS

Drill A: Expansion

1. soum thaa taam khñom.
  2. soum thaa khlia nih taam khñom.
  3. soum thaa khlia nih taam khñom mené? mēdoon.
  4. eylēw soum thaa khlia nih taam khñom mené? mēdoon.
  5. eylēw soum thaa khlia nih taam khñom mené? mēdoon: khmae sruol rien.
1. Please say it after me.
  2. Please say this sentence after me.
  3. Please say this sentence after me one at a time.
  4. Now please say this sentence after me one at a time.
  5. Now please say this sentence after me one at a time: Khmer is easy to learn.

Drill B: Reduction

1. eylēw soum thaa khlia nih taam khñom mené? mēdoon: khmae sruol rien.
  2. eylēw soum thaa khlia nih taam khñom mené? mēdoon: khmae sruol rien.
  3. eylēw soum thaa taam khñom mené? mēdoon: khmae sruol rien.
  4. eylēw soum thaa taam khñom: khmae sruol rien.
  5. soum thaa taam khñom: khmae sruol rien.
  6. khmae sruol rien.
1. Now please say this sentence after me one at a time: Khmer is easy to learn.
  2. Now please say this sentence after me one at a time: Khmer is easy to learn.
  3. Now please say after me one at a time: Khmer is easy to learn.
  4. Now please say after me: Khmer is easy to learn.
  5. Please say after me: Khmer is easy to learn.
  6. Khmer is easy to learn.

## UNIT 2

## BASIC DIALOGUE

[Items in brackets are stage directions, and are not to be repeated as part of the dialogue. The information given in the directions is also represented impressionistically in the transcription of the dialogue itself.]

Teacher to First Student

1. soum thaa medooj tiet: Please say it again:  
'khmae sruol rien.' 'Khmer is easy to learn.'

First Student

2. ...khmae sruol rien... [tec-tec] ...Khmer is easy to learn... [softly]

Teacher to First Student

3. thaa aoy khlay ntec. Say it a little louder.  
tec nah, khñom sdap min lli tee. It's too soft; I can't hear it.

First Student

4. khmae sruol rien!! [thaa khlay] Khmer is easy to learn!! [louder]  
look lli tee? Can you hear it?

Teacher

5. baat (cah). né? bontóp: Yes. Next person:  
'khmae sruol rien.' 'Khmer is easy to learn.'

Second Student

6. khmae...sruol...rien. [yit-yit] Khmer...is easy...to learn. [slowly]

Teacher to Second Student

7. kom thaa yit peek. Don't say it so slowly.  
khom thaa aoy fióp ntec. Try saying it a little faster.

Second Student

8. khmae sruol rien. [thaa fióp] Khmer is easy to learn. [faster]

Teacher

9. baan l'oo. né? bontóp: Good. Next person:  
'khmae sruol rien.' 'Khmer is easy to learn.'

Third Student

10. khmae sruol rien. [fióp nah] Khmer is easy to learn. [very fast]

Teacher to Third Student

11. fióp peek. khñom sdap min That's too fast. I can't  
baan tee. understand it.

Third Student

12. khmae sruol rien. [thaa fióp  
lémóom] yiit lémóom tee? Khmer is easy to learn. [Says it  
at the right speed] Is that  
slow enough?

Teacher to Third Student

13. baat, baan. Yes, that's all right.  
eylew khñom sdap baan haey. Now I can understand you.

## DIALOGUE FOR COMPREHENSION

Teacher [kruu bəŋrien]Students [koun seh]

- |   |   |
|---|---|
| 1. soum thaa mēdōōŋ tiet:<br>'khmae sruol rien.'            | 2. ...khmae sruol rien...                 |
| 3. thaa aoy khlay ntec.<br>tec nah, khñom sdap min lii tee. | 4. khmae sruol rien!!<br>look lii tee?    |
| 5. baat. né? bəntóp: khmae sruol rien.                      | 6. khmae...sruol...rien.                  |
| 7. kom thaa yiit peek.<br>khom thaa aoy fióp ntec.          | 8. khmae sruol rien.                      |
| 9. baan l'əə. né? bəntóp:<br>'khmae sruol rien.             | 10. khmaesruolrien.                       |
| 11. fióp peek. khñom sdap min baan tee.                     | 12. khmae sruol rien.<br>yiit lémóom tee? |
| 13. baat, baan. eylew khñom sdap<br>baan haey.              |   |

NOTE: Word Order; Commands and Statements

Cambodian word order is deceptively similar to English word order, but will cause you trouble wherever you expect it to be exactly the same. Comparison of the two systems is further complicated by the fact that much depends on how you translate from one language to the other. For example, if you render /mēdōōŋ tiet/ as 'once more,' the Cambodian order is the same as the English; but if you render it as 'another time,' the order is different. The thing to keep in mind is this:

Cambodian word order is comprehensible only in terms of Cambodian sentences; English word order, in terms of English sentences. Attempts to compare the two systems, in order to be even moderately meaningful, must take into account the complete analyses of both systems. Translations are misleading.

Since students inevitably make such comparisons, however, and base their efforts to form new sentences on conclusions drawn from them, the grammar notes below (and in fact all the grammar notes in this book) are merely attempts to steer you in the right direction. It is highly likely that your ability to make correct inferences about word order will depend more on your performance in drills than on your understanding of the notes. If you are pressed for time, therefore, skip the notes and work on the drills in the tape laboratory.

In Units 1-2, at least two types of construction occur where the parallelism between the word orders of the two languages is apparently perfect:

1) In Commands, Auxiliary-Verb-Predicate

soum bet siew-phiw.	Please close the books.
cam thaa taam khñom.	Wait and repeat after me.
kom thaa yit peek.	Don't say it so slowly.
khom thaa aoy ñóp nteç.	Try saying it a little faster.

Note, however, that when a positive command contains an adjective in its predicate, Cambodian usually has the item /aoy/ just before the adjective. /aoy/ means something like 'so that,' but has no real English equivalent in this type of construction. Here are some expanded examples with literal English translations:

soum thaa aoy khlaŋ nteç.	Please say it (so that it's) a little louder.
khom thaa meðoŋ tiet aoy yit nteç.	Try saying it again (so that it's) a little slower.
thaa khlia dodael aoy ñóp nteç.	Say the same sentence (so that it's) a little faster.

2) In Statements, Subject-Verb-Predicate

khmae sruol rien.	Khmer is easy to learn.
khñom sdap min lii tee.	I cannot hear.
eylew khñom sdap baan haey.	Now I can understand.

We will see in the next few units, however, that the analysis of all these sentences, though they seem to correspond with English word order, is quite different from that of their English translations. The structure of the Cambodian and English sentences, in fact, is just as different as that of noun modifier-phrases (see Notes, Unit 3), such as khlia dodael 'the same sentence' and ne? bontóp 'next person.'

SUBSTITUTION DRILLS

Drill A:

1. soum thaa taam khñom.	Please say it after me.
2. <u>cam</u> thaa taam khñom.	<u>Wait and say</u> it after me.
3. <u>kom</u> thaa taam khñom.	<u>Don't say</u> it after me.
4. <u>khom</u> thaa taam khñom.	<u>Try saying</u> it after me.
5. <u>soum</u> thaa taam khñom.	<u>Please say</u> it after me.

Drill B:

1. soum thaa meðoŋ tiet.	Please say it again.
2. soum thaa <u>taam khñom</u> .	Please say it <u>after me</u> .
3. soum thaa <u>khlia nih</u> .	Please say <u>this sentence</u> .
4. soum thaa <u>mené? meðoŋ</u> .	Please say it <u>one at a time</u> .
5. soum thaa <u>meðoŋ tiet</u> .	Please say it <u>again</u> .

Drill C:

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. kom thaa yit peek.          | Don't say it so slowly.         |
| 2. kom thaa <u>ñóp</u> peek.   | Don't say it so <u>fast</u> .   |
| 3. kom thaa <u>khlaŋ</u> peek. | Don't say it so <u>loud</u> .   |
| 4. kom thaa <u>tɛc</u> peek.   | Don't say it so <u>softly</u> . |
| 5. kom thaa <u>yit</u> peek.   | Don't say it so <u>slowly</u> . |

Drill D:

- |                                     |  |
|-------------------------------------|--|
| 1. khom thaa aoy <u>ñóp</u> nteç.   | Try saying it a little faster.         |
| 2. khom thaa aoy <u>khlaŋ</u> nteç. | Try saying it a little <u>louder</u> . |
| 3. khom thaa aoy <u>yit</u> nteç.   | Try saying it a little <u>slower</u> . |
| 4. khom thaa aoy <u>tɛc</u> nteç.   | Try saying it a little <u>softer</u> . |
| 5. khom thaa aoy <u>ñóp</u> nteç.   | Try saying it a little <u>faster</u> . |

## RESPONSE DRILL

(Respond as directed by commands)

<u>Command</u>	<u>Response</u>
1. soum thaa taam khñom: khmae sruol rien.	khmae sruol rien.
2. kom thaa taam khñom: khmae sruol rien.	(silence)
3. soum thaa taam khñom, khlia dɔdael.	khmae sruol rien.
4. soum thaa mɛdɔɔŋ tiet, khlia dɔdael.	khmae sruol rien.
5. cam thaa taam khñom: khmae sruol rien.	khmae sruol rien.
6. soum thaa mɛdɔɔŋ tiet, aoy khlaŋ nteç.	KHMAE SRUOL RIEN.
7. soum thaa mɛdɔɔŋ tiet, aoy yit nteç.	khmae ...sruol...rien.
8. yit peek. khom thaa aoy <u>ñóp</u> nteç.	khmaesruolrien.
9. kom thaa <u>ñóp</u> peek. khom thaa aoy <u>ñóp</u> lemóom.	khmae sruol rien.
10. baan l'ɔɔ. eylew soum thaa khlia dɔdael, aoy tɛc-tɛc.	...khmae sruol rien...
11. khñom sdap min lɔɔ tee. soum thaa mɛdɔɔŋ tiet aoy khlaŋ nteç.	khmae sruol rien.
12. cam thaa taam khñom: khmae sruol rien.	khmae sruol rien.
13. baan l'ɔɔ. eylew soum bet siew-phiw, thaa mɛdɔɔŋ tiet.	(close book) (repeat whole exercise with tape cues only)

## UNIT 3

## BASIC DIALOGUE

Teacher (kruu boṅrien)

1. eylew soum baek siew-phiw look                      Now please open your books to page  
tumpóá tii-buon.    four.

First Student (koun seh tii-muoy)

2. siew-phiw naa?    Which book?

Teacher

- siew-phiw lieṅ.    The yellow book.

Second Student (koun seh tii-pii)

4. tumpóá tii-pemaan?                                      Which page?

Teacher

5. tumpóá tii-buon. look kheefñ                      Page four. Do you see sentence  
khlia tii-pii tee?    number two?

Third Student (koun seh tii-bey)

6. khlia tii-bey?    Sentence number three?

Teacher

7. tee, khlia mun niṅ, khlia tii-pii.                      No, the sentence before that,  
sentence number two.

8. look téṅ-oh khnia róo? kheefñ tee?                      Have you all found it?

Students (koun seh téṅ-oh)

9. baat (cah), kheefñ haey.                                      Yes, I've found it.

Teacher

10. eylew meel bontót tii-bey, khlia                      Now look at line three of sentence  
tii-pii.    two.

First Student

11. bontót tii-pii?    The second line?

Teacher

12. tee, bontót tii-bey.                                      No, the third line.  
bontót kraoy boṅ-oh.    The last line of all.

First Student

13. ou, bontót nɨj!

Oh, that line!

## DIALOGUE AND VARIATIONS FOR COMPREHENSION

The first dialogue given below is the basic dialogue, repeated for comprehension purposes. The next two dialogues include slight variations, mainly involving the numbers used; you will notice, however, that the internal consistency of the dialogue has not been changed. In order to understand the variations, you will have to control the following vocabulary items (the old items are all included for the sake of the pattern).

Vocabulary

siew-phɨw	'book'	muoy	'one'
mee-rien	'lesson'	pɨi	'two'
tumpóa	'page'	bey	'three'
khliá	'sentence'	buon	'four'
bontót	'line'	pram	'five'
kruu boɨrien	'teacher'	mun kee boɨ-oh	'first of all'
koun seh	'student'	mun nɨj	'before that'
né*	'person'	kraoy kee boɨ-oh	'last of all'
		kraoy nɨj	'after that'
		bontóp	'next'

## DIALOGUE FOR COMPREHENSION

kruu boɨrienkoun seh (tɨi-muoy, tɨi-pɨi,  
tɨi-bey, téɨ-oh)

- |   |                       |
|---|-----------------------|
| 1. eylew soum baek siew-phɨw look<br>tumpóa tɨi-buon. | 2. siew-phɨw naa?     |
| 3. siew-phɨw liɨɨ.                                    | 4. tumpóa tɨi-pemaan? |
| 5. tumpóa tɨi-buon. look kheeff<br>khliá tɨi-pɨi tee? | 6. khliá tɨi-bey?     |
| 7. tee, khliá mun nɨj, khliá tɨi-pɨi.                 |                       |
| 8. look téɨ-oh khniá róo? kheeff tee?                 | 9. baat, kheeff haey. |
| 10. eylew meel bontót tɨi-bey, khliá<br>tɨi-pɨi.      | 11. bontót tɨi-pɨi?   |
| 12. tee, bontót tɨi-bey.<br>bontót kraoy boɨ-oh.      | 13. ou, bontót nɨj!   |

Variation One:

- |   |                                 |
|---|---------------------------------|
| 1. eylew soum baek siew-phiw look<br>tumpóa tii-pram. | 2. siew-phiw naa?               |
| 3. siew-phiw tii-muoy.                                | 4. tumpóa tii-pemaan?           |
| 5. tumpóa tii-pram. look khөөñ<br>khlia tii-bey tee?  | 6. khlia tii-pii?               |
| 7. tee, khlia kraoy niq, khlia tii-bey.               |                                 |
| 8. look téq-oh khnia róo? khөөñ tee?                  | 9. baat, khөөñ haey, look kruu. |
| 10. eylew meel bontót tii-pii, khlia<br>tii-bey.      | 11. bontót tii-bey?             |
| 12. tee, bontót tii-pii, bontót mun niq.              | 13. ou, bontót niq!             |

Variation Two:

- |  |                            |
|--|----------------------------|
| 1. eylew soum baek siew-phiw look<br>mee-rien tii-bey. | 2. siew-phiw naa?          |
| 3. siew-phiw liəq.                                     | 4. mee-rien tii-pemaan?    |
| 5. mee-rien tii-bey. look khөөñ khlia<br>tii-muoy tee? | 6. khlia tii-buon?         |
| 7. tee, khlia mun kee boq-oh.                          |                            |
| 8. look róo? khlia tii-muoy khөөñ tee?                 | 9. ou, khlia niq!          |
| 10. eylew meel bontót tii-pram, khlia<br>tii-muoy.     | 11. bontót naa, look kruu? |
| 12. bontót tii-pram. bontót kraoy kee<br>boq-oh.       | 13. cah, khөөñ haey.       |

NOTE: Head-Modifier Constructions

In Unit Two we saw how Cambodian word order seems to parallel that of English in statements and commands. Let us now look at a type of construction in which Cambodian word order usually appears to be the reverse of English: the head-modifier construction. In Cambodian, the order of head-word (H) and its modifier (M) is always HM. In English, the corresponding construction is usually MH; examples of the order HM can usually be paraphrased to yield MH (e.g. 'once more' becomes 'another time.')

Refer back to the vocabulary lists given at the beginning of the 'Dialogue and Variations' section of this lesson. By combining each item in the left-hand column with each item in the right-hand column (and inserting /tii-/ before all numerals) you can produce eighty such head-modifier constructions, all of them having some possibility of occurrence in actual speech. The first combination would be /siew-phiw tii-muoy/ 'the first book' and the last would be /ne? bontop/ 'next person.' All such constructions involving a noun as the head-word are



noun-modifier constructions (NM). Here are some examples that you have already encountered, including a few which would not be generated from the vocabulary lists:

1) Noun-Modifier Constructions

Cambodian: NM	English: MN
khliá dǎdǎɛl.	The-same sentence.
siew-phiw look.	Your book.
bǎntót mun kee bǎŋ-ǎh.	The-very-first line.
né' bǎntóp.	The-next person.
siew-phiw liɛŋ.	The-yellow book.
tumpóá kraoy bǎŋ-ǎh.	The-last page.
koun seh tii-pii.	The-second student.

You have also encountered another type of head-modifier construction in which an adjective is the head-word. The relationship to English word order is the same as in the case of the noun-modifier constructions.

2) Adjective-Modifier Constructions

Cambodian: AM	English: MA
yit peek.	Too slow.
khlaŋ ntɛc.	A-little louder.
fióp nah.	Very fast.
kraoy kee bǎŋ-ǎh.	The-very last.

Examples in which the English word order can be the same as the Cambodian or different, depending on the translation, occur with both noun-modifier and adjective-modifier constructions.

3) Head-Modifier Constructions

Cambodian: HM	English: MH	(English: HM)
médǎŋ tiet	another time	(once more)
fióp lemóom	sufficiently fast	(fast enough)
khliá tii-pii	the-second sentence	(sentence two)
tumpóá tii-buon	the-fourth page	(page four)
look téŋ-ǎh khnia	all-of you	(you all)
mun kee bǎŋ-ǎh	the-very first	(first of-all)

The thing to remember is that the order of Cambodian words does not depend on how they are translated into English, but on the structure of Cambodian itself. In the case of the head-modifier constructions, this is easy-- the head-word always precedes, and the modifier always follows; this is true at least of noun and adjective constructions (with verbs, it is a little more complex). In the drills which follow, we will concentrate only on the noun-modifier construction, leaving the adjective-modifier construction for later, when there is more vocabulary to work with.

## SUBSTITUTION DRILLS

Drill A

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1. <u>soum baek</u> siew-phiw look. | Please open your books.           |
| 2. <u>kom baek</u> siew-phiw look.  | <u>Don't open</u> your books.     |
| 3. <u>soum bet</u> siew-phiw look.  | <u>Please close</u> your books.   |
| 4. <u>kom bet</u> siew-phiw look.   | <u>Don't close</u> your books.    |
| 5. <u>soum meel</u> siew-phiw look. | <u>Please look at</u> your books. |
| 6. <u>kom meel</u> siew-phiw look.  | <u>Don't look at</u> your books.  |
| 7. <u>soum baek</u> siew-phiw look. | <u>Please open</u> your books.    |

Drill B

- |  |  |
|--|--|
| 1. look kheeff <u>khlia tii-pii</u> tee?     | Do you see <u>sentence two</u> ?       |
| 2. look kheeff <u>bantót</u> tii-pii tee?    | Do you see <u>line two</u> ?           |
| 3. look kheeff <u>tumpóa</u> tii-pii tee?    | Do you see <u>page two</u> ?           |
| 4. look kheeff <u>mee-rien</u> tii-pii tee?  | Do you see <u>lesson two</u> ?         |
| 5. look kheeff <u>siew-phiw</u> tii-pii tee? | Do you see <u>book two</u> ?           |
| 6. look kheeff <u>koun seh</u> tii-pii tee?  | Do you see <u>the second student</u> ? |
| 7. look kheeff <u>khlia</u> tii-pii tee?     | Do you see <u>sentence two</u> ?       |

Drill C

- |   |   |
|---|---|
| 1. eylew meel <u>khlia tii-pii</u> .      | Now look at <u>sentence two</u> .             |
| 2. eylew meel <u>khlia tii-mucy</u> .     | Now look at <u>the first sentence</u> .       |
| 3. eylew meel <u>khlia tii-bey</u> .      | Now look at <u>sentence three</u> .           |
| 4. eylew meel <u>khlia tii-pram</u> .     | Now look at <u>sentence five</u> .            |
| 5. eylew meel <u>khlia mun nuh</u> .      | Now look at <u>the sentence before that</u> . |
| 6. eylew meel <u>khlia kraoy boq-oh</u> . | Now look at <u>the last sentence</u> .        |
| 7. eylew meel <u>khlia tii-buon</u> .     | Now look at <u>sentence four</u> .            |
| 8. eylew meel <u>khlia tii-pii</u> .      | Now look at <u>sentence two</u> .             |

## RESPONSE DRILLS

Drill A

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : khlia tii-pram? (tee, mun niq)                  | Sentence five? (no, before that)   |
| <u>Student</u> : tee, khlia mun niq, khlia tii-buon.                    | No, the sentence before that, sentence four.                                 |
| 1. khlia tii-buon? (tee, mun niq)<br>tee, khlia mun niq, khlia tii-bey. | Sentence four? (no, before that)<br>No, the one before that, sentence three. |
| 2. khlia tii-bey? (tee, mun niq)<br>tee, khlia mun niq, khlia tii-pii.  | Sentence three? (no, before that)<br>No, the one before that, sentence two.  |

- |  |   |
|--|---|
| 3. khlia tii-pii? (tee, mun kee boṅ-oh)<br>tee, khlia mun kee boṅ-oh, khlia<br>tii-muoy.               | Sentence two? (no, first of all)<br>No, the first sentence of all,<br>sentence one.         |
| 4. khlia tii-muoy? (tee, kraoy kee<br>boṅ-oh, pram)<br>tee, khlia kraoy kee boṅ-oh, khlia<br>tii-pram. | Sentence one? (no, last of all,<br>five)<br>No, the last sentence of all,<br>sentence five. |

Drill B

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : tumpóa tii-muoy?<br>(tee, kraoy)  | Page one? (no, after that)   |
| <u>Student</u> : tee, tumpóa kraoy niṅ,<br>tumpóa tii-pii.  | No, the page after that,<br>page two.  |
| 1. tumpóa tii-pii? (tee, kraoy)<br>tee, tumpóa kraoy niṅ, tumpóa tii-bey.                                 | Page two? (no, after that)<br>No, the one after that, page<br>three.             |
| 2. tumpóa tii-bey? (tee, kraoy)<br>tee, tumpóa kraoy niṅ, tumpóa<br>tii-buon.                             | Page three? (no, after that)<br>No, the one after that, page<br>four.            |
| 3. tumpóa tii-buon? (tee, kraoy kee<br>boṅ-oh, pram)<br>tee, tumpóa kraoy kee boṅ-oh, tumpóa<br>tii-pram. | Page four? (no, last of all,<br>five)<br>No, the last page of all, page<br>five. |
| 4. tumpóa tii-pram? (tee, mun kee boṅ-oh)<br>tee, tumpóa mun kee boṅ-oh, tumpóa<br>tii-muoy.              | Page five? (no, first of all)<br>No, the first page of all,<br>page one.         |

Drill C

- |  |  |
|--|--|
| MODEL: <u>Teacher</u> : koun seh tii-muoy?<br>(tee, bontóp)                | The first student? (no,<br>next one)   |
| <u>Student</u> : tee, né? bontóp, koun<br>seh tii-pii.                     | No, the next one, the<br>second student.   |
| 1. koun seh tii-pii? (tee, bontóp)<br>tee, né? bontóp, koun seh tii-bey.   | The second student? (no, next<br>one)<br>No, the next one, the third<br>student. |
| 2. koun seh tii-bey? (tee, bontóp)<br>tee, né? bontóp, koun seh tii-buon.  | The third student? (no, next one)<br>No, the next one, the fourth<br>student)    |
| 3. koun seh tii-buon? (tee, bontóp)<br>tee, né? bontóp, koun seh tii-pram. | The fourth student? (no, next<br>one)<br>No, the next one, the fifth<br>student. |

4. koun səh tii-pram? (tee, kruu  
bɔŋrien)  
tee, kruu bɔŋrien.

The fifth student? (no, the  
teacher)  
No, the teacher.

Drill D

MODEL: Teacher: siew-phiw naa? (liəŋ)  
Student: siew-phiw liəŋ.

Which book? (yellow)  
The yellow book.

1. mee-rien tii-pemaan? (pram)  
mee-rien tii-pram.

Which lesson? (five)  
The fifth lesson.

2. tumpóa tii-pemaan? (kraoy kee bɔŋ-ɔh)  
tumpóa kraoy kee bɔŋ-ɔh.

Which page? (the last)  
The last page.

3. khliá tii-pemaan? (buon)  
khliá tii-buon.

Which sentence? (four)  
Sentence four.

4. bontót naa? (mun bɔŋ-ɔh)  
bontót mun bɔŋ-ɔh.

Which line? (the very first)  
The very first line.

5. koun səh naa? (bɛy)  
koun səh tii-bɛy.

Which student? (the third)  
The third student.

6. siew-phiw naa? (liəŋ)  
siew-phiw liəŋ.

Which book? (yellow)  
The yellow book.

## UNIT 4

## BASIC DIALOGUE

Teacher

1. bontót nı́q meel thaa mɛc? How does that line read?

First Student

2. meel thaa: khmaɛ sruol rien. It reads: 'Khmer is easy to learn.'

Teacher

3. pia? ɛy kraoy kee bɔŋ-ɔh, khnoŋ What word is last of all in the  
bontót nı́q? line?

Second Student

4. pia? kraoy kee bɔŋ-ɔh kii 'rien'. The word 'learn' is last of all.

Teacher

5. haey pia? mun pia? nı́q? And the word before that?

Third Student

6. pia? mun nı́q kii 'sruol'. The word before that is 'easy'.

Teacher

7. trəw haey. haey pia? ɛy mun That's correct. And what's the  
kee bɔŋ-ɔh? very first word?

Fourth Student

8. pia? mun kee bɔŋ-ɔh kii 'khmaɛ'. The very first word is 'Khmer'.

Teacher

9. khlia nı́q, look téŋ-ɔh khnia yúl tee? Do you all understand this sentence?

Students

10. baat, yúl haey. Yes, We understand it.

First Student

11. khlia nih ɲey yúl nah. This sentence is very easy to  
understand.

Teacher

12. min pibaa? tee. It's not difficult.

## DIALOGUE FOR COMPREHENSION

kruu boꝛrienkoun seh

- |   |   |
|---|---|
| 1. bontót nɨŋ məel thaa məc?                      | 2. məel thaa: khmaɛ sruol rien.         |
| 3. pia? ɛy kraoy kee boꝛ-oh, khnoŋ<br>bontót nɨŋ? | 4. pia? kraoy kee boꝛ-oh kii<br>'rien'. |
| 5. haey pia? mun pia? nɨŋ?                        | 6. pia? mun nɨŋ kii 'sruol'.            |
| 7. trəw haey. haey pia? ɛy mun kee boꝛ-oh?        | 8. pia? mun kee boꝛ-oh kii<br>'khmaɛ'.  |
| 9. khliɑ nɨŋ, look téŋ-oh khniɑ yúl tee?          | 10. baat, yúl haey.                     |
| 12. mɨn piɑɑ? tee.                                | 11. khliɑ nih ɲiey yúl nah.             |

NOTE: Questions and Answers

Questions in Cambodian are constructed in several different though related ways, but all have a common feature: the general question intonation. The pitch contour of this intonation sounds very much like that of a common type of American English yes-no question: high pitch starting on the last stressed syllable of the sentence, and rising still higher from that point on, no matter how many syllables may follow. In no type of Cambodian question is there any inversion of word order such as that required in English ('Is he going?'-- 'Yes, he's going.' 'What's he doing?'-- 'He's working,' etc.)

We can distinguish three types of Cambodian questions in the material covered to date; these are described in Notes 1-3 below.

1) Confirmation Questions

If the question simply requires confirmation of an assumption, and contains no verb predicate (for example, a noun with or without modifiers), the question is usually made with the intonation contour alone (represented in this text by /·/). A 'yes' answer to this type of question usually includes a repetition of the original phrase, this time with statement intonation (represented by /·/). A 'no' answer simply includes the correct information, also with statement intonation. Examples:

<u>Question</u>	<u>'Yes' answer</u>	<u>'No' answer</u>
khliɑ dɔdaɛl? The same sentence?	baat, khliɑ dɔdaɛl. Yes, the same sentence.	tee, khliɑ mun. No, the sentence before.
bontót tii-pii? Line two?	baat, bontót tii-pii. Yes, line two.	tee, bontót tii-bey. No, line three.
khñom mun? Me first?	baat, look mun. Yes, you first.	tee, khñom mun. No, me first.

2) Yes-No Questions

If the question can be answered 'yes' or 'no' but contains a positive verb predicate (i.e. at least one verb or adjective, with no prior negative), the normal form of the question is the general question intonation with the addition of an unstressed tee at the very end (the whole complex being written /tee?/). Positive responses to yes-no questions usually contain at least part of the original predicate, sometimes all of it, and may also be followed by the particle haey 'already'. Negative responses require the placement of a negative such as min before the proper element of the predicate (this is a complicated matter which will be taken up in connection with verb constructions), and the particle tee at the very end of the sentence. Both positive and negative responses have the statement intonation. Examples:

<u>Question</u>	<u>'Yes' answer</u>	<u>'No' answer</u>
look l11 tee? Do you hear?	baat, l11. Yes, I hear.	tee, min l11 tee. No, I don't hear.
look sdap l11 tee? Can you hear?	baat, (sdap) l11. Yes, I can.	tee, (sdap) min l11 tee. No, I can't.
look tép-ch khnia yúl tee? Do you all understand?	baat, yúl haey. Yes, (we) do.	tee, min yúl tee. No, (we) don't.
look kheeff khlia tii-pii tee? Do you see sentence two?	baat, kheeff haey. Yes, I see it.	tee, min kheeff tee. No, I don't see it.
look róc? tumpóa tii-buon kheeff tee? Have you found page four?	baat, róc? kheeff haey. Yes, I've found it.	tee, róc? min kheeff tee. No, I haven't found it.

3) Information Questions

The third type of question involves a word of the 'who--what--when--where--why' type: an interrogative word. Cambodian questions of this type differ from their English counterparts in two important respects: a) they have the standard question intonation, just like confirmation and yes-no questions; b) the placement of the interrogative word is in the exact spot where the information requested will occur in the full answer (rather than at the beginning of the sentence, as it must be in English). So far we have encountered five of the Cambodian interrogative words:

naa	'which'	tii-pemaan	'which (in a definite series)'
ey	'what'	mec	'how'
né'naa	'who'		

Answers to information questions containing these words may begin with baat or cah (or even tee), but all that is essential is the supplying of the information requested. Sometimes part or all of the remaining context of the question is repeated (as it can be in English). The examples below illustrate short and full answers to typical information questions; note the relative positions of the interrogative words in the questions, and of the information supplied in the full answers.

## Examples:

<u>Question</u>	<u>Short Answer</u>	<u>Full Answer</u>
né'naa mun? Who's first?	look. You.	look mun. You're first.
look khөөñ né'naa? Who do you see?	kruu bəŋrien. The teacher.	khñom khөөñ kruu bəŋrien. I see the teacher.
look kruu khөөñ né'naa? Who does the teacher see?	khñom. Me.	look kruu khөөñ khñom. The teacher sees me.
pia? əy mun kee bəŋ-əh? What word is first of all?	khmae. 'Khmer'	pia? khmae, mun kee bəŋ-əh. The word 'Khmer' is first.
look khөөñ əy? What do you see?	siew-phiw. The book.	khñom khөөñ siew-phiw. I see the book.
look róo? siew-phiw əy? Which book are you looking for?	siew-phiw liəŋ. The yellow book.	khñom róo? siew-phiw liəŋ. I'm looking for the yellow book.
look sdap khlia tii-pemaan? Which sentence are you listening to?	khlia tii-pram. Sentence five.	khñom sdap khlia tii-pram. I'm listening to sentence five.
bəntót niŋ meel thaa meə? How does that line read?	khmae sruol rien. Khmer is easy to learn.	meel thaa: khmae sruol rien. It reads: 'Khmer is easy to learn.'

## RESPONSE DRILLS

Drill A.

MODEL: <u>Teacher</u> : khlia dədaeɬ? (baat)	The same sentence? (yes)
<u>Student</u> : baat, khlia dədaeɬ.	Yes, the same sentence.
<u>Teacher</u> : (tee, mun)	(no, before that)
<u>Student</u> : tee, khlia mun niŋ.	No, the sentence before that.
1. siew-phiw liəŋ? (baat)	The yellow book? (yes)
baat, siew-phiw liəŋ.	Yes, the yellow book.
(tee, nih)	(no, this one)
tee, siew-phiw nih.	No, this book.
2. khñom mun? (baat)	Me first? (yes)
baat, look mun.	Yes, you first.



- |                              |                                  |
|------------------------------|----------------------------------|
| (tee, look kruu)             | (no, the teacher)                |
| tee, look kruu mun.          | No, the teacher first.           |
| 3. bontót tii-buon? (baat)   | Line four? (yes)                 |
| baat, bontót tii-buon.       | Yes, line four.                  |
| (tee, muoy)                  | (no, one)                        |
| tee, bontót tii-muoy.        | No, line one.                    |
| 4. pia? mun pia? niŋ? (baat) | The word before that word? (yes) |
| baat, pia? mun pia? niŋ.     | Yes, the word before that word.  |
| (tee, kraoy)                 | (no, after)                      |
| tee, pia? kraoy pia? niŋ.    | No, the word after that word.    |

Drill B.

- |  |  |
|--|--|
| MODEL: <u>Teacher:</u> look l11 tee? (l11) | Do you hear? (hear)                        |
| <u>Student:</u> baat, khñom l11.           | Yes, I hear.                               |
| <u>Teacher:</u> (m1n l11 tee)              | (not hear)                                 |
| <u>Student:</u> tee, khñom m1n l11 tee.    | No, I don't hear.                          |
| 1. look yúl tee? (yúl haey)                | Do you understand? (understand<br>already) |
| baat, khñom yúl haey.                      | Yes, I understand.                         |
| (m1n yúl tee)                              | (not understand)                           |
| tee, khñom m1n yúl tee.                    | No, I don't understand.                    |
| 2. look sdap l11 tee? (sdap l11)           | Can you hear? (listen hear)                |
| baat, khñom sdap l11.                      | Yes, I can hear.                           |
| (sdap m1n l11 tee)                         | (listen not hear)                          |
| tee, khñom sdap m1n l11 tee.               | No, I can't hear.                          |
| 3. look sdap baan tee? (sdap baan)         | Can you understand? (listen get)           |
| baat, khñom sdap baan haey.                | Yes, I can understand.                     |
| (sdap m1n baan tee)                        | (listen not get)                           |
| tee, khñom sdap m1n baan tee.              | No, I can't understand.                    |
| 4. look kheeffi tee? (kheeffi haey)        | Do you see? (see already)                  |
| baat, khñom kheeffi haey.                  | Yes, I see.                                |
| (m1n kheeffi tee)                          | (not see)                                  |
| tee, khñom m1n kheeffi tee.                | No, I don't see.                           |

- |   |   |
|---|---|
| <p>5. look róo? kheefi tee? (róo? kheefi haey)<br/>         baat, khñom róo? kheefi haey.<br/>         (róo? min kheefi tee)<br/>         tee, khñom róo? min kheefi tee.</p> | <p>Have you found it? (find already)<br/>         Yes, I've found it.<br/>         (look for not see)<br/>         No, I can't find it.</p>                     |
| <p>6. pia? nih trew tee? (trew haey)<br/>         baat, pia? nih trew haey.<br/>         (min trew tee)<br/>         tee, pia? nih min trew tee.</p>                          | <p>Is this word right? (right<br/>         already)<br/>         Yes, that word is right.<br/>         (not right)<br/>         No, that word is not right.</p> |

Drill C.

MODEL: Teacher: né?naa mun? (koun seh)  
Student: koun seh mun.

- |   |  |
|---|--|
| <p>1. look kheefi né?naa?<br/>         khñom kheefi look kruu.</p>  | <p>Who's first? (students)<br/>         The students are first.</p>  |
| <p>2. né?naa thaa kraoy kee bəŋ-əh?<br/>         (koun seh tii-pram)<br/>         koun seh tii-pram thaa kraoy kee<br/>         bəŋ-əh.</p> | <p>Who do you see? (the teacher)<br/>         I see the teacher.</p>   |
| <p>3. look meel siew-phiw naa? (liəŋ)<br/>         khñom meel siew-phiw liəŋ.</p>   | <p>Who speaks last of all?<br/>         (the fifth student)<br/>         The fifth student speaks last<br/>         of all.</p>  |
| <p>4. pia? ey mun kee bəŋ-əh? (sruol)<br/>         pia? sruol mun kee bəŋ-əh.</p>   | <p>Which book are you looking at?<br/>         (yellow book)<br/>         I'm looking at the yellow book.</p>  |
| <p>5. look róo? ey? (tumpóa tii-bey)<br/>         khñom róo? tumpóa tii-bey.</p>  | <p>What is the first word of all?<br/>         (the word 'easy')<br/>         The word 'easy' is the first<br/>         word of all.</p>   |
| <p>6. look róo? khlia tii-pemaan?<br/>         (khlia tii-pii)<br/>         khñom róo? khlia tii-pii.</p>                                   | <p>What are you looking for?<br/>         (page three)<br/>         I'm looking for page three.</p>  |
| <p>7. khlia tii-pii meel thaa məc?<br/>         (khñom yúl haey)<br/>         khlia tii-pii meel thaa: khñom<br/>         yúl haey.</p>     | <p>Which sentence are you looking<br/>         for? (sentence two)<br/>         I'm looking for sentence two.</p> <p>How does sentence two read?<br/>         ('I understand now.')</p> <p>Sentence two says: 'I understand<br/>         now.'</p> |

## Drill D (Respond as directed)

<u>Teacher</u>	<u>Student</u>
1. eylew soum baek siew-phiw look.	baat, look kruu. [book should be open]
2. look kheeff tumpoa tii-bey tee? (baat)	baat, kheeff haey.
3. look kheeff khlia tii-muoy tee? (baat)	baat, kheeff haey.
4. look kheeff bontot tii-pii tee? (baat)	baat, kheeff haey.
5. bontot niq meel thaa mec? (khnom sdap baan)	bontot niq meel thaa: khnom sdap baan.
6. soum thaa taam khnom: khnom sdap baan.	khnom sdap baan.
7. khlia nih, look yul tee? (baat)	baat, yul haey.
8. soum thaa medoay tiet, khlia dodael.	khnom sdap baan.
9. pia? ey kraoy kee boy-oh khnoy khlia nih?	pia? kraoy kee boy-oh kii 'baan'.
10. haey pia? mun pia? 'baan'?	pia? mun pia? 'baan' kii pia? 'sdap'.
11. haey pia? ey mun kee boy-oh?	pia? mun kee boy-oh kii 'khnom'.
12. eylew thaa khlia ten-oh nuh medoay tiet.	khnom sdap baan.
13. thaa khlia dodael, kom thaa pia? 'khnom'.	sdap baan.
14. thaa khlia dodael, kom thaa pia? 'baan'.	khnom sdap.
15. eylew soum bet siew-phiw look.	baat, look kruu. [book should be closed]

## FLUENCY DRILLS

Drill A. Expansion

1. look kheeff tee?
  2. look roo? kheeff tee?
  3. look roo? mee-rien tii-bey kheeff tee?
  4. look roo? mee-rien tii-bey khnoy siew-phiw liay kheeff tee?
  5. look ten-oh khnia roo? mee-rien tii-bey khnoy siew-phiw liay kheeff tee?
  6. look ten-oh khnia roo? khlia kraoy boy-oh, mee-rien tii-bey khnoy siew-phiw liay, kheeff tee?
1. Do you see it?
  2. Have you found it?
  3. Have you found lesson three?
  4. Have you found lesson three in the yellow book?
  5. Have you all found lesson three in the yellow book?
  6. Have you all found the very last sentence of lesson three in the yellow book?

Drill B. Reduction

1. look tér-oh khnia róo? khlia kraoy bəŋ-oh, mee-rien tii-bey khnoŋ siew-phiw lier, khəeñ tee?
  2. look tér-oh khnia róo? khlia kraoy bəŋ-oh, mee-rien tii-bey, khəeñ tee?
  3. look róo? khlia kraoy bəŋ-oh, mee-rien tii-bey, khəeñ tee?
  4. look róo? khlia kraoy bəŋ-oh khəeñ tee?
  5. look róo? khəeñ tee?
  6. look khəeñ tee?
- 
1. Have you all found the very last sentence of lesson three in the yellow book?
  2. Have you all found the very last sentence of lesson three?
  3. Have you found the very last sentence of lesson three?
  4. Have you found the very last sentence?
  5. Have you found it?
  6. Do you see it?

## UNIT 5

## NARRATION

1. kruu bəŋrien aoy koun səh téŋ-oh khnia bet siew-phiw.
2. haey koun səh thaa taam kruu bəŋrien próom khnia: khmae sruol rien.
3. ruoc haey, kruu bəŋrien aoy koun səh thaa taam méné? mēdōŋ.
4. taε mian koun səh méné? suo thaa: look kruu cəŋ aoy thaa khlia dōdæɩ?
5. kruu bəŋrien chlaey thaa: baat, khlia dōdæɩ.
6. mian koun səh méné? tiet suo: look kruu cəŋ aoy né?naa thaa mun?
7. kruu bəŋrien chlaey thaa: khfiom cəŋ aoy look thaa mun.

1. The teacher has all the students close their books.
2. And the students repeat after the teacher all together: 'Khmer is easy to learn.'
3. Then the teacher has the students repeat one at a time.
4. But there is one student who asks: 'Do you want (us) to say the same sentence?'
5. The teacher replies: 'Yes, the same sentence.'
6. Another student asks: 'Who do you want to speak first?'
7. The teacher replies: 'I want you to speak first.'

- - - - -

8. haey koun səh téŋ-oh khnia thaa taam kruu méné? mēdōŋ.
9. koun səh dael thaa taam tēc-tēc nuh, kruu prap aoy thaa khlaŋ nteε.
10. koun səh dael thaa taam yit-yit nuh, kruu prap aoy thaa fióp lēmóom.
11. koun səh téŋ-oh khnia khom thaa taam kruu khlaŋ lēmóom, haey fióp lēmóom.
12. thaa tēc nah, kruu sdap min lɩɩ tee.
13. thaa fióp peek, kruu sdap min baan tee.

8. And all the students repeat after the teacher one at a time.
9. A student who repeats softly, the teacher tells to say it a little louder.
10. A student who repeats slowly, the teacher tells to say at the right speed.
11. All the students try to repeat after the teacher loud enough and fast enough.
12. Say it very softly, the teacher can't hear.
13. Say it too fast, the teacher can't understand.

- - - - -

14. kraoy móo?, kruu bəŋrien aoy koun səh bæε siew-phiw viŋ.
15. kee niŋ rien siew-phiw liεŋ, tumpóa tii-buon, khlia tii-pii, bontót tii-bey.
16. koun səh dael min yúl, suo sōmnuo tɩw kruu.
17. kee suo thaa: siew-phiw naa, tumpóa tii-pēmaan, khlia tii-pēmaan, bontót tii-pēmaan?
18. kruu bəŋrien chlaey sōmnuo kee.
19. haey koun səh téŋ-oh khnia róo? bontót niŋ kheεŋ.

14. Later, the teacher has the students open their books up again.
15. They are going to study the yellow book, page four, sentence two, line three.

16. The students that don't understand ask questions of the teacher.
17. They ask: which book, what page, which sentence, which line?
18. The teacher answers their questions.
19. And all the students finally find the line.

- - - - -

20. kruu suo: bontót nı́n meel thaa meç?
21. koun seh mené chlaey thaa: meel thaa khmae sruol rien.
22. haey kruu boḅrien suo somnuo tiet.
23. kee suo thaa: pia? kraoy kee boḅ-oh kii pia? ey? pia? mun nı́n kii  
pia? ey? pia? mun boḅ-oh kii pia? ey?
24. koun seh chlaey somnuo kruu mené? međooḅ, kee chlaey trew téḅ-oh khnia.
25. kruu boḅrien kheeñ thaa kee yúl khlia nı́n téḅ-oh khnia.

20. The teacher asks: 'How does that line read?'
21. A student answers: 'It reads 'Khmer is easy to learn.'
22. And the teacher asks more questions.
23. He asks: 'What's the last word of all? What's the word before that?  
What's the first word of all?'
24. The students answer the teachers questions one at a time; they all  
answer correctly.

NOTE: Narrative Style

You will have noticed that the content of the Narration above is almost exactly the same as that of the first four Basic Dialogues; only the style is different. Instead of a series of actual conversations, with the speakers identified only in the book, we now have an account of the conversations as told by a single person. The narrator, moreover, must use two kinds of words not found in the original conversations: 1) procedural verbs, especially those of speaking, 2) procedural conjunctions, indicating the transitions between successive sentences. Also, of course, he must identify in some way each person who speaks, indicating when he begins and when he stops. Following is the new vocabulary thus introduced (old words included for patterning):

1) Procedural Verbs and Adjectives

thaa	to say, speak; as follows	mené? međooḅ	one at a time
prap	to tell	próom khnia	all together
suo	to ask	coḅ	to want
(somnuo)	(question)	coḅ aoy	to want to have
chlaey	to answer	mian... mené?	there is a... (person)
tı́w kruu	to the teacher	mian... mené tiet	there is another... (person)
tı́w kót	to him		

2) Procedural Conjunctions and Adverbs

haey	and, then	kraoy móo?	later
ruoc haey	after that, then	daeł	which, who
tae	but	viñ	again, back
haey nı́n	and (in a series)	tiet	more, other

Aside from the new vocabulary, of course, there are many purely grammatical changes made in the narrative style. For example, note the use of soy in sentences 1, 3, 4, 6, 7, 9, 10, etc. The common feature of these sentences is that they correspond to commands or requests in direct discourse; the meaning of this /soy/ is 'to have someone do something' (note its other use in direct commands--e.g. /thaa soy khlay/ 'Say it loud.'). Another grammatical aspect of the narrative style is the occurrence of doubled adjectives: /yit-yit/ 'slowly.' This doubling process is characteristic of adjectives in statements, provided they are not the main element of the predicate, and provided they are not themselves modified.

### 3) Examples of Doubled Adjectives

fióp	to be fast	fióp-fióp	rapidly	fióp nah	very fast
yit	to be slow	yit-yit	slowly	yit ntéc	a little slower
khlay	to be loud, strong	khlay-khlay	loudly	khlay lemóom	loud enough
téc	to be small, few	téc-téc	softly	téc nah	very softly

### EXERCISE

(Repeat the Basic Dialogues of Units 1-4)

The teacher will then read aloud from the Basic Dialogues, pausing after each sentence or group of sentences and calling on one of the students to give (but not read) the same information in narrative style. Example (Unit 1.1.):

Teacher: soum bet siew-phiw.

Student: kruu boxrien soy koun seh téj-oh khnia bet siew-phiw.

Next, the teacher will read aloud from the Narration, pausing to designate certain students to act out in dialogue form the portion he has just read. If the dialogues have been memorized properly, the exercise should go very smoothly.

### PROGRESSIVE SUBSTITUTION DRILLS

#### Drill A

1. khlia nih, look téj-oh khnia  
yúl tee? Do you all understand this sentence?
2. khlia nih, look téj-oh khnia  
sdap lli tee? Did you all hear this sentence?
3. khlia nih, né? kruu sdap lli  
tee? Did the teacher (F) hear this  
sentence?
4. somnuo khfiom, né? kruu sdap  
lli tee? Did the teacher (F) hear my question?
5. somnuo khfiom, né? kruu sdap  
baan tee? Did the teacher (F) understand my  
question?
6. somnuo khfiom, look srey sdap  
baan tee? Did you (F) understand my question?

- |   |  |
|---|--|
| 7. <u>bontót tii-pii</u> , look srey sdap<br>baan tee?                | Did you (F) understand <u>line two</u> ?           |
| 8. bontót tii-pii, look srey <u>róo</u> ?<br><u>khæñ</u> tee?         | <u>Have</u> you (F) <u>found</u> line two?         |
| 9. bontót tii-pii, <u>look téŋ-oh khnia</u><br><u>róo</u> ? khæñ tee? | Have <u>you all</u> found line two?                |
| 10. <u>khlia nih</u> , look <u>téŋ-oh khnia róo</u> ?<br>khæñ tee?    | Have you all found <u>this sentence</u> ?          |
| 11. khlia nih, look <u>téŋ-oh khnia</u><br><u>yúl</u> tee?            | <u>Do</u> you all <u>understand</u> this sentence? |

Drill B

- |   |  |
|---|--|
| 1. pia? kraoy kee bəŋ-oh kii 'rien'.                  | The last word of all is 'learn'.           |
| 2. pia? <u>kraoy pia?</u> niŋ kii 'rien'.             | The word <u>after that</u> is 'learn'.     |
| 3. pia? kraoy pia? niŋ <u>mæel thaa mæc</u> ?         | The word after that <u>reads how</u> ?     |
| 4. pia? <u>mun pia?</u> niŋ mæel thaa mæc?            | The word <u>before that</u> reads how?     |
| 5. pia? mun pia? niŋ mæel thaa 'sruol'.               | The word before that <u>reads 'easy'</u> . |
| 6. pia? mun pia? niŋ <u>kii 'sruol'</u> .             | The word before that <u>is 'easy'</u> .    |
| 7. pia? <u>mun kee bəŋ-oh</u> kii 'sruol'.            | The <u>first word of all</u> is 'easy'.    |
| 8. pia? mun kee bəŋ-oh <u>kii 'khmae'</u> .           | The first word of all <u>is 'Khmer'</u> .  |
| 9. pia? mun kee bəŋ-oh <u>kii pia? ey?</u>            | The first word of all <u>is what word?</u> |
| 10. pia? <u>kraoy kee bəŋ-oh</u> kii pia? ey?         | The <u>last word of all</u> is what word?  |
| 11. pia? kraoy kee bəŋ-oh kii pia?<br><u>'rien'</u> . | The last word of all is ' <u>learn</u> '.  |

Drill C

- |   |   |
|---|---|
| 1. look kruu cəŋ aoy khñom thaa<br>khlia naa?               | Which sentence do you want me to<br>say (teacher)?                |
| 2. look kruu cəŋ aoy khñom <u>mæel</u><br>khlia naa?        | Which sentence do you want me to<br><u>read</u> ?                 |
| 3. look kruu cəŋ aoy <u>koun seh</u> mæel<br>khlia naa?     | Which sentence do you want <u>the</u><br><u>students</u> to read? |
| 4. look kruu cəŋ aoy koun seh mæel<br><u>siew-phiw</u> naa? | <u>Which book</u> do you want the students<br>to read?            |





Drill B. Describing Commands

- MODEL: Teacher: soum bet siew-phiw. Please close the books.  
Student: kruu cəŋ aoy bet The teacher wants the books  
siew-phiw. closed.
1. soum baek siew-phiw. Please open the books.  
kruu cəŋ aoy baek siew-phiw. The teacher wants the books opened.
2. soum chlaey sɔmnuc khñom. Please answer my question.  
kruu cəŋ aoy chlaey sɔmnuc kót. The teacher wants his question  
answered.
3. soum look téŋ-oh thaa khlia dɔdael. All of you please say the same  
kruu cəŋ aoy koun seh téŋ-oh thaa sentence.  
khlia dɔdael. The teacher wants all the students  
to say the same sentence.
4. né? bontóp, soum thaa mɛdɔcŋ tiet. Next person, please say it again.  
kruu cəŋ aoy né? bontóp thaa The teacher wants the next person  
mɛdɔcŋ tiet. to say it again.

Drill C. Moving the Object of the Verb

- MODEL: Teacher: khlia nih, look téŋ-oh This sentence, do you all  
khnia yúl tee? understand?  
Student: look téŋ-oh khnia yúl Do you all understand this  
khlia nih tee? sentence?
1. pia? nih, né? kruu sdap lɪɪ tee? This sentence, can you hear it,  
né? kruu sdap pia? nih lɪɪ tee? teacher (F)?  
Can you hear this sentence?
2. sɔmnuc khñom, look srɛy sdap baan My question, did you (F) understand  
tee? it?  
look srɛy sdap sɔmnuc khñom baan tee? Did you understand my question?
3. bontót tii-pii, look róc? kheef tee? Line two, have you found it?  
look róc? bontót tii-pii kheef tee? Have you found line two?
4. mee-rien nih, look téŋ-oh khnia This lesson, do you all understand  
yúl tee? it?  
look téŋ-oh khnia yúl mee-rien Do you all understand this lesson?  
nih tee?

## EQUIVALENCE DRILLS

Drill A. Reversing Negative Commands.

- |   |  |
|---|--|
| MODEL: <u>Teacher:</u> kom thaa yit peek.                         | Don't say it so slowly.  |
| <u>Student:</u> khom thaa aoy fióp ntec.                          | Try saying it faster.  |
| 1. kom chlaey yit peek.<br>khom chlaey aoy fióp ntec.             | Don't answer so slowly.<br>Try answering faster.               |
| 2. kom meel fiop peek.<br>khom meel aoy yit ntec.                 | Don't read so fast.<br>Try reading slower.                     |
| 3. kom thaa tec peek.<br>khom thaa aoy khlañ ntec.                | Don't say it so softly.<br>Try saying it louder.               |
| 4. kom suo somnuo sruol peek.<br>khom suo somnuo aoy pibaa? ntec. | Don't ask such easy questions.<br>Try asking harder questions. |

Drill B. Reversing Directions

- |   |   |
|---|---|
| MODEL: <u>Teacher:</u> pia? mun pia? 'rien'<br>kii 'sruol'.   | The word before 'learn' is<br>'easy'.                                     |
| <u>Student:</u> pia? kraoy pia? 'sruol'<br>kii 'rien'.  | The word after 'easy' is<br>'learn'.                                      |
| 1. pia? mun pia? 'sruol' kii 'khmae'.<br>pia? kraoy pia? 'khmae' kii 'sruol'.   | The word before 'easy' is 'Khmer'.<br>The word after 'Khmer' is 'easy'.   |
| 2. pia? kraoy pia? 'sdap' kii 'lii'.<br>pia? mun pia? 'lii' kii 'sdap'.   | The word after 'listen' is 'hear'.<br>The word before 'hear' is 'listen'. |
| 3. tumpóá mun tumpóá tii-bey kii<br>tumpóá tii-pii.<br>tumpóá kraoy tumpóá tii-pii kii<br>tumpóá tii-bey.                 | The page before 3 is 2.<br>The page after 2 is 3.                         |
| 4. mee-rien kraoy mee-rien tii-buon<br>kii mee-rien tii-pram.<br>mee-rien mun mee-rien tii-pram kii<br>mee-rien tii-buon. | The lesson after 4 is 5.<br>The lesson before 5 is 4.                     |

Drill C. Reversing Positive Commands

MODEL. Teacher: soum bet siew-phiw. (baek) Please close the books. (open)  
Student: kom baek siew-phiw. Don't open the books.

1. soum baek siew-phiw. (bet) Please open the books. (close)  
 kom bet siew-phiw. Don't close the books.
2. soum thaa taam próom khnia. Please repeat all together (one  
 (mené? medoaj) at a time)  
 kom thaa taam mené? medoaj. Don't repeat one at a time.
3. soum sdap somnuo khñom. (chlaey) Please listen to my question.  
 (answer)  
 kom chlaey somnuo khñom. Don't answer my question.
4. soum meel bontót kraoy. (dodael) Please look at the next line.  
 (the same line)  
 kom meel bontót dodael. Don't look at the same line.

## UNIT 6

## BASIC DIALOGUE

Teacher

1. ɛylew soum bet siew-phiw  
médɔɔŋ tiet. Now please close your books again.

Students

2. bet haey, look kruu. They are closed, Teacher.

Teacher

3. médɔɔŋ nih, thaa cia ɔŋglee:  
khmaɛ sruol rien. This time, say in English: 'Khmer  
is easy to learn.'

First Student

4. khmaɛ sruol rien. (Repeats the Cambodian sentence)

Teacher

5. tee, khoh tee. No, that's wrong.  
6. khñom cɔŋ aoy look praɛ.  
look yúl tee? I want you to translate-- do you  
understand?

First Student

7. baat, khñom yúl haey. Yes, I understand.

Teacher

8. ɛñcɔŋ! thaa cia ɔŋglee. Well, then! Say it in English.

First Student

9. Khmer is easy to learn. (Says the sentence in English)

Teacher

10. baan. né? bontóp, thaa cia  
ɔŋglee. khmaɛ sruol rien  
tee? Okay. Next person, say in English:  
'Is Khmer easy to learn?'

Second Student

11. Khmer is easy to learn. (Says in English) 'Khmer is easy  
to learn.'

Teacher

12. tee, khoh tee. soum sdap:  
khmaɛ sruol rien tee? No, that's wrong. Please listen:  
'Is Khmer easy to learn?'

Second Student

13. Is Khmer easy to learn? (Says the correct sentence in English)

Teacher

14. trew haey. That's correct.

## DIALOGUE FOR COMPREHENSION

kruu boꝛrienkruu boꝛrien

- |  |                             |
|--|-----------------------------|
| 1. eylew soum bet siew-phiw medoꝛj tlet.                     | 2. bet haey, look kruu.     |
| 3. medoꝛj nih, thaa cia oꝛglee: khmae sruol rien.            | 4. khmae sruol rien.        |
| 5. tee, khoh tee.  |                             |
| 6. khñom coꝛj aoy look praε. look yúl tee?                   | 7. baat, khñom yúl haey.    |
| 8. eñceꝛj! thaa cia oꝛglee.                                  | 9. Khmer is easy to learn.  |
| 10. baan. né? bontóp, thaa cia oꝛglee: khmae sruol rien tee? | 11. Khmer is easy to learn. |
| 12. tee, khoh tee. soum sdap: khmae sruol rien tee?          | 13. Is Khmer easy to learn? |
| 14. trew haey.   |                             |

NOTE: Positive Statements; the Particle /haey/

In Unit Four, we took up the matter of questions and answers in Cambodian, and saw that there were basically three types of question. Review especially the second part of the note (2) that deals with yes-no questions.

Positive responses to yes-no questions, and one kind of positive response to commands, often end with the particle /haey/ or one of its variants. Thus /haey/ functions in positive statements much in the same way as /tee/ functions in negative statements, but there is a big difference: /tee/ is mandatory at the end of all negated predicates of main clauses, but /haey/ is not mandatory at the end of positive predicates except in a few specialized cases (e.g. /trew haey/ 'That's correct.'). Aside from these automatic uses, /haey/, which means something like 'already', indicates that the timing of the statement is relevant; it marks a positive answer as reflecting either a changed situation, or one which is different from that assumed by the other speaker. Examples:

1) Responses to Yes-no Questions

- |                    |                    |
|--------------------|--------------------|
| look yúl tee?      | Do you understand? |
| baat, yúl haey.    | Yes, (now) I do.   |
| look kheefi tee?   | Do you see it?     |
| baat, kheefi haey. | Yes, (now) I do.   |

2) Responses to Commands

soum baek siew-phiw.

Open your books.

baek haey.

They are open. (your assumption  
wrong)or They're open (now). (we just opened  
them)3) Automatic Situations

trew haey.

That's correct.

## RESPONSE DRILLS

Drill A.MODEL: Teacher: soum bet siew-phiw.  
Student: bet haey, look kruu.Please close your books.  
They are closed, teacher.1. soum baek siew-phiw medoaj tiet.  
baek haey, look kruu.Please open your books once more.  
They are open, teacher.2. khom sdap khlia niq aoy yul.  
yul haey, look kruu.Try to understand the sentence.  
We do understand, teacher.3. soum sdap somnuo.  
sdap haey, look kruu.Listen to the question.  
I am listening, teacher.4. soum roo? tumpoa tii-pram.  
roo? haey, look kruu.Look for page five.  
We are looking for it, teacher.Drill B.MODEL: Teacher: siew-phiw look bet tee?  
Student: baat, bet haey.Is your book closed?  
Yes, it is.1. siew-phiw look baek tee?  
baat, baek haey.Is your book open?  
Yes, it is.2. look yul khlia nih tee?  
baat, yul haey.Do you understand the sentence?  
Yes, I do.3. look lli somnuo nih tee?  
baat, lli haey.Did you hear the question?  
Yes, I did.4. look roo? tumpoa tii-pram kheefi tee?  
baat, kheefi haey.Did you find page five?  
Yes, I did.

## SUBSTITUTION DRILLS

Drill A.

- |   |   |
|---|---|
| 1. khñom cəŋ aoy look praε.                                 | I want you to translate.                    |
| 2. khñom cəŋ aoy look <u>thaa cia əŋlee.</u>                | I want you to <u>say it in English.</u>     |
| 3. khñom cəŋ aoy look <u>thaa cia khmaε.</u>                | I want you to <u>say it in Khmer.</u>       |
| 4. khñom cəŋ aoy look <u>chlaey səmnuo</u><br><u>khñom.</u> | I want you to <u>answer my question.</u>    |
| 5. khñom cəŋ aoy look <u>sdap səmnuo</u><br><u>khñom.</u>   | I want you to <u>listen to my question.</u> |
| 6. khñom cəŋ aoy look <u>bət siew-phiw.</u>                 | I want you to <u>close your book.</u>       |
| 7. khñom cəŋ aoy look <u>baek siew-phiw.</u>                | I want you to <u>open your book.</u>        |
| 8. khñom cəŋ aoy look <u>thaa taam khñom.</u>               | I want you to <u>repeat after me.</u>       |
| 9. khñom cəŋ aoy look <u>praε.</u>                          | I want you to <u>translate.</u>             |

Drill B.

- |  |  |
|--|--|
| 1. khñom cəŋ aoy look praε.                              | I want you to translate.                               |
| 2. khñom cəŋ aoy <u>look tən-əh khnia praε.</u>          | I want <u>all of you</u> to translate.                 |
| 3. khñom cəŋ aoy <u>né? bontóp praε.</u>                 | I want <u>the next person</u> to translate.            |
| 4. <u>look kruu cəŋ aoy né? bontóp praε.</u>             | <u>The teacher wants</u> the next person to translate. |
| 5. look kruu cəŋ aoy <u>look tən-əh khnia praε.</u>      | The teacher wants <u>all of you</u> to translate.      |
| 6. look kruu cəŋ <u>aoy look srey tən-əh khnia praε.</u> | The teacher wants <u>all of you (f)</u> to translate.  |
| 7. look kruu cəŋ <u>aoy look srey praε.</u>              | The teacher wants <u>you (f)</u> to translate.         |
| 8. look kruu cəŋ <u>aoy look praε.</u>                   | The teacher wants <u>you (m)</u> to translate.         |
| 9. <u>né? kruu cəŋ aoy look praε.</u>                    | <u>The teacher (f) wants</u> you to translate.         |
| 10. <u>khñom cəŋ aoy look praε.</u>                      | <u>I want</u> you to translate.                        |



Drill C.

- |  |   |
|--|---|
| 1. khmae sruol rien.                   | Khmer is easy to learn.                     |
| 2. <u>onglee</u> sruol rien.           | <u>English</u> is easy to learn.            |
| 3. <u>mee-rien nih</u> sruol rien.     | <u>This lesson</u> is easy to learn.        |
| 4. mee-rien nih <u>niey yul</u> .      | This lesson is <u>easy to understand</u> .  |
| 5. <u>somnuo nih</u> <u>niey yul</u> . | <u>This question</u> is easy to understand. |
| 6. somnuo nih <u>niey chlaey</u> .     | This question is <u>easy to answer</u> .    |
| 7. somnuo nih <u>niey prae</u> .       | This question is <u>easy to translate</u> . |
| 8. <u>khlia nih</u> <u>niey prae</u> . | <u>This sentence</u> is easy to translate.  |
| 9. khlia nih <u>sruol rien</u> .       | This sentence is <u>easy to learn</u> .     |
| 10. <u>khmae</u> sruol rien.           | <u>Khmer</u> is easy to learn.              |

Drill D.

- |   |   |
|---|---|
| 1. khmae sruol rien tee?                | Is Khmer easy to learn?                         |
| 2. khmae <u>pibaa?</u> rien tee?        | Is Khmer <u>difficult</u> to learn?             |
| 3. <u>onglee</u> pibaa? rien tee?       | Is <u>English</u> difficult to learn?           |
| 4. <u>mee-rien nih</u> pibaa? rien tee? | Is <u>this lesson</u> difficult to learn?       |
| 5. mee-rien nih pibaa? <u>yul</u> tee?  | Is this lesson difficult to <u>understand</u> ? |
| 6. mee-rien nih <u>sruol yul</u> tee?   | Is this lesson <u>easy</u> to understand?       |
| 7. mee-rien nih sruol <u>prae</u> tee?  | Is this lesson easy to <u>translate</u> ?       |
| 8. mee-rien nih sruol <u>rien</u> tee?  | Is this lesson easy to <u>learn</u> ?           |
| 9. <u>onglee</u> sruol rien tee?        | Is <u>English</u> easy to learn?                |
| 10. <u>khmae</u> sruol rien tee?        | Is <u>Khmer</u> easy to learn?                  |

## MONITORING DRILL

Instructions: There are two voices on the tape. The first voice gives an instruction, and the second voice responds to it, either correctly or incorrectly. If the response of the second voice is a correct one, the student says trew haey. If the response is incorrect, the student says khoh tee and then supplies the correct response.

<u>First Voice</u>	<u>Second Voice</u>	<u>Student</u>
1. soum thaa taam khfiom: khmae sruol rien.	khmae sruol rien.	trew haey.
2. soum thaa cia onglee: khmae sruol rien.	khmer is difficult to learn.	khoh tee. khmer is easy to learn.
3. soum thaa cia khmae: English is easy to learn.	onglee sruol rien.	trew haey.
4. soum look praε: onglee sruol rien.	English is easy to learn.	trew haey.
5. soum chlaey somnuo khfiom: khmae sruol rien tee?	khmae sruol rien tee?	khoh tee. baat, khmae sruol rien.
6. soum thaa taam khfiom: onglee pibaa? rien tee?	baat, onglee pibaa? rien.	khoh tee. onglee pibaa? rien tee?
7. soum thaa cia onglee: onglee pibaa? rien tee?	Is English hard to learn?	trew haey.
8. chlaey baat. onglee pibaa? rien tee?	baat, onglee pibaa? rien.	trew haey.
9. soum thaa taam khfiom: tee, onglee sruol rien tee.	tee, onglee sruol rien tee.	trew haey.
10. soum look praε: tee, onglee sruol rien tee.	No, English is not easy to learn.	khoh tee. English <u>is</u> easy to learn.

## UNIT 7

## BASIC DIALOGUE

Teacher

1. eylew chlaey somnuo khfiom.

Now answer my question.

First Student

2. somnuo ey?

What question?

Teacher

3. somnuo dael khfiom niy suo eylew.  
soum sdap: khmae sruol rien  
tee?

The question that I'm going to  
ask now. Listen: 'Is Khmer  
easy to learn?'

Second Student

4. baat, sruol.

Yes, it's easy.

Teacher

5. thaa khlia téy-oh.

Say the whole sentence.

Second Student

6. khmae sruol rien.

Khmer is easy to learn.

Teacher

7. né? bontóp, soum chlaey khfiom.  
khmae pibaa? rien tee?

Next person, please answer me:  
Is Khmer hard to learn?

Third Student

8. tee, min pibaa? tee,

No, it's not hard.

Teacher

9. l'oo. eylew suo khfiom vifí,  
khlia ddael.

Good. Now ask me back, the  
same question.

Third Student

10. khmae pibaa? rien tee?

Is Khmer hard to learn?

Teacher

11. tee, sruol tee.

No, it's easy.

12. né? bantóp, suo khfiom tae  
onglee sruol rien tee?

Next person, ask me if English  
is easy to learn.

Fourth Student

13. ខ្សង្កើ ស្រួល រឺ ងាយ តើ?

Is English easy to learn?

Teacher

14. បាទ, ស្រួល.

Yes, it's easy.

## DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu boqrien

1. ខ្សង្កើ ច្បាស់ សំណួរ ក្នុងនេះ.
3. សំណួរ ទាំង ក្នុងនេះ ឬ ខ្សង្កើ. សូម  
ឆ្លើយ: តើ ងាយ រឺ ងាយ តើ?
5. ថា ក្នុងនេះ ត្រូវ ទេ.
7. តើ ប្រាកដ, សូម ច្បាស់ ក្នុងនេះ: តើ  
ងាយ រឺ ងាយ តើ?
9. បាទ. ខ្សង្កើ ស្រួល រឺ ងាយ វិញ, ក្នុងនេះ ទាំង ទាំង.
11. តើ, ស្រួល តើ.
12. តើ ប្រាកដ, ស្រួល ក្នុងនេះ តើ ខ្សង្កើ ស្រួល  
រឺ ងាយ តើ?
14. បាទ, ស្រួល.

koun seh

2. សំណួរ ឬ?
4. បាទ, ស្រួល.
6. តើ ងាយ រឺ ងាយ.
8. តើ, ឬ ងាយ រឺ ងាយ.
10. តើ ងាយ រឺ ងាយ តើ?
13. ខ្សង្កើ ស្រួល រឺ ងាយ តើ?

Variation One:

1. ខ្សង្កើ ច្បាស់ សំណួរ ក្នុងនេះ.
2. សំណួរ ទាំង ទាំង. តើ ឆ្លើយ ឬ ច្បាស់  
'តើ'. តើ ងាយ រឺ ងាយ តើ?
4. តើ, ឬ ស្រួល តើ.
5. ថា ក្នុងនេះ ត្រូវ ទេ.
6. តើ ងាយ រឺ ងាយ ស្រួល រឺ ងាយ តើ.
7. តើ ប្រាកដ, សូម ច្បាស់ 'បាទ'.  
តើ ងាយ រឺ ងាយ តើ?
8. បាទ, ងាយ រឺ ងាយ.  
តើ ងាយ រឺ ងាយ.
9. បាទ. ខ្សង្កើ ស្រួល ស្រួល វិញ,  
ក្នុងនេះ ទាំង ទាំង.
10. តើ ងាយ រឺ ងាយ តើ?
11. តើ, ស្រួល តើ.
12. តើ ប្រាកដ, ស្រួល ក្នុងនេះ តើ ខ្សង្កើ  
ងាយ រឺ ងាយ តើ?
13. ខ្សង្កើ ងាយ រឺ ងាយ តើ?
14. បាទ, ងាយ រឺ ងាយ.

Variation Two:

- |  |                                       |
|--|---------------------------------------|
| 1. eylew soum look praε khlia nih.                                       | 2. khlia naa?                         |
| 3. khlia dael khñom niŋ thaa eylew. soum<br>sdap: ɔŋglee sruol rien tee? | 4. Is English easy to learn?          |
| 5. eylew thaa cia khmaε.   | 6. ɔŋglee sruol rien tee?             |
| 7. né? bontóp, soum chlaey khñom:<br>ɔŋglee sruol rien tee?              | 8. baat, sruol.<br>ɔŋglee sruol rien. |
| 9. ល្អ. eylew suo khñom viñ, somnuo<br>dodael.                           | 10. ɔŋglee sruol rien tee?            |
| 11. tee, pibaa? rien nah!  |                                       |
| 12. né? bontóp, suo khñom thaa tae ɔŋglee<br>pibaa? rien tee?            | 13. ɔŋglee pibaa? rien tee?           |
| 14. baat, pibaa? rien nah.   |                                       |

NOTE: Negative Statements; The Particle /tee/

In Unit Six, we saw how the final particle /haey/ functions in positive statements, and it was pointed out that /tee/ has a very similar function in negative statements. The rule for /tee/ could be stated as follows: if the predicate of a main clause is negated with /min/ or any of its derivatives, /tee/ will occur at the end of that clause; it is nearly mandatory in this context.

There is another use of the final particle /tee/ which is very close to the use of /haey/ (and in rapid pronunciations of these unstressed items, the two are sometimes phonetically indistinguishable). This use is in emphatic positive statements, where /tee/ means something like 'on the contrary'. It has the effect of emphasizing the head word of the predicate, but is nearly automatic after predicates with a strongly 'negative' connotation, such as /khoh/ 'wrong'.

Examples of final particle /tee/:

1) After negated main clause:

khñom róo? khlia niŋ min kheeffi tee.	I can't find that sentence.
khmaε min pibaa? rien tee.	Khmer is not difficult to learn.

2) In emphatic positive statements:

khmaε sruol rien tee.	Khmer is <u>easy</u> to learn.
siew-phiw look liex tee.	Your book is <u>yellow</u> .

3) Automatic situations:

khoh tee.	That's wrong.
-----------	---------------

Note, however, that there are two important contexts where /tee/ does not occur after negated predicates. The first is in negative commands; where the negative word is /kom/, the final particle /tee/ never occurs in the same clause. The second is in subordinate clauses; when the clause is introduced by some such conjunction as /dael/ 'which, who', the negated predicate is not followed by /tee/ (as it would be if the clause were independent). Examples.

4) Negative commands:

kom baek siew-phiw.

Don't open the book.

kom thaa fiop peek.

Don't say it so fast.

5) Subordinate clauses:

khlia dael khnom min yul.

The sentence that I didn't understand.

but khnom min yul khlia niq tee.

I don't understand the sentence.

## TRANSFORMATION DRILLS

Drill A. Yes-No Questions From StatementsMODEL: Teacher: khmae sruol rien.

Khmer is easy to learn.

Student: khmae sruol rien tee?

Is Khmer easy to learn?

1. onglee pibaa? rien.

English is difficult to learn.

onglee pibaa? rien tee?

Is English difficult to learn?

2. mee-rien nih sruol yul.

This lesson is easy to understand.

mee-rien nih sruol yul tee?

Is this lesson easy to understand?

3. somnuo look kruu pibaa? chlaey.

The teacher's questions are hard to answer.

somnuo look kruu pibaa? chlaey tee?

Are the teacher's questions hard to answer?

4. koun seh thaa taam khlanj lemoom.

The students repeat loud enough.

koun seh thaa taam khlanj lemoom tee?

Do the students repeat loud enough?

5. khnom praec fiop lemoom.

I translate fast enough.

khnom praec fiop lemoom tee?

Do I translate fast enough?

6. pia? niq sruol thaa cia onglee.

That word is easy to say in English.

pia? niq sruol thaa cia onglee tee?

Is that word easy to say in English?

Drill B. Emphatic Positive Statements From Negative Statements

- MODEL: Teacher: khmae min sruol rien tee. Khmer is not easy to learn.  
Student: khmae pibaa? rien tee. Khmer is difficult to learn.
1. ɔŋglee min pibaa? rien tee. English is not hard to learn.  
 ɔŋglee sruol rien tee. English is easy to learn.
  2. mee-rien nih min sruol yúl tee. This lesson is not easy to get.  
 mee-rien nih pibaa? yúl tee. This lesson is hard to get.
  3. sɔmnuo look kruu min pibaa? The teacher's questions are not  
 chlaey tee. hard to answer.  
 sɔmnuo look kruu sruol chlaey The teacher's questions are easy  
 tee. to answer.
  4. koun seh thaa taam min khlaŋ tee. The students don't repeat loudly.  
 koun seh thaa taam tɛc-tɛc tee. The students repeat softly.
  5. khñom praε khlia niŋ min ñóp tee. I don't translate the sentence fast.  
 khñom praε khlia niŋ yit-yit tee. I translate the sentence slowly.
  6. pia? niŋ min ɲiey praε tee. That word isn't easy to translate.  
 pia? niŋ pibaa praε tee. That word is hard to translate.

Drill C. Making Relative Clauses with /dael/

- MODEL: Teacher: khñom niŋ suo sɔmnuo. I'm going to ask a question.  
 cam sdap. Please listen.  
Student: cam sdap sɔmnuo dael Please listen to the question  
 khñom niŋ suo. I'm going to ask.
1. look kruu niŋ suo sɔmnuo. The teacher's going to ask a  
 cam chlaey. question. Please answer' it.  
 cam chlaey sɔmnuo dael look kruu Please answer the question the  
 niŋ suo. teacher asks.
  2. khñom niŋ meel khlia nih. look I'm going to read this sentence.  
 cam praε. Please translate it.  
 cam praε khlia dael khñom niŋ meel. Please translate the sentence I'm  
 going to read.
  3. khñom niŋ meel bontót tii-pii cia I'm going to read line two in  
 ɔŋglee. cam praε cia khmae. English. Please say it in Khmer.  
 cam praε cia khmae bontót tii-pii Please say in Khmer line two, which  
 dael khñom niŋ meel cia ɔŋglee. I'm going to read in English.

4. koun seh suo somnuo. look kruu khom chlaey.  
look kruu khom chlaey somnuo dael koun seh suo.
- The students ask questions. The teacher tries to answer them.  
The teacher tries to answer the questions that the students ask.

Drill D. Negative Clauses with /dael/

- MODEL: Teacher: look kruu suo somnuo muoy.  
koun seh sdap min baan tee.
- The teacher asks a question.  
The students don't understand it.
- Student: look kruu suo somnuo dael  
koun seh sdap min baan.
- The teacher asks a question that the students don't understand.
1. look kruu suo somnuo muoy. khfiom chlaey min baan tee.  
look kruu suo somnuo dael khfiom chlaey min baan.
- The teacher asks a question. I can't answer it.  
The teacher asks a question that I can't answer.
2. khfiom meel khlia muoy. look kruu sdap min baan tee.  
khfiom meel khlia dael look kruu sdap min baan.
- I read a sentence. The teacher didn't understand it.  
I read a sentence that the teacher didn't understand.
3. koun seh meel pia? muoy. khfiom roo? min kheefi tee.  
koun seh meel pia? muoy dael khfiom roo? min kheefi.
- The student is reading a word. I can't find it.  
The student is reading a word that I can't find.
4. look kruu meel khlia muoy. khfiom sdap min lli tee.  
look kruu meel khlia muoy dael khfiom sdap min lli.
- The teacher is reading a sentence. I can't hear it.  
The teacher is reading a sentence that I can't hear.



## RESPONSE DRILL

(Respond as Directed)

- |   |  |
|---|--|
| 1. soum baek siew-phiw<br>(baek haey)   | Open book.<br>(It's open.)   |
| 2. soum sdap khlia nih, kom thaa taam<br>khfom: onglee pibaa? rien.               | Please listen to this sentence;<br>don't repeat after me: 'English<br>is hard to learn.'           |
| -----   | (Silence)  |
| 3. medoaj nih, thaa taam khfom:<br>onglee pibaa? rien.<br><br>onglee pibaa? rien. | This time, repeat after me:<br>'English is hard to learn.'<br><br>English is hard to learn.        |
| 4. eylew khfom coj aoy look praε.<br>look yul tee.<br>baat, yul haey.             | Now I want you to translate. Do<br>you understand?<br>Yes, I understand.                           |
| 5. eficej. thaa cia onglee: onglee<br>pibaa? rien.<br>English is hard to learn.   | Well, then. Say in English:<br>'English is hard to learn.'<br>(Says it in English)                 |
| 6. kom chlaey somnuo dael khfom<br>nij suo eylew. onglee pibaa?<br>rien tee?      | Don't answer the question that I<br>am going to ask now. Is English<br>hard to learn?<br>(Silence) |
| -----   |  |
| 7. eylew chlaey 'baat', onglee<br>pibaa? rien tee?<br>baat, onglee pibaa? rien.   | Now answer yes to the question:<br>Is English hard to learn?<br>Yes, it's hard to learn.           |
| 8. eylew chlaey 'tee, sruol',<br>somnuo dodaεl.<br>tee, sruol tee.                | Now answer 'No, easy' to the same<br>question.<br>No, it's <u>easy</u> .                           |
| 9. thaa khlia teq-oh.<br>onglee sruol rien.                                       | Say the whole sentence.<br>English is easy to learn.   |
| 10. eylew suo khfom vifi: onglee<br>sruol rien tee?<br>onglee sruol rien tee?     | Now ask me back: 'Is English<br>easy to learn?'<br>Is English easy to learn?                       |
| 11. tee, pibaa? tee. soum look praε.<br>No, it's <u>hard</u> .                    | No, it's <u>hard</u> . Please translate.<br>(Gives English) No, it's <u>hard</u> .                 |
| 12. eylew, soum bet siew-phiw vifi.<br>(bet haey)                                 | Now close your book again.<br>(It's closed)  |

## UNIT 8

## BASIC DIALOGUE

Teacher

1. pia? 'rien' ɔŋlee thaa meɔ? What's the English word for 'rien'?

First Student

2. ɔŋlee thaa 'learn'. The English is 'learn'.

Teacher

3. 'difficult' khmae thaa meɔ? How do you say 'difficult' in Khmer?

Second Student

4. kee thaa 'pibaa'? They say 'pibaa'?

Teacher

5. pia? 'sruol' mian ney thaa meɔ? What does the word 'sruol' mean?

Third Student

6. mian ney thaa 'nee'. It means 'easy'. (Mispronounces the word /ɲey/)

Teacher

7. khoh tee. That's wrong!  
8. soum thaa meɔɔŋ tiet: ɲey. Please say it again: 'easy'.

Third Student

9. ɲey. 'Easy'. (Says it correctly)

Teacher

10. trew haey. né? bontóp: ɲey. That's correct. Next person: 'easy'.

Fourth Student

11. ɲey. 'Easy'. (Mispronounces the word)

Teacher

12. kom prae a?soɔ nóo. prae Don't use the consonant n. Use  
a?soɔ ɲóo viñ. thaa 'ɲey'. ng instead. Say /ɲey/.

Fourth Student

13. ɲey. 'Easy'. (Says it correctly)  
yii, khmae pibaa? rien nah. Gee, Khmer is certainly hard to learn.

## DIALOGUE FOR COMPREHENSION

kruu boꝛrien

1. pia? 'rien' oꝛglee thaa mɛc?
3. 'difficult' khmae thaa mɛc?
5. pia? 'sruol' mian ney thaa mɛc?
7. khoh tee.
8. soum thaa mɛdɔɔŋ tiet: ɲiey.
10. trew haey. né? bontóp: ɲiey.
12. kom prae aʔsoo nóo.  
prae aʔsoo nóo viñ. thaa 'ɲiey'.

koun seh

2. oꝛglee thaa 'learn'.
4. kee thaa 'pibaa?'
6. mian ney thaa 'ɲee'.
9. ɲiey.
11. niey.
13. ɲiey.

NOTE: Positive Commands; the Particle /viñ/

In the last two units we have seen the relationship between the final particles /haey/ and /tee/, especially in connection with positive and negative statements. There is a third member of this set of particles, the item /viñ/ 'back, instead', which is the only member of the set which occurs in commands (usually in positive commands, but occasionally also in negative ones). The meaning of /viñ/ is sometimes very close to that of /tee/ 'on the contrary', which never occurs in commands of any kind. Compare the following examples:

sruol tee.	It's <u>easy</u> .
eylew suo khñom viñ.	Now ask <u>me</u> (back, instead).
kom prae sra? niŋ, prae sra? nih viñ.	Don't use that vowel; use <u>this one</u> (instead).

Alongside the single item /kom/ 'don't' which introduces negative commands, note the following items, all of which occur at the beginning of positive commands:

soum	'Please'
cam	'Wait and...'
khom	'Try and...'

Note also that positive commands in Cambodian, as in English, are often made up of a single verb or verb plus predicate (the absence of a subject, however, is not sufficient evidence to determine that a given utterance is a command; much depends on the context). The following are all positive commands:

thaa taam khñom.	Say it after me.
thaa taam khñom viñ.	Say it after <u>me</u> .
soum thaa taam khñom.	Please say it after me.
cam thaa taam khñom.	Wait and say it after me.
khom thaa taam khñom.	Try and say it after me.

## SUBSTITUTION DRILLS

Drill A.

- |   |  |
|---|--|
| 1. pia? niŋ, khmae thaa mec?            | How do you say that word in Khmer?                 |
| 2. pia? niŋ, <u>onglee thaa mec?</u>    | <u>How do you say</u> that word <u>in English?</u> |
| 3. pia? niŋ <u>mian ney thaa mec?</u>   | <u>What does</u> that word <u>mean?</u>            |
| 4. pia? niŋ <u>look yúl tee?</u>        | <u>Do you understand</u> that word?                |
| 5. pia? niŋ <u>look róo? kheeñ tee?</u> | <u>Have you found</u> that word?                   |
| 6. pia? niŋ <u>look sdap baan tee?</u>  | <u>Did you hear</u> that word?                     |
| 7. pia? niŋ, <u>khmae thaa mec?</u>     | <u>How do you say</u> that word <u>in Khmer?</u>   |

Drill B.

- |  |  |
|--|--|
| 1. pia? niŋ, khmae thaa mec?                     | How do you say that word in Khmer?                   |
| 2. <u>pia? 'difficult',</u> khmae thaa mec?      | How do you say <u>'difficult'</u> in Khmer?          |
| 3. <u>pia? mun kee boŋ-oh,</u> khmae thaa mec?   | How do you say <u>the very first word</u> in Khmer?  |
| 4. <u>pia? kraoy kee boŋ-oh,</u> khmae thaa mec? | How do you say <u>the very last word</u> in Khmer?   |
| 5. <u>pia? mun niŋ,</u> khmae thaa mec?          | How do you say <u>the word before that</u> in Khmer? |
| 6. <u>pia? kraoy niŋ,</u> khmae thaa mec?        | How do you say <u>the word after that</u> in Khmer?  |
| 7. <u>pia? niŋ,</u> khmae thaa mec?              | How do you say <u>that word</u> in Khmer?            |

Drill C.

- |                                      |  |
|--------------------------------------|--|
| 1. sra? niŋ khoh tee.                | That vowel is wrong.                       |
| 2. <u>a?soo niŋ</u> khoh tee.        | <u>That consonant</u> is wrong.            |
| 3. <u>pia? niŋ</u> khoh tee.         | <u>That word</u> is wrong.                 |
| 4. pia? niŋ <u>pibaa? thaa nah.</u>  | That word <u>is very hard to say.</u>      |
| 5. <u>a?soo niŋ</u> pibaa? thaa nah. | <u>That consonant</u> is very hard to say. |
| 6. <u>sra? niŋ</u> pibaa? thaa nah.  | <u>That vowel</u> is very hard to say.     |
| 7. sr?a niŋ <u>khoh tee.</u>         | That vowel <u>is wrong.</u>                |

## TRANSFORMATION DRILLS

Drill A.

- MODEL: Teacher: kom praε aʔsɔɔ n̄oo. (n̄oo) Don't use the consonant n̄. (ng)  
Student: praε aʔsɔɔ n̄oo viñ. Use the consonant ng instead.
1. kom praε sraʔ niŋ (sraʔ nih) Don't use that vowel. (this vowel)  
 praε sraʔ nih viñ. Use this vowel instead.
  2. kom praε aʔsɔɔ niŋ. (aʔsɔɔ nih) Don't use that consonant. (this one)  
 praε aʔsɔɔ nih viñ. Use this consonant instead.
  3. kom praε piaʔ 'ŋiey'. ('sruol') Don't use the word 'ŋiey'. ('sruol')  
 praε piaʔ 'sruol' viñ. Use the word 'sruol' instead.
  4. kom m̄eεl tump̄óa tii-bey. (tii-pii) Don't read page three. (page two)  
 m̄eεl tump̄óa tii-pii viñ. Read page two instead.
  5. kom baek siew-phiw liεŋ. (siew-phiw Don't open the yellow book. (this  
 nih) book)  
 baek siew-phiw nih viñ. Open this book instead.
  6. kom rien m̄eε-rien bont̄op. (m̄eε-rien Don't study the next lesson. (the  
 d̄odaεl) same one)  
 rien m̄eε-rien d̄odaεl viñ. Study the same lesson instead.
  7. kom m̄eεl bont̄ot tii-buon. (tii-pram) Don't read line four. (line five)  
 m̄eεl bont̄ot tii-pram viñ. Read line five instead.
  8. kom sdap koun seh. (kruu boŋrien) Don't listen to the students.  
 (the teacher)  
 sdap kruu boŋrien viñ. Listen to the teacher instead.

Drill B.

- MODEL: Teacher: piaʔ 'rien' ɔŋglee thaa The English word for 'rien'  
 'learn'. is 'learn'.  
Student: piaʔ 'learn' khmaε thaa The Khmer word for 'learn'  
 'rien'. is 'rien'.
1. piaʔ 'siew-phiw' ɔŋglee thaa The English word for 'siew-phiw'  
 'book'. is 'book'.  
 piaʔ 'book' khmaε thaa 'siew-phiw'. The Khmer word for 'book' is  
 'siew-phiw'.
  2. piaʔ 'yilit' ɔŋglee thaa 'slow'. The English word for 'yilit' is 'slow'.  
 piaʔ 'slow' khmaε thaa 'yilit'. The Khmer word for 'slow' is 'yilit'.

3. 'trew haey' ɔŋglee thaa 'That's right.'  
'That's right' khmae thaa 'trew haey.'
4. 'khoh tee' ɔŋglee thaa 'That's wrong.'  
'That's wrong' khmae thaa 'khoh tee.'

The English for 'trew haey' is 'That's right.'  
The Khmer for 'That's right' is 'trew haey.'

The English for 'khoh tee' is 'That's wrong.'  
The Khmer for 'That's wrong' is 'khoh tee.'

Drill C.

MODEL: Teacher: pia? 'sruol' mian ney thaa 'ŋley.'  
Student: pia? 'ŋley' mian ney thaa 'sruol.'

The word 'sruol' means 'ŋley.'  
The word 'ŋley' means 'sruol.'

1. pia? 'lɪɪ' mian ney thaa 'sdap baan.'  
pia? 'sdap baan' mian ney thaa 'lɪɪ.'
2. 'khoh tee' mian ney thaa 'min'trew tee.'  
'min'trew tee' mian ney thaa 'khoh tee.'
3. 'khñom yúl haey' mian ney thaa 'khñom sdap baan haey.'  
'khñom sdap baan haey' mian ney thaa 'khñom yúl haey.'
4. pia? 'né? kruu' mian ney thaa 'kruu bɔŋrien srey.'  
pia? 'kruu bɔŋrien srey' mian ney thaa 'né? kruu.'

The word 'lɪɪ' means 'sdap baan.'  
The word 'sdap baan' means 'lɪɪ.'

'That's wrong' means 'That's not right.'  
'That's not right' means 'That's wrong.'

'I understand now' means 'I've got it now.'  
'I've got it now' means 'I understand now.'

The word 'né? kruu' means 'lady teacher.'  
The word 'kruu bɔŋrien srey' means 'lady teacher.'

Drill D.

MODEL: Teacher: cam thaa taam khñom. (khñom thaa)  
Student: khñom thaa haey, look thaa.

Wait and say it after me. (I say)  
I say it, and then you say it.

1. cam meel taam khñom. (khñom meel)  
khñom meel haey, look meel.
2. cam chlaey somnuo khñom. (khñom suo)  
khñom suo haey, look chlaey.

Wait and read it after me. (I read)  
I read it, and then you read it.

Wait and answer my question. (I ask)  
I ask and then you answer.

- |  |   |
|--|---|
| 3. cam suo khñom vífi. (khñom suo)<br>khñom suo haey, look suo.                          | Wait and ask me back. (I ask)<br>I ask, and then you ask.   |
| 4. cam praε somnuo khñom. (khñom suo)<br><br>khñom suo haey, look praε.                  | Wait and translate my questions.<br>(I ask)<br>I ask and then you translate.                                |
| 5. cam thaa taam look kruu.<br>(look kruu thaa)<br>look kruu thaa haey, look thaa.       | Wait and repeat after the teacher.<br>(The teacher says it)<br>The teacher says it, and then you<br>say it. |
| 6. né? bontóp, cam thaa taam khñom.<br>(khñom thaa)<br>khñom thaa haey, né? bontóp thaa. | Next person, wait and say it after<br>me. (I say it)<br>I say it, and then the next person<br>says it.      |

## RESPONSE DRILL

(Respond as directed)

- |  |   |
|--|---|
| 1. pia? 'siew-phiw' ɔŋglee thaa mɛc?<br>( 'book' )<br>ɔŋglee thaa 'book.'  | What is the English word for<br>'siew-phiw'? ( 'book' )<br>The English word is 'book.'                        |
| 2. pia? 'book' khmaε thaa mɛc?<br>( 'siew-phiw' )<br>kee thaa 'siew-phiw.'                                       | What is the Khmer for 'book'?<br>(siew-phiw)<br>They say 'siew-phiw.'   |
| 3. pia? 'ŋiey' mian ney thaa mɛc?<br>( 'sruol' )<br>pia? 'ŋiey' mian ney thaa 'sruol.'                           | What does the word 'ŋiey' mean?<br>( 'sruol' )<br>The word 'ŋiey' means 'sruol.'                              |
| 4. pia? 'vowel' khmaε thaa mɛc?<br>( 'sra?' )<br>kee thaa 'sra?.'  | What is the Khmer for 'vowel'?<br>( 'sra?' )<br>They say 'sra?.'  |
| 5. pia? 'lɪɪ' mian ney thaa mɛc?<br>( 'sdap baan' )<br>pia? 'lɪɪ' mian ney thaa 'sdap baan.'                     | What's the meaning of the word<br>'lɪɪ'? ( 'sdap baan' )<br>The word 'lɪɪ' means 'sdap baan.'                 |
| 6. khnoŋ pia? 'ŋiey' kee praε aʔsoo<br><u>nóo</u> rih? (tee, <u>nóo</u> )<br>tee, kee praε aʔsoo <u>nóo</u> tee. | In the word 'ŋiey' is the consonant<br><u>n</u> used? (no, <u>ng</u> )<br>No, they use the letter <u>ng</u> . |

7. khnoŋ pia? 'né?' kee praæ a'soo  
ey? (nóo)  
kee praæ a'soo nóo.

In the word 'né?' what consonant  
do they use? (n).  
They use the consonant n.

8. kee praæ a'soo ŋóo khnoŋ pia?  
ey? ('ŋiey')  
khnoŋ pia? 'ŋiey.'

In what word do they use the  
letter ng? ('ŋiey')  
In the word 'ŋiey.'





Teacher

13. da? pia? 'khmae.' Put in the word 'Khmer.'

First Student

14. khmae pibaa? sɔsɛe. Khmer is difficult to write.

Teacher

15. da? pia? 'rien.' Put in the word 'learn.'

Second Student

16. khmae pibaa? rien. Khmer is difficult to learn.

Teacher

17. rien khmae min pibaa? tee, Studying Khmer is not hard, is it?  
mɛɛn tee?

## DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bəŋrien

1. thvee doucchneh hau thaa mɛc?
3. thaa taam khñom téŋ-oh khnia:  
khmae pibaa? sɔsɛe.
5. eylew da? pia? 'sruol' khnoŋ khlia  
nih: khmae pibaa? sɔsɛe.
7. ៧០០. né? bontóp, thaa khlia  
dodael.
9. eylew da? pia? 'khmaw-day nih.'
11. né? bontóp, da? pia? 'pibaa?.'
13. da? pia? 'khmae.'
15. da? pia? 'rien.'
17. rien khmae min pibaa? tee, mɛɛn tee?

koun seh

2. kee hau thaa 'sɔsɛe.'
4. khmae pibaa? sɔsɛe.
6. khmae sruol sɔsɛe.
8. khmae sruol sɔsɛe.
10. khmaw-day nih sruol sɔsɛe.
12. khmaw-day nih pibaa? sɔsɛe.
14. khmae pibaa? sɔsɛe.
16. khmae pibaa? rien.

Variation One:

1. thvee doucchneh hau thaa mɛc?
2. kee hau thaa 'mɛel.'
3. thaa taam khñom téŋ-oh khnia:  
khmae pibaa? mɛel.
4. khmae pibaa? mɛel.
5. eylew da? pia? 'sruol' khnoŋ khlia  
nih: khmae pibaa? mɛel.
6. khmae sruol mɛel.

- |                                    |                          |
|------------------------------------|--------------------------|
| 7. né? bontóp, da? pia? 'onglee.'  | 8. onglee sruol meel.    |
| 9. eylew da? pia? 'sosee.'         | 10. onglee sruol sosee.  |
| 11. da? pia? 'pibaa?' víñ.         | 12. onglee pibaa? sosee. |
| 13. né? bontóp, da? pia? 'khmae.'  | 14. khmae pibaa? sosee.  |
| 15. eylew da? pia? 'meel' víñ.     | 16. khmae pibaa? meel.   |
| 17. ល្អ. min pibaa? tee, meen tee? |                          |

Variation Two:

- |  |                                   |
|--|-----------------------------------|
| 1. thvee doucneh hau thaa mec?   | 2. kee hau thaa 'sosee.'          |
| 3. thaa taam khñom téñ-oh khnia:<br>khmae sruol sosee.                   | 4. khmae sruol sosee.             |
| 5. eylew da? pia? 'khmaw-day nih' khnoñ<br>khlia nih: khmae sruol sosee. | 6. khmaw-day nih sruol sosee.     |
| 7. ល្អ. né? bontóp, da? pia? 'pibaa?'<br>khnoñ khlia dodael.             | 8. khmaw-day nih pibaa? sosee.    |
| 9. eylew da? pia? 'khmaw-day liex.'                                      | 10. khmaw-day liex pibaa? sosee   |
| 11. da? pia? 'khñom.'  | 12. khmaw-day khñom pibaa? sosee. |
| 13. eylew da? pia? 'sruol' víñ.  | 14. khmaw-day khñom sruol sosee.  |
| 15. da? pia? 'khmae.'  | 16. khmae sruol sosee.            |
| 17. sruol nah, eñceñ, meen tee?  |                                   |

NOTE: Negative Questions: /rih/ and /nah/

## 1) /mɛɛn tee?/

If the sentence to be queried has a negated predicate (min P) one of the ways to form a yes-no question is to add the formula /mɛɛn tee?/, with the stress on /mɛɛn/, after a short pause. The same formula, /mɛɛn tee?/, of course, also occurs after positive predicates in confirmation questions. It means simply 'is that so?' Examples:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| min pibaa? tee, meen tee?   | That's not hard, is it?               |
| look min yúl tee, meen tee? | You don't understand, do you?         |
| khmae sruol rien, meen tee? | Cambodian is easy to learn, isn't it? |
| bantót tii-bey, meen tee?   | Line three, right?                    |

Whether or not the person responding to such questions agrees with the statement, the response usually begins with /baat/ or /cah/ rather than /tee/, while in English the selection of 'yes' or 'no' depends on the presence or absence of negation in the predicate. If the Cambodian responder disagrees, he may put exclamatory intonation /! / on the response, but that is the only difference.

Compare the following answers to the first question above:

baat, min pibaa? tee.

No, it's not hard.

baat, pibaa?!

Sure it's hard!

## 2) The Particle /rih/

A simpler way of forming a negative question is to apply the general question intonation / ? / (see Note 2, Unit 4) to a negative statement. In constructions like this, some speakers use the statement intonation and hang the question intonation solely on the sentence particle /rih/ (which is always indicated in such questions in written Cambodian as /rii/) or a shortened version of it. The particle /rih/ is sometimes written in our text as well, but on the tape you may be able to hear nothing except the effect of a falling-rising pitch that shows up on the last syllable of the sentence (usually /tee/ in these cases). This falling-rising pitch is the result of joining the statement intonation on the /tee/ to the question intonation on the (sometimes non-existent) /rih/.

When there is any possibility of confusion among sentences ending in /tee/, we distinguish three intonations as follows: negative statement, /tee./; simple negative question, /tee?/; negative question with falling-rising pitch, /tee!?.  
Examples:

look min yul tee.

You don't understand.

look min yul tee?

You don't understand?

look min yul tee!?

Don't you understand?

or look min yul tee rih?

## 3) The Particle /nah/

Related to this whole subject in several different ways is the sentence particle /nah/. This /nah/ is somewhat like /mɛɛn tee?/ in that it vaguely seeks confirmation, though it is not nearly as strong. Some speakers, in fact, use it in nearly all positive statements where no other sentence particle occurs; they do not really expect an answer, but merely wish to remain in contact with the listener. Unlike /mɛɛn tee?/, however, /nah/ is not used with negative statements.

The sentence particle /nah/ is in some cases homonymous with the adjective modifier /nah/ 'very' (which likewise does not occur after negatives). When the distinction between the two items is clearly made, it shows up in the sentence intonation. The sentence particle is nearly always unstressed, and spoken on a pitch noticeably higher than the last stressed syllable of the sentence to which it is attached. (This is not the same as the general question intonation, in which the pitch rises gradually, for a longer span of time). The item /nah/ 'very,' when stressed, has a falling pitch. Wherever confusion between the two items might result (for example, where an adjective or adjective phrase happened to be the last preceding constituent), the difference in intonation is shown by / ˈ /, for the item 'very,' and / . / or / , /, for the sentence particle.

Examples:

lʔɔɔ nah.

That's good.

lʔɔɔ nah!

Very good!

sruol nah, ɛficeŋ.

It's easy, that way.

sruol nah! ɛficeŋ.

It's very easy that way.

The sentence particle /nah/ is also occasionally homonymous with the particle /rih/ (see Note 2, above), since in rapid colloquial speech both are sometimes pronounced /eh/. This causes no confusion, however, because /rih/ is characteristic of negative sentences and /nah/ of positive ones.

## Examples:

khmaw-day nih pibaa? sɔsɛe eh.

This pencil is hard to write with. (nah)

look min yúl tee eh?

Don't you understand? (rih)

## SUBSTITUTION DRILLS

Drill A.

- |   |  |
|---|--|
| 1. khmaw-day nih pibaa? sɔsɛe nah.              | This pencil is hard to write with.                 |
| 2. <u>khmaw-day khñom</u> pibaa? sɔsɛe nah.     | <u>My pencil</u> is hard to write with.            |
| 3. <u>khmaw-day look</u> pibaa? sɔsɛe nah.      | <u>Your pencil</u> is hard to write with.          |
| 4. <u>khmaw-day lieñ</u> pibaa? sɔsɛe nah.      | <u>The yellow pencil</u> is hard to write with.    |
| 5. <u>khmaw-day niñ</u> pibaa? sɔsɛe nah.       | <u>That pencil</u> is hard to write with.          |
| 6. <u>khmaw-day look kruu</u> pibaa? sɔsɛe nah. | <u>The teacher's pencil</u> is hard to write with. |
| 7. <u>khmaw-day nih</u> pibaa? sɔsɛe nah.       | <u>This pencil</u> is hard to write with.          |

Drill B.

- |  |   |
|--|---|
| 1. khmaw-day nih pibaa? sɔsɛe eh.        | This pencil is hard to write with.        |
| 2. <u>pia? nih</u> pibaa? sɔsɛe eh.      | <u>This word</u> is hard to write.        |
| 3. <u>khliá nih</u> pibaa? sɔsɛe eh.     | <u>This sentence</u> is hard to write.    |
| 4. khliá nih pibaa? <u>meeł</u> eh.      | This sentence is hard <u>to read</u> .    |
| 5. <u>bontót nih</u> pibaa? meeł eh.     | <u>This line</u> is hard to read.         |
| 6. <u>tumpóá nih</u> pibaa? meeł eh.     | <u>This page</u> is hard to read.         |
| 7. <u>mee-rien nih</u> pibaa? meeł eh.   | <u>This lesson</u> is hard to read.       |
| 8. mee-rien nih pibaa? <u>sɔsɛe</u> eh.  | This lesson is hard <u>to write</u> .     |
| 9. <u>khmaw-day nih</u> pibaa? sɔsɛe eh. | <u>This pencil</u> is hard to write with. |

Drill C.

1. khmae min pibaa? rien tee, meen tee? Khmer is not hard to learn, is it?
2. khmae min pibaa? meel tee, meen tee? Khmer is not hard to read, is it?
3. khmae min pibaa? sosomee tee, meen tee? Khmer is not hard to write, is it?
4. onglee min pibaa? sosomee tee, meen tee? English is not hard to write, is it?
5. onglee min pibaa? meel tee, meen tee? English is not hard to read, is it?
6. onglee min pibaa? rien tee, meen tee? English is not hard to learn, is it?
7. khmae min pibaa? rien tee, meen tee? Khmer is not hard to learn, is it?

## RESPONSE DRILLS

Drill A.

- MODEL: Teacher: khmae sruol rien, meen tee? Khmer is easy to learn, is  
(baat) isn't it? (yes)
- Student: baat, khmae sruol rien. Yes, that's right. Khmer  
is easy to learn.
1. khmae pibaa? rien, meen tee? Khmer is hard to learn, isn't  
(baat) it? (yes)  
baat, khmae pibaa? rien. Yes, Khmer is hard to learn.
  2. onglee sruol meel, meen tee? English is easy to read, isn't  
(baat) it? (yes)  
baat, onglee sruol meel. Yes, English is easy to read.
  3. khmaw-day nih pibaa? sosomee, meen tee? This pencil is hard to write with,  
(baat) isn't it? (yes)  
baat, khmaw-day nih pibaa? sosomee. Yes this pencil is hard to write  
with.
  4. pia? niq nhey yul, meen tee? That word is easy to understand,  
(baat) isn't it?  
baat, pia? niq nhey yul. Yes, that word is easy to  
understand.

Drill B.

- MODEL: Teacher: khmae sruol rien, meen tee? (tee) Khmer is easy to learn, isn't it? (no)
- Student: tee, khmae min sruol rien tee. No, that's not so. Khmer isn't easy to learn.
1. khmae pibaa? rien, meen tee? (tee) Khmer is hard to learn, isn't it? (no)  
tee, khmae min pibaa? rien tee. No, Khmer isn't hard to learn.
2. onglee sruol meel, meen tee? (tee) English is easy to read, isn't it? (no)  
tee, onglee min sruol meel tee. No, English isn't easy to read.
3. khmaw-day nih pibaa? sosee, meen tee? (tee) This pencil is hard to write with, isn't it? (no)  
tee, khmaw-day nih min pibaa? sosee tee. No, this pencil isn't hard to write with.
4. pia? niq nhey yul, meen tee? (tee) That word is easy to understand, isn't it? (no)  
tee, pia? niq min nhey yul tee. No, that word isn't easy to understand.

Drill C.

- MODEL: Teacher: look min yul tee!? (min yul) Don't you understand? (not understand)
- Student: baat, khnom min yul tee. No, I don't understand.
- Teacher: look min yul tee!? (yul) Don't you understand? (understand)
- Student: baat, khnom yul haey! Sure, I understand!
1. look roo? pia? niq min kheef tee!? (min kheef) Can't you find the word? (can't find)  
baat, khnom roo? min kheef tee. No, I can't find the word.  
look roo? pia? niq min kheef tee!? (kheef) Can't you find the word? (can find)  
baat, khnom kheef haey! Sure I can find the word!
2. look sdap somnuo min baan tee!? (min baan) Didn't you hear the question? (didn't hear)  
baat, khnom sdap somnuo min baan tee. No, I didn't hear the question.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| look sdap somnuo min baan tee!?   | Didn't you hear the question?        |
| (baan)                            | (did hear)                           |
| baat, khñom sdap baan haey!       | Sure, I heard the question!          |
| 3. kee min baek siew-phiw tee!?   | Didn't they open their books?        |
| (min baek)                        | (didn't open)                        |
| baat, kee min baek siew-phiw tee. | No, they didn't open their books.    |
| kee min baek siew-phiw tee!?      | Didn't they open their books?        |
| (baek)                            | (did open)                           |
| baat, kee baek siew-phiw haey!    | Sure, they opened their books!       |
| 4. look kruu min praε tee!?       | Didn't the teacher translate it?     |
| (min praε)                        | (didn't translate)                   |
| baat, look kruu min praε tee.     | No, the teacher didn't translate it. |
| look kruu min praε tee!?          | Didn't the teacher translate it?     |
| (praε)                            | (did translate)                      |
| baat, look kruu praε haey!        | Sure, the teacher translated it!     |

Drill D. (Respond as directed)

- |   |                           |
|---|---------------------------|
| 1. soum thaa taam khñom: khmaε sruol rien.      | khmaε sruol rien.         |
| 2. pia? ey kraoy kee boŋ-oh khnoŋ khlia nih?    | pia? 'rien.'              |
| 3. pia? 'rien' oŋglee thaa mec?                 | oŋglee thaa 'learn.'      |
| 4. soum thaa khlia téŋ-oh medoŋ tiet.           | khmaε sruol rien.         |
| 5. eylew da? pia? 'pibaa?' khnoŋ khlia nih.     | khmaε pibaa? rien.        |
| 6. 'difficult' khmaε thaa mec?                  | kee thaa 'pibaa?.'        |
| 7. pia? 'ŋley' mian ney thaa mec?               | mian ney thaa 'sruol.'    |
| 8. soum suo khñom: taε khmaε pibaa? sosee tee?  | khmaε pibaa? sosee tee?   |
| 9. eylew soum chlaey somnuo niŋ 'baat.'         | baat, khmaε pibaa? sosee. |
| 10. soum thaa medoŋ tiet, kom praε pia? 'baat.' | khmaε pibaa? sosee.       |
| 11. eylew da? pia? 'oŋglee' khnoŋ khlia nih.    | oŋglee pibaa? sosee.      |
| 12. pia? ey mun kee boŋ-oh khnoŋ khlia nih?     | pia? 'oŋglee.'            |
| 13. pia? 'oŋglee' oŋglee thaa mec?              | oŋglee thaa 'English.'    |
| 14. soum thaa medoŋ tiet: oŋglee pibaa? sosee.  | oŋglee pibaa? sosee.      |
| 15. min pibaa? tee, meen tee?                   | [baat, sruol haey.]       |



## UNIT 10

## NARRATION

1. kruu boꝁrien prap aoy koun seh bet siew-phiw meðooꝁ tiet.
  2. meðooꝁ nih kruu boꝁrien coꝁ aoy koun seh thaa cia oꝁglee.
  3. taε mian koun seh mené kee min yúl, kee thaa taam kruu cia khmaε.
  4. haey kruu prap koun seh téꝁ-oh thaa trew-taε praε, kom thaa taam.
  5. mian koun seh mené? tiet dael praε min trew.
  6. kruu thaa khlia niꝁ cia khmaε meðooꝁ tiet aoy kee sdap.
  7. meðooꝁ nih koun seh nuh praε trew.
- 
1. The teacher tells the students to close their books again.
  2. This time the teacher wants the students to say (things) in English.
  3. But there is one student who doesn't understand; he repeats in Khmer.
  4. So the teacher tells all the students that they must translate, not repeat.
  5. There is another student who translates incorrectly.
  6. The teacher says the sentence in Khmer again for him to listen to.
  7. This time the student translates correctly.
- - - - -
8. ruoc haey, kruu boꝁrien prap aoy koun seh chlaey somnuo dael kót niꝁ suo.
  9. koun seh dael chlaey kat, kruu prap aoy thaa khlia téꝁ-oh.
  10. koun seh dael chlaey trew, kruu thaa: baan l'oo.
  11. kraoy móo?, kruu aoy koun seh suo somnuo khlah viñ.
  12. meðooꝁ nih, kruu chlaey somnuo dael koun seh suo tiw kót.
  13. somnuo dael kee suo khnia kii: 'khmaε sruol rien tee?' haey niꝁ 'khmaε pibaa? rien tee?'
- 
8. After that, the teacher tells the students to answer the questions that he is going to ask.
  9. The students who answer briefly are told by the teacher to say the whole sentence.
  10. The students who answer correctly are told by the teacher: 'That's good.'
  11. Later, the teacher has the students ask him questions (ask questions back).
  12. This time, the teacher answers the questions that the students ask him.
  13. The questions that they ask each other are: 'Is Khmer easy to learn?' and 'Is Khmer difficult to learn?'
- - - - -
14. haey kruu boꝁrien suo koun seh pia? khlah dael kee rien haey.
  15. kruu suo thaa: 'pia? nih oꝁglee thaa mec?' 'pia? nuh khmaε thaa mec?'  
'khlia niꝁ mian ney thaa mec?'
  16. koun seh craen-taε chlaey trew.

17. tæ mian pia? muoy dael kee thaa min chbah, kii pia? 'ŋiey.'
18. koun seh khlah thaa a'soo ŋoo min chbah tee.
19. koun seh khlah tiet praæ sra? khoh.
20. pia? 'ŋiey' cia pia? pibaa? thaa nah.
14. Then the teacher asks the students (about) words they have already learned.
15. The teacher asks: 'What is the English for this word?' 'What is the Khmer for that word?' 'What is the meaning of that sentence?'
16. The students mostly answer the questions correctly.
17. But there is one word that they don't say clearly, the word 'ŋiey.'
18. Some students don't say the consonant ng clearly.
19. Other students use the wrong vowel.
20. The word 'ŋiey' is a very hard word to say.

- - - - -

21. kraoy moo?, kruu sosee aoy koun seh meel.
22. kruu suo: thvæ doucchneh hau thaa mec?
23. koun seh chlaey thaa, kee hau thaa sosee.
24. haey kruu praæ pia? 'sosee' thvæ khlia muoy kii: 'khmaæ pibaa? sosee.'
25. kee da? pia? astiet khnoŋ khlia nih, thvæ khlia thmøy tiet taam dael kruu prap aoy thvæ.
21. Later on, the teacher demonstrates writing for the students ('writes for them to look at').
22. The teacher asks: 'What is this action called?'
23. The students answer that it is called writing.
24. Then the teacher uses the word 'write' to make a sentence: 'Khmer is hard to write.'
25. They put other words in this sentence and make new sentences according to what the teacher instructs them to do.

#### NEW VOCABULARY

New words used in the Narration above fall into two general categories: verb modifiers and noun modifiers. New items with examples are given below.

##### 1) Verb Modifiers

trew-tæ...	must, should	trew-tæ praæ	must translate
craen-tæ...	mostly, usually	craen-tæ chlaey	for the most part answer
...kat	short-cut	chlaey kat	answer briefly
...chbah	clear	thaa min chbah	say unclearly
taam...	according to	taam dael...	according to what, in whatever way that

2) Noun Modifiers

...khlah	some (pluralizer)	səmnuo khlah	(some) questions
		pia? khlah	(some) words
...khlah,	<u>some...</u> , <u>others...</u>	koun səh khlah,	<u>some</u> students,
...khlah tiet		koun səh khlah tiet	<u>other</u> students
...astiet	others	pia? astiet	other words
...thmey	new	khlia thmey	new sentences
		khlia thmey tiet	other new sentences

## EXERCISE

(Repeat the Basic Dialogues of Units 6-9)

The teacher will then read aloud from the Basic Dialogues, pausing after each sentence or group of sentences and calling on one of the students to give (but not read) the same information in narrative style. Example (Unit Six, 1.):

Teacher: cylew soum bet siew-phiw mēdōŋ tiet.

Student: kruu bōŋrien prap aoy koun səh bet siew-phiw mēdōŋ tiet.

Next, the teacher will read aloud from the Narration, pausing to designate certain students to act out in dialogue form the portion he has just read. If the dialogues have been memorized properly, the exercise should go very smoothly.

NOTE: Negative Constructions; Verb Modification

Review Notes of Units 2 (Word Order), 3 (Head-Modifier Constructions) 4 (especially Yes-No Questions), 7 (Negative Statements), and 9 (Negative Questions).

The relationship between a Cambodian verb and its modifiers is much more complex than the relationship of a noun or adjective with its modifiers. Whereas a noun or adjective head nearly always precedes, the verb which is the head of its construction may either precede or follow its modifiers. Also, there are many more types of verb modifiers than there are of noun or adjective modifiers. To complicate things further, verbs occur much more commonly than either adjectives or nouns as predicates:

Noun Predicate: pia? mun kee bōŋ-oh kii khmaε.

'The first word of all is Khmer.' (/kii/ is not a verb.)

Adjective Predicate: sra? niŋ khoh tee.

'That vowel is wrong.'

Verb Predicate: koun səh bət siew-phiw.

'The students close their books.'

As we have seen previously, the relationships between nouns and verbs (or nouns and adjectives) can be simply stated in terms of word order--e.g. subject-verb-object (see last example above) or subject-predicate (see second example).

The relationship between verbs and adjectives, likewise, is fairly simple to state: whenever a verb and an adjective occur as constituents of the same predicate, it is always the adjective that functions as head of that predicate, regardless of the order. We have seen many examples of this type ('Khmer is easy to learn,' etc.). A simple test to determine which is the headword of the predicate is provided by the negative construction, which occurs in the negative version ('transform') of the same predicate. Examples (V=Verb, A=Adjective).

Positive: AV

khmae sruol rien.  
'Khmer is easy to learn.'  
onglee pibaa? sasee.  
'English is hard to write.'  
khlia nih n̄iey yúl.  
'This sentence is easy to understand.'

Negative: not AV

khmae min sruol rien tee.  
'Khmer is not easy to learn.'  
onglee min pibaa? sasee tee.  
'English is not hard to write.'  
khlia nih min n̄iey yúl tee.  
'This sentence is not easy to understand.'

Positive: VA

koun seh praε trew.  
'The students translate correctly.'  
kee thaa chbah.  
'They say it clearly.'

Negative: V not A

koun seh praε min trew tee.  
'The students translate incorrectly.'  
kee thaa min chbah tee.  
'They don't say it clearly.'

Thus, while it is common for a verb to modify an adjective, the reverse situation is not ordinarily found in spoken Cambodian. The same test that we used to determine the head of verb-adjective predicates, we could now apply to verb-verb predicates, and we should see that there are basically three types of construction depending on the pattern of negation: 1) first verb negated; 2) second verb negated; 3) no negation possible. Examples:

1) Positive: VV

coŋ thvæ  
'want to do'  
khom thaa  
'try to say'

Negative: not VV

min coŋ thvæ  
'not want to do'  
min khom thaa  
'not try to say'

2) Positive: VV

sdap lli  
'able to hear' (listen...hear)  
sdap baan  
'able to understand (listen...  
get)  
róo? kheeñ  
'able to find'(look for...see)

Negative: V not V

sdap min lli  
'not able to hear'  
sdap min baan  
'not able to understand'  
róo? min kheeñ  
'not able to find'

3) Non-negatable (or already negated) verb constructions

There are still other types of verb modifiers which do not belong to any of the major word-classes (noun, verb, adjective, etc.). Some of these modifiers come before the verb, and others come after. Usually the resulting constructions are not negatable at all (some, in fact, are already negative in meaning). Here is a partial list of modifiers that you have already had:

<u>Before the Verb</u>		<u>After the Verb</u>	
soum	'please'	haey	'already'
kom	'don't'	tee	(emphatic word)
cam	'wait and'	tee?	(question particle)
aoy	'let, have'	viñ	'back, instead'
niq	'will'		

## TRANSFORMATION DRILLS

Drill A. Negative Formation, with /min/ before predicate.

MODEL: Teacher: khmae sruol rien.                      Khmer is easy to learn.  
Student: khmae min sruol rien tee.                      Khmer is not easy to learn.

- khmaw-day nih sruol sosae.                      This pencil is easy to write with.  
 khmaw-day nih min sruol sosae tee.                      This pencil is not easy to write with.
- siew-phiw nih pibaa? meel.                      This book is hard to read.  
 siew-phiw nih min pibaa? meel tee.                      This book is not hard to read.
- mee-rien nih n̄iey yúl.                      This lesson is easy to understand.  
 mee-rien nih min n̄iey yúl tee.                      This lesson is not easy to understand.
- khñom coŋ rien khmae.                      I want to learn Khmer.  
 khñom min coŋ rien khmae tee.                      I don't want to learn Khmer.

Drill B. Negative Formation, with /min/ splitting predicate.

MODEL: Teacher: koun seh sdap baan haey.                      The students understand.  
Student: koun seh sdap min baan tee.                      The students do not understand.

- look kruu sdap look l̄i haey.                      The teacher can hear you.  
 look kruu sdap look min l̄i tee.                      The teacher cannot hear you.
- khñom róo? tumpóa tii-pram kheef̄n haey.                      I have found page five.  
 khñom róo? tumpóa tii-pram min  
 kheef̄n tee.                      I can't find page five.

- |   |  |
|---|--|
| 3. look thaa aʔsəə <u>nóo</u> chbah nah.  | You say the consonant <u>ng</u> very clearly.  |
| look thaa aʔsəə <u>nóo</u> min chbah tee. | You don't say the consonant <u>ng</u> clearly. |
| 4. kee praε khliia tii-buon trəw haey.    | They translated sentence four correctly.       |
| kee praε khliia tii-buon min trəw tee.    | They didn't translate sentence four correctly. |

Drill C. Forming Negative Questions.

- |   |  |
|---|--|
| MODEL: <u>Teacher:</u> look sdap baan tee?          | Do you understand?                           |
| <u>Student:</u> look sdap min baan tee tee!ʔ (rih?) | Don't you understand?                        |
| 1. look róoʔ khéeñ tee?                             | Have you found it?                           |
| look róoʔ min khéeñ tee!ʔ                           | Haven't you found it?                        |
| 2. look cəj rien əŋglee tee?                        | Do you want to learn English?                |
| look min cəj rien əŋglee tee!ʔ                      | Don't you want to learn English?             |
| 3. kee thaa taam kruu chbah tee?                    | Do they repeat after the teacher clearly?    |
| kee thaa taam kruu min chbah tee!ʔ                  | Don't they repeat after the teacher clearly? |
| 4. kee chlaey somnuo trəw tee?                      | Do they answer the questions right?          |
| kee chlaey somnuo min trəw tee!ʔ                    | Don't they answer the questions right?       |

## PROGRESSIVE SUBSTITUTION DRILLS

Drill A.

- |   |   |
|---|---|
| 1. khmaε sruol rien nah.                  | Khmer is quite easy to learn.                   |
| 2. khmaε sruol <u>səse</u> nah.           | Khmer is quite easy <u>to write</u> .           |
| 3. <u>khmaw-day nih</u> sruol səsεe nah.  | <u>This pencil</u> is quite easy to write with. |
| 4. khmaw-day nih <u>pibaaʔ</u> səsεe nah. | This pencil is quite <u>hard</u> to write with. |
| 5. <u>piaʔ nih</u> pibaaʔ səsεe nah.      | <u>This word</u> is quite hard to write.        |
| 6. piaʔ nih pibaaʔ <u>yúl</u> nah.        | This word is quite hard <u>to understand</u> .  |
| 7. piaʔ nih <u>njey</u> yúl nah.          | This word is quite <u>easy</u> to understand.   |
| 8. <u>əŋglee</u> njey yúl nah.            | <u>English</u> is quite easy to understand.     |
| 9. əŋglee <u>pibaaʔ</u> yúl nah.          | English is quite <u>hard</u> to understand.     |
| 10. əŋglee pibaaʔ <u>rien</u> nah.        | English is quite hard <u>to learn</u> .         |
| 11. <u>khmaε</u> pibaaʔ rien nah.         | <u>Khmer</u> is quite hard to learn.            |
| 12. khmaε <u>sruol</u> rien nah.          | Khmer is quite <u>easy</u> to learn.            |

Drill B.

- |                                      |   |
|--------------------------------------|---|
| 1. thvæ douchneh kee haw thaa sɔsɛ.  | This action is called 'sɔsɛ.'                   |
| 2. thvæ douchneh khmaɛ thaa sɔsɛ.    | This action is 'sɔsɛ' <u>in Khmer.</u>          |
| 3. pia? 'write' khmaɛ thaa sɔsɛ.     | <u>The word 'write'</u> is 'sɔsɛ' in Khmer.     |
| 4. pia? mun niŋ khmaɛ thaa sɔsɛ.     | <u>The word before that</u> is 'sɔsɛ' in Khmer. |
| 5. pia? mun niŋ meel thaa sɔsɛ.      | The word before that <u>is read</u> 'sɔsɛ.'     |
| 6. pia? mun niŋ meel thaa sruol.     | The word before that is read ' <u>sruol.</u> '  |
| 7. pia? mun niŋ mian ney thaa sruol. | The word before that <u>means</u> 'sruol.'      |
| 8. pia? ŋiey mian ney thaa sruol.    | The word 'ŋiey' means 'sruol.'                  |
| 9. pia? ŋiey mian ney thaa 'easy.'   | The word 'ŋiey' means ' <u>easy.</u> '          |
| 10. pia? ŋiey ɔŋlee thaa 'easy.'     | The word 'ŋiey' <u>in English</u> is 'easy.'    |

Drill C.

- |   |  |
|---|--|
| 1. khom thaa aʔsɔɔ nɔɔ aoy khlaŋ nteɔ.        | Try to say the n a little louder.            |
| 2. khom thaa sra? niŋ aoy khlaŋ nteɔ.         | Try to say <u>the vowel</u> a little louder. |
| 3. khom thaa sra? niŋ aoy yit nteɔ.           | Try to say the vowel a little <u>slower.</u> |
| 4. khom thaa sra? khnoŋ pia? nih.             | Try to say the vowel <u>in this word.</u>    |
| 5. kom thaa sra? niŋ khnoŋ pia? nih.          | <u>Don't</u> say that vowel in this word.    |
| 6. kom thaa aʔsɔɔ nɔɔ khnoŋ pia? nih.         | Don't say n in this word.                    |
| 7. <u>khom thaa</u> aʔsɔɔ nɔɔ khnoŋ pia? nih. | <u>Try to say</u> n in this word.            |
| 8. khom thaa aʔsɔɔ nɔɔ aoy flop nteɔ.         | Try to say the n <u>a little faster.</u>     |
| 9. khom thaa aʔsɔɔ nɔɔ aoy khlaŋ nteɔ.        | Try to say the n <u>a little louder.</u>     |

## EQUIVALENCE DRILLS

Drill A. Negatives in Context.

- MODEL: Teacher: ɛylew khñom sdap baan haey. Now I understand.  
Student: mun niŋ khñom sdap min baan tee. Before this, I didn't understand.
- |  |   |
|--|---|
| 1. ɛylew khñom rɔɔʔ bantót tii-bey<br>kheɛñ haey.<br>mun niŋ khñom rɔɔʔ bantót tii-bey<br>min kheɛñ tee. | Now I've found line three.<br><br>Before this, I couldn't find<br>line three.   |
| 2. ɛylew khñom sdap look kruu l11<br>haey.<br>mun niŋ khñom sdap look kruu min<br>l11 tee.               | Now I can hear the teacher.<br><br>Before this, I couldn't hear the<br>teacher. |

- |  |  |
|--|--|
| <p>3. eylew look thaa sra? niŋ chbah<br/>haey.<br/>mun niŋ look thaa sra? niŋ min<br/>chbah tee.</p> | <p>Now you say that vowel very<br/>clearly.<br/>Before this, you didn't say the<br/>vowel clearly.</p> |
| <p>4. eylew look praē pia? niŋ trēw haey.<br/>mun niŋ look praē pia? niŋ min<br/>trēw tee.</p>       | <p>Now you are using that word<br/>correctly.<br/>Before this you used the word<br/>incorrectly.</p>   |

Drill B. Opposites in Context.

- |   |  |
|---|--|
| <p>MODEL: <u>Teacher</u>: pii mun look mēel<br/>yit nah.<br/><u>Student</u>: kraoy mōo? look mēel<br/>ñop nteç.</p> | <p>Before, you were reading<br/>very slowly.<br/>Later, you read faster.</p>                                   |
| <p>1. pii mun koun seh thaa taam tēç-tēç.<br/>kraoy mōo? koun seh thaa taam<br/>khlaŋ nteç.</p>                     | <p>Before, the students were repeating<br/>softly.<br/>Later, the students repeated louder.</p>                |
| <p>2. pii mun kee chlaey sōmnuo<br/>sruol-sruol.<br/>kraoy mōo? kee chlaey sōmnuo<br/>pibaa? nteç.</p>              | <p>Before, they were answering easy<br/>questions.<br/>Later they answered harder ones.</p>                    |
| <p>3. pii mun look kruu mēel ñop nah.<br/>kraoy mōo? look kruu mēel yit nteç.</p>                                   | <p>Before, the teacher was reading<br/>very fast.<br/>Later the teacher read slower.</p>                       |
| <p>4. pii mun kee thaa khmaε pibaa?<br/>rien nah.<br/>kraoy mōo? kee thaa khmaε sruol<br/>rien nteç.</p>            | <p>Before, they said Khmer was very<br/>hard to learn.<br/>Later, they said Khmer was easier<br/>to learn.</p> |

Drill C. Negatives and Opposites.

- |  |  |
|--|--|
| <p>MODEL: <u>Teacher</u>: look thaa yit nah.<br/><u>Student</u>: look thaa min ñop tee..</p> | <p>You speak very slowly.<br/>You don't speak fast.</p>                                      |
| <p>1. look thaa ñop nah.<br/>look thaa min yit tee.</p>                                      | <p>You speak very fast.<br/>You don't speak slowly.</p>                                      |
| <p>2. look thaa trēw haey.<br/>look thaa min khoh tee.</p>                                   | <p>You said it correctly.<br/>You didn't say it wrong.</p>                                   |
| <p>3. mee-rien nih sruol nah.<br/>mee-rien nih min pibaa? tee.</p>                           | <p>This lesson is easy.<br/>This lesson is not difficult.</p>                                |
| <p>4. khlia niŋ pibaa? yul nah.<br/>khlia niŋ man ñiey yul tee.</p>                          | <p>That sentence is hard to understand.<br/>That sentence is not easy to<br/>understand.</p> |



## UNIT 11

## BASIC DIALOGUE

Teacher

1. aanih s'ey? What's this?

First Student

2. nih cia khmaw-day. This is a pencil.

Teacher

3. haey aamuh? And what's that?

Second Student

4. nuh cia siew-phiw. That's a book.

Teacher

5. reboh pii niw-aenoh cia  
ovey? What are those two things  
there?

Third Student

6. nuh cia ruup thoot. Those are pictures (photographs).

Teacher

7. mian ruup thoot tee, niw  
aenoh? Are there any pictures over there?

Third Student

8. baat, mian ruup thoot bey  
niw ciñcéñ. Yes, there are three pictures  
on the wall.

Teacher

9. aenaa? Where?

Third Student

10. ciñcéñ kraoy khnœy look. The wall behind you.

Teacher

11. baat, trew haey. Yes, that's right.

First Student

12. khñom kheefi ruup thoot pram  
niw ciñcéñ. I see five pictures on the wall.

Teacher

13. tee, pii nuh cia phaen-tii,  
min mēen ruup thoot tee. No, two of them are maps, not  
pictures.

## DIALOGUE FOR COMPREHENSION

kruu bonrienkoun seh

- |   |  |
|---|--|
| 1. aanih s'ey?  | 2. nih cia khmaw-day.                        |
| 3. haey aanuh?  | 4. nuh cia siew-phiw.                        |
| 5. rebh pii niw-aenoh cia ovey?                             | 6. nuh cia ruup thoot.                       |
| 7. mian ruup thoot tee, niw aenoh?                          | 8. baat, mian ruup thoot bey niw<br>ciñcéñ.  |
| 9. aenaa?   | 10. ciñcéñ kraoy khnoej look.                |
| 11. baat, trew haey.  | 12. khñom khēñ ruup thoot pram<br>niw ciñéñ. |
| 13. tee, pii nuh cia phaen-tii, min<br>mēen ruup thoot tee. |  |

NOTE: Noun-Numeral Constructions

One of the simplest ways to count objects in Khmer is to form a noun-modifier construction, with the noun to be counted as head and any numeral as the modifier. If the numeral is /muoy/ 'one,' there are two possible interpretations (insofar as English is concerned): 'one' or the indefinite article 'a, an.' If the numeral modifier /tiet/ 'more' is added, the possibilities for translation are accordingly 'one more' or 'another.' Examples:

siew-phiw muoy.	One book, a book.
siew-phiw muoy tiet.	One more book, another book.
koun seh mēné? tiet.	One more student, another student.
rebh pii.	Two things.
phaen-tii pii tiet.	Two more maps.
khmaw-day bey	Three pencils.
ruup thoot bey tiet.	Three more pictures.
siew-phiw buon.	Four books.
rebh pram.	Five things.

NEW VOCABULARY: The Numerals 6-19

The numerals 6-19 are all derived from the basic numerals 1-5, with the addition of only one new item: /dop/ 'ten'. In Phnom Penh and a few other dialect centers, a parallel series of numerals exists for 11-19. These numerals are made with the number to be added to ten coming first, and joined to /dop/ by an element /n/ (which in careful speech is rendered as /don/ - muoy-dondop 'eleven,' etc.). In both Phnom Penh and Standard styles, the element /pram/ 'five' is shortened to /pm/ in the numerals 6-9, in rapid speech. The full form of /pram/ in Phnom Penh is /pēam/.

The numerals:

Standard	Rapid	Standard	Phnom Penh
<u>6-10</u>	<u>6-10</u>	<u>11-19</u>	<u>11-19</u>
6. prammuoy	pmmuoy	11. dɔpmuoy	muoy-ndɔp (mɛndɔp)
7. prampil	pmpil	12. dɔppil	pil-ndɔp
8. prambey	pmbey	13. dɔpbey	bey-ndɔp
9. prambuon	pmbuon	14. dɔpbuon	buon-ndɔp
10. dɔp	dɔp	15. dɔppram	pɛam-ndɔp
		16. dɔp-pmmuoy	pmmuoy-ndɔp
		17. dɔp-pmpil	pmpil-ndɔp
		18. dɔp-pmbey	pmbey-ndɔp
		19. dɔp-pmbuon	pmbuon-ndɔp

The variations on the dialogue, given below, use a portion of the basic dialogue of this unit to introduce some of the new numerals in context. Both Standard and Phnom Penh forms are used.

Variation One:kruu bɔŋrien

5. rɛbɔh dɔp-pil nɪw-aɛnoh cia ɔvey?  
 7. mian ruup thoɔt tiet tee,  
 nɪw-aɛnoh?  
 12. khñom kheefi ruup thoɔt  
 dɔp-buon nɪw ciñcéŋ.

koun seh

6. nuh cia ruup thoɔt.  
 8. baat, mian ruup thoɔt pmbey  
 tiet nɪw ciñcéŋ.  
 13. tee, pmmuoy nuh cia phaɛn-tii,  
 min meɛn ruup thoɔt tee.

Variation Two:

5. rɛbɔh pil-ndɔp nɪw-aɛnoh cia ɔvey?  
 7. mian phaɛn-tii tiet tee, nɪw-aɛnoh?  
 12. khñom kheefi ruup thoɔt  
 pmmuoy-ndɔp nɪw ciñcéŋ.  
 6. nuh cia phaɛn-tii.  
 8. baat, mian phaɛn-tii pmpil  
 tiet nɪw ciñcéŋ.  
 13. tee, pmbuon nuh cia ruup thoɔt,  
 min meɛn phaɛn-tii tee.

## RESPONSE DRILL

Drill A.

- MODEL: Teacher: aanih sʔey? (khmaw-day)                      What's this? (pencil)  
Student: aanih cia khmaw-day.                                      This is a pencil.
1. aamuh sʔey? (siew-phiw)                                      What's that? (book)  
aamuh cia siew-phiw.    That is a book.
2. aanih sʔey? (ciñcéŋ)    What's this? (wall)  
aanih cia ciñcéŋ.    This is a wall.
3. rəboh pii nɪw-aənoh cia əvey?                                      What are those two things there?  
(phaen-tii) (maps)  
rəboh pii nɪw-aənoh cia phaen-tii.                                      Those two things are maps.
4. rəboh bey nih sʔey? (ruup thoot)                                      What're these three things?  
(pictures)  
rəboh bey nih cia ruup thoot.    These three things are pictures.
5. aamuh cia siew-phiw ey?    What kind of a book is that?  
(siew-phiw mēel) (reading)  
aamuh cia siew-phiw mēel.    That's a book for reading.
6. aanih cia siew-phiw ey?    What kind of a book is this?  
(siew-phiw səsēe) (notebook)  
aanih cia siew-phiw səsēe.    This is a notebook.

Drill B.

- MODEL: Teacher: mian ruup thoot tee,                                      Are there any pictures,  
nɪw-aənoh? (bey)    over there? (three)  
Student: baat, mian bey nɪw-aənoh.                                      Yes, there are three over  
there.
1. mian siew-phiw tee, nɪw nih?    Are there any books here? (nine)  
(pmbuon)  
baat, mian pmbuon nɪw nih.    Yes, there are nine here.
2. mian phaen-tii tee, nɪw ciñcéŋ?    Are there any maps on the wall?  
(pmmuoy) (six)  
baat, mian pmmuoy nɪw ciñcéŋ.    Yes, there are six over there.
3. mian khmaw-day tee, nɪw-aənoh?    Are there any pencils over there?  
(fifteen)  
baat, mian dəppram nɪw-aənoh.    Yes, there are fifteen over there.
4. mian koun seh tee, nɪw nih?    Are there any students here?  
(pmpil né?) (seven)  
baat, mian pmpil né? nɪw nih.    Yes, there are seven here.



Drill B.

- |  |   |
|--|---|
| 1. khñom khəəñ ruup thoət pram<br>nɿw ciñcéŋ.            | I see <u>five pictures</u> on the wall.   |
| 2. khñom khəəñ <u>phaen-tii pmbey</u><br>nɿw ciñcéŋ.     | I see <u>eight maps</u> on the wall.      |
| 3. khñom khəəñ <u>ruup thoət dəpmuoy</u><br>nɿw ciñcéŋ.  | I see <u>eleven pictures</u> on the wall. |
| 4. khñom khəəñ <u>phaen-tii buon-ndop</u><br>nɿw ciñcéŋ, | I see <u>fourteen maps</u> on the wall.   |
| 5. khñom khəəñ <u>phaen-tii dəpbey</u><br>nɿw ciñcéŋ.    | I see <u>thirteen maps</u> on the wall.   |
| 6. khñom khəəñ <u>ruup thoət pram</u><br>nɿw ciñcéŋ.     | I see <u>five pictures</u> on the wall.   |

Drill C.

- |   |   |
|---|---|
| 1. mian ruup thoət tee, nɿw-aənoh?        | Are there any pictures over there?        |
| 2. mian <u>khmaw-day</u> tee, nɿw-aənoh?  | Are there any <u>pencils</u> over there?  |
| 3. mian <u>siew-phiw</u> tee, nɿw-aənoh?  | Are there any <u>books</u> over there?    |
| 4. mian <u>phaen-tii</u> tee, nɿw-aənoh?  | Are there any <u>maps</u> over there?     |
| 5. mian <u>rəboh</u> tee, nɿw-aənoh?      | Are there any <u>things</u> over there?   |
| 6. mian <u>ruup thoət</u> tee, nɿw-aənoh. | Are there any <u>pictures</u> over there? |

Drill D.

- |  |  |
|--|--|
| 1. rəboh pii nɿw-aənoh cia əvəy?               | What are those two things there?             |
| 2. rəboh pii nɿw-aənoh cia <u>phaen-tii</u> .  | Those two things there are <u>maps</u> .     |
| 3. rəboh pii nɿw-aənoh cia <u>ruup thoət</u> . | Those two things there are <u>pictures</u> . |
| 4. rəboh pii nɿw-aənoh cia <u>khmaw-day</u> .  | Those two things there are <u>pencils</u> .  |
| 5. rəboh pii nɿw-aənoh cia <u>siew-phiw</u> .  | Those two things there are <u>books</u> .    |
| 6. rəboh pii nɿw-aənoh cia <u>əvəy</u> ?       | <u>What</u> are those two things there?      |

## FLUENCY DRILLS

Drill A. Expansion

1. mian ruup thoat.
2. mian ruup thoat niv ciñcéñ.
3. mian ruup thoat bey niv ciñcéñ.
4. mian ruup thoat bey niv ciñcéñ kraoy khnəəñ look.
5. mian ruup thoat bey tiet niv ciñcéñ kraoy khnəəñ look.
6. khñom khəəñ mian ruup thoat bey tiet niv ciñcéñ kraoy khnəəñ look.

1. There are pictures.
2. There are pictures on the wall.
3. There are three pictures on the wall.
4. There are three pictures on the wall behind you.
5. There are three more pictures on the wall behind you.
6. I see there are three more pictures on the wall behind you.

Drill B. Reduction

1. khñom khəəñ mian ruup thoat bey tiet niv ciñcéñ kraoy khnəəñ look.
2. khñom khəəñ mian ruup thoat bey niv ciñcéñ kraoy khnəəñ look.
3. khñom khəəñ mian ruup thoat bey kraoy khnəəñ look.
4. khñom khəəñ ruup thoat bey kraoy khnəəñ look.
5. khñom khəəñ ruup thoat bey.
6. khñom khəəñ bey.

1. I see there are three more pictures on the wall behind you.
2. I see there are three pictures on the wall behind you.
3. I see there are three pictures behind you.
4. I see three pictures behind you.
5. I see three pictures.
6. I see three.

## UNIT 12

## BASIC DIALOGUE

Teacher

1. phaen-tii khaaq-sdam cia                                 What is the map on the right a  
   phaen-tii ey?   map of?

First Student

2. baat, phaen-tii srok khmae.                                 It's a map of Cambodia.

Teacher

3. coh aamuoy khaaq-chvæeq?                                 And the one on the left?

Second Student

4. taam khñom smaan, cia   I think it's a map of the city  
   phaen-tii tii-kroq   of Phnom Penh.  
   phnum-piñ.

Third Student

5. coh phaen-tii ey niw-aenoh?                                 What is that map over there?

Teacher

6. phaen-tii naa-muoy?   Which one?

Third Student

7. aamuoy niw cit khdaa-khien.                                 The one near the blackboard.

Teacher

8. ou, nuh min mæen phaen-tii tee.                                 Oh, that's not a map. That's a  
   cia kumnuu tee.   chart.

First Student

9. kumnuu ey?   What kind of a chart?

Teacher

10. cia kumnuu somrap boqrien   It's a chart for teaching the  
   a?soo khmae.   Khmer alphabet.

Second Student

11. yeeq rien eylew (rih)?   Are we going to study that now?

Teacher

12. tee, ntec tiet baan yeeq rien.   No, we're going to study it a  
   little later.



## DIALOGUE FOR COMPREHENSION

kruu boqrienkoun seh

1. phaen-tii khaaq-sdam cia phaen-tii ey?
2. baat, phaen-tii srok khmae.
3. coh aamuoy khaaq-chveej?
4. taam khnom smaan, cia phaen-tii tii-kroq phnum pfi.
5. coh phaen-tii ey niw-aenoh?
6. phaen-tii naa-muoy?
7. aamuoy niw cit khdaa-khien.
8. ou, nuh min meen phaen-tii tee.  
cia kumnuu tee.
9. kumnuu ey?
10. cia kumnuu somrap boqrien a'soo khmae.
11. yeeg rien sylew (rih)?
12. tee, ntec tiet baan yeeg rien.

NOTE: Noun and Numeral Substitutes

As you have doubtless already observed, Khmer does not have the English singular-plural distinction in its nouns: book, books. The distinction can, of course, be made when necessary; it is merely not obligatory in Khmer nouns, as it is in English. The simplest device is to specify indefinite singular by the addition of /muoy/ 'one' and to specify indefinite plural by the addition of /khlah/ 'some' to the noun. Both /muoy/ and /khlah/ in these cases are noun modifiers; /muoy/ itself is a numeral, while /khlah/ is a numeral substitute - that is, it stands for any number from 'two' upward. Note the following:

siew-phiw	'book, ' 'books' 'the book, ' 'the books'
siew-phiw muoy	'one book, ' 'a book, ' (never 'the book')
siew-phiw khlah	'some books, ' 'books, ' (never 'the books')

Both these items, as we have seen in Unit 10, can be themselves modified by such items as /tiet/ 'more.' Besides modifying nouns, both can stand after /naa/ 'which.' /khlah/ (but not /muoy/ can stand after /ey/ 'what.' The following tabulation shows their relationships with each other and with another numeral substitute you have previously met: /tii-pemaan/ 'which in a series.'

<u>Indeterminate</u>	<u>'Singular'</u>	<u>'Plural'</u>
	muoy 'one'	khlah 'some'
	aamuoy 'the one'	
naa 'which'	naa-muoy 'which one'	naa-khlah 'which ones'
ey 'what'		ey-khlah 'what ones'
	tii-pemaan 'which in a series'	
aetiet 'other(s)'	muoy tiet 'another'	khlah tiet 'other ones'

Still another use of /muoy/ and /khlah/ is as noun substitutes. Like /naa/ and /ey/, both items occur independently, without any noun attached to them. In this case, the meaning is clearly 'definite singular' and 'indeterminate plural' - that is, /muoy/ or /aamuoy/ means 'the one,' but /khlah/ still means 'some' (rarely 'the ones'.) The most common context is the one exemplified by sentences 6 and 7 of the Basic Dialogue:

phaen-tii naa-muoy?  
 aamuoy niw cit khdaa-khien.

'Which map? '  
 'The one near the blackboard.'

Compare also sentence 3:

coh aamuoy khaaŋ-chvœŋ?

'And the one on the left?'

The same examples with /khlah/ instead of /muoy/:

phaen-tii naa-khlah?  
 phaen-tii niw cit khdaa-khien.  
 coh phaen-tii khaaŋ-chvœŋ?

'Which maps? '  
 'The maps near the blackboard.'  
 'And the maps on the left?'

### RESPONSE DRILLS

#### Drill A.

- |        |   |  |  |
|--------|---|--|--|
| MODEL: | <u>Teacher</u> :                                  | phaen-tii naa-muoy?<br>(cit khdaa-khien) | Which map? (near the<br>blackboard)  |
|        | <u>Student</u> :                                  | muoy niw cit khdaa-khien.                | The one near the blackboard.   |
| 1.     | ruup thoət naa-muoy? (kraoy<br>khnœŋ look kruu)   | muoy niw kraoy khnœŋ look kruu.          | Which picture? (behind the teacher)<br>The one behind the teacher.                               |
| 2.     | kumnuu naa-muoy? (khaaŋ-chvœŋ)                    | muoy niw khaaŋ-chvœŋ.                    | Which chart? (to the left)<br>The one to the left.   |
| 3.     | siew-phiw naa-muoy? (khaaŋ-sdam)                  | muoy niw khaaŋ-sdam.                     | Which book? (to the right)<br>The one to the right.  |
| 4.     | khmaw-day naa-muoy? (cit look)                    | muoy niw cit look.                       | Which pencil? (near you)<br>The one near you.  |
| 5.     | phaen-tii naa-muoy? (khaaŋ-sdam look)             | muoy niw khaaŋ-sdam look.                | Which map? (to your right)<br>The one to your right.   |
| 6.     | ruup thoət naa-muoy? (khaaŋ-chvœŋ<br>khdaa-khien) | muoy niw khaaŋ-chvœŋ khdaa-khien.        | Which picture? (to the left of<br>the blackboard)<br>The one to the left of the black-<br>board. |

Drill B.

- MODEL: Teacher: phaen-tii naa-khlah? Which maps? (four, over  
(buon, niw-aenoh) there)
- Student: phaen-tii buon niw-aenoh. The four maps over there.

(NOTE: The location, in this drill, is always niw-aenoh, 'over there')

1. ruup thoot naa-khlah? (ruup pii) Which pictures? (two)  
ruup pii niw-aenoh. The two pictures over there.
2. siew-phiw naa-khlah? (aabey) Which books? (three)  
aabey niw-aenoh. The three over there.
3. né?-naa khlah? (pram né?) Which people? (five)  
pram né? niw-aenoh. The five people over there.
4. phaen-tii naa-khlah? (pii) Which maps? (two)  
phaen-tii pii niw-aenoh. The two maps over there.

Drill C.

- MODEL: Teacher: phaen-tii khaaj-sdam cia What is the map to the right  
phaen-tii ey? (srok khmae) a map of? (Cambodia)
- Student: phaen-tii khaaj-sdam cia The map to the right is a  
phaen-tii srok khmae. map of Cambodia.
1. ruup thoot khaaj-chveng cia ruup What is the picture to the left  
thoot ey? (look kruu) a picture of? (the teacher)  
ruup thoot khaaj-chveng cia ruup The picture to the left is a  
thoot look kruu. picture of the teacher.
  2. kumnuu niw cit khdaa-khien cia What is the chart near the black-  
kumnuu ey? (a'soo khmae) board a chart of? (Khmer letters)  
kumnuu niw cit khdaa khien cia The chart near the blackboard is  
kumnuu a'soo khmae. a chart of Khmer letters.
  3. siew-phiw kraoy khnong look cia What kind of a book is the book  
siew-phiw ey? (onglee) behind you? (English)  
siew-phiw kraoy khnong khnom cia The book behind me is an English  
siew-phiw onglee. book.
  4. phaen-tii niw-aenoh cia phaen-tii What is the map over there a map  
ey? (tii-kroq phnum pifi) of? (the city of Phnom Penh)  
phaen-tii niw-aenoh cia phaen-tii The map over there is a map of the  
tii-kroq phnum pifi, city of Phnom Penh.

Drill D.

- MODEL: Teacher: yeəŋ rien eylew? (ntec tiet) We're going to study now?  
(a little later)
- Student: tee, ntec tiet baan yeəŋ No, we won't study until  
rien. later.
1. yeəŋ thvee eylew? (ntec tiet) We're going to do it now? (later)  
tee, ntec tiet baan yeəŋ thvee. No, we won't do it until later.
  2. yeəŋ sosee eylew? (ntec tiet) We're going to write now? (later)  
tee, ntec tiet baan yeəŋ sosee. No, we won't write until later.
  3. yeəŋ meel eylew? (ntec tiet) We're going to read now? (later)  
tee, ntec tiet baan yeəŋ meel. No, we won't read until later.
  4. yeəŋ prae eylew? (ntec tiet) We're going to translate now?  
tee, ntec tiet baan yeəŋ prae. (later)  
No, we won't translate until later.

Drill E.

- MODEL: Teacher: muoy khaaŋ-sdam cia phaen-tii, The one on the right is a  
meen tee? (tee, kumnuu) map, isn't it? (no, a chart)
- Student: ou, nuh min meen phaen-tii Oh, that's not a map. It's  
tee. kumnuu tee. a chart.
1. muoy khaaŋ-chveeŋ cia kumnuu, meen The one on the left is a chart,  
tee? (tee, ruup thoot) isn't it? (no, a picture)  
ou, nuh min meen kumnuu tee. ruup Oh, that's not a chart. It's a  
thoot tee. picture.
  2. muoy niw cit khdaa-khien cia ruup The one near the blackboard is a  
thoot, meen tee? (tee, phaen-tii) picture, isn't it? (no, a map)  
ou, nuh min meen ruup thoot tee. Oh, that's not a picture. It's  
phaen-tii tee. a map.
  3. muoy khaaŋ-sdam look cia siew-phiw The one to the right of you is a  
sosee, meen tee? (tee, siew-phiw meel) notebook, isn't it? (no, a book)  
ou, nuh min meen siew-phiw sosee tee. Oh, that's not a notebook. It's  
siew-phiw meel tee. a book.
  4. muoy khaaŋ-chveeŋ look cia siew-phiw The one to the left of you is a  
meel, meen tee? (tee, siew-phiw sosee) book, isn't it? (no, a notebook)  
ou, nuh min meen siew-phiw meel tee. Oh, that's not a book. It's a  
siew-phiw sosee tee. notebook.

## SUBSTITUTION DRILLS

Drill A.

- |  |                                     |
|--|-------------------------------------|
| 1. yeəŋ rien siew-phiw ey?               | What book are we studying?          |
| 2. yeəŋ rien siew-phiw <u>ey-khlah?</u>  | <u>What books</u> are we studying?  |
| 3. yeəŋ rien siew-phiw <u>naa-muoy?</u>  | <u>Which</u> book are we studying?  |
| 4. yeəŋ rien siew-phiw <u>naa-khlah?</u> | <u>Which</u> books are we studying? |
| 5. yeəŋ rien <u>tumpóa tii-pemaan?</u>   | <u>What page</u> are we studying?   |
| 6. yeəŋ rien tumpóa <u>naa?</u>          | <u>Which</u> page are we studying?  |
| 7. yeəŋ rien tumpóa <u>naa-khlah?</u>    | <u>Which</u> pages are we studying? |
| 8. yeəŋ rien <u>siew-phiw ey?</u>        | <u>What book</u> are we studying?   |

Drill B.

- |   |  |
|---|--|
| 1. cia kumnuu somrap boŋrien a'soo khmae.                 | It's a chart for teaching Khmer consonants.          |
| 2. cia kumnuu somrap boŋrien <u>sra?</u> <u>khmae.</u>    | It's a chart for teaching <u>Khmer</u> vowels.       |
| 3. cia kumnuu somrap boŋrien <u>sra?</u> <u>onglee.</u>   | It's a chart for teaching <u>English</u> vowels.     |
| 4. cia kumnuu somrap boŋrien <u>a'soo</u> <u>onglee.</u>  | It's a chart for teaching <u>English</u> consonants. |
| 5. cia <u>siew-phiw</u> somrap boŋrien a'soo onglee.      | It's a <u>book</u> for teaching English consonants.  |
| 6. cia siew-phiw somrap boŋrien <u>sra?</u> <u>khmae.</u> | It's a book for teaching <u>Khmer</u> vowels.        |
| 7. cia siew-phiw somrap boŋrien <u>a'soo khmae.</u>       | It's a book for teaching <u>Khmer</u> consonants.    |
| 8. cia <u>kumnuu</u> somrap boŋrien a'soo khmae.          | It's a <u>chart</u> for teaching Khmer consonants.   |

Drill C.

- |  |  |
|--|--|
| 1. taam khñom smaan, cia phaen-tii srok khmae.         | I would guess it's a map of Cambodia.              |
| 2. taam khñom smaan, cia phaen-tii <u>srok amerik.</u> | I would guess it's a map <u>of</u> <u>America.</u> |

- |  |  |
|--|--|
| 3. taam khñom smaan, cia phaen-tii<br><u>tii-kroŋ phnum piñ.</u> | I would guess it's a map <u>of the</u><br><u>city of Phnom Penh.</u> |
| 4. taam khñom smaan, cia phaen-tii<br><u>tii-kroŋ vasentaon.</u> | I would guess it's a map <u>of the</u><br><u>city of Washington.</u> |
| 5. taam khñom smaan, cia <u>ruup thoŋt</u><br><u>look kruu.</u>  | I would guess it's <u>a picture</u><br><u>of the teacher</u> (m).    |
| 6. taam khñom smaan, cia ruup thoŋt<br><u>ne' kruu.</u>          | I would guess it's <u>a picture</u><br><u>of the teacher</u> (f).    |
| 7. taam khñom smaan, cia <u>phaen-tii</u><br><u>srok khmae.</u>  | I would guess it's <u>a map of</u><br><u>Cambodia.</u>               |

## FLUENCY DRILLS

Drill A. Expansion

1. cia kumnuu.
  2. muoy khaaŋ-sdam cia kumnuu.
  3. muoy khaaŋ-sdam cia kumnuu somrap boŋrien.
  4. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien.
  5. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien a'soo khmae.
  6. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien a'soo khmae  
somrap koun seh oŋglee.
1. It's a chart.
  2. The one on the right is a chart.
  3. The one on the right is a chart for teaching.
  4. I would guess the one on the right is a chart for teaching.
  5. I would guess the one on the right is a chart for teaching Khmer consonants.
  6. I would guess the one on the right is a chart for teaching Khmer consonants  
to English students.

Drill B. Reduction

1. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien a'soo khmae  
somrap koun seh oŋglee.
  2. taam khñom smaan, cia kumnuu somrap boŋrien a'soo khmae somrap koun seh  
oŋglee.
  3. taam khñom smaan, cia kumnuu somrap boŋrien somrap koun seh oŋglee.
  4. taam khñom smaan, cia kumnuu somrap boŋrien.
  5. cia kumnuu somrap boŋrien.
  6. cia kumnuu.
1. I would guess the one on the right is a chart for teaching Khmer  
consonants to English students.
  2. I would guess it's a chart for teaching Khmer consonants to English  
students.
  3. I would guess it's a chart for teaching English students.
  4. I would guess it's a chart for teaching.
  5. It's a chart for teaching.
  6. It's a chart.

## UNIT 13

## BASIC DIALOGUE

Teacher

1. khñom mian khmaw-day pemaan niŋ? How many pencils do I have here?

First Student

2. baat, look mian bey. You have three.

Teacher

3. muoy niw khaaŋ-chveeŋ nih What color is the one on the left  
póa ey? here?

Second Student

4. baat, póa lieŋ. It's yellow.

Teacher

5. haey muoy khaaŋ-sdam póa ey? And what color is the one on the  
right?

Third Student

6. baat, póa khiew. It's blue.

Teacher

7. coh muoy kondaal póa ey? And the one in the middle, what  
color is it?

Fourth Student

8. baat, póa krohoom. It's red.

Teacher

9. haey rebòh aetiet nih cia And this other thing, is it a  
khmaw-day dae ri-sy? pencil too?

First Student

10. tee, min mæen tee. cia dooŋ No, it isn't. It's a (fountain)  
pakaa tee. pen.

Teacher

11. dooŋ pakaa póa ey? What color (is the) pen?

First Student

12. baat, póa khmaw. It's black.

Teacher

13. mian khmaw-day p'oa khmaw tee?                      Are there any black pencils?

Second Student

14. tee, khmian tee.    No, there aren't.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bonrien

koun seh

- |   |   |
|---|---|
| 1. khfiom mian khmaw-day pemaan niq?                | 2. baat, look mian bey.                       |
| 3. muoy niw khaaq-chveeq nih p'oa ey?               | 4. baat, p'oa lieq.                           |
| 5. haey muoy khaaq-sdam p'oa ey?                    | 6. baat, p'oa khiew.                          |
| 7. coh muoy kondaal p'oa ey?                        | 8. baat, p'oa krohoom.                        |
| 9. haey rebh aetiet nih cia khmaw-day<br>dae ri-ey? | 10. tee, min meen tee. cia dooq pakaa<br>tee. |
| 10. dooq pakaa p'oa ey?                             | 12. baat, p'oa khmaw.                         |
| 13. mian khmaw-day p'oa khmaw tee?                  | 14. tee, khmian tee.                          |

Variation One:

- |  |  |
|--|--|
| 1. look mian khmaw-day pemaan?                         | 2. baat, khfiom mian dop-pmbuon.                                 |
| 3. look mian khmaw-day p'oa lieq pemaan?               | 4. baat, khfiom mian prambey.                                    |
| 5. haey look mian p'oa khiew pemaan?                   | 6. baat, khfiom mian pram.                                       |
| 7. coh p'oa krohoom pemaan?                            | 8. baat, khfiom mian pmmuoy.                                     |
| 9. haey rebh aetiet nuh min meen<br>khmaw-day tee rih? | 10. baat, cia dooq pakaa.  |
| 11. look mian dooq pakaa pemaan niq?                   | 12. baat, khfiom mian bey, p'oa khmaw<br>pii, p'oa krohoom muoy. |
| 13. mian dooq pakaa p'oa khiew tee?                    | 14. tee, khmian tee.   |

Variation Two:

- |  |  |
|--|--|
| 1. niw cit khdaa-khien nuh mian<br>phaen-tii pemaan? | 2. baat, mian bey.                                     |
| 3. muoy niw khaaq-chveeq nuh srok naa?               | 4. baat, srok khmae.                                   |
| 5. haey muoy khaaq-sdam srok naa?                    | 6. baat, nuh cia phaen-tii tii-kroq<br>phnum pifi tee. |



- |   |   |
|---|---|
| 7. coh muoy kondaal?                      | 8. muoy kondaal cia phaen-tii phnum pifi dae. |
| 9. haey reboh aetiet cia phaen-tii ri-ey? | 10. tee, min meen tee. cia ruup thoat.        |
| 11. ruup thoat ey?                        | 12. ruup thoat srok khmae.                    |
| 13. mian ruup thoat phnum pifi tee?       | 14. tee, khmian tee.                          |

NOTE: Equational Sentences

There is one fairly common kind of Khmer sentence in which the predicate is a noun expression (i.e. noun or noun-modifier construction), and there is no verb or adjective at all. You have already heard many of these equational sentences; the present unit contains a lot more of them. It is not always possible to tell a positive equational sentence apart from a complex noun expression (nor is it necessary to do so). Examples:

khmaw-day póa liex.	'The yellow pencils.' or 'The pencils are yellow.'
---------------------	--

(/póa/ 'color' is a noun, and /póa liex/ is a noun expression) It is only when a negative statement or a question is involved that we can tell what the construction is:

khmaw-day min meen póa liex tee.	'The pencils <u>are not</u> yellow.'
khmian khmaw-day póa liex tee.	'There <u>are no</u> yellow pencils.'
khmaw-day póa ey?	'What color are the pencils.'
mian khmaw-day póa liex tee?	'Are there any yellow pencils?'
khmaw-day póa liex, meen tee?	'Are the pencils yellow?'

Note that the negative form of an equational sentence is made with /min meen/, rather than /min/ alone, and that the yes-no question based on an equational sentence is like a confirmation question (see Note, Unit 5), in that it is made with intonation alone or with /meen tee?/ rather than with /tee?/ alone.

SUBSTITUTION DRILLS

Drill A.

1. look mian khmaw-day pemaan?
  2. look mian siew-phiw pemaan?
  3. look mian ruup thoat pemaan?
  4. look mian phaen-tii pemaan?
  5. look mian kumnuu pemaan?
  6. look mian doon pakaa pemaan?
  7. look mian khmaw-day pemaan?
- 
1. How many pencils do you have?
  2. How many books do you have?
  3. How many pictures do you have?
  4. How many maps do you have?

5. How many charts do you have?
6. How many pens do you have?
7. How many pencils do you have?

Drill B.

1. khmaw-day nıw khaaŋ-chveeŋ póa ey?
  2. khmaw-day nıw khaaŋ-sdam póa ey?
  3. khmaw-day nıw kondaal póa ey?
  4. ruup thoət nıw kondaal póa ey?
  5. ruup thoət nıw cit khdaa khien póa ey?
  6. ruup thoət nıw kraoy khnoəŋ look kruu póa ey?
  7. ruup thoət nıw khaaŋ-chveeŋ póa ey?
  8. khmaw-day nıw khaaŋ-chveeŋ póa ey?
1. What color is the pencil on the left?
  2. What color is the pencil on the right?
  3. What color is the pencil in the middle?
  4. What color is the picture in the middle?
  5. What color is the picture near the blackboard?
  6. What color is the picture behind the teacher?
  7. What color is the picture on the left?
  8. What color is the pencil on the left?

Drill C.

1. khmaw-day naa-muoy póa liəŋ?
  2. khmaw-day naa-muoy póa krəhəəm?
  3. khmaw-day naa-muoy póa khiew?
  4. khmaw-day naa-muoy póa khmaw?
  5. dəəŋ pakaa naa-muoy póa khmaw?
  6. dəəŋ pakaa naa-muoy póa krəhəəm?
  7. dəəŋ pakaa naa-muoy póa liəŋ?
  8. khmaw-day naa-muoy póa liəŋ?
1. Which pencil is yellow?
  2. Which pencil is red?
  3. Which pencil is blue?
  4. Which pencil is black?
  5. Which pen is black.
  6. Which pen is red?
  7. Which pen is yellow?
  8. Which pencil is yellow?

Drill D.

1. rəbəh nih cia khmaw-day rı-ey?
2. rəbəh khaaŋ-sdam nuh cia khmaw-day rı-ey?
3. rəbəh khaaŋ-chveeŋ nuh cia khmaw-day rı-ey?
4. rəbəh nıw kondaal nuh cia khmaw-day rı-ey?
5. rəbəh nıw kondaal nuh cia phaən-tii rı-ey?



3. phaen-tii kraoy khnɔɔŋ look  
kruu póa ey? (krɔhɔɔm)  
muoy niw kraoy khnɔɔŋ look kruu  
póa krɔhɔɔm.  
What color is the map behind the  
teacher? (red)  
The one behind the teacher is red.
4. kumnuu sɔmrap bɔŋrien aʔsɔɔ khmae  
póa ey? (khmaw)  
muoy sɔmrap bɔŋrien aʔsɔɔ khmae  
póa khmaw.  
What color is the chart for  
teaching Khmer consonants? (black)  
The one for teaching Khmer  
consonants is black.
5. dɔɔŋ pakaa niw kɔndaal póa ey?  
(khiew)  
muoy niw kɔndaal póa khiew.  
What color is the pen in the  
middle? (blue)  
The one in the middle is blue.
6. rebɔh aetiet nuh póa ey?  
(liɛŋ niŋ krɔhɔɔm)  
muoy tiet nuh póa liɛŋ niŋ krɔhɔɔm.  
What color is that other thing?  
(yellow and red)  
The other one is yellow and red.

Drill C.

- MODEL: Teacher: khmaw-day naa-muoy póa  
liɛŋ? (khaaŋ-chvɛɛŋ) Which pencil is yellow?  
(on the left)  
Student: muoy khaaŋ-chvɛɛŋ póa liɛŋ. The one on the left is yellow.
1. siew-phiw naa-muoy sɔmrap bɔŋrien  
aʔsɔɔ ɔŋglee? (khaaŋ-sdam) Which book is for teaching English  
muoy khaaŋ-sdam sɔmrap bɔŋrien letters? (on the right)  
aʔsɔɔ ɔŋglee. The one on the right is for teach-  
ing English letters.
2. ruup thoɔt naa-muoy cia ruup thoɔt  
tii-kroŋ phnum piŋ? (niw cit Which picture is a picture of the  
khdaa-khien) city of Phnom Penh? (near the  
blackboard)  
muoy niw cit khdaa-khien cia ruup The one near the blackboard is  
thoɔt tii-kroŋ phnum piŋ. a picture of the city of Phnom  
Penh.
3. phaen-tii naa-muoy cia phaen-tii  
srok khmae? (kraoy khnɔɔŋ Which map is a map of Cambodia?  
look kruu) (behind the teacher)  
muoy kraoy khnɔɔŋ look kruu cia The one behind the teacher is a  
phaen-tii srok khmae. map of Cambodia.
4. kumnuu naa-muoy sɔmrap bɔŋrien  
aʔsɔɔ khmae? (niw cit phaen-tii Which chart is for teaching Khmer  
srok khmae) consonants? (near the map of  
Cambodia)  
muoy niw cit phaen-tii srok khmae The one near the map of Cambodia  
cia kumnuu sɔmrap bɔŋrien aʔsɔɔ is a chart for teaching Khmer  
khmae. consonants.

- |   |  |
|---|--|
| <p>5. ដ្ឋាន់ បាកា នា-មួយ ប៉ា ក្រមាវ?<br/>(និវ កង់ដាល)<br/>មួយ និវ កង់ដាល គា ដ្ឋាន់ បាកា<br/>ប៉ា ក្រមាវ.</p>           | <p>Which pen is black? (in the<br/>middle)<br/>The one in the middle is the<br/>black pen.</p>     |
| <p>6. ស៊ីវ-ផ្កិវ នា-មួយ ប៉ា ក្រិវ?<br/>(និវ ក្រាវ-មុក លុក)<br/>មួយ និវ ក្រាវ-មុក លុក គា<br/>ស៊ីវ-ផ្កិវ ប៉ា ក្រិវ.</p> | <p>Which book is blue? (in front<br/>of you)<br/>The one in front of you is the<br/>blue book.</p> |

Drill D.

- |   |  |
|---|--|
| <p>MODEL: <u>Teacher</u>: និវ គា ក្រមាវ-ថ្ងៃ រិ-ឲ្យ?<br/>(តើ, ដ្ឋាន់ បាកា)<br/><u>Student</u>: តើ, មិន មែន ក្រមាវ-ថ្ងៃ តើ.<br/>និវ គា ដ្ឋាន់ បាកា តើ.</p> | <p>Is this a pencil or what?<br/>(no, a pen)<br/>No, that's not a pencil.<br/>It's a <u>pen</u>.</p>       |
| <p>1. និវ គា ស៊ីវ-ផ្កិវ ស៊ីស៊ី រិ-ឲ្យ?<br/>(តើ, ស៊ីវ-ផ្កិវ ម៉េល)<br/>តើ, មិន មែន ស៊ីវ-ផ្កិវ ស៊ីស៊ី តើ.<br/>និវ គា ស៊ីវ-ផ្កិវ ម៉េល តើ.</p>                 | <p>Is this a notebook or what?<br/>(no, a book)<br/>No, that's not a notebook.<br/>It's a <u>book</u>.</p> |
| <p>2. និវ គា កុម្មុន រិ-ឲ្យ? (តើ,<br/>ផាស្ត-តិ)<br/>តើ, មិន មែន កុម្មុន តើ. និវ<br/>គា ផាស្ត-តិ តើ.</p>   | <p>Is this a chart or what? (no, a<br/>map)<br/>No, that's not a chart. It's a<br/><u>map</u>.</p>         |
| <p>3. និវ គា ផាស្ត-តិ រិ-ឲ្យ?<br/>(តើ, រូប ថ្លាត)<br/>តើ, មិន មែន ផាស្ត-តិ តើ.<br/>និវ គា រូប ថ្លាត តើ.</p>   | <p>Is this a map or what? (no, a<br/>picture)<br/>No, that's not a map. It's a<br/><u>picture</u>.</p>     |
| <p>4. និវ គា ដ្ឋាន់ បាកា រិ-ឲ្យ?<br/>(តើ, ក្រមាវ-ថ្ងៃ)<br/>តើ, មិន មែន ដ្ឋាន់ បាកា តើ.<br/>និវ គា ក្រមាវ-ថ្ងៃ តើ.</p>                                     | <p>Is this a pen or what? (no, a<br/>pencil)<br/>No, that's not a pen. It's a<br/><u>pencil</u>.</p>       |

## EXERCISE

The following chart, or an equivalent display of actual objects arranged by the teacher, is to be used in answering the information questions given below.

póa	khaaŋ-chvœeŋ	kondaal	khaaŋ-sdam
liœŋ	khmaw-day 3	khmaw-day 2	khmaw-day 5
	doœŋ pakaa 2	doœŋ pakaa 0	doœŋ pakaa 1
khiew	khmaw-day 2	khmaw-day 1	khmaw-day 4
	doœŋ pakaa 1	doœŋ pakaa 3	doœŋ pakaa 5
krohoom	khmaw-day 5	khmaw-day 4	khmaw-day 6
	doœŋ pakaa 3	doœŋ pakaa 2	doœŋ pakaa 1
khmaw	khmaw-day 0	khmaw-day 1	khmaw-day 2
	doœŋ pakaa 6	doœŋ pakaa 8	doœŋ pakaa 4

Questions

1. niw khaaŋ-chvœeŋ mian khmaw-day liœŋ pœmaan? (3)
2. niw khaaŋ-chvœeŋ mian khmaw-day khiew pœmaan? (2)
3. niw khaaŋ-chvœeŋ mian khmaw-day krohoom pœmaan? (5)
4. niw khaaŋ-chvœeŋ mian khmaw-day khmaw tee? (tee)
5. niw khaaŋ-chvœeŋ mian khmaw-day téŋ-œh pœmaan? (10)
6. niw kondaal mian khmaw-day liœŋ pœmaan? (2)
7. niw kondaal mian khmaw-day khiew pœmaan? (1)
8. niw kondaal mian khmaw-day krohoom pœmaan? (4)
9. niw kondaal mian khmaw-day khmaw pœmaan? (1)
10. niw kondaal mian khmaw-day téŋ-œh pœmaan? (8)
11. niw khaaŋ-sdam mian khmaw-day liœŋ pœmaan? (5)
12. niw khaaŋ-sdam mian khmaw-day khiew pœmaan? (4)
13. niw khaaŋ-sdam mian khmaw-day krohoom pœmaan? (6)
14. niw khaaŋ-sdam mian khmaw-day khmaw pœmaan? (2)
15. niw khaaŋ-sdam mian khmaw-day téŋ-œh pœmaan? (17)
16. khmaw-day liœŋ téŋ-œh pœmaan? (10)
17. khmaw-day khiew téŋ-œh pœmaan? (7)
18. khmaw-day krohoom téŋ-œh pœmaan? (15)
19. khmaw-day khmaw téŋ-œh pœmaan? (3)
20. khmaw-day doœ-pram nuh póa ey? (póa krohoom)
21. niw khaaŋ-chvœeŋ mian doœŋ pakaa liœŋ pœmaan? (2)
22. niw khaaŋ-chvœeŋ mian doœŋ pakaa khiew pœmaan? (1)

23. niw khaarj-chveej mian dooj pakaa krohoom pemaan? (3)
24. niw khaarj-chveej mian dooj pakaa khmaw pemaan? (6)
25. niw khaarj-chveej mian dooj pakaa téj-oh pemaan? (12)
26. niw kondaal mian dooj pakaa lienj tee? (tee)
27. niw kondaal mian dooj pakaa khiew pemaan? (3)
28. niw kondaal mian dooj pakaa krohoom pemaan? (2)
29. niw kondaal mian dooj pakaa khmaw pemaan? (8)
30. niw kondaal mian dooj pakaa téj-oh pemaan? (13)
31. niw khaarj-sdam mian dooj pakaa lienj pemaan? (1)
32. niw khaarj-sdam mian dooj pakaa khiew pemaan? (5)
33. niw khaarj-sdam mian dooj pakaa krohoom pemaan? (1)
34. niw khaarj-sdam mian dooj pakaa khmaw pemaan? (4)
35. niw khaarj-sdam mian dooj pakaa téj-oh pemaan? (11)
36. dooj pakaa lienj téj-oh pemaan? (3)
37. dooj pakaa khiew téj-oh pemaan? (9)
38. dooj pakaa krohoom téj-oh pemaan? (6)
39. dooj pakaa khmaw téj-oh pemaan? (18)
40. dooj pakaa dop-pmbey nuh póa ey? (póa khmaw)

## UNIT 14

## BASIC DIALOGUE

Teacher

1. khmaw-day naa-muoy veeŋ cian  
kee boŋ-oh? Which pencil is the longest?

First Student

2. khmaw-day póa lieŋ. The yellow pencil.

Teacher

3. khmaw-day naa-muoy khley cian  
kee boŋ-oh? Which pencil is the shortest?

Second Student

4. póa khiew. The blue one.

Teacher

5. coh khmaw-day póa krohoom? And the red pencil?

Third Student

6. khmaw-day póa krohoom veeŋ  
cian khmaw day póa khiew,  
tae khley cian khmaw day  
póa lieŋ. The red pencil is larger than the  
green one, but shorter than the  
yellow one.

Teacher

7. coh doŋ pakaa haey niŋ khmaw-day  
póa khiew, aanaa veeŋ cian? Which is larger, the pen or the  
blue pencil?

Fourth Student

8. khmaw-day veeŋ cian. The pencil is larger.

Teacher

9. khmaw-day póa krohoom niw  
troŋnaa? Where is the red pencil?

First Student

10. niw kondaal khmaw-day pii tiet. Between the other two pencils.

Teacher

11. haey khmaw-day póa lieŋ niw  
troŋnaa? And where is the yellow pencil?



Second Student

12. niw khaaŋ-chveeŋ.

It's on the left.

Teacher

13. muoy khaaŋ-sdam póa ey?

What color is the one on the right?

Third Student

14. póa khiew.

It's blue.

## DIALOGUE FOR COMPREHENSION

kruu boŋrienkoun seh

- |   |  |
|---|--|
| 1. khmaw-day naa-muoy veeŋ ciaŋ<br>kee boŋ-oh?            | 2. khmaw-day póa lieŋ.   |
| 3. khmaw-day naa-muoy khley ciaŋ<br>kee boŋ-oh?           | 4. póa khiew.  |
| 5. coh khmaw-day póa krohoom?                             | 6. khmaw-day póa krohoom veeŋ ciaŋ<br>khmaw-day póa khiew, tae khley<br>ciaŋ khmaw-day póa lieŋ. |
| 7. coh dooŋ pakaa haey niŋ khmaw-day,<br>aanaa veeŋ ciaŋ? | 8. khmaw-day veeŋ ciaŋ.  |
| 11. haey khmaw-day póa lieŋ niw troŋnaa?                  | 12. niw khaaŋ-chveeŋ.  |
| 13. muoy khaaŋ-sdam póa ey?                               | 14. póa khiew.   |

NOTE: Comparison of Adjectives

One set of adjective modifiers in Khmer corresponds very closely to the English modifiers and endings which form the 'comparative' and 'superlative' of adjectives (more, most, -er, -est). The corresponding Khmer forms are ciaŋ 'more' and boŋphot 'most,' but the latter is usually replaced in colloquial speech by the phrase ciaŋ kee boŋ-oh 'more than all of them (others).' We have already encountered part of this phrase, kee boŋ-oh, in the expressions for 'first of all' and 'last of all.' (Notice, however, that the structure of these expressions is different from those involving adjectives; mun and kraoy belong to a different category of words which we can call prepositions.)

mun	'before'	mun (kee) boŋ-oh	'first of all'
kraoy	'after'	kraoy (kee) boŋ-oh	'last of all'

True adjectives have an intermediate possibility which corresponds to the English comparative in meaning: the adjective plus ciaŋ 'more.' In English the thing used as a standard of comparison is introduced by 'than'; in Khmer it follows directly after ciaŋ. When the standard of comparison is kee boŋ-oh 'all

of them,' we have the effect of the English superlative. (Note, however, that kee cannot be omitted in adjective expressions as it can be in 'first' and 'last' - see above.) Examples:

veej 'long'	veej cian 'longer'	veej cian X 'longer than X'	veej cian kee boq-oh 'longest of all'
khley 'short'	khley cian 'shorter'	khley cian X 'shorter than X'	khley cian kee boq-oh 'shortest of all'

Other adjectives you have had which can be compared as above are the following:

l'oo	'good'	khlan	'strong, loud'
sruol	'easy'	tec	'little, soft'
pibaa?	'hard'	fiop	'fast'
nley	'easy'	yit	'slow'

### RESPONSE DRILLS

#### Drill A.

- MODEL:** Teacher: khmaw-day naa-muoy khley cian kee boq-oh? (p'oa khiew) Which pencil is the shortest? (blue)
- Student: khmaw-day p'oa khiew khley cian kee boq-oh. The blue pencil is the shortest.
- doq pakaa naa-muoy khley cian kee boq-oh? (p'oa khmaw) Which pen is the shortest? (black)  
doq pakaa p'oa khmaw khley cian kee boq-oh. The black pen is the shortest.
  - khmaw-day naa-muoy veej cian kee boq-oh? (p'oa liex) Which pencil is the longest? (yellow)  
khmaw-day p'oa liex veej cian kee boq-oh. The yellow pencil is the longest.
  - doq pakaa naa-muoy veej cian kee boq-oh? (p'oa krohom) Which pen is the longest? (red)  
doq pakaa p'oa krohom veej cian kee boq-oh. The red pen is the longest.
  - mee-rien naa sruol cian kee boq-oh? (tii-muoy) Which lesson is the easiest? (first)  
mee-rien tii-muoy sruol cian kee boq-oh. The first lesson is the easiest.
  - khlia tii-pemaan pibaa? cian kee boq-oh? (tii-pmmuoy) Which sentence is the hardest? (sixth)  
khlia tii-pmmuoy pibaa? cian kee boq-oh. The sixth sentence is the hardest.



- |   |  |
|---|--|
| <p>3. ដូច បក្សា ប៉ោ ក្រហម និយ ត្រង្គនា?<br/>(ក្រហម-មុខ លោក)<br/>ដូច បក្សា ប៉ោ ក្រហម និយ ក្រហម-មុខ<br/>ក្រអឺង.</p>   | <p>Where is the black pen?<br/>(in front of you)<br/>The black pen is in front of me.</p>  |
| <p>4. រូប ថត លោក គ្រូ និយ ត្រង្គនា?<br/>(ជិត ក្រហម-ក្រអឺង)<br/>រូប ថត លោក គ្រូ និយ ជិត<br/>ក្រហម-ក្រអឺង.</p>  | <p>Where is the teacher's picture?<br/>(near the blackboard)<br/>The teacher's picture is near<br/>the blackboard.</p>                   |
| <p>5. ផែន-ទី ទ្រូក ក្រហម និយ ត្រង្គនា?<br/>(កណ្តាល ផែន-ទី ពីរ ទីត)</p> <p>ផែន-ទី ទ្រូក ក្រហម និយ កណ្តាល<br/>ផែន-ទី ពីរ ទីត.</p>                           | <p>Where is the map of Cambodia?<br/>(between the other two pictures)<br/>The map of Cambodia is between the<br/>other two pictures.</p> |
| <p>6. កុំណូ ទម្រង់ បង្រៀន អ្វី ខ្រោយ ក្រហម<br/>និយ ត្រង្គនា? (ក្រោយ ក្រណាម ក្រអឺង)<br/>កុំណូ ទម្រង់ បង្រៀន អ្វី ខ្រោយ ក្រហម<br/>និយ ក្រោយ ក្រណាម លោក.</p> | <p>Where is the chart for teaching<br/>Khmer letters? (behind me)<br/>The chart for teaching Khmer<br/>letters is behind you.</p>        |

## EQUIVALENCE DRILLS

Drill A.

- |   |  |
|---|--|
| <p>MODEL: <u>Teacher:</u> ក្រហម-ថ្ងៃ ប៉ោ វែង លឿន<br/>ជាន់ ក្រហម-ថ្ងៃ ប៉ោ ក្រខ្លី.</p> <p><u>Student:</u> ក្រហម-ថ្ងៃ ប៉ោ ក្រខ្លី ក្រអឺង<br/>ជាន់ ក្រហម-ថ្ងៃ ប៉ោ វែង.</p> | <p>The yellow pencil is longer<br/>than the red pencil.<br/>The red pencil is shorter<br/>than the yellow pencil.</p>              |
| <p>1. ដូច បក្សា ប៉ោ ក្រហម ក្រអឺង ជាន់<br/>ដូច បក្សា ប៉ោ ក្រអឺង.<br/>ដូច បក្សា ប៉ោ ក្រអឺង លឿន ជាន់ ដូច<br/>បក្សា ប៉ោ ក្រហម.</p>  | <p>The black pen is shorter than the<br/>blue pen.<br/>The blue pen is longer than the<br/>black pen.</p>                          |
| <p>2. ម៉េ-រីន ទី-ប្រដាប់ បិបា? ជាន់<br/>ម៉េ-រីន ទី-ប្រដាប់.<br/>ម៉េ-រីន ទី-ប្រដាប់ ឆ្ងល់ ជាន់<br/>ម៉េ-រីន ទី-ប្រដាប់.</p>   | <p>Lesson 14 is harder than Lesson<br/>13.<br/>Lesson 13 is easier than Lesson<br/>14.</p>   |
| <p>3. អ្វី ខ្រោយ ឆ្ងល់ ឆ្ងល់ ជាន់ អ្វី ខ្រោយ<br/>ក្រហម.<br/>អ្វី ខ្រោយ ក្រហម បិបា? ជាន់ អ្វី ខ្រោយ<br/>ឆ្ងល់.</p>   | <p>The English alphabet is easier<br/>than the Khmer alphabet.<br/>The Khmer alphabet is harder than<br/>the English alphabet.</p> |
| <p>4. កូន ទេ ម៉េ យឺត ជាន់ គ្រូ.<br/>គ្រូ ម៉េ លឿន ជាន់ កូន ទេ.</p>   | <p>The students read slower than the<br/>teacher.<br/>The teacher reads faster than the<br/>students.</p>                          |

5. look thaa khlaŋ ciaŋ khñom. You say it louder than I do.  
khñom thaa tɛc ciaŋ look. I say it softer than you do.
6. khlia nih ɲiey yúl ciaŋ khlia kraoy. This sentence is easier to under-  
stand than the next one.  
khlia kraoy pibaa? yúl ciaŋ khlia The next sentence is harder to  
nih. understand than this one.

Drill B.

- MODEL: Teacher: khmaw-day póa khiew The blue pencil is short.  
khley. khmaw-day The other pencils are  
aetiet vɛɛŋ. long.  
Student: khmaw-day póa khiew The blue pencil is the  
khley ciaŋ kee boŋ-ɔh. shortest of all.
1. dɔɔŋ pakaa póa krohɔom vɛɛŋ. dɔɔŋ The red pen is long. The other  
pakaa aetiet khley. pens are short.  
dɔɔŋ pakaa póa krohɔom vɛɛŋ ciaŋ The red pen is the longest of all.  
kee boŋ-ɔh.
2. mee-rien nih pibaa?. mee-rien This lesson is hard. The other  
aetiet sruol. lessons are easy.  
mee-rien nih pibaa? ciaŋ kee boŋ-ɔh. This lesson is the hardest of all.
3. khlia tii-pmmuoy vɛɛŋ. khlia Sentence six is long. The other  
aetiet khley. sentences are short.  
khlia tii-pmmuoy vɛɛŋ ciaŋ kee boŋ-ɔh. Sentence six is the longest of all.
4. siew-phiw nih sruol. siew-phiw This yellow book is easy. The  
aetiet pibaa?. other books are hard.  
siew-phiw nih sruol ciaŋ kee boŋ-ɔh. This yellow book is the easiest  
of all.
5. koun seh khaaŋ-sdam meel ɲóp. The student on the right reads  
koun seh aetiet meel yit. fast. The other students read  
slow.  
koun seh khaaŋ-sdam meel ɲóp ciaŋ The student on the right reads  
kee boŋ-ɔh. fastest of all.
6. ruup thoɔt khaaŋ-chvɛɛŋ l'ɔɔ. The picture on the left is good.  
ruup thoɔt aetiet min l'ɔɔ tee. The other pictures are no good.  
ruup thoɔt khaaŋ-chvɛɛŋ l'ɔɔ ciaŋ The picture on the left is the  
kee boŋ-ɔh. best of all.

Drill C.

- MODEL: Teacher: khmaw-day p<sup>ó</sup>a kr<sup>ó</sup>h<sup>ó</sup>om n<sup>iw</sup> k<sup>ó</sup>ndaal khmaw-day pii tiet. The red pencil is between two other pencils.
- Student: mian khmaw-day muoy n<sup>iw</sup> khaa<sup>ŋ</sup>-chv<sup>æ</sup>ŋ, haey mian left, and another one to the right.  
khmaw-day muoy tiet n<sup>iw</sup> khaa<sup>ŋ</sup>-sdam.
1. siew-ph<sup>iw</sup> p<sup>ó</sup>a li<sup>ŋ</sup> n<sup>iw</sup> k<sup>ó</sup>ndaal siew-ph<sup>iw</sup> pii tiet. The yellow book is between two other books.  
mian siew-ph<sup>iw</sup> muoy n<sup>iw</sup> khaa<sup>ŋ</sup>-chv<sup>æ</sup>ŋ, There is one book to the left, haey mian siew-ph<sup>iw</sup> muoy tiet n<sup>iw</sup> khaa<sup>ŋ</sup>-sdam. and another one to the right.
  2. phaen-tii tii-kro<sup>ŋ</sup> phnum pi<sup>n</sup> n<sup>iw</sup> k<sup>ó</sup>ndaal phaen-tii pii tiet. The map of Phnom Penh is between two other maps.  
mian phaen-tii muoy n<sup>iw</sup> khaa<sup>ŋ</sup>-chv<sup>æ</sup>ŋ, There is one map to the left and haey mian phaen-tii muoy tiet n<sup>iw</sup> khaa<sup>ŋ</sup>-sdam. another one to the right.
  3. doo<sup>ŋ</sup> pakaa p<sup>ó</sup>a khmaw n<sup>iw</sup> k<sup>ó</sup>ndaal doo<sup>ŋ</sup> pakaa pii tiet. The black pen is between two other pens.  
mian doo<sup>ŋ</sup> pakaa muoy n<sup>iw</sup> khaa<sup>ŋ</sup>-chv<sup>æ</sup>ŋ, There is one pen to the left and haey mian doo<sup>ŋ</sup> pakaa muoy tiet n<sup>iw</sup> khaa<sup>ŋ</sup>-sdam. another one to the right.
  4. ruup tho<sup>ot</sup> look kruu n<sup>iw</sup> k<sup>ó</sup>ndaal ruup tho<sup>ot</sup> pii tiet. The teacher's picture is between two other pictures.  
mian ruup tho<sup>ot</sup> muoy n<sup>iw</sup> khaa<sup>ŋ</sup>-chv<sup>æ</sup>ŋ, There is one picture to the left, haey mian ruup tho<sup>ot</sup> muoy tiet n<sup>iw</sup> khaa<sup>ŋ</sup>-sdam. and another one to the right.

Drill D.

- MODEL: Teacher: khmaw-day p<sup>ó</sup>a kr<sup>ó</sup>h<sup>ó</sup>om v<sup>æ</sup>ŋ l<sup>é</sup>m<sup>ó</sup>om. The red pencil is of average length.
- Student: khmaw-day p<sup>ó</sup>a kr<sup>ó</sup>h<sup>ó</sup>om v<sup>æ</sup>ŋ The red pencil is longer than  
cia<sup>ŋ</sup> khmaw-day khlah, khley some pencils and shorter  
cia<sup>ŋ</sup> khmaw-day khlah. than others.
1. mee-rien tii-d<sup>o</sup>ppii sruol l<sup>é</sup>m<sup>ó</sup>om. Lesson 12 is of average difficulty.  
mee-rien tii-d<sup>o</sup>ppii sruol cia<sup>ŋ</sup> Lesson 12 is easier than some  
mee-rien khlah, pibaa? cia<sup>ŋ</sup> lessons and harder than others.  
mee-rien khlah.

2. koun seh khaaŋ-chvæŋ nuh meel fióp  
lémóom.  
koun seh khaaŋ-chvæŋ nuh meel  
fióp ciaŋ koun seh khlah, yit  
ciaŋ koun seh khlah.
- The student on the left reads  
at the proper speed.  
The student on the left reads  
faster than some students and  
slower than others.
3. koun seh khaaŋ-sdam nuh niyiey khlaŋ  
lémóom.  
koun seh khaaŋ-sdam nuh niyiey khlaŋ  
ciaŋ koun seh khlah, tec ciaŋ koun  
seh khlah.
- The student on the right speaks  
just loud enough.  
The student on the right speaks  
louder than some students and  
softer than others.
4. khlia tii-pmpil væŋ lémóom.  
khlia tii-pmpil væŋ ciaŋ khlia  
khlah, khley ciaŋ khlia khlah.
- Sentence seven is of average length.  
Sentence seven is longer than some  
sentences and shorter than others.

## UNIT 15

## NARRATION

1. kee niyiey ompii rebòh khlah nìw khnoḅ bontup rien.
2. kruu suo tìw koun seh nìw sòmnuo khlah, douccia: aanih s'ey?
3. kruu boḅhaafi khmaw-day tìw koun seh.
4. koun seh mené? chlaey sòmnuo kruu.
5. kee thaa: nih cia khmaw-day.
6. kruu coḅ?ol tìw siew-phìw, haey suo thaa: coh aanuh?
7. koun seh mené? tiet kraok chóo, haey chlaey thaa: nuh cia siew-phìw.
8. mian rebòh khlah tiet dael kee niyiey khnia nìw khnoḅ bontup rien.
9. s'ey nìw ciñcéḅ, kruu suo tìw koun seh.
10. koun seh mené? chlaey thaa nìw ciñcéḅ mian ruup thoòt pram, haey niḅ phaen-tii muoy.

1. They are talking about things in the classroom.
2. The teacher asks the students various questions, such as: 'What's this?'
3. The teacher shows pencils to the students.
4. One of the students answers the teacher's question.
5. He says: 'These are pencils.'
6. The teacher points to a book and asks: 'And what about that?'
7. Another student stands up and replies: 'That's a book.'
8. There are other things which they talk about in the classroom.
9. 'What's on the wall?' the teacher asks the students.
10. One of the students answers that on the wall there are five pictures and one map.

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11. haey kruu suo tiet thaa: phaen-tii srok ey?
12. koun seh tii-muoy chlaey thaa: phaen-tii srok khmae.
13. kee chlaey traw, pontae kót coḅ deḅ ompii ruup muoy tiet dael nìw khaaḅ-chveeḅ.
14. koun seh nuh ko prap tìw kruu thaa, cia phaen-tii tii-kroḅ phnum pifi.
15. taē mian kumnuu muoy tiet nìw cit khdaa khien.
16. kruu coḅ deḅ thaa, taē kumnuu nuh sòmrap thvæ ovey?
17. koun seh mené? chlaey thaa: kumnuu nuh sòmrap boḅrien a'soo khmae.
18. koun seh mené? tiet suo tìw kruu thaa: taē kee rien sossē a'soo eylew niḅ?
19. kruu ko prap tìw kee thaa: ntec tiet baan yeḅḅ rien.
20. haey koun seh koo chup suo.



11. Then the teacher asks further: 'A map of what country?'
12. The first student answers: 'It's a map of Cambodia.'
13. The answer is correct, but he wants to know about another map which is to the left.
14. So the student tells him that it's a map of the city of Phnom Penh.
15. But there is another chart near the blackboard.
16. The teacher wants to know what the purpose of the chart is.
17. A student answers: 'That chart is for teaching the Khmer alphabet.'
18. Another student asks the teacher whether they are going to learn how to write right away.
19. But the teacher tells him, 'It'll be a while before we study that.'
20. Then the students stop asking questions.

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21. kruu kan khmaw-day niw day, haey suo tiw koun seh.
22. kót suo tiw kee thaa: khñom mian khmaw-day pëmaan?
23. koun seh mené? chlaey thaa: look kruu mian khmaw-day bey.
24. medooj nih kee niyiey ompii póa.
25. khmaw-day khaaŋ-chvëeŋ póa ey?
26. koun seh mené? chlaey thaa: póa liëŋ.
27. kraoy móo?, kruu suo tiw kee tiet thaa:
28. muoy niw khaaŋ-sdam haey niŋ niw kondaal póa ey?
29. kee chlaey thaa: muoy niw khaaŋ-sdam póa khiew, muoy niw kondaal póa krohoom.
30. ruoc haey, kee niyiey khnia ompii dooŋ pakaa, haey niŋ póa ney dooŋ pakaa tēŋ-oh nuh.

21. The teacher holds some pencils in his hand and questions the students.
22. He asks them: 'How many pencils do I have?'
23. A student answers: 'You have three pencils, teacher.'
24. This time they talk about colors.
25. 'What color is the pencil on the left?'
26. A student replies: 'It's yellow.'
27. Later, the teacher asks them further as follows:
28. 'What color are the one on the right and the one in the middle?'
29. They answer: 'The one on the right is blue, and the one in the middle is red.'
30. When that's over, they talk about fountain pens and the colors of the pens.

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31. medooj nih kruu kan khmaw-day pii niw day.
32. kót suo tiw koun seh thaa: khmaw-day naa muoy vëeŋ ciaŋ kee boŋ-oh?
33. koun seh mené? yúl somnuo, koo chlaey thaa: khmaw-day póa liëŋ vëeŋ ciaŋ kee boŋ-oh.
34. kruu ko suo tiw koun seh mené? tiet:

35. coh khmaw-day naa khley cian kee boq-oh?
36. kee chlaey thaa: khmaw-day póa krohoom khley cian kee boq-oh.
37. kraoy pii nih, kee niyiey ompii dooq pakaa haey niq khmaw-day.
38. kruu boqrien, kót coq deq thaa tae khmaw-day póa khiew veeq cian dooq pakaa ri-ey?
39. koun seh mené? chlaey khoh.
40. haey kruu koo boqkóp aoy koun seh mené? tiet chlaey somnuo dodael.
31. This time the teacher holds two pencils in his hand.
32. He asks the students: 'Which pencil is longest?'
33. A student understands the question and replies that the yellow pencil is longest.
34. So the teacher asks another student:
35. 'And which pencil is shortest?'
36. He answers: 'The red pencil is shortest.'
37. After this, they talk about pens and pencils.
38. The teacher would like to know whether the blue pencil is longer than the pen.
39. One of the students answers wrong.
40. So then the teacher orders another student to answer the same question.

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#### NEW VOCABULARY

New items used in the Narration above include the following:

#### 1. Verbs

niyiey	to speak, talk	kan	to hold
boqhaafi	to show	boqkóp	to order, command
coq'ol	to point out		
kraok	to get up		
chóo	to stand		
deq	to know		
chup	to stop		

#### 2. Nouns

bontup	room
bontup rien	classroom
day	hand (cf. khmaw-day, 'hand-black')
	/

3. Functional Words

eylew niŋ	immediately (cf. <u>eylew niŋ</u> )		
ovɛy = ɛy	what	pontæ = tæ	but
ompɪi	about, concerning	pɪi	from
niw	at, in	ney	of

(suo... niw sɔmmuo khlah 'ask (in) various questions');

douccia 'such as' (douc 'like' - cia 'to be');

baan (introducing a clause) 'only then, no sooner than that';

ko, ko 'so, then' (corrects clauses);

tæ 'whether' (introduces included questions; see below.)

NOTE: Included Quotations; /thaa/ and /tæ/

We have now encountered two conjunction-like words which characteristically introduce quoted material: thaa 'as follows' and tæ 'question follows.' thaa, of course, is also a verb meaning 'to say,' but tæ has no other function. Both words are usually untranslatable in English in the context of a direct quotation, but when the quotation is indirect, thaa can often be translated as 'that' and tæ as 'whether' or 'if.' Either word precedes the entire quoted clause; if both are present in the same context, thaa precedes tæ. Examples:

kee haw <u>thaa</u> siew-phiw.		'They call it 'book.'
mæel <u>thaa</u> khmæ sruol rien.		'It read <sup>s</sup> 'Khmer is easy to learn.'
kót chlaey <u>thaa</u> : nuh cia siew-phiw.		'He answered, 'That's a book.'
	<u>or</u>	'He answered <u>that</u> that was a book.'
koun seh prap tiw kruu <u>thaa</u> cia phaen-tii.		'The student told the teacher, 'It's a map.'
	<u>or</u>	'The student told the teacher <u>that</u> it was a map.'
kruu suo tiet <u>thaa</u> : phaen-tii srok ɛy?		'The teacher asked further; 'What country is it a map of?'
koun seh suo tiw kruu <u>thaa</u> : tæ kee rien sɔsɛ a? sɔɔ eylew niŋ?		'The students ask the teacher 'Are we going to learn to write right away?'
	<u>or</u>	'The students ask the teacher <u>whether</u> they are going to learn to write right away.'
kruu cɔŋ dɛŋ <u>thaa</u> tæ kumnuu nuh sɔmrap thvæe ovɛy?		'The teacher wants to know, 'What is that chart used for?'
	<u>or</u>	'The teacher wants to know <u>what</u> the chart is used for.'

Note that the contrast between direct and indirect quotations, a real feature of English discourse, does not really exist in Khmer. Any kind of quotation can be introduced by thaa, and the translation can be either direct or indirect (except in examples like the first two above). Here is a partial list of verbs which are likely to be followed by thaa in Khmer:



Drill B. Including Quoted Questions

- MODEL: Teacher: nuh cia siew-phiw!  
(kruu suo)  
Student: kruu suo thaa: nuh  
cia siew-phiw (rih)?
- Is that a book? (The teacher asks)  
The teacher asks whether that's a book.
1. kee rien səsəe aʔsəə əyləw nɨŋ!  
(koun səh suo tiw kruu)  
koun səh suo tiw kruu thaa: kee  
rien səsəe aʔsəə əyləw nɨŋ (rih)?
- They're going to study the alphabet now? (The students ask the teacher)  
The students ask the teacher whether they are going to study the alphabet now.
2. sʔəy nɨw ciŋcəŋ? (kruu suo tiw  
koun səh)  
kruu suo tiw koun səh thaa:  
sʔəy nɨw ciŋcəŋ?
- What's on the wall? (The teacher asks the students)  
The teacher asks the students what's on the wall.
3. kumnuu nuh səmrap thvəe əy?  
(kruu cəŋ dəŋ)  
kruu cəŋ dəŋ thaa: kumnuu nuh  
səmrap thvəe əy?
- What's that chart for? (The teacher wants to know)  
The teacher wants to know what that chart is for.
4. khñom mian khmaw-day pəmaan nɨŋ?  
(kót suo tiw kee)  
kót suo tiw kee thaa: khñom mian  
khmaw-day pəmaan nɨŋ?
- How many pencils do I have here? (He asks them)  
He asks them how many pencils he has there.

Drill C. Including Yes-No Questions

- MODEL: Teacher: khmae sruol rien tee?  
(khñom suo)  
Student: khñom suo thaa tae khmae  
sruol rien tee?
- Is Khmer easy to learn? (I'm asking)  
I'm asking if Khmer is easy to learn.
1. look lɨɨ tee? (khñom suo)  
khñom suo thaa tae look lɨɨ tee?
- Do you hear? (I'm asking)  
I'm asking if you hear.
2. look tɛŋ-oh khnia róo? kheəfi tee?  
(khñom suo)  
khñom suo thaa tae look tɛŋ-oh khnia  
róo? kheəfi tee?
- Have you all found it? (I'm asking)  
I'm asking if you have all found it.
3. yɨt lemóom tee, look kruu?  
(khñom suo)  
khñom suo thaa tae yɨt lemóom  
tee, look kruu?
- Is that slow enough, teacher? (I'm asking)  
I'm asking if that's slow enough, teacher.

4. né? bontóp, ɔŋglee píbaa? sɔsɛe tee? (khñom suo né? bontóp)  
 khñom suo né? bontóp thaa tae ɔŋglee píbaa? sɔsɛe tee?
5. khliá nih, look téŋ-oh khniá yúl tee? (khñom suo look téŋ-oh khniá)  
 khñom suo look téŋ-oh khniá thaa tae yúl khliá nih tee?
- Next person, is English hard to write? (I'm asking the next person)  
 I'm asking the next person if English is hard to write.
- This sentence, do you all understand it? (I'm asking all of you)  
 I'm asking all of you if you understand this sentence.

## EQUIVALENCE DRILLS

Drill A.

- MODEL: Teacher: aanih vɛɛŋ, tae aanuh vɛɛŋ cíaŋ.  
Student: aanuh vɛɛŋ cíaŋ aanih.
- This one is long, but that one is longer.  
 That one is longer than this one.
1. khmaw-day kròhoom khley, tae aakhiew khley cíaŋ.  
 khmaw-day khiew khley cíaŋ khmaw-day kròhoom.  
 The red pencil is short, but the blue one is shorter.  
 The blue pencil is shorter than the red one.
2. mee-rien tii-dopbey píbaa?, tae mee-rien nih píbaa? cíaŋ.  
 mee-rien nih píbaa? cíaŋ mee-rien tii-dopbey.  
 Lesson 13 is hard, but this lesson is harder.  
 This lesson is harder than Lesson 13.
3. dɔɔŋ pakaa póa khmaw sruol sɔsɛe, tae dɔɔŋ pakaa póa liɛŋ sruol cíaŋ.  
 dɔɔŋ pakaa póa liɛŋ sruol sɔsɛe cíaŋ dɔɔŋ pakaa póa khmaw.  
 The black pen is easy to write with, but the yellow one is easier.  
 The yellow pen is easier to write with than the black one.
4. look meel fióp, tae look kruu meel fióp cíaŋ.  
 look kruu meel fióp cíaŋ look.  
 You read fast, but the teacher reads faster.  
 The teacher reads faster than you do.
5. khmaw-day khaaŋ-chvɛɛŋ póa kròhoom, tae muoy kondaal kròhoom cíaŋ.  
 muoy kondaal kròhoom cíaŋ khmaw-day khaaŋ-chvɛɛŋ.  
 The pencil on the left is red, but the one in the middle is redder.  
 The pencil in the middle is redder than the pencil on the left.

6. ruup thoat nih l'oo, tae muoy cit  
khdaa-khien l'oo ciaŋ.  
muoy cit khdaa khien l'oo ciaŋ ruup  
thoat nih.      This picture is good, but the one  
near the blackboard is better.  
The picture near the blackboard is  
better than this one.

Drill B.

- MODEL:** Teacher: khmaw-day p'oa khiew khley  
ciaŋ kee boŋ-oh.      The blue pencil is the  
shortest of all.  
Student: khmaw-day p'oa khiew khley;  
khmaw-day aetiet veŋ.      The blue pencil is short;  
the other pencils are  
long(er).
1. dooŋ pakaa p'oa krooom veŋ ciaŋ  
kee boŋ-oh.      The red pen is the longest of all.  
dooŋ pakaa p'oa krooom veŋ; dooŋ  
pakaa aetiet khley.      The red pen is long. The other  
pens are short.
2. mee-rien nih pibaa? ciaŋ kee boŋ-oh.      This lesson is the hardest of all.  
mee-rien nih pibaa?; mee-rien aetiet  
sruol.      This lesson is hard. The other  
lessons are easy.
3. siew-phiw liex sruol ciaŋ kee boŋ-oh.      The yellow book is the easiest of  
all.  
siew-phiw liex sruol; siew-phiw  
aetiet pibaa?.      The yellow book is easy. The o  
ther books are hard.
4. koun seh khaaŋ-sdam nuh meel fiop  
ciaŋ kee boŋ-oh.      The student on the right reads  
fastest of all.  
koun seh khaaŋ-sdam nuh meel fiop;  
koun seh aetiet meel yit.      The student on the right reads fast.  
The other students read slowly.
5. phaen-tii khaaŋ-chveeŋ nuh l'oo  
ciaŋ kee boŋ-oh.      That map on the left is the best  
of all.  
phaen-tii khaaŋ-chveeŋ nuh l'oo;  
phaen-tii aetiet min l'oo tee.      That map on the left is good. The  
other maps are not (as) good.

Drill C.

- MODEL: Teacher: khnaw-day muoy nŭw khaaŋ-chvŋeŋ One pencil is to the left  
 khmaw-day nih, haey khmaw-day of this pencil, and  
 muoy tiet nŭw khaaŋ-sdam another is to the right  
 khmaw-day nih. of it.
- Student: khmaw-day nih nŭw kondaal The pencil is between two  
 khmaw-day pii tiet. other pencils.
1. phaen-tii muoy nŭw khaaŋ-chvŋeŋ One map is to the left of this map,  
 phaen-tii nih, haey phaen-tii and another to the right of it.  
 muoy tiet nŭw khaaŋ-sdam  
 phaen-tii nih.  
 phaen-tii nih nŭw kondaal phaen-tii The map is between two other maps.  
 pii tiet.
  2. siew-phiw muoy nŭw khaaŋ-muk siew-phiw One book is to in front of this  
 nih, haey siew-phiw muoy tiet nŭw book, and another behind it.  
 khaaŋ-kraoy siew-phiw nih.  
 siew-phiw nih nŭw kondaal siew-phiw The book is between two other  
 pii tiet. books.
  3. kumnuu muoy nŭw khaaŋ-sdam kumnuu One chart is to the left of this  
 nih, haey kumnuu muoy tiet nŭw chart, and another to the right  
 khaaŋ-chvŋeŋ kumnuu nih. of it.  
 kumnuu nih nŭw kondaal kumnuu pii The chart is between two other  
 tiet. charts.
  4. dooŋ pakaa muoy nŭw khaaŋ-chvŋeŋ One pen is to the left of this pen,  
 dooŋ pakaa nih, haey dooŋ pakaa and another to the right of it.  
 muoy tiet nŭw khaaŋ-sdam dooŋ  
 pakaa nih.  
 dooŋ pakaa nih nŭw kondaal dooŋ The pen is between two other pens.  
 pakaa pii tiet.



## UNIT 16

## BASIC DIALOGUE

Teacher

1. siew-phiw mekumnóo nih, téŋ-oh  
pemaan? How many books in all in this  
pile?

First Student

2. baat, mian siew-phiw buon. There are four books.

Teacher

3. aamuoy khaaŋ-ləə póa ey? What color is the one on top?

Second Student

4. póa khiew cah. It's dark blue.

Teacher

5. coh aamuoy khaaŋ-kraom póa ey? And the one on the bottom-what  
color?

Third Student

6. póa meek. It's sky-blue.

Teacher

7. haey coh aamuoy bontóp pii  
aakraom kee boŋ-oh? And how about the one next to the  
one on the bottom?

First Student

8. siew-phiw nuh póa soo. That book is white.

Teacher

9. haey coh aamuoy bontóp pii  
aaləə kee boŋ-oh? And how about the one next to the  
one on the top?

Second Student

10. póa liəŋ tum. It's orange.

Teacher

11. coh s'ey khmaw nuh, cia  
siew-phiw meəl dae! And that black thing there - is  
that a (reading) book too?

Third Student

12. tee, min meən tee. nuh cia  
siew-phiw sosee tee. No, it isn't. That's a (writing)  
notebook.

## DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bəŋrien

1. siew-phiw mekumnóo nih, téŋ-oh pemaan?
3. aamuoy khaaŋ-lee póa ey?
5. coh aamuoy khaaŋ-kraom póa ey?
7. haey coh aamuoy bontóp pii aakraom kee bəŋ-oh?
9. haey coh aamuoy bontóp pii aalee kee bəŋ-oh?
11. coh s'ey khmaw nuh, cia siew-phiw meel dae!?

koun seh

2. baat, mian siew-phiw buon.
4. póa khiew cah.
6. póa meek.
8. siew-phiw nuh póa soo.
10. póa lieŋ tum.
12. tee, min meen tee. nuh cia siew-phiw soste.

Variation One:kruu bəŋrien

1. look mian siew-phiw soste pemaan niw nuh?
3. aamuoy khaaŋ-lee póa ey?
5. coh aamuoy khaaŋ-kraom póa ey?
7. haey coh aamuoy bontóp pii aakraom kee bəŋ-oh?
9. haey coh aamuoy bontóp pii aalee kee bəŋ-oh?
11. coh s'ey póa soo nuh, cia siew-phiw soste dae!?

koun seh

2. khñom mian buon.
4. póa krooom.
6. póa lieŋ.
8. siew-phiw nuh póa khiew.
10. póa khmaw.
12. tee, min meen tee. nuh cia siew-phiw meel tee.

Variation Two:

1. siew-phiw téŋ-oh pemaan, mekumnóo nuh?
3. siew-phiw pii khaaŋ-lee póa ey?
5. coh pii khaaŋ-kraom póa ey?
7. haey coh siew-phiw pii bontóp pii siew-phiw kraom kee bəŋ-oh?

2. khñom mian siew-phiw prambey niw nih.
4. pii khaaŋ-lee póa khiew cah.
6. póa meek.
8. siew-phiw pii nuh póa soo.

9. haey coh siew-phiw pii bontóp pii  
siew-phiw lee kee boq-oh?
10. póa liex tum.
11. coh s'ey khmaw nuh, cia siew-phiw  
meel dae!?
12. tee, min mæn tee. nuh  
cia siew-phiw sosee.

NOTE: Interrogative Words

We have now encountered most of the common interrogative words which Khmer uses to make information questions (see Note 3, Unit Four). The interrogative words can be summarized in terms of what kinds of words or constructions they replace in the sentence, and by extension from that, what kinds of information they are designed to elicit from the person being questioned.

1) Replacing Nouns and Noun Phrases

Examples

né'-naa	'who'	look	siew-phiw
ey	'what?'	khfiom	mee-rien
s'ey	'what sort of thing? something or other'	koun seh	khmaw-day
ovey	'what? what sort of thing?'	kruu boqrien	phaen-tii

The difference between /ey/ and /s'ey/ is partly semantic and partly functional. /s'ey/ corresponds to the full phrase /cia ovey/ 'to be what, to be something,' and in colloquial speech even replaces /rebh/ 'thing' in some of its uses. /s'ey/ is more common than /ey/ as a noun replacement, but it does not itself occur as a noun modifier (as does /ey/ - see below). The difference between /ovey/ and the other two words for 'what?' is partly stylistic and partly phonetically determined: /ovey/ is the literary version of /ey/, which it can replace everywhere in formal style; in colloquial style, it does occasionally occur after words ending in vowels - for example, in the verbal phrase /somrap thvee ovey/? 'for doing what, for what purpose?'

2) Replacing Noun Modifiers

ey	'what?'	siew-phiw ey	'what book?'
naa	'which?'	siew-phiw naa	'which book?'
tii-pemaan	'which in a series?'	tumpóa tii-pemaan	'which page, what page?'
pemaan	'how many?'	siew-phiw pemaan	'how many books?'
né'-naa	'whose?'	siew-phiw né'-naa	'whose book?'
póa ey	'what color?'	siew-phiw póa ey	'what color book?'
(yaan) mec	'what kind of?'	siew-phiw yaan mec	'what kind of book?'

or yaan-naa

3) Replacing Verbal or Prepositional PhrasesExample

aenaa	'where?'	cit khdaa khien, niw-nih
troŋ-naa	'which place?'	niw khaaŋ-chveeŋ niw lee
(yaarj) mec	'how? why?'	yit-yit, sruol nah
yaarj-naa	'' ''	yit-yit, sruol nah
thvee ovey	'for what purpose?'	sossee a'soo khmae
pemaan	'to what extent?'	tec, craen
(thaa) mec	'in what words'	(quotation)

## RESPONSE DRILLS

Drill A. Nouns and Noun Phrases

MODEL: Teacher: s'ey khmaw nuh? (siew-phiw sossee)	What's that black thing? (notebook)
Student: nuh cia siew-phiw sossee.	That's a notebook.
1. s'ey niw cit khdaa khien? (ruup thoet)	What's that near the blackboard? (picture)
ruup thoet niw cit khdaa khien.	That's a picture near the blackboard.
2. ne'naa niyiey mun kee boŋ-oh? (look kruu)	Who speaks first of all? (the teacher)
look kruu niyiey mun kee boŋ-oh.	The teacher speaks first of all.
3. look kruu suo tiw ne'-naa? (koun seh tii-bey)	Who is the teacher asking? (the third student)
look kruu suo tiw koun seh tii-bey.	The teacher is asking the third student.
4. s'ey niw kraoy khnoeŋ khñom? (siew-phiw meel)	What's that behind me? (a book)
siew-phiw meel niw kraoy khnoeŋ look.	That's a book behind you.
5. koun seh niŋ thvee ey? (rien khmae)	What's that student doing? (studying Khmer)
koun seh niŋ rien khmae.	The student's studying Khmer.
6. look meel ey? (kumnuu)	What are you looking at? (chart)
khñom meel kumnuu.	I'm looking at a chart.

Drill B. Noun Modifiers

- MODEL: Teacher: look mian siew-phiw pemaan? How many books do you have?  
(pii) (two)
- Student: khñom mian siew-phiw pii. I have two books.
1. khmaw-day naa-muoy veej cianj kee Which pencil is the longest?  
boj-oh? (póa khiew cah) (dark blue)  
khmaw-day póa khiew cah veej cianj The dark blue pencil is the  
kee boj-oh. longest.
  2. look kruu cøj aoy khñom baek What book does the teacher want  
siew-phiw ey? (liej) me to open? (yellow)  
look kruu cøj aoy look baek The teacher wants you to open  
siew-phiw liej. the yellow book.
  3. look meel mee-rien tii-pemaan? Which lesson are you reading?  
(dop-pmmuoy) (sixteen)  
khñom meel mee-rien tii-dop-pmmuoy. I'm reading Lesson 16.
  4. dooj pakaa póa ey l'oo cianj kee What color pen is the best?  
boj-oh? (póa meek) (sky-blue)  
dooj pakaa póa meek l'oo cianj kee The sky-blue pen is the best.  
boj-oh.
  5. nuh cia ruup-thoot né'-naa? Whose picture is that?  
(look kruu) (the teacher)  
nuh cia ruup-thoot look kruu. That's the teacher's picture.
  6. look mian siew-phiw sotee pemaan? How many notebooks do you have?  
(prampil) (seven)  
khñom mian siew-phiw sotee prampil. I have seven books.

Drill C. Replacing Verbal and Prepositional Phrases

- MODEL: Teacher: siew-phiw póa soo Where is the white book?  
niw-aenaa? (khaaj-kraom) (on the bottom)
- Student: siew-phiw póa soo niw The white book is on the  
khaaj-kraom. bottom.
1. khmaw-day póa liej niw troj-naa? Where is the yellow pencil?  
(khaaj-sdam) (on the right)  
khmaw-day póa liej niw khaaj-sdam. The yellow pencil is on the right.
  2. kumnuu nuh somrap thvee ey? What is that chart for?  
(bojrien a'soo khmae) (teaching the Khmer alphabet)  
kumnuu nuh somrap bojrien a'soo That chart is for teaching the  
khmae. Khmer alphabet.
  3. look kruu cøj aoy khñom niyiey yaaj How does the teacher want me to  
mec? (yit lemoom) speak? (at the proper slow speed)  
look kruu cøj aoy look niyiey yit The teacher wants you to speak at  
lemoom. the proper slow speed.

- |  |   |
|--|---|
| 4. phaen-tii tii-kroŋ phnum piñ<br>nɪw-aɛnaa? (kraoy khnɔɔŋ look)<br>phaen-tii tii-kroŋ phnum piñ nɪw<br>kraoy khnɔɔŋ khñom. | Where is the map of the city of<br>Phnom Penh? (behind you)<br>The map of the city of Phnom Penh<br>is behind me.       |
| 5. koun seh nuh niyiey thaa mɛc?<br>(khmaɛ piɓaa? rien)<br>koun seh nuh niyiey thaa: khmaɛ<br>piɓaa? rien.                   | What did that student say?<br>(Khmer is hard to learn)<br>The student said that Khmer is<br>hard to learn.              |
| 6. look kruu cɔŋ aoy khñom sɔsɛɛ pɛmaan<br>tiet? (muoy tumpɔa tiet)<br>look kruu cɔŋ aoy look sɔsɛɛ<br>metumpɔa tiet.        | How much more does the teacher<br>want me to write? (one more page)<br>The teacher wants you to write<br>one more page. |

## TRANSFORMATION DRILLS

Drill A. Replacing Information with Interrogative Words

MODEL: (Replace the cue-word with an interrogative word.)

Teacher: look kruu niyiey mun kee bɔŋ-ɔh. (look kruu)	The teacher speaks first of all. (the teacher)
Student: né'naa niyiey mun kee bɔŋ-ɔh?	Who speaks first of all?

- |  |   |
|--|---|
| 1. kraoy khnɔɔŋ khñom mian phaen-tii<br>muoy. (phaen-tii muoy)<br>kraoy khnɔɔŋ khñom mian ey?                      | Behind me there is a map.<br>(a map)<br>What is there behind me?  |
| 2. koun seh niŋ rien sɔsɛɛ a'ɔsɔɔ khmaɛ.<br>(sɔsɛɛ a'ɔsɔɔ khmaɛ)<br>koun seh niŋ rien thvɛɛ ey?                    | The student is learning how to<br>write Khmer letters. (write<br>Khmer letters)<br>What is the student learning how<br>to do? |
| 3. koun seh téŋ-ɔh khnia mɛəl kumnuu.<br>(kumnuu)<br>koun seh téŋ-ɔh khnia mɛəl ey?                                | All the students are looking at<br>the chart. (the chart)<br>What are all the students looking<br>at?                         |
| 4. khmaw-day pɔa khiew cah vɛɛŋ ciaŋ<br>kee bɔŋ-ɔh. (pɔa khiew cah)<br>khmaw-day naa-muoy vɛɛŋ ciaŋ kee<br>bɔŋ-ɔh? | The dark blue pencil is the<br>longest. (dark blue)<br>Which pencil is the longest?   |
| 5. khñom mian siew-phiw sɔsɛɛ prampɪl.<br>(prampɪl)<br>khñom mian siew-phiw sɔsɛɛ pɛmaan?                          | I have seven notebooks.<br>(seven)<br>How many notebooks do you have?   |
| 6. look kruu cɔŋ aoy yɛɛŋ niyiey ñóp<br>ntɛc. (ñóp ntɛc)<br>look kruu cɔŋ aoy yɛɛŋ niyiey yaaŋ<br>naa?             | The teacher wants us to speak a<br>little faster. (a little faster)<br>How does the teacher want us to<br>speak?              |

- |  |  |
|--|--|
| <p>7. khmaw-day p<sup>o</sup>a liex tum niw kondaal kee. (niw kondaal kee)<br/>         khmaw-day p<sup>o</sup>a liex tum niw-aenaa?</p>           | <p>The orange pencil is in the middle.<br/>         (in the middle)<br/>         Where is the orange pencil?</p>     |
| <p>8. yeex rien mee-rien tii-dop-pmmuoy.<br/>         (tii-dop-pmmuoy)<br/>         yeex rien mee-rien tii-pemaan?</p>                             | <p>We are studying Lesson 16. (16)<br/>         Which lesson are we studying?</p>                                    |
| <p>9. doox pakaa p<sup>o</sup>a meek cia reboh look kruu. (look kruu)<br/>         doox pakaa p<sup>o</sup>a meek cia reboh ne<sup>o</sup>naa?</p> | <p>The sky-blue pen belongs to the teacher. (the teacher)<br/>         Who does the sky-blue pen belong to?</p>      |
| <p>10. koun seh niyiey thaa khmae sruol rien. (khmae sruol rien)<br/>         koun seh niyiey thaa mec?</p>  | <p>The students say that Khmer is easy to learn. (Khmer is easy to learn)<br/>         What do the students say?</p> |

**Drill B. Progressive Replacement with Interrogative Words**

MODEL: (Used in all drill sentences)

Teacher: koun seh meel siew-phiw khmae p<sup>o</sup>a liex niw khnoq bontup leek pram.  
 (koun seh)

The students are reading the yellow Khmer book in Classroom Five.  
 (the students)

Student: ne<sup>o</sup>naa meel siew-phiw khmae p<sup>o</sup>a liex niw khnoq bontup leek pram?

Who is reading the yellow Khmer book in Classroom Five?

1. koun seh meel siew-phiw khmae p<sup>o</sup>a liex niw khnoq bontup leek pram.  
 (siew-phiw khmae)

The students are reading the yellow Khmer book in Classroom Five.  
 (Khmer book)

koun seh meel ey p<sup>o</sup>a liex niw khnoq bontup leek pram?

What is the yellow thing the students are reading in Classroom Five?

2. koun seh meel siew-phiw khmae p<sup>o</sup>a liex niw khnoq bontup leek pram.  
 (khmae)

The students are reading the yellow Khmer book in Classroom Five.  
 (Khmer) \*

koun seh meel siew-phiw ey p<sup>o</sup>a liex niw khnoq bontup leek pram?

What yellow book are the students reading in Classroom Five?

3. koun seh meel siew-phiw khmae p'oa  
 liej niw khnoŋ bontup leek pram.  
 (p'oa liej)

koun seh meel siew-phiw khmae p'oa  
 ey niw khnoŋ bontup leek pram?

The students are reading the  
 yellow Khmer book in Classroom  
 Five. (yellow)

What color Khmer book are the  
 students reading in Classroom  
 Five?

4. koun seh meel siew-phiw khmae p'oa  
 liej niw khnoŋ bontup leek pram.  
 (bontup leek pram)

koun seh meel siew-phiw khmae p'oa  
 liej niw-aenaa?

The students are reading the  
 yellow Khmer book in Classroom  
 Five. (Classroom Five)

Where are the students reading  
 the yellow Khmer book?

5. koun seh meel siew-phiw khmae p'oa  
 liej niw khnoŋ bontup leek pram.  
 (leek pram)

koun seh meel siew-phiw khmae p'oa  
 liej niw khnoŋ bontup leek pemaan?

The students are reading the  
 yellow Khmer book in Classroom  
 Five. (number five)

In what classroom are the students  
 reading the yellow Khmer book?



## UNIT 17

## BASIC DIALOGUE

Teacher

1. siew-phiw naa thom ciang kee  
boŋ-oh?

Which books are the biggest?

First Student

2. siew-phiw pii niw khaaŋ-kraom  
thom ciang kee boŋ-oh.

The two books on the bottom are  
the biggest.

Teacher

3. siew-phiw naa touc ciang kee  
boŋ-oh?

Which books are the smallest?

Second Student

4. siew-phiw pii niw khaaŋ-lee  
touc ciang kee boŋ-oh.

The two books on top are the  
smallest.

Teacher

5. coh siew-phiw sosee?

And the notebooks?

Third Student

6. siew-phiw sosee thom ciang  
siew-phiw meel téŋ-buon.

The notebooks are bigger than  
all four books.

Teacher

7. siew-phiw p'oa meek niw-aenaa?

Where is the light blue book?

First Student

8. niw kraom kee.

It's on the bottom.

Teacher

9. coh siew-phiw p'oa khiew can?

And the dark blue book?

Second Student

10. niw lee kee.

It's on the top.

Teacher

11. haey siew-phiw pii tiet  
niw-aenaa?

And where are the other two  
books?

Third Student

12. niw kondaal kee.

They're in the middle.

Teacher

13. baan, l'oo.

Good.

## DIALOGUE FOR COMPREHENSION

kruu boḡrien

1. siew-phiw naa thom cianḡ kee boḡ-oh?
3. siew-phiw naa touc cianḡ kee boḡ-oh?
5. coh siew-phiw soḡee?
7. siew-phiw p<sup>o</sup>a meek niw-aenaa?
9. coh siew-phiw p<sup>o</sup>a khiew cah?
11. haey siew-phiw pii tiet niw-aenaa?
13. baan, l<sup>o</sup>oo.

koun seh

2. siew-phiw pii niw khaaḡ-kraom thom cianḡ kee boḡ-oh.
4. siew-phiw pii niw khaaḡ-lee touc cianḡ kee boḡ-oh.
6. siew-phiw soḡee thom cianḡ siew-phiw meel t<sup>e</sup>ḡ-buon.
8. niw kraom kee.
10. niw lee kee.
12. niw kondaal kee.

NOTE: The Four Most Common Verbs

We have now seen examples of five items, all extremely frequent in spoken Khmer, for which the English equivalent is usually some form of the verb 'to be;' and plenty of other examples in which 'to be' does not seem to be represented in Khmer at all (equational sentences-- see Unit 13).

1. cia    2. niw    3. mian    4. kii    5. meen    6. (zero)

## Examples:

- |  |  |
|--|--|
| 1. nih <u>cia</u> siew-phiw.   | This <u>is</u> a book.   |
| 2. siew-phiw p <sup>o</sup> a khiew <u>niw</u> kraom kee.                    | The blue book <u>is</u> on the bottom.                           |
| 3. <u>mian</u> siew-phiw pii.  | <u>There are</u> two books.                                      |
| 4. siew-phiw thom cianḡ kee boḡ-oh<br><u>kii</u> siew phew kraom kee boḡ-oh. | The biggest book of all <u>is</u> the one<br>on the very bottom. |
| 5. nuh <u>min meen</u> siew-phiw meel tee.                                   | That's <u>not</u> a book for reading.                            |
| 6. siew-phiw khfiom p <sup>o</sup> a soo.                                    | My book <u>is</u> white.   |

Aside from the fact that all these verbs happen to be translatable by forms of 'to be,' they share characteristics of syntax within Khmer which set them apart from all other verbs. The most important characteristic is the form of their negation, which only in exceptional circumstances is the simple /min... tee/ formula. The following table of negative constructions shows that there are only four verbs involved (not five), plus the negative equational type.

<u>Positive</u>	<u>Negative</u>	<u>Example</u>
1. cia	min-meen cia	nih min-meen cia siew-phiw tee. 'This is not a book.'

	<u>Positive</u>	<u>Negative</u>	<u>Example</u>
2.	nɿw	mɿn-mɛɛn nɿw	siew-phiw p <sup>o</sup> a khiew mɿn-mɛɛn nɿw khaaŋ-kraom tee. 'The blue book is not on the bottom.'
3.	mian	khmian (mɿn mian)	khmian siew-phiw tee. 'There aren't any books.'
4.	kɿɿ	mɿn mɛɛn	nuh mɿn mɛɛn siew-phiw khñom tee. 'That isn't my book.'
5.	(zero)	mɿn mɛɛn	siew-phiw khñom mɿn mɛɛn p <sup>o</sup> a s <sup>o</sup> o tee. 'My book is not white.'

Note that the negative forms of /kɿɿ/ and the equational sentence type are identical: /mɿn mɛɛn/; and also that /kɿɿ/ does not occur after any negative, nor /mɛɛn/ without some kind of a negative in front of it. For this reason we can say that /kɿɿ/ and /mɛɛn/ are actually two different forms of the 'same' verb. There is another /mɛɛn/, however, which functions as the substitute for 'zero' in the equational type of sentence, and also in the negative forms of /cia/ and /nɿw/; it is perhaps simpler to regard the whole sequence /mɿn-mɛɛn/ as a compound negative in these occurrences, and hyphenate it to show that it is different from the /mɿn mɛɛn/ which is the negative of /kɿɿ/. (In most cases there will also be rhythmic evidence to support this hyphenation as well-- that is, the compound negative will be treated as a rhythmic unit by the speaker within its sentence.) Beginning with Unit 19 we will see that there many other compound negatives in Khmer besides this one.

As a last step, let us try to specify a little more narrowly the meanings of these four common verbs and the meaning of the equational construction.

1.	cia	'to be a member of the class of'	'to be <u>a</u> '
2.	nɿw	'to be located in the position of'	'to be <u>at</u> '
3.	mian	'to exist; there is, there are' (with preceding subject: 'to have' --/khñom mian piɿ/, 'I have two.')	
4.	kɿɿ	'to be equivalent to'	'to be <u>the</u> '
5.	(zero)	'to be characterized by'	'to be'

## SUBSTITUTION DRILLS

## Drill A. /cia/

1.	khñom cia koun seh.	I'm a student.
2.	khñom cia kruu boŋrien.	I'm a <u>teacher</u> .
3.	<u>look</u> cia kruu boŋrien.	<u>You</u> 're a teacher.
4.	<u>look srey</u> cia kruu boŋrien.	<u>You (f)</u> are a teacher.
5.	look srey cia <u>koun seh</u> .	You (f) are a <u>student</u> .
6.	<u>look</u> cia koun seh.	<u>You (m)</u> are a student.
7.	<u>khñom</u> cia koun seh.	<u>I</u> 'm a student.

## Drill B. /nɨw/

- |   |   |
|---|---|
| 1. khmaw-day póa liɛŋ tum nɨw<br>khaaŋ-sdam.          | The orange pencil is on the right.                |
| 2. khmaw-day póa liɛŋ tum nɨw<br><u>khaaŋ-chvɛɛŋ.</u> | The orange pencil is <u>on the left.</u>          |
| 3. <u>siew-phɨw póa sɔɔ</u> nɨw khaaŋ-chvɛɛŋ.         | <u>The white book</u> is on the left.             |
| 4. siew-phɨw póa sɔɔ <u>nɨw kɔndaal kee.</u>          | The white book is <u>in the middle.</u>           |
| 5. <u>ruup thoət look kruu</u> nɨw kɔndaal<br>kee.    | <u>The teacher's picture</u> is in the<br>middle. |
| 6. ruup thoət look kruu <u>nɨw khaaŋ-sdam.</u>        | The teacher's picture is <u>on the<br/>right.</u> |
| 7. <u>khmaw-day póa liɛŋ tum</u> nɨw<br>khaaŋ-sdam.   | <u>The orange pencil</u> is on the right.         |

## Drill C. /mian/

- |   |   |
|---|---|
| 1. khñom mian dɔɔŋ pakaa póa khiew cah.               | I have a dark blue pen.                     |
| 2. <u>look kruu</u> mian dɔɔŋ pakaa póa khiew<br>cah. | <u>The teacher</u> has a dark blue pen.     |
| 3. look kruu mian <u>siew-phɨw bɛy.</u>               | The teacher has <u>three books.</u>         |
| 4. <u>məkumnóo nih</u> mian siew-phɨw bɛy.            | <u>In this pile</u> there are three books.  |
| 5. məkumnóo nih mian <u>kumnuu prampil.</u>           | In this pile there are <u>seven charts.</u> |
| 6. <u>khñom</u> mian kumnuu prampil.                  | <u>I</u> have seven charts.                 |
| 7. khñom mian <u>dɔɔŋ pakaa póa khiew cah.</u>        | I have <u>a dark blue pen.</u>              |

## Drill D. /kɨɨ/

- |  |   |
|--|---|
| 1. muoy khaaŋ-kraom kɨɨ phaɛn-tɨɨ<br>tɨɨ-kroŋ phnum pifi.              | The one below is the map of the<br>city of Phnom Penh.    |
| 2. muoy khaaŋ-kraom kɨɨ <u>ruup thoət</u><br><u>khñom.</u>             | The one below is <u>my picture.</u>                       |
| 3. <u>ruup thoət touc cɨaŋ kee bɔŋ-oh</u> kɨɨ<br>ruup thoət khñom.     | <u>The smallest picture</u> is my picture.                |
| 4. ruup thoət touc cɨaŋ kee bɔŋ-oh<br><u>kɨɨ ruup thoət look kruu.</u> | The smallest picture is <u>the teacher's<br/>picture.</u> |
| 5. <u>muoy khaaŋ-sdam</u> kɨɨ ruup thoət look<br>kruu.                 | <u>The one on the right</u> is the teacher's<br>picture.  |

6. muoy khaaŋ-sdam kii  
phaen-tii tii-kroŋ phnum piñ.
7. muoy khaaŋ-kraom kii phaen-tii  
 tii-kroŋ phnum piñ.

The one on the right is the map of  
 the city of Phnom Penh.

The one below is the map of the  
 city of Phnom Penh.

### Drill E. Equational Sentences

1. khmaw-day niŋ póa liex.
2. siew-phiw meel khñom póa liex.
3. siew-phiw meel khñom póa meek.
4. doon pakaa look srøy póa meek.
5. siew-phiw thom ciaŋ kee boŋ-oh  
 póa meek.
6. siew-phiw thom ciaŋ kee boŋ-oh  
póa liex.
7. khmaw-day niŋ póa liex.

That pencil is yellow.

My book is yellow.

My book is sky-blue.

Madame's pen is sky-blue.

The biggest book of all is sky-blue.

The biggest book of all is yellow.

That pencil is yellow.

### TRANSFORMATION DRILLS

#### Drill A. Negating /cia/

MODEL: (For all drills. Negation of positive statements.)

Teacher: siew-phiw póa meek niw      The sky-blue book is  
 kraom keè.      underneath.

Student: siew-phiw póa meek min-meen      The sky-blue book is not  
 niw kraom kee tee.      underneath.

1. khñom cia koun seh.      I'm a student.  
 khñom min-meen cia koun seh tee.      I'm not a student.
2. look cia kruu boŋrien.      You're a teacher.  
 look min-meen cia kruu boŋrien tee.      You're not a teacher.
3. aanih cia siew-phiw sossè.      This is a notebook.  
 aanih min-meen cia siew-phiw      This is not a notebook.  
 sossè tee.
4. rebòh pii nuh cia doon pakaa.      Those two things are pens.  
 rebòh pii nuh min-meen cia doon      Those two things are not pens.  
 pakaa tee.

Drill B. Negating /niw/

- |  |  |
|--|--|
| 1. khmaw-day p <sup>ó</sup> a liex tum niw<br>khaax-sdam.<br>khmaw-day p <sup>ó</sup> a liex tum min-meen<br>niw khaax-sdam tee.   | The orange pencil is on the right.<br><br>The orange pencil is not on the<br>right.              |
| 2. siew-phiw touc ciex kee box-oh<br>niw khaax-lee.<br>siew-phiw touc ciex kee box-oh<br>min-meen niw khaax-lee tee.               | The smallest book of all is on top.<br><br>The smallest book of all is not<br>on top.            |
| 3. ruup thoat look kruu niw kondaal<br>kee.<br>ruup thoat look kruu min-meen<br>niw kondaal kee tee.                               | The teacher's picture is in the<br>middle.<br><br>The teacher's picture is not in<br>the middle. |
| 4. khlia nih niw khnox tump <sup>ó</sup> a<br>tii-doppram.<br>khlia nih min-meen niw khnox tump <sup>ó</sup> a<br>tii-doppram tee. | This sentence is on page fifteen.<br><br>This sentence is not on page fifteen.                   |

Drill C. Negating /mian/

- |   |  |
|---|--|
| 1. khñom mian kumnuu somrap boxrien<br>a <sup>?</sup> soc khmae.<br>khñom khmian kumnuu somrap boxrien<br>a <sup>?</sup> soc khmae tee. | I have a chart for teaching the<br>Khmer alphabet.<br><br>I don't have a chart for teaching<br>the Khmer alphabet. |
| 2. look kruu mian doox pakaa p <sup>ó</sup> a<br>khiew cah.<br>look kruu khmian doox pakaa p <sup>ó</sup> a<br>khiew cah tee.           | The teacher has a dark blue pen.<br><br>The teacher doesn't have a dark<br>blue pen.                               |
| 3. niw khaax-chveex mian phaen-tii<br>srok khmae.<br>niw khaax-chveex khmian phaen-tii<br>srok khmae tee.                               | On the left there is a map of<br>Cambodian.<br><br>On the left there's no map of<br>Cambodian.                     |
| 4. kraoy khnoox khñom mian koun seh<br>mené <sup>?</sup> .<br>kraoy khnoox khñom khmian koun<br>seh mené <sup>?</sup> tee.              | Behind me there's a student.<br><br>There's no student behind me.  |

Drill D. Negating /kii/

- |   |  |
|---|--|
| 1. pia? kraoy kee boŋ-oh kii 'rien.'                                    | The last word of all is 'rien.'                                |
| pia? kraoy kee boŋ-oh min meen<br>'rien' tee.                           | The last word of all isn't 'rien.'                             |
| 2. siew-phiw thom ciaŋ kee boŋ-oh kii<br>siew-phiw niw kraom kee.       | The biggest book is the book on<br>the bottom.                 |
| siew-phiw thom ciaŋ kee boŋ-oh min<br>meen siew-phiw niw kraom kee tee. | The biggest book isn't the book<br>on the bottom.              |
| 3. khmaw-day p'oa meek niw khaaŋ-sdam<br>kii khmaw-day khfiom.          | The sky-blue pencil that's on the<br>right is my pencil.       |
| khmaw-day p'oa meek niw khaaŋ-sdam<br>min meen khmaw-day khfiom tee.    | The sky-blue pencil that's on the<br>right isn't my pencil.    |
| 4. mouy khaaŋ-kraom kii phaen-tii<br>tii-kroŋ phnum pifi.               | The one underneath is the map of<br>the city of Phnom Penh.    |
| mouy khaaŋ-kraom min meen phaen-tii<br>tii-kroŋ phnum pifi tee.         | The one underneath isn't the map<br>of the city of Phnom Penh. |

Drill E. Making Equational Sentences Negative.

- |   |  |
|---|--|
| 1. khmaw-day niŋ p'oa lienŋ.<br>khmaw-day niŋ min-meen p'oa lienŋ tee.          | That pencil is yellow.<br>That pencil isn't yellow.    |
| 2. siew-phiw touc ciaŋ kee boŋ-oh p'oa<br>soo.                                  | The smallest book of all is white.                     |
| siew-phiw touc ciaŋ kee boŋ-oh<br>min-meen p'oa soo tee.                        | The smallest book of all isn't<br>white.               |
| 3. kumnuu nih somrap boŋrien a?soo<br>oŋglee.                                   | This chart is for teaching the<br>English alphabet.    |
| kumnuu nih min-meen somrap boŋrien<br>a?soo oŋglee tee.                         | This chart isn't for teaching the<br>English alphabet. |
| 4. dooŋ pakaa nuh p'oa krohoom.<br>dooŋ pakaa nuh min-meen p'oa<br>krohoom tee. | That pen is red.<br>That pen isn't red.                |

## EQUIVALENCE DRILLS

Drill A. Replacing /nɨw/ with Zero.

- MODEL: Teacher: siew-phɨw p'óa meek nɨw kraom kee. The sky-blue book is underneath.
- Student: siew-phɨw kraom kee nuh p'óa meek. That book underneath is sky-blue.
1. khmaw-day p'óa kr'oh'oom nɨw k'ondaal kee. The red pencil is in the middle.  
khmaw-day k'ondaal kee nuh p'óa kr'oh'oom. That pencil in the middle is red.
  2. d'ooŋ pakaa p'óa khmaw nɨw khaaŋ-chv'eeŋ. The black pen is on the left.  
d'ooŋ pakaa nɨw khaaŋ-chv'eeŋ nuh p'óa khmaw. That pen on the left is black.
  3. siew-phɨw p'óa khiew cah nɨw l'ee kee. The dark blue book is on top.  
siew-phɨw nɨw l'ee kee nuh p'óa khiew cah. That book on top is dark blue.
  4. khmaw-day p'óa li'eŋ nɨw khaaŋ-sdam. The yellow pencil is on the right.  
khmaw-day nɨw khaaŋ-sdam nuh p'óa li'eŋ. That pencil on the right is yellow.

Drill B.. Replacing /mian/ with /cia/

- MODEL: Teacher: mian siew-phɨw s'os'ee muoy nɨw l'ee kee. There's a notebook on top.
- Student: muoy l'ee kee, cia siew-phɨw s'os'ee. The one on top-- it's a notebook.
1. mian d'ooŋ pakaa muoy nɨw khaaŋ-chv'eeŋ. There's a pen on the left.  
muoy khaaŋ-chv'eeŋ, cia d'ooŋ pakaa. The one on the left-- it's a pen.
  2. mian kumnuu muoy nɨw cit khdaa-khien. There's a chart near the blackboard.  
muoy cit khdaa-khien, cia kumnuu. The one near the blackboard-- it's a chart.
  3. mian pha'en-tii muoy nɨw khaaŋ-sdam. There's a map on the right.  
muoy khaaŋ-sdam, cia pha'en-tii. The one on the right-- it's a map.
  4. mian siew-phɨw meel muoy nɨw kraom kee. There's a book underneath there.  
muoy kraom kee, cia siew-phɨw meel. The one underneath there-- it's a book.





## UNIT 18

## BASIC DIALOGUE

Teacher

1. ɛyləw yeəŋ niŋ cap meəl.  
səum bæŋ siəw-phiw khiew.

Now we are going to start reading.  
Open your blue books.

First Student

2. ruup ɛy niw lee króop siəw-phiw  
nih? túŋ ciat khmaeŋ?

What's the picture on the cover  
of this book? Is it the Khmer  
national flag?

Teacher

3. tee, min-meən túŋ ciat tee.  
krón-tae cia kumnuu tee.

No, that's not the flag. It's  
just a design.

First Student

4. ou, ɛfiçəŋ?

Oh, is that so?

Teacher

5. səum bæŋ tumpóa tii-muoy.  
yeəŋ niŋ cap rien meəl.

Open to page one. We are going  
to begin learning to read.

Second Student

6. yeəŋ cap rien səsəe daeŋ?

Are we going to start learning  
to write too?

Teacher

7. tee, min tón tee. krón-tae  
meəl tee.

No, not yet. Only to read.

Third Student

8. səsəe lee siəw-phiw baan tee?

Maŋ . . . write in the book?

Teacher

9. kom səsəe lee siəw-phiw.  
praə kródaŋ psteŋ tiw.

Don't write in the book. Use a  
separate (sheet of) paper.

Fourth Student

10. praə dooŋ pakaa baan tee?

Can we use a pen?

Teacher

11. kom praə dooŋ pakaa. praə  
khmaw-day sruol ciaŋ.

Don't use a pen. It's better  
to use pencil.

## DIALOGUE FOR COMPREHENSION

kruu bəŋrienkoun seh

- |   |   |
|---|---|
| 1. eylew yeəŋ niŋ cap meəl.<br>səum bæək siew-phiw khiew. | 2. ruup ey niw ləe króop siew-phiw<br>nih? túŋ ciat khmae!? |
| 3. tee, min-meentúŋ ciat tee.<br>krón-tae cia kumnuu tee. | 4. ou, əñcəŋ?   |
| 5. səum bæək tumpóa tii-muoy. yeəŋ<br>niŋ cap rien meəl.  | 6. yeəŋ cap rien səsəe dae!?                                |
| 7. tee, min tón tee. krón-tae meəl tee.                   | 8. səsəe ləe siew-phiw baan tee?                            |
| 9. kom səsəe ləe siew-phiw. praə krədəh<br>pseəŋ tiw.     | 10. praə doəŋ pakaa baan tee?                               |
| 11. kom praə doəŋ pakaa. praə khmaw-day<br>sruol ciaŋ.    |   |

NOTE: Pre-Verbal Modifiers

Certain verbal modifiers in Khmer belong to a class which always precedes the main verb; others belong to a class which always follows the verb; still others belong to a class which either precedes or follows the verb (always with a difference in meaning depending on the position). You have now heard examples of all three types of verbal modifiers:

1) <u>Before Verb</u>	2) <u>Before or After Verb</u>	3) <u>After Verb</u>
<u>cap meəl</u> 'begin reading'	meəl baan 'can read'	<u>meəl haey</u> 'already read'
<u>krón-tae meəl</u> 'only read'	<u>baan meəl</u> 'has read'	meəl dae 'read also'

Another verbal modifier, which occurs for the first time in this unit as a predicate, is min tón 'not yet.' This modifier can also occur before and after a main verb in the meaning 'has not (had time to),' and is therefore a member of the second class. It is dealt with in Unit 19.

Pre-verbal modifiers (class 1) are of two general types: those which consist of a single item (like cap 'begin'), and those which are characteristically followed by an unstressed particle, either /tae/ or /niŋ/ (like krón-tae 'only'). Here is a list of the single pre-verbal modifiers you have had so far:

səum	'please'	niŋ	'will'
kom	'don't'	cap	'begin'
khom	'try to'	kit	'intend'
cam	'wait and'	aoy	'to let, have'

The modifiers in the first column form a mutually exclusive set, which has additional members not listed here; they are characteristic of commands. The modifiers in the second column are not mutually exclusive - when two or more occur in the same predicate, they occur in the order listed (i.e. niŋ cap, niŋ aoy, kit aoy, etc.); they are characteristic of statements.

The second type of preverbal modifier, represented by krón-taε 'only', is much more numerous. Although you have had only one example of this class so far, you will be learning more and more about them as the course progresses.

## SUBSTITUTION DRILLS

Drill A.

- |  |  |
|--|--|
| 1. eylew yeen niŋ cap meel.                  | Now we are going to start reading.                                   |
| 2. eylew yeen niŋ cap <u>rien meel</u> .     | Now we are going to start <u>studying reading</u> .                  |
| 3. eylew yeen niŋ cap <u>rien sōsee</u> .    | Now we are going to start <u>studying writing</u> .                  |
| 4. eylew <u>koun seh</u> niŋ cap rien sōsee. | Now <u>the students</u> are going to start <u>studying writing</u> . |
| 5. eylew koun seh niŋ cap <u>sōsee</u> .     | Now the students are going to start <u>writing</u> .                 |
| 6. eylew koun seh niŋ cap <u>meel</u> .      | Now the students are going to start <u>reading</u> .                 |
| 7. eylew <u>yeen</u> niŋ cap meel.           | Now <u>we</u> are going to start reading.                            |

Drill B.

- |   |  |
|---|--|
| 1. ruup thoot ey niw lee króop<br>siew-phiw nih?    | What's the picture on the cover<br>of this book?         |
| 2. <u>kumnuu</u> ey niw lee króop<br>siew-phiw nih? | What's the <u>design</u> on the cover<br>of this book?   |
| 3. kumnuu ey niw lee <u>khdaa khien nih?</u>        | What's the design on <u>this blackboard?</u>             |
| 4. <u>a'soo</u> ey niw lee khdaa khien nih?         | What are the <u>letters</u> on this<br>blackboard?       |
| 5. a'soo ey niw lee <u>krōdah nih?</u>              | What are the letters on <u>this paper?</u>               |
| 6. <u>ruup</u> ey niw lee krōdah nih?               | What's the <u>picture</u> on this paper?                 |
| 7. ruup ey niw lee <u>króop siew-phiw nih?</u>      | What's the picture on <u>the cover of<br/>this book?</u> |

Drill C.

- |  |                                   |
|--|-----------------------------------|
| 1. prae krōdah pseeŋ tiw.              | Use other paper.                  |
| 2. prae <u>doon pakaa</u> pseeŋ tiw.   | Use another <u>pen</u> .          |
| 3. prae <u>khmaw-day</u> pseeŋ tiw.    | Use another <u>pencil</u> .       |
| 4. prae <u>khmaw-day sruol cian</u> .  | <u>It's better</u> to use pencil. |
| 5. prae <u>doon pakaa sruol cian</u> . | It's better to use <u>pen</u> .   |

6. prae krɔdɑh sruol ciɑŋ. It's better to use paper.
7. prae krɔdɑh pseɛŋ tɿw. Use other paper.

Drill D.

1. nih ciɑ tɯŋ ciɑt khmæ! Is this the Cambodian flag (or what)?
2. nih ciɑ kumnuu sɔmrɑp bɔŋriɛn  
a'sɔɔ! Is this a chart for teaching the  
alphabet?
3. nih ciɑ ruup thɔɔt look kruu! Is this the teacher's picture?
4. nih ciɑ phæŋ-tii srook khmæ! Is this a map of Cambodia?
5. nih ciɑ siew-phiw ɔŋglee! Is this an English book?
6. nih ciɑ tɯŋ ciɑt ɔŋglee! Is this the English flag?
7. nih ciɑ tɯŋ ciɑt khmæ! Is this the Cambodian flag?

Drill E.

1. prae doɔŋ pakɑɑ bɑɑn tee? Is it all right to use pen?
2. prae khmaw-day bɑɑn tee? Is it all right to use pencil?
3. prae siew-phiw bɑɑn tee? Is it all right to use the book?
4. sɔseɛ lee siew-phiw bɑɑn tee? Is it all right to write on the book?
5. sɔseɛ lee krɔdɑh nih bɑɑn tee? Is it all right to write on this  
paper?
6. prae krɔdɑh nih bɑɑn tee? Is it all right to use this paper?
7. prae doɔŋ pakɑɑ nih bɑɑn tee? Is it all right to use this pen?

## TRANSFORMATION DRILLS

## Drill A.

- MODEL: Teacher: nih ciɑ tɯŋ ciɑt khmæ Is this the Cambodian flag?  
(rɿ-ɛy)? (tee kumnuu) (no, design)
- Student: tee, niŋ min-mɛɛn ciɑ tɯŋ No, that's not the  
ciɑt khmæ tee. krɔn-tæe Cambodian flag.  
ciɑ kumnuu tee. That's just a design.
1. nih ciɑ kumnuu (rɿ-ɛy)? Is this a design? (no, picture)  
(tee, ruup thɔɔt)
- tee, niŋ min-mɛɛn ciɑ kumnuu tee. No, that's not a design. It's  
krɔn-tæe ciɑ ruup thɔɔt tee. just a picture.

2. nih cia ruup thoat (r1-ey)? Is this a picture? (no, map)  
 (tee, phaen-tii)  
 tee, niŋ min-meən cia ruup thoat tee. No, that's not a picture. It's  
 krón-tae cia phaen-tii tee. just a map.
3. nih cia siew-phiw meəl (r1-ey)? Is this a book for reading?  
 (tee, siew-phiw səsəe) (no, notebook)  
 tee, niŋ min-meən cia siew-phiw meəl No, that's not a book for reading.  
 tee. krón-tae cia siew-phiw səsəe It's just a notebook.
4. nih cia dōŋ pakaa (r1-ey)? Is this a pen? (no, pencil)  
 (tee, khmaw-day)  
 tee, niŋ min-meən cia dōŋ pakaa tee. No, that's not a pen.  
 krón-tae cia khmaw-day tee. It's just a pencil.

Drill B.

- MODEL: Teacher: yəŋ niŋ cap rien səsəe We're going to start learning  
 dae!ʔ (tee, meəl) to write too? (no, to read)  
Student: min tón tee. krón-tae rien Not yet. Just to read.  
 meəl tee.
1. yəŋ niŋ cap rien meəl dae!ʔ We're going to start learning to  
 (tee, niyiey) read too?  
 min tón tee. krón-tae rien niyiey tee. Not yet. Just to speak.
2. yəŋ niŋ cap rien niyiey dae!ʔ We're going to start learning to  
 (tee, sdap) speak too? (no, to listen)  
 min tón tee. krón-tae rien sdap tee. Not yet. Just to listen.
3. yəŋ niŋ cap rien praə dae!ʔ We're going to start learning to  
 (tee, thaa taam) translate too? (no, to repeat)  
 min tón tee. krón-tae rien thaa Not yet. Just to repeat.  
 taam tee.
4. yəŋ niŋ cap rien suo dae!ʔ We're going to start learning to  
 (tee, chlaey) ask too? (no, to answer)  
 min tón tee. krón-tae rien chlaey Not yet. Just to answer.  
 tee.

Drill C.

- MODEL: Teacher: səsəe lee siew-phiw baan tee? Is it all right to write in  
 (kom, praə krōdah psəŋ tiw) the book? (don't, use  
 other paper)  
Student: kom səsəe lee siew-phiw. Don't write in the book.  
 praə krōdah psəŋ tiw. Use other paper.

- |  |   |
|--|---|
| <p>1. praē doəŋ pakaa baan tee? (kom,<br/>praē khmaw-day tiw, sruol ciaŋ)<br/>kom praē doəŋ pakaa. praē khmaw-day<br/>tiw, sruol ciaŋ.</p>     | <p>Is it all right to use pen? (don't,<br/>better to use pencil)<br/>Don't use pen. Use a pencil, it's<br/>better.</p>                              |
| <p>2. sōsē lēe khdaa khien baan tee?<br/>(kom, praē krōdah tiw, sruol ciaŋ)<br/>kom sōsē lēe khdaa khien. praē<br/>krōdah tiw, sruol ciaŋ.</p> | <p>Is it all right to write on the<br/>blackboard? (don't, better use<br/>paper)<br/>Don't write on the blackboard. Use<br/>paper, it's better.</p> |
| <p>3. praē khmaw-day nih baan tee?<br/>(kom, praē khmaw-day pseeŋ tiw)<br/>kom praē khmaw-day nih. praē<br/>khmaw-day pseeŋ tiw.</p>           | <p>Is it all right to use this pencil?<br/>(don't, use other pencil)<br/>Don't use this pencil. Use another<br/>pencil.</p>                         |
| <p>4. sōsē lēe krōop baan tee? (kom,<br/>sōsē khaaŋ-khnoŋ tiw, sruol ciaŋ)<br/>kom sōsē lēe krōop. sōsē<br/>khaaŋ-khnoŋ tiw, sruol ciaŋ.</p>   | <p>Is it all right to write on the cover?<br/>(don't, better write inside)<br/>Don't write on the cover. Write<br/>inside, it's better.</p>         |
| <p>5. da? pia? 'ŋiey' baan tee?<br/>(kom, da? pia? 'sruol' tiw)<br/>kom da? pia? 'ŋiey! da? pia?<br/>'sruol' tiw.</p>                          | <p>Is it all right to use the word<br/>'ŋiey'? (don't; use the word 'sruol')<br/>Don't use the word 'ŋiey.' Use the<br/>word 'sruol.'</p>           |

## FLUENCY DRILLS

Drill A. Expansion

1. yeəŋ niŋ meəl.
  2. yeəŋ niŋ cap meəl.
  3. eylew yeəŋ niŋ cap meəl.
  4. eylew yeəŋ niŋ cap meəl mee-rien tii-18.
  5. eylew yeəŋ niŋ cap rien meəl mee-rien tii-18.
  6. eylew yeəŋ niŋ cap rien meəl mee-rien tii-18, mēən tee?
1. We're going to read.
  2. We're going to start reading.
  3. Now we're going to start reading.
  4. Now we're going to start reading Lesson 18.
  5. Now we're going to start learning to read Lesson 18.
  6. Now we're going to start learning to read Lesson 18, aren't we?

Drill B. Reduction

1. ɛyləw yəɛŋ nɪŋ cap riən məəl mee-riən tii-18, məən tee?
  2. ɛyləw yəɛŋ nɪŋ riən məəl mee-riən tii-18, məən tee?
  3. yəɛŋ nɪŋ riən məəl mee-riən tii-18, məən tee?
  4. yəɛŋ nɪŋ riən məəl, məən tee?
  5. yəɛŋ nɪŋ riən məəl.
  6. yəɛŋ nɪŋ məəl.
- 
1. Now we're going to start learning to read Lesson 18, aren't we?
  2. Now we're going to learn to read Lesson 18, aren't we?
  3. We're going to learn to read Lesson 18, aren't we?
  4. We're going to learn to read, aren't we?
  5. We're going to learn to read.
  6. We're going to read.



## UNIT 19

## BASIC DIALOGUE

First Student

1. yeəŋ cap pii troŋ-naa? Where do we begin?

Teacher

2. cap pii bontót tii-pii, haey Start from line two, and stop at  
chup niw bontót tii-buon. line four.

First Student

3. yeəŋ meel aoy lɿɿ baan tee? Can we read aloud?

Teacher

4. tee, meel ksep-ksep. No, read silently.  
5. kaalnaa look meel cəp, leek day. When you have finished reading,  
raise your hand.

Second Student

6. khñom meel cəp haey. I've finished reading.

Teacher

7. look yúl téŋ-oh tee? Do you understand all of it?

Second Student

8. baat. khliá téŋ-oh nih Yes. All these sentences are easy  
sruol yúl tee. to understand.

Teacher

9. kaalnaa look meel cəp téŋ-oh When all of you have finished  
khnia, yeəŋ niŋ hat meel reading, we'll practice reading  
aoy lɿɿ. aloud.

Third Student

10. khñom min-tón cəp tee. I haven't finished yet. Please  
soum cam məphlɛet. wait a minute.

Teacher

11. min əy tee. khñom cam. That's all right. I'll wait.

Third Student

12. min sroul meel səh. It's not at all easy to read.

## DIALOGUE FOR COMPREHENSION

kruu bəŋrienkoun seh

- |  |  |
|--|--|
| 2. cap pii bontót tii-pii, haey chup<br>nɪw bontót tii-buon.         | 1. yeəŋ cap pii trəŋ-naa?                              |
| 4. tee, meəl ksep-ksep.  | 3. yeəŋ meəl aoy lɪɪ baan tee?                         |
| 5. kaalnaa look meəl cəp, leek day.                                  | 6. khfiom meəl cəp haey.                               |
| 7. look yúl téŋ-əh tee?  | 8. baat. khliá téŋ-əh nih sruol<br>yúl tee.            |
| 9. kaalnaa look meəl cəp téŋ-əh khnia,<br>yeəŋ nɪŋ hat meəl aoy lɪɪ. | 10. khfiom meəl min-tón cəp tee.<br>soum cam mephleət. |
| 11. min ey tee. khfiom cam.  | 12. min sruol meəl soh.                                |

NOTES: The Negative /min-tón/

You have now encountered two instances of the item /min-tón/ 'not yet.'

- 1) Q. yeəŋ cap rien səsəe dae rɪh?  
'Are we going to start studying writing too?'  
A. tee, min tón tee.  
'No, not yet.'
- 2) khfiom min-tón cəp tee.  
'I haven't finished yet.'

In the first example, /min tón/ is a complete response in itself, with no verb following, as such it is written in this book without a hyphen. In the second example (hyphenated) the item functions like any other negative which precedes verbs: that is, it can replace or be replaced by /min/ itself.

The negative /min-tón/ is almost the direct opposite in meaning of the particle /haey/ 'already' (see Note, Unit 6). One functional proof of this assertion is that the two items never occur together in the same clause - you can check this, if you like, against your own usage of 'not yet' and 'already' in English. Another functional proof is that either /haey/ or /min-tón/ normally occurs in answer to questions such as 'Have you seen it yet?' The formula for this type of question in Khmer is /...haey rɪ-nɪw?/.

## Example:

- Q. look kheəfi khliá tii-pii haey rɪ-nɪw?  
'Have you seen sentence two yet?'
- A. [Yes] baat, kheəfi haey.  
'Yes, I have.'
- A. [No] tee, min-tón kheəfi tee.  
'No. I haven't.'

Like /haey/, however, /min-tón/ can also occur in answer to straight yes-no questions ending in /...tee?/

Example:

- Q. look khæñ tee?  
'Do you see it?'
- A. tee, min-tón khæñ tee.  
'No, not yet.'

When a pair of verbs are in construction with each other in the same clause, the position of the negative /min-tón/ normally corresponds to that of the ordinary negative /min/ (see Note, Unit 10).

Examples:

	<u>Positive</u>	<u>Negative</u>
	róo? khæñ 'has found'	róo? min-tón khæñ 'hasn't found yet'
	sdap lli 'can hear'	sdap min-tón lli 'can't hear yet'
	mæel cəp 'finished reading'	mæel min-tón cəp 'hasn't finished reading yet'
<u>But:</u>	cəp rien 'wants to study'	min-tón cəp rien 'doesn't yet want to study'
	chup səsəe 'finished writing'	min-tón chup səsəe 'hasn't finished writing yet'
	hat niyiey 'practices speaking'	min-tón hat niyiey 'doesn't practice speaking yet'
	cap mæel 'started reading'	min-tón cap mæel 'hasn't started reading'

In still other cases, /min-tón/ precedes an entire verb phrase of the type normally split by the negative. Here the meaning is only slightly different, but the implication is that neither of the two parts of the construction has taken effect yet.

Examples:

- min-tón sdap baan  
'hasn't understood (may not even have listened, either)'
- min-tón róo? khæñ  
'hasn't found (may not even have looked for)'

## 2. The Final Particle /sch/

The particle /sch/ 'at all' replaces the final particle /tee/ in negative statements only, and is much stronger in meaning. It does not replace /tee?/, the interrogative particle, or /tee/, the positive-emphatic particle. It can occur after any kind of prior negative, but is most commonly found after the simple negative /min/.

- min sruol mæel sch  
'It's not at all easy to read.'

No similar replacement in:

sruol meel tee?  
'Is it easy to read?  
sruol meel tee.  
'It's easy to read.'

Example after /mín-tón/

khñom mín-tón khөөñ sòh.  
'I haven't seen it at all.'

### RESPONSE DRILLS

#### Drill A.

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : look rỏo? tumpỏa tii-buon<br>kheөөñ tee? (baat) | Have you found page four<br>yet? (yes)             |
| <u>Student</u> : baat, kheөөñ haey.                                     | Yes, I've found it.                                |
| <u>Teacher</u> : (tee)  | (No)   |
| <u>Student</u> : tee, mín-tón kheөөñ tee.                               | No, I haven't found it yet.                        |
|   |  |
| 1. look rỏo? siew-phiw liẻn kheөөñ tee?<br>(baat)                       | Have you found the yellow book?<br>(yes)           |
| baat, kheөөñ haey. (tee)  | Yes, I've found it. (no)                           |
| tee, mín-tón kheөөñ tee.  | No, I haven't found it yet.                        |
|   |  |
| 2. look sdap khñom niyiley lii tee?<br>(baat)                           | Can you hear what I say? (yes)                     |
| baat, lii haey. (tee)   | Yes, I can hear it. (no)                           |
| tee, mín-tón lii tee.   | No, I can't hear it yet.                           |
|   |  |
| 3. look tẻn-ỏh khnia yủl mee-rien<br>nih tee? (baat)                    | Do you all understand this lesson?<br>(yes)        |
| baat, yủl haey. (tee)   | Yes, we understand it. (no)                        |
| tee, mín-tón yủl tee,   | No, we don't understand it yet.                    |
|   |  |
| 4. look meel tumpỏa nih ỏp haey<br>ri-niw? (baat)                       | Have you finished reading this<br>page? (yes)      |
| baat, ỏp haey. (tee)  | Yes, I've finished. (no)                           |
| tee, mín-tón ỏp tee.  | No, I haven't finished yet.                        |
|   |  |
| 5. kee chup rien khmaẻ haey ri-niw?<br>(baat)                           | Have they stopped studying Cambodian<br>yet? (yes) |
| baat, chup haey (tee)   | Yes, they have stopped. (no)                       |
| tee, mín-tón chup tee.  | No, they haven't stopped yet.                      |

- |  |  |
|--|--|
| <p>6. look srey cap rien ɔŋglee haey<br/> rɪ-nɪw? (baat)<br/> baat, cap rien haey. (tee)<br/> tee, mɪn-tɔŋ cap rien tee.</p> | <p>Has she started studying<br/> English yet? (yes)<br/> Yes, she's started studying English.<br/> (no)<br/> No, she hasn't started studying<br/> English.</p> |
|--|--|

Drill B.

- |  |  |
|--|--|
| <p>MODEL: <u>Teacher</u>: yeeŋ cap rien pii<br/> trɔŋ-naa? (bɔntɔt tii-pii)<br/> <u>Student</u>: cap pii bɔntɔt tii-pii.</p> | <p>Where do we start studying<br/> from? (line two)<br/> Start from line two.</p>                                  |
| <p>1. yeeŋ cap meel pii-trɔŋ-naa?<br/> (khliɑ mun kee bɔŋ-ɔh)<br/> cap pii khliɑ mun kee bɔŋ-ɔh.</p>                         | <p>Where do we start reading from?<br/> (the first sentence of all)<br/> Start from the first sentence of all.</p> |
| <p>2. yeeŋ chup meel nɪw trɔŋ-naa?<br/> (khliɑ kraoy kee bɔŋ-ɔh)<br/> chup nɪw khliɑ kraoy kee bɔŋ-ɔh.</p>                   | <p>Where do we stop reading? (The last<br/> sentence of all)<br/> Stop at the last sentence of all.</p>            |
| <p>ɔmlɔɔŋ [new word] 'to copy'</p>   |  |
| <p>3. yeeŋ cap ɔmlɔɔŋ pii trɔŋ-naa?<br/> (tumpɔɑ tii-dɔp)<br/> cap ɔmlɔɔŋ pii tumpɔɑ tii-dɔp.</p>                            | <p>Where do we start copying?<br/> (page ten)<br/> Start copying from page 10.</p>                                 |
| <p>4. yeeŋ chup ɔmlɔɔŋ nɪw trɔŋ-naa?<br/> (tumpɔɑ tii-dɔp-pmbey)<br/> chup ɔmlɔɔŋ nɪw tumpɔɑ tii-dɔp-pmbey.</p>              | <p>Where do we stop copying?<br/> (page eighteen)<br/> Stop copying at page 18.</p>                                |
| <p>5. yeeŋ cap meel aoy lɪɪ pii trɔŋ-naa?<br/> (bɔntɔt tii-muoy)<br/> cap pii bɔntɔt tii-muoy.</p>                           | <p>Where do we start reading aloud?<br/> (line 1)<br/> Start from line 1.</p>                                      |

Drill C.

- |   |   |
|---|---|
| <p>MODEL: <u>Teacher</u>: kaalnaa koun seh meel<br/> cop, kee nɪŋ thvee ey?<br/> (leek day)</p> | <p>When the students have<br/> finished reading, what<br/> are they going to do?<br/> (raise their hands)</p> |
| <p><u>Student</u>: kaalnaa koun seh meel cop,<br/> kee nɪŋ leek day.</p>                        | <p>When the students have<br/> finished reading, they<br/> are going to raise their<br/> hands.</p>           |

1. kaalnaa koun seh meel cɔp  
tɛŋ-ɔh khnia, kee niŋ thvee  
ɛy? (hat meel aoy lɪɪ)
- kaalnaa koun seh meel cɔp tɛŋ-ɔh  
khnia, kee niŋ hat meel aoy  
lɪɪ.
2. kaalnaa look rien khmae cɔp haey,  
look niŋ thvee ɛy?  
(rien baaraŋ)
- kaalnaa khñom rien khmae cɔp haey,  
khñom niŋ rien baaraŋ.
3. kaalnaa kót chup meel ksep-ksep,  
kót niŋ thvee ɛy? (meel aoy  
lɪɪ)
- kaalnaa kót chúp meel ksep-ksep,  
kót niŋ meel aoy lɪɪ.
4. kaalnaa kruu bɔŋrien meel cɔp haey,  
koun seh niŋ thvee ɛy? (praɛ  
méné? meɔɔɔŋ)
- kaalnaa kruu bɔŋrien meel cɔp haey,  
koun seh niŋ praɛ méné? meɔɔɔŋ.
- When all of the students are  
finished reading, what are they  
going to do? (practice reading  
aloud)
- When all of the students are  
finished reading, they are going  
to practice reading aloud.
- When you have finished studying  
Cambodian, what are you going  
to do? (study French)
- When I have finished studying  
Cambodian, I am going to study  
French.
- When he stops reading silently,  
what is he going to do?  
(read aloud)
- When he stops reading silently, he  
is going to read aloud.
- When the teacher finishes reading,  
what are the students going to  
do? (translate one at a time)
- When the teacher finishes reading,  
the students are going to trans-  
late one at a time.

Drill D.

- MODEL: Teacher: kaalnaa look meel cɔp,  
leek day.
- Student: soum cam mephleɛt, khñom  
min-tón cɔp tee.
- When you finish reading,  
raise your hand.
- Please wait a moment, I  
haven't finished yet.
1. kaalnaa look sɔsee cɔp, bet  
siew-phɪw.
- soum cam mephleɛt, khñom min-tón  
cɔp tee.
- When you finish writing, close  
your book.
- Please wait a moment, I haven't  
finished yet.
2. kaalnaa look yúl khliá nih, leek  
day.
- soum cam mephleɛt, khñom min tón  
yúl tee.
- When you understand this sentence,  
raise your hand.
- Please wait a moment, I haven't  
understood yet.

- |   |  |
|---|--|
| 3. kaalnaa look róo? kheefi, meel<br>ksep-ksep.<br>soum cam mephleest, khfiom róo?<br>min-tón kheefi tee. | When you find it, read it silently.<br><br>Please wait a moment, I haven't<br>found it yet.            |
| 4. kaalnaa look sdap baan haey,<br>baek siew-phiw.<br>soum cam mephleest, khfiom sdap<br>min-tón baan.    | When you have understood, open<br>your book.<br><br>Please wait a moment, I haven't<br>understood yet. |

## TRANSFORMATION DRILLS

Drill A. Inserting Objects

- |  |   |
|--|---|
| MODEL: <u>Teacher</u> : siew-phiw lieq, khfiom<br>róo? min-tón kheefi tee.                                   | The yellow book, I haven't<br>found yet.  |
| <u>Student</u> : khfiom róo? siew-phiw<br>lieq min-tón kheefi tee.   | I haven't found the yellow<br>book yet.   |
| 1. tumpóa tii-buon, khfiom róo? min-tón<br>kheefi tee.<br>khfiom róo? tumpóa tii-buon min-tón<br>kheefi tee. | Page 4, I haven't found yet.<br><br>I haven't found page 4 yet.   |
| 2. look niyiey, khfiom sdap min-tón<br>baan tee.<br>khfiom sdap look niyiey min-tón<br>baan tee.             | What you said, I haven't understand<br>yet.<br>I haven't understood what you said<br>yet.                               |
| 3. mee-rien nih, yeeq rien min-tón<br>cop tee.<br>yeeq rien mee-rien nih min-tón<br>cop tee.                 | This lesson, we haven't finished<br>studying yet.<br>We haven't finished studying this<br>lesson yet.                   |
| 4. tumpóa nih, yeeq min-tón cap<br>meel tee.<br>yeeq min-tón cap meel tumpóa<br>nih tee.                     | This page, we haven't started<br>reading yet.<br>We haven't started reading this<br>page yet.                           |
| 5. khlia mun, kót sosse min-tón<br>cop tee.<br>kót sosse khlia mun min-tón<br>cop tee.                       | The previous sentence, he has not<br>finished writing yet.<br>He has not finished writing the<br>previous sentence yet. |





Drill D. Changing /min-tón/ to /haey ri-niw?/

MODEL: Teacher: khñom róo? min-tón kheeff tee. I haven't found it yet.  
Student: look róo? kheeff haey ri-niw? Now have you found it?

1. khñom sdap min-tón lll tee. I haven't heard it yet.  
look sdap lll haey ri-niw? Now have you heard it?
2. khñom meel min-tón kheeff tee. I haven't seen it yet.  
look meel kheeff haey ri-niw? Now have you seen it?
3. kót sdap min-tón baan tee. He hasn't understood yet.  
kót sdap baan haey ri-niw? Now does he understand?
4. kót róo? min-tón kheeff tee. He hasn't found it yet.  
kót róo? kheeff haey ri-niw? Now has he found it?

Drill E. Negating with /min...sch/

MODEL: Teacher: mee-rien nih sruol meel. This lesson is easy to learn.  
Student: mee-rien nih min sruol This lesson isn't at all  
meel sch. easy to learn.

1. pia? nih sruol thaa. This word is easy to say.  
pia? nih min sruol thaa sch. This word is not at all easy to say.
2. khlia nih ñiey yúl nah. This sentence is easy to understand.  
khlia nih min ñiey yúl sch. This sentence is not at all easy to understand.
3. rien khmae pibaa? nah. Learning Khmer is very hard.  
rien khmae min pibaa? sch. Learning Khmer is not hard at all.
4. look thaa taam khñom trew nah. You repeat after me quite correctly.  
look thaa taam khñom min trew sch. You don't repeat after me correctly at all.

## UNIT 20

## NARRATION

1. look ceh róp tee?
2. bae look min ceh tee, soum look cam sdap.
3. eylëw kruu suo tiw seh thaa: look mian siew-phiw pëmaan téj-oh?
4. koun seh chlaey thaa: khñom mian siew-phiw buon.
5. eylëw kee niyley ompii póa mëdcoj.
6. póa téj-nuh kii: póa meek, póa soo póa khmaw, haey nij póa liëj tum.
7. kruu suo thaa: siew-phiw khaaj-kraom póa ey?
8. koun seh mené? chlaey phliem: póa meek.
9. koun seh prap kruu tiet thaa siew-phiw lee kee póa soo.
10. tae koun seh mené? tiet niyley too: póa khmaw nuh min mëen siew-phiw meel tee, kii siew-phiw sosee.

1. Do you know how to count?
2. If you don't know, just wait and listen.
3. Now the teacher is asking the students: 'How many books do you have in all?'
4. The students answer: 'I have four books.'
5. Now they are talking about colors for a moment.
6. The colors are: Light blue, white, black, and orange.
7. The teacher asks: 'What color is the book on the bottom?'
8. A student answers immediately: 'It's light blue.'
9. The students tell the teacher further that the book on top is white.
10. But another student makes the point that the black one is not a book for reading-- it's a notebook.

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11. eylëw kee niyley ompii tumhum mëdcoj.
12. kruu suo tiw seh: siew-phiw naa thom cianj kee boj-oh?
13. koun seh mené? chlaey thaa: siew-phiw dael niw kraom kee nuh thom cianj kee boj-oh.
14. eylëw kót coj dej thaa tae siew-phiw naa touc cianj kee.
15. koun seh mené? dael yúl somnuo koo chlaey thaa:
16. siew-phiw dael niw lee kee boj-oh touc cianj kee.
17. kruu koo suo tiet thaa: siew-phiw dael thom cianj kee póa ey?
18. koun seh mené? dael dej chbah chlaey thaa: póa meek, min mëen póa khiew tee.
19. coh siew-phiw khiew niw troj-naa, kruu suo tiet tiw seh.
20. seh mené? koo cumriap tiw thaa: siew-phiw nuh niw kondaal kee.

11. Now they are talking about sizes for a while.
12. The teacher asks the students: 'Which book is the largest?'
13. A student answers: 'The book that's on the bottom there is the largest.'
14. Now he wants to know which book is the smallest.
15. A student who understands the question answers:
16. 'The book that's on the very top is the smallest.'
17. Then the teacher asks further: 'What color is the biggest book?'
18. A student who knows for sure answers: 'It's light blue, not dark blue.'
19. 'Then where is the dark blue book?' the teacher asks the students.
20. A student comes back with: 'That book is in the middle.'

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21. eylew kee cap rien meel.
22. kruu aoy koun seh yoo? siew-phiw khiew moo?.
23. haey koun seh mene? kheeñ kumnuu muoy niw lee kroop siew-phiw.
24. kee koo suo tiw kruu thaa: nih cia tun ciat khmae!?
25. kruu koo prap tiw seh thaa: tee, nuh kron-tae cia kumnuu tee.
26. eylew soum baek tumpoa tii-muoy, kruu niyiey tiw kan seh.
27. koun seh suo tiw kruu thaa: tae kee rien sosse eylew!?
28. kruu prap tiw kee thaa: min-ton rien sosse eylew tee.
29. mian koun seh mene? sosse lee siew-phiw meel.
30. kruu koo prap kee aoy praæ kroDAH psæeñ tiet.

21. Now they are starting to study reading.
22. The teacher has the students take up the blue book.
23. And one of the students sees a design on the cover of the book.
24. So he asks the teacher: 'Is this the Cambodian national flag?'
25. The teacher tells the student: 'No, it's just a design.'
26. 'Now please open to page one,' the teacher says, addressing the students.
27. The students ask the teacher whether they are going to study writing now.
28. The teacher tells them that they are not going to study writing just yet.
29. There is one student who (wants to) write in the book.
30. The teacher tells him to use a separate piece of paper.

- - - - -

31. eylew kee cap rien meel.
32. koun seh kee coñ deñ thaa: tae kee cap meel pii troñ-naa?
33. kruu prap tiw kee thaa: kee niñ cap meel pii bontót tii-pii, tiw dol bontót tii-buon.
34. koun seh suo tiw kruu tiet thaa: meel aoy lii, rii-koo meel ksep-ksep?
35. kruu prap kee thaa: meel ksep-ksep.
36. luh meel cop haey, koun seh laek day.
37. kruu suo tiet thaa: meel cop teñ-oh khnia haey ri-niw?

38. kruu prap aoy koun seh meel próom khnia.  
 39. taε koun seh khlah meel min-sew dac.  
 40. kruu aoy kee meel tól-taε cəp.
31. Now they start studying reading.  
 32. A student wants to know what place they are going to start reading from.  
 33. The teacher tells him that they will start reading from line two and go as far as line four.  
 34. The students ask the teacher further whether they are to read aloud or silently.  
 35. The teacher tells them: 'Read silently.'  
 36. When they have finished reading, the students (are to) raise their hands.  
 37. The teacher asks further: 'Have all of you finished reading now?'  
 38. The teacher tells them to read in unison.  
 39. But some students cannot read very skillfully.  
 40. The teacher has them read until they have finished.

- - - - -

### NEW VOCABULARY

New items used in the Narration include the following:

#### 1. Verbs and Nouns

róp	'to count'	...dac	'to be able to, to be skillful at'
cumriap	'to address someone'		
tumhum	'size' (cf. <u>thom</u> 'big')	punyúl	'to explain' (cf. yúl 'understand')
króop	'cover'	yóo? ...	'to take (up)'
cəh...	'to know how to'	(móo?)	

#### 2. Functional Words

bae	'if'	tíw kan	'toward, to'
téŋ-nuh	'all those'	tíw dəl	'up to'
phliem	'immediately'	tól-taε	'until'
təə	'further, in continuation'	luh	'following, upon, after'
min-sew	'hardly, not very'		

#### NOTE: Review of Verbal Constructions

As previously indicated, verbal constructions in Cambodian are considerably more complex than noun constructions. Below is a summary of the principal types of verbal construction you have met thus far, and what you should know about them.

- Verb-Verb. Negatives and other prior modifiers always precede the first verb, which is the head of the construction (i.e. can substitute for the whole). Objects and other modifiers follow the second verb.

Examples:	rien sətse	'study writing'
	cap meel	'start to read'
	chup cəmləəŋ	'stop copying'

hat niyiey	'practice speaking'
cəh præə	'know how to translate'

2. Adjective-Verb. This construction is absolutely parallel to the verb-verb construction above. Any apparent difference is a problem of translation into English.

Examples: sruol rien	'easy to learn'
pibaaʔ səsəe	'hard to write'
ɲiey yúl	'easy to understand'

3. Verb-Completive Verb. Negatives, objects, and included modifiers (see 6. below) normally come between the verb and the completive verb. The completive verb is also the head of the typical construction. Examples:

róoʔ kheəñ	'able to find'	sdap baan	'understand'
məel kheəñ	'able to see'	sdap lli	'able to hear'
məel dac	'able to read'	rien cəp	'finish studying'

4. Verb-Adjective. This construction is nearly always parallel to the completive-verb construction above. When the action described has not yet taken place (as in a command, or a statement about the future) the modifier /aoy/ is almost mandatorily inserted between the verb and the adjective. Examples:

thaa khlaŋ	'say it loud'	məel yilit	'read slow'
niyiey təc-təc	'speak softly'	thvee lʔəə	'do it well'
səsəe fióp	'write fast'	yúl chbah	'understand clearly'

5. Prior Modifiers. Whether the verb construction involves one, two, or more major elements, certain modifiers always precede all verbal and adjectival elements in it. These are prior verbal modifiers.

Examples: <u>krón-təe</u> rien məel	'only study reading'
<u>niŋ</u> məel kheəñ	'will be able to see'

One such modifier even precedes the subject:

baan yeəŋ rien	'then we will study'
----------------	----------------------

A special case of prior modifiers is the set of words used in commands, which are common before verbs but rare before adjectives:

soum	'please'	cam	'wait and'
khom	'try to'	kom	'don't'

All verbal constructions introduced by prior modifiers are rarely negated with /min/ or its compounds; /kom/, of course, replaces /min/ entirely.

6. Included Modifiers. Other verbal modifiers, which normally precede a single verb or adjective, can occur between the parts of a complex verbal construction. This class includes all the negatives (see 8. below). Examples:

Examples: r<sup>oo</sup>? min kheeñ 'unable to find'  
 niyiey ao khlañ 'speak louder'  
 meel tól-tae cop 'read until finished'

7. Subsequent Modifiers. This class includes the final particles and other modifiers which invariably follow all the elements of a complex verbal construction. Some subsequent modifiers have meanings which differ according to what has preceded.

Examples: (khñom) y<sup>ul</sup> haey. 'Now I understand.' (Verb head)  
 trew haey. 'That's right.' (Adjective head, /haey/  
 almost automatic)  
 chlaey phliem nah. 'Answer right away,  
 will you?' (Verb head)  
 sruol nah. 'It's quite easy.' (Adjective head)  
 sruol tee. 'It's easy.'  
 min sruol tee. 'It's not easy.' (Automatic after /min/)  
 min sruol sah. 'It's not at all easy.'  
 sruol tee? 'Is it easy.'  
 min sruol tee!? 'Isn't it easy?'  
 praë tiw. 'Go ahead and use it.'  
 cap rien s<sup>o</sup>s<sup>e</sup>e rih? 'Start studying writing, is that it?'

8. Negation Patterns. Since knowing how to negate verbs and adjectives is vital to your ability to speak Khmer, the principal patterns you have had so far are summarized below.

	<u>Prior Modifier</u>	<u>Included Modifier</u>	<u>Subsequent Modifier</u>
Commands:	kom	(none)	(none)
Dependent Clauses:	min, min-s <sup>e</sup> w, min-t <sup>o</sup> n	(none)	(none)
	(none)	min, min-s <sup>e</sup> w, min-t <sup>o</sup> n	(none)
Statements:	min, min-s <sup>e</sup> w, min-t <sup>o</sup> n	(none)	tee, sah.
	(none)	min, min-s <sup>e</sup> w, min-t <sup>o</sup> n	tee, sah.
Questions:	min, min-s <sup>e</sup> w, min-t <sup>o</sup> n	(none)	tee rih?, tee!?
	(none)	min, min-s <sup>e</sup> w, min-t <sup>o</sup> n	tee rih?, tee!?

## TRANSFORMATION DRILLS

Drill A. Insertion of Negatives

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : koun seh khlah meel<br>dac. (min-sew)                                     | Some of the students can<br>read. (not much)   |
| <u>Student</u> : koun seh khlah meel<br>min-sew dac tee.  | Some of the students can't<br>read much.   |
| 1. koun seh khlah deq chbah.<br>(min-sew)<br>koun seh khlah deq min-sew chbah<br>tee.             | Some students know it well.<br>(not very)<br>Some of the students don't know<br>it very well.                              |
| 2. mee-rien khlah nyey yul. (min-sew)<br>mee-rien khlah min-sew nyey yul tee.                     | Some of the lessons are easy to<br>understand. (not very)<br>Some of the lessons are not very<br>easy to understand.       |
| 3. kruu boqrien khlah nyiey khlaq.<br>(min-sew)<br>kruu boqrien khlah nyiey min-sew<br>khlaq tee. | Some of the teachers speak loudly.<br>(not very)<br>Some of the teachers don't speak<br>very loudly.                       |
| 4. koun seh khlah meel cop haey.<br>(min-ton)<br>koun seh khlah meel min-ton cop<br>tee.          | Some of the students have finished<br>reading already. (not yet)<br>Some of the students have not<br>finished reading yet. |
| 5. pia? khlah pibaa? sosse nah.<br>(min-sew)<br>pia? khlah min-sew pibaa? sosse<br>tee.           | Some of the words are hard to<br>write. (not very)<br>Some of the words are not very<br>hard to write.                     |
| 6. koun seh khlah roo? kheefi.<br>(min-ton)<br>koun seh khlah roo? min-ton<br>kheefi tee.         | Some of the students have found it.<br>(not yet)<br>Some of the students haven't found<br>it yet.                          |
| 7. koun seh khlah sdap baan. (min)<br>koun seh khlah sdap min baan tee.                           | Some of the students understand it.<br>(not)<br>Some of the students don't understand.                                     |
| 8. tumpoa khlah sruol meel nah.<br>(min-sew)<br>tumpoa khlah min-sew sruol meel<br>tee.           | Some of the pages are very easy to<br>read. (not very)<br>Some of the pages are not very<br>easy to read.                  |

Drill B. Use of /tól-tæ/

MODEL: Teacher: koun seh meel min-sew  
dac. (kruu aoy kee  
khom meel)

Student: bæ koun seh meel min-  
sew dac, kruu aoy kee  
khom meel tól-tæ dac.

The students can't read very  
much. (the teacher has  
them try to read)

If the students can't read  
very much, the teacher has  
them try to read until  
they can.

1. koun seh den min-sew chbah  
(kruu aoy kee rien)

bæ koun seh den min-sew chbah,  
kruu aoy kee rien tól-tæ chbah.

The students don't know it very  
well. (the teacher has them  
study)

If the students don't know it very  
well, the teacher has them study  
until they do know it well.

2. koun seh meel min-tón cop.  
(kruu aoy kee meel)

bæ koun seh meel min-tón cop, kruu  
aoy kee meel tól-tæ cop.

The students haven't finished  
reading yet. (the teacher has  
them read)

If the students haven't finished  
reading yet, the teacher has  
them read until they have  
finished.

3. pia? naa pibaa? thaa. (kruu koo  
aoy kee thaa, chbah)

pia? naa pibaa? thaa, kruu koo  
aoy kee thaa tól-tæ chbah.

Any word is hard to say. (the  
teacher then has them say...  
clearly)

If any word is hard to say, the  
teacher has them say it until  
it is clear.

4. koun seh róo? min kheefñ.  
(kruu aoy kee róo?)

bæ koun seh róo? min kheefñ, kruu  
aoy kee róo? tól-tæ kheefñ.

The students haven't found it.  
(the teacher has them look for  
it)

If the students haven't found it,  
the teacher has them look for  
it until they find it.

5. koun seh sdap min baan. (kruu  
punyúl aoy kee)  
bæ koun seh sdap min baan, kruu  
punyúl aoy kee sdap tól-tæ baan.

The students don't understand.  
(the teacher explains to them)

If the students don't understand,  
the teacher explains to them  
until they understand.



6. koun seh sdap min-sew lll.  
(kruu niyey aoy khlan)

The student don't hear it very well. (the teacher says it louder)

bae koun seh sdap min-sew lll, kruu niyey aoy khlan tól-tae kee sdap lll.

If the students don't hear it very well, the teacher says it louder until they are able to hear it.

### Drill C. Use of Completive Verbs

MODEL: Teacher: khñom min ceh róp tee.  
(min baan)

I don't know how to count.  
(not able to)

Student: khñom róp min baan tee.

I can't count.

1. khñom min ceh niyey khmae tee.  
khñom niyey khmae min baan tee.

I don't know how to speak Cambodian.  
I can't speak Cambodian.

2. khñom min ceh meel onglee tee.  
khñom meel onglee min baan tee.

I don't know how to read English.  
I can't read English.

3. khñom min ceh sasee khmae tee.  
khñom sasee khmae min baan tee.

I don't know how to write Cambodian.  
I can't write Cambodian.

4. khñom min ceh prae dooŋ pakaa tee.  
khñom prae dooŋ pakaa min baan tee.

I don't know how to use a pen.  
I can't use a pen.

5. khñom min ceh baek tee.  
khñom baek min baan tee.

I don't know how to open it.  
I can't open it.

6. khñom min ceh róa? tee.  
khñom róa? min baan tee.

I don't know how to look for it.  
I can't find it.

### REVIEW DRILLS

#### MULTIPLE SUBSTITUTION

#### Drill A.

1. yeen cap pii naa?
2. yeen cap pii tumpóa naa?
3. look cap pii tumpóa naa?
4. look cap pii troŋ nih.
5. khñom cap pii troŋ nih.
6. look cap pii troŋ nih.
7. yeen cap pii troŋ nih.
8. yeen cap pii troŋ naa?

Where do we start from?  
What page do we start from?  
What page do you start from?  
You start from here.  
I start from here.  
You start from here.  
We start from here.  
Where do we start from?

## Drill B.

- |                                    |  |
|------------------------------------|--|
| 1. khñom meel cɔp haey.            | I have finished reading.                     |
| 2. khñom <u>praɛ</u> cɔp haey.     | I have finished <u>translating</u> .         |
| 3. <u>look</u> praɛ cɔp haey.      | <u>You</u> have finished translating.        |
| 4. look <u>niyiey</u> cɔp haey.    | You have finished <u>speaking</u> .          |
| 5. <u>yeɛŋ</u> niyiey cɔp haey.    | <u>We</u> have finished speaking.            |
| 6. yeɛŋ <u>praɛ</u> cɔp haey.      | We have finished <u>translating</u> .        |
| 7. <u>look kruu</u> praɛ cɔp haey. | <u>The teacher</u> has finished translating. |
| 8. look kruu <u>meel</u> cɔp haey. | The teacher has finished <u>reading</u> .    |
| 9. <u>khñom</u> meel cɔp haey.     | <u>I</u> have finished reading.              |

## Drill C.

- |   |   |
|---|---|
| 1. kaalnaa look meel cɔp haey leek day.             | When you have finished reading, raise your hand.          |
| 2. kaalnaa look <u>niyiey</u> cɔp haey leek day.    | When you have finished <u>speaking</u> , raise your hand. |
| 3. kaalnaa look niyiey cɔp haey <u>prap khñom</u> . | When you have finished speaking, <u>tell me</u> .         |
| 4. <u>bae</u> look niyiey cɔp haey prap khñom.      | <u>If</u> you have finished speaking, tell me.            |
| 5. bae look <u>yúl haey</u> prap khñom.             | If you have <u>understood</u> , tell me.                  |
| 6. bae look yúl haey <u>leek day</u> .              | If you have understood, <u>raise your hand</u> .          |
| 7. bae look <u>meel cɔp</u> haey leek day.          | If you have <u>finished reading</u> , raise your hand.    |
| 8. <u>kaalnaa</u> look meel cɔp haey leek day.      | <u>When</u> you have finished reading, raise your hand.   |

## Drill D.

- |   |   |
|---|---|
| 1. baat, khliá téŋ-ɔh nih sruol yúl tee.              | Yes, all these sentences are easy to understand.      |
| 2. baat, <u>piá?</u> téŋ-ɔh nih sruol yúl tee.        | Yes, all these <u>words</u> are easy to understand.   |
| 3. baat, piá? téŋ-ɔh nih sruol <u>meel</u> tee.       | Yes, all these words are easy to <u>read</u> .        |
| 4. baat, piá? <u>pii-bey</u> nih sruol meel tee.      | Yes, these <u>few</u> words are easy to read.         |
| 5. baat, piá? pii-bey nih <u>min sruol</u> meel tee.  | Yes, these few words are <u>not easy</u> to read.     |
| 6. baat, <u>khliá</u> pii-bey nih min sruol meel tee. | Yes, these few <u>sentences</u> are not easy to read. |

- |   |   |
|---|---|
| 7. baat, khlia pii-bəy nih <u>sruol</u><br>meel tee.      | Yes, these few sentences are <u>easy</u><br>to read.        |
| 8. baat, khlia <u>téŋ-oh</u> nih sruol<br>meel tee.       | Yes, <u>all</u> these sentences are easy<br>to read.        |
| 9. baat, khlia <u>téŋ-oh</u> nih sruol<br><u>yúl</u> tee. | Yes, all these sentences are easy to<br><u>understand</u> . |

## RESPONSE DRILLS

Drill A.

- |  |  |
|--|--|
| MODEL: <u>Teacher</u> : yəeŋ cap meel pii trəŋ<br>naa? (bontót tii-buon) | Where do we start reading<br>from? (line four)               |
| <u>Student</u> : yəeŋ cap meel pii bontót<br>tii-buon.                   | We start reading from line<br>four.                          |
| 1. yəeŋ cap rien siew-phiw naa mun?<br>(siew-phiw khiew)                 | Which book do we start studying first?<br>(the blue book)    |
| yəeŋ cap rien siew-phiw khiew mun.                                       | We start studying the blue book first.                       |
| 2. yəeŋ cap niyiey ompii ey mun?<br>(srok khmae)                         | What do we start speaking about first?<br>(Cambodia)         |
| yəeŋ cap niyiey ompii srok<br>khmae mun.                                 | We start speaking about Cambodia<br>first.                   |
| 3. yəeŋ cap rien ey mun?<br>(meel khmae)                                 | What do we start learning first?<br>(to read Cambodian)      |
| yəeŋ cap rien meel khmae mun.  | We start learning to read Cambodian<br>first.                |
| 4. yəeŋ cap thvee ey mun?<br>(rien khmae)                                | What are we going to start to do<br>first? (study Cambodian) |
| yəeŋ cap rien khmae mun.   | We are going to start studying<br>Cambodian first.           |

Drill B.

- |  |   |
|--|---|
| MODEL: <u>Teacher</u> : khlia <u>téŋ-oh</u> nih sruol<br><u>yúl</u> tee?   | Are all these sentences easy<br>to understand?                      |
| <u>Student</u> : baat, khlia <u>téŋ-oh</u> nih<br>sruol <u>yúl</u> nah.    | Yes, all these sentences are<br>quite easy to understand.           |
| 1. siew-phiw nih sruol meel tee?<br>baat, siew-phiw nih sruol meel<br>nah. | Is this book easy to read?<br>Yes, this book is quite easy to read. |

- |   |   |
|---|---|
| 2. pia? nih sruol prae tee?<br>baat, pia? nih sruol prae nah.               | Is this word easy to use?<br>Yes, this word is quite easy to use.             |
| 3. pia? nuh sruol thaa tee?<br>baat, pia? nuh sruol thaa nah.               | Is that word easy to say?<br>Yes, that word is quite easy to say.             |
| 4. bantót tii-buon sruol prae tee.<br>baat, bantót tii-buon sruol prae nah. | Is line four easy to translate?<br>Yes, line four is quite easy to translate. |

Drill C.

- |   |   |
|---|---|
| MODEL: <u>Teacher</u> : look yúl téŋ-oh tee?                                  | Do you understand all of it?  |
| <u>Student</u> : tee, look kruu, khñom yúl nteç-ntec.                         | No, teacher, I understand (only) a little of it.                                    |
| 1. look prae baan téŋ-oh tee?<br>tee, look kruu, khñom prae baan nteç-ntec.   | Can you translate all of it?<br>No, teacher, I can (only) translate a little of it. |
| 2. look meel dac téŋ-oh tee?<br>tee, look kruu, khñom meel dac nteç-ntec.     | Can you read all of it?<br>No, teacher, I can (only) read a little of it.           |
| 3. look thvee téŋ-oh baan tee?<br>tee, look kruu, khñom thvee baan nteç-ntec. | Can you do all of it?<br>No, teacher, I can (only) do a little of it.               |

Drill D.

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : look cöp haey ri-niw?<br>(cam)  | Have you finished yet?<br>(wait)   |
| <u>Student</u> : khñom min-tón cöp tee, soum cam khñom mephleest.                                       | I haven't finished yet, please wait for me a moment.   |
| 1. look yúl haey ri-niw? (punyúl)<br>khñom min-tón yúl tee, soum punyúl khñom mephleest.                | Have you understood yet? (explain)<br>I haven't understood yet, please explain to me a moment.                   |
| 2. look deŋ haey ri-niw? (prap)<br>khñom min-tón deŋ tee, soum prap khñom mephleest.                    | Do you know it now? (tell)<br>I don't know it yet, please tell me about it a moment.                             |
| 3. look ceh prae haey ri-niw?<br>(borhaañ)<br>khñom min-tón ceh prae tee, soum borhaañ khñom mephleest. | Do you know how to translate it now?<br>(show)<br>I don't know how to translate it yet, please show me a moment. |

Drill E.

- |  |  |
|--|--|
| <p>MODEL: <u>Teacher:</u> look kruu aoy khñom meel<br/>(rih)? (thaa taam)</p> <p><u>Student:</u> tee, look kruu krón-tae aoy<br/>look thaa taam tee.</p> | <p>Does the teacher want me<br/>to read? (repeat after<br/>him)</p> <p>No, the teacher only wants<br/>you to repeat after him.</p> |
| <p>1. kee aoy khñom tiw niw srok khmae<br/>rih? (tiw rien)<br/>tee, kee krón-tae aoy look tiw<br/>rien tee.</p>  | <p>Do they want me to go live in<br/>Cambodia? (go study)<br/>No, they only want you to go study<br/>there.</p>                    |
| <p>2. yeəŋ cap rien səsəe khmae rih?<br/>(rien meel)<br/>tee, yeəŋ krón-tae rien meel<br/>tee.</p>   | <p>Are we going to start to learn to<br/>write Cambodian? (learn to read)<br/>No, we are only going to learn to<br/>read it.</p>   |
| <p>3. siew-phiw nih, kee aoy look rih?<br/>(prae)<br/>tee, kee krón-tae aoy khñom prae<br/>tee.</p>  | <p>Did they give this book to you?<br/>(to use)<br/>No, they only let me use it.</p>   |

## UNIT 21

## BASIC DIALOGUE

Teacher

1. cmìep suo! Hello!

James

2. cmìep suo! Hello!

Teacher

3. look sok sebaay' cia teh? How are you?

James

4. baat, khñom sok sebaay' cia tee. I'm fine.

coh look kuu. And you, teacher?

Teacher

5. ou, khñom sok sebaay douc Oh, I'm well as usual.

thómedaa.

look James, nih' e, kañaa vansii' e. James, this is Vansy.

James

6. cmìep suo! Hello!

soum tooh, khñom sdap chmúh Excuse me, I didn't catch your  
m tón' eh! name.

Vansy

7. caah, khñom chmúh vansii. My name is Vansy.

James

8. oo kun. chmúh niq l'oo' ah. Thank you. That's very nice name.

Vansy

9. oo kun. look thee kaa ey? Thank you. What is your job?

James

10. baat, khñom cia anu?pún niw I'm an attaché at the American  
ambasaat ameri'kañ. Embassy.

Vansy

11. coh look inoh, cia puo?-maa? And that gentleman, is he a friend  
look' ih? of yours?

- James
12. baat, soum tooh, kaffnaa.  
look Jones cia puo?-maa?  
khfiom cit-det' nah.
- Vansy
13. cmiep suo, look Jones.
- Jones
14. cmiep suo!
- Vansy
15. caah, khfiom thee niw kesuonj  
kaa-booreteh, khaan vóppethóa.
- Jones
16. baat, soum tooh, khaanj ey?
- Vansy
17. caah, khaan vóppethóa.
- Jones
18. ou, khaan vóppethóa!  
baat, khfiom sdap baan' eh.
- Vansy
19. look ceh ni'yiey khmae l'oo' ah.
- Jones
20. oo, khfiom cmnaay peel ceen'  
ah, dmbey-nj rien khmae.

## TRANSCRIPTION NOTE

From this unit on, all Basic Dialogues and Drills are transcribed in a style which reflects the Phnom Penh variety of colloquial speech (PPn) rather than the standard language (Std), which was represented in Units 1-20. The chief differences between the two styles of transcription, and hence also between the two dialects, PPn and Std, can be summarized under three main headings.

- 1) The treatment of unstressed first syllables of two-syllable words is different, the standard language version of such items nearly always being longer and more complex than the Phnom Penh equivalents.

Examples:	Std	krosuonj	PPn	kesuonj	'ministry'
	Std	daembey	PPn	dmbey	'in order to'
	Std	cmnaay	PPn	cmnaay	'spend'
	Std	soset	PPn	teset	'write'

Std	ɛyləw	PPn	aləw	'now'
Std	aənaa	PPn	inaa	'where'
Std	əwpuk	PPn	ɔpuk	'father'

- 2) A simplification of initial and medial consonant clusters often occurs, even in stressed syllables, in Phnom Penh speech.

Example: Std thvəe            PPn thee            'to do'

This simplification always takes place in PPn when the second consonant of the cluster is Std /r/; but the /r/ in such cases is replaced by a low rising tone on the vowel nucleus which follows, often accompanied by some changes in the quality of the first vowel as well as an effect known as 'pharyngealization.' We write the low rising tone with a grave accent / ` / over the first vowel, and indicate the vowel changes as necessary. There are several examples of such /r/-clusters in the Basic Dialogue and Drills of this unit (some also involving unstressed first syllables-- see 1) above):

Std	praɛ	PPn	pàɛ	'translate'
Std	kruu	PPn	kùu	'teacher'
Std	craən	PPn	cèən	'much, many'
Std	cumriep	PPn	cmiɛp	'to greet'
Std	bəŋrien	PPn	bɣien, pɣien	'to teach'

What happens to syllable-initial /r/ in the Phnom Penh dialect is an even more complex problem, which will be discussed later.

- 3) A reduction of unstressed functional words, especially pre-verbal modifiers and final particles, is a fairly constant feature of the Phnom Penh dialect.

Examples:	Std	min	PPn	m	'not'
	Std	niŋ	PPn	nŋ, n, ŋ	'will'
	Std	tɪw	PPn	tɛ	'go and'
	Std	móoʔ	PPn	mɛ, móo	'come and'
	Std	tee	PPn	teh, eh	(negative or interrogative particle)
	Std	nah	PPn	ah	'very, isn't it'
	Std	haey	PPn	ɛh, eyh	'already'
	Std	riɪ, riɪh	PPn	ih	(interrogative particle)
	Std	tɪw	PPn	tɪh	'go ahead and'

The Dialogue for Comprehension, in this unit and all that follow, is written in the standard version, with citation forms for all words, so that you can constantly be comparing both new and old vocabulary items in the two styles, since the text of the Basic Dialogue corresponds exactly with the text of the Dialogue for Comprehension.



## DIALOGUE FOR COMPREHENSION

kruu boqrien

1. cumriep suo!
3. look sok sebaay cia tee?
5. ou, khñom sok sebaay douc thómmedaa.  
look James, nih kaññaavansii.

kaññaavansii

7. caah, khñom chmúh vansii.
9. ɔɔ kun. look thvée kaa ey?
11. coh look aenoh, cia puo?-maa?  
look rih?

look James

2. cumriep suo!
4. baat, khñom sok sebaay cia tee!  
coh look kruu.
6. cumriep suo!  
soum tooh, khñom sdap chmúh  
min tón tee!

8. ɔɔ kun. chmúh niq l'ɔɔ nah.
10. baat, khñom cia anu?pún niw  
ambasaat ameri?kaq.
12. baat, soum tooh, kaññaavansii.  
look Jones cia puo?-maa? khñom  
cit-det nah.

look Jones

13. cumriep suo, look Jones.
15. caah, khñom thvée niw krosuonq  
kaa-booretch, khaaq vóppethóa.
17. caah, khaaq vóppethóa.
19. look ceh niyiey khmae l'ɔɔ nah.
14. cumriep suo!  
kaññaavansii thvée kaa niw-aenaa?
16. baat, soum tooh, khaaq ey?
18. ou, khaaq vóppethóa!  
baat, khñom sdap baan haey.
20. ɔɔ, khñom cəmnaay peel craen  
nah, daembey niq rien khmae.

NOTE: /tón/ as a Completive Verb

Closely related to the negative /min-tón/ 'not yet' (see Note, Unit 19) is the completive verb /ton/ 'to accomplish something in time, to have time to,' which occurs in both positive and negative constructions and occupies the same position as such completive verbs as /baan/ 'to be able' and /cəp/ 'to finish' (see Note 3., Unit 20).

- Examples: taam tón 'to catch up (to have time to follow)'  
taam m tón 'to be unable to catch up (not have time to follow)'

In its negative form, the completive verb /tón/ provides a three-way meaning contrast in the case of certain verb constructions-- e.g. with /sdap/ 'listen':

m-tón sdap baan	m-tón sdap lli
'still didn't understand'	'still didn't hear'
(in both cases, may or may not have actually listened)	
sdap m-tón baan	sdap m-tón lli
'still didn't understand'	'still couldn't hear'
(in both cases, definitely was listening)	
sdap m tón	
'didn't catch it'	
(i.e. didn't listen in time)	

Following are some other common completive-verb constructions involving /tón/ as the second constituent:

meel tón	'to catch something visually (to have time to look)'
aan tón	'to have time to read' (/aan/ means only 'read')
rien tón	'to have time to study, to learn in time'
tesee tón	'to have time to write'
pàe tón	'to have time to translate'
thee tón	'to have time to do'

#### NEW VOCABULARY

Following are some vocabulary sets which include items introduced only in the Drills of this unit, not in the Basic Dialogue itself. You will need to know them in order to perform the drills. (The transcription in parentheses, here and elsewhere, represents a Standard form which differs radically from the Phnom Penh form of the item in question.)

#### Language and Nationality Terms

#### Reading and Writing Terms

khmae	Cambodian	səphew (siew-phiw)	book
ameri?kaŋ	American	meel	to read, look at
ɔŋglee	English	aan	to read (only)
pəaŋ (baaraŋ)	French	tesee (sɔsɛ)	to write
allemaŋ	German	kasae <sup>m</sup>	newspaper, magazine
cen	Chinese	səbot (sɔmbot) <sup>m</sup>	ticket, note, letter
yuon	Vietnamese		
siem	Thai		
liaw	Lao		
español	Spanish		
rusii	Russian		
phumia	Burmese		

<sup>m</sup> For the forms /kasae'n and /səbot'n/ see Note, Unit 22.

## DRILLS

Drill A: Response

- |                                   |                       |
|-----------------------------------|-----------------------|
| MODEL: Teacher: cmiep suo! (look) | Hello! (you, sir)     |
| Student: cmiep suo, look.         | Hello, sir.           |
| 1. cmiep suo! (look sêy)          | Hello! (You, madam)   |
| cmiep suo, look sêy.              | Hello, ma'am.         |
| 2. cmiep suo! (kañaa)             | Hello! (You, miss)    |
| cmiep suo, kañaa.                 | Hello, miss.          |
| 3. cmiep suo (look kùu)           | Hello! (You, teacher) |
| cmiep suo, look kùu.              | Hello, teacher.       |
| 4. cmiep suo! (look tɿ-oh khnia)  | Hello! (All of you)   |
| cmiep suo, look tɿ-oh khnia.      | Hello, everybody.     |
| 5. cmiep suo! (vansii)            | Hello! (Vansy)        |
| cmiep suo, vansii.                | Hello, Vansy.         |

Drill B: Substitution

- |  |                               |
|--|-------------------------------|
| 1. look sok sebaay' cia teh?                       | How are you?                  |
| 2. <u>look sêy</u> sok sebaay' cia teh?            | How are you, <u>ma'am</u> ?   |
| 3. <u>kañaa</u> sok sebaay' cia teh?               | How are you, <u>miss</u> ?    |
| 4. <u>look kùu</u> sok sebaay' cia teh?            | How are you, <u>teacher</u> ? |
| 5. <u>look tɿ-oh khnia</u> sok sebaay'<br>cia teh? | How are <u>you all</u> ?      |
| 6. <u>vansii</u> sok sebaay' cia teh?              | How are you, <u>Vansy</u> ?   |

Drill C: Response

- |   |                                |
|---|--------------------------------|
| MODEL: Teacher: sok sebaay' cia teh? (look) | How are you? (sir)             |
| Student: coh look. sok sebaay' cia teh?     | And you sir, how are you?      |
| 1. sok sebaay' cia teh? (look sêy)          | How are you? (ma'am)           |
| coh look sêy. sok sebaay' cia teh?          | And you, ma'am, how are you?   |
| 2. sok sebaay' cia teh? (kañaa)             | How are you? (miss)            |
| coh kañaa. sok sebaay' cia teh?             | And you, miss, how are you?    |
| 3. sok sebaay' cia teh? (look kùu)          | How are you? (teacher)         |
| coh look kùu. sok sebaay' cia teh?          | And you, teacher, how are you? |

- |  |  |
|--|--|
| 4. sok sebaay' cia teh? (look tɔ̄-oh<br>khnia) | How are you? (all you gentlemen)       |
| coh look tɔ̄-oh khnia. sok sebaay'<br>cia teh? | And all you gentlemen, how are<br>you? |
| 5. sok sebaay' cia teh? (vansii)               | How are you? (Vansy)                   |
| coh vansii. sok sebaay' cia teh?               | And you, Vansy, how are you?           |

Drill D: Substitution

- |   |   |
|---|---|
| 1. soum tooh, khñom sdap m tón' eh!         | Excuse me, I didn't catch it!<br>(Didn't have time to listen)           |
| 2. soum tooh, khñom <u>meel</u> m tón' eh!  | Excuse me, I didn't have time to<br><u>look</u> at it!                  |
| 3. soum tooh, khñom <u>aan</u> m tón' eh!   | Excuse me, I didn't have time to<br><u>read</u> it!                     |
| 4. soum tooh, khñom <u>rien</u> m tón' eh!  | Excuse me, I didn't have time to<br><u>learn</u> it!                    |
| 5. soum tooh, khñom <u>taam</u> m tón' eh!  | Excuse me, I couldn't catch up!<br>(Didn't have time to <u>follow</u> ) |
| 6. soum tooh, khñom <u>tesee</u> m tón' eh! | Excuse me, I didn't have time to<br><u>write</u> it!                    |
| 7. soum tooh, khñom <u>pàe</u> m tón' eh!   | Excuse me, I didn't have time to<br>translate it!                       |
| 8. soum tooh, khñom <u>thee</u> m tón' eh!  | Excuse me, I didn't have time to<br><u>do</u> it!                       |

Drill E: Negative Response

- |   |  |
|---|--|
| 1. look sdap tón' eh?<br>tee, khñom sdap m tón' eh!   | Did you catch it?<br>No, I didn't catch it.                                  |
| 2. look meel tón' eh?<br>tee, khñom meel m tón' eh!   | Did you have time to look at it?<br>No, I didn't have time to look<br>at it. |
| 3. look aan tón' eh?<br>tee, khñom aan m tón' eh!     | Did you have time to read it?<br>No, I didn't have time to read it.          |
| 4. look rien tón' eh?<br>tee, khñom rien m tón' eh!   | Did you have time to learn it?<br>No, I didn't have time to learn it.        |
| 5. look taam tón' eh?<br>tee, khñom taam m tón' eh!   | Could you catch up to it?<br>No, I couldn't catch up to it.                  |
| 6. look tesee tón' eh?<br>tee, khñom tesee m tón' eh! | Did you have time to write it?<br>No, I didn't have time to write it.        |

- |   |   |
|---|---|
| 7. look pàe tón' eh?<br>tee, khñom pàe m tón' eh!   | Did you have time to translate it?<br>No, I didn't have time to translate it. |
| 8. look thee tón' eh?<br>tee, khñom thee m tón' eh! | Did you have time to do it?<br>No, I didn't have time to do it.               |

Drill F: Positive Response

- |  |  |
|--|--|
| 1. look sdap tón' eh?<br>baat, khñom sdap tón' eh.   | Did you catch it?<br>Yes, I caught it.                                 |
| 2. look meel tón' eh?<br>baat, khñom meel tón' eh!   | Did you have time to look at it?<br>Yes, I had time to look at it.     |
| 3. look aan tón' eh?<br>baat, khñom aan tón' eh.     | Did you have time to read it?<br>Yes, I had time to read it.           |
| 4. look rien tón' eh?<br>baat, khñom rien tón' eh.   | Did you have time to learn it?<br>Yes, I had time to learn it.         |
| 5. look taam tón' eh?<br>baat, khñom taam tón' eh.   | Could you catch up to it?<br>Yes, I caught up to it.                   |
| 6. look tesse tón' eh?<br>baat, khñom tesse tón' eh. | Did you have time to write it?<br>Yes, I had time to write it.         |
| 7. look pàe tón' eh?<br>baat, khñom pàe tón' eh.     | Did you have time to translate it?<br>Yes, I had time to translate it. |
| 8. look thee tón' eh?<br>baat, khñom thee tón' eh.   | Did you have time to do it?<br>Yes, I had time to do it.               |

Drill G: Response (female student)

- |  |   |
|--|---|
| MODEL: Teacher: kañaa chmúh ey? (vansii)                     | What is your name, miss? (Vansy)  |
| Student: caah, khñom chmúh vansii.                           | My name is Vansy.   |
| 1. kañaa meel ey? (kasaet)<br>caah, khñom meel kasaet'n.     | What are you looking at, miss? (a magazine)<br>I'm looking at a magazine. |
| 2. kañaa aan ey? (onglee)<br>caah, khñom meel onglee.        | What are you reading, miss? (English)<br>I'm reading English.             |
| 3. kañaa rien ey? (khmae)<br>caah, khñom rien khmae.         | What are you studying, miss? (Cambodian)<br>I am studying Cambodian.      |
| 4. kañaa tesse ey? (sebot)<br>caah, khñom tesse sebot'n.     | What are you writing, miss? (a letter)<br>I'm writing a letter.           |
| 5. kañaa coul-cet ey? (kafee)<br>caah, khñom coul-cet kafee. | What do you like, miss? (coffee)<br>I like coffee.                        |



Drill J: Expansion

1. look saw.
2. look saw cɛh.
3. look saw cɛh ɔŋglee.
4. look saw cɛh ni'yiey ɔŋglee.
5. look saw cɛh ni'yiey ɔŋglee l'ɔɔ' ah.
6. look saw cɛh ni'yiey ɔŋglee l'ɔɔ' ah, mɛɛn' eh?

1. Mr. Sau.
2. Mr. Sau knows.
3. Mr. Sau knows English.
4. Mr. Sau knows how to speak English.
5. Mr. Sau knows how to speak English very well.
6. Mr. Sau knows how to speak English very well, doesn't he?

Drill K: Reduction

1. look saw cɛh ni'yiey ɔŋglee l'ɔɔ' ah, mɛɛn' eh?
2. look saw cɛh ni'yiey ɔŋglee l'ɔɔ' ah.
3. look saw cɛh ni'yiey ɔŋglee.
4. look saw cɛh ɔŋglee.
5. look saw cɛh.
6. look saw.

1. Mr. Sau know how to speak English very well, doesn't he?
2. Mr. Sau knows how to speak English very well.
3. Mr. Sau knows how to speak English.
4. Mr. Sau knows English.
5. Mr. Sau knows.
6. Mr. Sau.

## UNIT 22

## BASIC DIALOGUE

Teacher

1. kañaa vansii cia khmae, meen' eh? Miss Vansy is Cambodian, isn't she?

First Student

2. baat, pekot' eh. Yes, that's right.  
kañaa vansii, kót cia khmae. Miss Vansy is a Cambodian.

Teacher

3. look cam' eh, kót thee kaa ey? Do you remember what work she does?

First Student

4. baat, khñom phlic' eh. I've forgotten already.

Teacher

5. nœnaa' nŭw cam? Who still remembers?

Second Student

6. baat, khñom! I do!  
kót thee kaa nŭw kesuonj kaa- She works at the Foreign Ministry  
bœreteh, phnaek khaanj vóppethóa. in the cultural section.

Teacher

7. look nik khœñ' inŭw? Do you remember now?  
(Have you thought of it yet?)

First Student

8. baat, khñom nik khœñ' eh. Yes, now I remember.

Teacher

9. mœnuh dael ni'yiey cœnuoy kañaa Who were the people who were  
vansii chmúh ey-khlah? talking with Miss Vansy?

Third Student

10. baat, kŭi look Smith nŭj look They were Mr. Smith and Mr. Jones.  
Jones.

Teacher

11. look Smith thee kaa ey? What is Mr. Smith's job?

First Student

12. baat, look Smith cia anu'pún nŭw Mr. Smith is an Attaché at the  
ambasaat ameri'kaŭ. American Embassy.  
13. look Jones, mŭn deŭj kót thee I don't know what Mr. Jones does.  
ey' teh!



Teacher

14. kañaa vansii mēthēe ey? What did Miss Vansy come for?

Second Student

15. baat, kót meleeq. She came to visit.

Teacher

16. kañaa vansii tēw cemec' nq  
look kuu? What relation is Miss Vansy to  
the teacher?

Second Student

17. baat, kañaa vansii cia p'oun  
sēy lebōh look kuu. Miss Vansy is the younger sister  
of the teacher.

Teacher

18. kañaa vansii csh ni'yiey  
onglee' teh? Does Miss Vansy know how to speak  
English?

Third Student

19. baat, kót ni'yiey onglee  
baan l'oo kuo-som. Yes, she can speak English rather  
well.

Teacher

20. look coul-cet kót' eh? Do you like her?

Third Student

21. baat, khñom coul-cet kót' nah. Yes, I like her a lot.

22. kót kuo-som, haey ré'-té' nah. She's nice, and she's very cordial.

## DIALOGUE FOR COMPREHENSION

kruu boqrien

1. kañaa vansii cia khmae, mēen tee?

3. look cam tee, kót thvee kaa ey?

5. né'-naa niw cam?

7. look nik kheefi haey ri-niw?

9. menuh dael niyiey cia-muoy kañaa  
vansii chmuh ey-khlah?

koun seh

2. baat, prakot haey..  
kañaa vansii, kót cia khmae.

4. baat, khñom phlic haey.

6. baat, khñom! kót thvee kee niw  
krosuonq kaa-booreteh, phnaek  
khaaq voppethóa.

8. baat, khñom nik kheefi haey.

10. baat, kii look Smith niq look  
Jones.

11. look Smith thvee kaa ey?
12. baat, look Smith cia anu?pún  
niw ambasaat ameri?kaŋ.
13. look Jones, mìn deŋ kót thvee  
ey tee.
14. kaññaavansii móo? thvee ovey?
15. baat, kót móo? leeŋ.
16. kaññaavansii trow cia mec niŋ look  
kruu?
17. baat, kaññaavansii cia p?oun  
srey reboh look kruu.
18. kaññaavansii ceh niyiey oŋglee tee?
19. baat, kót niyiey oŋglee baan  
l?oo kuo-som.
20. look coul-cet kót tee?
21. baat, khñom coul-cet kót nah.
22. kót kuo-som, haey ré?-té? nah.

NOTE: Sentence Enclitics and Intonation

Another feature of the transcription used from Unit 21 onward is the marking of the last heavily stressed syllable in each sentence (or clause). This is done with a tic / ' /, written immediately after the syllable in question, except when the heavy-stressed syllable is the very last one in the sentence (or clause), in which case it is unmarked.

- Examples: 1. nena' niw cam? 'Who still remembers?'
2. khñom phlic' eh. 'I've forgotten (already).'
3. kót cia khmae. 'She's a Cambodian.'

In the third example, the last heavily stressed syllable is /khmae/, which ends the sentence and therefore is not marked with / ' /. In the second example, there is a single unstressed syllable /eh/ (standing for /haey/) after the last heavy-stressed one. Such a syllable is a sentence enclitic. The first example does not contain a sentence enclitic, by definition, since there are two syllables, /niw cam/, after the heavy stress.

Nearly all sentence enclitics in the Phnom Penh dialect are reduced forms of final particles (see Note, Unit 21).

- For example: ah (nah) eh (tee)
- eh (haey) deh (dae)
- ih (rii) nŋ (niŋ)

These enclitics occur on sentences and clauses of every possible intonation type.

	<u>Without Enclitic</u>	<u>With Enclitic</u>
<u>Normal:</u>	kót cia khmae. 'She's Cambodian.'	kót cia khmae' deh. She's Cambodian, too.
<u>Assertive:</u>	kót cia khmae! 'She <u>is</u> Cambodian.	kót cia khmae' teh! She's <u>Cambodian</u> .

<u>Interrogative:</u>	kót cia khmaε?	kót cia khmaε' teh?
	'She's Cambodian?	Is she Cambodian?
<u>Surprised Int:</u>	kót cia khmaε'?	kót cia khmaε' ih?
	'She's <u>Cambodian</u> ?	'Is she <u>Cambodian</u> '?

Besides the sentence enclitics which correspond to final particles, as above, the Phnom Penh dialect has other enclitics which do not correspond to any word of the written or spoken language, but are determined solely by the phonetic environment-- i.e., when the conditions are right, they just happen. A common member of this class of enclitics occurs several times in the present unit. The conditions under which it occurs are twofold:

- The sentence has normal statement intonation-- pitch running downhill to a relatively low level toward the end of the sentence, but rising back up on the last syllable-- written /'/. This intonation occurs clearly in the taped answers to Drills B, C, D, E, and G of this unit.
- The last syllable of the sentence is stressed, and ends in a voiceless consonant; the possibilities for the latter are the stops /p, t, c, k, ʔ/ and the spirant /h/. (Note that the requirement of stress rules out the presence of any sentence-particle enclitic.)

When these two conditions are present, the result is invariably an automatic nasal enclitic, /m, n, ŋ, ɲ/, occurring immediately after the voiceless sound that ends the sentence. This addition to the sentence also serves to carry the rising part of the sentence intonation (which cannot, of course, occur on the voiceless portion /p, t, c, k, ʔ, h/). The choice of a particular nasal, moreover, is determined by the type of voiceless final consonant that happens to occur at the end, and has nothing to do with the meaning of the sentence (unlike the true sentence enclitics). The nasal is always the one which is articulated in the same position as the voiceless consonant; in the cases of /h/ and /ʔ/ it is the nearest nasal, /ɲ/.

The transcription distinguishes between the automatic enclitics and the sentence-particle enclitics by writing the former type immediately after the stress-mark /'/, while leaving a space before the latter type. The possibilities for the automatic nasal, then, are as follows:

---p'm.    ---t'n.    ---c'ŋ.    ---k'ɲ.    ---ʔ'ɲ.    ---h'ɲ.

- Examples:    baat, kót móo sdap'm.  
                   Yes, she came to listen.
- baat, kót meel kasaet'n.  
                   Yes, she's reading a newspaper.
- baat, khñom coul-cet ntec'ŋ.  
                   Yes, I like it somewhat.
- baat, khñom móo? pii amerik'ɲ.  
                   Yes, I come from America.
- baat, pibaa? 'ɲ.  
                   Yes, it's difficult.
- baat, nɪw cit poh'ɲ.  
                   Yes, it's near the post-office.'

Examples of automatic nasal enclitics will be found in Drills C and G of this unit, and also in Drills G and H of Unit 21.

## NEW VOCABULARY

Following are some new and old items, verbs and adjectives, that you will need to perform the drills which follow.

cam	'to wait, remember'	baan	'to get'
(móo?) cam	'to (come and) wait'	tétuəl	'to receive, greet (in person)
(nɪw) cam	'to (still) remember'	cmìep	'to address, greet (with words)'
nɪk	'to think; feel'	cuop	'to meet'
kɪt	'to think, calculate'	coul-cet	'to like'
nɪk khөөñ	'to think of, remember'		
leeŋ	'to see (someone), visit, play, do something for fun'	l'əə	'good, nice'
teleeŋ	'to go visit'	kuo-səm	'proper, fitting'
(tɪw leeŋ)		ré?-té?	'correct in manners, hospitable'
meleeŋ (móo? leeŋ)	'to come visit'	ré-té? l'əə	'nice and cordial'
leeŋ baal	'to play ball'	l'əə kuo-səm	'rather well, quite well'

## DRILLS

Drill A: Substitution

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1. kañaa cia khmae, mɛen' eh?   | You're Cambodian aren't you?         |
| 2. kañaa cia ɔŋglee, mɛen' eh?  | You're <u>English</u> aren't you?    |
| 3. kañaa cia p'eaŋ, mɛen' eh?   | You're <u>French</u> aren't you?     |
| 4. kañaa cia allemon, mɛen' eh? | You're <u>German</u> aren't you?     |
| 5. kañaa cia cən, mɛen' eh?     | You're <u>Chinese</u> aren't you?    |
| 6. kañaa cia yuon, mɛen' eh?    | You're <u>Vietnamese</u> aren't you? |
| 7. kañaa cia siem, mɛen' eh?    | You're <u>Thai</u> aren't you?       |
| 8. kañaa cia liaw, mɛen' eh?    | You're <u>Lao</u> aren't you?        |
| 9. kañaa cia español mɛen' eh?  | You're <u>Spanish</u> aren't you?    |



Drill C. Response

- MODEL: Teacher: look cam' eh, kót thee ey? (kùu bñien) Do you remember what she does? (teacher)
- Student: baat, kót thee kùu bñien. Yes, she works as a teacher.
- look cam' eh, kót chmùh ey? (vansii) Do you remember what her name is? (Vansy)  
baat, kót chmùh vansii. Yes, her name is Vansy.
  - look cam' eh, kót mæel ey? (kasaet) Do you remember what she was looking at? (magazine)  
baat, kót mæel kasaet'n. Yes, she was looking at a magazine.
  - look cam' eh, kót rien ey? (khmae) Do you remember what she was studying? (Cambodian)  
baat, kót rien khmae. Yes, she was studying Cambodian.
  - look cam' eh, kót tesee ey? (səbot) Do you remember what she was writing? (a letter)  
baat, kót tesee səbot'n. Yes, she was writing a letter.
  - look cam' eh, kót aan ey? (əŋlee) Do you remember what she was reading? (English)  
baat, kót aan əŋlee. Yes, she was reading English.
  - look cam' eh, kót pàe ey? (kasaet) Do you remember what she was translating? (magazine)  
baat, kót pàe kasaet'n. Yes, she was translating a magazine.

Drill D. Response

- MODEL: Teacher: nēnaa' nīw cam? (khñom) Who still remembers? (me)  
Student: baat, khñom' nīw cam. I still remember.
- nēnaa' nīw cam? (look Jones) Who still remembers? (Mr. Jones)  
baat, look Jones' nīw cam. Mr. Jones still remembers.
  - nēnaa' nīw cam? (kañaa vansii) Who still remembers? (Miss Vansy)  
baat, kañaa vansii' nīw cam. Miss Vansy still remembers.
  - nēnaa' nīw cam? (kót) Who still remembers? (him)  
baat, kót' nīw cam. He still remembers.
  - nēnaa' nīw cam? (yeeŋ tɿ-əh khnia) Who still remembers? (all of us)  
baat, yeeŋ tɿ-əh khnia' nīw cam. All of us still remember.

- |   |   |
|---|---|
| 5. nēnaa' nīw cam? (look sēy)<br>baat, look sēy' nīw cam.   | Who still remembers? (Madame)<br><u>Madame</u> still remembers.                 |
| 6. nēnaa' nīw cam? (look inoh)<br>baat, look inoh' nīw cam. | Who still remembers? (that gentleman)<br><u>That gentleman</u> still remembers. |

Drill E. Positive Response

- |  |   |
|--|---|
| 1. look nīk khēēñ' inīw?<br>baat, khñom nīk khēēñ' eh. | Have you remembered it?<br>Yes, I have remembered it now. |
| 2. look rien' inīw?<br>baat, khñom rien' eh.           | Have you studied it?<br>Yes, I have studied it.           |
| 3. look meel' inīw?<br>baat, khñom meel' eh.           | Have you looked at it?<br>Yes, I have looked at it.       |
| 4. look sdap baan' inīw?<br>baat, khñom sdap baan' eh. | Have you understood?<br>Yes, I have understood.           |
| 5. look yúl' inīw?<br>baat, khñom yúl' eh.             | Do you understand?<br>Yes, I understand now.              |
| 6. look khēēñ' inīw?<br>baat, khñom khēēñ' eh.         | Do you see it yet?<br>Yes, I see it now.                  |
| 7. look thee' inīw?<br>baat, khñom thee' eh.           | Have you done it yet?<br>Yes, I've done it.               |
| 8. look baan' inīw?<br>baat, khñom baan' eh.           | Have you gotten it?<br>Yes, I've got it.                  |

Drill F. Negative Response

- |  |   |
|--|---|
| 1. look nīk khēēñ' inīw?<br>baat, khñom m tón nīk khēēñ' eh! | Have you remembered it?<br>No, I haven't remembered it yet. |
| 2. look rien' inīw?<br>baat, khñom m tón rien' eh!           | Have you studied it?<br>No, I haven't studied it yet.       |
| 3. look meel' inīw?<br>baat, khñom m tón meel' eh!           | Have you looked at it?<br>No, I haven't looked at it yet.   |
| 4. look sdap baan' inīw?<br>baat, khñom m tón sdap baan' eh? | Have you understood?<br>No, I haven't understood yet.       |
| 5. look yúl' inīw?<br>baat, khñom m tón yúl' eh?             | Do you understand?<br>No, I haven't understood it.          |
| 6. look khēēñ' inīw?<br>baat, khñom m tón khēēñ' eh!         | Do you see it yet?<br>No, I haven't seen it yet.            |

7. look thee' imw?  
baat, khñom m tón thee' eh!
8. look baan' inlw?  
baat, khñom m tón baan' eh!

- Have you done it yet?  
No, I haven't done it yet.
- Have you gotten it?  
No, I haven't gotten it yet.

Drill G. Response

MODEL: Teacher: kañaa vansii móo thee  
                  sy? (leeq)  
          Student: baat, kót móo leeq.

What did Miss Vansy come  
                  for? (to visit)  
          She came to visit.

1. kañaa vansii móo thee sy?  
   (rien)  
   baat, kót móo rien.
2. kañaa vansii móo thee sy?  
   (meel)  
   baat, kót móo meel.
3. kañaa vansii móo thee sy?  
   (bñien)  
   baat, kót móo bñien.
4. kañaa vansii móo thee sy?  
   (sdap)  
   baat, kót móo sdap'm.
5. kañaa vansii móo thee sy?  
   (cam look kùu)  
   baat, kót móo cam look kùu.
6. kañaa vansii móo thee sy?  
   (tetuol look kùu)  
   baat, kót móo tetuol look kùu.
7. kañaa vansii móo thee sy?  
   (cuop look kùu)  
   baat, kót móo? cuop look kùu.

- What did Miss Vansy come for?  
                  (to study)  
          She came to study.
- What did Miss Vansy come for?  
                  (to look)  
          She came to look.
- What did Miss Vansy come for?  
                  (to teach)  
          She came to teach.
- What did Miss Vansy come for?  
                  (to listen)  
          She came to listen.
- What did Miss Vansy come for?  
                  (to wait for the teacher)  
          She came to wait for the teacher.
- What did Miss Vansy come for?  
                  (to greet the teacher)  
          She came to greet the teacher.
- What did Miss Vansy come for?  
                  (to meet the teacher)  
          She came to meet the teacher.



Drill H. Response

- |   |   |
|---|---|
| MODEL: Teacher: look saw ceh ni'yiey<br>onglee' teh?    | Does Mr. Sau know how to<br>speak English?    |
| Student: baat, kót ni'yiey onglee<br>baan l'oo kuo-som. | Yes, he can speak English<br>quite well.      |
| 1. look saw ceh ni'yiey khmae' teh?                     | Does Mr. Sau know how to speak<br>Cambodian?  |
| baat, kót ni'yiey khmae baan l'oo<br>kuo-som.           | Yes, he can speak Cambodian<br>quite well.    |
| 2. look saw ceh ni'yiey cen' teh?                       | Does Mr. Sau know how to speak<br>Chinese?    |
| baat, kót ni'yiey cen baan l'oo<br>kuo-som.             | Yes, he can speak Chinese quite<br>well.      |
| 3. look saw ceh ni'yiey yuon' teh?                      | Does Mr. Sau know how to speak<br>Vietnamese? |
| baat, kót ni'yiey yuon baan l'oo<br>kuo-som.            | Yes, he can speak Vietnamese<br>quite well.   |
| 4. look saw ceh ni'yiey siem' teh?                      | Does Mr. Sau know how to speak<br>Thai?       |
| baat, kót ni'yiey siem baan l'oo<br>kuo-som.            | Yes, he can speak Thai quite well.            |
| 5. look saw ceh ni'yiey liaw' teh?                      | Does Mr. Sau know how to speak Lao?           |
| baat, kót ni'yiey liaw baan l'oo<br>kuo-som.            | Yes, he can speak Lao quite well.             |
| 6. look saw ceh ni'yiey pèaŋ' teh?                      | Does Mr. Sau know how to speak<br>French?     |
| baat, kót ni'yiey pèaŋ baan l'oo<br>kuo-som.            | Yes, he can speak French quite<br>well.       |
| 7. look saw ceh ni'yiey allemoŋ' teh?                   | Does Mr. Sau know how to speak<br>German?     |
| baat, kót ni'yiey allemoŋ baan l'oo<br>kuo-som.         | Yes, he can speak German quite<br>well.       |
| 8. look saw ceh ni'yiey español' teh?                   | Does Mr. Sau know how to speak<br>Spanish?    |
| baat, kót ni'yiey español baan<br>l'oo kuo-som.         | Yes, he can speak Spanish quite<br>well.      |

Drill I. Substitution

- |  |   |
|--|---|
| 1. look coul-cet kót' eh?                    | Do you like her?                          |
| 2. look coul-cet <u>kafée</u> ' teh?         | Do you like <u>coffee</u> ?               |
| 3. look coul-cet <u>rien</u> ' eh?           | Do you like <u>to study</u> ?             |
| 4. look coul-cet <u>look Smith</u> ' eh?     | Do you like <u>Mr. Smith</u> ?            |
| 5. look coul-cet <u>ni'yiey khmae</u> ' teh? | Do you like <u>to speak Cambodia</u> ?    |
| 6. look coul-cet <u>mœl kasaet</u> ' eh?     | Do you like <u>to look at magazines</u> ? |
| 7. look coul-cet <u>leej baal</u> ' leh?     | Do you like <u>to play ball</u> ?         |
| 8. look coul-cet <u>kañaa vansii</u> ' teh?  | Do you like <u>Miss Vansy</u> ?           |

## UNIT 23

## BASIC DIALOGUE

look Smith

1. kùosaa lèbòh kañaa nìw mpifñ' ih? Is your family in Phnom Penh?

kañaa vansii

2. caah, kùosaa khñom nìw mpifñ. Yes, my family is in Phnom Penh.

look Smith

3. coh òpuk-medaay kañaa, kót thee sy? And what do your mother and father do?

kañaa vansii

4. caah, paa khñom, kót thee kùu bqien. ma? khñom, kót cia chmòop. My dad is a teacher, and my mom is a midwife.

look Smith

5. kañaa mian bòoq-p'oun pemaan né'? How many brothers and sisters do you have?

kañaa vansii

6. caah, khñom mian bòoq-p'oun pmpil né'. I have seven brothers and sisters.

look Smith

7. sèy pemaan? pòoh pemaan? How many sisters? How many brothers?

kañaa vansii

8. caah, sèy bey né', pòoh buon né'. Three sisters and four brothers.

look Smith

9. kañaa cia koun chbòoq, meen' eh? You're the oldest, are you?

kañaa vansii

10. caah, m meen' teh! No, I'm not!  
khñom cia koun tii-buon! I am the fourth child.

look Smith

11. phtéh kañaa nìw tòq-naa? Where is your house?

kañaa vansii

12. caah, phtéh khñom nìw phlèw My house is on Yukanthor Street,  
yu'kanthóo, leek mephey-pmpil. No. 27.

13. look Smith  
 13. ɔpuk-medaay kaŋaa, kót ayu?  
 pəmaan' eh? How old are your mother and  
 father?
14. kaŋaa vansii  
 14. caah, ɔpuk khñom, kót ayu?  
 hoksep chnam.. medaay khñom,  
 kót ayu? haasep-pəam chnam. My father is sixty years old,  
 and my mother is fifty-five  
 years old.
15. look Smith  
 15. soum tooh, bəɔŋ-p'oun kaŋaa,  
 kee nɔw cəmuoy khnia tɔŋ-ɔh'  
 aləw? Excuse me, but are your brothers  
 and sisters all living together  
 now?
16. kaŋaa vansii  
 16. caah tee! bəɔŋ khñom bey  
 né?, kee mian pdey-pəpún' eh. No. Three of my older siblings  
 are married already.
17. look Smith  
 17. kee mian phtéh sebaɛŋ khluon-əɛŋ  
 haey' ih? They have their own separate  
 households then?
18. kaŋaa vansii  
 18. caah! khnom haey-niŋ p'oun  
 khñom bey né? tiet nɔw cəmuoy  
 ɔpuk-medaay khñom. Yes. Three of my younger brothers  
 and sisters and myself live with  
 our parents.
19. look Smith  
 19. ɔpuk kaŋaa, kót retraet haey,  
 meen' eh? Your father has retired, has he?
20. kaŋaa vansii  
 20. caah, kót təw retraet' eh, ptae  
 riecchkaa som oy kót thəe kaa  
 təw-tetiet! Well he should have retired already,  
 but the government asked him to  
 keep on working.
21. look Smith  
 21. khñom soum ɔɔ kun kaŋaa cəen ah. I want to thank you very much.

## DIALOGUE FOR COMPREHENSION

look Smith

1. kruosaa rəbɔh kaŋŋaa niw phnum  
piŋ riŋ?
3. coh əwpuk-mədaay kaŋŋaa, kót  
thvəe əy?
5. kaŋŋaa mian bəɔŋ-pʰoun ponmaan néʔ?
7. srəy ponmaan? proh ponmaan?
9. kaŋŋaa cia koun chbəɔŋ, məen tee?
11. phtéh kaŋŋaa niw trəŋ-naa?
13. əwpuk-mədaay kaŋŋaa, kót aayu?  
ponmaan haey?
15. soum tooh, bəɔŋ-pʰoun kaŋŋaa, kee  
niw cia-muoy téŋ-ɔh əylew?
17. kee mian phtéh sɔmbaɛŋ khluon-aɛŋ  
haey riŋ?
19. əwpuk kaŋŋaa, kót retrəɛt haey,  
məen tee?
21. khŋom soum ɔɔ kun kaŋŋaa crəən nah.

kaŋŋaa vansii

2. caah, kruosaa khŋom niw phnum  
piŋ.
4. caah, paa khŋom kót thvəe kruu  
bɔŋrien. maʔ khŋom, kót cia  
chmɔɔp.
6. caah, khŋom mian bəɔŋ-pʰoun  
prampil néʔ.
8. caah, srəy bəy néʔ, proh  
buon néʔ.
10. caah, min məen tee! khŋom  
cia koun tii-buon!
12. caah, phtéh khŋom niw phlew  
yukanthóo, leek məphey-prampil.
14. caah, əwpuk khŋom, kót aayu?  
hoksep chnam. mədaay khŋom,  
kót aayu? haasep-pram chnam.
16. caah tee! bəɔŋ khŋom bəy néʔ,  
kee mian pdey-prəpún haey.
18. caah! khŋom haey-niŋ pʰoun  
khŋom bəy néʔ tiet niw cia-  
muoy əwpuk-mədaay khŋom.
20. caah, kót trəw retrəɛt haey,  
pontəɛ riecchkaa soum aoy  
kót thvəe kaa tɔɔ tɔɔ tiet.

NOTE: Pronouns, Titles and Kinship Terms

In Cambodian, there is a close relationship between personal pronouns and those nouns which represent titles or kinship terms. Most titles can also serve as second and third person pronouns, as you have already seen. Most kinship terms, similarly, can serve as first and second person pronouns (occasionally also third).

Examples:

	<u>Titles</u>		<u>Kinship Terms</u>
look	mister, you, he	paa	father, you, I
look srey	madam, you, she	ma?	mother, you, I
kañña	miss, you, she	koun	child, you, I
nian	child, you, he, she	boon	older sibling, you, I
look kruu	teacher, you, he	p'oun	younger sibling, you, I
ne? kruu	teacher, you, she		

Note that some kinship terms occur in duplicate sets, one member being more formal than the other. In such cases it is the informal member that most often serves as a pronoun.

Examples:

ewpuk	father	medaay	mother
paa	dad (you, I)	ma?	mom (you, I)

Kinship terms, like titles, are frequently compounds:

koun proh	son	boon-p'oun	siblings (olders and youngers)
koun srey	daughter	ewpuk-medaay	parents
boon proh	older brother	pdey-pep'un	husband and wife
p'oun srey	younger sister		

Except for kinship nouns referring to higher generations and marriage relationships, note that the simple Cambodian terms do not specify sex, but the age relationship is of primary importance:

boon	older sibling	koun	child
p'oun	younger sibling		

When the sex of the person is specified, a compound form is used (/boon srey/ 'older sister,' etc.) for the noun, but the whole compound is seldom used as a pronoun.

In third-person situations, the kinship term is most often a noun (simple or compound) modified by a pronoun indicating the person to whom the relationship is pertinent. (Note that the more formal terms are used in when speaking about other peoples' relatives, the less formal ones when speaking about ones own relatives).

paa khñom	my dad	ewpuk-medaay look	your parents
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It remains for us to list those items which are pronouns only (i.e. neither titles nor kinship terms). There are only a few of these in Cambodian, and none at all for the second person (except in extremely familiar styles of address).

Examples:	khñom	I	kót	he, she, they
	yæŋ	we	kee	one; he, she, they
			via	it; he, she, they

Of the three third person pronouns, /kót/ is the most respectful; /kee/ is impersonal, and less respectful when applied to specific persons; and /via/, the usual word for animals and inanimate objects, is definitely disrespectful when applied to persons. All three, besides filling the usual positions of nouns and pronouns (subject, object, possessive construction, etc.) quite frequently occur between the subject and predicate, where they serve to reinforce the identity of the subject. (This construction is not, however, considered 'bad grammar,' as it is in English.)

Examples:	boŋ proh khñom, kót cia kruu bəŋrien.
	'My older brother, he's a teacher.'
	pʰoun srey khñom, kee thvæ kaa niw srok amerik.
	'My younger sister, she works in America.'
	koun khñom, via min thvæ kaa tee.
	'My child, (it) doesn't work.'

(For this use of /kee/ and /kót/, see also drills F, G, H, and I )

#### NEW VOCABULARY: The Numeral System

You have already had the numbers 1-19 (see New Vocabulary, Unit 11). The rest of the Cambodian numerals are quite regular, and predictable once you have mastered the remainder of the vocabulary items and the system itself.

<u>20-90</u>		<u>Higher Numbers</u>	
mephey	20	meróoy	100
saamsep	30	pil róoy	200
saesep	40	mepón	1,000
haasep	50	bey pón	3,000
hoksep	60	məməin	10,000
cetsep	70	buon məin	40,000
paetsep	80	məsaen	100,000
kawsep	90	pram saen	500,000
		məlian	1,000,000
		pmmuoy lian	6,000,000

Complex higher numbers are constructed by starting with the highest units or their multiples (right column) and simply adding each unit or multiple of lower denomination in turn. Note only that when the higher unit is 'one', the 'one' is always represented, by /me/ (/muoy/).

Example:	mepón pmbuon róoy hoksep-pram	'1965'
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## DRILLS

Drill A. Substitution

- |  |   |
|--|---|
| 1. kùosaa leboh kaffaa nìw mpifí!?                     | Is your family in Phnom Penh, <u>miss</u> ?       |
| 2. kùosaa leboh <u>look sèy</u> nìw mpifí!?            | Is your family in Phnom Penh, <u>m'am</u> ?       |
| 3. kùosaa leboh <u>look</u> nìw mpifí!?                | Is your family in Phnom Penh, <u>sir</u> ?        |
| 4. kùosaa leboh <u>look kùu</u> nìw mpifí!?            | Is your family in Phnom Penh, <u>teacher</u> ?    |
| 5. kùosaa leboh <u>nian</u> nìw mpifí!?                | Is your family in Phnom Penh, <u>miss</u> ?       |
| 6. kùosaa leboh <u>vansii</u> nìw mpifí!?              | Is your family in Phnom Penh, <u>Vansy</u> ?      |
| 7. kùosaa leboh <u>look tñ-oh khnia</u> nìw<br>mpifí!? | Are <u>all of your families</u> in Phnom<br>Penh? |

Drill B. Substitution

- |   |   |
|---|---|
| 1. coh medaay look, kót nìw-inaa?             | And your mother, where is she?                            |
| 2. coh <u>opuk</u> look, kót nìw inaa?        | And your <u>father</u> , where is he?                     |
| 3. coh <u>boon</u> look, kót nìw inaa?        | And your <u>older siblings</u> , where are<br>they?       |
| 4. coh <u>p'oun</u> look, kót nìw inaa?       | And your <u>younger siblings</u> , where are<br>they?     |
| 5. coh <u>opuk-medaay</u> look, kót nìw inaa? | And your <u>parents</u> , where are they?                 |
| 6. coh <u>boon-p'oun</u> look, kót nìw inaa?  | And your <u>brothers and sisters</u> ,<br>where are they? |

Drill C. Positive Response

- |   |  |
|---|--|
| 1. kùosaa leboh kaffaa nìw mpifí!<br>caah, kùosaa leboh khfiom nìw mpifí.                         | Your family is in Phnom Penh?<br>Yes, my family is in Phnom Penh.                    |
| 2. kùosaa leboh look sèy nìw<br>vaasentaon!<br>caah, kùosaa leboh khfiom nìw<br>vaasentaon.       | Your family is in Washington?<br>Yes, my family is in Washington.                    |
| 3. kùosaa leboh look nìw sòk khmae!<br>baat, kùosaa leboh khfiom nìw sòk<br>khmae.                | Your family is in Cambodia?<br>Yes, my family is in Cambodia.                        |
| 4. kùosaa leboh kót nìw sòk amerik' ih?<br>baat, kùosaa leboh kót nìw sòk<br>amerik'η.            | His family is in America?<br>Yes, his family is in America.                          |
| 5. opuk-medaay look nìw phlew<br>yu'kanthóo!<br>baat, opuk-medaay khfiom nìw phlew<br>yu'kanthóo. | Your parents are on Yukanthor<br>Street?<br>Yes, my parents are on Yukanthor Street. |



6. ɔpuk-mɛdaay kaŋaa nɪw pariɪ!?  
caah, ɔpuk-mɛdaay khɸom nɪw pariɪ.      Your parents are in Paris?  
Yes, my parents are in Paris.
7. boɔŋ-pʰoun kaŋaa nɪw sòk nih!?  
caah, boɔŋ-pʰoun khɸom nɪw sòk  
nih'ŋ.      Your brothers and sisters are in  
this country?  
Yes, my brothers and sisters are in  
this country.

Drill D. Negative Response

- MODEL: Teacher: kùosaa kaŋaa nɪw pariɪ!?  
(tee, vaasentaon)      Your family is in Paris?  
(No, Washington)
- Student: tee, kùosaa khɸom nɪw  
vaasentaon.      No, my family is in  
Washington.
1. kùosaa kaŋaa nɪw vaasentaon!?  
(tee, mpiŋ)      Your family is in Washington?  
(No, Phnom Penh)  
tee, kùosaa khɸom nɪw mpiŋ.      No, my family is in Phnom Penh.
2. kùosaa kaŋaa nɪw sòk khmaɛ!?  
(tee, sòk amerik)      Your family is in Cambodia?  
(No, America)  
tee, kùosaa khɸom nɪw sòk amerik'ŋ.      No, my family is in America.
3. kùosaa kaŋaa nɪw pariɪ!?  
(tee, mpiŋ)      Your family is in Paris?  
(No, Phnom Penh)  
tee, kùosaa khɸom nɪw mpiŋ.      No, my family is in Phnom Penh.
4. kùosaa kaŋaa nɪw sòk amerik' ih?  
(tee, sòk khmaɛ)      Your family is in America?  
(No, Cambodia)  
tee, kùosaa khɸom nɪw sòk.khmaɛ.      No, my family is in Cambodia.
5. kùosaa kaŋaa nɪw sòk khmaɛ!?  
(tee, sòk nih)      Your family is in Cambodia?  
(No, this country)  
tee, kùosaa khɸom nɪw sòk nih'ŋ.      No, my family is in this country.
6. kùosaa kaŋaa nɪw sòk nih' ih?  
(tee, sòk khmaɛ)      Your family is in this country?  
(No, Cambodia)  
tee, kùosaa khɸom nɪw sòk khmaɛ.      No, my family is in Cambodia.

Drill E. Response

- MODEL: Teacher: kaŋaa mian boɔŋ pɛmaan né?  
(pram)      How many older siblings do  
you have? (five)
- Student: caah, khɸom mian boɔŋ pram né?. I have five older siblings.
1. kaŋaa mian pʰoun pɛmaan né??  
(bey)      How many younger siblings do you  
have? (three)  
caah, khɸom mian pʰoun bey né?.      I have three younger siblings.

- |  |                                      |
|--|--------------------------------------|
| 2. kafiāa mian bōōŋ-p'oun pēmaan né'?  | How many brothers and sisters do     |
| (pmbey)                                | you have? (eight)                    |
| caah, khñom mian bōōŋ-p'oun pmbey né'? | I have eight brothers and sisters.   |
| 3. kafiāa mian koun pēmaan né'?        | How many children do you have?       |
| (pii)                                  | (two)                                |
| caah, khñom mian koun pii né'.         | I have two children.                 |
| 4. kafiāa mian koun proh pēmaan né'?   | How many sons do you have?           |
| (mené')                                | (one)                                |
| caah, khñom mian koun proh mené'.      | I have one son.                      |
| 5. kafiāa mian koun srēy pēmaan né'?   | How many daughters do you have?      |
| (mené')                                | (one)                                |
| caah, khñom mian koun srēy mené'.      | I have one daughter.                 |
| 6. kafiāa mian bōōŋ-p'oun proh pēmaan  | How many brothers do you have?       |
| né'?                                   | (three)                              |
| (bey)                                  | I have three brothers.               |
| caah, khñom mian bōōŋ-p'oun proh       |                                      |
| bey né'.                               |                                      |
| 7. kafiāa mian bōōŋ-p'oun srēy pēmaan  | How many sisters do you have?        |
| né'?                                   | (four)                               |
| (buon)                                 | I have four sisters.                 |
| caah, khñom mian bōōŋ-p'oun srēy né'   |                                      |
| buon né'?                              |                                      |
| 8. kafiāa mian bōōŋ pēmaan né'?        | How many older siblings do you have? |
| (khmian soh, cia koun chbōōŋ)          | (none at all, I'm the oldest)        |
| caah, khñom khmian bōōŋ soh. khñom     | I don't have any older siblings      |
| cia koun chbōōŋ!                       | at all, I am the oldest child.       |

Drill F. Response

- |  |                                  |
|--|----------------------------------|
| MODEL. Teacher. opuk kafiāa, kót ayu?  | How old is your father?          |
| pēmaan' eh? (haasep)                   | (fifty)                          |
| Student. caah, opuk khñom, kót ayu?    | My father is fifty years         |
| haasep chnam' eh.                      | old.                             |
| 1. mēdaay kafiāa, kót ayu? pēmaan' eh? | How old is your mother?          |
| (saesep)                               | (forty)                          |
| caah, mēdaay khñom, kót ayu? saesep    | My mother is forty years old.    |
| chnam' eh.                             |                                  |
| 2. p'oun kafiāa, kee ayu? pēmaan' eh?  | How old is your younger sibling? |
| (dōp)                                  | (ten)                            |
| caah, p'oun khñom, kee ayu? dōp        | My younger sibling is ten years  |
| chnam' eh.                             | old.                             |

- |   |                                   |
|---|-----------------------------------|
| 3. ប្អូន កាវ៉ា, កត់ យូ? ប៉េម៉ាន' ឺ?       | How old is your older sibling?    |
| (məphey pram)                             | (twenty-five)                     |
| caah, ប្អូន ក្បែម កត់ យូ? ម៉េប៊េ          | My older sibling is twenty-five   |
| pram ច្បាម' ឺ.                            | years old.                        |
| 4. ប្អូន ស្រី កាវ៉ា, កត់ យូ? ប៉េម៉ាន' ឺ.  | How old is your older sister?     |
| (məphey bəy)                              | (twenty-three)                    |
| caah, ប្អូន ស្រី ក្បែម, កត់ យូ? ម៉េប៊េ    | My older sister is twenty-three   |
| məphey bəy ច្បាម' ឺ.                      | years old.                        |
| 5. ប្អូន ប្រុស កាវ៉ា, កត់ យូ? ប៉េម៉ាន' ឺ? | How old is your older brother?    |
| (məphey pmbəy)                            | (twenty-eight)                    |
| caah, ប្អូន ប្រុស ក្បែម, កត់ យូ?          | My older brother is twenty-eight  |
| məphey pmbəy ច្បាម' ឺ.                    | years old.                        |
| 6. ប្អូន ស្រី កាវ៉ា, កេ យូ? ប៉េម៉ាន' ឺ?   | How old is your younger sister?   |
| (pəam-ndəp)                               | (fifteen)                         |
| caah, ប្អូន ស្រី ក្បែម, កេ យូ?            | My younger sister is fifteen      |
| pəam-ndəp ច្បាម' ឺ.                       | years old.                        |
| 7. ប្អូន ប្រុស កាវ៉ា, កេ យូ? ប៉េម៉ាន' ឺ?  | How old is your younger brother?  |
| (pmbəy)                                   | (eight)                           |
| caah, ប្អូន ប្រុស ក្បែម, កេ យូ?           | My younger brother is eight years |
| pmbəy ច្បាម' ឺ.                           | old.                              |

#### Drill G. Positive Response

- |   |                                     |
|---|-------------------------------------|
| 1. ប្រុក-ម៉េដាយ កាវ៉ា និយ ចេមួយ ក្បែម!? | Are your parents still together?    |
| caah, ប្រុក-ម៉េដាយ ក្បែម, កត់ និយ       | Yes, my parents are still together. |
| ចេមួយ ក្បែម.                            |                                     |
| 2. ប្អូន-ប្អូន កាវ៉ា និយ ចេមួយ ក្បែម!?  | Are your brothers and sisters       |
|   | still together?                     |
| caah, ប្អូន-ប្អូន ក្បែម, កត់ និយ        | Yes, my brothers and sisters are    |
| ចេមួយ ក្បែម.                            | still together.                     |
| 3. កាវ៉ា និយ ម៉េដាយ កាវ៉ា និយ ចេមួយ     | Are you and your mother still       |
| ក្បែម!?                                 | together?                           |
| caah, ក្បែម និយ ម៉េដាយ ក្បែម និយ        | Yes, my mother and I are still      |
| ចេមួយ ក្បែម.                            | together.                           |
| 4. កាវ៉ា និយ ប្រុក កាវ៉ា និយ ចេមួយ      | Are you and your father still       |
| ក្បែម!?                                 | together?                           |
| caah, ក្បែម និយ ប្រុក ក្បែម និយ         | Yes, my father and I are still      |
| ចេមួយ ក្បែម.                            | together.                           |

- |  |   |
|--|---|
| 5. kafiaa niŋ p'oun kafiaa niw cemuoy khniaj?<br>caah, khfiom niŋ p'oun khfiom niw cemuoy khnia. | Are you and your younger siblings still together?<br>Yes, my younger siblings and I are still together. |
| 6. kafiaa niŋ boŋŋ kafiaa niw cemuoy khniaj?<br>caah, khfiom niŋ boŋŋ khfiom niw cemuoy khnia.   | Are you and your older siblings still together?<br>Yes, my older siblings and I are still together.     |

Drill H. Negative Response

- |  |  |
|--|--|
| MODEL: Teacher: boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?<br>(baat tee, mian phtéh sombaŋŋ khluon-aŋŋ' eh) | Are your brothers and sisters all together now?<br>(No, they have their own separate households) |
| Student: baat tee, boŋŋ-p'oun khfiom, kee mian phtéh sebaŋŋ khluon-aŋŋ' eh.                                    | No, my brothers and sisters have their own separate households now.                              |

- |  |  |
|--|--|
| 1. boŋŋ-p'oun look niw cemuoy tŋ-oh' alew?<br>(baat tee, bey né? mian pdey-pepún' eh)<br>baat tee, boŋŋ-p'oun khfiom bey né?, kee mian pdey-pepún' eh.   | Are all your brothers and sisters together now?<br>(No, three of them are married already)<br>No, three of my brothers and sisters are already married.    |
| 2. boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?<br>(baat tee, tae p'oun buon né? ' teh)<br>baat tee, tae p'oun khfiom buon né? ' teh, niw cemuoy khnia. | Are all your brothers and sisters together now?<br>(No, only four younger siblings)<br>No, only four of my younger siblings are together.                  |
| 3. boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?<br>(baat tee, boŋŋ mené? mian pepún' eh)<br>baat tee, boŋŋ khfiom mené mian pepún' eh.                  | Are all your brothers and sisters together now?<br>(No, one oldest brother has a wife now)<br>No, one of my older brothers has a wife now.                 |
| 4. boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?<br>(baat tee, p'oun pii né? mian pdey' eh)<br>baat tee, p'oun khfiom pii né? mian pdey' eh.             | Are all your brothers and sisters together now?<br>(No, two younger sisters have husbands already)<br>No, two of my younger sisters have husbands already. |

Drill I. Multiple Substitution

- |  |   |
|--|---|
| 1. paa khñom, kót thee kùu bñien.                                      | My dad is a teacher.  |
| 2. boong khñom, kót thee kùu bñien.                                    | <u>My older brother</u> is a teacher.                                     |
| 3. boong khñom, kót <u>cia anu?pún nìw</u><br>ambasaat khmae.          | My older brother <u>is an attaché</u><br><u>in the Cambodian Embassy.</u> |
| 4. p?oun khñom, kee <u>cia anu?pún nìw</u><br>ambasaat khmae.          | <u>My younger brother</u> is an attaché<br>in the Cambodian Embassy.      |
| 5. p?oun khñom, kee <u>thee kaa nìw</u><br><u>kesuon kaa-booretch.</u> | My younger brother works in the<br><u>Ministry of Foreign Affairs.</u>    |
| 6. p?oun khñom, kee <u>cia chmooop.</u>                                | My younger sister <u>is a midwife.</u>                                    |
| 7. <u>ma? khñom,</u> kót <u>cia chmooop.</u>                           | <u>My mom</u> is a midwife.   |
| 8. <u>ma? khñom,</u> kót <u>retract haey.</u>                          | My mom <u>has retired.</u>  |
| 9. <u>paa khñom,</u> kót <u>retract haey.</u>                          | <u>My dad</u> has retired.  |
| 10. <u>paa khñom,</u> kót <u>thee kùu bñien.</u>                       | My dad <u>is a teacher.</u>   |

Drill J. Expansion

- |  |  |
|--|--|
| 1. phlew yu?kanthóo.   | Yukanthor Street.  |
| 2. <u>nìw</u> phlew yu?kanthóo.  | <u>On</u> Yukanthor Street.  |
| 3. <u>khñom</u> nìw phlew yu?kanthóo.  | <u>I</u> am on Yukanthor Street.                                       |
| 4. khñom nìw phlew yu?kanthóo,<br><u>leek mephey pmpil.</u>                            | I am on Yukanthor Street, <u>Number</u><br><u>27.</u>                  |
| 5. <u>phtéh</u> khñom nìw phlew yu?kanthóo,<br>leek mephey pmpil.                      | My <u>house</u> is on Yukanthor Street,<br>Number 27.                  |
| 6. phtéh khñom nìw <u>phnum pifi,</u> phlew<br>yu?kanthóo, leek mephey pmpil.          | My house is in <u>Phnom Penh,</u><br>Number 27.                        |
| 7. <u>caah,</u> phtéh khñom nìw phnum pifi,<br>phlew yu?kanthóo, leek mephey<br>pmpil. | <u>Yes,</u> my house is in Phnom Penh,<br>Yukanthor Street, Number 27. |

Drill K. Reduction

- |  |   |
|--|---|
| 1. caah, phtéh <u>khñom</u> nìw phnum pifi,<br>phlew yu?kanthóo, leek mephey<br>pmpil. | Yes, <u>my</u> house is in Phnom Penh,<br>Yukanthor Street, Number 27.  |
| 2. caah, phtéh nìw phnum pifi, phlew<br>yu?kanthóo, <u>leek mephey pmpil.</u>          | Yes, the house is in Phnom Penh,<br>Yukanthor Street, <u>Number 27.</u> |
| 3. caah, phtéh nìw phnum pifi, <u>phlew</u><br><u>yu?kanthóo.</u>                      | Yes, the house is in Phnom Penh,<br><u>Yukanthor Street.</u>            |
| 4. caah, <u>phtéh</u> nìw phnum pifi.  | Yes, <u>the house</u> is in Phnom Penh.                                 |
| 5. <u>caah,</u> nìw phnum pifi.  | <u>Yes,</u> it's in Phnom Penh.   |
| 6. <u>nìw</u> phnum pifi.  | <u>It's in</u> Phnom Penh.  |
| 7. phnum pifi.   | Phnom Penh.   |

## UNIT 24

## BASIC DIALOGUE

Sok

1. look chmúh ey?

What's your name?

Paul

2. khñom chmúh pool.

My name is Paul.

Sok

3. look thee kaa ey?

What's your job?

Paul4. baat, khñom thee kaa nìw kesuoy  
khoosenaakaa ameri'kaŋ.I work at the American Information  
Service.Sok5. coh look inoh, thee kaa  
nìw-inaa' dèh?And you over there sir, where  
do you work?James6. baat, khñom thee kaa nìw  
ambasaat ameri'kaŋ.

I work at the American Embassy.

Sok

7. look ñcèəñ mèdøl mpiñ pii ŋkaal?

When did you arrive in Phnom Penh?

James8. baat, khñom mèdøl mpiñ cit  
mekhae' èh.I arrived in Phnom Penh almost  
a month ago.Sok

9. alew look somna?-asèay nìw-inaa?

Where are you staying now?

James10. ou, khñom nìw otael cemuoy  
look pool.

Oh, I'm in the hotel with Paul.

Sok

11. otael naa?

Which hotel?

James

12. baat, otael róoyal.

The Hotel Royale.

Sok

13. coh look pèsa baay nìw-inaa?

And where do you eat?

Paul

14. baat, khñom ñam baay nıw khnoŋ  
otael niŋ dae.  
kee mian mehoup khmae chŋáñ' ah.

I eat right in the hotel.  
They have very delicious Cambodian  
food.

Sok

15. baat, meen' eh.  
khñom thlóp tıw ñam baay nıw  
kelaex nuh pii-bey dooŋ' deh.

Yes, that's right.  
I have gone to eat there two or  
three times myself.

Paul

16. nih cia otael l'oo ciaŋ kee  
bŋ-oh, taam khñom smaam.

This is the best hotel of all,  
I believe.

Sok

17. baat, pekot' eh.

Yes, that's right.

James

18. coh phtéh look' nıw tòn-naa?

And where is your house?

Sok

19. baat, phtéh khñom leek mehòoy  
mephey, mehaa-vithey monivúŋ.

My house is Number 120,  
Monivong Avenue.

James

20. ñceŋ m chŋaay pemaan pii  
kelaex khñom nıw' deh.

Then it's not too far from where  
I live.

## DIALOGUE FOR COMPREHENSION

SokPaul, James

- |  |   |
|--|---|
| 1. look chmúh ey?                                  | 2. khñom chmúh pool.  |
| 3. look thvee kaa' ovey?                           | 4. baat, khñom thvee kaa nıw krosooŋ<br>khoosenaakaa ameri'kaŋ. |
| 5. coh look aenoh, thvee kaa nıw-aenaa<br>dae?     | 6. baat, khñom thvee kaa nıw<br>ambasaat ameri'kaŋ.             |
| 7. look oficeeñ móo' dol phnum pifi<br>pii oŋkaal? | 8. baat, khñom móo' dol phnum pifi<br>cit mekhae haey.          |
| 9. eylew look somna' aasraay nıw-aenaa?            | 10. ou, khñom nıw outael cia-muoy<br>look pool.                 |
| 11. outael naa?                                    | 12. baat, outael róoyal.  |

13. coh look piisaa baay niw-aenaa?                      14. baat, khñom ñam baay niw khnoq  
outael niq, dae.  
kee mian mēhoup khmae chqañ nah.
15. baat, mēen haey.  
khñom thlóp tiw ñam baay niw kōnlaeṅ  
nuh pii-bey doṅ dae.
16. nih cia outael l'oo ciaṅ kee  
boṅ-oh, taam khñom smaan.
17. baat, prakot haey.
18. coh phtéh look niw troṅ-naa?
19. baat, phtéh khñom leek mērooy mēphey,  
mohaa-vithey móoniivúṅ.
20. əñceṅ min chqaay ponmaan pii  
kōnlaeṅ khñom niw dae.

NOTE. Polite Expressions

We have already seen how levels of politeness are reflected in the use of pronouns and kinship terminology (Note, Unit 23). In Cambodian, as in many other languages, different levels of politeness are also reflected in the selection among vocabulary items of other kinds having virtually the same meaning-- e.g. objects, persons, and activities. Most English examples of this type are in the realm of taboo, or near-taboo, concepts ('spit' vs. 'expectorate,' 'sweat' vs. 'perspire'), but there are plenty of cases outside this area as well: 'house' vs. 'residence,' 'live' vs. 'reside,' 'boss', vs. 'supervisor,' and 'buy' vs. 'purchase.'

Cambodian examples of this kind are frequently found in reference to commonplace activities such as eating, sleeping, and moving from place to place:

sii baay	to eat (crude)	niw	to be located, stay (in a place)
ñam baay	to eat (familiar)	ruh niw	to live (in a place)
tetuol-tian baay	to eat (impersonal)	somna?-asəay niw	to reside (more hono- rific than first two)
pesaa baay	to eat (polite)	deek	to sleep (ordinary)
asəay (asraay) baay	to take meals (formal)	tetuol-tian dmneek	to sleep (honorific)

There are special sets of terms, even more honorific than any above, applied to the activities and appurtenances of priests, and still others applied to royalty. Without going into this specialized vocabulary, we can state the difference between English and Cambodian levels of politeness most simply in this way: in English, the essential factor is the relationship between the speaker and his audience; in Cambodian, it is the relation between the persons talked about and their activities-- i.e. subject and predicate-- that counts. For example, all four of the sentences below are possible in English:

- |                                  |   |
|----------------------------------|---|
| a) I eat dinner at the<br>hotel. | c) The teacher eats dinner at the<br>hotel. |
| b) I dine at the hotel.          | d) The teacher dines at the hotel.          |



The closest Cambodian equivalents of the sentences would be something like the following:

- a) khñom ñam baay niw otael.      \*c) look kruu ñam baay niw otael.  
 \*b) khñom pesaa baay niw otael.      d) look kruu pesaa baay niw otael.

Sentences b) and c) are marked with an asterisk, because they are of rare occurrence-- b) is nearly impossible. The explanation is that /pesaa/ 'eat' is too honorific a verb for a lowly person such as /khñom/ 'I', while /ñam/ 'eat' is too familiar a verb to be associated with a respected person such as a teacher.

There are no special verbs of motion reflecting a comparable difference of politeness in Cambodian, but the distinction is made between ordinary motion and motion on the part of a respected person by the use of a special pre-verbal modifier /ñceeff/ (/oñceeff/). This item occurs directly before the verb of motion; other pre-verbal modifiers precede it.

Examples:	khñom tiw.	I'm going.
	look ñceeff tiw.	You're going.
	kee móo?	They're coming.
	look sèy ñceeff móo?	She's (you're) coming.
	khñom thlóp tiw.	I have been there.
	look thlóp ñceeff tiw.	You have been there.

(The pre-verbal modifier /thlóp/ means 'at least once in the past; have.... (done, been, or gone)')

Since you will find this same item /ñceeff/ as a main verb meaning 'invite,' with a direct object (Unit 28), it is important to distinguish its honorific use-- especially so because the latter is not translatable into English (except by some device as adding 'sir' or 'ma'am' to the whole sentence). In Drill I, below, you will be asked to insert the item in appropriate sentences containing verbs of motion.

#### NEW VOCABULARY

##### 1) Times of Day

thgay	daytime
yúp	nighttime
pèk (prek)	morning
thgay tòn (troj)	noon
asiel (róosiel)	afternoon
leñec	evening
atiet (aatriet)	night

##### 2) Days of Week

(thgay-) atit (aatit)	Sunday
(thgay-) can	Monday
(thgay-) ñkia (oñkia)	Tuesday
(thgay-) put	Wednesday
(thgay-) pèhóh (prèhóh)	Thursday
(thgay-) sok	Friday
(thgay-) saw	Saturday

##### 3) Other Calendar and Time Terms

chnam	year	mèchnam	one year
khae	month	mèkhae	one month
atit (aatit)	week	me-atit	one week
thgay	day	methgay, megay	one day

dooŋ	time (occurrence)	mədooŋ	once
peel	time (general)	mədooŋ-pii	once or twice
ŋkaal (oŋkaal)	when (usually future)	pii-bey dooŋ	two or three times
pii ŋkaal	when, since when (past)		

4) Places

kəlaeŋ (kənləeŋ)	place	otael (outael, houtael)	hotel
tòŋ (trəŋ)	spot	poh	post-office
phtéh	house (small place of business)	véŋ	palace
haaŋ	shop (larger place of business)	gəa, gaa	r.r. station
salaa	hall	salaa rien	school
phtéh baay, haaŋ baay	restaurant		

5) Proper Names

róoyal	Royale (Hotel)	la-tavén	La Taverne (Restaurant)
pətii trikotəñ	Petit Tricotin (Restaurant)	vial vúŋ	Vealvong (suburb)
enténasyonál	International (Hotel)	əŋkóo	Angkor (Hotel) (also name of old capital)

## DRILLS

Drill A. Substitution

1. look theə kaa ey?	What is your job?
2. look theə kaa <u>níw-inaa?</u>	<u>Where</u> do you work?
3. look theə kaa <u>níw tòŋ-naa?</u>	<u>At what place</u> do you work?
4. look theə kaa <u>cemuoy nənaa?</u>	<u>Who</u> do you work <u>with</u> ?
5. look theə kaa <u>thəy naa-khlah?</u>	<u>What days</u> do you work?
6. look theə kaa <u>pəmaan khəe haey?</u>	<u>How many months</u> have you worked?
7. look theə kaa <u>yup rii thəy?</u>	Do you work <u>nights or days</u> ?
8. look theə kaa <u>sùol rii pəbaa'?</u>	Is your work <u>easy or hard</u> ?

Drill B. Response

1. look theə kaa ey? (kùu bŋien) khfom theə kùu bŋien.	What is your job? (teacher) I am a teacher.
2. look theə kaa níw-inaa? (ambasaat ameri'kaŋ) khfom theə kaa níw ambasaat ameri'kaŋ.	Where do you work? (American Embassy) I work at the American Embassy.

- |  |   |
|--|---|
| 3. look thee kaa niw tɔŋ-naa?<br>(cit poh)<br>khñom thee kaa niw cit poh'ŋ.                        | At what place do you work?<br>(near the Post Office)<br>I work near the Post Office.      |
| 4. look thee kaa cemuoy nɛnaa?<br>(pɛpún look pool)<br>khñom thee kaa cemuoy pɛpún look pool.      | Who do you work with?<br>(Paul's wife)<br>I work with Paul's wife.                        |
| 5. look thee kaa pɛmaan khæ' əh?<br>(pɛam-ndɔp khæ' əh)<br>khñom thee kaa pɛam-ndɔp khæ' əh.       | How many months have you been<br>working? (15 months)<br>I've been working for 15 months. |
| 6. look thee kaa thɔy naa-khlah?<br>(thɔy saw nŋ thɔy can)<br>khñom thee kaa thɔy saw nŋ thɔy can. | Which days do you work?<br>(Saturday and Sunday)<br>I work Staurdays and Sundays.         |
| 7. look thee kaa yup rii thɔy?<br>(yup)<br>khñom thee kaa yup'm.                                   | Do you work nights or days?<br>(nights)<br>I work nights.                                 |
| 8. look thee kaa suol rii pɛbaa'ə?<br>(suol tee!)<br>khñom thee kaa suol' əh!                      | Is your work easy or hard?<br>(easy!)<br>My work is easy!                                 |

Drill C. Negative Response

- |   |   |
|---|---|
| 1. look thee kuu bŋien' ih? (tee, təhian)<br>tee, khñom thee təhian.  | Are you a teacher? (No, soldier)<br>No, I am a soldier.   |
| 2. look thee kaa niw ambasaat' ih?<br>(tee, otaɛl rooyal)<br>tee, khñom thee kaa niw otaɛl róoyal.            | Do you work at the Embassy?<br>(No, Hotel Royale)<br>No, I work at the Hotel Royale.                        |
| 3. look thee kaa niw cit véŋ' ih?<br>(tee, niw cit géa)<br>tee, khñom thee kaa niw cit géa.                   | Do you work near the Palace?<br>(No, near the railroad station)<br>No, I work near the railroad<br>station. |
| 4. look thee kaa thɔy sok nŋ thɔy<br>atit' ih? (tee, thɔy put nŋ saw)<br>tee, khñom thee kaa thɔy put nŋ saw. | Do you work Fridays and Sundays?<br>(No, Wednesdays and Saturdays)<br>No, I work Wednesdays and Saturdays.  |
| 5. look thee kaa yup' ih? (tee, thɔy)<br>tee, khñom thee kaa thɔy.  | Do you work nights? (No, days)<br>No, I work days.  |

Drill D. Substitution

- |  |  |
|--|--|
| 1. alew look sommap-asəay niw-inaa?      | Where are you staying now?               |
| 2. alew look <u>fiam baay</u> niw-inaa?  | Where do you <u>eat</u> now?             |
| 3. alew look <u>thee kaa</u> niw-inaa?   | Where do you <u>work</u> now?            |
| 4. alew look <u>tɔw</u> niw inaa?        | Where are you going to <u>go</u> now?    |
| 5. alew look <u>asəay baay</u> niw-inaa? | Where do you <u>take your meals</u> now? |

- |  |  |
|--|--|
| 6. alew look <u>mian phtéh</u> n1w-inaa? | Where do you <u>have your house</u> now? |
| 7. alew look <u>pesaa baay</u> n1w-inaa? | Where do you <u>eat</u> now?             |
| 8. alew look <u>rien</u> n1w-inaa?       | Where do you <u>study</u> now?           |

Drill E. Response

- |  |  |
|--|--|
| 1. alew look somna?-asèay n1w-inaa?<br>(otael róoyal)<br>baat, khñom somna?-asèay n1w otael<br>róoyal. | Where are you staying now?<br>(Hotel Royale)<br>I am staying at the Hotel Royale.                          |
| 2. alew look fiam baay n1w-inaa?<br>(petii trikoteñ)<br>baat, khñom fiam baay n1w petii<br>trikoteñ.   | Where do you eat now?<br>(Petit Tricotin)<br>I eat at the Petit Tricotin.                                  |
| 3. alew look thèe kaa n1w-inaa?<br>(ambasaat yuon)<br>baat, khñom thèe kaa n1w ambasaat<br>yuon.       | Where are you working now?<br>(the Vietnamese Embassy)<br>I am working at the Vietnamese<br>Embassy.       |
| 4. alew look t1w n1w' inaa?<br>(otael enténasyonai)<br>baat, khñom t1w n1w otael<br>enténasyonai.      | Where are you going to go now?<br>(Hotel International)<br>I am going to go to the Hotel<br>International. |
| 5. alew look asèay baay n1w-inaa?<br>(la-tavén)<br>baat, khñom asèay baay n1w la-tavén.                | Where do you take your meals now?<br>(La Taverne)<br>I take my meals at La Taverne.                        |
| 6. alew look mian phtéh n1w-inaa?<br>(vial vún)<br>baat, khñom mian phtéh n1w vial vún.                | Where do you have your house now?<br>(Véalvong)<br>I have my house at Véalvong.                            |
| 7. alew look pesaa baay n1w-inaa?<br>(otael ònkoo)<br>baat, khñom fiam baay n1w otael ònkoo.           | Where do you eat now?<br>(Hotel Angkor)<br>I eat at the Hotel Angkor.                                      |
| 8. alew look rien n1w-inaa? (F.S.I.)<br>baat, khñom rien n1w F.S.I.                                    | Where are you studying now? (F.S.I.)<br>Yes, I'm studying at F.S.I.  |

Drill F. Response

- |   |   |
|---|---|
| 1. look medol pii ñkaal?<br>(cit mekhae' eh)<br>khñom medol cit mekhae' eh. | When did you arrive?<br>(almost a month ago)<br>I arrived almost a month ago. |
| 2. look t1w dol ñkaal? (khae kòoy)<br>khñom t1w dol khae kòoy.              | When will you get there? (next month)<br>I'll get there next month.           |

- |  |   |
|--|---|
| <p>3. look móo? vífi ñkaal?<br/>(atit kòoy)<br/>khñom móo? vífi atit kòoy.</p>           | <p>When are you coming back?<br/>(next Sunday)<br/>I'm coming back next Sunday.</p>             |
| <p>4. look tiw vífi ñkaal? (thay saamsep)<br/>khñom tiw vífi thay saamsep.</p>           | <p>When are you going back? (the 30th)<br/>I'm going back on the 30th.</p>                      |
| <p>5. look coul rien ñkaal?<br/>(thay can nih)<br/>khñom coul rien thay can nih.</p>     | <p>When do you start studying?<br/>(this Monday)<br/>I start studying this Monday.</p>          |
| <p>6. look tiw sòk khmae ñkaal?<br/>(chnam kòoy)<br/>khñom tiw sòk khmae chnam kòoy.</p> | <p>When will you go to Cambodia?<br/>(next year)<br/>I'm going to Cambodia next year.</p>       |
| <p>7. look móo? leej khñom ñkaal?<br/>(khae kòoy)<br/>khñom meleej look khae kòoy.</p>   | <p>When are you coming to visit me?<br/>(next month)<br/>I'll come to visit you next month.</p> |

Drill G. Response

- |  |  |
|--|--|
| <p>1. look niw otael cemuoy nenea?<br/>(look pool)<br/>khñom niw otael cemuoy look pool.</p>                         | <p>Who are you staying in the hotel<br/>with? (Paul)<br/>I'm staying in the hotel with Paul.</p> |
| <p>2. look pēsaa baay cemuoy nenea?<br/>(pepun khñom)<br/>khñom ñam baay cemuoy pepun khñom.</p>                     | <p>Who do you eat meals with?<br/>(my wife)<br/>I eat meals with my wife.</p>                    |
| <p>3. look rien cemuoy nenea? (look Jones)<br/>khñom rien cemuoy look Jones.</p>                                     | <p>Who do you study with? (Mr. Jones)<br/>I study with Mr. Jones.</p>                            |
| <p>4. look ficeefñ tiw salaa rien cemuoy<br/>nenea? (look smith)<br/>khñom tiw salaa rien cemuoy look<br/>smith.</p> | <p>Who do you go to school with?<br/>(Mr. Smith)<br/>I go to school with Mr. Smith.</p>          |
| <p>5. look pesaa baay cemuoy nenea?<br/>(kañaa vansii)<br/>khñom ñam baay cemuoy kañaa vansii.</p>                   | <p>Who do you eat meals with?<br/>(Miss Vansy)<br/>I eat meals with Miss Vansy.</p>              |
| <p>6. look thee kaa cemuoy nenea?<br/>(p'oun khñom)<br/>khñom thee kaa cemuoy p'oun khñom.</p>                       | <p>Who do you work with?<br/>(my younger brother)<br/>I work with my younger brother.</p>        |

Drill H. Substitution

- |  |                                   |
|--|-----------------------------------|
| 1. khñom mēdōl pii thŋay atit mun.         | I arrived last Sunday.            |
| 2. khñom mēdōl pii thŋay <u>can</u> mun.   | I arrived last <u>Monday</u> .    |
| 3. khñom mēdōl pii thŋay <u>ŋkɿa</u> mun.  | I arrived last <u>Tuesday</u> .   |
| 4. khñom mēdōl pii thŋay <u>put</u> mun.   | I arrived last <u>Wednesday</u> . |
| 5. khñom mēdōl pii thŋay <u>pehóh</u> mun. | I arrived last <u>Thursday</u> .  |
| 6. khñom mēdōl pii thŋay <u>sok</u> mun.   | I arrived last <u>Friday</u> .    |
| 7. khñom mēdōl pii thŋay <u>saw</u> mun.   | I arrived last <u>Saturday</u> .  |
| 8. khñom mēdōl pii thŋay <u>atit</u> mun.  | I arrived last <u>Sunday</u> .    |

Drill I. Transformation

- |   |   |
|---|---|
| MODEL: Teacher: khñom móo dōl phnum piñ<br>cit mēkhae' eh.<br>(ñiceeñ móo)  | I arrived in Phnom Penh<br>almost a month ago.<br>((you) arrived)   |
| Student: look ñiceeñ móo dōl phnum<br>piñ cit mēkhae' eh,<br>meen' eh?  | You arrived in Phnom Penh<br>almost a month ago,<br>didn't you?   |
| 1. khñom nɿw otael róoyal.<br>(sōmna?-asēay nɿw)<br>look sōmna?-asēay nɿw otael róoyal,<br>meen' eh?  | I'm at the Hotel Royale.<br>(staying at)<br>You're staying at the Hotel<br>Royale, aren't you?  |
| 2. khñom ñam baay nɿw khnoŋ otael<br>nɿŋ' dēh. (pesaa baay)<br>look pesaa baay nɿw khnoŋ otael<br>nɿŋ dae, meen' eh?  | I eat at that hotel too.<br>((you) eat)<br>You eat at that hotel too,<br>don't you?   |
| 3. thŋay put, khñom tɿw leeŋ phtéh<br>look smith. (ñiceeñ tɿw)<br>thŋay put, look ñiceeñ tɿw leeŋ<br>phtéh look smith, meen' eh?  | On Wednesday, I'm going to go<br>visit Mr. Smith. ((you) go)<br>On Wednesday, you're going to<br>visit Mr. Smith, aren't you?   |
| 4. khñom thlóp tɿw ñam baay nɿw kelaeŋ<br>nuh pii-bey dōoŋ' dēh.<br>(ñiceeñ tɿw pesaa)<br>look thlóp ñiceeñ tɿw pesaa baay nɿw<br>kelaeŋ nuh pii-bey dōoŋ dae, meen'<br>eh? | I have been to eat at that place<br>two or three times myself.<br>((you) go to eat)<br>You have been to eat at that<br>place two or three times<br>yourself, haven't you? |

Drill J. Multiple Substitution

- |  |   |
|--|---|
| 1. khñom thlóp tɿw ñam baay nɿw kelaɛŋ nuh pii-bey dɔɔŋ' deh.                | I have been to eat at that place two or three times myself.   |
| 2. khñom thlóp <u>thee kaa</u> nɿw kelaɛŋ nuh pii-bey dɔɔŋ' deh.             | I have <u>worked</u> at that place two or three times myself. |
| 3. khñom thlóp <u>thee kaa</u> <u>nɿw tɔŋ nuh</u> pii-bey dɔɔŋ' deh.         | I have worked <u>at that spot</u> two or three times myself.  |
| 4. khñom thlóp <u>thee kaa</u> nɿw tɔŋ nuh <u>médɔɔŋ-pii'</u> deh.           | I have worked at that spot <u>once or twice</u> myself.       |
| 5. khñom thlóp <u>ñam baay</u> nɿw tɔŋ nuh <u>médɔɔŋ-pii'</u> deh.           | I have <u>eaten</u> at that spot once or twice myself.        |
| 6. khñom thlóp ñam baay <u>nɿw kelaɛŋ</u> <u>nuh</u> <u>médɔɔŋ-pii'</u> deh. | I have eaten <u>at that place</u> once or twice myself.       |
| 7. khñom thlóp ñam baay nɿw kelaɛŋ nuh <u>pii-bey dɔɔŋ'</u> deh.             | I have eaten at that place <u>two or three times</u> myself.  |





13. kee bñien phiasaa ey-khlah'  
nìw kelaex nuh? Cambodian What languages do they teach there?
14. baat, kee bñien phiasaa cèen'  
ah.. douccia pèaŋ, español,  
cèn, yuon, siem, cia daem. American Oh, they teach a lot of languages, such as French, Spanish, Chinese, Vietnamese, Thai, for example.
15. salaa nìŋ' nìw tòŋ-naa? Cambodian Where is the school located?
16. baat, nìw khnoŋ tii-kroŋ  
aaliŋton. American It's in the town of Arlington.
17. khñom smaan te nìw khnoŋ kroŋ  
vaasentaon!! Cambodian Oh, I thought it was in Washington!
18. tee, m meen' teh! American No, that's not right.
19. look ni'yiey khmae l'oo' ah. Cambodian You speak Cambodian very well.
20. baat, oo kun! American Thank you!

## DIALOGUE FOR COMPREHENSION

- | <u>khmae</u>  | <u>ameri'kaŋ</u>  |
|---|---|
| 1. look rien khmae nìw-aenaa?                               | 2. baat, khñom rien khmae nìw srok amerik.. nìw F.S.I.  |
| 3. F.S.I. cia salaa askecún, rii<br>cia salaa saathiarena'? | 4. baat, F.S.I. cia salaa reboh riecchkaa, koo pontae min-meen<br>cia salaa saathiarena? tee! |
| 5. cia salaa reboh krosuoŋ kaa-<br>booreteh, meen tee?      | 6. baat, prakot haey.   |
| 7. né?-naa boŋrien khmae nìw<br>konlaex nuh?                | 8. baat, look sok nìŋ look saw cia<br>kruu boŋrien nìw konlaex nuh.                           |
| 9. kót khmae, meen tee?                                     | 10. baat, kót khmae.  |

- |  |   |
|--|---|
| 11. niw F.S.I., kee boqrien ey-khlah?                | 12. baat, F.S.I. kee caek cia pii<br>phnaek.. mekhaaq, khaaq<br>neyoobaay,, mekhaaq, khaaq<br>phasaa. |
| 13. kee boqrien phiasaa ey-khlah niw<br>konlaeq nuh? | 14. baat, kee boqrien phiasaa craen<br>nah.. douccia baaraq, espanol,<br>cen, yuon, siem, cia daem.   |
| 15. salaa niq niw troq-naa?                          | 16. baat, niw khnoq tii-kroq<br>aalinton.   |
| 17. khfiom smaan thaa niw khnoq kroq<br>vaasentaonj! | 18. tee, min meen tee!  |
| 19. look niyiey khmae l'oo nah!                      | 20. baat, oo kun.   |

NOTE: Review of Intonation

The Basic Dialogue of this unit contains examples of nearly all the sentence intonation contours you have heard so far, and adds two new types. Before considering the new contours, let us first review what you should already know about the intonation system in general.

There are three basic types of sentence intonation:

- 1) Question intonation, written /?/, occurs on nearly all questions, whether the interrogative word is of the information variety (who-what-when-where-why-how) or of the yes-no variety (teh, ri, ri-ey, etc.), or indeed whether there is any interrogative word at all.
- 2) Normal statement intonation, written ./., occurs on the majority of statements, and nearly always on statements containing no information regarded as startling or contradictory by the speaker.
- 3) Emphatic statement intonation, written !/, occurs almost invariably on statements in which the predicate is negated (note: this does not apply to sentences which merely contain some negative form), and also occurs on statements in which the speaker thinks he is giving either startling new information, or information contrary to what the hearer expects.

All the three basic intonations vary slightly in their actual contours in a way which depends on where the last heavily stressed syllable falls. There are three basic types of sentence-stress pattern: a) loudest stress at the very end of the sentence (or intonation contour); b) loudest stress just before an enclitic (see Note, Unit 22); c) loudest stress somewhere earlier in the sentence.

The following tabulation shows how the various intonation-stress contours sound (Capital letters in parentheses refer to Drills of this unit which exemplify the intonation; numbers refer to sentences of the Basic Dialogue):

	a) <u>End-stressed</u>	b) <u>With enclitic</u>	c) <u>Prior-stressed</u>
1) <u>Question</u>	Gradual rise in pitch throughout the sentence	Gradual rise, with enclitic much higher than last preceding syllable	Rise to stressed syllable, dropping down toward lower rise at very end.
	Examples: A, 1, 11	B, 5, 9	I, 7, 13, 15

- |                              |   |   |  |
|------------------------------|---|---|--|
| 2) <u>Normal Statement</u>   | Gradual drop in pitch, with pronounced rise on last syllable  | Gradual drop, with enclitic much higher than last preceding syllable          | Level or slight rise to stressed syllable, gradual drop thereafter |
|                              | Examples. E, F, 10, 16  | 6, 19   | D, 8   |
| 3) <u>Emphatic Statement</u> | Slight rise or level pitch, with sharp drop on last syllable. | Slight fall or level pitch to stressed syllable, with sharp drop on enclitic. | Sharp drop on stressed syllable, low level thereafter.             |
|                              | Examples: H, 20   | C, 18, 4  | (No examples in this unit)   |

The use of the symbols comma /, / and double period /.. / so far in this text has merely indicated different degrees of pause (the one designated by double period being somewhat longer). These symbols have marked the ends of non-terminal intonation contours which might be any of the types listed above. The use of commas in the second part of sentence 12 of the Basic Dialogue, however, represents a new intonation contour.

Series intonation, marked by double commas /,, / between two parts of a sentence, sets off two constituents which are similar in meaning and in structure. It consists of two contours, similar in type, of which the first has a much higher pitch register (relative pitch) than the second:

mekhaaŋ, khaaŋ neyoobaay,, mekhaaŋ, khaaŋ phiasaa.

'On the one hand, foreign affairs; on the other hand, languages.'

You will hear series intonation repeated many times in Drill J below.

The other new intonation occurs in sentence 17, where it is represented by double exclamation points /! !/. This contour is similar in sound to both the emphatic statement /! / and the surprised question /! ? /, in that the approach to the final stressed syllable is a gradual upward rise, but it ends on a sustained high pitch instead of dropping off like /! / or curling down and then up like /! ? /. The meaning is something like 'surprised statement' or 'exclamation.'

khñom smaan te niw khnoŋ vaasentaon!!

'I thought it was in Washington!'

You will hear this intonation repeated many times in Drill G below.

NEW VOCABULARY: School Terms and Place Names

hien (rien)	to study	pèy-ŋkóo (prey-nokóo)	Saigon
salaa rien	school	baŋkoo?	Bangkok
aekécún	private	parii	Paris
saathiarena?	public	loŋ (lonđre)	London
lisee	lycée (French secondary school)	lisbon	lisbon
siisovat	Sisowath (name of a lycée)	niw yóok	New York
vitthyalay	other secondary school	šikagou	Chicago

mohaa-vitthyalay	university	los-ɔŋyeles	Los Angeles
phnaek	section; department (of a school)	soŋ-frɔŋsiskoo	San Francisco
puoʔ	group	vaasentaon (-ton)	Washington
		aalɪŋton (-taon)	Arlington

## DRILLS

Drill A. Substitution

- |                                       |   |
|---------------------------------------|---|
| 1. look hien khmae niw-inaa?          | Where did you study <u>Cambodian</u> ?  |
| 2. look hien <u>yuon</u> niw-inaa?    | Where did you study <u>Vietnamese</u> ? |
| 3. look hien <u>siem</u> niw-inaa?    | Where did you study <u>Thai</u> ?       |
| 4. look hien <u>liaw</u> niw-inaa?    | Where did you study <u>Lao</u> ?        |
| 5. look hien <u>cen</u> niw-inaa?     | Where did you study <u>Chinese</u> ?    |
| 6. look hien <u>peaŋ</u> niw-inaa?    | Where did you study <u>French</u> ?     |
| 7. look hien <u>español</u> niw-inaa? | Where did you study <u>Spanish</u> ?    |
| 8. look hien <u>cipun</u> niw-inaa?   | Where did you study <u>Japanese</u> ?   |
| 9. look hien <u>rusii</u> niw-inaa?   | Where did you study <u>Russian</u> ?    |
| 10. look hien <u>ɔŋglee</u> niw-inaa? | Where did you study <u>English</u> ?    |

Drill B. Multiple Substitution (No Model)

- |   |  |
|---|--|
| 1. F.S.I. cia salaa aekécún' ih?  | Is F.S.I. a private school?                                  |
| 2. F.S.I. cia salaa <u>leboh riecchkaa'</u> ih?                         | If F.S.I. a <u>government</u> school?                        |
| 3. <u>lisee siisovat</u> cia salaa leboh<br>rieicchkaa' ih?             | Is <u>Lycée Sisowath</u> a government<br>school?             |
| 4. <u>salaa tɔŋ-ɔh niw sòk amerik</u> cia<br>salaa leboh riecchkaa' ih? | Are <u>all the schools in America</u><br>government schools? |
| 5. salaa tɔŋ-ɔh niw sòk amerik cia<br><u>salaa aekécún'</u> ih?         | Are all the schools in America<br><u>private schools</u> ?   |
| 6. <u>lisee siisovat</u> cia salaa aekécún'<br>ih?                      | Is <u>Lycée Sisowath</u> a private<br>school?                |
| 7. F.S.I. cia salaa aekécún' ih?  | Is F.S.I. a private school?                                  |

Drill C. Negative Response

- |   |  |
|---|--|
| 1. F.S.I. cia salaa aekécún' ih?<br>tee. F.S.I. m-mɛɛn cia salaa<br>aekécún' teh!   | Is F.S.I. a private school?<br>No. F.S.I. is not a private<br>school.  |
| 2. lisee siisovat cia salaa leboh<br>kesuoŋ kaa-booretéh' ih?<br><br>tee. lisee siisovat m-mɛɛn cia<br>salaa leboh kesuoŋ kaa-booretéh'<br>teh! | Is Lycée Sisowath a school<br>belonging to the Foreign<br>Ministry?<br>No. Lycée Sisowath is not a<br>school belonging to the Foreign<br>Ministry. |

- |  |  |
|--|--|
| <p>3. lisee siisovat cia salaa<br/>aekécún' ih?<br/>tee. lisee siisovat m-mèen<br/>cia salaa aekécún' teh!</p>   | <p>Is Lycée Sisowath a private<br/>school?<br/>No. Lycée Sisowath is not a<br/>private school.</p>                                 |
| <p>4. salaa tɿ-oh nɿw sòk amerik cia<br/>salaa aekécún' ih?<br/>tee. salaa tɿ-oh nɿw sòk amerik<br/>m-mèen cia salaa aekécún' teh!</p>                   | <p>Are all the schools in America<br/>private schools?<br/>No. All the schools in America<br/>are not private schools.</p>         |
| <p>5. salaa tɿ-oh nɿw sòk khmae cia salaa<br/>lèbòh riecchkaa' ih?<br/>tee. salaa tɿ-oh nɿw sòk khmae<br/>m-mèen cia salaa lèbòh riecchkaa'<br/>teh!</p> | <p>Are all the schools in Cambodia<br/>government schools?<br/>No. All the schools in Cambodia<br/>are not government schools.</p> |
| <p>6. F.S.I. cia salaa saathiaréná' ih?<br/>tee. F.S.I. m-mèen cia salaa<br/>saathiaréná' teh!</p>   | <p>Is F.S.I. a public school?<br/>No. F.S.I. is not a public<br/>school.</p>   |

Drill D. Response

- |  |  |
|--|--|
| <p>MODEL: Teacher: nēnaa' bɿiēn khmae nɿw<br/>kēlaeɿ nuh? (look saw)</p> <p>Student: baat, look saw' bɿiēn khmae<br/>nɿw kēlaeɿ nuh.</p> | <p>Who teachers Cambodian<br/>there? (Mr. Sau)</p> <p>Mr. Sau teaches Cambodian<br/>there.</p>         |
| <p>1. nēnaa' hien khmae nɿw kēlaeɿ nuh?<br/>(look Jones)<br/>baat, look Jones' hien khmae nɿw<br/>kēlaeɿ nuh.</p>                        | <p>Who teaches Cambodian there?<br/>(Mr. Jones)<br/>Mr. Jones teaches Cambodian<br/>there.</p>         |
| <p>2. nēnaa' thee kaa nɿw kēlaeɿ nuh?<br/>(look sok)<br/>baat, look sok' thee kaa nɿw kēlaeɿ<br/>nuh.</p>                                | <p>Who works there?<br/>(Mr. Sok)<br/>Mr. Sok works there.</p>   |
| <p>3. nēnaa' tɿw nɿw kēlaeɿ nuh?<br/>(look James)<br/>baat, look James tɿw nɿw kēlaeɿ nuh.</p>   | <p>Who is going to go there?<br/>(James)<br/>James is going to go there.</p>                           |
| <p>4. nēnaa' kit tɿw nɿw kēlaeɿ nuh?<br/>(kafiasa vansii)<br/>baat, kafiasa vansii' kit tɿw nɿw<br/>kēlaeɿ nuh.</p>                      | <p>Who is thinking of going there?<br/>(Miss Vansy)<br/>Miss Vansy is thinking of going<br/>there.</p> |

- |   |   |
|---|---|
| 5. nənaa' cəŋ məniw kəlaəŋ nuh?<br>(khñom)<br>baat, khñom cəŋ məniw kəlaəŋ nuh. | Who wants to come stay here?<br>(me)<br>I want to come stay here. |
|---|---|

Drill E. Positive Response (No Model)

- |   |   |
|---|---|
| 1. kót khmae, məen' eh?<br>baat, kót khmae.         | He's Cambodian, isn't he?<br>Yes, he's Cambodian.   |
| 2. kót ɔŋglee, məen' eh?<br>baat, kót ɔŋglee.       | He's English, isn't he?<br>Yes, he's English.       |
| 3. kót cən, məen' eh?<br>baat, kót cən.             | He's Chinese, isn't he?<br>Yes, he's Chinese.       |
| 4. kót yuon, məen' eh?<br>baat, kót yuon.           | He's Vietnamese, isn't he?<br>Yes, he's Vietnamese. |
| 5. kót siem, məen' eh?<br>baat, kót siem.           | He's Thai, isn't he?<br>Yes, he's Thai.             |
| 6. kót liaw, məen' eh?<br>baat, kót liaw.           | He's Lao, isn't he?<br>Yes, he's Lao.               |
| 7. kót pəaŋ, məen' eh?<br>baat, kót pəaŋ.           | He's French, isn't he?<br>Yes, he's French.         |
| 8. kót ameri'kaŋ, məen' eh?<br>baat, kót ameri'kaŋ. | He's American, isn't he?<br>Yes, he's American.     |

Drill F. Negative Response

- |  |   |
|--|---|
| MODEL: Teacher: kót khmae, məen' eh?<br>(tee, yuon)<br>Student: tee, kót yuon. | He's Cambodian, isn't he?<br>(No, Vietnamese)<br>No, he's Vietnamese. |
| 1. kót ɔŋglee, məen' eh?<br>(tee, ameri'kaŋ)<br>tee, kót ameri'kaŋ.            | He's English, isn't he?<br>(No, American)<br>No, he's American.       |
| 2. kót siem, məen' eh?<br>(tee, liaw)<br>tee, kót liaw.                        | He's Thai isn't he?<br>(No, Lao)<br>No, he's Lao.                     |
| 3. kót ameri'kaŋ, məen' eh?<br>(tee, ɔŋglee)<br>tee, kót ɔŋglee.               | He's American isn't he?<br>(No, English)<br>No, he's English.         |

- |   |  |
|---|--|
| 4. kót yuon, mɛɛn' eh?<br>(tee, khmaɛ)<br>tee, kót khmaɛ.         | He's Vietnamese, isn't he?<br>(No, Cambodian)<br>No, he's Cambodian. |
| 5. kót pɛaŋ, mɛɛn' eh?<br>(tee, ameri'kaŋ)<br>tee, kót ameri'kaŋ. | He's French, isn't he?<br>(No, American)<br>No, he's American.       |
| 6. kót liaw, mɛɛn' eh?<br>(tee, siem)<br>tee, kót siem.           | He's Lao, isn't he?<br>(No, Thai)<br>No, he's Thai.                  |

Drill G. Transformation with Substitution

- |  |   |
|--|---|
| MODEL. Teacher: nɪw khnoŋ tii-kroŋ<br>aaliŋton' ih? (vaasentaon)   | In the town of Arlington?<br>(Washington)   |
| Student: khñom smaan te nɪw khnoŋ<br>kroŋ vaasentaon!!   | I thought it was in<br><u>Washington!</u>   |
| 1. nɪw khnoŋ tii-kroŋ loŋ' ih? (parii)<br>khñom smaan te nɪw khnoŋ kroŋ parii!!                              | In the city of London? (Paris)<br>I thought it was in <u>Paris!</u>                       |
| 2. nɪw khnoŋ tii-kroŋ phnum piñ' ih?<br>(prey-nekóo)<br>khñom smaan te nɪw khnoŋ kroŋ<br>prey-nekóo!!        | In the city of Phnom Penh?<br>(Saigon)<br>I thought it was in <u>Saigon!</u>              |
| 3. nɪw khnoŋ tii-kroŋ soŋ-frɛŋsiskoo'<br>ih? (los oñyeles)<br>khñom smaan te nɪw khnoŋ kroŋ<br>los-oñyeles!! | In the city of San Francisco?<br>(Los Angeles)<br>I thought it was in <u>Los Angeles!</u> |
| 4. nɪw khnoŋ tii-kroŋ roum' ih? (lisbon)<br>khñom smaan te nɪw khnoŋ kroŋ lisbon!!                           | In the city of Rome? (Lisbon)<br>I thought it was in <u>Lisbon!</u>                       |
| 5. nɪw khnoŋ tii-kroŋ nɪw-yóok' ih?<br>(šikagou)<br>khñom smaan te nɪw khnoŋ kroŋ<br>šikagou!!               | In the city of New York?<br>(Chicago)<br>I thought it was in <u>Chicago!</u>              |

Drill H. Multiple Substitution

- |   |   |
|---|---|
| 1. khñom thee kaa nìw kəsuoŋ<br>khuosənaakaa ameriʔkaŋ!                   | I work in the U.S. Information<br>Service.                |
| 2. khñom thee kaa nìw <u>ambasaat ameriʔkaŋ!</u>                          | I work in the <u>American Embassy.</u>                    |
| 3. khñom <u>cia anuʔpún</u> nìw ambasaat<br>ameriʔkaŋ!                    | I <u>am an attaché</u> in the American<br>Embassy.        |
| 4. khñom <u>cia kruu boŋrien</u> nìw ambasaat<br>ameriʔkaŋ!               | I <u>am a teacher</u> in the American<br>Embassy.         |
| 5. khñom <u>cia kruu boŋrien</u> nìw salaa<br><u>saathiarenaʔ muoy!</u>   | I am a teacher in <u>a private</u><br><u>school.</u>      |
| 6. khñom <u>cia kruu boŋrien</u> nìw <u>salaa</u><br><u>aekəcún muoy!</u> | I am a teacher in <u>a public</u><br><u>school.</u>       |
| 7. khñom <u>thee kaa</u> nìw salaa saathiarenaʔ<br>muoy!                  | I <u>work</u> in a public school.                         |
| 8. khñom thee kaa nìw <u>kəsuoŋ kaa-booreteh!</u>                         | I work in the <u>State Department.</u>                    |
| 9. khñom thee kaa nìw <u>kəsuoŋ khuosənaakaa</u><br><u>ameriʔkaŋ!</u>     | I work in the <u>U. S. Information</u><br><u>Service.</u> |

Drill I. Substitution

- |   |  |
|---|--|
| 1. kee bñien sy-khlah' nìw kəlaəŋ nuh?                          | What all do they teach there?                                      |
| 2. kee bñien <u>phiasaa sy-khlah'</u> nìw<br>kəlaəŋ nuh?        | <u>What languages</u> do they teach<br>there?                      |
| 3. kee bñien <u>phiasaa khmae'</u> nìw kəlaəŋ<br>nuh?           | Do they teach <u>Cambodian</u> there?                              |
| 4. kee bñien <u>phiasaa ɔŋglee'</u> nìw<br>kəlaəŋ nuh?          | Do they teach <u>English</u> there?                                |
| 5. kee bñien <u>sy-khlah'</u> nìw kəlaəŋ nuh?                   | <u>What all</u> do they teach there?                               |
| 6. kee bñien <u>sy-khlah khaaŋ neyoobaay</u><br>nìw kəlaəŋ nuh? | <u>What in the way of foreign affairs</u><br>do they teach there?  |
| 7. kee bñien <u>sy-khlah khaaŋ vóppethóa</u><br>nìw kəlaəŋ nuh? | <u>What in the way of cultural</u><br>affairs do they teach there? |





## UNIT 26

## BASIC DIALOGUE

Mr. Smith

1. cmiep suo, look sèy.

Hello, madame.

Mrs. Saat

2. caah, cmiep suo!

Hello.

Mr. Smith

3. pdey look sèy niw phtéh' teh?

Is your husband at home?

Mrs. Saat4. caah, kót niw phtéh' teh!  
ñceñ coul móo, look.Yes, he's at home.  
Please come in, sir.Mr. Smith

5. baat, oo kun!

Thank you.

6. look sèy, koun-caw' ey,  
sok sebaay' cia teh?

Are your children well, madame?

Mrs. Saat

7. caah, sok sebaay' cia teh!

Yes, they are well.

8. look sèy mian kaa ey' ih,  
baan-cia m baan móo leej?Is your wife so busy that she  
couldn't come to see us?Mr. Smith

9. baat, khmian levúl thæ ey' teh!

No, she is not busy.

10. tæ mesel meñ pèap khñom thaa  
m-sew sùol khluon!But yesterday, she told me that  
she wasn't feeling very well.Mrs. Saat11. look mian kaa ey peñap' teh?  
pdey khñom kepúnj slie? pé'.Do you have any urgent business?  
My husband is getting dressed.Mr. Smith

12. tee, khñom khmian kaa ey' teh!

No, I don't have any business.

13. ceñ pii thæ kaa, coul moo leej  
te medoaj' tih.When I left work I dropped in to  
see you, that's all.

14. khaan cuop khnia yuu' eh.

We haven't seen each other for a  
long time.

15. look ficeəñ pesaa sʔəy nteç' tɨw ih? Mrs. Saat Will you have something to drink?
16. khñom mian kafəe.. taə.. viski.. Mrs. Saat I have coffee, tea, whiskey...
17. baat, ficeəj sɔm kafəe məpəeɲ' moh. Mr. Smith Well, in that case, let me have a cup of coffee, will you?
18. look coul-cet kafəe khmaw, rɨi kafəe tik-doh-koo? Mrs. Saat Do you like black coffee, or coffee with cream?
19. baat, sɔm daʔ tik-doh-koo' nteç, haəy-nɲ skoo' nteç. Mr. Smith Please put a little cream in and a little sugar.
20. caah, ficeəñ ɲkuy leeɲ nteç' tih. khñom tɨw yoo məcuun! Mrs. Saat Please have a seat. I'll go get it for you.
21. məç, saat.. cmieɲ suo! sok səbaay? Mr. Smith (to Mr. Saat) Well, Saat, hello! Are you well?
22. baat, sok səbaay' teh! Mr. Saat Yes, I'm fine.
23. məç koo m nóm pəpún məleeɲ phooɲ? Mr. Saat Why didn't you bring your wife along too?
24. kee thaa m-səw suol khluon! Mr. Smith She says she isn't very well.
25. məç, chii əy? Mr. Saat How's that, what's wrong with her?
26. ɔɔ, khmian chii əy thɲún' teh! kòan-te pdah-saay nteç-ntuoc'ñ. Mr. Smith Oh, she doesn't have anything serious. She just has a little cold.

## DIALOGUE FOR COMPREHENSION

look smith

1. cumriep suo, look srøy.
3. pdøy look srøy niw phtéh tee?
5. baat, ɔɔ kun!
6. look srøy, koun caw.. sok sebaay  
cia tee?
9. baat, khmian revúl thvæ ey tee.
10. tæ mæsel mɛñ, prap khñom thaa  
min-sew sruol khluon.
12. tee, khñom khmian kaa ey tee.
13. cɛñ pii thvæ kaa, coul moo? leej  
tæ mædoɔŋ tiw..
14. khaan cuop khnia yuu haey.
17. baat, ɛñcɛŋ soum kafɛ mɛpɛɛŋ móo?.
19. baat, soum da? tik-doh-koo nteɕ,  
haey niŋ skoo nteɕ.

look smith

21. mɛɕ, saat! cumriep suo! sok sebaay?
24. kee thaa min-sew sruol khluon.
26. ɔɔ, khmian chii ey thŋún tee.  
krón-tæ pdah-saay bontɛɕ-bontuoc.

look srøy saat

2. caah, cumriep suo!
4. caah, kót niw phtéh tee.  
ɛñcɛñ coul móo?, look.
7. caah, sok sebaay cia tee.
8. look srøy mian kaa ey rih,  
baan-cia min baan móo? leej?
11. look mian kaa ey proñap tee?  
pdøy khñom kompún slie? pé?.
15. look ɛñcɛñ pisaa s?ey nteɕ  
tiw rih?
16. khñom mian kafɛ.. tæ.. viskii..
18. look coul-cɛt kafɛ khmaw, ri  
kafɛ tik-doh-koo?
20. caah, ɛñcɛñ ɔŋkuy leej nteɕ  
tiw.  
khñom tiw yóo? móo? cuun.

look saat

22. baat, sok sebaay tee.
23. mɛɕ koo min nóm propún móo?  
leej phoɔŋ?
25. mɛɕ, chii ey?



## 3. /kəpúŋ/ and kəpúŋ-te/ (/kəmpúŋ-tæ/)

These two pre-verbal modifiers, almost identical in meaning, are used before many different action-verbs. They indicate that the action is already in progress, or is about to start. Some speakers make a distinction, using the form without /-te/ for action already in progress, and the form with /-te/ for action about to start.

Examples: pdey khñom kəpúŋ slieʔ péʔ. 'My husband is getting dressed.'

pdey khñom kəpúŋ-te slieʔ péʔ. 'My husband is about to get dressed.'

In this unit, however, you will hear both forms used interchangeably (e.g. Basic Dialogue sentence 11, and Drill H).

## 4. /daɛ/ or /dəh/ and /phoɔŋ/

These two post-verbal modifiers are often confused by students for the simple reason that they are both often translatable by English 'too' or 'also.' Each of these items excludes all negative particles occurring in the same position-- i.e. /teh/, /tee/, and /səh/. Actually, their meanings are quite different. /daɛ/ (which has an enclitic form /dəh/) means 'too' in the sense of 'likewise, in similar fashion,' while /phoɔŋ/ always means 'in addition, as well.' (Note that after prior negatives, /daɛ/ often translates as 'either,' but /phoɔŋ/ usually remains 'too' in English.)

Examples: kót nóŋ pəpún kót tɔw leəŋ phoɔŋ.  
'He took his wife along to visit them too (as an additional person).'  
kót nóŋ pəpún kót tɔw leəŋ daɛ.  
'He took his wife along to visit them, too (like someone else).'  
mɛc kəɔ m nóŋ pəpún məleəŋ phoɔŋ?  
'Why didn't you bring your wife along too?'  
look m nóŋ pəpún məleəŋ daɛ?  
'Didn't you bring your wife along either?'

You have already heard many examples of /daɛ/, which has still other meanings ('anyway', 'enough', etc.). There are additional examples of /phoɔŋ/ in Drill F. below. Both items occur in parallel constructions: /...daɛ, ...daɛ/ and /...phoɔŋ, ...phoɔŋ/; this use will be discussed in units soon to come.

NEW VOCABULARY: Kinship Terms

Kinship terminology in Cambodian, as in many other languages of Southeast Asia, is extremely complex. What is presented below is merely the bare bones of the system.

In general, relatives of the generations above oneself are designated by terms which already specify sex, while terms for relatives of ones own and lower generations do not specify sex, but can be extended by /poh/ (/proh/) and /səy/ (/srey/) to indicate male and female respectively. In addition, the terms for the older generations normally occur in pairs, one member of a given pair being more formal than the other. When such terms are used in direct address (replacing a pronoun or title), the informal member is the one usually selected. Except in the case of the 'father' and 'mother' words, these informal terms can be prefixed by /look/ in direct address: /look taa/ 'Grandpa', /look miŋ/ 'Aunt.' The kinship terms for the older generations are also used to address unrelated people of appropriate age: /yiey/ 'old lady', /puu/ 'fellow.'

In direct address to people of the same generation, only /boəŋ/ and /oun/ (for /pʰoun/) are common; husbands and wives often use these terms to address each other, the husband always being /boəŋ/ and the wife /oun/, regardless of their respective ages. These two terms are used by brothers and sisters either with or without a name following. With people of younger generations, the name alone is used in direct address; if the name is not known, an appropriate pronoun is selected: e.g. /niaŋ/, /kaŋaa/.

You will need to know some of the kinship terms listed below in order to perform Drills A through D, which follow right after.

### 1. Relatives of Higher Generations

<u>More Formal Term</u>	<u>English</u>	<u>Less Formal Terms</u>
əpuk (əwpuk)	father	paa, əw (rural)
mədaay	mother	maaʔ, mae (rural)
əpuk khmɛek	father-in-law	paa khmɛek
mədaay khmɛek	mother-in-law	maaʔ khmɛek
mia	younger uncle	puu
mədaay miŋ	younger aunt	miŋ
əpuk thom	elder uncle	om, om pòh
mədaay thom	elder aunt	om, om sèy
ciitaa	grandfather	taa
ciidoun	grandmother	doun, yiey

### 2. Relatives of Same Generation

boəŋ-pʰoun	siblings (may also include cousins)
boəŋ	older sibling
boəŋ kee bŋ-əh	oldest sibling
pʰoun	younger sibling
pʰoun piw	youngest sibling
boəŋ thlay	older sibling-in-law
pʰoun thlay	younger sibling-in-law
boəŋ-pʰoun ciidoun muoy	first cousins
pdey	husband
pepún (prəpún)	wife

### 3. Relatives of Younger Generations

koun-caw	children and grandchildren (may also include nieces and nephews)
koun chboəŋ	oldest child
koun	child
koun piw	youngest child
koun pəsaa	son - or daughter-in-law

khmuoy	nephew <u>or</u> niece
caw	grandchild
caw tuot	great-grandchild
caw luot	great-great-grandchild
caw lia	great-great-great-grandchild

## DRILLS

Drill A. Substitution

- |  |  |
|--|--|
| 1. pepún look nıw phtéh' teh?          | Is your wife at home, sir?                           |
| 2. pdey look sèy nıw phtéh' teh?       | Is <u>your husband</u> at home, madame?              |
| 3. p'oun look nıw phtéh' teh?          | Is <u>your younger brother</u> at home, sir?         |
| 4. koun look sèy nıw phtéh' teh?       | Is <u>your child</u> at home, madame?                |
| 5. medaay kafiaa nıw phtéh' teh?       | Is <u>your mother</u> at home, miss?                 |
| 6. apuk khmæk look nıw phtéh' teh?     | Is <u>your father-in-law</u> at home, sir?           |
| 7. medaay khmæk nıaŋ nıw phtéh' teh?   | Is <u>your mother-in-law</u> at home, young lady?    |
| 8. baŋ thlay look sèy nıw phtéh' teh?  | Is <u>your older brother-in-law</u> at home, madame? |
| 9. p'oun thlay kafiaa nıw phtéh' teh?  | Is <u>your younger sister-in-law</u> at home, miss?  |
| 10. khmuoy look nıw phtéh' teh?        | Is <u>your nephew</u> at home, sir?                  |
| 11. mia nıaŋ nıw phtéh' teh?           | Is <u>your uncle</u> at home, miss?                  |
| 12. medaay miŋ look nıw phtéh' teh?    | Is <u>your aunt</u> at home, sir?                    |
| 13. apuk thom look sèy nıw phtéh' teh? | Is <u>your elder uncle</u> at home, madame?          |
| 14. medaay thom look nıw phtéh' teh?   | Is <u>your elder aunt</u> at home, sir?              |

Drill B. Response

MODEL: Teacher: pepún look nıw phtéh' teh? Is your wife at home, sir?

Student: baat, pepún khñom nıw-inıŋ. Yes, my wife is here.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. p'oun look nıw phtéh' teh? | Is your younger brother at home? |
| baat, p'oun khñom nıw-inıŋ.   | Yes, my younger brother is here. |
| 2. koun look nıw phtéh' teh?  | Is your son at home?             |
| baat, koun khñom nıw-inıŋ.    | Yes, my son is here.             |





6. mēdaay miŋ kaŋaa, kót sok sēbaay' cia teh?      Your aunt, how is she?  
caah, mēdaay miŋ khñom, kót sok sēbaay' cia teh!      My aunt is fine.
7. opuk thom niaŋ, kót sok sēbaay' cia teh?      Your elder uncle, how is he?  
caah, opuk thom khñom, kót sok sēbaay' cia teh!      My elder uncle is fine.
8. mēdaay thom look, kót sok sēbaay' cia teh?      Your elder aunt, how is she?  
baat, mēdaay thom khñom, kót sok sēbaay' cia teh!      My elder aunt is fine.

Drill D. Substitution

1. look sēy mian kaa ey, baan-cia m baan  
móo leej?      Is your wife so busy that she  
couldn't come to see us?
2. p'oun look mian kaa ey, baan-cia m baan  
móo leej?      Is your younger brother so busy that  
he couldn't come to see us?
3. koun look mian kaa ey, baan-cia m baan  
móo leej?      Is your child so busy that he  
couldn't come to see us?
4. mēdaay look mian kaa ey, baan-cia m baan  
móo leej?      Is your mother so busy that she  
couldn't come to see us?
5. opuk khmæk look mian kaa ey, baan-cia m  
baan móo leej?      Is your father-in-law so busy that  
he couldn't come to see us?
6. mēdaay khmæk look mian kaa ey, baan-cia  
m baan móo leej?      Is your mother-in-law so busy that  
she couldn't come to see us?
7. boon thlay look mian kaa ey, baan-cia m  
baan móo leej?      Is your brother-in-law so busy that  
he couldn't come to see us?
8. p'oun thlay look mian kaa ey, baan-cia m  
baan móo leej?      Is your sister-in-law so busy that  
she couldn't come to see us?
9. khmuoy look mian kaa ey, baan-cia m baan  
móo leej?      Is your niece so busy that she  
couldn't come to see us?
10. mia look mian kaa ey, baan-cia m baan  
móo leej?      Is your uncle so busy that he  
couldn't come to see us?
11. mēdaay miŋ look mian kaa ey, baan-cia m  
baan móo leej?      Is your aunt so busy that she  
couldn't come to see us?
12. opuk thom look mian kaa ey, baan-cia m  
baan móo leej?      Is your elder uncle so busy that he  
couldn't come to see us?
13. mēdaay thom look mian kaa ey, baan-cia m  
baan móo leej?      Is your elder aunt so busy that she  
couldn't come to see us?

Drill E. Response

- MODEL: Teacher: look sèy mian kaa ey,  
 baan-cia m baan móo leeq?  
 (khmian levúl thee ey) Is your wife so busy that she  
 can't come to see us?  
 (not busy doing anything)
- Student: baat, khmian levúl thee  
 ey' teh! No, she's not very busy.
1. look sèy m-sew sùol khluon' teh, baan-cia  
 m baan móo leeq? (khmian chii ey thgún) Isn't your wife very well that  
 she can't come to see us?  
 (Not seriously ill)  
 baat, khmian chii ey thgún' teh! No, she's not seriously ill.
2. look mian kaa ey pèñap, oy-baan coul móo  
 m baan? (khmian kaa ey pèñap) Are you in such a hurry that you  
 can't come in the house?  
 (Not in such a hurry)  
 baat, khmian kaa ey pèñap' teh! No, I'm not in such a big hurry.
3. look sey chii! baan-cia m baan móo leeq?  
 (khmian chii ey soh) Is your wife sick that she couldn't  
 come to see us? (Not sick at all)  
 baat, khmian chii ey soh! No, she isn't sick at all.
4. look sèy levúl, baan-cia m baan móo leeq?  
 (khmian levúl) Is your wife so busy that she  
 couldn't come to see us?  
 (Not busy)  
 baat, khmian levúl ey' teh! No, she's not busy.

Drill F. Substitution

1. mec koo m nóm look sèy móo phooq? Why didn't you bring your wife  
 along too?
2. mec koo m nóm koun móo phooq? Why didn't you bring your children  
 along too?
3. mec koo m nóm p'oun móo phooq? Why didn't you bring your younger  
brother along too?
4. mec koo m pèap khñom phooq? Why didn't you tell me too?
5. mec koo m pèap look sèy phooq? Why didn't you tell madame too?
6. mec koo m ñceefñ look sèy móo phooq? Why didn't you invite madame to  
come too?
7. mec koo m nóm look sèy móo phooq? Why didn't you bring your wife  
 along too?

Drill G. Substitution

- |   |   |
|---|---|
| 1. khñom khmian kaa ey pəñap' teh!          | I don't have any urgent business.           |
| 2. khñom khmian kaa ey <u>somkhan'</u> teh! | I don't have any <u>important</u> business. |
| 3. khñom khmian <u>chii ey thñún'</u> teh!  | I don't have any <u>serious illness</u> .   |
| 4. khñom khmian <u>levúl thəə ey'</u> teh!  | I don't have <u>anything to do</u> .        |
| 5. khñom khmian <u>kaa ey thəə'</u> teh!    | I don't have <u>any work to do</u> .        |
| 6. khñom khmian <u>kaa ey pəñap'</u> teh!   | I don't have <u>any urgent business</u> .   |

Drill H. Multiple Substitution

- |   |   |
|---|---|
| 1. pdey khñom kəpún-tə slie? pé?.           | My husband is getting dressed.            |
| 2. pdey khñom kəpún-tə <u>məel kasəet</u> . | My husband is <u>reading a magazine</u> . |
| 3. <u>pəpún khñom</u> kəpún-tə məel kasəet. | <u>My wife</u> is reading a magazine.     |
| 4. pəpún khñom kəpún-tə <u>ñam baay</u> .   | My wife is <u>eating</u> .                |
| 5. <u>pdey khñom</u> kəpún-tə ñam baay.     | <u>My husband</u> is eating.              |
| 6. pdey khñom kəpún-tə <u>rien əŋglee</u> . | My husband is <u>studying English</u> .   |
| 7. pdey khñom kəpún-tə <u>slie? pé?</u> .   | My husband is <u>getting dressed</u> .    |

Drill I. Substitution-Expansion

- |  |  |
|--|--|
| 1. soum kafee məpəeŋ' moh.                                     | Please give me a cup of coffee.                              |
| 2. soum <u>tae</u> məpəeŋ' moh.                                | Please give me a cup of <u>tea</u> .                         |
| 3. soum <u>kafeə da? skoo</u> məpəeŋ' moh.                     | Please give me a cup of <u>coffee with sugar</u> .           |
| 4. soum <u>tae da? skoo</u> məpəeŋ' moh.                       | Please give me a cup of <u>tea with sugar</u> .              |
| 5. soum <u>kafeə tik-doh-koo</u> məpəeŋ' moh.                  | Please give me a cup of <u>coffee with cream</u> .           |
| 6. soum <u>tae tik-doh-koo</u> məpəeŋ' moh.                    | Please give me a cup of <u>tea with cream</u> .              |
| 7. soum <u>kafeə da? tik-doh-koo haey-nŋ skoo</u> məpəeŋ' moh. | Please give me a cup of <u>coffee with cream and sugar</u> . |

Drill J. Transformation. Inserting Objects

- MODEL: Teacher: khñom tɿw yóo mecuun! (kafée) I'll go get it for you. (coffee)  
Student: khñom tɿw yóo kafée mecuun! I'll go get the coffee for you.
1. khñom tɿw yóo mecuun! (tae) I'll go get it for you. (tea)  
khñom tɿw yóo tae mecuun! I'll go get the tea for you.
  2. koun khñom tɿw yóo mecuun! My daughter will go get it for you.  
(kafée) (coffee)  
koun khñom tɿw yóo kafée mecuun! My daughter will go get the coffee  
for you.
  3. pepún khñom tɿw yóo mecuun! My wife will go get it for you.  
(s'ey ntec) (a little something)  
pepún khñom tɿw yóo s'ey ntec My wife will go get a little  
mecuun! something for you.
  4. khñom tɿw yóo mecuun! (kafée khmaw) I'll go get it for you. (black coffee)  
khñom tɿw yóo kafée khmaw mecuun! I'll go get the black coffee for you.
  5. khñom tɿw yóo mecuun! (kafée I'll go get it for you. (coffee with  
tik-doh-koo) cream)  
khñom tɿw yóo kafée tik-doh-koo I'll go get the coffee with cream  
mecuun! for you.
  6. pepún khñom tɿw yóo mecuun! My wife will go get it for you.  
(kafée) (coffee)  
pepún khñom tɿw yóo kafée mecuun! My wife will go get the coffee for  
you.

Drill K. Substitution.

1. ficeeñ coul móo mephleest' tih, look. Please come in for a minute, Sir.
2. ficeeñ pesaa s'ey ntec' tih, look. Please have a little something to  
drink, Sir.
3. ficeeñ pesaa kafée ntec' tih, look. Please have a little coffee to  
drink, Sir.
4. ficeeñ pesaa tae ntec' tih, look. Please have a little tea to drink,  
Sir.
5. ficeeñ pesaa viskii ntec' tih, look. Please have a little whiskey to  
look. drink, Sir.
6. ficeeñ pkuy leen ntec' tih, look. Please have a seat for a moment, Sir.
7. ficeeñ coul móo mephleest' tih, look. Please come in for a moment, Sir.

Drill L. Transformation

- MODEL: Teacher: cɛŋ piɪ thee kaa, coul  
 móo leɛŋ tɛ mɛdɔɔŋ' tɪw!  
 (salaa rien, ñam kafse) When I left work, I just  
 dropped in for a visit.  
 (school, drink coffee)
- Student: cɛŋ piɪ salaa rien, coul móo  
 ñam kafse tɛ mɛdɔɔŋ' tɪw! When I left school, I just  
 dropped in to drink some  
 coffee.
1. cɛŋ piɪ thee kaa, coul móo leɛŋ tɛ  
 mɛdɔɔŋ' tɪw! (phtéh baay, mɛel  
 kasaet) After I left work, I just dropped  
 in for a visit. (restaurant,  
 read a magazine)  
 cɛŋ piɪ phtéh baay, coul móo mɛel  
 kasaet tɛ mɛdɔɔŋ' tɪw! After I left the restaurant, I just  
 dropped in to read a magazine.
  2. cɛŋ piɪ thee kaa, coul móo leɛŋ tɛ  
 mɛdɔɔŋ' tɪw! (ambasaat, leɛŋ  
 puo?-maa?) After I left work, I just dropped  
 in for a visit. (Embassy, visit  
 friends)  
 cɛŋ piɪ ambasaat, coul móo leɛŋ  
 puo?-maa? tɛ mɛdɔɔŋ' tɪw! After I left the Embassy I just  
 dropped in to visit some friends.
  3. cɛŋ piɪ thee kaa, coul móo leɛŋ  
 tɛ mɛdɔɔŋ' tɪw! (kɛsuɔŋ kaa-  
 bɔɔrɛtɛh, tɪw mɛel kon) After work, I just dropped in for a  
 visit. (Ministry of Foreign  
 Affairs, go see a movie)  
 cɛŋ piɪ kɛsuɔŋ kaa-bɔɔrɛtɛh, tɪw  
 mɛel kon tɛ mɛdɔɔŋ' tɪw! After I left the Ministry of Foreign  
 Affairs, I just dropped in to see  
 a movie.
  4. cɛŋ piɪ thee kaa, coul móo leɛŋ tɛ  
 mɛdɔɔŋ' tɪw! (berou, tɪw mɛel)  
 cɛŋ piɪ berou, tɪw mɛel tɛ mɛdɔɔŋ'  
 tɪw! After I left work, I just dropped in  
 for a visit. (office, go and see)  
 After I left the office, I just  
 dropped in to see.
  5. cɛŋ piɪ thee kaa, coul móo leɛŋ tɛ  
 mɛdɔɔŋ' tɪw! (mɛel kon, tɪw ñam  
 baay) After I left work, I just dropped  
 in for a visit. (see a movie, go  
 and eat)  
 cɛŋ piɪ mɛel kon, tɪw ñam baay tɛ  
 mɛdɔɔŋ' tɪw! After I left the movies, I just  
 went to eat.

## UNIT 27

## BASIC DIALOGUE

1. phtéh look sèy s'aat' ah.  
thee pemaan chnam' eh?
- Mr. Smith  
Your house is very nice.  
How many years ago was it built?
2. caah, pii chnam' eh.
- Mrs. Saat  
Two years ago.
3. yii, thom' ah! thom ciaṅ  
phtéh look sèy mun' neh.
- Mr. Smith  
Say, it's really big! It's bigger  
than your former house, isn't it?
4. caah, thom ciaṅ!
- Mrs. Saat  
Yes, it's bigger.
5. cón khaṅ-lee mian ktup pemaan?
- Mr. Smith  
How many rooms are there upstairs?
6. caah, mian pèam ktup..  
ktup khñom muoy, ktup smèap  
phñiew muoy, haey-nṅ ktup  
koun bèy!
- Mrs. Saat  
There are five rooms: my room, a  
guest room, and three children's  
rooms.
7. coh nṅw cón nih mian ktup  
ey-khlah?
- Mr. Smith  
And on this floor what rooms are  
there?
8. caah, ktup tetuol phñiew muoy,  
haey-nṅ berou pdey khñom kee  
thee kaa!
- Mrs. Saat  
Well, there's a guest room, and  
the office where my husband  
works.
9. coh ktup nuh smèap thee ey?
- Mr. Smith  
And what's that room for?
10. ou, nuh cia ktup da? ey-van,  
haey nṅw khaṅ-sdam nuh cia  
cekèan baay haey-nṅ ktup  
khmeeṅ chnuol!
- Mrs. Saat  
Oh, that's a store room, and on  
the right there is the kitchen  
and the servant's room.

11. look sèy mian ktup deek  
pemaan niw cón nih?  
Mr. Smith  
How many bedrooms do you have on  
this floor?
12. caah, mian te muoy' teh!  
ktup khmeeṅ chnuol.  
Mrs. Saat  
Well, there's only one. The  
servant's room.
13. look sèy mian suon chbaa  
thom l'oo' ah.  
Mr. Smith  
You have a nice big garden, don't  
you.
14. caah, khñom coul-cet phkaa'  
nah.  
Mrs. Saat  
Yes, I like flowers a lot.
15. look sèy tiñ phkaa pii naa'  
moh?  
Mr. Smith  
Where did you buy these flowers?
16. caah, khñom tiñ kaal coul  
chnam cèn, niw muk géa.  
Mrs. Saat  
Oh, I brought them at Chinese New  
Years, in front of the station.
17. look sèy pèhael mian phkaa  
koulaap cèen' nah.  
Mr. Smith  
It looks as though you have a lot  
of roses.
18. caah, phia? cèen, cèen-te  
phkaa koulaap!  
Mrs. Saat  
Yes, most of the flowers are  
roses.
19. pèpún khñom, kee coul-cet  
phkaa' nah dae!  
Mr. Smith  
My wife likes flowers a lot too.
20. caah, sèy-sèy ficeṅ' eh..  
nènaa kə douc nènaa' deh!  
Mrs. Saat  
Yes, that's the way women are--  
everyone of them is like every  
other one.
21. yii, khñom som cmieṅ lia  
look sèy sen' eh. leṅieṅ'  
nah haey.  
Mr. Smith  
Say, I better be saying good-bye  
to you now. It's late in the  
afternoon already.



Mrs. Saat

22. caah, khñom ɔɔ kun cèen' ah..  
ceh baan chliet coul leeq.

Well, thank you very much for  
taking the time to go out of  
your way to stop in.

## DIALOGUE FOR COMPREHENSION

look smith

1. phtéh look srey s'aat nah!  
thvée ponmaan chnam haey?
3. yii, thom nah! thom cian phtéh  
look srey mun!
5. cón khaaŋ-lée mian bontup ponmaan?
7. coh nıw cón nih mian bontup ey-khlah?
9. coh bontup nuh somrap thvée ɔvey?
11. look srey mian bontup deek ponmaan  
nıw cón nih?
13. look srey mian suon chbaa thom  
l'ɔɔ nah!
15. look srey tiñ phkaa pii nıw móo??
17. look srey prəhael mian phkaa koulaap  
craen nah.
19. prəpún khñom kee coul-cet phkaa  
nah dae.

look srey saat

2. caah, pii chnam haey.
4. caah, thom cian.
6. caah, mian pram bontup..bontup  
khñom muoy, bontup somrap  
phñiew muoy, haey niŋ bontup  
koun bey.
8. caah, bontup tóotuol phñiew  
muoy, haey niŋ bərou pdey  
khñom kee thvée kaa.
10. ou, nuh cia bontup da? ey-van,  
haey nıw khaaŋ-sdam nuh cia  
cəŋkraan baay haey niŋ bontup  
khmeeq chnuol.
12. caah, mian tae muoy tee..  
bontup khmeeq chnuol.
14. caah, khñom coul-cet phkaa nah.
16. caah, khñom tiñ kaal coul cnam  
cən, nıw muk géa.
18. caah, phia? craen, craen tae  
phkaa koulaap.
20. caah. srey-srey eñceŋ haey..  
né'naa koo douc né'naa dae!

21. yii, khñom soum cumriep lia look

srey sen haey. leñiec nah haey!

22. caah, khñom oo kun look craen

nah.. ceh baan chliet coul

leeq.

NOTE: The Interrogative Word /naa/

The word /naa/ 'which, where' and its derivatives constitute an important area in the system of Khmer interrogatives, comparable to /ey/ 'what' and its derivatives. Since several new uses of /naa/ occur in this unit, let us summarize the total picture to date.

/naa/, by itself, modifies mainly verbs of motion and nouns. In the first case it usually means '(to) where' and in the second case it usually means 'which (of several)':

sephiw naa?

Which book(s)?

look tiw naa?

Where are you going?

As a noun modifier, /naa/ is often extended by adding /-muoy/ 'one' and /-khlah/ 'several,' when the speaker wants to specify the type of answer he expects:

sephiw naa-muoy?

Which (one) book?

sephiw naa-khlah?

Which books?

When no noun is present, a substantive form of /naa/ occurs, formed with the prefix /aa-/:

sephiw naa thom ciay?

Which book is bigger?

aaanaa thom ciay?

Which one is bigger?

More examples of the substantive /aaanaa/ occur in Drill F of this unit.

As a modifier of a stative verb (e.g. /niw/ 'to be located'), or as a sentence constituent in its own right, /naa/ 'where' is nearly always prefixed by /i-/ (equivalent to /æ-/ in careful standard speech):

inaa look sèy?

Where's madame?

look sèy niw-inaa?

Where's madame?

look sèy niw-aaanaa?

Where's madame?

We have already encountered the phrase /pii naa/ 'from where' in sentences like the following:

look ficeeffi móo pii naa?

Where did you come from?

A new use of this phrase, with a slightly different meaning, occurs in this unit (Basic Sentence 15 and Drills G and H). The preposition /pii/, in time expressions, always refers to past time:

khñom tiffi mehoup thjaj can.

I buy food on Monday(s).

khñom tiffi mehoup pii thjaj can.

I bought (the) food (last) Monday.

The phrase /pii naa/, by association with this use of /pii/, often refers to past time even when no time expression is present:

look sèy tiffi phkaa pii naa ' moh?

Where did you buy the flowers?

(Note, however, the enclitic /moh/, which is itself associated with past time.)

Finally, the question-word /nensaa/ (/né?-naa/) 'who' is also an obvious derivative of /naa/, meaning literally 'which person.'

This particular word happens to occur in this unit, however, in a new pattern which is common to all interrogative words. The pattern is as follows (Q stands for any interrogative word):

Q ko... ' dae.

The meaning of the construction is 'the whole class of things designated by Q are equivalent in this respect.' The interrogative word usually comes out in English, therefore, as 'any,' 'every,' 'all,' etc.

Examples: sephiw naa ko baan' dae.      Any book will do.  
 tiw naa ko baan' dae.      One can go anywhere.

In Sentence 2 of the Basic Dialogue, and in Drill K, /nənaa/ occurs twice in a variation of this pattern:

nənaa ko douc nənaa ' dae.      Every person is like every (other)  
one.

NEW VOCABULARY: Household Terms

1. General

phtéh	house, home
haaŋ	shop, store
salaa	hall, school
aakia	building (large)
gέα (gaa)	station
vέŋ	palace
vót	wat, temple
cón	floor, storey
suon	garden
suon chbaa	flower garden
phkaa	flower
phkaa koulaap	rose
eyvan	goods, things
mehoup	food
aaw	coats, upper garments
khao	pants, lower garments
kho-aaw (khao-aaw)	clothing
muo?	hats
sbaek ceŋ	shoes

2. Rooms and Furniture

ptup, ktup (bontup)	room
..sméap (somrap) phñiew	guest-room
..tetuol (tóotuol) phñiew	parlor, living room ('for receiving guests')
..dæek	bedroom
..khmceŋ chnuol	servant's room
..daʔ eyvan	storeroom
..tək (tik)	bathroom
..ñam baay	dining-room
phtéh baay	restaurant, dining-room, or kitchen
berou	office
cəkəan (coŋkraan) baay	kitchen
kèè (krèè)	bed
kaw-ey	chair
tok (toʔ)	table
thvia	door

3. Verbs and Adjectives

riep-com baay	prepare food
dam baay	cook rice
sii baay	to eat (crude)
ñam baay	to eat (common)
tetuol-tian baay (tóotuol-)	to eat (general polite)
pesaa (pisaa) baay	to eat (honorific)
slieʔ	put on lower garments
slieʔ khao	put on pants
slieʔ sbaek ceeŋ	put on shoes
péʔ	put on upper garments
péʔ aaw	put on coat
péʔ muoʔ	put on hat
slieʔ-pé	to get dressed
kat	to cut
kat khao-aaw	to make clothing
cuol	to rent, hire
chnuol	rented, hired
tifi	to buy
luʔ	to sell
daʔ	to put, store
lœuʔ	to do something for fun

dae leeŋ	go for a walk
leeŋ baal	to play ball
tɨw leeŋ	to go visit
chliet	go out of ones way
sʔaat	nice, clean
səlah (səlah)	comfortable

4. Personal Nouns

khmeeŋ	child (not ones own)
khmeeŋ chnuol	servant
khmeeŋ-khmeeŋ	children in general
səy (sɛy)	woman
səy-səy	women in general
pòh (proh)	man
pòh-pòh	men in general
phfiəw	guest

## DRILLS

Drill A. Substitution

1. phtéh look səy sʔaat' ah.                      Your house is very nice.
2. phtéh baay look səy sʔaat' ah.                      Your dining room is very nice.
3. soun chbaa look səy sʔaat' ah.                      Your garden is very nice.
4. ptup tək look səy sʔaat' ah.                      Your bathroom is very nice.
5. ptup tetuoul phfiəw look səy sʔaat' ah. Your guest room is very nice.
6. cəkəan baay look səy sʔaat' ah.                      Your kitchen is very nice.
7. koun look səy sʔaat' ah.                      Your children are very nice.
8. pʔoun look səy sʔaat' ah.                      Your younger brother is very nice.

Drill B. Response

- MODEL: Teacher: phtéh baay khñom sʔaat' eh?                      What do you think of my dining room? '(Literally, is my dining room nice?)'
- Student: baat, phtéh baay look səy sʔaat' ah.                      Your dining room is very nice.
1. phtéh khñom thom' eh?                      What do you think of my house?  
baat, phtéh look səy thom' ah.                      Your house is very big.

- |   |  |
|---|--|
| 2. soun chbaa khñom l'əə' teh?<br>baat, suon chbaa look sèy l'əə' ah.                       | What do you think of my garden?<br>Your garden is very nice.         |
| 3. ptup tek khñom thom' eh?<br>baat, ptup tek look sèy thom' ah.                            | What do you think of my bathroom?<br>Your bathroom is very big.      |
| 4. ptup tetuol phñiew khñom selah' teh?<br>baat, ptup tetuol phñiew look sèy<br>selah' nah. | What do you think of my parlor?<br>Your parlor is very comfortable.  |
| 5. cəkèan baay khñom l'əə' teh?<br>baat, cəkèan baay look sèy l'əə' ah.                     | What do you think of my kitchen?<br>Your kitchen is very nice.       |
| 6. koun khñom cəh' teh?<br>baat, koun look sèy cəh' nah.                                    | What do you think of my children?<br>Your children are very capable. |

Drill C. Response

- |   |   |
|---|---|
| MODEL: <u>Teacher</u> : phtéh look sèy theə<br>pəmaan chnam' eh? (pii)                                  | How many years ago was your<br>house built? (2)   |
| <u>Student</u> : caah, phtéh khñom theə<br>pii chnam' eh.   | My house was built two<br>years ago.  |
| 1. laan look tiñ pəmaan chnam'<br>eh? (bey)<br>baat, laan khñom tiñ bey<br>chnam' eh.                   | How many years ago did you buy<br>your car? (3)<br>My car was bought three years<br>ago.                                      |
| 2. phtéh look sèy cuol pəmaan chnam'<br>eh? (pəam)<br>caah, phtéh khñom cuol pəam<br>chnam' eh.         | How many years have you rented<br>your house? (2)<br>My house has been rented for<br>five years.                              |
| 3. aaw look kat pəmaan khæ' eh?<br>(pmmuoy)<br>baat, aaw khñom kat pmmuoy khæ' eh.                      | How many months ago did you get<br>that coat made? (6)<br>This coat was made six months ago.                                  |
| 4. pepún look mədol pəmaan thɣay' eh?<br>(pəam-ndəp)<br>baat, pepún khñom mədol pəam-ndəp<br>thɣay' eh. | How many days ago did your wife<br>arrive? (15)<br>My wife arrived 15 days ago.   |
| 5. koun look coul rien pəmaan khæ' eh?<br>(bey)<br>baat, koun khñom coul rien bey<br>khæ' eh.           | How many months have your children<br>been going to school? (3)<br>My children have been going to<br>school for three months. |
| 6. kót tɔw dəl pəmaan khæ' eh?<br>(pii)<br>baat, kót tɔw dəl pii khæ' eh.                               | How many months ago did he<br>arrive? (2)<br>He arrived two months ago.   |

Drill D. Multiple Substitution

- |  |  |
|--|--|
| 1. cón khaṅ-lee mian pemaan ktup?              | How many rooms does the upstairs have?             |
| 2. cón <u>khaṅ-kòom</u> mian pemaan ktup?      | How many rooms does the <u>downstairs</u> have?    |
| 3. cón khaṅ-kòom mian <u>ktup ey-khlah</u> ?   | <u>What rooms</u> does the downstairs have?        |
| 4. cón <u>nih</u> mian ktup ey-khlah?          | What rooms does <u>this</u> floor have?            |
| 5. cón nih mian <u>ktup deek pemaan</u> ?      | <u>How many bedrooms</u> does this floor have?     |
| 6. cón <u>khaṅ-kòom</u> mian ktup deek pemaan? | How many bedrooms does the <u>downstairs</u> have? |
| 7. cón <u>khaṅ-lee</u> mian ktup deek pemaan?  | How many bedrooms does the <u>upstairs</u> have?   |
| 8. cón khaṅ-lee mian <u>pemaan ktup</u> ?      | <u>How many rooms</u> does the upstairs have?      |

Drill E. Response

- MODEL: Teacher: look sèy mian ktup deek pemaan? (lee pii, kraom muoy)  
Student: caah, mian bey.. khaṅ-lee pii, khaṅ-kraom muoy.
- How many bedrooms do you have? (Upstairs two, downstairs one)  
 There are three of them: two upstairs and one downstairs.
- |   |   |
|---|---|
| 1. look sèy mian ktup tetuol phñiew pemaan? (lee muoy, kraom muoy)<br>caah, mian pii..khaṅ-lee muoy, khaṅ-kraom muoy. | How many parlors do you have? (upstairs one, downstairs one)<br>There are two of them: one upstairs and one downstairs.           |
| 2. look sèy mian ktup khmeṅ chnuol pemaan? (lee muoy, kraom pii)<br>caah, mian bey..khaṅ-lee muoy, khaṅ-kraom pii.    | How many servant's rooms do you have? (one upstairs, two downstairs)<br>There are three of them: one upstairs and two downstairs. |
| 3. look sèy mian ktup deek pemaan? (lee bey, kraom pii)<br>caah, mian pram.. khaṅ-lee bey, khaṅ-kraom pii.            | How many bedrooms do you have? (three upstairs, two downstairs)<br>There are five of them: three upstairs and two downstairs.     |

4. look sèy mian ktup téŋ-oh pemaan?  
 (lœ buon, kraom pmmuoy)  
 caan, mian döp.. khaaŋ-lœ buon,  
 khaaŋ-kraom pmmuoy.

How many rooms do you have in all?  
 (four upstairs, six downstairs)  
 There are ten of them: four  
 upstairs and six downstairs.

Drill F. Response

MODEL: Teacher: phtéh look sèy mun  
 niŋ phtéh nih, aanaa  
 thom ciaŋ? (phtéh nih)

Which is bigger, your  
 previous house or this  
 house? (this house)

Student: baat, phtéh nih thom  
 ciaŋ!

This house is bigger.

1. ktup sômrap tetuol phñiew niŋ ktup  
 ñam baay, aanaa thom ciaŋ?  
 (ktup sômrap tetuol phñiew)  
 baat, ktup sômrap tetuol phñiew  
 thom ciaŋ!

Which is bigger, the parlor or the  
 dining room? (the parlor)

The parlor is bigger.

2. ktup koun look niŋ ktup khmeeŋ  
 chnuol, aanaa touc ciaŋ?  
 (ktup koun)  
 baat, ktup koun touc ciaŋ!

Which is the smaller, your child's  
 room or the servant's room?  
 (child's room)

The child's room is smaller.

3. ktup da? ey-van niŋ cekraan baay,  
 aanaa thom ciaŋ? (cekraan baay)  
 baat, cekraan baay thom ciaŋ!

Which is bigger the store room or  
 the kitchen? (kitchen)

The kitchen is bigger.

4. ktup tek niŋ ktup da? ey-van,  
 aanaa touc ciaŋ? (ktup tek)  
 baat, ktup tek touc ciaŋ!

Which is smaller, the bathroom or  
 the storeroom? (bathroom)

The bathroom is smaller.

5. suon chbaa khaŋ-muk niŋ suon chbaa  
 khaŋ-kòoy, aanaa thom ciaŋ?  
 (khaŋ-kòoy)  
 baat, suon chbaa khaŋ-kòoy thom  
 ciaŋ!

Which is bigger, the garden in  
 front or the garden in back?  
 (in back)

The garden in back is bigger.

Drill G. Substitution

1. look sèy tifi phkaa pii naa' moh?  
 2. look sèy tifi ey-van pii naa' moh?  
 3. look sèy tifi mehoup pii naa' moh?  
 4. look sèy tifi ruup thoat pii naa' moh?  
 5. look sèy tifi khmaw-day pii naa' moh?

Where did you buy the flowers?

Where did you buy these things?

Where did you buy the food?

Where did you buy the pictures?

Where did you buy the pencils?







3. khñom coul-cet tiw meel kon' ah!  
(puo?-maa? baraj khñom)  
puo?-maa baraj khñom, kee coul-cet  
tiw meel kon nah dae.
4. khñom coul-cet ñam baay' ah!  
(pepún khñom)  
pepún khñom kee coul-cet ñam  
baay nah dae.
5. khñom coul-cet dae leeq' ah!  
(booj khñom)  
booj khñom kee coul-cet dae leeq.  
nah dae.
- I certainly like to go to see movies.  
(my French friends)  
My French friends like to go to see  
movies a lot too.
- I certainly like to eat.  
(my wife)  
My wife likes very much to eat too.
- I certainly like to go for walks.  
(my older brother)  
My older brother likes to go for  
walks a lot too.

Drill K. Transformation

- MODEL: Teacher: pepún khñom kee coul-cet  
phkaa' ah. (sèy-sèy)  
Student: caah, sèy-sèy ñicej' eh..  
nënaa ko douc nënaa' deh. My wife certainly likes  
flowers! (women)  
Yes, women are like that--  
everyone of them is like  
every other one.
1. p'oun khñom kee coul-cet leeq baal'  
ah! (khmeeq-khmeeq)  
caah, khmeeq-khmeeq ñicej' eh..  
nënaa ko douc nënaa' deh. My younger brother certainly likes  
to play ball. (children)  
Yes, children are like that--every-  
one of them is like every other  
one.
2. pdey khñom kót coul-cet mēhoup  
cen' ah. (pòh-pòh)  
caah, pòh-pòh ñicej' eh.. nënaa  
ko douc nënaa' deh. My husband really likes Chinese  
food! (men)  
Yes, men are like that--everyone  
of them is like every other one.
3. puo?-maa? khñom kee coul-cet  
sephew' ah. (koun seh)  
caah, koun seh ñicej' eh.. nënaa  
ko douc nënaa' deh. My friends certainly do like books.  
(students)  
Yes, students are like that--  
everyone of them is like every  
other one.
4. p'oun sèy khñom kee coul-cet kon  
ameri?kañ' ah! (khmeeq sèy)  
caah, khmeeq sèy ñicej' eh.. nënaa  
ko douc nënaa' deh. My younger sister really likes to  
see American movies! (girls)  
Yes, girls are like that--everyone  
of them is like every other one.
5. koun khñom kee coul-cet meel tii-vii'  
ah. (khmeeq-khmeeq)  
caah, khmeeq-khmeeq ñicej' eh.. nënaa  
ko douc nënaa' deh. My children certainly do like to  
watch television. (children)  
Yes, children are like that--  
everyone of them is like every  
other one.

## UNIT 28

## BASIC DIALOGUE

- |     |  |  |
|-----|--|--|
|     | <u>A Cambodian</u>   |  |
| 1.  | thɔy saw' nɔŋ, look tmnee'<br>tee ih?                                  | Are you free this Saturday?                              |
|     | <u>An American</u>   |  |
| 2.  | baat, pehael tmnee' tee,<br>meel tiw.                                  | Yes, I guess I <u>am</u> free.                           |
|     | <u>Cambodian</u>   |  |
| 3.  | khñom cəŋ ficeeñ look móo pesaa<br>baay phtéh khñom.                   | I'd like to invite you to come<br>and eat at my house.   |
|     | <u>American</u>  |  |
| 4.  | baat, mian ey?   | Sure, why not?   |
|     | <u>Cambodian</u>   |  |
| 5.  | look skól phtéh khñom' iniw?   | Do you know where my house is yet?                       |
|     | <u>American</u>  |  |
| 6.  | baat, khñom skól m-sew chbah'<br>teh!                                  | Well, I don't remember too clearly.                      |
|     | <u>Cambodian</u>   |  |
| 7.  | leek pii hōoy haa-səp phlɛw<br>pastei.. niw cit ambasaat<br>ameri'kaŋ. | Number 250 Pasteur Street, near<br>the American Embassy. |
|     | <u>American</u>  |  |
| 8.  | ou, ficeŋ khñom m-bac baek<br>laan' teh!                               | Oh, in that case I won't have to<br>drive my car.        |
|     | <u>Cambodian</u>   |  |
| 9.  | look mian ficeeñ phñiew móo<br>cèen' teh?                              | Have you invited a lot of guests?                        |
|     | <u>Cambodian</u>   |  |
| 10. | baat, min-cə cèen pemaan' teh!   | No, not very many.                                       |
|     | <u>American</u>  |  |
| 11. | khñom haw te puo'-maa? khñom<br>pii-bey né?' teh!                      | I've just asked two or three of<br>my friends.           |
|     | <u>American</u>  |  |
| 12. | ficeŋ sùol' eh.  | Well, that's nice.                                       |

13. look cəŋ ñam məhoup ey, soum  
pəap khñom' məeh. Cambodian Whatever kind of food you want to eat, just let me know.
14. baat, məhoup ey kə baan' deh,  
təe khñom cəŋ saa? məhoup  
khmae mədɔəŋ! American Well, any kind of food is all right, but I would like to try Cambodian food once.
15. ñiceŋ sùol' eh. pəpún  
khñom pəsəp thəe  
məhoup khmae' nah. Cambodian That's good. My wife is very skillful at making Cambodian food.
16. coh sèa, look coul-cet sèa ey? American And what about liquor, what kind of liquor do you like?
17. baat, viskii' kə baan,, bye'e'  
kə baan. Cambodian Oh, either whiskey or beer would be fine.
18. look coul-cet sèa tɛpəŋ  
baay-cuu' eh? American Do you like wine?
19. baat, sèa tɛpəŋ baay-cuu,  
khñom douc mɪn emnoul  
pəmaan' teh! Cambodian Well, I don't particularly care for wine.
20. ñiceŋ thɔy saw maəŋ pmmuoy  
ñiceñ moo' neh? American Then you'll come on Saturday at 6 o'clock, will you?
21. baat! ñiceŋ khñom som lia sen'  
neh. Cambodian Sure! Well, I'll be seeing you.

## DIALOGUE FOR COMPREHENSION

khmae

1. thay saw niy, look tumnee tee rih?
3. khñom coj eñceefñ look móo? pisaa baay phtéh khñom.
5. look skól phtéh khñom haey ri-niw?
7. leek pii róoy haa-sep phlew pastel.. niw cit ambasaat amerikañ.
10. baat, min-cia craen ponmaan tee.
11. khñom haw taé puo?-maa? khñom pii-bey né? tee.
13. look coj ñam mēhoup ey, soum prap khñom mēel.
15. eñceñ sruol haey. prapún khñom prōsop thvée mēhoup khmae nah.
16. coh sraa.. look coul-cet sraa ey?
18. look coul-cet sraa tumpéñ baay-cuu tee?
20. eñceñ thay saw maon prammuoy, eñceefñ móo? naa?

amerikañ

2. baat, prohael tumnee tee, mēel tiw.
4. baat, mian ey?
6. baat, khñom skól min-sew chbah tee.
8. ou, eñcéñ khñom min-bac baek laan tee.
9. look mian eñceefñ phñiew móo craen tee?
12. eñceñ sruol haey!
14. baat, mēhoup ey koo baan dae, taé khñom coj saa? mēhoup khmae mēdoon.
17. baat, viskii koo baan, byee koo baan.
19. baat, sraa tumpéñ baay-cuu, khñom douc min cōmnoul ponmaan tee.
21. baat! eñceñ khñom soum lia sen haey.

## NOTES

1. Discontinuous Constructions

In the previous unit (27, Notes, end) we described a construction which has two separate elements that do not follow each other directly in any sentence containing it:

Q ko ...' dae. 'all Q are equivalent'

(as in /nənaa ko douc nənaa' dae/, 'Every person is like every other one.')

Such a construction is called discontinuous. The present unit contains several more examples of discontinuous constructions.

a) ...ko baan,,...ko baan. 'either one will do.'

Example: viskii ko baan,, byee ko baan. 'Either whiskey or beer would be fine.'

The things presented as alternatives are usually noun expression, but may also be whole predicates. Further examples are in Drill K.

b) te (tae)...' teh (tee)! 'only, nothing but'

In this construction, the subject matter to be restricted by 'only' is always squarely bracketed between the two parts of the construction. Thus the restriction is often much more explicit than it is in English.

Examples:

khñom tifi sephiw te muoy' teh! 'I bought only one book.'  
(the total number of books I bought was one.)

khñom tifi te sephiw muoy' teh! 'I bought only a book.'  
(all I bought was a book)

Note that if the restriction applies to the whole predicate, /krón-te, is usually used instead of /te/ by itself:

khñom krón-te tifi sephiw muoy' teh! 'I only bought a book.'  
(all I did was buy a book)

khñom haw te puo?-maa? khñom 'I just asked two or three of my  
pii-bey né?' teh! friends.'

More examples are in Drill G.

c) min or min-ce (min-cia)...pemaan teh! 'not very much'

The thing bracketed by this construction is always a verb, adjective, or full predicate (not merely a noun expression), since /min/ and /min-ce/ are prior negatives. The whole construction is equivalent to the negative /min-sew/.

Examples:

baat, min-ce cèen pemaan' teh! 'No, not very many.'

sèa tepéj baay-cuu, khñom douc min 'Wine, I (guess I) don't very much  
cmnoul pemaan' teh! care for.'

More examples are in Drills G and L.

d) ficeefi (e'ficeefi)... neh (naa). 'Please, I invite you to'

The expression bracketed by this construction may be an entire subject-predicate complex. Note that if the subject precedes the item /ficeefi/

the meaning is not 'invitation' but 'honorific motion' (see Note, Unit 24). When there is no subject at all, the meaning may be either, but in most contexts it is 'invitation.'

Examples:

look ñceəñ m<sup>oo</sup> pesaa baay alew' ih?  
'Are you coming to eat now?'

ñceəñ look m<sup>oo</sup> pesaa baay alew' neh.  
'Please (I invite you to) come eat now.'

ñceəñ th<sup>ay</sup> saw ma<sup>oñ</sup> p<sup>muoy</sup> ñceəñ m<sup>oo</sup> neh.  
'Then you'll come (or I invite you to come) on Saturday at six o'clock, won't you?'

Other examples are in Drill M.

- e) som (soum)... 'm<sup>eeh</sup> (meel) or neh (naa). 'Please, I request you to'  
These two constructions have virtually the same meaning as /som/ by itself, but are a shade more polite. As in the case of /ñceəñ/, a whole subject-predicate complex may be bracketed.

Examples:

som look cam m<sup>ephleət</sup> neh. 'Please wait a moment, will you?'

soum p<sup>eaap</sup> kh<sup>ñom</sup> m<sup>eeh</sup>. 'Please just tell me.'

Other examples are in Drills H and I.

As pre-verbal modifiers, both /som/ and /ñceəñ/ can have subjects and prior modifiers of their own:

kh<sup>ñom</sup> c<sup>oñ</sup> ñceəñ look m<sup>oo</sup> pesaa baay.  
'I want to invite you to come eat.'

kh<sup>ñom</sup> som lia sen' neh.  
'I (beg to) say goodbye for a while.'

Other examples are in Drills B and G.

- f) p<sup>ehaəl</sup> (p<sup>rohaəl</sup>)..., m<sup>eel</sup> tiw. 'perhaps, I guess'

This construction brackets an entire predicate. The subject may come either before or after /p<sup>ehaəl</sup>/ when it occurs.

Examples:

baat, p<sup>ehaəl</sup> tm<sup>nee</sup> 'tee, m<sup>eel</sup> tiw.  
'Yes, (I) guess (I) am free.'

or baat, kh<sup>ñom</sup> p<sup>ehaəl</sup> tm<sup>nee</sup> 'tee, m<sup>eel</sup> tiw.

or baat, p<sup>ehaəl</sup> kh<sup>ñom</sup> tm<sup>nee</sup> 'tee, m<sup>eel</sup> tiw.

Very similar to /p<sup>ehaəl</sup>/ are /d<sup>ouc</sup>/ and /d<sup>ouc</sup>-cia/ 'apparently, it seems,' which may also occur in discontinuous construction with /m<sup>eel</sup> tiw/. In Sentence 19 of the Basic Dialogue, however, this was not the case, since another kind of discontinuous construction happened to occur in the same sentence, /m<sup>in</sup>... p<sup>emaan</sup>/:

kh<sup>ñom</sup> d<sup>ouc</sup> m<sup>in</sup> c<sup>mnoul</sup> p<sup>emaan</sup> 'teh!  
'I don't (seem to) particularly care for it.'

Other examples of /d<sup>ouc</sup>/ and /p<sup>ehaəl</sup>/ are in Drills L and M.



2. More Pre-verbal Modifiers

## a) The negative /m-bac/ 'not have to'

This item is considered a compound negative (like /m-tón/, /m-səw/, etc.) since it has no corresponding positive form /bac/. Its logical opposite is /təw/ or /təw-tə/ (/trəw-təɛ/) 'have to.' (The negative of the latter form, /m-təw/, is rare, and means 'shouldn't, mustn't' rather than 'not have to.')

Examples:

fiəŋ khñom m-bac bæk laan' teh!  
'In that case, I won't (don't) have to drive.'  
look təw-tə bæk. 'You have to drive.'  
khñom m-təw bæk laan' teh! 'I shouldn't drive a car.'

Additional examples are in Drills D, E, and F.

## b) Auxiliary verbs meaning 'like to,' etc.

This set of verbs, all of which can be negated, may have either nouns or other verbs as their objects, and hence often fall in the position of pre-verbal modifier.

cəŋ	'want (to)'
coul-cət	'like (to)'
cmnoul (cəmnoul)	'take to, care for'
cəh	'be able to, know (how to)'
pəsoŋ (prəsoŋ)	'to be skillful at'

Examples are in Drills J, K, and L.

## DRILLS

Drill A. Substitution

- |   |                                      |
|---|--------------------------------------|
| 1. thŋay saw' nih, look tmnee' tee ih?          | Are you free this <u>Saturday</u> ?  |
| 2. thŋay <u>atit'</u> nih, look tmnee' tee ih?  | Are you free this <u>Sunday</u> ?    |
| 3. thŋay <u>sok'</u> nih, look tmnee' tee ih?   | Are you free this <u>Friday</u> ?    |
| 4. thŋay <u>pəhóh'</u> nih, look tmnee' tee ih? | Are you free this <u>Thursday</u> ?  |
| 5. thŋay <u>can'</u> nih, look tmnee' tee ih?   | Are you free this <u>Monday</u> ?    |
| 6. thŋay <u>ŋkia'</u> nih, look tmnee' tee ih?  | Are you free this <u>Tuesday</u> ?   |
| 7. thŋay <u>put'</u> nih, look tmnee' tee ih?   | Are you free this <u>Wednesday</u> ? |

Drill B. Double Substitution

MODEL: Teacher: thɣaj saw' nih, khñom cəŋ  
 ñiceəñ look móo pesaa baay  
 phtéh khñom. (sok, ñam)

This Saturday, I would like  
 to invite you to come and  
 have a meal at my house.  
 (Friday, eat)

Student: thɣaj sok' nih, khñom cəŋ  
 ñiceəñ look móo ñam baay  
 phtéh khñom.

This Friday, I would like to  
 invite you to come and eat  
 at my house.

1. thɣaj atit' nih, khñom cəŋ ñiceəñ  
 look móo meel kon phtéh khñom.  
 (saw, pesaa baay)

This Sunday, I would like to invite  
 you to come and see a movie at my  
 house. (Saturday, have a meal)

thɣaj saw' nih, khñom cəŋ ñiceəñ  
 look móo pesaa baay phtéh khñom.

This Saturday, I would like to invite  
 you to come and have a meal at my  
 house.

2. thɣaj sok' nih, khñom cəŋ ñiceəñ  
 look móo leej phtéh khñom.  
 (saw, rien)

This Friday, I would like to invite  
 you to come and visit my house.  
 (Saturday, study)

thɣaj saw' nih, khñom cəŋ ñiceəñ  
 look móo rien phtéh khñom.

This Saturday, I would like to invite  
 you to come and study at my house.

3. thɣaj can' nih, khñom cəŋ ñiceəñ  
 look móo ñam kafee phtéh khñom.  
 (atit, leej)

This Monday, I would like to invite  
 you to come and have coffee at my  
 house. (Sunday, visit)

thɣaj atit' nih, khñom cəŋ ñiceəñ  
 look móo leej phtéh khñom.

This Sunday, I would like to invite  
 you to visit my house.

4. thɣaj put' nih, khñom cəŋ ñiceəñ  
 look móo meel tii-vii phtéh  
 khñom. (sok, leej)

This Wednesday, I would like to  
 invite you to come and watch T.V.  
 at my house. (Friday, visit)

thɣaj sok' nih, khñom cəŋ ñiceəñ  
 look móo leej phtéh khñom.

This Friday, I would like to invite  
 you to come and visit my house.

Drill C. Response

MODEL: Teacher: look skól phtéh khñom'  
 iniw?

Do you know where my house  
 is yet?

Student: baat, khñom m-tón skól'  
 leh!

No, I don't know where it  
 is yet.

1. look ceh niyiey khmae' iniw?

Do you know how to speak Cambodian  
 yet?

baat, khñom m-tón ceh niyiey'  
 teh!

No, I don't know how to speak it  
 yet.

- |  |   |
|--|---|
| 2. look cuop pepún khñom' iniw?<br>baat, khñom m-tón cuop' eh! | Have you met my wife yet?<br>No, I haven't met her yet.                 |
| 3. look sdap baan' iniw?<br>baat, khñom sdap m-tón baan' neh!  | Have you understood yet?<br>No, I haven't understood yet.               |
| 4. look rien cop' iniw?<br>baat, khñom rien m-tón cop' eh!     | Have you finished studying yet?<br>No, I haven't finished studying yet. |
| 5. look kheeff' iniw?<br>baat, khñom m-tón kheeff' eh!         | Do you see it yet?<br>No, I don't see it yet.                           |

Drill D. Substitution

- |                                       |  |
|---------------------------------------|--|
| 1. khñom m-bac baek laan' neh!        | I won't have to drive my car.            |
| 2. khñom m-bac <u>tíw phtéh'</u> teh! | I won't have to <u>go to the house</u> . |
| 3. khñom m-bac <u>rien'</u> neh!      | I won't have to <u>study</u> .           |
| 4. khñom m-bac <u>thee'</u> teh!      | I won't have to <u>do it</u> .           |
| 5. khñom m-bac <u>pàè'</u> teh!       | I won't have to <u>translate it</u> .    |
| 6. khñom m-bac <u>cuop'</u> eh!       | I won't have to <u>meet them</u> .       |
| 7. khñom m-bac <u>sdap'</u> eh!       | I won't have to <u>listen to it</u> .    |
| 8. khñom m-bac <u>meel'</u> leh!      | I won't have to <u>look at it</u> .      |

Drill E. Response

- |   |   |
|---|---|
| MODEL: <u>Teacher</u> : look baek laan' neh?                | Are you driving your car?.  |
| <u>Student</u> : tee, khñom m-bac baek<br>laan' neh!        | No, I won't have to drive it.                                       |
| 1. look tíw phtéh' teh?<br>tee, khñom m-bac tíw phtéh' teh! | Are you going to the house?<br>No, I won't have to go to the house. |
| 2. look rien' neh?<br>tee, khñom m-bac rien' neh!           | Are you going to study it?<br>No, I won't have to study it.         |
| 3. look thee' teh?<br>tee khñom m-bac thee' teh!            | Are you going to do it?<br>No, I won't have to do it.               |
| 4. look pàè' teh?<br>tee, khñom m-bac pàè' teh!             | Are you going to translate it?<br>No, I won't have to translate it. |
| 5. look cuop' eh?<br>tee, khñom m-bac cuop' eh!             | Are you going to meet them?<br>No, I won't have to meet them.       |
| 6. look sdap' eh?<br>tee, khñom m-bac sdap' eh!             | Are you going to listen to it?<br>No, I won't have to listen to it. |
| 7. look meel' leh?<br>tee, khñom m-bac meel' leh!           | Are you going to look at it?<br>No, I won't have to look at it.     |

Drill F. Transformation

- MODEL: Teacher: khñom m-bac baek laan' neh! (look) I won't have to drive the car. (you)  
Student: tee, look tèt-te baek! No, you'll have to drive it.
1. khñom m-bac tiw phtéh' teh! (look sèy) I won't have to go to the house. (you)  
tee, look sèy tèt-te tiw! No, you'll have to go there.
  2. khñom m-bac rien' neh! (kaña) I won't have to study it. (you)  
tee, kaña tèt-te rien! No, you'll have to study it.
  3. khñom m-bac thee' teh! (kót) I won't have to do it. (he)  
tee, kót tèt-te thee! No, he'll have to do it.
  4. khñom m-bac pàe' teh! (look kùu) I won't have to translate it. (the teacher)  
tee, look kùu tèt-te pàe! No, the teacher will have to translate it.
  5. khñom m-bac cuop' eh! (pépùn khñom) I won't have to meet them. (my wife)  
tee, pepùn khñom tèt-te cuop! No, my wife will have to meet them.
  6. khñom m-bac sdap' eh! (koun seh) I won't have to listen to it. (the students)  
tee, koun seh tèt-te sdap! No, the students will have to listen to it.
  7. khñom m-bac mael' leh! (boon khñom) I won't have to look at it. (my older brother)  
tee, boon khñom tèt-te mael! No, my older brother will have to look at it.

Drill G. Response

- MODEL: Teacher: look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? pii-bey né?) Have you invited very many guests? (2 or 3 friends)  
Student: baat, min-ce cèen pemaan' teh! khñom haw te puo?-maa khñom pii-bey né?' teh! No, not very many. I just asked two or three friends of mine.
1. look mian ficeeñ phñiew móo cèen' teh! (koun seh buon né?) Have you invited very many guests? (4 students)  
baat, min-ce cèen pemaan' teh! khñom haw te koun seh khñom buon né?' teh! No, not very many. I just asked four students of mine.

- |  |  |
|--|--|
| <p>2. look mian ficeeñ phñiew móo cèen' teh? (booŋ-p'oun)<br/>baat, mìn-ce cèen pèmaan' teh!<br/>khñom haw te booŋ p'oun khñom' teh!</p>   | <p>Have you invited very many guests?<br/>(brothers and sisters)<br/>No, not very many. I just asked<br/>my brothers and sisters.</p>                        |
| <p>3. look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? mené?-pii)<br/>baat, mìn-ce cèen pèmaan' teh!<br/>khñom haw te puo?-maa? khñom mené?-pii' teh!</p>                                   | <p>Have you invited very many guests?<br/>(one or two friends)<br/>No, not very many. I just asked<br/>one or two friends of mine.</p>                       |
| <p>4. look mian ficeeñ phñiew móo cèen' teh? (né? cit-khaaŋ<br/>pmmuoy-pmpil né?)<br/>baat, mìn-ce cèen pèmaan' teh!<br/>khñom haw te né? cit-khaaŋ<br/>khñom pmmuoy-pmpil né?' teh!</p>     | <p>Have you invited very many guests?<br/>(six or seven neighbors)<br/>No, not very many. I just asked<br/>six or seven neighbors of mine.</p>               |
| <p>5. look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? pepún khñom<br/>buon-pèam né?)<br/>baat, mìn-ce cèen pèmaan' teh!<br/>khñom haw te puo?-maa? pepún<br/>khñom buon-pèam né?' teh!</p> | <p>Have you invited very many guests?<br/>(four or five of my wife's friends)<br/>No, not very many. I just asked<br/>four or five of my wife's friends.</p> |

#### Drill H. Substitution

- |  |  |
|--|--|
| <p>1. look coŋ ñam mèhoup ey, som pèap khñom meel.</p> | <p>Whatever kind of food you want to eat, please let me know.</p>            |
| <p>2. look coŋ meel kon ey, som pèap khñom meel.</p>   | <p><u>Whatever movie you want to see</u>, please let me know.</p>            |
| <p>3. look coŋ pèsaà sèa ey, som pèap khñom meel.</p>  | <p><u>Whatever kind of liquor you want to drink</u>, please let me know.</p> |
| <p>4. look coŋ aan sephiw ey, som pèap khñom meel</p>  | <p><u>Whatever book you want to read</u>, please let me know.</p>            |
| <p>5. look coŋ baek laan ey, som pèap khñom meel.</p>  | <p><u>Whatever kind of car you want to drive</u>, please let me know.</p>    |
| <p>6. look coŋ cuop nènaa, som pèap khñom meel.</p>    | <p><u>Whoever you want to meet</u>, please let me know.</p>                  |
| <p>7. look coŋ tiw leeŋ inaa, som pèap khñom meel.</p> | <p><u>Wherever you want to go</u>, please let me know.</p>                   |

8. look cɔŋ thee yaan meɛ, som pɛap  
khñom meel.
9. look cɔŋ ñam mehoup ey, som pɛap  
khñom meel.

However you want to do it, please  
let me know.

Whatever kind of food you want  
to eat, please let me know.

Drill I. Response

MODEL: Teacher: look cɔŋ ñam mehoup ey,  
som pɛap khñom meel.  
(saaʔ, mehoup khmae)

Whatever kind of food you  
want to eat, please let  
me know. (try, Cambodian  
food)

Student: baat, mehoup ey ko baan'  
dae, tae khñom cɔŋ  
saaʔ mehoup khmae medɔɔŋ!

Well, any kind of food is  
all right, but I would  
like to try Cambodian food  
once.

1. look cɔŋ meel kon ey, som pɛap  
khñom meel. (meel, kon pɛaŋ)

Whatever movie you would like to  
see, please let me know.  
(to see, French movie)

baat, kon ey ko baan' dae, tae  
khñom cɔŋ meel kon pɛaŋ medɔɔŋ!

Well, any kind of movie is all  
right, but I would like to see  
a French movie once.

2. look cɔŋ pesaa səa ey som pɛap  
khñom meel. (saaʔ, səa tepɛŋ  
baay-cuu)

Whatever kind of liquor you would  
like to have, please let me know.  
(try, wine)

baat, səa ey ko baan' dae, tae  
khñom cɔŋ saaʔ tepɛŋ baay-cuu  
medɔɔŋ!

Well, any kind of liquor is all  
right, but I would like to try  
wine for once.

3. look cɔŋ aan səpɛw ey, som pɛap  
khñom meel. (meel, kasaeɛt  
ɔŋglee)

Whatever book you would like to  
read, please let me know.  
(read, English magazines)

baat, səpɛw ey ko baan' dae, tae  
khñom cɔŋ meel kasaeɛt ɔŋglee  
medɔɔŋ!

Well, any kind of book is all  
right, but I would like to read  
an English magazine once.

4. look cɔŋ baek laan ey, som pɛap  
khñom meel (baek, laan ameriʔkaŋ)

Whatever car you would like to  
drive, please let me know.  
(drive, American car)

baat, laan ey ko baan' dae, tae  
khñom cɔŋ baek ameriʔkaŋ medɔɔŋ!

Well, any kind of car is all right,  
but I would like to drive an  
American car.

5. look coŋ tɨw leeŋ inaa, som pɛap  
khñom meel. (leeŋ, muk véŋ)

baat, tɨw inaa ko baan' dae, tae  
khñom coŋ tɨw leeŋ muk véŋ  
medoŋ!

Wherever you want to go, please  
let me know. (visit, in front  
of the palace)

Well, anywhere is all right, but  
I would like to go visit the  
front of the palace once.

Drill J. Multiple Substitution

1. pepún khñom pɛsop thee mɛhoup  
khmae' ah.

My wife is very skillful at making  
Cambodian food.

2. kaña vansi pɛsop thee mɛhoup  
khmae' ah.

Miss Vansy is very skillful at  
making Cambodian food.

3. kaña vansi ceh niyiey oŋglee'  
ah.

Miss Vansy is very good at speaking  
English.

4. look saw ceh niyiey oŋglee' ah.

Mr. Sau is very good at speaking  
English.

5. look saw cmnoul sèa tepéŋ  
baay-cuu' ah.

Mr. Sau is fond of wine.

6. look smith cmnoul sèa tepéŋ  
baay-cuu' ah.

Mr. Smith is fond of wine.

7. look smith cmnoul mɛhoup khmae'  
ah.

Mr. Smith is fond of Cambodian  
food.

8. look smith pɛsop thee mɛhoup  
khmae' ah.

Mr. Smith is very skillful at  
making Cambodian food.

9. pepún khñom pɛsop thee mɛhoup  
khmae' ah.

My wife is very skillful at making  
Cambodian food.

Drill K. Response

MODEL: Teacher: look coul-cet sèa ey?  
(viskii, byee)

What kind of liquor do you  
like? (whiskey, beer)

Student: baat, viskii' ko baan,,  
byee' ko baan.

Well, whiskey would be fine,  
and beer would be fine.

1. look coul-cet mɛhoup ey?  
(khmae, ameri'kaŋ)  
baat, mɛhoup khmae' ko baan,,  
mɛhoup ameri'kaŋ' ko baan.

What kind of food do you like?  
(Cambodian, American)  
Well, Cambodian food would be fine,  
and American food would be fine.

2. look cəŋ pàe ɛy, dmbɛy tɛsɛ sɛbət?  
(khmaw-day, dɔŋ pakaa)  
baat, khmaw-day' kɔ baan,, dɔŋ  
pakaa' kɔ baan.  
What would you like to use to  
write the letter with?  
(pencil, pen)  
Well, a pencil would be all right,  
or a pen would be all right.
3. look cəŋ niyley phiasaa ɛy?  
(ɔŋglee, pɛaŋ)  
baat, ɔŋglee' kɔ baan,, pɛaŋ kɔ  
baan.  
What language do you want to  
speak? (English, French)  
Well, English would be fine, or  
French would be fine.
4. look coul-cet rien peel naa?  
(yup, thɔy)  
baat, yup' kɔ baan,, thɔy' kɔ  
baan.  
What time do you like to study?  
(night, day)  
Well, at night is all right, or  
in the day time is all right.
5. look cəŋ pesaa baay nɪw-inaa?  
(phtéh khñom, phtéh baay)  
baat, phtéh khñom' kɔ baan,, phtéh  
baay' kɔ baan.  
Where would you like to eat?  
(my house, a restaurant)  
Well, at my house would be all  
right, or at a restaurant would  
be all right.

Drill L. Response

- MODEL: Teacher: look coul-cet sèa tepéŋ  
baay-cuu' teh? Do you like wine?  
Student: baat, sèa tepéŋ baay-cuu,  
khñom douc mɪn cmnoul Well, I don't particularly  
pemaan' neh! care for wine.
1. look coul-cet mɛhoup ameri'kaŋ eh?  
baat, mɛhoup ameri'kaŋ, khñom douc  
mɪn cmnoul pemaan' neh! Do you like American food?  
Well, I don't particularly care  
for American food.
2. look coul-cet viskii' teh?  
baat, viskii, khñom douc mɪn  
cmnoul pemaan' neh! Do you like whiskey?  
Well, I don't particularly care  
for whiskey.
3. look coul-cet mɛhoup cən' neh?  
baat, mɛhoup cən, khñom douc mɪn  
cmnoul pemaan' neh! Do you like Chinese food?  
Well, I don't particularly care  
for Chinese food.
4. look coul-cet tɛk-taɛ tɛk-kɔɔ' teh?  
baat, tɛk-taɛ tɛk-kɔɔ, khñom douc  
mɪn cmnoul pemaan' neh! Do you like iced tea?  
Well, I don't particularly care  
for iced tea.
5. look coul-cet kafɛe tɛk-doh-koo' teh?  
baat, kafɛe tɛk-doh-koo, khñom douc  
mɪn cmnoul pemaan' neh! Do you like coffee with cream?  
Well, I don't particularly care  
for coffee with cream.



6. look coul-cet mēhoup pèaŋ' eh?  
 baat, mēhoup pèaŋ, khñom douc min  
 cmnoul pemaan' neh!

Do you like French food?  
 Well, I don't particularly care  
 for French food.

Drill M. Response

MODEL: Teacher: ñcəŋ, thŋay saw, ñcəeñ  
 móo phtéh khñom' neh?

Student: baat, thŋay saw, khñom  
 pəhael m baan móo phtéh  
 look' eh!

Then you come to my house on  
 Saturday, will you?

Well, on Saturday I probably  
 won't be able to come to  
 your house.

1. ñcəŋ thŋay atit, ñcəeñ móo berou  
 khñom' neh?

baat, thŋay atit, khñom pəhael m  
 baan móo berou look' teh!

Then you'll come to my office on  
 Sunday, will you?

Well, on Sunday I probably won't  
 be able to come to your office.

2. ñcəŋ thŋay sok, ñcəeñ móo outael  
 khñom' neh?

baat, thŋay sok, khñom pəhael m  
 baan móo outael look' eh!

Then you'll come to my hotel on  
 Friday, will you?

Well, on Friday I probably won't  
 be able to come to your hotel.

3. ñcəŋ thŋay pəhóh, ñcəeñ móo kəlaeŋ  
 khñom' neh?

baat, thŋay pəhóh, khñom pəhael m  
 baan móo kəlaeŋ look' eh!

Then you'll come to my place on  
 Thursday, will you?

Well, on Thursday I probably won't  
 be able to come to your place.

4. ñcəŋ thŋay can, ñcəeñ móo haan  
 khñom' neh?

baat, thŋay can, khñom pəhael m  
 baan móo haan look' eh!

Then you'll come to my store on  
 Monday, will you?

Well, on Monday I probably won't  
 be able to come to your store.

5. ñcəŋ thŋay put, ñcəeñ móo ktup  
 khñom' neh?

baat, thŋay put, khñom pəhael m  
 baan móo ktup look' eh!

Then you'll come to my room on  
 Wednesday, will you?

Well, on Wednesday I probably won't  
 be able to come to your room.

## UNIT 29

## BASIC DIALOGUE

1. cmìep suo, sərɪn! coul' moh..  
khaan cuop yuu' əh.
- Sareth
- Hello, Sarin! Come on in. I haven't seen you for a long time.
2. som tooh' neh.. laan khñom khouc  
kədaal phlɛw, baan-cə yuu ntec'ñ.
- Sarin
- Sorry, my car broke down on the and that's why I am a little bit late.
3. inaa' look sɛy?
- Sareth
- Where's your wife?
4. baat, m baan móo' teh! mian  
thuré? ntec!
- Sarin
- Oh, she couldn't come. She got a little bit tied up.
5. yii, sdaay' neh!
- Sareth
- Oh, that's too bad!
6. kee cəŋ móo nah daɛ, taɛ məsəl  
məñ tɛw tɪw batteboŋ, pruh  
medaay khmeek khñom kót m-səw  
sùol khluon!
- Sarin
- She wanted to come, too, but yesterday she had to go to Battambang, because my mother-in-law isn't very well.
7. ŋkaal kót ñiceəñ móo viñ?
- Sareth
- When will she be back?
8. taam kee pəap khñom, thaa  
təloɔp móo viñ ləŋjɛc nɪŋ' əh.
- Sarin
- According to what she told me, she'll be back this evening.
9. məc, kit khlaɛm éy ntec-ntuoc  
sen' ih?
- Sareth
- Well, will you have a little something to drink?
10. mian ey? mian ey-khlah?
- Sarin
- Why not? What do you have?
11. baat, khñom mian viskii, byɛɛ  
kouña?!
- Sareth
- Well, I have whiskey, beer, cognac.

Sarin

12. ฝiceŋ soum viskii soudaa mēkaew'  
moh.  
niyiey ฝiceŋ, khñom nīw m baan  
yuu' teh, ləŋiee nīŋ..

In that case let me have a whiskey  
soda.

By the way, I can't stay very long,  
this evening.

Sareth

14. mian ey? peñap tīw naa!?

Why not? Where are you hurrying to?

Sarin

15. ou, khñom tēw tīw tetuol pepún  
khñom nīw géa atiah-phlēeŋ,  
maoŋ dop kelah.

Oh, I have to go meet my wife at  
the railroad station at 10:30.

Sareth

16. mian ey? tumróm dól peel nīŋ,  
yeəŋ ñam baay ruoc' eh.

So what? By that time, we'll be  
thru eating.

Sarin

17. ฝiceŋ' eh, petae khñom tēw-tē tīw  
mun maoŋ' nteç, khlaac atiah-  
phlēeŋ međol mun maoŋ'

That's true, but I ought to get  
there a little ahead of time,  
just in case the train arrives  
ahead of time.

Sareth

18. ฝiceŋ peñap sàh-sòup' tīw neh.

Then let's have a quick bite,  
all right?

Sarin

19. baat.

All right.

DIALOGUE FOR COMPREHENSION

look Sareth

1. cumriep suo, sarin! coul móo?..  
khaan cuop yuu haey.

3. aenaa look sreŋ?

5. yii, sdaay nah!

7. oŋkaal kót eñceəñ móo? viñ?

look Sarin

2. soum tooh naa. laaŋ khñom khouc  
kondaal phlėw, baan-cia yuu  
ntec.

4. baat, min baan móo? tee. mian  
thuré? nteç.

6. kee coŋ móo? nah dae, taç mešel  
meñ trew tīw batdomboəŋ, prúh  
međaaŋ khmeek khñom kót min-sew  
sruol khluon.

8. taam kee prap khñom, thaə tróləp  
móo? viñ ləŋiee nīŋ haey.

9. meç, kit khlaem sy bontec-bontuoc  
sen rih?
10. mian ey? mian ey-khlah?
11. baat, khñom mian viskii, byee, koufia?
12. eñceç soum viskii soudaa  
mekaeu moo'.
13. niyley eñceç, khñom niw min  
baan yuu tee, leçieç niç..
14. mian ey? proñap tiw naa rih?
15. ou, khñom trew tiw tetuol propún  
khñom niw gaa rótiáh-phleëç,  
maoç dáp konlah.
16. mian ey? tumróm dól peel niç,  
yeëç ñam baay ruoc haey.
17. eñceç haey, pontae khñom trew-tae  
tiw mun maoç bontec, khlaaç  
rótiáh-phleëç moo' dól mun maoç.
18. eñceç proñap sröh-sroup tiw, naa.
19. baat.

NOTE: Pseudo-Negative Verbs

Three of the verbs in this unit have in common the possibility of replacing negative expressions (negative plus verb), in such a way that a negative translation in English is usually possible. These verbs are /khmian/ 'doesn't have, there isn't,' /khaan/ 'didn't, won't,' and /khlaac/ 'for fear that, so that..not.' Only /khmian/ is in any sense a true negative, however; as a main verb it is usually followed by /tee/. The last two verbs can themselves be negated: /m khaan/ 'not fail' and /m khlaac/ 'not fear,' and they are not ordinarily followed by /tee/ unless such negation is present.

The three verbs in question often function as negatives of such other verbs as /mian/ 'to have, there is,' /meen/ 'to be the one,' and the item /baan/ in all its uses (review Note 1. of Unit 26-- you will also need the information given in that note to perform Drills B, C, and E of this unit.)

1. /khmian/ is the equivalent of /m mian/ 'not have' and also of the negative /min/ itself, when reference is made to a single event in the past.

Examples:	khñom <u>mian</u> sèphiw.	'I <u>have</u> books.'
	khñom <u>khmian</u> sèphiw' teh!	'I <u>don't have</u> books.'
	khñom <u>min</u> ñiceeñ phñiew moo cèen' teh!	'I <u>didn't</u> invite a lot of guests.'
	khñom <u>khmian</u> ñiceeñ phñiew moo cèen' teh!	'I <u>haven't</u> invited a lot of guests.'

2. /khaan/ is the equivalent of /m baan/ 'not get, not get to' in some of its uses (e.g. as a prior or main verb), and also of /min/ itself when it refers to a long stretch of time (usually in the past); /m khaan/ 'without fail' is the equivalent of /meen/ 'certainly.'

Examples:	<u>m baan</u> coup khnia yuu' eh.	'We <u>didn't get to</u> see each other for a long time.'
-----------	--------------------------------------	--

<u>khaan</u> cuop khnia yuu' eh.	'We <u>haven't</u> seen each other for a long time.'
kót <u>m</u> móo leeq yuu' eh.	'He <u>didn't</u> come to visit us for a long time.'
kót <u>khaan</u> móo leeq yuu' eh.	'He <u>hasn't</u> come to visit us in a long time.'
khñom tiw leeq phtéh look <u>mɛɛn!</u>	'I <u>sure</u> will go to your house!'
khñom tiw leeq phtéh look <u>m khaan</u> .	'I'll go to your house <u>without fail</u> .'

3. /khlaac/ is, in a sense, the opposite of /oy-baan/ 'so that,' since it means 'so that...not.'

khñom cih sikhlou tiw, <u>oy-baan</u> dól chap.	'I'm taking a cyclo, <u>so that</u> I'll get there fast.'
khñom cih siklou tiw, khlaac tedól yiit.	'I'm taking a cyclo, <u>so that I</u> <u>won't</u> get there late.'

The three pseudo-negatives are emphasized in Drills J. and K of this unit.

#### NEW VOCABULARY: Times of Day

At present most Cambodian speakers use the following system to indicate times of day, although older systems are still in existence in the country. A twelve-hour base is involved, as in English colloquial usage. But instead of using only two distinctive terms ('a.m.' and 'p.m.') Cambodians distinguish many different periods of the day and night in connection with clock terms. The most common distinguishers are:

pèk (prék)	'morning'	asial (róosial)	'afternoon'
thqay	'daytime'	leñieç	'late afternoon, evening'
thqay tòq (troq)	'noon'	yup	'evening, night'

Since different individuals vary in their usage of these terms (as do English speakers with the comparable English terms), it is dangerous to assign clock limits to any particular item. For 'three p.m.', for example, you may hear /maoñ bey asial/ or /maoñ bey leñieç/. There is never any ambiguity, however, as to whether 'a.m.' or 'p.m.' is meant.

/maoñ/ 'hour, o'clock' is used in all time-of-day expressions. For fractions of an hour, only /kelah/ (konlah/) is common. Minutes are counted either with /menut/ or /niatii/, the former being more common in urban areas. Note that word order is of primary importance wherever /maoñ/ and /kelah/ are involved:

bey maoñ	'three hours' (duration)	maoñ bey	'three o'clock' (time of day)
kelah maoñ	'half an hour'	maoñ kelah	'an hour and a half'
bey maoñ kelah	'three and a half hours'	maoñ bey kelah	'3:30'

## DRILLS

Drill A. Substitution

- |   |                                       |
|---|---------------------------------------|
| 1. som tooh' neh, laan khñom khouc!                               | Sorry, my car broke down.             |
| 2. som tooh' neh, <u>doon paka</u> khñom khouc!                   | Sorry, my <u>pen</u> stopped working. |
| 3. som tooh' neh, <u>leboh</u> khñom khouc!                       | Sorry, <u>mine</u> stopped working.   |
| 4. som tooh' neh, leboh khñom <u>ba</u> ?                         | Sorry, mine is <u>broken</u> .        |
| 5. som tooh' neh, <u>khmaw-day</u> khñom ba?                      | Sorry, my <u>pencil</u> is broken.    |
| 6. som tooh' neh, khmaw-day khñom <u>m l'oo</u> '<br><u>teh</u> ! | Sorry, my pencil <u>is no good</u> .  |
| 7. som tooh' neh, <u>laan</u> khñom m l'oo' teh!                  | Sorry, my <u>car</u> is no good.      |
| 8. som tooh' neh, laan khñom <u>khouc</u> !                       | Sorry, my car <u>broke down</u> .     |

Drill B. Substitution

- |  |  |
|--|--|
| 1. som tooh' neh, laan khñom khouc,<br>baan-ce yuu ntec'ñ.                         | Sorry, my car broke down and so<br>I was a little late.            |
| 2. som tooh' neh, <u>khñom m suol khluon</u> ,<br>baan-ce yuu ntec'ñ.              | Sorry, <u>I didn't feel well</u> and so<br>I was a little late.    |
| 3. som tooh' neh, <u>khñom tiw meel kon</u> ,<br>baan-ce yuu ntec'ñ.               | Sorry, <u>I went to a movie</u> and so<br>I was a little late.     |
| 4. som tooh' neh, <u>khñom tèt tiw phtéh</u> ,<br>baan-ce yuu ntec'ñ.              | Sorry, <u>I had to go home</u> and so I<br>was a little late.      |
| 5. som tooh' neh, <u>khñom tèt rien khmae</u> ,<br>baan-ce yuu ntec'ñ.             | Sorry, <u>I had to study Cambodian</u><br>so I was a little late.  |
| 6. som tooh' neh, <u>khñom tèt cam pepún</u><br><u>khñom</u> , baan-ce yuu ntec'ñ. | Sorry, <u>I had to wait for my wife</u><br>so I was a little late. |
| 7. som tooh' neh, <u>khñom tèt cuop n kót</u> ,<br>baan-ce yuu ntec'ñ.             | Sorry, <u>I had to meet him</u> so I was<br>a little late.         |
| 8. som tooh' neh, <u>laan khñom khouc</u> ,<br>baan-ce yuu ntec'ñ.                 | Sorry, <u>my car broke down</u> so I was<br>a little late.         |

Drill C. Response

- MODEL: Teacher: inaa' look sèy? (mian thuré? ntec)      Where is your wife? (She got a little tied up)
- Student: baat, m baan móo' teh, mian thuré? ntec!      Well, she couldn't come, she got a little tied up.
1. inaa' look sèy? (m sùol khluon)      Where is your wife? (not well)
- baat, m baan móo' teh, m sùol khluon!      Well she couldn't come, she's not well.
2. inaa' look sèy? (tèw tìw batteboaj)      Where is your wife? (had to go to Battambang)
- baat, m baan móo' teh, tèw tìw batteboaj!      Well she couldn't come, she had to go to Battambang.
3. inaa' look sèy? (tèw tìw rien)      Where is your wife? (had to go study)
- baat, m baan móo' teh! tèw tìw rien!      Well she couldn't come, she had to go study.
4. inaa' look sèy? (tèw cuop η kee ntec)      Where is your wife? (had to meet them for a while)
- baat, m baan móo' teh, tèw cuop η kee ntec!      Well she couldn't come, she had to meet with them for a while.

Drill D. Response

- MODEL: Teacher: kee coj móo nah dae.      They wanted to come, too.
- (kót, tèw tìw batteboaj)      (he, had to go to Battambang)
- Student: kót coj móo nah dae, tae      He wanted to come, too, but
- tèw tìw batteboaj!      he had to go to Battambang.
1. kee coj móo nah dae. (pepún khñom,      They wanted to come, too. (my wife, m-sew sùol khluon)      not very well)
- pepún khñom coj móo nah dae, tae      My wife wanted to come, too, but
- m-sew sùol khluon!      she wasn't very well.
2. kee coj móo nah dae. (p'oun khñom,      They wanted to come, too. (my
- mian thuré? ntec)      younger brother, had some
- p'oun khñom coj móo nah dae, tae      business)
- mian thuré? ntec!      My younger brother wanted to come,
- too, but he had some business.
3. kee coj móo nah dae. (boaj khñom,      They wanted to come, too. (my older
- tèw tìw rien)      brother, had to go study)
- boaj khñom coj móo nah dae, tae      My older brother wanted to come,
- tèw tìw rien!      too, but he had to go study.

4. kee cəŋ móo nah daε. (mədaay khñom, tɛw cuop ŋ kee)  
mədaay khñom cəŋ móo nah daε, taε  
tɛw cuop ŋ kee!  
They wanted to come, too. (my mother, meet with them)  
My mother wanted to come, too, but she had to meet with them.
5. kee cəŋ móo nah daε. (ɔpuk khñom, mian thuré? nteε)  
ɔpuk khñom cəŋ móo nah daε, taε  
mian thuré? nteε!  
They wanted to come, too. (my father, had some business)  
My father wanted to come, too, but he had some business.

Drill E. Substitution

1. niyiey ficeŋ, khñom niw m baan yuu' teh!  
By the way, I can't stay very long.
2. niyiey ficeŋ, khñom rien m baan yuu' teh!  
By the way, I can't study very long.
3. niyiey ficeŋ, khñom mœel sɛphiw m baan yuu' teh!  
By the way, I can't look at the books very long.
4. niyiey ficeŋ, khñom tɛsɛ m baan yuu' teh!  
By the way, I can't write very long.
5. niyiey ficeŋ, khñom mœel kon m baan yuu' teh!  
By the way, I can't watch the movie very long.
6. niyiey ficeŋ, khñom móo m baan yuu' teh!  
By the way, I can't come for very long.
7. niyiey ficeŋ, khñom cuop kót m baan yuu' teh!  
By the way, I can't meet with him very long.
8. niyiey ficeŋ, khñom niw nuh m baan yuu' teh!  
By the way, I can't stay there very long.

Drill F. Response

- MODEL: Teacher: ŋkaal kót ficeŋ móo viñ?  
(ləŋieε niŋ)  
When is she coming back?  
(this evening)
- Student: taam kee pɛap khñom, thaε tɛləp móo viñ ləŋieε niŋ' eh.  
According to what she told me, she is coming back this evening.
1. ŋkaal kót ficeŋ móo viñ? (pèk s'æεk)  
When is she coming back? (tomorrow morning)  
taam kee pɛap khñom, thaε tɛləp móo viñ pèk s'æεk' eh.  
According to what she told me, she is coming back tomorrow morning.



- |  |  |
|--|--|
| <p>2. ɲkaal kót ficeəñ móo viñ?<br/>(maoŋ pmbəy pək)<br/>taam kee pəap khñom, thaa təlɔp<br/>móo viñ maoŋ pmbəy pək' əh.</p>   | <p>When is she coming back? (8 a.m.)<br/><br/>According to what she told me,<br/>she is coming back at 8 a.m.</p>  |
| <p>3. ɲkaal kót ficeəñ móo viñ?<br/>(maoŋ dɔp yup)<br/>taam kee pəap khñom, thaa təlɔp<br/>móo viñ maoŋ dɔp yup' əh.</p>       | <p>When is she coming back?<br/>(10 p.m.)<br/>According to what she told me, she<br/>is coming back at 10 p.m.</p> |
| <p>4. ɲkaal kót ficeəñ móo viñ? (sʔaək)<br/>taam kee pəap khñom, thaa təlɔp<br/>móo viñ sʔaək' əh.</p>                         | <p>When is she coming back? (tomorrow)<br/>According to what she told me, she<br/>is coming back tomorrow.</p>     |
| <p>5. ɲkaal kót ficeəñ móo viñ?<br/>(maoŋ buon asial)<br/>taam kee pəap khñom, thaa təlɔp<br/>móo viñ maoŋ buon asial' əh.</p> | <p>When is she coming back?<br/>(4 p.m.)<br/>According to what she told me, she<br/>is coming back at 4 p.m.</p>   |

Drill G. Multiple Substitution

- |   |  |
|---|--|
| 1. soum viskii soudaa mekaew' moh.          | Please give me a glass of whiskey soda.            |
| 2. soum viskii soudaa <u>pil kaew'</u> moh. | Please give me <u>two glasses</u> of whiskey soda. |
| 3. soum <u>byəə</u> pil kaew' moh.          | Please give me two glasses of <u>beer</u> .        |
| 4. soum <u>tik-tae</u> pil kaew' moh.       | Please give me two glasses of <u>tea</u> .         |
| 5. soum tik-tae <u>mekaew'</u> moh.         | Please give me <u>a glass</u> of tea.              |
| 6. soum <u>viskii</u> mekaew' moh.          | Please give me a glass of <u>whiskey</u> .         |
| 7. soum <u>kouña'</u> mekaew' moh.          | Please give me a glass of <u>cognac</u> .          |
| 8. soum <u>viskii soudaa</u> mekaew' moh.   | Please give me a glass of <u>whiskey soda</u> .    |

Drill H. Multiple Substitution

- |  |   |
|--|---|
| 1. khñom tət tɔw tetuol pepún khñom<br>nɔw géa atiah-phlæŋ maoŋ dɔp<br>kelah.    | I have to go meet my wife at the<br>railroad station at 10:30.      |
| 2. khñom tət tɔw tetuol pepún khñom<br><u>nɔw vial yún-hoh</u> maoŋ dɔp kelah.   | I have to go meet my wife <u>at the</u><br><u>airport</u> at 10:30. |
| 3. khñom tət tɔw tetuol pepún khñom<br>nɔw vial yún-hoh <u>maoŋ pmpil</u> kelah. | I have to go meet my wife at the<br>airport <u>at 7:30</u> .        |

- |  |   |
|--|---|
| 4. khñom tèt taw tetuol <u>p'oun khñom</u><br>naw vial yún-hòh maonj pmpil kelah.              | I have to go meet my <u>younger brother</u><br>at the airport at 7:30.          |
| 5. khñom tèt taw tetuol p'oun khñom<br>naw vial yún-hòh <u>maonj buon</u> kelah.               | I have to go meet my younger brother<br>at the airport at <u>4:30</u> .         |
| 6. khñom tèt taw tetuol p'oun khñom<br><u>naw géa atiah-phlèeñ</u> maonj buon<br>kelah.        | I have to go meet my younger brother<br><u>at the railroad station</u> at 4:30. |
| 7. khñom tèt taw tetuol <u>pepún khñom</u><br>naw géa atiah-phlèeñ maonj buon<br>kelah.        | I have to go meet <u>my wife</u> at the<br>railroad station at 4:30.            |
| 8. khñom tèt taw tetuol pepún khñom<br>naw géa atiah-phlèeñ <u>maonj dáp</u><br><u>kelah</u> . | I have to go meet my wife at the<br>railroad station at 10:30.                  |

Drill I. Multiple Substitution

- |  |  |
|--|--|
| 1. mian ey, tumróm dól peel náj,<br>yeenj <u>ñam baay</u> ruoc' eh.      | So what, by that time we'll be<br>finished eating.                       |
| 2. mian ey, tumróm dól peel náj,<br>yeenj <u>meel kon</u> ruoc' eh.      | So what, by that time we'll be<br>finished <u>watching the movie</u> .   |
| 3. mian ey, tumróm dól <u>maonj bey</u> ,<br>yeenj meel kon ruoc' eh.    | So what, by <u>3 o'clock</u> we'll be<br>finished watching the movie.    |
| 4. mian ey, tumróm dól maonj bey,<br>yeenj <u>sòh-sòup</u> ruoc' eh.     | So what, by 3 o'clock we'll be<br>finished <u>having a bite to eat</u> . |
| 5. mian ey, tumróm dól <u>maonj pmbuon</u> ,<br>yeenj sòh-sòup ruoc' eh. | So what, by <u>9 o'clock</u> we'll be<br>finished having a bite to eat.  |
| 6. mian ey, tumróm dól maonj pmbuon,<br>yeenj <u>ñam baay</u> ruoc' eh.  | So what, by 9 o'clock we'll be<br>finished <u>eating</u> .               |
| 7. mian ey, tumróm dól <u>peel náj</u> ,<br>yeenj ñam baay ruoc' eh.     | So what, by <u>that time</u> we'll be<br>finished eating.                |

Drill J. Response

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: mɛc, pɛŋap' ih?<br/>(atiah-phleəŋ)</p> <p><u>Student</u>: baat, pɛŋap'm.. khlaac<br/>atiah-phleəŋ mɛdɔl<br/>mun maŋ.</p> | <p>Say, what's the hurry?<br/>(train)</p> <p>Well, I am in a hurry. I am<br/>afraid the train will get<br/>here ahead of time.</p>                    |
| <p>1. mɛc, pɛŋap' ih? (laan chnuol)<br/>baat, pɛŋap'm.. khlaac laan chnuol<br/>mɛdɔl mun maŋ.</p>  | <p>Say, what's the hurry? (bus)<br/>Well, I am in a hurry. I am afraid<br/>the bus will get here ahead of<br/>time.</p>                               |
| <p>2. mɛc, pɛŋap' ih? (phŋiew)<br/>baat, pɛŋap'm.. khlaac phŋiew<br/>mɛdɔl mun maŋ.</p>  | <p>Say, what's the hurry? (guest)<br/>Well, I am in a hurry. I am<br/>afraid the guest will get here<br/>ahead of time.</p>                           |
| <p>3. mɛc, pɛŋap' ih? (yún-hoh)<br/>baat, pɛŋap'm.. khlaac yún-hoh<br/>mɛdɔl mun maŋ.</p>  | <p>Say, what's the hurry? (airplane)<br/>Well, I am in a hurry. I am afraid<br/>the airplane will get here ahead<br/>of time.</p>                     |
| <p>4. mɛc, pɛŋap' ih? (koun seh)<br/>baat, pɛŋap'm.. khlaac koun<br/>seh mɛdɔl mun maŋ.</p>  | <p>Say, what's the hurry? (students)<br/>Well, I am in a hurry. I am afraid<br/>the students will get here ahead<br/>of time.</p>                     |
| <p>5. mɛc, pɛŋap' ih? (pʔoun khŋom)<br/>baat, pɛŋap'm.. khlaac pʔoun<br/>khŋom mɛdɔl mun maŋ.</p>  | <p>Say, what's the hurry? (my younger<br/>brother)<br/>Well, I am in a hurry, I am afraid<br/>my younger brother will get here<br/>ahead of time.</p> |

Drill K. Transformation: /khaan/ and /khmian/

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: look sereet nɪŋ look<br/>sɛy saat m baan<br/>kheəŋ khnia yuu' eh.</p> <p><u>Student</u>: look sereet nɪŋ look<br/>sɛy saat <u>khaan</u> kheəŋ<br/>khnia yuu' eh.</p> | <p>Mr. Sareth and Mrs. Saat<br/><u>haven't</u> seen each other<br/>for a long time.</p> <p>Mr. Sareth and Mrs. Saat<br/><u>have missed</u> seeing each<br/>other for a long time.</p> |
| <p>1. look smith <u>min</u> ficeəŋ phŋiew móo<br/>cèen' teh!<br/>look smith <u>khmian</u> ficeəŋ phŋiew<br/>móo cèen' teh!</p>   | <p>Mr. Smith <u>hasn't</u> invited very<br/>many guests.<br/>Mr. Smith <u>hasn't</u> invited very<br/>many guests.</p>  |

2. kañaa vansii m móo leeq  
 yuu' eh.  
 kañaa vansii khaan móo leeq  
 yuu' eh.
- Miss Vansy didn't come to visit  
 for a long time.  
 Miss Vansy has failed to come to  
 visit for a long time.
3. khñom douccia m mian kaa thee  
 cèen' teh!  
 khñom douccia khmian kaa thee  
 cèen' teh!
- I guess I don't have very much  
 work to do.  
 I guess I don't have very much  
 work to do.
4. khñom tiw leeq phtéh look meen!!  
 khñom tiw leeq phtéh look m khaan!
- I will certainly go visit your house!  
 I will go visit your house without  
fail!

## UNIT 30

## NARRATION

1. rôl prik, thómmedaa khñom phñé? pii keeŋ maonj prampil.
  2. khñom baek raadyou sdap domneŋ, ruoc haey khñom tiw bontup tik.
  3. khñom lup-lian muk khñom niŋ sebuu, doh thmifñ, kao puk mót.
  4. ruoc khñom ruut tik, ko? so?
  5. luh ruut tik ruoc haey, khñom yóo? konsaenj móo? cuut khluon.
  6. haey khñom koo set so?.
- 
1. Each morning, I usually get out of bed at 7:00.
  2. I turn on the radio to listen to the news, and then I go to the bathroom.
  3. I wash my face with soap, brush my teeth, and shave.
  4. After that I take a shower, and wash my hair.
  5. When I am through taking a shower, I take a towel and dry myself off.
  6. Then I comb my hair.
- - - - -
7. too móo?, khñom koo trolop tiw khnoŋ bontup keeŋ khñom vifñ, daembey niŋ slie? pé?.
  8. kraoy móo?, khñom coh tiw kraom, tiw khnoŋ phtéh baay.
  9. niw nuh, khñom kheññ propún khñom kompún-tae riep-com baay prik aoy khñom.
  10. niw lee tok, khñom kheññ mian póonj món cian, boboo, numpanj, kafee, la?.
  11. thómmedaa khñom ñam kafee pii rii bey peeŋ niw peel baay prik.
  12. niw peel nuh, khñom taen-tae meel kasat.
- 
7. Later on I go back into my bedroom in order to get dressed.
  8. After that, I go downstairs into the dining room.
  9. There, I see my wife preparing breakfast for me.
  10. On the table, I see fried eggs, soup, bread, coffee, etc.
  11. Usually I drink two or three cups of coffee at breakfast.
  12. During that time, I always read the newspaper.
- - - - -
13. luh ñam baay ruoc haey, khñom koo kuh chee-kuh, ñam barey.
  14. propún khñom, thómmedaa kee ñam sukkelaa rii tik-tae.
  15. kót taen-tae coul-cet niyley pii-nih pii-nuh, niw peel yeenj kompún ñam baay.
- 
13. When I am finished eating, I light up a match and smoke a cigarette.
  14. My wife usually has cocoa or tea.
  15. She always likes to talk about this and that while we are eating.
- - - - -
16. maonj prambey cit konlah haey, khñom coul tiw khnoŋ bontup tik medooŋ tiet, daembey-niŋ lian day kepul mót.
  17. maonj prambey konlah haey, propún khñom yóo? kataap haey-niŋ muo? aoy khñom.
  18. khñom pé? muo?, ruoc haey khñom thaep lia propún khñom.
  19. khñom ceñ pii phtéh, ruoc baek laan tiw thvee kaa.

16. When it gets close to 8:30 I go into the bathroom again to wash my hands and face.
17. At 8:30, my wife gets my briefcase and hat for me.
18. I put on the hat, and then I kiss my wife good-bye.
19. I go out of the house and drive my car to work.

- - - - -

NEW VOCABULARY: Personal Toilet

1. Verbs

dæek	to lie down, sleep
lú?	to fall asleep
phhé	to wake up, get up
lian	to wash (general)
ɲuut, ɲuut tik	to bathe (Cambodian style), shower
muc, muc tik	to bathe (immerse)
kəpul (kəmpul) mót	to wipe (the mouth)
lup (lup muk)	to wash (the face)
cuut	to dry
kao	to shave
ko?, ko? so?	to wash (the hair)
set, set so?	to comb (the hair)
doh, doh thmif	to brush (the teeth)
slie?	to put on lower garments
pé?	to put on upper garments
doh	to take off (clothes)
kuh	to light, strike
thaep	to kiss

2. Nouns

kræe	bed
tok (to?)	table
khluon	body
day	hands, arms
cæŋ	feet, legs
muk	face
mót	mouth
tek (tik)	water
sebuu	soap
kəsaŋ (kənsaŋ)	towel
puk mót	beard, mustache
so?	hair (on head)

kèah (krah)	comb
thmif	teeth
cèah (crah)	brush
khao-aaw	clothing
kataap	briefcase
chèkuh (chee-kuh)	match
barøy	cigarettes

### 3. Phrases

deek m lú?	to be unable to sleep
phhé? pii keej	to get out of bed
lup-liaj muk	to wash the face, wipe the face
kepul mó't	to wipe the mouth
liaj day	to wash the hands
kao puk mó't	to shave the face
kèah set-so?	a comb
cèah doh-thmif	a toothbrush
doh khao-aaw	to take off clothing
thaep-lia pepún	to kiss ones wife goodbye
kuh chèkuh	to light a match
fiam barøy	to smoke a cigarette

#### NOTE: Review of Time Expressions

In the preceding units you have acquired many new vocabulary items and constructions relating to time. Although most of these words and expressions have close counterparts in English, the mutual relationships and class memberships of the Cambodian terms can only be viewed in terms of Cambodian syntax; in other words, to know which of several similar-sounding time expressions to use, you must know something about the position and function of each item, as well as its general meaning.

For this reason, we have tabulated below, under headings related to syntactic function, the principal vocabulary items you have had thus far. Since terms relating to cause and purpose are nearly inseparable from terms relating to time, moreover, some cause-purpose terms are included here as well. The last three syntactic headings (6-8: Numeral Words, Classifiers, and their Phrases) have not been touched upon before in the grammatical notes; these categories will be discussed in later units, but for the time being it is sufficient to recognize that the few words belonging to them differ in syntax from other time-words in the list.

Every drill in this unit deals in one way or another with the concept of time (including cause-purpose). You are advised to study the position-classes and words belonging to them both before and after performing the drills.

1. Noun Expression Introducers (Prepositions and Numeral Words)

mun	before
kraoy	after
tumróm	as soon as, by the time that
tədól (tɨw dól)	until
taŋ pii	since
pii	at (the past time of), when
nɨw, nɨw peel	at (the time of), when
dól	at (the future time of), when
rəviaŋ (rúoviaŋ)	while, during
sməap (səmrəp)	for (the purpose of), in order to
púh (prúh)	because of, because
ról	each, every (followed by classifier), each time
téŋ	all of (followed by number or classifier)

2. Subordinate Clause Introducers (Conjunctions)

mun-n (mun nɨŋ)
kraoy pii, luh
luh
tədól, tədól peel daəl
taŋ pii, taŋ pii peel daəl
pii peel daəl
nɨw peel daəl, kaalnaa
dól, dól peel daəl, ŋkaal
nɨw peel daəl, kaalnaa
dmbey-nŋ (daambey nɨŋ)
púh, pii-púh
ról peel daəl

3. Verb Expression Introducers (Pre-verbal Modifiers and Negatives)

daəl, m-daəl	ever, never
thlóp	used to, once did
baan, n-baan	got to, didn't get to
khaan	failed to
mian, khmian	has, has not
təep-m (təep nɨŋ)	just now
nɨw-tə, m-tón	still, not yet
kəpúŋ (kəmpúŋ)	right now is... ing
kəpúŋ-tə	is about to



nij, m (min)	will, won't
kit	is planning to
coj, m coj	wants to

4. Main Clause Introdurers (Conjunctions)

kaal-pimun	previously
kaal-pidaem	originally
haey	then
ruoc haey	just after that
teep	just now
thómmédaa	normally, usually
niv peel nuh (nih, nij)	at the time (this, that time)
kraoy móo	after that
too móo	later on
ñcej, koo	so, then
baan	by that time
baan-cia, oy-baan	so that

5. Question Words

	<u>Past</u>	<u>General</u>	<u>Future</u>
when	pil njkaal	kaalnaa	njkaal
what time	pil peelnaa	maoj pemaan	(dol) peelnaa
what day	pil thjaj naa	thjaj ey	(dol) thjaj naa
what month	pil khae naa	khae ey	(dol) khae naa
what year	pil chnam naa	chnam ey	(dol) chnam naa
		chnam tii-pemaan	
how, why	haet ey (baan-cia) mæc (baan-cia)	mæc	thee ey

6. Numeral Words

ról	each, every
mæ-	one, a per
kelah (konlah)	half a
téj	all of the, even the

7. Classifiers

dooj, peel	time, occasion
maoj	hour ( <u>after</u> numeral)
njaj, thjaj	day
khae	month
chnam	year



Drill B. Response

MODEL: Teacher: kraoy phñé? pii keen,  
look thee ey?  
(baek raadyou)

After getting out of bed,  
what do you do?  
(turn on the radio)

Student: kraoy phñé? pii keen,  
khñom baek raadyou!

After getting out of bed,  
I turn on the radio.

1. mun-n tiw rien, look thee ey?  
(ñam kafee)

Before going to study, what do  
you do? (drink coffee)

mun-n tiw rien, khñom ñam kafee!

Before going to study, I drink  
coffee.

2. kraoy cefñ pii rien, look thee ey?  
(haek laan tiw phtéh)

After leaving the school, what do  
you do? (drive home)

kraoy cefñ pii rien, khñom baek  
laan tiw phtéh!

After leaving the school, I drive  
home.

3. mun-n tiw phtéh, look thee ey?  
(tiw tifi sephiw)

Before going home, what do you do?  
(go buy books)

mun-n tiw phtéh, khñom tiw tifi  
sephiw!

Before going home, I go buy books.

4. mun-n cefñ pii phtéh, look thee ey?  
(thaep pepún khñom)

Before leaving the house, what do  
you do? (kiss my wife)

mun-n cefñ pii phtéh, khñom thaep  
pepún khñom!

Before leaving the house, I kiss  
my wife.

Drill C. Substitution

1. luh ñuut tik ruoc haey, khñom  
doh thmiñ.

When I finish taking a bath, I  
brush my teeth.

2. luh ñam baay ruoc haey, khñom  
doh thmiñ.

When I finish eating, I brush my  
teeth.

3. luh ñam baay ruoc haey, khñom  
lian day.

When I finish eating, I wash my  
hands.

4. luh kao puk mót ruoc haey, khñom  
lian day.

When I finish shaving, I wash my  
hands.

5. luh kao puk mót ruoc haey, khñom  
ko? so?.

When I finish shaving, I comb my  
hair.

6. luh lup-lian muk ruoc haey, khñom  
ko? so?.

When I finish washing my face, I  
comb my hair.

7. luh lup-lian muk ruoc haey, khñom  
kao puk mót.

When I finish washing my face,  
I shave.

8. luh ɲuut tik ruoc haey, khñom  
kəo puk mót.

When I finish taking a bath,  
I shave.

9. luh ɲuut tik ruoc haey, khñom  
doh thmifí.

When I finish taking a bath,  
I brush my teeth.

Drill D. Progressive Transformation

MODEL: Teacher: khñom bæk raadyou sdap  
dmnəɲ. (tɨw ptup tik)

I turn on the radio and  
listen to the news.  
(go to the bathroom)

Student: luh sdap dmnəɲ ruoc haey,  
khñom tɨw ptup tik.

After I finish listening to  
the news, I go to the  
bathroom.

1. khñom tɨw ptup tik. (ñam kafee)  
luh tɨw ptup tik ruoc haey, khñom  
ñam kafee.

I go to the bathroom. (drink coffee)  
After I finish going to the bathroom,  
I drink coffee.

2. khñom ñam dafee. (mœel kasaet)  
  
luh ñam kafee ruoc haey, khñom  
mœel kasaet.

I drink coffee. (read the  
newspaper)  
After I finish drinking coffee,  
I read the newspaper.

3. khñom mœel kasaet. (tɨw ɲuut  
tik)  
luh mœel kasaet ruoc haey, khñom  
tɨw ɲuut tik.

I read the newspaper. (go take  
a bath)  
After I finish reading the  
newspaper, I go take a bath.

4. khñom tɨw ɲuut tik. (tɨw lup muk)  
luh ɲuut tik ruoc haey, khñom  
tɨw lup muk.

I go take a bath. (go dry my face)  
After I finish taking a bath, I  
go dry my face.

5. khñom tɨw lup muk. (tɨw doh  
thmifí)  
luh lup muk ruoc haey, khñom  
tɨw doh thmifí.

I go dry my face. (go brush my  
teeth)  
After I finish drying my face,  
I go brush my teeth.

6. khñom tɨw doh thmifí. (ñam baay)  
luh doh thmifí ruoc haey, khñom  
ñam baay.

I go brush my teeth. (eat)  
After I finish brushing my teeth,  
I eat.

Drill E. Double Substitution

MODEL: Teacher: តោ ម៉ោ?, ក្រីម កោ តិវ  
 ប៊ុប ដេក, ធុបេយ-ន្យ  
 ស្លីេ? ប៉េ? (តិវ ប៊ុតេអ៊  
 បាយ, រ៉ាម កាហ្វេ)

Student: តោ ម៉ោ?, ក្រីម កោ តិវ  
 ប៊ុតេអ៊ បាយ, ធុបេយ-ន្យ  
 រ៉ាម កាហ្វេ.

Later on, I went to the  
 bedroom, in order to get  
 dressed. (went to the  
 restaurant, to drink coffee)

Later on, I went to the  
 restaurant, in order to  
 drink coffee.

1. តោ ម៉ោ?, ក្រីម កោ តិវ ប៊ុតេអ៊ បាយ,  
 ធុបេយ-ន្យ រ៉ាម កាហ្វេ. (តិវ សាលា,  
 រីន ក្រមាេ)

តោ ម៉ោ?, ក្រីម កោ តិវ សាលា,  
 ធុបេយ-ន្យ រីន ក្រមាេ.

2. តោ ម៉ោ?, ក្រីម កោ តិវ សាលា,  
 ធុបេយ-ន្យ រីន ក្រមាេ. (បាក  
 រ៉ាឌ្យូ, ស៊ាប ធុមនេ)

តោ ម៉ោ?, ក្រីម កោ បាក រ៉ាឌ្យូ,  
 ធុបេយ-ន្យ ស៊ាប ធុមនេ.

3. តោ ម៉ោ?, ក្រីម កោ បាក រ៉ាឌ្យូ,  
 ធុបេយ-ន្យ ស៊ាប ធុមនេ. (កូល  
 ក្រនេ ប៊ុប តិក, កោ បុក ម៉ុត)  
 តោ ម៉ោ?, ក្រីម កោ កូល ក្រនេ ប៊ុប  
 តិក, ធុបេយ-ន្យ កោ បុក ម៉ុត.

4. តោ ម៉ោ?, ក្រីម កោ កូល ក្រនេ  
 ប៊ុប តិក, ធុបេយ-ន្យ កោ បុក ម៉ុត.  
 (តិវ ប៊ុតេអ៊ បាយ, រ៉ាម បាយ)  
 តោ ម៉ោ?, ក្រីម កោ តិវ ប៊ុតេអ៊  
 បាយ, ធុបេយ-ន្យ រ៉ាម បាយ.

Later on, I went to the restaurant,  
 in order to drink coffee. (went  
 to school, to study Khmer)

Later on, I went to school, in  
 order to study Khmer.

Later on, I went to school, in  
 order to study Khmer. (turned  
 on the radio, to listen to the  
 news)

Later on, I turned on the radio,  
 in order to listen to the news.

Later on, I turned on the radio,  
 in order to listen to the news.  
 (went into the bathroom, to shave.)  
 Later on, I went into the bathroom.  
 in order to shave.

Later on, I went into the bathroom,  
 in order to shave. (went to the  
 restaurant, to eat)

Later on, I went to the restaurant,  
 in order to eat.

Drill F. Substitution

1. និវ នូ, ក្រីម ក្រេអ៊ បេប៉ុន ក្រីម  
 កេប៉ុន រីប-គម បាយ.

2. និវ នូ, ក្រីម ក្រេអ៊ កូន ក្រីម  
 កេប៉ុន រីប-គម បាយ.

3. និវ នូ, ក្រីម ក្រេអ៊ កូន ក្រីម  
 កេប៉ុន រីន.

There, I saw my wife preparing  
 a meal.

There, I saw my daughter preparing  
 a meal.

There, I saw my daughter studying.

- |   |   |
|---|---|
| 4. nıw nuh, khñom kheeffı koun khñom<br>kəpúŋ ñam baay.         | There, I saw my daughter <u>eating</u> .                      |
| 5. nıw nuh, khñom kheeffı <u>pəpún khñom</u><br>kəpúŋ ñam baay. | There, I saw <u>my wife</u> eating.                           |
| 6. nıw nuh, khñom kheeffı pəpún khñom<br>kəpúŋ meəl kasaət.     | There, I saw my wife <u>reading the</u><br><u>newspaper</u> . |
| 7. nıw nuh, khñom kheeffı pəpún khñom<br>kəpúŋ dam baay.        | There, I saw my wife <u>cooking rice</u> .                    |
| 8. nıw nuh, khñom kheeffı pəpún khñom<br>kəpúŋ riep-cəm baay.   | There, I saw my wife <u>preparing</u><br><u>a meal</u> .      |

Drill G. Transformation

MODEL: Teacher: kraoy móo?, khñom tıw  
phtéh baay. (pəpún,  
riep-cəm baay)

Student: nıw nuh, khñom kheeffı  
pəpún khñom kəpúŋ  
riep-cəm baay.

After that, I went to the  
kitchen. (wife, preparing  
a meal)

There, I saw my wife preparing  
a meal.

- |  |   |
|--|---|
| 1. kraoy móo?, khñom tıw phtéh baay.<br>(pəpún, rien)<br>nıw nuh, khñom kheeffı pəpún khñom<br>kəpúŋ rien.               | After that, I went to the kitchen.<br>(wife, studying)<br>There, I saw my wife studying.  |
| 2. kraoy móo?, khñom tıw phtéh baay.<br>(pʔoun, meəl kasaət)<br>nıw nuh, khñom kheeffı pʔoun khñom<br>kəpúŋ meəl kasaət. | After that, I went to the kitchen.<br>(younger brother, reading paper)<br>There, I saw my younger brother<br>reading the paper. |
| 3. kraoy móo?, khñom tıw phtéh baay.<br>(pəpún, dam baay)<br>nıw nuh, khñom kheeffı pəpún khñom<br>kəpúŋ dam baay.       | After that, I went to the kitchen.<br>(wife, cooking rice)<br>There, I saw my wife cooking rice.                                |
| 4. kraoy móo?, khñom tıw phtéh baay.<br>(koun, ñam baay)<br>nıw nuh, khñom kheeffı koun khñom<br>kəpúŋ ñam baay.         | After that, I went to the kitchen.<br>(son, eating)<br>There, I saw my son eating.  |

- |   |   |
|---|---|
| <p>5. kraoy móo?, khñom tìw phtéh baay.<br/>(koun, rien)<br/>nìw nuh, khñom kheefi koun khñom<br/>kepúy rien.</p>             | <p>After that, I went to the kitchen.<br/>(son, studying)<br/>There, I saw my son studying.</p> |
| <p>6. kraoy móo?, khñom tìw phtéh baay.<br/>(pepún, fiam baay)<br/>nìw nuh, khñom kheefi pepún khñom<br/>kepúy fiam baay.</p> | <p>After that, I went to the kitchen.<br/>(wife, eating)<br/>There, I saw my wife eating.</p>   |

Drill H. Equivalence

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: khñom sdap dmneq, ruoc<br/>haey khñom tìw ptup<br/>tik. (mun nìq)</p>                                | <p>I listened to the news, and<br/>then I went to the<br/>bathroom. (before)</p>  |
| <p><u>Student</u>: khñom sdap dmneq mun-n<br/>tìw ptup tik.</p>  | <p>I listened to the news before<br/>going to the bathroom.</p>   |
| <p>1. khñom tìw ptup tik, ruoc haey khñom<br/>fiam kafee. (mun nìq)<br/>khñom tìw ptup tik mun-n fiam kafee.</p>               | <p>I went to the bathroom, and then<br/>I drank coffee. (before)<br/>I went to the bathroom before<br/>drinking coffee.</p>                 |
| <p>2. khñom fiam kafee, ruoc haey khñom<br/>meel kasaet. (mun nìq)<br/>khñom fiam kafee mun-n meel kasaet.</p>                 | <p>I drank coffee, and then I read<br/>the newspaper. (before)<br/>I drank coffee before reading<br/>the newspaper.</p>                     |
| <p>3. khñom meel kasaet, ruoc haey khñom<br/>tìw xuat tik. (mun nìq)<br/>khñom meel kasaet mun-n tìw xuat<br/>tik.</p>         | <p>I read the newspaper, and then<br/>I went to take a bath. (before)<br/>I read the newspaper before going<br/>to take a bath.</p>         |
| <p>4. khñom tìw xuat tik, ruoc haey khñom<br/>tìw lup muk. (mun nìq)<br/>khñom tìw xuat tik mun-n tìw lup<br/>muk.</p>         | <p>I went to take a bath, and then<br/>I went to dry my face. (before)<br/>I went to take a bath before<br/>drying my face.</p>             |
| <p>5. khñom tìw lup muk, ruoc haey khñom<br/>tìw doh thmifi. (mun nìq)<br/>khñom tìw lup muk mun-n tìw doh<br/>thmifi.</p>     | <p>I went to dry my face, and then I<br/>went to brush my teeth. (before)<br/>I went to dry my face before<br/>going to brush my teeth.</p> |
| <p>6. khñom tìw doh thmifi, ruoc haey khñom<br/>tìw fiam baay. (mun nìq)<br/>khñom tìw doh thmifi mun-n tìw fiam<br/>baay.</p> | <p>I went to brush my teeth, and then<br/>I went to eat. (before)<br/>I went to brush my teeth before<br/>going to eat.</p>                 |

Drill I. Equivalence

MODEL: Teacher: khñom ko tìw ptup deek,  
 dmbey-nq slie? pé?  
 (khñom coq slie? pé?)

Then I went to the bedroom,  
 in order to get dressed.  
 (I wanted to get dressed)

Student: khñom coq slie? pé?, ficeq  
 khñom ko tìw ptup deek.

I wanted to get dressed, so  
 I went to the bedroom.

1. khñom ko tìw phtéh baay, dmbey-nq  
 fiam kafee. (khñom coq fiam kafee)

Then I went to the restaurant, in  
 order to drink coffee.

(I wanted to drink coffee)

khñom coq fiam kafee, ficeq khñom ko  
 tìw phtéh baay.

I wanted to drink coffee, so I  
 went to the restaurant.

2. khñom ko tìw salaa, dmbey-nq rien  
 khmae. (khñom coq rien khmae)

Then I went to school, in order  
 to study Khmer. (I wanted to  
 study Khmer)

khñom coq rien khmae, ficeq khñom ko  
 tìw salaa.

I wanted to study Khmer, so I  
 went to school.

3. khñom ko tìw baek raadyou, dmbey-nq  
 sdap dmneq. (khñom coq sdap dmneq)

Then I went to turn on the radio,  
 in order to listen to the news.

(I wanted to listen to the news)

khñom coq sdap dmneq, ficeq khñom ko  
 tìw baek raadyou.

I wanted to listen to the news,  
 so I went to turn on the radio.

4. khñom ko coul khnoq ptup tik, dmbey-  
 dmbey-nq kao puk mót.  
 (khñom coq kao puk mót)

Then I went into the bathroom,  
 in order to shave.

(I wanted to shave)

khñom coq kao puk mót, ficeq khñom  
 ko coul khnoq ptup tik.

I wanted to shave, so I went  
 into the bathroom.



Drill J. Transformation

- MODEL: Teacher: khñom tiw phtéh baay.. I went to the kitchen.  
 niw nuh khñom kheefi There, I saw my wife  
 pepún khñom kepún preparing a meal.  
 riep-com baay.
- Student: pepún khñom kepún riep-com My wife was preparing a meal  
 baay, niw peel dael khñom at the time I came in.  
 coul móo.
1. khñom tiw phtéh baay.. niw nuh khñom I went to the kitchen. There,  
 kheefi pepún khñom kepún rien. I saw my wife studying.  
 pepún khñom kepún rien, niw peel My wife was studying at the time  
 dael khñom coul móo. I came in.
  2. khñom coul tiw phtéh baay.. niw nuh I went in to the kitchen. There,  
 khñom kheefi pepún khñom kepún I saw my wife reading the  
 meel kasast. paper.  
 pepún khñom kepún meel kasast niw My wife was reading the paper at  
 peel dael khñom coul móo. the time I came in.
  3. khñom tiw phtéh baay.. niw nuh I went to the kitchen. There,  
 khñom kheefi pepún khñom kepún I saw my wife cooking rice.  
 dam baay. My wife was cooking rice at the  
 pepún khñom kepún dam baay, niw time I came in.  
 peel dael khñom coul móo.
  4. khñom tiw phtéh baay.. niw nuh I went to the kitchen. There,  
 khñom kheefi koun khñom kepún I saw my son eating.  
 fiam baay. My son was eating at the time  
 koun khñom kepún fiam baay, niw I came in.  
 peel dael khñom coul móo.
  5. khñom tiw phtéh baay.. niw nuh I went to the kitchen. There,  
 khñom kheefi koun khñom kepún I saw my son studying.  
 rien. My son was studying at the time  
 koun khñom kepún rien, niw peel I came in.  
 dael khñom coul móo.
  6. khñom tiw phtéh baay.. niw nuh I went to the kitchen. There,  
 khñom kheefi pepún khñom kepún I saw my wife eating.  
 fiam baay. My wife was eating at the time  
 pepún khñom kepún fiam baay, niw I came in.  
 peel dael khñom coul móo.

## UNIT 31

## BASIC DIALOGUE

Stranger

1. som tooh/ mian restorəŋ nɪw  
cɪt nɪh/ teh?

Excuse me! Is there a restaurant  
near here?

Phnompenhois

2. baat mian/ tae mɪn-cə cɪt  
pəmaan' neh/

Yes there is, but it's not so  
very near.

Stranger

3. restorəŋ nuh nɪw təŋ-naa?

Where is the restaurant?

Phnompenhois

4. baat, som look nceen tɪw  
təŋ.. dɔl phleəŋ kəhɔm  
bɔt sɔm, tɪw taam phlew  
monivúŋ/

Well, you go straight ahead, and  
when you get to the red light  
turn right and go along Monivong  
Street.

Stranger

5. cəŋaay pəhael pəmaan pɪi  
phlew bɔt?

About how far is it from the  
turn?

Phnompenhois

6. ou, pəhael pɪi hòoy mət'n.

Oh, it's about two hundred meters.

Stranger

7. nɪw cɪt restorəŋ, mian otael'  
leh?

Is there a hotel near the  
restaurant?

Phnompenhois

8. baat, mian otael muoy l'ɔɔ'  
ah.

Yes, there's a very good hotel.

9. bæ look cəŋ ñceəñ tɪw pəsaa  
baay nɪw kəlaəŋ nuh, kɔɔ  
baan' dɛh.

If you want to go eat there,  
you can.

Stranger

10. yɪi, khñom khmian luy sɔh/

Say, I don't have any money!

11. nɪw cɪt nuh, mian bəŋ' teh?  
khñom cəŋ tɛbaek luy khlah  
yóo-məcaay!!

Is there a bank near there? I  
want to go draw out some money  
to use.

12. baat, nıw tɔŋ nıŋ, mian bɔŋ  
cèen' ah. Phnompenhois  
Yes, there are lots of banks  
there.
13. bɔŋ naa-muoy nıw cit ciaŋ kee? Stranger  
Which bank is the closest?
14. baat, taam khñom smaan, bɔŋ  
khmae nıw cit ciaŋ kee! Phnompenhois  
Well, I think that the Khmer  
Bank is the closest.
15. coh be khñom cɔŋ tıw bɔŋ khmae  
pii otaeɭ, khñom tɛw tıw taam  
naa? Stranger  
And if I want to go to the Khmer  
Bank from the hotel which way  
do I go?
16. baat, look tıw tɔŋ taam phlew  
monivúŋ pii phlew, haey bot  
chvɛeŋ bey phlew! Phnompenhois  
Well, you go straight along  
Monivong Street for two blocks,  
and then turn left for three  
blocks.
17. yii, douc-cia chŋaay' ah. Stranger  
My goodness, that seems like a  
long way.
18. baat, min-cɛ chŋaay pemaan'  
neh! dae tɛ dɔp menut,  
dɔl' eh. Phnompenhois  
No, it's not so very far. You  
can walk there in ten minutes.
19. ou, ñceŋ m chŋaay' teh! Stranger  
Oh, in that case it's not so far.
20. khñom som ɔɔ kun cèen' ah. Stranger  
Thank you very much.

## DIALOGUE FOR COMPREHENSION

1. soum tooh! mian restorɔŋ nıw  
cit nih tee?
2. baat, mian. taɛ min cia cit  
ponmaan tee.
3. restorɔŋ nuh nıw troŋ naa?
4. baat, soum look eñceñ tıw troŋ.  
dɔl phlɛeŋ krohoom bot sdam,  
tıw taam phlew móonivúŋ.



Examples: chjaay' teh? 'Is it far?'  
 cejaay pemaan? 'How far is it? (how much distance)?'

More about this special kind of grammatical relationship (between adjectives and the nouns derived from them) will be found in Unit 55.

Other types of grammatical contrast, such as those involving enclitics-- e.g. the minute difference in sound between such items as /deh/ and /teh/ (see Drill K below)-- may be reinforced in quite distant parts of the sentence. This is especially true of the reduced forms of standard /tiw/ 'go' and /moo?/ 'come' (see also Note, Unit 26). The following is an example from the present unit:

te- (tiw)... yoo me- (moo)  
 'get something and do something else with it'  
 khnom coj tebaek luy khlah yoo mecaay!!  
 'I want to draw out some money to spend.'

Note that there other, more formal, ways of saying essentially the same thing--e.g. with /dmbey-nj/:

khnom coj baek luy khlah dmbey-nj tiff mehoup!  
 'I want to draw out some money in order to buy food.'

This pattern is repeated many times in Drill E below.

Two items of grammatical importance, standard /tae/ and /tae/, both have a reduced form /te/ in colloquial style. It is always necessary, therefore, to listen carefully for clues elsewhere in the sentence to understand or analyze utterances containing /te/. Consider this example from the present unit:

dae te menut dol' eh.  
 'It only takes ten minutes to get there.'

The pattern, standard /tae... dol haey/, reveals that the literal translation of this sentence is something like 'Walk only ten minutes, arrive already (and there you are)' and hence that the /te/ stands for /tae/. This particular /te/ cannot stand for /tiw/, because it would then terminate a verb phrase /dae tiw/ 'walk along' and would have to have its full form /tiw/:

dae tiw dop menut dol' eh.  
 '(After) walking along for ten minutes (we) got there.'

Therefore /te/ in the original sentence must stand for /tae/, a prior element in the noun phrase /tae dop menut/. (See also Drill H).

Similarly, the reduced forms of /moo?/ 'come' and /min/ 'not,' though not identical, sound very much alike in rapid speech. You cannot be confused if you mishear the distinction /me/ vs. /m/, however, as long as you listen for clues elsewhere in the sentence.

Examples: mecuun 'come and give'  
 m cuun' teh 'doesn't give'

NEW VOCABULARY: More Place and Proper Names

restorəŋ, haəŋ baay	restaurant
bəŋ, theniakia	bank
faamasii, phtéh lú? thnam	pharmacy (drugs and medicines only)
kəlaəŋ (kəŋlaəŋ) róm	dance hall, place to dance
poh, praesneyethaan	post office
gəa, sthaaney	station
otaəl (houtaəl), sonthaakia	hotel
telefoun	telephone
phləəŋ kehoom (krəhoom)	red light, stop-light
...thay saan	Thai San Restaurant
...khmae	The Khmer Bank
...sontral	The Central Pharmacy
...kampucia	The Cambodia (a dance hall)
...sontral	The Central Post Office
...atiah phləəŋ	railroad station
...róoyal	The Hotel Royale

## DRILLS

Drill A. Substitution

- |  |  |
|--|--|
| 1. som tooh, mian restorəŋ nıw<br>cit nıŋ' teh?          | Excuse me, is there a restaurant<br>near here?         |
| 2. som tooh, mian <u>bəŋ</u> nıw cit nıŋ'<br>teh?        | Excuse me, is there a <u>bank</u> near<br>here?        |
| 3. som tooh, mian <u>otaəl</u> nıw cit nıŋ'<br>teh?      | Excuse me, is there a <u>hotel</u> near<br>here?       |
| 4. som tooh, mian <u>faamasii</u> nıw cit<br>nıŋ' teh?   | Excuse me, is there a <u>drug store</u><br>near here?  |
| 5. som tooh, mian <u>kəlaəŋ róm</u> nıw<br>cit nıŋ' teh? | Excuse me, is there a <u>dance hall</u><br>near here?  |
| 6. som tooh, mian <u>telefoun</u> nıw cit<br>nıŋ' teh?   | Excuse me, is there a <u>telephone</u><br>near here?   |
| 7. som tooh, mian <u>poh</u> nıw cit<br>nıŋ' teh?        | Excuse me, is there a <u>post office</u><br>near here? |
| 8. som tooh, mian <u>restorəŋ</u> nıw cit<br>nıŋ' teh?   | Excuse me, is there a <u>restaurant</u><br>near here?  |

Drill B. Substitution

- |   |   |
|---|---|
| 1. taε min-cε cit pemaan' eh!           | But it's not so very near.                |
| 2. taε min-cε <u>sùol</u> pemaan' eh!   | But it's not so very <u>easy</u> .        |
| 3. taε min-cε <u>sebaay</u> pemaan' eh! | But it's not so very <u>comfortable</u> . |
| 4. taε min-cε <u>thom</u> pemaan' eh!   | But it's not so very <u>big</u> .         |
| 5. taε min-cε <u>lʔoo</u> pemaan' eh!   | But it's not so very <u>good</u> .        |
| 6. taε min-cε <u>chɲaay</u> pemaan' eh! | But it's not so very <u>far</u> .         |
| 7. taε min-cε <u>thlay</u> pemaan' eh!  | But it's not so very <u>expensive</u> .   |
| 8. taε min-cε <u>cit</u> pemaan' eh!    | But it's not so very <u>near</u> .        |

Drill C. Double Substitution

- |   |   |
|---|---|
| 1. nɪw cit restorɔŋ mian<br>otaεl' teh?           | Is there a hotel near the<br>restaurant?                        |
| 2. nɪw cit <u>poh</u> mian <u>faamasii</u> ' teh? | Is there a <u>drug store</u> near the<br><u>post office</u> ?   |
| 3. nɪw cit <u>gɛa</u> mian <u>restorɔŋ</u> ' teh? | Is there a <u>restaurant</u> near the<br><u>station</u> ?       |
| 4. nɪw cit <u>poh</u> mian <u>otaεl</u> ' teh?    | Is there a <u>hotel</u> near the <u>post</u><br><u>office</u> ? |
| 5. nɪw cit <u>otaεl</u> mian <u>poh</u> ' teh?    | Is there a <u>post office</u> near the<br><u>hotel</u> ?        |
| 6. nɪw cit <u>poh</u> mian <u>restorɔŋ</u> ' teh? | Is there a <u>restaurant</u> near the<br><u>post office</u> ?   |

Drill D. Response

- |  |   |
|--|---|
| MODEL: <u>Teacher</u> : nɪw tɔŋ nuh mian boŋ' teh?<br>(cèen' ah)                   | Is there a bank there?<br>(lots of them)                                  |
| <u>Student</u> : baat, nɪw tɔŋ nuh mian boŋ<br>cèen' ah.                           | Yes, there are lots of banks<br>there.                                    |
| 1. nɪw tɔŋ nuh mian otaεl' teh? (pii-bɛy)<br>baat, nɪw tɔŋ nuh mian otaεl pii-bɛy! | Is there a hotel there? (2 or 3)<br>Yes, there are two or three there.    |
| 2. nɪw tɔŋ nuh mian poh' teh? (muoy)<br>baat, nɪw tɔŋ nuh mian poh muoy!           | Is there a post office there? (one)<br>Yes, there is a post office there. |

- |  |  |
|--|--|
| <p>3. nıw tòn nuh mian faamasii' teh?<br/>(muoy-pii)<br/>baat, nıw tòn nuh mian faamasii<br/>muoy-pii!</p>   | <p>Is there a drugstore there?<br/>(one or two)<br/>Yes, there are one or two drug<br/>stores there.</p> |
| <p>4. nıw tòn nuh mian restorøn' teh?<br/>(cèen' ah)<br/>baat, nıw tòn nuh mian restorøn<br/>cèen' ah.</p>   | <p>Is there a restaurant there?<br/>(lots of them)<br/>Yes, there are lots of restaurants<br/>there.</p> |
| <p>5. nıw tòn nuh mian salaa rien' teh?<br/>(pii-bey)<br/>baat, nıw tòn nuh mian salaa rien<br/>pii-bey!</p> | <p>Is there a school there?<br/>(two or three)<br/>Yes, there are two or three<br/>schools there.</p>    |

Drill E. Substitution

- |  |   |
|--|---|
| 1. khñom cøn tebaek luy khlah yóo<br>mecaay!                   | I want to draw out some money<br>to use.                    |
| 2. khñom cøn tebaek luy khlah yóo<br><u>metif sephiw!</u>      | I want to draw out some money to<br><u>buy books with.</u>  |
| 3. khñom cøn tebaek luy khlah yóo<br><u>metif mehoup!</u>      | I want to draw out some money to<br><u>buy food with.</u>   |
| 4. khñom cøn tebaek luy khlah yóo<br><u>mecuun look!</u>       | I want to draw out some money to<br><u>give you.</u>        |
| 5. khñom cøn tebaek luy khlah yóo<br><u>me-ay pepún khñom!</u> | I want to draw out some to <u>give</u><br><u>my wife.</u>   |
| 6. khñom cøn tebaek luy khlah yóo<br><u>metif eyvan!</u>       | I want to draw out some money to<br><u>buy things with.</u> |
| 7. khñom cøn tebaek luy khlah yóo<br><u>mecaay!</u>            | I want to draw out some money to<br><u>use.</u>             |

Drill F. Response

- |   |   |
|---|---|
| <p>MODEL: <u>Teacher:</u> boŋ naa-muoy nıw cit<br/>ciaŋ kee? (boŋ khmae)</p> <p><u>Student:</u> baat, taam khñom smaan,<br/>boŋ khmae nıw cit ciaŋ<br/>kee?</p> | <p>Which bank is the closest?<br/>(the Khmer Bank)</p> <p>Well, I think that the Khmer<br/>Bank is the closest.</p> |
| <p>1. otael naa-muoy nıw cit ciaŋ kee?<br/>(róoyal)<br/>baat, taam khñom smaan, otael<br/>róoyal nıw cit ciaŋ kee!</p>  | <p>Which hotel is the closest?<br/>(Royale)<br/>Well, I think that the Hotel Royale<br/>is the closest.</p>         |



- |  |   |
|--|---|
| <p>2. restoroŋ naa-muoy nŭw cit ciaŋ kee? (thay-saan)<br/>baat, taam khŋom smaam, restoroŋ thay-saan nŭw cit ciaŋ kee!</p> | <p>Which restaurant is the closest?<br/>(Thai San)<br/>Well, I think that the Thai San Restaurant is the closest.</p> |
| <p>3. faamasii naa-muoy nŭw cit ciaŋ kee? (sontral)<br/>baat, taam khŋom smaam, faamasii sontral nŭw cit ciaŋ kee!</p>     | <p>Which drug store is the closest?<br/>(Centrale)<br/>Well, I think that the Pharmacie Centrale is the closest.</p>  |
| <p>4. salaa naa-muoy nŭw cit ciaŋ kee? (sisovat)<br/>baat, taam khŋom smaam, salaa sisovat nŭw cit ciaŋ kee!</p>           | <p>Which school is the closest?<br/>(Sisowath)<br/>Well, I think that the Sisowath School is the closest.</p>         |
| <p>5. poh naa-muoy nŭw cit ciaŋ kee? (sontral)<br/>baat, taam khŋom smaam, poh sontral nŭw cit ciaŋ kee!</p>               | <p>Which post office is the closest?<br/>Central)<br/>Well, I think that the Central Post Office is the closest.</p>  |

Drill G. Response

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: khŋom trew tiw taam naa?<br/>(tiw troŋ pii phlew,<br/>bot chveeŋ bey phlew)</p> <p><u>Student</u>: baat, look tiw troŋ pii phlew, haey bot chveeŋ bey phlew.</p> | <p>Which way should I go?<br/>(go straight for two blocks, turn left for three blocks)<br/>Well, you go straight for two blocks, and then you turn left for three blocks.</p> |
| <p>1. khŋom trew tiw taam naa? (tiw troŋ bey phlew, bot sdam pii phlew)<br/>baat, look tiw troŋ bey phlew, haey bot sdam pii phlew.</p>  | <p>Which way should I go? (go straight three blocks, turn right two blocks)<br/>Well, you go straight three blocks, and then you turn right for two blocks.</p>               |
| <p>2. khŋom trew tiw taam naa? (bot sdam mephlew, bot chveeŋ pii phlew)<br/>baat, look bot sdam mephlew, haey bot chveeŋ pii phlew.</p>  | <p>Which way should I go? (turn right one block, turn left two blocks)<br/>Well, you turn right for one block, and then you turn left for two blocks.</p>                     |
| <p>3. khŋom trew tiw taam naa? (bot chveeŋ mephlew, bot sdam bey phlew)<br/>baat, look bot chveeŋ mephlew, haey bot sdam bey phlew.</p>  | <p>Which way should I go? (turn left one block, turn right three blocks)<br/>Well, you turn left for one block, and then you turn right for three blocks.</p>                 |

4. khñom trəw tɨw taam naa?  
 (tɨw trəŋ buon phləw, bot  
 sdam mephləw)  
 baat, look tɨw trəŋ buon phləw,  
 haey bot sdam mephləw.

Which way should I go?  
 (go straight four blocks, turn  
 right one block)  
 Well, you go straight for four  
 blocks, and then you turn right  
 for one block.

Drill H. Multiple Substitution

- |   |   |
|---|---|
| 1. dae te dɔp menut dɔl' əh.                      | You can walk there in ten minutes.                    |
| 2. dae te pɛam menut dɔl' əh.                     | You can walk there in <u>five</u> minutes.            |
| 3. <u>cih sikhlou</u> te pɛam menut dɔl' əh.      | You can <u>get there by cyclo</u> in five minutes.    |
| 4. cih sikhlou te <u>pɛam-ndɔp</u> menut dɔl' əh. | You can get there by cyclo in <u>fifteen</u> minutes. |
| 5. <u>baek laan</u> te pɛam-ndɔp menut dɔl' əh.   | You can <u>get there by car</u> in fifteen minutes.   |
| 6. baek laan te <u>dɔp</u> menut dɔl' əh.         | You can get there by car in <u>ten</u> minutes.       |
| 7. <u>dae</u> te dɔp menut dɔl' əh.               | You can <u>walk</u> there in ten minutes.             |

Drill I. Response

MODEL: Teacher: yii, douc-cia chŋaay' nah. Say, that seems quite far!

Student: baat, min-cə chŋaay' teh! No, it's not so far.

- |   |  |
|---|--|
| 1. yii, douc-cia thlay' ah.<br>baat, min-cə thlay' teh!   | Say, that seems quite expensive!<br>No, it's not so expensive.     |
| 2. yii, douc-cia cit' ah.<br>baat, min-cə cit' teh!       | Say, that seems quite close!<br>No, it's not so close.             |
| 3. yii, douc-cia thom' ah.<br>baat, min-cə thom' teh!     | Say, that seems quite big!<br>No, it's not so big.                 |
| 4. yii, douc-cia l'ɔɔ' ah.<br>baat, min-cə l'ɔɔ' teh!     | Say, that seems quite good!<br>No, it's not so good.               |
| 5. yii, douc-cia sùol' ah.<br>baat, min-cə sùol' teh!     | Say, that seems quite easy!<br>No, it's not so easy.               |
| 6. yii, douc-cia sebaay' ah.<br>baat, min-cə sebaay' teh! | Say, that seems quite comfortable!<br>No, it's not so comfortable. |

Drill J. Multiple Substitution

- |   |  |
|---|--|
| 1. cəŋaay pəhaɛl pəmaən pii phləw bət?                    | About how far is it from the place you turn?           |
| 2. cəŋaay pəhaɛl pəmaən pii <u>phləw yuʔkanthóoʔ</u> .    | About how far is it from <u>Yukanthor Street</u> ?     |
| 3. cəŋaay pəhaɛl <u>məróoy maət</u> pii phləw yuʔkanthóo. | It's about <u>100 meters</u> from Yukanthor Street.    |
| 4. cəŋaay pəhaɛl məróoy maət pii <u>phləw monivúnj</u> .  | It's about 100 meters from <u>Monivong Street</u> .    |
| 5. cəŋaay pəhaɛl <u>pii róoy maət</u> pii phləw monivúnj. | It's about <u>200 meters</u> from Monivong Street.     |
| 6. cəŋaay pəhaɛl pii róoy maət pii <u>phləw bət</u> .     | It's about 200 meters from <u>the place you turn</u> . |
| 7. cəŋaay pəhaɛl <u>pəmaən</u> pii phləw bət?             | About <u>how far</u> is it from the place you turn?    |

Drill K. Response

- MODEL: Teacher: nɪw cɪt restorəŋ mian otaɛl' teh? (pəsaa baay) Is there a hotel near the restaurant? (eat meals)
- Student: baat, mian! bæ look cəŋ ficeəfi tɪw pəsaa baay nɪw kəlaɛŋ nuh, kə baan' deh. Yes, there is. If you want to go there to eat meals, you can.
- |  |   |
|--|---|
| 1. nɪw cɪt otaɛl mian poh' teh? (phñaə səbət)<br>baat, mian! bæ look cəŋ ficeəfi tɪw phñaə səbət nɪw kəlaɛŋ nuh, kə baan' deh. | Is there a post office near the hotel? (mail a letter)<br>Yes, there is. If you want to go there to mail a letter, you can. |
| 2. nɪw cɪt otaɛl mian bəŋ' teh? (bæk luy)<br>baat, mian! bæ look cəŋ ficeəfi tɪw bæk luy nɪw kəlaɛŋ nuh, kə baan' deh.         | Is there a bank near the hotel? (draw out money)<br>Yes, there is. If you want to go there and draw out money, you can.     |

3. nɪw cɪt otaɛl mian kəlaɛŋ róm'  
 təh? (róm)  
 baat, mian! bæ look cəŋ ñcəəñ  
 tɪw róm nɪw kəlaɛŋ nuh, kə  
 baan' dəh.

Is there a dance hall near the  
 hotel? (dance)

Yes, there is. If you want to go  
 there to dance, you can.

4. nɪw cɪt otaɛl mian faamasii'  
 təh? (tɪñ thnam)  
 baat, mian! bæ look cəŋ ñcəəñ  
 tɪw tɪñ thnam nɪw kəlaɛŋ nuh,  
 kə baan' dəh!

Is there a drug store near the  
 hotel? (buy medicine)

Yes, there is. If you want to go  
 there to buy medicine, you can.

## UNIT 32

## BASIC DIALOGUE

Stranger

1. som tooh, som pèap phlèw  
khñom tìw poh mèphlèet,  
baan' eh?

Excuse me, can you tell me the  
way to get to the post office,  
please?

Phnompenhois

2. baat, mian ey? phlèw tìw  
poh suòl' eh! look dae'  
ko baan,, cih sikhlou'  
ko baan.

Sure! It's easy to get to the  
Post Office. You can walk  
there or you can take a cyclo.

Stranger

3. bae khñom tìw dae, khñom  
tìw taam naa?

If I walk there, which way do  
I go?

Phnompenhois

4. baat, pii nìy tìw, mìn  
pèbaa?' teh!

Well, going from here, it's  
not hard.

5. look dae tìw ceej tòoj  
taam phlèw nerodom!

You walk straight north along  
Norodom Street.

6. tédol vót phnum, bat-te  
khaej kaet pii phlèw,  
dól' eh.

When you get to Wat Phnom, you  
turn east for two blocks and  
there you are.

Stranger

7. khñom coj vay telegraam nteç  
khñom tìw inaa' tih?

I want to send a telegram, too.  
Where do I go?

Phnompenhois

8. ou, suòl' eh.. look tìw  
poh sèap'm.

Oh, that's easy. You go to the  
Post Office.

9. dól look tédol poh, suo kee'  
tih.. kee pèap' eh.

When you get to the Post Office,  
just ask them.

Stranger

10. poh, kee bet maøj pemaan?

What time do they close the  
Post Office?

Phnompenhois

11. baat, nìw kelaej nuh, kee  
baek tól phlii!

Well, here they stay open all  
night.

Stranger

12. khñom lɪɪ kee thaa, nɪw muk  
poh mian otael muoy,  
meen' eh?

I have heard it said that in  
front of the Post Office there  
is a hotel, is that right?

Phnompenhois

13. baat, mian meen! otael nuh  
touc' tee, taε-pente  
sʔaat kuosom!

Yes, there certainly is. That  
hotel is small, but it's  
quite nice.

14. chmuh otael delaa poost!

It's called the Hotel de la Poste.

Stranger

15. nɪw cit otael' nɪŋ, mian  
kelaeŋ dae leeŋ kmsaan'  
teh?

Near the hotel is there anyplace  
to go for a stroll?

Phnompenhois

16. baat, look aac tɪw dae leeŋ  
nɪw vót phnum.

Yes, you can go for a stroll at  
Wat Phnom.

17. rɪɪ tɪw kulaeŋ róm muoy chmuh  
kampucia, nɪw túl muk géa.

Or you can go to a dance hall  
called the Cambodia, which is  
opposite the station.

Stranger

18. coh bε khñom cəŋ tətɪñ eyvan  
ntec-ntuoc, khñom tɪw inaa'  
tɪw?

And if I want to do a little  
shopping, where should I go?

Phnompenhois

19. baat, nɪw inɪŋ mian kelaeŋ  
lú? eyvan cəen' ah.

Well, around there there are lots  
of places that sell goods.

20. cia pɪsch, nɪw taam ruy ouyee!

Especially along the Rue Ohier.

Stranger

21. chŋaay' teh?

Is it far?

Phnompenhois

22. tee, m chŋaay' teh! cəñ pii  
otael delaa poh, bət-te  
thbouŋ pii phlew, dɔl' eh.

No, it's not far. Coming out of  
the Hotel de la Poste, you turn  
south for two blocks and there  
you are.

Stranger

23. ou, sùol' eh, ñcəŋ. khñom  
som ɔɔ kun cəen' ah.

Oh, that's quite easy. Thanks  
very much.

Phnompenhois

24. mian ey? bε mian kaa ey  
tɪet, som suo khñom' moh.

You're welcome. If there is any-  
thing else I can do for you  
please ask me.

## DIALOGUE FOR COMPREHENSION

1. soum tooh, soum prap phlew khñom  
tìw poh mephleest, baan tee?
2. baat, mian ey? phlew tìw poh  
sroul tee. look dae koo  
baan,, cih sikhlou koo baan.
3. bae khñom tìw dae, khñom tìw  
taam naa?
4. baat, pii nìq tìw, min pibaa?  
tee.
5. look dae tìw ceen tron taam  
phlew noróodom.
6. tìw dól vót phnum, bot tìw  
khaen kaet pii phlew, dól  
haey.
7. khñom coen vay telegraam bontec  
phoen. khñom tìw aenaa tìw?
8. ou, sroul haey. look tìw poh  
srap.
9. dól look tìw dól poh, suo kee  
tìw, kee prap haey.
10. poh, kee bet maen ponmaan?
11. baat, nìw konlaen nuh, kee  
baek tól phlì.
12. khñom lì kee thaa, nìw muk poh  
mian outael muoy, meen tee?
13. baat, mian meen. outael nuh  
touc tee, taen-pontae s'aat  
koo-som.
14. chmùh outael delaa poost.
15. nìw cit outael nìq, mian konlaen  
dae leen komsaan tee?
16. baat, look aac tìw dae leen  
nìw vót phnum.
17. rìi tìw konlaen róm muoy chmùh  
kampuucia, nìw túl muk gaa.
18. coh bae khñom coen tìw tìñ ey-van  
bontec-bontuoc, khñom tìw aenaa tìw?
19. baat, nìw aeney mian konlaen  
lú? ey-van craen nah.
20. cia piiseh, nìw taam ruy ouyee.
21. chyaay tee?
22. tee, min chyaay tee. ceñ pii  
outael delaa poost, bot tìw  
thbouy pii phlew, dól haey.

23. ou, sruol haey, eñceŋ. khñom  
soum ɔɔ kun craen nah.

24. mian ey? bæ mian kaa ey  
tiet, soum suo khñom móo?

NOTE: Conjunctions

1. A special, rather limited class of words in Cambodian serves approximately the same function as English conjunctions: introducing whole clauses, either main clauses or subordinate clauses. It is useful to exclude from consideration here, in Cambodian as in English, a class of exclamations and response-words (e.g. baat, tee, ou, yii), which are typically set off from their clauses by an intonation contour of their own (usually represented by a comma in our text).

Cambodian conjunctions can be classified on the basis of whether the clauses they introduce are 'movable' or not. In general, clauses introduced by subordinating conjunctions (like English 'if, since, although, after') can be placed either before or after a main clause with which they are associated:

- (24) bæ look mian kaa ey tiet, som suo khñom' moh.  
'If you have any other business, please ask me.'  
som suo khñom' moh, bæ look mian kaa ey tiet.  
'Please ask me, if you have any other business.'

Clauses introduced by coordinating conjunctions, on the other hand (like English 'or, for, but, and') cannot be so moved:

- (16) look aac tiw leeŋ vót phnum, r11 tiw kelaeŋ róm kampucia.  
'You might go see Wat Phnom, or go to the Cambodia Dance Hall.'

\*/r11 tiw kelaeŋ róm kampucia, look aac tiw leeŋ vót phnum/ is meaningless.

2. The most common coordinating conjunctions are the following:

haey	then, and, and then	thaa	as follows (quote)
r11	or, otherwise	ñceŋ	so
tae, pntae (pontae), tae-pente	but (see Drill H)	coh	and, on the other hand

(For other, more complex coordinating conjunctions, see New Vocabulary, Unit 10, and Note, Unit 30)

Note that many of these items have homonyms which are not conjunctions:

/haey/, /r11/ and /coh/ also occur as sentence enclitics (corresponding to colloquial /eh, ih, coh/).

/haey/ and /ñceŋ/ are also post-verbal modifiers.

/thaa/ is also a verb meaning 'to say' (see Basic Sentence 12 and Drills G and H).

/tae/ also introduces noun expressions and means 'only.'



The class of subordinating conjunctions is very much larger. Here are some of the most common members:

be (baə)	if	mun-n (mun-niŋ)	before
dol	when (future)	luh	after, right after
púh (prúh, pii-prúh)	because	baan	by that time
taŋ-pii	since the time that		

(For other subordinating conjunctions, see Note, Unit 30)

Note that the members of both classes of conjunction exclude each other internally-- i.e. you don't get /tae/ and /rii/ in the same clause, or /be/ and /dol/ in the same clause. A clause may begin with one conjunction of each class, however, and in such cases the coordinator comes first:

- (18) coh be khñom coŋ tiñ eyvan ntec-ntuoc, khñom tiw inaa' tih?  
'And if I want to buy a few things, where should I go?

3. Finally, you should be aware that a number of concepts handled by simple conjunctions in English are handled quite differently in Cambodian.

a) Conjunction in English, none in Cambodian:

- (22) cəñ pii otael delaa poh, bot tiw thbouŋ pii phləw, dol' eh.

(When) you come out of the Hotel de la Poste, turn south  
two blocks (and) there you are.

(More examples in Drills B, D, and J)

b) Conjunction in English, discontinuous construction in Cambodian.

- (2) look dae' ko baan,, cih sikhluu' ko baan!

'You can walk, (or) you can take a cyclo.'

(More examples in Drill C)

4. One related item, /dael/ 'which, where, who, that,' does not satisfy the definition of conjunction (because it is always syntactically a part of the clause in which it occurs, and does not merely link it to another clause) but has some similarities with conjunctions. Normally, /dael/ functions like its English counterparts in substituting for a noun expression in a preceding clause:

nih cia səpə ʔ mɔy, dael khñom tiñ pii məsəl məfi.

'This is a book that I bought yesterday.

Another important use of /dael/ is in a more complex construction which actually begins with /haey/ in the clause preceding:

kəlaeŋ nuh haey, dael kee vay telegraam.

'That's the place where they send telegrams.

Many more examples of this construction will be found in Drill E.

NEW VOCABULARY: Compass Directions and Streets

cœŋ	north	phlew	street (general), block
kaet	east	phlew monivúŋ	Monivong Street
thboun	south	buulevaa	boulevard
lœc	west	buulevaa nœróodom	Norodom Boulevard
tíw tòŋ (trœŋ)	go straight	ruy	street (small)
bœt	turn	ruy ouyee	Ohier Street
bœt-te (bœt tíw)	turn toward	crug phlew	street corner
bœt-te sdm	turn right	thnœl	road, highway
bœt-te chvœŋ	turn left	spian	bridge
bœt-te cœŋ	turn north		

## DRILLS

Drill A. Substitution

1. som tooh, som pœap phlew khñom  
tíw géa atiah-phlœŋ mœphlœet,  
baan' teh? Excuse me, could you please tell  
me the way to get to the railroad  
station?
2. som tooh, som pœap phlew khñom tíw  
poh mœphlœet, baan' teh? Excuse me, could you please tell  
me the way to get to the Post  
Office?
3. som tooh, som pœap phlew khñom  
tíw œtael róoyal mœphlœet,  
baan' teh? Excuse me, could you please tell  
me the way to get to the Hotel  
Royale?
4. som tooh, som pœap phlew khñom  
tíw faamasii sontral mœphlœet,  
baan' teh? Excuse me, could you please tell  
me the way to get to the  
Pharmacie Centrale?
5. som tooh, som pœap phlew khñom  
tíw restorœŋ thay-saan mœphlœet,  
baan' teh? Excuse me, could you please tell  
me the way to get to the Thai  
San Restaurant?
6. som tooh, som pœap phlew khñom  
tíw vial kpal-hoh mœphlœet,  
baan' teh? Excuse me, could you please tell  
me the way to get to the airport?
7. som tooh, som pœap phlew khñom  
tíw œtael entœnasyonal mœphlœet,  
baan' teh? Excuse me, could you please tell  
me the way to get to the  
International Hotel?
8. som tooh, som pœap phlew khñom  
tíw vœt phnum mœphlœet, baan'  
teh? Excuse me, could you please tell  
me the way to get to Wat Phnom?



Drill C. Response

- MODEL: Teacher: tɿw poh, tɿw taam ey' sùol? (dae, cih sikhlou)  
Student: look dae' kə baan,, cih sikhlou' kə baan.
- What's the best way to get to the Post Office? (walk, ride a cyclo)  
 You can walk, or you can ride a cyclo.
1. tɿw pèy-ŋkóo, tɿw taam ey' sùol? (baek laan, cih kpal hoh)  
 look baek laan' kə baan,, cih kpal hoh' kə baan.
- What's the best way to get to Saigon? (drive a car, ride a plane)  
 You can drive a car, or you can ride a plane.
2. tɿw baŋkoo?, tɿw taam ey' sùol? (cih kpal hoh, cih atiah phleəŋ)  
 look cih kpal hoh' kə baan,, cih atiah phleəŋ' kə baan.
- What's the best way to get to Bangkok? (ride a plane, ride the train)  
 You can ride a plane, or you can ride the train.
3. tɿw ŋkóo bót, tɿw taam ey' sùol? (cih laan chnuol, baek laan look tɿw)  
 look cih laan chnuol' kə baan,, baek laan look tɿw' kə baan.
- What's the best way to get to Angkor Wat? (ride a bus, drive your car there)  
 You can ride a bus, or you can drive your car there.
4. tɿw cùoy cŋvaa, tɿw taam ey' sùol? (cih sikhlou, cih kpal)  
 look cih sikhlou' kə baan,, cih kpal' kə baan.
- What the best way to get to Chruoy Changvar? (ride a cyclo, take the boat)  
 You can ride a cyclo, or you can take the boat.
5. tɿw géa atiah-phleəŋ, tɿw taam éy' sùol? (dae, cih sikhlou)  
 look dae' kə baan,, cih sikhlou' kə baan.
- What the best way to get to the railroad station? (walk, ride a cyclo)  
 You can walk, or you can ride a cyclo.

Drill D. Substitution

- |   |   |
|---|---|
| 1. taw dól vót phnum, bot-te kaet<br>pii phlew, dól' eh.          | When you get to Wat Phnom, turn east for two blocks and there you are.          |
| 2. taw dól vót phnum, bot-te <u>thboun</u><br>pii phlew, dól' eh. | When you get to Wat Phnom, turn <u>south</u> for two blocks and there you are.  |
| 3. taw dól vót phnum, bot-te <u>léc</u><br>pii phlew, dól' eh.    | When you get to Wat Phnom, turn <u>west</u> for two blocks and there you are.   |
| 4. taw dól vót phnum, bot-te <u>cæŋ</u><br>pii phlew, dól' eh.    | When you get to Wat Phnom, turn <u>north</u> for two blocks and there you are.  |
| 5. taw dól vót phnum, bot-te <u>sdam</u><br>pii phlew, dól' eh.   | When you get to Wat Phnom, turn <u>right</u> for two blocks and there you are.  |
| 6. taw dól vót phnum, bot-te <u>chvæŋ</u><br>pii phlew, dól' eh.  | When you get to Wat Phnom, turn <u>left</u> for two blocks and there you are.   |
| 7. taw dól vót phnum, <u>taw tòŋ</u> pii<br>phlew, dól' eh.       | When you get to Wat Phnom, <u>go</u> straight for two blocks and there you are. |
| 8. taw dól vót phnum, <u>bot-te kaet</u><br>pii phlew, dól' eh.   | When you get to Wat Phnom, turn <u>east</u> for two blocks and there you are.   |

Drill E. Response

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : khñom cəŋ <u>vay telegraam</u><br>ntec phœŋ. khñom taw<br>inaa' tih? (poh)  | I want to <u>send a telegram</u> ,<br>too. Where shall I go?<br>(Post Office)  |
| <u>Student</u> : ou, sùol' eh. look taw poh<br>sèap'm.. kelaŋ nuh haey,<br>dael kee <u>vay telegraam</u> .  | Oh, that's easy. You just<br>go to the <u>Post Office</u> --<br>that's where they <u>send</u><br><u>telegrams</u> .  |
| 1. khñom cəŋ <u>telefoun</u> ntec phœŋ.<br>khñom taw inaa' tih? (poh)<br>ou, sùol' eh. look taw <u>poh</u> sèap'm..<br>kelaŋ nuh haey, dael kee <u>telefoun</u> . | I want to <u>telephone</u> , too. Where<br>shall I go? (Post Office)<br>Oh, that's easy. You just go to<br>the <u>Post Office</u> --that's where<br>you <u>telephone</u> from. |

2. khñom cəŋ tiñ səphiw phəŋ. khñom  
tɨw inaa' tih? (phləw monivún,  
kee lú?)  
ou, sùol' əh. look tɨw phləw  
monivún səap'm.. kəlaɛŋ nuh  
haey, dael kee lú? səphiw.
- I want to buy books, too. Where  
shall I go? (Monivong Street,  
they sell)  
Oh, that's easy. You just go to  
Monivong Street--that's where  
they sell books.
3. khñom cəŋ baek luy phəŋ. khñom  
tɨw inaa' tih? (bəŋ)  
ou, sùol' əh. look tɨw bəŋ səap'm..  
kəlaɛŋ nuh haey, dael kee baek  
luy.
- I want to draw out money, too.  
Where shall I go? (bank)  
Oh, that's easy. You just go to  
the bank--that's where you draw  
out money.
4. khñom cəŋ thəe visaa phəŋ khñom  
tɨw inaa' tɨw? (ambasaat)  
ou, sùol' əh. look tɨw ambasaat  
səap'm.. kəlaɛŋ nuh haey, dael  
kee thəe visaa.
- I want to get a visa, too. Where  
shall I go? (embassy)  
Oh, that's easy. You just go to  
the embassy--that's where they  
issue visas.
5. khñom cəŋ róm phəŋ. khñom tɨw  
inaa' tih? (otael róoyal)  
ou, sùol' əh. look tɨw otael  
róoyal səap'm.. kəlaɛŋ nuh  
haey, dael kee róm.
- I want to dance, too. Where shall  
I go? (Hotel Royale)  
Oh, that's easy. You just go to  
the Hotel Royale--that's where  
they dance.
6. khñom cəŋ tiñ thnam phəŋ. khñom  
tɨw inaa' tih? (faamasii, kee  
lú?)  
ou, sùol' əh. look tɨw faamasii  
səap'm.. kəlaɛŋ nuh haey, dael  
kee lú? thnam.
- I want to buy medicine, too. Where  
shall I go? (drug store, they  
sell)  
Oh, that's easy. You just go to  
the drug store--that's where  
they sell medicine.

Drill F. Response

- MODEL: Teacher: poh, kee bet maŋ pəmaan?  
(baek tól phlii) What time does the Post Office  
close? (It's open all night)  
Student: baat, nɨw kəlaɛŋ nuh, kee  
baek tól phlii. Well, that place is open all  
night.
1. faamasii səntral, kee bet maŋ  
pəmaan? (maŋ pmpil yup) What tiem does the Central Pharmacy  
close? (7 p.m.)  
baat, nɨw kəlaɛŋ nuh, kee bet  
maŋ pmpil yup. Well, that place closes at 7 p.m.



4. nɔw kòoy véŋ mian vót muoy!  
(kee pèap khñom)  
kee pèap khñom thaa, nɔw kóoy véŋ  
mian vót muoy!
5. nɔw túl muk géa mian kelaəŋ róm  
muoy! (look pèap khñom)  
look pèap khñom thaa, nɔw túl muk  
géa mian kelaəŋ róm muoy!
- Behind the palace there's a temple.  
(They've told me)  
They told me that there was a temple  
behind the palace.
- Opposite the station there's a dance  
hall. (You told me)  
You told me that there was a dance  
hall opposite the station.

Drill H. Response

- MODEL: Teacher: khñom lɔi kee thaa, nɔw muk poh mian outaəl muoy, meən' eh? (touc, (touc, s'aat) I've heard that there is a hotel in front of the post office, is that right? (small, nice)
- Student: baat, mian meən! outaəl nuh touc' tee, taə-pentə s'aat kuo-som! Yes, there certainly is. That hotel is small, but it's quite nice.
1. khñom lɔi kee thaa, nɔw cit géa mian restorəŋ muoy, meən' eh? (thlay nah, mēhoup chɣaŋ) I've heard that there is a restaurant near the station, is that right? (very expensive, food is delicious)
- baat, mian meən! restorəŋ muh thlay nah, taə-pentə mēhoup chɣaŋ kuo-som! Yes, there certainly is. That hotel is expensive, but the food is quite delicious.
2. khñom lɔi kee thaa, nɔw khaəŋ thboug outaəl mian faamasii muoy, meən' eh? (touc, thaok) I've heard that there is a drug store to the south of the hotel, is that right? (small, cheap)
- baat, mian meən! faamasii nuh touc' tee, taə-pentə thaok kuo-som! Yes, there certainly is. That drug store is small, but quite cheap.
3. khñom lɔi kee thaa, nɔw khaəŋ kaet vial kpal-hoh mian outaəl muoy, meən' eh? (thlay nah, s'aat) I've heard that there is a hotel to the east of the airport, is that right? (very expensive, nice)
- baat, mian meən! outaəl nuh thlay nah, taə-pentə s'aat kuo-som! Yes, there certainly is. That hotel is very expensive, but quite nice.
4. khñom lɔi kee thaa, nɔw kòoy véŋ mian vót muoy, meən' eh? (touc, l'əə) I've heard that there is a temple behind the palace, is that right? (small, good)
- baat, mian meən! vót nuh touc' tee, taə-pentə l'əə kuo-som! Yes, there certainly is. That temple is small, but it's quite a good one.



5. khñom lɿi kee thaa, nɿw túl muk  
 géa mian kelaɛŋ róm muoy, meen'  
 eh? (m-səw s'aat, thaok)  
 baat, mian meen! kelaɛŋ róm nuh  
 m-səw s'aat' tee, taɛ-pente  
 thaok kuo-səm!
- I've heard that there is a dance  
 hall opposite the station, is  
 that right? (not very nice, cheap)  
 Yes, there certainly is. That dance  
 hall is not very nice, but it's  
 quite cheap.

Drill I. Multiple Substitution

1. nɿw-inŋ mian kelaɛŋ lú? eyvan  
 cèen' ah.  
 Around there, there are lots of  
 places that sell things.
2. nɿw taam ruy ouyee mian kelaɛŋ  
 lú eyvan cèen' ah.  
 Along Rue Ohier, there are lots of  
 places that sell things.
3. nɿw taam ruy ouyee mian kelaɛŋ  
 lú? doɔŋ pakaa cèen' ah.  
 Along Rue Ohier, there are lots  
 of places that sell pens.
4. nɿw taam buulevaa nɛrodom mian  
 kelaɛŋ lú? doɔŋ pakaa cèen' ah.  
 Along Norodom Boulevard, there are  
 lots of places that sell pens.
5. nɿw taam buulevaa nɛrodom mian  
 kelaɛŋ lú? səphɿw cèen' ah.  
 Along Norodom Boulevard, there are  
 lots of places that sell books.
6. nɿw cit poh mian kelaɛŋ lú?  
 səphɿw cèen' ah.  
 Near the post office there are lots  
 of places that sell books.
7. nɿw cit poh mian kelaɛŋ lú?  
eyvan cèen' ah.  
 Near the post office there are  
 lots of places that sell things.
8. nɿw-inŋ mian kelaɛŋ lú? eyvan  
 cèen' ah.  
Around there, there are lots of  
 places that sell things.

Drill J. Response

- MODEL: Teacher: chŋaay' teh? (otaɛl delaa  
 poh, thboun, pii phlɛw)  
Student: tee, m chŋaay' teh! cɛñ  
 pii otaɛl delaa poh,  
 bət-te thboun pii phlɛw,  
 dɔl' eh.  
 Is it far? (Hotel de la  
 Poste, south, two blocks)  
 No, it's not far. Coming  
 out of the Hotel de la  
 Poste, turn south two blocks  
 and there you are.
1. chŋaay' teh? (g'éa, kaet, bɛy  
 phlɛw)  
 tee, m chŋaay' teh! cɛñ pii g'éa,  
 bət-te kaet bɛy phlɛw, dɔl' eh.  
 Is it far? (station, east, three  
 blocks)  
 No, it's not far. Coming out of  
 the station, turn east three  
 blocks and there you are.

2. chyaay' teh? (ambasaat, lec, mephlew)  
 tee, m chyaay' teh! cefi pii ambasaat, bot-te lec mephlew, dol' eh.  
 Is it far? (embassy, west, one block)  
 No, it's not far. Coming out of the embassy, turn west one block and there you are.
3. chyaay' teh? (restorox, ceex, pii phlew)  
 tee, m chyaay' teh! cefi pii restorox, bot-te ceen pii phlew, dol' eh.  
 Is it far? (restaurant, north, two blocks)  
 No, it's not far. Coming out of the restaurant, turn north two blocks and there you are.
4. chyaay' teh? (kelaex rom, sdam, mephlew)  
 tee, m chyaay' teh! cefi pii kelaex rom, bot-te sdam mephlew, dol' eh.  
 Is it far? (dance hall, right, one block)  
 No, it's not far. Coming out of the dance hall turn right one block and there you are.

## UNIT 33

## BASIC DIALOGUE

- Sarin
1. mɛc, look pool! kit tiw naa  
ntɛc' ih? Well, Paul! Do you feel like  
going anywhere?
- Paul
2. mian ɛy? cɔŋ tiw naa, sɛac-te  
lee look' eh! Sure! Wherever you want to go,  
it's up to you.
- Sarin
3. yii, thɔy nih khñom douc cɔŋ  
tiw vót phnum mɛdɔɔŋ! Gee, today I guess I'd like to go  
to Wat Phnom.
- Paul
4. tiw vót phnum' kɔ tiw. Well, let's go to Wat Phnom then.
5. nɪw vót phnum, mian ɛy-khlah?  
khñom m-daɛl tiw soh! What do they have at Wat Phnom?  
I've never been there.
- Sarin
6. ou, look m dɛŋ' tee.. vót phnum  
cia daem kmnaet phnum piñ. Oh, you don't know. Wat Phnom is  
the birthplace of Phnom Penh.
- Paul
7. ou, ñcɔŋ! khñom cɔŋ tiw  
meel' ah. Oh, is that so! I'd like to go  
see it.
8. som look niyley pɛap khñom  
pii vót phnum ntec tiet' meeh. Could you please tell me something  
more about Wat Phnom.
- Sarin
9. baat, nɪw nuh, mian phnum touc  
muoy. haey nɪw lee kɛpuul  
phnum nuh mian cay-dɛy muoy,  
haey-nɔ pɛhia muoy! Well, there is a little hill there,  
and on the top of the hill there  
is a stupa and a temple.
- Paul
10. mian look sɔŋ' teh, nɪw-inɪŋ? Are there any priests there?
- Sarin
11. ou, mian look sɔŋ mɛ'ɔŋ-pii dae. Oh, there are one or two priests.
- Paul
12. mɛc, kit tiw alew' ih? Well, shall we go now?

Sarin

13. taam khñom, khñom thaa cam maoy  
pmmuoy, sem tiw!
14. pùh niw maoy pmmuoy, mian kee  
leey phleey phooj, niw kelaey  
nuh.

As far as I'm concerned, I say  
let's wait until six o'clock  
to go.

Because at six o'clock, they play  
music there, too.

Paul

15. mian ey' ñcey.. seac-te lee  
look' coh.
16. niw nuh mian ey kòan-n meel  
tiet' eh?

All right, then. It's up to you.

Is there anything else there that  
we should see?

Sarin

17. baat, they m mian? mian suon  
chbaa l'oo' nah, niw cumviñ  
vót phnum.

Sure, there is. There is a nice  
flower garden, around Wat Phnom.

Paul

18. mian menuh tiw leey cèen' teh?

Do lots of people go there?

Sarin

19. oo, thgay nih, thgay saw phooj..  
pehael menuh cèen' ah.

Oh, today is Saturday. There will  
probably be a lot of people there.

Paul

20. ñcey pehael sebaay' ah, meel  
tiw. kee tiw thee ey' niq?

It must be very nice there, then.  
What do they do?

Sarin

21. oo, kee tiw sdap phleey phooj,,  
nóm koun-caw kee tiw leey  
phooj!
22. pùh niw kulaey nuh, mian kelaey  
smèap khmeey leey muoy l'oo'  
ah.

Oh, they either go listen to the  
music, or they take their  
children there to play.

Because there is a very nice  
place for children to play  
there.

Paul

23. khñom kit coj tiw pii-thgay'  
ntec.
24. pùh khñom coj dae meel kee aey'  
ntec.

I think I'd like to go while it's  
still daylight.

Because I'd like to walk around  
and see them for myself.

Sarin

25. mian ey' ficeŋ.. riap-com  
khlun oy haey' tih. maon  
pèam kèlah, yeŋ tìw.

Sure, why not. Let's get ourselves  
ready. At five-thirty, we'll go.

Paul

26. khñom haey alèw' eh. cam  
mèphlèet' neh.

I'm just about ready. Wait a  
minute.

DIALOGUE FOR COMPREHENSION

look sarin

look pool

- |  |   |
|--|---|
| 1. mɛc, look pool! kit tìw naa<br>bontec rih?  | 2. mian ey? cɔŋ tìw naa, srac-tac<br>lee look tee.                      |
| 3. yii, thŋay nih khñom douc<br>cɔŋ tìw vót phnum mèdɔŋ.   | 4. tìw vót phnum koo tìw.   |
| 6. ou, look min dɛŋ tee. vót phnum<br>cia daem kɔmmaet phnum pifi.   | 5. nìw vót phnum mian ey khlah?   |
| 9. baat, nìw nuh mian phnum touc muoy,<br>haey nìw lee kompuul phnum nuh<br>mian cɛdɛy haey-nìŋ prèh-vihia muoy. | 7. ou, eŋcɛŋ! khñom cɔŋ tìw meel<br>nah.                                |
| 11. ou, mian look sɔŋ mèʔɔŋ-pii dae.   | 8. soum look nìʔyiey prap khñom<br>ompil vót phnum bontec tiet<br>meel. |
| 13. taam khñom, khñom thaa cam maon<br>prammuoy sem tìw.   | 10. mian look sɔŋ tee, nìw-aɛnɛŋ?                                       |
| 14. pruh nìw maon prammuoy mian kee leen<br>phleŋ phɔŋ, nìw kɔnlaŋ nuh.  | 12. mɛc, kit tìw sylew rih?   |
| 17. baat, thvè-ey min mian? mian suon<br>chbaa lʔoo nah nìw cumvifi vót phnum.                                   | 15. mian ey, eŋcɛŋ. srac-tac lee<br>look coh.                           |
|  | 16. nìw nuh mian ey krón-nìŋ meel<br>tiet tee?                          |
|  | 18. mian menuh tìw leen craen tee?                                      |

19. ៦៦, ធាយ និវ ធាយ សាវ ផ្នែង.  
prohael menuh craen nah.
20. ធើង្គ ផ្នែង ផ្នែង ផ្នែង ផ្នែង នាវ, ផ្នែង  
tiw. kee tiw thvee ovey niw?
21. ៦៦, ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង, ផ្នែង  
koun-caw kee tiw leej phoen.
22. ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង  
somrap khmeen leej muoy l'oo nah.
23. ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង  
bontec.
24. ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង  
aen bontec.
25. ផ្នែង ផ្នែង, ផ្នែង. ផ្នែង-ផ្នែង ផ្នែង ផ្នែង  
haey tiw. maon pram konlah yeon tiw.
26. ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង. ផ្នែង  
mephleet naa.

NOTE: More Complex Constructions

1. This unit contains a number of discontinuous constructions, some of which have been previously discussed (see Note, Unit 28). Examples of old patterns:

5. ផ្នែង ផ្នែង-ផ្នែង ផ្នែង ផ្នែង  
I've never gone there at all.  
(See also Unit 19). (More examples in Drill C of this unit.)
8. soum look niyiey peap khnom pii vot phnum ntec tiet' meeh.  
Please tell me a little more about Wat Phnom.  
(More examples in Drill D).
20. ផ្នែង ផ្នែង ផ្នែង ផ្នែង ផ្នែង' ah, meel tiw.  
So it must be pretty nice, I guess.

2. Two of the new discontinuous constructions are based on repeated elements occurring in two successive phrases or clauses. They are thus similar to the construction./...ko baan,, ... ko baan/, discussed in Unit 28.

/... tiw...' ko tiw/

4. tiw vot phnum' ko tiw.  
If we're going to Wat Phnom, let's go!  
(Let's go to Wat Phnom, then!)

This is an extremely common way of saying 'Let's...then' in Cambodian.

(More examples in Drill B).

/...phooŋ,, ...phooŋ!//

21. ១១, kee tiw sdap phleeŋ phooŋ, nóm koun-caw kee tiw leeŋ phooŋ!!

Oh, they go to listen to the music, and they take their children there to play too.

(See also Note on /phooŋ/, Unit 26.)

The meaning of the double /phooŋ/ can be either 'simultaneous action' or 'successive action.' In the last drill of this unit, you are asked to transform this construction into a sentence containing the conjunction /ruoc/ 'then.'

(See Drills F and J).

3. Two other new discontinuous constructions are based on the occurrence of interrogative words (see Unit 16) in the first of two clauses.

/Q, sèac-te lee... teh!//

2. ច្បាប់ តិវ naa, sèac-te lee look' eh!

Wherever you want to go, it's up to you.

(It's all right with me.)

The first clause can contain any kind of interrogative word, and the object in the second clause can be any kind of noun, but is usually a personal pronoun.

(More examples in Drill H). Note also that the expression /sèac-te lee/ (/srac-tae lee/) 'it's up to' can take either /teh!// or /coh!// at the end of its clause

Example with /coh!//:

15. sèac-te lee look' coh!

It's up to you!

/Q kòan-n... teh?//

16. niw nuh mian sy kòan-n meel tiet' eh?

Is there anything else we should see there?

The preverbal modifier in this expression /kòan-n/ (/krón-niŋ/) is slightly different in form and meaning from one you have already had: /kòan-te/ (/krón-tae/) 'only'. (See Note, Unit 18). It is translatable as 'should' in this case, but has other meanings as well. (Other examples of the discontinuous construction are in Drill I).

4. The remaining new complex constructions of this unit involve unpredictable word orders, rather than discontinuous elements.

/douc coŋ/ 'apparently want to'

3. yil, thŋay nih khfiom douc coŋ tiw vót phnum medoŋ!

'Well, today I guess I'd like to go to Wat Phnom (for once).

The point here is that preverbal modifiers of the class of /douc/, /douc-ce/ (/douc-cia/), /pehaɛl/ (/prohaɛl/) meaning 'maybe,' etc. precede other modifiers, such as the class of auxiliary verbs meaning 'like', etc. (See Note 2, Unit 28), e.g. /coŋ/.

(More examples in Drill A.)

/meʔoŋ-pii/ 'one or two (monks)'

11. ou, mian look soŋ meʔoŋ pii daɛ.

'Oh, there are one or two monks.'

You have already heard numeral constructions like /pii-bey/ 'two or three' and /muoy-pii/ 'one or two.' In the case of /muoy-pii/ there are word-order complications whenever a classifier (see Note, Unit 38) is involved; that is, whenever a special word must be used for counting purposes. (Note that the larger numerals also fill the classifier position -see last example below). Since /muoy/ contracts to /me-/ before classifiers, this combination is retained intact even when /pii/ follows. Such is not the case when the numeral expression is /pii-bey/ or anything higher; here the classifier comes last. Examples:

<u>Classifier</u>		<u>'1-2'</u>	<u>'2-3'</u>
(none)		muoy-pii	pii-bey
oŋ	'Buddhist monk'	meʔoŋ-pii	pii-bey oŋ
néʔ	'person'	menéʔ-pii	pii-bey néʔ
doŋ	'time'	medoŋ-pii	pii-bey doŋ
róoy	'hundred'	meróoy-pii	pii-bey róoy

(More examples are in Drill G.)

/tehʔ/ in the middle of a sentence.

10. mian look soŋ' teh, nɪw-inɪŋʔ

'Are there any monks, in that place?'

Occasionally the interrogative /tehʔ/ moves from its normal position at the end of the sentence to the middle of it. The result is two clauses, both of which have normal question intonation. The combination is written /... teh, ....ʔ/ as above. (Other examples in Drill G.)



## NEW VOCABULARY

The following new words occur in the drills of this unit:

penna (ponnaa)	'what kind, to what extent'
peyúl (punyúl)	'to explain (based on /yúl/ 'to understand')
thmey-thmey	'new, recent'
pseeq-pseeq	'different, various'
muoy-muoy	'few, scarce'
thay bon	'festival day, holiday'
thay chup	'day off, holiday'

## DRILLS

Drill A. Multiple Substitution

- |  |   |
|--|---|
| 1. thay nih khñom douc cəŋ tɨw<br>vót phnum medəŋ!         | Today I guess I'd like to go to<br>Wat Phnom.                 |
| 2. thay nih khñom douc cəŋ tɨw<br>pocentəŋ medəŋ!          | Today I guess I'd like to go to<br><u>Pochentong</u> .        |
| 3. sʔaek khñom douc cəŋ tɨw<br>pocentəŋ medəŋ!             | <u>Tomorrow</u> I guess I'd like to go<br>Pochentong.         |
| 4. sʔaek khñom douc cəŋ tɨw <u>m-piñ</u><br>medəŋ!         | Tomorrow I guess I'd like to go<br>to <u>Phnom Penh</u> .     |
| 5. sʔaek khñom douc cəŋ tɨw m-piñ<br><u>viñ!</u>           | Tomorrow I guess I'd like to go<br><u>back</u> to Phnom Penh. |
| 6. sʔaek khñom douc cəŋ <u>teləp</u> tɨw<br>m-piñ viñ!     | Tomorrow I guess I'd like to<br><u>return</u> to Phnom Penh.  |
| 7. <u>thay nih</u> khñom douc cəŋ teləp<br>tɨw m-piñ viñ!  | <u>Today</u> I guess I'd like to return<br>to Phnom Penh.     |
| 8. thay nih khñom douc <u>cəŋ tɨw</u><br>m-piñ viñ.        | Today I guess I'd <u>like to go back</u><br>to Phnom Penh.    |
| 9. thay nih khñom douc cəŋ tɨw<br>m-piñ <u>medəŋ!</u>      | Today I guess I'd like to <u>go</u> to<br>Phnom Penh.         |
| 10. thay nih khñom douc cəŋ tɨw<br><u>vót phnum</u> medəŋ! | Today I guess I'd like to go to<br><u>Wat Phnom</u> .         |

Drill B. Response

- MODEL: Teacher: tɿw vót phnum' ih?                      Shall we go to Wat Phnom?  
Student: tɿw vót phnum' ko tɿw.                      Sure, let's go to Wat Phnom.
1. tɿw meel kon' ih?                      Shall we go see a movie?  
tɿw meel kon' ko tɿw.                      Sure, let's go see a movie.
  2. tɿw ɲuut tek' ih?                      Shall we go take a shower?  
tɿw ɲuut tek' ko tɿw.                      Sure, let's go take a shower.
  3. tɿw róm' ih?                      Shall we go dance?  
tɿw róm' ko tɿw.                      Sure, let's go dance.
  4. tɿw sdap phleeq' ih?                      Shall we go listen to the music?  
tɿw sdap phleeq' ko tɿw.                      Sure, let's go listen to the music.
  5. tɿw ɲam baay' ih?                      Shall we go eat?  
tɿw ɲam baay' ko tɿw.                      Sure, let's go eat.
  6. tɿw leeq vaasentaon' ih?                      Shall we go visit Washington?  
tɿw leeq vaasentaon' ko tɿw.                      Sure, let's go visit Washington.
  7. tɿw psaa' ih?                      Shall we go to the market?  
tɿw psaa' ko tɿw.                      Sure, let's go to the market.

Drill C. Multiple Substitution

1. vót phnum mian ey-khlah?  
khñom m-dael tɿw soh!  
What do they have at Wat Phnom?  
I've never been there.
2. phtéh look mian ey-khlah?  
khñom m-dael tɿw soh!  
What do you have at your house?  
I've never been there.
3. phtéh look mian ey-khlah?  
khñom m-dael kheeffi soh!  
What do you have at your house?  
I've never seen it.
4. phtéh look pennaa?  
khñom m-dael kheeffi soh!  
What's your house like?  
I've never seen it.
5. phtéh look pennaa?  
khñom m-dael tɿw soh!  
What's your house like?  
I've never been there.
6. vót phnum pennaa?  
khñom m-dael tɿw soh!  
What's Wat Phnom like?  
I've never been there.
7. vót phnum mian ey-khlah?  
khñom m-dael tɿw soh!  
What do they have at Wat Phnom?  
I've never been there.



Drill F. Response

- MODEL: Teacher: kee tɿw thee ɛy' nɿŋ?  
(dae leeŋ, sdap phleeŋ)      What do they do there?  
(Stroll around, listen to music)
- Student: kee tɿw dae laaŋ phooŋ,,  
sdap phleeŋ phooŋ!      They stroll around some, and they listen to music some.
1. kee tɿw thee ɛy' nɿŋ?  
(rien, meel kon)      What do they do there?  
(Study, watch movies)  
kee tɿw rien phooŋ,, meel kon phooŋ!      They study some, and they watch movies some.
2. kee tɿw thee ɛy' nɿŋ?  
(baek luy, tifi ɛyvan)      What do they do there?  
(Draw out money, buy things)  
kee tɿw baek luy phooŋ,, tifi ɛyvan phooŋ!      They draw out money, and they buy things.
3. kee tɿw thee ɛy' nɿŋ?  
(leeŋ, mian kaa)      What do they do there?  
(Go for pleasure, go for business)  
kee tɿw leeŋ phooŋ,, mian kaa phooŋ!      They sometimes go for pleasure, and they sometimes go for business.
4. kee tɿw thee ɛy' nɿŋ?  
(rien, thee kaa)      What do they do there?  
(Study, work)  
kee tɿw rien phooŋ,, thee kaa phooŋ!      They study some, and they work some.
5. kee tɿw thee ɛy' nɿŋ?  
(bɿien, rien)      What do they do there?  
(Teach, study)  
kee tɿw bɿien phooŋ,, rien phooŋ!      They teach some and they study some.

Drill G. Response

- MODEL: Teacher: mian look soŋ' teh,  
nɿw-inɿŋ? (mɛ'ɔŋ-pii)      Are there any priests there?  
(One or two)  
Student: ou, mian look soŋ mɛ'ɔŋ-pii' dae.      Oh, there are one or two priests.
1. mian look soŋ' teh, nɿw-inɿŋ?  
(pii-bey ɔŋ)      Are there any priests there?  
(Two or three)  
ou, mian look soŋ pii-bey ɔŋ' dae.      Oh, there are two or three priests there.
2. mian kuu bɿien' teh, nɿw-inɿŋ?  
(mené'-pii)      Are there any teachers there?  
(One or two)  
ou, mian kuu bɿien mené'-pii' dae.      Oh, there are one or two teachers there.

- |   |  |
|---|--|
| <p>3. mian koun seh' teh, niw-iniq?<br/>(buon-pèam né?)<br/>ou, mian koun seh buon-pèam<br/>né? 'daε.</p> | <p>Are there any students there?<br/>(Four or five)<br/>Oh, there are four or five students<br/>there.</p> |
| <p>4. mian pèaŋ' teh, niw-iniq? (cèen)<br/>ou, mian pèaŋ cèen' daε.</p>                                   | <p>Are there any French there? (A lot)<br/>Oh, there are a lot of French there.</p>                        |
| <p>5. mian look soŋ' teh, niw-iniq?<br/>(bèy-buon oŋ)<br/>ou, mian look soŋ bèy-buon oŋ'<br/>daε.</p>     | <p>Are there any priests there?<br/>(Three or four)<br/>Oh, there are three or four<br/>priests there.</p> |

Drill H. Response

- |   |   |
|---|---|
| <p>MODEL: <u>Teacher</u>: mεc, look pool! kit tiw<br/>naa ntεc' ih?<br/>(sèac-te lee look)<br/><u>Student</u>: mian εy? coŋ tiw naa,<br/>sèac-te lee look' teh!</p> | <p>Well, Paul! Do you feel<br/>like going anywhere?<br/>(Up to you)<br/>Sure! Wherever you'd like<br/>to go, it's up to you.</p>                        |
| <p>1. mεc, look pool! kit tiw leeŋ maon<br/>pemaan? (sèac-te lee look)<br/>mian εy? coŋ tiw maon pemaan,<br/>sèac-te lee look' teh!</p>                             | <p>Well, Paul! What time do you feel<br/>like going? (Up to you)<br/>It doesn't matter! Whatever time<br/>you want to go, it's up to you.</p>           |
| <p>2. mεc, kaŋaa vansii! kit tiw naa<br/>ntεc' ih? (sèac-te lee look sèy)<br/><br/>mian εy? coŋ tiw naa, sèac-te<br/>lee look sèy' teh!</p>                         | <p>Well, Miss Vansy! Do you feel<br/>like going anywhere?<br/>(It's up to you, ma'am)<br/>Sure! Wherever you want to go,<br/>it's up to you, ma'am.</p> |
| <p>3. mεc, look! kit pesaa εy ntεc'<br/>ih? (sèac-te lee look)<br/>mian εy? coŋ pesaa εy, sèac-te<br/>lee look' teh!</p>  | <p>Well! Do you feel like eating a<br/>little something? (It's up to you)<br/>Sure! Whatever you want to eat,<br/>it's up to you.</p>                   |
| <p>4. mεc, look sèy! kit tiw kelaεŋ<br/>niŋ' ih? (sèac-te lee look)<br/>mian εy? coŋ tiw kelaεŋ naa,<br/>sèac-te lee look' teh!</p>                                 | <p>Well ma'am! Do you feel like<br/>going there? (It's up to you)<br/>Sure! Wherever you want to go,<br/>it's up to you.</p>                            |
| <p>5. mεc, look pool? kit tiw maon<br/>pemaan? (sèac-te lee look)<br/>mian εy? coŋ tiw maon pemaan,<br/>sèac-te lee look' teh!</p>                                  | <p>Well Paul! What time do you feel<br/>like going? (It's up to you)<br/>It doesn't matter. Whatever time<br/>you want to go, it's up to you.</p>       |

Drill I. Response

- MODEL: Teacher: nɔw nuh, mian ɛy kòan-n  
meel tiet' eh?  
(suon chbaa l'ɔɔ' ah)  
Student: baat, they m mian? mian  
suon chbaa l'ɔɔ' ah.
- Is there anything else we  
should see there?  
(A nice flower garden)  
Sure there is! There is a  
nice flower garden.
1. nɔw nuh, mian ɛy kòan-n aan  
tiet' eh?  
(kasaet thmey-thmey cèen' ah)  
baat, they m mian? mian kasaet  
thmey-thmey cèen' an.
- Is there anything else we should  
read there?  
(Lots of new newspapers)  
Sure there is! There are lots of  
new newspapers there.
2. nɔw vót phnum, mian ɛy kòan-n meel  
tiet' eh? (phnum touc muoy,  
cay-dey muoy, pehia muoy)  
baat, they m mian? mian phnum touc  
muoy, cay-dey muoy, haey-nɔ pehia  
muoy!
- Is there anything else we should  
see at Wat Phnom? (A small  
hill, a stupa, and a temple)  
Sure there is! There is a small  
hill, a stupa, and a temple.
3. nɔw nuh, mian ɛy kòan-n tifi  
tiet' eh?  
(ɛyvan pseɛŋ-pseɛŋ thaok' ah)  
baat, they m mian? mian ɛyvan  
pseɛŋ-pseɛŋ thaok' ah.
- Is there anything else we should  
buy there?  
(Different kinds of cheap goods)  
Sure there is! There are different  
kinds of cheap goods.
4. nɔw otael róoyal, mian ɛy kòan-n  
kmsaan tiet' eh?  
(kelaɛŋ róm l'ɔɔ' ah)  
baat, they m mian? mian kelaɛŋ  
róm l'ɔɔ' ah.
- Are there any more amusements at  
the Hotel Royale?  
(A very nice place to dance)  
Sure there is! There is a very  
nice place to dance there.
5. nɔw nuh, mian ɛy kòan-n nóm  
koun-caw tiw leɛŋ tiet' eh?  
(kelaɛŋ smèap khmeɛŋ leɛŋ muoy  
l'ɔɔ' ah)  
baat, they m mian? mian kelaɛŋ  
smèap khmeɛŋ leɛŋ muoy l'ɔɔ' ah.
- Is there anything else we should  
take the children to do there?  
(A very nice place for the  
children to play)  
Sure there is! There is a very  
nice place there for children  
to play.

Drill J. Transformation

- |  |  |
|--|--|
| <p>MODEL: <u>Teacher</u>: kee tɿw dae leeŋ phooŋ,,<br/>tɿw sdap phleeŋ phooŋ!</p> <p><u>Student</u>: kee tɿw dae leeŋ, ruoc tɿw<br/>sdap phleeŋ!</p> | <p>They go there to stroll<br/>around, and listen to<br/>music also.</p> <p>They go there to stroll<br/>around, then they go to<br/>listen to music.</p> |
| <p>1. kee tɿw rien phooŋ,, tɿw meel<br/>kon phooŋ!<br/>kee tɿw rien, ruoc tɿw meel kon.</p>  | <p>They go to study, and also to<br/>watch movies.</p> <p>They go to study and then they go<br/>to watch movies.</p>                                     |
| <p>2. kee tɿw baek luy phooŋ,, tɿw tifi<br/>eyvan phooŋ!<br/>kee tɿw baek luy, ruoc tɿw tifi<br/>eyvan!</p>  | <p>They go to draw out money, and<br/>also to buy things.</p> <p>They go to draw out money and then<br/>they go to buy things.</p>                       |
| <p>3. kee tɿw rien phooŋ,, tɿw thee<br/>kaa phooŋ!<br/>kee tɿw rien, ruoc tɿw thee kaa!</p>  | <p>They go to study, and also to work.</p> <p>They go to study and then they go<br/>to work.</p>   |
| <p>4. kee tɿw bɿien phooŋ,, tɿw rien<br/>phooŋ!<br/>kee tɿw bɿien, ruoc tɿw rien!</p>  | <p>They go to teach, and also to<br/>study.</p> <p>They go to teach and then they go<br/>to study.</p>   |

## UNIT 34

## BASIC DIALOGUE

A Cambodian

1. look dael tiw ŋkóo vót' eh? Have you ever been to Angkor Wat?

An American

2. baat, m dael soh! No, I never have.

A Cambodian

3. mec, coŋ atit niŋ, bæ khmian Well, this weekend, if you're not  
kaa ey' teh, tiw leeŋ cemuoy busy, will you go there with  
khñom' ih? me?

An American

4. baat, khñom khmian levúl Sure, I don't have anything to  
thee ey' teh! do.

A Cambodian

5. ñceŋ, tiw cemuoy khñom tiw' In that case, you'll go with  
ih? me?

An American

6. look kit ñceñ tiw ŋkaal? When were you thinking of going?

A Cambodian

7. khñom coŋ ceñ tiw læŋiee I would like to leave Friday  
thŋay sok! evening.

An American

8. look kit ñceñ tiw taam ey? How do you plan to go?

A Cambodian

9. khñom meel tiw, pehael baek I guess I will drive my car  
laan khñom tiw' eh! there.

An American

10. mian nēaa tiw cemuoy look' eh? Is anyone going with you?

A Cambodian

11. baat, mian puo?-maa? khñom Yes, one of my friends wants to  
mené? kee coŋ tiw cemuoy go with me too.  
khñom' deh.



An American

12. be look aoy khñom tiw cemuooy  
phəoŋ, khñom ɔɔ kun cəən' ah. If you let me go along, I'd be  
very grateful to you.
13. som tooh, tiw pəmaan maŋ baan  
dɔl? Excuse me, how many hours does  
it take to get there?

A Cambodian

14. ou, pəhæɪ pəam-pmmuoy maŋ  
dɔl' eh. Oh, it takes perhaps five or six  
hours.

An American

15. ñcəŋ, chŋaay kuosəm daɛ' nəh. In that case, it's quite far,  
isn't it?

A Cambodian

16. taam khñom smaan, look cəŋ  
chup kədaal phləw mēel  
kəlaɛŋ psəɛŋ-psəɛŋ' eh, I should imagine that you would  
want to stop along the way to  
see different places, wouldn't  
you?  
mēel tiw.

An American

17. baat, niw kədaal phləw, mian  
kəlaɛŋ naa kuo coul mēel'  
teh? Yes. Are there any places along  
the way that would be interesting  
to stop and see?

A Cambodian

18. baat! khñom cəŋ chup niw  
kəpuŋ thom mephleɛt, púh  
niw cəm phləw tiw siem  
riap daɛ. Yes. I would like to stop at  
Kompong Thom, because it's  
right on the way to Siem Reap.

An American

19. ñcəŋ sùol' eh. That would be nice.

A Cambodian

20. ñcəŋ thŋay sok, cəñ pii thee  
kaa yəəŋ tiw pdaoy' nəh. So on Friday, we'll go straight  
from work, all right?

An American

21. baat! Yes.

## DIALOGUE FOR COMPREHENSION

khmaeamerikaŋ

1. look dael tɔw ɔŋkoo vót tee?
2. baat, min dael soh.
3. mæc, cɔŋ aatit niŋ, bæ khmian kaa ey tee, tɔw leeŋ cia-muoy khñom riŋ?
4. baat, khñom khmian róovúl thvæ ɔvey tee.
5. eñcɔŋ, tɔw cia-muoy khñom tɔw, naa?
6. look kit eñcɔeñ tɔw ɔŋkaal?
7. khñom cɔŋ cɔeñ tɔw lɔŋiee thŋay sok.
8. look kit eñcɔeñ tɔw taam ey?
9. khñom mæel tɔw, prɔhael bæe laan khñom tɔw haey.
10. mian né'-naa tɔw cia-muoy look tee?
11. baat, mian puo'-maa? khñom məné', kee cɔŋ tɔw cia-muoy khñom dae.
12. bæ look aoy khñom tɔw cia-muoy phooŋ, khñom ɔɔ kun craen nah.
13. soum tooh, tɔw ponmaan maŋ baan dol?
14. ou, prɔhael pram-prammuoy maŋ dol haey.
15. eñcɔŋ, chŋaay kuo-som dae, naa?
16. taam khñom smaen, look cɔŋ chup kondaal phlɔw, mæel konlaeŋ pseeŋ-pseeŋ haey, mæel tɔw.
17. baat, niw kondaal phlɔw mian konlaeŋ naa kuo coul mæel tee?
18. baat, khñom cɔŋ chup niw kompuŋ thom mɔphlɔeet, pruh niw com phlɔw tɔw siem riap dae.
19. eñcɔŋ sruol haey.
20. eñcɔŋ thŋay sok, cɔeñ pii thvæ kaa, yæeŋ tɔw pdaoy naa?
21. baat.

NOTE: Time-Signals in the Predicate

You are already aware of the fact that the Cambodian way of dealing with time concepts is quite different from the English way. For one thing, the English speaker must always distinguish between past and non-past verb forms ('I came' vs. 'I come'), whether he wants to or not. The Cambodian speaker uses verbs which refer equally well to past, present, future, or general situations, and he gives you clues as to the time-relevance of his utterances only when he feels it is necessary. On the other hand, he must infallibly distinguish other categories of verb aspect-e.g. whether or not an action is completed or merely attempted (/meel/ and /rooʔ/ vs. /meel kheeñ/ and /rooʔ kheeñ/), and whether or not an action is real or hypothetical (/baan/ vs. /oy-baan/).

The drills of this unit are designed to help you to recognize certain time-signals that occur in various parts of the predicate. These signals make it possible to determine, even out of context, whether sentences refer to the past, the present, the future, or to a timeless situation. The notes below follow the actual order of the drills.

Drill A. look dael tiw ŋkoo vót' eh?  
'Have you ever gone to Angkor Wat?'

Pre-verbal modifiers such as /dael/ 'ever' and /thlóp/ 'used to, once did,' and their negatives are infallible signals of the past. Less dependable are /baan/ and /mian/ (see Drills B, E, and G), which only sometimes refer to the past. Modifiers such as /coŋ/ 'want to' and /kit/ 'plan to' usually signal future, hypothetical, or incomplete action - /coŋ/ is substituted for /dael/ in this drill to point up the contrast.

Drill B. mec, coŋ atit niŋ, look khmian kaa ey tee'ʔ  
'How about it, don't you have anything to do this weekend?'

The main verb /mian/ and its negative /khmian/ (see Note, Unit 29) give no signal as to time. It is the expression /coŋ atit niŋ/ 'this weekend' that furnishes the clue here. The same is true of the /mian/ and /khmian/ before other verbs (example taken from response to sentence 2 of the same drill):

baat, khñom khmian tiw naa' teh!  
'I don't have anywhere to go.'  
(Could also mean 'I didn't go anywhere.')

Drill C. khñom meel tiw, pehael baek laan khñom tiw' eh.  
'I guess I'll probably drive my car there.'

The expression /meel tiw, pehael/ is a fairly dependable sign of the future. The corresponding discontinuous construction /pehael... meel tiw/ (see Note, Unit 28, end) is different, and often implies a reconstruction of past events.

Drill D. look ceñ tiw ŋkaal?  
'When are you leaving?'

The occurrence of question-words referring to time, such as /ŋkaal/ and the others in this drill, without /pil/ in front of them (see Note, Unit 30) is a fair indication of future time. Toward the end of the drill, where the question-words no longer refer to time, it is only the context which would give the clue.

Drill E.      baek laan pemaan maonj baan dol?  
'How long does it take to get there by car?'

In this case /baan/ merely signals a general question, without specific reference to past, present, or future.

Drill F.      ñceñ thñay sok, ceñ pii thee kaa yeonj tiw (oy) pdaoy' neh.  
'So on Friday, when we leave work we'll go there directly,  
shall we?'

Since /thñay sok/ could refer to 'last Friday', 'next Friday' or 'Fridays' in general, the real time signal is provided by the enclitic /neh/, which asks for agreement on a proposal of action. The futurity of the action also accounts for the fact that you may hear /oy/ 'so that' before the adjective /pdaoy/ 'direct.' (This does not happen before /tə mædcoŋ/, an adverbial expression meaning almost the same thing.)

Drill G.      tee, læŋieç thñay saw, baan khñom tiw!  
'No, I'm not going until Saturday evening.'

This /baan/, which precedes the subject, is a future time signal (unlike the /baan/ in Drill E).

Drill H.      be look aoy khñom tiw cemmuoy phoœn, khñom œœ kun ceen' ah.  
'If you let me go along with you, I'll be very grateful.'

The item /aoy/, here used before an entire subject-predicate construction, is a sure sign of hypothetical (and thus usually future) action.

Drill I. and J.    khñom coŋ chup nɔw kepúŋ thom mephleœt!  
'I want to stop in Kompong Thom a while.'  
look kit ñceœñ tiw taam laan dae!?  
'Are you planning to go by car too?'

Both drills refer to the future - see note on Drill A, end.

#### DRILLS

##### Drill A. Multiple Substitution

- |   |  |
|---|--|
| 1. look dael tiw ñkóo vót' eh?              | Have you ever been to Angkor Wat?        |
| 2. look dael <u>kheœñ</u> ñkóo vót' eh?     | Have you ever <u>seen</u> Angkor Wat?    |
| 3. look dael <u>kheœñ phtéh khñom</u> ' eh? | Have you ever seen <u>my house</u> ?     |
| 4. look <u>coŋ</u> kheœñ phtéh khñom' eh?   | Do you <u>want to</u> see my house?      |
| 5. look coŋ kheœñ <u>ñkóo vót</u> ' eh?     | Do you want to see <u>Angkor Wat</u> ?   |
| 6. look coŋ <u>tiw</u> ñkóo vót' eh?        | Do you want to <u>go</u> to Angkor Wat?  |
| 7. look <u>dael</u> tiw ñkóo vót' eh?       | <u>Have you ever</u> been to Angkor Wat? |

Drill B. Response

MODEL: Teacher: mec, coŋ atit niŋ, look  
khmian kaa ey tee!?

Student: baat, khñom khmian kaa  
ey' teh!

Well, this weekend you don't  
have anything to do, do you?  
No, I don't have anything  
to do.

1. mec, coŋ atit niŋ, look levúl' eh!

baat, khñom khmian levúl' eh!

Well, this weekend, you're busy,  
aren't you?  
No, I'm not busy.

2. mec, coŋ atit niŋ, look tiw  
naa' teh?

baat, khñom khmian tiw naa' teh!

Well, this weekend are you going  
anywhere?  
No, I'm not going anywhere.

3. mec, coŋ atit niŋ, look coŋ cuop  
look serin' teh?

baat, khñom khmian coŋ cuop' eh!

Well, this weekend you want to  
meet Mr. Sarin, don't you?  
No, I don't want to meet him.

4. mec, coŋ atit niŋ, look coŋ tiw  
naa' teh?

baat, khñom khmian coŋ tiw naa' teh!

Well, this weekend you want to go  
somewhere, don't you?  
No, I don't want to go anywhere.

5. mec, coŋ atit niŋ, look kit thee  
ey' teh?

baat, khñom khmian kit thee  
ey' teh!

Well, this weekend you're thinking  
of doing something, aren't you?  
No, I'm not thinking of doing  
anything.

Drill C. Multiple Substitution

1. khñom meel tiw, pehael baek laan  
khñom tiw' eh.

I guess I will drive my car there.

2. khñom meel tiw, pehael yóo? laan  
khñom tiw' eh.

I guess I will take my car there.

3. khñom meel tiw, pehael khcey laan  
kee tiw' eh.

I guess I will borrow a car to go  
there.

4. khñom meel tiw, pehael cuol laan  
kee tiw' eh.

I guess I will rent a car to go  
there.

5. khñom kit cuol laan kee tiw' eh.

I'm thinking of renting a car to  
go there.

6. khñom kit baek laan khñom tiw' eh.

I'm thinking of driving my car  
there.

7. khñom meel tiw, pehael baek laan  
khñom tiw' eh.

I guess I'll drive my car there.

Drill D. Response

MODEL: Teacher: look cefñ tɿw ŋkaal?  
 (leŋieç thŋay sok)  
Student: khñom cefñ tɿw leŋieç  
 thŋay sok'ŋ.

When are you leaving?  
 (Friday evening)  
 I'm leaving Friday evening.

1. look cefñ tɿw maonj pemaan?  
 (maonj pmbuon yup)  
 khñom cefñ tɿw maonj pmbuon yup'm.
2. look cefñ tɿw maonj pemaan?  
 (maonj pèam phlii)  
 khñom cefñ tɿw maonj pèam phlii.
3. look cefñ tɿw taam naa?  
 (phlew pèy-ŋkóo)  
 khñom cefñ tɿw taam phlew pèy-ŋkóo.
4. look cefñ tɿw taam ey? (laan)  
 khñom cefñ tɿw taam laan.

What time are you leaving?  
 (9:00 P.M.)  
 I'm leaving at 9:00 P.M.

What time are you leaving?  
 (five o'clock in the morning)  
 I'm leaving at five o'clock in  
 the morning.

How are you going out?  
 (the Saigon road)  
 I'm going out by the Saigon road.

How are you leaving? (car)  
 I'm leaving by car.

Drill E. Response

MODEL: Teacher: baek laan pemaan maonj  
 baan dol?  
Student: baat, baek laan pèam  
 maonj dol' eh.

How many hours does it take  
 to drive a car there?  
 It takes five hours to get  
 there by car.

1. cih kpal-hoh pemaan maonj baan dol?  
 (pii maonj kelah)  
 baat, cih kpal-hoh pii maonj kelah  
 dol' eh.
2. cih koŋ pemaan thŋay baan dol?  
 (pii thŋay)  
 baat, cih koŋ pii thŋay dol' eh.
3. dae pemaan maonj baan dol?  
 (memaonj)  
 baat, dae memaonj dol' eh.

How many hours does it take to get  
 there by airplane?  
 (two and a half hours)  
 It takes two and a half hours to  
 get there by airplane.

How many days does it take to ride  
 a bicycle there? (two days)  
 It takes two days to ride a  
 bicycle there.

How many hours does it take to  
 walk there? (one hour)  
 It takes one hour to walk there.

- |   |   |
|---|---|
| <p>4. cih sikhlou pëmaan maonj baan dol? (kelah maonj)<br/>baat, cih sikhlou kelah maonj dol' eh.</p> | <p>How many hours does it take to get there by cyclo? (half an hour)<br/>It takes a half an hour to get there by cyclo.</p> |
| <p>5. cih kpal pëmaan maonj baan dol? (pmmuoy maonj)<br/>baat, cih kpal pmmuoy maonj dol' eh.</p>     | <p>How many hours does it take to get there by boat? (six hours)<br/>It takes six hours to get there by boat.</p>           |

Drill F. Multiple Substitution

- |  |   |
|--|---|
| <p>1. ficej thjaj sok, cëf pii thee kaa yeenj tiw pdaoy' neh.</p>        | <p>So on Friday, we'll leave directly from work.</p>                |
| <p>2. ficej thjaj sok, <u>cëf pii rien</u> yeenj tiw pdaoy' neh.</p>     | <p>So on Friday we'll <u>leave</u> directly <u>from school</u>.</p> |
| <p>3. ficej thjaj sok, cëf pii rien yeenj tiw <u>te medoaj!</u></p>      | <p>So on Friday, we'll leave <u>right</u> from school.</p>          |
| <p>4. ficej <u>thjaj saw</u>, cëf pii rien yeenj tiw te medoaj!</p>      | <p>So on <u>Saturday</u>, we'll go right from work.</p>             |
| <p>5. ficej thjaj saw, <u>moo pii thee kaa</u> yeenj tiw te medoaj!</p>  | <p>So on Saturday, we'll go right <u>from work</u>.</p>             |
| <p>6. ficej thjaj saw, moo pii thee kaa yeenj tiw <u>pdaoy' neh</u>.</p> | <p>So on Saturday, we'll go <u>directly</u> from work.</p>          |
| <p>7. ficej <u>thjaj sok</u>, moo pii thee kaa yeenj tiw pdaoy' neh.</p> | <p>So on <u>Friday</u>, we'll go directly from work.</p>            |
| <p>8. ficej thjaj sok, <u>cëf</u> pii thee kaa yeenj tiw pdaoy' neh.</p> | <p>So on Friday, we'll <u>leave</u> directly from work.</p>         |

Drill G. Response

- MODEL: Teacher: look tɿw viñ læŋieç thɿɿay  
sok' ih? (thɿɿay saw) Are you going back on  
Friday evening? (Saturday)
- Student: tee, læŋieç thɿɿay saw baan No, it won't be until  
khñom tɿw! Saturday evening that I go.
1. look tɿw thɿɿay nih' ih? (sʔæək) Are you going today? (tomorrow)  
tee, sʔæək baan khñom tɿw! No, it won't be until tomorrow  
that I go.
  2. look mʊo viñ sʔæək' ih? Are you coming back tomorrow?  
(thɿɿay atit) (Sunday)  
tee, thɿɿay atit baan khñom mʊo No, it won't be until Sunday  
viñ! that I come back.
  3. look mʊo viñ maŋɿ pmbey' ih? Are you coming back at eight  
(maŋɿ pii-ndəp) o'clock? (twelve o'clock)  
tee, maŋɿ pii-ndəp baan khñom No, it won't be until twelve  
mʊo viñ! o'clock that I come back.
  4. look tɿw viñ aləw' ih? Are you going back now?  
(bey maŋɿ tiet) (three more hours)  
tee, bey maŋɿ tiet baan khñom No, it won't be for three more  
tɿw viñ! hours that I go back.
  5. look coul rien aləw' ih? Are you going to start studying  
(mekhae tiet) now? (a month from now)  
tee, mekhae tiet baan khñom No, it won't be until a month  
coul rien! from now that I start studying.

Drill H. Multiple Substitution

1. be look aoy khñom tɿw cəmuoy If you'll let me go along with  
phəŋɿ, khñom əə kun cəen' ah. you, I will be very grateful  
to you.
2. be look aoy pʔoun khñom tɿw cəmuoy If you'll let my younger brother  
phəŋɿ, khñom əə kun cəen' ah. go along with you I will be  
very grateful to you.
3. be look aoy pʔoun khñom rien cəmuoy If you'll let my younger brother  
phəŋɿ, khñom əə kun cəen' ah. study along with you, I will be  
very grateful to you.
4. be look aoy look sɛy rien cəmuoy If you'll let Madame study along  
phəŋɿ, khñom əə kun cəen' ah. with you, I will be very grateful  
to you.



5. be look aoy look sêy tiw cemuooy  
phoəŋ, khñom əə kun cèen' ah. If you'll let Madame go along with  
you, I will be very grateful to  
you.
6. be look aoy bəəŋ khñom tiw cemuooy  
phoəŋ, khñom əə kun cèen' ah. If you'll let my older brother  
go along with you, I will be  
very grateful to you.
7. be look aoy khñom tiw cemuooy  
phoəŋ, khñom əə kun cèen' ah. If you'll let me go along with  
you, I will be very grateful  
to you.

Drill I. Double Substitution

- MODEL: Teacher: khñom cəŋ chup niw kepuŋ  
thom mephleət, púh niw  
com phlew tiw siem riap  
dae. (kepóot, kaep) I want to stop off in Kompong  
Thom for awhile, because  
it's right on the way to  
Siem Reap. (Kampot, Kep)
- Student: khñom cəŋ chup niw kepóot  
mephleət, púh niw com  
phlew tiw kaep dae. I want to stop off in Kampot  
for a while because it's  
right on the way to Kep.
1. (pèek kdam, kepuŋ caam)  
khñom cəŋ chup niw pèek kdam  
mephleət, púh niw com phlew  
tiw kepuŋ caam dae. (Prek Kdam, Kompong Cham)  
I want to stop off in Prek Kdam  
for a while because it's right  
on the way to Kompong Cham.
2. (svaay rieng, pèy-ŋkóo)  
khñom cəŋ chup niw svaay rieng  
mephleət, púh niw com phlew tiw  
com phlew tiw pèy-ŋkóo dae. (Svay Rieng, Saigon)  
I want to stop off in Svay Rieng  
for a while because it's right  
on the way to Saigon.
3. (póosat, batteboəŋ)  
khñom cəŋ chup niw póosat mephleət,  
púh niw com phlew tiw batteboəŋ  
dae. (Pursat, Battambang)  
I want to stop off in Pursat for  
a while because it's right on  
the way to Battambang.
4. (kepóot, kepuŋ saom)  
khñom cəŋ chup niw kepóot mephleət,  
púh niw com phlew tiw kepuŋ saom  
dae. (Kampot, Kompong Som)  
I want to stop off in Kampot for  
a while because it's right on  
the way to Kompong Som.
5. (kepuŋ caam, róttena'kerii)  
khñom cəŋ chup niw kepuŋ caam  
mephleət, púh niw com phlew tiw  
tiw róttena'kerii dae. (Kompong Cham, Rattanakiri)  
I want to stop off in Kompong Cham  
for a while because it's right  
on the way to Rattanakiri.

Drill J. Transformation

MODEL: Teacher: khñom meel tɿw, pehael baek I guess I'll drive my car  
 laan khñom tɿw' ehj (look) there. (you)  
Student: look kit ñceəñ tɿw taam laan Are you thinking of going  
 dae!ʔ by car too?

1. khñom meel tɿw, pehael cih sikhlou I guess I'll take a cyclo there.  
 tɿw' ehj (look sɛy) (you, madam)  
 look sɛy kit ñceəñ tɿw taam sikhlou Are you thinking of going by  
 dae!ʔ cyclo too, madam?
2. khñom meel tɿw, pehael cih kpal I guess I'll take a plane there.  
 hoh tɿw' ehj (look kuu) (the teacher)  
 look kuu kit ñceəñ tɿw taam Is the teacher thinking of going  
 kpal hoh dae!ʔ there by plane too?
3. khñom meel tɿw, pehael cuol laan I guess I'll rent a car to go  
 kee tɿw' ehj (kaña) there. (you, miss)  
 kaña kit ñceəñ tɿw taam laan Are you thinking of going by  
 dae!ʔ car too, miss?
4. khñom meel tɿw, pehael cih kpal I guess I'll take a boat there.  
 tɿw' ehj (look) (you)  
 look kit ñceəñ tɿw taam kpal dae!ʔ Are you thinking of going by  
 boat too?
5. khñom meel tɿw, pehael cih laan I guess I'll take a bus there.  
 chnuol tɿw' ehj (look sɛy) (you, madam)  
 look sɛy kit ñceəñ tɿw taam laan Are you thinking of going by  
 chnuol dae!ʔ bus too, madam?

UNIT 35

BASIC DIALOGUE

American

1. som tooh, ɲkóo vót ceɲaay  
pemaan pii siem riap?

Excuse me, how far is Angkor Wat  
from Siem Riap?

Cambodian

2. ou, min-ce chɲaay pemaan' teh!  
taam khñom smaan, pehael dɔp  
kelou.

Oh, it's not very far at all.  
I think it must be about 10  
kilometers.

American

3. niw cit ɲkóo vót, mian  
restorɔɲ, mian otael'  
ey teh?

Are there restaurants and hotels  
near Angkor Wat?

Cambodian

4. baat, mian dae, tae yeɲ tɔw  
niw siem riap' teh?

Yes, there are, but we're going  
to stay in Siem Reap.

American

5. ɲkóo vót thom' eh? meɲay  
dae meel kòan' eh?

Is Angkor Wat a big place? Can  
you walk around and see it all  
in one day?

Cambodian

6. yii, ɔɲkóo vót thom' nah.. dae  
meel me'atit m sɔp' phɔɔɲ.

Gee, Angkor Wat is huge. You  
can't see it all even in a week.

American

7. mian kelaɲ cèen' neh?..  
baan-te meel me'atit m  
sɔp'm.

There must be a lot of (different)  
locations, then, if you can't  
see it all in a week.

Cambodian

8. baat, cèen' ah!

Yes, there are a lot.

9. kaal-pidaem ɲkóo vót cia  
riec-thianii sòk khmae.

In ancient times Angkor Wat was  
the royal capital of Cambodia.

American

10. yeɲ kit temeel s'ey-khlah?

What things should we plan to see?

Cambodian

11. khñom cɔɲ nóm look tɔw meel  
pesaat ɲkóo vót haey-nɲ  
ɲkóo thom!

I want to take you to see the  
temples of Angkor Wat and  
Angkor Thom.

American

12. kəlaɛŋ tɿ-əh nɪŋ nɪw cɪt-cɪt  
khnɪa!ʔ Are all the locations close  
together?

Cambodian

13. baat, mɪn-cə cɪt khnɪa pəmaən' tɛh! No, they're not very close together.

American

14. phlɛw bæɛk laan tɪw, sʊəl' əh? Are the roads (for cars) good?

Cambodian

15. baat, mɪan əy? Sure, they are.

American

16. tɪw kəlaɛŋ nuh, kee yoo luy'  
tɛh? Do they charge you for going to  
those places?

Cambodian

17. ou, kee yoo nteɛ-ntuoc' fɪ. Oh, they charge a little bit.

American

18. kee aoy thoət ruup' tɛh? Do they let you take pictures?

Cambodian

19. they m aoy? Sure, they do.

American

20. fɪcɛŋ khɲom kɪt yoo fɪl aoy  
cəən' tɪw. In that case, I'll plan to take a  
lot of film along.

21. khɲom cəŋ baan ruup thoət  
khləh, phɲæ tɪw əpuk-mədaay  
khɲom. I want to get some pictures to  
send to my parents.

## DIALOGUE FOR COMPREHENSION

amerikankhmae

1. soum tooh, əŋkoo vót cəŋgaay  
ponmaən pii siəm riap? 2. ou, mɪn-cɪa chŋay ponmaən tee.  
taam khɲom smaən, prəhæɪ dəp  
kilou.
3. nɪw cɪt əŋkoo vót mɪan restorəŋ,  
mɪan outæɪ əy tee? 4. baat, mɪan dæɪ, tæ yəəŋ tɪw nɪw  
siəm riap tee!

5. ខ្សក់ វត្ត តូម តើ? មេត្តា  
 តើ មើល គ្រប់ តើ?
6. យី, ខ្សក់ វត្ត តូម នា! តើ  
 មើល ម៉េច-អតិ ឯង ទេ ប្រាកដ?
7. ម្តាយ កន្តោម ច្រើន, ប្រាកដ-តើ  
 មើល ម៉េច-អតិ ឯង ទេ?
8. ប្រាកដ, ច្រើន នា!
9. កាល ពី-ដើម ខ្សក់ វត្ត ច្រើន  
 រឺ ច្រើន-ច្រើន ឥឡូវ ក្នុង ខ្មែរ.
10. យើង ក៏ តើ មើល ច្រើន-ក្រហម?
11. ក្នុង ចុង ឆ្នាំ ឆ្នាំ តើ មើល  
 ប្រាកដ ខ្សក់ វត្ត ច្រើន-ឯង  
 ខ្សក់ តូម.
12. កន្តោម ច្រើន-ឯង ឯង ឯង ច្រើន-ច្រើន  
 ក្នុង រឺ?
13. ប្រាកដ, ឯង-ច្រើន ច្រើន ក្នុង ប្រាកដ  
 តើ.
14. ប្រាកដ ប្រាកដ ឯង តើ ឥឡូវ តើ?
15. ប្រាកដ, ម្តាយ ទេ?
16. តើ កន្តោម ឯង, តើ យើង? ឯង តើ?
17. ឯង, តើ យើង? ប្រាកដ-ប្រាកដ.
18. តើ ឯង ច្រើន ឯង តើ?
19. ច្រើន-ឯង ឯង ឯង?
20. ច្រើន ក្នុង ក៏ យើង? ឯង ឯង  
 ច្រើន តើ.
21. ក្នុង ចុង ប្រាកដ ឯង ច្រើន ក្រហម,  
 ប្រាកដ តើ ប្រាកដ-ប្រាកដ ក្នុង.

NOTE: Adjectives

The class of Cambodian words we call adjectives corresponds fairly closely, insofar as typical meanings are concerned, with the corresponding class of English words. Concepts like 'big, small, near, far, expensive, cheap, good, bad, clean, dirty' turn up as adjectives in both languages. But there the similarity ends. As a syntactic class, Cambodian adjectives have much more in common with verbs than they do with nouns: they are directly negated, they function as heads of predicates, and, as members of double predicates, they fill either the first or the second position. (See Notes 2-4, Unit 20).

Some other characteristics of adjectives are summarized below.

1. Adjectives have special modifiers which rarely occur in direct construction with verbs.

nah	very	kuosom	rather
lemoon	enough	cian	more than
peek	too much	(see also Note, Unit 14)	

Examples are in Drill C.



- |   |   |
|---|---|
| 3. pèy-ŋkóo cəŋaay pəmaan pii phnum<br>pifi? (pii róoy mephey kəlou)<br>baat, pəhael pii róoy mephey kəlou. | How far is Saigon from Phnom<br>Penh? (220 kilometers)<br>It's about 220 kilometers.                |
| 4. phnum pifi cəŋaay pəmaan pii<br>vaasentaon? (mephey pón kəlou)<br>baat, pəhael mephey pón kəlou.         | How far is Phnom Penh from<br>Washington? (2,000 kilometers)<br>It's about two thousand kilometers. |

Drill B. Multiple Substitution

- |   |   |
|---|---|
| 1. nıw cıt ŋkóo vót mian restorəŋ'<br>teh?          | Are there any restaurants near<br>Angkor Wat?           |
| 2. nıw <u>khbae</u> ŋkóo vót mian restorəŋ'<br>teh? | Are there any restaurants <u>next to</u><br>Angkor Wat? |
| 3. nıw khbae ŋkóo vót mian <u>vót'</u> eh?          | Are there any <u>temples</u> next to<br>Angkor Wat?     |
| 4. nıw khbae ŋkóo vót mian <u>otael'</u><br>eh?     | Are there any <u>hotels</u> next to<br>Angkor Wat?      |
| 5. nıw khbae <u>phlew</u> mian otael' eh?           | Are there any hotels next to<br><u>the road</u> ?       |
| 6. nıw <u>taam</u> phlew mian otael' eh?            | Are there any hotels <u>along</u> the road?             |
| 7. nıw taam phlew mian <u>restorəŋ'</u><br>teh?     | Are there any <u>restaurants</u> along<br>the road?     |
| 8. nıw <u>cıt</u> phlew mian restorəŋ'<br>teh?      | Are there any restaurants <u>near</u><br>the road?      |
| 9. nıw cıt <u>ŋkóo vót</u> mian restorəŋ'<br>teh?   | Are there any restaurants near<br><u>Angkor Wat</u> ?   |

Drill C. Response

MODEL: Teacher: ŋkóo vót thom' eh? (nah)      Is Angkor Wat big? (very)  
Student: ŋkóo vót thom' ah.                      Angkor Wat is very big.

- |   |   |
|---|---|
| 1. phtéh look thom' eh? (ləmóom)<br>phtéh khñom thom ləmóom.    | Is your house big? (enough)<br>My house is big enough.              |
| 2. phtéh look s'aat' eh? (kuosəm)<br>phtéh khñom s'aat' kuosəm. | Is your house nice? (rather)<br>My house is rather nice.            |
| 3. phtéh look l'əə' teh? (dae)<br>phtéh khñom l'əə' dae.        | Is your house pretty? (all right)<br>My house is pretty, all right. |

- |   |  |
|---|--|
| <p>4. otael nuh thlay' teh?<br/>(kuosom dae)<br/>otael nuh thlay kuosom dae.</p>        | <p>Is that hotel expensive?<br/>(rather, at that)<br/>That hotel is rather expensive,<br/>at that.</p> |
| <p>5. otael nuh s'aat' eh?<br/>(ciaq kee bq-oh)<br/>otael nuh s'aat ciaq kee bq-oh!</p> | <p>Is that hotel nice?<br/>(most of all)<br/>That hotel is the nicest of all.</p>                      |
| <p>6. siem riap chqaay' teh?<br/>(ciaq p'osot)<br/>siem riap chqaay ciaq p'osot!</p>    | <p>Is Siem Reap far?<br/>(more than Pursat)<br/>Siem Reap is farther than Pursat.</p>                  |

Drill D. Multiple Substitution

- |  |  |
|--|--|
| <p>1. yeeq kit temeel s'ey-khlah?</p>        | <p>What things shall we plan to go see?</p>        |
| <p>2. <u>look</u> kit temeel s'ey-khlah?</p> | <p>What things will <u>you</u> plan to go see?</p> |
| <p>3. look kit tetifñ s'ey-khlah?</p>        | <p>What things will you plan to go <u>buy</u>?</p> |
| <p>4. look kit tetifñ <u>inaa</u>?</p>       | <p><u>Where</u> will you plan to go buy them?</p>  |
| <p>5. look <u>coq</u> tetifñ inaa?</p>       | <p>Where do you <u>want</u> to go buy them?</p>    |
| <p>6. look coq tetifñ <u>s'ey-khlah</u>?</p> | <p><u>What things</u> do you want to go buy?</p>   |
| <p>7. look coq <u>temeel</u> s'ey-khlah?</p> | <p>What things do you want to go <u>see</u>?</p>   |
| <p>8. look <u>kit</u> temeel s'ey-khlah?</p> | <p>What things will you <u>plan</u> to go see?</p> |
| <p>9. <u>yeeq</u> kit temeel s'ey-khlah?</p> | <p>What things shall <u>we</u> plan to go see?</p> |

Drill E. Response

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: kelaeq tq-oh niq niw<br/>cit-cit khnia!?</p> | <p>Are all those places close<br/>together?</p>                 |
| <p><u>Student</u>: baat, min-ce cit khnia<br/>pemaan' teh!</p>         | <p>No, they're not very close<br/>together.</p>                 |
| <p>1. qk'oo v'ot nq qk'oo thom douc<br/>khnia!?</p>                    | <p>Are Angkor Wat and Angkor Thom<br/>similar?</p>              |
| <p>baat, min-ce douc khnia pemaan teh!</p>                             | <p>No, they're not very similar.</p>                            |
| <p>2. pht'eh look nq pht'eh look pool<br/>niw chqaay' pii khnia!?</p>  | <p>Are your house and Paul's house<br/>far from each other?</p> |
| <p>baat, min-ce chqaay' pii khnia<br/>pemaan' teh!</p>                 | <p>No, they're not very far apart.</p>                          |



- |  |   |
|--|---|
| 3. yuon nɔ̃ khmae coul-cet khnia!?         | Do Vietnamese and Cambodians like each other? |
| baat, min-ce coul-cet khnia pemaan' teh!   | No, they don't like each other very much.     |
| 4. aʔsoo khmae nɔ̃ aʔsoo pɛaŋ douc khnia!? | Are Khmer and French letters similar?         |
| baat, min-ce douc khnia pemaan' teh!       | No, they're not very similar.                 |

Drill F. Multiple Substitution

- |   |   |
|---|---|
| 1. phlew baek laan tiw, suol' eh?         | Are the roads for cars smooth?            |
| 2. phlew baek laan tiw, lʔoo' teh?        | Are the roads for cars <u>good</u> ?      |
| 3. <u>kelaex</u> baek laan tiw lʔoo' teh? | Are the <u>places</u> for cars good?      |
| 4. kelaex baek laan tiw <u>suol</u> ' eh? | Are the places for cars <u>smooth</u> ?   |
| 5. kelaex <u>coul laan</u> tiw suol eh?   | Are the <u>entrances</u> for cars smooth? |
| 6. kelaex coul laan tiw <u>thom</u> ' eh? | Are the entrances for cars <u>big</u> ?   |
| 7. <u>phlew</u> coul laan tiw thom' eh?   | Are the <u>driveways</u> for cars big?    |
| 8. phlew <u>baek laan</u> tiw, thom' eh?  | Are the <u>roads</u> for cars big?        |
| 9. phlew baek laan tiw, <u>suol</u> ' eh? | Are the roads for cars <u>smooth</u> ?    |

Drill G. Equivalence

- |   |   |
|---|---|
| MODEL: <u>Teacher</u> : siem riap chɔaay ciaŋ pɔosat ntec! (cit)  | Siem Reap is farther than Pursat. (close)                         |
| <u>Student</u> : pɔosat <u>cit</u> ciaŋ siem riap ntec!           | Pursat is closer than Siem Reap.                                  |
| 1. otael rooyal thlay ciaŋ otael ŋkoo ntec! (thaok)               | The Hotel Royale is more expensive than the Hotel Angkor. (cheap) |
| otael ŋkoo thaok ciaŋ otael rooyal ntec!                          | The Hotel Angkor is cheaper than the Hotel Royale.                |
| 2. phteh khnom thom ciaŋ phteh look ntec! (touc)                  | My house is bigger than your house. (small)                       |
| phteh look touc ciaŋ phteh khnom ntec!                            | Your house is smaller than my house.                              |
| 3. phlew tiw pɛy-ŋkoo lʔoo ciaŋ phlew tiw siem riap ntec! (akooʔ) | The road to Saigon is better than the road to Siem Reap. (bad)    |
| phlew tiw siem riap akooʔ ciaŋ phlew tiw pɛy-ŋkoo ntec!           | The road to Siem Reap is worse than the road to Saigon.           |

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|--|--|
| 4. niw yóok s'aat cian šikagou<br>ntec! (kəkvo?)<br>šikagou kəkvo? cian niw yóok ntec! | New York is cleaner than Chicago.<br>(dirty).<br>Chicago is dirtier than New York. |
| 5. pèy-ŋkóo thom cian mpiñ ntec!<br>mpiñ touc cian pèy-ŋkóo ntec!                      | Saigon is bigger than Phnom Penh.<br>(small)<br>Phnom Penh is smaller than Saigon. |

Drill H. Substitution

- |   |  |
|---|--|
| 1. ñceŋ khñom kit yóo fil oy<br>cèen' tiw.          | So I plan to take a lot of film<br>along.          |
| 2. ñceŋ khñom kit yóo <u>luy</u> oy<br>cèen' tiw.   | So I plan to take a lot of <u>money</u><br>along.  |
| 3. ñceŋ khñom <u>coŋ</u> yóo luy oy<br>cèen' tiw.   | So I <u>want</u> to take a lot of money<br>along.  |
| 4. ñceŋ khñom coŋ <u>mènuh</u> oy<br>cèen' tiw.     | So I want to take a lot of <u>people</u><br>along. |
| 5. ñceŋ khñom coŋ <u>nóm</u> mènuh oy<br>cèen' tiw. | So I want to <u>take</u> a lot of people<br>along. |
| 6. ñceŋ khñom <u>kit</u> nóm mènuh oy<br>cèen' tiw. | So I <u>plan</u> to take a lot of people<br>along. |
| 7. ñceŋ khñom kit <u>yóo</u> mènuh oy<br>cèen' tiw. | So I plan to <u>take</u> a lot of people<br>along. |
| 8. ñceŋ khñom kit yóo <u>fil</u> oy<br>cèen' tiw.   | So I plan to take a lot of <u>film</u><br>along.   |

Drill I. Response.

- |  |  |
|--|--|
| MODEL: <u>Teacher:</u> ŋkóo vót thom' eh? meŋay<br>dae meel kòan' eh?<br>(mè'atit m sɔp) | Is Angkor Wat big? Can you<br>see it all in one day?<br>(a week not enough)  |
| <u>Student:</u> yii, ŋkóo vót thom nah<br>dae.. meel mè'atit m<br>sɔp' phoŋ.             | Man, Angkor Wat is huge. You<br>can't even see it all in<br>a week.          |
| 1. préh vihia thom' eh? mèmaoŋ dae<br>meel kòan' eh? (meŋay m sɔp)                       | Is Preah Vihear big? Can you see<br>it all in an hour? (a day not<br>enough) |
| yii, préh vihia thom nah dae..<br>meel meŋay m sɔp' phoŋ.                                | Man, Preah Vihear is huge. You<br>can't even see it all in a day.            |

- |  |   |
|--|---|
| <p>2. batteboŋ thom' eh? menay dae<br/>meel kòan' eh? (mè'atit m sɔp)<br/>yii, batteboŋ thom nah dae..<br/>meel mè'atit m sɔp' phoŋ.</p>                                       | <p>Is Battambang big? Can you see it<br/>all in a day? (a week not enough)<br/>Man, Battambang is huge. You can't<br/>even see it all in a week.</p>                            |
| <p>3. pesaat petley sèy thom' eh?<br/>memaŋ dae meel kòan' eh?<br/>(mɛŋay m sɔp)<br/>yii, pesaat petley sèy thom nah<br/>dae.. meel mɛŋay m sɔp' phoŋ.</p>                     | <p>Is the temple of Banteay Srey big?<br/>Can you see it all in an hour?<br/>(a day not enough)<br/>Man, Banteay Srey is huge. You<br/>can't even see it all in a day.</p>      |
| <p>4. riec-thianii phnum pifi thom' eh?<br/>mè'atit dae meel kòan' eh?<br/>(mekhae m sɔp)<br/>yii, riec-thianii phnum pifi thom<br/>nah dae.. meel mekhae m sɔp'<br/>phoŋ.</p> | <p>Is the capital city of Phnom Penh<br/>big? Can you see it all in a<br/>week? (a month not enough)<br/>Man, Phnom Penh is huge. You can't<br/>even see it all in a month.</p> |

Drill J. Multiple Substitution

- |  |   |
|--|---|
| <p>1. mian kelaey cèen?.. baan-te meel<br/>mè'atit m sɔp'm.</p>          | <p>Are there so many places that you<br/>can't see them all in a week?</p>                            |
| <p>2. mian <u>pesaat</u> cèen?.. baan-te meel<br/>mè'atit m sɔp'm.</p>   | <p>Are there so many <u>temples</u> that you<br/>can't see them all in a week?</p>                    |
| <p>3. mian pesaat cèen?.. baan-te meel<br/><u>mekhae</u> m sɔp'm.</p>    | <p>Are there so many temples that you<br/>can't see them all in a <u>month</u>?</p>                   |
| <p>4. mian pesaat cèen?.. baan-te meel<br/>mɛŋay m sɔp'm.</p>            | <p>Are there so many temples that you<br/>can't see them all in a <u>day</u>?</p>                     |
| <p>5. mian <u>kelaey</u> cèen?.. baan-te meel<br/>mɛŋay m sɔp'm.</p>     | <p>Are there so many <u>places</u> that you<br/>can't see them all in a day?</p>                      |
| <p>6. mian kelaey cèen?.. baan-te<br/><u>dae meel mɛŋay</u> m sɔp'm.</p> | <p>Are there so many places that you<br/>can't <u>walk around and see them</u><br/>all in a day?</p>  |
| <p>7. mian kelaey cèen?.. baan-te<br/>dae meel mè'atit m sɔp'm.</p>      | <p>Are there so many places that you<br/>can't walk around and see them<br/>all in a <u>week</u>?</p> |
| <p>8. mian kelaey cèen?.. baan-te <u>meel</u><br/>mè'atit m sɔp'm.</p>   | <p>Are there so many places that you<br/>can't <u>see them</u> all in a week?</p>                     |

Drill K. Multiple Substitution

- |   |  |
|---|--|
| 1. khñom cəŋ baan ruup thoət khlah,<br>phñae tɿw ɔpuk-medaay khñom.         | I want to get some pictures to send<br>to my parents.                    |
| 2. khñom cəŋ ruup thoət cèen, phñae<br>tɿw ɔpuk-medaay khñom.               | I want to get <u>a lot of</u> pictures to<br>send to my parents.         |
| 3. khñom cəŋ <u>thoət ruup</u> cèen, phñae<br>tɿw ɔpuk-medaay khñom.        | I want to <u>take</u> a lot of <u>pictures</u> to<br>send to my parents. |
| 4. khñom cəŋ thoət ruup cèen, phñae<br>tɿw <u>puc?-maa khñom</u> .          | I want to take a lot of pictures to<br>send to my <u>friends</u> .       |
| 5. khñom cəŋ <u>baan ruup thoət</u> cèen,<br>phñae tɿw puc?-maa? khñom.     | I want to <u>get</u> a lot of <u>pictures</u> to<br>send to my friends.  |
| 6. khñom cəŋ baan ruup thoət cèen,<br>phñae tɿw <u>koun khñom</u> .         | I want to get a lot of pictures to<br>send to <u>my children</u> .       |
| 7. khñom cəŋ baan ruup thoət <u>khlah</u> ,<br>phñae tɿw koun khñom.        | I want to get <u>some</u> pictures to send<br>to my children.            |
| 8. khñom cəŋ baan ruup thoət khlah,<br>phñae tɿw <u>ɔpuk-medaay khñom</u> . | I want to get some pictures to send<br>to <u>my parents</u> .            |

## UNIT 36

## BASIC DIALOGUE

Sareth

1. mæc, yæŋ kit cuol tuuk muoy  
teleeŋ koh nsaay' ih?

Well, should we plan to rent a  
boat to go to Rabbit Island?

Sarin

2. mian ey? tæ tæcuol inaa?

All right - but where do we go to  
rent it?

Sareth

3. ou, khfiom m dæŋ dae.. cam  
khfiom tesuo kee' mæh.

Oh, I don't know. Wait for me  
while I go to ask them.

Sarin

4. tiw tɔ-pii né? ' ih?

Should both of us go?

Sareth

5. m ey' teh! khluon niw inɔŋ,  
khfiom tiw tæ-mené? æŋ  
baan' eh.

It doesn't matter. You stay here.  
I can go alone.

Sarin

6. fiæŋ tiw coh! khfiom niw cam!

In that case, go on. I'll stay  
and wait.

Sareth

7. khfiom cuol baan' eh.

I was able to rent one.

Sarin

8. thlay pemaal?

How much does it cost?

Sareth

9. m thlay' teh! pæam hòoy  
mæŋay.

Not expensive, five hundred (riels)  
a day.

Sarin

10. coh mian suo kee' teh?.. tiw  
pemaal maŋ baan dol?

And did you ask them how long it  
will take to get there?

Sareth

11. m tieŋ' teh! kee thaa pæaæl  
bey maŋ, bæ mian khyol l'ææ.

It depends. They said about threee  
hours if there's a good wind.

Sarin

12. niw nuh mian kee lú? mæhoup eh?

Do they sell food there?

Sareth

13. kom pùoy ey soh!.. yóo m  
oh' teh!

Don't worry about anything at all.  
They've got plenty of it!

Sarin

14. maonj pëmaan, yëejj cëñ tìw?

What time will we leave?

Sareth

15. tìw alëw' eh.

We'll go right now.

Sarin

16. maonj pëmaan, yëejj móo viñ?

What time will we come back?

Sareth

17. kom kit kuu ey... tìw ñuut  
tik më-sëtu, ñam baay, smëa?  
mëphlëet, sëm móo viñ!

Don't worry, we'll go swim a  
little while, eat, rest a while,  
then we'll come back.

Sarin

18. kom nìw yuu peek' nëh!

Don't stay too long.

19. púh khñom t'èw tìw cuop kee  
mpiñ phoong!

Because I have to go to meet  
someone in Phnom Penh.

## DIALOGUE FOR COMPREHENSION

1. mæc, yëejj kit cuol tuuk muoy tìw  
leej koh túnsaay rih?
2. mian ey? tæ tìw cuol aënaa?
3. ou, khñom min dëj dæ. cam khñom  
tìw suo kee meel.
4. tìw t'ëj-pii né? rih?
5. min ey tee. khluon nìw aënej, khñom  
tìw tæ méné? aej baan haey.
6. eñcëj tìw coh! khñom nìw cam.
7. khñom cuol baan haey.
8. thlay ponmaan?
9. min thlay tee. pram róoy methjay.
10. coh mian suo kee tee, tìw  
ponmaan maonj baan dól?
11. min tiej tee. kee thaa prohael bey  
maonj, bæ mian khyol l'oo.
12. nìw nuh mian kee lú? mëhoup tee?
13. kom pruoy ey soh. yóo? min oh tee.
14. maonj ponmaan, baan yëejj cëñ tìw?
15. tìw eylew haey.
16. maonj ponmaan, baan yëejj móo? viñ?
17. kom kit kuu ey, tìw ñuut tik më-sëtu,  
ñam baay, somraa? mëphlëet, sëm móo?  
viñ.
18. kom nìw yuu peek, naa!
19. prúh khñom trëw tìw cuop kee  
æ phnum piñ phoong.

NOTE: Functional Antonyms

In Unit 35 (especially Note 3), we saw how adjectives tend to pair in sets of antonyms, or opposite concepts. Other such pairs of antonyms, not nearly so obvious, occur among the small functional words: prepositions, conjunctions, particles, etc. Sometimes, the members of such pairs belong to the same functional class, but often they belong to different classes of words or occur in different parts of the sentence. Following are some examples which occur in this unit.

1. tə (taɛ) 'only'                      tɛ (tɛŋ) 'all of, as many as'

These two functional words both occur before numerals, and have opposite meanings in this position.

Examples: 4. tɔw tɛ-pii né? 'ih?  
'Shall both of us go? ('all two')

5. khñom tɔw tɛ-méné? aɛŋ baan' əh.  
'I can go by myself.' ('only one')

More examples are in Drills C and J of this unit.

Note that both /taɛ/ and /tɛŋ/ occur as conjunctions, the former meaning 'but' (see Drill B), and the latter meaning 'even though' (see Note, Unit 37). Their strongest opposition, from the point of view of meaning, is before numerals and expressions of quantity, however.

2. əh (haɛy) 'already'                      m-tón (mɔn-tón) 'not yet'

These two items occur in different parts of the sentence: /əh/ is an enclitic (see Notes, Units 6 and 22) and /m-tón/ is a negative (see Note 1, Unit 19). Since they are of opposite meaning, they never occur in the same clause. The question formula for eliciting an answer containing either item is the same: /haɛy-iniw/ (/haɛy-riniw?/). The relationship of the question formula to the two types of answer is reviewed in a series of parallel drills, D, E, and F. Note also the position of the numeral in Drill D, where it is split from the noun by /baan/:

khñom cuol laan baan pil' əh.  
'I (was able to) rent two cars.'

3. teh (tee) 'on the contrary'                      viñ 'instead'

These two enclitics are both used after positive verbs. The difference is that /teh/ is used in situations where something is either true or not true (usually in statements-- see Note, Unit 8), while /viñ/ is used in situations which are still subject to change (usually in suggestions or commands-- see Note, Unit 8). The contrast between the two enclitics is pointed up in consecutive drills, H and I.

4. ruoc 'then, after that'                      səm 'only then, no sooner'

These two words are conjunctions (see Note, Unit 32) which occur in similar contexts. While they are not complete opposites in meaning, the difference is that /ruoc/ is non-limiting, and simply means 'sometime afterward', whereas /səm/

is limiting: 'A sem B' means, in effect, 'B will not take place until A is over.' From another point of view, /ruoc/ is much more common in statements about the past, and /sem/ in statements or projections about the future. Example of /sem/ from the dialogue:

tiw quut tik me-setuh, ñam baay, smèa? mephleet, sem móo víñ!

'We won't come back until we have taken a quick shower, had something to eat, and rested a while.'

The same sentence with /ruoc/ in place of /sem/ would mean something like:

'We took a quick shower, had something to eat, rested a while, and then came back.'

Other examples are in Drill L.

#### NEW VOCABULARY

##### 1. Boating and Waterways

telee (túnlee) meekuj	the Mekong River
telee (túnlee) saap	the Tonle Sap (great lake of Cambodia)
koh nsaay (túnsaay)	Rabbit Island (an island in the river near Phnom Penh)
kaep	Kep (a resort town on the southern coast)
kroj préh siihanu?	Sihanoukville (the main ocean port of Cambodia)
keceh (kroceh)	Kratie (an inland city on the Mekong)
tuuk	ordinary small boat
kanout	motorboat
hael tik	to swim

##### 2. Professions (for Drill I)

cuol	to hire, rent
chnuol	hired, rented, servant
tehian	military man
koun tehian	enlisted man
mee tehian (niey tehian)	officer
dokteɛ (kruu peet)	doctor
aavekaa	lawyer
cawvaay khaet	provincial governor
róttemuntrey	minister (cabinet)



## DRILLS

Drill A. Substitution

- |  |   |
|--|---|
| 1. meɕ, yeɛŋ kit cuol tuuk muoy<br>teleeŋ koh nsaay' ih?                     | Well, shall we rent a boat and go<br>visit Rabbit Island?                       |
| 2. meɕ, yeɛŋ kit cuol tuuk muoy<br>teleeŋ <u>kaep</u> ' ih?                  | Well, shall we rent a boat and go<br>visit <u>Kep</u> ?                         |
| 3. meɕ, yeɛŋ kit cuol <u>laan</u> muoy<br>teleeŋ kaep' ih?                   | Well, shall we rent a <u>car</u> and go<br>visit Kep?                           |
| 4. meɕ, <u>look</u> kit cuol laan muoy<br>teleeŋ kaep' ih?                   | Well, <u>are you thinking of</u> renting<br>a car and going to Kep?             |
| 5. meɕ, look kit cuol laan muoy<br>teleeŋ <u>kroŋ préh siihanu?</u> ' ih?    | Well, are you thinking of renting<br>a car and going to <u>Sihanoukville</u> ?  |
| 6. meɕ, look kit cuol <u>kpah-hoh</u> muoy<br>teleeŋ kroŋ préh siihanu?' ih? | Well, are you thinking of renting<br>a <u>plane</u> and going to Sihanoukville? |
| 7. meɕ, <u>yeɛŋ</u> kit cuol kpal-hoh muoy<br>teleeŋ kroŋ préh siihanu? ih?  | Well, <u>shall we</u> rent a plane and<br>go visit Sihanoukville?               |
| 8. meɕ, yeɛŋ kit cuol kpal-hoh muoy<br>teleeŋ <u>keceh</u> ' ih?             | Well, shall we rent a plane and<br>go visit <u>Kratié</u> ?                     |
| 9. meɕ, yeɛŋ kit cuol <u>tuuk</u> muoy<br>teleeŋ keceh' ih?                  | Well, shall we rent a <u>boat</u> and go<br>visit Kratié?                       |
| 10. meɕ, <u>look</u> kit cuol tuuk muoy<br>teleeŋ keceh' ih?                 | Well, <u>are you thinking of</u> renting<br>a boat and going to Kratié?         |
| 11. meɕ, look kit cuol tuuk muoy<br>teleeŋ <u>koh nsaay</u> ' ih?            | Well, are you thinking of renting<br>a boat and going to <u>Rabbit Island</u> ? |
| 12. meɕ, <u>yeɛŋ</u> kit cuol tuuk muoy<br>teleeŋ koh nsaay' ih?             | Well, <u>shall we</u> rent a boat and go<br>visit Rabbit Island?                |

Drill B. Substitution

- |   |  |
|---|--|
| 1. mian ey? taɛ tecuol laan<br>inaa?            | All right, but where do we go to<br>rent a car?                      |
| 2. mian ey? taɛ tecuol <u>kpah-hoh</u><br>inaa? | All right, but where do we go to<br>rent a <u>plane</u> ?            |
| 3. mian ey? taɛ <u>tethee</u> kpal-hoh<br>inaa? | All right, but where do we go to<br><u>have the plane repaired</u> ? |

- |   |   |
|---|---|
| 4. mian ey? taε tεthεe <u>laan</u><br>inaa?   | All right, but where do we go to<br>have the <u>car</u> repaired?               |
| 5. mian ey? taε tεtiñ <u>laan</u><br>inaa?    | All right, but where do we go to<br><u>buy</u> a car?                           |
| 6. mian ey? taε tεtiñ <u>kanout</u><br>inaa?  | All right, but where do we go to<br>buy a <u>motorboat</u> ?                    |
| 7. mian ey? taε tεthεe <u>kanout</u><br>inaa? | All right, but where do we go to<br><u>have</u> the motorboat <u>repaired</u> ? |
| 8. mian ey? taε tεhεe <u>tuuk</u> inaa?       | All right, but where do we go to<br>have the <u>boat</u> repaired?              |
| 9. mian ey? taε tεcuol <u>tuuk</u> inaa?      | All right, but where do we go to<br><u>rent</u> a boat?                         |

Drill C. Substitution

- |  |   |
|--|---|
| 1. khñom tiw tε-mεnε' aεŋ baan' εh.          | I can go alone (by myself)                |
| 2. khñom <u>tεsεe</u> tε-mεnε' aεŋ baan' εh. | I can <u>write</u> it myself.             |
| 3. <u>look</u> tεsεe tε-mεnε' aεŋ baan' εh.  | <u>You</u> can write it <u>yourself</u> . |
| 4. look <u>thεe</u> tε-mεnε' aεŋ baan' εh.   | You can <u>do</u> it yourself.            |
| 5. <u>kót</u> thεe tε-mεnε' aεŋ baan' εh.    | He can do it <u>himself</u> .             |
| 6. kót <u>mεel</u> tε-mεnε' aεŋ baan' εh.    | He can <u>read</u> it by himself.         |
| 7. <u>via</u> mεel tε-mεnε' aεŋ baan' εh.    | <u>He</u> can read it by himself.         |
| 8. via <u>dae</u> tε-mεnε' aεŋ baan' εh.     | He can <u>walk</u> by himself.            |
| 9. <u>khñom</u> dae tε-mεnε' aεŋ baan' εh.   | <u>I</u> can walk <u>by myself</u> .      |
| 10. khñom <u>tiw</u> tε-mεnε' aεŋ baan' εh.  | I can <u>go</u> alone.                    |

Drill D. Substitution

- |  |                                       |
|--|---------------------------------------|
| 1. khñom cuol laan baan pii' εh.           | I rented two cars.                    |
| 2. khñom cuol <u>tuuk</u> baan pii' εh.    | I rented two <u>boats</u> .           |
| 3. khñom cuol tuuk baan <u>bey</u> ' εh.   | I rented <u>three</u> boats.          |
| 4. <u>kee</u> cuol tuuk baan bey' εh.      | <u>They</u> rented three boats.       |
| 5. kee cuol <u>kanout</u> baan bey' εh.    | They rented three <u>motorboats</u> . |
| 6. kee cuol kanout baan <u>muoy</u> ' εh.  | They rented <u>one</u> motorboat.     |
| 7. <u>khñom</u> cuol kanout baan muoy' εh. | <u>I</u> rented one motorboat.        |
| 8. khñom cuol <u>laan</u> baan muoy' εh.   | I rented one <u>car</u> .             |
| 9. khñom cuol laan baan <u>pii</u> ' εh.   | I rented <u>two</u> cars.             |

Drill E. Substitution

- |  |                                      |
|--|--------------------------------------|
| 1. khñom m-tón cuol chnuol baan' teh!        | I didn't hire a servant yet.         |
| 2. khñom m-tón cuol <u>laan</u> baan' teh!   | I didn't rent a <u>car</u> yet.      |
| 3. <u>yæŋ</u> m-tón cuol laan baan' teh!     | <u>We</u> didn't rent a car yet.     |
| 4. yæŋ m-tón cuol <u>phtéh</u> baan' teh!    | We didn't rent a <u>house</u> yet.   |
| 5. <u>kee</u> m-tón cuol phtéh baan' teh!    | <u>They</u> didn't rent a house yet. |
| 6. kee m-tón cuol <u>tuuk</u> baan' teh!     | They didn't rent a <u>boat</u> yet.  |
| 7. <u>khñom</u> m-tón cuol tuuk baan' teh!   | <u>I</u> didn't rent a boat yet.     |
| 8. khñom m-tón cuol <u>chnuol</u> baan' teh! | I didn't hire a <u>servant</u> yet.  |
| 9. <u>yæŋ</u> m-tón cuol chnuol baan' teh!   | <u>We</u> didn't hire a servant yet. |

Drill F. Substitution

- |                                |                              |
|--------------------------------|------------------------------|
| 1. look cuol haey-iniw?        | Did you rent it yet?         |
| 2. look <u>tése</u> haey-iniw? | Did you <u>write</u> it yet? |
| 3. <u>kót</u> tese haey-iniw?  | Did <u>he</u> write it yet?  |
| 4. kót <u>thee</u> haey-iniw?  | Did he <u>do</u> it yet?     |
| 5. <u>via</u> thee haey-iniw?  | Did <u>he</u> do it yet?     |
| 6. via <u>tiñ</u> haey-iniw?   | Did he <u>buy</u> it yet?    |
| 7. <u>look</u> tiñ haey-iniw?  | Did <u>you</u> buy it yet?   |
| 8. look <u>cuol</u> haey-iniw? | Did you <u>rent</u> it yet?  |

Drill G. Substitution

- |  |  |
|--|--|
| 1. m thlay' teh, merooy pii-rooy<br>møyay.       | It's not expensive, 100 or 200<br>(riels) a day. |
| 2. m thlay' teh, <u>pii-bey rooy</u><br>møyay.   | It's not expensive, <u>200 or 300</u><br>a day.  |
| 3. m thlay' teh, <u>buon-pèam rooy</u><br>møyay. | It's not expensive, <u>400 or 500</u><br>a day.  |
| 4. <u>thaok' nah</u> , buon-pèam rooy møyay.     | <u>It's very cheap</u> , 400 or 500 a day.       |
| 5. thaok' nah, <u>pii-bey rooy</u> møyay.        | It's very cheap, <u>200 or 300</u> a day.        |
| 6. thaok' nah, <u>merooy-pii</u> møyay.          | It's very cheap, <u>100 or 200</u> a day.        |
| 7. <u>m thlay' teh</u> , merooy-pii møyay.       | <u>It's not expensive</u> 100 or 200 a<br>day.   |

Drill H. Response

- MODEL. Teacher: məc, tɨw kəcɛh taam kpal' ih? (laan)      How about going to Kratié by boat? (car)
- Student: tee, tɨw taam laan' viñ.      No, let's go by car instead.
- məc, tɨw kəcɛh taam laan' ih? (kanout)      How about going to Kratié by car? (motorboat)  
tee, tɨw taam kanout' viñ.      No, let's go by motorboat instead.
  - məc, tɨw kəcɛp taam kpal-hoh' ih? (kanout)      How about going to Kep by plane? (motorboat)  
tee, tɨw taam kanout' viñ.      No, let's go by motorboat instead.
  - məc, tɨw kəcɛp taam kpal-hoh' ih? (kpal)      How about going to Kep by plane? (boat)  
tee, tɨw taam kpal' viñ.      No, let's go by boat instead.
  - məc, tɨw kəcɔŋ caam taam kanout' ih? (kpal)      How about going to Kompong Cham by motorboat? (boat)  
tee, tɨw taam kpal' viñ.      No, let's go by boat instead.
  - məc, tɨw krocŋ préh sihanu? taam kpal-hoh' ih? (laan)      How about going to Sihanoukville by plane? (car)  
tee, tɨw taam laan' viñ.      No, let's go by car instead.
  - məc, tɨw batteboŋ taam laan' ih? (kpal-hoh)      How about going to Battambang by car? (plane)  
tee, tɨw taam kpal-hoh' viñ.      Now let's go by plane instead.
  - məc, tɨw siem hiap taam kpal-hoh' ih? (laan)      How about going to Siem Reap by plane? (car)  
tee, tɨw taam laan' viñ.      No, let's go by car instead.

Drill I. Response

- MODEL: Teacher: kót cia aavekaa' ih? (koun tehian)      Is he a lawyer? (enlisted man)
- Student: tee, khñom lɨi thaa kót cia koun tehian' teh!      No, I heard he was an enlisted man.
- kót cia dokteɨ' ih? (aavekaa)      Is he a doctor? (lawyer)  
tee, khñom lɨi thaa kót cia aavekaa' teh!      No, I heard he was a lawyer.
  - kót cia aavekaa' ih? (mee-tehian)      Is he a lawyer? (officer)  
tee, khñom lɨi thaa kót cia mee-tehian' teh!      No, I heard he was an officer.

- |   |  |
|---|--|
| 3. kót cia róttémuntrey' ih?<br>(cawvaay khaet)<br>tee, khñom lll thaa kót cia<br>cawvaay khaet' teh! | Is he a minister?<br>(provincial governor)<br>No, I heard he was a provincial<br>governor. |
| 4. kót cia yuon' ih? (cən)<br>tee, khñom lll thaa<br>kót cia cən' teh?                                | Is he Vietnamese? (Chinese)<br>No, I heard he was Chinese.                                 |
| 5. kót cia ənglee' ih? (pəəŋ)<br>tee, khñom lll thaa<br>kót cia pəəŋ' teh!                            | Is he English? (French)<br>No, I heard he was French.                                      |
| 6. kót cia cawvaay khaet' ih?<br>(róttémuntrey)<br>tee, khñom lll thaa kót cia<br>róttémuntrey' teh!  | Is he a provincial governor?<br>(minister)<br>No, I heard he was a minister.               |
| 7. kót cia kùu bñien' ih? (doktəi)<br>tee, khñom lll thaa kót cia<br>doktəi' teh!                     | Is he a teacher? (doctor)<br>No, I heard he was a doctor.                                  |

Drill J. Double Response: Positive and Negative

POSITIVE MODEL:

- |  |                                     |
|--|-------------------------------------|
| Teacher: tɿw tɿ-pəəm né? ih?<br>(pəəm) | Are all five of us going?<br>(five) |
| Student: baat, yəəŋ tɿw tɿ-pəəm né?ŋ.  | Yes, all five of us are going.      |

NEGATIVE MODEL:

- |  |                                      |
|--|--------------------------------------|
| Teacher: tɿw tɿ-pəəm né? ' ih?<br>(tə-méné? əəŋ) | Are all five of us going?<br>(alone) |
| Student: tee, khñom tɿw tə-méné?<br>əəŋ' teh!    | No, I'm going alone.                 |

- |   |   |
|---|---|
| 1. tɿw tɿ-pii né? ' ih? (pii)<br>baat, yəəŋ tɿw tɿ-pii né? 'ŋ.              | Are both of us going? (two)<br>Yes, we're both going.                 |
| 2. tɿw tɿ-pii né? ' ih? (tə-méné? əəŋ)<br>tee, khñom tɿw tə-méné? əəŋ' teh! | Are both of us going? (alone)<br>No, I'm going alone.                 |
| 3. tɿw tɿ-oh khnia' ih? (tɿ-oh khnia)<br>baat, yəəŋ tɿw tɿ-oh khnia.        | Are all of us going? (all)<br>Yes, we're all going.                   |
| 4. tɿw tɿ-oh khnia' ih? (tə-méné? əəŋ)<br>tee, khñom tɿw tə-méné? əəŋ' teh! | Are all of us going? (alone)<br>No, I'm going alone.                  |
| 5. tɿw tɿ-bəy né? ' ih? (bəy)<br>baat, yəəŋ tɿw tɿ-bəy né? 'ŋ.              | Are all three of us going? (three)<br>Yes, all three of us are going. |
| 6. tɿw tɿ-bəy né? ' ih? (tə-méné? əəŋ)<br>tee, khñom tɿw tə-méné? əəŋ' teh! | Are all three of us going? (alone)<br>No, I'm going alone.            |





## UNIT 37

## BASIC DIALOGUE

1. yeəŋ ciŋ dɔl m-piŋ' haey ih?  
Sareth Are we about to arrive in Phnom Penh?
2. baat, niw-te kelah maŋ tiet' eh, kpal-hoh coh' haey.  
Sarin Yes, (there is) only half an hour left, the plane is descending already.
3. look thlóp móo m-piŋ' eh?  
Sareth Have you ever come to Phnom Penh (before)?
4. ou, khñom móo m-piŋ pii-bey dɔŋ' eh.  
Sarin Oh, I've come to Phnom Penh two or three times.
5. m-piŋ sebaay' teh?  
Sareth Is Phnom Penh nice?
6. baat, mian ey? m-piŋ touc' teh, tae s'aat' nah.  
Sarin Sure, it is! Phnom Penh is small, but it's very nice.
7. vial kpal-hoh chyaay pii m-piŋ' eh?  
Sareth Is the airport far from Phnom Penh?
8. baat, min-ce chyaay pemaan' eh.. taam khñom smaan, pəhael dop kəlou.  
Sarin No, it's not very far - I think it's about ten kilometers.
9. coh kee chaek ey-khlah' tiw?.. niw vial kpal-hoh'ŋ.  
Sareth And what do they check, at the airport?
10. ɔɔ, mun debouŋ, look tɛw pəhaañ sbot pɛst tiw kee, ruoc paspóo, ruoc haey look tiw khaaŋ kóoy!  
Sarin Oh, first you have to show your health card to them, then the passport, and then you go to customs.



11. oh peel pehael pemaan' nih? Sareth How much time does that take?
12. ou, pehael-cia memaonj. Sarin Oh, about an hour.
13. look mian kee móo tetuol' eh? Sareth Do you have someone coming to pick you up?
14. baat, khmian' eh! Sarin No one.
15. ficej look tiw cemuooy khñom tiw! Sareth In that case, you go with me.
16. mian kee yóo laan móo tetuol khñom dól-te pii-bey. Sareth There are people bringing cars to meet me, as many as two or three.
17. ficej sùol' eh.. khñom som ɔɔ kun cèen' ah. Sarin It's fine that way. Thank you, very much.

## DIALOGUE FOR COMPREHENSION

- | <u>sereet</u>                                     | <u>serin</u>   |
|---|--|
| 1. yeej cit dól phnum piñ haey rih?               | 2. baat, niw-tae konlah maonj tiet tee, kpal-hoh coh haey.   |
| 3. look thlop móo? phum piñ tee?                  | 4. ou, khñom móo? phnum piñ pii-bey doonj haey.  |
| 5. phnum piñ sebaay tee?                          | 6. baat, mian ey? phnum piñ touc tee, tae s'aat nah.   |
| 7. vial kpal-hoh chyaay pii phnum piñ tee?        | 8. baat, min-cia chyaay ponmaan tee. taam khñom sman, prohael dop kilou.                               |
| 9. coh kee chask ey-khlah tiw, niw vial kpal-hoh? | 10. ɔɔ, mun dombouj, look trew bojhaafi sbot peet tiw kee, ruoc paspóo, ruoc haey look tiw khaaj kóoy. |
| 11. oh peel prohael ponmaan nij?                  | 12. ou, prohael cia memaonj.   |

13. look mian kee móo? tóotuol tee?      14. baat, khmian tee.
15. ǝñcǝŋ, look tɿw cia-muoy khñiom tɿw.
16. mian kee yóo? laan móo? tóotuol  
khñom dǝl-tɿw pii-bey.      17. ǝñcǝŋ sruol haey. khñiom soum ɔɔ  
kun craen nah.

NOTE: Numerals, Quantity, and Frequency

Emphasized in this unit are various vocabulary items and constructions referring to numbers and expressions of quantity or frequency. Some are new; some you have encountered before. Following is a summary of the principal words involved, arranged by grammatical category, with approximate meanings. (The capital letters in parentheses refer to drills of this unit; numbers refer to sentences of the Basic Dialogue.)

1. Main Verbs

mian	to have (quantity or frequency)	(13, E)
khmian	(usual negative) not to have	(14, E)
ɔt mian	not to have, to be out of	(I)
ɔh	to be used up	(11)
krón, krup-krón	to be complete, filled up (opposite of /ɔh/)	

2. Pre-Verbal Modifiers

thlóp	used to, did at least once	(3)
dael	ever, did at least once	(D, M)
aasaa	often does, often did	(D, M)
taɛŋ-tɛ (taɛŋ-taɛ)	always does, always did	(A, B)
nɿw-tɛ (nɿw-taɛ)	still does	
ɔt	doesn't, didn't (in Phnom Penh, equivalent to /mɿn/)	
cɿt	almost does, almost did	(1, F)

3. Pre-Numeral Modifiers

tŋ (t'ɛŋ)	all of, as many as	(see 37, Note 1)
tɛ (taɛ)	only, as few as	(see 37, Note 1)
nɿw-tɛ...teh!	(there remains) only	(2, F)
dǝl-tɛ (dǝl-tɿw)	up to, as many as	(16, H)
pehaɛl (prɔhaɛl)	approximately	(8)

4. Noun Expression Bracketers

taɛ...teh!	only	(see 28, Note 1)
t'ɛŋ...phɔɔŋ!	including...as well	(L)

5. Conjunctions

tae, pentae	but, only	(6)
téŋ	even when, even though	(C)
taŋ-pii	since, counting from	(M)

6. Numeral Substitutes

cuon	some	
ról	each, every (distributively)	(A)
krup	all of, every (collectively)	(14)
khlah	some (substitutes for whole numeral phrase-- see Note, Unit 12)	(E)

7. Classifier Substitutes

Any noun (N) which refers to a potential container can occur directly after a numeral (X) in a construction meaning 'X times the quantity measured by N.' This is even true of nouns referring to vehicles, as in the following example:

mian mənuh dól-tə məphey laan.

'There are as many as twenty carsful of people.'

Since the normal classifier for people is /néʔ/ (see Note, Unit 38), the noun /laan/ 'car' here functions as its substitute: 'carsful' instead of 'individual.' Other nouns, such as /kpal/ 'boatful' and /kpal-həh/ 'plane-ful', can fill the same position (Drill H).

Whether or not a classifier or classifier substitute occurs after the numeral, such expressions of quantity are reserved for the ends of sentences, coming after numeral modifiers such as /dól-tə/ (as in the example above) and completive verbs such as /baan/ (see Unit 36, Drill D).

8. Complex Numerals

Review the general plan of Cambodian numeral construction (Note, Unit 11, and New Vocabulary, Unit 23). Although discrete numerals for ten thousand (/məin/) and hundred thousand (/səen/) exist, it is not uncommon to count the thousands between 11,000 and 999,000 in the English-French manner-- i.e. as multiples of numbers higher than ten and lower than a thousand.

For example:      65,000      pmmuoy məin pram pón  
                          or            hok-səp pram pón

                         300,000      bəy səen  
                          or            bəy róoy pón

Some complex numerals occur in Drill K of this unit.

NEW VOCABULARY: Travel Terms1. Place Names

poocontɔŋ	Pochentong (Phnom Penh's airport)
boukoo, phnum boukoo	Bokor (a resort)
kəpuŋ (kɔmpuŋ) saom	Kompong Som (a seaside resort)
kirirom	Kirirom (a resort)
sòk kəaw (srok kraw)	abroad, foreign countries
hoŋ-kon	Hong Kong
viəŋ-can	Vientiane
baŋkooʔ	Bangkok
jaakaataa	Jakarta
səŋkapoo (səŋkapoo)	Singapore
khleŋ	India, Indian

2. Formalities

paspoo	passport
vizaa (visaa)	visa
kooy	customs
sbot pəet	doctor's certificate, immunization certificate
kaat	identity card (required of Cambodian citizens)
péʔmii (pəlmiih) bæk laan	driver's license
sbot	ticket
valiiz (valiih)	valise
həp	suitcase, trunk
chaek	to check

3. Adjectives and Weather Terms

leŋit (ŋooŋit)	dark
phlii	light, bright
chii	sick, ill
cia	well, healthy
kdaw	hot, warm
técéʔ (trócéʔ)	cool, cold
(masin técéʔ)	(air-conditioner)
phlieŋ	rain, to rain
mian	rich
krɔo	poor

## DRILLS

Drill A. Substitution

- |   |  |
|---|--|
| 1. khñom taex-te tìw kaep ról thajay<br>atit'n.                                     | I always go to Kep every Sunday.   |
| 2. khñom taex-te tìw <u>rien phtéh</u><br><u>puo?-maa? khñom ról thajay</u> atit'n. | I always go to <u>study at my friend's</u><br><u>house</u> every Sunday. |
| 3. khñom taex-te tìw rien phtéh<br>puo?-maa? khñom <u>ról coj atit'n.</u>           | I always go to study at my friend's<br>house <u>every weekend.</u>       |
| 4. khñom taex-tee tìw <u>leex opuk-medaay</u><br><u>khñom ról coj atit'n.</u>       | I always go to <u>visit my parents</u><br>every weekend.                 |
| 5. khñom taex-te tìw leex opuk-medaay<br>khñom <u>ról thajay chup rien.</u>         | I always go to visit my parents<br><u>every school holiday.</u>          |
| 6. khñom taex-te <u>tìw kaep ról thajay</u><br>chup rien.                           | I always <u>go to Kep</u> every school<br>holiday.                       |
| 7. khñom taex-te tìw kaep <u>ról</u><br><u>thajay chup 'm.</u>                      | I always go to Kep <u>every holiday.</u>                                 |
| 8. khñom taex-te tìw kaep <u>ról</u><br><u>thajay atit'n.</u>                       | I always go to Kep <u>every Sunday.</u>                                  |

Drill B. Substitution

- |  |   |
|--|---|
| 1. khae kdaw kee taex-te nóm khnia<br>tìw leex kaep!                   | In the hot months they usually go<br>to Kep.                      |
| 2. khae kdaw kee taex-te nóm khnia<br>tìw <u>ñam baay i-poccenton!</u> | In the hot months they usually go<br><u>to Pochentong to eat.</u> |
| 3. khae kdaw kee taex-te nóm<br>khnia tìw <u>leex phnum boukoo!</u>    | In the hot months they usually go<br><u>to Bokor.</u>             |
| 4. khae kdaw kee taex-te nóm khnia<br>tìw <u>leex kepuj saom!</u>      | In the hot months they usually go<br>to <u>Kompong Som.</u>       |
| 5. khae kdaw kee taex-te nóm khnia<br>tìw <u>leex kirirom!</u>         | In the hot months they usually go<br>to <u>Kirirom.</u>           |
| 6. khae kdaw kee taex-te nóm khnia<br>tìw <u>hael tik!</u>             | In the hot months they usually go<br><u>swimming.</u>             |
| 7. khae kdaw kee taex-te nóm khnia<br>tìw <u>leex kaep!</u>            | In the hot months they usually go<br><u>to Kep.</u>               |

Drill C. Substitution

- |  |  |
|--|--|
| 1. kót meel sephiw tɔ̃ ləŋit!          | He's reading the book even though it's dark.               |
| 2. <u>kee</u> meel sephiw tɔ̃ ləŋit!   | <u>They're</u> reading the book even though it's dark.     |
| 3. kee meel sephiw tɔ̃ <u>chii</u> !   | They're reading the book even though they're <u>sick</u> . |
| 4. kee <u>thee kaa</u> tɔ̃ chii!       | They're <u>working</u> even though they're sick.           |
| 5. <u>kót</u> thee kaa tɔ̃ chii!       | <u>He's</u> working even though <u>he's</u> sick.          |
| 6. kót thee kaa tɔ̃ <u>phlien</u> !    | He's working even though <u>it's</u> raining.              |
| 7. kót <u>meeleŋ khñom</u> tɔ̃ phlien! | <u>He comes to visit me</u> even though it's raining.      |
| 8. <u>kee</u> meeleŋ khñom tɔ̃ phlien! | <u>They</u> come to visit me even though it's raining.     |

Drill D. Response

MODEL: Teacher. look dael tiw sòk  
look' eh?

Student: baat, khñom aasaa  
tiw' ah.

Have you ever gone to your  
native country?

Yes, I have gone there quite  
often.

- look dael ñam baay cən' eh?  
baat, khñom aasaa ñam' nah.
- pepún look dael móo m-piñ'  
eh?  
baat, pepún khñom aasaa móo' ah.
- koun look dael tēhael tik i-kaep'  
eh?  
baat, koun khñom aasaa tiw' ah.
- ɔpuk look dael tēleŋ ŋkóo'  
teh?  
baat, ɔpuk khñom aasaa tiw' ah.
- puo?-maa? look dael tēsee sbot  
tiw sòk khmae' teh?  
baat, kót aasaa tēsee' nah.
- look dael thee baay' teh?  
baat, khñom aasaa thee' ah.

Have you ever eaten Chinese food?  
Yes, I have eaten it quite often.

Has your wife ever come to Phnom  
Penh?  
Yes, my wife has come quite often.

Has your son ever gone to swim in  
Kep?  
Yes, my son has gone quite often.

Has your father ever gone to visit  
Angkor?  
Yes, my father has gone quite often.

Has your friend ever written a  
letter to Cambodia?  
Yes, he has written quite often.

Have you ever prepared a meal?  
Yes, I have prepared one quite often.

Drill E. Response: Positive and Negative

## POSITIVE MODEL:

<u>Teacher:</u> look mian luy sòk kèaw' teh? (baat, yuon)	Do you have any "oreign money? (yes, Vietnamese)
<u>Student:</u> baat, khñom mian luy yuon' khlah!	Yes, I have some Vietnamese money.

## NEGATIVE MODEL:

<u>Teacher:</u> look mian luy sòk kèaw' teh? (tee)	Do you have any foreign money? (no)
<u>Student:</u> tee, khñom khmian' eh!	No, I don't have any.

- |   |   |
|---|---|
| 1. look mian luy sòk kèaw' teh?<br>(baat, siem)<br>baat, khñom mian luy siem' khlah!            | Do you have any foreign money?<br>(yes, Thai)<br>Yes, I have some Thai money.         |
| 2. look mian luy sòk kèaw' teh?<br>(baat, pèaŋ)<br>baat, khñom mian luy pèaŋ' khlah!            | Do you have any foreign money?<br>(yes, French)<br>Yes, I have some French money.     |
| 3. look mian luy sòk kèaw' teh?<br>(tee)<br>tee, khñom khmian' eh!                              | Do you have any foreign money?<br>(no)<br>No, I don't have any.                       |
| 4. look mian luy sòk kèaw' teh?<br>(baat, amerikaŋ)<br>baat, khñom mian luy amerikaŋ'<br>khlah! | Do you have any foreign money?<br>(yes, American)<br>Yes, I have some American money. |
| 5. look mian luy sòk kèaw' teh?<br>(baat, khleŋ)<br>baat, khñom mian luy khleŋ' khlah!          | Do you have any foreign money?<br>(yes, Indian)<br>Yes, I have some Indian money.     |
| 6. look mian luy sòk kèaw' teh?<br>(tee)<br>tee, khñom khmian' eh!                              | Do you have any foreign money?<br>(no)<br>No, I don't have any.                       |
| 7. look mian luy sòk kèaw' teh?<br>(baat, hoŋ-konŋ)<br>baat, khñom mian luy hoŋ-konŋ' khlah!    | Do you have any foreign money?<br>(yes, Hongkong)<br>Yes, I have some Hongkong money. |





3. paspóo look thee nıw-inaa?  
 (m-piñ)  
 paspóo khñom thee nıw m-piñ.

Where was your passport issued?  
 (Phnom Penh)  
 My passport was issued in Phnom  
 Penh.

4. sbot peet look thee nıw-inaa?  
 (parii)  
 sbot peet khñom thee nıw parii.

Where was your health card issued?  
 (Paris)  
 My health card was issued in Paris.

5. kaat look thee nıw-inaa?  
 (m-piñ)  
 kaat khñom thee nıw m-piñ.

Where was your identity card issued?  
 (Phnom Penh)  
 My identity card was issued in  
 Phnom Penh.

#### Drill H. Response

MODEL: yii, menuh cèen' ah.  
 (mephey laan)  
 baat, mian menuh dol-te  
 mephey laan.

My, there are a lot of people!  
 (twenty carsful)  
 Yes, there are as many as  
 twenty carsful.

1. yii, menuh cèen' ah.  
 (mekpal-hoh)  
 baat, mian menuh dol-te  
 mekpal-hoh'ŋ.

My, there are a lot of people!  
 (one airplaneful)  
 Yes, there are as many as one  
 airplaneful.

2. yii, menuh cèen' ah.  
 (pii kpal-hoh)  
 baat, mian menuh dol-te pii  
 kpal-hoh'ŋ.

My, there are a lot of people!  
 (two airplanesful)  
 Yes, there are as many as two  
 airplanesful.

3. yii, menuh cèen' ah.  
 (pii kpal)  
 baat, mian menuh dol-te pii  
 kpal.

My, there are a lot of people!  
 (two boatsful)  
 Yes, there are as many as two  
 boatsful.

4. yii, menuh cèen' ah.  
 (dop laan)  
 baat, mian menuh dol-te dop  
 laan.

My, there are a lot of people!  
 (ten carsful)  
 Yes, there are as many as ten  
 carsful.

5. yii, mian menuh cèen' ah.  
 (mekpal)  
 baat, mian menuh dol-te mekpal.

My, there are a lot of people!  
 (one boatful)  
 Yes, there are as many as one  
 boatful.

- |   |  |
|---|--|
| <p>6. yii, menuh cèen' ah.<br/>(pèam laan)<br/>baat, mian menuh dol-te pèam<br/>laan.</p> | <p>My, there are a lot of people!<br/>(five carsful)<br/>Yes, there are as many as five<br/>carsful.</p> |
|---|--|

Drill I. Response

MODEL: Teacher: soum pehaañ paspóo khñom! Please show me your passport.  
Student: khñom ot mian paspóo' teh! I don't have a passport.

- |  |  |
|--|--|
| <p>1. soum pehaañ pé'mii baek-laan<br/>khñom!<br/>khñom ot mian pé'mii baek-laan' teh!</p> | <p>Please show me your driver's<br/>license.<br/>I don't <u>have</u> a driver's license.</p> |
| <p>2. soum pehaañ sbot peet khñom!<br/>khñom ot mian sbot peet' teh!</p>                   | <p>Please show me your health card.<br/>I don't <u>have</u> a health card.</p>               |
| <p>3. soum pehaañ kaat khñom!<br/>khñom ot mian kaat' teh!</p>                             | <p>Please, show me your I.D. card.<br/>I don't <u>have</u> an I.D. card.</p>                 |
| <p>4. soum pehaañ sbot khñom!<br/>khñom ot mian sbot' teh!</p>                             | <p>Please show me your ticket.<br/>I don't <u>have</u> a ticket.</p>                         |
| <p>5. soum pehaañ valiiz khñom!<br/>khñom ot mian valiiz' teh!</p>                         | <p>Please show me your valise.<br/>I don't <u>have</u> a valise.</p>                         |
| <p>6. soum pehaañ hep khñom!<br/>khñom ot mian hep' teh!</p>                               | <p>Please show me your suitcase.<br/>I don't <u>have</u> a suitcase.</p>                     |
| <p>7. soum pehaañ vizaa khñom!<br/>khñom ot mian vizaa' teh!</p>                           | <p>Please, show me your visa.<br/>I don't <u>have</u> a visa.</p>                            |

Drill J. Substitution

- |  |  |
|--|--|
| <p>1. soum look chup mephleet, khñom<br/>trew chaek paspóo look!</p>           | <p>Please stop a moment, sir-- I must<br/>check your passport.</p>             |
| <p>2. soum look chup mephleet, khñom<br/>trew chaek <u>hep</u> look!</p>       | <p>Please stop a moment, sir-- I must<br/>check your <u>suitcase</u>.</p>      |
| <p>3. soum look chup mephleet, khñom<br/>trew chaek <u>valiiz</u> look!</p>    | <p>Please stop a moment, sir-- I must<br/>check your <u>valise</u>.</p>        |
| <p>4. soum look chup mephleet, khñom<br/>trew chaek <u>sbot peet</u> look!</p> | <p>Please stop a moment, sir-- I must<br/>check your <u>health card</u>.</p>   |
| <p>5. soum look chup mephleet, khñom<br/>trew chaek <u>kaat</u> look!</p>      | <p>Please stop a moment, sir-- I must<br/>check your <u>identity card</u>.</p> |

- |   |  |
|---|--|
| 6. soum look chup mephleet, khñom<br>trew chaek pé'mii <u>baek-laan</u> look! | Please stop a moment, sir-- I must<br>check your <u>driver's license</u> . |
| 7. soum look chup mephleet, khñom<br>trew chaek <u>sbot</u> look!             | Please stop a moment, sir-- I must<br>check your <u>ticket</u> .           |

Drill K. Response

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : sbot look leek pemaan?<br>(3, 100)<br><u>Student</u> : sbot khñom leek bey pón<br>meróoy! | What's the number of your<br>ticket? (3, 100)<br>The number of my ticket is<br>3, 100.               |
| 1. sbot look leek pemaan?<br>(3, 942)<br>sbot khñom leek bey pón pmbuon<br>róoy sae-sep pii!                      | What's the number of your ticket?<br>(3, 942)<br>The number of my ticket is 3, 942.                  |
| 2. ktup look leek pemaan? (25)<br>ktup khñom leek mephey pèam.  | What's the number of your room? (25)<br>My room number is 25.  |
| 3. paspóo look leek pemaan?<br>(4, 982)<br>paspóo khñom leek buon pón<br>pmbuon róoy paet-sep pii!                | What's the number of your passport?<br>(4, 982)<br>My passport number is 4, 982.                     |
| 4. phtéh look leek pemaan?<br>(12)<br>phtéh khñom leek dop-pii!   | What's the number of your house?<br>(12)<br>The number of my house is 12.                            |
| 5. kaat look leek pemaan?<br>(2, 914)<br>kaat khñom leek pii pón pmbuon<br>róoy dop-buon!                         | What's the number of your I. D.<br>card? (2, 914)<br>The number of my I.D. card is<br>2614.          |
| 6. pé'mii baek-laan look leek<br>pemaan? (560)<br>pé'mii baek-laan khñom leek<br>pèam róoy hok-sep!               | What's the number of your driver's<br>license? (560)<br>The number of my driver's license<br>is 560. |

Drill L. Transformation

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: phtéh khñom l'oo, haey<br/>s'aat tiet!<br/>(kelaey hael tik)</p> <p><u>Student</u>: phtéh khñom l'oo haey<br/>s'aat tiet, mian tñ<br/>kelaey hael tik phooj!</p> | <p>My house is pretty, and clean<br/>too. (swimming pool)</p> <p>My house is pretty and clean<br/>too-- it even has a<br/>swimming pool.</p>                    |
| <p>1. vial kpal-hoh thom, haey l'oo tiet!<br/>(kelaey lú? baay)</p> <p>vial kpal-hoh thom haey l'oo tiet,<br/>mian tñ kelaey lú? baay phooj!</p>   | <p>The airport is large, and attrac-<br/>tive too. (restaurant)</p> <p>The airport is large and attrac-<br/>tive too-- it even has a<br/>restaurant.</p>        |
| <p>2 niañ nih s'aat, haey mian tiet!<br/>(kpal-hoh muoy)</p> <p>niañ nih s'aat haey mian tiet,<br/>mian tñ kpal-hoh muoy phooj!</p>  | <p>This young lady is pretty, and<br/>rich too. (an airplane)</p> <p>This young lady is pretty and rich<br/>too-- she even has an airplane.</p>                 |
| <p>3. laan khñom thom, haey l'oo tiet!<br/>(raadyou)</p> <p>laan khñom thom haey l'oo tiet,<br/>mian tñ raadyou phooj!</p>   | <p>My car is large, and pretty too.<br/>(radio)</p> <p>My car is large and pretty too--<br/>it even has a radio.</p>  |
| <p>4. kelaey nih mian menuh móo pii<br/>krup srok! (eskiimou)</p> <p>kelaey nih mian menuh móo pii<br/>krup srok, mian tñ eskiimou<br/>phooj!</p>  | <p>This place has people who come<br/>from every country. (Eskimos)</p> <p>This place has people who come<br/>from every country-- it even<br/>has Eskimos.</p> |
| <p>5. phtéh khñom mian rebh craen nah!<br/>(masin təcé?)</p> <p>phtéh khñom mian rebh craen nah,<br/>mian tñ masin təcé? phooj!</p>  | <p>My house has a lot of things in<br/>it. (air-conditioner)</p> <p>My house has a lot of things in<br/>it-- it even has an air-<br/>conditioner.</p>           |

Drill M. Transformation

- MODEL: Teacher: taŋ-pii khñom móo sòk Since coming to America, I've  
amerik, khñom m-daël never eaten Chinese food.  
ñam mēhoup cən' eh! (pəaŋ) (French)
- Student: taŋ-pii khñom móo sòk Since coming to America, I've  
amerik, khñom m-daël never eaten Chinese food,  
ñam mēhoup cən' eh, but I've often eaten French  
petae khñom aasaa ñam food.  
mēhoup pəaŋ' nah.
1. taŋ-pii khñom móo sòk khmaε, khñom Since coming to Cambodia, I've  
m-daël mēel səphiw ɔŋglee' teh! never read English books.  
(khmaε) (Cambodian)  
taŋ-pii khñom móo sòk khmaε, khñom Since coming to Cambodia, I've  
m-daël mēel səphiw ɔŋglee' teh, never read English books, but  
petae khñom aasaa mēel səphiw I've often read Cambodian books.  
khmaε' nah.
2. taŋ-pii khñom móo sòk khmaε, khñom Since coming to Cambodia, I've  
m-daël mēel kon amerikəŋ' teh! never seen American movies.  
(khmaε) (Cambodian)  
taŋ-pii khñom móo sòk khmaε, khñom, Since coming to Cambodia, I've  
m-daël mēel kon amerikəŋ' teh, never seen American movies, but  
petae khñom aasaa mēel kon khmaε' I've often seen Cambodian movies.  
nah.
3. taŋ-pii khñom móo sòk pəaŋ, khñom Since coming to France, I've  
m-daël tətuoł sbot pii sòk never received any letters  
amerik' teh! (sòk khmaε) from America. (Cambodia)  
taŋ-pii khñom móo sòk pəaŋ, khñom Since coming to France I've never  
m-daël tətuoł sbot pii sòk amerik' received any letters from  
teh, petae khñom aasaa tutuoł sbot America, but I've often received  
pii sòk khmaε' nah. letters from Cambodia.
4. taŋ-pii khñom móo sòk amerik, khñom Since coming to America, I've  
m-daël mēel səphiw' teh! (kasaet) never read any books. (magazines)  
taŋ-pii khñom móo sòk amerik, khñom Since coming to America I've  
m-daël mēel səphiw' teh, petae never read any books, but I've  
khñom aasaa mēel kasaet' ah. often read magazines.
5. taŋ-pii khñom móo sòk amerik, khñom Since coming to America, I've  
m-daël cuop kót' eh! never seen him.  
(telefoun tiw kót) (telephoned to him)  
taŋ-pii khñom móo sòk amerik, khñom Since coming to America, I've  
m-daël cuop kót' eh, petae khñom never seen him, but I've often  
aasaa telefoun tiw kót' ah. telephoned to him.

Drill N. Special Response Drill

(You will hear a statement, followed by a question. Answer the question.)

- |   |  |
|---|--|
| 1. sʔaek kót tɨw m-piñ!<br>ot tooh, kót tɨw inaa?<br>baat, kót tɨw m-piñ!   | Tomorrow he's going to Phnom Penh.<br>Pardon me, where is he going?<br>He's going to Phnom Penh.   |
| 2. sʔaek kót tɨw m-piñ!<br>ot tooh, kót tɨw ŋkaal?<br>baat, kót tɨw sʔaek!  | Tomorrow he's going to Phnom Penh.<br>Excuse me, when is he going?<br>He's going tomorrow.   |
| 3. sʔaek im tɨw m-piñ?<br>ot tooh, néʔ-naa tɨw m-piñ?<br>baat, im tɨw m-piñ!  | Tomorrow Im's going to Phnom Penh.<br>Pardon me, who's going to Phnom Penh?<br>Im's going to Phnom Penh.   |
| 4. sʔaek kót tɨw m-piñ taam<br>kpal-hoh!<br>ot tooh, kót tɨw taam ey?<br>baat, kót tɨw taam kpal-hoh!                 | Tomorrow he's going to Phnom Penh<br>by plane.<br>Excuse me, how's he going?<br>He's going by plane.   |
| 5. sʔaek kót tɨw m-piñ tiñ<br>laan!<br>ot tooh, kót tɨw m-piñ<br>tiñ ey?<br>baat, kót tɨw m-piñ tiñ<br>laan!          | Tomorrow he's going to Phnom Penh<br>to buy a car.<br>Excuse me, what's he going to<br>Phnom Penh to buy?<br>He's going to Phnom Penh to buy<br>a car. |
| 6. sʔaek kót tɨw m-piñ cemuoy<br>sim!<br>ot tooh, kót tɨw m-piñ cemuoy<br>néʔ-naa?<br>baat, kót tɨw m-piñ cemuoy sim! | Tomorrow he's going to Phnom Penh<br>with Sim.<br>Excuse me, who's he going to Phnom<br>Penh with?<br>He's going to Phnom Penh with Sim.               |

## UNIT 38

## BASIC DIALOGUE

- Traveler
1. khñom cəŋ tifi səbot muoy tiw  
póoy-pɛɛt!  
I want to buy a ticket to Poipet.
- Official
2. ət tooh! aləw əh kələəŋ' əh.  
niw mian tɛ maŋ pɪi-ndəp  
yup'm.  
I'm sorry. All the seats are taken  
now. There is still (space) only  
on the midnight (train).
- Traveler
3. m ey' tɛh! khñom khmian  
pɛñap pɛmaan' tɛh!  
That's all right. I'm in no hurry.
4. thɛə tmnəə yup, kə sʊəl mɛyaaŋ  
dæ, pʊh tɛcɛ' phoŋ.  
Travelling at night is nice, in  
one way, because it's cool.
- Official
5. cəh look cəŋ baan səbot  
thómɛdaa, rɪi cəŋ mian  
ktup kɛəŋ?  
Sir, do you want an ordinary ticket,  
or do you want to have a sleeping  
compartment?
- Traveler
6. khñom cəŋ baan ktup muoy  
tə-mɛnɛ' aɛŋ!  
I want a compartment, all by  
myself.
- Official
7. ou, thlay ntɛc' əh.  
Oh, that's a little expensive!
- Traveler
8. mian ey? atiah-phlɛəŋ tɛdɔl  
póoy-pɛɛt maŋ pɛmaan?  
That's all right. At what time  
does the train arrive in Poipet?
- Official
9. ou, pɛhəɛl maŋ dɔp pɛk  
khaaŋ-s'æək'ŋ.  
Oh, about ten o'clock in the  
morning day after tomorrow.
10. pʊh look tɛw-tɛ cam atiah-phlɛəŋ  
niw batteboŋ mɛŋay!  
Because you must wait for the train  
one day in Battambang.
- Traveler
11. cəh dɔl khñom tɛdɔl póoy-pɛɛt,  
khñom thɛə mɛc' tiw?  
And then, when I arrive in Poipet,  
what do I do?

Official

12. baat, look tēw-te pdou atiah-phlēeŋ  
nīw pōoy-peet. You have to change trains in Poipet.  
Poipet.
13. pūh aləw atiah-phlēeŋ m coul sòk  
siem' teh! Because now the trains don't go  
into Thailand.

Traveler

14. dól tedól sòk siem, thee  
méc' deh? When I arrive in Thailand, what  
do I do then?

Official

15. ou, khmian cmnaot' teh' Oh there's no problem.
16. look tīw té?-tóoŋ nŋ pelih siem'  
tīw. kee cuoy nae-nóm look' eh. You go and contact the Thai police,  
and they'll help guide you.

## DIALOGUE FOR COMPREHENSION

né? thvée dómnaené? lú? sombot

1. khñom cəŋ tíf sombot muoy tīw  
pōoy-peet. 2. ot tooh! eylew oh konlaeŋ haey.  
nīw mian taε maəŋ pii-dəndəp  
yup.
3. mīn ey tee! khñom khmian prəñap  
ponmaan tee.
4. thvée dómnae yup kəə sruol meyaəŋ  
daε, prúh trəcé? phəəŋ. 5. coh look cəŋ baan sombot thómmedaa,  
rīi cəŋ mian bəntup keeŋ?
6. khñom cəŋ baan bəntup muoy taε  
méné aεŋ. 7. ou, thlay bəntec haey!
8. mian ey? róotiah-phlēeŋ tīw dól  
pōoy-peet maəŋ ponmaan? 9. ou, prəhaεl maəŋ dəp prək  
khaəŋ-s'aek.
10. prúh look trəw-taε cam róotiah-  
phlēeŋ nīw batdəmbəəŋ methŋay.
11. coh dól khñom tīw dól pōoy-peet?,  
khñom thvée méc tīw? 12. baat, look trəw-taε pdou róotiah-  
phlēeŋ nīw pōoy-peet.
13. prúh eylew róotiah-phlēeŋ mīn  
coul srok siem tee.
14. dól tīw dól srok siem, thvée  
méc daε? 15. ou, khmian cmnaot tee.
16. look tīw té?-tóoŋ nŋ polih siem tīw.  
kee cuoy nae-nóm look haey.



NOTE: Classifiers1. Noun-Numeral Constructions

Some quantity expressions in Cambodian involve only nouns, plus verbs like /mian/, its negatives, /oh/ and /krup/ (see Unit 37, Note 1). One such pattern, with the verb /oh/, is reviewed in Drills A and B of this unit. But the great majority of quantity expressions require the use of numerals in close relationships with nouns, in specialized patterns which are quite different from their English equivalents.

So far, you have encountered four major types of construction involving both nouns (N) and numerals (X). They are as follows:

a) XN:	pmmuoy maon	six hours
	dop kelou	ten kilometers
	meróoy riel	one hundred riels
	pil sephiw	two volumes (of the same work)
b) NX:	otael muoy	a hotel
	laan pram	five cars
	sephiw pil	two books
c) NXN:	koun seh pil né?	two students
	look son bey on	three priests
	kenat buon maet	four yards of cloth
	menuh pram laan	five carsful of people
d) N (tii, leek) X:	thay tii-mephey	the twentieth (day)
	ptup leek saam-sep	room no. 30
	thna? leek-pil	second class
	maon pmmuoy	six o'clock (the sixth hour)

Constructions a), b), and c) all refer to quantity, while construction d) refers to position in an ordered series. (A special case of a) is the discontinuous construction of the type /medooy-pil/ 'once or twice'-- see Unit 33, Note 4.) More complex constructions are formed by interlocking two of the basic constructions, especially when type b) is split by one of the others:

- b) /kedah pil/ 'two bills' plus a) /dop riel/ 'ten riels' gives:  
/kedah dop-riel pil/ 'two ten-riel bills.'
- b) /sebot bey/ 'three tickets' plus d) /thna? leek-muoy/ 'first class' gives:  
/sebot thna?-leek-muoy bey/ 'three first-class tickets.'

Superficially, constructions b) and d) often appear identical:

- b) laan pil           two cars  
d) maon pil          two o'clock (the second hour)

It can be shown, however, that the constructions are different from the point of view of syntax as well as meaning: type b) can be split, either, as above, by another numeral construction, or by various parts of the predicate, as in the following:

khñom tii laan baan pii. 'I was able to buy two cars.'

(See also Unit 36, Note 2 end, and Drill D.) Construction d) cannot be split in this way, but only by a few predictable items such as /tii/ and /leek/. Neither can construction a) be separated. But construction c) can be split in the same ways as construction b) with the division always coming between the first noun and the combination numeral-noun: N/XN.

aoy sac-koo khñom mè-kelou' moh. 'Give me one kilogram of beef.'

(This type of split is repeated many times in Drills C and D of this unit.) This shows clearly that construction c) is, in fact, a combination of types a) and b):

a)	pii laan	two carsful
b)	sephiw pii	two books
c)	sephiw/pii laan	two carloads of books
(not	sephiw pii/laan)	

## 2. Numeral Substitutes

Besides the actual numerals, a few other items are frequently found in the position designated by X in the constructions of the preceding section. (See also Unit 37, Note 6). The only such numeral substitute found in all four basic noun-numeral constructions is /pemaan/ 'how many.' Examples:

a) XN:	<u>pemaan</u> maon	<u>how many</u> hours?
	<u>ról</u> thñay	<u>every</u> day
	<u>kelah</u> maon	<u>half</u> an hour
	<u>krup</u> muk	<u>all</u> kinds
	<u>cuon</u> kaal	<u>sometimes</u>
b) NX:	maon <u>pemaan</u>	<u>what</u> time? ( <u>how many</u> o'clock)
	otael <u>khlah</u>	<u>some</u> hotels
	mekhae <u>kelah</u>	a month <u>and a half</u>

(Note that the last example is a very special case)

c) NXN:	Same patterns as a) XN.	
d) N (leek,		
tii) X:	thñay <u>tii-pemaan</u>	<u>what</u> date?
	ptup <u>leek-pemaan</u>	<u>what number</u> room?

One of the common constructions of the numeral substitute /pemaan/ is reviewed in Drill F of this unit-- expressions with /pemaan tiet/ 'how many more?'

### 3. Definition of Classifier

Any noun found in the position of N in construction a) above (XN) will henceforth be called a classifier. There is a small sub-class of nouns which are found almost exclusively in this position, and which, as a group, more often fill the position than any other kind of noun; these will be called unit classifiers.

As far as meaning is concerned, the larger category of classifiers consists of weights, measures (of time, distance, or value) and containers for things not weighed, measured, or valued in the standard way (see list in New Vocabulary, 3). The unit classifiers, on the other hand, designate pieces, shapes, or other units of substances conceived in the mass. The actual meaning of unit classifiers, unless they refer to people (e.g. /néʔ/ and /ɔŋ/), usually has to do with the typical shape of the thing counted.

Some English equivalents of classifiers are the following:

- a) Quantitative type-- a glass of milk, a pound of cheese, a yard of cloth, a spoonful of sugar, a minute of silence, a nickel's worth of candy, an acre of land, a box of matches, a pack of cigarettes.
- b) Unit type-- a grain of sand, a piece of chalk, a sheet of paper, a head of cattle, a loaf of bread, a slice of toast, a stick of chewing-gum.

### 4. Classifiers in Identifying Constructions

Another important use of classifiers, besides counting units and measuring quantities, is in identifying individual members of a large class of objects referred to by the same noun. This construction frequently involves one of the set of four common items called demonstratives:

naa	'which'	niŋ	'the, that'
nih	'this'	nuh	'that, yonder'

#### Examples:

sələk-naa	'which sheet (of paper)'
kuu-nih	'this pair (of shoes)'
ɔŋ-niŋ	'that one (monk)'
khaaŋ-nuh	'the other one (of two)'

Many Cambodian nouns, however, do not have any unit classifier associated with them-- e.g. /khmaw-day/ 'pencil.' When it is necessary to identify a particular member of such a class of objects, there are two possibilities:

- a) The demonstrative can be put directly after the noun:

khmaw-day naaʔ	'which pencil?'
laan nuh	'that car'

- b) When the noun has just been mentioned (by any speaker in the conversation), or is for some reason obvious, the demonstrative is hooked to a prefix /aa-/:

<u>aa</u> naa vɛɛŋ ciaŋʔ	'Which <u>one</u> is longer?'
<u>aa</u> nih thom ciaŋ!	'This <u>one</u> is bigger.'

This prefix /aa-/, which never occurs by itself or with numerals, is thus a classifier substitute, taking the place of the classifier in the identifying construction only. Besides the demonstratives, the second position in the identifying construction can be filled by adjectives as well:

aakhiew thom cian! 'The blue one is bigger.

This pattern is the subject of Drills G, I, and J. In Drills H and K, you will practice the same pattern with real unit classifiers in the place of /aa-/. Note that the classifiers /neʔ/ and /dooŋ/ have special forms, /menéʔ/ and /medooŋ/ respectively, in the identifying construction:

néʔ-naa	'who?'	menéʔ-naa	'which one (person)?'
pil néʔ	'two people'	menéʔ-nuh	'that one (person)'
pil dooŋ	'twice'	medooŋ-nih	'this time'

#### NEW VOCABULARY (including some old words)

##### 1. Nouns

kəlaeŋ (kəŋlaeŋ)	space, room
səbot (səmbot)	ticket, letter
kòap (króp)	bullet
luy	money
sac	meat
sac-koo	beef
sbaek-cəeŋ	shoes
paom	apples
byeε (byéa)	beer
kədah (krədaah)	paper, bank-note
səmley	cotton
thmoo	stone
pəaʔ (praʔ)	silver, money
mleh	gold
spian	bridge
atiah-phlœeŋ	railroad
outoray	diesel train
tehian	military
sivil	civilian

##### 2. Verbs and Adjectives

chloœŋ	to cross
caʔ thnam	to inject (medicine)
cóp	firm, durable
phoy	unstable, flimsy
pəkaε (pukaε)	skillful, clever
sàal (sraal)	light (in weight)

akòʔ (aakrəʔ)	bad
sdaəŋ	thin
cah	old
pif	full (said of things)
oʔaət	full (said of people)

### 3. Classifiers

#### a) Containers

kaəw	glass
pəeŋ	cup
dəop	bottle
caan	dish
sàom (sraom)	envelope
sepia (slaap-pria)	spoonful
laan	carful
kpai	boatful
kpai-hoh	planeful
thuj	basket
pəʔop (prəʔop)	box
kəcəp (kəfəcəp)	pack

#### b) Measures

kelou (kilou)	kilo (-gram, -meter)
met (maət)	meter
kraam	gram
liit	litre
riel	riel, piastre
menut, niatii	minute
maoŋ	hour, o'clock
thəy	day
atit	week
khæ	month
chnam	year
dəoŋ	time (instance)

#### c) Unit Classifiers

néʔ	person
oŋ	revered person
kòm (krom)	group
kuu	a pair
khaaŋ	one of a pair

selek (sɔnlɛk)	sheet, slice
chbap	copy
kòap (króp)	pill, grain
mat	mouthful

ClassifierUsed for (Examples)

né?	kruu, tɛhian	teacher, soldier
ɔŋ	look sɔŋ	monk
kòm	krom phleɛŋ	orchestra
kuu	sbaɛk-cɛɛŋ	shoes
khaaŋ	sbaɛk, lɛc, kaet	shoes, west, east
selek	kɛdah	paper
chbap	mee-rien	lesson
kòap	baay, thnam	rice, medicine
mat	piá?	word

## DRILLS

Drill A. Response: Positive.

MODEL: <u>Teacher:</u> ɔh kɛlaɛŋ haey-iniw?	Is the space all used up?
<u>Student:</u> baat, ɔh kɛlaɛŋ' eh.	Yes, it's all used up.
1. ɔh sɛbot haey-iniw? baat, ɔh sɛbot' eh.	Are the tickets all gone? Yes, they're all gone.
2. ɔh baay haey' iniw? baat, ɔh baay' eh.	Is the rice all gone? Yes, it's all gone.
3. ɔh kòap haey-iniw? baat, ɔh kòap' eh.	Are the bullets all gone? Yes, they're all gone?
4. ɔh luy haey-iniw? baat, ɔh luy' eh.	Are (you) out of money? Yes, (I'm) all out.
5. ɔh sac haey-iniw? baat, ɔh sac' eh.	Is the meat all gone? Yes, it's all gone.
6. ɔh menuh haey-iniw? baat, ɔh menuh' eh.	Is that the last of the people? Yes, that's the last of them.

Drill B. Response: Negative.

- MODEL: Teacher: oh kelaex haey-iniw? Is the space all used up?  
Student: baat, m-tón oh kelaex' teh! No, it isn't used up yet.
1. oh sebot haey-iniw? Are the tickets all gone?  
 baat, m-tón oh sebot' teh! No, they aren't all gone yet.
  2. oh baay haey-iniw? Is the rice all gone?  
 baat, m-tón oh baay' teh! No, there is still some left.
  3. oh kòap haey-iniw? Are the bullets all gone?  
 baat, m-tón oh kòap' teh! No, they aren't all gone yet.
  4. oh luy haey-iniw? Are (you) out of money?  
 baat, m-tón oh luy' teh! No, (I) still have some left.
  5. oh sac haey-iniw? Is the meat all gone?  
 baat, m-tón oh sac' teh! No, it's not all gone yet.
  6. oh menuh haey-iniw? Is that the last of the people?  
 baat, m-tón oh menuh' teh! No, that isn't the last of them yet.

Drill C. Response

- MODEL: Teacher: aoy sac-koo khfiom bey Can I have three kilos of  
kelou' moh. (me-kelou) beef? (one kilo)  
Student: baat, khfiom niw mian te Well, I only have one kilo  
me-kelou' teh! left.
1. aoy sac-koo khfiom me-kelou' teh! Let me have a kilo of beef?  
(kelah kelou) (half a kilo)  
baat, khfiom niw mian te kelah Well, I only have half a kilo  
kelou' teh! left.
  2. aoy sbaek-ceex khfiom bey kuu' Can you give me three pairs of  
moh. (mekuu) shoes? (one pair)  
baat, khfiom niw mian te mekuu' teh! Well, I only have one pair left.
  3. aoy sephiw khfiom bey' moh. Let me have three of the books?  
(muoy) (one)  
baat, khfiom niw mian te muoy' teh! Well, I only have one left.
  4. aoy paom khfiom pèam kelou' moh. Could I have five kilos of apples?  
(pii kelou) (two kilos)  
baat, khfiom niw mian te pii Well, I only have two kilos left.  
kelou' teh!
  5. aoy luy khfiom mepón' moh. Can you let me have a thousand  
(pèam róoy) (riels)? (500)  
baat, khfiom niw mian te pèam Well, I only have five hundred  
róoy' teh! left.

- |   |   |
|---|---|
| <p>6. aoy byee khñom buon doop' moh.<br/>(bey doop)<br/>baat, khñom nıw mian te bey<br/>doop' teh!</p>  | <p>Give me four bottles of beer?<br/>(three bottles)<br/>Well, I only have three left.</p>      |
| <p>7. aoy kedah khñom bey selek' moh.<br/>(me-selek)<br/>baat, khñom nıw mian te me-selek'<br/>teh!</p> | <p>Let me have three sheets of paper?<br/>(one sheet)<br/>Well, I only have one sheet left.</p> |

Drill D. Transformation

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: khñom tẽw-kaa sac-koo<br/>me-kelou!<br/><u>Student</u>: aoy sac-koo khñom<br/>me-kelou' moh.</p> | <p>I want a kilo of beef.<br/>Give me a kilo of beef.</p>             |
| <p>1. khñom tẽw-kaa sbaek-ceej mekuu!<br/>aoy sbaek-ceej khñom mekuu' moh.</p>   | <p>I want a pair of shoes.<br/>Give me a pair of shoes.</p>           |
| <p>2. khñom tẽw-kaa sephıw bey!<br/>aoy sephıw khñom bey' moh.</p>   | <p>I want three books.<br/>Give me three books.</p>                   |
| <p>3. khñom tẽw-kaa paom pẽam kelou!<br/>aoy paom khñom pẽam kelou' moh.</p>   | <p>I want five kilos of apples.<br/>Give me five kilos of apples.</p> |
| <p>4. khñom tẽw-kaa luy mepon riel!<br/>aoy luy khñom mepon riel' moh.</p>   | <p>I want a thousand riels.<br/>Give me a thousand riels.</p>         |
| <p>5. khñom tẽw-kaa byee buon doop!<br/>aoy byee khñom buon doop' moh.</p>   | <p>I want four bottles of beer.<br/>Give me four bottles of beer.</p> |
| <p>6. khñom tẽw-kaa kedah pii selek!<br/>aoy kedah khñom pii selek' moh.</p>   | <p>I want two sheets of paper.<br/>Give me two sheets of paper.</p>   |

Drill E. Response.

- |   |  |
|---|--|
| <p>MODEL: <u>Teacher</u>: mun-n slie?-pe? yeey<br/>tẽw thee ey? (quut tik)<br/><u>Teacher</u>: mun-n slie?-pe? yeey<br/>tẽw quut tik.</p> | <p>What must we do before<br/>getting dressed? (bathe)<br/>Before getting dressed we<br/>must bathe.</p>                                     |
| <p>1. mun-n coul sok siem look tẽw<br/>thee ey? (dae chlœy spian muoy)<br/>mun-n coul sok siem look tẽw dae<br/>chlœy spian muoy.</p>     | <p>What must he do before entering<br/>Thailand? (walk across a bridge)<br/>In order to enter Thailand he must<br/>walk across a bridge.</p> |



- |   |  |
|---|--|
| 2. mun-n fiam baay look t̀ew thee ey?<br>(liang day)<br>mun-n fiam baay look t̀ew liang day.              | What should he do before eating?<br>(wash hands)<br>Before eating he should wash his hands.                            |
| 3. mun-n tiw hien look t̀ew thee ey?<br>(tiw psaa)<br>mun-n tiw hien look t̀ew tiw psaa.                  | Before studying what must he do?<br>(go to market)<br>Before studying he must go to the market.                        |
| 4. mun-n lup muk look t̀ew thee ey?<br>(doh thmifñ)<br>mun-n lup muk look t̀ew doh thmifñ.                | What should he do before washing his face? (brush teeth)<br>He should brush his teeth before washing his face.         |
| 5. mun-n ceñ tiw sòk k̀eaw look t̀ew thee ey? (ca? thnam)<br>mun-n ceñ tiw sòk k̀eaw look t̀ew ca? thnam. | What does he have to do before going abroad? (get shots)<br>Before going abroad he has to get shots.                   |
| 6. mun-n coul meel kon look t̀ew thee ey? (tiñ s̀ebot)<br>mun-n coul meel kon look t̀ew tiñ s̀ebot.       | What must he do before going in to see the show? (buy tickets)<br>He must buy tickets before going in to see the show. |
| 7. mun-n niyiey look t̀ew thee ey? (kit)<br>mun-n niyiey look t̀ew kit.                                   | Before speaking, what should he do? (think)<br>Before speaking, he should think.                                       |

Drill F. Response.

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|--|--|
| MODEL: <u>Teacher</u> : pemaan kelou tiet dol?<br>(pmmuoy)           | How many more kilometers till (we) get there? (6)                                    |
| <u>Student</u> : pmmuoy kelou tiet dol' eh.                          | Six more kilometers.   |
| 1. pemaan menut tiet c̀op?<br>(mephey)<br>mepey menut tiet c̀op' eh. | How many more minutes till it's over? (20)<br>It'll be over in twenty minutes.       |
| 2. pemaan thray tiet haey?<br>(bey)<br>bey thray tiet haey' eh.      | How many more days before it's over? (3)<br>Three more days.                         |
| 3. pemaan né? tiet krup?<br>(pram)<br>pram né? tiet krup' eh.        | How many more people still to come? (5)<br>Five more people and they'll all be here. |

- |   |  |
|---|--|
| 4. pemaan liit tiet piñ?<br>(dop)<br>dop liit tiet piñ' eh.                   | How many more litres before it's<br>full? (10)<br>Ten more litres.                 |
| 5. pemaan caan tiet c'aet?<br>(pii)<br>pii caan tiet c'aet' eh.               | How many more bowls before you're<br>full? (2)<br>Two more bowls.                  |
| 6. pemaan khæ tiet kót m'oo viñ?<br>(buon)<br>buon khæ tiet kót m'oo viñ' eh. | How many more months before he'll<br>be back? (4)<br>He'll be back in four months. |

Drill G. Response.

- |  |  |
|--|--|
| MODEL: <u>Teacher:</u> aakehoom hæy-ŋ aakhiew,<br>aanaa thom ciaŋ? (aakhiew)     | Which is bigger, the red one<br>or the blue one? (blue one)  |
| <u>Student:</u> aakhiew thom ciaŋ!   | The blue one is bigger.  |
| 1. outoray niŋ atiah-phleəŋ, aanaa<br>lien ciaŋ? (outoray)<br>outoray lien ciaŋ! | Which is faster, the diesel or<br>the steam train? (diesel)<br>The diesel is faster.                   |
| 2. p'ea? hæy-ŋ mieh, aanaa thlay<br>ciaŋ? (mieh)<br>mieh thlay ciaŋ!             | Which costs more, silver or gold?<br>(gold)<br>Gold costs more.  |
| 3. kadiyé? hæy-ŋ liŋkon, aanaa<br>l'oo ciaŋ? (liŋkon)<br>liŋkon l'oo ciaŋ!       | Which is better, a Cadillac or a<br>Lincoln? (Lincoln)<br>A Lincoln is better.                         |
| 4. somley hæy-ŋ thmoo, aanaa thŋún<br>ciaŋ? (thmoo)<br>thmoo thŋún ciaŋ!         | Which is heavier, cotton or stone?<br>(stone)<br>Stone is heavier.                                     |
| 5. aatouc hæy-ŋ aathom, aanaa l'oo<br>ciaŋ? (aatouc)<br>aatouc l'oo ciaŋ!        | Which is better, the little one or<br>the big one?<br>The little one is better.                        |
| 6. aasoo hæy-ŋ aakhmaw, aanaa cóp<br>ciaŋ? (aasoo)<br>aasoo cóp ciaŋ!            | Which is more durable, the white one<br>or the big one? (little one)<br>The white one is more durable. |
| 7. meməin hæy-ŋ mesaen, aanaa c'əen<br>ciaŋ? (mesaen)<br>mesaen c'əen ciaŋ!      | Which is more, 10,000 or 100,000?<br>(100,000)<br>100,000 is more.                                     |



2. mieh thlay cian pèa?!  
mieh hæy-nq pèa?, aanaa thlay  
cian?
3. liṅkon lʔoo cian kadyé?!  
liṅkon hæy-nq kadyé?, aanaa  
lʔoo cian?
4. thmoo thṅún cian sòmley!  
thmoo hæy-nq sòmley, aanaa  
thṅún cian?
5. aatouc lʔoo cian aathom!  
aatouc hæy-nq aathom, aanaa  
lʔoo cian?
6. aasoo cóp cian aakhmaw!  
aasoo hæy-nq aakhmaw, aanaa  
cóp cian?
7. mèsæen cèen cian mèmèin!  
mèsæen hæy-nq mèmèin, aanaa  
cèen cian?
- Gold is worth more than silver.  
Which is worth more, gold or  
silver?
- Lincolns are better than Cadillacs.  
Which are better, Lincolns or  
Cadillacs?
- Stone is heavier than cotton.  
Which is heavier, stone or cotton?
- The little one is better than the  
big one.  
Which is better, the little one  
or the big one?
- The white one is firmer than the  
black one.  
Which is firmer, the white one or  
the black one?
- 100,000 is more than 10,000.  
Which is more, 100,000 or 10,000?

Drill J. Transformation.

- MODEL: Teacher: aakhiew thom cian  
aakèhoom! (touc)  
Student: aakèhoom touc cian  
aakhiew!
- The blue one is bigger than  
the red one. (smaller)  
The red one is smaller than  
the blue one.
1. outoray lièn cian atiah-phlèeṅ!  
(yit)  
atiah-phlèeṅ yit cian outoray!
- The diesel is faster than the  
steam train. (slower)  
The steam train is slower than  
the diesel.
2. mieh thlay cian pèa?!  
(thaok)  
pèa? thaok cian mieh!
- Gold is more expensive than silver.  
(cheaper)  
Silver is cheaper than gold.
3. kadyé? thaok cian liṅkon!  
(thlay)  
liṅkon thlay cian kadyé?!
- Cadillacs are cheaper than Lincolns.  
(more expensive)  
Lincolns are more expensive than  
Cadillacs.



## UNIT 39

## BASIC DIALOGUE

- |  |               |   |
|--|---------------|---|
|  | <u>Driver</u> |   |
| 1. laan khñom m cheh, pəhaɛl əh akuy' əh.                                    |               | My car won't start-- the battery must be run down.  |
|  | <u>Friend</u> |   |
| 2. mɛc baan-tə look thaa ñcəŋ?   |               | Why do you say that?  |
|  | <u>Driver</u> |   |
| 3. baan-tə khñom thaa ñcəŋ, púh faa m cheh,, siflee m lɪɪ,, raadyou m cheh.. |               | The reason I say that is because the lights won't go on, the horn won't sound, and the radio won't go on. |
|  | <u>Friend</u> |   |
| 4. ñcəŋ pəhaɛl əh akuy mɛɛn' əh.   |               | Then I guess it really is run down.   |
|  | <u>Driver</u> |   |
| 5. nih' ə, laan khñom' ə.  |               | Here's my car.  |
|  | <u>Friend</u> |   |
| 6. mɛɛl deemareɪ' mɛɛh.  |               | Try the starter once.   |
| 7. m cheh' teh! tól-tə róc cian' əh.   |               | It doesn't start. Have to find a mechanic (before it will).   |
|  | <u>Driver</u> |   |
| 8. coh teróc cian' inaa' tɪw?  |               | Well where can we find a mechanic?  |
|  | <u>Friend</u> |   |
| 9. baat, mian garaah muoy nɪw cit vót peloom.                                |               | There's a garage near Wat Pralome.  |
|  | <u>Driver</u> |   |
| 10. coh haw kee móo pəcheh mɛphlɛɛt, baan' teh?                              |               | Could we ask them to come and start it up?  |
|  | <u>Friend</u> |   |
| 11. mian ey?   |               | Sure, why not.  |
|  | <u>Driver</u> |   |
| 12. kee yóc pəmaan' tɪw.   |               | How much will they charge for it?   |
|  | <u>Friend</u> |   |
| 13. baat, thómɛdaa mɛrócɔy haasɛp'm.   |               | Normally it's a hundred and fifty.  |



- C, D. 3. baan-te khñom thaa ñeəj, púh faa m cheh!  
 'The reason I say that is because the lights won't go on.'

Two conjunctions, one in each clause, closely related in meaning. This example represents the most tightly-knit type of two-clause construction. Note also that there is no /teh/ at the end of the second clause.

- E, F, I. 7. m cheh' teh! tól-te róo cíaŋ' eh.  
 'It won't start unless we find a mechanic!  
 (It won't start-- we'll have to find a mechanic.)

The conjunction /tól-te/ (/tól-tae/) in the second clause makes the only connection.

- F. (Student's response)

khñom pah' eh, níw-te m təj.  
 'I patched (the tire) already, (but) it's still not full.

Opposition of the antonyms /eh/ (/haey/) 'already' at the end of the first clause with /níw-te/ (/níw-tae/) 'still' at the beginning of the second clause makes the connection, although neither item is a conjunction.

- G. (Student's response)

coh, oy kee mepah, kee yóo pemaan' tíw?  
 'Well the, if they come patch it up, how much will they charge?'  
 (How much will it cost to have them come patch it up?)

Here, /oy/ is not a conjunction, in the strictest sense, but has the force of one in connection with the intonation linkage of the two clauses. Note the two possibilities of translation into English.

- J. (Student's response)

laan khñom douc-cia oh akuy' eh, baan-cia m cheh'ŋ.  
 'My car must have a run-down battery so that  
 (as a result of which) it doesn't start!'

The combination of pre-verbal /douc-cia/ 'apparently' and the conjunction /baan-cia/ gives almost the reverse image of the combination /baan-te/ and /puh/ which you encountered in Drills C and D.



NEW VOCABULARY: Automobile TermsNouns

laan	car, spring (watch)
motou	motorbike; motor
koŋ	bicycle; wheel
sikhlou	cyclo, pedicab
masin (masiin)	engine, machine
sikhlou masin	motor-cyclo
raadyou	radio
nialikaa	watch, clock
garaah (garaaž)	garage
phleəŋ	fire, electricity
akuy (aakuy)	electricity
thuŋ	tank, bucket
thuŋ tik	radiator
thuŋ akuy, akuy	battery (car)
pil (piil)	battery (small)
faa	lamp, headlight
siflee (saphlee)	horn
deemareə	starter
konta?	contact, ignition
freŋ (fraŋ)	brakes
ambreyaah	clutch
pil day	flashlight
freŋ day	hand-brake
freŋ cəəŋ	foot-brake
pəəŋ (preəŋ)	petroleum, oil
pəəŋ saŋ, saŋ	gasoline
ciaŋ	artisan, mechanic (expert with hands)

Verbs and Adjectives

baek laan	drive a car
oh	out of, used up, run down
sop koŋ	inflate a tire
thé? sikhlou	peddle a cyclo
pdou	to exchange
pdou masin	change engines
pelut (póolut)	to disconnect
pelut masin	turn off the motor

thəe laeŋ thmey	to repair (general)
chəh	to burn, light, go on
pəchəh (boŋchəh)	to (cause to) burn, etc.
pah kəŋ	patch a tire
bmpifñ (bompifñ)	to fill up
šaažee	to charge (electricity)
teŋ	firm, full, inflated
phlii	bright, lit up
lii	loud, to sound
sùol (sruol)	easy, smooth
baək kəntaʔ	turn on ignition
théʔ frəŋ	step on the brakes
khouc	broken, lost, not operating
baək	broken, smashed, punctured
dae	to run, operate right
dac	broken by separation
thaem	to add
ruñ	to pull
teeŋ	to push
tíw muk	to go forward
thəoy kəoy (kraoy)	to back up

## DRILLS

Drill A. Substitution

- |   |  |
|---|--|
| 1. laan khñom m chəh' teh,<br>pəhael khouc' eh.             | My car won't start-- it must be<br>broken.                           |
| 2. laan khñom m chəh' teh,<br>pəhael <u>oh akuy'</u> eh.    | My car won't start-- <u>the battery</u><br>must be <u>run down</u> . |
| 3. <u>motou</u> khñom m chəh' teh,<br>pəhael oh akuy' eh.   | My <u>motorbike</u> won't start-- the<br>battery must be run down.   |
| 4. motou khñom m chəh' teh,<br>pəhael <u>oh saŋ'</u> eh.    | My motorbike won't start-- it<br>must be <u>out of gas</u> .         |
| 5. motou khñom m <u>tíw muk'</u> teh,<br>pəhael oh saŋ' eh. | My motorbike won't <u>go forward</u> --<br>it must be out of gas.    |
| 6. <u>laan</u> khñom m tíw muk' teh,<br>pəhael oh saŋ' eh.  | My <u>car</u> won't go forward-- it must<br>be out of gas.           |

7. laan khñom m tiw muk' teh,  
pehael khouc' eh.

My car won't go forward-- it  
must be broken.

8. laan khñom m cheh' teh,  
pehael khouc' eh.

My car won't start-- it must be  
broken.

Drill B. Response

MODEL: Teacher: laan khñom m cheh!  
(oh akuy)

My car won't start.  
(battery run down)

Student: laan khñom m cheh,  
pehael oh akuy' eh.

My car won't start-- the  
battery must be run down.

1. laan khñom m tiw muk!  
(oh saŋ)  
laan khñom m tiw muk, pehael  
oh saŋ' eh.

My car won't go forward.  
(out of gas)  
My car won't go forward-- it must  
be out of gas.

2. raadyou khñom m cheh!  
(oh pil)  
raadyou khñom m cheh, pehael  
oh pil' eh.

My radio won't come on.  
(battery dead)  
My radio won't come on-- the  
battery must be dead.

3. koŋ laan khñom m teŋ!  
(baek)  
koŋ laan khñom m teŋ, pehael  
baek' eh.

My car-tire isn't inflated.  
(punctured)  
My tire is low-- it must be  
punctured.

4. faa khñom m phlii!  
(dac)  
faa khñom m phlii, pehael  
dac' eh.

My headlights don't go on.  
(disconnected)  
My headlights don't go on-- they  
must be disconnected.

5. siflee khñom m lii! (oh phleəŋ)  
siflee khñom m lii, pehael oh  
phleəŋ' eh.

My horn doesn't sound. (no juice)  
My horn doesn't sound-- it must  
not be getting any juice.

6. nialikaa khñom m dae!  
(oh laan)  
nialikaa khñom m dae, pehael  
oh laan' eh.

My watch won't run.  
(spring worn out)  
My watch won't run-- the spring  
must be worn out.

Drill C. Transformation

- MODEL: Teacher: laan khñom oh akuy' eh. My car's battery is run down.  
(m chəh) (won't start)  
Student: baan-tə khñom thaa ficej, The reason I say that is  
púh via m chəh! that it won't start.
1. laan khñom oh saŋ' eh. My car's out of gas.  
(m tiw muk) (won't go forward)  
baan-tə khñom thaa ficej, púh The reason I say that is that  
via m tiw muk! it won't go forward.
2. raadyou khñom oh pil' eh. My radio battery is run down.  
(m chəh) (won't come on)  
baan-tə khñom thaa ficej, púh The reason I say that is that  
via m chəh! it won't come on.
3. kəŋ laan khñom bæk' eh. My car-tire is punctured.  
(m təŋ) (not inflated)  
baan-tə khñom thaa ficej, púh The reason I say that is that  
via m təŋ! it's not inflated.
4. faa khñom dac' eh. My lights are broken.  
(m phlii) (won't go on)  
baan-tə khñom thaa ficej, púh The reason I say that is that  
via m phlii! they won't go on.
5. nialikaa khñom oh laan' eh. My watch-spring is worn out.  
(m daə) (won't run)  
baan-tə khñom thaa ficej, púh The reason I say that is that  
via m daə! it won't run.

Drill D. Transformation and Response

- MODEL: Teacher: laan khñom oh akuy' eh. My car's battery is run down.  
(m chəh) (won't start)  
baan-tə khñom thaa ficej, The reason I say that is that  
púh via m chəh! it won't start.
- Student: ficej pehael oh akuy Then it really must be run  
meen' eh. down.
1. laan khñom oh saŋ' eh. My car's out of gas.  
(m tiw muk) (won't go forward)  
baan-tə khñom thaa ficej, púh via The reason I say that is that it  
m tiw muk! won't go forward.  
ficej pehael oh saŋ meen' eh. Then it really must be out of gas.

2. raadyou khñom oh pil' eh.  
(m chəh)  
baan-te khñom thaa ficej, púh  
via m chəh!  
ficej pehael oh pil meen' eh.  
My radio battery is run down.  
(won't come on)  
The reason I say that is that it  
won't come on.  
Then it really must be run down.
3. korj laan khñom baek' eh.  
(m təj)  
baan-te khñom thaa ficej? púh  
via m təj!  
ficej pehael baek meen' eh.  
My car-tire is punctured.  
(not inflated)  
The reason I say that is that  
it's not inflate.  
Then it really must be punctured.
4. faa khñom dac' eh. (m phlii)  
baan-te khñom thaa ficej, púh  
via m phlii!  
ficej pehael dac meen' eh.  
My lights are broken. (won't go on)  
The reason I say that is that  
they won't go on.  
Then it really must be broken.
5. nialikaa khñom oh laan' eh.  
(m dae)  
baan-te khñom thaa ficej, púh  
via m dae!  
ficej pehael oh laan meen' eh.  
My watch-spring is worn out.  
(won't run)  
The reason I say that is that  
it won't run.  
Then the spring really must be  
worn out.

Drill E. Response

- MODEL: Teacher: m chəh' teh!  
(róo ciaj)  
Student: baat, pehael m chəh'  
teh, tól-te róo  
ciaj' eh.  
It won't start.  
(find a mechanic)  
It won't start unless we  
find a mechanic.
1. m təj' teh! (pah)  
baat, pehael m təj' teh,  
tól-te pah' eh.  
It won't inflate. (patch it)  
It won't inflate until it's  
patched.
2. m sùol' teh! (thaem pèej)  
baat, pehael m sùol' teh, tól-te  
thaem pèej' eh.  
It's not smooth. (add oil)  
It won't be smooth until we add  
oil.
3. m lien' eh! (pdou masin)  
baat, pehael m lien' eh, tól-te  
pdou masin' eh.  
It's not fast. (change engine)  
It won't be fast unless we change  
the engine.
4. m chəh' teh! (šaažee akuy)  
baat, pehael m chəh' teh, tól-te  
šaažee akuy' eh.  
It won't start. (charge the battery)  
It won't start until we charge the  
battery.

5. m tiw' teh! (ruñ)  
 baat, pehael m tiw' teh, tól-te  
 ruñ' eh.  
 It won't go. (push it)  
 It won't go unless we push it.
6. m chup' eh! (pelut masin)  
 baat, pehael m chup' eh, tól-te  
 pelut masin' eh.  
 It won't stop. (turn off engine)  
 It won't stop until you turn off  
 the engine.
7. m cheh' teh! (baek konta?)  
 baat, pehael m cheh' teh, tól-te  
 baek konta?' eh.  
 It won't start. (turn on ignition)  
 It won't start unless you turn  
 on the ignition.

Drill F. Transformation and Response

- MODEL: Teacher: m teq' teh!  
 baat, m teq' teh,  
 tól-te pah' haey.  
Student: baat, khñom pah' eh,  
 niw-te m teq.  
 It won't inflate.  
 It won't inflate until it's  
 patched.  
 Well I patched it, and it  
 still won't inflate.
1. m sùol' eh!  
 baat, m sùol' eh, tól-te thaem  
 pèej' eh.  
 baat, khñom thaem pèej' eh,  
 niw-te m sùol.  
 It doesn't run smooth.  
 It won't run smooth until we  
 add oil.  
 Well, I added oil, and it still  
 doesn't run smooth.
2. m lien' eh!  
 baat, m lien' eh, tól-te  
 pdou masin' eh.  
 baat, khñom pdou masin' eh,  
 niw-te m lien.  
 It won't go fast.  
 It won't go fast unless we change  
 the engine.  
 Well, I changed the engine, and  
 it still won't go fast.
3. m cheh' teh!  
 baat, m cheh' teh, tól-te šaažee  
 akuy' eh.  
 baat, khñom šaažee akuy' eh,  
 niw-te m cheh'ŋ.  
 It won't start.  
 It won't start until the battery  
 is charged.  
 Well, I charged the battery, and  
 it still won't start.
4. m tiw' teh!  
 baat, m tiw' teh, tól-te ruñ' eh.  
 baat, khñom ruñ' eh, niw-te m tiw.  
 It won't go.  
 It won't go unless we push it.  
 Well, I pushed it, and it still  
 won't go.



Drill H. Substitution

- |  |   |
|--|---|
| 1. coh haw kee móo pèchèh mèphléet,<br>baan' eh?             | Well, could we call them to come<br>and start it?                   |
| 2. coh haw kee móo pah mèphléet,<br>baan' eh?                | Well, could we call them to come<br>and <u>patch it</u> ?           |
| 3. <u>ñcəŋ look cuoy</u> pah mèphléet,<br>baan' eh?          | <u>Then could you help me</u> to patch<br>it?                       |
| 4. ñcəŋ look cuoy <u>ruñ</u> mèphléet,<br>baan' eh?          | Then could you help me to <u>push it</u> ?                          |
| 5. ñcəŋ look cuoy <u>pdou masin</u> mèphléet,<br>baan' eh?   | Then could you help me to <u>change</u><br><u>the engine</u> ?      |
| 6. coh haw kee móo pdou masin mèphléet,<br>baan' eh?         | Well, could we call them to come<br><u>and</u> change the engine?   |
| 7. coh haw kee móo <u>thaəm pèəŋ</u><br>mèphléet, baan' eh?  | Well, could we call them to come<br>and <u>add some oil</u> ?       |
| 8. coh haw kee móo <u>šaažee akuy</u><br>mèphléet, baan' eh? | Well, could we call them to come<br>and <u>charge the battery</u> ? |
| 9. coh haw kee móo <u>pèchèh</u> mèphléet,<br>baan' eh?      | Well, could we call them to come<br>and <u>start it</u> ?           |

Drill I. Response.

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : meəl deemareəi' meəh.<br>(m chəh' teh, róo ciaŋ)        | Try the starter once.<br>(won't start, find a mechanic)  |
| <u>Student</u> : m chəh' teh, tól-te róo<br>ciaŋ' eh.                           | It won't start-- we'll have to<br>find a mechanic.   |
| 1. meəl saŋ' meəh.<br>(oh haey, thaəm)<br>oh haey, tól-te thaəm' eh.            | Take a look at the gas.<br>(all gone, add)<br>It's all gone-- we'll have to<br>add some.                   |
| 2. meəl koŋ' meəh.<br>(m təŋ' teh, pah)<br>m təŋ' teh, tól-te pah' eh.          | Take a look at the tire.<br>(not inflated, patch)<br>It's not inflated-- we'll have<br>to patch it.        |
| 3. meəl frəŋ' meəh.<br>(khouc' eh, róo ciaŋ)<br>khouc' eh, tól-te róo ciaŋ' eh. | Try the brakes once.<br>(don't work, call mechanic)<br>They don't work-- we'll have to<br>call a mechanic. |





4. siflee khñom m lli! pəhaɛl  
 cah' haey.  
 siflee khñom douc-cia cah' əh,  
 baan-cia m lli.

My horn isn't loud. It must be  
 old. (wearing out)  
 My horn must be wearing out, and  
 that's why it isn't loud.

5. nialikaa khñom m dae! pəhaɛl  
 əh laan' əh.  
 nialikaa khñom douc-cia əh laan'  
 əh, baan-cia m dae.

My watch doesn't run. The spring  
 must be worn out.  
 My watch-spring must be wearing  
 out, and that's why it doesn't  
 run.

## UNIT 40

## NARRATION

(In literary style)

1. chnam tɿw, khñom baan thvæ dɔmmae cumviñ piiphup look.
2. khñom ceñ pii vaasentaon thɿay tii-muoy, khae viccekaa.
3. pii vaasentaon tɿw ñiw yóok, khñom cih rotiah-phlæŋ.
4. khñom chup niw ñiw yóok methɿay.
5. thɿay bɔntóp, khñom kɔɔ læŋ kpal-hoh chpúh tɿw tii-kroŋ loŋ.

1. Last year, I made a trip around the world.
2. I left Washington on the first of November.
3. From Washington to New York, I rode the train.
4. I stopped over in New York for a day.
5. The next day, I got on the plane for London.

- - - - -

6. kpal-hoh dael khñom cih tɿw loŋ thom nah.
7. kee mian boñcaŋ kon aoy meel phœŋ, niw peel kpal-hoh kompúŋ hoh.
8. tɿw dɔl loŋ, khñom kɔɔ pdou tɿw kpal-hoh muoy tiet rəboh krom-hun ea frœŋ.
9. dɔmmae pii loŋ tɿw parií chap nah. oh peel tæ memaoy tee.

6. The plane that I rode to London was a very big one.
7. They showed movies for us to see, too, while the plane was in flight.
8. On arriving in London, I transferred to another plane belonging to the Air France (Company).
9. The trip from London to Paris was very quick. It took only an hour.

- - - - -

10. bæy thɿay kraoy móo?, khñom trəw thvæ dɔmmae vœŋ nah, kɿi pii parií tɿw phnum piñ.
11. kpal hoh dael khñom cih tɿw phnum piñ chup tæe pii dɔmma? tee, kɿi ataen ha haey-niŋ kaarachii.
12. khñom ɔt mian dou kpal-hoh tee.
13. luh khñom tɿw dɔl poocentœŋ, khñom khmian khœñ né?-naa móo? tetuol khñom tee.
14. doucchneh haey, khñom trəw cih laan chnuol tɿw phnum piñ.
15. luh tɿw dɔl phnum piñ, khñom kɔɔ cih sikhlou tɿw phtéh khñom.

10. Three days later, I had to make a very long journey-- from Paris to Phnom Penh.
11. The plane that I rode to Phnom Penh only made two stops-- at Athens and Karachi.

12. I didn't change planes at all.  
 13. When I arrived at Pochentong (Airport), I didn't see anyone there to meet me.  
 14. So I had to ride the bus into Phnom Penh.  
 15. When I got into Phnom Penh, I took a cyclo to my house.

- - - - -

16. khñom chup leej niw phnum piñ cian pii aatit.  
 17. khñom cap thvæ dæmnae móo? saha?rót amerik viñ thvaj tii-mæphey, khæ dædæel.  
 18. khñom chup niw hoq-koq pii thvaj, hæy-niq niw havay bey thvaj.  
 19. khñom móo? dol vaasentaon thvaj mæphey-prambuon, khæ viccekaa.  
 20. khñom coh niw vial kpal-hoh dulles.  
 21. vial kpal-hoh nih l'oo nah, hæy taam khñom smaan, cia vial kpal-hoh  
 l'oo cian kee khnoq piiphup look.  
 22. nih cia dæmnae muoy ræbæh khñom, dæel khñom min aac bomphlic baan.

16. I stayde in Phnom Pen for more than two weeks.  
 17. I began the trip back to the United States on the 20th of the same month.  
 18. I stopped over in Hong Kong for two days, and in Hawaii for three days.  
 19. I arrived in Washington on the 29th of November.  
 20. I got off at Dulles Airport.  
 21. This airport is a very beautiful one-- in my opinion, the most beautiful  
 one in the world.  
 22. This was one trip of mine that I am not likely to be able to forget.

NOTE: Question-Words and Conjunctions

In this unit we review the subject of question-words (interrogative words), conjunctions, and their relationship with each other. Read the original note on question-words in Unit 16, the special treatment of /naa/ in Unit 27, and of /naa/ as a demonstrative in Unit 38 (Note 3). Review the discussion of time-words (Unit 30) and conjunctions (Unit 32).

Question-words frequently enter into constructions with negatives, with the English translation nearly always being 'nothing, nowhere, nobody,' etc. Similarly, when question-words precede certain conjunctions, especially /koo/, the effect is 'anything, anywhere, anybody.' Examples of both kinds of construction:

Negatives: m ey' teh! (min ey tee.)  
 'It's nothing. (Never mind. Don't mention it.)

khmian nænna niw phtéh' teh!  
 'There was nobody at home.'

min-ce lien pemaan' teh!  
 'It's to no extent fast. (It's not very fast at all.)

they m mian?  
 'Of course there are some. (Why wouldn't there be any?)

Conjunctions: theə ɛy kə baan' daɛ.

'(You) can do anything (you like).'

nənaa kə baan.

'Anybody will do.'

look cəŋ tiw naa, kee kə naɛ-nóm look.

'Anywhere you want to go, they'll advise you about it.'

Note, however, that when the question intonation occurs on the end of the sentence, the whole sentence is a question, even when a conjunction is present (question-word and conjunction underlined in the examples):

mɛc baan-tə look thaa ficeŋ?

'Why do you say a thing like that?'

ponmaan maŋ baan dɔl?

'How long does it take to get there?'

The four basic question-words in Cambodian, /ɛy, naa, pəmaan, mɛc/, all occur both alone and in compounds and derivatives. Following is a summary of the question-words, with English meanings given to cover cases like the above for the four main items, and the principal derivatives also listed.

1. ɛy (ɔvɛy) 'what, something, anything, nothing'
 

sʔɛy (cia-ɛy)	'what'	mian ɛy	'sure, why not'
they (theə-ɛy)	'why'		
  
2. naa 'where, somewhere, anywhere, nowhere; which, either, neither'
 

inaa (aɛnaa)	'where'	nənaa (néʔ-naa)	'who'
yaŋ-naa	'how, what kind'	kaalnaa	'when'
tənaa (tiw naa)	'where to'	ŋkaal	'when'
  
3. pəmaan (ponmaan) 'how many, how much, any amount, some amount, none'
 

tii-pəmaan (tii-ponmaan)	'which in a series'
--------------------------	---------------------
  
4. mɛc (mədɛc) 'how, why, somehow, anyhow, any way, no way'
 

yaŋ-mɛc	'how'	thaa mɛc	'in what words'
mɛc baan-tə	'why, how come'		
(mɛc baan-cia)			

NEW VOCABULARY: Months

Names for the months of the year in Cambodian exist in three varieties: 1) numbering systems, 2) names derived from the French names for months, and 3) official names for the months, ultimately derived from Sanskrit and Pali names. The first two kinds of names are subject to considerable variation--the numbering systems start at different points of departure (not always in January, and not always on the first day of the Western calendar), and the French names vary widely in pronunciation, depending mainly on how well the speaker knows French and who he first learned the names from. The official names of months are more stable, both as to reference and pronunciation, but they have only recently been introduced and at present there are still many Cambodian speakers who have never heard of them.

The official names, with current standard pronunciation, are listed below.

mé'kəraa	January	kakkədaa	July
komphe'	February	seyhaa	August
minaa (mi'nia)	March	kañña	September
meesaa	April	tollaa (to'laa)	October
ohsephia	May	viccəkaa	November
mitthonaa	June	thnuu	December

## DRILLS

Drill A. Substitution

- |   |  |
|---|--|
| 1. chnam tɿw, khñom baan theə dɔmnae<br>cumviñ piiphup look!        | Last year I took a trip around<br>the world.               |
| 2. chnam tɿw, khñom baan theə dɔmnae<br><u>tɿw pèy-ŋkóo!</u>        | Last year I took a trip <u>to</u><br><u>Saigon.</u>        |
| 3. chnam tɿw, khñom baan <u>cuun kee</u><br>tɿw pèy-ŋkóo!           | Last year I <u>took them</u> to Saigon.                    |
| 4. chnam tɿw, <u>look baan</u> cuun kee<br>tɿw pèy-ŋkóo!            | Last year <u>you</u> took them to Saigon.                  |
| 5. chnam tɿw, look baan <u>theə dɔmnae</u><br>tɿw pèy-ŋkóo!         | Last year you <u>took a trip to</u><br>Saigon.             |
| 6. chnam tɿw, <u>khñom baan</u> theə dɔmnae<br>tɿw pèy-ŋkóo!        | Last year <u>I</u> took a trip to Saigon.                  |
| 7. chnam tɿw, khñom baan theə dɔmnae<br><u>cumviñ piiphup look!</u> | Last year I took a trip <u>around</u><br><u>the world.</u> |



- |  |  |
|--|--|
| 3. khñom ceñ pii vaasentaon méné<br>aexj!<br>look ceñ pii vaasentaon cəmuoy<br>nənaa?                        | I left Washington alone.<br><br>Who did you leave Washington<br>with?            |
| 4. khñom ceñ pii vaasentaon taam<br>atiah-phleexj!<br>look ceñ pii vaasentaon taam ey?                       | I left Washington by train.<br><br>How (by what) did you leave<br>Washington?    |
| 5. khñom ceñ pii vaasentaon taam<br>phlew leek saesəp!<br>look ceñ pii vaasentaon taam phlew<br>leek pəmaan? | I left Washington by Route 40.<br><br>By what route did you leave<br>Washington? |

Drill D. Substitution

- |   |  |
|---|--|
| 1. khñom ceñ pii vaasentaon thəy<br>tii-muoy, khaε viccəkkaa!         | I left Washington on the first<br>of November.         |
| 2. khñom ceñ pii <u>ñiw yóok</u> thəy<br>tii-muoy, khaε viccəkkaa!    | I left <u>New York</u> on the first of<br>November.    |
| 3. <u>look</u> ceñ pii vaasentaon thəy<br>tii-muoy, khaε viccəkkaa!   | <u>You</u> left New York on the first<br>of November.  |
| 4. look ceñ pii ñiw yóok thəy<br>tii-muoy, khaε <u>thnuu!</u>         | You left New York on the first<br>of <u>December</u> . |
| 5. look ceñ pii ñiw yóok thəy<br><u>tii-pram</u> , khaε thnuu!        | You left New York on the <u>fifth</u><br>of December.  |
| 6. <u>khñom</u> ceñ pii ñiw yóok thəy<br>tii-pram, khaε thnuu!        | <u>I</u> left New York on the fifth of<br>December.    |
| 7. khñom ceñ pii ñiw yóok thəy<br>tii-pram, khaε <u>viccəkkaa!</u>    | I left New York on the fifth of<br><u>November</u> .   |
| 8. khñom ceñ pii <u>vaasentaon</u> thəy<br>tii-pram, khaε viccəkkaa!  | I left <u>Washington</u> on the fifth<br>of November.  |
| 9. khñom ceñ pii vaasentaon thəy<br><u>tii-muoy</u> , khaε viccəkkaa! | I left Washington on the <u>first</u><br>of November.  |





- |  |   |
|--|---|
| 7. atiah-phleəŋ daəl khñom cih tɨw loŋ, <u>vɛəŋ</u> ' nah. | The train that I took to London was a very <u>long</u> one. |
| 8. atiah-phleəŋ daəl khñom cih tɨw loŋ, <u>liən</u> ' nah. | The train that I took to London was a very <u>fast</u> one. |
| 9. <u>kpal-hoh</u> daəl khñom cih tɨw loŋ, liən' nah.      | The <u>plane</u> that I took to London was a very fast one. |
| 10. kpal-hoh daəl khñom cih tɨw loŋ, <u>thom</u> ' nah.    | The plane that I took to London was a very <u>big</u> one.  |

Drill G. Response

- |  |  |
|--|--|
| MODEL: <u>Teacher</u> : kee thee əy nɨw peel kpal-hoh kəpúŋ hoh?<br>(pəcaŋ kon)  | What do they do while the plane is in flight?<br>(show movies)   |
| <u>Student</u> : kee pəcaŋ kon nɨw peel kpal-hoh kəpúŋ hoh!  | They show movies while the plane is in flight.   |
| 1. khñom thee əy nɨw peel kpal-hoh kəpúŋ hoh? (keəŋ)<br>khñom keəŋ nɨw peel kpal-hoh kəpúŋ hoh!                                      | What do I do while the plane is in flight? (sleep)<br>I sleep while the plane is in flight.  |
| 2. khñom thee əy nɨw peel look kəpúŋ ñam baay? (telefoun)<br>khñom telefoun nɨw peel look kəpúŋ ñam baay!                            | What do I do while you're eating? (telephone)<br>I telephone while you're eating.  |
| 3. sərəet thee əy nɨw peel khñom kəpúŋ rien? (ŋuut tɨk)<br>sərəet ŋuut tɨk nɨw peel khñom kəpúŋ rien!                                | What does Sareth do while I'm studying? (take a shower)<br>Sareth takes a shower while I'm studying.   |
| 4. koun səh thee əy nɨw peel kruu boŋrien kəpúŋ niyiey!<br>(məel səphɨw)<br>koun səh məel səphɨw nɨw peel kruu boŋrien kəpúŋ niyiey! | What do the students do while the teacher is talking?<br>(look at their books)<br>The students look at their books while the teacher is talking. |



Drill I. Response

- MODEL: Teacher: mɛc baan-tɛ look cih laan  
 chnuol tɨw phnum piñ?  
 (kɰmian nɛnaa mɔ́o tetuol  
 khñom)  
Student: khñom cih laan chnuol tɨw  
 phnum piñ, prúh kɰmian  
 nɛnaa mɔ́o tetuol khñom!
- How come you took the bus  
 into Phnom Penh? (nobody  
 came to meet me)
- I took the bus into Phnom  
 Penh because nobody came  
 to meet me.
1. mɛc baan-tɛ look telefoun haw pepún  
 look? (kɰmian nɛnaa nɨw phtéh)  
 khñom telefoun haw pepún khñom, prúh  
 kɰmian nɛnaa nɨw phtéh!
- How come you called your wife on  
 the phone? (nobody at home)  
 I called my wife on the phone  
 because there was nobody at home
2. mɛc baan-tɛ look cih ta'sii tɨw  
 thee kaa? (laan khñom khouc  
 kɛdaal phlɛw)  
 khñom cih ta'sii tɨw thee kaa, prúh  
 laan khñom khouc kɛdaal phlɛw!
- How come you took a taxi to work?  
 (my car broke down along the  
 way)  
 I took a taxi to work because my  
 car broke down along the way.
3. mɛc baan-tɛ look tɨw nɨw otaɛl?  
 (khñom rɔ́o? phtéh puo?-maa?  
 khñom m kheəfi)  
 khñom tɨw nɨw otaɛl, prúh khñom  
 rɔ́o? phtéh puo?-maa? khñom m  
 kheəfi!
- How come you went to stay in a  
 hotel? (I couldn't find my  
 friends' house)  
 I went to stay in a hotel because  
 I couldn't find my friends'  
 house.
4. mɛc baan-tɛ look nɨw phtéh?  
 (kɰmian nɛnaa nɨw phtéh)  
 khñom nɨw phtéh, prúh kɰmian  
 nɛnaa nɨw phtéh!
- How come you stayed home?  
 (nobody at home)  
 I stayed home because there was  
 nobody at home.

Drill J. Transformation

MODEL: Teacher: khñom cih laan chnuol tiw  
phnum piñ, prúh khmian  
nenea móo tetuol khñom!

I took the bus into Phnom  
Penh because nobody came  
to meet me.

Student: khmian nenea móo tetuol  
khñom. doucchneh haey,  
khñom trew cih laan  
chnuol tiw phnum piñ!

Nobody came to meet me, so  
I had to take the bus into  
Phnom Penh.

1. khñom telefoun haw pupún khñom,  
prúh khmian nenea niw phtéh!

I called my wife on the phone  
because there was nobody at  
home.

khmian nenea niw phtéh. doucchneh  
haey, khñom trew telefoun haw  
pupún khñom!

There was nobody at home, so I  
had to call my wife on the  
phone.

2. khñom cih ta'sii tiw thee kaa, prúh  
laan khñom khouc kedaal phlew!  
laan khñom khouc kedaal phlew.  
doucchneh haey, khñom trew  
cih ta'sii tiw thee kaa!

I took a taxi to work because my  
car broke down along the way.  
My car broke down along the way,  
so I has to take a taxi to work.

3. khñom tiw niw otael, prúh khñom  
róo? phtéh puo?-maa? khñom m  
kheef!  
khñom róo? phtéh puo?-maa? khñom  
m kheef. doucchneh haey, khñom  
trew tiw niw otael!

I went to stay in a hotel, because  
I couldn't find my friends' hous  
house.

I couldn't find my friends' house,  
so I had to go stay in a hotel.

4. khñom niw phtéh, prúh khmian nenea  
niw phtéh!  
khmian nenea niw phtéh. doucchneh  
haey, khñom trew niw phtéh!

I stayed home, because there was  
nobody at home.

There was nobody at home, so I  
had to stay home.

## UNIT 41

## BASIC DIALOGUE

- Sareth
1. khñom kit tetiñ kenat kat  
króazæ me-kmphlee!  
I'm going to go buy some cloth  
for a cord suit.
2. coj taw cemuooy khñom' eh?  
You want to go with me?
- Sarin
3. taw tiñ inaa?  
Where are you going to buy it?
- Sareth
4. taw tiñ haaj khlej cit psaa  
thmey!  
At the Indian store near the New  
Market.
- Sarin
5. phtéh naa-muoy?  
Which one?
- Sareth
6. oo petii bombaay!  
'Au Petit Bombay.'
- Sarin
7. kom taw kelaej niñ, thlay' ah.  
Don't go there, it's too expensive.
8. taw palee deswaa' viñ.  
Go to the 'Palais de Soie.'
9. cia pisch, bæ look coul-cet laen!  
Especially if you like wool.
- Sareth
10. khñom m coul-cet laen' eh,  
kdaw' ah.  
I don't like wool, it's too hot.
11. khñom kit teróo tiñ daakron' viñ.  
I'm going to try to find dacron.
12. púh təcé? haey sùol baok phooj!  
Because it's cool and also easy  
to wash.
- Sarin
13. sùol' eh, tæ douc-cia m-sew  
l'oo douc laen' eh!  
Okay, but I don't think it's  
nearly as good as wool.
- Sareth
14. taw palee deswaa' ketiw.  
Let's go to the Palais de Soie,  
then.

(At the store)

15. Sareth  
 aanih memet thlay pemaan? How much is one meter of this?
16. Clerk  
 baat, bey hòoy haasep' memet. 350 a meter.
17. Sareth  
 mian aanaa thaok ciaṅ nih' teh? Do you have any cheaper than this?
18. Clerk  
 baat, mian! aanih memet pii hòoy haasep'm. Yes, we do. This is 250 a meter.
19. Sareth  
 khñom douc-cia m coul-cet póa niṅ' teh! I guess I don't like that color.
20. Clerk  
 coh aanuh, pii hòoy haasep dae. How about that one? It's 250 too.
21. Sareth  
 aanih douc-cia kuosom nteç! This one seems a little more suitable.
22. kay aoy khñom bey met kelaḥ' moh. Give me three and a half meters of it.

DIALOGUE FOR COMPREHENSION

səɛət

səɾɪn

1. khñom kit tɔw tɪñ kɾənət kət kɾóazɛɛ muoy kəmɸlee.  
 2. cəṅ tɔw cia-muoy khñom tee?  
 3. tɔw tɪñ aɛnaa?  
 4. tɔw tɪñ haəṅ khləṅ cɪt psaa thmɛy.  
 5. phtéh naa-muoy?  
 6. oo petii bombaay.  
 7. kom tɔw kənlaəṅ niṅ. thlay nah.  
 8. tɔw palee de swaa viñ.  
 9. cia piisɛh, bæ look coul-cət læn.  
 10. khñom mɪn coul-cət læn tee. kdaw nah.  
 11. khñom kit tɔw róo? tɪñ daakron viñ.  
 12. prúh trocé? haey sruol baok ɸhoṅ.  
 13. sruol haey, tæ douc-cia mɪn-səw l'oo douc læn tee.  
 14. tɔw palee de swaa kə tɔw.
-

15. aanih memaet thlay ponmaan?                      16. baat, bey róoy haa-səp memaet.
17. mian aanaa thaok cianj nih tee?                      18. baat, mian. aanih memaet pii  
róoy haa-səp.
19. khñom douc-cia min coul-cet póa  
niŋ tee.                      20. coh aanuh, pii róoy haa-səp dae.
21. aanih douc-cia kou-səm bontec.
22. kat aoy khñom bey maet konlah móo?.

NOTE: Expressions of Similarity

Consider the following sentences, all taken from the present unit, and all having to do with the idea of similarity:

- 11-12. khñom kit təróo tiñ daakron' viñ.  
púh təcé? haey sùol baok phooŋ!

'I think I'd rather hunt for dacron, because  
it's cool, and easy to wash too.'

13. douc-cia m-səw l'oo douc laen' eh!

'I don't think it's quite as nice as wool.'

- 18-20. aanih memet pii hòoy haasep'm.  
coh aanuh pii hòoy haasep dae.

'This one is 250 a meter, and that one is 250 too.'

- Drill 1. laan khlah lien,, khlah m lien.

m douc khnia tŋ-oh' teh!

'Some cars are fast, others are not-- they're not  
all the same.'

The crucial words here are /phooŋ/ 'too, in addition,' /dae/ 'too, similarly,' and /douc/ 'like, as, similar' (which also occurs as part of /douc-cia/ 'apparently, I guess' and /douc khnia/ 'are the same'). The essential difference between /phooŋ/ and /dae/, both of which occur in the same part of the sentence as predicate modifiers, is that /phooŋ/ refers to different actions or states of the same subject, while /dae/ refers to similar actions or states of different subjects.

When two successive clauses containing one of the above items are collapsed into one, the modifier /douc khnia/ corresponds to /dae/, and the discontinuous construction /...phooŋ,, ...phooŋ/ corresponds to the single /phooŋ/. This can be formulated as follows, with A and B standing for different subjects, X and Y for different predicates:

First pattern

- A is X, and B is dae.  
A and B are X douc khnia.

Second pattern

- A is X, and A is Y phooŋ.  
A is X phooŋ,, Y phooŋ.



The first pattern is repeated many times in Drill H of this unit (for the second pattern, see Unit 33, Note 2). The negative version of /douc khnia/ is represented in Drill I-- note the use in this drill of /...khlah,, ...khlah/ 'some..., others...', which, as a noun modifier, performs a function exactly parallel to that of the predicate modifier /...phooj,, ...phooj/.

Other drills of this unit review the use of question-words (B, C) or adjective negation and opposition (E, F, G, J). The latter subject is highly relevant to the use of expressions of similarity, as we shall see in the next few units.

## NEW VOCABULARY

1. Nouns

kenat (kronat)	cloth (general)
khao-aaw	clothing (general)
kòazee (króazee)	twill, cord
kmphee (komphee)	suit (also classifier)
laen	wool
daakron	dacron
sout	silk
mboh (omboh)	cotton
mət (maet)	meter
maaʔ (maak)	brand, trademark
thnam	medicine, drugs
pəley, pərey (barey)	cigarettes, tobacco

2. Adjective Opposites

kpúh	tall, high
tiap	short, squat
phlii	light, lit up
ləjət (hóojət)	dark, extinguished
chlaat	smart, clever
ləjún	stupid, slow
kdaw	hot, warm
təcéʔ (tracéʔ)	cold, cool

## DRILLS

Drill A. Substitution

- |   |  |
|---|--|
| 1. look coul-cet p <sup>ó</sup> a n <sup>i</sup> ŋ' teh?        | Do you like that color?                      |
| 2. look coul-cet <u>maa</u> ' n <sup>i</sup> ŋ' teh?            | Do you like that <u>brand</u> ?              |
| 3. <u>via</u> coul-cet maa' n <sup>i</sup> ŋ' teh?              | Does <u>he</u> like that brand?              |
| 4. via <u>c<sup>o</sup>ŋ baan</u> maa' n <sup>i</sup> ŋ' teh?   | Does he <u>want to get</u> that brand?       |
| 5. via c <sup>o</sup> ŋ baan maa' <u>nuh</u> ' teh?             | Does he want to get <u>the other</u> brand?  |
| 6. via c <sup>o</sup> ŋ baan <u>p<sup>ó</sup>a</u> nuh' teh?    | Does he want to get the other <u>color</u> ? |
| 7. via <u>coul-cet</u> p <sup>ó</sup> a nuh' teh?               | Does he <u>like</u> the other color?         |
| 8. <u>look</u> coul-cet p <sup>ó</sup> a nuh' teh?              | Do <u>you</u> like the other color?          |
| 9. look coul-cet p <sup>ó</sup> a <u>n<sup>i</sup>h</u> ' teh?  | Do you like <u>this</u> color?               |
| 10. look coul-cet p <sup>ó</sup> a <u>n<sup>i</sup>ŋ</u> ' teh? | Do you like <u>that</u> color?               |

Drill B. Response, No Model

(Information supplied in first sentence. Reply to question)

- |  |  |
|--|--|
| 1. s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa!  | Tomorrow Bo-Na is going to the market.             |
| Q: s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w naa?   | Q: Where is Bo-Na going tomorrow?                  |
| A: s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa!  | A: Bo-Na is going to the market tomorrow.          |
| 2. s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa t <sup>i</sup> f <sup>i</sup> kenat!    | Tomorrow Bo-Na is going to market to buy cloth.    |
| Q: s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa thee ey?                                | Q: What is Bo-Na going to market for tomorrow?     |
| A: s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa t <sup>i</sup> f <sup>i</sup> kenat!    | A: Bo-Na is going to market to buy cloth tomorrow. |
| 3. s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa cemuo <sup>y</sup> ser <sup>e</sup> et! | Tomorrow Bo-Na is going to market with Sareth.     |
| Q: s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa cemuo <sup>y</sup> n <sup>e</sup> naa?  | Q: Who is Bo-Na going to market tomorrow with?     |
| A: s <sup>ʔ</sup> aek bounaa t <sup>i</sup> w psaa cemuo <sup>y</sup> ser <sup>e</sup> et! | A: Bo-Na is going to market tomorrow with Sareth.  |

4. sʔaek bounaa tiw psaa taam laan!  
 Q: sʔaek bounaa tiw psaa taam ey?  
 A: sʔaek bounaa tiw psaa taam laan!
5. sʔaek bounaa tiw psaa maonj pèam!  
 Q: sʔaek bounaa tiw psaa maonj pèmaan?  
 A: sʔaek bounaa tiw psaa maonj pèam.
6. sʔaek bounaa tiw psaa mèen!  
 Q: sʔaek bounaa tiw psaa mèen' eh?  
 A: sʔaek bounaa tiw psaa mèen!
- Tomorrow Bo-Na is going to market by car.  
 Q: By what is Bo-Na going to market tomorrow?  
 A: Bo-Na is going to market by car tomorrow.
- Tomorrow Bo-Na is going to market at 5 o'clock.  
 Q: What time is Bo-Na going to market tomorrow?  
 A: Bo-Na is going to market at 5 o'clock.
- Tomorrow Bo-Na is going to market.  
 Q: Is Bo-Na going to market tomorrow?  
 A: (Yes) Bo-Na is going to market tomorrow.

Drill C. Transformation: Question from Statement.

- MODEL: Teacher: sʔaek bounaa tiw psaa!  
 (tiw psaa)  
 Student: sʔaek bounaa tiw naa?
- Tomorrow Bo-Na is going to the market. (to the market)  
 Where is Bo-Na going tomorrow?
1. sʔaek bounaa tiw psaa tiñ kenat!  
 (tiñ kenat)  
 sʔaek bounaa tiw psaa tiñ ey?
- Tomorrow Bo-Na is going to the market to buy cloth.  
 (to buy cloth)  
 What is Bo-Na going to the market to buy tomorrow?
2. sʔaek bounaa tiw psaa cemuoy sereet!  
 (cemuoy sereet)  
 sʔaek bounaa tiw psaa cemuoy nènaa?
- Tomorrow Bo-Na is going to the market with Sareth. (with Sareth)  
 Who is Bo-Na going to the market with tomorrow?
3. sʔaek bounaa tiw psaa taam laan!  
 (taam laan)  
 sʔaek bounaa tiw psaa taam ey?
- Tomorrow Bo-Na is going to market by car. (by car)  
 How is Bo-Na going to market tomorrow?

4. sʔaek bounaa tiw psaa maon  
pèam! (maon pèam)  
sʔaek bounaa tiw psaa maon  
pəmaan?
- Tomorrow Bo-Na is going to market  
at five o'clock. (at five o'clock)  
At what time is Bo-Na going to  
market tomorrow?
5. sʔaek bounaa tiw psaa mɛɛn!  
(mɛɛn)  
sʔaek bounaa tiw psaa mɛɛn'  
ɛh?
- Tomorrow Bo-Na is really going to  
the market. (really)  
Is Bo-na really going to the  
market tomorrow?

Drill D. Response with Substitution

- MODEL: Teacher: look coul-cet póa niŋ'  
teh? (tee, ləbɔh niŋ)  
Student: tee, khñom m coul-cet  
ləbɔh niŋ' teh!
- Do you like that color?  
(no, thing)  
No, I don't like that thing.
1. look coul-cet ləbɔh niŋ' teh?  
(tee, kruu pɛɛt)  
tee, khñom m coul-cet kruu pɛɛt  
niŋ' teh!
- Do you like that thing?  
(no, doctor)  
No, I don't like that doctor.
2. look coul-cet kruu pɛɛt niŋ'  
teh? (tee, thnam)  
tee, khñom m coul-cet thnam  
niŋ' teh!
- Do you like that doctor?  
(no, medicine)  
No, I don't like that medicine.
3. look coul-cet thnam niŋ' teh?  
(tee, pɛɛy)  
tee, khñom m coul-cet pɛɛy  
niŋ' teh!
- Do you like that medicine?  
(no, cigarette)  
No, I don't like that cigarette.
4. look coul-cet pɛɛy niŋ' teh?  
(tee, mɛhoup)  
tee, khñom m coul-cet mɛhoup  
niŋ' teh!
- Do you like that cigarette?  
(no, food)  
No, I don't like that food.
5. look coul-cet mɛhoup niŋ' teh?  
(tee, riɛŋ)  
tee, khñom m coul-cet riɛŋ  
niŋ' teh!
- Do you like that food?  
(no, story)  
No, I don't like that story.
6. look coul-cet riɛŋ niŋ' teh?  
(tee, ləbɔh)  
tee, khñom m coul-cet ləbɔh  
niŋ' teh!
- Do you like that story?  
(no, thing)  
No, I don't like that thing.



- |   |  |
|---|--|
| 5. khñom min-cə pəkæ pemaan' eh!<br>khñom min-cə pəkæ pemaan' eh,<br>pntæ look pəkæ' ah.  | I'm not very good at it.<br>I'm not very good at it, but<br>you certainly are. |
| 6. khñom min-cə kpúh pemaan' eh!<br>khñom min-cə kpúh pemaan' eh,<br>pntæ look kpúh' nah. | I'm not so very tall.<br>I'm not so very tall, but you<br>certainly are.       |

Drill G. Substitution

- |  |   |
|--|---|
| 1. nıw sòk khmae khao-aaw thlay' teh?          | Is clothing expensive in Cambodia?        |
| 2. nıw <u>sòk amerik</u> khao-aaw thlay' teh?  | Is clothing expensive in <u>America</u> ? |
| 3. nıw sòk amerik khao-aaw <u>thaok</u> ' teh? | Is clothing <u>cheap</u> in America?      |
| 4. nıw sòk amerik <u>laan</u> thaok' teh?      | Are <u>automobiles</u> cheap in America?  |
| 5. nıw sòk amerik <u>eyvan</u> thaok' teh?     | Is <u>merchandise</u> cheap in America?   |
| 6. nıw sòk <u>baraŋ</u> eyvan thaok' teh?      | Is merchandise cheap in <u>France</u> ?   |
| 7. nıw sòk <u>baraŋ mehoup</u> thaok' teh?     | Is <u>food</u> cheap in France?           |
| 8. nıw <u>sòk khmae</u> mehoup thaok' teh?     | Is food cheap in <u>Cambodia</u> ?        |
| 9. nıw sòk khmae <u>khao-aaw</u> thaok' teh?   | Is <u>clothing</u> cheap in Cambodia?     |
| 10. nıw sòk khmae khao-aaw <u>thlay</u> ' teh? | Is clothing <u>expensive</u> in Cambodia? |

Drill H. Transformation: Two Sentences into One.

- |   |   |
|---|---|
| <b>MODEL:</b> <u>Teacher:</u> sèy cən coul-cet slie?<br>khao!<br>sèy ciipun coul-cet slie?<br>khao' deh!                            | Chinese women like to wear<br>trousers.<br>Japanese women like to wear<br>trousers too.         |
| <u>Student:</u> sèy cən nıŋ sèy ciipun,<br>coul-cet slie? khao<br>douc khnia!   | Both Chinese and Japanese<br>women like to wear trousers.                                       |
| 1. khñom coul-cet baay pèaŋ!<br>look coul-cet baay pèaŋ' deh!<br>look nıŋ khñom coul-cet baay<br>pèaŋ douc khnia!                   | I like French food.<br>You like French food also.<br>You and I both like French food.           |
| 2. pepún khñom coul-cet phleerŋ!<br>pepún look coul-cet phleerŋ' deh!<br>pepún khñom nıŋ pepún look coul-cet<br>phleerŋ douc khnia. | My wife likes music.<br>Your wife likes music too.<br>My wife and your wife both like<br>music. |

- |   |   |
|---|---|
| <p>3. laan khñom póa soo!<br/>         laan look póa soo' deh!<br/>         laan look niq laan khñom póa<br/>         soo douc khnia!</p> | <p>My car is white. Your car is<br/>         Your car is white too.<br/>         Your car and my car are both<br/>         white.</p> |
| <p>4. khñom mian koun pii!<br/>         look mian koun pii' deh!<br/>         look niq khñom mian koun pii<br/>         douc khnia!</p>   | <p>I have two children.<br/>         You have two children too.<br/>         You and I both have two children.</p>                    |

Drill I. Transformation: Complex Model: 'Some...Others...'

- |  |   |
|--|---|
| <p>MODEL: Teacher: laan... lien<br/>         Student: laan khlah lien,, khlah<br/>         m lien. m douc khnia<br/>         tq-oh' teh!</p> | <p>Cars... fast<br/>         Some cars are fast, others<br/>         are not, they're not all<br/>         the same.</p>                      |
| <p>1. kenat... l'oo<br/>         kenat khlah l'oo,, khlah m l'oo.<br/>         m douc khnia tq-oh' teh!</p>                                  | <p>Cloth... good.<br/>         Some cloth is good, some is not;<br/>         it's not all the same.</p>                                       |
| <p>2. paom... chqafi<br/>         paom khlah chqafi,, khlah m chqafi.<br/>         m douc khnia tq-oh' teh!</p>                              | <p>Apples... delicious.<br/>         Some apples are delicious, others<br/>         are not; they're not all the<br/>         same.</p>       |
| <p>3. menuh... sruol<br/>         menuh khlah sruol,, khlah<br/>         m sruol.<br/>         m douc khnia tq-oh' teh!</p>                  | <p>People... easy-going.<br/>         Some people are easy-going, others<br/>         are not; they're not all the same.</p>                  |
| <p>4. kon.. l'oo meel<br/>         kon khlah l'oo meel,, khlah<br/>         m l'oo meel.<br/>         m douc khnia tq-oh' teh!</p>           | <p>Movies... interesting.<br/>         Some movies are interesting,<br/>         others are not; they're not<br/>         all the same.</p>   |
| <p>5. thnam... pekae<br/>         thnam khlah pekae,, khlah<br/>         m pekae.<br/>         m douc khnia tq-oh' teh!</p>                  | <p>Medicines... effective.<br/>         Some medicines are effective,<br/>         others are not; they're not<br/>         all the same.</p> |
| <p>6. perey.. khlaq<br/>         perey khlah khlaq,, khlah<br/>         m khlaq.<br/>         m douc khnia tq-oh' teh!</p>                   | <p>Cigarettes... strong<br/>         Some cigarettes are strong, others<br/>         are not; they're not all the<br/>         same.</p>      |

Drill J. Response

- |   |  |
|---|--|
| MODEL: Teacher: laan look lien' ah.<br>(yit)                | Your car is very fast.   |
| Student: laan khñom yit' ah.                                | My car is quite slow.  |
| 1. pepún look l'oo' nah. (akro?)<br>pepún khñom akro?' nah. | Your wife is very pretty.<br>My wife is quite unattractive.    |
| 2. phtéh look thom' ah. (touc)<br>phtéh khñom touc' nah.    | Your house is very large.<br>My house is quite small.          |
| 3. ktup look phlii' nah. (ləŋit)<br>ktup khñom ləŋit' nah.  | Your room is very bright.<br>My room is quite dark.            |
| 4. koun look chlaat' nah. (ləŋúŋ)<br>koun khñom ləŋúŋ' nah. | Your children are very smart.<br>My children are quite stupid. |
| 5. koun look craen' ah. (tec)<br>koun khñom tec' nah.       | You have a lot of children.<br>I have very few children.       |
| 6. pepún look kpúh' nah. (tiap)<br>pepún khñom tiap' nah.   | Your wife is very tall.<br>My wife is quite short.             |



## UNIT 42

## BASIC DIALOGUE

1. look mian skól kùu tiey' teh? Sareth Do you know any soothsayers?
2. baat, khñom skól méné' deh, Sarin Yes, I know one, right near my  
niw cit phtéh khñom. house.
3. kót dae tiey' teh, rii tól-te Sareth Does he go around telling fortunes,  
yeəŋ tiw phtéh kót? or is the only way to go to his  
house?
4. ou, kót metiey oy khñom te-ñik'ŋ Sarin Oh, he comes to tell my fortune  
te-ñik'ŋ. quite often.
5. sùol' ah.. deŋ te chnam thŋay Sareth It's easy, all he needs to know  
kaet baan' eh. is your birth date.
6. douc-cia khñom, khñom kaet Sareth Like me, I was born in 1936, on  
niw chnam mepón pmbuon hòoy a Sunday.  
saam-səp pmmuoy, thŋay atit!
7. be khñom min celom' tee, chnam Sarin If I'm not wrong, 1936 was the  
mepón pmbuon hòoy saam-səp Year of the Rat, or mouse.  
pmmuoy cia chnam cuut, chnam [two names given]  
kədao!
8. coh mian chnam ey-khlah tiet? Sareth And what are the other Years?
9. chnam khlaa, chnam púh, chnam Sarin The Year of the Tiger, the Snake,  
chkae, chnam cruuk.. chnam the Dog, the Pig. This year is  
nih cia chnam púh! the Year of the Snake.
10. coh kót tiey ey-khlah' tiw? Sareth And what else does he predict about?
11. ou, kót deŋ thaa, tae look mian Sarin Oh, he knows whether you are rich  
rii krəə, look chii cəen rii or poor, whether you've had a  
m-daəl chii' tee. lot of sickness or have never  
been sick.

12. haey kót aac tiey anaakút  
look dae!  
Sareth  
And he may be able to foretell  
your future.
13. s'ey tiet?  
Sarin  
What else?
14. look mian pepún ŋkaal, mian  
koun cèen rii tæc?  
Sareth  
When you get married, whether you  
have a lot of children or only  
a few.
15. coh kót deŋ pii-naa' moh?  
Sarin  
Well, where does he find all this  
out from?
16. ou, kót mian kbuon smèap tiey!  
coŋ tiey pii-ey kə baan' deh.  
Sareth  
Oh, he has a book for predictions.  
But he can make predictions from  
anything.
17. douc-cia s'ey?  
Sarin  
Like what?
18. douc-cia thŋay nih thŋay l'əə.  
rii thŋay akòə?  
Sareth  
Like whether the day is a lucky  
day or an unlucky day.
19. look mian smaanaŋ, rii khmian  
smaanaŋ!  
Sareth  
Whether you have good luck or bad  
luck.
20. sùol' eh, fiçəŋ.. thee mæc baan  
cuop n kót?  
Sarin  
That's great. How can I get to  
meet him?
21. m ey' teh! cam khñom aoy kee  
tecuop ŋ kót!  
Sareth  
Nothing to it. Just let me take  
you to meet him.

## DIALOGUE FOR COMPREHENSION

1. look mian skól kruu tiey tee?
2. baat, khñom skól mené? dae, nıw cit phtéh khñom.
3. kót dae tiey tee? rıı tól-tae yeəŋ tıw phtéh kót?
4. ou, kót móo? tiey aoy khñom tae-ñik.
5. sruol nah.. deŋ tae chnam thŋay kaet baan haey.
6. douc-cia khñom, khñom kaet nıw chnam mepón prambuon róoy saam-səp prammuoy, thŋay aatıt.
7. bæ khñom min crolom tee, chnam mepón prambuon róoy saam-səp prammuoy cia chnam cuut, chnam kondao.
8. coh mian chnam ey-khlah tiet?
9. chnam khlaa, chnam púh, chnam chkae, chnam cruuk. chnam nih cia chnam púh.
10. coh kót tiey ey-khlah tıw?
11. ou, kót deŋ thaa tae look mian rıı kroo, look chıı craen rıı min-dael chıı tee.
12. haey kót aac tiey anaakút look dae.
13. s?ey tiet?
14. look mian propún oŋkaal, mian koun craen rıı təc.
15. coh kót deŋ pii naa móo??
16. ou, kót mian kbuon somrap tiey.
17. douc-cia s?ey?
18. douc-cia thŋay nih thŋay l'oo, rıı thŋay aakro?.
19. look mian somnaəŋ, rıı khmian somnaəŋ.
20. sruol haey, eñceŋ.. thvəe mec baan cuop nıŋ kót?
21. min ey tee. cam khñom aoy kee tıw cuop nıŋ kót.

NOTE: Expressions of Equivalence and Opposition

The dialogue of the present unit contains several different examples of the way equivalence (A is B, or A is a B) is expressed in Cambodian. Review the Note of Unit 17, with special attention to the negative forms. Compare also the following sentences:

9. chnam nih cia chnam púh!

'This year is the Year of the Snake.

18. thqay nih thqay l'oo!

'Today is a lucky day.

Note that either one of these sentences could occur with the other pattern for equivalence (no verb in the first sentence, /cia/ in the second). The fact that the speaker chose one pattern over the other is nonetheless significant-- it shows, for example, that he considers the Year of the Snake as one of a recurring cycle of such years (which it is), but regards the notion of 'lucky day' as unique to a particular day. The positive and negative patterns for the important verb /cia/ 'to be a member of the class of' are reviewed in Drills A, G, H, and I.

Another kind of equivalence is represented in sentences containing the conjunction /r11/ 'or' between two phrases or clauses of parallel construction, as in the following example:

3. kót dae tiey' teh, r11 tól-te yeəŋ t1w phtéh kót?

'Does he walk around telling fortunes, or is the only way to go to his house?

The conjunction /r11/, unlike the final particle, is never contracted to /ih/. This pattern is especially frequent with adjective opposites (see Note 3, Unit 35, and Drill E of the present unit). In the example given above, note also the position of /tol-te/ before the subject of its clause, which shows clearly that it is a conjunction, rather than a pre-verbal modifier, in spite of its translation into English (see comment on Drills E, F, I in Unit 39).

The remaining drills, especially B, C, D, and J, review points of grammar which should be very familiar to you by now.

NEW VOCABULARY: Names of the Years

In addition to counting the years according to the international system (1966, etc.), Khmer also names the years in a twelve-year repeating cycle. The twelve names refer to animals, which are roughly the same animals as those used in China and other parts of the Far East. The years have astrological significance, especially as regards birth-dates (see Basic Dialogue).

In Cambodian the names of the years occur in two versions, one being the common name for the animal concerned, the other being a more formal term. They are listed below in the traditional order.

<u>Common Khmer Term</u>	<u>English</u>	<u>Formal Khmer Term</u>
kədao (kəndao)	Mouse, Rat	cuut
koo	Cow	chlew
khlaa	Tiger	khaal

<u>Common Khmer Term</u>	<u>English</u>	<u>Formal Khmer Term</u>
n̄saay (t̄unsaay)	Rabbit	thoh
niaʔ	Dragon	rooŋ
p̄uh	Snake	mesaŋ
seh	Horse	m̄emii (m̄óomii)
p̄ep̄eε (p̄óop̄eε)	Goat	m̄em̄eε (m̄óom̄eε)
svaa	Monkey	v̄ooʔ
m̄on	Chicken	r̄ekaa (r̄óokaa)
chkaε	Dog	coo
cruuk	Pig	kao

DRILLS

Drill A. Response

- MODEL: Teacher: look cia kruu tiey' ih? (kruu b̄rien) You're a soothsayer? (teacher)
- Student: tee, m̄eεn' teh! kh̄ñom cia kruu b̄rien! No, I'm not, I'm a teacher.
- look cia kruu b̄rien' ih? (p̄eεt sat) tee, m̄eεn' teh! kh̄ñom cia p̄eεt sat! You're a teacher? (veterinarian) No, I'm not, I'm a veterinarian.
  - look cia p̄eεt sat' ih? (néʔ r̄iec̄c̄ekaa) tee, m̄eεn' teh! kh̄ñom cia néʔ r̄iec̄c̄ekaa! You're a veterinarian? (civil servant) No, I'm not, I'm a civil servant.
  - look cia néʔ r̄iec̄c̄ekaa' ih? (tehian) tee, m̄eεn' teh! kh̄ñom cia tehian. You're a civil servant? (military man) No, I'm not, I'm a military man.
  - look cia tehian' ih? (kruu p̄eεt) tee, m̄eεn' teh! kh̄ñom cia kruu p̄eεt. You're a military man? (doctor) No, I'm not, I'm a doctor.
  - look cia kruu p̄eεt' ih? (koun seh) tee, m̄eεn' teh! kh̄ñom cia koun seh! You're a doctor? (student) No, I'm not, I'm a student.
  - look cia koun seh' ih? (kamm̄ekoo) tee, m̄eεn' teh! kh̄ñom cia kamm̄ekoo! You're a student? (laborer) No, I'm not, I'm a laborer.
  - look cia kamm̄ekoo' ih? (kruu tiey) tee, m̄eεn' teh! kh̄ñom cia kruu tiey! You're a laborer? (soothsayer) No, I'm not, I'm a soothsayer.

Drill B. Transformation

- MODEL: Teacher: khñom nıj look ceh tiey  
tj-oh khnia!  
Student: khñom ceh tiey,, look ko  
ceh tiey.. yeəj ceh  
tiey tj-oh khnia!
- You and I both know how to  
tell fortunes.  
I know how to tell fortunes  
and so do you. We both  
know how to tell fortunes.
1. khñom nıj look ceh niyiey pəəj  
tj-oh khnia!  
khñom ceh niyiey pəəj,, look ko  
ceh niyiey pəəj.. yeəj ceh  
niyiey pəəj tj-oh khnia!
- You and I both know how to speak  
French.  
I know how to speak French and so  
do you. We both know how to  
speak French.
2. khñom nıj look ceh hael tik tj-oh  
khnia!  
khñom ceh hael tik,, look ko ceh  
hael tik.. yeəj ceh hael tik  
tj-oh khnia!
- You and I both know how to swim.  
I know how to swim and so do you.  
We both know how to swim
3. khñom nıj look ceh dam baay tj-oh  
khnia!  
khñom ceh dam baay,, look ko ceh  
dam baay... yeəj ceh dam baay  
tj-oh khnia!
- You and I both know how to cook.  
I know how to cook and so do you.  
We both know how to cook.
4. khñom nıj look ceh ñam kafee tj-oh  
khnia.  
khñom ceh ñam kafee,, look ko ceh  
ñam kafee.. yeəj ceh ñam kafee  
tj-oh khnia!
- You and I both drink coffee.  
I drink coffe and so do you.  
We both drink coffee.
5. khñom nıj look ceh leej bia tj-oh  
khnia!  
khñom ceh leej bia,, look ko ceh leej  
bia.. yeəj ceh leej bia tj-oh khnia!
- You and I both know how to  
gamble.  
I know how to gamble and so do  
you. We both know how to gamble.
6. khñom nıj look ceh laan tj-oh  
khnia!  
khñom ceh baek laan,, look ko ceh  
baek laan.. yeəj ceh baek laan  
tj-oh khnia!
- You and I both know how to drive  
a car.  
I know how to drive and so do you.  
We both know how to drive.

7. khñom niŋ look ceh loot paarasut  
tŋ-oh khnia!  
khñom ceh loot paarasut,, look ko  
ceh loot paarasut.. yeeŋ ceh  
loot paarasut tŋ-oh khnia!

You and I both know how to  
parachute-jump.  
I know how to parachute-jump  
and so do you. We both know  
how to parachute-jump.

#### Drill C. Substitution

1. coh kót deŋ pii-naa' moh?
2. coh kee deŋ pii-naa' moh?
3. coh kee ceh pii-naa' moh?
4. coh yeeŋ ceh pii-naa' moh?
5. coh yeeŋ rien pii-naa' moh?
6. coh kee rien pii-naa' moh?
7. coh kót rien pii-naa' moh?
8. coh kót deŋ pii-naa' moh?

And where did he find out from?  
And where do they find out from?  
And how do they learn how?  
And how do we learn how?  
And where do we learn it from?  
And where do they learn it from?  
And where does he learn it from?  
And where did he find out from?

#### Drill D. Substitution

1. thee mec, baan cuop ŋ kót?
2. thee mec, baan cuop ŋ via?
3. thee mec, baan niyiey ŋ via?
4. thee mec, baan niyiey ŋ look saw?
5. thee mec, baan té?-tóoŋ ŋ look saw?
6. thee mec, baan té?-tóoŋ ŋ via?
7. thee mec, baan té?-tóoŋ ŋ kót?
8. thee mec, baan cuop ŋ kót?

How can I get to meet him?  
How can I get to meet him?  
How can I get to talk with him?  
How can I get to talk wiht Sau?  
How can I get in touch with Sau?  
How can I get in touch with him?  
How can I get in touch with him?  
How can I get to meet him?

#### Drill E. Substitution

1. kót deŋ thaa look mian rii  
kroo!
2. kót deŋ thaa saw mian rii  
kroo!
3. kót deŋ thaa saw soo rii  
khmaw!

He knows whether you are rich  
or poor.  
He know whether Sau is rich or  
poor.  
He knows whether Sau is white  
or black.

- |   |  |
|---|--|
| 4. kót dɛŋ thaə <u>via</u> sɔɔ rɪɪ<br>kɰmaw!          | He knows whether <u>it's</u> white or<br>black.          |
| 5. kót <u>m dɛŋ</u> thaə <u>via</u> sɔɔ rɪɪ<br>kɰmaw! | He <u>doesn't know</u> whether it's<br>white or black.   |
| 6. kót m dɛŋ thaə <u>saw</u> sɔɔ rɪɪ<br>kɰmaw!        | He doesn't know whether <u>Sau</u> is<br>white or black. |
| 7. kót m dɛŋ thaə saw <u>mian rɪɪ</u><br><u>krɔɔ!</u> | He doesn't know whether Sau is<br><u>rich or poor</u> .  |
| 8. kót m dɛŋ thaə <u>look</u> mian rɪɪ<br>krɔɔ!       | He doesn't know whether <u>you're</u><br>rich or poor.   |
| 9. kót <u>dɛŋ</u> thaə look mian rɪɪ<br>krɔɔ!         | He <u>knows</u> whether you're rich or<br>poor.          |

Drill F. Substitution

- |   |   |
|---|---|
| 1. kót aac tɛy anaakút look daɛ!                | He may be able to foretell your<br>future.          |
| 2. kót aac tɛy <u>kumnit miyat</u><br>look daɛ! | He may be able to guess your<br><u>character</u> .  |
| 3. <u>kee</u> aac tɛy kumnit miyat<br>look daɛ! | <u>They</u> may be able to guess your<br>character. |
| 4. kee aac <u>dɛŋ</u> kumnit miyat<br>look daɛ! | They may even <u>know</u> your character.           |
| 5. <u>kót</u> aac dɛŋ kumnit miyat<br>look daɛ! | <u>He</u> may even know your character.             |
| 6. kót aac praɛ kumnit miyat<br>look daɛ!       | He may be able to <u>change</u> your<br>character.  |
| 7. kót aac praɛ <u>anaakút</u> look daɛ!        | He may be able to change your<br><u>future</u> .    |
| 8. kót aac <u>tɛy</u> anaakút look daɛ!         | He may be able to <u>foretell</u> your<br>future.   |





- |   |  |
|---|--|
| 5. look cia tehian ceəŋ tik, meen' teh?<br>tee, khñom m-meen cia tehian ceəŋ<br>tik' teh! | You're a marine, aren't you?<br>No, I'm not a marine.                  |
| 6. look cia né? rieccekaa, meen' teh?<br>tee, khñom m-meen cia né? rieccekaa'<br>teh!     | You're a civil servant, aren't<br>you?<br>No, I'm not a civil servant. |
| 7. look cia niey tehian, meen' teh?<br>baat, khñom m-meen cia niey tehian<br>teh!         | You're an officer, aren't you?<br>No, I'm not an officer.              |

Drill I. Transformation: Question from Statement.

- |  |  |
|--|--|
| MODEL: Teacher: khñom cia kruu peet!<br>Student: look cia kruu peet,<br>meen' teh? | I'm a doctor.<br>You're a doctor, aren't<br>you?                     |
| 1. khñom cia tehian!<br>look cia tehian, meen' teh?                                | I'm a military man.<br>You're a military man, aren't you?            |
| 2. khñom cia koun seh!<br>look cia koun seh, meen' teh?                            | I'm a student.<br>You're a student, aren't you?                      |
| 3. khñom cia diiphloumaat!<br>look cia diiphloumaat, meen' teh?                    | I'm a diplomat.<br>You're a diplomat, aren't you?                    |
| 4. khñom cia rôttemuntrey!<br>look cia rôttemuntrey, meen' teh?                    | I'm a cabinet minister.<br>You're a cabinet minister,<br>aren't you? |
| 5. khñom cia tehian ceəŋ tik!<br>look cia tehian ceəŋ tik, meen' teh?              | I'm a marine.<br>You're a marine, aren't you?                        |
| 6. khñom cia né? rieccekaa!<br>look cia né? rieccekaa, meen' teh?                  | I'm a civil servant.<br>You're a civil servant, aren't<br>you?       |
| 7. khñom cia niey tehian!<br>look cia niey tehian, meen' teh?                      | I'm an officer.<br>You're an officer, aren't you?                    |

Drill J. Response

- MODEL: Teacher: look mian skól kruu tiey' teh? Do you know any soothsayers?  
(méné?) (one)
- Student: baat, khñom skól kruu tiey Yes, I know a soothsayer--  
méné? ' deh, nıw cit phtéh he's near my house.  
khñom.
1. look mian skól kruu peet' teh? Do you know any doctors?  
(méné?-pii) (1 or 2)  
baat, khñom skól kruu peet Yes, I know a couple of doctors--  
méné?-pii deh, nıw cit they're near my home.  
phtéh khñom.
2. look mian skól diiphloumaat' teh? Do you know any diplomats?  
(pii-bey né?) (2 or 3)  
baat, khñom skól diiphloumaat Yes, I know two or three diplomats--  
pii-bey né? ' deh, nıw cit they're near my home.  
phtéh khñom.
3. look mian skól niey tehian' teh? Do you know any officers?  
(bey-boun né?) (3 or 4)  
baat, khñom skól niey tehian Yes, I know three or four officers--  
bey-boun né? ' deh, nıw cit they're near my home.  
phtéh khñom.
4. look mian skól né? rieccekaa' teh? Do you know any civil servants?  
(buon-pèam né?) (4 or 5)  
baat, khñom skól né? rieccekaa Yes, I know four or five civil  
buon-pèam né? ' deh, nıw cit servants-- they're near my  
phtéh khñom. home.





[too móo?]

6. soum eñceəñ, look. look sok  
sebaay cia tee?
7. baat, khñom sok sebaay cia tee.  
coh puu mian ey phlaek tee?
8. baat, khmian ey phlaek tee.
9. taə məsəl məñ, prəpún khñom chloəŋ  
thlee, baan koun srey muoy.
10. coh kót sok sebaay cia tee?
11. baat.
12. look cəŋ róoblep məc mədəəŋ nih?
13. ou, khñom cəŋ tuk aoy veeŋ  
mədəəŋ.
14. baat, mian ey?
15. prəñap bontec, naa. khñom  
mian kaa phoəŋ.
16. mɪn bac kao puk móť aoy khñom  
tee.
17. look prəñap tiw naa?
18. baat, khñom tiw cuun kee laəŋ  
kpal-həh, maəŋ prambuon niŋ.
19. kao puk móť they mɪn tón?  
niw ciaŋ muoy maəŋ tiet daə.
20. eñceəŋ kao kəə kao tiw.
21. né?-naa kee tiw naa?
22. baat, p'oun khñom kee tiw srok  
amerik.
23. ou, kót tiw thvəə əvey?
24. baat, tiw rien.
25. puu, veeek cəmhieŋ tiw  
khaəŋ-chvəeŋ mədəəŋ, naa.
26. baat. look kə? sə? tee?
27. mɪn bac tee. əə kun naa.

**NOTE: Expressions of Completion**

Many Cambodian verbs refer to actions which are conceived as incomplete unless there is definite evidence to the effect that they have been completed. Obvious examples are the verbs of motion:

tiw	to go	tədəl (tiw dəl)	to arrive, get there
móo?	to come	mədəl (móo? dəl)	to arrive, get here

Other clear examples are pairs of verbs and associated completive verbs (discussed in Note 1, Unit 19). These pairs are usually represented in English by totally different verbs:

róo?	to look for	(róo?) kheəñ	to find
sdap	to listen to	(sdap) lɪɪ	to hear

Some Khmer verbs, however, have to be translated by different English verbs, depending on whether the action has been completed or not-- evidence for this is sometimes lacking, moreover, in the Cambodian sentence:

	<u>Incomplete</u>	<u>Complete</u>
rien	to study	to learn
tifñ	to shop for, try to buy	to buy
bañ sat	to hunt (animals)	to shoot (animals)
stuuc Trey	to fish	to catch fish
chlooy thlee	to be crossing a river (lit.)	to get across a river
chlooy thlee	to be having a baby (fig.)	to give birth

When evidence about the completion of such actions is supplied in the Cambodian sentence, it is usually supplied by means of one of the general completive verbs with which you are already familiar.

Examples:

rien cop	to graduate, finish studying
rien oh	to learn (all of)
tifñ oh	to buy up (all of)
tifñ baan	to buy, get by purchasing

The general completive verbs occur with a wide range of prior verbs, and are not paired with any particular ones (as is the case with /kheef/ and /lii/, for example). The position of the negative is the same: between the prior verb and the completive verb.

thee m kòan' teh! can't do all of it

The most common general completive verb, of course, is /baan/, which can be used after almost any prior verb. You have already heard many examples in which /baan/ means 'to be able,' but since it is itself a verb meaning 'to get,' it can take objects like any other verb:

mesel meñ khñom tiw bañ sat, baan caap muoy!

'Yesterday I went hunting and got a sparrow.'

mesel meñ khñom tiw stuuc Trey baan Trey muoy!

'Yesterday I went fishing and caught one.'

mesel meñ pepún khñom chlooy thlee, baan koun muoy!

'Yesterday my wife went (to the hospital) and had a baby.'

This type of construction is illustrated in Drill A of this unit.

The general completive verb /tón/ 'to have time for, to be able to do in time' (see Note, Unit 21) also occurs with a wide range of prior verbs. Its use is illustrated in Drill B, which also reviews a typical incomplete-action pattern /V koo V' tiw/ 'Go ahead and...' (see Note 2, Unit 33).

kao puk mó't they m tón?

'Why wouldn't you have time for a shave?

ñcey kao ko kao' tiw.

'In that case go ahead and shave me.'

Other incomplete-action patterns reviewed in this unit are /ñceef... tiw/ (Drill C), /m-bac/ (Drill D-- see Note 2, Unit 28) and /oy/ plus adjective (Drills E and F-- see Note 4, Unit 35).

Besides /baan/ and /tón/, the most common general completive verbs are /kòan/ (/krón/) 'to be complete, enough', /oh/ 'to be exhausted, used up' and /dól/ 'to arrive, get somewhere.' Four of the five verbs are illustrated in Transformation Drills H and I.

NEW VOCABULARY: Barber Shop Talk

1. Verb Phrases

kat so?	to cut hair
ko? so	to shampoo
khat sbaek-cæŋ	to shine shoes
thæ tesay	to massage
kao puk mót	to shave
crép puk mót	to trim the beard
væek cæhien	to make a part
ut aaw	to press a coat
lian day	to wash hands
cam veen	to wait ones turn

(See also Vocabulary, Unit 30)

2. Completive Actions

chloəŋ thlee (baan)	cross a river, have a baby (see grammar note)
bañ sat (baan)	shoot animals
stuuc trøy (baan)	catch fish
thoot ruup	take pictures
ruup thoot	photographs
thoot ruup baan	can take pictures
baan ruup thoot	get photographs
tifi kəphlæŋ (baan)	buy guns
veen look dól haøy	it's your turn now

3. Adjective Opposites

kəah (krah)	thick	sdaəŋ	thin
væŋ	long	khləy	short
s'aat	clean	kəkhvə?	dirty
təŋ	firm, full	thuu	loose, slack



## DRILLS

Drill A. Double Substitution

- MODEL: Teacher: pepún khñom chloəŋ thlee... My wife gave birth... had  
 baan koun srey muoy. a daughter.
- Student: məsel məñ pepún khñom cloəŋ Yesterday my wife gave birth  
 thlee, baan koun srey to a daughter.  
 muoy!
1. khñom tiw bañ sat... caap I went hunting... sparrow.  
 məsel məñ khñom tiw bañ sat, Yesterday I went hunting and got  
 baan caap muoy! a sparrow.
  2. p'oun khñom tiw stuuc trey... My younger brother went fishing...  
 trey. fish.  
 məsel məñ p'oun khñom tiw stuuc Yesterday I went hunting and got  
 trey, baan trey muoy! a sparrow.
  3. boəŋ khñom tiw cuol biis... koun My older brother want to hire a  
 laan. bus... small car.  
 məsel məñ boəŋ khñom tiw cuol Yesterday my older brother went to  
 biis, baan koun laan muoy! hire a bus, and got a small car.

Drill B. Response

- MODEL: Teacher: kao puk mót they m Sure there'll be time for a  
 tón? shave!  
 Student: ficeŋ kao kə kao' tih. In that case, go ahead and  
 shave me.
1. kat so? they m tón? Sure there'll be time for a haircut!  
 ficeŋ kat kə kat' tih. In that case, go ahead and cut it.
  2. ko? so? they m tón? Sure there'll be time for a shampoo!  
 ficeŋ ko? kə ko? ' tih. In that case go ahead and give me one.
  3. khat sbaek-cəəŋ they m tón? Sure there'll be time to shine your shoes!  
 ficeŋ khat kə khat' tih. In that case go ahead and shine them.
  4. thee tesay they m tón? Sure there'll be time for a massage!  
 ficeŋ thee kə thee' tih. In that case go ahead and give me one.
  5. kat aaw they m tón? Sure there'll be time to make the shirt.  
 ficeŋ kat kə kat' tih. In that case go ahead and make it.
  6. ñam baay they m tón? Sure there'll be time to eat!  
 ficeŋ ñam kə ñam' tih. In that case (let's) go ahead and eat.

Drill C. Substitution

- |  |   |
|--|---|
| 1. ñcǣñ ñkuy leeñ mǣphlǣt' tih.                | Please have a seat for a moment.                  |
| 2. ñcǣñ ñkuy <u>mǣl sǣphiw leeñ'</u> tih.      | Please sit down and <u>read a magazine.</u>       |
| 3. ñcǣñ coul móo mǣl sǣphiw leeñ' tih.         | Please <u>come in</u> and read a magazine.        |
| 4. ñcǣñ coul móo <u>cam veen look'</u> tih.    | Please come in and <u>wait your turn.</u>         |
| 5. ñcǣñ <u>ñkuy</u> cam veen look' tih.        | Please <u>have a seat</u> and wait your turn.     |
| 6. <u>soum look</u> ñkuy cam veen look' tih.   | <u>Won't you</u> have a seat and wait your turn.  |
| 7. soum look ñkuy <u>mǣl sǣphiw leeñ'</u> tih. | Won't you have a seat and <u>read a magazine.</u> |
| 8. soum look ñkuy leeñ mǣphlǣt' tih.           | Won't you have a seat <u>for a moment.</u>        |
| 9. <u>ñcǣñ</u> ñkuy leeñ mǣphlǣt' tih.         | <u>Please</u> have a seat for a moment.           |

Drill D. Response

- |   |   |
|---|---|
| MODEL: <u>Teacher:</u> look kǎ? sǎ? ' teh?                          | How about a shampoo?  |
| <u>Student:</u> m-bac kǎ? sǎ? oy khñom' teh!                        | It's not necessary to give me a shampoo.                              |
| 1. look kao puk mó't' teh?<br>m-bac kao puk mó't' oy khñom' teh!    | How about a shave?<br>It's not necessary to give me a shave.          |
| 2. look thee tǣsay' teh?<br>m-bac thee tǣsay oy khñom' teh!         | How about a massage?<br>It's not necessary to give me a massage.      |
| 3. look vǣek cǣhier' teh?<br>m-bac vǣek cǣhier cǣeñ oy khñom' teh!  | How about moving the part?<br>It's not necessary to move the part.    |
| 4. look khat sbǣk-cǣeñ' teh?<br>m-bac khat sbǣk-cǣeñ oy khñom' teh! | How about a shoeshine?<br>It's not necessary to shine my shoes.       |
| 5. look crǣp puk mó't' teh?<br>m-bac crǣp puk mó't' oy khñom' teh!  | How about a mustache trim?<br>It's not necessary to trim my mustache. |
| 6. look ut aaw' teh?<br>m-bac ut aaw oy khñom' teh!                 | How about pressing your coat?<br>It's not necessary to press my coat. |







Drill I. Transformation

MODEL: Teacher: cíaŋ memaŋ, kao puk mót  
tón' eh.

Student: kao puk mót they m tón?  
níw cíaŋ memaŋ tiet  
daε.

With more than an hour,  
there's time for a shave.

Sure there's time for a shave!

You have more than an hour.

1. cíaŋ bɛy liit'n, baek dól' eh.

baek they m dól? níw cíaŋ bɛy  
liit tiet daε.

With over three litres, we can  
make it there.

Sure we can make it! There's  
over three litres left.

2. cíaŋ pɛam selek'ŋ, thee kòan'  
eh.

thee they m kòan? níw cíaŋ pɛam  
selek tiet daε.

With over five sheets, there's  
enough to make it.

Sure there's enough to make it!  
There's over five sheets left.

3. cíaŋ kelah maŋ, tíw tón' eh.

tíw they m tón? níw cíaŋ kelah  
maŋ tiet daε.

With over half an hour, we'll be  
there in time.

Sure we'll be there in time!  
There's over half an hour left.

4. cíaŋ me-kelou, ñam kòan' eh.

ñam they m kòan? níw cíaŋ  
me-kelou tiet daε.

With more than a kilo, there'll  
be enough to eat.

Sure there's enough to eat!  
There's more than a kilo left.

5. cíaŋ meróoy, thee baan' eh.

thee they m baan? níw cíaŋ  
meróoy tiet daε.

With over 100, it can be done.

Sure it can be done! There's  
over 100 left.

Drill J. Response: Double Cue

- |  |   |
|--|---|
| <p>MODEL: <u>Teacher</u>: nēnaa ke tīw inaa? (p'oun<br/>khñom, srok amerik)</p> <p><u>Student</u>: baat, p'oun khñom ke tīw<br/>srok amerik!</p> | <p>Who's going where? (my<br/>younger brother, America)</p> <p>My younger brother's going<br/>to America.</p>       |
| <p>1. nēnaa ke tīw inaa? (bōōj khñom,<br/>kəpuj caam)</p> <p>baat, bōōj khñom ke tīw kəpuj<br/>caam!</p>   | <p>Who's going where? (my older<br/>brother, Kompong Cham)</p> <p>My older brother's going to<br/>Kompong Cham.</p> |
| <p>2. nēnaa ke tīw thee ey?<br/>(p'oun khñom, rien)</p> <p>baat, p'oun khñom ke tīw rien!</p>  | <p>Who's going to do what?<br/>(my younger brother, study)</p> <p>My younger brother's going to<br/>study.</p>      |
| <p>3. nēnaa ke tīw thee ey?<br/>(koun khñom, kat sō?)</p> <p>baat, koun khñom ke tīw kat sō?</p>   | <p>Who's going to do what?<br/>(my son, get a haircut)</p> <p>My son's going to get a haircut.</p>                  |
| <p>4. kee tīw thee ey nīw-inaa?<br/>(rien, srok amerik)</p> <p>baat, kee tīw rien srok amerik!</p>   | <p>What are they going to do where?<br/>(study, America)</p> <p>They're going to study in America.</p>              |
| <p>5. kee tīw thee ey nīw-inaa?<br/>(bjiēn, sòk pèaŋ)</p> <p>baat, kee tīw bjiēn sòk pèaŋ!</p>   | <p>What are they going to do where?<br/>(teach, France)</p> <p>They're going to teach in France.</p>                |

## UNIT 44

## BASIC DIALOGUE

- |  |                 |  |
|--|-----------------|--|
| 1. ot tooh! look cia tehian' ih?   | <u>Civilian</u> | Pardon me, are you a soldier?                                  |
| 2. baat!   | <u>Soldier</u>  | Yes.   |
| 3. look móo? pii-naa?  | <u>Civilian</u> | Where do you come from?  |
| 4. baat, khñom kaet niw kepuy spii.  | <u>Soldier</u>  | I was born in Kompong Speu.                                    |
| 5. petae kraoy khñom coul thee tehian,<br>kee pecuun khñom tiw svaay rien! |                 | But after I became a soldier,<br>they sent me to Svai Rieng.   |
| 6. look pé? sa? pemaan?  | <u>Civilian</u> | What rank are you?   |
| 7. baat, khñom pé? sa? muoy!   | <u>Soldier</u>  | I'm a second lieutenant.                                       |
| 8. look coul-cet' teh, thee tehian?  | <u>Civilian</u> | Do you like being a soldier?                                   |
| 9. khñom pebaa? thaa..   | <u>Soldier</u>  | That's hard to say.  |
| 10. look dael tiw chbañ' teh?  | <u>Civilian</u> | Have you ever gone to fight?                                   |
| 11. chbañ inaa? khñom teep-m ceñ<br>pii salaa chnam tiw.                   | <u>Soldier</u>  | What do you mean fight? I just<br>got out of school last year. |
| 12. mec baan-te look methée tehian?  | <u>Civilian</u> | How did you come to be a soldier?                              |
| 13. khñom m deñ dae, petae khñom<br>coul-cet tehian tañ-pii<br>touc' mih.  | <u>Soldier</u>  | I don't know, but I liked<br>soldiering since I was small.     |
| 14. pebaa? ' teh, thee tehian?   | <u>Civilian</u> | Is it hard to be a soldier?                                    |
| 15. pebaa? ntec dae, mian<br>chbañ-telóp cèen' ah.                         | <u>Soldier</u>  | It's a little hard, there are a<br>lot of regulations.         |



Civilian

16. look mronj thee tehian lehout'  
ih?

Do you intend to be a soldier  
from now on (as a career)?

Soldier

17. meel tiw lehout' eh, puh cefi  
tiw, m denj thee sy' teh!

I guess for a career (from now  
on), because if I got out,  
I wouldn't know what to do.

## DIALOGUE FOR COMPREHENSION

- |   |  |
|---|--|
| 1. ot tooh, look cia tehian rih?              | 2. baat.   |
| 3. look moo' pii-naa?                         | 4. baat, khnom kaet niw kompuj spii.   |
|   | 5. pontae kraoy khnom coul thvee<br>tehian, kee boñcuun khnom tiw<br>svaay rien! |
| 6. look pe' sa' ponmaan?                      | 7. baat, khnom pe' sa' muoy!   |
| 8. look coul-cet tee, thvee tehian?           | 9. khnom pibaa' thaa.  |
| 10. look dael tiw chbañ' tee?                 | 11. chbañ aenaa? khnom teep-nij<br>cefi pii salaa chnam tiw.                     |
| 12. mec baan-cia look moo' thvee tehian?      | 13. khnom min denj dae, pontae khnom<br>coul-cet tehian tañ-pii touc<br>melh.    |
| 14. pibaa' tee, thvee tehian?                 | 15. pibaa' bontec dae, mian<br>chbap-tumlóp craen nah.                           |
| 16. look bomronj thvee tehian<br>róohout rih? | 17. meel tiw róohout haey, pruh<br>cefi tiw, min denj thvee sy' tee.             |

NOTE: Expressions of Quoting

You are already familiar with the use of the conjunction /thaa/ to introduce quotations of words actually spoken (see Note, Unit 15). Another similar use of /thaa/ is after verbs of knowing, thinking, believing, remembering, etc., where it introduces quotations of words which may never have been spoken by anybody. A partial list of such verbs follows:

deɣ	to know	cam	to remember
kit	to think	phlic	to forget
nik-kheeff	to think of	cie, cie-céʔ	to believe
smaan	to think, surmise	sqkhim	to hope
lii	to hear	khlaac	to fear
yúil	to understand		

Note that /thaa/ does not invariably follow such verbs, however, even when quoted material is included. /thaa/ occurs only when the verbal construction parallels that of the verbs referring to actual speaking.

Examples: kee péap khñom thaa kót cia kruu peet.

'They told me that he's a doctor.'

khñom deɣ thaa kót cia kruu peet.

'I know that he's a doctor.'

taam khñom deɣ, kót cia kruu peet.

'As far as I know, he's a doctor.'

These patterns are practiced in Drills F and G of this unit. (The underlying equivalence expressions being quoted are reviewed in the two drills preceding, D and E.)

It is important to realize that certain verbs having to do with feelings (rather than knowing, etc.) are followed by the conjunction /daoy/ instead of /thaa/. Though such examples are not true quotations, the confusion may arise for you because of the ambiguity of the English conjunction 'that,' which is used in both cases.

Examples: khñom treek-ɔɔ' nah, daoy baan skól look!

'I'm very glad that I got to know you.'

Some of the other uses of /daoy/ are introduced in the next unit (45, Drills B, F, G), but the parallel pattern of 'quotation,' with /daoy/ instead of /thaa/, is not drilled until Unit 49 (Drill J).

The remaining drills of this unit are concerned with the insertion of the enclitic /teh/ in the middle of a question, instead of at its end (A, B), and various time expressions, such as the pre-verbal modifier /teep-m/ (/teep-niŋ/) 'just now, recently, just' (C) and the conjunction /taŋ-pii/ 'since' (I, J).

NEW VOCABULARY: Military Terms1. Branches of Service

thee (thvee) tehian	do military service
tehian	member of armed forces
tehian ceeg kook	soldier, infantryman
tehian ceeg tik	sailor, marine
tehian chat yooj	paratrooper
tehian kpal-hoh	airman

2. Army Units

kooj	unit (general)
kooj pul thom	division
kooj veré?- seenaa thom	regiment
kooj veré?- seenaa touc	battalion
kooj anu?- seenaa thom	company
kooj anu?- seenaa touc	platoon
tóp lebaat	patrol, squad

3. Ranks (translated in terms of the Army-- naval ranks are similar)

nief tehian, mee tehian	officer
udom-seeney	general
veré?-seeney aek	colonel
veré?-seeney too	lieutenant colonel
veré?-seeney trey	major
anu?-seeney aek (pé? sa? bey)	captain
anu?-seeney too (pé? sa? pii)	1st. lieutenant
anu?-seeney trey (pé? sa? muoy)	2nd. lieutenant
nief commo	warrant officer
koun tehian	enlisted man
pul-baal aek	sgt. major
pul-baal too	chief sergeant
pul-baal trey	sergeant
nief aek	chief corporal
nief too	corporal
pul aek	p.f.c.
púl too	private

## DRILLS

Drill A. Substitution

- |  |  |
|--|--|
| 1. look coul-cet' eh?.. thee <u>tehian</u> .     | Do you like being a <u>soldier</u> ?           |
| 2. look coul-cet' eh?.. thee <u>smien</u> .      | Do you like being a <u>secretary</u> ?         |
| 3. <u>kót</u> coul-cet' eh?.. thee smien.        | Does <u>he</u> like being a <u>secretary</u> ? |
| 4. <u>kót</u> coul-cet' eh?.. thee <u>kruu</u> . | Does he like being a <u>teacher</u> ?          |
| 5. <u>via</u> coul-cet' eh?.. thee kruu.         | Does <u>he</u> like being a <u>teacher</u> ?   |
| 6. via coul-cet' eh?.. thee <u>srae</u> .        | Does he like being a <u>farmer</u> ?           |
| 7. <u>kee</u> coul-cet' eh?.. thee srae.         | Do <u>they</u> like being farmers?             |
| 8. kee coul-cet' eh?.. thee <u>tehian</u> .      | Do they like being <u>soldiers</u> ?           |
| 9. look coul-cet' eh?.. thee <u>tehian</u> .     | Do <u>you</u> like being a <u>soldier</u> ?    |

Drill B. Substitution

- |   |                                       |
|---|---------------------------------------|
| 1. pebaa? ' eh?.. thee <u>tehian</u> .                      | Is it hard to be a <u>soldier</u> ?   |
| 2. pebaa? ' eh?.. thee <u>smien</u> .                       | Is it hard to be a <u>secretary</u> ? |
| 3. pebaa? ' eh?.. thee <u>kruu</u> .                        | Is it hard to be a <u>teacher</u> ?   |
| 4. pebaa? ' eh?.. thee <u>srae</u> .                        | Is it hard to be a <u>farmer</u> ?    |
| 5. pebaa? ' eh?.. thee <u>ciaŋ kat so? 'ŋ</u> .             | Is it hard to be a <u>barber</u> ?    |
| 6. pebaa? ' eh?.. thee <u>ciaŋ kat</u><br><u>khao-aaw</u> . | Is it hard to be a <u>tailor</u> ?    |
| 7. pebaa? ' eh?.. thee <u>tehian</u> .                      | Is it hard to be a <u>soldier</u> ?   |

Drill C. Substitution

- |  |  |
|--|--|
| 1. khñom teep-m móo pii <u>salaa</u> .           | I just came from <u>school</u> .                   |
| 2. khñom teep-m móo pii <u>svaay rien</u> .      | I just came from <u>Svaay Rieng</u> .              |
| 3. <u>kee</u> teep-m móo pii <u>svaay rien</u> . | <u>They</u> just came from <u>Svaay Rieng</u> .    |
| 4. kee teep-m móo pii <u>poh'ŋ</u> .             | They just came from <u>the post office</u> .       |
| 5. <u>kót</u> teep-m móo pii <u>poh'ŋ</u> .      | <u>He</u> just came from the <u>post office</u> .  |
| 6. <u>kót</u> teep-m móo pii <u>m-piñ</u> .      | He just came from <u>Phnom Penh</u> .              |
| 7. <u>look</u> teep-m móo pii <u>m-piñ</u> .     | <u>He (you)</u> just came from <u>Phnom Penh</u> . |
| 8. look teep-m móo pii <u>otael</u> .            | He (you) just came from <u>the hotel</u> .         |
| 9. <u>khñom</u> teep-m móo pii <u>otael</u> .    | <u>I</u> just came from the <u>hotel</u> .         |

- |   |                                      |
|---|--------------------------------------|
| 10. khñom teep-m móo pii <u>m-piñ</u> . | I just came from <u>Phnom Penh</u> . |
| 11. <u>via</u> teep-m móo pii m-piñ.    | <u>He</u> just came from Phnom Penh. |
| 12. via teep-m móo pii <u>salaa</u> .   | He just came from <u>school</u> .    |
| 13. <u>khñom</u> teep-m móo pii salaa.  | <u>I</u> just came from school.      |

Drill D. Positive Response

MODEL: Teacher: kót cia aavekaa, meen' eh? He's a lawyer, isn't he?  
 Student: baat, kót cia aavekaa meen! Yes, he is a lawyer.

- |  |   |
|--|---|
| 1. kót cia kruu peet, meen' eh?<br>baat, kót cia kruu peet meen!         | He's a doctor, isn't he?<br>Yes, he <u>is</u> a doctor.                     |
| 2. kót cia cawvaay khaet, meen' eh?<br>baat, kót cia cawvaay khaet meen! | He's a governor, isn't he?<br>Yes, he <u>is</u> a governor.                 |
| 3. kót cia koun tehian, meen' eh?<br>baat, kót cia koun tehian meen!     | He's an enlisted man, isn't he?<br>Yes, he <u>is</u> an enlisted man.       |
| 4. kót cia niey tehian, meen' eh?<br>baat, kót cia niey tehian meen!     | He's an officer, isn't he?<br>Yes, he <u>is</u> an officer!                 |
| 5. kót cia rótmuntreay, meen' eh?<br>baat, kót cia rótmuntreay meen!     | He's a cabinet minister, isn't he?<br>Yes, he <u>is</u> a cabinet minister. |
| 6. kót cia kruu, meen' eh?<br>baat, kót cia kruu meen!                   | He's a teacher, isn't he?<br>Yes, he <u>is</u> a teacher.                   |

Drill E. Positive and Negative Response: Double Model.

## POSITIVE MODEL:

Teacher: kót cia aavekaa, meen' eh? He's a lawyer, isn't he?  
 (aavekaa) (lawyer)  
Student: baat, kót cia aavekaa meen! Yes, he's a lawyer.

## NEGATIVE MODEL:

Teacher: kót cia aavekaa, meen' eh? He's a lawyer, isn't he?  
 (kruu) (teacher)  
 Student: .tee, m meen' teh! kót cia No, he's not. He's a teacher.  
 cia kruu!

- |   |   |
|---|---|
| 1. kót cia kruu peet, meen' eh?<br>(niey tehian)<br>tee, m meen' teh! kót cia<br>niey tehian! | He's a doctor, isn't he?<br>(officer)<br>No, he's not. He's an officer. |
|---|---|

- |  |   |
|--|---|
| 2. kót cia kruu peet, meen' eh?<br>(kruu peet)<br>baat, kót cia kruu peet meen!                    | He's a doctor, isn't he?<br>(doctor)<br>Yes, he's a doctor.                           |
| 3. kót cia cawvaay khaet, meen' eh?<br>(rótmuntrey)<br>tee, m meen' teh! kót cia<br>rótmuntrey!    | He's a governor, isn't he?<br>(minister)<br>No, he's not. He's a minister.            |
| 4. kót cia koun téhian, meen' eh?<br>(niey téhian)<br>tee, m meen' teh! kót cia<br>niey téhian!    | He's an enlisted man, isn't he?<br>(officer)<br>No, he's not. He's an officer.        |
| 5. kót cia niey téhian, meen' eh?<br>(niey téhian)<br>baat, kót cia niey téhian meen!              | He's an officer, isn't he.<br>(officer)<br>Yes, he's an officer.                      |
| 6. kót cia rótmuntrey, meen' eh?<br>(cawvaay khaet)<br>tee, m meen' teh! kót cia<br>cawvaay khaet! | He's a minister, isn't he?<br>(governor)<br>No, he's not. He's a governor.            |
| 7. kót cia kruu, meen' eh?<br>(koun téhian)<br>tee, m meen' teh! kót cia koun<br>téhian!           | He's a teacher, isn't he?<br>(enlisted man)<br>No, he's not. He's an enlisted<br>man. |
| 8. kót cia koun téhian, meen' eh?<br>(koun téhian)<br>baat, kót cia koun téhian meen!              | He's an enlisted man, isn't he?<br>(enlisted man)<br>Yes, he's an enlisted man.       |

Drill F. Substitution

- |  |   |
|--|---|
| 1. khñom lli thaa kót cia cawvaay<br>khaet!                | I heard that he was a governor.           |
| 2. khñom lli thaa kót cia <u>rótmuntrey!</u>               | I heard that he was a <u>minister</u> .   |
| 3. <u>taam khñom smaan</u> kót cia rótmuntrey!             | <u>In my opinion</u> he is a minister.    |
| 4. taam khñom smaan kót cia <u>aavekaa!</u>                | In my opinion he is a <u>lawyer</u> .     |
| 5. <u>kee pèap khñom thaa</u> kót cia aavekaa!             | <u>They tell</u> me that he is a lawyer.  |
| 6. kee pèap khñom thaa kót cia <u>kruu</u><br><u>peet!</u> | They tell me that he is a <u>doctor</u> . |
| 7. <u>taam khñom den</u> kót cia kruu peet.                | <u>As far as I know</u> he is a doctor.   |

- |  |   |
|--|---|
| 8. taam khñom ðeŋ kót cia <u>niey tēhian!</u>        | As far as I know he is an <u>officer</u> .          |
| 9. <u>khñom ðeŋ chbah thaa kót cia niey tēhian!</u>  | <u>I know for sure</u> that he is an officer.       |
| 10. khñom cəŋ chbah thaa kót cia <u>koun tēhian.</u> | I know for sure that he is an <u>enlisted man</u> . |
| 11. <u>khñom smaan thaa kót cia koun tēhian!</u>     | <u>I think</u> that he is an enlisted man.          |
| 12. khñom smaan thaa kót cia <u>cawvaay khaet!</u>   | I think that he is the <u>governor</u> .            |
| 13. <u>khñom lli thaa kót cia cawvaay khaet!</u>     | <u>I heard that</u> he was the governor.            |

Drill G. Substitution

- |   |   |
|---|---|
| 1. khñom lli thaa kót cia cawvaay khaet!                          | I heard that he was the <u>governor</u> .           |
| 2. khñom lli thaa kót cia <u>tēhian!</u>                          | I heard that he was a <u>soldier</u> .              |
| 3. <u>khñom phlic haey thaa kót cia</u>                           | <u>I forgot that</u> he was soldier.                |
| 4. khñom phlic haey thaa kót cia tēhian!<br><u>né? rieccekaa!</u> | I forgot that he was a <u>government official</u> . |
| 5. <u>khñom cie-cé? thaa kót cia né? rieccekaa!</u>               | <u>I believe that</u> he is a government official.  |
| 6. khñom cie-cé? thaa kót cia <u>smien!</u>                       | I believe that he is a <u>secretary</u> .           |
| 7. <u>khñom cam thaa kót cia smien!</u>                           | <u>I remember that</u> he is a secretary.           |
| 8. khñom cam thaa kót cia <u>koun tēhian!</u>                     | I remember that he is an <u>enlisted man</u> .      |
| 9. khñom cam thaa kót cia <u>cawvaay khaet.</u>                   | I remember that he is the <u>governor</u> .         |
| 10. <u>khñom lli thaa kót cia cawvaay khaet!</u>                  | <u>I heard that</u> he was the governor.            |

Drill H. Substitution

- |   |                                      |
|---|--------------------------------------|
| 1. puo?-maa? kót cia tēhian!                  | His friend is a <u>serviceman</u> .  |
| 2. puo?-maa? kót cia <u>tēhian cəŋ kook!</u>  | His friend is a <u>soldier</u> .     |
| 3. puo?-maa? kót cia <u>tēhian cəŋ tik!</u>   | His friend is a <u>sailor</u> .      |
| 4. puo?-maa? kót cia <u>tēhian chat yoon!</u> | His friend is a <u>paratrooper</u> . |
| 5. puo?-maa? kót cia <u>tēhian kpal-hoh!</u>  | His friend is an <u>airman</u> .     |
| 6. puo?-maa? kót cia <u>tēhian!</u>           | His friend is a <u>serviceman</u> .  |

Drill I. Substitution

- |  |   |
|--|---|
| 1. khñom coul-cet tehian taŋ-pii<br>touc 'fi.                | I liked being a soldier since I<br>was small.                 |
| 2. kót coul-cet tehian taŋ-pii<br>touc 'fi.                  | <u>He</u> liked being a soldier since<br>he was small.        |
| 3. kót coul-cet tehian taŋ-pii<br><u>khmeen</u> .            | He liked being a soldier since<br>he was <u>young</u> .       |
| 4. <u>via</u> coul-cet tehian taŋ-pii<br>khmeen.             | <u>He</u> liked being a soldier since<br>he was young.        |
| 5. via coul-cet tehian taŋ-pii<br><u>yuu nah móo haey</u> .  | He liked being a soldier since<br><u>a long time ago</u> .    |
| 6. <u>khñom</u> coul-cet tehian taŋ-pii<br>yuu nah móo haey. | <u>I</u> like being a soldier since a<br>long time ago.       |
| 7. khñom coul-cet tehian taŋ-pii<br><u>daem' móo</u> .       | I liked being a soldier <u>from the</u><br><u>beginning</u> . |
| 8. <u>kee</u> coul-cet tehian taŋ-pii<br>daem' móo.          | <u>They</u> liked being soldiers from<br>the beginning.       |
| 9. kee coul-cet tehian taŋ-pii<br><u>touc 'fi</u> .          | They liked being soldiers since<br><u>they were small</u> .   |
| 10. <u>khñom</u> coul-cet tehian taŋ-pii<br>touc 'fi.        | <u>I</u> liked being a soldier since I<br>was small.          |

Drill J. Response

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : look thee tehian taŋ-pii<br>chnam naa' móo?<br>(hoksep-bey)   | Since what year have you been<br>in the service? ('63)   |
| <u>Student</u> : khñom thee tehian taŋ-pii<br>chnam hoksep-bey!   | I've been in the service<br>since '63.   |
| 1. look thee tehian taŋ-pii chnam<br>naa' móo? (haasep-pmpil)<br>khñom thee tehian taŋ-pii chnam<br>haasep-pmpil!                     | Since what year have you been in<br>the service? ('57)<br>I've been in the service since<br>'57. |
| 2. look thee tehian ceŋ kook taŋ-pii<br>chnam naa' móo? (haasep-pmmuoy)<br>khñom thee tehian ceŋ kook taŋ-pii<br>chnam haasep-pmmuoy! | Since what year have you been an<br>infantryman? ('56)<br>I've been an infantryman since<br>'56. |
| 3. look thee tehian ceŋ tik taŋ-pii<br>chnam naa' móo? (haasep-pèam)<br>khñom thee tehian ceŋ tik taŋ-pii<br>chnam haasep-pèam!       | Since what year have you been a<br>sailor? ('55)<br>I've been a sailor since '55.                |



- |  |  |
|--|--|
| 4. look thee tehian chat yooŋ taŋ-pii<br>chnam naa' móo? (hoksep-muoy)<br>khñom thee tehian chat yooŋ taŋ-pii<br>.chnam hoksep-muoy! | Since what year have you been a<br>paratrooper? ('61)<br>I've been a paratrooper since<br>'61.   |
| 5. look thee tehian kpal-hoh taŋ-pii<br>chnam naa' móo? (hoksep-pii)<br>khñom thee tehian kpal-hoh taŋ-pii<br>chnam hoksep-pii!      | Since what year have you been<br>an airman? ('62)<br>I've been an airman since '62.              |
| 6. look thee aavekaa taŋ-pii chnam<br>naa' móo? (haasep-pmbey)<br>khñom thee aavekaa taŋ-pii chnam<br>haasep-pmbey!                  | Since what year have you been<br>a lawyer? ('58)<br>I've been a lawyer since '58.                |
| 7. look thee kùu bñien taŋ-pii chnam<br>naa' móo? (haasep-pmbuon)<br>khñom thee kùu bñien taŋ-pii chnam<br>haasep-pmbuon!            | Since what year have you been<br>a teacher? ('59)<br>I've been a teacher since '59.              |
| 8. look thee tehian taŋ-pii chnam<br>naa' móo? (hoksep-bey)<br>khñom thee tehian taŋ-pii chnam<br>hoksep-bey!                        | Since what year have you been in<br>the service? ('63)<br>I've been in the service since<br>'63. |

Drill K. Response

- |   |  |
|---|--|
| MODEL: <u>Teacher</u> : look cefñ pii tehian pemaan<br>chnam' eh? (mendop)  | How long ago did you leave<br>the service? (eleven)  |
| <u>Student</u> : khñom cefñ pii tehian mendop<br>chnam' eh!   | I left the service eleven<br>years ago.  |
| 1. look cefñ pii tehian ceeŋ kook<br>pemaan chnam' eh? (bey-ndop)<br>khñom cefñ pii tehian ceeŋ kook<br>bey-ndop chnam' eh! | How long ago did you leave the<br>army? (thirteen)<br>I left the army thirteen years ago.    |
| 2. look cefñ pii tehian ceeŋ tik pemaan<br>chnam' eh? (buon-ndop)<br>khñom cefñ pii tehian ceeŋ tik<br>buon-ndop chnam' eh! | How long ago did you leave the<br>navy? (fourteen)<br>I left the navy fourteen years<br>ago. |

3. look cǽñ pii tǽhian chat yooŋ  
 pǽmaan chnam' eh? (pǽam-ndǽp)  
 khǽñom cǽñ pii tǽhian chat yooŋ  
 pǽam-ndǽp chnam' eh!  
 How long ago did you leave the  
 paratroops? (fifteen)  
 I left the paratroops fifteen  
 years ago.
4. look cǽñ pii tǽhian kpal-hǽh  
 pǽmaan chnam' eh? (pmmuoy-ndǽp)  
 khǽñom cǽñ pii tǽhian kpal-hǽh  
 pmmuoy-ndǽp chnam' eh!  
 How long ago did you leave the  
 air force? (sixteen)  
 I left the air force sixteen  
 years ago.
5. look cǽñ pii tǽhian pǽmaan  
 chnam' eh? (pmpil-ndǽp)  
 khǽñom cǽñ pii tǽhian pmpil-ndǽp  
 chnam' eh!  
 How long ago did you leave the  
 service? (seventeen)  
 I left the service seventeen  
 years ago.

## UNIT 45

## NARRATION

1. look dɛŋ' tɛh? khñom mian puo?-maa? mɛné? nɪw cɛmuoy khñom.
2. kót thee tɛhian.
3. kót pe? sa? pii.
4. kót coul-cɛt dæ leɛŋ' nah.
5. cɔŋ atit mun nih, khñom dæ leɛŋ cɛmuoy kót ɔh peel mɛthɔy.

1. Did you know? I have a friend staying with me.
2. He's in the service.
3. He's a first lieutenant.
4. He really likes to walk around town.
5. Last weekend I spend a whole day walking around with him.

- - - - -

6. mun dɔmbouŋ, yɛɛŋ tɪw psaa thmɛy. ruoc haey yɛɛŋ tɪw rɔo tɪŋ kɛnat.
7. yɛɛŋ coul haŋ lú? kɛnat pii-bɛy.
8. kraoy tɪŋ kɛnat ruoc haey, yɛɛŋ kɔ tɪw phtéh dɛɛ khao-aaw.
9. maɔŋ cɪt dɔp-pii haey, yɛɛŋ kɔ coul ñam baay nɪw restorɔŋ muoy, nɪw kraom  
otael delaa poost.

6. First of all, we went to the New Market. Then we went shopping for cloth.
7. We went into two or three cloth stores.
8. After we had bought the cloth, we then went to a tailor shop.
9. Near twelve o'clock, we went in to eat at a restaurant, behind the Hotel  
de la Poste.

- - - - -

10. luh ñam baay ruoc, yɛɛŋ kɔ nóm khnia tɪw kat sɔ?
11. daoy kót cia tɛhian, puo?-maa? khñom kót coul-cɛt kat sɔ? khley.
12. khñom, khñom coul-cɛt tuk sɔ? vɛɛŋ.
13. kraoy yɛɛŋ kat sɔ? ruoc haey, khñom cɔŋ tɪw phtéh.
14. pontæ puo?-maa? khñom kót cɔŋ dæ leɛŋ nteɛ tiet.

10. When we finished eating, we went together to get our hair cut.
11. Being in the service, my friend likes his hair cut short.
12. Me, I like to leave my hair long.
13. After we finished getting haircuts, I wanted to go home.
14. But my friend wanted to keep on walking around a while longer.

- - - - -

15. kót suo khñom thaa: look dael aoy kee tiey aoy' teh?
16. khñom kə chlaey thaa: khñom m-dael aoy nēnaa tiey aoy khñom soh!
17. doucchneh haey, kót kə nóm khñom tīw phtéh kruu tiey mené?.
18. yeəŋ niyey leəŋ cemuoŋ kruu tiey əh peel pəhael memaəŋ.
19. təə pii nuh yeəŋ kə teləp tīw phtéh.
20. daoy əh kəmləŋ peek, yeəŋ kə coul keəŋ.
15. He asked me, 'Have you ever had your fortune told?'
16. I answered, 'I've never had my fortune told by anyone at all.'
17. That being the case, he took me to the house of a fortune teller.
18. We stayed there talking with the fortune teller for maybe an hour.
19. From there we went on home.
20. Since we were so tired, we went to bed.

-----

NOTE: Expressions of Accompaniment

1. /daoy/ 'with, by'

This item is both a preposition and a conjunction. As a preposition, it is easily translated and presents no grammatical difficulties; it is usually equivalent to /taam/:

phñæ taam yún-həh.

phñæ daoy yún-həh.

'Send it by plane.'

As a conjunction, however, /daoy/ is used to introduce subordinate clauses in two distinct ways. If the /daoy/-clause comes after the main clause, the connection between the two clauses is one of close accompaniment:

khñom treek-əə' nah, daoy baan skól look.

'I'm very glad that I got to meet you.'

(See Notes, Units 44 and 49.)

If the /daoy/-clause precedes the main clause, the meaning is something like 'accompanying circumstance,' and often a cause-and-effect relationship is present:

daoy kót cia təhian, puo?-maa? khñom coul-cet kat so? khləy.

'Being in the service, my friend likes to have his hair cut short.'

This pattern is illustrated in Drill B of this unit.

When /daoy/ in the first clause is reinforced by the particle /kə/, which comes immediately after the subject of the second clause, the cause-effect relationship is much stronger, and /daoy/ here is nearly equivalent to /pruh/ 'because':

daoy əh kəmləŋ peek, yeəŋ kə coul keəŋ.

'Being very tired, we went to bed.'

(Because we were very tired, we went to bed.)

This pattern is illustrated in Drill F, and transformed into two independent clauses, the second being introduced by /doucneħ haey/ 'for that reason,' in Drill G. Note that the particle /ko/ does not occur in the transformation, but only in the original pattern.

Some other uses of /ko/, which makes a strong connection between two successive clauses, are illustrated in Drill I.

2. /nóm/ and /cuun/ 'to take or bring (someone somewhere)'

A different kind of accompaniment is represented by two-verb constructions in which the first verb is /nom/ or /cuun/ and the second is a verb of motion with the object always coming between:

kót nóm khñom tíw phtéh kruu tiey mené?

'He took me to the house of a fortune teller.'

khñom cuun p'oun khñom móc leen.

'I brought my younger brother to visit (you).'

The difference in meaning between /nóm/ and /cuun/ is very slight in this construction- both mean essentially 'to lead.' Note, however, that /cuun/ is also a polite version of /aoy/ 'give,' while /nóm/ is not used this way:

khñom tíw yóo? kafee móo cuun.

'I'll go get the coffee for you (to give you).'

Parallel in construction to /nóm... V/ and /cuun... V/ are two-verb expressions such as /yóo?... moo/ (in the example above) where physical carrying, rather than mere accompaniment, is involved. Also parallel in construction is the following example:

yeen nóm khnia tíw kat so?

'We went together to get our hair cut.'

Although this kind of example presents difficulties of translation, the literal meaning is 'We took each other to get our hair cut,' which is exactly parallel to other /nóm... V/ constructions. Note that /cuun/ is seldom used in this way.

Expressions of accompaniment with /nóm/ are illustrated in Drills J and K, where they are transformed into equivalent expressions using /nıŋ/ 'with' and /cemuoy khnia/ 'together,' the common prepositions designating accompaniment. /cemuoy/ 'with' by itself is illustrated in Drills A and H.

Other drills of this unit emphasize adjective opposites in connection with a subject repeated for emphasis (C), and the use of interrogative words after /m-daəl/ 'never' (D, E).

## DRILLS

Drill A. Substitution

- |   |  |
|---|--|
| 1.  coŋ atit mun nih, khñom dae leeŋ<br>cemuoy kót oh peel methŋay.         | Last weekend, I walked around<br>with him for a whole day.         |
| 2. <u>khae mun</u> nih, khñom dae leeŋ<br>cemuoy kót oh peel methŋay.       | <u>Last month</u> , I walked around with<br>him for a whole day.   |
| 3.  khae mun nih, khñom dae leeŋ<br>cemuoy kót oh peel <u>buon thŋay</u> .  | Last month, I walked around with<br>him <u>for four days</u> .     |
| 4.  khae mun nih, khñom <u>thee dmae</u><br>cemuoy kót oh peel buon thŋay.  | Last month, I <u>took a trip</u> with<br>him for four days.        |
| 5. <u>chnam tiw</u> , khñom thee dmae cemuoy<br>kót oh peel buon thŋay.     | <u>Last year</u> , I took a trip with him<br>for four days.        |
| 6.  chnam tiw, khñom thee dmae cemuoy<br>kót oh peel <u>me-atit</u> .       | Last year, I took a trip with him<br><u>for a week</u> .           |
| 7.  chnam tiw, khñom <u>dae leeŋ</u> cemuoy<br>kót oh peel me-atit.         | Last year, I <u>walked around</u> with<br>him for a week.          |
| 8. <u>khae viccəkaa</u> , khñom dae leeŋ<br>cemuoy kót oh peel me-atit.     | <u>In November</u> , I walked around with<br>for a week.           |
| 9.  khae viccəkaa, khñom dae leeŋ<br>cemuoy kót oh peel <u>methŋay</u> .    | In November, I walked around with<br>him <u>for a whole day</u> .  |
| 10. <u>coŋ atit mun nih</u> , khñom dae leeŋ<br>cemuoy kót oh peel methŋay. | <u>Last weekend</u> , I walked around<br>with him for a whole day. |

Drill B. Substitution

- |  |   |
|--|---|
| 1.  daoy kót cia tehian, puo?-maa<br>khñom coul-cet kat so? khley.                       | Being in the service, my friend<br>likes his hair cut short.                |
| 2.  daoy kót cia tehian, puo?-maa khñom<br>coul-cet tiñ eyvan thaok-thaok.               | Being in the service, my friend<br>likes <u>to buy inexpensive things</u> . |
| 3.  daoy kót cia <u>koun seh</u> , puo?-maa?<br>khñom coul-cet tiñ eyvan<br>thaok-thaok. | Being <u>a student</u> , my friend likes<br>to buy inexpensive things.      |
| 4.  daoy kót cia koun seh, puo?-maa?<br>khñom coul-cet <u>tuk so? veen</u> .             | Being a student, my friend likes<br>to <u>leave his hair long</u> .         |
| 5.  daoy kót cia <u>kruu tiey</u> , puo?-maa?<br>khñom coul-cet tuk so? veen.            | Being a <u>fortune teller</u> , my friend<br>likes to leave his hair long.  |

- |   |  |
|---|--|
| 6. daoy kót cia <u>kruu tiey</u> , puo?-maa?<br>khñom coul-cet <u>mèel riej bouraan.</u>      | Being a fortune teller, my friend<br>likes to <u>read ancient legends.</u> |
| 7. daoy kót cia kruu boñrien, puo?-maa?<br>khñom coul-cet mèel riej bouraan.                  | Being a <u>teacher</u> , my friend likes<br>to read ancient legends.       |
| 8. daoy kót cia <u>kruu boñrien</u> , puo?-maa?<br>khñom coul-cet <u>coul keej pii pelup.</u> | Being a teacher, my friend likes<br>to <u>go to bed early.</u>             |
| 9. daoy kót cia <u>tehian</u> , puo?-maa? khñom<br>coul-cet coul keej pii pelup.              | Being <u>in the service</u> , my friend<br>likes to go to bed early.       |
| 10. daoy kót cia tehian, puo?-maa? khñom<br>coul-cet <u>kat so? khley.</u>                    | Being in the service, my friend<br>likes <u>his hair cut short.</u>        |

Drill C. Transformation

- |  |   |
|--|---|
| MODEL: <u>Teacher</u> : puo?-maa? khñom coul-cet<br>kat so? khley.<br>(tuk so? veej)                             | My friend likes his hair cut<br>short. (leave hair long)  |
| <u>Student</u> : khñom, khñom coul-cet<br>tuk so? veej.  | Me, I like to leave my hair<br>long.  |
| 1. puo?-maa? khñom coul-cet tiñ<br>khao-aaw thaok-thàok. (thlay)<br>khñom, khñom coul-cet tiñ<br>khao-aaw thlay. | My friend likes to buy inexpensive<br>clothing. (expensive)<br>Me, I like to buy expensive<br>clothing. |
| 2. puo?-maa? khñom coul-cet mèel<br>riej bouraan. (semay)<br>khñom, khñom coul-cet mèel riej<br>semay.           | My friend likes to read ancient<br>stories. (modern)<br>Me, I like to read modern<br>stories.           |
| 3. puo?-maa? khñom coul-cet coul<br>keej pii pelup. (yup nteç)<br>khñom, khñom coul-cet coul keej<br>yup nteç.   | My friend likes to go to bed<br>early. (rather late)<br>Me, I like to go to bed rather<br>late.         |
| 4. puo?-maa? khñom coul-cet laan<br>thom. (touc)<br>khñom, khñom coul-cet laan touc.                             | My friend likes big cars.<br>(small)<br>Me, I like small cars.  |
| 5. puo?-maa? khñom coul-cet sbaek-çeej<br>thruñ. (sraal)<br>khñom, khñom coul-cet sbaek-çeej<br>sraal.           | My friend likes heavy shoes.<br>(light)<br>Me, I like light shoes.                                      |

6. puo?-maa? khñom coul-cet baek  
 laan lien. (yit)  
 khñom, khñom coul-cet baek laan  
 yit.

My friend likes to drive fast.  
 (slow)  
 Me, I like to drive slow.

Drill D. Response

MODEL: Teacher: look dael aoy kee tiey  
 aoy' teh?

Have you ever had your  
 fortune told?

Student: khñom m-dael aoy nenea  
 tiey aoy khñom soh!

I've never had my fortune  
 told by anybody at all.

1. look dael aoy kee ca? thnam aoy'  
 teh?

Have you ever had an inoculation?

khñom m-dael aoy nenea ca? thnam  
 aoy khñom soh!

I've never had anybody inoculate  
 me at all.

2. look dael aoy kee kao puk mót  
 teh?

Have you ever had someone shave  
 you?

khñom m-dael aoy nenea kao puk  
 mót aoy khñom soh!

I've never had anyone shave me  
 at all.

3. look dael aoy kee thee tesay aoy' teh?  
 khñom m-dael aoy nenea thee tesay  
 aoy khñom soh!

Have you ever had a massage?  
 I've never had anyone massage  
 me at all.

4. look dael aoy kee sa? aoy' teh?  
 khñom m-dael aoy nenea sa? aoy  
 khñom soh!

Have you ever been tattooed?  
 I've never had anyone tattoo  
 me at all.

5. look dael aoy nenea meel day aoy'  
 teh?  
 khñom m-dael aoy nenea meel day  
 aoy khñom soh!

Have you ever had your palm  
 read?  
 I've never had anyone read my  
 palm at all.

6. look dael aoy nenea thee thmifñ aoy'  
 teh?  
 khñom m-dael aoy nenea thee thmifñ  
 aoy khñom soh!

Have you ever had your teeth  
 worked on?  
 I've never had anyone work on  
 my teeth at all.



Drill E. Transformation: Question from Statement.

- MODEL: Teacher: khñom m-daël aoy nenea tiey I've never had my fortune  
aoy khñom soh! told by anyone at all.  
Student: look daël aoy kee tiey Have you ever had your  
aoy' teh? fortune told?
1. khñom m-daël aoy nenea ca? thnam I've never had anybody inoculate  
aoy khñom soh! me at all.  
look daël aoy kee ca? thnam aoy' teh? Have you ever had an inoculation?
  2. khñom m-daël aoy nenea kao puk mót I've never had anyone shave me  
aoy khñom soh! at all.  
look daël aoy kee kao puk mót Have you ever had someone shave  
aoy' teh? you?
  3. khñom m-daël aoy nenea thæ tésay I've never had anyone massage  
aoy' khñom soh! me at all.  
look daël aoy kee thæ tésay Have you ever had a massage?  
aoy' teh?
  4. khñom m-daël aoy nenea sa? aoy I've never had anyone tattoo  
khñom soh! me at all.  
look daël aoy kee sa? aoy' teh? Have you ever been tattooed?
  5. khñom m-daël aoy nenea mæel day I've never had anyone read my  
aoy' khñom soh! palm at all.  
look daël aoy kee mæel day aoy' Have you ever had your palm  
teh? read?
  6. khñom m-daël aoy kee thæ thmiñ I've never had anyone work on  
aoy khñom soh! my teeth at all.  
look daël aoy kee thæ thmiñ Have you ever had your teeth  
aoy' teh? worked on?

Drill F. Substitution

1. daoy oh komlaŋ peek, yeəŋ ko Being so tired, we went to bed.  
coul keeŋ.
2. daoy oh komlaŋ peek, yeəŋ ko Being so tired, we went back to  
telop tiw otael viñ. the hotel.
3. daoy m-sew mian luy, yeəŋ ko Not having much money, we went  
telop tiw otael viñ. back to the hotel.
4. daoy m-sew mian luy, yeəŋ ko Not having much money, we took  
cih sikhlou tiw. a cyclo.

- |  |   |
|--|---|
| 5. daoy <u>mian peel craen</u> , yeen ko<br>cih sikhrou tiw.     | <u>Having lots of time</u> , we took<br>a cyclo.      |
| 6. daoy mian peel craen, yeen ko<br><u>cih laan chnuol tiw</u> . | Having lots of time, we <u>took</u><br><u>a bus</u> . |
| 7. daoy <u>oh komlan peek</u> , yeen ko<br>cih laan chnuol tiw.  | <u>Being so tired</u> , we took a bus.                |
| 8. daoy oh komlan peek, yeen ko<br><u>coul keen</u> .            | Being so tired, we <u>went to bed</u> .               |

Drill G. Transformation

- |  |   |
|--|---|
| MODEL: <u>Teacher</u> : 'yeen oh komlan peek.<br>doucchneh haey yeen<br>coul keen.   | We were so tired. Therefore,<br>we went to bed.   |
| <u>Student</u> : daoy oh komlan peek,<br>yeen ko coul keen.  | Being so tired, we went to<br>bed.  |
| 1. yeen oh komlan peek. doucchneh<br>haey, yeen telop tiw otael viñ.<br>daoy oh komlan peek, yeen ko<br><u>telop tiw otael viñ</u> . | We were so tired. Therefore, we<br>went back to the hotel.<br>Being so tired, we <u>went back to</u><br>the hotel.            |
| 2. yeen m-sew mian luy. doucchneh<br>haey, yeen telop tiw otael viñ.<br>daoy <u>m-sew mian luy</u> , yeen ko<br>telop tiw otael viñ. | We didn't have much money. There-<br>fore, we went back to the hotel.<br>Not having much money, we went<br>back to the hotel. |
| 3. yeen m-sew mian luy. doucchneh<br>haey, yeen cih sikhrou tiw.<br>daoy m-sew mian luy, yeen ko<br><u>cih sikhrou tiw</u> .         | We didn't have much money. There-<br>fore, we <u>took</u> a cyclo.<br>Not having much money, we <u>took</u><br>a cyclo.       |
| 4. yeen mian peel craen. doucchneh<br>haey, yeen cih sikhrou tiw.<br>daoy mian peel craen, yeen ko<br>cih sikhrou tiw.               | We had lots of time. Therefore,<br>we took a cyclo.<br>Having lots of time, we took a<br>cyclo.                               |
| 5. yeen mian peel craen. doucchneh<br>haey, yeen cih laan chnuol tiw.<br>daoy mian peel craen, yeen ko<br>cih laan chnuol tiw.       | We had lots of time. Therefore,<br>we took a bus.<br>Having lots of time, we took a<br>bus.                                   |

- |  |  |
|--|--|
| 6. yeeŋ əh kəmlaŋ peek. doucchneŋ<br>haey, yeeŋ ciŋ laan chnuol tiw.<br>daoy əh kəmlaŋ peek, yeeŋ kə ciŋ<br>laan chnuol tiw. | We were so tired. Therefore, we<br>took a bus.<br>Being so tired, we took a bus.   |
| 7. yeeŋ əh kəmlaŋ peek. doucchneŋ<br>haey yeeŋ coul keeŋ.<br>daoy əh kəmlaŋ peek, yeeŋ kə<br>coul keeŋ.                      | We were so tired. Therefore, we<br>went to bed.<br>Being so tired, we went to bed. |

Drill H. Substitution

- |   |   |
|---|---|
| 1. yeeŋ niyiey leeŋ cəmuoy kruu<br>tieu əh peel məmaoŋ.       | We were talking with the fortune<br>teller for an hour.                   |
| 2. yeeŋ niyiey leeŋ cəmuoy niey<br>tehian əh peel məmaoŋ.     | We were talking with <u>the officer</u><br>for an hour.                   |
| 3. yeeŋ niyiey leeŋ cəmuoy niey<br>tehian əh peel kəlah maŋ.  | We were talking with the officer<br>for <u>half an hour</u> .             |
| 4. kót niyiey leeŋ cəmuoy niey<br>tehian əh peel kəlah maŋ.   | <u>He</u> was talking with the officer<br>for half an hour.               |
| 5. kót niyiey leeŋ cəmuoy kruu<br>tieu əh peel kəlah maŋ.     | He was talking with the <u>fortune<br/>teller</u> for half an hour.       |
| 6. kót niyiey leeŋ cəmuoy kruu<br>tieu əh peel məmaoŋ kəlah.  | He was talking with the fortune<br>teller for <u>an hour and a half</u> . |
| 7. yeeŋ niyiey leeŋ cəmuoy kruu<br>tieu əh peel məmaoŋ kəlah. | <u>We</u> were talking with the fortune<br>teller for an hour and a half. |
| 8. yeeŋ niyiey leeŋ cəmuoy kruu<br>tieu əh peel məmaoŋ.       | We were talking with the fortune<br>teller for <u>an hour</u> .           |

Drill I. Double Substitution (No Model)

- |   |  |
|---|--|
| 1. too pii nuh, yeeŋ kə təloŋ<br>tiw phtéh.       | Following that, we went back<br>home.                      |
| 2. kraoy móo?, yeeŋ kə tiw psaa<br>thmey.         | Later on, we <u>went to the New<br/>Market</u> .           |
| 3. ruoc haey, yeeŋ kə tiw róo tifi<br>kenat.      | <u>After we finished, we went shopping<br/>for cloth</u> . |
| 4. kraoy móo?, yeeŋ kə tiw phtéh<br>dæe khao-aaw. | Later on, we <u>went to the tailor<br/>shop</u> .          |



Drill K. Transformation

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|--|---|
| <p>MODEL: <u>Teacher</u>: kót nó<sup>́</sup>m khñom tɿw phtéh<br/>kruu tiey mené<sup>?</sup>!</p> <p><u>Student</u>: kót nɿj khñom nó<sup>́</sup>m khnia<br/>tɿw phtéh kruu tiey<br/>mené<sup>?</sup>!</p> | <p>He took me to the house of<br/>a fortune teller.</p> <p>He and I went together to<br/>the house of a fortune<br/>teller.</p> |
| <p>1. khñom nó<sup>́</sup>m kót tɿw psaa thmey!<br/>khñom nɿj kót nó<sup>́</sup>m khnia tɿw psaa<br/>thmey!</p>  | <p>I took him to the New Market.<br/>I and he went to the New Market<br/>together.</p>  |
| <p>2. khñom cuun pepún khñom tɿw ró<sup>́</sup><br/>tifi kenat!<br/>khñom nɿj pepún khñom nó<sup>́</sup>m khnia<br/>tɿw ró<sup>́</sup> tifi kenat!</p>   | <p>I took my wife cloth shopping.<br/>I and my wife went cloth shopping<br/>together.</p>                                       |
| <p>3. pepún khñom nó<sup>́</sup>m kót tɿw phtéh<br/>dee khao-aaw!<br/>pepún khñom nɿj kót nó<sup>́</sup>m khnia<br/>tɿw phtéh dee khao-aaw!</p>  | <p>My wife took me to the tailor<br/>shop.<br/>My wife and I went together to<br/>the tailor shop.</p>                          |
| <p>4. puo<sup>?</sup>-maa<sup>?</sup> khñom nó<sup>́</sup>m khñom tɿw<br/>kat so<sup>?</sup>!<br/>puo<sup>?</sup>-maa<sup>?</sup> khñom nɿj khñom nó<sup>́</sup>m<br/>khnia tɿw kat so<sup>?</sup>!</p>    | <p>My friend took me to get a haircut.<br/>My friend and I went together to<br/>get a haircut.</p>                              |
| <p>5. khñom cuun look srey tɿw ñam<br/>baay nɿw restorəŋ!<br/>khñom nɿj look srey nó<sup>́</sup>m khnia<br/>tɿw ñam baay nɿw restorəŋ!</p>   | <p>I took the lady to eat in a<br/>restaurant.<br/>I and the lady went together to<br/>eat in a restaurant.</p>                 |