



Cambodian


Basic Course
Volume One
Units 1-45



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 dodael? The same sentence?

Man Teacher to First Student

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

Woman Teacher to First Student

7a. cah, khlia dodael. 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 fo 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:
'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 mun. | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:
'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:
'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:
'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:
'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:
'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:
'khmae sruol rien.' | 4. (ss) khmae sruol rien. |
| 5. eylew, soum thaa khlia nih
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:
'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)
cah, khlia dodael. | The same sentence? (Yes, F)
Yes, the same sentence. |
| 2. siew-phiw dodael? (baat)
baat, siew-phiw dodael. | The same book? (Yes)
Yes, the same book. |
| 3. look kruu mun? (cah)
cah, look kruu mun. | The teacher first? (Yes, F)
Yes, the teacher first. |
| 4. né? kruu mun? (baat)
baat, né? kruu mun. | The teacher (F) first? (Yes)
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)
look sreý mun. | Who's first? (you, F)
You're first. |
| 2. né?naa mun? (look kruu)
look kruu mun. | Who's first? (the teacher)
The teacher's first. |
| 3. né?naa mun? (né? kruu)
né? kruu mun. | Who's first? (the teacher, F)
The teacher's first. |
| 4. khlia naa mun? (khlia nih)
khlia nih mun. | Which sentence is first? (this one)
This sentence is first. |
| 5. siew-phiw naa mun? (nih)
siew-phiw nih mun. | Which book is first? (this one)
This book is first. |
| 6. né?naa mun? (khñom)
khñom mun. | Who's first? (me)
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 mēdōŋ tiet:
'khmae sruol rien.' | 2. ...khmae sruol rien... |
| 3. thaa aoy khlay ntec.
tec nah, khñom sdap min lii tee. | 4. khmae sruol rien!!
look lii tee? |
| 5. baat. né? bəntóp: khmae sruol rien. | 6. khmae...sruol...rien. |
| 7. kom thaa yiit peek.
khom thaa aoy fióp ntec. | 8. khmae sruol rien. |
| 9. baan l'əə. né? bəntóp:
'khmae sruol rien. | 10. khmaesruolrien. |
| 11. fióp peek. khñom sdap min baan tee. | 12. khmae sruol rien.
yiit lémóom tee? |
| 13. baat, baan. eylew khñom sdap
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 /mēdōŋ 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 1'ɔɔ. eylew soum thaa khlia dɔdael, aoy tɛc-tɛc.	...khmae sruol rien...
11. khñom sdap min 111 tee. soum thaa mɛdɔɔŋ tiet aoy khlaŋ nteç.	khmae sruol rien.
12. cam thaa taam khñom: khmae sruol rien.	khmae sruol rien.
13. baan 1'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
tumpóa 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. tumpóa tii-pemaan? Which page?

Teacher

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

Variation One:

- | | |
|---|---------------------------------|
| 1. eylew soum baek siew-phiw look
tumpóa tii-pram. | 2. siew-phiw naa? |
| 3. siew-phiw tii-muoy. | 4. tumpóa tii-pemaan? |
| 5. tumpóa tii-pram. look khөөñ
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
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
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
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
tii-muoy. | 11. bontót naa, look kruu? |
| 12. bontót tii-pram. bontót kraoy kee
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 dǝdǝæɪ.	The-same sentence.
siew-phiw look.	Your book.
bǝntǝt mun kee bǝŋ-ǝh.	The-very-first line.
né' bǝntǝp.	The-next person.
siew-phiw liɛŋ.	The-yellow book.
tumpǝá kraoy bǝŋ-ǝh.	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.
fiǝp nah.	Very fast.
kraoy kee bǝŋ-ǝh.	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)
mǝdǝŋ tɪɛt	another time	(once more)
fiǝp lǝmǝom	sufficiently fast	(fast enough)
khliá tii-pii	the-second sentence	(sentence two)
tumpǝá tii-buon	the-fourth page	(page four)
look tǝŋ-ǝh khnia	all-of you	(you all)
mun kee bǝŋ-ǝh	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)
tee, khlia mun niq, khlia tii-bey. | Sentence four? (no, before that)
No, the one before that, sentence three. |
| 2. khlia tii-bey? (tee, mun niq)
tee, khlia mun niq, khlia tii-pii. | Sentence three? (no, before that)
No, the one before that, sentence two. |

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

Drill B

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

Drill C

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

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. khlia tii-pemaan? (buon)
khlia 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? (liɛŋ)
siew-phiw liɛŋ.

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 kɪı '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 kɪı '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 kɪı 'khmaɛ'. The very first word is 'Khmer'.

Teacher

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

Students

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

First Student

11. khliá nih ŋiey yúl nah. This sentence is very easy to
understand.

Teacher

12. min píbaa? 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
bontót nɨŋ? | 4. pia? kraoy kee boꝛ-oh kii
'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
'khmaɛ'. |
| 9. khliɑ nɨŋ, look tɛŋ-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 dɔdɑɛl? The same sentence?	baat, khliɑ dɔdɑɛl. 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-oh 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? ey mun kee bəŋ-oh? What word is first of all?	khmae. 'Khmer'	pia? khmae, mun kee bəŋ-oh. The word 'Khmer' is first.
look khөөñ ey? What do you see?	siew-phiw. The book.	khñom khөөñ siew-phiw. I see the book.
look róo? siew-phiw ey? 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 məc? 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 dədaeɭ? (baat)	The same sentence? (yes)
<u>Student</u> : baat, khlia dədaeɭ.	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
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 khæfñ tee? (khæfñ haey) | Do you see? (see already) |
| baat, khñom khæfñ haey. | Yes, I see. |
| (m1n khæfñ tee) | (not see) |
| tee, khñom m1n khæfñ tee. | No, I don't see. |

- | | |
|--|---|
| <p>5. look r^{oo}? khe^{ei} tee? (r^{oo}? khe^{ei} haey)
 baat, kh^{fi}om r^{oo}? khe^{ei} haey.
 (r^{oo}? min khe^{ei} tee)
 tee, kh^{fi}om r^{oo}? min khe^{ei} tee.</p> | <p>Have you found it? (find already)
 Yes, I've found it.
 (look for not see)
 No, I can't find it.</p> |
| <p>6. pia? nih t^{re}w tee? (t^{re}w haey)
 baat, pia? nih t^{re}w haey.
 (min t^{re}w tee)
 tee, pia? nih min t^{re}w tee.</p> | <p>Is this word right? (right
 already)
 Yes, that word is right.
 (not right)
 No, that word is not right.</p> |

Drill C.

- | | |
|--|--|
| <p>MODEL: <u>Teacher</u>: né?naa mun? (koun seh)
 <u>Student</u>: koun seh mun.</p> | <p>Who's first? (students)
 The students are first.</p> |
| <p>1. look khe^{ei} né?naa?
 kh^{fi}om khe^{ei} look kruu.</p> | <p>Who do you see? (the teacher)
 I see the teacher.</p> |
| <p>2. né?naa thaa kraoy kee b^ong-oh?
 (koun seh tii-pram)
 koun seh tii-pram thaa kraoy kee
 b^ong-oh.</p> | <p>Who speaks last of all?
 (the fifth student)
 The fifth student speaks last
 of all.</p> |
| <p>3. look meel siew-phiw naa? (lieng)
 kh^{fi}om meel siew-phiw lieng.</p> | <p>Which book are you looking at?
 (yellow book)
 I'm looking at the yellow book.</p> |
| <p>4. pia? ey mun kee b^ong-oh? (sruol)
 pia? sruol mun kee b^ong-oh.</p> | <p>What is the first word of all?
 (the word 'easy')
 The word 'easy' is the first
 word of all.</p> |
| <p>5. look r^{oo}? ey? (tump^oa tii-bey)
 kh^{fi}om r^{oo}? tump^oa tii-bey.</p> | <p>What are you looking for?
 (page three)
 I'm looking for page three.</p> |
| <p>6. look r^{oo}? kh^{li}a tii-pemaan?
 (kh^{li}a tii-pii)
 kh^{fi}om r^{oo}? kh^{li}a tii-pii.</p> | <p>Which sentence are you looking
 for? (sentence two)
 I'm looking for sentence two.</p> |
| <p>7. kh^{li}a tii-pii meel thaa me^c?
 (kh^{fi}om y^{ul} haey)
 kh^{li}a tii-pii meel thaa: kh^{fi}om
 y^{ul} haey.</p> | <p>How does sentence two read?
 ('I understand now.')</p> <p>Sentence two says: 'I understand
 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 liəŋ, 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? mēdcoŋ.
4. taε mian koun səh méné? suo thaa: look kruu cəŋ aoy thaa khlia dōdael?
5. kruu bəŋrien chlaey thaa: baat, khlia dōdael.
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? mēdcoŋ.
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 lī 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 taw 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 kheēŋ.

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)
tıw kruu	to the teacher	mian... mené tiet	there is another... (person)
tıw 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
<u>sdap lli</u> tee? | <u>Did</u> you all <u>hear</u> this sentence? |
| 3. khlia nih, <u>né?</u> kruu sdap lli
tee? | Did <u>the teacher</u> (F) hear this
sentence? |
| 4. somnuo khfiom, <u>né?</u> kruu sdap
lli tee? | Did the teacher (F) hear <u>my question</u> ? |
| 5. somnuo khfiom, <u>né?</u> kruu <u>sdap</u>
<u>baan</u> tee? | Did the teacher (F) <u>understand</u> my
question? |
| 6. somnuo khfiom, <u>look srey</u> sdap
baan tee? | Did <u>you</u> (F) understand my question? |

- | | |
|---|--|
| 7. <u>bontót tii-pii</u> , look srey sdap
baan tee? | Did you (F) understand <u>line two</u> ? |
| 8. bontót tii-pii, look srey <u>róo</u> ?
<u>khæñ</u> tee? | <u>Have</u> you (F) <u>found</u> line two? |
| 9. bontót tii-pii, <u>look téŋ-oh khnia</u>
<u>róo</u> ? khæñ tee? | Have <u>you all</u> found line two? |
| 10. <u>khlia nih</u> , look <u>téŋ-oh khnia</u> <u>róo</u> ?
khæñ tee? | Have you all found <u>this sentence</u> ? |
| 11. khlia nih, look <u>téŋ-oh khnia</u>
<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?
<u>'rien'</u> . | The last word of all is <u>'learn'</u> . |

Drill C

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

- | | |
|--|---|
| 5. look kruu <u>prap aoy</u> koun seh meel
siew-phiw naa? | Which book <u>did you tell</u> the students
to read? |
| 6. look kruu prap aoy koun seh <u>baek</u>
siew-phiw naa? | Which book did you tell the students
<u>to open</u> ? |
| 7. look kruu prap aoy koun seh baek
<u>tumpóa naa</u> ? | <u>Which page</u> did you tell the students
to open to? |
| 8. look kruu <u>cəŋ aoy</u> koun seh baek
tumpóa naa? | Which page <u>do you want</u> the students
to open to? |
| 9. look kruu cəŋ aoy koun seh <u>róo</u> ?
tumpóa naa? | Which page do you want the students
<u>to look for</u> ? |
| 10. look kruu cəŋ <u>aoy khñom</u> róo?
tumpóa naa? | Which page do you want <u>me</u> to look
for? |
| 11. look kruu cəŋ aoy khñom róo?
<u>khlia naa</u> ? | <u>Which sentence</u> do you want me to
look for? |
| 12. look kruu cəŋ aoy khñom <u>thaa</u>
khlia naa? | Which sentence do you want me <u>to</u>
<u>say</u> ? |

TRANSFORMATION DRILLS

Drill A. Doubling the Adjective

- MODEL: Teacher: khom thaa aoy ñóp nteç. Try to say it a little faster.
Student: koun seh niŋ thaa That student is saying it slowly.
yit-yit.
- | | |
|---|--|
| 1. khom chlaey aoy ñóp nteç.
koun seh niŋ chlaey yit-yit. | Try to answer a little faster.
That student is answering slowly. |
| 2. khom meel aoy khlaŋ nteç.
koun seh niŋ meel təc-təc. | Try to read a little louder.
That student is reading softly. |
| 3. khom thaa aoy khlaŋ nteç.
koun seh niŋ thaa təc-təc. | Try to say it a little louder.
That student is saying it softly. |
| 4. khom suo səmnua aoy pibaa? nteç.
koun seh niŋ suo səmnua sruol-sruol. | Try to ask harder questions.
That student is asking easy questions. |

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

Drill B. Reversing Directions

- | | |
|---|---|
| MODEL: <u>Teacher:</u> pia? mun pia? 'rien'
kii 'sruol'. | The word before 'learn' is
'easy'. |
| <u>Student:</u> pia? kraoy pia? 'sruol'
kii 'rien'. | The word after 'easy' is
'learn'. |
| 1. pia? mun pia? 'sruol' kii 'khmae'.
pia? kraoy pia? 'khmae' kii 'sruol'. | The word before 'easy' is 'Khmer'.
The word after 'Khmer' is 'easy'. |
| 2. pia? kraoy pia? 'sdap' kii 'lii'.
pia? mun pia? 'lii' kii 'sdap'. | The word after 'listen' is 'hear'.
The word before 'hear' is 'listen'. |
| 3. tumpóá mun tumpóá tii-bey kii
tumpóá tii-pii.
tumpóá kraoy tumpóá tii-pii kii
tumpóá tii-bey. | The page before 3 is 2.
The page after 2 is 3. |
| 4. mee-rien kraoy mee-rien tii-buon
kii mee-rien tii-pram.
mee-rien mun mee-rien tii-pram kii
mee-rien tii-buon. | The lesson after 4 is 5.
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. eylew soum bet siew-phiw
medoɔŋ tiet. Now please close your books again.

Students

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

Teacher

3. medoɔŋ 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 ɔŋ 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. eñceŋ! 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 boꝁrienkruu boꝁrien

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

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

- | | |
|---------------------------|--------------------|
| <i>look yúl tee?</i> | Do you understand? |
| <i>baat, yúl haey.</i> | Yes, (now) I do. |
| <i>look kheefi tee?</i> | Do you see it? |
| <i>baat, kheefi haey.</i> | 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>
<u>khñom.</u> | I want you to <u>answer my question.</u> |
| 5. khñom cəŋ aoy look <u>sdap səmnuo</u>
<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 niŋ 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 téŋ-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 viŋ,
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 ប្រសិនបើ, សូម ច្បាស់ ក្នុងនេះ: តើ
ងាយ រឺ ងាយ តើ?
9. បាទ. ខ្សង្កើ ស្រួល រឺ ងាយ វិញ, ក្នុងនេះ ទាំង ទាំង.
11. តើ, ស្រួល តើ.
12. តើ ប្រសិនបើ, 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 ងាយ
'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 ប្រសិនបើ, សូម ច្បាស់ 'បាទ'.
តើ ងាយ រឺ ងាយ តើ?
8. បាទ, ងាយ រឺ ងាយ.
តើ ងាយ រឺ ងាយ តើ.
9. បាទ. ខ្សង្កើ ស្រួល ស្រួល វិញ,
ក្នុងនេះ ទាំង ទាំង.
10. តើ ងាយ រឺ ងាយ តើ?
11. តើ, ស្រួល តើ.
12. តើ ប្រសិនបើ, 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
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:
ɔŋglee sruol rien tee? | 8. baat, sruol.
ɔŋglee sruol rien. |
| 9. ល្អ. eylew suo khñom viñ, somnuo
dodael. | 10. ɔŋglee sruol rien tee? |
| 11. tee, pibaa? rien nah! | |
| 12. né? bontóp, suo khñom thaa tae ɔŋglee
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 khlan lemoom.

The students repeat loud enough.

koun seh thaa taam khlan 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
(baek haey) | Open book.
(It's open.) |
| 2. soum sdap khlia nih, kom thaa taam
khfom: onglee pibaa? rien. | Please listen to this sentence;
don't repeat after me: 'English
is hard to learn.' |
| ----- | (Silence) |
| 3. medoaj nih, thaa taam khfom:
onglee pibaa? rien.

onglee pibaa? rien. | This time, repeat after me:
'English is hard to learn.'

English is hard to learn. |
| 4. eylew khfom coj aoy look praε.
look yul tee.
baat, yul haey. | Now I want you to translate. Do
you understand?
Yes, I understand. |
| 5. eficej. thaa cia onglee: onglee
pibaa? rien.
English is hard to learn. | Well, then. Say in English:
'English is hard to learn.'
(Says it in English) |
| 6. kom chlaey somnuo dael khfom
nij suo eylew. onglee pibaa?
rien tee? | Don't answer the question that I
am going to ask now. Is English
hard to learn?
(Silence) |
| ----- | |
| 7. eylew chlaey 'baat', onglee
pibaa? rien tee?
baat, onglee pibaa? rien. | Now answer yes to the question:
Is English hard to learn?
Yes, it's hard to learn. |
| 8. eylew chlaey 'tee, sruol',
somnuo dodael.
tee, sruol tee. | Now answer 'No, easy' to the same
question.
No, it's <u>easy</u> . |
| 9. thaa khlia teq-oh.
onglee sruol rien. | Say the whole sentence.
English is easy to learn. |
| 10. eylew suo khfom vifi: onglee
sruol rien tee?
onglee sruol rien tee? | Now ask me back: 'Is English
easy to learn?'
Is English easy to learn? |
| 11. tee, pibaa? tee. soum look praε.
No, it's <u>hard</u> . | No, it's <u>hard</u> . Please translate.
(Gives English) No, it's <u>hard</u> . |
| 12. eylew, soum bet siew-phiw vifi.
(bet haey) | Now close your book again.
(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?soo nóo. prae Don't use the consonant n. Use
a?soo ɲoo 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. ne' bontop: ɲiey.
12. kom praɛ a'soo noo.
praɛ a'soo noo viɲ. 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 /viɲ/

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 /viɲ/ '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 /viɲ/ 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 easy.

eylew suo khñom viɲ.

Now ask me (back, instead).

kom praɛ sra? niŋ, praɛ sra? nih viɲ.

Don't use that vowel; use this one (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 viɲ.

Say it after me.

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 nóo. (nóo) Don't use the consonant n. (ng)
Student: praε aʔsɔɔ nóo 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 mæel tumpóa tii-bey. (tii-pii) Don't read page three. (page two)
 mæel tumpóa 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 mæe-rien bontóp. (mæe-rien Don't study the next lesson. (the
 dodaεl) same one)
 rien mæe-rien dodaεl viñ. Study the same lesson instead.
 7. kom mæel bontót tii-buon. (tii-pram) Don't read line four. (line five)
 mæel bontót 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' onglee thaa 'That's right.'
'That's right' khmae thaa 'trew haey.'
4. 'khoh tee' onglee 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 'ngley.'

The word 'sruol' means 'ngley.'

Student: pia? 'ngley' mian ney thaa 'sruol.'

The word 'ngley' means 'sruol.'

1. pia? 'lil' mian ney thaa 'sdap baan.'
pia? 'sdap baan' mian ney thaa 'lil.'
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 bəŋrien srey.'
pia? 'kruu bəŋrien srey' mian ney thaa 'né? kruu.'
- The word 'lil' means 'sdap baan.'
The word 'sdap baan' means 'lil.'
- '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 bəŋrien srey' means 'lady teacher.'

Drill D.

MODEL: Teacher: cam thaa taam khñom.
(khñom thaa)

Wait and say it after me.
(I say)

Student: khñom thaa haey, look thaa.

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)
khñom suo haey, look suo. | Wait and ask me back. (I ask)
I ask, and then you ask. |
| 4. cam praε sòmnuo khñom. (khñom suo)

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

RESPONSE DRILL

(Respond as directed)

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

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

- | | |
|------------------------------------|--------------------------|
| 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:
khmae sruol sosee. | 4. khmae sruol sosee. |
| 5. eylew da? pia? 'khmaw-day nih' khnoñ
khlia nih: khmae sruol sosee. | 6. khmaw-day nih sruol sosee. |
| 7. ល្អ. né? bontóp, da? pia? 'pibaa?'
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) /meen 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 /meen tee?/, with the stress on /meen/, after a short pause. The same formula, /meen 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, efiɕɛŋ.

It's easy, that way.

sruol nah! efiɕɛŋ.

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 tréw-taε praε, kom thaa taam.
5. mian koun seh mené? tiet dael praε min tréw.
6. kruu thaa khlia niꝁ cia khmaε meðooꝁ tiet aoy kee sdap.
7. meðooꝁ nih koun seh nuh praε tréw.

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 tréw, 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 tréw.

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 mēdoŋ tiet.

Student: kruu boŋrien prap aoy koun səh bet siew-phiw mēdoŋ 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 boŋ-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 bet 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 thvæe
'want to do'
khom thaa
'try to say'

Negative: not VV

min coŋ thvæe
'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 sosee. This pencil is easy to write with.
 khmaw-day nih min sruol sosee 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 róó? tumpóa tii-pram kheeñ haey. I have found page five.
 khñom róó? tumpóa tii-pram min
 kheeñ tee. I can't find page five.

- | | |
|---|--|
| 3. look thaa aʔsɔɔ <u>nɔɔ</u> chbah nah. | You say the consonant <u>ng</u> very clearly. |
| look thaa aʔsɔɔ <u>nɔɔ</u> min chbah tee. | You don't say the consonant <u>ng</u> clearly. |
| 4. kee praε khlia tii-buon trɛw haey. | They translated sentence four correctly. |
| kee praε khlia tii-buon min trɛw 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 rɔɔʔ khɛɛñ tee? | Have you found it? |
| look rɔɔʔ min khɛɛñ tee!ʔ | Haven't you found it? |
| 2. look cɔŋ rien ɔŋglee tee? | Do you want to learn English? |
| look min cɔŋ rien ɔŋglee 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 trɛw tee? | Do they answer the questions right? |
| kee chlaey somnuo min trɛw 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>sɔsɛ</u> nah. | Khmer is quite easy <u>to write</u> . |
| 3. <u>khmaw-day nih</u> sruol sɔsɛ nah. | <u>This pencil</u> is quite easy to write with. |
| 4. khmaw-day nih <u>pibaaʔ</u> sɔsɛ nah. | This pencil is quite <u>hard</u> to write with. |
| 5. <u>piaʔ nih</u> pibaaʔ sɔsɛ nah. | <u>This word</u> is quite hard to write. |
| 6. piaʔ nih pibaaʔ <u>yul</u> nah. | This word is quite hard <u>to understand</u> . |
| 7. piaʔ nih <u>nɛy</u> yul nah. | This word is quite <u>easy</u> to understand. |
| 8. <u>ɔŋglee</u> nɛy yul nah. | <u>English</u> is quite easy to understand. |
| 9. ɔŋglee <u>pibaaʔ</u> yul nah. | English is quite <u>hard</u> to understand. |
| 10. ɔŋglee 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 sɔsɛe. | This action is called 'sɔsɛe.' |
| 2. thvæ douchnɛh khmaɛ thaa sɔsɛe. | This action is 'sɔsɛe' <u>in Khmer.</u> |
| 3. <u>piɑ?</u> 'write' khmaɛ thaa sɔsɛe. | <u>The word 'write'</u> is 'sɔsɛe' in Khmer. |
| 4. <u>piɑ?</u> mun niŋ khmaɛ thaa sɔsɛe. | <u>The word before that</u> is 'sɔsɛe' in Khmer. |
| 5. piɑ? mun niŋ <u>mɛɛl thaa</u> sɔsɛe. | The word before that <u>is read</u> 'sɔsɛe.' |
| 6. piɑ? mun niŋ mɛɛl thaa <u>sruol.</u> | The word before that is read ' <u>sruol.</u> ' |
| 7. piɑ? mun niŋ <u>mian ney thaa</u> sruol. | The word before that <u>means</u> 'sruol.' |
| 8. <u>piɑ?</u> ŋiey mian ney thaa sruol. | The word 'ŋiey' means 'sruol.' |
| 9. piɑ? ŋiey mian ney thaa ' <u>easy.</u> ' | The word 'ŋiey' means ' <u>easy.</u> ' |
| 10. piɑ? ŋiey <u>ɔŋlee thaa</u> 'easy.' | The word 'ŋiey' <u>in English</u> is 'easy.' |

Drill C.

- | | |
|---|--|
| 1. khom thaa aʔsɔɔ nɔɔ aoy khlaŋ nteɛ. | Try to say the n a little louder. |
| 2. khom thaa <u>sra?</u> niŋ aoy khlaŋ nteɛ. | Try to say <u>the vowel</u> a little louder. |
| 3. khom thaa sra? niŋ aoy <u>yit</u> nteɛ. | Try to say the vowel a little <u>slower.</u> |
| 4. khom thaa sra? <u>khnoŋ piɑ?</u> nih. | Try to say the vowel <u>in this word.</u> |
| 5. <u>kom</u> thaa sra? niŋ khnoŋ piɑ? nih. | <u>Don't</u> say that vowel in this word. |
| 6. kom thaa <u>aʔsɔɔ nɔɔ</u> khnoŋ piɑ? nih. | Don't say n in this word. |
| 7. <u>khom thaa</u> aʔsɔɔ nɔɔ khnoŋ piɑ? nih. | <u>Try to say</u> n in this word. |
| 8. khom thaa aʔsɔɔ nɔɔ <u>aoy ñop</u> nteɛ. | Try to say the n <u>a little faster.</u> |
| 9. khom thaa aʔsɔɔ nɔɔ <u>aoy khlaŋ</u> nteɛ. | 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
kheɛñ haey.
mun niŋ khñom rɔɔʔ bantót tii-bey
min kheɛñ tee. | Now I've found line three.

Before this, I couldn't find
line three. |
| 2. ɛylew khñom sdap look kruu l11
haey.
mun niŋ khñom sdap look kruu min
l11 tee. | Now I can hear the teacher.

Before this, I couldn't hear the
teacher. |

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

Drill B. Opposites in Context.

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

Drill C. Negatives and Opposites.

- | | |
|--|--|
| <p>MODEL: <u>Teacher</u>: look thaa yit nah.
<u>Student</u>: look thaa min ñop tee..</p> | <p>You speak very slowly.
You don't speak fast.</p> |
| <p>1. look thaa ñop nah.
look thaa min yit tee.</p> | <p>You speak very fast.
You don't speak slowly.</p> |
| <p>2. look thaa trew haey.
look thaa min khoh tee.</p> | <p>You said it correctly.
You didn't say it wrong.</p> |
| <p>3. mee-rien nih sruol nah.
mee-rien nih min pibaa? tee.</p> | <p>This lesson is easy.
This lesson is not difficult.</p> |
| <p>4. khlia niŋ pibaa? yul nah.
khlia niŋ man ñiey yul tee.</p> | <p>That sentence is hard to understand.
That sentence is not easy to
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 khnəəŋ 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
ciñcéñ. |
| 9. aenaa? | 10. ciñcéñ kraoy khnoej look. |
| 11. baat, trew haey. | 12. khñom khēñ ruup thoot pram
niw ciñéñ. |
| 13. tee, pii nuh cia phaen-tii, min
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 thoət tiet tee,
 nɪw-aɛnoh?
 12. khñom kheefñ ruup thoət
 dɔp-buon nɪw ciñcéŋ.

koun seh

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

Variation Two:

5. rɛbɔh pil-ndɔp nɪw-aɛnoh cia ɔvey?
 7. mian phaɛn-tii tiet tee, nɪw-aɛnoh?
 12. khñom kheefñ ruup thoət
 pmmuoy-ndɔp nɪw ciñcéŋ.
 6. nuh cia phaɛn-tii.
 8. baat, mian phaɛn-tii pmpil
 tiet nɪw ciñcéŋ.
 13. tee, pmbuon nuh cia ruup thoət,
 min mɛɛn 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
nɿw ciñcéŋ. | I see <u>five pictures</u> on the wall. |
| 2. khñom khəəñ <u>phaen-tii pmbey</u>
nɿw ciñcéŋ. | I see <u>eight maps</u> on the wall. |
| 3. khñom khəəñ <u>ruup thoət dəpmuoy</u>
nɿw ciñcéŋ. | I see <u>eleven pictures</u> on the wall. |
| 4. khñom khəəñ <u>phaen-tii buon-ndop</u>
nɿw ciñcéŋ, | I see <u>fourteen maps</u> on the wall. |
| 5. khñom khəəñ <u>phaen-tii dəpbey</u>
nɿw ciñcéŋ. | I see <u>thirteen maps</u> on the wall. |
| 6. khñom khəəñ <u>ruup thoət pram</u>
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-phɿw</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-phɿw</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 nw ciñcéñ.
3. mian ruup thoat bey nw ciñcéñ.
4. mian ruup thoat bey nw ciñcéñ kraoy khnəəñ look.
5. mian ruup thoat bey tiet nw ciñcéñ kraoy khnəəñ look.
6. khñom khəəñ mian ruup thoat bey tiet nw 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 nw ciñcéñ kraoy khnəəñ look.
2. khñom khəəñ mian ruup thoat bey nw 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.

DIALOGUE FOR COMPREHENSION

kruu boꝁrienkoun seh

1. phaen-tii khaaꝁ-sdam cia phaen-tii ey?
2. baat, phaen-tii srok khmae.
3. coh aamuoy khaaꝁ-chveeꝁ?
4. taam khñom smaan, cia phaen-tii tii-kroꝁ phnum piñ.
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 boꝁrien a?soo khmae.
11. yeꝁ rien sylew (rih)?
12. tee, ntec tiet baan yeꝁ 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?
(cit khdaa-khien) | Which map? (near the
blackboard) |
| | <u>Student</u> : | muoy niw cit khdaa-khien. | The one near the blackboard. |
| 1. | ruup thoət naa-muoy? (kraoy
khnœŋ look kruu) | muoy niw kraoy khnœŋ look kruu. | Which picture? (behind the teacher)
The one behind the teacher. |
| 2. | kumnuu naa-muoy? (khaaŋ-chvœŋ) | muoy niw khaaŋ-chvœŋ. | Which chart? (to the left)
The one to the left. |
| 3. | siew-phiw naa-muoy? (khaaŋ-sdam) | muoy niw khaaŋ-sdam. | Which book? (to the right)
The one to the right. |
| 4. | khmaw-day naa-muoy? (cit look) | muoy niw cit look. | Which pencil? (near you)
The one near you. |
| 5. | phaen-tii naa-muoy? (khaaŋ-sdam look) | muoy niw khaaŋ-sdam look. | Which map? (to your right)
The one to your right. |
| 6. | ruup thoət naa-muoy? (khaaŋ-chvœŋ
khdaa-khien) | muoy niw khaaŋ-chvœŋ khdaa-khien. | Which picture? (to the left of
the blackboard)
The one to the left of the black-
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. ne'-naa khlah? (pram ne') Which people? (five)
pram ne' 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-chveej cia ruup What is the picture to the left
thoot ey? (look kruu) a picture of? (the teacher)
ruup thoot khaaj-chveej 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 khnoej look cia What kind of a book is the book
siew-phiw ey? (onglee) behind you? (English)
siew-phiw kraoy khnoej 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-kroej 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-kroej 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 aʔsoo khmae. | It's a chart for teaching Khmer consonants. |
| 2. cia kumnuu somrap boŋrien <u>sra?</u> khmae. | It's a chart for teaching <u>Khmer</u> vowels. |
| 3. cia kumnuu somrap boŋrien <u>sra?</u> onglee. | It's a chart for teaching <u>English</u> vowels. |
| 4. cia kumnuu somrap boŋrien <u>aʔsoo</u> onglee. | It's a chart for teaching <u>English</u> consonants. |
| 5. cia <u>siew-phiw</u> somrap boŋrien aʔsoo onglee. | It's a <u>book</u> for teaching English consonants. |
| 6. cia siew-phiw somrap boŋrien <u>sra?</u> khmae. | It's a book for teaching <u>Khmer</u> vowels. |
| 7. cia siew-phiw somrap boŋrien <u>aʔsoo khmae.</u> | It's a book for teaching <u>Khmer</u> consonants. |
| 8. cia <u>kumnuu</u> somrap boŋrien aʔsoo 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> America. |

- | | |
|--|--|
| 3. taam khñom smaan, cia phaen-tii
<u>tii-kroŋ phnum piñ.</u> | I would guess it's a map <u>of the</u>
<u>city of Phnom Penh.</u> |
| 4. taam khñom smaan, cia phaen-tii
<u>tii-kroŋ vasentaon.</u> | I would guess it's a map <u>of the</u>
<u>city of Washington.</u> |
| 5. taam khñom smaan, cia <u>ruup thoŋt</u>
<u>look kruu.</u> | I would guess it's <u>a picture</u>
<u>of the teacher</u> (m). |
| 6. taam khñom smaan, cia ruup thoŋt
<u>né? kruu.</u> | I would guess it's <u>a picture</u>
<u>of the teacher</u> (f). |
| 7. taam khñom smaan, cia <u>phaen-tii</u>
<u>srok khmae.</u> | I would guess it's <u>a map of</u>
<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 niŋ? | 2. baat, look mian bey. |
| 3. muoy niw khaaŋ-chveeŋ nih p'oa ey? | 4. baat, p'oa lieŋ. |
| 5. haey muoy khaaŋ-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
dae ri-ey? | 10. tee, min meen tee. cia dooŋ pakaa
tee. |
| 10. dooŋ 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 lieŋ 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
khmaw-day tee rih? | 10. baat, cia dooŋ pakaa. |
| 11. look mian dooŋ pakaa pemaan niŋ? | 12. baat, khfiom mian bey, p'oa khmaw
pii, p'oa krohoom muoy. |
| 13. mian dooŋ pakaa p'oa khiew tee? | 14. tee, khmian tee. |

Variation Two:

- | | |
|--|--|
| 1. niw cit khdaa-khien nuh mian
phaen-tii pemaan? | 2. baat, mian bey. |
| 3. muoy niw khaaŋ-chveeŋ nuh srok naa? | 4. baat, srok khmae. |
| 5. haey muoy khaaŋ-sdam srok naa? | 6. baat, nuh cia phaen-tii tii-kroŋ
phnum pifi tee. |

- | | |
|---|---|
| 7. coh muoy kondaal? | 8. muoy kondaal cia phaen-tii phnum pifi dae. |
| 9. haey rebah 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 nŭw khaaŋ-chveeŋ pŏa ey?
 2. khmaw-day nŭw khaaŋ-sdam pŏa ey?
 3. khmaw-day nŭw kondaal pŏa ey?
 4. ruup thoŋt nŭw kondaal pŏa ey?
 5. ruup thoŋt nŭw cit khdaa khien pŏa ey?
 6. ruup thoŋt nŭw kraoy khnŋoŋ look kruu pŏa ey?
 7. ruup thoŋt nŭw khaaŋ-chveeŋ pŏa ey?
 8. khmaw-day nŭw khaaŋ-chveeŋ pŏa 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 pŏa lieŋ?
 2. khmaw-day naa-muoy pŏa krŋhŋom?
 3. khmaw-day naa-muoy pŏa khiew?
 4. khmaw-day naa-muoy pŏa khmaw?
 5. dŋoŋ pakaa naa-muoy pŏa khmaw?
 6. dŋoŋ pakaa naa-muoy pŏa krŋhŋom?
 7. dŋoŋ pakaa naa-muoy pŏa lieŋ?
 8. khmaw-day naa-muoy pŏa lieŋ?
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. rŋbŋh nih cia khmaw-day rŋ-ey?
2. rŋbŋh khaaŋ-sdam nuh cia khmaw-day rŋ-ey?
3. rŋbŋh khaaŋ-chveeŋ nuh cia khmaw-day rŋ-ey?
4. rŋbŋh nŭw kondaal nuh cia khmaw-day rŋ-ey?
5. rŋbŋh nŭw kondaal nuh cia phaeŋ-tii rŋ-ey?

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

Drill C.

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

- | | |
|---|--|
| <p>5. ដ្ឋាន បកា ណា-មួយ ប៉ា ក្រហម?
(និយ កុងដាល)
មួយ និយ កុងដាល គឺ ដ្ឋាន បកា
ប៉ា ក្រហម.</p> | <p>Which pen is black? (in the
middle)
The one in the middle is the
black pen.</p> |
| <p>6. ស៊ីវ-ភិយ ណា-មួយ ប៉ា ខ្មីវ?
(និយ ក្រាង-មុក លុក)
មួយ និយ ក្រាង-មុក លុក គឺ
ស៊ីវ-ភិយ ប៉ា ខ្មីវ.</p> | <p>Which book is blue? (in front
of you)
The one in front of you is the
blue book.</p> |

Drill D.

- | | |
|---|--|
| <p>MODEL: <u>Teacher</u>: និយ គឺ ក្រហម-ថ្ងៃ រឺ-ឲ្យ?
(តើ, ដ្ឋាន បកា)
<u>Student</u>: តើ, មិន មែន ក្រហម-ថ្ងៃ តើ.
និយ គឺ ដ្ឋាន បកា តើ.</p> | <p>Is this a pencil or what?
(no, a pen)
No, that's not a pencil.
It's a <u>pen</u>.</p> |
| <p>1. និយ គឺ ស៊ីវ-ភិយ ច្រើន រឺ-ឲ្យ?
(តើ, ស៊ីវ-ភិយ ម៉ែល)
តើ, មិន មែន ស៊ីវ-ភិយ ច្រើន តើ.
និយ គឺ ស៊ីវ-ភិយ ម៉ែល តើ.</p> | <p>Is this a notebook or what?
(no, a book)
No, that's not a notebook.
It's a <u>book</u>.</p> |
| <p>2. និយ គឺ កុំណូ រឺ-ឲ្យ? (តើ,
ផាស្ត-តិ)
តើ, មិន មែន កុំណូ តើ. និយ
គឺ ផាស្ត-តិ តើ.</p> | <p>Is this a chart or what? (no, a
map)
No, that's not a chart. It's a
<u>map</u>.</p> |
| <p>3. និយ គឺ ផាស្ត-តិ រឺ-ឲ្យ?
(តើ, រូប ថ្លាត)
តើ, មិន មែន ផាស្ត-តិ តើ.
និយ គឺ រូប ថ្លាត តើ.</p> | <p>Is this a map or what? (no, a
picture)
No, that's not a map. It's a
<u>picture</u>.</p> |
| <p>4. និយ គឺ ដ្ឋាន បកា រឺ-ឲ្យ?
(តើ, ក្រហម-ថ្ងៃ)
តើ, មិន មែន ដ្ឋាន បកា តើ.
និយ គឺ ក្រហម-ថ្ងៃ តើ.</p> | <p>Is this a pen or what? (no, a
pencil)
No, that's not a pen. It's a
<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 dooŋ 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
kee boŋ-oh? | 2. khmaw-day póa lieŋ. |
| 3. khmaw-day naa-muoy khley ciaŋ
kee boŋ-oh? | 4. póa khiew. |
| 5. coh khmaw-day póa krohoom? | 6. khmaw-day póa krohoom veeŋ ciaŋ
khmaw-day póa khiew, tae khley
ciaŋ khmaw-day póa lieŋ. |
| 7. coh dooŋ pakaa haey niŋ khmaw-day,
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 krooom) Which pen is the longest? (red)
doq pakaa p'oa krooom 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>6. khlia tii-pemaan veej cianj kee
 boj-oh? (tii-pii)
 khlia tii-pii veej cianj kee boj-oh.</p> | <p>Which sentence is the longest?
 (second)
 The second sentence is the longest.</p> |
|--|--|

Drill B.

- | | |
|--|--|
| <p>MODEL: <u>Teacher</u>: dooj pakaa haey nij
 khmaw-day p'oa khiew,
 aanaa veej cianj?
 (khmaw-day p'oa khiew)
 <u>Student</u>: khmaw-day p'oa khiew veej
 cianj.</p> | <p>Which is longer, the pen or
 the blue pencil? (blue
 pencil)
 The blue pencil is longer.</p> |
| <p>1. khmaw-day p'oa lienj haey nij khmaw-day
 p'oa krohoom, aanaa khley cianj?
 (khmaw-day p'oa krohoom)
 khmaw-day p'oa krohoom khley cianj.</p> | <p>Which is shorter, the yellow pencil
 or the red pencil? (red pencil)
 The red pencil is shorter.</p> |
| <p>2. mee-rien tii-dopbey haey nij mee-rien
 tii-dopbun, aanaa sruol cianj?
 (tii-dopbey)
 mee-rien tii-dopbey sruol cianj.</p> | <p>Which is easier, lesson 13 or
 lesson 14? (13)
 Lesson 13 is easier.</p> |
| <p>3. a'soo onglee haey nij a'soo khmae,
 aanaa pibaa? cianj. (Khmae)
 a'soo khmae pibaa? cianj.</p> | <p>Which is harder, the English
 alphabet or the Khmer alphabet?
 (Khmer)
 The Khmer alphabet is harder.</p> |
| <p>4. koun seh haey nij kruu, ne'naa
 meel fiop cianj? (kruu)
 kruu meel fiop cianj.</p> | <p>Who reads faster, the students or
 the teacher? (teacher)
 The teacher reads faster.</p> |

Drill C.

- | | |
|--|---|
| <p>MODEL: <u>Teacher</u>: khmaw-day p'oa krohoom
 niw trojnaa? (niw kondaal)
 <u>Student</u>: khmaw-day p'oa krohoom niw
 kondaal.</p> | <p>Where is the red pencil?
 (in the middle)
 The red pencil is in the
 middle.</p> |
| <p>1. khmaw-day p'oa lienj niw trojnaa?
 (khaanj-sdam)
 khmaw-day p'oa lienj niw khaanj-sdam.</p> | <p>Where is the yellow pencil?
 (on the right)
 The yellow pencil is on the right.</p> |
| <p>2. khmaw-day p'oa khiew niw trojnaa?
 (khaanj-sdam)
 khmaw-day p'oa khiew niw khaanj-sdam.</p> | <p>Where is the blue pencil? (on
 the right)
 The blue pencil is on the right.</p> |

- | | |
|---|--|
| <p>3. ដូច បក្សា ប៉ោ ក្រហម និយ ត្រង្គនា?
(khaaŋ-muk look)
ដូច បក្សា ប៉ោ ក្រហម និយ ក្រហម-មុក
ក្រអឺម.</p> | <p>Where is the black pen?
(in front of you)
The black pen is in front of me.</p> |
| <p>4. រូប ថត លូក ក្រូ ជិត ត្រង្គនា?
(cit khdaa-khien)
រូប ថត លូក ក្រូ ជិត
ក្រហម-ក្រអឺម.</p> | <p>Where is the teacher's picture?
(near the blackboard)
The teacher's picture is near
the blackboard.</p> |
| <p>5. ផែន-ទី ទ្រូក ក្រហម និយ ត្រង្គនា?
(kondaal phaen-tii pii tiet)
ផែន-ទី ទ្រូក ក្រហម និយ ក្រហម
ផែន-ទី ទ្រូក ក្រហម.</p> | <p>Where is the map of Cambodia?
(between the other two pictures)
The map of Cambodia is between the
other two pictures.</p> |
| <p>6. ក្រណាម ទ្រូក ប្រតិបត្តិ ទ្រូក ក្រហម
និយ ត្រង្គនា? (kraoy khnooy khfom)
ក្រណាម ទ្រូក ប្រតិបត្តិ ទ្រូក ក្រហម
និយ ក្រហម លូក.</p> | <p>Where is the chart for teaching
Khmer letters? (behind me)
The chart for teaching Khmer
letters is behind you.</p> |

EQUIVALENCE DRILLS

Drill A.

- | | |
|---|--|
| <p>MODEL: <u>Teacher</u>: ក្រហម-ថ្ងៃ ប៉ោ វែង វែង
 ថ្ងៃ ក្រហម-ថ្ងៃ ប៉ោ ក្រហម.</p> <p><u>Student</u>: ក្រហម-ថ្ងៃ ប៉ោ ក្រហម ក្រអឺម
 ថ្ងៃ ក្រហម-ថ្ងៃ ប៉ោ វែង.</p> | <p>The yellow pencil is longer
than the red pencil.</p> <p>The red pencil is shorter
than the yellow pencil.</p> |
| <p>1. ដូច បក្សា ប៉ោ ក្រហម ក្រអឺម ថ្ងៃ
ដូច បក្សា ប៉ោ ក្រអឺម.
ដូច បក្សា ប៉ោ ក្រអឺម វែង ថ្ងៃ ដូច
បក្សា ប៉ោ ក្រហម.</p> | <p>The black pen is shorter than the
blue pen.
The blue pen is longer than the
black pen.</p> |
| <p>2. ម៉េ-រីន ទី-ប្រតិបត្តិ ប្រតិបត្តិ ថ្ងៃ
ម៉េ-រីន ទី-ប្រតិបត្តិ.
ម៉េ-រីន ទី-ប្រតិបត្តិ ទ្រូក ថ្ងៃ
ម៉េ-រីន ទី-ប្រតិបត្តិ.</p> | <p>Lesson 14 is harder than Lesson
13.
Lesson 13 is easier than Lesson
14.</p> |
| <p>3. ទ្រូក ទ្រូក ទ្រូក ថ្ងៃ ទ្រូក
ក្រហម.
ទ្រូក ក្រហម ប្រតិបត្តិ ថ្ងៃ ទ្រូក
ទ្រូក.</p> | <p>The English alphabet is easier
than the Khmer alphabet.
The Khmer alphabet is harder than
the English alphabet.</p> |
| <p>4. ក្រអឺម ម៉េ ម៉េ ថ្ងៃ ថ្ងៃ ក្រអឺម.
ក្រអឺម ម៉េ វែង ថ្ងៃ ក្រអឺម.</p> | <p>The students read slower than the
teacher.
The teacher reads faster than the
students.</p> |

Drill C.

- MODEL: Teacher: khmaw-day p^óa kr^óh^óom n^{iw} k^óndaal khmaw-day pii tiet. The red pencil is between two other pencils.
- Student: mian khmaw-day muoy n^{iw} khaa^ŋ-chv^æŋ, haey mian left, and another one to the right.
khmaw-day muoy tiet n^{iw} khaa^ŋ-sdam.
1. siew-phⁱw p^óa li^æŋ n^{iw} k^óndaal siew-phⁱw pii tiet. The yellow book is between two other books.
mian siew-phⁱw muoy n^{iw} khaa^ŋ-chv^æŋ, There is one book to the left, haey mian siew-phⁱw muoy tiet n^{iw} khaa^ŋ-sdam. and another one to the right.
 2. phaen-tii tii-kro^ŋ phnum piⁿi n^{iw} k^óndaal phaen-tii pii tiet. The map of Phnom Penh is between two other maps.
mian phaen-tii muoy n^{iw} khaa^ŋ-chv^æŋ, There is one map to the left and haey mian phaen-tii muoy tiet n^{iw} khaa^ŋ-sdam. another one to the right.
 3. doo^ŋ pakaa p^óa khmaw n^{iw} k^óndaal doo^ŋ pakaa pii tiet. The black pen is between two other pens.
mian doo^ŋ pakaa muoy n^{iw} khaa^ŋ-chv^æŋ, There is one pen to the left and haey mian doo^ŋ pakaa muoy tiet n^{iw} khaa^ŋ-sdam. another one to the right.
 4. ruup tho^ot look kruu n^{iw} k^óndaal ruup tho^ot pii tiet. The teacher's picture is between two other pictures.
mian ruup tho^ot muoy n^{iw} khaa^ŋ-chv^æŋ, There is one picture to the left, haey mian ruup tho^ot muoy tiet n^{iw} khaa^ŋ-sdam. and another one to the right.

Drill D.

- MODEL: Teacher: khmaw-day p^óa kr^óh^óom v^æŋ l^ém^óom. The red pencil is of average length.
- Student: khmaw-day p^óa kr^óh^óom v^æŋ The red pencil is longer than
cia^ŋ khmaw-day khlah, khley some pencils and shorter
cia^ŋ khmaw-day khlah. than others.
1. mee-rien tii-d^oppii sruol l^ém^óom. Lesson 12 is of average difficulty.
mee-rien tii-d^oppii sruol cia^ŋ Lesson 12 is easier than some
mee-rien khlah, pibaa? cia^ŋ 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.
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.
4. khlia tii-pmpil væŋ lémóom.
khlia tii-pmpil væŋ ciaŋ khlia
khlah, khley ciaŋ khlia 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.
- The student on the right speaks
just loud enough.
The student on the right speaks
louder than some students and
softer than others.
- 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.

- - - - -

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 sossae 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.

- - - - -

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.

- - - - -

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.

- - - - -

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 sɔmnuo 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 ^s '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:

niyiey	'to speak'	dey	'to know'
prap	'to tell'	kit	'to think'
suo	'to ask'	meel	'to read'
chlaey	'to answer'	sosæ	'to write'
haw	'to call'	boŋkóp	'to order'

tæ is most commonly used before yes-no questions included in a larger context. (When it occurs before an independent question, it has a slightly literary flavor.) Note that included information questions (such as the fifth example above and several others like it in the Narration) are likely to be introduced only by thaa. But after expressions like coŋ dey 'wants to know' (see last example) the tendency to introduce even information questions with tæ is a strong one. Yes-no questions introduced by tæ are often followed by ri-ey? instead of tee? Example:

kót coŋ dey thaa tæ khmaw-day póa khiew 'He wants to know whether the blue
 veey ciaŋ dooŋ pakaa ri-ey? pencil is larger than the pen
 (or what).'

The first two transformation drills below concentrate on the use of the included quotation markers.

TRANSFORMATION DRILLS

Drill A. Including Quoted Statements

- MODEL: Teacher: nih cia khmaw-day. This is a pencil. (One
 (koun seh méné? chlaey) student answers)
- Student: koun seh méné? chlaey thaa: One student answers that this
 nih cia khmaw-day. is a pencil.
1. nih cia phaen-tii tii-kroŋ phnum This is a map of Phnom Penh.
 piñ. (koun seh nuh prap tiw kruu) (The student tells the teacher)
 koun seh nuh prap tiw kruu thaa: The student tells the teacher that
 nih cia phaen-tii tii-kroŋ phnum piñ. this is a map of Phnom Penh.
 2. mian reboh khlah nıw khnoŋ bontup There are some things in the class-
 rien. (kee niyiey) room. (They say)
 kee niyiey thaa mian reboh khlah nıw They say there are some things in
 khnoŋ bontup rien. the classroom.
 3. khmae sruol rien. (khlia mun boŋ-oh Khmer is easy to learn. (The
 meel) first sentence reads)
 khlia mun boŋ-oh meel thaa khmae The first sentence reads: 'Khmer
 sruol rien. is easy to learn.'
 4. nteç tiet baan yeey rien. It'll be a little while before we
 (kruu chlaey tiw kee) study it. (The teacher tells
 kruu chlaey tiw kee thaa: nteç tiet them)
 baan yeey rien. The teacher tells them that it'll
 be a little while before they
 study it.

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. yit lemóom tee, look kruu?
(khñom suo)
khñom suo thaa tae yit 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 pibaa? sɔsɛe tee? (khñom suo né? bontóp)
 khñom suo né? bontóp thaa tae ɔŋglee pibaa? sɔsɛe tee?
5. khlia nih, look téŋ-oh khnia yúl tee? (khñom suo look téŋ-oh khnia)
 khñom suo look téŋ-oh khnia thaa tae yúl khlia 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 cian.
Student: aanuh vɛɛŋ cian 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 cian.
 khmaw-day khiew khley cian 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 pibaa?, tae mee-rien nih pibaa? cian.
 mee-rien nih pibaa? cian 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 cian.
 dɔɔŋ pakaa póa liɛŋ sruol sɔsɛe cian 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 cian.
 look kruu meel fióp cian 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 cian.
 muoy kondaal kròhoom cian 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 krohom veŋ ciaŋ
kee boŋ-oh. The red pen is the longest of all.
dooŋ pakaa p'oa krohom 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-læe 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
aalee kee boŋ-oh? And how about the one next to the
one on the top?

Second Student

10. póa lieŋ tum. It's orange.

Teacher

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

Third Student

12. tee, min meen 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 veəŋ cian̄ kee Which pencil is the longest?
boŋ-oh? (póa khiew cah) (dark blue)
khmaw-day póa khiew cah veəŋ cian̄ The dark blue pencil is the
kee boŋ-oh. longest.
 2. look kruu cəŋ aoy khñom baek What book does the teacher want
siew-phiw ey? (liəŋ) me to open? (yellow)
look kruu cəŋ aoy look baek The teacher wants you to open
siew-phiw liəŋ. the yellow book.
 3. look meəl mee-rien tii-pemaan? Which lesson are you reading?
(dop-pmmuoy) (sixteen)
khñom meəl mee-rien tii-dop-pmmuoy. I'm reading Lesson 16.
 4. doəŋ pakaa póa ey l'oo cian̄ kee What color pen is the best?
boŋ-oh? (póa meek) (sky-blue)
doəŋ pakaa póa meek l'oo cian̄ kee The sky-blue pen is the best.
boŋ-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 sɔsɛ pemaan? How many notebooks do you have?
(prampil) (seven)
khñom mian siew-phiw sɔsɛ prampil. I have seven books.

Drill C. Replacing Verbal and Prepositional Phrases

- MODEL: Teacher: siew-phiw póa soo Where is the white book?
niw-aənaa? (khaaŋ-kraom) (on the bottom)
- Student: siew-phiw póa soo niw The white book is on the
khaaŋ-kraom. bottom.
1. khmaw-day póa liəŋ niw troŋ-naa? Where is the yellow pencil?
(khaaŋ-sdam) (on the right)
khmaw-day póa liəŋ niw khaaŋ-sdam. The yellow pencil is on the right.
 2. kumnuu nuh sɔmrap thvée ey? What is that chart for?
(boŋrien a'soo khmae) (teaching the Khmer alphabet)
kumnuu nuh sɔmrap boŋrien a'soo That chart is for teaching the
khmae. Khmer alphabet.
 3. look kruu cəŋ aoy khñom niyiey yaaŋ How does the teacher want me to
mɛc? (yiit lemóom) speak? (at the proper slow speed)
look kruu cəŋ aoy look niyiey yiit The teacher wants you to speak at
lemóom. the proper slow speed.

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

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

Student: ne^onaa meel siew-phiw khmae p^oa liex niw khnoq bontup leek pram?

Who is reading the yellow Khmer book in Classroom Five?

1. koun seh meel siew-phiw khmae p^oa 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^oa 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^oa 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^oa 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 sɔsɛɛ?
7. siew-phiw póa meek nɔw-aɛnaa?
9. coh siew-phiw póa khiew cah?
11. haey siew-phiw pii tiet nɔw-aɛnaa?
13. baan, l'ɔɔ.

koun seh

2. siew-phiw pii nɔw khaaḡ-kraom thom cianḡ kee boḡ-oh.
4. siew-phiw pii nɔw khaaḡ-lɛɛ touc cianḡ kee boḡ-oh.
6. siew-phiw sɔsɛɛ thom cianḡ siew-phiw meel tɛḡ-buon.
8. nɔw kraom kee.
10. nɔw lɛɛ kee.
12. nɔw 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. nɔw 3. mian 4. kɔɔ 5. mɛɛn 6. (zero)

Examples:

- | | |
|--|--|
| 1. nih <u>cia</u> siew-phiw. | This <u>is</u> a book. |
| 2. siew-phiw póa khiew <u>nɔw</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
<u>kɔɔ</u> siew phew kraom kee boḡ-oh. | The biggest book of all <u>is</u> the one
on the very bottom. |
| 5. nuh <u>mɛɛn mɛɛn</u> siew-phiw meel tee. | That's <u>not</u> a book for reading. |
| 6. siew-phiw khɔm póa sɔɔ. | 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 /mɛɛn... 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	mɛɛn-mɛɛn cia	nih mɛɛn-mɛɛn 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 ^o 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 ^o a s ^o 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
khaaŋ-sdam. | The orange pencil is on the right. |
| 2. khmaw-day póa liɛŋ tum nɨw
<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
kee. | <u>The teacher's picture</u> is in the
middle. |
| 6. ruup thoət look kruu <u>nɨw khaaŋ-sdam.</u> | The teacher's picture is <u>on the
right.</u> |
| 7. <u>khmaw-day póa liɛŋ tum</u> nɨw
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
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>mɛkumnóo nih</u> mian siew-phɨw bɛy. | <u>In this pile</u> there are three books. |
| 5. mɛkumnóo 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
tɨɨ-kroŋ phnum pifi. | The one below is the map of the
city of Phnom Penh. |
| 2. muoy khaaŋ-kraom kɨɨ <u>ruup thoət</u>
<u>khñom.</u> | The one below is <u>my picture.</u> |
| 3. <u>ruup thoət touc cɨaŋ kee bɔŋ-oh</u> kɨɨ
ruup thoət khñom. | <u>The smallest picture</u> is my picture. |
| 4. ruup thoət touc cɨaŋ kee bɔŋ-oh
<u>kɨɨ ruup thoət look kruu.</u> | The smallest picture is <u>the teacher's
picture.</u> |
| 5. <u>muoy khaaŋ-sdam</u> kɨɨ ruup thoət look
kruu. | <u>The one on the right</u> is the teacher's
picture. |

- | | |
|---|---|
| 6. muoy khaaŋ-sdam kii
<u>phaen-tii tii-kroŋ phnum piñ.</u> | The one on the right is <u>the map of
the city of Phnom Penh.</u> |
| 7. <u>muoy khaaŋ-kraom</u> kii phaen-tii
tii-kroŋ phnum piñ. | <u>The one below</u> is the map of the
city of Phnom Penh. |

Drill E. Equational Sentences

- | | |
|---|---|
| 1. khmaw-day niŋ póa liex. | That pencil is yellow. |
| 2. <u>siew-phiw meel khñom</u> póa liex. | <u>My book</u> is yellow. |
| 3. siew-phiw meel khñom <u>póa meek.</u> | My book is <u>sky-blue.</u> |
| 4. <u>doŋ pakaa look srøy</u> póa meek. | <u>Madame's pen</u> is sky-blue. |
| 5. <u>siew-phiw thom ciaŋ kee boŋ-oh</u>
póa meek. | <u>The biggest book of all</u> is sky-blue. |
| 6. siew-phiw thom ciaŋ kee boŋ-oh
<u>póa liex.</u> | The biggest book of all is <u>yellow.</u> |
| 7. <u>khmaw-day niŋ</u> póa liex. | <u>That pencil</u> is yellow. |

TRANSFORMATION DRILLS

Drill A. Negating /cia/

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

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

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

Drill B. Negating /niw/

- | | |
|---|--|
| 1. khmaw-day p ^ó a liəŋ tum niw
khaaŋ-sdam.
khmaw-day p ^ó a liəŋ tum min-m ^ɛ en
niw khaaŋ-sdam tee. | The orange pencil is on the right.

The orange pencil is not on the
right. |
| 2. siew-phiw touc ciaŋ kee boŋ-oh
niw khaaŋ-l ^ə e.
siew-phiw touc ciaŋ kee boŋ-oh
min-m ^ɛ en niw khaaŋ-l ^ə e tee. | The smallest book of all is on top.

The smallest book of all is not
on top. |
| 3. ruup thoət look kruu niw kondaal
kee.
ruup thoət look kruu min-m ^ɛ en
niw kondaal kee tee. | The teacher's picture is in the
middle.
The teacher's picture is not in
the middle. |
| 4. khlia nih niw khnoŋ tump ^ó a
tii-doppram.
khlia nih min-m ^ɛ en niw khnoŋ tump ^ó a
tii-doppram tee. | This sentence is on page fifteen.

This sentence is not on page fifteen. |

Drill C. Negating /mian/

- | | |
|---|--|
| 1. khñom mian kumnuu s ^ə mrap boŋrien
aʔs ^ə o khmae.
khñom khmian kumnuu s ^ə mrap boŋrien
aʔs ^ə o khmae tee. | I have a chart for teaching the
Khmer alphabet.
I don't have a chart for teaching
the Khmer alphabet. |
| 2. look kruu mian dooŋ pakaa p ^ó a
khiew cah.
look kruu khmian dooŋ pakaa p ^ó a
khiew cah tee. | The teacher has a dark blue pen.

The teacher doesn't have a dark
blue pen. |
| 3. niw khaaŋ-chv ^ɛ əŋ mian phaen-tii
srok khmae.
niw khaaŋ-chv ^ɛ əŋ khmian phaen-tii
srok khmae tee. | On the left there is a map of
Cambodian.
On the left there's no map of
Cambodian. |
| 4. kraoy khnooŋ khñom mian koun seh
m ^ə n ^é ?
kraoy khnooŋ khñom khmian koun
seh m ^ə n ^é ? tee. | Behind me there's a student.

There's no student behind me. |

Drill D. Negating /kii/

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

Drill E. Making Equational Sentences Negative.

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

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 yəɛŋ nɪŋ ɕap məəl.
səum bæŋ sɪəw-phɪw khɪəw.

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

First Student

2. ruup ɛy nɪw ləe króop sɪəw-phɪw
nɪh? túŋ ɕiat khmæɛŋ?

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

Teacher

3. tee, mɪn-məən túŋ ɕiat tee.
krón-tæe ɕia kumnuu tee.

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

First Student

4. ou, ɛfɪcəŋ?

Oh, is that so?

Teacher

5. səum bæŋ tumpóa tɪɪ-muoy.
yəɛŋ nɪŋ ɕap rɪən məəl.

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

Second Student

6. yəɛŋ ɕap rɪən səsəe dæeŋ?

Are we going to start learning
to write too?

Teacher

7. tee, mɪn tón tee. krón-tæe
məəl tee.

No, not yet. Only to read.

Third Student

8. səsəe ləe sɪəw-phɪw baan tee?

Maŋ . . . write in the book?

Teacher

9. kom səsəe ləe sɪəw-phɪw.
præe kródah psetəŋ tɪw.

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

Fourth Student

10. præe dōŋ pakaa baan tee?

Can we use a pen?

Teacher

11. kom præe dōŋ pakaa. præe
khmaw-day sruol ɕiaŋ.

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

DIALOGUE FOR COMPREHENSION

kruu bəŋrienkoun seh

- | | |
|---|---|
| 1. eylew yeəŋ niŋ cap meəl.
səum bæək siew-phiw khiew. | 2. ruup ey niw ləe króop siew-phiw
nih? túŋ ciat khmae!? |
| 3. tee, min-meentúŋ ciat tee.
krón-tae cia kumnuu tee. | 4. ou, əñcəŋ? |
| 5. səum bæək tumpóa tii-muoy. yeəŋ
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
pseəŋ tiw. | 10. praə doəŋ pakaa baan tee? |
| 11. kom praə doəŋ pakaa. praə khmaw-day
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 studying writing. |
| 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
siew-phiw nih? | What's the picture on the cover
of this book? |
| 2. <u>kumnuu</u> ey niw lee króop
siew-phiw nih? | What's the <u>design</u> on the cover
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
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
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 pseeŋ 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 phaɛn-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. sɔsee lee siew-phiw bɑɑn tee? Is it all right to write on the book?
5. sɔsee 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 tɨw) the book? (don't, use
 other paper)
Student: kom səsəe lee siew-phiw. Don't write in the book.
 praə krōdah psəŋ tɨw. Use other paper.

- | | |
|--|---|
| <p>1. praē dooŋ pakaa baan tee? (kom, praē khmaw-day tiw, sruol ciaŋ)
kom praē dooŋ pakaa. praē khmaw-day tiw, sruol ciaŋ.</p> | <p>Is it all right to use pen? (don't, better to use pencil)
Don't use pen. Use a pencil, it's better.</p> |
| <p>2. sōsē lēe khdaa khien baan tee? (kom, praē krōdah tiw, sruol ciaŋ)
kom sōsē lēe khdaa khien. praē krōdah tiw, sruol ciaŋ.</p> | <p>Is it all right to write on the blackboard? (don't, better use paper)
Don't write on the blackboard. Use paper, it's better.</p> |
| <p>3. praē khmaw-day nih baan tee? (kom, praē khmaw-day pseeŋ tiw)
kom praē khmaw-day nih. praē khmaw-day pseeŋ tiw.</p> | <p>Is it all right to use this pencil? (don't, use other pencil)
Don't use this pencil. Use another pencil.</p> |
| <p>4. sōsē lēe krōop baan tee? (kom, sōsē khaaŋ-khnoŋ tiw, sruol ciaŋ)
kom sōsē lēe krōop. sōsē khaaŋ-khnoŋ tiw, sruol ciaŋ.</p> | <p>Is it all right to write on the cover? (don't, better write inside)
Don't write on the cover. Write inside, it's better.</p> |
| <p>5. da? pia? 'ŋiey' baan tee? (kom, da? pia? 'sruol' tiw)
kom da? pia? 'ŋiey! da? pia? 'sruol' tiw.</p> | <p>Is it all right to use the word 'ŋiey'? (don't; use the word 'sruol')
Don't use the word 'ŋiey.' Use the 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. ɛylɛw yɛɛŋ nɪŋ cap rɪɛn mɛɛl mɛɛ-rɪɛn tɪi-18, mɛɛn tɛɛ?
 2. ɛylɛw yɛɛŋ nɪŋ rɪɛn mɛɛl mɛɛ-rɪɛn tɪi-18, mɛɛn tɛɛ?
 3. yɛɛŋ nɪŋ rɪɛn mɛɛl mɛɛ-rɪɛn tɪi-18, mɛɛn tɛɛ?
 4. yɛɛŋ nɪŋ rɪɛn mɛɛl, mɛɛn tɛɛ?
 5. yɛɛŋ nɪŋ rɪɛn mɛɛl.
 6. yɛɛŋ nɪŋ mɛɛl.
-
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 nıw bontót tii-buon. line four.

First Student

3. yeəŋ meel aoy lıı 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. khlia 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 lıı. aloud.

Third Student

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

Teacher

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

Third Student

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

DIALOGUE FOR COMPREHENSION

kruu bəŋrienkoun seh

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

NOTES: The Negative /min-tón/

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

- 1) Q. yeəŋ cap riən səsəe dəe riŋ?
'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 ri-nɪw?/.

Example:

- Q. look kheəfi khliɑ tii-pii haey ri-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 còp 'finished reading'	mæel min-tón còp 'hasn't finished reading yet'
<u>But:</u>	còp rien 'wants to study'	min-tón còp rien 'doesn't yet want to study'
	chup sòsæe 'finished writing'	min-tón chup sòsæe '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.'

- | | |
|---|---|
| <p>1. kaalnaa koun seh meel cop
téŋ-oh khnia, kee niŋ thvee
ey? (hat meel aoy l11)</p> <p>kaalnaa koun seh meel cop téŋ-oh
khnia, kee niŋ hat meel aoy
l11.</p> | <p>When all of the students are
finished reading, what are they
going to do? (practice reading
aloud)</p> <p>When all of the students are
finished reading, they are going
to practice reading aloud.</p> |
| <p>2. kaalnaa look rien khmae cop haey,
look niŋ thvee ey?
(rien baaraŋ)</p> <p>kaalnaa khñom rien khmae cop haey,
khñom niŋ rien baaraŋ.</p> | <p>When you have finished studying
Cambodian, what are you going
to do? (study French)</p> <p>When I have finished studying
Cambodian, I am going to study
French.</p> |
| <p>3. kaalnaa kót chup meel ksep-ksep,
kót niŋ thvee ey? (meel aoy
l11)</p> <p>kaalnaa kót chúp meel ksep-ksep,
kót niŋ meel aoy l11.</p> | <p>When he stops reading silently,
what is he going to do?
(read aloud)</p> <p>When he stops reading silently, he
is going to read aloud.</p> |
| <p>4. kaalnaa kruu boŋrien meel cop haey,
koun seh niŋ thvee ey? (praε
mené? medooŋ)</p> <p>kaalnaa kruu boŋrien meel cop haey,
koun seh niŋ praε mené? medooŋ.</p> | <p>When the teacher finishes reading,
what are the students going to
do? (translate one at a time)</p> <p>When the teacher finishes reading,
the students are going to trans-
late one at a time.</p> |

Drill D.

- | | |
|---|---|
| <p>MODEL: <u>Teacher</u>: kaalnaa look meel cop,
leek day.</p> <p><u>Student</u>: soum cam mephleet, khñom
min-tón cop tee.</p> | <p>When you finish reading,
raise your hand.</p> <p>Please wait a moment, I
haven't finished yet.</p> |
| <p>1. kaalnaa look sotee cop, bet
siew-phiw.
soum cam mephleet, khñom min-tón
cop tee.</p> | <p>When you finish writing, close
your book.</p> <p>Please wait a moment, I haven't
finished yet.</p> |
| <p>2. kaalnaa look yúl khlia nih, leek
day.
soum cam mephleet, khñom min tón
yúl tee.</p> | <p>When you understand this sentence,
raise your hand.</p> <p>Please wait a moment, I haven't
understood yet.</p> |

- | | |
|---|--|
| 3. kaalnaa look róo? kheefi, meel
ksep-ksep.
soum cam mephleest, khfiom róo?
min-tón kheefi tee. | When you find it, read it silently.

Please wait a moment, I haven't
found it yet. |
| 4. kaalnaa look sdap baan haey,
baek siew-phiw.
soum cam mephleest, khfiom sdap
min-tón baan. | When you have understood, open
your book.

Please wait a moment, I haven't
understood yet. |

TRANSFORMATION DRILLS

Drill A. Inserting Objects

- | | |
|--|---|
| MODEL: <u>Teacher</u> : siew-phiw lieq, khfiom
róo? min-tón kheefi tee. | The yellow book, I haven't
found yet. |
| <u>Student</u> : khfiom róo? siew-phiw
lieq min-tón kheefi tee. | I haven't found the yellow
book yet. |
| 1. tumpóa tii-buon, khfiom róo? min-tón
kheefi tee.
khfiom róo? tumpóa tii-buon min-tón
kheefi tee. | Page 4, I haven't found yet.

I haven't found page 4 yet. |
| 2. look niyiey, khfiom sdap min-tón
baan tee.
khfiom sdap look niyiey min-tón
baan tee. | What you said, I haven't understand
yet.
I haven't understood what you said
yet. |
| 3. mee-rien nih, yeeq rien min-tón
cop tee.
yeeq rien mee-rien nih min-tón
cop tee. | This lesson, we haven't finished
studying yet.
We haven't finished studying this
lesson yet. |
| 4. tumpóa nih, yeeq min-tón cap
meel tee.
yeeq min-tón cap meel tumpóa
nih tee. | This page, we haven't started
reading yet.
We haven't started reading this
page yet. |
| 5. khlia mun, kót sosse min-tón
cop tee.
kót sosse khlia mun min-tón
cop tee. | The previous sentence, he has not
finished writing yet.
He has not finished writing the
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.

- - - - -

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.'

- - - - -

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 praek krodah psaej 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 coj den thaa: tae kee cap meel pii troj-naa?
33. kruu prap tiw kee thaa: kee nij cap meel pii bontot tii-pii, tiw dol bontot 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 ten-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 cōp.
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)'
ceh...	'to know how to'	(móo?)	

2. Functional Words

bae	'if'	tíw kan	'toward, to'
téŋ-nuh	'all those'	tíw dōl	'up to'
phliem	'immediately'	tól-taε	'until'
tōo	'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 sōste	'study writing'
	cap meel	'start to read'
	chup cōmlōōŋ	'stop copying'

hat niyiey	'practice speaking'
cɛh præɛ	'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 sɔsɛɛ	'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 kheeff	'able to find'	sdap baan	'understand'
mɛɛl kheeff	'able to see'	sdap lɪɪ	'able to hear'
mɛɛl dac	'able to read'	rien cɔp	'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 khlan	'say it loud'	mɛɛl yɪɪt	'read slow'
niyiey tɛc-tɛc	'speak softly'	thvɛɛ lʔɔɔ	'do it well'
sɔsɛɛ 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-tæ</u> rien mɛɛl	'only study reading'
<u>nɪɲ</u> mɛɛl kheeff	'will be able to see'

One such modifier even precedes the subject:

baan yeɛɲ 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^{oo}? 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^{ul} 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^os^ee 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 ^e w, min-t ^o n	(none)	(none)
	(none)	min, min-s ^e w, min-t ^o n	(none)
Statements:	min, min-s ^e w, min-t ^o n	(none)	tee, sah.
	(none)	min, min-s ^e w, min-t ^o n	tee, sah.
Questions:	min, min-s ^e w, min-t ^o n	(none)	tee rih?, tee!?
	(none)	min, min-s ^e w, min-t ^o n	tee rih?, tee!?

TRANSFORMATION DRILLS

Drill A. Insertion of Negatives

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

Drill B. Use of /tól-tæ/

- MODEL: Teacher: koun seh meel min-sew
dac. (kruu aoy kee
khom meel)
- Student: bae 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)
- bae 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)
- bae 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 róa? min kheefñ.
(kruu aoy kee róa?)
- bae koun seh róa? min kheefñ, kruu
aoy kee róa? 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)
- bae 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 praе dooŋ pakaa tee.
khñom praе 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 róo? tee.
khñom róo? 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 tɛŋ-ɔh nih sruol yúl tee. | Yes, all these sentences are easy to understand. |
| 2. baat, <u>piá?</u> tɛŋ-ɔh nih sruol yúl tee. | Yes, all these <u>words</u> are easy to understand. |
| 3. baat, piá? tɛŋ-ɔh nih sruol <u>meel</u> tee. | Yes, all these words are easy to <u>read</u> . |
| 4. baat, piá? <u>pii-bɛy</u> nih sruol meel tee. | Yes, these <u>few</u> words are easy to read. |
| 5. baat, piá? pii-bɛy nih <u>mín</u> sruol meel tee. | Yes, these few words are <u>not easy</u> to read. |
| 6. baat, <u>khliá</u> pii-bɛy nih mín sruol meel tee. | Yes, these few <u>sentences</u> are not easy to read. |

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

RESPONSE DRILLS

Drill A.

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

Drill B.

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

- | | |
|---|---|
| 2. pia? nih sruol prae tee?
baat, pia? nih sruol prae nah. | Is this word easy to use?
Yes, this word is quite easy to use. |
| 3. pia? nuh sruol thaa tee?
baat, pia? nuh sruol thaa nah. | Is that word easy to say?
Yes, that word is quite easy to say. |
| 4. bantót tii-buon sruol prae tee.
baat, bantót tii-buon sruol prae nah. | Is line four easy to translate?
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?
tee, look kruu, khñom prae baan nteç-ntec. | Can you translate all of it?
No, teacher, I can (only) translate a little of it. |
| 2. look meel dac téŋ-oh tee?
tee, look kruu, khñom meel dac nteç-ntec. | Can you read all of it?
No, teacher, I can (only) read a little of it. |
| 3. look thvee téŋ-oh baan tee?
tee, look kruu, khñom thvee baan nteç-ntec. | Can you do all of it?
No, teacher, I can (only) do a little of it. |

Drill D.

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

Drill E.

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

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, khaan 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	sosae	PPn	tesee	'write'

Std	ɛylɛw	PPn	alɛw	'now'
Std	aɛnaa	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 thvɛɛ 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	craɛn	PPn	cèɛn	'much, many'
Std	cumriɛp	PPn	cmiɛp	'to greet'
Std	bɔŋriɛn	PPn	bɔ̀ɛn, pɔ̀ɛn	'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	tih	'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 lll
'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 lll
'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
allemɔŋ	German	kasəet ^m	newspaper, magazine
cen	Chinese	səbot (sɔmbot) ^m	ticket, note, letter
yuon	Vietnamese		
siem	Thai		
liaw	Lao		
español	Spanish		
rusii	Russian		
phumia	Burmese		

^m For the forms /kasəet'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'
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-əh khnia)
coh look tɔ̄-əh khnia. sok sebaay' cia teh? | How are you? (all you gentlemen)
And all you gentlemen, how are you? |
| 5. sok sebaay' cia teh? (vansii)
coh vansii. sok sebaay' cia teh? | How are you? (Vansy)
And you, Vansy, how are you? |

Drill D: Substitution

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

Drill E: Negative Response

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

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

Drill F: Positive Response

- | | |
|--|--|
| 1. look sdap tón' eh?
baat, khñom sdap tón' eh. | Did you catch it?
Yes, I caught it. |
| 2. look meel tón' eh?
baat, khñom meel tón' eh! | Did you have time to look at it?
Yes, I had time to look at it. |
| 3. look aan tón' eh?
baat, khñom aan tón' eh. | Did you have time to read it?
Yes, I had time to read it. |
| 4. look rien tón' eh?
baat, khñom rien tón' eh. | Did you have time to learn it?
Yes, I had time to learn it. |
| 5. look taam tón' eh?
baat, khñom taam tón' eh. | Could you catch up to it?
Yes, I caught up to it. |
| 6. look tæsee tón' eh?
baat, khñom tæsee tón' eh. | Did you have time to write it?
Yes, I had time to write it. |
| 7. look pàe tón' eh?
baat, khñom pàe tón' eh. | Did you have time to translate it?
Yes, I had time to translate it. |
| 8. look thee tón' eh?
baat, khñom thee tón' eh. | Did you have time to do it?
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)
caah, khñom meel kasaet'n. | What are you looking at, miss? (a magazine)
I'm looking at a magazine. |
| 2. kañaa aan ey? (onglee)
caah, khñom meel onglee. | What are you reading, miss? (English)
I'm reading English. |
| 3. kañaa rien ey? (khmae)
caah, khñom rien khmae. | What are you studying, miss? (Cambodian)
I am studying Cambodian. |
| 4. kañaa tæsee ey? (sebot)
caah, khñom tæsee sebot'n. | What are you writing, miss? (a letter)
I'm writing a letter. |
| 5. kañaa coul-cet ey? (kafee)
caah, khñom coul-cet kafee. | What do you like, miss? (coffee)
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. kañaá vansii cia khmaε, mεen' eh? Miss Vansy is Cambodian, isn't she?

First Student

2. baat, pεkεt' eh. Yes, that's right.
kañaá vansii, kót cia khmaε. Miss Vansy is a Cambodian.

Teacher

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

First Student

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

Teacher

5. nεnaa' nıw cam? Who still remembers?

Second Student

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

Teacher

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

First Student

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

Teacher

9. mεnuh daεl ni'yıey cεmuoy kañaá Who were the people who were
vansii chmúh ey-khlah? talking with Miss Vansy?

Third Student

10. baat, kıı look Smith nıj look They were Mr. Smith and Mr. Jones.
Jones.

Teacher

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

First Student

12. baat, look Smith cia anu'pún nıw Mr. Smith is an Attaché at the
ambasaat ameri'kañ. American Embassy.
13. look Jones, mın deñ kót theε 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 voppethoa.

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. |
| 14. kaññaavansii móo? thvee ovéy? | 13. look Jones, mìn deŋ kót thvee
ey tee. |
| 16. kaññaavansii trew cia mec niŋ look
kruu? | 15. baat, kót móo? leeŋ. |
| 18. kaññaavansii ceh niyiey oŋglee tee? | 17. baat, kaññaavansii cia p?oun
srey reboh look kruu. |
| 20. look coul-cet kót tee? | 19. baat, kót niyiey oŋglee baan
l?oo kuo-som. |
| | 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 <u>forgotten</u> (already).' |
| 3. kót cia khmae. | 'She's a <u>Cambodian</u> .' |

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) | dəh (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, ŋ/, 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, /ŋ/.

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'ŋ. ---ʔ'ŋ. ---h'ŋ.

- 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'ŋ.
Yes, I come from America.
- baat, pibaa? 'ŋ.
Yes, it's difficult.
- baat, nŋw cit poh'ŋ.
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'	cmɪep	'to address, greet (with words)'
nɪk	'to think; feel'	cuop	'to meet'
kɪt	'to think, calculate'	coul-cet	'to like'
nɪk khœñ	'to think of, remember'		
leeŋ	'to see (someone), visit, play, do something for fun'	l'ɔɔ	'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'ɔɔ	'nice and cordial'
leeŋ baal	'to play ball'	l'ɔɔ kuo-səm	'rather well, quite well'

DRILLS

Drill A: Substitution

- | | |
|---------------------------------|--------------------------------------|
| 1. kañaa cia khmae, mɛɛn' eh? | You're Cambodian aren't you? |
| 2. kañaa cia ɔŋglee, mɛɛn' eh? | You're <u>English</u> aren't you? |
| 3. kañaa cia pɛaŋ, mɛɛn' eh? | You're <u>French</u> aren't you? |
| 4. kañaa cia allemon, mɛɛn' eh? | You're <u>German</u> aren't you? |
| 5. kañaa cia cən, mɛɛn' eh? | You're <u>Chinese</u> aren't you? |
| 6. kañaa cia yuon, mɛɛn' eh? | You're <u>Vietnamese</u> aren't you? |
| 7. kañaa cia siem, mɛɛn' eh? | You're <u>Thai</u> aren't you? |
| 8. kañaa cia liaw, mɛɛn' eh? | You're <u>Lao</u> aren't you? |
| 9. kañaa cia español mɛɛn' eh? | You're <u>Spanish</u> aren't you? |

Drill B. Response

- | | |
|---|---|
| <p>MODEL: Teacher: kañaa vansii cia khmae,
 meen' eh?</p> <p> Student: baat, pekot' eh.. kañaa
 vansii, kót cia khmae.</p> | <p>Miss Vansy is Cambodian,
 isn't she?</p> <p>Yes, that's right. Miss
 Vansy is Cambodian.</p> |
| <p>1. kañaa vansii cia ɔŋglee, meen' eh?
 baat, pekot' eh..kañaa vansii, kót
 cia ɔŋglee.</p> | <p>Miss Vansy is English, isn't she?
Yes, that's righr, Miss Vansy is
 English.</p> |
| <p>2. kañaa vansii cia pèaŋ, meen' ey?
 baat, pekot' eh..kañaa vansii, kót
 cia pèaŋ.</p> | <p>Miss Vansy is French, isn't she?
Yes, that's right, Miss Vansy is
 French.</p> |
| <p>3. kañaa vansii cia allemoŋ, meen' eh?
 baat, pekot' eh..kañaa vansii, kót
 cia allemoŋ.</p> | <p>Miss Vansy is German, isn't she?
Yes, that's right, Miss Vansy is
 German.</p> |
| <p>4. kañaa vansii cia cen, meen' eh?
 baat, pekot' eh..kañaa vansii,
 kót cia cen.</p> | <p>Miss Vansy is Chinese, isn't she?
Yes, that's right, Miss Vansy is
 Chinese.</p> |
| <p>5. kañaa vansii cia yuon, meen' eh?
 baat, pekot' eh..kañaa vansii,
 kót cia yuon.</p> | <p>Miss Vansy is Vietnamese, isn't she?
Yes, that's right. Miss Vansy is
 Vietnamese.</p> |
| <p>6. kañaa vansii cia siem, meen' eh?
 baat, pekot' eh..kañaa vansii,
 kót cia siem.</p> | <p>Miss Vansy is Thai, isn't she?
Yes, that's right, Miss Vansy is
 Thai.</p> |
| <p>7. kañaa vansii cia liaw, meen' eh?
 baat, pekot' eh..kañaa vansii,
 kót cia liaw.</p> | <p>Miss Vansy is Lao, isn't she?
Yes, that's right, Miss Vansy is
 Lao.</p> |
| <p>8. kañaa vansii cia español, meen' eh?
 baat, pekot' eh..kañaa vansii, kót
 cia español.</p> | <p>Miss Vansy is Spanish, isn't she?
Yes, that's right, Miss Vansy is
 Spanish.</p> |

- | | |
|---|---|
| 5. nēnaa' nīw cam? (look sēy)
baat, look sēy' nīw cam. | Who still remembers? (Madame)
<u>Madame</u> still remembers. |
| 6. nēnaa' nīw cam? (look inoh)
baat, look inoh' nīw cam. | Who still remembers? (that gentleman)
<u>That gentleman</u> still remembers. |

Drill E. Positive Response

- | | |
|--|---|
| 1. look nīk khēēñ' inīw?
baat, khñom nīk khēēñ' eh. | Have you remembered it?
Yes, I have remembered it now. |
| 2. look rien' inīw?
baat, khñom rien' eh. | Have you studied it?
Yes, I have studied it. |
| 3. look meel' inīw?
baat, khñom meel' eh. | Have you looked at it?
Yes, I have looked at it. |
| 4. look sdap baan' inīw?
baat, khñom sdap baan' eh. | Have you understood?
Yes, I have understood. |
| 5. look yúl' inīw?
baat, khñom yúl' eh. | Do you understand?
Yes, I understand now. |
| 6. look khēēñ' inīw?
baat, khñom khēēñ' eh. | Do you see it yet?
Yes, I see it now. |
| 7. look thee' inīw?
baat, khñom thee' eh. | Have you done it yet?
Yes, I've done it. |
| 8. look baan' inīw?
baat, khñom baan' eh. | Have you gotten it?
Yes, I've got it. |

Drill F. Negative Response

- | | |
|--|---|
| 1. look nīk khēēñ' inīw?
baat, khñom m tón nīk khēēñ' eh! | Have you remembered it?
No, I haven't remembered it yet. |
| 2. look rien' inīw?
baat, khñom m tón rien' eh! | Have you studied it?
No, I haven't studied it yet. |
| 3. look meel' inīw?
baat, khñom m tón meel' eh! | Have you looked at it?
No, I haven't looked at it yet. |
| 4. look sdap baan' inīw?
baat, khñom m tón sdap baan' eh? | Have you understood?
No, I haven't understood yet. |
| 5. look yúl' inīw?
baat, khñom m tón yúl' eh? | Do you understand?
No, I haven't understood it. |
| 6. look khēēñ' inīw?
baat, khñom m tón khēēñ' eh! | Do you see it yet?
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
 ey? (leeq)
 Student: baat, kót móo leeq.

What did Miss Vansy come
 for? (to visit)
 She came to visit.

1. kañaa vansii móo thee ey?
 (rien)
 baat, kót móo rien.
2. kañaa vansii móo thee ey?
 (meel)
 baat, kót móo meel.
3. kañaa vansii móo thee ey?
 (bñien)
 baat, kót móo bñien.
4. kañaa vansii móo thee ey?
 (sdap)
 baat, kót móo sdap'm.
5. kañaa vansii móo thee ey?
 (cam look kùu)
 baat, kót móo cam look kùu.
6. kañaa vansii móo thee ey?
 (tetuol look kùu)
 baat, kót móo tetuol look kùu.
7. kañaa vansii móo thee ey?
 (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 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 ləbəh kañaa nɪw mpifñ' ih? Is your family in Phnom Penh?

kañaa vansii

2. caah, kùosaa khñom nɪw mpifñ. Yes, my family is in Phnom Penh.

look Smith

3. coh əpuk-mədaay kañaa, kót thee sy? And what do your mother and father do?

kañaa vansii

4. caah, paa khñom, kót thee kuu bñien. ma? khñom, kót cia chməəp. My dad is a teacher, and my mom is a midwife.

look Smith

5. kañaa mian bəəŋ-p'oun pəmaan né'? How many brothers and sisters do you have?

kañaa vansii

6. caah, khñom mian bəəŋ-p'oun pmpil né'. I have seven brothers and sisters.

look Smith

7. sèy pəmaan? pəəh pəmaan? How many sisters? How many brothers?

kañaa vansii

8. caah, sèy bəy né', pəəh buon né'. Three sisters and four brothers.

look Smith

9. kañaa cia koun chbəəŋ, meen' eh? You're the oldest, are you?

kañaa vansii

10. caah, m məen' teh! No, I'm not!
khñom cia koun tii-buon! I am the fourth child.

look Smith

11. phtéh kañaa nɪw təŋ-naa? Where is your house?

kañaa vansii

12. caah, phtéh khñom nɪw phləw My house is on Yukanthor Street,
yu?kanthóo, leek mephey-pmpil. No. 27.

13. ɔpuk-medaay kaŋaa, kót ayu?
pəmaan' eh?
look Smith
How old are your mother and father?
14. caah, ɔpuk khñom, kót ayu?
hoksep chnam.. medaay khñom,
kót ayu? haasep-pəam chnam.
kaŋaa vansii
My father is sixty years old, and my mother is fifty-five years old.
15. soum tooh, bəɔŋ-p'oun kaŋaa,
kee nɔw cəmuoy khnia tɔŋ-ɔh'
aləw?
look Smith
Excuse me, but are your brothers and sisters all living together now?
16. caah tee! bəɔŋ khñom bey
né?, kee mian pdey-pepún' eh.
kaŋaa vansii
No. Three of my older siblings are married already.
17. kee mian phtéh sebaɛŋ khluon-aɛŋ
haey' ih?
look Smith
They have their own separate households then?
18. caah! khnom haey-nɔŋ p'oun
khñom bey né? tiet nɔw cəmuoy
ɔpuk-medaay khñom.
kaŋaa vansii
Yes. Three of my younger brothers and sisters and myself live with our parents.
19. ɔpuk kaŋaa, kót retraet haey,
meen' eh?
look Smith
Your father has retired, has he?
20. caah, kót təw retraet' eh, ptae
rieckkaa som oy kót thee kaa
təw-tetiet!
kaŋaa vansii
Well he should have retired already, but the government asked him to keep on working.
21. khñom soum ɔɔ kun kaŋaa cəen ah.
look Smith
I want to thank you very much.

DIALOGUE FOR COMPREHENSION

look Smithkañña vansi

1. kruosaa rəbəh kañña nıw phnum
piñ rih?
2. caah, kruosaa khñom nıw phnum
piñ.
3. coh əwpuk-mədaay kañña, kót
thvəe əy?
4. caah, paa khñom kót thvəe kruu
bəŋrien. ma? khñom, kót cia
chməəp.
5. kañña mian bəəŋ-p'oun ponmaan né'?
6. caah, khñom mian bəəŋ-p'oun
prampil né'.
7. srəy ponmaan? proh ponmaan?
8. caah, srəy bəy né', proh
buon né'.
9. kañña cia koun chbəəŋ, məen tee?
10. caah, min məen tee! khñom
cia koun tii-buon!
11. phtéh kañña nıw trəŋ-naa?
12. caah, phtéh khñom nıw phlew
yukanthóo, leek məphey-prampil.
13. əwpuk-mədaay kañña, kót aayu?
ponmaan haey?
14. caah, əwpuk khñom, kót aayu?
hoksep chnam. mədaay khñom,
kót aayu? haasep-pram chnam.
15. soum tooh, bəəŋ-p'oun kañña, kee
nıw cia-muoy téŋ-əh əylew?
16. caah tee! bəəŋ khñom bəy né',
kee mian pdey-prəpún haey.
17. kee mian phtéh sɔmbaəŋ khluon-aəŋ
haey rih?
18. caah! khñom haey-nıŋ p'oun
khñom bəy né' tiet nıw cia-
muoy əwpuk-mədaay khñom.
19. əwpuk kañña, kót retrəət haey,
məen tee?
20. caah, kót trəw retrəət haey,
pontəe riecchkaa soum aoy
kót thvəe kaa təə tıw tiet.
21. khñom soum əə kun kañña crəən nah.

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
-----------	--------	-------------------	--------------

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 nɪw srok amerik.
	'My younger sister, she works in America.'
	koun khñom, via mɪn 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	pɪi róoy	200
saɛsep	40	mepón	1,000
haasep	50	bey pón	3,000
hoksep	60	məməin	10,000
cətsep	70	buon məin	40,000
pəɛtsep	80	məsaɛn	100,000
kawsep	90	pram saɛn	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'
----------	-------------------------------	--------

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 tq-oh khnia</u> nìw mpifí!? | Are <u>all of your families</u> in Phnom 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 they? |
| 4. coh <u>p'oun</u> look, kót nìw inaa? | And your <u>younger siblings</u> , where are 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> , where are they? |

Drill C. Positive Response

- | | |
|---|--|
| 1. kùosaa leboh kaffaa nìw mpifí!
caah, kùosaa leboh khfiom nìw mpifí. | Your family is in Phnom Penh?
Yes, my family is in Phnom Penh. |
| 2. kùosaa leboh look sèy nìw
vaasentaon!
caah, kùosaa leboh khfiom nìw
vaasentaon. | Your family is in Washington?
Yes, my family is in Washington. |
| 3. kùosaa leboh look nìw sòk khmae!
baat, kùosaa leboh khfiom nìw sòk
khmae. | Your family is in Cambodia?
Yes, my family is in Cambodia. |
| 4. kùosaa leboh kót nìw sòk amerik' ih?
baat, kùosaa leboh kót nìw sòk
amerik'η. | His family is in America?
Yes, his family is in America. |
| 5. opuk-medaay look nìw phlew
yu'kanthóo!
baat, opuk-medaay khfiom nìw phlew
yu'kanthóo. | Your parents are on Yukanthor
Street?
Yes, my parents are on Yukanthor Street. |

6. ɔpuk-mɛdaay kaŋaa nɪw pariɪ!?
caah, ɔpuk-mɛdaay khŋom nɪw pariɪ.
Your parents are in Paris?
Yes, my parents are in Paris.
7. bɔɔŋ-pʰoun kaŋaa nɪw sòk nih!?
caah, bɔɔŋ-pʰoun khŋom 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 khŋom 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 khŋom 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 khŋom 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 khŋom 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 khŋom 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 khŋom 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 khŋom nɪw sòk khmaɛ. No, my family is in Cambodia.

Drill E. Response

- MODEL: Teacher: kaŋaa mian bɔɔŋ pɛmaan né?
(pram) How many older siblings do
you have? (five)
- Student: caah, khŋom mian bɔɔŋ pram né?. I have five older siblings.
1. kaŋaa mian pʰoun pɛmaan né??
(bey) How many younger siblings do you
have? (three)
caah, khŋom mian pʰoun bey né?. I have three younger siblings.

- | | |
|--|---|
| 2. kafiāa mian bōōŋ-p'oun pēmaan né'??
(pmbey)
caah, khñom mian bōōŋ-p'oun pmbey né'?? | How many brothers and sisters do you have? (eight)
I have eight brothers and sisters. |
| 3. kafiāa mian koun pēmaan né'??
(pii)
caah, khñom mian koun pii né'. | How many children do you have?
(two)
I have two children. |
| 4. kafiāa mian koun proh pēmaan né'??
(mené'?)
caah, khñom mian koun proh mené'? | How many sons do you have?
(one)
I have one son. |
| 5. kafiāa mian koun srēy pēmaan né'??
(mené'?)
caah, khñom mian koun srēy mené'? | How many daughters do you have?
(one)
I have one daughter. |
| 6. kafiāa mian bōōŋ-p'oun proh pēmaan né'?? (bey)
caah, khñom mian bōōŋ-p'oun proh bey né'. | How many brothers do you have?
(three)
I have three brothers. |
| 7. kafiāa mian bōōŋ-p'oun srēy pēmaan né'?? (buon)
caah, khñom mian bōōŋ-p'oun srēy né' buon né'?? | How many sisters do you have?
(four)
I have four sisters. |
| 8. kafiāa mian bōōŋ pēmaan né'??
(khmian soh, cia koun chbōōŋ)
caah, khñom khmian bōōŋ soh. khñom cia koun chbōōŋ! | How many older siblings do you have?
(none at all, I'm the oldest)
I don't have any older siblings at all, I am the oldest child. |

Drill F. Response

- | | |
|---|---|
| MODEL. Teacher. opuk kafiāa, kót ayu?
pēmaan' eh? (haasep) | How old is your father?
(fifty) |
| Student. caah, opuk khñom, kót ayu?
haasep chnam' eh. | My father is fifty years old. |
| 1. mēdaay kafiāa, kót ayu? pēmaan' eh?
(saesep) | How old is your mother?
(forty) |
| caah, mēdaay khñom, kót ayu? saesep
chnam' eh. | My mother is forty years old. |
| 2. p'oun kafiāa, kee ayu? pēmaan' eh?
(dop) | How old is your younger sibling?
(ten) |
| caah, p'oun khñom, kee ayu? dop
chnam' eh. | My younger sibling is ten years old. |

- | | |
|--|-----------------------------------|
| 3. ប្អូន កាវ៉ា, កត់ យូ? ប៉េម៉ាន' ឧ? | How old is your older sibling? |
| (mɛphey pram) | (twenty-five) |
| caah, ប្អូន ក្បីម កត់ យូ? ម៉េប៊េ | My older sibling is twenty-five |
| pram ច្បាម' ឧ. | years old. |
| 4. ប្អូន ស្រី កាវ៉ា, កត់ យូ? ប៉េម៉ាន' ឧ. | How old is your older sister? |
| (mɛphey bɛy) | (twenty-three) |
| caah, ប្អូន ស្រី ក្បីម, កត់ យូ? ម៉េប៊េ | My older sister is twenty-three |
| ម៉េប៊េ ប៊េ ច្បាម' ឧ. | years old. |
| 5. ប្អូន ប្រូ កាវ៉ា, កត់ យូ? ប៉េម៉ាន' ឧ? | How old is your older brother? |
| (mɛphey pmbɛy) | (twenty-eight) |
| caah, ប្អូន ប្រូ ក្បីម, កត់ យូ? | My older brother is twenty-eight |
| ម៉េប៊េ ប្រូ ច្បាម' ឧ. | years old. |
| 6. ប្រូន ស្រី កាវ៉ា, កេ យូ? ប៉េម៉ាន' ឧ? | How old is your younger sister? |
| (pɛam-ndɔp) | (fifteen) |
| caah, ប្រូន ស្រី ក្បីម, កេ យូ? | My younger sister is fifteen |
| ប៉េម៉ាន-ន្ទប ច្បាម' ឧ. | years old. |
| 7. ប្រូន ប្រូ កាវ៉ា, កេ យូ? ប៉េម៉ាន' ឧ? | How old is your younger brother? |
| (pmbɛy) | (eight) |
| caah, ប្រូន ប្រូ ក្បីម, កេ យូ? | My younger brother is eight years |
| ប្រូ ច្បាម' ឧ. | old. |

Drill G. Positive Response

- | | |
|---|-------------------------------------|
| 1. ប្រុក-ម៉េប៊េ កាវ៉ា និយ ច្បេមូយ ក្បីម!? | Are your parents still together? |
| caah, ប្រុក-ម៉េប៊េ ក្បីម, កត់ និយ | Yes, my parents are still together. |
| ច្បេមូយ ក្បីម. | |
| 2. ប្អូន-ប្រូន កាវ៉ា និយ ច្បេមូយ ក្បីម!? | Are your brothers and sisters |
| | still together? |
| caah, ប្អូន-ប្រូន ក្បីម, កត់ និយ | Yes, my brothers and sisters are |
| ច្បេមូយ ក្បីម. | still together. |
| 3. កាវ៉ា និយ ម៉េប៊េ កាវ៉ា និយ ច្បេមូយ | Are you and your mother still |
| ក្បីម!? | together? |
| caah, ក្បីម និយ ម៉េប៊េ ក្បីម និយ | Yes, my mother and I are still |
| ច្បេមូយ ក្បីម. | together. |
| 4. កាវ៉ា និយ ប្រុក កាវ៉ា និយ ច្បេមូយ | Are you and your father still |
| ក្បីម!? | together? |
| caah, ក្បីម និយ ប្រុក ក្បីម និយ | Yes, my father and I are still |
| ច្បេមូយ ក្បីម. | together. |

- | | |
|--|---|
| 5. kafiaa niŋ p'oun kafiaa niw cemuoy khniaj?
caah, khfiom niŋ p'oun khfiom niw cemuoy khnia. | Are you and your younger siblings still together?
Yes, my younger siblings and I are still together. |
| 6. kafiaa niŋ boŋŋ kafiaa niw cemuoy khniaj?
caah, khfiom niŋ boŋŋ khfiom niw cemuoy khnia. | Are you and your older siblings still together?
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?
(baat tee, mian phtéh sombaŋŋ khluon-aŋŋ' eh) | Are your brothers and sisters all together now?
(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?
(baat tee, bey né? mian pdey-pepún' eh)
baat tee, boŋŋ-p'oun khfiom bey né?, kee mian pdey-pepún' eh. | Are all your brothers and sisters together now?
(No, three of them are married already)
No, three of my brothers and sisters are already married. |
| 2. boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?
(baat tee, tae p'oun buon né? ' teh)
baat tee, tae p'oun khfiom buon né? ' teh, niw cemuoy khnia. | Are all your brothers and sisters together now?
(No, only four younger siblings)
No, only four of my younger siblings are together. |
| 3. boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?
(baat tee, boŋŋ mené? mian pepún' eh)
baat tee, boŋŋ khfiom mené mian pepún' eh. | Are all your brothers and sisters together now?
(No, one oldest brother has a wife now)
No, one of my older brothers has a wife now. |
| 4. boŋŋ-p'oun look niw cemuoy khnia tŋ-oh' alew?
(baat tee, p'oun pii né? mian pdey' eh)
baat tee, p'oun khfiom pii né? mian pdey' eh. | Are all your brothers and sisters together now?
(No, two younger sisters have husbands already)
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>
ambasaat khmae. | My older brother <u>is an attaché</u>
<u>in the Cambodian Embassy.</u> |
| 4. p?oun khñom, kee <u>cia anu?pún nìw</u>
ambasaat khmae. | <u>My younger brother</u> is an attaché
in the Cambodian Embassy. |
| 5. p?oun khñom, kee <u>thee kaa nìw</u>
<u>kesuon kaa-booretch.</u> | My younger brother works in the
<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,
<u>leek mephey pmpil.</u> | I am on Yukanthor Street, <u>Number</u>
<u>27.</u> |
| 5. <u>phtéh</u> khñom nìw phlew yu?kanthóo,
leek mephey pmpil. | My <u>house</u> is on Yukanthor Street,
Number 27. |
| 6. phtéh khñom nìw <u>phnum pifi,</u> phlew
yu?kanthóo, leek mephey pmpil. | My house is in <u>Phnom Penh,</u>
Number 27. |
| 7. <u>caah,</u> phtéh khñom nìw phnum pifi,
phlew yu?kanthóo, leek mephey
pmpil. | <u>Yes,</u> my house is in Phnom Penh,
Yukanthor Street, Number 27. |

Drill K. Reduction

- | | |
|--|---|
| 1. caah, phtéh <u>khñom</u> nìw phnum pifi,
phlew yu?kanthóo, leek mephey
pmpil. | Yes, <u>my</u> house is in Phnom Penh,
Yukanthor Street, Number 27. |
| 2. caah, phtéh nìw phnum pifi, phlew
yu?kanthóo, <u>leek mephey pmpil.</u> | Yes, the house is in Phnom Penh,
Yukanthor Street, <u>Number 27.</u> |
| 3. caah, phtéh nìw phnum pifi, <u>phlew</u>
<u>yu?kanthóo.</u> | Yes, the house is in Phnom Penh,
<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 nıw kesuoy
khoosenaakaa ameri'kaŋ.I work at the American Information
Service.Sok5. coh look inoh, thee kaa
nıw-inaa' dsh?And you over there sir, where
do you work?James6. baat, khñom thee kaa nıw
ambasaat ameri'kaŋ.

I work at the American Embassy.

Sok

7. look ñceəñ medol mpiñ pii ŋkaal?

When did you arrive in Phnom Penh?

James8. baat, khñom medol mpiñ cit
mekhae' eh.I arrived in Phnom Penh almost
a month ago.Sok

9. alew look somna?-asəy nıw-inaa?

Where are you staying now?

James10. ou, khñom nıw otael cəmuoy
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 pəsaa baay nıw-inaa?

And where do you eat?

Paul

14. baat, khñom ñam baay nıw khnoŋ
otael niŋ dae.
kee mian mehoup khmae chnǎn' 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 mehooŋ
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 kroŋsuoŋ
khoosenaakaa ameri'kaŋ. |
| 5. coh look aenoh, thvee kaa nıw-aenaa
dae? | 6. baat, khñom thvee kaa nıw
ambasaat ameri'kaŋ. |
| 7. look oficeeñ móo' dól phnum pifi
pii oŋkaal? | 8. baat, khñom móo' dól phnum pifi
cit mekhae haey. |
| 9. eylew look somna' aasraay nıw-aenaa? | 10. ou, khñom nıw outael cia-muoy
look pool. |
| 11. outael naa? | 12. baat, outael róoyal. |

13. coh look piisaa baay niw-aenaa? 14. baat, khñom ñam baay niw khnoŋ
outael niŋ, dae.
kee mian mēhoup khmae chŋaŋ nah.
15. baat, mēen haey.
khñom thlóp tiw ñam baay niw kōnlaeŋ 16. nih cia outael l'əə ciaŋ kee
nuh pii-bey doŋ dae. bəŋ-əh, taam khñom smaen.
17. baat, prakot haey. 18. coh phtéh look niw trəŋ-naa?
19. baat, phtéh khñom leek mērooy mēphey, 20. əñceŋ min chŋaay ponmaan pii
mohaa-vithey móoniivúŋ. kōnlaeŋ 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 hotel. | c) The teacher eats dinner at the 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	mè-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)	oŋkóo	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>nɪw-ɪnaa?</u>	<u>Where</u> do you work?
3. look theə kaa <u>nɪw tɔŋ-naa?</u>	<u>At what place</u> do you work?
4. look theə kaa <u>cəmuoy nənaa?</u>	<u>Who</u> do you work <u>with</u> ?
5. look theə kaa <u>thɔy naa-khlah?</u>	<u>What days</u> do you work?
6. look theə kaa <u>pəmaan khæ haey?</u>	<u>How many months</u> have you worked?
7. look theə kaa <u>yup rɪɪ thɔy?</u>	Do you work <u>nights or days</u> ?
8. look theə kaa <u>sùol rɪɪ pəbaa??</u>	Is your work <u>easy or hard</u> ?

Drill B. Response

1. look theə kaa ey? (kùu bɔ̀iən) khfɔm theə kùu bɔ̀iən.	What is your job? (teacher) I am a teacher.
2. look theə kaa nɪw-ɪnaa? (ambasaat ameriʔkaŋ) khfɔm theə kaa nɪw ambasaat ameriʔkaŋ.	Where do you work? (American Embassy) I work at the American Embassy.

- | | |
|---|---|
| 3. look thee kaa nŭw tɔŋ-naa?
(cit poh)
khñom thee kaa nŭw cit poh'ŋ. | At what place do you work?
(near the Post Office)
I work near the Post Office. |
| 4. look thee kaa cemuoy nənaa?
(pəpún look pool)
khñom thee kaa cemuoy pəpún look pool. | Who do you work with?
(Paul's wife)
I work with Paul's wife. |
| 5. look thee kaa pəmaan khæ' əh?
(pəam-ndop khæ' əh)
khñom thee kaa pəam-ndop khæ' əh. | How many months have you been
working? (15 months)
I've been working for 15 months. |
| 6. look thee kaa thŋay naa-khlah?
(thŋay saw nŋ thŋay can)
khñom thee kaa thŋay saw nŋ thŋay can. | Which days do you work?
(Saturday and Sunday)
I work Staurdays and Sundays. |
| 7. look thee kaa yup rii thŋay?
(yup)
khñom thee kaa yup'm. | Do you work nights or days?
(nights)
I work nights. |
| 8. look thee kaa suol rii pəbaa'ə?
(suol tee!)
khñom thee kaa suol' əh! | Is your work easy or hard?
(easy!)
My work is easy! |

Drill C. Negative Response

- | | |
|---|---|
| 1. look thee kuu bŋien' ih? (tee, təhian)
tee, khñom thee təhian. | Are you a teacher? (No, soldier)
No, I am a soldier. |
| 2. look thee kaa nŭw ambasaat' ih?
(tee, otael rooyal)
tee, khñom thee kaa nŭw otael róoyal. | Do you work at the Embassy?
(No, Hotel Royale)
No, I work at the Hotel Royale. |
| 3. look thee kaa nŭw cit véŋ' ih?
(tee, nŭw cit géa)
tee, khñom thee kaa nŭw cit géa. | Do you work near the Palace?
(No, near the railroad station)
No, I work near the railroad
station. |
| 4. look thee kaa thŋay sok nŋ thŋay
atit' ih? (tee, thŋay put nŋ saw)
tee, khñom thee kaa thŋay put nŋ saw. | Do you work Fridays and Sundays?
(No, Wednesdays and Saturdays)
No, I work Wednesdays and Saturdays. |
| 5. look thee kaa yup' ih? (tee, thŋay)
tee, khñom thee kaa thŋay. | Do you work nights? (No, days)
No, I work days. |

Drill D. Substitution

- | | |
|--|--|
| 1. alew look sommap-asəay nŭw-inaa? | Where are you staying now? |
| 2. alew look <u>fiam baay</u> nŭw-inaa? | Where do you <u>eat</u> now? |
| 3. alew look <u>thee kaa</u> nŭw-inaa? | Where do you <u>work</u> now? |
| 4. alew look <u>tŭw</u> nŭw inaa? | Where are you going to <u>go</u> now? |
| 5. alew look <u>asəay baay</u> nŭw-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?
(otael róoyal) | Where are you staying now?
(Hotel Royale) |
| baat, khñom somna?-asèay n1w otael
róoyal. | I am staying at the Hotel Royale. |
| 2. alew look fiam baay n1w-inaa?
(petii trikoteñ) | Where do you eat now?
(Petit Tricotin) |
| baat, khñom fiam baay n1w petii
trikoteñ. | I eat at the Petit Tricotin. |
| 3. alew look thèe kaa n1w-inaa?
(ambasaat yuon) | Where are you working now?
(the Vietnamese Embassy) |
| baat, khñom thèe kaa n1w ambasaat
yuon. | I am working at the Vietnamese
Embassy. |
| 4. alew look t1w n1w' inaa?
(otael enténasyonai) | Where are you going to go now?
(Hotel International) |
| baat, khñom t1w n1w otael
enténasyonai. | I am going to go to the Hotel
International. |
| 5. alew look asèay baay n1w-inaa?
(la-tavén) | Where do you take your meals now?
(La Taverne) |
| baat, khñom asèay baay n1w la-tavén. | I take my meals at La Taverne. |
| 6. alew look mian phtéh n1w-inaa?
(vial vún) | Where do you have your house now?
(Véalvong) |
| baat, khñom mian phtéh n1w vial vún. | I have my house at Véalvong. |
| 7. alew look pesaa baay n1w-inaa?
(otael ònkoo) | Where do you eat now?
(Hotel Angkor) |
| baat, khñom fiam baay n1w otael ònkoo. | I eat at the Hotel Angkor. |
| 8. alew look rien n1w-inaa? (F.S.I.) | Where are you studying now? (F.S.I.) |
| baat, khñom rien n1w F.S.I. | Yes, I'm studying at F.S.I. |

Drill F. Response

- | | |
|--|--|
| 1. look medol pii ñkaal?
(cit mekhae' eh) | When did you arrive?
(almost a month ago) |
| khñom medol cit mekhae' eh. | I arrived almost a month ago. |
| 2. look t1w dol ñkaal? (khae kòoy) | When will you get there? (next month) |
| khñom t1w dol khae kòoy. | I'll get there next month. |

- | | |
|---|--|
| 3. look móo? víñ ñkaal?
(atit kòoy)
khñom móo? víñ atit kòoy. | When are you coming back?
(next Sunday)
I'm coming back next Sunday. |
| 4. look tiw víñ ñkaal? (thñay saamsəp)
khñom tiw víñ thñay saamsəp. | When are you going back? (the 30th)
I'm going back on the 30th. |
| 5. look coul rien ñkaal?
(thñay can nih)
khñom coul rien thñay can nih. | When do you start studying?
(this Monday)
I start studying this Monday. |
| 6. look tiw sòk khmae ñkaal?
(chnam kòoy)
khñom tiw sòk khmae chnam kòoy. | When will you go to Cambodia?
(next year)
I'm going to Cambodia next year. |
| 7. look móo? leej khñom ñkaal?
(khae kòoy)
khñom meleej look khae kòoy. | When are you coming to visit me?
(next month)
I'll come to visit you next month. |

Drill G. Response

- | | |
|---|---|
| 1. look niw otael cemuoy nənaa?
(look pool)
khñom niw otael cemuoy look pool. | Who are you staying in the hotel
with? (Paul)
I'm staying in the hotel with Paul. |
| 2. look pəsaa baay cemuoy nənaa?
(pepun khñom)
khñom ñam baay cemuoy pepun khñom. | Who do you eat meals with?
(my wife)
I eat meals with my wife. |
| 3. look rien cemuoy nənaa? (look Jones)
khñom rien cemuoy look Jones. | Who do you study with? (Mr. Jones)
I study with Mr. Jones. |
| 4. look ficeeñ tiw salaa rien cemuoy
nənaa? (look smith)
khñom tiw salaa rien cemuoy look
smith. | Who do you go to school with?
(Mr. Smith)
I go to school with Mr. Smith. |
| 5. look pəsaa baay cemuoy nənaa?
(kañaa vansii)
khñom ñam baay cemuoy kañaa vansii. | Who do you eat meals with?
(Miss Vansy)
I eat meals with Miss Vansy. |
| 6. look thee kaa cemuoy nənaa?
(p'oun khñom)
khñom thee kaa cemuoy p'oun khñom. | Who do you work with?
(my younger brother)
I work with my younger brother. |

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
cit mēkhae' eh.
(ñiceeñ móo) | I arrived in Phnom Penh
almost a month ago.
((you) arrived) |
| Student: look ñiceeñ móo dōl phnum
piñ cit mēkhae' eh,
meen' eh? | You arrived in Phnom Penh
almost a month ago,
didn't you? |
| 1. khñom nɿw otael róoyal.
(sōmna?-asèay nɿw)
look sōmna?-asèay nɿw otael róoyal,
meen' eh? | I'm at the Hotel Royale.
(staying at)
You're staying at the Hotel
Royale, aren't you? |
| 2. khñom ñam baay nɿw khnoŋ otael
nɿŋ' dēh. (pesaa baay)
look pesaa baay nɿw khnoŋ otael
nɿŋ dae, meen' eh? | I eat at that hotel too.
((you) eat)
You eat at that hotel too,
don't you? |
| 3. thŋay put, khñom tɿw leeŋ phtéh
look smith. (ñiceeñ tɿw)
thŋay put, look ñiceeñ tɿw leeŋ
phtéh look smith, meen' eh? | On Wednesday, I'm going to go
visit Mr. Smith. ((you) go)
On Wednesday, you're going to
visit Mr. Smith, aren't you? |
| 4. khñom thlóp tɿw ñam baay nɿw kelaeŋ
nuh pii-bey dōŋ' dēh.
(ñiceeñ tɿw pesaa)
look thlóp ñiceeñ tɿw pesaa baay nɿw
kelaeŋ nuh pii-bey dōŋ dae, meen'
eh? | I have been to eat at that place
two or three times myself.
((you) go to eat)
You have been to eat at that
place two or three times
yourself, haven't you? |

Drill J. Multiple Substitution

- | | |
|---|--|
| 1. khñom thlóp taw ñam baay nıw kelaen
nuh pii-bey dœn' deh. | I have been to eat at that place
two or three times myself. |
| 2. khñom thlóp <u>thee kaa</u> nıw kelaen nuh
pii-bey dœn' deh. | I have <u>worked</u> at that place two
or three times myself. |
| 3. khñom thlóp <u>thee kaa nıw tœn nuh</u>
pii-bey dœn' deh. | I have worked <u>at that spot</u> two
or three times myself. |
| 4. khñom thlóp <u>thee kaa nıw tœn nuh</u>
<u>medœn-pii'</u> deh. | I have worked at that spot <u>once</u>
<u>or twice</u> myself. |
| 5. khñom thlóp <u>ñam baay</u> nıw tœn nuh
medœn-pii' deh. | I have <u>eaten</u> at that spot once or
twice myself. |
| 6. khñom thlóp ñam baay <u>nıw kelaen</u>
<u>nuh</u> medœn-pii' deh. | I have eaten <u>at that place</u> once
or twice myself. |
| 7. khñom thlóp ñam baay nıw kelaen nuh
<u>pii-bey dœn'</u> deh. | I have eaten at that place <u>two</u>
<u>or three times</u> myself. |

UNIT 25

BASIC DIALOGUE

A Cambodian

1. look hien khmae niw-inaa? Where did you study Cambodian?

An American

2. baat, khñom hien khmae niw I studied Cambodian in America
sòk amerik'ŋ..niw F.S.I. at F.S.I.

Cambodian

3. F.S.I. cia salaa aekecún, rii Is F.S.I. a private school or
cia salaa saathiarena?? a public school?

American

4. baat, F.S.I. cia salaa lèbch Well, F.S.I. is a government school,
riecchkaa, koo pontae m-meen but it's not exactly a public
cia salaa saathiarena?' teh! school.

Cambodian

5. cia salaa lèbch kesuonj kaa- It's a school belonging to the
booreteh, meen' eh? State Department, isn't it?

American

6. baat, pekot' eh. Yes, that's right.

Cambodian

7. nena' bñien khmae niw kelaen Who teaches Cambodian there?
nuh?

American

8. baat, look sok niŋ look saw' Mr. Sok and Mr. Sau are the teachers
cia kuu bñien niw kelaen nuh. there.

Cambodian

9. kót khmae, meen' eh? They are Cambodians, aren't they?

American

10. baat, kót khmae. Yes, they're Cambodians.

Cambodian

11. niw F.S.I., kee bñien ey-khlah? What all do they teach at F.S.I.?

American

12. baat, F.S.I. kee caek cia pii F.S.I. is divided into two sections:
phnaek..mekhaen, khaen neyoobaay,, On the one hand, foreign affairs;
mekhaen, khaen phiasaa. on the other hand, languages.

13. kee bñien phiasaa ey-khlah'
nìw kelaex̄ nuh? Cambodian What languages do they teach there?
14. baat, kee bñien phiasaa cèen'
ah.. douccia pèaṅ, 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 nìṅ' nìw tòṅ-naa? Cambodian Where is the school located?
16. baat, nìw khnoṅ tii-kroṅ
aaliṅton. American It's in the town of Arlington.
17. khñom smaan tē nìw khnoṅ kroṅ
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'kaṅ</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
cia salaa saathiarena'? | 4. baat, F.S.I. cia salaa reboh riecchkaa, koo pontae min-meen
cia salaa saathiarena' tee! |
| 5. cia salaa reboh krosuoṅ kaa-
booreteh, meen tee? | 6. baat, prakot haey. |
| 7. né?-naa boṅrien khmae nìw
konlaex̄ nuh? | 8. baat, look sok nìṅ look saw cia
kruu boṅrien nìw konlaex̄ 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
phnaek.. mekhaaq, khaaq
neyoobaay,, mekhaaq, khaaq
phasaa. |
| 13. kee boqrien phiasaa ey-khlah niw
konlaeq nuh? | 14. baat, kee boqrien phiasaa craen
nah.. douccia baaraq, espanol,
cen, yuon, siem, cia daem. |
| 15. salaa niq niw troq-naa? | 16. baat, niw khnoq tii-kroq
aalinton. |
| 17. khfiom smaan thaa niw khnoq kroq
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>lebɔh riecchkaa'</u> ih? | If F.S.I. a <u>government</u> school? |
| 3. <u>lisee siisovat</u> cia salaa lebɔh
rieicchkaa' ih? | Is <u>Lycée Sisowath</u> a government
school? |
| 4. <u>salaa tɔŋ-ɔh niw sòk amerik</u> cia
salaa lebɔh riecchkaa' ih? | Are <u>all the schools in America</u>
government schools? |
| 5. salaa tɔŋ-ɔh niw sòk amerik cia
<u>salaa aekécún'</u> ih? | Are all the schools in America
<u>private schools</u> ? |
| 6. <u>lisee siisovat</u> cia salaa aekécún'
ih? | Is <u>Lycée Sisowath</u> a private
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?
tee. F.S.I. m-mɛɛn cia salaa
aekécún' teh! | Is F.S.I. a private school?
No. F.S.I. is not a private
school. |
| 2. lisee siisovat cia salaa lebɔh
kesuon kaa-booretéh' ih?

tee. lisee siisovat m-mɛɛn cia
salaa lebɔh kesuon kaa-booretéh'
teh! | Is Lycée Sisowath a school
belonging to the Foreign
Ministry?

No. Lycée Sisowath is not a
school belonging to the Foreign
Ministry. |

- | | |
|--|--|
| <p>3. lisee siisovat cia salaa
aekécún' ih?
tee. lisee siisovat m-mèen
cia salaa aekécún' teh!</p> | <p>Is Lycée Sisowath a private
school?
No. Lycée Sisowath is not a
private school.</p> |
| <p>4. salaa tɣ-oh nɪw sòk amerik cia
salaa aekécún' ih?
tee. salaa tɣ-oh nɪw sòk amerik
m-mèen cia salaa aekécún' teh!</p> | <p>Are all the schools in America
private schools?
No. All the schools in America
are not private schools.</p> |
| <p>5. salaa tɣ-oh nɪw sòk khmae cia salaa
lèbòh riecchkaa' ih?
tee. salaa tɣ-oh nɪw sòk khmae
m-mèen cia salaa lèbòh riecchkaa'
teh!</p> | <p>Are all the schools in Cambodia
government schools?
No. All the schools in Cambodia
are not government schools.</p> |
| <p>6. F.S.I. cia salaa saathiaréná' ih?
tee. F.S.I. m-mèen cia salaa
saathiaréná' teh!</p> | <p>Is F.S.I. a public school?
No. F.S.I. is not a public
school.</p> |

Drill D. Response

- | | |
|--|--|
| <p>MODEL: Teacher: nēnaa' bɣiēn khmae nɪw
kəlaeɣ nuh? (look saw)</p> <p>Student: baat, look saw' bɣiēn khmae
nɪw kəlaeɣ nuh.</p> | <p>Who teachers Cambodian
there? (Mr. Sau)</p> <p>Mr. Sau teaches Cambodian
there.</p> |
| <p>1. nēnaa' hien khmae nɪw kəlaeɣ nuh?
(look Jones)
baat, look Jones' hien khmae nɪw
kəlaeɣ nuh.</p> | <p>Who teaches Cambodian there?
(Mr. Jones)
Mr. Jones teaches Cambodian
there.</p> |
| <p>2. nēnaa' thee kaa nɪw kəlaeɣ nuh?
(look sok)
baat, look sok' thee kaa nɪw kəlaeɣ
nuh.</p> | <p>Who works there?
(Mr. Sok)
Mr. Sok works there.</p> |
| <p>3. nēnaa' tɪw nɪw kəlaeɣ nuh?
(look James)
baat, look James tɪw nɪw kəlaeɣ nuh.</p> | <p>Who is going to go there?
(James)
James is going to go there.</p> |
| <p>4. nēnaa' kit tɪw nɪw kəlaeɣ nuh?
(kafisa vansii)
baat, kafisa vansii' kit tɪw nɪw
kəlaeɣ nuh.</p> | <p>Who is thinking of going there?
(Miss Vansy)
Miss Vansy is thinking of going
there.</p> |

- | | |
|---|---|
| 5. nənaa' cəŋ məniw kəlaeŋ nuh?
(khñom)
baat, khñom cəŋ məniw kəlaeŋ nuh. | Who wants to come stay here?
(me)
I want to come stay here. |
|---|---|

Drill E. Positive Response (No Model)

- | | |
|---|---|
| 1. kót khmae, məen' eh?
baat, kót khmae. | He's Cambodian, isn't he?
Yes, he's Cambodian. |
| 2. kót ɔŋglee, məen' eh?
baat, kót ɔŋglee. | He's English, isn't he?
Yes, he's English. |
| 3. kót cən, məen' eh?
baat, kót cən. | He's Chinese, isn't he?
Yes, he's Chinese. |
| 4. kót yuon, məen' eh?
baat, kót yuon. | He's Vietnamese, isn't he?
Yes, he's Vietnamese. |
| 5. kót siem, məen' eh?
baat, kót siem. | He's Thai, isn't he?
Yes, he's Thai. |
| 6. kót liaw, məen' eh?
baat, kót liaw. | He's Lao, isn't he?
Yes, he's Lao. |
| 7. kót pəaŋ, məen' eh?
baat, kót pəaŋ. | He's French, isn't he?
Yes, he's French. |
| 8. kót ameri'kaŋ, məen' eh?
baat, kót ameri'kaŋ. | He's American, isn't he?
Yes, he's American. |

Drill F. Negative Response

- | | |
|--|---|
| MODEL: Teacher: kót khmae, məen' eh?
(tee, yuon)
Student: tee, kót yuon. | He's Cambodian, isn't he?
(No, Vietnamese)
No, he's Vietnamese. |
| 1. kót ɔŋglee, məen' eh?
(tee, ameri'kaŋ)
tee, kót ameri'kaŋ. | He's English, isn't he?
(No, American)
No, he's American. |
| 2. kót siem, məen' eh?
(tee, liaw)
tee, kót liaw. | He's Thai isn't he?
(No, Lao)
No, he's Lao. |
| 3. kót ameri'kaŋ, məen' eh?
(tee, ɔŋglee)
tee, kót ɔŋglee. | He's American isn't he?
(No, English)
No, he's English. |

- | | |
|---|--|
| 4. kót yuon, mɛɛn' eh?
(tee, khmaɛ)
tee, kót khmaɛ. | He's Vietnamese, isn't he?
(No, Cambodian)
No, he's Cambodian. |
| 5. kót pɛaŋ, mɛɛn' eh?
(tee, aməri'kaŋ)
tee, kót aməri'kaŋ. | He's French, isn't he?
(No, American)
No, he's American. |
| 6. kót liaw, mɛɛn' eh?
(tee, siem)
tee, kót siem. | He's Lao, isn't he?
(No, Thai)
No, he's Thai. |

Drill G. Transformation with Substitution

- | | |
|--|---|
| MODEL. Teacher: nɪw khnoŋ tii-kroŋ
aaliŋton' ih? (vaasentaon) | In the town of Arlington?
(Washington) |
| Student: khñom smaan te nɪw khnoŋ
kroŋ vaasentaon!! | I thought it was in
<u>Washington!</u> |
| 1. nɪw khnoŋ tii-kroŋ loŋ' ih? (parii)
khñom smaan te nɪw khnoŋ kroŋ parii!! | In the city of London? (Paris)
I thought it was in <u>Paris!</u> |
| 2. nɪw khnoŋ tii-kroŋ phnum piŋ' ih?
(prey-nəkóo)
khñom smaan te nɪw khnoŋ kroŋ
prey-nəkóo!! | In the city of Phnom Penh?
(Saigon)
I thought it was in <u>Saigon!</u> |
| 3. nɪw khnoŋ tii-kroŋ sɔŋ-frɔŋsiskoo'
ih? (los ɔŋyeles)
khñom smaan te nɪw khnoŋ kroŋ
los-ɔŋyeles!! | In the city of San Francisco?
(Los Angeles)
I thought it was in <u>Los Angeles!</u> |
| 4. nɪw khnoŋ tii-kroŋ roum' ih? (lisbon)
khñom smaan te nɪw khnoŋ kroŋ lisbon!! | In the city of Rome? (Lisbon)
I thought it was in <u>Lisbon!</u> |
| 5. nɪw khnoŋ tii-kroŋ nɪw-yóok' ih?
(šikagou)
khñom smaan te nɪw khnoŋ kroŋ
šikagou!! | In the city of New York?
(Chicago)
I thought it was in <u>Chicago!</u> |

Drill H. Multiple Substitution

- | | |
|---|--|
| 1. khñom thee kaa nìw kəsuoŋ
kxoosənaakaa ameriʔkaŋ! | I work in the <u>U.S. Information Service</u> . |
| 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
ameriʔkaŋ! | I <u>am an attaché</u> in the American Embassy. |
| 4. khñom <u>cia kruu boŋrien</u> nìw ambasaat
ameriʔkaŋ! | I <u>am a teacher</u> in the American Embassy. |
| 5. khñom <u>cia kruu boŋrien</u> nìw salaa
<u>saathiarenaʔ muoy!</u> | I am a teacher in <u>a private school</u> . |
| 6. khñom <u>cia kruu boŋrien</u> nìw <u>salaa</u>
<u>aekəcún muoy!</u> | I am a teacher in <u>a public school</u> . |
| 7. khñom <u>thee kaa</u> nìw salaa saathiarenaʔ
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 kxoosənaakaa</u>
<u>ameriʔkaŋ!</u> | I work in the <u>U. S. Information Service</u> . |

Drill I. Substitution

- | | |
|---|--|
| 1. kee bñien <u>sy-khlah'</u> nìw kəlaəŋ nuh? | What all do they teach there? |
| 2. kee bñien <u>phiasaa sy-khlah'</u> nìw
kəlaəŋ nuh? | <u>What languages</u> do they teach there? |
| 3. kee bñien <u>phiasaa khmae'</u> nìw kəlaəŋ
nuh? | Do they teach <u>Cambodian</u> there? |
| 4. kee bñien <u>phiasaa ɔŋglee'</u> nìw
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>
nìw kəlaəŋ nuh? | <u>What in the way of foreign affairs</u>
do they teach there? |
| 7. kee bñien <u>sy-khlah khaaŋ vóppethóa</u>
nìw kəlaəŋ nuh? | <u>What in the way of cultural</u>
affairs do they teach there? |

Drill J. Transformation

- | | |
|---|--|
| <p>MODEL: Teacher: kee caek cia pii phnaek.
(neyoobaay, phiasaa)</p> <p>Student: mekhaan, khaan neyoobaay,,
mekhaan, khaan phiasaa.</p> | <p>They divide it into two sections. (diplomacy, languages)</p> <p>One side is diplomacy; the other side is languages.</p> |
| <p>1. kee caek cia pii puo?
(neyoobaay, phiasaa)
mepuo?, khaan neyoobaay,, mepuo?,
khaan phiasaa.</p> | <p>The divide it into two groups. (diplomacy, languages)</p> <p>One group is diplomacy; the other group is languages.</p> |
| <p>2. kee caek cia pii phnaek.
(neyoobaay, vóppethóa)
mekhaan, khaan neyoobaay,, mekhaan,
khaan vóppethóa.</p> | <p>They divide it into two sections. (diplomacy, cultural affairs)</p> <p>One side is diplomacy; the other side is cultural affairs.</p> |
| <p>3. kee caek cia pii puo?.
(kaa-booreteh, khoosenaakaa)
mekhaan, khaan kaa-booreteh,, mekhaan,
khaan khoosenaakaa.</p> | <p>They divide it into two groups. (foreign affairs, information)</p> <p>One side is foreign affairs; the other side is information.</p> |
| <p>4. kee caek cia pii phnaek.
(phiasaa, vóppethóa)
mekhaan, khaan phiasaa,, mekhaan,
khaan vóppethóa.</p> | <p>They divide it into two sections. (languages, cultural affairs)</p> <p>One side is languages; the other side is cultural affairs.</p> |

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 leeq?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 kepún 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 leeq
te mædoq' 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 soum kafəe məpəeəj' moh. Mr. Smith Well, in that case, let me have a cup of coffee, will you?
18. look coul-cet kafəe khmaw, rɨɨ kafəe tik-doh-koo? Mrs. Saat Do you like black coffee, or coffee with cream?
19. baat, som daʔ tik-doh-koo' nteç, haəy-nə skoo' nteç. Mr. Smith Please put a little cream in and a little sugar.
20. caah, ficeəñ ŋkuy leəj nteç' tih. khñom tɨw yoo məcuun! Mrs. Saat Please have a seat. I'll go get it for you.
21. məç, saat.. cmiep 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 məleəj phooj? 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 thɨún' 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 srɛy.
3. pdɛy look srɛy niw phtéh tee?
5. baat, ɔɔ kun!
6. look srɛy, koun caw.. sok sebaay
cia tee?
9. baat, khmian revúl thvée ɛy tee.
10. tae mɛsɛl mɛñ, prap khñom thaa
min-sɛw sruol khluon.
12. tee, khñom khmian kaa ɛy tee.
13. cɛñ pii thvée kaa, coul moo? leej
tae mɛdɔɔŋ tiw..
14. khaan cuop khnia yuu haey.
17. baat, ɛñcɛŋ soum kafɛe mɛpɛɛŋ móo?.
19. baat, soum da? tik-doh-koo nteɛ,
haey niŋ skoo nteɛ.

look smith

21. mɛɛ, saat! cumriep suo! sok sebaay?
24. kee thaa min-sɛw sruol khluon.
26. ɔɔ, khmian chii ɛy thŋún tee.
krón-tae pdah-saay bontɛɛ-bontuoc.

look srɛy saat

2. caah, cumriep suo!
4. caah, kót niw phtéh tee.
ɛñcɛñ coul móo?, look.
7. caah, sok sebaay cia tee.
8. look srɛy mian kaa ɛy rih,
baan-cia min baan móo? leej?
11. look mian kaa ɛy proñap tee?
pdɛy khñom kompún slie? pé?.
15. look ɛñcɛñ pisaa s?ɛy nteɛ
tiw rih?
16. khñom mian kafɛe.. tae.. viskii..
18. look coul-cɛt kafɛe khmaw, ri
kafɛe tik-doh-koo?
20. caah, ɛñcɛñ ɔŋkuy leej nteɛ
tiw.
khñom tiw yóo? móo? cuun.

look saat

22. baat, sok sebaay tee.
23. mɛɛ koo min nóɓ propún móo?
leej phɔɔŋ?
25. mɛɛ, chii ɛy?

NOTES: Some More Verbal Modifiers1. /baan/, /baan-cia/, and /aoy-baan/

You have already seen and heard the item /baan/ as a post-verbal modifier meaning 'to be able to.' Three modifiers related to it occur also in the pre-verbal position.

/baan/, between subject and verb, means 'to get a chance to, to have been able to, will be able to.' It contrasts with the post-verbal /baan/ in that it always refers to a specific (rather than a general) opportunity or possibility.

Examples: khñom móo m baan' teh! 'I can't come. (ever)'
 khñom m baan móo' teh! 'I wasn't (won't be) able to come at that time.'

/baan-cia/ and /oy-baan/ (/aoy-baan/), which both occur before the subject, mean 'so that, with the result that.' The first form is used in talking about the past, the second in talking about the future.

Examples: look mian kaa ey, baan-cia m baan móo leeq?
 'What business did you have that you couldn't come visit?

look mian kaa ey, oy-baan coul móo m baan?
 'What business do you have that you can't come in?'

These /baan/ patterns are repeated many times in Drills D and E, below.

2. /tih/ (/tɨw/) and /moh/ (/mooʔ/)

These two post-verbal modifiers are obviously related to the common verbs for 'go' and 'come' respectively. They occur at the very ends of clauses, usually as enclitics. Although their most common use is in commands and exhortations, they are also occasionally found in statements and questions as well, with a meaning something like 'I belittle the significance of this action.' Quite often, the English word 'just' will fit the translation. The difference in meaning between the two items is that /tih/, like the verb /tɨw/, refers to actions away from or far from the speaker, while /moh/, like the verb /mooʔ/, refers to actions toward or near the speaker.

Examples: ñceñ ñkuy leeq ntec' tih. 'Please (just) have a seat.'
 ceñ pii thee kaa, khñom coul móo leeq te medóoñ' tih.
 'When I left work, I just dropped in for a visit.'

look ñceñ pesaa s'ey ntec' tɨw ih?
 'Won't you just have a little something to drink?'

ñceñ soum kafee mepeeq' moh.
 'In that case, just let me have a cup of coffee.'

More examples occur in Drills I and K.

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 leeŋ phoɔŋ.

'He took his wife along to visit them too (as an additional person).'

kót nóŋ pəpún kót tɔw leeŋ daɛ.

'He took his wife along to visit them, too (like someone else).'

mec kəɔ m nóŋ pəpún məleeŋ phoɔŋ?

'Why didn't you bring your wife along too?'

look m nóŋ pəpún məleeŋ 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. <u>pdey look sèy</u> nıw phtéh' teh? | Is <u>your husband</u> at home, madame? |
| 3. <u>p'oun look</u> nıw phtéh' teh? | Is <u>your younger brother</u> at home, sir? |
| 4. <u>koun look sèy</u> nıw phtéh' teh? | Is <u>your child</u> at home, madame? |
| 5. <u>medaay kafiaa</u> nıw phtéh' teh? | Is <u>your mother</u> at home, miss? |
| 6. <u>opuk khmæk look</u> nıw phtéh' teh? | Is <u>your father-in-law</u> at home, sir? |
| 7. <u>medaay khmæk nıaŋ</u> nıw phtéh' teh? | Is <u>your mother-in-law</u> at home, young lady? |
| 8. <u>baaŋ thlay look sèy</u> nıw phtéh' teh? | Is <u>your older brother-in-law</u> at home, madame? |
| 9. <u>p'oun thlay kafiaa</u> nıw phtéh' teh? | Is <u>your younger sister-in-law</u> at home, miss? |
| 10. <u>khmuoy look</u> nıw phtéh' teh? | Is <u>your nephew</u> at home, sir? |
| 11. <u>mıa nıaŋ</u> nıw phtéh' teh? | Is <u>your uncle</u> at home, miss? |
| 12. <u>medaay mıiŋ look</u> nıw phtéh' teh? | Is <u>your aunt</u> at home, sir? |
| 13. <u>opuk thom look sèy</u> nıw phtéh' teh? | Is <u>your elder uncle</u> at home, madame? |
| 14. <u>medaay thom look</u> 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. |

- | | |
|--|--|
| 3. mēdaay look nīw phtéh' teh?
baat, mēdaay khñom nīw-inīy. | Is your mother at home?
Yes, my mother is here. |
| 4. opuk khmēek look nīw phtéh' teh?
baat, opuk khmēek khñom nīw-inīy. | Is your father-in-law at home?
Yes, my father-in-law is here. |
| 5. mēdaay khmēek look nīw phtéh' teh?
baat, mēdaay khmēek khñom nīw-inīy. | Is your mother-in-law at home?
Yes, my mother-in-law is here. |
| 6. bōy thlay look nīw phtéh' teh?
baat, bōy thlay khñom nīw-inīy. | Is your older brother-in-law at home?
Yes, my older brother-in-law is here. |
| 7. p'oun thlay look nīw phtéh' teh?
baat, p'oun thlay khñom nīw-inīy. | Is your younger sister-in-law at home?
Yes, my younger sister-in-law is here. |
| 8. khmuoy look nīw phtéh'teh?
baat, khmuoy khñom nīw-inīy. | Is your niece at home?
Yes, my niece is here. |
| 9. mia look nīw phtéh'teh?
baat, mia khñom nīw-inīy. | Is your uncle at home?
Yes, my uncle is here. |
| 10. mēdaay miīy look nīw phtéh' teh?
baat, mēdaay miīy khñom nīw-inīy. | Is your aunt at home?
Yes, my aunt is here. |
| 11. opuk thom look nīw phtéh' teh?
baat, opuk thom khñom nīw-inīy. | Is your elder uncle at home?
Yes, my elder uncle is here. |
| 12. mēdaay thom look nīw phtéh' teh?
baat, mēdaay thom khñom nīw-inīy. | Is your elder aunt at home?
Yes, my elder aunt is here. |

Drill C. Response

- | | |
|--|---|
| MODEL: <u>Teacher</u> : pdēy look sēy, kót sok sēbaay'
cia teh? | Your husband, how is he? |
| <u>Student</u> : caah, pdēy khñom, kót sok
sēbaay' cia teh! | My husband is fine. |
| 1. mēdaay look, kót sok sēbaay' cia teh?
baat, mēdaay khñom, kót sok sēbaay' cia teh! | Your mother, how is she?
My mother is fine. |
| 2. opuk khmēek nīay, kót sok sēbaay' cia teh?
caah, opuk khmēek khñom, kót sok sēbaay' cia teh! | Your father-in-law, how is he?
My father-in-law is fine. |
| 3. mēdaay kañaa, kót sok sēbaay' cia teh?
caah, mēdaay khñom, kót sok sēbaay' cia teh! | Your mother, how is she?
My mother is fine. |
| 4. bōy thlay look sēy, kót sok sēbaay' cia teh?
caah, bōy thlay khñom, kót sok sēbaay' cia teh! | Your brother-in-law, how is he?
My brother-in-law is fine. |
| 5. mia look, kót sok sēbaay' cia teh?
baat, mia khñom, kót sok sēbaay' cia teh! | Your uncle, how is he?
My uncle is fine. |

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 phooj? Why didn't you bring your wife
 along too?
2. mec koo m nóm koun móo phooj? Why didn't you bring your children
 along too?
3. mec koo m nóm p'oun móo phooj? Why didn't you bring your younger
brother along too?
4. mec koo m pèap khñom phooj? Why didn't you tell me too?
5. mec koo m pèap look sèy phooj? Why didn't you tell madame too?
6. mec koo m ñceññ look sèy móo phooj? Why didn't you invite madame to
come too?
7. mec koo m nóm look sèy móo phooj? 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>səmkhan'</u> teh! | I don't have any <u>important</u> business. |
| 3. khñom khmian <u>chii ey thŋún'</u> teh! | I don't have any <u>serious illness</u> . |
| 4. khñom khmian <u>ləvúl 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 kasaet</u> . | My husband is <u>reading a magazine</u> . |
| 3. <u>pəpún khñom</u> kəpún-tə məel kasaet. | <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.
(sʔey ntec) (a little something)
pepún khñom tɿw yóo sʔey 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 sʔey 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, 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 thɛə kaa, coul
 móo leɛŋ tɛ mɛdɔɔŋ' tɪw!
 (salaa rien, ñam kafɛe) When I left work, I just
 dropped in for a visit.
 (school, drink coffee)
- Student: cɛŋ piɪ salaa rien, coul móo
 ñam kafɛe tɛ mɛdɔɔŋ' tɪw! When I left school, I just
 dropped in to drink some
 coffee.
1. cɛŋ piɪ thɛə kaa, coul móo leɛŋ tɛ
 mɛdɔɔŋ' tɪw! (phtéh baay, mɛəl
 kasaet) After I left work, I just dropped
 in for a visit. (restaurant,
 read a magazine)
 cɛŋ piɪ phtéh baay, coul móo mɛəl
 kasaet tɛ mɛdɔɔŋ' tɪw! After I left the restaurant, I just
 dropped in to read a magazine.
 2. cɛŋ piɪ thɛə 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 thɛə kaa, coul móo leɛŋ
 tɛ mɛdɔɔŋ' tɪw! (kɛsuɔŋ kaa-
 bɔɔrɛtɛh, tɪw mɛəl kon) After work, I just dropped in for a
 visit. (Ministry of Foreign
 Affairs, go see a movie)
 cɛŋ piɪ kɛsuɔŋ kaa-bɔɔrɛtɛh, tɪw
 mɛəl kon tɛ mɛdɔɔŋ' tɪw! After I left the Ministry of Foreign
 Affairs, I just dropped in to see
 a movie.
 4. cɛŋ piɪ thɛə kaa, coul móo leɛŋ tɛ
 mɛdɔɔŋ' tɪw! (bɛrou, tɪw mɛəl)
 cɛŋ piɪ bɛrou, tɪw mɛəl 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 thɛə kaa, coul móo leɛŋ tɛ
 mɛdɔɔŋ' tɪw! (mɛəl kon, tɪw ñam
 baay) After I left work, I just dropped
 in for a visit. (see a movie, go
 and eat)
 cɛŋ piɪ mɛəl 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 cən, niw muk géa.
Mrs. Saat
Oh, I brought them at Chinese New
Years, in front of the station.
17. look sèy pəhael 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. pəpún khñom, kee coul-cet
phkaa' nah dae!
Mr. Smith
My wife likes flowers a lot too.
20. caah, sèy-sèy ficeṅ' eh..
nənaa kə douc nənaa' deh!
Mrs. Saat
Yes, that's the way women are--
everyone of them is like every
other one.
21. yii, khñom som cmiep lia
look sèy sən' eh. leṅieç'
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 prohael mian phkaa koulaap
craen nah.
19. propún 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 berou pdey
khñom kee thvée kaa.
10. ou, nuh cia bontup da? ey-van,
haey nıw khaaŋ-sdam nuh cia
coŋkraan 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 /ae-/ 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 thajay can.

I buy food on Monday(s).

khñom tiffi mehoup pii thajay 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
véŋ	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 ceəŋ	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
leəŋ	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?
baat, suon chbaa look sèy l'əə' ah. | What do you think of my garden?
Your garden is very nice. |
| 3. ptup tek khñom thom' eh?
baat, ptup tek look sèy thom' ah. | What do you think of my bathroom?
Your bathroom is very big. |
| 4. ptup tətuoł phñiew khñom selah' teh?
baat, ptup tətuoł phñiew look sèy
selah' nah. | What do you think of my parlor?
Your parlor is very comfortable. |
| 5. cəkèan baay khñom l'əə' teh?
baat, cəkèan baay look sèy l'əə' ah. | What do you think of my kitchen?
Your kitchen is very nice. |
| 6. koun khñom cəh' teh?
baat, koun look sèy cəh' nah. | What do you think of my children?
Your children are very capable. |

Drill C. Response

- | | |
|---|---|
| MODEL: <u>Teacher</u> : phtéh look sèy theə
pəmaan chnam' eh? (pii) | How many years ago was your
house built? (2) |
| <u>Student</u> : caah, phtéh khñom theə
pii chnam' eh. | My house was built two
years ago. |
| 1. laan look tiñ pəmaan chnam'
eh? (bey)
baat, laan khñom tiñ bey
chnam' eh. | How many years ago did you buy
your car? (3)
My car was bought three years
ago. |
| 2. phtéh look sèy cuol pəmaan chnam'
eh? (pəam)
caah, phtéh khñom cuol pəam
chnam' eh. | How many years have you rented
your house? (2)
My house has been rented for
five years. |
| 3. aaw look kat pəmaan khæ' eh?
(pmmuoy)
baat, aaw khñom kat pmmuoy khæ' eh. | How many months ago did you get
that coat made? (6)
This coat was made six months ago. |
| 4. pepún look mədol pəmaan thjaj' eh?
(pəam-ndəp)
baat, pepún khñom mədol pəam-ndəp
thjaj' eh. | How many days ago did your wife
arrive? (15)
My wife arrived 15 days ago. |
| 5. koun look coul rien pəmaan khæ' eh?
(bey)
baat, koun khñom coul rien bey
khæ' eh. | How many months have your children
been going to school? (3)
My children have been going to
school for three months. |
| 6. kót tıw dəl pəmaan khæ' eh?
(pii)
baat, kót tıw dəl pii khæ' eh. | How many months ago did he
arrive? (2)
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) How many bedrooms do you have? (Upstairs two, downstairs one)
- Student: caah, mian bey.. khaṅ-lee pii, khaṅ-kraom muoy. There are three of them: two upstairs and one downstairs.
- | | |
|--|--|
| 1. look sèy mian ktup tetuol phñiew pemaan? (lee muoy, kraom muoy) caah, mian pii..khaṅ-lee muoy, khaṅ-kraom muoy. | How many parlors do you have? (upstairs one, downstairs one) There are two of them: one upstairs and one downstairs. |
| 2. look sèy mian ktup khmeəṅ chnuol pemaan? (lee muoy, kraom pii) caah, mian bey..khaṅ-lee muoy, khaṅ-kraom pii. | How many servant's rooms do you have? (one upstairs, two downstairs) There are three of them: one upstairs and two downstairs. |
| 3. look sèy mian ktup deek pemaan? (lee bey, kraom pii) caah, mian pram.. khaṅ-lee bey, khaṅ-kraom pii. | How many bedrooms do you have? (three upstairs, two downstairs) There are five of them: three upstairs and two downstairs. |

4. look sèy mian ktup téŋ-oh pemaan?
(lœ buon, kraom pmmuoy)
caan, mian dɔp.. 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 cianŋ? (phtéh nih)

Which is bigger, your
previous house or this
house? (this house)

Student: baat, phtéh nih thom
cianŋ!

This house is bigger.

1. ktup sɔmrap tɛtuol phñiew niŋ ktup
ñam baay, aanaa thom cianŋ?
(ktup sɔmrap tɛtuol phñiew)
baat, ktup sɔmrap tɛtuol phñiew
thom cianŋ!

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 cianŋ?
(ktup koun)
baat, ktup koun touc cianŋ!

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 cɛkraan baay,
aanaa thom cianŋ? (cɛkraan baay)
baat, cɛkraan baay thom cianŋ!

Which is bigger the store room or
the kitchen? (kitchen)

The kitchen is bigger.

4. ktup tɛk niŋ ktup da? ey-van,
aanaa touc cianŋ? (ktup tɛk)
baat, ktup tɛk touc cianŋ!

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 cianŋ?
(khaŋ-kòoy)
baat, suon chbaa khaŋ-kòoy thom
cianŋ!

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?

- | | |
|--|---|
| <p>3. khñom coul-cet tiw meel kon' ah!
 (puo?-maa? baraj khñom)
 puo?-maa baraj khñom, kee coul-cet
 tiw meel kon nah dae.</p> | <p>I certainly like to go to see movies.
 (my French friends)
 My French friends like to go to see
 movies a lot too.</p> |
| <p>4. khñom coul-cet ñam baay' ah!
 (pepún khñom)
 pepún khñom kee coul-cet ñam
 baay nah dae.</p> | <p>I certainly like to eat.
 (my wife)
 My wife likes very much to eat too.</p> |
| <p>5. khñom coul-cet dae leej' ah!
 (booj khñom)
 booj khñom kee coul-cet dae leej.
 nah dae.</p> | <p>I certainly like to go for walks.
 (my older brother)
 My older brother likes to go for
 walks a lot too.</p> |

Drill K. Transformation

- | | |
|--|--|
| <p>MODEL: <u>Teacher</u>: pepún khñom kee coul-cet
 phkaa' ah. (sèy-sèy)
 <u>Student</u>: caah, sèy-sèy ñicej' eh..
 nenea ko douc nenea' deh.</p> | <p>My wife certainly likes
 flowers! (women)
 Yes, women are like that--
 everyone of them is like
 every other one.</p> |
| <p>1. p'oun khñom kee coul-cet leej baal'
 ah! (khmeej-khmeej)
 caah, khmeej-khmeej ñicej' eh..
 nenea ko douc nenea' deh.</p> | <p>My younger brother certainly likes
 to play ball. (children)
 Yes, children are like that--every-
 one of them is like every other
 one.</p> |
| <p>2. pdey khñom kót coul-cet mehoup
 cen' ah. (pòh-pòh)
 caah, pòh-pòh ñicej' eh.. nenea
 ko douc nenea' deh.</p> | <p>My husband really likes Chinese
 food! (men)
 Yes, men are like that--everyone
 of them is like every other one.</p> |
| <p>3. puo?-maa? khñom kee coul-cet
 sèphew' ah. (koun seh)
 caah, koun seh ñicej' eh.. nenea
 ko douc nenea' deh.</p> | <p>My friends certainly do like books.
 (students)
 Yes, students are like that--
 everyone of them is like every
 other one.</p> |
| <p>4. p'oun sèy khñom kee coul-cet kon
 ameri?kañ' ah! (khmeej sèy)
 caah, khmeej sèy ñicej' eh.. nenea
 ko douc nenea' deh.</p> | <p>My younger sister really likes to
 see American movies! (girls)
 Yes, girls are like that--everyone
 of them is like every other one.</p> |
| <p>5. koun khñom kee coul-cet meel tii-vii'
 ah. (khmeej-khmeej)
 caah, khmeej-khmeej ñicej' eh.. nenea
 ko douc nenea' deh.</p> | <p>My children certainly do like to
 watch television. (children)
 Yes, children are like that--
 everyone of them is like every
 other one.</p> |

UNIT 28

BASIC DIALOGUE

- A Cambodian
1. thɔay saw' nɨŋ, look tmnee' tee ih?
tee ih?
- An American
2. baat, pehaɛl tmnee' tee, meɛl tiw.
meɛl tiw.
- Cambodian
3. khñom cəŋ ficeɛñ look móo pəsaa baay phtéh khñom.
baay phtéh khñom.
- American
4. baat, mian ɛy?
mian ɛy?
- Cambodian
5. look skól phtéh khñom' iniw?
look skól phtéh khñom' iniw?
- American
6. baat, khñom skól m-sew chbah' teh!
teh!
- Cambodian
7. leek pii hòoy haa-səp phlɛw pastɛi.. nɨw cit ambasaaat ameri'kaŋ.
leek pii hòoy haa-səp phlɛw pastɛi.. nɨw cit ambasaaat ameri'kaŋ.
- American
8. ou, ficeŋ khñom m-bac baek laan' teh!
laan' teh!
- Cambodian
9. look mian ficeɛñ phñiew móo cèen' teh?
cèen' teh?
- American
10. baat, min-cə cèen pəmaan' teh!
min-cə cèen pəmaan' teh!
- Cambodian
11. khñom haw te puo'-maa? khñom pii-bəy né?' teh!
khñom haw te puo'-maa? khñom pii-bəy né?' teh!
- American
12. ficeŋ sùol' eh.
ficeŋ sùol' eh.

13. look cəŋ ñam məhoup ey, sɔm
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-cət 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-cət 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 thɔay 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. khnom coj eñceefñ look móo? pisaa baay phtéh khnom.
5. look skól phtéh khnom haey ri-niw?
7. leek pii róoy haa-sep phlew pastel.. niw cit ambasaat amerikañ.
10. baat, min-cia craen ponmaan tee.
11. khnom haw taé puo?-maa? khnom pii-bey né? tee.
13. look coj ñam mehoup ey, soum prap khnom meel.
15. eñceñ sruol haey. prapún khnom prósop thvée mehoup 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, meel tiw.
4. baat, mian ey?
6. baat, khnom skól min-sew chbah tee.
8. ou, eñcéñ khnom min-bac baek laan tee.
9. look mian eñceefñ phñiew móo craen tee?
12. eñceñ sruol haey!
14. baat, mehoup ey koo baan dae, taé khnom coj saa? mehoup khmae medooñ.
17. baat, viskii koo baan, byee koo baan.
19. baat, sraa tumpéñ baay-cuu, khnom douc min comnoul ponmaan tee.
21. baat! eñceñ khnom 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:

khfiom tifi sephiw te muoy' teh! 'I bought only one book.'
(the total number of books I bought was one.)

khfiom 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:

khfiom krón-te tifi sephiw muoy' teh! 'I only bought a book.'
(all I did was buy a book)

khfiom haw te puo?-maa? khfiom '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, khfiom 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^{oo} pesaa baay alew' ih?
'Are you coming to eat now?'

ñceəñ look m^{oo} pesaa baay alew' neh.
'Please (I invite you to) come eat now.'

ñceəñ th^{ay} saw ma^{oñ} p^{muoy} ñceəñ m^{oo} 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^{eeh} (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^{ephleət} neh. 'Please wait a moment, will you?'

soum p^{eaap} kh^{ñom} m^{eeh}. '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^{ñom} c^{oñ} ñceəñ look m^{oo} pesaa baay.
'I want to invite you to come eat.'

kh^{ñom} som lia sen' neh.
'I (beg to) say goodbye for a while.'

Other examples are in Drills B and G.

- f) p^{ehaəl} (p^{rohaəl})..., m^{eel} tiw. 'perhaps, I guess'

This construction brackets an entire predicate. The subject may come either before or after /p^{ehaəl}/ when it occurs.

Examples:

baat, p^{ehaəl} tm^{nee} 'tee, m^{eel} tiw.
'Yes, (I) guess (I) am free.'

or baat, kh^{ñom} p^{ehaəl} tm^{nee} 'tee, m^{eel} tiw.

or baat, p^{ehaəl} kh^{ñom} tm^{nee} 'tee, m^{eel} tiw.

Very similar to /p^{ehaəl}/ are /d^{ouc}/ and /d^{ouc}-cia/ 'apparently, it seems,' which may also occur in discontinuous construction with /m^{eel} 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, /mⁱⁿ... p^{emaan}/:

kh^{ñom} d^{ouc} mⁱⁿ c^{mnoul} p^{emaan} 'teh!
'I don't (seem to) particularly care for it.'

Other examples of /d^{ouc}/ and /p^{ehaəl}/ 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 (pəsoŋ)	'to be skillful at'

Examples are in Drills J, K, and L.

DRILLS

Drill A. Substitution

- | | |
|--|--------------------------------------|
| 1. thəy saw' nih, look tmnee' tee ih? | Are you free this <u>Saturday</u> ? |
| 2. thəy <u>atit'</u> nih, look tmnee' tee ih? | Are you free this <u>Sunday</u> ? |
| 3. thəy <u>sok'</u> nih, look tmnee' tee ih? | Are you free this <u>Friday</u> ? |
| 4. thəy <u>pəhóh'</u> nih, look tmnee' tee ih? | Are you free this <u>Thursday</u> ? |
| 5. thəy <u>can'</u> nih, look tmnee' tee ih? | Are you free this <u>Monday</u> ? |
| 6. thəy <u>ŋkia'</u> nih, look tmnee' tee ih? | Are you free this <u>Tuesday</u> ? |
| 7. thəy <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?
baat, khñom m-tón cuop' eh! | Have you met my wife yet?
No, I haven't met her yet. |
| 3. look sdap baan' iniw?
baat, khñom sdap m-tón baan' neh! | Have you understood yet?
No, I haven't understood yet. |
| 4. look rien cop' iniw?
baat, khñom rien m-tón cop' eh! | Have you finished studying yet?
No, I haven't finished studying yet. |
| 5. look kheeff' iniw?
baat, khñom m-tón kheeff' eh! | Do you see it yet?
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
laan' neh! | No, I won't have to drive it. |
| 1. look tíw phtéh' teh?
tee, khñom m-bac tíw phtéh' teh! | Are you going to the house?
No, I won't have to go to the house. |
| 2. look rien' neh?
tee, khñom m-bac rien' neh! | Are you going to study it?
No, I won't have to study it. |
| 3. look thee' teh?
tee khñom m-bac thee' teh! | Are you going to do it?
No, I won't have to do it. |
| 4. look pàè' teh?
tee, khñom m-bac pàè' teh! | Are you going to translate it?
No, I won't have to translate it. |
| 5. look cuop' eh?
tee, khñom m-bac cuop' eh! | Are you going to meet them?
No, I won't have to meet them. |
| 6. look sdap' eh?
tee, khñom m-bac sdap' eh! | Are you going to listen to it?
No, I won't have to listen to it. |
| 7. look meel' leh?
tee, khñom m-bac meel' leh! | Are you going to look at it?
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 mæel' leh! (boon khñom) I won't have to look at it. (my older brother)
tee, boon khñom tèt-te mæel! 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)
baat, mìn-ce cèen pèmaan' teh!
khñom haw te booŋ p'oun khñom' teh!</p> | <p>Have you invited very many guests?
(brothers and sisters)
No, not very many. I just asked
my brothers and sisters.</p> |
| <p>3. look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? mené?-pii)
baat, mìn-ce cèen pèmaan' teh!
khñom haw te puo?-maa? khñom mené?-pii' teh!</p> | <p>Have you invited very many guests?
(one or two friends)
No, not very many. I just asked
one or two friends of mine.</p> |
| <p>4. look mian ficeeñ phñiew móo cèen' teh? (né? cit-khaaŋ
pmmuoy-pmpil né?)
baat, mìn-ce cèen pèmaan' teh!
khñom haw te né? cit-khaaŋ
khñom pmmuoy-pmpil né?' teh!</p> | <p>Have you invited very many guests?
(six or seven neighbors)
No, not very many. I just asked
six or seven neighbors of mine.</p> |
| <p>5. look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? pepún khñom
buon-pèam né?)
baat, mìn-ce cèen pèmaan' teh!
khñom haw te puo?-maa? pepún
khñom buon-pèam né?' teh!</p> | <p>Have you invited very many guests?
(four or five of my wife's friends)
No, not very many. I just asked
four or five of my wife's friends.</p> |

Drill H. Substitution

- | | |
|--|--|
| <p>1. look coŋ ñam mèhoup ey, som pèap khñom mèel.</p> | <p>Whatever kind of food you want to eat, please let me know.</p> |
| <p>2. look coŋ mèel kon ey, som pèap khñom mèel.</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 mèel.</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 mèel</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 mèel.</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 mèel.</p> | <p><u>Whoever you want to meet</u>, please let me know.</p> |
| <p>7. look coŋ tiw leeŋ inaa, som pèap khñom mèel.</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, taɛ 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, taɛ
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, taɛ
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 səpɰw ey, som pɛap
khñom meel. (meel, kasaet
ɔŋglee)

Whatever book you would like to
read, please let me know.
(read, English magazines)

baat, səpɰw ey ko baan' dae, taɛ
khñom cɔŋ meel kasaet 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, taɛ
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 əy, dmbəy tēsē sēbot?
(khmaw-day, dōŋ pakaa)
baat, khmaw-day' kə baan,, dōŋ
pakaa' kə 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 əy?
(əŋglee, pèaŋ)
baat, əŋglee' kə baan,, pèaŋ kə
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, thŋay)
baat, yup' kə baan,, thŋay' kə
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 nīw-inaa?
(phtéh khñom, phtéh baay)
baat, phtéh khñom'kə baan,, phtéh
baay' kə 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 mīn cmnoul Well, I don't particularly
pemaan' neh! care for wine.
1. look coul-cet mēhoup ameri'kaŋ eh?
baat, mēhoup ameri'kaŋ, khñom douc
mīn 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 mīn
cmnoul pemaan' neh! Do you like whiskey?
Well, I don't particularly care
for whiskey.
3. look coul-cet mēhoup cən' neh?
baat, mēhoup cən, khñom douc mīn
cmnoul pemaan' neh! Do you like Chinese food?
Well, I don't particularly care
for Chinese food.
4. look coul-cet tək-taɛ tək-koo' teh?
baat, tək-taɛ tək-koo', khñom douc
mīn cmnoul pemaan' neh! Do you like iced tea?
Well, I don't particularly care
for iced tea.
5. look coul-cet kafēe tək-doh-koo' teh?
baat, kafēe tək-doh-koo, khñom douc
mīn 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 phləw, 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 sèy?
- 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 daε, taε mēsəl
mɛñ tɛw tɪw batteboəŋ, 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
teləp móo viñ ləŋjɛc nɪŋ' əh.
- Sarin
- According to what she told me, she'll be back this evening.
9. mɛc, kit khlaem 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, byεε
kouña?!
- Sareth
- Well, I have whiskey, beer, cognac.

Sarin

12. ฝicej soum viskii soudaa mekaew'
moh.
niyiey ฝicej, khnom niw m baan
yuu' teh, lejiec niq..

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 tiw naa!?

Why not? Where are you hurrying to?

Sarin

15. ou, khnom taw tiw tetuol pepun
khnom niw gea atiah-phleej,
maoj dop kelah.

Oh, I have to go meet my wife at
the railroad station at 10:30.

Sareth

16. mian ey? tumrom dol peel niq,
yeej nam baay ruoc' eh.

So what? By that time, we'll be
thru eating.

Sarin

17. ฝicej' eh, petae khnom taw-te tiw
mun maoj' ntec, khlaac atiah-
phleej medol mun maoj'

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. ฝicej peñap seh-soup' tiw 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 moo?..
khaan cuop yuu haey.

3. aenaa look sreay?

5. yii, sdaay nah!

7. onkaal kot effceeffi moo? viñ?

look Sarin

2. soum tooh naa. laar khnom khouc
kondaal phlew, baan-cia yuu
ntec.

4. baat, min baan moo? tee. mian
thuré? ntec.

6. kee coj moo? nah dae, tae mesel
meñ trew tiw batdombooj, pruh
medaay khmeek khnom kot min-sew
sruol khluon.

8. taam kee prap khnom, thaa trolop
moo? viñ lejiec niq 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 kónlah.
16. mian ey? tumróm dol peel niç,
yeëç ñam baay ruoc haey.
17. eñceç haey, pontae khñom trew-tae
tiw mun maoç bontec, khlaaç
rótiáh-phleëç moo' dol mun maoç.
18. eñceç proñap sròh-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>mEEN!</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> dol chap.	'I'm taking a cyclo, <u>so that</u> I'll get there fast.'
khñom cih siklou tiw, khlaac tedol 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 (prek)	'morning'	asial (róosial)	'afternoon'
thgay	'daytime'	leñiec	'late afternoon, evening'
thgay 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 leñiec/. 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> '
<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,
baan-ce yuu ntec'ñ. | Sorry, my car broke down and so
I was a little late. |
| 2. som tooh' neh, <u>khñom m suol khluon</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I didn't feel well</u> and so
I was a little late. |
| 3. som tooh' neh, <u>khñom tiw meel kon</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I went to a movie</u> and so
I was a little late. |
| 4. som tooh' neh, <u>khñom tèt tiw phtéh</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I had to go home</u> and so I
was a little late. |
| 5. som tooh' neh, <u>khñom tèt rien khmae</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I had to study Cambodian</u>
so I was a little late. |
| 6. som tooh' neh, <u>khñom tèt cam pepún</u>
<u>khñom</u> , baan-ce yuu ntec'ñ. | Sorry, <u>I had to wait for my wife</u>
so I was a little late. |
| 7. som tooh' neh, <u>khñom tèt cuop n kót</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I had to meet him</u> so I was
a little late. |
| 8. som tooh' neh, <u>laan khñom khouc</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>my car broke down</u> so I was
a little late. |

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 ficeɛñ móo viñ? (ləŋieε niŋ)
 When is she coming back? (this evening)
- Student: taam kee pɛap khñom, thaa tɛləp móo viñ ləŋieε niŋ' eh.
 According to what she told me, she is coming back this evening.
1. ŋkaal kót ficeɛñ móo viñ? (pèk s'æεk)
 When is she coming back? (tomorrow morning)
- taam kee pɛap khñom, thaa tɛləp móo viñ pèk s'æεk' eh.
 According to what she told me, she is coming back tomorrow morning.

- | | |
|--|--|
| <p>2. ɲkaal kót ficeeñ móo viñ?
(maoɲ pmbey pək)
taam kee pèap khñom, thaa təlɔp
móo viñ maoɲ pmbey pək' eh.</p> | <p>When is she coming back? (8 a.m.)

According to what she told me,
she is coming back at 8 a.m.</p> |
| <p>3. ɲkaal kót ficeeñ móo viñ?
(maoɲ dɔp yup)
taam kee pèap khñom, thaa təlɔp
móo viñ maoɲ dɔp yup' eh.</p> | <p>When is she coming back?
(10 p.m.)
According to what she told me, she
is coming back at 10 p.m.</p> |
| <p>4. ɲkaal kót ficeeñ móo viñ? (sʔaek)
taam kee pèap khñom, thaa təlɔp
móo viñ sʔaek' eh.</p> | <p>When is she coming back? (tomorrow)
According to what she told me, she
is coming back tomorrow.</p> |
| <p>5. ɲkaal kót ficeeñ móo viñ?
(maoɲ buon asial)
taam kee pèap khñom, thaa təlɔp
móo viñ maoɲ buon asial' eh.</p> | <p>When is she coming back?
(4 p.m.)
According to what she told me, she
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>byeɛ</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 tɛw tɪw tetuol pepún khñom
nɪw géa atiah-phlɛəɲ maoɲ dɔp
kelah. | I have to go meet my wife at the
railroad station at 10:30. |
| 2. khñom tɛw tɪw tetuol pepún khñom
<u>nɪw vial yún-hoh</u> maoɲ dɔp kelah. | I have to go meet my wife <u>at the</u>
<u>airport</u> at 10:30. |
| 3. khñom tɛw tɪw tetuol pepún khñom
nɪw vial yún-hoh <u>maoɲ pmpil</u> kelah. | I have to go meet my wife at the
airport <u>at 7:30</u> . |

- | | |
|--|---|
| 4. khñom tèt taw tetuol <u>p'oun khñom</u>
naw vial yún-hòh maonj pmpil kelah. | I have to go meet my <u>younger brother</u>
at the airport at 7:30. |
| 5. khñom tèt taw tetuol p'oun khñom
naw vial yún-hòh <u>maonj buon</u> kelah. | I have to go meet my younger brother
at the airport at <u>4:30</u> . |
| 6. khñom tèt taw tetuol p'oun khñom
<u>naw géa atiah-phlèeñ</u> maonj buon
kelah. | I have to go meet my younger brother
<u>at the railroad station</u> at 4:30. |
| 7. khñom tèt taw tetuol <u>pepún khñom</u>
naw géa atiah-phlèeñ maonj buon
kelah. | I have to go meet <u>my wife</u> at the
railroad station at 4:30. |
| 8. khñom tèt taw tetuol pepún khñom
naw géa atiah-phlèeñ <u>maonj dáp</u>
<u>kelah</u> . | I have to go meet my wife at the
railroad station at 10:30. |

Drill I. Multiple Substitution

- | | |
|--|--|
| 1. mian ey, tumróm dól peel nñj,
yeenj ñam baay ruoc' eh. | So what, by that time we'll be
finished eating. |
| 2. mian ey, tumróm dól peel nñj,
yeenj <u>meel kon</u> ruoc' eh. | So what, by that time we'll be
finished <u>watching the movie</u> . |
| 3. mian ey, tumróm dól <u>maonj bey</u> ,
yeenj meel kon ruoc' eh. | So what, by <u>3 o'clock</u> we'll be
finished watching the movie. |
| 4. mian ey, tumróm dól maonj bey,
yeenj <u>sòh-sòup</u> ruoc' eh. | So what, by 3 o'clock we'll be
finished <u>having a bite to eat</u> . |
| 5. mian ey, tumróm dól <u>maonj pmbuon</u> ,
yeenj sòh-sòup ruoc' eh. | So what, by <u>9 o'clock</u> we'll be
finished having a bite to eat. |
| 6. mian ey, tumróm dól maonj pmbuon,
yeenj <u>ñam baay</u> ruoc' eh. | So what, by 9 o'clock we'll be
finished <u>eating</u> . |
| 7. mian ey, tumróm dól <u>peel nñj</u> ,
yeenj ñam baay ruoc' eh. | So what, by <u>that time</u> we'll be
finished eating. |

Drill J. Response

- MODEL: Teacher: mɛc, pɛŋap' ih?
(atiah-phleəŋ)
Student: baat, pɛŋap'm.. khlaac
atiah-phleəŋ mɛdɔl
mun maŋ.
- Say, what's the hurry?
(train)
Well, I am in a hurry. I am
afraid the train will get
here ahead of time.
1. mɛc, pɛŋap' ih? (laan chnuol)
baat, pɛŋap'm.. khlaac laan chnuol
mɛdɔl mun maŋ.
- Say, what's the hurry? (bus)
Well, I am in a hurry. I am afraid
the bus will get here ahead of
time.
2. mɛc, pɛŋap' ih? (phŋiew)
baat, pɛŋap'm.. khlaac phŋiew
mɛdɔl mun maŋ.
- Say, what's the hurry? (guest)
Well, I am in a hurry. I am
afraid the guest will get here
ahead of time.
3. mɛc, pɛŋap' ih? (yún-hoh)
baat, pɛŋap'm.. khlaac yún-hoh
mɛdɔl mun maŋ.
- Say, what's the hurry? (airplane)
Well, I am in a hurry. I am afraid
the airplane will get here ahead
of time.
4. mɛc, pɛŋap' ih? (koun seh)
baat, pɛŋap'm.. khlaac koun
seh mɛdɔl mun maŋ.
- Say, what's the hurry? (students)
Well, I am in a hurry. I am afraid
the students will get here ahead
of time.
5. mɛc, pɛŋap' ih? (pʔoun khŋom)
baat, pɛŋap'm.. khlaac pʔoun
khŋom mɛdɔl mun maŋ.
- Say, what's the hurry? (my younger
brother)
Well, I am in a hurry, I am afraid
my younger brother will get here
ahead of time.

Drill K. Transformation: /khaan/ and /khmian/

- MODEL: Teacher: look sereet nɪŋ look
sɛy saat m baan
kheəŋ khnia yuu' eh.
Student: look sereet nɪŋ look
sɛy saat khaan kheəŋ
khnia yuu' eh.
- Mr. Sareth and Mrs. Saat
haven't seen each other
for a long time.
Mr. Sareth and Mrs. Saat
have missed seeing each
other for a long time.
1. look smith min ficeəŋ phŋiew móo
cèen' teh!
look smith khmian ficeəŋ phŋiew
móo cèen' teh!
- Mr. Smith hasn't invited very
many guests.
Mr. Smith hasn't invited very
many guests.

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 kheeñ propún khñom kompún-tae riep-com baay prik aoy khñom.
10. niw lee tok, khñom kheeñ mian póonj món cian, boboo, numpanj, kafee, la?.
11. thómmedaa khñom ñam kafee pii riŋ 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 riŋ 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
lúʔ	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
koʔ, koʔ soʔ	to wash (the hair)
set, set soʔ	to comb (the hair)
doh, doh thmif	to brush (the teeth)
slieʔ	to put on lower garments
péʔ	to put on upper garments
doh	to take off (clothes)
kuh	to light, strike
thaep	to kiss

2. Nouns

kræe	bed
tok (toʔ)	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
soʔ	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 (səmrap)	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 daɛl
taŋ pii, taŋ pii peel daɛl
pii peel daɛl
nɨw peel daɛl, kaalnaa
dól, dól peel daɛl, ŋkaal
nɨw peel daɛl, kaalnaa
dmbey-nŋ (daambey nɨŋ)
púh, pii-púh
ról peel daɛl

3. Verb Expression Introducers (Pre-verbal Modifiers and Negatives)

daɛl, m-daɛl	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

nɨŋ, m (mɨn)	will, won't
kit	is planning to
cəŋ, m cəŋ	wants to

4. Main Clause Introdurers (Conjunctions)

kaal-pimun	previously
kaal-pidaem	originally
haey	then
ruoc haey	just after that
teep	just now
thómmedaa	normally, usually
nɨw peel nuh (nɨh, nɨŋ)	at the time (this, that time)
kraoy móo	after that
too móo	later on
ñceŋ, 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	pɨi ŋkaal	kaalnaa	ŋkaal
what time	pɨi peelnaa	maoŋ pemaan	(dɔl) peelnaa
what day	pɨi thŋay naa	thŋay ey	(dɔl) thŋay naa
what month	pɨi khaɛ naa	khaɛ ey	(dɔl) khaɛ naa
what year	pɨi chnam naa	chnam ey	(dɔl) chnam naa
		chnam tii-pemaan	
how, why	haet ey (baan-cia) mɛɛ (baan-cia)	mɛɛ	thee ey

6. Numeral Words

ról	each, every
mɛ-	one, a per
kelah (konlah)	half a
téŋ	all of the, even the

7. Classifiers

dooŋ, peel	time, occasion
maoŋ	hour (<u>after</u> numeral)
ŋay, thŋay	day
khaɛ	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 pʊk 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: តែ ម៉ូត, ក្នុង កែ តិវ
 ប្រុប ដេក, ធុបេយ-ន្យ
 ស្លឹក ប៉េ? (តិវ ប្រតេង
 បាយ, ផ្កាម កាហ្វេ)

Student: តែ ម៉ូត, ក្នុង កែ តិវ
 ប្រតេង បាយ, ធុបេយ-ន្យ
 ផ្កាម 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. តែ ម៉ូត, ក្នុង កែ តិវ ប្រតេង បាយ,
 ធុបេយ-ន្យ ផ្កាម កាហ្វេ. (តិវ សាលា,
 រៀន ក្រមា)

តែ ម៉ូត, ក្នុង កែ តិវ សាលា,
 ធុបេយ-ន្យ រៀន ក្រមា.

2. តែ ម៉ូត, ក្នុង កែ តិវ សាលា,
 ធុបេយ-ន្យ រៀន ក្រមា. (ប្រក
 រឺឌ្យូ, ស្រាប ធុបេយ)

តែ ម៉ូត, ក្នុង កែ ប្រក រឺឌ្យូ,
 ធុបេយ-ន្យ ស្រាប ធុបេយ.

3. តែ ម៉ូត, ក្នុង កែ ប្រក រឺឌ្យូ,
 ធុបេយ-ន្យ ស្រាប ធុបេយ. (កូល
 ក្នុង ប្រុប តិក, ក្រា បុក ម៉ូត)
 តែ ម៉ូត, ក្នុង កែ កូល ក្នុង ប្រុប
 តិក, ធុបេយ-ន្យ ក្រា បុក ម៉ូត.

4. តែ ម៉ូត, ក្នុង កែ កូល ក្នុង
 ប្រុប តិក, ធុបេយ-ន្យ ក្រា បុក ម៉ូត.
 (តិវ ប្រតេង បាយ, ផ្កាម បាយ)
 តែ ម៉ូត, ក្នុង កែ តិវ ប្រតេង
 បាយ, ធុបេយ-ន្យ ផ្កាម 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, ក្នុង ក្រេង បេប៉ុន ក្នុង
 កេប៉ុន រៀន-គម បាយ.

2. និវ នូ, ក្នុង ក្រេង កូន ក្នុង
 កេប៉ុន រៀន-គម បាយ.

3. និវ នូ, ក្នុង ក្រេង កូន ក្នុង
 កេប៉ុន រៀន.

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
kəpúŋ ñam baay. | There, I saw my daughter <u>eating</u> . |
| 5. nıw nuh, khñom kheeffı <u>pəpún khñom</u>
kəpúŋ ñam baay. | There, I saw <u>my wife</u> eating. |
| 6. nıw nuh, khñom kheeffı pəpún khñom
kəpúŋ meəl kasaət. | There, I saw my wife <u>reading the</u>
<u>newspaper</u> . |
| 7. nıw nuh, khñom kheeffı pəpún khñom
kəpúŋ <u>dam baay</u> . | There, I saw my wife <u>cooking rice</u> . |
| 8. nıw nuh, khñom kheeffı pəpún khñom
kəpúŋ <u>riep-cəm baay</u> . | There, I saw my wife <u>preparing</u>
<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.
(pəpún, rien)
nıw nuh, khñom kheeffı pəpún khñom
kəpúŋ rien. | After that, I went to the kitchen.
(wife, studying)
There, I saw my wife studying. |
| 2. kraoy móo?, khñom tıw phtéh baay.
(pʔoun, meəl kasaət)
nıw nuh, khñom kheeffı pʔoun khñom
kəpúŋ meəl kasaət. | After that, I went to the kitchen.
(younger brother, reading paper)
There, I saw my younger brother
reading the paper. |
| 3. kraoy móo?, khñom tıw phtéh baay.
(pəpún, dam baay)
nıw nuh, khñom kheeffı pəpún khñom
kəpúŋ dam baay. | After that, I went to the kitchen.
(wife, cooking rice)
There, I saw my wife cooking rice. |
| 4. kraoy móo?, khñom tıw phtéh baay.
(koun, ñam baay)
nıw nuh, khñom kheeffı koun khñom
kəpúŋ ñam baay. | After that, I went to the kitchen.
(son, eating)
There, I saw my son eating. |

5. kraoy móo?, khñom tìw phtéh baay.
(koun, rien)
nìw nuh, khñom kheefi koun khñom
kepúy rien.

After that, I went to the kitchen.
(son, studying)
There, I saw my son studying.

6. kraoy móo?, khñom tìw phtéh baay.
(pepún, fiam baay)
nìw nuh, khñom kheefi pepún khñom
kepúy fiam baay.

After that, I went to the kitchen.
(wife, eating)
There, I saw my wife eating.

Drill H. Equivalence

MODEL: Teacher: khñom sdap dmneq, ruoc
haey khñom tìw ptup
tik. (mun nìq)

I listened to the news, and
then I went to the
bathroom. (before)

Student: khñom sdap dmneq mun-n
tìw ptup tik.

I listened to the news before
going to the bathroom.

1. khñom tìw ptup tik, ruoc haey khñom
fiam kafee. (mun nìq)
khñom tìw ptup tik mun-n fiam kafee.

I went to the bathroom, and then
I drank coffee. (before)
I went to the bathroom before
drinking coffee.

2. khñom fiam kafee, ruoc haey khñom
meel kasaet. (mun nìq)
khñom fiam kafee mun-n meel kasaet.

I drank coffee, and then I read
the newspaper. (before)
I drank coffee before reading
the newspaper.

3. khñom meel kasaet, ruoc haey khñom
tìw xuat tik. (mun nìq)
khñom meel kasaet mun-n tìw xuat
tik.

I read the newspaper, and then
I went to take a bath. (before)
I read the newspaper before going
to take a bath.

4. khñom tìw xuat tik, ruoc haey khñom
tìw lup muk. (mun nìq)
khñom tìw xuat tik mun-n tìw lup
muk.

I went to take a bath, and then
I went to dry my face. (before)
I went to take a bath before
drying my face.

5. khñom tìw lup muk, ruoc haey khñom
tìw doh thmifi. (mun nìq)
khñom tìw lup muk mun-n tìw doh
thmifi.

I went to dry my face, and then I
went to brush my teeth. (before)
I went to dry my face before
going to brush my teeth.

6. khñom tìw doh thmifi, ruoc haey khñom
tìw fiam baay. (mun nìq)
khñom tìw doh thmifi mun-n tìw fiam
baay.

I went to brush my teeth, and then
I went to eat. (before)
I went to brush my teeth before
going to eat.

Drill I. Equivalence

- MODEL: Teacher: khñom ko tiw ptup deek,
 dmbey-nq slie? pé?
 (khñom coq slie? pé?)
Student: khñom coq slie? pé?, ficeq
 khñom ko tiw ptup deek.
- Then I went to the bedroom,
 in order to get dressed.
 (I wanted to get dressed)
- I wanted to get dressed, so
 I went to the bedroom.
1. khñom ko tiw phtéh baay, dmbey-nq
 fiam kafee. (khñom coq fiam kafee)
 khñom coq fiam kafee, ficeq khñom ko
 tiw phtéh baay.
 Then I went to the restaurant, in
 order to drink coffee.
 (I wanted to drink coffee)
 I wanted to drink coffee, so I
 went to the restaurant.
 2. khñom ko tiw salaa, dmbey-nq rien
 khmae. (khñom coq rien khmae)
 khñom coq rien khmae, ficeq khñom ko
 tiw salaa.
 Then I went to school, in order
 to study Khmer. (I wanted to
 study Khmer)
 I wanted to study Khmer, so I
 went to school.
 3. khñom ko tiw baek raadyou, dmbey-nq
 sdap dmneq. (khñom coq sdap dmneq)
 khñom coq sdap dmneq, ficeq khñom ko
 tiw baek raadyou.
 Then I went to turn on the radio,
 in order to listen to the news.
 (I wanted to listen to the news)
 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)
 khñom coq kao puk mót, ficeq khñom
 ko coul khnoq ptup tik.
 Then I went into the bathroom,
 in order to shave.
 (I wanted to shave)
 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 nih/ teh?

Excuse me! Is there a restaurant
near here?

Phnompenhois

2. baat mian/ tae min-cə cɪt
pəmaan' neh/

Yes there is, but it's not so
very near.

Stranger

3. restorəŋ nuh nɪw tɔŋ-naa?

Where is the restaurant?

Phnompenhois

4. baat, som look nceen tɪw
tɔŋ.. 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 pii
phlew bɔt?

About how far is it from the
turn?

Phnompenhois

6. ou, pəhael pii hòoy met'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. yii, 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 cɛən' 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 cɛən' ah. Thank you very much.

DIALOGUE FOR COMPREHENSION

- soum tooh! mian restorɔŋ nıw cit nih tee?
- baat, mian. tae min cia cit ponmaan tee.
- restorɔŋ nuh nıw troŋ naa?
- baat, soum look eñceñ tıw troŋ. dɔl phlɛeŋ krohoom bot sdam, tıw taam phlew móonivúŋ.

5. ចំរាប ប្រហែល បណ្ណា ប្រើ
phlew bot?
7. និយម ទី រេស្តរ៉ាង, ម្ខាង ចៅ តើ?
khñom ចង់ ទិញ ប្រាក់ លុយ ក្រហម,
យ៉ូច? ម៉ូច? ធាយ.
10. យី, ក្រុម កម្ពុជា ល្អ ទេ!
11. និយម ទី លុយ, ម្ខាង ចៅ តើ?
ក្រុម ចង់ ទិញ ប្រាក់ លុយ ក្រហម,
យ៉ូច? ម៉ូច? ធាយ.
13. ចៅ ណា-ល្អ និយម ទី ចៅ កើ?
15. ចៅ ប្រើ ក្រុម ចង់ ទិញ ចៅ ក្រុម
ប្រើ ចៅ, ក្រុម ចៅ ទិញ
ចៅ ណា?
17. យី, ចៅ-ចៅ ចៅ ណា!
19. ឡា, ចៅ មិន ចៅ តើ.
20. ក្រុម ចៅ ចៅ ក្រុម ចៅ ណា!
6. ឡា, ប្រហែល ប្រើ ល្អ ទេ.
8. ចៅ, ម្ខាង ចៅ ល្អ ទេ ណា.
9. ប្រើ ល្អ ចង់ ចៅ ទិញ ប្រាក់
ចៅ និយម ក្រុម លុយ, ក្រុម
ចៅ ចៅ.
12. ចៅ, និយម ចៅ ល្អ, ម្ខាង ចៅ
ចៅ ណា.
14. ចៅ, ចៅ ក្រុម ចៅ, ចៅ
ក្រុម និយម ទី ចៅ កើ.
16. ចៅ, ល្អ ទិញ ចៅ ចៅ ល្អ
ល្អ ទិញ ប្រាក់ លុយ, ចៅ
ចៅ ចៅ ចៅ ល្អ.
18. ចៅ, មិន ចៅ ចៅ បណ្ណា
តើ ចៅ ចៅ ចៅ ចៅ, ចៅ
ចៅ.

NOTE: Contractions and Grammar

You have now been through ten lessons (21-30) which emphasize the Phnom Penh variety of colloquial speech (described in Transcription Note, Unit 21), with its numerous contractions of the fuller forms of standard Cambodian. The Basic Dialogues and most Drills will continue to be written in this colloquial style, the Dialogues for Comprehension in the standard version.

So far, the contractions you have become familiar with have been mainly in two areas: a) the sentence enclitics, b) the first syllables of two-syllable words. As far as vocabulary items are concerned, there is very little possibility of your being confused by contractions-- e.g. /kəlaɛŋ/ can hardly be associated with any standard vocabulary item other than /konlaɛŋ/. From now on, however, you will increasingly be exposed to cases where a grammatical (rather than a vocabulary) difference is reflected in a sound contrast which may be small and difficult to hear, owing to contractions, although the standard form are quite distinct.

A prime example of this occurs in the present unit. /chɔaay/ 'far' contrasts grammatically with /cəɔaay/ 'distance' (standard /cəɔaay/). The first is an adjective and the second a noun; in spite of the similarity in meaning and sound, the two forms never occur in exactly the same syntactic frame.

Examples: chɣaay' teh? 'Is it far?'
 cəŋaay pəmaan? '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 /dɛh/ 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 /tɨw/ 'go' and /mooʔ/ 'come' (see also Note, Unit 26). The following is an example from the present unit:

tə- (tɨw)... yoo mə- (moo)
 'get something and do something else with it'
 khñom cəŋ təbaək luy khlah yoo mɛcaay!!
 '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-nɲ/:

khñom cəŋ baək luy khlah dmbey-nɲ tɨñ məhoup!
 '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 /tɨw/ and /taɛ/, both have a reduced form /tɛ/ in colloquial style. It is always necessary, therefore, to listen carefully for clues elsewhere in the sentence to understand or analyze utterances containing /tɛ/. Consider this example from the present unit:

dæ tɛ mənut dɔl' əh.
 'It only takes ten minutes to get there.'

The pattern, standard /taɛ... dɔl 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 /tɛ/ stands for /taɛ/. This particular /tɛ/ cannot stand for /tɨw/, because it would then terminate a verb phrase /dæ tɨw/ 'walk along' and would have to have its full form /tɨw/:

dæ tɨw dɔp mənut dɔl' əh.
 '(After) walking along for ten minutes (we) got there.'

Therefore /tɛ/ in the original sentence must stand for /taɛ/, a prior element in the noun phrase /taɛ dɔp mənut/. (See also Drill H).

Similarly, the reduced forms of /mooʔ/ 'come' and /mɨn/ 'not,' though not identical, sound very much alike in rapid speech. You cannot be confused if you mishear the distinction /mə/ vs. /m/, however, as long as you listen for clues elsewhere in the sentence.

Examples: mɛcuun 'come and give'
 m cuun' təh '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
cit nıŋ' teh? | Excuse me, is there a restaurant
near here? |
| 2. som tooh, mian <u>bəŋ</u> nıw cit nıŋ'
teh? | Excuse me, is there a <u>bank</u> near
here? |
| 3. som tooh, mian <u>otaəl</u> nıw cit nıŋ'
teh? | Excuse me, is there a <u>hotel</u> near
here? |
| 4. som tooh, mian <u>faamasii</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>drug store</u>
near here? |
| 5. som tooh, mian <u>kəlaəŋ róm</u> nıw
cit nıŋ' teh? | Excuse me, is there a <u>dance hall</u>
near here? |
| 6. som tooh, mian <u>telefoun</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>telephone</u>
near here? |
| 7. som tooh, mian <u>poh</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>post office</u>
near here? |
| 8. som tooh, mian <u>restorəŋ</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>restaurant</u>
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 restoroŋ mian
otaεl' teh? | Is there a hotel near the
restaurant? |
| 2. nɪw cit <u>poh</u> mian <u>faamasii</u> ' teh? | Is there a <u>drug store</u> near the
<u>post office</u> ? |
| 3. nɪw cit <u>gɛa</u> mian <u>restoroŋ</u> ' teh? | Is there a <u>restaurant</u> near the
<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>
<u>office</u> ? |
| 5. nɪw cit <u>otaεl</u> mian <u>poh</u> ' teh? | Is there a <u>post office</u> near the
<u>hotel</u> ? |
| 6. nɪw cit <u>poh</u> mian <u>restoroŋ</u> ' teh? | Is there a <u>restaurant</u> near the
<u>post office</u> ? |

Drill D. Response

- | | |
|--|---|
| MODEL: <u>Teacher</u> : nɪw tɔŋ nuh mian boŋ' teh?
(cèen' ah) | Is there a bank there?
(lots of them) |
| <u>Student</u> : baat, nɪw tɔŋ nuh mian boŋ
cèen' ah. | Yes, there are lots of banks
there. |
| 1. nɪw tɔŋ nuh mian otaεl' teh? (pii-bɛy)
baat, nɪw tɔŋ nuh mian otaεl pii-bɛy! | Is there a hotel there? (2 or 3)
Yes, there are two or three there. |
| 2. nɪw tɔŋ nuh mian poh' teh? (muoy)
baat, nɪw tɔŋ nuh mian poh muoy! | Is there a post office there? (one)
Yes, there is a post office there. |

- | | |
|--|--|
| <p>3. nıw tòn nuh mian faamasii' teh?
(muoy-pii)
baat, nıw tòn nuh mian faamasii
muoy-pii!</p> | <p>Is there a drugstore there?
(one or two)
Yes, there are one or two drug
stores there.</p> |
| <p>4. nıw tòn nuh mian restorøn' teh?
(cèen' ah)
baat, nıw tòn nuh mian restorøn
cèen' ah.</p> | <p>Is there a restaurant there?
(lots of them)
Yes, there are lots of restaurants
there.</p> |
| <p>5. nıw tòn nuh mian salaa rien' teh?
(pii-bey)
baat, nıw tòn nuh mian salaa rien
pii-bey!</p> | <p>Is there a school there?
(two or three)
Yes, there are two or three
schools there.</p> |

Drill E. Substitution

- | | |
|---|---|
| 1. khñom cøn tebaek luy khlah yóo
mecaay! | I want to draw out some money
to use. |
| 2. khñom cøn tebaek luy khlah yóo
<u>metif saphiw!</u> | I want to draw out some money to
<u>buy books with.</u> |
| 3. khñom cøn tebaek luy khlah yóo
<u>metif mehoup!</u> | I want to draw out some money to
<u>buy food with.</u> |
| 4. khñom cøn tebaek luy khlah yóo
<u>mecuun look!</u> | I want to draw out some money to
<u>give you.</u> |
| 5. khñom cøn tebaek luy khlah yóo
<u>me-aoy pepún khñom!</u> | I want to draw out some to <u>give</u>
<u>my wife.</u> |
| 6. khñom cøn tebaek luy khlah yóo
<u>metif eyvan!</u> | I want to draw out some money to
<u>buy things with.</u> |
| 7. khñom cøn tebaek luy khlah yóo
<u>mecaay!</u> | I want to draw out some money to
<u>use.</u> |

Drill F. Response

- | | |
|---|---|
| <p>MODEL: <u>Teacher:</u> boŋ naa-muoy nıw cit
ciaŋ kee? (boŋ khmae)</p> <p><u>Student:</u> baat, taam khñom smaan,
boŋ khmae nıw cit ciaŋ
kee?</p> | <p>Which bank is the closest?
(the Khmer Bank)</p> <p>Well, I think that the Khmer
Bank is the closest.</p> |
| <p>1. otael naa-muoy nıw cit ciaŋ kee?
(róoyal)
baat, taam khñom smaan, otael
róoyal nıw cit ciaŋ kee!</p> | <p>Which hotel is the closest?
(Royale)
Well, I think that the Hotel Royale
is the closest.</p> |

- | | |
|--|---|
| <p>2. restoroŋ naa-muoy nŭw cit ciaŋ kee? (thay-saan)
baat, taam khŋom smaam, restoroŋ thay-saan nŭw cit ciaŋ kee!</p> | <p>Which restaurant is the closest?
(Thai San)
Well, I think that the Thai San Restaurant is the closest.</p> |
| <p>3. faamasii naa-muoy nŭw cit ciaŋ kee? (sontral)
baat, taam khŋom smaam, faamasii sontral nŭw cit ciaŋ kee!</p> | <p>Which drug store is the closest?
(Centrale)
Well, I think that the Pharmacie Centrale is the closest.</p> |
| <p>4. salaa naa-muoy nŭw cit ciaŋ kee? (sisovat)
baat, taam khŋom smaam, salaa sisovat nŭw cit ciaŋ kee!</p> | <p>Which school is the closest?
(Sisowath)
Well, I think that the Sisowath School is the closest.</p> |
| <p>5. poh naa-muoy nŭw cit ciaŋ kee? (sontral)
baat, taam khŋom smaam, poh sontral nŭw cit ciaŋ kee!</p> | <p>Which post office is the closest?
Central)
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?
(tiw troŋ pii phlew,
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?
(go straight for two blocks, turn left for three blocks)
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)
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)
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)
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)
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)
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)
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, bət
 sdam mephləw)
 baat, look tɨw trəŋ buon phləw,
 haey bət 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 chɣaay' nah. Say, that seems quite far!

Student: baat, min-cə chɣaay' teh! No, it's not so far.

- | | |
|---|--|
| 1. yii, douc-cia thlay' ah.
baat, min-cə thlay' teh! | Say, that seems quite expensive!
No, it's not so expensive. |
| 2. yii, douc-cia cit' ah.
baat, min-cə cit' teh! | Say, that seems quite close!
No, it's not so close. |
| 3. yii, douc-cia thom' ah.
baat, min-cə thom' teh! | Say, that seems quite big!
No, it's not so big. |
| 4. yii, douc-cia l'ɔɔ' ah.
baat, min-cə l'ɔɔ' teh! | Say, that seems quite good!
No, it's not so good. |
| 5. yii, douc-cia sùol' ah.
baat, min-cə sùol' teh! | Say, that seems quite easy!
No, it's not so easy. |
| 6. yii, douc-cia sebaay' ah.
baat, min-cə sebaay' teh! | Say, that seems quite comfortable!
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)
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)
Yes, there is. If you want to go there to mail a letter, you can. |
| 2. nɪw cɪt otaɛl mian bəŋ' teh? (bæk luy)
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)
Yes, there is. If you want to go there and draw out money, you can. |

3. nɨw cɨt otaɛl mian kɛlaɛŋ róm'
teh? (róm)
baat, mian! bæ look cɔŋ ñcɛəñ
tɨw róm nɨw kɛlaɛŋ nuh, kɔ
baan' deh.

Is there a dance hall near the
hotel? (dance)

Yes, there is. If you want to go
there to dance, you can.

4. nɨw cɨt otaɛl mian faamasii'
teh? (tɨñ thnam)
baat, mian! bæ look cɔŋ ñcɛəñ
tɨw tɨñ thnam nɨw kɛlaɛŋ nuh,
kɔ baan' deh!

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 tiw dae leeŋ
nɪw vót phnum.

Yes, you can go for a stroll at
Wat Phnom.

17. rɪɪ tiw 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 tiw inaa'
tiw?

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 piεh, 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
tiet, 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 ceej tronj taam
phlew noróodom.
6. tìw dól vót phnum, bot tìw
khaej kaet pii phlew, dól
haey.
7. khñom coj vay telegraam bontec
phooj. khñom tìw aenaa tìw?
8. ou, sruol haey. look tìw poh
srap.
9. dól look tìw dól poh, suo kee
tìw, kee prap haey.
10. poh, kee bet maonj ponmaan?
11. baat, nìw konlaej nuh, kee
baek tól phlìì.
12. khñom lìì kee thaa, nìw muk poh
mian outael muoy, meen tee?
13. baat, mian meen. outael nuh
touc tee, taec-pontae s'aat
koo-som.
14. chmùh outael delaa poost.
15. nìw cit outael nìq, mian konlaej
dae leej komsaan tee?
16. baat, look aac tìw dae leej
nìw vót phnum.
17. rìì tìw konlaej róm muoy chmùh
kampuucia, nìw túl muk gaa.
18. coh bae khñom coj tìw tìfì ey-van
bontec-bontuoc, khñom tìw aenaa tìw?
19. baat, nìw aenonj mian konlaej
lú? ey-van craen nah.
20. cia piiseh, nìw taam ruy ouyee.
21. chjaay tee?
22. tee, min chjaay tee. ceñ pii
outael delaa poost, bot tìw
thbouj 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 /taə/ 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 məñ.

'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:

kəlaɛŋ 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
thboug	south	buulevaa	boulevard
lœc	west	buulevaa neróodom	Norodom Boulevard
tíw tòŋ (trŋ)	go straight	ruy	street (small)
bət	turn	ruy ouyee	Ohier Street
bət-te (bət tíw)	turn toward	crug phlew	street corner
bət-te sdam	turn right	thnol	road, highway
bət-te chveeŋ	turn left	spian	bridge
bət-te cœŋ	turn north		

DRILLS

Drill A. Substitution

1. som tooh, som pèap phlew khñom
tíw géa atiah-phlœŋ mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the railroad
station?
2. som tooh, som pèap phlew khñom tíw
poh mephleet, baan' teh? Excuse me, could you please tell
me the way to get to the Post
Office?
3. som tooh, som pèap phlew khñom
tíw otael róoyal mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the Hotel
Royale?
4. som tooh, som pèap phlew khñom
tíw faamasii sontral mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the
Pharmacie Centrale?
5. som tooh, som pèap phlew khñom
tíw restorŋ thay-saan mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the Thai
San Restaurant?
6. som tooh, som pèap phlew khñom
tíw vial kpal-hoh mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the airport?
7. som tooh, som pèap phlew khñom
tíw otael enténasyonál mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the
International Hotel?
8. som tooh, som pèap phlew khñom
tíw vót phnum mephleet, baan'
teh? Excuse me, could you please tell
me the way to get to Wat Phnom?

Drill B. Response

- MODEL:** Teacher: som pèap phlew khñom tìw Could you please tell me the
poh mephleet, baan' teh? way to get to the Post
(tìw troṅ, sdam bey phlew) Office? (go straight,
turn right three blocks)
- Student: baat, mian ey? look tìw Sure! You go straight, turn
troṅ, bot sdam bey phlew, right three blocks, and
dol' eh. there you are.
1. som pèap phlew khñom tìw géa Could you please tell me the way
atiah-phleṅ mephleet, baan' to get to the railroad station?
teh? (bot chveṅ pii phlew, (turn left two blocks, turn
bot sdam pèam phlew) right five blocks)
- baat, mian ey? look bot chveṅ Sure! You turn left two blocks,
pii phlew, bot sdam pèam phlew, turn right five blocks and
dol' eh. there you are.
2. som pèap phlew khñom tìw otael Could you please tell me the way
róoyal mephleet, baan' teh? to get to the Hotel Royale?
(tìw troṅ taam phlew monivúṅ, (go straight along Monivong
bot sdam mephlew) Street, turn right one block)
- baat, mian ey? look tìw troṅ taam Sure! You go straight along
phlew monivúṅ, bot sdam mephlew, Monivong Street and you turn
dol' eh. right one block and there you are.
3. som pèap phlew khñom tìw faamasii Could you please tell me the way
sontral mephleet, baan' teh? to get to the Pharmacie Centrale?
(tìw droṅ dol buulevaa nerodom, (Go straight along Norodom
bot chveeo nteṅ) Boulevard, turn left a little)
- baat, mian ey? look tìw troṅ dol Sure! You go straight along
buulevaa nerodom, bot chveṅ Norodom Boulevard, turn left
ntec, dol' eh. a little and there you are.
4. som pèap phlew khñom tìw vial Could you please tell me the way
kpal-hoh mephleet, baan' teh? to the airport? (go straight
(tìw troṅ pehael pmbuon kelou, about five kilometers, when you
bae kheeff vial thom muoy) see a big field)
- baat, mian ey? look tìw troṅ Sure! You go straight for about
pehael pmbuon kelou.. bae five kilometers, and when you
kheeff vial thom muoy, dol' eh. see a big field there you are.

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
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>
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>
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>
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>
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>
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
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>
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>
ntec phœŋ. khñom taw
inaa' tih? (poh) | I want to <u>send a telegram</u> ,
too. Where shall I go?
(Post Office) |
| <u>Student</u> : ou, sùol' eh. look taw poh
sèap'm.. kelaŋ nuh haey,
dael kee <u>vay telegraam</u> . | Oh, that's easy. You just
go to the <u>Post Office</u> --
that's where they <u>send</u>
<u>telegrams</u> . |
| 1. khñom cəŋ <u>telefoun</u> ntec phœŋ.
khñom taw inaa' tih? (poh)
ou, sùol' eh. look taw <u>poh</u> sèap'm..
kelaŋ nuh haey, dael kee <u>telefoun</u> . | I want to <u>telephone</u> , too. Where
shall I go? (Post Office)
Oh, that's easy. You just go to
the <u>Post Office</u> --that's where
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, niw 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, niw 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 kòoy 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 lɔɔ kee thaa, nɔw muk poh mian outaɛl muoy, meen' 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 meen! outaɛl nuh touc' tee, taɛ-pentə s'aat kuo-som! Yes, there certainly is. That hotel is small, but it's quite nice.
1. khñom lɔɔ kee thaa, nɔw cit géa mian restorəŋ muoy, meen' eh? (thlay nah, mēhoup chɲaŋ) I've heard that there is a restaurant near the station, is that right? (very expensive, food is delicious)
- baat, mian meen! restorəŋ muh thlay nah, taɛ-pentə mēhoup chɲaŋ kuo-som! Yes, there certainly is. That hotel is expensive, but the food is quite delicious.
2. khñom lɔɔ kee thaa, nɔw khaaŋ thboug outaɛl mian faamasii muoy, meen' 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 meen! faamasii nuh touc' tee, taɛ-pentə thaok kuo-som! Yes, there certainly is. That drug store is small, but quite cheap.
3. khñom lɔɔ kee thaa, nɔw khaaŋ kaet vial kpal-hoh mian outaɛl muoy, meen' 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 meen! outaɛl nuh thlay nah, taɛ-pentə s'aat kuo-som! Yes, there certainly is. That hotel is very expensive, but quite nice.
4. khñom lɔɔ kee thaa, nɔw kòoy véŋ mian vót muoy, meen' eh? (touc, l'əɔ) I've heard that there is a temple behind the palace, is that right? (small, good)
- baat, mian meen! vót nuh touc' tee, taɛ-pentə l'əɔ 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-inɿŋ 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-inɿŋ mian kelaɛŋ lú? eyvan
cèen' ah.

Around there, there are lots of
places that sell things.

Drill J. Response

MODEL: Teacher: chɿaay' teh? (otaɛl delaa
poh, thboun, pii phlɛw)

Is it far? (Hotel de la
Poste, south, two blocks)

Student: tee, m chɿaay' teh! cɛñ
pii otaɛl delaa poh,
bət-te thboun pii phlɛw,
dɔl' eh.

No, it's not far. Coming
out of the Hotel de la
Poste, turn south two blocks
and there you are.

1. chɿaay' teh? (g'éa, kaet, bɛy
phlɛw)
tee, m chɿaay' 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 ntɛc 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-nŋ 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-inŋ? Are there any priests there?
- Sarin
11. ou, mian look sɔŋ mɛ'ɔŋ-pii daɛ. 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' ficej.. riap-com
khlun oy haey' tih. maonj
peam kelah, yeonj tiw.

Sure, why not. Let's get ourselves
ready. At five-thirty, we'll go.

Paul

26. khnom haey alew' eh. cam
mephleat' neh.

I'm just about ready. Wait a
minute.

DIALOGUE FOR COMPREHENSION

look sarin

look pool

- | | |
|---|---|
| 1. mec, look pool! kit tiw naa
bontec rih? | 2. mian ey? conj tiw naa, srac-tae
lee look tee. |
| 3. yii, thajay nih khnom douc
conj tiw vot phnum medonj. | 4. tiw vot phnum koc tiw. |
| 6. ou, look min denj tee. vot phnum
cia daem kommaet phnum pifi. | 5. niw vot phnum mian ey khlah? |
| 9. baat, niw nuh mian phnum touc muoy,
haey niw lee kompuul phnum nuh
mian ceedey haey-nij preh-vihia muoy. | 7. ou, efcenj! khnom conj tiw meel
nah. |
| 11. ou, mian look sonj me'onj-pii dae. | 8. soum look ni'yiey prap khnom
ompil vot phnum bontec tiet
meel. |
| 13. taam khnom, khnom thaa cam maonj
prammuoy sem tiw. | 10. mian look sonj tee, niw-aenonj? |
| 14. pruh niw maonj prammuoy mian kee leonj
phleonj phonj, niw konlaenj nuh. | 12. mec, kit tiw sylew rih? |
| 17. baat, thvee-ey min mian? mian suon
chbaa l'oo nah niw cumvifi vot phnum. | 15. mian ey, efcenj. srac-tae lee
look coh. |
| | 16. niw nuh mian ey kron-nij meel
tiet tee? |
| | 18. mian menuh tiw leonj craen tee? |

19. ១១, ឆ្ងាយ និរ ឆ្ងាយ សារ ផ្ទះ។
prohael menuh craen nah.
20. ឆ្អែត ផ្ទះ ឆ្អែត ឆ្អែត នា, ឆ្អែត
tiw. kee tiw thvee ovey niŋ?
21. ១១, ក៏ តិវ ស្រាប ផ្ទះ ផ្ទះ, ណ៍
koun-caw kee tiw leeŋ phoŋ.
22. ប្រុំ ឆ្ងាយ ក្រុង ឆ្ងាយ ឆ្ងាយ ក្រុង
somrap khmeeŋ leeŋ muoy l'oo nah.
23. ក្រុង ក្រុង ក្រុង តិវ ផ្ទះ
bontec.
24. ប្រុំ ក្រុង ក្រុង ឆ្ងាយ ឆ្ងាយ ក្រុង
aŋ bontec.
25. ឆ្ងាយ ឆ្ងាយ, ឆ្អែត. ឆ្អែត-ឆ្អែត ឆ្ងាយ
haey tiw. maŋ pram kŋlah yeeŋ tiw.
26. ក្រុង ឆ្ងាយ ឆ្ងាយ ឆ្ងាយ. ឆ្អែត
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. ក្រុង ម-ឆ្ងាយ តិវ ឆ្ងាយ
I've never gone there at all.
(See also Unit 19). (More examples in Drill C of this unit.)
8. soum look niyiey pèap khŋom pii vót phnum ntec tiet' meeh.
Please tell me a little more about Wat Phnom.
(More examples in Drill D).
20. ឆ្អែត pehael sebaay' 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 vót 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).

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
vót phnum medəŋ! | Today I guess I'd like to go to
Wat Phnom. |
| 2. thay nih khñom douc cəŋ tɨw
pocəntəŋ medəŋ! | Today I guess I'd like to go to
<u>Pochentong</u> . |
| 3. sʔaek khñom douc cəŋ tɨw
pocəntəŋ medəŋ! | <u>Tomorrow</u> I guess I'd like to go
Pochentong. |
| 4. sʔaek khñom douc cəŋ tɨw <u>m-piñ</u>
medəŋ! | Tomorrow I guess I'd like to go
to <u>Phnom Penh</u> . |
| 5. sʔaek khñom douc cəŋ tɨw m-piñ
<u>viñ!</u> | Tomorrow I guess I'd like to go
<u>back</u> to Phnom Penh. |
| 6. sʔaek khñom douc cəŋ <u>teləp</u> tɨw
m-piñ viñ! | Tomorrow I guess I'd like to
<u>return</u> to Phnom Penh. |
| 7. <u>thay nih</u> khñom douc cəŋ teləp
tɨw m-piñ viñ! | <u>Today</u> I guess I'd like to return
to Phnom Penh. |
| 8. thay nih khñom douc <u>cəŋ tɨw</u>
m-piñ viñ. | Today I guess I'd <u>like to go back</u>
to Phnom Penh. |
| 9. thay nih khñom douc cəŋ tɨw
m-piñ <u>medəŋ!</u> | Today I guess I'd like to <u>go</u> to
Phnom Penh. |
| 10. thay nih khñom douc cəŋ tɨw
<u>vót phnum</u> medəŋ! | Today I guess I'd like to go to
<u>Wat Phnom</u> . |

Drill B. Response

MODEL: <u>Teacher</u> : tɿw vót phnum' ih?	Shall we go to Wat Phnom?
<u>Student</u> : 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 ɣuut tek' ih?	Shall we go take a shower?
tɿw ɣuut 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 phleeɣ' ih?	Shall we go listen to the music?
tɿw sdap phleeɣ' ko tɿw.	Sure, let's go listen to the music.
5. tɿw ɕam baay' ih?	Shall we go eat?
tɿw ɕam baay' ko tɿw.	Sure, let's go eat.
6. tɿw leeɣ vaasentaon' ih?	Shall we go visit Washington?
tɿw leeɣ 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?	What do they have at Wat Phnom?
khñom m-dael tɿw soh!	I've never been there.
2. <u>phtéh look</u> mian ey-khlah?	What do you have at <u>your house</u> ?
khñom m-dael tɿw soh!	I've never been there.
3. phtéh look mian ey-khlah?	What do you have at your house?
khñom m-dael <u>kheeffi</u> soh!	I've never <u>seen it</u> .
4. phtéh look <u>pennaa</u> ?	<u>What's</u> your house <u>like</u> ?
khñom m-dael kheeffi soh!	I've never seen it.
5. phtéh look pennaa?	What's your house like?
khñom m-dael <u>tɿw</u> soh!	I've never <u>been there</u> .
6. <u>vót phnum</u> pennaa?	What's <u>Wat Phnom</u> like?
khñom m-dael tɿw soh!	I've never been there.
7. vót phnum <u>mian ey-khlah</u> ?	What do they have at Wat Phnom?
khñom m-dael tɿw soh!	I've never been there.

Drill D. Multiple Substitution

- | | |
|--|---|
| 1. som niyley pèap khñom pii vót
phnum ntec tiet' meeh. | Please tell me a little bit more
about Wat Phnom. |
| 2. som niyley pèap khñom pii vót
phnum <u>medoan tiet'</u> meeh. | Please tell me <u>again</u> about Wat
Phnom. |
| 3. som niyley pèap khñom pii <u>sòk</u>
<u>khmae medoan tiet'</u> meeh. | Please tell me again about <u>Cambodia</u> . |
| 4. som <u>peyúl</u> khñom pii sòk khmae
medoan tiet' meeh. | Please <u>explain</u> to me again about
Cambodia. |
| 5. som <u>peyúl</u> khñom pii sòk khmae
<u>ntec tiet'</u> meeh. | Please explain to me <u>a little bit</u>
<u>more</u> about Cambodia. |
| 6. som <u>niyley pèap</u> khñom pii sòk
khmae ntec tiet' meeh. | Please <u>tell</u> me a little bit more
about Cambodia. |
| 7. som niyley pèap khñom pii <u>vót</u>
<u>phnum ntec tiet'</u> meeh. | Please tell me a little bit more
about <u>Wat Phnom</u> . |

Drill E. Response

- | | |
|--|--|
| MODEL: <u>Teacher:</u> thqay nıq mian menuh
cèen' teh? (thqay saw,
cèen' ah) | Will there be a lot of people
today? (Saturday, a lot) |
| <u>Student:</u> ɔɔ, thqay nih, thqay saw..
pehael mian menuh cèen' ah. | Oh, today is Saturday. There
will probably be a lot of
people. |
| 1. thqay nıq mian menuh cèen' teh?
(thqay atit, khmian menuh' teh)
ɔɔ, thqay nih, thqay atit'n..
pehael khmian menuh' teh! | Will there be a lot of people today?
(Sunday, no people)
Oh, today is Sunday. There probably
won't be any people. |
| 2. thqay nıq mian laan cèen' teh?
(thqay bon, cèen' ah)
ɔɔ, thqay nih, thqay bon..
pehael mian laan cèen' ah. | Will there be a lot of cars today?
(holiday, a lot)
Oh, today is a holiday.
There will probably be a lot of cars. |
| 3. thqay nıq mian laan cèen' teh?
(thqay can, khmian laan' teh)
ɔɔ, thqay nih, thqay can..
pehael khmian laan' teh! | Will there be a lot of cars today?
(Monday, no cars)
Oh, today is Monday. There probably
won't be any cars. |
| 4. thqay nıq mian laan cèen' teh?
(thqay chup, mian laan muoy-muoy)
ɔɔ, thqay nih, thqay chup'm..
pehael mian laan muoy-muoy. | Will there be a lot of cars today?
(holiday, a few cars)
Oh, today is a holiday. There will
probably be a few cars. |

- | | |
|---|--|
| <p>3. mian koun seh' teh, niw-iniq?
(buon-pèam né?)
ou, mian koun seh buon-pèam
né? 'daε.</p> | <p>Are there any students there?
(Four or five)
Oh, there are four or five students
there.</p> |
| <p>4. mian pèaŋ' teh, niw-iniq? (cèen)
ou, mian pèaŋ cèen' daε.</p> | <p>Are there any French there? (A lot)
Oh, there are a lot of French there.</p> |
| <p>5. mian look soŋ' teh, niw-iniq?
(bèy-buon oŋ)
ou, mian look soŋ bèy-buon oŋ'
daε.</p> | <p>Are there any priests there?
(Three or four)
Oh, there are three or four
priests there.</p> |

Drill H. Response

- | | |
|---|---|
| <p>MODEL: <u>Teacher</u>: mεc, look pool! kit tiw
naa ntεc' ih?
(sèac-te lee look)
<u>Student</u>: mian εy? coŋ tiw naa,
sèac-te lee look' teh!</p> | <p>Well, Paul! Do you feel
like going anywhere?
(Up to you)
Sure! Wherever you'd like
to go, it's up to you.</p> |
| <p>1. mεc, look pool! kit tiw leeŋ maon
pemaan? (sèac-te lee look)
mian εy? coŋ tiw maon pemaan,
sèac-te lee look' teh!</p> | <p>Well, Paul! What time do you feel
like going? (Up to you)
It doesn't matter! Whatever time
you want to go, it's up to you.</p> |
| <p>2. mεc, kaŋaa vansii! kit tiw naa
ntεc' ih? (sèac-te lee look sèy)

mian εy? coŋ tiw naa, sèac-te
lee look sèy' teh!</p> | <p>Well, Miss Vansy! Do you feel
like going anywhere?
(It's up to you, ma'am)
Sure! Wherever you want to go,
it's up to you, ma'am.</p> |
| <p>3. mεc, look! kit pesaa εy ntεc'
ih? (sèac-te lee look)
mian εy? coŋ pesaa εy, sèac-te
lee look' teh!</p> | <p>Well! Do you feel like eating a
little something? (It's up to you)
Sure! Whatever you want to eat,
it's up to you.</p> |
| <p>4. mεc, look sèy! kit tiw kelaεŋ
niŋ' ih? (sèac-te lee look)
mian εy? coŋ tiw kelaεŋ naa,
sèac-te lee look' teh!</p> | <p>Well ma'am! Do you feel like
going there? (It's up to you)
Sure! Wherever you want to go,
it's up to you.</p> |
| <p>5. mεc, look pool? kit tiw maon
pemaan? (sèac-te lee look)
mian εy? coŋ tiw maon pemaan,
sèac-te lee look' teh!</p> | <p>Well Paul! What time do you feel
like going? (It's up to you)
It doesn't matter. Whatever time
you want to go, it's up to you.</p> |

Drill I. Response

- MODEL: Teacher: nıw nuh, mian ey 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. nıw nuh, mian ey 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. nıw vót phnum, mian ey 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-nj 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. nıw nuh, mian ey kòan-n tifi
tiet' eh?
(eyvan pseej-pseej thaok' ah)
baat, they m mian? mian eyvan
pseej-pseej 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. nıw otael róoyal, mian ey kòan-n
kmsaan tiet' eh?
(kelaej róm l'ɔɔ' ah)
baat, they m mian? mian kelaej
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. nıw nuh, mian ey kòan-n nóm
koun-caw tiw leej tiet' eh?
(kelaej smèap khmeej leej muoy
l'ɔɔ' ah)
baat, they m mian? mian kelaej
smèap khmeej leej 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

MODEL: Teacher: kee tɨw dae leeŋ phooŋ,,
tɨw sda:p phleeŋ phooŋ!

They go there to stroll
around, and listen to
music also.

Student: kee tɨw dae leeŋ, ruoc tɨw
sda:p phleeŋ!

They go there to stroll
around, then they go to
listen to music.

1. kee tɨw rien phooŋ,, tɨw meel
kon phooŋ!
kee tɨw rien, ruoc tɨw meel kon.

They go to study, and also to
watch movies.

They go to study and then they go
to watch movies.

2. kee tɨw baek luy phooŋ,, tɨw tifi
eyvan phooŋ!
kee tɨw baek luy, ruoc tɨw tifi
eyvan!

They go to draw out money, and
also to buy things.

They go to draw out money and then
they go to buy things.

3. kee tɨw rien phooŋ,, tɨw thee
kaa phooŋ!
kee tɨw rien, ruoc tɨw thee kaa!

They go to study, and also to work.

They go to study and then they go
to work.

4. kee tɨw bɨien phooŋ,, tɨw rien
phooŋ!
kee tɨw bɨien, ruoc tɨw rien!

They go to teach, and also to
study.

They go to teach and then they go
to study.

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-pmmuooy 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 smaən, look cəŋ
chup kədaal phləw məəl
kəlaɛŋ psəɛŋ-psəɛŋ' eh,
məəl tiw. I should imagine that you would
want to stop along the way to
see different places, wouldn't
you?

An American

17. baat, niw kədaal phləw, mian
kəlaɛŋ naa kuo coul məəl'
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 məphləɛt, púh
niw cəm phləw tiw siəm
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 theə
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 tɨw ɔŋkoo vót tee?
2. baat, min dael soh.
3. mæc, cɔŋ aatit niŋ, bæ khmian kaa ey tee, tɨw leeŋ cia-muoy khñom riŋ?
4. baat, khñom khmian róovúl thvæ ɔvey tee.
5. eñcɔŋ, tɨw cia-muoy khñom tɨw, naa?
6. look kit eñcɔeñ tɨw ɔŋkaal?
7. khñom cɔŋ cɛñ tɨw lɛŋiee thŋay sok.
8. look kit eñcɔeñ tɨw taam ey?
9. khñom mæel tɨw, prɔhael bæe laan khñom tɨw haey.
10. mian né'-naa tɨw cia-muoy look tee?
11. baat, mian puo'-maa? khñom méné', kee cɔŋ tɨw cia-muoy khñom dae.
12. bæ look aoy khñom tɨw cia-muoy phooŋ, khñom ɔɔ kun craen nah.
13. soum tooh, tɨw ponmaan maŋ baan dol?
14. ou, prɔhael pram-prammuoy maŋ dol haey.
15. eñcɔŋ, chŋaay kuo-som dae, naa?
16. taam khñom smaan, look cɔŋ chup kondaal phlɛw, mæel konlaeŋ pseeŋ-pseeŋ haey, mæel tɨw.
17. baat, niw kondaal phlɛw mian konlaeŋ naa kuo coul mæel tee?
18. baat, khñom cɔŋ chup niw kompuŋ thom mɛphlɛet, pruh niw com phlɛw tɨw siem riap dae.
19. eñcɔŋ sruol haey.
20. eñcɔŋ thŋay sok, cɛñ pii thvæ kaa, yæeŋ tɨw 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, læjiec 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 aoj khñom tiw cemmuoy phoœn, khñom œœ kun ceen' ah.
'If you let me go along with you, I'll be very grateful.'

The item /aoj/, here used before an entire subject-predicate construction, is a sure sign of hypothetical (and thus usually future) action.

Drill I. and J. khñom coj 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>coj</u> kheœñ phtéh khñom' eh? | Do you <u>want to</u> see my house? |
| 5. look <u>coj</u> kheœñ <u>ñkóo vót</u> ' eh? | Do you want to see <u>Angkor Wat</u> ? |
| 6. look <u>coj</u> <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 ɣkaal?
 (leɣieç thɣay sok)
Student: khñom cefñ tɿw leɣieç
 thɣay sok'ŋ.

When are you leaving?
 (Friday evening)
 I'm leaving Friday evening.

1. look cefñ tɿw maonɣ pemaan?
 (maonɣ pmbuon yup)
 khñom cefñ tɿw maonɣ pmbuon yup'm.
2. look cefñ tɿw maonɣ pemaan?
 (maonɣ pèam phlii)
 khñom cefñ tɿw maonɣ pèam phlii.
3. look cefñ tɿw taam naa?
 (phlew pèy-ɣkóo)
 khñom cefñ tɿw taam phlew pèy-ɣkóo.
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 maonɣ
 baan dol?
Student: baat, baek laan pèam
 maonɣ 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 maonɣ baan dol?
 (pii maonɣ kelah)
 baat, cih kpal-hoh pii maonɣ kelah
 dol' eh.
2. cih koɣ pemaan thɣay baan dol?
 (pii thɣay)
 baat, cih koɣ pii thɣay dol' eh.
3. dae pemaan maonɣ baan dol?
 (memaonɣ)
 baat, dae memaonɣ 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.

Drill G. Response

- MODEL: Teacher: look tɨw viŋ leŋieç thɨay
sok' ih? (thɨay saw) Are you going back on
Friday evening? (Saturday)
- Student: tee, leŋieç thɨay saw baan No, it won't be until
khŋom tɨw! Saturday evening that I go.
- look tɨw thɨay nih' ih? (sʔaek) Are you going today? (tomorrow)
tee, sʔaek baan khŋom tɨw! No, it won't be until tomorrow
that I go.
 - look móo vin sʔaek' ih? Are you coming back tomorrow?
(thɨay atit) (Sunday)
tee, thɨay atit baan khŋom móo No, it won't be until Sunday
viŋ! that I come back.
 - look móo viŋ maon pmbey' ih? Are you coming back at eight
(maon pii-ndap) o'clock? (twelve o'clock)
tee, maon pii-ndap baan khŋom No, it won't be until twelve
móo viŋ! o'clock that I come back.
 - look tɨw viŋ alew' ih? Are you going back now?
(bey maon tiet) (three more hours)
tee, bey maon tiet baan khŋom No, it won't be for three more
tɨw viŋ! hours that I go back.
 - look coul rien alew' ih? Are you going to start studying
(mekhae tiet) now? (a month from now)
tee, mekhae tiet baan khŋom No, it won't be until a month
coul rien! from now that I start studying.

Drill H. Multiple Substitution

- be look aoy khŋom tɨw cemuoç If you'll let me go along with
phoan, khŋom ɔɔ kun cèen' ah. you, I will be very grateful
to you.
- be look aoç pʔoun khŋom tɨw cemuoç If you'll let my younger brother
phoan, khŋom ɔɔ kun cèen' ah. go along with you I will be
very grateful to you.
- be look aoy pʔoun khŋom rien cemuoç If you'll let my younger brother
phoan, khŋom ɔɔ kun cèen' ah. study along with you, I will be
very grateful to you.
- be look aoç look sɛy rien cemuoç If you'll let Madame study along
phoan, khŋom ɔɔ kun cèen' 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 phlêw tiw siem riap
dæ. (kepóot, kæp) 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
phlêw tiw kæp dæ. 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 phlêw
tiw kepuŋ caam dæ. (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 riəŋ, pèy-ŋkóo)
khñom cəŋ chup niw svaay riəŋ
mephleət, púh niw com phlêw tiw
com phlêw tiw pèy-ŋkóo dæ. (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 phlêw tiw batteboəŋ
dæ. (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 phlêw tiw kepuŋ saom
dæ. (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 phlêw tiw
tiw róttena'kerii dæ. (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
pəmaən pii siəm riap?

Excuse me, how far is Angkor Wat
from Siem Riap?

Cambodian

2. ou, mɪn-ce chɲaay pəmaən' teh!
taəm khfom smaən, pəhael dɔp
kelou.

Oh, it's not very far at all.
I think it must be about 10
kilometers.

American

3. nɪw cɪt ɲkóo vót, mɪən
restorɔɲ, mɪən otael'
ey teh?

Are there restaurants and hotels
near Angkor Wat?

Cambodian

4. baat, mɪən dae, tae yeɲ tɪw
nɪw siəm riap' teh?

Yes, there are, but we're going
to stay in Siem Reap.

American

5. ɲkóo vót thom' eh? meɲay
dae meəl kòan' eh?

Is Angkor Wat a big place? Can
you walk around and see it all
in one day?

Cambodian

6. yɪi, ɔɲkóo vót thom' nah.. dae
meəl me'atit m sɔp' phɔɲ.

Gee, Angkor Wat is huge. You
can't see it all even in a week.

American

7. mɪən kelaɲ cèən' neh?..
baan-te meəl 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, cèən' ah!
9. kaal-pidaəm ɲkóo vót cɪa
riec-thianii sòk khmae.

Yes, there are a lot.

In ancient times Angkor Wat was
the royal capital of Cambodia.

American

10. yeɲ kit teməel s'ey-khlah?

What things should we plan to see?

Cambodian

11. khfom cɔɲ nóm look tɪw meəl
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 nɿŋ nɿw cɿt-cɿt
khnɿa!ʔ Are all the locations close
together?

Cambodian

13. baat, mɿn-cə cɿt khnɿa pəmaən' tɛh! No, they're not very close together.

American

14. phlɛw bæɛk laan tɿw, sùol' eh? Are the roads (for cars) good?

Cambodian

15. baat, mɿan əy? Sure, they are.

American

16. tɿw kəlaɛŋ nuh, kee yóo luy'
tɛh? Do they charge you for going to
those places?

Cambodian

17. ou, kee yóo ntɛc-ntuoc' fɿ. Oh, they charge a little bit.

American

18. kee aoy thəot ruup' tɛh? Do they let you take pictures?

Cambodian

19. they m aoy? Sure, they do.

American

20. fɿcəŋ khñom kɿt yóo fɿl aoy
cèen' tɿw. In that case, I'll plan to take a
lot of film along.

21. khñom cəŋ baan ruup thəot
khləh, phñæ tɿw əpuk-mədaay
khñom. I want to get some pictures to
send to my parents.

DIALOGUE FOR COMPREHENSION

amerikankhmae

1. soum tooh, əŋkóo vót cəŋŋaay
ponmaən pii siəm riap? 2. ou, mɿn-cɿa chŋay ponmaən tee.
taam khñom smaən, prəhæɛl dəp
kilou.
3. nɿw cɿt əŋkóo vót mɿan restorəŋ,
mɿan outaɛɛl əy tee? 4. baat, mɿan daɛ, tæ yəəŋ tɿw nɿw
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 ទ្រង់ ខ្មែរ.
10. យើង ក៏ តើ មើល ច្រើន-ខ្មែរ?
11. ខ្មែរ ទេ ឯង ឯង ក៏ តើ មើល
 ប្រាកដ ខ្សក់ វត្ត ច្រើន-ឯង
 ខ្សក់ តូម.
12. កន្តោម ច្រើន-ឯង ឯង ឯង ច្រើន-ច្រើន
 ខ្មែរ រឺ?
13. ប្រាកដ, ឯង-ច្រើន ច្រើន ខ្មែរ ប្រាកដ
 តើ.
14. ប្រាកដ ប្រាកដ ឯង តើ ឯង តើ?
15. ប្រាកដ, ម្តាយ ទេ?
16. តើ កន្តោម ឯង, តើ ឯង? តើ តើ?
17. ឯង, តើ ឯង? ប្រាកដ-ប្រាកដ.
18. តើ ឯង តើ ឯង តើ?
19. តើ-ឯង ឯង ឯង?
20. ច្រើន ខ្មែរ ក៏ ឯង? តើ ឯង
 ច្រើន តើ.
21. ខ្មែរ ទេ ប្រាកដ ឯង តើ ឯង,
 ប្រាកដ តើ ប្រាកដ-ប្រាកដ ខ្មែរ.

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 pifi? (pii róoy mephey kəlou) baat, pəhaɛl pii róoy mephey kəlou. | How far is Saigon from Phnom Penh? (220 kilometers)
It's about 220 kilometers. |
| 4. phnum pifi cəŋaay pəmaan pii vaasentaon? (mephey pón kəlou) baat, pəhaɛl mephey pón kəlou. | How far is Phnom Penh from Washington? (2,000 kilometers)
It's about two thousand kilometers. |

Drill B. Multiple Substitution

- | | |
|--|--|
| 1. nɪw cɪt ŋkóo vót mian restorəŋ' teh? | Are there any restaurants near Angkor Wat? |
| 2. nɪw khbaɛ ŋkóo vót mian restorəŋ' teh? | Are there any restaurants <u>next to</u> Angkor Wat? |
| 3. nɪw khbaɛ ŋkóo vót mian <u>vót'</u> eh? | Are there any <u>temples</u> next to Angkor Wat? |
| 4. nɪw khbaɛ ŋkóo vót mian <u>otaɛl'</u> eh? | Are there any <u>hotels</u> next to Angkor Wat? |
| 5. nɪw khbaɛ <u>phlew</u> mian otaɛl' eh? | Are there any hotels next to <u>the road</u> ? |
| 6. nɪw taam phlew mian otaɛl' eh? | Are there any hotels <u>along</u> the road? |
| 7. nɪw taam phlew mian <u>restorəŋ'</u> teh? | Are there any <u>restaurants</u> along the road? |
| 8. nɪw cɪt phlew mian restorəŋ' teh? | Are there any restaurants <u>near</u> the road? |
| 9. nɪw cɪt <u>ŋkóo vót</u> mian restorəŋ' teh? | Are there any restaurants near <u>Angkor Wat</u> ? |

Drill C. Response

- | | |
|---|---|
| MODEL: <u>Teacher</u> : ŋkóo vót thom' eh? (nah) | Is Angkor Wat big? (very) |
| <u>Student</u> : ŋkóo vót thom' ah. | Angkor Wat is very big. |
| 1. phtéh look thom' eh? (ləmóom)
phtéh khñom thom ləmóom. | Is your house big? (enough)
My house is big enough. |
| 2. phtéh look s'aat' eh? (kuosəm)
phtéh khñom s'aat' kuosəm. | Is your house nice? (rather)
My house is rather nice. |
| 3. phtéh look l'əə' teh? (dæ)
phtéh khñom l'əə' dæ. | Is your house pretty? (all right)
My house is pretty, all right. |

- | | |
|---|--|
| <p>4. otael nuh thlay' teh?
(kuosom dae)
otael nuh thlay kuosom dae.</p> | <p>Is that hotel expensive?
(rather, at that)
That hotel is rather expensive,
at that.</p> |
| <p>5. otael nuh s'aat' eh?
(ciaq kee bq-oh)
otael nuh s'aat ciaq kee bq-oh!</p> | <p>Is that hotel nice?
(most of all)
That hotel is the nicest of all.</p> |
| <p>6. siem riap chqaay' teh?
(ciaq p'osat)
siem riap chqaay ciaq p'osat!</p> | <p>Is Siem Reap far?
(more than Pursat)
Siem Reap is farther than Pursat.</p> |

Drill D. Multiple Substitution

- | | |
|--|--|
| 1. yeeq kit temeel s'ey-khlah? | What things shall we plan to go see? |
| 2. <u>look</u> kit temeel s'ey-khlah? | What things will <u>you</u> plan to go see? |
| 3. look kit tetifñ s'ey-khlah? | What things will you plan to go <u>buy</u> ? |
| 4. look kit tetifñ <u>inaa</u> ? | <u>Where</u> will you plan to go buy them? |
| 5. look <u>coq</u> tetifñ inaa? | Where do you <u>want</u> to go buy them? |
| 6. look coq tetifñ <u>s'ey-khlah</u> ? | <u>What things</u> do you want to go buy? |
| 7. look coq <u>temeel</u> s'ey-khlah? | What things do you want to go <u>see</u> ? |
| 8. look <u>kit</u> temeel s'ey-khlah? | What things will you <u>plan</u> to go see? |
| 9. <u>yeeq</u> kit temeel s'ey-khlah? | What things shall <u>we</u> plan to go see? |

Drill E. Response

- | | |
|---|--|
| <p>MODEL: <u>Teacher</u>: kelaeq tq-oh niq niw
cit-cit khnia!?</p> <p><u>Student</u>: baat, min-ce cit khnia
pemaan' teh!</p> | <p>Are all those places close
together?</p> <p>No, they're not very close
together.</p> |
| <p>1. qkoo v'ot nq qkoo thom douc
khnia!?</p> <p>baat, min-ce douc khnia pemaan teh!</p> | <p>Are Angkor Wat and Angkor Thom
similar?</p> <p>No, they're not very similar.</p> |
| <p>2. phteh look nq phteh look pool
niw chqaay pii khnia!?</p> <p>baat, min-ce chqaay pii khnia
pemaan' teh!</p> | <p>Are your house and Paul's house
far from each other?</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. |

- | | |
|--|--|
| 4. niw yóok s'aat cian šikagou
ntec! (kəkvo?)
šikagou kəkvo? cian niw yóok ntec! | New York is cleaner than Chicago.
(dirty).
Chicago is dirtier than New York. |
| 5. pèy-ŋkóo thom cian mpiñ ntec!
mpiñ touc cian pèy-ŋkóo ntec! | Saigon is bigger than Phnom Penh.
(small)
Phnom Penh is smaller than Saigon. |

Drill H. Substitution

- | | |
|---|--|
| 1. ñceŋ khñom kit yóo fil oy
cèen' tiw. | So I plan to take a lot of film
along. |
| 2. ñceŋ khñom kit yóo <u>luy</u> oy
cèen' tiw. | So I plan to take a lot of <u>money</u>
along. |
| 3. ñceŋ khñom <u>coŋ</u> yóo luy oy
cèen' tiw. | So I <u>want</u> to take a lot of money
along. |
| 4. ñceŋ khñom coŋ <u>menuh</u> oy
cèen' tiw. | So I want to take a lot of <u>people</u>
along. |
| 5. ñceŋ khñom coŋ <u>nóm</u> menuh oy
cèen' tiw. | So I want to <u>take</u> a lot of people
along. |
| 6. ñceŋ khñom <u>kit</u> nóm menuh oy
cèen' tiw. | So I <u>plan</u> to take a lot of people
along. |
| 7. ñceŋ khñom kit <u>yóo</u> menuh oy
cèen' tiw. | So I plan to <u>take</u> a lot of people
along. |
| 8. ñceŋ khñom kit yóo <u>fil</u> oy
cèen' tiw. | So I plan to take a lot of <u>film</u>
along. |

Drill I. Response.

- | | |
|--|--|
| MODEL: <u>Teacher:</u> ŋkóo vót thom' eh? meŋay
dae meel kòan' eh?
(məʔatit m sɔp) | Is Angkor Wat big? Can you
see it all in one day?
(a week not enough) |
| <u>Student:</u> yii, ŋkóo vót thom nah
dae.. meel məʔatit m
sɔp' phoŋ. | Man, Angkor Wat is huge. You
can't even see it all in
a week. |
| 1. préh vihia thom' eh? məmaŋ dae
meel kòan' eh? (meŋay m sɔp) | Is Preah Vihear big? Can you see
it all in an hour? (a day not
enough) |
| yii, préh vihia thom nah dae..
meel meŋay m sɔp' phoŋ. | Man, Preah Vihear is huge. You
can't even see it all in a day. |

- | | |
|--|---|
| <p>2. batteboŋ thom' eh? menay dae
meel kòan' eh? (mè'atit m sɔp)
yii, batteboŋ thom nah dae..
meel mè'atit m sɔp' phoŋ.</p> | <p>Is Battambang big? Can you see it
all in a day? (a week not enough)
Man, Battambang is huge. You can't
even see it all in a week.</p> |
| <p>3. pesaat petley sèy thom' eh?
memaŋ dae meel kòan' eh?
(mɛŋay m sɔp)
yii, pesaat petley sèy thom nah
dae.. meel mɛŋay m sɔp' phoŋ.</p> | <p>Is the temple of Banteay Srey big?
Can you see it all in an hour?
(a day not enough)
Man, Banteay Srey is huge. You
can't even see it all in a day.</p> |
| <p>4. riec-thianii phnum pifi thom' eh?
mè'atit dae meel kòan' eh?
(mekhae m sɔp)
yii, riec-thianii phnum pifi thom
nah dae.. meel mekhae m sɔp'
phoŋ.</p> | <p>Is the capital city of Phnom Penh
big? Can you see it all in a
week? (a month not enough)
Man, Phnom Penh is huge. You can't
even see it all in a month.</p> |

Drill J. Multiple Substitution

- | | |
|--|---|
| <p>1. mian kelaeŋ cèen?.. baan-te meel
mè'atit m sɔp'm.</p> | <p>Are there so many places that you
can't see them all in a week?</p> |
| <p>2. mian <u>pesaat</u> cèen?.. baan-te meel
mè'atit m sɔp'm.</p> | <p>Are there so many <u>temples</u> that you
can't see them all in a week?</p> |
| <p>3. mian pesaat cèen?.. baan-te meel
<u>mekhae</u> m sɔp'm.</p> | <p>Are there so many temples that you
can't see them all in a <u>month</u>?</p> |
| <p>4. mian pesaat cèen?.. baan-te meel
mɛŋay m sɔp'm.</p> | <p>Are there so many temples that you
can't see them all in a <u>day</u>?</p> |
| <p>5. mian <u>kelaeŋ</u> cèen?.. baan-te meel
mɛŋay m sɔp'm.</p> | <p>Are there so many <u>places</u> that you
can't see them all in a day?</p> |
| <p>6. mian kelaeŋ cèen?.. baan-te
<u>dae meel mɛŋay</u> m sɔp'm.</p> | <p>Are there so many places that you
can't <u>walk around and see them</u>
all in a day?</p> |
| <p>7. mian kelaeŋ cèen?.. baan-te
dae meel mè'atit m sɔp'm.</p> | <p>Are there so many places that you
can't walk around and see them
all in a <u>week</u>?</p> |
| <p>8. mian kelaeŋ cèen?.. baan-te <u>meel</u>
mè'atit m sɔp'm.</p> | <p>Are there so many places that you
can't <u>see them</u> all in a week?</p> |

Drill K. Multiple Substitution

- | | |
|---|--|
| 1. khñom cəŋ baan ruup thoət khlah,
phñae tɿw ɔpuk-medaay khñom. | I want to get some pictures to send
to my parents. |
| 2. khñom cəŋ ruup thoət cèen, phñae
tɿw ɔpuk-medaay khñom. | I want to get <u>a lot of</u> pictures to
send to my parents. |
| 3. khñom cəŋ <u>thoət ruup</u> cèen, phñae
tɿw ɔpuk-medaay khñom. | I want to <u>take</u> a lot of <u>pictures</u> to
send to my parents. |
| 4. khñom cəŋ thoət ruup cèen, phñae
tɿw <u>puc?-maa khñom</u> . | I want to take a lot of pictures to
send to my <u>friends</u> . |
| 5. khñom cəŋ <u>baan ruup thoət</u> cèen,
phñae tɿw puc?-maa? khñom. | I want to <u>get</u> a lot of <u>pictures</u> to
send to my friends. |
| 6. khñom cəŋ baan ruup thoət cèen,
phñae tɿw <u>koun khñom</u> . | I want to get a lot of pictures to
send to <u>my children</u> . |
| 7. khñom cəŋ baan ruup thoət <u>khlah</u> ,
phñae tɿw koun khñom. | I want to get <u>some</u> pictures to send
to my children. |
| 8. khñom cəŋ baan ruup thoət khlah,
phñae tɿw <u>ɔpuk-medaay khñom</u> . | I want to get some pictures to send
to <u>my parents</u> . |

UNIT 36

BASIC DIALOGUE

Sareth

1. mæc, yæŋ kit cuol tuuk muoy
teleeŋ kəh nsaay' ih?

Well, should we plan to rent a
boat to go to Rabbit Island?

Sarin

2. mian ey? tæc 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 pemaan?

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
pemaan 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 pəmaan, yəəŋ cəñ tɨw?

What time will we leave?

Sareth

15. tɨw aləw' əh.

We'll go right now.

Sarin

16. maonj pəmaan, yəəŋ móo viñ?

What time will we come back?

Sareth

17. kom kit kuu ey... tɨw ŋuut
tik mə-sətuh, ñam baay, sməa?
məphleət, səm móo viñ!

Don't worry, we'll go swim a
little while, eat, rest a while,
then we'll come back.

Sarin

18. kom nɨw yuu peek' nəh!

Don't stay too long.

19. púh khñom təw tɨw cuop kee
mpíñ phəonj!

Because I have to go to meet
someone in Phnom Penh.

DIALOGUE FOR COMPREHENSION

1. məc, yəəŋ kit cuol tuuk muoy tɨw
leeŋ koh túnsaay rih?

2. mian ey? tae tɨw cuol aenaa?

3. ou, khñom min dəŋ daɛ. cam khñom
tɨw suo kee meel.

4. tɨw tɛŋ-pii né? rih?

5. min ey tee. khluon nɨw aɛnəŋ, khñom
tɨw tae mənə? aɛŋ baan haey.

6. əñcəŋ tɨw coh! khñom nɨw cam.

7. khñom cuol baan haey.

8. thlay ponmaan?

9. min thlay tee. pram róoy methŋay.

10. coh mian suo kee tee, tɨw
ponmaan maonj baan dəl?

11. min tieŋ tee. kee thaa prəhaɛl bɛy
maonj, bæ mian khyəl l'əo.

12. nɨw nuh mian kee lú? məhoup tee?

13. kom pruoy ey soh. yóo? min əh tee.

14. maonj ponmaan, baan yəəŋ cəñ tɨw?

15. tɨw əylew haey.

16. maonj ponmaan, baan yəəŋ móo? viñ?

17. kom kit kuu ey, tɨw ŋuut tik mə-səntuh,
ñam baay, səmraa? məphleət, səm móo?
viñ.

18. kom nɨw yuu peek, naa!

19. prúh khñom trəw tɨw cuop kee
aɛ phnum piñ phəonj.

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)	Kratié (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
doktei (kruu peet)	doctor
aavekaa	lawyer
cawvaay khaet	provincial governor
róttemuntrey	minister (cabinet)

DRILLS

Drill A. Substitution

- | | |
|---|---|
| 1. meɕ, yeɛŋ kit cuol tuuk muoy
teleeŋ koh nsaay' ih? | Well, shall we rent a boat and go
visit Rabbit Island? |
| 2. meɕ, yeɛŋ kit cuol tuuk muoy
teleeŋ <u>kaep'</u> ih? | Well, shall we rent a boat and go
visit <u>Kep</u> ? |
| 3. meɕ, yeɛŋ kit cuol <u>laan</u> muoy
teleeŋ kaep' ih? | Well, shall we rent a <u>car</u> and go
visit Kep? |
| 4. meɕ, <u>look</u> kit cuol laan muoy
teleeŋ kaep' ih? | Well, <u>are you thinking of</u> renting
a car and going to Kep? |
| 5. meɕ, look kit cuol laan muoy
teleeŋ <u>kroŋ préh siihanu?</u> ih? | Well, are you thinking of renting
a car and going to <u>Sihanoukville</u> ? |
| 6. meɕ, look kit cuol <u>kpah-hoh</u> muoy
teleeŋ kroŋ préh siihanu? ih? | Well, are you thinking of renting
a <u>plane</u> and going to Sihanoukville? |
| 7. meɕ, <u>yeɛŋ</u> kit cuol kpal-hoh muoy
teleeŋ kroŋ préh siihanu? ih? | Well, <u>shall we</u> rent a plane and
go visit Sihanoukville? |
| 8. meɕ, yeɛŋ kit cuol kpal-hoh muoy
teleeŋ <u>keceh'</u> ih? | Well, shall we rent a plane and
go visit <u>Kratié</u> ? |
| 9. meɕ, yeɛŋ kit cuol <u>tuuk</u> muoy
teleeŋ keceh' ih? | Well, shall we rent a <u>boat</u> and go
visit Kratié? |
| 10. meɕ, <u>look</u> kit cuol tuuk muoy
teleeŋ keceh' ih? | Well, <u>are you thinking of</u> renting
a boat and going to Kratié? |
| 11. meɕ, look kit cuol tuuk muoy
teleeŋ <u>koh nsaay'</u> ih? | Well, are you thinking of renting
a boat and going to <u>Rabbit Island</u> ? |
| 12. meɕ, <u>yeɛŋ</u> kit cuol tuuk muoy
teleeŋ koh nsaay' ih? | Well, <u>shall we</u> rent a boat and go
visit Rabbit Island? |

Drill B. Substitution

- | | |
|---|--|
| 1. mian ey? taɛ tecuol laan
inaa? | All right, but where do we go to
rent a car? |
| 2. mian ey? taɛ tecuol <u>kpah-hoh</u>
inaa? | All right, but where do we go to
rent a <u>plane</u> ? |
| 3. mian ey? taɛ <u>tethee</u> kpal-hoh
inaa? | All right, but where do we go to
<u>have the plane repaired</u> ? |

- | | |
|---|---|
| 4. mian ey? taε tεthεe <u>laan</u>
inaa? | All right, but where do we go to
have the <u>car</u> repaired? |
| 5. mian ey? taε tεtiñ <u>laan</u>
inaa? | All right, but where do we go to
<u>buy</u> a car? |
| 6. mian ey? taε tεtiñ <u>kanout</u>
inaa? | All right, but where do we go to
buy a <u>motorboat</u> ? |
| 7. mian ey? taε tεthεe <u>kanout</u>
inaa? | All right, but where do we go to
<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
have the <u>boat</u> repaired? |
| 9. mian ey? taε tεcuol <u>tuuk</u> inaa? | All right, but where do we go to
<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 meyay. | It's not expensive, 100 or 200 (riels) a day. |
| 2. m thlay' teh, <u>pii-bey rooy</u> meyay. | It's not expensive, <u>200 or 300</u> a day. |
| 3. m thlay' teh, <u>buon-peam rooy</u> meyay. | It's not expensive, <u>400 or 500</u> a day. |
| 4. <u>thaok' nah</u> , buon-peam rooy meyay. | <u>It's very cheap</u> , 400 or 500 a day. |
| 5. thaok' nah, <u>pii-bey rooy</u> meyay. | It's very cheap, <u>200 or 300</u> a day. |
| 6. thaok' nah, <u>merooy-pii</u> meyay. | It's very cheap, <u>100 or 200</u> a day. |
| 7. <u>m thlay' teh</u> , merooy-pii meyay. | <u>It's not expensive</u> 100 or 200 a day. |

Drill H. Response

- MODEL. Teacher: mɛc, tɨw kɛcɛh 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.
- mɛc, tɨw kɛcɛh taam laan' ih? (kanout) How about going to Kratié by car? (motorboat)
tee, tɨw taam kanout' viñ. No, let's go by motorboat instead.
 - mɛc, tɨw kɛap taam kpal-hɔh' ih? (kanout) How about going to Kep by plane? (motorboat)
tee, tɨw taam kanout' viñ. No, let's go by motorboat instead.
 - mɛc, tɨw kɛap taam kpal-hɔh' ih? (kpal) How about going to Kep by plane? (boat)
tee, tɨw taam kpal' viñ. No, let's go by boat instead.
 - mɛc, tɨw kɛpuŋ 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.
 - mɛc, tɨw kroŋ prɛh sihanu? taam kpal-hɔh' ih? (laan) How about going to Sihanoukville by plane? (car)
tee, tɨw taam laan' viñ. No, let's go by car instead.
 - mɛc, tɨw batteboŋ taam laan' ih? (kpal-hɔh) How about going to Battambang by car? (plane)
tee, tɨw taam kpal-hɔh' viñ. Now let's go by plane instead.
 - mɛc, tɨw siem hiap taam kpal-hɔh' 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?
(cawvaay khaet)
tee, khñom lll thaa kót cia
cawvaay khaet' teh! | Is he a minister?
(provincial governor)
No, I heard he was a provincial
governor. |
| 4. kót cia yuon' ih? (cən)
tee, khñom lll thaa
kót cia cən' teh? | Is he Vietnamese? (Chinese)
No, I heard he was Chinese. |
| 5. kót cia ənglee' ih? (pəəŋ)
tee, khñom lll thaa
kót cia pəəŋ' teh! | Is he English? (French)
No, I heard he was French. |
| 6. kót cia cawvaay khaet' ih?
(róttémuntrey)
tee, khñom lll thaa kót cia
róttémuntrey' teh! | Is he a provincial governor?
(minister)
No, I heard he was a minister. |
| 7. kót cia kùu bñien' ih? (doktəi)
tee, khñom lll thaa kót cia
doktəi' teh! | Is he a teacher? (doctor)
No, I heard he was a doctor. |

Drill J. Double Response: Positive and Negative

POSITIVE MODEL:

- | | |
|--|-------------------------------------|
| Teacher: tɿw tɿ-pəəm né? ih?
(pəəm) | Are all five of us going?
(five) |
| Student: baat, yəəŋ tɿw tɿ-pəəm né?ŋ. | Yes, all five of us are going. |

NEGATIVE MODEL:

- | | |
|--|--------------------------------------|
| Teacher: tɿw tɿ-pəəm né? ' ih?
(tə-mənə? əəŋ) | Are all five of us going?
(alone) |
| Student: tee, khñom tɿw tə-mənə?
əəŋ' teh! | No, I'm going alone. |

- | | |
|---|---|
| 1. tɿw tɿ-pii né? ' ih? (pii)
baat, yəəŋ tɿw tɿ-pii né? 'ŋ. | Are both of us going? (two)
Yes, we're both going. |
| 2. tɿw tɿ-pii né? ' ih? (tə-mənə? əəŋ)
tee, khñom tɿw tə-mənə? əəŋ' teh! | Are both of us going? (alone)
No, I'm going alone. |
| 3. tɿw tɿ-oh khnia' ih? (tɿ-oh khnia)
baat, yəəŋ tɿw tɿ-oh khnia. | Are all of us going? (all)
Yes, we're all going. |
| 4. tɿw tɿ-oh khnia' ih? (tə-mənə? əəŋ)
tee, khñom tɿw tə-mənə? əəŋ' teh! | Are all of us going? (alone)
No, I'm going alone. |
| 5. tɿw tɿ-bəy né? ' ih? (bəy)
baat, yəəŋ tɿw tɿ-bəy né? 'ŋ. | Are all three of us going? (three)
Yes, all three of us are going. |
| 6. tɿw tɿ-bəy né? ' ih? (tə-mənə? əəŋ)
tee, khñom tɿw tə-mənə? əəŋ' teh! | Are all three of us going? (alone)
No, I'm going alone. |

Drill K. Transformation

- MODEL: Teacher: khñom cøj tēhael tik. I wanted to go swimming.
 khñom chíi khlaŋ' ah. I was very sick.
- Student: khñom m tīw hael tik' teh, I didn't go swimming because
 púh khñom chíi khlaŋ' ah. I was very sick.
1. khñom cøj tēhael tik. khñom oh I wanted to go swimming. I was
 kōmlaŋ. tired.
 khñom m tīw hael tik' teh, púh I didn't go swimming because
 khñom oh kōmlaŋ. I was tired.
 2. khñom cøj tēhael tik. yup peek. I wanted to go swimming. It was
 too late.
 khñom m tīw hael tik' teh, púh yup I didn't go swimming because it
 peek. was too late.
 3. khñom cøj tēhael tik. khñom levúl I wanted to go swimming. I was
 peek. too busy.
 khñom m tīw hael tik' teh, púh I didn't go swimming because I
 khñom levúl peek. was too busy.
 4. khñom cøj tēhael tik. ləŋit I wanted to go swimming. It was
 peek. too dark.
 khñom m tīw hael tik' teh, púh I didn't go swimming, because it
 ləŋit peek. was too dark.
 5. khñom cøj tēhael tik. khñom I wanted to go swimming. I was
 mian kaa. tied up.
 khñom m tīw hael tik' teh, púh I didn't go swimming because I
 khñom mian kaa. was tied up.
 6. khñom cøj tēhael tik. khñom m-tón I wanted to go swimming. I hadn't
 ñam baay' teh. eaten yet.
 khñom m tīw hael tik' teh, púh I didn't go swimming, because I
 khñom m-tón ñam baay' teh! hadn't eaten yet.

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 smaan, 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 ǝǝ
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)
ǝt mian	not to have, to be out of	(I)
ǝh	to be used up	(11)
krón, krup-krón	to be complete, filled up (opposite of /ǝh/)	

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)
taeŋ-tǝ (taeŋ-tae)	always does, always did	(A, B)
nɿw-tǝ (nɿw-tae)	still does	
ǝt	doesn't, didn't (in Phnom Penh, equivalent to /min/)	
cit	almost does, almost did	(1, F)

3. Pre-Numeral Modifiers

tŋ (téŋ)	all of, as many as	(see 37, Note 1)
tǝ (tae)	only, as few as	(see 37, Note 1)
nɿw-tǝ...teh!	(there remains) only	(2, F)
dǝl-tǝ (dǝl-tɿw)	up to, as many as	(16, H)
pehael (prǝhael)	approximately	(8)

4. Noun Expression Bracketers

tae...teh!	only	(see 28, Note 1)
téŋ...phǝcŋ!	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 tɔw kaep ról thɔay
atit'n. | I always go to Kep every Sunday. |
| 2. khñom taex-te tɔw <u>rien phtéh</u>
<u>puo?-maa? khñom ról thɔay</u> atit'n. | I always go to <u>study at my friend's</u>
<u>house</u> every Sunday. |
| 3. khñom taex-te tɔw rien phtéh
puo?-maa? khñom <u>ról coŋ atit'n.</u> | I always go to study at my friend's
house <u>every weekend.</u> |
| 4. khñom taex-te tɔw <u>leex opuk-médaay</u>
<u>khñom ról coŋ atit'n.</u> | I always go to <u>visit my parents</u>
every weekend. |
| 5. khñom taex-te tɔw leex opuk-médaay
khñom <u>ról thɔay chup rien.</u> | I always go to visit my parents
<u>every school holiday.</u> |
| 6. khñom taex-te <u>tɔw kaep ról thɔay</u>
chup rien. | I always <u>go to Kep</u> every school
holiday. |
| 7. khñom taex-te tɔw kaep <u>ról</u>
<u>thɔay chup 'm.</u> | I always go to Kep <u>every holiday.</u> |
| 8. khñom taex-te tɔw kaep <u>ról</u>
<u>thɔay atit'n.</u> | I always go to Kep <u>every Sunday.</u> |

Drill B. Substitution

- | | |
|--|---|
| 1. khae kdaw kee taex-te nóm khnia
tɔw leex kaep! | In the hot months they usually go
to Kep. |
| 2. khae kdaw kee taex-te nóm khnia
tɔw <u>ñam baay i-pooconton!</u> | In the hot months they usually go
<u>to Pochentong to eat.</u> |
| 3. khae kdaw kee taex-te nóm
khnia tɔw <u>leex phnum boukoo!</u> | In the hot months they usually go
<u>to Bokor.</u> |
| 4. khae kdaw kee taex-te nóm khnia
tɔw <u>leex kepuŋ saom!</u> | In the hot months they usually go
to <u>Kompong Som.</u> |
| 5. khae kdaw kee taex-te nóm khnia
tɔw <u>leex kirirom!</u> | In the hot months they usually go
to <u>Kirirom.</u> |
| 6. khae kdaw kee taex-te nóm khnia
tɔw <u>hael tik!</u> | In the hot months they usually go
<u>swimming.</u> |
| 7. khae kdaw kee taex-te nóm khnia
tɔw <u>leex kaep!</u> | In the hot months they usually go
<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 tɔ̃w sòk
look' eh?

Student: baat, khñom aasaa
tɔ̃w' ah.

Have you ever gone to your
native country?

Yes, I have gone there quite
often.

- | | |
|--|---|
| 1. look dael ñam baay cən' eh?
baat, khñom aasaa ñam' nah. | Have you ever eaten Chinese food?
Yes, I have eaten it quite often. |
| 2. pepún look dael móo m-piñ'
eh?
baat, pepún khñom aasaa móo' ah. | Has your wife ever come to Phnom
Penh?
Yes, my wife has come quite often. |
| 3. koun look dael tɔ̃hael tik i-kaep'
eh?
baat, koun khñom aasaa tɔ̃w' ah. | Has your son ever gone to swim in
Kep?
Yes, my son has gone quite often. |
| 4. opuk look dael tɔ̃leŋ ɲkóo'
teh?
baat, opuk khñom aasaa tɔ̃w' ah. | Has your father ever gone to visit
Angkor?
Yes, my father has gone quite often. |
| 5. puo?-maa? look dael tɔ̃sɛe sbot
tɔ̃w sòk khmae' teh?
baat, kót aasaa tɔ̃sɛe' nah. | Has your friend ever written a
letter to Cambodia?
Yes, he has written quite often. |
| 6. look dael thee baay' teh?
baat, khñom aasaa thee' ah. | 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?
(baat, siem)
baat, khñom mian luy siem' khlah! | Do you have any foreign money?
(yes, Thai)
Yes, I have some Thai money. |
| 2. look mian luy sòk kèaw' teh?
(baat, pèaŋ)
baat, khñom mian luy pèaŋ' khlah! | Do you have any foreign money?
(yes, French)
Yes, I have some French money. |
| 3. look mian luy sòk kèaw' teh?
(tee)
tee, khñom khmian' eh! | Do you have any foreign money?
(no)
No, I don't have any. |
| 4. look mian luy sòk kèaw' teh?
(baat, amerikaŋ)
baat, khñom mian luy amerikaŋ'
khlah! | Do you have any foreign money?
(yes, American)
Yes, I have some American money. |
| 5. look mian luy sòk kèaw' teh?
(baat, khleŋ)
baat, khñom mian luy khleŋ' khlah! | Do you have any foreign money?
(yes, Indian)
Yes, I have some Indian money. |
| 6. look mian luy sòk kèaw' teh?
(tee)
tee, khñom khmian' eh! | Do you have any foreign money?
(no)
No, I don't have any. |
| 7. look mian luy sòk kèaw' teh?
(baat, hoŋ-koŋ)
baat, khñom mian luy hoŋ-koŋ' khlah! | Do you have any foreign money?
(yes, Hongkong)
Yes, I have some Hongkong money. |

- | | |
|---|---|
| <p>3. paspóo look thee nıw-inaa?
(m-piñ)
paspóo khñom thee nıw m-piñ.</p> | <p>Where was your passport issued?
(Phnom Penh)
My passport was issued in Phnom
Penh.</p> |
| <p>4. sbot peet look thee nıw-inaa?
(parii)
sbot peet khñom thee nıw parii.</p> | <p>Where was your health card issued?
(Paris)
My health card was issued in Paris.</p> |
| <p>5. kaat look thee nıw-inaa?
(m-piñ)
kaat khñom thee nıw m-piñ.</p> | <p>Where was your identity card issued?
(Phnom Penh)
My identity card was issued in
Phnom Penh.</p> |

Drill H. Response

- | | |
|---|--|
| <p>MODEL: yii, menuh cèen' ah.
(mephey laan)
baat, mian menuh dol-te
mephey laan.</p> | <p>My, there are a lot of people!
(twenty carsful)
Yes, there are as many as
twenty carsful.</p> |
| <p>1. yii, menuh cèen' ah.
(mekpal-hoh)
baat, mian menuh dol-te
mekpal-hoh'ŋ.</p> | <p>My, there are a lot of people!
(one airplaneful)
Yes, there are as many as one
airplaneful.</p> |
| <p>2. yii, menuh cèen' ah.
(pii kpal-hoh)
baat, mian menuh dol-te pii
kpal-hoh'ŋ.</p> | <p>My, there are a lot of people!
(two airplanesful)
Yes, there are as many as two
airplanesful.</p> |
| <p>3. yii, menuh cèen' ah.
(pii kpal)
baat, mian menuh dol-te pii
kpal.</p> | <p>My, there are a lot of people!
(two boatsful)
Yes, there are as many as two
boatsful.</p> |
| <p>4. yii, menuh cèen' ah.
(dop laan)
baat, mian menuh dol-te dop
laan.</p> | <p>My, there are a lot of people!
(ten carsful)
Yes, there are as many as ten
carsful.</p> |
| <p>5. yii, mian menuh cèen' ah.
(mekpal)
baat, mian menuh dol-te mekpal.</p> | <p>My, there are a lot of people!
(one boatful)
Yes, there are as many as one
boatful.</p> |

- | | |
|---|--|
| <p>6. yii, menuh cèen' ah.
(pèam laan)
baat, mian menuh dól-te pèam
laan.</p> | <p>My, there are a lot of people!
(five carsful)
Yes, there are as many as five
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
khñom!
khñom ot mian pé'mii baek-laan' teh!</p> | <p>Please show me your driver's
license.
I don't <u>have</u> a driver's license.</p> |
| <p>2. soum pehaañ sbot peet khñom!
khñom ot mian sbot peet' teh!</p> | <p>Please show me your health card.
I don't <u>have</u> a health card.</p> |
| <p>3. soum pehaañ kaat khñom!
khñom ot mian kaat' teh!</p> | <p>Please, show me your I.D. card.
I don't <u>have</u> an I.D. card.</p> |
| <p>4. soum pehaañ sbot khñom!
khñom ot mian sbot' teh!</p> | <p>Please show me your ticket.
I don't <u>have</u> a ticket.</p> |
| <p>5. soum pehaañ valiiz khñom!
khñom ot mian valiiz' teh!</p> | <p>Please show me your valise.
I don't <u>have</u> a valise.</p> |
| <p>6. soum pehaañ hep khñom!
khñom ot mian hep' teh!</p> | <p>Please show me your suitcase.
I don't <u>have</u> a suitcase.</p> |
| <p>7. soum pehaañ vizaa khñom!
khñom ot mian vizaa' teh!</p> | <p>Please, show me your visa.
I don't <u>have</u> a visa.</p> |

Drill J. Substitution

- | | |
|--|--|
| <p>1. soum look chup mephleet, khñom
trew chaek paspóo look!</p> | <p>Please stop a moment, sir-- I must
check your passport.</p> |
| <p>2. soum look chup mephleet, khñom
trew chaek <u>hep</u> look!</p> | <p>Please stop a moment, sir-- I must
check your <u>suitcase</u>.</p> |
| <p>3. soum look chup mephleet, khñom
trew chaek <u>valiiz</u> look!</p> | <p>Please stop a moment, sir-- I must
check your <u>valise</u>.</p> |
| <p>4. soum look chup mephleet, khñom
trew chaek <u>sbot peet</u> look!</p> | <p>Please stop a moment, sir-- I must
check your <u>health card</u>.</p> |
| <p>5. soum look chup mephleet, khñom
trew chaek <u>kaat</u> look!</p> | <p>Please stop a moment, sir-- I must
check your <u>identity card</u>.</p> |

- | | |
|---|--|
| 6. soum look chup mephleet, khñom
trew chaek pé'mii <u>baek-laan</u> look! | Please stop a moment, sir-- I must
check your <u>driver's license</u> . |
| 7. soum look chup mephleet, khñom
trew chaek <u>sbot</u> look! | Please stop a moment, sir-- I must
check your <u>ticket</u> . |

Drill K. Response

- | | |
|---|--|
| MODEL: <u>Teacher</u> : sbot look leek pemaan?
(3, 100)
<u>Student</u> : sbot khñom leek bey pón
meróoy! | What's the number of your
ticket? (3, 100)
The number of my ticket is
3, 100. |
| 1. sbot look leek pemaan?
(3, 942)
sbot khñom leek bey pón pmbuon
róoy sae-sep pii! | What's the number of your ticket?
(3, 942)
The number of my ticket is 3, 942. |
| 2. ktup look leek pemaan? (25)
ktup khñom leek mephey pèam. | What's the number of your room? (25)
My room number is 25. |
| 3. paspóo look leek pemaan?
(4, 982)
paspóo khñom leek buon pón
pmbuon róoy paet-sep pii! | What's the number of your passport?
(4, 982)
My passport number is 4, 982. |
| 4. phtéh look leek pemaan?
(12)
phtéh khñom leek dop-pii! | What's the number of your house?
(12)
The number of my house is 12. |
| 5. kaat look leek pemaan?
(2, 914)
kaat khñom leek pii pón pmbuon
róoy dop-buon! | What's the number of your I. D.
card? (2, 914)
The number of my I.D. card is
2614. |
| 6. pé'mii baek-laan look leek
pemaan? (560)
pé'mii baek-laan khñom leek
pèam róoy hok-sep! | What's the number of your driver's
license? (560)
The number of my driver's license
is 560. |

Drill L. Transformation

- | | |
|--|---|
| <p>MODEL: <u>Teacher</u>: phtéh khñom l'oo, haey
s'aat tiet!
(kelaey hael tik)</p> <p><u>Student</u>: phtéh khñom l'oo haey
s'aat tiet, mian tñ
kelaey hael tik phooj!</p> | <p>My house is pretty, and clean
too. (swimming pool)</p> <p>My house is pretty and clean
too-- it even has a
swimming pool.</p> |
| <p>1. vial kpal-hoh thom, haey l'oo tiet!
(kelaey lú? baay)</p> <p>vial kpal-hoh thom haey l'oo tiet,
mian tñ kelaey lú? baay phooj!</p> | <p>The airport is large, and attrac-
tive too. (restaurant)</p> <p>The airport is large and attrac-
tive too-- it even has a
restaurant.</p> |
| <p>2. niañ nih s'aat, haey mian tiet!
(kpal-hoh muoy)</p> <p>niañ nih s'aat haey mian tiet,
mian tñ kpal-hoh muoy phooj!</p> | <p>This young lady is pretty, and
rich too. (an airplane)</p> <p>This young lady is pretty and rich
too-- she even has an airplane.</p> |
| <p>3. laan khñom thom, haey l'oo tiet!
(raadyou)</p> <p>laan khñom thom haey l'oo tiet,
mian tñ raadyou phooj!</p> | <p>My car is large, and pretty too.
(radio)</p> <p>My car is large and pretty too--
it even has a radio.</p> |
| <p>4. kelaey nih mian menuh móo pii
krup srok! (eskiimou)</p> <p>kelaey nih mian menuh móo pii
krup srok, mian tñ eskiimou
phooj!</p> | <p>This place has people who come
from every country. (Eskimos)</p> <p>This place has people who come
from every country-- it even
has Eskimos.</p> |
| <p>5. phtéh khñom mian rebòh craen nah!
(masin təcé?)</p> <p>phtéh khñom mian rebòh craen nah,
mian tñ masin təcé? phooj!</p> | <p>My house has a lot of things in
it. (air-conditioner)</p> <p>My house has a lot of things in
it-- it even has an air-
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!
ot tooh, kót tɨw inaa?
baat, kót tɨw m-piñ! | Tomorrow he's going to Phnom Penh.
Pardon me, where is he going?
He's going to Phnom Penh. |
| 2. sʔaek kót tɨw m-piñ!
ot tooh, kót tɨw ŋkaal?
baat, kót tɨw sʔaek! | Tomorrow he's going to Phnom Penh.
Excuse me, when is he going?
He's going tomorrow. |
| 3. sʔaek im tɨw m-piñ?
ot tooh, néʔ-naa tɨw m-piñ?
baat, im tɨw m-piñ! | Tomorrow Im's going to Phnom Penh.
Pardon me, who's going to Phnom Penh?
Im's going to Phnom Penh. |
| 4. sʔaek kót tɨw m-piñ taam
kpal-hoh!
ot tooh, kót tɨw taam ey?
baat, kót tɨw taam kpal-hoh! | Tomorrow he's going to Phnom Penh
by plane.
Excuse me, how's he going?
He's going by plane. |
| 5. sʔaek kót tɨw m-piñ tiñ
laan!
ot tooh, kót tɨw m-piñ
tiñ ey?
baat, kót tɨw m-piñ tiñ
laan! | Tomorrow he's going to Phnom Penh
to buy a car.
Excuse me, what's he going to
Phnom Penh to buy?
He's going to Phnom Penh to buy
a car. |
| 6. sʔaek kót tɨw m-piñ cemuoy
sim!
ot tooh, kót tɨw m-piñ cemuoy
néʔ-naa?
baat, kót tɨw m-piñ cemuoy sim! | Tomorrow he's going to Phnom Penh
with Sim.
Excuse me, who's he going to Phnom
Penh with?
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 pii-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' teh! khñom khmian
pɛñap pɛmaan' teh!
That's all right. I'm in no hurry.
4. thee tmnəe yup, kə sùol meyaəŋ
dəe, pùh tɛcɛ' ' phoəŋ.
Travelling at night is nice, in
one way, because it's cool.
- Official
5. cəh look cəŋ baan səbot
thómɛdaa, rii cəŋ mian
ktup keəŋ?
Sir, do you want an ordinary ticket,
or do you want to have a sleeping
compartment?
- Traveler
6. khñom cəŋ baan ktup muoy
tə-mənɛ' aəŋ!
I want a compartment, all by
myself.
- Official
7. ou, thlay ntɛc' əh.
Oh, that's a little expensive!
- Traveler
8. mian ey? atiah-phleəŋ tɛdɔl
póoy-pɛɛt maŋ pɛmaan?
That's all right. At what time
does the train arrive in Poipet?
- Official
9. ou, pɛhaɛl maŋ dɔp pək
khaəŋ-s'əək'ŋ.
Oh, about ten o'clock in the
morning day after tomorrow.
10. pùh look tɛw-tɛ cam atiah-phleəŋ
niw batteboəŋ meŋay!
Because you must wait for the train
one day in Battambang.
- Traveler
11. cəh dɔl khñom tɛdɔl póoy-pɛɛt,
khñom thee mɛc' tiw?
And then, when I arrive in Poipet,
what do I do?

Official

12. baat, look t^{èw}-t^è pdou atiah-phl^{èe}ng
n^{iw} p^{óoy}-p^{èet}. You have to change trains in Poipet.
Poipet.
13. p^{uh} al^{ew} atiah-phl^{èe}ng m coul s^{òk}
siem' t^{eh}! Because now the trains don't go
into Thailand.

Traveler

14. d^{ol} t^{edol} s^{òk} siem, t^{hee}
m^{ec}' d^{eh}? When I arrive in Thailand, what
do I do then?

Official

15. ou, khmian cmnaot' t^{eh}' Oh there's no problem.
16. look t^{iw} t^é?-t^{óo}ng n^g p^{el}ih siem'
t^{iw}. kee cuoy na^e-n^{óm} look' eh. You go and contact the Thai police,
and they'll help guide you.

DIALOGUE FOR COMPREHENSION

né? thv^{ee} d^{omnae}né? lú? sombot

1. kh^{ñom} c^ong t^{if}n sombot muoy t^{iw}
p^{óoy}-p^{èet}. 2. ot tooh! eylew oh konlae^{ng} haey.
n^{iw} mian ta^e ma^ong pii-d^{ondop}
yup.
3. mⁱⁿ ey tee! kh^{ñom} khmian p^{ro}ñap
ponmaan tee. 4. thv^{ee} d^{omnae} yup k^{oo} sruol meya^ong
da^e, p^{ruh} t^{rocé}? p^{ho}o^{ng}.
5. coh look c^ong baan sombot th^{ómmedaa},
rⁱⁱ c^ong mian b^{ontup} kee^{ng}? 6. kh^{ñom} c^ong baan b^{ontup} muoy ta^e
m^{en^e} a^eng. 7. ou, thlay b^{ontec} haey!
8. mian ey? r^{óotiah}-phl^{èe}ng t^{iw} d^{ol}
p^{óoy}-p^{èet} ma^ong ponmaan? 9. ou, p^{rohae}l ma^ong d^{op} p^{re}k
k^{haa}ng-s^{ak}. 10. p^{ruh} look t^{rew}-ta^e cam r^{óotiah}-
phl^{èe}ng n^{iw} batd^{omb^oo}ng meth^{ngay}.
11. coh d^{ol} kh^{ñom} t^{iw} d^{ol} p^{óoy}-p^{èet}?,
kh^{ñom} thv^{ee} m^{ec} t^{iw}? 12. baat, look t^{rew}-ta^e pdou r^{óotiah}-
phl^{èe}ng n^{iw} p^{óoy}-p^{èet}.
13. p^{ruh} eylew r^{óotiah}-phl^{èe}ng mⁱⁿ
coul srok siem tee. 14. d^{ol} t^{iw} d^{ol} srok siem, thv^{ee}
m^{ec} da^e? 15. ou, khmian cmnaot tee.
16. look t^{iw} t^é?-t^{óo}ng n^g p^{el}ih siem t^{iw}.
kee cuoy na^e-n^{óm} 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
	kənat buon maet	four yards of cloth
	menuh pram laan	five carsful of people
d) N (tii, leek) X:	thəy tii-mephey	the twentieth (day)
	ptup leek saam-səp	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 tiff 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-/:

aa ^h naa vɛɛŋ ciaŋʔ	'Which <u>one</u> is longer?'
aa ^h 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-phlœŋ	railroad
outoray	diesel train
tehian	military
sivil	civilian

2. Verbs and Adjectives

chlœŋ	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. Classifiersa) 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 (sɔnlək)	sheet, slice
chbap	copy
kòap (króp)	pill, grain
mat	mouthful

<u>Classifier</u>	<u>Used for (Examples)</u>	
néʔ	kruu, tɛhian	teacher, soldier
ɔŋ	look sɔŋ	monk
kòm	krom phleɛŋ	orchestra
kuu	sbaɛk-cɛɛŋ	shoes
khaaŋ	sbaɛk, lɛc, kaet	shoes, west, east
selek	kədəh	paper
chbap	mee-rien	lesson
kòap	baay, thnam	rice, medicine
mat	piəʔ	word

DRILLS

Drill A. Response: Positive.

MODEL: <u>Teacher:</u> ɔh kələɛŋ haey-iniw?	Is the space all used up?
<u>Student:</u> baat, ɔh kələɛŋ' eh.	Yes, it's all used up.
1. ɔh səbot haey-iniw? baat, ɔh səbot' 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.

- | | |
|---|--|
| 6. aoy byee khñom buon doop' moh.
(bey doop)
baat, khñom nıw mian te bey
doop' teh! | Give me four bottles of beer?
(three bottles)
Well, I only have three left. |
| 7. aoy kedah khñom bey selek' moh.
(me-selek)
baat, khñom nıw mian te me-selek'
teh! | Let me have three sheets of paper?
(one sheet)
Well, I only have one sheet left. |

Drill D. Transformation

- | | |
|---|---|
| MODEL: <u>Teacher</u> : khñom t`ew-kaa sac-koo
me-kelou!
<u>Student</u> : aoy sac-koo khñom
me-kelou' moh. | I want a kilo of beef.
Give me a kilo of beef. |
| 1. khñom t`ew-kaa sbaek-ceej mekuu!
aoy sbaek-ceej khñom mekuu' moh. | I want a pair of shoes.
Give me a pair of shoes. |
| 2. khñom t`ew-kaa sephıw bey!
aoy sephıw khñom bey' moh. | I want three books.
Give me three books. |
| 3. khñom t`ew-kaa paom peam kelou!
aoy paom khñom peam kelou' moh. | I want five kilos of apples.
Give me five kilos of apples. |
| 4. khñom t`ew-kaa luy mepon riel!
aoy luy khñom mepon riel' moh. | I want a thousand riels.
Give me a thousand riels. |
| 5. khñom t`ew-kaa byee buon doop!
aoy byee khñom buon doop' moh. | I want four bottles of beer.
Give me four bottles of beer. |
| 6. khñom t`ew-kaa kedah pii selek!
aoy kedah khñom pii selek' moh. | I want two sheets of paper.
Give me two sheets of paper. |

Drill E. Response.

- | | |
|---|--|
| MODEL: <u>Teacher</u> : mun-n slie?-pe? yeey
t`ew thee ey? (quut tik)
<u>Teacher</u> : mun-n slie?-pe? yeey
t`ew quut tik. | What must we do before
getting dressed? (bathe)
Before getting dressed we
must bathe. |
| 1. mun-n coul sok siem look t`ew
thee ey? (dae chl`ooj spian muoy)
mun-n coul sok siem look t`ew dae
chl`ooj spian muoy. | What must he do before entering
Thailand? (walk across a bridge)
In order to enter Thailand he must
walk across a bridge. |

- | | |
|---|--|
| <p>2. mun-n fiam baay look t̀ew thee ey?
(liang day)
mun-n fiam baay look t̀ew liang day.</p> | <p>What should he do before eating?
(wash hands)
Before eating he should wash his hands.</p> |
| <p>3. mun-n tiw hien look t̀ew thee ey?
(tiw psaa)
mun-n tiw hien look t̀ew tiw psaa.</p> | <p>Before studying what must he do?
(go to market)
Before studying he must go to the market.</p> |
| <p>4. mun-n lup muk look t̀ew thee ey?
(doh thmifñ)
mun-n lup muk look t̀ew doh thmifñ.</p> | <p>What should he do before washing his face? (brush teeth)
He should brush his teeth before washing his face.</p> |
| <p>5. mun-n ceñ tiw sòk k̀eaw look t̀ew thee ey? (ca? thnam)
mun-n ceñ tiw sòk k̀eaw look t̀ew ca? thnam.</p> | <p>What does he have to do before going abroad? (get shots)
Before going abroad he has to get shots.</p> |
| <p>6. mun-n coul meel kon look t̀ew thee ey? (tiñ s̀ebot)
mun-n coul meel kon look t̀ew tiñ s̀ebot.</p> | <p>What must he do before going in to see the show? (buy tickets)
He must buy tickets before going in to see the show.</p> |
| <p>7. mun-n niyiey look t̀ew thee ey? (kit)
mun-n niyiey look t̀ew kit.</p> | <p>Before speaking, what should he do? (think)
Before speaking, he should think.</p> |

Drill F. Response.

- | | |
|---|--|
| <p>MODEL: <u>Teacher</u>: pemaan kelou tiet dol?
(pmmuoy)</p> | <p>How many more kilometers till (we) get there? (6)</p> |
| <p><u>Student</u>: pmmuoy kelou tiet dol' eh.</p> | <p>Six more kilometers.</p> |
| <p>1. pemaan menut tiet c̀op?
(mephey)
mepey menut tiet c̀op' eh.</p> | <p>How many more minutes till it's over? (20)
It'll be over in twenty minutes.</p> |
| <p>2. pemaan thray tiet haey?
(bey)
bey thray tiet haey' eh.</p> | <p>How many more days before it's over? (3)
Three more days.</p> |
| <p>3. pemaan né? tiet krup?
(pram)
pram né? tiet krup' eh.</p> | <p>How many more people still to come? (5)
Five more people and they'll all be here.</p> |

- | | |
|---|--|
| 4. pemaan liit tiet piñ?
(dop)
dop liit tiet piñ' eh. | How many more litres before it's
full? (10)
Ten more litres. |
| 5. pemaan caan tiet c'aet?
(pii)
pii caan tiet c'aet' eh. | How many more bowls before you're
full? (2)
Two more bowls. |
| 6. pemaan khae tiet kót móa viñ?
(buon)
buon khae tiet kót móa viñ' eh. | How many more months before he'll
be back? (4)
He'll be back in four months. |

Drill G. Response.

- | | |
|--|--|
| MODEL: <u>Teacher:</u> aakehoom haey-ŋ aakhiew,
aanaa thom ciaŋ? (aakhiew) | Which is bigger, the red one
or the blue one? (blue one) |
| <u>Student:</u> aakhiew thom ciaŋ! | The blue one is bigger. |
| 1. outoray niŋ atiah-phleeŋ, aanaa
lien ciaŋ? (outoray)
outoray lien ciaŋ! | Which is faster, the diesel or
the steam train? (diesel)
The diesel is faster. |
| 2. pèa? haey-ŋ mieh, aanaa thlay
ciaŋ? (mieh)
mieh thlay ciaŋ! | Which costs more, silver or gold?
(gold)
Gold costs more. |
| 3. kadiyé? haey-ŋ liŋkon, aanaa
l'oo ciaŋ? (liŋkon)
liŋkon l'oo ciaŋ! | Which is better, a Cadillac or a
Lincoln? (Lincoln)
A Lincoln is better. |
| 4. somley haey-ŋ thmoo, aanaa thgún
ciaŋ? (thmoo)
thmoo thgún ciaŋ! | Which is heavier, cotton or stone?
(stone)
Stone is heavier. |
| 5. aatouc haey-ŋ aathom, aanaa l'oo
ciaŋ? (aatouc)
aatouc l'oo ciaŋ! | Which is better, the little one or
the big one?
The little one is better. |
| 6. aasoo haey-ŋ aakhmaw, aanaa cóp
ciaŋ? (aasoo)
aasoo cóp ciaŋ! | Which is more durable, the white one
or the big one? (little one)
The white one is more durable. |
| 7. meməin haey-ŋ mesaen, aanaa cəen
ciaŋ? (mesaen)
mesaen cəen ciaŋ! | Which is more, 10,000 or 100,000?
(100,000)
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. mēsaen cēen cian mēmēin!
mēsaen hæy-nq mēmēin, aanaa
cēen 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
aakəhoom! (touc)
Student: aakəhoom touc cian
aakhiew!
- The blue one is bigger than
the red one. (smaller)
The red one is smaller than
the blue one.
1. outoray liən cian atiah-phlēeṅ!
(yīit)
atiah-phlēeṅ yīit 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-tæ/) in the second clause makes the only connection.

- F. (Student's response)

khñom pah' eh, níw-te m tøj.
 '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-tæ/) '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 (masin)	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 (pill)	battery (small)
faa	lamp, headlight
siflee (saphlee)	horn
deemareə	starter
konta?	contact, ignition
freŋ (fran)	brakes
ambreyaah	clutch
pil day	flashlight
freŋ day	hand-brake
freŋ cəəŋ	foot-brake
pèəŋ (preəŋ)	petroleum, oil
pèəŋ 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

thee 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
tiw muk	to go forward
thəoy kəoy (kraoy)	to back up

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. laan khñom m chəh' teh,
pəhael khouc' eh. | My car won't start-- it must be
broken. |
| 2. laan khñom m chəh' teh,
pəhael <u>oh akuy'</u> eh. | My car won't start-- <u>the battery</u>
must be <u>run down</u> . |
| 3. <u>motou</u> khñom m chəh' teh,
pəhael oh akuy' eh. | My <u>motorbike</u> won't start-- the
battery must be run down. |
| 4. motou khñom m chəh' teh,
pəhael <u>oh saŋ'</u> eh. | My motorbike won't start-- it
must be <u>out of gas</u> . |
| 5. motou khñom m <u>tiw muk'</u> teh,
pəhael oh saŋ' eh. | My motorbike won't <u>go forward</u> --
it must be out of gas. |
| 6. <u>laan</u> khñom m tiw muk' teh,
pəhael oh saŋ' eh. | My <u>car</u> won't go forward-- it must
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 ñceŋ, 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 ñceŋ, 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 ñceŋ, 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 ñceŋ, 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 ñceŋ, 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 ñceŋ, 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 ñceŋ, The reason I say that is that
púh via m chəh! it won't start.
- Student: ñceŋ pehaəl oh akuy Then it really must be run
mēen' 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 ñceŋ, púh via The reason I say that is that it
m tiw muk! won't go forward.
ñceŋ pehaəl oh saŋ mēen' 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. koj 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: <u>Teacher</u> : m teŋ' teh!
baat, m teŋ' teh,
tól-te pah' haey. | It won't inflate.
It won't inflate until it's
patched. |
| <u>Student</u> : baat, khñom pah' eh,
niw-te m teŋ. | Well I patched it, and it
still won't inflate. |
| 1. m sùol' eh!
baat, m sùol' eh, tól-te thaem
pèeŋ' eh.
baat, khñom thaem pèeŋ' 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,
baan' eh? | Well, could we call them to come
and start it? |
| 2. coh haw kee móo pah mèphléet,
baan' eh? | Well, could we call them to come
and <u>patch it</u> ? |
| 3. <u>ñcəŋ look cuoy</u> pah mèphléet,
baan' eh? | <u>Then could you help me</u> to patch
it? |
| 4. ñcəŋ look cuoy <u>ruñ</u> mèphléet,
baan' eh? | Then could you help me to <u>push it</u> ? |
| 5. ñcəŋ look cuoy <u>pdou masin</u> mèphléet,
baan' eh? | Then could you help me to <u>change</u>
<u>the engine</u> ? |
| 6. coh haw kee móo pdou masin mèphléet,
baan' eh? | Well, could we call them to come
<u>and</u> change the engine? |
| 7. coh haw kee móo <u>thaəm pèəŋ</u>
mèphléet, baan' eh? | Well, could we call them to come
and <u>add some oil</u> ? |
| 8. coh haw kee móo <u>šaažee akuy</u>
mèphléet, baan' eh? | Well, could we call them to come
and <u>charge the battery</u> ? |
| 9. coh haw kee móo <u>pèchèh</u> mèphléet,
baan' eh? | Well, could we call them to come
and <u>start it</u> ? |

Drill I. Response.

- | | |
|---|--|
| MODEL: <u>Teacher</u> : meəl deemareəi' meəh.
(m chəh' teh, róo ciaŋ) | Try the starter once.
(won't start, find a mechanic) |
| <u>Student</u> : m chəh' teh, tól-te róo
ciaŋ' eh. | It won't start-- we'll have to
find a mechanic. |
| 1. meəl saŋ' meəh.
(oh haey, thaəm)
oh haey, tól-te thaəm' eh. | Take a look at the gas.
(all gone, add)
It's all gone-- we'll have to
add some. |
| 2. meəl koŋ' meəh.
(m təŋ' teh, pah)
m təŋ' teh, tól-te pah' eh. | Take a look at the tire.
(not inflated, patch)
It's not inflated-- we'll have
to patch it. |
| 3. meəl frəŋ' meəh.
(khouc' eh, róo ciaŋ)
khouc' eh, tól-te róo ciaŋ' eh. | Try the brakes once.
(don't work, call mechanic)
They don't work-- we'll have to
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
oh laan' əh.
nialikaa khñom douc-cia oh 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 bəntóp, 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 phoŋ, niw peel kpal-hoh kompúŋ hoh.
8. tɿw dɔl loŋ, khñom kɔɔ pdou tɿw kpal-hoh muoy tiet rəboh krom-hun ea froŋ.
9. dɔmmae pii loŋ tɿw parií chap nah. oh peel tae mɛmaoŋ 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. bəy thɿay kraoy móo?, khñom trəw thvæ dɔmmae vɛeŋ nah, kɿi pii parií tɿw phnum piñ.
11. kpal hoh dael khñom cih tɿw phnum piñ chup tae pii dɔmma? tee, kɿi ataen ha haey-niŋ kaarachíí.
12. khñom ət mian dou kpal-hoh tee.
13. luh khñom tɿw dɔl poocentoŋ, khñom khmian kheññ 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 ræbch 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 ñcəŋ?
'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 (məɛc) 'how, why, somehow, anyhow, any way, no way'

yaŋ-mɛc	'how'	thaa mɛc	'in what words'
mɛc baan-tə (mɛc baan-cia)	'why, how come'		

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 dɔmmae
cumviñ piiphup look! | Last year I took a trip around
the world. |
| 2. chnam tɿw, khñom baan theə dɔmmae
<u>tɿw pèy-ŋkóo!</u> | Last year I took a trip <u>to</u>
<u>Saigon.</u> |
| 3. chnam tɿw, khñom baan <u>cuun kee</u>
tɿw pèy-ŋkóo! | Last year I <u>took them</u> to Saigon. |
| 4. chnam tɿw, <u>look baan</u> cuun kee
tɿw pèy-ŋkóo! | Last year <u>you</u> took them to Saigon. |
| 5. chnam tɿw, look baan <u>theə dɔmmae</u>
tɿw pèy-ŋkóo! | Last year you <u>took a trip to</u>
Saigon. |
| 6. chnam tɿw, <u>khñom baan</u> theə dɔmmae
tɿw pèy-ŋkóo! | Last year <u>I</u> took a trip to Saigon. |
| 7. chnam tɿw, khñom baan theə dɔmmae
<u>cumviñ piiphup look!</u> | Last year I took a trip <u>around</u>
<u>the world.</u> |

- | | |
|--|--|
| 3. khñom ceñ pii vaasentaon méné
aexj!
look ceñ pii vaasentaon cəmuoy
nənaa? | I left Washington alone.

Who did you leave Washington
with? |
| 4. khñom ceñ pii vaasentaon taam
atiah-phleexj!
look ceñ pii vaasentaon taam ey? | I left Washington by train.

How (by what) did you leave
Washington? |
| 5. khñom ceñ pii vaasentaon taam
phlew leek saesəp!
look ceñ pii vaasentaon taam phlew
leek pəmaan? | I left Washington by Route 40.

By what route did you leave
Washington? |

Drill D. Substitution

- | | |
|---|--|
| 1. khñom ceñ pii vaasentaon thəy
tii-muoy, khaε viccəkkaa! | I left Washington on the first
of November. |
| 2. khñom ceñ pii <u>ñiw yóok</u> thəy
tii-muoy, khaε viccəkkaa! | I left <u>New York</u> on the first of
November. |
| 3. <u>look</u> ceñ pii vaasentaon thəy
tii-muoy, khaε viccəkkaa! | <u>You</u> left New York on the first
of November. |
| 4. look ceñ pii ñiw yóok thəy
tii-muoy, khaε <u>thnuu!</u> | You left New York on the first
of <u>December</u> . |
| 5. look ceñ pii ñiw yóok thəy
<u>tii-pram</u> , khaε thnuu! | You left New York on the <u>fifth</u>
of December. |
| 6. <u>khñom</u> ceñ pii ñiw yóok thəy
tii-pram, khaε thnuu! | <u>I</u> left New York on the fifth of
December. |
| 7. khñom ceñ pii ñiw yóok thəy
tii-pram, khaε <u>viccəkkaa!</u> | I left New York on the fifth of
<u>November</u> . |
| 8. khñom ceñ pii <u>vaasentaon</u> thəy
tii-pram, khaε viccəkkaa! | I left <u>Washington</u> on the fifth
of November. |
| 9. khñom ceñ pii vaasentaon thəy
<u>tii-muoy</u> , khaε viccəkkaa! | I left Washington on the <u>first</u>
of November. |

- | | |
|--|---|
| 7. atiah-phleəŋ daəl khñom cih tɿw 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 tɿw 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 tɿw loŋ, liən' nah. | The <u>plane</u> that I took to London was a very fast one. |
| 10. kpal-hoh daəl khñom cih tɿw 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 ɛy nɿw peel kpal-hoh kəpúŋ hoh?
(pəcaŋ kon) | What do they do while the plane is in flight?
(show movies) |
| <u>Student</u> : kee pəcaŋ kon nɿw peel kpal-hoh kəpúŋ hoh! | They show movies while the plane is in flight. |
| 1. khñom thee ɛy nɿw peel kpal-hoh kəpúŋ hoh? (keəŋ)
khñom keəŋ nɿw peel kpal-hoh kəpúŋ hoh! | What do I do while the plane is in flight? (sleep)
I sleep while the plane is in flight. |
| 2. khñom thee ɛy nɿw peel look kəpúŋ ñam baay? (teləfoun)
khñom teləfoun nɿw peel look kəpúŋ ñam baay! | What do I do while you're eating? (telephone)
I telephone while you're eating. |
| 3. sərəet thee ɛy nɿw peel khñom kəpúŋ rien? (ŋuut tɿk)
sərəet ŋuut tɿk nɿw peel khñom kəpúŋ rien! | What does Sareth do while I'm studying? (take a shower)
Sareth takes a shower while I'm studying. |
| 4. koun seh thee ɛy nɿw peel kruu bəŋrien kəpúŋ niyiey!
(mɛəl səphɿw)
koun seh mɛəl səphɿw nɿw peel kruu bəŋrien kəpúŋ niyiey! | What do the students do while the teacher is talking?
(look at their books)
The students look at their books while the teacher is talking. |

Drill H. Transformation

- MODEL: Teacher: khmian nēnaa kee móo tētuoł
 khñom! (cih laan chnuol
 tiw phnum pifi)
 Nobody came to meet me.
 (take the bus into Phnom
 Penh)
- Student: khmian nēnaa kee móo tētuoł
 khñom! doucchneh haey,
 khñom trew cih laan
 chnuol tiw phnum pifi!
 Nobody came to meet me, so
 I had to take the bus
 into Phnom Penh
1. khmian nēnaa niw phtéh!
 (telefoun haw pepún khñom)
 khmian nēnaa niw phtéh! doucchneh
 haey, khñom trew telefoun haw
 pepún khñom!
 Nobody was home.
 (call my wife on the phone)
 Nobody was home, so I had to
 call my wife on the phone.
 2. laan khñom khouc kēdaal phlew!
 (cih taʔsii tiw thēe kaa)
 laan khñom khouc kēdaal phlew!
 doucchneh haey, khñom trew cih
 taʔsii tiw thēe kaa!
 My car broke down along the way.
 (take a taxi to work)
 My car broke down on the way, so
 I had take a taxi to work.
 3. khñom róoʔ phtéh puoʔ-maaʔ khñom
 m kheefi! (tiw niw otael)
 khñom róoʔ phtéh puoʔ-maaʔ khñom
 m kheefi! doucchneh haey, khñom
 trew tiw niw otael!
 I couldn't find my friends' house.
 (go stay in a hotel)
 I couldn't find my friends' house,
 so I had to go stay in a hotel.
 4. khmian nēnaa niw phtéh! (niw phtéh)
 khmian nēnaa niw phtéh! doucchneh
 haey, khñom trew niw phtéh!
 Nobody was home. (stay home)
 Nobody was home, so I had to
 stay home.

Drill I. Response

- MODEL: Teacher: mɛc baan-tɛ look cih laan
 chnuol tɨw phnum piŋ?
 (kɰmian nɛnaa mɔ́o tɛtuol
 khɰom)
Student: khɰom cih laan chnuol tɨw
 phnum piŋ, pruh kɰmian
 nɛnaa mɔ́o tɛtuol khɰom!
- 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 pepun
 look? (kɰmian nɛnaa niw phtéh)
 khɰom telefoun haw pepun khɰom, pruh
 kɰmian nɛnaa niw 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 khɰom khouc
 kɛdaal phlew)
 khɰom cih ta'sii tɨw thee kaa, pruh
 laan khɰom khouc kɛdaal phlew!
- 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 niw otael?
 (khɰom rɔ́o? phtéh puo?-maa?
 khɰom m kheefi)
 khɰom tɨw niw otael, pruh khɰom
 rɔ́o? phtéh puo?-maa? khɰom m
 kheefi!
- 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 niw phtéh?
 (kɰmian nɛnaa niw phtéh)
 khɰom niw phtéh, pruh kɰmian
 nɛnaa niw 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 cemuoey 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-muoey?
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 piséh, 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 Yes, we do. This is 250 a meter.
 hòoy haasep'm.
19. Sareth
 khñom douc-cia m coul-cet póa I guess I don't like that color.
 niṅ' teh!
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' Give me three and a half meters
 moh. of it.

DIALOGUE FOR COMPREHENSION

səɛət

səɾɪn

1. khñom kit tɔw tɪñ kɾənət kat
 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-cet læn.
10. khñom mɪn coul-cet læn tee. kdaw nah.
11. khñom kit tɔw róo? tɪñ daakron viñ.
12. prúh trocé? haey sruol baok ɸhoəṅ. 13. sruol haey, tæ douc-cia mɪn-səw
 l'oo douc læn tee.
14. tɔw palee de swaa kə tɔw.
-

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 /...phooŋ,, ...phooŋ/.

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
ləŋit (ŋóŋit)	dark, extinguished
chlaat	smart, clever
ləŋún	stupid, slow
kdaw	hot, warm
təcéʔ (tracéʔ)	cold, cool

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. look coul-cet p ^ó a n ⁱ ŋ' teh? | Do you like that color? |
| 2. look coul-cet <u>maa</u> ? n ⁱ ŋ' teh? | Do you like that <u>brand</u> ? |
| 3. <u>via</u> coul-cet maa? n ⁱ ŋ' teh? | Does <u>he</u> like that brand? |
| 4. via <u>c^oŋ baan</u> maa? n ⁱ ŋ' teh? | Does he <u>want to get</u> that brand? |
| 5. via c ^o ŋ baan maa? <u>nuh</u> ' teh? | Does he want to get <u>the other</u> brand? |
| 6. via c ^o ŋ baan <u>p^óa</u> nuh' teh? | Does he want to get the other <u>color</u> ? |
| 7. via <u>coul-cet</u> p ^ó a nuh' teh? | Does he <u>like</u> the other color? |
| 8. <u>look</u> coul-cet p ^ó a nuh' teh? | Do <u>you</u> like the other color? |
| 9. look coul-cet p ^ó a <u>nⁱh</u> ' teh? | Do you like <u>this</u> color? |
| 10. look coul-cet p ^ó a <u>nⁱŋ</u> ' teh? | Do you like <u>that</u> color? |

Drill B. Response, No Model

(Information supplied in first sentence. Reply to question)

- | | |
|--|--|
| 1. s ^ʔ aek bounaa t ⁱ w psaa! | Tomorrow Bo-Na is going to the market. |
| Q: s ^ʔ aek bounaa t ⁱ w naa? | Q: Where is Bo-Na going tomorrow? |
| A: s ^ʔ aek bounaa t ⁱ w psaa! | A: Bo-Na is going to the market tomorrow. |
| 2. s ^ʔ aek bounaa t ⁱ w psaa t ⁱ f ⁱ kenat! | Tomorrow Bo-Na is going to market to buy cloth. |
| Q: s ^ʔ aek bounaa t ⁱ w psaa thee ey? | Q: What is Bo-Na going to market for tomorrow? |
| A: s ^ʔ aek bounaa t ⁱ w psaa t ⁱ f ⁱ kenat! | A: Bo-Na is going to market to buy cloth tomorrow. |
| 3. s ^ʔ aek bounaa t ⁱ w psaa cemuo ^y ser ^e et! | Tomorrow Bo-Na is going to market with Sareth. |
| Q: s ^ʔ aek bounaa t ⁱ w psaa cemuo ^y n ^e naa? | Q: Who is Bo-Na going to market tomorrow with? |
| A: s ^ʔ aek bounaa t ⁱ w psaa cemuo ^y ser ^e 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
pəam! (maon pəam)
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-œ pekaœ pemaan' eh!
khñom min-œ pekaœ pemaan' eh,
pntaœ look pekaœ' ah. | I'm not very good at it.
I'm not very good at it, but
you certainly are. |
| 6. khñom min-œ kpúh pemaan' eh!
khñom min-œ kpúh pemaan' eh,
pntaœ look kpúh' nah. | I'm not so very tall.
I'm not so very tall, but you
certainly are. |

Drill G. Substitution

- | | |
|--|---|
| 1. nıw sòk khmaœ 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 khmaœ</u> mehoup thaok' teh? | Is food cheap in <u>Cambodia</u> ? |
| 9. nıw sòk khmaœ <u>khao-aaw</u> thaok' teh? | Is <u>clothing</u> cheap in Cambodia? |
| 10. nıw sòk khmaœ khao-aaw <u>thlay</u> ' teh? | Is clothing <u>expensive</u> in Cambodia? |

Drill H. Transformation: Two Sentences into One.

- | | |
|--|---|
| MODEL: <u>Teacher:</u> sèy cœn coul-cœt slie?
khao!
sèy ciipun coul-cœt slie?
khao' deh! | Chinese women like to wear
trousers.
Japanese women like to wear
trousers too. |
| <u>Student:</u> sèy cœn niŋ sèy ciipun,
coul-cœt slie? khao
douc khnia! | Both Chinese and Japanese
women like to wear trousers. |

- | | |
|---|---|
| 1. khñom coul-cœt baay pœaŋ!
look coul-cœt baay pœaŋ' deh!
look niŋ khñom coul-cœt baay
pœaŋ douc khnia! | I like French food.
You like French food also.
You and I both like French food. |
| 2. pepún khñom coul-cœt phleerŋ!
pepún look coul-cœt phleerŋ' deh!
pepún khñom niŋ pepún look coul-cœt
phleerŋ douc khnia. | My wife likes music.
Your wife likes music too.
My wife and your wife both like
music. |

- | | |
|---|---|
| <p>3. laan khñom póa soo!
 laan look póa soo' deh!
 laan look niŋ laan khñom póa
 soo douc khnia!</p> | <p>My car is white. Your car is
 Your car is white too.
 Your car and my car are both
 white.</p> |
| <p>4. khñom mian koun pii!
 look mian koun pii' deh!
 look niŋ khñom mian koun pii
 douc khnia!</p> | <p>I have two children.
 You have two children too.
 You and I both have two children.</p> |

Drill I. Transformation: Complex Model: 'Some...Others...'

- | | |
|--|---|
| <p>MODEL: Teacher: laan... lien
 Student: laan khlah lien,, khlah
 m lien. m douc khnia
 tŋ-oh' teh!</p> | <p>Cars... fast
 Some cars are fast, others
 are not, they're not all
 the same.</p> |
| <p>1. kenat... l'oo
 kenat khlah l'oo,, khlah m l'oo.
 m douc khnia tŋ-oh' teh!</p> | <p>Cloth... good.
 Some cloth is good, some is not;
 it's not all the same.</p> |
| <p>2. paom... chŋafi
 paom khlah chŋafi,, khlah m chŋafi.
 m douc khnia tŋ-oh' teh!</p> | <p>Apples... delicious.
 Some apples are delicious, others
 are not; they're not all the
 same.</p> |
| <p>3. menuh... sruol
 menuh khlah sruol,, khlah
 m sruol.
 m douc khnia tŋ-oh' teh!</p> | <p>People... easy-going.
 Some people are easy-going, others
 are not; they're not all the same.</p> |
| <p>4. kon.. l'oo meel
 kon khlah l'oo meel,, khlah
 m l'oo meel.
 m douc khnia tŋ-oh' teh!</p> | <p>Movies... interesting.
 Some movies are interesting,
 others are not; they're not
 all the same.</p> |
| <p>5. thnam... pekae
 thnam khlah pekae,, khlah
 m pekae.
 m douc khnia tŋ-oh' teh!</p> | <p>Medicines... effective.
 Some medicines are effective,
 others are not; they're not
 all the same.</p> |
| <p>6. perey.. khlaŋ
 perey khlah khlaŋ,, khlah
 m khlaŋ.
 m douc khnia tŋ-oh' teh!</p> | <p>Cigarettes... strong
 Some cigarettes are strong, others
 are not; they're not all the
 same.</p> |

Drill J. Response

- | | |
|---|--|
| MODEL: Teacher: laan look lien' ah.
(yit) | Your car is very fast. |
| Student: laan khñom yit' ah. | My car is quite slow. |
| 1. pepún look l'oo' nah. (akrəʔ)
pepún khñom akrəʔ' nah. | Your wife is very pretty.
My wife is quite unattractive. |
| 2. phtéh look thom' ah. (touc)
phtéh khñom touc' nah. | Your house is very large.
My house is quite small. |
| 3. ktup look phlii' nah. (ləŋit)
ktup khñom ləŋit' nah. | Your room is very bright.
My room is quite dark. |
| 4. koun look chlaat' nah. (ləŋúŋ)
koun khñom ləŋúŋ' nah. | Your children are very smart.
My children are quite stupid. |
| 5. koun look craen' ah. (tec)
koun khñom tec' nah. | You have a lot of children.
I have very few children. |
| 6. pepún look kpúh' nah. (tiap)
pepún khñom tiap' nah. | Your wife is very tall.
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 smmaanŋ, rii khmian
smmaanŋ!
Sareth
Whether you have good luck or bad
luck.
20. sùol' eh, ficeŋ.. thee mec 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!
Sarin
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) You're a teacher? (veterinarian)
tee, m̄eεn' teh! kh̄ñom cia p̄eεt sat! No, I'm not, I'm a veterinarian.
 - look cia p̄eεt sat' ih? (néʔ r̄iec̄c̄ekaa) You're a veterinarian? (civil servant)
tee, m̄eεn' teh! kh̄ñom cia néʔ r̄iec̄c̄ekaa! No, I'm not, I'm a civil servant.
 - look cia néʔ r̄iec̄c̄ekaa' ih? (tehian) You're a civil servant? (military man)
tee, m̄eεn' teh! kh̄ñom cia tehian. No, I'm not, I'm a military man.
 - look cia tehian' ih? (kruu p̄eεt) You're a military man? (doctor)
tee, m̄eεn' teh! kh̄ñom cia kruu p̄eεt. No, I'm not, I'm a doctor.
 - look cia kruu p̄eεt' ih? (koun seh) You're a doctor? (student)
tee, m̄eεn' teh! kh̄ñom cia koun seh! No, I'm not, I'm a student.
 - look cia koun seh' ih? (kamm̄ekoo) You're a student? (laborer)
tee, m̄eεn' teh! kh̄ñom cia kamm̄ekoo! No, I'm not, I'm a laborer.
 - look cia kamm̄ekoo' ih? (kruu tiey) You're a laborer? (soothsayer)
tee, m̄eεn' teh! kh̄ñom cia kruu tiey! 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 pèaŋ
tj-oh khnia!
khñom ceh niyiey pèaŋ,, look ko
ceh niyiey pèaŋ.. yeəj ceh
niyiey pèaŋ 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 nɨŋ look cəh loot paarasut
tɨ-oh khnia!
khñom cəh loot paarasut,, look ko
cəh loot paarasut.. yeəŋ cəh
loot paarasut tɨ-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 cəh pii-naa' moh?
4. coh yeəŋ cəh pii-naa' moh?
5. coh yeəŋ 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 məc, baan cuop ɨ kót?
2. thee məc, baan cuop ɨ via?
3. thee məc, baan niyiey ɨ via?
4. thee məc, baan niyiey ɨ look saw?
5. thee məc, baan té?-tóoŋ ɨ look saw?
6. thee məc, baan té?-tóoŋ ɨ via?
7. thee məc, baan té?-tóoŋ ɨ kót?
8. thee məc, baan cuop ɨ 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
kɰmaw! | He knows whether <u>it's</u> white or
black. |
| 5. kót <u>m dɛŋ</u> thaə <u>via</u> sɔɔ rɪɪ
kɰmaw! | He <u>doesn't know</u> whether it's
white or black. |
| 6. kót m dɛŋ thaə <u>saw</u> sɔɔ rɪɪ
kɰmaw! | He doesn't know whether <u>Sau</u> is
white or black. |
| 7. kót m dɛŋ thaə saw <u>mian rɪɪ</u>
<u>krɔɔ!</u> | He doesn't know whether Sau is
<u>rich or poor</u> . |
| 8. kót m dɛŋ thaə <u>look</u> mian rɪɪ
krɔɔ! | He doesn't know whether <u>you're</u>
rich or poor. |
| 9. kót <u>dɛŋ</u> thaə look mian rɪɪ
krɔɔ! | He <u>knows</u> whether you're rich or
poor. |

Drill F. Substitution

- | | |
|---|---|
| 1. kót aac tɛy anaakút look daɛ! | He may be able to foretell your
future. |
| 2. kót aac tɛy <u>kumnit miyat</u>
look daɛ! | He may be able to guess your
<u>character</u> . |
| 3. <u>keə</u> aac tɛy kumnit miyat
look daɛ! | <u>They</u> may be able to guess your
character. |
| 4. keə aac <u>dɛŋ</u> kumnit miyat
look daɛ! | They may even <u>know</u> your character. |
| 5. <u>kót</u> aac dɛŋ kumnit miyat
look daɛ! | <u>He</u> may even know your character. |
| 6. kót aac praɛ kumnit miyat
look daɛ! | He may be able to <u>change</u> your
character. |
| 7. kót aac praɛ <u>anaakút</u> look daɛ! | He may be able to change your
<u>future</u> . |
| 8. kót aac <u>tɛy</u> anaakút look daɛ! | He may be able to <u>foretell</u> your
future. |

- | | |
|---|--|
| 5. look cia tehian ceəŋ tik, meen' teh?
tee, khñom m-meən cia tehian ceəŋ
tik' teh! | You're a marine, aren't you?
No, I'm not a marine. |
| 6. look cia né? rieccekaa, meen' teh?
tee, khñom m-meən cia né? rieccekaa'
teh! | You're a civil servant, aren't
you?
No, I'm not a civil servant. |
| 7. look cia niey tehian, meen' teh?
baat, khñom m-meən cia niey tehian
teh! | You're an officer, aren't you?
No, I'm not an officer. |

Drill I. Transformation: Question from Statement.

- | | |
|--|--|
| MODEL: Teacher: khñom cia kruu peet!
Student: look cia kruu peet,
meən' teh? | I'm a doctor.
You're a doctor, aren't
you? |
| 1. khñom cia tehian!
look cia tehian, meen' teh? | I'm a military man.
You're a military man, aren't you? |
| 2. khñom cia koun seh!
look cia koun seh, meən' teh? | I'm a student.
You're a student, aren't you? |
| 3. khñom cia diiphloumaat!
look cia diiphloumaat, meen' teh? | I'm a diplomat.
You're a diplomat, aren't you? |
| 4. khñom cia róttəmuntrey!
look cia róttəmuntrey, meen' teh? | I'm a cabinet minister.
You're a cabinet minister,
aren't you? |
| 5. khñom cia tehian ceəŋ tik!
look cia tehian ceəŋ tik, meen' teh? | I'm a marine.
You're a marine, aren't you? |
| 6. khñom cia né? rieccekaa!
look cia né? rieccekaa, meen' teh? | I'm a civil servant.
You're a civil servant, aren't
you? |
| 7. khñom cia niey tehian!
look cia niey tehian, meen' teh? | I'm an officer.
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 pæet' teh? Do you know any doctors?
(méné?-pii) (1 or 2)
baat, khñom skól kruu pæet 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 tēhian' teh? Do you know any officers?
(bey-buon né?) (3 or 4)
baat, khñom skól niey tēhian Yes, I know three or four officers--
bey-buon 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.

UNIT 43

BASIC DIALOGUE

- Barber
1. ƒiceəŋ ɲkuy leəŋ məphlɛət' tih.
dɔl veen look əlew' əh. Please have a seat for a moment.
It'll be your turn right away.
- Customer
2. baat, m əy' təh! ɔɔ kun' nəh. Never mind, thanks.
- Barber
3. baat, som ƒiceəŋ!! Sure, come on!
- Customer
4. ou, khfom niw cam puu inoh' təh! Oh, I'll wait for you over there.
- Barber
5. ƒiceəŋ ɲkuy leəŋ məəl səphiw
leəŋ' tih. Have a seat and read a magazine.
- (Later on)
- Barber
6. som ƒiceəŋ, look.. look sok
səbaay' cia təh? Next, sir. How are you?
- Customer
7. baat, khfom sok səbaay' cia təh!
coh puu mian əy phlæk' təh? I'm fine.
What's new with you?
- Barber
8. baat, khmian əy phlæk' təh! Nothing much new.
9. təə məsəl məŋ, pəpún khfom chlɔəŋ
thlee, baan koun səy muoy! Yesterday my wife gave birth,
and we have a daughter.
- Customer
10. coh kót sok səbaay' cia təh? How are they, all right?
- Barber
11. baat! Sure.
12. look cəŋ ləbiep məc, mədɔəŋ nih? What style do you want this time?
- Customer
13. ou, khfom cəŋ tuk əy vɛəŋ mədɔəŋ! Oh, I guess leave it long.
- Barber
14. baat, mian əy? Okay.
- Customer
15. pəŋap nteç' nəh. khfom mian
kəə phɔəŋ! Hurry a little, will you? I've
got something else to do.

16. m-bac kao puk mót oy khñom' teh! You don't have to give me a shave.
Barber
17. look peñap tiw naa? Where are you hurrying off to?
Customer
18. baat, khñom tecuun kee laeñ Well, I'm taking somebody to the
kpal-hoh, maon pmbuon niñ' e! plane at nine o'clock.
Barber
19. kao puk mót they m tón? Why wouldn't there be time for
niw ciañ memaon tiet dae. a shave, then?
You still have more than an hour.
Customer
20. ficenñ kao ko kao' tih. All right then, give me a shave.
Barber
21. nenea, ke tiw naa? Who's going where?
Customer
22. baat, p'oun khñom kee tiw sòk It's my younger brother, he's
amerik! going to America.
Barber
23. ou, kót tiw thee ey? Oh? what's he going to do there?
Customer
24. baat, tiw rien! He's going to study.
25. puu, veek cehienñ tiw khaan-chvseeñ Say, put the part a little more
medoanñ' neh. to the left, will you?
Barber
26. baat! look ko? so?' teh? All right. Want a shampoo?
Customer
27. m bac' teh! oo kun' neh. No, thanks.

DIALOGUE FOR COMPREHENSION

ciañ kat so?look saw

1. eñceañ ònkuy leenñ mephleat tiw.
dol veen look eylew haey.
2. baat, min ey tee. oo kun naa.
3. baat, soum eñceañ!
4. ou, khñom niw cam puu aenoh tee.
5. eñceañ ònkuy leenñ mael siew-phiw
leenñ tiw.

	<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', /ch/ '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

chloœŋ thlee (baan)	cross a river, have a baby (see grammar note)
bañ sat (baan)	shoot animals
stuuc trøy (baan)	catch fish
thoœt ruup	take pictures
ruup thoœt	photographs
thoœt ruup baan	can take pictures
baan ruup thoœt	get photographs
tifi kœphlœœŋ (baan)	buy guns
veen look dól haœy	it's your turn now

3. Adjective Opposites

kèah (krah)	thick	sdaœŋ	thin
vœœŋ	long	khlœy	short
s'aat	clean	kœkhvœ?	dirty
tœŋ	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 leeŋ mǣphlǣt' tih. | Please have a seat for a moment. |
| 2. ñcǣñ ñkuy <u>mǣl sǣphiw leeŋ'</u> tih. | Please sit down and <u>read a magazine.</u> |
| 3. ñcǣñ coul móo mǣl sǣphiw leeŋ' 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 leeŋ'</u> tih. | Won't you have a seat and <u>read a magazine.</u> |
| 8. soum look ñkuy leeŋ mǣphlǣt' tih. | Won't you have a seat <u>for a moment.</u> |
| 9. <u>ñcǣñ</u> ñkuy leeŋ 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?
m-bac kao puk mó't' oy khñom' teh! | How about a shave?
It's not necessary to give me a shave. |
| 2. look thee tǣsay' teh?
m-bac thee tǣsay' oy khñom' teh! | How about a massage?
It's not necessary to give me a massage. |
| 3. look vǣek cǣhier' teh?
m-bac vǣek cǣhier' cǣŋ oy khñom' teh! | How about moving the part?
It's not necessary to move the part. |
| 4. look khat sbǣk-cǣŋ' teh?
m-bac khat sbǣk-cǣŋ' oy khñom' teh! | How about a shoeshine?
It's not necessary to shine my shoes. |
| 5. look crǣp puk mó't' teh?
m-bac crǣp puk mó't' oy khñom' teh! | How about a mustache trim?
It's not necessary to trim my mustache. |
| 6. look ut aaw' teh?
m-bac ut aaw' oy khñom' teh! | How about pressing your coat?
It's not necessary to press my coat. |

Drill G. Transformation: One Sentence from Two.

MODEL: Teacher: khñom cuun pepún khñom I'm taking my wife to the
laeŋ kpal-hoh! kót plane, at nine o'clock.
tíw sòk amerik! She's going to America.

Student: khñom cuun pepún khñom I'm taking my wife to the
laeŋ kpal-hoh tíw sòk plane for America.
amerik!

1. s'aek khñom cuun p'oun khñom tíw Tomorrow I'm taking my younger
psaa! via níŋ kat so?!

brother to the market. He's
going to get a haircut.

s'aek khñom cuun p'oun khñom tíw Tomorrow I'm taking my younger
psaa kat so?!

brother to the market to get
a haircut.

2. s'aek khñom cuun pepún khñom tíw Tomorrow I'm taking my wife to
lae-žaat! kót níŋ thoót ruup!

Le Jade. She's going to get
her picture taken.

s'aek khñom cuun pepún khñom tíw Tomorrow I'm taking my wife to
lae-žaat thoót ruup!

Le Jade to get her picture taken.

3. thŋay saw khñom níŋ nóm koun khñom On Saturday I'm taking my son to
tíw psaa! kee níŋ tíŋ kenat!

the market. He's going to buy
cloth.

thŋay saw khñom níŋ nóm koun khñom On Saturday I'm taking my son to
tíw psaa tíŋ kenat!

the market to buy cloth.

4. læŋiee nih khñom tíw psaa! khñom This evening I'm going to the
níŋ tíŋ kephleəŋ muoy! market. I'm going to buy a gun.
læŋiee nih khñom tíw psaa tíŋ This evening I'm going to the
kephleəŋ muoy! market to buy a gun.

5. atit kraoy khñom tíw níw yóok! Next week I'm going to New York.
khñom níŋ meel kon! I'm going to see a movie.
atit kraoy khñom tíw níw yóok Next week I'm going to New York
meel kon! to see a movie.

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

- MODEL: Teacher: nēnaa ke tīw inaa? (p'oun khñom, srok amerik) Who's going where? (my younger brother, America)
- Student: baat, p'oun khñom ke tīw srok amerik! My younger brother's going to America.
1. nēnaa ke tīw inaa? (bōōj khñom, kēpuj caam) Who's going where? (my older brother, Kompong Cham)
- baat, bōōj khñom ke tīw kēpuj caam! My older brother's going to Kompong Cham.
2. nēnaa ke tīw thee ey? Who's going to do what?
- (p'oun khñom, rien) (my younger brother, study)
- baat, p'oun khñom ke tīw rien! My younger brother's going to study.
3. nēnaa ke tīw thee ey? Who's going to do what?
- (koun khñom, kat sō?) (my son, get a haircut)
- baat, koun khñom ke tīw kat sō?! My son's going to get a haircut.
4. kee tīw thee ey nīw-inaa? What are they going to do where?
- (rien, srok amerik) (study, America)
- baat, kee tīw rien srok amerik! They're going to study in America.
5. kee tīw thee ey nīw-inaa? What are they going to do where?
- (bjiēn, sōk pèaŋ) (teach, France)
- baat, kee tīw bjiēn sōk pèaŋ! They're going to teach in France.

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,
kee pecuun khñom tiw svaay rien! | | But after I became a soldier,
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
pii salaa chnam tiw. | <u>Soldier</u> | What do you mean fight? I just
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
coul-cet tehian tañ-pii
touc' mih. | <u>Soldier</u> | I don't know, but I liked
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
chbañ-telóp cèen' ah. | <u>Soldier</u> | It's a little hard, there are a
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
tehian, kee boñcuun khnom tiw
svaay rienj! |
| 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
cefi pii salaa chnam tiw. |
| 12. mec baan-cia look moo' thvee tehian? | 13. khnom min denj dae, pontae khnom
coul-cet tehian tañ-pii touc
melh. |
| 14. pibaa' tee, thvee tehian? | 15. pibaa' bontec dae, mian
chbap-tumlóp craen nah. |
| 16. look bomronj thvee tehian
róohout rih? | 17. meel tiw róohout haey, pruh
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:

dəj	to know	cam	to remember
kit	to think	phlic	to forget
nik-kheeff	to think of	cie, cie-cé'	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 dəj thaa kót cia kruu peet.

'I know that he's a doctor.'

taam khñom dəj, 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-oo' 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-niq/) 'just now, recently, just' (C) and the conjunction /tañ-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>
<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 salaa. | I just came from school. |
| 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 svaay rien. | <u>They</u> just came from Svaay Rieng. |
| 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 poh'ŋ. | <u>He</u> just came from the post office. |
| 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 m-piñ. | <u>He (you)</u> just came from Phnom Penh. |
| 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 otael. | <u>I</u> just came from the hotel. |

- | | |
|---|--------------------------------------|
| 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?
baat, kót cia kruu peet meen! | He's a doctor, isn't he?
Yes, he <u>is</u> a doctor. |
| 2. kót cia cawvaay khaet, meen' eh?
baat, kót cia cawvaay khaet meen! | He's a governor, isn't he?
Yes, he <u>is</u> a governor. |
| 3. kót cia koun tehian, meen' eh?
baat, kót cia koun tehian meen! | He's an enlisted man, isn't he?
Yes, he <u>is</u> an enlisted man. |
| 4. kót cia niey tehian, meen' eh?
baat, kót cia niey tehian meen! | He's an officer, isn't he?
Yes, he <u>is</u> an officer! |
| 5. kót cia rótmuntrey, meen' eh?
baat, kót cia rótmuntrey meen! | He's a cabinet minister, isn't he?
Yes, he <u>is</u> a cabinet minister. |
| 6. kót cia kruu, meen' eh?
baat, kót cia kruu meen! | He's a teacher, isn't he?
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?
(niey tehian)
tee, m meen' teh! kót cia
niey tehian! | He's a doctor, isn't he?
(officer)
No, he's not. He's an officer. |
|---|---|

- | | |
|--|---|
| 2. kót cia kruu peet, meen' eh?
(kruu peet)
baat, kót cia kruu peet meen! | He's a doctor, isn't he?
(doctor)
Yes, he's a doctor. |
| 3. kót cia cawvaay khaet, meen' eh?
(rótmuntrey)
tee, m meen' teh! kót cia
rótmuntrey! | He's a governor, isn't he?
(minister)
No, he's not. He's a minister. |
| 4. kót cia koun téhian, meen' eh?
(niey téhian)
tee, m meen' teh! kót cia
niey téhian! | He's an enlisted man, isn't he?
(officer)
No, he's not. He's an officer. |
| 5. kót cia niey téhian, meen' eh?
(niey téhian)
baat, kót cia niey téhian meen! | He's an officer, isn't he.
(officer)
Yes, he's an officer. |
| 6. kót cia rótmuntrey, meen' eh?
(cawvaay khaet)
tee, m meen' teh! kót cia
cawvaay khaet! | He's a minister, isn't he?
(governor)
No, he's not. He's a governor. |
| 7. kót cia kruu, meen' eh?
(koun téhian)
tee, m meen' teh! kót cia koun
téhian! | He's a teacher, isn't he?
(enlisted man)
No, he's not. He's an enlisted
man. |
| 8. kót cia koun téhian, meen' eh?
(koun téhian)
baat, kót cia koun téhian meen! | He's an enlisted man, isn't he?
(enlisted man)
Yes, he's an enlisted man. |

Drill F. Substitution

- | | |
|--|---|
| 1. khñom lli thaa kót cia cawvaay
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>
<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!
<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. <u>khñom</u> coul-cet tehian taŋ-pii
touc 'fi. | I liked being a soldier since I
was small. |
| 2. <u>kót</u> coul-cet tehian taŋ-pii
touc 'fi. | <u>He</u> liked being a soldier since
he was small. |
| 3. <u>kót</u> coul-cet tehian taŋ-pii
<u>khmeen</u> . | He liked being a soldier since
he was <u>young</u> . |
| 4. <u>via</u> coul-cet tehian taŋ-pii
<u>khmeen</u> . | <u>He</u> liked being a soldier since
he was young. |
| 5. <u>via</u> coul-cet tehian taŋ-pii
<u>yuu nah móo haey</u> . | He liked being a soldier since
<u>a long time ago</u> . |
| 6. <u>khñom</u> coul-cet tehian taŋ-pii
yuu nah móo haey. | <u>I</u> like being a soldier since a
long time ago. |
| 7. <u>khñom</u> coul-cet tehian taŋ-pii
<u>daem' móo</u> . | I liked being a soldier <u>from the</u>
<u>beginning</u> . |
| 8. <u>kee</u> coul-cet tehian taŋ-pii
daem' móo. | <u>They</u> liked being soldiers from
the beginning. |
| 9. <u>kee</u> coul-cet tehian taŋ-pii
<u>touc 'fi</u> . | They liked being soldiers since
<u>they were small</u> . |
| 10. <u>khñom</u> coul-cet tehian taŋ-pii
touc 'fi. | <u>I</u> liked being a soldier since I
was small. |

Drill J. Response

- | | |
|---|--|
| MODEL: <u>Teacher</u> : look thee tehian taŋ-pii
chnam naa' móo?
(hoksep-bey) | Since what year have you been
in the service? ('63) |
| <u>Student</u> : khñom thee tehian taŋ-pii
chnam hoksep-bey! | I've been in the service
since '63. |
| 1. look thee tehian taŋ-pii chnam
naa' móo? (haasep-pmpil)
khñom thee tehian taŋ-pii chnam
haasep-pmpil! | Since what year have you been in
the service? ('57)
I've been in the service since
'57. |
| 2. look thee tehian ceŋ kook taŋ-pii
chnam naa' móo? (haasep-pmmuoy)
khñom thee tehian ceŋ kook taŋ-pii
chnam haasep-pmmuoy! | Since what year have you been an
infantryman? ('56)
I've been an infantryman since
'56. |
| 3. look thee tehian ceŋ tik taŋ-pii
chnam naa' móo? (haasep-pèam)
khñom thee tehian ceŋ tik taŋ-pii
chnam haasep-pèam! | Since what year have you been a
sailor? ('55)
I've been a sailor since '55. |

- | | |
|--|--|
| 4. look thee tehian chat yooŋ taŋ-pii
chnam naa' móo? (hoksep-muoy)
khñom thee tehian chat yooŋ taŋ-pii
.chnam hoksep-muoy! | Since what year have you been a
paratrooper? ('61)
I've been a paratrooper since
'61. |
| 5. look thee tehian kpal-hoh taŋ-pii
chnam naa' móo? (hoksep-pii)
khñom thee tehian kpal-hoh taŋ-pii
chnam hoksep-pii! | Since what year have you been
an airman? ('62)
I've been an airman since '62. |
| 6. look thee aavekaa taŋ-pii chnam
naa' móo? (haasep-pmbey)
khñom thee aavekaa taŋ-pii chnam
haasep-pmbey! | Since what year have you been
a lawyer? ('58)
I've been a lawyer since '58. |
| 7. look thee kùu bñien taŋ-pii chnam
naa' móo? (haasep-pmbuon)
khñom thee kùu bñien taŋ-pii chnam
haasep-pmbuon! | Since what year have you been
a teacher? ('59)
I've been a teacher since '59. |
| 8. look thee tehian taŋ-pii chnam
naa' móo? (hoksep-bey)
khñom thee tehian taŋ-pii chnam
hoksep-bey! | Since what year have you been in
the service? ('63)
I've been in the service since
'63. |

Drill K. Response

- | | |
|---|--|
| MODEL: <u>Teacher</u> : look cefñ pii tehian pemaan
chnam' eh? (mendop) | How long ago did you leave
the service? (eleven) |
| <u>Student</u> : khñom cefñ pii tehian mendop
chnam' eh! | I left the service eleven
years ago. |
| 1. look cefñ pii tehian ceeŋ kook
pemaan chnam' eh? (bey-ndop)
khñom cefñ pii tehian ceeŋ kook
bey-ndop chnam' eh! | How long ago did you leave the
army? (thirteen)
I left the army thirteen years ago. |
| 2. look cefñ pii tehian ceeŋ tik pemaan
chnam' eh? (buon-ndop)
khñom cefñ pii tehian ceeŋ tik
buon-ndop chnam' eh! | How long ago did you leave the
navy? (fourteen)
I left the navy fourteen years
ago. |

3. look cɛŋ pii təhian chat yooŋ
 pɛmaən chnam' əh? (pɛəm-ndəp)
 khŋom cɛŋ pii təhian chat yooŋ
 pɛəm-ndəp chnam' əh!
 How long ago did you leave the
 paratroops? (fifteen)
 I left the paratroops fifteen
 years ago.
4. look cɛŋ pii təhian kpal-həh
 pɛmaən chnam' əh? (pmmuoy-ndəp)
 khŋom cɛŋ pii təhian kpal-həh
 pmmuoy-ndəp chnam' əh!
 How long ago did you leave the
 air force? (sixteen)
 I left the air force sixteen
 years ago.
5. look cɛŋ pii təhian pɛmaən
 chnam' əh? (pmpil-ndəp)
 khŋom cɛŋ pii təhian pmpil-ndəp
 chnam' əh!
 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 theə 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 haɛy yɛɛŋ tɪw rɔo tɪŋ kɛnat.
7. yɛɛŋ coul haɛŋ lú? kɛnat pii-bɛy.
8. kraoy tɪŋ kɛnat ruoc haɛy, yɛɛŋ kɔ tɪw phtɛh dɛɛ khao-aaw.
9. maɔŋ cɪt dɔp-pii haɛy, yɛɛŋ kɔ coul ñam baay nɪw restorɔŋ muoy, nɪw kraom
otael dɛlaa 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 haɛy, khñom cɔŋ tɪw phtɛh.
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 komlaŋ 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 treək-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 sə? 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 komlaŋ 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 /douccnɛh 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 tɔw phtéh kruu tiey menéʔ.

'He took me to the house of a fortune teller.'

khñom cuun pʔoun 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 tɔw yóoʔ 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 /yóoʔ... 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 tɔw kat soʔ.

'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 /nɔɲ/ '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-daɛl/ 'never' (D, E).

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. ចៀ ឥត មុន និ, ក្នុង ពេល ទៅ លេង
ចេមួយ ក៏ ច ប្រើ មេត្រា។ | Last weekend, I walked around
with him for a whole day. |
| 2. <u>ខាង មុន</u> និ, ក្នុង ពេល ទៅ លេង
ចេមួយ ក៏ ច ប្រើ មេត្រា។ | <u>Last month</u> , I walked around with
him for a whole day. |
| 3. ខាង មុន និ, ក្នុង ពេល ទៅ លេង
ចេមួយ ក៏ ច ប្រើ <u>បួន ថ្ងៃ</u> ។ | Last month, I walked around with
him <u>for four days</u> . |
| 4. ខាង មុន និ, ក្នុង <u>ខែ ធានី</u>
ចេមួយ ក៏ ច ប្រើ បួន ថ្ងៃ។ | Last month, I <u>took a trip</u> with
him for four days. |
| 5. <u>ឆ្នាំ មួយ</u> , ក្នុង ខែ ធានី ចេមួយ
ក៏ ច ប្រើ បួន ថ្ងៃ។ | <u>Last year</u> , I took a trip with him
for four days. |
| 6. ឆ្នាំ មួយ, ក្នុង ខែ ធានី ចេមួយ
ក៏ ច ប្រើ <u>មួយ ខែ</u> ។ | Last year, I took a trip with him
<u>for a week</u> . |
| 7. ឆ្នាំ មួយ, ក្នុង <u>ពេល ទៅ លេង</u> ចេមួយ
ក៏ ច ប្រើ មួយ ខែ។ | Last year, I <u>walked around</u> with
him for a week. |
| 8. <u>ខាង វិច្ឆិកា</u> , ក្នុង ពេល ទៅ លេង
ចេមួយ ក៏ ច ប្រើ មួយ ខែ។ | <u>In November</u> , I walked around with
for a week. |
| 9. ខាង វិច្ឆិកា, ក្នុង ពេល ទៅ លេង
ចេមួយ ក៏ ច ប្រើ <u>មេត្រា</u> ។ | In November, I walked around with
him <u>for a whole day</u> . |
| 10. <u>ចៀ ឥត មុន និ</u> , ក្នុង ពេល ទៅ លេង
ចេមួយ ក៏ ច ប្រើ មេត្រា។ | <u>Last weekend</u> , I walked around
with him for a whole day. |

Drill B. Substitution

- | | |
|---|---|
| 1. ឆ្លាត ក៏ ទៅ តែង, ប្អូន-ម៉ា
ក្នុង ក្រុម កាត ស៊ី ខ្ពស់។ | Being in the service, my friend
likes his hair cut short. |
| 2. ឆ្លាត ក៏ ទៅ តែង, ប្អូន-ម៉ា ក្នុង
ក្រុម កាត តិច ឱ្យ ប្រាក់-ប្រាក់។ | Being in the service, my friend
likes <u>to buy inexpensive things</u> . |
| 3. ឆ្លាត ក៏ ទៅ <u>ក្នុង វិទ្យាល័យ</u> , ប្អូន-ម៉ា
ក្នុង ក្រុម កាត តិច ឱ្យ ប្រាក់-ប្រាក់។ | Being <u>a student</u> , my friend likes
to buy inexpensive things. |
| 4. ឆ្លាត ក៏ ទៅ ក្នុង វិទ្យាល័យ, ប្អូន-ម៉ា
ក្នុង ក្រុម កាត <u>តុក ស៊ី វែង</u> ។ | Being a student, my friend likes
to <u>leave his hair long</u> . |
| 5. ឆ្លាត ក៏ ទៅ <u>ក្នុង ក្រុម ទាញ ចំណូល</u> , ប្អូន-ម៉ា
ក្នុង ក្រុម កាត តុក ស៊ី វែង។ | Being a <u>fortune teller</u> , my friend
likes to leave his hair long. |

- | | |
|---|--|
| 6. daoy kót cia <u>kruu tiey</u> , puo?-maa?
khñom coul-cet <u>mèel rìeñ bouraan.</u> | Being a fortune teller, my friend
likes to <u>read ancient legends.</u> |
| 7. daoy kót cia kruu bəŋrien, puo?-maa?
khñom coul-cet mèel rìeñ bouraan. | Being a <u>teacher</u> , my friend likes
to read ancient legends. |
| 8. daoy kót cia <u>kruu bəŋrien</u> , puo?-maa?
khñom coul-cet <u>coul keeñ pii pelup.</u> | Being a teacher, my friend likes
to <u>go to bed early.</u> |
| 9. daoy kót cia <u>tehian</u> , puo?-maa? khñom
coul-cet coul keeñ pii pelup. | Being <u>in the service</u> , my friend
likes to go to bed early. |
| 10. daoy kót cia tehian, puo?-maa? khñom
coul-cet <u>kat so? khley.</u> | Being in the service, my friend
likes <u>his hair cut short.</u> |

Drill C. Transformation

- | | |
|--|---|
| MODEL: <u>Teacher</u> : puo?-maa? khñom coul-cet
kat so? khley.
(tuk so? veeñ) | My friend likes his hair cut
short. (leave hair long) |
| <u>Student</u> : khñom, khñom coul-cet
tuk so? veeñ. | Me, I like to leave my hair
long. |
| 1. puo?-maa? khñom coul-cet tiñ
khao-aaw thaok-thàok. (thlay)
khñom, khñom coul-cet tiñ
khao-aaw thlay. | My friend likes to buy inexpensive
clothing. (expensive)
Me, I like to buy expensive
clothing. |
| 2. puo?-maa? khñom coul-cet mèel
rìeñ bouraan. (semay)
khñom, khñom coul-cet mèel rìeñ
semay. | My friend likes to read ancient
stories. (modern)
Me, I like to read modern
stories. |
| 3. puo?-maa? khñom coul-cet coul
keeñ pii pelup. (yup nteç)
khñom, khñom coul-cet coul keeñ
yup nteç. | My friend likes to go to bed
early. (rather late)
Me, I like to go to bed rather
late. |
| 4. puo?-maa? khñom coul-cet laan
thom. (touc)
khñom, khñom coul-cet laan touc. | My friend likes big cars.
(small)
Me, I like small cars. |
| 5. puo?-maa? khñom coul-cet sbaek-çeeñ
thruñ. (sraal)
khñom, khñom coul-cet sbaek-çeeñ
sraal. | My friend likes heavy shoes.
(light)
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?
 khñom m-dael aoy nenea ca? thnam
 aoy khñom soh!

Have you ever had an inoculation?

I've never had anybody inoculate
 me at all.

2. look dael aoy kee kao puk mót
 teh?
 khñom m-dael aoy nenea kao puk
 mót aoy khñom soh!

Have you ever had someone shave
 you?

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 otaël viñ. the hotel.
3. daoy m-sew mian luy, yeəŋ ko Not having much money, we went
telop tiw otaël 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
cih sikhrou tiw. | <u>Having lots of time</u> , we took
a cyclo. |
| 6. daoy mian peel craen, yeen ko
<u>cih laan chnuol tiw</u> . | Having lots of time, we <u>took</u>
<u>a bus</u> . |
| 7. daoy <u>oh komlan peek</u> , yeen ko
cih laan chnuol tiw. | <u>Being so tired</u> , we took a bus. |
| 8. daoy oh komlan peek, yeen ko
<u>coul keen</u> . | Being so tired, we <u>went to bed</u> . |

Drill G. Transformation

- | | |
|--|---|
| MODEL: <u>Teacher</u> : 'yeen oh komlan peek.
doucchneh haey yeen
coul keen. | We were so tired. Therefore,
we went to bed. |
| <u>Student</u> : daoy oh komlan peek,
yeen ko coul keen. | Being so tired, we went to
bed. |
| 1. yeen oh komlan peek. doucchneh
haey, yeen telop tiw otael viñ.
daoy oh komlan peek, yeen ko
<u>telop tiw otael viñ</u> . | We were so tired. Therefore, we
went back to the hotel.
Being so tired, we <u>went back to</u>
the hotel. |
| 2. yeen m-sew mian luy. doucchneh
haey, yeen telop tiw otael viñ.
daoy <u>m-sew mian luy</u> , yeen ko
telop tiw otael viñ. | We didn't have much money. There-
fore, we went back to the hotel.
Not having much money, we went
back to the hotel. |
| 3. yeen m-sew mian luy. doucchneh
haey, yeen cih sikhrou tiw.
daoy m-sew mian luy, yeen ko
<u>cih sikhrou tiw</u> . | We didn't have much money. There-
fore, we <u>took</u> a cyclo.
Not having much money, we <u>took</u>
a cyclo. |
| 4. yeen mian peel craen. doucchneh
haey, yeen cih sikhrou tiw.
daoy mian peel craen, yeen ko
cih sikhrou tiw. | We had lots of time. Therefore,
we took a cyclo.
Having lots of time, we took a
cyclo. |
| 5. yeen mian peel craen. doucchneh
haey, yeen cih laan chnuol tiw.
daoy mian peel craen, yeen ko
cih laan chnuol tiw. | We had lots of time. Therefore,
we took a bus.
Having lots of time, we took a
bus. |

- | | |
|--|--|
| 6. yeeŋ əh kəmlaŋ peek. doucchneŋ
haey, yeeŋ ciŋ laan chnuol tiw.
daoy əh kəmlaŋ peek, yeeŋ kə ciŋ
laan chnuol tiw. | We were so tired. Therefore, we
took a bus.
Being so tired, we took a bus. |
| 7. yeeŋ əh kəmlaŋ peek. doucchneŋ
haey yeeŋ coul keeŋ.
daoy əh kəmlaŋ peek, yeeŋ kə
coul keeŋ. | We were so tired. Therefore, we
went to bed.
Being so tired, we went to bed. |

Drill H. Substitution

- | | |
|---|---|
| 1. yeeŋ niyiey leeŋ cəmuoy kruu
tiey əh peel məmaoŋ. | We were talking with the fortune
teller for an hour. |
| 2. yeeŋ niyiey leeŋ cəmuoy niey
tehian əh peel məmaoŋ. | We were talking with <u>the officer</u>
for an hour. |
| 3. yeeŋ niyiey leeŋ cəmuoy niey
tehian əh peel kəlah maŋ. | We were talking with the officer
for <u>half an hour</u> . |
| 4. kót niyiey leeŋ cəmuoy niey
tehian əh peel kəlah maŋ. | <u>He</u> was talking with the officer
for half an hour. |
| 5. kót niyiey leeŋ cəmuoy kruu
tiey əh peel kəlah maŋ. | He was talking with the <u>fortune
teller</u> for half an hour. |
| 6. kót niyiey leeŋ cəmuoy kruu
tiey əh peel məmaoŋ kəlah. | He was talking with the fortune
teller for <u>an hour and a half</u> . |
| 7. yeeŋ niyiey leeŋ cəmuoy kruu
tiey əh peel məmaoŋ kəlah. | <u>We</u> were talking with the fortune
teller for an hour and a half. |
| 8. yeeŋ niyiey leeŋ cəmuoy kruu
tiey əh peel məmaoŋ. | We were talking with the fortune
teller for <u>an hour</u> . |

Drill I. Double Substitution (No Model)

- | | |
|---|--|
| 1. too pii nuh, yeeŋ kə təloŋ
tiw phtéh. | Following that, we went back
home. |
| 2. kraoy móo?, yeeŋ kə tiw psaa
thmey. | Later on, we <u>went to the New
Market</u> . |
| 3. ruoc haey, yeeŋ kə tiw róo tifi
kenat. | <u>After we finished, we went shopping
for cloth</u> . |
| 4. kraoy móo?, yeeŋ kə tiw phtéh
dæe khao-aaw. | Later on, we <u>went to the tailor
shop</u> . |

Drill K. Transformation

- | | |
|--|---|
| <p>MODEL: <u>Teacher</u>: kót nó[́]m khñom tɿw phtéh
kruu tiey mené[?]!</p> <p><u>Student</u>: kót nɿj khñom nó[́]m khnia
tɿw phtéh kruu tiey
mené[?]!</p> | <p>He took me to the house of
a fortune teller.</p> <p>He and I went together to
the house of a fortune
teller.</p> |
| <p>1. khñom nó[́]m kót tɿw psaa thmey!
khñom nɿj kót nó[́]m khnia tɿw psaa
thmey!</p> | <p>I took him to the New Market.
I and he went to the New Market
together.</p> |
| <p>2. khñom cuun pepún khñom tɿw róc
tifi kenat!
khñom nɿj pepún khñom nó[́]m khnia
tɿw róc tifi kenat!</p> | <p>I took my wife cloth shopping.
I and my wife went cloth shopping
together.</p> |
| <p>3. pepún khñom nó[́]m kót tɿw phtéh
dee khao-aaw!
pepún khñom nɿj kót nó[́]m khnia
tɿw phtéh dee khao-aaw!</p> | <p>My wife took me to the tailor
shop.
My wife and I went together to
the tailor shop.</p> |
| <p>4. puo[?]-maa[?] khñom nó[́]m khñom tɿw
kat so[?]!
puo[?]-maa[?] khñom nɿj khñom nó[́]m
khnia tɿw kat so[?]!</p> | <p>My friend took me to get a haircut.
My friend and I went together to
get a haircut.</p> |
| <p>5. khñom cuun look srey tɿw ñam
baay nɿw restorəŋ!
khñom nɿj look srey nó[́]m khnia
tɿw ñam baay nɿw restorəŋ!</p> | <p>I took the lady to eat in a
restaurant.
I and the lady went together to
eat in a restaurant.</p> |